



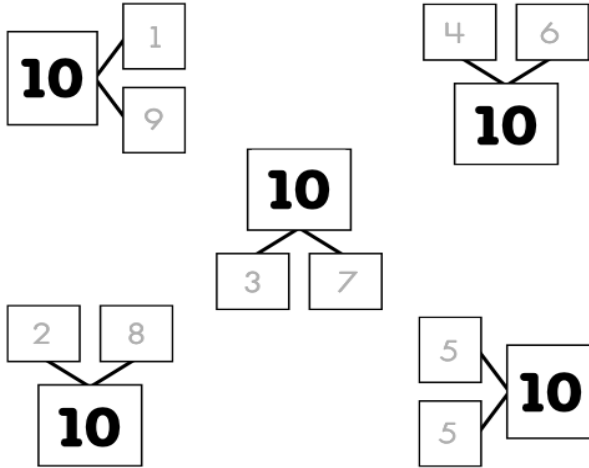
First Grade Math

Parent Information #1

Use What You Know Number Partners for 10

Try It

Mia needs to show two cards that make 10.
What are five ways she could show 10?
Possible answer:



55

Lesson 9

Introduction

Step By Step

Try It

Pose the problem.

- Say: *Mia is playing a math game. Her friend has a card with the number 10. Mia needs to show two cards that make 10. What are five ways she could show a set of cards showing the numbers 1–9?*

Solve the problem.

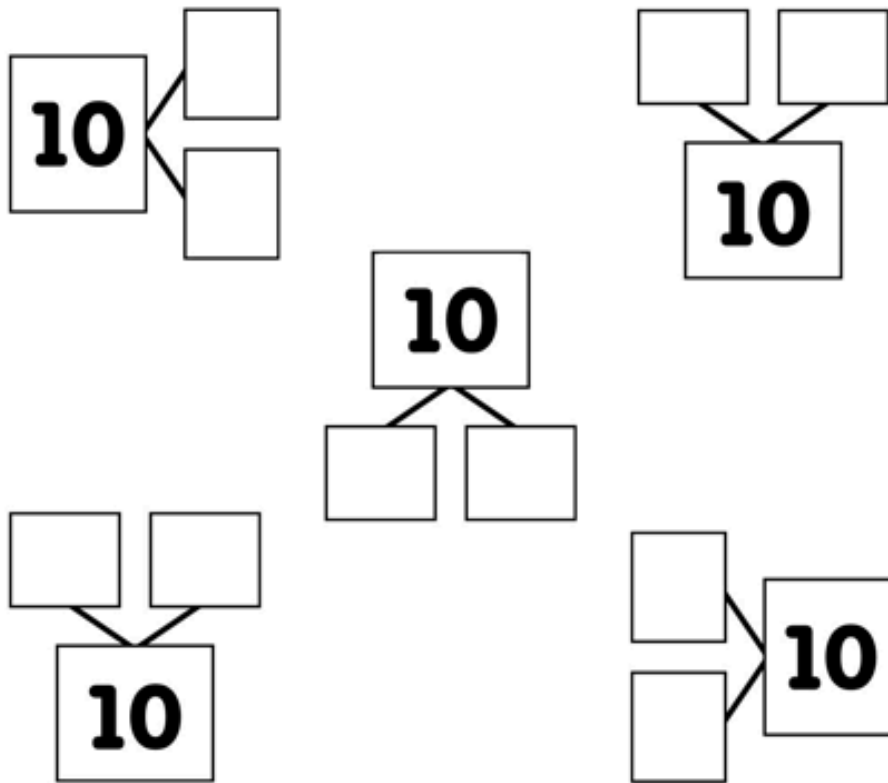
- Distribute a set of cards showing the numbers 1–9 to each child.
- Guide children to solve the problem by using the number cards to find pairs of numbers that make 10. Have them record the number partners in the number bonds on the Student Book page. Children may not be able to find all the ways to make 10, but allow time for them to find as many as possible.
- Some children may benefit from continuing to use the connecting cubes. Make sure they are available for children who choose to use them. Encourage children who are struggling to model the situation with cubes.

6	7	8	9	Number Cards
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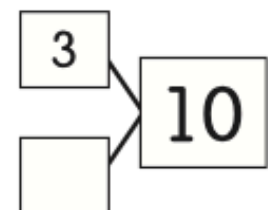
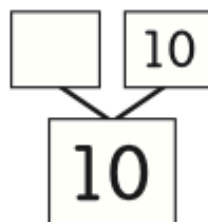
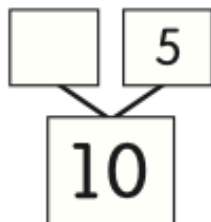
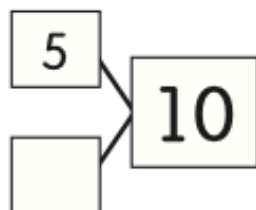
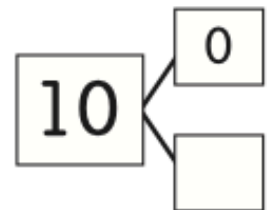
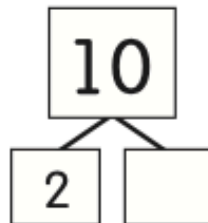
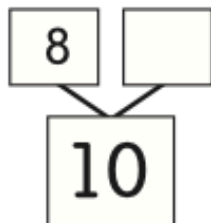
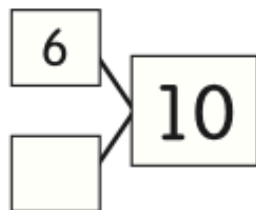
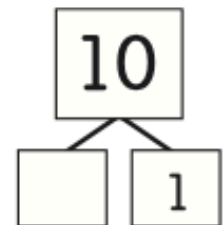
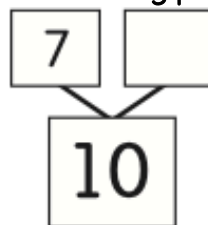
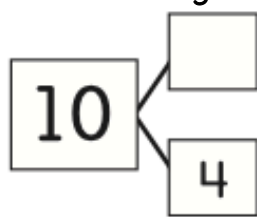
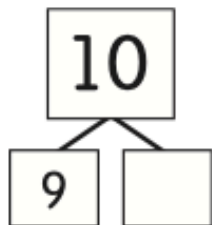
1	2	3	4	5
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Try It

Mia needs to show two cards that make 10.
What are five ways she could show 10?



Find the number partners of ten using the number bonds. Use the back of this page if you need to write strategies to find the missing part.



Parent Information #2

Lesson 10 Understand the Equal Sign

Guided Practice

Step By Step

- Discuss each Connect It problem as a class using the discussion points outlined below.

Draw

- Guide children to recognize that both expressions have the same addends, but in a different order.
- Encourage children to think of a way to tell whether the number sentence is true without finding the totals on each side of the equal sign. [The addends are the same on both sides of the equal sign, so the number sentence is true.]
- Invite children to share their drawings. Ask questions such as: *Why did you draw the number of objects you did? Does anyone have a question about [child's name]'s drawing?*
- Encourage children to answer questions about their drawings. You may wish to have them modify their drawings or make new ones based on the questions from others.

Connect It

Understand the Equal Sign

- 2 **Draw** Is $3 + 5 = 5 + 3$ a true number sentence? Draw to explain why or why not.

Possible answer: Yes, $3 + 5 = 5 + 3$ is true.

Children's drawings might demonstrate that adding 5 objects to 3 objects is the same as adding 3 objects to 5 objects. In both cases the total is 8.

- 3 **Evaluate** Circle the true number sentences.

$$4 = 6$$

$$7 = 4 + 3$$

$$5 - 2 = 8 - 5$$

$$5 - 4 = 9 - 7$$

$$8 - 3 = 7$$

$$8 + 2 = 4 + 6$$

- 4 **Create** Make true number sentences.

Possible answers:

$$\underline{8} + \underline{2} = 3 + 7$$

$$6 - 3 = \underline{7} - \underline{4}$$

64

Evaluate Circle the true number sentences.

$$4 = 6$$

$$7 = 4 + 3$$

$$5 - 2 = 8 - 5$$

$$5 - 4 = 9 - 7$$

$$8 - 3 = 7$$

$$8 + 2 = 4 + 6$$

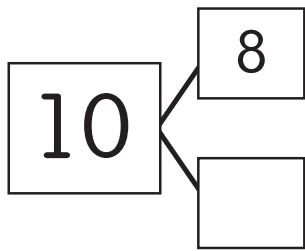
Create Make true number sentences.

$$\underline{\quad} + \underline{\quad} = 3 + 7$$

$$6 - 3 = \underline{\quad} - \underline{\quad}$$

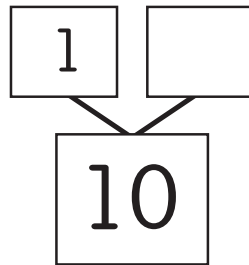
Find the number partners of ten using the number bonds. Use the back of this page if you need to write strategies to find the missing part. Once you know both parts, complete the addition sentences.

Partners for 10 Practice



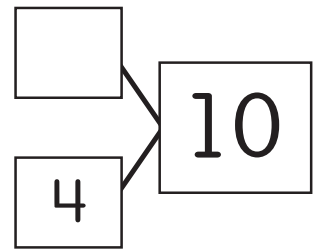
$$8 + \underline{\quad} = 10$$

$$10 = \underline{\quad} + 8$$



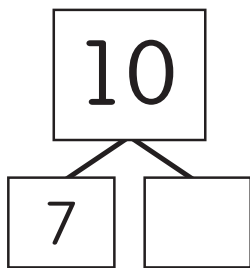
$$1 + \underline{\quad} = 10$$

$$10 = \underline{\quad} + 1$$



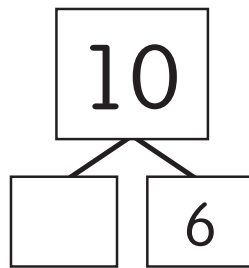
$$\underline{\quad} + 4 = 10$$

$$10 = 4 + \underline{\quad}$$



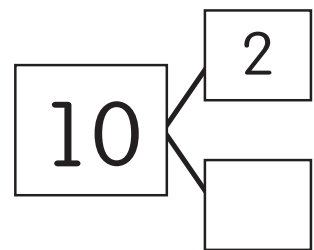
$$7 + \underline{\quad} = 10$$

$$10 = \underline{\quad} + 7$$



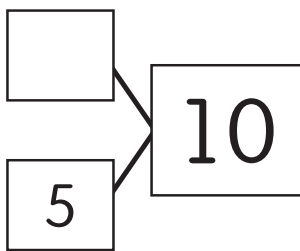
$$\underline{\quad} + 6 = 10$$

$$10 = 6 + \underline{\quad}$$



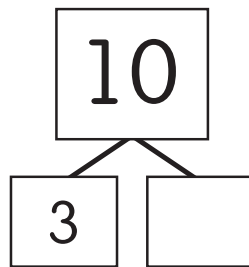
$$2 + \underline{\quad} = 10$$

$$10 = \underline{\quad} + 2$$



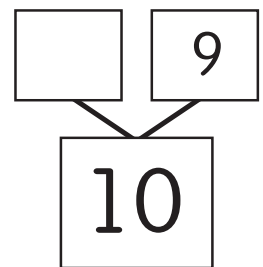
$$\underline{\quad} + 5 = 10$$

$$10 = 5 + \underline{\quad}$$



$$3 + \underline{\quad} = 10$$

$$10 = \underline{\quad} + 3$$



$$1 + \underline{\quad} = 10$$

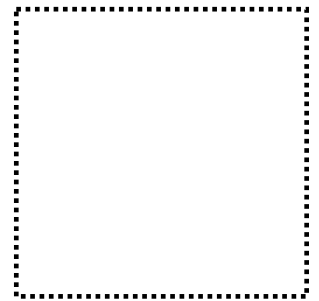
$$10 = \underline{\quad} + 1$$



First Grade Social Studies

Make Your Own Map!

1. Draw a compass rose in the box above the map. Include the 4 cardinal directions (N, E, S, W).
2. Add "Main Street" to your map. It can be placed anywhere you choose.
3. Draw a lake in the SOUTHEAST corner of the map.
4. Add a house at the corner of Davis Street and Ruby Street.
5. Draw a mountain in the NORTHEAST corner of the map.
6. Add a library in the land between Davis Street and Lincoln Street.
7. Color all land green, and all water blue.





First Grade

ELA

Parent Guide

There will be a short video lesson of a Knox County 5th Grade Teacher to accompany this text available on the KCS YouTube Channel and KCS TV. If you have access, refer to last week's KCS packet. This week's video will include a recap of the text read last week.

Tennessee's English Language Arts (ELA) standards ask students to read, talk, and write about a variety of texts. In this activity packet, your child will have the chance to do just that as they work to solve a mystery.

If your child completed last week's activity packet introducing them to the text and tasks, this week's activities will allow them to review their prior learning and to extend their understanding of this topic. If your child did not complete last week's activity packet, this week's activities will allow them to read, talk, and write in response to a text, as well as compare their work to an exemplar.

1) Check for understanding of the Essential Question for the unit and the story:

What do we treasure? How can a surprise be a treasure?

2) Purpose for rereading- Write an opinion

- Do you think that Amy's Mom's idea for a present was a good idea? Why or Why not?

3) Four Key Features of Opinion Writing: OREO

- Opinion- Clearly states your opinion about the topic
 - Do you think it was a good idea for a gift, or do you think it was not a good idea for a gift?
- Reason- Supports your opinion
 - What is the reason you think it was a good idea for a gift, or what is the reason you think it was not a good idea for a gift?
- Explanation- Uses evidence from the text
 - What details or clues from the story help support your opinion?
- Opinion- Restates to provide closure

4) Challenge:

Go back and reread your writing. Make sure you have an: Opinion, Reason, Explanation, and Opinion. Label each of the parts in your own writing.

5) Additional Activity:

In our story, it also says that Ms. Carter likes flowers. In science, you might have learned about different types of flowers and plants. Draw a picture of a flower or plant that you might see outside. Try labeling the different parts of the flower, and explain how they help the flower to survive.



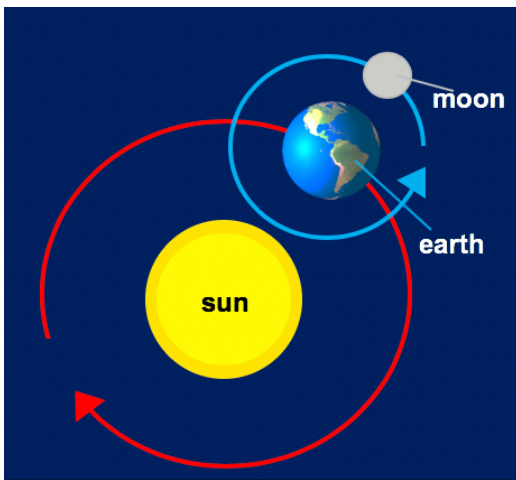
First Grade Science

First Grade Science: Week 2

Observing the Moon



Directions: Read the passage below with an adult and then follow the directions.



The moon orbits or moves around our planet. We see the moon because sunlight shines on the moon. As the moon changes its position, different amounts of sunlight shine on the moon. The moon changes shape each night. In this lesson you will be an astronomer. An astronomer studies objects in the sky by observing them. Your job is to see how the moon changes shape each night.

Carry Out an Investigation: Observe the moon on a clear night with an adult. Draw a picture of what the moon looked like in the box below.



Earth and the Moon

The different shapes of moon are called phases. The phases of the moon repeat in the same pattern each month.



New Moon

Crescent

First Quarter

Gibbous

Full Moon

Gibbous

Third Quarter

Crescent

Moon Journal: You will investigate how the moon changes during the month. Observe the moon with an adult each night for one month.

Draw your observations each night in a box. Label each box with a date.

Will the phases of the moon occur in the same order every month?

How is the phase of the moon related to the light coming from the sun?

Make a Model: Look at the picture of the 8 moon phases on page 2. Try to draw and label each phase on the picture below. Start with the New Moon. Explain to someone else what your model shows.

Phases of **the Moon** Name: _____

Phases of **the Moon**