

1st Grade- Week 3

Dear Parent/Guardian,

During Week 3, your child will review a variety of skills, including the oo and u sound that you hear in book, high-frequency words, sequencing, inflectional endings *-ed*, and *-ing*, and charts.

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/>

Week 3 At A Glance	
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Phonics Page 141
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> High Frequency Words Page 142
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Comprehension Page 147
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Inflectional Endings Page 148
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Text Feature Page 149

Name _____

The letters oo and u can make the middle sound you hear in book.

Circle the word in each group that has the same middle sound you hear in took. Write the word.

1. hook

rope

nut

hook

2. shake

shook

stop

3. fun

flop

full

4. foot

tune

fudge

5. rush

patch

push

Name _____

Complete each sentence. Use one of the words in the box.

done soon every after work buy

1. Matt will _____
_____ a hat.



2. Now she is _____!



3. They will go to the park _____ school.



4. There is a lot of _____ to do.



5. There are dots on _____ sock.



6. He will wake the cat _____.



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Name _____

Put the following sentences in order. Use “The Food We Eat” to help you. Write 1, 2, 3, and 4 next to the sentences to put them in order.

_____ Next, trucks take crops to a shop.



_____ Last, the family eats.



_____ First, the farm grows beans and grapes.



_____ Then, the family buys the food.



Name _____

When you add **-ed** or **-ing** to the end of a word that ends with a vowel and a consonant, double the last consonant.

dropo + ed = drop + **p** + **ed** = **dropped**

dropo + ing = drop + **p** + **ing** = **dropping**

A. Add -ed to each word. Write the new word.

1. tag

tagged

2. stop

3. grab

4. slam

B. Add -ing to each word. Write the new word.

5. hug

6. plan

7. drip

8. skip




C. Write a sentence using a word you wrote above.

9. _____

Name _____

A **chart** provides information in an organized way.

**A. Use the chart to compare different foods.
Answer the questions.**

Food Colors		
Red	Yellow	Green
apple  tomato _____ - - - - - _____	lemon  butter _____ - - - - - _____	lime  peas _____ - - - - - _____

1. Circle the two foods that are green.

lemon peas lime

- - - - -

2. What color is a lemon? _____

B. Think of other foods that are red, yellow, or green. Add their names to the chart.