1st Grade AMI Learning Packet

This packet includes 5 days of tasks for:

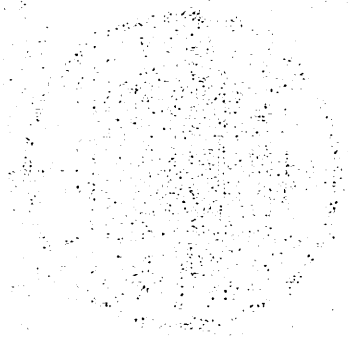
- ELA (English Language Arts)
- Math
- Science

How to Use This Packet

- For each AMI day, complete one day's tasks in each subject.
- Work can be returned to school when we're back together.
- Do your best—just like in class!

Teacher Name: _____

Student Name: _____



Day 1

2.2 Take -Home

Dear Caregiver,

Your student read this story in class. Please ask your student to read the story aloud to you. Remind them that the underlined parts of words signal that this part is tricky and does not follow the sound rules they have learned. Also remind them that the bolded '**ee**' signals that these letters are sounded as */ee/*, as in the word *feet*.

Gran's Trips

"When will Gran get here?" Josh asks.

Jen shrugs.

Just then, Josh and Jen s**ee** a cab on the str**ee**t.

"Gran is here!" Jen yells.

When Gran steps from the cab, Josh and Jen run up to get a hug.

"Was the trip fun?" Josh asks.

"Which one?" Gran asks. "I went on three trips!"

"Where to?" asks Josh.

"One was to the Swiss Alps," says Gran. "In the Alps, there were steep cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!"

"No!" says Jen.

"Yes!" says Gran. "Here is a snap shot."

"What was the next trip?" Josh asks.

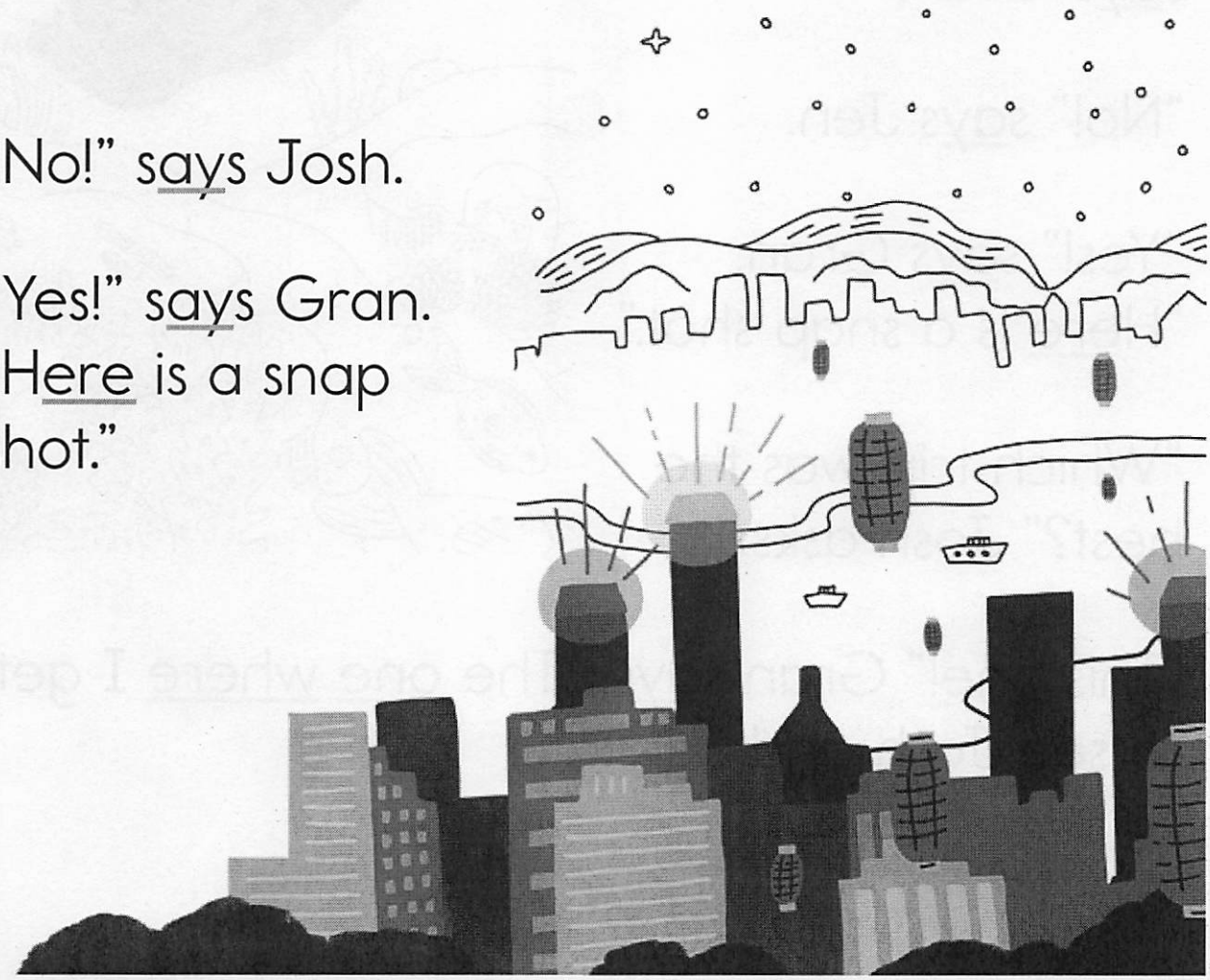
"I went to Hong Kong," says Gran.

"What is in Hong Kong?"

"Lots of stuff," says Gran. "Hong Kong has lots of ships and big lamps."

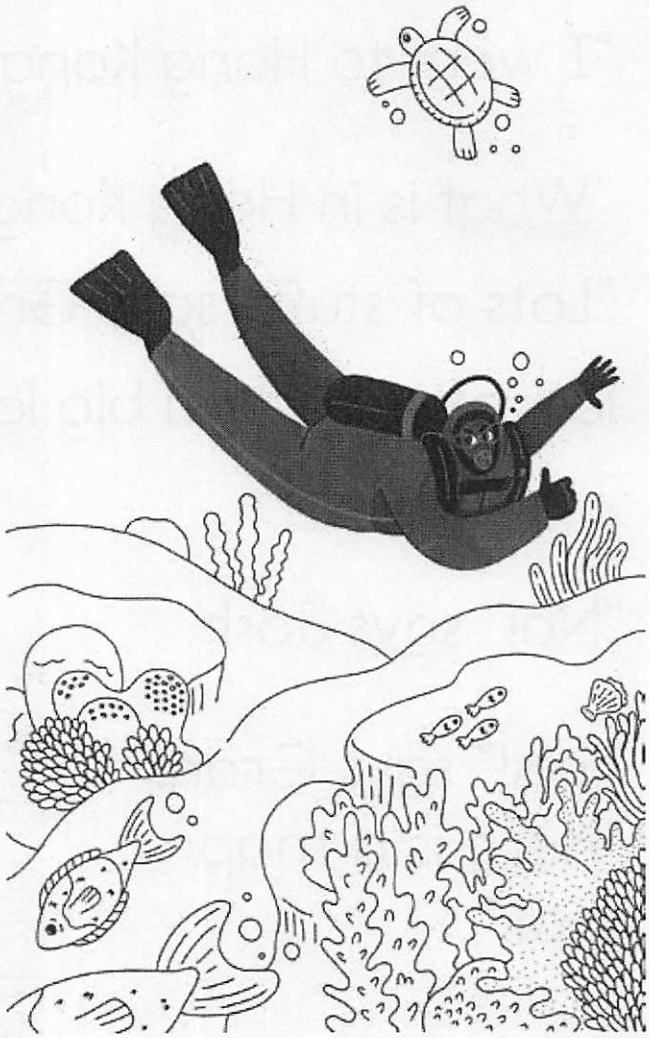
"No!" says Josh.

"Yes!" says Gran. "Here is a snap shot."



"What was the last trip?" asks Jen.

"I went to the gulf to swim with the **ee**ls and f**ee**d the fish," says Gran.



"No!" says Jen.

"Yes!" says Gran. "Here is a snap shot."

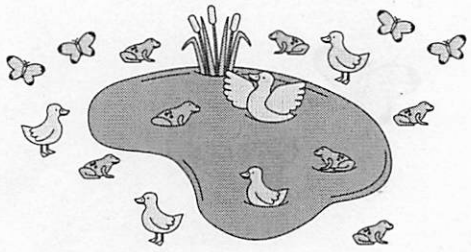
"Which trip was the best?" Josh asks.

"This one!" Gran says. "The one where I get to s**ee** Josh and Jen!"

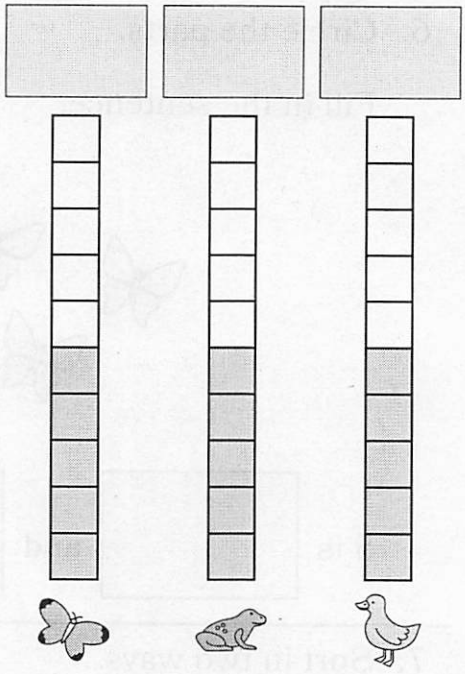
/ 23

Name

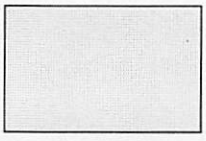
1. Color and write the totals.



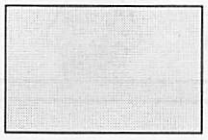
Totals



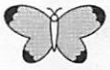
2. How many total animals are there?

 animals

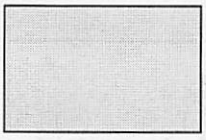
3. How many more frogs are there than ducks?



more frogs

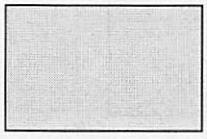


4. How many more frogs are there than butterflies?



more frogs

5. How many more ducks are there than butterflies?



more duck

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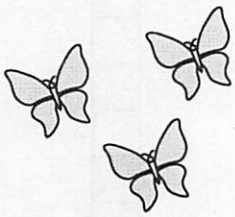
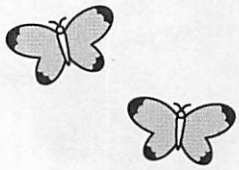
REMEMBER

6. Circle the parts.

   Fill in the sentence.





5 is ☐ and ☐.

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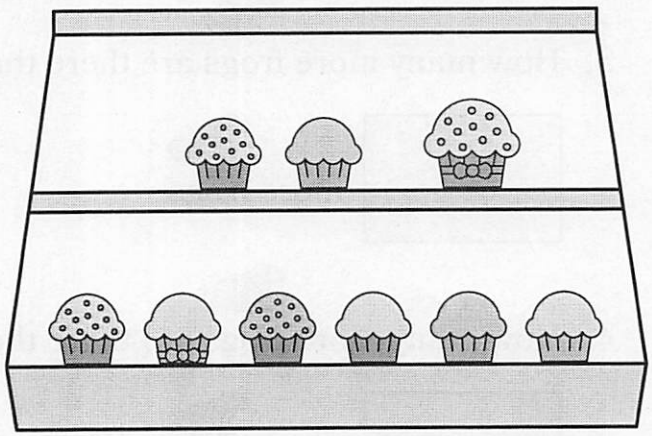
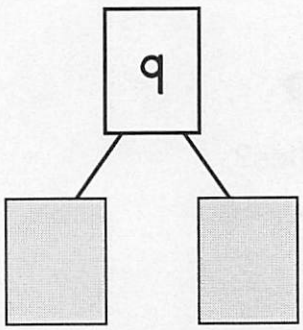
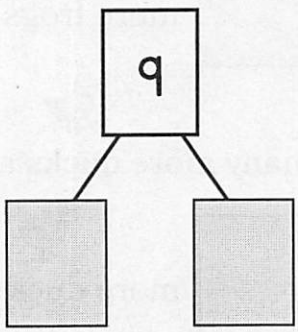
7. Sort in two ways.



Write

Write the number bonds.





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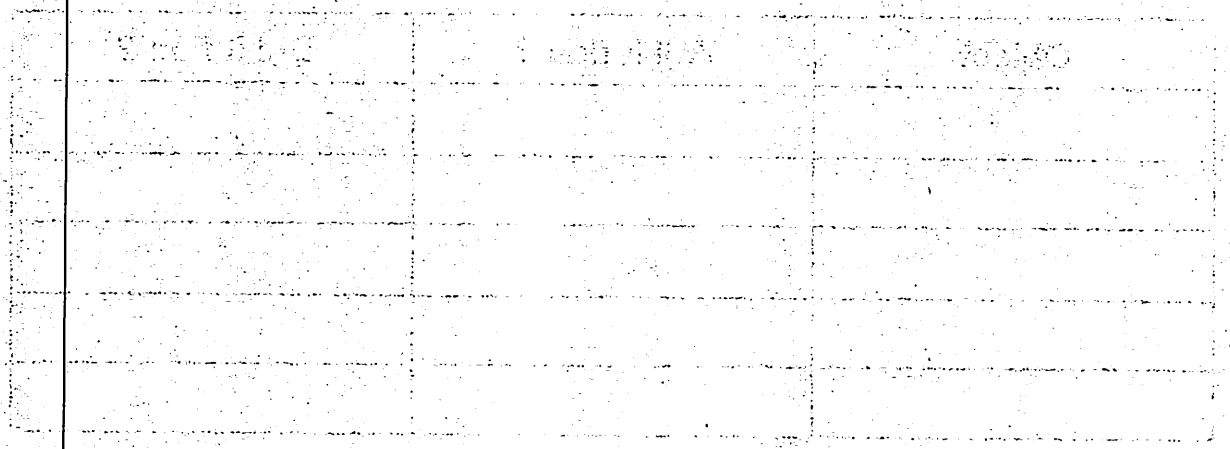
Day 1

DAY 1 SINK OR FLOAT

Directions:

1. **Fill a bowl with water**
2. **Gather a variety of objects from around the house. Be sure to choose items that will not be hurt by water.**
3. **Predict whether each object will sink or float.**
4. **Test each object and see if you were right!**
5. **Record your findings below.**

Object	Will it float?	Did it float?



Gran's Trips

1. Where did Gran get to see lots of ships?

2. What did Gran do at the gulf?

3. Which trip was Gran's best trip?

4. Gran gets to Josh and Jen . . .

○ on a ship.

○ in a cab.

○ in a truck.

Day 2

Module 3
Topic A

FAMILY MATH

Make Easier Problems with Three Addends

Dear Family,

Your student is practicing strategies for adding three numbers. They learn that the numbers or parts being added in an addition problem are called addends. In previous work, your student used the strategy of counting on to find totals. Now, they transition to a new strategy called make ten. With this approach, your student looks for two addends that make 10, then adds the third addend to find the total. When they are not able to make ten with the addends, they can use other strategies to make the problem easier. Your student notices that numbers can be added or grouped in any order and still produce the same total.

Key Term

addend

When two addends make ten

$3 + 4 + 7$

10

$10 + 4 = 14$

3 and 7 can be grouped together first to make 10. The problem now becomes 10 + 4, making it easier to add.

When two addends do not make ten

$2 + 4 + 3 = 9$

$5 + 4$

3 and 2 make 5. Making a 5 first creates an easier problem, 5 + 4.

$5 + 3 + 3 = 11$

$5 + 6$

Add doubles first to make an easier problem.

$5 + 3 + 5 = 10 + 3$

$10 + 3 = 13$

5 + 3 + 5 is the same as 10 + 3 because 5 and 5 make ten. Both expressions are 13.

At-Home Activities

Don't Peek!

Place 10 items, such as coins, pieces of pasta, or beads, on a table. Say, "Don't peek," and slide some under a napkin. Then ask your student to count how many are left and find how many are hiding. Encourage your student to think about partners to 10 to help them (1 + 9, 2 + 8, 3 + 7, etc.). Repeat the activity, hiding a different amount each time. Consider switching roles with your student.

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Shuffle the Stuff

Gather 11 to 19 small items, such as blocks or pennies. Arrange them into three groups so that the number of objects in two of the groups total to 10, such as 2, 5, and 8. Ask your student to find the total by asking the following questions.

- "Which two groups make 10? Push them together."
- "What is the total number of all the blocks?"

Try the activity again, changing the total number of items and the way they are grouped. Consider taking turns, letting your student regroup the items for you to add.

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Day 2

1st Grade Science: AMI Packet #2 NAME: _____

Where did the heat come from?

There are many sources of heat all around us. Some are created in nature and some are created in a factory by people. An example of one that can be created in nature or by people is fire.

1. What happens as you get closer to a fire? Circle the answer below.

You stay the same temperature You get hotter You get colder

2. Name two things in your house that can create warmth or heat. Draw or put your answers in the box below.

3. What creates heat naturally when you go outside? Hint: this warms the whole Earth. Draw a picture of it in the space below.

4. Take a look at the picture below. Circle the object in the picture that is keeping the campers warm.

Go to the next page ⟶

5. Why do you think it is usually colder at night than it is during the day? Draw or put your answer in the box below.

6. What happens to food in an oven? Circle the correct answer.

A. It gets colder

B. It stays the same temperature

C. It gets warmer

Day 3

2.2 Take-Home

Dear Caregiver,

This is a story your student has read at school. Encourage your student to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

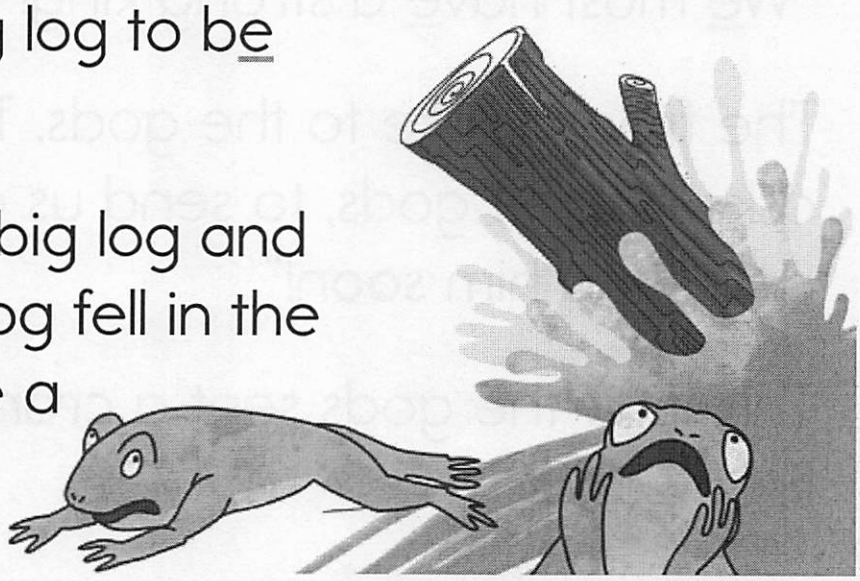
King Log and King Crane

Once the frogs said, "We wish we had a king! We need a king! We must have a king!"

The frogs spoke to the gods. They said, "We ask you, the gods, to send us a king!"

"The frogs are fools," said the gods. "As a joke, let us send them a big log to be their king."

The gods got a big log and let it drop. The log fell in the pond and made a big splash.



The frogs were scared of the log. They said, "King Log is strong! We must hide from him in the grass!"

As time went by, the frogs came to see that King Log was tame. He did not bite. He did not run. He just sat there.

"King Log is not a strong king!" said one frog.

"I wish we had a strong king!"

"I do, too!"

"We must have a strong king!"

The frogs spoke to the gods. They said, "We ask you, the gods, to send us a strong king, and send him soon!"

This time the gods sent a crane to be king of Frog Land.

King Crane was not like King Log. He did not just sit there. He ran fast on his long legs, and he ate lots of the frogs!

The frogs were sad.

"King Crane is a bad king," they said. "We miss King Log! He was a fine king. We made a bad trade!"

The frogs spoke to the gods. They said, "We ask you, the gods, to send us back King Log!"

The gods were mad.
"Fools!" they said.
"You said you must have a strong king.
We sent you one. He is yours to keep!"

Day 3

11

Name

1. **Read**

7 people are in line for burgers.

3 more people line up.

Then 5 people line up.

How many people line up for burgers?

Draw

Write

[ ] people line up for burgers.

2. **Read**

7 people are in line for cupcakes.

8 more people line up.

How many people line up for cupcakes?

Draw

Write

[ ] people line up for cupcakes.

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3. Circle the true sentence.

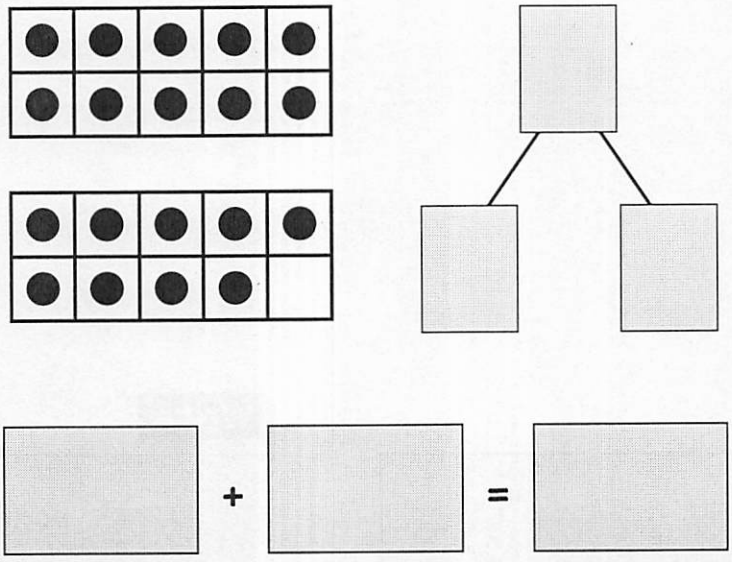
There are more people in the burger line.

There are more people in the cupcake line.

The number of people is the same in both lines.

REMEMBER

4. Fill in the parts and total.



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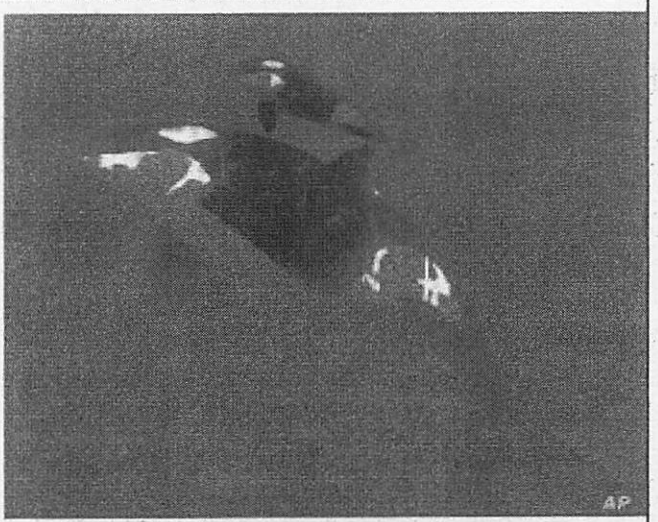
Day 3

1st Grade Science: AMI Packet #3 NAME: _____

Do babies look like their parents?

1. In the 2nd column, list one way that the babies look like their parents. In the 3rd column, list one way they look different.

Photo	1 Way They Look Alike	1 Way They Look Different
Mom and Puppy German Shepard		
 Mom Orca (Killer Whale) with Baby		

2. Do babies always look exactly like their parents? Circle the correct answer.

YES NO

Go to the next page ⟶

3. Do babies have characteristics similar to their parents? Circle the correct answer.

YES NO

4. Parents and babies (do, do not) look exactly like their parents.
Circle the correct answer

5. Read sentences A and B. Circe the sentence that is true.

A. Parents and their babies have some characteristics that are the same and some that are different.

B. Parents and their babies look exactly alike.

Day 4

10.4 Take-Home

Dear Caregiver,

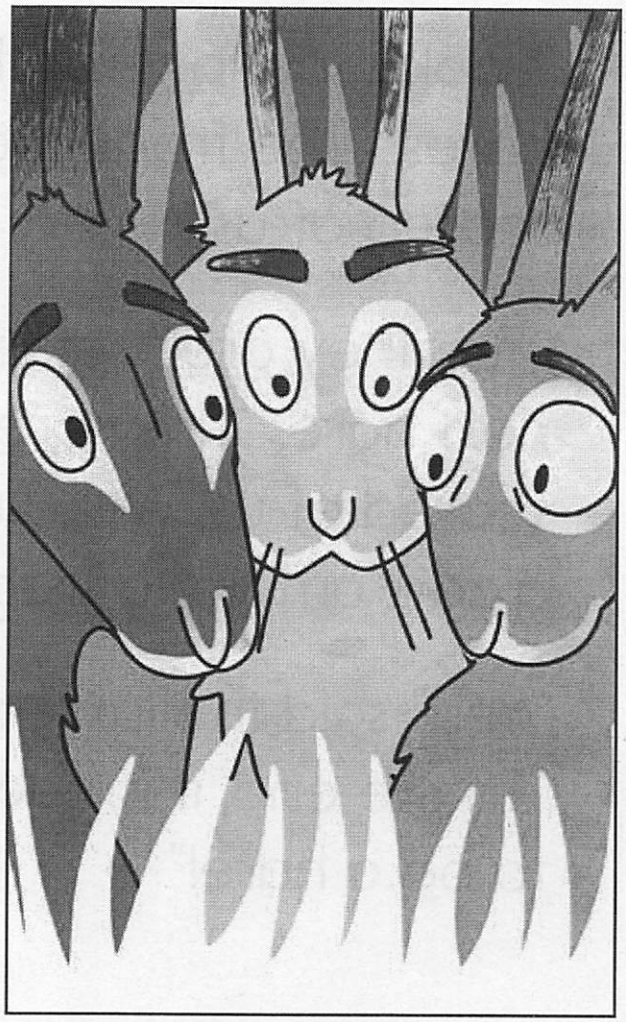
This is a story your student has read at school. Encourage your student to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

The Hares and the Frogs

Three hares stood in the grass.

"I am sad," one of them said. "I wish we were brave."



"So do I," said the next one. "But we are not brave. A splash in the brook scares us. The wind in the grass scares us. We are scared all the time."

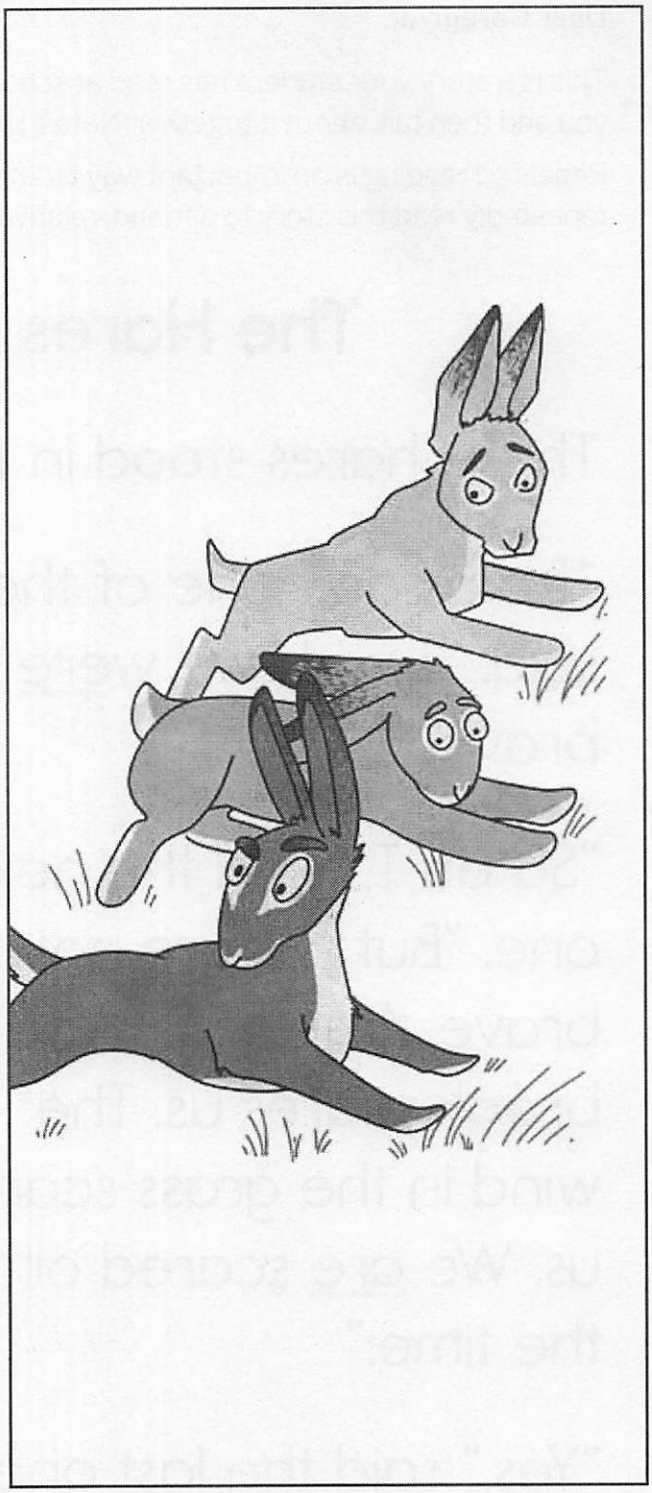
"Yes," said the last one. "It is sad to be a hare."

Just then there was a splash in the br**oo**k. The splash scared the hares. They ran off to hide. As they ran, they scared a bunch of frogs.

"L**oo**k," said one of the hares. "The frogs are scared of us!"

"Yes, they are!" said the next hare. "They are scared of us! Well, I'm glad I am not a frog!"

"Yes!" said the last hare. "In the end, it is g**oo**d to be a hare!"



Day 4

Module 3
Topic D

FAMILY MATH

Reason About Ten as a Unit to Add or Subtract

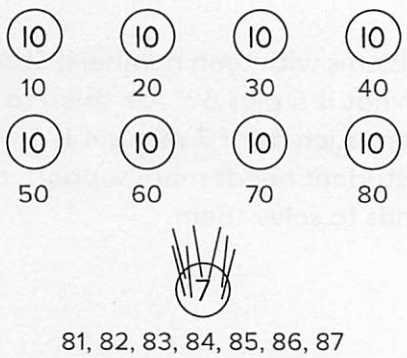
Dear Family,

Key Terms

ten

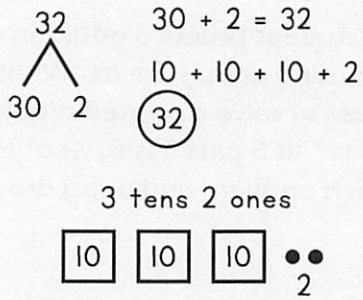
unit

Your student is learning to unitize 10 individual objects as a group or unit of 1 ten. A unit is a label that describes what is being counted or measured. When 10 ones are grouped together, they make a unit of ten, or *a ten*. Your student organizes and counts a collection of objects, then shows how they counted. Their drawings show the meaning of the digits and encourage flexible thinking. They see two-digit numbers as being made up of tens and ones and use this idea to add and subtract teen numbers.

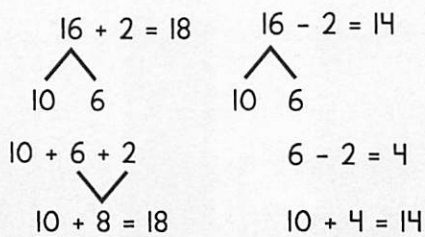


This drawing shows how students organized and counted some popsicle sticks. They put 10 sticks in each cup. They made 8 cups of 10. They had one cup with 7 sticks.

Organizing objects into groups of 10 makes it easier to find the total.



Students recognize that the digit 3 in the tens place represents both 30 ones and 3 units of ten.



Breaking apart a two-digit number into tens and ones allows students to add or subtract the ones first and then add back the ten.

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At-Home Activities

Make Tens

Help your student create and count groups of 10 objects as a unit of ten. Provide them with a large group of objects such as straws, buttons, blocks, or crayons. Have your student group and count the objects by tens as described. Then, have your student add on the ones.

- Provide a bag of 53 buttons. Ask your student to put the buttons in groups of 10. They may place the buttons in cups, on plates, or in piles.
- Have them count by tens and then by ones to find the total. (10, 20, 30, 40, 50, 51, 52, 53)

Teen Numbers

Help your student practice addition and subtraction problems with teen numbers. Start with a problem using ones, such as "What is 7 minus 4?" or "What is 5 plus 3?" Ask them to use their answer to solve a related problem with teen numbers, such as "If 7 minus 4 is 3, what is 17 minus 4?" "If 5 plus 3 is 8, what is 15 plus 3?" If your student needs more support, consider writing each problem and using drawings or number bonds to solve them.

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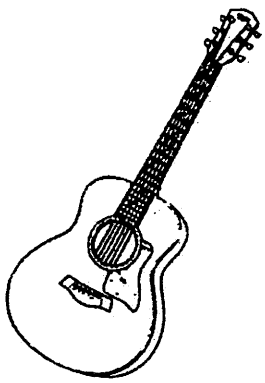
Day 4

1st Grade Science: AMI Packet #4 NAME: _____

How Can I Make Different Sounds?

1. Take a look at the picture of the guitar below. Explain what you would need to do to make the guitar create a noise (sound). Draw or put your answer in the box below.



2. Go to a table. Place both hands on the table a few inches apart. Knock with one of your hands on the table. What did you feel with your other hand? Put your answer in the box below.

3. Did you hear a noise when you were knocking? Circle the correct answer.

YES NO

4. What do you think you would feel if your hand was on the back of the guitar while someone was moving the strings on the front? Put your answer in the box below.

5. The feeling that you felt is called a vibration. When things vibrate, they can create _____.

Fill in your answer

Go to the next page →

6. Think of something that will make a noise if it vibrates. Do not use a guitar or the table. Draw a picture of your object in the box below.

7. What do you need to do to your object to make it vibrate and make a noise? Put your answer in the box below.

Day 5

6.1 Take-Home

The Hares and the Frogs

1. Where did the hares have a chat?

   ○ in the grass

   ○ in a tree

   ○ in a hut

Page_____

2. Why were two of the hares sad?

   ○ They were fools.

   ○ They were tame.

   ○ They were not brave.

Page_____

3. What are some things that scare the hares?

Page_____

4. Who was scared of the hares in the end?

Page_____

/ 25

Name _____

Subtract.

Show how you know.

1. 16 - 5 = ☐

2. 13 - 8 = ☐

3. 15 - 9 = ☐

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REMEMBER

4. **Read**

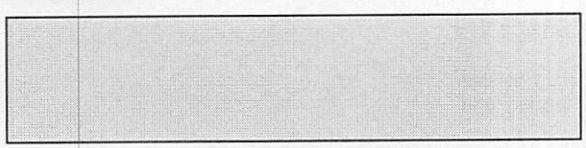
Liv sees 9 butterflies.

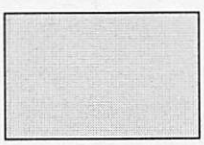
Val sees 7 butterflies.

How many more butterflies does Liv see than Val?

Draw

Write



Liv sees  more butterflies than Val.

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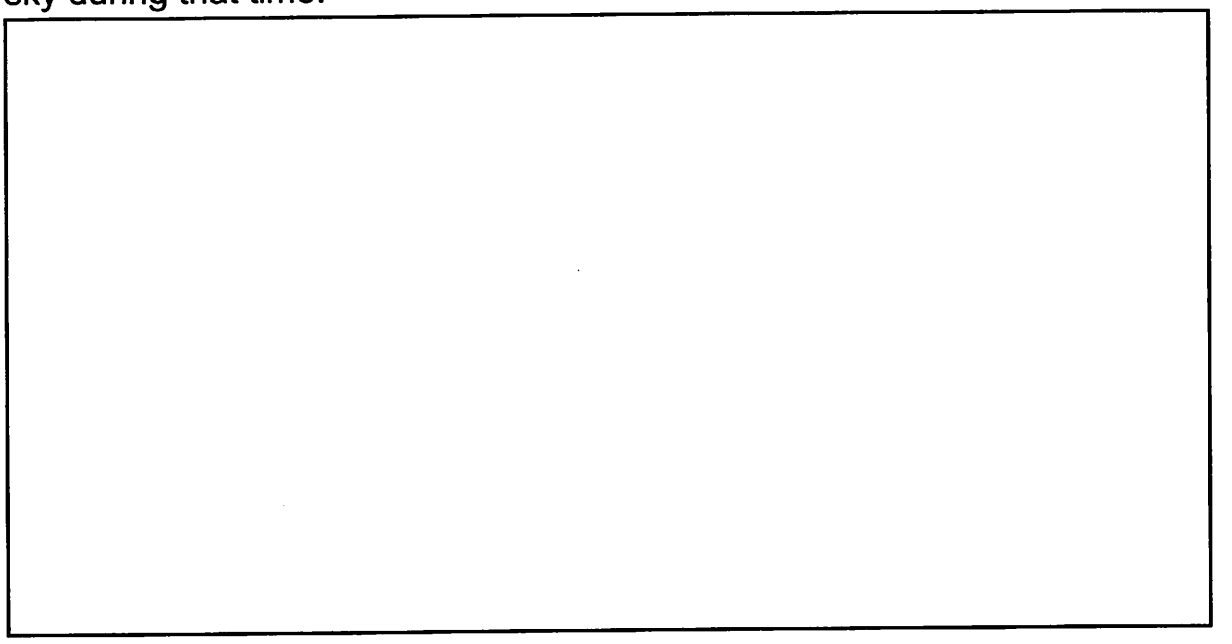
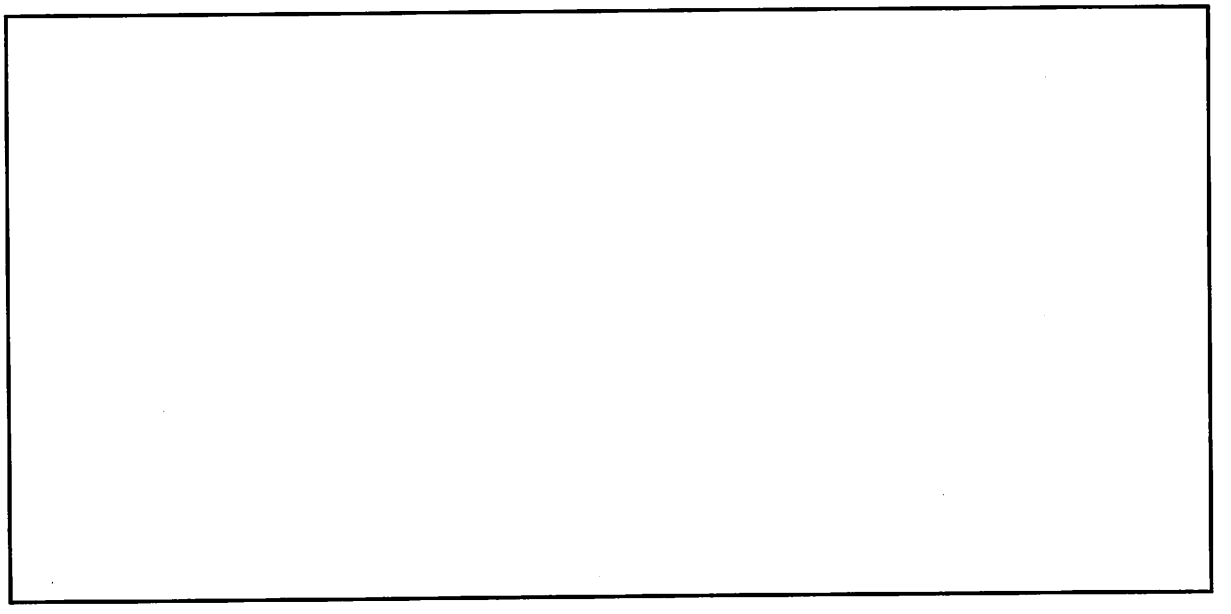
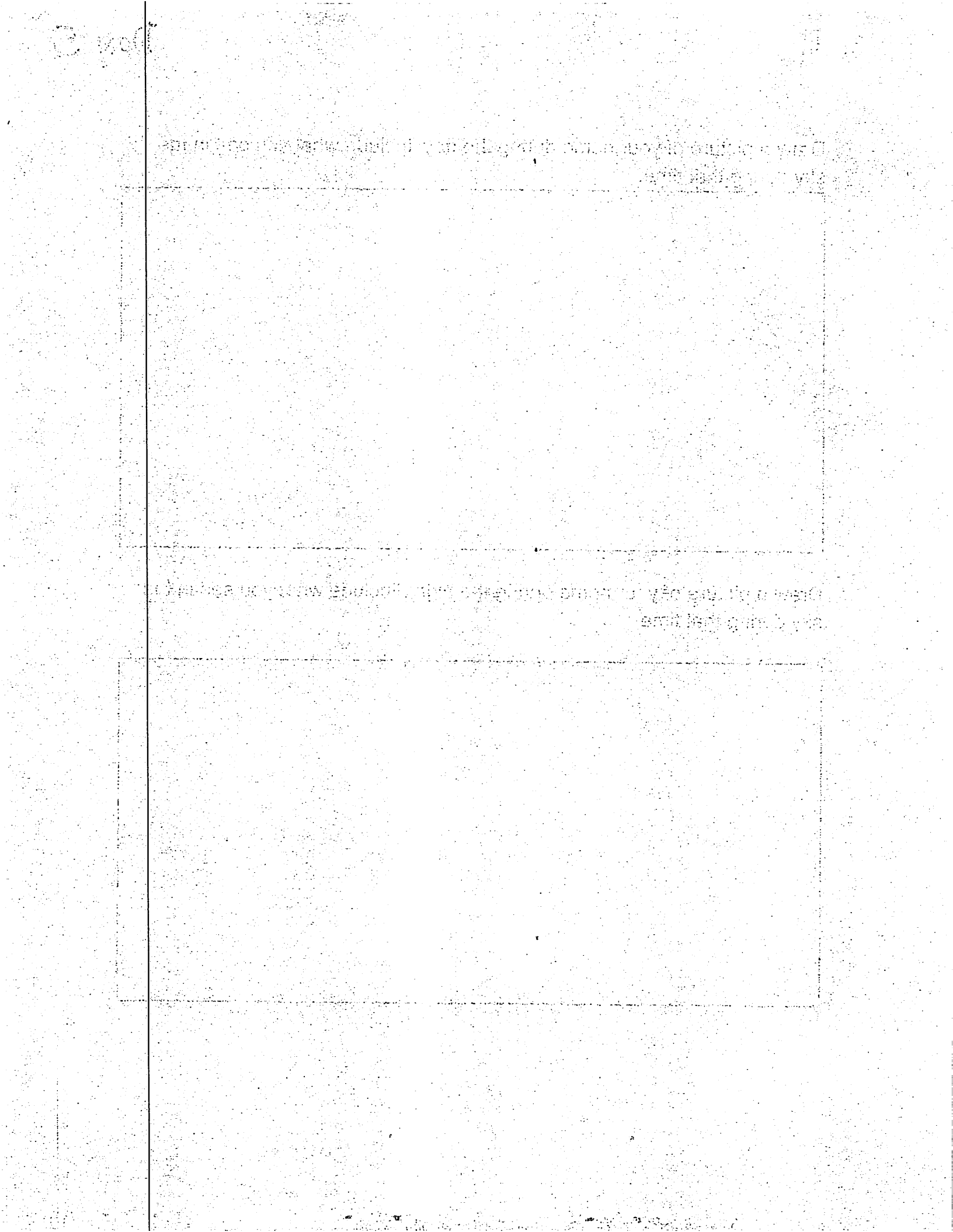
Day 5

Draw a picture of your home during the day. Include what you see in the sky during that time.



Draw a picture of your home during the night. Include what you see in the sky during that time.