

HOMESCHOOL WEEKLY!

NAME: _____

WEEK OF: **March 24-March 30**

Homework Expectations

- Now that students will be learning via online classrooms, homework packets will be distributed **WEEKLY** (Monday-Monday) for students to complete. Packets will contain work for all core subjects and are required to be turned in every Monday for grading. Packets will need to be picked up from our Campus every Monday.

Distance Learning

- Lessons will now be provided via packets that will need to be picked up weekly. Teachers will be available during their office hours to answer any questions regarding the work in the packet. Please use the following link to access the 1st grade Zoom Account: <https://zoom.us/j/6371663169>

Office Hours

- Teachers will be available **DAILY** for office hours via Zoom. Parents & students can chat with teachers about any questions they have regarding their learning. Please see below for Office Hour Schedules:
Math Teacher: Trcka
 8:30-9:30 am DAILY
Reading Teachers: Coles, Braswell
 10:00-11:00 am DAILY
Language Teachers: Torres, Boyd
 1:00-2:00 pm DAILY

| | |
|-----------|--|
| Monday | <input type="checkbox"/> <u>Reading:</u> Lesson 57 and 59 <input type="checkbox"/> <u>Writing:</u> Lesson 44 <input type="checkbox"/> <u>Math:</u> Color by Code |
| Tuesday | <input type="checkbox"/> <u>Reading:</u> Lesson 61 and 71 <input type="checkbox"/> <u>Writing:</u> Lesson 45 <input type="checkbox"/> <u>Math:</u> Lesson 5 problem set and homework |
| Wednesday | <input type="checkbox"/> <u>Reading:</u> Lesson 73 and 75 <input type="checkbox"/> <u>Writing:</u> Lesson 46 <input type="checkbox"/> <u>Math:</u> Lesson 7 problem set and homework |
| Thursday | <input type="checkbox"/> <u>Reading:</u> Lesson 1 and 3 <input type="checkbox"/> <u>Writing:</u> Lesson 47 <input type="checkbox"/> <u>Math:</u> Lesson 8 problem set and homework |
| Friday | <input type="checkbox"/> <u>Reading:</u> Lesson 13 and 18 <input type="checkbox"/> <u>Writing:</u> Lesson 48 <input type="checkbox"/> <u>Math:</u> Number line shamrocks and 120 chart |

Homework Grading

Assignments should be scanned (pictures also acceptable) & sent to content teacher on Remind on Monday for grading.



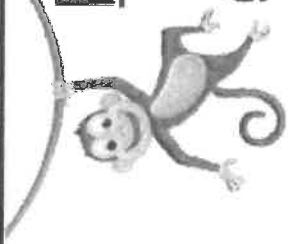
Assignments will be graded, and feedback will be given by teachers each week. If possible, please download and use one of the apps below to scan your packet to send to teachers. Grades will be entered into Power School (as normal).

Free Apps for Scanning via Phone:
"Notes" (iPhones), CamScanner, ScannerApp, Genius Scan

All 1st Grade teachers will continue to be available via Email, Remind, & Zoom (Office Hours only). Please reach out with any questions or concerns, and we will respond back to you as quickly as possible!

Handwriting Skills

Is it short, is it tall or does it fall?

| | | |
|---|---|--|
|  |  |  |
| a | d | g |
| <u>Short</u> | <u>Tall</u> | <u>Fall</u> |
| a c e i m n | b d f h k l t | g j p q u y |
| o r s u v w | | |
| x z | | |

★ Practice sounds daily ★
(see back for pronunciation of sounds.) →

Reading Mastery Signature K Sounds

Sounds in Order of Presentation with Day of Introduction

a m s ē r d

1 and 13

6 and 11

16

19

23

27

f i th t n c o

31

34

38

41

44

48

51

ā h u g l w

58

61

64

68

72

76

sh ì k ō v p

80

88

92

98

102

108

ch e b iñg ī

113

118

121

124

127

y er x òo J

131

135

139

142

145

ȳ wh qu z ũ

149

152

154

156

156

ALPHABET AND PRONUNCIATION GUIDE

| Symbol | Pronounced | As in | Voiced or Unvoiced * |
|-----------|------------|--|----------------------|
| a | aaa | <u>and</u> | v |
| m | mmm | <u>ram</u> | v |
| s | sss | <u>bus</u> | uv |
| e | eee | <u>eat</u> | v |
| r | rrr | <u>rule, ray</u> <u>bar</u> | v |
| d | d | <u>mad</u> | v |
| f | fff | <u>stuff</u> | uv |
| i | iii | <u>if</u> | v |
| th | ththth | <u>this</u> and <u>bathe</u> (not thing) | v |
| t | t | <u>cat</u> | uv |
| n | nnn | <u>pan</u> | v |
| c | c | <u>tack</u> | uv |
| o | ooo | <u>ox</u> | v |
| ā | āāā | <u>ate</u> | v |
| h | h | <u>hat</u> | uv |
| u | uuu | <u>under</u> | v |
| g | g | <u>tag</u> | v |
| l | lll | <u>pal</u> | v |
| w | www | <u>wow</u> | v |
| sh | shshsh | <u>wish</u> | uv |

| Symbol | Pronounced | As in | Voiced or Unvoiced * |
|------------|------------------|---------------------------|----------------------|
| I | (the word I) | | v |
| k | k | <u>tack</u> | uv |
| ō | ōōō | <u>over</u> | v |
| v | vvv | <u>love</u> | v |
| p | p | <u>sap</u> | uv |
| ch | ch | <u>touch</u> | uv |
| e | eee | <u>end</u> | v |
| b | b | <u>grab</u> | v |
| ing | iiing | <u>sing</u> | v |
| I | ITT | <u>ice</u> | v |
| y | yyy | <u>yard</u> | v |
| er | urr | <u>brother</u> | v |
| x | ksss | <u>ox</u> | uv |
| oo | oooo | <u>moon</u> (not look) | v |
| J | j | <u>judge</u> | v |
| ȳ | ITT | <u>my</u> | v |
| wh | www or wh | <u>why</u> | v or uv |
| qu | kwww (or koo) | <u>quick</u> | v |
| z | zzz | <u>buzz</u> | v |
| ū | ūūū | <u>use</u> | v |

* Voiced sounds are sounds you make by vibrating your vocal chords. You do not use your vocal chords for unvoiced sounds—you use air only. To feel the difference between voiced and unvoiced sounds, hold your throat lightly and say the sound **vvv**. You will feel your vocal chords vibrating. Then, without pausing, change the sound to **fff**. The vibrations will stop. The only difference between the sounds is that the **vvv** is voiced and the **fff** is not.

Sound Combinations, Digraphs, and Diphthongs

| | | |
|--------------------|-------------------|----|
| al (also) | er | sh |
| ar (<u>arm</u>) | ing | th |
| ch | oo | wh |
| ea (<u>meat</u>) | ou (<u>out</u>) | |
| ee (<u>need</u>) | qu | |

Science Digital Learning Websites:

PreK- 4th Grade Online Learning:

Brainpop Jr. – Create free account. Website has educational science cartoon videos along with printable worksheets and online quizzes. Great way to watch then assess as a whole group at the end.

https://go.brainpop.com/accessrequest?utm_source=covidhub&utm_medium=button&utm_campaign=coronavirus&utm_content=free-school-request

Mystery Science

<https://mysteryscience.com/school-closure-planning>

Mini-Lessons (15-30 minutes, all digital)

Full Lessons (45-90 minutes, digital w/ hands-on activity)

Virtual Field Trips

<https://docs.google.com/document/d/1SvldgTx9dIKO6SjyvPDsoGlkgE3iExmi3qh2KRRkuw/mobilebasic>

National Geographic-videos, games and activities. Create free account

<https://kids.nationalgeographic.com/>

Scholastic PreK & Kinder Read Alouds and supporting activities-

<https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html>

PBS Read Aloud and activities- <https://pbskids.org/clifford>

Nasa- Kinder-4th videos and activities <https://www.nasa.gov/stem/forstudents/k-4/index.html>

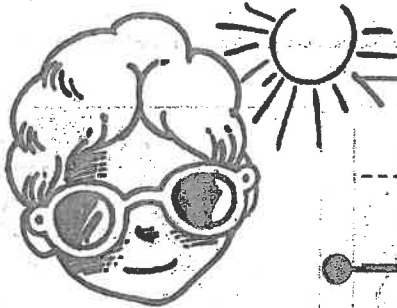
Monday

Copy each sentence next to the picture it matches. Then color the pictures.

dan - is - sad.

dan - is - mad.

dan - is - tan.







Write the sentences on the page. First trace each sentence. Then copy the sentence. When you finish, draw a picture of a *sad cat*.

feed the cat.

feed the cat.

it is sad.

it is sad.

sad cat



Name _____

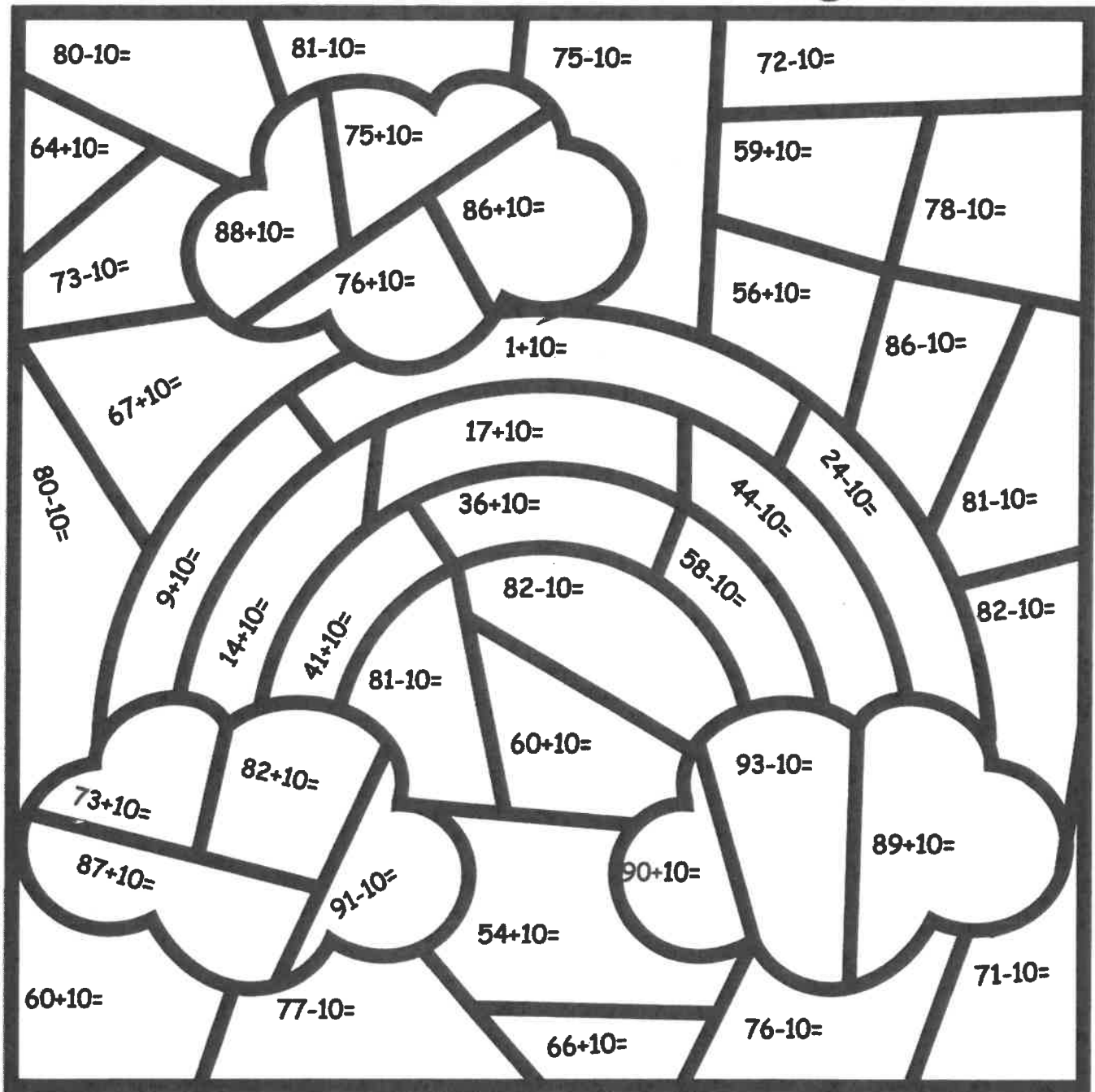
L. #44

The best runner is small.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for copying and tracing.

Name: _____ Date: _____

10 Less and 10 more by Code



1.NBT.C.5

Color Code



0-20



21-40



41-60



61-80



81-100

Tuesday

Make each word match the picture next to it. Choose the correct sound from the box and write it in the blank.

s m



mad



sad

r c



at

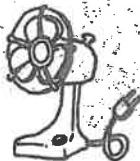


at

f r



an



an

m s



eat



eat

t s



ack



ack

r s


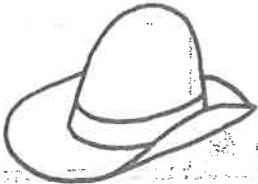
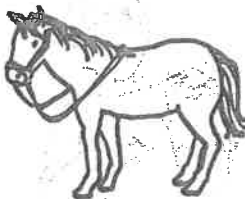



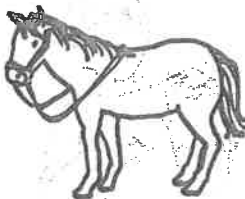
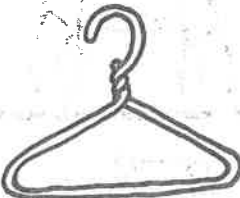
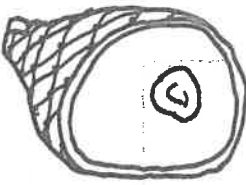
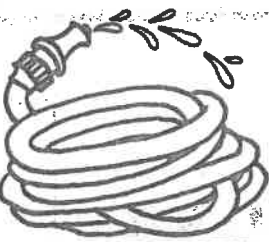
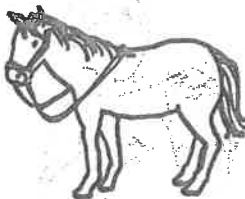

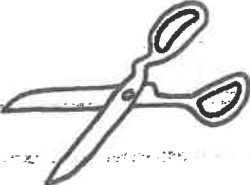

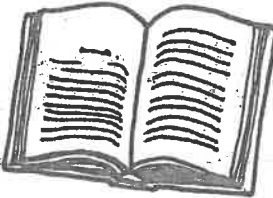



ock



ock

Write the sound *h* under each picture if the name begins with *h*. When you finish, color the pictures you wrote *h* under.

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

Name _____

L. #45

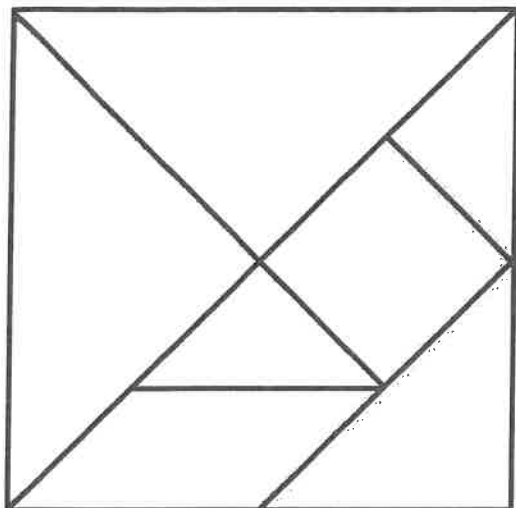
A tall boy kicked the ball.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. There are 10 sets of these lines provided for practice.

Name _____

Date _____

- 1.
- a. How many shapes were used to make this large square?



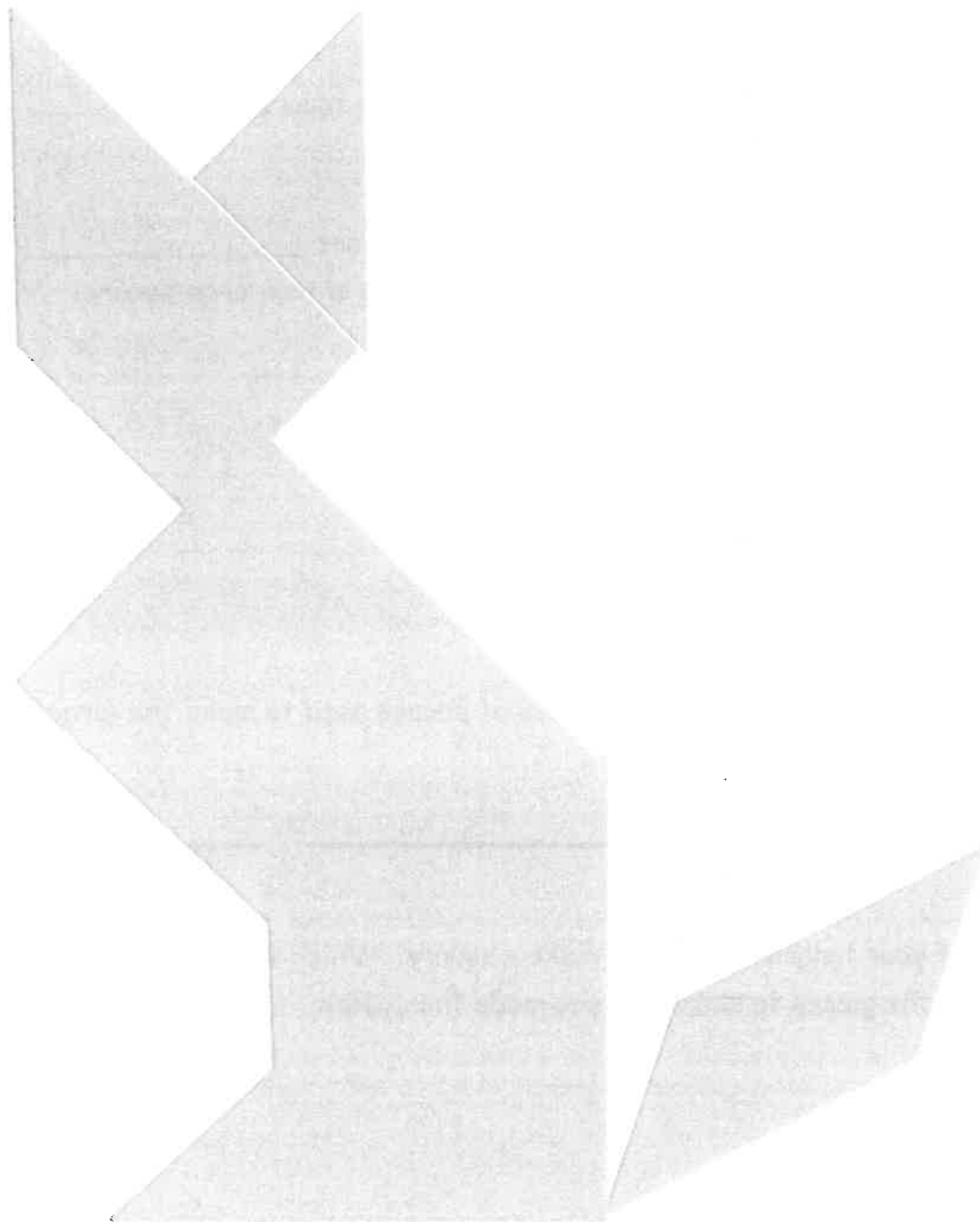
There are _____
shapes in this large square.

- b. What are the names of the 3 types of shapes used to make the large square?

2. Use 2 of your tangram pieces to make a square. Which 2 pieces did you use? Draw or trace the pieces to show how you made the square.

3. Use 4 of your tangram pieces to make a trapezoid. Draw or trace the pieces to show the shapes you used.

4. Use all 7 tangram pieces to complete the puzzle.

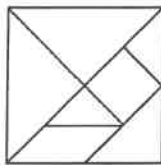


5. With a partner, make a bird or a flower using all of your pieces. Draw or trace to show the pieces you used on the back of your paper. Experiment to see what other objects you can make with your pieces. Draw or trace to show what you created on the back of your paper.

Name _____

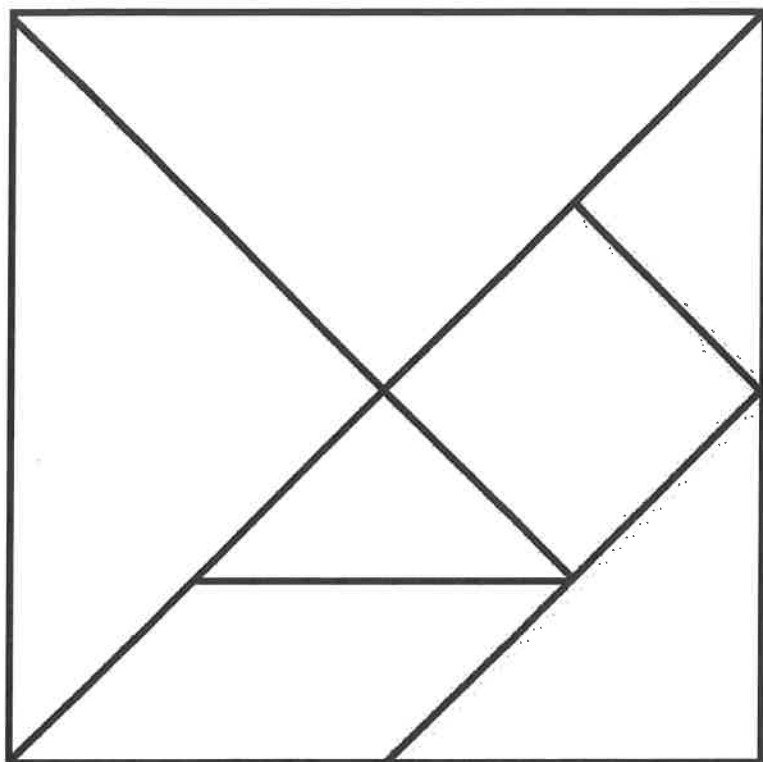
Date _____

1. Cut out all of the tangram pieces from the separate piece of paper you brought home from school. It looks like this:



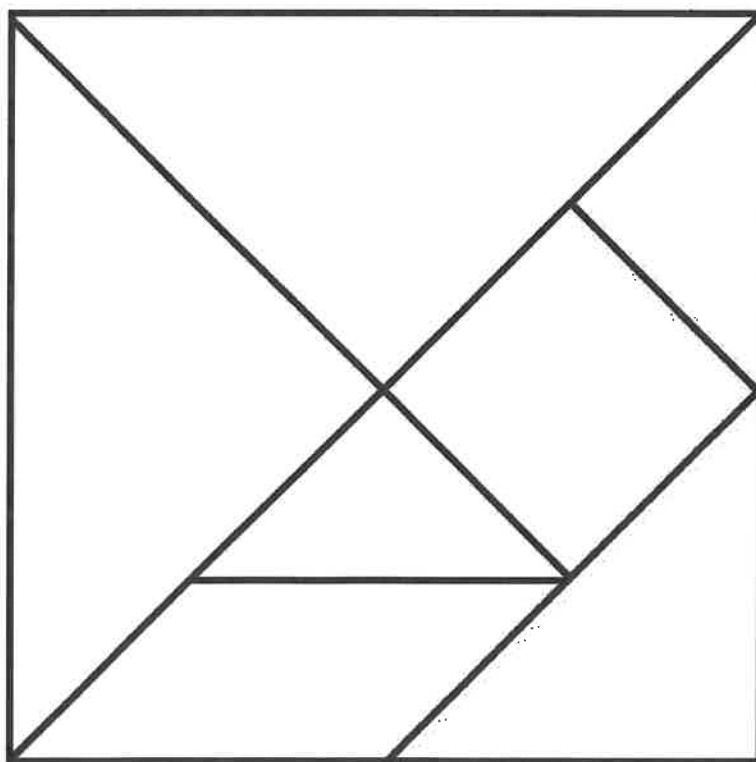
2. Tell a family member the name of each shape.
3. Follow the directions to make each shape below. Draw or trace to show the parts you used to make the shape.
 - a. Use 2 tangram pieces to make 1 triangle.
 - b. Use 1 square and 1 triangle to make 1 trapezoid.
 - c. Use one more piece to change the trapezoid into a rectangle.

4. Make an animal with all of your pieces. Draw or trace to show the pieces you used. Label your drawing with the animal's name.



One tangram is to be used during class.

The other tangram is to be sent home with the homework.



tangram

Wednesday

Circle the sentence that tells about each picture. When you finish, color all the pictures.



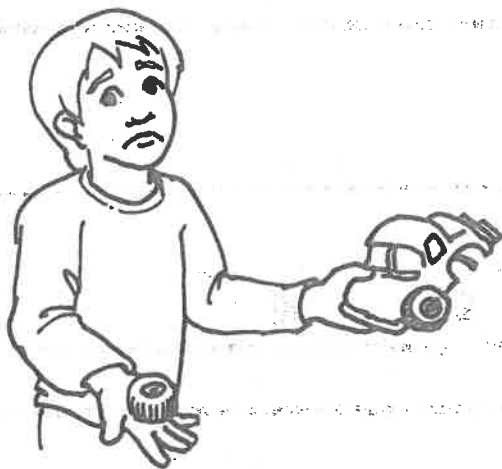
it is hot.

it is not hot.



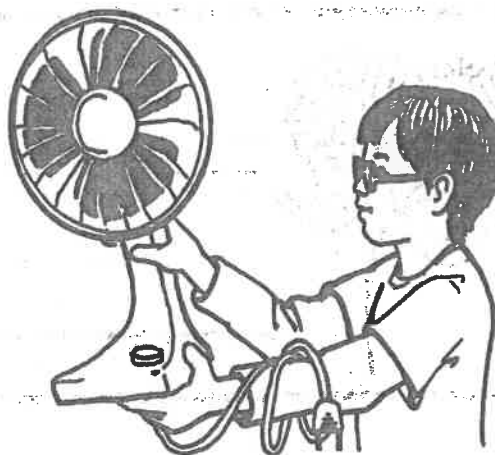
he is on a rock.

he is on a fan.



mac is mean.

mac is sad.



dan has a fin.

dan has a fan.

Name _____

L. #46

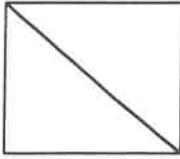

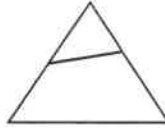

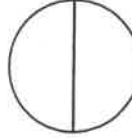
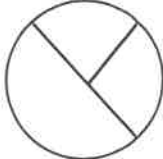
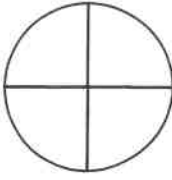

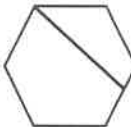
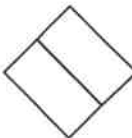
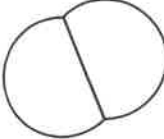
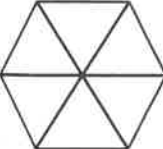



It almost hit the wall.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. There are 10 sets of these lines provided for practice.



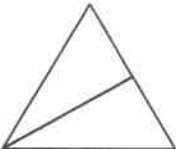
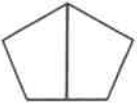
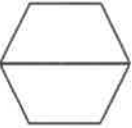

Name _____

Date _____

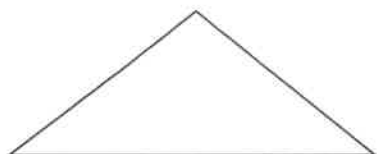
1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts on the line. The first one has been done for you.

| | | |
|---|--|--|
| <p>a.</p>  <p>y 2</p> | <p>b.</p>  <p>_____</p> | <p>c.</p>  <p>_____</p> |
| <p>d.</p>  <p>_____</p> | <p>e.</p>  <p>_____</p> | <p>f.</p>  <p>_____</p> |
| <p>g.</p>  <p>_____</p> | <p>h.</p>  <p>_____</p> | <p>i.</p>  <p>_____</p> |
| <p>j.</p>  <p>_____</p> | <p>k.</p>  <p>_____</p> | <p>l.</p>  <p>_____</p> |
| <p>m.</p>  <p>_____</p> | <p>n.</p>  <p>_____</p> | <p>o.</p>  <p>_____</p> |

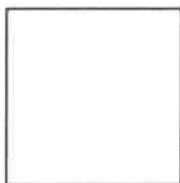
2. Write the number of equal parts in each shape.

| | | |
|--|--|--|
| <p>a.</p>  <p>_____</p> | <p>b.</p>  <p>_____</p> | <p>c.</p>  <p>_____</p> |
| <p>d.</p>  <p>_____</p> | <p>e.</p>  <p>_____</p> | <p>f.</p>  <p>_____</p> |

3. Draw one line to make this triangle into 2 equal triangles.



4. Draw one line to make this square into 2 equal parts.



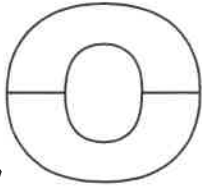
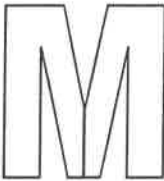
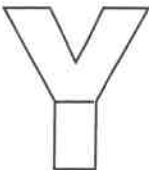
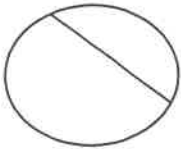
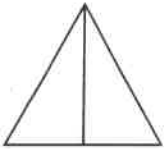
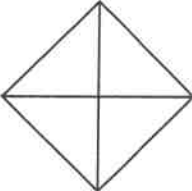
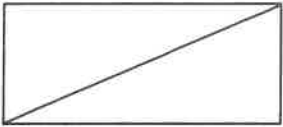
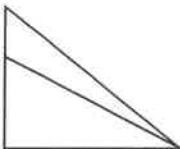
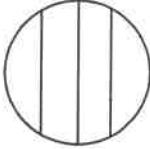
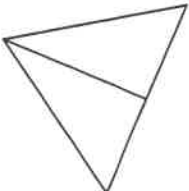
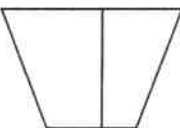
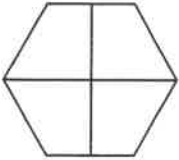
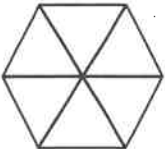


5. Draw two lines to make this square into 4 equal squares.



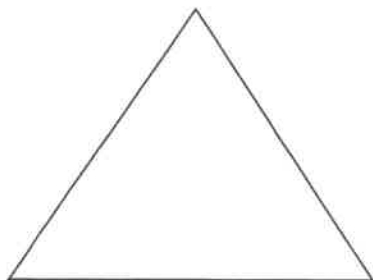
Name _____

Date _____

1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts there are on the line. The first one has been done for you.

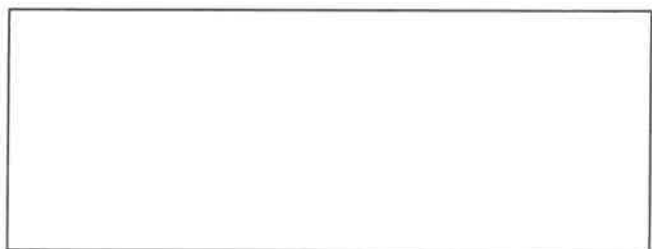
| | | |
|---|--|--|
| a.  y 2 _____ | b.  _____ _____ | c.  _____ _____ |
| d.  _____ _____ | e.  _____ _____ | f.  _____ _____ |
| g.  _____ _____ | h.  _____ _____ | i.  _____ _____ |
| j.  _____ _____ | k.  _____ _____ | l.  _____ _____ |
| m.  _____ _____ | n.  _____ _____ | o.  _____ _____ |

2. Draw 1 line to make 2 equal parts. What smaller shapes did you make?



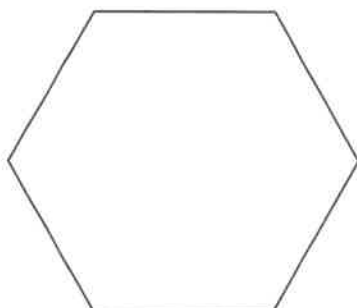
I made 2 _____.

3. Draw 2 lines to make 4 equal parts. What smaller shapes did you make?



I made 4 _____.

4. Draw lines to make 6 equal parts. What smaller shapes did you make?



I made 6 _____.

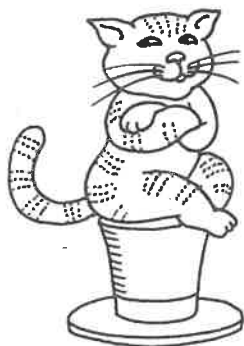
Thursday

Put the right sound in each blank to make the sentences tell about the pictures.



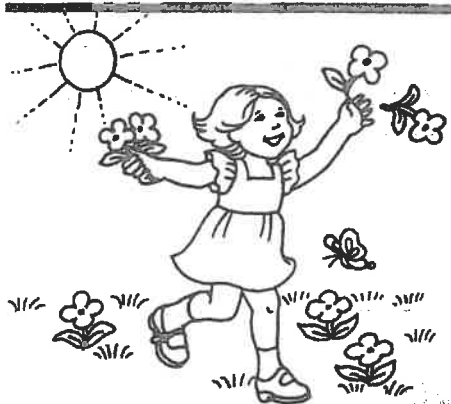
l d

the ____og is on a ____og.



h c s

a ____at ____at on a
____at.



s f r

shē liked to ____un in the
____un and have ____un.



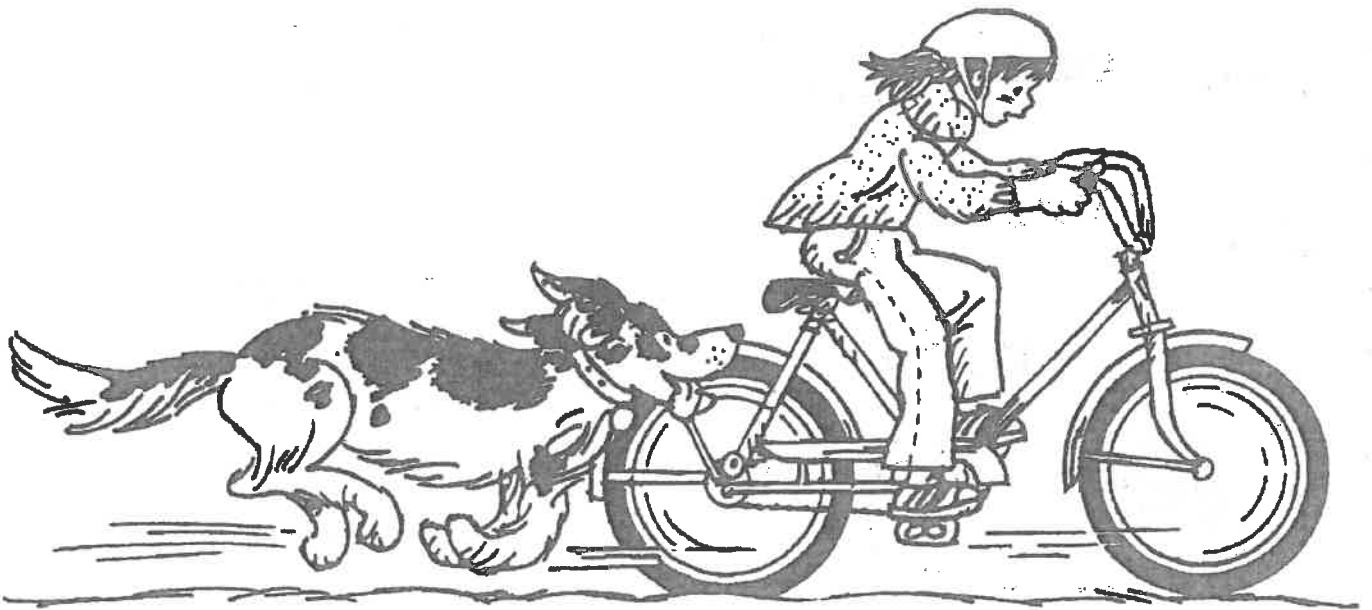
b d m

____ad is ____ad at the
____ad kitten.

Read the story at the top of the page. Then circle *yes* or *no* for each sentence. When you finish, color the picture.

m̄y dog's nāme is tīger. tīger loves to
run after thīngs. wē gō to the park. I
rīde m̄y bīke and tīger runs after
mē. wē bōth havē lots of fun.

1. I havē a pet dog. • yes • nō
2. tīger hātes to run. • yes • nō
3. tīger rīdes m̄y bīke. • yes • nō
4. m̄y dog runs after mē. • yes • nō
5. wē havē fun in the park. • yes • nō



Name _____

L. #47

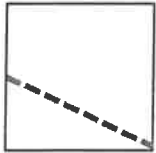

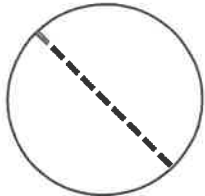


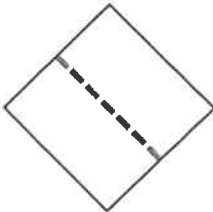
That boy dropped it.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. There are 10 sets of these lines available for practice.

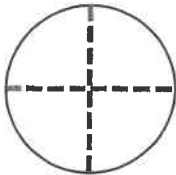
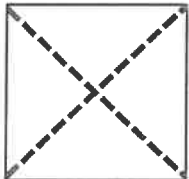
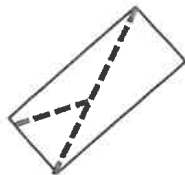

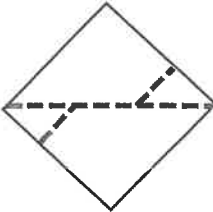
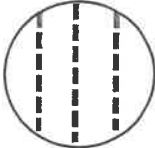
Name _____

Date _____

1. Are the shapes divided into halves? Write yes or no.

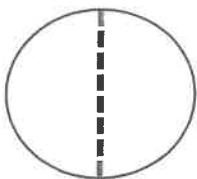
| | | |
|--|--|--|
| <p>a.</p>  <p>_____</p> | <p>b.</p>  <p>_____</p> | <p>c.</p>  <p>_____</p> |
| <p>d.</p>  <p>_____</p> | <p>e.</p>  <p>_____</p> | <p>f.</p>  <p>_____</p> |

2. Are the shapes divided into quarters? Write yes or no.

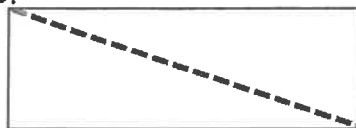
| | | |
|--|--|--|
| <p>a.</p>  <p>_____</p> | <p>b.</p>  <p>_____</p> | <p>c.</p>  <p>_____</p> |
| <p>d.</p>  <p>_____</p> | <p>e.</p>  <p>_____</p> | <p>f.</p>  <p>_____</p> |

3. Color half of each shape.

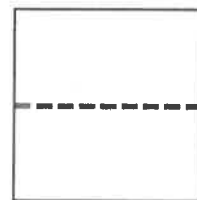
a.



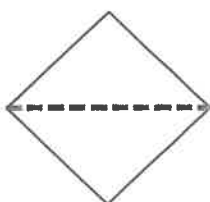
b.



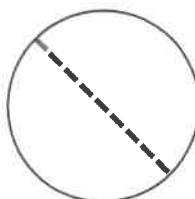
c.



d.



e.

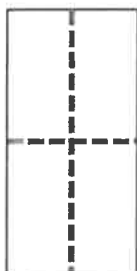


f.

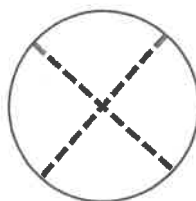


4. Color 1 fourth of each shape.

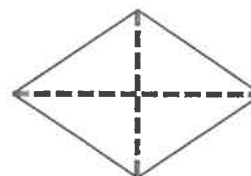
a.



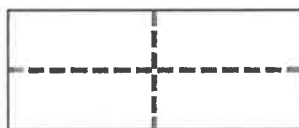
b.



c.



d.



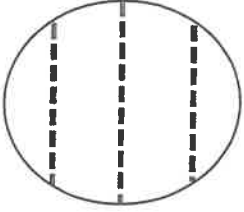
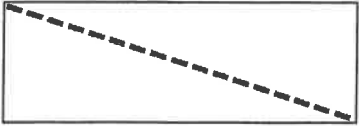
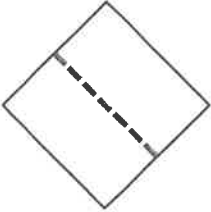

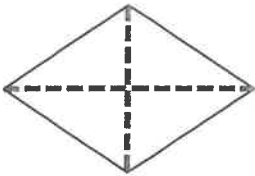
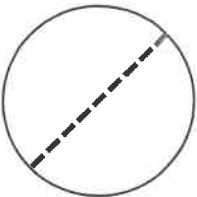


e.



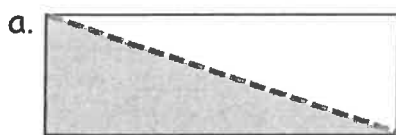
Name _____

Date _____

1. Circle the correct word(s) to tell how each shape is divided.

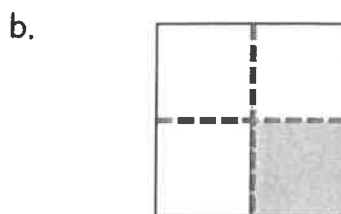
| | |
|---|--|
| <p>a.</p>  <p>equal parts unequal parts</p> | <p>b.</p>  <p>equal parts unequal parts</p> |
| <p>c.</p>  <p>halves fourths</p> | <p>d.</p>  <p>halves quarters</p> |
| <p>e.</p>  <p>halves quarters</p> | <p>f.</p>  <p>fourths halves</p> |
| <p>g.</p>  <p>quarters halves</p> | <p>h.</p>  <p>halves fourths</p> |

2. What part of the shape is shaded? Circle the correct answer.



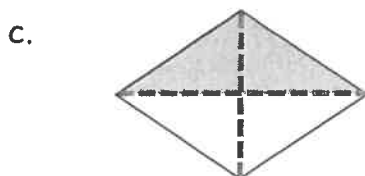
1 half

1 quarter



1 half

1 quarter



1 half

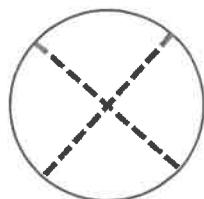
1 quarter



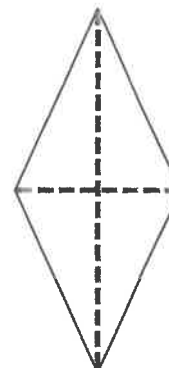
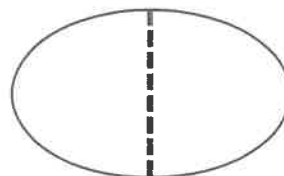
1 half

1 quarter

3. Color 1 quarter of each shape.



4. Color 1 half of each shape.

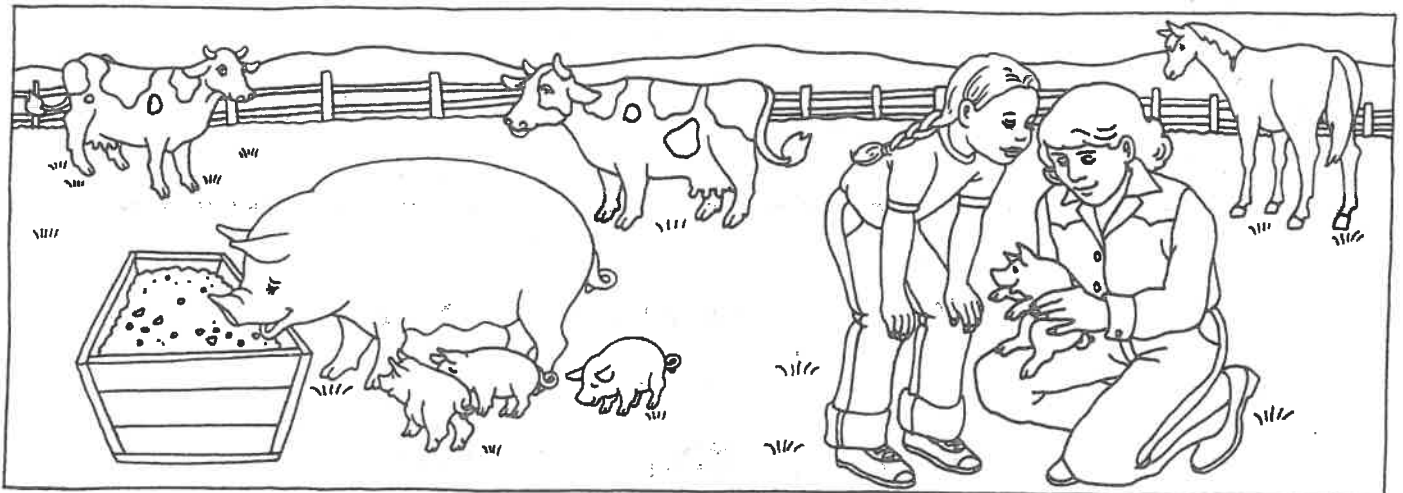


Friday

Read the story at the top of the page. Finish the sentences about the story, then color the picture.

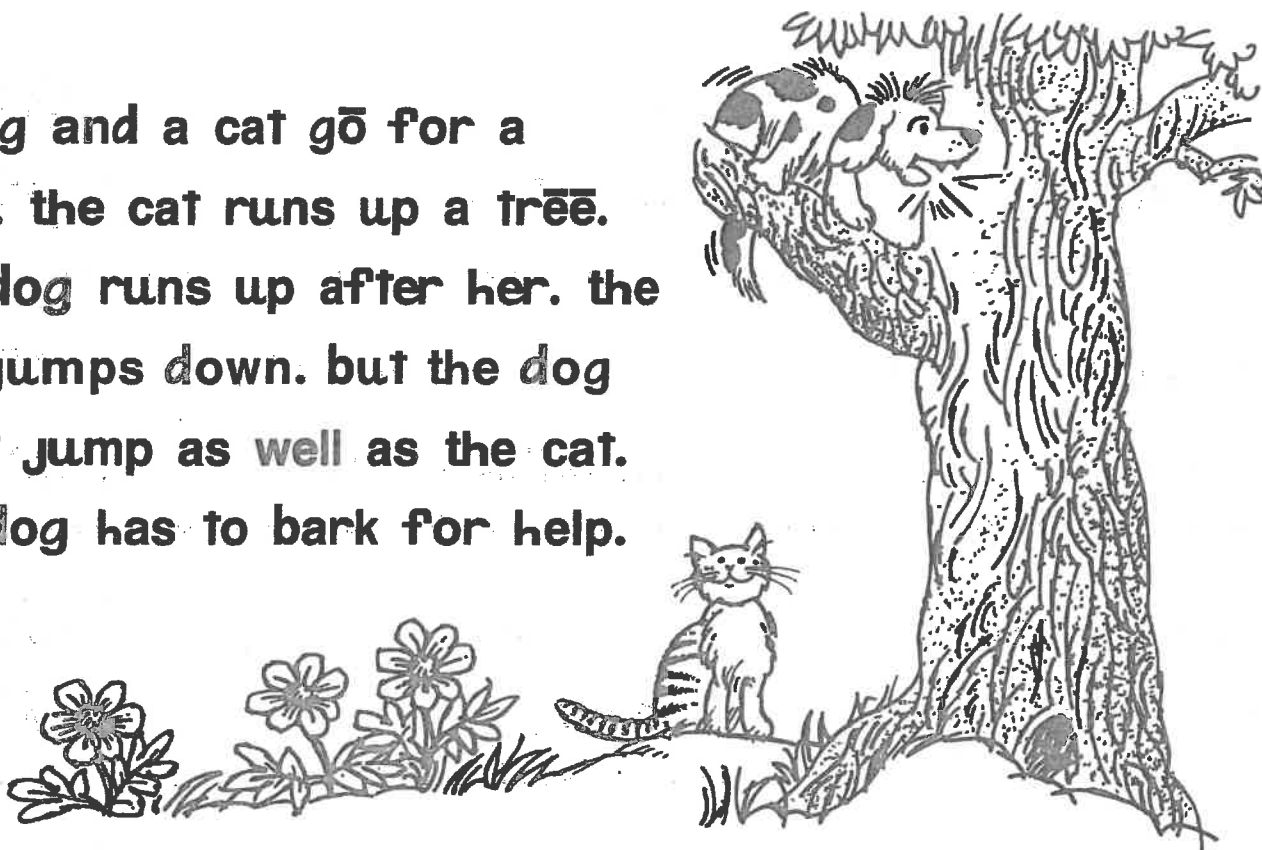
mom and I live on a farm. we have
cows and pigs. mom feeds them lots
of corn. I have a horse that runs
fast. I ride it every day. Life on a
farm is fun.

1. mom and I live on a _____.
2. the cows and pigs eat _____.
3. my horse runs _____.
4. I ride my horse every _____.
5. Life on a farm is _____.



Read the story at the top of the page. Then circle *yes* or *no* for each sentence. When you finish, color the picture.

a dog and a cat gō for a walk. the cat runs up a trēē. the dog runs up after her. the cat jumps down. but the dog can't jump as well as the cat. the dog has to bark for help.



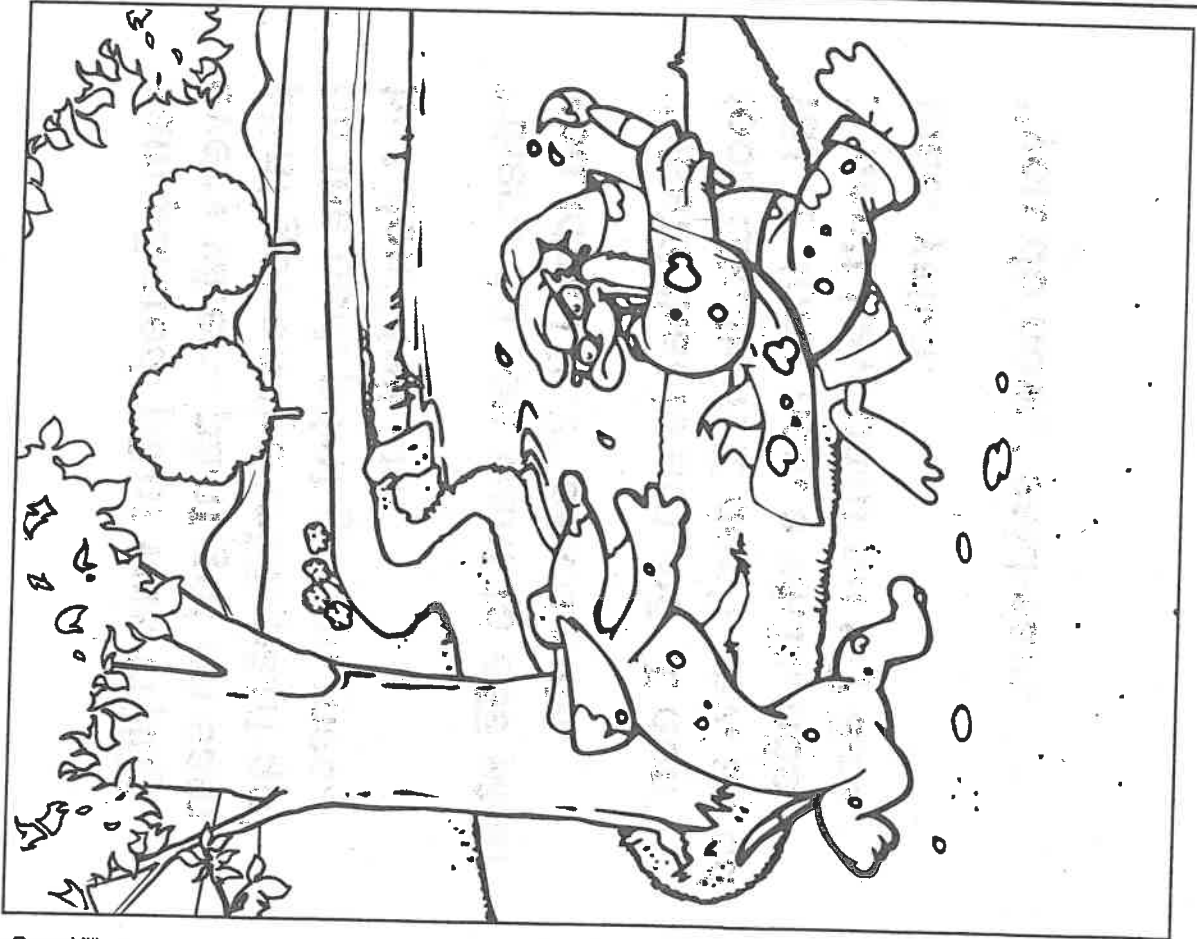
1. a dog and a rat gō for a walk. • yes • nō
2. the cat runs up a hill. • yes • nō
3. the dog runs up a trēē. • yes • nō
4. the cat jumps better than the dog. • yes • nō
5. the dog helps the cat down. • yes • nō
6. the dog barks for help. • yes • nō

mack is pāntēd

by Jane Gold
Illustrated by Brad Mancuso

Decodable Book Lesson 29

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sam pānted. pānt was fīyīng
 every wherē. pānt got on sam.
 pānt got on the trēē. pānt got
 on the pad. pānt got on mack,
 but don't tell him.

“therē. do you want to sēē what
 you look līkē?” askēd sam.

“what? that is not mē. I don't
 look līkē that. I don't havē a red
 tāil. I don't havē a whītē nōsē.
 I don't havē pānt on mȳ ēars,”
 mack yellēd.

“you do now,” said sam.

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 Graw
 Hill
SRA

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“I am gōing to pānt you,”
answer_ed sam.

“nō,” said mac_k. “nō. nō. I let
you do som_e funny thing_s, sam.
but you ar_e not gōing to pānt
mē. I don’t want pānt on mē
because I will hav_e to tāk_e a
bath.”

“I am not gōing to get pānt on
you. I am gōing to pānt on this
pad. I will pānt what you look
līk_e. I will not get pānt on you,
but I will get some mōr_e pānt on
mē,” said sam.

“you had better not get pānt on
mē,” said mac_k.

“then hōld still and let mē pānt,”
said sam.

sam and mac_k ar_e not brothers.
sam is a duc_k. mac_k is a dog. but
they ar_e līk_e brothers. they līk_e
ē_ach other. they ar_e with ē_ach
other every dāy.

the other dāy, mac_k and sam wer_e
walkīng. sam had a big box. sam
had on a funny hat and top and
pants. ther_e was a lot of pānt
on the hat and the top and the
pants.

“Where are you going?” asked mac.

“come with mē. you will sēe,” said sam.

“Why is there pānt on your hat and top and pants?” asked mac.

“come with mē. you will sēe,” said sam.

“What is in the box?” asked mac.

“come with mē. you will sēe,” said sam.

sō mac went with sam.

When they got to the park, sam went to a spot in the sun. it was nēar a trēe and a pond.

“stand hēr, mac,” said sam.

“Why?” asked mac.

“you will sēe,” answered sam.

sam got a brush. hē got pānt. hē got a pad.

“now stand still,” said sam.

“Why?” asked mac. “it is tīm to tell mē.”

Name _____

L. #48

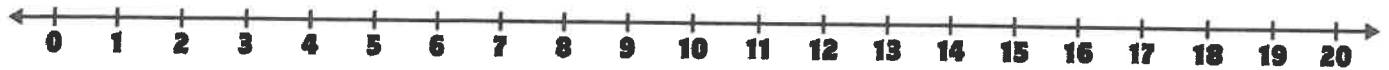
They petted all the cows.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for copying and tracing.

Name: _____ Date: _____

Number line Shamrocks

Use the number line to help solve the problems. Then use the color code to color shamrocks.



$11+1=$

$11+2=$

$17-6=$

$19-6=$

$20-9=$

$15-4=$

$20-8=$

$19-5=$

$11+3=$

$7+7=$

$19-7=$

$17-4=$

$3+8=$

$11+0=$

$8+6=$

$19-8=$

$9+4=$

$10+2=$

$15-1=$

$10+1=$

$6+6=$

Color Code

11= yellow

12= orange

13= purple

14= green

1.OA.B.3

Name: _____ Date: _____

1.NBT.A.1

120 Shamrocks Chart

Place the missing numbers on the shamrocks 120 chart.

