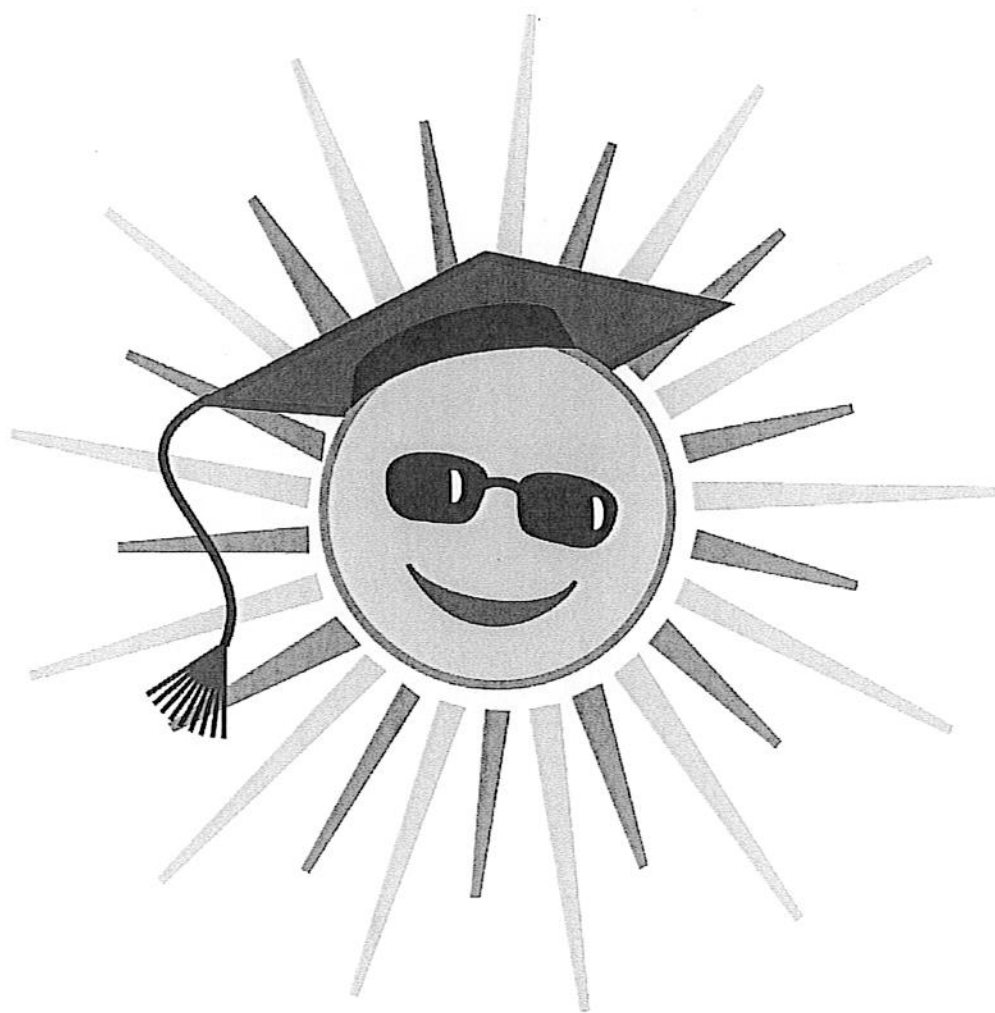


# On My Way to Second Grade!



TCS Summer Packet



Dear Families,

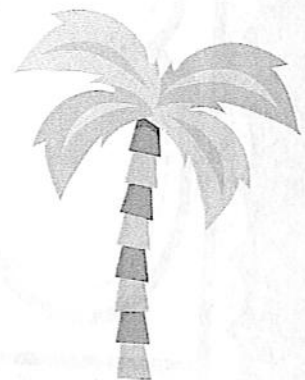
I know you are all as proud as I am of the wonderful progress your student has made in First Grade. You all deserve a nice, relaxing break. Of course, there's still a little time to build in some learning fun!

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.

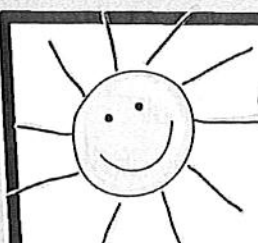
On each review page, you will see letter/number abbreviations next to each activity. These abbreviations refer to the First Grade Common Core Standards. These are the skills your child was taught in First Grade, and the skills your child's Second Grade teacher will be expecting them to know. The "Word 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!! :)



Sincerely,



# 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

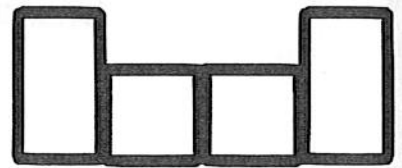
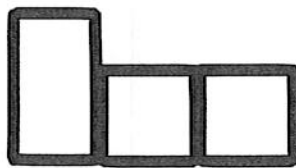
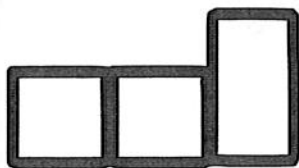
op ug am eb it ad ut

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.



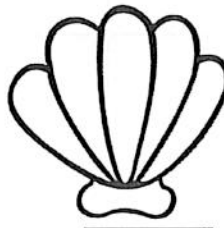
**segment and spell** Say the name of the picture and segment the sounds. Spell the Word below. RF.1.2b & d)



**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

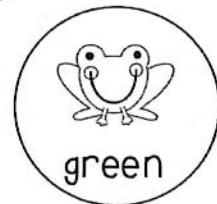
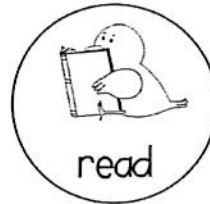
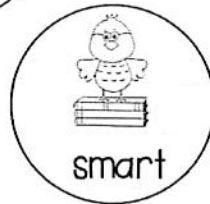
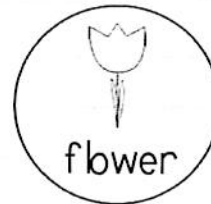
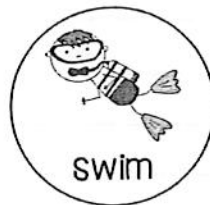
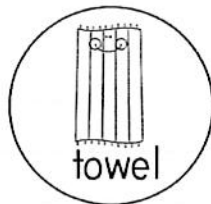
# language and conventions

Parts of speech Color nouns, verbs, and adjectives by the code below. (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, f)

is mr. brown's dog beg or small

# writing

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

- Your favorite day of First Grade
- A family vacation
- A Holiday with your family
- A special event of your choice!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated multiple times 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







# 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)

6	9	2	4	8
+4	+3	+8	+5	+3
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

7	4	8	2	1
+2	+6	+2	+9	+8
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

6	5	1	8	6
+3	+5	+9	+3	+4
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

8	5	7	2	4
+2	+6	+4	+8	+6
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

3	4	2	1	9
+7	+7	+8	+8	+2
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>



# 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?

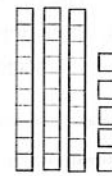
Circle (RF.1.2a)



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)

\_\_\_\_\_

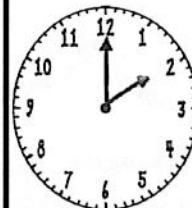
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\_\_\_\_\_

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\_\_\_\_\_

## 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

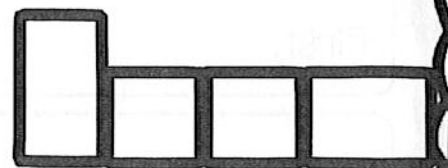
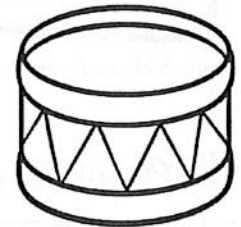
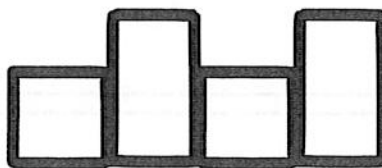
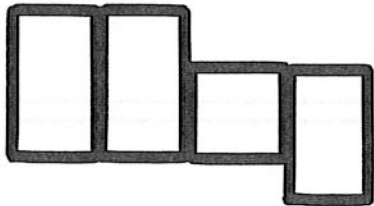
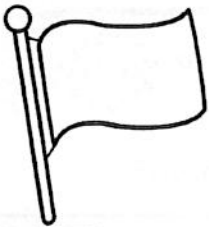
gl br pl dr st sk sl

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. (1.RFS.2b)



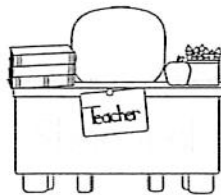
segment and spell Say the name of the picture and segment the sounds. Spell the Word below. (RF.1.2b & d)



Identify the missing blend Say the name of the picture. Complete with the missing blend. (1.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,

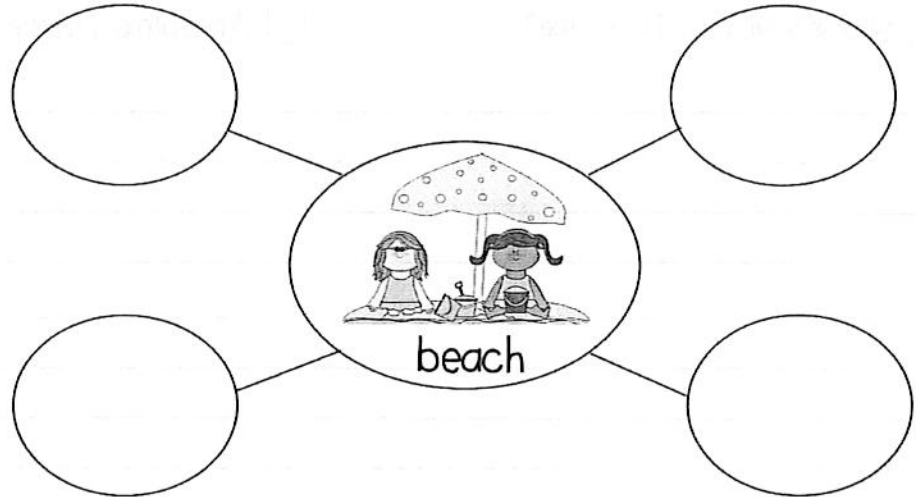
Last,

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.f)

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.

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**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

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# 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 area with multiple sets of lines: a solid top line, a dashed middle line, and a solid bottom line.

## 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)

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

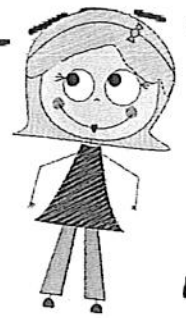
2 less	Number	2 more
	18	
	12	
	9	
	6	
	14	
	7	

**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)



6	9	2	5	7
+6	+9	+2	+5	+7
_____	_____	_____	_____	_____

5	8	4	9	1
+5	+8	+4	+9	+1
_____	_____	_____	_____	_____

6	3	2	8	9
+6	+3	+2	+8	+9
_____	_____	_____	_____	_____

7	5	3	8	4
+7	+5	+3	+8	+4
_____	_____	_____	_____	_____

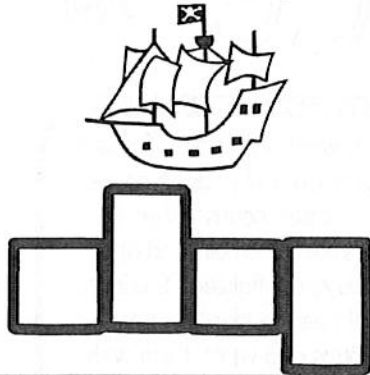
9	6	2	8	5
+9	+6	+2	+8	+5
_____	_____	_____	_____	_____



# Weekly Skill Check!

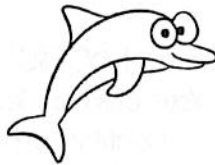
## Segment and Spell

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

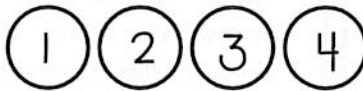


## Clap the Syllables

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

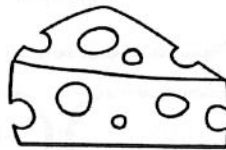
Circle the correct word (RF.1.3f)

I am \_\_\_\_\_ a vanilla ice cream cone.

eating ate eats

## Long or Short?

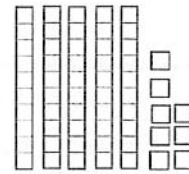
Circle (RF.1.2a)



short e long e

## Write the Numbers

1.NBT.2



tens	ones	Number

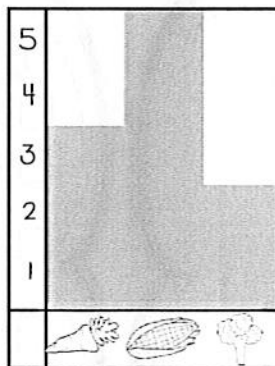
## Compare It: <, >, =

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)

\_\_\_\_\_

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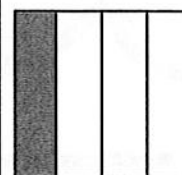
\_\_\_\_\_

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\_\_\_\_\_

## 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, 1.RFS.2b)



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

chick

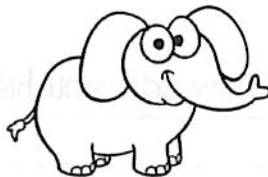
shark

wheel

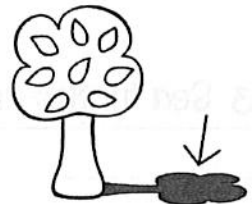
Identify the missing blend Say the name of the picture. Complete with the missing blend. (1.RFS.3b)



\_\_\_\_\_  
-----  
\_\_\_ orn



\_\_\_\_\_  
-----  
ele \_\_\_ ant

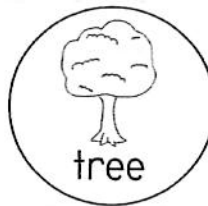
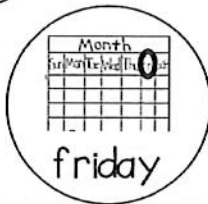
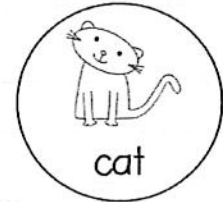
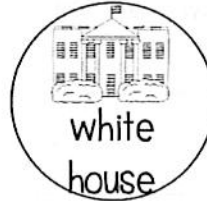


\_\_\_\_\_  
-----  
\_\_\_ adow



# 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. (I.L.1b)



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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. (I.L.4a)

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

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

Can i spend the nit at jills house

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# 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, repeated multiple times for writing.

## 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)

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

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

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

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

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

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

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

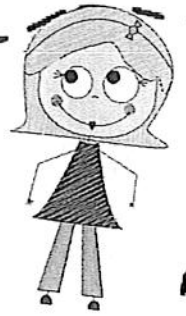
$$\underline{\quad} + 2 + 8 = 16 \quad 3 + 5 + \underline{\quad} = 10 \quad 4 + \underline{\quad} + 3 = 14$$

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)



6	8	2	4	7
+7	+9	+3	+5	+6
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

6	8	5	9	2
+5	+7	+4	+8	+1
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

6	4	2	7	9
+5	+3	+3	+8	+8
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

7	4	3	8	4
+6	+5	+2	+7	+5
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

8	6	1	8	4
+9	+5	+2	+7	+5
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>



# Weekly Skill Check!

## Identify the Missing Sound

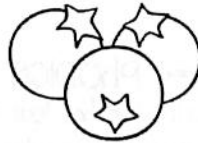
Write the missing sound. (RF.2c)



wha e

## Clap the Syllables

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

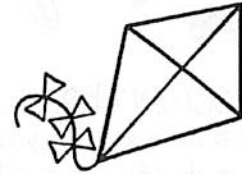


blueberry

1 2 3 4

## Circle the Spelling

Circle the correct spelling (RF.1.3c)



kit kiet kite

## Word Choice

Choose the correct pronoun. (L.1.1b)

Anna and I went to the beach.

they us we

## Long or Short?

Circle (RF.1.2a)



short e long e

## Write the Numbers

1.NBT.2

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

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

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

## Compare It: < , > , =

1.NBT.3

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

## Solve-It!

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

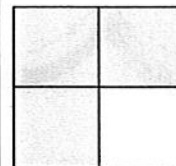
13 kids were swimming in the pool. 8 left to get a snack. How many are still swimming?

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

Handwriting lines for writing a sentence using the word 'could'.

## 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

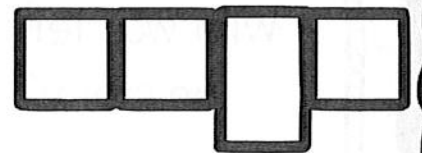
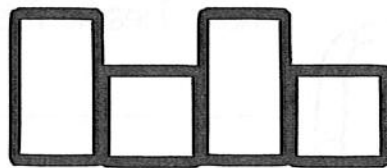
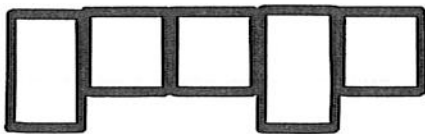
# Phonics

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

# 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

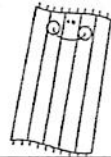
**synonyms** Choose a synonym from the box to match each word below. Use synonyms to rewrite the sentence in a more interesting way. (I.L.5d)

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. (I.L.4a)

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

**fix the sentence** Circle the mistakes. Rewrite the sentence correctly below. (I.L.1b, I.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)

- A polar bear's vacation to the beach
- A journey to outer space
- A journey under the sea
- Any story in your imagination!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated 10 times.

## 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

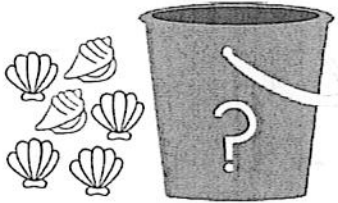




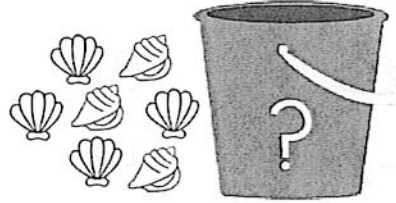
# math

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

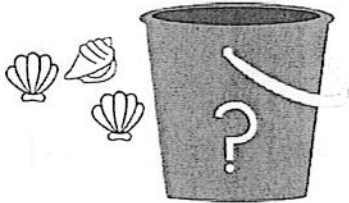
There are 9 shells in all. How many are in the bucket? \_\_\_\_\_



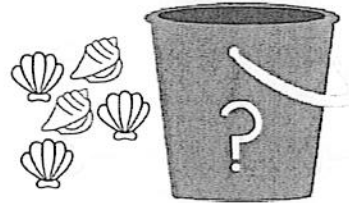
There are 12 shells in all. How many are in the bucket? \_\_\_\_\_



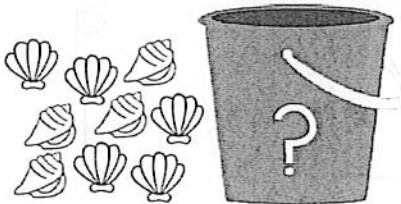
There are 10 shells in all. How many are in the bucket? \_\_\_\_\_



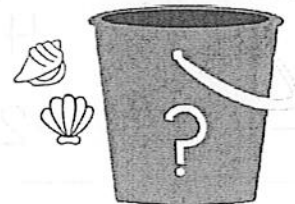
There are 15 shells in all. How many are in the bucket? \_\_\_\_\_



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



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

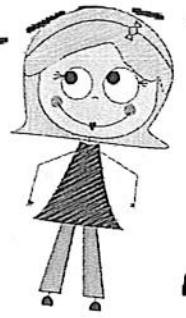


Problem Solving Solve the following problem Draw a picture and write a number sentence. (1.OA.1, 1.OA.2)

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)



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

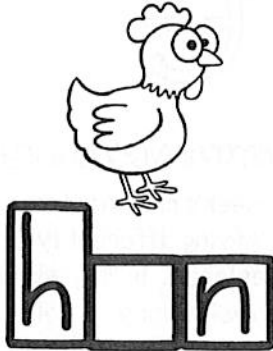
$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$$



# Weekly Skill Check!

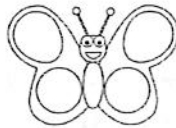
## Identify the Missing Sound

Write the missing sound. (RF.2c)

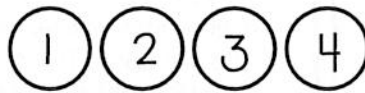


## Clap the Syllables

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

\_\_\_\_\_

-----

\_\_\_\_\_

## Word Choice

Choose the correct pronoun. (I.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

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

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

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

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

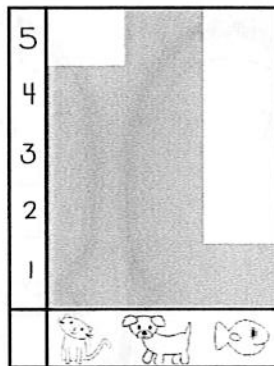
## Compare It: <, >, =

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)

\_\_\_\_\_

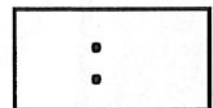
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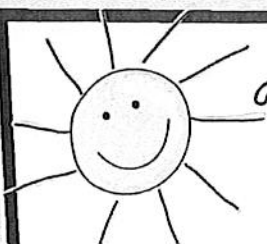
\_\_\_\_\_

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\_\_\_\_\_

## 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

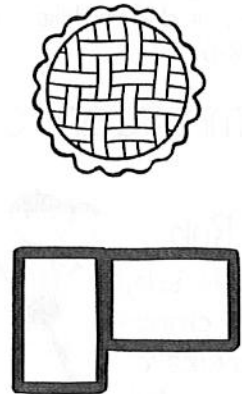
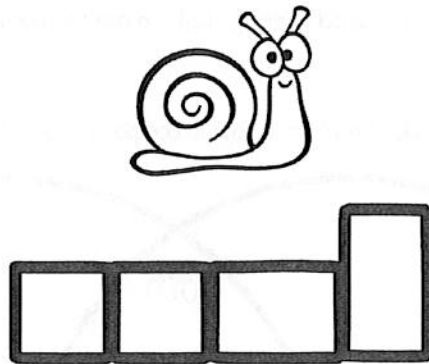
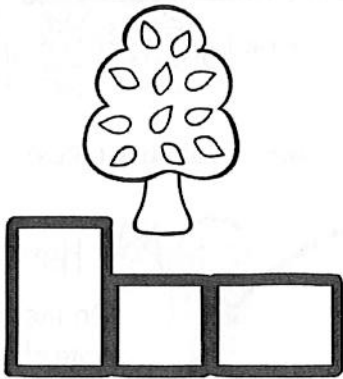
# PHONICS

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)



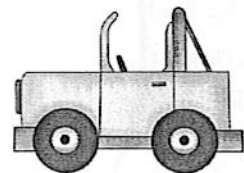
**choose a spelling pattern** Fill in the missing long vowel pattern to spell the word. (1.RFS.3c)



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



b | \_\_\_\_\_



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?



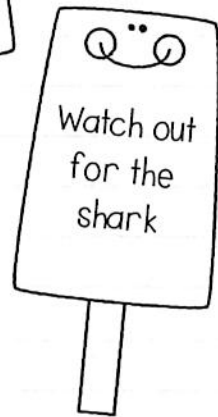
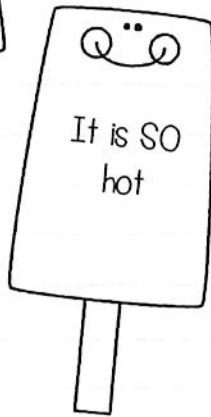
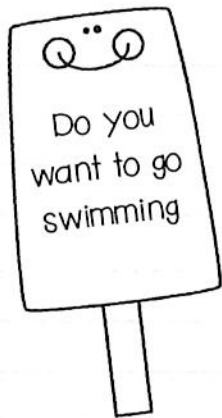
# language and conventions

asking or telling? Color the sentence by the code below. (I.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. (I.L.4a)

I was so startled by the snake that I screamed!

---

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---

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

iz yur birthday on Monday or tuesday

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# writing

TOPIC: Write a short paragraph explaining how to do one of the following: (1.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, repeated multiple times for writing.

## my writing checklist

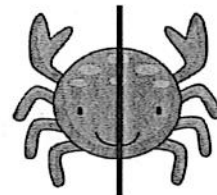
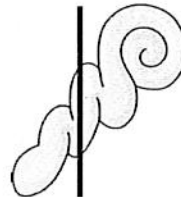
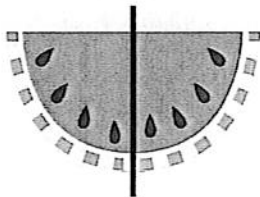
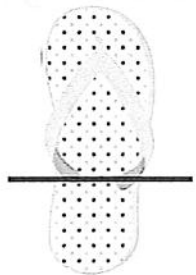
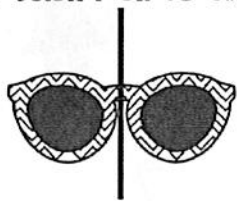
- All my sentences start with capital letters and end with punctuation
- I included 3 steps, and used words like "First", "Then", and "Last"
- I added details to my writing
- I provided a conclusion to my directions





# 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

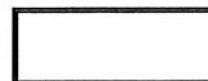
triangle

circle

rectangle

trapezoid

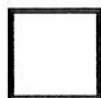
hexagon



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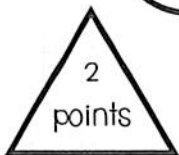
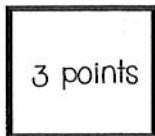
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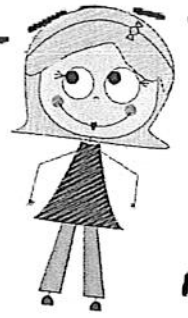
**Problem solving** Create a picture using the shapes below. As a challenge, create a picture that is worth 12 points.

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)



ch  ck

## Clap the Syllables

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



cherry

① ② ③ ④

## 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

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

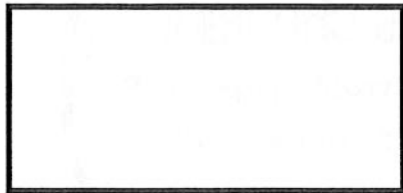
\_\_\_ + \_\_\_ = \_\_\_

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

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

## 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)

\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

## 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

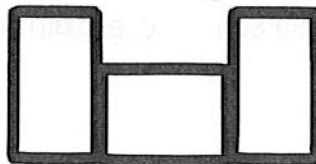
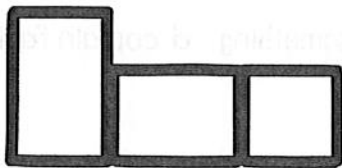
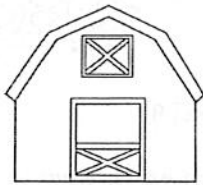
ark irt urn ort art irk

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)

- Circle what the two passages have the SAME: *There may be more than one answer*
  - nonfiction passages
  - about the Sun
  - explain "how to" do something
  - contain facts
- Why is the Sun important?
  - it is larger than Earth
  - it gives Earth energy
  - it looks beautiful from Earth
- 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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# 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 area with multiple sets of lines: a solid top line, a dashed middle line, and a solid bottom line.

## 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)

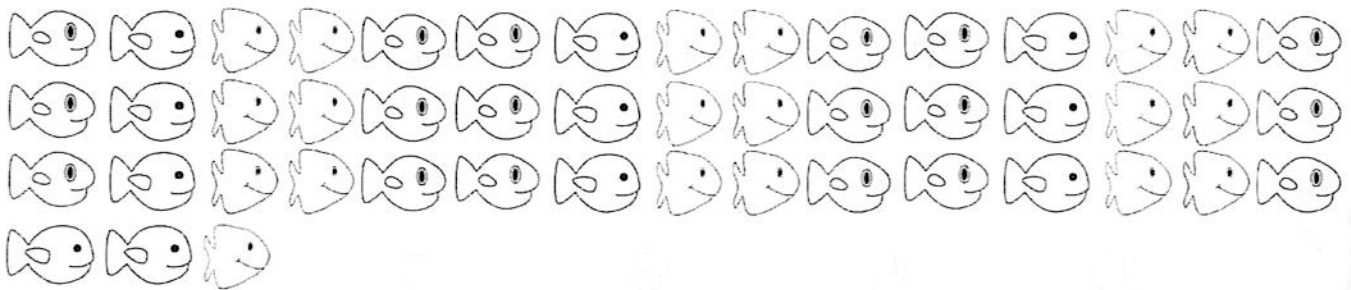
42			45
	53	54	
62			
72		74	75

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)



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

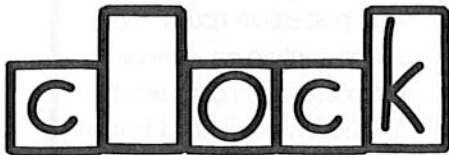
$$\begin{array}{r} 14 \\ +6 \\ \hline \end{array}$$



# 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

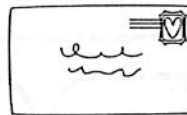
Choose the correct pronoun. (1.L.1b)

Anna's dog is brown.

his            my            her

## Long or Short?

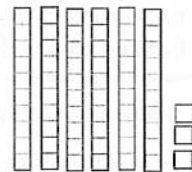
Circle (RF.1.2a)



short a            long a

## Write the Numbers

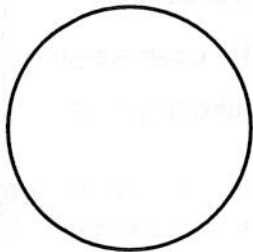
1.NBT.2



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)

\_\_\_\_\_

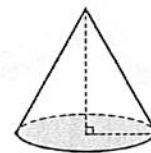
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\_\_\_\_\_

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\_\_\_\_\_

## 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

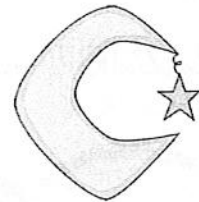
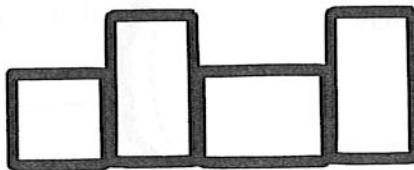
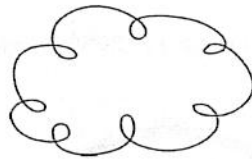
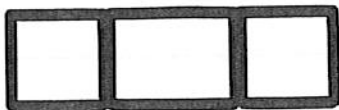
# Phonics

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. (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 irregular vowel pattern to spell the word. (I.RFS.3c)



\_\_\_\_\_   
 p \_\_\_\_\_   
 \_\_\_\_\_



\_\_\_\_\_   
 gl \_\_\_\_\_   
 \_\_\_\_\_



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

# read for meaning

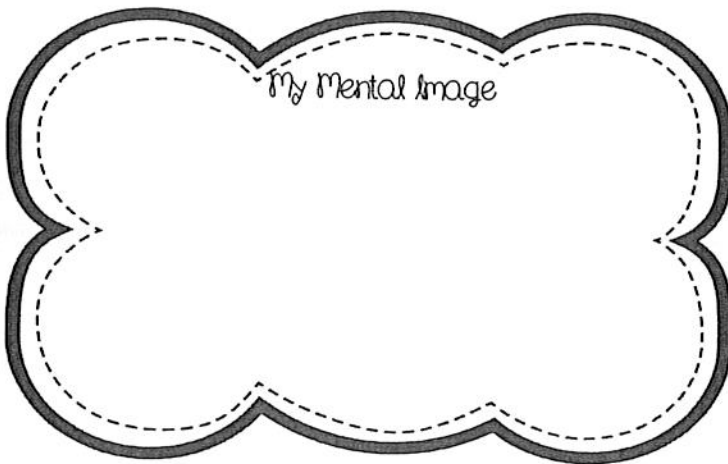
## Summer Sunset

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.  
(1.RFS.4)



**visualization** Draw the images you had in your head while reading the story. Write what words helped create the image. (1.RL.3, 1.RL.4)



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

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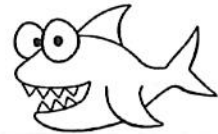
Circle a word or phrase from the story that makes you feel something. Explain below what it makes you feel:

---

# language and conventions

Plural or Possessive? Circle the correct word to complete the sentences below (I.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. (I.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. (I.L.1b, I.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 area with multiple sets of lines: a solid top line, a dashed middle line, and a solid bottom line.

## my writing checklist

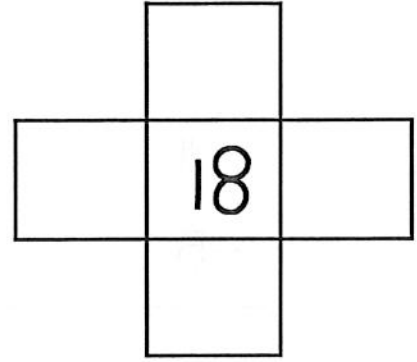
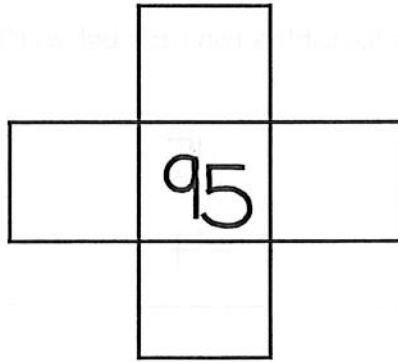
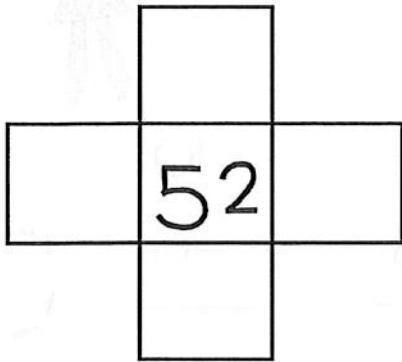
- All my sentences start with capital letters and end with punctuation
- I provided at least reasons to convince my parents
- I added details to my writing
- I provided a conclusion to my argument



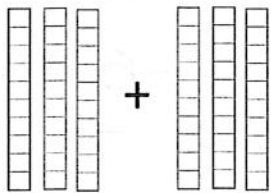


# math

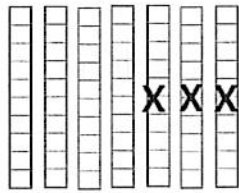
1 more/less, 10 more/less Fill in the missing numbers below. (I.NBT.4)



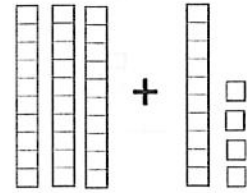
adding and subtracting multiples of tens Write the numbers and solve (I.NBT.4, I.NBT.6)



□ =



□ =



□ =

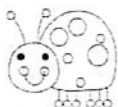
$80 - 50 =$  \_\_\_\_\_

$30 + 70 =$  \_\_\_\_\_

$65 - 20 =$  \_\_\_\_\_

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



11	14	15	19	10
-5	-2	-4	-5	-6
_____	_____	_____	_____	_____

12	14	15	17	13
-5	-8	-10	-3	-6
_____	_____	_____	_____	_____

10	18	18	17	12
-4	-3	-9	-6	-3
_____	_____	_____	_____	_____

16	15	13	14	20
-4	-8	-4	-5	-9
_____	_____	_____	_____	_____

18	16	11	18	15
-6	-7	-5	-3	-4
_____	_____	_____	_____	_____



# 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

\_\_\_\_\_

-----

\_\_\_\_\_

## Pronouns

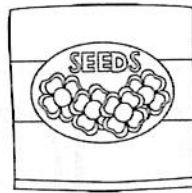
Choose the correct pronoun. (1.L.1b)

Jack and Jim like to go camping.

we      them      they

## Long or Short?

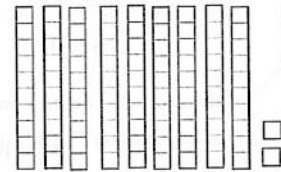
Circle (RF.1.2a)



short e      long e

## Write the Numbers

1.NBT.2



tens	ones	Number

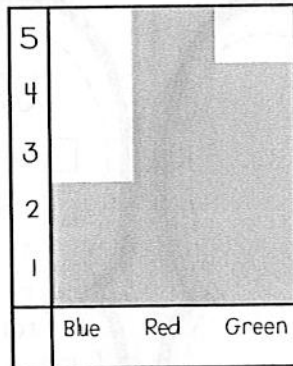
## Compare It: <, >, =

1.NBT.3

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

## Graphing

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



Favorite Colors

How many more kids liked red than blue?

\_\_\_\_\_ kids

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

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

## What Time? (1.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. (1.RFS.3c)



decoding long vowels Read the word and circle the vowel chunk. Draw a picture to match. (1.RFS.3c)

feet

clue

thorn

create a word Write a beginning sound to make a word. Draw a picture to match. (1.RF.3c)

\_\_\_\_\_  
-----  
\_\_\_\_\_ ain

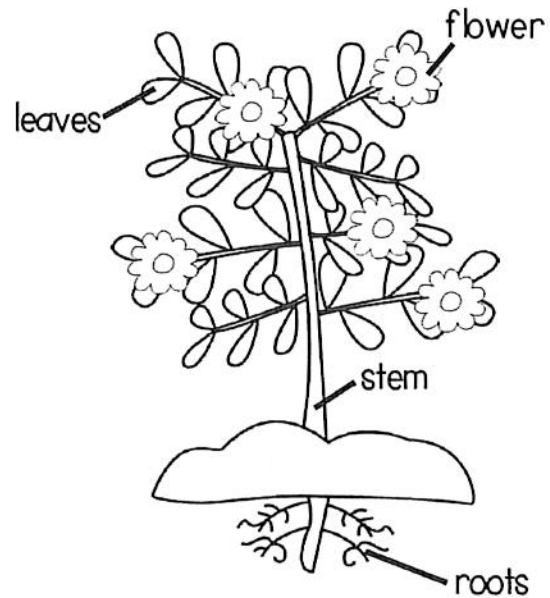
\_\_\_\_\_  
-----  
\_\_\_\_\_ out

\_\_\_\_\_  
-----  
\_\_\_\_\_ 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)

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
2. 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

3. Describe what roots look like. How do you think this shape helps them do their job?

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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)

bat cow turtle eagle

shark butterfly goat

horse whale dog fish

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, &d)

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 area with multiple sets of lines: a solid top line, a dashed middle line, and a solid bottom line.

## my writing checklist

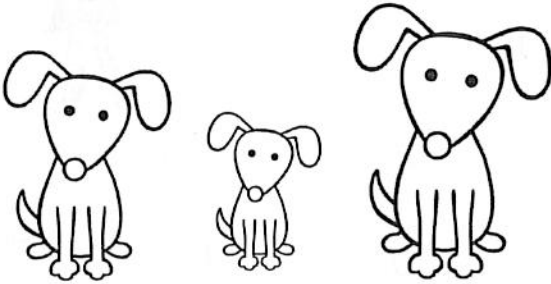
- All my sentences start with capital letters and end with punctuation
- I provided at least 2 sequenced events in my story
- I added details to my writing
- I provided an ending to my story





# math

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

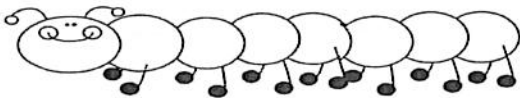


□ □ □

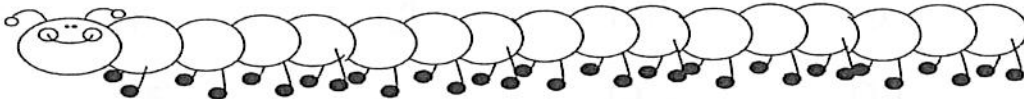


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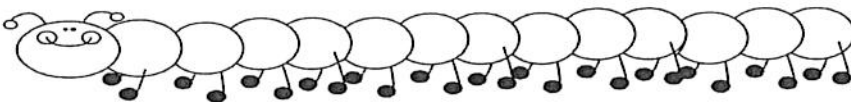
measuring objects Use paperclips to measure the following caterpillars (1.MD.2)



\_\_\_\_\_ 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?



# it's a matter of facts!

Add or subtract below.(1.OA.6)



$$\begin{array}{r} 11 \\ -9 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 17 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -5 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 15 \\ -6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 16 \\ -9 \\ \hline \end{array}$$

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

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

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

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



# Weekly Skill Check!

## Identify the Missing Sound

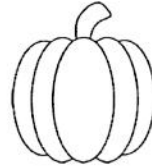
Write the missing sound. (RF.2c)



g l o e

## Clap the Syllables

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



pumpkin

## Spelling

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



ee ea y

## Inflectional Endings

Circle the correct word (RF.1.3f)

The tortoise is \_\_\_\_\_ than the hare.

slow slower slowest

## Long or Short?

Circle (RF.1.2a)



short o long o

## Fractions (1.G.3)

Write the shaded fraction



\_\_\_\_\_

## Compare It: <, >, =

1.NBT.3

16 - 8 \_\_\_ 12 - 3

## Solve-It!

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

Kelly has 6 green marbles, 4 blue marbles, and 7 pink marbles. How many of her marbles are NOT pink?

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

\_\_\_\_\_  
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\_\_\_\_\_  
-----  
\_\_\_\_\_

## What Time? (1.MD.3)



\_\_\_\_\_  
:\_\_\_\_\_  
\_\_\_\_\_

# Resource Recommendations

## Book Recommendations:

### Reading Level 1.5-2.0

Biscuit (series) by Alyssa Capucilli  
Buzz, Said the Bee by Wendy Lewison  
Feathers for Lunch by Lois Ehlert  
Monster Math by Grace Maccarone  
More Spaghetti, I Say by Rita Gelman  
One Fish, Two Fish by Dr. Seuss  
Who Stole the Cookies by Judith Moffatt  
Danny and the Dinosaur by Syd Hoff  
Goodnight Moon by Margaret Wise Brown

### Reading Level 2.0-2.5

Harold and the Purple Crayon by Crockett Johnson  
Grizzwold by Syd Hoff  
Hattie and the Fox by Mem Fox  
Bunny Cakes by Rosemary Wells  
Frog and Toad (series) by Arnold Lobel  
Fox and His Friends (series) by James Marshall  
Fraidy Cats by Stephen Krensky  
Froggy (series) by Jonathan London  
Franklin (series) by Bourgeois & Clark

## Technology Recommendations:

### FREE Educational Apps for the iPad:

Sushi Monster (math)  
Meerkat Math (SO fun!!)  
Endless ABC  
Spelling City  
Stack the States  
Grammar Wonderland Primary  
Bluster  
Tic Tac Toe (Phonics) by Lakeshore Learning  
Brain Quest

Henry and Mudge (series) by Cynthia Rylant  
Little Bear (series) by Else Minarik  
Arthur (series) by Lillian Hoban

### Reading Level 2.5-3.0

Amelia Bedelia (series) by Peggy Parish  
Miss Nelson is Missing by Harry Allard  
Swimmy by Leo Lionni  
The Tiny Seed by Eric Carle  
Magic Tree House (series) by Mary Pope Osborne  
Dr. DeSoto by William Steig  
Flat Stanley by Jeff Brown  
Freckle Juice by Judy Blume  
Junie B. Jones (series) by Barbara Park  
Picture Book Of (biography series) by David Adler  
Second Grade Friends by Meriam Cohen  
Arthur Chapter Books (series) by Stephen Krensky  
Young Cam Jansen (series) by David Adler  
Nate the Great (series) by Marjorie Sharmat

## looking for more book ideas?

Visit: <http://home.comcast.net/~ngiansante/>  
This website has a HUGE database of books and authors organized by reading level.

### Paid Educational Apps for the iPad:

Teach Me First Grade & Teach Me Second Grade  
Splash Math  
Letter School

### Educational Websites

<http://interactivesites.weebly.com/index.html> (Fun Games for all Subjects)  
ABCya <http://www.abcya.com>  
Fun Brain <http://funbrain.com>  
AAAMath <http://www.aaamath.com>  
Grammar Ninja <http://www.kwarp.com/portfolio.grammarninja.html>