Dear Parents,

This packet is provided for you, in the event of an emergency school closing. This packet contains work in language arts, math, science and social studies. We have provided daily packets for 10 days. During this time, you may contact your child’s teacher if you may have any questions or concerns. Please make sure, in the event of a closing, your child completes all work for each specific day. This packet will be graded by your child’s teacher, on the day that they return to school. Thank you for your cooperation.

1st grade team

Ms. McGuire- nmcguire@paterson.k12.nj.us
Mrs. Basile- cbasile@paterson.k12.nj.us
Mrs. Llinas- jllinas@paterson.k12.nj.us
Mrs. Royster- jbatchelor@paterson.k12.nj.us
Ms. Ehlermann- sehlermann@paterson.k12.nj.us
Mrs. Cangos- fcangos@paterson.k12.nj.us
Mrs. Hammoudeh- shammoudeh@paterson.k12.nj.us
Mrs. Elabeled- selabeled@paterson.k12.nj.us
Day 1
Activities

- Language Arts: Phonics: Work on Long Vowel a sheets
- Raz Kids Journal Writing: Include an opening, three details, and a closing sentence.
- Writing Prompt: Baking Cookies
- Science: Soft and Loud Sounds
- Math: Count, read and write numbers to 120
Long A

Write the word under each picture.

1. Hay 
2. Broom
3. Paint can
4. Child with teddy bear
5. Mailbox
6. Children playing
7. Boy praying
8. Kid in window
9. Raining
The Long a Sound

Read the words in the word box.

Write four words from the word box that rhyme. Draw a circle around each word you use.

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

Write three words from the word box that rhyme. Draw a circle around each word you use.

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

Write two words from the word box that rhyme. Draw a circle around each word you use.

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

Write the word that has not been circled.

.................................................................
.................................................................
Name: 

Write the word in a sentence:

fake

late

make

gate
Gate has the long a sound. Write a in the middle and e at the end of each word that has the sound /æ/. Then trace the rest of the word.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>w</td>
<td>y</td>
<td>t</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c</td>
<td>b</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>f</td>
<td>r</td>
<td>k</td>
</tr>
<tr>
<td>g</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>c</td>
<td>b</td>
<td>g</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Circle the name of each picture. Then write the word.

1. rake
2. gate
3. shave
4. cane
5. tape
6. goat
7. grape
8. snack
9. plane

Name __________________________
Raz Kids - Reading Responses

Name

Book Title:

Author:

Question Number:
for each problem, count forward. Write the missing numbers.

1. 12 13 15 17

2. 24 27 28

3. 80 83

4. 98 100 101

Circle the number between 83 and 85.
For each problem, read the numbers in each set. Circle the sets that are in order.

1. 55 56 57 58 59
   58 55 57 59 56

2. 64 65 66 67 86
   64 65 66 67 68

3. 99 101 100 103 102
   98 99 100 101 102

4. 116 117 118 120 119
   116 117 118 119 120

5. 108 109 110 111 112
   108 109 110 111 113

6. 106 107 108 109 101
   106 107 108 109 110

Tell how you know which sets are in order.
Day 2
Activities

• Language Arts: Add ed and ing to make it tell about the past or the present.
• Reading Comprehension: Read and answer the question for "Can I Keep Him?"
• Raz Kids Journal Writing: Include an opening, three details, and a closing sentence.
• Writing Prompt: My Favorite Food
• Social Studies: Complete and draw a picture for: In my community, I help out by ________________.
• Math: Tens and ones
Double the final letter of most words with short vowels before adding ed.
Double the final consonant and add ed to each word.
Then trace the rest of the word.

pop + p + ed = popped

1. hop
2. pat
3. mop
4. tag
5. stop
6. skip

Inflection: -ed
Find three words in the puzzle that end in \textit{ed} and tell about the past. Circle the words. Then write the word from the puzzle that completes each sentence.

\begin{tabular}{c}
  h\textit{alled} \\
  k\textit{ampa} \\
  i\textit{anded} \\
  c\textit{idhts} \\
  k\textit{ickedm} \\
\end{tabular}

1. You \underline{\textit{alled}} it.

2. Tim \underline{\textit{anded}} the dog.

3. It \underline{\textit{icked}} here.
I kick.  
I am kicking.

Add **ing** to each word to make a new word. Then trace the rest of the word.

1. pick
2. look
3. call
4. pack

Now write two sentences that use **ing** words.
Read the story. Then, answer the questions.

**Can I Keep Him?**

My friend and I went for a long walk. We could feel the breeze as it blew the leaves on the trees. When we got near the park, we could each hear something barking.

When we got near a bush, a little dog leaped out. He seemed very excited to meet us. We could see no one else at the park, so we took the little dog back to my home.

I asked my mom if we could keep him. “I will read books about dogs so I know what to do. I will feed him and clean up after him. I will give him treats to eat. I will teach him tricks like how to shake and speak.”

Mom agreed that I could keep him if we could not find his owners. I leaped to my feet and gave my mom a big squeeze!

1. Where do my friend and I go?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. What did we find there?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
Raz Kids - Reading Responses

Choose one box to complete each day. Please make sure you include the title and author of your book. Also, be sure to include the Box number. **YOU MUST CHOOSE A DIFFERENT NUMBER FOR 5 CONSECUTIVE DAYS.**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write 3 sentences or more telling what happened in the story.</td>
<td>Where did the story take place? Describe the setting.</td>
<td>Name 2 characters from the story. Tell one thing each character did in the story.</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Write about the most important part of the story.</td>
<td>Is your book fiction or non-fiction? How do you know? Write an example from the book to prove it.</td>
<td>Create a list of some difficult words in the story.</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Write about your favorite part of the story. Explain why it is your favorite part.</td>
<td>Are you like any of the characters in the story? Write 3 sentences explaining how you are like the character.</td>
<td>Retell your story in sequential order. Make sure to include what happened in the beginning, middle and the end. Use transitional words to begin each sentence (ex: first, next, last.)</td>
</tr>
</tbody>
</table>
Opinion / Argument Writing

Pre-Writing

It looks like ______________.  It smells like ______________.
It tastes like ______________.  It feels like ______________.

My Favorite Food

My favorite food is ______________.

because

________________________________________________________________________

________________________________________________________________________
In my community, I help out by
For each problem, use a ten-frame and counters. Count and write how many.

1

1 ten

1 one ___

2

1 ten

2 ones ___

3

1 ten

3 ones ___

4

1 ten

4 ones ___

Tell how many ones are on this page.
For each problem, count how many. Record your work.

1

____ tens  ____ ones

2

____ tens  ____ ones

3

____ tens  ____ ones

4

____ tens  ____ ones

5

____ tens  ____ ones

6

____ tens  ____ ones

Tell how you solved Problem 6.
Day 3
Activities

- Language Arts: Phonics: Long Vowel e
- Raz Kids Journal Writing: Include an opening, three details, and a closing sentence.
- Writing Prompt: The Best Job
- Science: Things that produce Heat, Light and Sound Energy
- Math: Compare numbers
Directions: Read the words and draw a picture to match.

<table>
<thead>
<tr>
<th>beach</th>
<th>teeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>cream</td>
<td>peas</td>
</tr>
<tr>
<td>leaf</td>
<td>feet</td>
</tr>
<tr>
<td>queen</td>
<td>peas</td>
</tr>
</tbody>
</table>

Now use one of the words from above to write a sentence.
Write the word in a sentence.

Teacher

Cheese

Street

Peas

Beach

@muhlenkampjm
Sort It!
Sort the words into either the long e spelled ee or ea

ea

ee

bee bead tree sea
sheep bean sleep free
leaf heat eat need
The picture names in each row rhyme. Write the rhyming words.

1. steam
2. sheep
3. three
Slide and read each word. Color the picture it names.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>slide</td>
<td>pen</td>
</tr>
<tr>
<td>2</td>
<td>leaf</td>
<td>pencil</td>
</tr>
<tr>
<td>3</td>
<td>feet</td>
<td>fence</td>
</tr>
<tr>
<td>4</td>
<td>team</td>
<td>elephant</td>
</tr>
<tr>
<td>5</td>
<td>seal</td>
<td>grapes</td>
</tr>
</tbody>
</table>
Raz Kids - Reading Responses

Name_________________________

Book Title:_____________________

Author:_______________________

Question Number:___________
Unit 11
Compare Numbers

Standard
Number and Operations in Base Ten
Understand place value.
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Model the Skill

◆ Say: Today we will compare numbers. There are special signs used to compare numbers. Draw a “greater than” sign: >, a “less than” sign: <, and an “equal to” sign: =. Name each sign as you draw it.

◆ Explain to students that to compare numbers, first they have to look at the number of tens. The number that has more tens is greater, making the other number less. Ask: Is 23 greater than, less than, or equal to 58? (less than, <) Help the students write the less than sign. Explain that the pointy side always points to the lesser number and the large mouth side opens to the greater number.

◆ Assign students the appropriate practice page(s) to support their understanding of the skill. Explain that when the tens are the same, they need to compare the ones, and if the ones are also the same, the numbers are equal.

Assess the Skill
Use the following problems to pre-/post-assess students’ understanding of the skill.

◆ Say: Look at each expression. Tell if each one is true or false.

\[
14 < 16 \quad 36 = 26 \quad 81 > 18 \quad 56 > 72
\]
For each problem, underline the tens digits. Compare. Write >, =, or <.

1. 67
   \[
   \text{is greater than } >
   \]
   \[
   \text{is equal to } =
   \]
   \[
   \text{is less than } <
   \]
   92

2. 26
   \[
   \text{is less than } <
   \]
   \[
   \text{is equal to } =
   \]
   \[
   \text{is greater than } >
   \]
   26

3. 58
   \[
   \text{is less than } <
   \]
   \[
   \text{is equal to } =
   \]
   \[
   \text{is greater than } >
   \]
   54

4. 31
   \[
   \text{is less than } <
   \]
   \[
   \text{is equal to } =
   \]
   \[
   \text{is greater than } >
   \]
   13

Tell how you know when two numbers are equal.
For each problem, compare. Write $>$, $=$, or $<$.

1. Write a number that is greater than 67?

2. Write a number that is less than 34?

3. Write a number that is greater than 59?

4. Write a number that is equal to 98?
Day 4
Activities

• Language Arts: Consonant Diagraph th
• Reading Comprehension: Read and answer the question for “Picking Apples”
• Raz Kids Journal Writing: Include an opening, three details, and a closing sentence.
• Writing Prompt: Seasons
• Social Studies: Color by Sight Word
• Math: Add a two-digit number and a one-digit number
Reading Comprehension

Read the short passage and answer the questions.

Picking Apples

Jonas is going apple picking with his sister, Maria. They are going to the apple orchard near their house. They need to pick twelve apples. Their mom is going to use the apples to make a big apple pie. At the orchard, Jonas picked nine apples and Maria picked three. They had a great day together. Now they can’t wait to enjoy their pie!

1. Where is Jonas going?
   - [ ] on a vacation
   - [ ] on a fishing trip
   - [ ] to school
   - [x] to the apple orchard

2. Who is he going with?
   - [ ] mom
   - [ ] Maria
   - [x] Joey
   - [ ] dad

3. How many apples do they need?
   - [ ] five
   - [ ] nine
   - [ ] twelve
   - [x] ten

4. What will their mom do with the apples?
   - [ ] eat them
   - [ ] give them away
   - [ ] make a pie
   - [ ] make apple juice
Raz Kids - Reading Responses

Name

Book Title:

Author:

Question Number: ________
Add a Two-Digit Number and a One-Digit Number

Number and Operations in Base Ten
Use place value understanding and properties of operations to add and subtract.

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

- Hand out base-ten blocks. Then demonstrate the following problem.

```
13 + 2 =

13
+ 2
```

- Say: Today we are going to add to find the sum or total. Look at the models of tens and ones. The rod shows 10. The single units show ones. How many ones are there in all? (5) Remind students of different strategies they can use to add the ones: count units, count on, or add. Help students record the ones in the vertical addition in the correct place.

- Ask: How many tens are there in all? (1) Record the tens. Say: What is the sum of 13 + 2? (15) Help students understand how the models and vertical addition connect. They may solve in other ways.

- Assign students the appropriate practice page(s) to support their understanding of the skill. Allow students to use manipulatives as needed.

Use the following problems to pre-/post-assess students’ understanding of the skill.

```
14 + 5  
23 + 4  
64 + 2  
78 + 6
```
Use base-ten blocks. Add to find the sum.

1. $39 + 3$
2. $46 + 5$

3. $58 + 4$
4. $65 + 6$

Tell how you regrouped the ones in Problem 2.
Find the sum for each problem.

1. Find the sum of 29 and 5.

2. Find the sum of 38 and 6.

3. Find the sum of 43 and 3.

4. Find the sum of 67 and 2.

5. Find the sum of 82 and 8.

6. Find the sum of 91 and 1.
Day 5
Activities

• Language Arts: Phonics: Long Vowel i
• Raz Kids Journal Writing: Include an opening, three details, and a closing sentence.
• Writing Prompt: How to Brush Your Teeth
• Science: It’s too loud!
• Math: Ten more and ten less
Name: ____________________________

Write the word in a sentence:

shine

__________________________

__________________________

mine

__________________________

__________________________

hide

__________________________

__________________________

time

__________________________

__________________________
long i color and write

Color the long i words and write them in the boxes below.

line
lamp
wig
sway
drive
vine
grime
climb
try
fry
dime
camp
Color it!

Here are the long i words I colored:

1. _______________________

2. _______________________

3. _______________________

4. _______________________

5. _______________________
Nine has the long \( \textit{i} \) sound. Write \( \textit{i} \) in the middle and \( \textit{e} \) at the end of each word that has the sound /ɪ/. Then trace the rest of the word.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Nine</strong></td>
<td><strong>r k</strong></td>
<td><strong>h v</strong></td>
</tr>
<tr>
<td><strong>nine</strong></td>
<td><strong>p n y</strong></td>
<td><strong>d y</strong></td>
</tr>
<tr>
<td><strong>k i</strong></td>
<td><strong>b k</strong></td>
<td><strong>y m</strong></td>
</tr>
<tr>
<td><strong>b t</strong></td>
<td><strong>b f</strong></td>
<td><strong>p i</strong></td>
</tr>
<tr>
<td></td>
<td>buck</td>
<td>hive</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>1</td>
<td>back</td>
<td>hit</td>
</tr>
<tr>
<td></td>
<td>bike</td>
<td>hiss</td>
</tr>
<tr>
<td></td>
<td>bike</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>kick</td>
<td>slide</td>
</tr>
<tr>
<td></td>
<td>kiss</td>
<td>slip</td>
</tr>
<tr>
<td></td>
<td>kite</td>
<td>sleep</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>lid</td>
<td>bet</td>
</tr>
<tr>
<td></td>
<td>line</td>
<td>boat</td>
</tr>
<tr>
<td></td>
<td>lane</td>
<td>bite</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Raz Kids - Reading Responses

Name: ____________________________

Book Title: ____________________________

Author: ____________________________

Question Number: __________
Unit 13

Ten More, Ten Less

Number and Operations in Base Ten
Use place value understanding and properties of operations
to add and subtract.

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit
number, and adding a two-digit number and a multiple of 10, using
concrete models or drawings and strategies based on place value,
properties of operations, and/or the relationship between addition
and subtraction; relate the strategy to a written method and explain
the reasoning used. Understand that in adding two-digit numbers,
one adds tens and tens, ones and ones; and sometimes it is necessary
to compose a ten.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the
number, without having to count; explain the reasoning used.

Model the Skill

Hand out ten-rods and ones. Then demonstrate the following problem.

\[
24 + 10 = \\
\underline{24} \\
\underline{+ 10} \\
\]

- **Say**: Today we are going to add ten to numbers. Look at this problem. **Ask**: How
  many tens are there in 20? (2) How many tens are there in 10? (1)
- **Explain**: To students that they are adding 1 to the tens digits when they add 10 to
  a number. Tell them if they know 2 + 1 = 3, then they should know 20 + 10.
- **Ask**: If we have 2 tens and 1 ten, how many tens are there in all? (3)
- **Point out**: That the first number has 4 ones. Explain that since they are adding 10,
  they should think of it as 1 ten and 0 ones so only the tens digit will change and
  the ones digit will stay the same. **Ask**: What is 24 + 10? (34)
- **Assign**: Students the appropriate practice page(s) to support their understanding
  of the skill. Remind them they are adding or subtracting 1 ten each time.

Assess the Skill

Use the following problems to pre-/post-assess students’ understanding of
the skill.

\[
\begin{align*}
20 & + 10 \\
34 & + 10 \\
73 & + 10 \\
11 & + 10 \\
\end{align*}
\]
Find the sum or difference for each problem.

1. \[ 50 + 10 = \]  

2. \[ 36 + 10 = \]  

3. \[ 44 - 10 = \]  

4. \[ 90 - 10 = \]  

Tell how you solved Problem 3.
Find the sum or difference for each problem.

1. What is the sum of 10 and 67?

2. What is ten less than 44?

3. Randi had 38 stickers. She got ten more. How many stickers does Randi have now?

4. Robin had 18 grapes. She ate 10 grapes. How many grapes does Robin have left?
Day 6
Activities

• Language Arts: Diagraph sh
• Contractions, I’ll, she’ll, you’ll, we’ll, I’d, we’ve they’d and you’re
• Reading Comprehension: Read and answer the question for “Baseball Game”
• Raz Kids Journal Writing: Include an opening, three details, and a closing sentence.
• Writing Prompt: My Birthday
• Social Studies: Me on the Map
• Math: Add multiples of tens
Spell Words

Name __________________________________________

Write each picture name.
Write the spelling for each sound in a separate box.
(Sh is one sound. Write it in one box.)

1. 

2. 

3. 

4. 

5. 

Teaching Phonics 2013 by Wiley Blevins, Scholastic Teaching Resources
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You are not going to sit down, are you?</td>
</tr>
</tbody>
</table>
|   | ___________________________
|   | not going |
|   | to sit down, are you? |
| 2 | Yes, we have danced all night. |
|   | ___________________________
|   | ___________________________
|   | Yes, __________________________ danced all night. |
| 3 | But I would like to dance more. |
|   | ___________________________
|   | ___________________________
|   | But __________________________ like to dance more. |
| 4 | I wish they would dance with me! |
|   | ___________________________
|   | ___________________________
|   | I wish __________________________ dance with me! |
Reading Comprehension

Baseball Game

Alexa is going to a baseball game with her dad. She can hardly wait! It is the first game of the season and they have front row seats! When they get to the stadium, it is very loud. Alexa loves baseball but her favorite part of the game is the snacks. In the middle of the game, a man wearing red stripes walks up and down the aisles yelling, “Peanuts! Popcorn!”

“Dad! Can we please get some popcorn?” asks Alexa.

“Sure,” says dad. He raises his hand and yells, “We will take a large popcorn!”

He hands Alexa the popcorn and they share it as they finish watching the game. They are having a great time!

1. Where is Alexa going?
   - basketball game
   - baseball game
   - to the zoo
   - a parade

2. Who is she going with?
   - her dad
   - her grandpa
   - her friend
   - her mom

3. Where are their seats?
   - fifth row
   - front row
   - second row
   - third row

4. What do they get to eat?
   - peanuts
   - ice cream
   - cupcakes
   - popcorn
Raz Kids - Reading Responses

Name: ____________________________

Book Title: _______________________

Author: __________________________

Question Number: ____________
This is me! My name is ___________.
For each problem, use base-ten models. Find the sum.

1. 10 + 10
   10
   + 10
   
2. 40 + 20
   40
   + 20
   
3. 42 + 30
   42
   + 30
   
4. 27 + 60
   27
   + 60
   
★ Circle the problem that shows 6 tens in all.
Find the sum for each problem.

1. $30 + 20$

2. $60 + 30$

3. $20 + 20$

4. $51 + 20$

5. $65 + 30$

6. $19 + 40$

Tell how you add multiples of ten.
Day 7
Activities

- **Language Arts**: Phonics: Long Vowel ə
- **Raz Kids Journal Writing**: Include an opening, three details, and a closing sentence.
- **Writing Prompt**: Fire Safety
- **Science**: Source of Energy
- **Math**: Subtract multiples of ten
Name: _______________________

Write the word in a sentence:

phone

________________________

________________________

________________________

home

________________________

________________________

________________________

poke

________________________

________________________

________________________

broke

________________________

________________________
ABC order
Long O with OA and OW

Put these words in ABC order

float
snow
throat
road
goat
low
soap
flow
boat
coal

Write two sentences using words from above.

1.

2.
1. Choose the word that contains a long o.
   A. milk
   B. cone
   C. whiskers

2. Choose the word that contains a long o.
   A. bag
   B. nose
   C. chair

3. Choose the word that contains a long o.
   A. duck
   B. belt
   C. bono

4. Choose the word that contains a long o.
   A. quilt
   B. lid
   C. coat

5. Choose the word that contains a long o.
   A. ax
   B. polo
   C. bun

6. Choose the word that contains a long o.
   A. rose
   B. pan
   C. whistle

7. Choose the word that contains a long o.
   A. bed
   B. net
   C. globe

8. Choose the word that contains a long o.
   A. sheep
   B. note
   C. penny
Sentences - Long O

9. Sara wore a ____.
   A. 🧥 robe
   B. 🌍 globe
   C. 🎶 note

10. Use the ____ to water the flowers.
    A. 🌋 hose
    B. 🐓 bone
    C. 🌱 cone

11. Tie a knot in the ____.
    A. 🧥 robe
    B. 🏐️ polo
    C. 🎶 note
Word Search - Long O

cone  nose  bone  coat
pole  rose  globe  note
robe  hose  rope
The picture names in each row rhyme. Write the rhyming words.

1. boat

2. snow

3. load
Write the word that completes each sentence.

hose bone joke
mole hope hole

1. I have a big ________________.

2. I will put it in this ________________.

3. Joan went to get the ________________

4. I ________________ she does not see me.

5. I’ll say a ________________ did it.

6. Will she laugh at my ________________?
Unit 15
Subtract Multiples of Ten

Standard

Number and Operations in Base Ten
Use place value understanding and properties of operations to add and subtract.

1.NBT.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Model the Skill

- Hand out base-ten blocks and draw the following problem on the board.

```
30 - 10 = 53 - 20 =
```

- **Say:** Today we are going to subtract. Look at the models for this problem. Explain that the first number, 30, is how many in all. Use your blocks to show 30.

- Tell students that the number being taken away is circled and crossed out with an X. **Ask:** How many do you have to take away? (10) Have students take away 1 ten. **Ask:** How many tens are there? (0) How many tens are left? (2) What is 30 - 10? (20)

- Have students look at the next problem and model it. Remind them that when subtracting a number with two or more digits, they should always subtract the ones first. **Ask:** What is 3 - 0? (3) Have students record the ones. **Ask:** What is 5 - 2? (3) Have students record the tens. **Ask:** What is 53 - 20? (33)

- Assign students the appropriate practice page(s) to support their understanding of the skill.

Assess the Skill

Use the following problems to pre-/post-assess students’ understanding of the skill.

```
30 54 73 91
-20 -40 -50 -70
```
Subtract to solve each problem.

1. \[ 40 - 10 \]
   - Tens: 4
   - Ones: 0
   - \[ \begin{array}{c}
   - \hline
   - 1 \n   \end{array} \]

2. \[ 70 - 20 \]
   - Tens: 7
   - Ones: 0
   - \[ \begin{array}{c}
   - \hline
   - 2 \n   \end{array} \]

3. \[ 91 - 30 \]
   - Tens: 9
   - Ones: 1
   - \[ \begin{array}{c}
   - \hline
   - 3 \n   \end{array} \]

4. \[ 64 - 50 \]
   - Tens: 6
   - Ones: 4
   - \[ \begin{array}{c}
   - \hline
   - 5 \n   \end{array} \]

Tell how you solved Problem 4.
Subtract for each problem.

1. What is 42 minus 10?
   
   Tens   Ones
   
   —

2. What is 37 minus 20?
   
   Tens   Ones
   
   —

3. What is 98 minus 30?
   
   Tens   Ones
   
   —

4. What is 73 minus 50?
   
   Tens   Ones
   
   —

5. Find the difference between 27 and 20.
   
   Tens   Ones
   
   —

6. Find the difference between 49 and 30.
   
   Tens   Ones
   
   —

Tell how you solved the last problem.
Day 8

Activities

• Language Arts: Vowels er, ir, and ur
• Diagraph wh
• Reading Comprehension: Read and answer the question for “School Carnival”
• Raz Kids Journal Writing: Include an opening, three details, and a closing sentence.
• Writing Prompt: healthy Snacks
• Social Studies: This is my Home and this is my Country
• Math: Compare and order lengths
Matching - Vowels ER, IR, UR

purse

nurse

skirt

winter
Matching - Vowels ER, IR, UR

surf

circle

letter

turtle
Word Search - Vowels ER, IR, UR

<table>
<thead>
<tr>
<th>purse</th>
<th>nurse</th>
<th>skirt</th>
<th>winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>purple</td>
<td>turtle</td>
<td>circus</td>
<td>shirt</td>
</tr>
<tr>
<td>surf</td>
<td>circle</td>
<td>letter</td>
<td></td>
</tr>
</tbody>
</table>
Where Are the Words?

Find and circle all of the words from the word bank.

WORD BANK

whale  wharf  what  wheat  wheel  wheeze  when
where  whew  which  whiff  while  whim  whine
whir   whip   whisk   why   white   whisker
### Circle and Write

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. | wheeze  
|    | whiz   |
| 2. | white  
|    | whistle|
| 3. | wheel  
|    | whale  |
| 4. | whittle 
|    | whine  |
| 5. | wharf  
|    | whiff  |
Raz Kids - Reading Responses

Choose one box to complete each day. Please make sure you include the **title** and **author** of your book. Also, be sure to include the Box number. **YOU MUST CHOOSE A DIFFERENT NUMBER FOR 5 CONSECUTIVE DAYS.**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write 3 sentences or more telling what happened in the story.</td>
<td>Where did the story take place? Describe the setting.</td>
<td>Name 2 characters from the story. Tell one thing each character did in the story.</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Write about the most important part of the story.</td>
<td>Is your book fiction or non-fiction? How do you know? Write an example from the book to prove it.</td>
<td>Create a list of some difficult words in the story.</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Write about your favorite part of the story. Explain why it is your favorite part.</td>
<td>Are you like any of the characters in the story? Write 3 sentences explaining how you are like the character.</td>
<td>Retell your story in sequential order. Make sure to include what happened in the beginning, middle and the end. Use transitional words to begin each sentence (ex: first, next, last.)</td>
</tr>
</tbody>
</table>
Pre-Writing

Brainstorm words that make you think of healthy snacks. Use some of the words to complete the story.

natural
fruit

Healthy Snacks

It is important to eat healthy snacks because
This is my home.
Unit 16
Compare and Order Lengths

Measurement and Data

Measure lengths indirectly and by iterating length units.

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Model the Skill

- Draw two lines of different lengths on the board.

- Say: Today we will compare objects to see which is longer and which is shorter. Look at the two lines. Point out that both of their ends start against the same starting line. Explain that to compare lengths, students need to put the ends of objects at the same place.

- Say: To find which line is longer, you need to find which sticks out farther. Which line is longer? Circle it. Say: To find which is shorter, you need to find which does not stick out as far or which ends closer to the line where they started. Which line is shorter? Draw an X next to it.

- Assign students the appropriate practice page(s) to support their understanding of the skill.

Class the Skill

Use the following activity to pre-/post-assess students’ understanding of the skill.

- Say: Look at the door. Is the door longer from side to side or top to bottom? Repeat with other items in the classroom. Then ask groups of students to line themselves up in order of height.
For each problem, order the pictures from shortest to longest.

1

2

3

4

Tell how you know which item is the shortest.
Use string. Measure the length of each real object in your classroom.

1. Which is the shortest?

2. Which is the longest?

3. Put them in order from shortest to longest.

Tell how you compared each string to find the answers.
Day 9
Activities

• Language Arts: Phonics: Long Vowel u
• Review of Long vowels
• Raz Kids Journal Writing: Include an opening, three details, and a closing sentence.
• Writing Prompt: Best Friends
• Science: Can you hear now? and Hear the Beat
• Math: Measure length with non-standard unit
Name: _________________________

Write the word in a sentence:

mute

______________________________

______________________________

flute

______________________________

______________________________

tune

______________________________

______________________________
cube

______________________________
**CAN YOU HELP SUPER COOPER FIND THE U?**

Color the words any color with /ue/ as in blue.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>sun</td>
<td>rescue</td>
<td>root</td>
<td>hue</td>
<td>rule</td>
<td></td>
</tr>
<tr>
<td>bust</td>
<td>glue</td>
<td>mule</td>
<td>true</td>
<td>few</td>
<td></td>
</tr>
<tr>
<td>rule</td>
<td>duel</td>
<td>tune</td>
<td>sue</td>
<td>pool</td>
<td></td>
</tr>
<tr>
<td>bump</td>
<td>blue</td>
<td>book</td>
<td>duel</td>
<td>new</td>
<td></td>
</tr>
<tr>
<td>cup</td>
<td>clue</td>
<td>root</td>
<td>cruel</td>
<td>snug</td>
<td></td>
</tr>
<tr>
<td>room</td>
<td>argue</td>
<td>due</td>
<td>statue</td>
<td>hook</td>
<td></td>
</tr>
</tbody>
</table>

**NAME ____________________________**

MRS. GROOM'S ROOM
Read the long u words in the Word Bank. Look for them in the puzzle. Circle them or color in the boxes to show each word. Color the pictures when you have found all the words.

Word Bank
- fuse
- fume
- rude
- tube
- plume
- cube
- huge
- lube

©Kim Barry 2015  Fonts by KB Fonts  Graphics by mylesgraphics.com
Write the word that completes each sentence.

huge use cute mule cube

1. The ___________ is in the flowers.

2. The boy will ___________ his cap to chase it out.

3. The baby ducks are ___________.

4. That baby duck thinks the horse is ___________.

5. Mother puts an ice ___________ in the water.
Fill in the circle next to the name of each picture.

1. ○ sat  ○ soap  ○ sip
2. ○ cub  ○ cab  ○ cube
3. ○ bad  ○ bed  ○ bead
4. ○ rope  ○ rain  ○ ran
5. ○ tape  ○ tap  ○ top
6. ○ bee  ○ bay  ○ bow
7. ○ hat  ○ hay  ○ hold
8. ○ note  ○ net  ○ night
9. ○ sheep  ○ show  ○ shape
10. ○ kick  ○ kite  ○ kit
11. ○ robe  ○ rob  ○ rug
12. ○ cot  ○ cold  ○ cane
Raz Kids - Reading Responses

Name: __________________________

Book Title: ________________________

Author: __________________________

Question Number: ________
Hear the beat

Observations
You can make sounds when you beat, shake, or scrape things. You can make sounds when you pluck strings or use a bow. Blowing through a hole can also make a sound.

Science activity
Draw a circle around each instrument that makes a sound when you beat it.

Science exploration
Blow over the neck of a bottle. What happens? Pour a small amount of water in the bottle and blow again. Add more water and repeat. Does the sound change? Explain.
Cut out the boxes. For each problem, use the boxes to measure. Record your work.

1. The crayon is about ________ boxes long.

2. The eraser is about ________ boxes long.

3. The pencil is about ________ boxes long.

4. The marker is about ________ boxes long.

☆ Circle the item that was the shortest.
For each problem, use small paper clips to measure. Record your work.

1. 

about __________ paper clips

2. 

about __________ paper clips

3. 

about __________ paper clips

4. 

about __________ paper clips

Tell how you used paper clips to measure.
Day 10

Activities

• Language Arts: Diagraph **ph**
• Diagraph Review worksheet
• Contraction review sheets
• Reading Comprehension: Read and answer the question for “**Bug Hunters**”
• Raz Kids Journal Writing: Include an opening, three details, and a closing sentence.
• Writing Prompt: **Class Pet**
• Social Studies: **What does not belong?**
• Math: Tell and write time
# Circle and Write

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>elephant</td>
<td>elevate</td>
</tr>
<tr>
<td>2</td>
<td>troop</td>
<td>trophy</td>
</tr>
<tr>
<td>3</td>
<td>microphone</td>
<td>microscope</td>
</tr>
<tr>
<td>4</td>
<td>photo</td>
<td>phone</td>
</tr>
<tr>
<td>5</td>
<td>doll</td>
<td>dolphin</td>
</tr>
</tbody>
</table>
Alphabetical Order

Place the words below in alphabetical order.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________

WORD BANK

dolphin  typhoon  shell  trophy  photo  alphabet
phone  orphan  phonics  graph  sphere  paragraph
Read each sentence. Fill in the circle next to the two words the contraction stands for.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This tree <strong>isn't</strong> very big.</td>
<td><strong>is not</strong></td>
<td><strong>can not</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. We're going to plant it here.</td>
<td><strong>We have</strong></td>
<td><strong>We are</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. You've found a good place.</td>
<td><strong>You have</strong></td>
<td><strong>They have</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. It <strong>couldn't</strong> be better.</td>
<td><strong>could not</strong></td>
<td><strong>did not</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. She'll get some water for it.</td>
<td><strong>She is</strong></td>
<td><strong>She will</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I'd like to help, too.</td>
<td><strong>I would</strong></td>
<td><strong>He would</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. It's fun to plant a little tree!</td>
<td><strong>It will</strong></td>
<td><strong>It is</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bug Hunters

Joey and Jake spent the weekend looking for bugs. They saw a lot of different types of bugs. First, they saw an ant. It was on an ant hill. Next, they saw a big spider. Joey ran away from that bug. He hates spiders! Then, they saw a caterpillar on a tree branch. Finally, they saw a bee sitting on a flower. “I bet it is getting something to eat!” said Jake. At the end of the day, the boys saw ten different types of bugs. They had a fun day!

1. What did Joey and Jake do during the weekend?

2. What did they see first?

3. What did Joey run from? Why?

4. Where did they see a caterpillar?
Raz Kids - Reading Responses

Name

Book Title:

Author:

Question Number:

FST 654 Smart Start™ Story Paper
Unit 18
Tell and Write Time

Measurement and Data
Tell and write time.
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

* Draw the following clock on the board.

* Say: Look at the clock. A clock has an hour hand and a minute hand. It also has 12 numbers. Help students point to each number as you say them aloud from 1 to 12. Explain that the hands move in the same direction as the numbers.

* Say: The short hand tells the hour. The long hand tells the minutes. When the long or minute hand is straight up on the 12, we say the time as o'clock.

* Ask: What number is the hour hand on? (2) What number is the minute hand on? (12) Explain that it means it is exactly on the hour and we will say o'clock. Ask: What time is it? (2 o'clock)

* Assign students the appropriate practice page(s) to support their understanding

Use the following clock faces to pre-/post-assess students’ understanding of the skill.

* Say: Look at each clock. What time does each clock show?
For each problem, look at each clock. Tell and write the time.

1

2

3

4

Tell how you know when it is 2 o'clock.
1. What time does this clock say? 
   ![Clock Image]

2. What time does this clock say? 
   ![Clock Image]

3. Circle the clock that shows 6:30. 
   ![Clock Images]

4. Circle the clock that shows 3:30. 
   ![Clock Images]