



AESD Independent Study Packet Weeks 10 & 11 (5/25-29 & 6/1-3)

Grade Span TK-1

Time Frame	Monday-Memorial Day	Tuesday	Wednesday	Thursday	Friday	Monday-Wednesday
8:00am-8:45am ELA Spelling List: too under want was well went what white who will with yes	Extra/Daily Activities: <ul style="list-style-type: none">● Read for at least 20 minutes. Choose an A.R. book or log in to myOn to access a digital library and news articles. Use this district link: https://www.myon.com/school/adelantoreads, Student Username for Grade K: myonk; for Grade 1: myon1 and Student Password for All Grades: 123● Take an A.R. quiz through your Renaissance Clever Log in on the AESD website https://www.aesd.net/Content2/4● Rhyme Time. How many words can you find that rhyme with ____? Play a rhyming game with your family member. One person chooses a word, and the other person has to think of as many as possible. Write them down. Then switch.● Spelling. See your copy of the <i>Spelling Choice Board</i> and pick your choice of activity.● Week in Review. Write/draw about what you learned this week.<ul style="list-style-type: none">○ You may start with: <i>This week I...</i>○ Add pictures to illustrate what you learned.○ Present your work to a member of your family.					
	*For TK/K, directions are at the bottom of all the pages. Detach the story pages and fold them into a book.					
		Grade TK: Phonemic Awareness: /a/ . Point to and say <i>ant</i> emphasizing initial /a/. Name each of the other pictures. Which pictures begin with /a/?; Phonics: /a/a (Grade K pp. 35-36)	Grade TK: Comprehension: Key Details Point to each animal and say its name. Which animals hop? Which animals fly? What else can you say about each of the animals? Phonics: Blending <i>am</i>	Grade TK: Category Words: Family Words; Handwriting: Aa Detach the “We Can” story pages. Work on High-Frequency Word: <i>we</i> ; Point to and describe each picture. Give	Grade TK-1: Review what you learned this week. Follow the <i>Week in Review</i> directions above. Grade K: Category Words:	Grade TK: Monday:Phonemic Awareness: /s/ Say the name of each picture around the sun. Put a marker on each picture if its name begins with the /s/ sound; Write the letter s next to each picture whose name begins with the /s/

		<p>Grade K: Phonemic Awareness: / i / Point to and say <i>ant</i> emphasizing initial / i / . Name each of the other pictures. Which pictures begin with / i / ?; Phonics: / i_e (Grade K pp. 253-254)</p> <p>Grade 1: Phonics: /â/ <i>air, are, ear</i> High-Frequency Words (Grade 1 pp. 319-320)</p>	<p>(Grade K pp. 37-38) Grade K: Comprehension: Character, Setting, Plot; Phonics: Blending <i>-ime, -ike, -ive</i> (Grade K pp. 237-238); Category Words: Opposites; Review Phonics: Blending (Grade K pp. 255-256)</p> <p>Grade 1: Vocabulary (Grade 1 p.321) Use the vocabulary words in your own sentences.</p> <p>Read the story "Favorite Days". What are the favorite days in the story? What's your favorite day? Why? Comprehension: Author's Purpose (Grade 1 p.325)</p>	<p>details about what the animals can do. Then draw pictures of other animals and talk about what they can do.</p> <p>Grade K: Read with a family member the story "We Can Play!" Describe the pictures to your partner. Circle the High Frequency Words: <i>play, has</i>. Where are the characters? What do they do? Reread for fluency. (Grade K pp.1-4);</p> <p>Grade 1: Reread "Favorite Days". Review your answers on p. 325. Fill in the Author's Purpose Chart. Use words from the story. (p. 322). Then do the fluency assessment at the bottom of page 325.</p>	<p>Farm Animals; Handwriting: Sentences with / i / i_e (GradeK pp. 259-260)</p> <p>Grade 1: Vocabulary Strategy: Metaphors; Phonics: /â/ <i>air, are, ear</i> (Grade 1 pp. 326-327)</p>	<p>sound. (Unit 1*Wk3 pp. 43-44) Tuesday: Comprehension: Key Details; Phonics: Blending /s/s; Category Words: Sensory Words; Handwriting: Ss (pp. 45-50)</p> <p>Grade K: Monday: Phonemic Awareness: /o / Point to and say each picture name. Which pictures have the /o / sound like <i>rope</i>?; Phonics: /o /o_e (Grade K pp. 261-262)</p> <p>Tuesday: Comprehension: Connections Within Text Look at the pictures. Number the pictures according to the steps a baker uses to make bread. Talk about your answer. Phonics: Blending <i>-ole, -ose, -ote</i> (Grade K pp. 261-262)</p> <p>Grade 1 Monday: Structural Analysis: <i>r</i>-Controlled Vowel Syllables; Text Feature: Map; (Grade 1 pp. 328-329)</p>
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						<p>Tuesday: Write About Reading: Author's Purpose (Grade 1 p. 330)</p> <p>Wednesday: *Grade TK-1: Do the extra activities indicated above.</p>
Break						
9:00am-9:45am Math	<p>This i-Ready "At-Home-Activity" includes sets of practice problems that align to important math concepts your student has worked with so far this year. We recommend that your student completes one page of practice problems each day. Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills!</p>					
	TK-Kinder: Math packet Page 18 Grade 1: Math Packet page 18-19	TK-Kinder: Math packet page 28 Grade 1: Math packet page 30	TK-Kinder: Math Packet page 29 Grade 1: Math Packet page 31	TK-Kinder: Math Packet page 30 Grade 1: Math Packet page 32	TK-Kinder: Math Packet page 31 Grade 1: Math Packet page 33	Kinder Monday: Page 32 Tuesday: Page 33 Wednesday: Page 34 First grade Monday: Page 34 Tuesday: Page 35 Wednesday: Page 36
Break						
10:00-10:45am History		<p>Americans celebrate many days during the year. Talk to your family and list all the holidays you can think of that Americans celebrate.</p> <p>UPGRADE ACTIVITY:</p>	<p>Talk to your family about why we celebrate different holidays. Ask them about these holidays and any other ones you would like:</p> <p>-Memorial Day -Fourth of July</p>	<p>Complete the "Memorial Day" worksheet.</p> <p>UPGRADE ACTIVITY On the blank paper provided, write 2-3 sentences explaining how you celebrate</p>	<p>Read the poem "Proud" This poem is about Memorial Day.</p> <p>Talk to your family about what this poem means. Then write a sentence explaining what it means on the blank paper provided.</p>	<p>MONDAY: Complete the "Fourth of July" worksheet.</p> <p>UPGRADE ACTIVITY: On the blank paper provided, draw a picture of how you plan on celebrating the Fourth of July this year. Then write a</p>

		Choose one of the holidays that American celebrate. Write 1-2 sentences telling me about that holiday. Use the blank paper provided to do this.	-Thanksgiving UPGRADE ACTIVITY: Choose one of the holidays that you talked to your family about. Write 1-2 sentences telling me why Americans celebrate that holiday. Use the blank paper provided to do this.	Memorial Day. Do you have to go to school on Memorial Day?	UPGRADE ACTIVITY: Why do you think we should be proud of our soldiers? What do our soldiers do for you and me? Write two sentences telling me what soldiers do for us.	one sentence caption under your picture to explain what is happening in the picture. TUESDAY: Read the poem “Thirteen Stars and Stripes.” This poem is about the Fourth of July. Talk to your family about what this poem means. Then write a sentence explaining what it means. UPGRADE ACTIVITY: What does it mean to be free?! Write two sentences explaining what it means to you to be free. You can write these on the blank paper provided. WEDNESDAY: Complete the “Thanksgiving” worksheet. UPGRADE ACTIVITY: Use the blank paper provided to draw a picture of why we celebrate Thanksgiving.
Lunch						
11:45am -12:30p	<ul style="list-style-type: none"> Think of a friend or someone you like to be around. What are 3 words that describe them? What do they do or say that makes you like them? 					

<div>m SEL</div>	<div>• What are three things you are grateful for today? Share your thinking with a family member and ask them what three things they are grateful for.</div>					
Break						
<div>12:45pm - 1:30pm Science</div>	<div>TK & K - Enjoy Your Memorial Day Holiday</div> <div>1st Grade - Enjoy your Memorial Day Holiday</div>	<div>TK & K - Read “The Flying Toy.” Sound out the words that you don’t know. Answer comprehension questions 1 and 2. Read about the vocabulary word “airplane.” Write a sentence using the word “airplane.” Draw a picture to illustrate your sentence.</div> <div>1st Grade - Read “No Problem!” Sound out the words that you do not know how to read. Read the story again. Answer questions 1 and 2. Read about the vocabulary word “ask.” Write your own sentence using the word “ask.” Draw a picture to illustrate your sentence.</div>	<div>TK & K - Read “The Flying Toy.” Keep working on reading the article more smoothly and quickly. Answer comprehension questions 3 and 4. Read about the vocabulary word “helicopter.” Write a sentence using the word “helicopter.” Draw a picture to illustrate your sentence.</div> <div>1st Grade-Read “No Problem!” Make this your best reading time yet for this week. Write 2 sentences in your own words about what you learned in this story. Answer questions 3 and 4. Read about the vocabulary word “guess.” Write your own sentence using the word “guess.” Draw a picture to</div>	<div>TK & K - Read “The Flying Toy.” Answer comprehension questions 5 and 6. Write 2 or more sentences to answer the questions. Read about the vocabulary word “machine.” Write a sentence using this vocabulary word. Draw a picture to illustrate your sentence.</div> <div>1st Grade - Read “No Problem!” Try to read it faster than you have been doing. Answer questions 5 and 6. You can talk to someone at home with you then write your answer. Read about the vocabulary word “scientist.” Write a sentence using this vocabulary word. Draw a picture to illustrate your sentence.</div>	<div>TK & K - Read “The Flying Toy” Make this your smoothest and fastest reading of the story this week. Answer comprehension questions 7 and 8. Great job this week! Enjoy your weekend.</div> <div>1st Grade-Read “No Problem!” Try to make this your fastest reading time. Remember to read smoothly. Answer questions 7 and 8. You have done a great job this week! Enjoy your weekend.</div>	<div>TK & K - Read “Ben Franklin’s Idea.” Mon-Answer questions 1-4. Tues- Answers question 5-7. Wed - Read about vocabulary words. Write 1 sentence for each vocabulary word. Draw pictures to illustrate your sentences. You have done a great job! Have a wonderful summer! We will see you next school year.</div> <div>1st Grade - Read “What is Gravity”. Mon- Answer questions 1-4. Tues- Answer questions 5 8. Wed - Read about the vocabulary words. Write 1 sentence for each vocabulary word. Draw pictures to illustrate your sentences.</div> <div>You have done a great job! Have a wonderful summer! We will see you next year.</div>

			illustrate your sentence			
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Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

Name _____



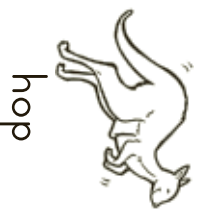
We can
dig .

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We can!



We can
hop .



We can

hop

.

We can



dig

.

Beginner/Intermediate

High Frequency Word: we Read the book aloud to a partner. Describe the pictures to your partner. Then reread for fluency.

4

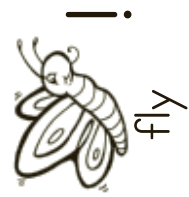
Grade K
Unit 1 • Week 2

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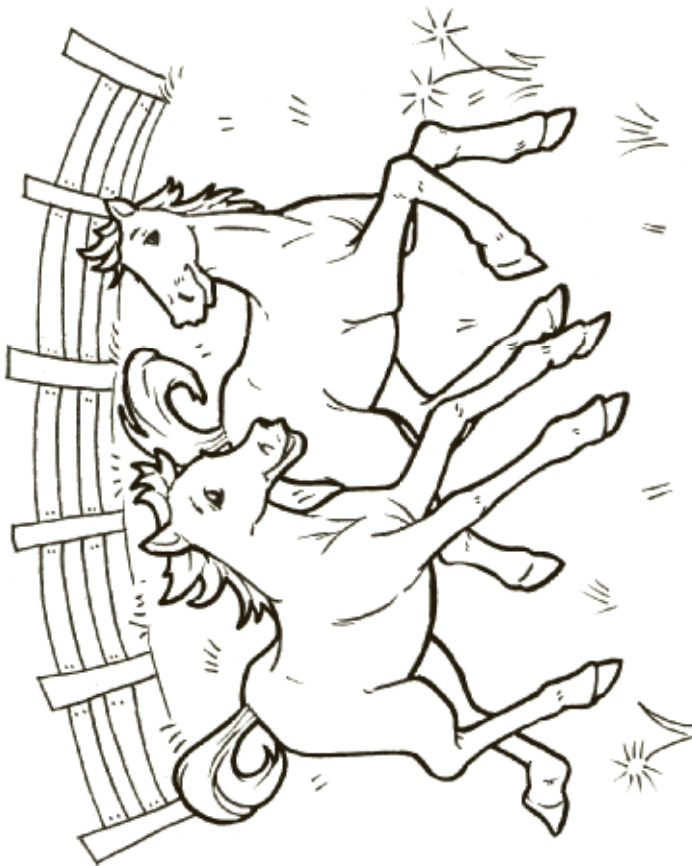


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We can fly i

3



We can run .

2



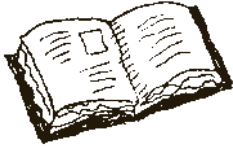



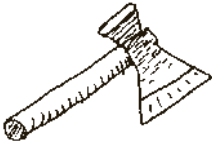

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Name _____



Name _____



		
		
		ABCDEFG HIJKLMN OPQRSTU VWXYZ

		
★		
▲	ABCDEFG HIJKLMN OPQRSTU VWXYZ	
●		

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Beginner/Intermediate

Phonemic Awareness: /a/ Point to and say *ant* emphasizing initial /a/. Have children point to the picture and repeat. Have children place a marker on the picture. Elicit from children which pictures begin with /a/ and guide them to place a marker on it. Then have them listen to the **Sound Pronunciation Audio**.

Grade K
Unit 1
Week 2

35

Grade K
Unit 1
Week 2

36

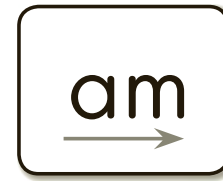
Beginner/Intermediate

Phonics: /a/ Point to and say *apple* emphasizing /a/. Have children repeat. Guide them to write *a* next to the *apple*. Then have children write *a* next to each picture whose name begins with /a/. Have them tell the picture names beginning with *a* to a partner. Then display **Word-Building Card a** and use **Photo Cards** beginning with letter *a* to reinforce /a/.

Name _____



Name _____



I

am



I



I



Beginner/Intermediate

Comprehension: Key Details Point to each animal and say its name. Have children repeat. Then say

● Which animals hop? Circle the pictures.

★ Which animals fly? Circle the pictures.

Then have children tell a partner why they circled each picture.

Grade K
Unit 1
Week 2

37

Grade K
Unit 1
Week 2

38

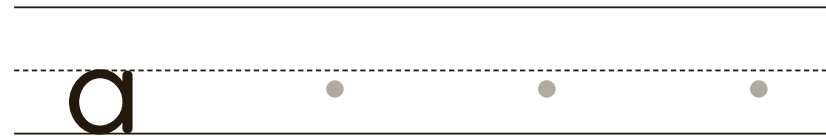
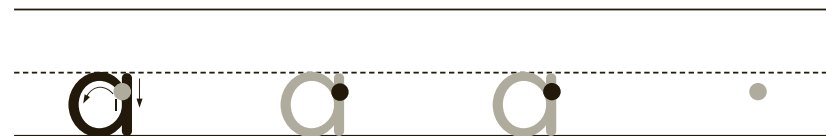
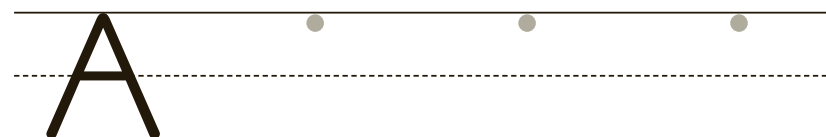
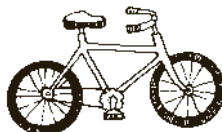
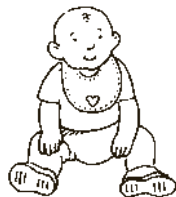
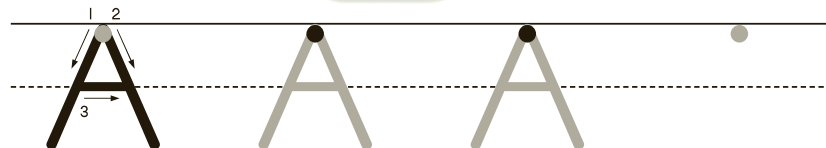
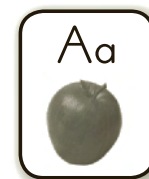
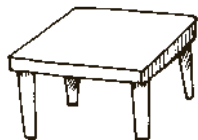
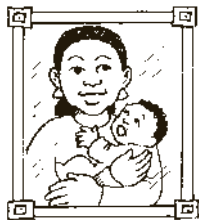
Beginner/Intermediate

Phonics: Blending am Point to a in the word am and say /a/. Repeat for m. Blend the sounds and say the word. Have children repeat. Guide children to write the word and read the sentences to a partner.

Name _____



Name _____



Beginner/Intermediate

Category Words: Family Words Review family words using **Visual Vocabulary Cards**. Then point to and name each picture on this page. Point to the first picture and say: *This is a mother. Let's put a marker on the picture because mother is a family word.* Have children place a marker on each picture that shows a family word and tell a partner about the words they chose.

Grade K
Unit 1
Week 2

Grade K
Unit 1
Week 2

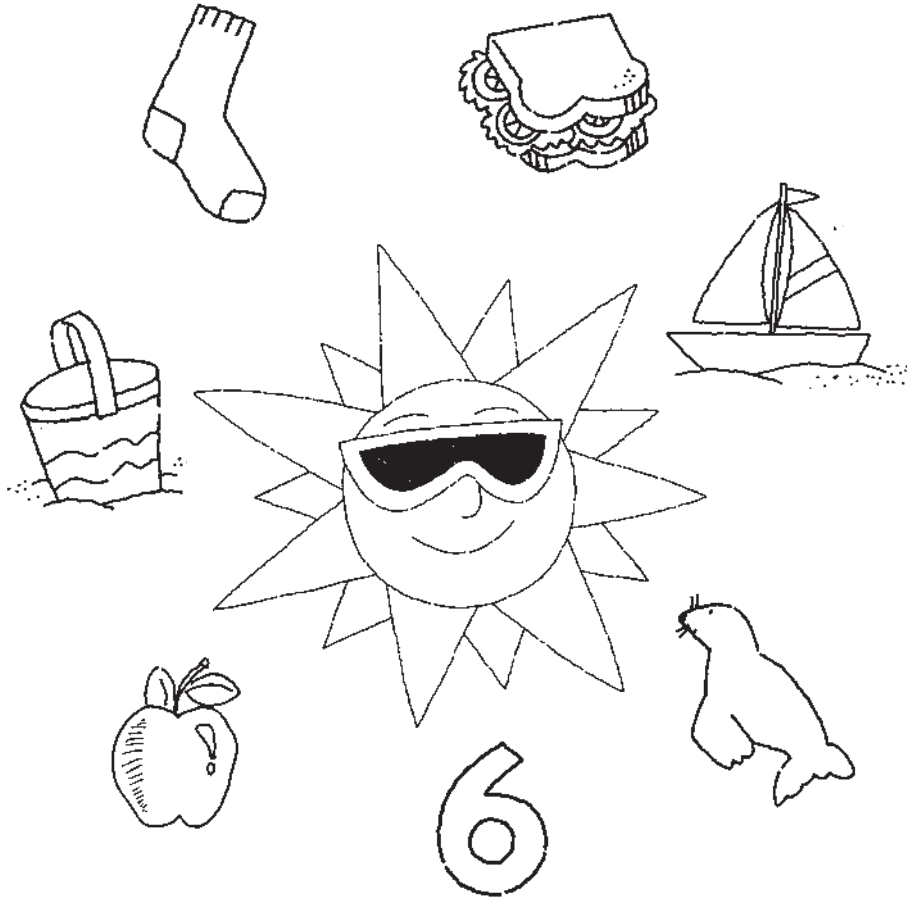
Beginner/Intermediate


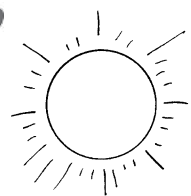



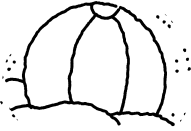


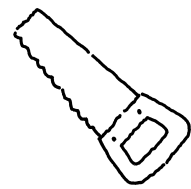
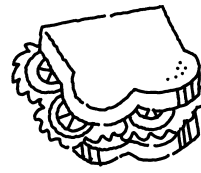


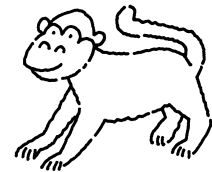
Handwriting: Aa Point to and say the letter name identifying both the capital and lowercase forms of the letter. Then have children trace and write both forms of a. Ask them to tell the name of the letter to a partner.

Name _____



Name _____



		_____		_____
				
		_____		_____
		_____		_____
		_____		_____

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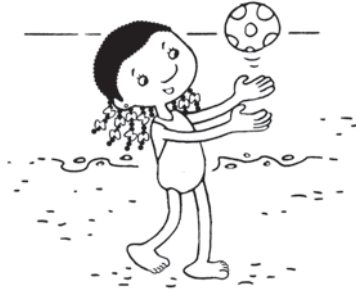
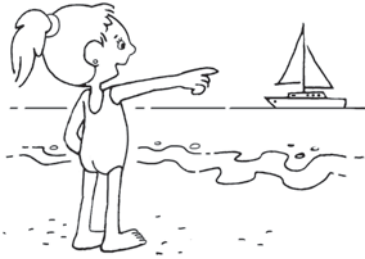
Phonemic Awareness: /s/
Say the name of each picture around the sun. Put a marker on each picture if its name begins with the /s/ sound.

Phonics: /s/s
Say the name of each picture. Write the letter s next to each picture whose name begins with the /s/ sound.

Name _____



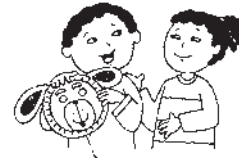
Name _____



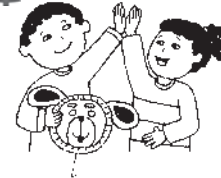
Sam



Am I Sam?



I am .



I like .

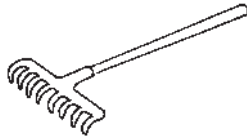
Comprehension: Key Details

- Circle the child who is looking at a sailboat.
- ★ Circle the child who is tasting a sandwich.
- ▲ Circle the child who is feeling the water.

Phonics: Blending /s/s/

Blend the sounds and say the word. Read the sentence. Write the word *Sam*. Read the sentence again.

Name _____



Name _____



S

s

s



S



s

s

s



S

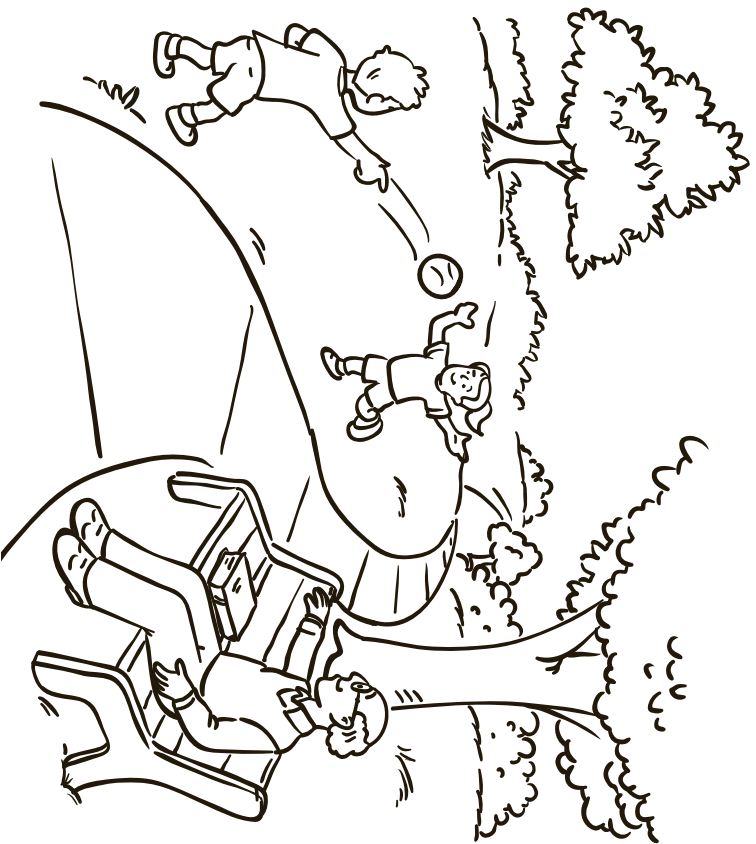
Category Words: Sensory Words

Tell about each picture. Put a marker on each picture if it shows someone using her or his senses.

Handwriting: Ss

Trace and write each capital letter S. Then trace and write each lowercase letter s.

Name _____



They can play here!

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We Can Play!



We can not play here.

4 Grade K
Unit 9 • Week 2

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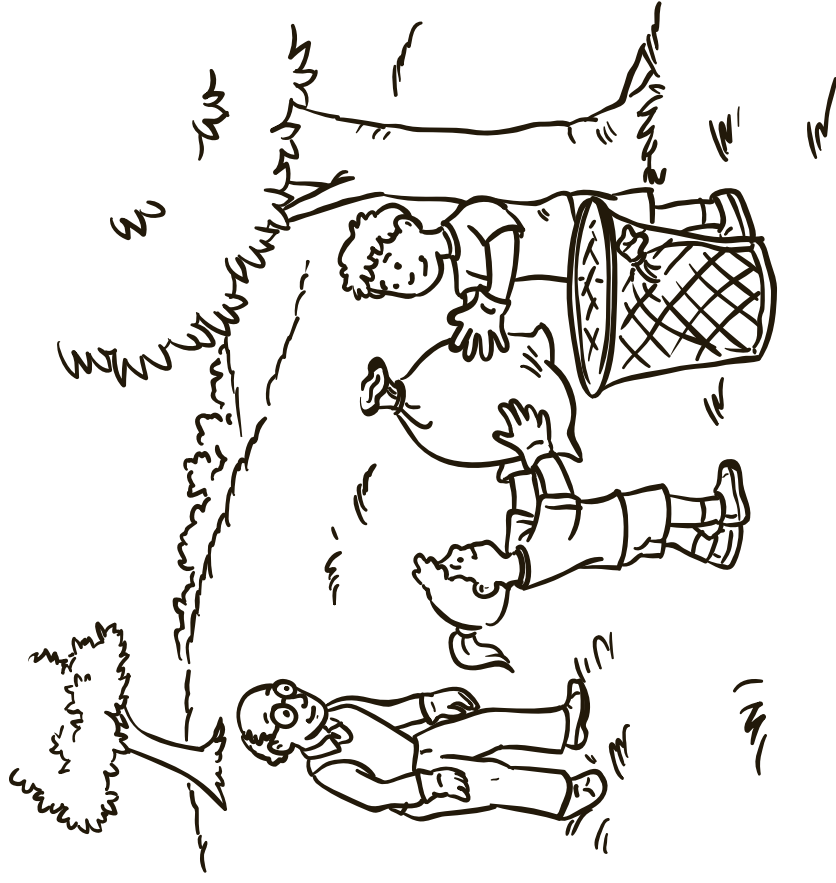
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We can help.

He has a big sack.



She has a big sack, too.


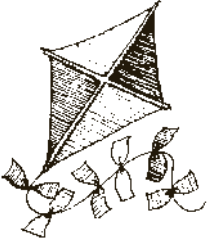

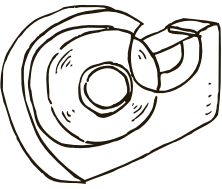


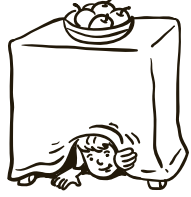
We put the sack in a bin.

Name _____

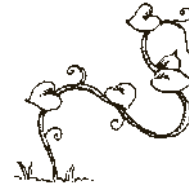


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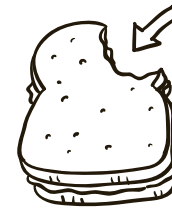
9		
5		
		

1.



v i n e

2.



b t

3.



f v

4.



b k

Beginner/Intermediate

Phonemic Awareness: /i/ Point to and say *nine* emphasizing /i/. Have children point to *nine* and repeat. Have children place a marker on the picture. Elicit from children the picture names with /i/ and have partners place markers on them. Then have them listen to the **Sound Pronunciation Audio**.

Grade K
Unit 9
Week 2

253

Grade K
Unit 9
Week 2

254

Beginner/Intermediate

Phonics: /i/i_e Point to and say *vine* emphasizing /i/. Have children repeat. Guide them to write the letter *i* before the consonant *n* and the letter *e* at the end of the word because *i_e* stands for long *i*. Repeat routine with *bite*, *five*, and *bike*. Have children read the words to a partner. Then display **Word-Building Cards** *i_e* and use **Photo Cards** for *dime* and *kite* to reinforce /i/i_e.

Name _____

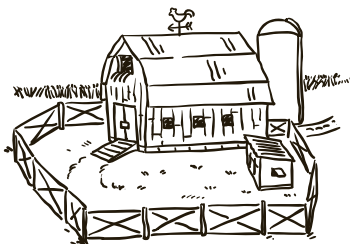


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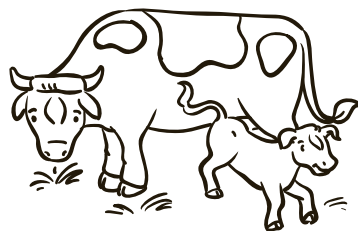
1.



2.



3.



time hike hive

1.



time

time

2.



hike

3.



hive

Beginner/Intermediate

Comprehension: Character, Setting, Plot Review the character, setting, and plot of *Hen Hears Gossip*. Point to and elicit a description of each picture. Have children

1. Circle the picture that shows the character who loves to gossip.
2. Circle the picture that shows where the story happens.
3. Circle the picture that shows what really happens to one of the animals. Have children tell a partner about their choices.

Grade K
Unit 9
Week 2

255

Grade K
Unit 9
Week 2

256

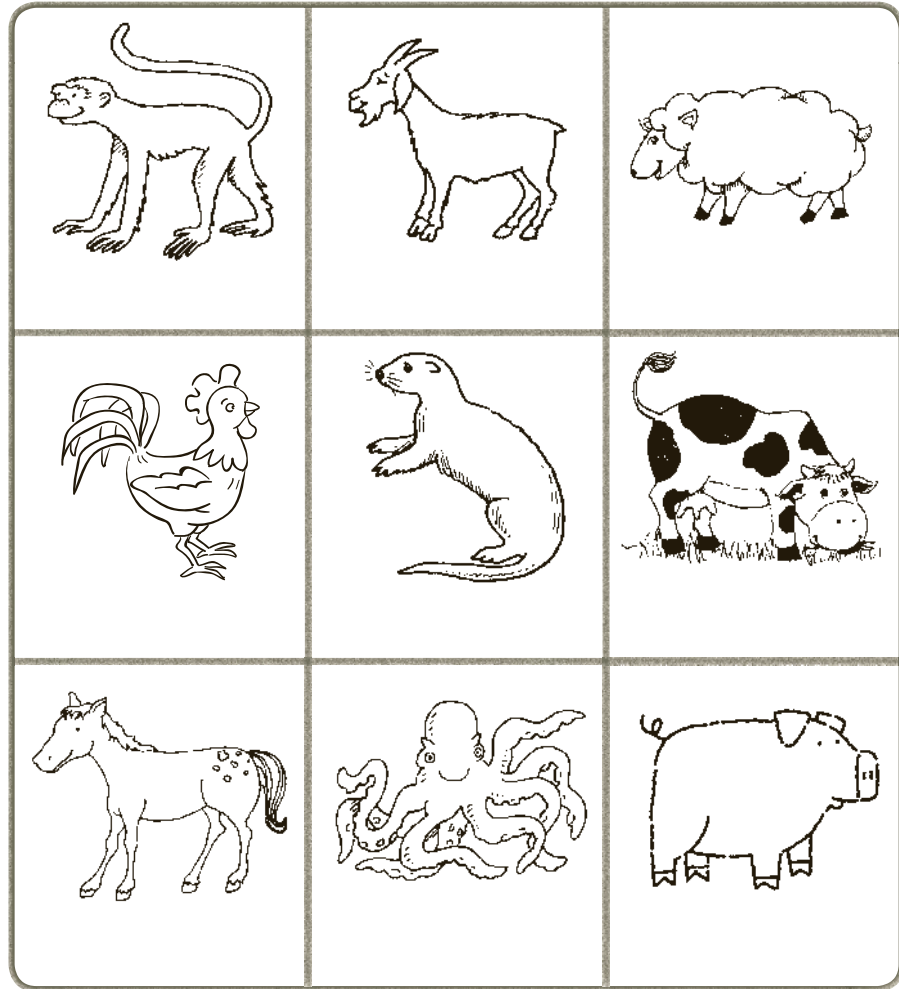
Beginner/Intermediate

Phonics: Blending -ime, -ike, -ive Point to *t* in *time* and say /t/. Point to *i* and *e* and explain that when there is an *i*-consonant-*e*, the letter *i* stands for /i/. Point to *m* and say /m/. Blend the sounds and say the word. Have children repeat. Guide children to write the word and read it to a partner. Repeat routine for *hike* and *hive*.

Name _____



Name _____



1. I like Mike.

2. _____

5

3. He is five.

4. _____

Beginner/Intermediate

Category Words: Farm Animals Review farm animals. Point to each and elicit the name of each picture. Put a marker on the goat and say: *Goats live on farms. Let's put a marker on each animal that lives on a farm.* Then have children tell a partner what sound each farm animal makes.

Grade K
Unit 9
Week 2

259

Grade K
Unit 9
Week 2

260

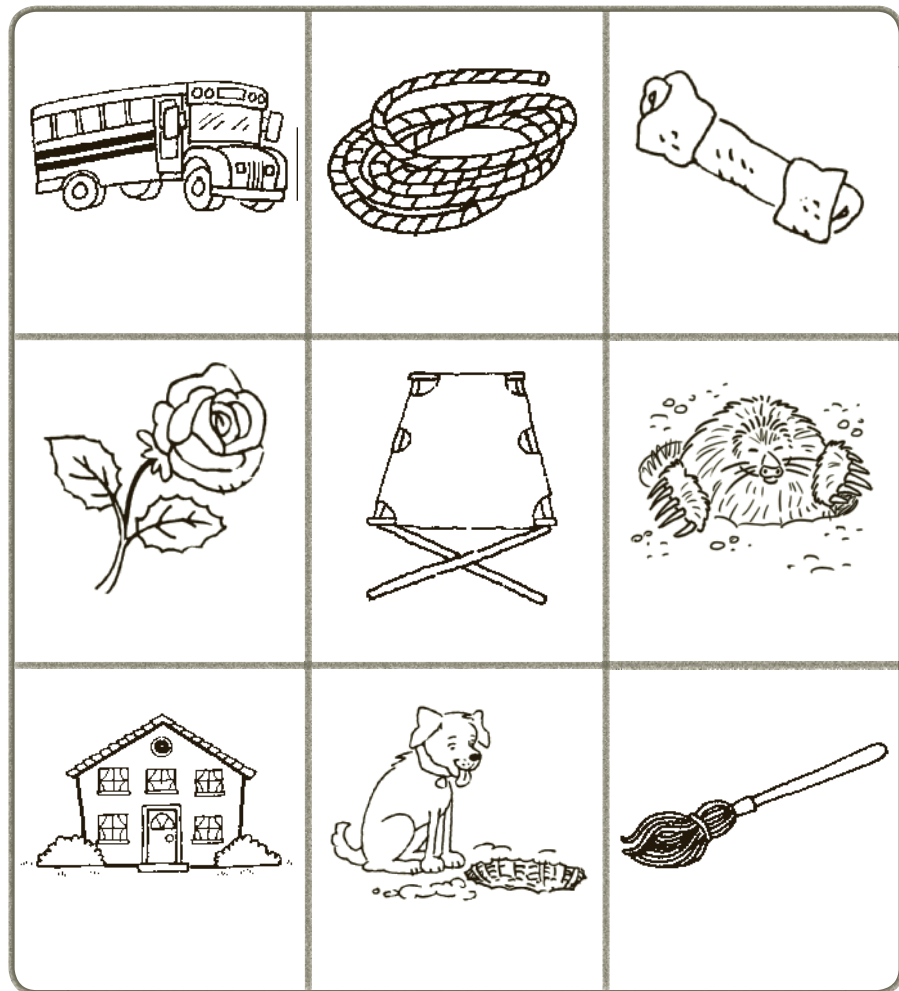
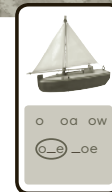
Beginner/Intermediate

Handwriting: Sentences with /i/ i_e Point to each word and blend the sounds to say the word. Have children say each word as they write it. Then have children take turns reading the sentences to a partner.

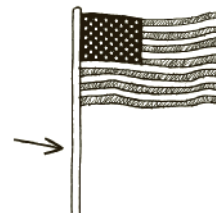
Name _____



Name _____



1.



p o l e

2.



c n

3.



r b

4.



h s

Beginner/Intermediate

Phonemic Awareness: /ō/ Point to and say each picture name. Have children repeat. Explain that you will put a marker on *rope* because *rope* has the /ō/ sound. Elicit from children the picture names with /ō/ and have them work with a partner to put a marker on each picture. Then have children listen to the **Sound Pronunciation Audio**.

Grade K
Unit 9
Week 3

261

Grade K
Unit 9
Week 3

262

Beginner/Intermediate

Phonics: /ō/o_e Point to and say *pole* emphasizing /ō/. Have children repeat. Guide them to write the letter o before the consonant l and the letter e at the end of the word because o_e stands for long o. Repeat routine with *cone*, *robe*, and *hose*. Have children read the words to a partner. Then display **Word-Building Cards** o_e and use the **Photo Card** for *rope* to reinforce /ō/o_e.

Name _____



Name _____

1.



2.



3.



mole nose note

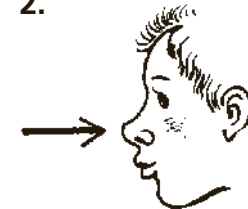
1.



mole

mole

2.



nose

3.



note

Beginner/Intermediate

Comprehension: Connections Within Text Review sequence in the selection *Bread Comes to Life*. Then point to and elicit a description of each picture. Explain that each picture shows a step that a baker uses to make bread. Have children write 1, 2, or 3 next to the picture that matches the order and tell a partner about the order of the steps.

Grade K
Unit 9
Week 3

263

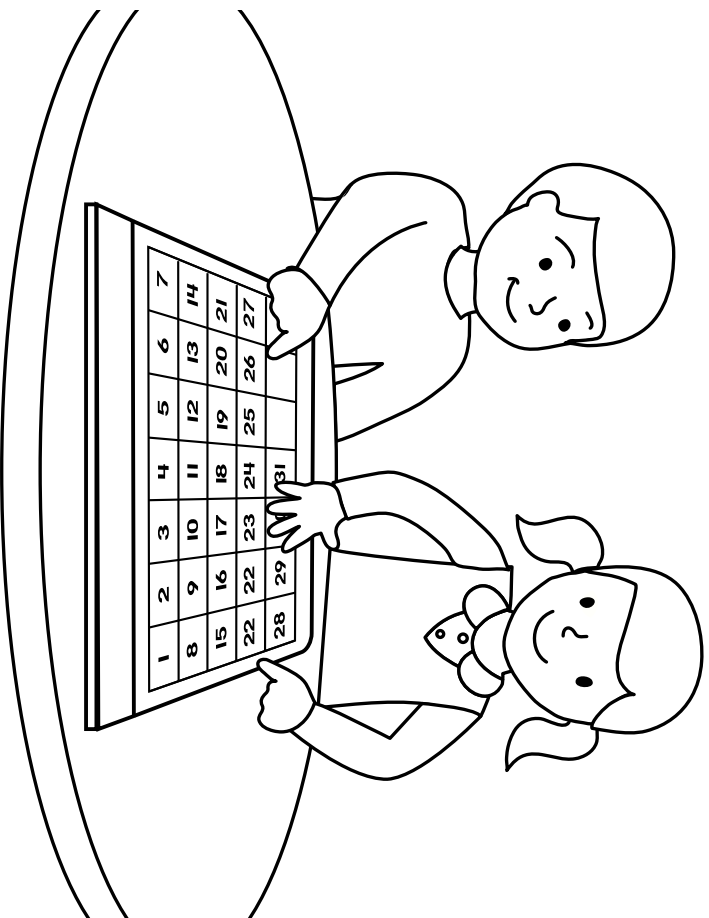
Grade K
Unit 9
Week 3

264

Beginner/Intermediate

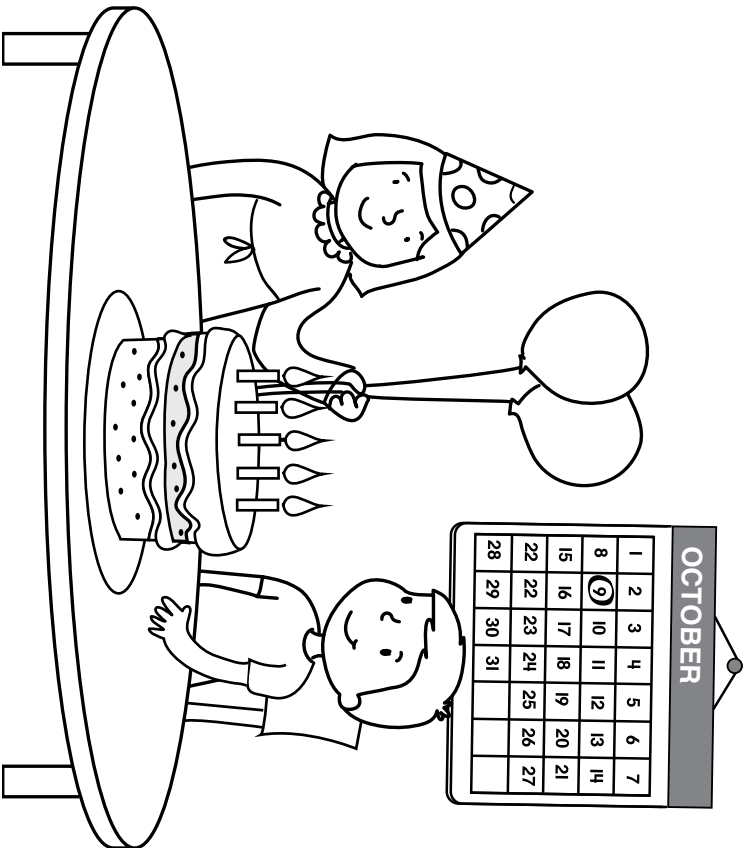
Phonics: Blending -ole, -ose, -ote Point to *m* in *mole* and say /m/. Point to *o* and *e* and explain that when there is an *o*-consonant-*e*, the letter *o* stand for /ō/. Point to *l* and say /l/. Blend the sounds and say the word. Have children repeat. Guide children to write the word and read it to a partner. Repeat routine for *nose* and *note*.

Favorite Days



Do you have a favorite day?
There are many special days
to share each year.

①



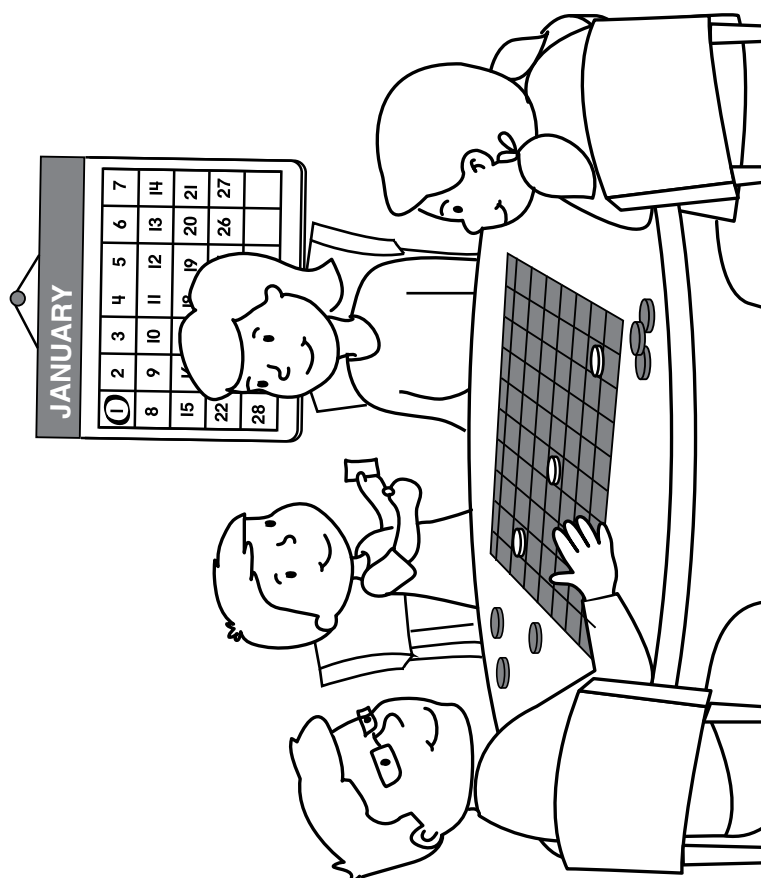
Birthdays are favorite days to
share. Young children love them.
Sometimes they have a party
and wear hats!

④



Mother's Day is in May. Father's Day is in June. Children do things to make these special people happy.

③



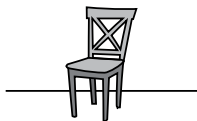
New Year's Day is the first day of the year. Some families play games together.

②

Name _____

The letters **air** together can make the sound you hear at the end of **chair**.

The letters **are** and **ear** can also make the same sound.

**square****pear**

Read each word. Draw a line from the word to the picture it names. Then circle the letters that make the sound you hear at the end of **chair**.

1. bear



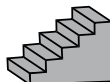
2. square



3. hair



4. pear



5. stairs



Name _____

Circle the word that completes each sentence.
Write the word on the line.

1. Pears are my _____ fruit.
wonder favorite

2. Spot is still a _____ puppy.
few young

3. We will _____ Mom with a gift.
surprise gone

4. This bag can fit only a _____ books.
young few

5. I _____ what time Dad's plane will land.
gone wonder

6. Mom made cupcakes but now they are all _____
surprise gone

Name _____

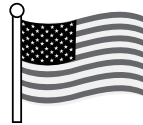
nation: A nation is a group of people living in one country.

unite: To unite is to join together.

A. Circle the word that completes the sentence. Write the word.

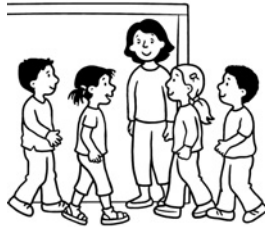
1. This is the flag that stands for our

nation unite



2. Our team will _____ for the game.

nation unite



B. Circle the word that matches each meaning.

3. to join together

a. nation b. unite

4. a group of people living in one country

a. nation b. unite

Name _____

Fill in the Author's Purpose Chart. Use words from the story.

Clue

Clue

Author's Purpose

Name _____

A. Read the sentences from “Favorite Days.”**Fill in the circle next to the correct answer.**

1. New Year's Day is the first day of the year.

The author's purpose is to

- ☐ tell how children sing.
- ☐ tell about New Year's Day.

2. Father's Day is in June.

The author's purpose is to

- ☐ tell about Father's Day.
- ☐ tell how to make a card.

3. Why did the author write “Favorite Days?”

B. Work with a partner. Read the passage aloud.
Pay attention to intonation. Stop after one minute.
Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Writers can use **metaphors** to help readers picture details. A metaphor compares one thing to another.

The snow is a white blanket.

Metaphors do not use the words like or as to compare.

A. Read each sentence. Look at the underlined words. Then circle the sentence that tells how the two things are alike.

1. The
- cloud
- is
- cotton candy
- .

Both are in the sky.

Both are fluffy.

2. The
- rainbow
- is a
- box of crayons
- spilled from the clouds

Both have lots of colors.

Both are in a box.

B. Draw a picture to go with one of the sentences above.

Name _____

The letters **air**, **are**, and **ear** can stand for the sound at the end of **chair**, **square**, and **pear**.

Underline the letters that make the same sound you hear at the end of bear. Then write the word on the line.

1. care _____

2. fair _____

3. wear _____

4. pair _____

5. scare _____

Name _____

Some words have more than one syllable.

When a word has a vowel followed by **r**, the vowel and **r** stay in the same syllable.

turkey = **tur** / key circus = **cir** / cus

target = **tar** / get story = **stor** / y

Read the words. Draw a line between the two syllables. Use the letters in bold to help you.

1. **tur**tle



2. **mar**ket



3. **per**fect

4. **for**ty

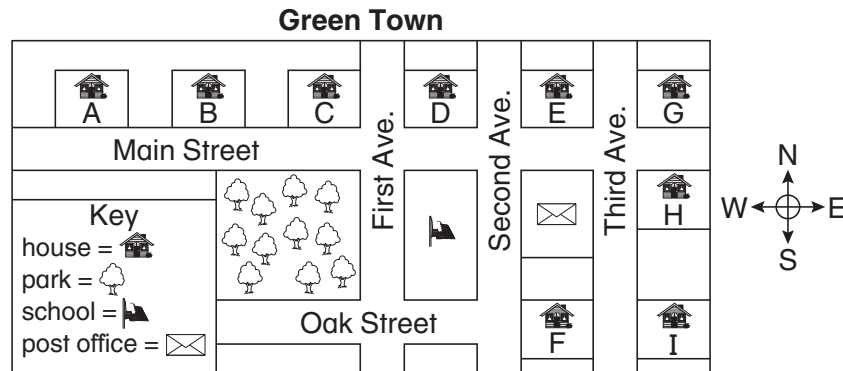
5. **dir**ty



Name _____

A **map** is a drawing that shows where places are.

Look at the map. Follow the directions.



1. Circle the school on the map.
2. Circle the places that are on First Ave.
Post Office Park School
3. Circle the name of a street in Green Town.
Park Street Oak Street

Name _____

Reread “Favorite Days.” Think about why the author wrote the story. Use the words and the pictures to complete the sentences.

1. The author's purpose on page 1 is

2. The author's purpose on page 2 is

3. The author's purpose on page 3 is

4. The author's purpose on page 4 is

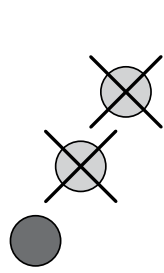
Facts to 5

Name _____

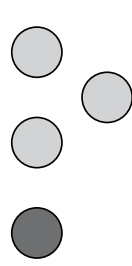
Example



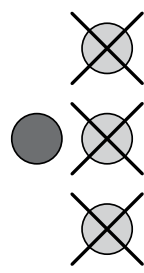
$$1 + 2 = \underline{\quad 3 \quad}$$



$$3 - 2 = \underline{\quad \quad}$$



$$1 + 3 = \underline{\quad \quad}$$

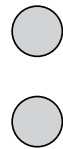


$$4 - 3 = \underline{\quad \quad}$$

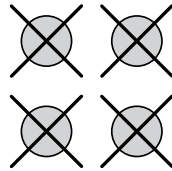
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

Facts to 5 continued

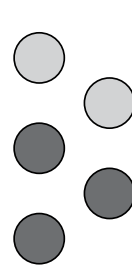
Name _____



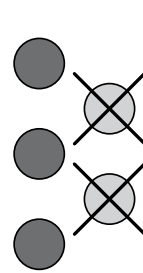
$$0 + 4 = \underline{\quad \quad}$$



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



$$3 + 2 = \underline{\quad \quad}$$



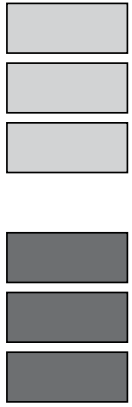
$$5 - 2 = \underline{\quad \quad}$$

Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

Adding Within 10

Name _____

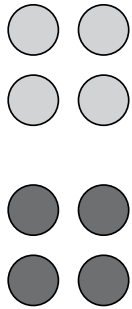
Example



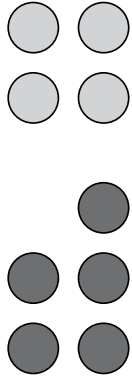
$$3 + 3 = \underline{6}$$



$$3 + 4 = \underline{\hspace{2cm}}$$



$$4 + 4 = \underline{\hspace{2cm}}$$



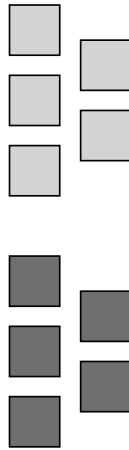
$$5 + 4 = \underline{\hspace{2cm}}$$

Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

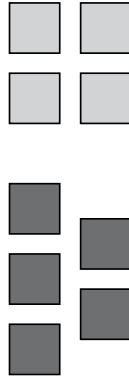
Fluency and Skills Practice

Adding Within 10 continued

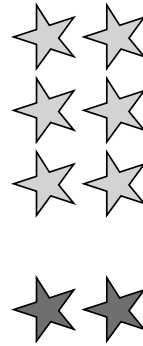
Name _____



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



$$5 + 4 = \underline{\hspace{2cm}}$$



$$2 + 6 = \underline{\hspace{2cm}}$$



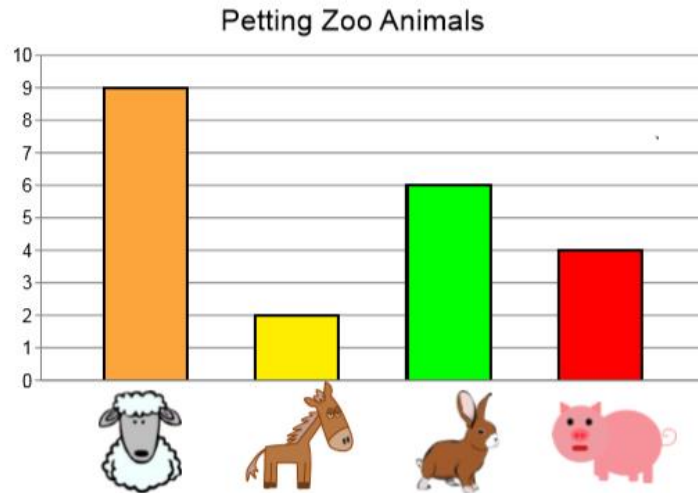
$$6 + 2 = \underline{\hspace{2cm}}$$

Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

Reading Bar Charts

Kindergarten Graphing Worksheet

Read the bar graph and answer the questions.



How many of each animal were at the zoo ?.....



Sheep ____?



Horses ____?



Bunnies ____?

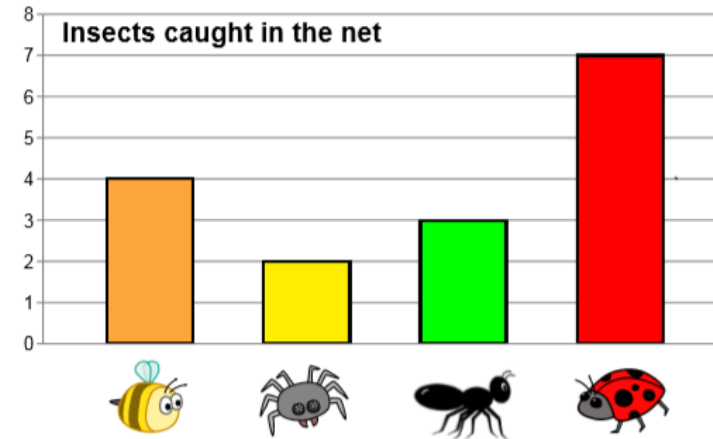


Pigs ____?

Analyzing Bar Charts

Kindergarten Graphing Worksheet

Study the bar graph and answer the questions.



How many bees were caught ? _____

Which insect was caught the most? _____

Which was caught the least ? _____

How many ants were caught? _____

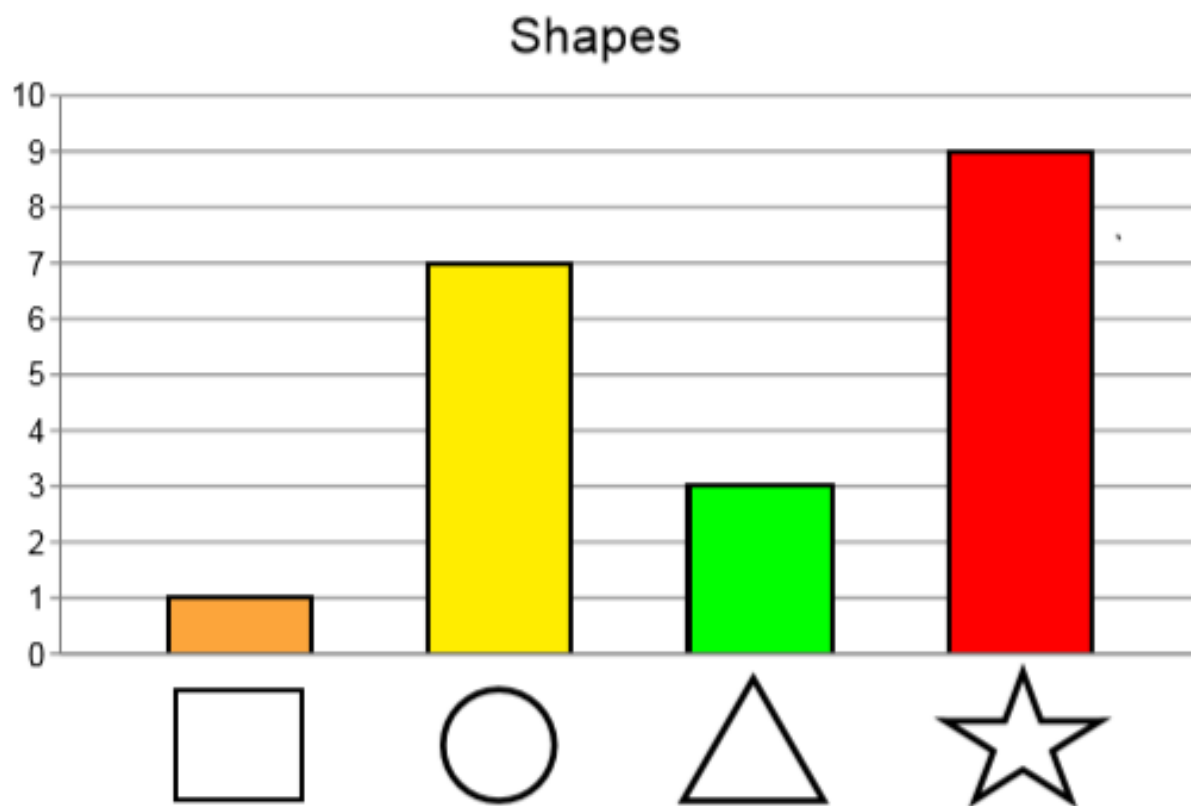
How many ants and spiders were caught? _____

Were there more bees or ants caught ? _____

Reading Bar Charts

Kindergarten Graphing Worksheet

Read the bar graph and answer the questions.



How many of each shape ?.....



Squares ____?



Triangles ____?



Circles ____?



Stars ____?

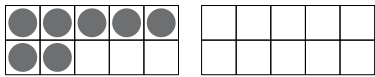
Solving Word Problems to 20

Name _____

- 1** Amy has some crayons.

She finds 7 more crayons.
Now she has 18 crayons.

How many crayons did she have at the start?



$$\underline{11} + 7 = 18$$

_____ crayons

- 3** Marco has 16 flowers.

He gives some to Alex.
Now Marco has 8 flowers.

How many did he give to Alex?

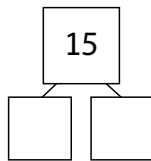
$$16 - \underline{\quad} = \underline{\quad}$$

_____ flowers

- 2** There are 15 fish in a tank.

7 of the fish are orange.
The rest are white.

How many are white?



$$15 - \underline{\quad} = \underline{\quad}$$

_____ white fish

- 4** There are 12 bagels in a box.

Some bagels are eaten.
Now there are 4 bagels.

How many bagels were eaten?

$$12 - \underline{\quad} = \underline{\quad}$$

_____ bagels

Solving Word Problems to 20 *continued*

Name _____

- 5** Mica eats 4 fewer pretzels than Wyatt.

Wyatt eats 14 pretzels.

How many pretzels did Mica eat?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

_____ pretzels

- 6** Pete reads for 9 minutes.

The next day he reads for 6 minutes.

How many minutes did he read altogether?

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

_____ minutes



Identifying tens and ones

Grade 1 Place Value Worksheet

Fill in the correct tens and ones for the given numbers.

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 80$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 11$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 23$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 75$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 98$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 59$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 61$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 33$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 47$$



Identifying tens and ones

Grade 1 Place Value Worksheet

Fill in the correct tens and ones for the given numbers.

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 37$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 43$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 81$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 72$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 44$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 56$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 87$$

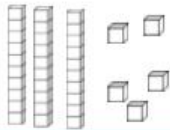
$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 10$$

$$\boxed{} \text{ tens and } \boxed{} \text{ ones} = 24$$

Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

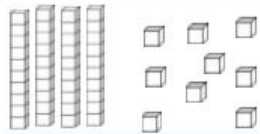
Find the total number of blocks.



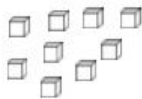
$$= \underline{3} \text{ tens} + \underline{5} \text{ ones} = \underline{35}$$



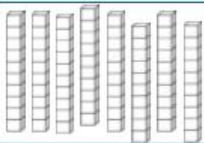
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



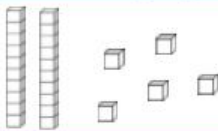
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$

Matching fractions to a picture

Grade 1 Fractions Worksheet

What fraction of each shape is colored? Circle the correct answer.



$\frac{1}{4}$

$\frac{1}{2}$

$\frac{4}{7}$

$\frac{1}{6}$



$\frac{1}{2}$

$\frac{1}{7}$

$\frac{1}{3}$

$\frac{1}{4}$



$\frac{1}{4}$

$\frac{2}{4}$

$\frac{3}{4}$

$\frac{4}{4}$



$\frac{1}{3}$

$\frac{2}{6}$

$\frac{2}{3}$

$\frac{1}{6}$



$\frac{2}{3}$

$\frac{2}{4}$

$\frac{1}{3}$

$\frac{1}{4}$



$\frac{3}{3}$

$\frac{1}{6}$

$\frac{1}{3}$

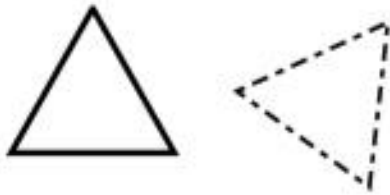
$\frac{2}{3}$



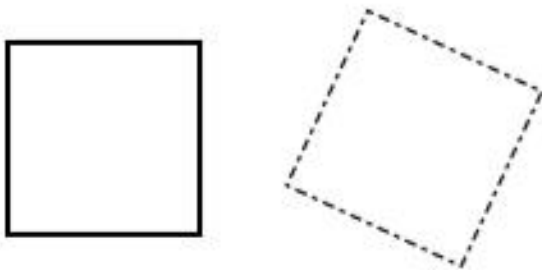
Rotating 2-D Shapes

Grade 1 Geometry Worksheet

Draw 3 more triangles by rotating the first triangle.



Draw 3 more squares by rotating the first square.



Draw 3 more ovals by rotating the first oval.

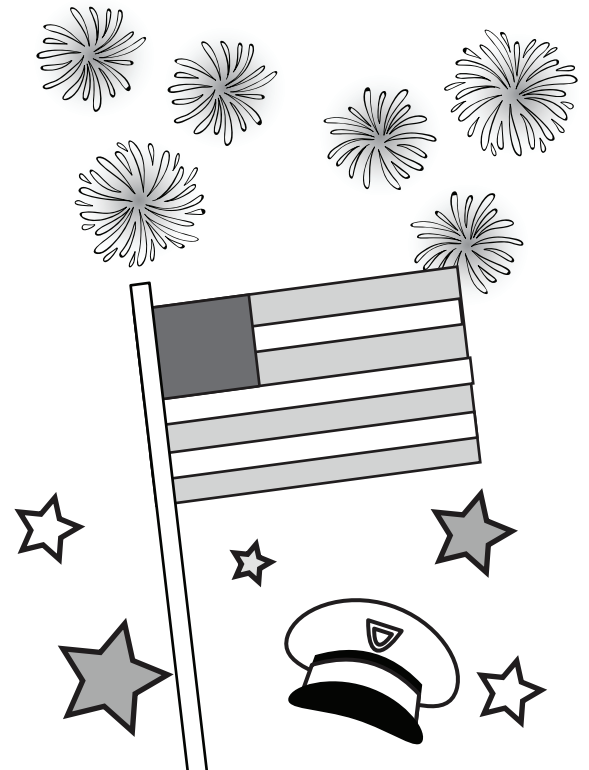


Name _____

Reading

Carefully read the story and answer the questions below.

It is Memorial Day.
We celebrate veterans.
There are fireworks.
We wave our flags.



1. What holiday is it?

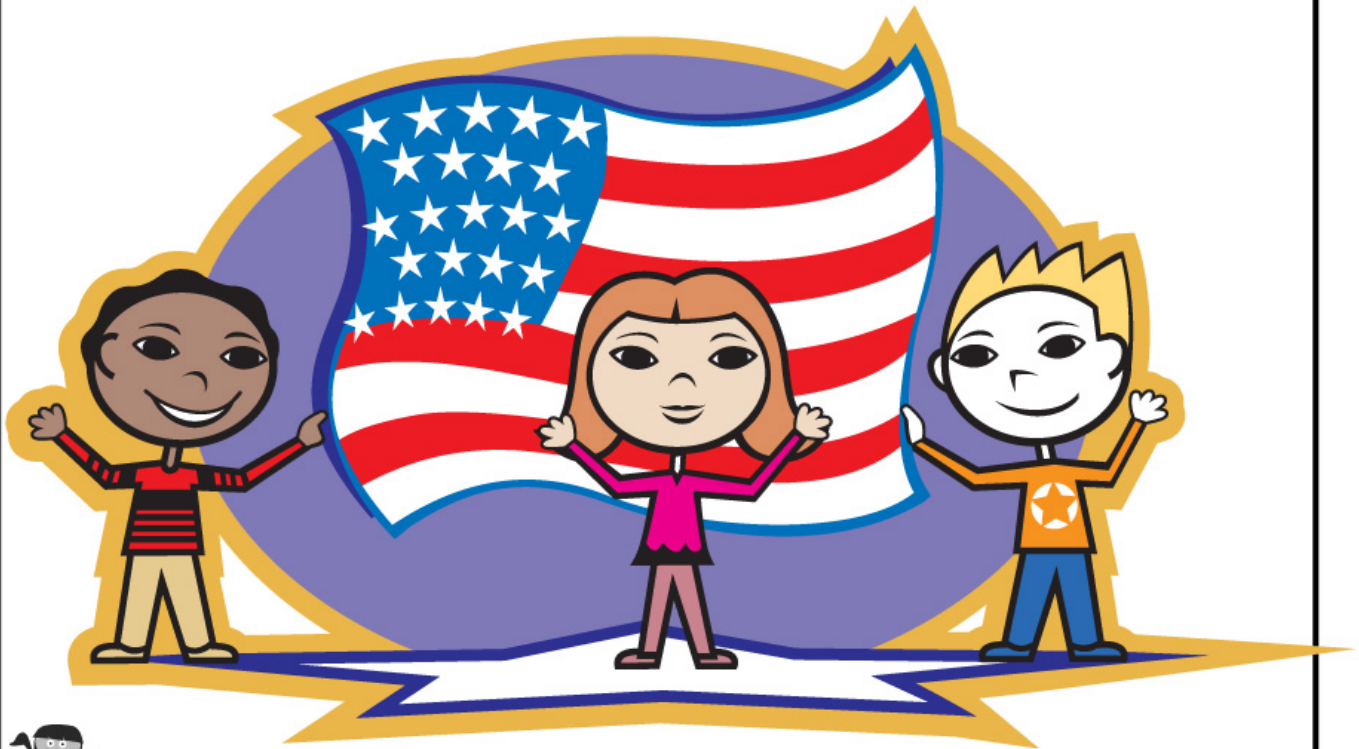
2. What do we celebrate?

3. What do we do with flags?

PROUD

by Lenore Hetrick

If I carry a flag and march with the band,
And if I stand very tall,
I hope I show that I'm proud of our soldiers
And proud of the flag and all.

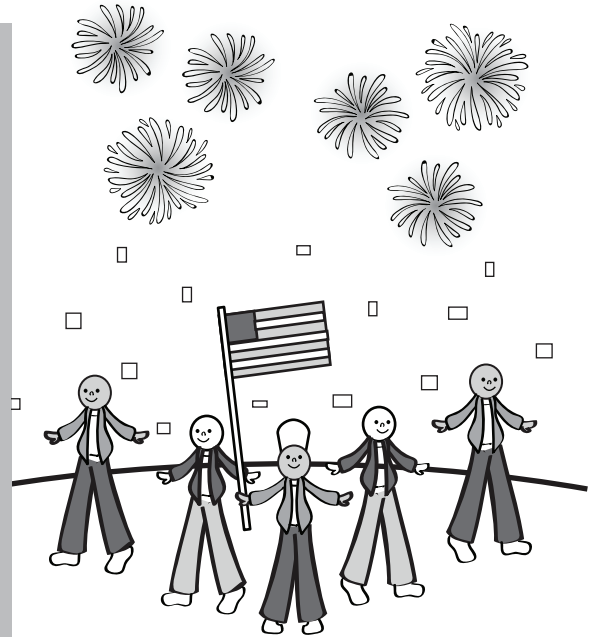


Name _____

Reading

Carefully read the story and answer the questions below.

It is the 4th of July.
There is a big parade.
Fireworks are in the sky.
Everyone is celebrating.



1. What holiday is it?

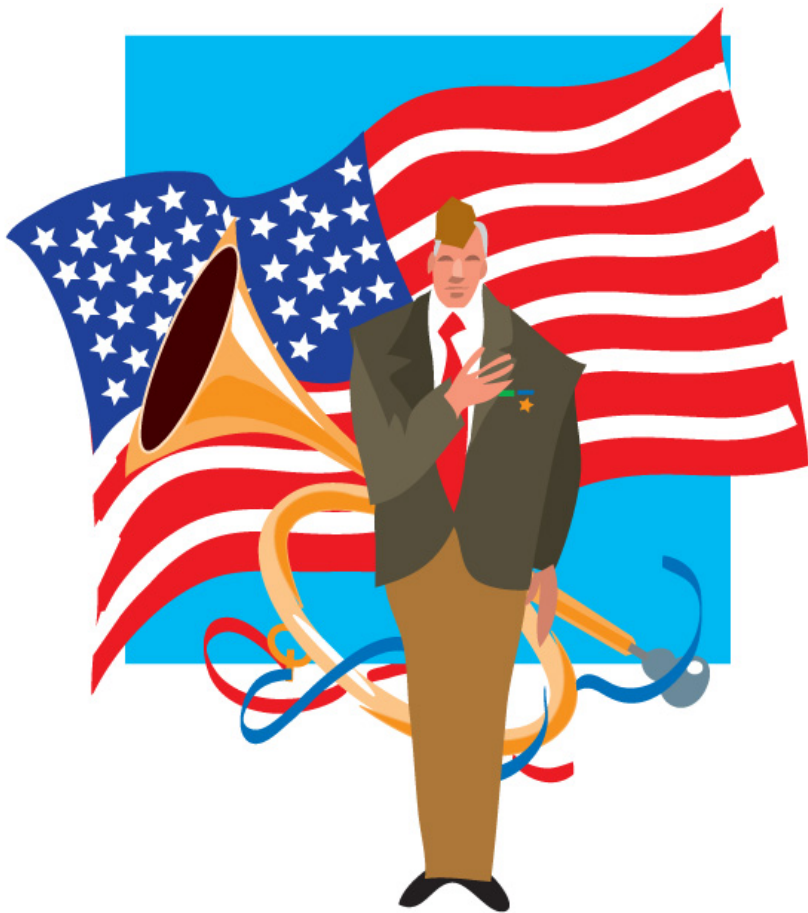
2. What is there?

3. What is in the sky?

Thirteen Stars and Stripes

by Lenore Hetrick

Oh, see the thirteen stars and stripes
That first our proud flag bore.
Oh, see the handsome stars and stripes
The new flag proudly wore.
Each star a state, each state a stripe,
To prove that we were free,
And that King George no longer ruled
Across the deep, blue sea.

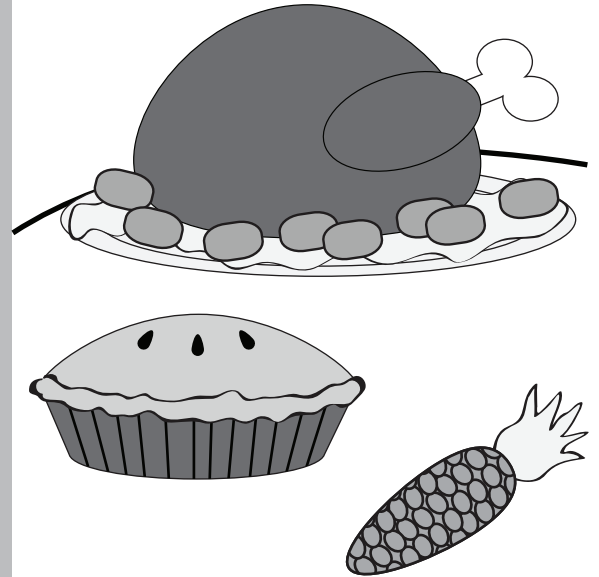


Name _____

Reading

Carefully read the story and answer the questions below.

It is Thanksgiving.
The turkey is cooked.
There's lots of food.
We eat pie for dessert.



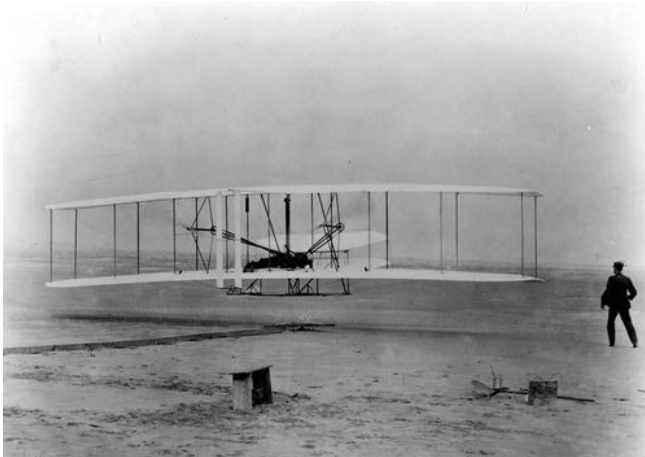
1. What holiday is it?

2. What is cooked?

3. What is for dessert?

The Flying Toy

by Kate Paixão



Wilbur and Orville Wright were brothers. They lived a long time ago. One day, their father brought home a helicopter toy.

The helicopter toy was made with rubber bands, cork, and other things. When Wilbur and Orville wound the toy up, it flew in the air. However, the toy was not very strong. Soon, it broke.

Wilbur and Orville studied their broken toy. Then the boys built a new one. It worked! Years later, the brothers built another flying machine. It was big enough for people to ride in. Their machine was one of the first airplanes.

airplane

air · plane

Definition

noun

1. a machine that is heavier than air and that can fly. It has wings and engines.

Spanish cognate

aeroplano: The Spanish word *aeroplano* means airplane.

These are some examples of how the word or forms of the word are used:

1. The Wright brothers invented the first **airplane** in 1903. The first flight traveled about half the length of a football field and lasted 12 seconds.
2. "And will I be able to take all my things?" The girls knew she would be going in an **airplane**. But none of them had ever traveled in one.
3. Now Beth gave them each a colored origami paper. They made their own **airplanes**! As they were doing that, Beth explained to them how airplanes worked: where the engine was, where the pilot sat, and where Cindy's books and toys would be kept.
4. Before they left America on the **airplane**, his parents had explained to him that a safari was a long drive through nature, usually in Africa. During a safari you can see lions and zebras living free, instead of cooped up in a zoo.

helicopter

hel · i · cop · ter

Definition

noun

1. a type of aircraft that is held in the air and moved along by spinning blades attached to its top side.

The helicopter landed on the roof of the building.

Spanish cognate

helicóptero: The Spanish word *helicóptero* means helicopter.

These are some examples of how the word or forms of the word are used:

1. The **helicopter** shook. Then up they went.
2. The blades on top of the **helicopter** spun around. Whirr!
3. The **helicopter** toy was made with rubber bands, cork, and other things. When Wilbur and Orville wound the toy up, it flew in the air.
4. "Veterans worked to help our country in many ways. Some worked on ships to keep our oceans and coasts safe. Some were doctors or nurses who cared for people who were hurt or sick. Some veterans flew planes or **helicopters**."

machine

ma · chine

Definition

noun

1. a piece of equipment with a system of parts that work together to do or make something.

I clean my clothes in a washing machine.

Spanish cognate

máquina: The Spanish word *máquina* means machine.

These are some examples of how the word or forms of the word are used:

1. Computers are helpful **machines**.
2. First, the car is checked on a big **machine**. The car starts and the wheels spin. The machine checks all the car's parts.
3. In the fall, the trees have apples on them. That is when the apples are picked. Sometimes workers pick the apples. Sometimes big **machines** pick the apples.
4. Maria smiled. "Okay, so I'll put this shirt into the washing **machine**. Let's see if we can get this stain out. The three of us can eat some ice cream while we wait."
5. A blast of ice-cold air conditioning hit her face as they walked inside. It was very dark in the arcade. The only light came from the flashing video screens. The loud noise from the **machines** made Jessica's ears hurt.
6. "So you're telling me this is a time **machine**?" Eric asked. "Yes," his Uncle Joseph replied. "I've been working on it for years here in my lab." Eric looked around the lab. A bank of computers lined one of the walls.

Name: _____ Date: _____

1. When did Wilbur and Orville Wright live?

- A. a long time ago
- B. a few years ago

2. What did the Wright brothers do when their helicopter toy broke?



They built a new one.



They cried.

3. What did the Wright brothers build years after they built a new helicopter toy?



a car



an airplane

4. Who could ride in the airplane that the Wright brothers invented?



mice



people

5. What could Wilbur and Orville's helicopter toy do when they wound it up?

When Wilbur and Orville wound up the helicopter toy, it could

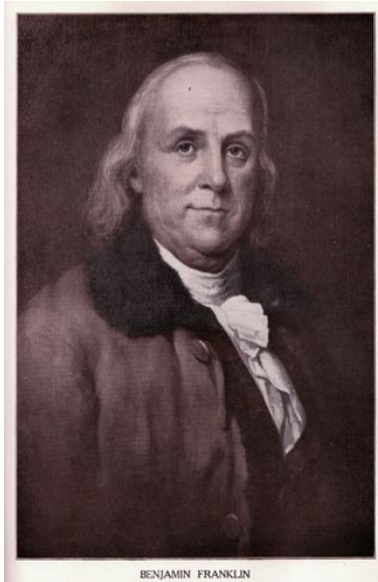
6. What did you learn from "The Flying Toy"?

7. Draw a picture of one of the things Wilbur and Orville built.

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Ben Franklin's Idea

by ReadWorks



Ben Franklin invented things. He liked to read too. He went to the library a lot.

Franklin had a problem. Some books were on high shelves. They were hard to reach.

Franklin had an idea. He made a tool. He called it the long arm. It was a pole with a claw at one end. The claw was like a hand. Franklin pulled a cord to open and close the claw. Now he could reach the high books!

library

li · brar · y

Definition

noun

1. a place in a town or school where you can borrow books, recorded music, and other materials.

I spent a long time choosing a science book at the library.

These are some examples of how the word or forms of the word are used:

1. Enrico went to the **library**. He saw a round ball. His mom told him it was a globe.
2. That's funny, Gina thinks. I don't remember taking this book out of the **library**.

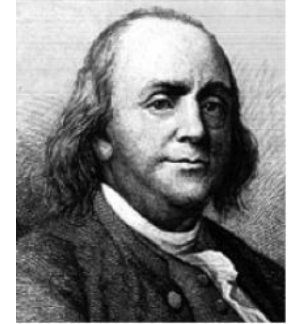
tool**tool****Definition****noun**

1. an instrument such as a hammer that is usually held with the hands. Tools are used for doing work.

These are some examples of how the word or forms of the word are used:

1. Firefighters take classes. They learn how to use ladders, hoses, and other **tools**.
2. She was a writer, so being at the computer was her job. The computer was her most important **tool**. It worked very well.
3. We went downstairs, where the family keeps all our **tools**. Dad pulled the bike up onto the bench and took out the Super Glue.
4. The garage was always very dark and quiet. **Tools** hung on the walls. There was an old motorcycle there, too. It was very dusty.

Name: _____ Date: _____

1. Who is this passage about?*Thomas Jefferson**Ben Franklin*

2. What did Ben Franklin like to do?



invent things and read



sing and play

3. What did Ben Franklin have trouble doing when he was at the library?



reaching high books



reading hard words

4. What did Ben Franklin invent to solve his problem?



the long arm



electricity

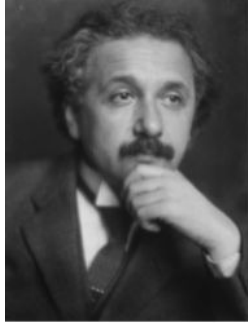
5. What did Ben Franklin use to open and close the claw on the long arm?

6. What did you learn from "Ben Franklin's Idea"?

7. Draw a picture of Ben Franklin's invention.

No Problem!

by ReadWorks



Scientists solve problems. Do you have a problem? You can try to solve it. Just think like a scientist.

First, think about the problem you want to solve. Ask questions about the problem. Take a look at it closely. Read books to learn more. Search for answers.

Guess how you can solve it. Test out your idea. Did you solve the problem?

If you did, that is great. If you did not, that is fine too. Keep trying out new ideas. One may solve the problem. Scientists test out many ideas. They do not give up easily.

ask

ask

Definition

verb

1. to put a question to someone.

He asked me what time it was.

The teacher asked the student her name.

2. to make a request of someone.

His mother asked him to close the window.

3. to put a question to someone for information about something.

She asked about his trip to Chicago.

4. to request something.

I asked for the salt, but she gave me the sugar.

These are some examples of how the word or forms of the word are used:

1. Matt's friend Evan ran up. "Matt, can I ride your scooter?" Evan **asked**.
2. "'Did you pack your water bottle?' his dad **asked**. Devon nodded. 'Yes.' 'How about the sandwiches? And the trail map?' Mr. Miller asked. 'I've got everything, Dad,' Devon said. 'Come on. Let's hit the trail!'"
3. "'Plants make energy? But how?' Emily **asked**, growing impatient. 'I've been asking people all day!'"
4. My brother **asked** if he could have a guitar. Instead, my mother bought him a flute. He didn't like the flute at all.
5. She was too old to play hide-and-seek. But her mother had **asked** her to watch her cousins. They were just six. The twins were visiting for the weekend. So Tracy did what she could to keep them entertained.

guess**guess****Definition****verb**

1. to give an answer or opinion without enough information to be certain.

Guess how many pennies are in this jar!

When I didn't know an answer on the test, I just guessed.

These are some examples of how the word or forms of the word are used:

1. She sat the girls down on the bed. "Anna," said Maria, "you took Olivia's shirt without asking, right?" "I **guess** so," said Anna.
2. "That is true," said Mr. Reed. "But you all have two eyes and two ears. You all have noses and mouths. You are all the same!" "I **guess** we are all twins, then," said Tasha. Everyone laughed.
3. "Oh dear," said Mom. "I **guess** he just loves you too much. I have an idea. Take this spray bottle to bed with you. When he starts making noise, just give him a little squirt. Cats hate water. He'll run right away."
4. "I sure did," Wabbit says. "Well, I won't be staying for long, but I **guess** I did need a little bit of the sunshine. My fur was looking mighty...lumpy."

scientist**sci****.****en****.****tist****Definition****noun**

1. a person who works in or studies a science.

Spanish cognate

científico: The Spanish word *científico* means scientist.

These are some examples of how the word or forms of the word are used:

1. **Scientists** keep looking in the rain forest. They want to find more plants. More plants can help us find new medicines.
2. "**Scientists** often group dinosaurs by the food they ate. Most dinosaurs ate plants. Those dinosaurs are called herbivores. They had flat teeth. "
3. The tiny dinosaur had very sharp claws and teeth. It was a carnivore. **Scientists** say it most likely hunted insects and small animals.

Name: _____ Date: _____

1. If you have a problem to solve, who should you think like?

- A. a scientist
- B. a dog
- C. a teacher

2. This passage explains how to solve problems. What should you do *first* if you have a problem to solve?

- A. Read books to learn more about your problem.
- B. Think about your problem carefully.
- C. Test your ideas until one works.

3. In order to solve a problem, you should search for answers and guess how you can solve it. Then you should test out your idea. If your idea does not solve the problem, keep trying out new ideas.

What does this information tell us about ideas?

- A. Ideas are always easy to try out.
- B. Ideas never help to solve problems.
- C. Ideas may not always solve problems.

4. What is the main idea of "No Problem!"?

- A. Scientists are great problem solvers because they worked hard in school.
- B. Solve problems by thinking about them and testing your ideas.
- C. If your first idea to solve a problem doesn't work, keep trying.

5. What should you do once you get an idea for how to solve your problem?

6. What did you learn from "No Problem!"?

7. Class Discussion Question: Explain why it is important to not give up easily when trying out new ideas to solve a problem.

8. Draw a picture of a person solving a problem.

What Is Gravity?

by Kate Paixão



If you jump up, what happens? You come back down. What makes that happen? It is a force called gravity.

Gravity pulls objects toward each other. Earth has gravity. The moon, the sun, and the other planets have gravity, too.

Big objects have stronger gravity than smaller ones. For example, the moon does not have as much gravity as Earth. If you walked on the moon, you would bounce high. But you would still come back down.

Gravity keeps you on Earth, but it also adds fun to life. What pulls your sled down a hill or helps you bounce on a trampoline? Gravity!

bounce

bounce

Definition

verb

1. to spring back or up after hitting against a surface.

The ball bounced down the stairs.

2. (informal) to be returned to you by a bank because there is not enough money in your checking account.

The check that I wrote at the supermarket bounced.

3. to walk with a spring in one's step.

The child bounced along the sidewalk.

4. to cause to hit against something and spring back.

He bounced the tennis ball against the wall.

noun

1. a sudden spring or jump.

With one bounce, the kangaroo was over the fence.

transitive verb

1. to write (a check or draft) on insufficient funds.

He is always bouncing checks.

2. (informal) to throw (someone) out forcefully.

noun

1. a rebound or bound.
2. the ability to bounce.

a ball with no bounce

3. liveliness; vitality.

These are some examples of how the word or forms of the word are used:

1. Tennis balls are made to **bounce**.
2. The sounds **bounce** off an insect in the bat's path.
3. If you walked on the moon, you would **bounce** high.
4. What pulls your sled down a hill or helps you **bounce** on a trampoline?
5. By moving the mirror around, you can make the light beam **bounce** off its shiny surface and fall on different objects in the room.

moon

moon

Definition

noun

1. an object that circles around a planet.

Earth has one moon.

These are some examples of how the word or forms of the word are used:

1. Now it is dark outside. The sun has set. I look out the window. I can see the **moon** and stars. It is time for bed.
2. It is night. The sun is gone from the sky. The sky is dark without sunlight. The **moon** and the stars shine in the night sky.
3. When it is dark, you see the **moon** shining in the sky. But we know that the moon does not make its own light. Moonlight is really light from the sun.

object ob · ject**Definition****noun**

1. anything that has shape or form and can be seen or touched.

The only object in the room was a chair.

2. the purpose of a particular activity.

The object of the game is to get rid of all your cards.

3. a noun or noun phrase that is affected by the action of a verb in a sentence. In the sentence "The dog bit the man," "the man" is the object.

verb

1. to show negative feelings about something.

I object to your rude language.

The store owner objected when we walked in without shoes.

Spanish cognate

objeto: The Spanish word *objeto* means object.

These are some examples of how the word or forms of the word are used:

1. A screw is an **object** that spirals around itself.
2. A wedge is an **object** with a sharp edge.
3. A satellite is an **object** that orbits a planet.
4. A solid **object** in front of light makes a shadow.
5. An orbit is the path of one space **object** around another.
6. A symbol is an **object** or sign that stands for something else.
7. Mass is a measure of how much matter is in an **object**.
8. An artifact is an **object** made by people who lived in the past.
9. When an **object** blocks the light, light cannot pass through to the other side.
10. The closer the **object** moves to the flashlight, the bigger and fuzzier its shadow will be.

Name: _____ Date: _____

1. What do we call the force that makes you come back down when you jump up?

- A. weight
- B. the moon
- C. gravity

2. The text explains what gravity is. What does gravity do?

- A. freeze objects
- B. pull objects away from each other
- C. pull objects toward each other

3. Big objects have stronger gravity than smaller ones. The moon does not have as much gravity as Earth. What does this information tell us about the moon?

- A. The moon is smaller than the earth.
- B. The earth and the moon are the same size.
- C. The moon is bigger than the earth.

4. What is the main idea in "What Is Gravity?"

- A. Gravity makes life fun!
- B. Gravity is a force that pulls objects toward each other.
- C. Big objects have stronger gravity than smaller ones.

5. What force helps you sled down a hill or bounce on a trampoline?

The force that helps you sled down a hill or bounce on a trampoline is

6. What did you learn from "What is Gravity"?

7. Class Discussion Question: Use information from the text to explain why you bounce high when you walk on the moon but not on Earth.

8. Draw a person walking on the moon based on the text.