

# 1<sup>st</sup> Grade- Week 1

Dear Parent/Guardian,

During Week 1, your child will review a variety of skills, including the Soft c sound; Soft g sound, -dge, past- and future-tense verbs, and rhyme. Also included in this packet, is a decodable passage for your child to read throughout the week. Through repeated reading, your child will build fluency and accuracy of the text.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:

<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://www.education.com>

<https://www.abcya.com>

<http://www.sheppardsoftware.com>

<https://www.funbrain.com/>

<https://www.starfall.com/>

<b>Week 1 At A Glance</b>	
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Soft c, Soft g, dge page 121 <input type="checkbox"/> Read aloud "A Race" on page 33
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Past/Future Tense Verbs page 62 <input type="checkbox"/> Read aloud "A Race" on page 33
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Rhyme page 129 <input type="checkbox"/> Read aloud "A Race" on page 33
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Spelling page 75 <input type="checkbox"/> Read aloud "A Race" on page 33
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read aloud "A Race" and complete activity on page 33

Name \_\_\_\_\_

Sometimes the letter **c** makes the **s** sound. You can hear it in **race** and **nice**.

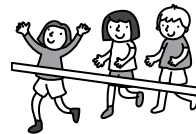
The letter **g** can make the **j** sound. You hear it in **wage** and **gel**.

The letters **dge** together also make the **j** sound, as in **badge** and **ledge**.

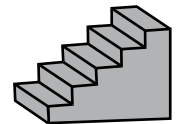
**Say the word. Write the word. Circle the picture that shows the word.**

1. trace

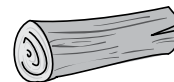
trace



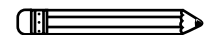
2. stage



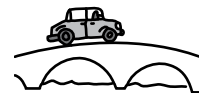
3. lodge



4. pencil



5. bridge



Name \_\_\_\_\_

Most **past-tense verbs** end in **-ed**.

walk → walked

Example: Jack walked to school.

Add **will** before a verb to form the **future tense**.

walk → will walk

Example: Jack will walk to school.

**Write the future tense of the verb in ( ) to complete each sentence.**

\_\_\_\_\_

-----

1. Mom \_\_\_\_\_ Chase to school. (take)

\_\_\_\_\_

-----

2. Jake \_\_\_\_\_ up the hill. (hike)

\_\_\_\_\_

-----

3. Sam \_\_\_\_\_ the bus. (ride)

\_\_\_\_\_

-----

4. Chuck \_\_\_\_\_ with Bob. (skate)

\_\_\_\_\_

-----

5. They \_\_\_\_\_ a cake. (bake)



Name \_\_\_\_\_

Words in a song or poem sometimes **rhyme**.  
 Words that rhyme have the same ending sound.  
 Say the words in each column to hear the rhyme.

**clap****best****bell****slap****rest****well****flap****nest****fell**

**Say the words. Cross out the word that does not rhyme. Write a new rhyming word.**

1. ate, plate, that, date

 \_\_\_\_\_  
 - - - - -  
 \_\_\_\_\_

2. fine, nine, dine, pin

 \_\_\_\_\_  
 - - - - -  
 \_\_\_\_\_

3. mice, pick, dice, ice

 \_\_\_\_\_  
 - - - - -  
 \_\_\_\_\_

4. has, crash, smash, dash

 \_\_\_\_\_  
 - - - - -  
 \_\_\_\_\_

Name \_\_\_\_\_

book  
woodlook  
nosecook  
cutetook  
buyhood  
done**A. Circle the word in each row that is spelled correctly.**

1. byu            buye            buy
2. nos            nose            noes
3. done           don            donn
4. cuett           cute            ceut

**B. Write the spelling words that rhyme with good.**

- \_\_\_\_\_
- 
5. \_\_\_\_\_ 6. \_\_\_\_\_

**Write the spelling words that rhyme with hook.**

- \_\_\_\_\_
- 
7. \_\_\_\_\_ 8. \_\_\_\_\_
- 
9. \_\_\_\_\_ 10. \_\_\_\_\_



## A Race

Page can run in a race.

She can run over a hedge

She can run under a bridge.

Page can win a race.

“It is nice to win a race,” says Page.

### ★ACTIVITY★

Write two words  
with a soft *c* sound.

# 1<sup>st</sup> Grade- Week 2

Dear Parent/Guardian,

During Week 2, your child will review a variety of skills, including the long *o* sound, high frequency words, captions, and grammar skills. Also included in this packet, is a decodable passage for your child to read throughout the week. Through repeated reading, your child will build fluency and accuracy of the text.

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<https://www.starfall.com/>

<b>Week 2 At A Glance</b>	
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Phonics page 131 <input type="checkbox"/> Read aloud "Jude's Pile of Cubes" on page 37
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> High Frequency Words page 132 <input type="checkbox"/> Read aloud "Jude's Pile of Cubes" on page 37
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Text Features page 139 <input type="checkbox"/> Read aloud "Jude's Pile of Cubes" on page 37
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Grammar page 70 <input type="checkbox"/> Read aloud "Jude's Pile of Cubes" on page 37
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read aloud "Jude's Pile of Cubes" on page 37 and complete activity

Name \_\_\_\_\_


The letters **o\_e** stand for the long **o** sound.  
The long **o** sound is the middle sound in **rope**.

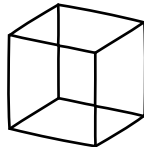



The letters **u\_e** stand for the long **u** sound.  
The long **u** sound is the first sound in **use**.


The letters **e\_e** stand for the long **e** sound.  
The long **e** sound is the middle sound in **Pete**.

**A. Look at each picture. Circle the word that names the picture. Write the word.**


1.  \_\_\_\_\_  
\_\_\_\_\_ **note** \_\_\_\_\_  
note not


2.  \_\_\_\_\_  
\_\_\_\_\_ cub \_\_\_\_\_  
\_\_\_\_\_ cube

3.  \_\_\_\_\_  
\_\_\_\_\_ glob \_\_\_\_\_  
\_\_\_\_\_ globe

4.  \_\_\_\_\_  
\_\_\_\_\_ mull \_\_\_\_\_  
\_\_\_\_\_ mule

**B. Look at each picture. Write *o*, *u*, or *e* to complete the word that names it.**

5.  \_\_\_\_\_  
\_\_\_\_\_ r \_\_\_\_\_ se

6.  \_\_\_\_\_  
\_\_\_\_\_ c \_\_\_\_\_ ne



Name \_\_\_\_\_

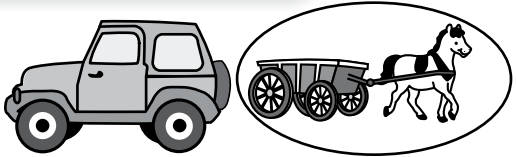
Write the word from the box that completes each sentence. Circle the picture that goes with the sentence.

ago      boy      girl      how      old      people

1. We rode in carts long \_\_\_\_\_ ago.

\_\_\_\_\_

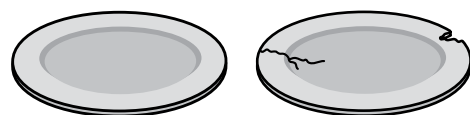
\_\_\_\_\_



2. This plate is very \_\_\_\_\_.

\_\_\_\_\_


\_\_\_\_\_



3. This \_\_\_\_\_ has a cap.

\_\_\_\_\_

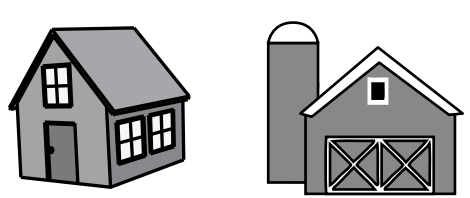
\_\_\_\_\_



4. Some \_\_\_\_\_ live here.

\_\_\_\_\_

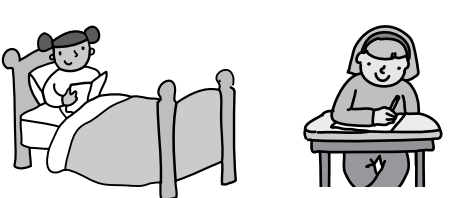
\_\_\_\_\_



5. This \_\_\_\_\_ is in school.

\_\_\_\_\_

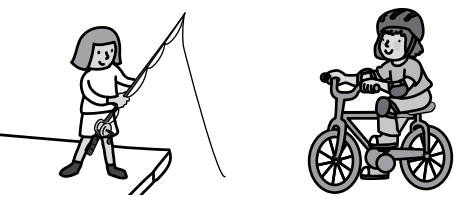
\_\_\_\_\_



6. This is \_\_\_\_\_ to fish.

\_\_\_\_\_

\_\_\_\_\_

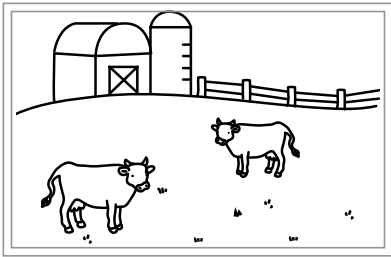


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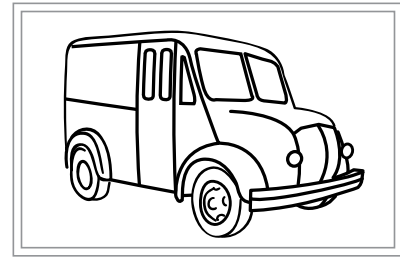
Name \_\_\_\_\_

**Captions** tell readers more about photos or pictures.

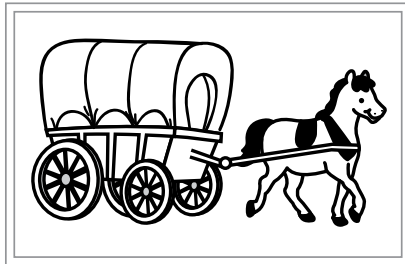
**Look at each picture. Circle the caption that goes with the picture.**



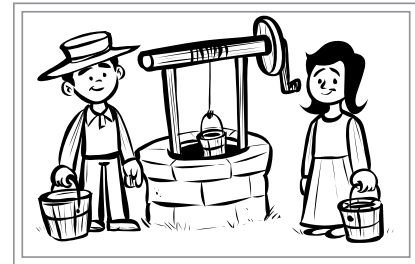
1. This is life on a farm.  
This is life in a city.



2. Horses carry goods today.  
Trucks carry goods today.



3. People rode in these  
long ago.  
People ride in these today.



4. People get water from a  
sink today.  
People got water from a  
well long ago.

Name \_\_\_\_\_

**A. Write is or are to complete each sentence.**1. The dogs \_\_\_\_\_ a mess.  
\_\_\_\_\_  
-----2. Nick \_\_\_\_\_ by the tub.  
\_\_\_\_\_  
-----3. This dog \_\_\_\_\_ too wet!  
\_\_\_\_\_  
-----4. They \_\_\_\_\_ not happy.  
\_\_\_\_\_  
-----

5. Now Nick and Mom \_\_\_\_\_ wet.

**B. Write a sentence about a pet. Use is or are in the sentence.**

\_\_\_\_\_

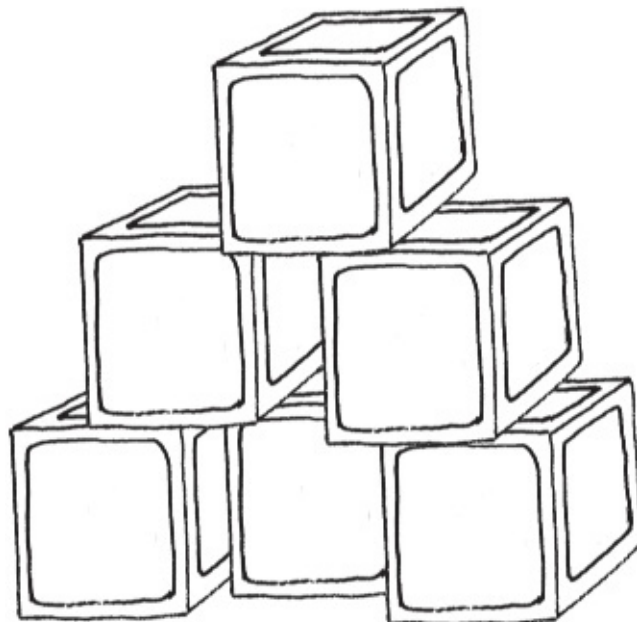
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6. \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



## Jude's Pile of Cubes

Jude makes a pile of cubes.

He sets cubes in a tube.

Jude uses cubes to make a long flute.

He plays a tune on the flute.

Jude will have lots of fun!

### ★ACTIVITY★

Underline the words that have a long *u* sound.

**Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.**

**This document provides a breakdown of activities per week. Please check off the pages as they are completed.**

# 1<sup>st</sup> Grade

## Week 1:

- Pages 17-18    **MAFS.1.NBT.1.1**
- Pages 19-20    **MAFS.1.NBT.2.2a**
- Pages 21-22    **MAFS.1.NBT.2.2b**

## Week 2:

- Pages 23-24    **MAFS.1.NBT.2.2c**
- Pages 25-26    **MAFS.1.NBT.2.2d**
- Pages 27-28    **MAFS.1.NBT.2.3**

## Week 3:

- Pages 29-30    **MAFS.1.NBT.3.4**
- Pages 31-32    **MAFS.1.NBT.3.5**
- Pages 33-34    **MAFS.1.NBT.3.6**

## Week 4:

- Pages 35-36    **MAFS.1.MD.1.1**
- Pages 37-38    **MAFS.1.MD.1aa**
- Pages 39-40    **MAFS.1.MD.1ab**



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# 1<sup>st</sup> Grade

## Week 1:

- Pages 17-18    **MAFS.1.NBT.1.1**
- Pages 19-20    **MAFS.1.NBT.2.2a**
- Pages 21-22    **MAFS.1.NBT.2.2b**

## Week 2:

- Pages 23-24    **MAFS.1.NBT.2.2c**
- Pages 25-26    **MAFS.1.NBT.2.2d**
- Pages 27-28    **MAFS.1.NBT.2.3**

## Week 3:

- Pages 29-30    **MAFS.1.NBT.3.4**
- Pages 31-32    **MAFS.1.NBT.3.5**
- Pages 33-34    **MAFS.1.NBT.3.6**

## Week 4:

- Pages 35-36    **MAFS.1.MD.1.1**
- Pages 37-38    **MAFS.1.MD.1aa**
- Pages 39-40    **MAFS.1.MD.1ab**





MATH

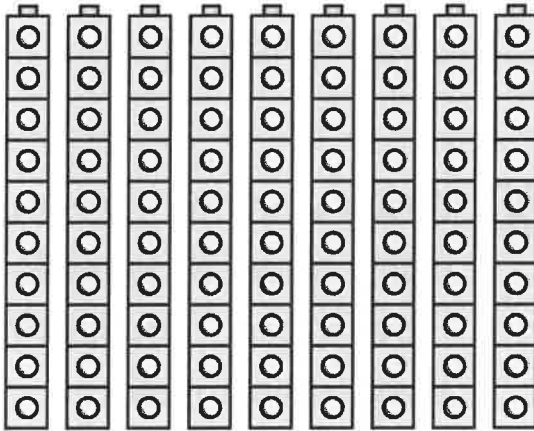
WEEK 2



- 1** What number is missing?

$$3 \text{ tens} = \underline{\hspace{2cm}}$$

- 2** What does this model show?



- 9  
 80  
 90

- 3** Which of these is true?

- 0 tens + 5 ones = 50  
 5 tens + 0 ones = 5  
 5 tens + 0 ones = 50

- 4** Dan has 6 plates of cookies. He puts 10 cookies on each plate. He counts the cookies like this.

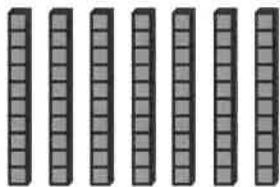
10, 20, \_\_\_\_\_,

40, 50, \_\_\_\_\_

What numbers are missing?

- 3 and 6  
 30 and 60  
 30 and 70

- 5** What does this model show?



\_\_\_\_\_ tens + \_\_\_\_\_  
ones = \_\_\_\_\_

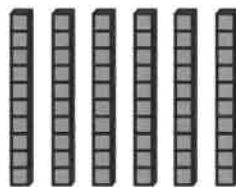
- 6** Rosa has 80 shells. She puts all her shells in rows of 10 each. How many rows of shells can Rosa make?

\_\_\_\_\_ rows of shells

- 7**  $2 \text{ tens} + 2 \text{ tens} = \square$

- 4  
 20  
 40

- 8** What does this model show?



- 6 tens = 6  
 6 tens = 60  
 60 tens = 6

- 9** Blake and his 3 friends each have 10 pencils. How many pencils do they have in all?

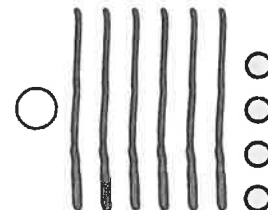
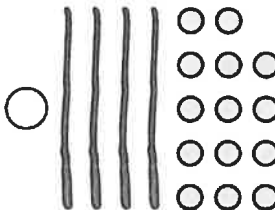
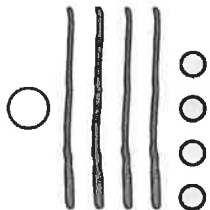
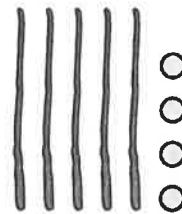
\_\_\_\_\_ tens = \_\_\_\_\_

- 10** What is the missing number in the equation?

$1 \text{ ten} + 0 \text{ ones} = \underline{\hspace{2cm}}$

- 1** This is one way to show 54.

What is another way to show 54?



- 2** This is one way to show 72.

7 tens and 2 ones = 72

What is another way to show 72?

\_\_\_\_\_ tens and  
\_\_\_\_\_ ones = 72

- 4** What are 2 different ways to show 84?

8 tens and \_\_\_\_\_ ones

6 tens and \_\_\_\_\_ ones

- 3** This is one way to show 95.

9 tens and 5 ones

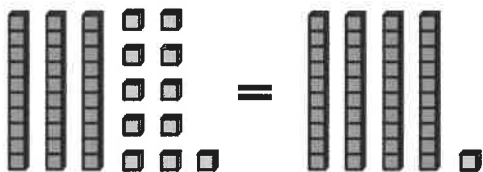
What is another way to show 95?

- 6 tens and 15 ones  
 6 tens and 25 ones  
 6 tens and 35 ones

- 5** Which number is the same as 6 tens and 17 ones?

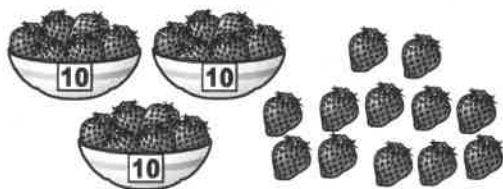
23     67     77

- 6** What number do both of these models show?



\_\_\_\_\_

- 7** Trevor has 3 bowls of strawberries with 10 berries in each bowl. He has 12 more strawberries.



How many strawberries does Trevor have?

- 32     42     52

- 8** Kate has 2 boxes of crayons with 10 crayons in each box. She has 26 more crayons on her desk. How many crayons does Kate have?

\_\_\_\_\_ crayons

- 9** What is the same as 5 tens and 18 ones?

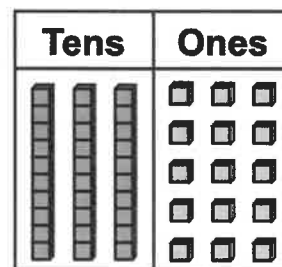
- 4 tens and 8 ones  
 5 tens and 9 ones  
 6 tens and 8 ones

- 10** What does this model show?

Fill in the blanks with the correct numbers from the list.

\_\_\_\_\_ tens and \_\_\_\_\_ ones = \_\_\_\_\_

- |   |    |    |    |
|---|----|----|----|
| 3 | 15 | 35 | 45 |
|---|----|----|----|



- 1** Which of these is true about 71 and 35?
- 71 is less than 35.
- 71 is equal to 35.
- 71 is greater than 35.

- 2** Draw a line from each number to show if it is less than 51 or greater than 51. You will use all the numbers.

Less than 51 •

- 41
- 48

Greater than 51 •

- 75
- 37

- 3** Which symbol belongs in the box?

$$28 \square 24$$

$>$         $<$         $=$

- 4** Draw a line from each number to show if it is less than 63 or greater than 63. You will use all the numbers.

$$\square < 63 \bullet$$

64

59

$$\square > 63 \bullet$$

68

60

- 5** Circle all the number sentences that are true.

$$27 > 31$$

$$35 = 35$$

$$71 < 77$$

$$82 < 70$$

**6** Which symbol makes this number sentence true:  
<, =, or >?

46 \_\_\_\_\_ 58

---

**7** Which number is greater than 70 and less than 73?

- 63
  - 71
  - 74
- 

**8** Which is true?

- $54 < 58$
- $54 > 58$
- $54 = 58$

**9** What number will make both of these number sentences true?

$< 58$

$> 56$

\_\_\_\_\_

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**10** Which is true?

- $46 < 46$
- $46 = 46$
- $46 > 46$



MATH

WEEK 1



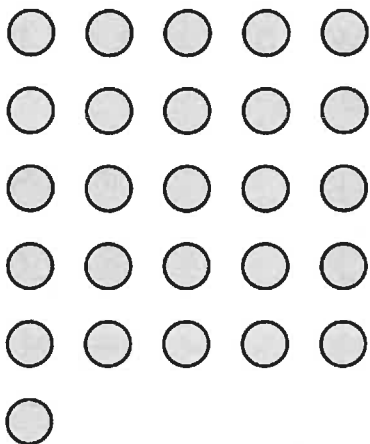
- 1** Carrie is counting her pennies like this.

28, 29, \_\_\_\_\_, 31, 32,  
33, 34

What number is missing?

- 3  
 13  
 30

- 2** How many circles are in this model?

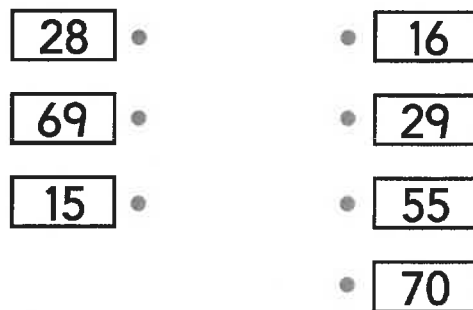


- 21  
 25  
 26

- 3** Lucy counts 39 cubes. Then she counts forward 3 more cubes. Show how she counts.

38, 39, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_

- 4** What number comes next? Draw lines from each number to the number that comes next. You will not use all the numbers.



- 5** Count by ones. What 3 numbers come next?

109, 110, 111, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

- 6** How many squares are here?



\_\_\_\_\_

- 7** Felix is counting by ones like this: 46, 47, 48, 49. What number should Felix count next?

46, 47, 48, 49, \_\_\_\_\_

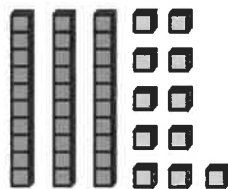
- 8** Count by ones.

101, 102, 103, \_\_\_\_\_,  
105, 106

What number is missing?

- 14  
 100  
 104

- 9** What number does the model show?

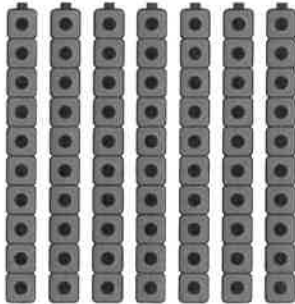


- 31  
 41  
 51

- 10** What number comes next? Draw lines from each number to the number that comes next. You will not use all the numbers.

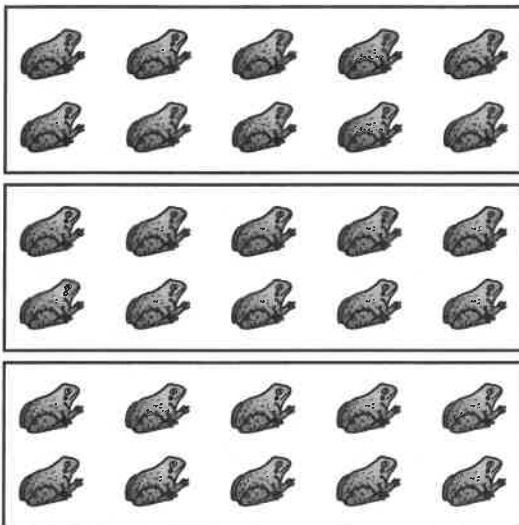
<input type="checkbox"/> 35	•	•	<input type="checkbox"/> 69
<input type="checkbox"/> 59	•	•	<input type="checkbox"/> 66
<input type="checkbox"/> 65	•	•	<input type="checkbox"/> 60
		•	<input type="checkbox"/> 36

- 1** What number does this model show?



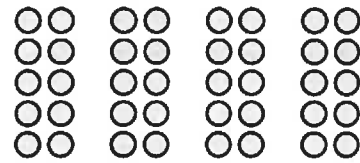
- 7 ones = 70 tens  
 7 ones = 70 ones  
 7 tens = 70 ones

- 2** How many frogs are in the picture?



\_\_\_\_\_

- 3** What number does the quick picture show?



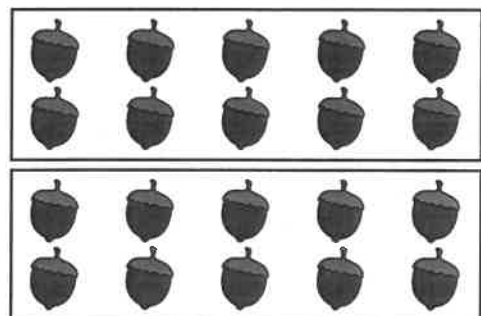
\_\_\_\_\_

- 4** What number does this model show?



- 3 ones     3     3 tens

- 5** How many acorns are in the picture?



\_\_\_\_\_

**6** Paul has 50 stickers. He puts them in groups of 10. How many groups of 10 can Paul make?

- 5  
 6  
 7

**7** Which of these is true?

- 10 tens = 10  
 10 ones = 1 ten  
 10 tens = 1 one

**8** Sally has 90 marbles. How many sets of 10 marbles can she make?

- 0  
 9  
 10

**9** Fill in the blank with the correct number to make the equation true.

\_\_\_\_\_ tens = 60 ones

**10** Fill in the blank with the correct number to make the equation true.

8 tens = \_\_\_\_\_ ones

**11** Mary is making sets of 10 blocks. How many blocks does she need to make 2 sets of 10?

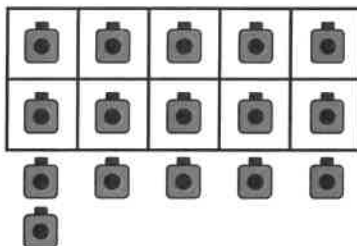
- 2  
 12  
 20

**12** Draw a line to match each number of tens to the correct number of ones. You will not use all the numbers of ones.

- |               |   |   |                |
|---------------|---|---|----------------|
| <b>4 tens</b> | • | • | <b>20 ones</b> |
| <b>2 tens</b> | • | • | <b>40 ones</b> |
| <b>5 tens</b> | • | • | <b>50 ones</b> |
|               |   | • | <b>5 ones</b>  |

**1** What does this model show?

- $10 + 1 = 11$   
  $10 + 5 = 15$   
  $10 + 6 = 16$



**2** Fill in the blanks with the correct numbers.

There are \_\_\_\_\_ ten  
and \_\_\_\_\_ ones in 15.

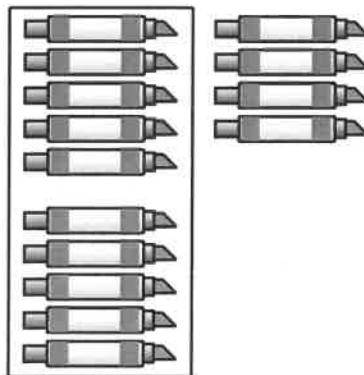
**3** Matthew has 1 box of 10 crayons. He has 9 more crayons on his desk. How many crayons does Matthew have?

\_\_\_\_\_ crayons

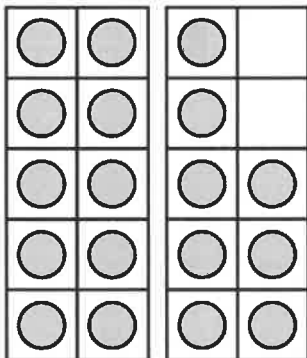
**4** Fill in the blanks with the correct numbers.

There are \_\_\_\_\_ ten  
and \_\_\_\_\_ ones in 12.

**5** How many markers are shown below?



**6** What does this model show?

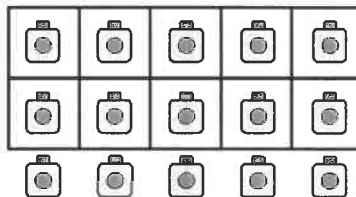


- $10 + 3 = 13$
- $10 + 7 = 17$
- $10 + 8 = 18$

**7** What is true about the number 13?

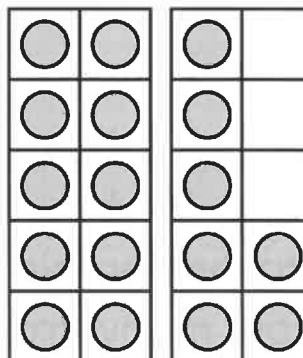
There are \_\_\_\_\_ ten  
and \_\_\_\_\_ ones in 13.

**8** What does this model show?



\_\_\_\_\_ ten and  
\_\_\_\_\_ ones = \_\_\_\_\_

**9** What does this model show?



- 1 ten and 7 ones = 17
- 1 one and 7 tens = 17
- 1 ten and 7 ones = 71

**10** 1 ten + 1 one = \_\_\_\_\_



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# 1<sup>st</sup> Grade

## Week 1:

- Pages 17-18    **MAFS.1.NBT.1.1**
- Pages 19-20    **MAFS.1.NBT.2.2a**
- Pages 21-22    **MAFS.1.NBT.2.2b**

## Week 2:

- Pages 23-24    **MAFS.1.NBT.2.2c**
- Pages 25-26    **MAFS.1.NBT.2.2d**
- Pages 27-28    **MAFS.1.NBT.2.3**

## Week 3:

- Pages 29-30    **MAFS.1.NBT.3.4**
- Pages 31-32    **MAFS.1.NBT.3.5**
- Pages 33-34    **MAFS.1.NBT.3.6**

## Week 4:

- Pages 35-36    **MAFS.1.MD.1.1**
- Pages 37-38    **MAFS.1.MD.1aa**
- Pages 39-40    **MAFS.1.MD.1ab**



MATH

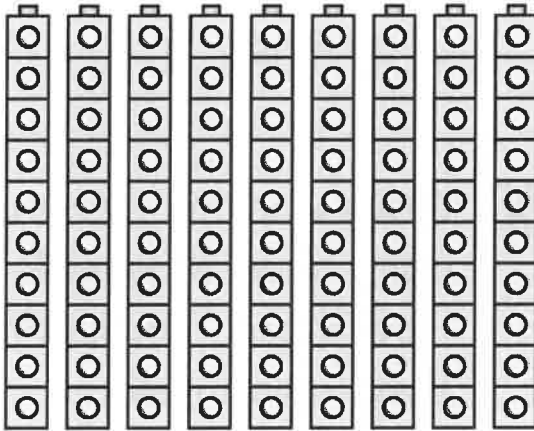
WEEK 2



- 1** What number is missing?

$$3 \text{ tens} = \underline{\hspace{2cm}}$$

- 2** What does this model show?



- 9  
 80  
 90

- 3** Which of these is true?

- 0 tens + 5 ones = 50  
 5 tens + 0 ones = 5  
 5 tens + 0 ones = 50

- 4** Dan has 6 plates of cookies. He puts 10 cookies on each plate. He counts the cookies like this.

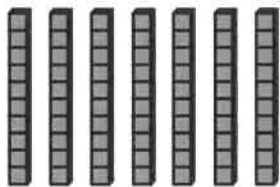
10, 20, \_\_\_\_\_,

40, 50, \_\_\_\_\_

What numbers are missing?

- 3 and 6  
 30 and 60  
 30 and 70

- 5** What does this model show?



\_\_\_\_\_ tens + \_\_\_\_\_  
ones = \_\_\_\_\_

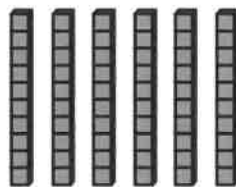
- 6** Rosa has 80 shells. She puts all her shells in rows of 10 each. How many rows of shells can Rosa make?

\_\_\_\_\_ rows of shells

- 7**  $2 \text{ tens} + 2 \text{ tens} = \square$

- 4  
 20  
 40

- 8** What does this model show?



- 6 tens = 6  
 6 tens = 60  
 60 tens = 6

- 9** Blake and his 3 friends each have 10 pencils. How many pencils do they have in all?

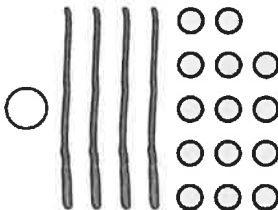
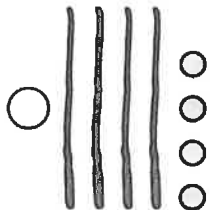
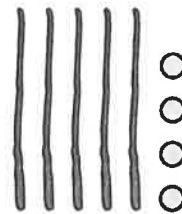
\_\_\_\_\_ tens = \_\_\_\_\_

- 10** What is the missing number in the equation?

$1 \text{ ten} + 0 \text{ ones} = \underline{\hspace{2cm}}$

- 1** This is one way to show 54.

What is another way to show 54?



- 2** This is one way to show 72.

7 tens and 2 ones = 72

What is another way to show 72?

\_\_\_\_\_ tens and  
\_\_\_\_\_ ones = 72

- 4** What are 2 different ways to show 84?

8 tens and \_\_\_\_\_ ones

6 tens and \_\_\_\_\_ ones

- 3** This is one way to show 95.

9 tens and 5 ones

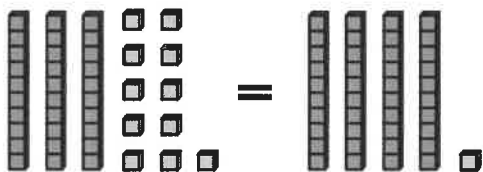
What is another way to show 95?

- 6 tens and 15 ones  
 6 tens and 25 ones  
 6 tens and 35 ones

- 5** Which number is the same as 6 tens and 17 ones?

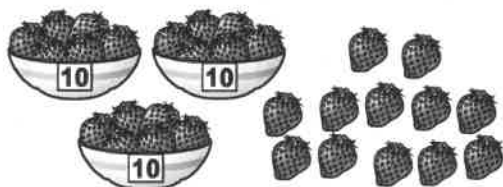
23     67     77

- 6** What number do both of these models show?



\_\_\_\_\_

- 7** Trevor has 3 bowls of strawberries with 10 berries in each bowl. He has 12 more strawberries.



How many strawberries does Trevor have?

- 32     42     52

- 8** Kate has 2 boxes of crayons with 10 crayons in each box. She has 26 more crayons on her desk. How many crayons does Kate have?

\_\_\_\_\_ crayons

- 9** What is the same as 5 tens and 18 ones?

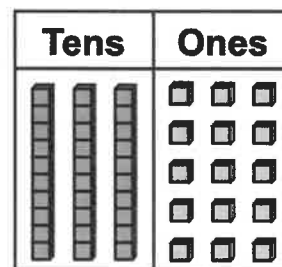
- 4 tens and 8 ones  
 5 tens and 9 ones  
 6 tens and 8 ones

- 10** What does this model show?

Fill in the blanks with the correct numbers from the list.

\_\_\_\_\_ tens and \_\_\_\_\_ ones = \_\_\_\_\_

- |   |    |    |    |
|---|----|----|----|
| 3 | 15 | 35 | 45 |
|---|----|----|----|





- 1** Which of these is true about 71 and 35?
- 71 is less than 35.
- 71 is equal to 35.
- 71 is greater than 35.

- 2** Draw a line from each number to show if it is less than 51 or greater than 51. You will use all the numbers.

Less than 51 •

- 
- 

Greater than 51 •

- 
- 

- 3** Which symbol belongs in the box?

$$28 \square 24$$

$>$        $<$        $=$

- 4** Draw a line from each number to show if it is less than 63 or greater than 63. You will use all the numbers.

$$\square < 63 \bullet$$

•

•

$$\square > 63 \bullet$$

•

•

- 5** Circle all the number sentences that are true.

$$27 > 31$$

$$35 = 35$$

$$71 < 77$$

$$82 < 70$$

**6** Which symbol makes this number sentence true:  
<, =, or >?

46 \_\_\_\_\_ 58

---

**7** Which number is greater than 70 and less than 73?

- 63
  - 71
  - 74
- 

**8** Which is true?

- $54 < 58$
- $54 > 58$
- $54 = 58$

**9** What number will make both of these number sentences true?

$< 58$

$> 56$

\_\_\_\_\_

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**10** Which is true?

- $46 < 46$
- $46 = 46$
- $46 > 46$

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# 1<sup>st</sup> Grade

## Week 1:

- ReadWorks: Sunlight in the Night
- ReadWorks: A Loud Concert

## Week 2:

- ReadWorks: A Dog Is a Mammal
- ReadWorks: How to See Sound

## Week 3:

- ReadWorks: Your Sense of Smell
- ReadWorks: What Is a Bird?

## Week 4:

- ReadWorks: An Elephant's Excellent Trunk
- ReadWorks: Maria Recycles
- ReadWorks: If I Had a Wish for Water

Week

1

# Sunlight in the Night

by ReadWorks



Photo Credit: Yarl

You cannot see the sun in the nighttime. But did you know that you can see the sun's light at night? Here's how it works.

When it is dark, you see the moon shining in the sky. But we know that the moon does not make its own light. Moonlight is really light from the sun. The moon reflects the sunlight. When something is reflected, it is thrown back.

The sun's light is thrown back to Earth. That makes the moon look as if it has its own light. What you are really seeing is the reflection of the sun's light.

**moon moon****Definition****noun**

1. an object that circles around a planet.

*Earth has one moon.*

---

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

1. It is night. The sun is gone from the sky. The sky is dark without sunlight. The **moon** and the stars shine in the night sky.
2. Now it is dark outside. The sun has set. I look out the window. I can see the **moon** and stars. It is time for bed.

# reflection re · flec · tion

## Definition

### noun

1. the act of reflecting, such as throwing back from a surface or thinking about something; or the state of being reflected.

*When we see colors, we see the reflection of light by objects.*

2. heat, light, or an image that bounces off an object or surface.

*We looked at our reflections in the lake.*

3. the process of deep or serious thinking, or a particular thought that results from this process.

*Upon careful reflection, I have decided not to go.*

*His book is filled with interesting reflections on how computers have changed people.*

## Spanish cognate

*reflexión*: The Spanish word *reflexión* means reflection.

---

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

1. When light from any source bounces off an object and into our eyes, we are able to see that object. Take a look at your pencil. You can see the pencil because light is bouncing off it and entering your eyes. This "bouncing off" is called "**reflection**."
2. Colbeck's latest film about the family, Unforgettable Elephants, aired April 1, 2007, on the PBS television show Nature. The new film comes after recent studies found that elephants can recognize their **reflection** in a mirror. That is something only humans, chimpanzees, and dolphins were thought to be able to do.

**sun sun****Definition****noun**

1. the star that is nearest to the earth. The earth receives heat and light from the sun and travels around it.
- 

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

1. The **sun**, stars, lightning and fire all give off light. So do light bulbs, flashlights and candles. Most living things need light in order to survive.
2. The **sun's** light helps the seed to grow. The seed gets energy from water.



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

**1. What can you see in the nighttime?**

- A. bright, blue skies
- B. the sun
- C. the sun's light

**2. What does this passage explain?**

- A. how the moon makes its own light
- B. how you can see the sun's light at night
- C. how the sun makes its own light

**3. The moon does not make its own light. It reflects light from the sun. What does this information tell us about the sun?**

- A. The sun is very hot.
- B. The sun makes its own light.
- C. The sun reflects light from the moon.

4. What is the lesson in "Sunlight in the Night"?

- A. You can see the sun in the sky during the day and at night.
- B. The moon does not make its own light.
- C. You can see the sun's light at night reflecting off the moon.

5. What reflects the sun's light at night?

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6. What did you learn from "Sunlight in the Night"?

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**7. Class Discussion Question:** If the moon does not make its own light, explain why it shines at night.

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**8.** Where does the moon throw back sunlight to? Draw your answer.

# A Loud Concert

by ReadWorks



*Photo Credit: B.E. Merrill*

Sam is going to a concert today. He is excited. His brother plays the guitar. Sam's family arrives at the school.

The music starts. Sam's brother holds his guitar. He plucks the strings. They vibrate and make sound.

Sam's eardrums start to vibrate too. Then Sam hears the piano. The music gets louder. A girl plays the drums. The sound waves hit Sam's ears. It's too loud.

Sam's ears start to hurt. His mom gives him a pair of earplugs. Sam puts them in his ears. Ah! Now the sound is not too loud.

# concert con · cert

## Definition

noun

1. a performance of music in front of an audience.

*We are going to a concert in the city this weekend.*

## Spanish cognate

*concierto*: The Spanish word *concierto* means concert.

---

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

1. Orchestras often play in grand **concert** halls.
2. Their **concerts** have comforted many families of the victims of the terrorist attacks on September 11.
3. Sam is going to a **concert** today. He is excited. His brother plays the guitar. Sam's family arrives at the school.
4. The East Room is the largest room in the White House. It has been used for dances, speeches, and even **concerts**!

# **guitar** guitar

## **Definition**

### **noun**

1. an instrument for playing music. It has a hollow body and a long neck to which strings are attached. You play a guitar by picking on the strings.

## **Spanish cognate**

*guitarra*: The Spanish word *guitarra* means guitar.

---

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

1. A person plucks a **guitar** string. That plucking makes the string vibrate.
2. The waves from the **guitar** make your eardrum vibrate. When your eardrum vibrates, you hear the sound of the guitar.
3. Sam is going to a concert today. He is excited. His brother plays the **guitar**. Sam's family arrives at the school. The music starts. Sam's brother holds his guitar. He plucks the strings. They vibrate and make sound.

**piano** pi · an · o**Definition****noun**

1. a musical instrument with a keyboard and many wire strings. A piano is played by pressing keys that cause small hammers to strike the strings.

**Spanish cognate**

*piano*: The Spanish word *piano* means piano.

---

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

1. She peered through the glass window and saw that the **piano** bench was empty.
2. This is America, Dad. Didn't you hear? Nobody can make anybody play **piano** against her will.
3. He also played the **piano** and conducted bands. He learned how to play the piano growing up in Washington, D.C.
4. I leave my house around 7:00 in the morning. My first class starts around 8:00. I take classes in biology, global studies, and **piano**.
5. Sam's eardrums start to vibrate too. Then Sam hears the **piano**. The music gets louder. A girl plays the drums. The sound waves hit Sam's ears. It's too loud.

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

1. Where is Sam going?

- A. band practice
- B. a concert
- C. school

2. First, Sam hears his brother play the guitar. Then what instrument does Sam hear?

- A. guitar
- B. piano
- C. drums



**3.** When musicians play their instruments, the instruments vibrate and make sound waves. These sound waves hit Sam's ear. This makes Sam's eardrums vibrate and he hears music.

Why is Sam able to hear the music?

A. Sound waves from Sam's eardrum travel to the instruments. This makes the instruments create music.

B. Sound waves from the instruments travel to Sam's eardrum. This makes his eardrum vibrate.

C. Sam's eardrum creates sound waves that allows him to hear music.

**4.** What is "A Loud Concert" mostly about?

A. Sam's brother playing guitar

B. Sam and his family enjoying his brother's concert

C. why loud music and soft music are different

5. What does Sam use when the music gets too loud?

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6. What did you learn from "A Loud Concert"?

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**7. Class Discussion Question:** Describe the problem that Sam has at the concert and how he solves his problem.

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**8. Draw a picture of Sam at the concert.**

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Week

2

# A Dog Is a Mammal

by Rachelle Kreisman



Every dog is a mammal. All mammals have hair on their bodies. People, horses, and elephants are also mammals.

Hair protects a mammal's skin. The hair keeps skin from getting scraped. Hair also protects mammals from cold and heat.

What else makes an animal a mammal? Here are some examples.

Every mammal has a backbone. That bone is also called the spine.

Mammals are warm-blooded. That means the temperature in their bodies is warm and usually stays the same.

Female mammals make milk in their bodies. They feed the milk to their babies.

# mammal mam · mal

## Definition

noun

1. an animal that has hair and feeds its babies with milk from the mother.

*Dogs, whales, and humans are mammals.*

## Spanish cognate

*mamífero*: The Spanish word *mamífero* means mammal.

---

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

1. Bats are **mammals**. Mammals are warm-blooded animals that have hair on their bodies.
2. Whales are big ocean **mammals**. Mammals are animals that drink milk from their mothers.
3. A **mammal** is an animal that has hair on its body. Mammals are warm-blooded.
4. The African elephant is the largest living land **mammal**, and the ostrich is the largest living bird.
5. The only fish Liza liked were dolphins, except her teacher told her that dolphins were **mammals**, not fish.
6. Every dog is a **mammal**. All mammals have hair on their bodies. People, horses, and elephants are also mammals.
7. The Mississippi is home to all kinds of animals. More than 250 types of fish and at least fifty kinds of **mammals** live along the river.
8. Bats are the only mammals that can fly. A **mammal** is a warm-blooded animal that has fur or hair on its body. Female mammals feed their babies milk from their bodies.
9. Marsupials are a special kind of **mammal**. Marsupials have hair like other mammals. They give birth to live babies. They make milk to feed their young. But marsupials have something that makes them different from other mammals.

# protect pro · tect

## Definition

### verb

1. to defend or keep safe from danger or harm.

*A fence protects us from our neighbor's dog.*

*The new law protects workers against certain dangers in factories.*

### transitive verb

1. in economics, to guard the secure growth of (an industry) by means of tariffs on competing goods from other countries.

*The government took steps to protect the food industry.*

### intransitive verb

1. to provide or be capable of providing a shield against danger or harm.

## Spanish cognate

*proteger.* The Spanish word *proteger* means protect.

---

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

1. Spiders are helpful animals. They **protect** plants by eating insects--their favorite food! That helps farmers keep their crops alive.
2. Efforts are being made to help **protect** horseshoe crabs. Scientists warn it will take 20 to 30 years to see if the horseshoe crab population has increased.
3. Hard shells **protect** turtles. A predator cannot bite the hard shell. Some turtles can pull their legs inside their shells. They can pull in their heads and tails too.
4. "Coral reefs are incredibly threatened," Rick MacPherson of California's Coral Reef Alliance told Weekly Reader. "They require, now more than ever, that people pay attention and work toward **protecting** them."
5. A clownfish has scales on its body. This fish sleeps in the branches of a poisonous plant. The plant helps **protect** the fish at night. The clownfish eats small plants.
6. Some ants are soldiers. Their job is to **protect** the nest. They stand near the nest's entrance and guard it. They fight off enemy insects that try to enter the nest.
7. Klimley says that at least seven kinds of sharks are endangered. The number of those sharks has dropped in the past ten years. Klimley hopes that people will help **protect** sharks.



8. Without your skeleton, you'd be as floppy as a wet noodle. Your skeleton doesn't just hold you up; it also **protects** your organs and works with your muscles so you can move around.
9. At 1 year to 2 years old, polar bears are very playful. They still stay near their mother. Polar bears learn how to hunt and **protect** themselves by playing and wrestling with a brother or sister.
10. In the United States, some states are passing laws that say how many crabs can be caught each year. The U.S. government wants to make Delaware Bay, where many horseshoe crabs live, a **protected** area. Delaware Bay is near Virginia, Maryland, and Delaware.

# temperature

 tem · per · a · ture

## Definition

### noun

1. the degree of heat or cold in an object or an environment.

*The temperature is higher in the afternoon than in the evening.*

2. a condition when the body is warmer than normal because of illness; fever.

*John stayed in bed because he had a temperature.*

3. the measurement of heat or cold as shown in degrees on a thermometer.

*Ice melts when the temperature is above zero degrees.*

---

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

1. "The rain cloud means that today it is going to rain all day. And here it says the **temperature**: 85 degrees Fahrenheit."
2. A reptile is an animal that has hard, dry skin. Reptiles are cold-blooded. Their body **temperature** changes as the temperature of the air or water they live in changes.
3. Ice cubes and water have differences, but they are made out of the same stuff. So why do they look and feel different? The answer is **temperature**. Temperature is how hot or cold something is.
4. For over one hundred years, people tried again and again to climb the towering mountain. They always failed. Mount Everest has high winds and freezing **temperatures**. The air is thin and there is a risk of avalanches.
5. The same thing happens in the sky. Water is everywhere. But usually the water particles are spread so far apart that you cannot see them. When warm air becomes colder, it condenses. The cool **temperatures** draw the water particles together. This forms the rain cloud.
6. Within a minute Fiennes' hand was frozen and completely useless. He knew that he only had a matter of minutes before his core **temperature** (the temperature of his major organs) would begin to fall. Disappointed, Fiennes knew he had only one real choice. He had to turn around and go back.
7. Many people think deserts are hot places. Deserts can also be cold. The Sahara in Africa is a hot desert. The **temperature** there gets up to 122 degrees Fahrenheit! The Gobi desert in Asia is a cold desert. So is Antarctica. The temperature in Antarctica has fallen as low as -129 degrees Fahrenheit. All deserts have one thing in common. They are very dry places.
8. Jeremy's dad put a hand on his forehead and checked for a **temperature**. Nothing.

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

1. What does every mammal have?

- A. hair and a backbone
- B. scales
- C. a tail

2. This text describes the characteristics of mammals. Which of the following animals are mammals?

- A. birds, eagles, and penguins
- B. people, horses, and elephants
- C. snakes, lizards, and crocodiles

3. Mammals have hair and backbones. Dogs are mammals. Based on this information, what is true about dogs?

- A. Dogs have hair. Dogs do not have backbones.
- B. Dogs have both hair and backbones.
- C. Dogs have backbones. Dogs do not have hair.

4. What is "A Dog Is a Mammal" mostly about?

- A. how hair protects mammals
- B. dogs and other pets
- C. the characteristics of mammals

5. Name something that dogs and people have in common.

One thing that dogs and people have in common is

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6. What did you learn from "A Dog Is a Mammal"?

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**7. Class Discussion Question:** Explain whether a mammal's backbone or a mammal's hair would help it stay warm in cold weather. Use information from the text to support your answer.

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8. Draw a picture of a mammal. Try to label something that makes it a mammal.

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

These pictures show a mammal:



1. Please say the word **mammal** out loud.

2. Please write the word **mammal**.

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3. Look at the pictures below. Which picture shows a mammal?



4. Draw a picture of a **mammal**.

5. Create a sentence that uses the word **mammal**. Say the sentence out loud with a partner or write it down.

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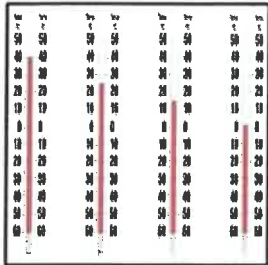
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

These pictures show things that measure temperature:



1. Please say the word **temperature** out loud.

2. Please write the word **temperature**.

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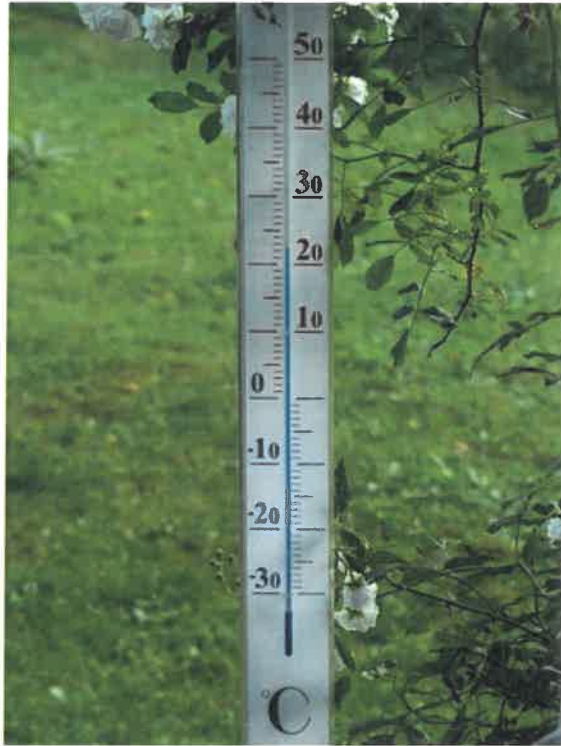
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3. Look at the pictures below. Which picture shows something that measures **temperature**?



4. Draw a picture of something that measures **temperature**.

5. Create a sentence that uses the word **temperature**.

Say the sentence out loud with a partner or write it down.

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

These pictures show people wearing things that protect them:



1. Please say the word **protect** out loud.

2. Please write the word **protect**.

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3. Look at the pictures below. Which picture shows an animal **protecting** another animal?



4. Draw a picture of an animal **protecting** another animal.

5. Create a sentence that uses the word **protect**. Say the sentence out loud with a partner or write it down.

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# How to See Sound

by ReadWorks



Sounds are all around. Sounds are inside and outside. Sounds can be loud or soft. Sound can make things vibrate, or move.

You can hear sounds, but can you see them? Yes! Try this to see how sounds can make things move.

First, tape a piece of thread onto the speaker of a radio. Let the thread hang down in front of the speaker. Next, turn on the radio. Watch the thread carefully.

Does the sound make the thread move? If not, turn up the volume to make the sound louder. The sound from the speaker should make the thread move.

**radio** ra · di · o**Definition****noun**

1. a piece of equipment that receives radio signals and changes them into sound.

*I listen to the news on the radio every morning.*

**Spanish cognate**

*radio*: The Spanish word *radio* means radio.

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

1. "How can you get ready for a hurricane? You can pack a safety kit with water, a **radio**, a flashlight, batteries, blankets, and food. "
2. Save electricity by turning off the lights when you leave a room. Do not leave a **radio** or TV on if you aren't using it.
3. Let's say you want to call Sam. You dial his phone number. Your phone sends a message to a cell phone tower near you. The message travels by **radio** wave.

# sound sound

## Definition

### noun

1. anything that people or animals hear with their ears.

*The room was filled with sound.*

2. a particular noise.

*I woke up when I heard a sound downstairs.*

*The human voice makes many different sounds.*

### verb

1. to seem or appear a certain way after being heard or read about.

*Your vacation plans sound great.*

2. to seem a certain way when heard by the ears.

*His voice sounds beautiful to me.*

*That noise sounds like a bird.*

## Spanish cognate

*sonido*: The Spanish word *sonido* means sound.

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

1. Do you think it **sounds** like fun to ride in a bumper car?
2. Sam's brother holds his guitar. He plucks the strings. They vibrate and make **sound**.
3. People have five senses: hearing, sight, smell, taste, and touch. We hear many **sounds** during spring.
4. Sam and his father buckled up. The blades on top of the helicopter spun around. Whirr! Whirr! The blades made a big **sound**.
5. Mr. Lee walked into the tall grass. He heard a strange **sound**. He stopped and noticed a terrible smell. He looked down as a skunk ran off.

**speaker** speak · er**Definition****noun**

1. a person who speaks.

*Everyone turned around to see the speaker of these surprising words.*

*We had a visiting speaker in our class today.*

2. an electronic device that produces sound; loudspeaker.

*My stereo system has two speakers.*

3. (sometimes capitalized) the leader of the U.S. House of Representatives or other legislative assembly.

*In 1999, Dennis Hastert became the Speaker of the House of Representatives.*

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

1. King taught people to treat one another with kindness. He was a very good **speaker**.
2. Frederick Douglass was one of the most famous African-American abolitionists. That means he worked to abolish slavery. He was the leading African-American **speaker** of the 1800s.
3. The Ocean Life exhibit was dark and quiet. Spooky sounds filtered down from the **speakers** which were supposed to make them feel like they were underwater.



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

1. According to the passage, what can sound make things do?

- A. vibrate, or move
- B. break
- C. make music

2. The passage describes sound. How is sound described?

- A. Sound is only loud.
- B. Sound can be loud or soft.
- C. Sound is only soft.

3. An experiment is described in the passage. This experiment shows the sound from the speaker can make the thread move. Which evidence from the passage shows this is true?

- A. The radio should be turned on.
- B. Tape is used to place the piece of thread onto the speaker of the radio.
- C. The volume of the sound can be turned up to make the thread move.

4. What is "How to See Sound" mostly about?

- A. what sound does
- B. where you can hear sounds
- C. an experiment that you can do to see sound

5. What can you do if you do not see the thread move when you turn on the radio?

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6. What did you learn from "How to See Sound"?

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**7. Class Discussion Question:** Explain how the sound makes the thread move.

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**8.** Draw a picture of sound making the thread move.

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

These pictures show things that make sound:



1. Please say the word **sound** out loud.

2. Please write the word **sound**.

Handwriting practice lines consisting of two sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

A large empty rectangular box for writing.

A large empty rectangular box for writing.

3. Look at the pictures below. Which picture shows something that makes **sound**?



4. Draw a picture of something that makes **sound**.

5. Create a sentence that uses the word **sound**. Say the sentence out loud with a partner or write it down.

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NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

**Grade 1**  
**Geography**  
**Multicultural Reading**

**Standards:**

SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

SS.1.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols.

SS.1.G.1.4 Identify a variety of physical features using a map and globe.

SS.1.G.1.5 Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico

**Florida Statutes (1003.42):**

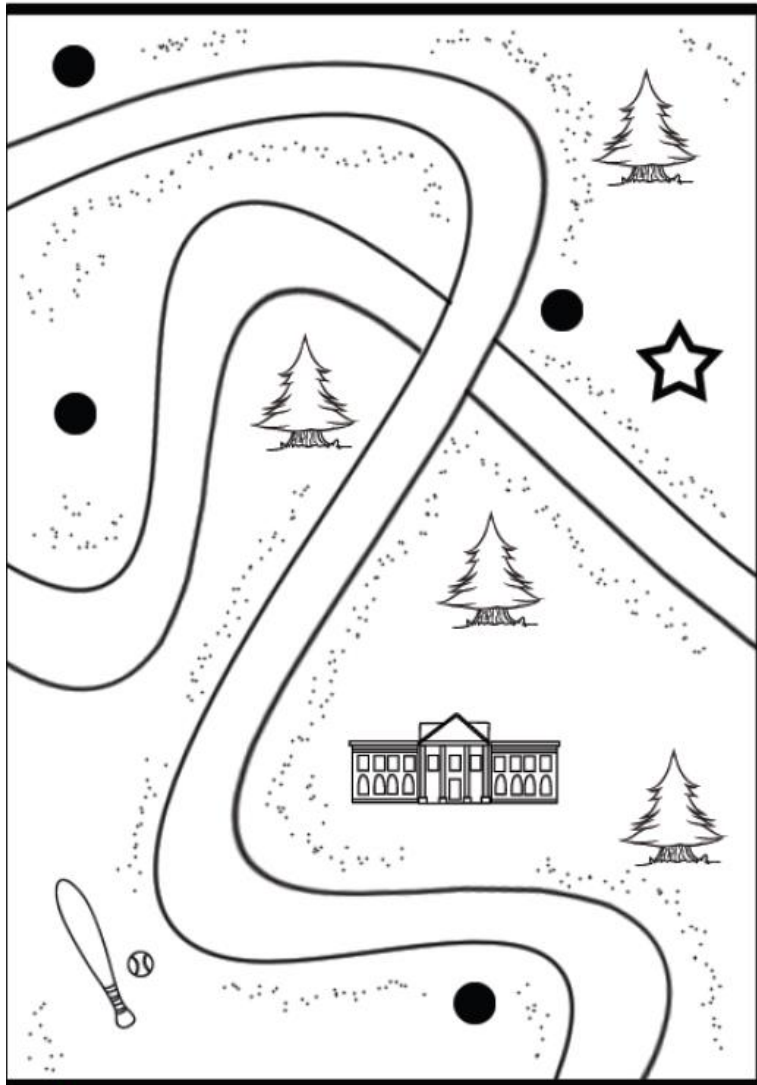
(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

Resources:  
Education.com  
Readworks.org

# Reading a Map

A **map key** tells what the symbols on a map stand for. Use the map key to find the places below.

1. Draw a circle around each city.
2. Draw a circle around the baseball field.
3. Draw an X over the capital.
4. Color the parks green.
5. Color the university red.



## Map Key



University



Baseball Field



Park



Capital

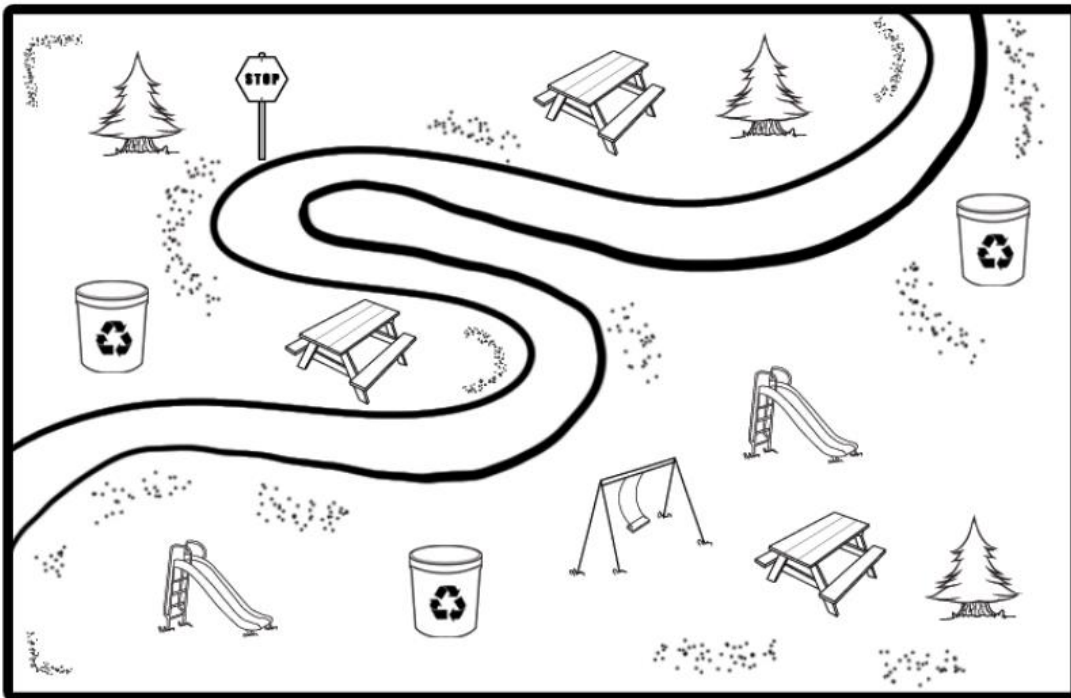


City

# Reading a Map

Study the map of the park. Then, complete the steps below.

1. How many picnic tables are in the park? \_\_\_\_\_
2. Draw a circle around the swings.
3. Color the trash cans blue.
4. Draw a triangle around the stop sign.
5. How many slides are in the park? \_\_\_\_\_



## Map Key



Trash



Picnic Table



Stop Sign



Slide



Swings

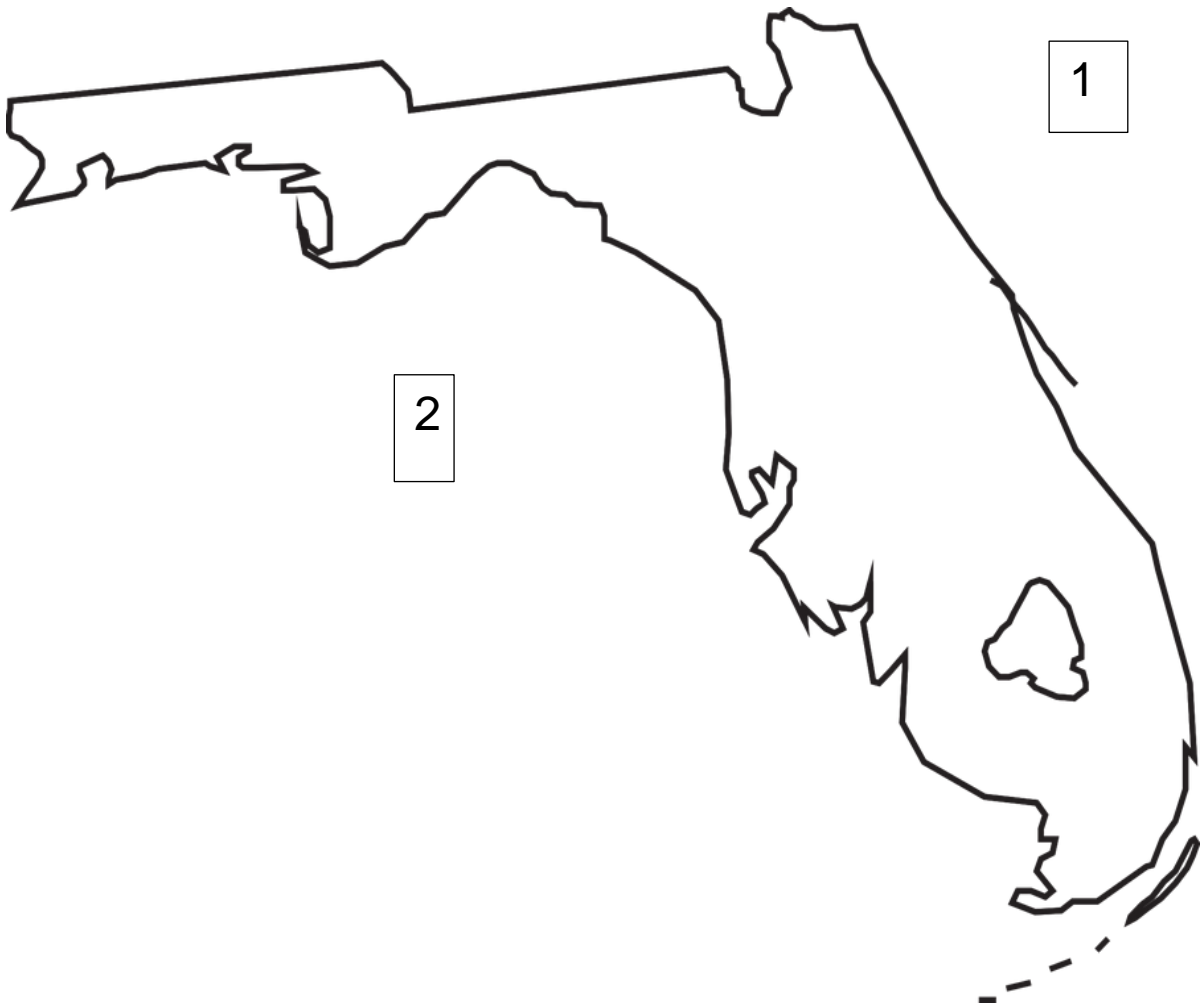


NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

## Label the Map

Name of the state \_\_\_\_\_



Bodies of water.

1. Name of the ocean: \_\_\_\_\_

2. Name of the gulf: \_\_\_\_\_

## Who Was Jackie Robinson?

by ReadWorks

Jackie Robinson was a baseball player. He was African American. He lived long ago.

As he grew up, some people were mean to him. They did not like Jackie because they did not like the color of his skin. They treated him unfairly. Some Americans thought it was okay to treat a person unfairly if you didn't like the way he or she looked. That made Jackie angry.

He decided to show he was as good as anyone else. He worked hard to become a good baseball player. He became a *great* baseball player. He played for a major-league team. He was the first African American to do that. Because of his hard work, Jackie was a hero to many people.



Phot Credit: Bob Sandberg - Library of Congress

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

**1. What sport did Jackie Robinson play?**



*baseball*



*football*

**2. What did many people not like about Jackie?**



*how he played baseball*



*the color of his skin*

**3. How did Jackie feel when people treated him unfairly?**

*angry*



*happy*

**4. Jackie Robinson was the first African American to do what?**

*play for a minor-league  
team*



*play for a major-league  
team*

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

**ReadWorks®**

Who Was Jackie Robinson? - Comprehension Questions

**5. Why was Jackie a hero to many people?**

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**6. What did you learn from "Who Was Jackie Robinson?"**

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**7. Draw a picture of Jackie working hard to become a great baseball player.**

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

# WEEK 2

## Grade 1 Civics and Government Citizenship Reading

### Standards:

SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.

SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.

SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.

### Florida Statutes (1003.42):

(s)... The character development curriculum shall stress the qualities of patriotism; **responsibility; citizenship; kindness; respect for authority**, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation...

Resources:  
[Floridacitizen.org](http://Floridacitizen.org)  
[ReadWorks.org](http://ReadWorks.org)

## Vocabulary

- **community**- people living in an area
- **law**- a rule made by someone in authority
- **rule**- a guide to show how to act

Directions: Write the word in a sentence.

1. community

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2. law

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3. rule

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NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

## Reading Comprehension

Directions: Read the sentences and decide if it is a rule or a law. Write rule or law on the line.

Ana wore her helmet when she rode her bike. \_\_\_\_\_

Ana came to school today. \_\_\_\_\_

Ana raises her hand. \_\_\_\_\_

Ana walked quietly in line. \_\_\_\_\_



## Adjectives

- Adjectives describe a noun.  
Example: That is a **big** dog.

Directions: Read the sentence. Circle the adjective in each sentence that shows responsible citizenship.

1. Sally is a good listener.
2. The caring class cleaned the park.
3. Shaniqua is a nice person.
4. Karen is a responsible student.
5. Luis is a great friend.

## Reading Comprehension

Directions: Read the passage. Answer the questions.



Antonio is a good listener. He follows all the directions. Antonio helps his teacher. Antonio finishes all his work. Antonio has lots of friends.

1. Is Antonio responsible?  
Yes                      No
2. Who does Antonio help?  
His teacher              His friends
3. Does Antonio finish his work?  
Yes                      No

## What Is a Law?

by ReadWorks

A country has laws. Laws are rules. They tell what people are allowed, and not allowed, to do.

Laws keep people safe. Some laws keep people from driving too fast. Road signs remind people of the safe speed.

Laws keep places clean. Some places have laws so that people don't litter. When people litter, they throw trash on the ground. Signs often remind people not to litter.

A good citizen obeys the laws. What if the law is unfair? Then people can work to change it.



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

1. What is a law?

- A. a name
- B. a rule
- C. a good citizen

2. The passage describes laws. What do we learn at the *end* of this passage about laws?

- A. Laws are rules.
- B. People can work to change unfair laws.
- C. Laws keep places clean.

3. Laws help keep people safe. What part of the passage shows us that this is true?

- A. "Some laws keep people from driving too fast."
- B. "Laws keep places clean."
- C. "A good citizen obeys the laws."

**Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.**

**This document provides a breakdown of activities per week. Please check off the pages as they are completed.**

# 1<sup>st</sup> Grade

## Week 1:

- ReadWorks: Sunlight in the Night
- ReadWorks: A Loud Concert

## Week 2:

- ReadWorks: A Dog Is a Mammal
- ReadWorks: How to See Sound

## Week 3:

- ReadWorks: Your Sense of Smell
- ReadWorks: What Is a Bird?

## Week 4:

- ReadWorks: An Elephant's Excellent Trunk
- ReadWorks: Maria Recycles
- ReadWorks: If I Had a Wish for Water

Week

2

# A Dog Is a Mammal

by Rachelle Kreisman



Every dog is a mammal. All mammals have hair on their bodies. People, horses, and elephants are also mammals.

Hair protects a mammal's skin. The hair keeps skin from getting scraped. Hair also protects mammals from cold and heat.

What else makes an animal a mammal? Here are some examples.

Every mammal has a backbone. That bone is also called the spine.

Mammals are warm-blooded. That means the temperature in their bodies is warm and usually stays the same.

Female mammals make milk in their bodies. They feed the milk to their babies.

# mammal mam · mal

## Definition

noun

1. an animal that has hair and feeds its babies with milk from the mother.

*Dogs, whales, and humans are mammals.*

## Spanish cognate

*mamífero*: The Spanish word *mamífero* means mammal.

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

1. Bats are **mammals**. Mammals are warm-blooded animals that have hair on their bodies.
2. Whales are big ocean **mammals**. Mammals are animals that drink milk from their mothers.
3. A **mammal** is an animal that has hair on its body. Mammals are warm-blooded.
4. The African elephant is the largest living land **mammal**, and the ostrich is the largest living bird.
5. The only fish Liza liked were dolphins, except her teacher told her that dolphins were **mammals**, not fish.
6. Every dog is a **mammal**. All mammals have hair on their bodies. People, horses, and elephants are also mammals.
7. The Mississippi is home to all kinds of animals. More than 250 types of fish and at least fifty kinds of **mammals** live along the river.
8. Bats are the only mammals that can fly. A **mammal** is a warm-blooded animal that has fur or hair on its body. Female mammals feed their babies milk from their bodies.
9. Marsupials are a special kind of **mammal**. Marsupials have hair like other mammals. They give birth to live babies. They make milk to feed their young. But marsupials have something that makes them different from other mammals.



# protect pro · tect

## Definition

### verb

1. to defend or keep safe from danger or harm.

*A fence protects us from our neighbor's dog.*

*The new law protects workers against certain dangers in factories.*

### transitive verb

1. in economics, to guard the secure growth of (an industry) by means of tariffs on competing goods from other countries.

*The government took steps to protect the food industry.*

### intransitive verb

1. to provide or be capable of providing a shield against danger or harm.

## Spanish cognate

*proteger.* The Spanish word *proteger* means protect.

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

1. Spiders are helpful animals. They **protect** plants by eating insects--their favorite food! That helps farmers keep their crops alive.
2. Efforts are being made to help **protect** horseshoe crabs. Scientists warn it will take 20 to 30 years to see if the horseshoe crab population has increased.
3. Hard shells **protect** turtles. A predator cannot bite the hard shell. Some turtles can pull their legs inside their shells. They can pull in their heads and tails too.
4. "Coral reefs are incredibly threatened," Rick MacPherson of California's Coral Reef Alliance told Weekly Reader. "They require, now more than ever, that people pay attention and work toward **protecting** them."
5. A clownfish has scales on its body. This fish sleeps in the branches of a poisonous plant. The plant helps **protect** the fish at night. The clownfish eats small plants.
6. Some ants are soldiers. Their job is to **protect** the nest. They stand near the nest's entrance and guard it. They fight off enemy insects that try to enter the nest.
7. Klimley says that at least seven kinds of sharks are endangered. The number of those sharks has dropped in the past ten years. Klimley hopes that people will help **protect** sharks.

8. Without your skeleton, you'd be as floppy as a wet noodle. Your skeleton doesn't just hold you up; it also **protects** your organs and works with your muscles so you can move around.
9. At 1 year to 2 years old, polar bears are very playful. They still stay near their mother. Polar bears learn how to hunt and **protect** themselves by playing and wrestling with a brother or sister.
10. In the United States, some states are passing laws that say how many crabs can be caught each year. The U.S. government wants to make Delaware Bay, where many horseshoe crabs live, a **protected** area. Delaware Bay is near Virginia, Maryland, and Delaware.

# temperature

 tem · per · a · ture

## Definition

### noun

1. the degree of heat or cold in an object or an environment.

*The temperature is higher in the afternoon than in the evening.*

2. a condition when the body is warmer than normal because of illness; fever.

*John stayed in bed because he had a temperature.*

3. the measurement of heat or cold as shown in degrees on a thermometer.

*Ice melts when the temperature is above zero degrees.*

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

1. "The rain cloud means that today it is going to rain all day. And here it says the **temperature**: 85 degrees Fahrenheit."
2. A reptile is an animal that has hard, dry skin. Reptiles are cold-blooded. Their body **temperature** changes as the temperature of the air or water they live in changes.
3. Ice cubes and water have differences, but they are made out of the same stuff. So why do they look and feel different? The answer is **temperature**. Temperature is how hot or cold something is.
4. For over one hundred years, people tried again and again to climb the towering mountain. They always failed. Mount Everest has high winds and freezing **temperatures**. The air is thin and there is a risk of avalanches.
5. The same thing happens in the sky. Water is everywhere. But usually the water particles are spread so far apart that you cannot see them. When warm air becomes colder, it condenses. The cool **temperatures** draw the water particles together. This forms the rain cloud.
6. Within a minute Fiennes' hand was frozen and completely useless. He knew that he only had a matter of minutes before his core **temperature** (the temperature of his major organs) would begin to fall. Disappointed, Fiennes knew he had only one real choice. He had to turn around and go back.
7. Many people think deserts are hot places. Deserts can also be cold. The Sahara in Africa is a hot desert. The **temperature** there gets up to 122 degrees Fahrenheit! The Gobi desert in Asia is a cold desert. So is Antarctica. The temperature in Antarctica has fallen as low as -129 degrees Fahrenheit. All deserts have one thing in common. They are very dry places.
8. Jeremy's dad put a hand on his forehead and checked for a **temperature**. Nothing.

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

1. What does every mammal have?

- A. hair and a backbone
- B. scales
- C. a tail

2. This text describes the characteristics of mammals. Which of the following animals are mammals?

- A. birds, eagles, and penguins
- B. people, horses, and elephants
- C. snakes, lizards, and crocodiles

3. Mammals have hair and backbones. Dogs are mammals. Based on this information, what is true about dogs?

- A. Dogs have hair. Dogs do not have backbones.
- B. Dogs have both hair and backbones.
- C. Dogs have backbones. Dogs do not have hair.

4. What is "A Dog Is a Mammal" mostly about?

- A. how hair protects mammals
- B. dogs and other pets
- C. the characteristics of mammals

5. Name something that dogs and people have in common.

One thing that dogs and people have in common is

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6. What did you learn from "A Dog Is a Mammal"?

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7. **Class Discussion Question:** Explain whether a mammal's backbone or a mammal's hair would help it stay warm in cold weather. Use information from the text to support your answer.

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8. Draw a picture of a mammal. Try to label something that makes it a mammal.

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

These pictures show a mammal:



1. Please say the word **mammal** out loud.

2. Please write the word **mammal**.

\_\_\_\_\_

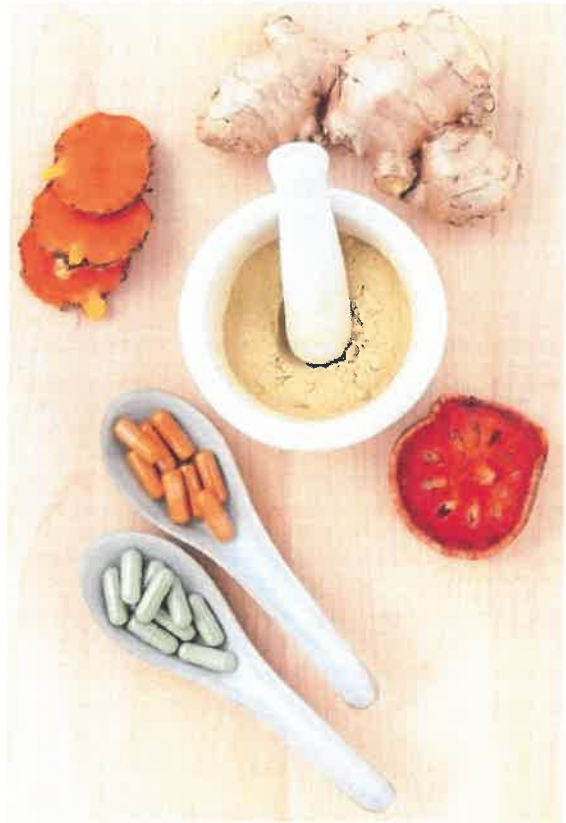
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3. Look at the pictures below. Which picture shows a mammal?



4. Draw a picture of a mammal.

5. Create a sentence that uses the word **mammal**. Say the sentence out loud with a partner or write it down.

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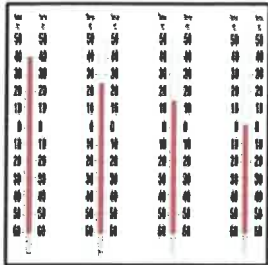
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

These pictures show things that measure temperature:



1. Please say the word **temperature** out loud.

2. Please write the word **temperature**.

\_\_\_\_\_

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\_\_\_\_\_

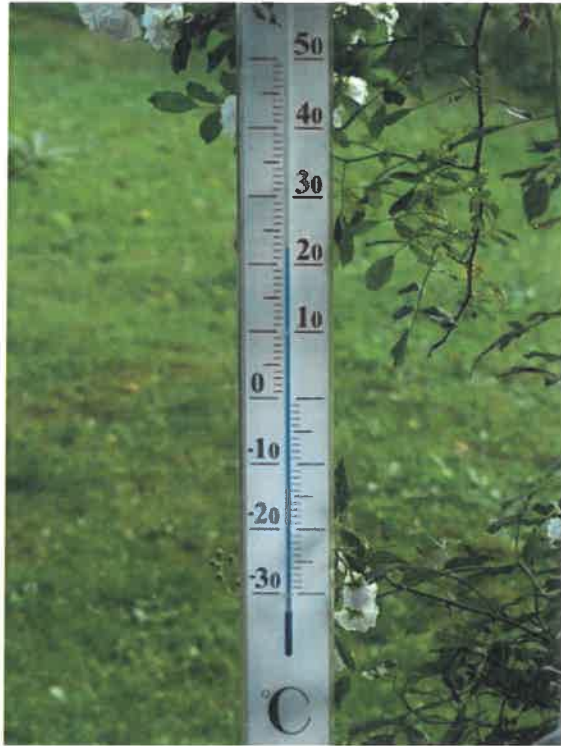
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3. Look at the pictures below. Which picture shows something that measures **temperature**?



4. Draw a picture of something that measures **temperature**.

5. Create a sentence that uses the word **temperature**.

Say the sentence out loud with a partner or write it down.

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

These pictures show people wearing things that protect them:



1. Please say the word **protect** out loud.

2. Please write the word **protect**.

\_\_\_\_\_

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\_\_\_\_\_

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3. Look at the pictures below. Which picture shows an animal **protecting** another animal?



4. Draw a picture of an animal **protecting** another animal.

5. Create a sentence that uses the word **protect**. Say the sentence out loud with a partner or write it down.

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# How to See Sound

by ReadWorks



Sounds are all around. Sounds are inside and outside. Sounds can be loud or soft. Sound can make things vibrate, or move.

You can hear sounds, but can you see them? Yes! Try this to see how sounds can make things move.

First, tape a piece of thread onto the speaker of a radio. Let the thread hang down in front of the speaker. Next, turn on the radio. Watch the thread carefully.

Does the sound make the thread move? If not, turn up the volume to make the sound louder. The sound from the speaker should make the thread move.

**radio** ra · di · o**Definition****noun**

1. a piece of equipment that receives radio signals and changes them into sound.

*I listen to the news on the radio every morning.*

**Spanish cognate**

*radio*: The Spanish word *radio* means radio.

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

1. "How can you get ready for a hurricane? You can pack a safety kit with water, a **radio**, a flashlight, batteries, blankets, and food. "
2. Save electricity by turning off the lights when you leave a room. Do not leave a **radio** or TV on if you aren't using it.
3. Let's say you want to call Sam. You dial his phone number. Your phone sends a message to a cell phone tower near you. The message travels by **radio** wave.

# sound sound

## Definition

### noun

1. anything that people or animals hear with their ears.

*The room was filled with sound.*

2. a particular noise.

*I woke up when I heard a sound downstairs.*

*The human voice makes many different sounds.*

### verb

1. to seem or appear a certain way after being heard or read about.

*Your vacation plans sound great.*

2. to seem a certain way when heard by the ears.

*His voice sounds beautiful to me.*

*That noise sounds like a bird.*

## Spanish cognate

*sonido*: The Spanish word *sonido* means sound.

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

1. Do you think it **sounds** like fun to ride in a bumper car?
2. Sam's brother holds his guitar. He plucks the strings. They vibrate and make **sound**.
3. People have five senses: hearing, sight, smell, taste, and touch. We hear many **sounds** during spring.
4. Sam and his father buckled up. The blades on top of the helicopter spun around. Whirr! Whirr! The blades made a big **sound**.
5. Mr. Lee walked into the tall grass. He heard a strange **sound**. He stopped and noticed a terrible smell. He looked down as a skunk ran off.



**speaker** speak · er**Definition****noun**

1. a person who speaks.

*Everyone turned around to see the speaker of these surprising words.*

*We had a visiting speaker in our class today.*

2. an electronic device that produces sound; loudspeaker.

*My stereo system has two speakers.*

3. (sometimes capitalized) the leader of the U.S. House of Representatives or other legislative assembly.

*In 1999, Dennis Hastert became the Speaker of the House of Representatives.*

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

1. King taught people to treat one another with kindness. He was a very good **speaker**.
2. Frederick Douglass was one of the most famous African-American abolitionists. That means he worked to abolish slavery. He was the leading African-American **speaker** of the 1800s.
3. The Ocean Life exhibit was dark and quiet. Spooky sounds filtered down from the **speakers** which were supposed to make them feel like they were underwater.

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

1. According to the passage, what can sound make things do?

- A. vibrate, or move
- B. break
- C. make music

2. The passage describes sound. How is sound described?

- A. Sound is only loud.
- B. Sound can be loud or soft.
- C. Sound is only soft.

3. An experiment is described in the passage. This experiment shows the sound from the speaker can make the thread move. Which evidence from the passage shows this is true?

- A. The radio should be turned on.
- B. Tape is used to place the piece of thread onto the speaker of the radio.
- C. The volume of the sound can be turned up to make the thread move.

4. What is "How to See Sound" mostly about?

- A. what sound does
- B. where you can hear sounds
- C. an experiment that you can do to see sound

5. What can you do if you do not see the thread move when you turn on the radio?

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6. What did you learn from "How to See Sound"?

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**7. Class Discussion Question:** Explain how the sound makes the thread move.

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**8.** Draw a picture of sound making the thread move.

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

These pictures show things that make sound:



1. Please say the word **sound** out loud.

2. Please write the word **sound**.

Handwriting practice lines consisting of two sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

A large empty rectangular box for writing.

A large empty rectangular box for writing.

3. Look at the pictures below. Which picture shows something that makes **sound**?



4. Draw a picture of something that makes **sound**.

5. Create a sentence that uses the word **sound**. Say the sentence out loud with a partner or write it down.

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**4. What is the main idea in "What Is a Law?"**

- A. Laws tell people what they are allowed and not allowed to do.
- B. Laws are unfair. People need to work to change them.
- C. Laws are rules that keep people safe or places clean.

**5. What reminds people of laws?**

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**6. What did you learn from "What Is a Law?"**

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**7. Class Discussion Question:** The end of the passage states: "A good citizen obeys the laws." Explain what a law is and why following the laws makes you a good citizen.

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**8. Draw a sign that reminds people to follow the laws.**