Dear First Grade Families,
Here are our learning targets for 5/25-6/8.

Reading:
Standard RI.1.1 and RL.1.1 Ask and answer questions about key details in a text.
Standard RI.1.2 With prompting and support, identify the main topic and retell key details of a text.

Parent's: What questions can you ask?
Read the story A Festival with your child. Read the questions at the end. Think about what the answers might be. Read the story a second time and answer the questions. Then help your child find the main idea. The main idea is **what the story is all about**. It is usually in the first paragraph of a story. What is the story all about? It is about a festival. What **details or smaller parts of the story** are about the festival. Re-read it to see what details tell you about the festival. You should find music, foods and different languages as just some examples of details of the festival.

Writing:
Standard W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Parent's: Use what you have learned to answer a question.

Math: Lesson 26
Standard 1.NBT.C.5 Given a two digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning.

Parent's: Without counting, what number is 10 more than _____?
Without counting, what number is 10 less than ____?
Here are some online tools to use or just draw a picture.
https://www.didax.com/math/virtual-manipulatives.html
http://www.glencoe.com/sites/common_assets/mathematics/ebook_assets/vmf/VMF-Interface.html

Estimadas familias de primer grado,
Aquí están nuestros objetivos de aprendizaje para el 25/5 - 8/6

Lectura:
Estándar RI.1.1 y RL.1.1: Hacer y responder preguntas sobre detalles clave en un texto.
Estándar RI.1.2: Con ayuda y apoyo, identifique el tema principal y vuelva a contar los detalles claves de un texto.

Padres: ¿Qué preguntas pueden hacer?
Lea la historia Un festival con su hijo/a. Lea las preguntas al final. Piense en cuáles podrían ser las respuestas. Lea la historia por segunda vez y responda las preguntas. Luego, ayude a su hijo/a a encontrar la idea principal. La idea principal es de qué se trata la historia. Suele estar en el primer párrafo de una historia. ¿De qué se trata la historia? Se trata de un festival. ¿Qué detalles o partes más pequeñas de la historia son sobre el festival? Vuelve a leerlo para ver qué detalles te cuentan sobre el festival. Debes encontrar música, comidas y diferentes idiomas como ejemplos de detalles del festival.

Escritura:
Estándar W.1.8: Con ayuda y apoyo de adultos, recuerde información de experiencias o recopile información de las fuentes proporcionadas para responder una pregunta.

Padres: usa lo que has aprendido para responder una pregunta.

Matemáticas: Lección 26
Estándar 1.NBT.C.5 Dado un número de dos dígitos, encuentre mentalmente 10 más o 10 menos que el número, sin tener que contar; explica el razonamiento

Padres: Sin contar, ¿qué número es 10 más que _____?
Sin contar, ¿qué número es 10 menos que ____?
Aquí hay algunas herramientas en línea para usar o simplemente dibujar una imagen.

https://www.didax.com/math/virtual-manipulatives.html

http://www.glencoe.com/sites/common_assets/mathematics/ebook_assets/vmf/VMF-Interface.html

THE FESTIVAL

My school had a world festival. I think every school should have one. We celebrated different countries and cultures around the world. The best part was the music. I liked dancing to the music too. I even played music!

My friend Jose is from Puerto Rico. He shared neat things about his homeland. People speak Spanish there. They eat fruits like guava and mango. They dance to salsa music. Jose let me try the maracas. I like the sound they make when they shake.

I learned about other places around the world at the festival. I heard different languages.

I saw instruments that made different sounds. I ate food that was new to me.

I know that people are different. People come from different places around the world. We all live in America. Being different makes our country strong. It makes it special.

SLEUTH WORK

Look for Clues Why does the writer think every school should have a world festival?

Ask Questions What questions would you ask the writer about the world festival?

Make Your Case What event at this world festival would you enjoy? Why? Use details from the text in your answer.

maracas

Writing video: What about what you learned
Youtube Link: https://youtu.be/jmIaqzobvh4
Google Drive Link:
https://drive.google.com/file/d/18w3sFlzsSEuGazELJPearLvRD4k9hWQu/view

What is different about other cultures?

Insert video link here:

1. Read the text: The Festival.
2. Read and think about what is different in other cultures. Use what you know and what you've learned in the book to complete the writing planner with the beaver on the top.
3. Use your writing planner to write about what is different in other cultures. Think about the food, music, language, and clothes.
4. **Have your writing ready to read to your teacher during your weekly conference.**

Example Outline

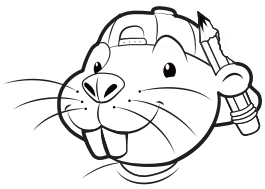
Topic sentence: Cultures are different.
Three details: First, … Next, ... Last…
Conclusion: You can learn many things about other cultures.

Question: How are cultures different?

Example Writing:

Cultures are different. First, in Australia people make music with a didgeridoo. Also, Australians like to eat meat pies. Last, in Spain most people speak Spanish. You can learn many things about other cultures.

Name: Miss Mezes



Title = New cultures

Topic = What is different about other cultures?

☆ First,	— Music —P.R. Maracas, didgeridoo
☆ Next,	— Food —Puerto rico: guava and mango Australia: meat pies
☆ Last,	— Dances — P.R. salsa Spain dance flamenco

Conclusion =

You can learn many things about other cultures

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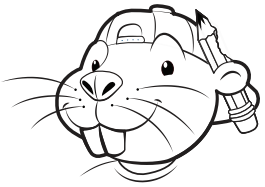
Name: _____

Tool B7-11c



Title = _____

Topic = _____

☆	—
	—
☆	—
	—
☆	—
	—

Conclusion = _____

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Name:_____ Date:_____

Understand 10 More and 10 Less

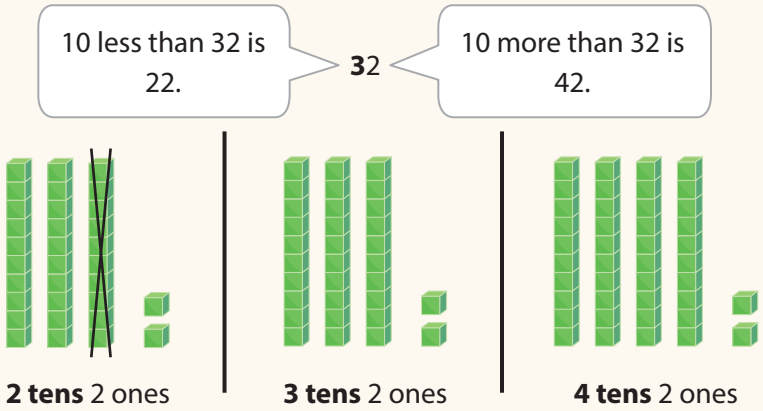
LESSON 26

Dear Family,

This week your child is exploring strategies for finding 10 more and 10 less than a two-digit number.

Learning to quickly find 10 more and 10 less than a number will help your child develop place-value understanding, as well as help your child prepare to add and subtract two-digit numbers.

When 10 is added to a number, the tens digit increases by one. When 10 is subtracted from a number, the tens digit decreases by one.



On a 120 chart, the number above a given number is 10 less and the number below it is 10 more.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Invite your child to share what he or she knows about finding 10 more and 10 less by doing the following activity together.

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Activity 10 More and 10 Less

Do this activity with your child to find 10 more and 10 less than a number.

Materials a bowl containing 50–80 small objects (such as pennies, paper clips, dried beans, cereal pieces, or pasta shapes), pencil and paper

- Remove a handful of objects from the bowl and place them on the table.
- Have your child count the objects on the table and write how many there are.
- He or she should then tell you the number that is 10 more than the number of objects on the table. For example, if there are 24 objects, your child might say: "10 more than 24 is 34." (If your child needs support, point out that when 10 is added to a number, the tens digit increases by one.)
- Have your child add 10 more objects and count to check.

There are 24 objects.
10 more than 24 is 34.

After repeating the activity several times, adjust it to practice finding 10 less. After your child counts the objects on the table, he or she should tell you the number that is 10 less than the number of objects on the table. Encourage your child to then remove 10 objects and count to check.

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Explore 10 More and 10 Less

Learning Target

- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

SMP 1, 2, 3, 4, 5, 6, 7, 8

27 monkeys live at the zoo.

10 more monkeys come to the zoo.

How many monkeys live at the zoo?

Try It

Math Toolkit

- connecting cubes

_____ monkeys live at the zoo.

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Connect It

What is 10 more than 31?

10 more than 31 is _____.

What is 10 less than 31?

10 less than 31 is _____.

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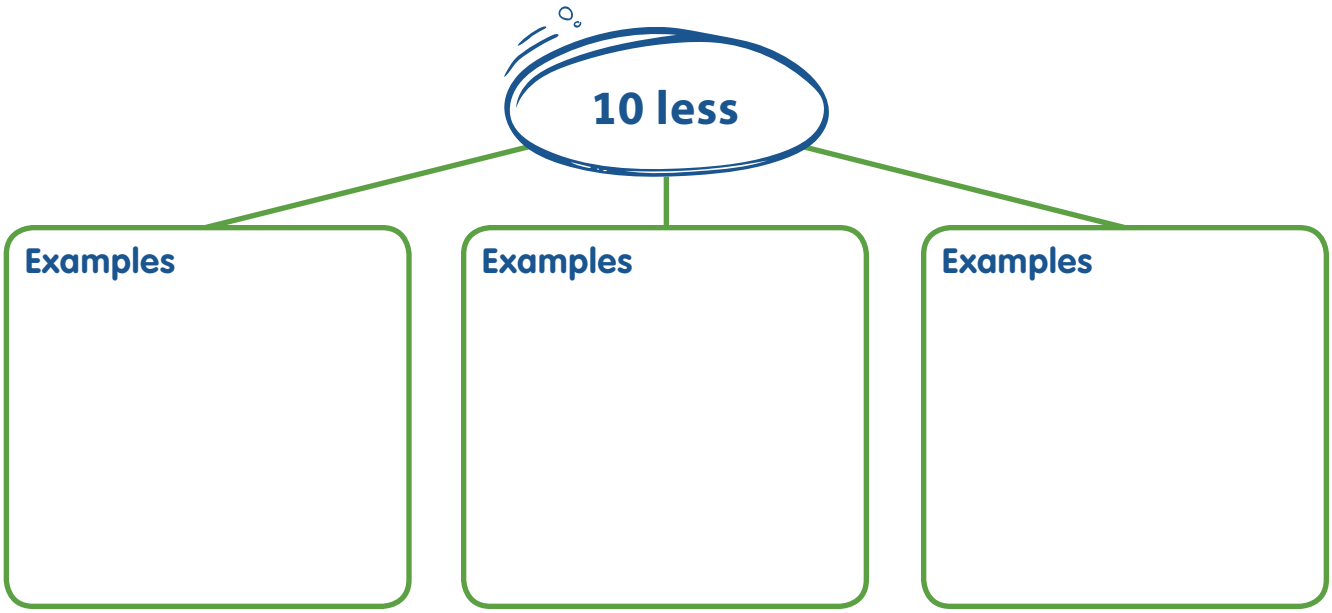
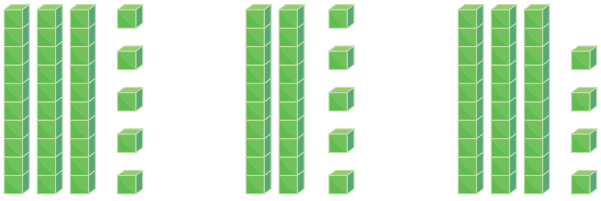
Prepare for Finding 10 More and 10 Less

1 Think about what you know about finding 10 less than a two-digit number. Fill in each box. Use words, numbers, and pictures. Show as many ideas as you can.



2 Circle the model that shows 10 less than 35.



10 less than 35 is _____.

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3 Solve the problems. Draw to show your work.

What is 10 more than 36?

10 more than 36 is _____.

What is 10 less than 36?

10 less than 36 is _____.

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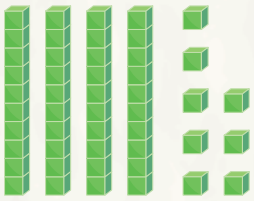
Develop Understanding of 10 More and 10 Less

What is 10 more? What is 10 less?

Start with 48.



4 tens 8 ones

Math Toolkit

- base-ten blocks
- connecting cubes
- hundred charts

Model It

Show 10 more than 48.

Show 10 less than 48.

DISCUSS IT

What digit changes when you add 10 to a number?

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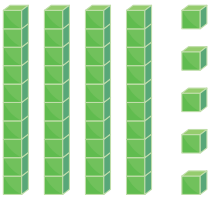
Connect It

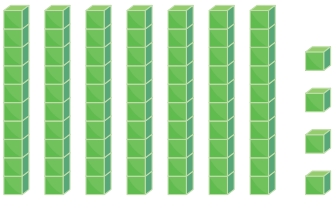
Draw another ten or cross out a ten to solve the problem. Fill in the blanks to show the answer.

1 What is 10 more than 45?



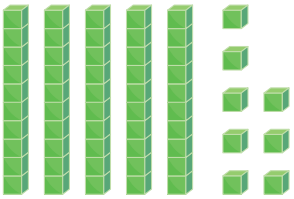
_____ tens _____ ones 10 more than 45 is _____.

2 What is 10 less than 74?



_____ tens _____ ones 10 less than 74 is _____.

3 What is 10 less than 58?



_____ tens _____ ones

10 less than 58 is _____.

DISCUSS IT

When you find 10 more or 10 less than a number, the ones digit . . .

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Practice with 10 More and 10 Less

Look at the Example. Then solve problems 1–4.

Example

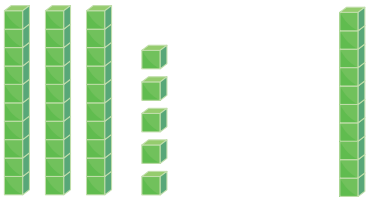
What is 10 more than 21?

21 and 10 more

2 tens 1 one + 1 ten = 3 tens 1 one

10 more than 21 is 31.

1 What is 10 more than 35?



3 tens 5 ones + 1 ten = _____ tens _____ ones

10 more than 35 is _____ .

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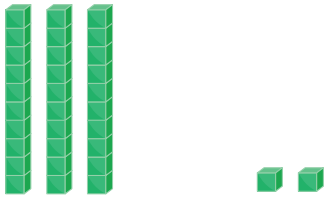
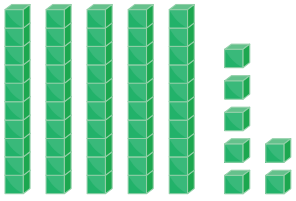
Draw another ten or cross out a ten to solve the problem. Fill in the blanks to show the answer.

2 What is 10 less than 32?



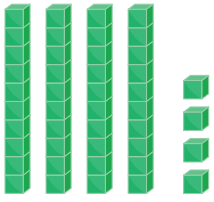
_____ tens _____ ones 10 less than 32 is _____.

3 What is 10 less than 57?



_____ tens _____ ones 10 less than 57 is _____.

4 What is 10 more than 44?



_____ tens _____ ones 10 more than 44 is _____.

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Develop Understanding of 10 More and 10 Less

Model It

Find and write the numbers that are 10 less and 10 more than the blue numbers on the chart.

31	32	33	34	35	36	37	38	39	40
41	**42**	43	44	45	46	**47**	48	49	50
51	52	53	54	**55**	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Math Toolkit

- hundred charts
- base-ten blocks
- connecting cubes

1 **Start at 47.**

10 less ☐

10 more ☐

2 **Start at 55.**

10 less ☐

10 more ☐

3 **Start at 42.**

10 less ☐

10 more ☐

DISCUSS IT

How does the chart help you find 10 less and 10 more than a number?

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Connect It

Use the chart to find the numbers.

Color each pair of numbers. Fill in the blanks.

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90

1. 10 less than 83 is _____.

2. 10 more than 45 is _____.

3. 10 less than 78 is _____.

4. 10 less than 90 is _____.

5. 10 more than 52 is _____.

DISCUSS IT

On the chart, the number that is 10 more is below each number because . . .

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Practice with 10 More and 10 Less

Look at the Example. Then solve problems 1–8.

Example

Find 10 less than 86. 10 less than 86 is 76.

Color both numbers.

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1 10 more than 48 is _____.

Color both numbers.

2 10 less than 43 is _____.

Color both numbers.

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

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41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

3 10 less than 57 is _____.

4 10 more than 53 is _____.

5 10 more than 81 is _____.

6 10 less than 70 is _____.

7 10 more than 46 is _____.

8 10 less than 94 is _____.

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Refine Ideas About 10 More and 10 Less

Apply It

1 **Identify** What is 10 more than 82?

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

10 more than 82 is _____.

2 **Choose** What is the correct number? Draw lines to match.

10 more than 58	48
10 less than 58	68
10 more than 88	98
10 less than 88	78

3 **Explain** Buzz says 10 less than 84 is 83.
Do you agree? Why or why not?

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4 Think about 10 more and 10 less.

A: Write a two-digit number.
Find 10 less and 10 more than your number.

☐ ☐

10 less than _____ is _____.

10 more than _____ is _____.

Write a different two-digit number.
Find 10 less and 10 more than your number.

☐ ☐

10 less than _____ is _____.

10 more than _____ is _____.

B: Find 55 + 10. Tell how you know.

55 + 10 = _____

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