

FIRST GRADE

digital pathways

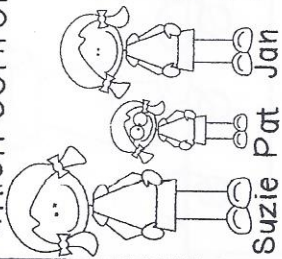
4/27 – 5/1 Put A CHECKMARK
Next to EACH Activity THAT you
COMPLETE AND Send A Picture
of THIS CALENDAR to your
teacher ON Friday!

	MONDAY	Tuesday	wednesday	THURSDAY	FRIDAY
READING	<input type="checkbox"/> KidsA-Z, 3 Books AND/OR <input type="checkbox"/> IREAD	<input type="checkbox"/> KidsA-Z, 3 Books AND/OR <input type="checkbox"/> Get Epic!	<input type="checkbox"/> KidsA-Z, 3 Books AND/OR <input type="checkbox"/> IREAD	<input type="checkbox"/> KidsA-Z, 3 Books AND/OR <input type="checkbox"/> Get Epic!	<input type="checkbox"/> KidsA-Z, 3 Books AND/OR <input type="checkbox"/> IREAD
H.W.	<input type="checkbox"/> 1 page of packet <input type="checkbox"/> Spelling City OR Written activity (List 32)	<input type="checkbox"/> 1 page of packet <input type="checkbox"/> Spelling City OR Written activity	<input type="checkbox"/> 1 page of packet <input type="checkbox"/> Spelling City OR Written activity	<input type="checkbox"/> 1 page of packet <input type="checkbox"/> Spelling City OR Written Spelling activity	<input type="checkbox"/> Take Spelling Test on Spelling City or on paper
Padlet	<input type="checkbox"/> Check and Repond!	<input type="checkbox"/> Check and Respond!	<input type="checkbox"/> Check and Respond!	<input type="checkbox"/> Check and Respond!	<input type="checkbox"/> Check and Respond!
MATH	<input type="checkbox"/> XtraMath <input type="checkbox"/> Brainpopjr – Math,Measurement, "NonStandard Measurement" <input type="checkbox"/> IXL – Measurement #7 Optional – <input type="checkbox"/> Addition #9	<input type="checkbox"/> XtraMath <input type="checkbox"/> IXL – Measurement #2 Optional – <input type="checkbox"/> Comparing #5	<input type="checkbox"/> XtraMath <input type="checkbox"/> IXL – Measurement #8 Optional – <input type="checkbox"/> Counting and Number Patterns#17	<input type="checkbox"/> XtraMath <input type="checkbox"/> IXL – Measurement #10 Optional – <input type="checkbox"/> Subtraction #7	<input type="checkbox"/> Xtra Math <input type="checkbox"/> Play Prodigy OR <input type="checkbox"/> IXL (Free choice)
	"RECESS" IDEAS: Play a board game with siblings, build something with Legos, help with a household chore, play outside, or do a puzzle! Remember to exercise every day!				
EXTRA	<input type="checkbox"/> Monday Mystery www.mysteryscience.com	<input type="checkbox"/> Tuesday Typing www.kidztype.com	<input type="checkbox"/> Wednesday Writing Complete a page of your first grade book.	<input type="checkbox"/> Thursday Thinking Try a Virtual Field Trip	TOTAL COMPLETED ACTIVITES for the week: (goal: 25 or more)

1.MD.1

Wednesday

Which sentence best describes the girls?



- ☐ Suzie is the tallest and Jan is the shortest.
- ☐ Pat is the shortest and Jan is the tallest.
- ☐ Pat is the shortest and Suzie is the tallest.

Which sentence best describes the arrows?



- ☐ Arrow 1 is the longest and Arrow 2 is the shortest
- ☐ Arrow 3 is the longest and Arrow 2 is the shortest
- ☐ Arrow 1 is the shortest and Arrow 3 is the longest

Which sentence best describes the hot dogs?

- ☐ Hot dog 1 is the longest and Hot dog 2 is the shortest
- ☐ Hot dog 3 is the longest and Hot dog 2 is the shortest
- ☐ Hot dog 2 is the longest and Hot dog 1 is the shortest



Hot dog 1

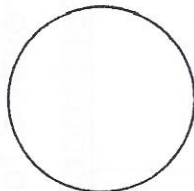
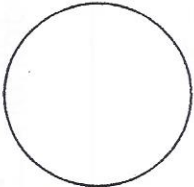
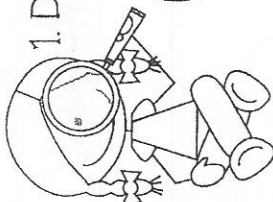
Hot dog 2

Hot dog 3

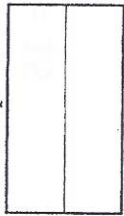
Week 5 1.G.3

Thursday

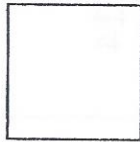
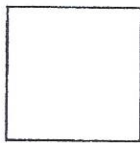
1. Draw lines in each circle to make halves.



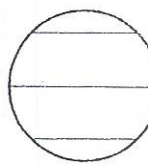
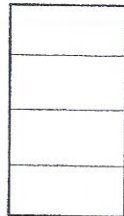
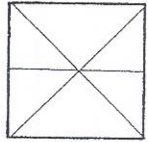
2. Color one half of the first shape and 2 fourths of the second shape.



3. Draw 2 lines in each square to make fourths.



4. Circle the shape that shows fourths.



5. Does the square above show equal shares? Why?

Week 32

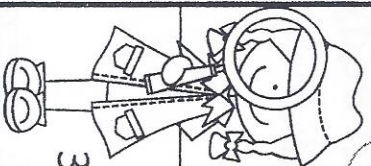
Name: _____

1.OA.8

Circle the subtraction

sentence that is related to the addition sentence.

Monday



$3 + 6 = 9$

$9 - 2 = 7$

$9 - 6 = 3$

$12 + 3 = 15$

$3 + 12 = 15$

$15 - 3 = 12$

$10 + 7 = 17$

$17 - 7 = 10$

$10 - 7 = 3$

$9 + 5 = 14$

$9 - 5 = 4$

$14 - 5 = 9$

$17 + 3 = 20$

$20 - 3 = 17$

$3 - 20 = 17$

$8 + 11 = 19$

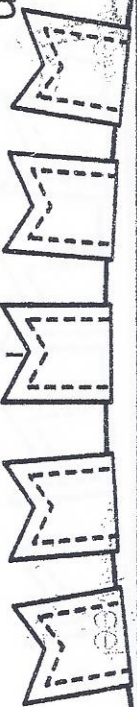
$11 - 19 = 8$

$19 - 11 = 8$

$2 + 7 = 9$

$9 - 7 = 2$

$9 - 5 = 4$



Tuesday

Subtract



$20 - 10 =$

$40 - 20 =$

$40 - 10 =$



1.NBT.6

4th Quarter - Week 5

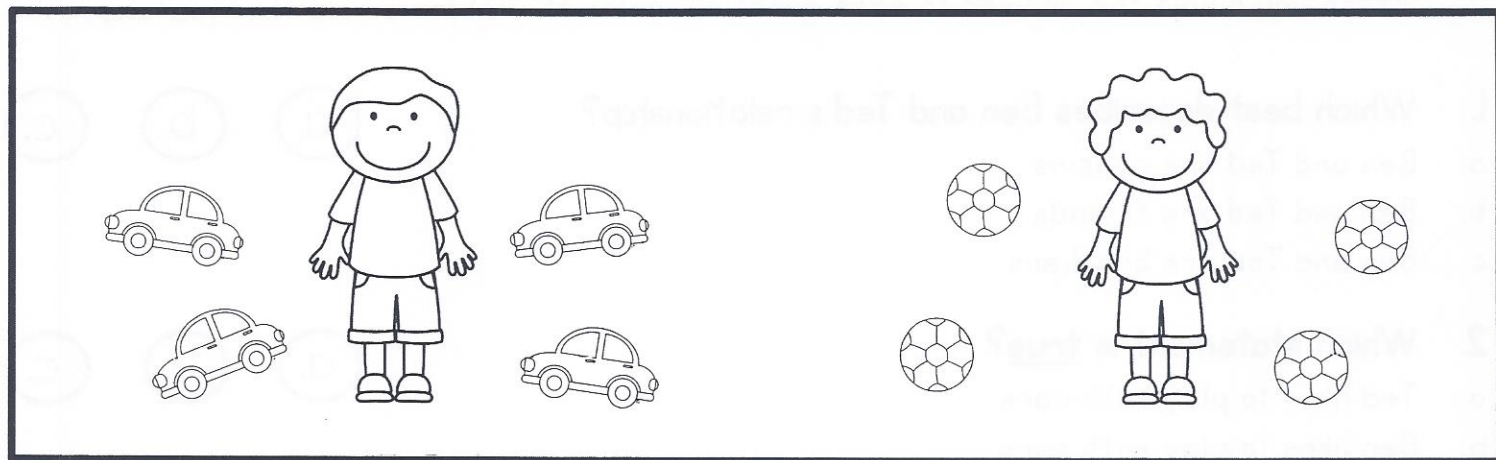
$40 - 30 =$

$60 - 50 =$

$80 - 10 =$

Complete

Before	Number	After
	90	
	76	
	109	
	57	
	112	



Ben and Ted

Ben likes to play a lot! He really likes to play with balls. 13
 He can play games with his balls. He can have friends 24
 play too. Ted likes to play a lot! He really likes to play 37
 with cars. He has many cars. He plays car games with 48
 his friends. When Ben and Ted play together, they have 58
 a hard time picking a game to play. Ben wants to play 70
 with a ball. Ted wants to play with a car. They talk until 83
 they have a deal. First they will play a car game, then 95
 they will play a ball game. These good friends can share. 106

FLUENCY CHECK	Read #1	Read #2	Read #3	Read #4
Number of words read in 1 minute				
Number of errors				
Fluency (number of words read in 1 minute minus errors)				

Fluency, Comprehension, and Language Homework

After you circle the answer to each question, color the letter circle that matches.

1. Which best describes Ben and Ted's relationship?

- a. Ben and Ted are cousins.
- b. Ben and Ted are friends.
- c. Ben and Ted are brothers.

a.

b.

c.

2. Which statement is true?

- a. Ted likes to play with cars.
- b. Ben likes to play with cars.
- c. The boys fight all the time.

a.

b.

c.

3. How are Ben and Ted similar?

- a. They both like to play.
- b. They both argue a lot.
- c. They both like balls.

a.

b.

c.

4. What lesson do you think the author wants you to learn from this story?

LANGUAGE

Read these Nonsense Words out loud.

zib

deg

las

puv

tuz

meb

Circle the word that is spelled correctly in each row.

1.

wak

waak

walk

2.

poot

put

pute

3.

ware

were

werre

What word is missing?

A giraffe is _____ than Ted and Ben.

tall

taller

tallest

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend across the entire width of the page, providing a structured environment for practicing letter formation and alignment.

1st Grade 3rd Trimester Writing Rubric Mastered Stage for Narrative, Opinion, and Informative Writing			
4 - Exceeding	3 - Proficient	2 - Approaching	1 - Below
Must have all of the proficient criteria AND - 3 or more Sentences - 2 adjectives	Must have : - Topic Sentence - 2 Supporting sentences - Closure - Capitals - Correct Punctuation - Finger Spaces	Meets : 5 of the proficient criteria Or has Incomplete Sentences	Meets : 4 or fewer of the proficient criteria Or is Off topic Not Comprehensible

1. The first step in the process of identifying a problem is to define the problem clearly. This involves identifying the symptoms of the problem and determining the scope of the problem. Once the problem has been defined, the next step is to identify the causes of the problem. This involves identifying the factors that are contributing to the problem and determining the underlying causes of the problem. Once the causes of the problem have been identified, the next step is to develop a plan of action to address the problem. This involves identifying the steps that need to be taken to solve the problem and determining the resources that will be needed to implement the plan. Once a plan of action has been developed, the next step is to implement the plan. This involves carrying out the steps that have been identified in the plan and monitoring the progress of the implementation. Finally, the last step in the process is to evaluate the results of the implementation. This involves assessing the effectiveness of the plan and determining whether the problem has been solved.

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1 - Problem	2 - Causes	3 - Plan	4 - Action
1.1. Problem Statement	2.1. Causes of Problem	3.1. Plan of Action	4.1. Action Plan
1.2. Problem Statement	2.2. Causes of Problem	3.2. Plan of Action	4.2. Action Plan
1.3. Problem Statement	2.3. Causes of Problem	3.3. Plan of Action	4.3. Action Plan
1.4. Problem Statement	2.4. Causes of Problem	3.4. Plan of Action	4.4. Action Plan
1.5. Problem Statement	2.5. Causes of Problem	3.5. Plan of Action	4.5. Action Plan
1.6. Problem Statement	2.6. Causes of Problem	3.6. Plan of Action	4.6. Action Plan
1.7. Problem Statement	2.7. Causes of Problem	3.7. Plan of Action	4.7. Action Plan
1.8. Problem Statement	2.8. Causes of Problem	3.8. Plan of Action	4.8. Action Plan
1.9. Problem Statement	2.9. Causes of Problem	3.9. Plan of Action	4.9. Action Plan
1.10. Problem Statement	2.10. Causes of Problem	3.10. Plan of Action	4.10. Action Plan