

1st Grade

June 1 - June 5



Cool in the Hot Desert

by ReadWorks



It is a very hot day in the African desert. The sun is shining. The sand is hot and the air is dry. A fennec fox stays deep in its hole under the ground. That hole is called a den. The den is cool. Later, the sun sets. It begins to get dark. The sand cools off. Now the fennec fox can go out to find food.

Name: _____ Date: _____

1. What is the weather like in the African desert during the day?

- A. cold and snowy
- B. rainy
- C. sunny, hot, and dry

2. Where is the setting, or place, where it is cool in the desert during the day?

- A. under a tree
- B. in a river
- C. the fox's underground den

3. Why does the fennec fox wait until night to find food?

- A. It is afraid something will eat it.
- B. It is too hot during the day.
- C. It can see better at night.

4. What is passage mostly about?

A. the animals that live in the African desert

B. how a fennec fox stays cool when it is hot in the African desert

C. how the fennec fox is always hot in the African desert

5. According to the passage, where would you probably find a fennec fox during the day?

6. What did you learn from "Cool in the Hot Desert"?

7. Class Discussion Question: Explain whether a fennec fox in Africa looks for food during the day or at night.

8. Draw a picture of a fennec fox in the desert *during the day*.

Name _____



First, Plant a Seed

How does a plant grow?

First, plant a seed in the dirt.

See that the dirt is wet.

Lots of sun can not hurt.

In time, see it grow!

It will turn into a big plant!

★ACTIVITY★

Write three words
that rhyme with
dirt. Are they all
spelled with *ir*?

Name _____

Phonics

r-Controlled
Vowels: *er, ir, ur, or*



A Firm Apple

Take a turn to eat an apple!

First, check to see if it's nice and firm.

If it is, then clean off the dirt.

Then, take a bite. Yum! Yum!

★ACTIVITY★

Write about your favorite fruit. Use words that rhyme with *firm*.

Unit 4 Writing Prompts

Week 1:

Write about how animals' bodies help them. For example, frogs' legs help them jump. Write 3 complete sentences about different animal body parts that help them. Remember to begin with a capital letter and end with a period. Don't forget finger spaces.

Week 2:

Write about how animals help each other. For example, penguins huddle together to stay warm. Write 3 complete sentences about how different animals help each other. Remember to begin each sentence with a capital letter and end with a period. Don't forget finger spaces.

Week 3:

Write about how animals survive in nature. For example, squirrels gather nuts to eat during the winter. Write 3 complete sentences about what animals do to survive. Remember to begin each sentence with a capital letter and end with a period. Don't forget finger spaces.

Week 4:

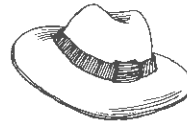
Write about what we know about insects. For example, caterpillars become butterflies. Write 3 complete sentences about insects. Use transition words like first, next, then, last. Remember to begin each sentence with a capital letter and end with a period. Don't forget finger spaces.

Week 5:

Write about how animals help people. For example, chickens lay eggs to help provide food for people. Here is a sample paragraph starter: Animals help people in many ways. First, ____, Next, ____. Then, ____, Last, ____. Write with complete sentences, proper capitalization, and punctuation. Don't forget your finger spaces.

Name _____

Words that rhyme end with the same sounds.



Say each picture name. Then draw two pictures of things whose names rhymes with it.

1.



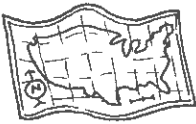
2.



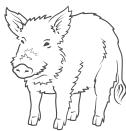
3.



4.



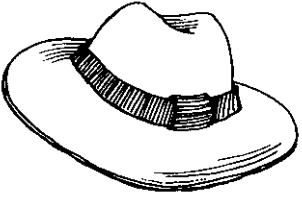


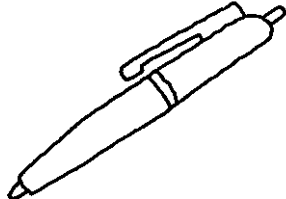

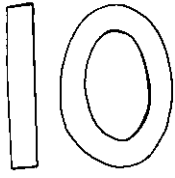






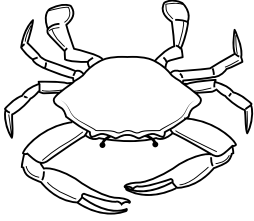


5.



Teacher Directions: Read the box at the top of the page. Point to the pictures as you say *cat*, *bat*, and *hat*. Emphasize the ending in each word. Point out that all three words rhyme.

Name _____

Listen to the word your teacher says. Replace the sound.
Circle the picture of the new word you made.

1. 	 
2. 	 
3. 	 
4. 	 
5. 	 

Teacher Directions: 1. Model: This is the picture for the word *hat*. I can change the middle sound /a/ to /i/ to make a new word. Listen to the new word: *hit*. Circle the picture for the word *hit*. 2. Say *pen*. Replace the /n/ sound with /t/. 3. Say *hot*. Replace the /o/ sound with /u/. 4. Say *bug*. Replace the /b/ sound with /h/. 5. Say *crab*. Replace the /a/ sound with /i/.

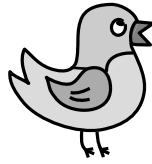
Name _____

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.

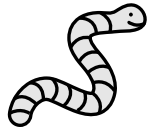
1. bed

bird



2. wide

worm



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

her nurse skirt work

3. There is a _____ at my school.

4. _____ hat is green.

5. I have a pretty blue _____.

Name _____

A. Circle the word that completes the sentence. Write the word. Then read the sentence out loud.

- _____
-
1. Nan _____ her foot.
- hut hurt
- _____
-
2. The bird will eat the _____.
- wave worm

- _____
-
3. The _____ is in the nest.
- bag bird
-

B. Add one letter to make a new word with the sound you hear at the end of fur. Then write the word.

- _____
-
1. cub _____
- _____
-
2. bun _____

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1.

1. her

2.

2. bird

3.

3. fur

4.

4. fern

5.

5. dirt

6.

6. work

7.

7. climb

8.

8. through

High-Frequency
Words



Name _____

A. Read the words in the box. Then sort the words.

bird dirt fern fur her work

Words with <u>er</u>	Words with <u>ir</u>
<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
Words with <u>or</u>	Words with <u>ur</u>
<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>

B. Think of new words to add to the chart.

Name _____

A. Read the words in the box. Then sort the words.

bird dirt fur her turn work

Words with <u>er</u>	Words with <u>ir</u>
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
Words with <u>or</u>	Words with <u>ur</u>
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

B. Think of new words to add to the chart.

Name _____

A. Read the words in the box. Then sort the words.

bird burn dirt fern fur her work world

Words with <u>er</u>	Words with <u>ir</u>
<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
Words with <u>or</u>	Words with <u>ur</u>
<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>

B. Think of new words to add to the chart.

Name _____

her

bird

fur

fern

dirt

work

barn

arm

climb

through

A. Change one letter to write the spelling word correctly.

1. hir _____

2. durt _____

3. firn _____

4. fer _____

5. werk _____

6. burd _____

B. Circle and write the word that is spelled correctly.

7. arm

arme

arm

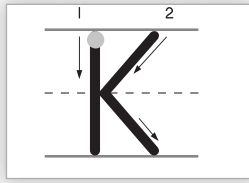
8. through

throuhg

thruhg

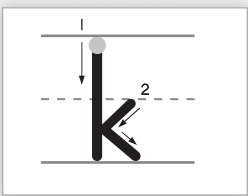
Name _____

Trace and write **K** and **k**. Then copy the sentence.
 Make sure to leave spaces between words. Write neatly.



K K K K K K

K K K



k k k k k k k k

k k k

Kenny keeps the key.

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

Add **-er** to the action word to make a naming word.
Write and read the new word.

1. paint + er = _____



2. help + er = _____



3. play + er = _____



4. surf + er = _____



Name _____

A. Circle the word that completes each sentence.**Then read each sentence.**

1. My (teacher, teaches) helps me with the test.

2. The (surfing, surfer) rides the wave.

3. The (farmers, farms) work on the crops.

B. Add -er to the action word to make it a naming word.**Write the new word.**

4. kick + er = _____

5. send + er = _____

C. Use one of the words you circled or wrote above to write a new sentence.

Name _____

Read the sentences out loud. Draw a line to match the sentence to the picture it describes.

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

a.



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

b.



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

c.



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

d.



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

e.



6. That kite is **great**.

f.

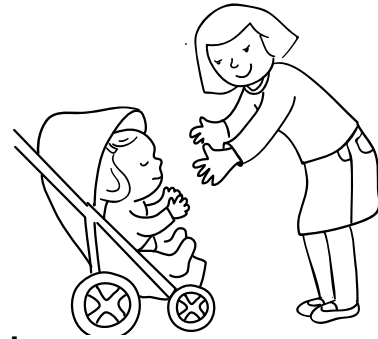


Name _____

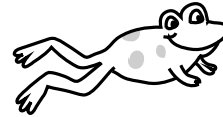
Leaped means to have jumped far.**Stretched** means to have extended a body part.**A. Use a word from the box to finish each sentence.**

leaped

stretched



1. Millie _____ her arms to her mom.



2. The frog _____ across the pond.

B. Write a sentence using a word from the box below.

trouble

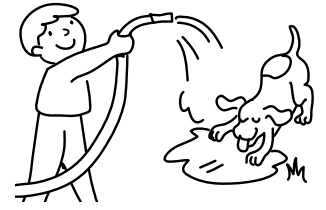
whole

Name _____

Shades of meaning are small differences in meaning between similar words.

Read the sentences. Then choose the best word in bold to answer the question.

1. Max is very wet. Is Max **soaked** or **damp**?



2. Tess is giving the dog some food.
Is Tess **pouring** or **spilling** the food?



3. Kate thinks the party is great.
Does Kate think the party is **good** or **wonderful**?



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.

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.

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.



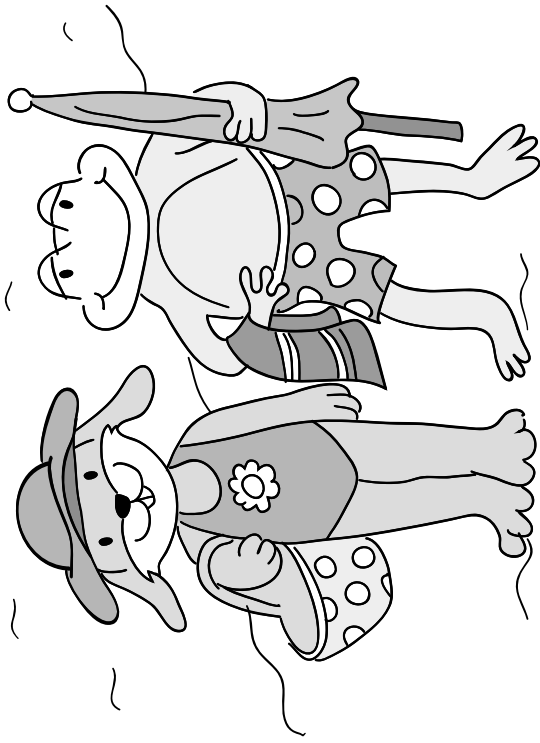
Grade 1 • Unit 5 • Week 2 **363**

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 _____
_____



“That wishing star worked,” said Bethy. She put on her hat.

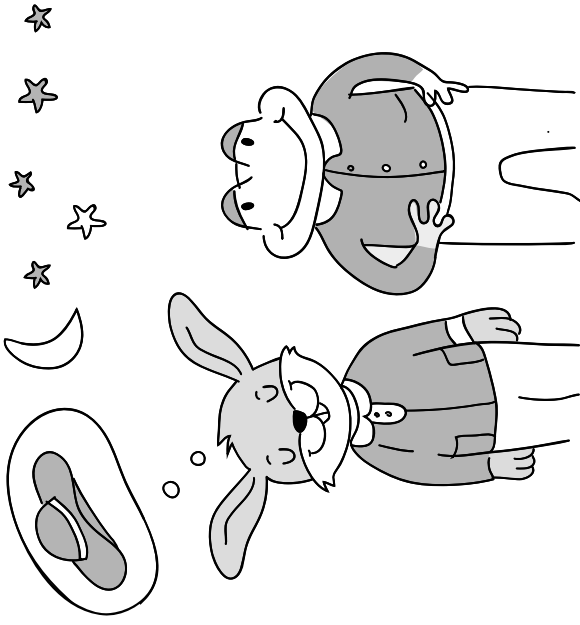
“It’s my turn next,” said Freddy.

“Good!” said Bethy.

Connect to Community: Have children talk to a family member about something they would wish for on a wishing star.

④

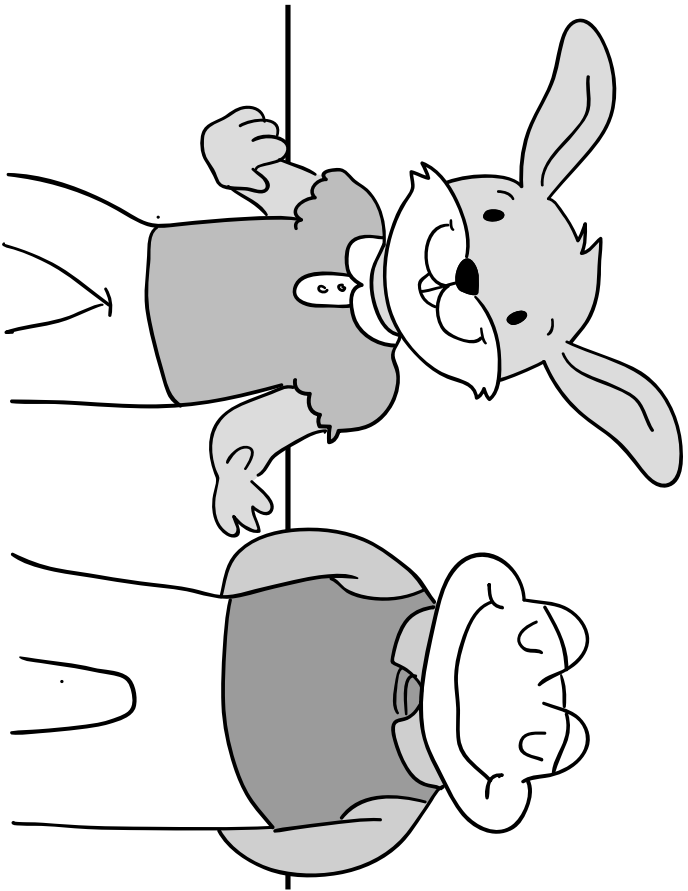
A Bunny Wish



“There’s a wishing star!” Bethy Bunny said to Freddy Frog. “I wish for a sun hat!” They were going to the beach the next day.

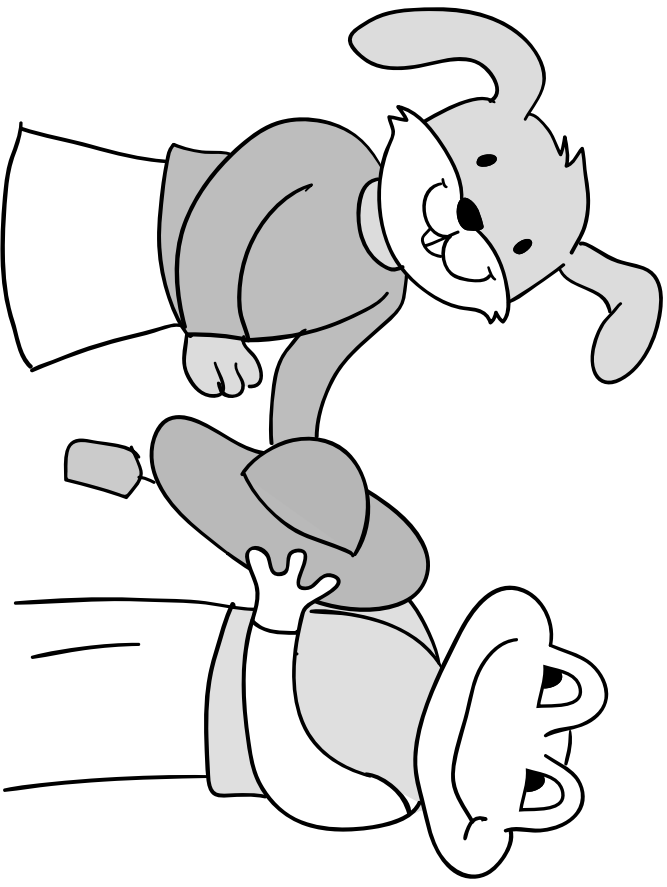
Teacher Directions: Have children establish a purpose for reading the take-home story.

①



"I think you will get your wish," said Freddy Frog. "I think I will, too," said Bethy.

②



The next day Freddy gave Bethy a sun hat. "I got my wish!" exclaimed Bethy.

③

A

Number Correct:

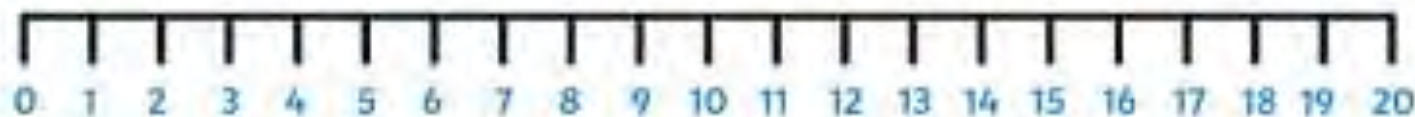


Name _____

Date _____

*Write the missing number. Pay attention to the addition or subtraction sign.

1	$5 + 1 = \square$		16	$29 + 10 = \square$	
2	$15 + 1 = \square$		17	$9 + 1 = \square$	
3	$25 + 1 = \square$		18	$19 + 1 = \square$	
4	$5 + 10 = \square$		19	$29 + 1 = \square$	
5	$15 + 10 = \square$		20	$39 + 1 = \square$	
6	$25 + 10 = \square$		21	$40 - 1 = \square$	
7	$8 - 1 = \square$		22	$30 - 1 = \square$	
8	$18 - 1 = \square$		23	$20 - 1 = \square$	
9	$28 - 1 = \square$		24	$20 + \square = 21$	
10	$38 - 1 = \square$		25	$20 + \square = 30$	
11	$38 - 10 = \square$		26	$27 + \square = 37$	
12	$28 - 10 = \square$		27	$27 + \square = 28$	
13	$18 - 10 = \square$		28	$\square + 10 = 34$	
14	$9 + 10 = \square$		29	$\square - 10 = 14$	
15	$19 + 10 = \square$		30	$\square - 10 = 24$	



B

Number Correct:

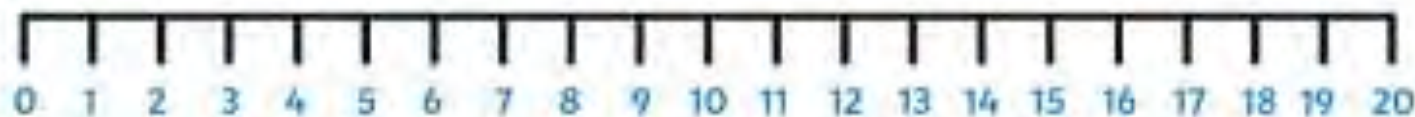


Name _____

Date _____

*Write the missing number. Pay attention to the addition or subtraction sign.

1	$4 + 1 = \square$		16	$28 + 10 = \square$	
2	$14 + 1 = \square$		17	$9 + 1 = \square$	
3	$24 + 1 = \square$		18	$19 + 1 = \square$	
4	$6 + 10 = \square$		19	$29 + 1 = \square$	
5	$16 + 10 = \square$		20	$39 + 1 = \square$	
6	$26 + 10 = \square$		21	$40 - 1 = \square$	
7	$7 - 1 = \square$		22	$30 - 1 = \square$	
8	$17 - 1 = \square$		23	$20 - 1 = \square$	
9	$27 - 1 = \square$		24	$10 + \square = 11$	
10	$37 - 1 = \square$		25	$10 + \square = 20$	
11	$37 - 10 = \square$		26	$22 + \square = 32$	
12	$27 - 10 = \square$		27	$22 + \square = 23$	
13	$17 - 10 = \square$		28	$\square + 10 = 39$	
14	$8 + 10 = \square$		29	$\square - 10 = 19$	
15	$18 + 10 = \square$		30	$\square - 10 = 29$	



Application Problem 1

R read problem, circle important numbers, box/ highlight question

D draw a picture to show how you can get the answer/ draw a number bond

W write a number sentence

Anton picked 25 strawberries. He picked some more strawberries. Then he had 35 strawberries.

- Use a place value chart to show how many more strawberries Anton picked.
- Write a statement comparing the two amounts of strawberries using one of these phrases:
greater than, less than, or equal to.

Tens	Ones

change

➔

Tens	Ones

Number sentence:

Statement:

Application Problem 2

R read problem, circle important numbers, box/ highlight question

D draw a picture to show how you can get the answer/ draw a number bond

W write a number sentence

Carl has a collection of rocks. He collects 10 more rocks. Now he has 31 rocks. How many rocks did he have in the beginning?

a. Use place value charts to show how many rocks Carl had at the beginning.

b. Write a statement comparing how many rocks Carl started and ended with, using one of these phrases:

greater than, less than, equal to.

Tens	Ones

change

➔

Tens	Ones

Number sentence:

Statement:

Application Problem 3

R read problem, circle important numbers, box/ highlight question

D draw a picture to show how you can get the answer/ draw a number bond

W write a number sentence

Elaine had 19 blueberries and ate 10. Mike had 13 and picked 7. Compare

Elaine and Mike's blueberries after Elaine ate some and Mike picked some more.

- Use words and pictures to show how many blueberries each person has.
- Use the term greater than or less than in your statement.

Elaine

Mike

--	--

Number sentence:

Statement:

Science Studies WeeklyTM Nature

GRADE
1

Be Healthy

Are you healthy? Do you exercise every day? Do you get enough sleep? Do you eat the right foods?

See Primary-Source
Related Media...



www.s-w.co/S1-14



Be Healthy



Your body needs exercise every day. How do you exercise? Your body needs rest every night. You should sleep for ten or eleven hours.



Meat, nuts and beans help make your muscles strong. Fruits and vegetables give you vitamins and minerals. Low-fat milk makes your bones and teeth strong. You should eat healthy foods like these every day.

What happens when you get sick or hurt? Sometimes your parents can take care of you. Sometimes you need a doctor or a nurse to help you feel better. Sometimes doctors give you medicine or put a cast on a broken bone.

Look & Learn

When you are five or six, you start to lose your baby teeth. New teeth come in soon.



You should save some foods for special times. It's okay to eat sugar once in a while. But too much junk food is not good for you.



You need to brush your teeth two times a day. You need to floss your teeth once a day. And don't forget to visit your dentist!

Exercise

Circle the pictures that show kids getting exercise. Put an X on the pictures that show kids doing things that are not exercise.



Read each sentence. If the sentence is true, circle yes. If it is not true, circle no.

1. Low-fat milk helps keep your bones and teeth strong.

yes

no

2. You need to sleep for ten or eleven hours every night.

yes

no

3. You always need a doctor or nurse when you are sick.

yes

no



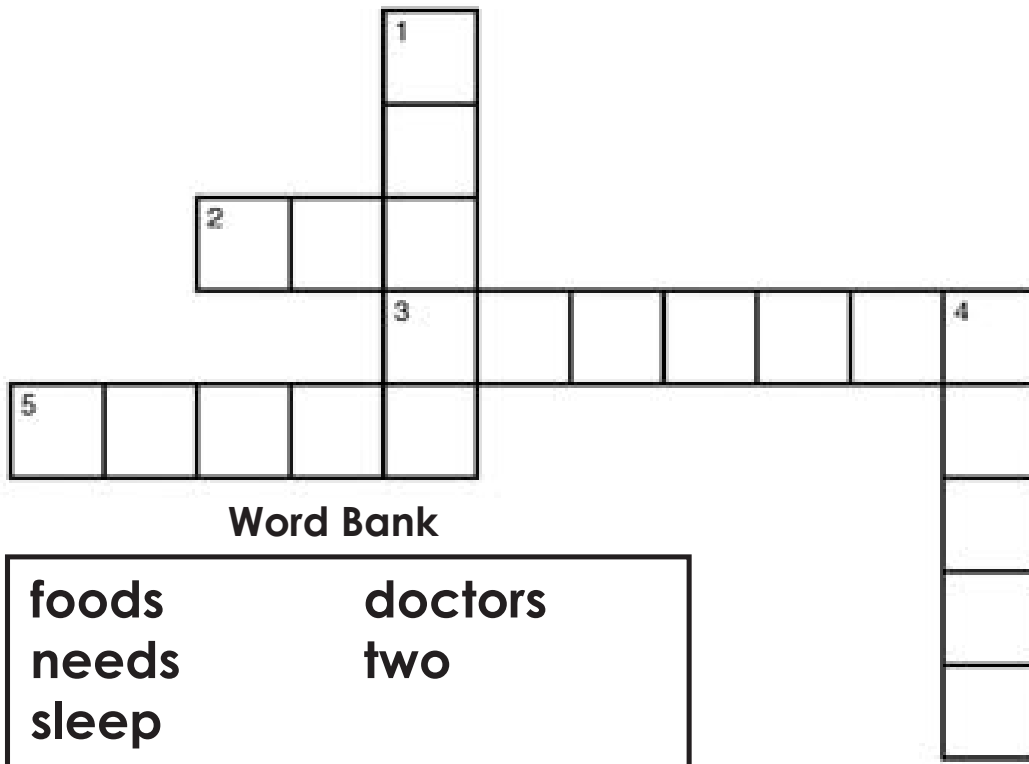
Name: _____ Date: _____

Science 1st Grade Studies Weekly

Week 6, Life Science

Crossword Puzzle

Solve the crossword using the word bank and the clues.



Across

2. Brush your teeth _____ times a day.
3. _____ can help if you feel sick.
5. Your body _____ exercise every day.

Down

1. It is important to eat healthy _____.
4. _____ ten or eleven hours a night.

Standards Covered: N/A

Name: _____ Date: _____

Science 1st Grade Studies Weekly

Week 6, Life Science

Our bodies need healthy foods. Look at each picture. Is it a healthy food or an unhealthy food? Cut and paste the pictures into the correct box.

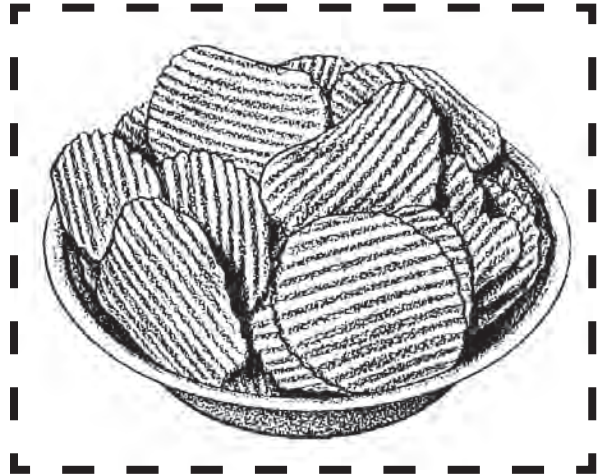
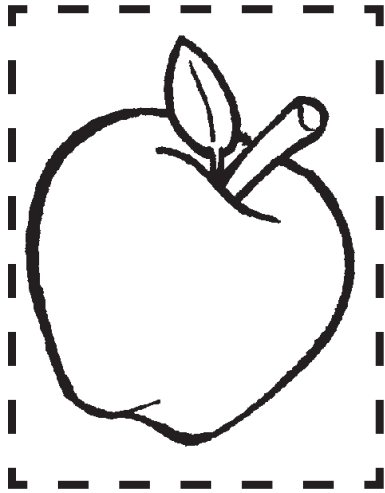
healthy

unhealthy

--	--

What is your favorite food? _____

Is it healthy or unhealthy? _____



Making Maps

This week we will be having fun creating your perfect classroom!!!
You will brainstorm ideas in the beginning of the week and by the end, you will design your amazing classroom making a map.
Have fun with this and make sure to be creative!!!!
I bet your teachers will love to see pictures of your perfect classroom!!

Monday: make a list of items you want in your classroom. (be creative)

Tuesday: make a list of helpful words to describe where items will be:

Some examples are above, below,

Wednesday: Make a rough draft drawing of your classroom with all the cool items you are choosing to put in it. Think outside the box, it does not need to look like a typical classroom we see!

*** important: use symbols to represent large items! Maybe a square means tables, stars mean books***

*** Make sure you make a key so we know what the symbols mean

Thursday: Compare your rough draft classroom to your list you made on Monday. If you forgot to put something on your map, add it.

Friday: Make your final draft of your map! Share it with your family and teacher too!!

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 6/1/20

COLOR WHEEL SCAVENGER HUNT



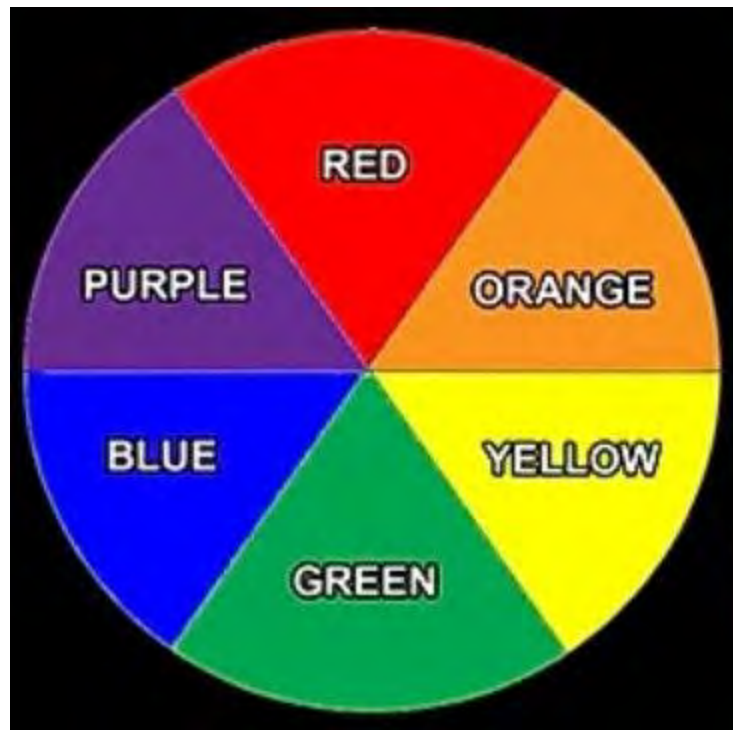
DIRECTIONS:

Create a color wheel, with the primary and secondary colors, using items you collect around your home. This could be a tabletop color wheel, using items like: crayons, Legos, action figures, etc., or the color wheel could be created on the floor, using larger items, such as: books, clothing, pillows, etc.

Make sure you put the colors in the correct order (see examples.) It is O.K. to use items that are 'mostly' the color you're searching for, although solid colors are best. Different values (light & dark) of the colors are also fine, such as: light blue, medium blue & dark blue.

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project.

COLOR RESOURCES:



YouTube Videos:

This short video provides a basic review of primary colors (Kindergarten), secondary colors(1st grade), tints and shades (2nd grade), and tertiary colors (5th grade): <https://www.youtube.com/watch?v=1IYgcwmc4XU>

Warm and Cool Colors (3rd grade):

<https://www.youtube.com/watch?v=LhtJ6Eeqm90>

Complementary Colors (4th grade):

<https://www.youtube.com/watch?v=qv70Y9X-wZM>(Primary Colors, Secondary Colors, Tertiary Colors, Warm/Cool, Complementary Colors)

[How to Mix 3 Colors to Make a Rainbow - Science Experiments for Kids - Primary Colors](#) Fun science experiment about color!

[Peep and the Big Wide World: A Peep of a Different Color](#) Short movie about color and coloring mixing.

[Sesame Street: OK Go - Three Primary Colors](#) “OK go” Primary Color song.

[The Colors Song | Art Songs | Scratch Garden](#) “The Color Song” about Primary, Secondary, and warm and cool colors.

[Comparing Warm and Cool Colors | ArtQuest | NPT](#) Warm and Cool Colors

https://www.youtube.com/watch?v=fph81KVY6f8&disable_polymer=true “The Advanced Color Song” about Primary, Secondary, Tertiary, Complementary colors and more!

(Songs about Value, Shades & Tints)

[The Value Song | Art Songs | Scratch Garden](#)

[Tints and Shades](#)

Books:

[Mix It Up](#)

<https://www.storyjumper.com/book/read/59596375/THE-COLOR-WHEEL#page/2>

<https://www.storyjumper.com/book/read/15300622/Color-My-World#page/26>

Games:

[Color — Method of Action](#)

[Free Art Game for Kids- Interactive Colorwheel](#)

[Free Art Game for Kids-- Paint Drip Catch](#)

[Paint - Digital Painting Skills • ABCya!](#)

[Free Draw: Online Art and Creativity Game for Kids](#)

We would love to see your creations! You can post photos of them to your Dojo story or email them directly to your art teacher!

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley WindleyA@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of June 1st

Move It Monday

We're gonna start this week out by playing follow the leader. Get your family together and take turns being the 'leader'. Everyone follows along behind the leader doing what they are doing. Some examples could be skipping, galloping, jogging, hopping, jumping, skipping, crawling or moving like different animals. Take turns being the leader and be creative!

Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

[Kids Circuit Workout](#)

Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

Team Spirit Thursday

Put on your favorite school t-shirt and do some curl ups (also called sit-ups).

[Curl Up Demonstration](#)

[Curl Up Cadence](#)

Fun Time Friday

Today we are going to have a nature scavenger hunt. You can take this nature walk in your backyard, around your neighborhood or at a nearby park. First you are going to make the list of things that you are going to find. Some ideas could be pinecones, different types of leaves, different shaped twigs or rocks, something that is red or any color you pick, something that looks like a specific shape, something that is round or flat, maybe you have to spot a certain flower or a certain bird or animal. Whatever you choose, make the list with the person you are going to take this walk with. Then when you get back, you can talk about all the different things you found or saw! Have fun!

Kdg - 2nd Grade Media Choice Board

Please choose **ONE** activity to do **per WEEK**

These can be completed in any order - Just try to complete one box a week!

We Miss you!

Choose reading, letter, math, strategy or skills games:

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

Practice mouse skills:

<http://mousepractice.altervista.org/>

Listen to online stories:

- <https://www.storylineonline.net/>
- <https://pbskids.org/games/reading/>
- https://www.weareteachers.com/storytime/?utm_source=WAT_MDR&utm_medium=CVEnews&utm_campaign=WAT_Enews03182020

Practice typing skills:

- [Typingclub.com](https://www.typingclub.com) (If you cannot remember your login for typing club, just click on **get started** and choose a lesson to practice your typing skills.)
- <https://typetastic.com/>
- <https://www.typing.com/student/game/keyboard-jump>
- <https://www.typing.com/student/game/keyboard-ninja>
- <https://www.typing.com/student/game/type-a-balloon>
- https://www.abcya.com/games/kids_typing_game
- https://www.abcya.com/games/cup_stack_typing_game

Internet Safety: Watch these videos on how to be safe using the internet.

- My Online Neighborhood

<https://www.youtube.com/watch?v=oPHOsCnjMU4>

- Faux Paws Adventures in the Internet

<https://www.youtube.com/watch?v=gPse7dcXwrU>

Extra Websites:

- www.roomrecess.com
- <https://kids.sandiegozoo.org/>
- <https://classroommagazines.scholastic.com/support/learnat home.html>

1st and 2nd Grade:

Create a doc on any topic. Change font size, style and color. Add an image if you'd like.

Some examples...

- What is your favorite part about learning at home?
- What do you miss about school?
- Write about any special celebrations.
- Write about how you have been creative. What did you create?
- How have you helped your family?