

FIRST GRADE

WEEK 7

Name _____

The end sound you hear in fur can be spelled er as in her, ir as in dirt, ur as in turn, and or as in word.

A. Read the words. Listen for the sound at the end of fur. Circle the word that names the picture.

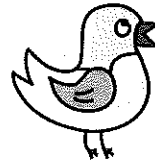
1. wide

worm



2. bed

bird



3. shirt

show



4. sun

surf



B. Use a word from the box to complete each sentence.

her

nurse

skirt

work

5. There is a _____ at my school.

6. _____ hat is green.

7. I have a pretty blue _____.

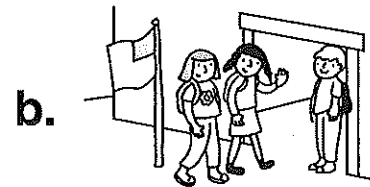
Name _____

Draw a line to match the sentence to the picture it describes.

1. Can I have **another** cup of water?



2. My bag is **full** of food.



3. The boy will **climb** up the tree.



4. We walk **through** the door at school.



5. The **poor** girl is sick.



6. That kite is **great**.



Name _____

Circle the word that completes the sentence.
Then write the word.

1. The _____ is in the nest.

bag bird

2. The bird will eat the _____.

wave worm

3. Nan _____ her foot.

hut hurt

4. I won _____ place!

first fish

5. He gave a gift to _____.

her harp

Name _____

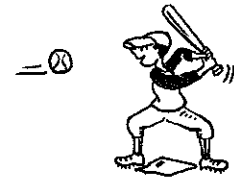
Adding **-er** to an action word changes the word to a naming word.

teach + **er** = **teacher**
a person who teaches

work + **er** = **worker**
a person who works

A. Add -er to the action word to make a naming word. Write the new word.

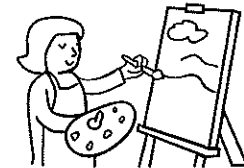
1. play + er = _____



2. help + er = _____



3. paint + er = _____



4. surf + er = _____



B. Write your own sentence. Use a naming word you wrote above.

5. _____

Name _____

An **adjective** is a word that tells about a noun.

A **noun** names a person, place, or thing.

Example: I looked at the **pretty** flowers.

adjective noun

Circle the adjective in each sentence. Underline the noun it tells about. The first one is done for you.

1. Ruff is a (shaggy) dog.
2. Michael is wearing blue shorts.
3. I ate a sweet apple for a snack.
4. Kim likes her warm coat.
5. We flew our kite on a windy day.



Name _____

An **adjective** tells number, color, size, shape, and how things look, feel, smell, or taste.

Examples: We ate **red** apples for lunch.

Mark ate **two little** apples.

A. Circle the adjective in each sentence.

1. Georgie likes to play in the green grass.
2. There are leafy trees in the yard.
3. Dad hung a new swing.
4. Mom gave us a cool drink.
5. I smell pretty flowers.



B. Write your own sentence using one of the adjectives you circled above.

6.

Name _____

Adjectives tell number, color, size, or shape.**Adjectives** also tell how things look, sound, feel, smell, or taste.

All sentences end with an end mark.

Read each sentence. Circle each adjective. Write the correct end mark on the line.1. I am cleaning my messy room _____

2. I see a big spider _____

3. Why is it on the green chair _____

4. I'll call my little sister for help _____

5. The black spider ran for her life _____

6. My sister yelled, "You scared that big bug _____"



Name _____

Adjectives tell number, color, size, or shape.**Adjectives** also tell how things look, sound, feel, smell, or taste.

All sentences end with an end mark.

A. Fill in the circle by the sentence that has the adjective correctly underlined and has the correct end mark.

1. ☐ Where did you get that sweet peach?
☐ Where did you get that sweet peach.
☐ Where did you get that sweet peach!

2. ☐ What a happy baby he is?
☐ What a happy baby he is.
☐ What a happy baby he is!

**B. Write a sentence with an adjective that tells about a shape.**

3.

Name _____

Use a word from the box to complete the sentence.

great poor through another full climb

1. My pencil broke. I need _____ pencil.

2. My bag is _____ of books.

3. The boy will _____ up the tree.

4. We will walk _____ the door at school.

5. The _____ girl is sick and can't sleep.

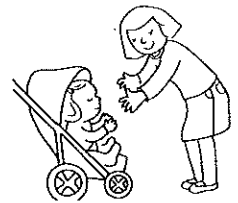
6. That kite flies high! That kite is _____!

Name _____

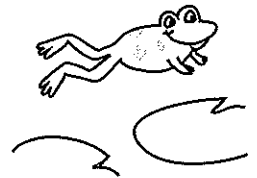
leaped: to have jumped far**stretched:** to have extended a body part

A. Look at each picture. Use a vocabulary word from the box to write a sentence about the picture.

1.



2.



B. Write a new sentence using both vocabulary words.

3.

Name _____

A. Write er, ir, ur, or or to complete the words in the story below.

1. I found a nest on the c _____ b.

2. The nest was made of sticks and d _____ t.

3. In the nest, there was a baby b _____ d.

4. He was eating a w _____ m.

5. Then the mother b _____ d came back to h _____ nest.

B. Use a word in the box to write another sentence in the story.

turn world first

6. _____

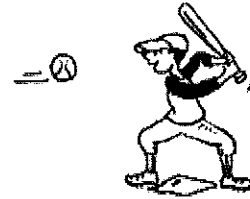
Name _____

A. Add -er to change the action word into a naming word. Write the new word. Match the word with the picture.

1. help

2. surf

3. play



B. Change each word in the box to a naming word. Write a sentence for each new word.

work

paint

teach

4.

5.

6.

QAR: Right There

Read the passage. Then complete the exercises.

Fun Pets

A pet can be a lot of work.

All pets need to eat.

Feed your pet every day.

Pets need to keep clean, too.

Always clean your pet's cage.

Brush your pet.

Many pets like to play.

Cats like to play with yarn.

Dogs like to play with balls.

Pets can be fun!

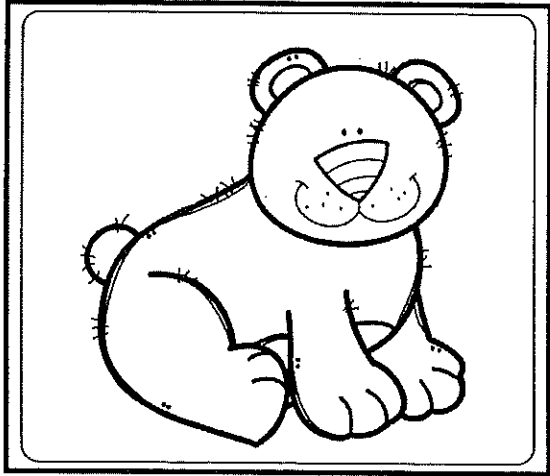
1. What must you do for your pet every day?

2. What do you need to clean for your pet?

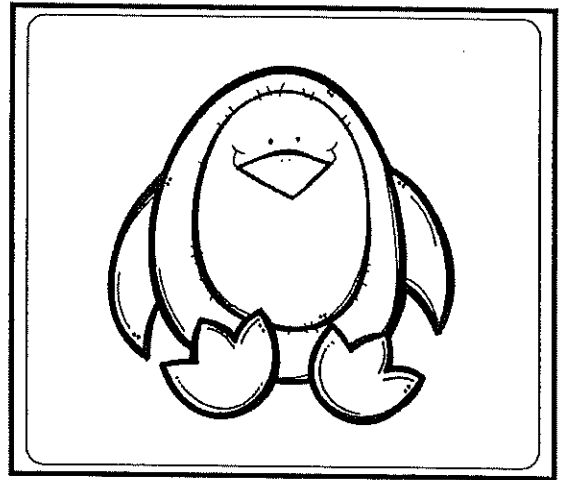
3. What do dogs like to play with?

Name : _____

Opinion Writing



or



Would you rather see
a polar bear or a penguin?

I would rather see _____

because _____

☐ Capital letter

☐ Spaces

☐ Punctuation

School-Home Letter

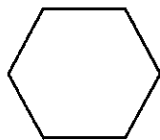
Dear Family,

My class started Chapter 12 this week. In this chapter, I will describe and combine two-dimensional shapes. I will learn about equal shares, halves, and fourths.

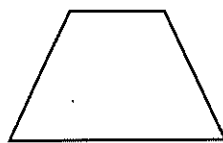
Love, _____

Vocabulary Builder

hexagon



trapezoid



Home Activity

Use a napkin (square), a folded napkin (triangle), and an envelope (rectangle). Combine these items or other household items of the same shapes to make new shapes. Have your child name each shape used in the new shapes you made.

Literature

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

The Greedy Triangle

by Marilyn Burns.
Scholastic,
2008.

Color Farm

by Lois Ehlert.
HarperCollins, 1990.

Carta para la casa

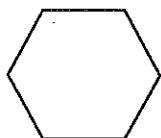
Querida familia:

Mi clase comenzó el Capítulo 12 esta semana. En este capítulo, aprenderé sobre guras bidimensionales. Aprenderé cómo hacer guras más grandes que otras.

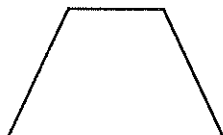
Con cariño, _____

Vocabulario

hexágono



trapecio



Actividad para la casa

Use una servilleta (cuadrado), una servilleta doblada (triángulo) y un sobre (rectángulo). Construya objetos usando estos u otros elementos de la casa con las mismas formas. Pídale a los niños que nombren cada figura usada en los objetos que usted hace.

Literatura

Busque estos libros en una biblioteca. Señale las figuras y muestre cómo se pueden encontrar en los objetos de la vida diaria.

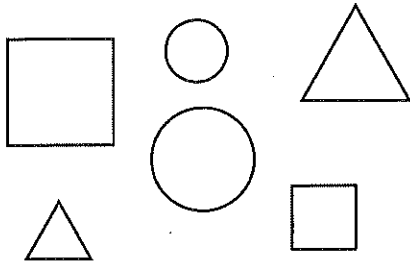
The Greedy Triangle
por Marilyn Burns.
Scholastic, 2008.

Color Farm
by Lois Ehlert.
HarperCollins, 1990.

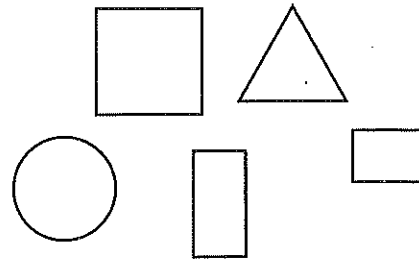
Sort Two-Dimensional Shapes

Read the sorting rule. Circle the shapes that follow the rule.

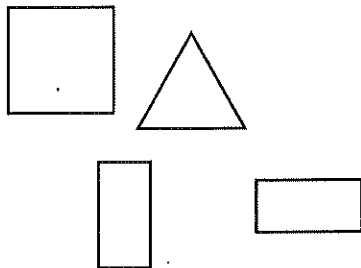
1. not curved



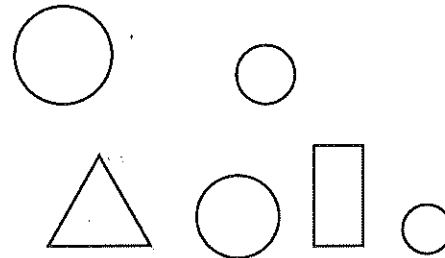
2. 4 vertices



3. more than 3 sides



4. curved

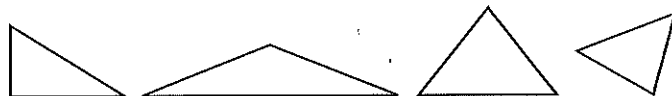


PROBLEM SOLVING

REAL WORLD

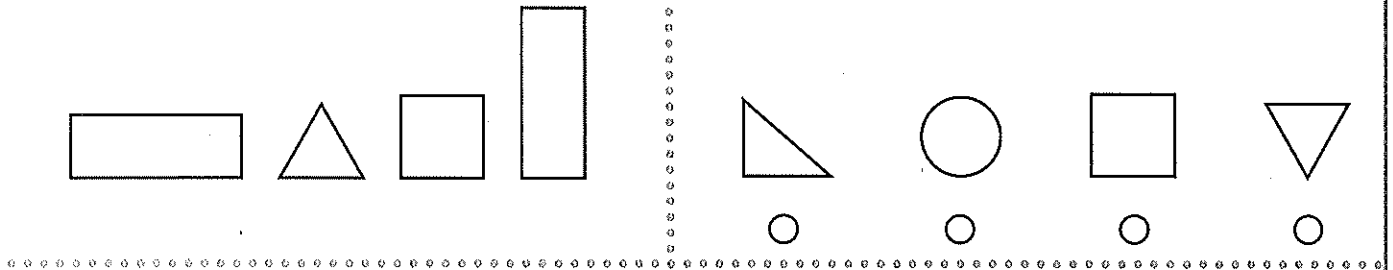
5. Katie sorted these shapes.

Write a sorting rule
to tell how Katie sorted.

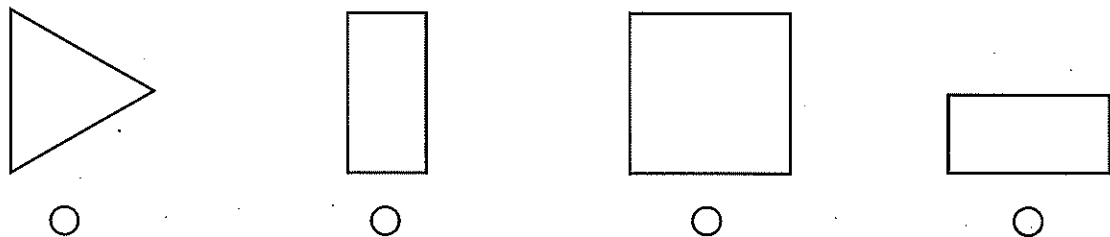


Lesson Check

1. Which shape would **not** be sorted into this group?



2. Which shape has fewer than 4 sides?

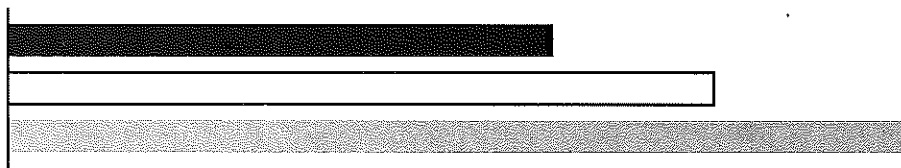


Spiral Review

3. Clue 1: A black line is shorter than a white line.

Clue 2: The white line is shorter than a gray line.

Use the clues. Which is true? (Lesson 9.2)





- ☐ The black line is longer than the gray line.
- ☐ The black line is shorter than the gray line.
- ☐ The white line is shorter than the black line.
- ☐ The white line is longer than the gray line.

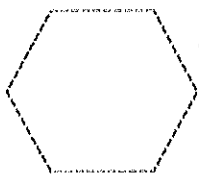
Name _____

HANDS ON Lesson 12.2

Describe Two-Dimensional Shapes

Use  to trace each straight side. Use  to circle each vertex. Write the number of sides and vertices.

1.



_____ sides
_____ vertices

2.



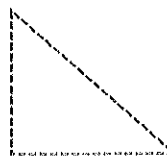
_____ sides
_____ vertices

3.



_____ sides
_____ vertices

4.



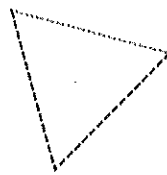
_____ sides
_____ vertices

5.



_____ sides
_____ vertices

6.



_____ sides
_____ vertices

PROBLEM SOLVING

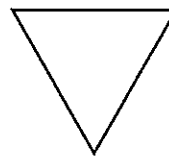
REAL WORLD

Draw a shape to match the clues.

7. Ying draws a shape with 4 sides. She labels it as a rectangle.

Lesson Check

1. How many vertices does a triangle have?



3

☐

4

☐

5

☐

6

☐

2. How many vertices does a  have?

2

☐

3

☐

4

☐

5

☐

Spiral Review

3. Count on to find $2 + 9$. (Lesson 3.2)

15

☐

13

☐

11

☐

5

☐

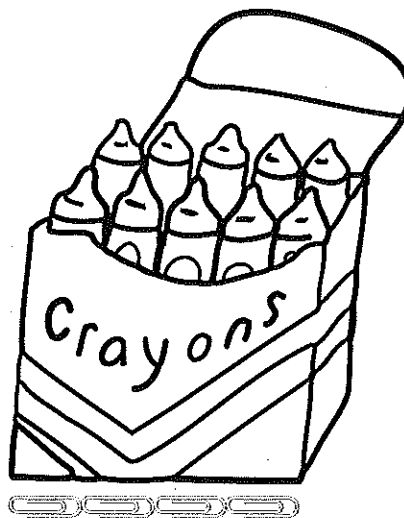
4. Corey measures a crayon box with his paper clip ruler. About how long is the box? (Lesson 9.5)

☐ about 2 

☐ about 3 

☐ about 4 

☐ about 5 

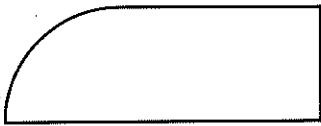


Name _____

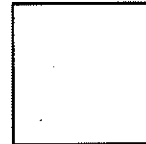
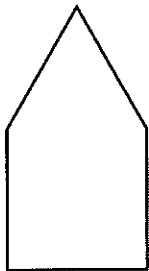
Combine More Shapes

Circle two shapes that can combine to make the shape on the left.

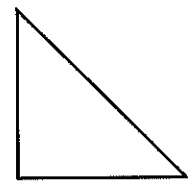
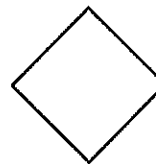
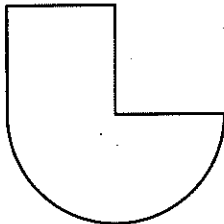
1.



2.



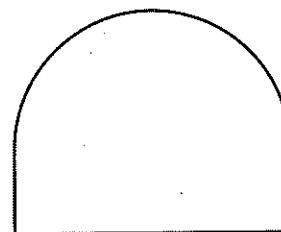
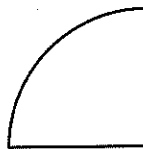
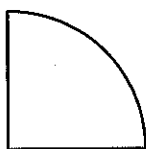
3.



PROBLEM SOLVING

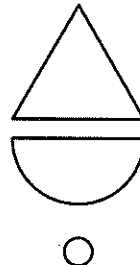
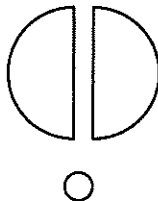
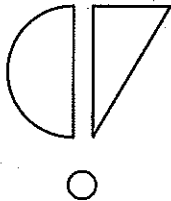
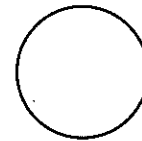
REAL WORLD

4. Draw lines to show how the shapes on the left combine to make the new shape.


















Lesson Check

1. Which shapes can combine to make this new shape?



Spiral Review

Use the picture graph to answer each question.

| Our Favorite Activity | | | | | | |
|-------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  | Swimming |  |  |  | | |
|  | Dancing |  |  |  |  | |
|  | Drawing |  |  |  |  |  |

Each  stands for 1 child.

2. How many more children chose

 than ? (Lesson 10.1)

6 children



4 children




3 children



2 children



3. How many children chose

and ? (Lesson 10.2)

10 children



9 children



7 children



4 children

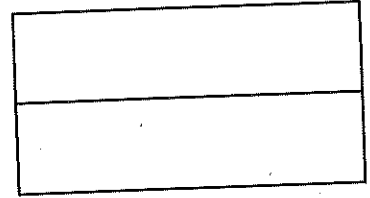
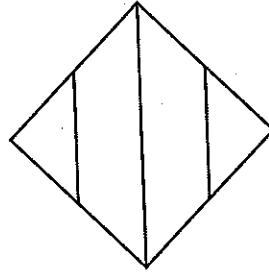
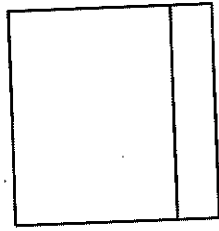
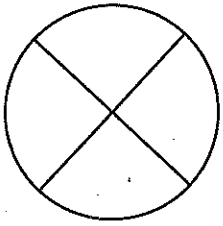


Name _____

Equal or Unequal Parts

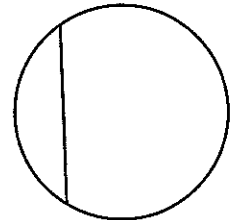
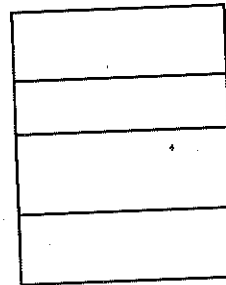
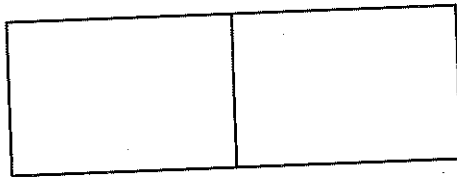
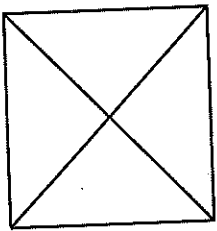
Color the shapes that show unequal shares.

1.



Color the shapes that show equal shares.

2.

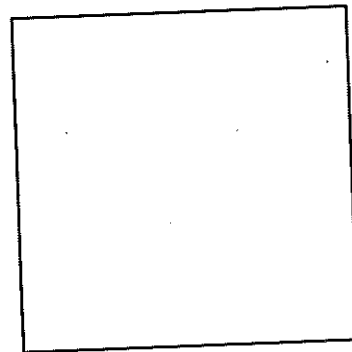


PROBLEM SOLVING

REAL WORLD

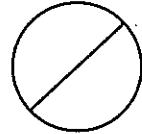
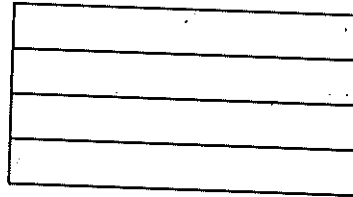
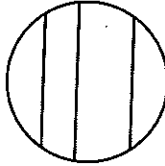
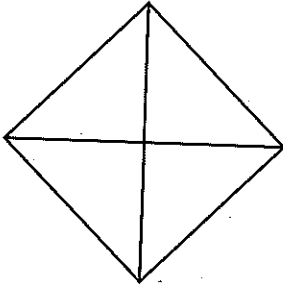
Draw lines to show the parts.

3. 4 equal shares






Lesson Check

1. Which shows unequal shares?




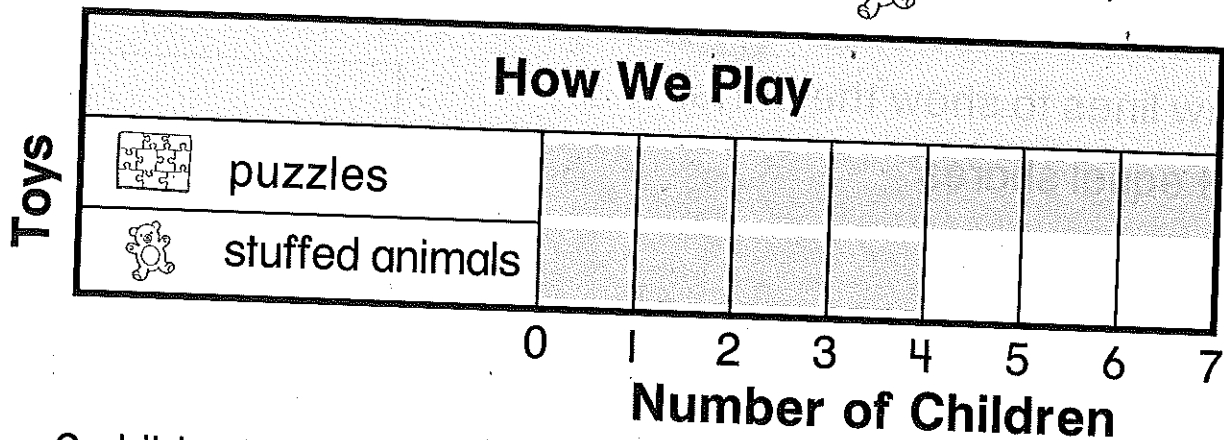
Spiral Review

2. Which food did the most children choose? (Lesson 10.6)

| Our Favorite Breakfast | | | Total |
|-------------------------------------------------------------------------------------|----------|--|-------|
|  | eggs | | 4 |
|  | waffles | | 3 |
|  | pancakes | | 6 |



3. Use the graph. How many children chose ? (Lesson 10.3)



2 children



3 children



4 children



6 children

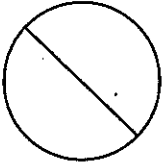


Name _____

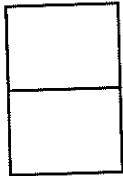
Halves

Circle the shapes that show halves.

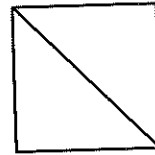
1.



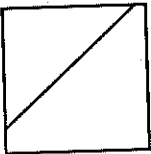
2.



3.



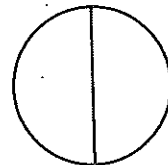
4.



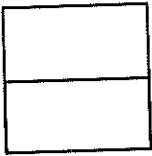
5.



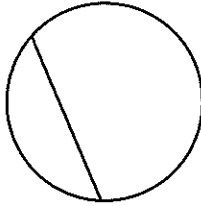
6.



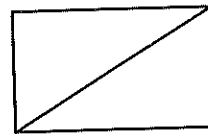
7.



8.



9.

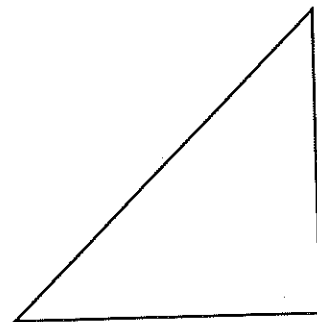


PROBLEM SOLVING

REAL WORLD

Draw or write to solve.

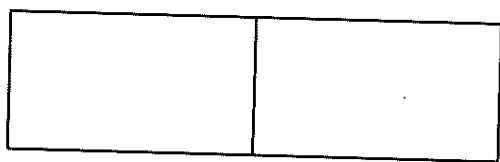
10. Kate cut a square into equal shares. She traced one of the parts. Write **half of** or **halves** to name the part.



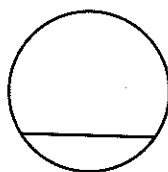
a square

Lesson Check

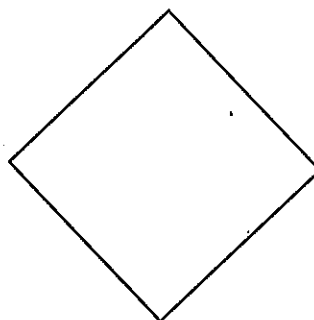
1. Which shows halves?



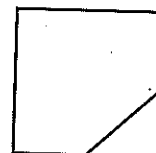
☐



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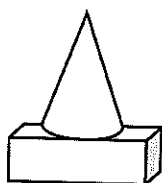


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Spiral Review

2. Which new shape can you make? (Lesson 11.2)

Combine  and .



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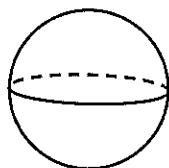


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3. Which shape has both flat and curved surfaces? (Lesson 11.1)



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4. How many  do you use to make a ? (Lesson 12.3)

8

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6

☐

4

☐

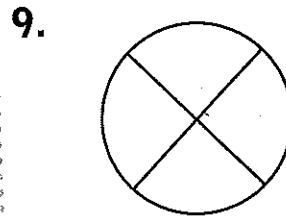
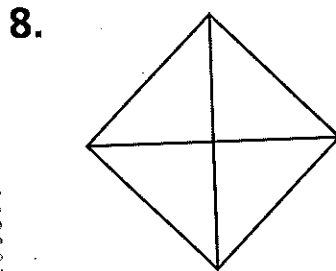
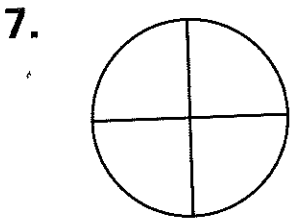
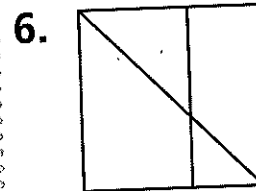
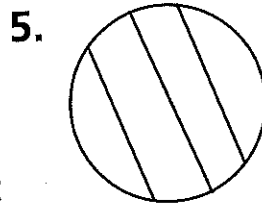
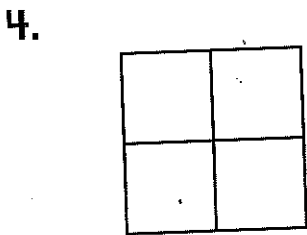
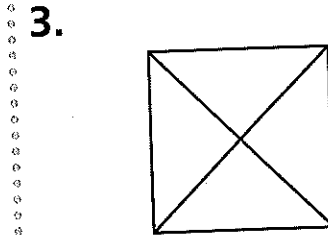
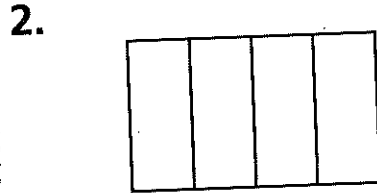
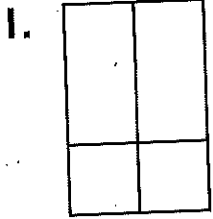
3

☐

Name _____

Fourths

Circle the shapes that show fourths.

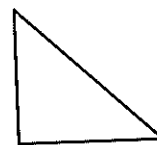


PROBLEM SOLVING

REAL WORLD

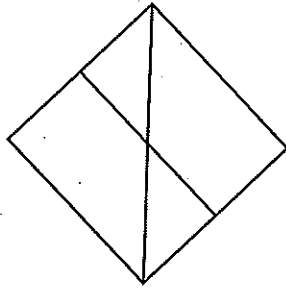
Solve.

10. Chad drew a picture to show a quarter of a circle. Which shape did Chad draw? Circle it.

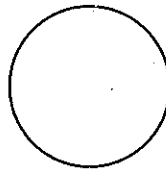


Lesson Check

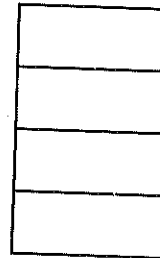
1. Which shows fourths?



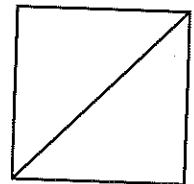
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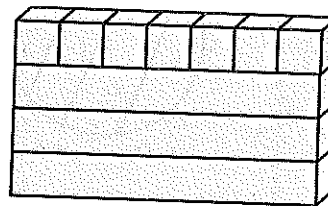
☐



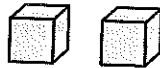
☐

Spiral Review

2. What shapes are used to build the wall? (Lesson 11.4)



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3. How many fewer children answered **yes** than **no**? (Lesson 10.4)

| Do you have a pet? | | | | | | | |
|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| yes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| no | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2 fewer children

☐

3 fewer children

☐

4 fewer children

☐

6 fewer children

☐

Name _____

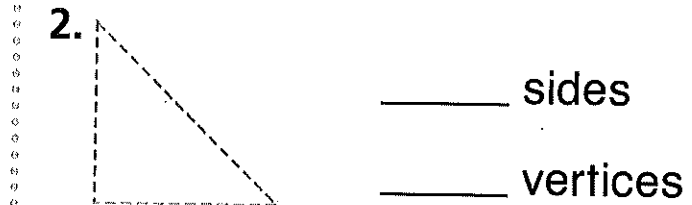
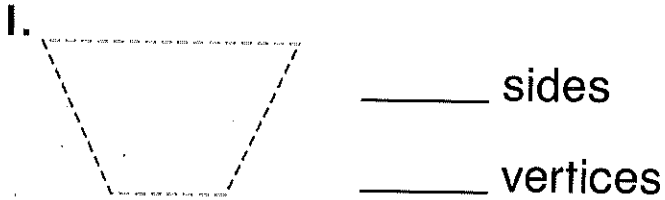
Chapter 12 Extra Practice

Lessons 12.1 – 12.2

Use  to trace each straight side.

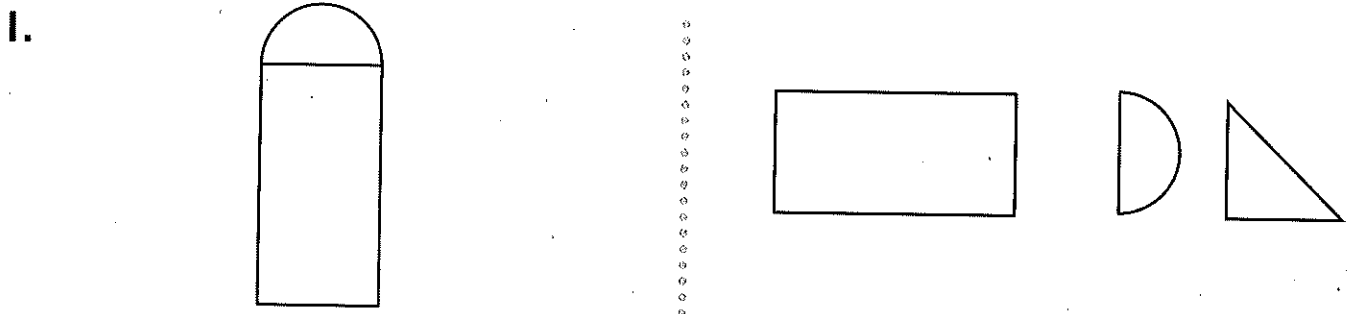
Use  to circle each vertex.

Write the number of sides and vertices.



Lessons 12.3 – 12.4

Circle the two shapes that can combine to make the shape on the left.

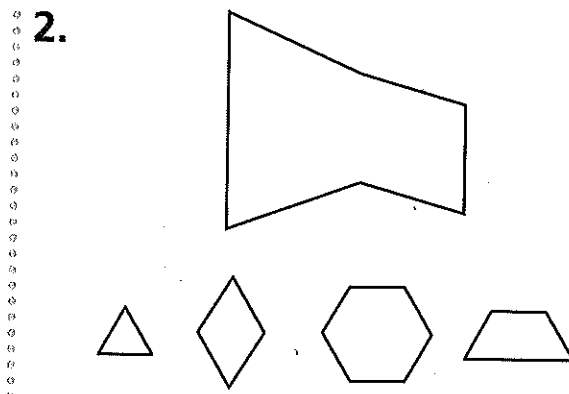
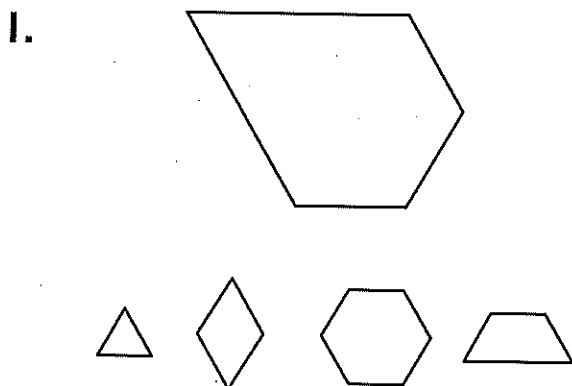


Lesson 12.6

Use two pattern blocks to make the shape.

Draw a line to show your model.

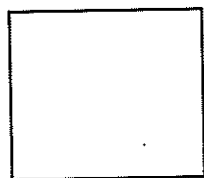
Circle the blocks you use.



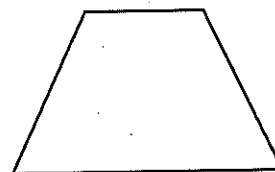
Lesson 12.7

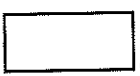
Draw a line to show the parts.

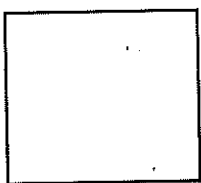
1. Show 2 .



2. Show 2 .



3. Show 2 .

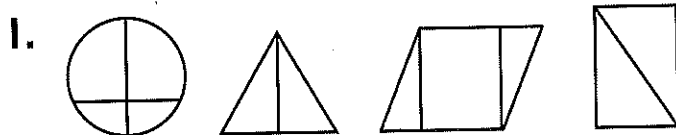


4. Show 3 .



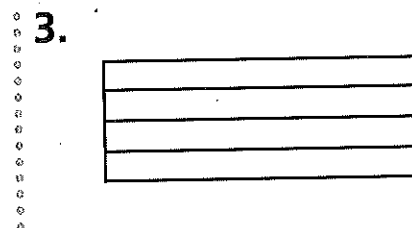
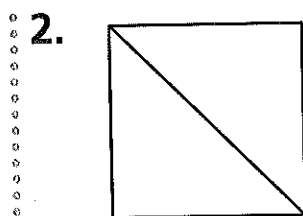
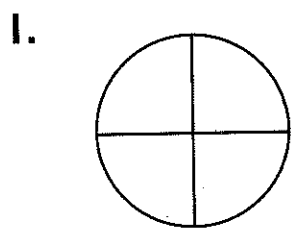
Lesson 12.8

Color the shapes that show unequal shares.

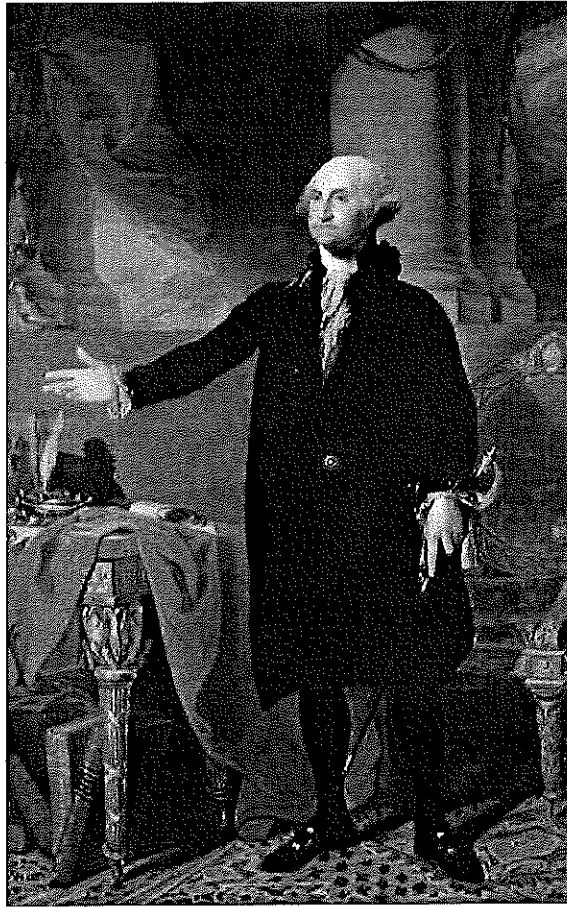


Lessons 12.9 – 12.10

Circle the shapes that show fourths.



George Washington



Painting of George Washington

George Washington was a very important man. He was the United States' first president.

George Washington was a leader in the American Revolutionary War. American colonists fought against the British in that war. The American colonists won. So they made a new country called the United States of America.

George Washington became president of this new country. He was president for eight years. After he was done, he moved to Virginia. When he died, many people were very sad. They remembered the president as a great leader.

Name: _____ Date: _____

1. Who was George Washington?

- A. the leader of the British army
- B. the founder of Google
- C. the United States' first president

2. This text gives a sequence of events in George Washington's life. What did Washington do first?

- A. move to Virginia
- B. lead in the American Revolutionary War
- C. serve as president of the United States of America

3. George Washington stopped being president of America *before* he died. What part of the passage tells us that this is true?

- A. "He was president for eight years. After he was done, he moved to Virginia."
- B. "When he died, many people were very sad."
- C. "They remembered the president as a great leader."

4. What is "George Washington" mostly about?

- A. the American Revolutionary War
- B. George Washington's death
- C. George Washington's life

5. Who did the American colonists fight against in the American Revolutionary War?

In the American Revolutionary War, American colonists fought against the _____.

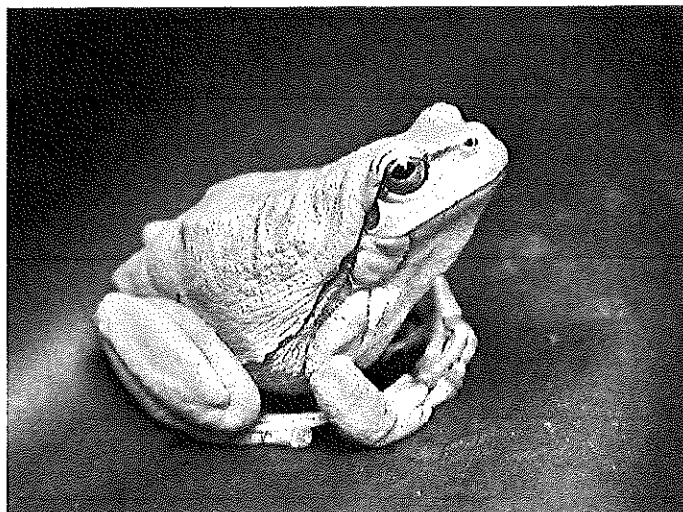
6. What did you learn from "George Washington"?

7. Class Discussion Question: Why was George Washington a very important man? Use information from the text to support your answer.

8. Draw a picture of George Washington.

Frog or Toad?

by Rachelle Kreisman



Can you tell a frog from a toad?

Frogs and toads are alike in many ways. They both start their lives in water. Later, both can live on land or in water. Grown frogs and toads use lungs to breathe.

Frogs and toads are also different. Frogs have narrow bodies. Toads have wide bodies. Most frogs have smooth, wet skin. Most toads have dry, bumpy skin.

Frogs jump using their long back legs. Toads walk and hop using their short back legs.

lung lung

Definition

noun

1. either of the two organs in the body that control breathing.
-

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

1. After about five weeks, the tadpole's gills disappear, and it grows **lungs**.
2. Grown frogs and toads use **lungs** to breathe. Frogs and toads are also different.
3. Smoking limits the amount of air a person's **lungs** can hold. Smoking causes severe coughing.
4. The tadpole's gills grow smaller, and the tadpole starts to grow **lungs**. It swims to the top of the water to breathe air.
5. I ran over to my dad and at the top of my **lungs** I screamed, "BOO!" It worked like a charm. The bear stopped growling.
6. A wet towel is best, but a T-shirt or anything within reach can help protect your **lungs** from dangerous smoke and fumes. Crawl low under smoke.

toad toad**Definition****noun**

1. a small, jumping animal with rough skin, long back legs, and no tail. Toads are born in the water, but they live on land.
 2. any of several similar animals, esp. some lizards.
 3. an objectionable or unpleasant person.
-

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

1. Spiders, snakes, turtles, and **toads** eat earthworms, too.
2. Frogs, **toads**, and salamanders are amphibians. They are cold-blooded, which means their body temperature depends on their environment.
3. Some **toads** and snakes have another way to prevent a predator from trying to eat them. They puff up to look bigger.

Name: _____ Date: _____

1. Where do both frogs and toads start their lives?

- A. on land
- B. in water
- C. in trees

2. What two animals does this text compare?

- A. insects and amphibians
- B. frogs and toads
- C. tadpoles and fish

3. Frogs and toads are different in some ways. What information from the text shows us this is true?

- A. Later in their lives, both frogs and toads can live on land or in water.
- B. Grown frogs and toads use lungs to breathe.
- C. Frogs have narrow bodies. Toads have wide bodies.

4. What is "Frog or Toad?" mainly about?

- A. "Frog or Toad?" is mainly about how toads and frogs are alike and different.
- B. "Frog or Toad?" is mainly about the characteristics of toads.
- C. "Frog or Toad?" is mainly about the characteristics of frogs.

5. What do grown frogs and toads use to breathe?

To breathe, grown frogs and toads use

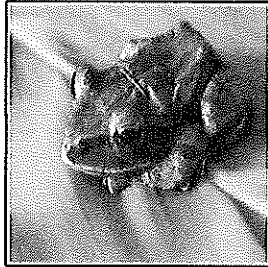
6. What did you learn from "Frog or Toad"?

7. **Class Discussion Question:** Use information from the text to compare and contrast frogs and toads.

8. Draw a picture of a frog next to a toad.

Name: _____ Date: _____

These pictures show a frog:



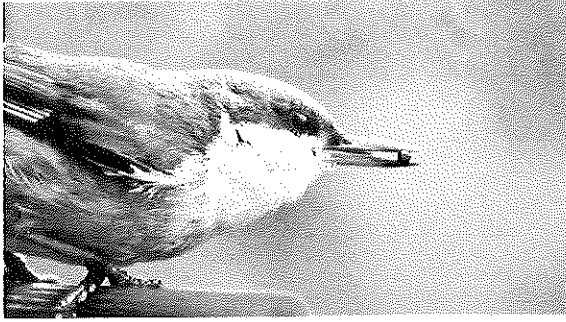
1. Please say the word **frog** out loud.

2. Please write the word **frog**.

| |
|-------|
| _____ |
| ----- |
| _____ |
| ----- |
| _____ |

| | |
|--|--|
| | |
| | |

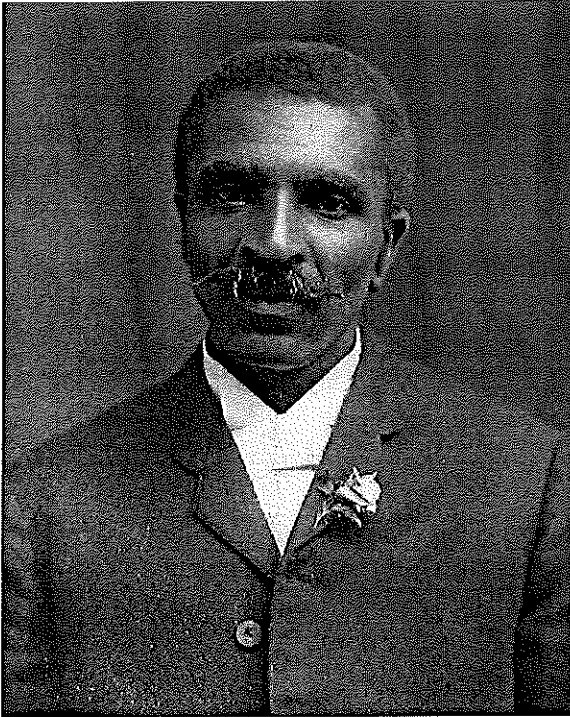
3. Look at the pictures below. Which picture shows a **frog**?



4. Draw a picture of a **frog**.

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

George Washington Carver

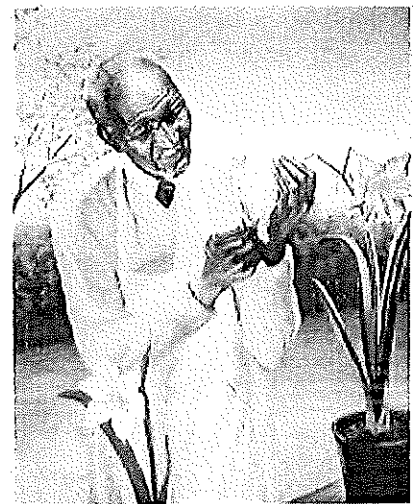


George Washington Carver

When George Washington Carver was a boy, he loved to learn about plants. He learned a lot about them! People would even ask him for help when their plants were sick. So he became known as the "plant doctor."

George grew up to become a scientist. He studied plants and farming. He came up with new ways to use plants. For example, he made paper and milk using peanuts! So people gave him a new nickname. They called him "The Peanut Man."

George cared about helping people. He taught poor farmers how they could grow more plants. He taught them how they could make more money.



Painting of George Washington Carver

Name: _____ Date: _____

1. What did George Washington Carver love to learn about?



plants



soccer

2. What did George become when he grew up?

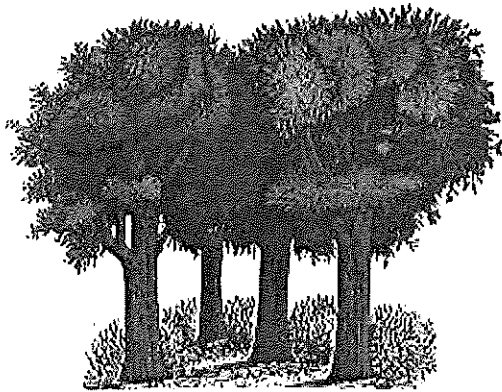


a piano player

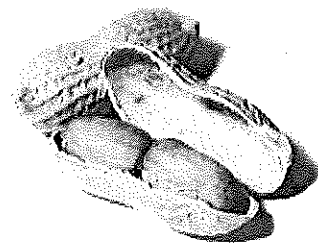


a scientist

3. What did George use to make paper and milk?



trees

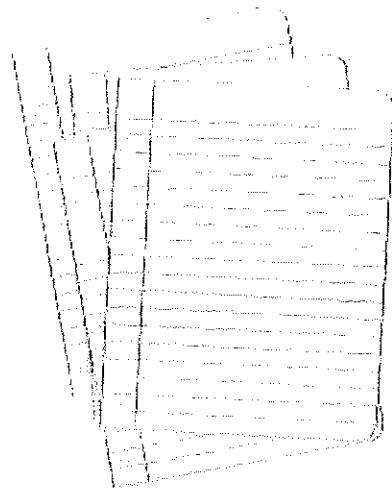


peanuts

4. What did George teach to poor farmers?



*how to grow more
plants*



how to make paper

5. Who did George care about helping?

George cared about helping _____.

6. What did you learn from "George Washington Carver"?

7. Draw a picture of George Washington Carver helping people.

