

First Grade Summer Review

Eight week program
to ensure success in
2nd Grade!

Common
Core
aligned

Ms. [Redacted]

Dear Families,

I know you are all as proud as I am of the wonderful progress your student has made in First Grade. You all deserve a nice, relaxing break. Of course, there's still a little time to build in some learning fun!

It's very important that your child review important First Grade skills over the break. This summer review program will give you the tools to make sure your child will enter Second Grade prepared and ready to excel. This program is organized into 8 weeks of review. Each week has an overview of the skills your child will be reviewing, along with helpful tips and explanations. While the review worksheets are designed to cover most important First Grade skills, they cannot cover everything. For this reason, each week also gives you a short checklist with other ideas to help your child at home. This checklist should help you stay organized and on track over the summer vacation.

On each review page, you will see letter/number abbreviations next to each activity. These abbreviations refer to the First Grade Common Core Standards. These are the skills your child was taught in First Grade, and the skills your child's Second Grade teacher will be expecting them to know. The "Word Attack" lists you will find at the beginning of each week will cover the 2nd Grade Dolch sight words. Your child will probably recognize many of these words already, and by mastering them over the summer you will give your child a head start next year.

At the end of the review program you will find several resource pages to give you more ideas for helping your child over the break.

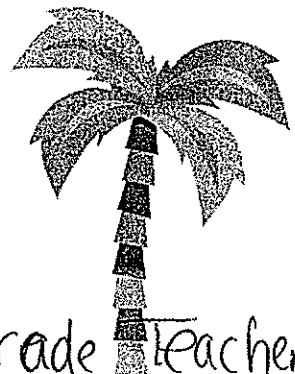
Thank you for taking the time to work with your child at home. Your hard work will pay off next year! Have a great summer and KEEP LEARNING!! :)

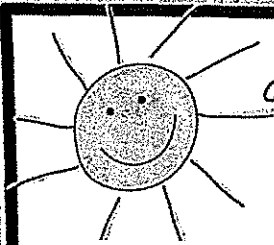
websites:

Zearn
education city
raz-kids:

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Sincerely,
The First Grade Teachers





Week One

comprehension

In First Grade, your child learned to identify important story elements while reading fiction texts. This week, your child will read a short story and identify characters, setting, problem and solution. Encourage your child to use words and pictures to describe these elements. For example, have them label the characters and setting, and write a short sentence to describe problem and solution.

Phonics

Your child has developed fluency with all short vowel sounds. This week will review that foundation. Students will practice reading short vowel word families fluently, and review the spellings of short vowel words.

grammar/vocabulary

This week's grammar focus is identifying parts of speech (nouns, verbs, adjectives). In addition, your child will use sentence clues to determine the meaning of an unfamiliar word. In this week's "fix the sentence", students will need to remember to capitalize names of people.

mathematics

Your child has learned that whole numbers can be separated into "parts" and that addition and subtraction problems are made of these "parts" and "wholes". This week your child will identify missing parts and wholes of numbers. They will also solve a problem that has many different solutions.

writing

First Grade students are expected to write personal narratives about special events. Your child should write 4-6 **complete** sentences. Remind them to use temporal words like "first" and "next" to sequence their story. Encourage them to use "fancy words" and to stretch the word out to spell. Help your child spell, but avoid giving them the spelling!

word attack

always
around
because
been
before
best

week 1 checklist

- ☐ Complete practice pages 2-8
- ☐ Read for 20 minutes 4-5 days a week
- ☐ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 1 Word Attack list

Phonics

ap ig ot un ag et id

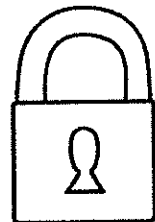
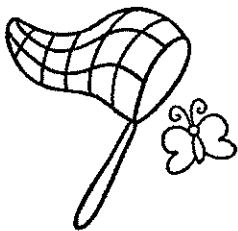
op ug am eb it ad ut

ack ell ull ill ick ock

It is important for your child to quickly recognize common word families. Have them practice reading the above word family chunks several times for fluency. Color a sun each time your child reads the chunks.



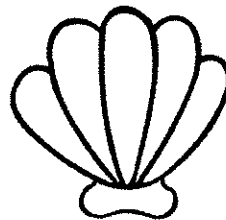
segment and spell Say the name of the picture and segment the sounds. Spell the Word below. RF.1.2b & d)



Identify the missing sound



_____ ick



sh _____ ll



ba _____

read for meaning

Amy was so excited for her family's trip to the beach. Her big brother Max had promised he would teach Amy how to boogie board. On the day of the trip, Amy noticed the sky was very dark. On the way to the beach, it started to rain. When they arrived it was pouring rain and there was bright lightning cracking above. Amy's Dad said they would not be able to go to the beach, because it was not safe to swim. Amy felt so disappointed. She wanted to boogie board with

Max! Amy's Mom suggested they go get pizza at their favorite restaurant. Amy did not want pizza. She was still sad when they got to the restaurant. "Hey Amy," said Max, "Do you want me to teach you how to play the arcade games?" Amy had always wanted to play in the arcade with Max. She would get to have fun with her big brother after all!

Have your child read the story several times to build fluency. Color a sun for each time the story is read.
(1.RFS.4)



story elements Write and draw the story elements below (1.RL.1 & 1.RL.3)

Characters	Setting
Problem	Solution

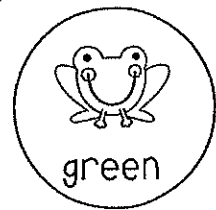
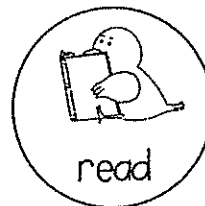
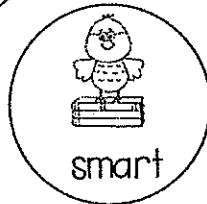
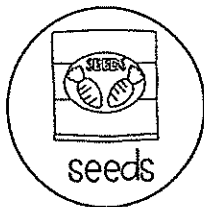
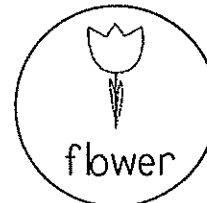
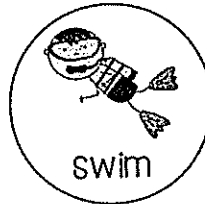
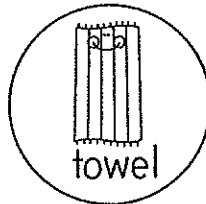
language and conventions

parts of speech Color nouns, verbs, and adjectives by the code below. (i.L.1b,e, &f)

Nouns - green

Verbs - red

Adjectives - blue



infer the meaning Use clues from the sentence to guess the meaning of the underlined word. Circle the sentence clues that helped you. Write a short definition on the line. (i.L.4a)

Robbie cast a rock into the lake and it made a splash.

fix the sentence Circle the mistakes. Rewrite the sentence correctly below. (i.L.2a,b, &d)

is mr. brown's dog beg or small.

writing

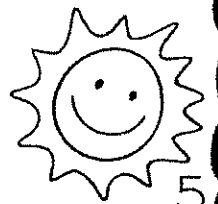
TOPIC: Write a personal narrative on one of the following topics. (1.W.3)

- | | |
|---|--|
| <input type="checkbox"/> Your favorite day of First Grade | <input type="checkbox"/> A family vacation |
| <input type="checkbox"/> A Holiday with your family | <input type="checkbox"/> A special event of your choice! |

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing practice.




my writing checklist

- ☐ All my sentences start with capital letters and end with punctuation
- ☐ I included at least 2 sequence events
- ☐ I added details to my writing
- ☐ I provided an ending to my story



math

making numbers Determine the part or whole by drawing dots. See example below. (1.OA.1, 1.OA.8)

Whole	
 9	
Part	Part
3	6
	

Whole	
7	
Part	Part
5	

Whole	
Part	Part
8	4

Whole	
15	
Part	Part
	9

Whole	
13	
Part	Part
7	

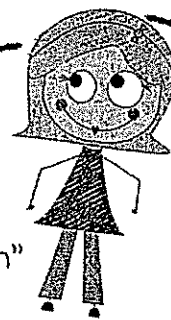
Whole	
Part	Part
7	4

Problem Solving The following problem has multiple solutions. Use the chart to list as many solutions as possible. (1.OA.1)

Emily collects 15 shells at the beach. Some shells are smooth and some shells are shiny. How many COULD be smooth, and how many COULD be shiny? List as many solutions as possible.

Smooth	Shiny	Total

it's a matter of facts!



Circle all the facts below that show a way to make ten. Solve the other "near ten" facts.(1.OA.6)

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$$



Weekly Skill Check!

Segment and Spell

Spell the word in the box (RF.1.2b & d)



--	--	--	--

Clap the Syllables

Shade number of syllables
(RF.1.2 & RF.1.3d)

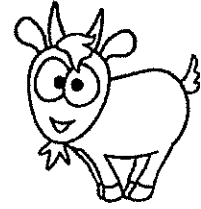


telephone

1	2	3	4
---	---	---	---

Circle the Spelling

Circle the correct spelling (RF.1.3c)



goat gote got

Inflectional Endings

Circle the correct word (RF.1.3f)

Megan _____ me on
the phone yesterday.

calling called calls

Long or Short?

Circle (RF.1.2a)



short o long o

Write the Numbers

1.NBT.2



tens	ones	Number

Compare It: < , > , =

1.NBT.3

72 ____ 78

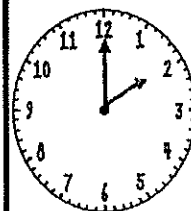
Solve-It!

Draw a picture and write a number sentence (1.OA.1)

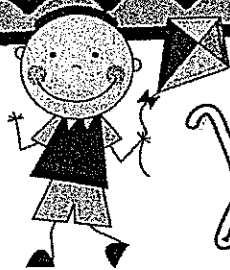
Mary has 12 crayons. 4 of them are red and the
rest are blue. How many crayons are blue?

Word Recognition: Use after in a sentence: (1.RFS.3g)

What Time? (1.MD.3)



:
:



Week two

comprehension

In First Grade, your child learned to retell and sequence events in stories. They also learned to identify a central message or theme. This week they will read a short story about a girl who makes a mistake. Help them identify the beginning, middle, and end of the story. Discuss what lesson the little girl learned from her mistake.

Phonics

Your child has developed fluency with consonant blends. This week your student will review these blends. They will practice reading consonant blends for fluency, and spell and decode words containing consonant blends.

grammar/vocabulary

This week's grammar focus is using adjectives to describe. Students will need to select adjectives from a box that appropriately describe the beach. In this week's "Fix-It", students will need to change a verb ending to match the subject of the sentence.

mathematics

Your child has been taught many strategies to help them add and subtract fluently. This week will review the **commutative property** ($3 + 5 = 5 + 3$) and the **associative property** ($4 + 6 = 4 + 3 + 3$). They will also relate addition and subtraction to counting ($4 + 2$, what is 2 more than 4?)

writing

First Grade students are expected to justify their opinions through writing. Your child should state their opinion, and then provide at least 2 reasons to justify their opinion. Encourage them to use "fancy words" and to stretch the word out to spell. Help your child spell, but avoid giving them the spelling!

word attack

both
buy
call
cold
does
don't

week 2 checklist

- ☐ Complete practice pages 10-16
- ☐ Read for 20 minutes 4-5 days a week
- ☐ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 2 Word Attack list

Phonics

fl gr cl cr pr bl fr

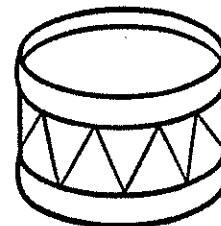
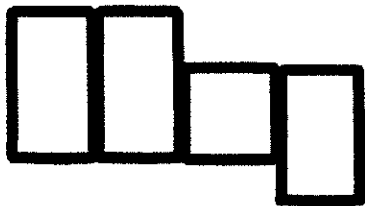
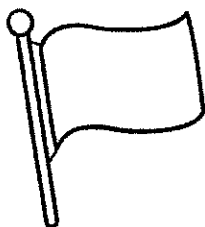
gl br pl dr st sk sl

sw sn sp sc sm tr tw

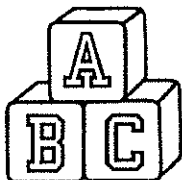
It is important for your child to quickly recognize and read consonant blends. Have your child practice reading the above blends several times for fluency. Color a sun for each time they read the chart. (I.RFS.2b)



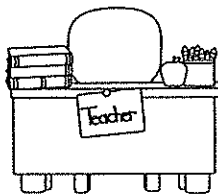
Segment and Spell Say the name of the picture and segment the sounds. Spell the Word below. (RF.1.2b & d)



Identify the missing blend Say the name of the picture. Complete with the missing blend. (I.RFS.3b)



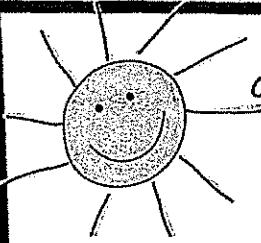
____ ocks



de ____



____ ant



Week One

comprehension

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word attack

always
around
because
been
before
best

week 1 checklist

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- ☐ Master Week 1 Word Attack list

Phonics

ap ig ot un ag et id

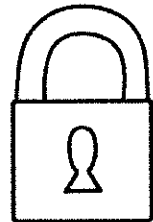
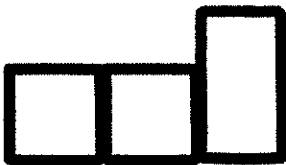
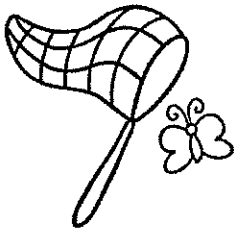
op ug am eb it ad ut

ack ell ull ill ick ock

It is important for your child to quickly recognize common word families. Have them practice reading the above word family chunks several times for fluency. Color a sun each time your child reads the chunks.



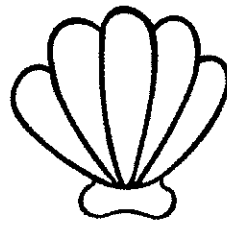
segment and spell Say the name of the picture and segment the sounds. Spell the Word below. RF.1.2b & d)



Identify the missing sound



____ ick



sh ____ ll



ba ____

read for meaning

Amy was so excited for her family's trip to the beach. Her big brother Max had promised he would teach Amy how to boogie board. On the day of the trip, Amy noticed the sky was very dark. On the way to the beach, it started to rain. When they arrived it was pouring rain and there was bright lightning cracking above. Amy's Dad said they would not be able to go to the beach, because it was not safe to swim. Amy felt so disappointed. She wanted to boogie board with Max! Amy's Mom suggested they go get pizza at their favorite restaurant. Amy did not want pizza. She was still sad when they got to the restaurant. "Hey Amy," said Max, "Do you want me to teach you how to play the arcade games?" Amy had always wanted to play in the arcade with Max. She would get to have fun with her big brother after all!

Have your child read the story several times to build fluency. Color a sun for each time the story is read.
(1.RFS.4)



story elements Write and draw the story elements below (1.RL.1 & 1.RL.3)

Characters	Setting
Problem	Solution

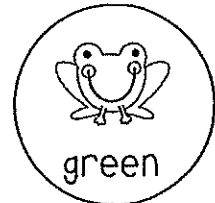
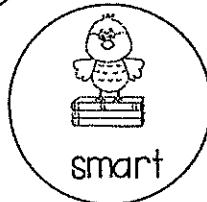
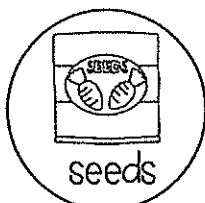
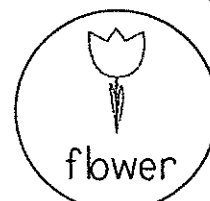
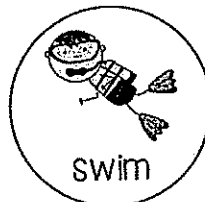
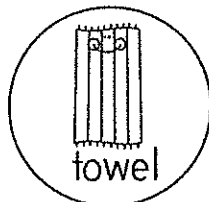
language and conventions

Parts of speech Color nouns, verbs, and adjectives by the code below. (1.L.1b,e, &f)

Nouns - green

Verbs - red

Adjectives - blue



Infer the meaning Use clues from the sentence to guess the meaning of the underlined word. Circle the sentence clues that helped you. Write a short definition on the line. (1.L.4a)

Robbie cast a rock into the lake and it made a splash.

fix the sentence Circle the mistakes. Rewrite the sentence correctly below. (1.L.2a,b, &d)

is mr. brown's dog beg or small

writing

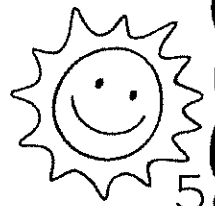
TOPIC: Write a personal narrative on one of the following topics. (1.W.3)

- | | |
|---|--|
| <input type="checkbox"/> Your favorite day of First Grade | <input type="checkbox"/> A family vacation |
| <input type="checkbox"/> A Holiday with your family | <input type="checkbox"/> A special event of your choice! |

Handwriting practice lines for the narrative. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines provided for writing.




my writing checklist

- ☐ All my sentences start with capital letters and end with punctuation
- ☐ I included at least 2 sequence events
- ☐ I added details to my writing
- ☐ I provided an ending to my story



math

making numbers Determine the part or whole by drawing dots. See example below. (1.OA.1, 1.OA.8)

Whole	
 9	
Part	Part
3	6
	

Whole	
7	
Part	Part
5	

Whole	
Part	Part
8	4

Whole	
15	
Part	Part
	9

Whole	
13	
Part	Part
7	

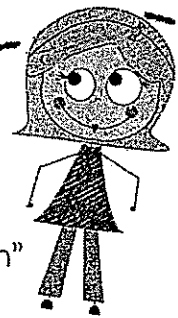
Whole	
Part	Part
7	4

problem solving The following problem has multiple solutions. Use the chart to list as many solutions as possible. (1.OA.1)

Emily collects 15 shells at the beach. Some shells are smooth and some shells are shiny. How many COULD be smooth, and how many COULD be shiny? List as many solutions as possible.

Smooth	Shiny	Total

it's a matter of facts!



Circle all the facts below that show a way to make ten. Solve the other "near ten" facts. (1.OA.6)

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

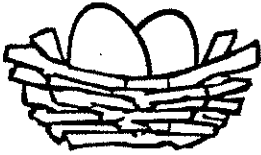
$$\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$$



Weekly Skill Check!

Segment and Spell

Spell the word in the box (RF.1.2b & d)



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Clap the Syllables

Shade number of syllables
(RF.1.2 & RF.1.3d)

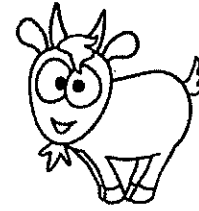


telephone

1	2	3	4
---	---	---	---

Circle the Spelling

Circle the correct spelling (RF.1.3c)



goat gote got

Inflectional Endings

Circle the correct word (RF.1.3f)

Megan _____ me on
the phone yesterday.

calling called calls

Long or Short?

Circle (RF.1.2a)



short o long o

Write the Numbers

1.NBT.2



tens	ones	Number

Compare It: < , > , =

1.NBT.3

72 ____ 78

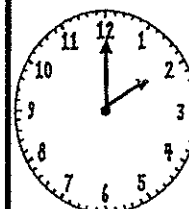
Solve-It!

Draw a picture and write a number sentence (1.OA.1)

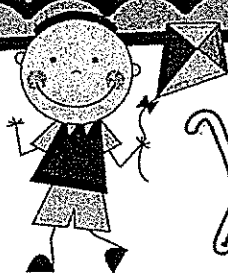
Mary has 12 crayons. 4 of them are red and the
rest are blue. How many crayons are blue?

Word Recognition: Use after in a sentence: (1.RFS.3g)

What Time? (1.MD.3)



:



Week two

comprehension

In First Grade, your child learned to retell and sequence events in stories. They also learned to identify a central message or theme. This week they will read a short story about a girl who makes a mistake. Help them identify the beginning, middle, and end of the story. Discuss what lesson the little girl learned from her mistake.

Phonics

Your child has developed fluency with consonant blends. This week your student will review these blends. They will practice reading consonant blends for fluency, and spell and decode words containing consonant blends.

grammar/vocabulary

This week's grammar focus is using adjectives to describe. Students will need to select adjectives from a box that appropriately describe the beach. In this week's "Fix-It", students will need to change a verb ending to match the subject of the sentence.

mathematics

Your child has been taught many strategies to help them add and subtract fluently. This week will review the commutative property ($3 + 5 = 5 + 3$) and the associative property ($4 + 6 = 4 + 3 + 3$). They will also relate addition and subtraction to counting ($4 + 2$, what is 2 more than 4?)

writing

First Grade students are expected to justify their opinions through writing. Your child should state their opinion, and then provide at least 2 reasons to justify their opinion. Encourage them to use "fancy words" and to stretch the word out to spell. Help your child spell, but avoid giving them the spelling!

word attack

both
buy
call
cold
does
don't

week 2 checklist

- ☐ Complete practice pages 10-16
- ☐ Read for 20 minutes 4-5 days a week
- ☐ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 2 Word Attack list

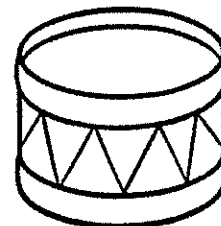
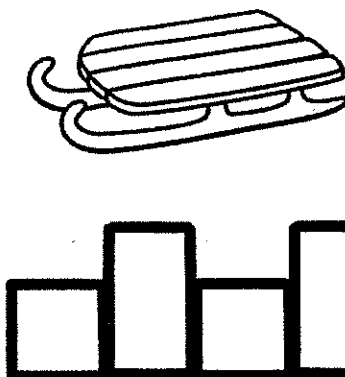
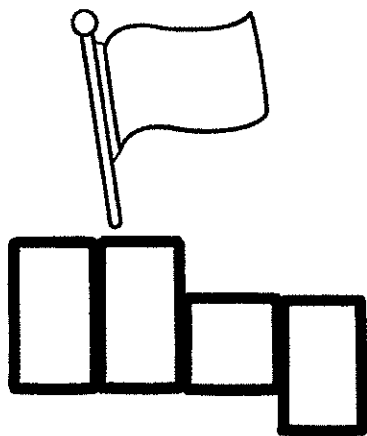
Phonics

fl gr cl cr pr bl fr
gl br pl dr st sk sl
sw sn sp sc sm tr tw

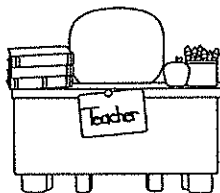
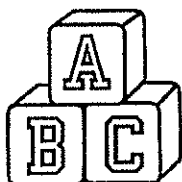
It is important for your child to quickly recognize and read consonant blends. Have your child practice reading the above blends several times for fluency. Color a sun for each time they read the chart. (I.RFS.2b)



segment and spell Say the name of the picture and segment the sounds. Spell the Word below. (RF.1.2b & d)



Identify the missing blend Say the name of the picture. Complete with the missing blend. (I.RFS.3b)



____ ocks

de ____

____ ant

read for meaning

Summer Ice Pops

It was a hot summer day. Lisa and her sister, Caroline, had been outside riding their bikes and playing jump rope all morning. Lisa saw her Mom open the back door and walk outside carrying two freezing ice pops. They looked so refreshing! Caroline and Lisa both ran toward their Mom. "Yay! I get the grape pop," Caroline called out. Grape was Lisa's favorite flavor! "No way, I want the grape one!" Lisa shouted. The two sisters both lunged for the grape ice pop at the same time. Lisa watched as their Mom dropped both ice pops and they splattered to the ground. Brightly colored juice stained the side walk. "Well girls, that's too bad," their Mom said, "Those were the last two ice pops we had." Lisa felt sad. She wished she had let her sister have the grape pop.

Have your child read the story several times to build fluency. Color a sun for each time the story is read. (1.RFS.4)



retelling

Retell the major events in the story below. Answer the question in a complete sentence. (1.RL.2)

First,

Next,

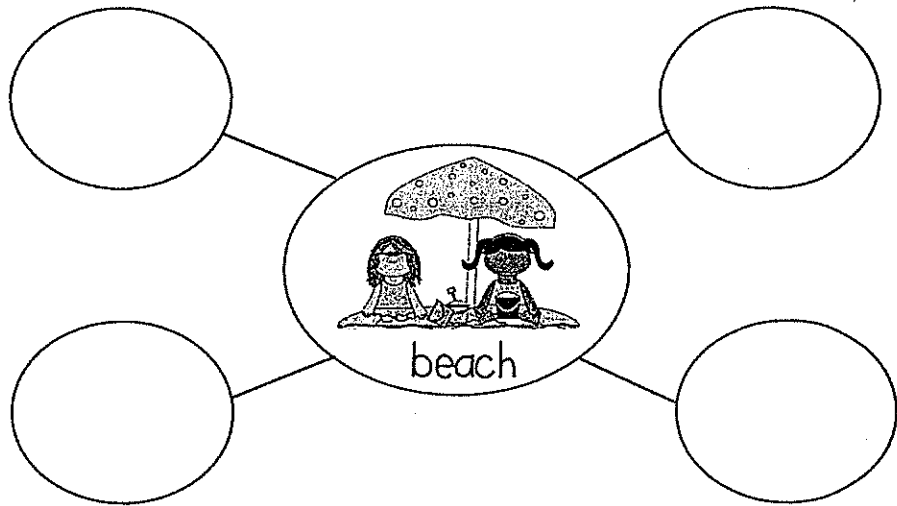
Last,

What lesson do you think Lisa learned?

language and conventions

adjectives Choose adjectives from the box to describe the picture. Write a sentence about the picture using several of the adjectives. (I.L.1f)

sandy
crowded
angry
hot
fun
stinky
windy
disgusting
sunny



Infer the meaning Use clues from the sentence to guess the meaning of the underlined word. Circle the sentence clues that helped you. Write a short definition on the line. (I.L.4a)

The devious fox crept into the hen house and stole an egg.

fix the sentence Circle the mistakes. Rewrite the sentence correctly below. (I.L.2a,b, 4d, I.L.4c)

Greg and tim plays basketball n the gym

writing

TOPIC: Write an opinion piece of one of the following topics. (I.W.1)

☐ Which season is the best?

☐ Which sport is the best?

☐ Why is your school awesome?

☐ An opinion piece of your choice!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing practice.

my writing checklist

- ☐ All my sentences start with capital letters and end with punctuation
- ☐ I included at least 2 reasons to support my opinion
- ☐ I added details to my writing
- ☐ I provided a sense of closure to my argument



math

addition strategies Use the commutative and associative properties of addition to draw lines between facts with the same sum. Solve the facts. Complete the chart below. (1.OA.3, 1.OA.5)

- | | |
|-------------|-----------------|
| • $4 + 6 =$ | • $3 + 9 =$ |
| • $8 + 4 =$ | • $8 + 3 + 3 =$ |
| • $7 + 8 =$ | • $8 + 2 + 2 =$ |
| • $9 + 3 =$ | • $4 + 3 =$ |
| • $8 + 6 =$ | • $6 + 4 =$ |
| • $6 + 9 =$ | • $5 + 5 + 1 =$ |
| • $3 + 4 =$ | • $8 + 7 =$ |
| • $5 + 6 =$ | • $6 + 4 + 5 =$ |

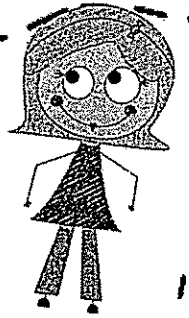
2 less	Number	2 more
	18	
	12	
	9	
	6	
	14	
	7	

Problem Solving Solve the following problem. Draw a picture and write a number sentence. (1.OA.1)

Luke's Dad gave him some money for a hotdog. Hotdogs cost 3 dollars. Luke buys his hotdog and still has 9 dollars left. How much money did Luke's Dad give him?

it's a matter of facts!

Solve the "doubles" facts below.(1.OA.6)



$$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

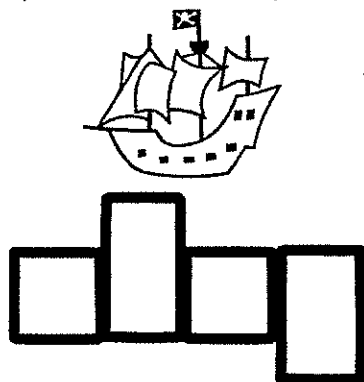
$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$



Weekly Skill Check!

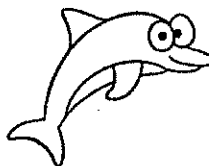
Segment and Spell

Spell the word in the box (RF.1.2b & d)

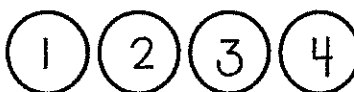


Clap the Syllables

Shade number of syllables
(RF.1.2 & RF.1.3d)

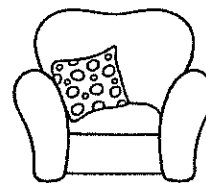


dolphin



Circle the Spelling

Circle the correct spelling (RF.1.3c)



char chair chare

Inflectional Endings

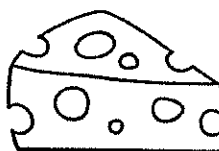
Circle the correct word (RF.1.3f)

I am _____ a vanilla
ice cream cone.

eating ate eats

Long or Short?

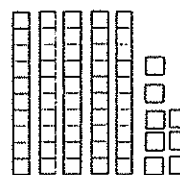
Circle (RF.1.2a)



short e long e

Write the Numbers

1.NBT.2



tens	ones	Number

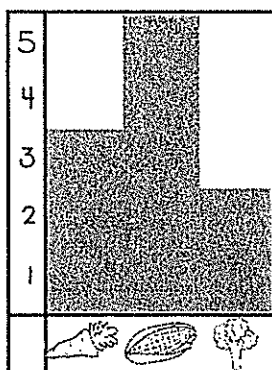
Compare It: < , > , =

1.NBT.3

13 ____ 31

Graphing

Interpret the graph and answer the question. (1.MD.4)



Favorite
Vegetables

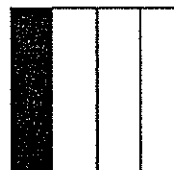
How many more kids
like than ?

_____ more

Word Recognition: Use every in a sentence: (1.RFS.3g)

Fractions (1.G.3)

Write the shaded fraction



Week three



comprehension

In First Grade, your child learned to read nonfiction texts and use nonfiction text features (like charts, glossaries, captions, etc.) to learn new information. This week they will need to read a short nonfiction paragraph about Sea Turtles and answer questions recalling key details from the story.

phonics

Your child has learned to identify consonant digraphs (sh, ch, th, wh, ph). This week they will review those sounds, and word families containing those sounds. They will need to decode and spell words using consonant digraphs.

grammar/vocabulary

This week's grammar focus is common and proper nouns.

Proper nouns refer to "special names" and are always capitalized. Students will need to identify proper nouns and write them with correct capitalization. In this week's "fix-it", students will need to identify a possessive noun, and add the missing apostrophe. (Jill's house)

mathematics

This week your child will review solving addition problems with 3 addends. Encourage children to add together "friendly numbers" first. For example, the problem $2 + 4 + 8$, it would make sense to add the 2 and 8 first, because the new fact $10 + 4$ would be easier to solve.

writing

First Grade students are expected to write short informative pieces. This week your child will write 4-6 sentences on a topic they are an "expert" on. Encourage them include 2-3 facts about their topic (not opinions!) and make sure that they write an ending sentence.

word attack

fast
first
five
found
gave
goes

week 3 checklist

- ☐ Complete practice pages 18-24
- ☐ Read for 20 minutes 4-5 days a week
- ☐ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 3 Word Attack list

Phonics

ch th sh wh ph kn

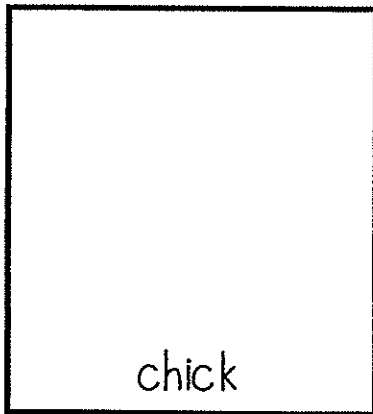
ist ush ask ing est ond

ish ust eth ong ink ank

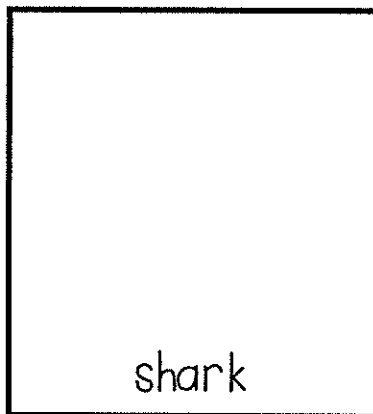
Have your child practice reading the above digraphs and word family chunks several times for fluency. Color a sun for each time they read the chart. (RF.1.3a, L.RFS.2b)



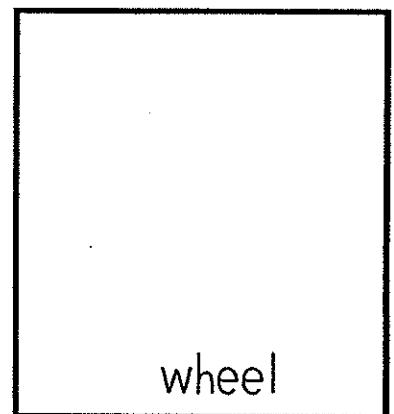
decoding with digraphs Read the words below. Circle the digraph and draw a picture to match. (RF.1.3a)



chick

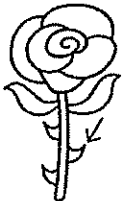


shark

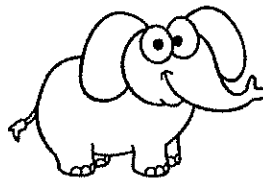


wheel

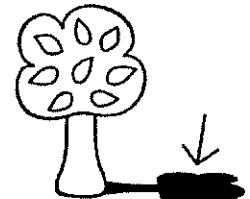
Identify the missing blend Say the name of the picture. Complete with the missing blend. (L.RFS.3b)



orn



ele____ant



adow

read for meaning



Sea Turtles

Sea turtles are fascinating animals. They are an **ancient** species, and have been in our oceans since the time of the dinosaurs. They hatch on land, but spend most of their lives in the water. They **migrate** throughout **tropical** waters all over the world. Their **carapace**, or shells, help them swim quickly. Sea turtles are **endangered** because of some human actions. We should keep our oceans clean to help protect sea turtles!



Glossary

ancient - very old

carapace - a turtle's shell

endangered - a group of animals at risk of disappearing forever

migrate - to move from one place to another

tropical - warm and humid



Have your child read the passage several times to build fluency. Color a sun for each time the story is read. (1.RFS.4)



recall key details Answer the questions below about the passage (1.RIT.2, 1.RIT.4, 1.RIT.5)

1. Where do sea turtles hatch?

- a. in the water b. on land c. in the sky

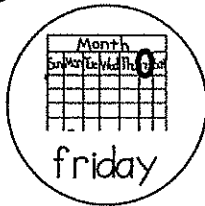
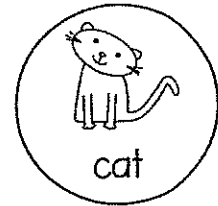
2. What is another name for a sea turtle's shell?

- a. carapace b. cartilage c. hard

3. Sea turtles are endangered. How can you help protect the turtles?

language and conventions

common and proper nouns Color the bubbles below that contain proper nouns. Write the proper nouns with correct capitalization on the lines below. (1.L.1b)



Infer the meaning Use clues from the sentence to guess the meaning of the underlined word. Circle the sentence clues that helped you. Write a short definition on the line. (1.L.4a)

The feast was in a lavish room with golden walls and crystal lamps.

fix the sentence Circle the mistakes. Rewrite the sentence correctly below. (1.L.1b, 1.L.2a,b, 4d)

Can i spend the nit at jills house

writing

TOPIC: Write an paragraph to inform about one of the following topics: (1.W.2)

☐ An animal you know a lot about

☐ A sport you know a lot about

☐ A famous person you know a lot about

☐ An informative piece of your choice!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing practice.

my writing checklist

☐ All my sentences start with capital letters and end with punctuation

☐ I included at least 2 facts about my topic

☐ I added details to my writing

☐ I provided a sense of closure to my paragraph



math

addition with 3 addends Solve the problems below. Circle the 2 numbers you added first. (1.OA.2)

$$6 + 2 + 6 = \underline{\quad} \quad 7 + 5 + 3 = \underline{\quad} \quad 4 + 4 + 8 = \underline{\quad}$$

$$5 + 7 + 2 = \underline{\quad} \quad 9 + 8 + 1 = \underline{\quad} \quad 3 + 8 + 2 = \underline{\quad}$$

$$\begin{array}{r} 7 \\ 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 7 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 4 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 6 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 2 \\ +9 \\ \hline \end{array}$$

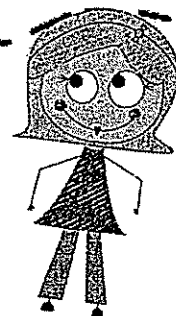
$$\underline{\quad} + 2 + 8 = 16 \quad 3 + 5 + \underline{\quad} = 10 \quad 4 + \underline{\quad} + 3 = 14$$

Problem Solving Solve the following problem. Draw a picture and write a number sentence. (1.OA.1, 1.OA.2)

Ryan has 2 blue fish, 6 red fish, and 4 green fish. His brother Mark has 5 blue fish, 4 red fish, and 5 green fish. Who has more fish, Ryan or Mark? How do you know?

it's a matter of facts!

Solve the "doubles +1" facts below.(1.OA.6)



$$\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$



Weekly Skill Check!

Identify the Missing Sound

Write the missing sound. (RF.2c)



wha e

Clap the Syllables

Shade number of syllables
(RF.1.2 & RF.1.3d)

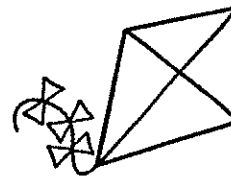


blueberry

1 2 3 4

Circle the Spelling

Circle the correct spelling (RF.1.3c)



kit kiet kite

Word Choice

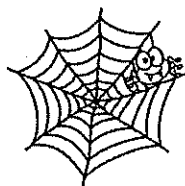
Choose the correct pronoun. (L.1b)

Anna and I went to the beach.

they us we

Long or Short?

Circle (RF.1.2a)



short e long e

Write the Numbers

(NBT.2)

$$40 + 6 = \underline{\quad}$$

$$50 + 8 = \underline{\quad}$$

$$90 + 3 = \underline{\quad}$$

Compare It: < , > , =

(NBT.3)

$$5 + 9 \underline{\quad} 8 + 6$$

Solve-It!

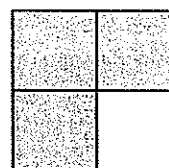
Draw a picture and write a number sentence (1.OA.1)

13 kids were swimming in the pool. 8 left to get a snack. How many are still swimming?

Word Recognition: Use could in a sentence: (L.FS.3g)

Fractions (1.G.3)

Write the shaded fraction





Week four

comprehension

It is important for your child to identify who is telling a story. This week they will read a story about field day. They will need to use details from the story to describe who was telling the story, and how that person felt about field day.

Phonics

Your child has learned to read words with the "silent-e", long vowel pattern. Remind your child that the "magic e" makes the vowel say its name. Practice the silent-e word family chunks for fluency, and spell words containing these patterns.

grammar/vocabulary

Having a broad vocabulary is an important skill. Your first grader learned to use synonyms (words that have the same meaning) to develop his/her vocabulary. Help your child advance her vocabulary by using larger words around her. Don't be afraid of confusing her! Children have to hear new words many times before using it successfully themselves.

mathematics

Your child has learned to identify missing parts of numbers, and to relate addition to subtraction. It takes deeper understanding to solve $3 + \underline{\quad} = 9$, than to solve $3 + 6$. This week students will use their number sense to identify missing parts of numbers.

writing

This week students will write a short make believe story. They can use a suggested topic, or create one of their own. Encourage them to use their imaginations. Help them plan their story BEFORE they start writing. What will happen first, next, and last?

word attack

green
its
made
many
off
or

week 4 checklist

- ☐ Complete practice pages 26-32
- ☐ Read for 20 minutes 4-5 days a week
- ☒ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 4 Word Attack list

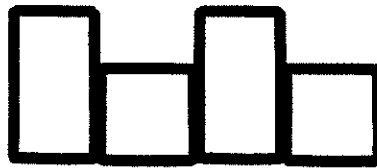
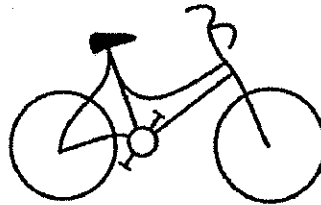
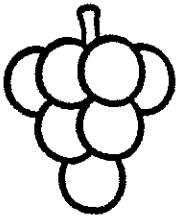
Phonics

ake ipe oke ute ete ate
ike ole ame ule afe ite
ale ile ode ace ope age

Have your child practice reading the above silent -e word family chunks several times for fluency. Color a sun for each time they read the chart. (I.RFS.3c)



segment and spell Say the name of the picture and segment the sounds. Spell the Word below. (RF.1.2b & d), I.RFS.3c



create a word Write a beginning sound to make a word. Draw a picture to match. (I.RF.3c)

ame

ike

ule