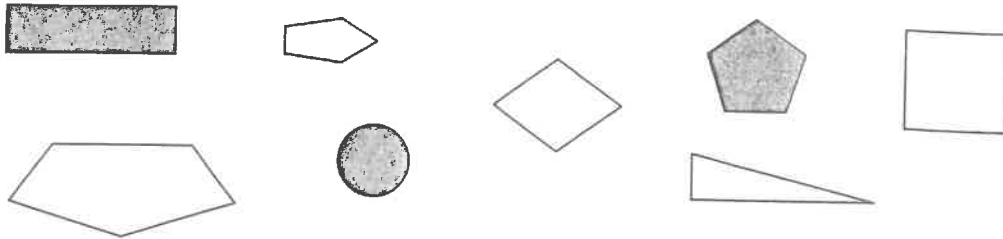


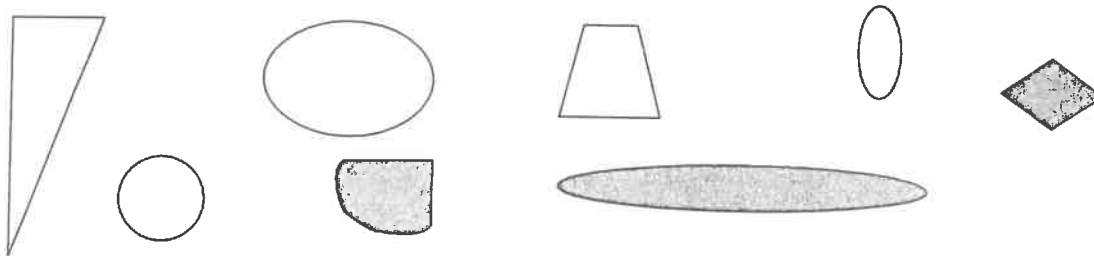
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Circle the shapes that have 5 straight sides.



2. Circle the shapes that have no straight sides.



3. Circle the shapes where every corner is a square corner.



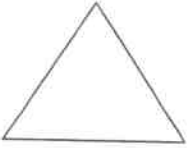
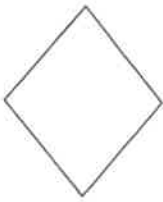
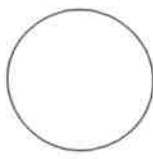
4. a. Draw a shape that has 3 straight sides.

- b. Draw another shape with 3 straight sides that is different from 4(a) and from the ones above.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. How many corners and straight sides does each of the shapes below have?

<p>a.</p>  <p>_____ corners</p> <p>_____ straight sides</p>	<p>b.</p>  <p>_____ corners</p> <p>_____ straight sides</p>	<p>c.</p>  <p>_____ corners</p> <p>_____ straight sides</p>
--	--	--

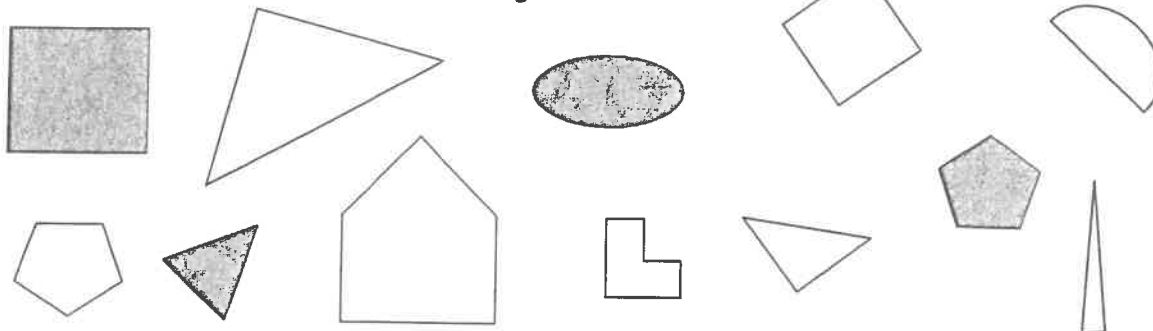
2. Look at the sides and corners of the shapes in each row.

<p>a. Cross off the shape that does not have the same number of sides and corners.</p>			
<p>b. Cross off the shape that does not have the same kind of corners as the other shapes.</p>			

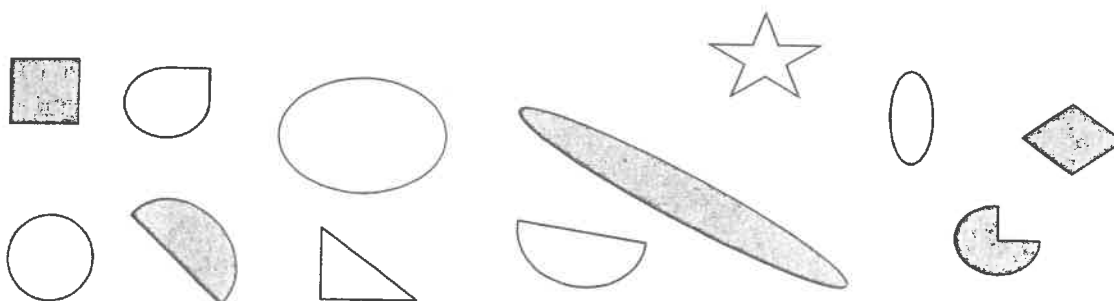
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Circle the shapes that have 3 straight sides.



2. Circle the shapes that have no corners.

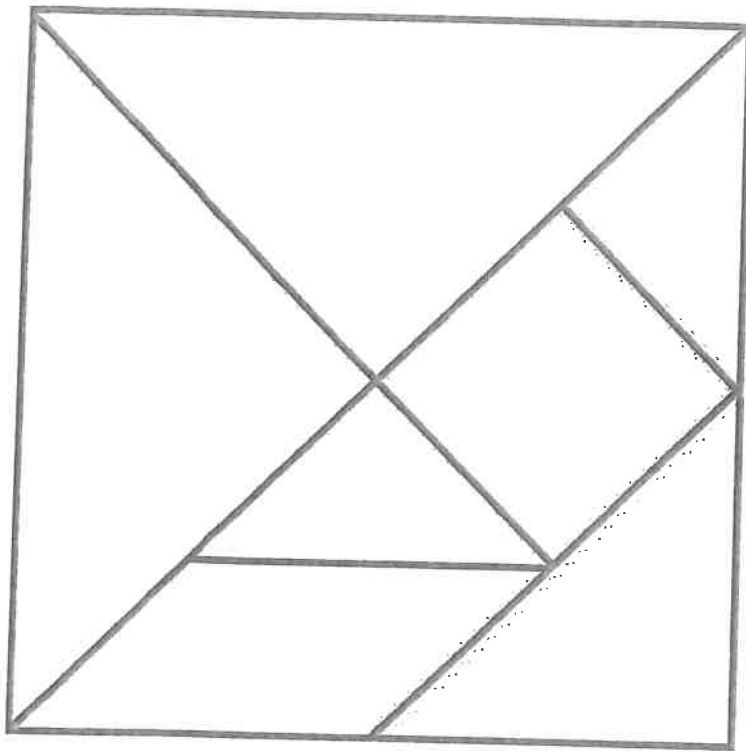


3. Circle the shapes that have only square corners.



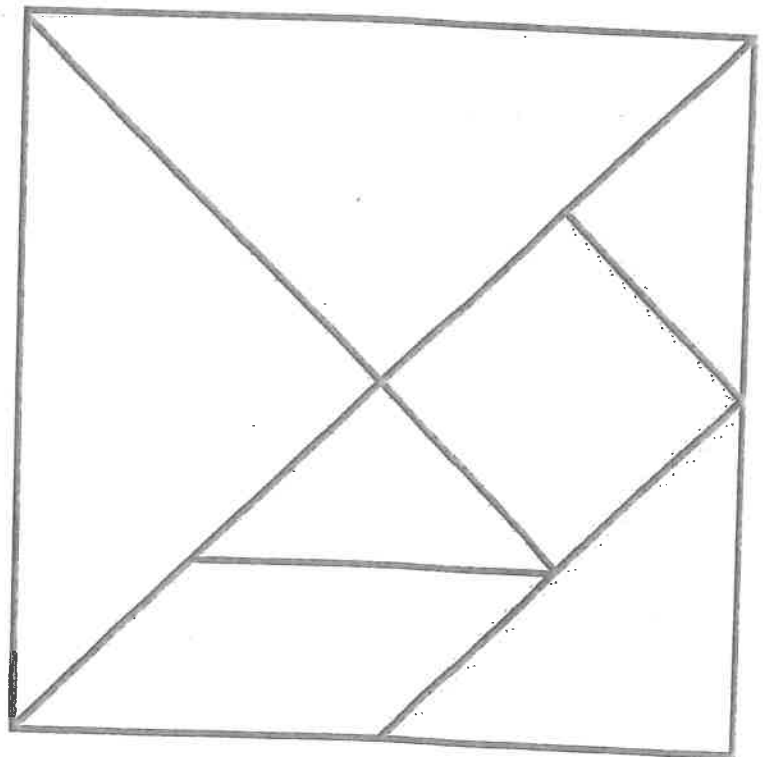
4. a. Draw a shape that has 4 straight sides.

- b. Draw another shape with 4 straight sides that is different from 4(a) and from the ones above.



1. Cut out all of the tangram pieces.
2. Use all of the pieces to complete the puzzle.
3. Complete number 5 with a family member.

One tangram is to be used during class.  
The other tangram is to be sent home with the homework.



tangram

4. Use all 7 tangram pieces to complete the puzzle.



5. With a partner, make a bird or a flower using all of your pieces. Draw or trace to show the pieces you used on the back of your paper. Experiment to see what other objects you can make with your pieces. Draw or trace to show what you created on the back of your paper.

**A**

Name \_\_\_\_\_

Number Correct:



Date \_\_\_\_\_

\*Write the unknown number. Pay attention to the symbols.

1.	$6 - 1 = \underline{\quad}$	16.	$8 - 2 = \underline{\quad}$
2.	$6 - 2 = \underline{\quad}$	17.	$8 - 6 = \underline{\quad}$
3.	$6 - 3 = \underline{\quad}$	18.	$7 - 3 = \underline{\quad}$
4.	$10 - 1 = \underline{\quad}$	19.	$7 - 4 = \underline{\quad}$
5.	$10 - 2 = \underline{\quad}$	20.	$8 - 4 = \underline{\quad}$
6.	$10 - 3 = \underline{\quad}$	21.	$9 - 4 = \underline{\quad}$
7.	$7 - 2 = \underline{\quad}$	22.	$9 - 5 = \underline{\quad}$
8.	$8 - 2 = \underline{\quad}$	23.	$9 - 6 = \underline{\quad}$
9.	$9 - 2 = \underline{\quad}$	24.	$9 - \underline{\quad} = 6$
10.	$7 - 3 = \underline{\quad}$	25.	$9 - \underline{\quad} = 2$
11.	$8 - 3 = \underline{\quad}$	26.	$2 = 8 - \underline{\quad}$
12.	$10 - 3 = \underline{\quad}$	27.	$2 = 9 - \underline{\quad}$
13.	$10 - 4 = \underline{\quad}$	28.	$10 - 7 = 9 - \underline{\quad}$
14.	$9 - 4 = \underline{\quad}$	29.	$9 - 5 = \underline{\quad} - 3$
15.	$8 - 4 = \underline{\quad}$	30.	$\underline{\quad} - 6 = 9 - 7$

**B**Number Correct: 

Name \_\_\_\_\_

Date \_\_\_\_\_

\*Write the unknown number. Pay attention to the symbols.

1.	$5 - 1 = \underline{\quad}$	16.	$6 - 2 = \underline{\quad}$
2.	$5 - 2 = \underline{\quad}$	17.	$6 - 4 = \underline{\quad}$
3.	$5 - 3 = \underline{\quad}$	18.	$8 - 3 = \underline{\quad}$
4.	$10 - 1 = \underline{\quad}$	19.	$8 - 5 = \underline{\quad}$
5.	$10 - 2 = \underline{\quad}$	20.	$8 - 6 = \underline{\quad}$
6.	$10 - 3 = \underline{\quad}$	21.	$9 - 3 = \underline{\quad}$
7.	$6 - 2 = \underline{\quad}$	22.	$9 - 6 = \underline{\quad}$
8.	$7 - 2 = \underline{\quad}$	23.	$9 - 7 = \underline{\quad}$
9.	$8 - 2 = \underline{\quad}$	24.	$9 - \underline{\quad} = 5$
10.	$6 - 3 = \underline{\quad}$	25.	$9 - \underline{\quad} = 4$
11.	$7 - 3 = \underline{\quad}$	26.	$4 = 8 - \underline{\quad}$
12.	$8 - 3 = \underline{\quad}$	27.	$4 = 9 - \underline{\quad}$
13.	$5 - 4 = \underline{\quad}$	28.	$10 - 8 = 9 - \underline{\quad}$
14.	$6 - 4 = \underline{\quad}$	29.	$8 - 6 = \underline{\quad} - 7$
15.	$7 - 4 = \underline{\quad}$	30.	$\underline{\quad} - 4 = 9 - 6$

# Determine Importance

Reteach

To **determine importance**, find the idea that matters the most. Circle the most important idea.

Wait! Save that old can! You can use an old can to make a pencil holder. Draw a picture. Glue it to the can. Then put your pencils inside!

## 5 Hints for Spending Less

If you want to spend less, I can tell you how. Use my 5 hints to spend less!

**Hint 1** Drink tap water. It's good!

**Hint 2** Hunt for a good sale. And get to it first.

**Hint 3** Fix it or mend if it you can.

**Hint 4** Who will lend or rent it to you? Use it. Then give it back.

**Hint 5** Put what you save in the bank.

You know how to start. Use the 5 hints to watch what you spend!




**Follow the directions.**

1. Retell what you read.
2. Circle the most important idea.



# Plot

Reteach

The <b>plot</b> tells what happens in a story.		
The <b>beginning</b> starts → the story.	In May, Fluff had kittens. Tigs is her favorite.	
The <b>middle</b> tells more. →	Tigs plays and sleeps. She grows.	
The <b>end</b> tells what finally happens. →	Finally, Tigs can do what Fluff does. She chases a mouse!	

## Viv's Guitar

It is spring. Viv, Mom, and Dad go out. Viv sees a great guitar. "Can I get it? I want to strum and sing!"

"How would you strum it? It has no strings or strap" says Mom.

"I can fix it!" Viv gets the guitar strung. Viv gets one strap. Viv starts to strum and sing. Mom and Dad like singing, too!

1. Circle the beginning of the story.
2. Underline what happens in the end.

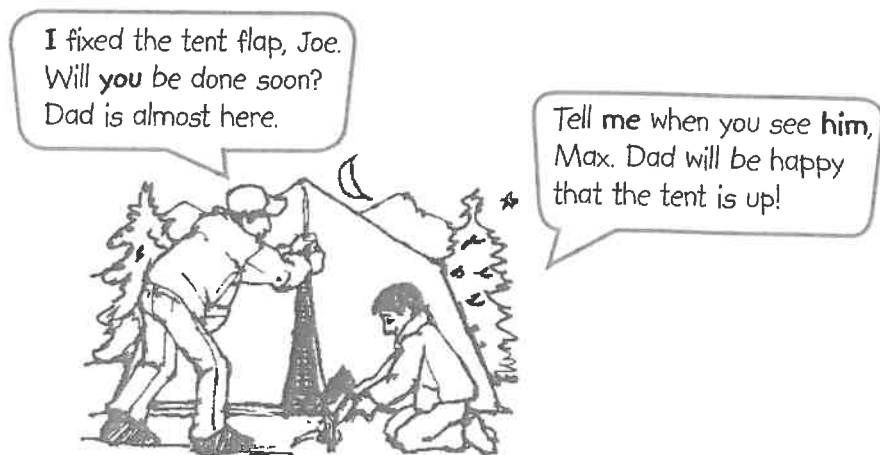
# Pronouns: I/Me, You/You, He/Him, She/Her

Reteach

## Subject and Object Pronouns

A **pronoun** can take the place of a noun.

- Use **I** to tell what you do. Use **me** after an action verb.
- Use **you** to talk to another person.
- For a man or a boy, use **he**. Use **him** after an action verb.
- For a woman or a girl, use **she**. Use **her** after an action verb.



Read each sentence. Circle the correct pronoun.

1. I / Me love to walk in the park.
2. Mom takes I / me there on Saturdays.
3. Today, I show him / her a new path.
4. "Do you / me know where the path goes?" Mom asks.
5. He / She smiles as I point to the path on a map.

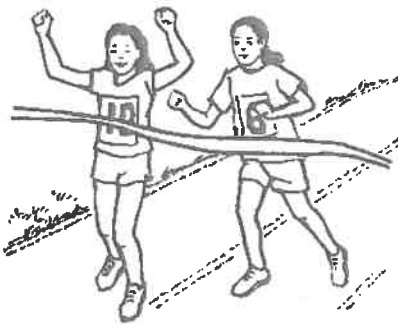
# Pronouns: It/It, We/Us, They/Them

Reteach

## Subject and Object Pronouns

A **pronoun** can take the place of a noun.

- Use **it** to talk about one animal, place, or thing.
- Use **we** to talk about yourself and another person. Use **us** after an action verb.
- Use **they** to talk about more than one. Use **them** after an action verb.



The girls are in a **race**. Who will win **it**?

Where are the **girls** now? Can you see **them**?

**"We** are at the finish line," say the girls.

**"Nobody** can catch **us**!"

**Complete the sentences. Write the correct pronoun.**

1. The girls are friends. \_\_\_\_\_ do everything together.
2. The girls ride bikes. The girls ride \_\_\_\_\_ in the park.
3. The friends shop. "\_\_\_\_\_ like the mall," the girls say.
4. The friends always ask "Will you take \_\_\_\_\_ to the mall?"
5. The girls watch a movie. The friends really like \_\_\_\_\_.

# Pronouns: he, she, it, they

Reteach

## Subject Pronouns


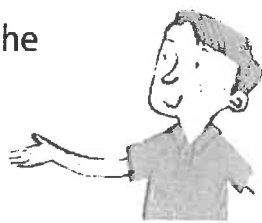

A **pronoun** can take the place of a noun.

Use **he** for a man or boy.

Use **she** for a woman or girl.

Use **it** for a thing.

Use **they** for more than one person.

<p>Clare = she</p>  <p>letter = it</p>	<p>Dad = he</p> 	 <p>Dad and Max = they</p>
<p><b>She</b> writes a letter. It is to a friend.</p>	<p><b>Dad</b> helps. <b>He</b> gets the stamp.</p>	<p><b>They</b> take it to the post office.</p>

Circle the correct pronoun in the second sentence.

The underlined noun is a hint

- The post office is on Oak Street. It/They is easy to find.
- Mr. Lewis works there. He/She sells stamps.
- Workers sort the mail. It/They want the mail to go to the right place.
- Mrs. Li puts the mail in a truck. He/She is a mail carrier.
- The mail leaves the post office. It/They is delivered to people's homes.

# Pronouns: I, you, we

Reteach

## Subject Pronouns

A **pronoun** can take the place of a noun.

- Use **I** for yourself.
- Use **you** when you talk to another person.
- Use **we** to talk about yourself and another person



Choose the correct pronoun and write it on the line.

1. (I, you) \_\_\_\_\_ am ready to mail my letter today.
2. (we, you) Dad, will \_\_\_\_\_ take me to the post office soon?
3. (we, I) Yes, \_\_\_\_\_ can go now if Max is ready.
4. (you, I) Do \_\_\_\_\_ think Max really wants to go?
5. (I, we) Oh, yes! \_\_\_\_\_ see Max in the car already!

Grade 1: Unit 4 Week 1

Decodable 4.1a

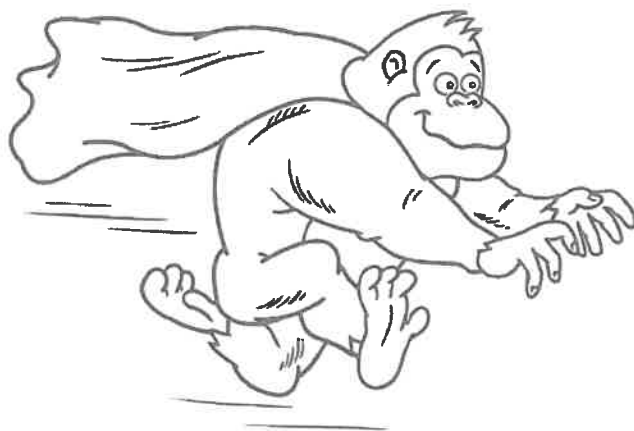
Long a Spelled a\_e

ape	cape	Gabe
game	gate	lake
wave		

High Frequency Words

carry	new	play
-------	-----	------

# Gabe Can Play

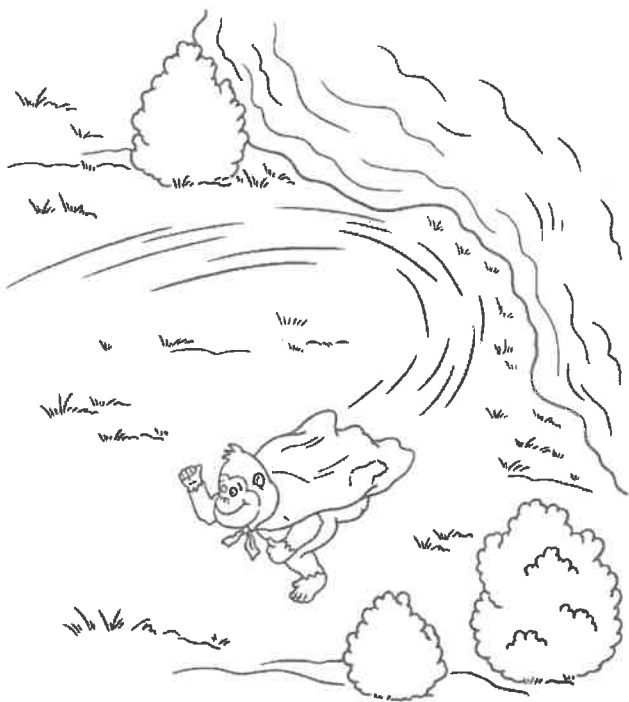


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8

WORD COUNT: 41

1



Gabe can get to that lake there.

6



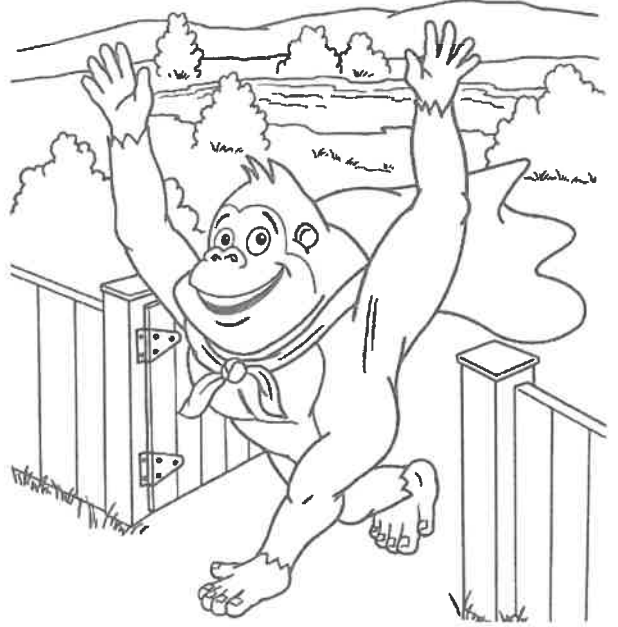
Gabe can carry an ape cape.

3



Gabe, an ape, can play a new game.

2



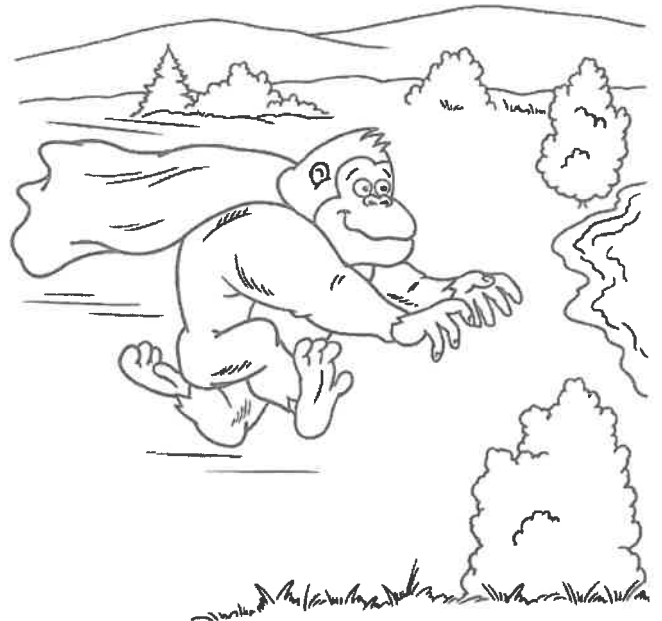
Gabe can run in the gate!  
Give Gabe an ape wave!

7



Gabe can run.

4



Run, Gabe, run!

5

## Oral Reading Assessment

Mother, father, and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

"We can't sleep here. This isn't a safe place," said mother skunk. "It's getting late. We must find a spot to sleep."

"Don't go yet," father skunk said. "I think the snake is tame. Let's talk to him and find out."

The snake left the cave. He grinned and said, "Hi, my name is Jake. I am very tame. That's my cave. You can see it's very safe. Let me take you there."

Together, they went in. Mother skunk felt good. "This is a safe place. We can sleep here."



## Oral Reading Assessment

Unit 4

Mother, father, and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

"We can't sleep here. This isn't a safe place," said mother skunk. "It's getting late. We must find a spot to sleep."

"Don't go yet," father skunk said. "I think the snake is tame. Let's talk to him and find out."

The snake left the cave. He grinned and said, "Hi, my name is Jake. I am very tame. That's my cave. You can see it's very safe. Let me take you there."

Together, they went in. Mother skunk felt good. "This is a safe place. We can sleep here."

6  
14  
24  
32  
40  
46  
54  
61  
70  
73  
80  
90  
99  
105  
111  
120  
122

### Miscue Observations

# Oral Reading Assessment

Unit 4

2006 Hasbrouck & Tindal Oral Reading Fluency Data				
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15

## Accuracy and Rate

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words correct per minute (wcpm)}} =$$

Oral Reading Fluency Rubrics				
	Automaticity	Phrasing	Intonation	Expression
<b>Circle Score</b>	<b>4 3 2 1</b>	<b>4 3 2 1</b>	<b>4 3 2 1</b>	<b>4 3 2 1</b>
<b>4</b>	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.	Reads with appropriate feeling for all content.
<b>3</b>	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.	Reads with appropriate feeling for most content.
<b>2</b>	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.	Reads with appropriate feeling for some content.
<b>1</b>	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.	Does not read with feeling.

# Reading Comprehension Test

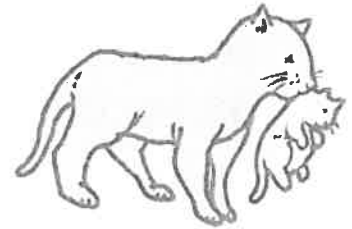
Unit 4, Week 1

**Directions:** Read the story. Then answer the questions about the story.

## Hetty Grows Up



Hetty is a tiny kitten. She cannot see or walk. Her mother carries Hetty and feeds her milk.



Hetty sleeps a lot. She eats and grows. She plays with toys. Her fur is soft and thick.



Hetty grows and changes. She still loves to play. Now Hetty also likes to hunt. She hunts for a mouse. Watch out, mouse!



## Reading Comprehension Test

Unit 4, Week 1

- 1 What happens at the beginning of the story?
  - Ⓐ Hetty learns to hunt.
  - Ⓑ Hetty plays with toys.
  - Ⓒ Hetty's mother carries her.
  
- 2 At the end of the story, what does Hetty like to do?
  - Ⓐ hunt
  - Ⓑ sleep
  - Ⓒ eat

GO ON 

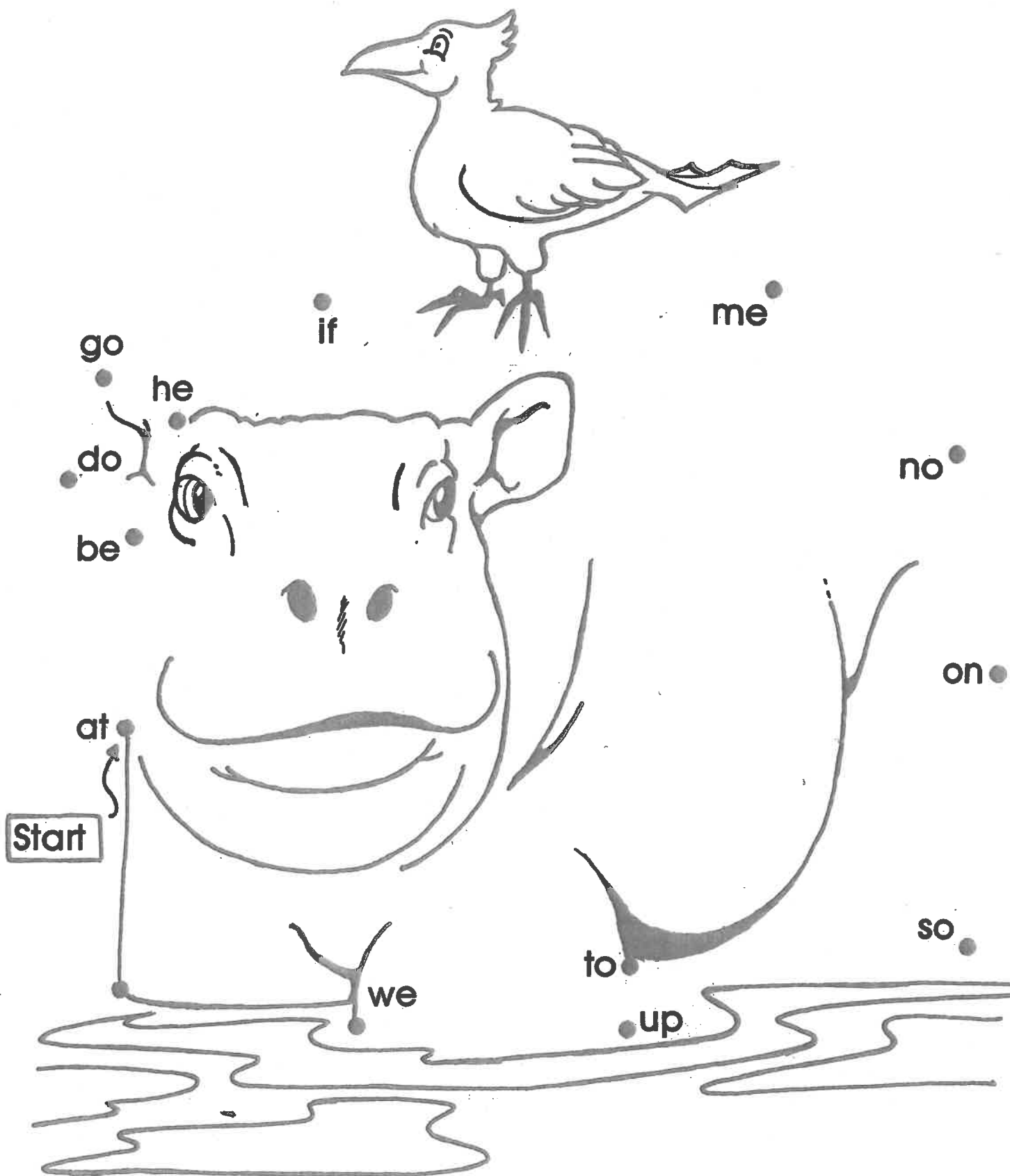
## Reading Comprehension Test

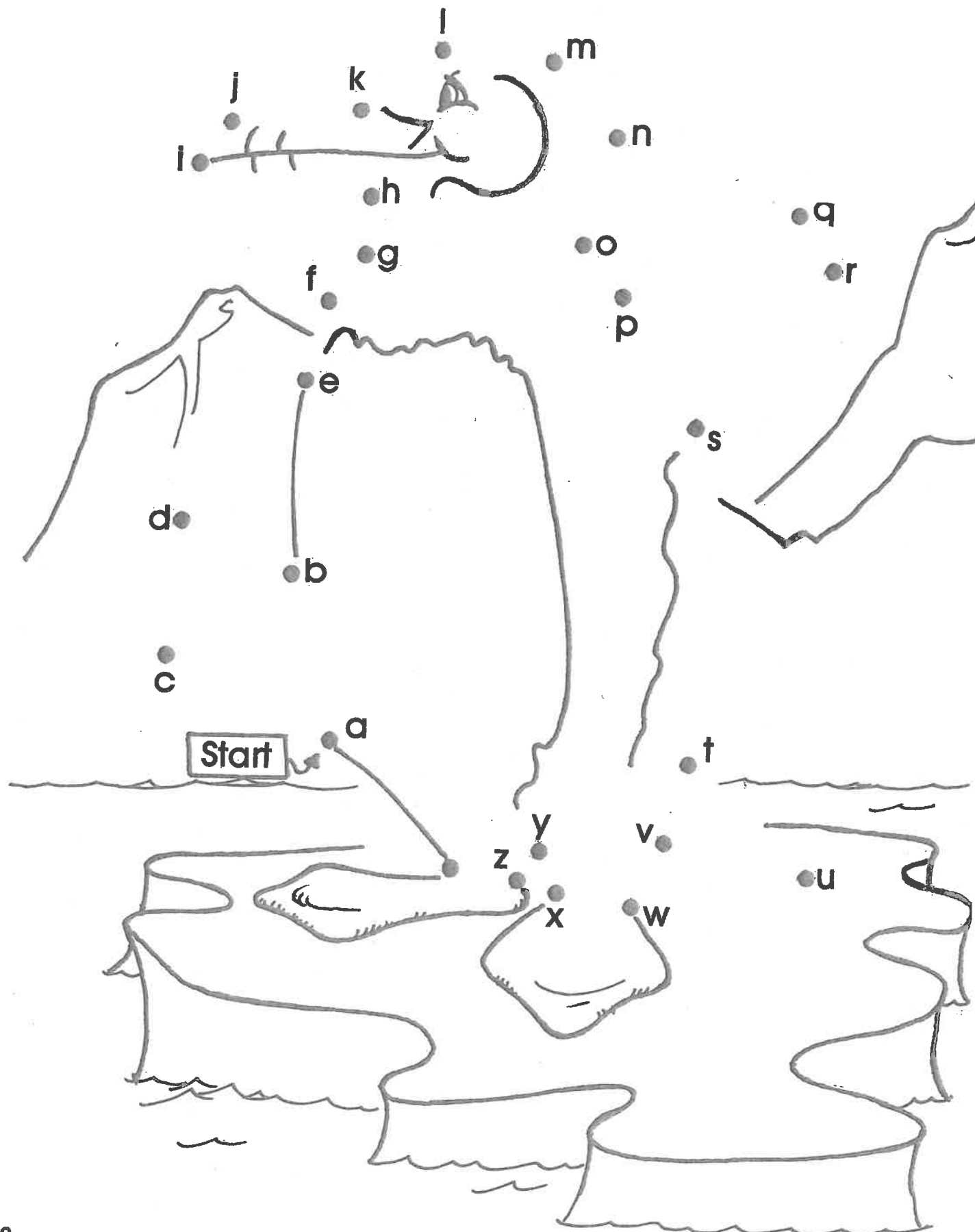
Unit 4, Week 1

- 3 What is the most important thing to know about Hetty?
- Ⓐ Hetty is a kitten.
  - Ⓑ Hetty drinks milk.
  - Ⓒ Hetty has soft fur.
- 4 Which sentence **best** tells the most important idea of the story?
- Ⓐ Hetty sleeps a lot.
  - Ⓑ Hetty grows and changes.
  - Ⓒ Hetty plays with toys.

Score
_____/4

DONE!





# a baby bear is a...

## cub

Most bear cubs are born during the mother's winter sleep. The cubs stay in the den with their mother for about two months. When they come out of the den in the spring, they are frisky and playful. They will stay with the mother for about two years. She teaches them to hunt for food.

**1** Start your cub with a circle for the head and add a short fat snout.

**2** Give the cub a big round body.

**3** Next, add short fat legs and a very small tail.

**4** Give your bear friendly eyes, a black nose, and a little smile. Make the ears small and round. Add little lines for fur here and there.



**Always**

by \_\_\_\_\_



© Linda Ball, Laurel Brucker, Good Year Books.

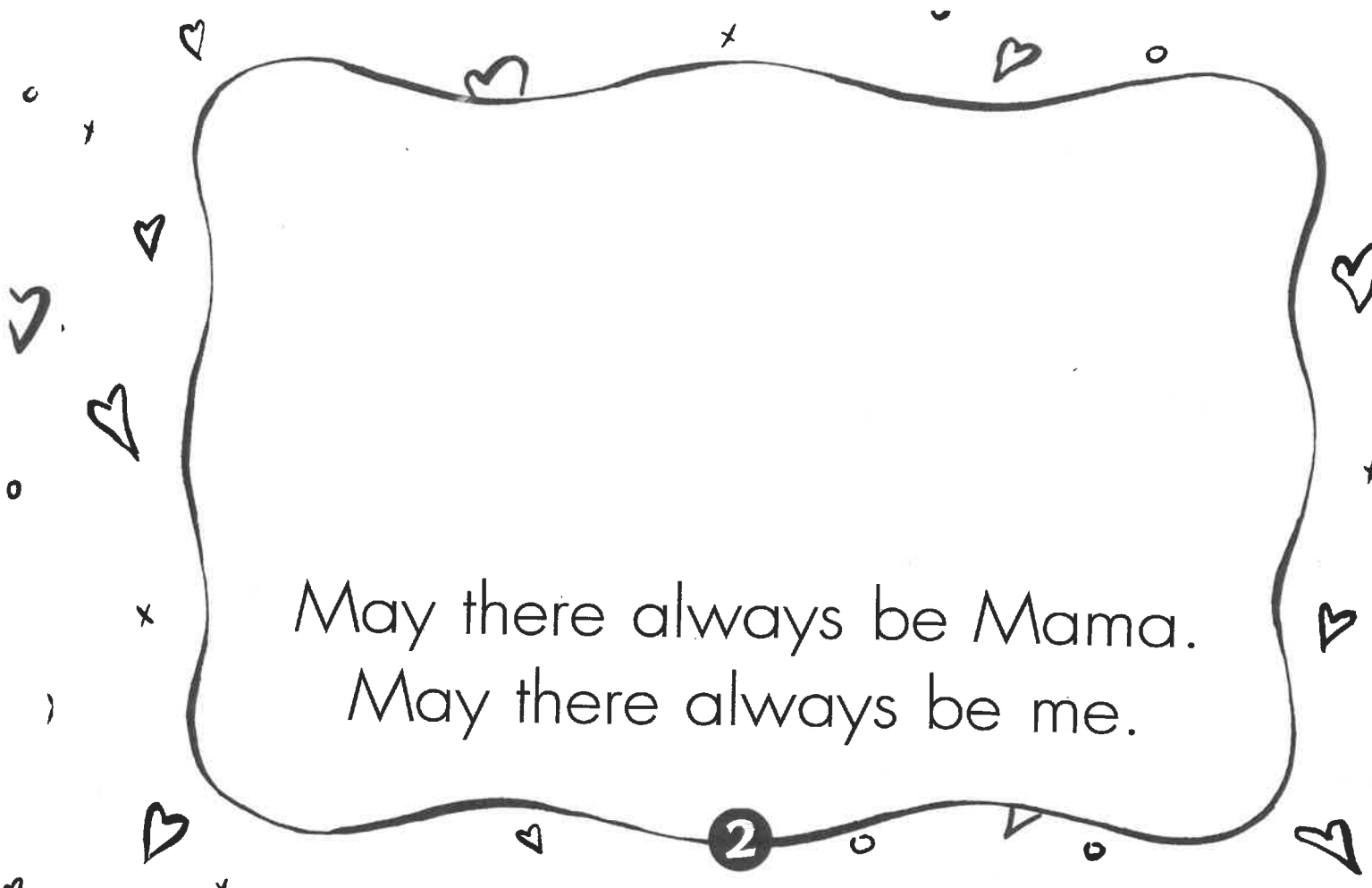
May there always  
be \_\_\_\_\_.

May there always be sunshine.  
May there always be blue skies.

1

May there always  
be \_\_\_\_\_.

5



May there always be Mama.  
May there always be me.

2



May there always be me.

6

May there always  
be \_\_\_\_\_.

3



**I read my book to**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

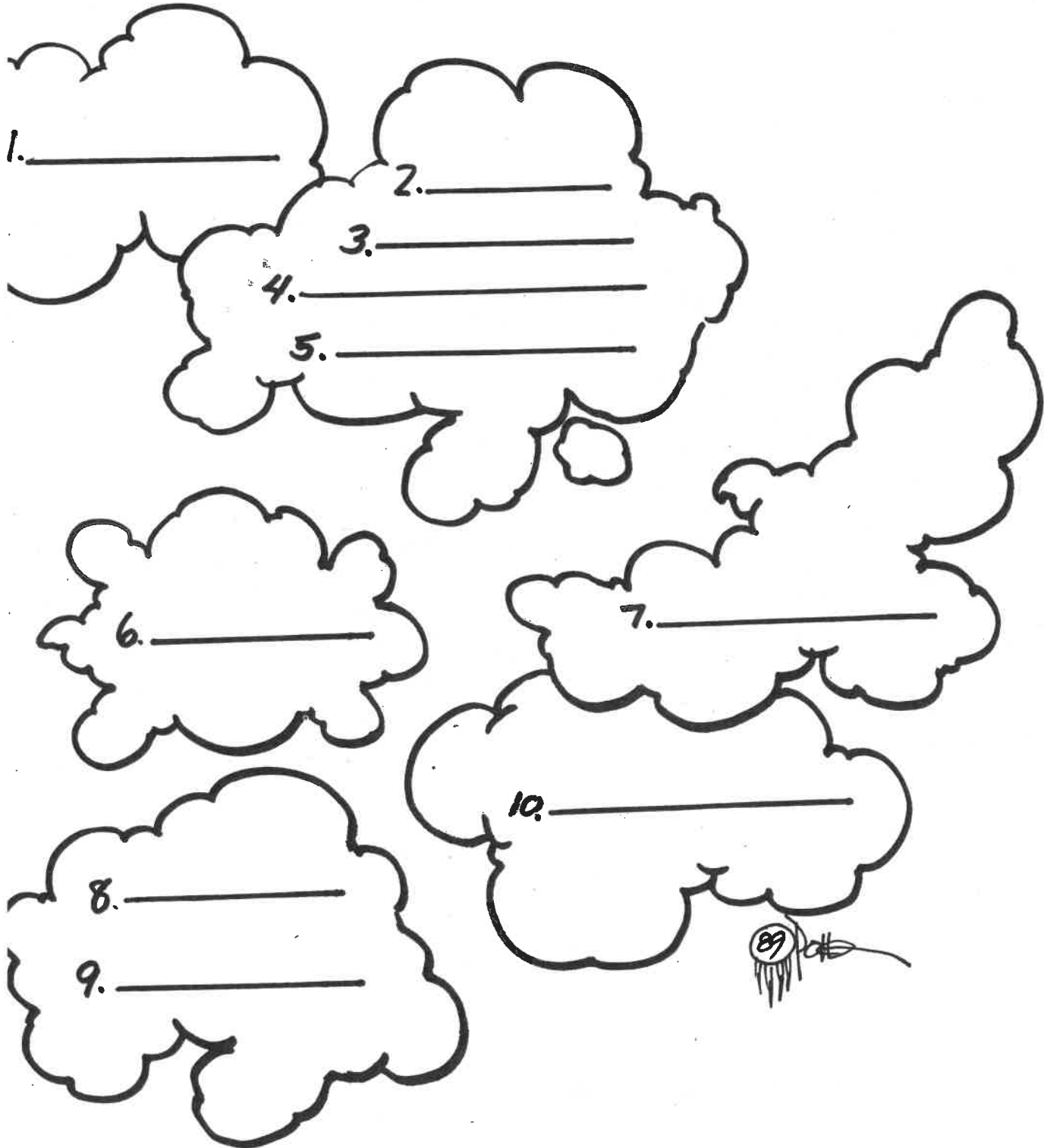
7

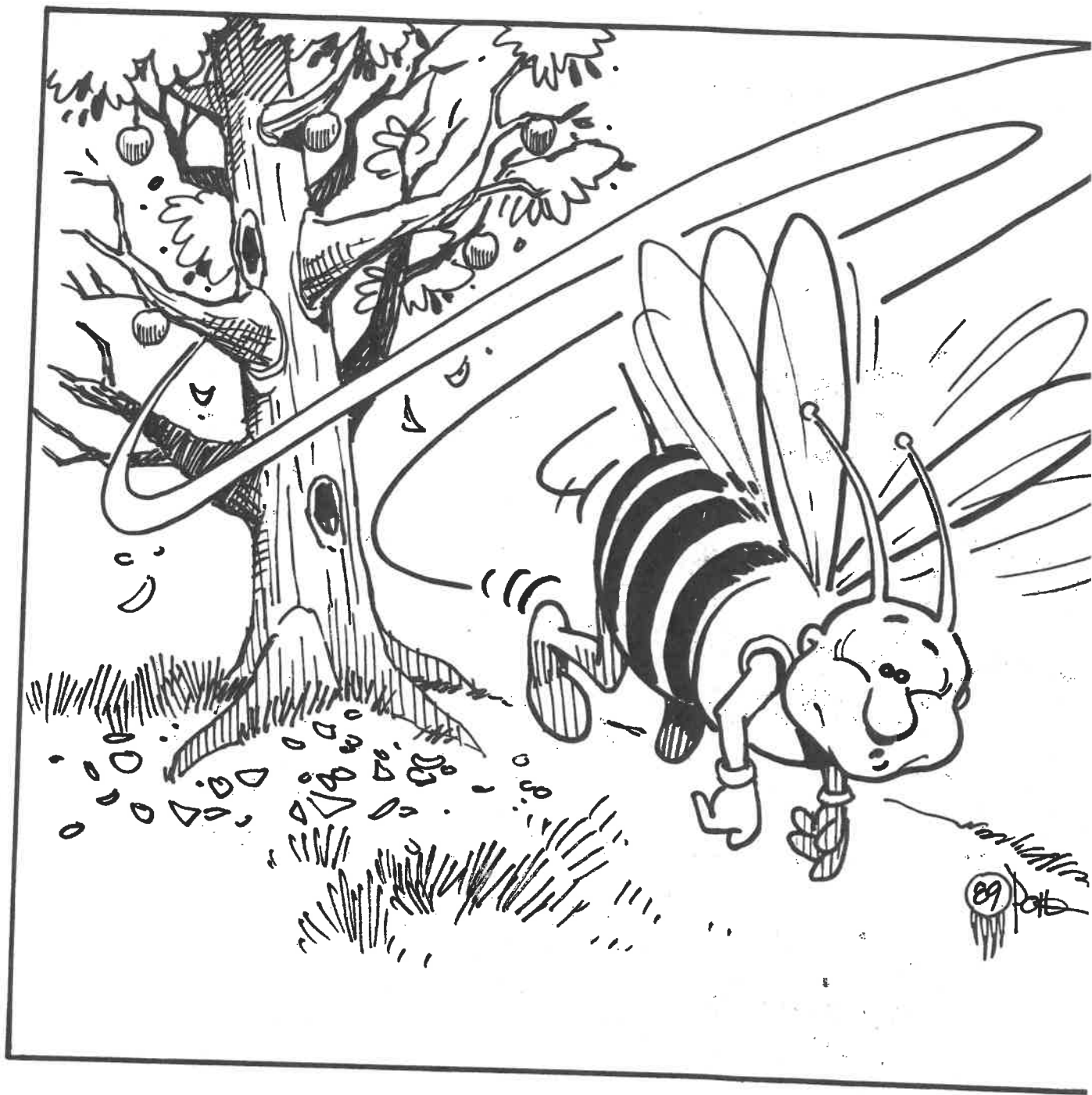


## The Clouds

I see the clouds go by,  
When I look up in the sky.  
They look fluffy.  
They look white.  
They are a pretty sight.

When I read "The Clouds" to you,  
This is what you can do.  
Sign your name on any cloud you see.  
It tells me that you're proud of me.

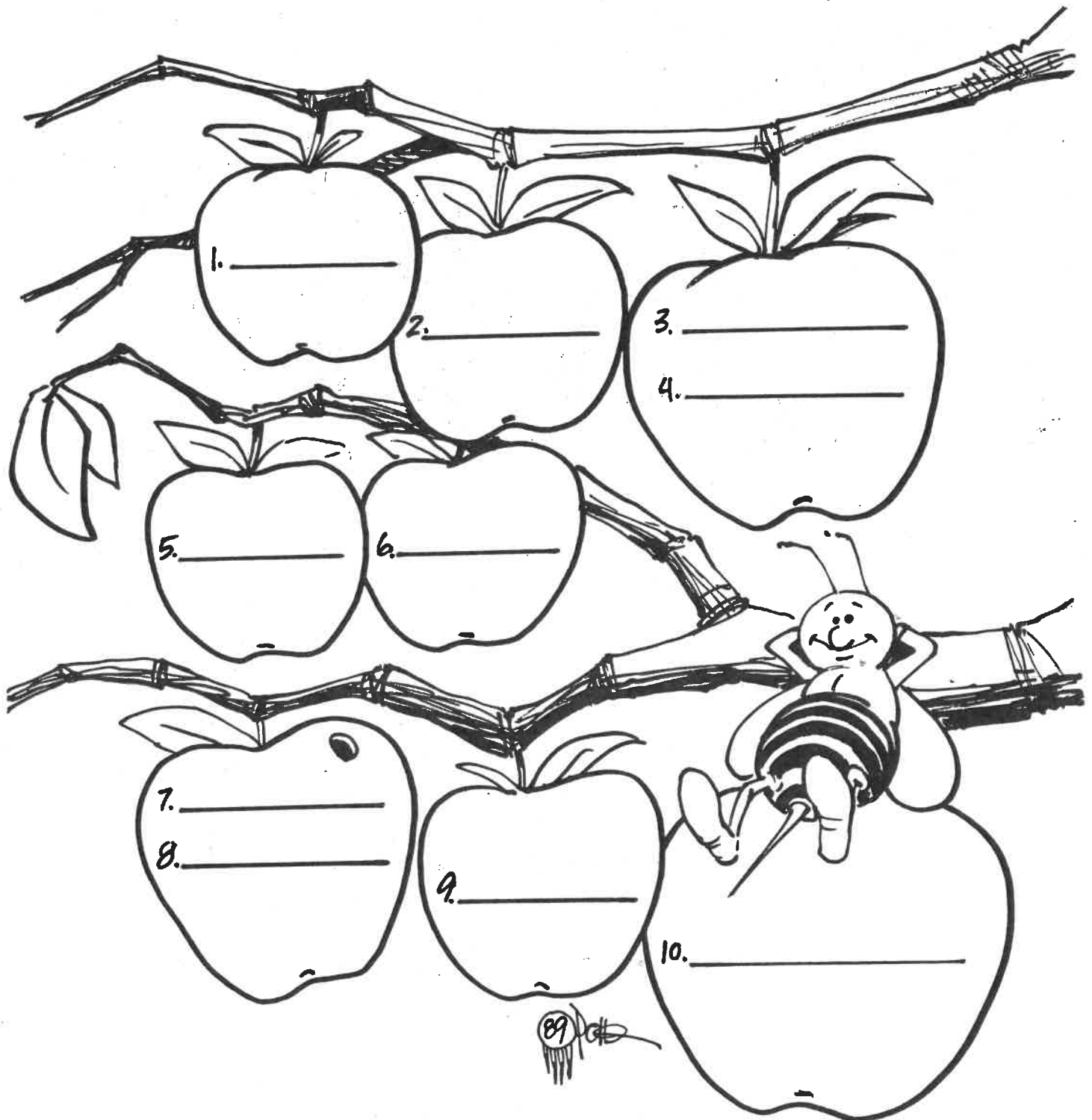




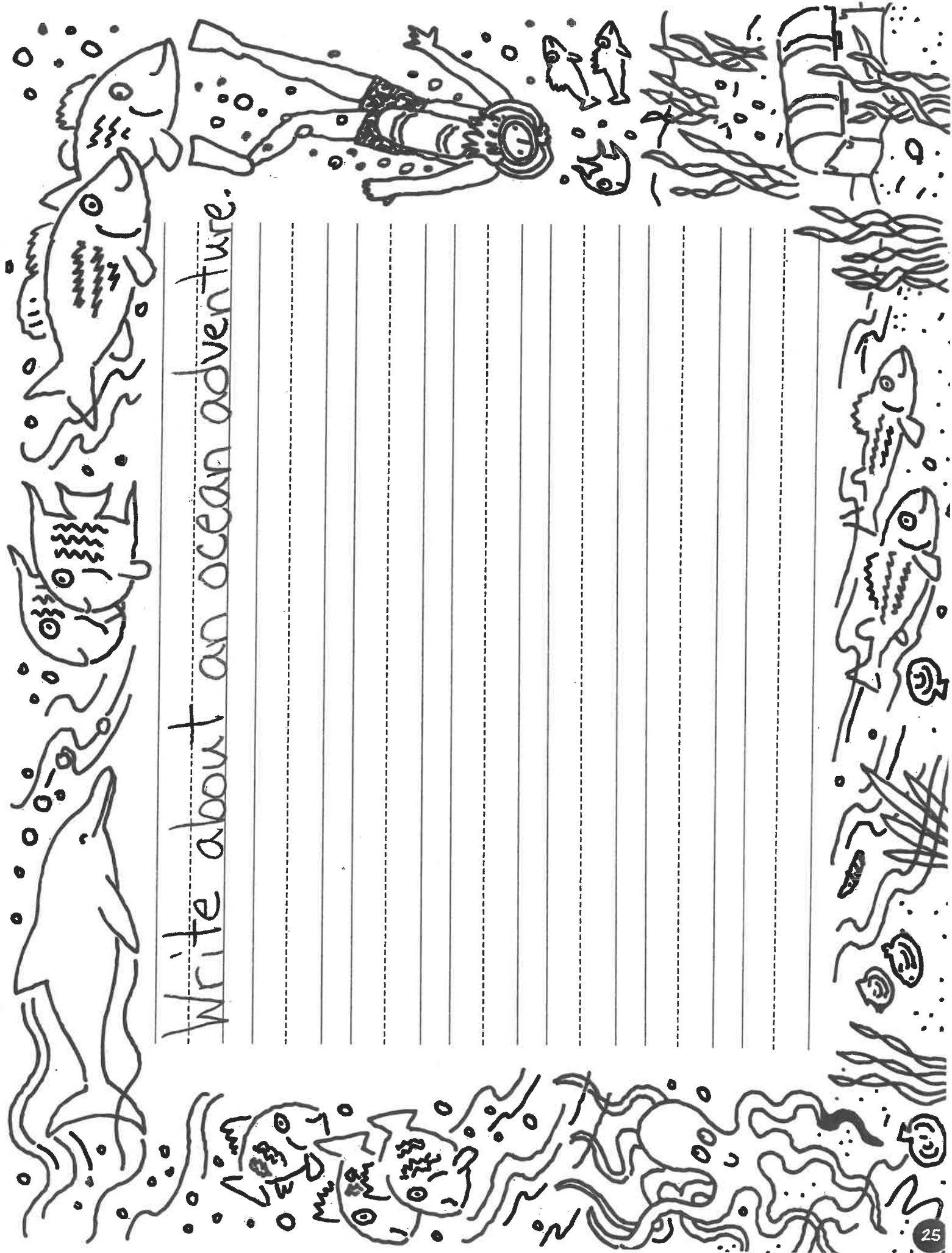
## The Sleeping Bumblebee

A leaf fell off the apple tree.  
It woke a sleeping bumblebee.  
"Buzz, buzz" said the bee.  
"What was it that fell on me?"

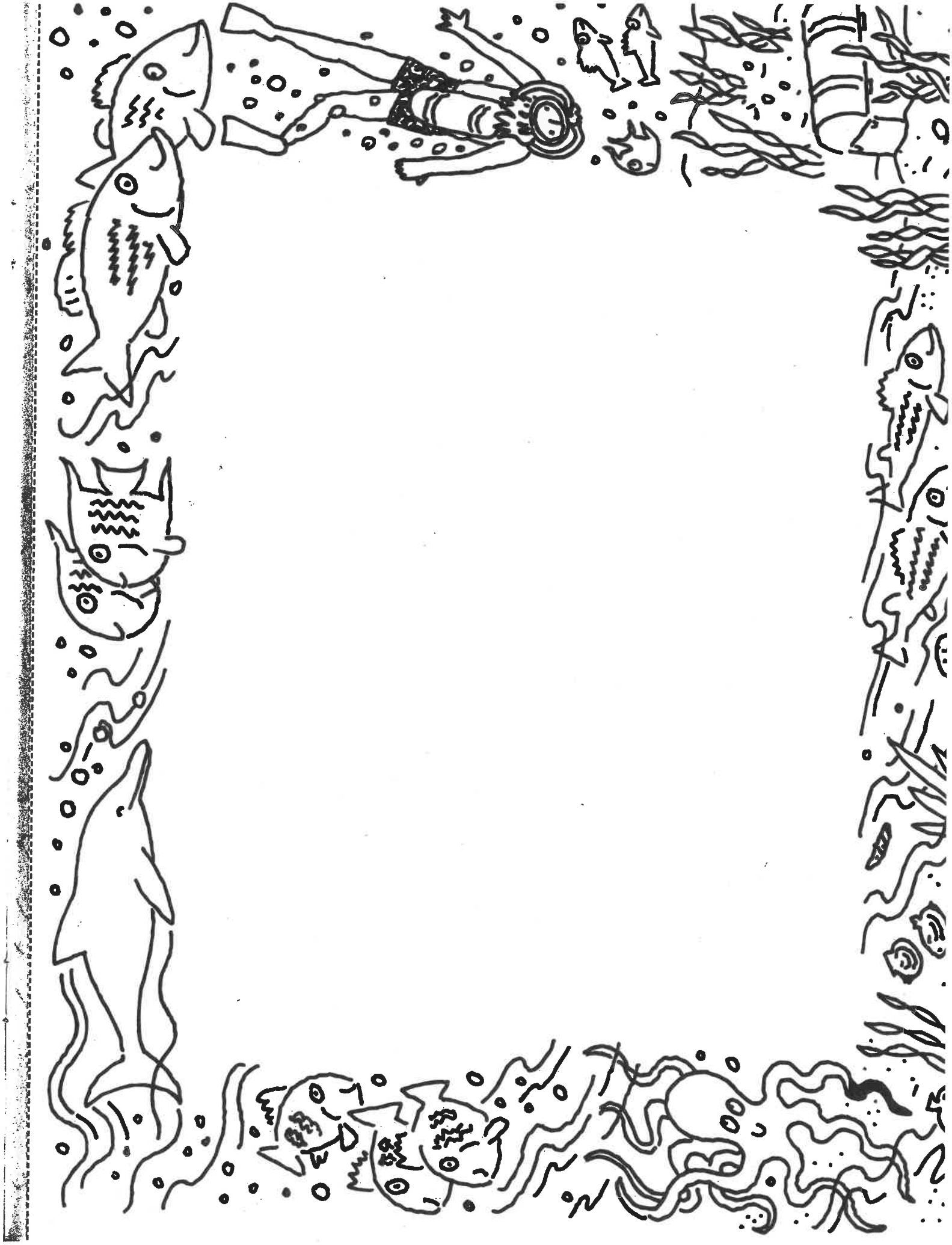
When I read "The Sleeping Bumblebee,"  
Sign your name on my apple tree.

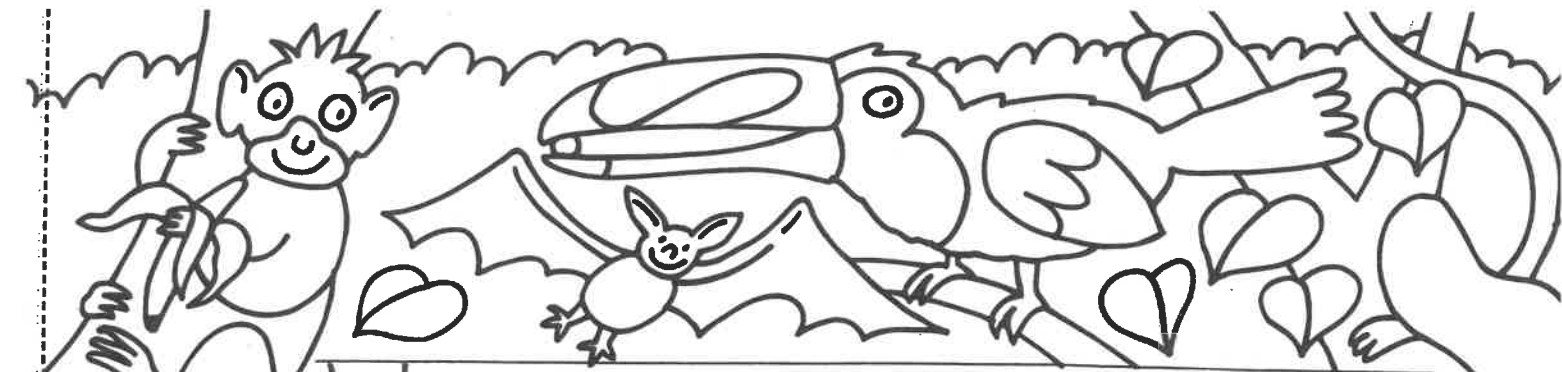






Write about an ocean adventure.





Write about a jungle adventure

A series of horizontal lines for writing, with a dashed midline for each line, providing a guide for letter height.





## Reading Comprehension Test

Unit Test

**Directions:** Read the passage. Then answer the questions about the passage.

### Buying Clothes

Where do we buy new clothes? Many people drive to stores. At a mall, there are many stores. There are shoe stores. There are T-shirt stores. Big department stores have all kinds of things—socks, pants, and dresses.



Some people shop by using the phone. They call a number. They place their order. In a week or so, a box comes to their home.

Today, many people shop on the computer. They choose what they want. The order is sent to their house.



**Reading Comprehension Test****Unit Test**

- 4 The purpose of "Buying Clothes" is to —
- Ⓐ share a story about shopping.
  - Ⓑ give information about shopping.
  - Ⓒ tell what the author thinks about shopping.
- 5 Some people shop on the phone.  
Some shop on the computer.  
How are these alike?
- Ⓐ You can do them at home.
  - Ⓑ You have to call a number.
  - Ⓒ You must drive to a store.
- 6 What does "Buying Clothes" tell about shopping?
- Ⓐ There are different ways to shop.
  - Ⓑ People like to buy new clothes.
  - Ⓒ Department stores are the best places to shop.



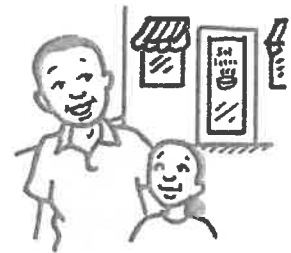
## Reading Comprehension Test

Unit Test

**Directions:** Read the story. Then answer the questions about the story.

### Shopping for School

Summer is almost over. School will begin soon. Kim needs pencils and paper. She needs other things, too. So Kim and her dad go shopping.



Kim sees a pet store. She passes a flower store. It smells good! At one store, Kim buys pencils and paper. At a different store, she buys a book bag.



Kim puts her new things in her new bag. Then Kim and her dad have lunch.



**Reading Comprehension Test****Unit Test**

- 7 What kind of things does Kim need?
- Ⓐ things for pets
  - Ⓑ things to play with
  - Ⓒ things for school
- 8 What does Kim buy?
- Ⓐ a pet
  - Ⓑ flowers
  - Ⓒ a book bag
- 9 What does Kim do right after shopping?
- Ⓐ eats lunch
  - Ⓑ buys flowers
  - Ⓒ goes to school
- 10 Why do Kim and her dad go shopping? Use details from the story in your answer. Kim needs \_\_\_\_\_.

Score

\_\_\_\_\_/10

**100%**





40 Familiar Inventions and How They Came to Be

**Charlotte Foltz Jones**  
**Illustrated by John O'Brien**

Call them accidents. Call them mistakes. Even serendipity.

If the truth were known, we might be amazed by the number of great inventions and discoveries that were accidental, unplanned and unintentional.

The inventors mentioned in this book were not only smart, but also alert. It is easy to fail and then abandon the whole idea. It's more difficult to fail, but then recognize another use for the failure.

Much research and documentation has gone into each entry of this book, and some fun, interesting, and sometimes humorous stories about various discoveries emerged. Some of the stories are historical fact. Others are legends or lore—stories that cannot be proved and probably can't be disproved.

The discoveries related in this book are just the beginning of ideas. Research, experimentation, and hard work were needed to develop the subjects into the products we use today.

The inventors and discoverers mentioned in this book should teach all of us the lesson stated best by Bertolt Brecht in 1930: "Intelligence is not to make no mistakes. But quickly to see how to make them good."



## Doughnut Holes

Hanson Gregory was born in 1832 in Camden, Maine, and died in 1921. He is buried in the Sailors' Snug Harbor Cemetery in Germantown, Maine. During the eighty-nine years that Hanson Gregory lived, he spent many of them as a sea captain. A legend says that is where he invented the doughnut hole.

One night he was eating a fried cake when a violent storm suddenly arose. Captain Gregory needed both hands to steer the ship so he shoved the cake over one of the spokes of the ship's helm. Without thinking, he invented the doughnut hole.

When Captain Gregory realized what he had invented, he was pleased. The centers of fried cakes were always unpleasantly soggy, so removing the center definitely improved the cakes. After the storm, Captain Gregory ordered the ship's cook to begin making fried cakes with a hole in the middle.

Another less interesting story says that when Gregory was fifteen, he was watching his mother make fried cakes. Since he disliked the soggy centers, he simply suggested she remove them. Mrs. Gregory tried her son's idea and it worked.

Today over \$750 million worth of doughnuts are sold each year. That's a lot of doughnut holes!

Please read this passage from "Mistakes That Worked" with someone in your family and use the highlighter to highlight the important details. Discuss why each detail is important with your family member.

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