



# Compton USD Learning Packet #5

**First Grade**

Name \_\_\_\_\_



# 1st Grade Learning Packet

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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 **ou** and **ow** stand for the sound you hear in the middle of **town** and **mouth**.

Name each picture. Then circle the picture whose name has the middle sound that you hear in **town**.

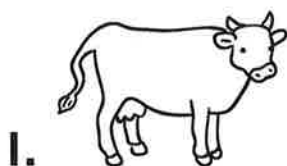


Name \_\_\_\_\_

The letters **ou** and **ow** stand for the sound you hear in the middle of **brown** and **mouse**.

Write the word from the box that names each picture.

owl    couch    house    cow    mouth    clown



\_\_\_\_\_

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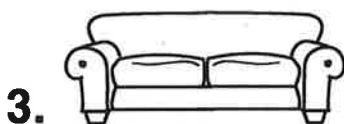
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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_

**Circle the word that completes each sentence.  
Then write the word on the line.**

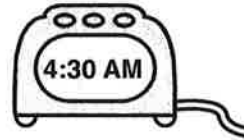
1. Her socks are not the same \_\_\_\_\_  
color early



2. There is \_\_\_\_\_ left to eat.  
thought nothing



3. It is too \_\_\_\_\_ to get up.  
oh early



4. He \_\_\_\_\_ it might rain.  
thought instead



5. \_\_\_\_\_, no! Look at the dog!  
Early Oh



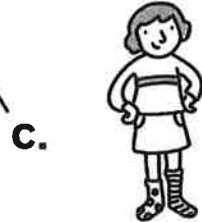
6. I want this hat \_\_\_\_\_  
instead color



Name \_\_\_\_\_

Match each sentence to a picture.

1. Her socks are not the same **color**.
2. There is **nothing** left to eat.
3. It is too **early** to wake up.
4. He **thought** it might rain.
5. **Oh, no!** The dog is digging up the garden!
6. I want this hat **instead**.



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Name \_\_\_\_\_

## PROBLEM SOLVING Lesson 5.1

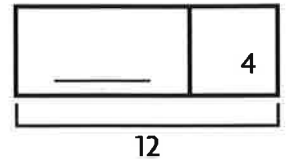
### Add or Subtract



**COMMON CORE STANDARD—1.OA.1**  
*Represent and solve problems involving addition and subtraction.*

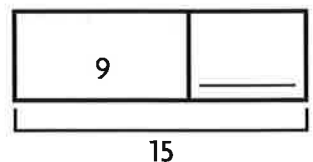
### Make a model to solve.

1. Stan has 12 pennies.  
Some pennies are new.  
4 pennies are old.  
How many pennies are new?



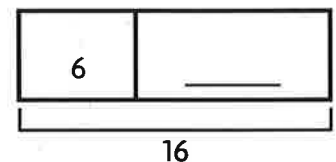
\_\_\_\_\_ new pennies

2. Liz has 9 toy bears.  
Then she buys some more.  
Now she has 15 toy bears.  
How many toy bears did she buy?



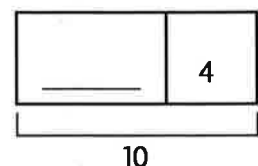
\_\_\_\_\_ toy bears

3. Eric buys 6 books.  
Now he has 16 books.  
How many books did he have to start?



\_\_\_\_\_ books

4. Cho has 10 rings.  
Some rings are silver.  
4 rings are gold.  
How many rings are silver?

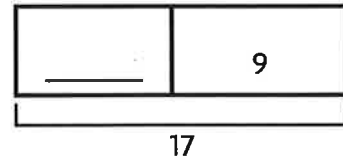


\_\_\_\_\_ silver rings

**Lesson Check** (1.OA.1)

Use the model to solve.

1. Arlo has 17 bean bag animals.  
Some are fuzzy.  
9 bean bag animals are not fuzzy.  
How many animals are fuzzy?





\_\_\_\_\_ fuzzy animals

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**Spiral Review** (1.OA.1, 1.OA.5)

2. Count back 1, 2, or 3.  
Write the difference.

\_\_\_\_\_ = 11 - 3

- 
3. Use  . Color to show how to make ten.  
Complete the addition sentence.



10 = \_\_\_\_\_ + \_\_\_\_\_

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

# Animals and Their Young- Day 1

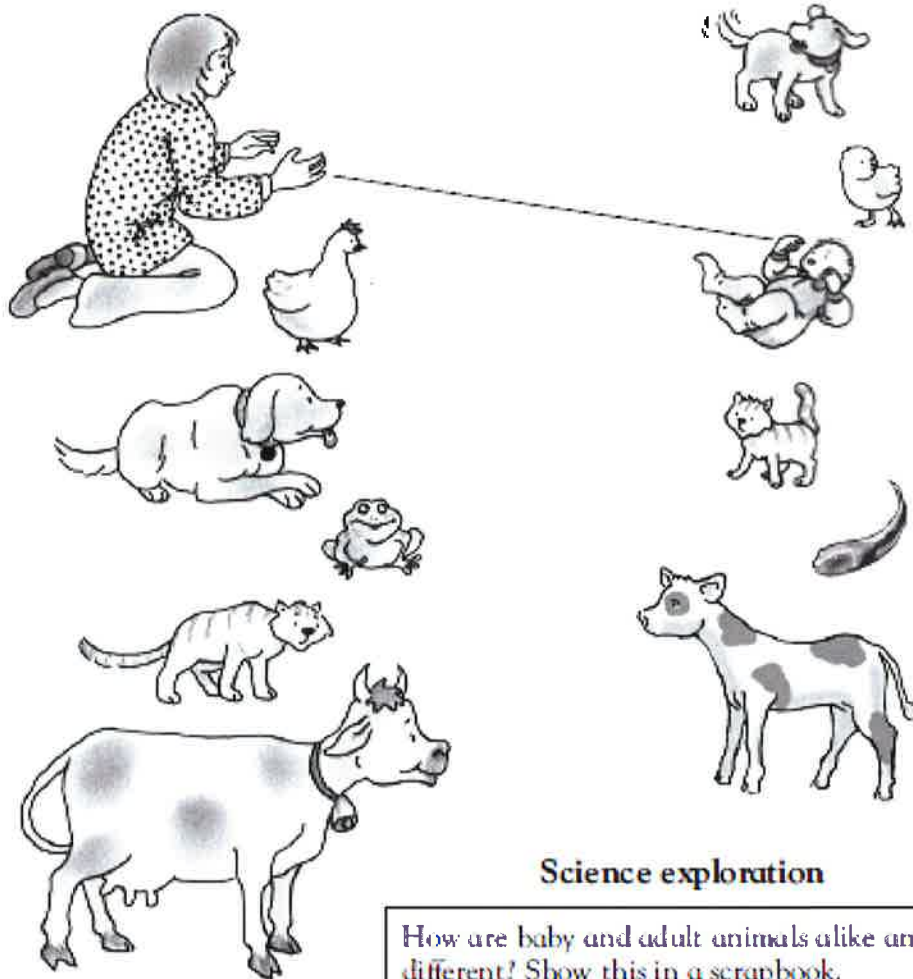
## Reproducing

### Observations

Have you ever seen a puppy? Puppies are the babies of dogs. Dogs and all living things make more of themselves by *reproducing*.

### Science activity

Draw a line joining each parent to its baby. The first one is done for you.



### Science exploration

How are baby and adult animals alike and different? Show this in a scrapbook.

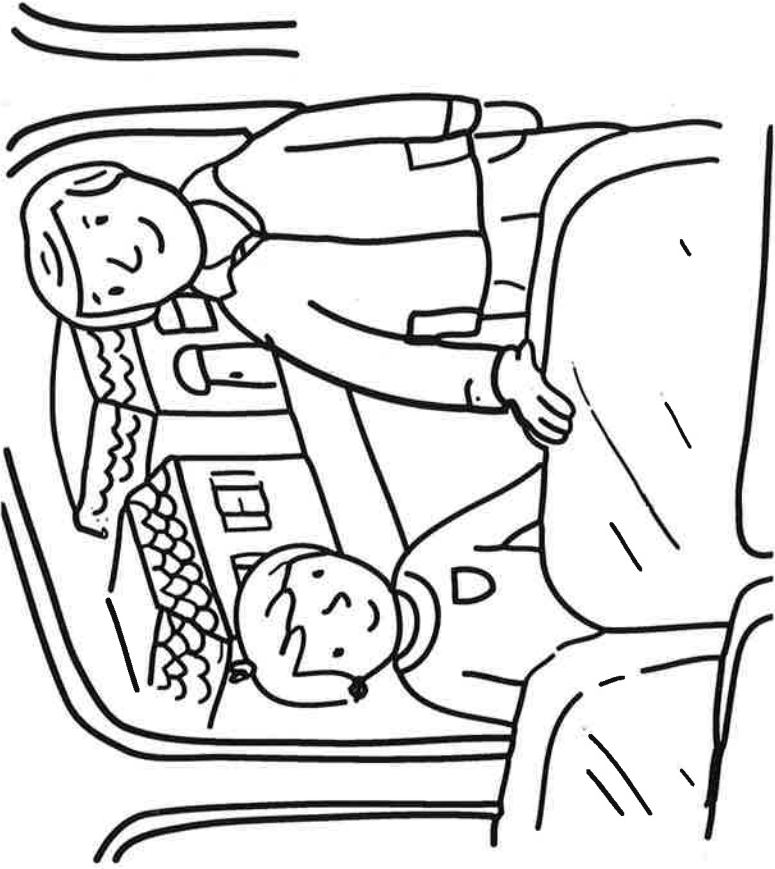
Dorling Kindersley Limited- [greatschools.org](http://greatschools.org)

## Think about it...

How are baby and adult animals alike and different?

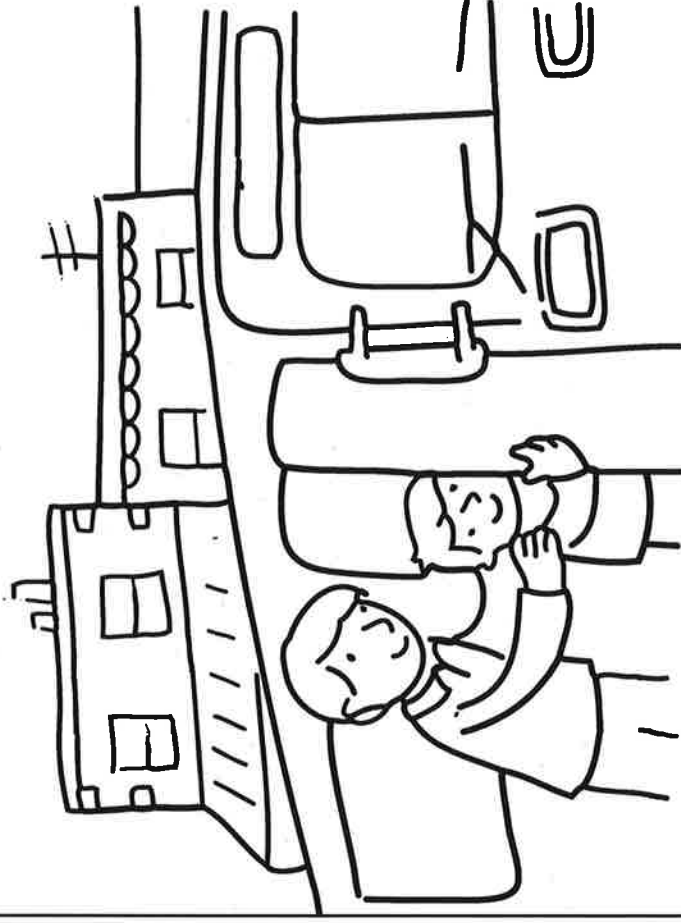


# Dad's Game



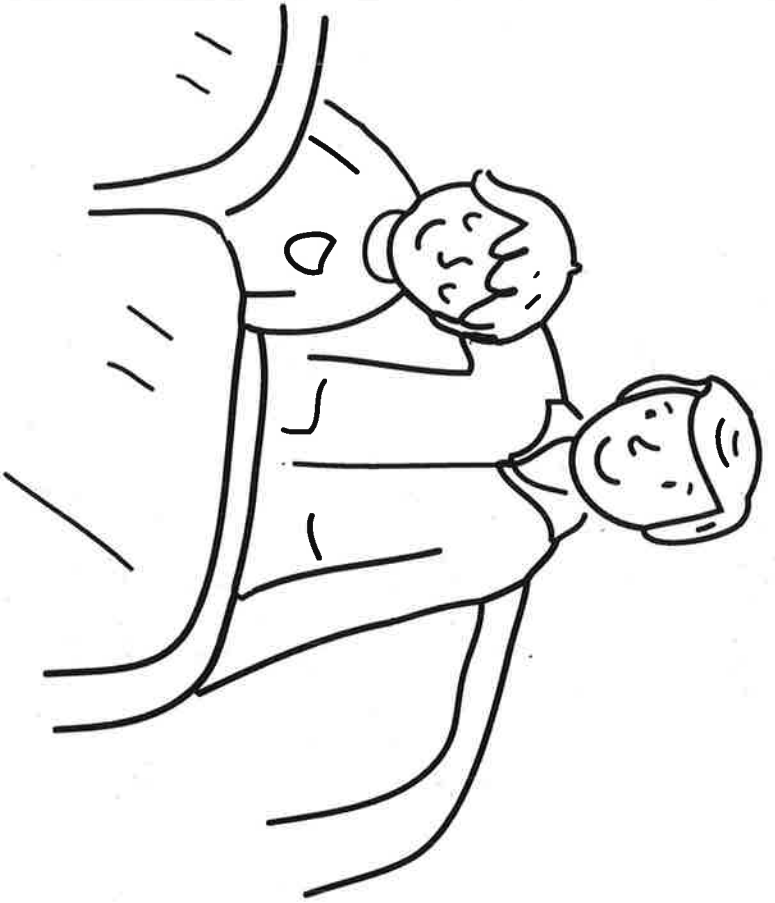
Dad said, "You can look now. Here is our house!"  
"What a quick ride!" said Howie.

④



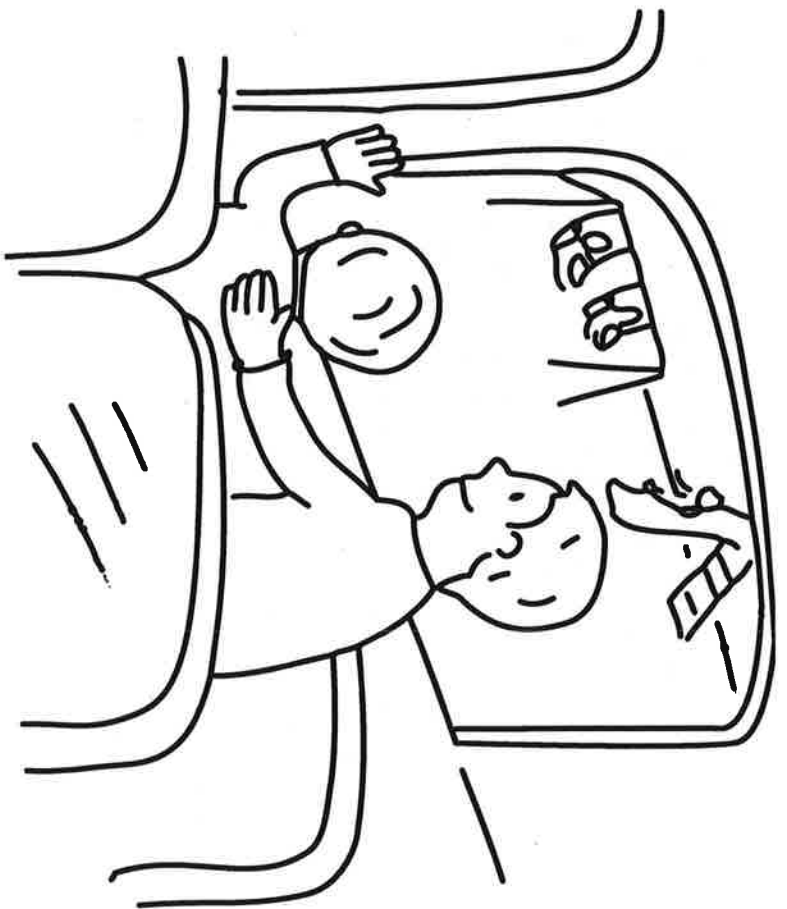
Howie got on the bus.  
"I don't like the bus, Dad," he said.

①



“We can play a game,” said Dad.  
“Don’t look. I will give clues.  
You guess where we are.”  
“That sounds fun,” said Howie.

②



“I see swings and hear kids,” said Dad.  
“I know! It’s the town park!”  
shouted Howie.  
“Good!” said Dad.

③

Name \_\_\_\_\_

**A. Reread “Dad’s Game.” Then circle “problem” or “solution” next to each sentence.**



1. Howie says, “I don’t like the bus.”    problem            solution
2. Dad says, “We can play a game.”    problem            solution

**B. How else could Howie and Dad solve Howie’s problem?**

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**C. 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		–		=	





Name \_\_\_\_\_

# HANDS ON Lesson 5.2

## Record Related Facts



COMMON CORE STANDARD—1.OA.6  
Add and subtract within 20.

Use . Add or subtract. Complete the related facts.

1.  $4 + \square = 12$        $\square - 8 = 4$   
 $8 + 4 = \square$        $\square - \square = \square$

2.  $\square + 4 = 9$        $9 - 4 = \square$   
 $\square + 5 = 9$        $\square - \square = \square$

3.  $9 + 7 = \square$        $16 - 7 = \square$   
 $7 + \square = 16$        $\square - \square = \square$

4.  $\square + 6 = 14$        $14 - \square = 8$   
 $6 + 8 = \square$        $\square - \square = \square$

### Problem Solving

Choose a way to solve.  
Write or draw to explain.

5. There are 16 apples on the tree. No apples fall off.  
How many apples are still on the tree?



\_\_\_\_\_ apples

**Lesson Check** (1.OA.6)

1. Write a related fact.

$$7 + 4 = 11$$

$$11 - 7 = 4$$

$$4 + 7 = 11$$

$$\square - \square = \square$$

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**Spiral Review** (1.OA.4, 1.OA.8)

2. Complete the subtraction sentence.

$$6 - 6 = \underline{\quad}$$

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3. Write an addition sentence that helps you solve  $15 - 9$ .

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

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

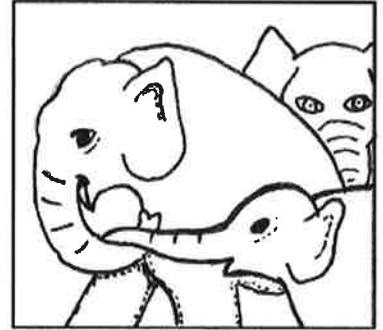
## Animals and Their Young- Day 2

Read the paragraphs, then answer the questions.

### How Do Animals Care for Their Young?



Animals care for their young no matter what, and this is called an **instinct**. When a baby animal cries or cheeps or barks, a parent will come to their aid. Here are some ways that animals care for their young:



Elephants help a new mother with the baby by babysitting while the new mom eats and sleeps, so she can provide milk for her baby.

#### 1. What is an instinct?

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#### 2. How do other female elephants help with the new baby?

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Name \_\_\_\_\_

**scrambled:** The people scrambled to get in line.

**suddenly:** The door closed suddenly.

**A. Match each sentence to the picture.**

1. Suddenly a rabbit popped out from a hole.

a.



2. Jack scrambled up the wall to reach the top first.

b.



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

\_\_\_\_\_

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3. \_\_\_\_\_ it started to rain.

Scrambled Suddenly

\_\_\_\_\_

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4. I lifted a rock. The bugs \_\_\_\_\_ to hide.

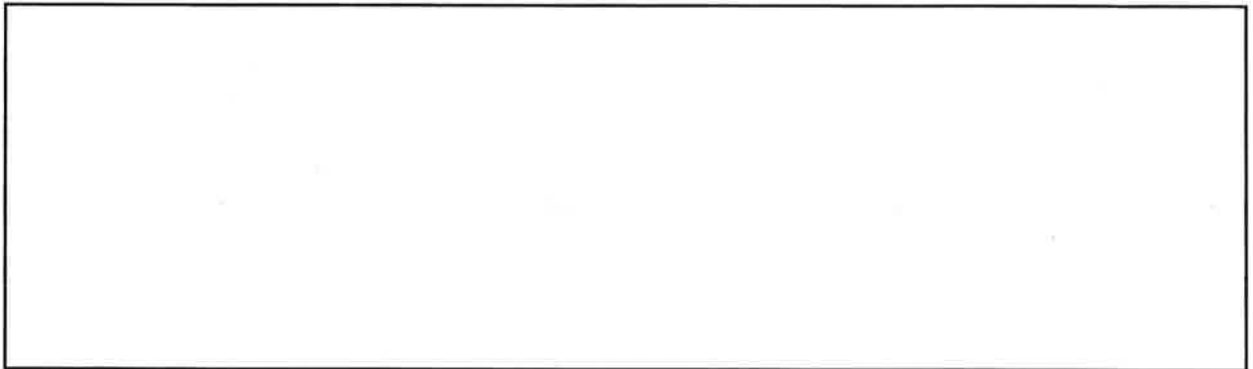
scrambled suddenly

Name \_\_\_\_\_

**A. Complete this sentence that uses the word scrambled. Then draw a picture to go with the sentence.**

\_\_\_\_\_  
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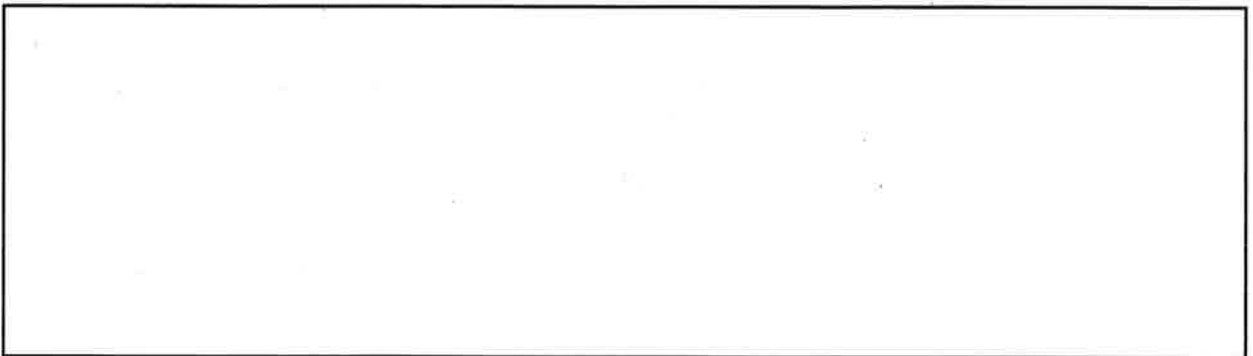
The \_\_\_\_\_ scrambled out of the room.



**B. Complete this sentence that uses the word suddenly. Then draw a picture to go with the sentence.**

\_\_\_\_\_  
-----

Suddenly, I saw a \_\_\_\_\_!



Name \_\_\_\_\_

Use the ending **-er** to compare two things:

I am a **fast** runner. Mike is **faster** than I am.

Use the ending **-est** to compare three or more things:

I am a **fast** runner. Mike is **faster** than I am.

Min is the **fastest** runner of all.

**Circle the word that completes each sentence.**  
**Write the word.**

\_\_\_\_\_  
 -----

1. My dog is \_\_\_\_\_ than your dog.

bigger      biggest

\_\_\_\_\_  
 -----

2. Sam's desk is the \_\_\_\_\_ in the class.

neater      neatest

\_\_\_\_\_  
 -----

3. I am the \_\_\_\_\_ girl in my family.

older      oldest

\_\_\_\_\_  
 -----

4. My dad is \_\_\_\_\_ than my mom.

shorter      shortest

Name \_\_\_\_\_

Use the ending -er to compare two things:

I am a **fast** runner. Min is **faster** than I am.

Use the ending -est to compare three or more things:

I am a **fast** runner. Min is **faster** than I am.

Pam is the **fastest** runner of all.

Add the ending -er or -est to the word in parentheses to complete the sentence.

1. This box is \_\_\_\_\_ **lighter** \_\_\_\_\_ than that one. (light)

2. Sam has the \_\_\_\_\_ desk in all of the class. (neat)

3. I am the \_\_\_\_\_ girl in my family. (old)

4. My dad is \_\_\_\_\_ than my mom. (short)

5. The sun is much \_\_\_\_\_ than the moon. (bright)



Name \_\_\_\_\_

## Identify Related Facts

COMMON CORE STANDARD—1.OA.6  
Add and subtract within 20.

Add and subtract.  
Circle the related facts.

1.  $5 + 6 = \underline{\quad}$

$11 - 6 = \underline{\quad}$

2.  $4 + 9 = \underline{\quad}$

$9 - 4 = \underline{\quad}$

3.  $4 + 7 = \underline{\quad}$

$11 - 7 = \underline{\quad}$

4.  $9 + 8 = \underline{\quad}$

$17 - 8 = \underline{\quad}$

5.  $5 + 7 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

6.  $6 + 8 = \underline{\quad}$

$14 - 8 = \underline{\quad}$

7.  $4 + 6 = \underline{\quad}$

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

8.  $9 + 5 = \underline{\quad}$

$14 - 5 = \underline{\quad}$

## Problem Solving



9. Use the numbers to write related addition and subtraction sentences.



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

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



## Lesson Check (1.OA.6)

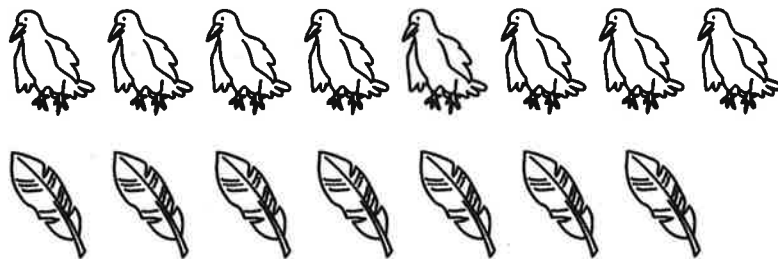
1. Write a related fact for  $7 + 6 = 13$ .

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$


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## Spiral Review (1.OA.6, 1.OA.8)

2. Draw lines to match. Subtract to compare.  
How many fewer  than  are there?

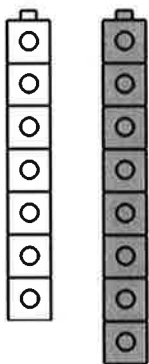


$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$\underline{\quad}$  fewer 

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3. Use doubles to help you add  $7 + 8$ .



$$7 + 8$$

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






$$\text{So, } 7 + 8 = \underline{\quad}.$$

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

## Animals and Their Young- Day 3

Read the paragraphs, then answer the questions.

Penguin parents both take care of the new baby. While the new mom is at sea feeding her tired body, the father will carry the egg around on his feet until it hatches and mom returns.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
				
Dad holds the egg on his feet. A fold of skin helps the egg warm.	The chick hatches. Dad and mom take turns holding it on their feet.	The chick snuggles with other chicks to keep warm.	The chick loses its baby feathers.	The chick has grown up. It is an adult penguin now.

3. How does the father penguin help the mother?

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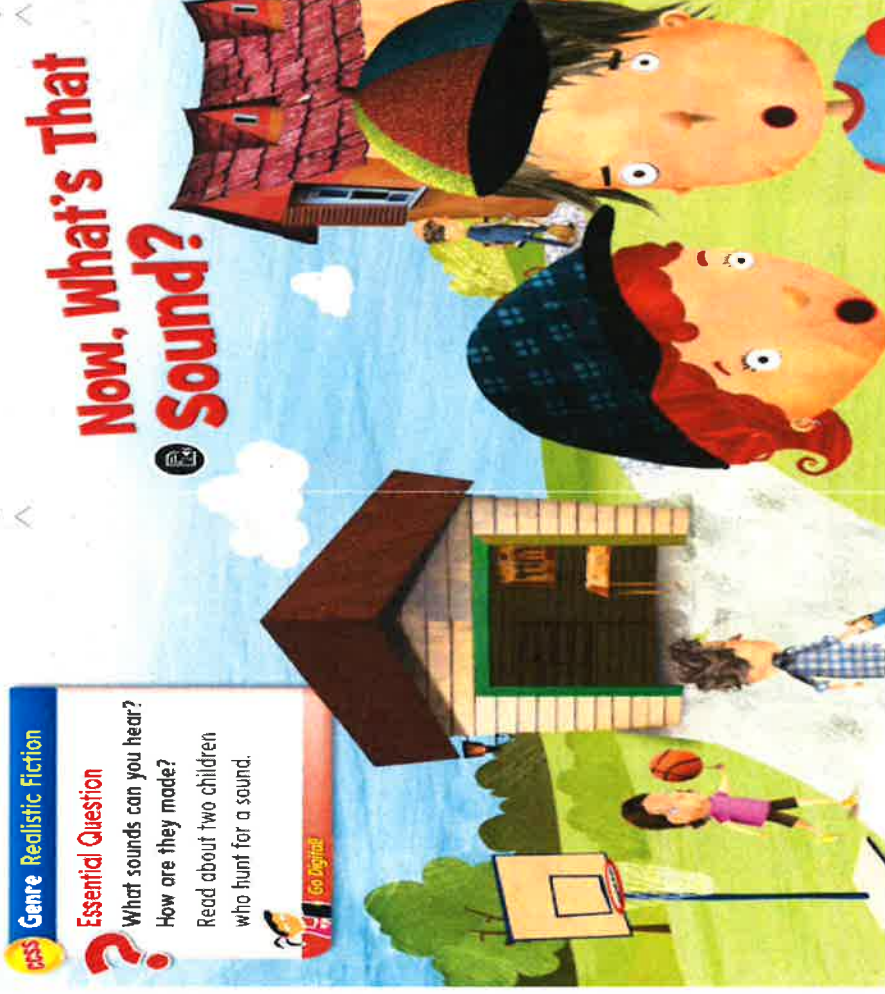
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## Unit 5 Week 4

SOURCE TITLE: Now, What's That Sound

LEXILE: 240

1. Standard: **RL.1.2**

What problem do Gilbert and Marta need to solve?

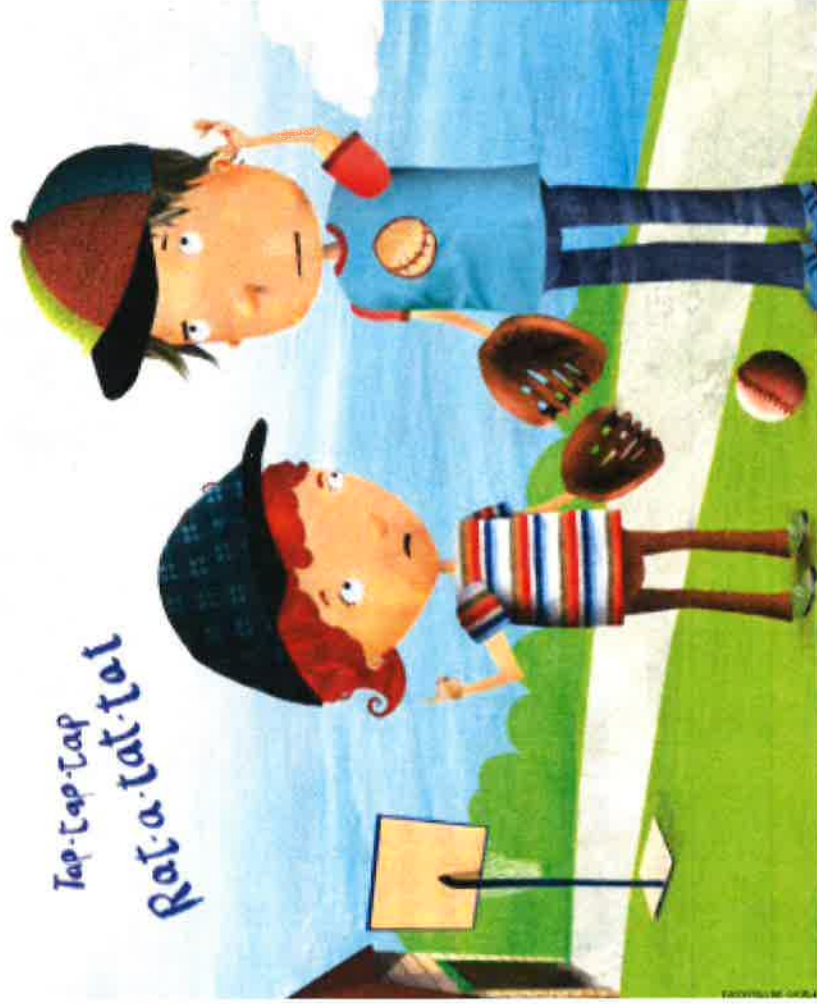
- A They want to see what Dad is making in the garage.
- B They want to find where the sound is coming from.
- C They want to find a place to play.
- D They want Dad to hear them make sounds.

*Tap-tap-tap. Rat-a-tat-tat.*

“What’s that sound?” asked Gilbert. “It started **early** this morning. I **thought** it might stop, but it hasn’t!”

“Let’s check out the garage,” said Marta. “I think Dad is making the sound.”

*Tap-Tap-Tap  
Rat-a-tat-tat!*



2. Standard: **RL 1.4**

What sound is Gramps making with the broom?

- (A) swish, swish, swish
- (B) zing, zing, zing
- (C) Rat-a-tat-tat
- (D) tap-tap-tap

3. Standard: **RL.1.1**

How do they know Ana is making the sound?

- A The sound is too fast.
- B The sound is too slow.
- C The sound is too loud.
- D The sound is too soft.



Dad was in the garage cutting a board with his saw.

*Zing, zing, zing.*

"This is not the sound," said Gilbert. "This sound is smoother."



“Let’s find Gramps,” said Marta. “He might be making the sound.”

They quickly ran to the back of the house to find Gramps.



4. Standard: **RL.1.3**

What happens at the end of the story?

- A Gilbert and Marta play ball.
- B Gilbert and Marta see Dad.
- C Gilbert and Marta find out a woodpecker is making the sound.
- D Gilbert and Marta put on a hat.

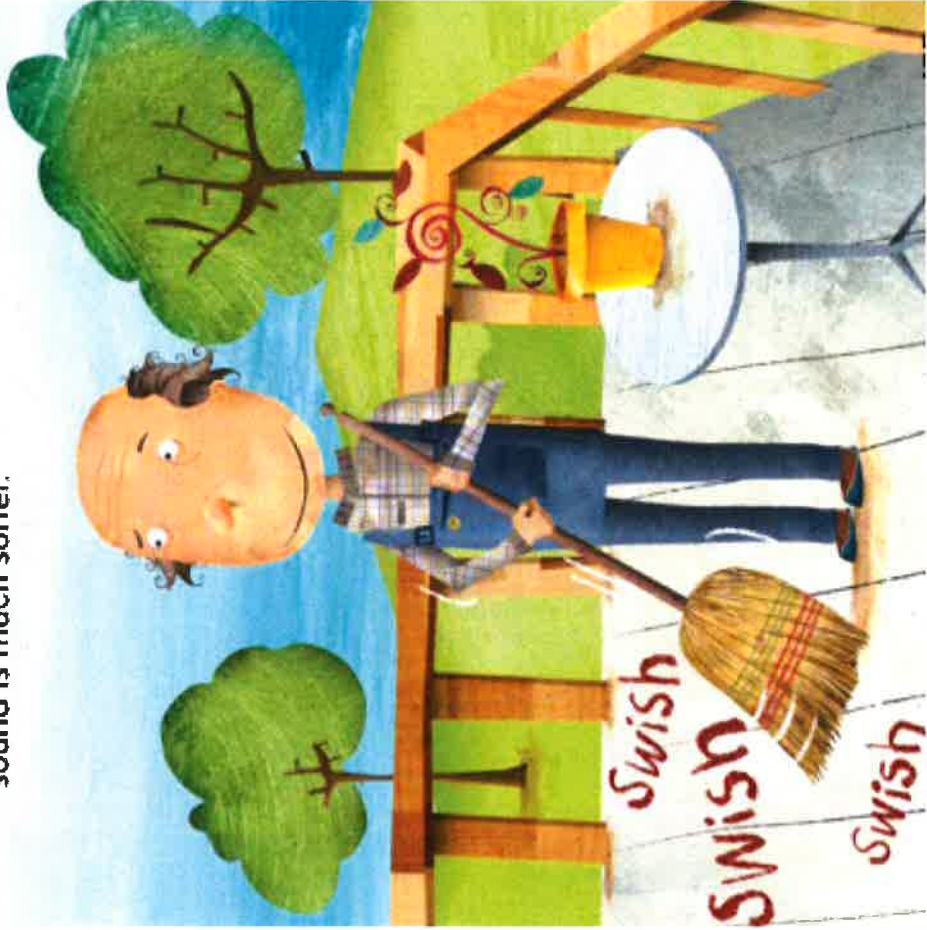


5. Standard: L.1.3

Gramps was sweeping the deck with a broom.

*Swish, swish, swish.*

"No, this is not the sound," said Gilbert. "This sound is much softer."



Read the sentence from the story.

The bird **scrambled** up and down the tree.

The word **scrambled** most likely means \_\_\_\_\_.

- A ran
- B hopped
- C slid
- D climbed

6. Standard: W 1.3

Write a story about a different sound.  
Make sure your story has a problem  
and a solution.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

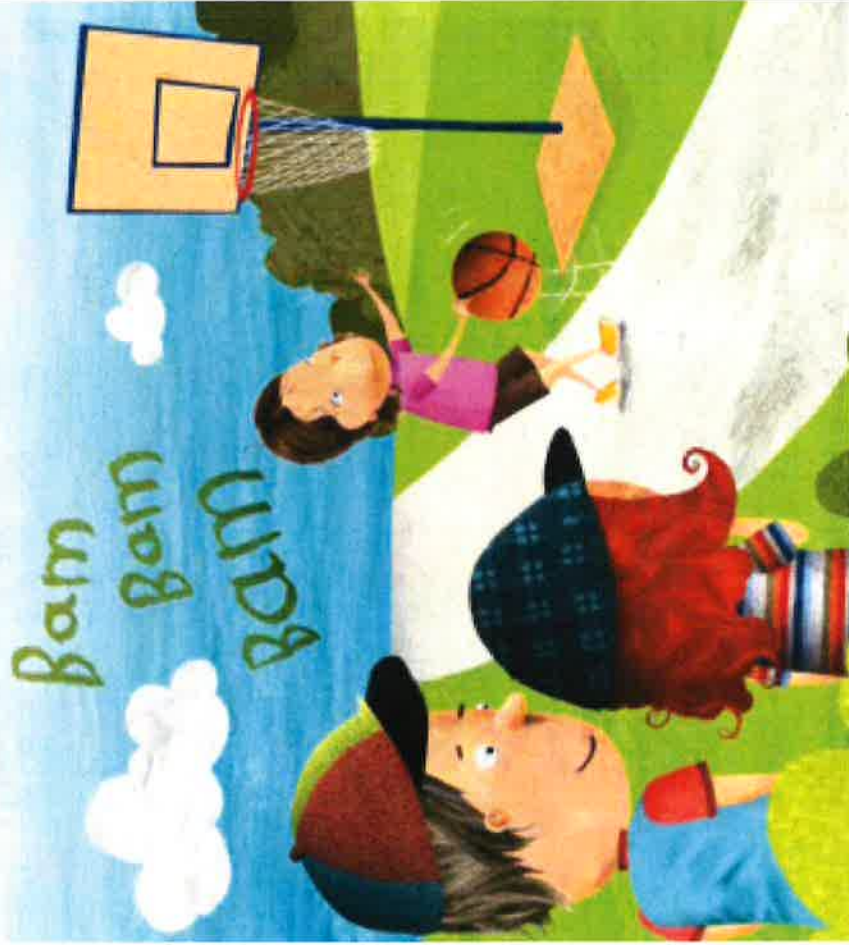
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\_\_\_\_\_

"Let's find Ana instead," said Marta. "Maybe she's making the sound."

They found Ana in the driveway. Ana was bouncing a ball.

*Bam... bam... bam.*



Bam  
Zing  
Swish



"No, this is not the sound," said Gilbert. "This sound is slower."

"This is hopeless!" sighed Marta.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing practice.

*Tap-tap-tap. Rat-a-fat-tat.*

"There it is again," said Gilbert. He looked up at the tallest tree. **Suddenly**, he shouted.

"Oh, wow! It's a bird!"

"Look at the **color** on its head," cried Marta.

"It's red, like a red crown."

The bird **scrambled up and down** the tree.

*Tap-tap-tap. Rat-a-fat-tat.*



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are two sets of these lines, one on the left and one on the right, providing space for writing practice.





Top-tap-top!  
Rat-a-tat-tat!

"It's a woodpecker pecking for bugs," said Gilbert.

"Yes," said Marta. "And nothing else sounds like it!"

Top-tap-top! Rat-a-tat-tat!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are two sets of these lines, one above and one below the text area.



Name \_\_\_\_\_

## Use Addition to Check Subtraction

COMMON CORE STANDARD—1.OA.6  
Add and subtract within 20.Subtract. Then add to check  
your answer.

1.  $12 - 4 = \square$

$\square + 4 = \square$

2.  $15 - 9 = \square$

$\square + 9 = \square$

3.  $17 - 8 = \square$

$\square + 8 = \square$

4.  $14 - 6 = \square$

$\square + 6 = \square$

## Problem Solving



Subtract.

Then add to check your answer.

5. There are 13 grapes in a bowl.  
Justin ate some of them.  
Now there are only 7 grapes left.  
How many grapes did Justin eat?

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

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

\_\_\_\_\_ grapes.

## Lesson Check (1.OA.6)

1. Subtract. Then add to check your answer.

$$11 - 3 = \square$$

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

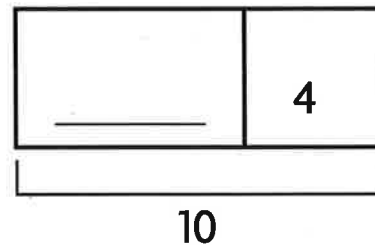
2. Subtract. Then add to check your answer.

$$12 - 8 = \square$$

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

## Spiral Review (1.OA.1, 1.OA.3)

3. Jonas picks 10 peaches.  
4 peaches are small.  
The rest are big.  
How many are big?



         big peaches

4. Circle two addends to add first. Write the sum.

$$\begin{array}{r} 3 \\ 3 \\ + 4 \\ \hline \end{array}$$

\_\_\_\_\_

\_\_\_\_\_

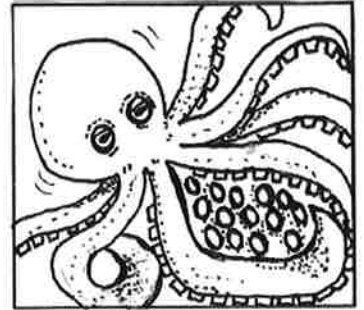


Name \_\_\_\_\_ Date \_\_\_\_\_

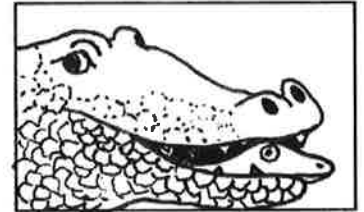
## Animals and Their Young- Day 4

Read the paragraphs, then answer the questions.

A mother octopus protects her eggs after they hatch by pushing water towards them to bring them oxygen. Sometimes she works so hard she gets very weak!



A mother alligator carries her babies in her mouth to protect them from being eaten by others.



### 4. How does mother octopus protect her eggs?

- a. by putting them in her mouth
- b. by pushing water towards them to bring them oxygen
- c. by carrying the eggs on her feet
- d. by giving them milk

### 5. Which animal carries babies in its mouth?

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Name \_\_\_\_\_

A **suffix** is a word part added to the end of a word to make a new word. When you see a word you do not know, look for a suffix to figure out the meaning.



The suffix **-or** means **a person who**.

The suffix **-ful** means **full of**.

The suffix **-less** means **without**.

**Read the word. Use the meaning of the underlined suffix to help you match the word to its meaning.**

1. hopeless

full of joy

2. visitor

a person who sails

3. joyful

without hope

4. sailor

without use

5. useless

a person who visits

Name \_\_\_\_\_

A **suffix** is a word part added to the end of a word to make a new word. When you see a word you do not know, look for a suffix to figure out the meaning.

The suffix **-or** means a person who.

The suffix **-ful** means full of.

The suffix **-less** means without.

Read each sentence. Use the meaning of **-or**, **-ful**, or **-less** as a clue to the meaning of the bold word. Match the sentence with the word's meaning.

- |   |                     |
|---|---------------------|
| 1. The new puppy is <b>playful</b> .        | without use         |
| 2. Dad is a good <b>sailor</b> .            | a person who visits |
| 3. The glass of water is <b>colorless</b> . | full of play        |
| 4. Please be <b>careful</b> on the slide.   | a person who sails  |
| 5. The broken rake is <b>useless</b> .      | without color       |
| 6. There is a <b>visitor</b> at the door.   | full of care        |

Name \_\_\_\_\_

**Directions** tell you how to make or do something. A set of directions has two parts. The first part is a list of the materials you need. The second part tells the steps you need to follow.

**A. Circle two materials that you need to make what is shown in each picture.**

1. bread

nails

jam



2. stove

brushes

paints



3. sticks

snow

milk



**B. The steps to make toast are not in the right order. Number the steps to put them in order.**

\_\_\_\_\_

-----

\_\_\_\_\_ Spread the toast with jam or butter.

\_\_\_\_\_

-----

\_\_\_\_\_ Get two slices of bread.

\_\_\_\_\_

-----

\_\_\_\_\_ Put the bread in the toaster.

\_\_\_\_\_

-----

\_\_\_\_\_ Wait for the bread to get brown.

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you correct the incomplete sentences.**

**Draft Model**

A lot of different sounds at school! The bell rings when school starts and when school ends, and when it's time for lunch. Children at recess and in the halls, too.

- 1. What is the topic of the writing?
- 2. Which sentence is complete?
- 3. Which sentences are incomplete?

**B. Work with your partner. Talk about how to complete the incomplete sentences. Revise the draft on your own.**

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# HANDS ON Lesson 5.5

## Algebra • Unknown Numbers



COMMON CORE STANDARD—1.OA.8  
Work with addition and subtraction equations.

Write the missing numbers.

Use  if you need to.

1.  $6 + \square = 13$   
 $13 - 6 = \square$

2.  $9 + \square = 14$   
 $14 - 9 = \square$

3.  $\square + 7 = 15$   
 $15 - 7 = \square$

4.  $\square + 3 = 12$   
 $12 - \square = 3$

5.  $\square = 9 + 8$   
 $8 = \square - 9$

6.  $\square = 8 + 8$   
 $8 = \square - 8$

### Problem Solving



Use cubes or draw a picture to solve.

7. Sally has 9 toy trucks.  
She gets 3 more toy trucks.  
How many toy trucks does  
she have now?

\_\_\_\_\_ toy trucks

## Lesson Check (1.OA.8)

1. Write the unknown number.

$$9 + \square = 16$$

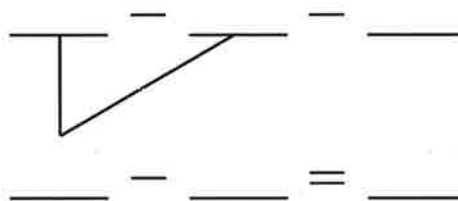
## Spiral Review (1.OA.3, 1.OA.6)

2. What is  $14 - 6$ ?

Step 1



Step 2



So,  $14 - 6 = \underline{\quad}$ .

3. Draw circles to show the number.

Write the sum.  $0 + 8$


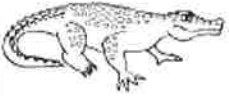
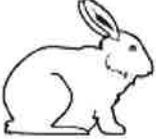



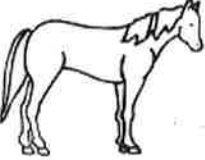
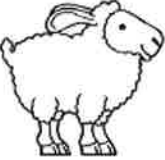
$$0 + 8 = \underline{\quad}$$









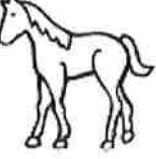

Name \_\_\_\_\_ Date \_\_\_\_\_

# Animals and Their Young- Day 5

Match the picture of the parent to its baby. Write the correct letter next to each parent.

## Babies

A 	B 	C 	D 
E 	F 	G 	H 





# **Compton USD**

## **Learning Packet # 5**

# **ELD**

## **Grade 1**

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



# 1st Grade-ELD Learning Packet

## TABLE OF CONTENTS

### Week 6

Day	Lesson	Date Completed
1	<b>Phonics: Diphthongs ou, ow.</b> Read the information in the box. Then, complete questions 1-5.	
	<b>Phonics: Diphthongs ou, ow.</b> Read aloud the words in the box. Point to each picture and say the name of the picture. Write it on the first line. Find in the box the word that rhymes with that name and write it on the second line.	
	<b>High-Frequency Words:</b> Match each sentence with the related picture. Then, say the sentence aloud.	
2	<b>Vocabulary:</b> Read the sample sentences in the box. Then, complete sections A (questions 1-2) and B (questions 3-4).	
	<b>Vocabulary: Suffixes.</b> Read the information in the box. Then, complete questions 1-6.	
	<b>Structural analysis: Inflectional Endings -er, -est.</b> First, read the information in the box. Then, complete questions 1-5.	
	<b>Writing Trait: Sentence Fluency.</b> Read the Draft Model. Use the questions to help you revise the draft by correcting the incomplete sentences.	
3	<b>Reading Comprehension: Problem and Solution.</b> Read the book “Dad’s Game”. Complete sections A & B of the first handout. Then, complete the <b>Problem and Solution Chart</b> using the information from the story.	
4	<b>Differentiated Texts:</b> Read the book “Music to my Ears”. Respond to the text: a. Answer the questions 1-3 b. Write about it.	
	<b>Text Feature:: Directions.</b> First, read the information in the box. Then, complete sections A ( questions 1-3) and B following the directions given.	
5	<b>Structural analysis: Inflectional Ending -er.</b> First, read the information in the box. Then, complete sections A (activities 1-4) and B (activity 5).	
	<b>Leveled Reader:</b> Read the book “Down on the Farm”. Complete activities on pages 12-17.	


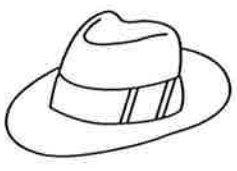
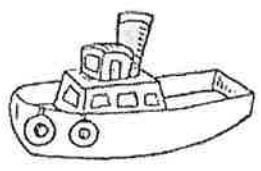
Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week



Name \_\_\_\_\_

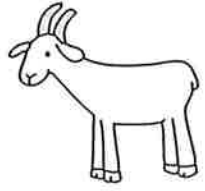
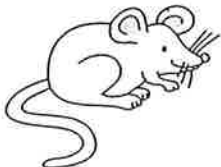
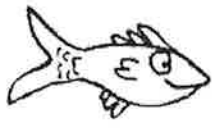
The letters ou and ow stand for the sound you hear in the middle of town and mouth.


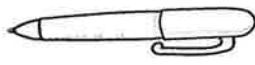

Circle the picture whose name has the same sound you hear in the middle of town. Write ou or ow to complete the word that names the picture.

1.    \_\_\_\_\_  
 \_\_\_\_\_  
 h ou se

2.    \_\_\_\_\_  
 \_\_\_\_\_  
 cr \_\_\_\_\_ n

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

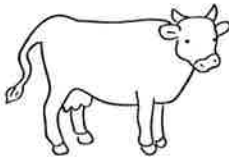
4.    \_\_\_\_\_  
 \_\_\_\_\_  
 m \_\_\_\_\_ se

5.    \_\_\_\_\_  
 \_\_\_\_\_  
 cl \_\_\_\_\_ n


Name \_\_\_\_\_

Write the name of each picture. Then write a word from the box that rhymes with it.


growl    grouch    mouse    plow    south    frown


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


**cow**                      **plow**

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

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

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

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

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

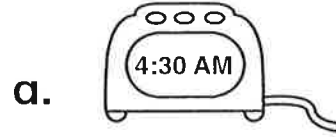
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Name \_\_\_\_\_

Match each sentence to a picture.

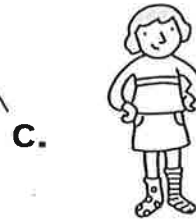
1. Her socks are not the same **color**.



2. There is **nothing** left to eat.



3. It is too **early** to wake up.



4. He **thought** it might rain.



5. Oh, no! The dog is digging up the garden!



6. I want this hat **instead**.



Name \_\_\_\_\_

**scrambled:** The people scrambled to get in line.

**suddenly:** The door closed suddenly.

**A. Match each sentence to the picture.**

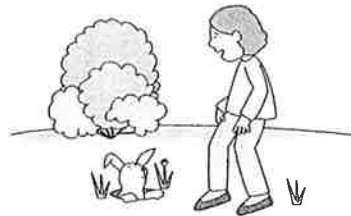
1. Suddenly a rabbit popped out from a hole.

a.



2. Jack scrambled up the wall to reach the top first.

b.



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

\_\_\_\_\_

-----

3. \_\_\_\_\_ it started to rain.

Scrambled Suddenly

\_\_\_\_\_

-----

4. I lifted a rock. The bugs \_\_\_\_\_ to hide.

scrambled suddenly

Name \_\_\_\_\_

A **suffix** is a word part added to the end of a word to make a new word. When you see a word you do not know, look for a suffix to figure out the meaning.

The suffix **-or** means **a person who**.

The suffix **-ful** means **full of**.

The suffix **-less** means **without**.

Read each sentence. Use the meaning of **-or**, **-ful**, or **-less** as a clue to the meaning of the bold word. Match the sentence with the word's meaning.

- |   |                     |
|---|---------------------|
| 1. The new puppy is <b>playful</b> .        | without use         |
| 2. Dad is a good <b>sailor</b> .            | a person who visits |
| 3. The glass of water is <b>colorless</b> . | full of play        |
| 4. Please be <b>careful</b> on the slide.   | a person who sails  |
| 5. The broken rake is <b>useless</b> .      | without color       |
| 6. There is a <b>visitor</b> at the door.   | full of care        |

Name \_\_\_\_\_

Use the ending -er to compare two things:

I am a **fast** runner. Min is **faster** than I am.

Use the ending -est to compare three or more things:

I am a **fast** runner. Min is **faster** than I am.

Pam is the **fastest** runner of all.

Add the ending -er or -est to the word in parentheses to complete the sentence.

\_\_\_\_\_

-----

1. This box is lighter than that one. (light)

\_\_\_\_\_

-----

2. Sam has the \_\_\_\_\_ desk in all of the class. (neat)

\_\_\_\_\_

-----

3. I am the \_\_\_\_\_ girl in my family. (old)

\_\_\_\_\_

-----

4. My dad is \_\_\_\_\_ than my mom. (short)

\_\_\_\_\_

-----

5. The sun is much \_\_\_\_\_ than the moon. (bright)

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you correct the incomplete sentences.**

**Draft Model**

A lot of different sounds at school! The bell rings when school starts and when school ends, and when it's time for lunch. Children at recess and in the halls, too.

1. What is the topic of the writing?
2. Which sentence is complete?
3. Which sentences are incomplete?

**B. Now revise the draft by correcting the incomplete sentences.**

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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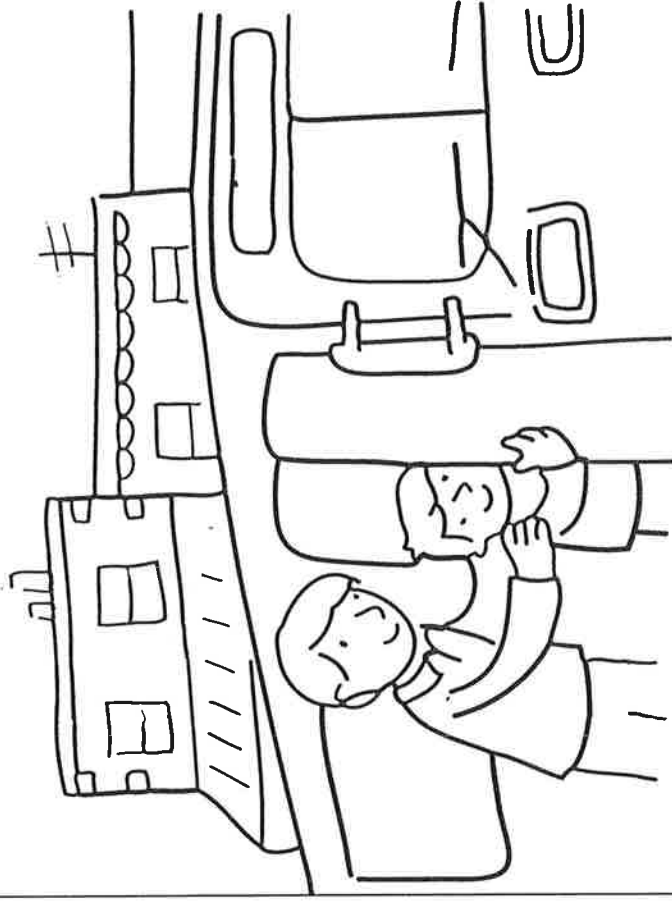


# Dad's Game



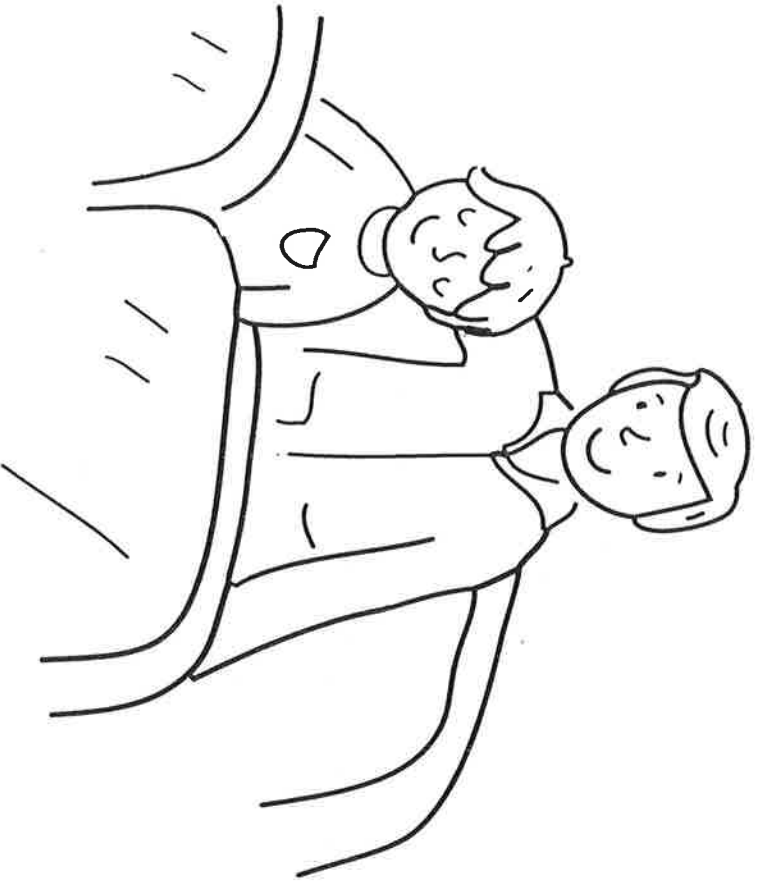
At last, Dad said, "You can look now. Here is our house."  
"That was quick!" said Howie.

④



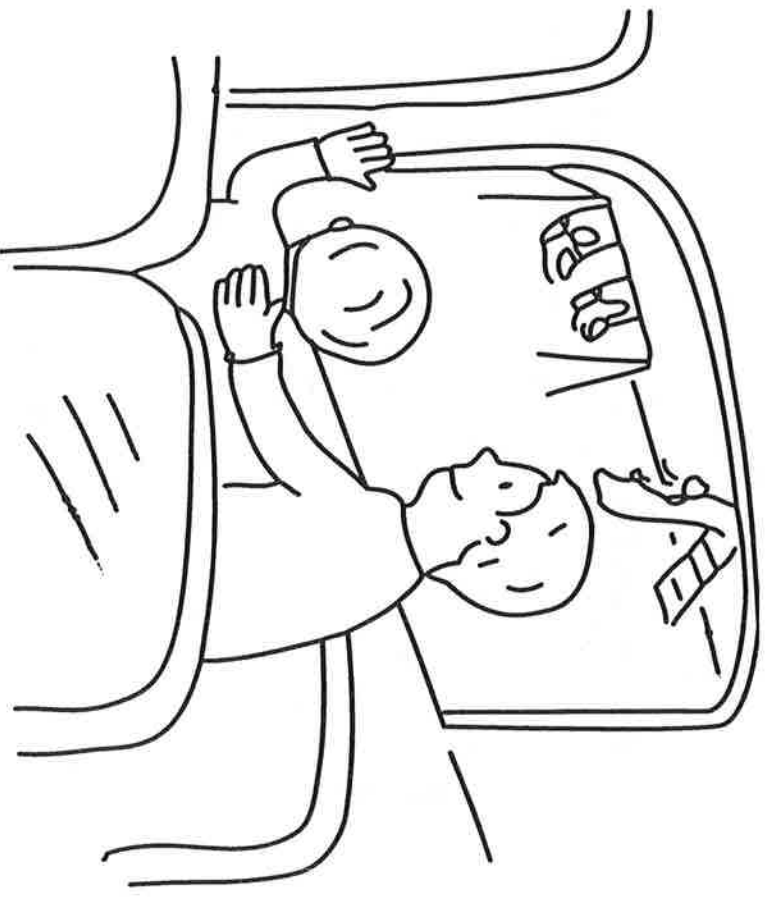
Howie got on the bus.  
"I don't like the bus, Dad," he said.

①



Dad said, "We can play a game.  
Don't look. I will give clues.  
You guess where we are."  
"That sounds fun!" said Howie.

②



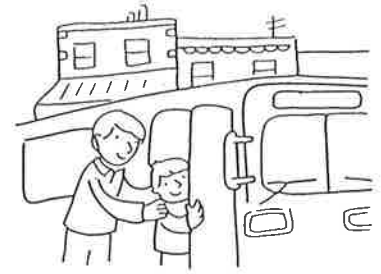
"I see swings and hear kids," said Dad.  
"I know! It's the town park!" shouted Howie.  
"Good!" said Dad.

③



Name \_\_\_\_\_

**A. Reread "Dad's Game."**  
**Then circle "problem" or "solution"**  
**next to each sentence.**



1. Howie says, "I don't like the bus."    problem        solution

2. Dad says, "We can play a game."    problem        solution

**B. How else could Howie and Dad solve Howie's problem?**

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

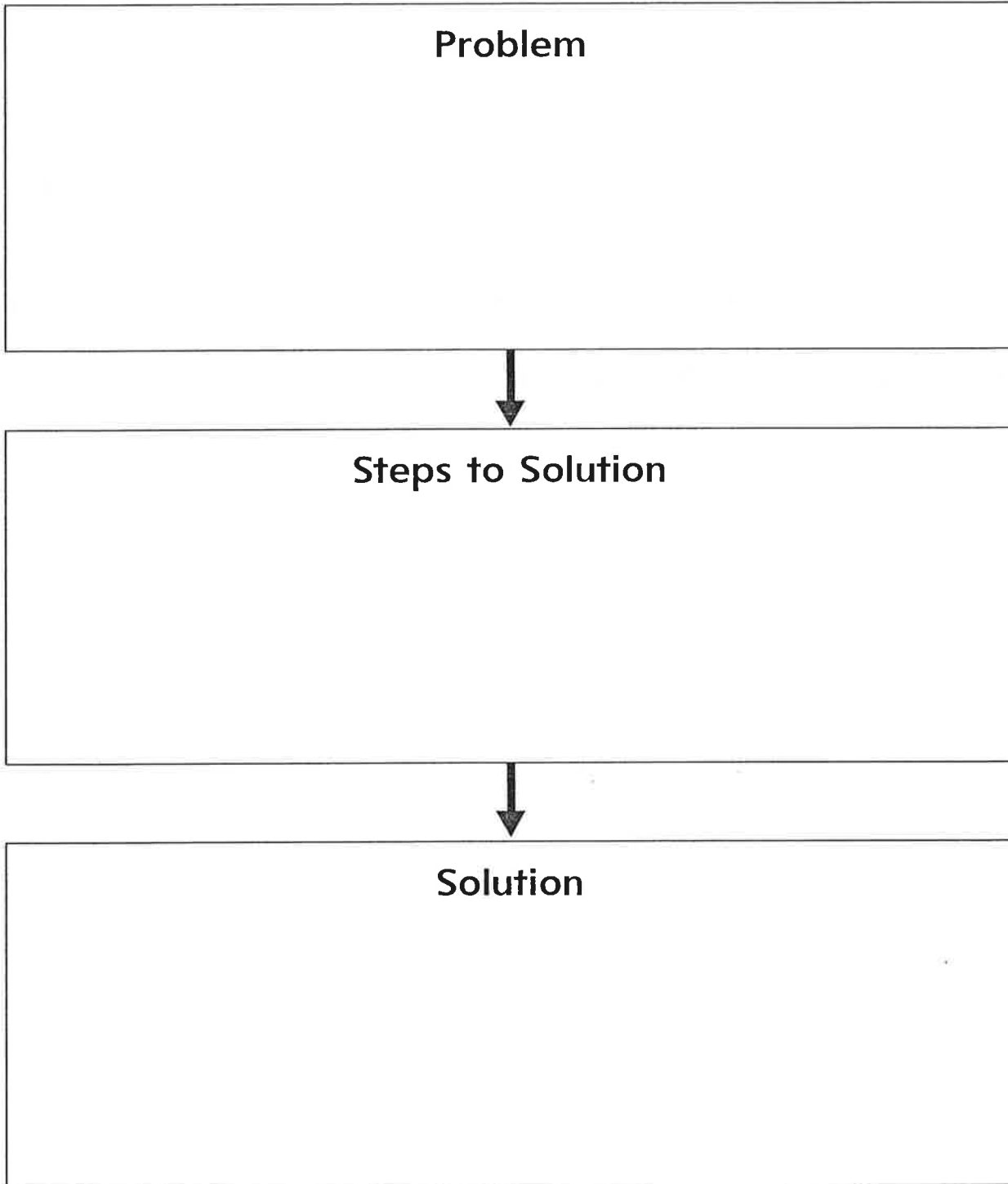
**C. Work with a partner. Read the passage aloud.**  
**Pay attention to intonation. Stop after one minute.**  
**Fill out the chart.**

	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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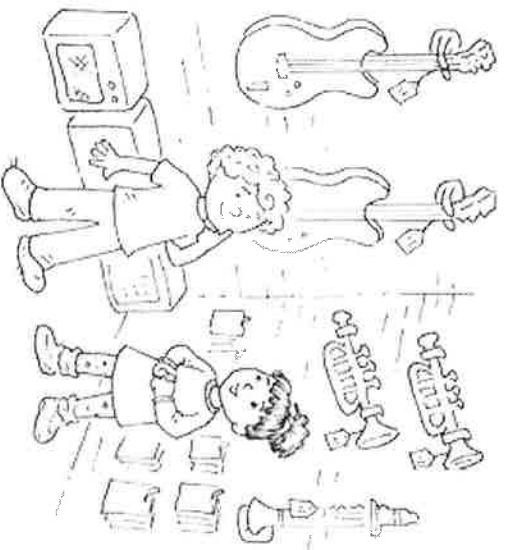


## Essential Question

What sounds can you hear? How are they made?

# Music to My Ears

## Realistic Fiction



Cole wanted to buy a new instrument. He and Taylor went to the music store.



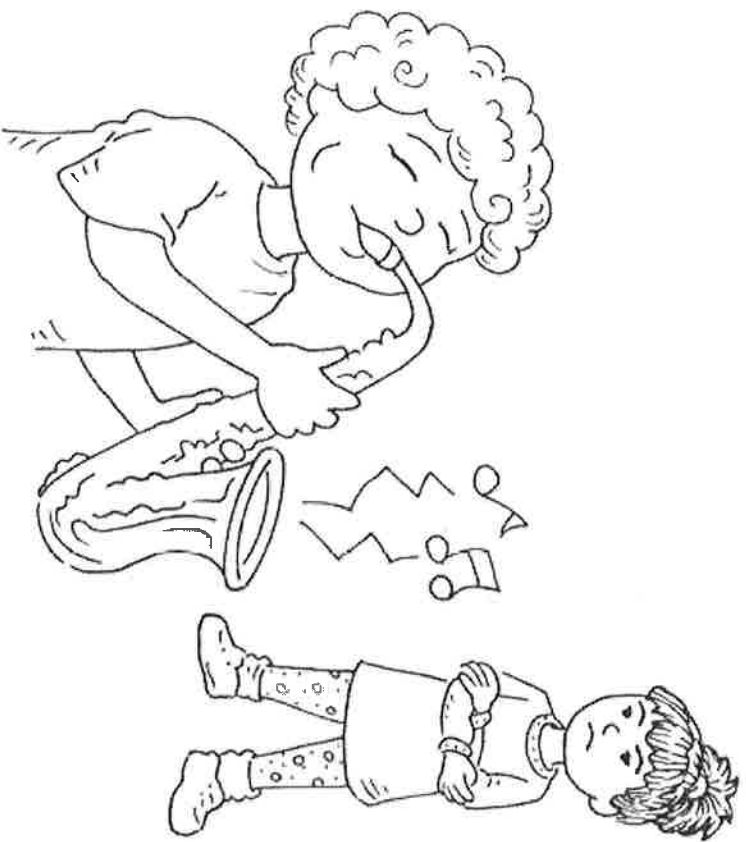
"I like the drums," Cole said.  
"Boom! Boom!" "Oh no!" Taylor said.  
"That sound is too loud."

1

Grade 1 • Unit 5 • Week 4

2

ELD.PI.1.1.Ex. ELD.PI.1.6.Ex. ELD.PI.1.11 See the California Standards section.



Cole tried a horn next. *Toot! Toot!*  
“I don’t like that sound. It hurts  
my head,” said Taylor.



“What about a flute?” Cole asked.  
*Tweet! Tweet!* “Oh, that is nice.  
I like that sound,” said Taylor.

Read "Music to My Ears" with a partner.  
Discuss the questions below.

1. What does Cole want to do?
  
2. Where do Cole and Taylor go?
  
3. Why doesn't Taylor like the drums?

Write about it. What instrument does Taylor like? Why?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



**Respond to the Text** Guide children to retell the story and to describe the sounds of the instruments that Cole tries. Have partners read and discuss the questions. Then have children write about why Taylor likes the sound of the flute best. Ask partners to share their ideas.

Name \_\_\_\_\_

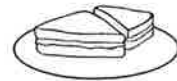
**Directions** tell you how to make or do something. A set of directions has two parts. The first part is a list of the materials you need. The second part tells the steps you need to follow.

**A. Circle two materials that you need to make what is shown in each picture.**

1. bread

nails

jam



2. stove

brushes

paints



3. sticks

snow

milk



**B. The steps to make toast are not in the right order. Number the steps to put them in order.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Spread the toast with jam or butter.

Get two slices of bread.

Put the bread in the toaster.

Wait for the bread to get brown.



Realistic  
Fiction

# Down on the Farm

by Amy Helfer  
illustrated by Cary Pillo



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Graw  
Hill  
Education

PAIRED  
READ

How to Make a Rain Stick

## STRATEGIES & SKILLS

### Comprehension

**Strategy:** Ask and Answer Questions

**Skill:** Problem and Solution

### Vocabulary

color, early, instead,  
nothing, oh, scrambled,  
suddenly, thought

### ELL Vocabulary

confused, mystery

### Phonics

Diphthongs *ou, ow*

### Content Standards Science

Physical Science

Word count: 301\*\*

\*\*The total word count is based on words in the running text and headings only. Numerals and words in captions, labels, diagrams, charts, and sidebars are not included.

[mheducation.com/prek-12](http://mheducation.com/prek-12)



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D



**Genre Realistic Fiction**



**Essential Question**

What sounds can you hear?

How are they made?

# Down on the Farm

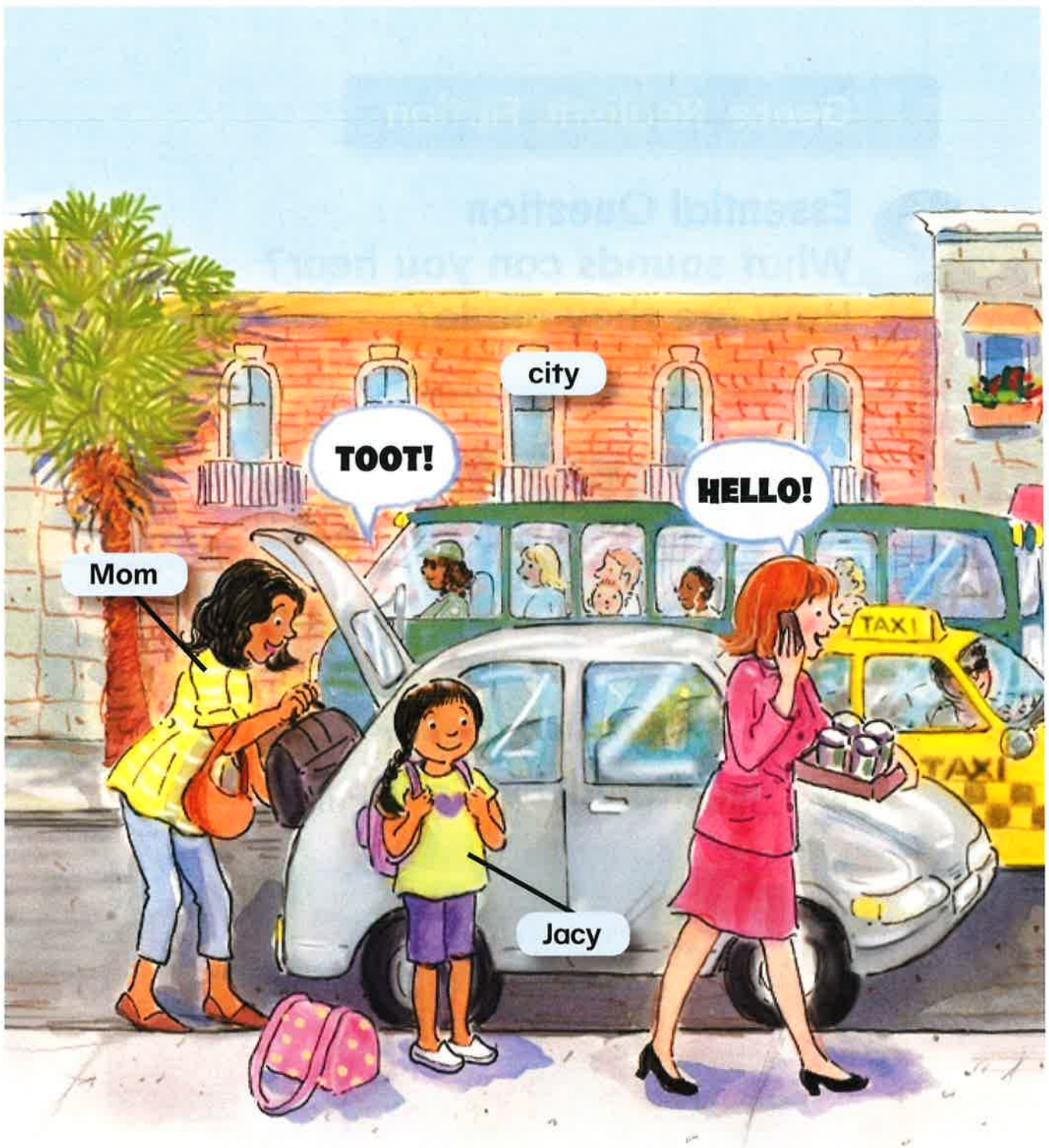
by Amy Helfer

illustrated by Cary Pillo



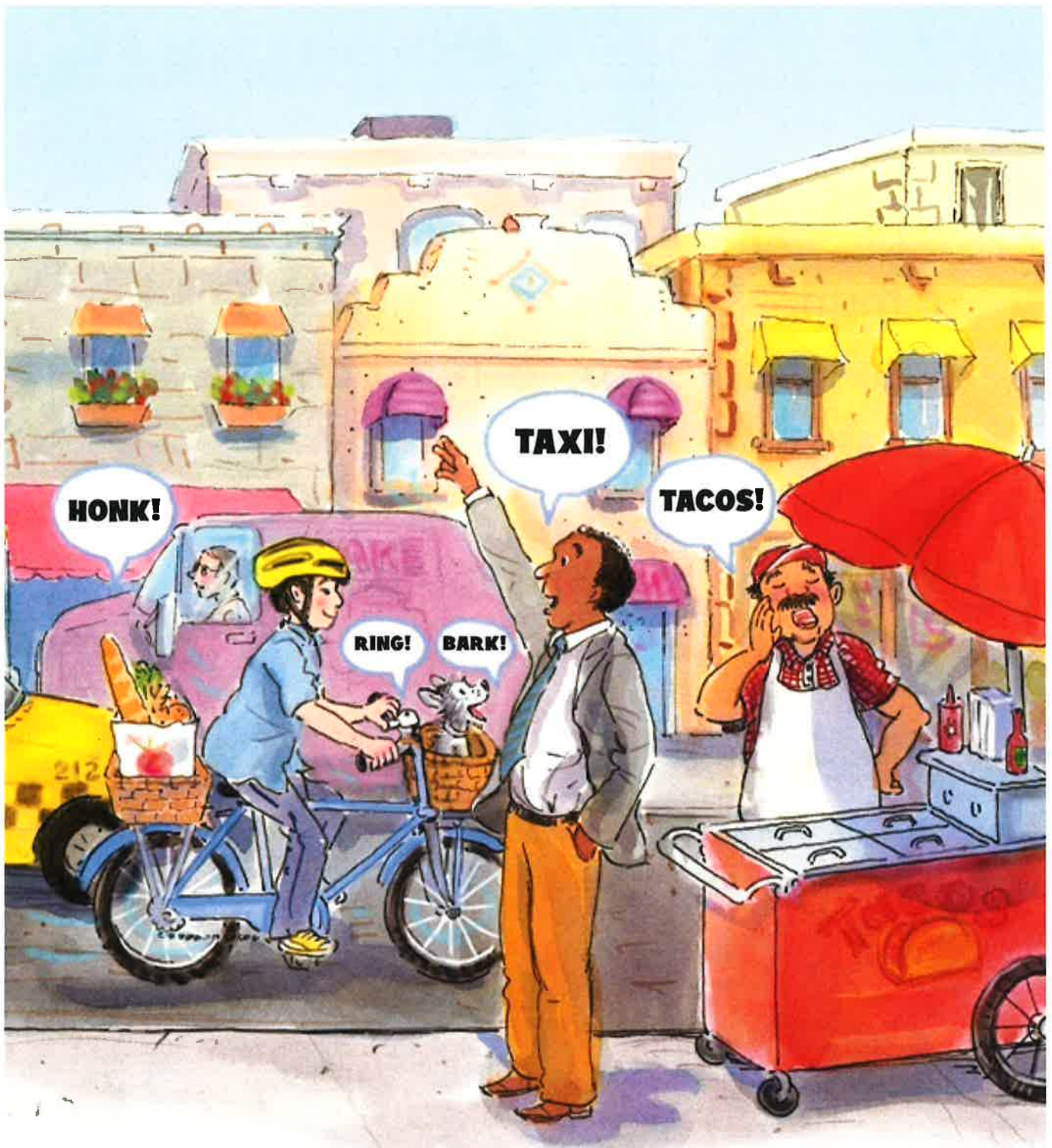
**PAIRED  
READ**

How to Make a Rain Stick . .13



My name is Jacy. I live in the city. I love the sounds I hear in the city!





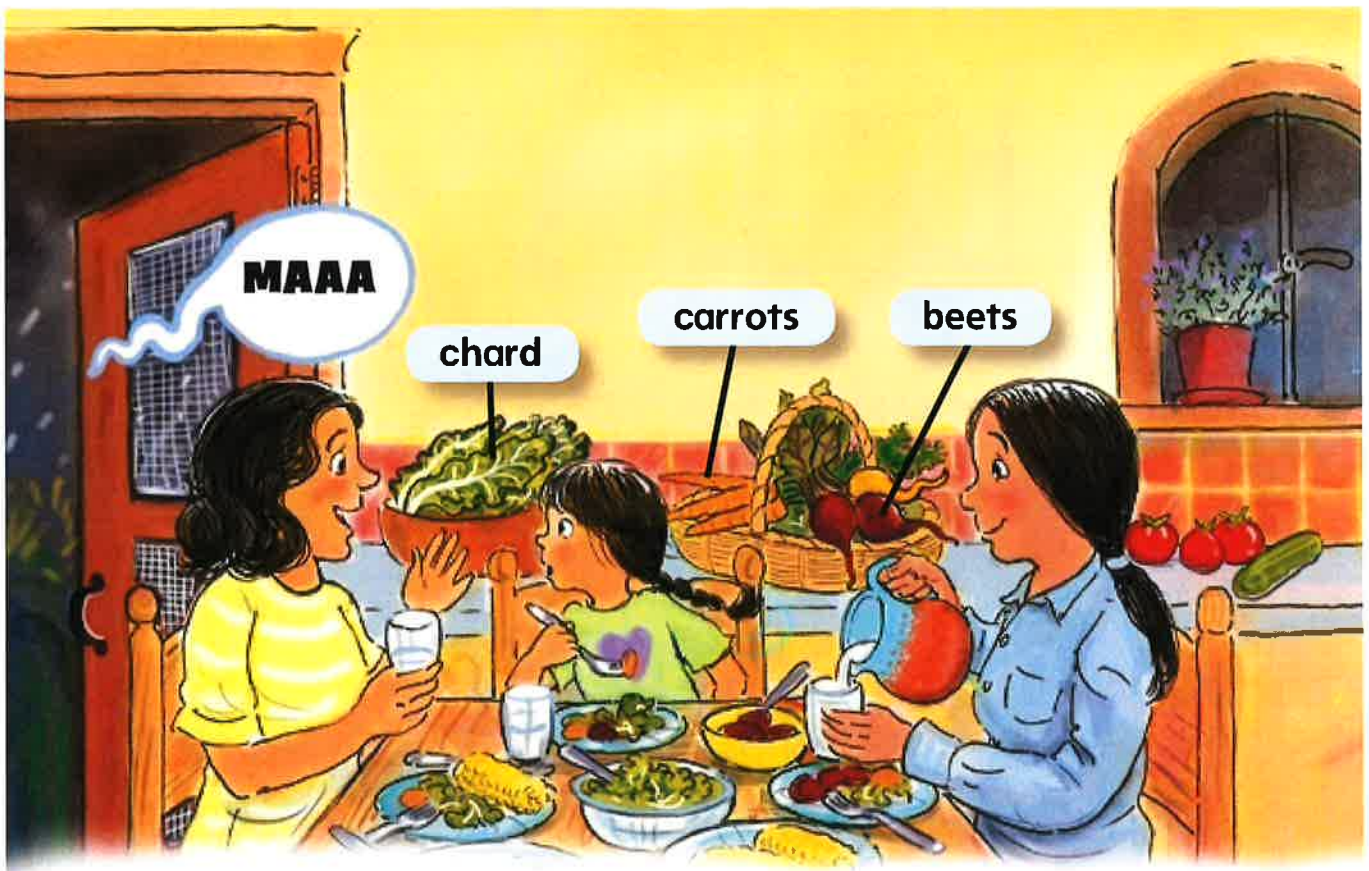
My mom's friend lives on a farm.  
We went to visit her.



“This place doesn’t look like a farm,” I thought. “There’s a house instead of a red barn. Where are the cows?”

“Come in!” Stella shouted.





I was confused. Where was the farm?

It was quiet. I heard nothing but rain. Then I heard a sound. What was that? It was a mystery!

**STOP AND CHECK**

Where does Jacy live?  
Why is she confused?

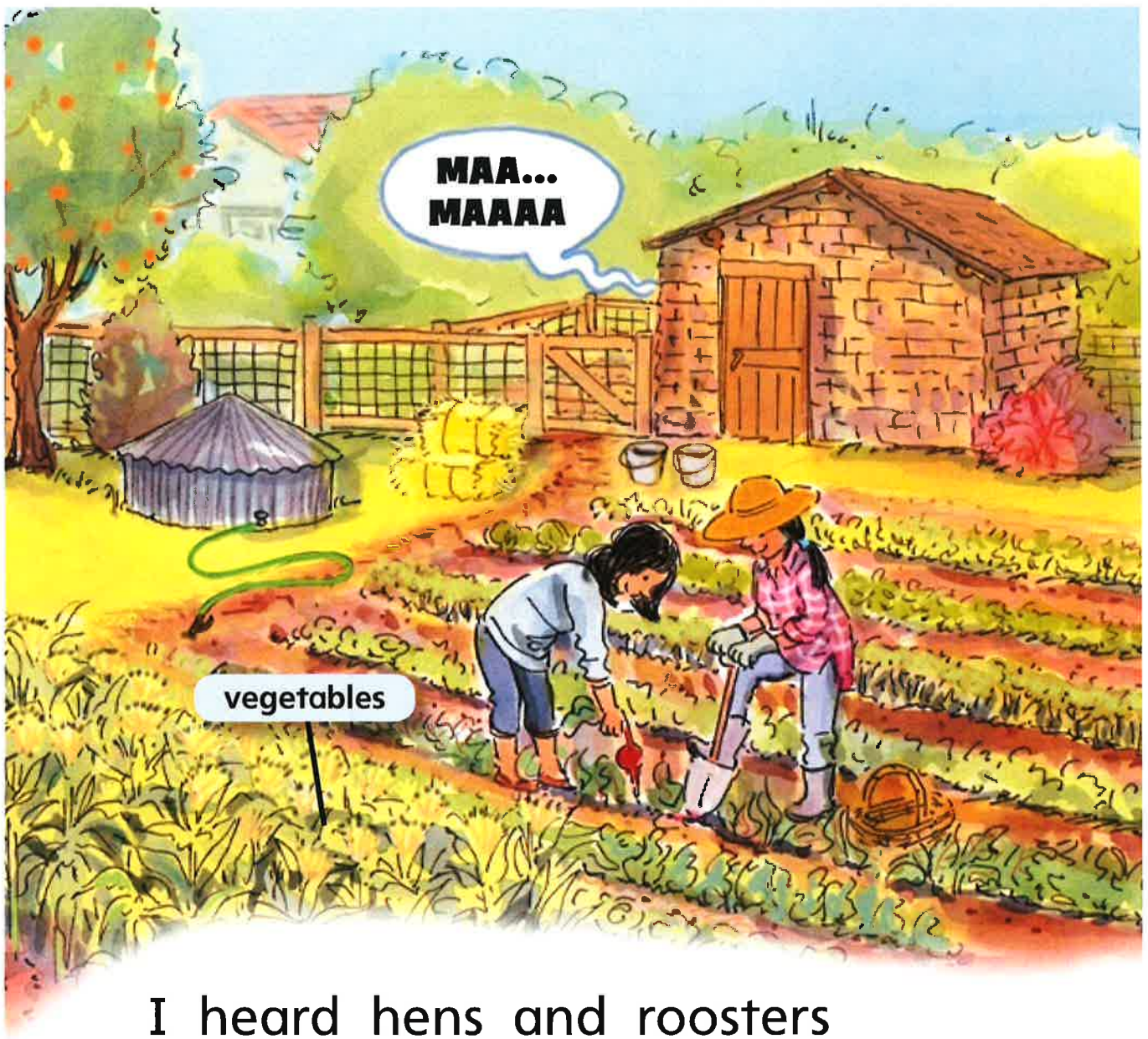




I woke up early and scrambled out of bed. I looked outside. Oh! Suddenly, I got it!

**In Other Words** I understood. En español: *Entendí.*





I heard hens and roosters clucking. I saw rows of plants. Then I heard that sound again.

*Maa. Maaaa.*

### Language Detective

Saw is the special past tense of see. Find the special past tense of go on page 3.





“Wait for me!” I yelled. “I’m coming out.”

“Look at these beets,” Mom called. “What a beautiful color!”



Stella named the vegetables.

*Maaaa. Maa.*

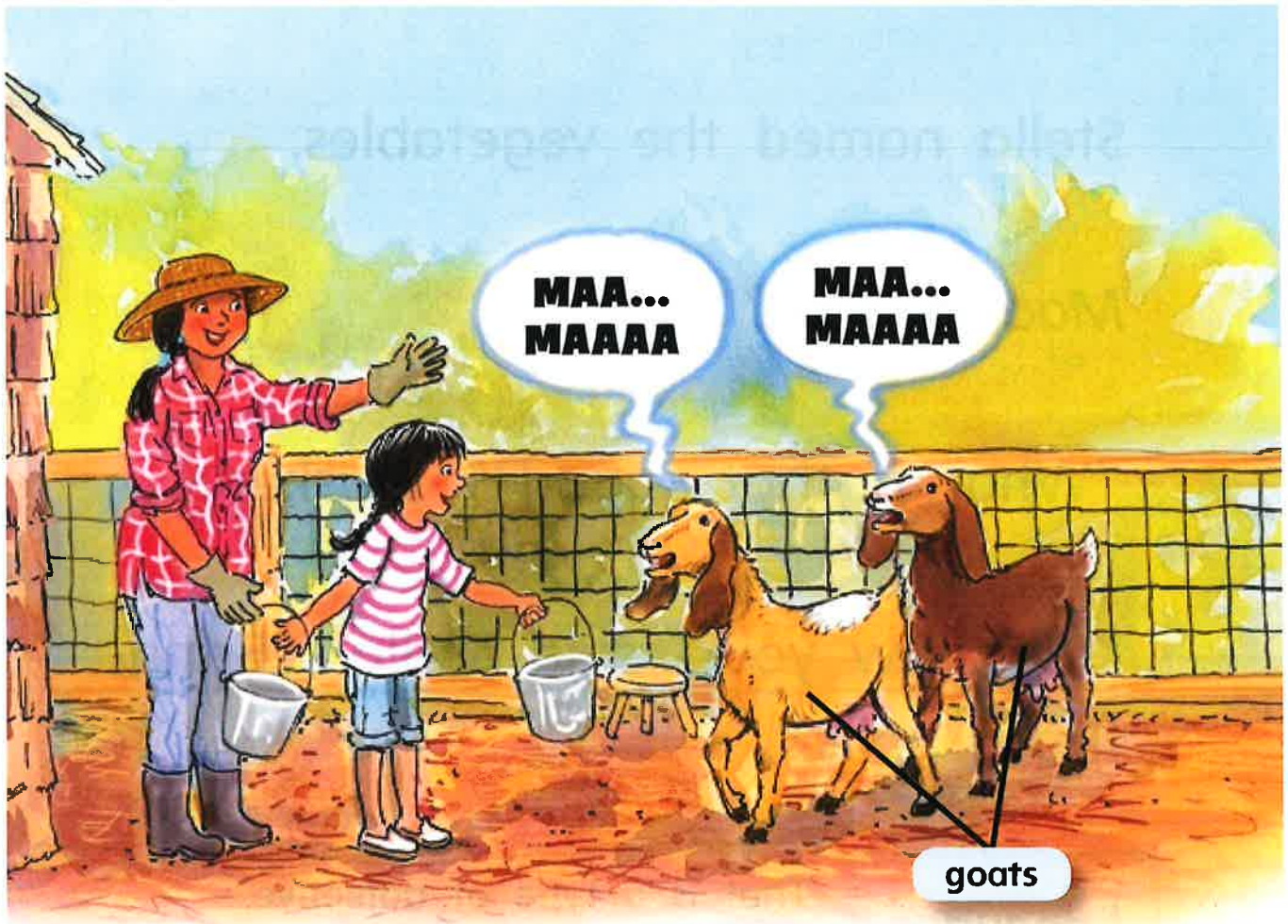
“What is that sound?” I asked.

“I’ll show you,” said Stella. “Bring those pails.”

**Language  
Detective**

That is a type of adjective.  
Find another type of adjective  
on page 4.





*Maaaa. Maa.*

"The goats are talking," Stella said. "It's time to milk them."

"Can you get milk from goats?"  
I asked.

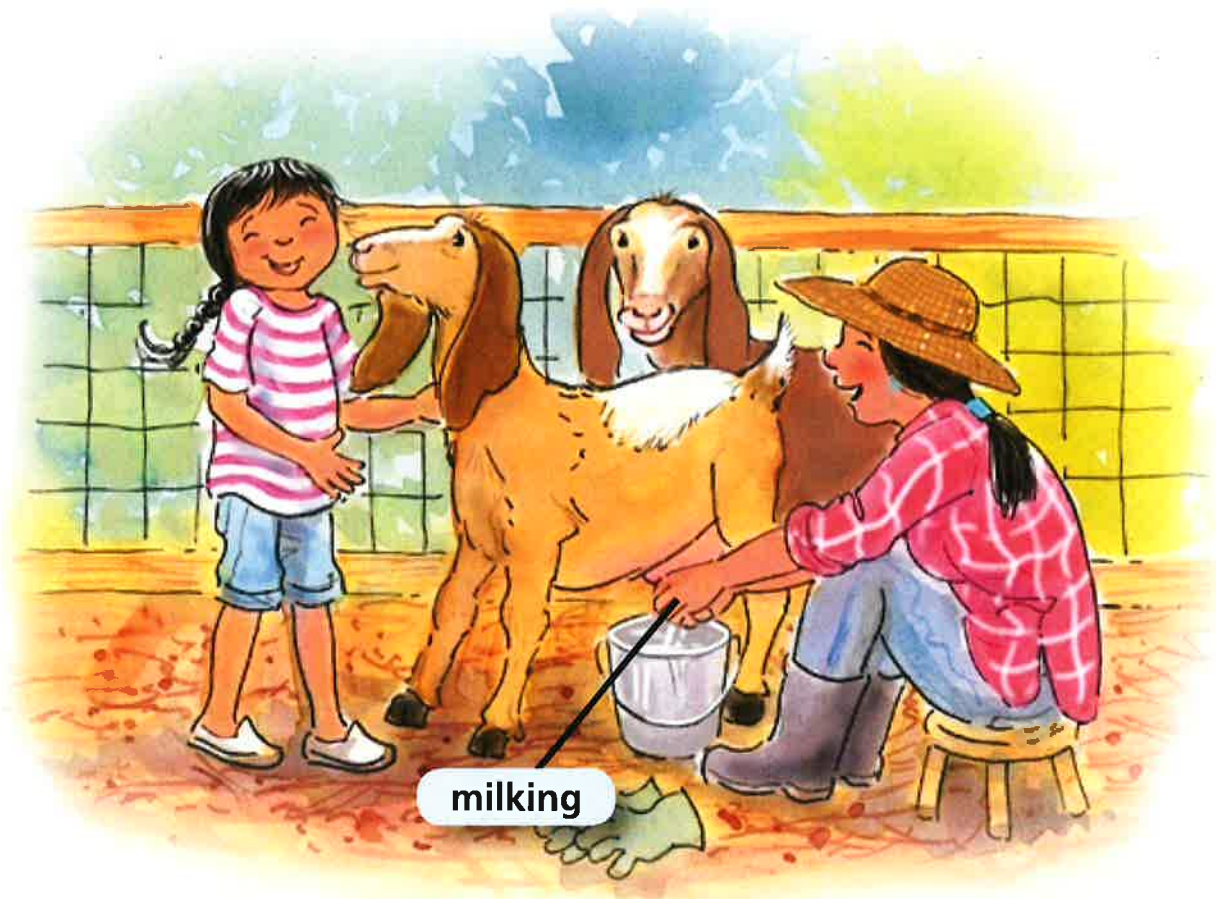
**STOP AND CHECK**

What was making the mystery sound?



“Yes,” said Stella. “I use it to make cheese!”

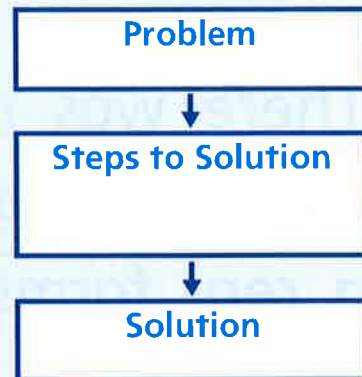
There was no barn. There were no cows. But this was a real farm!



# Respond to Reading

## Retell

Use your own words to retell *Down on the Farm*.



## Text Evidence

1. Look at page 5. What problem does Jacy have? **Problem and Solution**
2. Look at page 10. How is Jacy's problem solved? **Problem and Solution**
3. How do you know that *Down on the Farm* is realistic fiction?

**Genre**

## Genre **How-to**

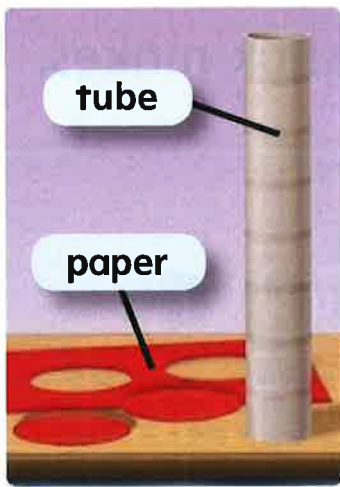
### Compare Texts

Learn what sound a rain stick makes.

# How to Make a Rain Stick



Follow the steps to make your own rain stick.



**Step 1** Get a cardboard tube. Cut two circles from a sheet of paper. Make the circles bigger than the ends of the tube.



**Step 2** Cover one end of the tube with one paper circle. Tape it on.



**Step 3** Get a strip of foil. Make sure it is longer than the tube. Crunch and twist the foil.



**Step 4** Slide the foil inside the cardboard tube. Pour in some dried rice.



**Step 5** Tape the other paper circle to the open end of the tube. Decorate your rain stick.



**Step 6** Shake your rain stick! It makes the same sound as rain!

(bkgd) Eric Schnakenberg/Photographer's Choice/Getty Images, Illustration: Rob Schuster



## Make Connections

Look at both selections. How were these sounds made? [Text to Text](#)

# Focus on Science

**Purpose** To sort sounds

## What to Do

**Step 1** What sounds do you hear every day?

**Step 2** With a partner, make a chart like this one.

Quiet Sounds	Loud Sounds
raindrops	car honking

**Step 3** Write two quiet sounds. Then write two loud sounds.

**Conclusion** Which sound do you like best?



# Thinkmark

## Setting

Where are Jacy and her mom at the beginning of the story? Where are they at the end of the story?

## Sequence of Events

What was the first sound Jacy heard on the farm? What was making the sound?

## Make Connections

Think about a place you know that is different from where you live. What new sounds did you hear there?

Sounds All Around

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