

1st Grade

親愛的學生和家長,

歡迎使用MCPS為您孩子年級提供的教學資源。這門課程的所有資源和材料可以供學生在學校關閉期間使用。這些材料屬於複習和練習性質, 因此, 您可以選擇最適合孩子和對他們最有意義的內容。您的孩子可以按照任何順序學習其中的任何或全部內容。您可以修改這些資源, 並為孩子提供必要的適應性調整。孩子應當在沒有成人幫助(或很少幫助)的情況下完成這些資源, 不過我們也歡迎您根據需要幫助孩子。這些材料屬於複習和練習性質, 因此, 不需要交回給學校, 老師也不會進行評分。

我們為您的孩子設計了讀寫、數學和科學的內容。讀寫內容要求學生參加閱讀、寫作、聽、說和/或看、以及回答文學或資訊文本的問題。數學內容讓學生可以使用多種方法, 練習他們學過的概念。科學內容讓學生有機會利用科學家和工程師的實踐操作更深入地探索現實生活中的現象。

請使用下面的按鍵, 和孩子一起瀏覽這些資源。

Literacy

1年級讀寫體驗#1-5

讀寫體驗可以在一堂或多堂課中完成。填寫閱讀日誌來跟踪正在閱讀的文本。你可以在紙上、日記本中或使用電子設備記錄對文本的回答。

讀寫體驗 1: 回答資訊文本的問題

讀或聽一篇資訊文本並回答書面問題。

- 提出並回答有關文本的問題。
- 在閱讀之前、之中和之後寫下問題。
- 使用文本來回答你的問題。在回答中加入關鍵細節。
- 使用提供的圖表組織器, "提問", 來記錄回答。

讀寫體驗 2: 回答文學或資訊文本的問題

閱讀任何的資訊或文學文本。回答以下書面問題。

- 你喜歡或不喜歡文本的哪些方面?
- 提供關鍵細節支持你的想法。
- 把你的回答寫在紙上或日記中。

讀寫體驗 3: 回答資訊文本的問題

讀或聽一篇資訊文本, 並回答以下提示問題。使用文本證據來支持你的思考。

- 文本的中心思想是什麼?
- 哪些關鍵細節支持主題?
- 使用這個"主要大意"圖表組織器來組織你的想法。

讀寫體驗 4: 回答資訊文本的問題

讀或聽一篇資訊文本。

- 閱讀文本之前, 請完成KWL圖表組織器的K列。列出有關該主題的已知知識。
- 接下來完成W列, 並寫下1個或2個你想就該主題了解的問題。
- 在讀或聽文本後, 在L列中寫下你學到的知識。

讀寫體驗 5: 回答文學文本的問題

讀或聽一首詩或一篇故事。

- 文本的中心信息是什麼?
- 使用"重要信息任務"(鏈接通往外部網站)圖表組織器進行回答。在書面回答中加入文本中的細節。

Name: _____

Home Reading Log

Read for at least 10-15 minutes and fill in the log below. Reading could include having someone read to you, reading to someone else, reading to yourself, and/or listening to a book.

[illegible]

Asking Questions



Name: _____

Before Reading	During Reading	After Reading

Main Idea and Supporting Details

My Topic:

Main Idea:

Key Detail

Key Detail

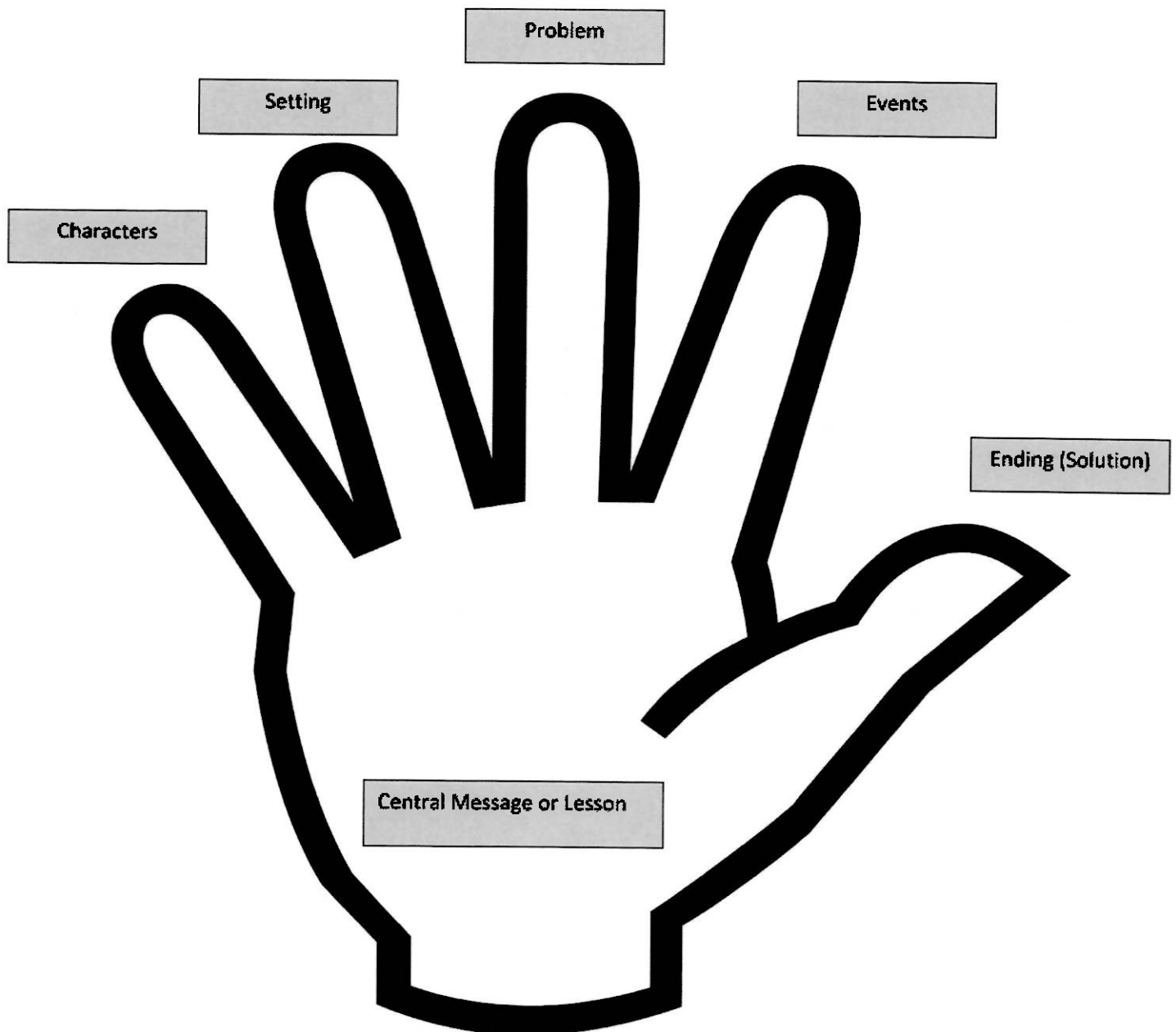
Key Detail

K-W-L Chart

Topic: _____

What I Know	What I Want to Know	What I Learned

Five Finger Retell with Central Message



1年級讀寫體驗#6-10

讀寫體驗可以在一堂或多堂課中完成。填寫[閱讀日誌](#)來跟踪正在閱讀的文本。你可以在紙上、日記本中或使用電子設備記錄對文本的回答。

讀寫體驗 6: 回答資訊文本的問題

讀或聽一篇資訊文本，並回答以下提示問題。使用文本證據支持你的思考。

- 文本的中心思想是什麼？
- 使用關鍵細節來支持你的回答。
- 使用"主要大意"圖表組織器規劃寫作。

讀寫體驗 7: 回答文學類文本的問題

讀或聽一篇文學文本並回答以下提示問題。使用文本證據來支持你的思考。

- 使用文本中的關鍵細節和插圖來描述故事的問題和解決方案。
- 使用"問題和解決方案"圖表組織器規劃寫作。

讀寫體驗 8: 回答文學文本的問題

讀或聽一篇文學文本，並回答以下提示問題。使用文本證據來支持你的思考。

- 描述故事發生的場景。
- 說明你認為作者為什麼選擇該場景。
- 使用"說明場景閱讀回答"圖表組織器規劃寫作並回答問題。

讀寫體驗 9: 觀點寫作

寫一個觀點，回答以下的一個問題。使用提供的"觀點寫作"圖表組織器規劃寫作。

可以選擇的觀點寫作問題

最好的運動是什麼？

哪一本書最好？

最好的校餐是什麼？

學校裡最好的科目是什麼(閱讀、寫作、數學、社會學和科學)？

什麼是最好的午休活動？

什麼動物最適合用來當寵物？

讀寫體驗 10: 回答文學文本的問題

讀或聽一篇文學文本，並回答以下提示問題。使用文本證據來支持你的思考。

- 使用文本中的關鍵細節和插圖來描述人物和場景。
- 使用"人物"和"場景"圖表組織器規劃寫作。

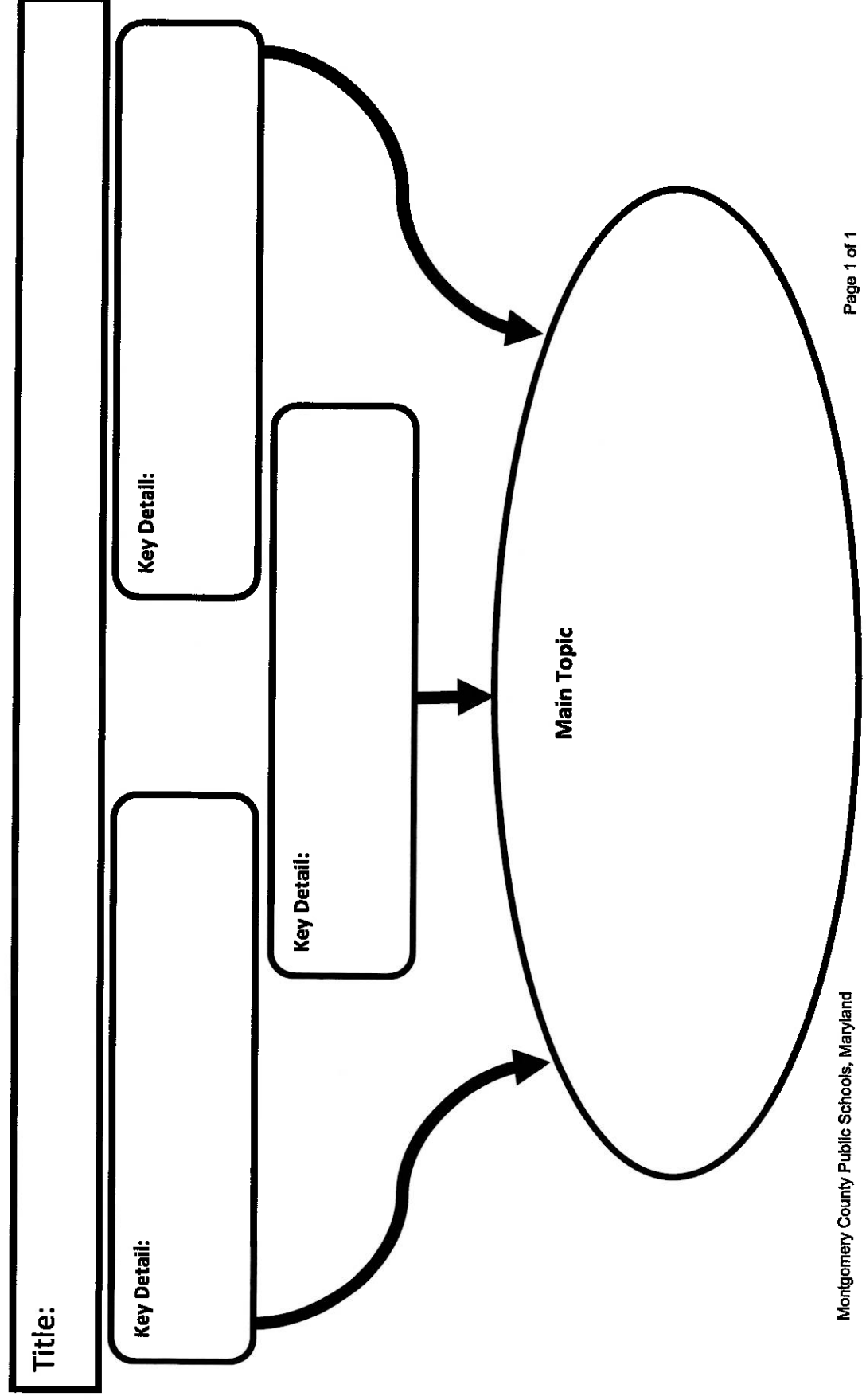
Character Graphic Organizer

Name of character:

What the character looks like:

How the character acts:

Using Key Details to Identify the Main Topic (Main Idea)



Name_____

Date_____

Text Title:_____

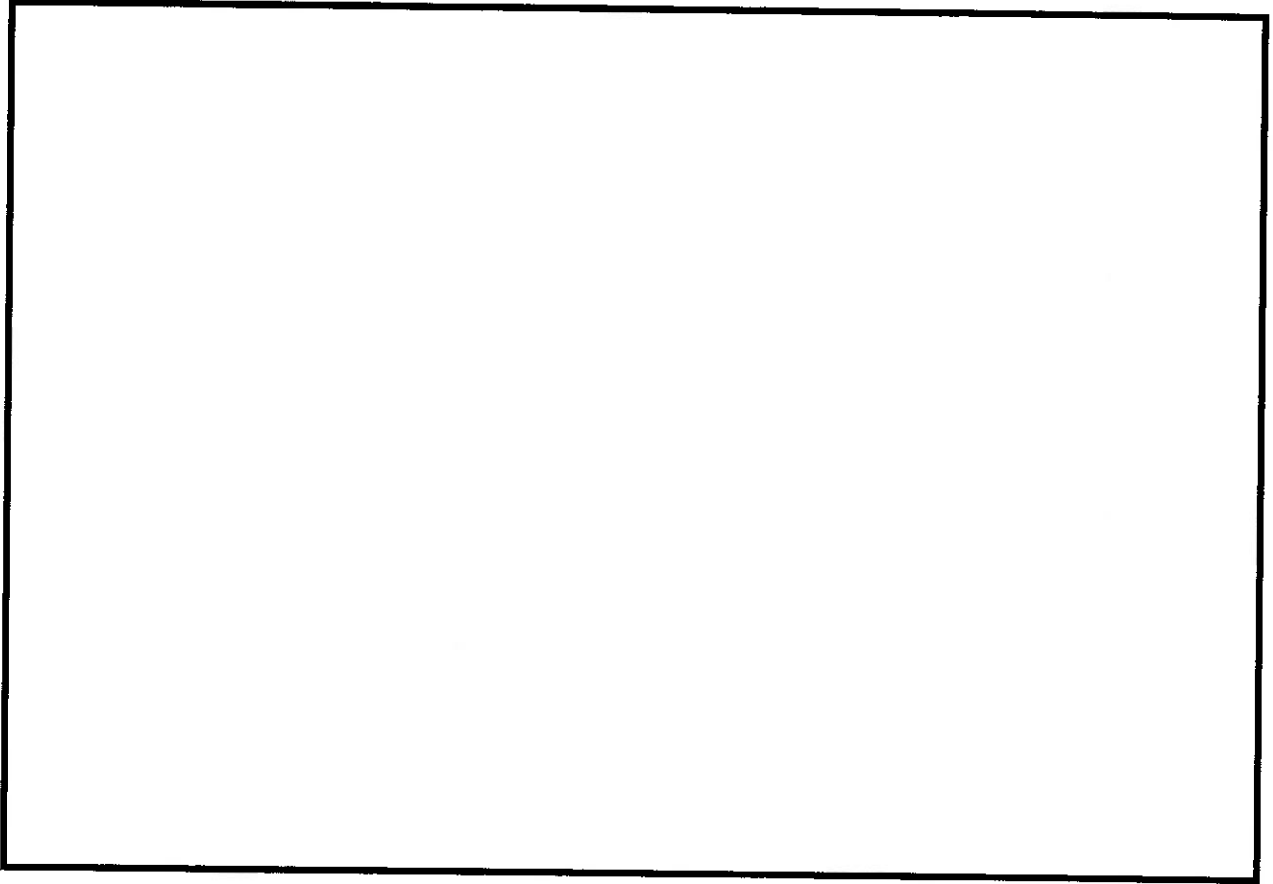
Identify the problem and solution from the story.

Draw the problem from the story.
What was the problem?

Draw the solution from the story.
What was the solution?

Showing the Setting

Draw a picture to show the place where the story you read mostly happens.



Why do you think the author chose this place for the story?

What's Your Opinion?

My Opinion:

Reasons to Support my Opinion:

Conclusion:

Name _____

Characters



A large, empty rounded rectangular box for writing.

Setting



A large, empty rounded rectangular box for writing.

1年級讀寫體驗#11-15

讀寫體驗可以在一堂或多堂課中完成。填寫閱讀日誌來跟踪正在閱讀的文本。你可以在紙上、日記本中或使用電子設備記錄對文本的回答。

讀寫體驗 11: 回答文學文本的問題

讀或聽一篇文學文本並回答以下提示問題。使用文本證據來支持你的思考。

- 使用文本中的關鍵細節和插圖來描述人物和場景。
- 使用"人物"圖表組織器規劃寫作。

讀寫體驗 12: 回答文學文本的問題

讀或聽一篇文學文本並回答以下提示問題。使用文本證據來支持你的思考。

- 使用文本中的關鍵細節和插圖來描述故事的問題和解決方案。
- 使用"問題和解決方案"圖表組織器記錄你的回答。

文學體驗 13: 敘事寫作

寫一個敘述故事。

- 在故事中加入人物、場景、事件、問題和解決方案。
- 使用提供的"開頭、中間、結尾"圖表組織器來組織你的想法。

讀寫體驗 14: 回答資訊文本的問題

讀或聽一篇資訊文本，並回答以下提示問題。使用文本證據來支持你的思考。

- 文本的中心思想是什麼？
- 使用關鍵細節來支持你的回答。
- 使用"中心思想"圖表組織器來記錄你的回答。

讀寫體驗 15: 資訊寫作

寫有關主題的資訊事實。你可以使用已經讀過的資訊文本中的主題，也可以使用新文本。使用

"複述事實"圖表組織器規劃你的寫作。

Name _____

Date _____

Text Title: _____

Identify the problem and solution from the story

Draw the problem from the story.

What was the problem?

Draw the solution from the story.

What was the solution?

BEGINNING, MIDDLE, END STORY MAP

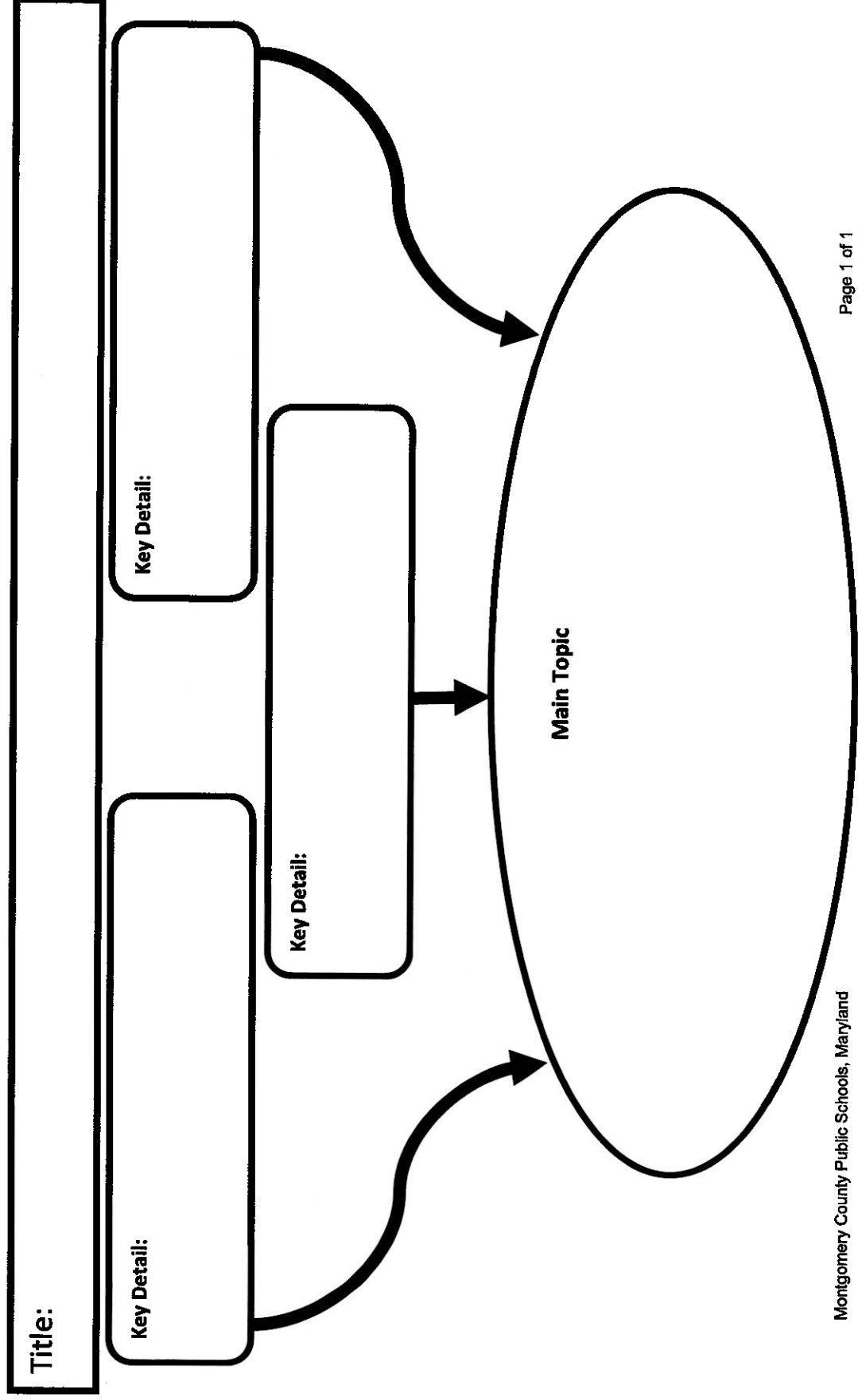
Problem or Topic

Beginning:
How does the story
start?

Middle:
What happened next, after
that?

End:
How was the problem
solved?
How did you feel?

Using Key Details to Identify the Main Topic (Main Idea)



Name _____ Date _____

Writing to inform

Topic: _____

Topic sentence:

Fact 1. _____

Fact 2. _____

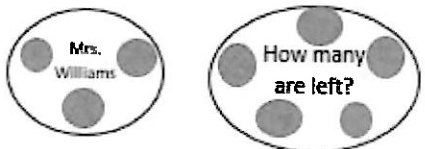
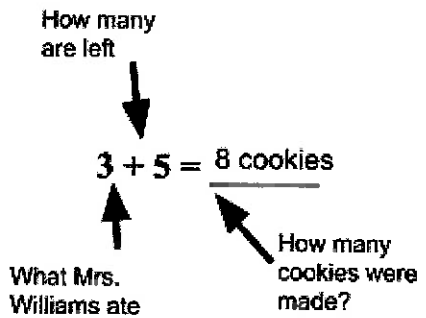
Fact 3. _____

Concluding Sentence:

Mathematics

Grade 1 Math Experiences

During math instruction, students are expected to be able to use multiple strategies to solve problems. While completing the problems that follow at home, students should also use multiple strategies to show their complete understanding. An example of different strategies students should use to complete problems is provided below.

Sample Problem: <i>Mrs. Sampson made cookies for her friends. Mrs. Williams ate 3 cookies. Mrs. Sampson now has 5 cookies. How many cookies did Mrs. Sampson make first?</i>		
Strategy 1: Pictures  $3 + 5 = 8$ cookies	Strategy 2: Numbers  $3 + 5 = 8$ cookies	Strategy 3: Words <i>I know Mrs. Sampson made 8 cookies because Mrs. Williams ate 3, and she had 5 left. $3 + 5 = 8$, so that means Mrs. Sampson had made 8 total cookies.</i>

Additionally, it is important to discuss with your student the steps they take to solve the problem and why those steps are important. With the Common Core State Standards, students are expected to be able to talk about their understanding of mathematical concepts and their analysis of problems.

1年級數學

練習15分鐘的10以內的加減法。	你能使用“構成10”的方法讓這個算式更容易解答嗎? $3 + 5 + 7 =$	Jackson的書架上有12本書。Terry比Jackson多4本書。請問Terry有幾本書?	Elliot有15輛玩具車。Keon的車少6輛。請問Keon有幾輛玩具車?	求解以下問題。告訴家人你的解題方法。 $3 + 3 = ?$ $7 = 2 + ?$ $4 + ? = 9$
Josue有幾塊糖。Allison比Josue多7塊糖。 Allison有14塊糖。 請問Josue有幾塊糖?	請設計一道符合以下等式的應用題。 $12 + 6 =$	把數字1-9寫在紙條上。挑選三張紙條，不要偷看。把你挑選的數字加起來。寫出一個等式表達你的問題。	哪個更大? • 72或27 • 35或53 你是怎麼知道的?	使用雙倍+1的方法解答以下問題。 $7 + 8 =$ $3 + 4 =$ $8 + 9 =$
使用雙倍+1的方法解答以下問題。 $6 + 7 =$ ____ $= 5 + 4$ $9 + 8 =$ $7 + 8 =$	Hannah有7張卡片。老師又給了她5張卡。Hannah需要15張卡。她現在有足夠的卡片嗎?她現在一共有幾張卡片?	使用下面的數字寫出相關的加減法算式。 6, 9, 3	用曲別針測量家中的物品。例如，一支鉛筆有幾個區別針的長度?	寫出自己的應用題，其中必須有三個數字的加法。寫出等式並解答問題。

1.OA Daisies in vases

Alignments to Content Standards: 1.OA.A.2

Task

Jasmine has eight daisies and three vases - one large, one medium-sized and one small.

She puts 5 daisies in the large vase, 2 in the medium vase and 1 in the small vase.

- Can you find another way to put daisies so that there are the most in the large vase and least in the small vase?
- Try to find as many ways as you can put the daisies in the vases with the most in the large vase and the least in the smallest vase. If you think you have found them all, explain how you know those are all the possibilities.

IM Commentary

This instructional task can be thought of as a sequel to K.OA.3, which asks students to consider all the decompositions of a number into two addends.

Because first grade students may have trouble reading this task even though they are intellectually capable of working on this problem, it will help if the teacher reads the prompt to the students and then has them work together in pairs or small groups. Some students will interpret "most" to mean "strictly greater than" and some will allow for the possibility that "most" and "second most" are actually equal. Either interpretation of "most" is fine as long as the students are consistent with this interpretation throughout. Similarly, whether a vase can remain empty can be left to students and teachers.

The Standards for Mathematical Practice focus on the nature of the learning experiences by attending to the thinking processes and habits of mind that students need to develop in order to attain a deep and flexible understanding of mathematics. Certain tasks lend themselves to the demonstration of specific practices by students. The practices that are observable during exploration of a task depend on how instruction unfolds in the classroom. While it is possible that tasks may be connected to several practices, only one practice connection will be discussed in depth. Possible secondary practice connections may be discussed but not in the same degree of detail.

This particular task helps illustrate Mathematical Practice Standard 2, Reason abstractly and quantitatively. Students make sense of quantities and how they are related in a problem situation. In the task at hand, students first create a meaningful representation of the problem by using objects, pictures, or equations. Then, they manipulate the objects, pictures, or equations by finding different 3-number combinations of daisies in the vases totaling eight. Lastly, students periodically contextualize the problem by connecting the mathematical objects or symbols back to the context. Thus, students build meaning for the mathematical symbols by reasoning about the problem rather than memorizing an abstract set of rules or procedures. Problems that begin with a context and are represented with mathematical objects or symbols can also be examples of modeling with mathematics (MP.4).

[Edit this solution](#)

Solution

The full list is:

- 8 in the large, and none in the others, which we abbreviate as 8,0,0.
- 7 in large, 1 in medium, 0 in small, which we abbreviate as 7,1,0.
- 6,2,0
- 6,1,1
- 5,3,0
- 5,2,1
- 4,4,0
- 4,3,1
- 4,2,2
- 3,3,2

If students and the teacher decide to not allow empty vases or equal numbers, there

are only two possibilities, the other being 4, 3, 1. It is likely that at least equal amounts will be allowed, in which case there are five possibilities.

One full solution strategy is to first decide how many are in the first vase, and then decide from there how many in the second and third vases.



1.OA Daisies in vases

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1年級數學

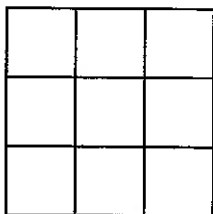
練習15分鐘10以內的加減法算式。	畫一幅圖表示 $17 + 23$ 。你的答案是什麼？	通過倒數的方法找出每一項區別。 $13 - 4 =$ $10 - 7 =$ $7 - 3 =$ $9 - 3 =$	Matthew 3歲。Mathew比Alex大5歲。Alex幾歲？ $4 + 5 + 7 =$	利用雙倍+1的方法讓這道加法算式更容易解答。
A. $8 + 3 + 5 =$ _____ B. $3 + 5 + 8 =$ _____ 這兩個問題的答案是否相同？說明你是怎麼知道的。	站在一個點上，並把這個點標記為是你的起點。儘量跳得遠一些！標記出你落地的點。拿一支鉛筆，測量一下你跳了多遠。	解答這個謎題。 我有29個1和3個10。請問我是什麼數字？	Gloria跳繩跳了22次。 Hadia跳繩跳了17次。 Gloria比Hadia多跳了幾次？	向家人說明加減法之間的關係。了解加法如何幫助你計算減法？
利用以下數字寫出相關的加減法算式。 3, 7, 4	解答下面的加法題。 $34 + 9 =$ $44 + 8 =$ $17 + 8 =$	用?代表未知數寫出一個等式並解答等式。 Dana有一些鮮花。Joey又給了她3朵花。她現在有12朵花。請問Dana開始時有幾朵花？	按照從高到矮的順序把家人拍成一隊。你在隊中排在哪裡？你的家人誰比你高？誰比你矮？	Ludgin老師有6個紅色方塊, 9個藍色方塊和7個黃色方塊。請問她一共有幾個方塊？

1.G Counting Squares

Alignments to Content Standards: 1.G.A.2

Task

How many squares are in this picture?



IM Commentary

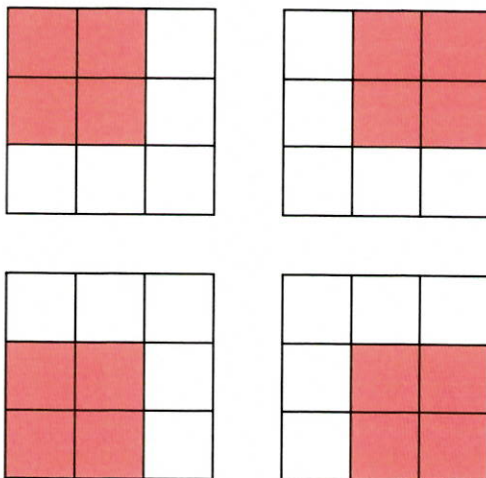
This task is intended to be a simpler form of 1.G.A.2 Overlapping Rectangles. The purpose of this task is to give students an opportunity to compose and decompose squares. This is a challenging problem for first graders and it would be inappropriate to use it as an assessment. However, if presented as a brainteaser it can be useful for giving the students practice in recognizing squares, and stimulate interest as students compete to try to find the most squares. Furthermore, older students may also benefit from such an exercise as well, which could be aligned with 2.G.1.

This task includes an experimental GeoGebra worksheet, with the intent that instructors might use it to more interactively demonstrate the relevant content material. The file should be considered a draft version, and feedback on it in the comment section is highly encouraged, both in terms of suggestions for improvement and for ideas on using it effectively. The file can be run via the free online application [GeoGebra](#), or run locally if GeoGebra has been installed.

Edit this solution

Solution

In addition to the nine small squares, there are four 2×2 squares (shown below), and one 3×3 square, for a total of 14 squares.



1.G Counting Squares

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1年級數學

練習 15分鐘 10以內的加減 法算式。	Jose有18個蘋果。Sylvia又 給了他一些蘋果。他現在 有21個蘋果。請問Sylvia 給了Jose幾個蘋果?	請解答下面的問題。告訴 家人你的解答方法。 $3 + 3 = ?$ $7 = 2 + ?$ $4 + ? = 9$	利用以下數字寫出相關的 加減法算式。 7, 5, 2	思考這個問題: $9 = 11 - \underline{\quad}$ 等號是什麼意思? 你如何 完成這個等式? 哪個數字 能讓這個等式成立? 為什 麼?
用一個曲別針測量家中三 件物品的長度。按照長度 把它們排列起來。哪一件 較長?	Denhard老師有29張多米 諾骨牌。她把一些骨牌收 了起來。現在她有11張骨 牌。請問Denhard老師收 起了幾張骨牌?	你能通過家中的過道把廚 房用的桌子搬過去嗎? 用 手測量過道和桌子, 看看 是否能通過。	使用雙倍+ 1的方法解答 以下問題: $8 + 9 =$ $\underline{\quad} = 6 + 7$ $6 + 5 =$ $3 + 4 =$	用?代表未知數寫出一個 等式並解答等式。 Dana有一些鮮花。Joey又 給了她3朵花。她現在有 12朵花。請問Dana開始時 有幾朵花?
在一張紙上畫出你的腳 印。把它剪下來。用它來 測量你的床有多長。 你的床有幾隻"腳"的長 度? 用剪出的腳印測量另 外兩件物品的長度。 哪個較長?	請設計一道符合以下等式 的應用題。 $7 + 4 =$	解答這個謎題。 我有32個1和1個10。請問 我是什麼數字?	利用積木或其它物品搭建 不同長度的塔。按照大小 給它們排序。哪一個較 高?	利用以下數字寫出相關的 加減法算式。 7, 5, 2.

The Very Hungry Caterpillar

Sample task from achievethecore.org

Task by Illustrative Mathematics, annotation by Student Achievement Partners

GRADE LEVEL First

IN THE STANDARDS 1.OA.A.2, 1.OA.C.5, 1.OA.D.7, 1.NBT.B.2

WHAT WE LIKE ABOUT THIS TASK

Mathematically:

- Develops students' understanding of the relationship between counting on and addition (1.OA.C.5),
- Builds toward understanding of the place value system (1.NBT.B).
- Engages students in several Standards for Mathematical Practice (see Additional Thoughts).

In the classroom:

- Presents an application in an engaging setting.
- Encourages students to talk about each other's thinking, in order to improve their mathematical understanding.
- Allows for group or individual work.

This task was designed to include specific features that support access for all students and align to best practice for English Language Learner (ELL) instruction. Go [here](#) to learn more about the research behind these supports. This lesson aligns to ELL best practice in the following ways:

- Provides opportunities for students to practice and refine their use of mathematical language.
- Allows for whole class, small group, and paired discussion for the purpose of practicing with mathematical concepts and language.
- Includes a mathematical routine that reflects best practices to supporting ELLs in accessing mathematical concepts.
- Provides opportunities to support students in connecting mathematical language with mathematical representations.

MAKING THE SHIFTS¹



Focus

Belongs to the Major Work² of first grade



Coherence

Builds on kindergarten work with addition



Rigor³

Conceptual Understanding: secondary in this task

Procedural Skill and Fluency: not targeted in this task

Application: primary in this task

¹ For more information read [Shifts for Mathematics](#).

² For more information, see [Focus in Grade One](#).

³ Tasks will often target only one aspect of rigor.

For a direct link, go to: <http://www.achievethecore.org/page/612/the-very-hungry-caterpillar-task>

INSTRUCTIONAL ROUTINE

The steps in this routine are adapted from the [Principles for the Design of Mathematics Curricula: Promoting Language and Content Development](#).

Engage students in the [Compare and Connect Mathematical Language Routine](#). This will support students as they identify, compare, and contrast differing mathematical approaches and representations.

Begin this task by reading *The Very Hungry Caterpillar*, asking students to estimate how many things the caterpillar ate, and begin reading it again with students using the counters and ten-frames. Use the first few pages of the book to see that students are understanding the process of adding counters and writing an equation. After 1 apple, 2 pears, 3 plums, and 4 strawberries are eaten, look for any ten-frames with answers other than 10 and facilitate a discussion about what the sum should be at this point so that all the ten frames have 10.

Strategically select students who have used the following equations to share so that they can be publicly recorded by the teacher:

$$1+2+3+4=10$$

$$3+3+4=10$$

$$6+4=10$$

These equations attend to the mathematical goals of the task. Other equations should not be shared at this time as they will take attention away from the goal. As they share, ask students to restate responses while the teacher records. Ask students to look at each of these representations. Then ask: "What is the same in the equations?" and "What is different in the equations?" If possible demonstrate the ten-frame placement for each equation using different colors.

Think aloud if no one mentions the following:

"I noticed that Jose used the number 6, but the other students didn't use that number. What did they use instead of 6?"

"What number is the same in all of the equations? I wonder if everyone used a 10 in our equations?"

This question directly supports 1.OA.D.7.

Follow this same procedure after the oranges are eaten. Monitor and select students who use the following equations:

$$1+2+3+4+5=15$$

$$3+3+4+5=15$$

$$10+5=15$$

Make connections here to the filled ten frame and the five counters in the next frame. This example directly supports 1.NBT.B.2

In the story, the caterpillar eats a variety of items on Saturday. Before reading this section, ensure that all students' ten-frames show 15. If using two-color counters, use 15 of one color and then add on in the other color. Ten items were eaten on Saturday one at a time.

After students have added the 10 counters and written their equations, have them share their work with two other partners. Then ask a few students to share with the class the equations of their partners.

On the last day, the caterpillar eats one leaf. No need to share the equations, but you may need to discuss why that leaf counts as food.

Facilitate a discussion about the number 26. Ask students to make connections between the number 26 and their ten-frames attending to the place value (1.NBT.B.2). What does the 2 mean? What does the 6 mean?

Finally, compare the final answer of 26 to their original estimates. Which estimates were greater or less than 26? Which estimates were equal to 26?

LANGUAGE DEVELOPMENT

Ensure students have ample opportunities in instruction to read, write, speak, listen, and understand the mathematical concepts that are represented by the following terms and concepts:

- Tens
- Ones
- Equal
- Equation
- Estimate
- Ten-frames

Students should engage with these terms and concepts in the context of mathematical learning, not as a separate vocabulary study. Students should have access to multi-modal representations of these terms and concepts, including: pictures, diagrams, written explanations, gestures, and sharing of non-examples. These representations will encourage precise language, while prioritizing students' articulation of concepts. These terms and concepts should be reinforced in teacher instruction, classroom discussion, and student work

ELLs may need support with the following Tier 2 words during the classroom discussion:

- Represent
- Same
- Different

ADDITIONAL THOUGHTS

In this task, first graders have opportunities to engage with several Standards for Mathematical Practice. Students need to make sense of what is being asked and persevere through multiple steps in order to solve this problem (MP1). Students take something concrete (the story), represent it physically (with the counters or unifix cubes), and then represent it symbolically as an equation (MP2). These equations are mathematical models of the real-world situation described in the book (MP4).

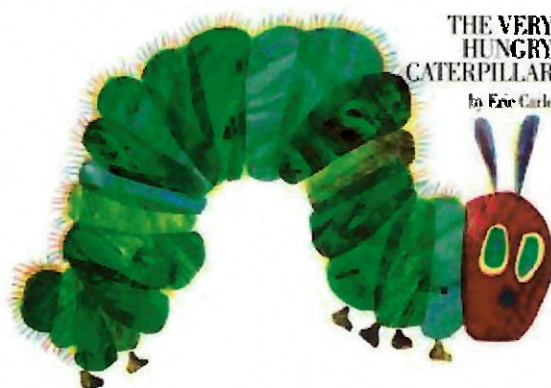
For the variety of addition and subtraction situations students should encounter in grades K–2, read Table 2 on page 9 of the progression document, *K Counting and Cardinality; K–5 Operations and Algebraic Thinking*, available at <http://www.achievethecore.org/progressions>.

1.OA, NBT The Very Hungry Caterpillar

Task

Materials

- *The Very Hungry Caterpillar* by Eric Carle



The students work individually or in pairs. Each student or pair needs:

- Three ten-frames for each student or pair of students (see PDF for black line master)
- 30 counters or unifix cubes per pair of students
- One small dry-erase board and dry-erase maker per pair of students

Actions

The teacher reads the book to the class and asks, "How many things do you think the caterpillar ate in this story?" The students take a minute to share their estimate with a partner. Next, the teacher reads *The Very Hungry Caterpillar* again. After each page, the teacher pauses so that the students can add counters or unifix cubes to the ten-frame to represent the number of things the caterpillar ate, and then write an equation on the dry-erase board connecting addition to the number of counters used. After each

ten-frame is filled in the students move to the next one. If the students are working in pairs, one student can add the counters/unifix cubes to the ten-frame while the other student writes the equation. By the end of the story, there should be a total of 25 food items eaten and 1 leaf eaten. (The students can decide as a class whether to count the leaf as a food). There will be two ten-frames completed with 5 or 6 counters/unifix cubes on the third ten-frame. If students come up with different, but correct, equations, then discuss the different equations and ask students, "Can all of these be correct?"



1.OA, NBT The Very Hungry Caterpillar

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Commentary

The purpose of this task is for students to solve word problems that call for addition of three whole numbers (1.OA.2), to relate counting on to addition (1.OA.5), and to understand that the two digits of a two-digit number represent amounts of tens and ones (1.NBT.2). This task supports developing conceptions of counting on and base-ten structure, and is thus appropriate early in the school year.

There is the possibility that students may write different, but correct, equations. If this happens, then the teacher should take the opportunity to ask students whether the different equations are correct and how they know. An appropriate classroom discussion can help support students' understanding of the equals sign (1.OA.7). While the standard only calls for sums within 20, in instructional situations it is appropriate to go beyond that. This limit is most salient for assessment developers.

Note that if this task is to support all these different standards, the teacher needs to be aware of the various connections and take the opportunity to draw them out as necessary.

Solution: 1

An example of what the students will be doing as the story is read:

After 1 apple and 2 pears are eaten, there will be 3 counters on the ten-frame. The equation will be $1+2=3$.

After 1 apple, 2 pears, and 3 plums are eaten, there will be 6 counters on the ten-frame. The equation could be either $3+3=6$ or $1+2+3=6$.

After 1 apple, 2 pears, 3 plums, and 4 strawberries are eaten, 4 more counters would be added to the ten-frame for a total of ten counters. The equation could be $6+4=10$, $3+3+4=10$, or $1+2+3+4=10$.

And so on!



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Science

姓名: _____

1年級科學

觀察室外的鳥巢。畫一幅鳥巢的圖畫。

思考:

- 鳥巢在哪裡?
- 鳥巢是用什麼做成的?

讀或聽一個有關鳥或鳥巢的故事。畫一幅鳥巢的圖畫。

[Pebble Go Bird](#)讀物的鏈接

思考:

- 鳥巢在哪裡?
- 鳥巢是用什麼做成的?

觀察室外或室內的一种植物或動物。畫一幅只有動物身上某一個部位的圖畫,並說明這個部位的用途。

思考:

- 動物身上的這個部位長什麼樣?
- 動物身上這個部位的用途是什麼?

讀或聽一個有關動物的故事。

[Meet the Meerkat](#)的鏈接

思考:

- 這種動物身上有哪些不同部位?
- 其中一個部位的用途是什麼?

Eagles



Body

Eagles are large birds.

They weigh 4 to 15 pounds
(2 to 7 kilograms).

An eagle has a curved beak
and strong talons.

Eagles have brown, black,
and white feathers.

Habitat

Eagles live all over the world,
except in very cold places.

They are found in deserts,
woodlands, and rain forests.

Eagles build nests in trees.

Food

Eagles eat fish, rabbits,
squirrels, and other small
animals. They use strong
talons to grab prey.

Their sharp beaks tear
into meat.

Life Cycle

Female eagles lay one to three eggs. Eaglets hatch six weeks later. They leave the nest when they are 12 weeks old. Eagles live 20 to 40 years in the wild.

Fun Facts

- The bald eagle is a symbol of the United States.
- Eagles have hollow bones that help them fly.
- Bald eagles are not bald. They have white feathers on their heads.

Glossary Terms

talon - a long sharp claw

hatch - to break out of an egg

prey - an animal hunted by another animal for food

eaglet - a young eagle

beak - the hard, pointed part of a bird's mouth

"Eagles." *Animals*. Capstone, www.pebblego.com. Accessed 9 Mar. 2020.

Health and Physical Education

March 2020

Elementary Mind & Body Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. Self-Injury Awareness Day	2 Musical Frogs This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	3 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	4 Walking Race Pick a distance and challenge a friend to a speed walking race. No running!	5 Sidewalk Chalk Balance Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.	6 Bear Walk With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	7 Wild Arms As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x
8 Sugarcane Pose Hold Sugarcane Pose for 30 seconds on each side.	9 Limbo Grab a broom stick and have 2 people hold it. Take turns going under the stick arching backwards. Lower the stick after each successful pass. How low can you go?	10 Crazy 8's 8 jumping jacks 8 leaps 8 frog jumps 8 vertical jumps (as high as you can) Repeat 3 times	11 Between the Knees Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees.	12 Happy Baby Pose Straighten your legs for an added challenge.	13 Toe Fencing With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.	14 Chest Pass Practice your chest passes against a brick wall. Remember to step towards your target.
15 Put a piece of tape on the ground and jump back and forth as quick as you can for 30 seconds.	16 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	17 Code Words While watching TV any time you hear the code words complete 10 jumping jacks. Code words: green, St. Patrick's Day, lucky, leprechaun	18 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	19 Pretend! Pretend to: -Sit in a chair for 10 seconds -Shoot a basketball 10 times - Ride a horse -Be a frog -Lift a car	20 Commercial Stroll During a commercial break take a walk around your entire house. Still a commercial? Go again this time speed walking so you don't miss a thing!	21 Walking Race Pick a distance and challenge a friend to a speed walking race. No running!
22 Dance, Dance Tag Put on your favorite song or turn on the radio. Dance however you like during the entire song!	23 Arm and Leg Tag A regular game of tag, but if someone touches your arm/leg you can no longer use that body part. If both legs are tagged start a new round.	24 Read & Move Pick a book to read and select an "action word" that will be repeated often. When the "action word" is read stand up and sit down.	25 Army Crawl Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.	26 Do this: -Hop on one leg 30 times, switch legs -Take 10 giant steps -Walk on your knees -Do a silly dance -Sprint for 10 seconds	27 Set the Menu Talk with who takes care of you about choosing the dinner menu. Pick whole grains and veggies.	28 Vertical Jump Jump as high as you can for 30 seconds. Repeat.
29 Ragdoll Pose Hold Ragdoll Pose for 30 seconds. Repeat.	30 Crabby Clean Up Tidy up while walking like a crab! Carry items on your belly across the room to put them away.	31 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	National Health Observances: <ul style="list-style-type: none"> National Nutrition Month 1st. Self-Injury Awareness Day 6th-7th National Day of Unplugging (sundown-to-sundown) 13th National Good Samaritan Day Yoga pictures from www.forteyoga.com			

SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!