# John A. Parker Elementary School
At-Home Learning Packet

## Grade 1

<table>
<thead>
<tr>
<th>Day</th>
<th>ELA:</th>
<th>Math:</th>
</tr>
</thead>
</table>
| 1   | □ Phonics Day 1: complete er worksheet | □ Calendar Journal: answer the page for today’s date  
|     |      | □ Problem of The Day: answer the Day 1 questions using CUPS |
| 2   | □ Phonics Day 1: complete ar worksheet | □ Calendar Journal: answer the page for today’s date  
|     |      | □ Problem of The Day: answer the Day 2 questions using CUPS |
| 3   | □ Reading Day 1: read Animal Horns passage | □ Calendar Journal: answer the page for today’s date  
|     |      | □ Problem of The Day: answer the Day 3 questions using CUPS |
| 4   | □ Reading Day 2: reread Animal Horns passage and complete a RACES to answer the text-based question. | □ Calendar Journal: answer the page for today’s date  
|     |      | □ Problem of The Day: answer the Day 4 questions using CUPS |
| 5   | □ Reading Day 3: Use your completed RACES chart from Day 2 to publish your text-based essay on the lined paper provided. | □ Calendar Journal: answer the page for today’s date  
<p>|     |      | □ Problem of The Day: answer the Day 5 questions using CUPS |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>ELA:</th>
<th>Math:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Phonics Day 1: complete or worksheet</td>
<td>Calendar Journal: answer the page for today's date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem of The Day: answer the Day 6 questions using CUPS</td>
</tr>
<tr>
<td>7</td>
<td>Phonics Day 1: complete or worksheet</td>
<td>Calendar Journal: answer the page for today's date</td>
</tr>
<tr>
<td></td>
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<td>Problem of The Day: answer the Day 7 questions using CUPS</td>
</tr>
<tr>
<td>8</td>
<td>Reading Day 1: read Do Not Eat That passage</td>
<td>Calendar Journal: answer the page for today's date</td>
</tr>
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<td></td>
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<td>Problem of The Day: answer the Day 8 questions using CUPS</td>
</tr>
<tr>
<td>9</td>
<td>Reading Day 2: reread Do Not Eat That passage and complete a RACES to</td>
<td>Calendar Journal: answer the page for today's date</td>
</tr>
<tr>
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<td>answer the text-based question.</td>
<td>Problem of The Day: answer the Day 9 questions using CUPS</td>
</tr>
<tr>
<td>10</td>
<td>Reading Day 3: Use your completed RACES chart from Day 2 to publish</td>
<td>Calendar Journal: answer the page for today's date</td>
</tr>
<tr>
<td></td>
<td>your text-based essay on the lined paper provided.</td>
<td>Problem of The Day: answer the Day 10 questions using CUPS</td>
</tr>
</tbody>
</table>
Soldier Letter

Our class wrote letters to soldiers this winter. We thanked them for keeping us safe. They are hard workers and brave leaders that keep us safe and danger away. We cheer them on, as they are all heroes and winners.

1. How did the class thank our soldiers?

2. Why did the class thank our soldiers?

3. Why do we cheer on our soldiers?

4. What is a synonym for danger?
   A. peace  B. risk  C. love  D. kind

Draw a picture of the story.
North Star

Henry is smart. He has named every star in the sky. Henry has a large telescope that lets him see far away. He likes to take his telescope to his cousin’s farm and to the park. Henry always would start his exploring with the North Star.

1. What has Henry named?

2. Name one place Henry likes to take his telescope.

3. Where does Henry always start his exploring?

4. What is a synonym for start?
   A begin  B end  C stop  D left

Draw a picture of the story.
Birthday Girl
Maddie is a girl in the first grade. On her birthday, she got a new shirt, a skirt, and a pair of shoes. She would twirl around in a circle. She tried not to get her birthday gifts dirty when she went outside. After being outside for thirty minutes, Maddie got thirsty and went inside to drink some water.
Chores
Corey had to do his chores on Saturday, before he could go and play sports. He had to help his mom go to the store, work in the garden, feed his horse, and many more. He was never bored. Then, he got to go play. He was so tired at night that he would really snore.

1. What did Corey have to do first?

2. Where did Corey go with his mom?

3. What did Corey do at night, because he was so tired?

4. What is a synonym for chore?
   A play  B away  C task  D take

Draw a picture of the story.
Animal Horns
A Reading A-Z Level D Leveled Book
Word Count: 54

Connections

Writing and Art
Draw a picture of another animal that has horns. Write a sentence about the animal’s horns.

Science
Pick two animals from this book. Compare the animals’ horns. Name two ways they are similar and two ways they are different.

Written by Elizabeth Jane Pustilnik
www.readinga-z.com
Animal Horns

Written by Elizabeth Jane Pustilnik

www.readinga-z.com

Focus Question

How are animal horns different?

Words to Know

antelope  horns
curved  scratching
fighting  straight

Photo Credits:

Animal Horns
Level D Leveled Book
© Learning A-Z
Written by Elizabeth Jane Pustilnik

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www.readinga-z.com

Correlation

<table>
<thead>
<tr>
<th>LEVEL D</th>
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<tbody>
<tr>
<td>Fountas &amp; Pinnell</td>
</tr>
<tr>
<td>Reading Recovery</td>
</tr>
<tr>
<td>DRA</td>
</tr>
</tbody>
</table>
There are many kinds of animal horns.

This water buffalo has big horns.
This bull has long horns.

This lizard has little horns.
This mountain goat has short horns.

This antelope has straight horns.
This sheep has curved horns.

Some animals use their horns for scratching. They may also use their horns for fighting.
Based on the story, *Animal Horns*, explain why animal horns are important.

<table>
<thead>
<tr>
<th>R</th>
<th>Restate the Question</th>
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<tr>
<th>A</th>
<th>Answer the Question</th>
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<tr>
<th>C</th>
<th>Cite your Evidence</th>
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<tr>
<td></td>
<td>UNDER CONSTRUCTION COMING SOON</td>
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<th>E</th>
<th>End the Paragraph</th>
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</table>
Eat That!
Do Not
Level D Book
What does Abby tell Zots?

Focus Question

Illustrated by Matt Lovtridge
Written by Rus Byork

Eat ThaT?

DO NOT EAT THAAT!

Words to Know

tree
hungry
trash
finds
space
eat

DO NOT EAT THAAT.

Correlation

DELAWARE
www.readinga-z.com

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Illustrated by Matt Lovtridge
Written by Rus Byork
Level D Learning Links
Level D Learning Links

DO NOT EAT THAAT.
Zots is hungry.

Zots is from outer space.

Best friends.

Abby and Zots are
Abby says, "Do not eat the trash!"
Zots finds trash.

Abby says, "Do not eat the puppies!"
Zots finds puppies.
Abby says, "Do not eat the tree!"
Zots finds a tree.

Abby says, "Do not eat the book!"
Zots finds books.
Abby says: "Do not eat the bikers!"
Zots finds bikers.

Abby says: "Do not eat the hafris!"
Zots finds hafris.
Abby says, "Eat some pizza."
Zots says, "I am hungry!"

Abby says, "Do not eat me!"
Zots sees Abby.
Based on the story, *Do Not Eat That*, explain how Abby helps Zots.

<table>
<thead>
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</table>
# March

## Calendar Journal

### Know Your Coins!

<table>
<thead>
<tr>
<th></th>
<th>Quarter</th>
<th>Dime</th>
<th>Nickel</th>
<th>Penny</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heads:</strong></td>
<td><img src="image1.png" alt="Quarter" /></td>
<td><img src="image2.png" alt="Dime" /></td>
<td><img src="image3.png" alt="Nickel" /></td>
<td><img src="image4.png" alt="Penny" /></td>
</tr>
<tr>
<td><strong>Tails:</strong></td>
<td><img src="image5.png" alt="Quarter" /></td>
<td><img src="image6.png" alt="Dime" /></td>
<td><img src="image7.png" alt="Nickel" /></td>
<td><img src="image8.png" alt="Penny" /></td>
</tr>
</tbody>
</table>
Today's Date is: March 16, 2020

Today's Day is:
(Circle and Write):

Monday Tuesday Wednesday Thursday Friday

Show a doubles fact

Number of the Day:
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)

86

100
Today's Date is: March 17, 2020

Today's Day Is:
(Circle and Write):

Monday Tuesday Wednesday Thursday Friday

Solve 14+3 on the Math rack

Number of the Day:
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ __

32

10 spiders began spinning a web. 4 spiders walked away. How many spiders are left spinning their web?

Plan: _____ _____ = _____

Answer: _______________
Today's Date is: March 18, 2020

Today's Day Is:
(Circle and Write):

Monday Tuesday Wednesday Thursday Friday

Show a doubles +1

Number of the Day:
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)

---

21 23
Today's Date Is: March 19, 2020

Today's Day Is:
(Circle and Write)

Monday       Tuesday       Wednesday       Thursday       Friday

________________________________________

Show a doubles +1

Number of the Day:
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)

134

Finish the counting sequence:

1, 2, 3, __, 5, 6, __, 8, 9, __, 11

13, 23, __, 43, 53, __, 73, 83 __, __ 113

25, __, 27 __, 29, 30, 31 __, 33.
Today's Date is: March 20, 2020

Today's Day Is:
(Circle and Write)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

---

**How many are hiding?**

---

**Number of the Day:**
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)

---

Ms. Cardoza saw 6 lobsters swimming in water. Ms. Feliciano saw some more. Now Ms. Cardoza saw 20 lobsters. How many lobsters did Ms. Feliciano see?

**Plan:** __________ + _______ = _______

**Answer:** _____________
Today's Date is: March 16, 2020

Today's Day Is:  
(Circle and Write):

Monday Tuesday Wednesday Thursday Friday

Show a doubles fact

Number of the Day:
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)

[Diagram with numbers 86 and 100]
Today's Date is: **March 17, 2020**

Today's Day Is:
(Circle and Write):

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

---

Solve 14+3 on the Math rack

---

Number of the Day:
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)

---

10 spiders began spinning a web. 4 spiders walked away. How many spiders are left spinning their web?

Plan: _____ = _____

Answer: _____________
Today's Day Is: (Circle and Write):

Monday  Tuesday  Wednesday  Thursday  Friday

Show a doubles +1

Number of the Day:
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)
Today's Date is: March 24, 2020

Today's Day is:
(Circle and Write):

Monday Tuesday Wednesday Thursday Friday

Show a doubles

Number of the Day:
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)

There were 5 hedges were growing on the curb.
6 more hedges grew. How many hedges grew?

Plan: _____ + _____ = _____

Answer: ____________
Today's Date is: March 24, 2020

Today's Day Is:
(Circle and Write):

| Monday | Tuesday | Wednesday | Thursday | Friday |

How many are hiding?

Number of the Day:
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)

12

33

46
Today's Date is: **March 25, 2020**

Today's Day Is:
*(Circle and Write):*

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

Show a doubles +1

---

Number of the Day:
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)

---

Ms. Mainelli saw 6 hedgehogs. Ms. Olobri saw more hedgehogs. Altogether there are 14 hedgehogs. How many hedgehogs did Ms. Olobri see?

Plan: ____ ____ = ____

Answer: ______________
Today's Date is: March 26, 2020

Today's Day Is:
(Circle and Write):

Monday Tuesday Wednesday Thursday Friday

Show a doubles

Number of the Day:
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)

40
Today's Date is: **March 27, 2020**

Today's Day Is:
*(Circle and Write):*

**Monday**  **Tuesday**  **Wednesday**  **Thursday**  **Friday**

---

Show a doubles +1

---

Number of the Day:
Count forwards and backwards from the number of the day. (Use the 120 Chart to help)

---

Veronica saw 11 trains on the track. Julius saw 6 more trains. How many trains did Julius and Veronica see all together?

Plan: _____ + _____ = _____

Answer: __________
# Problem of the Day

## Day 1

<table>
<thead>
<tr>
<th>CUPS</th>
<th>Peter has 12 cups. His mother gave him 4 more. How many cups does Peter have altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Sentence: ______ ____ = ______</td>
</tr>
<tr>
<td></td>
<td>Answer (remember your label): ____________________________________________________________</td>
</tr>
</tbody>
</table>

Write True or False for each equation:

- ______ 3 + 3 = 6
- ______ 3 + 2 + 1 = 6
- ______ 8 = 5 + 2

## Day 2

<table>
<thead>
<tr>
<th>CUPS</th>
<th>Jason had 13 muffins. He ate 5 muffins. How many muffins does Jason have left?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Sentence: ______ ____ = ______</td>
</tr>
<tr>
<td></td>
<td>Answer (remember your label): ____________________________________________________________</td>
</tr>
</tbody>
</table>

Write True or False for each equation:

- ______ 2 + 3 = 6
- ______ 4 + 2 + 3 = 8
- ______ 4 = 2 + 2
Day 5

| C | John was walking home and he saw 5 ants crawling. Emma saw some more ants crawling. Altogether they saw 12 ants. How many ants did Emma see crawling? |
| U | Number Sentence: [ ] [ ] = [ ] |
| P | Answer (remember your label): |
| S | Write True or False for each equation: |
|   | [ ] 2 + 3 = 7 |
|   | [ ] 4 + 2 + 3 = 9 |
|   | [ ] 10 = 1 + 8 |

Day 6

| C | There were 14 pigs at the farm. 5 pigs went into the barn for a bath. How many were left on the farm? |
| U | Number Sentence: [ ] [ ] = [ ] |
| P | Answer (remember your label): |
| S | Write True or False for each equation: |
|   | [ ] 3 + 2 = 8 |
|   | [ ] 4 + 2 + 6 = 9 |
|   | [ ] 10 = 5 + 5 |
Day 9

Amy made reading packets. She needed to make 19. She already made 11. How many more reading packets did Amy need to make?

Number Sentence: _____ _____ = _____

Answer (remember your label): ________________________________

Write True or False for each equation:

7 + 7 = 14
4 + 2 + 9 = 16
20 = 10 + 12

Day 10

Jen painted 5 pictures. Julie painted 14 pictures. How many pictures did they paint in all?

Number Sentence: _____ _____ = _____

Answer (remember your label): ________________________________

Write True or False for each equation:

3 + 4 = 7
2 + 9 + 3 = 19
19 = 2 + 17
Better Reader? Nagy & Herman, 1987

Student B will have read only 12 school days, which student do you expect to be the
By the end of the school year, student A will have read the equivalent of 60 school days.

1800 words. Student A reads 20 minutes each day. This equals 3600 minutes or a

282,000 words. Student B will read approximately 90 minutes each day. This equals 90 minutes in a

8,000 words. Student C will read approximately 180 minutes a school year. This equals 1 minute

Why can’t we skip reading tonight?
<table>
<thead>
<tr>
<th>Reading aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue</td>
</tr>
<tr>
<td>Next word</td>
</tr>
<tr>
<td>Child read the word</td>
</tr>
<tr>
<td>Have your sentence</td>
</tr>
<tr>
<td>Middle of a story</td>
</tr>
<tr>
<td>Stop in the reading aloud</td>
</tr>
<tr>
<td>Begin by you</td>
</tr>
<tr>
<td>Track print as you read</td>
</tr>
<tr>
<td>Happen</td>
</tr>
<tr>
<td>What will happen</td>
</tr>
<tr>
<td>Discuss/Predict</td>
</tr>
<tr>
<td>Before the reading</td>
</tr>
<tr>
<td>Walk a picture walk</td>
</tr>
</tbody>
</table>
| Complete a ME

<table>
<thead>
<tr>
<th>Choral read</th>
</tr>
</thead>
<tbody>
<tr>
<td>As you read</td>
</tr>
<tr>
<td>Read the same sentence or page</td>
</tr>
<tr>
<td>Read a page back to you</td>
</tr>
<tr>
<td>Have your page</td>
</tr>
<tr>
<td>Echo the children</td>
</tr>
<tr>
<td>Use different voices for the characters</td>
</tr>
<tr>
<td>Illustrations in the reading</td>
</tr>
<tr>
<td>Point out details and after reading</td>
</tr>
<tr>
<td>Before, during reading</td>
</tr>
<tr>
<td>Ask questions as you read</td>
</tr>
<tr>
<td>Track print as you read</td>
</tr>
<tr>
<td>Happen</td>
</tr>
<tr>
<td>What will happen</td>
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<tr>
<td>Discuss/Predict</td>
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<td>Before the reading</td>
</tr>
<tr>
<td>Walk a picture walk</td>
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</table>
| Complete a

Different ways to read with your child.
ASKING THE RIGHT QUESTIONS

When reading with your child, check for understanding by asking questions. Don’t just ask questions at the end, it’s important to check for understanding before, during and after reading. Here are some questions to ask!

### BEFORE
- What do you think will happen in this story?
- What might be the problem?
- Where may be the setting of the story?
- What do you know about this topic?
- What does this story make you think of?
- What are you wondering?
- What does the title tell you?

### DURING
- What do you think will happen next?
- What can you tell me about the story so far?
- How do you feel about the story so far?
- What questions do you have?
- Why do you think the character did that?
- What would you have done?

### AFTER
- What was the title?
- What was the problem/solution in the story?
- Why do you think the author wrote this book?
- What was your favorite/least favorite part?
- What would you change about the story?
- What will happen next?
As your child learns phonics patterns and becomes more and more familiar with the sounds letters make, we often encourage them to use different strategies when they are faced with a word they have difficulty reading. Often we may say “sound it out!” but there are many more ways to help encourage your child to read a difficult word. Here are some ways to “sound it out”!

**LIPS THE FISH**
Say the first few sounds. Read the end of the sentence and say it again.

**LISTENING LION**
Does the word make sense? If not, try again.

**SKIPPY THE FROG**
Stuck on the word? Skip it, read the rest of the sentence and hop back!

**EAGLE EYES**
Check the pictures for clues to help you.

**FLIP THE DOLPHIN**
Try the short vowel sound, then try the long vowel sound to sound it out.

**CHUNKY MONKEY**
Look for little words inside bigger words to help you sound it out.

**STRETCHY SNAKE**
Stretch the word out slowly. Say the sounds together to say the word.
PARTS OF A TEXT

Pointing out the parts of a text and the information they give us help to build better understanding of the story as a whole. Every time you read ask your child if they can show you the parts of a text!

CAN YOU FIND...

☐ The front of the book
☐ The back of the book
☐ The title
☐ The author’s name
☐ The illustrator’s name
☐ The spine
☐ The title page
☐ A page in the book
☐ A word on a page
☐ Where to start reading
☐ Where to stop reading
☐ A period or question mark
☐ A capital letter
☐ A lowercase letter
<table>
<thead>
<tr>
<th>Fiction Text</th>
<th>Non-Fiction Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach or point out for each text. Use this chart to help you!</td>
<td>Teach the non-fiction text features while reading. Point them out.</td>
</tr>
<tr>
<td>Exposed to both fiction and non-fiction text. What differences should we expose?</td>
<td>Inform or to persuade? Written to entertain, to write the story? Was it what you see? Story in your mind. Draw a visual. Picture the story. It makes you think about. Remind you of what. Discuss what the story. Make connections between the events of the story. Problem, solution, plot. Setting, characters. Discuss the story. Discuss the structure of.</td>
</tr>
<tr>
<td>The Page</td>
<td>Information, Text Box, Photographs, Charts, Graphs, Labels, Headings, Diagrams, Caption, Bold Print, Contents, Glossary, Table of Contents: Table of Non-Fiction Text. Understand the text and to help us better understand the text and the information they provide and discuss what.</td>
</tr>
</tbody>
</table>

**Non-Fiction Text vs. Fiction**
THE POWER OF SIGHT WORDS

Why are sight words so important? Sight words are words that don't typically follow a phonics pattern therefore, they can't be "sounded out". Sight words are words we must know from memory. If your child has a large repertoire of sight word knowledge their overall reading fluency will improve, which will in turn improve overall comprehension. There are many different ways to learn sight words, here are a few ideas! If you'd like a list of appropriate sight words for your child don't hesitate to ask your child's teacher.

- **Fridge Flash**: Tape sight words to the refrigerator, read them every time you are in the kitchen.
- **Stamp Them**: Use alphabet stamps to stamp out sight words, then read them.
- **Magnetic Letters**: Use magnetic letters to spell sight words on the refrigerator or any magnetic surface, then read them.
- **Popsicle Words**: Write sight words on popsicle sticks. Pull sticks out of a can, see how many you can read.
- **Finger paint**: Pour some finger paint on a plate. Use your finger (or have your child use theirs) to write the sight word and have your child read it.
- **Snowball Fight**: Crumple sight word cards into a ball. Have a snowball fight! Pick up snowballs and see how many you can read!
- **Chalk Words**: Write sight words with chalk on the driveway. Have your student hop from word to word, reading them aloud.
- **Word Swat**: Put sight word cards on a table, call out a word and have your student swat it with a fly swatter or slap it with their hand.
TEN WAYS TO BUILD VOCABULARY!

1. **Word of the Day:**
   Choose a new word each day to be the word of the day. Teach your child what it means. Use it for them throughout the day and encourage them to use it too.

2. **Board Games:**
   Play board games that focus on using words such as Apples to Apples, Taboo, Blurt, Scategories, or Boggle. Ask your child to use the words in a sentence. If they can't, model it for them.

3. **Go Digital:**
   There are many different websites and mobile device applications (apps) that help kids practice new vocabulary. Check out these: Tiny Hands First Words, Bugs and Buttons, Endless Alphabet, Peek-a-boo Barn, My PlayHome.

4. **Detective:**
   Find a word in a book that you don't know. Write it down, use the dictionary to look up the meaning. Try using the clues from the story to figure it out before you read the definition.

5. **The Alphabet Game:**
   Give your child a category (ex. girl's names, foods, animals, etc.). Challenge them to the alphabet game. Go back and forth saying a word for each letter of the alphabet: A-alligator, B-bear, C-cat, D-dog, until someone can't think of anymore.

6. **Make Your Own Dictionary:**
   Use a notebook or journal to make your own dictionary. Draw pictures to help you remember what the words mean instead of definitions.

7. **Describe it:**
   How many words can you think of to describe it? While eating breakfast, lunch or dinner challenge your kiddo to describe how the food tastes, feels, smells or sounds using as many adjectives as they can.

8. **Don't Say it!**
   While riding in the car or sitting at home designate a "no-no" word that you can't say for the day (for example, mom or go). Instead of saying the word they must use a synonym.

9. **Word Jar:**
   Create a word jar of words that are tricky when reading at home. Choose one word from the jar each week to learn and use in conversation.

10. **Cut it Up:**
    Take an old newspaper or magazine and cut up words that are tricky to read. Glue them into a journal or on a piece of paper. Look up the definitions and use them in a sentence.
Word games are a great way to practice many different domains of reading! Here are some word games to play at home!

**Guess My Word:**
Give your child clues to a word you are thinking of. It rhymes with... It starts with... It would be used to describe... A synonym is...

**Beach Ball Words:**
Write words on a beach ball. Toss it to your child. Have them read the word that is under their right hand. Toss it back and forth.

**Magnetic Letters:**
Make words with magnetic letters on the refrigerator or any magnetic surface. Give your child the letters, tell them the word and see if they can make it.

**Sock Game:**
Put word cards down on the floor. Have your child stand in their socks. Call out the word and see how quickly they can step on it!

**Dot Game:**
Laminate word cards. Be sure to review words before playing. Use an Expo marker to draw a dot on the back of one of the cards. Don’t let your child see which one. Lay cards out on the floor or a table. Have your child guess which word is hiding the dot!

**Shaving Cream:**
Put shaving cream (or sand/paint) on a plate. Write a word using your finger. Have your child read it.

**Newspaper Words:**
Give your child a word. Have them use a highlighter and find it in the newspaper. Highlight it when they’ve found it. Count how many times they’ve found it.

**Show and Tell:**
Give your child a whiteboard and a marker. Call out a word. Have your child write it/draw a picture for it/write a sentence (choose a different task depending on your child’s needs) for it and show you on the whiteboard.

**Tic-Tac-Toe:**
Draw a tic-tac-toe board. Write a word in each box. Before each turn the player must read the word.

**Card Games:**
Copy or write two sets of word cards. Play a card game such as Go Fish or Memory.
PAID RESOURCES

FREE RESOURCES

Note: some of these resources are free and some require a subscription. Check out these great online resources for digital reading. With all the new technology, there are more ways to read than ever! Spark your child's interest by introducing them to digital reading using a computer, laptop, tablet.
# John A. Parker Elementary School
## At-Home Learning Packet
### Grade 1

#### Week 3 (3/30 - 4/3)

| Day 11 | **ELA:**  
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<td>☐ Phonics Day 1: complete digraph worksheet: Trouble with my Brother</td>
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|        | **Math:**  
|        | ☐ Calendar Journal: answer the page for today’s date  
|        | ☐ Problem of The Day: answer the Day 11 questions using CUPS |  
| Day 12 | **ELA:**  
|        | ☐ Phonics Day 2: read and illustrate sentences  |  
|        | **Math:**  
|        | ☐ Calendar Journal: answer the page for today’s date  
|        | ☐ Problem of The Day: answer the Day 12 questions using CUPS |  
| Day 13 | **ELA:**  
|        | ☐ Reading Day 1: read Hibernation passage  |  
|        | **Math:**  
|        | ☐ Calendar Journal: answer the page for today’s date  
|        | ☐ Problem of The Day: answer the Day 13 questions using CUPS |  
| Day 14 | **ELA:**  
|        | ☐ Reading Day 2: reread Hibernation passage and complete a RACES to answer the text-based question.  |  
|        | **Math:**  
|        | ☐ Calendar Journal: answer the page for today’s date  
|        | ☐ Problem of The Day: answer the Day 14 questions using CUPS |  
| Day 15 | **ELA:**  
|        | ☐ Reading Day 3: Use your completed RACES chart from Day 2 to publish your text-based essay on the lined paper provided.  |  
|        | **Math:**  
|        | ☐ Calendar Journal: answer the page for today’s date  
|        | ☐ Problem of The Day: answer the Day 15 questions using CUPS |  

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*It is also recommended that students access Lexia and Dreambox through their Clever accounts and complete 30 minutes on both programs each week day. Clever can be accessed at [www.newbedfordschools.org](http://www.newbedfordschools.org)*
Phonics: Day 2

1. Read the sentences.
2. Circle the long i words.
3. Underline the ch, ph, wh words.
4. Illustrate each sentence.

<table>
<thead>
<tr>
<th>The firefighter watches for fire to keep us safe.</th>
<th>A garbage collector spends much time at work keeping our community clean.</th>
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<tr>
<td>You can use a phone to ask when the library is open. The librarian will help you get a fine book to read.</td>
<td>When you need to get somewhere, you can get on the bus. The bus driver will drive you there!</td>
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Hibernation

Written by Kira Freed

www.readinga-z.com
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How Do They Stay Alive?............. 6
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No Food in Winter

Many places have cold winters. Some animals in these places have trouble finding food in the winter. Many animals move to warmer places to find food. Other animals hibernate.
What Is Hibernating?
Hibernating is like a very **sound** sleep. Hibernating animals sleep for many days or weeks at a time. Animals breathe slowly when they hibernate. Their hearts beat slower, and they do not need to eat.

How Do They Stay Alive?
Hibernating animals eat lots of food before winter begins. They store the food in their bodies as fat. Their bodies live off this fat while they sleep.
A black bear is safe in its den.

They also need a safe place to sleep. They need to be safe from the cold. And they need to be safe from predators that want to eat them.

Some snakes hibernate together.

Some animals, like bats, hibernate in caves. Hibernating snakes sleep underground in burrows. Frogs and turtles sleep in mud at the bottom of ponds.
Hibernating Animals

Groundhogs, chipmunks, and snakes hibernate. Frogs, turtles, and prairie dogs hibernate. Hamsters and hedgehogs hibernate. Even bees and snails hibernate!

Some mice, squirrels, and bats hibernate all winter long. Bears, badgers, and skunks might wake up to eat on a warm day. Then they go back to sleep. In the spring, all the hibernating animals wake up.
**Glossary**

*burrows (n.)* holes in the ground dug by animals  
(p. 8)

*predators (n.)* animals that hunt other animals  
(p. 7)

*sound (adj.)* deep; undisturbed  
(p. 5)

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heart, 5  
hibernate(s), 4, 5, 8–10  
hibernating, 5, 6, 8–10  
predators, 7  
sleep, 5–8, 10  
spring, 10  
winter(s), 4, 6, 10
Based on the text, *Hibernation*, explain how animals survive the winter.

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<td>UNDER CONSTRUCTION COMING SOON</td>
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