

# First Grade

April 20<sup>th</sup>-24<sup>th</sup>, 2020

<b>1<sup>st</sup> Grade Playlist</b>	<a href="https://www.youtube.com/playlist?list=PL_XTzpfJVMInEgiSnEi6KF9QE0xf9dz7T">https://www.youtube.com/playlist?list=PL_XTzpfJVMInEgiSnEi6KF9QE0xf9dz7T</a>  <b>**Click on this link to find each day's lessons for each subject.**</b>
<b>Reading</b>  <b>Critical Standards: 3, 20, 21, 22, 23, 37</b>  <b>Students will need paper and pencil for each lesson.</b>	<p><b><u>Monday</u></b>  <b>Click on the link above for Monday's reading lesson.</b></p> <ul style="list-style-type: none"> <li>Introduce our new High-frequency words: door, wood, loved, should</li> <li>Introduce Vowel Patterns: -ow, -ou /ou/, ow /o/            Examples for <b>ow /ou/</b>: down, town, how            Examples for <b>ow /o/</b>: row, show, grow            Examples for <b>ou</b>: shout, sour, out</li> <li>Examples to write on paper and read aloud:                *proud                *town                *show                *found</li> <li>Do reading workbook page 521</li> <li>Read the Decodable Story -"Puppy Roundup"</li> </ul> <p><b><u>Tuesday</u></b>  <b>Click on link above for Tuesday's lesson</b></p> <ul style="list-style-type: none"> <li>Review high-frequency words: door, wood, loved, should</li> <li>Introduce Syllables V/CV, VC/V            Examples: baker, melon, major, hotel, river</li> <li>Write the following words on your paper and read them aloud:                tulip, baby, never, open</li> <li>Do reading workbook page 525</li> <li>Read the Decodable Story "Begin to Dance"</li> </ul> <p><b><u>Wednesday/Thursday</u></b>  <b>Click on link above for Wednesday and Thursday's Lesson</b></p> <ul style="list-style-type: none"> <li>Review high-frequency words: door, wood, loved, should</li> <li>Review ow, ou            -Examples: town, show, shout</li> <li>Review Syllable V/CV, VC/V            -Examples: tulip, baker, melon</li> <li>Write the following words on your paper and read them aloud:                finish, open, baby, how, out, show</li> <li>Listening Comprehension: Draw Conclusions</li> <li>Do reading workbook page 523</li> <li>Read the story "Mole and the Baby Bird"</li> </ul> <p><b><u>Friday</u></b>  <b>Click on link above for Friday's lesson</b></p> <ul style="list-style-type: none"> <li>Review high-frequency words: door, wood, loved, should</li> <li>Review Wednesday and Thursday lesson for review on skills</li> <li>Complete Reading Test on "Mole and the Baby Bird"</li> </ul>
<b>Language Arts</b>	<p><b><u>Spelling:</u></b>  <b>Click on each day's link to find spelling practice.</b>          Please practice writing your new spelling words 2X each day.</p>

# First Grade

April 20<sup>th</sup>-24<sup>th</sup>, 2020

	<p>mouth house found our out ouch cloud shout round count</p> <p><b>Grammar:</b> Click on the link for Wednesday/Thursday Lesson Pronouns *Pronouns are words that take the place of a noun or nouns. -Examples: he, she, it, we, you they</p>
<p><b>Math</b></p> <p><b>Critical Standards: 16</b></p> <p>Each day watch YouTube video for instruction.</p>	<p><b>Monday-Topic 12.2 Indirect Measurement (Click on the link above for Monday's lesson)</b> By using one object, determine which of two other objects is longer/shorter. (using the original item as your measurement tool) <b>Practice page will be page P12-2 found in your Math Workbook</b></p> <p><b>Tuesday-Topic 12.3 Using Units to Estimate and Measure Length (Click on the link above for Tuesday's lesson)</b> By using several of one object, estimate then measure items. In the book, you will see they want you to measure with cubes or paper clips. Please just use something you have around your house to complete the page. Remember your estimate shouldn't really be right most of the time! Estimate means guess!!! <b>Practice page will be page P12-3 found in your Math Workbook</b></p> <p><b>Wednesday- Topic 12.4 More Measuring Length (Click on the link above for Wednesday's lesson)</b> By using several of one object, estimate then measure items. Please just use something you have around your house to measure the ribbons on the page. <b>Practice page will be page R12-4 found in your Math Workbook</b></p> <p><b>Thursday- Topic 12.5 Problem Solving: Use Reasoning (Click on the link above for Thursday's lesson)</b> By using several of one object, estimate then measure items. Please just use something you have around your house to measure the ribbons on the page. <b>Practice page will be page P12-5 found in your Math Workbook</b></p> <p><b>Friday-Topic 12 Assessment-No video today. This will be the page turned in for the "assessment".</b> <b>Please see page P12-6 found in your Math Workbook</b></p>
<p><b>Science</b></p> <p><b>Critical Standards: 6,7</b></p>	<p><b>Plants Parts and Plant Lifecycle</b> <b>Monday</b> - Watch the Plant Lifecycle PowerPoint on PLES YouTube channel <b>Tuesday</b> - Watch "How Does a Seed Become a Plant?" video <a href="https://youtu.be/tkFPyue5X3Q">https://youtu.be/tkFPyue5X3Q</a> <b>Wednesday</b> - Watch the video of the read aloud of "The Bad Seed" on YouTube <a href="https://youtu.be/tkFPyue5X3Q">https://youtu.be/tkFPyue5X3Q</a> <b>Thursday</b> - watch the seed PPT on YouTube <b>Friday</b> - Watch the read aloud of "The Tiny Seed" by Eric Carle <a href="https://youtu.be/kZITtrzoK4c">https://youtu.be/kZITtrzoK4c</a></p>

# April 20-24

## 1<sup>st</sup> grade- Mrs. Martin's Groups

Please access the playlist on YouTube at the following website. Look for the Videos titled **Martin and the date**. These videos will follow the pages in your packet to help you continue learning during this time.

1<sup>st</sup> grade Playlist- [https://www.youtube.com/playlist?list=PL\\_XTzpfJVMInEgiSnEi6KF9QEOxf9dz7T](https://www.youtube.com/playlist?list=PL_XTzpfJVMInEgiSnEi6KF9QEOxf9dz7T)

This playlist can also be accessed on the Pine Level website- [www.pinelevelelem.com](http://www.pinelevelelem.com)

**\*\*Your teachers are available to help you Monday-Friday 8:00-3:00. Please reach out to them if you need assistance. You may also e-mail me at [Kristal.martin@acboe.net](mailto:Kristal.martin@acboe.net) if you have any questions for me.**

Instructions-

1. **Video- Martin April 20- Introduction and Three Part Drill** Review /sh/ and read decodable reader- Josh and the Fish .
2. **Video- Martin April 14-** Introduce th. There are two sounds for th. One is voice and one unvoiced. When you make the voiced th sound, you can feel your throat vibrating. For the unvoiced th, your throat does not vibrate. Word reading practice- th. Highlight th in the words and practice sounding out the words and sentences until you can read them fluently.
3. **Video- Martin April 15-**Review both sounds of th, and practice reading the words. Use the video to work on the dictation page. If you don't have access to the video, use the words and sentence below to call out for your students to write.
  1. path
  2. then
  3. this
  4. thus
  5. them
  6. Sentence- The ship is hit.

## **First Grade Instructional Packet April 20th- April 24th**

Reading Critical Standards:

- 3, 20, 21, 22, 23, 37

Math Critical Standards:

- 16

### **Directions for Completing the Packet-**

Use the directions in the lesson plans and on the top of each page to complete the practice sheets. **The corresponding videos are listed on the lesson plan and can be found by visiting 1<sup>st</sup> grade YouTube playlist at the link listed at the top of the lesson plans.**

### **Reading Assessment-**

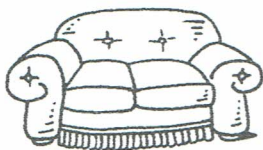
Each Friday your student will complete a Reading test. In the fourth nine weeks your child reads everything on their own. Your child will read the questions and answer choices by themselves and select an answer by themselves. Use the typed story- Mole and the Baby Bird to answer the written response question at the end of the test.

Name \_\_\_\_\_

**Write** a word from the box to match each picture.

couch cow flour  
snowman towel rowboat

1.



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

2.



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

3.



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

4.



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

5.



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

6.



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

**Write** the word to finish each sentence. **Remember** to use capital letters at the beginning of a sentence.

7. \_\_\_\_\_ does your garden grow? how have \_\_\_\_\_

8. Can I come to play at your \_\_\_\_\_? toy house

9. I like to \_\_\_\_\_ bubbles. blue blow

10. I went \_\_\_\_\_ to take a walk. outside inside



**Home Activity** Your child read and wrote words with vowel patterns *ou* as in *couch*, and *ow* as in *cow* and *snow*. Encourage your child to make a list of words that rhyme with these vowel patterns.

# Puppy Roundup

Decodable 26A

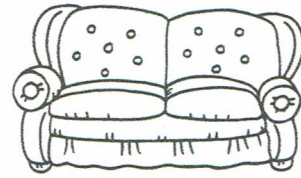
By Aiko Ozu

Count the brown puppies in the doghouse. I found one brown puppy in that mound. I found five puppies in all. Now let's meet each puppy up close. Cloud is peppy and happy. She bounces when she walks and her mouth looks like a smile. Pickle is a little grouchy and a little slow. Did he just gobble a sour ball? Or maybe he needs a nice nap. Bow Wow is able to bark loudly. Please do not shout, Bow Wow. Ouch! That sound hurts our ears. Scout never barks at all. She is like a mouse. She crunches low and sneaks up on the others. Then she pounces! Moon is shy around new people. He crouches behind the couch. Then when it seems safe, he shows his face. Drew calls, "Dinnertime!" It's a puppy roundup. Five snouts circle the bowl. Soon the puppies will grow into big hounds.



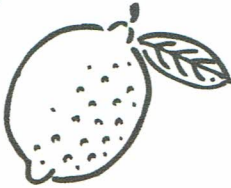
Name \_\_\_\_\_

Circle the word for each picture.



sofa

1.



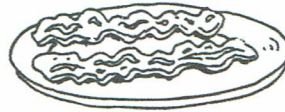
lesson lemon

2.



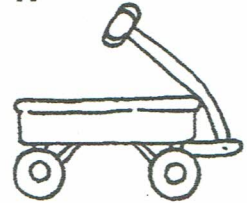
pillow pilot

3.



bacon basket

4.



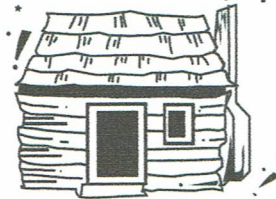
wagging wagon

5.



river rigged

6.



cabin cab

7.



timber tiger

8.



came camel

Draw a picture for each word.

9. spider

10. baby



# Begin to Dance

Decodable 26B

Jamey Ryndak

Pam will start dance class. Pam is afraid. Will she be left out? "What a sour face!" said Mom. "Did you eat a lemon? Smile! It will be fun." Mom pats Pam's cheek. Pam will try to dance. Pam will step with her feet. She will swing her arms behind her. Pam will bring her hands high and open them. All of the girls do the same. Class ends so fast! Pam opens her mouth. She begins to smile. She is happy. Pam can dance now! She will not frown and look sour. Her feet are happy at class! Pam likes to dance. Pam shows that she can dance all day. She bends, turns, spins, and glides. At home there is no limit.



## Mole and the Baby Bird

Mole found a baby bird. It had fallen out of its nest. Mole waited and waited: but no big bird came to help it - so Mole took the baby bird home. He made a nest for it. "Look!" he said to his mother. "It's very, very hard to take care of a baby bird," she said. "They usually die," said his dad. "My bird won't die," said Mole. His friends helped him find food for the baby. His mother showed him how to feed it. Mole fed it whenever it chirped. And the bird didn't die! It grew. "It's my pet bird," said Mole. "It's not a pet bird. It's a wild bird," said his mother. The bird fluttered its wings. "Your bird is trying to fly," said his mother. "No!" cried Mole. "It mustn't fly!" Mole found some wood and some nails. He borrowed his dad's toolbox. "What are you making?" asked his dad. "I'm making a cage for my pet bird!" said Mole. "It's not a pet bird. It's a wild bird," said his dad. "You should let it fly." "No!" cried Mole. He put his bird into its new cage. The bird was sad. Mole's mother was sad too. But Mole kept his bird, because he loved it. Then - Granddad came to visit. He looked at Mole's pet bird. Presently Granddad said "Let's go for a walk, little Mole." Granddad took Mole to the top of a high hill. Mole looked down at all the trees far below. He felt the wild wind trying to lift him. "Wheee! I'm flying!" cried Mole. "Nearly," said Granddad. When Mole got home he looked at his bird. It was sitting very still in its cage in Mole's dark underground room. "Birds are meant to fly," said Mole. He opened the cage door, and he let his bird fly away because he loved it. Then he cried. The next day Mole went into the forest. He saw his bird flying, soaring, free. And Mole was glad.

Name \_\_\_\_\_

**Read** the story.**Write** an answer to each question.

Jean painted a picture of a vase with roses in it. Some of the roses were red. Some were yellow roses. The vase was blue. Jean took her picture to an art show. A man hung Jean's picture on a wall. Many people came to the show to see the pictures. Then Jean saw a blue tag on her picture. The man handed Jean the blue tag. All the people clapped.

1. Why do you think the people clapped?

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2. What do you think the blue tag means?

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3. What do you think Jean will do next?

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**Home Activity** Your child used what he or she already knew about a situation to draw conclusions about an event. Reread the story with your child. Have your child tell you what he or she already knew about art shows that helped him or her draw conclusions about the story.

Name \_\_\_\_\_

## HIGH-FREQUENCY WORDS

**D**irections

Fill in the circle next to the word that fills the blank.

1 The back \_\_\_\_\_ is red.

- ☐ draw
- ☐ door
- ☐ cold

2 The family \_\_\_\_\_ the cat.

- ☐ loved
- ☐ swim
- ☐ little

3 You \_\_\_\_\_ read every day.

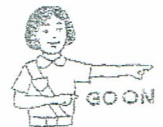
- ☐ what
- ☐ should
- ☐ there

4 \_\_\_\_\_ comes from a tree.

- ☐ Like
- ☐ Wait
- ☐ Wood

5 \_\_\_\_\_ we see the new movie?

- ☐ Should
- ☐ When
- ☐ Going



## PHONICS

### Directions

Fill in the circle next to the answer.

- 6 Kolya found his ball.

Which word has the same sound as ou in found?

- ☐ shout
- ☐ double
- ☐ would

- 7 She can count to ten.

Which word has the same sound as ou in count?

- ☐ soul
- ☐ hound
- ☐ court

### Directions

Choose the correct way to divide the underlined word into syllables.  
Fill in the circle next to the answer.

- 8 The pilot wears a blue hat.

- ☐ pil / ot
- ☐ pi / lot
- ☐ pilo / t

- 9 The baby went to the park with Mom.

- ☐ ba / by
- ☐ b / aby
- ☐ bab / y

- 10 I like the taste of lemons.

- ☐ lem / ons
- ☐ le / mons
- ☐ lemo / ns



Name \_\_\_\_\_

**COMPREHENSION****A Present for Dad**

Sam will make a picture book. It is a present for his father.

First, Sam finds pictures that he likes. He has pictures of his mother and of his family.

Next, Sam finds a small book. He puts each picture in the book. He tapes a picture to each page in the book.

Then Sam draws a picture on the cover. He draws a picture of his father.

Sam shows the book to his mother. She thinks his father will love it.

What does Sam do now? He gives the book to his father!

**Directions**

Fill in the circle next to the answer.

**11** What is Sam making?

- ☐ a drawing for his sister
- ☐ a cake for his mother
- ☐ a book of pictures for his father

**12** Why is Sam making a picture book?

- ☐ to give to his father
- ☐ to give to his mother
- ☐ to show his friends at school

**13** You can tell that Sam

- ☐ wants to please his mother.
- ☐ loves his father very much.
- ☐ wants to do well in school.

**14** Based on the story, Sam is very good at

- ☐ math.
- ☐ sports.
- ☐ art.

**15** You can tell that Sam's father

- ☐ will be hungry for supper.
- ☐ will come home late.
- ☐ will love the picture book.

Name \_\_\_\_\_

**WRITTEN RESPONSE TO THE SELECTION**

**Look Back and Write** Look back at page 74. Why does Mole think he's flying? Provide evidence to support your answer.

Use the list in the box below to help you as you write.

**REMEMBER—YOU SHOULD**

- ☐ tell why Mole thinks he is flying.
- ☐ use examples from the story in your answer.
- ☐ try to use correct spelling, capitalization, punctuation, grammar, and sentences.

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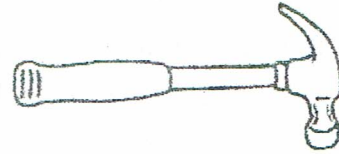
Name \_\_\_\_\_

Topic 12

Test

1. Which list shows the items from longest to shortest?

- (A) screwdriver, screw, hammer
- (B) screw, hammer, screwdriver
- (C) screw, screwdriver, hammer
- (D) hammer, screwdriver, screw



2. Use cubes to find the length of the string.



1 cube

3 cubes

6 cubes

8 cubes

(A)

(B)

(C)

(D)

3. Which object would it take the least of to measure the length of the ribbon?



4. About how many paper clips long is the paintbrush?



2

5

7

10

(A)

(B)

(C)

(D)

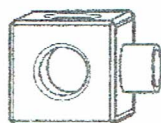
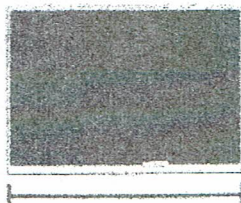
Name \_\_\_\_\_

Circle the answer.

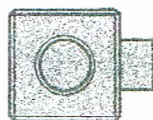
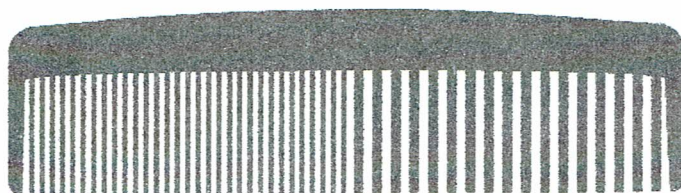
5. Circle which of the gray objects is longer.  
Use the black object to help.



6. Which is the best unit to measure the object.



7. Estimate how long. Then measure to check.



about \_\_\_\_\_ cubes      check: \_\_\_\_\_ cubes

# Career Day Word Search



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



POLICE OFFICER  
DISC JOCKEY  
TEACHER  
WRITER  
JUDGE  
LAWYER  
CHEF

DOCTOR  
NURSE  
DENTIST  
CARPENTER  
ASTRONAUT  
REPORTER  
SCIENTIST

LIBRARIAN  
MUSICIAN  
REALTOR  
MECHANIC  
ARCHITECT  
FIREFIGHTER  
FASHION DESIGNER

DANCER  
FARMER  
ENGINEER  
COACH  
PHARMACIST

# Decode the Rule



Can you decode the first KidSmartz rule? Each picture stands for a word.  
Write that word in the blank to complete the rule.



\_\_\_\_\_ will always \_\_\_\_\_



+ent

with my \_\_\_\_\_, guardian, or other trusted adult



+4



hel+ +g

\_\_\_\_\_ going anywhere, \_\_\_\_\_ anyone,



a+ +thing



accepting \_\_\_\_\_, or getting into a \_\_\_\_\_.

I will always check first with my parent, guardian, or other trusted adult before going anywhere, helping anyone, accepting anything, or getting into a car.

Answer Key

A program of the



## KidSmartz.org

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