



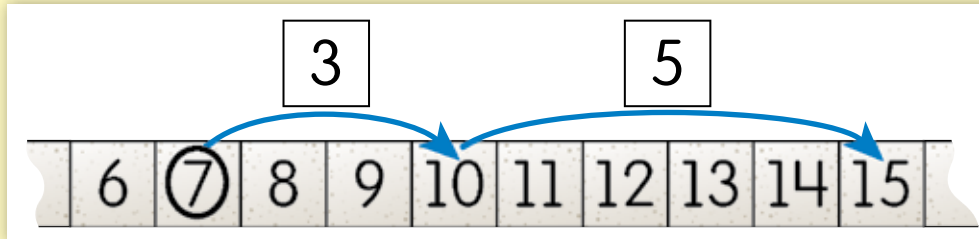
# First Grade Math

Week of April 27, 2020  
[knoxschools.org/kcsathome](https://knoxschools.org/kcsathome)

## Practice Together

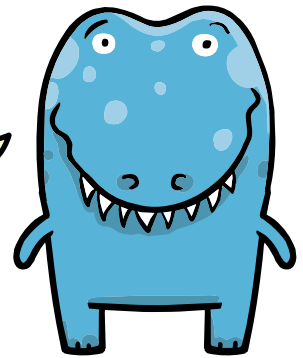
# Add Three Numbers

Jon has 7 apples. Tom has 3 apples.  
Bo has 5 apples. How many apples do they have?



$$7 + \underline{3} = \underline{10} \quad 10 + \underline{5} = \underline{15}$$

$$7 + 3 + 5 = \underline{15}$$



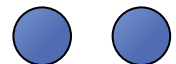
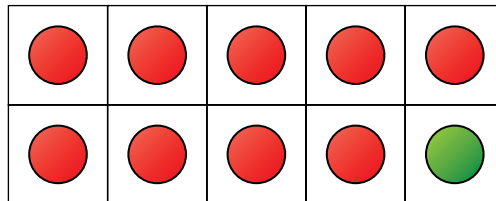
1

Ann has 9 red balls and 1 green ball.

She has 2 blue balls. How many balls does she have?

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

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



2

Deb has 8 round stickers.

She has 4 square stickers  
and 6 triangle stickers.

How many stickers does Deb have?

$$\mathbf{8} + \mathbf{4} + \mathbf{6}$$

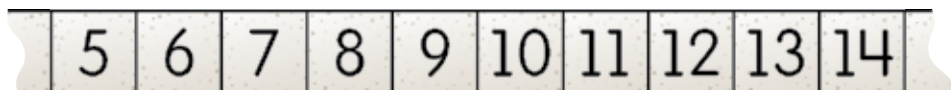
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

## Practice by Myself

# Add Three Numbers

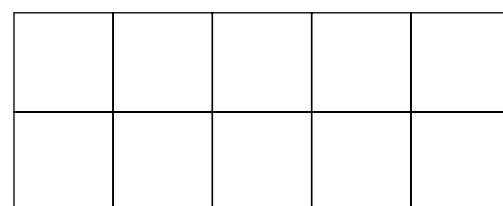
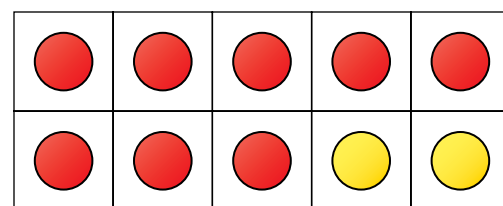
- 3** Bob has 5 books. Jill gives him 3 more books. Then he gets 5 more books. How many books does Bob have now?

$$\begin{array}{c} 10 \\ \swarrow \quad \searrow \\ 5 + 3 + 5 = \end{array}$$



- 4** 8 children are on the bus. 2 more children get on. 9 children get on next. How many children are on the bus now?

$$\begin{array}{c} 10 \\ \swarrow \quad \searrow \\ 8 + 2 + 9 = \end{array}$$



- 5** There are 6 marbles in a jar. Len puts 3 marbles in. Pam puts 7 marbles in. How many marbles are in the jar now?

$$6 + 3 + 7 =$$

- 3 Devon has 8 toy boats. Ryan has 2 toy boats.  
Olivia has 4 toy boats. How many toy boats do  
they have?

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

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

$$8 + 2 + 4 = \underline{\quad}$$

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- 4 Mia has 2 blue marbles and 7 yellow marbles.  
She has 3 red marbles. How many marbles does  
Mia have?

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

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

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

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- 5 Elton has 9 red blocks.  
He has 6 green blocks and 4 yellow blocks.  
How many blocks does Elton have?

$$9 + 6 + 4$$

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

**Guided Practice**

**Step By Step**

- Read the example problem at the top of the page. Discuss with children that this is another situation in which you add three numbers to find the total.
- Ask children to identify the number of apples that each person has. As they do, write the addends  $7 + 3 + 5$  on the board.
- Direct children's attention to the number path. Ask: What number do you start with? (7) Why do you first add 3? (to make 10) Relate to the number sentence  $7 + 3 = 10$ .
- Ask: How do you know how many more to add? (Look at the third addend, so add 5 more.) Connect this to the number sentence  $10 + 5 = 15$ . Then guide children to recognize that these two number sentences are the two separate additions needed to find  $7 + 3 + 5$ .

**Mathematical Discourse 1**

- Work together with children to complete Problem 1. Make sure they see the connection between the numbers in the problem, the circles in the model, and the numbers in the number sentences.
- In Problem 2, children make a ten with the second and third addends. Continue to emphasize that the order and grouping of the addends does not change the total.

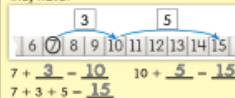
**Fluency Practice**

**Ready Mathematics**  
PRACTICE AND PROBLEM SOLVING

Assign Practice and Problem Solving pages 135–136 after students have completed this section.

**Practice Together**  
**Add Three Numbers**

Jon has 7 apples. Tom has 3 apples. Bo has 5 apples. How many apples do they have?



1 Ann has 9 red balls and 1 green ball. She has 2 blue balls. How many balls does she have?

$$9 + 1 = 10$$

$$10 + 2 = 12$$

$$8 + 4 + 6 = 18$$

$$8 + 10 = 18$$

2 Deb has 8 round stickers. She has 4 square stickers and 6 triangle stickers. How many stickers does Deb have?

**Mathematical Discourse**

- Are there other ways you could solve the word problem at the top of the page instead of using a number path to add the numbers? Tell about the other ways. You could use counters or cubes to stand for each group of apples and then count to find the total. You could draw a picture or use 10-frames.

**Fluency Practice**

Practice finding partners of 10.

- Materials** For each child: Number Bond Practice for 10 (Activity Sheet 21)
- Have children complete Activity Sheet 21 (Number Bond Practice for 10).
  - Then have pairs work together to review the facts. One child reads the given addend and the other child tells the partner that makes 10.

# First Grade

## Unit 3

## Parent Resource

**Practice by Myself**  
**Add Three Numbers**

3 Bob has 5 books. Jill gives him 3 more books. Then he gets 5 more books. How many books does Bob have now?



4 8 children are on the bus. 2 more children get on. 9 children get on next. How many children are on the bus now?



5 There are 6 marbles in a jar. Len puts 3 marbles in. Pam puts 7 marbles in. How many marbles are in the jar now?

$$6 + 3 + 7 = 16$$

**Concept Extension**

Solve word problems with zero as an addend.

- Adapt the word problems on this page to have one addend of zero. For example, 8 children on the bus; no children get on at the next stop; then 9 children get on.
- Work with children to write the number sentence with a zero addend,  $8 + 0 + 9$ , and find the total.
- Provide more examples for children to complete.

**Mathematical Discourse**

- To solve Problem 3, Boom added  $5 + 3 + 5$ . Buzz added  $5 + 5 + 3$ . Do you think they both got the same total? Why or why not? Both ways give the same total. You are adding the same numbers, so the totals are the same. Changing the way you add the numbers together still gives you the same total.

**Independent Practice**

**Step By Step**

- Read each problem aloud, then have children work independently to solve.
- Remind children to look for ways to add numbers whose sums they already know. They may use the strategy of making a ten or adding doubles to help them add two of the three addends in the number sentences for each word problem.
- In Problem 3, children may use the number path to make a ten and find the total. Some children may notice that the two addends that make a ten ( $5 + 5$ ) are also doubles. These two addends are not next to each other in the number sentence. Use Mathematical Discourse question 2 to discuss grouping addends in a different order.

**Mathematical Discourse 2**

- In Problem 4, some children might draw in the 10-frames, while others just add  $10 + 9$ .
- If children struggle with Problem 5, encourage them to find an easier way to add by grouping addends that make a ten.

**Concept Extension**



# **First Grade Social Studies**

## 1<sup>st</sup> Grade Social Studies

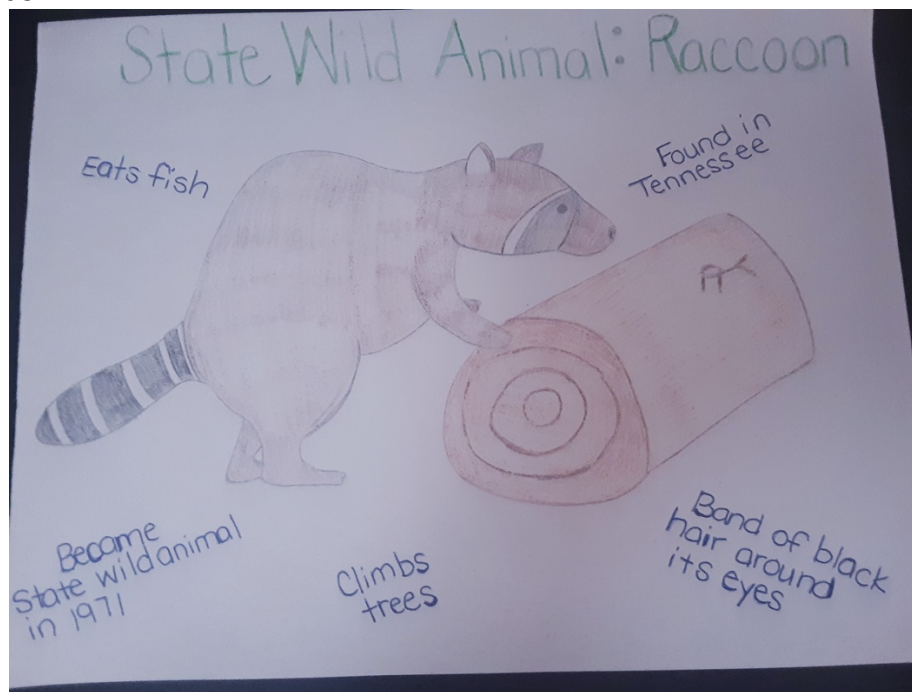
\*There will be a short video lesson of a Knox County teacher to accompany this task available on the KCS YouTube Channel and KCS TV.

**Goal:** Students will identify the symbols of Tennessee and their significance.

**Standard:** 1.21 Identify Tennessee symbols, including: state flag, state tree, state bird, state flower, state animal, and the significance of the state nickname.

**Tasks for Students to Complete:** Students will review Tennessee state symbols. Students will create a poster of one of the state symbols, illustrating the symbol and facts around it. Finally, students will write a story or tell someone a story that includes the symbol they chose.

### Example of Task:



### Additional Links for More Information:

- Social Studies Weekly Week 21 What Makes Our State Great  
<https://app.studiesweekly.com/online/publications/170128/units/170185#/articles/174840>.
- Note: Studies Weekly is the adopted text for 1<sup>st</sup> grade and is offering free and open access at this time. You can access these resources and more at  
<https://app.studiesweekly.com/online/>.
- BrainPop Jr. is currently providing free access to their website. You can request free access at <https://jr.brainpop.com/>.



# **First Grade**

## **ELA**



## Parent Guide

**There will be a short video lesson of a Knox County 1st 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 read a decodable text and listen to a complex text 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.

**Part 1:**

- Review two sounds of the vowel team spelled with the letters "ea"

"ea" as in eat	"ea" as in bread
read	head
beach	breath
dream	read

- Review two sounds of the letter "y" when it is used as a vowel

"y" as in sky	"y" as in funny
try	bunny
cry	baby

**Part 2:****1) Check for understanding of the Essential Question for the unit and the story:**

*What do we treasure? How can a story be a treasure?*

**2) Purpose for rereading-** *Why did the Shoemaker and his wife make clothes and shoes for the elves?***3) Key Features of Writing in Response to Text:**

- A topic sentence
- Details from the text
- A sense of closure

**4) Challenge task:** *Why did the shoemaker and his wife make clothes and shoes for the elves?*

Go back and reread your writing. Make sure your writing includes:

- A topic sentence
- Key details
- A sense of closure



# **First Grade Science**

# 1<sup>st</sup> Grade Science: Week 4- April 27<sup>th</sup>

## How do Seeds Travel?



**Directions:** This handout goes with a KCS Teacher Video. If you have access to the video, watch the video before doing this activity. Read below with your child.

### Mystery of the Seed on the Sidewalk

Sam went on a walk in the neighborhood. He saw on the sidewalk a seed. He knew this seed came from a tree. He looked all around and there were not any trees close to the seed. Where could it have come from? Observe the seed then predict how the seed got on the side.



Sam's seed

**What do you notice about the seed? Draw and label or write your observations.**

**Predict how the seed got on the sidewalk.**



## How do Seeds Travel?

Seeds have an important job. Their job is to produce new plants. Seeds come in different shapes and sizes. Seeds must travel away from the plant to help from overcrowding. Seeds travel with wind, animals, hitchhike, and drop and roll.

Go with a parent or family member and search for seeds outside. You can collect the seeds or draw pictures of them. After looking at the structure of the seeds think about how you think the seed travels.



Draw picture of the seed.	How do you think the seed travels?

