Home Independent Curriculum Packet

Grade 1

Packet 2
May 18 – June 3

Curriculum Packet Instructions and Overview

Dear CVESD Families,

The Chula Vista Elementary School District (CVESD) is committed to ongoing learning and continued success for each and every student. During this time of school closures, we are engaged in distance learning. Distance learning means that the teacher and student are not in the same space for instruction. Distance learning may include technology such as computer, iPads, phones, etc. or it can include paper/pencil work. This curriculum packet may be used with/without technology. Each packet is intended to last two weeks (10 school days).

- *Establish a daily routine* for your child with a schedule. Plan for times in the day when the child will work on the packet, when they will have a break, when they will use technology, when they will have snacks and lunch.

- *Create a plan for work completion.* Divide up the work for the packet day by day for 15 days.

- *Engage with your teacher* *via phone, email, or another method for support.* Your teacher wants to help! Contact your teacher if you have any questions.

- *Special needs –* if you have a student who needs help with accessing the student curriculum packet due to language needs, special education needs, or access needs (i.e. a 504 plan), please connect with your general education teacher or special education teacher.

Curriculum Packets Instructions – Packet 2

Math

- **Complete one worksheet** per day. There are extra worksheets that can be used for additional practice. Grade 6 will complete one worksheet every two days (5 tasks for the two weeks).
- **Select one of the following activities** to do in addition to the one worksheet per day.
    - *Be the Teacher!* Select one problem from the worksheet each day. Teach someone in your house (brother, sister, mom, dad) how to solve the problem. Ask them how you did as a teacher. What did you do well? What might you do better next time?
    - *Multiple Representations:* Select one problem from the worksheet and show it in multiple ways. Write a word problem. Draw how you solved it. Write a number sentence (equation). Write a word sentence (your answer in a complete sentence).

- o ***Prove It!*** Select one problem from the worksheet and explain how you know your answer is correct. How can you prove it? Convince someone in your house that your answer is correct.
  - o ***Compare and Connect:*** Select one problem from the worksheet. Solve it a different way. Explain how the two ways you solved it are the same and/or different.
  - o ***Reflect***- What was easy about today's math lesson? What was hard? What did you learn? How might you use what you learned today in the future or in real life?
- **Play the Family Game** multiple times throughout the two weeks. Think about what you are learning, what strategies you are using, what strategies you modified, is it a fair game?

English Language Arts

- **Complete Benchmark tasks**
- **Select one of the following activities** to do in addition to the Benchmark task each day.
  - o Read a book.
  - o Write a story about your adventures at home.
  - o Create a comic book.
  - o Find parts of speech or high frequency words in junk mail.
  - o Write a Choose Your Own Adventure story.
  - o Document how you are spending your time.
  - o If able to watch television, turn on captions and watch for errors. (Turn on subtitles and learn another language.) Turn the sound off and read the captions to follow along.
  - o Write quizzes to go with your favorite movie or show.
  - o Practice public speaking. Give presentations to family members on favorite topics.

Science

Earth and Space Science

1. When it is dark outside, go outside or look out the window, what does the sky look like, what do you see? Draw what you see in your science journal. Draw the stars and moon and whatever else you see.
2. Record what you see for several nights. Each night, think about what patterns you are noticing. Based on those patterns, what do you think you will see tomorrow night?
3. What questions do you have about the moon and stars? Conduct research to find the answers to your questions.
4. Reflect on what you learned about the moon and stars.

Social Studies

Complete the final pages of COVID 19 journal over the two weeks.
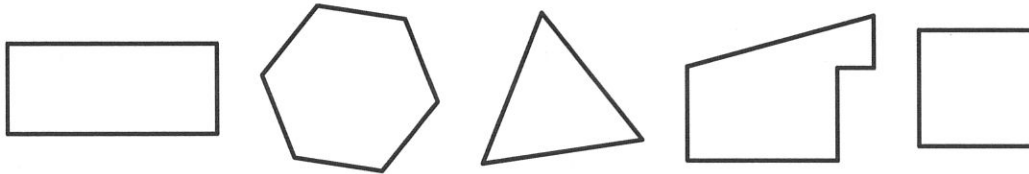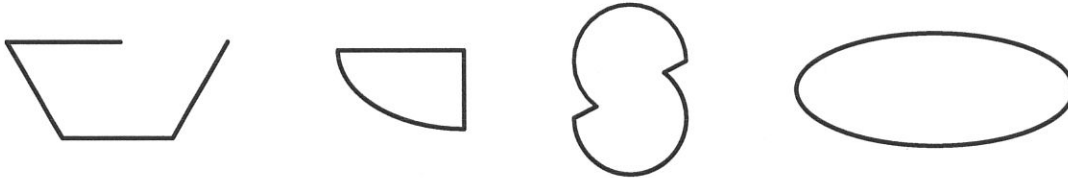
NAME _____   DATE _____

Polygons & Nonpolygons

To be in the Polygon Club, all your sides have to be straight. You are not allowed to have *any* curves. Also, all your sides have to meet at the corners. No gaps allowed.
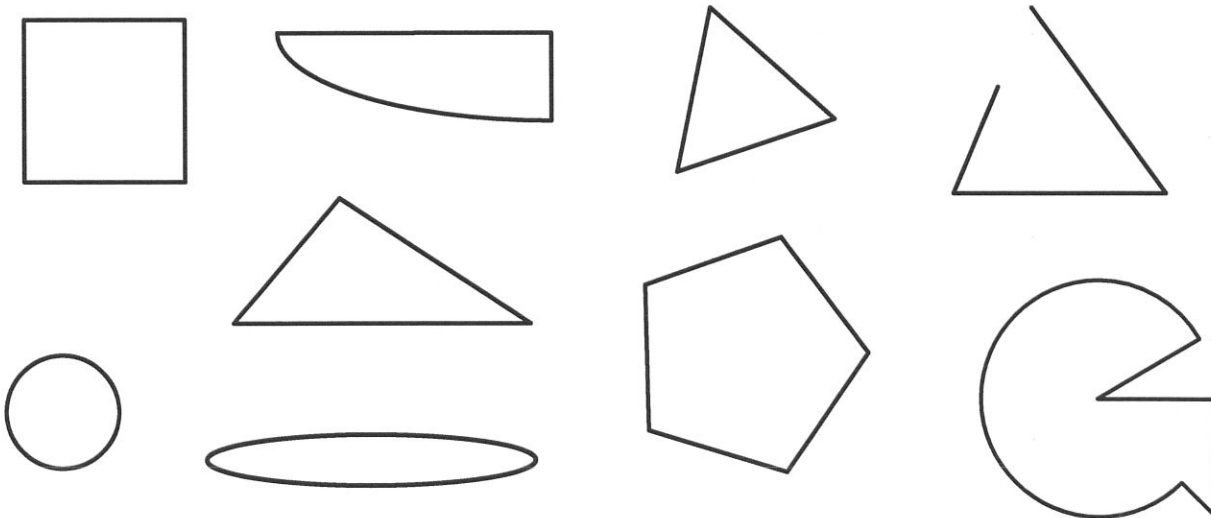
These shapes are in the Polygon Club.

These shapes are not in the Polygon Club. They are called nonpolygons.

1 Look at the shapes below.
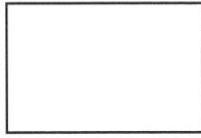
a Circle the shapes that belong in the Polygon Club.
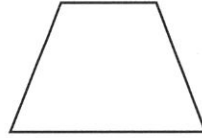
b Cross out the shapes that do not belong in the Polygon Club.

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NAME _____ DATE _____

Which Shape Is it? Riddles, page 1

Large Rectangle	Large Trapezoid	Large Hexagon	Large Circle
Small Rectangle	Small Trapezoid	Small Hexagon	Small Circle
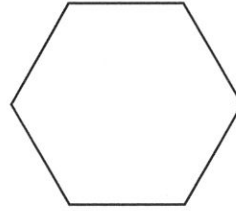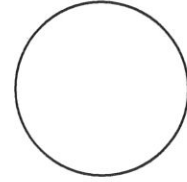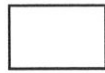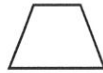
Read each set of clues to figure out which shape it will be. Draw the shape in the box. Circle the word to tell whether it is a polygon or a nonpolygon.

1 Clues	**a** Draw the shape.
• My shape has less than six sides. • My shape has more than three sides. • My shape is large. • My shape has 2 slanted sides.	 **b** Circle one: polygon or nonpolygon
2 Clues	**a** Draw the shape.
• My shape has less than six sides. • My shape is small. • My shape does not have 4 sides. • My shape does not have any straight sides.	 **b** Circle one: polygon or nonpolygon

NAME _____   DATE _____

Which Shape Is It? Riddles, page 2

Rectangle

Equilateral Triangle

Square

Trapezoid

Rhombus

Scalene Triangle

Circle

Hexagon
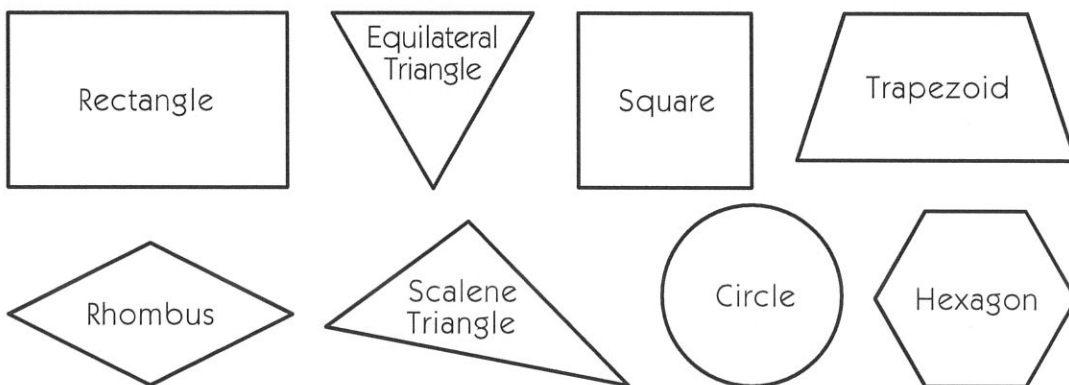
Solve the riddles below. Write the name of the shape in each riddle box. Then circle the word to tell if it is a polygon or a nonpolygon.

1 Clues	**2** Clues
• My shape has 4 corners.	• My shape has 3 sides.
• My shape has 4 equal sides.	• My shape has 3 corners.
• My shape is not a square.	• Each of its sides is a different length.
Can you guess my shape?	Can you guess my shape?
a It is a _____.	**a** It is a _____.
b Circle one: polygon or nonpolygon	**b** Circle one: polygon or nonpolygon
3 Clues	**4** Clues
• My shape does not have 4 corners.	• My shape has more than 3 sides.
• My shape does not have 3 sides.	• My shape has more than 4 sides.
• My shape has no straight sides.	• My shape has 6 corners.
Can you guess my shape?	Can you guess my shape?
a It is a _____.	**a** It is a _____.
b Circle one: polygon or nonpolygon	**b** Circle one: polygon or nonpolygon

NAME _____ DATE _____

A Farmer's Morning

Farmer Jane gets up at half past four every morning. Fill in the times on these clocks to show the rest of her morning.

4:30

cockle doodle do!
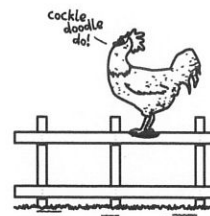
1 Milk the cows at 6 o'clock.
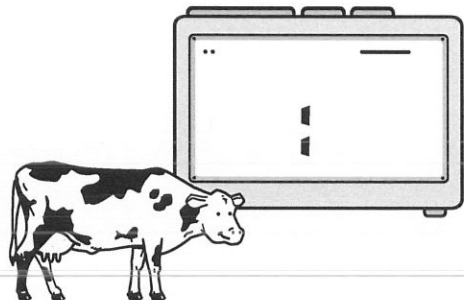
2 Feed the animals at half past seven.
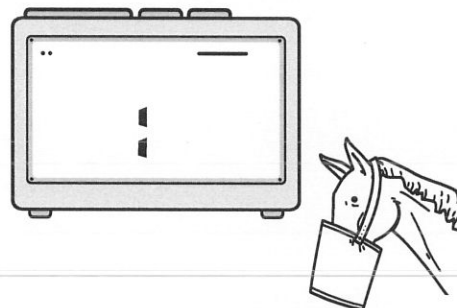
3 Gather the eggs at 8 o'clock.
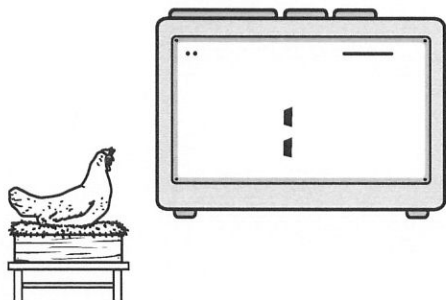
4 Work on the tractor at 9 o'clock.
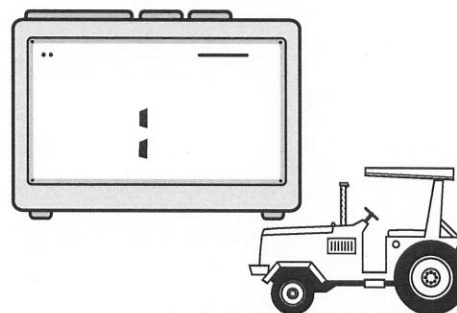
5 Repair the fence at half past 10.
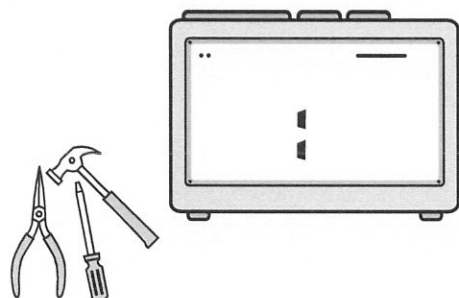
6 Stop for lunch at half past 11.
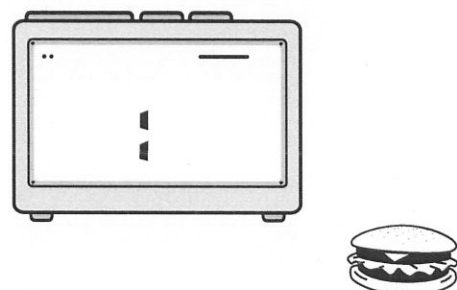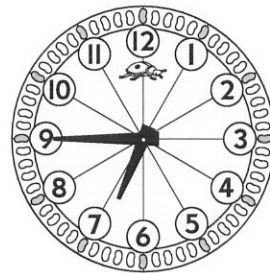
NAME _____ DATE _____

A Farmer's Afternoon

CHALLENGE

1 The farmer begins harvesting the wheat at 1 o'clock. He stops at 2:30. How long did he work? Show how you figured it out:
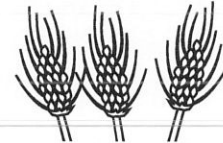
The farmer worked for _____.

2 The farmer begins milking the cows and feeding all the animals at 5 o'clock. She finishes at 6:45. How long did she work? Show how you figured it out.

The farmer worked for _____.

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NAME _____   DATE _____

Winter Farming Buying Feed for the Animals

1 Use your doubles to solve the problems below:

2 + 2 = _____	20 + 20 = _____	40 + 40 = _____
3 + 3 = _____	30 + 30 = _____	60 + 60 = _____
4 + 4 = _____	40 + 40 = _____	80 + 80 = _____
5 + 5 = _____	50 + 50 = _____	100 + 100 = _____
6 + 6 = _____	60 + 60 = _____	120 + 120 = _____

2 Use pictures, numbers and words to show how you solve the problems.

a The farmer bought 4 fifty pound bags of special horse feed for $20 a bag. How much did he pay? Show how you figured it out.
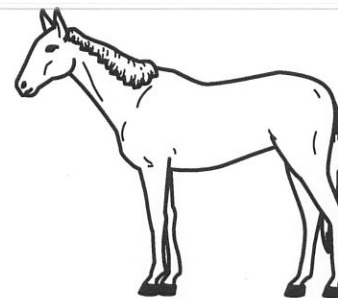
The farmer paid _____.

b Round bales of hay sell for $40 per bale. The farmer bought 8 bales for her cows. How much did she pay? Show how you figured it out.
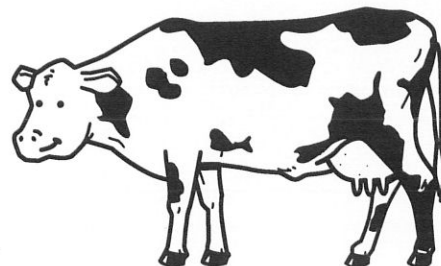
The farmer paid _____.

NAME _____ DATE _____

Fact Practice

1 Add.

5	4	3	2	10	5	2
+ 5	+ 5	+ 7	+ 3	+ 0	+ 3	+ 2

8	5	9	6	4	1	4
+ 2	+ 2	+ 1	+ 3	+ 6	+ 6	+ 6

$4 + 2 =$ _____ $2 + 3 + 5 =$ _____ $9 + 1 + 0 =$ _____

2 Subtract.

9	10	8	10	9	10	5
− 8	− 0	− 4	− 1	− 3	− 5	− 4

10	7	10	8	6	10	7
− 2	− 3	− 9	− 7	− 3	− 10	− 6

$6 − 4 =$ _____ $8 − 6 =$ _____ $10 − 9 =$ _____

3 $5 + 5$ is one way to make 10. $12 − 2$ is another way to make 10. Think of some other ways to make 10. Write at least 10 different ways to make 10 in the box.

<div style="border:1px solid black; height:300px;"></div>

NAME _____   DATE _____

North, South, East & West on the Farm

Here is a map of Strawberry Farm.

1 Andy is standing in the middle square with his compass. Which way will he have to walk to get to the farm house? Circle the answer.

North	South	East	West

2 Ann is standing in the middle square with her compass. Which way will she have to walk to get to the barn? Circle the answer.

North	South	East	West

3 Grandma is in the apple orchard. Which way will she have to walk to get to the horse pasture? Circle the answer.

North	South	East	West

4 Grandpa is in the house. Which way will he have to walk to get to the duck pond? Circle the answer.
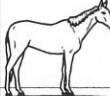
North	South	East	West

NAME _____   DATE _____

A Visit to Strawberry Farm

The first graders are going on a trip to Strawberry Farm. Read the map to help them find their way around.

1 The class started at the farm house. They walked 1 square south. Where were they then? Circle the answer.

2 The class went to the barn. Then they walked 4 squares north and 1 square east. Where were they then? Circle the answer.

3 The kids are in the horse pasture. They want to get to the duck pond. Which direction do they have to walk?

       North   South   East   West

4 The kids are in the apple orchard. They want to get to the garden. Which direction do they have to walk?

       North   South   East   West

NAME _____   DATE _____

Little Inchworm's Garden

1 Little Inchworm is 1 inch long. Find something in your room that is about 1 inch long.

A _____ is about 1 inch long.
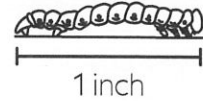
1 inch

2 Use your 1 inch measure to help find out about how many inches Little Inch-worm has to crawl to get from one part of his garden to another. Tell what direction he has to crawl. Sometimes he will have to go one direction and then another. He has to stay on the paths.

grapes

North
West ✦ East
South

apples   cherries

tomatoes   carrots

flowers

strawberries
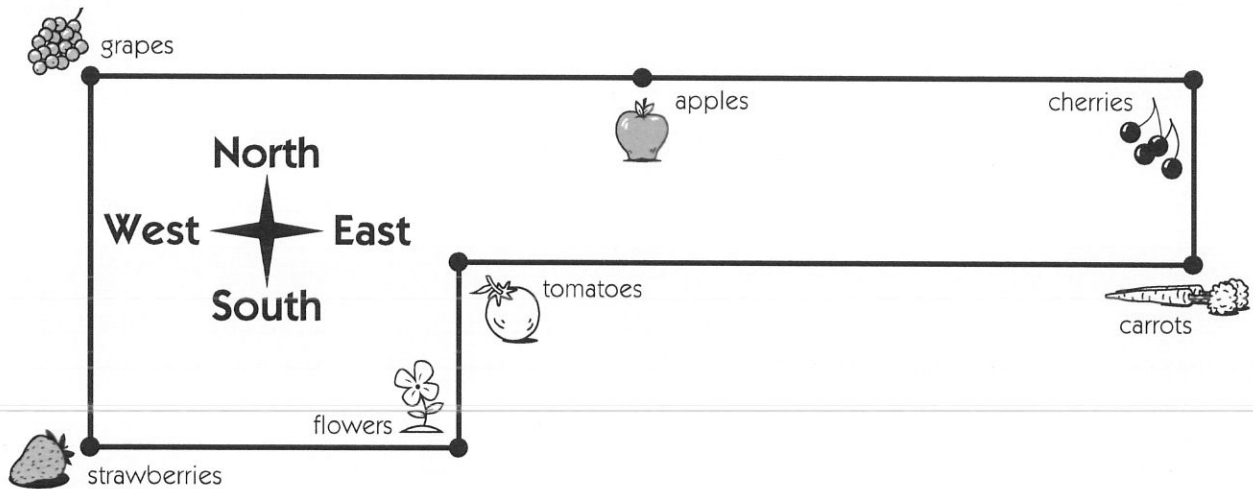
	From	To	How Many Inches?	What Direction(s)?
a	🍓	🍇		
b	🍇	🍎		
c	🍅	🥕		
d	🍇	❀		
e	❀	🍒		

NAME _____   DATE _____

Half Dollars

This is a half dollar. It is worth 50 cents. People write 50¢ or $0.50 to show its value.

1 How many pennies does it take to make a half dollar? _____

2 How many nickels does it take to make a half dollar? _____

Show your work.

3 How many dimes does it take to make a half dollar? _____

Show your work.

4 How many quarters does it take to make a half dollar? _____

Show your work.

5 In each box, circle the coins you need to make 50¢.

a

b

c

NAME _____ DATE _____

Horses, Land & Fences

Price List	
Horses	$11 each
Land Squares	$10 each
Linear Units of Fence	$1 each
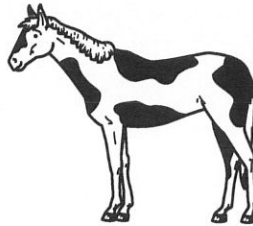
1 Your grandparents bought 2 horses. If they lay out their land squares in a long 1 × 12 rectangle, what will their total cost be for the land, horses and fencing? Show your work.
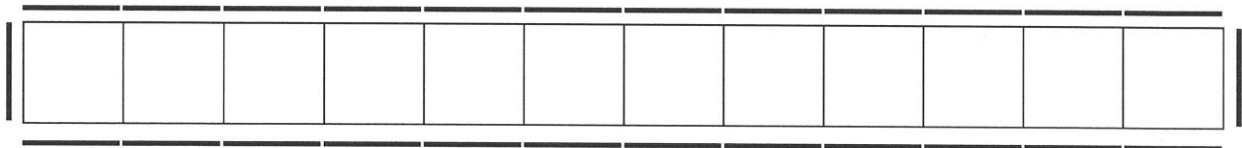
Their total cost will be _____.

2 Your grandparents bought 2 horses. If they lay out their land squares in a 3 × 4 rectangle, what will their total cost be for the land, horses and fencing? Show your work.
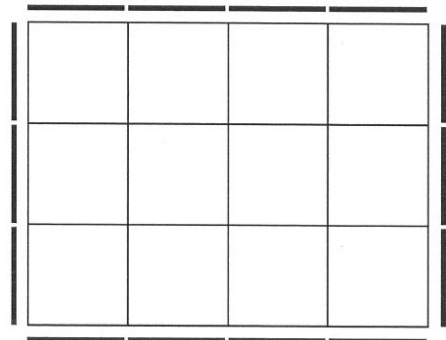
Their total cost will be _____.

NAME _____ DATE _____

Selling Your Farm Products

1 Your hens are laying lots of eggs. Your neighbor bought two dozen eggs. How many eggs did she buy? Show how you figured it out.
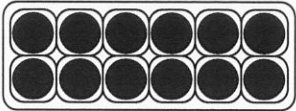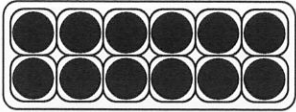
She bought _____ eggs.

2 Another neighbor bought four dozen eggs. How many eggs did she buy? Show how you figured it out.
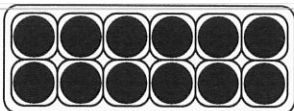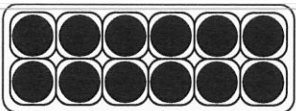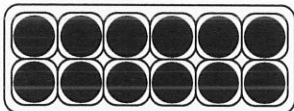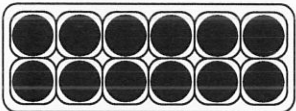
She bought _____ eggs.
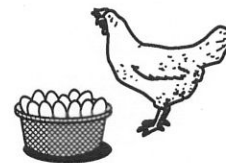
3 Your apples are ripe. You are selling them for 25¢ each. Fill in the boxes below to show what you'll charge for 1, 2, 3 or 4 apples:

Number of Apples   Price

one

two

three

four

NAME _____   DATE _____

Computation on a Number Chart

Price List	
Pigs	$9 each
Land Squares	$10 each
Linear Units of Fence	$1 each

You bought 2 pigs, 4 land squares and 8 linear units of fence.
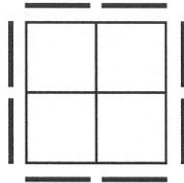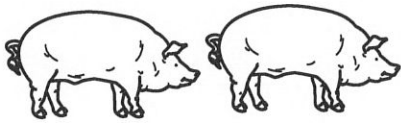
1 Color in the Number Chart to show how much you spent.
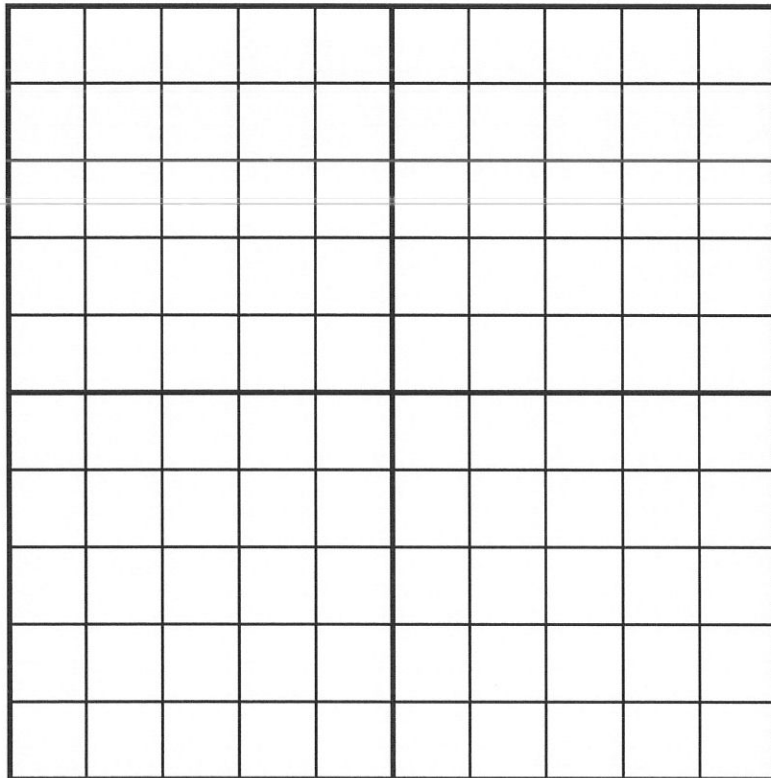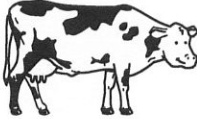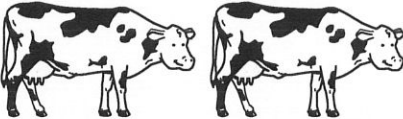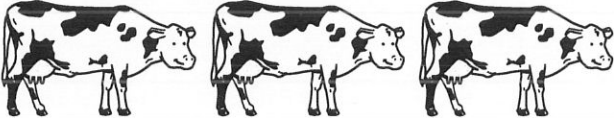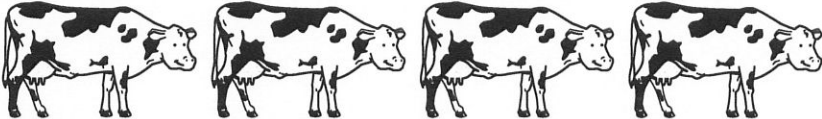
2 I spent $ _____ for my pigs, land and fence.

NAME _____ DATE _____

Daily Milk Production

1 "Best" cows produce 25 gallons of milk per day. Use the number line below to help you fill in the chart and solve the problems below:
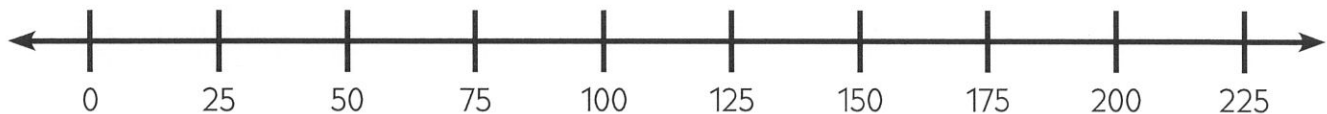
One	_____ gallons
Two	_____ gallons
Three	_____ gallons
Four	_____ gallons

2 Solve the problems below. Remember to show your work.

a How many gallons can 6 "best" cows produce each day?	_____ gallons
b How many gallons would 8 "best" cows produce each day?	_____ gallons

Target 20

Object of the Game

For each round, players choose 3 cards that will have a sum (a total when added) as close to 20 as possible. The score for each round is the difference between a player's sum and 20. The lowest total score after 3 rounds wins the game.

Materials

- A deck of cards containing 4 each of the numbers 1–10.
  *Download a set of **printable cards** or make your own cards. You can use paper, a grocery bag, or a cereal or other food box to make some cards.*

- Record Sheet (You can download a **Target 20 Record Sheet** make your own on scratch paper like shown)

- Pencil, pen, marker or crayon for writing your equations.
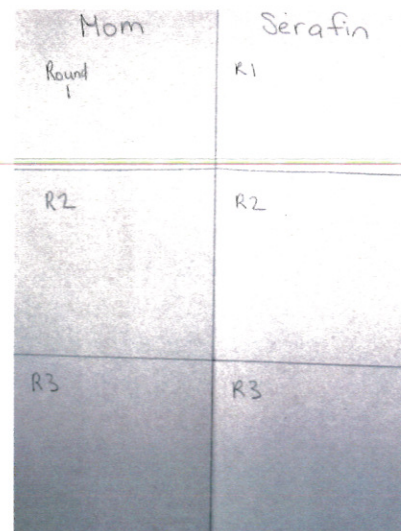
Skills

This game helps us practice:

- addition facts within 20

- adding 3 numbers

How to Play

- Get ready to play the game:

  - Shuffle the deck of cards, and then stack them face-down between you.

  - Take turns drawing 5 cards from the top of the pile until each player has 5 cards.

  - Lay the cards face up as shown. It's okay to show your cards.
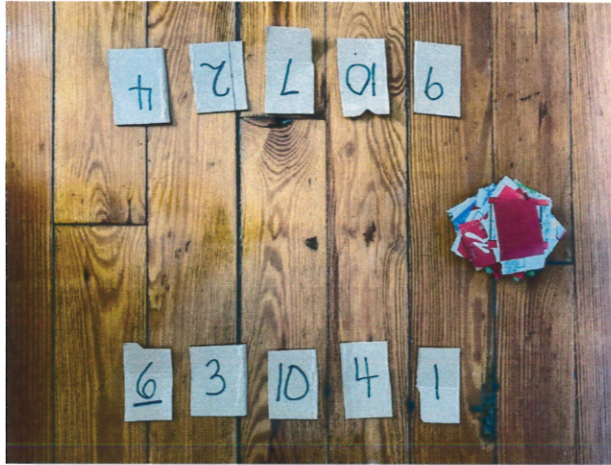
- Each player chooses 3 of their cards to add together to get a total as close to 20 as possible.

  - Totals can be under (like 18) or over (like 21).

- Players record their numbers and add them together to show the results of their turn.

  - You may use scratch paper to help you add, or you might like working with small objects such as buttons, cereal, or even toys.

$$9 + 4 + 3 = 16$$
$$9 + 7$$
$$10 + 6 = 16$$

- The difference between a player's total and 20 is their score for the first round.

Target 20 Record Sheet

	Player 1: Mom	Player 2: Serafin
Round 1	$9 + 4 + 3 = 16$ +4 16 —— 20 Score: 4	$9 + 7 + 3 = 19$ +1 19 —— 20 Score: 1

Mom got a total of 16. Her score for this round is 4 because the difference between 16 and 20 is 4. After the first round, Serafin is ahead. Serafin got closer to 20 than Mom did.

- At the end of the round, put the cards you used in a separate stack, and then take turns drawing 3 new cards from the deck so you have 5 cards again.

- Play 2 more rounds of the game.

- After the third round, players add up their scores to determine the winner. The lowest score wins the game.

Target 20 Record Sheet

	Player 1: Mom	Player 2: Serafin
Round 1	$9 + 4 + 3 = 16$ +4 16 — 20 Score: 4	$9 + 7 + 3 = 19$ +1 19 — 20 Score: 1
Round 2	$8 + 8 + 3 = 19$ +1 19 — 20 Score: +1	$9 + 6 + 5 = 20$ Score: 0
Round 3	$8 + 6 + 3 = 17$ +3 17 — 20 Score: 3	$9 + 4 + 3 = 16$ +4 16 — 20 Score: 4
Final	$4 + 1 + 3 = 8$	$1 + 0 + 4 = 5$ Serafin won!

Mom

Round 1	$9 + 4 + 3 = 16$ $20 - 16 = 4$ Score
R2	$8 + 8 + 3 = 19$ $20 - 19 = 1$ Score
R3	$8 + 6 + 3 = 17$ $20 - 17 = 3$ Score
Final	$4 + 1 + 3 = 8$

Serafin

R1	$9 + 7 + 3 = 19$ $20 - 19 = 1$ Score
R2	$9 + 6 + 5 = 20$ $20 - 20 = 0$ Score
R3	$9 + 4 + 3 = 16$ $20 - 16 = 4$ Score
Final	$1 + 0 + 4 = 5$ ★ Winner

It was a close game. Serafin won because 5 is 2 points lower than Mom's score of 7.

Jump to: How to Play | Tips for Players and Families | Change It Up

Tips for Families

Before you play:

- Talk about numbers that add up to 20. What are some pairs of numbers that have a sum of 20? (10 + 10; 15 + 5; 12 + 8). Now, think about how you could break one of the numbers in 2 numbers. For example, if 10 + 10 = 20, you could break 10 into 7 and 3. Now you have 3 numbers (7 + 3 + 10 = 20). That's 1 kind of strategy you might use when playing this game.

While playing you can ask some of the following questions:

- *Which numbers are you hoping to draw? Why?*

- *Is there another combination to try? Did it get you any closer to 20? Remember, it doesn't matter if you go over 20.*

- *If you add our scores for the first 3 rounds, who's ahead? By how much? Oh, so you have 7 points, and I have 10, so you're ahead by 3 because low score wins? Do you think I can still win? Why or why not?*

- *Are there 3 numbers in our deck of cards you could get that would add up to exactly 20? Can you think of a different combination of 3 cards that would add up to 20? How many different combinations of 3 cards do you think there are that total exactly 20? Shall we see if we can find out?*

Change It Up

Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below. How did it change your strategy for winning the game?

- Use the wild cards to play the game. A wild card can be any number (1 to 10) a player wants it to be. If players use a wild card, they put a star above the numeral made from the wild card in the equation on their record sheet.

- Play cooperatively, drawing one hand of cards and working together to get the lowest score.

- Choose a different target number, such as 15 or 18.

- Try playing with 3 or 4 players.

1	2	3
1	2	3
1	2	3
1	2	3

4	5	6
4	5	6
4	5	6
4	5	6

7	8	9
7	8	9
7	8	9
7	8	9

10		
10		
10		
10		

Target 20 Record Sheet

Name_____   Name_____

Round 1

	____ + ____ + ____ = ____	____ + ____ + ____ = ____
Score		

Round 2

	____ + ____ + ____ = ____	____ + ____ + ____ = ____
Score		

Round 3

	____ + ____ + ____ = ____	____ + ____ + ____ = ____
Score		
TOTAL SCORE	____ + ____ + ____ = ____	____ + ____ + ____ = ____

Expand Simple Sentences

Simple sentences are statements with a single subject and a verb or action word. You can expand simple sentences by adding details or extra information.

I like to read.

I like to read **books about horses**.

Choose a detail from the box to expand each simple sentence. Write it on the line.

a cow	of fresh milk	after milking	a farm	to the barn

1. We visited _____.

2. The farmer took us _____.

3. We milked _____.

4. We washed our hands _____.

5. We got to drink a glass _____.

Expand Imperative Sentences

Imperative sentences give a command. You can expand imperative sentences by telling how to do something or by describing a noun in the sentence.

Sit at your desk.

Sit **quietly** at your desk.

Choose a detail from the box to expand each imperative sentence. Write it on the line.

for a walk	in the library	before you play	to the teacher	to the shelf

1. Return the book _____.

2. Take the dog _____.

3. Clean your room _____.

4. Do your homework _____.

5. Be nice _____.

/ou/ and High-Frequency Words

before	brown	count	done	down
frown	how	loud	round	sprout

Read each word below.
Write the spelling word that rhymes with it.

1. sound _____

2. cow _____

3. mount _____

4. trout _____

5. cloud _____

6. store _____

7. crown _____

8. town _____

/ou/ and High-Frequency Words

before	brown	count	done	down
frown	how	loud	round	sprout

Write the correct spelling words.

Spelling words with *ow*

1. _____

2. _____

3. _____

4. _____

Spelling words with *ou*

5. _____

6. _____

7. _____

8. _____

Spelling words that do not have the */ou/* sound

9. _____

10. _____

Adjectives

Adjectives give information about a noun. Adjectives can describe color, number, size, and kind.

Tina's room has **purple** walls.

Stand next to the **tall** tree.

I prefer **hot** weather.

Underline the adjective in each sentence.

1. Calvin wanted a new toy.

2. He had two choices.

3. He liked the noisy truck.

4. He also liked a talking robot.

5. It was a difficult choice.

6. He decided to save his shiny coins.

7. His mom bought him a large ice cream cone.

8. She bought a small ice cream cone for herself.

Adjectives

Adjectives give information about a noun. They can describe color, number, size, and kind.

I have **three** cats.

I have a **big** dog.

I have a **white** bird.

Read each sentence. Write the adjective on the line. Circle the noun it describes.

1. A spider has eight legs. _____

2. The tiny ant carried a crumb. _____

3. The orange butterfly flew by. _____

4. Stay away from the red ants. _____

5. I don't like big bugs. _____

6. I see a fuzzy caterpillar. _____

7. Do not pick the green grass. _____

/oi/ and High-Frequency Words

boy	buy	coin	join	joy
moist	point	spoil	toy	walk

Write the correct spelling word for each clue.

1. has a damp feeling _____

2. a form of money _____

3. a very happy feeling _____

4. something to play with _____

5. to put one foot in front of the other _____

6. to pay money for something _____

7. to rot _____

8. to gesture toward something _____

9. a male child _____

/oi/ and High-Frequency Words

boy	buy	coin	join	joy
moist	point	spoil	toy	walk

Write the correct spelling words.

Spelling words with *oy*

1. _____

2. _____

3. _____

Spelling words with *oi*

4. _____

5. _____

6. _____

7. _____

8. _____

Spelling words that do not have the */oi/* sound

9. _____

10. _____

Adjectives

Adjectives give information about a noun. They can describe color, number, size, and kind.

Lou wore **white** shoes.

Jean is a **fast** runner.

Rocco has **three** bags.

**Read each sentence. Underline the adjective.
Circle the noun it describes.**

1. Dad put on his old jeans.

2. He sprinkled tiny seeds around the lawn.

3. He sprayed cool water.

4. The warm sun heated the soil.

5. Soon we had soft grass.

6. Mom dug holes in the brown soil.

7. She planted yellow flowers.

8. Soon there were large blooms.

Expand Declarative
and Exclamatory Sentences

Declarative sentences make statements. Exclamatory sentences show excitement and end in a **!**. You can add details to expand declarative and exclamatory sentences.

   Declarative: I am sitting at my desk.

   I am sitting **quietly** at my desk.

   Exclamatory: I can't wait!

   I can't wait **to see the movie**!

Expand each declarative or exclamatory sentence with a detail from the box. Write it on the line and add the correct punctuation.

for pie	to pick apples	sweet, red	in my lunch box	with ice cream

1. We are going to the orchard _____

2. I like _____ apples the best _____

3. Mom will use some apples _____

4. I love pie _____

5. I will take an apple _____

/o͞o/, /o͝o/, and High-Frequency Words

another	bloom	does	good	hook
shook	smooth	soon	tooth	wood

Write the correct spelling word for each clue.

1. It starts like **sad** and ends like **noon**. _____

2. It starts like **hat** and ends like **cook**. _____

3. It starts like **well** and ends like **hood**. _____

4. It starts like **small** and ends like **tooth**. _____

5. It starts like **shed** and ends like **book**. _____

6. It starts like **blend** and ends like **room**. _____

7. It starts like **ant** and ends like **brother**. _____

8. It starts like **goat** and ends like **food**. _____

9. It starts like **dot** and ends like **toes**. _____

10. It starts like **tail** and ends like **booth**. _____

/o͞o/, /o͝o/, and High-Frequency Words

another	bloom	does	good	hook
shook	smooth	soon	tooth	wood

Write the spelling words for the given number of letters.

Spelling words with 4 letters

1. _____

2. _____

3. _____

4. _____

5. _____

Spelling words with 5 letters

6. _____

7. _____

8. _____

Spelling words with 6 letters

9. _____

Spelling words with 7 letters

10. _____