



HANFORD ELEMENTARY SCHOOL DISTRICT

Learn from Home Recommended Daily Schedule Grades TK-2 Week #2

(Additional Resources and Educational Programming can be found at <https://valleypbs.org/at-home-learning/> or on your Valley PBS Television Station.)

The schedule and resources listed below and in the following packet are encouraged but not required.

Before 8:00 a.m.	Wake-up & get your day started: *Wash hands with soap and water. Eat Breakfast & and Clean up Make Bed Hygiene Routine & Get dressed for the day	
8:00-8:20	With parent permission and supervision, take a morning walk outside or do stretches inside your house. *Wash hands with soap and water.	
8:20-9:00	Read a Book: These stories can be read multiple times with a focus on retell during the first listening, and then considering details, such as what characters did and why on Day 2 or 3 when listening again.	
	TK-2 Read and retell: What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part?	Read and retell: What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part?
	<ul style="list-style-type: none"> • Enjoy your book! *Wash hands with soap and water	
9:00-9:30	With parent permission and supervision, play outside: Stay Active. No Electronics! *Wash hands with soap and water	
K-1 9:30-9:45	Sight Words *Wash hands with soap and water	
K-1 9:45-10:30 2 nd 9:30-10:30	Writing: K-2 Make sure you have paper and pencil handy so you can get to work on your opinion writing. <ul style="list-style-type: none"> • Day 1 with the book: What was the story about? • Day 2 with the book: What was your favorite part? Why did you like that part? What was that part about? Share your writing piece with your family! *Wash hands with soap and water	

10:30-11:00	Chores: <ul style="list-style-type: none"> • Go room by room and put things away. Your parents will love this! • If your parents say it is okay, sweep or vacuum a room in your house. • If your parents say it is okay, help your parents wipe counter tops, light switches, and door knobs throughout your house. *Wash your hands with soap and water.
11:00-12:00	Lunch: Eat lunch/clean up With parent permission and supervision, play outside: Work to be active! No electronics! *Wash your hands with soap and water.
12:15-1:15	Math Work *Wash your hands with soap and water.
1:15-2:00	Creative Time: Drawing or Crafting Wash your hands with soap and water.
K-1 2:00-2:15	Sight Words *Wash hands with soap and water
2nd 2:00-2:30	History or Science Watch an educational show on Valley PBS, Channel 18 *Wash hands with soap and water



HANFORD ELEMENTARY SCHOOL DISTRICT

Horario Recomendado Para El Aprendizaje Diario en Casa Para Grados TK-2 Semana #2

(Recursos adicionales y Programación Educativa está disponible en <https://valleypbs.org/at-home-learning/> o su estación local de Valley PBS.)

El siguiente horario y los recursos son solo una recomendación y no son requeridos.

Antes 8:00 a.m.	Despierta y comienza tu día: *Lavarse las manos con jabón y agua. Come desayuno y limpia tu área. Tiende tu cama. Rutina de higiene y vestirse para el día.	
8:00-8:20	Si tus padres te dan permiso sal y camina bajo la supervisión de un adulto o puedes hacer estiramientos en tu casa. *Lavarse las manos con jabón y agua.	
8:20-9:00	Leer un Libro: Si no tienes un libro de "copia impresa", aquí tienes una opción vía el internet para escuchar cuentos leídos en voz alta y tener una discusión sobre el cuento (Grados K-2 ^{do}). Estas historias/cuentos puedes ser repetidas varias veces con un enfoque diferente. Al escuchar/escuchar el libro la primera vez puede hacer un recuento, y para el segundo y tercer día pueden discutir los detalles, o los personajes.	
	TK-2 Read and retell: What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part?	Leer y Recontar: ¿Qué sucedió? ¿En dónde ocurrió el cuento? ¿Hubo algún problema? ¿Cuál fue el problema? ¿Cómo fue resuelto el problema? ¿Cuál fue tu parte favorita?
	<ul style="list-style-type: none"> ¡Disfruta tu libro! *Lavarse las manos con jabón y agua.	
9:00-9:30	Pide permiso a tus padres y juega un rato afuera bajo la supervisión de un adulto: Mantenerse Activo. ¡No Electronicós! *Lavarse las manos con jabón y agua.	
K-1 9:30-9:45	Palabras de Alta Frecuencia *Lavarse las manos con jabón y agua.	
K-1 9:45-10:30	Escritura Grados K-2^{do} Asegurarse de tener suficiente papel y lápices para trabajar en tu escritura de opinión.	
2 nd 9:30-10:30	<ul style="list-style-type: none"> Día 1 con un libro: ¿De que se trato el libro? Día 1 con un libro: ¿Cuál fue tu parte favorita? ¿Por qué te gusto esa parte? ¿De que se trato esa parte? ¡Comparte tu escritura con tu familia! *Lavarse las manos con jabón y agua.	

10:30-11:00	Quehaceres: <ul style="list-style-type: none"> • Ve cuarto por cuarto y aguarda las cosas. ¡Tus padres estarán muy agradecidos! • Si tus padres están de acuerdo, barre o aspira una área de tu casa. • Si tus padres están de acuerdo, ayúdales a limpiar los mostradores, interruptores de luz, y manijas de las puertas a través de tu casa. *Lavarse las manos con jabón y agua.
11:00-12:00	Almuerzo: Comer el almuerzo/y limpiar Pide permiso a tus padres y juega un rato afuera bajo la supervisión de un adulto: ¡Intenta mantenerte activo! No electrónicos! *Lavarse las manos con jabón y agua.
12:15-1:15	Matemáticas *Lavarse las manos con jabón y agua.
1:15-2:00	Tiempo Creativo: Aquí hay algunas ideas Dijubar & Artesanias (Crafting) Limpia tu área de trabajo y aguarda los materiales. *Lavarse las manos con jabón y agua.
K-1 2:00-2:15	Palabras de Alta Frecuencia *Lavarse las manos con jabón y agua.
2 nd 2:00-2:30	Historia/Ciencias Vea un programa educativo en Valley PBS, canal 18 *Lavarse las manos con jabón y agua.

Phonemic Awareness Routine		Rutina de Conciencia Fonémica	
This routine is used to ensure that students have many opportunities to develop phonemic awareness skills necessary for emergent readers. Practice daily		Esta rutina se usa para asegurar que los alumnos la desarrollen conciencia fonémica necesaria para lectores emergentes. Practique estos ejercicios diario.	
1	Phoneme Substitution Adult: Say "sag." Child: sag Adult: Say "sag." Child: sag Adult: Change the /s/ to a /b/. What is the new word? Child: /bag/ Repeat with other words, such as man-fan-fin-fit, bag-bug-beg-big-bit, fit-fin-fun, ham-hum-hug, just-rust-rest-rent, etc. (do 3-5 words a day)	1	Sustitución fonema Adulto: Diga "los." Repite Niño: los Adulto: Diga "los." Repite Niño: los Adulto: Cambia /l/ a /n/. ¿Qué es la palabra nueva? Niño: /nos/ Repetir con otras palabras, tales como las-les-los, vez- mes-mas, con-son-pon, amo-humo, hada-nada, oso-ojo-hoja, mesa-masa, pasa-pesa, etc. (3-5 palabras cada día)
2	Phoneme Segmentation-If students have trouble spelling short words... Adult: Say "sag" Child: sag Adult: Say "sag" Child: sag Adult: Say the sounds in "sag." Child: /s /, /a /, /g/ (not the name of the letter but the sound it makes) Repeat with other 3 letter words	2	Segmentación fonema Adulto: Diga "los." Repite Niño: los Adulto: Diga "los." Repite Niño: los Adulto: Diga los sonidos en "los." Niño: /l /, /o /, /s /. (debe decir el sonido en vez del nombre de la letra) Repetir con otras palabras de 3 sonidos y con sílabas
3	Phoneme Blending-If students have trouble sounding out short words Adult: Listen and repeat. /s /, /a/, /g/ Child: /s /, /a/, /g/ Adult: Repeat again (2 more times). /s /, /a/, /g/ Child: /s /, /a/, /g/ Adult: Say the word. Child: sag Repeat with other 3 letter words	3	Combinación de fonemas Adult: Escuche y repita /l /, /o /, /s /. Child: /l /, /o /, /s /. Adult: Repita la serie de fonemas otras 2 veces /l /, /o /, /s /. Child: /l /, /o /, /s /. Adult: Diga toda la palabra combinada. Child: los Repetir con otras palabras de 3 sonidos (y con sílabas para formar palabras)
High-Frequency Words Practice reading these words 3 times a day. Practice writing 3-5 words daily from memory.		Palabras de alta frecuencia Practique leyendo estas palabras 3 veces al día. Practique escribir 3-5 palabras diarias de memoria.	
1st	all, away, back, care, come, down, eat, father, for, going, have, help, hide, I'm, into, make, mother, out, play, said, say, she, shout, some, take, then, too, went, where, with, you, about, after, boy, bring, can't, cry, does, friend, from, give, good, hello, home, I'll, inside, jump, little, must, new, now, oh, our, please, put, saw, stay, thank, very, want, way, week, what, when, who, will, yes, again, around, ask, ball, because, before, better, climb, could, didn't, every, find, first, flower, found, great, house, know, made, many, more, night, old, open, other, outside, over, please, pretty, quick, right, school, slow, small, something, soon, talk, their, them, there, under, was, which, why, window, color words	1st	ellos, pan, está, bebé, cuando, niño, parque, estoy, baño, perogana, lápiz, libro, aquí, para, este, soy, gusta, dijo, vez, siempre, hace, hoy, luna, regla, donde, hoja, dice, quién, corre, que, hay, quiero, también, llama, noche, jugar, colores

Reading Comprehension Routine	Rutina de comprensión de la lectura
<p>Read or listen to a story with your child. Read the title aloud. Ask your children to discuss what they see on the cover. Describe the cover using details about what you see in the picture, such as trees, a park, people sitting, etc.</p> <p>On each page, talk about what the words say, and also talk about what is in the pictures. Authors often add details in the pictures that are not in the words.</p> <p>Ask questions that focus on overall comprehension and ask students to think about the story.</p> <p>Use questions:</p> <p>What happened?</p> <p>Where are they?</p> <p>Who...?</p> <p>What is the problem</p> <p>How did they solve the problem?</p> <p>Would you want that character to be your friend? Why or why not?</p>	<p>Lee o escuche a un cuento con tu hijo. Lee el título en voz alta. Pídale a sus hijos que discutan lo que ven en la tapa del libro. Describe lo que ve utilizando detalles sobre lo que ve en el dibujo, como árboles, un parque, personas sentadas, etc.</p> <p>En cada página, hable sobre lo que dicen las palabras y también sobre lo que ve en los dibujos. Los autores a menudo agregan detalles en los dibujos que no están en las palabras.</p> <p>Haga preguntas que se enfoquen en la comprensión general y pida a sus hijos a pensar en el cuento.</p> <p>Use preguntas:</p> <p>¿Qué pasó?</p> <p>¿Dónde están?</p> <p>¿Quién?</p> <p>¿Cuál es el problema?</p> <p>¿Cómo resolvieron el problema?</p> <p>¿Quieres que ese personaje sea tu amigo? ¿Por qué o por qué no?</p>

Main Idea/Idea Principal:	
Detail/Detalle:	Detail/Detalle:
Summary/Resumen:	

Preparing for your child to read independently	Preparándose para que su hijo lea de forma independiente
<p>Day 1 with a story: Practice the words below, then have your child read the story. Help your child with words that are hard to read.</p> <p>Day 2 with the same story: Read the story again. Discuss the questions.</p> <p>Children can collect the texts and read them again and again.</p>	<p>Día 1 con un cuento: Practique las palabras abajo, luego su hijo va a leer el cuento. Ayuda a su hijo a leer palabras que están difíciles a leer.</p> <p>Día 2 con el mismo cuento: Lee el cuento de nuevo. Discute las preguntas</p> <p>Los niños pueden coleccionar todos los textos y leerlos una y otra vez.</p>
<p>Book 1, My Dog: have, name, uses, runs, drops, noise, raises, listens, barks, loudly, bowl, drinks, water</p> <p>Book 2, Save My Cat!: was, stuck, how, climb, trunk, makes, safe, save, ground, loudly</p> <p>Book 3, Kerry Kangaroo Hops: asleep, hopped, growing, closed, eyes, cozy</p> <p>Book 4, A Smelly Skunk: walk, name, field, grass, strange</p> <p>Book 5, A Day for Fishing: why, wake, asked, early, ready, caught (like naughty), bright</p>	
Read words Find parts of words you know, tell me the word.	Lee las palabras. Busca una parte que sabes, díme la palabra.
<p>ran</p> <p>branches</p> <p>loudly</p> <p>ground</p> <p>sound</p> <p>pouch</p> <p>eat</p> <p>easier</p> <p>leash</p> <p>jeans</p>	<p>suddenly</p> <p>early</p> <p>learn</p> <p>bird</p> <p>shirt</p> <p>sunset</p> <p>pancakes</p> <p>window</p> <p>new</p> <p>few</p>
Write	Escribir
<p>Every day:</p> <p>Write a story or write what the text was about. Be sure to tell about your favorite part and tell why you liked that part.</p>	<p>Cada día:</p> <p>Escribe un cuento o escribe de qué se trata el texto. Incluye tu parte favorita y por qué te gusto esta parte.</p>

My Dog

by ReadWorks



Photo Credit: Liz West

I have a dog. Her name is Misty. She loves to play ball.

I throw the ball to Misty. She uses her teeth to pick it up.

Then she runs to me. She drops the ball at my feet.

If Misty hears a noise, she stops. She raises her ears and listens. Misty barks if she sees another dog. She barks loudly to protect me.

After we play ball, we go inside. Misty runs to her bowl and drinks water. I give her some dog food to eat. Then Misty takes a nap. Being a dog can be hard work!

1. Who is Misty?

- A. a first grader
- B. a dog
- C. a mom

2. What does Misty do at the beginning of this story?

- A. eats dog food
- B. takes a nap
- C. plays ball

3. Misty does not want other dogs to bother or come near her owner. What part of the passage shows us that this is true?

- A. "If Misty hears a noise, she stops. She raises her ears and listens."
- B. "Misty barks if she sees another dog. She barks loudly to protect me."
- C. "Misty runs to her bowl and drinks water. I give her some food to eat."

4. What is "My Dog" mainly about? A. how Misty protects her owner from other dogs B. how to play catch with your dog C. the things that Misty the dog does

5. What does Misty do that helps her listen if she hears a noise?

6. What did you learn from "My Dog"?

7. Explain why Misty might be tired at the end of the passage.

8. Draw a picture of Misty doing an activity from the passage.

Save My Cat!

by ReadWorks



Brad's cat Mittens was stuck in a tree.

"How will we get him down?" asked Brad.

"You can climb up the trunk," said Lakeisha.

"There are no low branches," said Brad. "How will I hold on?"

"You can use a rope," said Angelo.

"How will I tie it?" asked Brad.

Then Brad's dad came with a ladder. "A ladder makes climbing easier and safe," said Brad's dad. "I will go up carefully and save your cat."

A few minutes later, one happy cat was safe on the ground.

1. Who is Mittens?

- A. Lakeisha's cat
- B. Brad's cat
- C. Brad's friend

2. What is Brad's problem at the beginning of this passage?

- A. His cat Mittens is stuck in a tree.
- B. He has no one to play with.
- C. He doesn't know how to climb a tree.

3. Brad's cat Mittens was brought safely on the ground. Which sentence from the passage shows this is true?

- A. "A ladder makes climbing easier and safer," said Brad's dad.
- B. "How will we get him down?" asked Brad.
- C. A few minutes later, one happy cat was safe on the ground.

4. What is "Save My Cat!" mostly about?

- A. ladder safety
- B. how to rescue a cat stuck in a tree
- C. three friends playing outside

5. How did Lakeisha and Angelo think Brad should rescue Mittens?

6. What did you learn from "Save My Cat!"?

7. Class Discussion Question: Explain whether Brad's dad's idea to use a ladder was a good one. Use evidence from the text to support your answer.

8. Draw a picture of Brad's dad rescuing Mittens.

Kerry Kangaroo Hops

by ReadWorks



Kerry Kangaroo was growing up. Mama Kangaroo let him out of her pouch.

"You are getting big," said Mama. "Big kangaroo kids need to learn to hop."

Kerry tried out his strong legs and big feet. He hopped a few times. He hopped and hopped. He hopped away from Mama. He hopped here and there. He even hopped with his eyes closed!

Splash!

Kerry hopped right into a water hole! Mama Kangaroo helped Kerry out.

"That is too much hopping for one day!" cried Kerry.

He hopped back into his cozy pouch. He was tired. He fell fast asleep.

1. What is Kerry Kangaroo ready to learn at the beginning of this passage?

- A. how to dance
- B. how to find food
- C. how to hop

2. Where does Kerry Kangaroo sleep?

- A. in Mama Kangaroo's pouch
- B. in a kangaroo nest
- C. in a water hole

3. Kerry Kangaroo most likely hops into a water hole because he didn't see it. Which sentence tells us this is true?

- A. "He hopped away from Mama."
- B. "He even hopped with his eyes closed!"
- C. "'That is too much hopping for one day!' cried Kerry."

4. What is "Kerry Kangaroo Hops" mainly about?

- A. why Kerry Kangaroo hops into a water hole
- B. how Mama Kangaroo takes care of Kerry Kangaroo
- C. Kerry Kangaroo learning to hop for the first time

5. What does Kerry Kangaroo have that helps him hop?

6. What did you learn from "Kerry Kangaroo Hops"?

7. Explain why Kerry Kangaroo is tired and falls asleep at the end of the passage.

8. Draw a picture of Kerry Kangaroo as he practices hopping.

A Smelly Skunk

by ReadWorks

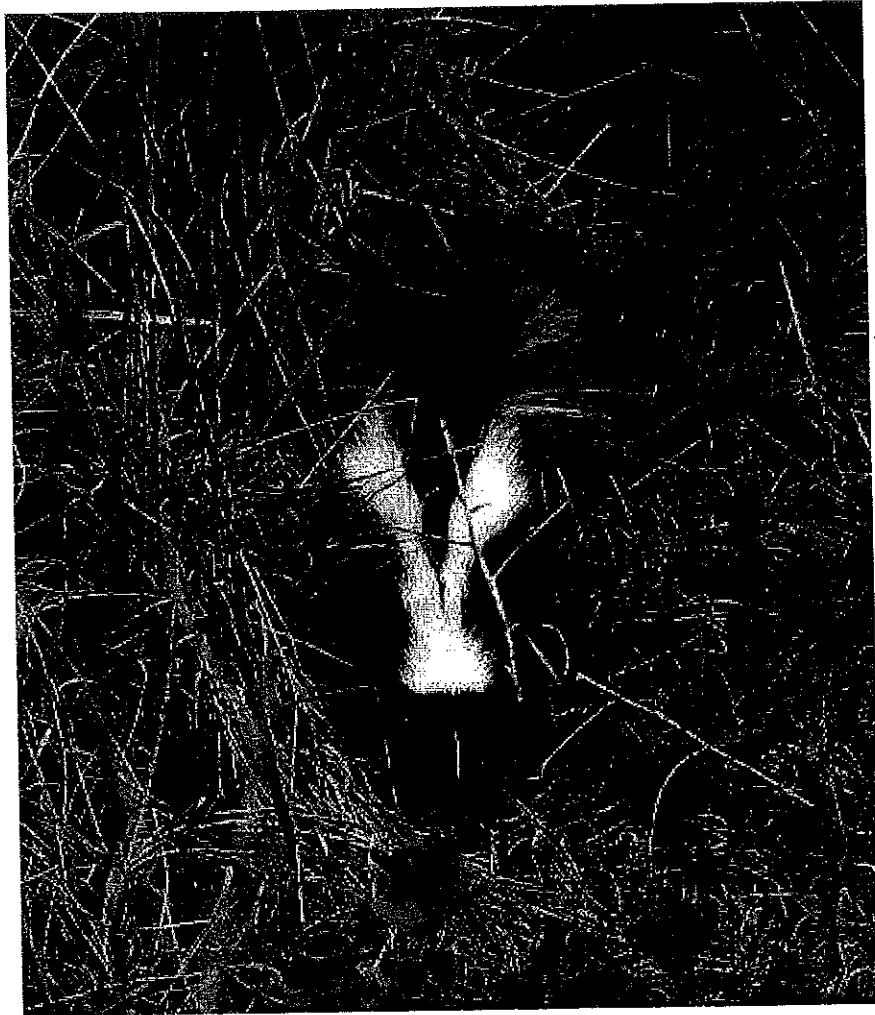


Photo Credit: Kevin Collins

Mr. Lee took his dog for a walk. His dog was dark brown. His name was Hunter.

Mr. Lee and Hunter walked along a path. The path was by a field. Mr. Lee took off Hunter's leash. Hunter ran and jumped. Suddenly Hunter zoomed into the tall grass. Mr. Lee could not see him.

"Hunter!" he called.

Mr. Lee walked into the tall grass. He heard a strange sound. He stopped and noticed a terrible smell. He looked down as a skunk ran off. The skunk had sprayed Hunter!

"Oh, Hunter!" called Mr. Lee.

"It is bath time for you!"

1. Who is Hunter?

- A. a cat
- B. Mr. Lee's dog
- C. a skunk

2. In which place did Hunter get sprayed by the skunk?

- A. Mr. Lee's home
- B. in tall grass
- C. on a path

3. At the end of the passage, Mr. Lee notices a strange smell and realizes the skunk had sprayed Hunter. Mr. Lee then says to Hunter, "It is bath time for you!" Why does Hunter need a bath?

- A. to play in the bathtub
- B. to wash away the terrible smell the skunk had sprayed on him
- C. to scare away the skunk that sprayed him ReadWorks.org

4. What is the main lesson in "A Smelly Skunk"?

- A. Skunks can spray you with a terrible smell.
- B. Never let your dog off its leash during a walk.
- C. Dogs should always take a bath when they are stinky.

5. What did Mr. Lee do when he noticed a terrible smell?

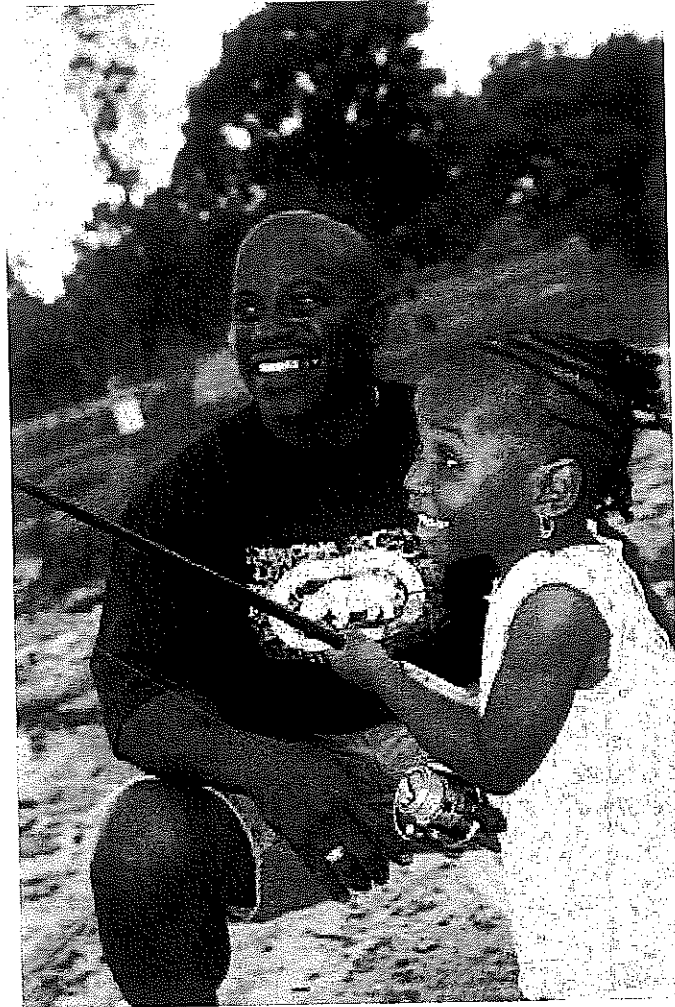
6. What did you learn from "A Smelly Skunk"?

7. Explain how Mr. Lee knew that a skunk had sprayed Hunter.

8. Draw a picture of Mr. Lee in the tall grass noticing the terrible smell.

A Day for Fishing

by ReadWorks



"Why do I have to wake up so early?" Rosie asked.

She rubbed her eyes and looked out the window. It was still dark. Her dad was making pancakes. Rosie put on her jeans and a shirt. Then she ate her pancakes and was ready to go.

Rosie's dad drove to the river. They saw the sun come up in the

sky.

"Look at the sunrise," Rosie said.

She and her dad caught two fish. They ate lunch. Then they drove back home.

Later that day, Rosie said to her dad, "Look at the sunset!"

They saw the bright red sky. Rosie loved her day of fishing.

1. What did Rosie and her dad do together?

- A. go fishing
- B. make pancakes
- C. go to the pool

2. At the beginning of the story, Rosie wakes up to go fishing. When did Rosie wake up to go fishing?

- A. before sunrise
- B. at sunrise
- C. after sunrise

3. Rosie and her dad ate lunch, then they drove back home. Later that day, they saw the sunset. What does this information tell us about when Rosie and her dad came home from fishing?

- A. They came home before sunset.
- B. They came home at sunset.
- C. They came home at night.

4. What is "A Day for Fishing" mainly about?

- A. how to catch a fish
- B. what Rosie and her dad did on their day of fishing
- C. what the sky looks like at sunset

5. What color was the sky at sunset?

6. What did you learn from "A Day for Fishing"?

7. Draw a picture of Rosie and her dad watching the sunset.

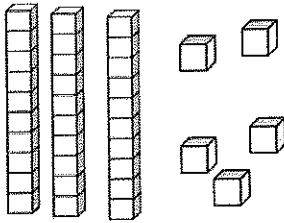
Count by ones from 1 to 120 on the hundreds chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

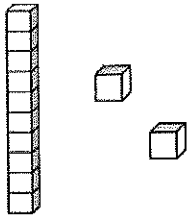
Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

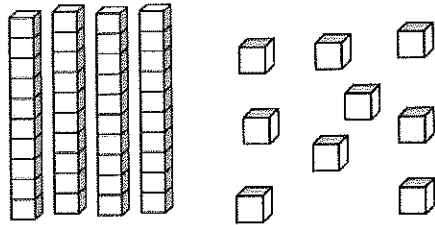
Find the total number of blocks.



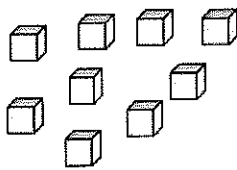
$$= \underline{3} \text{ tens} + \underline{5} \text{ ones} = \underline{35}$$



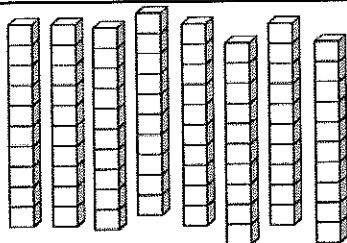
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



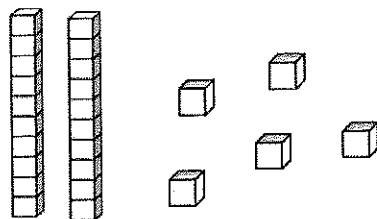
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$

Count by ones from 90 to 100 on the hundreds chart


Count by ones from 100 to 120 on the hundreds chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Name _____

Date _____

Write the number of corners and sides that each shape has. Then, match the shape to its name. Remember that some special shapes may have more than one name.


1. 

____ corners

____ straight sides

triangle

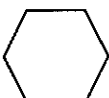
circle

2. 

____ corners

____ straight sides

rectangle


3. 

____ corners

____ straight sides

hexagon

square

4. 

____ corners

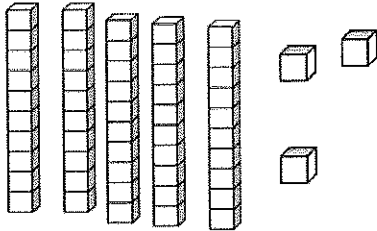
____ straight sides

rhombus

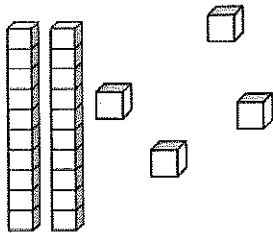
Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

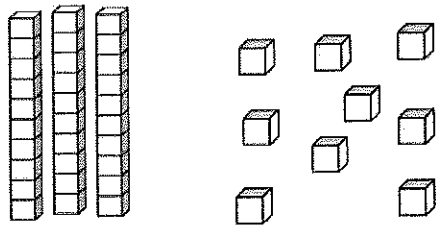
Find the total number of blocks.



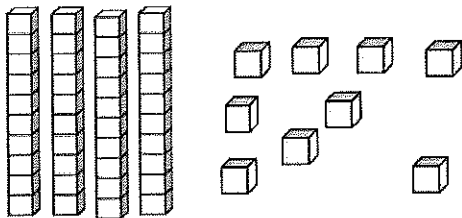
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



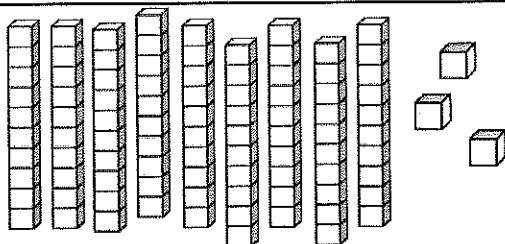
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



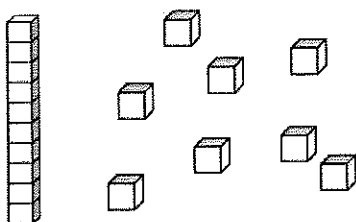
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$

Count by ones from 55 to 115 on the hundreds chart

Count by ones from 25 to 75 on the hundreds chart

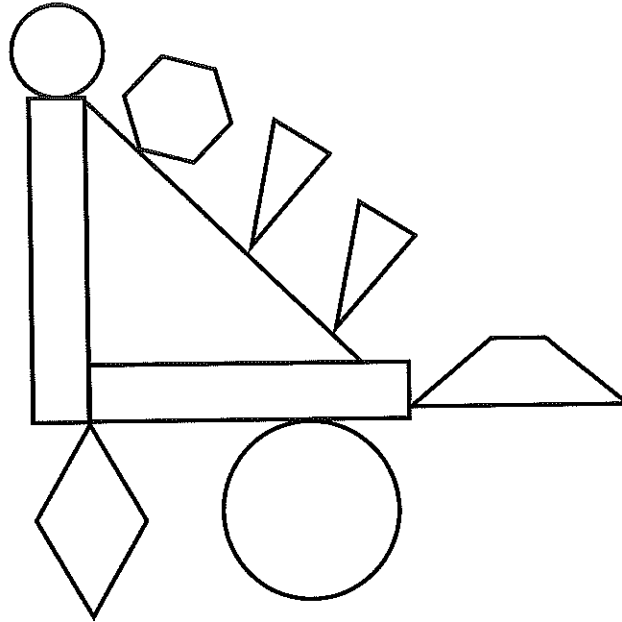
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Name _____

Date _____

1. Color the shapes using the key. Write the number of shapes you colored on each line.

Key	
RED 3 straight sides:	_____
BLUE 4 straight sides:	_____
GREEN 6 straight sides:	_____
YELLOW 0 straight sides:	_____



2.

- a. A triangle has ____ straight sides and ____ corners.
b. I colored ____ triangles.

3.

- a. A hexagon has ____ straight sides and ____ corners.
b. I colored ____ hexagon.

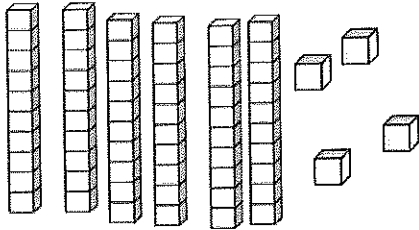
4.

- a. A circle has ____ straight sides and ____ corners.
b. I colored ____ circles.

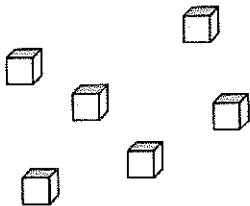
Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

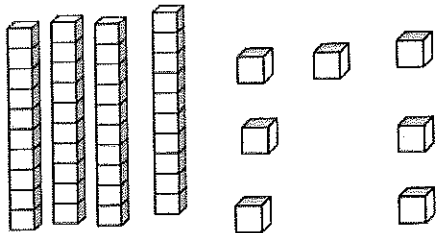
Find the total number of blocks.



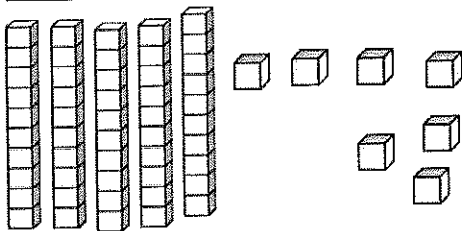
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



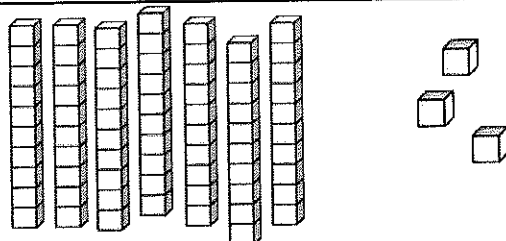
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



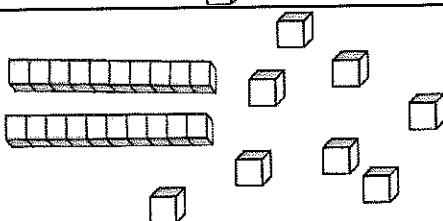
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$

Color all the numbers from 1-50 green

Color all the numbers from 75-120 red

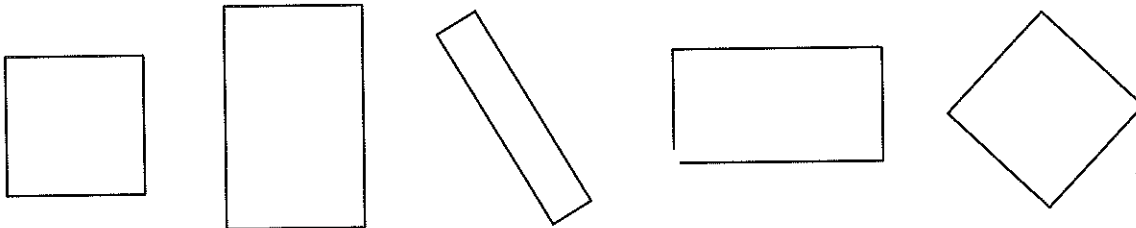
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

5.

- a. A rhombus has ____ straight sides that are equal in length and ____ corners.
- b. I colored ____ rhombus.

6. A rectangle is a closed shape with 4 straight sides and 4 square corners.

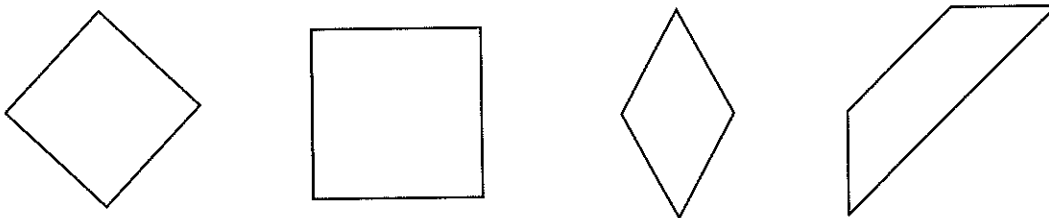
a. Cross off the shape that is NOT a rectangle.



b. Explain your thinking: _____

7. A rhombus is a closed shape with 4 straight sides of the same length.

a. Cross off the shape that is NOT a rhombus.

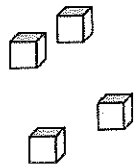
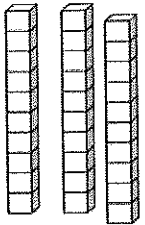


b. Explain your thinking: _____

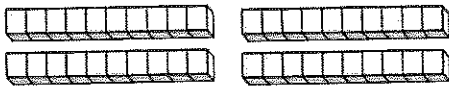
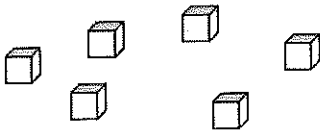
Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

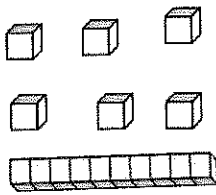
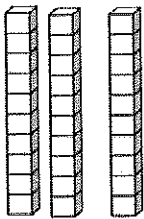
Find the total number of blocks.



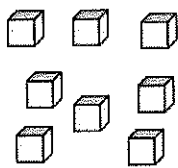
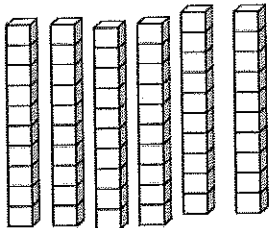
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



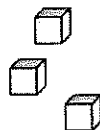
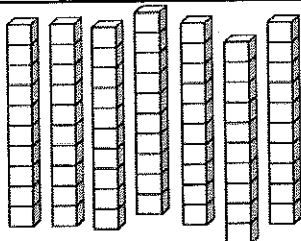
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



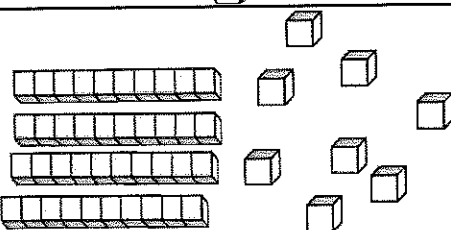
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$

Color all the numbers from 2-42 green

Color all the numbers from 46-105 red

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



Drawing 2-D shapes

Grade 1 Geometry Worksheet

Draw a square inside a circle.

Draw a circle inside a square.

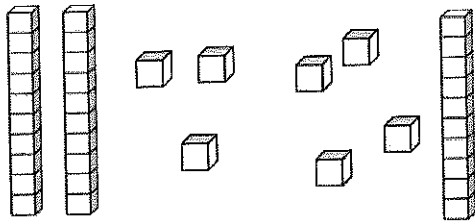
Draw a triangle inside a square.

Draw a circle inside a triangle.

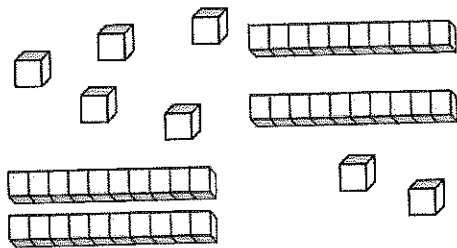
Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

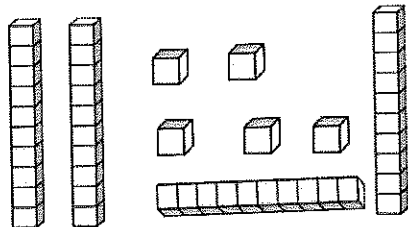
Find the total number of blocks.



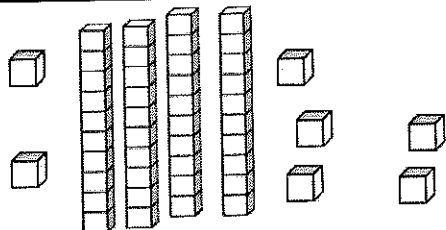
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



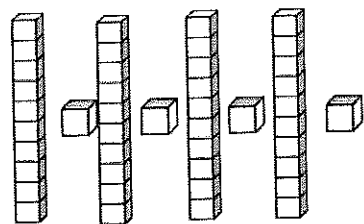
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



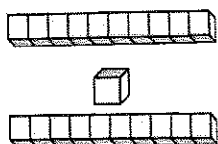
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$

Color all the numbers from 51-71 green

Color all the numbers from 95-115 red

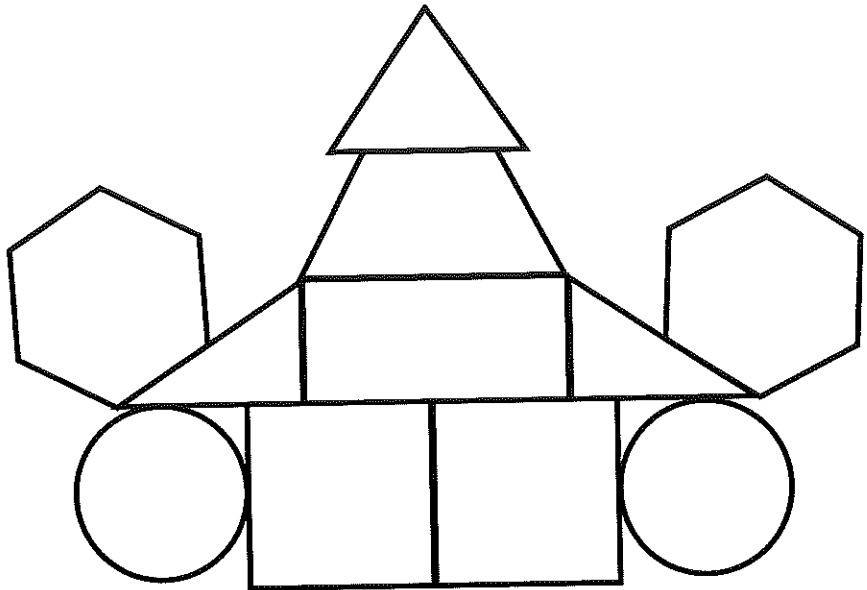
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Identifying and describing shapes

Grade 1 Geometry Worksheet

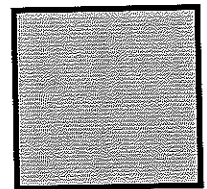
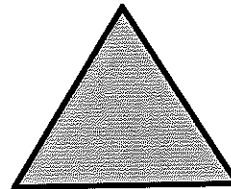
Color all the:

- circles red,
- squares blue,
- rectangles green,
- triangles orange,
- hexagons brown, and
- trapezoids pink.

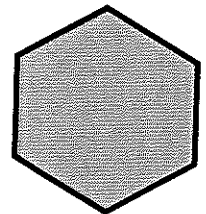


Draw a line from each description to its matching shape:

1.) all 4 sides are the same length



2.) 2 equal short sides and 2 equal long sides

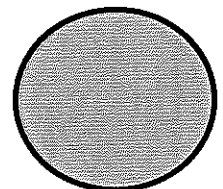


3.) 4 sides, but only 2 are equal

4.) 3 sides

5.) round

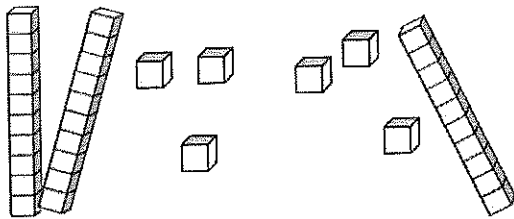
6.) 6 sides



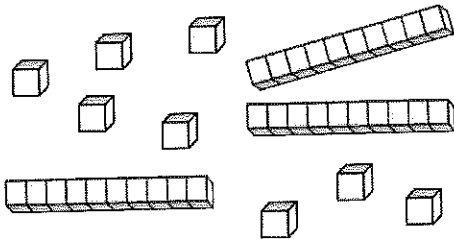
Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

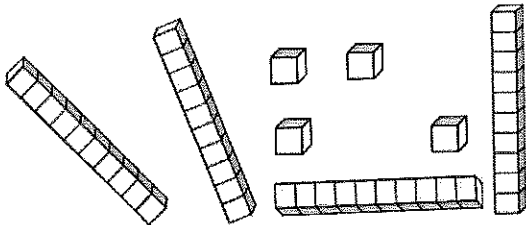
Find the total number of blocks.



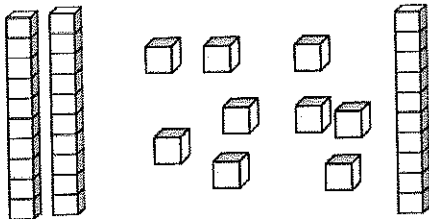
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



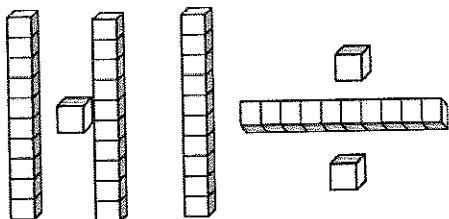
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



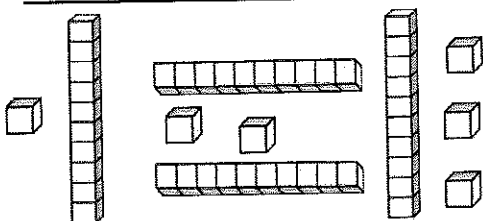
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$

Count by ones from 1 to 120 on the hundreds chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

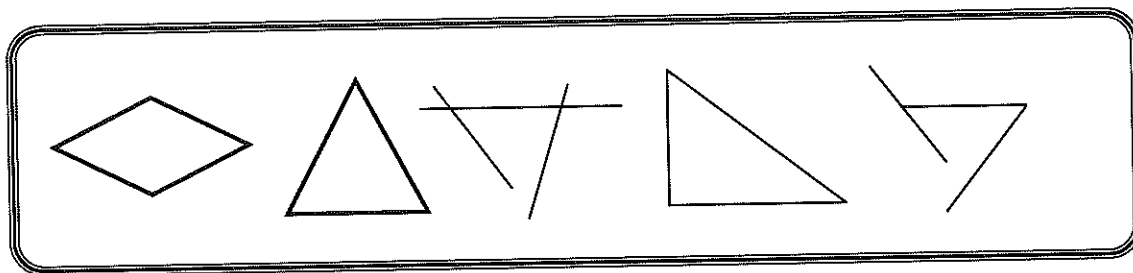
Name _____

Date _____

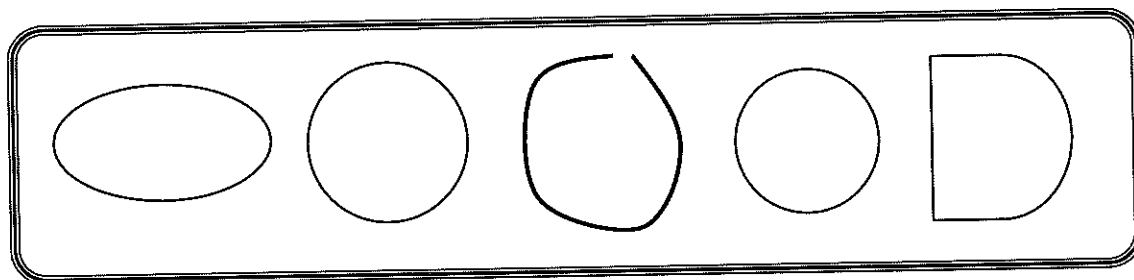
Attributes of Shapes Guided Lesson

Complete the following problems:

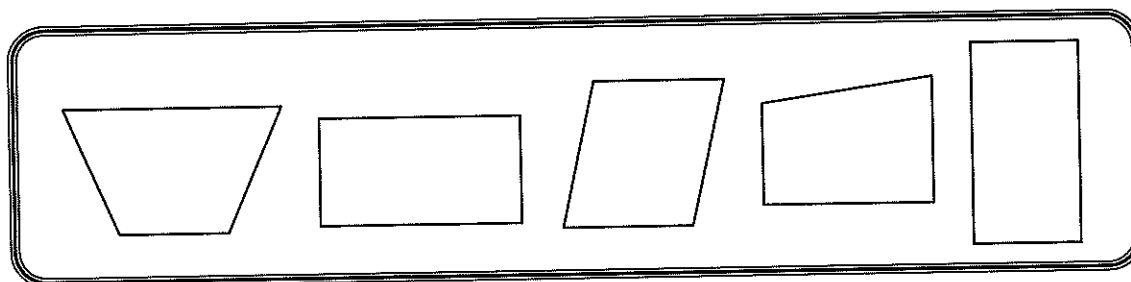
1) Count the number of triangles in the given box:



2) Shade the circles in the given box:



3) Color the rectangles in the given box in red:



Identifying tens and ones

Grade 1 Place Value Worksheet

Fill in the correct tens and ones for the given numbers.

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 37$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 43$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 81$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 72$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 44$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 56$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 87$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 10$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 24$$

Count by ones from 90 to 120 on the hundreds chart

Count by ones from 8 to 40 on the hundreds chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

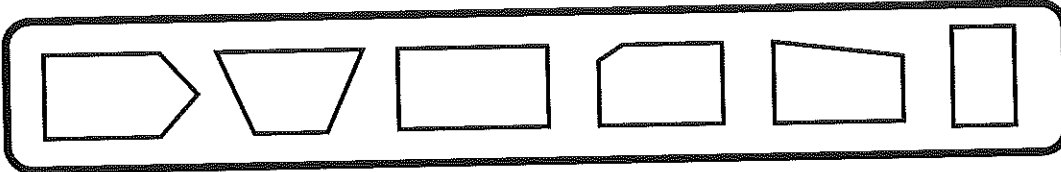
Name _____

Date _____

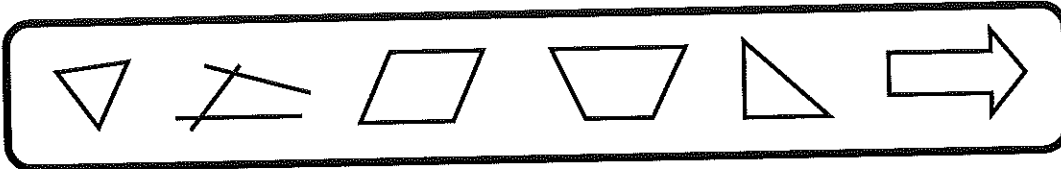
Attributes of Shapes Independent Practice Worksheet

Answer all the problems below by following the directions.

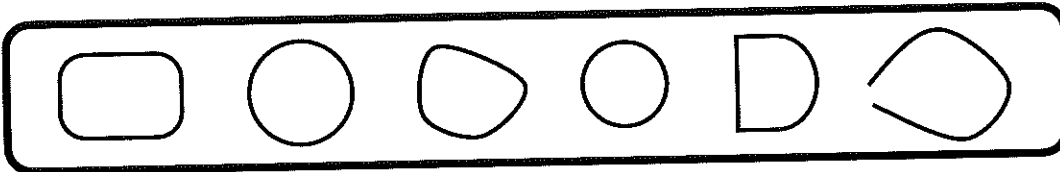
1. Circle the rectangles:



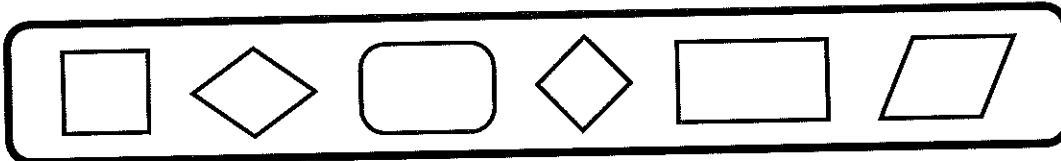
2. Color the triangles red:



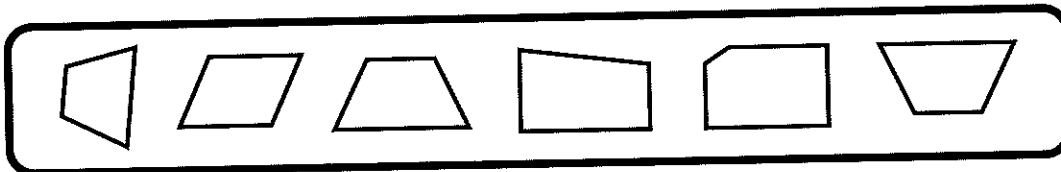
3. Shade the circles:



4. Circle the squares:



5. Color the trapezoids green:



Identifying tens and ones

Grade 1 Place Value Worksheet

Fill in the correct tens and ones for the given numbers.

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 76$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 12$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 50$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 52$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 65$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 89$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 74$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 27$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 64$$

Count by ones from 6 to 50 on the hundreds chart

Count by ones from 75 to 110 on the hundreds chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Name: _____

Mystery Shapes

1. I have 4 sides and 4 vertices, what am I?

2. I am round, what am I?

3. I have 3 sides, what am I?

4. I have 2 short sides and 2 long sides, what am I?

5. I don't have any vertices, what am I?

6. I only have 3 vertices, what am I?

7. I have 4 sides but my sides aren't all the same, what am I?

Identifying tens and ones

Grade 1 Place Value Worksheet

Fill in the correct tens and ones for the given numbers.

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 41$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 17$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 55$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 83$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 39$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 62$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 28$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 73$$

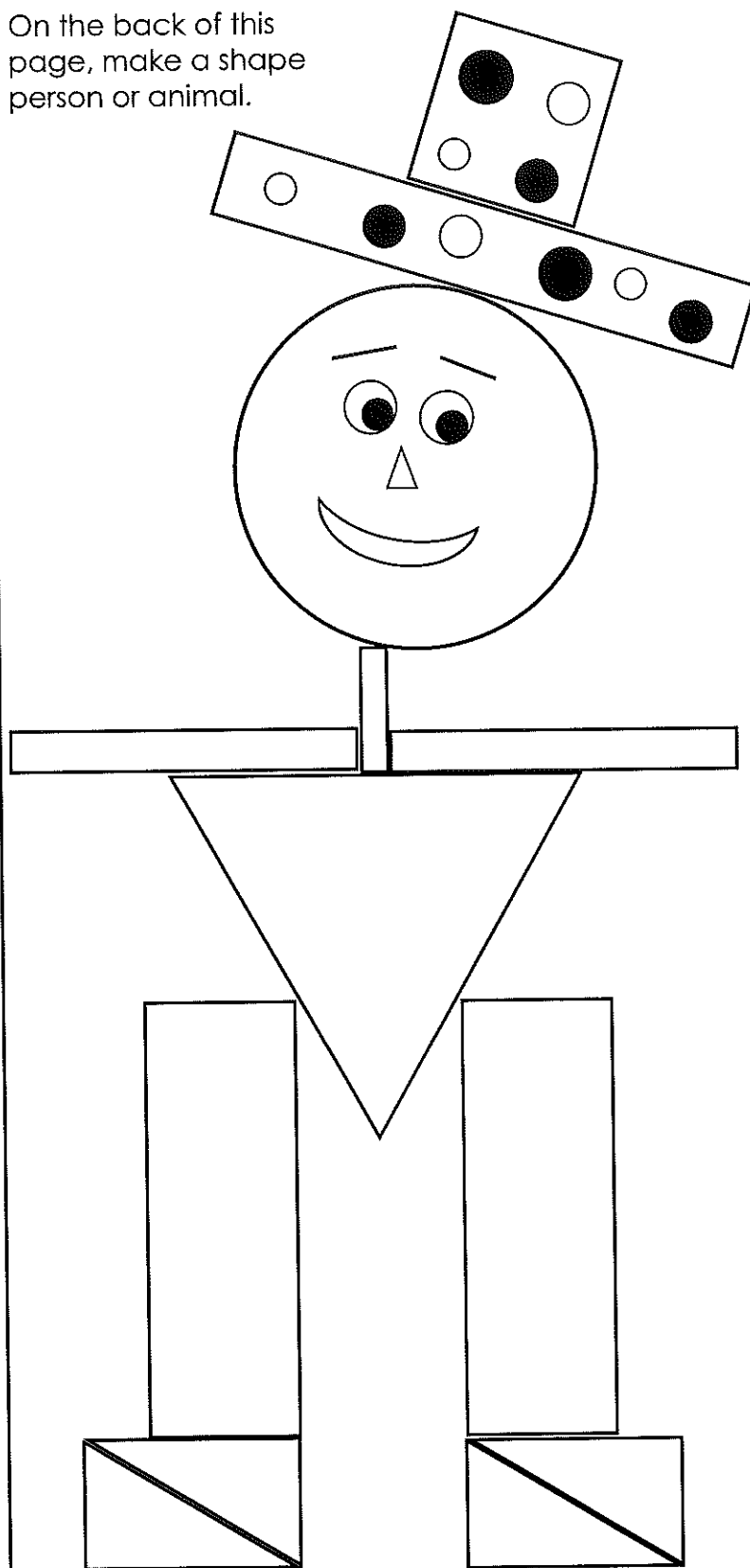
$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 95$$

Count by ones from 1 to 120 on the hundreds chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Name: _____

On the back of this page, make a shape person or animal.



My hat has:

_____ circles

_____ rectangles

_____ squares

_____ triangles

My face has:

_____ circles

_____ triangles

_____ squares

My arms are:

My body is a:

My legs are:

My feet are:

Identifying tens and ones

Grade 1 Place Value Worksheet

Fill in the correct tens and ones for the given numbers.

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 53$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 78$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 92$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 60$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 17$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 21$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 36$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 46$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 84$$