



**Grade 1**  
**eLearning Day 3**



**LET'S READ AND WRITE!**

# Word Work with blends

On your own paper, write each word with the correct blend.

Name \_\_\_\_\_

## Finish the Word!



Directions: Write the correct digraph to complete the word.

Blends bank: th, ch, wh, sh, ph



\_\_\_air



\_\_\_eep



\_\_\_umb



\_\_\_oto



\_\_\_ark



\_\_\_istle



\_\_\_erry



\_\_\_orn



\_\_\_eel



\_\_\_one

# NOUNS

A noun is a word that represents a person, place, or thing.

On your paper, place each word under the correct heading.

## Noun Sort

Sort each word into the correct category.

Person	Place	Thing

zoo	book	dad
mom	school	ball
home	teacher	nest
toy	park	boy
frog	girl	city

# Let's Read A Story!

## The Little Red Hen

One day, the Little Red Hen found some grains of wheat on the ground. "Who will help me plant these grains of wheat?" she asked.

"Not I," replied the cat, the dog and the horse. They were all far too lazy and busy to offer their help. So the Little Red Hen planted the grains all by herself.

When the wheat had grown, the Little Red Hen asked her friends, "Who will help me cut down the crops?"

"Not I," cried her so-called friends.

"Then I will do it," said the Little Red Hen. So the little red hen cut the wheat all by herself and put her haul into sacks, ready to take to the miller.



## Quick Questions

Answer on your own paper!



1. Where did the Little Red Hen find the wheat grains?

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2. Which adjective has the author used to describe the Little Red Hen's friends when they wouldn't help her?

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3. How do you think the Little Red Hen felt when her friends wouldn't help her?

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4. What do you think happened next?

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# TIME FOR MATH!



# Math Time!



## Addition and Subtraction Practice Worksheet



$$\begin{array}{r} \textcircled{1} \quad 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 8 \\ - 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} \textcircled{4} \quad 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 3 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{6} \quad 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{7} \quad 0 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{8} \quad 4 \\ + 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} \textcircled{10} \quad 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{11} \quad 8 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{12} \quad 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{13} \quad 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{14} \quad 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{15} \quad 7 \\ - 0 \\ \hline \end{array}$$

$$\textcircled{15} \quad 7 + 7 = \underline{\quad\quad} \quad \textcircled{18} \quad 4 + 3 = \underline{\quad\quad}$$

$$\textcircled{16} \quad 9 - 1 = \underline{\quad\quad} \quad \textcircled{19} \quad 6 - 2 = \underline{\quad\quad}$$

# Let's Practice!

## Telling Time

Write your answers  
on your own paper.

## Telling Time

Write the time for each clock.



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



# Math Time!

## Daily Problem Solving



Jason had twelve crayons. His friend had eight crayons. How many crayons did Jason and his friend all together?

Use scratch paper to solve! Show your thinking.

The image features a vintage-style map with a compass rose overlaid on it, set against a green background. The map is a historical world map, possibly a Mercator projection, with various geographical features and text. The compass rose is a circular instrument with a needle pointing towards the top, indicating North. The background is a solid green color, and the text is centered in a white, bold, sans-serif font.

**TIME FOR SOCIAL STUDIES!**

# GOODS & SERVICES

Remember:

## Goods:

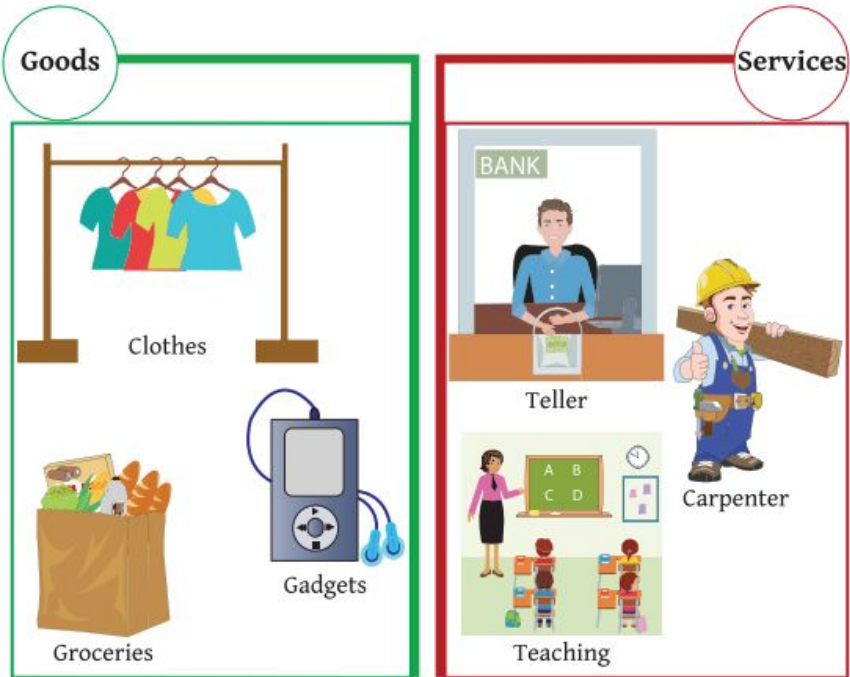
A physical or a tangible item that is produced and sold to satisfy some human want.

They can be consumed once or can be reused.

## Services:

A job or an activity that is done to fulfill a need or meet a demand.

Once offered, it is completely consumed and cannot be reused.



**On your paper,  
write the item and  
tell if it is a good or  
a service.**

## Community Goods & Services

Identify each item paid for and circle if it is a GOOD or SERVICE.

Item Paid For	Good or Service?
1. teddy bear	<b>good or service</b>
2. car wash	<b>good or service</b>
3. groceries	<b>good or service</b>
4. dog bath	<b>good or service</b>
5. book	<b>good or service</b>
6. pizza	<b>good or service</b>
7. haircut	<b>good or service</b>
8. shoes	<b>good or service</b>
9. guitar lesson	<b>good or service</b>
10. stamps	<b>good or service</b>

# Where to Buy Goods and Services

**GROCERY**

**PET SHOP**

**BAKERY**



DOG GROOMING



**Place each item under the correct store! (2 per store)**

A photograph of an astronaut in a white space suit with an American flag patch on the sleeve, working in space. The astronaut is wearing a helmet with a visor and is holding onto a metal structure. The background is a deep blue space with some faint light streaks. The image is overlaid with a semi-transparent purple and blue gradient.

**TIME FOR SCIENCE!**

# SOUND

Read each slide  
and then  
complete the  
activity on your  
own paper.

## What is SOUND?

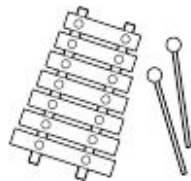
**Sound is energy you can hear.**



**Sound moves  
in waves. This  
allows your  
ears to hear  
sound.**

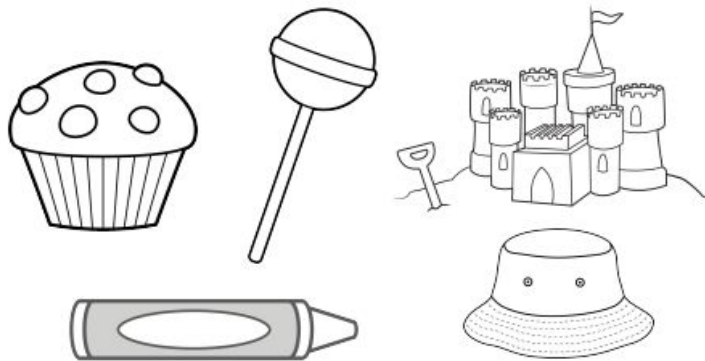


### **Examples of Sound Energy Sources**



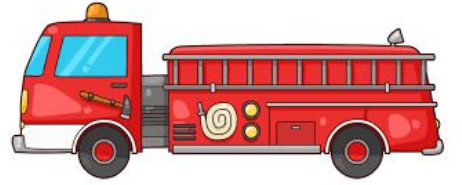
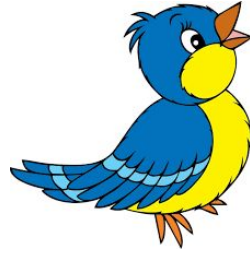


## NOT Sound Energy Sources



**These are NOT sound  
energy sources because \_\_\_\_\_  
you cannot \_\_\_\_\_.**

Which items below are examples of **SOUND ENERGY SOURCES**?





DOMS

**WHOA! Good Job!**