1st Grade

학생과 가족 여러분께,

학생 학년 수준 MCPS 교습 리소스를 방문하신 여러분을 환영합니다. 이 과목에 있는 리소스 및 자료와 교재는 학교를 휴교할 경우 학생들이 사용할 수 있도록 준비된 것입니다. 이 교재는 배운 내용의 복습과 연습이며 학생에게 맞는 적절하고 의미 있는 방법을 선택하여 학습할 수 있습니다. 학생은 원하는 차례대로 모든 학습 또는 일부를 선택할 수 있습니다. 필요한 경우, 원하시는 데로 조정하여 자녀에게 제공해 주시기 바랍니다. 리소스는 어른의 도움 없이 또는 약간의 도움을 통해 완성할 수 있도록 구성되어 있습니다. 그러나 필요한 경우 자녀를 도와주시기 바랍니다. 이 리소스는 복습과 연습용으로 사용되므로, 학교에 제출하지 않으며 성적채점의 대상도 아닙니다.

문해, 수학, 과학 학습활동은 학생을 위해 만들어진 것입니다 문해 학습활동은 학생을 읽기, 쓰기, 듣기, 말하기와/또는 연습과 문학적 또는 정보적 글을 보고 답하도록 합니다. 수학 학습활동은 학생이 배운 개념을 연습하도록 여러 방법을 제공하고 있습니다. 과학 학습활동은 과학자와 엔지니어들의 연구를 사용하여, 학생들에게 실생활 현상을 심도 있게 알아볼 수 있는 기회를 제공합니다.

아래의 표시를 클릭하여 자녀와 함께 리소스를 시작합시다.

Literacy

1학년 문해 학습 #1-5

문해 학습은 하나 또는 여러 방법으로 이루어질 수 있습니다. 읽고 있는 글을 기록하기 위해 독서기록(Reading Log)을 적읍시다. 프린트한 교재, 공책 또는 컴퓨터 등의 기기를 사용하여 답을 기록할 수 있습니다.

문해 학습활동 1: 정보적 글에 답하기
정보적 글을 읽거나 듣고 적혀있는 질문에 답합시다.

- 교재에 관해 질문하고 질문에 답합니다.
- 읽기 전(before), 읽는 동안(during), 읽은 후(after reading)에 질문을 적어 봅시다.
- 만든 질문에 교재의 글을 사용하여 답합시다. 답에는 주요 세부사항(key detail)을 포함해야 합니다.
- 제공한 그림도표(graphic organizer)를 사용하여, 내 답이 포함된 질문을 합니다.

문해 학습활동 2: 문학 또는 정보적 글에 답하기
정보적 글 또는 문학 글을 읽읍시다. 아래에 적혀있는 질문에 답합시다.

- 이 글에서 좋아하는 것은 무엇이며, 싫어하는 것을 무엇입니까?
- 내 생각을 돕는 주요 세부사항을 함께 제공합시다.
- 종이 또는 공책에 답을 적어 봅시다.

문해 학습활동 3: 정보적 글에 답하기
정보적 글을 읽거나 듣고 다음에 답합시다. 내 생각을 뒷받침해 줄 글 속의 증거를 사용하여 답합시다.

- 글의 주제는 무엇입니까?
- 주제를 돕는 주요 세부사항은 무엇입니까?
- 주제 그림 정리표(Main Idea Graphic Organizer)를 사용하여 생각을 정리합시다.

문해 학습활동 4: 정보적 글에 답하기
정보적 글쓰기에의 답합시다.

- 이 글을 읽기 전에 KWL 그림정리표의 K 란을 완성합시다. 주제에 관해 내가 이미 알고 있는 것을 적어봅시다.
- 그 후, W란을 작성하고 이 주제에 관해 알고 싶은 것에 관한 질문을 1-2개 적읍시다.
- 글을 읽거나 들은 후, 배운 것을 L란에 적어 봅시다.

문해 학습활동 5: 문학적 글에 답하기
시 또는 스토리를 읽거나 들어봅니다.

- 이 교재의 중심이 되는 메시지는 무엇인가요?
- 중요한 메시지(important message task:외부 링크) 그림도표를 사용하여 답을 적읍시다. 쓴 답 속에 교재에 있는 중요한 세부사항을 함께 적읍시다.

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.

Date	Title of Text	Author	Time Spent Reading

Asking Questions

??

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

Problem

Setting

Events

Characters

Ending (Solution)

Central Message or Lesson
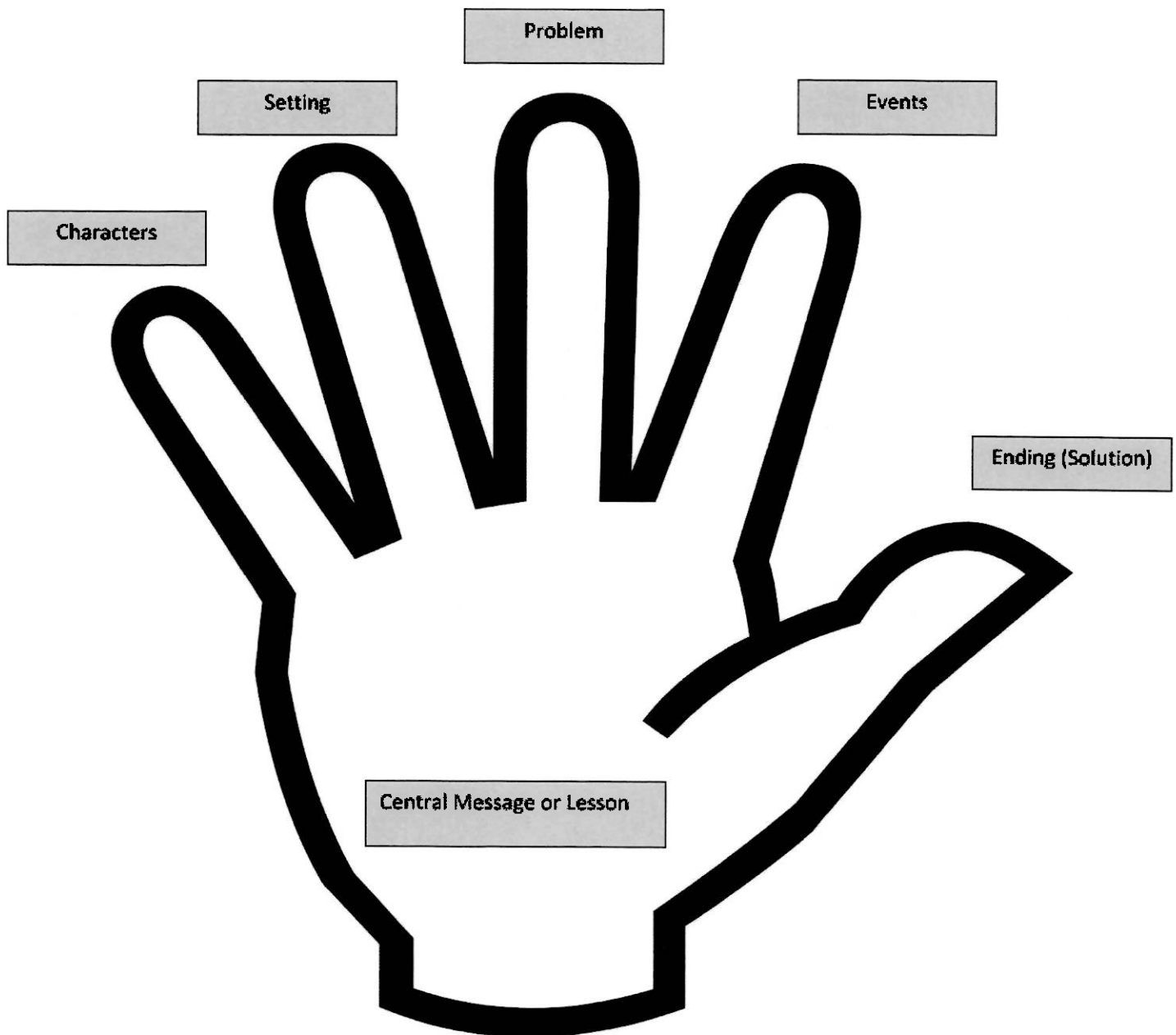
1학년 문해 학습활동 #6-10

문해 학습활동은 하나 또는 여러 방법으로 이루어질 수 있습니다. 읽고 있는 글을 기록하기 위해 독서 기록(Reading Log)을 적읍시다. 프린트한 교재, 공책 또는 컴퓨터 등의 기기를 사용하여 답을 기록할 수 있습니다.

문해 학습활동 6: 정보적 글에 답하기

정보적 글을 읽거나 듣고 다음에 답합시다. 내 생각을 뒷받침해 줄 글 속의 증거를 사용하여 답합시다.

- 글의 주제는 무엇입니까?
- 주요 세부사항을 사용하여 답을 뒷받침합시다.
- 제공한 주제 그림 정리표(main idea graphic organizer)를 사용하여 글쓰기를 계획합시다.

문해 학습활동 7: 문학적 글에 답하기

문학적 글을 읽거나 듣고 다음에 답합시다. 내 생각을 뒷받침해 줄 글 속의 증거를 사용하여 답합시다.

- 주요 세부사항(key details)과 교재의 그림을 사용하여 이야기의 문제와 해결을 설명합시다.
- 문제와 해결 그림 정리표(Problem and Solution graphic organizer)를 사용하여 글쓰기를 계획합시다.

문해 학습활동 8: 문학적 글에 답하기

문학적 글을 읽거나 듣고 다음에 답합시다. 내 생각을 뒷받침해 줄 글 속의 증거를 사용하여 답합시다.

- 이야기의 배경을 설명합시다.
- 작가가 왜 이 배경을 선택했을까를 생각해 보고 설명합시다.
- 글쓰기를 계획하고 질문에 답에 읽기 답변 배경 정리표(Showing the Setting reading response organizer)를 사용합시다.

문해 학습활동 9: 의견(Opinion) 글쓰기

아래 질문 중 하나에 답하기 위해 의견(opinion)을 적읍시다. 글쓰기를 계획할 때, 제공한 의견 글쓰기(opinion writing) 그림 정리표를 사용합니다.

의견(opinion) 글쓰기의 제목의 예

가장 좋은 운동은 무엇인가요?
제일 좋은 책은 무엇인가요?
최고의 학교 점심 메뉴는 무엇인가요?
제일 좋아하는 과목(읽기/영어, 쓰기, 수학, 사회, 과학)은 어느 것인가요?
쉬는 시간에 하는 제일 좋은 활동은 무엇인가요?
어느 동물이 애완동물로 제일 좋을까요?

문해 학습활동 10: 문학적 글에 답하기

문학적 글을 읽거나 듣고 다음에 답합시다. 내 생각을 뒷받침해 줄 글 속의 증거를 사용하여 답합시다.
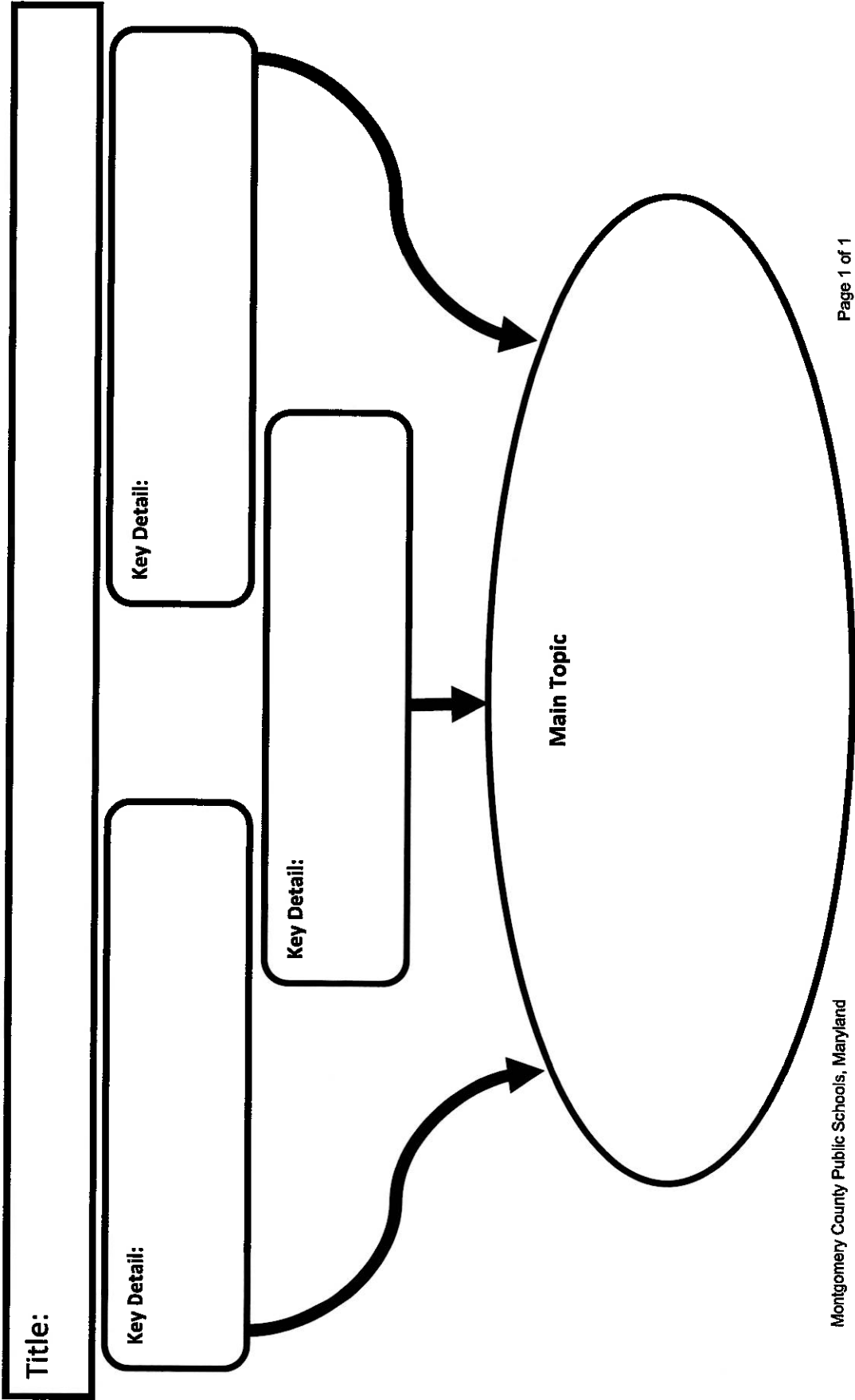
- 주요 세부사항(key details)과 교재의 그림을 사용하여 등장인물과 배경을 설명합시다.

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)

Title:

Key Detail:

Key Detail:

Key Detail:

Key Detail:

Main Topic

Name_____

Date_____

Text Title:_____

Identify the problem and solution from the story.

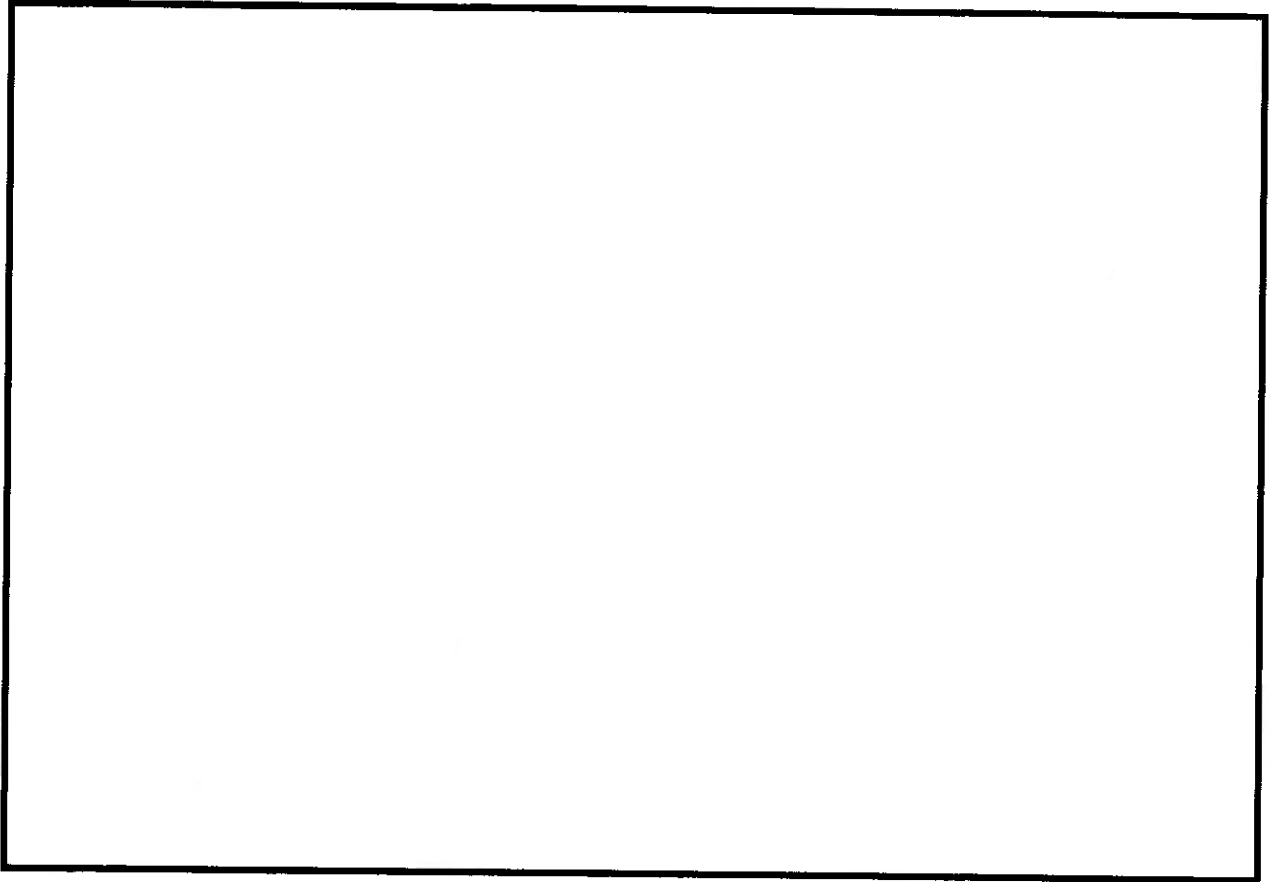| Draw the problem from the story.	Draw the solution from the story.
What was the problem?	**What was the solution?**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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:

Characters

Setting

1학년 문해 학습활동 #11-15

문해 학습활동은 하나 또는 여러 방법으로 이루어질 수 있습니다. 읽고 있는 글을 기록하기 위해 독서 기록(Reading Log)을 적읍시다. 프린트한 교재, 공책 또는 컴퓨터 등의 기기를 사용하여 답을 기록할 수 있습니다.

문해 학습활동 11: 문학적 글에 답하기
문학적 글을 읽거나 듣고 다음에 답합시다. 내 생각을 뒷받침해 줄 글 속의 증거를 사용하여 답합시다.

- 주요 세부사항(key details)과 교재의 그림을 사용하여 등장인물과 배경을 설명합시다.
- 제공한 등장인물 그림 정리표(Character graphic organizer)를 사용하여 글쓰기를 계획합시다.

문해 학습활동 12: 문학적 글에 답하기
문학적 글을 읽거나 듣고 다음에 답합시다. 내 생각을 뒷받침해 줄 글 속의 증거를 사용하여 답합시다.

- 주요 세부사항(key details)과 교재의 그림을 사용하여 이야기의 문제와 해결을 설명합시다.
- 문제와 해결 그림정리표(Problem and Solution graphic organizer)를 사용하여 답을 작성합시다.

문해 학습활동 13: 서술적 글쓰기
서술적 이야기, 일인칭인 이야기를 써봅니다.

- 이야기에 등장인물, 배경, 사건, 문제와 해결을 포함합시다.
- 제공한 시작, 중간, 마지막 그림정리표(Beginning Middle End graphic organizer)를 사용하여 생각을 정리합시다.

문해 학습활동 14: 정보적 글쓰기에의 답하기
정보적 글을 읽거나 듣고 다음에 답합시다. 내 생각을 뒷받침해 줄 글 속의 증거를 사용하여 답합시다.

- 글의 주제는 무엇입니까?
- 주요 세부사항을 사용하여 답을 뒷받침합니다.
- 주제 그림 정리표(main idea graphic organizer)를 사용하여 답을 작성합니다.

문해 학습활동 15: 정보적 글쓰기
제목에 관한 정보적 사실(informative facts)을 적어 봅니다. 읽은 글이나 새 글에서 얻은 정보글의 제목이나 주제를 사용해도 됩니다. 글쓰기를 계획할 때, 이야기 다시 말하기 사실 정리표 (retelling facts organizer)를 사용합시다.

Name_____

Date_____

Text Title:_____

Identify the problem and solution from the story

| Draw the problem from the story.	Draw the solution from the story.
What was the problem?	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)

Title:

Key Detail:

Key Detail:

Key Detail:

Main Topic
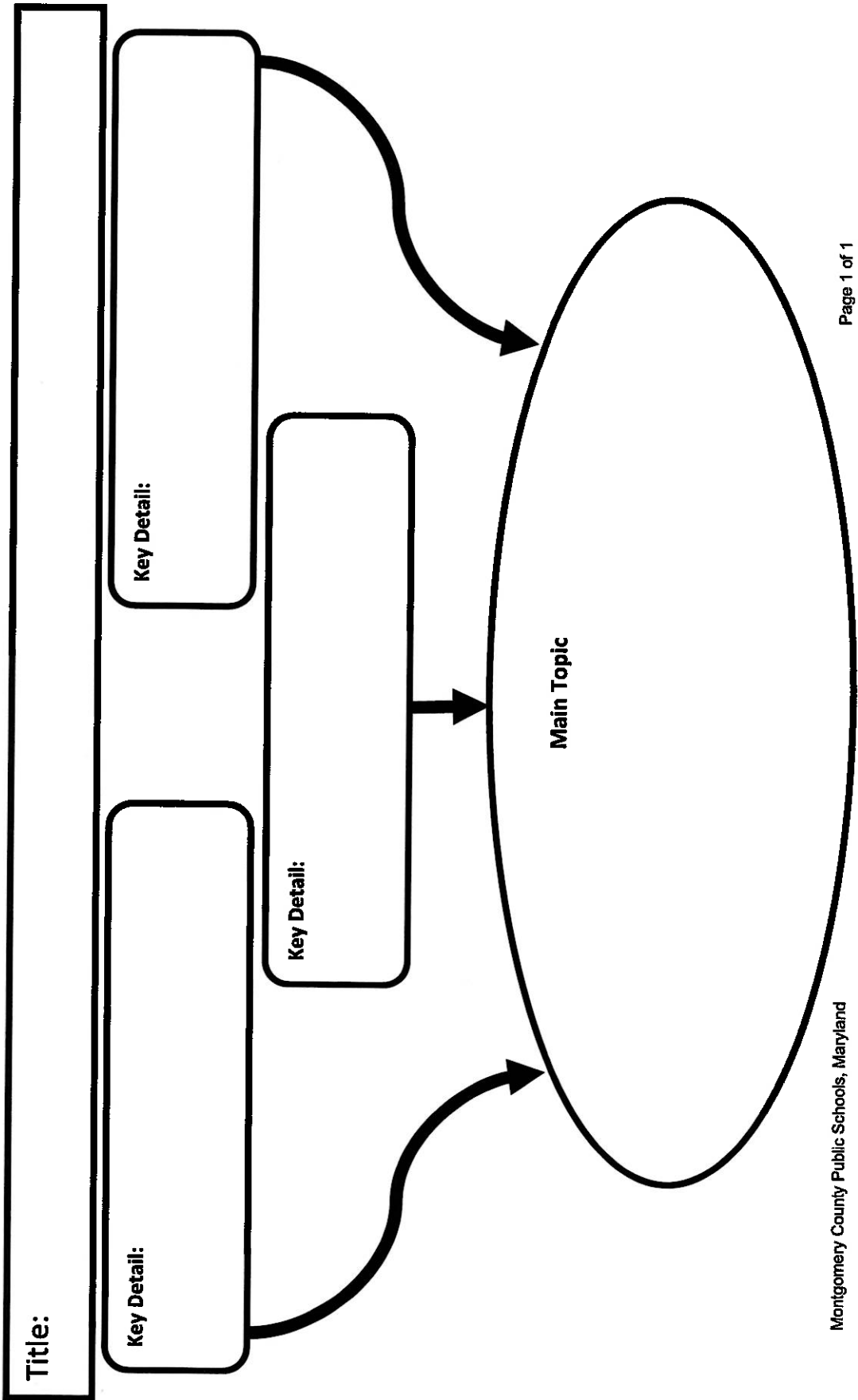
Name_____Date_____

Writing to inform

Topic:_____

Topic sentence:

_____

_____

Fact   1._____

_____

_____

Fact   2._____

_____
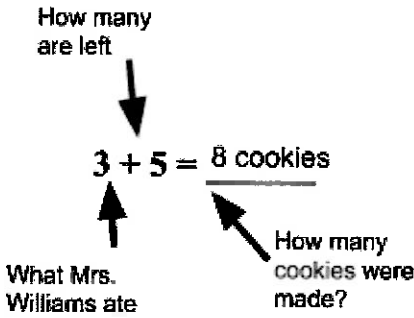
_____
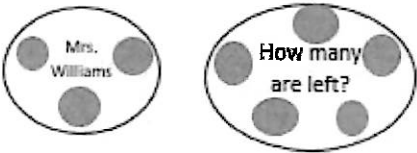
Fact   3._____

_____

_____

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:

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?

Strategy 1: Pictures	**Strategy 2: Numbers**	**Strategy 3: Words**
3 + 5 = 8 cookies	How many are left ↓ **3 + 5** = 8 cookies ↑ What Mrs. Williams ate ↖ How many cookies were made?	*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.*

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 학년 수학

10까지의 덧셈과 뺄셈을 15분 동안 연습합니다.	"10 만들기" 전략을 사용하여 문제를 쉽게 풀도록 풀 수 있나요? 3 + 5 + 7 =	작슨은 책장에 책이 12권 있습니다. 테리는 작슨보다 4권 더 많습니다.(more). 테리는 책이 몇 권 있나요?	헬리웃은 15개의 장난감 자동차가 있습니다. 키언은 장난감 자동차를 6개 더 적게(more) 있습니다. 키언이 가지고 있는 장난감 자동차는 몇 개일까요?	다음 문제를 풀어 봅시다. 문제를 푸는 방법을 가족에게 설명해 봅시다. 3 + 3 = ? 7 = 2 + ? 4 + ? = 9
조슈는 사탕을 가지고 있습니다. 헬리슨이 찾고 있는 사탕은 조슈보다 7개 더 많습니다.(more) 헬리슨은 사탕을 14개 가지고 있습니다. 조슈는 사탕을 몇 개 가지고 있을까요?	다음 공식에 맞는 응용문제를 만들고 적어봅시다. 12 + 6 =	종이에 각각 1부터 9까지의 숫자를 적습니다. 보지 않고 이중 3장을 뽑고, 뽑은 숫자를 더해 봅니다. 공식으로 표현해 봅니다.	제일 큰 숫자는 어느 것인가요? • 72 아니면 27? • 35 아니면 53? 어떻게 알 수 있을까요?	다음 문제를 풀 때, 같은 수를 두 번 더하고 1을 더합니다. 7 + 8 = 3 + 4 = 8 + 9 =
숫자 두 배에 하나 더하기 (doubles+1)를 통해 다음 문제를 풀어봅시다. 6 + 7 = __ = 5 + 4 9 + 8 = 7 + 8 =	다음 숫자를 사용하여 덧셈과 뺄셈을 만들어 봅시다. 6, 9, 3	한나는 카드가 7개 있었습니다. 선생님이 한나에게 카드를 5장 주었습니다. 한나는 카드가 15장 필요합니다. 한나는 카드가 총 몇 장 있나요? 몇 장을 가지고 있나요?	종이 클립을 사용하여 직책에 있는 물건을 재봅시다. 예를 들어, 연필은 몇 클립 길이입니까?	숫자 세 개를 사용하여 응용문제를 직접 써봅시다. 공식을 쓰고 문제를 풉니다.

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 thought they are intellectual 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.

1

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).

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 학년 수학

숫자 두 배에 하나 더하기를 통해 덧셈을 쉽게 풀 수 있습니다. 4 + 5 + 7 =	매튜는 3 살입니다. 알렉스는 매튜보다 5 살 많습니다. 알렉스는 몇 살일까요?	거꾸로 세기를 사용하여 차이를 알아 봅시다. 13 – 4 = 10 – 7 = 7 – 3 = 9 – 3 =
덧셈과 뺄셈이 어떻게 관련있는지 가족에게 설명합시다. 덧셈을 아는 것이 뺄셈을 할 때 어떻게 도움이 되나요?	줄로리아는 줄넘기를 22 번 했습니다. 하디아는 줄넘기를 17 번 했습니다. 줄로리아가 하디아보다 몇 번 더 넘었을까요?	이 수수께끼를 풀어봅시다. 나는 29 개의 1 단위와 3 개의 10 단위로 만들어졌어요. 나는 어느 숫자일까요?
루진씨는 빨강색 큐브를 6개, 파란색 큐브를 9개 그리고 노란색 큐브를 7개 가지고 있습니다. 모두 몇 개의 큐브를 가지고 있나요?	가족을 키가 큰 사람부터 작은 사람까지 자례대로 줄을 세워 봅시다. 학생은 줄에서 몇 번째에 있나요? 부모님은? 가족 중, 제일 키가 큰 사람은 누구인가요? 제일 작은 사람은 누구인가요?	?를 사용하여 모르는 수를 찾는 공식을 써봅시다. 다나는 꽃이 있습니다. 조이는 다나에게 꽃을 3 송이 주었습니다. 다나는 이제 꽃이 12 송이 있습니다. 다나는 처음에 몇 송이 가지고 있었나요?
10 까지의 덧셈과 뺄셈을 15 분동안 연습합니다.	어떻게 17 + 23 를 무는지를 그림으로 그려봅시다. 답은 무엇입니까?	한 곳에 서서 시작 포인트로 표시를 해둡니다. 뛸 수 있는 만큼 멀리 점프를 합니다. 착지한 곳을 표시합니다. 연필과 자를 사용하여 뛴 거리를 재봅시다. A. 8 + 3 + 5 = _____ B. 3 + 5 + 8 = _____ 두 문제의 답이 같습니까? 어떻게 아는지 설명합시다.
	다음 숫자를 사용하여, 덧셈과 뺄셈의 관계를 써봅시다. 3, 7, 4	다음 덧셈 문제를 풀어봅시다. 34 + 9 = 44 + 8 = 17 + 8 =

1.G Counting Squares

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

Task

How many squares are in this picture?
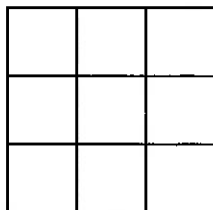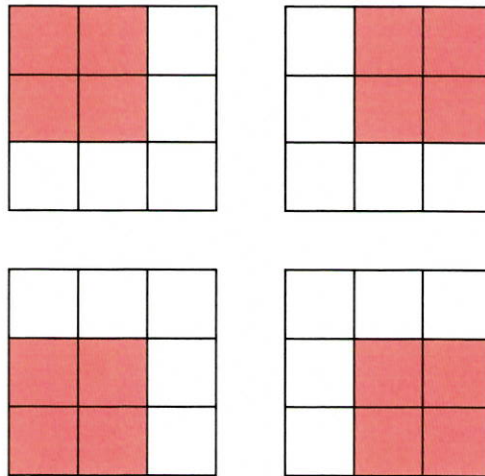

IM Commentary

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.

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 학년 수학

10 까지의 덧셈과 뺄셈을 15 분동안 연습합니다.	다음 문제를 풀어봅시다. 문제를 푸는 방법을 가족에게 말해 봅시다. $3 + 3 = ?$ $7 = 2 + ?$ $4 + ? = 9$	다음 숫자를 사용하여 덧셈과 뺄셈을 만들어 봅시다. 7, 5, 2	공식을 생각해 봅시다: $9 = 11 - \underline{\qquad}$ 공식에서의 표시는 무엇을 뜻합니까? 이 공식을 어떻게 마무리할까요? 어느 수를 넣어야 이 공식이 맞는 것일까요? 그리고 왜 그런가요?
호세는 사과가 18 개 있습니다. 실비아는 호세에게 사과를 더 주었습니다. 이제 호세는 사과가 21 개 있습니다. 실비아가 호세에게 몇 개의 사과를 주었나요?	부엌 식탁이 집 현관을 통과할 수 있을까요? 손으로 현관과 식탁을 재보고 크기가 맞는지 확인해 봅시다.	두 배 + 1 을 통해 문제를 풀어 봅시다. 문제: $8 + 9 =$ $\underline{\qquad} = 6 + 7$ $6 + 5 =$ $3 + 4 =$	?를 사용하여 모르는 수를 찾는 공식을 써 봅시다. 다나는 꽃이 있습니다. 조이는 다나에게 꽃을 3 송이 주었습니다. 다나는 이제 꽃이 12 송이 있습니다. 다나는 처음에 몇 송이 있었나요?
종이 클립을 사용하여 집에 있는 3 가지 물건의 길이를 재봅시다. 길이에 따라 차례대로 나열합니다. 제일 긴 것은 어느 것인가요? 데하드세는 도미노가 29 개 있습니다. 이 중, 몇 개를 잃어버렸습니다. 이제 도미노가 11 개 있습니다. 데하드세가 잃은 도미노는 몇 개인가요?	이 수수께끼를 풀어봅시다. 나는 32 개의 1 단위와 1 개의 10 단위로 만들어졌어요. 나는 어느 숫자일까요?	블록이나 다른 물건을 사용하여 다른 길이의 탑을 만듭니다. 크기에 따라 차례대로 줄세워 봅시다. 제일 높은 것은 어느 것인가요?	다음 숫자를 사용하여 덧셈과 뺄셈을 만들어 봅시다. 7, 5, 2.
다음 발 모양에 따라 그린 후, 그 발모양을 자릅니다. 자른 발모양을 사용하여 침대 길이를 재봅시다. 자른 발모양을 사용하여, 두 개의 다른 물건의 길이를 재봅시다. 더 긴 것은 어느 것 인가요?	다음 공식에 맞는 응용문제를 만들고 적어봅시다. $7 + 4 =$		

The Very Hungry Caterpillar

Sample task from achievethecore.org
Task by Illustrative Mathematics, annotation by Student Achievement Partners

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 SHIFTS[1]

Focus	Belongs to the Major Work[2] of first grade	
Coherence	Builds on kindergarten work with addition	
Rigor[3]	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.

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?

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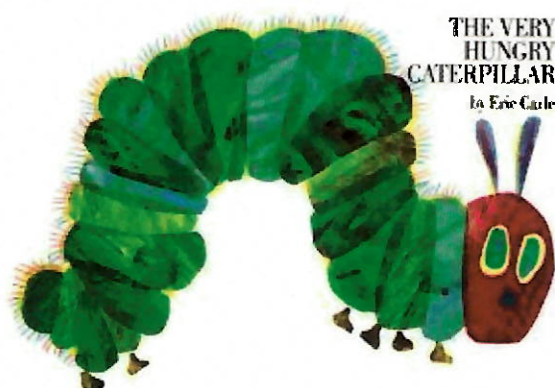
The students work individually or in pairs. Each student or pair needs:

- 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?"

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!

Science

이름: _____

1 학년 과학

밖에 있는 새둥지(bird nest)를 관찰해 봅니다. 새둥지를 그려봅니다. *생각해 보기:* ● 새둥지는 어디에 있나요? ● 무엇으로 만들었을까요?
새 또는 새둥지에 관한 이야기를 읽거나 들어봅시다. 새둥지를 그려봅니다. *Pebble Go Bird readings* 를 봅니다. *생각해 보기:* ● 새둥지는 어디에 있나요? ● 무엇으로 만들었을까요?
식물 또는 동물, 실내와 실외를 관찰합니다. 동물의 일부분을 그림으로 그리고 보여주며 이 부분이 어디인지 알아 맞추어 봅니다. *생각해 보기:* ● 동물의 어느 부분일까요? ● 이 부분으로 무엇을 하나요?
동물에 관한 이야기를 읽거나 들어봅니다. *Meet the Meerkat* 를 봅니다. *생각해 보기:* ● 이 동물의 다른 점은 무엇인가요? ● 이 부분으로 동물은 무엇을 하나요?

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

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SHAPE America

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 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:** • 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!	

https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx