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**Let's Learn More  
Backpack—Grade 1**

**This sample includes the following:**

**Let's Learn More Activity Book**

- What Should First Graders Know? (2 pages)
- Guiding Questions (1 page)
- Reading (3 pages)
- High-Frequency Words (1 page)
- Mathematics (1 page)
- Problem Solving (1 page)
- Social Studies (1 page)
- Science (1 page)
- Game (1 page)
- Mindfulness (1 page)
- Technology (1 page)
- Hands-on Activities (1 page)
- Project-Based Learning (1 page)

**Reader Sample** (23 pages)

Additional backpack resources  
not included in this sample:

- Parent Tip Card
- Ebook Library Access Card

To Create a World <sup>in</sup> which  
**Children Love to Learn!**

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# What Should First Graders Know?

What key literacy and mathematics concepts are covered in the *Let's Learn!* series?

## Literacy

- ▶ **Read** and **answer questions** about **texts**.
- ▶ Practice reading and writing **high-frequency words**.
- ▶ Use **key details** to describe **characters, settings**, and **events** in texts.
- ▶ Use **illustrations** and **details** in a text to describe its **key ideas**.
- ▶ Write **informative** texts.
- ▶ Write **narratives**.
- ▶ Write **opinions**.
- ▶ Use correct **capitalization**.
- ▶ Use correct **punctuation**.
- ▶ Identify and write **pronouns, adjectives, nouns**, and **verbs**.
- ▶ Use **conventional spelling** for words with common spelling.
- ▶ Use correct **verb tenses**.



## ¿Qué deberían saber los estudiantes de primer grado?

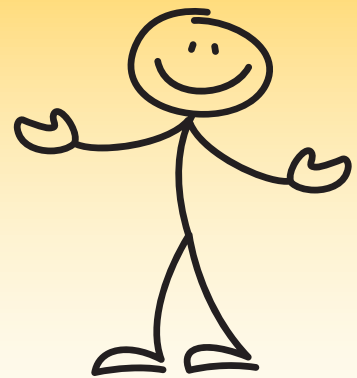
¿Qué conceptos importantes de lectoescritura y matemáticas abarca la serie *¡Aprendamos!*?

### Lectoescritura

- ▶ **Leer** y **responder preguntas** sobre **textos**.
- ▶ Practicar **destrezas fundamentales**.
- ▶ Usar **detalles clave** para describir **personajes, escenarios** y **acontecimientos**.
- ▶ Usar **ilustraciones** y **detalles** en un texto para describir sus **ideas clave**.
- ▶ Escribir textos **informativos**.
- ▶ Escribir **narraciones**.
- ▶ Escribir **opiniones**.
- ▶ Usar correctamente las **mayúsculas**.
- ▶ Usar correctamente la **puntuación** y la **acentuación**.
- ▶ Identificar y escribir **pronombres, adjetivos, sustantivos** y **verbos**.
- ▶ Usar **ortografía convencional** para palabras de escritura común.
- ▶ Usar correctamente **tiempos verbales**.

## Mathematics

- ▶ Understand the **relationship** between **addition** and **subtraction**.
- ▶ **Add** and **subtract** within 20.
- ▶ Understand **place value**.
- ▶ Identify **solid shapes** and shapes that **compose** a larger shape.
- ▶ **Create** and interpret **charts**.
- ▶ Use **models** to **compare** numbers.
- ▶ Place numbers in **ascending** and **descending order**.
- ▶ **Measure** the **lengths** of objects.
- ▶ Understand **defining attributes** of **shapes**.
- ▶ Use **place value** to **compare** numbers.
- ▶ **Interpret data** in a chart.
- ▶ Cut **shapes** into **equal parts**.



## Matemáticas

- ▶ Comprender la **relación** entre la **suma** y la **resta**.
- ▶ **Sumar** y **restar** hasta 20.
- ▶ Entender el **valor posicional**.
- ▶ Identificar **cuerpos geométricos** y figuras que **integran** una figura más grande.
- ▶ **Crear** e interpretar **gráficos**.
- ▶ Usar **modelos** para **comparar** números.
- ▶ Ubicar los números en **orden ascendente** y **descendente**.
- ▶ **Medir** las **longitudes** de los objetos.
- ▶ Reconocer los **atributos** que **definen** a cada **figura**.
- ▶ Usar el **valor posicional** para **comparar** números.
- ▶ **Interpretar datos** en un gráfico.
- ▶ Cortar **figuras** en **partes iguales**.

## Guiding Questions

**Unit 1: Sports**  
What is fun about sports?

**Unit 4: Foods**  
What can we learn about foods?

**Unit 2: My Family**  
What is special about my family?

**Unit 5: Fairness**  
Why is fairness important?

**Unit 3: Community Workers**  
Why are community workers important?

**Unit 6: The Night Sky**  
What can we learn from the night sky?

## Preguntas orientadoras

**Unidad 1: Deportes**  
¿Qué es lo divertido de los deportes?

**Unidad 4: Alimentos**  
¿Qué podemos aprender sobre los alimentos?

**Unidad 2: Mi familia**  
¿Qué tiene de especial mi familia?

**Unidad 5: Justicia**  
¿Por qué es importante la justicia?

**Unidad 3: Trabajadores comunitarios**  
¿Por qué los trabajadores comunitarios son importantes?

**Unidad 6: El cielo nocturno**  
¿Qué podemos aprender del cielo nocturno?



# Surfer Girl

by Monika Davies

Heng holds her surfboard.  
Her mom is beside her.

“Be careful in the ocean,” her mom says.  
“The water never stops moving.”

Heng lies flat on her surfboard.  
She tries to stand up on it.  
Heng wobbles.

The waves move forward and back.  
Heng falls off of her surfboard.

A sea lion pops its head above the water.  
“Is it hard to stand on your board?” the sea lion asks.

Heng nods. “The water won’t stop moving.”



Continued





## Surfer Girl (cont.)

"Do you know why the water moves?" he asks.

Heng shakes her head.

"The wind makes waves," the sea lion says.

"Now, listen closely. Be part of the ocean."

Heng hears the waves go *splash, splash*.

She hears the seagulls go *caw, caw*.

She hears the wind go *swoosh, swoosh*.

Heng takes a deep breath.

She paddles.

Then, she stands up on her board!



Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Circle the verb in each sentence. Write the verb. Then, act out each verb.

Sentence	Verb
1 Heng holds her surfboard.	_____ - - - - - _____
2 Heng lies flat on her surfboard.	_____ - - - - - _____
3 Heng wobbles.	_____ - - - - - _____
4 Heng falls off of her surfboard.	_____ - - - - - _____
5 Heng nods.	_____ - - - - - _____
6 Heng shakes her head.	_____ - - - - - _____
7 Heng paddles.	_____ - - - - - _____
8 She stands up on her board.	_____ - - - - - _____



Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** The words in the Word Bank are written in code. Use the phone to break the code. Write the words on the lines.

Word Bank

work back live very after



**Example**

3 + 6 + 4  
d o g

1 2 + 3 + 8 + 3 + 7

---



---



---

2 8 + 3 + 7 + 9

---



---



---

3 5 + 4 + 8 + 3

---



---



---

4 2 + 2 + 2 + 5

---



---



---

5 9 + 6 + 7 + 5

---



---



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**Directions:** Solve each problem.

- 1 True or false?

$5 + 6 = 10 + 1$

---



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---

- 5 Make it true.

$4 + 1 = 3 +$

- 2 Circle the ways to make 8.

$6 + 3$

$4 + 4$

$10 - 2$

$12 - 4$

- 6 Circle the ways to make 10.

$5 + 5$

$2 + 8$

$15 - 4$

$13 - 3$

- 3 Write the missing sign.

$$\begin{array}{r} 8 \\ \square 4 \\ \hline 4 \end{array}$$

- 7 Make it true.

$5 + 3 = 10 -$

- 4 Write the missing sign.

$6 + 3 = 5 \square 4$

- 8 Write the missing sign.

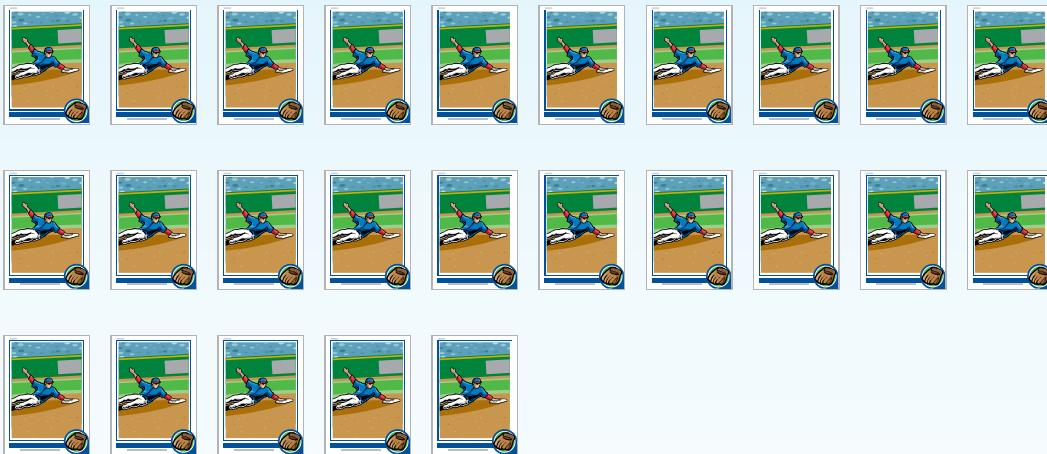
$8 \square 2 = 3 + 3$



**Directions:** Read and solve the problem.

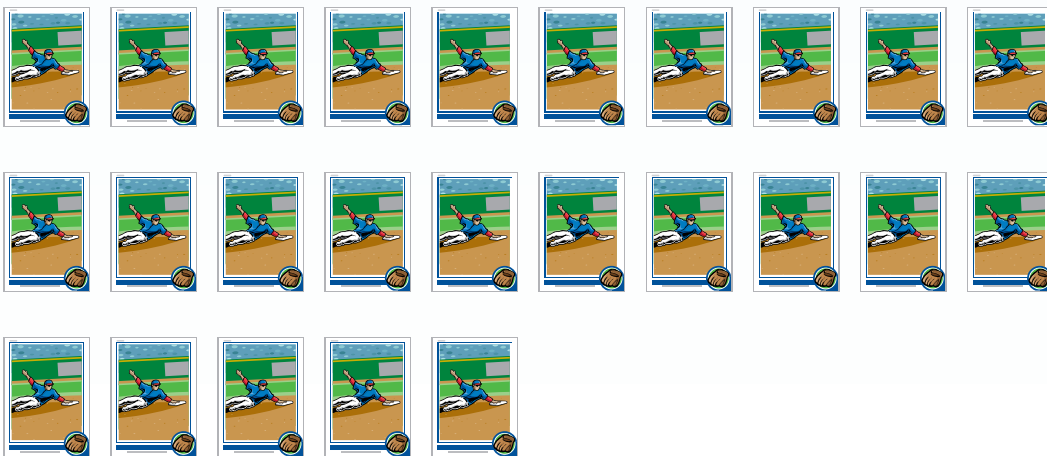
Beckett has 25 baseball cards. Show two ways to group the baseball cards by tens and ones. Draw circles around groups of 10.

**Strategy 1**



\_\_\_\_\_ tens and \_\_\_\_\_ ones

**Strategy 2**



\_\_\_\_\_ tens and \_\_\_\_\_ ones



Problem Solving

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Write each word in the correct column. You can draw pictures of some of the words.

**Word Bank**

water      TV      toys      bike  
clothes      food      games      place to live

**Wants**

**Needs**



Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Find two partners. Follow the steps to discover how Earth and the moon move.

### What You Need

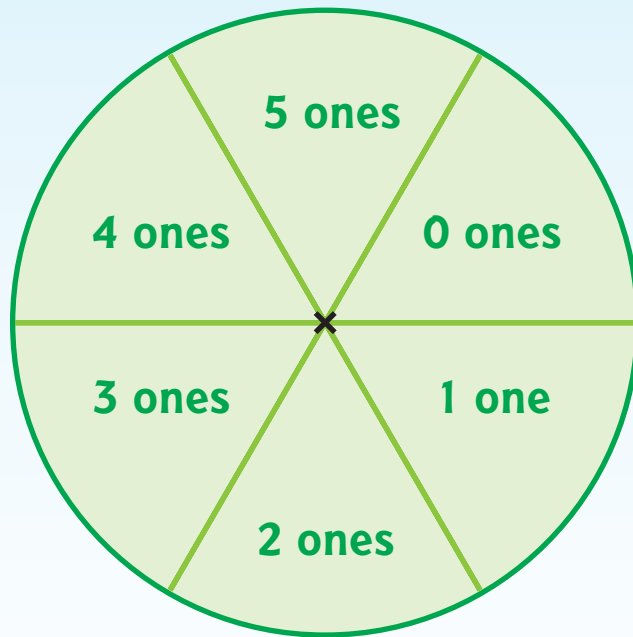
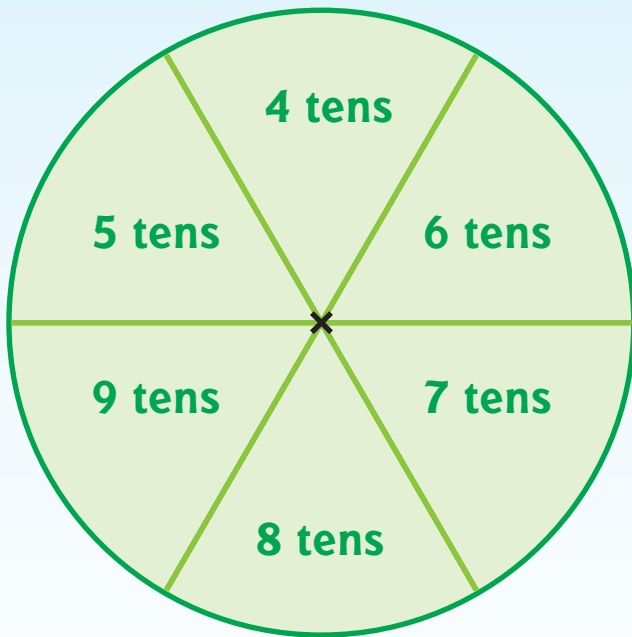
- paper
- marker
- globe or ball

### What to Do

- 1 Make two signs. Write *sun* on one. Write *moon* on the other.
- 2 Have one person stand in the center of the room holding the sun sign.
- 3 Have another person hold the globe or ball and walk slowly around the sun in a circle. It takes Earth one year to go around the sun. This means that it takes 365 days.
- 4 Now, have that person spin the globe or ball. It takes 24 hours for Earth to make one complete spin. What do we call 24 hours?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5 Finally, take the moon sign, and walk in a circle around the globe or ball. It takes about a month for the moon to go around Earth.
- 6 Draw a picture on a sheet of paper that shows how Earth and the moon move. Use arrows to show their motion.



**Directions:** Place a paper clip on the X in the left circle. Place a pencil through the paper clip. Spin the paper clip around the pencil. Repeat with the right circle. Record the two-digit number you make on the left side. Spin another two-digit number, and write it on the right side. Fill in the box with  $>$ ,  $<$ , or  $=$ .



1			
2			
3			
4			
5			

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Some sports are played with teammates. Write four things you can say to encourage a teammate. Try to use all four encouraging remarks this week.

.....



Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Go to the *Storyline Online* website to watch this video. Or read a story about sports.

.....

*Catching the Moon* by Crystal Hubbard

**[tcmpublic.digital/LLM/1/unit1](https://tcmpublic.digital/LLM/1/unit1)**

- 1 Think about a sport you like to watch or play.
- 2 Search online for images of the sport you chose. Have an adult help you.
- 3 Save the images to your device, or take a screenshot.
- 4 Make a collage with the images. Use an app, such as BeFunky, to create your collage.
- 5 Share your collage with a friend.



**Directions:** Focus on your well-being with these hands-on activities. Choose at least two to complete.

.....

### Staying Healthy

Imagine you are on a team with 10 members. It is your turn to share a healthy snack with everyone. Make a list or draw a picture to show what you could bring to practice.

### Amazing Art

Look at pictures online of professional athletes playing their sports. Study a photo carefully. What do you notice? How does it make you feel? How can you see action in a photo?

### Making Music

"Take Me Out to the Ballgame" is a famous song. People sing it at baseball games. Learn the words to this song. You can sing it the next time you watch a baseball game!

### Getting Active

Think of a sport you know well. Explain to someone how to play the sport. Answer any questions they have. When they understand the rules, play together.



# Indoor Olympic Games

## Overview

**Guiding Question:** What is fun about sports?

**Directions:** Make your own Olympic games or sports to play in your home. Your family and friends can play your games.

.....

- 1 Finish the activities on pages 176–181.
- 2 Pick a day and time for your Olympics.
- 3 Invite competitors and spectators to your games.
- 4 Celebrate everyone’s successes!





# Rules at School



## School Rules

1. Respect everyone
2. Pay attention
3. Be nice and helpful
4. Raise your hand

Sharon Coan

## **Classroom Rules**

**1. Follow the  
directions.**

**2. Keep your  
hands, feet,  
and objects to  
yourself.**

We have **rules** at  
school.



**Rules help us get  
along.**





Rules help us **learn**.



Our teacher writes  
the rules.



**We follow the rules.**





We stand in line.



We raise our hands.



We listen.





**We take turns.**



**We share.**





**We use our inside  
voices.**



**We walk inside.**



**We help each other.**

# CLASS RULES

1. Stand in line.
2. Raise your hand.
3. Listen.
4. Take turns.
5. Share.
6. Use inside voices.
7. Walk inside.
8. Help each other.

We have rules at school.



Rules help us get along.





**Rules help us learn.**

# Write It!



1. Think about the rules at your school.
2. Write two school rules.

School Rules  
1. Keep your hands  
to yourself  
2. Raise your hand.

3. Talk about the  
rules with a friend.



# Glossary

**learn**—to find out  
and know something

**rules**—things that  
tell you what you  
may or may not do

**share**—to use things  
with other people

# Index

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share, 11

# Your Turn!



There are rules at school. What happens when you follow the rules? Draw a picture.

