

# read for meaning

## Field Day

My name is Rob. Today was field day at my school. It was so much fun! First, my teacher took us to the obstacle course. It was a close race, but my team won. After the obstacle course was the basket toss. I was paired against my best friend, Harry. I made 5 more baskets than Harry and my team won again! The last event of the day was the tug-of-war. I pulled so hard my arms felt like they were on fire. At the last second our team gave a huge tug and pulled the flag across a mud pit. The other team fell in the mud pit. It was hilarious! After the games we all got to eat pizza, chips, and ice pops. It was a delicious lunch. I was so tired when I went home, but I had a great day. I can't wait for field day next year!



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



**perspective** Identify who was telling the story. Answer the questions below. (1.RL.6)

Who was telling  
the story?

How does he feel about field day?

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What evidence from the text helped you to know?

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# language and conventions

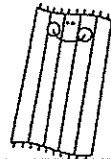
**synonyms** Choose a synonym from the box to match each word below. Use synonyms to rewrite the sentence in a more interesting way. (1.L.5d)

damp    peer    giggle    sprinkle    hilarious    dash

funny \_\_\_\_\_ wet \_\_\_\_\_ rain \_\_\_\_\_

run \_\_\_\_\_ look \_\_\_\_\_ laugh \_\_\_\_\_

My beach towel was wet after it rained.



**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)

My mother was irate when my dog chewed her new shoes.

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

my dads hat blew uway in the wend

# writing

TOPIC: Write a short story about one of the following topics (1.W.3)

- |   |   |
|---|---|
| <input type="checkbox"/> A polar bear's vacation to the beach | <input type="checkbox"/> A journey to outer space       |
| <input type="checkbox"/> A journey under the sea              | <input type="checkbox"/> Any story in your imagination! |

Handwriting practice lines for the story. 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

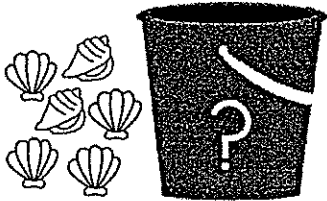
- ☐ All my sentences start with capital letters and end with punctuation
- ☐ I included at least 2 sequenced events in my story
- ☐ I added details to my writing
- ☐ I provided an ending to my story



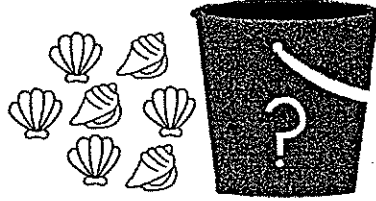
# math

relating addition to subtraction Determine the missing parts to the numbers below. (1.OA.8)

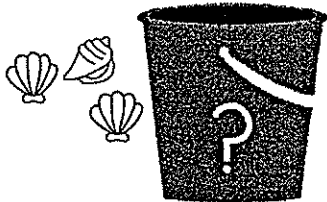
There are 9 shells in all. How many are in the bucket? \_\_\_\_\_



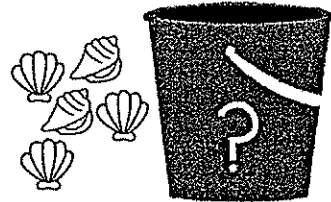
There are 12 shells in all. How many are in the bucket? \_\_\_\_\_



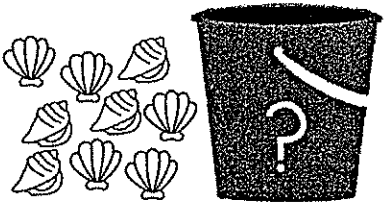
There are 10 shells in all. How many are in the bucket? \_\_\_\_\_



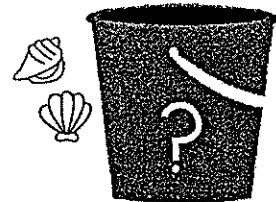
There are 15 shells in all. How many are in the bucket? \_\_\_\_\_



There are 16 shells in all. How many are in the bucket? \_\_\_\_\_



There are 7 shells in all. How many are in the bucket? \_\_\_\_\_



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

Josh catches 18 tadpoles in the pond. He lets some go and takes the rest home. He takes 11 home. How many did he let go?

# it's a matter of facts!

Solve the subtraction facts below. (1.OA.6)



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

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

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

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

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

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

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

$$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$$

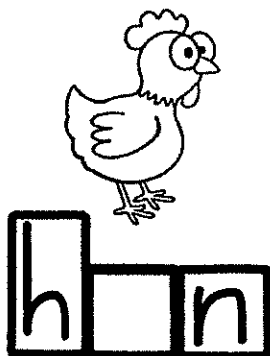
$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$$



# Weekly Skill Check!

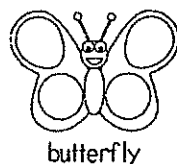
## Identify the Missing Sound

Write the missing sound. (RF.2c)

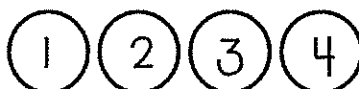


## Clap the Syllables

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

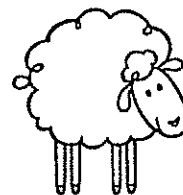


butterfly



## Spelling

Circle the correct phonics pattern, and  
write the word on the line (RF.1.3c)



ea ee y

\_\_\_\_\_

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\_\_\_\_\_

## Word Choice

Choose the correct pronoun. (1.L.1d)

The movie was funny!

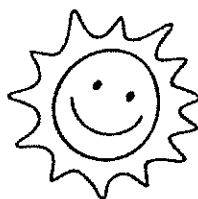
he

I

it

## Long or Short?

Circle (RF.1.2a)



short u

long u

## Fact Families

1.OA.3

6, 7, 13

\_\_\_ + \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

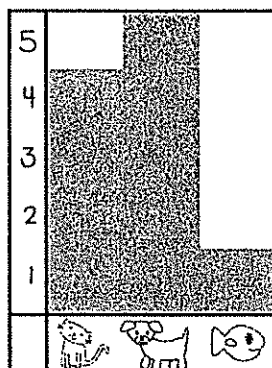
## Compare It: < , > , =

1.NBT.3

30+6 \_\_\_ 50+7

## Graphing

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



Favorite  
Pets

How many kids like dogs  
and cats together?

\_\_\_\_\_ kids

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

\_\_\_\_\_

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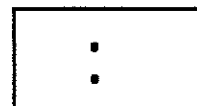
\_\_\_\_\_

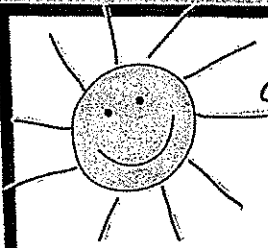
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\_\_\_\_\_

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## Time (1.MD.3)





# Week five

## comprehension

Comparing and Contrasting is an important first grade skill. This week your child will read about the field day experience of a boy named Harry. They will need to compare and contrast Harry's field experience to Rob's (who they read about last week).

## Phonics

Your child has learned to read words containing common long vowel patterns. Many of these patterns are two letters that make one sound. This week your child will be asked to segment the sounds in a word with a long vowel sound. They will write each sound in a box. Some boxes will contain two letters, but will represent only one sound.

## grammar/vocabulary

This week's grammar focus is identifying different types of sentences: telling, asking, and exclamatory. A helpful tip for deciding if a sentence is asking or telling is to ask your child if they can "answer the sentence". If they can answer the sentence, it is an asking sentence.

## 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

pull  
read  
right  
sing  
sit  
sleep

## week 5 checklist

- ☐ Complete practice pages 34-40
- ☐ Read for 20 minutes 4-5 days a week
- ☐ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 5 Word Attack

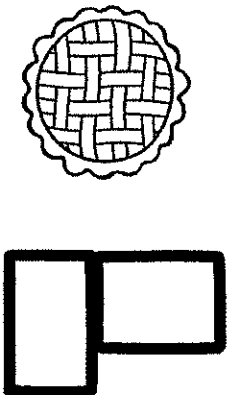
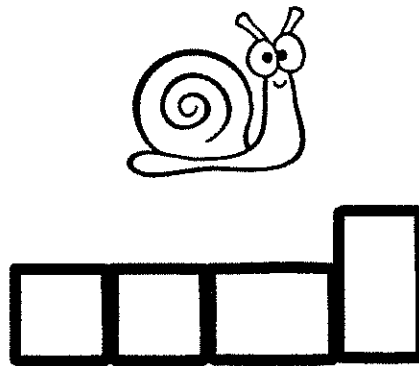
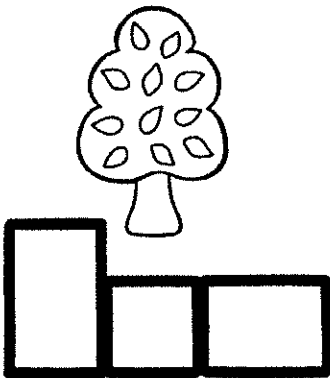
# Phonics

ain ight eak ow aid eep  
ie aim oap ear ail oak  
eek eat oaf ean oat eel

Have your child practice reading the above long vowel word family chunks several times for fluency.  
Color a sun for each time they read the chart. (1.RFS.3c)



**segment and spell** Say the name of the picture and segment the sounds. Spell the word below. Note: Each box represents one sound. Some boxes may contain two letters, that only make one sound. (RF.1.2b & d, 1.RFS.3c)



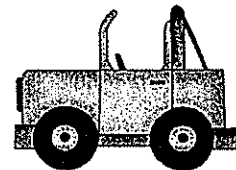
**choose a spelling pattern** Fill in the missing long vowel pattern to spell the word. (1.RFS.3c)



\_\_\_\_\_  
c \_\_\_\_\_ t



\_\_\_\_\_  
b l \_\_\_\_\_



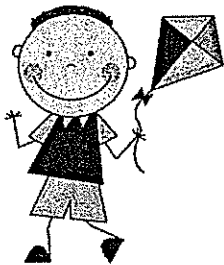
\_\_\_\_\_  
j \_\_\_\_\_ p



# read for meaning

## Field Day

My name is Harry. Today was field day at my school. I've been dreading this day for weeks! I like to play sports, but I've always been a little clumsy. The first event was the obstacle course, and I didn't realize my shoes were untied. I tripped and fell on my face! It was so embarrassing. After that I had to play basket toss against my best friend Rob. Rob is much better at basketball than I am. He made 5 baskets and I didn't make any. My team lost the event because of my low score. The last event was the tug-of-war. I tried to pull hard, but I still ended up in the mud. The mud ruined my favorite Ninja shirt. We had pizza for lunch, and I dropped my pizza on the ground. Next year, I think I'll stay home on field day!



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



**compare and contrast** Use the chart below to compare and contrast Rob and Harry's field days. (1.RL.9)

**Rob**

On this side, write characteristics to describe Rob. What is he like? How did he feel about field day? What happened to him on field day?



**Both**

**Harry**

On this side, write characteristics to describe Harry. What is he like? How did he feel about field day? What happened to him on field day?



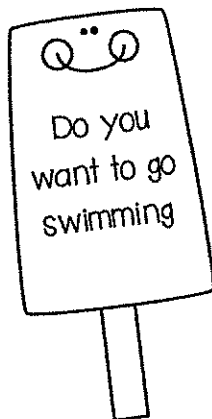
# language and conventions

asking or telling? Color the sentence by the code below. (1.L.1j)

Asking (?) - green

Telling (.) - red

Exclamatory (!) - 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)

I was so startled by the snake that I screamed!

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

iz yur birthday on Monday or tuesday

# writing

TOPIC: Write a short paragraph explaining how to do one of the following: (I.W.7)

☐ How to build a sand castle

☐ How to play a sport

☐ How to grow a garden

☐ How to do something you are good at!

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.

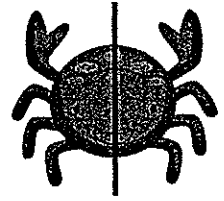
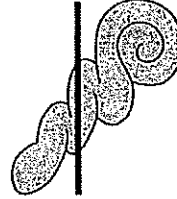
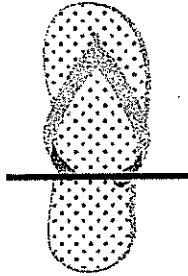
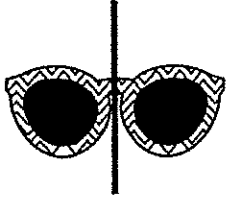
## my writing checklist

- ☐ All my sentences start with capital letters and end with punctuation
- ☐ I included 3 steps, and used words like "First", "Then", and "Last"
- ☐ I added details to my writing
- ☐ I provided a conclusion to my directions



# math

**equal parts** Circle the shapes below that are divided into equal parts. (1.G.3)



**shapes** Write each shape's name on the line below. (1.G.1)

Square

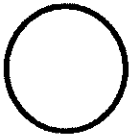
triangle

circle

rectangle

trapezoid

hexagon



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

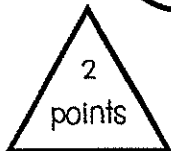
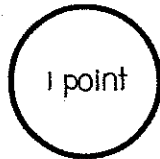


\_\_\_\_\_

\_\_\_\_\_

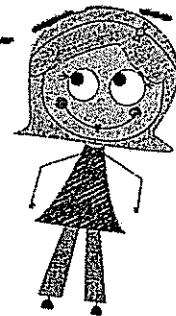
\_\_\_\_\_

**problem solving** Create a picture using the shapes below. As a challenge, create a picture that is worth 12 points. Shapes can be used more than once. (1.G.2)



# it's a matter of facts!

Solve the addition facts below.(1.OA.6)



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

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

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

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

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

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

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

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 8 \\ +6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$$

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

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



# Weekly Skill Check!

## Identify the Missing Sound

Write the missing sound. (RF.2c)

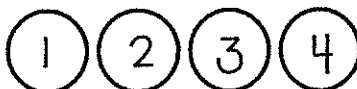


## Clap the Syllables

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



cherry



## Spelling

Circle the correct phonics pattern, and  
write the word on the line (RF.1.3c)




ai    a-e    ay


## Plurals

Circle the correct spelling. (1.L.1c)

ducks / duckes 

foxes / foxs 

churchs / churches 

bookes / books 

## Long or Short?

Circle (RF.1.2a)



short e    long e

## Fact Families

1.OA.3

8, 7, 15

\_\_\_ + \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

## Equal Parts

Divide the shape below into equal  
fourths. (1.G.3)



## Solve-It!

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

Greg catches 2 beetles, 5 butterflies, and 8 grasshoppers. How many insects does he catch in all?

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

\_\_\_\_\_

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\_\_\_\_\_

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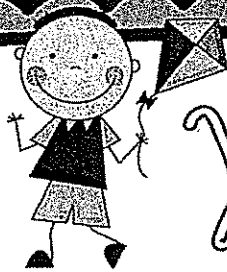
\_\_\_\_\_

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## Shapes (1.G.1)



\_\_\_\_\_ vertices



# Week SIX

## comprehension

Reading a variety of texts and integrating knowledge is an important 21st Century skill. This week students will read two short passages on the Sun, each written for a different purpose. They will need to use information from both passages to answer questions about the Sun.

## Phonics

This week your child will review r-controlled vowel patterns. They will practice these sounds for fluency, and decode and spell words containing r-controlled vowels

## grammar/vocabulary

This week's vocabulary exercise will help students use more precise words in their speaking and writing. For example, whisper and shout both mean to "talk", but they are quite different. Your student may need some help with the story and words this week. Help them determine which words makes the most sense in the story.

## mathematics

Your child has learned to count to 120, and look for number patterns within 120. This week they will use patterns to fill in missing number grids. They will also count a group of objects by counting groups of ten and objects left over.

## writing

This week your child can choose to answer one of two questions. They will need to rely on personal experience, or do outside research, to answer the question fully. Encourage them to write 4-6 sentences, and make sure they include an ending sentence!

## word attack

tell  
their  
these  
those  
upon  
use

## week 6 checklist

- ☐ Complete practice pages 42-48
- ☐ Read for 20 minutes 4-5 days a week
- ☐ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 6 Word Attack list

# Phonics

ar er ir or ur

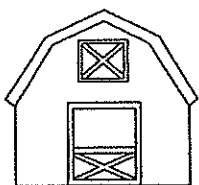
ark irt urn ort art irk

urp orn arp erk urt ard

Have your child practice reading the above r-controlled vowel 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. Note: Each box represents one sound. Some boxes may contain two letters, that only make one sound. (RF.1.2b & d, I.RFS.3c)



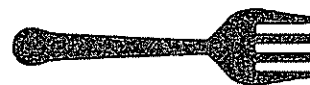
**choose a spelling pattern** Fill in the missing long vowel pattern to spell the word. (I.RFS.3c)



sh \_\_\_\_\_ t



n \_\_\_\_\_ se



f \_\_\_\_\_ k



# read for meaning

## 1. Stay Safe In the Sun!

Do you like to play outside in the summer? If you answered yes, you will need to make sure you keep your skin safe from the sun! Sunburns can be very painful and dangerous. You should always put on sunscreen before going outside. You can wear long sleeves and hats. Remember to wear sunglasses to protect your eyes. You should also drink lots of water to stay hydrated. The sun is fun, but you must be safe!

## 2. The Sun

Did you know the Sun is a star? It is the closest star to Earth. The Sun does not move. Instead, the earth orbits, or travels, around the Sun once every 365 days. The Sun is scorching hot. It's surface is 10,000 degrees Fahrenheit. This heat produces a large amount of energy. Without heat and light energy from the sun, life on Earth would not be able to survive. The Sun is interesting and important!

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



**Integrating Knowledge** Answer the questions below about the passage (1.RIT.8, 1.RIT.9)

1. Circle what the two passages have the SAME: *There may be more than one answer*

- a. nonfiction passages      b. about the Sun      c. explain "how to" do something      d. contain facts

2. Why is the Sun important?

- a. it is larger than Earth      b. it gives Earth energy      c. it looks beautiful from Earth

3. Passage 1 says the Sun can be dangerous. Use a fact from Passage 2 to explain WHY the Sun can be harmful to our skin.

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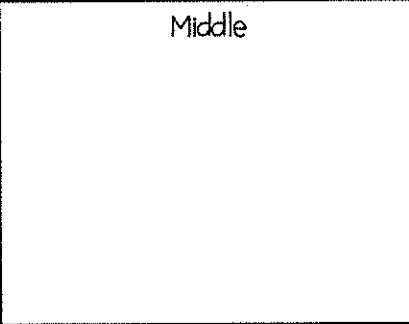
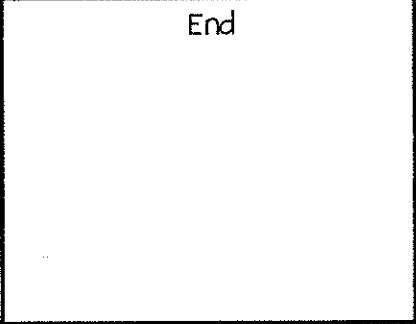
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# language and conventions

**shades of meaning** Read the story below. For each bold word, circle the word that is a more exact fit. You may need to help your child with some of the vocabulary. (1.L.5d)

It was late at night when I heard a **loud** (crashing, silly) noise downstairs. I **got** (fell, jumped) out of bed quickly, and **walked** (tiptoed, thundered) down the hall as quiet as a mouse. I took a deep a breath as I **looked** (glared, peeked) around the corner. I was so **happy** (excited, relieved) to see my dog surrounded by pieces of a **broken** (shattered, cracked) vase. "Bad puppy," I **said** (yelled, whispered). I did not want my Mom to **find** (discover, catch) the mess, so I cleaned it all up.  
My puppy is very **bad** (gross, naughty)!

Draw a picture to match the story below:

Beginning	Middle	End
		

**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)

I regret calling my sister a name that made her cry.

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

the lats day uv school is june 5 2013

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# writing

TOPIC: Recall experiences and/or gather information to answer one of the questions below: (1.W.8)

- ☐ It is important to care for the planet. How can you help to protect planet Earth?
- ☐ It is important to take care of your teeth. How can you make sure your teeth stay healthy?

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 provided at least two examples to answer the question.
- ☐ I added details to my writing
- ☐ I provided a conclusion to my answer



# math

counting to 120 Fill in the missing numbers below. (1.NBT.1)

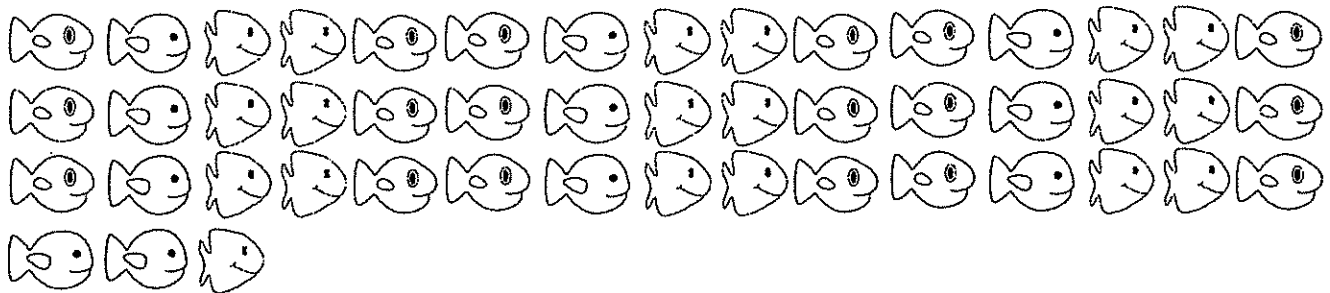
42			45
	53	54	
62			
72		74	75

85	86		
95		97	
	106		108
		117	118

7	8		
17		19	20
		29	
37			40

61	62		
71		73	
	82		84
91			94

tens and ones Count the fish below by circling groups of ten and seeing how many are left over. Write the numbers below. (1.NBT.2)



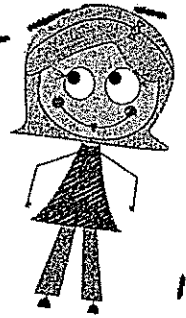
\_\_\_\_\_ groups of ten \_\_\_\_\_ left over \_\_\_\_\_ fish in all

problem solving Solve the following problem Draw a picture and write a number sentence. (1.NBT.2)

Grace is making necklaces.  
Each necklace needs ten  
beads. Grace has 68 beads.  
How many necklaces can  
she make?

# it's a matter of facts!

Solve the addition facts below.(1.OA.6)



$$\begin{array}{r} 11 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ +2 \\ \hline \end{array}$$

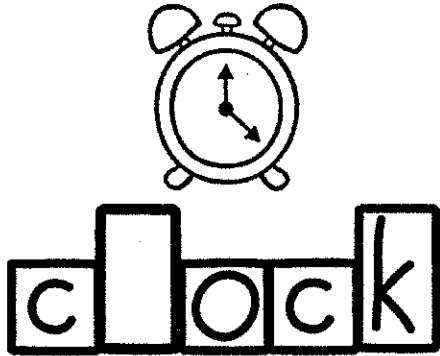
$$\begin{array}{r} 14 \\ +6 \\ \hline \end{array}$$



# Weekly Skill Check!

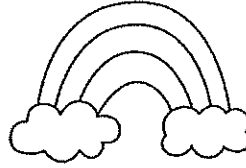
## Identify the Missing Sound

Write the missing sound. (RF.2c)



## Clap the Syllables

Draw a line to separate the syllables  
(RF.1.2 & RF.1.3d)



rainbow

## Spelling

Circle the correct phonics pattern, and  
write the word on the line (RF.1.3c)



igh i-e ie

\_\_\_\_\_

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\_\_\_\_\_

## Pronouns

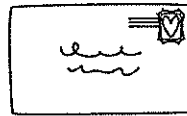
Choose the correct pronoun. (1.L.1b)

Anna's dog is brown.

his my her

## Long or Short?

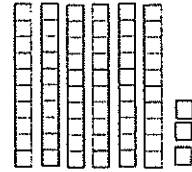
Circle (RF.1.2a)



short a long a

## Write the Numbers

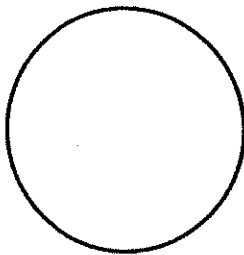
1.NBT.2



tens	ones	Number

## Equal Parts

Divide the shape below into equal  
halves (1.G.3)



## Solve-It!

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

Mark collects 16 pebbles. On the way home, some fall out of his pocket. When he gets home, he has 9 left. How many fell out of his pocket?

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

\_\_\_\_\_

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\_\_\_\_\_

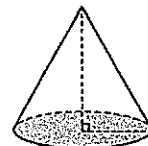
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\_\_\_\_\_

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\_\_\_\_\_

## Shapes (1.G.1)



Sphere

Cone

Cube

# Week Seven



## comprehension

Your child has learned to use details from a story to visualize the characters, setting, and events. This week they will need to draw this "mental image". Have them include specific words or phrases from the text that shaped their picture. Students also need to identify strong words and phrases that make them feel something. Have them choose a special phrase that appealed to their senses.

## Phonics

To decode unfamiliar words while reading, students must be familiar with irregular and variant vowel patterns (ex: ew, oo, oi). This week they will practice identifying these vowel patterns and use them to read and spell words.

## grammar/vocabulary

This week's grammar focus is distinguishing between plural and possessive nouns. Both nouns contain an -s ending, but possessive nouns use the 's. Students will need to use clues from the sentence to choose the correct word.

## mathematics

Your child has learned to add and subtract numbers within 100, using multiples of 10. This week they will solve addition and subtraction problems using this strategy.

## writing

This week your child will write for a purpose: to convince YOU to do something! Make sure your child gives 2-3 reasons WHY they should get what they want. As always, make sure they provide a conclusion to their argument!

## word attack

use  
very  
wash  
which  
why

## week 7 checklist

- ☐ Complete practice pages 50-56
- ☐ Read for 20 minutes 4-5 days a week
- ☒ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 7 Word Attack list

# Phonics

ew ou oi aw ue ow

oo oy au oin out oop

our oil oon oud oot oid

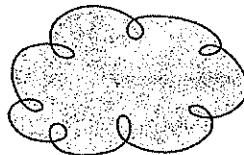
Have your child practice reading the above irregular vowel word family chunks several times for fluency. Color a sun for each time they read the chart. (1.RFS.3c)



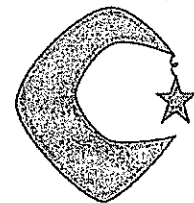
**segment and spell** Say the name of the picture and segment the sounds. Spell the word below. Note: Each box represents one sound; Some boxes may contain two letters, that only make one sound. (RF.1.2b & d, 1.RFS.3c)



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**choose a spelling pattern** Fill in the missing irregular vowel pattern to spell the word. (1.RFS.3c)



\_\_\_\_\_

p \_\_\_\_\_



\_\_\_\_\_

gl \_\_\_\_\_



\_\_\_\_\_

cl \_\_\_\_\_ n



# read for meaning

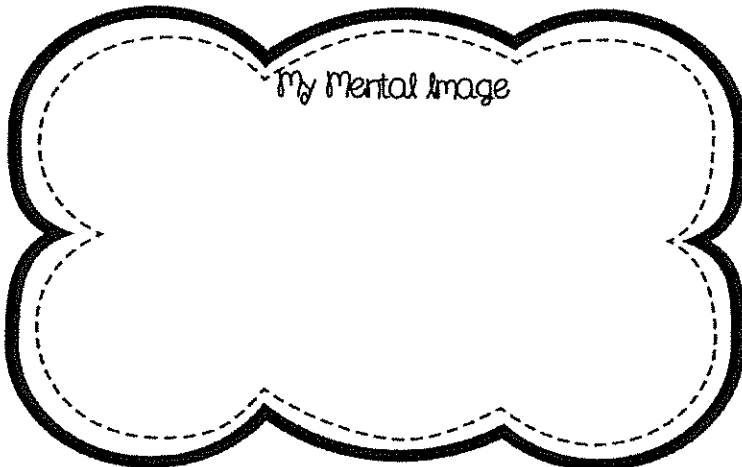
## Summer Sunset

The air was warm and sticky on katie's neck. The gentle breeze across her face was cool and refreshing. She could hear the quiet lap of the waves, and the distant song of seagulls. She dug her toes into the damp sand and smiled softly. It would not be long now. The late afternoon sky was streaked with bright, warm colors. Pinks, oranges, and yellows swirled and melted together. The sun was moving lower in the sky, and it seemed to be gaining speed. Katie held her breath as the sun touched the surface of the ocean. The clouds seemed to burst into flames. It lasted only seconds, and soon the sun vanished into a sea of blue. There was nothing as beautiful as a summer sunset.

Have your child read the story several times to build fluency. Color a sun for each time the story is read.  
(LRF5.4)



**visualization** Draw the images you had in your head while reading the story. Write what words helped create the image. (LRL3, LRL4)



I created this mental image because the text says ...

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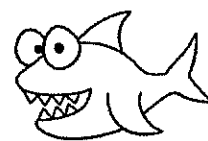
Circle a word or phrase from the story that makes you feel something. Explain below what it makes you feel:

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# language and conventions

**Plural or Possessive?** Circle the correct word to complete the sentences below (1.L.1b,c)

1. I am excited to play at my (friends, friend's) house after school.
2. There were (crab's, crabs) crawling all over the beach!
3. (Megan's, Megans) swim suit is bright yellow.
4. I found the (dogs, dog's) toy under my bed.
5. My (sisters, sister's) and I like to build sand castles.



Circle a word and use it correctly in your own sentence: **sharks, shark's**

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**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)

I had to dodge the paper airplane that was flying toward my head.

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

we like too swem and splash in ellas pool

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# writing

TOPIC: Convince your parents to let you do one of the following: (I.W.I)

☐ Let you get a new toy

☐ Have a friend over to play

☐ Go on vacation

☐ Anything you really want!

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 provided at least reasons to convince my parents

☐ I added details to my writing

☐ I provided a conclusion to my argument



# math

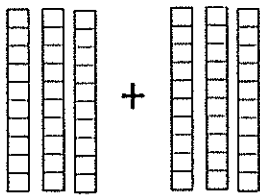
1 more/less, 10 more/less Fill in the missing numbers below. (1.NBT.4)

	52	

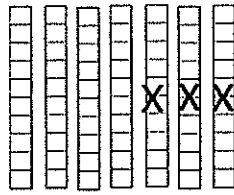
	95	

	18	

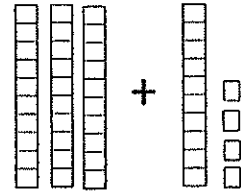
adding and subtracting multiples of tens Write the numbers and solve (1.NBT.4, 1.NBT.6)



+



-



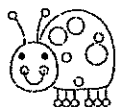
+

=       =       =

80 - 50 =     30 + 70 =     65 - 20 =

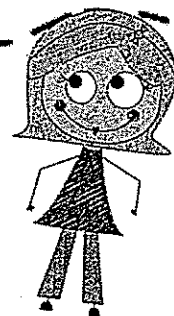
Problem Solving Solve the following problem Draw a picture and write a number sentence. (1.NBT.4)

Mary collects 20 ladybugs on Monday. On Tuesday she finds 40 more. On Wednesday, she lets 10 go. How many ladybugs does Mary have left?



# it's a matter of facts!

Solve the subtraction facts below.(1.OA.6)



$$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -4 \\ \hline \end{array}$$



# Weekly Skill Check!

## Identify the Missing Sound

Write the missing sound. (RF.2c)



l u  ch

## Clap the Syllables

Draw a line to separate the syllables  
(RF.1.2 & RF.1.3d)



zebra

## Spelling

Circle the correct phonics pattern, and  
write the word on the line (RF.1.3c)



ai a-e ay

\_\_\_\_\_

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\_\_\_\_\_

## Pronouns

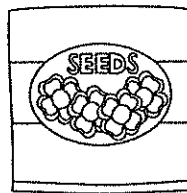
Choose the correct pronoun. (I.L.1b)

Jack and Jim like to go  
camping.

we      them      they

## Long or Short?

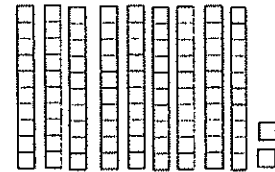
Circle (RF.1.2a)



short e      long e

## Write the Numbers

I.NBT.2



tens	ones	Number

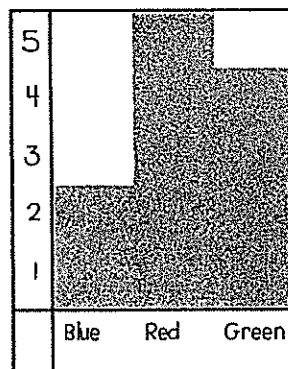
## Compare It: < , > , =

I.NBT.3

9 + 6 \_\_\_\_ 8 + 7

## Graphing

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



Favorite  
Colors

How many more kids  
liked red than blue?

\_\_\_\_\_ kids

## Word Recognition: Use were in a sentence: (I.RFS.3g)

\_\_\_\_\_

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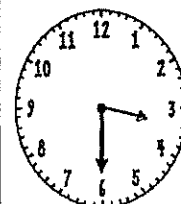
\_\_\_\_\_

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\_\_\_\_\_

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## What Time? (I.MD.3)



\_\_\_\_\_

\_\_\_\_\_



# Week Eight

## comprehension

Many nonfiction texts present facts through illustrations. In order to successfully read nonfiction, students must learn to attend to these illustrations.

The passage this week, about plants, includes a diagram with labels. In order to answer the questions, students will need to integrate information from the passage with information in the diagram.

## Phonics

This week will be a mixed review of common long and irregular vowel patterns.

Use the vowel chunks to decode and spell words.

## grammar/vocabulary

This week students will need to sort words and place them into categories. The words are animal names. If your child is having difficulty, guide them to identify how 2 animals might be the same (Ex: Bats and Butterflies both have wings. Maybe "Wings" could be a category)

## mathematics

This week will review the First Grade measurement standards. Students will need to order objects by size. First Graders are also expected to measure objects using a nonstandard unit of measurement. The exercise asks students to use paperclips as a repeated unit to measure caterpillars of various length.

## writing

Your child will write another personal narrative this week. They are asked to recall a time in which they experienced a certain emotion. They will need to recount this event. Help them provide 2-3 details about the event to show why they felt a certain way.

## word attack

wish  
work  
would  
write  
your

## week 8 checklist

- ☐ Complete practice pages 58-64
- ☐ Read for 20 minutes 4-5 days a week
- ☒ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 8 Word Attack list

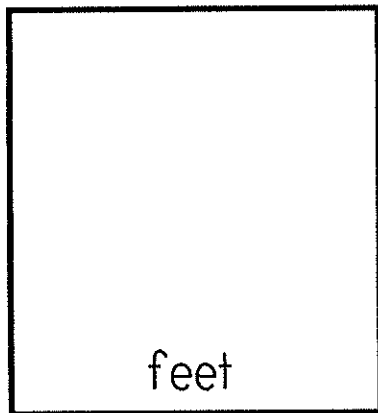
# Phonics

ee ay oa igh ea ai  
ie ow ar er ir or  
ew ou oi ue oy oo

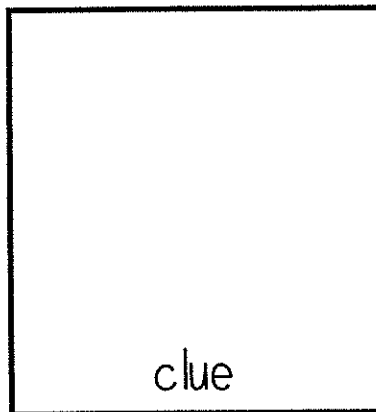
Have your child practice reading the above vowel chunks several times for fluency. Color a sun for each time they read the chart. (I.RFS.3c)



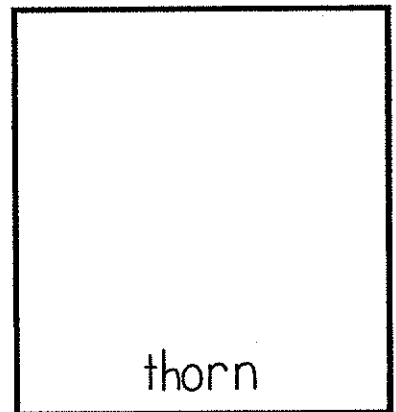
**decoding long vowels** Read the word and circle the vowel chunk. Draw a picture to match. (I.RFS.3c)



feet



clue



thorn

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ain

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_out

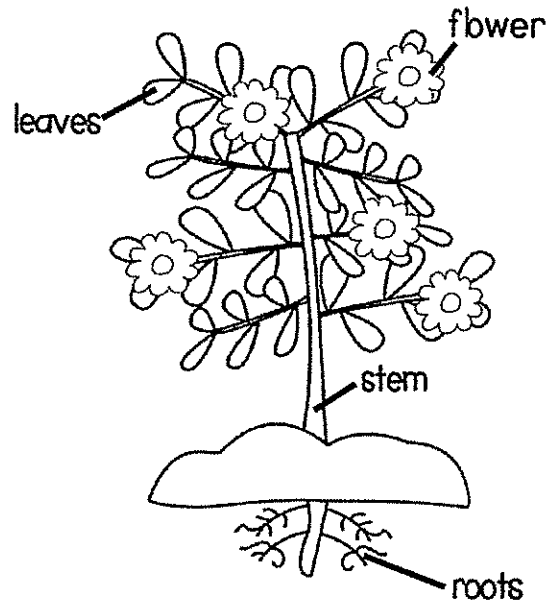
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ark



# read for meaning

## Plant Parts

Plants have many different parts. Each part has a special job. The leaves help collect energy from the Sun. The plants uses this energy to make food. The roots help the plant soak up water from the ground. The stem helps the plant carry the water and nutrients from the roots to the other parts of the plant. The flower helps the plant make new seeds, so new plants can grow. Plants are very interesting!



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



## recalling key details

Answer the questions below about the passage (1.RIT.5, 1.RIT.6, 1.RIT.1)

- Which part of the plant helps it to collect energy from the Sun?  
a. the roots                      b. the stem                      c. the leaves                      d. the flower
- Which part of the plant helps it to transport nutrients throughout the plant?  
a. the roots                      b. the stem                      c. the leaves                      d. the flower
- Describe what roots look like. How do you think this shape helps them do their job?

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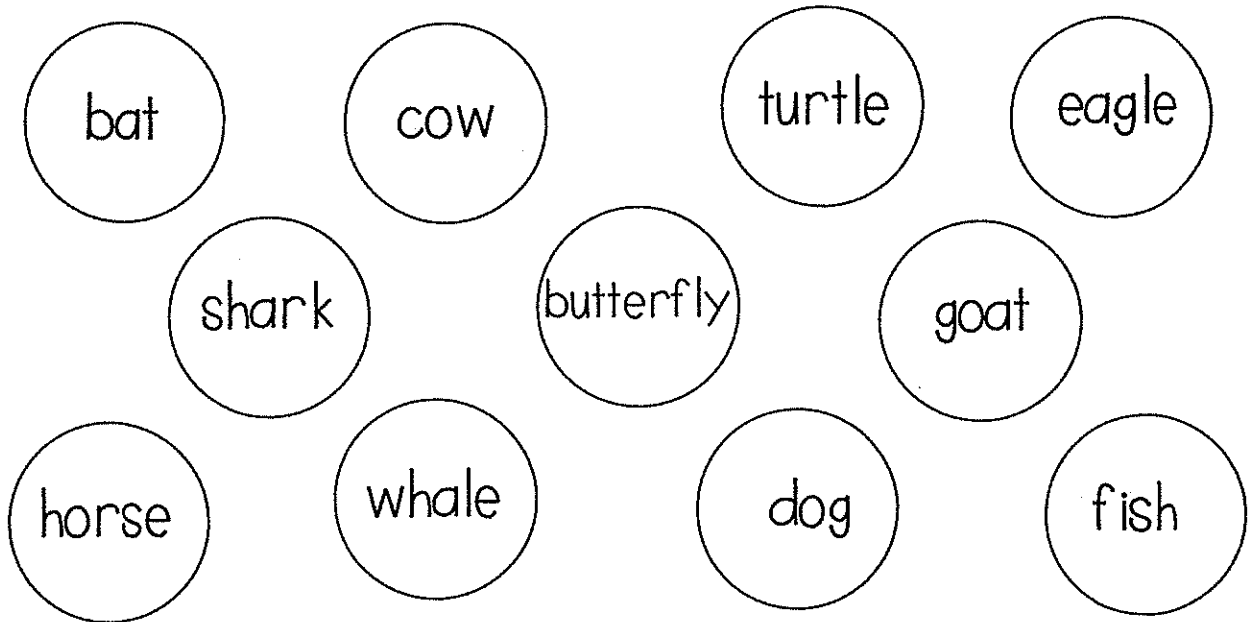
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# language and conventions

**sorting and categorizing** Choose 3 colors. Color words that belong in the same category the same color. (1.L.5a)



**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)

I was so drowsy after the party, I couldn't keep my eyes open.

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



sarah climb the giant chree in the backyrd

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# writing

TOPIC: Tell about a time your felt one of the following emotions.

☐ Nervous

☐ Disappointed

☐ Scared

☐ A different feeling!

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.

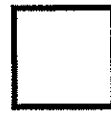
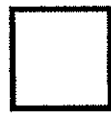
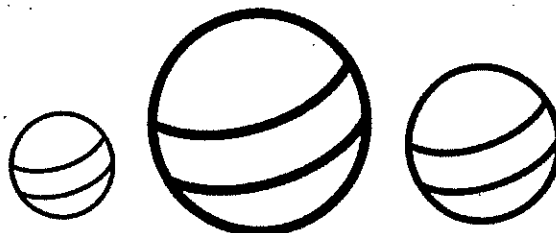
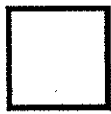
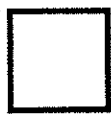
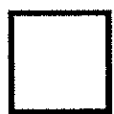
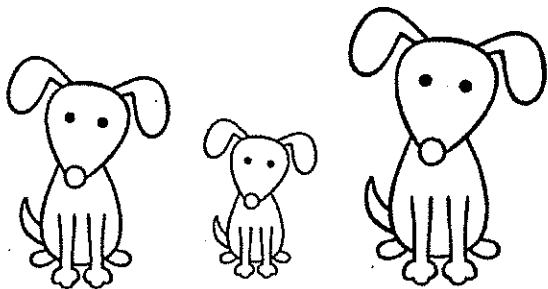
## my writing checklist

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



# math

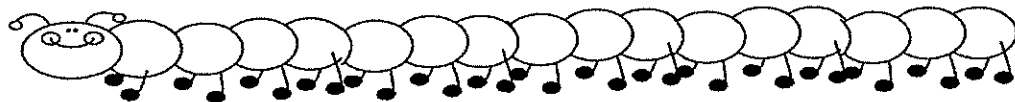
**ordering objects** Order objects from smallest to largest by writing 1, 2, and 3. (1MD.1)



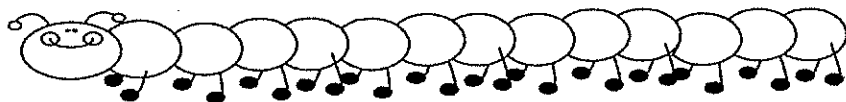
**measuring objects** Use paperclips to measure the following caterpillars. (1MD.2)



\_\_\_\_\_ paperclips



\_\_\_\_\_ paperclips



\_\_\_\_\_ paperclips

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

James has some blocks.  
Each block is 2 paperclips  
long. If James builds a  
tower using 4 blocks, how  
many paperclips high will  
the tower be?

