

Brown 1st

Sims COPY

April 6<sup>th</sup> weekly packet

<b>Subject</b>	<b>Instructions</b>
<b>Reading</b>	Students will complete the pages titled "practice reproducible" for lessons 44 and 45 for the topic of summarizing. There is an instructional page before each worksheet to help guide you.  Reading weekly practice 108-110, 112
<b>Math</b>	Math lessons should be completed in this order: 6-2 quick check 6-2 reteaching 6-2 practice  *I will use only the practice page for a grade.
<b>Science/ Social studies</b>	Social studies lessons should be completed in this order: -Social studies patriots and presidents weekly read -social studies check the facts -social studies weekly assessment
<b>I-ready</b>	Weekly total: 120 minutes -60 min math -60 min reading  Weekend minutes are included

**FOCUSED APPLICATION**

# Summarize

## TEACH/MODEL

**Review** Explain that to **summarize** means to briefly tell what the passage is mostly about, including only the main idea and the most **important details**.

**Academic Language** Have partners **summarize** playing a favorite game and tell **important details**. Discuss examples. Prompt children to use academic language.

**Practice Reproducible** Distribute **Practice Reproducible C44**. Choral-read "Take Good Care of Yourself." Model using **text evidence** to summarize.

**Think Aloud** *I can read the title and the first sentence to help me find what the passage is about. The title tells me that this passage is about taking good care of yourself. The first sentence asks how you can keep from getting sick. After that, the writer gives more details about how to stay well. So I think this passage is mostly about how you can keep yourself well and not get sick.*

## GUIDED PRACTICE

Have children partner-read "Take Good Care of Yourself" and complete the summarizing sentence. Next, help children underline important details in the passage. Then have partners complete Exercise 1. Use this support as needed.

**Scaffolded Support for Exercise 1** Ask: *What is one important detail that tells more about how to stay well?*

## APPLY

Have children work individually to complete Exercises 2–3. If children need help, provide the following support. Discuss answers as a group.

**Scaffolded Support for Exercise 2** Say: *In the first paragraph, find important details about not getting sick. What does the paragraph say about eating?*

**Scaffolded Support for Exercise 3** Say: *The second paragraph gives more important details. It tells more ways of taking care of yourself. Write one of these.*

### Quick Check

**Can children use text evidence to summarize a passage?**

**If No** → Teach or reteach Acquisition Lesson 43, pages 86–87.

**If Yes** → Teach Strategic Integration Lesson 45, pages 90–91.

**Answer Key:** 1. how to stay well 2. to eat three times a day 3. sleep ten hours every night

## Summarize

Read the passage. Then complete the exercises.

### Take Good Care of Yourself

How can you keep from getting sick?

Eat three times every day.

Eat lots of fruits and vegetables.

Carrots and apples are better  
for you than candy and cookies.

Milk is good, and so is water.

Sleep ten hours every night.

Brush your teeth.

Play outside at least an hour a day.

All this will keep you well!

#### Summarize

1. This passage is mainly about \_\_\_\_\_ .

#### Most Important Details

2. One way to stay well is \_\_\_\_\_ .

\_\_\_\_\_ .

3. Another way to stay well is \_\_\_\_\_ .

\_\_\_\_\_ .

**STRATEGIC INTEGRATION**

# Summarize

## TEACH/MODEL

**Review** Explain that to **summarize** means to use your own words to briefly tell the main idea and most **important details** about a passage.

**Academic Language** Work with the group to write sentences that **summarize** a special class memory or a shared experience. Remind children to include **important details**. Discuss the summaries as a group.

**Practice Reproducible** Copy and distribute **Practice Reproducible C45**. Read aloud the directions. Model reading “Bees That Make Honey” with children. Then model using **text evidence** to summarize.

**Teacher Think Aloud** *This passage tells how honeybees make honey. I’ll look for words that tell how they do this.* Prompt children to apply the strategy.

**Student Think Aloud** *I see that first the bees drink nectar from flowers. That’s the first step in the process. Now I’ll look for other details that tell how people get the honey from the bees.*

## PRACTICE/APPLY

Have children partner-read “Bees That Make Honey.” Then have children work individually to complete Exercises 1–3. If individuals have difficulty, use the following support. Discuss answers as a group.

**Scaffolded Support for Exercise 1** Ask: *What words tell about bees making honey? Underline these words. What words don’t tell about bees making honey? Words you didn’t underline add interest but are not important details.*

**Scaffolded Support for Exercise 2** Ask: *Does this passage tell everything about honeybees or does it mostly tell about one thing honeybees do? What one thing does it tell about? (making honey)*

**Scaffolded Support for Exercise 3** Children may need support summarizing in their own words. Say: *Think about the steps honeybees follow to make honey. Write two steps in your own words.* Have children write their answers.

### Quick Check

**If children are having trouble using text evidence to summarize a passage, teach or reteach Focused Application Lesson 44, pages 88–89.**

**Answer Key:** **1.** Honeybees drink sweet juice from flowers; nectar becomes honey inside a bee’s stomach. Bees put honey into the hive. Honey becomes dry and thick. **2.** Honeybees and how they make honey **3. a.** First honeybees drink the nectar. **b.** The nectar turns into honey inside a bee.

## Summarize

Read the passage. Then complete the exercises.

### Bees That Make Honey

Honeybees make the honey we like to eat.

They are insects with brown and yellow stripes.

They drink a sweet juice from flowers called *nectar*.

This becomes honey inside a bee's stomach.

Later the bees put the honey into small spaces in the hive.

The honey becomes dry and thick.

Then people gather the honey from the hives to eat.

1. Underline the most important details in the passage above. Include only those words that tell about how bees make honey.
2. This passage is mostly about \_\_\_\_\_  
\_\_\_\_\_
3. Write two important details from the passage.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

Name \_\_\_\_\_

The **Main Idea** is the most important idea in the story.  
**Details** are small pieces of information in a story.

**Read this story.**

We went out.  
We sat in the sun.  
We ate lunch.  
The sun went down.  
It was a fun day!



**Write M if the sentence tells the main idea.  
Write D if it tells a detail.**

1. We sat in the sun. \_\_\_\_\_  
\_\_\_\_\_

2. The sun went down. \_\_\_\_\_  
\_\_\_\_\_

3. We ate lunch. \_\_\_\_\_  
\_\_\_\_\_

4. It was a fun day! \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

Digraphs:  
*ch, wh, tch*

The letters **ch** and **tch** stand for the sounds you hear in **chin** and **ditch**.

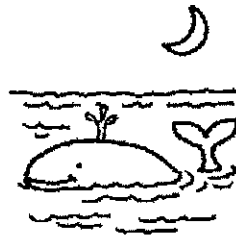
The letters **wh** stand for the sound you hear in **when**.

Choose from the letters ch, tch, and wh to complete each word. Write the letters on the line.

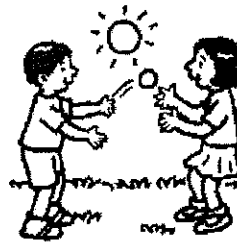
1. \_\_\_\_\_ ase



2. \_\_\_\_\_ ale



3. ca \_\_\_\_\_

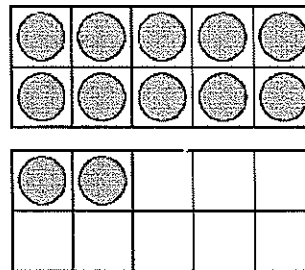


4. lun \_\_\_\_\_



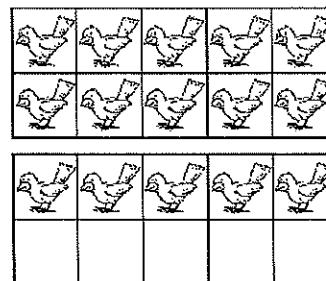
Name \_\_\_\_\_

1. There are 12 cows in the barn.  
Then 5 cows go away.  
How many cows  
are left in the barn?



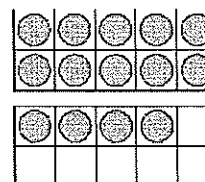
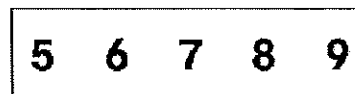
- (A) 7                                       (C) 3  
 (B) 5                                       (D) 2

2. Ray sees 15 birds in the tree.  
If 8 birds fly away, how  
many birds are left in the tree?  
Choose the subtraction sentence  
that shows the story.



- (A)  $15 - 7 = 8$                        (C)  $10 - 4 = 6$   
 (B)  $15 - 8 = 7$                        (D)  $10 - 6 = 4$

3. Joseph had 14 stickers.  
He gave some stickers away.  
How many stickers does  
Joseph have left?



Pick a number from the box to  
show how many stickers Joseph  
gave away. Show how you would  
make a 10 to subtract your number  
from 14.

Then write the subtraction sentence.

$14 - \underline{\quad} = \underline{\quad}$



Name \_\_\_\_\_

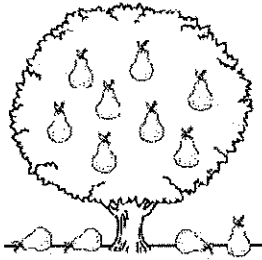
# More with Making 10 to Subtract

Here are some different ways to make 10.

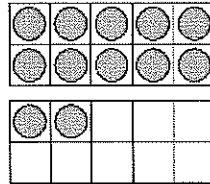
There are 12 pears on a tree.

4 pears fall off.

How many pears are left?

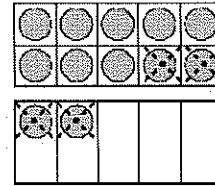


Use a counter for each pear.



Cross out 2 counters to make a 10.

Cross out 2 more.



$$2 + 2 = 4$$

$$12 - 4 = 8$$

So, 8 pears are left.

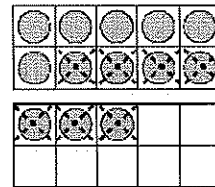
Cross out counters to help you subtract.

Write a subtraction sentence.

1. Maria buys 13 tubes of paint.

She uses 7 tubes of paint.

How many tubes does she have left?

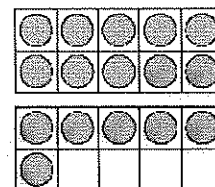


$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

2. Max has 16 buttons on his shirt.

8 buttons fall off.

How many buttons are left on his shirt?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

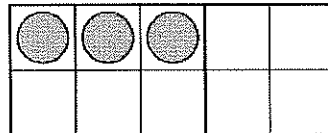
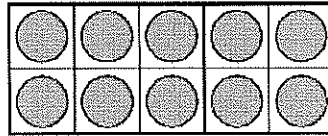
Name \_\_\_\_\_

# More with Making 10 to Subtract

Make a 10 to solve.

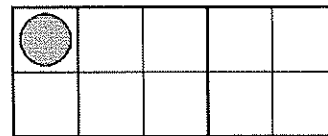
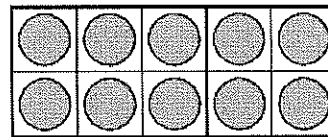
Write a subtraction sentence.

1. Nick has 13 sports cards.  
He loses 4 cards.  
How many sports cards  
does Nick have left?



\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

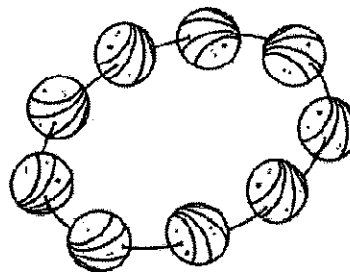
2. Jay picks 11 flowers.  
He gives 8 to his grandmother.  
How many flowers  
does Jay have left?



\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

## Algebra

3. Anita has 18 beads.  
She uses 9 beads to  
make a necklace.  
How many beads does  
Anita have left?  
Which subtraction sentence  
tells about the story?



(A)  $19 - 9 = 10$

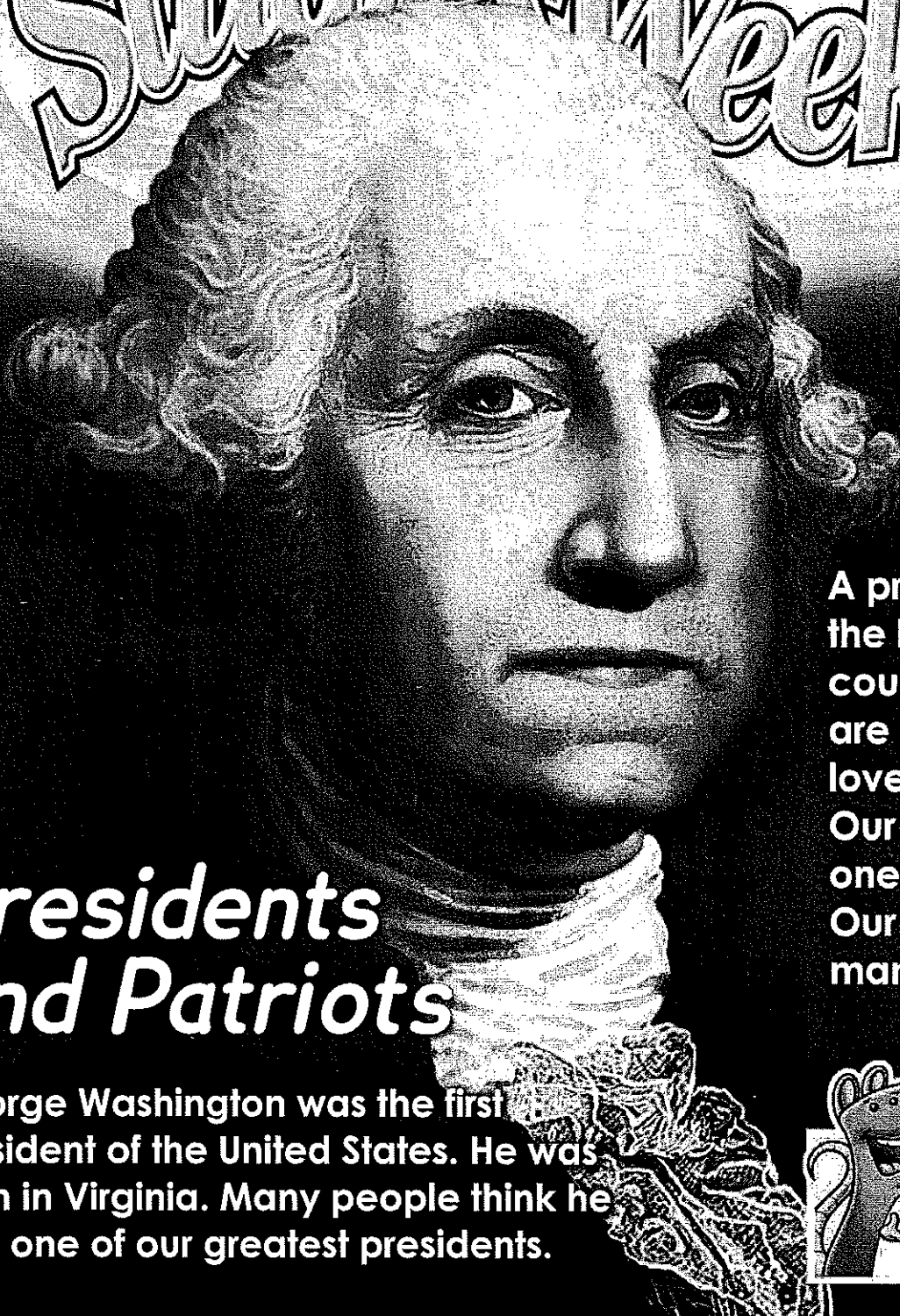
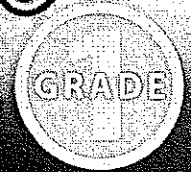
(C)  $18 - 8 = 10$

(B)  $18 - 10 = 8$

(D)  $18 - 9 = 9$

Florida

# Studio Weekly



## Presidents and Patriots

George Washington was the first president of the United States. He was born in Virginia. Many people think he was one of our greatest presidents.

A president is the leader of a country. Patriots are people who love their country. Our country has one president. Our country has many patriots.



**Florida Next Generation Sunshine State Standards:** SS.1.A.1.1: Develop an understanding of a primary source. SS.1.A.2.1: Understand history tells the story of people and events of other times and places. SS.1.A.2.3: Identify celebrations and national holidays as a way of remembering and honoring heroism and achievements of the people, events, and our nation's heritage. SS.1.A.2.4: Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. SS.1.C.3.2: Recognize symbols and individuals that represent American constitutional democracy. SS.1.G.1.5: Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

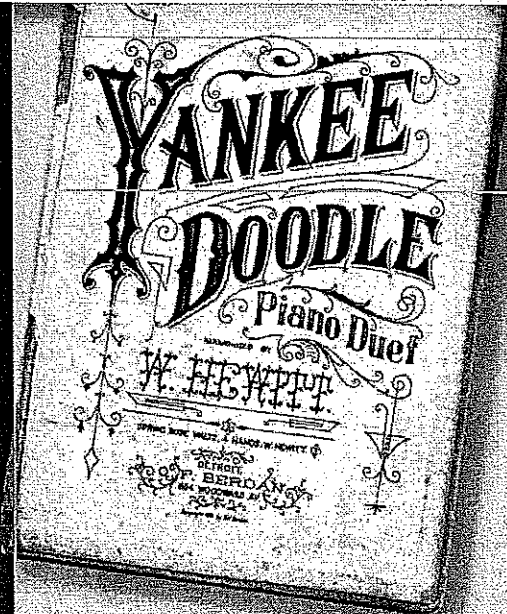
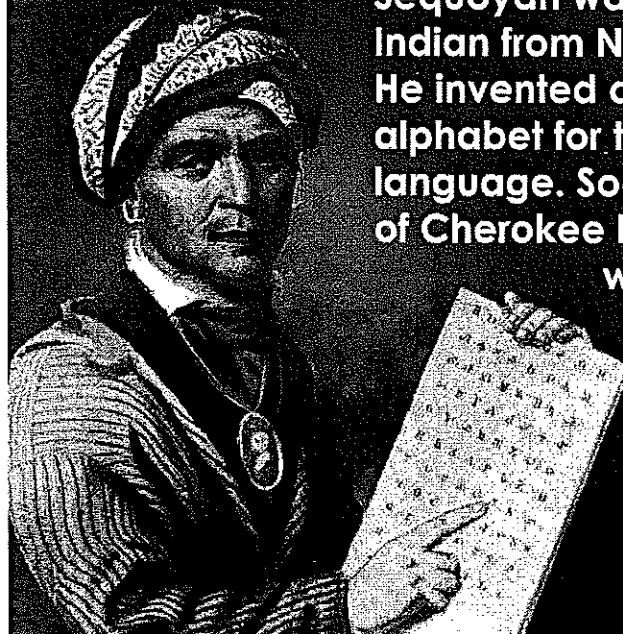


Betsy Ross lived in Philadelphia, Pennsylvania. Many people believe she made the first American flag. The story says that George Washington asked her to make a flag with thirteen stripes and thirteen stars. The stars and stripes stood for the thirteen United States.

Americans fought a war with Britain to become a free country. That war is called the American Revolution. Crispus Attucks was an African American patriot from Boston, Massachusetts. He was one of the first patriots to die in the American Revolution.



Sequoyah was a Cherokee Indian from North Carolina. He invented a written alphabet for the Cherokee language. Soon thousands of Cherokee learned to write using Sequoyah's alphabet.



British soldiers first sang "Yankee Doodle" to make fun of Americans. Before long, Americans were singing new words to the song. The new words were about George Washington and the brave American soldiers. "Yankee Doodle" is one of our country's favorite patriotic songs.



Name: \_\_\_\_\_


Date: \_\_\_\_\_

Florida Studies Weekly - First Grade

Quarter 3, Week 22

## Check the Facts

Place an "X" in each box with a correct fact.

	I was a president.	I was a patriot.	I was born in Virginia.	I was born in Massachusetts.	I invented a new alphabet.
George Washington					
Betsy Ross					
John Adams					
Thomas Jefferson					
Crispus Attucks					
Sequoyah					

Use the above information to answer the questions.

1. How many people were presidents? \_\_\_\_\_

2. How many people were patriots? \_\_\_\_\_

3. Which category received the least number of "X" marks?

\_\_\_\_\_

4. What category would you add to the chart? \_\_\_\_\_

Name: \_\_\_\_\_

1. Thomas Jefferson was the \_\_\_\_\_ president of the United States.

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- 1st
- 2nd
- 3rd

2. Why do people study history?

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- to learn about what happened in the past
- to learn what will happen in the future

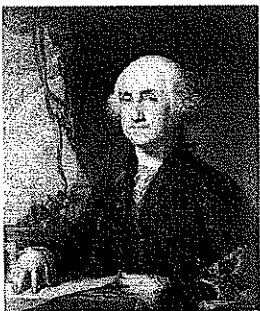
3. Circle the words that describe the men we remember on President's Day.

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- brave
- honest
- mean

4. Circle the pictures of people who lived in the past.

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5. Why does the American flag look different today from when Betsy Ross sewed the first flag?

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