Name_____

1st Grade Math Remote Learning Packet

Weeks 7-9

May 11th –May 29th

Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

First Grade Math Remote Learning Scope and Sequence
Week 7
May 11th - May 15th

Date	Standards	Description of Packet Work	Supplemental Online Support
5-11	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Read, Review and Complete the book with an adult	This is a video about halves and fourths. https://www.youtube.com/watch?v=Zw0pHWFESzQ
5-12	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Partition each shape into halves and fourths	This video is a story about halves. https://www.youtube.com/watch?v=hVaxiJB6Fls
5-13	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares..	Tell the time by the hour	This video is about telling time. https://www.youtube.com/watch?v=g6tJAy_7AL4
5-14	1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value..	Tell the time by the half hour Make your own school schedule using time by the hour and half hour	This video is about telling time. https://www.youtube.com/watch?v=g6tJAy_7AL4
5-15	1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.	Match the digital with the analog clock Tell the time.	This video is about telling time. https://www.youtube.com/watch?v=g6tJAy_7AL4

Name: _____   **Date:** <u>Monday, May 11, 2020</u>
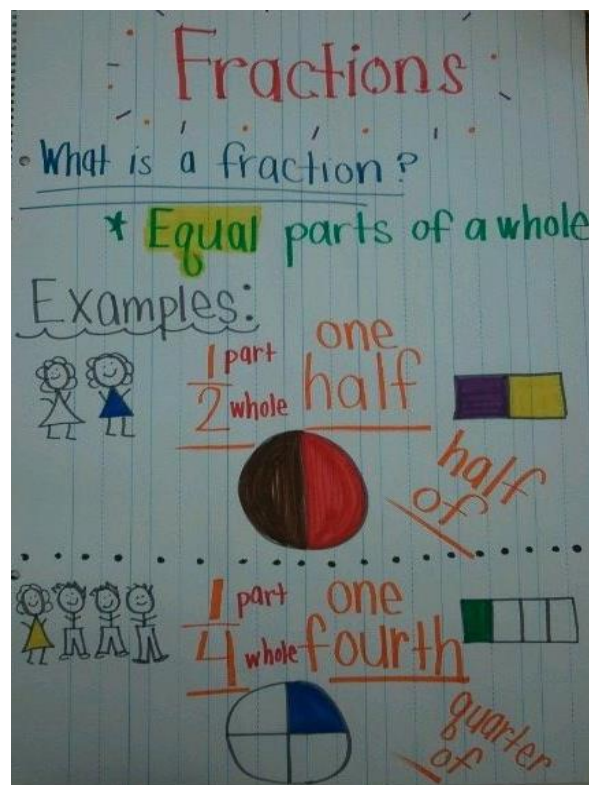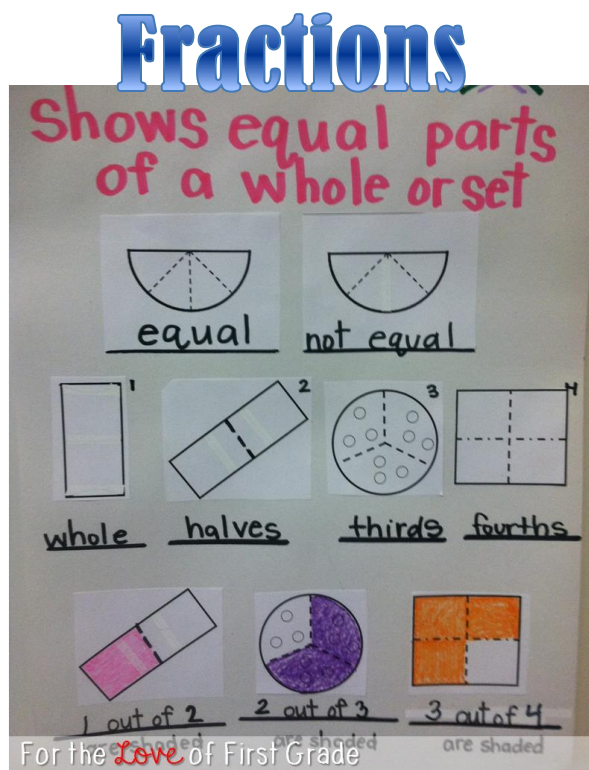
BCCS-B   **College:** _____

Parent Signature: _____
<center>(Parent signature is proof that parent reviewed work with scholar)</center>

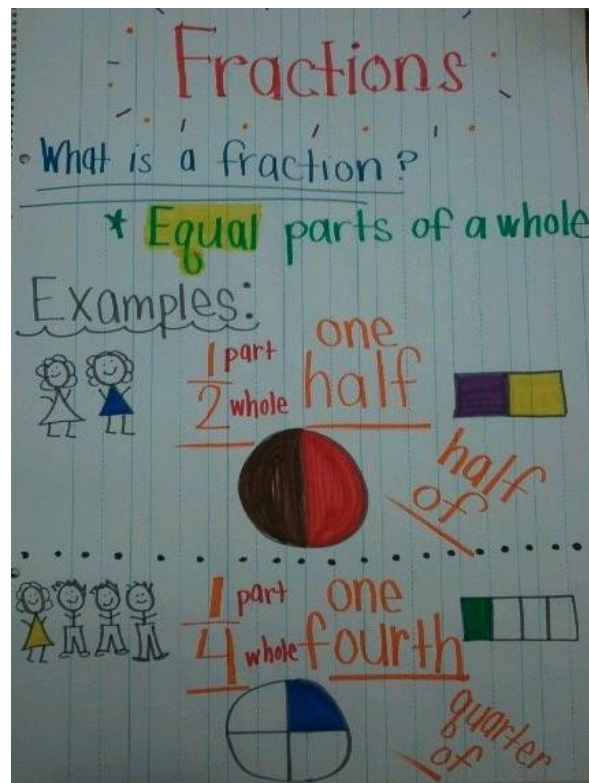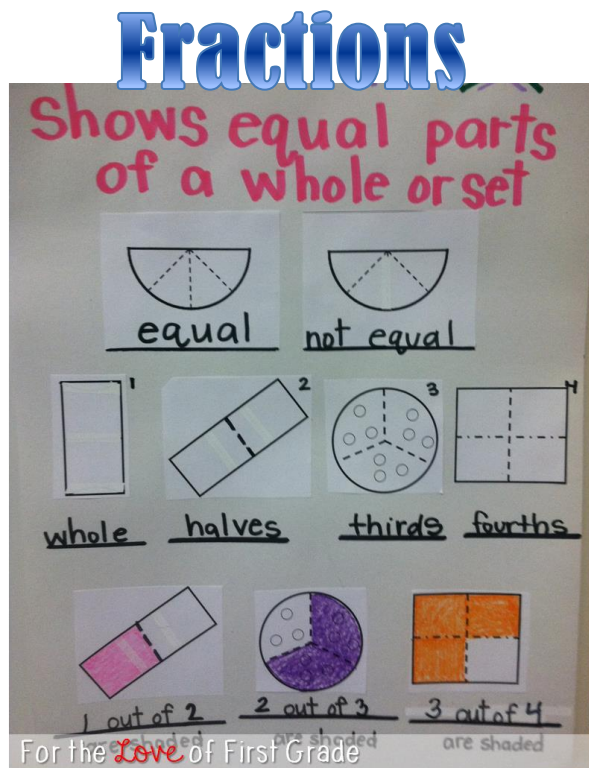| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

My Fractions Book

Name _____

Fractions

- **Can be part of a whole**
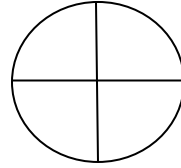
- **Can be part of a set or group**

Here is how we write fractions

The top number is called the **numerator (shaded)**

$$\frac{1}{2}$$
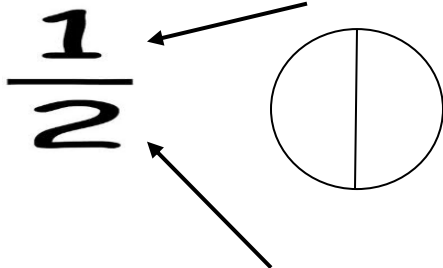
The bottom number tells us the **number of parts of the whole** it is called the **denominator**

The parts of the whole should be equal
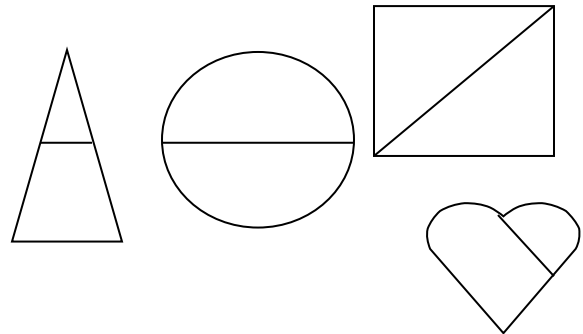
Place an x over the unequal parts

Shade in one half of the shape

Write it
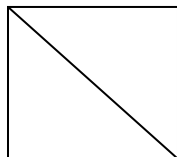
We read this as "one half"

Shade in one third of the shape

Write it
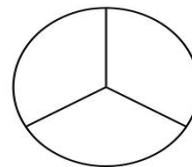
We read this as "one third"

Shade in one fourth of the shape
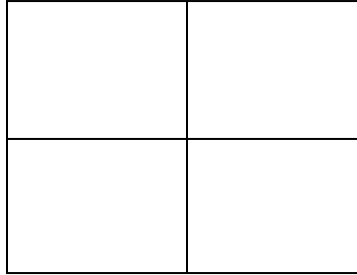
Write it

We read this as **"one fourth"**

Illustrate your own fraction

Teacher Example
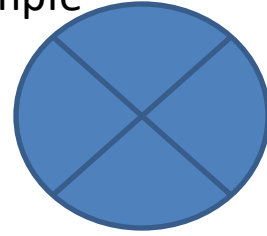
Write the fraction 4/4

Say the fraction: four fourths

Shade in one fourth of the shape
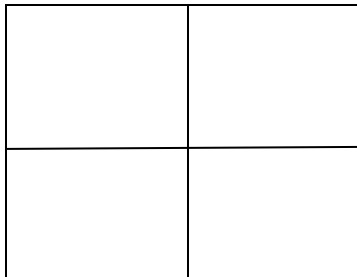
Write it

We read this as **"one fourth"**

Illustrate your own fraction

Write the fraction _____

Say the fraction _____

Shade in one fourth of the shape

Write it
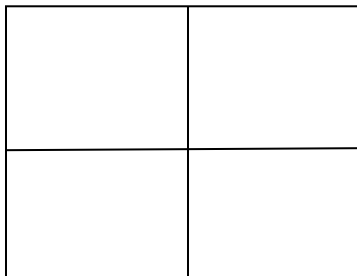
We read this as **"one fourth"**

Level Up:

Can you name a fraction that isn't in this book?

Name: _____ **Date:** <u>Tuesday, May 12, 2020</u>

BCCS-B **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

1. Partition the shapes into 2 equal shares.

Teacher Ex.
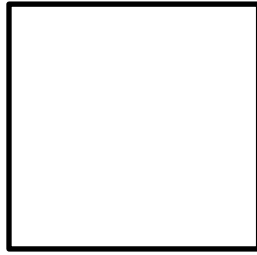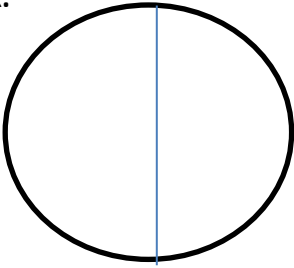
2. Partition the shapes into 4 equal shares.
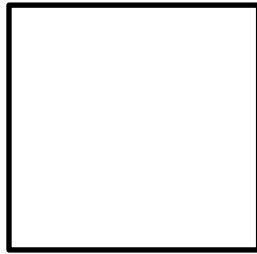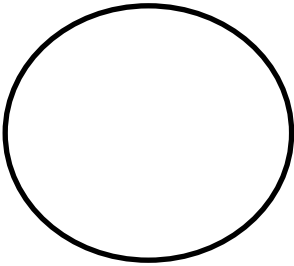
3. Describe the shapes as partitioned into **halves or fourths.** Circle the correct answer.

halves
fourths
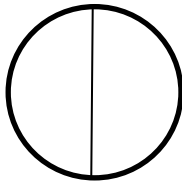
halves
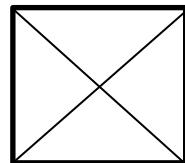**fourths**

halves
fourths
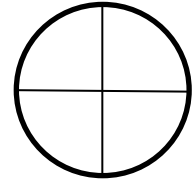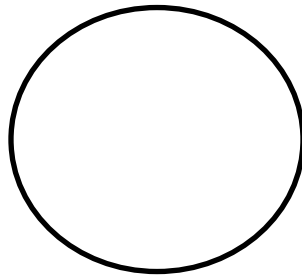
halves
fourths
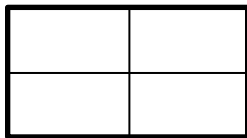
halves
fourths

halves
fourths

4. Another word for fourths is _____.

5. Alejandro wants to cut the pizza into equal shares and give his sister a quarter of the pizza to eat. Partition the pizza into quarters and color the part of pizza that Alejandro would give his sister.

6. Sara wants to give half of her chocolate bar to her friend. Partition the chocolate bar into halves and color the part of the chocolate bar that Sara would give her friend.

7. **Circle the word that best describes the black part of the shape.**

1 out of 4 equal parts

1 out of 2 equal parts
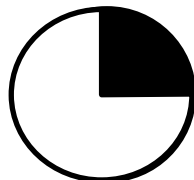
one fourth

one half
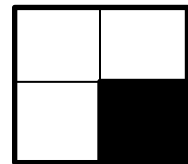
Circle the word that best describes the black part of the shape.

a half

_____

1 out of 4 equal parts

a quarter

a half
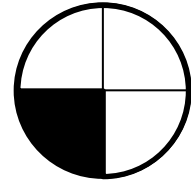
2 out of 2 equal parts
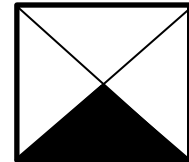
2 out of 4 equal parts

1 out of 2 equal parts

1 out of 4 equal parts

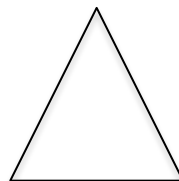Show 2 **different** ways to decompose a square.

1.
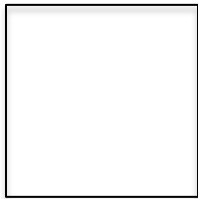
2.
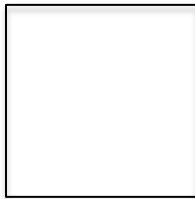
Decompose each of the following shapes into at least 2 original shapes.
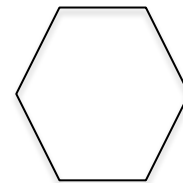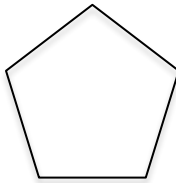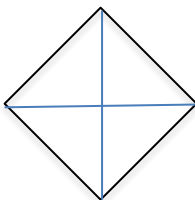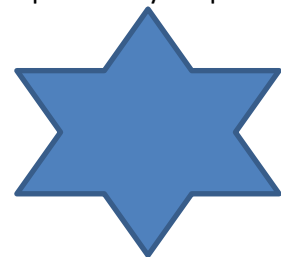
Teacher Ex.

.
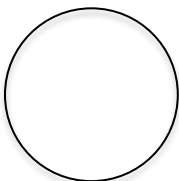
Level Up:

How many equal parts can you split this shape into?

Name: _____ **Date:** <u>**Wednesday, May 13, 2020**</u>
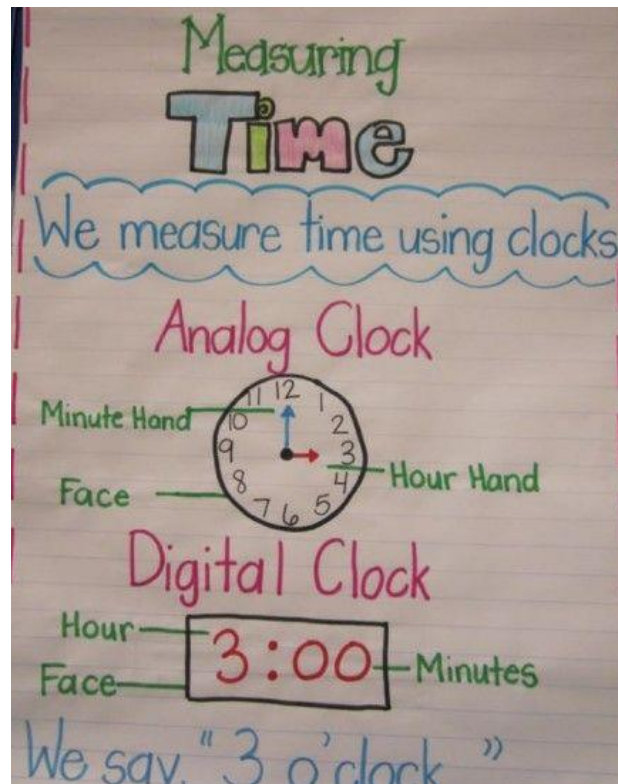
BCCS-B **College:** _____

Parent Signature: _____
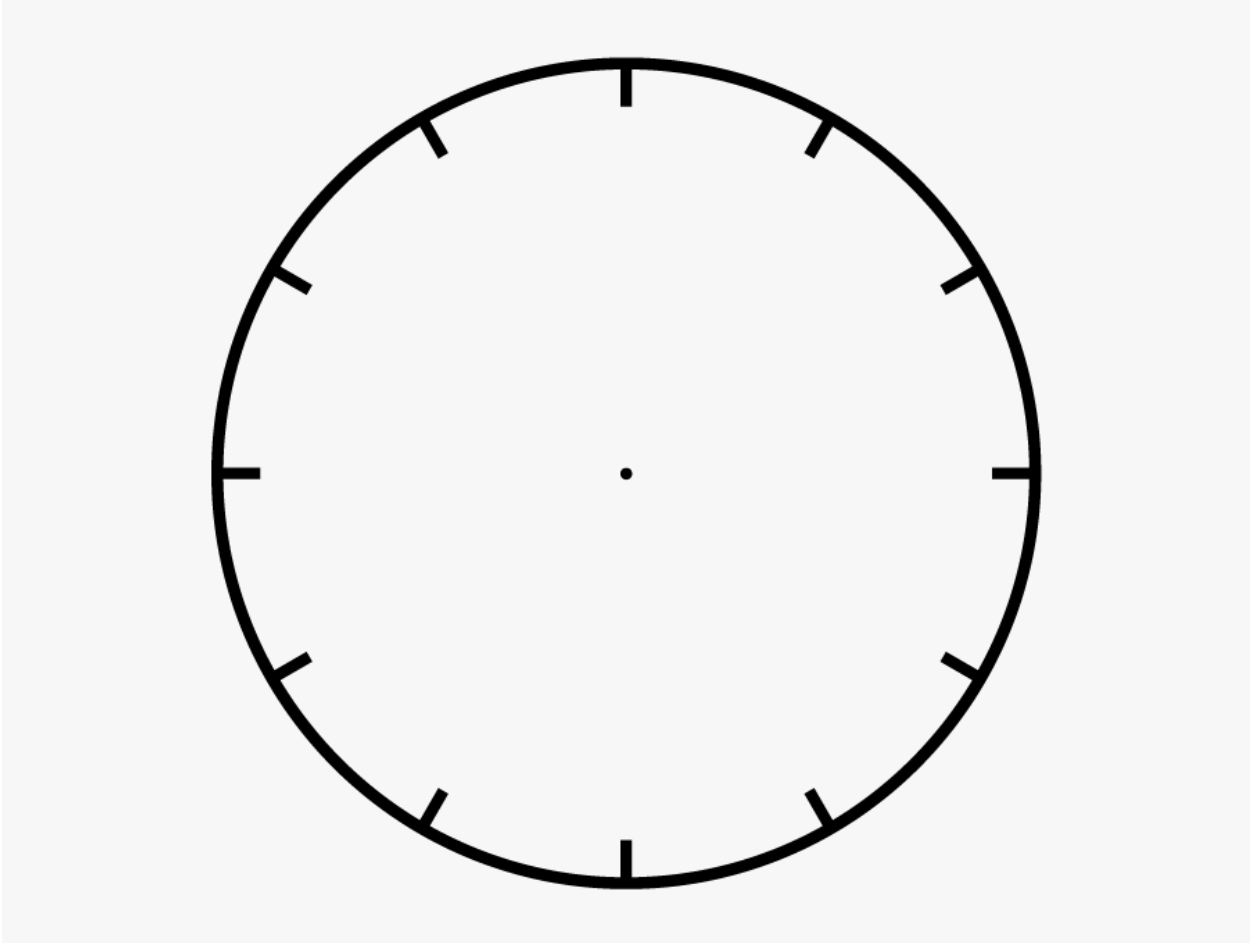<div align="center">(Parent signature is proof that parent reviewed work with scholar)</div>

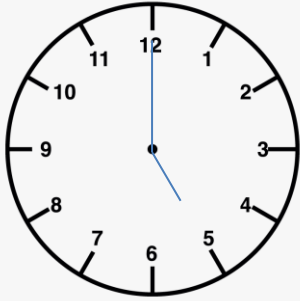| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
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Common Core Standards and Skills:

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.
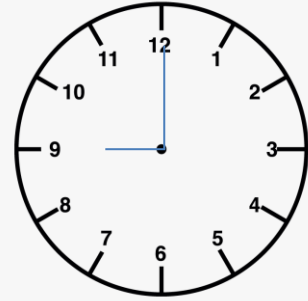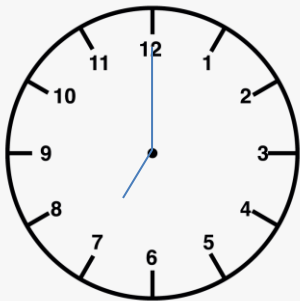
Fill in the clock with the appropriate numbers
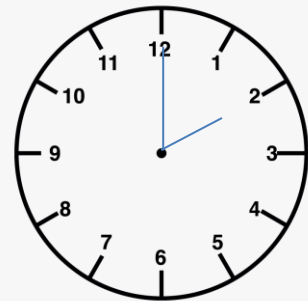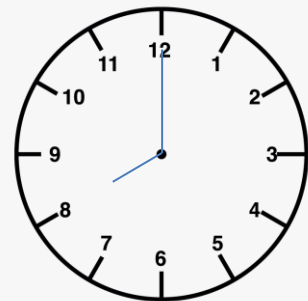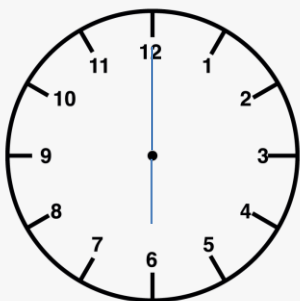
Directions: Tell the time by the hour.

5:00

:

:

:

:

:

:

:

12
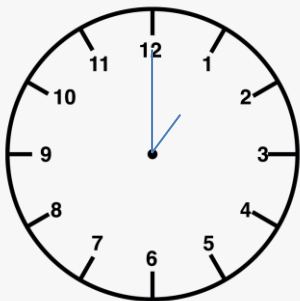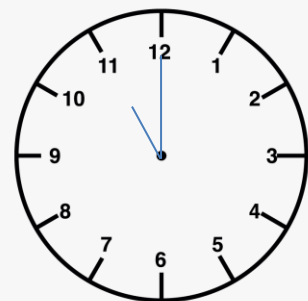
Name: _____ **Date:** **Thursday, May 14, 2020**
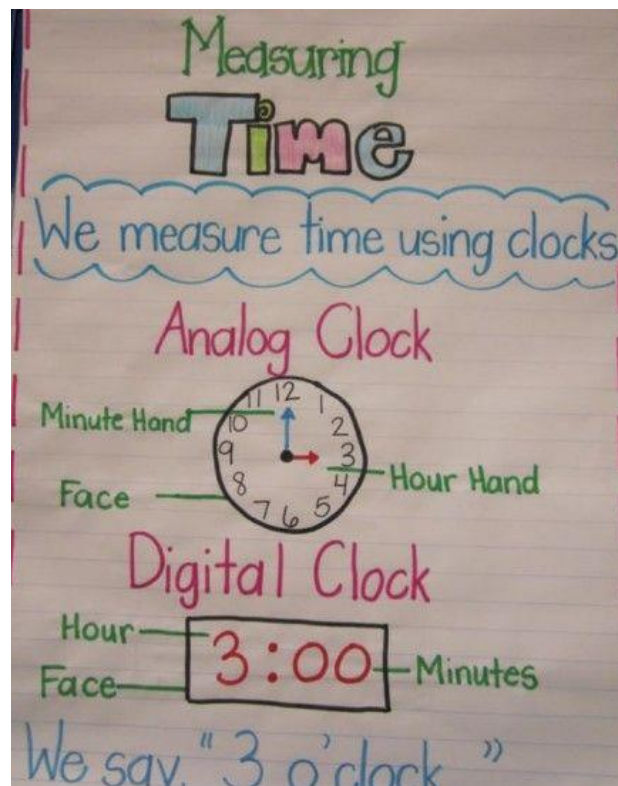
BCCS-B **College:** _____

Parent Signature: _____
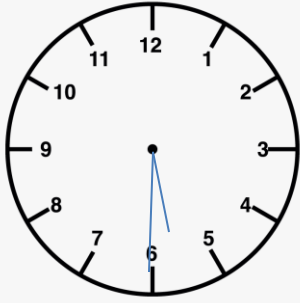(Parent signature is proof that parent reviewed work with scholar)

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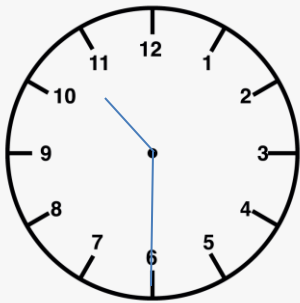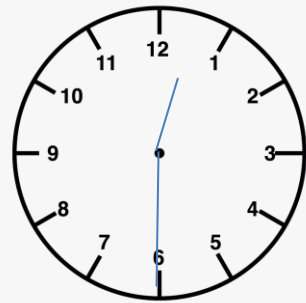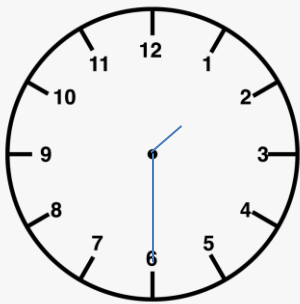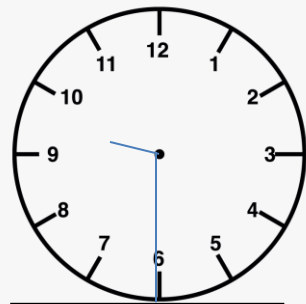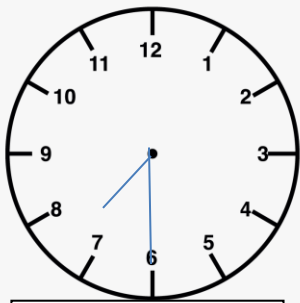
Directions: Tell the time by the half hour.

5:30
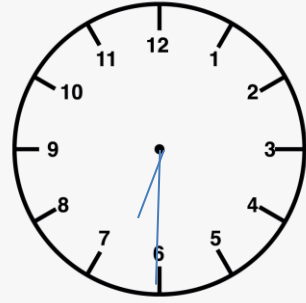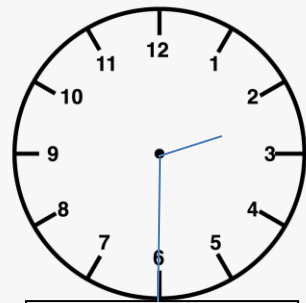
Level Up: How do you show 12:00 on a clock?

_____

_____

_____

_____

_____

_____

_____
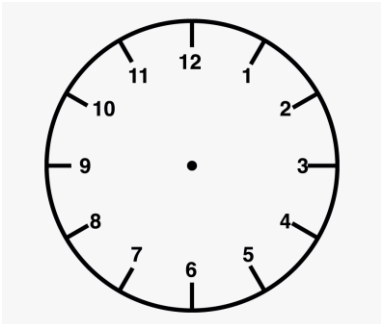
Directions: Imagine you are the teacher of your own classroom. What would your class schedule look like?

My _____ Schedule

Teacher Example:

Class	Time
ELA	8:00am-9:00am
Dance Break	9:05am-9:15am
Math	9:20am-10:20am
Writing	10:30am-11:00am
Lunch/Recess	11:05am-12:05pm
Science	12:10pm-12:45pm
PE	12:50pm-1:30pm
Snack	1:40pm-2:00pm
Homework Help	2:05pm-2:30pm
Dismissal	2:40pm

Name: _____ **Date: Friday, May 15, 2020**

BCCS-B **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)
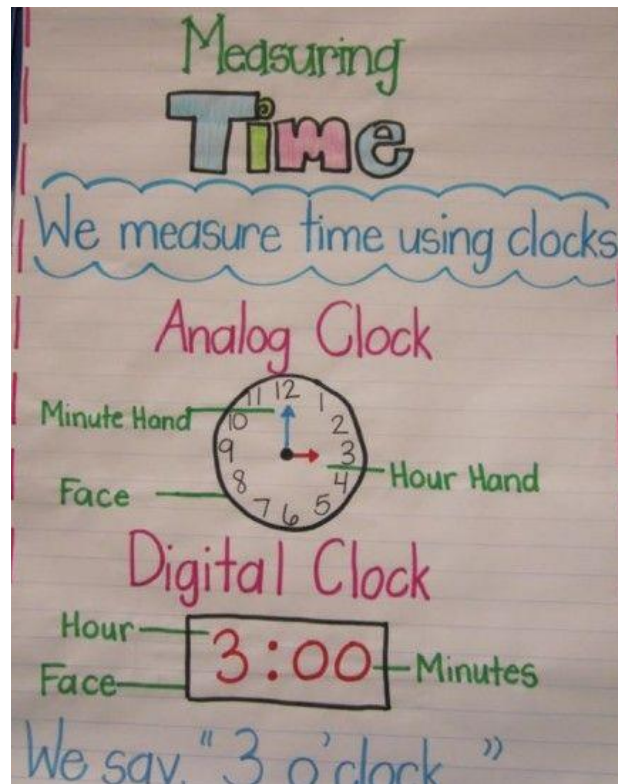
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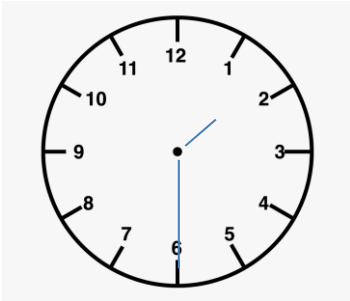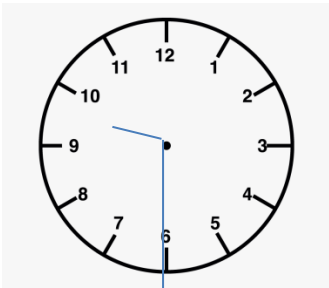
Directions: Draw a line from analog clock to the digital clock with the same time.
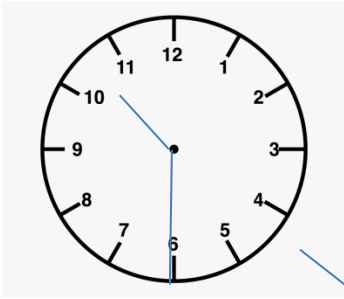
7:30

12:30

10:30
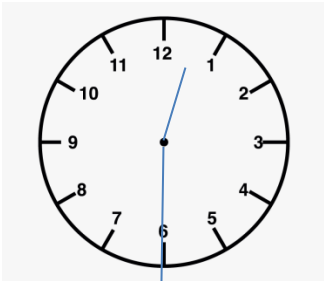
1:30
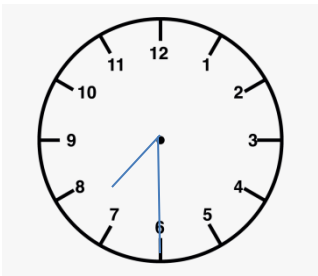
9:30
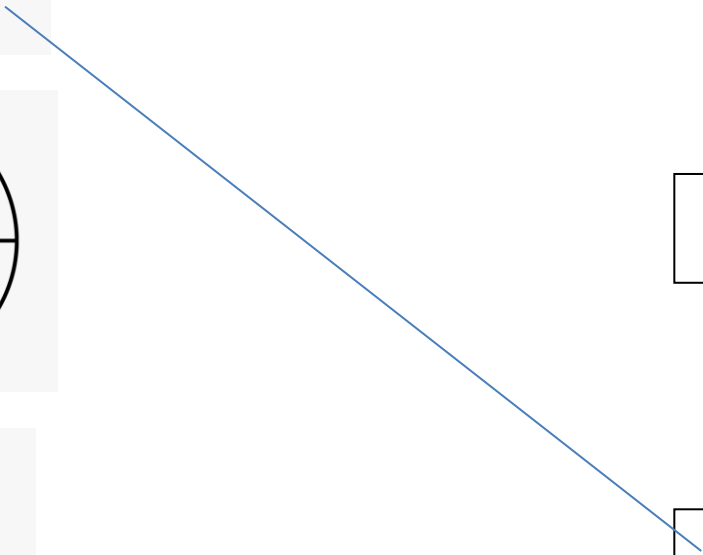
Directions: Read each prompt and choose the best time for the activity and draw a picture to match .

1. I eat breakfast.
    a. 8:00am
    b. 3:00pm
    c. 12:00am

2. I go outside.
    a. 3:00am
    b. 1:00pm
    c. 11:00pm

3. I have lunch
    a. 7:00am
    b. 10:00am
    c. 12:00pm

4. I get ready for bed.
    a. 7:00pm
    b. 6:00am
    c. 1:00am

5. I get home from school.
    a. 5:00am
    b. 3:00pm
    c. 12:00am

First Grade Math Remote Learning Scope and Sequence
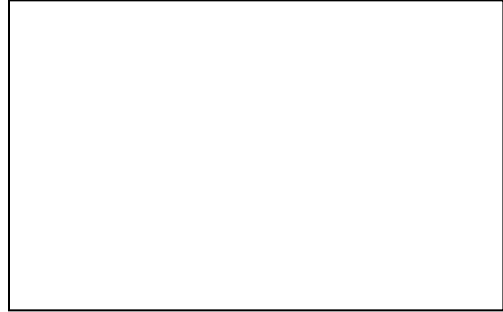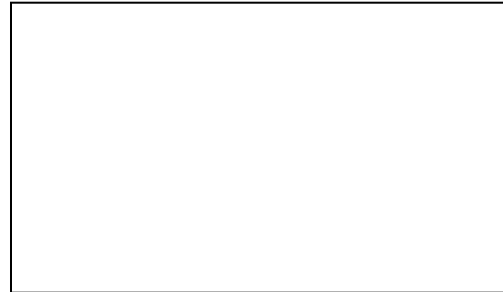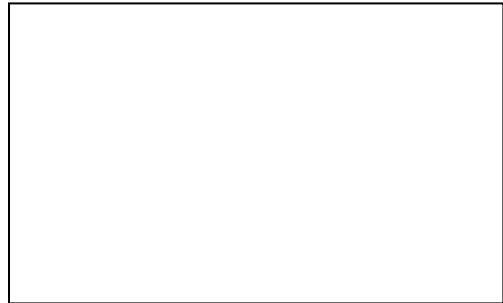## Week 8
May 18th- May 22nd

Date	Standards	Description of Packet Work	Supplemental Online Support
5-18	1.G.A2 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Identify the 2D shapess that are described. Complete the shape hunt in your house or in your backyard.	https://www.youtube.com/watch?v=beTDz9HSNOM This video is about 2D shapes.
5-19	1.G.A2 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Complete the vocabulary worksheet. Use 2D shapes to build pictures.	https://www.youtube.com/watch?v=beTDz9HSNOM This video is about 2D shapes.
5-20	1.G.A2 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Complete the 3D shape hunt in your house or in your backyard.	https://www.youtube.com/watch?v=zPZegz690Mg This video is about 3D shapes.
5-21	1.G.A2 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	. Match the picture to the correct shape. Use 3D shapes to create a picture	https://www.youtube.com/watch?v=beTDz9HSNOM This video is about 2D shapes.
5-22	1.G.A2 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Sort the shapes. If you don't have scissors, try to draw them. Use 2D shapes to create picture.	https://www.youtube.com/watch?v=beTDz9HSNOM This video is about 2D shapes.

Name: _____   **Date: <u>Monday, May 18, 2020</u>**
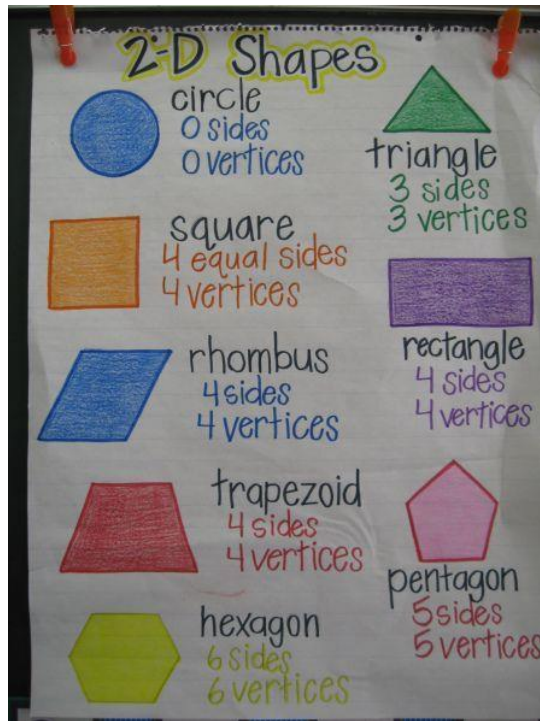

BCCS-B   **College: _____**

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.G.A2 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Directions: Go around your house and see how many different shapes you can find and write them down. (Ex: I found a plate, which is a circle)
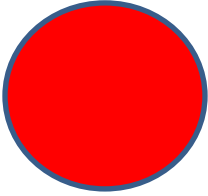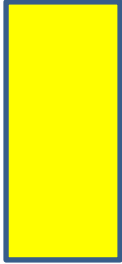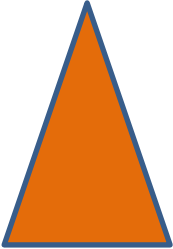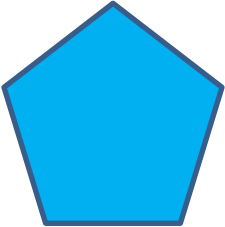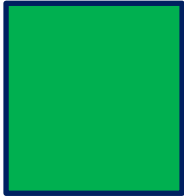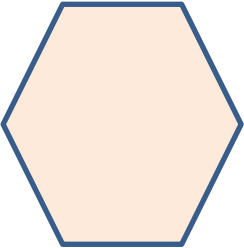
| Rectangle | Square | Circle | Triangle | Hexagon | Trapezoid | Rhombus |
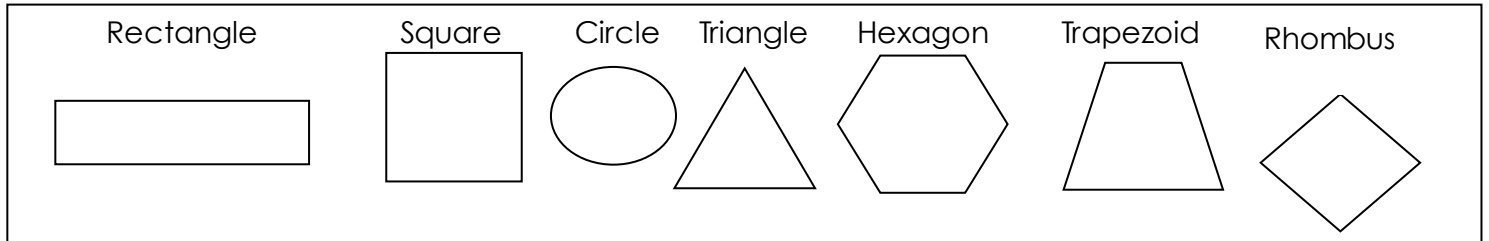
1. I found _____ triangles.

2. I found _____ squares.

3. I found _____ circles.

4. I found _____ rectangles.

5. I found _____ hexagons.

6. I found _____ trapezoids.

7. I found _____ rhombuses.

Directions:

Trace each shape and label the shape with its name.

circle	triangle	square
hexagon	rectangle	pentagon

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

Level Up: Can you draw a 7 sided shape?

Name: _____   **Date:** <u>Tuesday, May 19, 2020</u>

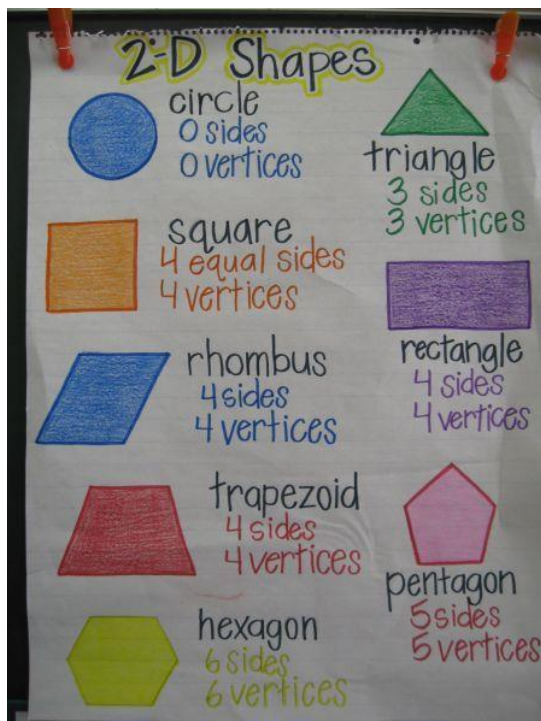**BCCS-B**   **College:** _____

Parent Signature: _____
<center>(Parent signature is proof that parent reviewed work with scholar)</center>

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1. GA. 2Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
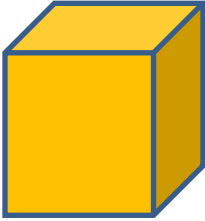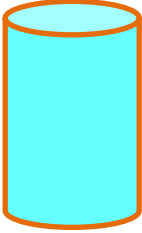
Directions: Trace each solid figure and label the shape with its name.

sphere	cylinder	cube
cone	pyramid	rectangular prism

7.

_____

8.

_____

9.

_____

10

_____

11.

_____

12.

_____

Level Up: Where can you find a cone?

Directions: Use the word bank to solve these riddles. Use your anchor chart to help you.
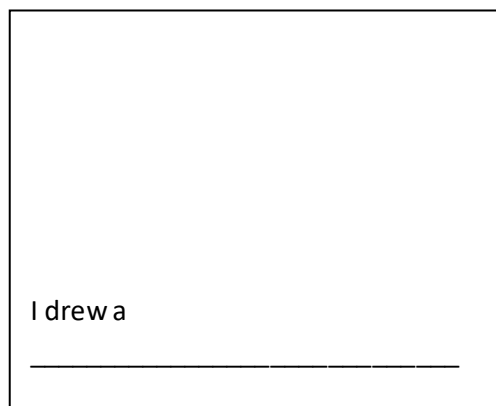
Word Bank					
Rectangle	Rhombus	Hexagon	Square	Triangle	Circle

1. A _____ has 3 sides.

2. Draw 2 shapes that have 4 sides.

3. This shape has no sides. _____

4. What shape looks like a diamond?

   _____

5. Draw a shape with 6 sides.

   I drew a

   _____

Name: _____ **Date: <u>Wednesday, May 20, 2020</u>**

BCCS-B **College: _____**


Parent Signature:_____
          (Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.GA.2 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Directions: Take 30 minutes and go on a hunt for cylinders, rectangular prisms, pyramids, spheres, cubes and cones. Draw and label a picture of objects that you see that are the same shape.

Cylinders	Rectangular Prisms	Cubes
Cones	**Spheres**	**Pyramid**

Name: _____ **Date: <u>Thursday, May 21, 2020</u>**

BCCS-B **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.GA.2 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Directions: Match the 3D shape with the correct household item.
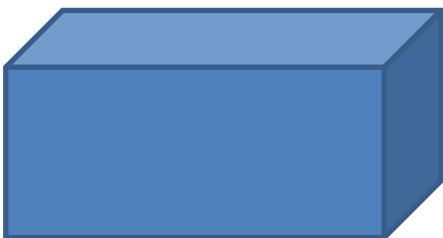
Directions: Use 3D shapes ONLY to create a picture. At the bottom, tell me which shapes you used.

I used

_____

_____

Name: _____ **Date: <u>Friday, May 22, 2020</u>**

BCCS-B **College:** _____

Parent Signature: _____
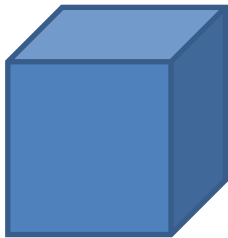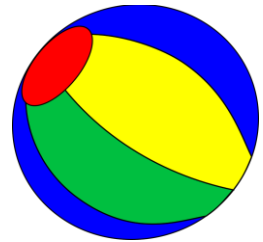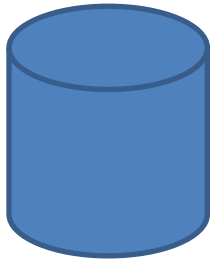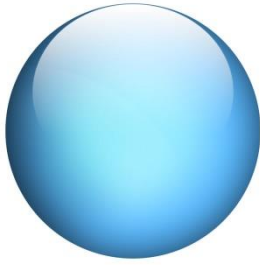(Parent signature is proof that parent reviewed work with scholar)

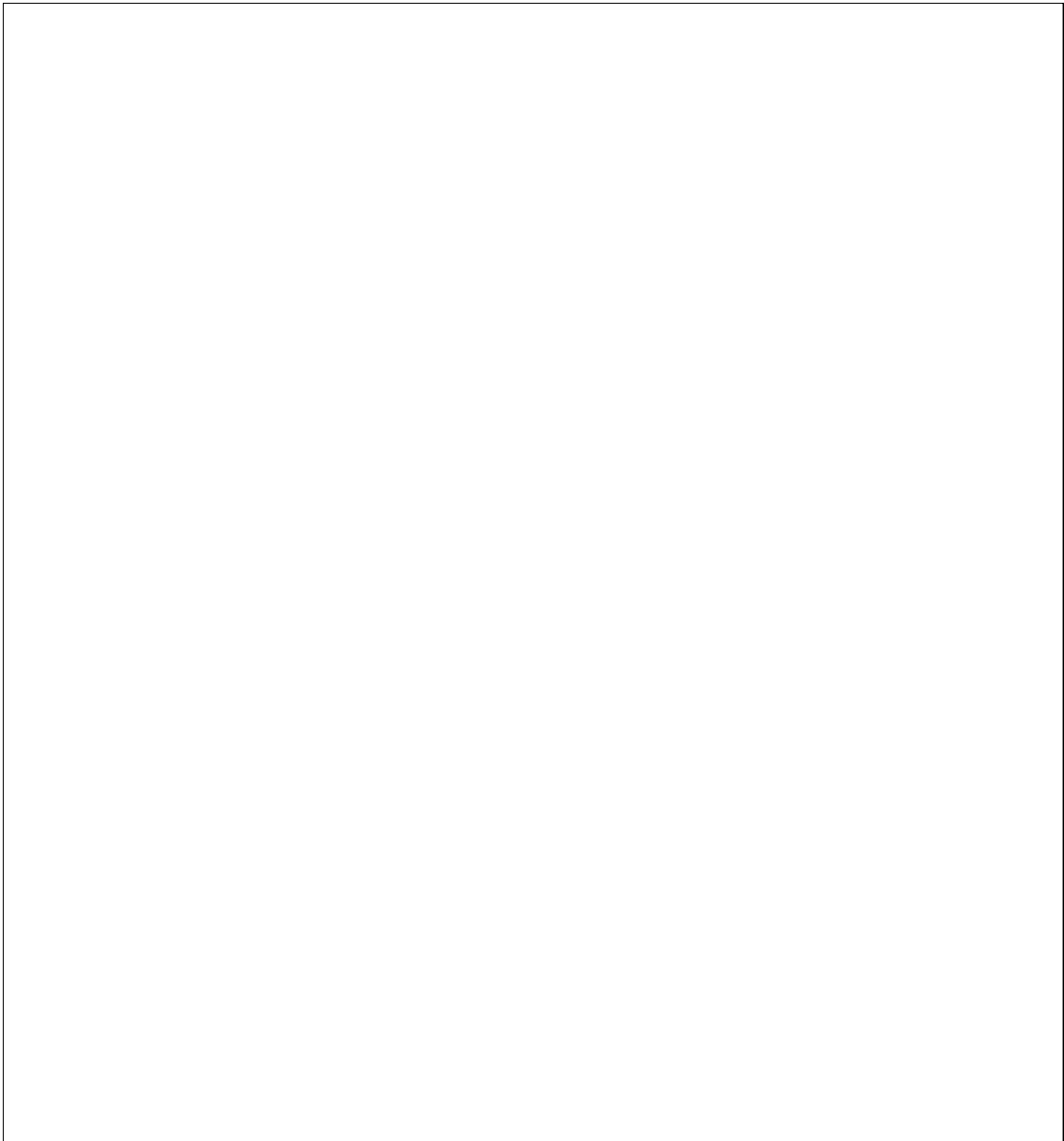| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.GA.2 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Directions: Use 2D shapes ONLY to create a picture. At the bottom, tell me which shapes you used.
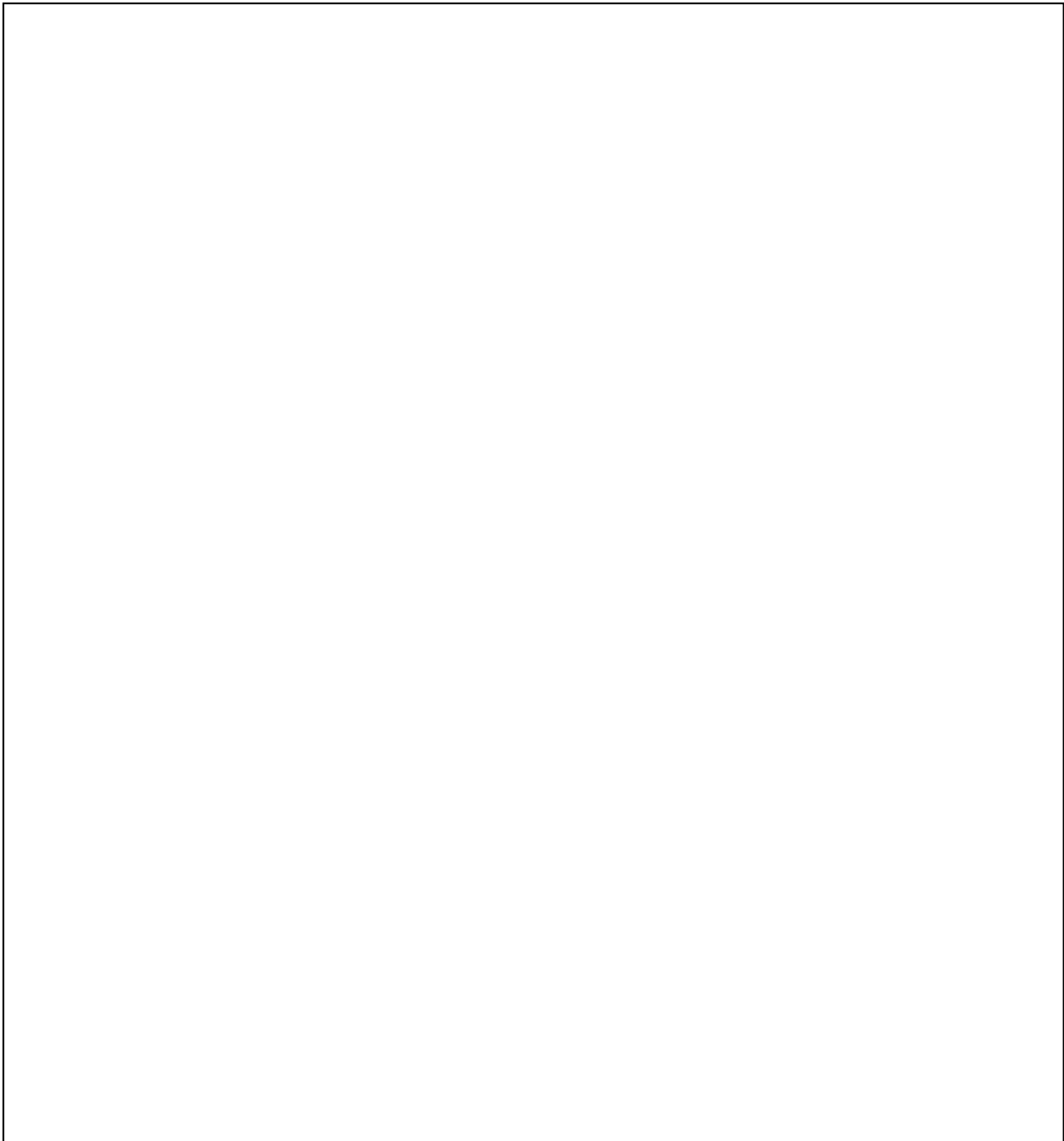
I used

_____

_____

First Grade Math Remote Learning Scope and Sequence
Week 9
May 25th- May 29th

Date	Standards	Description of Packet Work	Supplemental Online Support
5-25	1.MD. 1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Which object is longer? Which object is shortert? Draw an object that is longer shorter	www.youtube.com/watch?v=zsv7bYSrzMU this is a video about measurement
5-26	1.MD. 1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Order the lengths from shortest to longest	https://www.youtube.com/watch?v=X_97AO2SkGU This video talks about longer and shorter.
5-27	1.MD. 1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Use a non standard tool to measure objects in your house	https://www.youtube.com/watch?v=fPEcTmySUIs This is Sid the Science Kid with non-standard units of measurement
5-28	1.MD. 1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Find and draw an object longer or shorter" worksheet	https://www.youtube.com/watch?v=X_97AO2SkGU This video talks about longer and shorter.
5-29	1.MD. 1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Solve the word problems about measurement.	www.youtube.com/watch?v=zsv7bYSrzMU this is a video about measurement

Name: _____   **Date:** <u>Monday, May 25, 2020</u>
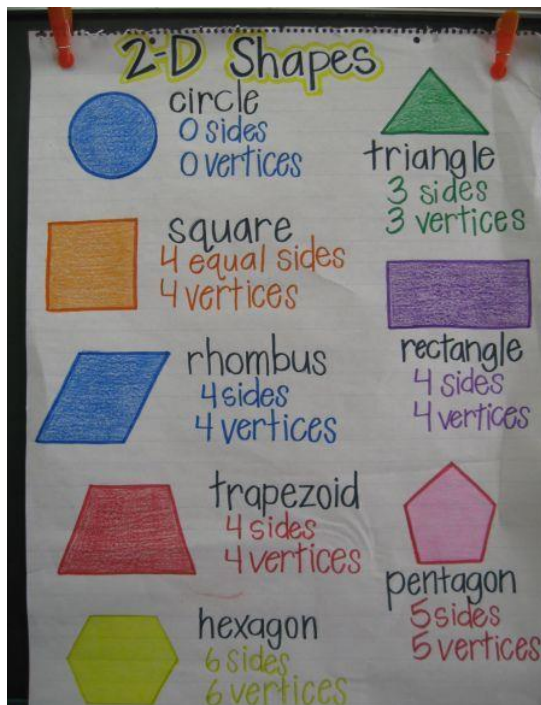
BCCS-B   **College:** _____

Parent Signature: _____
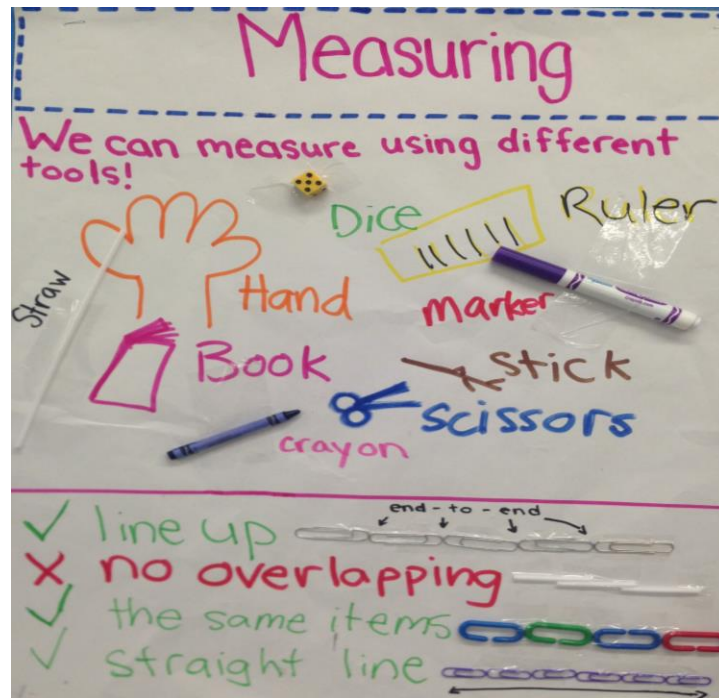(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.MD. 1 Order three objects by length; compare the lengths of two objects indirectly by using a third object

Directions: Look at the two objects in the box. Follow the directions in each box and circle the correct answer. Then write it as a complete sentence.
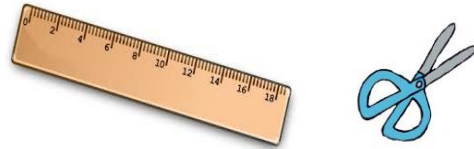
Teacher Model Which object is longer?	Which object is longer?

The bus is longer than the backpack.

_____

_____

Which object is shorter?	Which object is longer?

_____   _____

_____   _____

Which object is longer?

Which object is longer?

yellow

white

_____

_____

_____

_____

Which object is shorter?

Which object is longer?

SCHOOL BUS

_____

_____

_____

_____
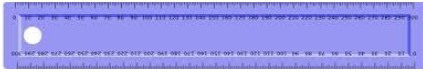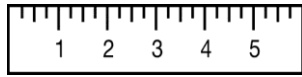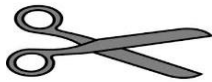
Directions: Draw an object that is longer and shorter than the given object and label it.

shorter

Longer
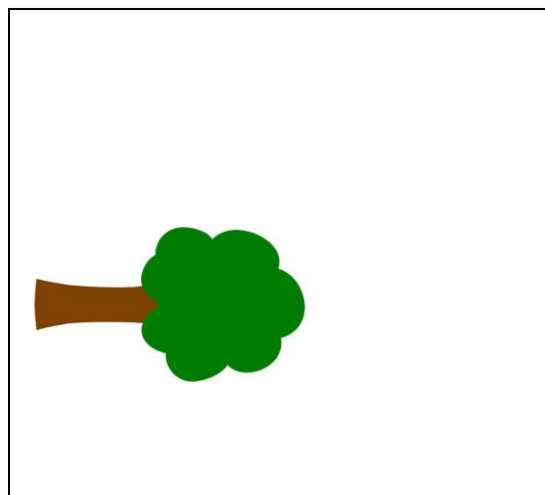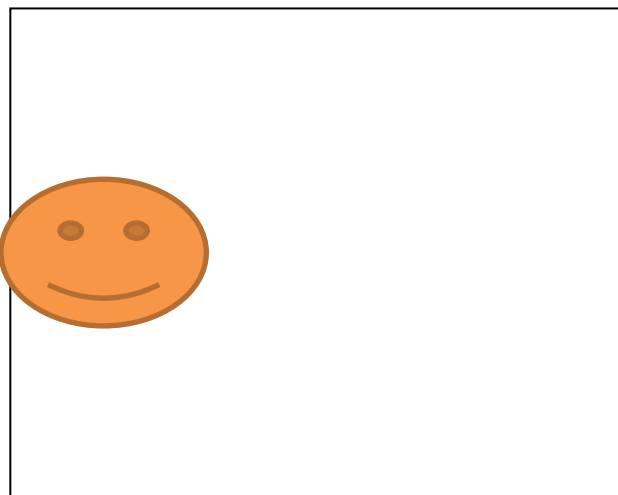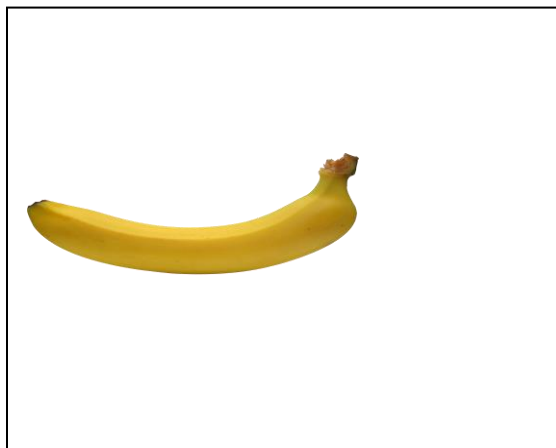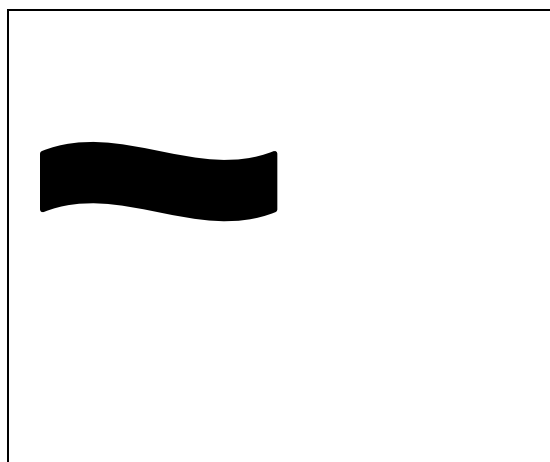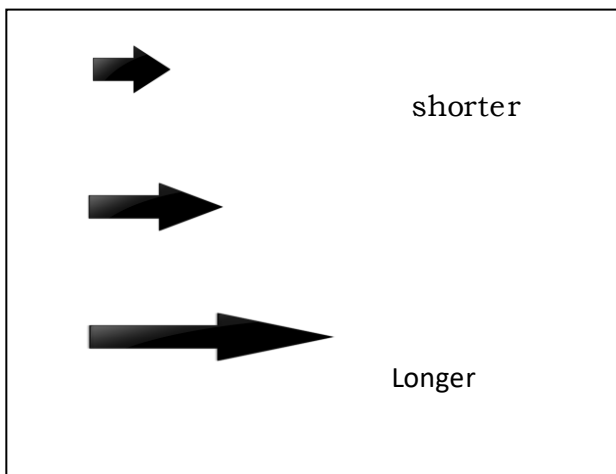
Name: _____ **Date:** <u>Tuesday, May 26, 2020</u>
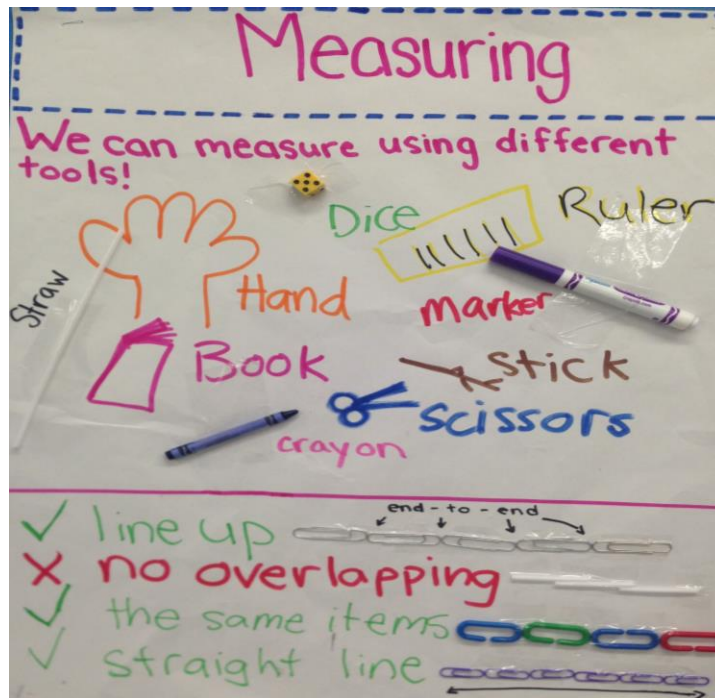
BCCS-B **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.MD. 1 Order three objects by length; compare the lengths of two objects indirectly by using a third object

Directions: Look at the three objects in the box. Order the objects from shortest to longest. (1- Shortest, 3-Longest)

Example:

1

2

4

_____

_____

_____

yellow   _____

yellow   _____

yellow   _____

_____

_____

_____
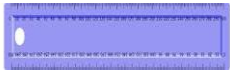
Level Up

Draw a crayon that would be the longest.

Directions: Look at the three objects in the box. Under each object order then from shortest to tallest. (1- Shortest, 3-Tallest)
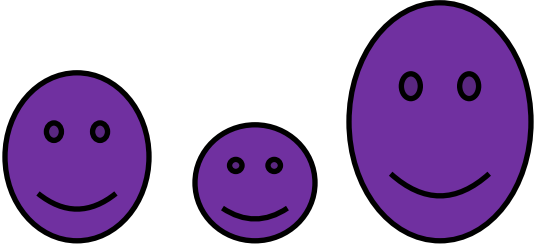
_____   _____   _____

_____   _____   _____

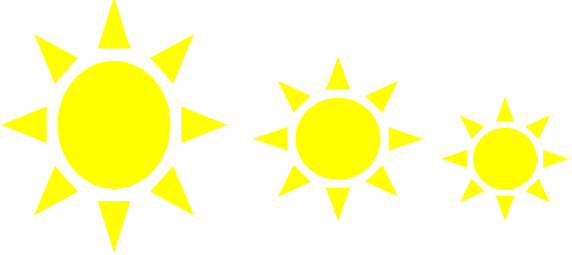_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____
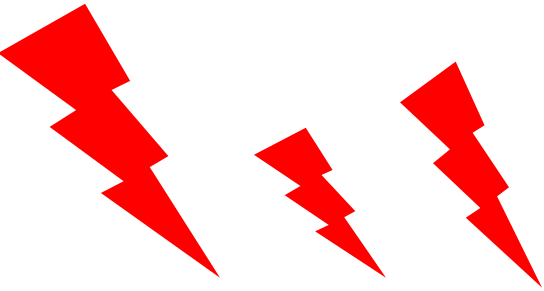
Name: _____ **Date:** <u>Wednesday, May 27, 2020</u>
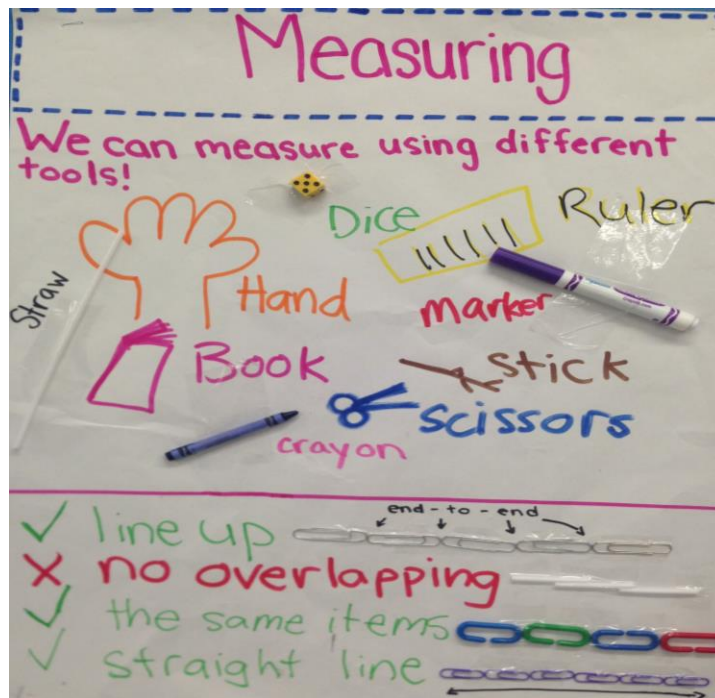
BCCS-B **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Directions: Use a non-standard unit of measurement (Cheerios, paper clips, erasers, pennies, etc.) around your house to measure the following objects.

My non-standard object is

_____

1. Pencil _____
2. Door _____
3. Fork _____
4. Toothbrush _____
5. Piece of Fruit/vegetable

   _____

Level Up

Now choose your own object to measure:

_____

_____

_____

Name: _____   **Date: <u>Thursday, May 28, 2020</u>**

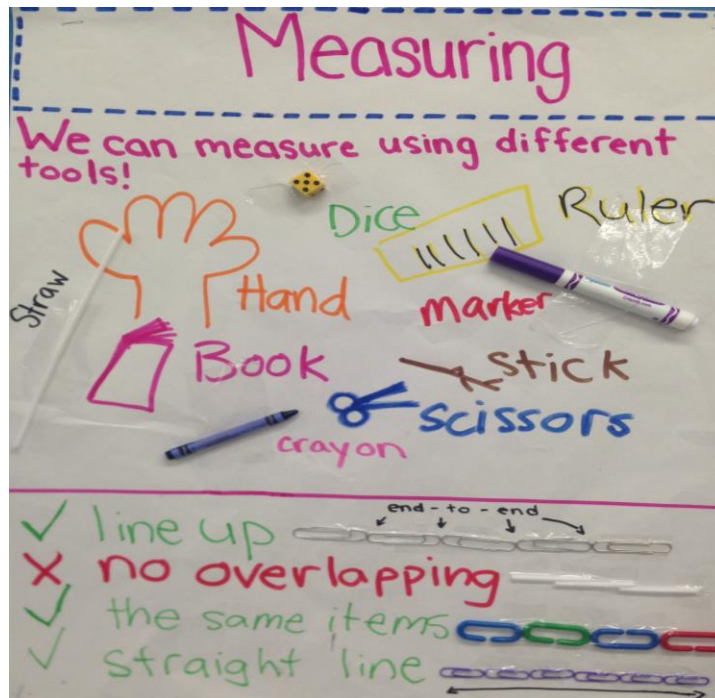**BCCS-B**   **College: _____**

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.MD. 1 Order three objects by length; compare the lengths of two objects indirectly by using a third object

Directions: Count the centimeter cubes and fill in the blanks. Answer the questions that following
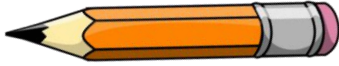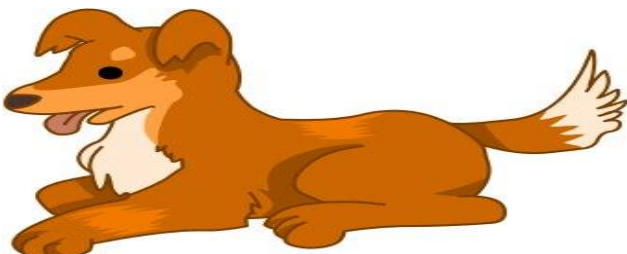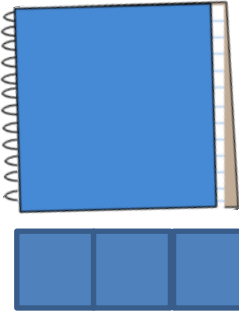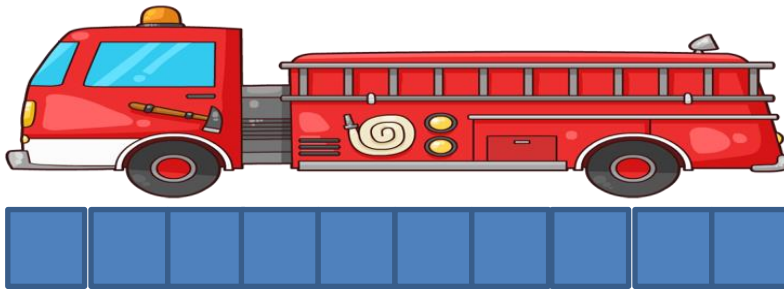
4 centimeter cubes

_____ centimeter cubes

_____ centimeter cubes

_____ centimeter cubes

_____ centimeter cubes

_____ centimeter

cubes

1. Which object is the longest? _____

2. Which object is the shortest? _____

3. What's the difference between the shortest and longest object?_____

4. What's the difference between the dog and apple? _____

5. What's the difference between the fire truck and notepad? _____

Level Up: What's the total length of all objects?

Name: _____ **Date: <u>Friday, May 29, 2020</u>**
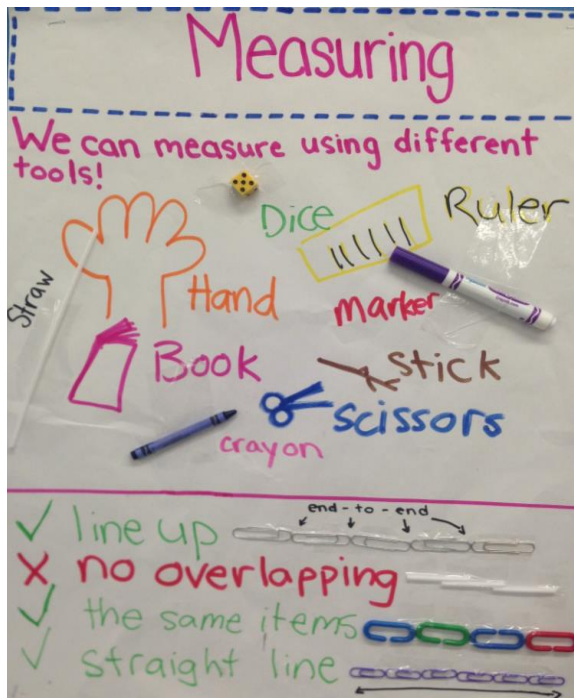

BCCS-B **College: _____**

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Common Core Standards and Skills:

1.MD. 1 Order three objects by length; compare the lengths of two objects indirectly by using a third object

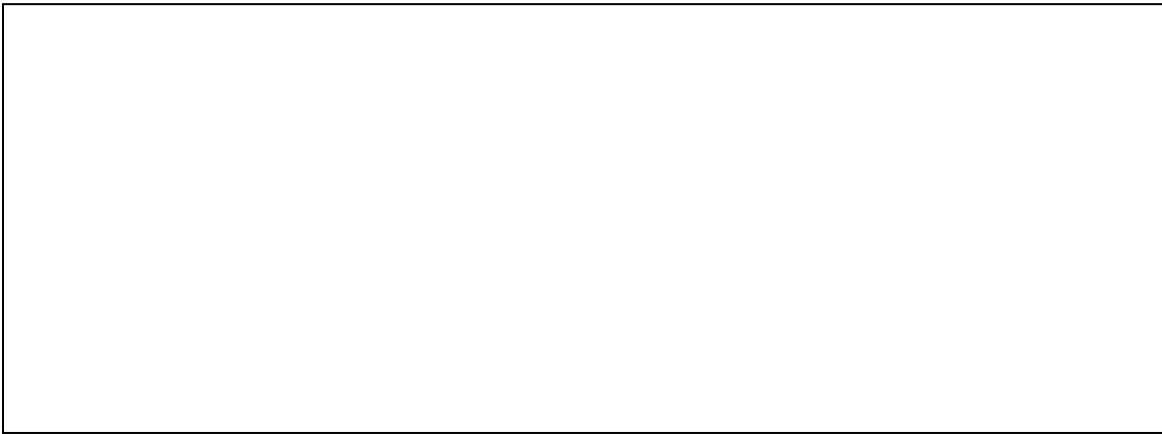**Directions**: Use RDW to solve these measurement problems.
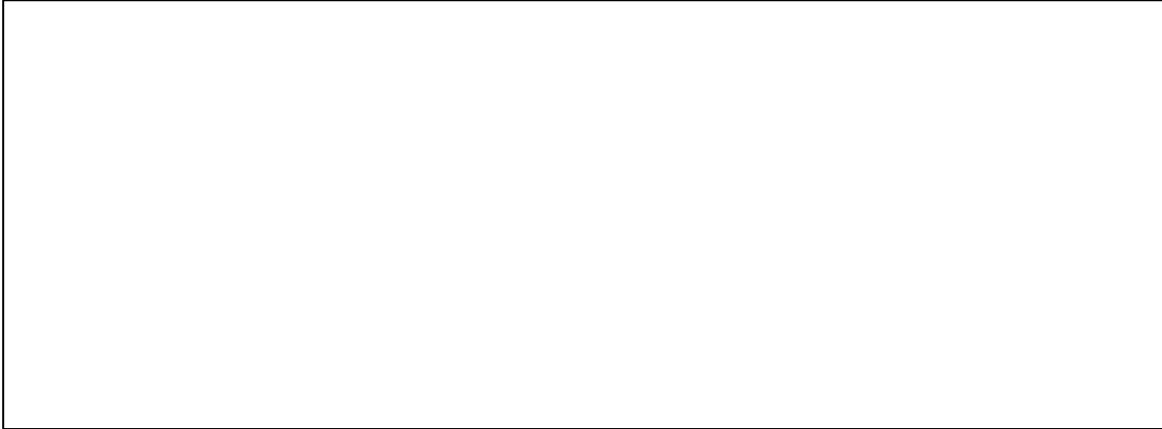
Julia's lollipop is 15 centimeters long. She measured the lollipop with 9 red centimeter cubes and some blue centimeter cubes. How many centimeter cubes did she use?

There are three friends: Tom, Kevin, and Jake. Kevin is taller than Jake. Jake is shortest. What does that tell you about Tom?

Mike has two friends named Jim and Lee. Lee is the shortest and Mike is taller than Jim. Order the boys from tallest to shortest.

Bill's pencil is 10 centimeters long. He sharpened it. Now it is 7 centimeters long. How many centimeters did he sharpen off?

Level Up: Create your own word problem.