

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<b>Learning Warm-Up</b> -Practice reading sight word flash cards (set 7). -Set a stopwatch for 1 min. -Read set 7 words. -Make 2 stacks; words read correct; words read incorrect. -Count the number of words read correct. -Color the correct number of words on the bar graph in the 1 <sup>st</sup> Read Column; Sight Words Score Sheet. -Follow the same procedures for the 2 <sup>nd</sup> / 3 <sup>rd</sup> Reads. Compare Results	<b>Learning Warm-Up</b> -Practice reading sight word flash cards (set 8). -Set a stopwatch for 1 min. -Read set 8 words. -Make 2 stacks; words read correct; words read incorrect. -Count the number of words read correct. -Color the correct number of words on the bar graph in the 1 <sup>st</sup> Read Column; Sight Words Score Sheet. -Follow the same procedures for the 2 <sup>nd</sup> / 3 <sup>rd</sup> Reads. Compare Results	<b>Learning Warm-Up</b> - Practice reading sight word flash cards (set 9). -Set a stopwatch for 1 min -Read set 9 words. -Make 2 stacks; words read correct; words read incorrect. -Count the number of words read correct. -Color the correct number of words on the bar graph in the 1 <sup>st</sup> Read Column; Sight Words Score Sheet. -Follow the same procedures for the 2 <sup>nd</sup> / 3 <sup>rd</sup> Reads. Compare Results	<b>Learning Warm-Up</b> -Create & Play Sight Word Memory Game	<b>Learning Warm-Up</b> -Create & Play Sight Word Memory Game
8:30	<b>Reading</b> --Daily Reading Comprehension Practice Journal---Read book independently for 15 minutes; Retell the Story to a friend or family member	<b>Reading</b> --Daily Reading Comprehension Practice Journal--Read book independently for 15 minutes; Retell the Story to a friend or family member	<b>Reading</b> -- Daily Reading Comprehension Practice Journal---Read book independently for 15 minutes; Retell the Story to a friend or family member	<b>Reading</b> -- Daily Reading Comprehension Practice Journal---Read book independently for 15 minutes; Retell the Story to a friend or family member	<b>Reading</b> -- Daily Reading Comprehension Practice Journal---Read book independently for 15 minutes; Retell the Story to a friend or family member
9:30	<b>Language/ Writing</b> -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Identify Synonyms -Writing Prompts Journal	<b>Language/Writing</b> -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Synonyms in Sentences -Writing Prompts Journal	<b>Language/Writing</b> -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Identify Antonyms -Writing Prompts Journal	<b>Language/Writing</b> -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Antonyms in Sentences -Writing Prompts Journal	<b>Language/Writing</b> -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Synonyms & Antonyms -Writing Prompts Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	<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
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	<b>Phonics</b> -R-Controlled Vowel ar Worksheet -Read Decodable Text; Words with ar	<b>Phonics</b> -R-Controlled Vowel or Worksheet -Read Decodable Text; Words with or	<b>Phonics</b> -R-Controlled Vowel er Worksheet -Read Decodable Text; Words with er, ir, ur, Story 1	<b>Phonics</b> -R-Controlled Vowel ir Worksheet -Reread Decodable Text; Words with er, ir, ur, Story 1	<b>Phonics</b> -R-Controlled Vowels ar, er, ir, or, ur Worksheet -Review R-Controlled Vowels, Write Sentences -Read Decodable Text; Words with er, ir, ur, Story 2
12:30	<b>Math</b> Activity: Interpret Tally Charts (8.3 More Practice/Homework)	<b>Math</b> Activity: Represent Data with Tally Charts (8.4 Reteach)	<b>Math</b> Activity: Represent Data with Tally Charts (8.4 More Practice/Homework)	<b>Math</b> Khan Academy Video: <a href="#">"Reading Bar Graphs: Dog Bones"</a> Activity: Interpret Bar Graphs (8.5 Reteach)	<b>Math</b> Activity: Interpret Bar Graphs (8.5 More Practice/Homework)
1:30	<b>Social Studies</b> -Read & discuss vocabulary words & examples; Read the text, <i>Seven Large Lands</i>	<b>Social Studies</b> -Review vocabulary words; Reread the text, <i>Seven Large Lands</i> and answer questions 1-4	<b>Social Studies</b> -Reread the text, <i>Seven Large Lands</i> and answer questions 5 & 6	<b>Social Studies</b> -Reread the text, <i>Seven Large Lands</i> and answer questions 7 & 8	<b>Social Studies</b> -Reread the text, <i>Seven Large Lands</i>
2:00	<b>Art</b> Learn about Monet online or with bio page	<b>Music</b> Play Roll a rhythm & drumming with homemade drum	<b>Art</b> Create your own art in style of Monet	<b>Music</b> Listen & respond to Debussy	<b>Art</b> Continue Photo Journal; theme is Healthy
2:30	<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

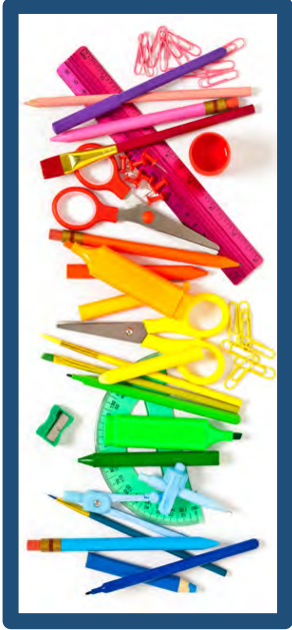
# Family and Student Supports:

Please review family letters for these content area assignments: <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>	Student Learning Kits	
	<u>Supplies:</u>	ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book
	<u>Math:</u>	Daily Math Practice Journal
	<u>Literacy:</u>	Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal
	<u>Science:</u>	Daily Science Activity & Journal
		<u>Art:</u> watercolor paint, paper

# Additional Student Supports:

Individual Supports	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.	
English Language Learners	Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.	

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:

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

# 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					





May Writing Prompts

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



# 1st Grade

## Daily Writing Prompts

Dear Parents/Guardians,


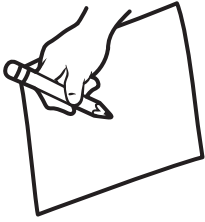


Every day, your child will respond to a writing prompt from the **May Writing Prompts Calendar**. This calendar is included in the work packet.

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. Use sight word flash cards to support spelling.
6. Your child may draw and color a picture if he/she chooses.
7. Responses should be written in *My First Composition Book* with the date written at the top.

Thank you

# May Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					<b>1</b> The best game to play outside in the spring is...	<b>2</b> To make the world a better place, I would...
<b>3</b> Describe what your bedroom looks like right now.	<b>4</b> It was supposed to be windy all day, but when I walked outside...	<b>5</b> My friends and I were walking to the store when suddenly...	<b>6</b> If you could be anyone else for one day, whom would you be and why?	<b>7</b> The one thing I appreciate most about being in school is...	<b>8</b> Write a story about a long-lost relative who suddenly shows up at your front door.	<b>9</b> Imagine that you can stop time whenever you want. What are some things you would do?
<b>10</b> Today is Mother's Day! Write a letter to your mom or grandma telling how you feel about her.	<b>11</b> Describe your favorite place to collect your thoughts or to daydream.	<b>12</b> Write a myth explaining why the moon changes shape.	<b>13</b> You get to choose the last field trip of the year. Where will your class go and why?	<b>14</b> The best way to show someone you care is...	<b>15</b> I wish animals could talk because...	<b>16</b> Write about someone you know who challenges you to do your best.
<b>17</b> Make a list of all the healthy foods you ate this past week.	<b>18</b> I used to be _____, but now I _____.	<b>19</b> Write a tall tale about someone in your family. Use lots of detail!	<b>20</b> Would you rather be known as funny or as smart?	<b>21</b> If I could meet one person in the world, I would want to meet...	<b>22</b> List five good things you can do this week.	<b>23</b> Describe what you think makes a person (or animal) a hero.
<b>24</b> Would you rather be invisible or able to read minds? Why?	<b>25</b> In honor of Memorial Day, write a letter thanking a local veteran for his or her service.	<b>26</b> If I were the president of the United States, I would...	<b>27</b> Write a letter giving advice to the student who will sit in your desk or seat next year.	<b>28</b> The best gift I ever received was...	<b>29</b> If I could switch places with any character from a book or story I've read, I would switch places with...	<b>30</b> Name three things you are looking forward to this summer.
<b>31</b> The best thing that happened this month was...						



# 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 / Long i

Short /i/ Vowel Sound	Long /i/ Vowel Sound
slid	find
bike	bib
tide	mice
him	grin
light	drip
spine	smile
fill	pig

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### 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

**Explicit Instruction for Phonics Intervention**

**Instructional Focus: Vowel r – ar, Week 1**

**Story Number: 1**

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**Bart's Arm**

Bart went to the yard to work. Bart cut his arm on a sharp rake. Bart went to get help but his car would not start.

Just then, a man from Mars fell in Bart's yard! "Hi, Bart! I am Mark, from a far away star called Ark! I will make your car start with a spark from my star charm!"

Poof! Bart's car did start and he left to go get help for his arm.



# SIGHT WORDS SET 7

## SCORE SHEET

NAME: \_\_\_\_\_

### Directions:

1. Warm-up: Practice reading sight word flash cards (set 7).
2. Set a stopwatch for 1 minute.
3. Read set 7 words.
4. Make 2 piles; words read correct; words read incorrect.
5. Count the number of words read correct.
6. Color the correct number of words on the bar graph in the **1<sup>st</sup> Read** Column. Start with 1.
7. Follow the same procedures for the **2<sup>nd</sup>** and **3<sup>rd</sup>** Reads.
8. Compare Results of the **1<sup>st</sup>**, **2<sup>nd</sup>**, and **3<sup>rd</sup>** Reads. Are you reading more words correct? How many more words did you read?
9. Write the words that you need more practice reading on the back of this paper.

Words Read Correct	24			
	23			
	22			
	21			
	20			
	19			
	18			
	17			
	16			
	15			
	14			
	13			
	12			
	11			
	10			
	9			
	8			
	7			
	6			
	5			
	4			
	3			
	2			
	1			
		1 <sup>ST</sup> READ	2 <sup>ND</sup> READ	3 <sup>RD</sup> READ

**ar**

Print the letters on the lines.

ar

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---

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Print the missing letters on the lines.



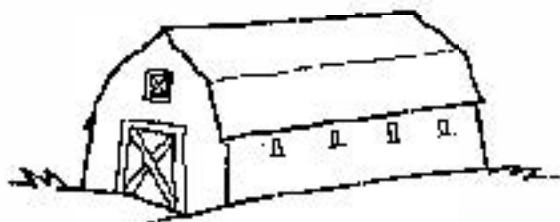
st\_\_\_\_\_

Circle the word that matches the picture.

burn

barn

bar



yard

year

yarn



Circle the words that have the letters **ar**.

bird

park

ruler

jar

word

fork

fur

farm

for

card

Print four words that have the letters **ar**.

---

---

---



---

---

---

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

# Synonyms

Synonyms are words that mean the same or almost the same.

Below each word, write the synonym on the line. Use the word bank to help you.

happy

fast

begin

shout

gloomy

little

pretty

damp

yell

\_\_\_\_\_

dim

\_\_\_\_\_

speedy

\_\_\_\_\_

beautiful

\_\_\_\_\_

wet

\_\_\_\_\_

glad

\_\_\_\_\_

start

\_\_\_\_\_

small

\_\_\_\_\_



# SIGHT WORDS SET 8

## SCORE SHEET

**1st Grade**  
**Week 6: Literacy**



NAME: \_\_\_\_\_

### Directions:


1. Warm-up: Practice reading sight word flash cards (set 7).
2. Set a stopwatch for 1 minute.
3. Read set 7 words.
4. Make 2 piles; words read correct; words read incorrect.
5. Count the number of words read correct.
6. Color the correct number of words on the bar graph in the **1<sup>st</sup> Read** Column. Start with 1.
7. Follow the same procedures for the **2<sup>nd</sup>** and **3<sup>rd</sup>** Reads.
8. Compare Results of the **1<sup>st</sup>**, **2<sup>nd</sup>**, and **3<sup>rd</sup>** Reads. Are you reading more words correct? How many more words did you read?
9. Write the words that you need more practice reading on the back of this paper.

Words Read Correct	24			
	23			
	22			
	21			
	20			
	19			
	18			
	17			
	16			
	15			
	14			
	13			
	12			
	11			
	10			
	9			
	8			
	7			
	6			
	5			
	4			
	3			
	2			
	1			
		1 <sup>ST</sup> READ	2 <sup>ND</sup> READ	3 <sup>RD</sup> READ

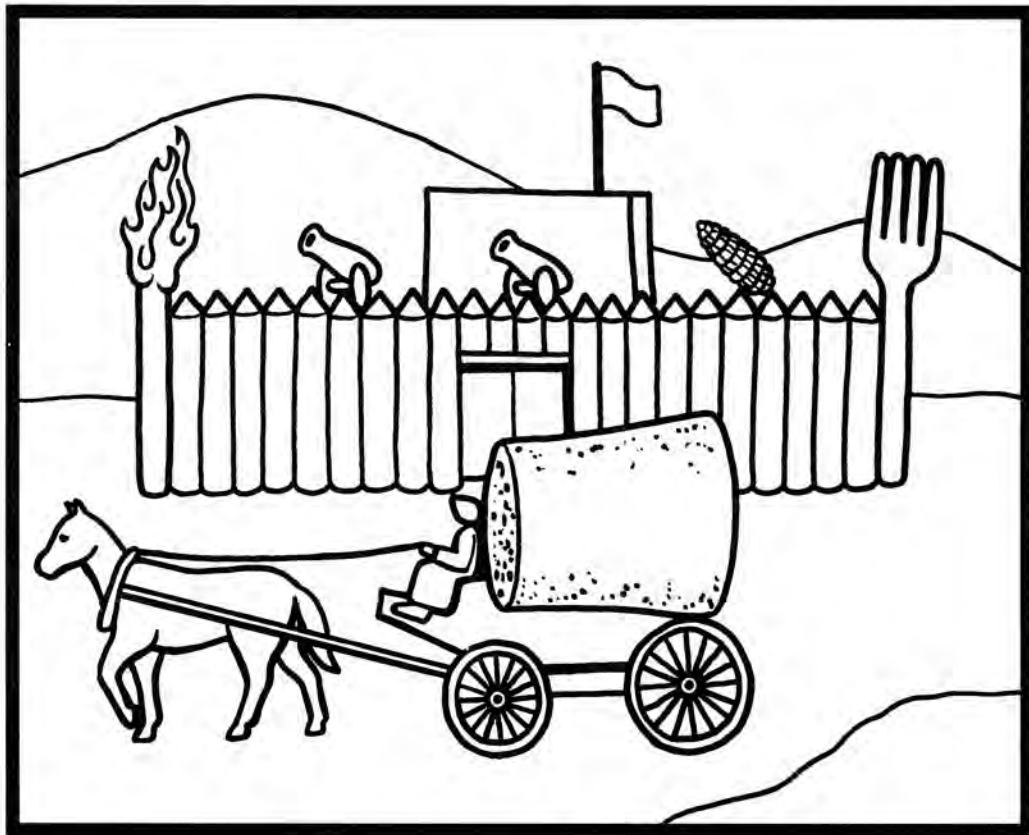


\_\_\_\_\_  
Name - - - - -  
\_\_\_\_\_

## THE CORNY FORT

Circle the words that have the same vowel sound you hear in the word . Then circle the hidden picture for each word you circled.

torch      farm      fork      flag      corn  
card      fort      cork      star      colt



**Explicit Instruction for Phonics Intervention**

**Instructional Focus: Vowel r – or, Week 1**

**Story Number: 1**

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**The Horse**

We sat on the porch as Dad told us about the night our horse, Lord Sun, was born. He said that there was a big storm the night Lord Sun was born.

The wind from the storm shook the doors. It rained and rained. When the lights went out, Dad had to light a torch to see. After a loud boom, Dad tore open the front door and went onto the porch. The rain put out his torch. For a short time Dad had to stay on the porch and wait for the rain to stop.

As soon as the storm was over, Dad lit his torch and ran to the barn. Lord Sun, our horse, was in the hay. He had been born while it rained and rained.

Dad said that a good name for Lord Sun would be Lord Storm.

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

# Synonyms

Synonyms are words that mean the same or almost the same.

Read each sentence. Circle the word that means the same (synonym) as the underlined word.

1. The

is large.

big

funny

smart

2. The

is warm.

short

furry

toasty

3. The

will growl.

chirp

roar

cry

4. The

is sick.

loud

sleepy

ill

5. The

is quick

fast

slow

thin

6. The

is freezing.

cold

new

closed



# SIGHT WORDS SET 9

## SCORE SHEET

**1st Grade**  
**Week 6: Literacy**



NAME: \_\_\_\_\_

### Directions:

1. Warm-up: Practice reading sight word flash cards (set 7).
2. Set a stopwatch for 1 minute.
3. Read set 7 words.
4. Make 2 piles; words read correct; words read incorrect.
5. Count the number of words read correct.
6. Color the correct number of words on the bar graph in the **1<sup>st</sup> Read** Column. Start with 1.
7. Follow the same procedures for the **2<sup>nd</sup>** and **3<sup>rd</sup>** Reads.
8. Compare Results of the **1<sup>st</sup>**, **2<sup>nd</sup>**, and **3<sup>rd</sup>** Reads. Are you reading more words correct? How many more words did you read?
9. Write the words that you need more practice reading on the back of this paper.

Words Read Correct	24			
	23			
	22			
	21			
	20			
	19			
	18			
	17			
	16			
	15			
	14			
	13			
	12			
	11			
	10			
	9			
	8			
	7			
	6			
	5			
	4			
	3			
	2			
	1			
		1 <sup>ST</sup> READ	2 <sup>ND</sup> READ	3 <sup>RD</sup> READ

Name \_\_\_\_\_

**1st Grade**  
**Week 6: Literacy**



**er**

Print the letters on the line.

er

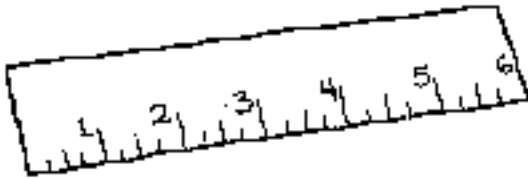
Name the picture.  
Print the missing letters.



flow\_\_\_\_\_

Circle the word that matches the picture.

ruler clerk rule



litter little letter



Circle the words that have the letters **er**.

clerk	pork	ruler	star
girl	hammer	farmer	born

Print four words that have the letters **er**.

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

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

**Explicit Instruction for Phonics Intervention**

**Instructional Focus: Vowel r – er, ir, ur, Week 1**

**Story Number: 1**

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**A New Shirt**

One day a nurse named Jane took a walk to the mall. She looked for a new shirt to wear to work. Her old shirt had dirt and germs on it from work. She looked in many stores for a cheap shirt.

On her way home the wind whirled around her skirt as she looked up at the birds perched in a tree. The birds began to fly in the wind. The nurse chased the birds down the street. When the nurse looked up she was in front of a church and the church was having a sale. The nurse was able to buy many new shirts and skirts to wear to work. When the nurse left to go back to her house she thanked the birds that led her to the church sale.



# Antonyms

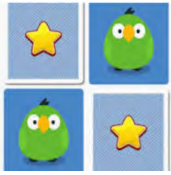
Antonyms are words that are opposite or nearly opposite to each other in meaning.

**Example: happy - sad**

Print the word on the line that is the opposite of the bold word.

- |                    |                      |           |
|--------------------|----------------------|-----------|
| 1. <b>rich</b>     | poor, strong, tall   | 1. _____  |
| 2. <b>sister</b>   | house, brother, me   | 2. _____  |
| 3. <b>stand</b>    | run, hop, sit        | 3. _____  |
| 4. <b>old</b>      | fun, young, little   | 4. _____  |
| 5. <b>weak</b>     | day, strong, year    | 5. _____  |
| 6. <b>night</b>    | month, hat, day      | 6. _____  |
| 7. <b>buy</b>      | broke, sell, present | 7. _____  |
| 8. <b>push</b>     | pull, shove, take    | 8. _____  |
| 9. <b>run</b>      | try, stir, walk      | 9. _____  |
| 10. <b>nothing</b> | all, time, best      | 10. _____ |





# 1st Grade



## Sight Word Memory Game

2-3 Players

### PREPARE TO PLAY "MEMORY"

1. Look at all your sight words.
2. Select 10 words that you need more practice reading.
3. Write the 10 words on index cards or pieces of paper.
4. Now, you should have 2 cards for one word.

You're READY to PLAY!

### THE RULES FOR PLAYING "MEMORY"

1. Mix up the cards.
2. Lay them in rows, face down.
3. Turn over any two cards and read them aloud.
4. If the two cards match, and you can read them, keep them.
5. If the two cards match, but you cannot read them, turn them back over.
6. If the two cards don't match, turn them back over.
7. Remember what was on each card and where it was.
8. Watch and remember during the other player's turn.
9. The game is over when all the cards have been matched and read aloud.
10. The player with the most matches wins.

HAVE FUN!

# Antonyms

Antonyms are words that are opposite or nearly opposite to each other in meaning.

**Example: happy - sad**

Read each sentence. Look at the two words below each sentence. One is the antonym of the word that is in parenthesis. Print it on the line.

1. The package was (light).  
broken, heavy

1. \_\_\_\_\_

2. The meeting was (exciting).  
boring, loud

2. \_\_\_\_\_

3. I (placed) the scarf in the drawer.  
put, removed

3. \_\_\_\_\_

4. The (boy) rode the bus home.  
girl, brother

4. \_\_\_\_\_

5. Sean will go (in).  
up, out

5. \_\_\_\_\_

6. Pat can jump (up).  
in, down

6. \_\_\_\_\_



up  
down

7. The class was very (quiet).  
noisy, silent

7. \_\_\_\_\_

8. Jason was (strong) from lifting weights.  
weak, big

8. \_\_\_\_\_

9. The algebra problem was (simple) to do.  
hard, easy

9. \_\_\_\_\_

10. Sam gave the teacher some (useful) information. 10. \_\_\_\_\_  
helpful, useless

Name \_\_\_\_\_

**ir**

Print the letters on the line.

ir

Name the picture.  
Print the missing letters.

sh \_\_\_\_\_ t

Circle the word the matches the picture.

board

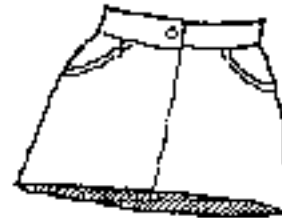
bride

bird

shirt

skirt

scarf

Circle the words that have the letters **ir**.

hurt

dirt

ruler

bird

purr

stir

first

squirt

turn

fur

Print four words that have the letters **ir**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ar er ir or ur**

Circle the word that matches the picture.

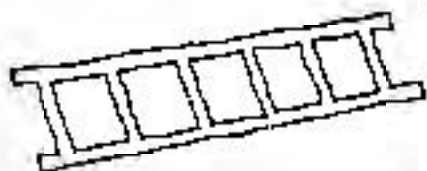
Print it on the lines.

ladder

skirt

letter

shirt

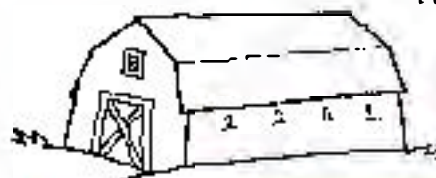


card

barn

curd

horn

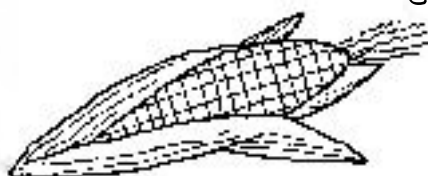


cord

porch

corn

purse

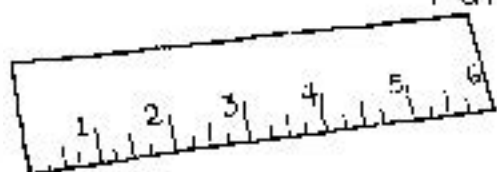


ruler

board

rule

bird



## **Explicit Instruction for Phonics Intervention**

### **Instructional Focus: Vowel r – er, ir, ur, Week 1**

#### **Story Number: 2**

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##### **Nurse Curt**

Bert and Mert were best friends. They were in the third grade. Their teacher, Mrs. Church, told the class that a nurse was going to come and talk to them.

Bert and Mert made sure to have on clean shirts and pants when they came to Mrs. Church's class that day. Bert and Mert did not run in the mud on the way to school. They did not want to get any dirt on their shirts. They wished to look good for the girl nurse.

Bert and Mert were perched on their seats when the nurse burst into Mrs. Church's class. Bert's smile turned to a smirk and Mert blurted out, "That is not a nurse! That is a boy and a boy can't be a nurse!" Mrs. Church smirked at the boys in their clean shirts and said, "Class, I'd like you to meet Nurse Curt."



# Review

ar

er

ir

or

ur

Print a sentence using the word **tar**.

Print a sentence using the word **farmer**.

Print a sentence using the word **third**.

Print a sentence using the word **horn**.

Print a sentence using the word **purse**.

Print a sentence using the word **park**.

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### **Circling Synonyms and Antonyms Worksheet (Part 1)**

A *synonym* is a word that has nearly the same meaning as another word. Example: Kind / Nice

An *antonym* is a word that has the opposite meaning of another word. Example: Kind / Mean

**Directions:** Read each row of words and circle the two words that are synonyms.

1. fun      tall      short      exciting
2. fast      slow      big      speedy
3. glad      sad      happy      hungry
4. slow      smart      angry      intelligent

**Directions:** Read each row of words and circle the two words that are antonyms.

5. fast      quick      slow      angry
6. tall      fast      quick      short
7. fast      upset      big      happy
8. hungry      slow      fast      short

Name \_\_\_\_\_



# Interpret Tally Charts

- 1** **(MP) Attend to Precision** Complete the tally chart.

Toys on the Shelf		Total
bus	I	
car	III	
truck	I	

Use the tally chart to answer the questions.

- 2** How many are there?

\_\_\_\_\_

- 3** How many and are there?

\_\_\_\_\_ and




- 4** **(MP) Attend to Precision**  
How many fewer are there than ?

\_\_\_\_\_ fewer

- 5** **(MP) Attend to Precision**  
How many more are there than ?

\_\_\_\_\_ more

## Test Prep

Bugs in the Grass		Total
		5
	I	6
		3

Use the tally chart to answer the questions.  
Fill in the bubble next to the correct answer.

6 How many  and  are there?

☐ 5

☐ 10

☐ 11

7 How many more  are there than .

☐ 2 more

☐ 3 more

☐ 5 more

## Spiral Review

Write an equation to solve.

8 There are 12 frogs at the pond. 3 frogs are brown.  
The rest are green. How many frogs are green?

Equation: \_\_\_\_\_

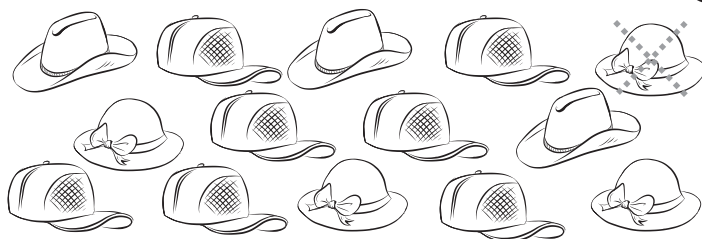
\_\_\_\_\_ green frogs




Name \_\_\_\_\_

# Represent Data with Tally Charts

The picture shows hats in a store. Make a tally chart to show how many of each hat.

Cross out each hat as you count.



Hats in a Store		Total
 fancy		4
 baseball		7
 cowboy		3

Use the tally chart to answer the questions.

1 How many  are there?

7

2 How many more  than  are there? \_\_\_\_\_ more

3 The store has the least of which hat? Circle your answer.

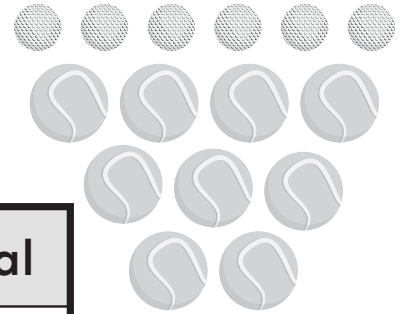




Name \_\_\_\_\_

# Represent Data with Tally Charts

- 1** **Attend to Precision** Use the picture to make a tally chart.



Sports Balls Jo Has		Total
	golf ball	
	tennis ball	

- 2** How many sports balls does Jo have?

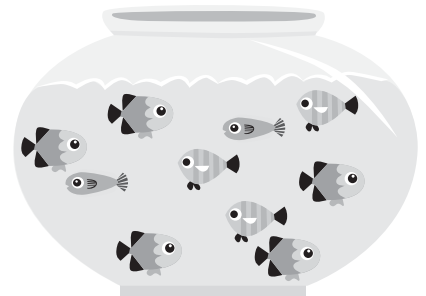
\_\_\_\_\_ sports balls

- 3** **Reason** Are there more golf balls or tennis balls?

How many more?  
\_\_\_\_\_ more

- 4** Use the picture to make a tally chart.

Fish in the Bowl		Total






- 5** **Attend to Precision** How many fewer are there than ?

\_\_\_\_\_ fewer



## Test Prep

Balloons at the Park		Total
 plain		4
 dotted	<del>    </del>	7
 striped		1

Use the tally chart to answer the questions.  
Fill in the bubble next to the correct answer.

6 How many balloons are there?

- ☐ 4      ☐ 11      ☐ 12

7 How many more  are there than .

- ☐ 1 more      ☐ 6 more      ☐ 7 more

## Spiral Review

Subtract. Complete the related facts.

8  $11 - 6 = \underline{\quad}$

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

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

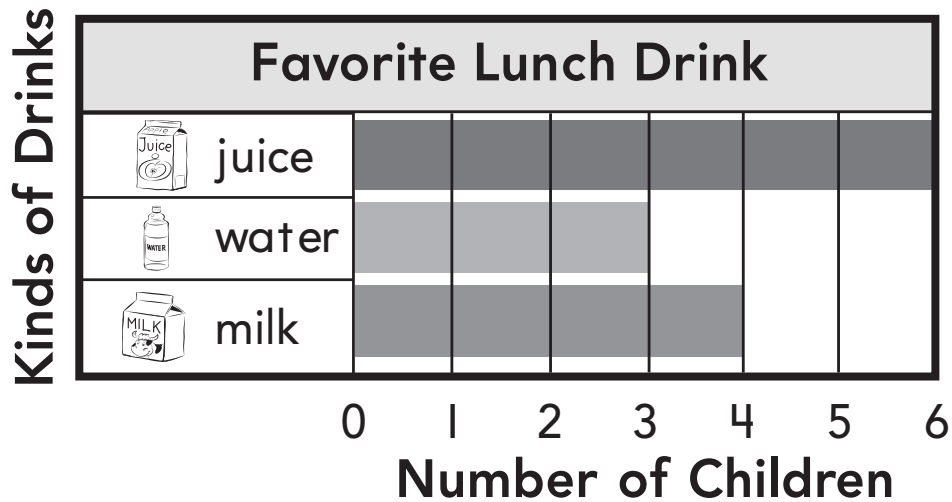
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

Name \_\_\_\_\_

# Interpret Bar Graphs

A bar graph uses bars to show how many.

This graph shows 4 children chose .



Use the bar graph to answer the questions.

1 How many children chose  ? 3 children

2 How many children chose  ? \_\_\_\_\_ children

3 Circle the drink the most children chose.



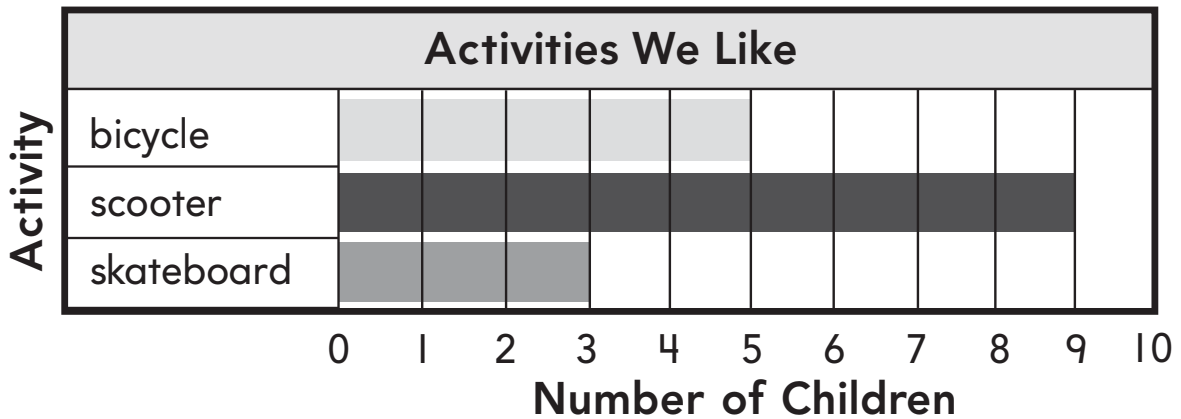


Name \_\_\_\_\_

# Interpret Bar Graphs

Some children were asked which activity they like best.

**MP Attend to Precision** Use the bar graph to answer the questions.



- 1 How many children chose bicycle?  
\_\_\_\_\_ children
- 2 How many children chose scooter or skateboard?  
\_\_\_\_\_ children
- 3 Did more children choose scooter or bicycle?  
\_\_\_\_\_  
How many more?  
\_\_\_\_\_ more
- 4 How many fewer children chose skateboard than bicycle?  
\_\_\_\_\_ fewer

## Test Prep

Use the bar graph to answer the questions.

- 5 How many animals are on the farm?

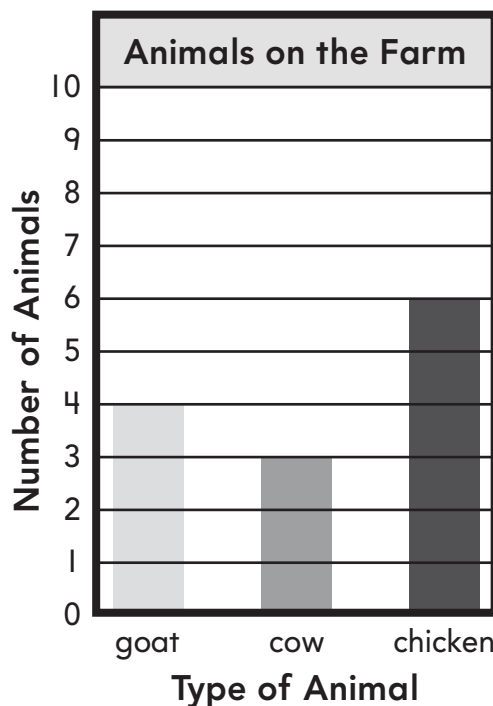
☐ 4      ☐ 7      ☐ 13

- 6 How many cows are there?

☐ 3      ☐ 4      ☐ 6

- 7 How many more chickens are there than goats?

☐ 2 more    ☐ 3 more    ☐ 4 more



## Spiral Review

Draw circles to show the problem.

Write an equation to solve.

- 8 Tam sees 8 birds. Grant sees 3 birds. How many more birds does Tam see than Grant?

Equation: \_\_\_\_\_ more birds

Write the sum. Change the order of the addends. Add again.

9  $3 + 6 = \underline{\quad}$        $\underline{\quad} + \underline{\quad} = \underline{\quad}$

10  $\underline{\quad} = 1 + 4$        $\underline{\quad} = \underline{\quad} + \underline{\quad}$

# Seven Large Lands

by ReadWorks



Our world is made up of land and water. The seven large lands are called continents. The United States is part of the continent of North America. The continents from largest to smallest are Asia, Africa, North America, South America, Antarctica, Europe, and Australia.

This silly sentence may help you remember the names of the continents:

**All Ants Need Sugar And Eat Apples.**

The first letter of each word matches the first letter of the name of a continent. Test yourself. See if you can remember the seven continents!



# land

# land

## Definition

### noun

1. the solid part of the earth's surface.

*Fish live in the sea, and tigers live on land.*

2. some part of the surface of the earth.

*They bought some land and built a house.*

3. a country or nation.

*The princess lived in a land far away.*

### verb

1. to arrive on the ground or other surface.

*The plane couldn't land because of the fog.*

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## These are some examples of how the word or forms of the word are used:

1. The groups lived off the **land**. They grew food. They hunted animals.
2. Columbus told his crew that they would turn around if they didn't see **land** soon. Thankfully, one of the crew members spotted land the next day!
3. When a major sand storm is approaching Phoenix, the local weather stations start broadcasting warnings for people to get off the street. People are told to park their cars, so they don't crash. Airplanes are not allowed to take off from or **land** at the Phoenix airport because the pilots cannot see well.
4. Britain ruled colonies all over the world. Its empire covered about a fourth of the earth's **land** area. About a fifth of the world's people were under British control.
5. They were clearing the **land** and bringing light to the center of the forest. Patience knew it would be a very small patch of open land. It could take forever to clear this stony land.

# world

# world

## Definition

### noun

1. the earth and everyone in it.

*I would like to travel around the world someday.*

2. the universe and everything that exists.

*I think the stars are the most beautiful things in the world.*

3. a particular area or a field of activity along with all the people and things having to do with it.

*The United States is part of the western world.*

*Parents are the most important people in a child's world.*

*The business world is competitive.*

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## These are some examples of how the word or forms of the word are used:

1. King was a leader who dreamed of a better **world**. Martin Luther King Jr. was born on January 15, 1929, in Atlanta, Georgia. Each January, Americans honor him with a holiday.
2. More and more of the bamboo forests where giant pandas live are being cut down. China has more people than any country in the **world**, and these people need food, clothing, and homes. Farmers want to use the land where the forests are to plant food. Loggers want to cut down the forests and sell the bamboo to make money.
3. Many people carry small cell phones. They have no wires, unlike earlier phones. Cell phones let people talk all over the **world**.
4. Although the Ice Age ended 10,000 years ago, there are still many glaciers in the **world**. Most of them are found in Antarctica and Greenland, but there are glaciers on nearly every continent.
5. Mount Everest is the tallest mountain in the **world**. It is located in the country of Nepal. It is 8,848 meters tall. This means it is just over five and a half miles in height. Until 1953, nobody had successfully climbed Mount Everest, though many had tried.



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

**1. What is a continent?**

- A. a place with its own government
- B. a large chunk of land
- C. a trick that you play on someone

**2. What does this passage list for us?**

- A. the biggest cities in the world
- B. the countries in North America
- C. the seven continents

**3. The continents from largest to smallest are Asia, Africa, North America, South America, Antarctica, Europe, and Australia. What does this tell us about the sizes of the different continents?**

- A. The continents are all small.
- B. The continents are all the same size.
- C. The continents are different sizes.

4. What is "Seven Large Lands" mostly about?

- A. the seven continents
- B. where the United States is on a map
- C. how to remember things in school

5. What continent is the United States a part of?

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6. What did you learn from "Seven Large Lands"?

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**7. Class Discussion Question:** Use the silly sentence from the passage to help you remember the names of the seven continents. As a challenge, try to remember the names in order from largest to smallest.

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**8. Draw a picture of a continent.**

### Art M-W:

Free Draw-Paint-Build (10 minutes)

Mon: Read the biography sheet for Claude Monet and look at the example of his art on the page, and visit <https://www.claudemonetgallery.org/> for more examples.

Ask yourself:

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

Write a reflection of your experience. How did you feel? Did you like what you saw? Why? Why not?

Wed: Use whatever supplies you have to create your own artwork in the style of Monet. **Try doing it 3 times at different times of day, just like Monet!**

Fri: Photo Journal by taking pictures that show what Healthy means to you. Write how staying healthy makes you feel. What do you do to stay healthy, like brush your teeth, drink lots of water, eat fruits and vegetables, etc.?

### Music T-Th:

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

Tue: 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: Listen to Claude Debussy Music! Like Monet, he was an impressionist too.

[https://www.classicsforkids.com/composers/composer\\_profile.php?id=22](https://www.classicsforkids.com/composers/composer_profile.php?id=22)

[https://www.youtube.com/watch?v=CvFH\\_6DNRCY](https://www.youtube.com/watch?v=CvFH_6DNRCY) Claire de Lune

Practice good audience behavior. After, write or draw how the music made you feel. Does it remind you of other songs?

Daily Schedule week 5

Monday	Tuesday	Wednesday	Thursday	Fri
Art Learn about Monet online or with bio page	Music Play Roll a rhythm & drumming with homemade drum	Art Create your own art in style of Monet	Music Listen & respond to Debussy	Art Continue Photo Journal; theme is Healthy

## Claude Monet

Claude Monet Claude Monet was a famous French painter and artist. He was the founder of French impressionist paintings and one of the most famous impressionist artists. One of Monet's most famous paintings is called "Water Lilies". Claude was born in Paris, France on November 14, 1840. As a young boy Claude loved to draw and was able to make some extra money drawing caricatures (pictures of people). When he was eleven, he went to a school for the arts. During this time, Claude met other artists and began to use oil paints to paint the outdoors. When Claude was a little older he was drafted into the French army for two years, but became ill and left the army to study art at a University. Claude married his wife Camille in 1870 and had one son. Claude and his wife moved around England and France. He continued to paint outdoor scenes. The word "impressionists" came from one of Monet's paintings. It was meant to make fun of the artist, but the name stuck. Despite the critics of his work, Claude continued to try to capture the changing effects of color with light in his paintings. Claude would paint series to show the same scenes at different times of the day in different light. His wife Camille passed away in 1879. Claude remarried a woman named Alice and moved to a house in Paris where he planted a large garden. Monet was inspired to paint pictures of his garden, especially the water lilies. Claude Monet died on December 5, 1926. Claude Monet used broad brush strokes to fill up his pictures and painted quickly to try and capture the light. If you look up close at one of his paintings it is hard to see what it shows, but when you move back it is clear.



# Claude Debussy

Claude Debussy really had a double first name: Achille-Claude. He was born in a suburb of Paris, and it was his aunt who first noticed how musical he was. She got him started taking piano lessons. When he was only ten, Debussy started studying at the very strict Paris Conservatory.

As a child, Debussy was fascinated by visual art, and as he grew up, he loved the new style called "Impressionism." Instead of painting realistic, lifelike paintings with hard outlines, Impressionists used thousands of dots, or many different shades of color to create the "impression" of what they wanted to depict. Debussy took that idea and applied it to music, creating Impressionism in music.

