

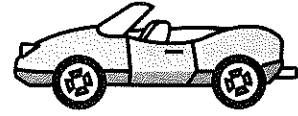
# **FIRST GRADE**

## **WEEK 6**



Name \_\_\_\_\_

The letters **ar** together make the sounds  
you hear at the end of **car**.



Read the words in the box. Listen for the **ar** sounds.  
Write the word that names each picture.

scarf

arm

shark

star

1.

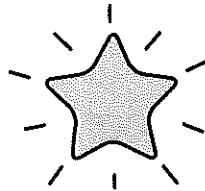
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2.

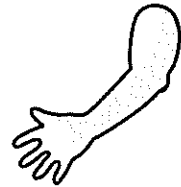
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3.

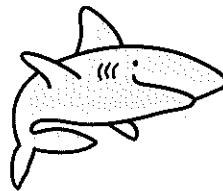
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4.

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Write your own sentence using a word from  
the box.

5.

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Name \_\_\_\_\_

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

four      none      only      large      put      round

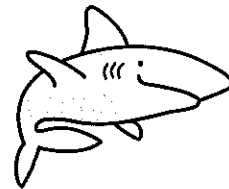
1. The shape of this cake is \_\_\_\_\_.



2. I see \_\_\_\_\_ one cat here.

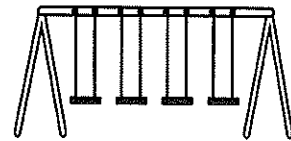


3. That shark is \_\_\_\_\_!



4. Carl wants an apple, but there are \_\_\_\_\_.

5. There are \_\_\_\_\_ swings.



6. I can help \_\_\_\_\_ the dishes in the sink.

Name \_\_\_\_\_

**Read the sentence. Circle the word that completes each sentence. Write the word on the line.**

1. I got a \_\_\_\_\_ in the mail today.

card car

2. A \_\_\_\_\_ can swim fast.

shark sharp

3. The ducks and hens live on a \_\_\_\_\_.

far farm

4. I saw a pig near the \_\_\_\_\_.

barn bark

5. We can swing and play in the \_\_\_\_\_.

park part

Name \_\_\_\_\_

We add **-s** or **-es** to make some words mean “more than one.”

farm —————> farms

marsh —————> marshes

Some words change in other ways to mean “more than one.”

man —————> men

child —————> children

Some words do not change to mean “more than one.”

sheep —————> sheep

**Circle the correct word to complete the sentence.**  
**Write the word.**

1. The five \_\_\_\_\_ ran away.

mouses      mice

2. All the \_\_\_\_\_ went to the park.

children      childs

3. A shark has many sharp \_\_\_\_\_.

tooths      teeth

Name \_\_\_\_\_

Two sentences can be joined together. The words **and**, **but**, and **or** are used to combine sentences.

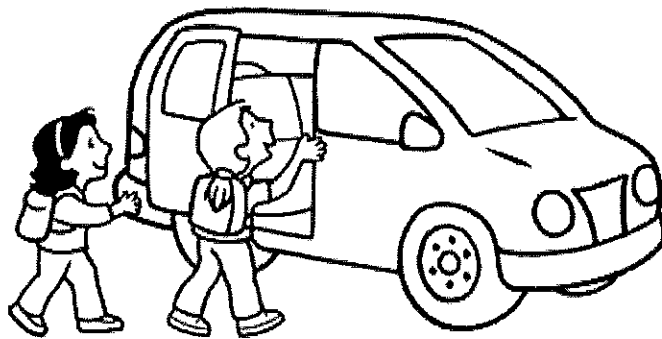
Examples: Kyle had a snack **and** Max ate lunch.

We can go to the park **or** we can go to the pool.

I like reading **but** I like math better.

**Circle the word used to join the two sentences.**

1. I like to run and I like to jump.
2. Can Ella come to my party or can Lily come?
3. Kim rides a bike but Brad rides a scooter.
4. Bobby has a dog and he has a cat.
5. Today Mara can swim or she can see a play.



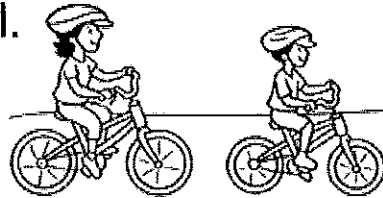
Name \_\_\_\_\_

A cause and an effect can be joined into one sentence using **so** or **because**.

Cause: The streets have bike paths.

Effect: Sam can ride his bike to school.

The streets have bike paths **so** Sam can ride his bike to school.



Combine the sentences using so or because.

1. Callie's mom got a new car. Her old one broke.

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2. Steve helped his mom. She took him to the park.

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Name \_\_\_\_\_

**And, but, and or** are words used to combine sentences.

Special place names begin with capital letters.

Example: Rachel went to **L**ong **B**each **and** she had fun.



**Draw a circle around the words that combine the sentences. Draw a line under the words that should begin with a capital letter.**

1. Val can take a music class or she can take an art class.
2. Gina had lunch at the tip top diner and her best pal came with her.
3. Helen waters the plants so they will grow.
4. Peter wanted to pick pumpkins but applegate farm was closed.
5. Ann lives in new jersey and her cousins live in texas.

Name \_\_\_\_\_

**So** and **because** are used to join two sentences together when there is a cause and effect.

The name of a special place begins with a capital letter.

Example: Lenny went to **P**ark **C**ity **Z**oo **because** he wanted to see the zebras.



**A. Fill in the circle by the sentence that is written correctly.**

1. ☐ I can't go to pete's pizza because I have homework.  
☐ I can't go to Pete's Pizza because I have homework.  
☐ I can go to Pete's Pizza so I have homework.
2. ☐ My cat was hungry because I fed her.  
☐ My cat was hungry I fed her.  
☐ My cat was hungry so I fed her.

**B. Write so or because to complete each sentence.**

3. There was a fire in the forest \_\_\_\_\_ the firefighters came.

4. The firefighter came to the forest \_\_\_\_\_ there was a fire.

Name \_\_\_\_\_

**Read the spelling words in the box.**cart  
yarnbarn  
harmarm  
fourart  
none**Find the spelling words in the puzzle. Draw a circle around each word.**

c	u	x	s	p	j	k	i	e
a	k	i	y	a	g	m	s	w
r	t	b	a	r	b	a	r	n
t	j	r	s	t	v	a	r	m
g	z	f	m	u	y	j	m	e
a	q	o	f	b	a	k	u	i
t	j	u	x	m	r	g	t	v
s	h	r	u	a	n	o	n	e
c	r	s	w	t	c	f	r	p
g	h	a	r	m	b	q	y	f

Name \_\_\_\_\_

cart  
harm

barn  
happy

arm  
key

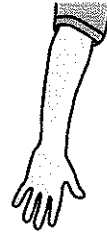
art  
four

yarn  
none

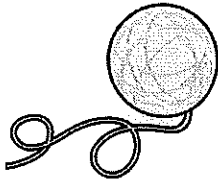
**Write the spelling word that names the picture.**



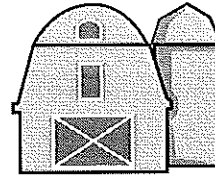
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



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

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

# Contraction Sentences

Use each contraction in a complete sentence.

he's

I'm

they'll

isn't

who's

wasn't

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

## Contraction Sentences

Put the two words together using an apostrophe.

he is going to come back soon

i am very happy today

the kids were not on time

**QAR: Right There**

Read the passage. Then complete the exercises.  
Underline the sentences in the passage where you found your answers.

**Wendy's Trip**

Wendy lived in a hot place.  
Wendy wanted to see snow.  
She asked Dad for a trip to see snow.  
Dad did not answer.

One day, Dad took Wendy to a store.  
The store had warm, heavy coats.  
Dad got Wendy a coat.  
Wendy and Dad went to see the snow!

1. What did Wendy want to do?

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2. Where did Dad take Wendy one day?

---

---

3. What did the store have?

---

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# School-Home Letter

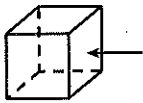
**Dear Family,**

My class started Chapter 11 this week. In this chapter, I will learn about three-dimensional shapes. I will learn how to make objects and larger shapes from other shapes.

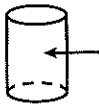
Love, \_\_\_\_\_

## Vocabulary Builder

**flat surface**



**curved surface**



*6 days  
5/4 = 5/8*

## Home Activity

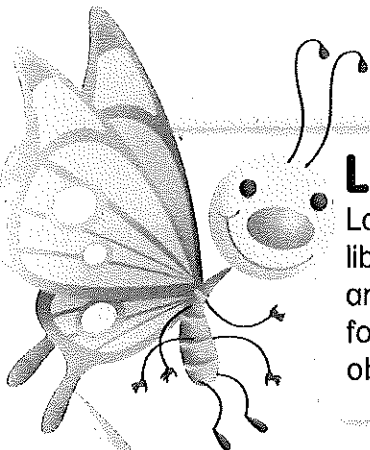
Use a paper towel roll (cylinder), a tennis ball (sphere), a cube-shaped box or building block (cube), and a book (rectangular prism). Build objects using these or other household items of the same shapes. Have children name each shape used in the objects you make.

## Literature

Look for these books in a library. Point out shapes and how they can be found in everyday objects.

**The Greedy Triangle**  
Marilyn Burns.  
Scholastic,  
2008.

**Captain Invincible and the Space Shapes**  
Stuart J. Murphy.  
HarperCollins Publishers,  
2001.



# Carta para la casa

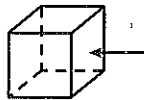
## Querida familia:

Mi clase comenzó el Capítulo 11 esta semana. En este capítulo, aprenderé sobre las guras tridimensionales. Aprenderé a hacer objetos y guras más grandes tomando como base otras guras.

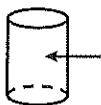
Con cariño, \_\_\_\_\_

### Vocabulario

**superficie plana**



**superficie curva**



### Actividad para la casa

Use un rollo de papel (cilindro), una pelota de tenis (esfera), una caja con forma de cubo o un bloque de construcción (cubo) y un libro (prisma rectangular). Construya objetos usando estas u otras cosas con formas similares que encuentre en la casa. Pídale a su hijo que nombre cada figura usada en los objetos que usted haga.

### Literatura

Busque estos libros en una biblioteca. Señale las figuras y muestre a su hijo cómo las puede encontrar en los objetos que ve a diario.

#### The Greedy Triangle

por Marilyn Burns.  
Scholastic, 2008.

#### Captain Invincible and the Space Shapes

por Stuart J. Murphy.  
HarperCollins Publishers, 2001.

Name \_\_\_\_\_

**HANDS ON**  
**Lesson 11.1**

## Three-Dimensional Shapes

Use three-dimensional shapes.

Write the number of flat surfaces for each shape.

1. A cylinder has \_\_\_\_ flat surfaces.

2. A rectangular prism has \_\_\_\_ flat surfaces.

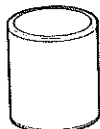
3. A cone has \_\_\_\_ flat surface.

4. A cube has \_\_\_\_ flat surfaces.

### PROBLEM SOLVING REAL WORLD

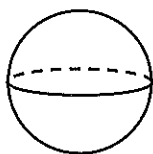
5. Circle the object that matches the clue.

Mike finds an object that has only a curved surface.

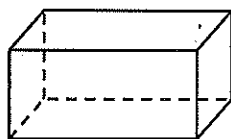


## Lesson Check

1. Which shape has both flat and curved surfaces?



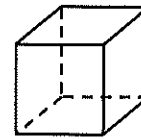
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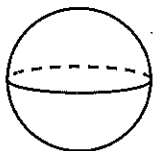


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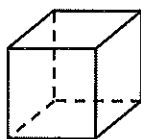


☐

2. Which shape has only a curved surface?



☐



☐



☐



☐

## Spiral Review

3. Count forward. What number is missing? (Lesson 6.1)

109, 110, 111, —, 113

107

☐

108

☐

112

☐

117

☐

4. What is the sum of 2 and 3? (Lesson 1.2)

1

☐

4

☐

5

☐

6

☐

Name \_\_\_\_\_

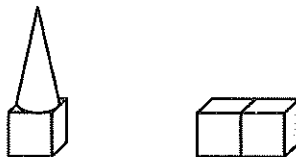
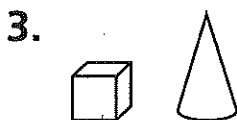
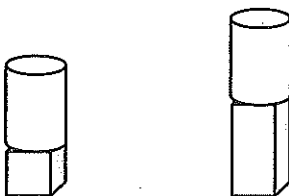
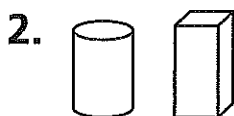
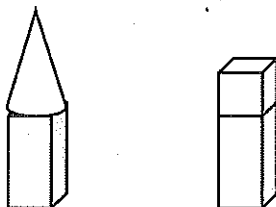
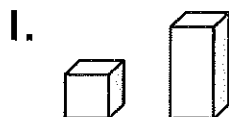
**HANDS ON**  
**Lesson 11.2**

# Combine Three-Dimensional Shapes

Use three-dimensional shapes.

Combine.

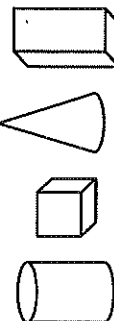
Which new shape can you make?  
Circle it.





## PROBLEM SOLVING

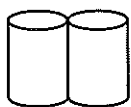
REAL WORLD

4. Circle the shapes you could use to model the bird feeder.



## Lesson Check

1. Which shape combines  and .



☐



☐



☐



☐

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## Spiral Review

2. What is the sum? (Lesson 8.2)

$$40 + 20 = \underline{\quad}$$

60

☐

50

☐

42

☐

20

☐

- 
3. Emi has 15 crayons. She gives some crayons to Jo. Now she has 9 crayons. How many crayons did Emi give to Jo? (Lesson 5.1)

4

☐

6

☐

7

☐

12

☐

Name \_\_\_\_\_

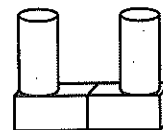
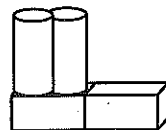
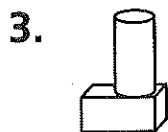
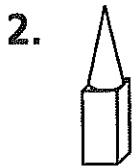
**HANDS ON**  
**Lesson 11.3**

**Make New Three-Dimensional Shapes**

**Use three-dimensional shapes.**

**Build and Repeat.**

**Combine. Which new shape can you make? Circle it.**



**PROBLEM SOLVING**

**REAL WORLD**

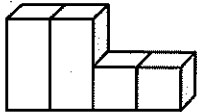
4. Dave builds this shape.  
Then he repeats and combines.  
Draw a shape he can make.



## Lesson Check

1. Which new shape can you make?

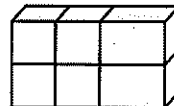
Combine  and .



☐



☐



☐



☐

## Spiral Review

2. Which addition fact helps you solve  $15 - 6 = \underline{\quad}$ ? (Lesson 4.3)

$$6 + 5 = 11$$

☐

$$8 + 6 = 14$$

☐

$$6 + 7 = 13$$

☐

$$6 + 9 = 15$$

☐

3. Which doubles fact helps you solve  $5 + 6 = 11$ ? (Lesson 3.5)

$$3 + 3 = 6$$

☐

$$4 + 4 = 8$$

☐

$$5 + 5 = 10$$

☐

$$7 + 7 = 14$$

☐



Name \_\_\_\_\_

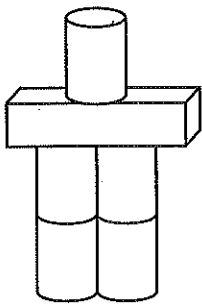
## PROBLEM SOLVING

### Lesson 11.4

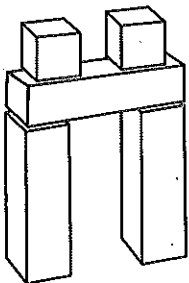
## Problem Solving • Take Apart Three-Dimensional Shapes

Use three-dimensional shapes.  
Circle your answer.

1. Paco used shapes to build this robot. Circle the shapes he used.



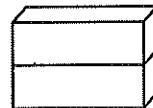
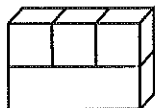
2. Eva used shapes to build this wall. Circle the shapes she used.



## PROBLEM SOLVING

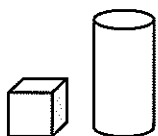
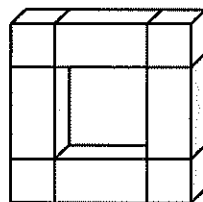


3. Circle the ways  
that show the  
same shape.

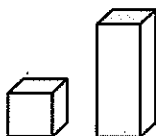


## Lesson Check

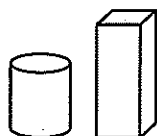
1. Which shapes are used to make the picture frame?



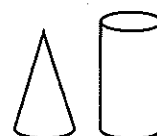
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☐



☐



☐

## Spiral Review

2. Which is true? (Lesson 7.3)

$$13 > 31$$

☐

$$13 = 31$$

☐

$$31 < 13$$

☐

$$31 > 13$$

☐

3. What is the difference? (Lesson 8.9)

$$60 - 30 = \underline{\quad}$$

60

☐

30

☐

20

☐

3

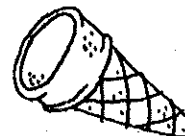
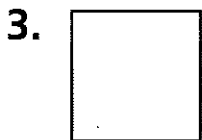
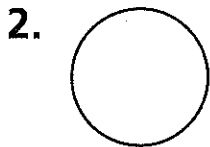
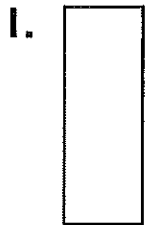
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Name \_\_\_\_\_

# HANDS ON Lesson 11.5

## Two-Dimensional Shapes on Three-Dimensional Shapes

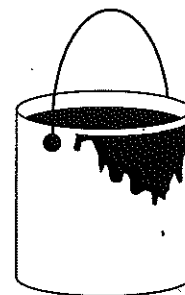
Circle the objects you could  
trace to draw the shape.



### PROBLEM SOLVING

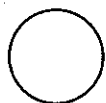


4. Look at this shape.  
Draw the shape you  
would make if you  
traced this object.

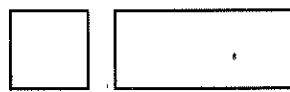
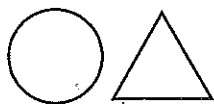


## Lesson Check

1. Which flat surface does a cone have?



2. Which flat surfaces could a rectangular prism have?



## Spiral Review

3. Jade has 8 books. She gives some of them to Dana. Now Jade has 6 books. How many did she give to Dana? Which subtraction sentence answers the problem? (Lesson 4.1)

$$9 - 3 = 6 \quad 9 - 2 = 7 \quad 8 - 3 = 5 \quad 8 - 2 = 6$$



4. What is the sum? (Lesson 1.5)

$$3 + 0 = \underline{\quad}$$

0



1



3



4



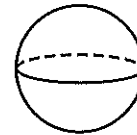
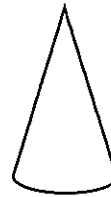
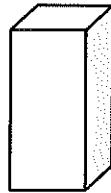
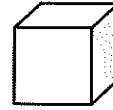
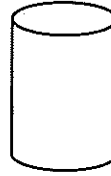
Name \_\_\_\_\_

## Chapter 11 Extra Practice

### Lesson 11.1 (pp. 457–460)

Use three-dimensional shapes.  
Write the number of flat surfaces  
for each shape.

1. A cone has \_\_\_ flat surfaces.
2. A cube has \_\_\_ flat surfaces.
3. A cylinder has \_\_\_ flat surfaces.
4. A rectangular prism has \_\_\_ flat surfaces.

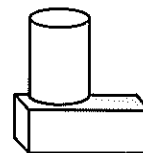
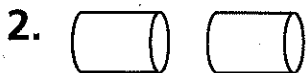


### Lesson 11.2 (pp. 461–464)

Use three-dimensional shapes.

Combine.

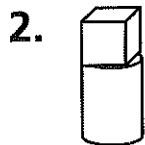
Which new shape can you  
make? Circle it.



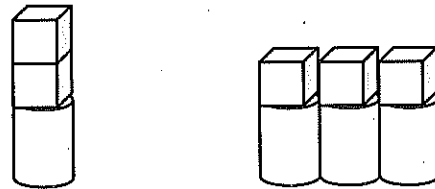
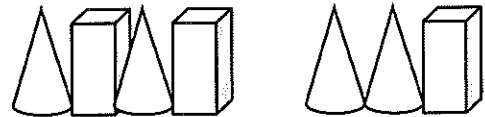
## Lesson 11.3 (pp. 465–467)

Use three-dimensional shapes.

**Build and Repeat.**

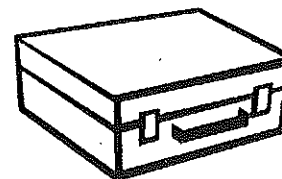
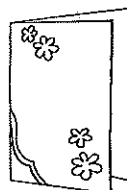
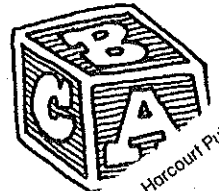
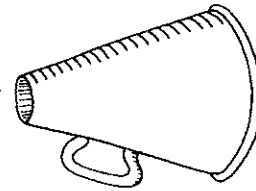


**Combine. Which new shape can you make? Circle it.**



## Lesson 11.5 (pp. 473–476)

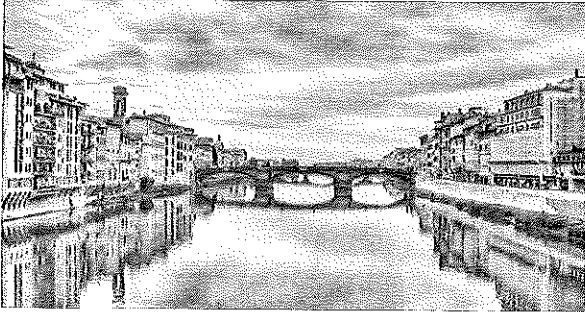
Circle the objects you could trace to draw the shape.



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Chapter 11

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



4. Draw a picture of a **river**.

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

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# Our President Lives in the White House

by ReadWorks



Washington, D.C., is the capital of the United States of America. The White House is in Washington, D.C.

The president and the president's family live in the White House. The president's pets live there too.

The White House has 132 rooms. It has 35 bathrooms.

It has a swimming pool and a movie theater.

The White House has a special office. It is called the Oval Office. The president works in the Oval Office.

The White House has a lot of color. It has a room named the Blue Room where the president meets many of his guests. It also has a Green Room and a Red Room! Both rooms are sitting rooms usually used to welcome guests or to celebrate an event.



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

1. Who lives in the White House?

- A. the president and the president's family and pets
- B. actors and actresses from famous movies
- C. nobody

2. What building does this passage describe?

- A. the Empire State Building
- B. the Lincoln Memorial
- C. the White House

3. The White House has 132 rooms including a swimming pool, movie theater, Oval Office, and Blue Room. What does this information tell us about who uses the White House?

- A. The White House is only used as a home for the president.
- B. The White House is only a building where people go to work.
- C. The White House is used for many things, including work and as a home.



4. What is "Our President Lives in the White House" mostly about?

- A. the capital of the United States of America
- B. the president of the United States of America
- C. the White House and its rooms

5. Where is the White House?

6. What did you learn from "Our President Lives in the White House"?

7. **Class Discussion Question:** Explain why there are so many rooms in the White House.

8. Draw a picture of the White House.



# We Need Fresh Water

by Linda Ruggieri



Our planet is Earth. Water covers most of our planet. Almost all of that water is salt water. Salt water is very salty. People, animals, and plants need fresh water to live. Fresh water is not salty.

Earth does not have as much fresh water as salt water. People should remember to use fresh water carefully. They should never waste it.

Where is Earth's fresh water? Fresh water is found in rivers, lakes, and streams. It can also be found under the ground. Machines pump the water to the surface for people to use.



# fresh fresh

## Definition

### adjective

1. just made, received, cleaned, or experienced.

*Please put on a fresh shirt.*

*They enjoyed a fresh cup of tea.*

2. cool, refreshing, and pure.

*We enjoyed the fresh sea air.*

3. not salty.

*We drank fresh water from the mountain stream.*

4. still good to eat or drink; not spoiled.

*The milk is not fresh.*

5. not preserved by freezing or canning.

*We like fresh fish.*

## Spanish cognate

*fresco*: The Spanish word *fresco* means fresh.

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

1. Top a bowl of yogurt with **fresh** fruit and granola.
2. People also like to add **fresh** onions and corn. The corn can either be boiled in water or dried in heat.
3. Lakes usually have **fresh** water, but some lakes have salt water.
4. Rain gives **fresh** water to people and animals for drinking. Plants also need water to grow.
5. If people in cities want **fresh** air, they can go to a park. People made parks in cities.

# machine    ma · chine

## Definition

### noun

1. a piece of equipment with a system of parts that work together to do or make something.

*I clean my clothes in a washing machine.*

2. an organized group that controls the workings of an organization or cause.

*the political machine*

3. any complicated or intricate system.
4. a human being who performs or behaves with the regularity or predictability of a mechanical device, or appears to be without emotion.

### transitive verb

1. to construct, prepare, cut, or finish using a machine.

*These garments are not sewn by hand; they are machined.*

## Spanish cognate

*máquina*: The Spanish word *máquina* means machine.

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

1. Computers are helpful **machines**.
2. First, the car is checked on a big **machine**. The car starts and the wheels spin. The machine checks all the car's parts.
3. In the fall, the trees have apples on them. That is when the apples are picked. Sometimes workers pick the apples. Sometimes big **machines** pick the apples.
4. Maria smiled. "Okay, so I'll put this shirt into the washing **machine**. Let's see if we can get this stain out. The three of us can eat some ice cream while we wait."
5. A blast of ice-cold air conditioning hit her face as they walked inside. It was very dark in the arcade. The only light came from the flashing video screens. The loud noise from the **machines** made Jessica's ears hurt.
6. Sometimes workers pick the apples. Sometimes big **machines** pick the apples. Next, the apples go into bins. The bins are put into cool warehouses. Then workers pack clean apples into boxes. Big trucks take the boxes of apples to grocery stores.
7. "So you're telling me this is a time **machine**?" Eric asked. "Yes," his Uncle Joseph replied. "I've been working on it for years here in my lab." Eric looked around the lab. A bank of computers lined one of the walls.

**river**   riv · er**Definition****noun**

1. a large natural stream of water that flows toward a lake, ocean, or other larger body of water.

*The river was too wide to swim across.*

2. a pouring out; stream.

*I cried a river of tears when my pet hamster died.*

*The rain turned the path into a river of mud.*

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

1. Rain and **river** water wore down the rocks. Together, the wind and water created the canyon we see today.
2. The Yangtze is the third longest **river** in the world. I was shocked when we got here because the water is brown.
3. It was different from the **river**, which had water that rushed by. One morning in the fall, the lake had fog over it.
4. And having both a **river** and an ocean made it easy for people to travel and transport goods. Around the world, many cities arose on deltas.
5. The **river** flows through forests that are home to jaguars, armadillos, snakes, monkeys, crocodiles, and anteaters. Along the river live about 170 different groups of native people.

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

1. What does the text say covers most of our planet?

- A. dirt
- B. water
- C. salt

2. This text describes fresh water and salt water. Which type of water covers most of our planet?

- A. Dirty water covers most of our planet.
- B. Salt water covers most of our planet.
- C. Fresh water covers most of our planet.

3. People, animals, and plants need fresh water to live. What does this information tell us about why it is so important to use fresh water carefully?

- A. If we waste our fresh water, people, animals, and plants could die.
- B. If we waste our fresh water, we will not be able to go swimming.
- C. If we waste our fresh water, people will need to move to the ocean.

4. What is the main lesson of "We Need Fresh Water"?

- A. Never waste fresh water because we need it to live.
- B. It is okay to waste salt water.
- C. Fresh water can be found in rivers, lakes, and streams.

5. What do people use to pump underground water to the surface?

To pump underground water to the surface, people use

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6. What did you learn from "We Need Fresh Water"?

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**7. Class Discussion Question:** Use information from the text to explain why it is so important to use fresh water carefully and never be wasteful.

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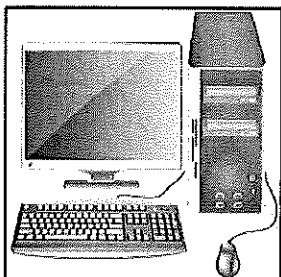
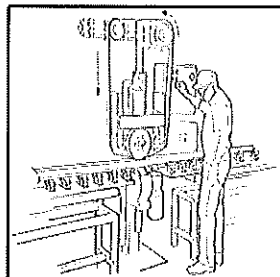
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8. Draw a picture of a place where you can find fresh water.

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

These pictures show a machine:



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

2. Please write the word **machine**.

\_\_\_\_\_

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\_\_\_\_\_

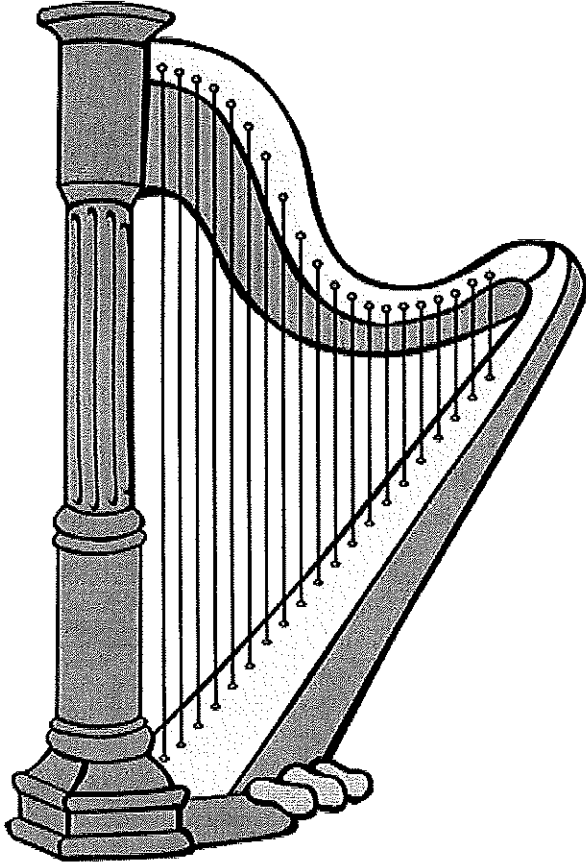
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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



4. Draw a picture of a **machine**.



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

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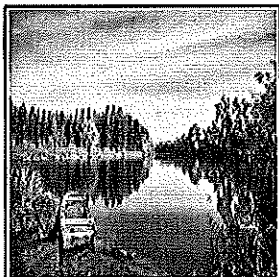
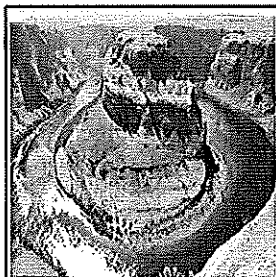
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

These pictures show a river:



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

2. Please write the word **river**.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Our House Rules

by ReadWorks



Photo Credit: Krzyboy20

My name is Annie. I live with my mother and brother.

Last week, I did not want to share my toys. My brother was upset.

My mother said it was time to make some rules. We talked about the rules we needed. Then we found a large piece of paper. We wrote the rules with a marker.

Here are our house rules:

1. Be kind.
2. Say please and thank you.
3. Share your toys.
4. If a door is closed, knock first.
5. Keep the house clean.

I like having house rules.



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

1. What did Annie not want to do last week?

- A. share her toys with her brother
- B. make house rules
- C. live with her mother and brother

2. Annie did not want to share her toys with her brother. Her brother was upset. How do Annie and her family solve the problem?

- A. They make rules.
- B. They sit in time-out.
- C. They have a fight.

3. House rule number three in Annie's family is "Share your toys." What part of the passage tells us why Annie's family probably made share your toys one of their rules?

- A. "We wrote the rules with a marker."
- B. "I live with my mother and brother."
- C. "I did not want to share my toys. My brother was upset."



4. What is the main lesson in "Our House Rules"?
- A. Always share your toys.
  - B. Rules cause everyone to fight.
  - C. Rules help keep people happy.
5. How did Annie and her family decide what their house rules would be?
6. What did you learn from "Our House Rules"?
7. **Class Discussion Question:** Explain why Annie might like her house rules.
8. Draw a picture of Annie and her family making their house rules.

