BALTIMORE CITY
PUBLIC SCHOOLS

Bernard C. "Jack" Young
Mayor, City of Baltimore

Linda Chinnia
Chair, Baltimore City Board of School Commissioners

Dr. Sonja Brookins Santelises
Chief Executive Officer

Grade 1 Packet
Day #4

This packet contains the following activities:

Estimated Time to Complete	Subject
90 Minutes	ELA
90 Minutes	Math
45 Minutes	Science
60 Minutes	Social Studies
30 Minutes Prek-5, 60 Minutes 6-12	Health/PE
Varied	Additional Supports and Optional Activities

Student packets should be returned to school upon return

English Language Arts (ELA)

Introduction

This section of your child's take-home packet includes activities and learning opportunities connected to the topics and knowledge they are developing at school. For Quarter 3, first grade students are learning what wind can do and how wind makes people feel. They will explore how people respond to the power of the wind.

This packet is divided into sections to help you support their learning in an organized approach. Your student may require assistance with the reading passages. All of the sections listed below are included in order as they appear in the packet.

Thank you for supporting your child's learning as we work together to maintain every child's learning and engagement during our time out of school.

Learning Sections

- ❖ Parent Tip Sheets (provides guidance on overall content)
- ❖ Phonics Activities, Reading, Writing, Vocabulary & Comprehension Activities
- ❖ Answer Key (all reading sections)
- ❖ Home Reading Log
- ❖ Computer Science
- ❖ Resources

Day 4
Phonics – Closed Syllable Search – Activity 1

Do the "Closed Syllable Search" Activity

Find and circle all the closed syllables. Cross out any syllable if it is not a closed syllable.

spin	crank	ask
no	grab	so
sing	grass	I
lump	smell	tail
pink	eat	snap

Answer Key

Cross out the words **no**, **so**, **I**, **tail** and **eat**. Circle all other words.

Day 4
Phonics – Closed Syllable Search and Mark – Activity 2

Do the "Closed Syllable Search and Mark" Activity

Have your child read the words. Cross out any word that is not a closed syllable. Mark up the closed syllable words. Then write the closed syllable words on the lines provided.

Example: ~~boat~~ bă g (C) stĕ p (S) (C)

clock	step	trash
winks	three	at
boat	chills	toe
dash	hi	sick

Answer Key

Closed syllables: **clock, step, trash, winks, at, chills, dash, sick.**

Day 4–Story Time Reading Passage –Activity 3

Read the passage The Skunk two times. Identify the characters, settings, and major events in the story.

The kids were camping by the small pond. They each had to do a job that was on a long list. Some of the jobs were fun. Two kids had to put up the flag, which was the best task of all.

Then the kids went for a swim and sat on the grass in the sun. Next, the kids went on the big swings that were down at the end of the camp. At last the day was over.

They went into the tent and slept. The kids sat up one by one. "It stinks!" said the kids, "We smell a skunk!" The kids ran out of the tent in a rush. What did they see? A skunk was on a stump! "Help!" The kids were fast. They ran back into the tent and hid. The skunk did not **go** in **so** they rested at last.

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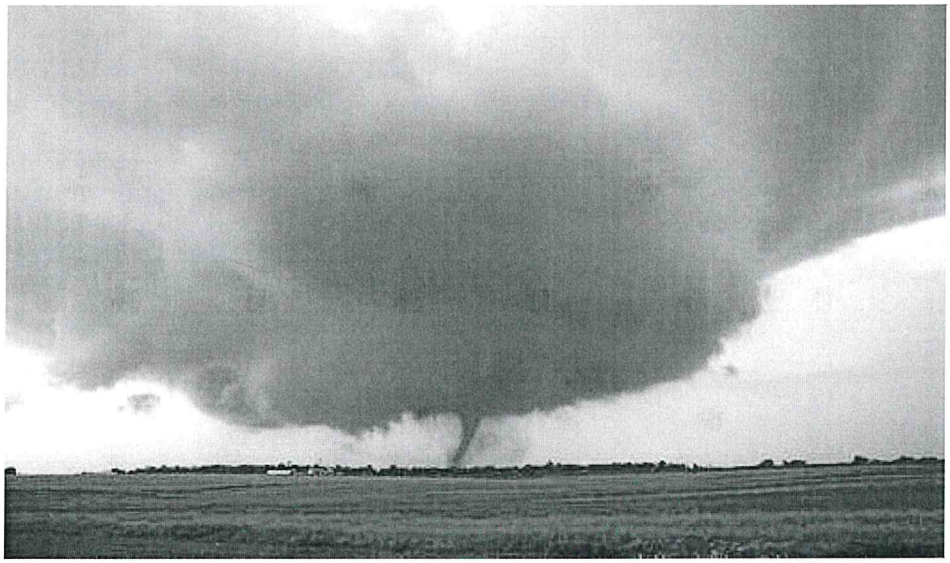
What Is a Tornado?

by Susan LaBella



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A tornado is a big windstorm. Tornado winds spin very fast. They often make a long cloud that looks a little like an ice cream cone. It is called a funnel cloud.

Tornado winds can harm things on the ground. They can break trees. They can harm buildings. They can destroy cars and boats.

If a tornado is coming, people should go to a basement or another safe place. They should stay there until the storm passes.

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Name: _____ Date: _____

1. What is a tornado?

A. A tornado is a delicious plant that we eat in the summer.

B. A tornado is a type of basement.

C. A tornado is a big windstorm that can harm things on the ground.

2. How does the text describe tornado winds?

A. Tornado winds are straight and strong, and they make clouds that look like pine trees.

B. Tornado winds spin very fast, and they make long clouds that look like ice cream cones.

C. Tornado winds are gentle and warm, and they make clouds that look like cotton balls.

3. Tornado winds can harm things on the ground. They can break trees. They can harm buildings. They can destroy cars and boats. What does this information tell us about tornadoes?

A. Tornadoes are safe.

B. Tornadoes are fun.

C. Tornadoes are dangerous.

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4. What is "What Is a Tornado?" mainly about?

A. characteristics of tornadoes

B. windy storms

C. how to stay safe from tornadoes

5. What do we call a long tornado cloud that looks like an ice cream cone?

A long tornado cloud that looks like an ice cream cone is called

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6. What did you learn from "What Is a Tornado"?

7. Class Discussion Question: Use information from the text to explain how tornado winds can harm things on the ground.

8. Draw a tornado.

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cone cone

Definition

noun

1. a solid figure that is round at the bottom and pointed at the top.
2. anything shaped like a cone.

   The orange cones in the road warn drivers to be careful.
3. the fruit of many evergreen trees that has the shape of a cone and bears seeds.

   Many pine cones fall off of the pine tree outside my house.
4. any of the cone-shaped cells in the retina of the human eye which register color and light.

transitive verb

1. to form into a cone or conical shape.

Spanish cognate

cono: The Spanish word *cono* means cone.

These are some examples of how the word or forms of the word are used:

1. It is shaped like a **cone**. The spider hides in the narrow end.
2. That creates **cone**-shaped objects called stalactites and stalagmites. Stalactites hang from the ceiling.
3. In the Great Plains, they made **cone**-shaped homes called tepees. People covered the tepees with tree bark or animal skin.
4. Plus, walks with Mom almost always came with an ice cream **cone** or a cup of lemon slush. It was never too early for ice cream and slush, in Margaret's opinion.

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tornado

tor · na · do

Definition

noun

1. a storm of very strong winds that form a cloud shaped like a funnel. Although it does not last long, a tornado destroys everything in its path.

Spanish cognate

tornado: The Spanish word *tornado* means tornado.

These are some examples of how the word or forms of the word are used:

1. **Tornadoes** are twisting, strong winds. They are often caused by thunderstorms.
2. Tornadoes are one type of weather. **Tornado** winds can reach 300 miles per hour. That's as fast as some airplanes can fly.
3. The strong winds in some **tornadoes** reach speeds of up to 300 miles per hour. Those winds can toss cars and other objects high into the air.
4. Elizabeth's mother was gardening when she heard her daughter shouting. "Hmm," she said, and popped her head in the kitchen door. "It looks like a **tornado** came in here."

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LESSON OVERVIEW

Lesson 23
Add Tens to Any Number

CCSS Focus

Domain
Number and Operations in Base Ten

Cluster
C. Use place value understanding and properties of operations to add and subtract.

Standard
1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Additional Standards
1.NBT.B.2a, 1.NBT.B.2c, 1.NBT.B.3
(See page B3 for full text.)

Standards for Mathematical Practice (SMP)
- **2** Reason abstractly and quantitatively.
- **3** Construct viable arguments and critique the reasoning of others.
- **4** Model with mathematics.
- **6** Attend to precision.
- **7** Look for and make use of structure.
- **8** Look for and express regularity in repeated reasoning.

Lesson Objectives

Content Objectives
- Add multiples of ten to any two-digit number.
- Apply strategies to addition of two-digit numbers.
- Model addition involving tens.

Language Objectives
- Use base-ten blocks, quick-draw diagrams, number bonds, or place value charts to decompose two-digit numbers into tens and ones.
- Tell how the different approaches used by others to add tens to any number are alike and how they are different.

Prerequisite Skills
- Find 10 more and 10 less than a given number.
- Distinguish between the tens and ones places in a two-digit number.

Lesson Vocabulary
There is no new vocabulary. Review the following key terms.
- **ones** single units or objects.
- **tens** groups of ten ones.

Learning Progression
In Kindergarten children decompose teen numbers into a ten and some ones, understanding that 10 ones can be seen as a group of ten.

In Grade 1 children further their work in the base-ten system by computing sums within 100. Concrete and visual models support their understanding of place value and help them make a connection between the visual tens and the digit that represents a group of tens.

In this lesson children build on prior work with finding 10 more and 10 less by adding multiples of ten to a given two-digit number. They become increasingly flexible in their use of strategies, representing sums in many forms and justifying them with physical and visual models.

In Grade 2 children expand their work in the base-ten system. They add and subtract multi-digit numbers, building on their understanding of place value and the strategies they developed in Grade 1.

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Lesson Pacing Guide

Whole Class Instruction

Day 1
45–60 minutes

Introduction

Use What You Know
- Explore It *25 min*
- Try It *20 min*

Day 2
45–60 minutes

Modeled Instruction

Explore Together
- Example Problem *5 min*
- Model It *20 min*
- Hands-On Activity *20 min*

Practice and Problem Solving
Assign pages 211–212.

Day 3
45–60 minutes

Guided Instruction

Learn Together
- Example Problem *5 min*
- Model It *10 min*
- Talk About It *15 min*
- Visual Model *15 min*

Practice and Problem Solving
Assign pages 213–214.

Day 4
45–60 minutes

Guided Practice

Practice Together
- Example Problem *5 min*
- Problems 1–2 *10 min*
- Concept Extension *15 min*
- Fluency Practice *15 min*

Practice and Problem Solving
Assign pages 215–216.

Day 5
45–60 minutes

Independent Practice

Practice by Myself
- Problems 3–5 *15 min*
- Quick Check and Remediation *15 min*
- Hands-On or Challenge Activity *15 min*

Teacher-Toolbox: Lesson Quiz
Lesson 23 Quiz

Materials for Lesson Activities

Per child: 37 counters, base-ten blocks
Activity Sheet 3, Activity Sheet 23**, Activity Sheet 25, Activity Sheet 27**, Activity Sheet 28

Per pair: base-ten blocks, set of cards containing varied two-digit numbers
Activity Sheet 24, Activity Sheet 25, Activity Sheet 27

For display: none

**Used for more than one activity.

*We continually update the Interactive Tutorials. Check the Teacher Toolbox for the most up-to-date offerings for this lesson.

Small Group Differentiation

Teacher-Toolbox.com

Reteach
Ready Prerequisite Lessons *45–90 min*

Grade K
- Lesson 22 Count Teen Numbers
- Lesson 24 Count to 100 by Tens

Teacher-led Activities
Tools for Instruction *15–20 min*

Grade 1 *(Lesson 23)*
- Two-Digit Addition Without Regrouping
- Counting Up to 20 Objects
- Count Forward by 1s

Student-led Activities
Math Center Activities *30–40 min*

Grade K *(Lessons 22 and 24)*
- K.08 Pick and Write
- K.30 Count by Tens
- K.31 Tens Bingo

Grade 1 *(Lesson 23)*
- 1.36 Add Tens to a Number

Personalized Learning

i-Ready.com

Independent
i-Ready Lessons* *10–20 min*

Grade 1 *(Lesson 23)*
- Regrouping Tens as Ones
- Part 1: Counting to 20
- Part 2: Counting to 20

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Modeled Instruction

Step By Step

- Read the problem aloud. Ask children how adding 10 is like finding 10 more than a number.
- Complete the Hands-On Activity to reinforce the concept of adding tens and adding ones.

▶ Hands-On Activity

Model It

- Draw attention to Model It. Compare the process shown to how children used blocks to add in the Hands-On Activity. Discuss with children how the blocks and the number sentences below them are related.
- Remind children that there are many ways to think about finding a sum. Ask Mathematical Discourse question 1 to engage children in utilizing and sharing mental strategies.

▶ Mathematical Discourse 1

SMP TIP Look for and Use Structure
Consistently emphasizing the structure of the base-ten system of numeration helps children gradually internalize that structure. This enables them to use this understanding to add tens and ones in two-digit numbers, and later as they explore addition and subtraction involving composing and decomposing a ten. *(SMP 7)*

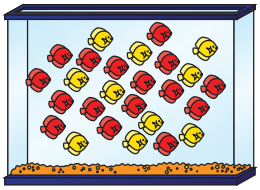
Ready Mathematics PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* **pages 211–212** after students have completed this section.

Explore Together

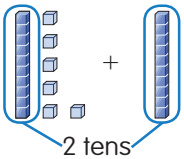
Add Tens to Any Number

Eli has 16 red fish and 10 yellow fish. How many fish in all?



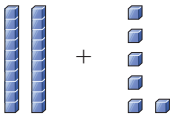
Model It **Find 16 + 10.**

Add the tens.



10 + 10 = 20

Then add the ones.



20 + 6 = 26

16 + 10 = 26

152

▶ Mathematical Discourse

1 *What are some ways you can add 16 + 10 in your head?*

Some children may respond that it is like finding 10 more so you just make the tens in 16 one more. Others may remember using a 120 chart and "see" 26 right below 16.

▶ Hands-On Activity

Model two-digit numbers on a place-value mat.

Materials For each child: base-ten blocks, Place-Value Mat (Activity Sheet 27), Number Cards 0 to 11 (Activity Sheet 25)

- Distribute Activity Sheet 27 (Place-Value Mat), cards showing the digits 0 to 9 from Activity Sheet 25 (Number Cards 0 to 11), 2 tens blocks, and 16 ones blocks to each child.
- Have children model 16 on the place-value mat with base-ten blocks. If children use 16 ones blocks, have them compose a ten by removing 10 ones from the ones column and adding a tens block to the tens column. Then have them place the corresponding digit card under each place to indicate how many tens and ones there are.
- Tell children to add ten more ones blocks. Ask: *How are adding 1 ten and adding 10 ones alike?* Reinforce that when 10 ones are added, the ones can be composed into a ten. Have children compose a ten by removing 10 ones from the ones column and placing a tens block in the tens column.
- Have children place digit cards to represent the number in each place. Discuss that adding 10 increases the tens place by 1 ten, so the digit increases by one. There were no additional ones added, so the ones digit does not change.

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LESSON QUIZ

Lesson 23
Add Tens to Any Number

Teacher-Toolbox.com

Overview

Assign the Lesson 23 Quiz and have children work independently to complete it.

Use the results of the quiz to assess children's understanding of the content of the lesson and to identify areas for reteaching. See the Lesson Pacing Guide at the beginning of the lesson and the Differentiated Instruction activities for suggested instructional resources.

Tested Skills

Assesses 1.NBT.C.4

Problems on this quiz require children to be able to add multiples of ten to any two-digit number using different models and strategies. Children will also need to be familiar with finding 10 more and 10 less than a number and distinguishing between the tens and ones place in a two-digit number.

Ready® Mathematics

Lesson 23 Quiz Answer Key

Name _____

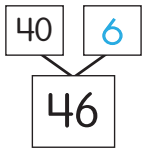
Solve.

1. 60 blue butterflies and 12 yellow butterflies. How many butterflies?

60 + 12 = 72

2. 46 small fish and 50 big fish. How many fish?

96 **= 46 + 50**



Grade 1 Lesson 23 Add Tens to Any Number

1

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Common Misconceptions and Errors

Errors may result if children:

- ignore the zero in a multiple of ten and add the digit in the tens place to the digit in the ones place.
- ignore or do not attend to place value.

Lesson 23 **Quiz Answer Key** continued

Name _____

Solve.

3 38 brown cows and 20 spotted cows.
How many cows?

38 + 20 = 58

4 23 circles and 60 squares.
How many shapes?

83 **= 23 + 60**

5 One day Li's hens lay 32 eggs.
The next day the hens lay 30 eggs.
How many eggs do the hens lay in all?

32 + 30 = 62

The hens lay 62 eggs in all.

Grade 1 Lesson 23 Add Tens to Any Number

2

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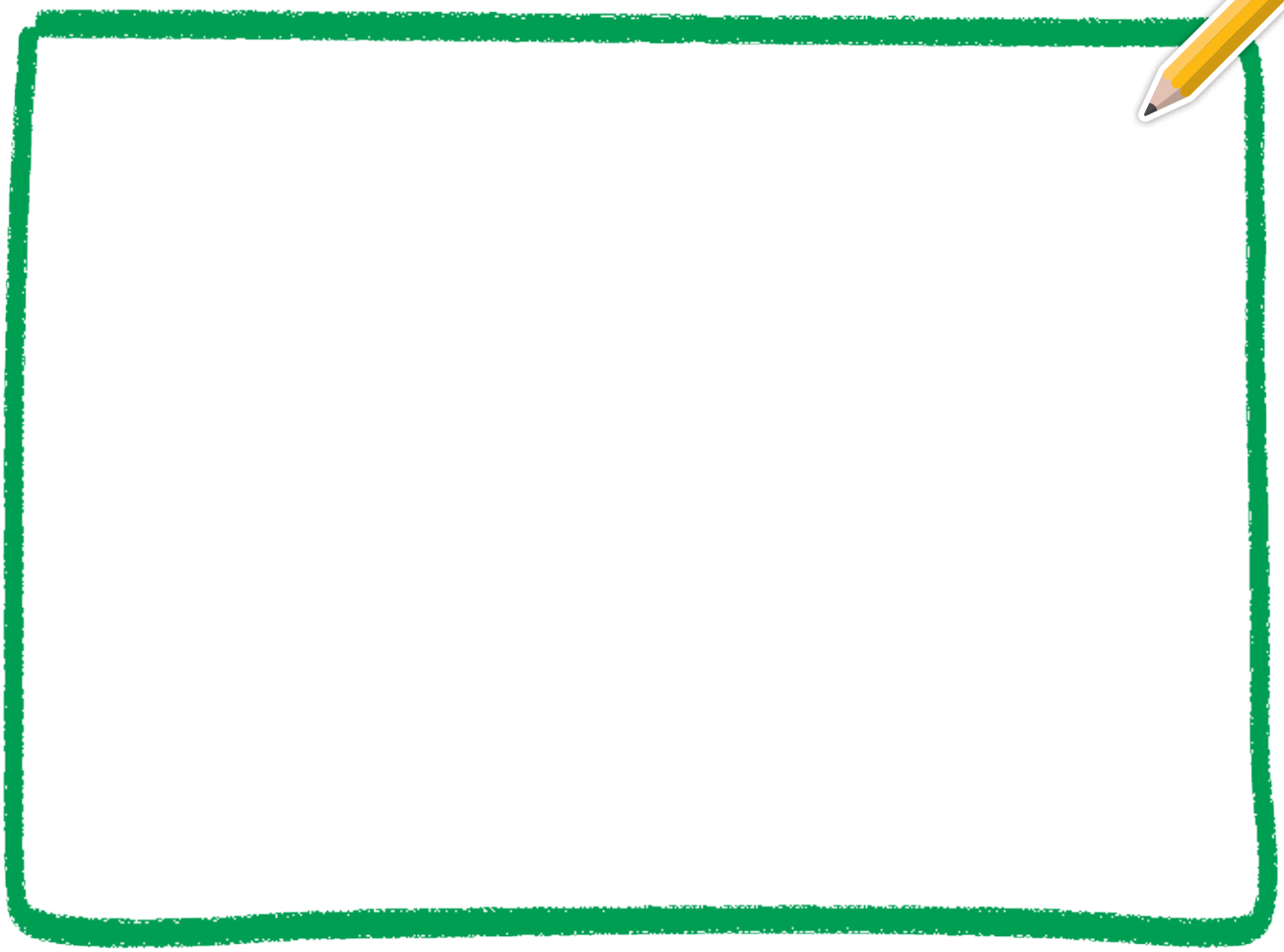
Use What You Know

Add Tens to Any Number

Explore It

Maria has 17 shells. She finds 20 more.
How many shells does Maria have now?



_____ + _____ = _____

Maria has _____ shells.

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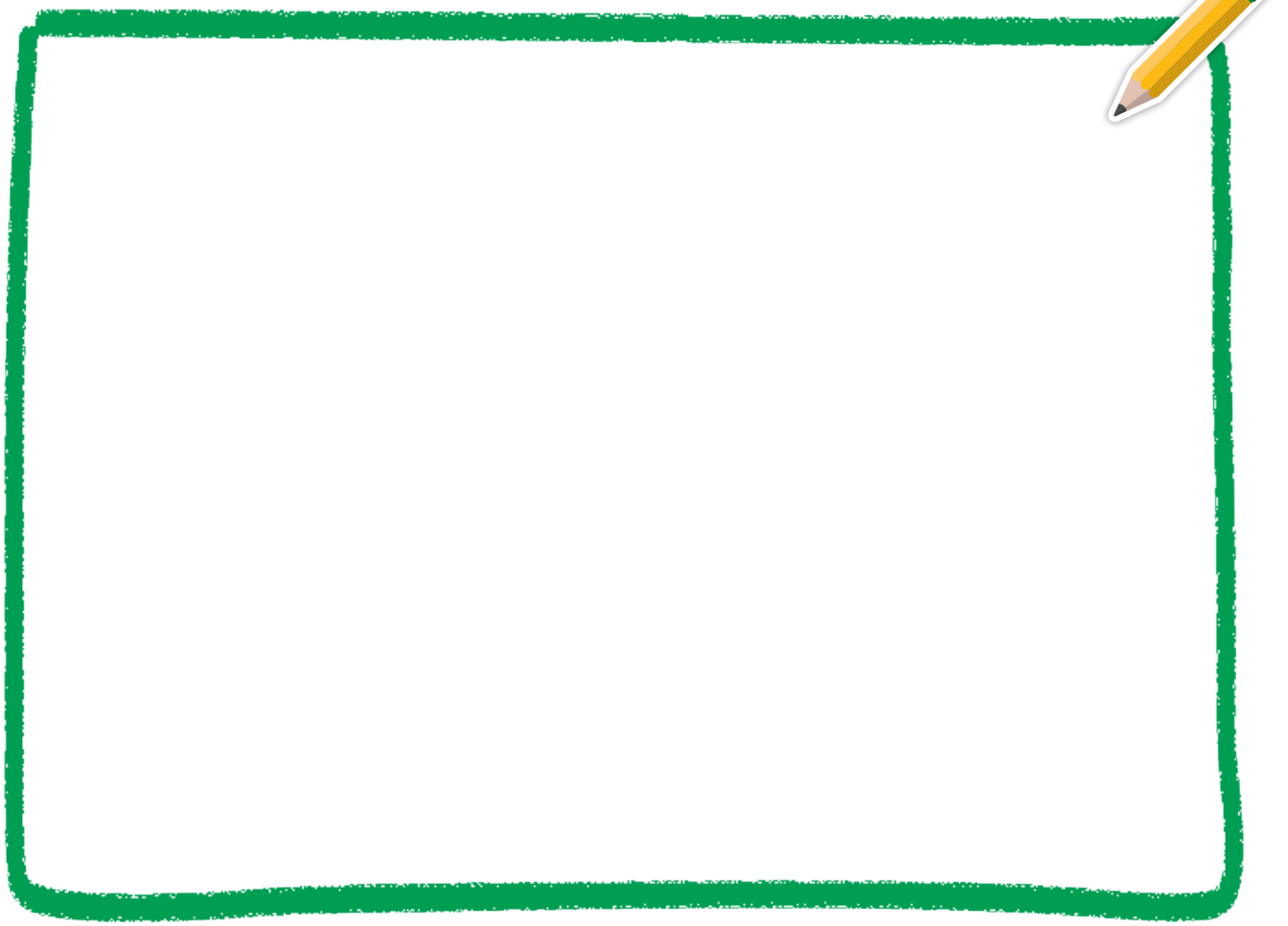
Use What You Know

Add Tens to Any Number

Try It

Jordan has 13 toy cars and 10 toy trucks.
How many toys does Jordan have?



____ + ____ = ____

Jordan has _____ toys.

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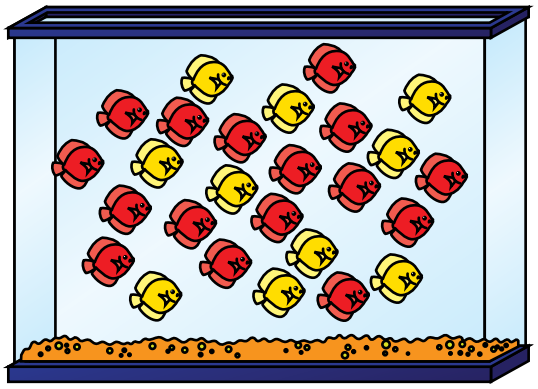
Explore Together

Add Tens to Any Number

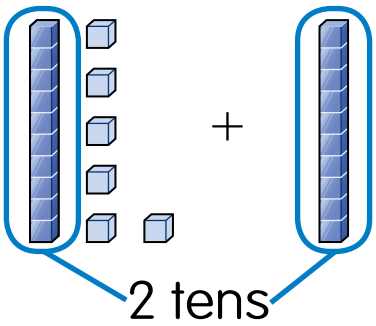
Eli has 16 red fish
and 10 yellow fish.
How many fish in all?



Model It

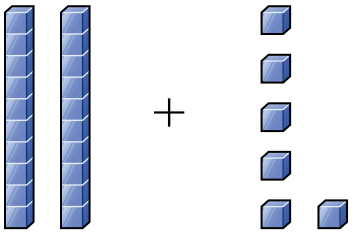
Find 16 + 10.

Add the tens.



10 + 10 = ____

Then add the ones.



20 + 6 = ____

16 + 10 = ____

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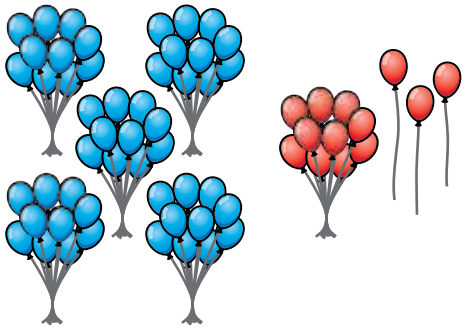
Learn Together

Add Tens to Any Number

50 blue balloons
and 13 red balloons.

How many balloons altogether?



Model It Find 50 + 13.

Write the tens and ones.

50 + 13

13 → 10, 3

50 + 10 + 3

Add the tens.
Then add the ones.

50 + 10 = 60

60 + ____ = ____

50 + 13 = ____

Talk About It What is wrong?

20 baseballs and 12 footballs. How many balls?

What's wrong? 2 + 10 + 2 = 14

- Show the right way. ____ + ____ + ____ = ____

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Practice Together

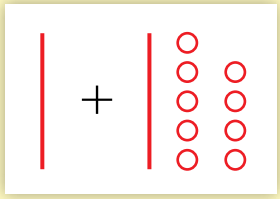
Add Tens to Any Number

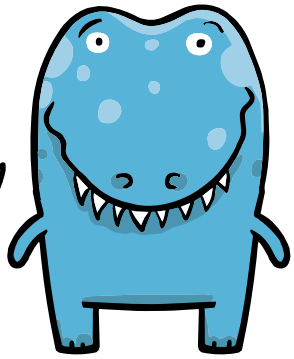
10 blue marbles and 19 green marbles.
How many marbles in all?

10 + 10 = 20

20 + 9 = 29

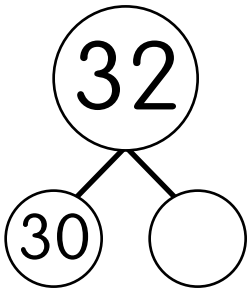
10 + 19 = 29





1 20 black cars and 32 white cars.
What is the total number of cars?

20 + 32 = ____



2 29 small ants and 10 big ants.
How many ants are there?

____ **= 29 + 10**

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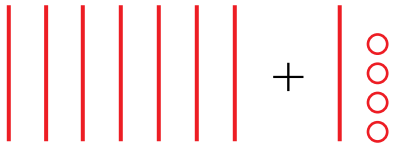
Practice by Myself

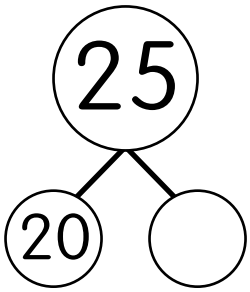
Add Tens to Any Number

3 70 small paper clips
and 14 big paper clips.
How many paper clips?



____ = **70 + 14**

4 40 green frogs and 25 yellow frogs.
How many frogs?



40 + 25 = ____

5 17 triangles and 20 squares.
How many shapes?

17 + 20 = ____

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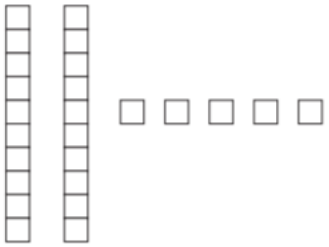
Math: Day 4

Grade: 1
Disciplinary Core Idea: Add tens to any number
Standard: 1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Component	Description	Resource
Materials	Child will need a pencil to complete the practice set.	- Pencil
Sample Problem	Add the tens. Then add the 10 + 10 = 20 20 + 6 = 26 **16 + 10 = 26**	- Lesson Overview
Vocabulary	• **ones** single units or objects. • **tens** groups of ten ones.	- Lesson Overview
Practice Set	Have your child complete the practice problems for Add Tens to Any Number. Use the Lesson Overview to help support your child if they are struggling with understanding of the content.	- Use What You Know:
Answer key	Teacher Edition (Lesson Overview) resource page includes answers to practice set.	- Answer Key in Lesson Overview

How you can help at home	Draw some cubes showing two groups of 10 and 5 single cubes to show to represent 25. Try it with some more numbers! 	- Tools for Instruction

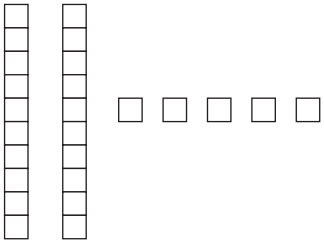
Two-Digit Addition Without Regrouping

Objective Add two-digit numbers without regrouping.	**Materials** Place-value blocks (9 tens and 9 ones)

Students should be familiar with the use of place-value blocks and other models (money and place-value mats with counters) to model quantities to 100. In this activity, the use of place-value blocks is extended to demonstrate the concepts behind addition without regrouping (adding ones to ones and tens to tens). Students are encouraged to explain their thinking and describe the relationship between the physical model and the mathematical representation. This will help students become more proficient with mental math skills, as well as lay the groundwork for adding two-digit numbers with regrouping.

Step by Step

20–30 minutes



1 Model a two-digit number.

- Show the number 25 with place-value blocks.
- Remind students that 25 is 2 tens and 5 ones.

2 Add ones to a two-digit number.

- Model the addition problem 25 + 3 using the place-value blocks. Remind the student that each single cube is equal to 1. Ask: *How many tens and ones are in the sum?* Help the student to understand that there are still 2 tens but now there are 8 ones.
- Ask: *What number sentence can you write to show this?* (25 + 3 = 28)

3 Add tens to the two-digit number.

- Show the addition problem 25 + 40 with place-value blocks. Remind the student that 4 tens is equal to 40. Ask: *How many tens and ones are in the sum?* Lead the student to identify that there are 6 tens and still 5 ones.
- Ask: *What number sentence can you write to show this?* (25 + 40 = 65)

4 Add tens and ones to the two-digit number.

- Continue in the same manner to model adding 25 + 43. Lead the student to see that in this sum both the tens and ones change.
- Ask the student to write the corresponding number sentence. (25 + 43 = 68)

5 Practice adding tens and ones.

- Give the student other two-digit addition problems without regrouping, for example 22 + 36, 43 + 52, and 55 + 13.
- As you work through the problems, challenge the student to do more of the work on his own, modeling and explaining the addition and writing the number sentences.

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Check for Understanding

Ask the student to find 37 + 21 using place-value blocks. Have the student verbalize the steps he takes to find the answer. (58)

For the student who struggles, use the chart below to help pinpoint where extra help may be needed.

If you observe…	the student may…	Then try…
the student struggles to represent 37 or 21 using place-value blocks	benefit from using different kinds of place-value models.	showing how to represent and add tens and ones with other place-value models, such as dimes and pennies or place-value mats.
the student does not correctly add 7 and 1 or 3 and 2	need a review of basic addition concepts.	having the student join small sets of objects and describe the joining with number sentences.
the student struggles to explain that 5 tens and 8 ones represent the number 58	have difficulty with place-value concepts.	having the student rewrite numbers such as 24 as "2 tens and 4 ones." Then give the student the verbal description and have him write the number.

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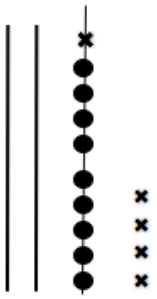
EUREKA MATH™ CONSEJOS PARA PADRES

RESUMEN DE CONCEPTOS CLAVE

Durante la próxima semana, en la clase de matemáticas aprenderemos a sumar hasta 40. Sumaremos números de uno y dos dígitos utilizando estrategias conocidas como contar a partir de un número dado. Además, aplicaremos la estrategia de hacer diez. Por ejemplo, cuando sumamos 28 + 5, los estudiantes utilizan un vínculo numérico para descomponer 5 en 2 y 3. Suman 28 y 3 para hacer la próxima decena (30 o 3 decenas). Finalmente, suman 3 a 30 para hacer 33.

Espere ver tareas que le pidan a su hijo/a que haga lo siguiente:

- Resolver los problemas de suma dibujando unidades, dieces rápidos y vínculos numéricos para hacer una decena (20, 30, 40, etc.). Por ejemplo, dibujar unidades y dieces rápidos para resolver 29 + 5 = 34. (Ver imagen a la derecha).
- Utilizar problemas más simples, tales como 8 + 4, para resolver problemas más difíciles como 18 + 4 y 28 + 4.
- Utilizar dieces rápidos o un vínculo numérico para sumar unidades con unidades o decenas con decenas en problemas como 7 + 26 o 20 + 16.



MUESTRA DE UN PROBLEMA *(Tomado de la Lección 14)*

Realiza un vínculo numérico para resolver el problema. Muestra tu razonamiento con enunciados numéricos o la estrategia de flechas. Completa la tabla de valor posicional con tu solución.

Vínculo numérico:

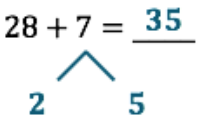


Tabla de valor posicional:

decenas	unidades
3	5

Enunciados numéricos:

28 + 2 = 30
30 + 5 = 35

Estrategia de flechas:

$28 \xrightarrow{+2} 30 \xrightarrow{+5} 35$

Puede encontrar ejemplos adicionales de problemas con pasos de respuesta detallados en los libros de *Eureka Math Homework Helpers*. Obtenga más información en GreatMinds.org.

CÓMO PUEDE AYUDAR EN CASA

- Escriba todos los problemas de práctica en forma horizontal para incentivar a su hijo/a a que use estrategias mentales para resolverlos.
- Trabajando en forma conjunta, observe cuántas estrategias diferentes pueden utilizar usted y su hijo/a para resolver el mismo problema. Por ejemplo, ¿qué estrategias pueden utilizar para resolver 18 + 4, 25 + 7 y 6 + 27 (vínculo numérico, estrategia de flechas, etc.)?
- Juegue a mostrar los dedos sumando decenas. Muestre un número con sus dedos (p. ej., 6) y luego diga en voz alta una cantidad de decenas para sumar a dicho número (p. ej., "Suma 2 decenas"). Su hijo/a dice el número (26). Luego cambien de roles.

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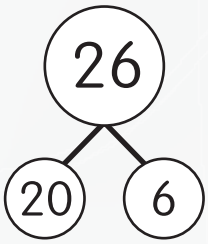
Estimada familia:

Esta semana su niño está aprendiendo a sumar decenas a cualquier número de dos dígitos.

Existen muchas estrategias que su niño puede usar para sumar múltiplos de diez a números de dos dígitos. Investigar estas estrategias ayudará a su niño a reconocer que existen muchas maneras de pensar y resolver problemas, y lo ayudará a prepararse para sumar cualquier número de dos dígitos con o sin reagrupación.

Ejemplo: Halle 26 + 30.

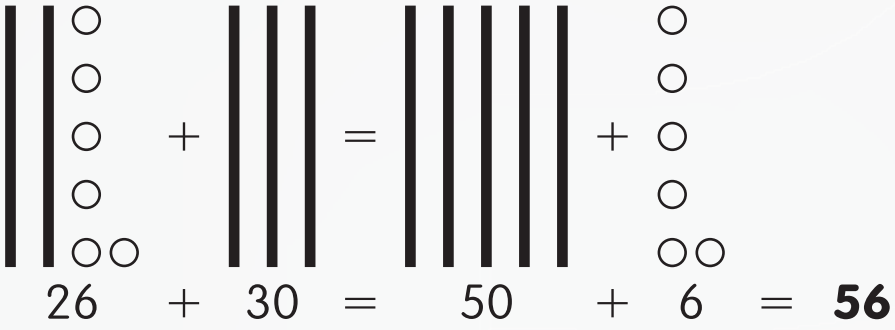
Puede descomponer 26 en decenas y unidades.
Primero sume las decenas. Luego sume las unidades.



Sume las decenas. → 20 + 30 = 50

Luego sume las 6 unidades → 50 + 6 = **56**

También puede hacer dibujos rápidos para ver las decenas y las unidades.



O puede contar de a decenas: 26, 36, 46, **56**

Invite a su niño a compartir lo que sabe sobre sumar decenas a cualquier número de dos dígitos haciendo juntos la siguiente actividad.

CONTINÚA

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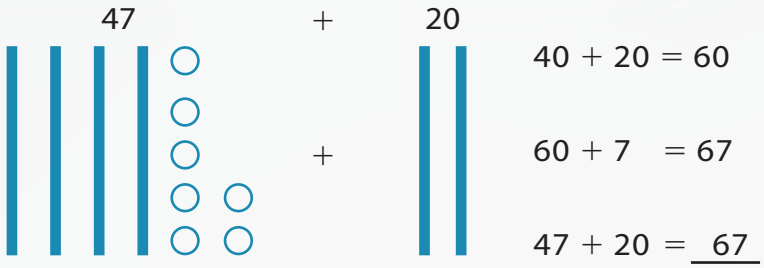
Actividad: Sumar decenas a cualquier número

Materiales: 4 tarjetas de fichero o pedazos de papel, lápiz y hoja de papel

Ayude a su niño a practicar la suma de decenas a cualquier número haciendo la siguiente actividad

- Rotule las tarjetas de fichero con los números 10, 20, 30 y 40. Mezcle las tarjetas y colóquelas boca abajo en una pila.
- Diga cualquier número de dos dígitos hasta 59.
- Pida a su niño que escriba el número y que luego dé vuelta la tarjeta de fichero superior para hallar el segundo número para un problema de suma. También pídale que escriba el problema de suma. (Por ejemplo, si usted dice 47 y su niño da vuelta una tarjeta con el número 20, él escribe "47 + 20 = _____.")
- Pida a su niño que resuelva el problema usando cualquier estrategia o modelo discutido en clase.



Continúe hasta que se hayan usado las 4 tarjetas de fichero. Puede desafiar a su niño para que resuelva cada problema usando una estrategia y luego verificar la respuesta usando una estrategia diferente.

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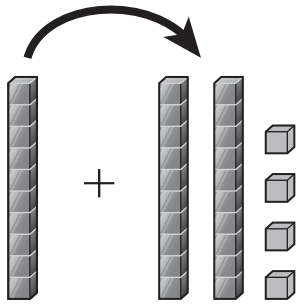
Nombre _____

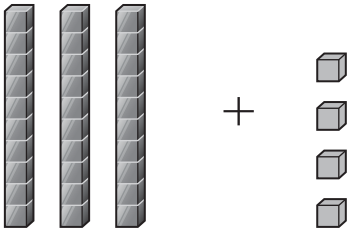
Mira el ejemplo. Luego resuelve.

Ejemplo

Halla 10 + 24.

Suma las decenas. Luego suma las unidades.



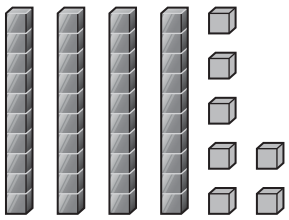


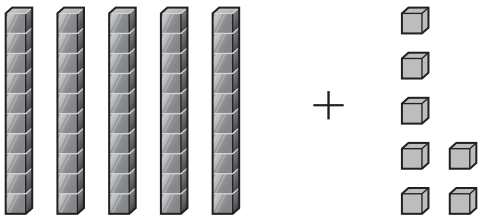
1 decena 2 decenas 3 decenas 4 unidades

10 + 20 = 30 30 + 4 = 34

10 + 24 = 34

1 Halla 47 + 10.





4 decenas 1 decena 5 decenas 7 unidades

40 + 10 = ____ 50 + 7 = ____

47 + 10 = ____

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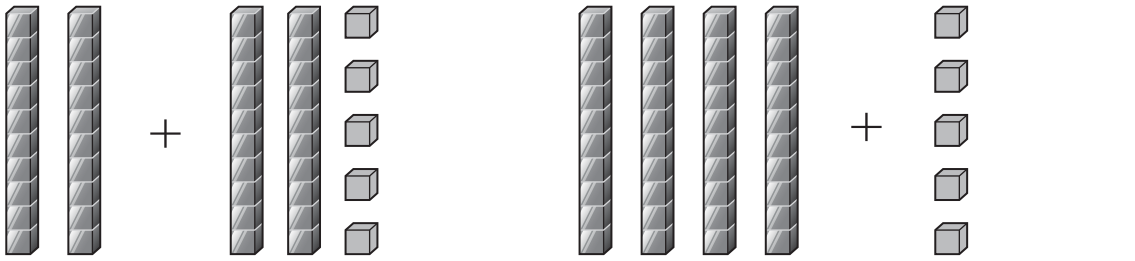
2 Halla 20 + 25.



20 + 20 = ____ ____ + 5 = ____

20 + 25 = ____

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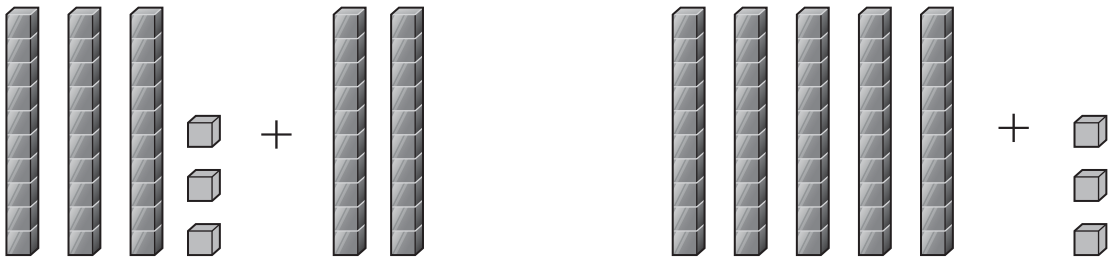
3 Halla 33 + 20.



30 + 20 = ____ ____ + 3 = ____

33 + 20 = ____

---

4 Traza líneas para mostrar la cantidad de decenas que hay en el total.

38 + 10	7 decenas
20 + 41	6 decenas
11 + 60	4 decenas

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Nombre _____

Mira el ejemplo. Luego resuelve.

Ejemplo Halla 30 + 21.

Escribe las decenas y las unidades. 30 + 20 + 1

Suma las decenas. 30 + 20 = 50

Suma las unidades. 50 + 1 = 51

30 + 21 = 51

30 + 21 → 20, 1

1 Halla 15 + 60.

10 + 5 + 60

____ + 60 = 70

70 + ____ = 75

15 + 60 = ____

15 → 10, 5 ; + 60

---

2 Halla 40 + 49.

40 + 40 + 9

40 + ____ = 80

80 + ____ = ____

40 + 49 = ____

40 + 49 → 40, 9

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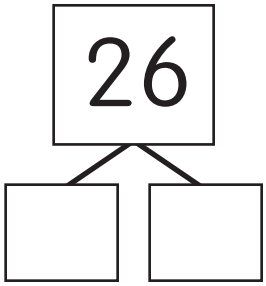
3 Halla 26 + 50.



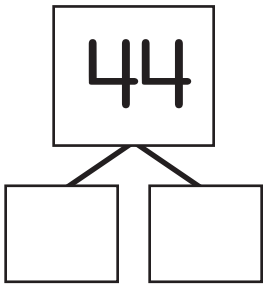
____ + **50** = ____

____ + ____ = ____

26 + 50 = ____

---

4 Halla 20 + 44.



____ + ____ = ____

____ + ____ = ____

20 + 44 = ____

---

5 Encierra en un círculo los problemas que tengan el mismo total que 20 + 18.

18 + 20

28 + 10

20 + 10 + 8

10 + 10 + 8

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Nombre _____

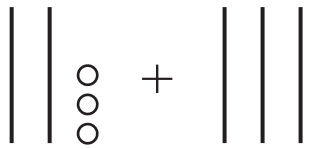
Mira el ejemplo. Luego resuelve.

Ejemplo Halla 23 + 30.

20 + 30 = 50

50 + 3 = 53

23 + 30 = 53



1 Halla 10 + 37.

10 + 30 = ____

40 + 7 = ____

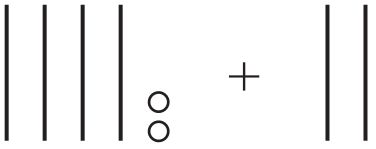
10 + 37 = ____

2 Halla 42 + 20.

40 + 20 = ____

60 + 2 = ____

42 + 20 = ____



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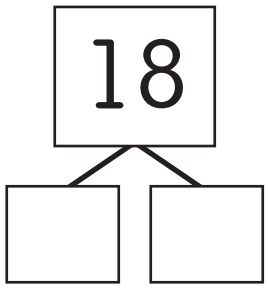
3 Hay 18 hojas amarillas y 80 hojas rojas.
¿Cuántas hojas hay en total?

____ = **18 + 80**



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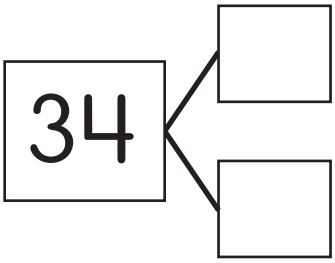
4 Hay 50 piedras grandes y 34 pequeñas.
¿Cuántas piedras hay en total?

50 + 34 = ____



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5 Elena recoge 20 manzanas.
Dora recoge 35 manzanas.
¿Cuántas manzanas hay en total?

____ = **35 + 20**

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Recursos de instrucción

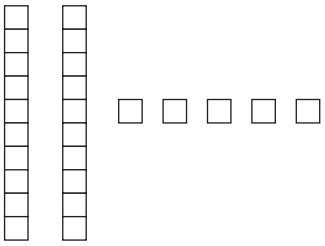
Sumar números de dos dígitos sin reagrupación

Objetivo Sumar números de dos dígitos sin reagrupación.	**Materiales** Bloques de valor posicional (9 decenas y 9 unidades)

Los estudiantes ya deben estar familiarizados con el uso de bloques de valor posicional y otros modelos (dinero y tablero de valor posicional con fichas) para representar cantidades hasta 100. En esta actividad, se desarrolla el uso de los bloques de valor posicional para demostrar conceptos subyacentes a la suma sin reagrupación (sumar unidades a unidades y decenas a decenas). Se anima a los estudiantes a explicar su razonamiento y a describir la relación entre el modelo físico y la representación matemática. Esto ayudará a los estudiantes a ser más competentes en sus destrezas matemáticas mentales y constituirá la base para sumar números de dos dígitos con reagrupación.

Paso a paso

20 a 30 minutos



1 Representar un número de dos dígitos.

- Muestre el número 25 con bloques de valor posicional.
- Recuerde al estudiante que 25 es 2 decenas y 5 unidades.

2 Sumar unidades a un número de dos dígitos.

- Represente el problema de suma 25 + 3 con los bloques de valor posicional. Recuerde al estudiante que cada cubo es igual a 1. Pregunte: *¿Cuántas decenas y unidades hay en la suma?* Ayude al estudiante a comprender que todavía hay 2 decenas, pero que ahora hay 8 unidades.
- Pregunte: *¿Qué oración numérica puedes escribir para demostrarlo?* (25 + 3 = 28)

3 Sumar decenas al número de dos dígitos.

- Muestre el problema de suma 25 + 40 con los bloques de valor posicional. Recuerde al estudiante que 4 decenas es igual a 40. Pregunte: *¿Cuántas decenas y unidades hay en la suma?* Pida al estudiante que identifique las 6 decenas y las 5 unidades que resultan.
- Pregunte: *¿Qué oración numérica puedes escribir para demostrarlo?* (25 + 40 = 65)

4 Sumar decenas y unidades al número de dos dígitos.

- Continúe de la misma manera para representar la suma 25 + 43. Guíe al estudiante para que vea que en esta suma cambian las decenas y las unidades.
- Ayude al estudiante a escribir la oración numérica correspondiente. (25 + 43 = 68)

5 Practicar sumar decenas y unidades.

- Dé al estudiante otros problemas de suma de dos dígitos sin reagrupación, como 22 + 36, 43 + 52 y 55 + 13.
- A medida que resuelvan los problemas, presente al estudiante el reto de hacer la mayor parte del trabajo por su cuenta, representando y explicando la suma y escribiendo las oraciones numéricas.

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Comprobar la comprensión

Pida al estudiante que halle 37 + 21 con bloques de valor posicional. Pídale que explique con palabras los pasos que siguió para hallar la respuesta. (58)

Para el estudiante que tiene dificultades, use la siguiente tabla para determinar dónde puede necesitar más ayuda.

Si observa que...	es posible que el estudiante...	Entonces, intente...
el estudiante tiene dificultad para representar 37 o 21 con los bloques de valor posicional	encuentre útil el uso de distintas clases de modelos de valor posicional.	mostrar cómo representar y sumar decenas y unidades con otros modelos de valor posicional, como monedas de 10¢ y monedas de 1¢ o tableros de valor posicional.
el estudiante no suma 7 y 1 o 3 y 2 correctamente	necesite repasar los conceptos de suma básicos.	que el estudiante una pequeños conjuntos de objetos y describa la unión con oraciones numéricas.
el estudiante tiene dificultad para explicar que 5 decenas y 8 unidades representan el número 58	tenga dificultad con los conceptos de valor posicional.	que el estudiante vuelva a escribir números como 24 como "2 decenas y 4 unidades". Luego, dé al estudiante la descripción verbal y pídale que escriba el número.

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Science: Day 4

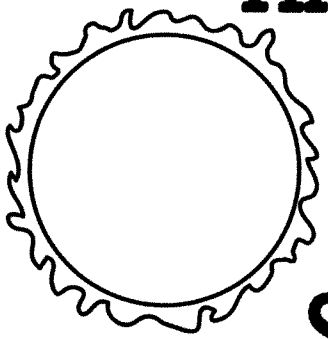
Grade: First Grade
Disciplinary Core Idea: Life Sciences
Standard: 1-ESS1-1 Use observations of the sun, moon, and starts to describe patterns that can be predicted.

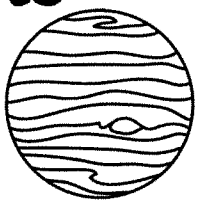
Component	Description	Resource
Materials	If possible, students will need the following materials:	• Scissors • Stapler • crayons
Reading	Read The Planets of the Solar System "make-a-book". Students can color the illustrations in the book if they would like to. You may want to have them look up the real color of each planet and color them in them book the same.	- The Planets of the solar System "make-a-book"
Question Set	No question set for this reading	-
Answer Key	Students should label the planets in relation to their position from the sun.	- Answer key
Activity	Students can use the "order of the planets from the sun" key to help them label the planets. They should be writing the name of the planet in the box point to the planet. Make sure they capitalize the first letter in the name as it is a proper noun.	- Label the planets activity sheet - Order of the planets key

Additional optional resources:

- It's AumSum Time: Planets of the Solar System- https://youtu.be/RJ2bQWH6GCM

The Planets of the Solar System





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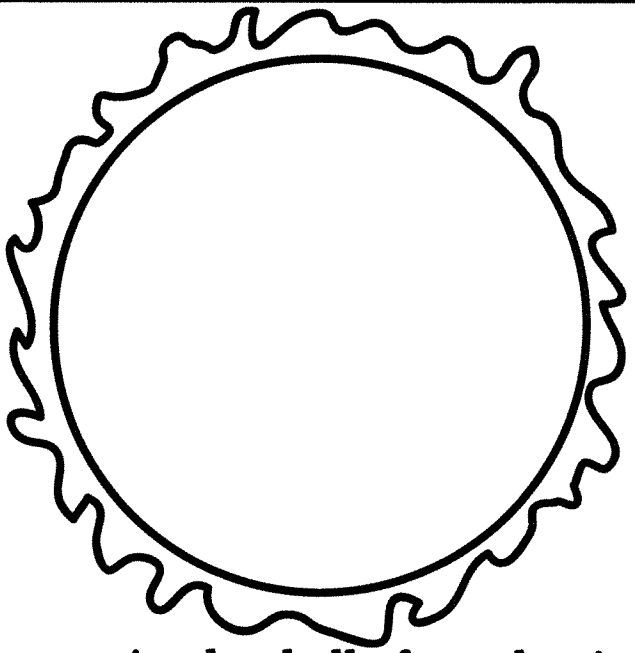
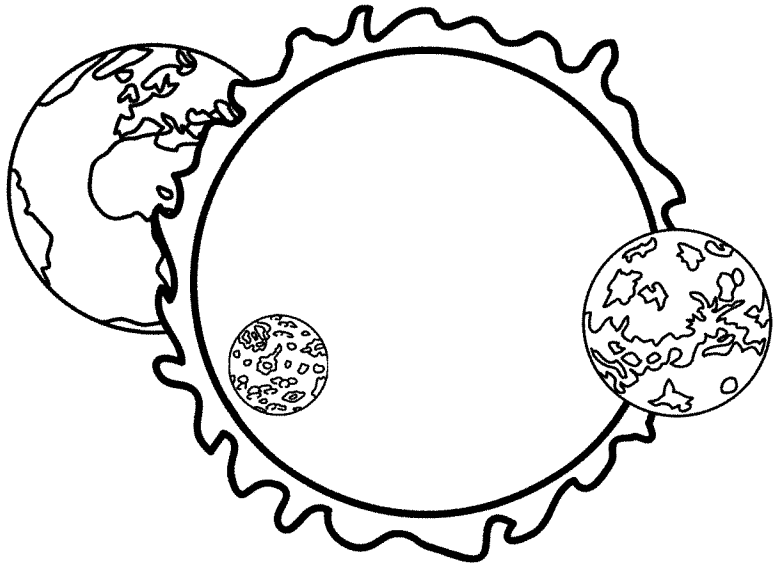


The sun is a hot ball of gas that is the center of our solar system.

1



There are 8 large planets and 5 dwarf planets that orbit the sun.

2

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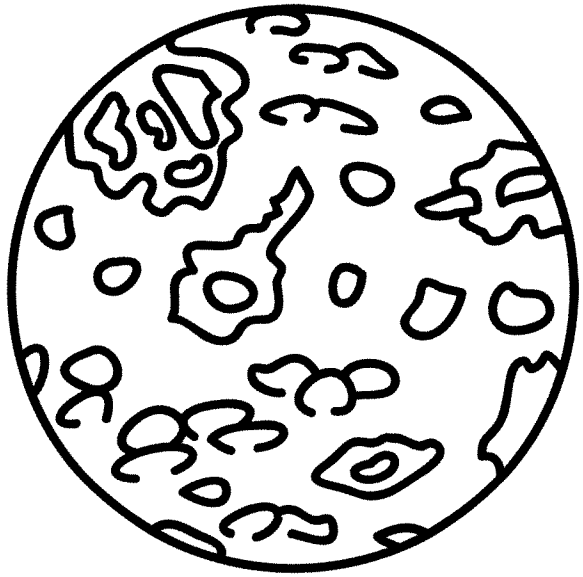


Mercury is the closest planet to the sun.

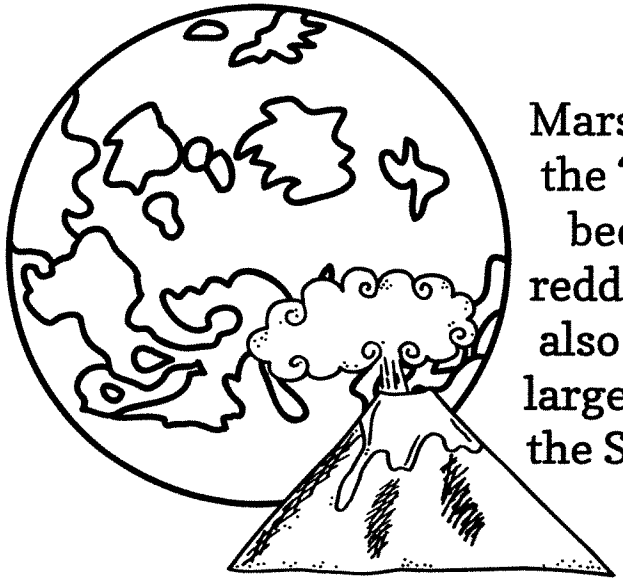
3

Venus is the hottest planet even though it is not the closest to the sun!

4

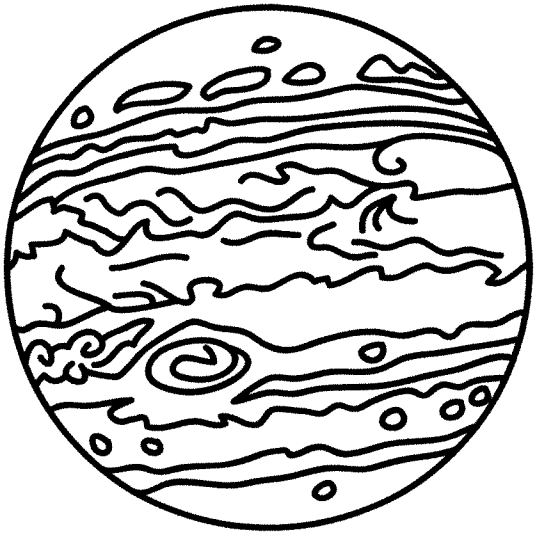
Earth is the third planet from the sun. It is filled with clouds, water, and all sorts of life.

5



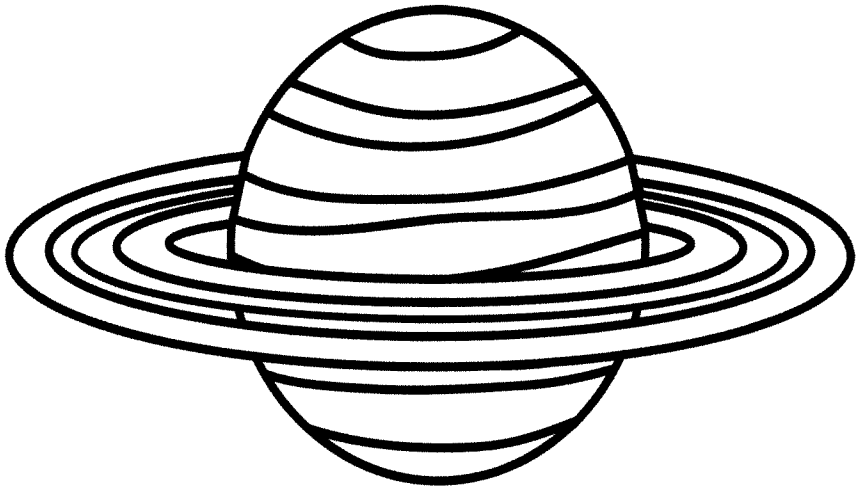
Mars is known as the "Red Planet" because of its reddish color. It's also home to the largest volcano in the Solar System!

6

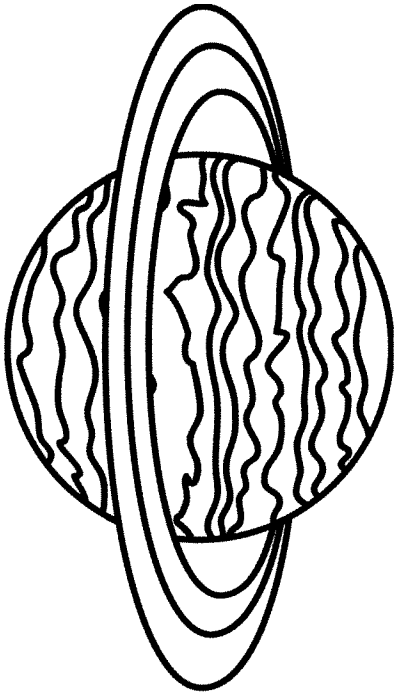


Jupiter is the largest planet. The "Great Red Spot" is a storm that has been active for more than 400 years!

7

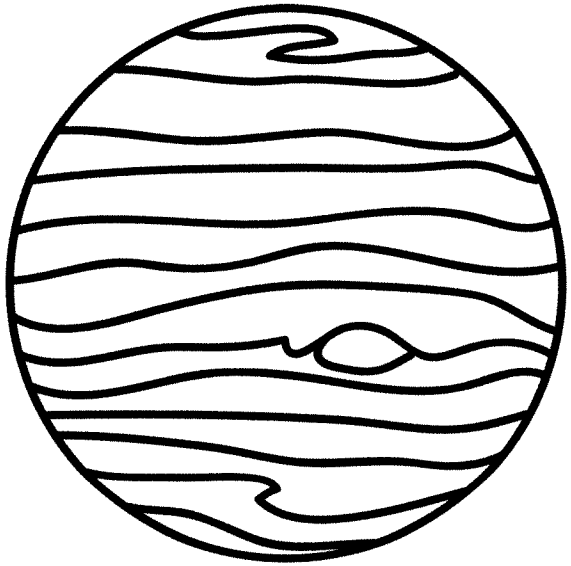


Saturn's rings are made of ice and dust. 8



The planet Uranus spins on its side!

9

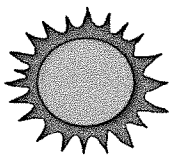
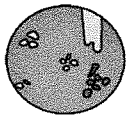
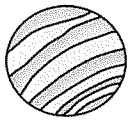
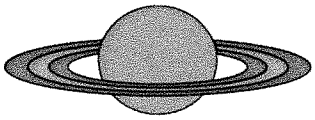
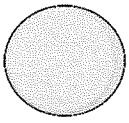


Neptune is a cold and windy planet. 10

Pluto is the smallest of all. It's so small that it is what we call a dwarf planet. 11

Key

Order of Planets from the sun

Sun		
Mercury		1st
Venus		2nd
Earth		3rd
Mars		4th
Jupiter		5th
Saturn		6th
Uranus		7th
Neptune		8th

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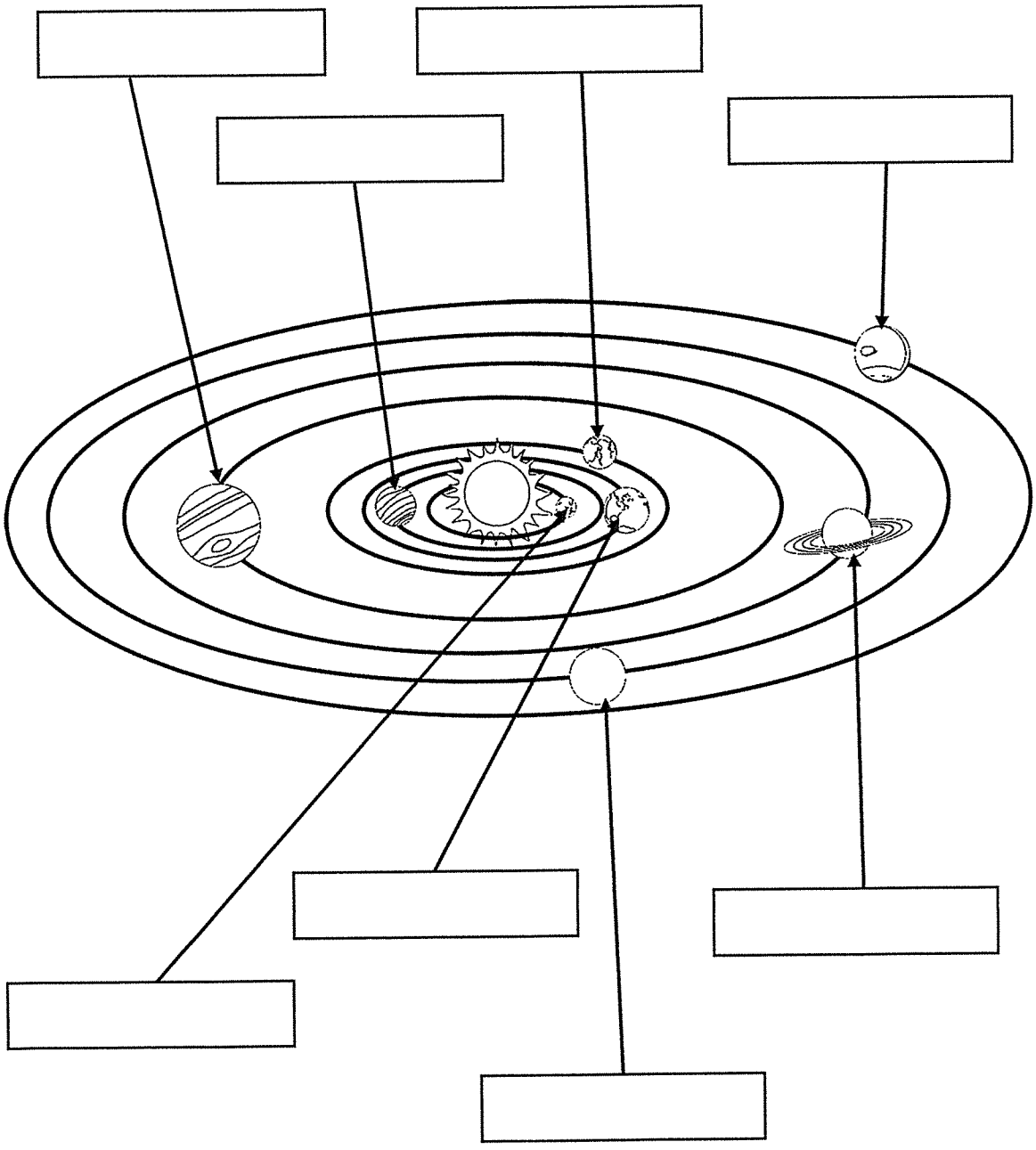
Label the Planets

Write in each of the planet names by following order from the sun as a guide.



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Grade 1 Social Studies
Day 4

Why Should I Be a Global Citizen?

Why should I be a global citizen?

So far, you have seen traits that make people good global citizens and talked about why having these traits are important for all of us.

Think about this sentence: I should be a global citizen because _____.

Talk about this with someone at home and share why you think you should be a global citizen. Write your thoughts below.

_____

_____

_____

Read each sentence and circle to tell if it is true or false:

I should be a global citizen because it is important to help people outside my community.	True	False
I can't be a global citizen because I don't know enough yet	True	False
I should be a global citizen because it there are people all over the world that need help.	True	False
I should be a global citizen because people should take care of themselves.	True	False
I should be a global citizen because one day I might need people to help me.	True	False
I should be a global citizen because people all over the world need to work together to help each other.	True	False
I don't need to be a global citizen because we don't need to protect the Earth.	True	False
I should be a global citizen because even though people live in different places, they need the same things that I do.	True	False

Grade 1 Social Studies
Day 4

Think about one way you are going to be a global citizen. Draw a picture about what you will do and how you will do it. Make sure you include the traits you will need to have in order to be successful.

Drop Everything and Move!

Name:	Teacher:

Purpose:
This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Today, choose at least two DEAM activities to complete from the list below with a family member (or with adult supervision).

Directions:
After a student completes an activity, an adult should make a check mark and initial in the space provided. Complete as many as you can and return to your physical education teacher.

✓ Done	#	DEAM Activity
	1	Move during TV commercials. (No TV? Move for 5 minutes each hour.)
	2	Do as many curl-ups as you can.
	3	Do 10 burpees and 10 sit-ups.
	4	Say your math facts while doing reverse lunges.
	5	Take a walk.
	6	Think: I will be the best I can be! Live this motto all day!
	7	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	8	Hold a plank position during TV commercials. (No TV? Challenge someone at home to see who can hold a plank the longest).
	9	Do as many trunk-lifts as you can.
	10	Do 20 jumping jacks and 20 plank jacks.
	11	Do push-up shoulder taps while reciting your spelling words.
	12	Do as many push-ups as you can.
	13	Think: I can do hard things! Live this motto all day!
	14	Stretch a muscle or muscle group two different ways.
	15	Hold a wall-sit during TV commercials. (No TV? Challenge someone at home to see who can hold a wall-sit the longest).
	16	Do as many squats as you can.
	17	Do 30 mountain climbers and 30 bicycle crunches.
	18	Perform squat-jumps while naming the continents.
	19	Crab walk and hold a plank as you count to 40.
	20	Write a brief reflection on your experiences with fitness. What did you like? What did you not enjoy? What are your favorite activities?

Please Remember
- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.
- ✓ Be safe but have fun!

Emily has a very bad cold and has been coughing and sneezing in class.

- Write a letter to Emily telling her what she could do to help keep the rest of the class from catching her cold.
- Explain why your suggestions would help prevent the cold from spreading.

Rubric

Core Concepts

Health Education Standard 1
Students will comprehend concepts related to health promotion and disease prevention.

Characteristics of Student Work
CC is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

Key Criteria
Specific criteria for student work is based largely on the following:

- accuracy
- comprehensiveness
- relationships among concepts shown
- conclusions drawn

Concept Rubric

4	The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.
3	The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.
2	The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
1	The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.

Rubric

Self Management Skills Rubric

Health Education Standard 7
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Characteristics of Student Work
This category address students' ability to take personal responsibility to assess health risks and determine behaviors that will protect and promote health and reduce health risks. Specific skills include personal health and hygiene practices, first aid and safety procedures, avoiding threatening situations, and managing stress.

Skill Cues

- identifies healthful behaviors
  - stress management and coping strategies
- demonstrates healthful behaviors, habits, and/or techniques
- identifies protective behaviors
  - first aid techniques
  - safety steps
  - strategies to avoid/manage unhealthy or dangerous situations
- lists steps in correct order is appropriate

Generic Skills Rubric

4	The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
3	The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
2	The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
1	The response shows little or no evidence of the ability to apply health skills.

BALTIMORE CITY
PUBLIC SCHOOLS

Bernard C. "Jack" Young
Mayor, City of Baltimore

Linda Chinnia
Chair, Baltimore City Board of School Commissioners

Dr. Sonja Brookins Santelises
Chief Executive Officer

Supplemental Information for Parents of Students with Disabilities in Specialized Academic Programs

As Chief Executive Officer Dr. Santelises announced in the COVID-19 Press Conference on Friday, March 13, 2020, Voluntary Instructional Activities designed by City Schools Instructional Leaders will be provided for all City Schools' students and distributed at schools during the week of March 16-19, 2020.

To support students with disabilities who are currently enrolled in specialized academic programs, the Office of Special Education is providing instructional activities that are aligned to the Maryland Alternate Academic Achievement Standards. Modifications have been made to the curriculum materials to better support your child's learning needs. Parents/Guardians can assist with reading and encourage work effort while students complete activities. If you have any further questions or require additional support, please reach out to the **Office of Special Education, Parent Response Unit at (443) 984-1561.**

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Chief Executive Officer

Información Suplementaria para Padres de Estudiantes con Discapacidades en Programas Académicos Especializados

Como la Directora Ejecutiva, Dr. Santelises, anunció en la Conferencia de prensa de COVID-19 el Viernes, 13 de Marzo de 2020, las Actividades Educativas Voluntarias diseñadas por los Líderes Educativos de las Escuelas de la Cuidad se proporcionarán a todos los estudiantes de las Escuelas de la Cuidad y se distribuirán en las escuelas durante la semana de Marzo 16-19, 2020.

Para apoyar a los estudiantes con discapacidades que actualmente están inscritos en programas académicos especializados, la Oficina de Educación Especial está proporcionando actividades de instrucción que están alineadas con los Estándares de Logro Académico Alterno de Maryland. Se han realizado modificaciones en los materiales del plan de estudios para apoyar mejor las necesidades de aprendizaje de su hijo/a. Los padres / tutores pueden ayudar con la lectura y alentar el esfuerzo laboral mientras los estudiantes completan las actividades. Si tiene más preguntas o necesita apoyo adicional, comuníquese con la **Oficina de Educación Especial, Unidad de Respuesta para Padres al (443) 984-1561.**

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Supplemental Information for Parents of Students with Disabilities

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To support students with disabilities, activities will be accompanied by materials such as scaffolded texts, graphic organizers, word banks, process charts, sample/model problems, differentiated writing prompts, and sentence starters. Below are additional resources that your family can utilize to better meet the needs of your child as they work to maintain their learning outside of the classroom:

English Language Arts Strategies and Resources

- Reading Supports: Reading aloud and asking questions about what your child is reading
- Online Reference Sheets: Do a quick web search for reading and writing graphic organizers (examples: Venn Diagrams, story maps, summary charts)
- i-Ready At Home: Organized by grade level (PK-8) (https://www.curriculumassociates.com/supporting-students-away-from-school)
- Writing Supports: Journal writing, personal dictionaries, writing conferences

Mathematics Strategies and Resources

- Khan Academy: Search by subject or topic for specific supports (examples: Algebra I, division, comparing fractions) (https://www.khanacademy.org/math)
- i-Ready At Home: Organized by grade level (PK-8) (https://www.curriculumassociates.com/supporting-students-away-from-school)
- Online Reference Sheets: Do a quick web search for multiplication tables, fraction charts, formula lists, sample problems, etc.
- Manipulatives: Household items like beads, paperclips, beans, and other small items (can be used for counting, sorting, solving basic arithmetic equations)

We appreciate your dedication to your children(s)'s academic success. If you have further questions or require additional support, please reach out to the **Office of Special Education, Parent Response Unit at (443) 984-1561.**

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Información Suplementaria para Padres de Estudiantes con Discapacidades

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Para apoyar a los estudiantes con discapacidades, las actividades irán acompañadas de materiales tales como textos con andamios, organizadores gráficos, bancos de palabras, cuadros de procesos, problemas de muestra / modelo, indicaciones de escritura diferenciadas y oraciones iniciales. A continuación, hay recursos adicionales que su familia puede utilizar para satisfacer mejor las necesidades de su hijo/a mientras continúan el aprendizaje fuera del aula:

Estrategias y Recursos de Artes Lingüísticas en Inglés

- Apoyo de Lectura: Leer en voz alta y hacer preguntas sobre lo que está leyendo su hijo/a
- Hojas de Referencia en línea: Haga una búsqueda rápida en el web de organizadores gráficos de lectura y escritura (ejemplos: diagramas de Venn, mapas de historias, cuadros de resumen)
- i-Ready At Home: Organizado por nivel de grado (PK-8) (https://www.curriculumassociates.com/supporting-students-away-from-school)
- Apoyos de Escritura: Redacción de diarios, diccionarios personales, conferencias de escritura

Estrategias y Recursos de Matemática

- Academia Khan: Busque por tema o tema para apoyos específicos (ejemplos: Álgebra I, división, comparación de fracciones) (https://www.khanacademy.org/math)
- i-Ready At Home: Organizado por nivel de grado (PK-8) (https://www.curriculumassociates.com/supporting-students-away-from-school)
- Hojas de Referencia en Línea: Haga una búsqueda rápida en el web para tablas de multiplicación, tablas de fracciones, listas de fórmulas, problemas de muestra, etc.
- Manipulativos: Artículos en el hogar como perlas, clips de papel, frijoles y otros artículos pequeños (se pueden usar para contar, clasificar y resolver ecuaciones aritméticas básicas)

Agradecemos su dedicación al éxito académico de su(s) hijo/a(s). Si tiene alguna pregunta o necesita apoyo adicional, comuníquese con la **Oficina de Educación Especial, Unidad de Respuesta para Padres al (443) 984-1561.**