



RICHLAND ONE
ENGAGE • EDUCATE • EMPOWER

Grade 1

Learning Activities

BOOK 1

4th Quarter

Child's Name

Dear Richland One Families,

Thank you for your support, patience, and flexibility during what has proven to be a time marked with immense uncertainty. You truly are what makes our school district R1Strong!

In this packet, you will find learning activities for your child. In the “Everyday Learning” section, you will find learning activities that students should complete each school day. These include activities such as reading daily, writing about what was read, and practicing math fluency. Activities in the “Daily Learning Assignments” section are labeled by the day number. Day 1 refers to Tuesday, March 31. Your child’s teachers may contact you regarding additional assignments. In that case, the teachers’ assignments should be completed first, and the assignments in this packet should be completed as time permits.

Students should be able to complete some of the assignments independently; however, there will be some assignments that require your support. While we expect students to work hard each day, they may or may not complete all of the listed assignments. Children may return to a previous day’s work to complete any missed assignments, or move ahead if they have completed assignments quickly. To allow for all students to work at their own pace, we have planned for more assignments than are needed at this time. Furthermore, if your child qualifies for accommodations through either an IEP or 504, please connect with the teacher or other service provider to ensure accommodations are provided.

In the coming days, additional learning activities will be posted to the Richland One website (www.richlandone.org) as well as on our Richland One Television Channel (ROTV). You may contact your child’s teachers for assistance using the already established communication protocol. Additionally, teachers will continue to provide office hours daily from 9:30 a.m. – 11:00 a.m. and 1:00 p.m. – 2:30 p.m.

In closing, while we have tried to provide academic activities to reinforce prior learning and to ensure your child continues to learn, what is most important during this difficult time is that you and your child have positive experiences together. As you take care of yourself and your family, we wish you the very best health and look forward to the time normal schedules resume and your child will be back with us.

Office of Early Childhood Education

Division of Teaching and Learning

Everyday Learning Activities

Your child should complete the following activities each school day.

Reading and Writing	Math
Write your letters in uppercase and lower case.	Count to 100 or as high as you can go!
Choose one letter per day. Write 5 words that begin with the letter. Write 5 words that end with the letter.	Write your numbers 1-100 or write as many numbers as you can in 3 minutes.
Write as many words as you can in 3 minutes. Try to increase the number of words you can write each day.	Write your own Math problem of the day.
Read or be read to for 30 minutes each day. This can be broken into three ten-minute readings. Be sure to log your reading for the Superintendent's Book Club using the reading log provided.	Create a pattern and explain it to someone else.
	Practice Math fluency using the flashcards after the "Math Day 5 Page".
Keep a journal and write about what you have read by using one of the included prompts each day. (see next page)	Hunt for shapes around your house. Choose a different one each day of the week. Can you find any shapes that are not listed here? <i>Circles, squares, triangles, rectangles, ovals, hexagons, spheres, cones, cylinders, cubes, etc.</i>
Select 5 – 10 words per week from the word list. Review your weekly word list by creating and using flashcards. When you know all of your grade level's words, begin to work on the next list.	Find two similar objects around the house. Compare the objects using the words shorter/longer, shorter/taller, and/or lighter/heavier. What other characteristics can you compare? How are they alike? How are they different? <i>Example: A pencil and a crayon or two books.</i>
Complete LexiaCore 5 assignments if you have access to a computer or other device.	Complete Dreambox assignments if you have access to a computer or other device.

Note: You will find helpful math tools on the last two pages of the packet. These tools can be used throughout the packet to math assignments.

Home Learning Ideas and Resources

Grades PreK – 2 suggestions

Try these fun activities to make learning more engaging for both you and your child.

- Spread out a blanket, grab some food, and listen to your child read a book to you. Be sure to ask them questions about the book using How? Or Why? Also, be sure they record the book information on the Superintendent's Book Log!
- Look up to the sky and play "I Spy" with the clouds!
- Grab some chalk and write a poem or song on the driveway!
- Sing nursery rhyme songs as you and your child are cleaning up the house!
- Play board games and integrate questions about numbers or shapes while you play.
- Create some hand-made flash cards using this link <https://tinyurl.com/tv9pjgt> and then quiz each other!
- Pretend you are making an exercise video and include different physical activities such as jumping jacks, jogging in place, or skipping.

DISTRICT RESOURCES

Note: Contact your teacher if login access is unavailable.



<https://www.lexiacore5.com/>



<https://www.kidsaz.com/main/Login>



<https://www.dreambox.com/at-home>

ADDITIONAL RESOURCES

Note: Parents may need to create an account to access



<https://jr.brainpop.com/>



<https://khanacademy.org/>



We are Richland One Strong!

Reading Response Prompts

After reading 30 minutes each day, write a response in your journal using one of the following prompts.

- Which character would you want to be from the book? Why?
- What is something else that you are wondering? **Or** what is something else that you would want to know about this topic?
- What surprised you?
- Tell about your favorite part.
- What did this story make you think of?
- What was something interesting you learned?
- Why did you choose this book?
- What could be another title for this book? Why?
- Illustrate your favorite part of the book. Write a sentence about your illustration.
- Draw and write about the beginning, middle, and end of your book.

In the beginning,

In the middle,

In the end,

What character would you like to be friends with? Why?

Drawing of character

A large empty rectangular box with a black border, intended for a student to draw a character and write about it.

What did you think of this book?



Great!



Okay



Not good

Draw and write to explain.

- What was the problem in the story? Draw a picture and write about it.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture and write about the problem in the story.



1st Grade Dolch Sight Words

after
again
an
any
ask
as
by
could
every
fly
from
give
going
had

has
her
him
his
how
just
know
let
live
may
of
old
once
open

over
put
round
some
stop
take
thank
them
then
think
walk
were
when



2nd Grade Dolch Sight Words

always
around
because
been
before
best
both
buy
call
cold
does
don't
fast
first
five
found

















gave
goes
green
its
made
many
off
or
pull
read
right
sing
sit
sleep
tell
their

these
those
upon
us
use
very
wash
which
why
wish
work
would
write
your

Read Every Day



Sample Reading Questions

-  What is the title of the story? Can you think of another title?
-  What is the story about?
-  Could this story really happen? Why or why not?
-  Is this story real or make believe? How do you know?
-  Is this story full of facts? If so, tell me two facts that you learned.
-  Where is the setting of the story? (Where does the story take place)
-  What time of day does the story take place?
-  Who are the characters in the story?
-  Is there a problem in the story? If so, what is the problem?
-  What is the solution to the problem in the story? Can you think of another solution?
-  How do you think your solution will change the ending?
-  What happens at the beginning, middle, and end of the story?
-  Did you like the story? Why or why not?
-  Can you think of a different ending for the story?
-  What would you do if you were in the story?
-  Would you recommend this story to a friend? Why or why not?



R.E.D. *READ
EVERY
DAY!*

**READ
EVERY
DAY!**



Folder Reading Log

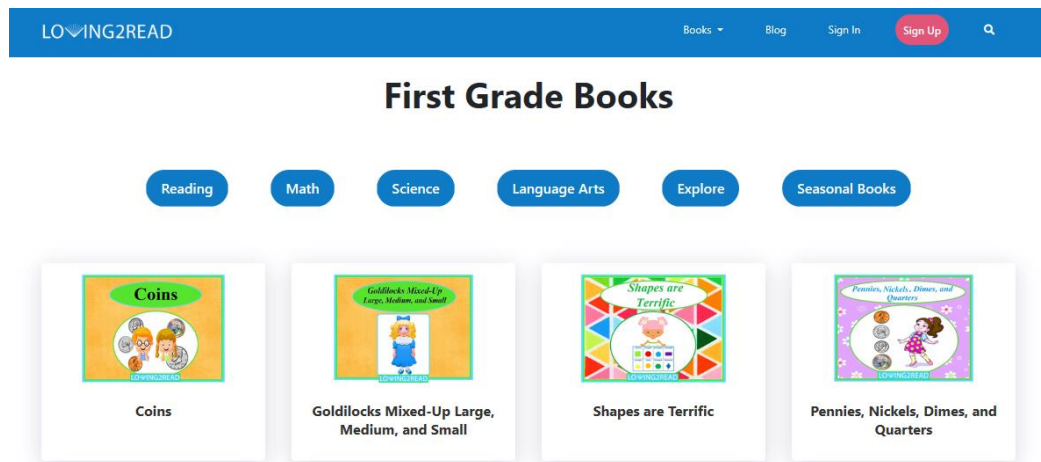
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Literacy - DAY 1

Independent Reading

Enjoy reading with and/or to your child for 30 minutes each day. Use the Reading Log from above to keep track of the number of books read. If you have internet access, try some of the links listed below for online books.

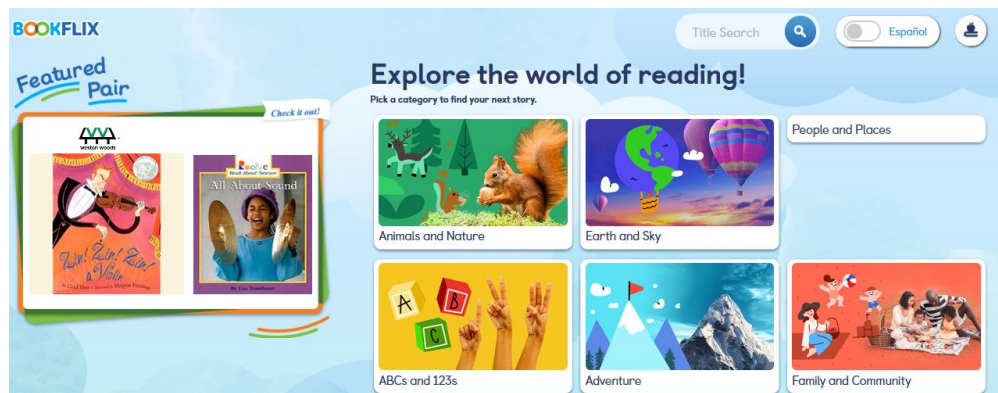
<https://loving2read.com/first-grade/>



<http://www.rcsd1.org/schools/bookflix/>

Username: rcsd2008

Password: rcsd2008



www.getepic.com



Literacy – Day 1

Use the following book with days 1-4.



Weird Bird Beaks

A Reading A-Z Level H Leveled Book • Word Count: 130



Reading A-Z

Visit www.readinga-z.com for thousands of books and materials.

WEIRD BIRD BEAKS



Written by Joe Slade

www.readinga-z.com

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Weird Bird Beaks
Level H Leveled Book
© Learning A-Z
Written by Joe Slade

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www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	44

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Weird Bird Books • Level H



Bearded Barbet

I am a bearded barbet.

I have feathers on my beak that look like hair.

4



Crossbill

I am a crossbill.

My beak is crossed like an X.

My beak gets the seeds out of tree cones.

Weird Bird Books • Level H

5



Rhinoceros Hornbill

I am a rhinoceros hornbill.

I have a horn on top of my beak.

I use it to knock down fruit.

6



Sword-Billed Hummingbird

I am a sword-billed hummingbird.

I use my long beak to drink from flowers.

Weird Bird Books • Level H

7



Brown Pelican

I am a brown pelican.

I can hold fish in the skin under my beak.

8



Shoebill Stork

I am a shoebill stork.

My beak is shaped like a shoe.

Weird Bird Books • Level H

9



Spoonbill

I am a spoonbill.

My long beak looks like a spoon.

10



Toucan

I am a toucan.

My huge and colorful beak is very light.

Weird Bird Books • Level H

11



Many birds have weird beaks.

Which beak is your favorite?

12

Literacy – Day 1

Read the story to your child, or listen to your child read the book ***Weird Book Beaks*** from above. Have a discussion about the question below then write a response using the paper.

Why do you think there are so many different bird beaks in the world? Write about it. *Analyze*

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the entire page, providing a structured environment for practicing letter formation and alignment. There is no text or other markings on the page.

Literacy – Day 1

Ian Reads to His Family

by Anita N. Anim

Ian wanted to read a book to his family. He took the book to Mom. "Mom, can I read this book to you?" Ian asked.

"I would love that," Mom said. "But I need to make dinner. Maybe Dad would like a story." She went back to stirring a pot of soup.

Ian looked for Dad. Dad was sitting at his desk. "Dad, can I read this book to you?" Ian asked.

"I would love that," Dad said. "But I need to hop on a call for work. Maybe Amy would like a story." He turned back to his desk and picked up the phone.

Ian looked for his little sister, Amy. Amy was stacking blocks in her bedroom. "Amy, can I read this book to you?" Ian asked.

Amy pulled the book from Ian. She bit it.

"No, Amy," Ian said. He took the book back. "Books are for reading, not eating." Amy looked around. "Dog?" She toddled away.

"Yes, maybe Sir Wags-a-Lot will want a story," Ian said.

Ian looked for his dog. Sir Wags-a-Lot was digging a hole in the garden outside. "Sir Wags-a-Lot, can I read this book to you?" Ian asked.

Sir Wags-a-Lot barked. He went back to burying his bone.

"I'll just read to myself," Ian said, going inside to the den. He sat down and read his book aloud.

Soon, Sir Wags-a-Lot came in and sat beside Ian.

Amy flopped down next to the dog.

"My meeting is done," Dad said, joining them. "I can't wait to hear your story."

"Wait for me!" Mom said. She put the lid on her pot and hurried over.

Ian read to his family. It was fun reading alone, but it was more fun sharing the story with his family.



Ian Reads to His Family

by Anita Amin



1. What is Mom doing when Ian asks to read to her?
 - a. folding clothes
 - b. making dinner
 - c. drinking tea
 - d. cleaning the kitchen
2. Why can't Dad listen to Ian read to him?
 - a. Dad is typing an email.
 - b. Dad is writing a note.
 - c. Dad needs to make a call for work.
 - d. Dad needs to take out the trash.
3. Below are the names of Ian's four family members. Who did Ian talk to first, second, third, and fourth in the story?

Write the number 1, 2, 3, or 4 next to each name.

_____ Sir Wags-a-Lot

_____ Mom

_____ Amy

_____ Dad

4. What does Ian do after he asks everyone in his family if he can read to them?

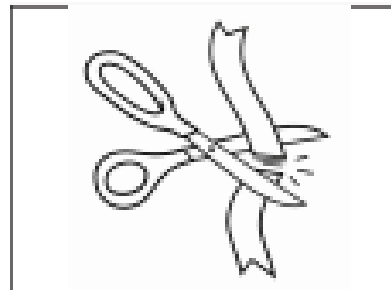
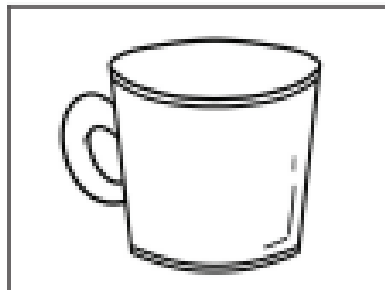
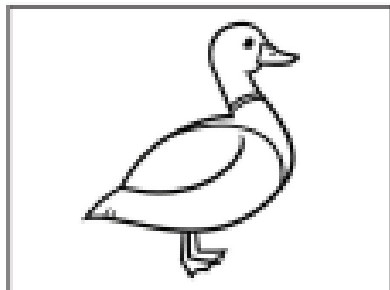
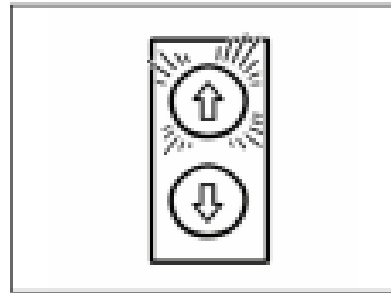
5. Who listens to Ian read his book at the end of the story?

Literacy – Day 1

Name: _____

Short-U Words

Cut out the words. Then glue them to the correct picture.



mug

cut

hug

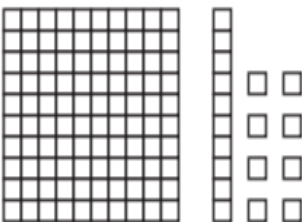
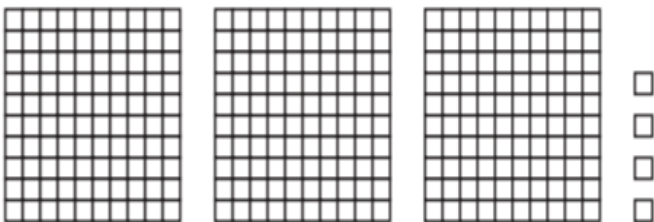
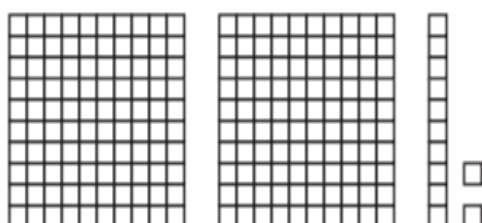
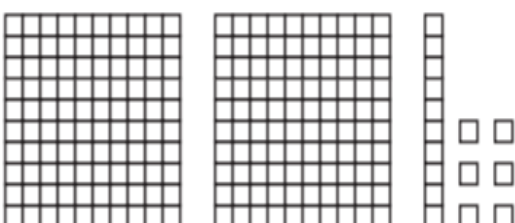
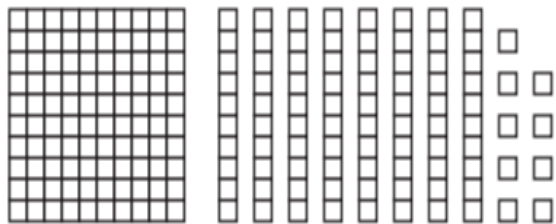
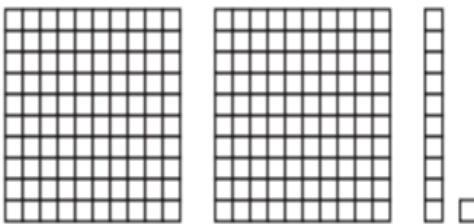
up

jump

duck

Math - DAY 1

Label each set of base 10 pieces with the correct number name.

<p>example</p>  <p>one hundred eighteen</p>	<p>a</p> 
<p>b</p> 	<p>c</p> 
<p>d</p> 	<p>e</p> 

A pet store had 20 fish in a tank. The store sold some fish and then there were 12 fish in the tank. How many fish did the pet store sell?



A

Literacy – Day 2

Read the story to your child, or listen to your child read the book ***Weird Book Beaks*** from above. Have a discussion about the questions below then write a response using the paper.

What do you think the author wants you to learn about when reading the book? How can you tell? *Evaluate*

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is defined by three lines: a solid top line, a dashed middle line, and a solid bottom line. The rows are evenly spaced across the entire page, providing ample room for practicing letter formation and alignment. There is no text or other markings on the paper.

Literacy – Day 2

Short-U Words

Circle the short-u words.



run	out	cut
cute	bun	luck
music	mud	glue
up	blue	fun

Write the words in ABC order.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____


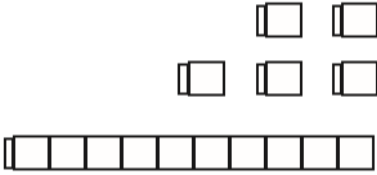
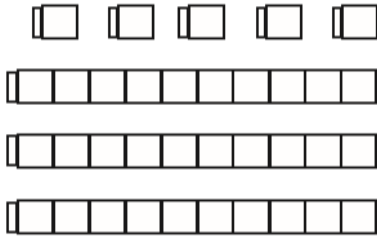

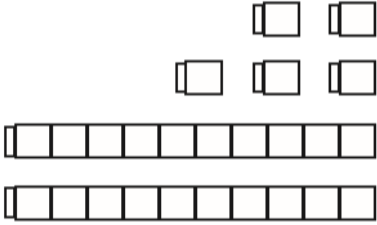
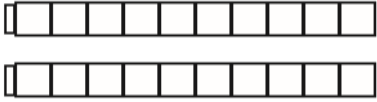
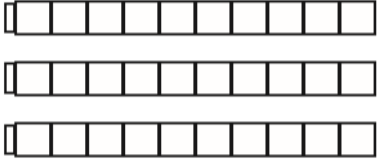
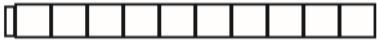
7. _____

Math - Day 2

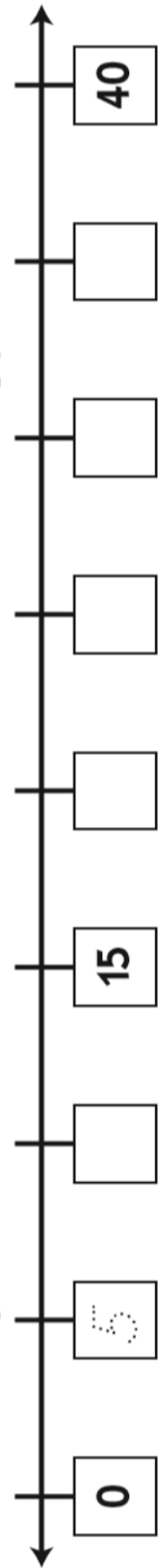
NAME _____ DATE _____

Cubes on a Line

1 Count the cubes in each group below. Write the number on the line.

a <u>5</u> 	b _____ 	c _____ 	d _____ 
e _____ 	f _____ 	g _____ 	h _____ 

2 Fill in the missing numbers on the number line. Use the numbers above to help you.



Literacy – Day 3

Read the book to your child or listen to your child read the book ***Weird Book Beaks*** from above. Have a discussion about the question below then write a response using the paper.

A shoebill stork's beak is shaped like a shoe. Is this statement a fact or an opinion? How do you know? *Fact or Opinion*

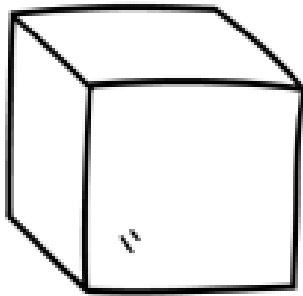
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Literacy – Day 3

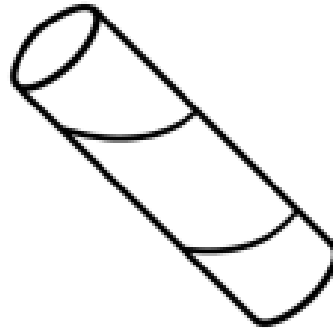
Phonics: Long-U

Missing Letters

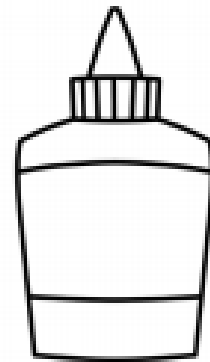
Write the missing letter for each word. Then write the word.



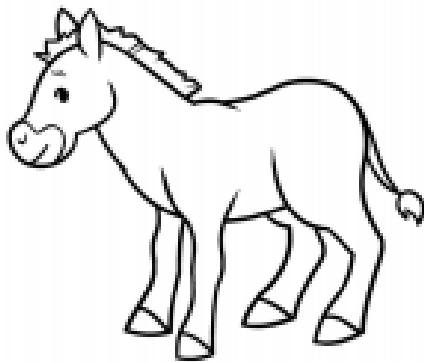
c [] b []



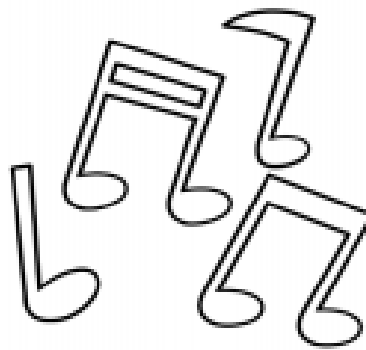
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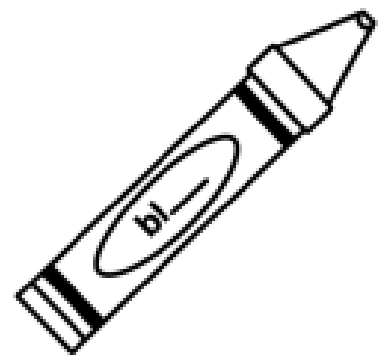
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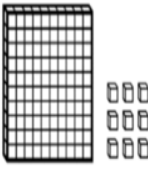
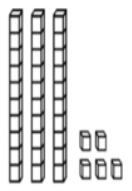
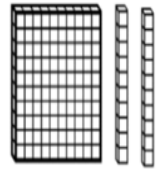
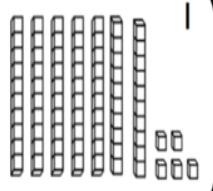
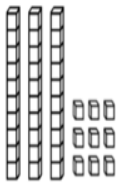
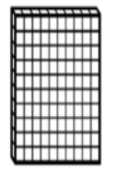
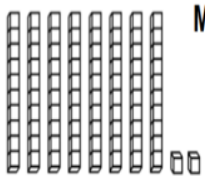
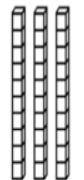
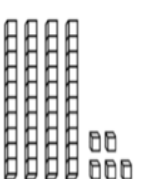
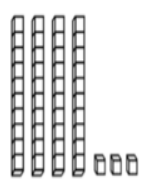
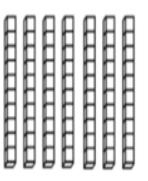
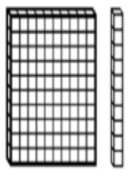
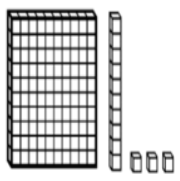
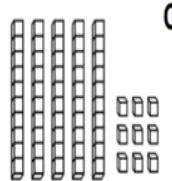
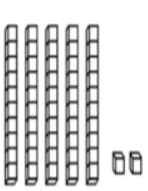

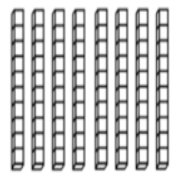
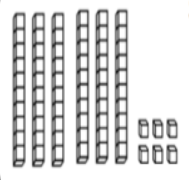
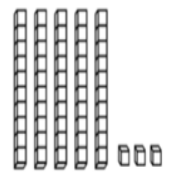
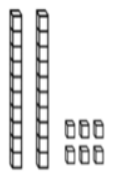


[] [] sic



bl [] e

Math - Day 3

Starting with the letter A, look at the base ten blocks and count them. Write the number on the grid that is provided below. Be sure to go all around the board until you finish at the letter V.

 L	 K	 J	 I	 H	 G
 M					 F
 N					 E
 O					 D
 P					 C
 Q					 B
 R	 S	 T	 U	 V FINISH	 A START

Base Ten Path Recording Grid

A	B	C	D	E
F	G	H	I	
J	K		L	M
	N	O	P	Q
R	S	T	U	V

Literacy – Day 4

Read the book to your child or listen to your child read the book ***Weird Book Beaks*** from above. Have a discussion about the questions below then write a response using the paper.

What is the main idea of the book? What are some supporting details? *Main Ideas and Details*

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the entire page, providing a structured environment for practicing letter formation and alignment. There is no text or other markings on the page.

Word Slider

Long U Words

Step 1

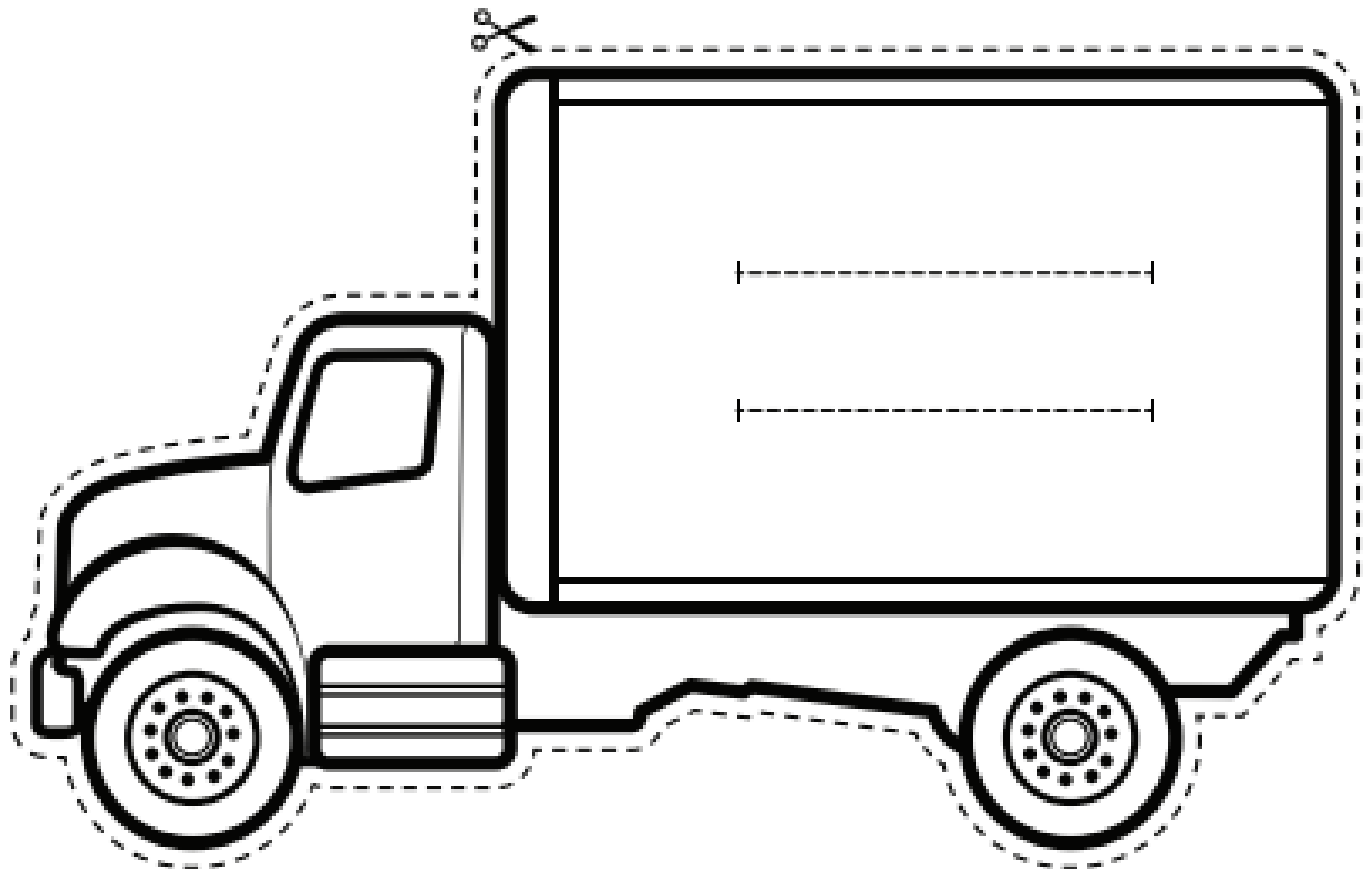
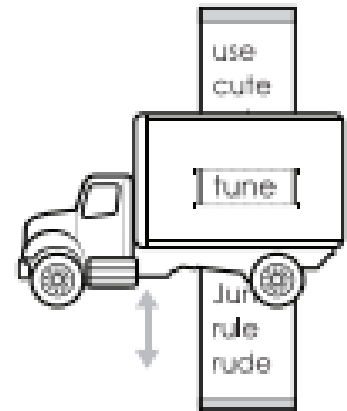
Cut out the picture below of the truck and the long u words paper strip.

Step 2

Make slits in the picture by cutting along the dotted lines in the center of the truck.

Step 3

Color your slider. Weave the word strip through the truck. Students can slide the strip up and down to view words.



Word Slider

Long U Words

Long U Words

use

cute

cube

tube

pure

tune

huge

June

rule

rude

Long U Words

unit

music

uniform

unicorn

unicycle

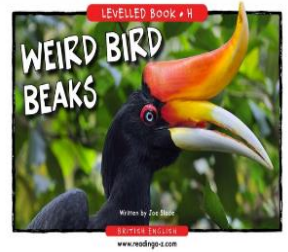
union

Cupid


Literacy – Day 4

Informational Writing Connection

Have your child research a bird (or watch one from the window) other than those included in the book. Next, write about the bird as if the bird is telling about itself, completing the following sentences: I am a _____. My beak is _____. I use my beak to _____. Include two additional sentences and a drawing of the bird with their sentence captions.



Expert: _____ #:

A cartoon detective character wearing a brown trench coat, a black hat, and a magnifying glass, standing at the bottom right corner of the writing area.

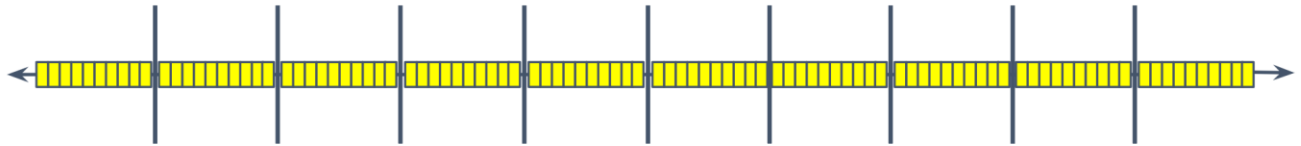
A blank sheet of lined paper with a decorative dotted border. The page contains 15 horizontal lines for writing. A small cartoon detective character is positioned in the bottom right corner.



Math - Day 4

Ms. Jackson put this number line up in her classroom.
What number does each tick mark represent? How do you know?

Where do the following numbers go on the number line:
15, 60, 47, 23, 83



A student in Ms. Jackson's class put 38 on the number line.
They used 2 tens and 18 ones. Another student used 3 tens
and 8 ones. Who is correct?



Literacy Quick Check – Day 5

Use Day 5 to complete any of the following:

Literacy

- ☐ Missing Assignments
- ☐ LexiaCore5
- ☐ Read for 20 minutes.
- ☐ Writing
- ☐ Dolch word list flashcards

I completed my work.

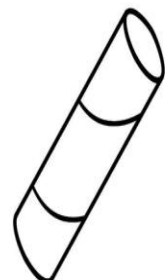
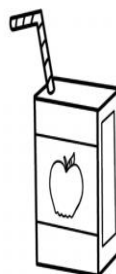
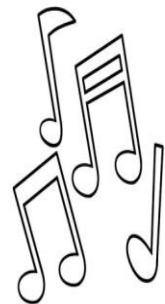
Name: _____

Date: _____

Long-U and Short-U Words

Use a red crayon to color the pictures that have the /ŭ/ (short u) sound in their name.

Use a blue crayon to color the pictures that have the /ū/ (long u) sound in their name.



Math Quick Check – Day 5

Math

☐ Missing Assignments

I completed my work.

☐ Dreambox

Name: _____

☐ Quick Check

☐ Practice Math Facts

Date: _____

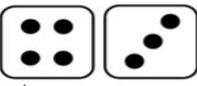
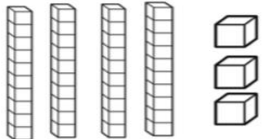
Roll, Build, Draw, and Write

Use two dice. Roll. Make a two-digit number. Build the number with your base ten blocks. Draw base ten blocks to show your number. Write the tens, ones, and the expanded form.

*Paper Math tools
are available
located at the end
of this packet if
manipulatives are
unavailable.*

Draw

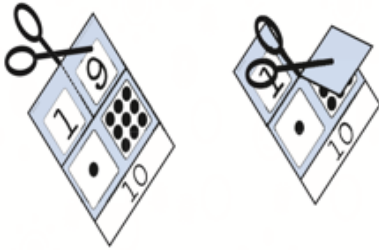
Write

 tens ones		4 tens 3 ones $40 + 3 = 43$
		____ tens ____ ones ____ + ____ = ____
		____ tens ____ ones ____ + ____ = ____
		____ tens ____ ones ____ + ____ = ____
		____ tens ____ ones ____ + ____ = ____

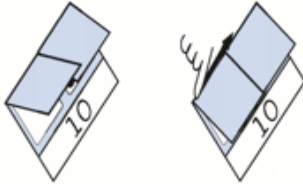
Quick
Check



● Cut along the dotted line on the upper half of the card



● Fold the top halves of the card down over the bottom so that the numbers and dots are hidden. Make a crease.



Fluency flip cards are used to help students understand the relationship between numbers and to become more fluent.

Have your child practice using the flip cards from below.

Ask your child the following questions:

1. Why are doubles helpful?
2. If wanted to solve the problem $3 + 4$, how can knowing a double help me?
3. What are some problems you can come up with where you can use a double?

Cut on the dotted line and then fold down to hide the number and dots

1

1

2

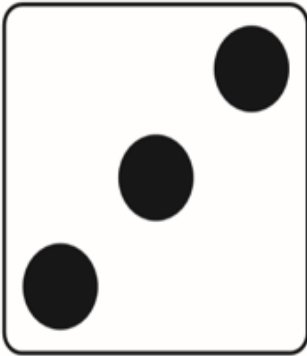
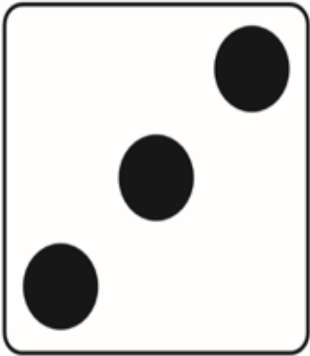
2

2

4

3

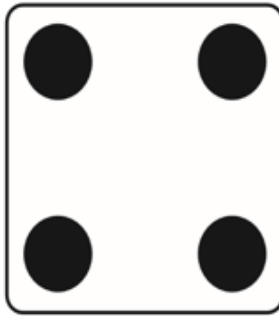
3



6

4

4



8

5

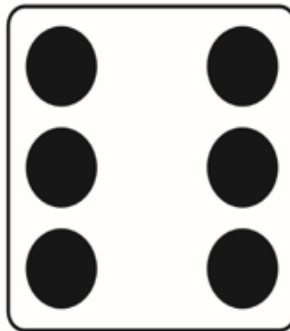
5



10

6

6



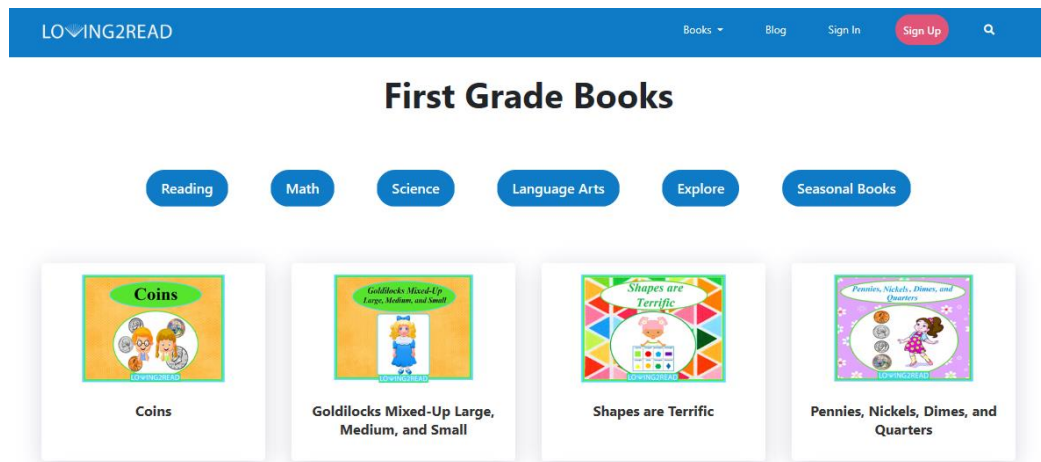
12

Literacy – Day 6

Independent Reading

Enjoy reading with and/or to your child for 30 minutes each day. Use the Reading Log (from above) to keep track of the number of books read. If you have internet access, try some of the links listed below for online books.

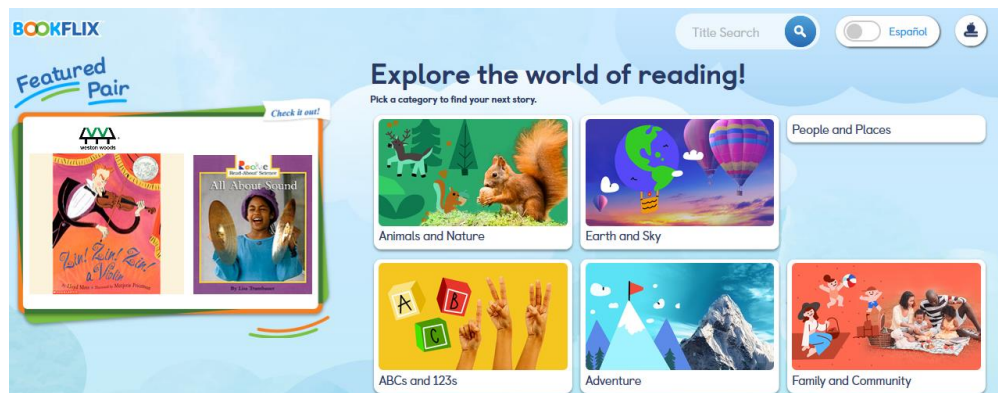
<https://loving2read.com/first-grade/>



<http://www.rcsd1.org/schools/bookflix/>

Username: rcsd2008

Password: rcsd2008



www.getepic.com



Literacy – Day 6

Use the following story for Days 6-9.



Elephants: Giant Mammals
A Reading A-Z Level H Leveled Book
Word Count: 198

Connections

Writing
Write a newspaper article for kids explaining three or more interesting facts about elephants.

Science
Research more about the differences between African and Asian elephants. Write a report about what you learned, listing five ways they are different.

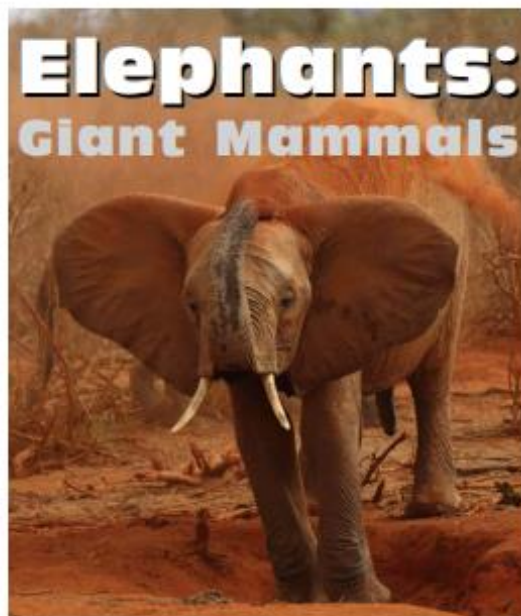
Reading A-Z
Visit www.readinga-z.com for thousands of books and materials.

LEVELLED Book • H

Elephants: Giant Mammals

Written by Jane Ling
www.readinga-z.com

GIANTS OF THE ANIMAL WORLD



Written by Jane Ling
www.readinga-z.com

Focus Question

What advantages do elephants have because of their size?

Words to Know

breathe	males
calf	trunks
female	weigh

Front and back cover: Young and old African elephants are walking in a line.

Title page: Elephants dust their backs so they won't get sunburn.

Page 3: This little elephant is trying out its legs. Baby elephants like to play.

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Elephants: Giant Mammals
Giants of the Animal World
Level H Leveled Book
© Learning A-Z
Written by Jane Ling

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www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



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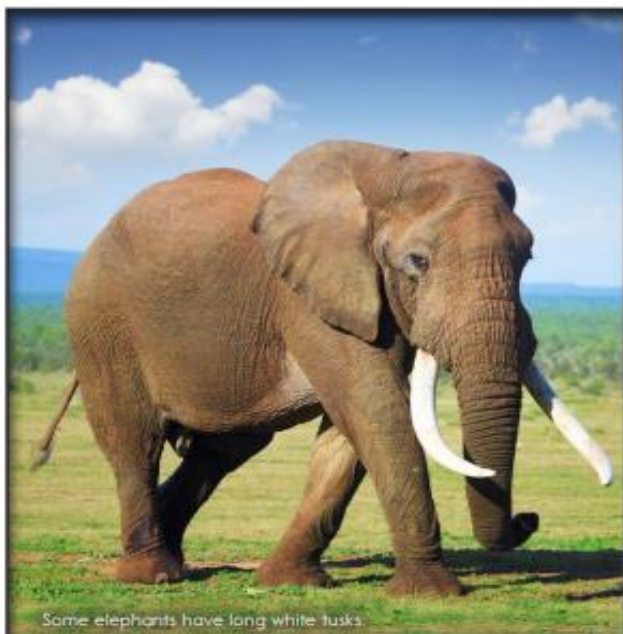
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Take a Look	5
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Growing Up. . . and Up	9
Don't Eat Me!	11
Splitting Up	12
Plenty of Plants	14
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Elephants: Giant Mammals • Level H

3

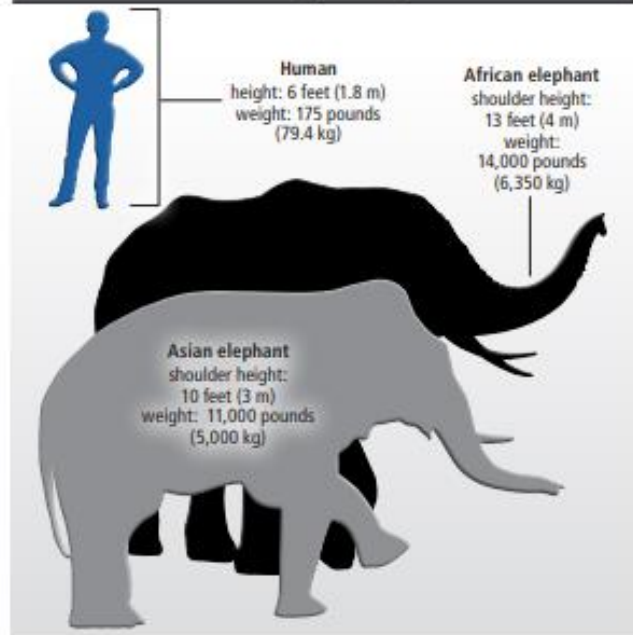
Take a Look

Elephants are covered with thick gray or brown skin. They have long noses called **trunks**.



Some elephants have long white tusks.

How Big Are They?



Elephants are Number One!

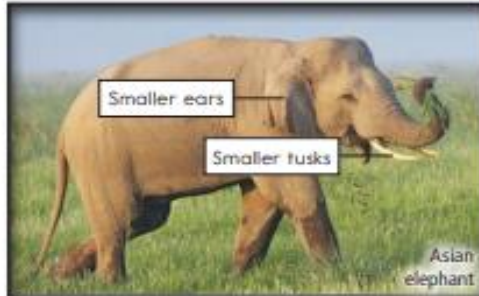
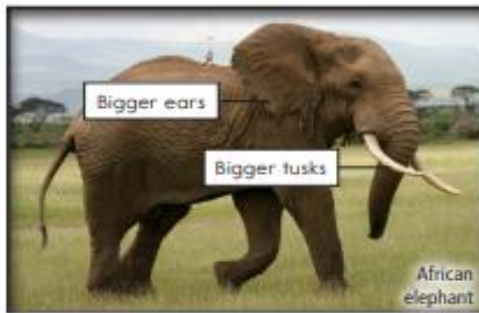
Elephants are huge!
They are much, much bigger
than the biggest human.
They are the biggest
land animals on Earth.

4



Elephants spray water with their trunks.

Elephants use their trunks to **breathe** and make noise. They also use their trunks to grab food and suck up water.



Two Kinds of Elephants

There are African and Asian elephants. African elephants are bigger than Asian elephants. The two kinds are different in other ways, too.

Elephants: Giant Mammals • Level H

7



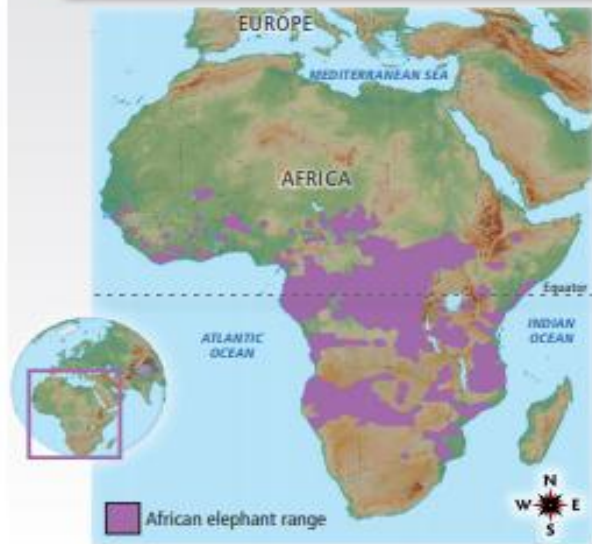
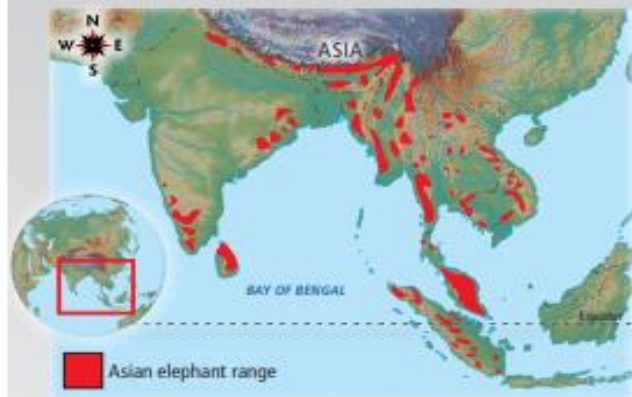
Growing Up . . . and Up

Baby elephants **weigh** more than most adult people. The mother teaches her **calf** how to live in the wild.

Elephants: Giant Mammals • Level H

9

Where Elephants Live



8

Elephants live in groups like a family. Adult elephants in the group help keep the young ones safe.



10

Don't Eat Me!

Huge elephants don't have to worry about other animals.

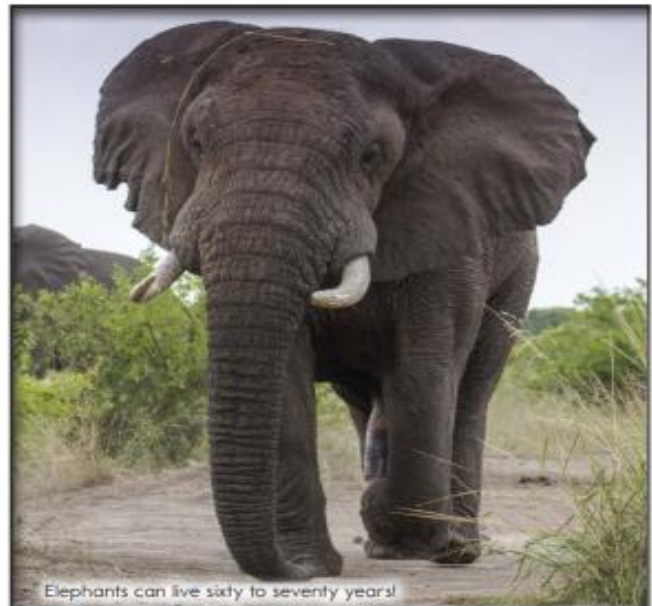
Lions and tigers know adult elephants are too big to fight!



Grown adult elephants are safe from other animals.

Elephants: Giant Mammals • Level H

11



Elephants can live sixty to seventy years!

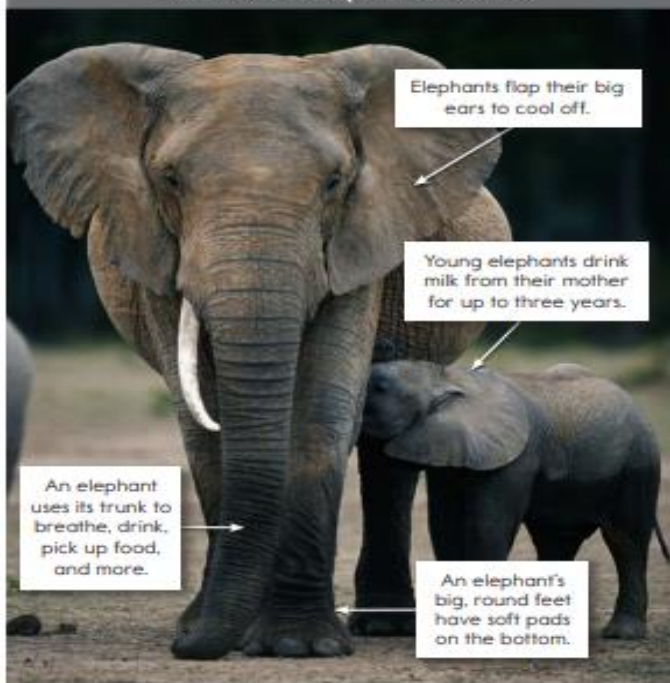
Splitting Up

After ten to fifteen years, young **males** leave to live alone or with other males.

Female elephants stay together in their own group.

12

What Makes an Elephant a Mammal?



Elephants flap their big ears to cool off.

Young elephants drink milk from their mother for up to three years.

An elephant uses its trunk to breathe, drink, pick up food, and more.

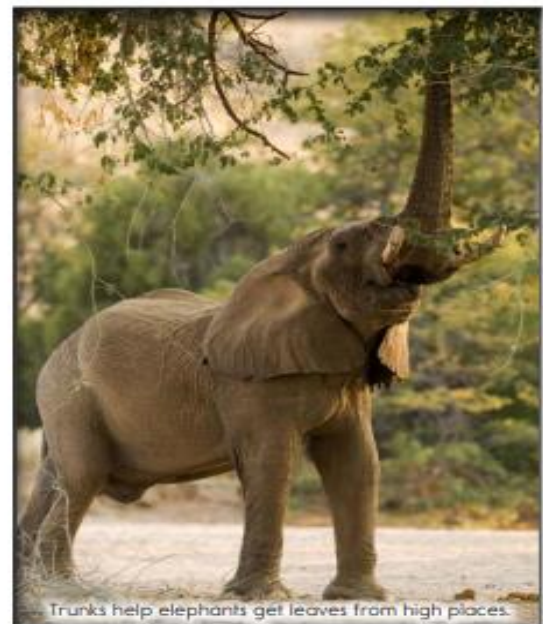
An elephant's big, round feet have soft pads on the bottom.

All mammals

- have a backbone
- are warm-blooded
- have hair on their bodies at some time in their lives
- produce milk to feed their babies

Elephants: Giant Mammals • Level H

13



Trunks help elephants get leaves from high places.

Plenty of Plants

Elephants eat a lot of grass and leaves in one day.

It takes an adult man one hundred days to eat as much.

14



Asian and African Giants

Elephants are smart animals that take good care of each other. They are very special animals.

Glossary

- breathe** (v.) to take in and let out air through the nose or mouth (p. 6)
- calf** (n.) a young cow, elephant, whale, or other large mammal (p. 9)
- female** (adj.) of, relating to, or being a plant or animal that can produce young or make eggs or seeds (p. 12)
- males** (n.) plants or animals that can fertilize a female (p. 12)
- trunks** (n.) long noses of elephants (p. 5)
- weigh** (v.) to have a certain heaviness or weight (p. 9)

Literacy – Day 6

Read the book to your child or listen to your child read the book ***Elephants: Giant Mammals*** from above. Have a discussion about the question below then write a response using the paper.

Why do you think the author wrote this book? Explain your answer. *Author's Purpose*

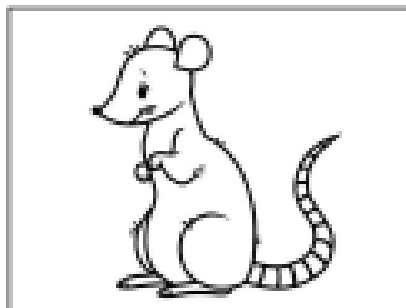
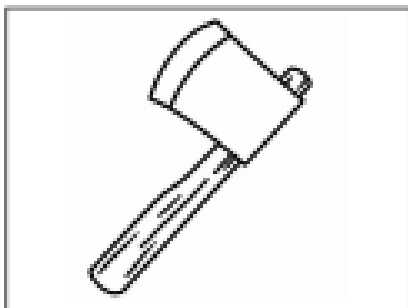
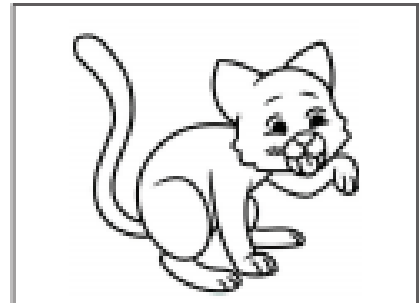
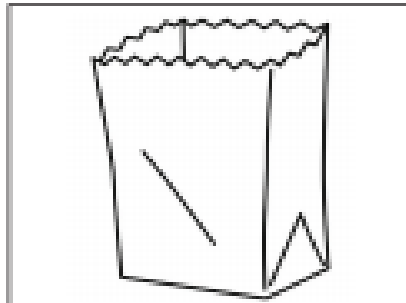
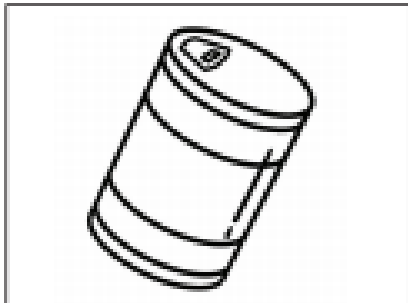
This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the entire page, providing a structured environment for practicing letter formation and alignment. There is no text or other markings on the page.

Literacy – Day 6

Name: _____

Short-A Words

Cut out the words. Then glue them to the correct picture.



bag

ax

rat

cat

nap

can

Math – Day 6

Three Addends Word Problems (to 20)

Materials: Three Addends (to 20) word problem cards

1. Solve the word problems. For each card:
 - a) represent the problem with an equation using a symbol to represent the unknown number
 - b) use objects or drawings to model the problem and find the solution
 - c) answer the question in a sentence
2. Check your work with a partner.



In his toy box Tom has 8 red cars, 3 green cars, and 2 blue cars. How many cars are in Tom's toy box?



B

Literacy – Day 7

Read the book to your child or listen to your child read the book ***Elephants: Giant Mammals*** from above. Have a discussion about the question below then write a response using the paper.

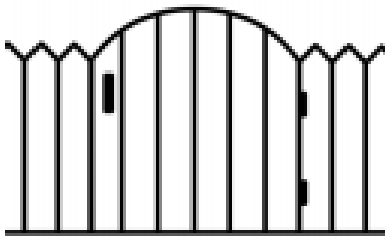
Elephants are the biggest land animals. Is this a fact or an opinion? How do you know?

Write about it. *Fact or Opinion*

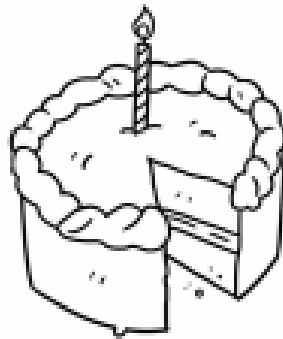
This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the entire page, providing a structured environment for practicing letter formation and alignment. There is no text or other markings on the page.

Missing Letters

Write the missing letter for each word. Then write the word.



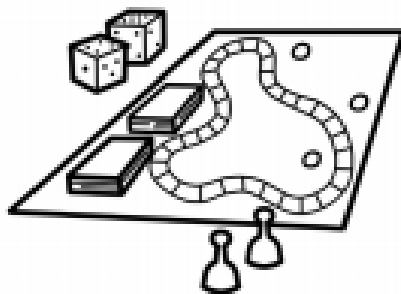
g _ t _



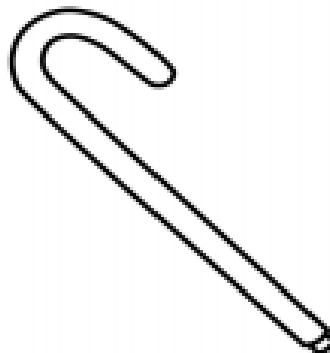
_ a _ e



w _ v _



_ a _ e



c _ n _



_ a _ e

Math – Day 7

Write how much to add.

$$9 \quad (+5) \quad 14 \quad (+5) \quad 19$$

Start with 9.

Add 5. Repeat.

$$1 \quad (+) \quad 4 \quad (+) \quad 7$$

Start with ____.

Add _____. Repeat.

$$6 \quad (+) \quad 12 \quad (+) \quad 18$$

Start with ____.

Add _____. Repeat.

Write how much to add.

$$4 \quad () \quad 8 \quad () \quad 12$$

Start with ____.

Add _____. Repeat.

$$5 \quad () \quad 10 \quad () \quad 15$$

Start with ____.

Add _____. Repeat.

$$7 \quad () \quad 11 \quad () \quad 15$$

Start with ____.

Add _____. Repeat.

Write how much to add.

$$2 \quad () \quad 8 \quad () \quad 14$$

Start with ____.

Add _____. Repeat.

$$3 \quad () \quad 6 \quad () \quad 9$$

Start with ____.

Add _____. Repeat.

$$8 \quad () \quad 11 \quad () \quad 14$$

Start with ____.

Add _____. Repeat.

Write how much to add.

$$8 \quad () \quad 13 \quad () \quad 18$$

Start with ____.

Add _____. Repeat.

$$2 \quad () \quad 8 \quad () \quad 14$$

Start with ____.

Add _____. Repeat.

$$6 \quad () \quad 10 \quad () \quad 14$$

Start with ____.

Add _____. Repeat.

Write how much to add to get from the first number to the second number.

$$4 \quad (+) \quad 10$$

$$9 \quad (+) \quad 12$$

$$7 \quad (+) \quad 12$$

$$5 \quad (+) \quad 9$$

$$3 \quad (+) \quad 7$$

A teacher bought 20 pencils for her class.
One week later some pencils were missing.
14 pencils were left. How many pencils were missing?



Literacy – Day 8

Read the book to your child or listen to your child read the book ***Elephants: Giant Mammals*** from above. Have a discussion about the question below then write a response using the paper.

What advantages do elephants have because of their size? Write about it.

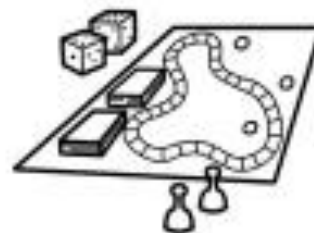
[illegible]

Literacy – Day 8

If you do not have crayons, circle the pictures that have the short a sound in the name, and underline the long a sound.

Long-A and Short-A Words

Use a red crayon to color the pictures that have the /ă/ (short a) sound in their name.
Use a blue crayon to color the pictures that have the /ā/ (long a) sound in their name.



Math – Day 8

1. Work with a partner. Take turns to flip over the top card in the stack and decide whether the equation is true or false.
2. Place the equation on the board. Explain why the equation is true or false.

I think this
equation is true
because

I think this
equation is false
because

3. Keep taking turns until you have placed all the cards on the board.

I think this
equation is true
because

I think this
equation is false
because

I think this
equation is true
because

I think this
equation is false
because

True	False

$4 + 2 = 6$

$9 = 6 + 3$

$5 + 2 = 7$

$8 + 2 = 9$

$4 + 3 = 8$

$5 = 0 + 6$

$8 - 2 = 6$

$5 = 9 - 5$

$6 - 3 = 3$

$5 - 2 = 4$

$7 - 3 = 5$

$7 = 9 - 2$

Literacy – Day 9

Read the book to your child or listen to your child read the book ***Elephants: Giant Mammals*** from above. Have a discussion about the question below then write a response using the paper.

Many people have cats and dogs as pets. How might these “ordinary” animals be considered special? Write about it. *Analyze*

[illegible]

Literacy – Day 9

What have you learned about elephants?

**For each space, write one sentence about elephants that you learned from the book.
(You don't have to fill in every space)**

E

L

E

P

H

A

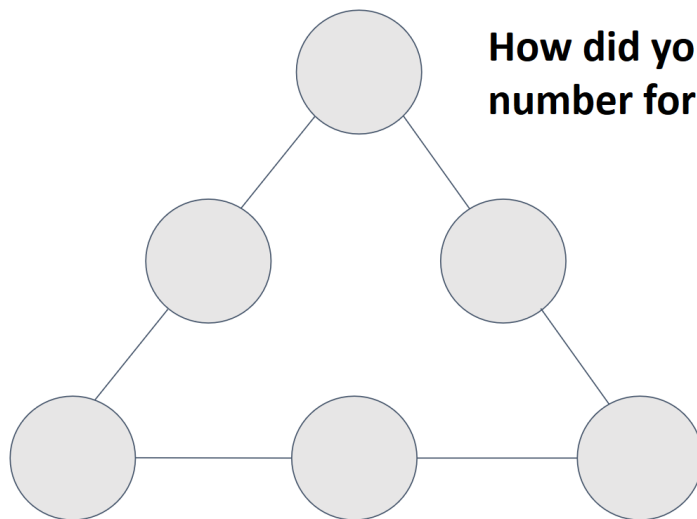
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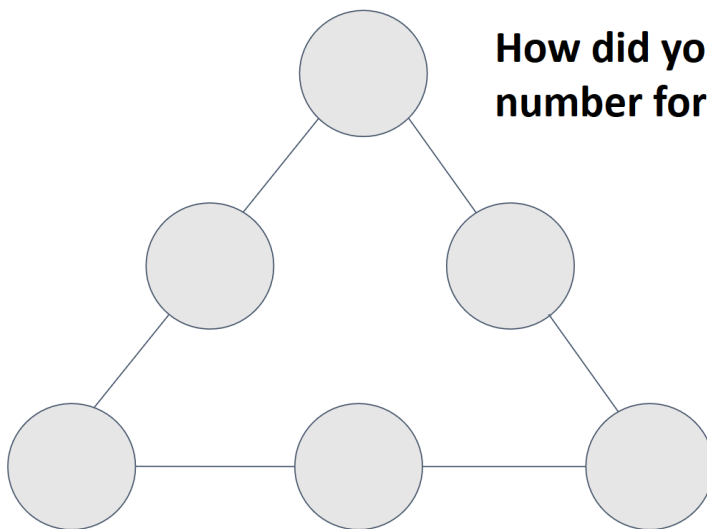
Math – Day 9

Mya has six numbers (1 through 6). She wants to place a different number in each circle and make the sum along each line to be 9.



How did you find the number for each circle?

Mya has six 1-digit numbers. She wants to place a 1-digit number in each circle and make the sum along each line to be 14.



How did you find the number for each circle?

Literacy Quick Check – Day 10

Literacy

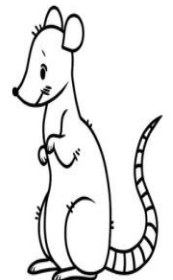
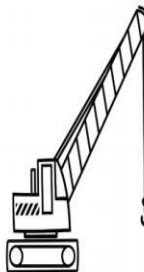
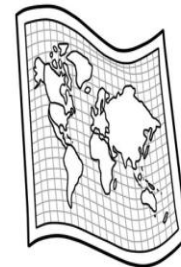
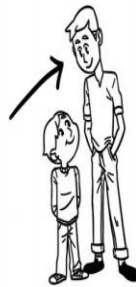
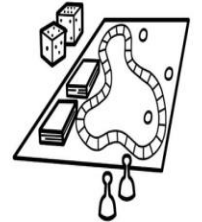
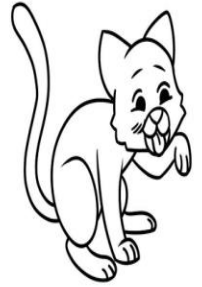
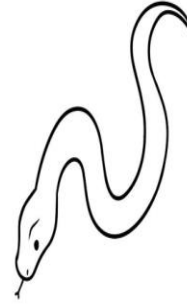
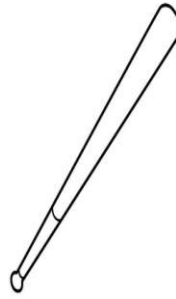
- ☐ Missing Assignments
- ☐ LexiaCore5
- ☐ Read for 20 minutes.
- ☐ Writing
- ☐ Dolch word list flashcards

I completed my work.
Name: _____

Date: _____

Long-A and Short-A Words

Use a red crayon to color the pictures that have the /ă/ (short a) sound in their name.
Use a blue crayon to color the pictures that have the /ā/ (long a) sound in their name.



Math Quick Check – Day 10

Math

☐ Missing Assignments

I completed my work.

☐ Dreambox

Name: _____

☐ Quick Check

☐ Practice Math Facts

Date: _____

Quick Check

I am thinking of two numbers. These two numbers add up to 9. What could my numbers be?

Think of as many different ways as you can.

Show your strategies with the cubes, drawing, and/or words.

Write a number sentence for each solution you know.

Math Facts Check

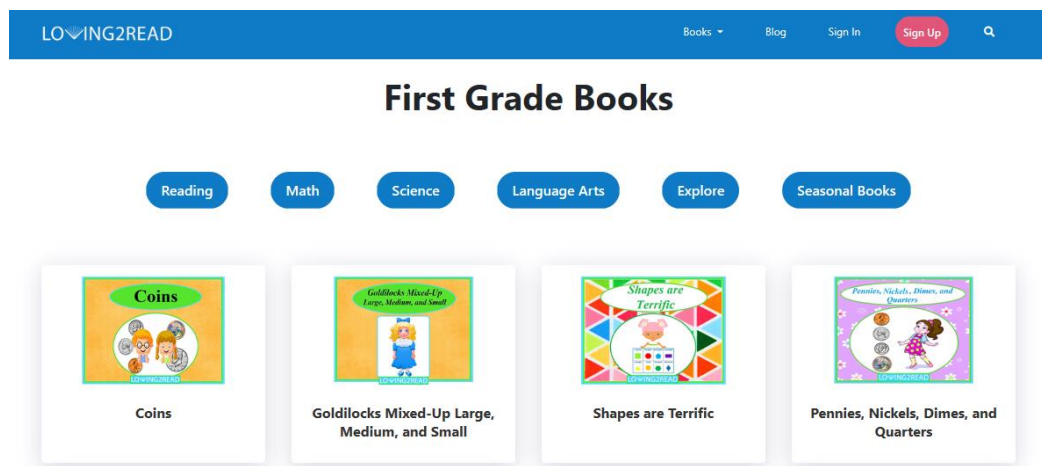
On a separate piece of paper, (or on a blank page in this booklet) write the answers to any 25 math problems. (You can do more if you want!)

$\begin{array}{r} 8 \\ + 2 \end{array}$	$\begin{array}{r} 1 \\ + 0 \end{array}$	$\begin{array}{r} 3 \\ + 3 \end{array}$	$\begin{array}{r} 8 \\ + 1 \end{array}$	$\begin{array}{r} 2 \\ + 2 \end{array}$	$\begin{array}{r} 4 \\ + 2 \end{array}$	$\begin{array}{r} 7 \\ + 4 \end{array}$	$\begin{array}{r} 4 \\ + 0 \end{array}$	$\begin{array}{r} 4 \\ + 3 \end{array}$	$\begin{array}{r} 5 \\ + 5 \end{array}$
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Literacy – Day 11

Enjoy reading with and/or to your child for 30 minutes each day. Use the Reading Log (at the front of this booklet) to keep track of the number of books read. If you have internet access, try some of the links listed below for online books.

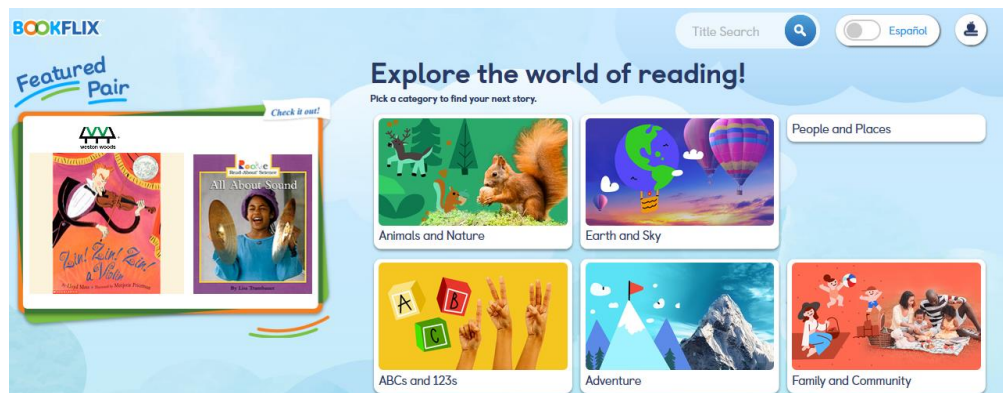
<https://loving2read.com/first-grade/>



<http://www.rcsd1.org/schools/bookflix/>

Username: rcsd2008

Password: rcsd2008



www.getepic.com



Literacy – Day 11

Use the following story with days 11-14.

Earth's Water

A Reading A-Z Level H Leveled Book
Word Count: 240

Connections

Writing

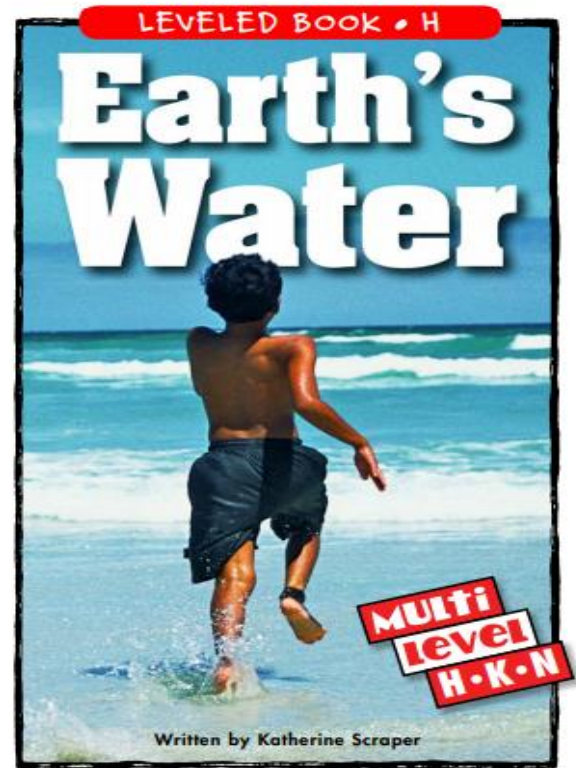
Write a speech telling your classmates why it is important to take care of Earth's water. Use the information from the book to help you. Present your speech to your class.

Science and Art

Draw and label a picture showing water in its three different states: liquid, solid, and gas. Include some vocabulary words from the book in your picture.

 **Reading A-Z**

Visit www.readinga-z.com
for thousands of books and materials.



www.readinga-z.com

Earth's Water



Written by Katherine Scrapper

www.readinga-z.com

Focus Question

Why is water important?

Words to Know

evaporation	liquid
gas	polluted
invisible	solid

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Earth's Water
Level H Leveled Book
© Learning A-Z
Written by Katherine Scrapper

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www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



Table of Contents

Water Everywhere	4
Different Forms of Water	7
Changing Water	11
Water Is Important	14
Glossary	16



Water Everywhere

Water is in ponds, lakes, and oceans.
It flows in rivers and streams.
It is in the air and frozen as snow
and ice.



The dark parts in this picture of Earth are water.

Most of Earth is covered with water.
Plants and animals need water
to live.



What are some ways you use
Earth's water?



Each of these containers holds four cups of water.

Different Forms of Water

Most of the water we see is a **liquid**.
Liquid water takes the shape of the container it is in.



Ice can be carved into many shapes.

Not all water is liquid.
When water gets very cold, it freezes.
It becomes **solid**.
Solid water is called ice.



Sheets of ice cover Earth's South Pole.

Much of Earth's frozen water is at the North and South Poles.



What forms of water can you see in this picture?

Some of Earth's water is **invisible**.
It is in the air.
This water is a **gas**.



The sunlight heats up the snow, and the snowman melts.

Changing Water

Water is always changing.
When frozen water is heated, it melts.
It changes to a liquid.
When liquid water gets cold, it freezes.
It changes to ice.



Energy from the Sun causes the water to evaporate.

Have you ever seen a puddle
of water dry up on a hot day?
Energy from the Sun changed the
liquid water into a gas.
This is called **evaporation**.



Clouds drop water on the desert as rain.

When invisible water in the air
gets cold, it can make clouds.
Clouds are tiny drops of liquid
water. Those drops can get bigger.
Then they fall as rain.



Water Is Important

Rain keeps plants alive.
We fight fires with water.
Animals take baths in water.

Literacy – Day 11

Read the book to your child or listen to your child read the book ***Earth's Water*** from above. Have a discussion about the question below then write a response using the paper.

Most of the world is covered with water. Is this a fact or an opinion? How do you know?

Write about it. *Fact or Opinion*

[illegible]

Playing Catch

By Guy Belleranti

Bella and James went outside to play catch.

"Throw the ball, Bella," called James.

"I can't," Bella said. "The ball isn't where I left it."

Bella's dog, Penny, ran up. She wagged her tail.

Bella hugged her. "Do you know where my ball is, Penny?"

Penny barked and ran under a tree.

James and Bella ran after her. They didn't see the ball.

"Look," cried James. "Now Penny's running behind those bushes.

James and Bella ran behind the bushes.

"Now she's running back on the grass," Bella said. "She has the ball in her mouth!"

"Bring the ball, Penny," James called.

Penny danced away and ran around the yard.

Bella laughed. "I think Penny wants to play catch, too, but not with my ball. She wants us to try to catch her!"



Playing Catch

By Guy Belleranti

1. Who wants to play catch at the beginning of the story?

- a. Bella and Penny
- b. James and Bella
- c. James and Penny
- d. Penny and Mom

2. Why can't Bella throw the ball?

- a. She doesn't know how to throw the ball.
- b. Mom told her not to throw the ball.
- c. She can't find the ball.
- d. It's James' turn to throw the ball.



3. What happened to James and Bella's ball?

4. What does Penny want at the end of the story?

Underline all of the words that have the short e sound in them.

Wet Pet

by Lill Pluta

I am wet. My pet is wet.
Don't let me get much wetter.
Here is a net to fetch your pet.
Thank you. That is much better.



Wet Pet

Poem by Lill Pluta

Write 8 **short e** words from the poem.

Math – Day 11

10-1	11-2	9-2	5-1	8-2	8-1	9-0	8-0	7-1	11-2																									
2-1	Subtraction Bingo: -0, -1, -2 Game 1								10-1																									
3-1	<table border="1"><tr><td>9</td><td>2</td><td>7</td><td>8</td><td>6</td></tr><tr><td>5</td><td>3</td><td>9</td><td>1</td><td>4</td></tr><tr><td>6</td><td>7</td><td>FREE</td><td>5</td><td>9</td></tr><tr><td>9</td><td>4</td><td>9</td><td>7</td><td>1</td></tr><tr><td>6</td><td>8</td><td>10</td><td>3</td><td>9</td></tr></table>								9	2	7	8	6	5	3	9	1	4	6	7	FREE	5	9	9	4	9	7	1	6	8	10	3	9	4-1
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9-1	<p>Put your playing piece anywhere on the outside path. Move by rolling a die. When you land on a subtraction problem, find and dot its difference on the center bingo board. When you get five in a row, the game is over.</p>								3-0																									
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© themeasuredmom.com

Playing pieces are located in the "Helpful Math Tools" section at the end of the booklet.

Literacy – Day 12

Read the book to your child or listen to your child read the book ***Earth's Water*** from above. Have a discussion about the question below then write a response using the paper.

Why is it important to keep the Earth's water clean? Write about it. *Analyze*

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the entire page, providing a structured environment for practicing letter formation and alignment. There is no text or other markings on the page.

Literacy – Day 12

Reading A-Z

hard healthy hot liquid large stop
clean ill dirty move freezing small

Synonym	Word	Antonym
	flow	
	cold	
	tiny	
	sick	
	polluted	
	solid	

Earth's Water + Level H + 3

Skill: Synonyms and Antonyms

Instructions: Read each word in the chart aloud to students. Then, have them identify and record a synonym and antonym from the word bank.

Math – Day 12

How many crab legs are there in this picture? Write the number in the box.
How many Starfish arms are there? Write the number in the box.



If you eat two crabs, how many legs would you eat all together? Write the number in the box.
If you put together two Starfish, how many arms would there be all together? Write the number



Are you STILL hungry? How many crab legs would you eat if you ate three crabs?
Write the number in the box.



How many Starfish arms are there all together using all four Starfish? Write the number in the box.



Literacy – Day 13

Read the book to your child or listen to your child read the book ***Earth's Water*** from above. Have a discussion about the question below then write a response using the paper.

What are some ways you use Earth's water? Write about it. *Create*

Handwriting practice lines for writing a response. The page contains 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

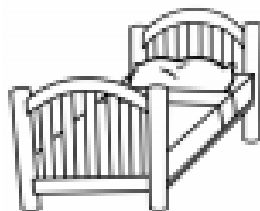
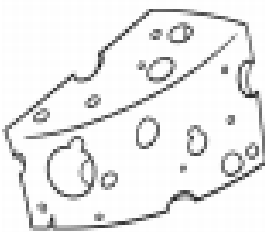
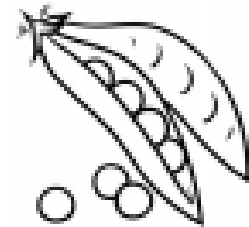
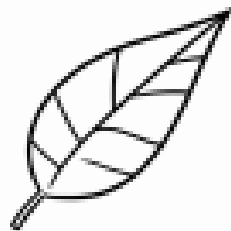
Literacy – Day 13

Long E and Short E Words

Word Sort

e
(short e)

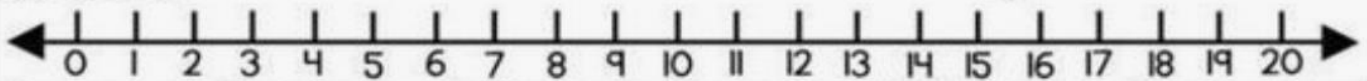
ē
(long e)


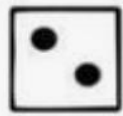






Math – Day 13

Directions: Roll a die and solve a problem in the column. Use the number line to help if you need it!

Roll and Solve Math Facts



$17+3=$	$11-7=$	$10+4=$	$18-9=$	$5+8=$	$10-2=$
$16+2=$	$10-6=$	$8+3=$	$11-9=$	$4+7=$	$9-3=$
$18+1=$	$9-4=$	$16+4=$	$13-10=$	$9+6=$	$8-0=$
$14+5=$	$14-9=$	$6+9=$	$20-6=$	$8+8=$	$9-6=$
$15+3=$	$13-8=$	$6+7=$	$12-4=$	$10+10=$	$18-5=$
$15+2=$	$10-6=$	$5+9=$	$14-7=$	$7+9=$	$11-2=$
$20+0=$	$12-5=$	$7+7=$	$18-10=$	$5+10=$	$12-4=$
					

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Paper dice are available in the "Helpful Math Tools" section at the end of the booklet. Instead of rolling dice, cut them out and place them in a bag to draw from. Just as fun!

Literacy – Day 14

Read the book to your child or listen to your child read the book ***Earth's Water*** from above. Have a discussion about the question below then write a response using the paper.

What is the effect of the Sun's energy on water? Write about it. *Effect*

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend across the entire width of the page, providing a structured environment for practicing letter formation and alignment.

Literacy – Day 14

What do you know about water?

Use each section to write one sentence about what you know or what you have learned about water.

W

A

T

E

R

Math – Day 14

Omar wrote a story about a bike store and then removed all the numbers. Can you figure out which number belongs in each blank?

There are between _____ and _____ bikes in
(A) (B)
a store. There are _____ red bikes. There are 4 less
(C)
blue bikes than red bikes. There are _____ blue bikes.
(D)
There are just _____ green bikes.
(E)

7
5
24
20
11

Ava wrote a story about her crayons, and then removed the numbers from her story. Can you figure out where the numbers should go?

There are _____ crayons in my crayon box. Most
(A)
of the crayons are red. There are 3 less green crayons than
red crayons. There are _____ red crayons. There
(B)
are _____ green crayons. The other _____ of
(C) (D)
my crayons are blue.

9 3 18 6

Literacy Quick Check – Day 15

Use Day 15 to complete any of the following:

Literacy

☐ Missing

Assignments

☐ LexiaCore5

☐ Read for 20
minutes.

☐ Writing

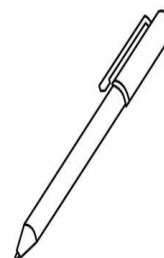
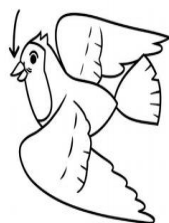
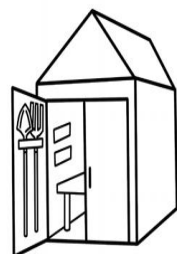
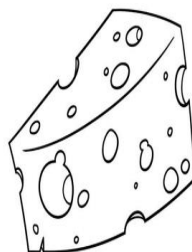
☐ Dolch word list
flashcards

I completed my work.
Name: _____

Date: _____

Long-E and Short-E Words

Use a red crayon to color the pictures that have the /ĕ/ (short e) sound in their name.
Use a blue crayon to color the pictures that have the /ē/ (long e) sound in their name.



Math Quick Check – Day 15

Math

☐ Missing Assignments

I completed my work.

☐ Dreambox

Name: _____

☐ Quick Check

☐ Practice Math Facts

Date: _____

Quick Check

9 crackers were on the plate. My brother ate some. Now there are 2 left on the plate. How many crackers did my brother eat?

Write a number sentence that matches this story. Use a symbol for the unknown number.

Solve the problem.

Show your thinking with pictures, numbers, or words.

WAR!

A fun way to practice math fact fluency!

Includes math facts 0-10



Mrs. K's Klubhouse

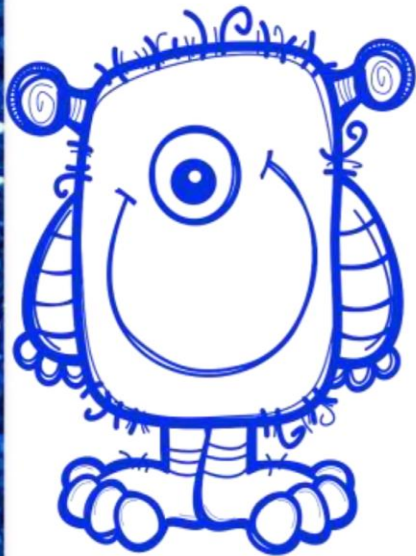


This game is optional. If no one is available to play with, just complete the Math facts below.


How to use this activity:


This game is to be played the same as the "War" card game.


1. The students will work in pairs. They will divide the cards equally.
2. The students will place the cards face down. They will each turn over one card at a time.
3. The person with the highest sum wins.
4. If there is a tie, then the students will go to "war" and they will each place two cards face down on the table. They will flip the cards over at the same time. The person with the largest sum keeps all of the cards.
5. If the students draw the monster card, they automatically go to war.
6. The person who collects all of the cards wins.





Mrs. K's Klubhouse


$$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$$



$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$



$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$



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



$$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$



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



$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$



$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$$



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



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



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


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


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


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


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


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




RICHLAND ONE
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Grade 1

Learning Activities

BOOK 2

4th Quarter

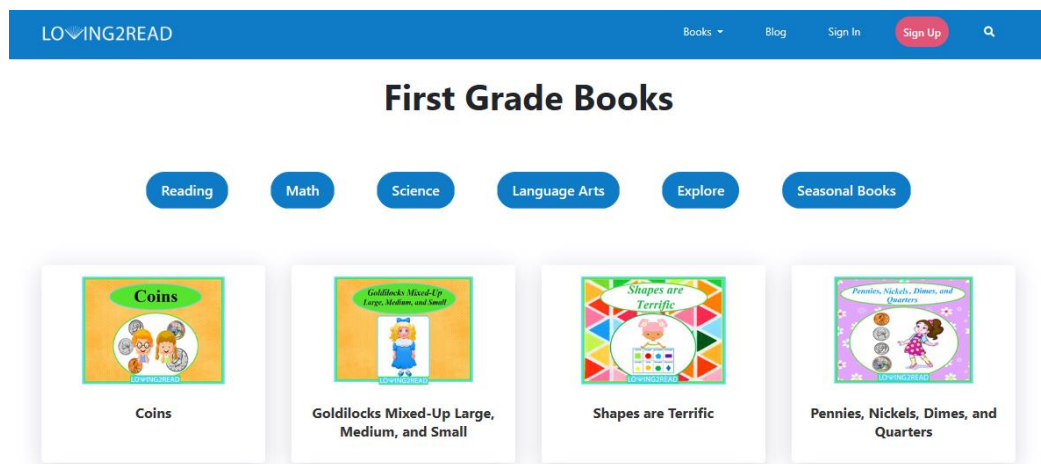
Child's Name

Literacy – Day 16

Independent Reading

Enjoy reading with and/or to your child for 30 minutes each day. Use the provided Reading Log to keep track of the number of books read. If you have internet access, try some of the links listed below for online books.

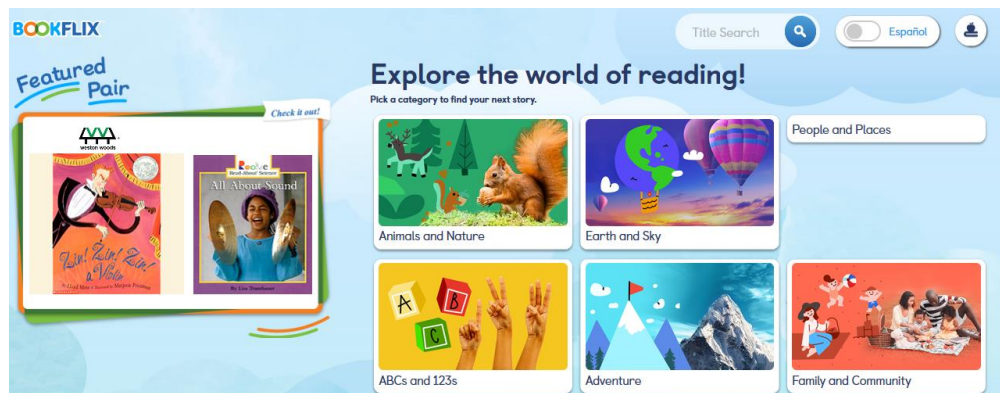
<https://loving2read.com/first-grade/>



<http://www.rcsd1.org/schools/bookflix/>

Username: rcsd2008

Password: rcsd2008



www.getepic.com



Use the following book with days 16-19.

LEVELED BOOK • G

Whose Eggs Are These?

Written by Katherine Follett



Whose Eggs Are These?

A Reading A-Z Level G Leveled Book • Word Count: 195



Reading a-z

Visit www.readinga-z.com for thousands of books and materials.

Whose Eggs Are These?



Written by Katherine Follett

www.readinga-z.com

Many animals lay eggs.
Eggs can be strange
and beautiful.



These eggs are
in a nest of twigs
and soft grass.
They are a beautiful sky blue.
Do you know whose eggs these are?



These are robin eggs.

4

These tiny eggs are on the bottom of a leaf.
They can be round like pearls,
or they can be spiny.
Whose eggs are these?



They are
butterfly eggs.



6

There are many eggs
in this tiny case.
It looks like
light brown cotton candy,
but it is made of silk.

Whose eggs are these?





They are spider eggs.
You can find them
near spider webs.

8



These large eggs aren't in a nest or case.
They sit on cold rocks.
But feathers help keep them warm.
Whose eggs are these?



These are penguin eggs.
Penguins keep eggs warm
with their feet and feathers.

10



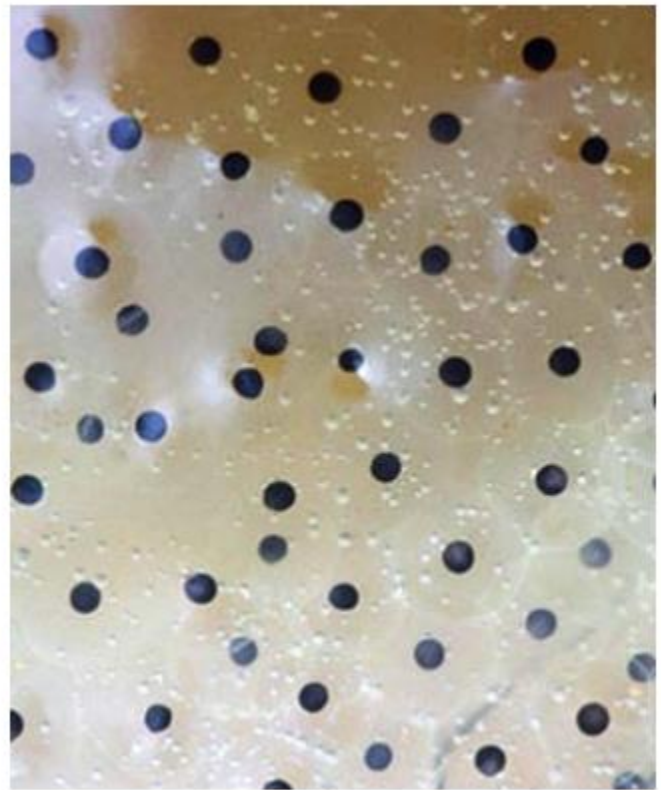
This strange egg floats in the ocean.
It is inside a small, tough case.
Whose egg could this be?



12 This is a shark egg.

These eggs float
on a pond.
There are tiny
fish-shaped things
inside each egg.

Whose eggs are these?





They are not fish eggs.
They are frog eggs.
The fish-shaped things are tadpoles.

14

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Whose Eggs Are These?
Level G Leveled Book
© Learning A-Z
Written by Katherine Follett

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www.readinga-z.com

Correlation

LEVEL G	
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12

Literacy-Day 16

Read the book to your child or listen to your child read the book ***Whose Eggs Are These?*** from above. Have a discussion about the question below then write a response using the paper.

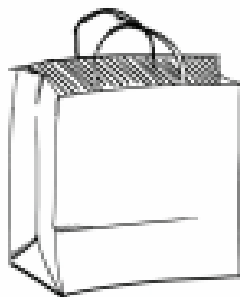
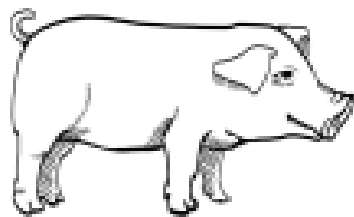
Is a spider's egg large or smaller? How do you know? Write about it. *Inference*

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the entire page, providing a structured environment for practicing letter formation and alignment. There is no text or other markings on the page.

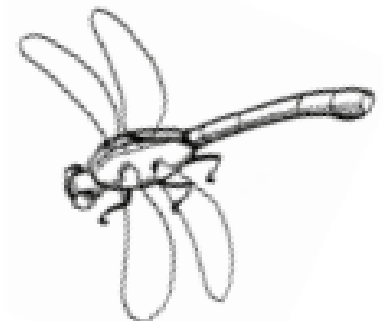
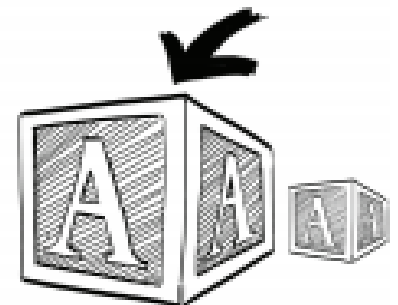
Literacy -Day 16

Word Ladder

Write the missing letter for each word. As you go down the ladder, change one letter to show how the words connect.



<input type="text"/>	i	g
<input type="text"/>	i	g
<input type="text"/>	i	g
b	<input type="text"/>	g
b	<input type="text"/>	g
<input type="text"/>	u	g



Math – Day 16

Adding & Subtracting Tens on the Hundreds Grid

Use the Hundreds Grid to help you find the sum or difference of each of the problems below:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1 Add.

$63 + 10 = \underline{\quad\quad\quad}$

$17 + 10 = \underline{\quad\quad\quad}$

$36 + 10 = \underline{\quad\quad\quad}$

$10 + 25 = \underline{\quad\quad\quad}$

$74 + 10 = \underline{\quad\quad\quad}$

$10 + 38 = \underline{\quad\quad\quad}$

$59 + 10 = \underline{\quad\quad\quad}$

$10 + 82 = \underline{\quad\quad\quad}$

$47 + 10 = \underline{\quad\quad\quad}$

2 Subtract.

$41 - 10 = \underline{\quad\quad\quad}$

$85 - 10 = \underline{\quad\quad\quad}$

$25 - 10 = \underline{\quad\quad\quad}$

$97 - 10 = \underline{\quad\quad\quad}$

$52 - 10 = \underline{\quad\quad\quad}$

$31 - 10 = \underline{\quad\quad\quad}$

$55 - 10 = \underline{\quad\quad\quad}$

$18 - 10 = \underline{\quad\quad\quad}$

$96 - 10 = \underline{\quad\quad\quad}$

Literacy- Day 17

Read the book to your child or listen to your child, read the book ***Whose Eggs Are These?*** from above. Have a discussion about the question below then write a response using the paper.

How are a shark's egg and a frog's egg alike? How are they different? Write about it. *Compare and Contrast*

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

Lily and the Missing Keys

By Guy Belleranti

Lily's mom couldn't find her keys. They weren't in her pockets or purse.

"Let's look where we put the groceries," Lily said.

"Good idea," Mom said.

They looked in the refrigerator. They looked in the freezer. They looked in the pantry.

They did not find Mom's keys.

"They must be somewhere in the kitchen," Lily said. "We didn't go anywhere else."

They looked on the counters, the table, the chairs, and the floor.

They did not find Mom's keys.

"Maybe my keys are in the car," Mom said.

"No," Lily said. "You used them to get in the house."

"You're right, but then where are they?"

"Hmm." Lily thought hard. Suddenly, she smiled. "I have an idea."

She opened the house door to the garage. "Yippee!" she cried. There, in the doorknob were Mom's keys!



Lily and the Missing Keys

By Guy Belleranti



1. What were Mom and Lily doing when Mom lost her keys?
 - a. playing a board game
 - b. making cookies
 - c. putting away groceries
 - d. watering the plants

2. Where is the first place Mom looks for her keys?
 - a. her pockets and purse
 - b. in the refrigerator and freezer
 - c. in the pantry
 - d. on the counters

3. Why does Lily think Mom's keys must be in the kitchen?

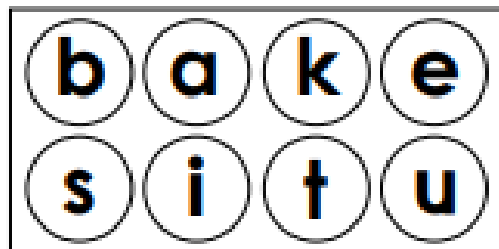
4. Where does Lily find Mom's keys at the end of the story?

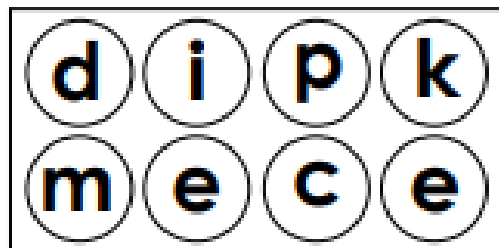
Name: _____

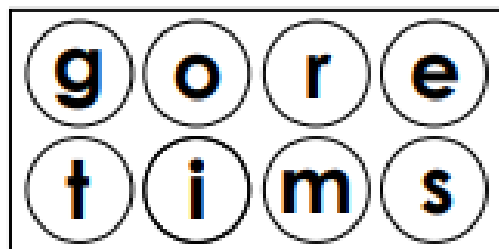
Long I Words With Silent E

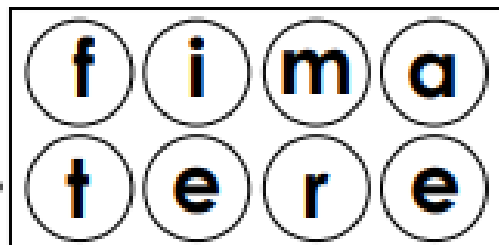
Color or shade in the letters to make a word.

Write the word.







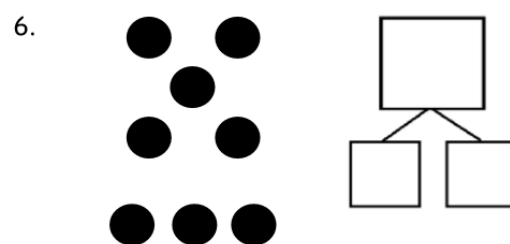
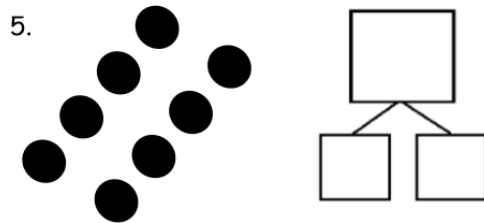
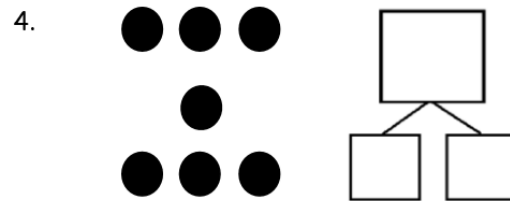
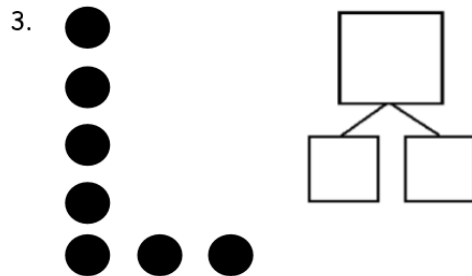
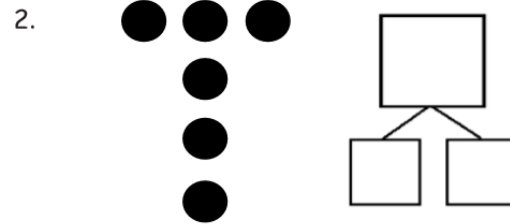
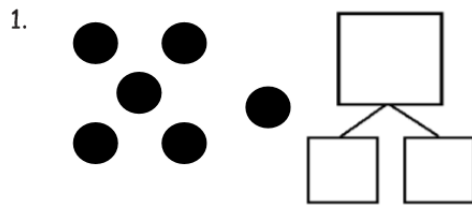
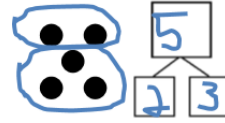


Math – Day 17

Name _____

Date _____

Circle 2 parts you see. Make a number bond to match.



14 children were at the playground. At one o'clock some children went home for lunch. 7 children stayed at the playground. How many children went home for lunch?



Literacy – Day 18

Read the book to your child or listen to your child read the book ***Whose Eggs Are These?*** from above. Have a discussion about the question below then write a response using the paper.

What are two different ways you can sort the eggs in this book? Write about it. *Analyze*

[illegible]

Literacy-Day 18

Short-I and Long-I Words

Color (blue) or circle the words that have the short i sound.
Color (red) or put an "x" on the words that have a long i sound.

ice

pig

line

this

in

nice

fish

find

sit

time

like

light

fire

is

sing

kind

with

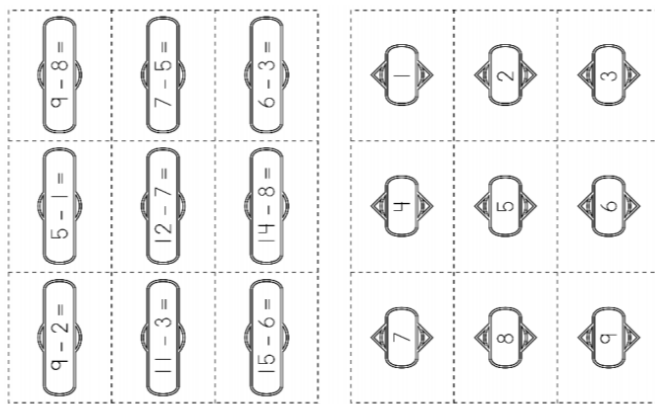
zip

pink

will

nine

Subtraction Memory Match Game



This game is played like the memory match card game that many children are familiar with. It is designed to reinforce their understanding of basic subtraction.

Materials:

Subtraction fact cards and answer cards (pages 2-5)

Set up:

Copy the cards on card stock so students cannot see through the paper.

Cut the cards on the dotted lines.

Game can be played independently or with a partner.

How to Play:

Lay all of the cards upside-down on the table and mix them up.

Players will try to flip pairs of matching cards.

example: The "12 - 3" card matches the "9" card

Player 1 flips two cards. If the cards match, he or she gets to keep both cards. If the cards do not match, then the cards are flipped back upside-down.

Then, player 2 gets a turn to try to flip matching cards. Players alternate until all cards have been removed from the game.

When the game is over, the player with the most cards is the winner.

Math-Day 18

$$9 - 8 =$$

$$7 - 5 =$$

$$6 - 3 =$$

$$5 - 1 =$$

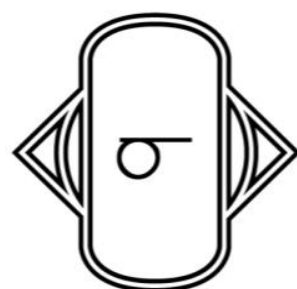
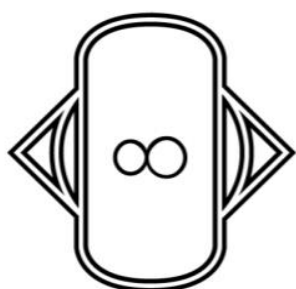
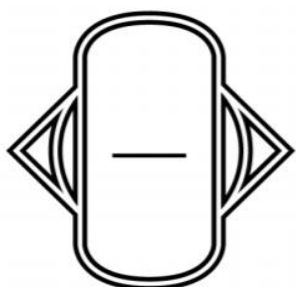
$$12 - 7 =$$

$$14 - 8 =$$

$$9 - 2 =$$

$$11 - 3 =$$

$$15 - 6 =$$



Literacy – Day 19

Read the book to your child or listen to your child read the book ***Whose Eggs Are These?*** from above. Have a discussion about the question below then write a response using the paper.

How does the author feel about animal eggs? How do you know? Write about it.

Evaluate

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend across the entire width of the page, providing a structured environment for practicing letter formation and alignment.

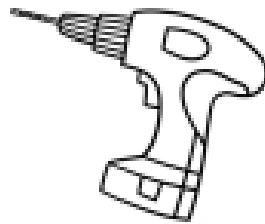
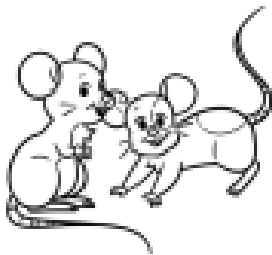
Literacy - Day 19

Long I and Short I Words

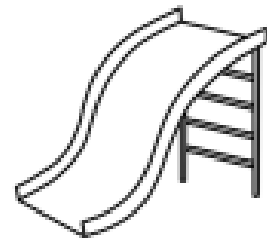
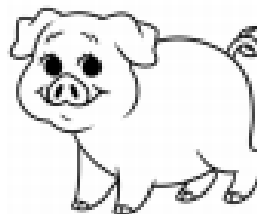
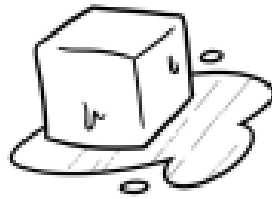
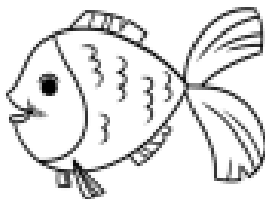
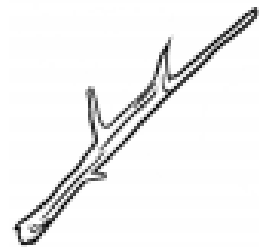
Word Sort

i
(short i)

I
(long i)



9



Math – Day 19

Leslie and Troy walk on the sidewalk everyday when they go to school and when they come home from school. Today on the way to school their friends, Alisha and Mike, were walking two sidewalk squares ahead of them on this stretch of sidewalk.



If Alisha and Mike are on the 3rd sidewalk square, what sidewalk square are Leslie and Troy on?

If Alisha and Mike are on the 4th sidewalk square, what square are Leslie and Troy on?

If Alisha and Mike are on the 5th sidewalk square, what square are Leslie and Troy on?

If Alisha and Mike are on the 6th sidewalk square, what square are Leslie and Troy on?

If Alisha and Mike are on the 9th sidewalk square, what square do you predict that Leslie and Troy are on? Were you correct?

If Alisha and Mike are on the 10th sidewalk square, what square do you predict that Leslie and Troy are on? Were you correct?



Literacy Quick Check – Day 20

Use Day 20 to complete any of the following:

Literacy

☐ Missing

Assignments

☐ LexiaCore5

☐ Read for 20
minutes.

☐ Writing

☐ Dolch word list
flashcards

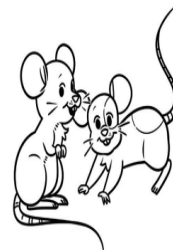
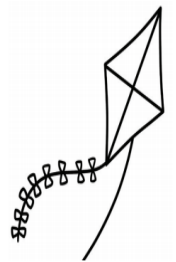
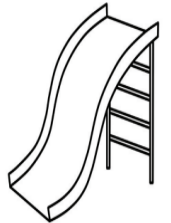
I completed my work.

Name: _____

Date: _____

Long-I and Short-I Words

Use a red crayon to color the pictures that have the /i/ (short i) sound in their name.
Use a blue crayon to color the pictures that have the /ī/ (long i) sound in their name.



Math Quick Check – Day 20

Math

☐ Missing Assignments

I completed my work.

☐ Dreambox

Name: _____

☐ Quick Check

☐ Practice Number Sense

Date: _____


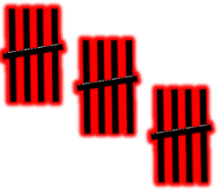
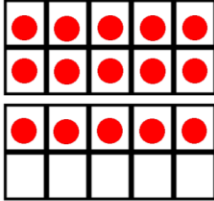
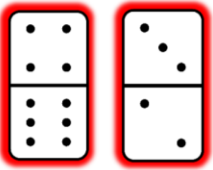


Quick Check

Name: _____

Directions: Using the number in the center, show different ways to represent that number.

Number Sense

Example

$10 + 5$	fifteen	$18 - 3$	
	15 Number		
		$12 + 3$	

Solve the following equation using two different strategies. $14 - 9 = ?$

Math Quick Check - Day 20

Number Sense

Directions: Using the number in the center, show different ways to represent that number.

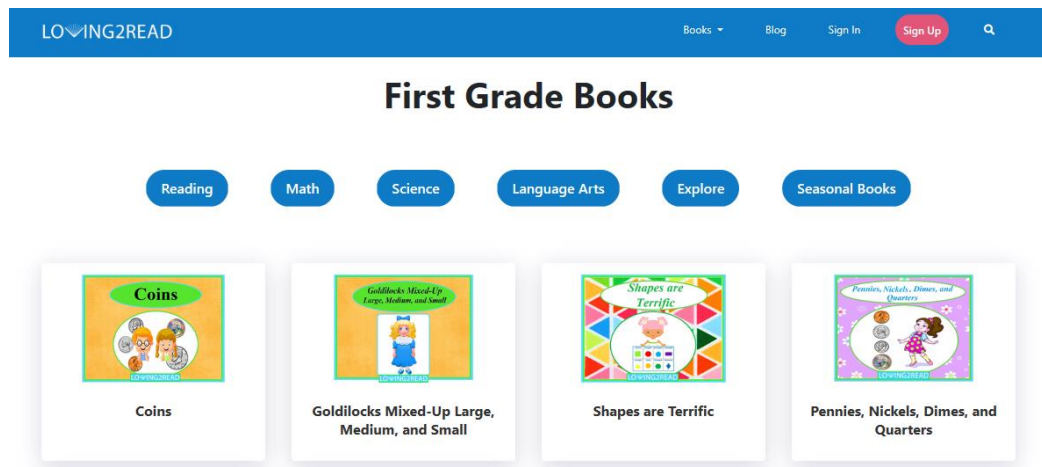
	23		

Literacy – Day 21

Independent Reading

Enjoy reading with and/or to your child for 30 minutes each day. Use the provided Reading Log to keep track of the number of books read. If you have internet access, try some of the links listed below for online books.

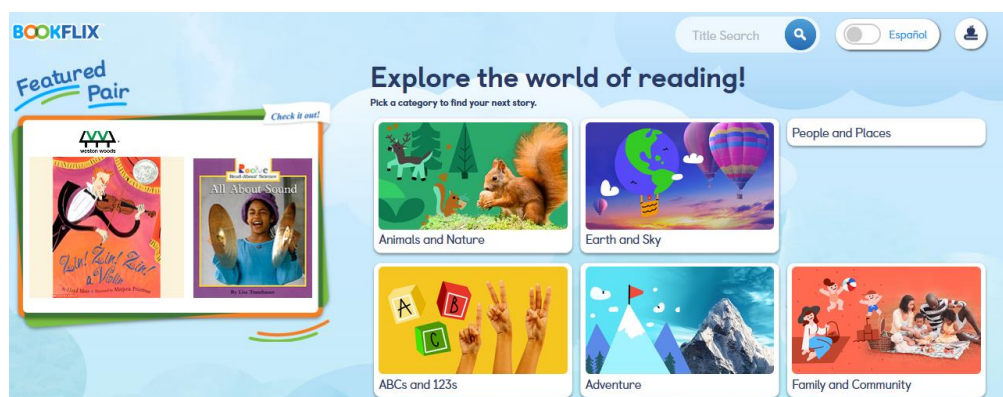
<https://loving2read.com/first-grade/>



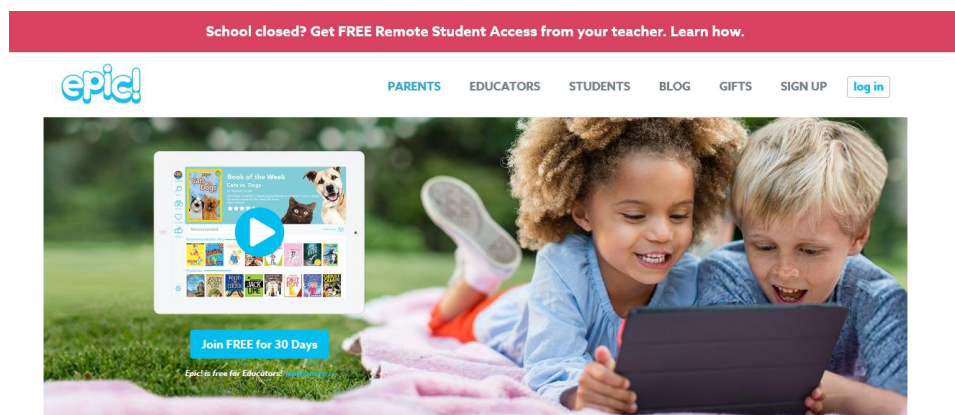
<http://www.rcsd1.org/schools/bookflix/>

Username: rcsd2008

Password: rcsd2008



www.getepic.com



Literacy - Day 21

Use the following passage with days 21-24.

Rock Hunting

A Reading A-Z Level G Leveled Book
Word Count: 154



Reading A-Z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED BOOK • G

Rock Hunting



Written by Anthony Curran

www.readinga-z.com



I went hunting for rocks.
I found a flat gray rock.

Rock Hunting • Level G

3



I showed the rock to my dad.
He said it was slate.
Some houses have floors
made of slate.

4



I went hunting for rocks.
I found a glassy black rock.

Rock Hunting • Level G

5



I showed the rock to my dad.
He said it was obsidian
(ob-SID-ee-en).
Obsidian can be used to
make arrowheads.

6



I went hunting for rocks.
I found a light brown rock.

Rock Hunting • Level G

7



I showed the rock to my dad.
He said it was limestone.
Some old buildings are made
from limestone.

8



I went hunting for rocks.
I found a rock with gray
and black spots.

Rock Hunting • Level G

9



I showed the rock to my dad.
He said it was granite (GRAN-it).
Some kitchen counters are
made from granite.

10



slate



obsidian



limestone



granite

I put my rocks on a piece
of paper.
I wrote their names under
each one.

Rock Hunting • Level G

11



My dad knows a lot about
rocks.
Now I know about them too!

12

Literacy - Day 21

Read the book to your child or listen to your child read the book ***Rock Hunting*** from above. Have a discussion about the questions below then write a response using the paper.

Organize the rocks from the book into groups. What groups did you make? What other rocks could you add to these groups? Write about it. *Analyze*

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the entire page, providing a structured environment for practicing letter formation and alignment. There is no text or other markings on the page.

Ben Goes Fishing

Ben and his dad went fishing. Ben took the pole. His dad took some worms.



They got on a boat. The boat was in Pine Lake. Ben's dad drove the boat. He knows where to find the fish. Ben liked the boat ride.

Ben put a worm on the hook. He put his line in the water. He felt the pole pull. Was it a fish? He reeled it in. He did not get a fish. Ben got an old can.

Name: _____



Ben Goes Fishing

1. What did Ben and his dad take with them?

2. Who drove the boat?

a. Ben

b. Ben's dad

c. Ben's mom

d. Ben's sister

3. What did Ben put on his hook?

4. What did Ben catch?

Literacy - Day 21

Name: _____

Let's Make Words

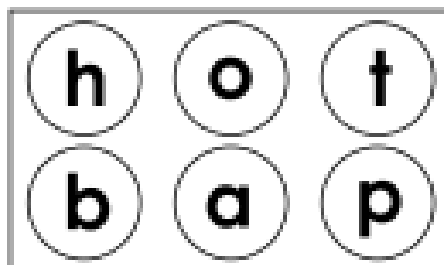
Short O Words

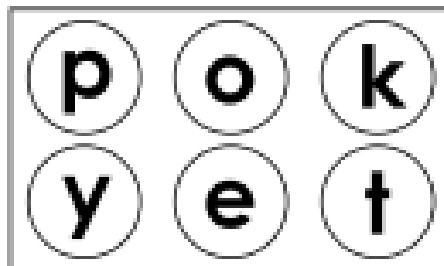
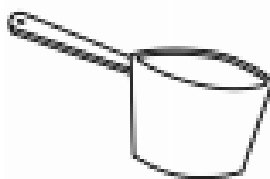
Look at the picture.

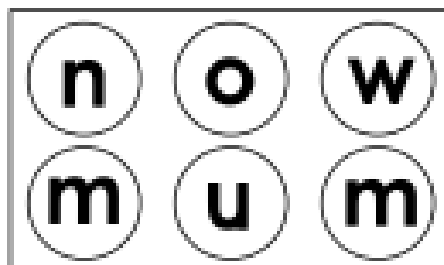
Color the letters to make the word.

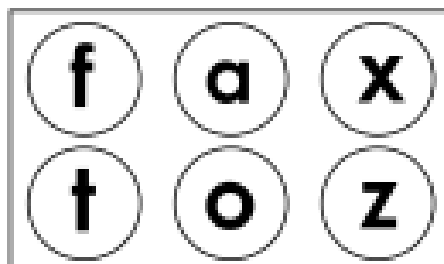
Then write the word on the line.

Write the word.

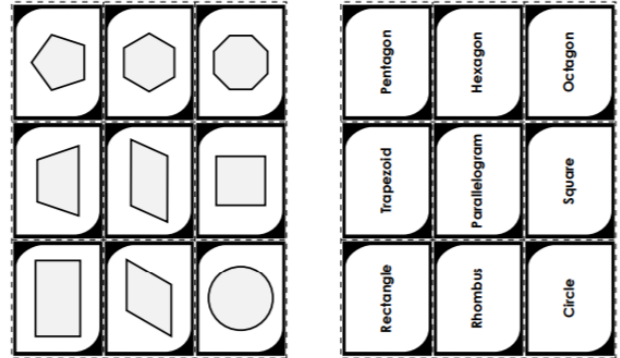








Polygon & Solid Figure Match Game



This game is played like the memory match card game that many children are familiar with. It is designed to reinforce their understanding of polygons and solid figures.

Materials:

Polygon/solid figure cards and name cards (pages 2-5)

Set up:

Copy the cards on card stock so students cannot see through the paper.

Cut the cards on the dotted lines.

This game can be played independently or with a partner.

How to Play:

Lay all of the cards upside-down on the table and mix them up.

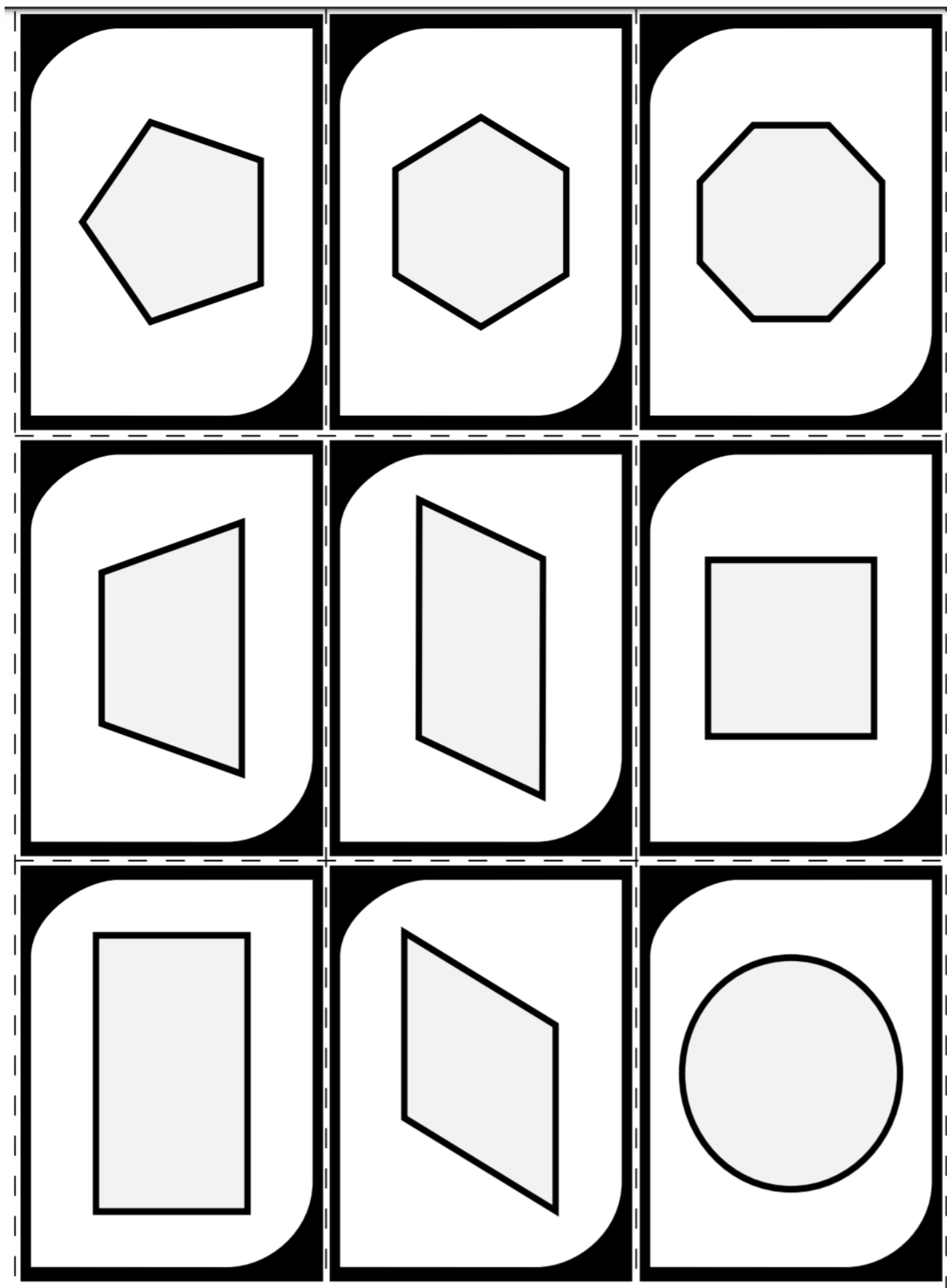
Players will flip pairs of cards. They will try to match the shape name to the matching illustration.

example: The "Cube" card matches the card with illustration of a cube.

Player 1 flips two cards. If the cards match, he or she gets to keep both cards. If the cards do not match, then the cards are flipped back upside-down.

Then, player 2 gets a turn to try to flip matching cards. Players alternate until all cards have been removed from the game.

When the game is over, the player with the most cards is the winner.



Rectangle

Trapezoid

Pentagon

Rhombus

Parallelogram

Hexagon

Circle

Square

Octagon

Literacy – Day 22

Read the book to your child or listen to your child read the book ***Rock Hunting*** from above. Have a discussion about the question below then write a response using the paper.

Why do you think the child is so interested in rocks and what they make?

Write about it. *Evaluate*

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the entire page, providing a structured environment for practicing letter formation and alignment. There is no text or other markings on the page.

Literacy - Day 22

Long-O Words

Use a pencil, marker, or crayon to color words that have the /ō/ (long o) vowel sound.

go

soon

boat

hot

note

slow

stop

cake

old

oval

pot

glow

over

out

pool

lake

rain

joke

no

book

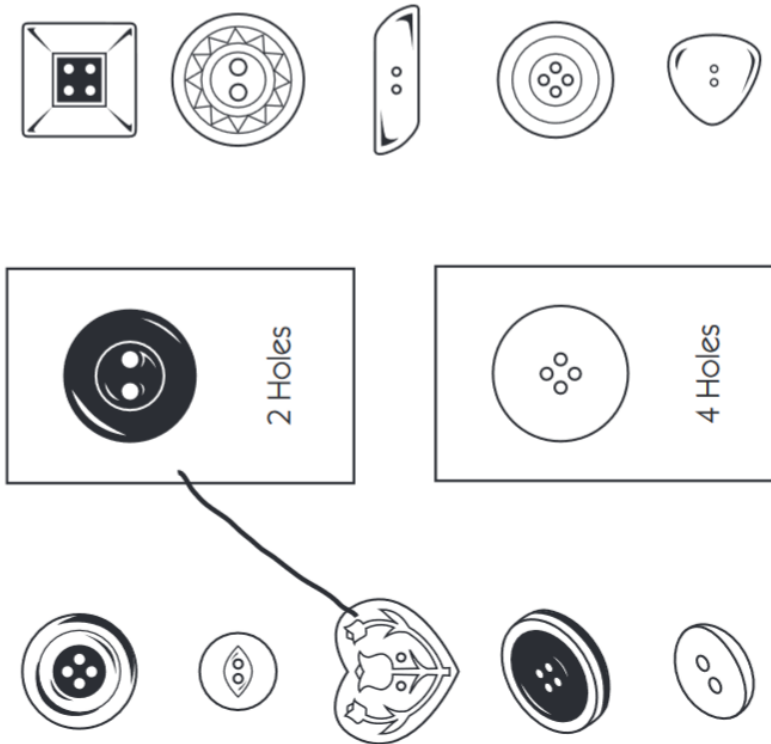
soap

NAME _____

DATE _____

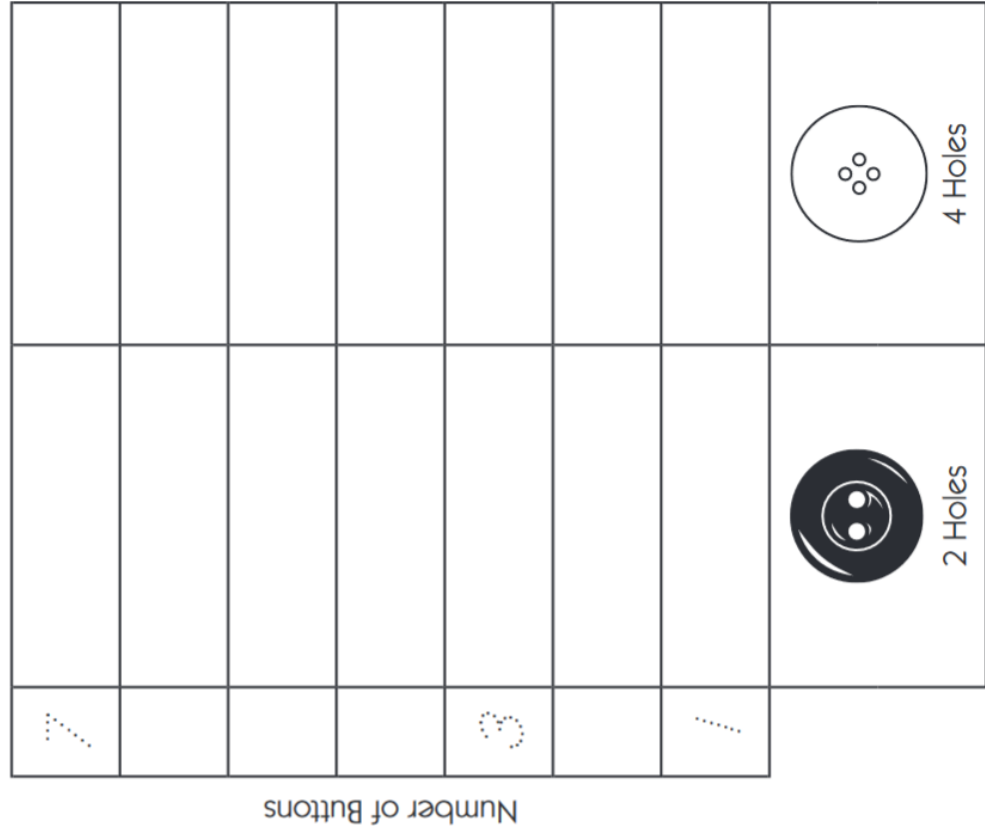
Sort & Graph the Buttons

1 Draw a black line from each button with 2 holes to the 2 holes card. Draw a red line from each button with 4 holes to the 4 holes card.



2 Color in the graph to show the number of buttons.

Button Hole Graph



Literacy – Day 23

Read the book to your child or listen to your child read the book ***Rock Hunting*** from above. Have a discussion about the question below then write a response using the paper.

What happens each time after the child finds a rock? Write about it. *Sequence of Events*

[illegible]

Literacy – Day 23

Word Family -*ock*:

How many words can you think of that rhyme with *rock*? Write them in the spaces below.

r	o	c	k
----------	----------	----------	----------

1.

2.

3.

4.

5.

6.

7.

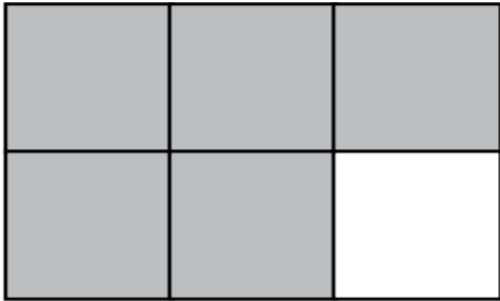
8.

Math – Day 23

Fraction Scoot

1

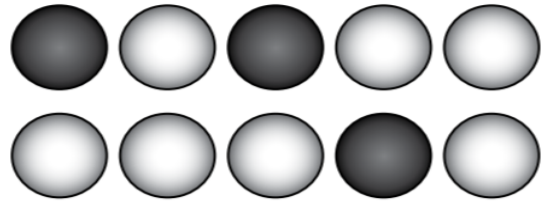
What fraction of the shape is shaded?



Fraction Scoot

2

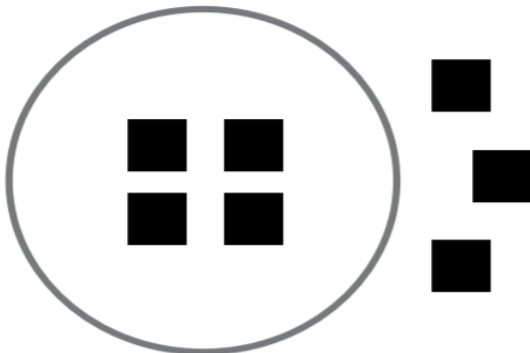
What fraction of the marbles are black?



Fraction Scoot

3

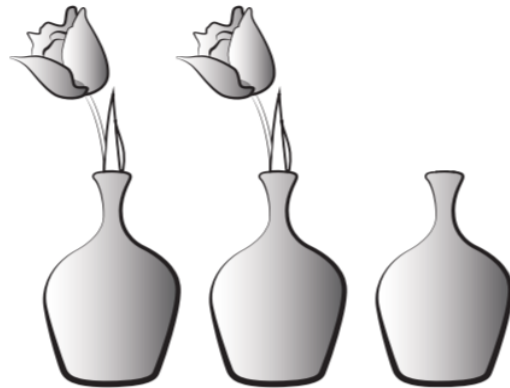
What fraction of the squares are inside the circle?



Fraction Scoot

4

What fraction of the vases have a flower in them?



You can tell someone the answer or write it on a piece of paper.

Literacy – Day 24

Read the book to your child or listen to your child read the book ***Rock Hunting*** from above. Have a discussion about the question below then write a response using the paper.

What can be built with limestone? Granite? Slate? Obsidian? Use the book to write about it. *Main Idea and Details*

[illegible]

Literacy – Day 24

Personal Narrative Writing

Take your child on a nature walk (if a parent goes with you) and have them draw an image of one nature item of their choice-leaves, bugs, rocks, flowers, and so on. Ask your child to illustrate and write three sentences describing their nature hunt.

A large, empty rectangular box with a thin black border, intended for a child to draw a picture of a nature item they found during their walk.

Math – Day 24

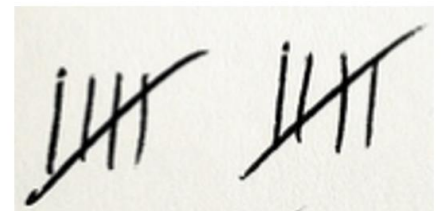
Our class is planning a trip to the beach at the end of the school year. There are many things to do at the beach. What are some things you like to do at the beach?






Since we only have a short time to visit, we want to make sure the class gets to participate in their favorite activity.

Use the information below to create your graph.

Create a tally chart showing what the class chose.



Here is what the students chose to do:

Activity		How many students chose the activity?
Swimming		6
Build a sand castle		8
Fly a Kite		6

Literacy Quick Check – Day 25

Use Day 25 to complete any of the following:

Literacy

- ☐ Missing Assignments
- ☐ LexiaCore5
- ☐ Read for 20 minutes.
- ☐ Writing
- ☐ Dolch word list flashcards

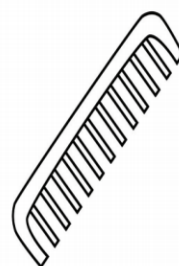
I completed my work.

Name: _____

Date: _____

Long-O and Short-O Words

Use a red crayon to color the pictures that have the /ō/ (short o) sound in their name.
Use a blue crayon to color the pictures that have the /ō/ (long o) sound in their name.



Math Quick Check – Day 25

Math

☐ Missing Assignments

I completed my work.

☐ Dreambox

Name: _____

☐ Quick Check




☐ Practice Number Sense

Date: _____

Quick Check

The class voted on their favorite color and the following chart represents how they voted. Use the chart to answer the questions.

First Graders' Favorite Colors

Red	Blue	Green
		
Red _____	Blue _____	Green _____

How many more students like red than green? Show your thinking with pictures, numbers, or words.

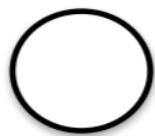
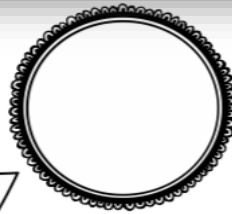
_____ students

How many fewer students like blue than green? Show your thinking with pictures, numbers, or words.

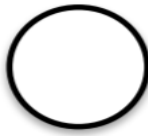
Number

of the

DAY



Tens



Ones



+

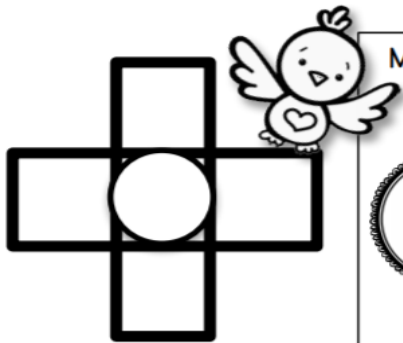


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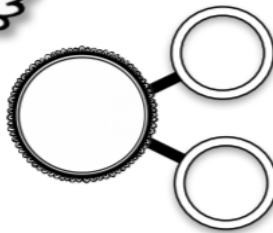


Number Word:

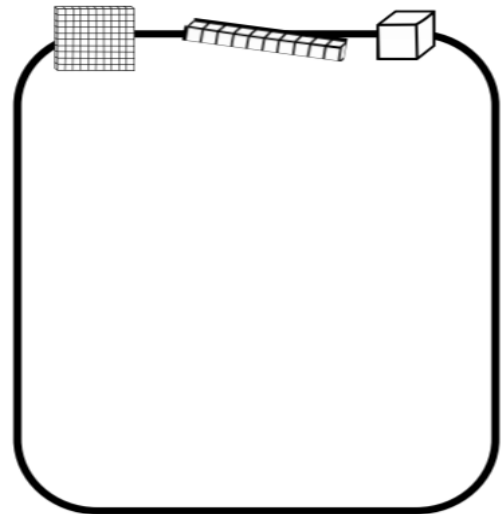
.....



Make a number bond.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



Odd or Even?

Tally Marks



.....

Ways To Make It

1

.....

2

.....

3

.....

4

.....

5

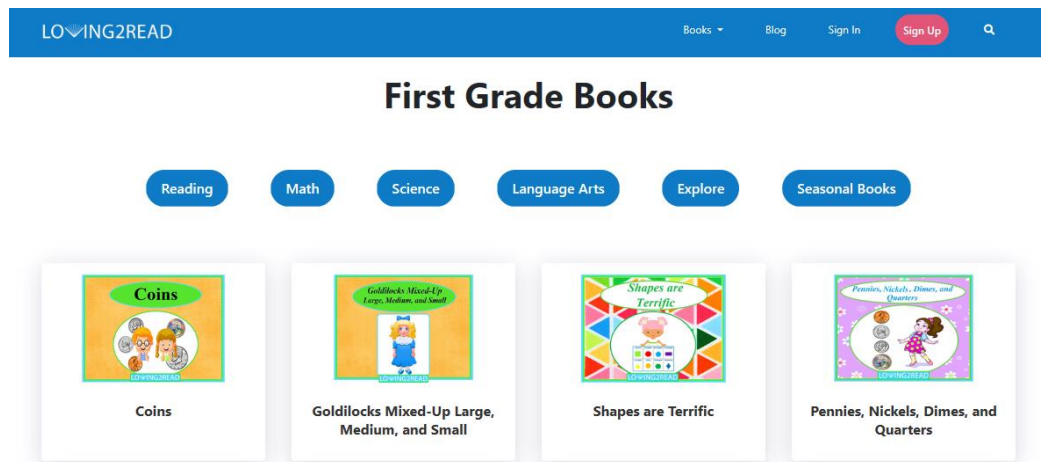
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Literacy – Day 26

Independent Reading

Enjoy reading with and/or to your child for 30 minutes each day. Use the provided Reading Log to keep track of the number of books read. If you have internet access, try some of the links listed below for online books.

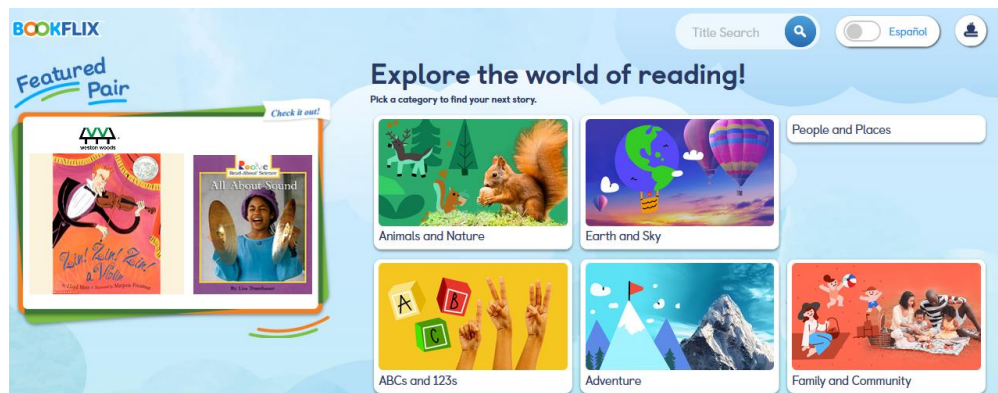
<https://loving2read.com/first-grade/>



<http://www.rcsd1.org/schools/bookflix/>

Username: rcsd2008

Password: rcsd2008



www.getepic.com



Use the following passage with days 26-29.

LEVELED BOOK • I

Healthy Me



Written by Kira Freed • Illustrated by Angela Kamstra

www.readinga-z.com

Healthy Me

A Reading A-Z Level I Leveled Book • Word Count: 319



Reading a-z

Visit www.readinga-z.com for thousands of books and materials.



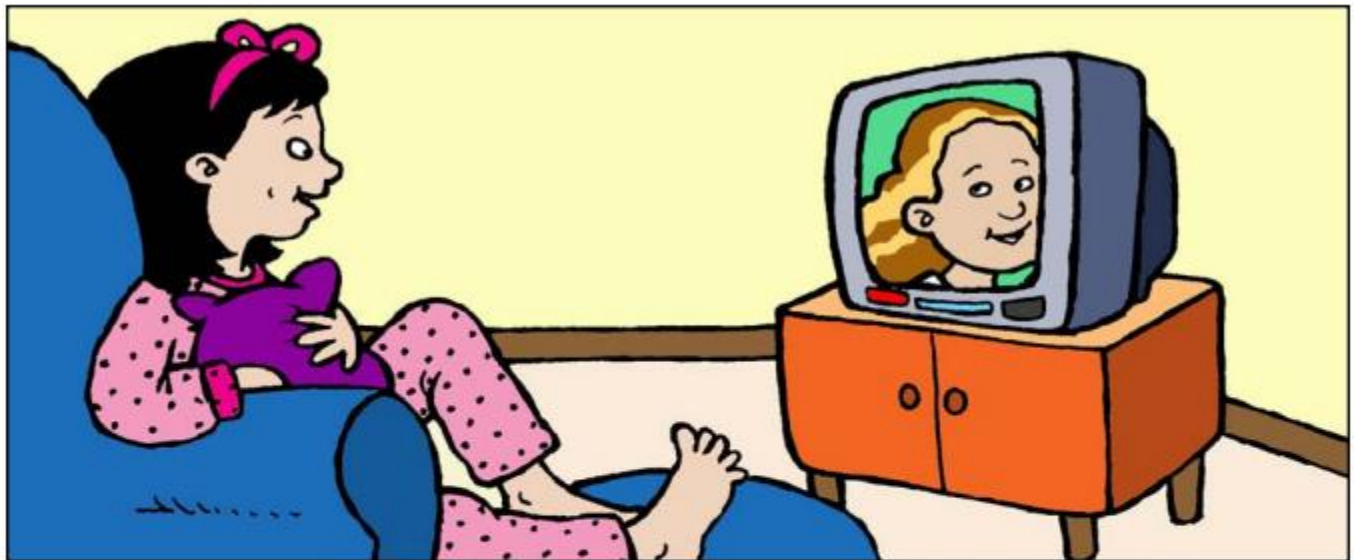
I like being healthy.
When I am healthy, I feel good.
I am in a better mood, and I have more energy.
Everyone needs to stay healthy.



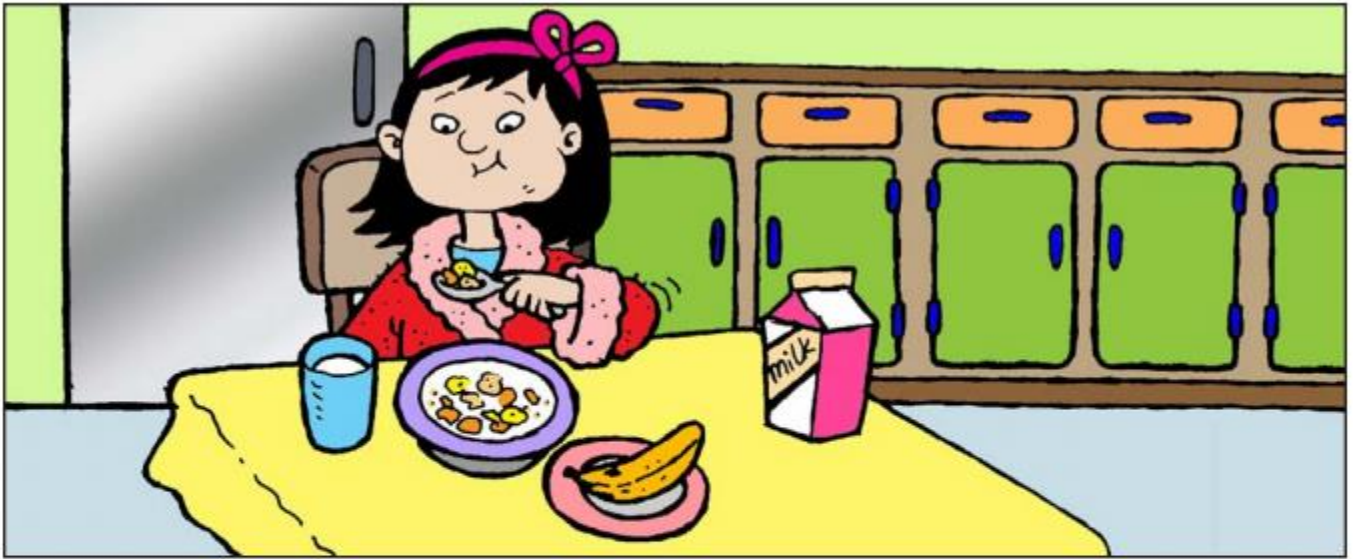
I like to be active and move my body.
I run, swim, and ride my bike.
I take walks with my big brother, Bill, and our dog, Wilbur.



I like to play sports.
Soccer is my favorite game.
I also take hikes in the woods with my family.



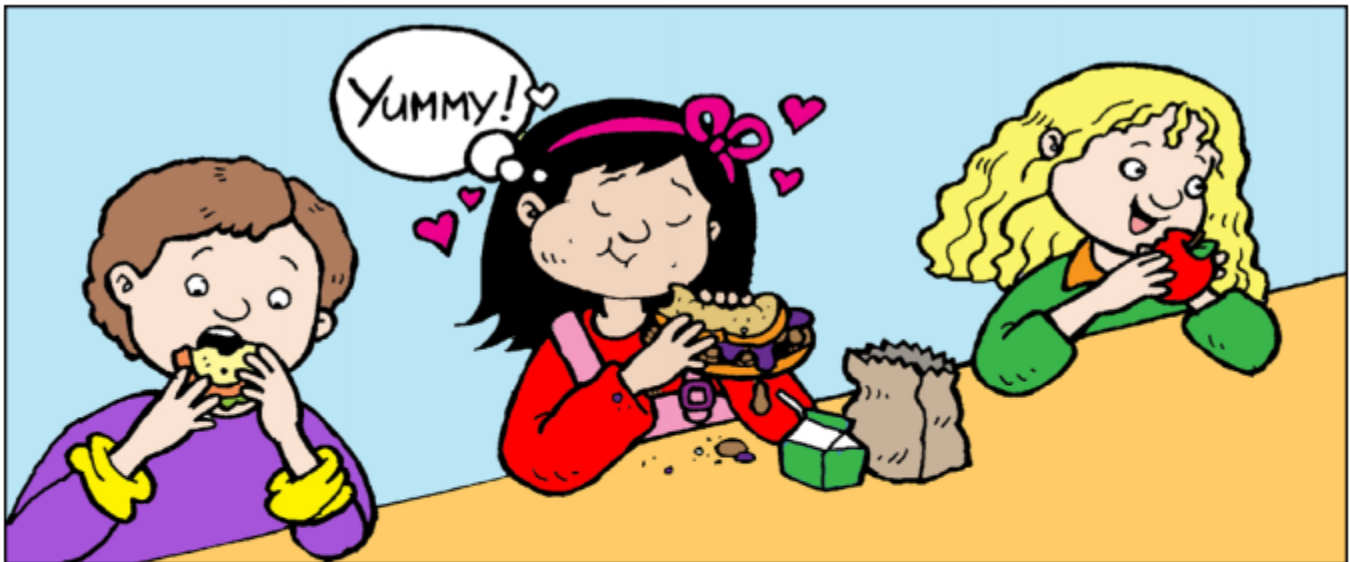
I like television, but I don't watch it for hours.
I like computer games, but I don't play them for hours.
Everyone needs to get up and move around.



Eating well gives me energy.
If I skip breakfast, I don't think very well.
Everyone needs to eat a good breakfast.

Healthy Me • Level 1

7



I eat a good lunch at school.
Peanut butter and jelly is my favorite sandwich.
I drink lots of milk and water.



My favorite food is noodles.
I also like other healthy foods such as apples.
Everyone needs to eat healthy foods.

Healthy Me • Level 1

9



I get plenty of rest.
I go to bed earlier on school days.
And I get up earlier on school days.
My dad says I need 11 to 12 hours of sleep
each day because I am growing.

10



I keep my body clean to stay healthy.

I wash my hands before eating and after going to the restroom. Washing keeps germs from getting into my body.

Healthy Me • Level 1

11



I brush my teeth three times a day.

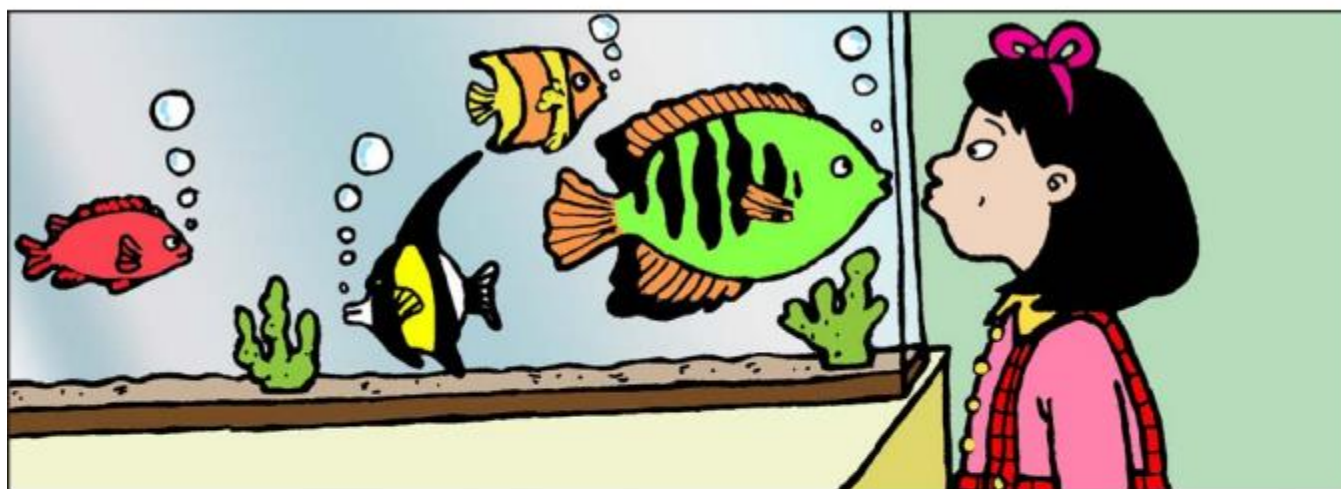
Brushing kills germs that cause cavities.

I also take baths and showers.

Everyone needs to wash to stay healthy.



I have many kinds of feelings.
Some are happy, and some are sad.
Laughing makes me feel better.
When I have sad feelings, I feel better
when I talk about them with Bill, Mom, or Dad.



Sometimes I like quiet time.
When I do, I watch my tropical fish.
I imagine that I am floating through water.
Everyone needs quiet time.

Literacy – Day 26

Read the book to your child or listen to your child read the book **Healthy Me** from above. Have a discussion about the question below then write a response using the paper.

What are some activities the main character enjoys? Write about it. *Main Idea and Details*

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the entire page, providing a structured environment for practicing letter formation and alignment. There is no text or other markings on the page.

Literacy – Day 26

THIS GAME IS OPTIONAL. If you do not want to play the game, practice writing the words from the word cards on a piece of paper or a blank sheet within the booklet.

Matching Game -et Words

This game is played like the memory match card game that many children are familiar with.

Materials:

18 word family cards: -et words
(pages 2-4 of this file)

Set up:

Copy the cards on card stock so students cannot see through the paper.

Cut the cards on the dotted lines.

Laminate the cards, if desired.

How to Play:

Lay all of the cards upside-down on the table and mix them up.

Players will try to flip pairs of matching cards. Whenever a student flips a card over, he or she should read the word aloud.

Player 1 flips two cards. If the cards match, he or she gets to keep both cards. If the cards do not match, then the cards are flipped back upside-down.

Then player 2 gets a turn to try to flip matching cards. Players alternate until all cards have been removed from the game.

When the game is over, the player with the most cards is the winner.

-et word

jet

-et word

jet



-et word

jet

-et word

jet

-et word

net

-et word

net

-et word

set

-et word

set

-et word

wet

-et word

wet



-et word

vet

-et word

vet

-et word

let

-et word

let

-et word

get

-et word

get

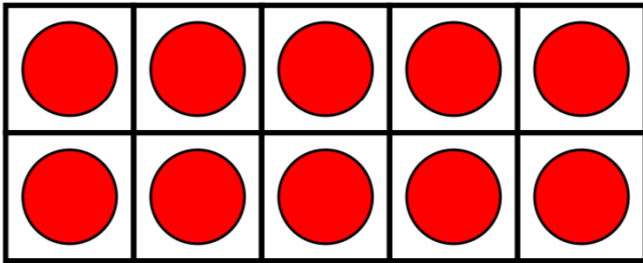
-et word

yet

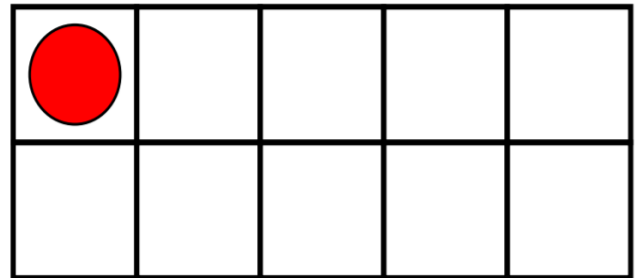
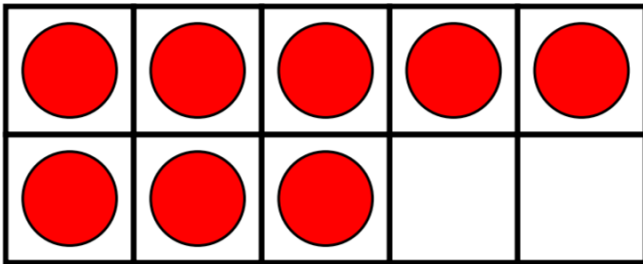
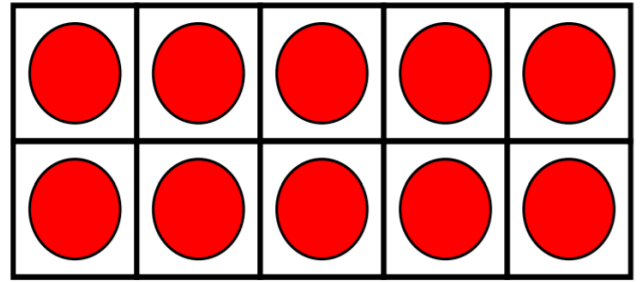
-et word

yet

Math – Day 26



+



How many dots are there all together?

A monkey eats 9 bananas for breakfast.
The monkey eats 14 more bananas
for lunch. How many bananas does the monkey
eat?



Literacy – Day 27

Read the book to your child or listen to your child read the book ***Healthy Me*** from above. Have a discussion about the question below then write a response using the paper.

What causes the girl to feel better when she has sad feelings? Write about it.

Cause and Effect

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the entire page, providing a structured environment for practicing letter formation and alignment. There is no text or other markings on the page.

Word Slider

-et Words

Step 1

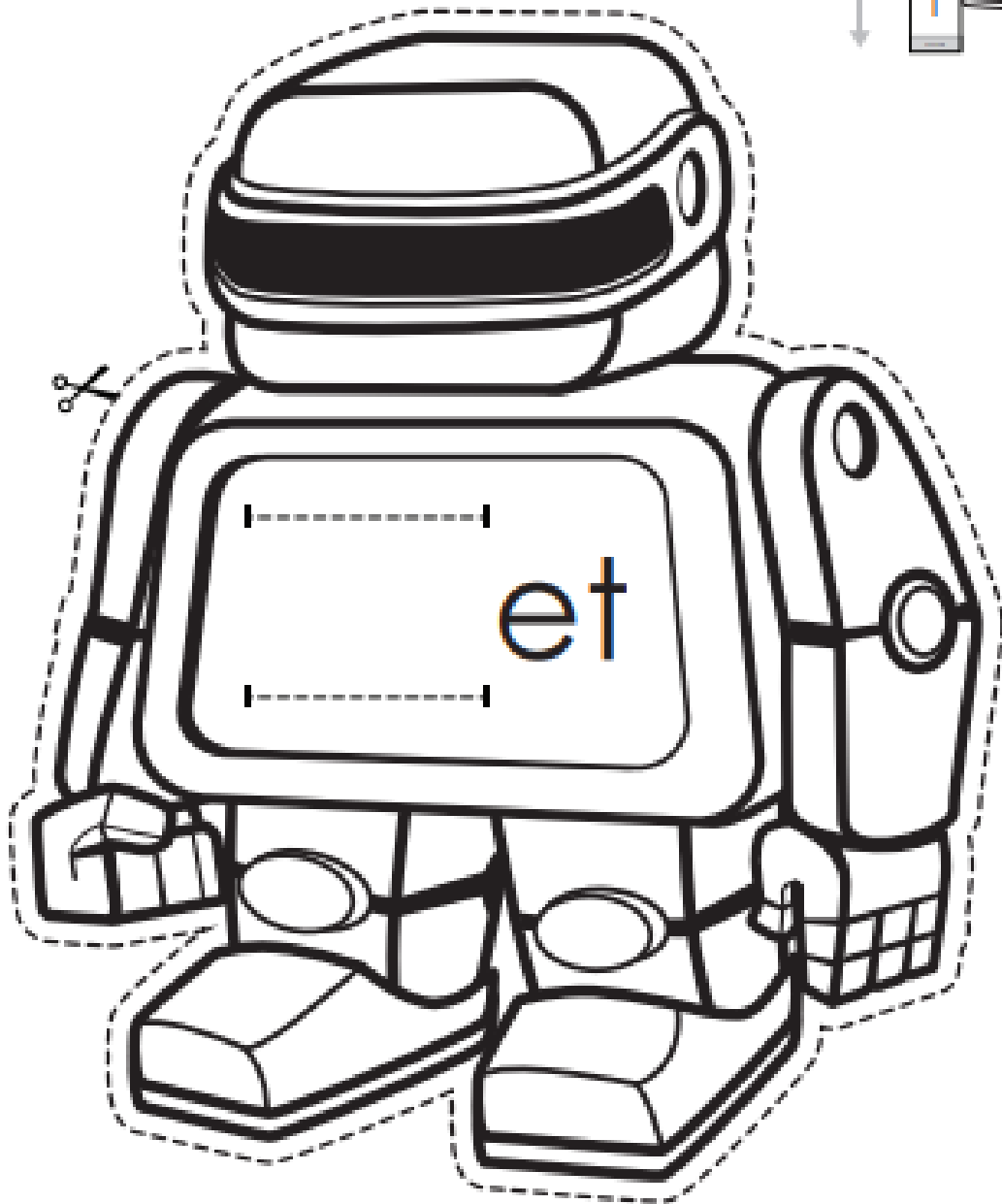
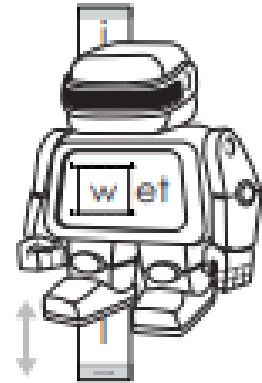
Cut out the picture of the robot and the word slider cards below.

Step 2

Make slits in the picture by cutting along the dotted lines in the center of the robot.

Step 3

Weave the letter strip through the robot. Students can slide the strip up and down to view words.



My robot's name is _____

Word Slider

-et Words



j

n

s

w

v

i

-et words



g

y

p

-et words

Triangle Fact Families

Draw a line to match each Unifix cube train to its fact family triangle. Then write 2 addition and 2 subtraction sentences to match.

ex

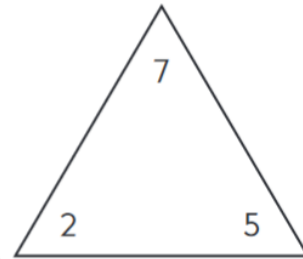


$$3 + 5 = 8$$

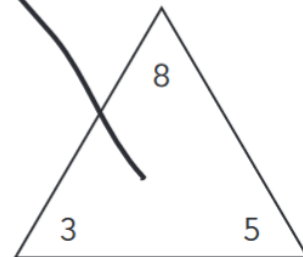
$$8 - 5 = 3$$

$$5 + 3 = 8$$

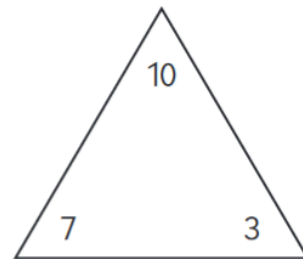
$$8 - 3 = 5$$



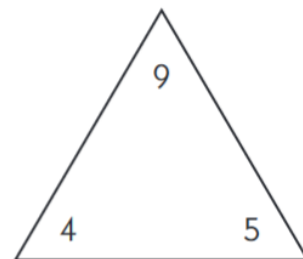
1



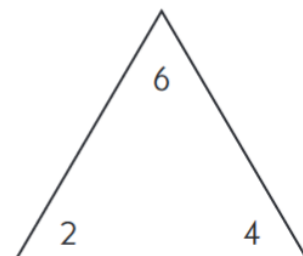
2



3



4



Literacy – Day 28

Read the book to your child or listen to your child read the book **Healthy Me** from above. Have a discussion about the question below then write a response using the paper.

Why did the author write this story? Who would need this information?

Write about it. *Analyze*

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The rows are evenly spaced across the entire page, providing ample space for practicing letter formation and alignment. There is no text or other markings on the paper.

Literacy – Day 28

What do you know about being healthy? For each section, write one sentence about being healthy, or use the book from above to help you.

h	e	a	l	t	h	y
---	---	---	---	---	---	---

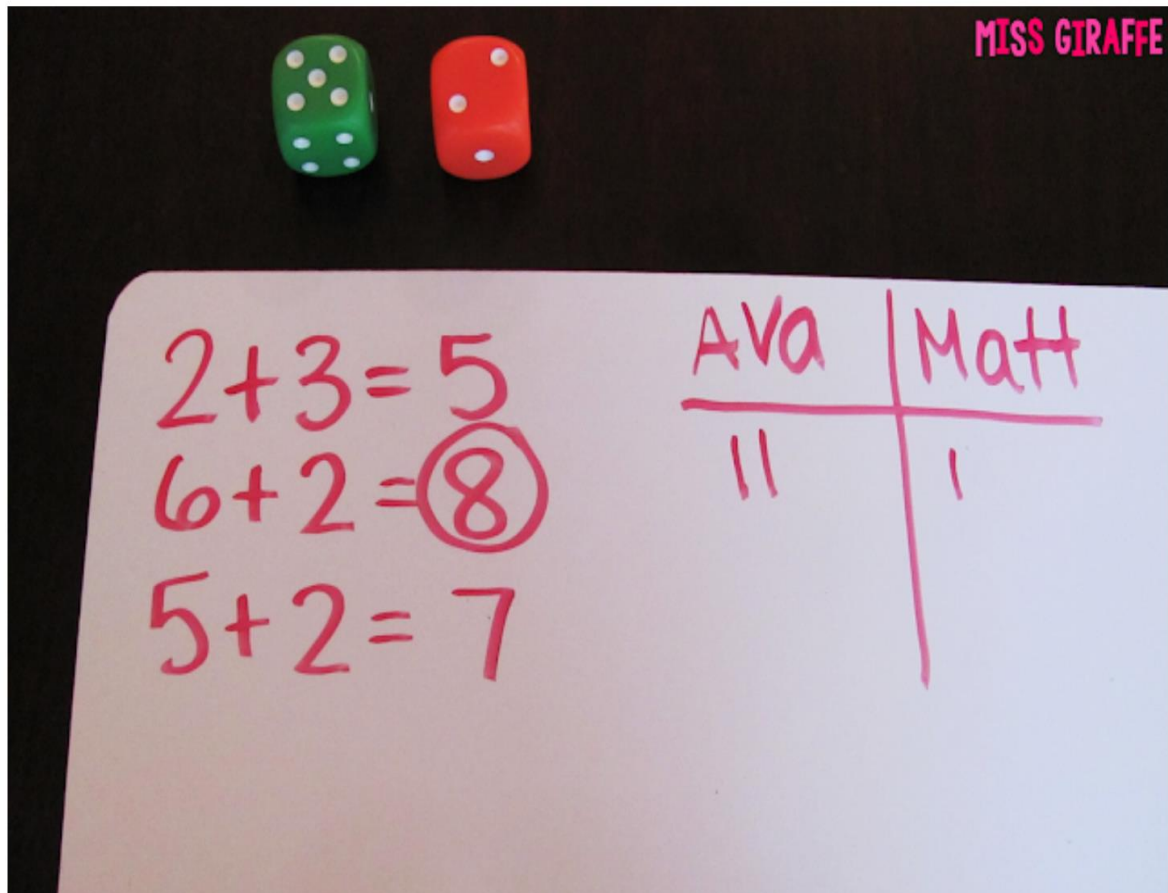
[illegible]

Math – Day 28

This game can be played with a partner or independently.

An awesome game you can play is DICE WAR.

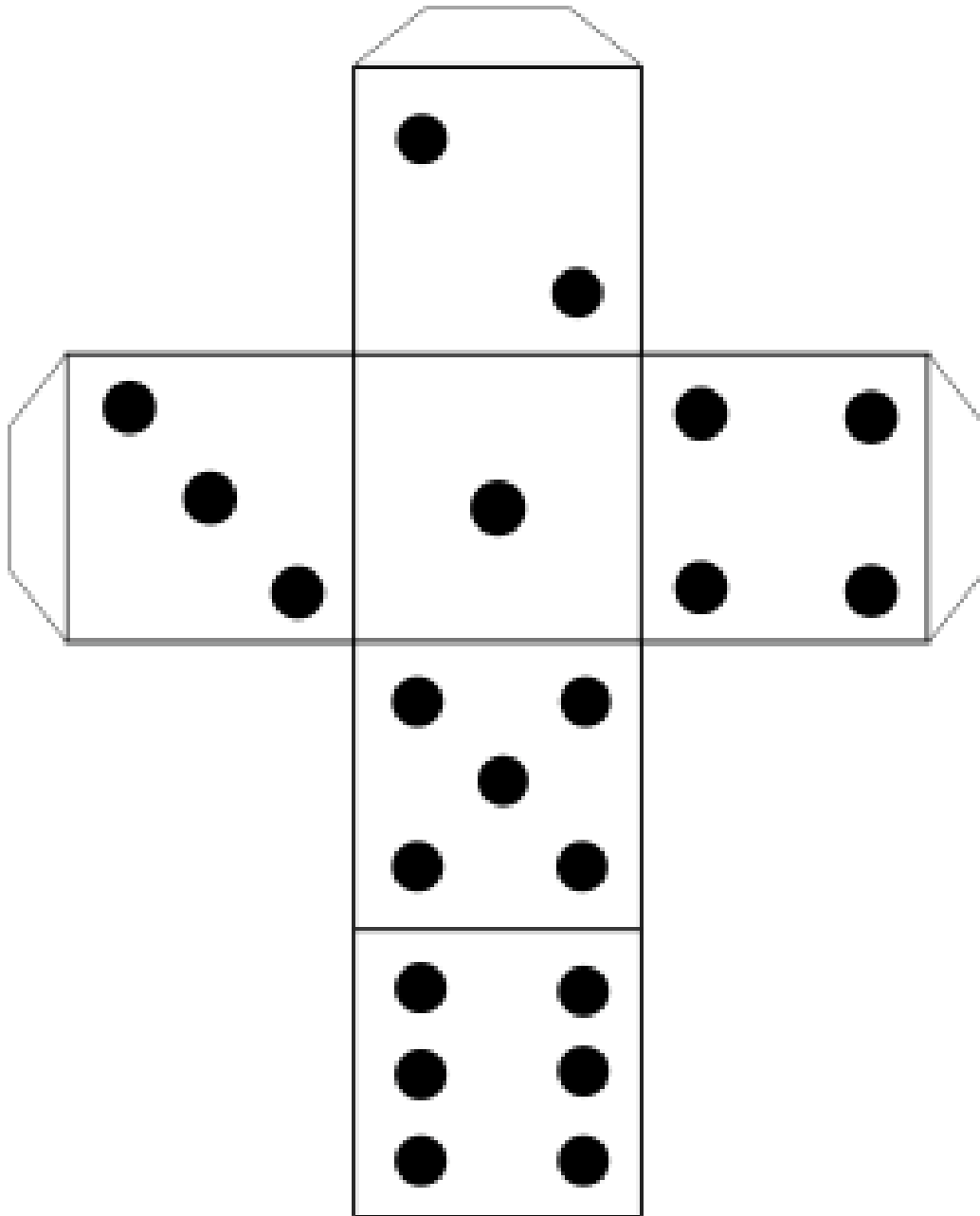
Have students partner up and take turns rolling 2 dice (or use 4 dice and have them roll at the same time) and adding it together. Then, they each write their addition sentence they made on a whiteboard or scratch paper. If their sum was bigger than their partner's, they get to circle it and win that round. Whoever has the most circles when they're done wins. :) I think it's great to have them keep score on the side with tallies which is great real world tally practice as well!



Note: If you need dice, be sure to check out the paper dice you can use at the bottom of the booklet.

Math – Day 28

Cut out the shape below. After you have cut it out, fold along each line.
Bend down the flaps, and you have just made yourself a die!



Literacy – Day 29

Read the book to your child or listen to your child read the book ***Healthy Me*** from above. Have a discussion about the question below then write a response using the paper.

What do you do when you need some quiet time? Where do you go? Write about it.

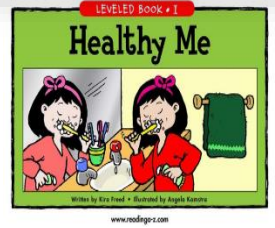
Create

[illegible]

Literacy – Day 29

Writing and Art Connections

Think about what you have learned about living a healthy life. Think about and paint a mental picture of two things that you have learned. Draw a picture and write three sentences about what you have “painted in your mind.”

A large, empty rectangular box with a thin black border, intended for a child to draw a picture related to their writing.

Math – Day 29

Brandon and his sister were playing school yesterday. These equations were written on their chalkboard.

$5 + 3 = 8$

$7 = 4 + 2$

$10 - 3 = 6$

$4 = 8 - 4$

$9 - 3 = 6$

$10 - 5 = 5$

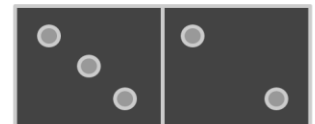
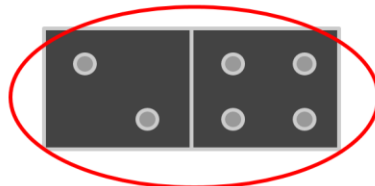
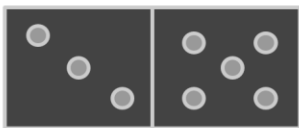
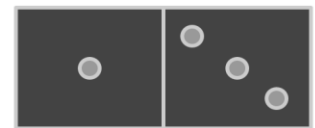
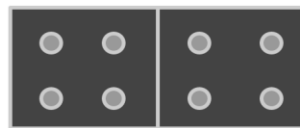
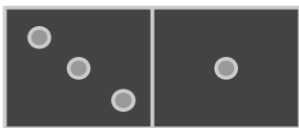
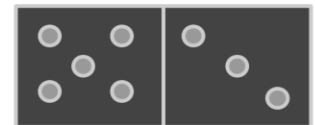
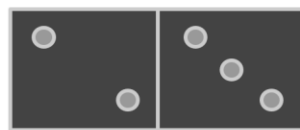
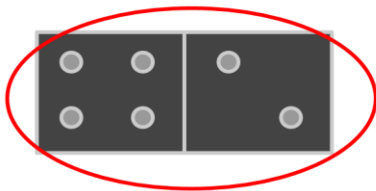
$7 = 8 + 1$

$0 + 4 = 4$

Brandon's older brother sees their chalkboard and shouts "That's Just Wrong!" Which equations might his older brother be talking about?

Which equations are true? Which equations are false?

Sierra and Tara are playing dominos. Sierra picks up the dominoes that are circled in red and says, "Hey, these both have the same numbers on each side of the domino but they are in a different order." Tara replies, "They also have the same sum, $4 + 2 = 6$ and $2 + 4 = 6$. I wonder if this works for other dominoes." Does this work for other dominoes?



Literacy Quick Check – Day 30

Use Day 30 to complete any of the following:

Literacy

- ☐ Missing Assignments
- ☐ LexiaCore5
- ☐ Read for 20 minutes.
- ☐ Writing
- ☐ Dolch word list flashcards

I completed my work.

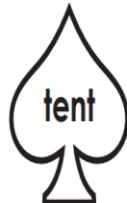
Name: _____

Date: _____

Color with a crayon.

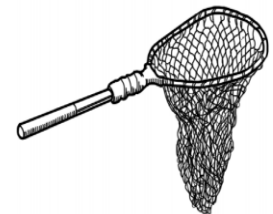
-et

Color only the "et" words.



Write the words.





Write the words in the boxes.

vet

bet

yet

pet

Math Quick Check - Day 30

Math

☐ Missing Assignments

I completed my work.

☐ Dreambox

Name: _____

☐ Quick Check

☐ Practice Number Sense

Date: _____

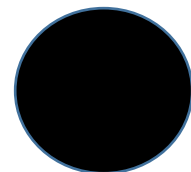
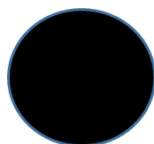
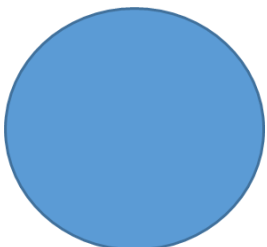
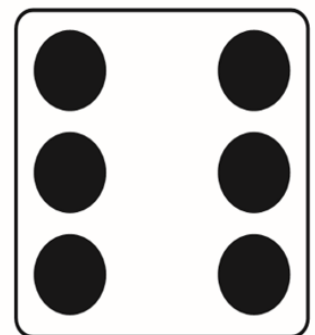
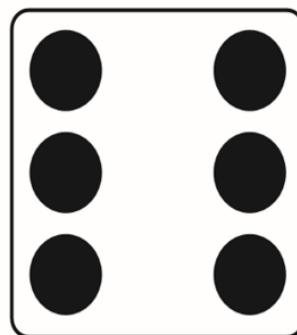
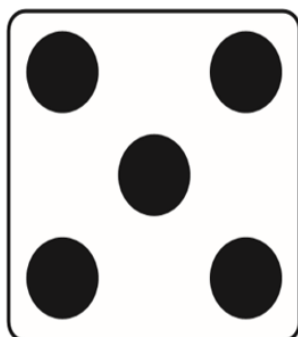
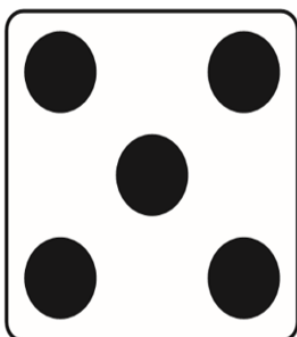
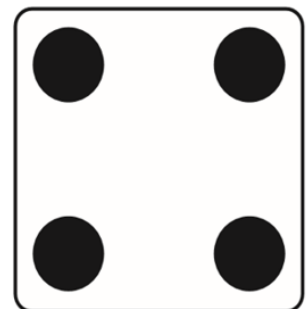
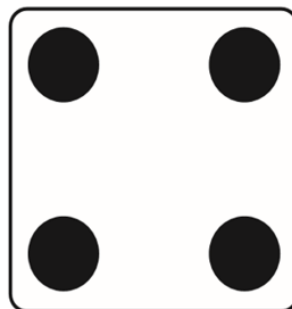
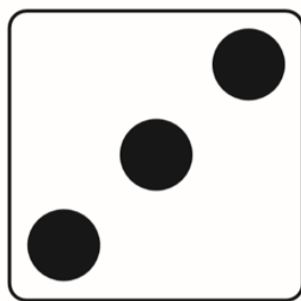
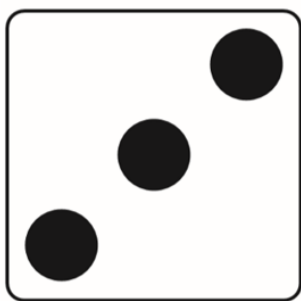
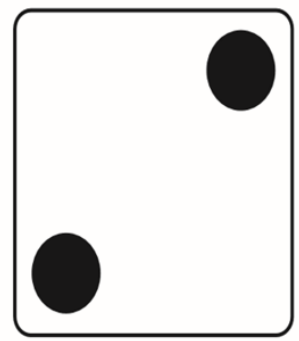
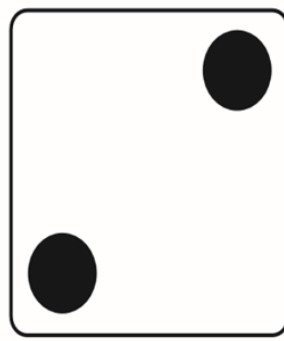
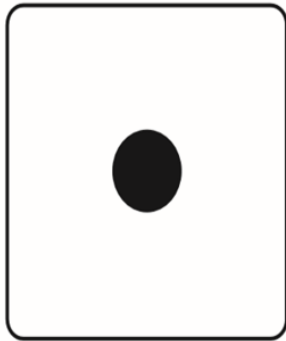
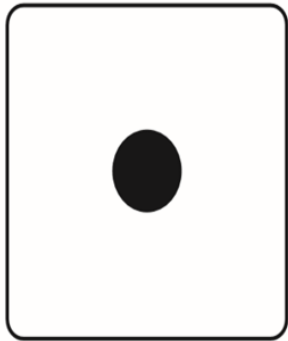
Quick Check

At the pet shop I saw 6 kittens, 2 puppies, and 8 hamsters. How many pets did I see?

Show your work using pictures, numbers and/or words.

Helpful Math Tools

No dice? That's OK! Instead of rolling them, cut out the dice pictures and place in a bag to pull from. Instant Fun!



Counters or Playing Pieces

Manipulatives
Base-Ten Blocks

Cut out the ones, tens, and hundreds blocks to help you count, add or subtract.

