

First Grade: Quarter 4

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: “Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to written form.”

Practice:

1. Use a place value (base 10) chart to solve:

$$\begin{array}{r} 36 \\ +12 \\ \hline \end{array}$$

Hundreds	Tens	Ones
		

- a. 48
- b. 58
- c. 44
- d. 36

2. Use the “v” strategy to solve:

$$51 + 17 = \underline{\hspace{2cm}}$$


$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

- a. 72
- b. 49
- c. 68
- d. 44

3. Choose any strategy to solve: $14 + 46 =$

- a. 50
- b. 60
- c. 70
- d. 80



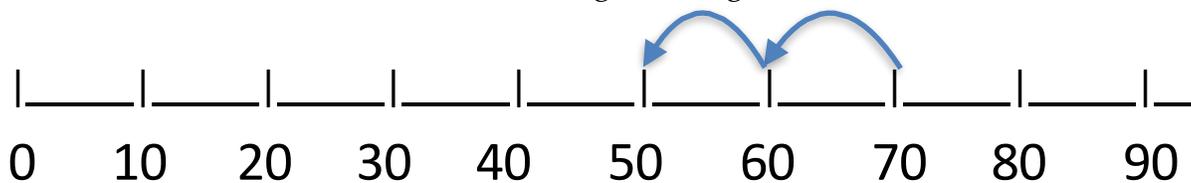
Learning Objective #2: “Subtract multiples of 10 in the range of 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using objects or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.”

Practice:

4. The class made 90 cookies for the bake sale. A hungry teacher ate 10. How many cookies are left?

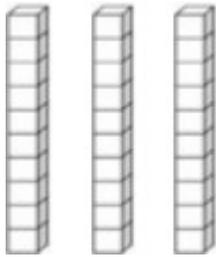
- a. 100 cookies
- b. 40 cookies
- c. 50 cookies
- d. 80 cookies

5. Which subtraction number sentence goes along with the number line?



- a. $70 - 20 = 50$
- b. $70 - 50 = 20$
- c. $70 - 10 = 50$
- d. $50 - 20 = 30$

6. Use the picture to help you solve the subtraction sentence. $30 - 20 =$



- a. 50
- b. 30
- c. 20
- d. 10



Learning Objective #3: "Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem)."

Practice:

7. Choose the correct equation for:

The class had 14 butterflies. Seven of the butterflies flew out of the net. Now the class has 7 butterflies left.

- a. $14 + 7 = 21$
- b. $14 + 7 = 7$
- c. $14 - 7 = 7$
- d. $7 + 7 = 14$

8. Choose the correct equation for:

The families were invited to come to our class on the last day of school. In the morning, we had 8 families show up. After lunch, 7 more families visited the class. Altogether, 15 families were able to visit our class.

- a. $8 + 7 = 15$
- b. $15 - 8 = 7$
- c. $15 + 7 = 8$
- d. $15 + 7 = 28$

9. Choose the correct equation for:

Stuart ate 10 candies. Glenn ate 3 candies. Altogether Stuart and Glen ate 13 candies.

a. $10 - 3 = 13$

b. $10 + 3 = 13$

c. $7 + 10 = 13$

d. $10 - 3 = 7$



Learning Objective #4: "Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and /or equations with a symbol for the unknown number to represent the problem)."

Practice:

Read the following word problems and choose the correct equation.

10. Mya has 2 red crayons, 4 yellow crayons, 6 green crayons. How many crayons does she have in all?

a. $2 + 4 + 6 + 1 = 15$

b. $2 + 4 + 6 = 12$

c. $3 + 7 + 5 = 15$

d. $4 + 4 + 4 = 12$

11. Adam went to the zoo. He saw 1 elephant, 3 tigers, and 8 cheetahs. How many animals combined did he see?

a. $2 + 3 + 8 = 13$

b. $1 + 3 + 3 = 7$

c. $1 + 3 + 8 = 12$

d. $8 + 8 + 1 = 17$

12. Mr. Ramirez had 5 dry erase markers. He found 3 more on the floor and then Juan gave him 6 more. How many dry erase markers does Mr. Ramirez have now?

- a. $5 + 3 + 6 = 12$
- b. $7 + 6 + 5 = 18$
- c. $5 + 7 + 6 = 28$
- d. $5 + 3 + 6 = 14$



Learning Objective #5: “Fluently add and subtract within 10. (Vail: double digit addition and subtraction without regrouping, up to 99.)”

Practice:

13. Solve the addition problem. $18 + 8 =$

- a. 20
- b. 26
- c. 33
- d. 10

14. Solve the subtraction problem. $36 - 14 =$

- a. $36 - 14 = 12$
- b. $36 - 14 = 9$
- c. $36 - 14 = 50$
- d. $36 - 14 = 22$

15. Choose a strategy to solve, and show your work in the space below. $32 + 27 =$

- a. 99
- b. 59
- c. 9
- d. 5

Essential Math Vocabulary:

- * sum: the result of adding two or more numbers.
- * difference: the result of subtracting one number from another.
- * add: to bring two or more numbers (or things) together to make a new total.
- * subtract: to take one number away from another.
- * place value: the value of where a digit is in the number.
- * digit: a single symbol used to make a numeral (0-9)
- * strategy: a plan or series of actions to solve a problem.
- * regroup: moving an amount (usually) from one part of a calculation to another so it is easier to do the calculation.
- * multiples: using skip counting or a count-by number e.g., counting by 10s, 5s, 2s, etc.
- * word problems: a few sentences to describe a problem that needs to be solved using math calculations.
- * equation: says that two things are equal and will have an equals sign (=). It says that what is to the left of the = is the same as what is on the right.
- * number sentence: a mathematical sentence written in numerals and mathematical symbols.
- * symbols: are used to represent equality and operations.
- * equal: having the same amount or value.
- * fluent: to be both quick and accurate in solving math problems.

Math Answer Key

1.A

2.C

3.B

4.D

5.A

6.D

7.C

8.A

9.B

10.B

11.C

12.D

13.B

14.D

15.B

First Grade Essential Reading Standards



Learning Objective #1: “Ask and answer questions such as who, what, where, why, when, and how about key details in a text.”

Practice: Read the following passage and answer the following questions:

Deserts are very dry places. They get almost no rain. Interesting animals live in Earth’s **deserts**. Here are a few of them.

Jackrabbits have long ears. Their ears help them get rid of body heat and stay cool in the **desert**. Jackrabbits eat twigs and cactus plants.

The **desert** tortoise digs holes, called **burrows**, under the ground. Staying in its **burrows** helps the tortoise keep cool when the **desert** sun is very hot.

Prairie dogs are fast runners. They run quickly from **desert enemies** such as coyotes and eagles. Prairie dogs call to one another when danger is near.

(Passage courtesy of [ReadWorks.org https://www.readworks.org/article/Meet-Some-Desert-Animals/obo4d7e5-b7ea-4bec-886f-040fb53561b5#!questionsetsSection:1196/articleTab:content/](https://www.readworks.org/article/Meet-Some-Desert-Animals/obo4d7e5-b7ea-4bec-886f-040fb53561b5#!questionsetsSection:1196/articleTab:content/))

1. Why do desert tortoises dig holes?
 - a. to hide from the jackrabbit
 - b. to stay cool when the desert sun is very hot
 - c. to eat their twigs and cactus plants
 - d. to go swimming
2. How does the text describe a desert?
 - a. Deserts are very rainy and green.
 - b. Deserts are snowy and cold.
 - c. Deserts have lots of fruit trees.
 - d. Deserts are very dry and get almost no rain.
3. Which sentence best describes how prairie dogs run?
 - a. Prairie dogs are fast runners that can run quickly from enemies.
 - b. Prairie dogs run quickly on two legs.
 - c. Prairie dogs live underground.
 - d. Prairie dogs don’t know how to run.



Learning Objective #2: "Identify the main topic and retell key details of a text."

Practice:

The Storm

The strong storm began early in the morning. It fell as hard drops, one after another flooding the streets below. The sky was full of dark purple clouds. Thunder began as a soft rumble and became louder and louder. Lightning crashed every few minutes, making the sky a brilliant white.

4. What is the main idea of this passage?
 - a. The rain in the desert helps the plants grow.
 - b. The farms need the rain for their crops.
 - c. The lightning was really bright.
 - d. The storm was very strong.

5. Which sentence is a detail that supports the main idea?
 - a. The sky was blue.
 - b. It fell as hard drops, one after another flooding the streets below.
 - c. Making the sky a brilliant white.
 - d. The trees swayed in the breeze.

6. Write a detail that supports the main idea in the box below.





Learning Objective #3: “Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.”

Practice:

Native American Homes

<https://www.readworks.org/article/Native-Americans/7c3a82fe-0ba0-4b51-9d6a-6a89b8fb4dbc#!contentSection:e87f6d38-3b31-4de6-b70f-49b606b5562d/articleTab:content/>

Long ago, Native American **tribes** lived in hand-made homes. Each type of home was built for the way the **tribe** lived.

Tribe members made tepees by covering wooden **poles** with animal skins. Tepees were easy to build. **Tribes** that often moved from place to place used tepees.

Wigwams were covered with **bark**. **Tribe** members tied the **bark** to **poles** with rope. Wigwams took a full day to build. They were good for **tribes** that moved every few months.

Longhouses were built with **poles** and **bark**, too. Longhouses were very large. Sixty people could live in one! Longhouses took a lot of work to build. **Tribes** that lived in one place for long periods of time built longhouses.



longhouse



tepee



wigwam

7. How are these Native American homes alike?

- a. They are all in a neighborhood.
- b. They were all built using poles.
- c. They all use bark and stucco.
- d. They are all really easy to build.

8. What is another detail from the text that shows these Native American homes are similar?

- a. One is very large, one is very easy to build.
- b. They are all very small homes that are easy to move.
- c. They are all built for the way the tribe lived.
- d. They are all called longhouses.

9. How are these Native American homes different?

- a. Tepees and wigwams were built by Native Americans that moved frequently and longhouses were built by Native Americans that stayed in one place.
- b. Tepees, wigwams, and longhouses are all houses.
- c. All of these homes are really hard to build.
- d. All of these homes are really easy to build.



Learning Objective #4: "Ask and answer questions to help determine or clarify the meaning of words and phrases in a text."

Practice:

Read the sentences and choose the correct word to replace the underlined word.

10. I tied my gurbles on my feet so that I could go outside and play.

- a. socks
- b. pencils
- c. tennis shoes
- d. basketball

11. We went to the library today. My brother went straight to his favorite burtill and picked it up to check out from the librarian.

- a. book
- b. pencil
- c. tree
- d. photograph

Read the passage, then answer the question.

William's Windmill

<https://www.readworks.org/article/Williams-Windmill/efc46de8-4e36-47e0-87c9-13599ccedac2#!articleTab:content/>

William Kamkwamba grew up in Malawi. Malawi is a country in Africa.

When William was a boy, his **village** had a problem. There was no rain. Food could not grow. Most people in the **village** were farmers. Many people were hungry.

William went to the library. He read science books. He learned that **windmills** are **machines**. They can change wind power into electrical power. William learned that **windmills** could pump water. That could help his **village** grow food.

William's **windmill** idea helped solve his **village's** problem!

12. Based on the passage above, what is a windmill?
- a. a problem
 - b. a type of library book
 - c. a village where it never rains
 - d. a machine that can change wind power into electrical power to pump water



Learning Objective #5: “Use illustrations and details in a text to describe its key ideas.”

Practice:

A Wind and Rain Bridge

Have you heard of a wind and rain bridge?

This kind of bridge can be found in China. These bridges are meant to protect people from wind and rain. So they have a roof. They also have structures called pavilions. People can meet or rest inside them.

One famous wind and rain bridge is the Chengyang Bridge. It is very grand. It has five pavilions!

This bridge is also special because of how it was made. It was made mostly from wood long ago. But the builders did not use any nails to hold it together! They cut the wood to make it fit together. And the bridge still stands strong today!



gill_penney, CC BY 2.0

Chengyang Bridge

13. What fact can the text and illustration tell you about a wind and rain bridge?
- It's pretty.
 - It has a roof to protect people from the weather.
 - It is found in America.
 - It is very easy to build.
14. According to the text and illustration where can you find a wind and rain bridge?
- America
 - England
 - China
15. What is "A Wind and Rain Bridge" mostly about?
- How to build things without nails.
 - That bridges are made from wood.
 - The bridge pavilions.
 - The Chengyang Bridge in China that uses roofs and pavilions to protect people.

Reading Essential Vocabulary

- ✱ nonfiction: writing that reflects real events; intended to explain, inform, entertain, persuade, or give directions.
- ✱ text: the original words of a piece of writing or speech.
- ✱ details or key ideas: examples in the text that describe, explain, or support the main idea.
- ✱ comprehend: to understand
- ✱ main idea: statement that tells the most important idea in a text
- ✱ topic: one or two words about the whole text
- ✱ individual: a single human being or thing
- ✱ events: important things that happen in a text
- ✱ alike: things that are the same or similar
- ✱ different: things that are not the same
- ✱ compare: how things are alike
- ✱ contrast: how things are different
- ✱ connect: to join together
- ✱ context clues: hints found within a text that a reader uses to understand the meaning of a new word
- ✱ illustrations: pictures in a book

Reading Answer Key

1. B
2. D
3. A
4. D
5. B
6. Answers will vary but should come directly from the text.
7. B
8. C
9. A
10. C
11. A
12. D
13. B
14. C
15. D