



Norfolk Public Schools
The cornerstone of a proudly diverse community

Learning in Place



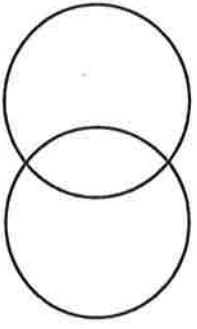
First Grade

Student Name

Social Studies Learning in Place Plans

Grade 1 Week 1

Textbook Access: <https://student.efiveponds.com/> **Username:** NorfolkS **Password:** 23510S

Monday March 23	Tuesday March 24	Wednesday March 25	Thursday March 26	Friday March 27
Audio version of textbook available online. Read the title on pg 74 of your textbook. Look at the pictures on pg 74. Make a prediction: Why is Arthur Ashe famous? Write down your prediction on a piece of paper.	Audio version of textbook available online. Read the title on pg 75 of your textbook. A sports hero is someone who is famous for playing a sport. A role model is someone you look up to because they make good choices and are a good citizen. People feel Arthur Ashe is a sports hero and a role model. Write 3-4 sentences about someone you look up to and think is a role model. Describe what they do to make good choices and be a good citizen.	Audio version of textbook available online. Look at the picture of Arthur Ashe on pg 75. What is Arthur Ashe holding in his picture? When do people earn trophies? Look at the statue of Arthur Ashe. What is holding? Why do you think children are around him? Read page 75 to find out why Arthur Ashe is holding a tennis racket and a trophy. After reading write a sentence that tells us why he is holding a tennis racket and a trophy.	Audio version of textbook available online. You have learned about two famous Virginians. Maggie Walker and Arthur Ashe. Look at the chart on page 76. Notice there are questions on the side of the chart. These questions help you understand the information in the chart. After reading the chart, answer the following questions on a piece of paper. 1) Who would you like to interview? 2) What question do you want to ask them?	Audio version of textbook available online. Use the chart on pg 76 of your textbook to help you make a Venn Diagram and compare and contrast Maggie Lena Walker and Arthur Ashe.  Remember what they have in common goes in the center of the two circles.

Social Studies Learning in Place Plans

Grade 1 Week 2

Textbook Access: <https://student.efiveponds.com/> **Username:** NorfolkS **Password:** 23510S

Monday March 30	Tuesday March 31	Wednesday April 1	Thursday April 2	Friday April 3												
Audio version of textbook available online. Look at the title on pg 98 of your textbook. What are some things you must have? Read pg 98 to find out if they talk about the same things you said. Answer the following questions on a sheet of paper. 1) What are wants? 2) What do we need to stay alive? 3) Sometimes we want things that are fun to have. What are some things you want that are fun to have?	Audio version of textbook available online. Today we are going to read about a type of wants. Read the top of pg 99. Answer the following questions on a sheet of paper. 1) What is the definition of goods? 2) List examples of goods the author shared. 3) Can you think of another good? Draw and label a picture of a good you would like to have.	Audio version of textbook available online. One type of wants is a good. Today we learn about another type of want. Read the bottom of pg 99. Answer the following questions on a piece of paper. 1) What is the definition of services? 2) Look at the pictures and captions. What are examples of people who do a service? 3) Can you think of another service that people do to help others? Draw and label a picture of a service that you are interested in.	Copy this chart on a piece of paper. Complete the chart by listing the services the following people would provide. <table><tr><td>Teacher</td><td></td></tr><tr><td>Chef</td><td></td></tr><tr><td>Doctor</td><td></td></tr><tr><td>Firefighter</td><td></td></tr></table>	Teacher		Chef		Doctor		Firefighter		Copy this chart on a piece of paper. <table><tr><td>Goods</td><td>Services</td></tr><tr><td></td><td></td></tr></table> Cut out the boxes on the Sorting Goods and Services Reproducible 95. Glue the items under the correct column.	Goods	Services		
Teacher																
Chef																
Doctor																
Firefighter																
Goods	Services															

Social Studies Learning in Place Plans

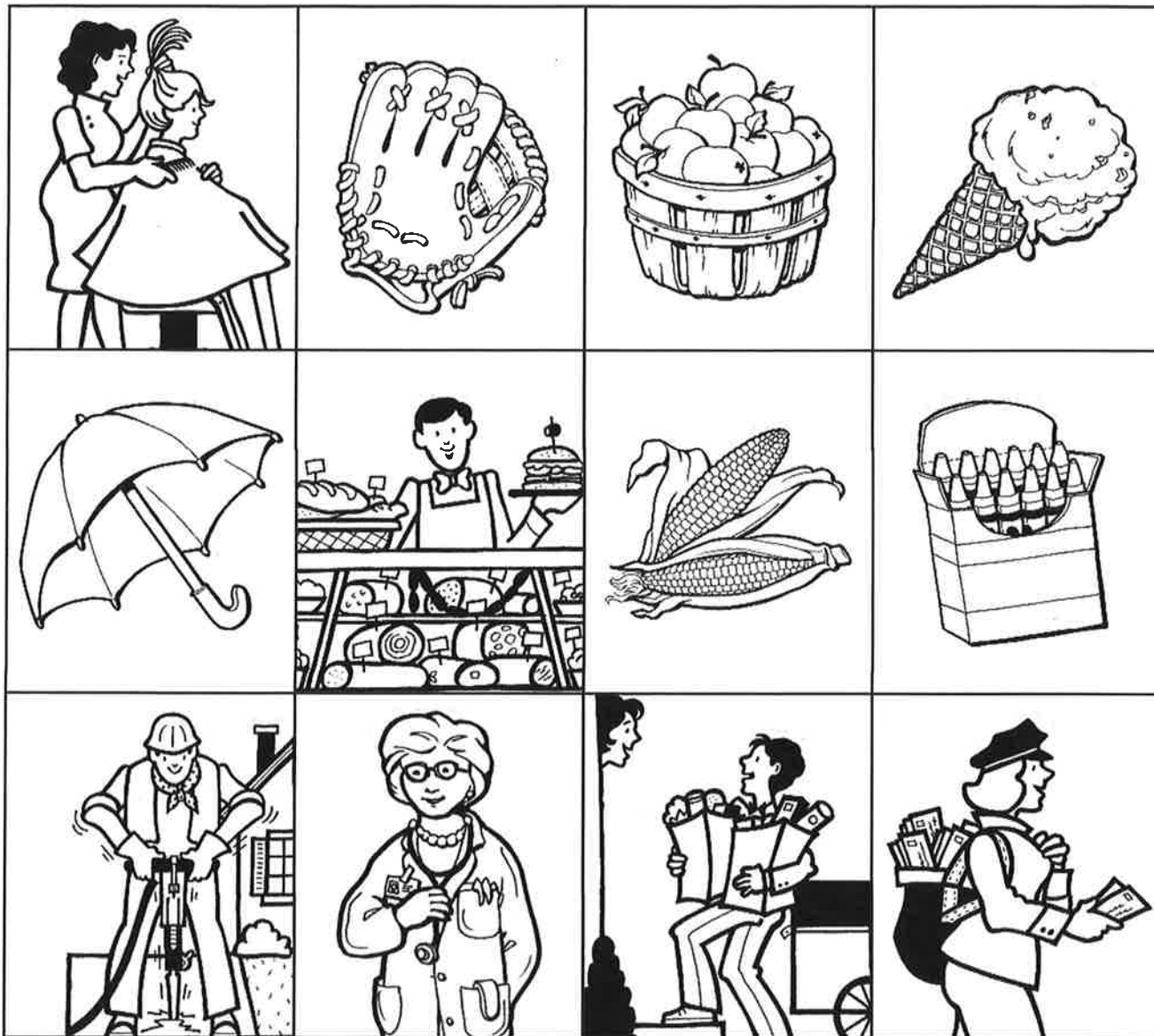
Grade 1 Week 3

Textbook Access: <https://student.efivepounds.com/> **Username:** NorfolkS **Password:** 23510S

Monday April 6	Tuesday April 7	Wednesday April 8	Thursday April 9	Friday April 10				
Audio version of textbook available online. Look at the title and the word Consumers on pg 100 of your textbook. Look at the image of the boy. What is he doing? Make a prediction on what you think the text will be about. Read pg 100. Answer the following questions on a sheet of paper. 1) What are consumers? 2) When are you a consumer?	Pretend you are going shopping. It can be at a grocery store or another store you like to go to. Draw and label at least 5 goods you would buy at the store. Write and complete this sentence at the bottom of your paper: My favorite good to buy is _____ because _____.	Audio version of textbook available online. Look at the picture on pg 101. What is the man doing? Read the small purple box and then read the rest of the page. Answer the following questions on a sheet of paper. 1) What is a producer? 2) What service is the man in the picture providing?	Most people are both consumers and producers. Think about a time your made a good or provided a service to someone. Draw a picture of you being a producer. Label the good or service you provided. Write and complete this sentence at the bottom of your paper: I was a producer when I _____.	Copy this chart on a piece of paper. <table><tr><td>Me as a Producer</td><td>Me as a Consumer</td></tr><tr><td>I am a producer when I _____.</td><td>I am a consumer when I _____.</td></tr></table> Draw and write about how you are a producer and consumer at school.	Me as a Producer	Me as a Consumer	I am a producer when I _____.	I am a consumer when I _____.
Me as a Producer	Me as a Consumer							
I am a producer when I _____.	I am a consumer when I _____.							

Sorting Goods and Services

DIRECTIONS: Cut out each box.
Glue them in the correct column of your construction paper.



NPS Learning in Place

Mathematics

Grade 1



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Missing Numbers	Fill in 110 Chart	Place Value Practice	Comparing Practice	Place Value Pictures
Week 2	Missing parts	Story problems and Number Sentences (Do 2 problems)	Story Problems (Do 2 problems)	Story problems (Do 4 Problems)	Kids on the Playground
Week 3	Picking Apples	Which Holds more?	Weight Hunt	How long is it?	Length Hunt

Students may need support to read the directions or content on the math pages.

Name _____

110 Chart–Missing Numbers

1		3		5	6	7	8	9	
11	12	13	14		16			19	20
		23	24		26	27	28	29	30
31	32		34	35	36		38	39	
		43		45	46	47	48		50
51	52		54	55	56		58	59	
	62		64		66	67	68	69	70
71		73	74	75			78	79	
	82		84		86	87	88	89	90
91	92	93	94	95	96		98		
	102		104		106	107	108	109	110

Name _____

110 Chart

[illegible]

Name _____

Place Value Practice

Cut the Number Digit cards apart.

- 1) Turn the Number Digit cards face down.
- 2) Pick up two cards.
- 3) Write a number on each line.
- 4) Answer the questions.

Example: 34

Write the number using words.

Thirty-four

What digit is in the tens place? 3

_____ Write the number using words. What digit is in the tens place?	_____ Write the number using words. What digit is in the tens place?
_____ Write the number using words. What digit is in the tens place?	_____ Write the number using words. What digit is in the tens place?

Name _____

Comparing Practice

- 1) Turn the Number Digit cards face down.
- 2) Pick up two cards.
- 3) Write the number.
- 4) Pick up two more cards.
- 5) Write the number.
- 6) Circle the greater number.
- 7) Repeat 5 times.

Example: 45

76

1)

2)

3)

4)

5)

Number Digit Cards

1

2

3

4

5

6

7

8

9

0

1

2

3

4

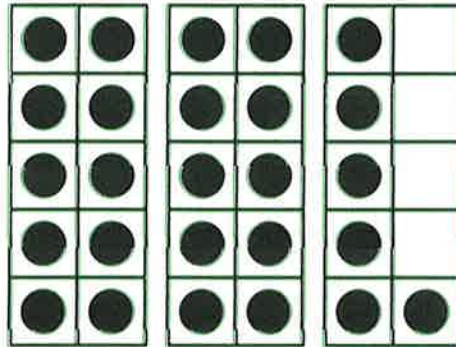
5

6

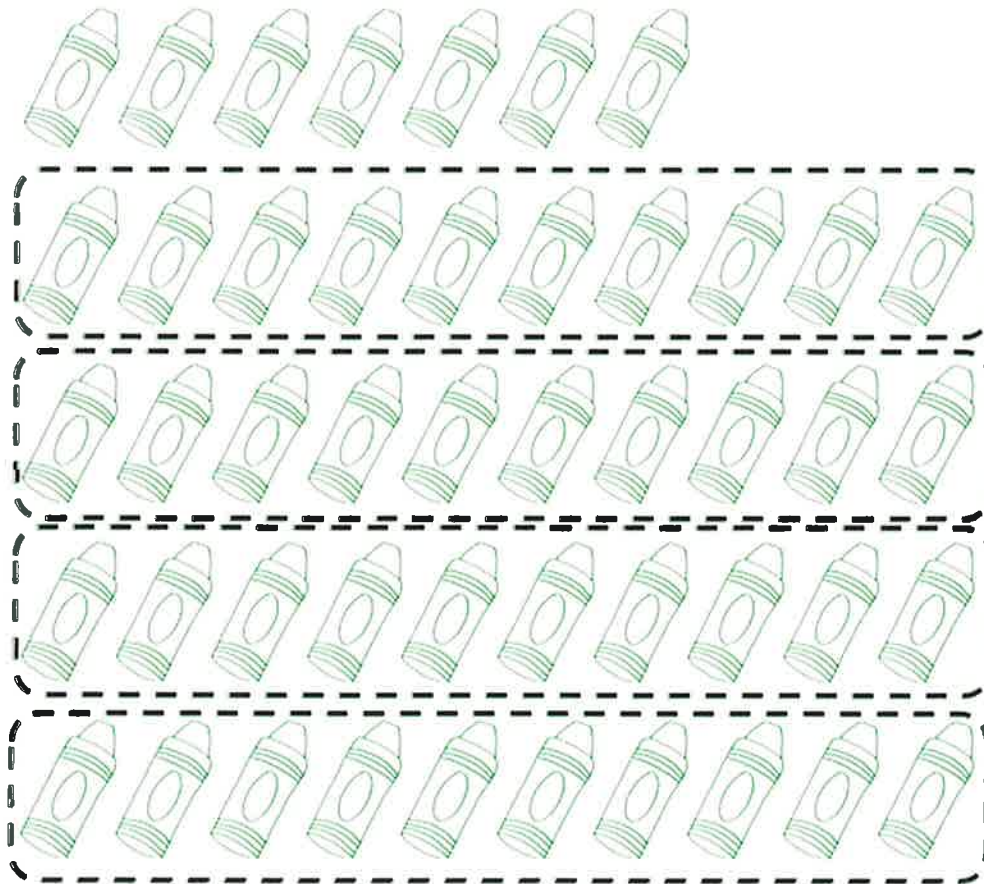
Name _____

Place Value with Pictures Practice

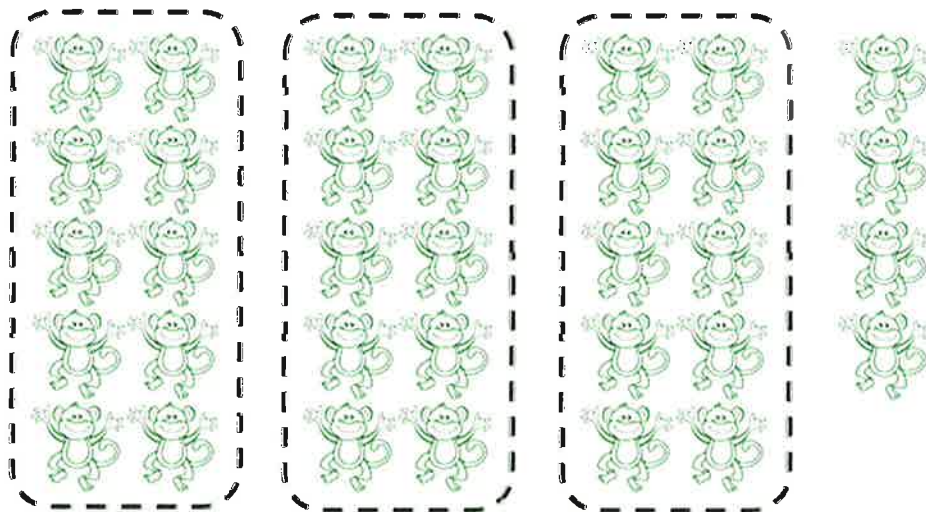
1. What number does the model show? _____



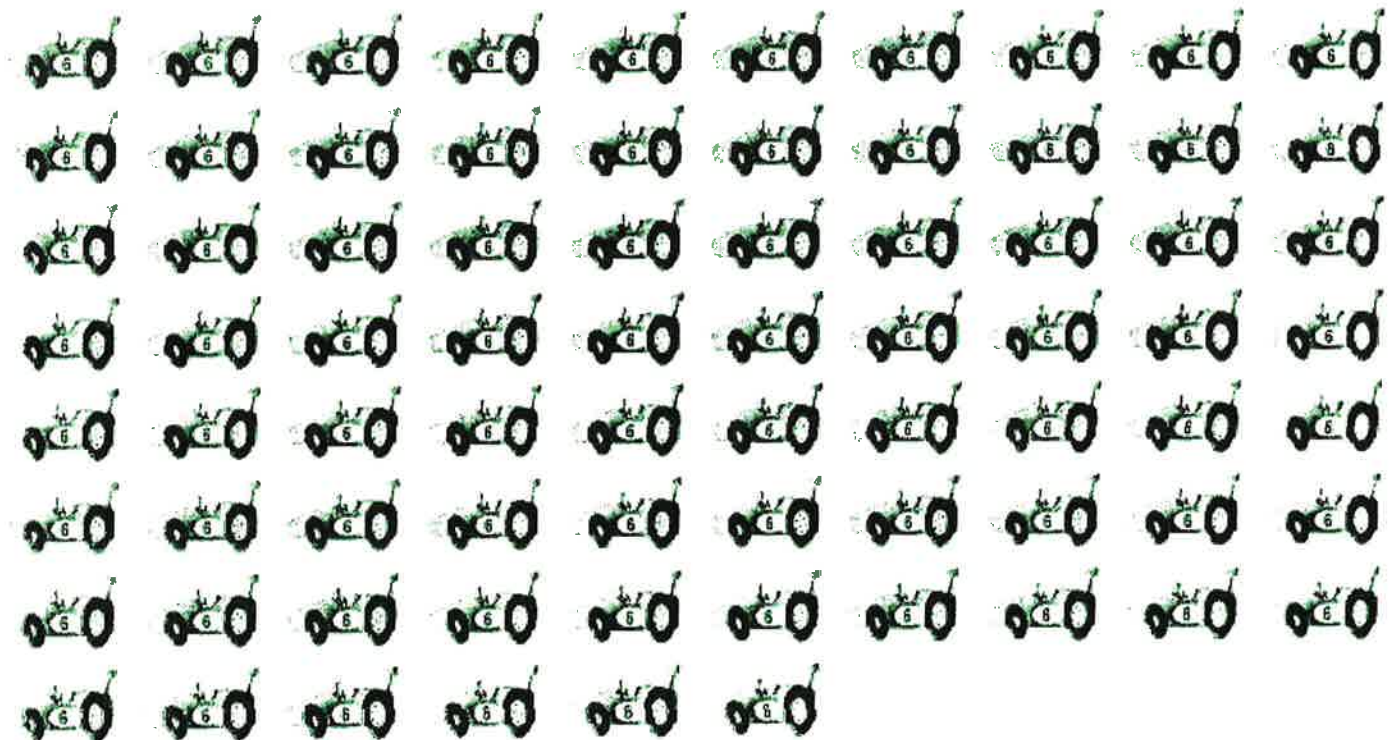
2. The crayons have been grouped by tens. What number does the model show? _____



3. What number does the model show? _____



4. Circle groups of 10. Then count and write how many total cars there are.



Name _____

Reteaching

5-4

Finding Missing Parts of 10

You can use a ten-frame to help you find missing parts of 10.

Draw the counters from the model in a ten-frame. This is the part you know.

To find the missing part, draw more counters to fill the frame.

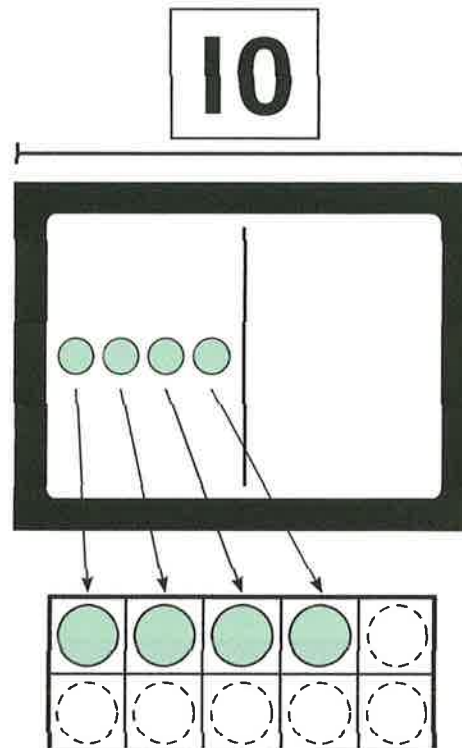
Write the numbers.

4

part I know

6

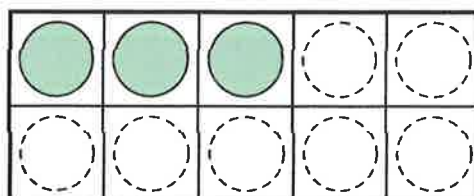
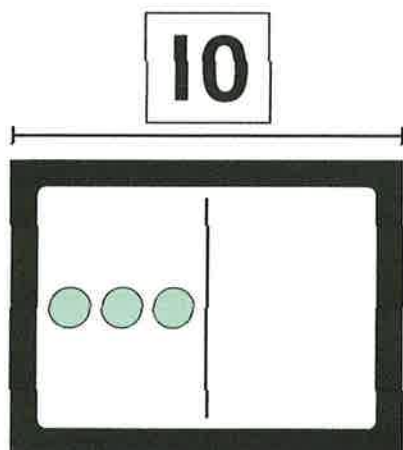
missing part



I. Look at the model.

Draw the missing part in the ten-frame.

Write the numbers.



part I know

missing part

Name _____

Practice

5-4

Finding Missing Parts of 10

Draw the missing part. Write the numbers.

1.



5

5

part I know

missing part

2.



part I know

missing part

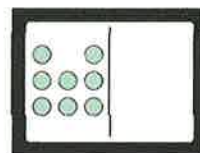
3.



part I know

missing part

4.



part I know

missing part

Algebra

Write the missing part.

5. $4 + \underline{\quad} = 10$

6. $1 + \underline{\quad} = 10$

Journal

Draw a picture to solve the problem.

7. There are 10 cars.

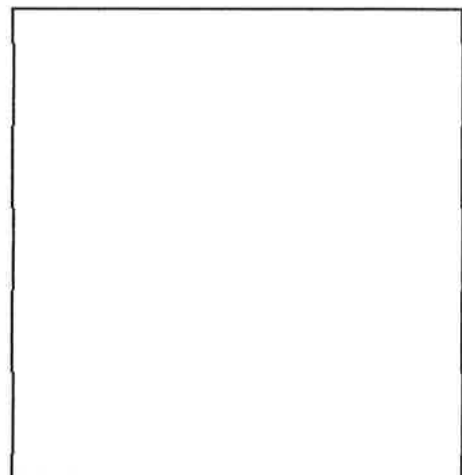
Some cars are inside the garage.

Draw some cars outside the garage.

Write the parts.

part I know

missing part



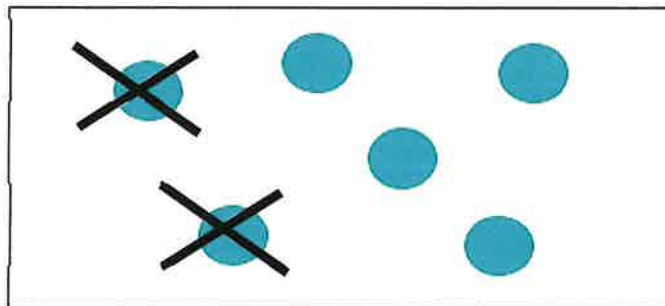
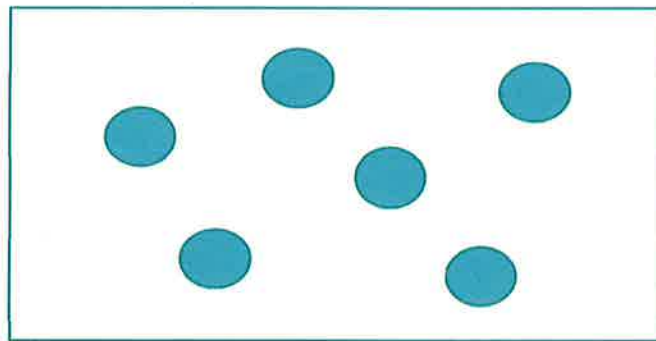
Practice 5-4

Name : _____

Story Problems and Numbers Sentences

Pictures and number sentences show how we solve problems.
There were 6 pieces of candy in the bag. Then I ate 2 pieces.

How many are left in the bag?



There are 4 pieces of candy left.

Number sentence: $6 - 2 = 4$

Try it!

Use pictures and numbers to show your thinking

There were 4 cats in the yard. Then 7 cats came to join them.
How many cats are in the yard now?

Number Sentence:

Ann had 6 marbles. Her mom gave her 7 more marbles. How
many does Ann have now?

Number sentence:

I picked up nine pencils from the floor. I put three of the
pencils in the pencil box. How many pencils did I have left in
my hand?

Lisa has 12 markers. Four of the markers are red, and the rest are blue. How many blue markers does Lisa have?

Number Sentence:

There are 11 pigs on the farm. 5 are eating corn and some are rolling in the mud. How many pigs are rolling in the mud?

Number Sentence:

Name _____

Write a story problem to match the number sentence.

Draw a picture to find the answer.

$$3 + 4 = \underline{\quad}$$

Problem: Three ducks were in the pond. Four swans came to the pond too. Now there are _____ animals in the pond.

Draw a picture:

Answer: $3 + 4 = \underline{\quad}$

$$5 + 6 = \underline{\quad}$$

Write a problem:

Draw a picture:

Answer: $5 + 6 = \underline{\quad}$

$$7 + 8 = \underline{\quad}$$

Write a problem:

Draw a picture:

Answer: $7 + 8 = \underline{\quad}$

$$9 + 11 = \underline{\quad}$$

Write a problem:

Draw a picture:

Answer: $9 + 11 = \underline{\quad}$

Name _____

Kids on the Playground

There are 10 children on the playground. How many could be boys?
How many could be girls? Explain your thinking using pictures,
numbers, and words.

Name _____

Date _____

Picking Apples

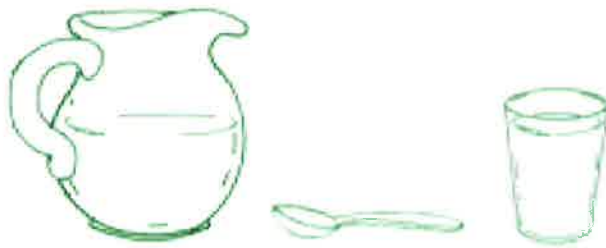
Tom put 15 apples in a bag. Some of the apples were red, and some were green.

- How many red apples could be in the bag?
- How many green apples could be in the bag?

Show what Tom's bag of apples might look like. Could it look a different way?

Name _____ Which one holds more?

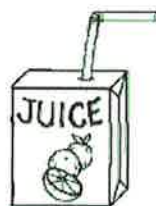
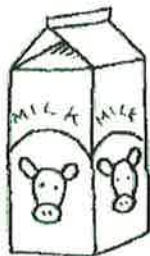
A large container will hold more than a small container. Look at these containers.



The pitcher
will hold the
most water.

The spoon
will hold the
least water.

Look at these containers. Circle which one you think will hold the most drink. Color the one that holds the least drink.

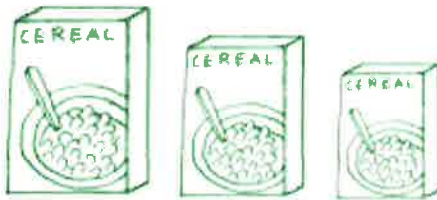


Practice

1. Circle the container you think holds the most.

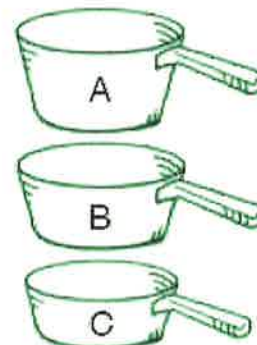


2. Circle the container you think holds the least.



3. Which sentence describes the pots?

- (A) A holds the least.
- (B) A holds the most.
- (C) B holds the most.
- (D) C holds the most.



Use the clues. Put the buckets in order.
Write the color names.

4. The green bucket holds more than the blue bucket.
The red bucket holds less than the blue bucket.

_____ holds the most

_____ holds the least

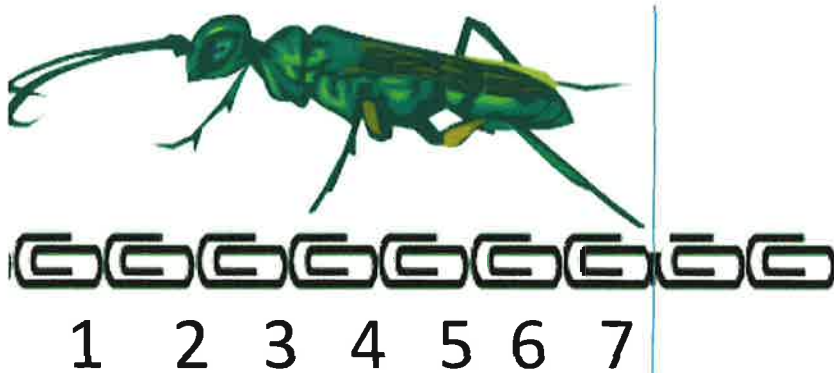
Name _____ Draw a picture and complete the sentence.

Weight Scavenger Hunt

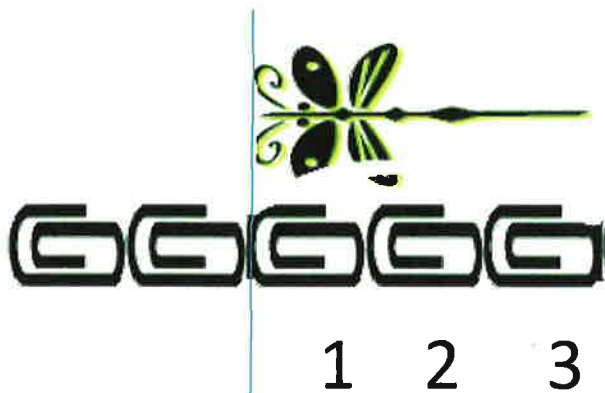
A _____ is heavier than me.	A _____ is lighter than me.	A _____ is about the same weight as me.

Name _____ How long is it?

Look at the grasshopper. It is 7 paperclips long.



Look at the dragon fly. It is 3 paperclips long.



Measure. Write the answer in the box.



The butterfly is clips long.



The bug is clips long.



The grass hopper is clips long.



The ant is clips long.

Name _____ Draw a picture and complete the sentence.

Length Scavenger Hunt

A _____ is taller than me.	A _____ is shorter than me.	A _____ is about the same length as me.

Norfolk Public Schools

Science Learning in Place Plan – Grade 1

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
First Grade Science Fusion Textbook Unit 4 Lesson 4				
Students will identify and record 5 things around the house that all light will pass through.	Students will identify and record 5 things around the house that some light will pass through.	Students will identify and record 5 things around the house that no light will pass through.	Students will draw and label one object that no light will pass through, one object that some light will pass through, and on object that all light will pass through.	In a paragraph, students will write 1 sentence about how light reacts to a window, 1 sentence about how light reacts to a pair of sunglasses, and 1 sentence about how light reacts to a brick wall.

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
First Grade Science Fusion Textbook Unit 1 Lessons and 3				
Your Senses pg. 4-5 ▪ Active Reading ▪ Question	Tools to Explore pg. 8-9 ▪ Active Reading ▪ Question	Skills to Help You Learn “Observe and Compare” pg. 18 ▪ Active Reading “Predict and Measure” pg. 19 ▪ Question	Skills to Help You Learn “Classify and Communicate” pg. 20 ▪ Question “Hypothesize and Plan an Investigation” pg. 21 ▪ Question	Skills to Help You Learn “Infer and Draw Conclusion” pg. 22 ▪ Question “Make a Model and Sequence” pg. 23 ▪ Question

Week 3				
Monday	Tuesday	Wednesday	Thursday	Friday
First Grade Science Fusion Textbook Unit 4 Lesson 1				
What Do Plants Need? pg. 131 - Engage Your Brain! - Active Reading Plant Needs pg. 132-133 - Active Reading - Question	pg. 134-135 - Active Reading - Question	People Helping Plants pg. 136-137 - Active Reading - Question	Sum It Up! pg. 138 Brain Check pg. 139	Apply the Concepts pg. 140



Your Senses

How do you learn about things?
You use your five senses. Your **senses** are the way you learn about the world. The senses are sight, hearing, smell, taste, and touch. You use different body parts for different senses.

Active Reading

The main idea is the most important idea about something. Draw two lines under the main idea.



You hear with
your ears.



**You smell with
your nose.**

**You taste with
your mouth.**

**You touch with your
hands and skin.**

**You see with
your eyes.**

► **Circle the name of
the body parts you
use for each sense.**



Tools to Explore

You can use science tools to learn more. People use **science tools** to find out about things.

A hand lens is a science tool. It helps you see small things. You could not see these things as well with just your eyes.

Active Reading

Find the sentence that tells about **science tools**.
Draw a line under the sentence.

These children are using
a hand lens to closely
observe a flower.





Ruler and Tape Measure

A ruler measures how long things are. A tape measure measures around things.



Measuring Cup

A measuring cup measures liquids.

Tools for Measuring

► Circle the names of tools you use to measure.



Balance

A balance compares how heavy things are.



Thermometer

A thermometer measures temperature. It tells how hot and cold things are.

Skills to Help You Learn

Observe and Compare

How can you be like a scientist? You can use inquiry skills. **Inquiry skills** help you find out information. They help you learn about your world.

Active Reading

You can compare things. You find ways they are alike. A child on this page is comparing two things. Draw a triangle around the two things.

Falling
Leaves
Forest

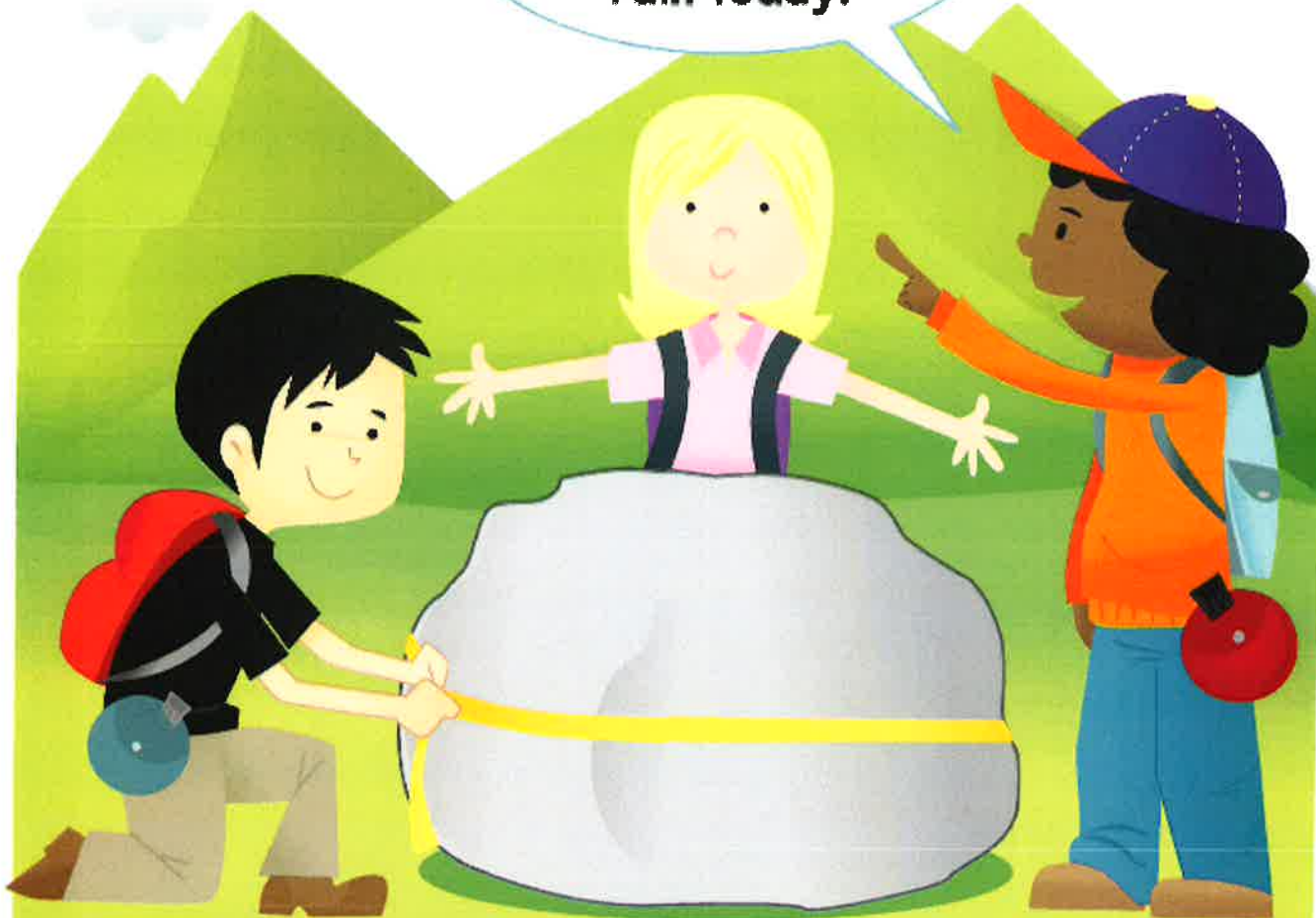
compare

18

observe

Predict and Measure

I predict that
it is going to
rain today.



measure

predict

Rocky
Cliff

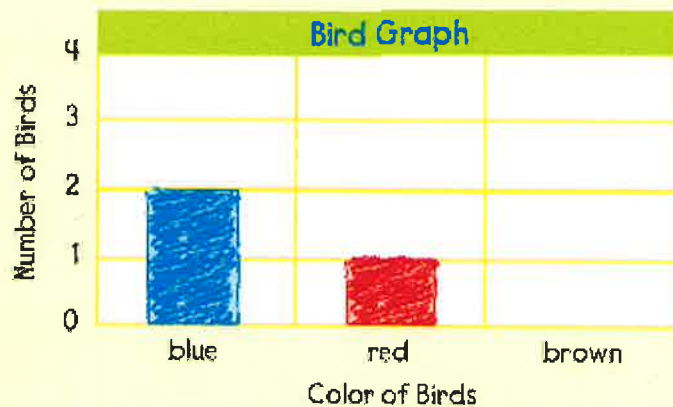
► Circle the inquiry
skill that helps
you find the size
of an object.



Classify and Communicate



► Complete the graph. How many brown birds are there?



communicate

Hypothesize and Plan an Investigation

A big log rolls farther than a small log because it is heavier.

I will roll both logs down the hill to test the hypothesis.



hypothesize

plan an investigation

**Rolling
Logs Hill**

► Which child made a hypothesis?
Draw a line under the hypothesis.



Infer and Draw Conclusions

I think the
light container
is empty.

Picnic
Palace

infer

Empty containers
are lighter than
full containers.

draw conclusions

► **Underline the
conclusion the
child drew.**

Make a Model and Sequence



- Things may happen in order.
 Write 1 beside what happens first.
 Write 2 beside what happens second.
 Write 3 beside what happens third.
 Write 4 beside what happens last.

make a model

sequence



Essential Question

What Do Plants Need?

Engage Your Brain!

Find the answer to the question in the lesson.

How does this plant grow without soil?

Its roots take in

Active Reading

Lesson Vocabulary

- 1 Preview the lesson.
 - 2 Write the 3 vocabulary terms here.
-
-



Plant Needs

Sunlight, Air, and Water

A plant needs certain things to live and grow. A plant needs **sunlight**, or light from the sun. It also needs air and water. A plant uses these things to make its food.

Active Reading

The main idea is the most important idea about something. Draw two lines under the main idea.

Air is all around us, even though we can not see it.

**Plants grow toward
the sun to get the
light they need.**



**Plants get most
of the water they
need from the soil.**



► **Circle three words that
name things a plant needs.**



From the Soil

Most plants need soil to grow. **Soil** is made up of small pieces of rock and once-living things. A plant's roots take in water from the soil. The roots take in nutrients, too. **Nutrients** are things in soil that help plants grow.

Some plants do not grow in soil. They live and grow on other plants. Their roots take in rain and water from the air.

Active Reading

A detail is a fact about a main idea.
Draw one line under a detail. Draw an
arrow to the main idea it tells about.



Space to Grow

As a plant grows, its stem gets taller. Its roots get bigger. It grows more leaves, too. A plant must have enough space to grow.

► What does this farmer do to make sure that his crop grows?

People Helping Plants

How do people help plants? They water plants. They pull weeds so plants have space to grow. People put plants by windows so the plants can get sunlight.

Active Reading

Clue words can help you find an effect.

So is a clue word. Draw a box around **so**.





People also help plants by planting new ones. They plant seeds so new flowers can grow. They plant young trees so people can enjoy them.

► How do you help plants?

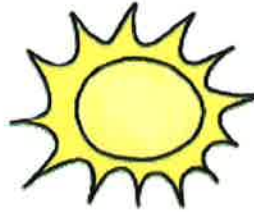




Sum It Up!

1 Circle It!

Circle two things that a plant needs.



2 Write It!

This plant has gotten too big for its pot.



What need is not being met?



Name _____

Word Play

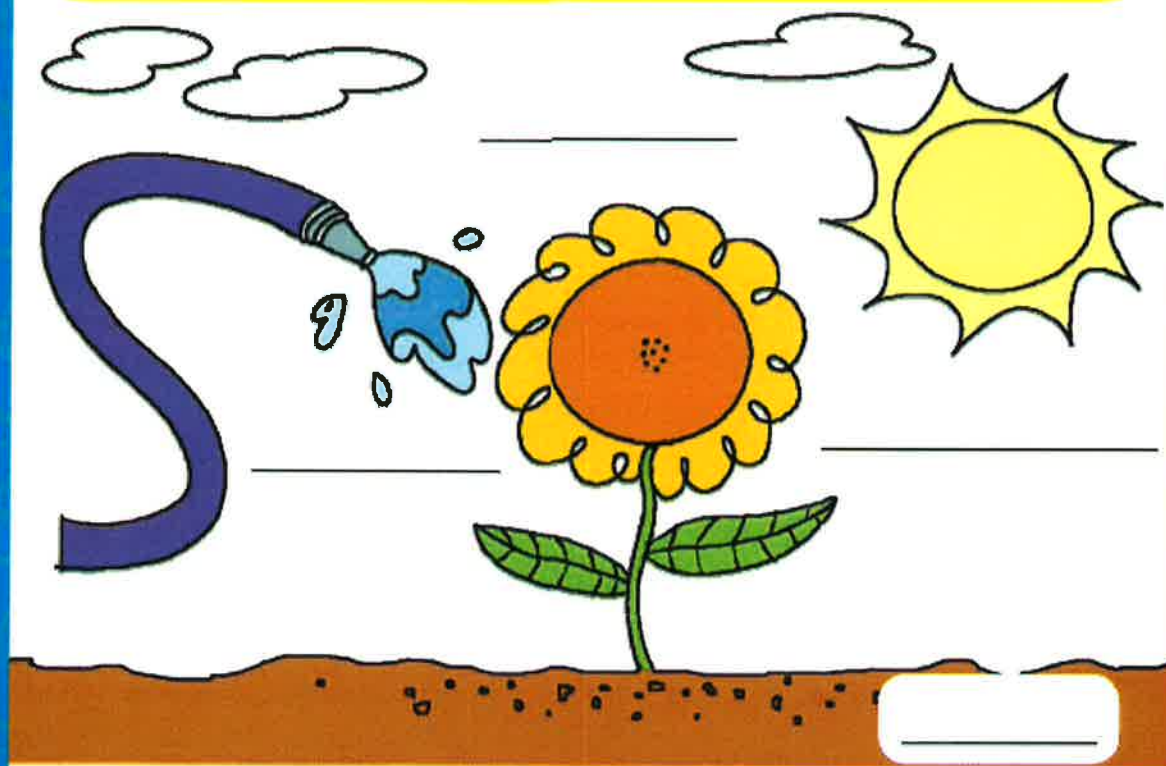
Write each word next to the part of the picture it tells about.

water

sunlight

soil

air



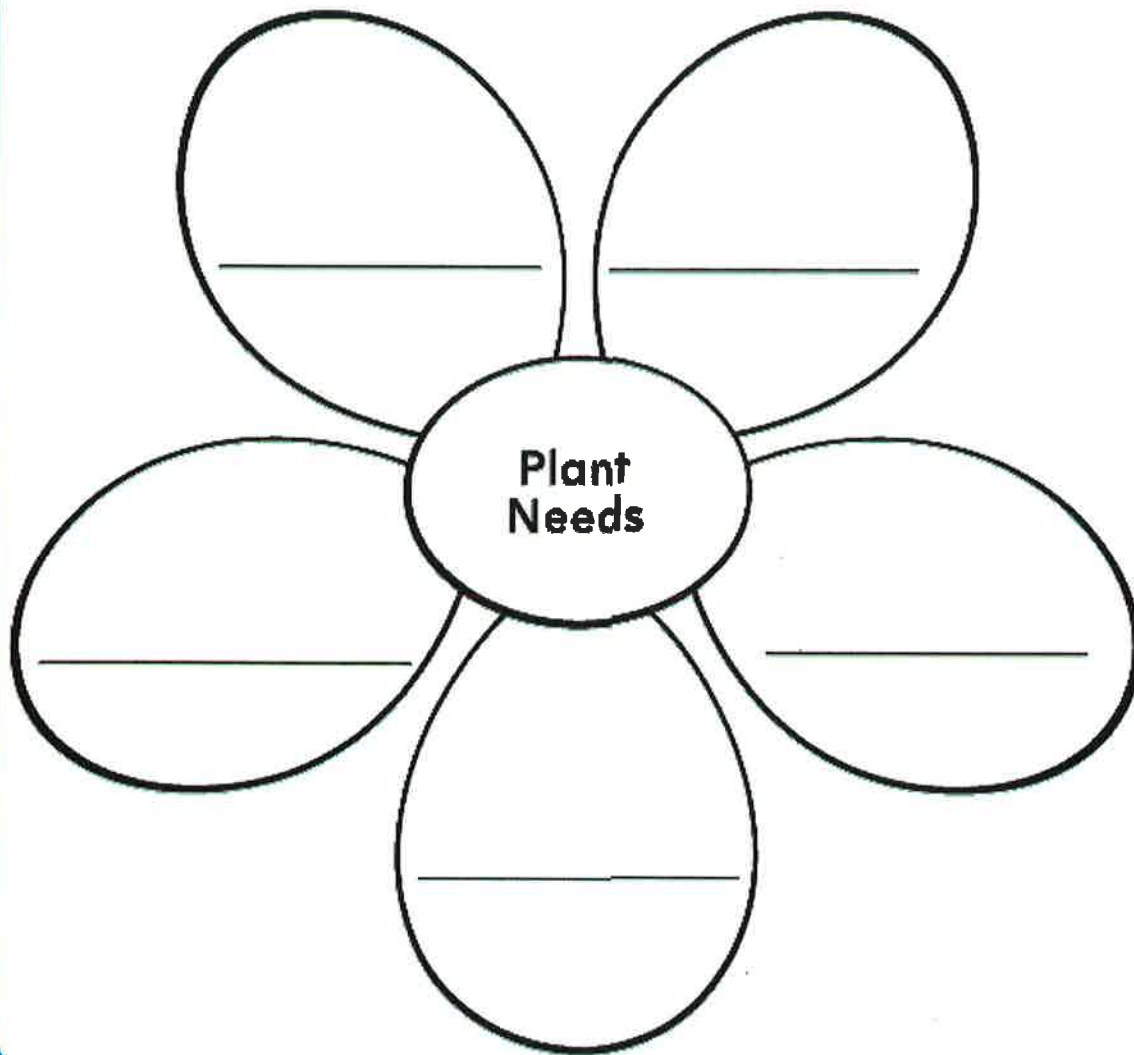
Answer the question.

What things in soil help plants grow?



Apply Concepts

Complete the web to tell what plants need to grow and be healthy.



Family Members: Ask your child to tell you about the things a plant needs to grow and be healthy. Talk about how your family or someone your family knows helps plants.

NPS Learning in Place English Grade: First Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Read <i>Whistle for Willie</i> Vocabulary, Background, and Comprehension Read pp. 72-75 What pets do you like? What would you teach a pet? Write about your favorite pet.	Read <i>Whistle for Willie</i> pp. 76-96 Complete practice book pg. 103 Willie wished he could whistle. What is something you wish you could do? Write sentences about it and illustrate.	Reread <i>Whistle for Willie</i> pp. 76-96 Complete practice book pg. 105 What would Willie say if he could talk? Write a story the way Willie would tell it.	Read <i>Pet Poems</i> pp. 98- 100 Write a poem about a pet. Use words with the same beginning sounds.	Reread <i>Pet Poems</i> pp. 98- 100 How is Willie different from the pet snake in the poem? Draw Willie. Write words that tell what he looks like and what he can do.
Week 2	Read <i>A Butterfly Grows</i> Vocabulary, Background, and Comprehension pp. 106-109 How does a caterpillar become a butterfly? Draw and write sentences that explain this sequence of events.	Read <i>A Butterfly Grows</i> pp. 110-126 Complete practice book pg. 117 What new facts did you learn about butterflies? Write to explain what you know about butterflies.	Reread <i>A Butterfly Grows</i> pp. 110-126 Complete practice book pg. 119 Write about a day you spend with the butterfly in <i>A Butterfly Grows</i> . Tell what you would do.	Read <i>Best Friends</i> pp. 128- 130 Describe a friend. Draw a picture of you and your best friend having fun together. Write reasons why your best friend is your favorite.	Reread <i>Best Friends</i> pp. 128-130 Read pp. 134-135 Complete practice book pp. 124 Use page 124 to plan your story. Write a story about a butterfly with a broken wing.
Week 3	Read <i>The New Friend</i> Vocabulary, Background, and Comprehension pp. 136-139 Complete practice book pp. 112-113 What would you pack if you were moving? Write to explain the most important item you would pack and why.	Read <i>The New Friend</i> pp. 140-156 How would you make a new student feel welcome at your school? Write sentences to explain.	Reread <i>The New Friend</i> pp. 141-156 Complete practice book pg. 133 Write about a time when you made a new friend.	Read <i>Neighborhoods</i> pp. 158-160 What is your neighborhood like? Write to describe your neighborhood.	Read pp. <i>An Old Friend</i> and <i>Greeting Butterfly</i> <i>Visitors</i> pp. 166-167 What are the similarities and differences between frogs and butterflies? Write to explain.
	Read 14.2 Read a book of choice and record it on the reading log each day.				

Materials

Access to the books: https://drive.google.com/open?id=1f5sT2azRL9_Zk9j_UsnstB6NT72zmpmrm
If you have your book at home: Journeys Textbook Volume 1.5 and Journeys Practice Book Volume 2

Reading Log

Book of choice to read each day

Paper/pencils

Name _____

Order of Events

Whistle for Willie
Writing: Write to Express

 Finish the sentences. Give a summary of the first part of **Whistle for Willie**.

Peter wished _____.

He tried _____.

When Peter saw Willie, he _____.

Then, Willie _____.

Name _____

Cause and Effect

Whistle for Willie
Comprehension: Cause and
Effect

 Use the chart to tell what happens in
the story and why it happens.

What Happens?	Why Did It Happen?

Name _____

Describing Characters

A Butterfly Grows
Writing: Write to Express



Write clear details to finish the story.

Some details should describe Rex and Grace.

Rex was a _____ dog. He lived with

a _____ girl named Grace. Grace

wanted to teach Rex to _____ .

She told Rex to _____ . When Rex did

the trick, Grace told Rex, " _____ !"

Rex wagged his _____ tail.

Name _____

Sequence of Events

A Butterfly Grows
Comprehension: Sequence of
Events

 Write about things that happen in **A Butterfly Grows**. Put the events in order.

First



Next



Last

Name _____

Planning My Story

A Butterfly Grows
Writing: Write to Express



Write and draw details for your story.

Characters	Setting
Plot	
Beginning	
Middle	
End	

Name _____

Understanding Characters

The New Friend
Comprehension: Understanding Characters



Write or draw things the boys said in the **Speaking** box. Write or draw things the boys did in the **Acting** box. Write or draw about the feelings of the boys in the **Feeling** box.

Speaking	Acting	Feeling