

# First Grade: Quarter 2

## Parent Handbook



*This handbook will help your child review material learned this quarter. Please allow your child to work independently through the material, and then you can check their work using the answer key in the back of the handbook. If you have any questions or concerns about this material, please contact your child's teacher.*

*Thank you for your support!*

# First Grade Essential Math Standards



***Learning Objective #1:** “Compare two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$  and  $<$ .”*

## **Practice:**

1. Which number sentence below is **true**?

- a.  $45 > 89$
- b.  $72 = 70$
- c.  $13 < 40$
- d.  $67 > 100$

2. Which number sentence below is **false**?

- a.  $85 > 23$
- b.  $50 = 40$
- c.  $11 < 90$
- d.  $67 > 18$

3. Compare the numbers.

**105 \_\_\_\_\_ 150**

- a.  $>$
- b.  $<$
- c.  $=$

4. Compare the numbers.

$$79 \underline{\hspace{1cm}} 79$$

- a. >
- b. <
- c. =



***Learning Objective #2:** “Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract through 20.”*

***Practice:***

5. If  $8 + 2 = 10$  then \_\_\_\_\_ .

- a.  $4 + 6 = 10$
- b.  $7 + 3 = 10$
- c.  $2 + 8 = 10$
- d.  $8 + 3 = 11$

6. Use the **commutative property** to solve.

$$6 + 5 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

- a.  $6 + 3$
- b.  $11 + 0$
- c.  $7 + 4$
- d.  $5 + 6$

7. Using the **associative property** which equation is true?

- a.  $(5 + 3) + 2 = 10 + 3$
- b.  $(4 + 8) + 3 = 12 + 3$
- c.  $10 + 1 = 11$
- d.  $2 + 1 = 1 + 3$



12. Start at 4. Count on 6. What answer of you get?

- a.  $6 - 4 = 2$
- b.  $4 + 6 = 11$
- c.  $6 + 4 = 9$
- d.  $4 + 6 = 10$



***Learning Objective #5: "Determine the unknown whole number in an addition or subtraction equation relating three whole numbers."***

***Practice:***

13. Find the unknown number in the following equation?

$$\underline{\quad ? \quad} + 4 = 15$$

- a. 10
- b. 11
- c. 5
- d. 9

14. Find the unknown number in the following equation?

$$8 - \underline{\quad ? \quad} = 2$$

- a. 6
- b. 10
- c. 4
- d. 8

15. Find the unknown number in the following equation?

$$11 + 7 = \underline{?}$$

- a. 4
- b. 13
- c. 8
- d. 18



***Learning Objective #6: "Use fact families for addition and subtraction facts 10-10."***

***Practice:***

16. Which number will complete this fact family?

$$5 - 3 = 2$$

$$5 - 2 = 3$$

$$3 + 2 = 5$$

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

- a. 5
- b. 3
- c. 2
- d. 1

17. Which number sentence does **not** belong in the fact family?

- a.  $3 + 5 = 8$
- b.  $8 - 5 = 3$
- c.  $7 + 1 = 8$
- d.  $8 - 3 = 5$

# Essential Math Vocabulary:

- \* Greater than (>): the biggest number in a set of numbers
- \* Less than (<): the smallest number in a set of numbers.
- \* Equal to (=): when two values are equal
- \* Associative property: when three or more numbers are added, the sum is the same regardless of the grouping of the addends.  
 $2 + 3 + 5 = 5 + 5$
- \* Commutative property: you can swap numbers over and still get the same answer.  $6 + 3 = 3 + 6$
- \* Place value: the value of where the digit is in the number.
- \* Addition: to combine the value of two or more amounts
- \* Subtraction: to take away an amount from another amount
- \* Count on (larger): The way to find the sum when you add.  
For example;  $10 + 2 = 12$  (start at 10, count up two 11, 12)
- \* Count back (smaller): The way to find the difference when you subtract. For example;  $10 - 2 = 8$  (start at 10 count back two 9, 8)
- \* Fact family: relationships between numbers in addition and subtraction

## Math Answer Key

1. C

2. B

3. B

4. C

5. C

6. D

7. B

8. B

9. B

10. C

11. A

12. D

13. B

14. A

15. D

16. A

17. C

# First Grade Essential Reading Standards



***Learning Objective #1: Demonstrate understanding of the organization and basic features of print.***

*Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).*

## *Practice:*

*Choose the sentence with the correct punctuation and capitalization for each incorrect sentence.*

1. frank ate his lunch outside
  - a. Frank ate his lunch outside?
  - b. frank ate his lunch outside.
  - c. Frank ate his lunch outside.
  - d. frank ate his lunch outside?
  
2. what did you eat for dinner last night
  - a. What did you eat for dinner last night?
  - b. What did you eat for dinner last night.
  - c. what did you eat for dinner last night.
  - d. what did you eat for dinner last night?



***Learning Objective #2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).***

***Distinguish long from short vowel sounds in spoken single-syllable words.***

***Practice:***

3. Which word has the **short vowel** sound?

- a. gate
- b. bike
- c. map

4. Which word has the **long vowel** sound?

- a. fake
- b. bug
- c. cop

5. Which word has the **short vowel** sound?

- a. be
- b. see
- c. bed



***Learning Objective #3: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).***

***Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, -ain) and consonant blends (e.g., /bl/, /st/, /tr/).***

***Practice:***

6. Which word rhymes with the word below?

**plant**

- a. pint
- b. green
- c. pant



7. Which word rhymes with the word below?

**cake**

- a. make
- b. candle
- c. sack



8. Which word rhymes with the word below?

**star**

- a. poor
- b. car
- c. strap





***Learning Objective #4: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).***

***Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.***

***Practice:***

9. Change the **u** to **a**. What is the new word?

**bug**

- a. tag
- b. bad
- c. beg
- d. bag

10. Change the first letter from an **f** to and **s**. What is the new word?

**feed**

- a. song
- b. seed
- c. fed
- d. said

11. Take away the first letter in the word. What is the new word?

**slot**

- a. lot
- b. sot
- c. dot
- d. slit



***Learning Objective #5: Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.***

***Know the spelling-sounds correspondences for common consonant digraphs.***

***Practice:***

12. Where in the word do you hear and see the consonant digraph?

**mother**

- a. beginning
- b. middle
- c. end

13. Where in the word do you hear and see the consonant digraph?

**patch**

- a. beginning
- b. middle
- c. end

14. Look at the picture. What digraph do you hear at the **end**?



- a. th
- b. sh
- c. ch



***Learning Objective #6: Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.***

***Recognize and apply all six syllable types when decoding grade-level text.***

***Practice:***

15. What word is an example of a closed syllable category?
  - a. hike
  - b. lean
  - c. stable
  - d. mat
  
16. What word is an example of the R-controlled syllable category?
  - a. born
  - b. ape
  - c. mean
  - d. middle
  
17. What syllable category does the word **bean** belong in?
  - a. R-controlled
  - b. consonant -le
  - c. vowel team
  - d. vowel-consonant-e



***Learning Objective #7: Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.***

***Read words with inflectional endings.***

***Practice:***

18. What is the root word for the word **staying**?
  - a. sta
  - b. stay
  - c. stayin
  - d. stayed
  
19. What is the root word for **walked**?
  - a. walking
  - b. walks
  - c. wall
  - d. walk
  
20. Which word shows the past tense?
  - a. mopped
  - b. mop
  - c. mopping
  - d. mops

# Essential Reading Vocabulary

- \* **sentence** - a word or group of words that expresses a complete idea
- \* **syllable** - beats in a word that contain at least one vowel sound each
- \* **capital letter** - a letter used to start sentences and names
- \* **punctuation** - a period, exclamation point, or question mark that ends a sentence
- \* **short vowel** - the most common sound for each vowel
- \* **long vowel** - when the vowel sounds like its name
- \* **digraph**- a combination of two letters that represent one sound
- \* **rhyming**- close similarity in the final sounds of two or more words
- \* **phonemes**- speech sounds made by the mouth
- \* **phonograms**- a symbol representing a vocal sound
- \* **consonant blend**- groups of two or three consonants in words that makes a distinct consonant sound
- \* **root words**- basic word with no prefix or suffix

## Reading Answer Key

1. C

2. A

3. C

4. A

5. C

6. C

7. A

8. B

9. D

10. B

11. A

12. B

13. C

14. A

15. D

16. A

17. C

18. B

19. D

20. A