KCS @ home

First Grade
Math

Week of May 11, 2020
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Student Page #1

Connect It

Understand 10 More and 10 Less

3 **Identify** What is 10 more than 96?

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

10 more than 96 is _____.

4 **Choose** Fill in the blanks. Use the numbers in the box.

_____ is 10 more than 58.

_____ is 10 less than 58.

_____ is 10 more than 88.

_____ is 10 less than 88.

78
48
68
98

5 **Explain** Buzz says 10 less than 84 is 83.
Do you agree? Why or why not?

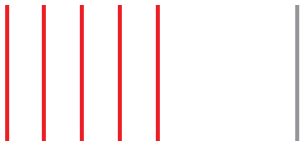
Practice by Myself

Add and Subtract Tens

3 60 paper clips.
50 are in a box.

How many are not in the box?

50 + ? = 60



60 − 50 = ____

4 30 footballs and 30 basketballs.

What is the total number of balls?

30 + 30 = ____

____ tens + ____ tens = ____ tens

5 Find 80 − 20.

2 + ? = 8

2 tens + ____ tens = 8 tens

20 + ____ = 80

80 − 20 = ____

Student Page #3

Activity Sheet 26

Name _____

10 More, 10 Less

20 + 10 = ____	40 – 10 = ____
10 + 10 = ____	20 – 10 = ____
30 + 10 = ____	60 – 10 = ____
40 + 10 = ____	30 – 10 = ____
20 + 10 = ____	70 – 10 = ____
50 + 10 = ____	50 – 10 = ____
70 + 10 = ____	80 – 10 = ____
10 + 10 = ____	90 – 10 = ____
80 + 10 = ____	40 – 10 = ____
40 + 10 = ____	70 – 10 = ____
60 + 10 = ____	20 – 10 = ____
50 + 10 = ____	60 – 10 = ____
90 + 10 = ____	50 – 10 = ____
30 + 10 = ____	90 – 10 = ____
80 + 10 = ____	30 – 10 = ____

Activity Sheet 23

Name _____

120 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

Parent Information #1

Lesson 19 *Understand 10 More and 10 Less*

Guided Practice

Step By Step

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

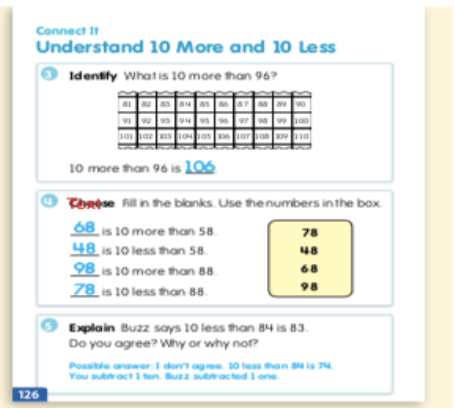
Identify

- This problem extends the concept of 10 more to numbers beyond 100. Ask children to retell how they found 10 more and 10 less in the previous activity. Then ask if it is possible to use the same strategy to find 10 more than a number beyond 100. Encourage them to explain their thinking.
- Compare and contrast the results of finding 10 more than a number beyond 100 by asking: *When you move down one, what changes? What stays the same?*
- After children have completed the sentence, help them see that the tens increase by 1 by having them cover the 6 in both numbers to reveal the 9 and 10.
- Display a 120 chart. Shade in the number 108. Have children find 10 more on the chart. Discuss how both the 1 (in the hundreds place) and the 8 remain unchanged while the zero changed to a 1. Challenge children to think beyond the chart by asking: *If you added another row of numbers to this chart, what number do you think will be below 118? How do you know?*

MP TIP Use Structure
The structure of the 120 chart enables children to mentally see "10 more" and "10 less" than a number. Ask them to close their eyes and "see" the number that is 10 more than 57; 10 less than 81. *(MP 7)*

Choose

- Have children look at the numbers that end each sentence and the numbers in the yellow box. Ask them what they notice about these numbers. [The ones are all the same; some of the tens are different.]
- As children complete each sentence, encourage them to explain how they decided which number to use. Ask questions such as: *How did you know to choose the number you did in the first sentence? How are the last two sentences alike? How are they different?*



Connect It

Understand 10 More and 10 Less

5 **Identify** What is 10 more than 96?

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

10 more than 96 is 106

6 **Choose** Fill in the blanks. Use the numbers in the box.

68 is 10 more than 58.
48 is 10 less than 58.
98 is 10 more than 88.
78 is 10 less than 88.

78
48
68
98

7 **Explain** Buzz says 10 less than 84 is 83. Do you agree? Why or why not?

Possible answer: I don't agree. 10 less than 84 is 74. You subtract 1 ten. Buzz subtracted 1 one.

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Explain

- You may wish to have children answer the questions in pairs before discussing them as a class. As they talk to each other, remind them of what they learned about the difference between adding 1 more and adding 10 more.
- Support children who offer explanations during class discussion with questions such as: *How is finding 10 less different from finding 1 less? What happens to the tens and the ones when you find 10 less? 1 less?*

Ready Mathematics PRACTICE AND PROBLEM SOLVING

Assign Practice and Problem Solving **pages 175–176** after students have completed this section.

Parent Infomation #2

Practice by *Myself*

Add and Subtract Tens

3 60 paper clips.
50 are in a box.
How many are not in the box?

50 + ? = 60

60 − 50 = 10

4 30 footballs and 30 basketballs.
What is the total number of balls?

30 + 30 = 60

3 tens + 3 tens = 6 tens

5 Find 80 − 20.

2 + ? = 8

2 tens + 6 tens = 8 tens

20 + 60 = 80 80 − 20 = 60

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▶ English Language Learners

Some children may struggle with comprehending the language used in a word problem. You may wish to write each sentence of the two word problems on this page on a separate line followed by a picture that represents it. Then underline the important words.

Lesson 20

Independent Practice

Step By Step

- Before children work on this page, review how they can use tens blocks, number bonds, and the 120 chart to help them add groups of ten. Emphasize that children are free to use whatever way helps them solve the problem.
- Point out that the problems on this page are similar to the problems the children solved together on the previous page.
- Read each problem aloud, then have children work independently to solve.

▶ English Language Learners

- You may wish to draw attention to the model in Problem 3, asking children how the tens are related to the paper clips described in the problem.
- For Problem 4, observe if children are drawing 30 basketballs or using quick drawings or other representations of ten to model the problem.
- For those children who count on by ones and make 10 marks for each count, suggest that they circle the group of ten marks to represent one ten.
- Encourage children to use the space provided to show the strategy they used to solve Problem 5. Ask those who used a strategy other than a visual model to explain the strategy they employed.

MP TIP Attend to Precision
As children work to add multiples of ten in Problem 4, encourage those children who draw 30 balls to organize them in a way that makes it easy to count accurately and check the precision of their calculation. *(MP 6)*

First Grade
Social Studies

Week of May 11, 2020
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1st 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.

Topic: Needs and Wants/ Spend and Save

Goal(s): We will discuss wants and needs and classify what a want is and what a need is. We will identify reason why people save money and why people spend money.

Standards:

1.8 Determine the difference between basic wants and needs, and provide examples of each. Assess factors that could influence a person to use or save money.

1.9 Determine the difference between basic wants and needs, and provide examples of each. Assess factors that could influence a person to use or save money.

Included Text for Students to Read:

There are many kinds of needs. You need food and water to live. You need clothes to stay warm. You need books and pencils for school.

The things you need are more important than the things you want.

A need is a thing you must have. A want is something that you would like to have.

What are your favorite games? What are your favorite toys? Do you have a favorite book?

It is great to get what you want. But if you don't get what you want, you will still be okay.

Task for Students to Complete:

Quick Write/Journal

Draw or write about 1 thing you need and 1 thing you really want. Why do you want this? Why is it a want instead of a need? Remember to use correct punctuation, spelling, and grammar.

Optional Sentence Starters

_____ is something I need.

_____ is something I really want because _____

_____ is a want because _____

Additional Links for More Information:

https://app.studiesweekly.com/online/publications/170128/units/170228#/articles/175231

https://tnlearn.pbslearningmedia.org/resource/lpsc10.sci.life.lp_needwant/needs-vs-wants/

First Grade
ELA

Week of May 11, 2020
knoxschools.org/kcsathome

GRADE 1 ELA WEEK 6 – Treasures

A video lesson of a Knox County 1st grade teacher that accompanies this text is available on KCS YouTube Channel and KCS TV.

In this week's text, your child will be looking for specific clues about:

TOPIC: Treasures

ESSENTIAL QUESTION: What do we treasure?

BUILDING BACKGROUND KNOWLEDGE:

- Remind your child that they learned about a treasure in our country, Mount Rushmore, last week.
- Tell them as they read this week they will look for clues to explain how the planners chose the four presidents to put on Mount Rushmore.

READING THE TEXT: *Face to Face*

- You may choose to take turns reading the text with your child, read the text at the same time, or have your child read independently.
- At the end of the text, there is a "*Be a Sleuth*" section. Use the questions to discuss and write about the text.

GATHER EVIDENCE:

- Find information in the text that explains how the planners chose the four presidents to put on Mount Rushmore.

EXEMPLAR WRITING:

The planners chose four presidents to carve into Mount Rushmore to remind us of our country's first 150 years. George Washington and Abraham Lincoln were chosen because they helped keep our country together. Next, Thomas Jefferson was chosen since he helped Americans learn more about the western half of our country. Theodore Roosevelt was also chosen because he helped create the National Parks we visit and enjoy today. For these reasons, four of America's presidents were selected to be on Mount Rushmore.

EXTENSION IDEAS:

- Reread and analyze your own writing from last week's "Look for Clues" question.
- Check your writing for the key features of informative writing:
    - Topic Sentence
    - Important Details
    - Ending

KCS @ home

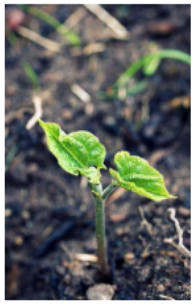
First Grade
Science

Week of May 11, 2020
knoxschools.org/kcsathome

1st Grade Science: Week 6, May 11th
The Lifecycle of a Plant

Directions: This handout can also accompany a KCSatHome Teacher Video. If you have access to the video, watch the video before doing this activity. You can find the videos at https://www.knoxschools.org/Page/21816

A lifecycle shows how a living thing grows, lives, and dies. Some plants start as seeds. The seed will grow as it gets water and nutrients from the soil, air, and sunlight.



A young plant is called a seedling. A seedling grows into an adult plant. Adult plants produce more seeds and the lifecycle repeats again.

Make a prediction: Do you think a bean is a seed?

Is a bean a seed?

Let's investigate with an experiment.

Materials:

any dried bean: pinto, butter, black-eyed pea

paper towel

plastic sandwich bag

Discuss: Talk as a family to share what you know about where seeds come from, what seeds do, whether or not you think a bean is a seed.

These sentence starters can help:
*I know that seeds……..
*I think that a bean (is/is not) a seed because….
*I notice….
*I wonder…..

1. Place dried beans on a paper towel.

2. Roll up the paper towel. Wet with a little water.

3. Place in a bag in a warm place.

4. Unroll and observe in a few days.

Collecting data: Observe beans over time

Sketch and label observations of the beans over the next several days. If a bean starts to change, count it as "changed." If a bean looks pretty much the same, count it as "unchanged."

Date:_____ Changed: _____ Unchanged:_____	Date:_____ Changed: _____ Unchanged:_____	Date:_____ Changed: _____ Unchanged:_____
Date:_____ Changed: _____ Unchanged:_____	Date:_____ Changed: _____ Unchanged:_____	Date:_____ Changed: _____ Unchanged:_____

Now, what do you think? Is a bean a seed?

Now, I think a bean ___is / is not___ a seed because...

_____

_____

1st grade Science Week 6 - *Share what you learned by tweeting @KCSScience.*

Can you use a scientific drawing to show the lifecycle of a plant? What would you draw first? What happens next? How could you use arrows to help explain your drawing?