

# 1st Grade

## Week 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:00</b>	<p><b>Learning Warm-Up</b></p> <ul style="list-style-type: none"> <li>-Practice reading all sight word flash cards (set 6).</li> <li>-Cut out set 7, pg. 1 and practice reading 3 times.</li> <li>-For each word complete the following tasks:</li> <li>-Say the word.</li> <li>-Use the word in a sentence orally.</li> <li>-Trace the letters on the flashcard saying the name of each letter, then read the word.</li> <li>-Write the word on the back of the flashcard.</li> </ul>	<p><b>Learning Warm-Up</b></p> <ul style="list-style-type: none"> <li>-Practice reading sight word flash cards (set 7, pg.1).</li> <li>-Cut out set 7, pg. 2 and practice reading 3 times.</li> <li>-For each word complete the following tasks:</li> <li>-Say the word.</li> <li>-Use the word in a sentence orally.</li> <li>-Trace the letters on the flashcard saying the name of each letter, then read the word.</li> <li>-Write the word on the back of the flashcard.</li> </ul>	<p><b>Learning Warm-Up</b></p> <ul style="list-style-type: none"> <li>-Practice reading sight word flash cards (set 7, pages 1 &amp; 2).</li> <li>-Cut out set 7, pg. 3 and practice reading 3 times.</li> <li>-For each word complete the following tasks:</li> <li>-Say the word.</li> <li>-Use the word in a sentence orally.</li> <li>-Trace the letters on the flashcard saying the name of each letter, then read the word.</li> <li>-Write the word on the back of the flashcard.</li> </ul>	<p><b>Learning Warm-Up</b></p> <ul style="list-style-type: none"> <li>-Practice reading sight word flash cards (set 7, pages 1, 2, &amp; 3).</li> <li>-Cut out set 7, pg. 4 and practice reading 3 times.</li> <li>-For each word complete the following tasks:</li> <li>-Say the word.</li> <li>-Use the word in a sentence orally.</li> <li>-Trace the letters on the flashcard saying the name of each letter, then read the word.</li> <li>-Write the word on the back of the flashcard.</li> </ul>	<p><b>Learning Warm-Up</b></p> <ul style="list-style-type: none"> <li>-Practice reading sight word flash cards (set 7). How many words can you read in 3 minutes?</li> <li>2 minutes?</li> <li>1 minute?</li> </ul>
<b>8:30</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Daily Reading Comprehension Practice Journal</li> <li>-Read book independently for 15 minutes; Retell the Story to a friend or family member</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Daily Reading Comprehension Practice Journal</li> <li>-Read book independently for 15 minutes; Retell the Story to a friend or family member</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Daily Reading Comprehension Practice Journal</li> <li>-Read book independently for 15 minutes; Retell the Story to a friend or family member</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Daily Reading Comprehension Practice Journal</li> <li>-Read book independently for 15 minutes; Retell the Story to a friend or family member</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Daily Reading Comprehension Practice Journal</li> <li>-Read book independently for 15 minutes; Retell the Story to a friend or family member</li> </ul>
<b>9:30</b>	<p><b>Language/ Writing</b></p> <ul style="list-style-type: none"> <li>-Daily Writing Prompt</li> <li>Choose a writing prompt from the April Calendar and respond in the My First Composition Book</li> <li>-Writing Prompts Journal</li> </ul>	<p><b>Language/ Writing</b></p> <ul style="list-style-type: none"> <li>-Daily Writing Prompt</li> <li>Choose a writing prompt from the April Calendar and respond in the My First Composition Book</li> <li>-Identify Sentences, My Dog Bo</li> <li>-Writing Prompts Journal</li> </ul>	<p><b>Language/ Writing</b></p> <ul style="list-style-type: none"> <li>-Daily Writing Prompt</li> <li>Choose a writing prompt from the April Calendar and respond in the My First Composition Book</li> <li>-Question Words</li> <li>-Writing Prompts Journal</li> </ul>	<p><b>Language/ Writing</b></p> <ul style="list-style-type: none"> <li>-Daily Writing Prompt</li> <li>Choose a writing prompt from the April Calendar and respond in the My First Composition Book</li> <li>-Question Marks</li> <li>-Writing Prompts Journal</li> </ul>	<p><b>Language/ Writing</b></p> <ul style="list-style-type: none"> <li>-Daily Writing Prompt</li> <li>Choose a writing Prompt from the April Calendar and respond in the My First Composition Book</li> <li>-Prefixes</li> <li>-Writing Prompts Journal</li> </ul>

# 1st Grade

## Week 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>10:00</b>	<b>Brain Break</b> Choose a Movement & Mindfulness Break Option	<b>Brain Break</b> Choose a Movement & Mindfulness Break Option	<b>Brain Break</b> Choose a Movement & Mindfulness Break Option	<b>Brain Break</b> Choose a Movement & Mindfulness Break Option	<b>Brain Break</b> Choose a Movement & Mindfulness Break Option
<b>11:00</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>12:00</b>	<b>Phonics</b> -Beat the Bomb Worksheet 1 -Vowel Teams Long a-ai/ay Worksheet -Read Decodable Text-Vowel Teams - ai/ay	<b>Phonics</b> -Beat the Bomb Worksheet 2	<b>Phonics</b> -The oa Sound Worksheet -Circle Long Vowel o Words-CVCe/ oa 2 Worksheets -Read Decodable Text-Vowel Team Long -oa	<b>Phonics</b> -Long vowel e- ee/ea Worksheet 1 -Long vowel e- ee/ea Worksheet 2	<b>Phonics</b> -Short & Long vowel e- ee/ea -Read Decodable Text- Vowel Team ea; Short & Long e sounds
<b>12:30</b>	<b>Math</b> Khan Academy Videos: "Cousin Fal's Shape Collection" "Recognizing Shapes" Activity: Sort Two-Dimensional Shapes by Attribute (15.1 Reteach)	<b>Math</b> Activities: Describe and Draw Two-Dimensional Shapes (15.2 Reteach) Describe and Draw Two-Dimensional Shapes (15.2 More Practice/Homework)	<b>Math</b> Activities: Compose Two-Dimensional Shapes (15.3 Reteach) Identify Composed Shapes (15.4 Reteach)	<b>Math</b> Khan Academy Video: "Halves and Fourths" Activity: Take Apart Two-Dimensional Shapes (16.1 Reteach)	<b>Math</b> Activities: Identify Equal or Unequal Shares (16.2 Reteach) Identify Equal or Unequal Shares (16.2 More Practice/Homework)
<b>1:30</b>	<b>Social Studies</b> Complete Kitchen Utensils Reading Packet	<b>Social Studies</b> Complete Kitchen Utensils Reading Packet	<b>Social Studies</b> Complete Kitchen Utensils Reading Packet	<b>Social Studies</b> Complete Kitchen Utensils Reading Packet	<b>Social Studies</b> Complete Kitchen Utensils Reading Packet
<b>2:00</b>	<b>Art</b> Work on Van Gogh worksheets	<b>Music</b> Play roll a rhythm and play homemade drum	<b>Art</b> Virtual visit to Van Gogh museum	<b>Music</b> Make a homemade tambourine	<b>Art</b> Continue photo journal
<b>2:30</b>	<b>Science</b> Science Journal Activity/Page	<b>Science</b> Science Journal Activity/Page	<b>Science</b> Science Journal Activity/Page	<b>Science</b> Science Journal Activity/Page	<b>Science</b> Science Journal Activity/Page

# Family and Student Supports:

<p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Art</li> <li>• Music</li> </ul>	<p><b>Student Learning Kits</b></p>
	<p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p>
	<p><u>Math:</u> Daily Math Practice Journal</p>
	<p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal</p>
	<p><u>Science:</u> Daily Science Activity &amp; Journal</p>
	<p><u>Art:</u> watercolor paint, paper</p>

# Additional Student Supports:

<p><b>Individual Supports</b></p>	<p>Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.</p>
<p><b>English Language Learners</b></p>	<p>Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.</p>



*Please reach out to your child’s school if you have any questions or need assistance with login information.*



# Online Learning:

Resource	Access Information
<b>Imagine Learning - Literacy</b> Online learning for literacy - 30 minutes daily (may replace portion of Reading block)	<b>Accessible through Clever</b> (Found on CMSD website student page)
<b>Imagine Learning - Math</b> Online learning for math - 30 minutes daily (may replace Math block)	<b>Accessible through Clever</b> (Found on CMSD website student page)
<b>BrainPop Junior</b> Online video clips that can be used for learning in all subject areas.	<a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a>
<b>Scholastic Learn at Home</b> Access to books and read alouds along with literacy lessons to use at home.	<a href="http://www.scholastic.com/learnathome">http://www.scholastic.com/learnathome</a> Username: Learning20 Password: Clifford
<b>ExactPath (access through Clever)</b> Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)	<b>Accessible through Clever</b> (Found on CMSD website student page)
<b>Second and Seven Read Alouds</b> Online read alouds for grades K-2. No login is needed.	<a href="https://kids.secondandseven.com/">https://kids.secondandseven.com/</a>
<b>Khan Academy</b> Digital Math Instruction Videos - Free login	<a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>

# Movement & Mindfulness Break Options:

<b>Outside Play Activities</b>	<b>Playground Visit</b>
<b>Go Noodle</b> <a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a>	<b>Go for a Run or Walk (with an adult)</b>
<b>The OT Toolbox</b> <a href="https://www.theotttoolbox.com/best-brain-breaks-videos-on-youtube/">https://www.theotttoolbox.com/best-brain-breaks-videos-on-youtube/</a>	<b>Fluency and Fitness (free for 3 wks)</b> <a href="https://fluencyandfitness.com/">https://fluencyandfitness.com/</a>
<b>Mind Yeti</b> <a href="https://www.mindyeti.com">https://www.mindyeti.com</a>	<b>Positive Psychology</b> <a href="https://positivepsychology.com/mindfulness-for-children-kids-activities/">https://positivepsychology.com/mindfulness-for-children-kids-activities/</a>
<b>Calm (app available also)</b> <a href="https://www.calm.com/schools">https://www.calm.com/schools</a>	<b>Teach, Train, Love</b> <a href="http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/">http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/</a>





Exact Path



Study Island

**edmentum™**

Dear Students & Families:

CMSD offers instruction through the programs Exact Path and Study Island. Exact Path includes K-12 assessment-driven math, reading, and language arts instruction; and Study Island provides instruction and assessments in math, reading, English Language arts, science, and social studies. The videos below are designed to assist with navigating both Exact Path and Study Island while working from home. Each video is approximately 10-15 minutes in length.

Please note that students access Exact Path through the CMSD Clever student portal using the login credentials they have been using all school year. The CMSD portal can be reached from this link:

<https://www.clevelandmetroschools.org/Page/15212>

As you will see, each video is specific to the grade range listed in the title.

[Exact Path & Study Island at Home: Grades K-2nd](#)

[Exact Path & Study Island at Home: Grades 3rd-5th](#)

[Exact Path & Study Island at Home: Grades 6th-12th](#)

Thank you,  
The Academic Offices  
Cleveland Metropolitan School District



# 1st Grade

## Daily Assignments Checklist

Name: \_\_\_\_\_ Week: \_\_\_\_\_

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject area. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-Up					
Reading					
Language/ Writing					
Phonics					
Math					
Social Studies					
Art or Music					
Science					



April Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



# 1st Grade

## Daily Writing Prompts

Dear Parents/Guardians,

Every day, your child will respond to a writing prompt from the **April Writing Prompts Calendar**. This calendar is included in the work packet.

With your support, your child will complete the following tasks:

1. Locate the date on the calendar.
2. Read and discuss the prompt with you.
3. Write 3-4 sentences responding to the prompt.
4. Read and reread his/her work to check if it makes sense, and for correct capitalization and punctuation.
5. Your child may draw and color a picture if he/she chooses.

### Organizing Written Responses

**Notebook:** Your child can use a notebook that was used in school to write his/her responses. Each response should be written on a separate page with the date written at the top.

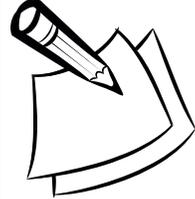
**OR**

**Notebook paper/Folder:** Each response should be written on a separate paper with your child's name and date written at the top. Keep all papers in one folder.

Thank you

# April Writing Prompts

**1st Grade**  
**Week 3: Literacy**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					It's April Fool's Day! What joke have you played or would you play on your friends?	Spring is a time of new beginnings. What activity would you like to begin?
<b>3</b> Write a story about a marshmallow bunny that comes to life.	<b>4</b> Describe your favorite thing to do at recess.	<b>5</b> Pretend you are an animal in the zoo. Write about the day you escape!	<b>6</b> The best thing to do on a rainy day is...	<b>7</b> If you could pick a new name for yourself, what would it be and why?	<b>8</b> Pretend you are an umbrella! Write about your day in the rain.	<b>9</b> Would you rather be as big as a giant or as small as a mouse?
<b>10</b> If you could add a new school subject, what would it be and why?	<b>11</b> In spring, I love the smell of...	<b>12</b> Write a funny story about the day it rained chocolate chips!	<b>13</b> If I could be a butterfly for a day...	<b>14</b> If you could eat anything for breakfast, what would it be and why?	<b>15</b> Imagine you move to a new city. How would you make new friends?	<b>16</b> Tell about a time you felt proud of yourself or someone in your family.
<b>17</b> Imagine you could be anyone else for one day! Who would it be and why?	<b>18</b> Pretend you bumped into someone famous! Write a dialogue of your conversation.	<b>19</b> List five things you like about your pet—or a pet you wish you had.	<b>20</b> Write a poem about a rainy day.	<b>21</b> Imagine you found an old treasure map. Where does it lead and what do you find there?	<b>22</b> Today is Earth Day. What are three things you can do to help protect our planet?	<b>23</b> One spring day, I hopped into a hot air balloon and floated off to...
<b>24</b> If you were a tour guide for your city, where would you take visitors? Why?	<b>25</b> Imagine you are building a giant tree house. What does it look like?	<b>26</b> Make a list of 10 items you would need to take to a sleepover.	<b>27</b> Imagine you found a golden key. What does it open and what do you see there?	<b>28</b> My favorite memory of my class this year is...	<b>29</b> In spring, I love the smell of...	<b>30</b> If you could donate a million dollars to any charity, which would it be and why?
						

# 1st Grade

## Daily Literacy Assignments

### Directions for all **Word Sorts** in the Packet:

With your guidance/support, your child should follow these steps:

1. **Read all the words** listed on the paper.
2. Cut & glue the categories at the top on a construction paper.
3. Cut out words.
4. **Read each word again**, then sort it under the correct category.
5. **Read all words** in the category and check if they belong in that category.
6. Glue words in place.
7. Have fun!

Reading a-z Word Sort		Short /i/ Vowel Sound	Long /i/ Vowel Sound
slid	find	bike	bib
tide	mice	him	grin
light	drip	spine	smile
fill	pig		

### Directions for how to use **Decodable Texts**:

1. With your child, read the Instructional Focus of the lesson at the top of the paper.
2. Your child highlights or circles the word patterns in the text.
3. Your child reads those words in isolation.
4. Your child reads the text 2 times.



Explicit Instruction for Phonics Intervention  
Instructional Focus: Long Vowel a (cvce), Week 1

Story Number: 1

#### Kate and Jane

Kate baked a cake. She put the cake on a plate. Kate put a name on the top of the cake. The name was Jane. Jane likes grapes, so Kate spelled the name with grapes.

Kate gives the cake she made to Jane. Jane likes the cake Kate made for her. Jane likes the grapes on top of the cake. Jane is happy that Kate made her a cake.

Every day, your child should reread the decodable text that was assigned the day before, Then, he/she should begin the new decodable text. On days that do not include a new decodable text, your child should reread the text from the day before and self-select a second text to reread.

Thank you



Name \_\_\_\_\_

**ay ai**

Print the letters on the lines.

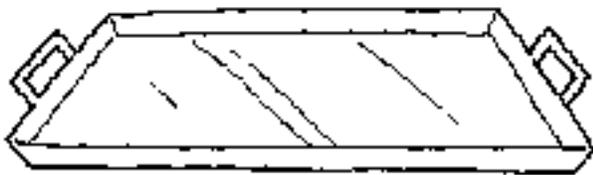
ay \_\_\_\_\_  
\_\_\_\_\_

Print the letters on the lines.

ai \_\_\_\_\_  
\_\_\_\_\_

Circle the word that matches the picture.

track tray day



chain chair chart



Circle the words that have **ay**.

said play jar cane  
paid day map stay  
tray pay for hard

Circle the words that have **ai**.

nail pay jay maid  
far hail bale had  
jail say may tail

Print three words that  
have **ay** as in tray.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Print three words that  
have **ai** as in nail.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Beat the Bomb

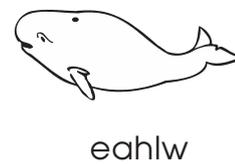
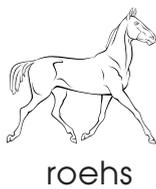
Name \_\_\_\_\_ Date \_\_\_\_\_

**1 Add the missing letters.**

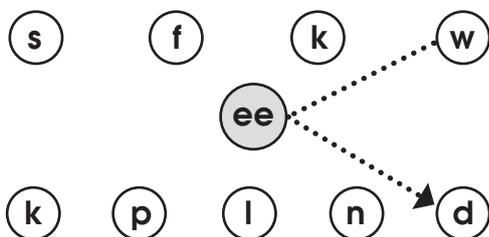
- A **f** \_\_ **n** keeps us cool in summer. ( **i** or **a** )
- I see little tiger **c** \_\_ **bs** at the zoo. ( **a** or **u** )
- Jack **ch** \_\_ **ps** the wood for the fire. ( **e** or **o** )
- Ice cream will **m** \_\_ **lt** in the sun. ( **u** or **e** )



**2 Unscramble the letters to name the pictures.**



**3 Make six words by joining a top and bottom letter through the **ee**.**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4 Write the rhyming words.**

cake

ride

ship

m \_\_\_\_\_

s \_\_\_\_\_

wh \_\_\_\_\_

r \_\_\_\_\_

w \_\_\_\_\_

tr \_\_\_\_\_

t \_\_\_\_\_

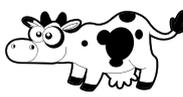
h \_\_\_\_\_

sl \_\_\_\_\_



**Spelling Challenge**

Write the first letter of each picture then spell your own word.



**Instructional Focus: Predictable Vowel Teams – ai, ay, Week 1**

**Story Number: 1**

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**The Stray Dog**

The day is gray. It may rain. May and Gail want to play at the pond. They will meet on the trail to the pond. May gets to the trail first and waits for Gail.

Gail finds a stray dog on the trail. The dog is in pain. The dog tucks his tail as Gail comes close. May sees Gail and runs to meet her. Gail stays with the dog and sends May for help. May will bring help. The dog will be okay.

Most Common Words • Set 7

much

Reading A-Z

Most Common Words • Set 7

write

Reading A-Z



Most Common Words • Set 7

try

Reading A-Z

Most Common Words • Set 7

keep

Reading A-Z

Most Common Words • Set 7

white

Reading A-Z

Most Common Words • Set 7

new

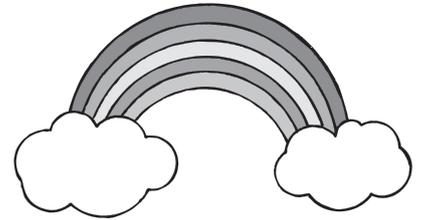
Reading A-Z

# Beat the Bomb

Name \_\_\_\_\_ Date \_\_\_\_\_

**1 Complete the compound word in each sentence.**

- After rain, you may see a **rain** \_\_\_\_\_ in the sky.
- We are going to the beach this **week** \_\_\_\_\_.
- My grandfather took us to a **foot** \_\_\_\_\_ game.
- I clean my teeth with a **tooth** \_\_\_\_\_.



**2 Complete the words then read them to a friend.**

Add '-dle'

bun \_\_\_\_\_

cud \_\_\_\_\_

sad \_\_\_\_\_

Add '-ble'

tum \_\_\_\_\_

bub \_\_\_\_\_

wob \_\_\_\_\_

Add '-gle'

jug \_\_\_\_\_

wig \_\_\_\_\_

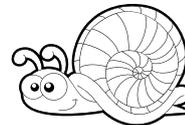
tin \_\_\_\_\_

**3 Spell the missing words.**

- I put **b** \_\_\_\_\_ and jam on my toast today.
- She is the best **sw** \_\_\_\_\_ in the pool.
- We go to the beach for our **su** \_\_\_\_\_ holidays.
- Put **sl** \_\_\_\_\_ on your feet to keep them warm.



**4 Name the pictures.**

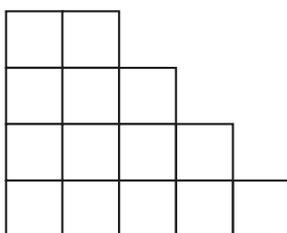


\_\_\_\_\_



**Spelling Challenge**

Use the letters in this word to make new words.



r e a d i n g

Score five points for each correct word.

My score:

Name \_\_\_\_\_

# My Dog Bo

**DIRECTIONS:** Find the complete sentences. Circle the first letter of each sentence. Write the capital letter above it. Put a period at the end of each sentence.

my dog is named Bo

he is a good dog

love my dog

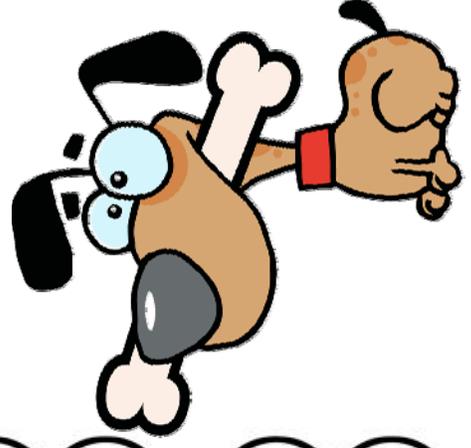
a bone

give Bo a bone

he likes to fetch

my dog

get the ball, Bo



Most Common Words • Set 7

ten

Reading A-Z

Most Common Words • Set 7

must

Reading A-Z



Most Common Words • Set 7

always

Reading A-Z

Most Common Words • Set 7

does

Reading A-Z

Most Common Words • Set 7

give

Reading A-Z

Most Common Words • Set 7

drink

Reading A-Z

# The oa sound



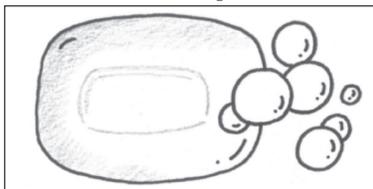
Different letter sets make the same sound. The letter sets oa, o\_e, and ow can sound the same.

Read these words with the oa spelling. Draw the missing pictures.

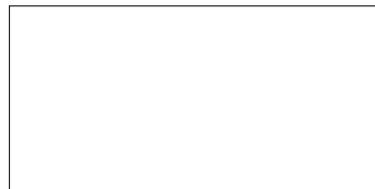
boat



soap



coat



Draw circles around the words with the o\_e spelling pattern.

pole low coal hole note slow

Write ow to complete each word. Then write the whole word.

l \_ \_ .....  
.....

sn \_ \_ .....  
.....

wind \_ \_ .....  
.....

Write a label for the picture.



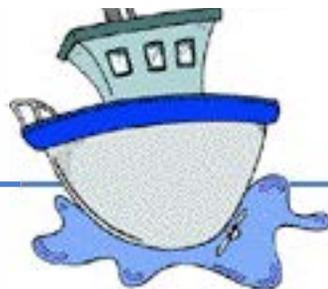
.....

Name \_\_\_\_\_

## Long Vowel O

Circle the word with the **long vowel o** in each sentence.  
Print it on the lines.

**1st Grade**  
**Week 3: Literacy**



1. It is fun to **o**ride in a **o**boat.

\_\_\_\_\_

2. Wear a **o**coat **o**utside.

\_\_\_\_\_

3. The **o**le is not very **o**deep.

\_\_\_\_\_

4. They **o**rode their **o**bikes to **o**school.

\_\_\_\_\_

5. **O**ad sold **o**ne **o**f his cars.

\_\_\_\_\_

6. Please **o**bring the **o**soap to me.

\_\_\_\_\_

Name \_\_\_\_\_

# Long Vowel O

Circle the word with the **long vowel o** in each sentence.  
Print it on the lines.



1. The ice cream cone tastes wonderful!

\_\_\_\_\_

2. Come to my house, and I will show you my new toy.

\_\_\_\_\_

3. The dogs were roaming in the woods.

\_\_\_\_\_

4. I like to eat oatmeal in the morning.

\_\_\_\_\_

5. I need to do my chores now.

\_\_\_\_\_

6. The joke made me laugh for a long time.

\_\_\_\_\_

**Explicit Instruction for Phonics Intervention**

**Instructional Focus: Vowel Team – oa, Week 1**

**Story Number: 1**

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**Joan**

Joan put the broach on her coat. Joan went to the dock to get on her boat. She wants to float down the coast. Joan got too close to the side of the boat and fell in the lake. Joan got her coat and broach soaked! Joan moans and groans because her coat and broach are wet. Now Joan has to float down the coast in her wet coat.



# Question words

We ask **questions** when we want to find out things. Write these words that ask **questions**. Which is the odd one out? Say why.

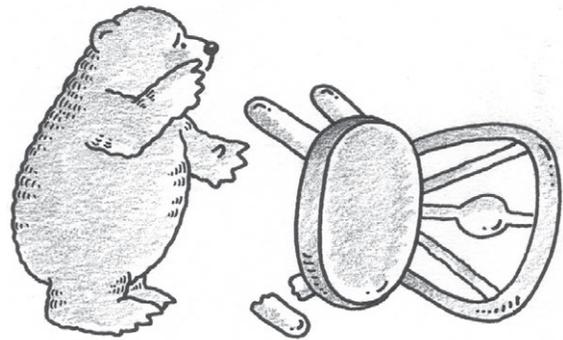
who            what            why            when            where            how

.....

Write a **question** word and add a **question mark** to complete each sentence.

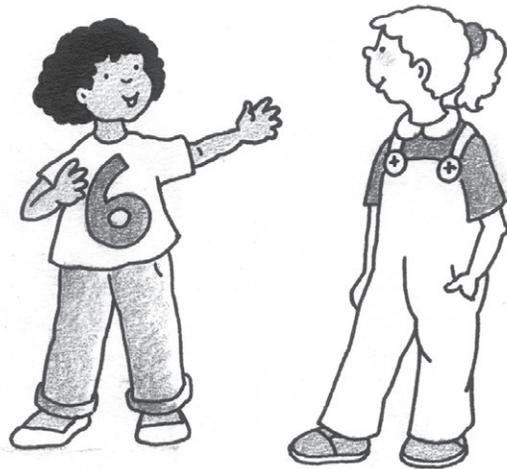
**Remember:** Sentences that ask **questions** have a **question mark** at the end.

..... has been sitting in my chair



..... do you live

I am six. .... old are you



..... does lunch time start

..... do you like this book



Hello, ..... is your name



# Question words

We ask **questions** when we want to find out things. Write these words that ask **questions**. Which is the odd one out? Say why.

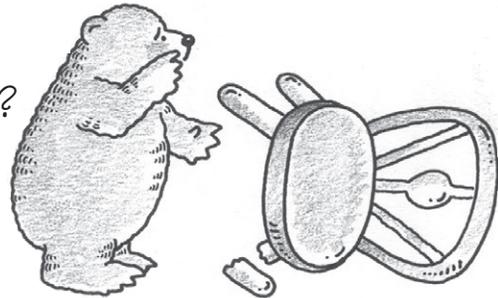
who          what          why          when          where          how

.....who.....    .....what.....    .....why.....    .....when.....    .....where.....    .....how.....

Write a **question** word and add a **question mark** to complete each sentence.

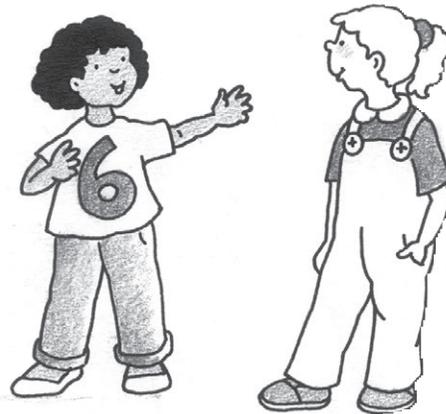
**Remember:** Sentences that ask **questions** have a **question mark** at the end.

.....Who..... has been sitting in my chair?



.....Where..... do you live?

I am six. ....How..... old are you?



.....When..... does lunch time start?

.....Why..... do you like this book?



Hello, .....what..... is your name?

This page focuses on the use of question words and question marks. Help your child to select the odd question word (*how*: the only question word that does not begin with *wh-*) and to read and complete each sentence.

Most Common Words • Set 7

work

Reading A-Z

Most Common Words • Set 7

once

Reading A-Z



Most Common Words • Set 7

start

Reading A-Z

Most Common Words • Set 7

soon

Reading A-Z

Most Common Words • Set 7

bring

Reading A-Z

Most Common Words • Set 7

has

Reading A-Z

**ee**
**ea**

Print the letters on the line.

**ee**

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Print the letters on the line.

**ea**

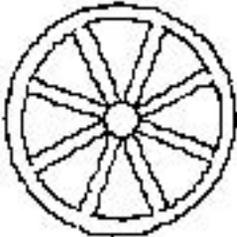
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Circle the word that matches the picture.

read

weed

wheel



seat

seed

sea



Circle the words that have the letters ee.

feet    meat    bear    reed

tree    feel    heat    seed

meet    lead    heel    neat

Circle the words that have the letters ea.

heal    feet    heel    seed

feel    lead    deer    read

mean    sea    lean    weed

 Circle the words that  
 have ee as in wheel.

 Circle the words that  
 have eas in seat.

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ee

ea

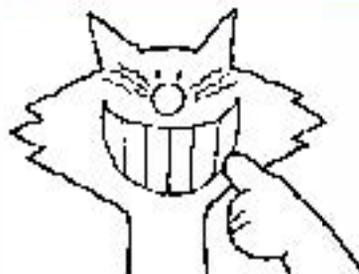
Circle the letters that stand for the vowel sound.  
 Print them on the line.



ee

ea

f \_\_\_\_\_ t



ee

ea

t \_\_\_\_\_ th



ea

ee

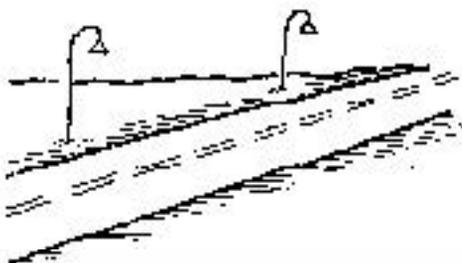
wh \_\_\_\_\_ t



ea

ee

tr \_\_\_\_\_



ee

ea

str \_\_\_\_\_ t



ee

ea

l \_\_\_\_\_ f



# Question marks

We use a **question mark** at the end of a sentence that asks a question.  
A **question mark** takes the place of a **period**.

Write a **period** or a **question mark** at the end of each sentence below. Then write the whole sentence.

Do you like dogs .....

I like dogs a lot .....

I like cats also .....

Do you like them .....

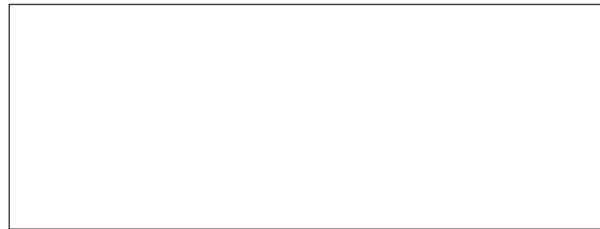
Do you have a pet .....

What is your pet's name .....

My pet is called Kit .....

I love my pet .....

First draw pictures, then answer the questions below.



Draw another mouse.  
Are there two or three mice now? .....



Draw a cat.  
Does it have a tail? .....

# Question marks



We use a **question mark** at the end of a sentence that asks a question.  
A **question mark** takes the place of a **period**.

Write a **period** or a **question mark** at the end of each sentence below.  
Then write the whole sentence.

Do you like dogs?      ...Do you like dogs?.....

I like dogs a lot.      ...I like dogs a lot.....

I like cats also.      ...I like cats as well.....

Do you like them?      ...Do you like them?.....

Do you have a pet?      ...Do you have a pet?.....

What is your pet's name?      ...What is your pet's name?.....

My pet is called Kit.      ...My pet is called Kit.....

I love my pet.      ...I love my pet.....

First draw pictures, then answer the questions below.



Draw another mouse.

Are there two or three mice now?      .....two.....



Draw a cat.

Does it have a tail?      .....yes.....

Punctuation helps reading and writing accuracy. Explain that punctuation marks help us make sense of text and how a question mark indicates a question. It will help if you say each sentence as a flat statement and then as a question.

Most Common Words • Set 7

our

Reading A-Z

Most Common Words • Set 7

find

Reading A-Z



Most Common Words • Set 7

warm

Reading A-Z

Most Common Words • Set 7

better

Reading A-Z

Most Common Words • Set 7

made

Reading A-Z

Most Common Words • Set 7

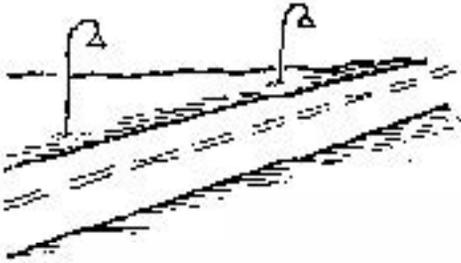
ate

Reading A-Z

ee

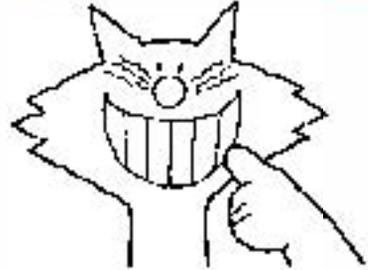
ea

Circle the letters that stand for the vowel sound.  
 Print them on the line.


 \_\_\_\_\_  
 ee

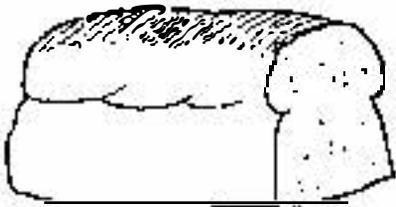
 \_\_\_\_\_  
 ea

str \_\_\_\_\_ t


 \_\_\_\_\_  
 ea

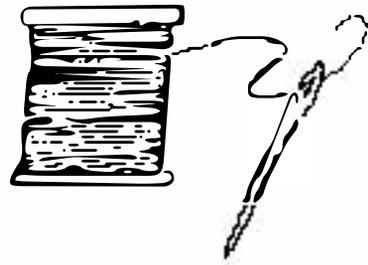
 \_\_\_\_\_  
 ee

t \_\_\_\_\_ th


 \_\_\_\_\_  
 ea

 \_\_\_\_\_  
 ee

br \_\_\_\_\_ d


 \_\_\_\_\_  
 ea

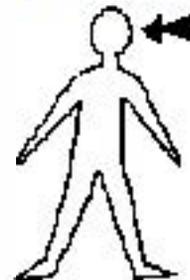
 \_\_\_\_\_  
 ee

thr \_\_\_\_\_ d


 \_\_\_\_\_  
 ee

 \_\_\_\_\_  
 ea

f \_\_\_\_\_ t


 \_\_\_\_\_  
 ee

 \_\_\_\_\_  
 ea

h \_\_\_\_\_ d

**Explicit Instruction for Phonics Intervention**

**Instructional Focus: Unpredictable Vowel Team ea, Week 2**

**Story Number: 1**

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**Heath at the Beach**

Heath was glad to be at the beach. He loved the sand at the beach. He liked to leap in the sea at the beach.

He brought his dog named Tread with him to the beach. Heath put Tread on a leash and they walked east down the beach. They saw a seal in the sea.

Tread wants to chase the seal. He pulls on the leash and snap! The thread holding the leash together breaks. Tread gets away and the leash hits Heath in the head. Tread leaps into the sea to chase after the seal. The seal swims away and Tread goes back to Heath. Now Tread is wet and Heath's head is cut from the leash. This was not a good day at the beach.



# Prefixes

A **prefix** is a group of letters that is added to the beginning of a word. It changes the meaning of the word.

**un-** is a **prefix**      **dis-** is a **prefix**

You can add the **prefix un-** to change the meaning of some words.

un + load = unload      un + dress = undress

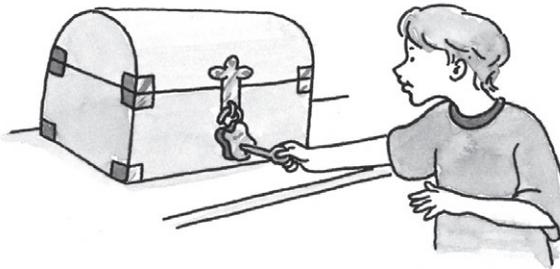
You can add the **prefix dis-** to change the meaning of other words.

dis + obey = disobey

Add **un-** or **dis-** to the words in **bold** to complete the sentences below.

Jim **locks** the box.

Tim ..... it.



Nina **ties** her laces.

Kitty ..... them!

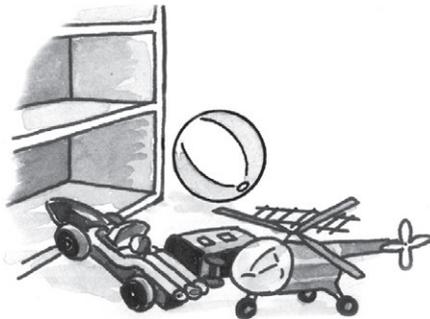
Yes, I **agree**.

No, I .....



he toys are **organized**.

The toys are .....



Wes is **happy**.

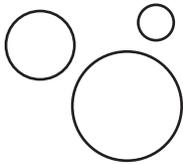
Wes is .....



Name \_\_\_\_\_

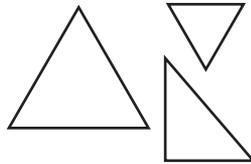
# Sort Two-Dimensional Shapes by Attribute

Circles



curved  
closed

Triangles



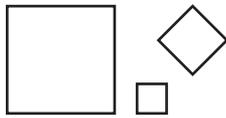
3 straight sides  
3 vertices

Rectangles



4 straight sides  
4 vertices

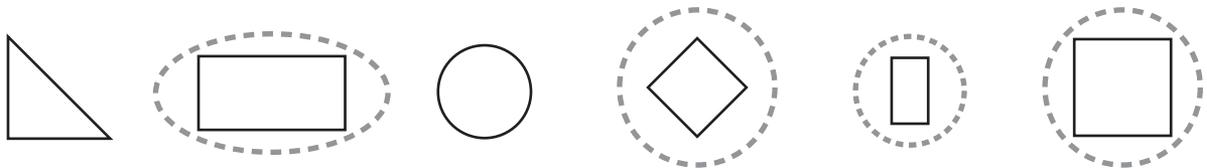
Squares



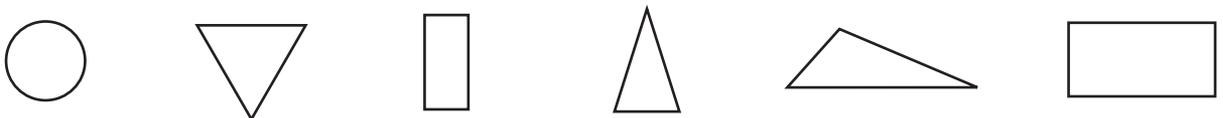
special rectangles with sides  
of equal length

Read the rule. Circle the shapes that follow the rule.

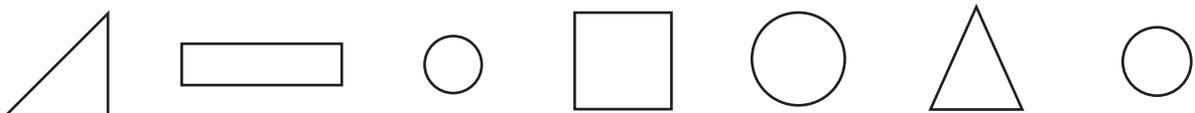
**1** 4 vertices



**2** exactly 3 straight sides



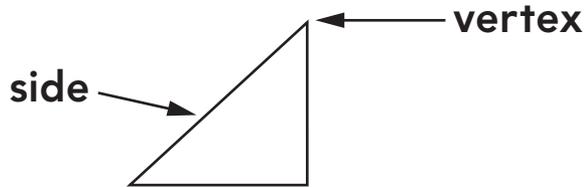
**3** curved and closed



Name \_\_\_\_\_

# Describe and Draw Two-Dimensional Shapes

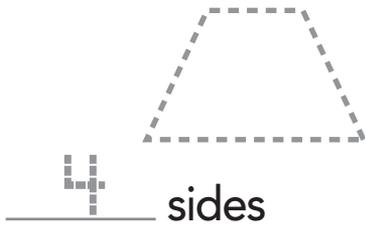
You can draw shapes using the number of sides and vertices.



This shape has 3 straight sides and 3 vertices.

Write the number of straight sides or vertices.  
Then draw the shape.

**1** trapezoid



**2** hexagon



**3** triangle

\_\_\_\_\_ sides

**4** circle

\_\_\_\_\_ vertices

**5** rectangle

\_\_\_\_\_ sides

**6** square

\_\_\_\_\_ vertices



Name \_\_\_\_\_

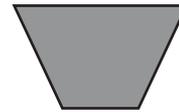
# Describe and Draw Two-Dimensional Shapes

- 1 Math on the Spot** Draw a picture to solve.

I am a shape with 6 straight sides and 6 vertices.

- 2** What is the name of the shape?

Circle your answer.



rectangle

trapezoid

triangle

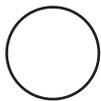
- 3** A shape has 3 sides and 3 vertices. What is the name of the shape? Circle your answer.

rectangle

square

triangle

- 4** **MP** **Attend to Precision** Marnie uses 4 craft sticks for the straight sides of a shape. Circle the shape she can make with all 4 sticks.



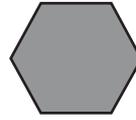
- 5** How many sides and vertices does a trapezoid have?

\_\_\_\_\_ sides \_\_\_\_\_ vertices

## Test Prep

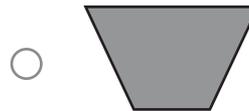
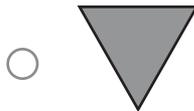
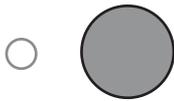
Fill in the bubble next to the correct answer.

6 Which is the name of the shape?

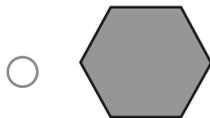


- trapezoid       rectangle       hexagon
- 

7 Which shape is a trapezoid?

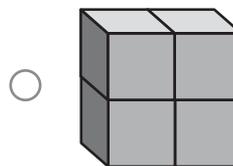
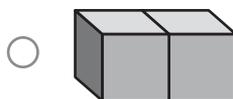
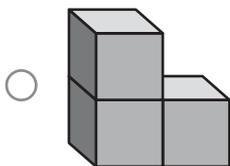


8 Which shape has 6 sides and 6 vertices?



## Spiral Review

9 Carter builds this shape. He builds the same shape again. Then he puts his combined shapes together. Which new shape can he make?

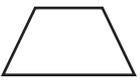


Name \_\_\_\_\_

# Compose Two-Dimensional Shapes

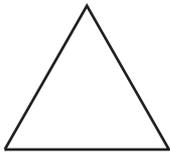
You can put shapes together to make a new shape.



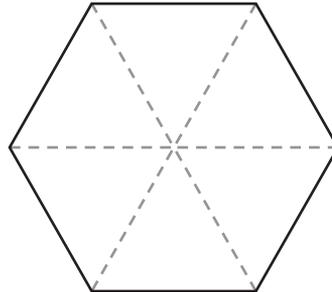
2  and 1  make a .

Draw lines to show how to make the hexagon.  
Write the number of each shape you use.

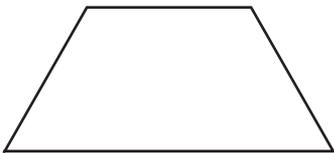
1



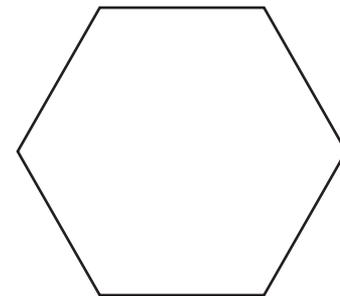
6



2



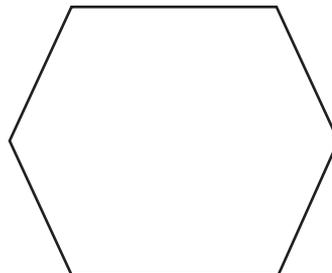
\_\_\_\_\_



3



\_\_\_\_\_



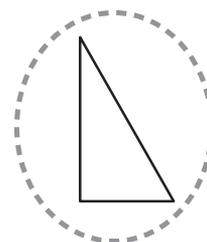
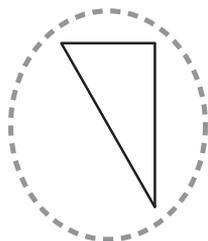
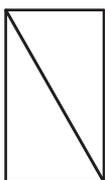
Name \_\_\_\_\_

# Identify Composed Shapes

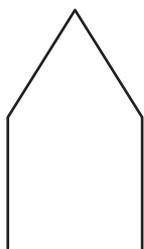
3 Shapes	Combine	New Shape

Circle the 2 shapes that you can combine to make the new shape.

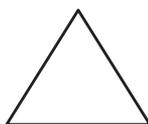
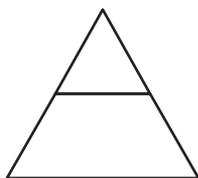
1



2



3

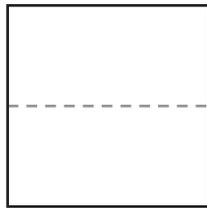


Name \_\_\_\_\_

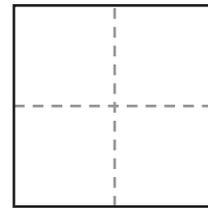
# Take Apart Two-Dimensional Shapes

You can make a composite shape with two or four shapes.

Draw a straight line to show 2 shapes that are the same size.

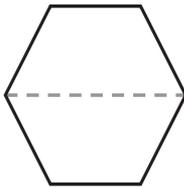


Draw lines to show 4 shapes that are the same size.

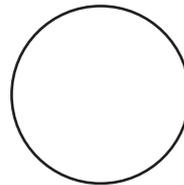


Draw a line to show 2 shapes that are the same size.

1



2



Use triangles, squares, or rectangles to compose the shape. Draw the combined shape.

3

Draw 2 shapes the same size to make a square.

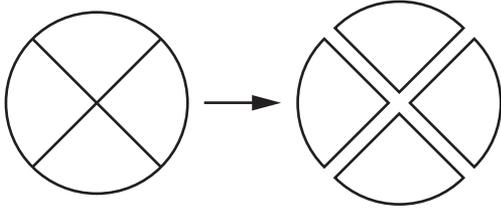
4

Draw 3 shapes the same size to make a rectangle.

Name \_\_\_\_\_

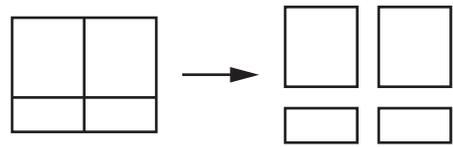
# Identify Equal or Unequal Shares

## Equal Shares



The shares are the same size.

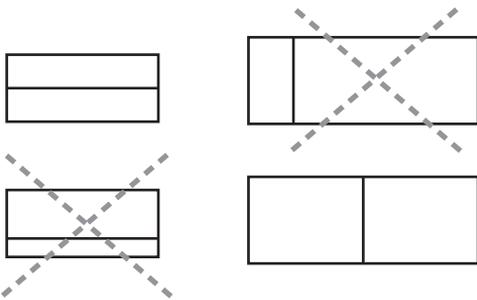
## Unequal Shares



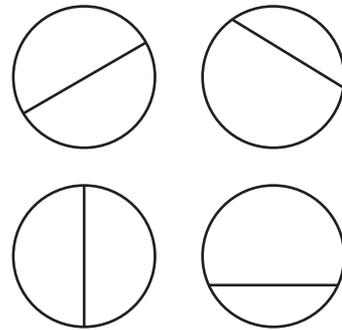
The shares are not the same size.

Cross out the shapes that show unequal shares.

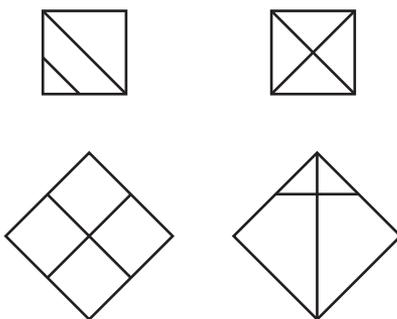
1



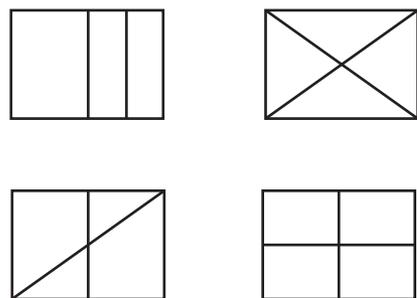
2



3



4

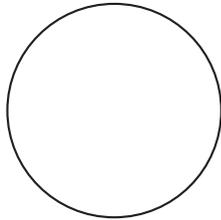




Name \_\_\_\_\_

# Identify Equal or Unequal Shares

**1** Draw lines to show 4 equal shares.

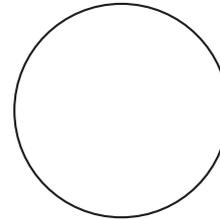


**MP Construct Arguments**  
How do you know the shares are equal?

\_\_\_\_\_

\_\_\_\_\_

**2** Draw lines to show 4 unequal shares.



**MP Construct Arguments**  
How do you know the shares are unequal?

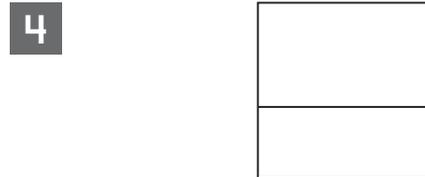
\_\_\_\_\_

\_\_\_\_\_

Write equal shares or unequal shares.

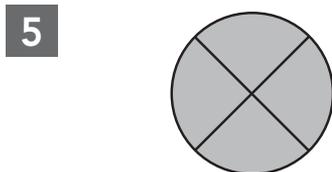


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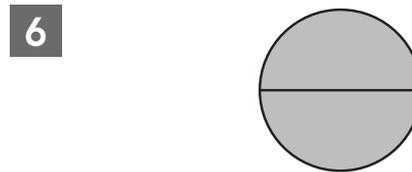


\_\_\_\_\_

**Math on the Spot** Write the number of equal shares.



\_\_\_\_\_ equal shares

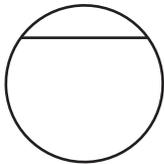


\_\_\_\_\_ equal shares

## Test Prep

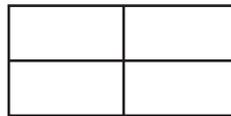
Fill in the bubble next to the correct answer.

- 7 Which does this shape show?



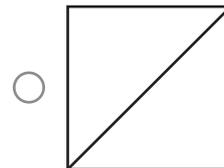
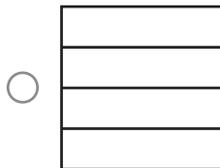
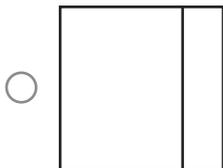
- 2 equal shares
- 2 unequal shares
- 4 unequal shares

- 8 Which does this shape show?



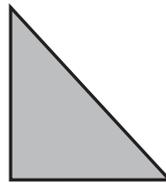
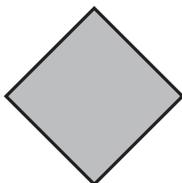
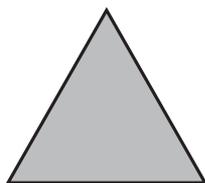
- 2 equal shares
- 4 equal shares
- 4 unequal shares

- 9 Which shape shows 2 equal shares?



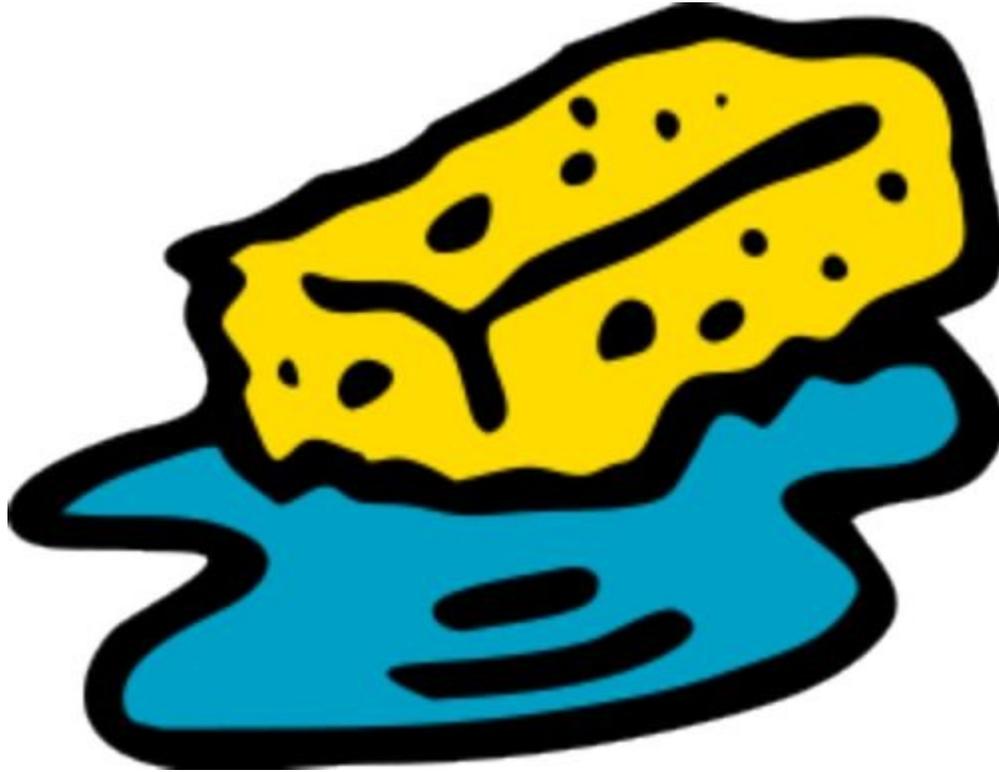
## Spiral Review

- 10 Circle the shapes with only 3 vertices.  
Draw a line under the shapes with 4 sides.



# Sponges

by ReadWorks



*Illustration of sponge*

People use sponges to clean their kitchens. People also use sponges to clean their dirty dishes.

Sponges have two different sides. One side is used for cleaning. People put soap and water on this side. This side has holes in it. These holes hold in water and soap.



*Up-close photograph of a sponge*

The other side of a sponge is tough. It is used for scrubbing. Sometimes food sticks to dirty dishes. This side of the sponge is good for scrubbing the food off.

When people are done using their sponges, they rinse them off. It is important to clean the sponge before using it again.

# Measuring Cups & Spoons

by ReadWorks



*Photograph of measuring cups*

Measuring cups and spoons help chefs measure ingredients.  
Ingredients are the parts of a dish.



Photo Credit: Julie Magro, CC-BY 2.0

*Photograph of measuring spoons set*

Measuring cups and spoons come in sets or groups. There are between four and six cups in a set. The cups are different sizes.

Measuring spoons are smaller than measuring cups. There are between four and six spoons in a set.



Photo Credit: Melissa Wiese, CC-BY 2.0

*Photograph of measuring spoon and baking powder*

How do chefs know which measuring cup or spoon to use? The recipe tells them! Many chefs follow the recipe for each dish. The recipe lists the ingredients in the dish. It also lists how much of an ingredient to use.

# A Toaster

by ReadWorks



Photo Credit: Timothy Allen, CC BY-SA 2.0

*photograph of toast with butter*

Toast is a very popular breakfast meal. People like to eat toast with butter. People like to eat toast with fruit jam. Some people even like to eat toast with chocolate!



*photograph of bread in a toaster*

Making toast is easy. The first step is to cut a slice of bread. The next step is to put the bread in the toaster. The third step is to decide how long you want your bread in the toaster. Many toasters let you set a timer. When the timer goes off, the bread pops out!



*illustration of toast popping out of toaster*

So how do toasters work? Inside the toaster, there are wires. Electricity makes these wires very hot. When the bread goes into the toaster, the wires heat up the bread.

Have you eaten toast before?

# Utensils: Forks, Knives, and Spoons

by ReadWorks



*Photograph of utensils*

Forks, knives, and spoons are utensils. Utensils make it easier to eat food. Each utensil has a different job.



*Photograph of fork in pasta*

Forks are used to pick up food. Why do people pick up food? They

pick up food to eat it!

Forks also help knives do their job. Knives are used to cut food. Forks keep the food in place when people are cutting it.



*Photograph of person using a fork and knife*

Like forks, spoons are used to pick up food. This food is different though. It is liquid. People drink or sip food from spoons.



*Photograph of person using a spoon*

Which utensil has the most important job?

# A Coffee Maker

by ReadWorks



*Illustration of a coffee maker*

Do you know what a coffee maker does? It makes coffee! Coffee is a drink that wakes people up. Many people like to drink it in the morning.



Photo Credit: Photos.com

*Photograph of coffee beans*

Coffee is made from coffee beans. Coffee beans are not beans, however. They are fruit pits. The fruit is called a cherry. Cherries grow on plants in warm areas.



*Photograph of coffee grinds*

How do people turn coffee beans into coffee? There are a few steps. The first step is to add water to the coffee maker. The coffee maker will heat the water up. The next step is to grind the coffee beans into tiny pieces. The third step is to put the ground coffee into

the coffee maker. In just a few minutes, you will have a cup of coffee!



*Photograph of cup of coffee*

# A Freezer

by ReadWorks



*Illustration of a freezer*

A freezer keeps food cold. The temperature inside of a freezer is 0 degrees or below. This temperature keeps food frozen.

What kinds of desserts need to stay frozen? Ice cream and popsicles! They need to stay in the freezer or else they will melt.



*Photograph of an ice cream cone*

Ice cubes need to stay in the freezer too! Just like popsicles and ice cream, ice cubes need to stay frozen. Can you think of what ice turns into when it melts? Water!



MS Office Clipart

*Ice cubes*

People also like to store food in the freezer. When food is frozen, it does not go bad. If people want to save food for a few weeks, they can freeze it!



*Photograph of frozen berries*

# Art & Music Gr 1 Week 3 & 4

## Art M-W:

Free Draw-Paint-Build week 3 & 4 (10 minutes)

Use the online resource guide to have a virtual visit to one of the world's museums. Ask yourself: Week 3 Leonardo Da Vinci -look for the Mona Lisa first! <https://www.youtube.com/watch?v=4NZt2niFQp4> for a read along book on Da Vinci

<https://www.leonardoda-vinci.org/the-complete-works.html?pageno=2>

Week 4 Van Gogh Museum, Amsterdam <https://www.youtube.com/watch?v=PX3WSaAfLOA> for read along book on Van Gogh

<https://www.vangoghmuseum.nl/en/we-bring-the-museum-to-you#1>

<https://vangoghmuseum.nl/en/whats-on/we-bring-the-museum-to-you/van-gogh-at-home-for-children>

1. What do I notice?
2. What do I see?
3. How does it make me feel?

Read all you can about the artists you see with the included handout. Write a reflection of your experience. How did you feel? Did you like what you saw? Why? Why not?

## Art Fri week 3 & 4:

Photo Journal by taking pictures that show what family means to you. Write how family makes you feel (happy, frustrated, silly, funny for example).

## Music T-Th:

Listen to any song of your choice. Use your hands and feet to find the beat!

Tue: week 3 & 4 Play "Roll a Rhythm" and clap or count together the rhythm you created!

Use your home made drum to play the beat you create.

Thu: week 3 & 4 make a home made instrument!

## Weekly Music

Listen to a concert, an album side, or play your own music. Practice good audience behavior.

After, write or draw how the music made you feel. Why did you choose the music you listened to? Does it remind you of other songs?

## Daily Schedule week 3

Monday	Tuesday	Wednesday	Thursday	Fri
Art Da Vinci worksheet	Music Roll a rhythm & drumming	Art Da Vinci museum	Music Homemade PanFlute	Art Photo Journal

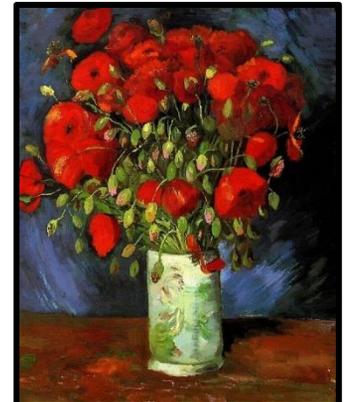
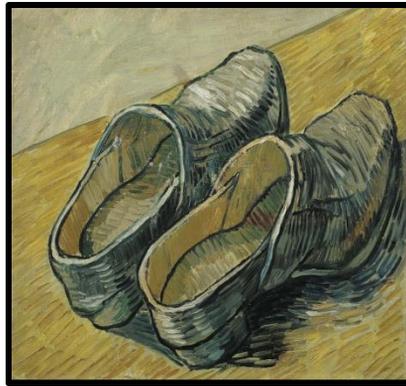
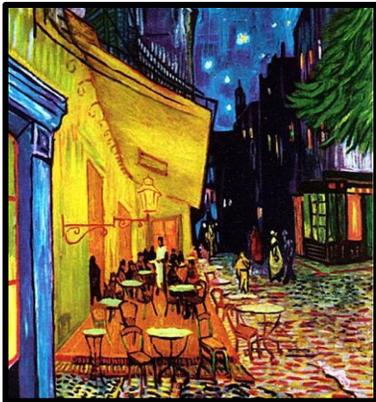
## Week 4

Monday	Tuesday	Wednesday	Thursday	Fri
Art Van Gogh worksheet	Music Roll a rhythm & drumming	Art Van Gogh museum	Music Homemade Tambourine	Art Photo Journal

Name \_\_\_\_\_

# Painting Match Up

Write the name of each painting in the box below it  
OR Cut and Paste in your notebook



**A Pair of Shoes**

**Sunflowers**

**Irises**

**Café Terrace at Night**

**Vase with Red Poppies**

**The Starry Night**

Name \_\_\_\_\_

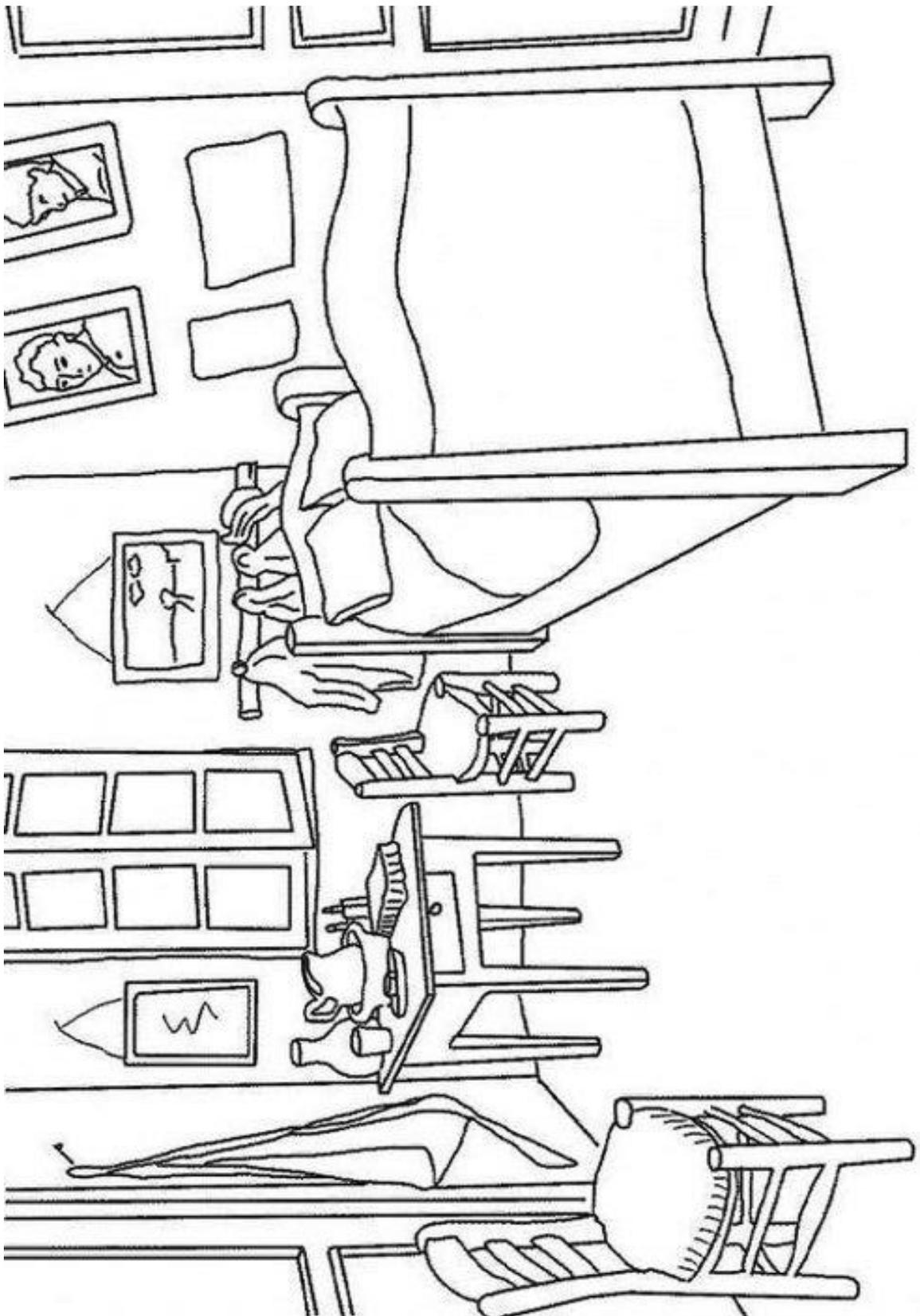
# Word Search

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

irises  
starry  
night  
Paris  
bedroom

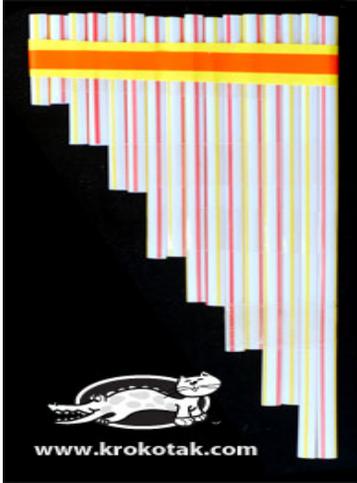
cafe  
sunflowers  
Theo  
charcoal  
famous

*The Bedroom by Vincent Van Gogh*



### Make Your Own PanFlute

Did you know that straws can make music... or rather, that if you cut drinking straws into different lengths, they will make different sounds when you blow into them? Just try it! And when you put them together, there might even be music 😊



You will need 6-8 straws, some sticky tape and a pair of scissors. Cut a long strip of sticky tape and put the straws on the sticky side, arranging them in twos from the shortest to the longest ones.



Secure well with more sticky tape so that the straws will not move around. Decorate as you wish.

Your attempts to extract a harmonious sound may now begin 😊