

Dear families,

I know you are all as proud as I am of the wonderful progress your child has made in 1<sup>st</sup> grade. You all deserve a nice, relaxing break. Of course, there's still time to build in some skills practice.

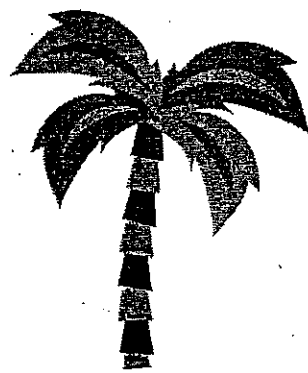
It's very important that your child review important 1<sup>st</sup> grade skills over the break. This summer review program will give you the tools to make sure your child will enter 2<sup>nd</sup> grade prepared and ready to excel. This program is organized into 6 weeks of review. Each week has an overview of the skills your child will be reviewing, along with helpful tips and explanations. While the review worksheets are designed to cover the most important 1<sup>st</sup> grade skills, they cannot cover everything. For this reason, each week also gives you a short checklist with other ideas to help your child at home. This checklist should help you stay organized and on track over the summer vacation.

The "word attack" lists cover the 2<sup>nd</sup> grade Dolch sight words. Your child will probably recognize many of these words already, and by mastering them over the summer you will give your child a head start next year.

Attached are several resource pages to give you more ideas for helping your child over the break. Thank you for taking the time to work with your child at home. Your hard work will pay off next year!

Have a great summer and KEEP LEARNING!! ☺

Sincerely,  
Mrs. Malloy



# Keep on Learning!

Looking for more ideas to help your child at home this summer? Below are some suggestions for incorporating learning fun throughout your days:

- READ, READ, READ!! Your child should be reading for 20 minutes a day AT LEAST! See the attached list for book suggestions, and don't forget to utilize the public library as a resource!
- Practice math facts! Building fluency with addition and subtraction facts will give your child the foundation they need to be successful with later, more challenging math concepts. Give them a head start by making some flash cards and practicing!
- Build in opportunities for writing over the summer. It would be fantastic if your child kept a summer journal to write about different experiences. If you go on vacation, a trip to the beach, zoo, etc. ... write about it! Also, think of other opportunities for writing. If your child wants something (or wants to DO something!), have them write you a short paragraph explaining why they should be allowed. Encourage them to write a letter to a friend, grandparent, or teacher!
- Work in practice with time and money in your daily interactions. If you are picking out a watch for your student, consider getting an analog (not digital) watch and helping them to use it. When you're out at the store, discuss the cost of items and what coins they would use to purchase something.
- Help your child develop his/her organizational skills. Consider doing a fun summer project together, like cleaning out or organizing your child's closet. Make sure your child has chores and responsibilities at home. First graders can make sure their clothes are folded (sort-of!) and put away. In drawers, help to set/clean the dinner table, put away their toys, etc.
- Help your child develop his/her vocabulary by exposing them to higher level words. Don't be afraid to use advanced vocabulary in front of your child! A child must hear a word many times before they can use it successfully. Try to build in context clues to support meaning (For example, "I don't think we'll be able to go to the beach today because of this inclement, rainy weather). Children's literature is one of the best sources of vocabulary exposure. In addition to your child reading independently, don't forget to read aloud to your child books that they may not yet be able to read themselves!

# Resource Recommendations

## Book Recommendations:

### Reading Level 1.5-2.0

Biscuit (series) by Alyssa Capucilli  
Buzz, Said the Bee by Wendy Lewison  
Feathers for Lunch by Lois Ehler  
Monster Math by Grace Maccarone  
More Spaghetti, I Say by Rita Gelman  
One Fish, Two Fish by Dr. Seuss  
Who Stole the Cookies by Judith Moffatt  
Danny and the Dinosaur by Syd Hoff  
Goodnight Moon by Margaret Wise Brown

### Reading Level 2.0-2.5

Harold and the Purple Crayon by Crockett Johnson  
Grizzwold by Syd Hoff  
Hattie and the Fox by Mem Fox  
Bunny Cakes by Rosemary Wells  
Frog and Toad (series) by Arnold Lobel  
Fox and His Friends (series) by James Marshall  
Fraidy Cats by Stephen Krensky  
Froggy (series) by Jonathan London  
Franklin (series) by Bourgeois & Clark

## Technology Recommendations:

### FREE Educational Apps for the iPad:

Sushi Monster (math)  
Meerkat Math (SO fun!!)  
Endless ABC  
Spelling City  
Stack the States  
Grammar Wonderland Primary  
Bluster  
Tic Tac Toe (Phonics) by Lakeshore Learning  
Brain Quest

Henry and Mudge (series) by Cynthia Rylant  
Little Bear (series) by Else Minarik  
Arthur (series) by Lillian Hoban

### Reading Level 2.5-3.0

Amelia Bedelia (series) by Peggy Parish  
Miss Nelson is Missing by Harry Allard  
Swimmy by Leo Lionni  
The Tiny Seed by Eric Carle  
Magic Tree House (series) by Mary Pope Osborne  
Dr. DeSoto by William Steig  
Flat Stanley by Jeff Brown  
Freckle Juice by Judy Blume  
Junie B. Jones (series) by Barbara Park  
Picture Book Of (biography series) by David Adler  
Second Grade Friends by Meriam Cohen  
Arthur Chapter Books (series) by Stephen Krensky  
Young Cam Jansen (series) by David Adler  
Nate the Great (series) by Marjorie Sharmat

## looking for more book ideas?

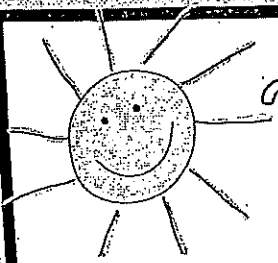
Visit: <http://home.comcast.net/~ngiansante/>  
This website has a HUGE database of books  
and authors organized by reading level.

### Paid Educational Apps for the iPad:

Teach Me First Grade & Teach Me Second Grade  
Splash Math  
Letter School

### Educational Websites

<http://interactivesites.weebly.com/index.html> (Fun Games for all Subjects)  
ABCya <http://www.abcya.com>  
Fun Brain <http://funbrain.com>  
AAAMath <http://www.aaamath.com>  
Grammar Ninja <http://www.kwarmp.com/portfolio.grammarninja.html>



# Week One

## comprehension

In First Grade, your child learned to identify important story elements while reading fiction texts. This week, your child will read a short story and identify characters, setting, problem and solution. Encourage your child to use words and pictures to describe these elements. For example, have them label the characters and setting, and write a short sentence to describe problem and solution.

## writing

First Grade students are expected to write personal narratives about special events. Your child should write 4-6 *complete* sentences. Remind them to use temporal words like "first" and "next" to sequence their story. Encourage them to use "fancy words" and to stretch the word out to spell. Help your child spell, but avoid giving them the spelling!

## Book Suggestions:

Mercy Watson series

Poppleton series

Mr. Putter and Tabby series

## word attack

always  
around  
because  
been  
before  
best

## week 1 checklist

- ☐ Complete practice pages
- ☐ Read for 20 minutes 4-5 days a week
- ☐ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 1 Word Attack list

# read for meaning

Amy was so excited for her family's trip to the beach. Her big brother Max had promised he would teach Amy how to boogie board. On the day of the trip, Amy noticed the sky was very dark. On the way to the beach, it started to rain. When they arrived it was pouring rain and there was bright lightning cracking above. Amy's Dad said they would not be able to go to the beach, because it was not safe to swim. Amy felt so disappointed. She wanted to boogie board with Max! Amy's Mom suggested they go get pizza at their favorite restaurant. Amy did not want pizza. She was still sad when they got to the restaurant. "Hey Amy," said Max, "Do you want me to teach you how to play the arcade games?" Amy had always wanted to play in the arcade with Max. She would get to have fun with her big brother after all!

Have your child read the story several times to build fluency. Color a sun for each time the story is read.  
(1.RFS.4)



**story elements** Write and draw the story elements below (1.RL.1 & 1.RL.3)

<b>Characters</b>	<b>Setting</b>
<b>Problem</b>	<b>Solution</b>

# writing

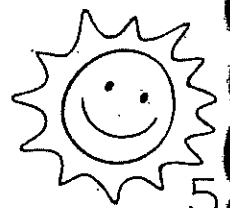
TOPIC: Write a personal narrative on one of the following topics. (1.W.3)

- |   |  |
|---|--|
| <input type="checkbox"/> Your favorite day of First Grade | <input type="checkbox"/> A family vacation               |
| <input type="checkbox"/> A Holiday with your family       | <input type="checkbox"/> A special event of your choice! |

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing practice.

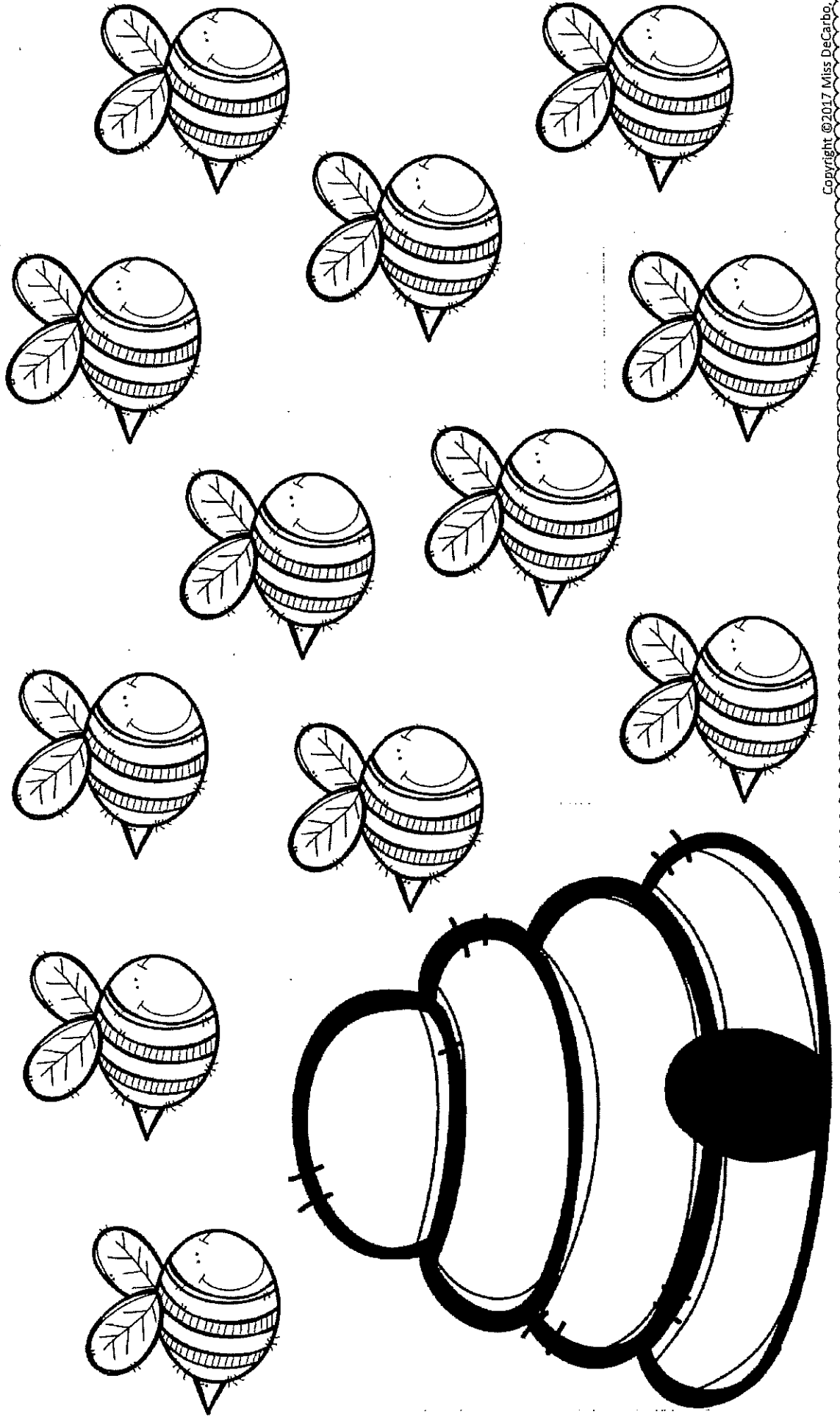
## my writing checklist

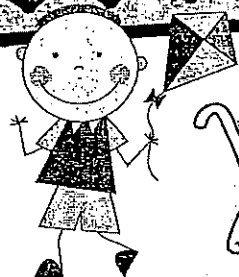
- ☐ All my sentences start with capital letters and end with punctuation
- ☐ I included at least 2 sequence events
- ☐ I added details to my writing
- ☐ I provided an ending to my story



# DON'T GET STUNG!

Directions: Help put the bees back into their hive. Cover each bee with a counter. Take turns removing one, two, or three bees from the game board. The player who removes the last bee gets stung and loses! The other player wins. Repeat and play again!





# Week two

## comprehension

In First Grade, your child learned to retell and sequence events in stories. They also learned to identify a central message or theme. This week they will read a short story about a girl who makes a mistake. Help them identify the beginning, middle, and end of the story. Discuss what lesson the little girl learned from her mistake.

## writing

First Grade students are expected to justify their opinions through writing. Your child should state their opinion, and then provide at least 2 reasons to justify their opinion.. Encourage them to use "fancy words" and to stretch the word out to spell. Help your child spell, but avoid giving them the spelling!

## Book Suggestions:

Magic Tree House books

Princess Posey series

Roscoe Riley series

Frog and Toad books

Little Bear books

## word attack

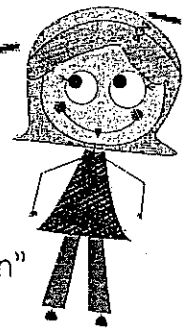
both  
buy  
call  
cold  
does  
don't

## week 2 checklist

- ☐ Complete practice pages
- ☐ Read for 20 minutes 4-5 days a week
- ☐ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 2 Word Attack list



# it's a matter of facts!



Circle all the facts below that show a way to make ten. Solve the other "near ten" facts.(1.OA.6)

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

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

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

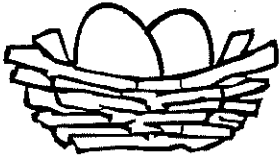
$$\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$$



# Weekly Skill Check!

## Segment and Spell

Spell the word in the box (RF.1.2b & d)



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## Clap the Syllables

Shade number of syllables  
(RF.1.2 & RF.1.3d)

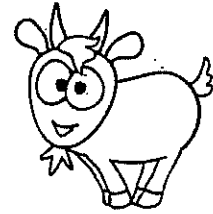


telephone

1	2	3	4
---	---	---	---

## Circle the Spelling

Circle the correct spelling (RF.1.3c)



goat      gote      got

## Inflectional Endings

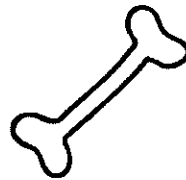
Circle the correct word (RF.1.3f)

Megan \_\_\_\_\_ me on  
the phone yesterday.

calling      called      calls

## Long or Short?

Circle (RF.1.2a)



short o      long o

## Write the Numbers

1.NBT.2



tens	ones	Number

## Compare It: < , > , =

1.NBT.3

72 \_\_\_\_ 78

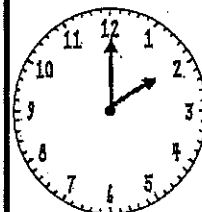
## Solve-It!

Draw a picture and write a number sentence (1.OA.1)

Mary has 12 crayons. 4 of them are red and the rest are blue. How many crayons are blue?

## Word Recognition: Use after in a sentence: (1.RFS.3g)


## What Time? (1.MD.3)



:
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# read for meaning

## Summer Ice Pops

It was a hot summer day. Lisa and her sister, Caroline, had been outside riding their bikes and playing jump rope all morning. Lisa saw her Mom open the back door and walk outside carrying two freezing ice pops. They looked so refreshing! Caroline and Lisa both ran toward their Mom. "Yay! I get the grape pop," Caroline called out. Grape was Lisa's favorite flavor! "No way, I want the grape one!" Lisa shouted. The two sisters both lunged for the grape ice pop at the same time. Lisa watched as their Mom dropped both ice pops and they splattered to the ground. Brightly colored juice stained the side walk. "Well girls, that's too bad," their Mom said, "Those were the last two ice pops we had." Lisa felt sad. She wished she had let her sister have the grape pop.

Have your child read the story several times to build fluency. Color a sun for each time the story is read. (1.RFS.4)



**retelling** Retell the major events in the story below. Answer the question in a complete sentence. (1.RL.2)

First,

Next,

Last,

What lesson do you think Lisa learned?

# writing

TOPIC: Write an opinion piece of one of the following topics. (I.W.I)

☐ Which season is the best?

☐ Which sport is the best?

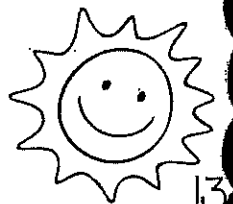
☐ Why is your school awesome?

☐ An opinion piece of your choice!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing practice.

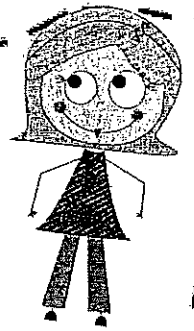
## my writing checklist

- ☐ All my sentences start with capital letters and end with punctuation
- ☐ I included at least 2 reasons to support my opinion
- ☐ I added details to my writing
- ☐ I provided a sense of closure to my argument



# it's a matter of facts!

Solve the "doubles" facts below.(1.OA.6)



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

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

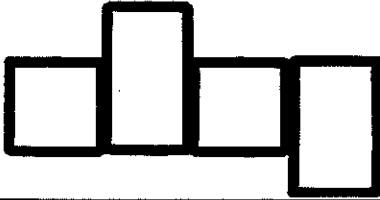
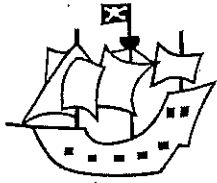
$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$



# Weekly Skill Check!

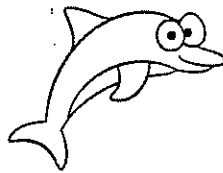
## Segment and Spell

Spell the word in the box (RF.1.2b & d)

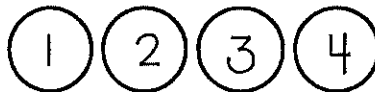


## Clap the Syllables

Shade number of syllables (RF.1.2 & RF.1.3d)

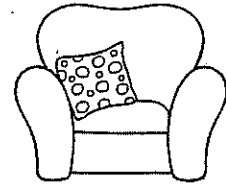


dolphin



## Circle the Spelling

Circle the correct spelling (RF.1.3c)



char chair chare

## Inflectional Endings

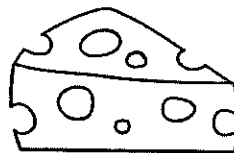
Circle the correct word (RF.1.3f)

I am \_\_\_\_\_ a vanilla  
ice cream cone.

eating ate eats

## Long or Short?

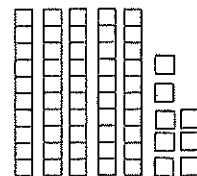
Circle (RF.1.2a)



short e long e

## Write the Numbers

1.NBT.2



tens	ones	Number

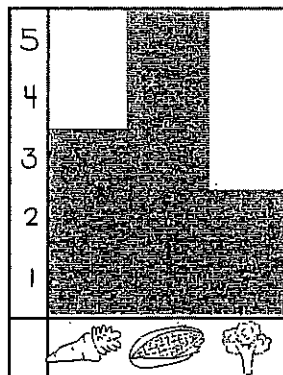
## Compare It: < , > , =

1.NBT.3

13 \_\_\_\_ 31

## Graphing

Interpret the graph and answer the question. (1.MD.4)



Favorite  
Vegetables

How many more kids  
like than ?

\_\_\_\_\_ more

## Word Recognition: Use every in a sentence: (1.RFS.3g)

\_\_\_\_\_

\_\_\_\_\_

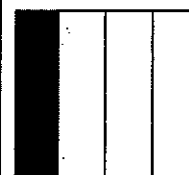
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Fractions (1.G.3)

Write the shaded fraction



\_\_\_\_\_

# Week three



## comprehension

In First Grade, your child learned to read nonfiction texts and use nonfiction text features (like charts, glossaries, captions, etc.) to learn new information. This week they will need to read a short nonfiction paragraph about Sea Turtles and answer questions recalling key details from the story.

## writing

First Grade students are expected to write short informative pieces. This week your child will write 4-6 sentences on a topic they are an "expert" on. Encourage them include 2-3 facts about their topic (not opinions!) and make sure that they write an ending sentence.

## mathematics

This week your child will review solving addition problems with 3 addends. Encourage children to add together "friendly numbers" first. For example, the problem  $2 + 4 + 8$ , it would make sense to add the 2 and 8 first, because the new fact  $10 + 4$  would be easier to solve.

## word attack

fast  
first  
five  
found  
gave  
goes

## week 3 checklist

- ☐ Complete practice pages
- ☐ Read for 20 minutes 4-5 days a week
- ☐ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 3 Word Attack list

# read for meaning

## Sea Turtles

Sea turtles are fascinating animals. They are an **ancient** species, and have been in our oceans since the time of the dinosaurs. They hatch on land, but spend most of their lives in the water. They **migrate** throughout **tropical** waters all over the world. Their **carapace**, or shells, help them swim quickly. Sea turtles are **endangered** because of some human actions. We should keep our oceans clean to help protect sea turtles!

## Glossary

**ancient** - very old

**carapace** - a turtle's shell

**endangered** - a group of animals at risk of disappearing forever

**migrate** - to move from one place to another

**tropical** - warm and humid

Have your child read the passage several times to build fluency. Color a sun for each time the story is read. (1.RFS.4)



**recall key details** Answer the questions below about the passage (1.RIT.2, 1.RIT.4, 1.RIT.5)

1. Where do sea turtles hatch?

- a. in the water                      b. on land                      c. in the sky

2. What is another name for a sea turtle's shell?

- a. carapace                      b. cartilage                      c. hard

3. Sea turtles are endangered. How can you help protect the turtles?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



# writing

TOPIC: Write an paragraph to Inform about one of the following topics: (I.W.2)

☐ An animal you know a lot about

☐ A sport you know a lot about

☐ A famous person you know a lot about

☐ An informative piece of your choice!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are eight sets of these lines for writing practice.

## my writing checklist

- ☐ All my sentences start with capital letters and end with punctuation
- ☐ I included at least 2 facts about my topic
- ☐ I added details to my writing
- ☐ I provided a sense of closure to my paragraph



# math

addition with 3 addends Solve the problems below. Circle the 2 numbers you added first. (1.OA.2)

$$6 + 2 + 6 = \underline{\quad} \quad 7 + 5 + 3 = \underline{\quad} \quad 4 + 4 + 8 = \underline{\quad}$$

$$5 + 7 + 2 = \underline{\quad} \quad 9 + 8 + 1 = \underline{\quad} \quad 3 + 8 + 2 = \underline{\quad}$$

$$\begin{array}{r} 7 \\ 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 7 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 4 \\ +3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ 2 \\ +9 \\ \hline \end{array}$$

$$\underline{\quad} + 2 + 8 = 16 \quad 3 + 5 + \underline{\quad} = 10 \quad 4 + \underline{\quad} + 3 = 14$$

Problem Solving Solve the following problem. Draw a picture and write a number sentence. (1.OA.1, 1.OA.2)

Ryan has 2 blue fish, 6 red fish, and 4 green fish. His brother Mark has 5 blue fish, 4 red fish, and 5 green fish. Who has more fish, Ryan or Mark? How do you know?



# Weekly Skill Check!

## Identify the Missing Sound

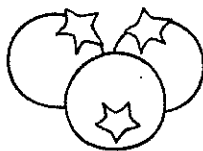
Write the missing sound. (RF.2c)



wha e

## Clap the Syllables

Shade number of syllables  
(RF.1.2 & RF.1.3d)

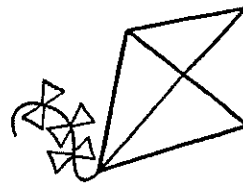


blueberry

1 2 3 4

## Circle the Spelling

Circle the correct spelling (RF.1.3c)



kit kiet kite

## Word Choice

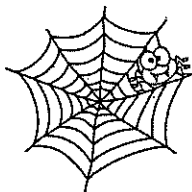
Choose the correct pronoun. (L.1.1b)

Anna and I went to the beach.

they us we

## Long or Short?

Circle (RF.1.2a)



short e long e

## Write the Numbers

I.NBT.2

$$40 + 6 = \underline{\quad}$$

$$50 + 8 = \underline{\quad}$$

$$90 + 3 = \underline{\quad}$$

## Compare It: <, >, =

I.NBT.3

$$5 + 9 \underline{\quad} 8 + 6$$

## Solve-It!

Draw a picture and write a number sentence (1.OA.1)

13 kids were swimming in the pool. 8 left to get a snack. How many are still swimming?

## Word Recognition: Use could in a sentence: (1.RFS.3g)

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

-----

## Fractions (1.G.3)

Write the shaded fraction

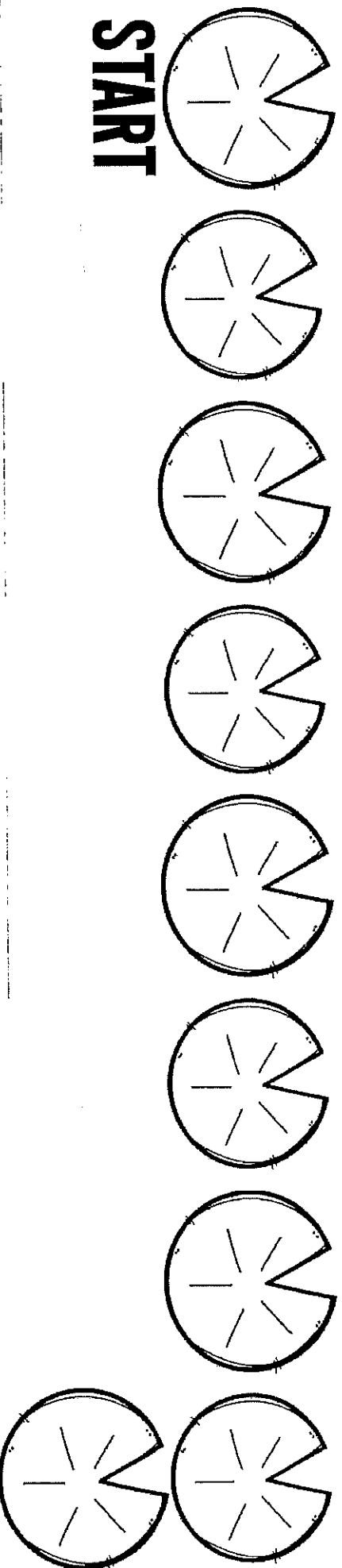


\_\_\_\_\_

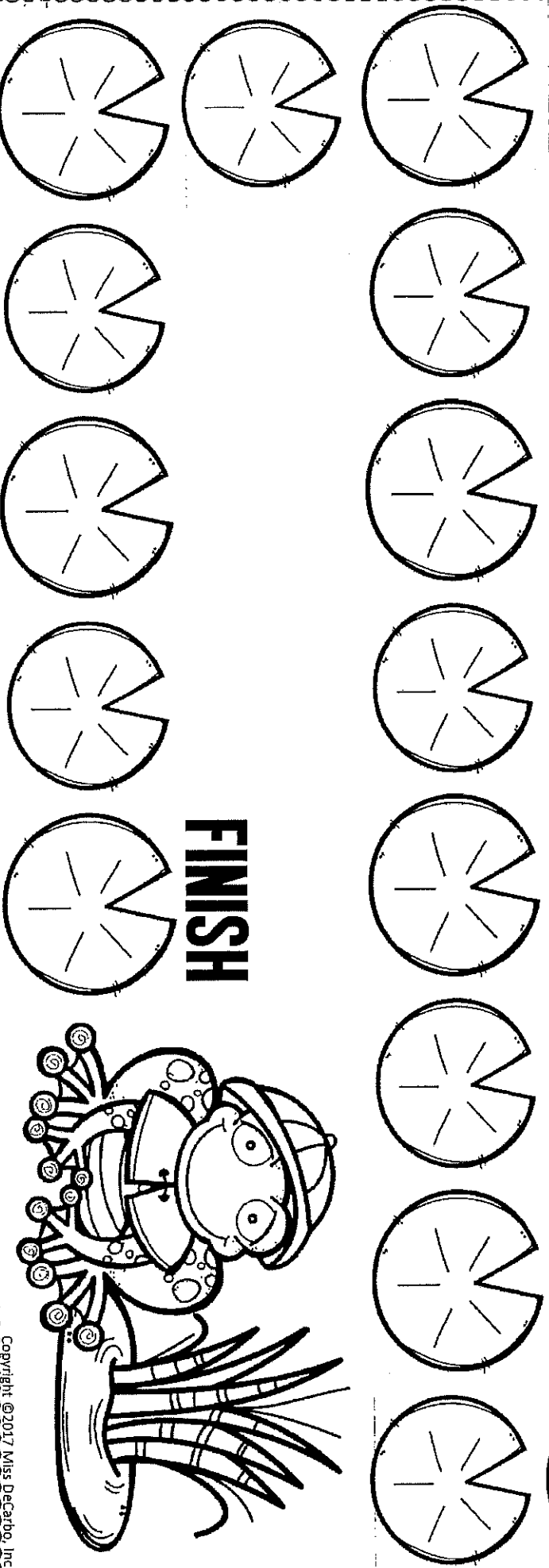
# 23 FROG JUMPS

**Directions:** Let's jump to the pond! Use a counter for a game piece. Take turns jumping one, two, three, or four spaces on the board. The player who jumps and lands on the last lily pad wins! Repeat and play again!

**START**



**FINISH**





# Week FOUR

## comprehension

It is important for your child to identify who is telling a story. This week they will read a story about field day. They will need to use details from the story to describe who was telling the story, and how that person felt about field day.

## writing

This week students will write a short make believe story. They can use a suggested topic, or create one of their own. Encourage them to use their imaginations. Help them plan their story BEFORE they start writing. What will happen first, next, and last?

### Book Suggestions:

Nate the Great series

The Critter Club series

Heidi Heckelbeck series

Berenstain Bears books

Pinkalicious books

## word attack

green  
its  
made  
many  
off  
or

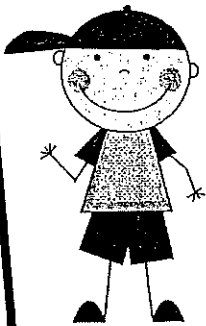
## week 4 checklist

- ☐ Complete practice pages
- ☐ Read for 20 minutes 4-5 days a week
- ☐ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 4 Word Attack list

# read for meaning

## Field Day

My name is Rob. Today was field day at my school. It was so much fun! First, my teacher took us to the obstacle course. It was a close race, but my team won. After the obstacle course was the basket toss. I was paired against my best friend, Harry. I made 5 more baskets than Harry and my team won again! The last event of the day was the tug-of-war. I pulled so hard my arms felt like they were



on fire. At the last second our team gave a huge tug and pulled the flag across a mud pit. The other team fell in the mud pit. It was hilarious! After the games we all got to eat pizza, chips, and ice pops. It was a delicious lunch. I was so tired when I went home, but I had a great day. I can't wait for field day next year!

Have your child read the story several times to build fluency. Color a sun for each time the story is read. (I.RFS.4)



**Perspective** Identify who was telling the story. Answer the questions below. (I.RL.6)

Who was telling  
the story?

How does he feel about field day?

---

---

---

What evidence from the text helped you to know?

---

---

# writing

TOPIC: Write a short story about one of the following topics (1.W.3)

- |   |   |
|---|---|
| <input type="checkbox"/> A polar bear's vacation to the beach | <input type="checkbox"/> A journey to outer space       |
| <input type="checkbox"/> A journey under the sea              | <input type="checkbox"/> Any story in your imagination! |

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing practice.

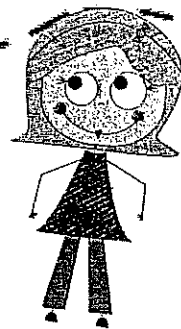
## my writing checklist

- ☐ All my sentences start with capital letters and end with punctuation
- ☐ I included at least 2 sequenced events in my story
- ☐ I added details to my writing
- ☐ I provided an ending to my story



# it's a matter of facts!

Solve the subtraction facts below. (1.OA.6)



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

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

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

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

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

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

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

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

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$$

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

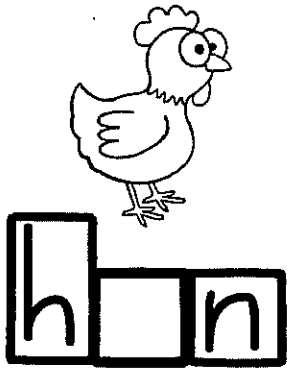




# Weekly Skill Check!

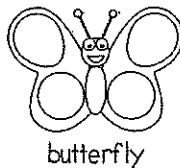
## Identify the Missing Sound

Write the missing sound. (RF.2c)

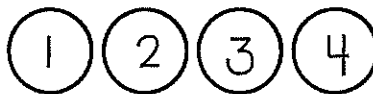


## Clap the Syllables

Shade number of syllables  
(RF.1.2 & RF.1.3d)

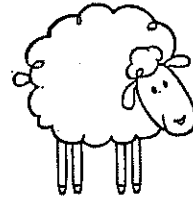


butterfly



## Spelling

Circle the correct phonics pattern, and  
write the word on the line (RF.1.3c)



ea ee y

\_\_\_\_\_

-----

\_\_\_\_\_

## Word Choice

Choose the correct pronoun. (L.L.1d)

The movie was funny!

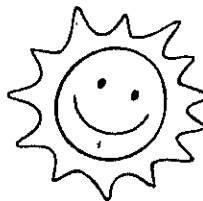
he

I

it

## Long or Short?

Circle (RF.1.2a)



short u

long u

## Fact Families

1.OA.3

6, 7, 13

\_\_\_ + \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

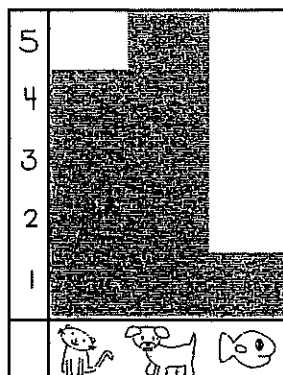
## Compare It: <, >, =

1.NBT.3

30+6 \_\_\_ 50+7

## Graphing

Interpret the graph and answer the question. (1.MD.4)



Favorite  
Pets

How many kids like dogs  
and cats together?

\_\_\_\_\_ kids

## Word Recognition: Use give in a sentence: (L.RFS.3g)

\_\_\_\_\_

-----

\_\_\_\_\_

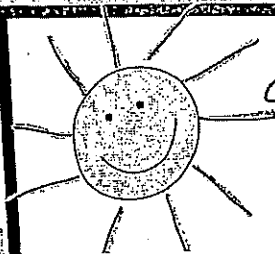
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\_\_\_\_\_

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## Time (1.MD.3)





# Week five

## comprehension

Comparing and Contrasting is an important first grade skill. This week your child will read about the field day experience of a boy named Harry. They will need to compare and contrast Harry's field experience to Rob's (who they read about last week).

## writing

First Grade students are expected to write personal narratives about special events. Your child should write 4-6 *complete* sentences. Remind them to use temporal words like "first" and "next" to sequence their story. Encourage them to use "fancy words" and to stretch the word out to spell. Help your child spell, but avoid giving them the spelling!

## Great Authors to Look For:

Kevin Henkes

Laura Numeroff

Leo Lionni

Stephen Krensky

Tomie dePaola

Herman Parish

Cynthia Rylant

## word attack

pull  
read  
right  
sing  
sit  
sleep

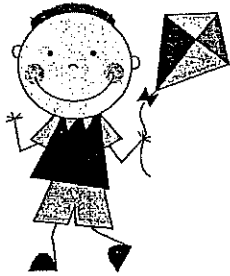
## week 5 checklist

- ☐ Complete practice pages
- ☐ Read for 20 minutes 4-5 days a week
- ☐ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 5 Word Attack

# read for meaning

## Field Day

My name is Harry. Today was field day at my school. I've been dreading this day for weeks! I like to play sports, but I've always been a little clumsy. The first event was the obstacle course, and I didn't realize my shoes were untied. I tripped and fell on my face! It was so embarrassing. After that I had to play basket toss against my best friend Rob. Rob is much better at basketball than I am. He made 5 baskets and I didn't make any. My team lost the event because of my low score. The last event was the tug-of-war. I tried to pull hard, but I still ended up in the mud. The mud ruined my favorite Ninja shirt. We had pizza for lunch, and I dropped my pizza on the ground. Next year, I think I'll stay home on field day!



Have your child read the story several times to build fluency. Color a sun for each time the story is read. (1.RFS.4)



**compare and contrast** Use the chart below to compare and contrast Rob and Harry's field days. (1.RL.9)

**Rob**

On this side, write characteristics to describe Rob. What is he like? How did he feel about field day? What happened to him on field day?



**Both**

**Harry**

On this side, write characteristics to describe Harry. What is he like? How did he feel about field day? What happened to him on field day?



# Writing

**TOPIC:** Write a short paragraph explaining how to do one of the following: (I.W.7)

☐ How to build a sand castle

☐ How to play a sport

☐ How to grow a garden

☐ How to do something you are good at!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are eight sets of these lines for writing practice.

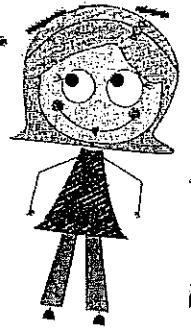
## my writing checklist

- ☐ All my sentences start with capital letters and end with punctuation
- ☐ I included 3 steps, and used words like "First", "Then", and "Last"
- ☐ I added details to my writing
- ☐ I provided a conclusion to my directions



# it's a matter of facts!

Solve the addition facts below.(1.OA.6)



$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 7 \\ +5 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

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



# Weekly Skill Check!

## Identify the Missing Sound

Write the missing sound. (RF.2c)



## Clap the Syllables

Shade number of syllables  
(RF.1.2 & RF.1.3d)

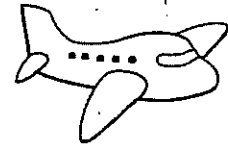


cherry



## Spelling

Circle the correct phonics pattern, and  
write the word on the line (RF.1.3c)



ai    a-e    ay

\_\_\_\_\_

-----

\_\_\_\_\_

## Plurals

Circle the correct spelling. (L.L.1c)

ducks / duckes 

foxes / foxs 

churchs / churches 

bookes / books 

## Long or Short?

Circle (RF.1.2a)



short e    long e

## Fact Families

1.OA.3

8, 7, 15

\_\_\_ + \_\_\_ = \_\_\_

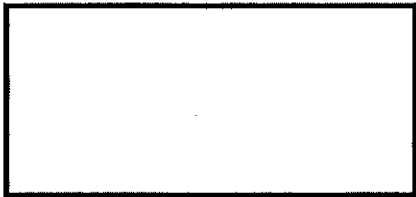
\_\_\_ + \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

## Equal Parts

Divide the shape below into equal  
fourths (1.G.3)



## Solve-It!

Draw a picture and write a number sentence (1.OA.1)

Greg catches 2 beetles, 5 butterflies, and 8  
grasshoppers. How many insects does he catch in all?

Word Recognition: Use know in a sentence: (1.RFS.3g)

\_\_\_\_\_

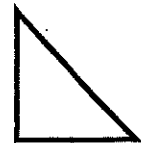
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\_\_\_\_\_

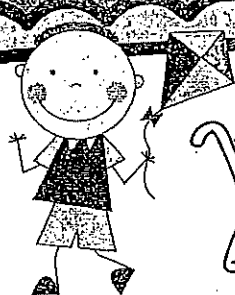
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\_\_\_\_\_

Shapes (1.G.1)



\_\_\_\_\_ vertices



# Week SIX

## comprehension

Reading a variety of texts and integrating knowledge is an important 21st Century skill. This week students will read two short passages on the Sun, each written for a different purpose. They will need to use information from both passages to answer questions about the Sun.

## writing

This week your child can choose to answer one of two questions. They will need to rely on personal experience, or do outside research, to answer the question fully. Encourage them to write 4-6 sentences, and make sure they include an ending sentence!

## mathematics

Your child has learned to count to 120, and look for number patterns within 120. This week they will use patterns to fill in missing number grids. They will also count a group of objects by counting groups of ten and objects left over.

## word attack

tell  
their  
these  
those  
upon  
use

## week 6 checklist

- ☐ Complete practice pages
- ☐ Read for 20 minutes 4-5 days a week
- ☐ Practice math fact flash cards for 15 minutes 3 times a week
- ☐ Master Week 6 Word Attack list

# read for meaning

## 1. Stay Safe in the Sun!

Do you like to play outside in the summer? If you answered yes, you will need to make sure you keep your skin safe from the sun! Sunburns can be very painful and dangerous. You should always put on sunscreen before going outside. You can wear long sleeves and hats. Remember to wear sunglasses to protect your eyes. You should also drink lots of water to stay hydrated. The sun is fun, but you must be safe!

## 2. The Sun

Did you know the Sun is a star? It is the closest star to Earth. The Sun does not move. Instead, the earth orbits, or travels, around the Sun once every 365 days. The Sun is scorching hot. It's surface is 10,000 degrees Fahrenheit. This heat produces a large amount of energy. Without heat and light energy from the sun, life on Earth would not be able to survive. The Sun is interesting and important!

Have your child read the passages above several times to build fluency. Color a sun for each time the passages are read. (1.RFS.4)



**Integrating Knowledge** Answer the questions below about the passage (1.RIT.8, 1.RIT.9)

1. Circle what the two passages have the SAME: *There may be more than one answer*

- a. nonfiction passages      b. about the Sun      c. explain "how to" do something      d. contain facts

2. Why is the Sun important?

- a. it is larger than Earth      b. it gives Earth energy      c. it looks beautiful from Earth

3. Passage 1 says the Sun can be dangerous. Use a fact from Passage 2 to explain WHY the Sun can be harmful to our skin.

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# writing

TOPIC: Recall experiences and/or gather information to answer one of the questions below: (I.W.8)

- ☐ It is important to care for the planet. How can you help to protect planet Earth?
- ☐ It is important to take care of your teeth. How can you make sure your teeth stay healthy?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for writing practice.

## my writing checklist

- ☐ All my sentences start with capital letters and end with punctuation
- ☐ I provided at least two examples to answer the question.
- ☐ I added details to my writing
- ☐ I provided a conclusion to my answer



# math

counting to 120 Fill in the missing numbers below. (I.NBT.1)

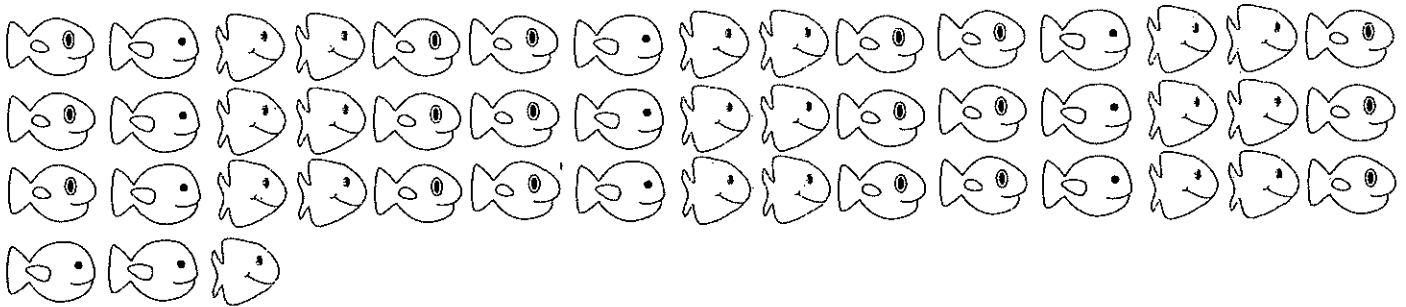
42			45
	53	54	
62			
72		74	75

85	86		
95		97	
	106		108
		117	118

7	8		
17		19	20
		29	
37			40

61	62		
71		73	
	82		84
91			94

tens and ones Count the fish below by circling groups of ten and seeing how many are left over. Write the numbers below. (I.NBT.2)



\_\_\_\_\_ groups of ten \_\_\_\_\_ left over \_\_\_\_\_ fish in all

problem solving Solve the following problem. Draw a picture and write a number sentence. (I.NBT.2)

Grace is making necklaces.  
Each necklace needs ten  
beads. Grace has 68 beads.  
How many necklaces can  
she make?

# it's a matter of facts!

Solve the addition facts below.(1.OA.6)



$$\begin{array}{r} 11 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 14 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ +2 \\ \hline \end{array}$$

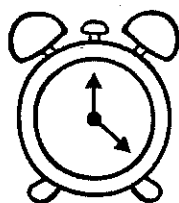
$$\begin{array}{r} 14 \\ +6 \\ \hline \end{array}$$



# Weekly Skill Check!

## Identify the Missing Sound

Write the missing sound. (RF.2c)



## Clap the Syllables

Draw a line to separate the syllables  
(RF.1.2 & RF.1.3d)



rainbow

## Spelling

Circle the correct phonics pattern, and  
write the word on the line (RF.1.3c)



igh i-e ie

## Pronouns

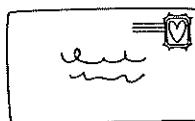
Choose the correct pronoun. (1.L.1b)

Anna's dog is brown.

his my her

## Long or Short?

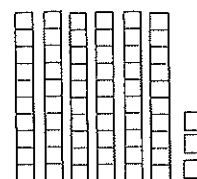
Circle (RF.1.2a)



short a long a

## Write the Numbers

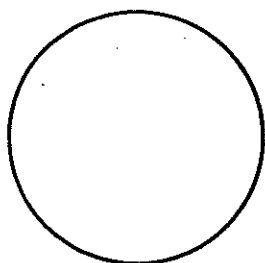
1.NBT.2



tens	ones	Number

## Equal Parts

Divide the shape below into equal  
halves (1.G.3)



## Solve-It!

Draw a picture and write a number sentence (1.OA.1)

Mark collects 16 pebbles. On the way home, some fall out of his pocket. When he gets home, he has 9 left. How many fell out of his pocket?

## Word Recognition: Use when in a sentence: (1.RFS.3g)

\_\_\_\_\_

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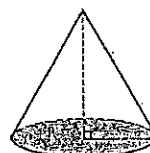
\_\_\_\_\_

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\_\_\_\_\_

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## Shapes (1.G.1)



Sphere  
Cone  
Cube