# First Grade (1)

English Language Arts
Math
Social Studies
Science

# Independent Reading!

What is the main topic of this text? How do you know?
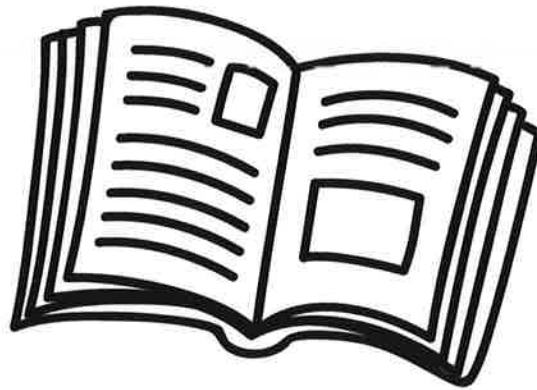
**Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read.** You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

**Encourage daily reading.** And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

**Don't worry about right/wrong answers** when you talk about text—the important thing is that you and your student share a reading experience and have fun!

**Here are some websites that offer fun, free, high–quality material for kids**:

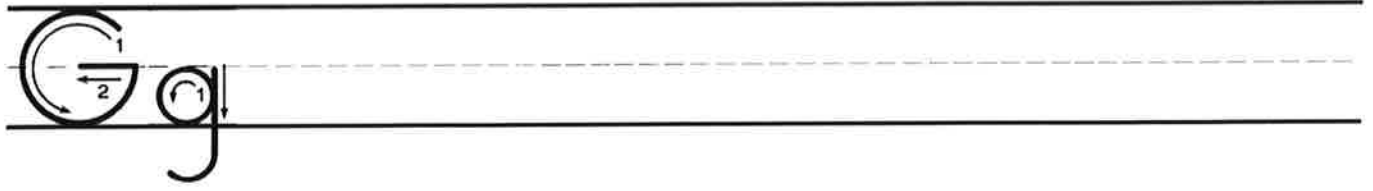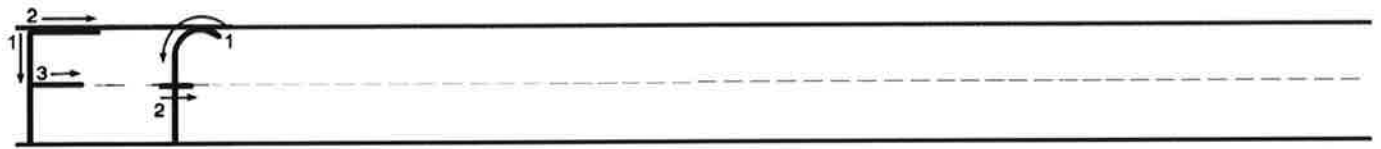www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

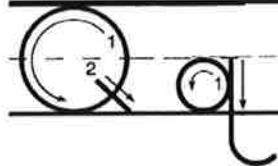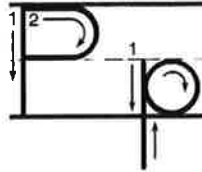www.freekidsbooks.org

en.childrenslibrary.org
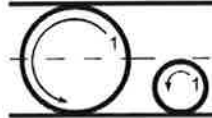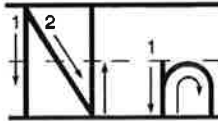
Name: _____   Date: _____

# Handwriting Practice: Alphabet

# Handwriting Practice: Alphabet (continued)

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq
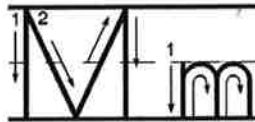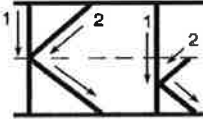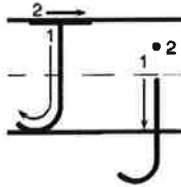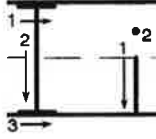
# Handwriting Practice: Alphabet (continued)

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

Name: _____  Date: _____

# Handwriting Practice: Numerals

0

1

2

3

4

5

6

7

8

9

# Phonics: Short a

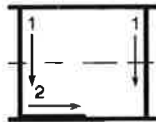Blend the sounds and say the word. Write the word.
Then draw a picture.

1. ............................

2. ............................

3. ............................

4. ............................

Write a sentence using a word with the short a sound.

_____

........................................

_____

........................................

# High-Frequency Words

| and | go | see | she | the |
|---|---|---|---|---|

Read the words in the box. Write the word that completes each sentence. Remember, if a word starts a sentence it begins with a capital letter.

**1.** Sam _____ Jan like to play.

**2.** Jan can hit _____ ball.

**3.** Did you _____ Jan run?

**4.** _____ can run fast!

**5.** Can Sam _____ fast, too?

Write a sentence using a high-frequency word.

_____

_____

Name: _____  Date: _____

# Phonics: Short i

Read each word. Write the word that best completes each sentence.

| | | | |
|---|---|---|---|
| sit | wig | tick | kids |
| nip | lid | lick | figs |

**1.** We _____ on the mats.

**2.** This pan has a _____ .

**3.** My cat likes to _____ .

**4.** Can the _____ play?

Write a sentence using a word with the short i sound.

_____

_____

_____

_____

# High-Frequency Words

| little | play | with | you |
|--------|------|------|-----|

Read the words in the box. Write the word that completes each sentence.

1. I see a _____ pig.

2. Tim hit the ball _____ a bat.
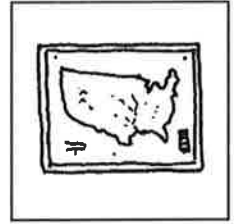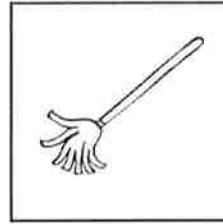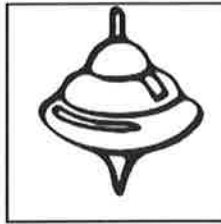
3. Did _____ fix the rip?

4. We _____ in the sand.

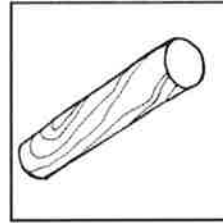Write a sentence using a high-frequency word.

_____

_____

_____

  5

# Phonics: Short o

Read the word. Write the word. Circle the picture that shows it.
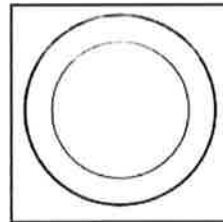
1. mop  - - - - - - - -

2. dog  - - - - - - - -

3. doll  - - - - - - - -
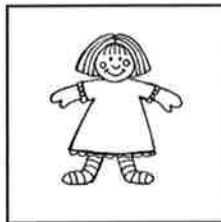
4. sock  - - - - - - - -
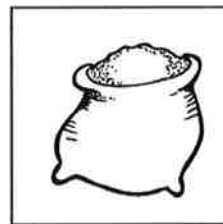
Write a sentence using a word with the short o sound.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

# High-Frequency Words

Read the words in the box. Write the word that best completes each sentence.

| | | |
|---|---|---|
| have | no | jump |
| one | for | one |

1. I see _____ little ant.

2. Tom has _____ hat.

3. Can you kick and _____ ?

4. The bag is _____ Dad.

5. Bob and Jill _____ bats.

Write a sentence using a high-frequency word.

_____

_____

# Phonics: Short e

Say the name of each picture. Circle the word that names the picture. Then write the word.

| beg |
| bed |

_____
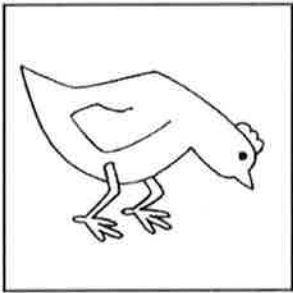
| hen |
| hem |

_____
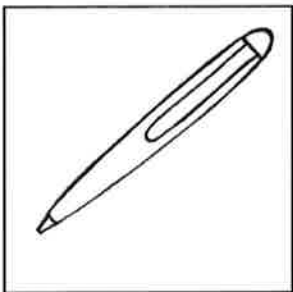
| pen |
| peg |

_____
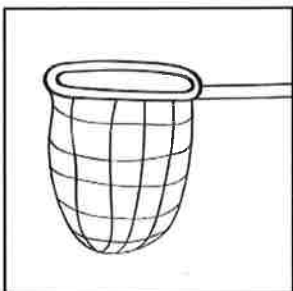
| neck |
| net |

_____

# High-Frequency Words

| are | look | my | said | two |
|-----|------|-----|------|-----|

Read the words in the box. Write the word that completes each sentence. Remember, if a word starts a sentence it begins with a capital letter.

1. _____ at the pets!

2. _____ of the dogs rest.

3. Len _____ his pet will win.

4. _____ cat has lots of pep.

5. The fish _____ wet pets!

Write a sentence using a high-frequency word.

_____

_____

_____

# Phonics: Short u

Say the name of the picture at the beginning of the row.
Then circle the picture whose name has the same middle
sound as the first picture.
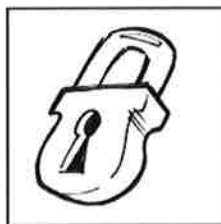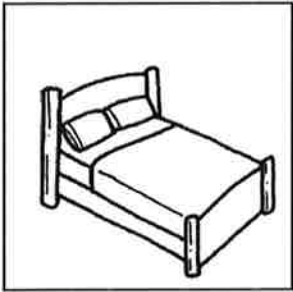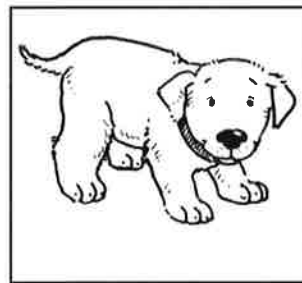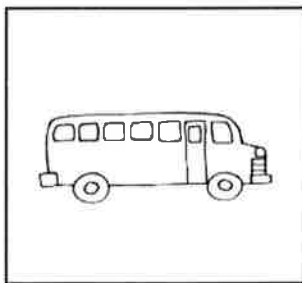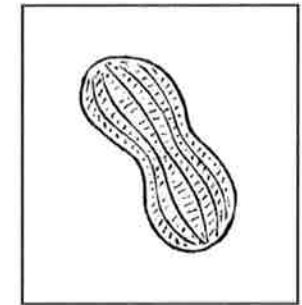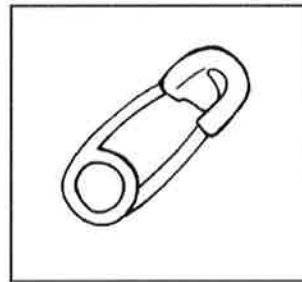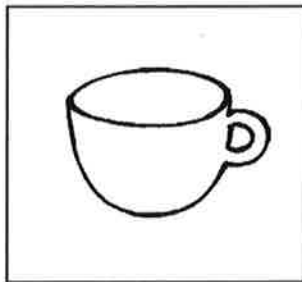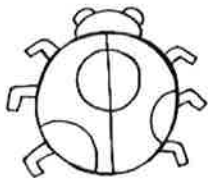
Write a sentence using a word with the short u sound.

_____

_____

# High-Frequency Words

Read the words in the box. Write the word that completes each sentence. Remember, if a word starts a sentence it begins with a capital letter.

| here | come | to | of |
|------|------|-----|-----|

**1.** Bud runs _____ the bus.

**2.** Will the pup _____ back?

**3.** _____ is a mug for Gus.

**4.** Russ has a big tin _____ nuts.

Write a sentence using a high-frequency word.

_____

_____

_____

# Bark Beauty

by Molly Leonard
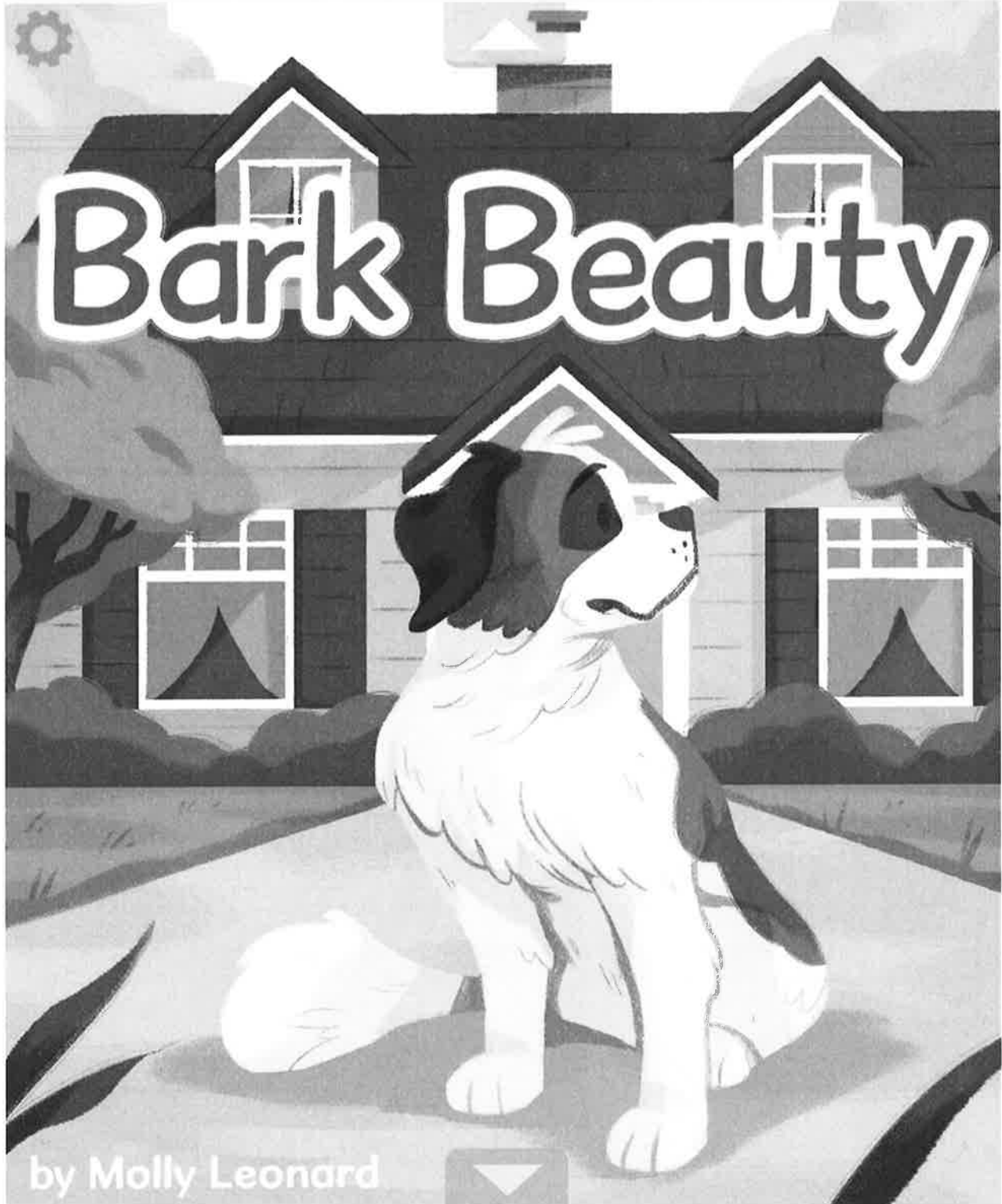
The Picklebottoms have a problem.

Something is wrong with their dog, Elvis.

They are watching him from the window.

What is Elvis doing?

"Is he sick?" Penny Picklebottom asks. "He has been sleeping standing up. Why would he do that?"

"And why would he gallop around the yard?" Mr. Picklebottom asks.

"And why steal my best blanket? Is he cold?" Mrs. Picklebottom adds.

Now everyone is quiet. They watch the dog. Elvis prances through the yard. He has thrown a blanket over his back.

Elvis shakes his head every few steps. His hair blows in the wind. Then he jumps over a low tree branch.

"What does that dog think he is doing?"
Mrs. Picklebottom wonders. "Last week, he
tried to sit in my lap like a cat. But now what?
Dogs don't prance. They don't wear blankets."

Mrs. Picklebottom is right. Elvis is acting
strange. He is not acting like a dog at all!

Elvis runs inside. He dashes under Penny's legs. Then he stands up. Penny is sitting on Elvis's back!

Penny's eyes open wide. "He's a horse!" Then she yells, "Giddy-up, Elvis! Let's ride!" And into the garden they go.

**Question 1** (for p. 1 of passage)

What is the Picklbottom's problem?

    a.   Something is wrong with their dog.
    b.   Something is wrong with their window.
    c.   Something is wrong with their tree.

**Question 2** (for p. 2 of passage)

What is this page mostly about?

    a.   Elvis is feeling sick.
    b.   Elvis is stealing things.
    c.   Elvis is acting strange.

**Question 3** (for p. 2 of passage)

How do the Picklebottoms feel about Elvis?

    a.   sad
    b.   worried
    c.   angry

**Question 4** (for p. 3 of passage)

Where is Elvis? Use the text and the picture to answer the question.



    a.   in a forest
    b.   in a yard

c.   in a park

**Question 5** (for p. 3 of passage)

How is Elvis acting in this part of the story?

a. 

b. 

c. 

**Question 6** (for p. 4 of passage)

What did Elvis do last week?

a. He sat on a lap.
b. He wore a blanket.
c. He pranced around.

**Question 7** (for p. 5 of passage)

Which animal is Elvis acting like now? Complete the sentence.

Elvis is acting like a _____.

a. bird
b. horse

c. dog

**Question 8** (for p. 5 of passage)

Look at what happens first and next in the story. Choose the event that happens last.



a.

b.

c.

Name _____

# Count on to add.

**Example**



5

_**6**_ , _**7**_

5    +    2   =   _**7**_

---

**1**



7

_____

7    +    1   =   ____

---

**2**



8

_____ , _____

8    +    2   =   ____

---

Name _____

**3**

7

_____ , _____

7  +  2  =  _____

**4**

6

_____ , _____ , _____
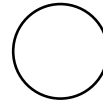
6  +  3  =  _____

## Discuss It

Did you always start at 1 when you counted? Explain.

Name _____

# Use what you know about doubles to solve.

**Example**

1 black sticker. 1 white sticker.
How many stickers in all?

1 + 1 = __**2**__

__**2**__ stickers

---

**1** 1 black sticker. 2 white stickers.
How many stickers in all?

1 + 2 = _____

_____ stickers

---
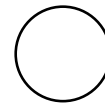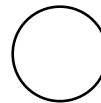
**2** 3 white stickers. 3 black stickers.
How many stickers in all?

3 + 3 = _____

_____ stickers

---

**i-Ready**

Name _____
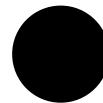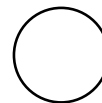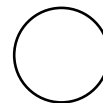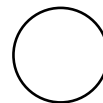
**3** 4 black stickers. 4 white stickers. How many stickers in all?

4 + 4 = _____

_____ stickers
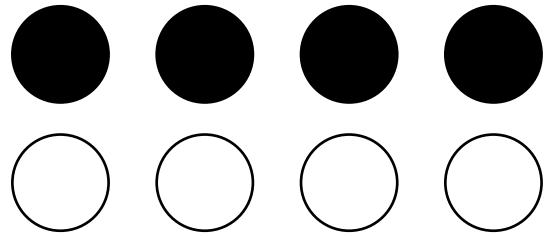
**4** 4 black squares.
5 white squares.
How many squares in all?

4 + 5 = _____

_____ squares
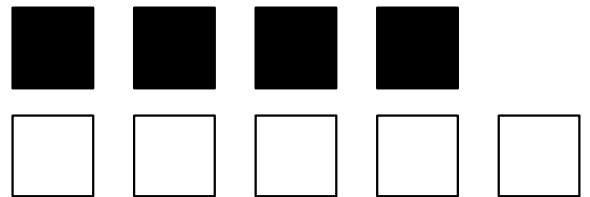
## Discuss It

How is 3 + 3 like 3 + 4? How is it different?

**i-Ready**

Name _____

## Use the blocks. Complete the addition equations.

**Example**

$4 + \underline{\textbf{2}} = 6$

$2 + \underline{\textbf{4}} = 6$

**1**

$5 + \underline{\hspace{1cm}} = 6$

$1 + \underline{\hspace{1cm}} = 6$

**2**

$6 + \underline{\hspace{1cm}} = 6$

$0 + \underline{\hspace{1cm}} = 6$

**3**

$5 + \underline{\hspace{1cm}} = 7$

$2 + \underline{\hspace{1cm}} = 7$

**4**

$3 + \underline{\hspace{1cm}} = 7$

$4 + \underline{\hspace{1cm}} = 7$
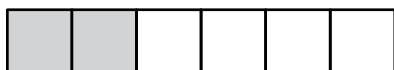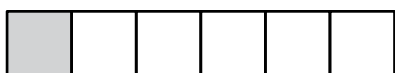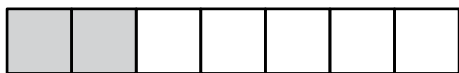
Name _____

# Fill in the number bonds to make a ten.

**1** Find 9 + 3.

```
┌─────┐       ┌─────┐
│  9  │   +   │  3  │
└─────┘       └─────┘
                 ┌──┴──┐
              ┌──┐  ┌──┐
              │ 1│  │ 2│
              └──┘  └──┘
```

10 + 2 = _____

9 + 3 = _____

**2** Find 9 + 5.

```
┌─────┐       ┌─────┐
│  9  │   +   │  5  │
└─────┘       └─────┘
                 ┌──┴──┐
              ┌──┐  ┌──┐
              └──┘  └──┘
```

10 + 4 = _____

9 + 5 = _____

**3** Find 8 + 4.

```
┌─────┐       ┌─────┐
│  8  │   +   │  4  │
└─────┘       └─────┘
                 ┌──┴──┐
              ┌──┐  ┌──┐
              └──┘  └──┘
```

10 + 2 = _____

8 + 4 = _____
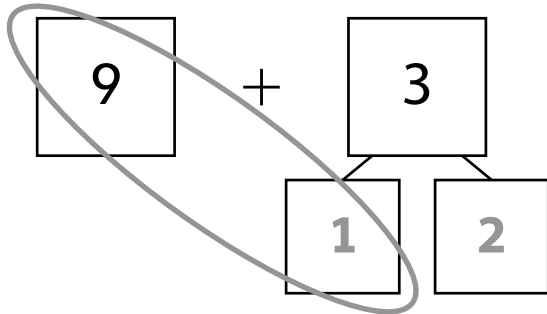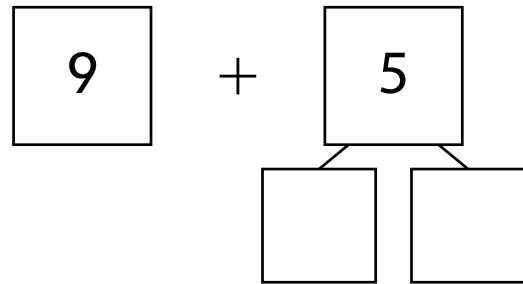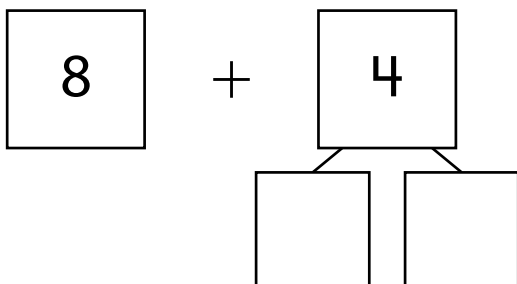
**4** Find 8 + 6.

```
┌─────┐       ┌─────┐
│  8  │   +   │  6  │
└─────┘       └─────┘
                 ┌──┴──┐
              ┌──┐  ┌──┐
              └──┘  └──┘
```
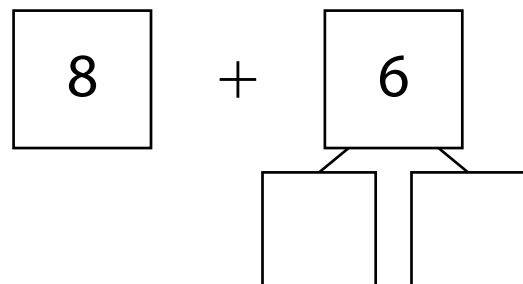
10 + 4 = _____

8 + 6 = _____

Name _____

**5** Find 7 + 5.

```
┌─────┐       ┌─────┐
│  7  │   +   │  5  │
└─────┘       └──┬──┘
            ┌────┴────┐
          ┌───┐    ┌───┐
          │   │    │   │
          └───┘    └───┘
```

10 + 2 = ____

7 + 5 = ____
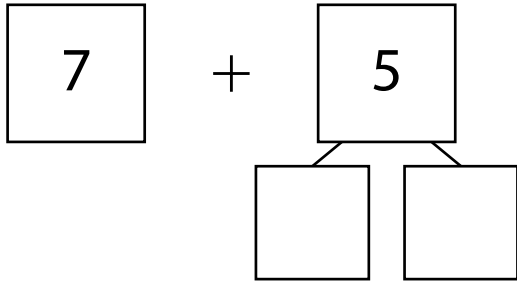
**6** Find 7 + 6.

```
┌─────┐       ┌─────┐
│  7  │   +   │  6  │
└─────┘       └──┬──┘
            ┌────┴────┐
          ┌───┐    ┌───┐
          │   │    │   │
          └───┘    └───┘
```
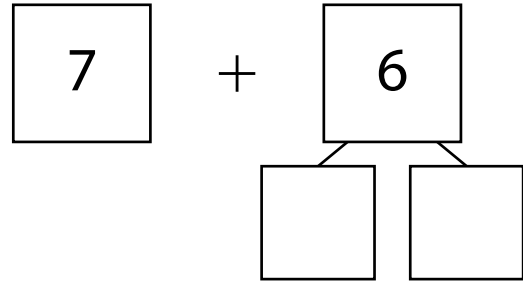
10 + 3 = ____

7 + 6 = ____

**7** Find 7 + 4.

```
┌─────┐       ┌─────┐
│     │   +   │     │
└─────┘       └──┬──┘
            ┌────┴────┐
          ┌───┐    ┌───┐
          │   │    │   │
          └───┘    └───┘
```
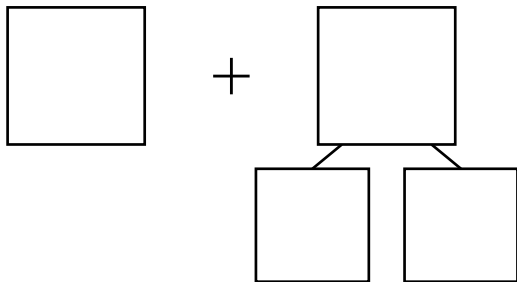
10 + 1 = ____

7 + 4 = ____

## Discuss It

How does making a ten help you add two numbers?

Name _____

## Use addition to help you subtract.

**1** Find $6 - 5$.

$5 + \underline{\ \ 1\ \ } = 6$

$6 - 5 = \underline{\ \ \ \ }$

**2** Find $7 - 6$.

$6 + \underline{\ \ \ \ } = 7$

$7 - 6 = \underline{\ \ \ \ }$

**3** Find $5 - 2$.

$2 + \underline{\ \ \ \ } = 5$

$5 - 2 = \underline{\ \ \ \ }$

**4** Find $6 - 4$.

$4 + \underline{\ \ \ \ } = 6$

$6 - 4 = \underline{\ \ \ \ }$

**5** Find $8 - 4$.

$4 + \underline{\ \ \ \ } = 8$

$8 - 4 = \underline{\ \ \ \ }$

**6** Find $9 - 7$.

$7 + \underline{\ \ \ \ } = 9$

$9 - 7 = \underline{\ \ \ \ }$

**7** Write an addition equation that helps you find $6 - 3$. Then complete the subtraction equation.

$\underline{\ \ \ \ } + \underline{\ \ \ \ } = \underline{\ \ \ \ }$

$6 - 3 = \underline{\ \ \ \ }$

## Discuss It

How can an addition equation help you solve a subtraction equation?

Name _____

## Example

Find $5 - 3$.

Start at 3. Count on to 5.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

$3 + \underline{\ 2\ } = 5$          $5 - 3 = \underline{\ 2\ }$

---

**1** Find $6 - 4$.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

$4 + \underline{\ \ \ \ } = 6$          $6 - 4 = \underline{\ \ \ \ }$

**2** Find $7 - 3$.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

$3 + \underline{\ \ \ \ } = 7$          $7 - 3 = \underline{\ \ \ \ }$

**3** Find $8 - 6$.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
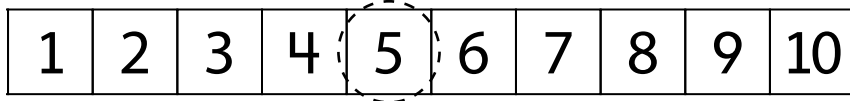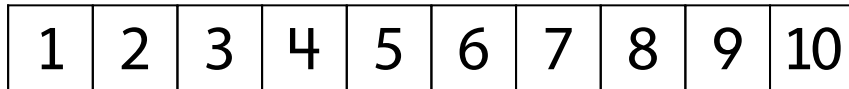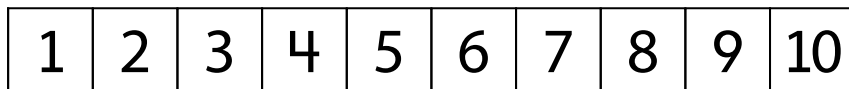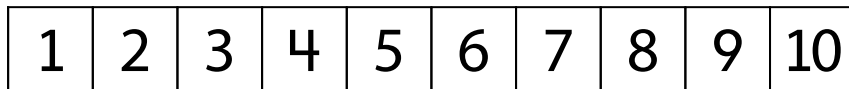
$6 + \underline{\ \ \ \ } = 8$          $8 - 6 = \underline{\ \ \ \ }$

# Reading a Map

A **map key** tells what the symbols on a map stand for. Use the map key to find the places below.

1. Draw a circle around each city.

2. Draw a circle around the baseball field.

3. Draw an X over the capital.

4. Color the parks green.

5. Color the university red.

## Map Key

University

Baseball Field

Park

Capital

City

# STATE DIRECTIONS

**CANADA**

WA
MT
ND
MN
OR
ID
WY
SD
WI
NY
NH
VT
ME
MA
NV
UT
CO
NE
IA
MI
IL
IN
OH
PA
RI
CT
NJ
CA
KS
MO
KY
WV
VA
MD
DE
AZ
NM
OK
AR
TN
NC
SC
MS
AL
GA
LA
TX
FL

**PACIFIC OCEAN**
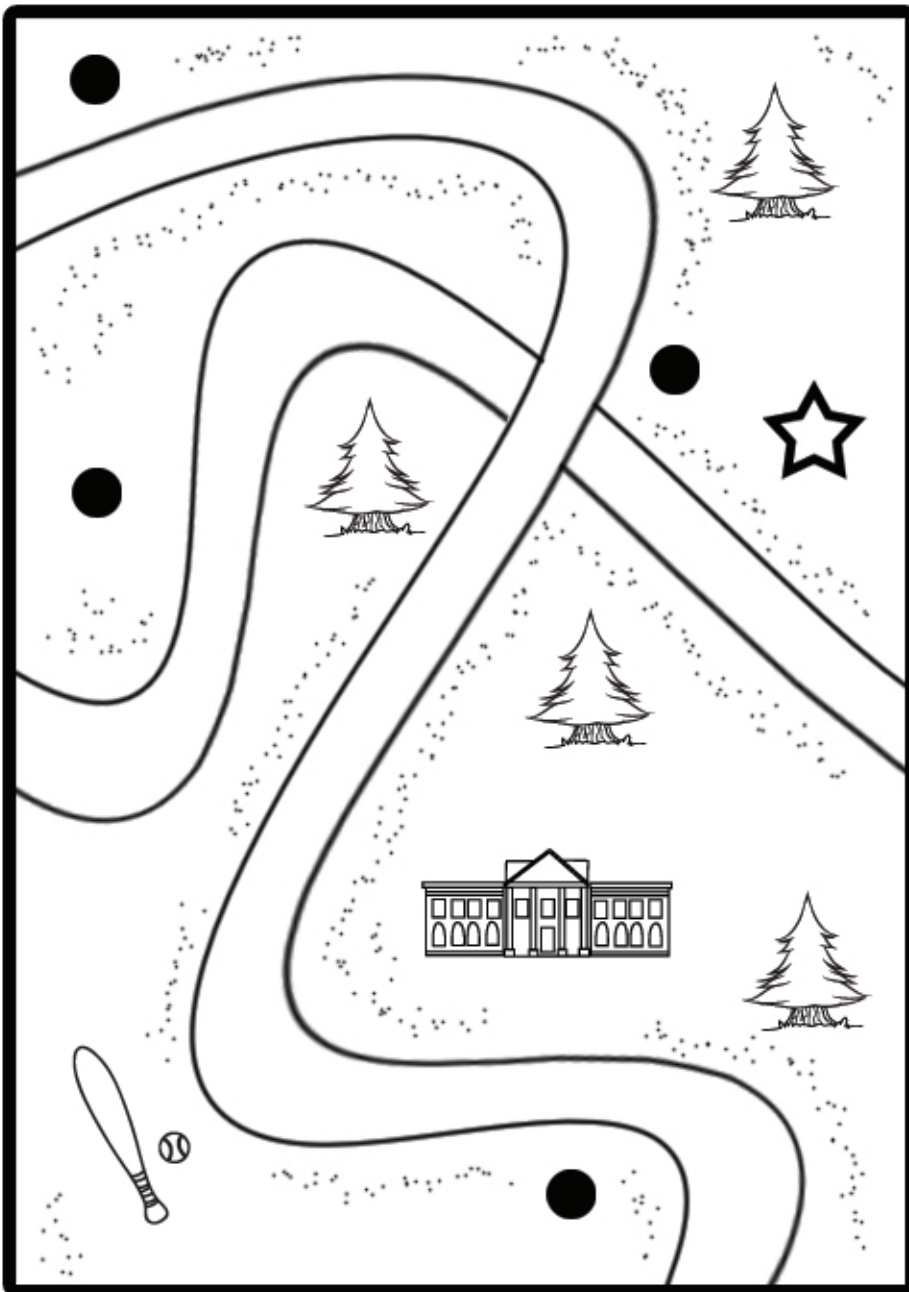
**ATLANTIC OCEAN**

**MEXICO**

**GULF OF MEXICO**
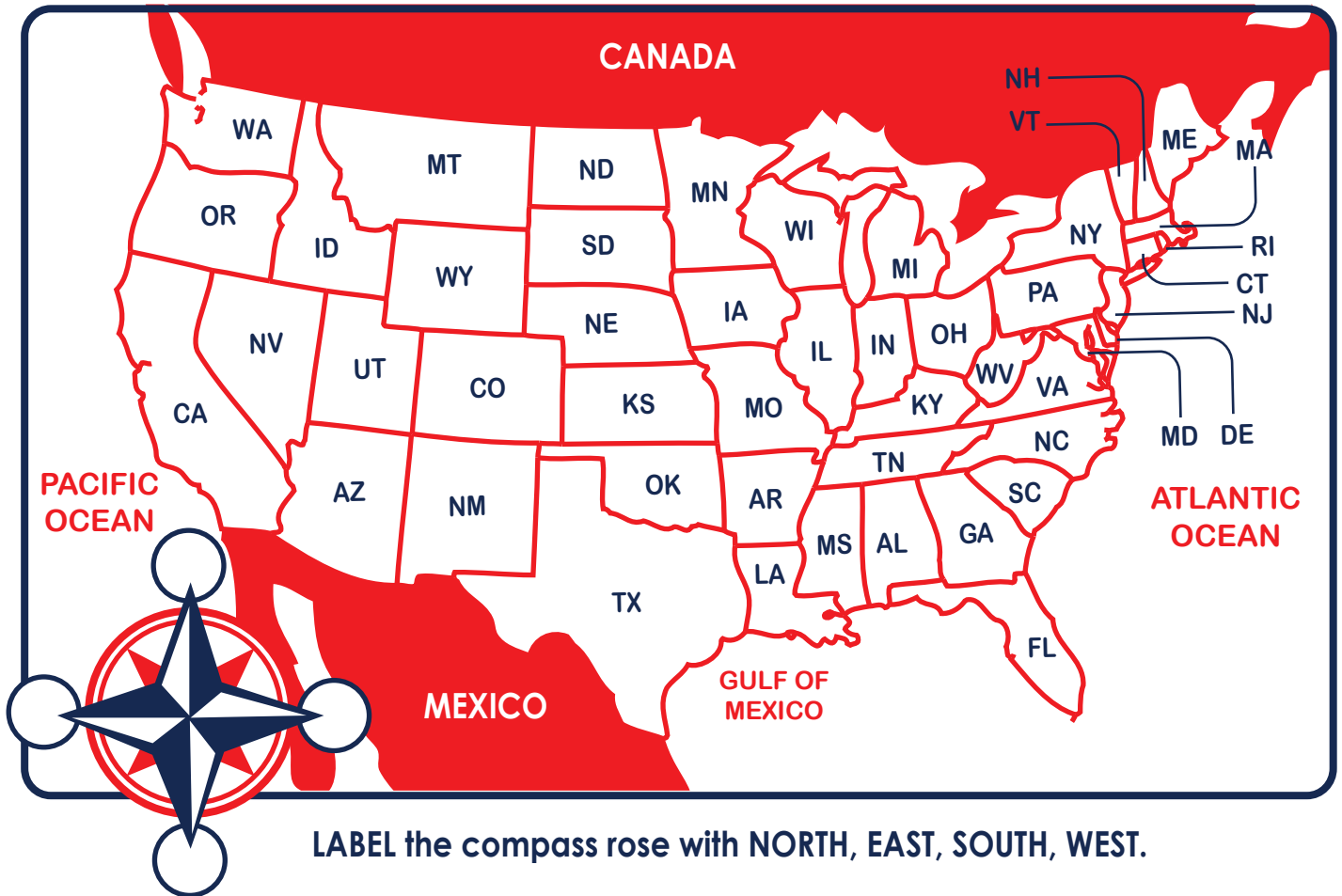
**LABEL the compass rose with NORTH, EAST, SOUTH, WEST.**

1. What state are you living in? _____

2. What borders your state to the North?

_____

3. What borders your state to the South?

_____

4. What borders your state to the East?

_____

5. What borders your state to the West?

_____

6. From your state, what direction is the Pacific Ocean?

_____

7. From your state, what direction is the Atlantic Ocean? _____

8. From your state, what direction is Mexico? _____

9. From your state, what direction is Canada? _____

**Name**

**Date**

# MAKE YOUR OWN FLAG
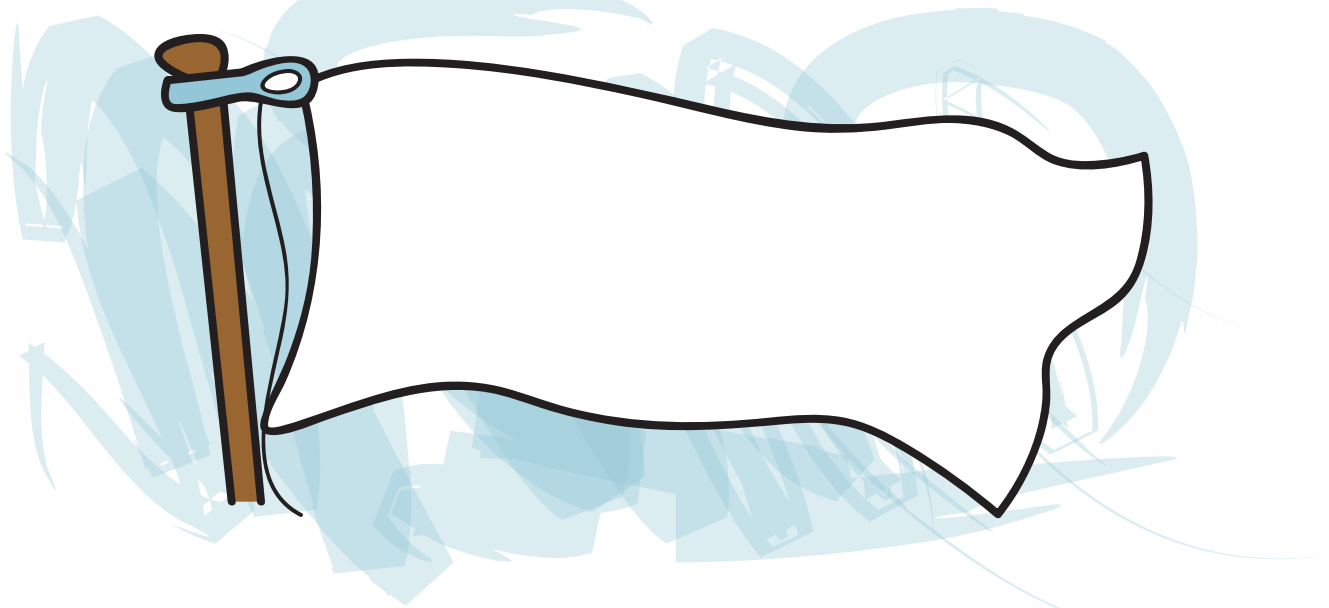
There are many different flags that stand for many different things. Flags use symbols and colors that are an important part to a country, state, or family's culture. Flags honor events and people that shaped them.

Create your own flag.
Use symbols and colors that best represent you.

1. What symbols did you choose? Why?

2. Why did you choose those colors?

3. What does your flag represent?

# Position and Direction

**Look at the illustration on the right.**
**Then circle the correct answers below.**

1. The stars are **( around / within )** the circle.

2. The X is **( outside / inside )** the square.

3. The arrow is on the **( left / right )** of the triangle.

4. The arrow is pointing **( south / east )**.

5. The oval is **( around / within )** the circle.

6. The S is on the **( left / right )** side of the rectangle.

7. The Z is **( north / south )** of the rectangle.

8. The star with a black dot is **( west / east )** of the oval.

9. The triangle is **( below / above )** the rectangle.

10. The P is to the **( left / right )** of the arrow.
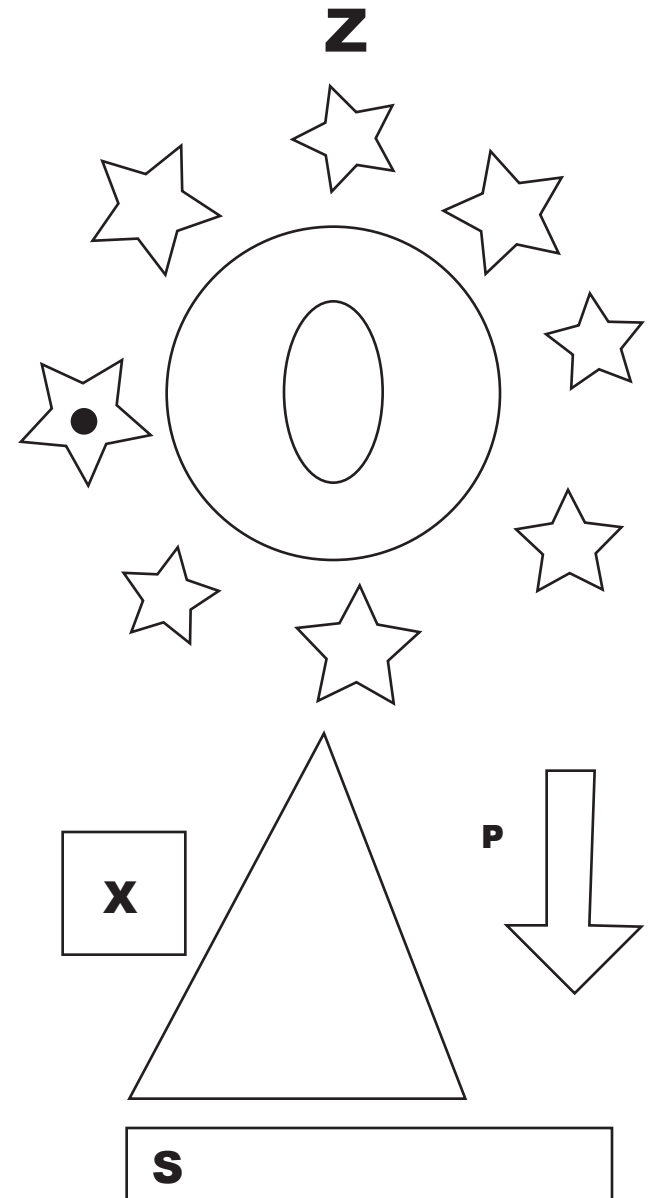
# Reading a Map

Study the map of the park. Then, complete the steps below.

1. How many picnic tables are in the park? _____

2. Draw a circle around the swings.

3. Color the trash cans blue.

4. Draw a triangle around the stop sign.

5. How many slides are in the park? _____
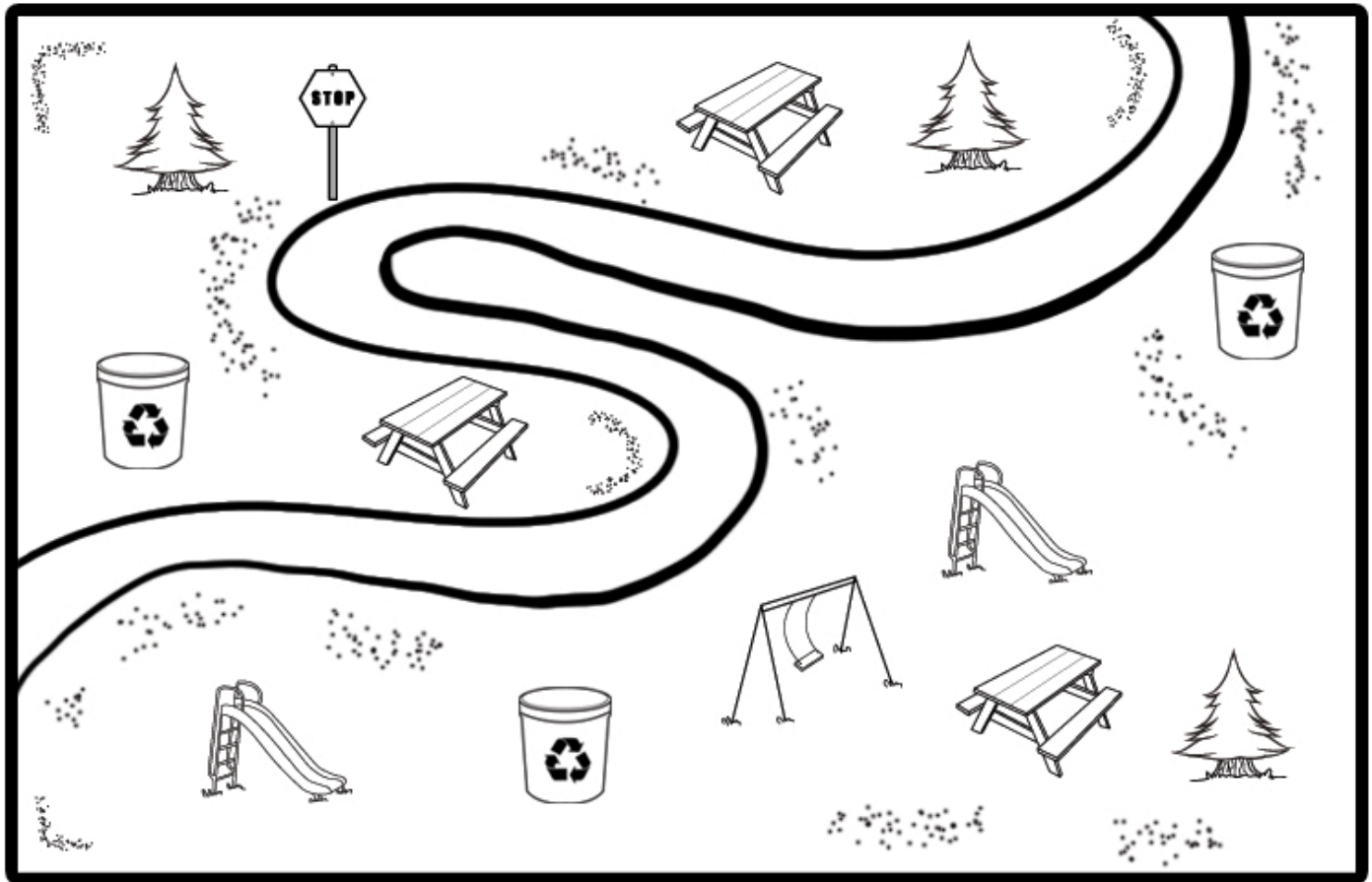


## Map Key

| Trash | Picnic Table | Stop Sign | Slide | Swings |

# HOME/SCHOOL CONNECTION
## *INVESTIGATION 1: EXPLORING AIR*

Look around home and see if you can find a toy that uses air to make it work. If you can't find one, see if you can invent one.

Draw a picture of the toy you found or the one you invented. Explain how it works.

_____

_____

_____

_____

_____

_____

FOSS Air and Weather Module
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Investigation 1: Exploring Air
No. 26—Teacher Sheet