



Compton USD Learning Packet #3

First Grade

Name _____

1st Grade Learning Packet

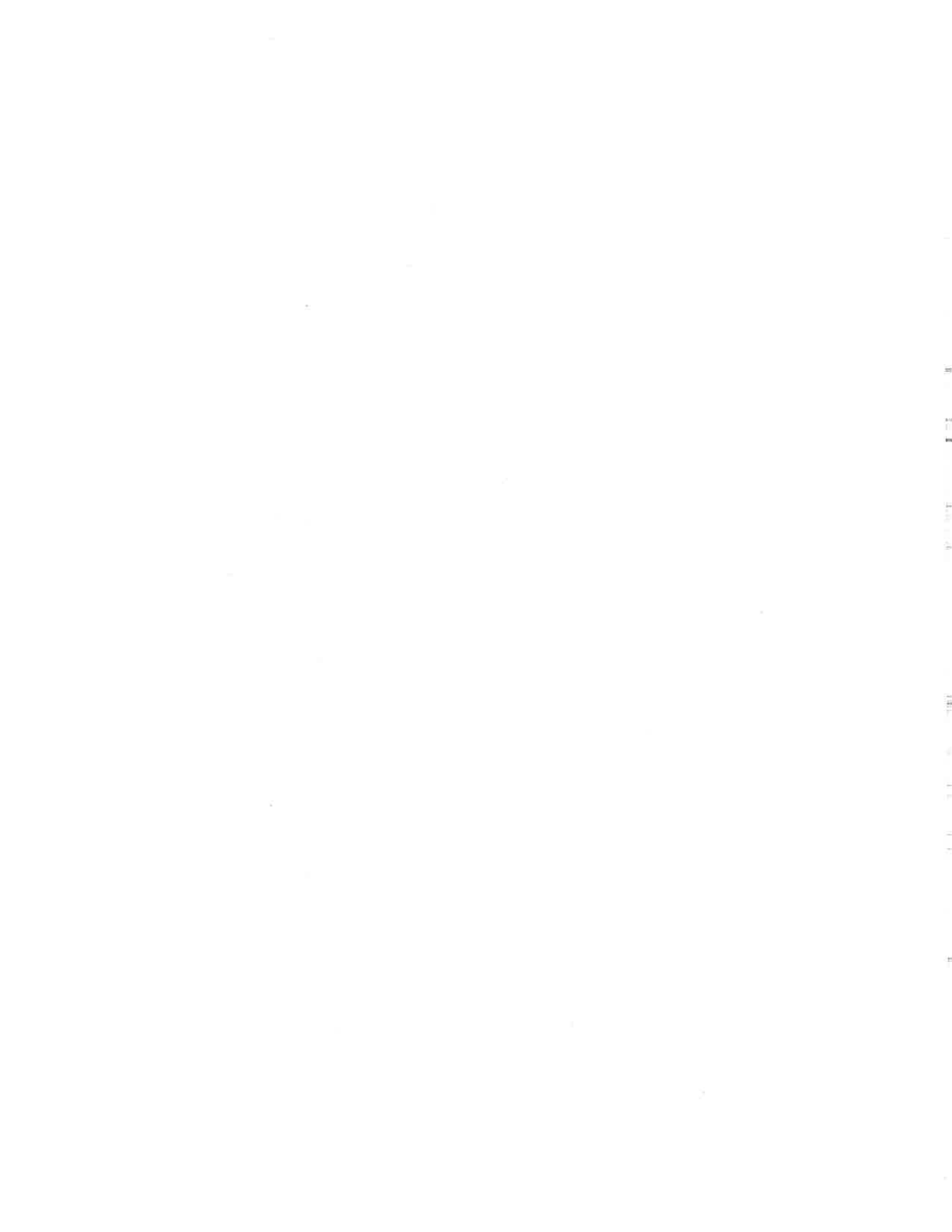
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Week 4

Day	Lesson	Date Completed
1	Phonics: /ur/ er, ir. ur, or High-Frequency Words	
	Complete the lesson, Use a Hundred Chart to Add	
	Science: Plants are alive, too!	
2	Vocabulary Read "A Bird Named Fern" and answer the questions.	
	Complete the lesson, Addition with 10 Frames, Part 2	
3	Read "A Bunny Wish" and answer the questions.	
	Complete the lesson, Go Math 8.5: Use Models to Add	
	Science: Plant Parts	
4	Read "Spike, The Bearded Dragon" and answer the question. Vocabulary Strategy: Shades of Meaning	
	Complete the lesson, Go Math 8.6: Make Ten to Add	

Recommended Online Usage



<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week





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 ur sounds. 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 _____

The sound you hear at the end of fur can be spelled with letters er, ir, ur, and or.

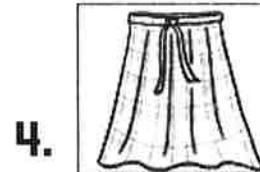
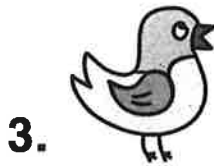
herdirtturnword

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



wide worm

sun surf



bark bird

skirt star



shirt sharp

gift girl

Name _____

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

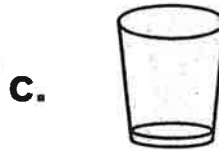
1. Can I have **another** cup of water?



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**.




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Name _____


Circle the word that completes the sentence. Write the word on the line.

1. My bag is _____ of food. 

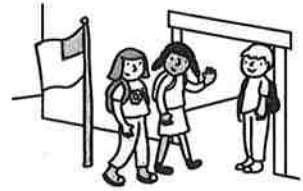
full through

2. I need _____ cup of water. 


great another

3. The boy will _____ up the tree. 

climb poor


4. We walk _____ the door. 

through climb

5. The _____ girl is sick. 

great poor

6. That kite is _____!

another great 

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Use a Hundred Chart to Add



COMMON CORE STANDARD—1.NBT.4
Use place value understanding and properties of operations to add and subtract.

Use the hundred chart to add.
Count on by ones or tens.

1. $47 + 2 = \underline{\hspace{2cm}}$

2. $26 + 50 = \underline{\hspace{2cm}}$

3. $22 + 5 = \underline{\hspace{2cm}}$

4. $40 + 41 = \underline{\hspace{2cm}}$

5. $4 + 85 = \underline{\hspace{2cm}}$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Problem Solving 

Choose a way to solve. Draw or write to show your work.

6. 17 children are on the bus.
Then 20 more children get
on the bus. How many
children are on the bus
now?

_____ children

Lesson Check (1.NBT.4)

1. What is the sum?
Write the number.

$$42 + 50 = \underline{\quad}$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. What is the sum?
Write the number.

$$11 + 8 = \underline{\quad}$$

Spiral Review (1.OA.8, 1.NBT.5)

3. Use mental math.
What number is ten less than 52?
Write the number.

4. Write an addition fact that helps
you solve $16 - 9$.

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

Plants are alive, too!

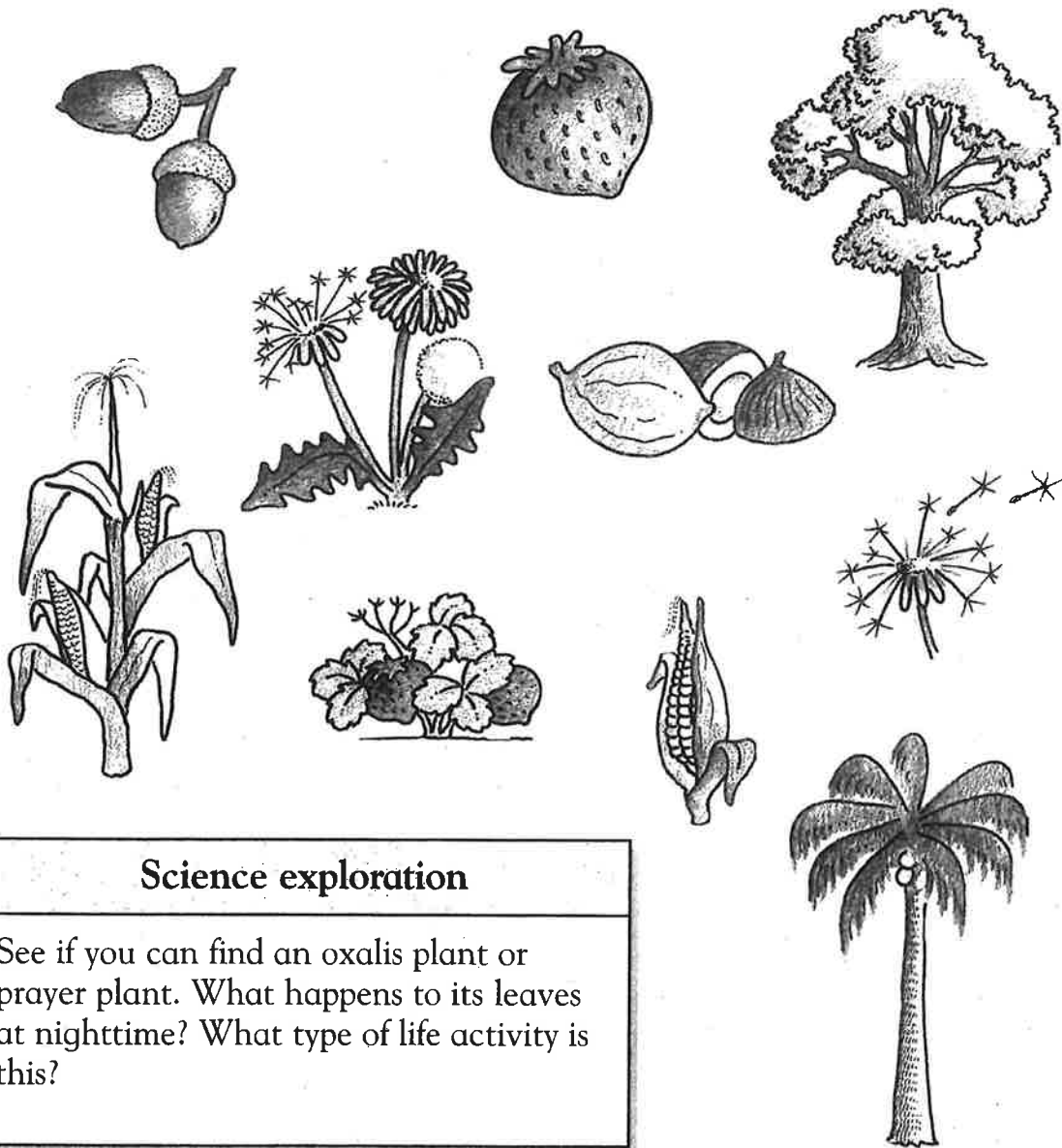


Observations

When we think of living things, we often think of animals. After all, animals move by themselves, grow, feed, react, and reproduce. Although plants do not move from place to place by themselves, they do grow and reproduce. Plants are living things, too.

Science activity

Draw a line joining each whole plant to the part of it that will grow into a new plant.



Science exploration

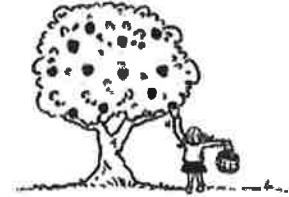
See if you can find an oxalis plant or prayer plant. What happens to its leaves at nighttime? What type of life activity is this?

Name _____

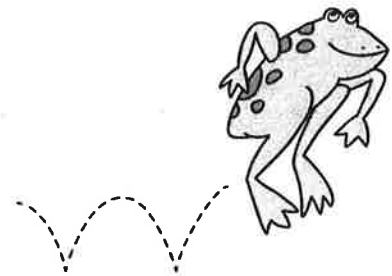
leaped: The dog leaped up to catch the ball.
stretched: The girl stretched her legs before she ran.

A. Match each sentence to the picture.

1. The frog leaped to the edge of the pond. a.



2. She stretched her arm up to pick the apple. b.



B. Circle the word that completes the sentence. Write the word.

3. I _____ my arm to reach the book.

leaped stretched

4. The cat _____ down from the steps.

leaped stretched

Name _____

Leaped means to have jumped far.

Stretched means to have extended a body part.

A. Look at each picture below. Use a vocabulary word from the box to finish each sentence.

leaped stretched

1. The baby _____ her arms
to her mom.



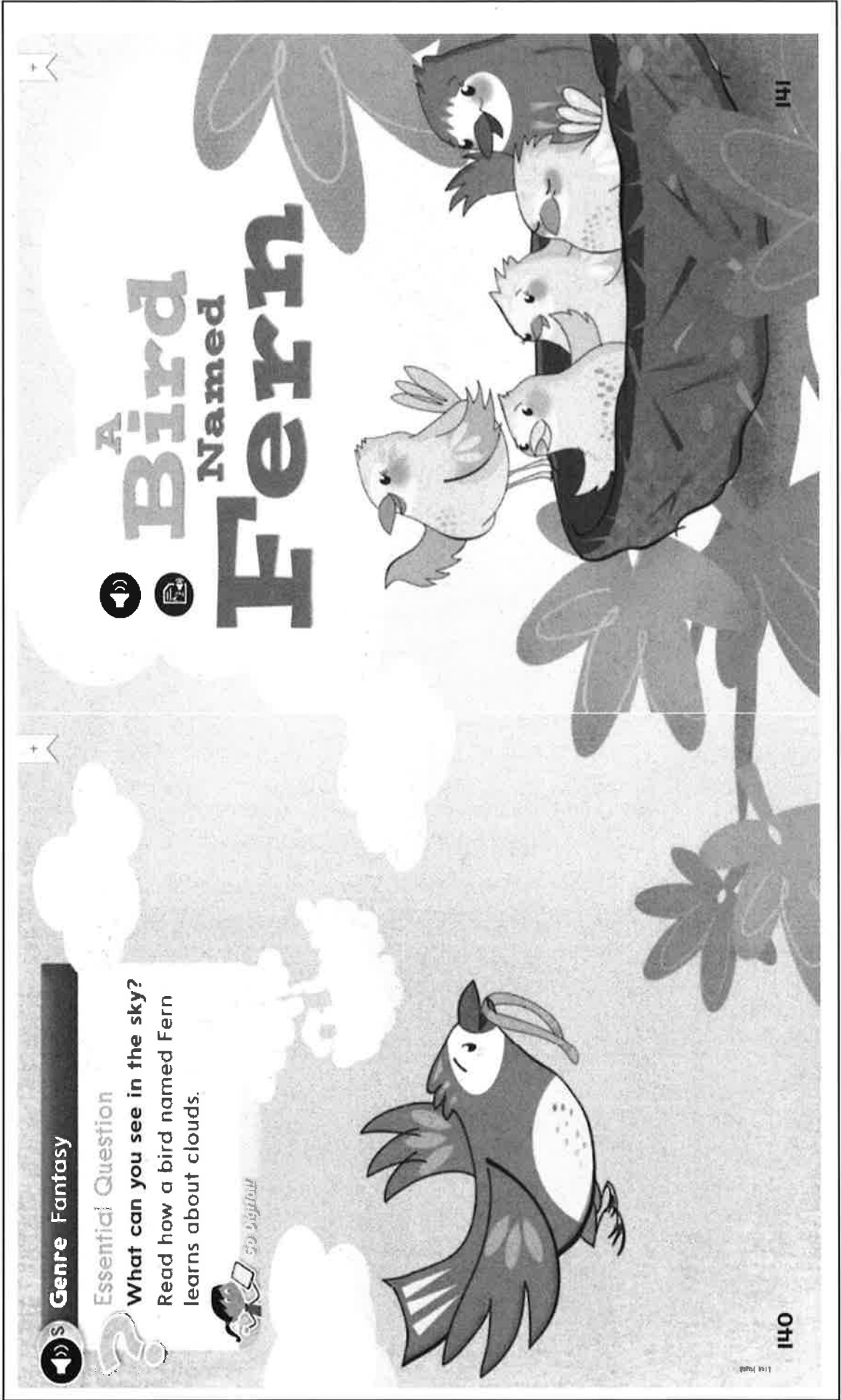
2. The frog _____ across the
pond.



B. Choose one of the words you wrote above. Draw another picture to go with the word.

3.

Unit 5 Week 2



Genre Fantasy

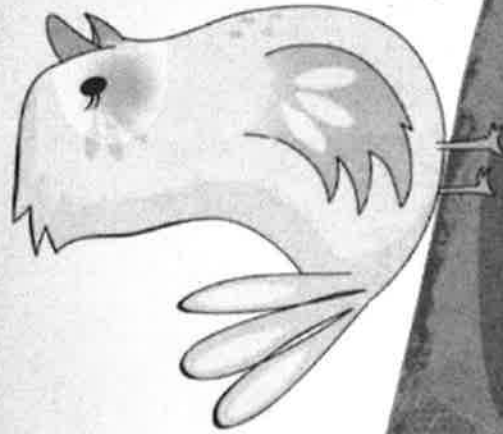
Essential Question
What can you see in the sky?
Read how a bird named Fern learns about clouds.

A Bird Named Fern

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Little Fern was always **full** of questions! She wanted to know about everything in the world.



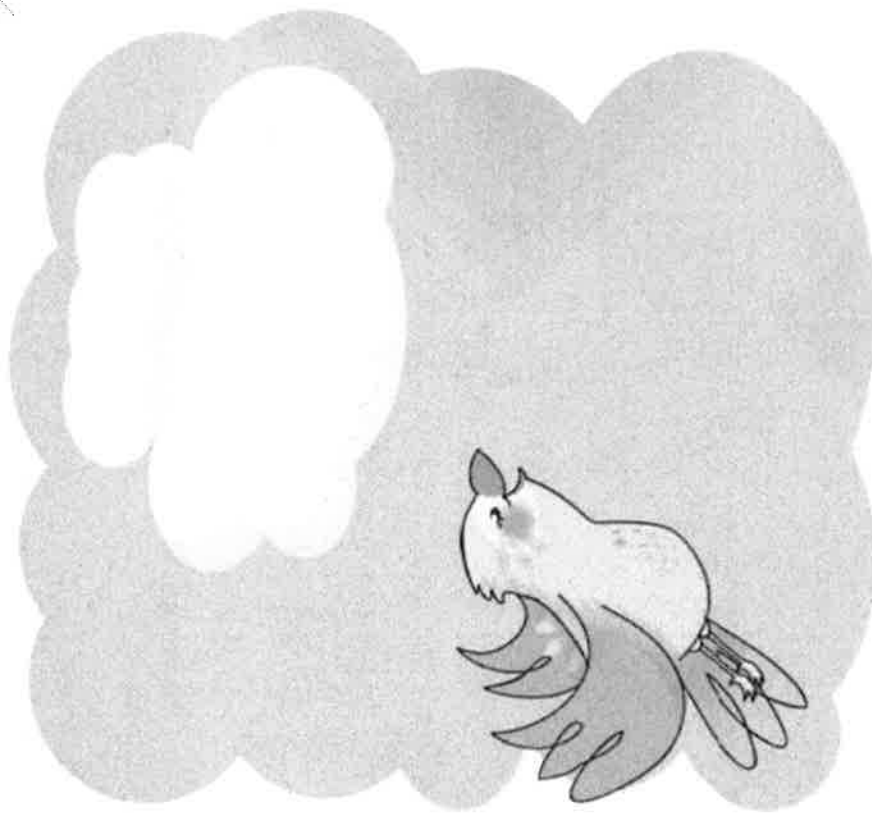
One day, Fern saw something up in the sky.

"What is that big, white boat doing in the sky?" she asked herself. "I want to find out."

"It would be **great** to ride on that big white boat," Fern said. So she **stretched** her wings and took off.




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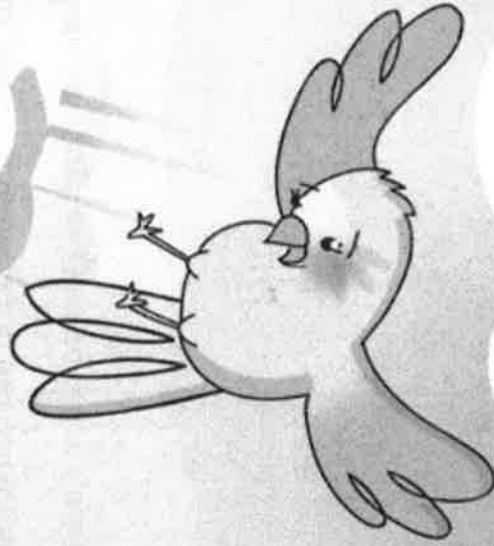



Fern's wings helped her **climb** up, up, up.

But when she got close to the boat, she was surprised. The boat looked like a fluffy bed!

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 Fern was sleepy and wanted to rest. So she leaped on the bed. But she fell right through it!



 "I see **another** bed," said Fern. "I will try to land on that one."

But the same thing happened again!

"I'd better go home," cried Fern. "Maybe Mom and Dad can explain this."



So Fern began to fly home. As she did, the beds turned dark gray. Then it started to rain. Poor Fern was soaked when she got home.

"Where were you?" asked Mom and Dad. Fern told them all about her trip.

"First we will dry you off," said Mom.

"Then we will teach you about clouds," added Dad.

And that is what they did!



Make Connections

What did the clouds look like to Fern? Essential Question



1. Standard: RL.1.2

What happened at the beginning of the story?

- A Fern saw a worm.
- B Fern went to lunch.
- C Fern saw a big, white boat in the sky.
- D Fern went to school.

2. Standard: RL 1.3

Why does the boat look like a fluffy bed when Fern gets closer?

- A The rain changes the shape.
- B Fern can't see.
- C Fern doesn't know it is a cloud.
- D It is a boat.

3. Standard: RL.1.1

Why did Fern fall through all of the beds?

Fern fell through all of the beds because ____.

- A** clouds are made of boats.
- B** Fern fell through the nest.
- C** Fern did not fall.
- D** clouds are not solid.

4. Standard: RL.1.3

What happened to the clouds when Fern flew home?

- A** They turned white.
- B** They turned gray.
- C** They turned blue.
- D** They turned pink.

5. Standard: L.1.3

Read the sentences from the story.

Fern was sleepy and wanted to rest. So she **leaped** up on the bed. But she fell right through it!

The word **leaped** most likely means _____.

A ran

B jumped

C wings

D great

6. Standard: W 1.3

Why couldn't Fern ride on the boat in the sky or lie on the beds? How do you know?

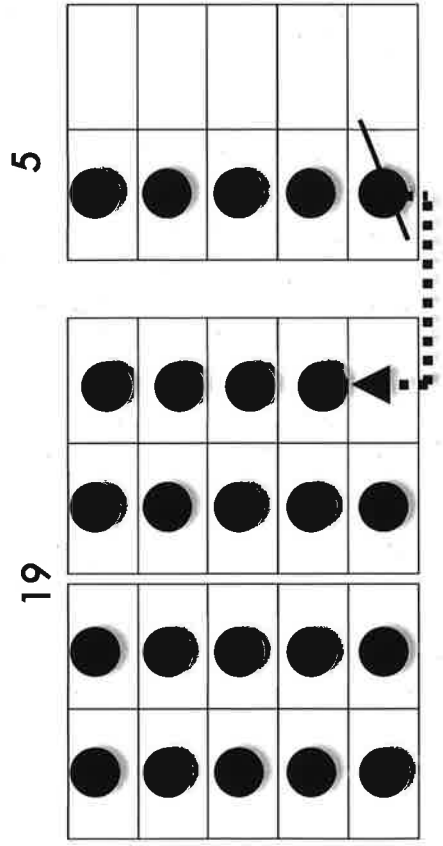
Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid).

name: _____ date: _____ #: _____

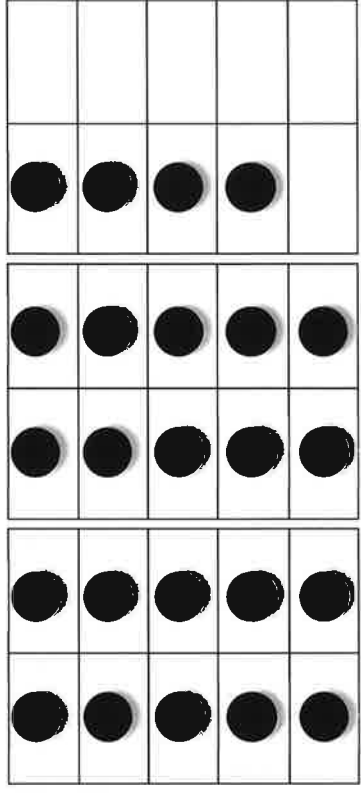
Addition with 10 Frames Part 2

Directions: For each problem below, draw on the 10 frames to model EACH number. Then take ones from the second number to complete a 10. Record what you added in both symbols and words. See the example below.

Sample: $19 + 5$



Total = 24



Possible Equations:

$19 + 1 = 20$
 $20 + 4 = 24$

OR

$19 + 1 + 4 = 24$

In Words:
 I can take 1 from the 5 and give it to 19 to make that 20 and then I have 4 left to make a total of 24.



1) $17 + 6$

Total = _____

Equation(s):

In Words:
I can take _____ from the 6 and give it to 17 to make that 20 and then I have _____ left to make a total of _____.



2) 15 + 7

Total = _____

Equation(s):

In Words:
I can take _____ from the 7 and give it to 15 to make that 20 and then I have _____ left to make a total of _____.



3) 18 + 5

Total = _____

Equation(s):

In Words:
I can take _____ from the 5 and give it to 18 to make that 20 and then I have _____ left to make a total of _____.



4) $26 + 5$

Total = _____

Equation(s):

In Words:
I can take _____ from the 5 and give it to 26 to make that 30 and then I have _____ left to make a total of _____.



5) 28 + 7

Total = _____

Equation(s):

In Words:
I can take _____ from the 7 and give it to 28 to make that 30 and then I have _____ left to make a total of _____.

6) $24 + 8$

Total = _____

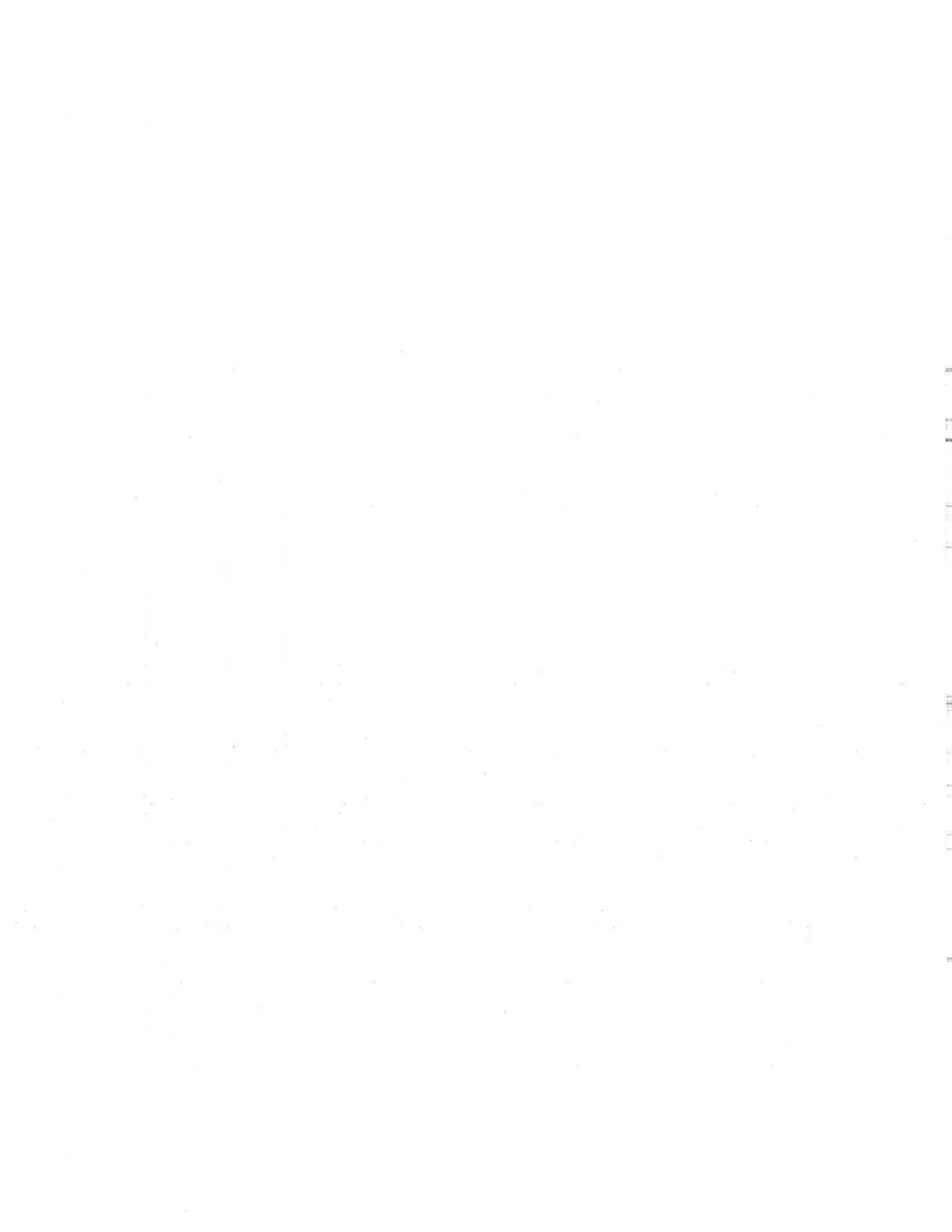
Equation(s):

In Words:

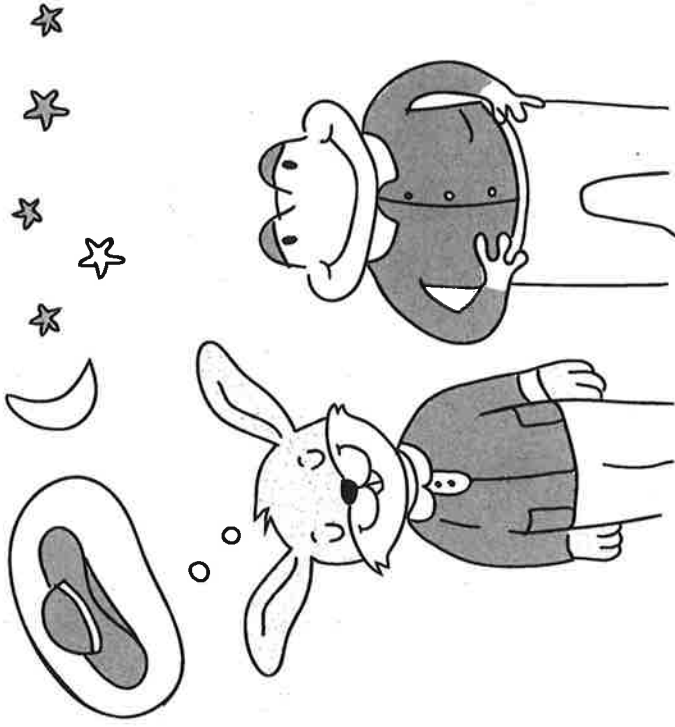
I can take _____ from the 8 and give it to 24 to make that 30 and then I have _____ left to

make a total of _____.

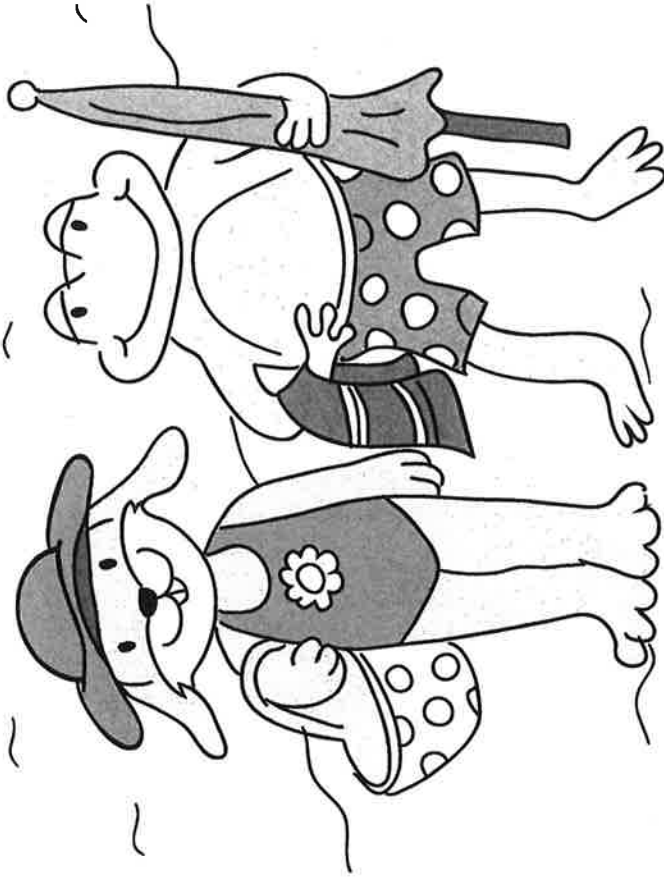




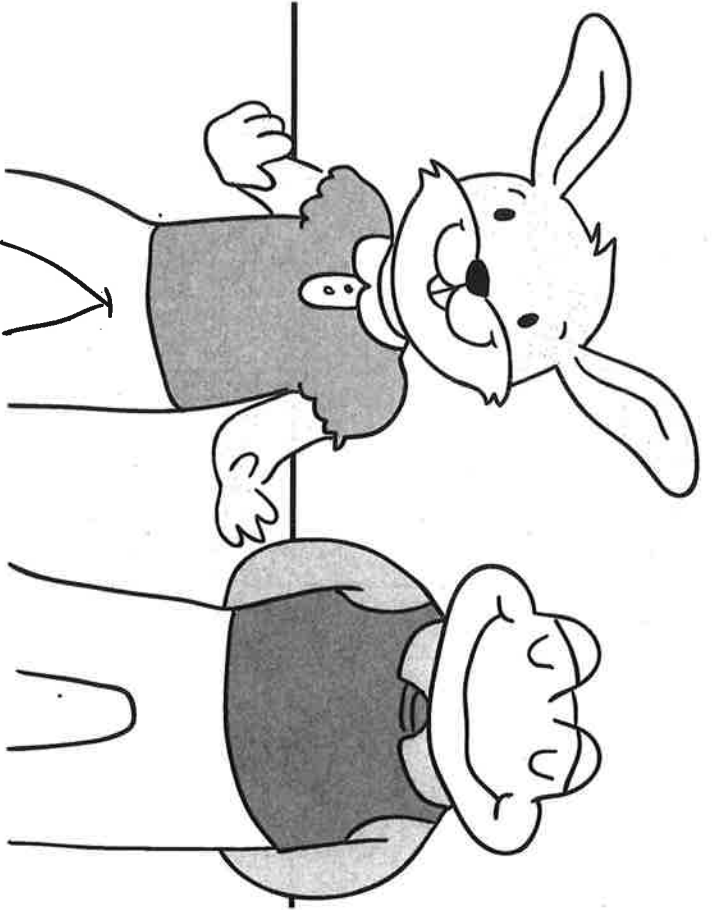
A Bunny Wish



“There’s a wishing star!” Betty Bunny said. “I wish for a sunhat!”

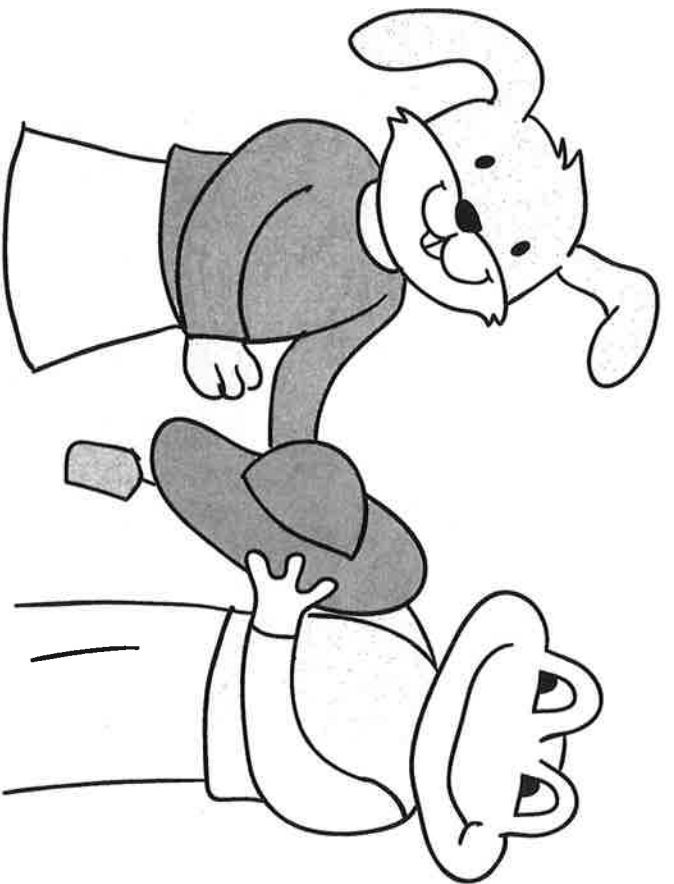


“I wished for a sunhat and it worked,” said Betty. “Now we can go to the beach,” said Freddy.



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

②



The next day, Freddy gave Betty
a sunhat.

③

Name _____

A. Reread "A Bunny Wish" and follow the directions.

1. What does Bethy do when she sees a star?

She makes a _____.

2. Write the word that tells you what Bethy

wishes for. _____

3. What causes Bethy's wish to come true?

_____ gives Bethy a sunhat.

4. What effect is on the last page?



B. Word with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

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Name _____

HANDS ON
Lesson 8.5

Use Models to Add



COMMON CORE STANDARD—1.NBT.4
Use place value understanding and properties of operations to add and subtract.

Use  and your MathBoard.
Add the ones or tens. Write the sum.

1. $44 + 5 = \underline{\quad}$

2. $16 + 70 = \underline{\quad}$

3. $78 + 20 = \underline{\quad}$

4. $52 + 7 = \underline{\quad}$

5. $2 + 13 = \underline{\quad}$

6. $73 + 4 = \underline{\quad}$

7. $84 + 3 = \underline{\quad}$

8. $20 + 25 = \underline{\quad}$

9. $49 + 30 = \underline{\quad}$

10. $81 + 8 = \underline{\quad}$

Problem Solving



Solve. Draw or write to explain.

II. Maria has 21 marbles.
She buys a bag of 20 marbles.
How many marbles does
Maria have now?

_____ marbles

Lesson Check (1.NBT.4)

1. What is the sum?
Write the number.

$$62 + 30 = \underline{\quad}$$

2. What is the sum?
Write the number.

$$37 + 2 = \underline{\quad}$$

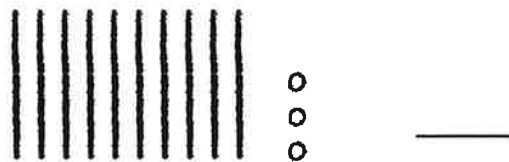
Spiral Review (1.OA.6, 1.NBT.1)

3. Write two ways to make 15.

$$\underline{\quad} + \underline{\quad} = 15$$

$$\underline{\quad} + \underline{\quad} = 15$$

-
4. What number does the model show?





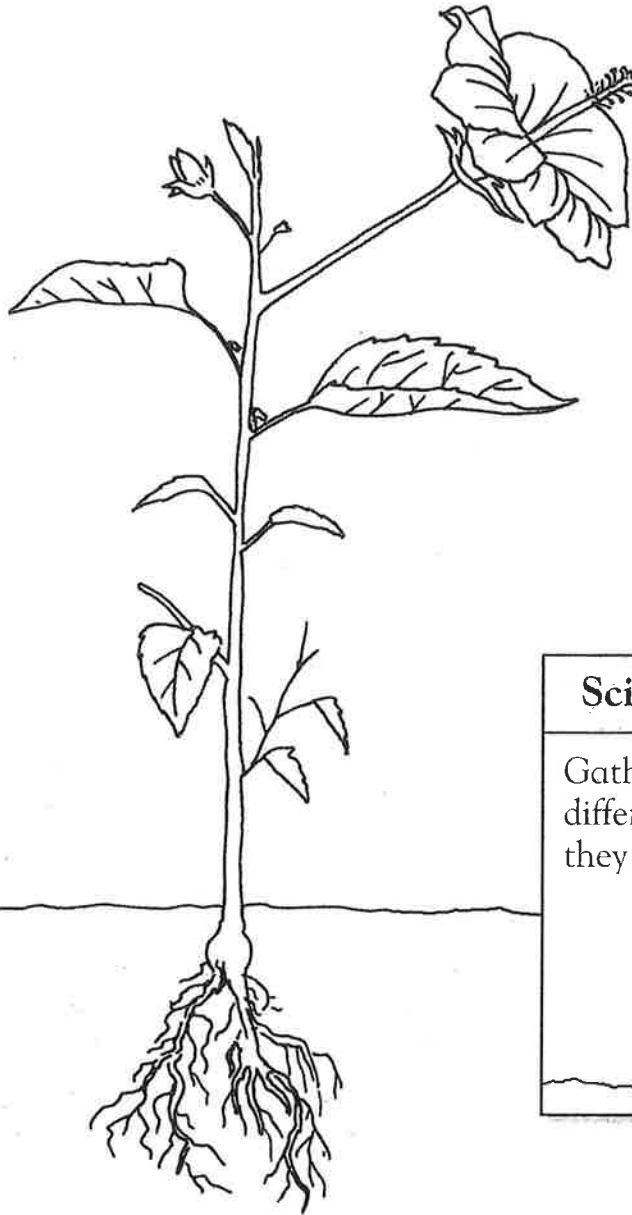
Plant parts

Observations

Most plants have roots, a stem, some leaves, and flowers.

Science activity

On this plant, color the leaves green, the stem yellow, the roots brown, and the flower and bud red.



Science exploration

Gather some leaves from different trees. How are they alike and different?



Spike, The Bearded Dragon By Bengie



Bearded dragons are sometimes pets. Pets are animals that people have that they consider to be part of the family! Bearded Dragons are not as popular as cats and dogs, but they are great pets. I know this because I have a Bearded Dragon as a pet. His name is Spike!

Bearded Dragons do not require too much attention, but they do like to have some activity time during the daylight hours.



Bearded Dragons are easy to feed, and they find their own fun around the house. However, Spike enjoys sleeping in his terrarium at night because it is easier for him to stay warm, and he can have a few crickets before bedtime!

Answer this question:

What is one thing that makes Bearded Dragons good pets?

Name _____

Some words have similar meanings. Small differences in meaning between these words are called **shades of meaning**.

Read the sentence. Look at the underlined words. Then choose the best word to complete the next sentence. Write the word on the line.

1. Max is very wet.

Max is _____.

soaked damp



2. Tess gives the dog some food.

Tess _____ the food.

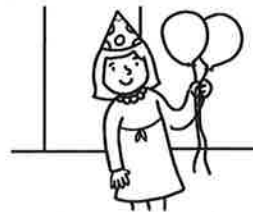
pours spills



3. Kate thinks the party is great.

Kate thinks the party is _____.

good wonderful



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**?



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Name _____

Make Ten to Add



COMMON CORE STANDARD—1.NBT.4
Use place value understanding and properties of operations to add and subtract.

Use . Draw to show how you make a ten. Find the sum.

1. $26 + 5 = \underline{\hspace{2cm}}$



2. $68 + 4 = \underline{\hspace{2cm}}$



3. $35 + 8 = \underline{\hspace{2cm}}$



Problem Solving

Choose a way to solve. Draw or write to show your work.

4. Debbie has 27 markers. Sal has 9 markers. How many markers do they have?



_____ markers

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Lesson Check (1.NBT.4)

1. What is the sum?
Write the number.

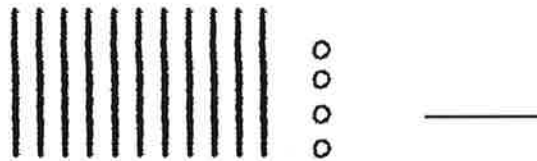
$$47 + 6 = \underline{\quad}$$

2. What is the sum?
Write the number.

$$84 + 8 = \underline{\quad}$$

Spiral Review (1.OA.7, 1.NBT.1)

3. What number does the model show?
Write the number.



4. Write a number to make the sentence true.

$$5 + 4 = 10 - \underline{\quad}$$



Compton USD

Learning Packet # 3

ELD

First Grade

Name: _____

1st Grade-ELD Learning Packet

TABLE OF CONTENTS

Week 4

Day	Lesson	Date Completed
1	Phonics: Read the text in the box. Then, complete activities 1-5.	
	Phonics: Use the words in the box to complete the sentences.	
2	High-Frequency Words: Use a word from the box to complete the sentences.	
	Vocabulary: Prefixes - Read the information in the box. Then, complete sections A (questions 1-2) and B (questions 3-4).	
	Vocabulary: Read the information in the box. Then, complete sections A (questions 1-2) and B (questions 3-4).	
3	Reading Comprehension: Problem and Solution. Read the book. First, complete sections A & B. Then, fill in the Problem and Solution Chart using words from the story.	
4	Differentiated Texts: Read the book "James Naismith". Respond to the text by writing about it.	
	Literary Element: Alliteration. First, read the information in the box. Then, complete the sections A (questions 1-2) and B (questions 3-4).	
	Structural analysis: Abbreviations. First, read the information in the box. Then, complete activities 1-10.	
5	Writing Traits: Word Choice. Read the Draft Model. Use the questions to help you to draft the paragraph. Then, rewrite the paragraph adding time-order words..	

Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

The letters or, ore, and oar make the /ôr/ sounds you hear in for, more, and board.

Circle the word that answers each riddle. Then underline the letters that spell the /ôr/ sounds.

1. You need to buy things.

Where do you go?

store

star



2. I put on my hat.

What did I do?

give

wore



3. There is rain and wind!

What is it?

storm

steam

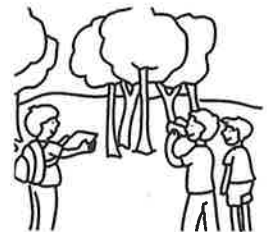


4. We go out and see new things.

What do we do?

explore

bore



5. Rex ripped my book!

What did Rex do?

fetch

tore

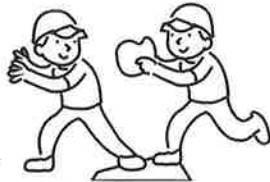



Name _____

Use the words in the box to complete the sentences.


chore porch sport roar adore

1. Baseball is a fun _____ **sport** _____.

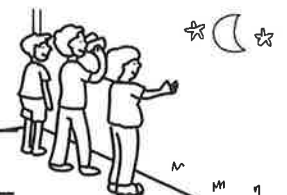



2. Taking out the trash is my _____.


3. Max and Bev _____ puppies.



4. We meet on the _____ every night.



5. Did you hear the lion _____?



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Name _____

Use a word from the box to complete each sentence.

began better guess learn right sure

- _____
-
1. Can you guess _____ what is in the box?
- _____
-
2. I am _____ I will do well on my test.
- _____
-
3. Mom _____ to cut the cake.
- _____
-
4. We will _____ to plant a tree.
- _____
-
5. Get some rest and you will feel _____.
- _____
-
6. This is the _____ way to ride a bike.

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Name _____

A **prefix** is a word part added to the beginning of a word. A prefix changes the meaning of the word.

I read a book last week. I will **reread** the book today. The prefix **re-** means "again."

re + read = **reread**

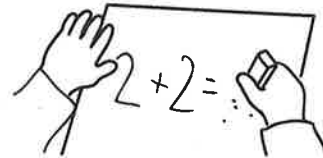
The word **reread** means "to read again."

A. Add the prefix to the word. Write the new word on the line. Then match the new word to a picture.

1. re + write = _____



2. un + tie = _____



B. Add re- or un- to a word in the box to make a new word. Write a sentence for each new word.

sure send

3. _____

4. _____

Name _____

idea: I have an **idea** for my class project.
unusual: I have never seen a food that color.
 It is **unusual**.

A. Match each sentence to the picture.

1. I have an idea for a present for Jim.

a.



2. Tom's hat is very tall. It is an unusual hat.

b.



B. Circle the word that completes the sentence. Write the word.

3. The _____ coat had a zipper in the back.

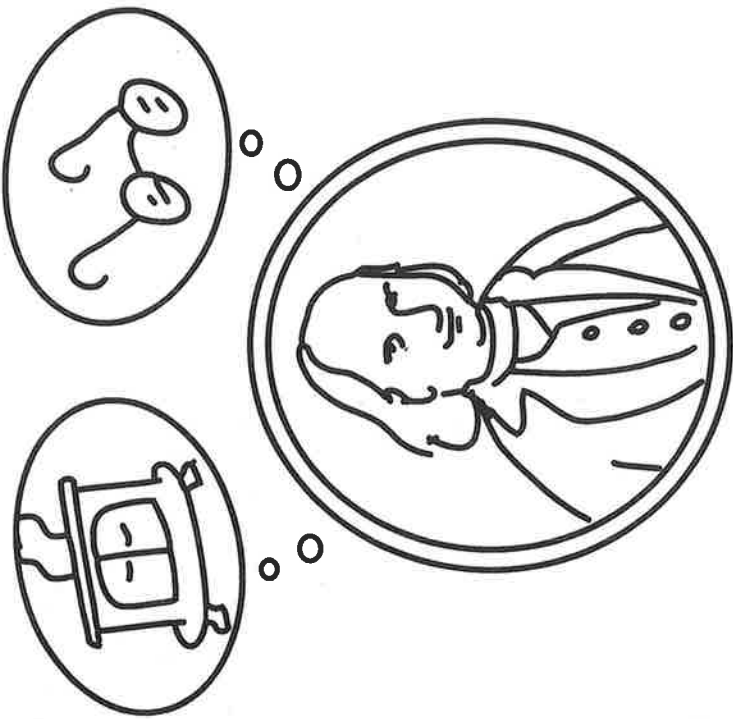
idea unusual

4. Do you have a good _____ for a story?

idea unusual

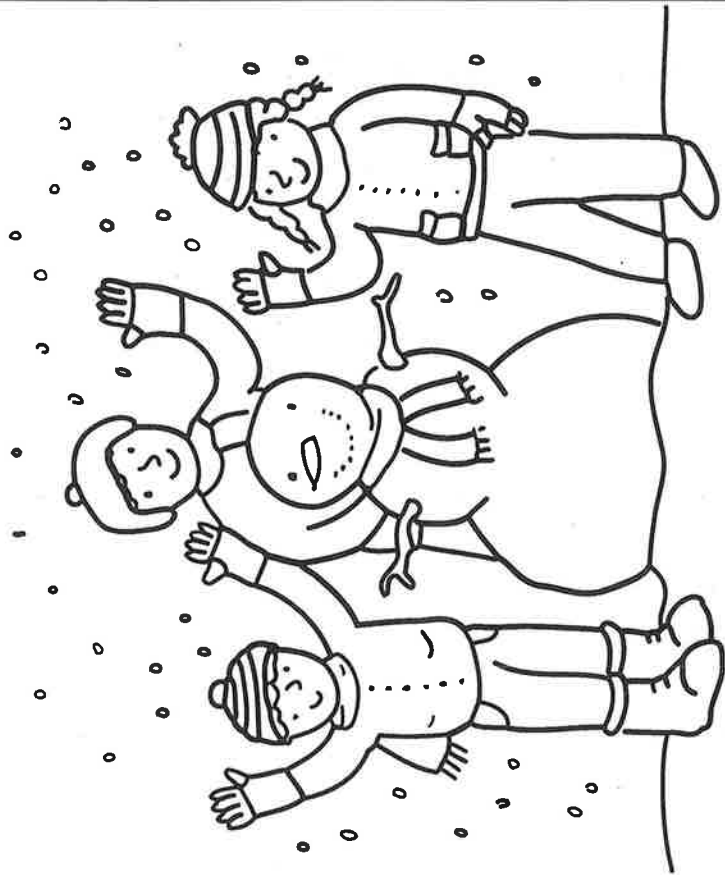
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Good Ideas



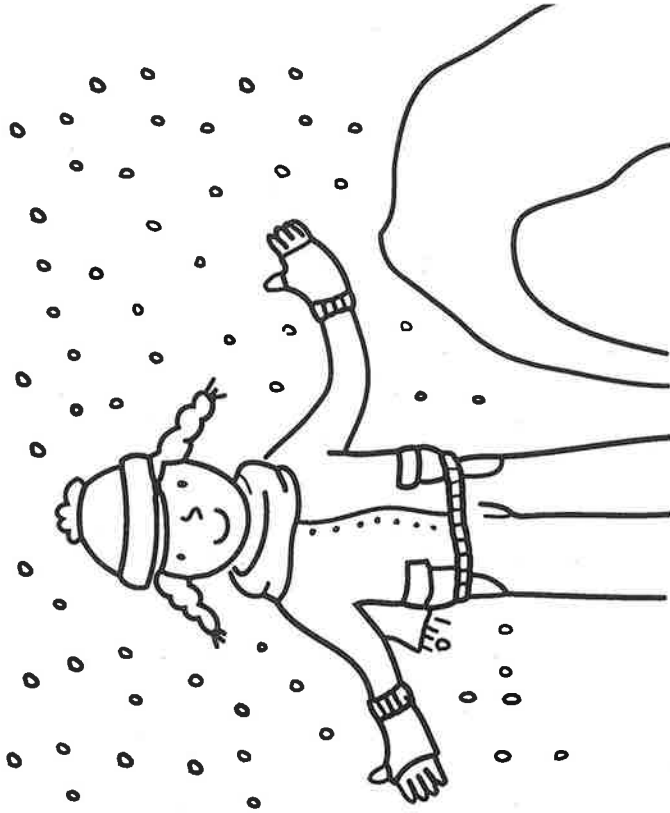
This is Ben Franklin.
He invented lots of great things.
Kids can invent great things, too!
Here is one kid's true story.

①



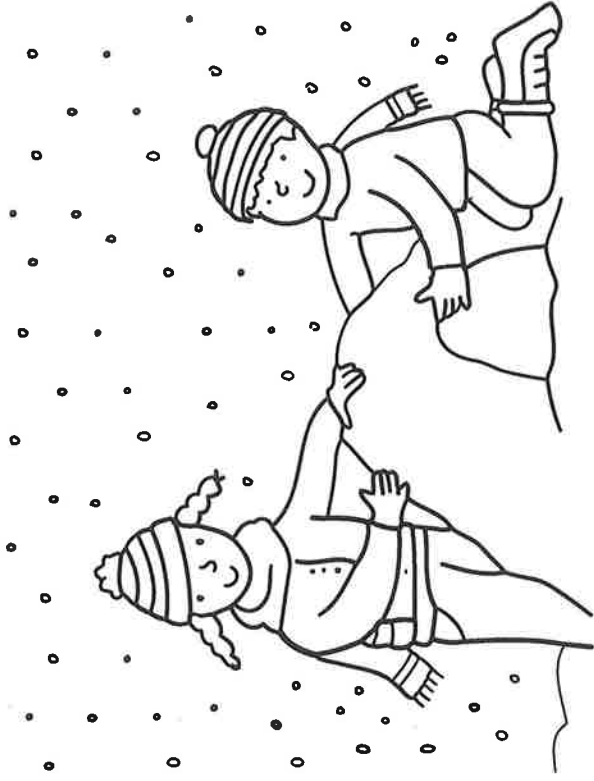
KK made the cuff better.
KK's idea was a hit!
Soon, lots of people wore the cuff.

④



KK is a real girl.
KK liked to play in the snow.
But her hands got too cold.

②



So KK made a cuff.
It was supposed to keep snow out.
At first, it did not work well.

③

Name _____

A. Reread “Good Ideas.” Then circle “problem” or “solution.”

1. KK’s hands got cold.
 problem solution



2. KK made a cuff.
 problem solution



3. The cuff did not work well.
 problem solution



4. KK made a better cuff.
 problem solution

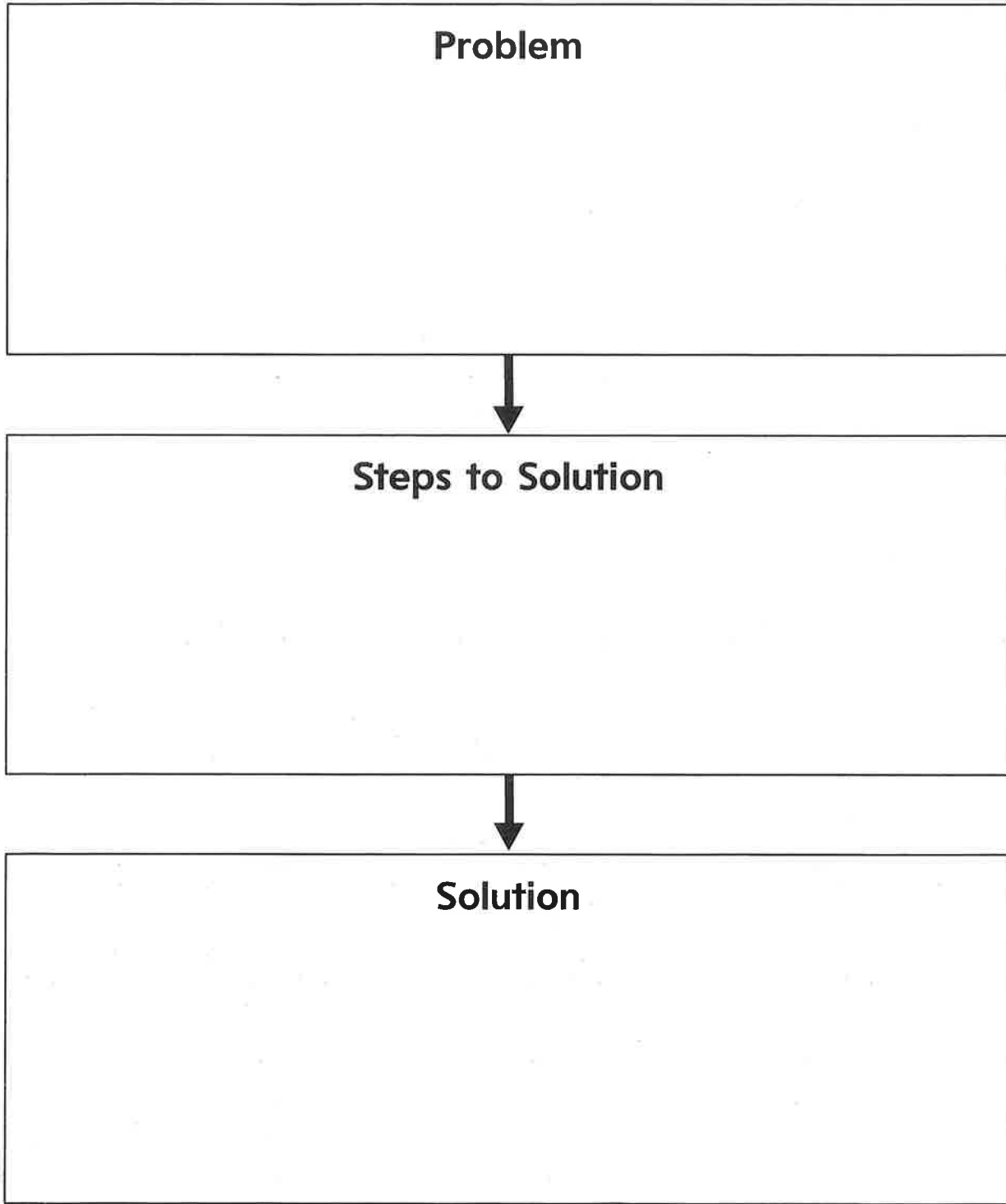
B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

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Name _____

Fill in the Problem and Solution Chart. Use words from the story.



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Essential Question

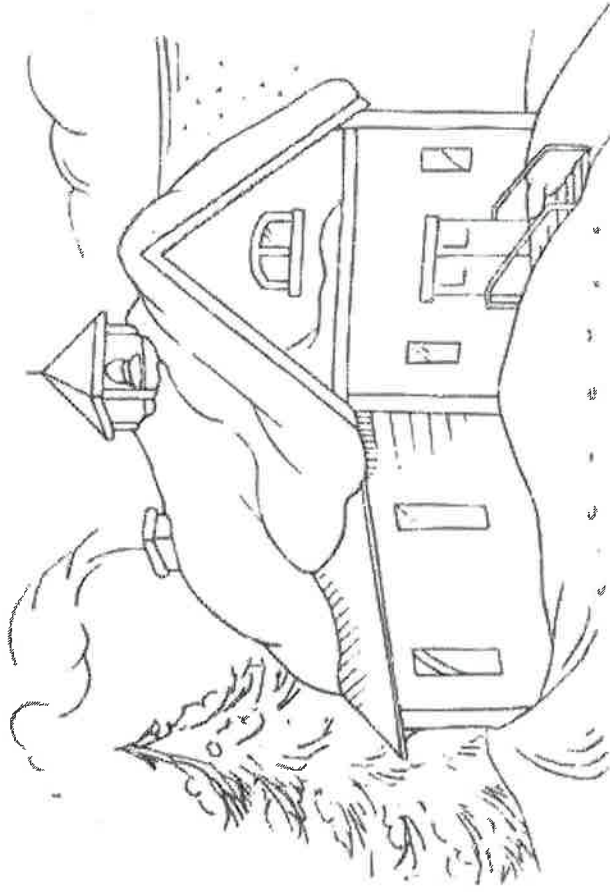
What inventions do you know about?

James Naismith

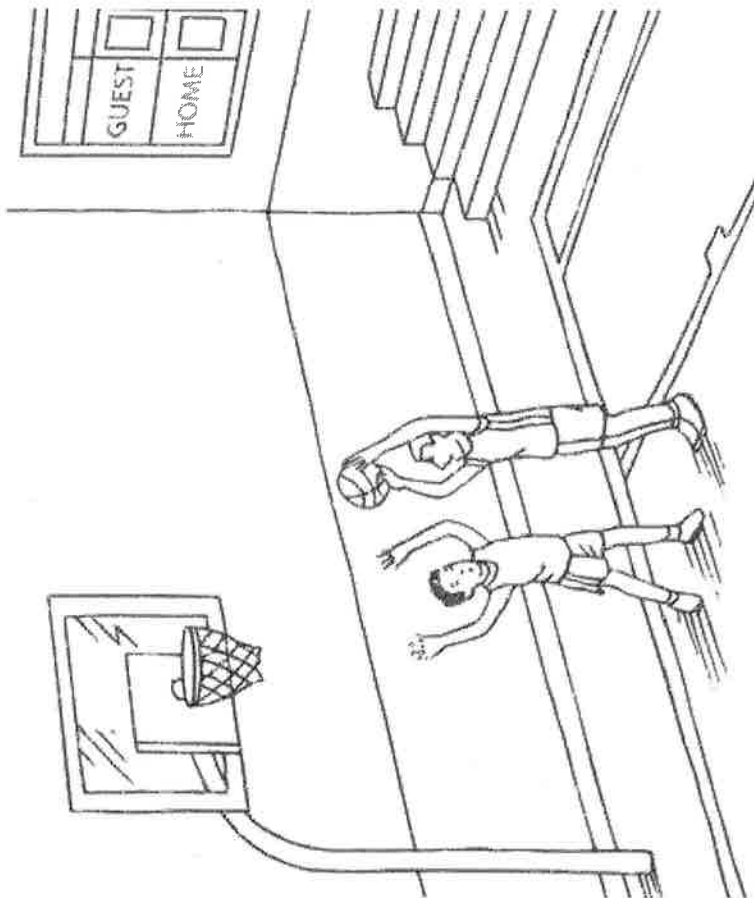
Biography



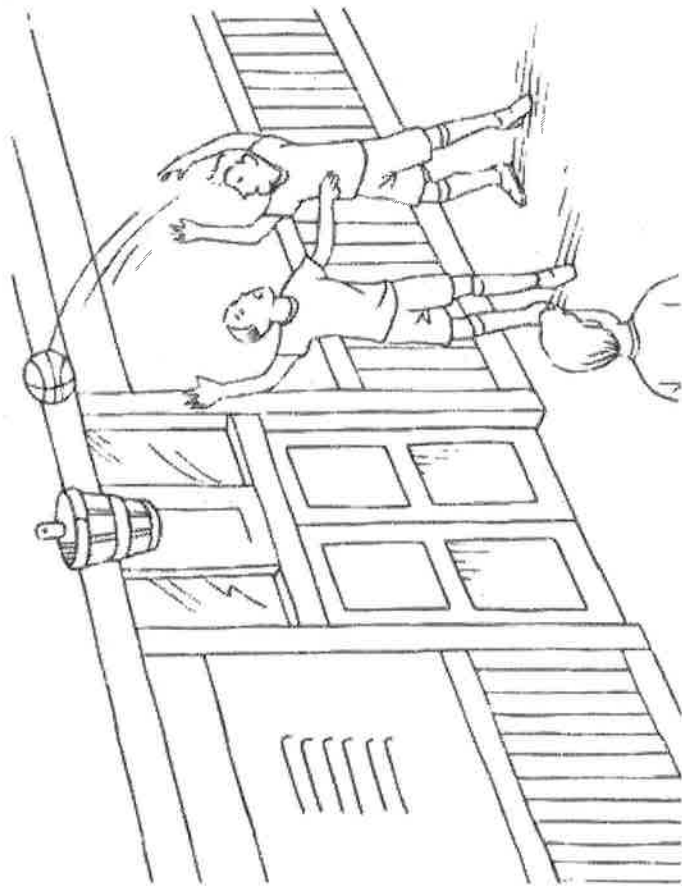
James Naismith was a gym teacher in Massachusetts long ago. He liked teaching sports to kids.



In winter, it was too cold for students to play outside. James needed an indoor sport for them.



Kids liked playing the new game.
Can you guess what it was?
That's right! It was basketball.



James hung peach baskets in
the gym. He made 13 rules. The kids
learned how to play the sport.

Read "James Naismith" with a partner.
Discuss the questions below.

1. Why did students have to stay inside in winter?

2. What did James need for his students?

3. What did James invent?

Write about it. Describe the game that James invented.



Respond to the Text Guide children to retell the story, and to explain how James solved his problem. Have partners read and discuss the questions. Then have children write about the game that James invented. Ask partners to share their writing and ideas.

Name _____

In poems, some words that are close together all start with the same sound. This is called **alliteration**.

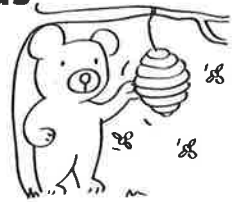
Sailor Sally sails across the sea.

Sometimes the words sound like what they tell about.

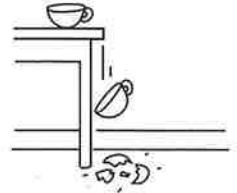
The wishing wind wheezed and whistled.

A. Read the sentences out loud. Circle words that begin with the same sound.

1. The bees buzz at the big brown bear.



2. Clang! Clatter! Cups crash and shatter.



B. Say the words. Circle words that start with the same sound. Then use them to make a sentence.

3. cats dot can back catch

4. hid dogs dig good down

Name _____

An **abbreviation** is a short way of writing a word.
Most abbreviations end with a period.

Saturday → Sat.

September → Sept.

Write the abbreviation for each word. Remember to use a period.

- | | | | |
|-------------|-------|--------------|-------|
| 1. Monday | _____ | 2. February | _____ |
| | ----- | | ----- |
| | Mon. | | _____ |
| | _____ | | _____ |
| | ----- | | ----- |
| 3. August | _____ | 4. Wednesday | _____ |
| | _____ | | _____ |
| | ----- | | ----- |
| 5. Thursday | _____ | 6. March | _____ |
| | _____ | | _____ |
| | ----- | | ----- |
| 7. November | _____ | 8. October | _____ |
| | _____ | | _____ |
| | ----- | | ----- |
| 9. Tuesday | _____ | 10. January | _____ |

Name _____

A. Read the draft model. Use the questions to help you add more time-order words.

Draft Model

First, trains were invented and people could travel faster than horses. Cars were invented and people could go where they wanted faster, too. Planes were invented and people could travel across the ocean in just a few hours.

1. What is the topic of the writing?
2. What time-order word is used in the writing?
3. What other time-order words could be added to the writing?

B. Now revise the draft by adding time-order words to tell the order in which the events happened.

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