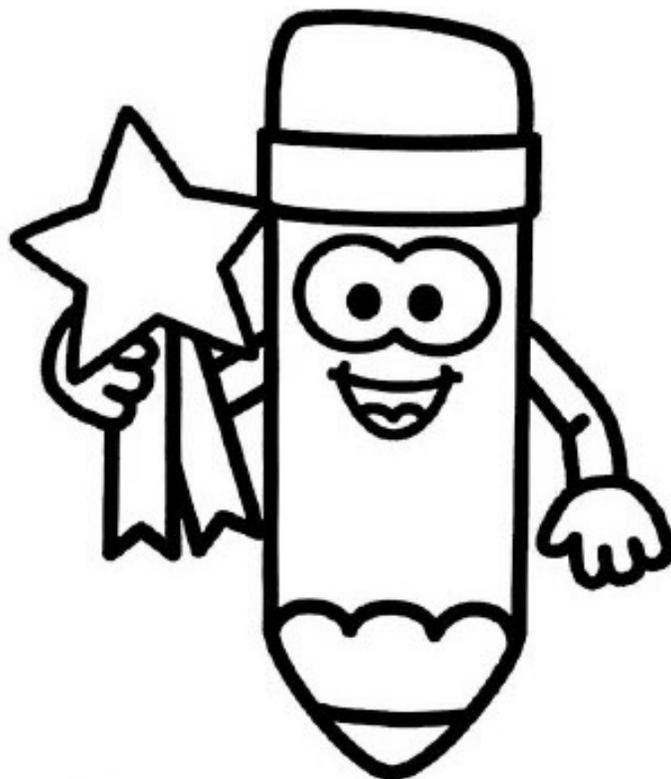


# Math & ELA Packet



Name:

Dear First Grade Families,

## **Welcome to the First-Grade Home Learning Packet!**

### **Suggested Schedule**

Math: 20 minutes    Science: 15 minutes

ELA: 35 minutes    Writing: 10 minutes

This packet is designed to serve as a review and extra practice. However, please monitor your child as they complete the assignments and feel free to help your child review any pages they find challenging.

In addition, please also continue to read with your child and have your child read independently each day.

### **Other ideas to extend learning throughout the day:**

- Name a sight word then have your child find it on mail, magazines, or packaging around the house.
- Have your child to write notes, letters, or signs. Encourage them to sound out words instead of asking how a word is spelled.
- Encourage your child to read their favorite books aloud to you, a sibling, a stuffed toy.
- Encourage mathematical thinking with questions like, "How should I cut this pizza, so everyone gets an equal size piece?"
- Encourage your child to make predictions and then evaluate what happened. Ask, "What do you think will happen if we \_\_\_\_\_?" then ask, "What actually happened? Was it the same or different than your prediction?"

# Week 5 Instruction

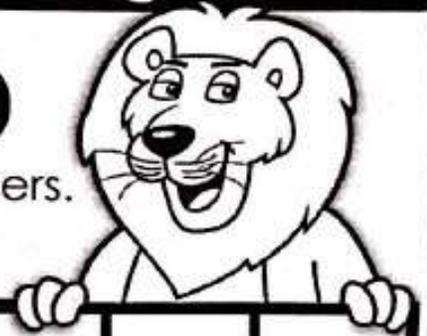
## April 20<sup>th</sup>, 2020

	Math & ELA Packet	Science Packet
Mon.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Counting to 120</li> <li><input type="checkbox"/> Addition to 15</li> <li><input type="checkbox"/> New Spelling Words</li> <li><input type="checkbox"/> 13.1 Pronoun Practice</li> <li><input type="checkbox"/> Adjectives Practice</li> <li><input type="checkbox"/> Reading Comprehension (-ell)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin Exploring Plants</li> <li><input type="checkbox"/> Page 5-Plants</li> <li><input type="checkbox"/> Page 6 Plant Needs</li> </ul>
Tues.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Place Value Practice</li> <li><input type="checkbox"/> Fractions</li> <li><input type="checkbox"/> Spelling Word Boxes</li> <li><input type="checkbox"/> 15.2 /s/ /z/ /ez/ Sound Sort</li> <li><input type="checkbox"/> Ch Digraphs</li> <li><input type="checkbox"/> Reading Comprehension (-eck)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Page 7-Plant Sort</li> <li><input type="checkbox"/> Page 8-Label the Plant</li> <li><input type="checkbox"/> Page 9-Match us Up!</li> </ul>
Wed.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Measurement</li> <li><input type="checkbox"/> Money: Coins</li> <li><input type="checkbox"/> Spelling Maze</li> <li><input type="checkbox"/> 16.2 /w/ Sound with 'wh'</li> <li><input type="checkbox"/> PP7&amp;PP8 'wh' vs 'w' Cut and Paste</li> <li><input type="checkbox"/> Action Verbs</li> <li><input type="checkbox"/> 'er' Word Practice</li> <li><input type="checkbox"/> Reading Comprehension (-ink)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Page 10-Stem</li> <li><input type="checkbox"/> Page 11-Roots</li> <li><input type="checkbox"/> Page 12-Leaves</li> </ul>
Thurs.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Telling Time to the Half Hour</li> <li><input type="checkbox"/> Addition Maze</li> <li><input type="checkbox"/> Create a Story Using Spelling Words</li> <li><input type="checkbox"/> 18.1 /ng/ Sound with 'ng' and 'n'</li> <li><input type="checkbox"/> 19.1 Write Does the Word Fit?</li> <li><input type="checkbox"/> Reading Comprehension Check #2</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Page 13-Seeds</li> <li><input type="checkbox"/> Page 14-Flowers</li> <li><input type="checkbox"/> Page 15-Plant Life Cycle</li> </ul>
Fri.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fact Families</li> <li><input type="checkbox"/> Place Value</li> <li><input type="checkbox"/> Word Art</li> <li><input type="checkbox"/> 19.3 Sort the /ng/ Word</li> <li><input type="checkbox"/> Ph Digraphs</li> <li><input type="checkbox"/> Reading Comprehension (-ick)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Page 16-Apple Tree Life Cycle</li> <li><input type="checkbox"/> Page 17-Plant Reflection</li> <li><input type="checkbox"/> Optional Experiment (Page 18)               <ul style="list-style-type: none"> <li><input type="checkbox"/> Page 19-All About an Apple</li> <li><input type="checkbox"/> Page 20-Apple Reflection</li> </ul> </li> </ul>

# Counting to 120

## Counting to 120

Directions: Write the missing numbers.



		3					8		
11					16				
			24				28		
	32					37			
				45					50
51			54						
		63					68		
	72				76				
				85					90
			94					99	
101						107			
	112						118		

Name: \_\_\_\_\_

# Addition to 15

## Addition to 15

Directions: Cut and paste the scoop that matches the sum on the cone.

 13	 10	 11
 14		 12
 9	 15	 7

 $3+6$
 $8+2$
 $9+4$
 $8+7$
 $6+5$
 $7+7$
 $7+5$
 $4+3$

# SPELLING LIST

1.	knit
2.	kneel
3.	nose
4.	center
5.	nugget
6.	running
7.	winner
8.	which
9.	
10.	

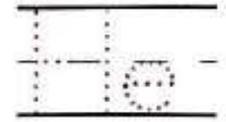
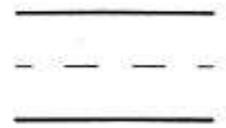
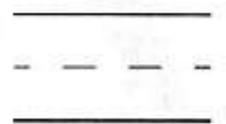
# SPELLING LIST

1.	knit
2.	kneel
3.	nose
4.	center
5.	nugget
6.	running
7.	winner
8.	which
9.	
10.	

He

She

It

1. Vince is a good catcher.2. The mouse is on the fence.3. The prince had goose for dinner.4. The horse ran in a race.5. Mom has a red blouse.6. Gran **knits** socks for her grandkids.

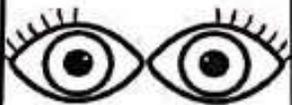
*Directions: Have students write the pronouns that would replace the underlined nouns on the lines.*

Name: \_\_\_\_\_

# Adjectives: Using our Senses

Directions: Cut and paste to match.

## Looks



--	--	--

## Tastes



--	--	--

## Smells



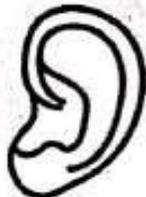
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## Feels

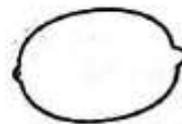


--	--	--

## Sounds



--	--	--



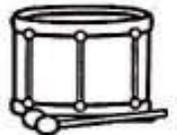
sour



cold



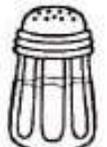
big



loud



crunchy



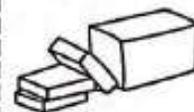
salty



stinky



soft



buttery



dirty



red



squeaky



hot



sweet



chocolaty

Name: \_\_\_\_\_

I can Read it 3 times!



-ell



# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.

## Belle and the Bees



Belle put on her yellow dress. She went to the well at the dell. Belle stopped to smell a flower.

"Hello," Belle said to the bees.

The grass at the dell was wet. Belle fell. Her foot began to swell.

"I don't feel well," said Belle.

She yelled for help. The bees heard her yell. The bees came to Belle.

"Go tell my Dad that I fell," said Belle.

The bees told her Dad, "Belle fell."

Her Dad went to the dell. He helped Belle.

1. Where did Belle go? 

\_\_\_\_\_

-----

\_\_\_\_\_

2. What happened to Belle? 

\_\_\_\_\_

-----

\_\_\_\_\_

3. What did the bees tell Belle's dad? 

\_\_\_\_\_

-----

\_\_\_\_\_

Name: \_\_\_\_\_

# Place Value

Tens and Ones



## Place Value: What Digit is it?

Directions: Circle the correct digit in each number.

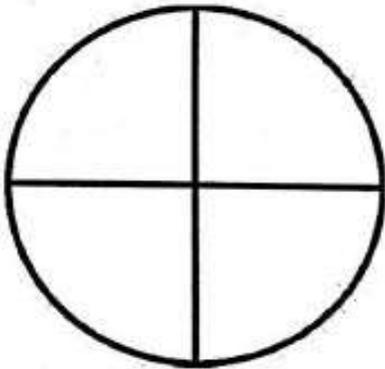
tens 89	ones 23	ones 70	tens 31
ones 55	tens 48	tens 63	ones 18
tens 27	ones 75	tens 97	ones 79
ones 66	ones 36	tens 29	tens 45
tens 14	ones 72	ones 65	tens 82

Name: \_\_\_\_\_

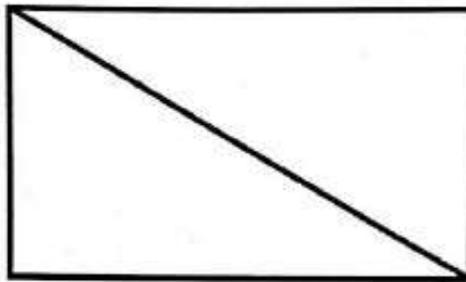
# Fractions: Fourths and Halves

Directions: Color each shape to represent the fraction shown.

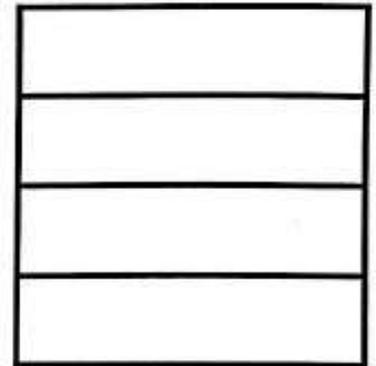
Color two fourths



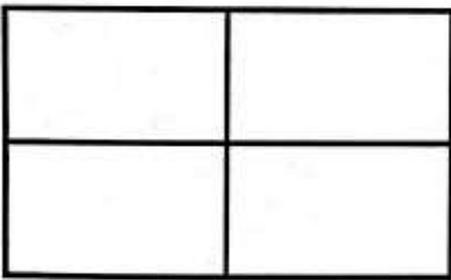
Color one half



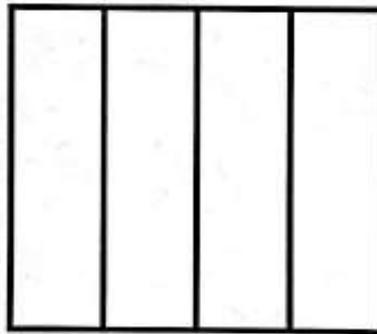
Color three fourths



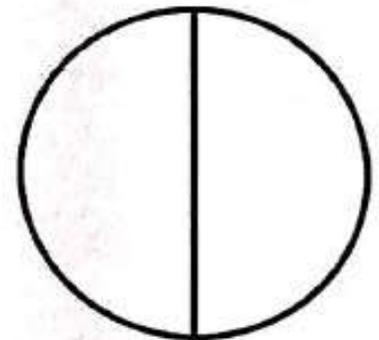
Color one fourth



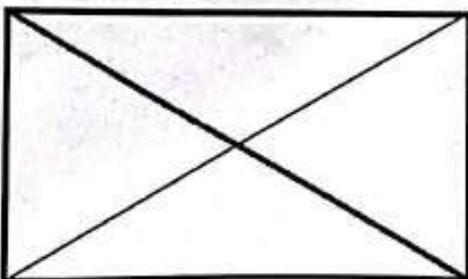
Color four fourths



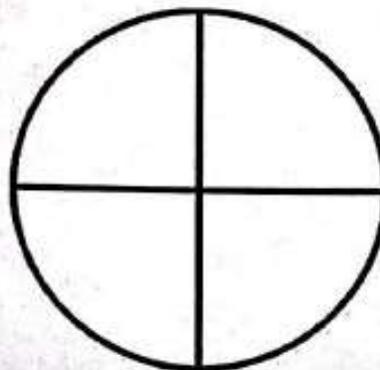
Color two halves



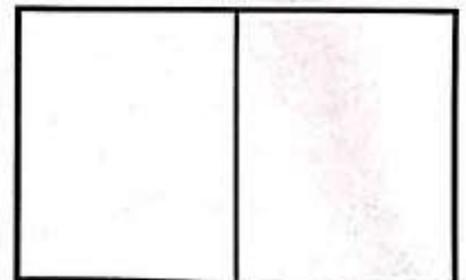
Color two quarters



Color one quarter



Color one half



# SPELLING WORD BOXES

Directions: Figure out which words fit into the spelling word boxes below.

knit

center

winner

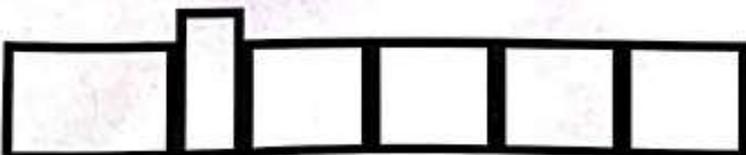
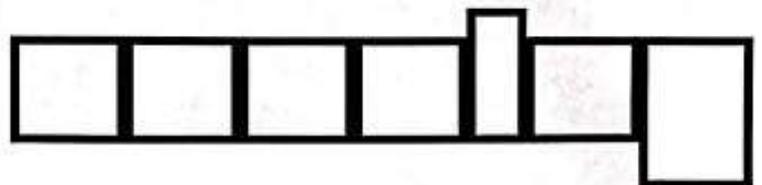
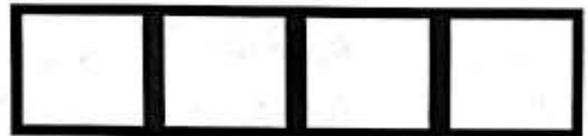
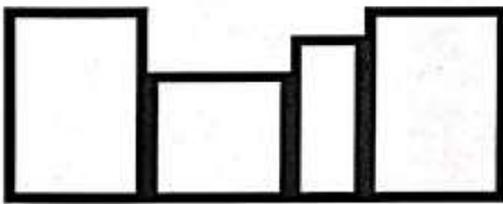
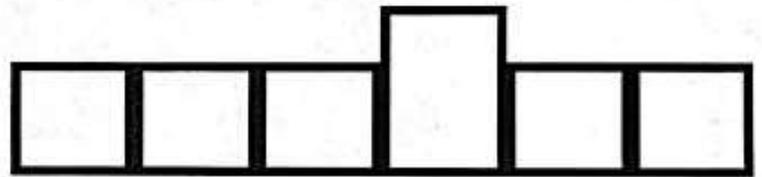
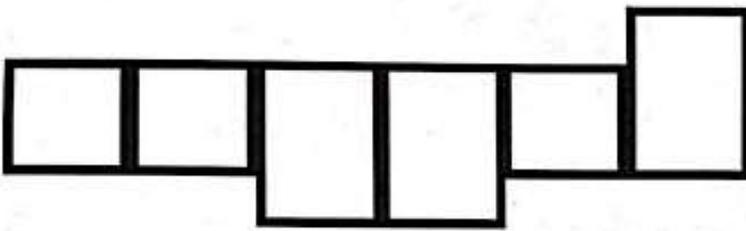
kneel

nugget

which

nose

running



Directions: Have students underline the plural marker in each word. Then have students write the plural words that end in /s/ under the /s/ header, the plural words that end in /z/ under the /z/ header, and the plural words that end in /ez/ under the /ez/ header.

<u>-cats</u>	<u>-dogs</u>	<u>-foxes</u>	sharks	forks
kids	dishes	porches	hands	crabs

/s/

cats

/z/

dogs

/ez/

foxes

Name: \_\_\_\_\_

# ch digraphs

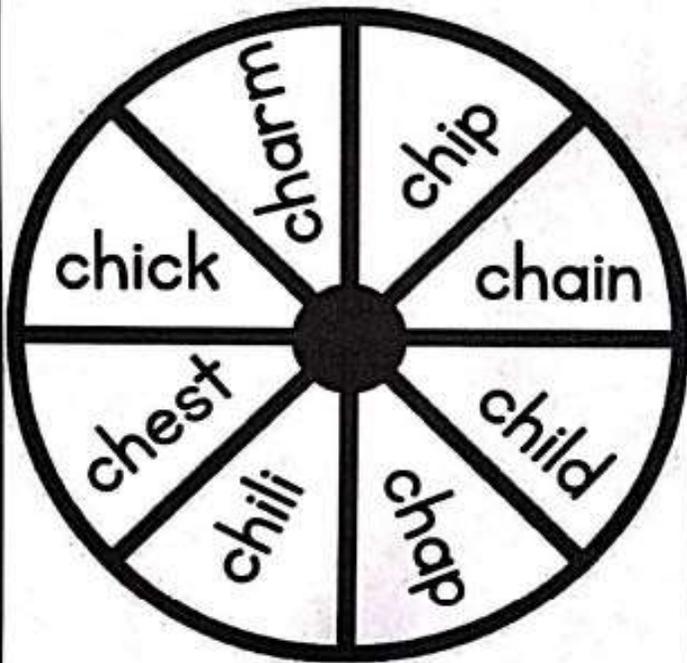
Word Work



Color the  
**ch Words**

chain	<b>wish</b>	child	<b>chip</b>
she	chest	<b>chili</b>	chap
charm	chick	then	thud

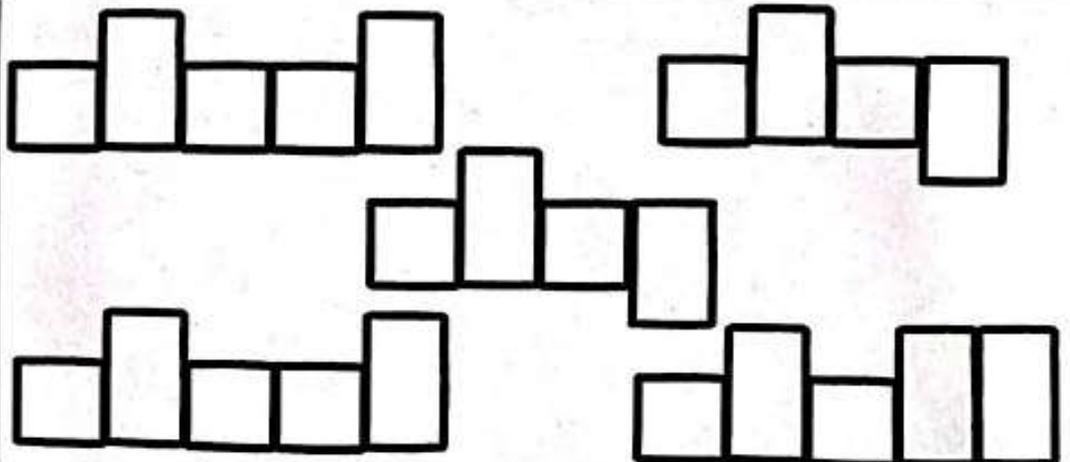
Spin, Read and Write!



①	_____	⑤	_____
②	_____	⑥	_____
③	_____	⑦	_____
④	_____	⑧	_____

**Word Bank:**

chip  
chest  
chap  
chick  
child



Name: \_\_\_\_\_

I can Read it 3 times!



-eck

# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.

## The Lost Necklace



"Where is my necklace?" asks Beth.

"Go check out on the deck," says Dad.

"I checked," says Beth. "My necklace is not there."

"Did you check in your room?" asks Mom.

"My room is a wreck. I can't find my necklace there," says Beth.

"Check one more place," says Dad. "Around your neck."

"My necklace!" says Beth. "It was on my neck!"

She gave Mom and Dad a peck.



1. What is Beth looking for? 

\_\_\_\_\_

-----

\_\_\_\_\_

2. Where does Beth's dad tell her to check? 

\_\_\_\_\_

-----

\_\_\_\_\_

3. Where does Beth find her necklace? 

\_\_\_\_\_

-----

\_\_\_\_\_

Name: \_\_\_\_\_

# Measurement

Nonstandard and Standard

## Nonstandard or Standard Measurement

Directions: Cut and paste each object in the correct column.

**Nonstandard**  
Different

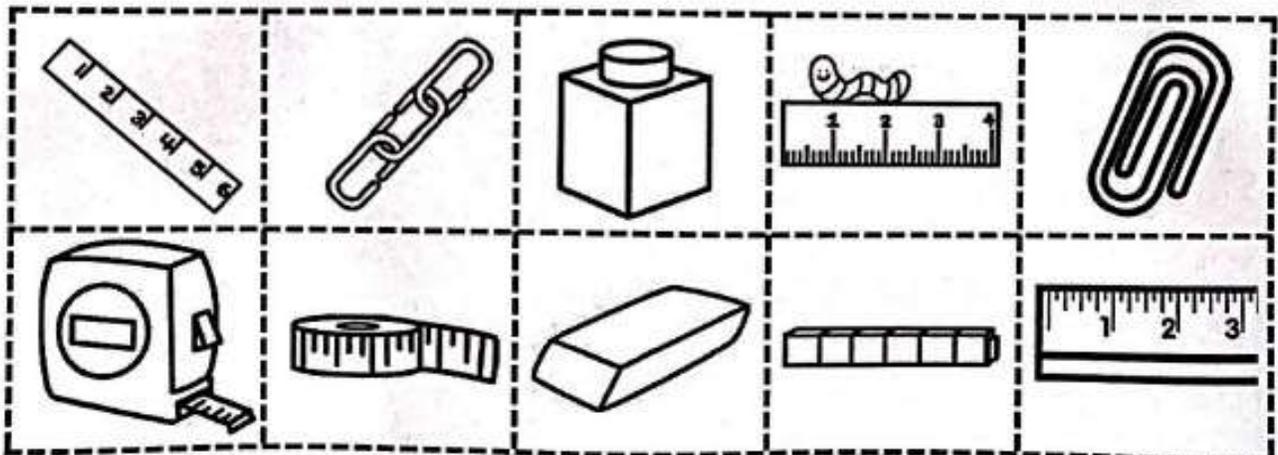
**Standard**  
Regular

What are two other items you can use for **nonstandard** measurement?

1. \_\_\_\_\_ 2. \_\_\_\_\_

Week 1: Day 3

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Name: \_\_\_\_\_

## Exchanging Money: Pennies for Nickels

Directions: Circle groups of 5 pennies.

Write how many nickels you can get for each group of pennies.



= \_\_\_\_\_  
nickels



= \_\_\_\_\_  
nickels



= \_\_\_\_\_  
nickels



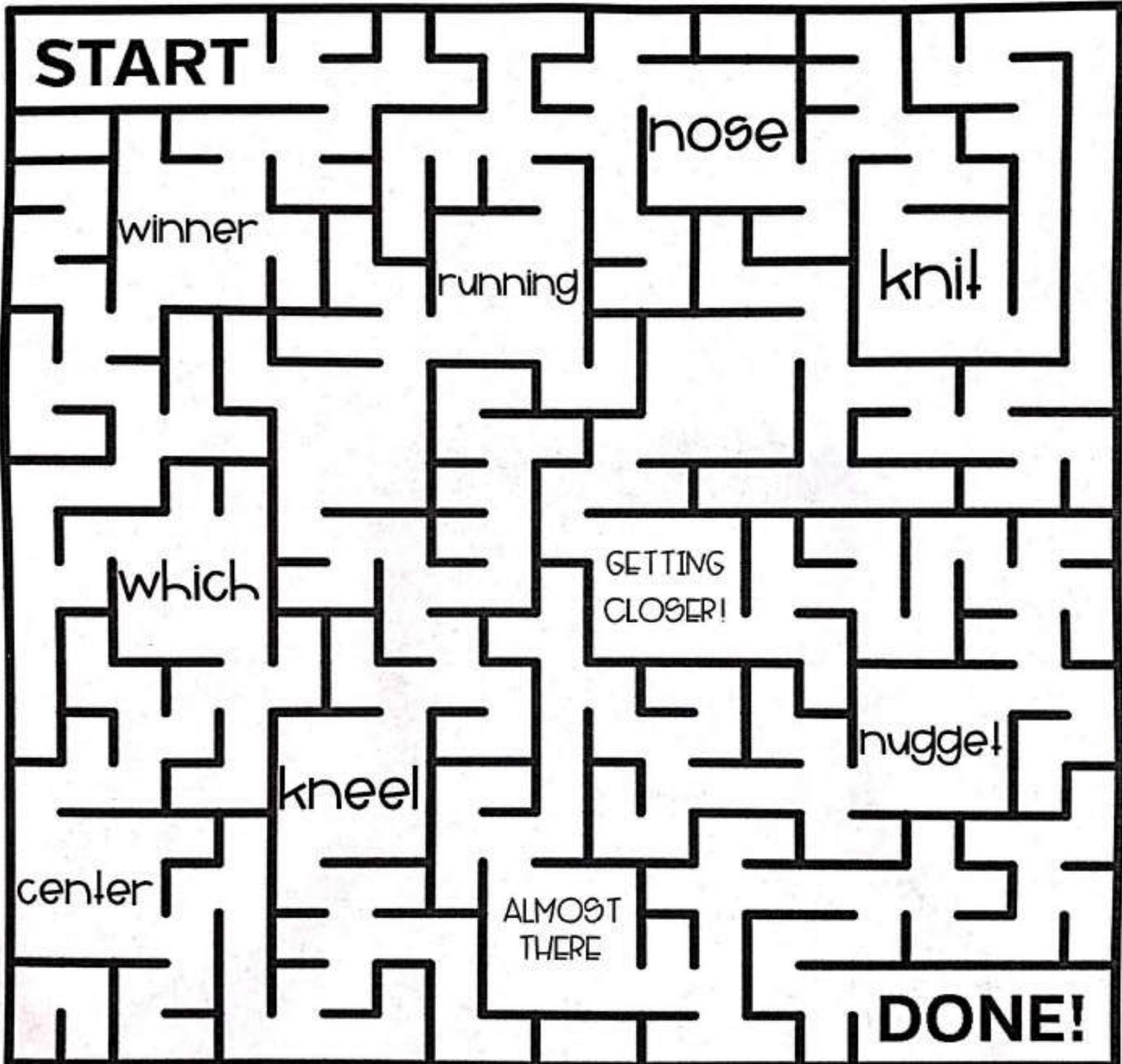
= \_\_\_\_\_  
nickels



= \_\_\_\_\_  
nickels

# SPELLING MAZE

Directions: Make your way through the maze. Check off your spelling words as you see them.



knit    nose    nugget    winner  
 kneel    center    running    which

Name \_\_\_\_\_

16.2

/w/

wh when

w wet

Name \_\_\_\_\_

**PP7**

Cut out the word cards and stick them on Worksheet PP8.

**why**

were

waves

**whimper**

**whisk**

**where**

winter

twelve

wake

**whale**

**white**

weeks

Name \_\_\_\_\_

**PP8**

Sort the word cards from Worksheet PP7 by their spellings for /w/ and stick them in the boxes.

/w/ → 'wh'	/w/ → 'w'

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Action Verbs: Labeling Set 2

Directions: Label each picture using the word bank.

**Word  
Bank**

running

throwing

walking

riding

standing

skating

kicking

jumping

sitting

1



\_\_\_\_\_

-----

\_\_\_\_\_

2



\_\_\_\_\_

-----

\_\_\_\_\_

3



\_\_\_\_\_

-----

\_\_\_\_\_

4



\_\_\_\_\_

-----

\_\_\_\_\_

5

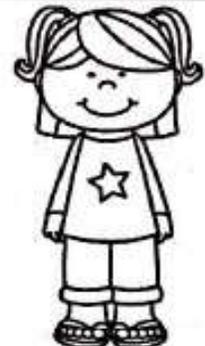


\_\_\_\_\_

-----

\_\_\_\_\_

6

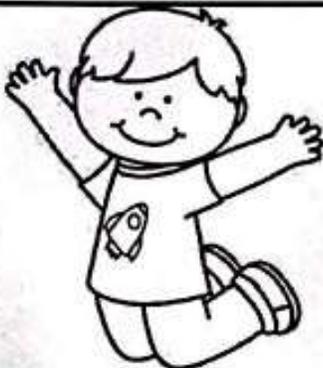


\_\_\_\_\_

-----

\_\_\_\_\_

7



\_\_\_\_\_

-----

\_\_\_\_\_

8

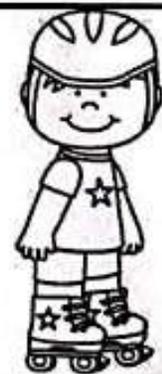


\_\_\_\_\_

-----

\_\_\_\_\_

9



\_\_\_\_\_

-----

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

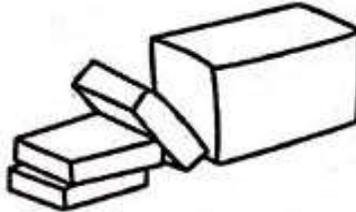
er words

# Segmenting Bossy R Words

Directions: Say the name of each picture. Sound out the words and put the sounds in the boxes.



--	--	--	--



--	--	--	--



--	--	--	--



--	--	--



--	--	--	--



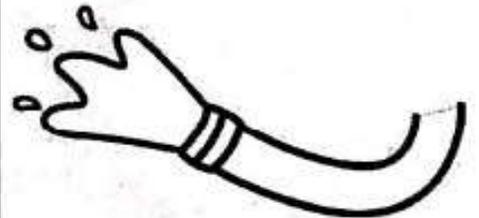
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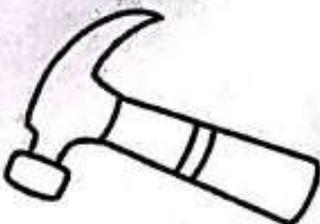
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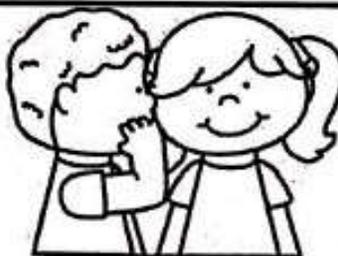
--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--

Name: \_\_\_\_\_

I can Read it 3 times!



**-ink**



# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.



## I Think I Can

Tink puts on her pink coat. She goes to the rink. Tink falls on the ice.

"I don't think I can do this," says Tink.

"You can't think like that," says Mom. "Have a drink. You have to think you can do it."

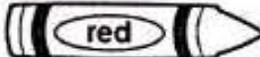
"Okay," says Tink. "I think I can. I think I can."

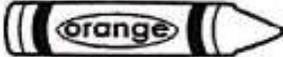
Tink goes back on the rink. She gives her mom a wink.

"I think I can," says Tink.

She skates across the rink.



1. Where does Tink go? 

2. What does Tink tell herself? 

3. What does Tink give her mom? 

Name: \_\_\_\_\_

# Telling Time to the Half Hour

Directions: Write the correct time for each clock.



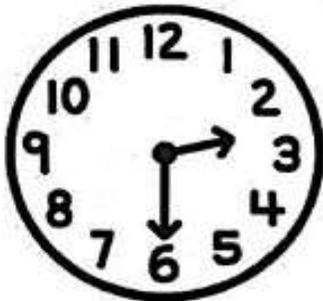
half past \_\_\_\_\_



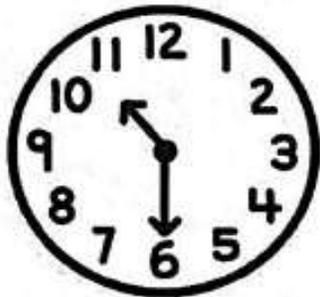
half past \_\_\_\_\_



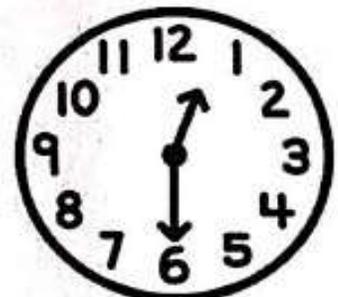
half past \_\_\_\_\_



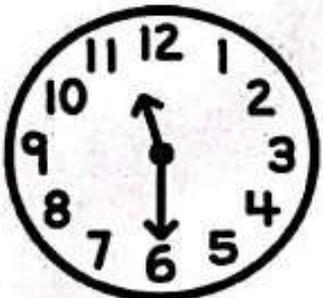
half past \_\_\_\_\_



half past \_\_\_\_\_



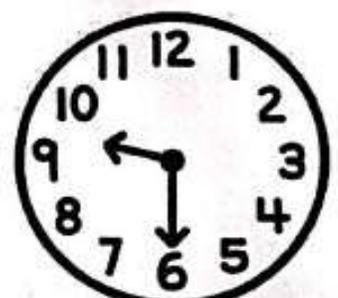
half past \_\_\_\_\_



half past \_\_\_\_\_



half past \_\_\_\_\_

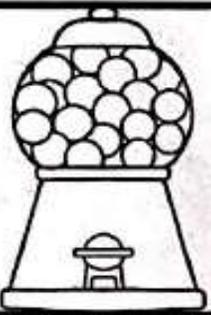


half past \_\_\_\_\_

Name: \_\_\_\_\_

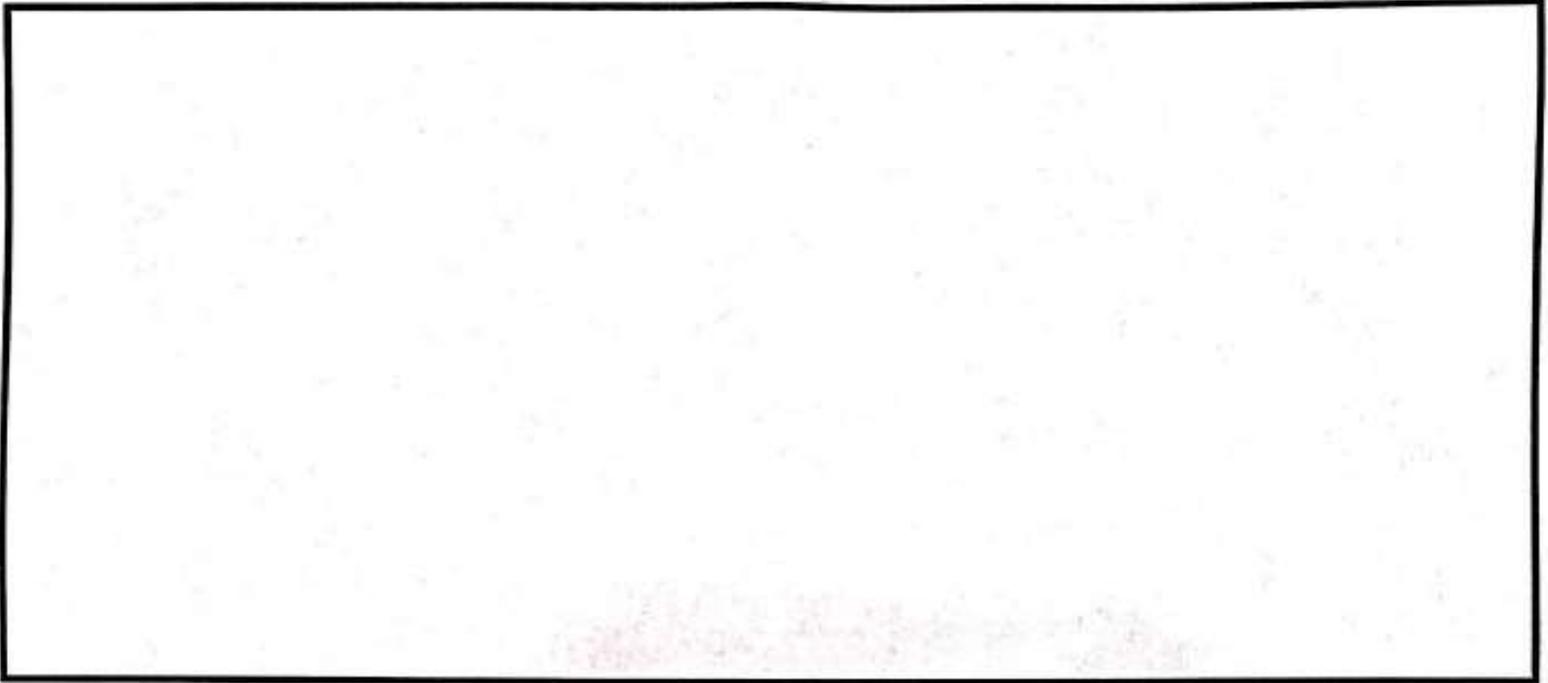
# Addition Maze: True or False

Directions: Color the gumballs that are true to find the path to the gumball machine.

START  $5+3=8$	 $9+1=10$	 $3+3=6$	 $2+7=9$	 $4+5=9$
 $4+4=9$	 $3+2=4$	 $4+1=6$	 $1+5=7$	 $1+4=5$
 $5+1=7$	 $8+2=10$	 $3+4=7$	 $5+2=7$	 $1+1=2$
 $2+2=5$	 $1+4=5$	 $9+1=9$	 $3+6=8$	 $4+2=7$
 $6+1=6$	 $4+4=8$	 $2+2=4$	 $6+3=9$	

# CREATE A STORY

Directions: Create a story with your spelling words. Draw a picture of your story at the top.



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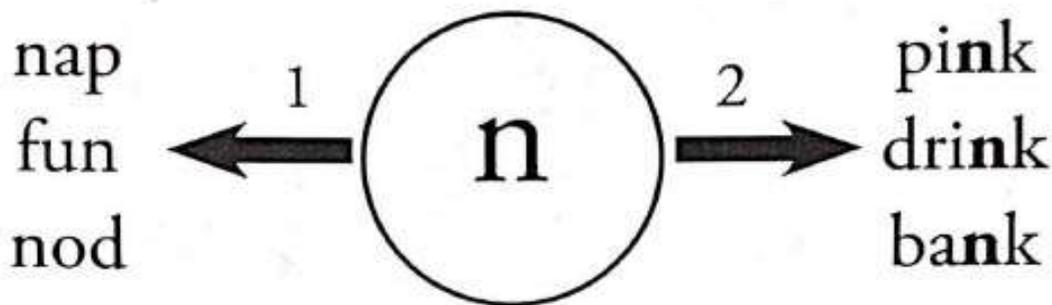
knit	nose	nugget	winner
kneel	center	running	which

Name \_\_\_\_\_

/ng/

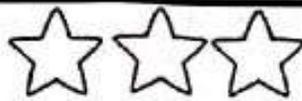
n	pink
ng	sing

Sound out the words with the lines under them. Is the 'n' sounded /n/ as in *nap* or /ng/ as in *pink*? Write in the words where they fit.



	/n/ as in <i>nap</i>	/ng/ as in <i>pink</i>
1. I'm hot. Can I have something to <u>dr</u> nk?		drink
2. I can count to <u>ten</u> .		
3. I will not sell it to you, but I will <u>l</u> nd it to you.		
4. When will this <u>e</u> nd?		
5. I need some cash. Let's drive to the <u>ban</u> k.		
6. I sat in the sun and got a <u>tan</u> .		
7. At the park we can have lots of <u>fun</u> .		
8. It is a nice gift. Than <u>ks</u> !		

Name \_\_\_\_\_



Date \_\_\_\_\_

## Comprehension Check #2

Directions: Read the short passage. Answer the questions.



Sarah is learning about Earth Day. She learns that she can follow the three R's to help her environment. First, Sarah learns about reducing, which means to use less. She decides to use less water when brushing her teeth by turning the water off. Next, Sarah learns about reusing, which means to use again. Sarah plans to use the milk carton for a bird feeder. Sarah knows a lot about recycling. She likes to recycle cans, papers and water bottles.

1. What are the three R's that Sarah learns about?

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2. What does Sarah do to reduce her waste?

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3. How does Sarah reuse a milk carton?

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4. What items does Sarah recycle?

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5. What is another way you can help the environment?

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Name: \_\_\_\_\_

# Fact Families Set 2

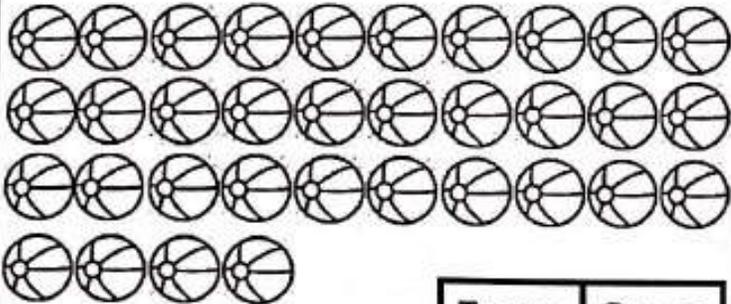
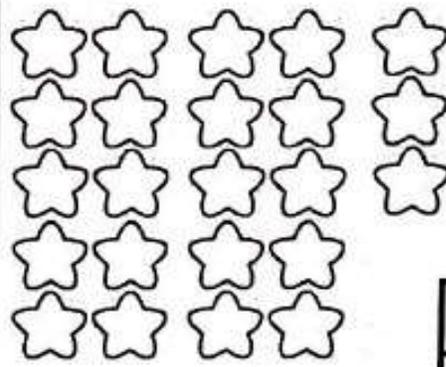
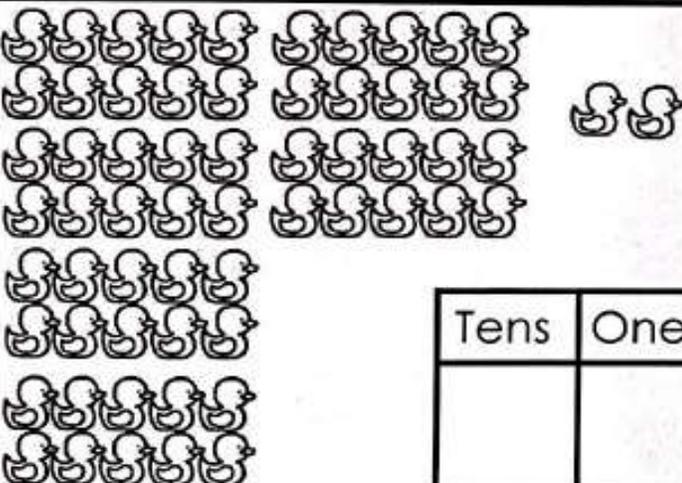
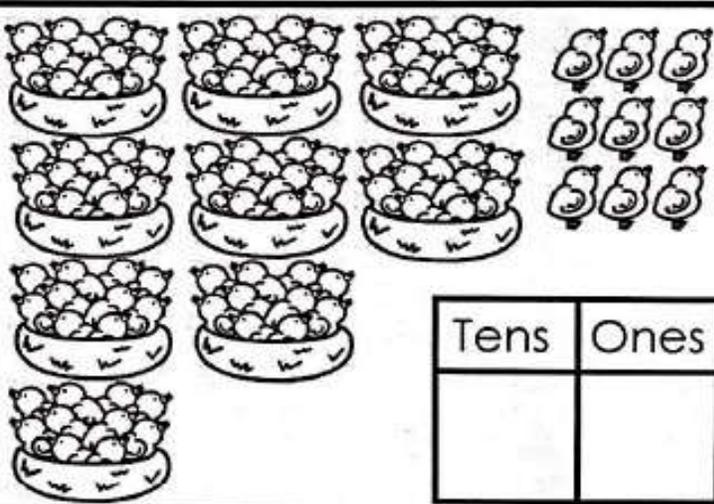
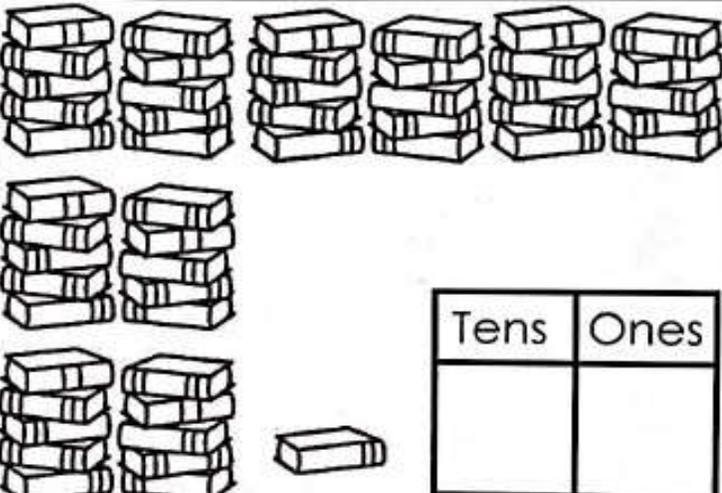
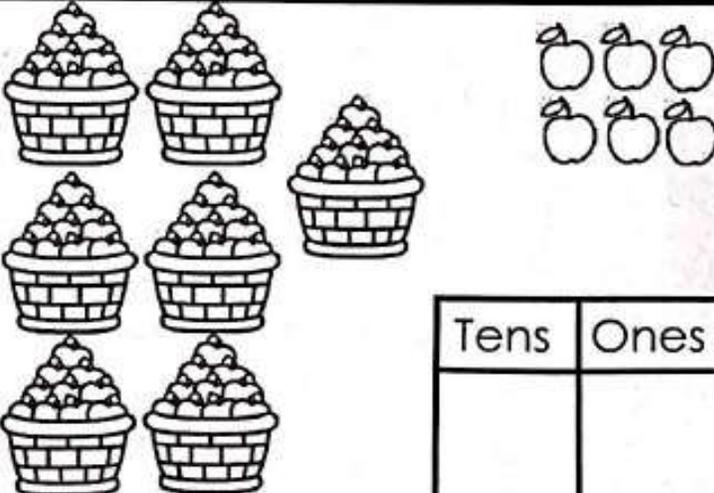
Directions: Use the numbers at the top to complete the fact families.

<b>1.</b> 7 5 12 $\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$	<b>2.</b> 11 7 4 $\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$	<b>3.</b> 10 4 6 $\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$
<b>4.</b> 9 2 7 $\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$	<b>5.</b> 6 9 3 $\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$	<b>6.</b> 5 2 7 $\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$

Name: \_\_\_\_\_

# Place Value: Count and Write Set I

Directions: Count the objects. Circle the sets of tens.  
Write the number of tens and ones.

 <table border="1" style="margin-left: auto; margin-right: auto; width: 150px; height: 80px;"> <thead> <tr> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">Ones</th> </tr> </thead> <tbody> <tr> <td style="width: 50px; height: 40px;"></td> <td style="width: 50px; height: 40px;"></td> </tr> </tbody> </table>	Tens	Ones			 <table border="1" style="margin-left: auto; margin-right: auto; width: 150px; height: 80px;"> <thead> <tr> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">Ones</th> </tr> </thead> <tbody> <tr> <td style="width: 50px; height: 40px;"></td> <td style="width: 50px; height: 40px;"></td> </tr> </tbody> </table>	Tens	Ones		
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Tens	Ones								
Tens	Ones								

# WORD ART



Directions: Color each word and make it unique. Add a design and fill the entire box.

knit

kneel

NOSE

c e n t e r

NUGGET

RUNNING

WINNER

WHICH

Name \_\_\_\_\_

19.3



Sort the words by their spellings for /ng/.

pink	long	drink	wing
sang	junk	jumping	bank
thing	finger	sting	singer

/ng/ → 'ng'

Handwriting practice lines for the sound /ng/ → 'ng'. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such lines provided for practice.

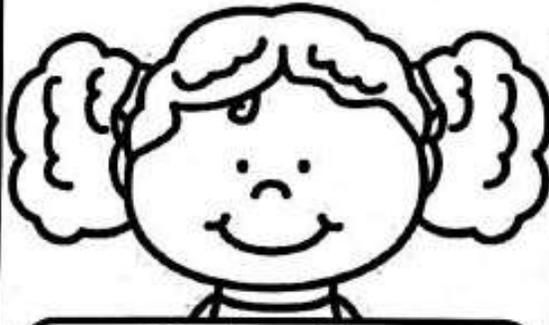
/ng/ → 'n'

Handwriting practice lines for the sound /ng/ → 'n'. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such lines provided for practice.

Name: \_\_\_\_\_

# ph digraphs

Word Work



Color the  
**ph Words**

phone	phony	<b>shell</b>	phrase
push	phew	phase	patch
photo	pitch	<b>phonics</b>	phobia

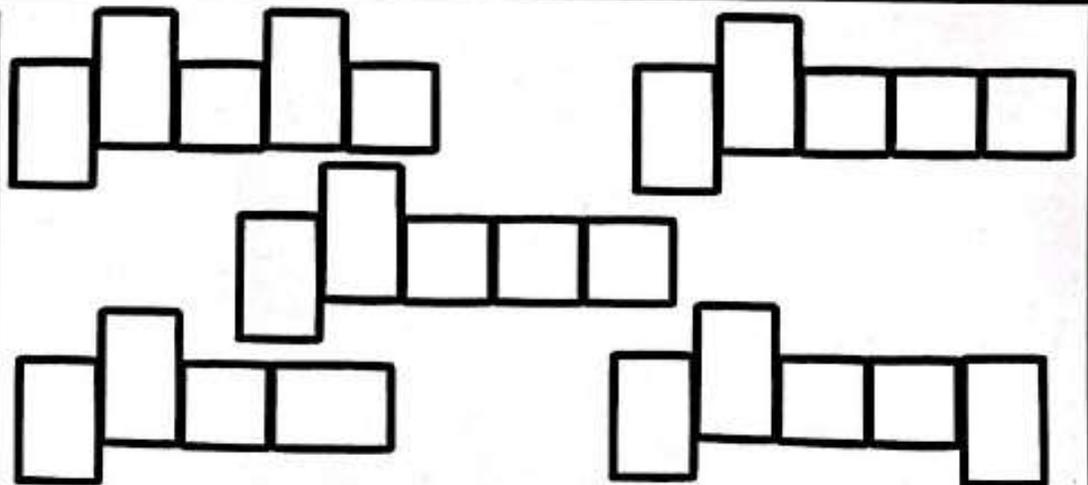
Spin, Read and Write!



①	_____	⑤	_____
②	_____	⑥	_____
③	_____	⑦	_____
④	_____	⑧	_____

**Word Bank:**

- phone
- photo
- phew
- phony
- phase



Name: \_\_\_\_\_

I can Read it 3 times!



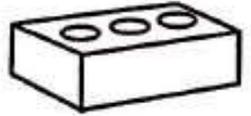
**-ick**

# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.



## Stick Tricks



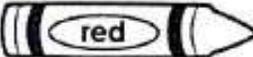
"Look at this trick," said Nick.

He set down a brick. He put a stick on the brick. He stomped on the stick. The stick flew off the brick.

"Pretty slick," said Rick. "But I have a better trick."

Rick picked up the stick. He gave it a flick. The stick flew in the air. Rick gave it a kick.

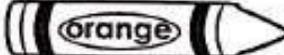
"I like your trick," said Nick.

1. What did Nick set down? 

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2. What does Rick say about Nick's trick? 

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3. List 3 -ick family words from the story? 

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