



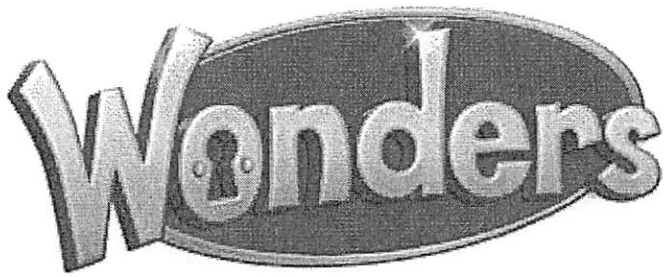
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HOME INDEPENDENT WORK PACKET

FIRST GRADE

PACKET 1 APRIL 13 - APRIL 24



Grade 1

Language
Arts

Your Turn

Practice Book



Mc
Graw
Hill
Education

Name _____

The letters o, oa, ow, and oe can stand for the long o sound.

gocoallowdoe

Circle the word that describes the picture.
Write the word on the line.



cold

cook



bat

boat



crow

crop



block

bowl



toe

top

Name _____

Circle the word that completes each sentence.

1. We will _____ our
hike here.
start warm



2. Let's hike _____ the hill!
find over



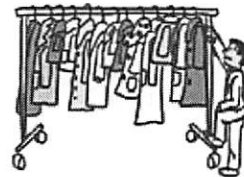
3. It is a _____ day.
warm more



4. Rex needs _____.
start food



5. I can't _____ my coat.
find more



6. Jen has _____ books.
food more



Name _____

You can use the words **seek** and **search** to tell about looking for something.

Use **search** to tell about looking for something in a place.

I **search** for my dog. I **search** the park.

Use **seek** to tell about looking for something you want.

We **seek** the prize.

A. Circle the word that completes the sentence.

Write the word on the line.

1. I _____ my room for my lost book.
- search seek

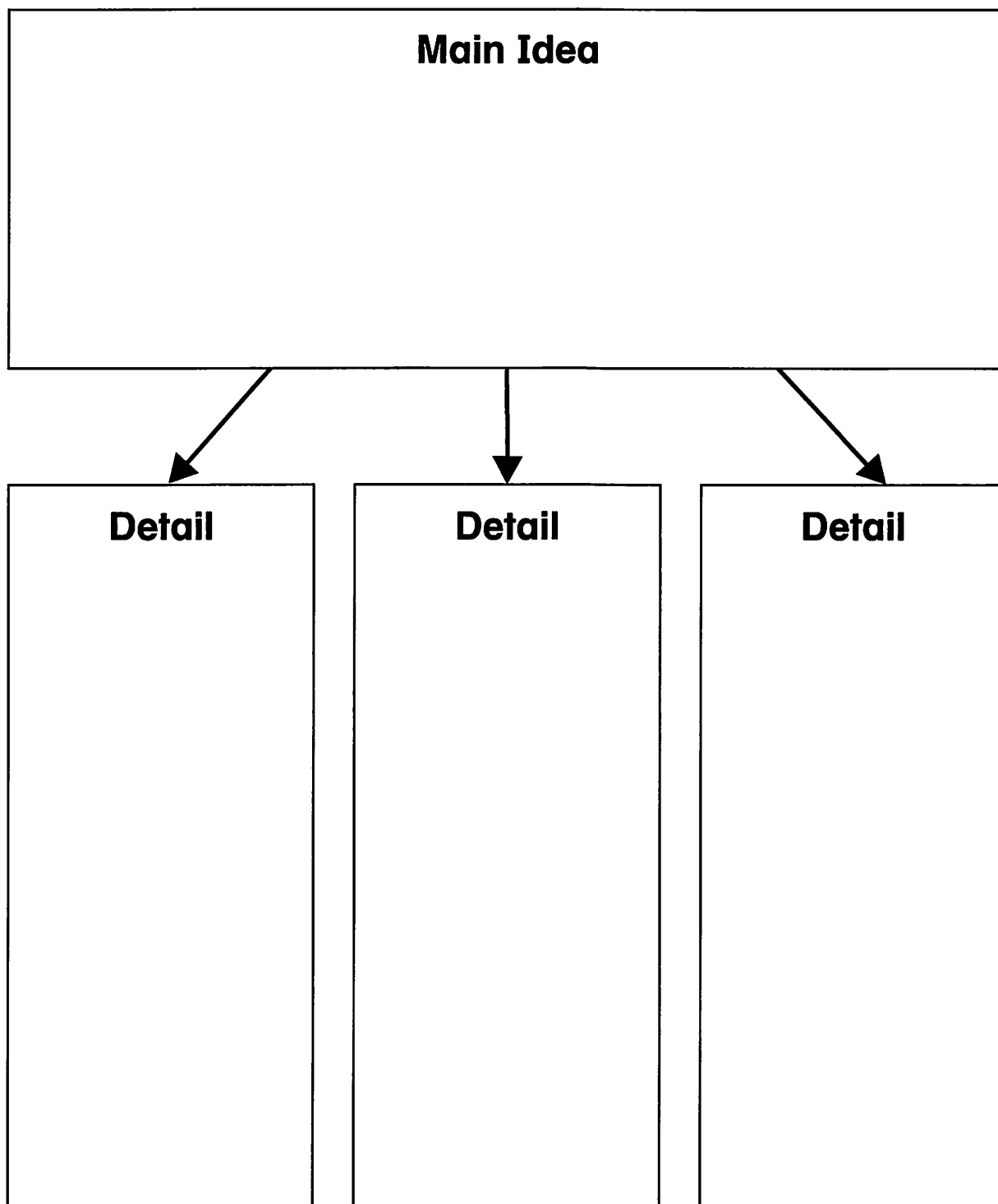
2. The prince will _____ a princess.
- seek search

B. Write your own sentence. Use the word search.

3. _____

Name _____

Fill in the Main Idea and Key Details Chart. Use words from the story.



Crows



A crow is a big bird.
Most crows are black.
Crows live in many places.

①

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Are crows bold?
Yes! A crow takes things.
It brings a shell to its nest.
Crows do a lot!

④



Crows eat lots of things.
They eat things they find.
They may eat crops,
seeds, bugs, or eggs.

②

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Crows make nests.
This nest is made of sticks.
The top is open.

③

Name _____

A. Reread “Crows.” Circle the correct answer to each question.

1. The main idea tells what the selection is about. What is the main idea of “Crows”?

Crows fly day and night.

Crows do many things.

2. Key details tell about the main idea.
You can find them in the words and pictures.
What is a key detail you read?

Crows eat bugs.

Crows play all day.

3. What is one more key detail you read?

Crows live in nests.

Crows live at sea.

**B. Work with a partner. Read the passage aloud.
Pay attention to intonation. Stop after one minute.
Fill out the chart.**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

A **word category** is a group of words that are alike.
Look at the picture. The people are all doing something.

Word Category: **Things People Do**

learn, eat, sleep, play

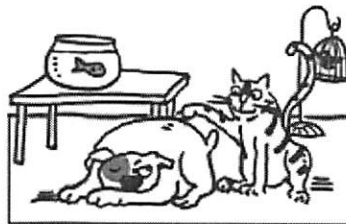


A. Reread “Crows.” Then cross out the word that does not fit in the category.

1. Things Crows Eat: eggs, nests, bugs, seeds
2. Things Crows Do: fly, make nests, eat, sticks

B. Match the words to a word category.

Word Category:



Kinds of Animals

3. wings, beak, legs, feet



Parts of a Crow

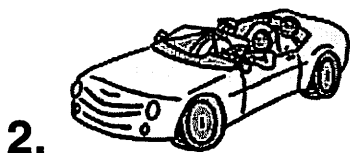
4. dogs, cats, birds, fish

Name _____

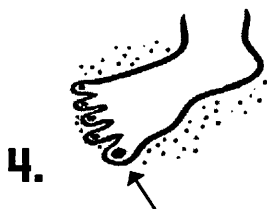
Circle words in the box that have a long o sound.
Write a word from the box to tell about each picture.

book coat show toe top go









Name _____

An **open syllable** is a syllable that ends in a vowel.
It has a long vowel sound.

be/gin ba/sic

**Read the word. Draw a line between the syllables.
Write the syllable that ends in a long vowel sound.**

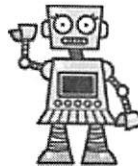
1. apron



2. bacon



3. robot



4. open



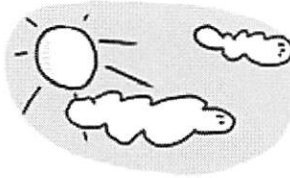
Name _____

Some words help readers see, hear, feel, taste or smell.
These words are called **sensory words**.

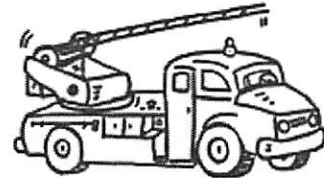
a dark nighta quiet tapa spicy meala sticky spilla sweet rose

Read the sentence. Underline the sensory word.

1. The day is sunny.



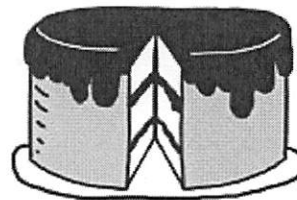
2. A loud truck went down the street.



3. I pat the fluffy chick.



4. The cake had sweet frosting.



Name _____

A. Read the draft model. Use the questions to help you add a topic to the writing.

Draft Model

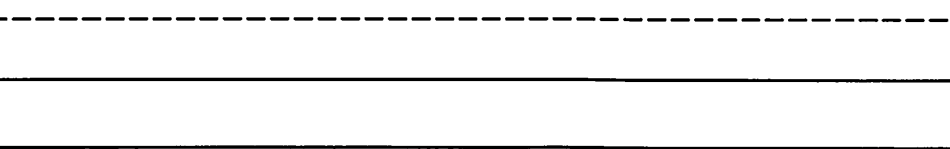
Songbirds fly to find food and look for seeds to eat.
Dogs use their great noses to smell and find where
the food is. Cats like to hunt for their food.

Draft Model

Songbirds fly to find food and look for seeds to eat.
Dogs use their great noses to smell and find where
the food is. Cats like to hunt for their food.

1. Does the writing tell about a topic?
2. What do the sentences tell about?
3. What sentence could you add to tell the topic?

B. Work with your partner. Talk about how you can add a sentence about the topic. Revise the draft on your own.



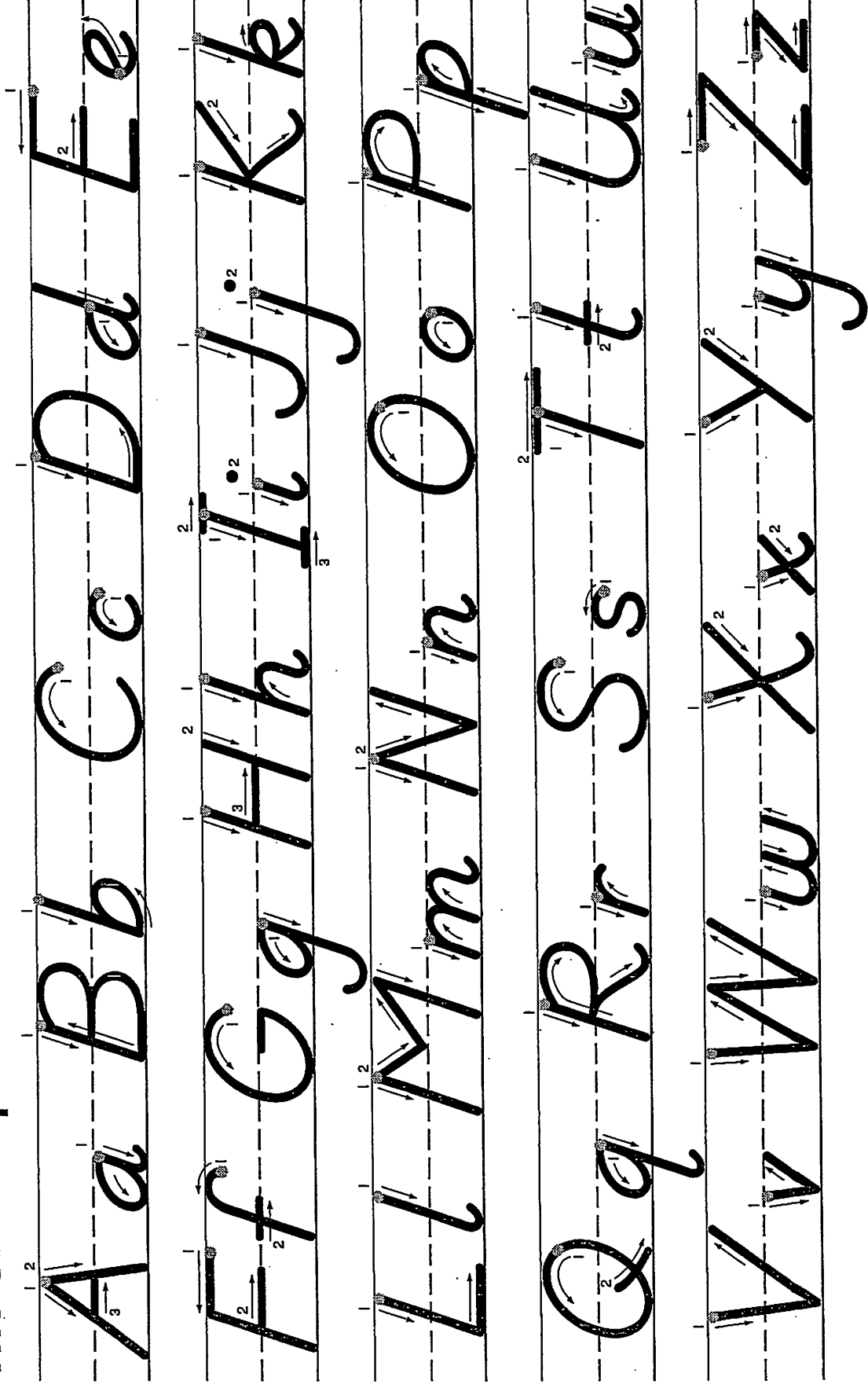


Handwriting

Aa Bb Cc Dd
Ee Ff Gg Hh

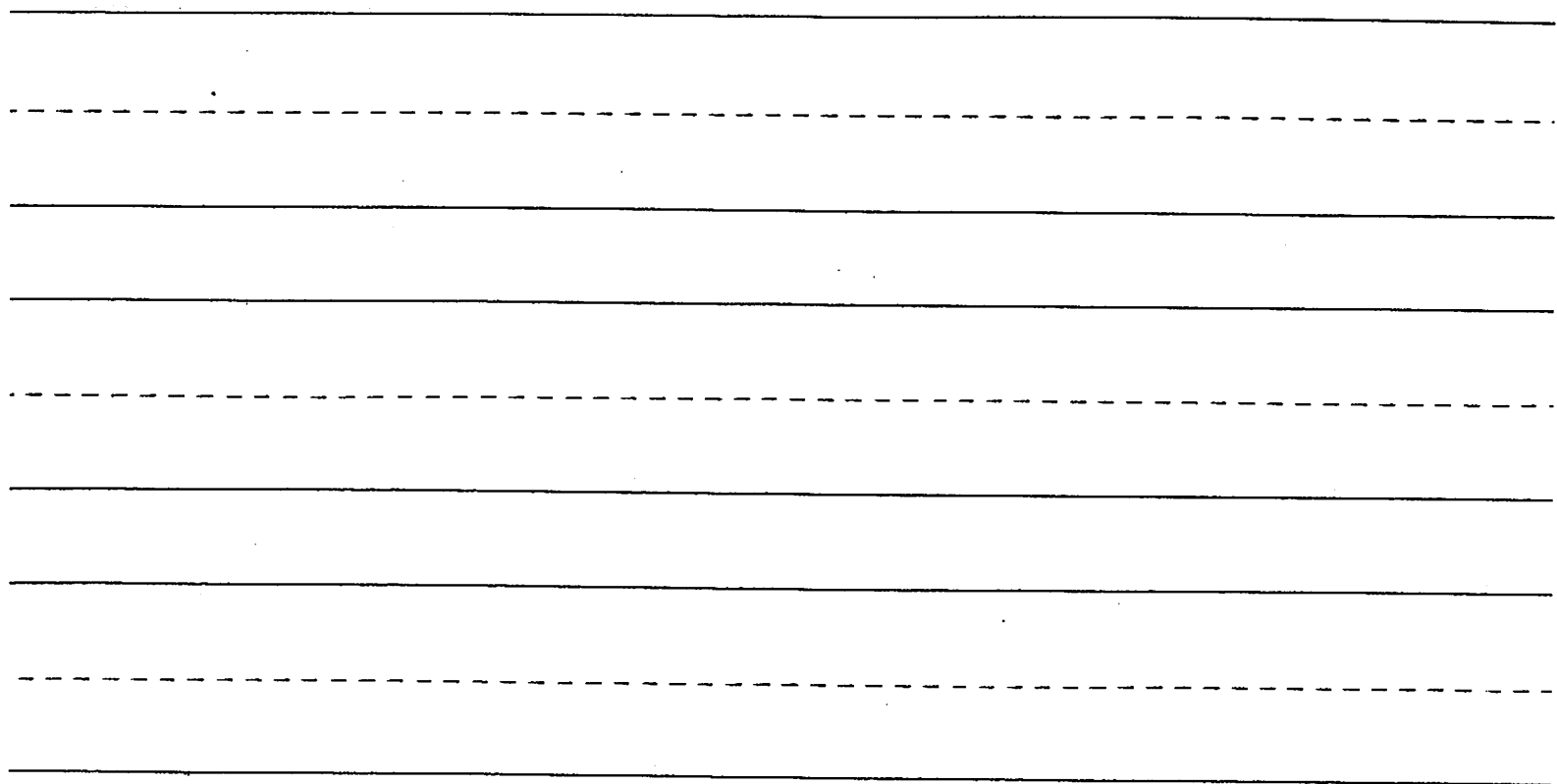
Name _____

The Slant Alphabet



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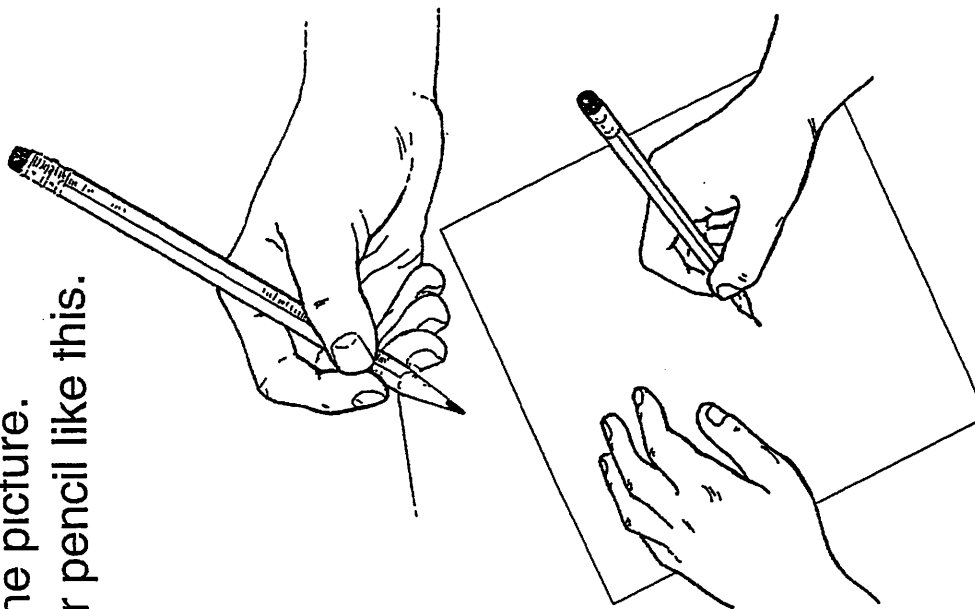
Directions: These are the capital and small letters of the alphabet. The arrows show how to write each letter. Point to each pair of letters and name it. Then trace the letters of your name with your finger.



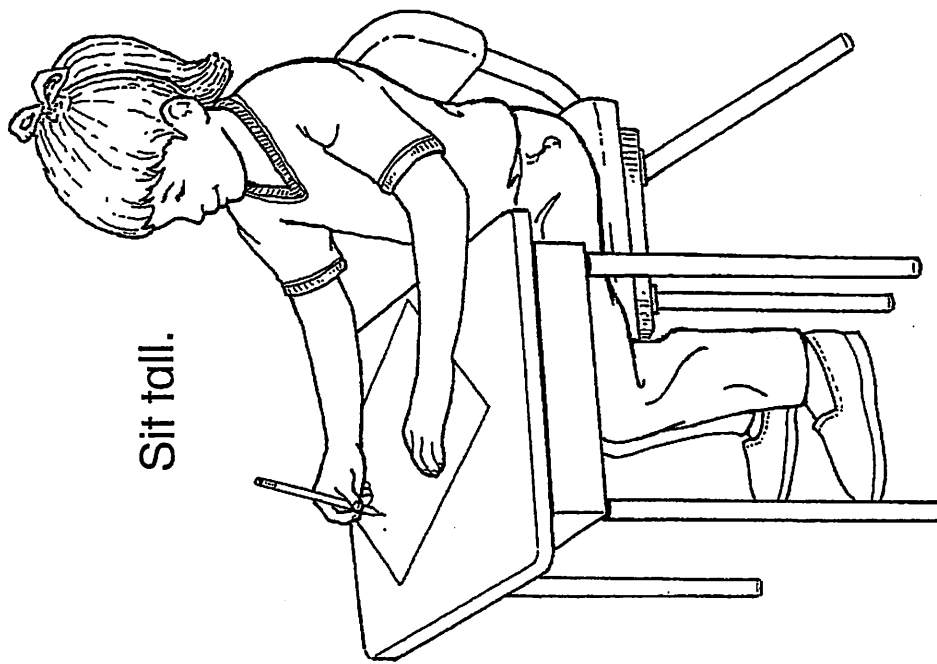
Name _____

Right-Handed Writers

Look at the picture.
Hold your pencil like this.



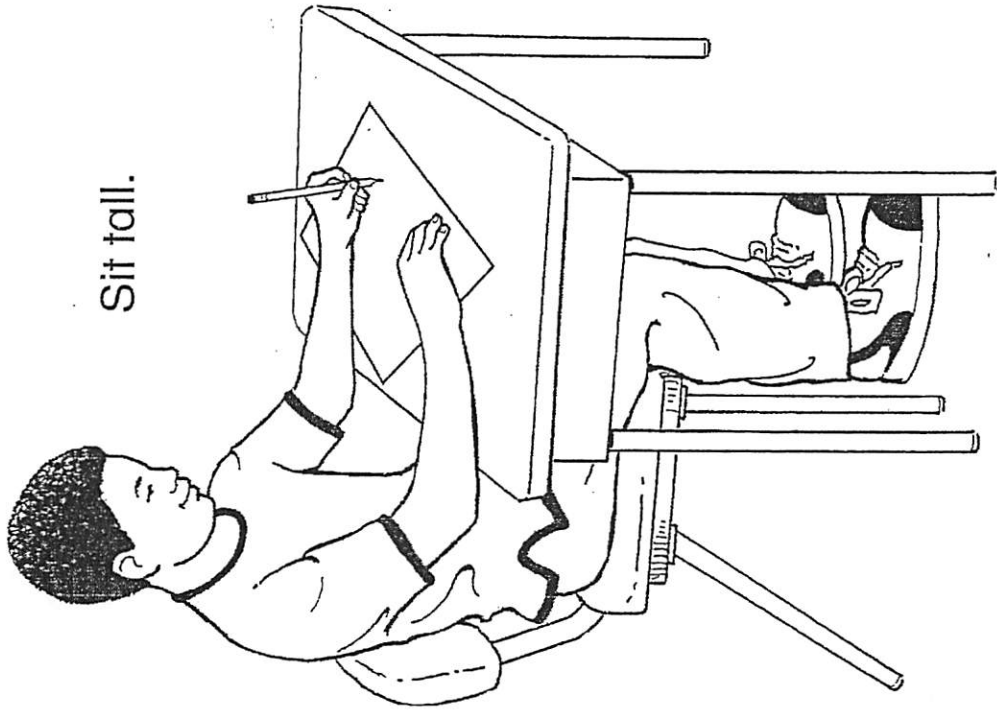
Slant your paper like this.



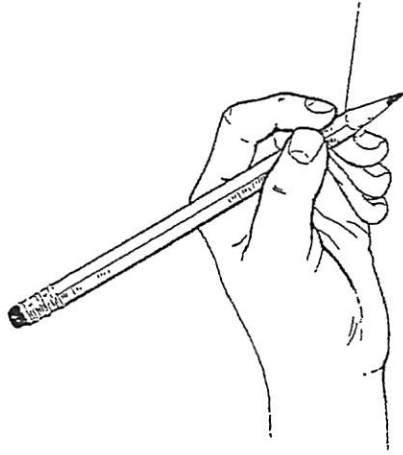
Sit tall.

Name _____

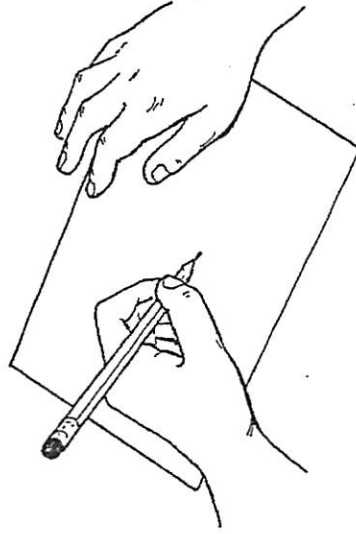
Left-Handed Writers



Sit tall.

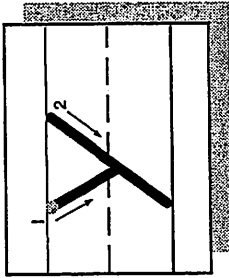


Look at the picture.
Hold your pencil like this.



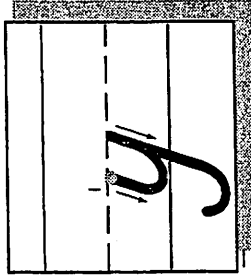
Slant your paper like this.

Name _____



Y Y Y Y Y Y

Y Y Y

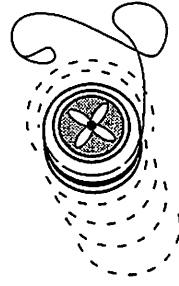


y y y y y y y

y y y

you Yusef Yoko yet

ou usef oko et

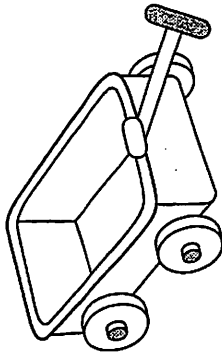
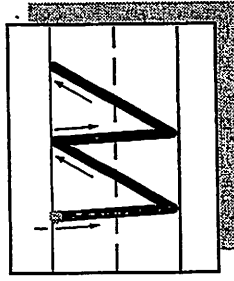


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Handwriting 27

Directions: Trace and write Y and y.

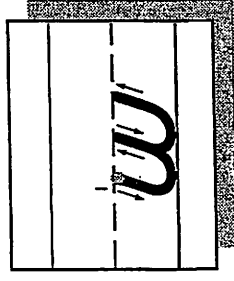
Name _____



W W W W W



W W W W W



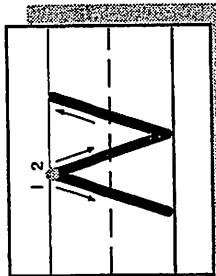
w w w w w w w w w

w w w

wish Wyn Wanda wig

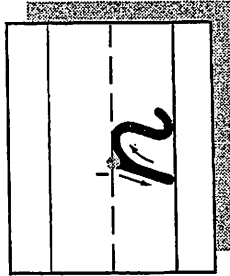
ish yn anda ig

Name _____



N N N N N N N

N N N



n n n n n n n

n n n

Nan naps. Nick naps.

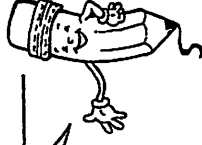


an aps. ick aps.

Name _____

Review

Circle your best letters.



A A a a

V V v v

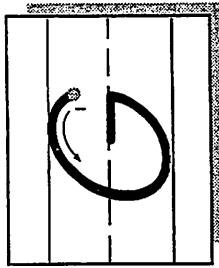
Y Y y y

W W w w

N N n n

Nancy wave yell now

Name _____



G G G G G G

G G G

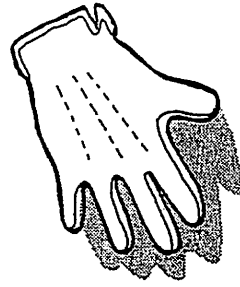


g g g g g g

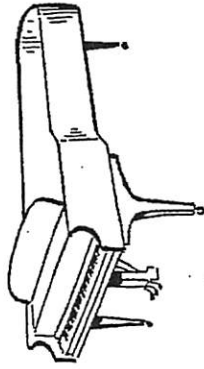
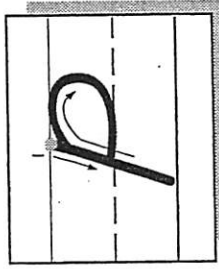
g g g

Gus goes. Gina goes.

us oes. ina oes.

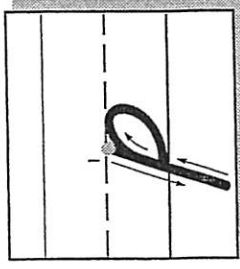


Name _____



p p p p p

p p p

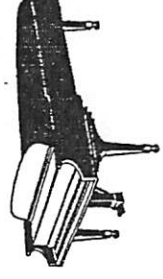


p p p p p p p

p p p

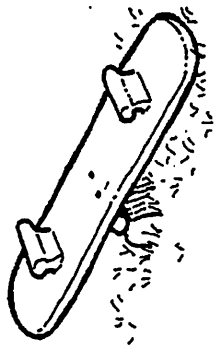
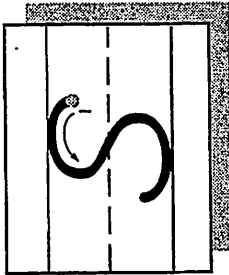
pot Pam Pablo pup

ot am ablo up



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Name _____

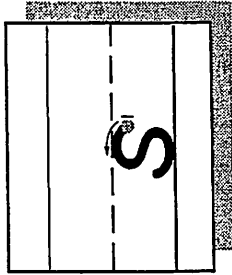


S S S S S

S

S S

S S S S S



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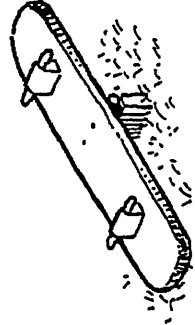
s s

s s

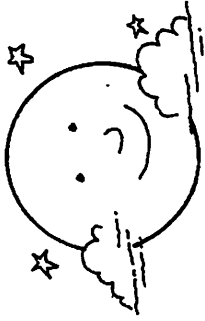
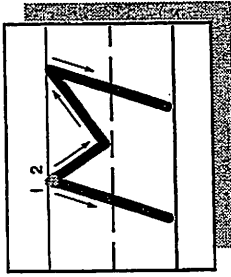
s s

Sari sees. Sam sees.

sari sees. sam sees.

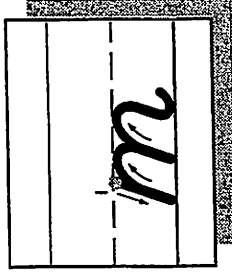


Name _____



M M M M M

M M M



m m m m m m m

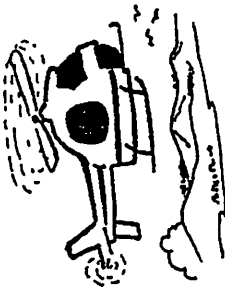
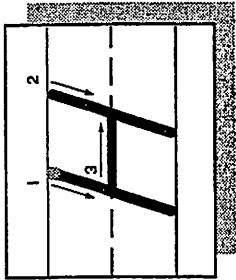
m m m

Min meets Max.



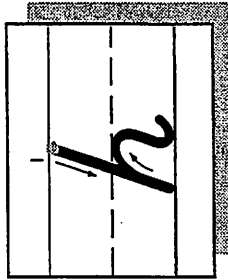
in eets ax.

Name _____



H H H H H H H H H H

H H H H H H H H H H



h h h h h h h h h h

h h h

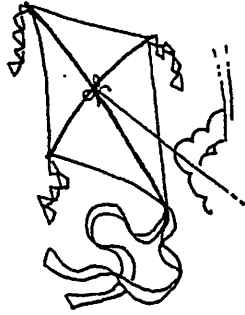
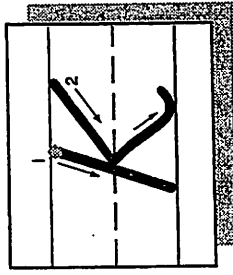
has Hat Haley hat

as at aley at



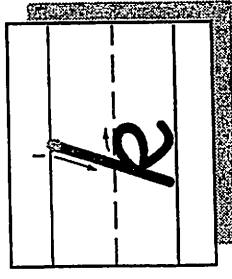
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Name _____



K K K K K K K

K K K

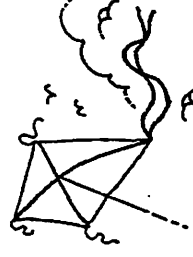


k k k k k k k

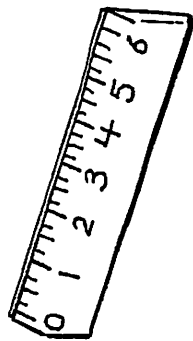
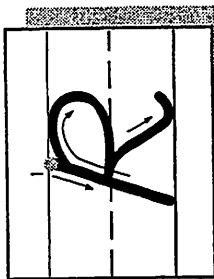
k k k

King Kira kite Kyle

ing ira ite yle

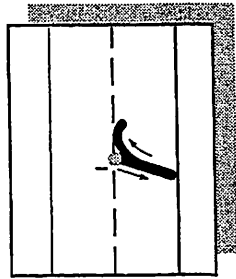


Name _____



R R R R R R

R R R



r r r r r r

r r r

Rita rides. Roshon rides.

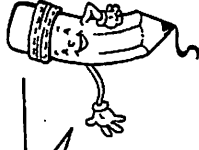
ita rides. oshon rides.

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39
Handwriting

Name _____

Circle your best letters.



Review

Gg Pp Ss

Mm Hh Kk Rr

mop gap Maria Sam



CALIFORNIA

MATH

Expressions

Common Core



GRADE

1

Volume 2

► Math and Gardening

Use the picture.

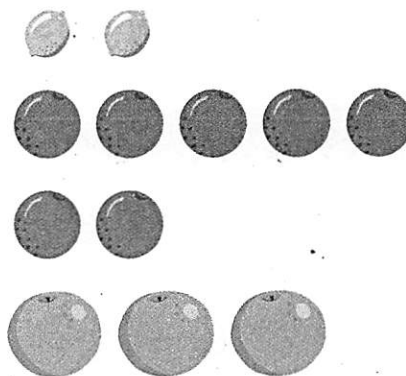
Write the numbers to solve.



1. Casey helps gather fruit. How many pieces of fruit does Casey gather?

$$\square \text{ (apple) } + \square \text{ (orange) } + \square \text{ (pear) } = ?$$

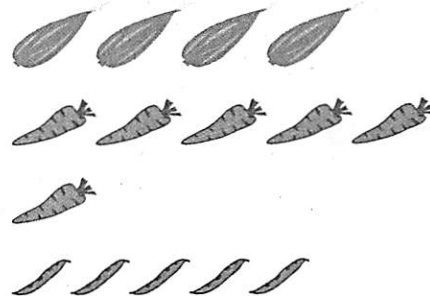
$$\square + \square = \square \text{ pieces of fruit}$$



2. Casey helps gather vegetables. How many vegetables does Casey gather?

$$\square \text{ (broccoli) } + \square \text{ (carrot) } + \square \text{ (bean) } = ?$$

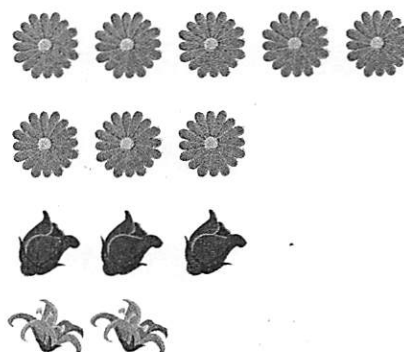
$$\square + \square = \square \text{ vegetables}$$



3. Casey helps gather flowers. How many flowers does Casey gather?

$$\square \text{ (daisy) } + \square \text{ (tulip) } + \square \text{ (lily) } = ?$$

$$\square + \square = \square \text{ flowers}$$



Use the picture.

Write the numbers to solve.



4. Some carrots are in a garden.

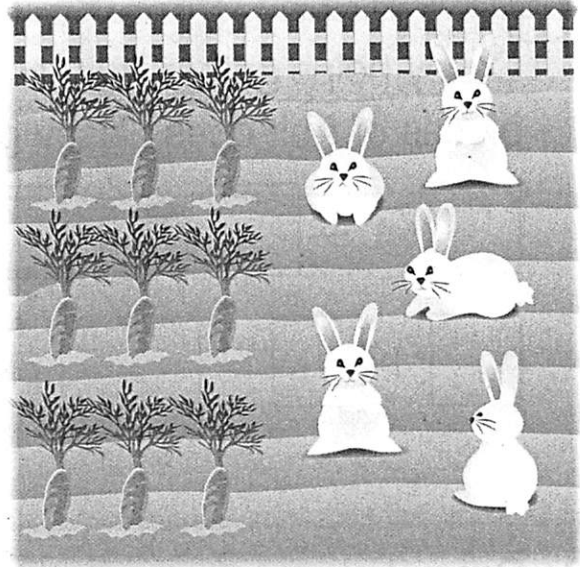
Each bunny eats 1 carrot.

Now there are 9 carrots.

How many carrots were
in the garden to start?

$$\boxed{} - \boxed{} = \boxed{}$$

$\boxed{}$ carrots



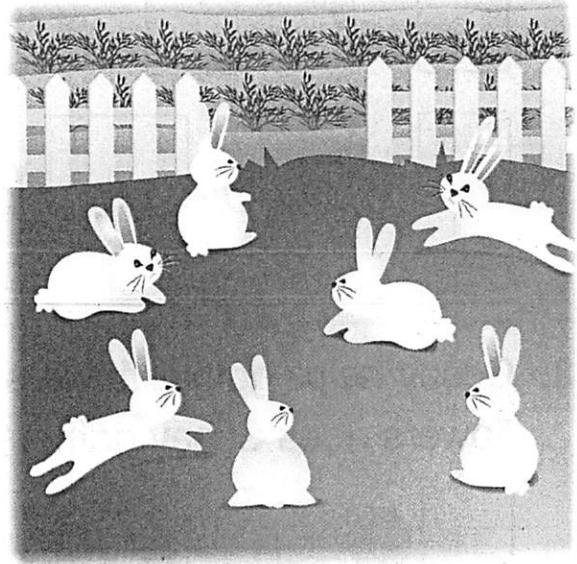
5. Some bunnies are in a garden.

7 more bunnies hop in. Now there
are 13 bunnies in the garden.

How many bunnies were
in the garden before?

$$\boxed{} + \boxed{} = \boxed{}$$

$\boxed{}$ bunnies





Name _____

Match the box to the unknown partner.

$$\begin{array}{ccc} 1. \ 9 + \boxed{} = 15 & 2. \ 8 + \boxed{} = 15 & 3. \ 8 + \boxed{} = 17 \\ \cdot & \cdot & \cdot \\ 9 & 6 & 7 \end{array}$$

Solve the story problem.

4. Beth has 16 bagels. She gives 8 to her friends. How many bagels does Beth have now?



bagel

_____ label

5. Meg has 6 books. Jen gives her some more books. Now Meg has 11 books. How many books does Jen give Meg?



book

_____ label

6. Luis has 7 blue pens, 4 red pens, and 3 green pens. How many pens does Luis have?



pen

_____ label



7. Is the sentence true? Choose Yes or No.

$14 - 8 = 5$

☐ Yes☐ No

$16 - 7 = 9$

☐ Yes☐ No

$17 - 9 = 8$

☐ Yes☐ No

8. Start at 81. Count. Write the numbers through 110.

81	82	83							
91									

9. Draw a picture to solve the story problem.

Write a number sentence.

Answer the question.

There are 15 squirrels. Some are brown and 6 are gray. How many squirrels are brown?

$$\boxed{} - \boxed{} = \boxed{}$$



_____ label



Solve.

10. $57 + 20 = \boxed{}$

11. $13 + 60 = \boxed{}$

12. $80 - 40 = \boxed{}$

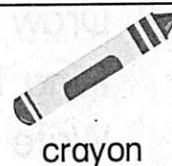
13. $70 - 50 = \boxed{}$

14. $80 + \boxed{} = 100$

15. $90 - \boxed{} = 70$

Ring the number that makes the sentence true.

16. There are 9 red crayons, 3 green crayons, and 7 blue crayons in the box. How many crayons are in the box?



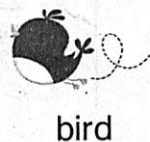
10

16

19

crayons are in the box.

17. There are 14 birds in a tree. Some birds fly away. Now there are 6 birds. How many birds fly away?



6

8

14

birds fly away.



18. There are 12 boys and girls on the bus.

How many boys and girls can there be?

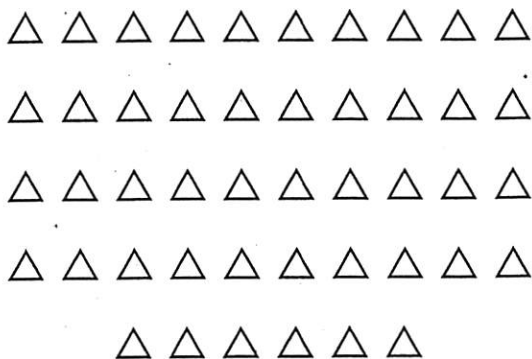
Choose all possible answers.

- ☐ 2 boys and 14 girls
- ☐ 2 boys and 10 girls
- ☐ 3 boys and 9 girls
- ☐ 4 boys and 6 girls
- ☐ 5 boys and 7 girls

19. Draw 20 to 30 more triangles.

Ring 10-groups. Count by tens and ones.

Write the numbers.



The number of triangles is .

10 less is . 10 more is .

Physical Education

Physical activity has positive benefits to student health and academic achievement. The goal is to provide an adequate amount of moderate to vigorous physical activity, build interest and proficiency in movement skills, and encourage students' lifelong fitness through physical activity. And finally, as educators of our children, we have the opportunity to be role models by example and by providing opportunities and encouraging children to make healthy choices.

Physical Education

Physical Education shall be provided:

Grade 1-6: 20 minutes per day

Grade 7-8: 40 minutes per day

Physical Fitness Testing

La Mesa-Spring Valley currently administers physical fitness tests (Fitness Gram) to students in grades 5 and 7. Each students' score on the physical performance test shall be included in his/her cumulative record.

Highlights of the Standards

The five overarching model content standards for elementary and middle school Physical Education students are as follows:

Standard 1: Students demonstrate the *motor skills and movement patterns* needed to perform a variety of physical activities (dribbling).

Standard 2: Students demonstrate *knowledge of movement concepts*, principles, and strategies that apply to the learning and performance of physical activities (holding a bat).

Standard 3: Students assess and maintain a *level of physical fitness* to improve health and performance (improving).

Standard 4: Students demonstrate *knowledge of physical fitness concepts*, principles, and strategies to improve health and performance (research and knowledge).

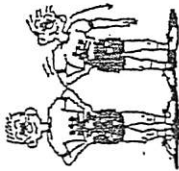
Standard 5: Students demonstrate and utilize *knowledge of psychological and sociological concepts*, principles, and strategies that apply to the learning and performance of physical activity(sportsmanship).

The content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed.

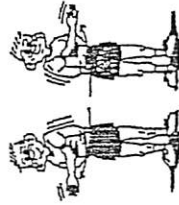
Component	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh/Eighth
Physical Fitness A. Endurance B. Strength	Jog/walks for 3 minutes Climbs/hangs on apparatus for 5-10 seconds	Jog-walks for 4 minutes Supports weight on overhead bar 10 seconds Sidesteps to the right and left	Jog-walks for 5 minutes Crosses horizontal ladder Performs 8 knee bent sit-ups in 30 seconds	Jog-walks for 6 minutes Crosses horizontal ladder alternate arms Performs 16 knee bent sit-ups in 60 seconds Jumps 40" in standing long jump	Competes 9-110 yd. laps during 6 min. jog-walk Flexed-arm hang for 7 seconds or 1 pull-up (palms outward) Performs 20 knee bent sit-ups in 60 seconds Jumps 56" in standing long jump 8 chair push ups girls, 15 boys 12 sidesteps in 10 seconds	Completes 10-110 yd. Laps during 6 min. jog-walk Flexed arm hang for 9 seconds or 2 pull-ups (palms outward) Performs 24 knee bent sit-ups in 60 seconds Jumps 60" in standing long jump 10 chair push ups girls, 16 boys 14 sidesteps in 10 seconds	Completes 11-110 yd. Laps during 6 min. jog-walk Flexed arm hang for 10 seconds or 2 pull-ups (palms outward) Performs 28 knee bent sit-ups in 60 seconds Jumps 64" in standing long jump 10 chair push ups girls, 20 boys 17 sidesteps in 10 seconds	Completes 6 min. jog Performs 32 knee bent sit-ups in 60 seconds Jumps 64" in standing long jump 10 chair push ups girls, 20 boys
Movement & Skill Throwing & Catching	Rolls & stops large ball Bounces a large ball Catches a large ball Bounces & catches large ball in succession	Bounces & catches large ball 10-15 feet apart Bounces & catches large ball to rhythmic accompaniment Throws small ball underhand 10-12 feet Throws large ball overhead with 2 hands for 10 feet	Throws & catches large ball in air 10-15 feet apart Throws ball overhead stepping forward on opposite foot Bounces large ball with either hand	Throws & catches volleyball in air 10-15 feet apart Throws ball to hit moving object Catches ball thrown to various heights	Throws & catches 12" softball 20 feet apart Throws softball from second base to home plate (65') with or without bouncing Dribbles basketball 50 feet Throws basketball with chest pass Shoots basketball from standing position	Catches fly balls and fields ground ball accurately Shoots basketball while moving (lay up)	Receives & sets volleyball Receives & sets volleyball	Can catch fly/ground ball Receives & sets volleyball Dribbles basketball 50 feet
Sportsmanship	Interacts positively with peers Takes turns Follows rules	Takes turns Demonstrates cooperative attitude Accepts differences in ability levels of self & peers	Takes turns Cooperates with others Accepts differences in ability levels Accepts wins & losses	Follows rules Plays without quarreling Accepts wins & losses Demonstrates teamwork	Respects feelings of others Plays safely & fairly Chooses & accepts teammates willingly Accepts wins & losses	Encourages teammates Recognizes good playing by opposing team members Accepts wins & losses	Assists less capable teammates Assumes leadership role in group Demonstrates good sportsmanship	Demonstrates good sportsmanship Accepts wins & losses gracefully Helps less capable teammates

Get Fit Exercises

WARM-UP ACTIVITIES



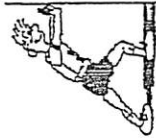
Side Bend



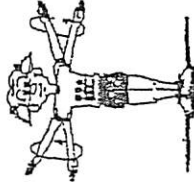
Trunk Twist



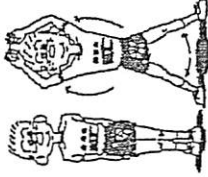
Knee Lift



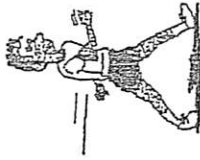
Calf Stretch



Arm Circles



Jumping Jacks



Brisk Walking

STRENGTH DEVELOPMENT ACTIVITIES



Crunch



Curl-ups



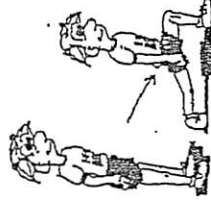
Sit-ups



Back Arch



Wall Sit



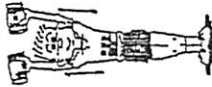
Lunges



Single Leg Lift

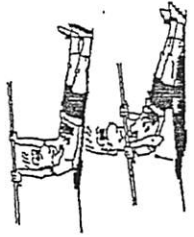


Arm Curls

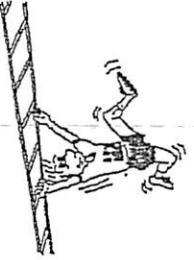


Military Press

(using canned food as weight)



Modified Pull-ups



Horizontal Ladder Activities



Push-ups



Climbing Activities

AEROBIC ACTIVITIES

Jogging

Cycling

Swimming

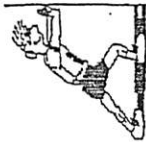
Brisk Walking

Rope Jumping

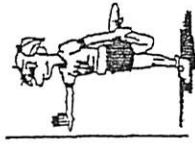
Soccer

Basketball

COOL-DOWN ACTIVITIES



Calf Stretch



Thigh Stretch



Sitting Toe Touch



Knee Hug



Arm/Shoulder Stretch



Arm/Side Stretch

Changes Over Time

**IT'S ALL
RIGHT
HERE!**

**TEACHER RESOURCES
GRADE 1 UNIT 4**

4

HISTORY-SOCIAL SCIENCE FOR CALIFORNIA TIME AND PLACE

EVERYTHING YOU NEED TO TEACH THE UNIT

- Unit Planner
- Lesson Plans
- English-Language Arts Support
- Assessment
- Intervention
- Home Letters
- Handouts
- Vocabulary Cards, Biography Cards, and More!



Colonial Williamsburg

SCOTT FORESMAN

COMPREHENSION SKILL: Predict

Thinking about what might happen next when reading or listening to information is called predicting.

- Pictures tell us information.
- Looking at pictures before reading helps us think about what we already know.
- We use what we know to think about what might happen next.

Try It How do you think transportation will change in the future?

Changes in Travel

In the past, people used horses and covered wagons to travel. Later, transportation by train became common. In the future,

VOCABULARY DEVELOPMENT: Root Words

Find the word *transportation* in the paragraph above.

Write the root word of transportation.

+ = transportation
Social Studies

COMPREHENSION SKILL: Predict

Writers tell about things that are the same and different to help readers understand new information.

- *Compare* means to look for things that are the same.
- *Contrast* means to look for things that are different.

Try It How would you compare work in the past and work today?

Past and Present

Folklore tells us about the past. The story of John Henry is about a man who used a hammer to help build a railroad. Today, people work _____.

VOCABULARY DEVELOPMENT: Compound Words

Find the word *folklore* in the paragraph above. Write the two words that make this compound word.

+

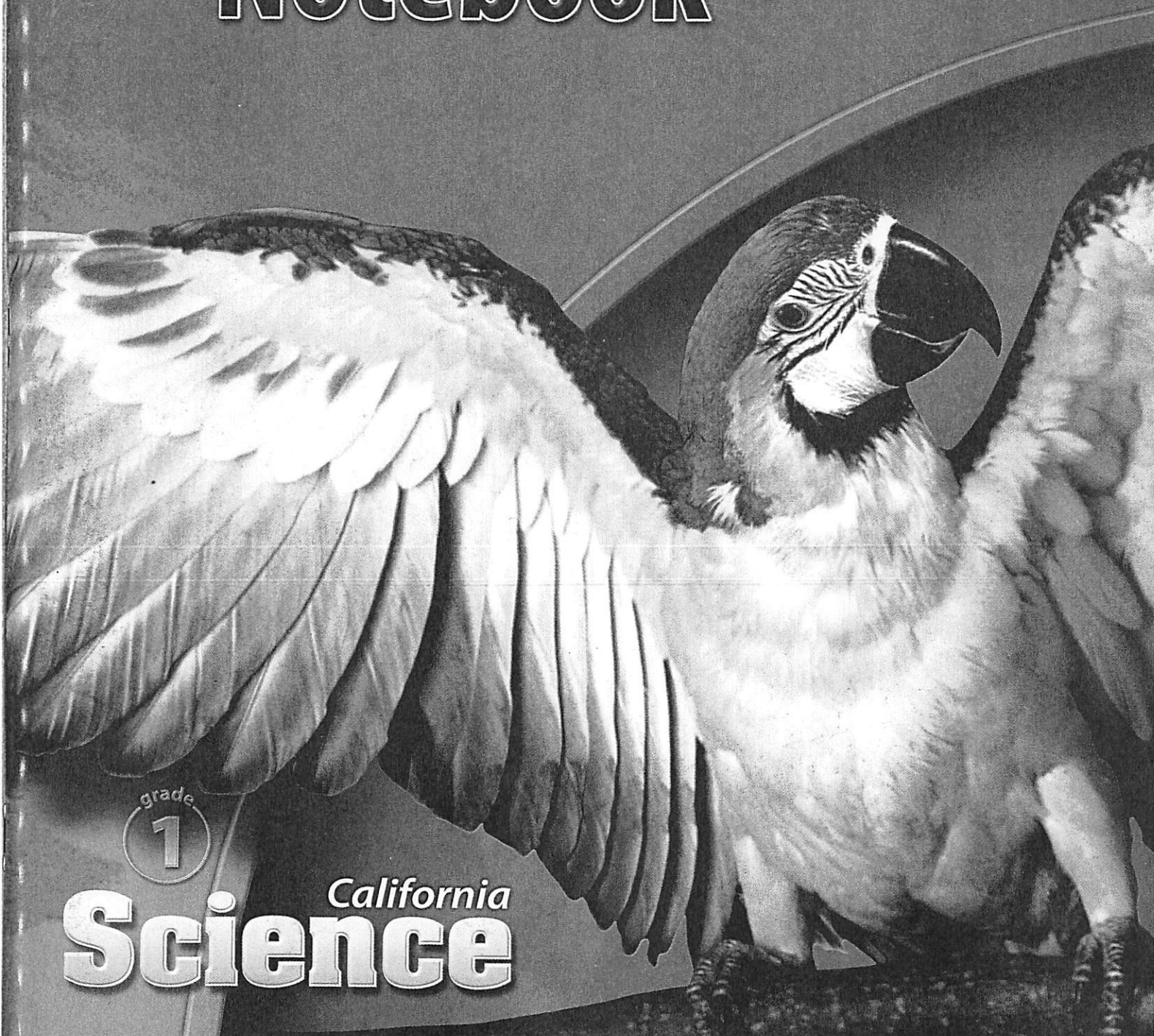
= folklore

Social Studies

78

Scott Foresman

Science Study Notebook



grade
1

California
Science

Name _____



Use with pages 140–143.

How do living things get food in a desert?

Read the lesson. Use the words in the box to complete the sentences.

coyote
insects

environment
lizard

food chain
roadrunner

sunlight

1. A desert is an _____.
2. Desert plants use _____ to make food.
3. Some _____ eat the plants as food.
4. A _____ eats the insects as food.
5. A _____ eats the lizard as food.
6. A _____ eats the roadrunner as food.
7. The plants and animals are part of a desert
_____.



Notes for Home: Your child completed sentences about a desert food chain. Help your child sequence the events in the food chain.



Lesson 4

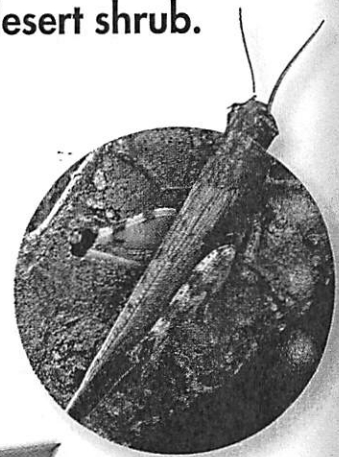
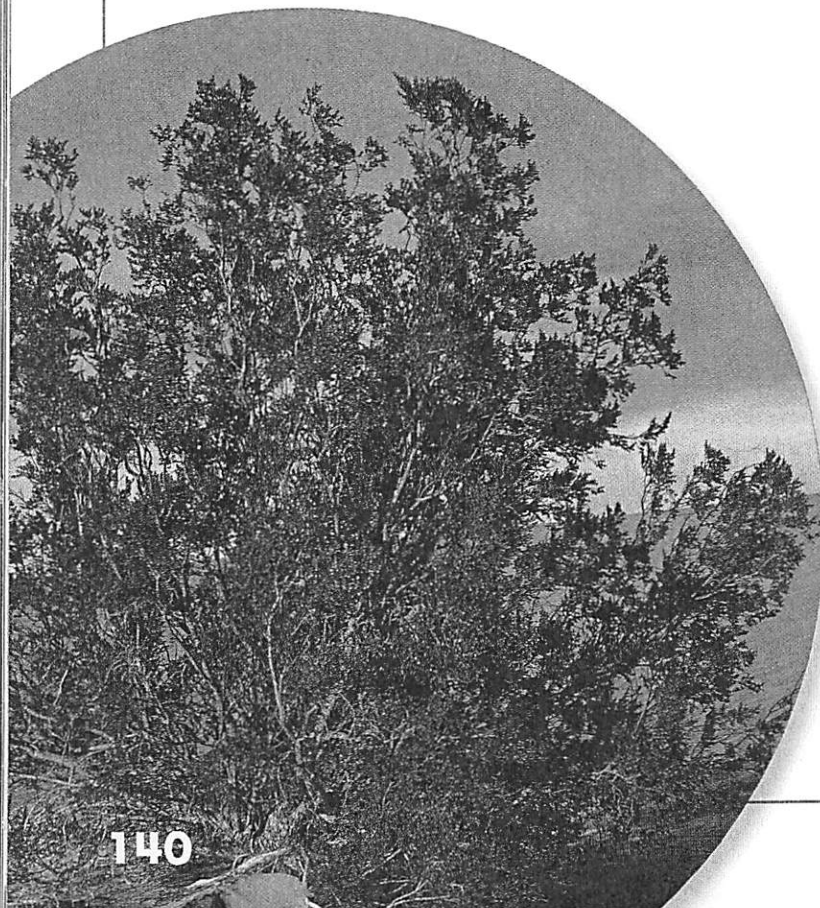
How do living things get food in a desert?

You know that a desert is an environment.
There are food chains in a desert.
Desert plants use energy from sunlight
to make food.
Some insects eat the plants for food.

This shrub grows
in the desert.

Crunch!

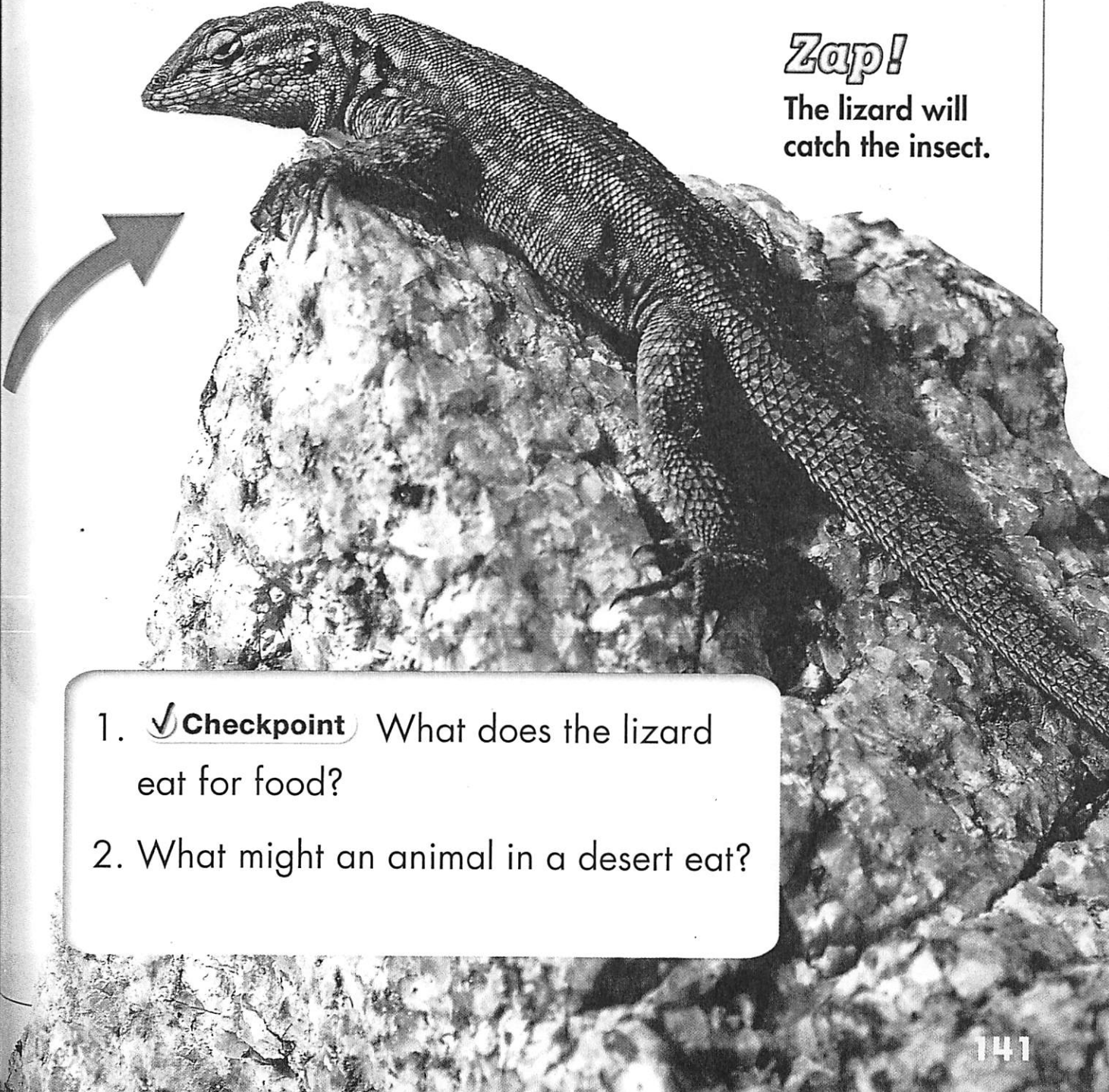
The insect eats
the leaves of the
desert shrub.



The lizard sees the insect.
The hungry lizard eats
the insect for food.

Zap!

The lizard will
catch the insect.

- 
1. **✓ Checkpoint** What does the lizard eat for food?
 2. What might an animal in a desert eat?



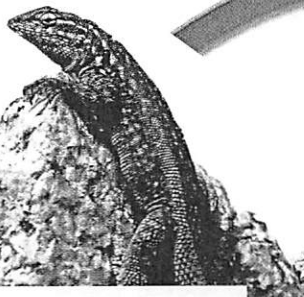
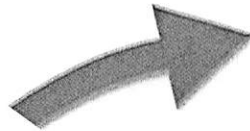
Food for Desert Animals

The roadrunner sees the lizard.
The roadrunner eats the lizard for food.
The coyote sees the roadrunner.
The coyote eats the roadrunner for food.



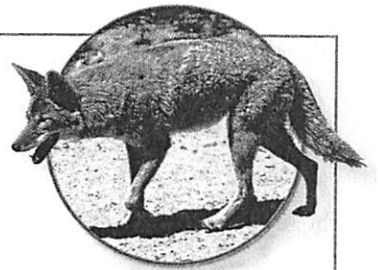
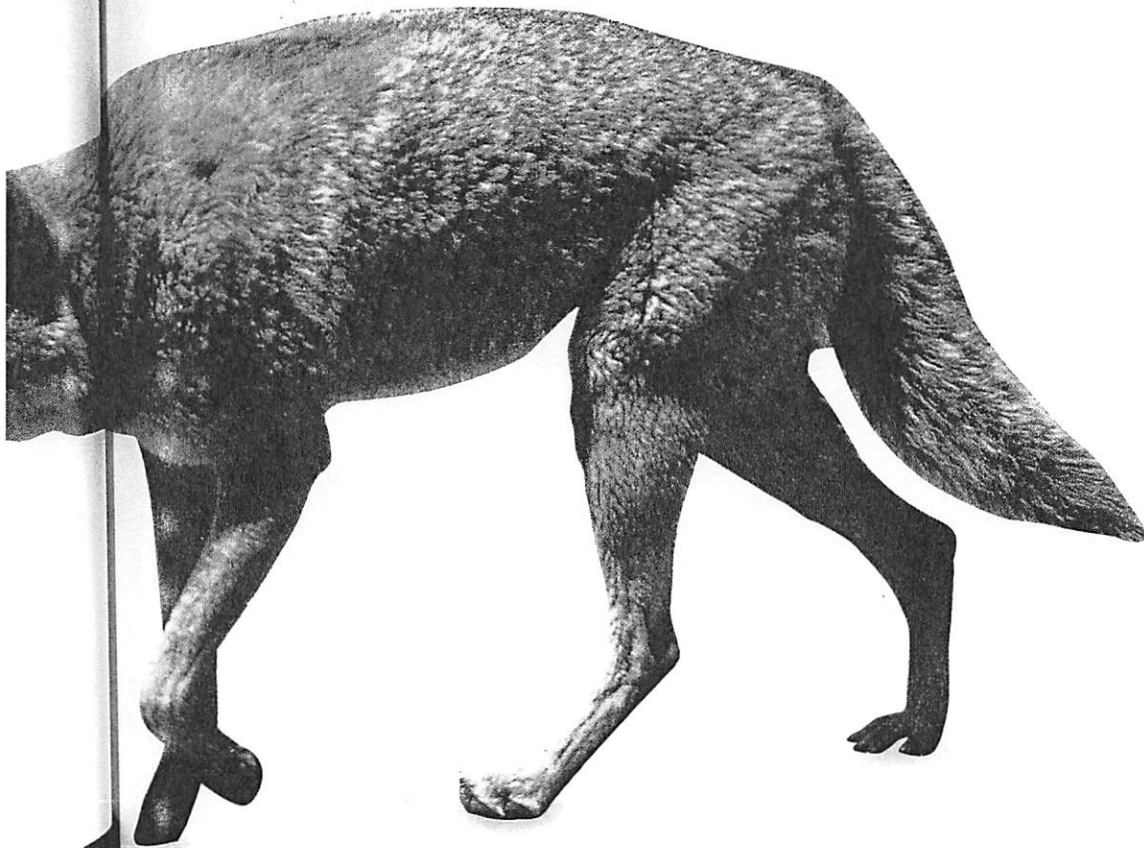
Gulp!

The roadrunner will
eat the lizard.

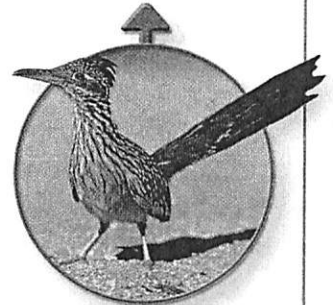


Pounce!

The coyote will catch the roadrunner.



coyote



roadrunner



lizard



insect



shrub takes
in sunlight

✓ Lesson Review

1. What does the coyote eat?
2. How does a shrub get food in a desert?