



# Compton USD Learning Packet #7

**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 oo can stand for the sound you hear in the middle of moon.

The underlined letters in the words below also make the same sound.

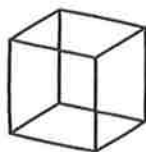
bluefewtubefruitsoup

Read the word. Circle the picture that the word describes.

1. roof



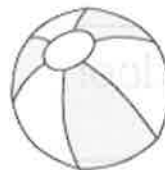
2. cube



3. new



4. fruit



5. soup



Name \_\_\_\_\_

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

1. Miss Lane said, "That is a good \_\_\_\_\_."  
 \_\_\_\_\_  
 \_\_\_\_\_  
 answer      busy

2. We use our \_\_\_\_\_ to see.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 enough      eyes

3. I \_\_\_\_\_ my lunch to school.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 door      brought

4. We had a \_\_\_\_\_ day at school.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 busy      eyes

5. Do we have \_\_\_\_\_ eggs to make a cake?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 door      enough

6. Please close the \_\_\_\_\_ when you come in.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 brought      door

Name \_\_\_\_\_

**demand:** If you demand someone to do something, you ask forcefully or strongly.

**emergency:** An emergency is something unexpected that you need to take care of right away.

**A. Circle the word that best tells about the picture. Write it on the line to complete the sentence.**

1. The king will \_\_\_\_\_ tasty food.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 demand                  emergency



2. The firefighters told them what to  
 \_\_\_\_\_  
 \_\_\_\_\_  
 do in an \_\_\_\_\_.

demand                  emergency



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

3. I had to (demand, emergency) that my dog come inside.
4. A flashlight helps us get ready for an (demand, emergency).





**Problem Solving • Applications**



**WRITE** ▶ Math

Coins in the Bank		Total
dime		
penny		
nickel		

Remember to write the total.

**MATHEMATICAL PRACTICE 2**

**Connect Symbols and Words**

Complete each sentence about the tally chart. Write **greater than**, **less than**, or **equal to**.

10. The number of tallies for is \_\_\_\_\_ the number of tallies for .

11. The number of tallies for is \_\_\_\_\_ the number of tallies for .

12. The number of tallies for is \_\_\_\_\_ the number of tallies for .

13. **GO DEEPER** The number of tallies for is \_\_\_\_\_ the number of tallies for both and .

14. **THINK SMARTER** How many coins are in the bank?

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



**TAKE HOME ACTIVITY** • Together with your child, make a tally chart showing how many times you all say the word "eat" during a meal. Then have your child write the number.

**FOR MORE PRACTICE:**  
Standards Practice Book



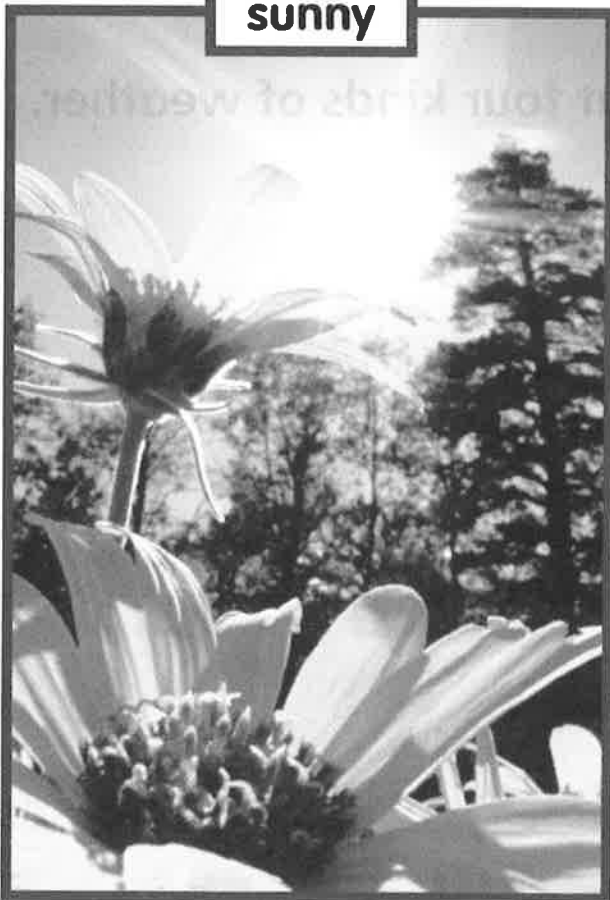
## What is weather?

**Weather** is what the air and sky are like each day.

The weather may be sunny.

The weather may be cloudy.

sunny

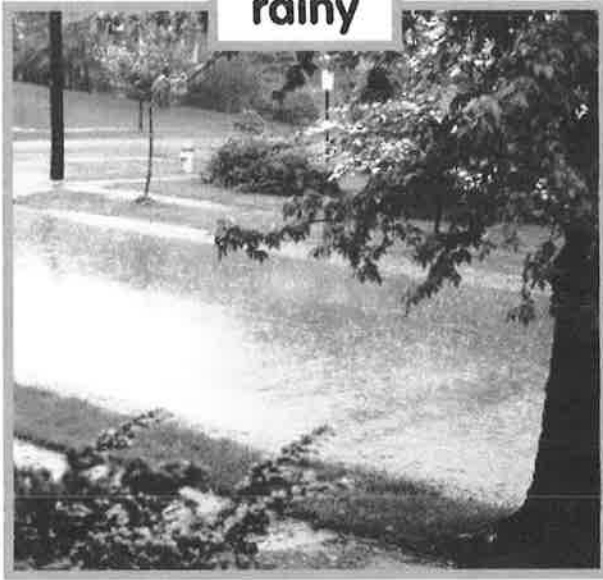


cloudy

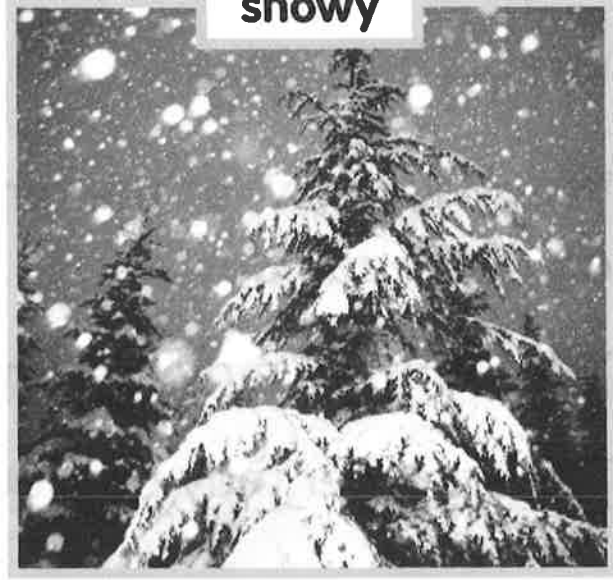


The weather may be rainy, snowy, or dry.

rainy



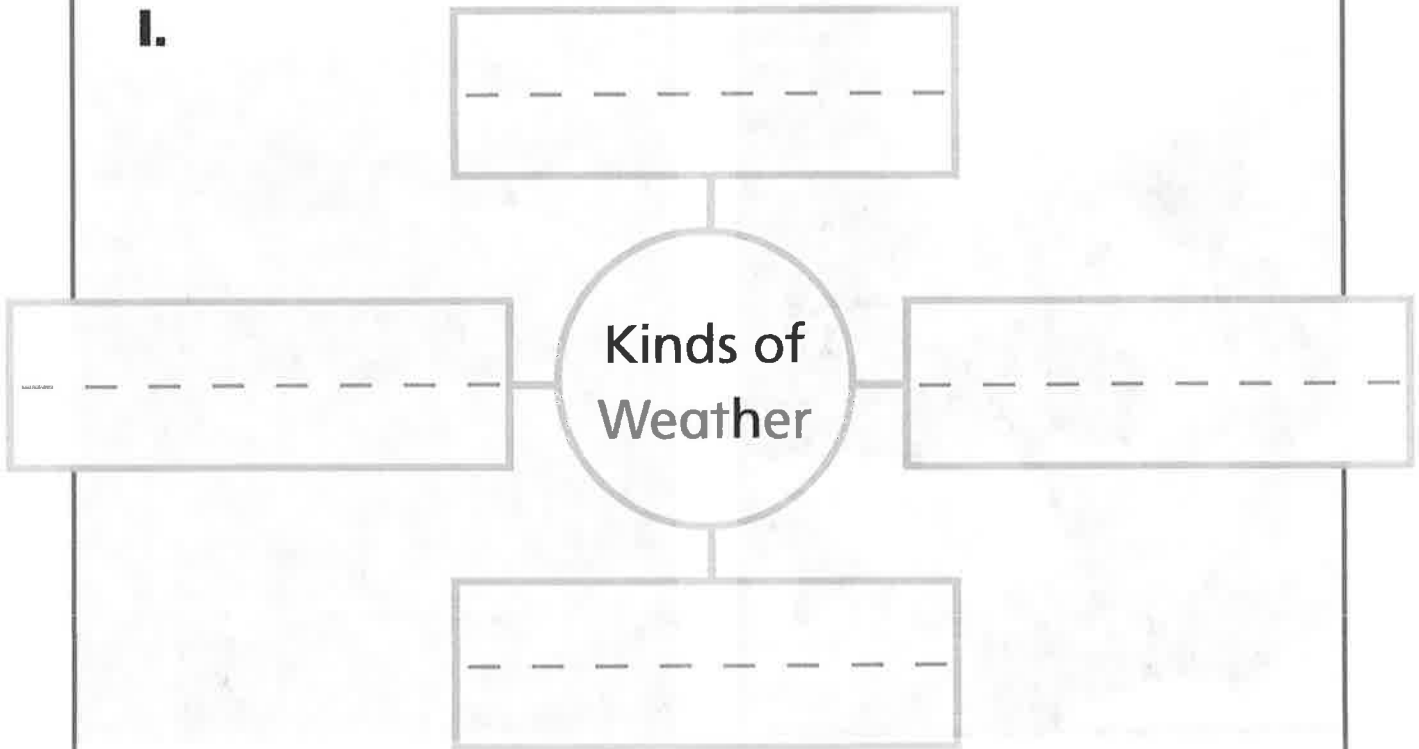
snowy



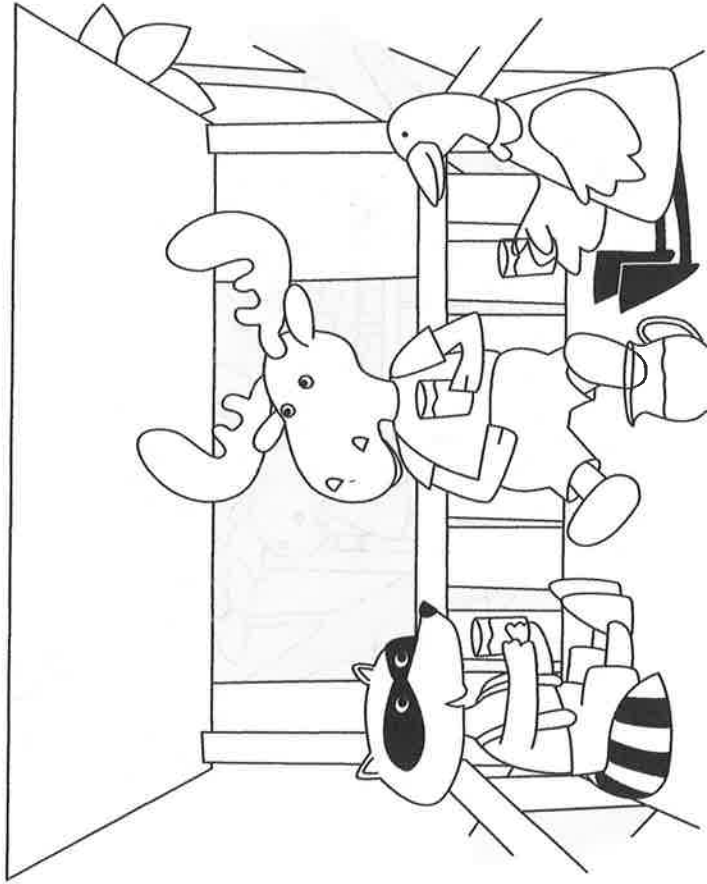
 **Quick Check**

Write words that tell about four kinds of weather.

I.

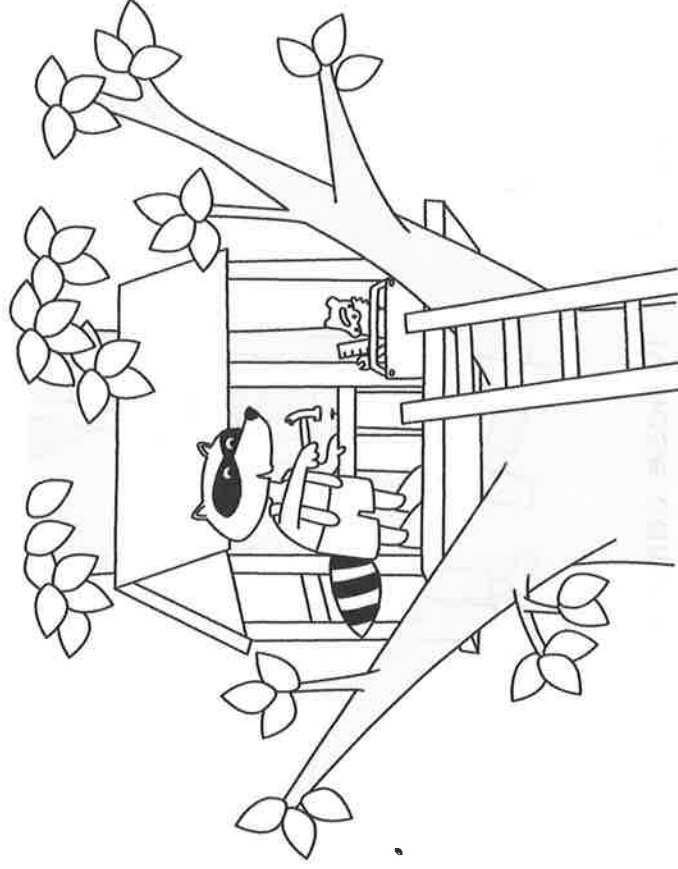


# Working Together



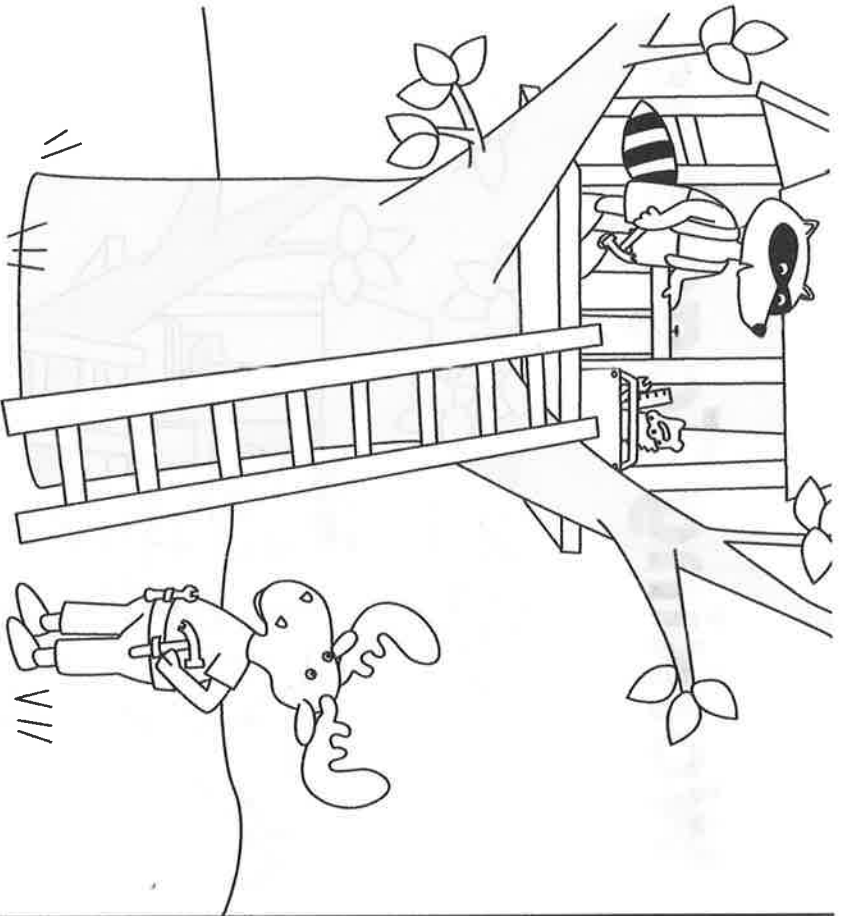
The pals drank cool water.  
Soon, the tree house was done!  
“Thank you!” said Raccoon to his  
two new pals.

④



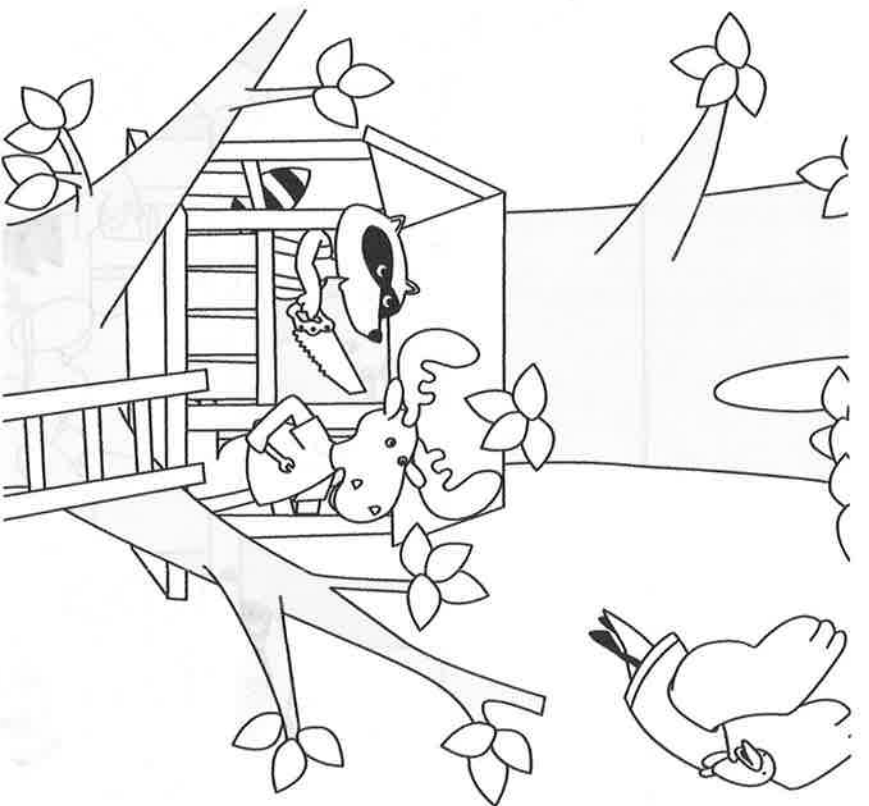
Raccoon was making a new  
tree house.  
“This is hard work,” he said.  
“I need help!”

①



Just then, Moose came by.  
“I have tools,” he said.  
“We can work together.”  
“Thank you,” said Raccoon.

2



Next, Goose flew by.  
“I can help, too,” she said.  
“I will get cool water for you  
to drink.”

3

Name \_\_\_\_\_

**A. Reread “Working Together.” Circle the story clue that tells about the picture.**

1.



- a. Raccoon needs help.
- b. The pals drank cool water.

2.



- a. Goose will get cool water.
- b. Soon the tree house was done.

**3. Circle the answer that best tells the theme of the story.**

- a. Moose are good at building.
- b. It helps to work together.

**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		—		=	





Name \_\_\_\_\_

# Make Tally Charts

**Essential Question** Why is a tally chart a good way to show information that you have collected?






Measurement and Data—  
1.MD.4

**MATHEMATICAL PRACTICES**  
MP.1, MP.3, MP.4

**Listen**



Complete the tally chart.

Our Favorite Game		Total
 card game		
 puzzle		
 board game		

Use the tally chart to answer the question.

Which game did the most children choose? Circle.



Which game did the fewest children choose?

Circle.



**FOR THE TEACHER** • Read the following problem.  
Ava asks the children in her class which of three games they like the best. She makes a tally mark to show each child's answer. Which game did the most children choose? Which did the fewest children choose?

**Math Talk**

**Mathematical Practices**

How do you know which game is the favorite? **Explain.**

## Model and Draw

How can you make a tally chart to show the boats at the lake?

Decide if each boat has a sail.



Boats at the Lake		Total			
boats with sails	<table border="1"> <tr><td>    </td></tr> <tr><td>    </td></tr> <tr><td>    </td></tr> </table>				
boats without sails					

## Share and Show



Use the picture to complete the tally chart. Then answer each question.



Fish in the Tank		Total
zebra fish		
angel fish		

1. How many are in the tank?

\_\_\_\_\_

2. How many more than are there?

\_\_\_\_\_ more

3. How many and are in the tank?

\_\_\_\_\_ fish

# How can weather change?

**Temperature** is how cold or warm the air is.

Sometimes the air feels cold.

Sometimes the air feels warm.

Some days the sky is clear.

Some days the sky is full of clouds.



▲ It is a cold day.



▲ It is a warm day.

Wind can change, too.

**Wind** is moving air.

Sometimes wind moves slowly.

Sometimes wind moves fast.



▲ It is a windy day.

 **Quick Check**

2. Draw a picture of today's weather. Write a sentence about it.

Name \_\_\_\_\_

A **suffix** is a word part you can add to the end of a word to change its meaning.

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

help + ful = helpful



The word **helpful** means **full of help**.

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

help + less = helpless

The word **helpless** means **without help**.

**Underline the suffix in each word.**

**Circle the correct meaning of the word.**

1. useless

without use

full of use

2. joyful

without joy

full of joy

3. hopeful

without hope

full of hope

4. painless

without pain

full of pain

5. useful

without use

full of use

Name \_\_\_\_\_

A **caption** is a short description that tells more about a photograph or picture.

Read the three captions below.  
Write the correct caption next to each picture.

Mr. Hart's class learns about farm life.

Many people came out to vote.

The Bakers clean up Green Park.



Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you vary the length of the sentences.**

**Draft Model**

We help the earth. We recycle bottles. We pick up trash.

1. What is the topic of the writing?
2. Are there some long and some short sentences?
3. How can you make the lengths of some sentences different?

**B. Work with your partner. Talk about how to vary the length of the sentences. Revise the draft on your own.**

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_






Name \_\_\_\_\_

**On Your Own**




Which of these snacks do most children like the best?

Ask 10 friends. Make 1 tally mark for each child's answer.

Our Favorite Snack		Total
 pretzel		
 apple		
 yogurt		


Use the tally chart to answer each question.

4. How many children chose ? \_\_\_\_\_ children

5. How many children chose ? \_\_\_\_\_ children

6. Which snack do most children like best? Circle.



7. **THINK SMARTER!** What if 6 children out of the 10 chose ? Which snack would be the favorite? Circle it.



8. **Explain** Write your own question about the tally chart.

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

**Problem Solving • Applications**



**WRITE** Math

**MATHEMATICAL PRACTICE** 1

**Analyze Relationships**

Jenna asked 10 friends to choose their favorite subject. She will ask 10 more children.

Our Favorite School Subject		Total
math	I	
reading		
science		

9. Predict. Which subject will children most likely choose?

---



---



---

10. Predict. Which subject will children least likely choose?

---



---



---

11. **THINK SMARTER** How can you prove if your prediction is good? Try it.

---

12. **THINK SMARTER** Complete the tally chart to show the number of votes.

Fruit We Like		Total
apple		4
banana		5
grapes		2



**TAKE HOME ACTIVITY** • With your child, survey friends and family to find out their favorite food. Draw tally marks to record the results and then prepare the food.

**FOR MORE PRACTICE:**  
Standards Practice Book

## What does the Sun do?

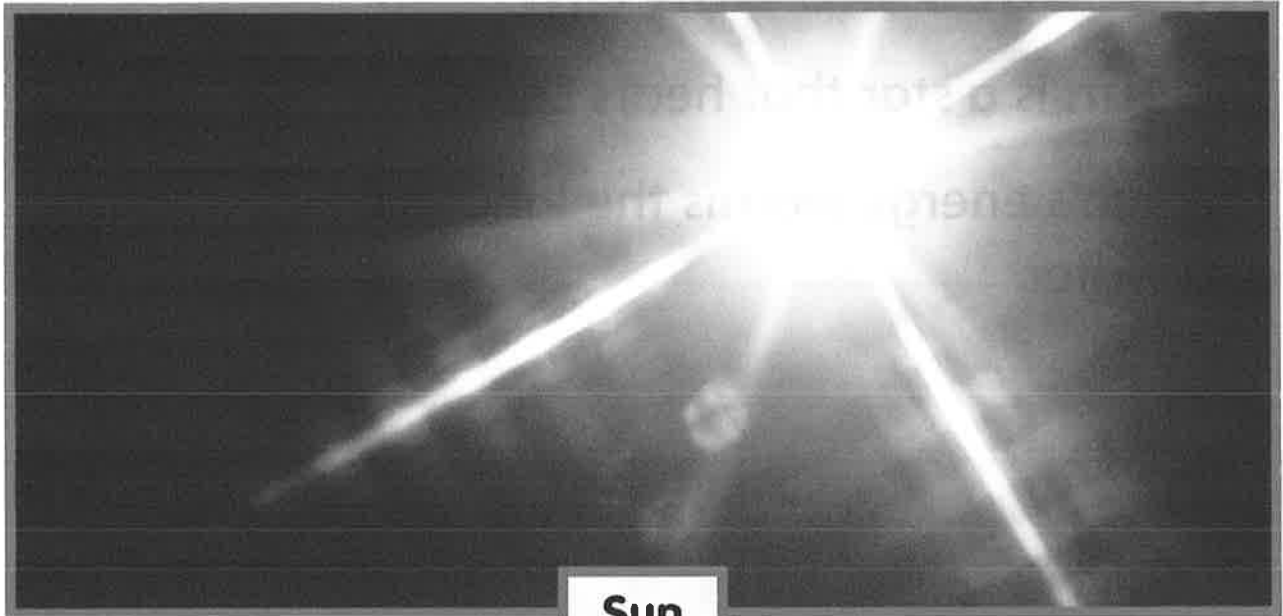
The **Sun** is a star that heats Earth.

The Sun's energy warms the land, air,  
and water.



▲ The Sun makes the sand warm.

The Sun also helps to make wind, rain, clouds, and snow.



Sun

 **Quick Check**

Fill in the blanks.

\_\_\_\_\_

-----

3. The Sun is a \_\_\_\_\_ .

\_\_\_\_\_

-----

4. The Sun's energy \_\_\_\_\_  
the land, air, and water.

Name \_\_\_\_\_

Remember that a **noun** is a person, place, or thing.

A **pronoun** is a word that takes the place of a noun.

Ken is at school.      He is at school.

The pronoun **he** takes the place of the noun **Ken**.

Some other pronouns are **she, we, it, they, and I**.

**Circle the pronoun that takes the place of the underlined word or words in the sentence.**

1. Dave likes to help others.      It      He
2. Missy shared her lunch with us.      She      They
3. Carl and Sari will have a bake sale.      I      They
4. I will take this book to my friend.      it      you
5. James can wash the car.      He      They



Name \_\_\_\_\_

A **pronoun** is a word that takes the place of a noun.  
 The pronouns **I**, **he**, **she**, and **it** stand for one noun.  
 The pronouns **we** and **they** stand for more than one noun.

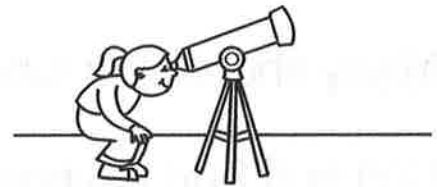
**Underline the pronoun in each sentence. Circle one or more than one to tell the number that each pronoun stands for.**

1. I like to look at the stars with Dad.

one                      more than one

2. He helps me learn about space.

one                      more than one



3. We read a book about the stars.

one                      more than one

4. It is one of five books we read last week.

one                      more than one

5. They are all on my book shelf.

one                      more than one

Name \_\_\_\_\_

**Read the words in the box. Say each word.**

moon	tune	flew	blue
fruit	soup	enough	door

**A. Use the clues to write a spelling word on the line.**

1. starts like **blast** + ends like **due**

\_\_\_\_\_

-----

\_\_\_\_\_

2. starts like **toy** + ends like **June**

\_\_\_\_\_

-----

\_\_\_\_\_

3. starts like **frog** + ends like **suit**

\_\_\_\_\_

-----

\_\_\_\_\_

4. starts like **make** + ends like **soon**

\_\_\_\_\_

-----

\_\_\_\_\_

5. starts like **flag** + ends like **new**

\_\_\_\_\_

-----

\_\_\_\_\_

**B. Write your own sentence. Use a word from the box. Check that there are spaces between words.**

\_\_\_\_\_

-----

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

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

moon  
fruittune  
soupflew  
enoughblue  
door

**Find the spelling words in the puzzle. Draw a circle around each word.**

f	r	u	i	t	p	s	x	u
n	w	m	g	t	b	v	m	j
f	t	k	i	u	s	o	u	p
l	r	t	m	n	n	w	u	z
e	m	l	b	e	h	t	d	m
w	k	b	l	u	e	m	o	l
m	v	t	g	r	m	f	o	j
e	n	o	u	g	h	r	r	e
p	r	f	c	o	m	o	o	n
q	r	m	f	j	z	a	d	h

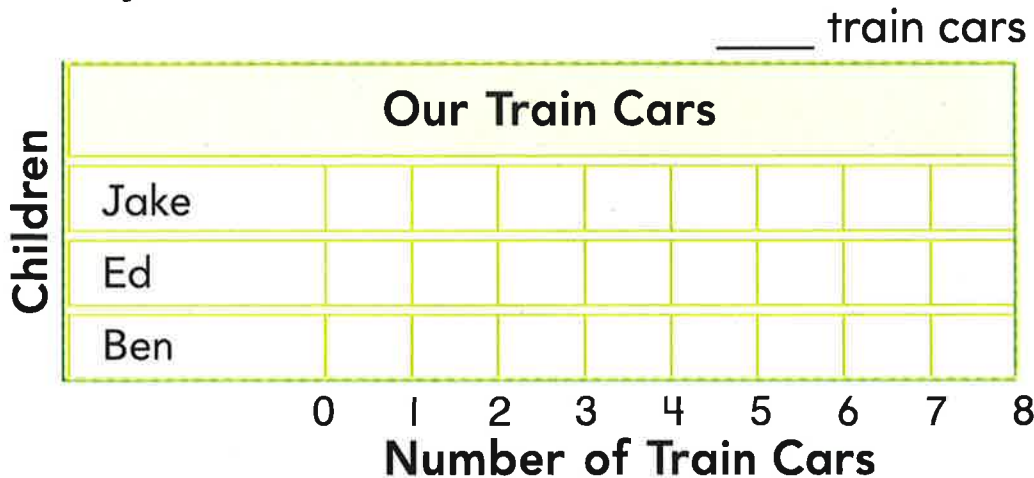


## Try Another Problem

Make a graph to solve.

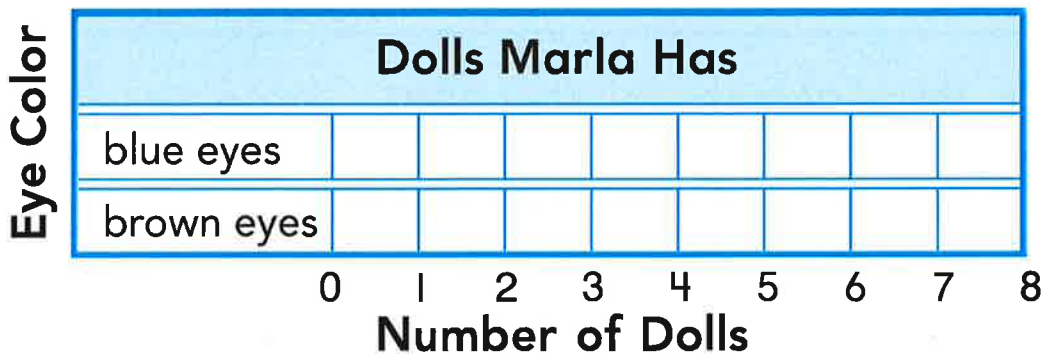
- Jake has 4 more train cars than Ed. Ed has 3 train cars. Ben has 2 fewer train cars than Ed. How many train cars does Jake have?

- What do I need to find?
- What information do I need to use?



- Marla has 8 dolls. Three dolls have blue eyes. The rest have brown. How many dolls have brown eyes?

\_\_\_\_\_ dolls



**Math Talk**

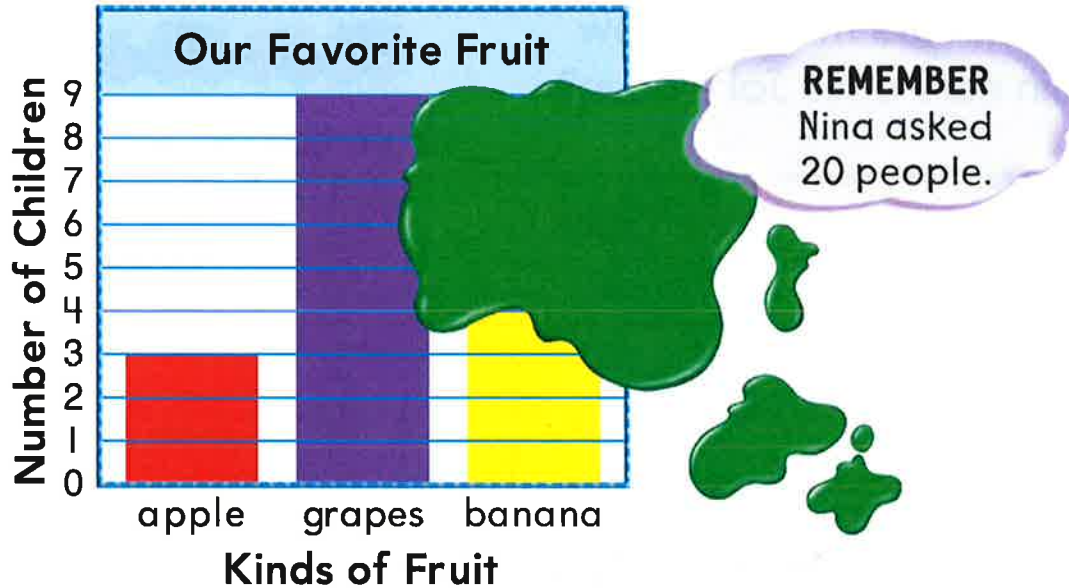
**Mathematical Practices**

**Describe** how the bar graph helps you solve Exercise 2.

**On Your Own**

**WRITE** Math

What is your favorite fruit? Nina asked 20 children this question. Then she made a bar graph. But Nina spilled paint on the graph.



7. How many children chose grapes?

\_\_\_\_\_ children

8. **Go DEEPER** How many children chose bananas?

\_\_\_\_\_ children

**Personal Math Trainer**

9. **THINK SMARTER +** Write another question that can be answered by using the graph.



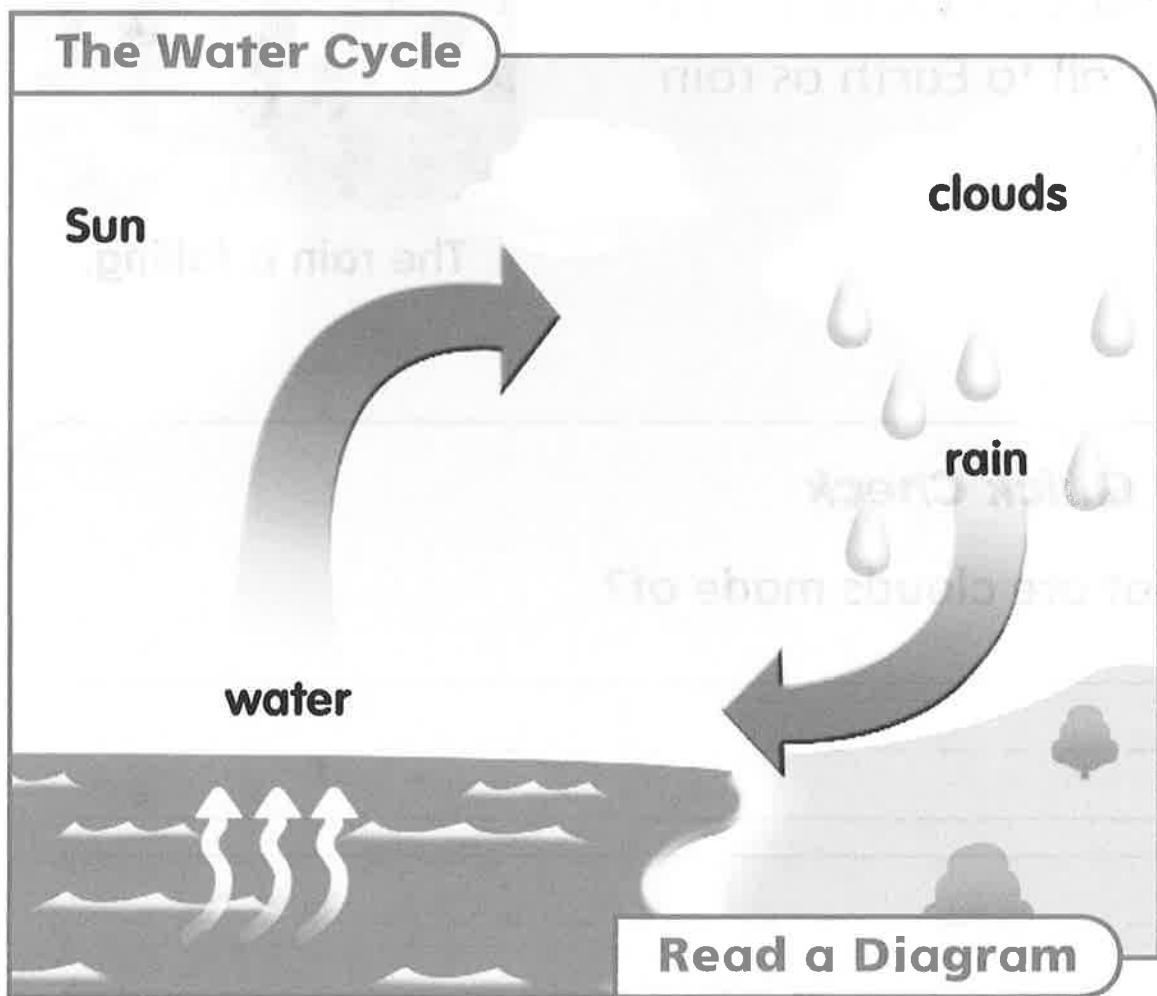
**TAKE HOME ACTIVITY** • Work with your child to make a tally chart and a bar graph showing the favorite color of 10 family members or friends. Talk about the results.

**FOR MORE PRACTICE:**  
Standards Practice Book

# What does the Sun do to water?

As the Sun warms water, some of the water goes up into the air.

You cannot see the water, but it is there.



## Read a Diagram

What falls from clouds?

LOG  
ON

Science in Motion Watch the water cycle

@ [www.macmillanmh.com](http://www.macmillanmh.com)

As water in the air cools, it turns into drops of water.

When it is cold out, the water turns into bits of ice.

Clouds are made of water and ice.

The drops of water or bits of ice fall to Earth as rain or snow.



▲ The rain is falling.

 **Quick Check**

**What are clouds made of?**

- \_\_\_\_\_
- 
5. \_\_\_\_\_
- \_\_\_\_\_
- 
6. \_\_\_\_\_
- \_\_\_\_\_

## Unit 6 Week 1

SOURCE TITLE: Super Tools

LEXILE: 430

1. Standard: **RL.1.2**

Read the sentence in the box.

Lucy didn't know it, but her writing tools felt sad and useless.

Choose the sentence that best supports the statement in the box.

- A** "Lucy hasn't used us in weeks!" cried the markers.
- B** "Let's remind her."
- C** "This is so cool!" exclaimed Lucy.
- D** "It's fun to draw," she said.

A few weeks ago, Lucy's mom and dad brought a new computer home. "This is so cool!" exclaimed Lucy.

Lucy used the computer all the time.

But not everyone was happy about the new computer.



2. Standard: RL 1.3

How did Lucy's writing tools work together to become useful again?

Select **all** correct answers.

- A The pencils made a sketch.
- B The markers drew birds in the tree.
- C The crayons drew the sun in a blue sky.
- D Dad drew a flower.

3. Standard: RL1.2

What is the theme of the story?

- (A) Only use computers.
- (B) The writing tools work together to make their lives better.
- (C) The pencils do not like the markers.
- (D) Do not draw pictures.



Lucy didn't know it, but her writing tools felt sad and useless. One day while she was at school, they had an **emergency** meeting.

"Lucy hasn't used us in weeks!" cried the markers. "Can we **demand** to be used?" asked the crayons. "No, that would be rude. But, we can remind her how great we are," said the pencils. "Yes!" they all agreed. "Let's remind her."



After school, as soon as Lucy came through the **door**, she grabbed a glass of juice and went right to her computer. She had to write a report about birds.

The writing tools watched and waited. When Lucy was done, she printed her report.



4. Standard: L 1.3

Read the sentence from the story.

That night the writing tools got **busy**. They worked together to make a picture for Lucy.

The word **busy** most likely means

\_\_\_\_\_.

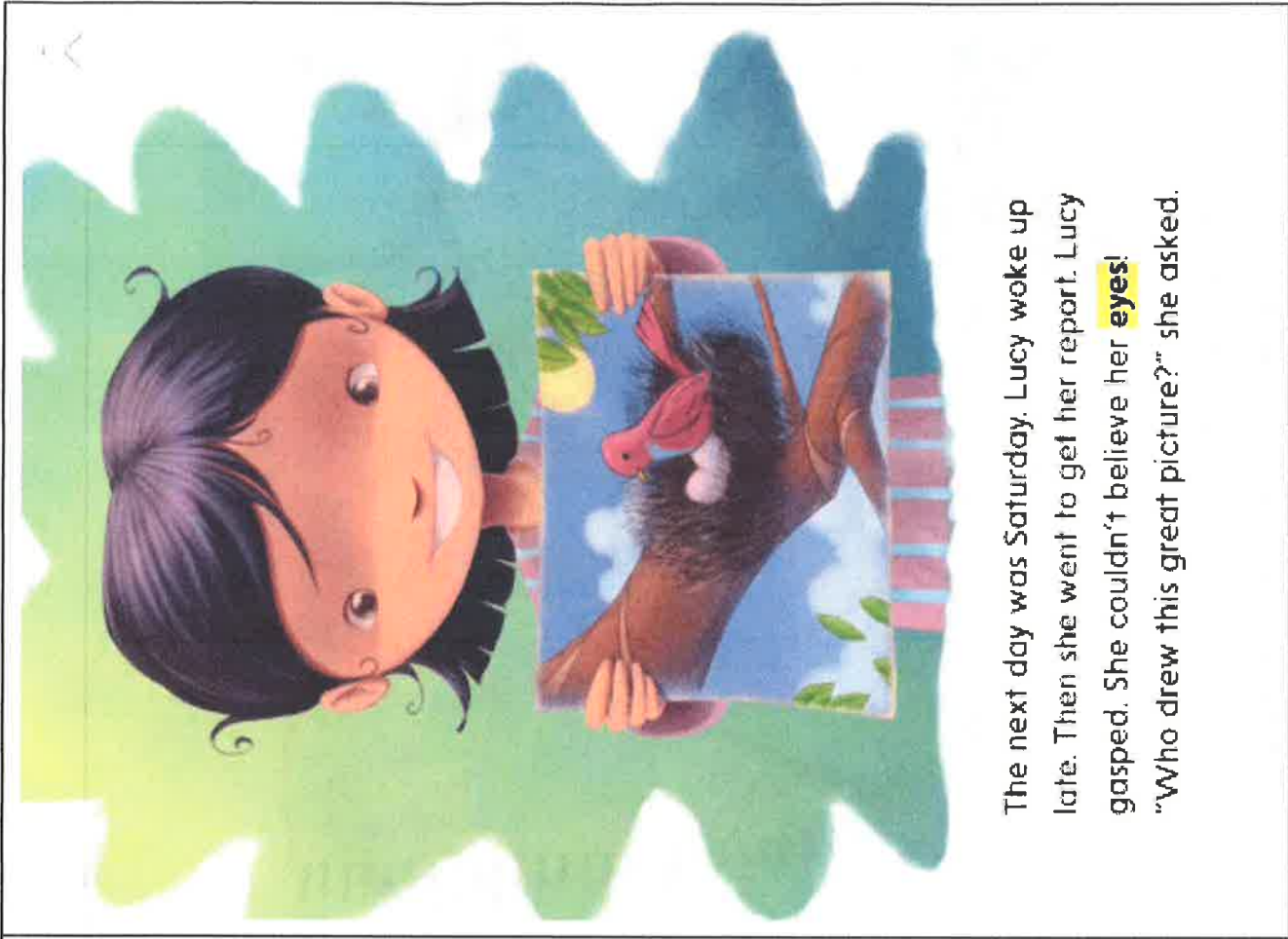
- (A) tired
- (B) draw
- (C) typing
- (D) working





That night the writing tools got **busy**. They worked together to make a picture for Lucy.

The pencils made a sketch. The markers drew the birds in the tree. The crayons drew the sun in a blue sky. The picture was good **enough** to frame.



The next day was Saturday. Lucy woke up late. Then she went to get her report. Lucy gasped. She couldn't believe her **eyes**. "Who drew this great picture?" she asked.

“Did you draw this?” Lucy asked Mom and Dad.  
“You know the **answer** to that!” they laughed.  
“Stop joking! YOU drew that great picture.”

That made Lucy think she wished she had drawn it. “It is fun to draw,” she said.

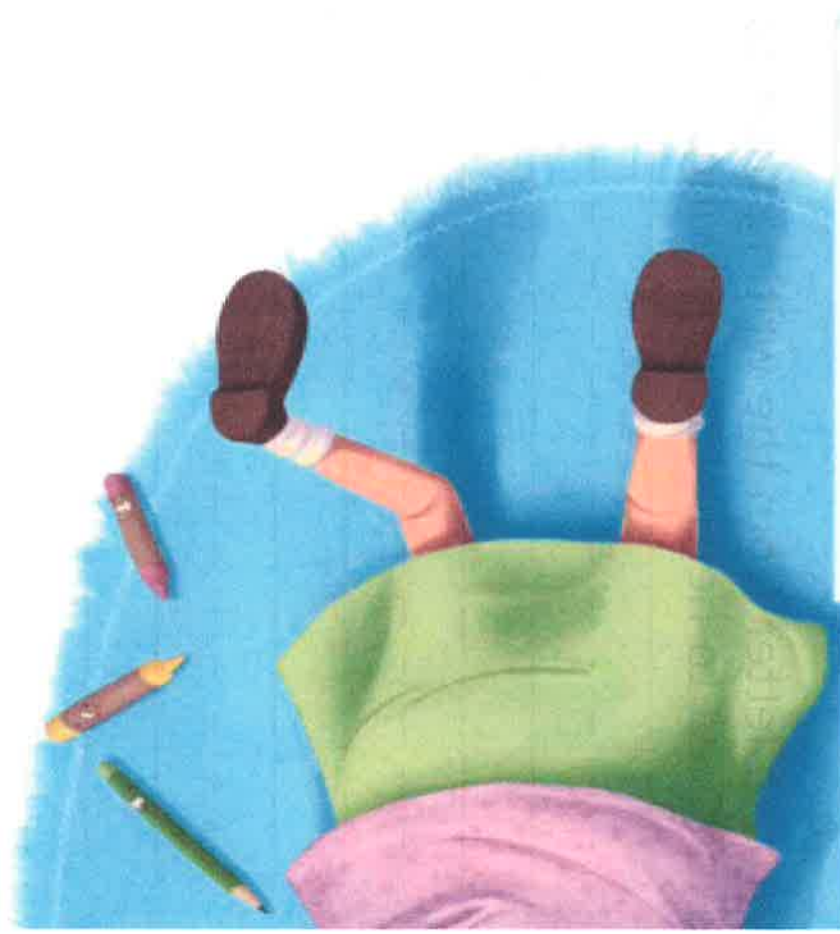


Lucy hung the picture in her room. Then she took out her pencils, crayons, and markers. “I’ll draw my own picture for my report,” she said.



Lucy and her pencils, crayons, and markers worked together. They drew a super picture.

From that day on, Lucy kept drawing. And the writing tools felt happy and useful!



**5. Standard: W 1.3**

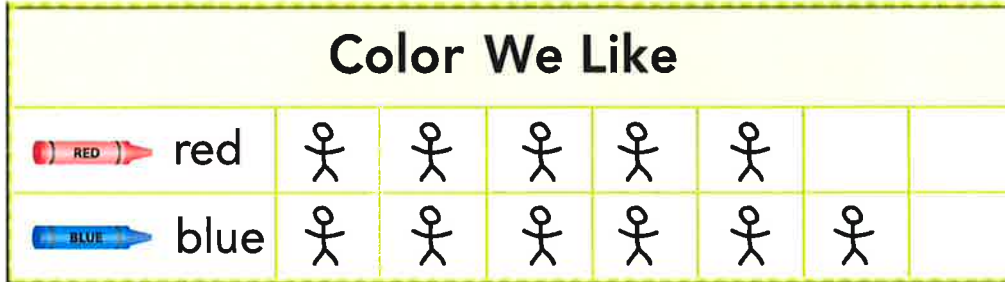
Write a letter from the writing tools to Lucy explaining in words what they explained to her in their drawing.

Handwriting practice lines consisting of 10 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Name \_\_\_\_\_

# Chapter 10 Review/Test

Use the picture graph to answer the questions.



Each  stands for 1 child.

1. How many children chose  ?

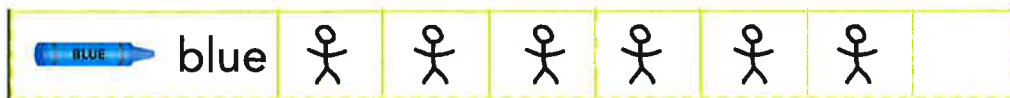
2. Is the sentence true? Choose Yes or No.

More children like blue than red.  Yes  No

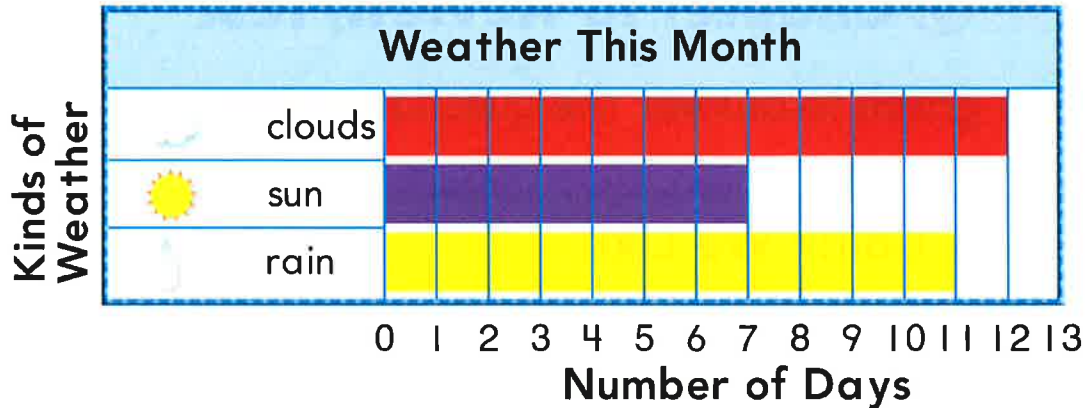
5 children like red.  Yes  No

2 more children like blue than red.  Yes  No

3. 1 more child gets a . Draw what the blue row looks like now.



Use the bar graph to answer the questions.



4. How many days had ☀ ?

5. Compare ☁ and ☀ days. Circle the number that makes the sentence true.

There were  more ☁ days than ☀ days.

6. Ann says the graph shows 1 more rainy day than cloudy days. Is she correct?

Choose Yes or No.

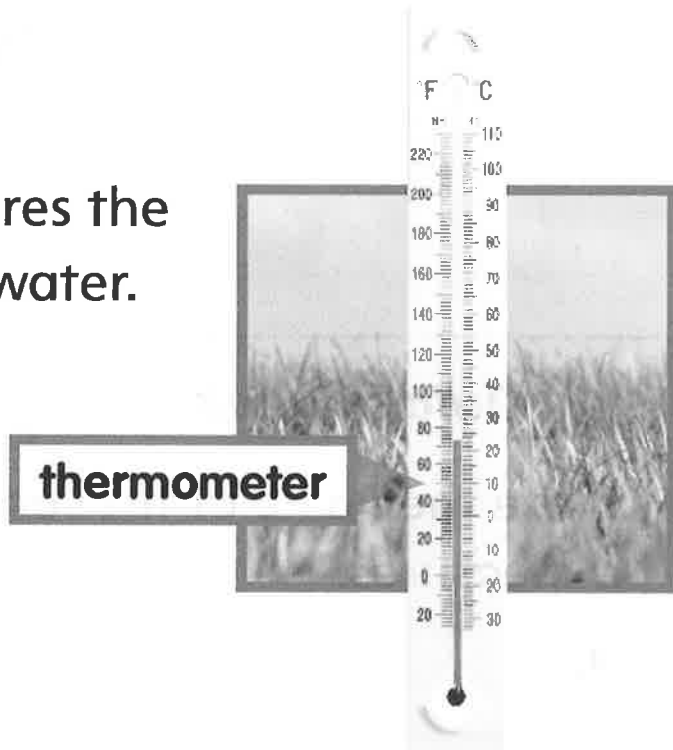
Yes       No

Explain your answer.

## How can you measure weather?

There are many kinds of tools to measure weather.

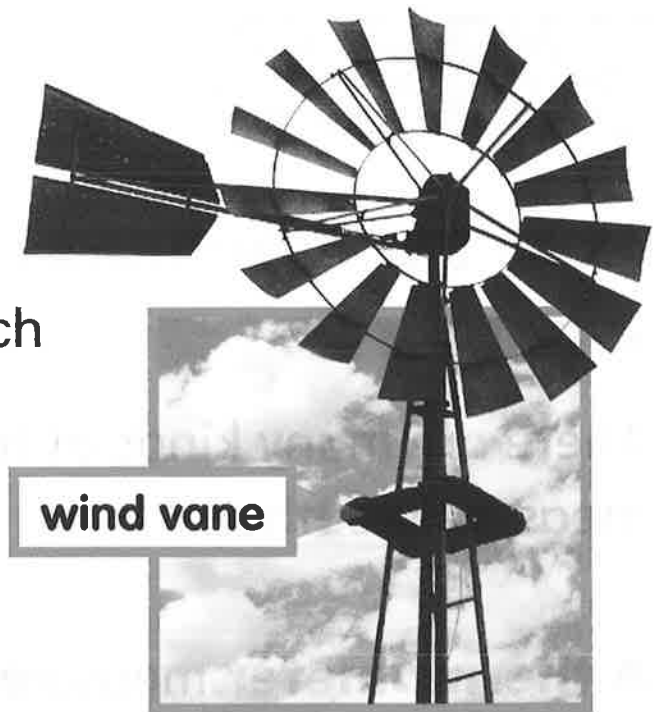
A **thermometer** measures the temperature of air and water.



A **rain gauge** measures how much rain falls.



A **wind vane** shows which way the wind blows.



 **Quick Check**

Write the name of the tool next to what it measures.

**7.**











-----	wind
-----	rain
-----	temperature



# 1st Grade Learning Packet

## Answer Key

### Week 7

Day	Lesson
<b>1</b>	<p><b>Phonics: Variant Vowel/ü/</b></p> <p>1. roof  </p> <p>2. cube  </p> <p>3. new  </p> <p>4. fruit  </p> <p>5. soup  </p> <p><b>High Frequency Words</b></p> <p>1. answer    2. eyes    3. brought    4. busy    5. enough    6. door</p> <p><b>Vocabulary</b></p> <p>1. demand    2. emergency    3. demand    4. emergency</p>



Coins in the Bank		Total
dime		4
penny		10
nickel		4

Remember to write the total.

**Connect Symbols and Words**

Complete each sentence about the tally chart. Write **greater than**, **less than**, or **equal to**.

- The number of tallies for is greater than the number of tallies for .
- The number of tallies for is equal to the number of tallies for .
- The number of tallies for is less than the number of tallies for .
- The number of tallies for is greater than the number of tallies for both and .

14. How many coins are in the bank?

|||||    ||||     |||||    |||||    |||||  
 |||||    |||||     |||||    |||||    |||||    ||||



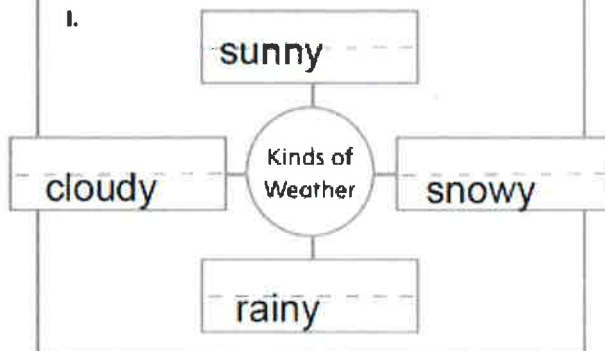
**TAKE HOME ACTIVITY** • Together with your child, make a tally chart showing how many times you all say the word "eat" during a meal. Then have your child write the number.

**FOR MORE PRACTICE:**  
Standards Practice Book

Science: What is Weather

**Quick Check**

Write words that tell about four kinds of weather.



“Working Together”

1. a      2. a      3. b

Name \_\_\_\_\_

**HANDS ON**  
Lesson 10.6

**Make Tally Charts**

**Essential Question** Why is a tally chart a good way to show information that you have collected?

**Measurement and Data—**  
1.MD.4  
**MATHEMATICAL PRACTICES**  
MP.1, MP.3, MP.4



Complete the tally chart.

Our Favorite Game		Total
card game		5
puzzle		3
board game		10

Use the tally chart to answer the question.

Which game did the most children choose? Circle.



Which game did the fewest children choose?

Circle.



**Math Talk:** Board game was chosen by 10 children, and 10 is greater than 3 and 5, so it is the favorite.



**FOR THE TEACHER** Read the following problem. Discuss the children's responses and ask them which game they like the best. She makes a tally chart to show the results. Which game did the most children choose? Which did the fewest children choose?

**Math Talk**

Mathematical Practices

How do you know which game is the favorite? **Explain.**

**Model and Draw**

How can you make a tally chart to show the boats at the lake?

Decide if each boat has a sail.



Boats at the Lake		Total
boats with sails		4
boats without sails		6

**Share and Show**



Use the picture to complete the tally chart. Then answer each question.

Fish in the Tank		Total
zebra fish		5
angel fish		3

1. How many are in the tank?      2. How many more than are there?

5

2 more

3. How many and are in the tank?

8 fish

438 four hundred thirty eight

**Science: How can weather change?** - Answers will vary.

**Day 3**

**Structural Analysis: Suffixes -ful, -less**

1. without use      2. full of joy      3. full of hope  
4. without pain      5. full of use

**Text Feature: Captions**

- The Bakers clean up Green Park.
- Mr. Hart's class learns about farm life.
- Many people came out to vote.

**Writing Trait; Sentence Fluency**




Answers will vary but should include varied sentence lengths by combining sentences or adding details to the existing sentences.

Name \_\_\_\_\_

**On Your Own**



Which of these snacks do most children like the best?  
Ask 10 friends. Make 1 tally mark for each child's answer.

Our Favorite Snack		Total
 pretzel	<i>Check children's work.</i>	
 apple		
 yogurt		

Use the tally chart to answer each question. *Answers will vary.*

4. How many children chose ?


\_\_\_\_\_ children

5. How many children chose ?

\_\_\_\_\_ children

6. Which snack do most children like best? Circle.



7. **Challenge** What if 6 children out of the 10 chose ? Which snack would be the favorite? Circle it.



8. **Explain** Write your own question about the tally chart.

*Check children's answers.*

**REMEMBER!** **PROBLEM SOLVING PRACTICE** 1 **Analyze Relationships** Jenna asked 10 friends to choose their favorite subject. She will ask 10 more children.

Our Favorite School Subject		Total
math		1
reading		
science		

- Predict. Which subject will children most likely choose? *Answers may vary.*
- Predict. Which subject will children least likely choose? *Answers may vary.*
- REASONING** How can you prove if your prediction is good? Try it.  
*Possible answer: I can ask 10 more children to check my prediction.*

12. **PROBLEM SOLVING** Complete the tally chart to show the number of votes.

Fruit We Like		Total
 apple		4
 banana		5
 grapes		2

**TAKE HOME ACTIVITY** • With your child, survey friends and family to find out their favorite food. Draw tally marks to record the results and then prepare the food.

**FOR MORE PRACTICE:** *Math Facts Practice Book*

440 four hundred forty

**Science: What does the Sun do?**

3. star      4. warms

**Day 4**

**Grammar: Pronouns**

1. He      2. She      3. They      4. it      5. He

**Grammar: Pronouns**

1. one      2. one      3. more than one      4. one      5. more than one

**Spelling: Variant Vowel/ü/**

1. blue      2. tune      3. fruit      4. moon      5. flew      6. Possible response: The bird flew away. (Check spacing)

**Spelling: Variant Vowel/ü/**

f	r	u	i	t	p	s	x	u
n	w	m	g	t	b	v	m	j
f	t	k	i	u	s	o	u	p
l	r	t	m	n	n	w	u	z
e	m	l	b	e	h	t	d	m
w	k	b	l	u	e	m	o	l
m	v	t	g	r	m	f	o	j
e	n	o	u	g	h	r	r	e
p	r	f	c	o	m	o	o	n
q	r	m	f	j	z	a	d	h

**Try Another Problem**

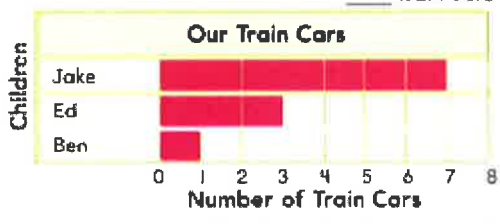
Make a graph to solve.

- What do I need to find?
- What information do I need to use?

1. Jake has 4 more train cars than Ed. Ed has 3 train cars. Ben has 2 fewer train cars than Ed. How many train cars does Jake have?



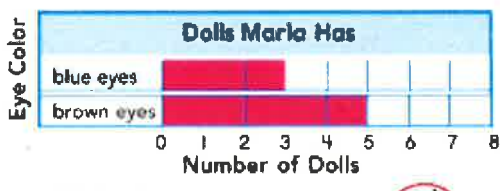
7 train cars



2. Marla has 8 dolls. Three dolls have blue eyes. The rest have brown. How many dolls have brown eyes?



5 dolls



**Math Talk:** Possible answer: I know that Marla has 8 dolls and that 3 have blue eyes. The graph made it easy for me to see that 5 of the dolls must have brown eyes.

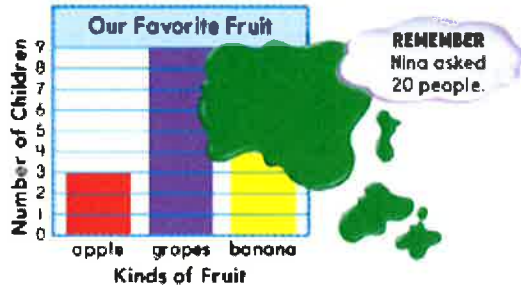
**Math Talk** Mathematical Practices  
**Describe** how the bar graph helps you solve Exercise 2.

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On Your Own

WRITE Math

What is your favorite fruit? Nina asked 20 children this question. Then she made a bar graph. But Nina spilled paint on the graph.



7. How many children chose grapes? 9 children
8. How many children chose bananas? 8 children

Personal Math Trainer

9. Write another question that can be answered by using the graph.

Answers will vary. Possible answer: How many children chose apples or bananas?



TAKE HOME ACTIVITY • Work with your child to make a tally chart and a bar graph showing the favorite color of 10 family members or friends. Talk about the results.

FOR MORE PRACTICE, Standards Practice Book

444 Four hundred forty-four

Science: What does the Sun do to water?

5. water      6. ice

Day 5

“Super Tools”

1. A      2. A, B, C      3. B      4. D
5. Sample Response:

Dear Lucy,

We worked together to make this picture for you. The pencils drew the sketch. The markers drew the birds in the tree. The crayons drew the sun in the blue sky.

We are glad we could help you remember that it is fun to draw. You make us feel happy and useful.

Your Friends,  
The Writing Tools



## Chapter 10 Review/Test

Use the picture graph to answer the questions.



Each  $\frac{1}{2}$  stands for 1 child.

1. How many children chose ?

2. Is the sentence true? Choose Yes or No.

More children like blue than red.  Yes  No

5 children like red.  Yes  No

2 more children like blue than red.  Yes  No

3. 1 more child gets a . Draw what the blue row looks like now.

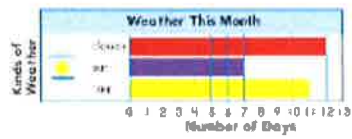


Chapter 10



445

Use the bar graph to answer the questions.



4. How many days had ?

5. Compare and days. Circle the number that makes the sentence true.

There were  4 more days than days.

6. Ann says the graph shows 1 more rainy day than cloudy days. Is she correct?

Choose Yes or No.

Yes  No

Explain your answer.

Answers will vary. Possible answer: There was 1 more cloudy day than rainy days.

## Science: How Can you measure weather?

7. wind vane, rain gauge, thermometer





# Compton USD

## Learning Packet # 7

# ELD

## Grade 1

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



# 1st Grade-ELD Learning Packet

## TABLE OF CONTENTS

### Week 8

Day	Lesson	Date Completed
<b>1</b>	<b>Phonics: Variant Vowel /u/.</b> Read the information in the box. Then, complete questions 1-5.	
	<b>Phonics: Variant Vowel /u/.</b> Point to each picture and circle the letters that make the sound you hear at the end of <u>too</u> . Then, circle the picture that the word names.	
	<b>High-Frequency Words:</b> Write the word from the box that completes each sentence.	
<b>2</b>	<b>Vocabulary:</b> Read the sample sentences in the box. Then, complete sections A (questions 1-2) and B (questions 3-4).	
	<b>Vocabulary Strategy:Synonyms.</b> Read the information in the box. Then, complete sections A (questions 1-6) and B (question 7)..	
	<b>Structural Analysis: Final Stable Syllables.</b> First, read the information in the box. Then, complete questions 1-6.	
	<b>Writing Trait: Organization.</b> Read the Draft Model. Use the questions to help you revise the draft by varying the length of the sentences..	
<b>3</b>	<b>Reading Comprehension: Theme.</b> Read the book “ <b>Working Together</b> ”. Complete sections A & B of the first handout. Then, complete the <b>Theme Chart</b> using the information from the story.	
<b>4</b>	<b>Differentiated Texts:</b> Read the book “ <b>Mouse is Cold</b> ”. Respond to the text: a. Answer the questions 1-3 b. Write about it.	
	<b>Text Feature: Captions.</b> First, read the information in the box. Then, complete questions 1-4.	
<b>5</b>	<b>Leveled Reader:</b> Read the book “ <b>What a Feast!</b> ”. Complete activities on pages 12-17. Then, read the story “ <b>Helpers Bring Food</b> ” and complete items on pages 16-17.	

<b>Recommended Online Usage</b>	
<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 oo can stand for the sound you hear in the middle of moon.

The underlined letters in the words below show some other ways to spell the same sound.

blue    new    tube    fruit    you

Read the first word.

Then circle another word in the row with the same ending sounds.

1. spoon      sock      noon      both

2. grew      peg      goat      flew

3. clue      glue      call      nice

4. pool      scarf      pail      spool

5. group      game      soup      walk

Name \_\_\_\_\_

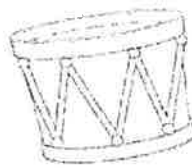
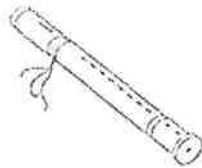
Read the word. Circle the letters that make the sound you hear at the end of too.

Then circle the picture that the word names.

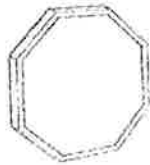
1. roof



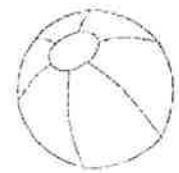
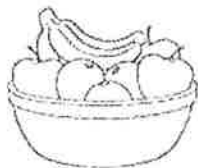
2. flute



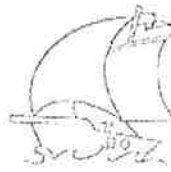
3. screw



4. fruit



5. soup





Name \_\_\_\_\_

Complete each sentence. Use one of the words in the box.

answer brought busy door enough eyes

\_\_\_\_\_

-----

1. Dad said, "Please answer me now."

\_\_\_\_\_

-----

2. We use our \_\_\_\_\_ to see.

\_\_\_\_\_

-----

3. Gram \_\_\_\_\_ me a gift today.

\_\_\_\_\_

-----

4. Mom is too \_\_\_\_\_ to go to the park today.

\_\_\_\_\_

-----

5. Do we have \_\_\_\_\_ eggs to make the cupcakes?

\_\_\_\_\_

-----

6. Please close the \_\_\_\_\_ when you come in.

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Name \_\_\_\_\_

**demand:** My parents demand that I do my homework.

**emergency:** Call the police when there is an emergency.

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

1. Mom and Dad demand that I go to bed.



2. The firefighter told them what to do in an emergency.



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

\_\_\_\_\_

-----

3. I \_\_\_\_\_ that you listen to me!  
demand      emergency

\_\_\_\_\_

-----

4. A flashlight can help in an \_\_\_\_\_.  
demand      emergency

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Name \_\_\_\_\_

**Synonyms** are words with the same or almost the same meaning.

Some synonyms for **happy** are **glad** and **joyful**.

**A. Circle the two words that have the same or almost the same meaning.**

- |            |       |        |
|------------|-------|--------|
| 1. shout   | found | yell   |
| 2. sparkle | glow  | funny  |
| 3. busy    | build | make   |
| 4. angry   | happy | mad    |
| 5. none    | cold  | chilly |
| 6. twirl   | spin  | grab   |

**B. Write a sentence using a word you circled above.**

---



---

7. \_\_\_\_\_

Name \_\_\_\_\_

A **suffix** is a word part you can add to the end of a word to change its meaning.

The suffix **-ful** means **full** or **full of**.  
The word **helpful** means **full of help**.



The suffix **-less** means **without**.  
The word **helpless** means **without help**.

Circle the suffix in each word. Match the word to its meaning.

1. useless

without fear

2. joyful

full of use

3. fearless

full of hope

4. painless

without use

5. hopeful

full of joy

6. useful

without pain

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you vary the length of the sentences.**

**Draft Model**

We help the earth. We recycle bottles. We pick up trash.

1. What is the topic of the writing?
2. Are there some long and some short sentences?
3. How can you make the lengths of some sentences different?

**B. Now revise the draft by varying the length of the sentences.**

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

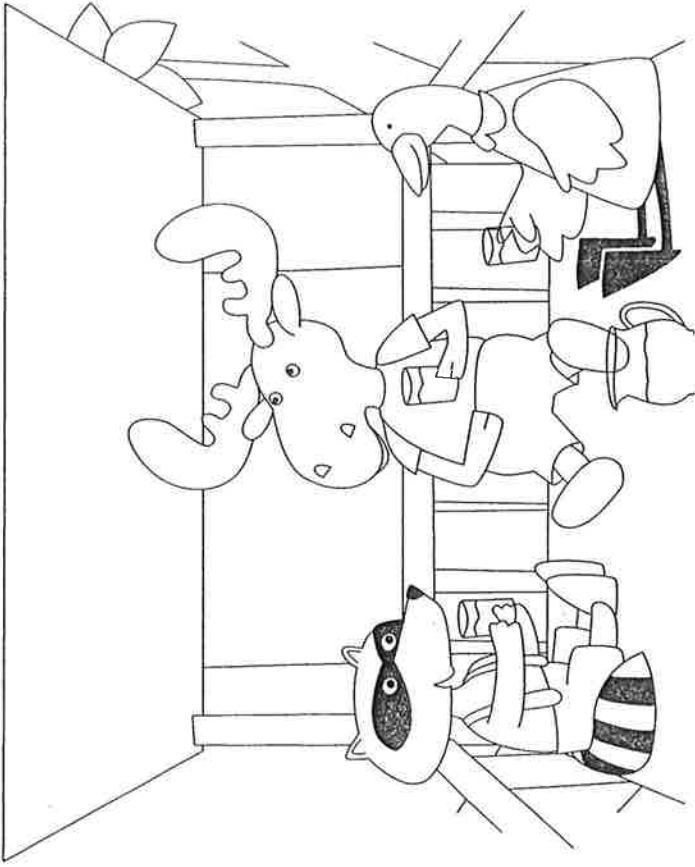
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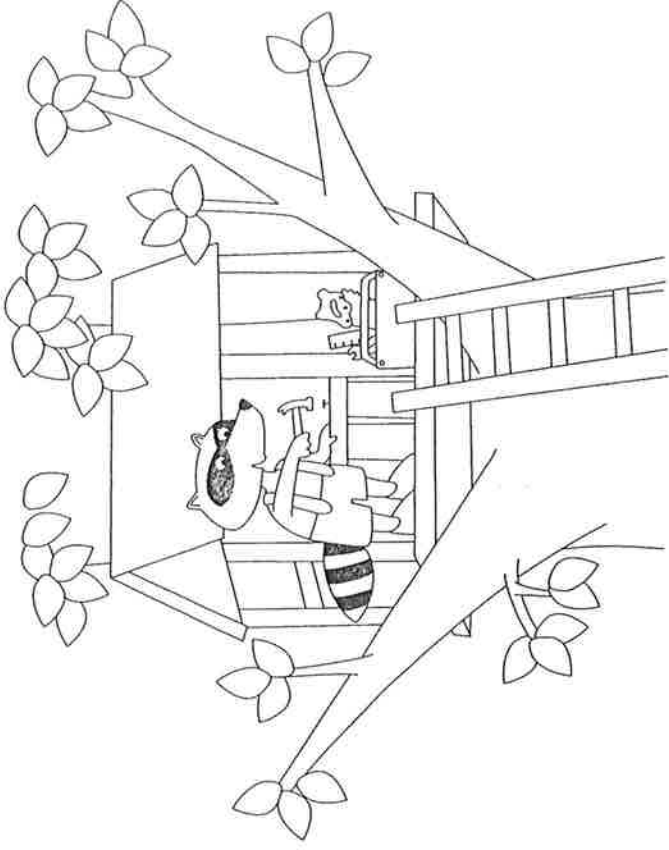


# Working Together



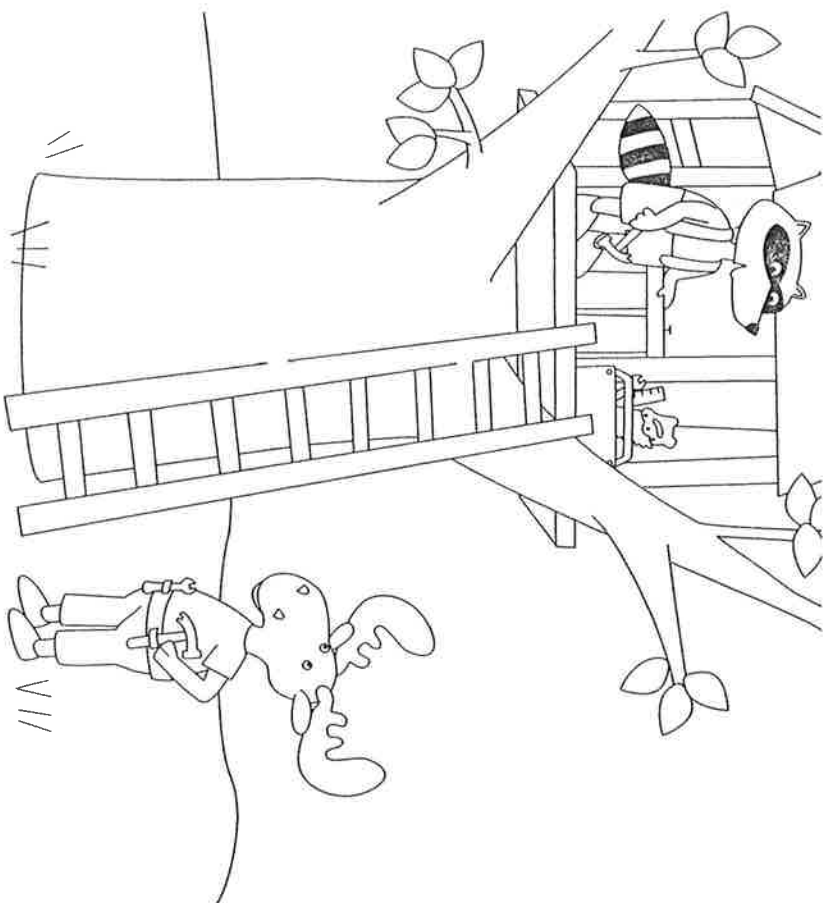
The pals drank cool water.  
Soon, the tree house was done!  
“Thank you!” said Raccoon to his  
two new pals.

④



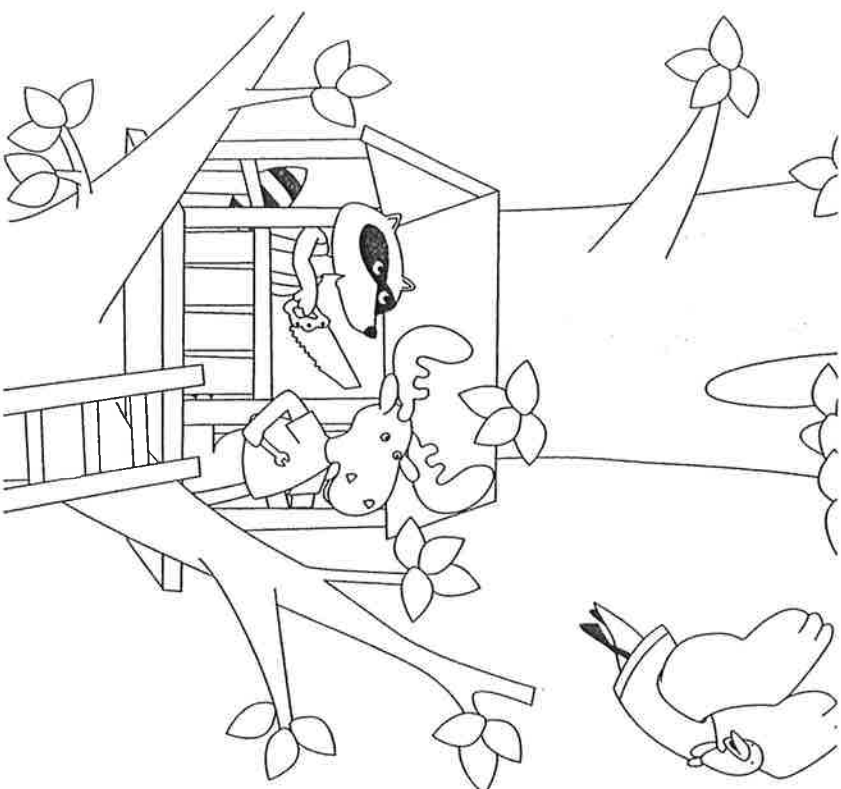
Raccoon was making a new  
tree house.  
“This is hard work,” he said.  
“I need help!”

①



Just then, Moose came by.  
 “I have tools,” he said.  
 “We can work together.”  
 “Thank you,” said Raccoon.

②



Next, Goose flew by.  
 “I can help, too,” she said.  
 “I will get cool water for you  
 to drink.”

③



Name \_\_\_\_\_

**A. Reread “Working Together.” Circle the story clue that tells about the picture.**

1.



2.



a. Raccoon needs help.

a. Goose will get cool water.

b. The pals drank cool water.

b. Soon the tree house was done.

**3. Circle the answer that best tells the theme of the story.**

a. Moose are good at building.

b. It helps to work together.

**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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Pair children of different language abilities to reread the selection. Point to the pictures for items 1-2 and read the clues. Ask, “Which sentence tells about this picture?” Guide partners in using the selection to find clues to the theme of the story.

Name \_\_\_\_\_

Fill in the Theme Chart. Use words from the story.

<b>Clue</b>
↓
<b>Clue</b>
↓
<b>Clue</b>
↓
<b>Theme</b>

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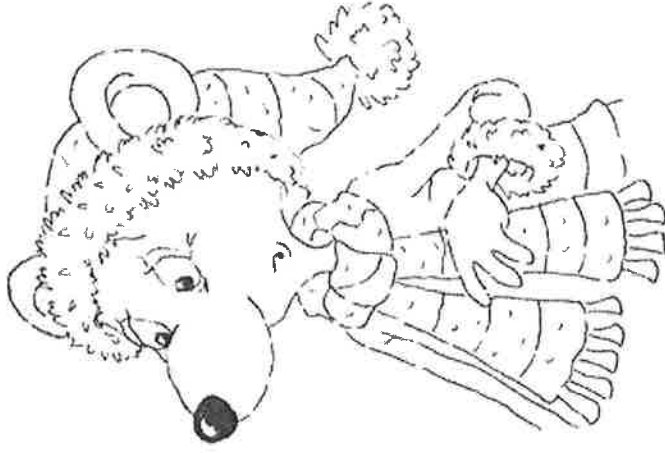
## Essential Question

How can we work together to make our lives better?

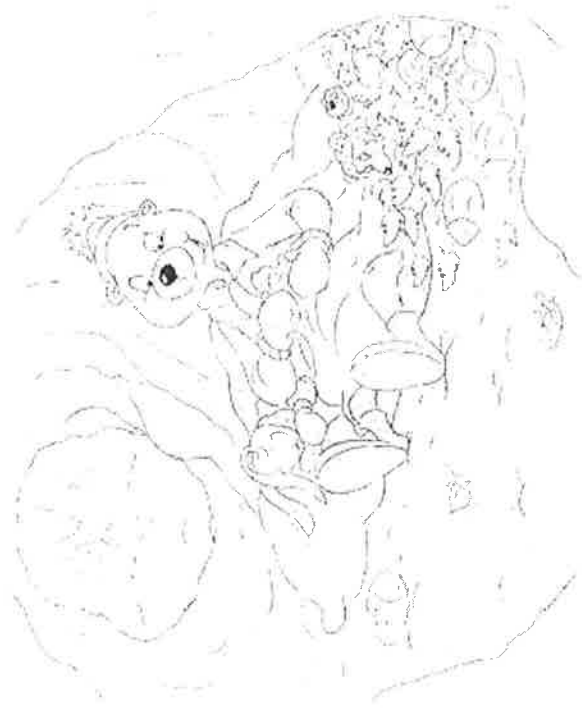
### Fantasy



It is fall. It is starting to get cold in the forest. Bear, Rabbit, and Squirrel prepare for winter.



But Mouse is not busy. It is his first winter. He does not know how to prepare. Mouse is worried.



Rabbit brings Mouse to Bear's warm cave. Squirrel gives him nuts. Now, Mouse is ready for winter!



Bear, Rabbit, and Squirrel are ready for winter. Mouse is not ready. He needs help.

Read "Mouse Is Cold" with a partner.  
Discuss the questions below.

1. Why are the animals busy?
2. Why isn't Mouse getting ready?
3. Where does Rabbit take Mouse?

Write about it. How do Rabbit and Squirrel help Mouse?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Respond to the Text** Guide children to retell the story, and talk about how the animals work together to help Mouse. Have partners read and discuss the questions. Then have children write about how Rabbit and Squirrel help Mouse. Ask partners to share their writing.

Name \_\_\_\_\_

A **caption** tells more about a photograph or picture.

**A. Look at the picture. Read the caption. Answer the questions.**



The Bakers clean up Green Park.

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

1. Who are the people in \_\_\_\_\_  
the picture? \_\_\_\_\_

-----

2. Where are the people? \_\_\_\_\_

**B. Look at the picture. Read the caption. Answer the questions.**



Jane Tate told the class  
about taking care of trees.

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

3. Who is the woman in the picture? \_\_\_\_\_

4. What is she doing? \_\_\_\_\_

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

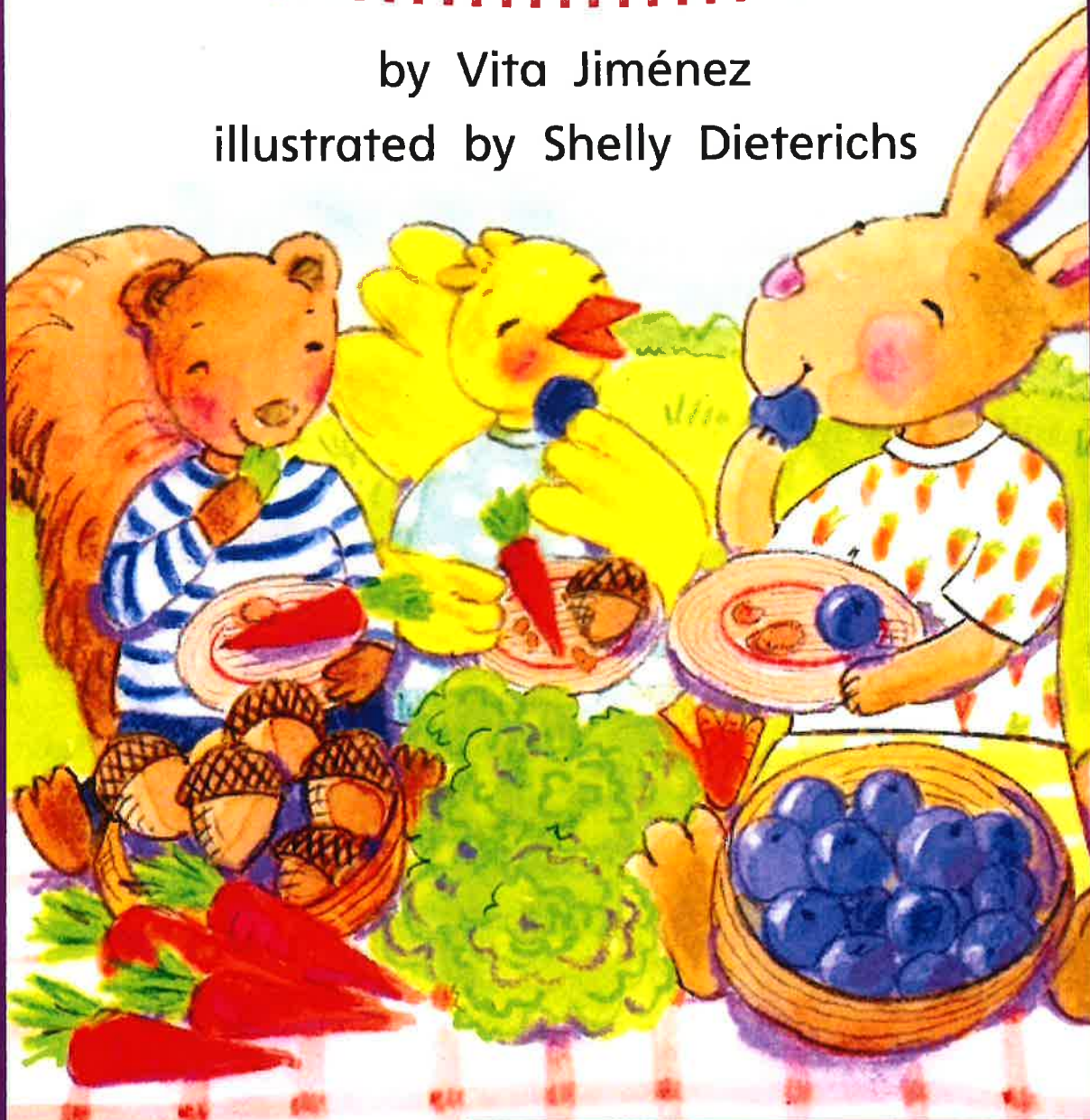
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Fantasy

# What a Feast!

by Vita Jiménez

illustrated by Shelly Dieterichs



Mc  
Graw  
Hill  
Education

PAIRED  
READ

Helpers Bring Food

## STRATEGIES & SKILLS

### Comprehension

**Strategy:** Reread

**Skill:** Theme

### Vocabulary

answer, brought, busy,  
demand, door, emergency,  
enough, eyes

### ELL Vocabulary

collecting, wrong

### Phonics

Variant vowel spellings  
with digraphs: *oo, u, u\_e,*  
*ew, ue, ui, ou*

### Content Standards

#### Social Studies

Civics and Government

Word count: 212\*\*

\*\*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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E





**Essential Question**

How can we work together to make our lives better?

**What a Feast!**



by Vita Jiménez

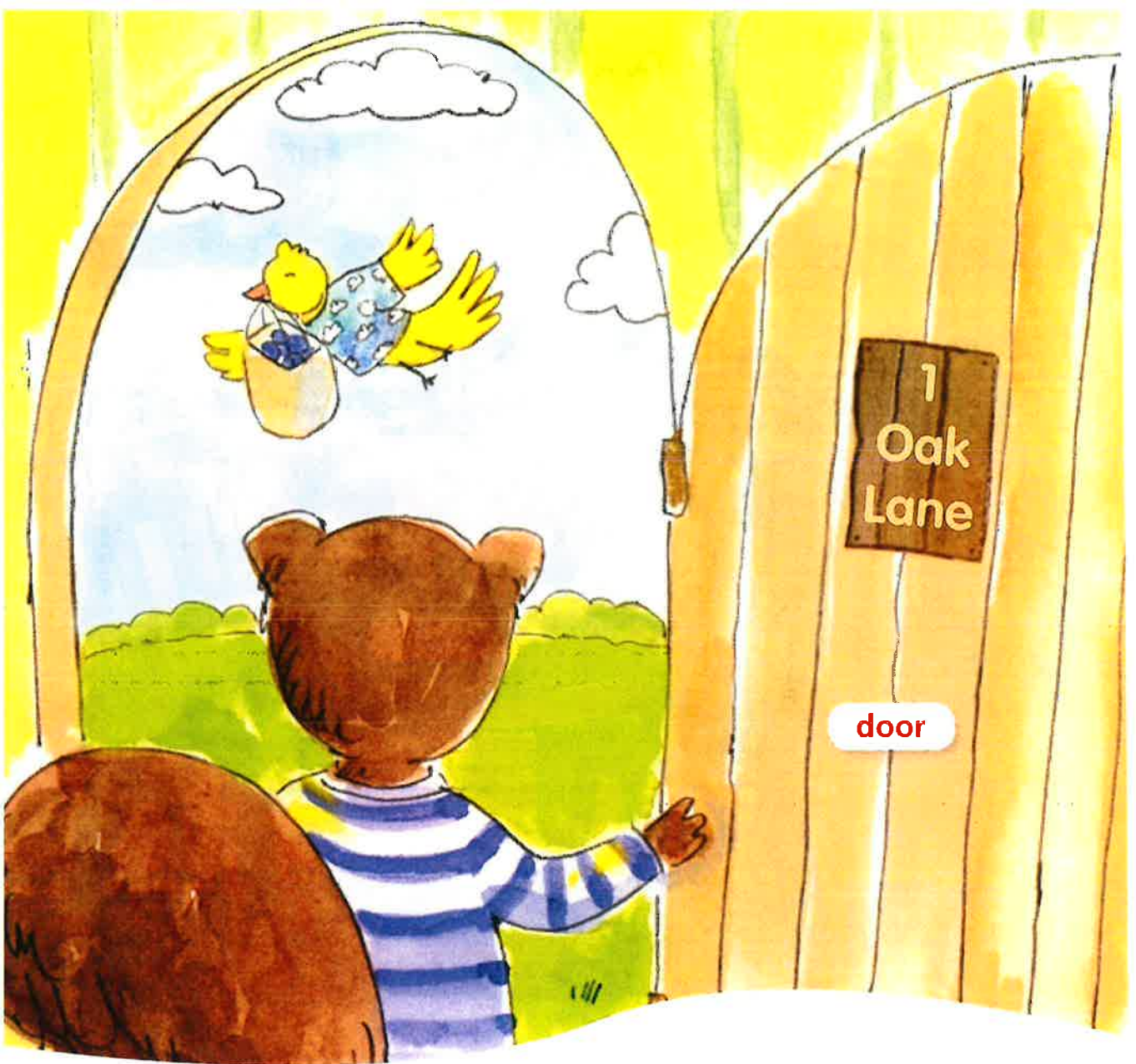
illustrated by Shelly Dieterichs



Squirrel was busy. He was collecting nuts. He wanted to save enough nuts for an emergency.

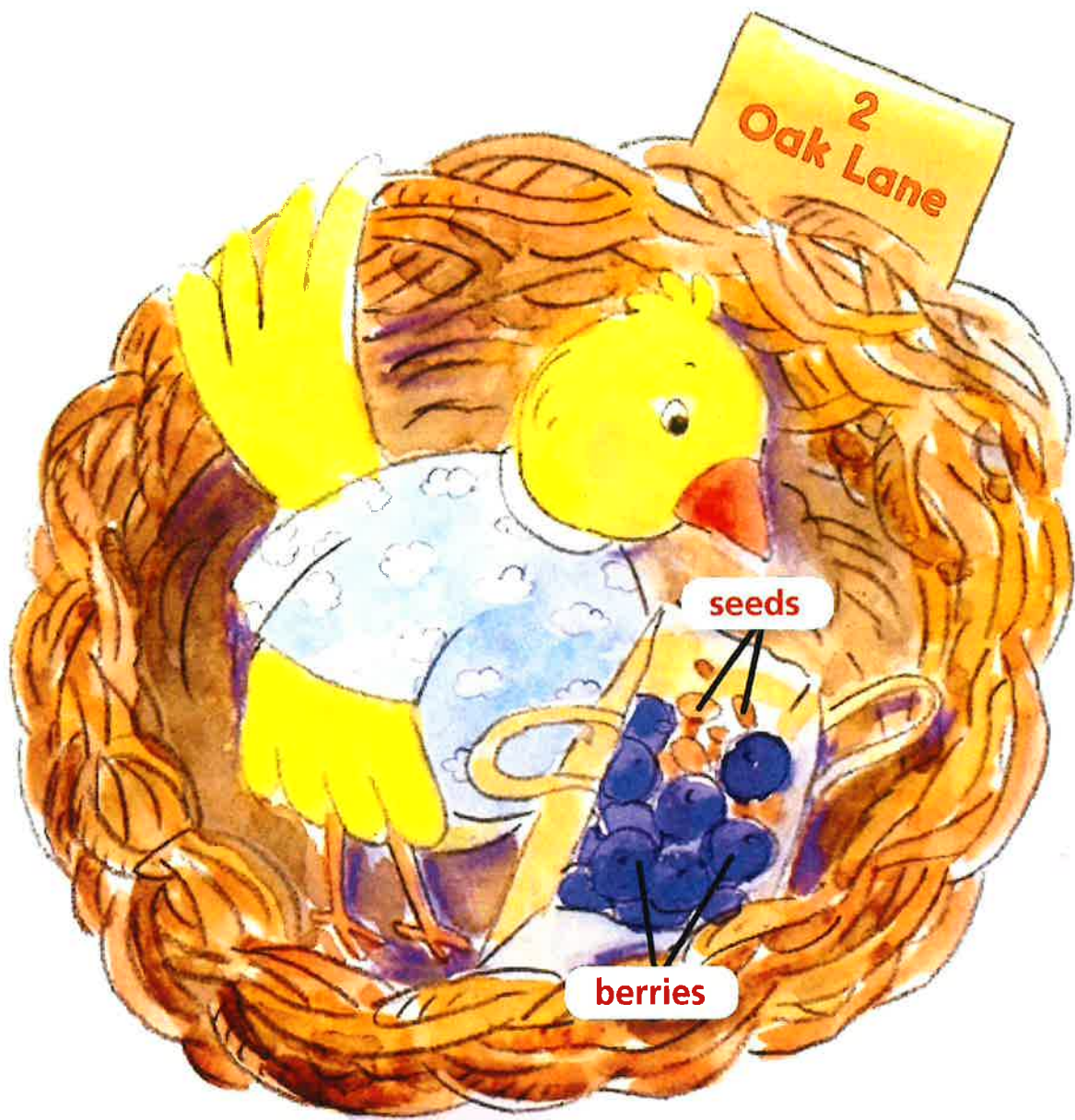


But at dinnertime, Squirrel said,  
"I eat nuts every day. I want  
something else."



Bird was Squirrel's friend. She flew by his door on her way home. Bird had gathered a lot of seeds and berries.

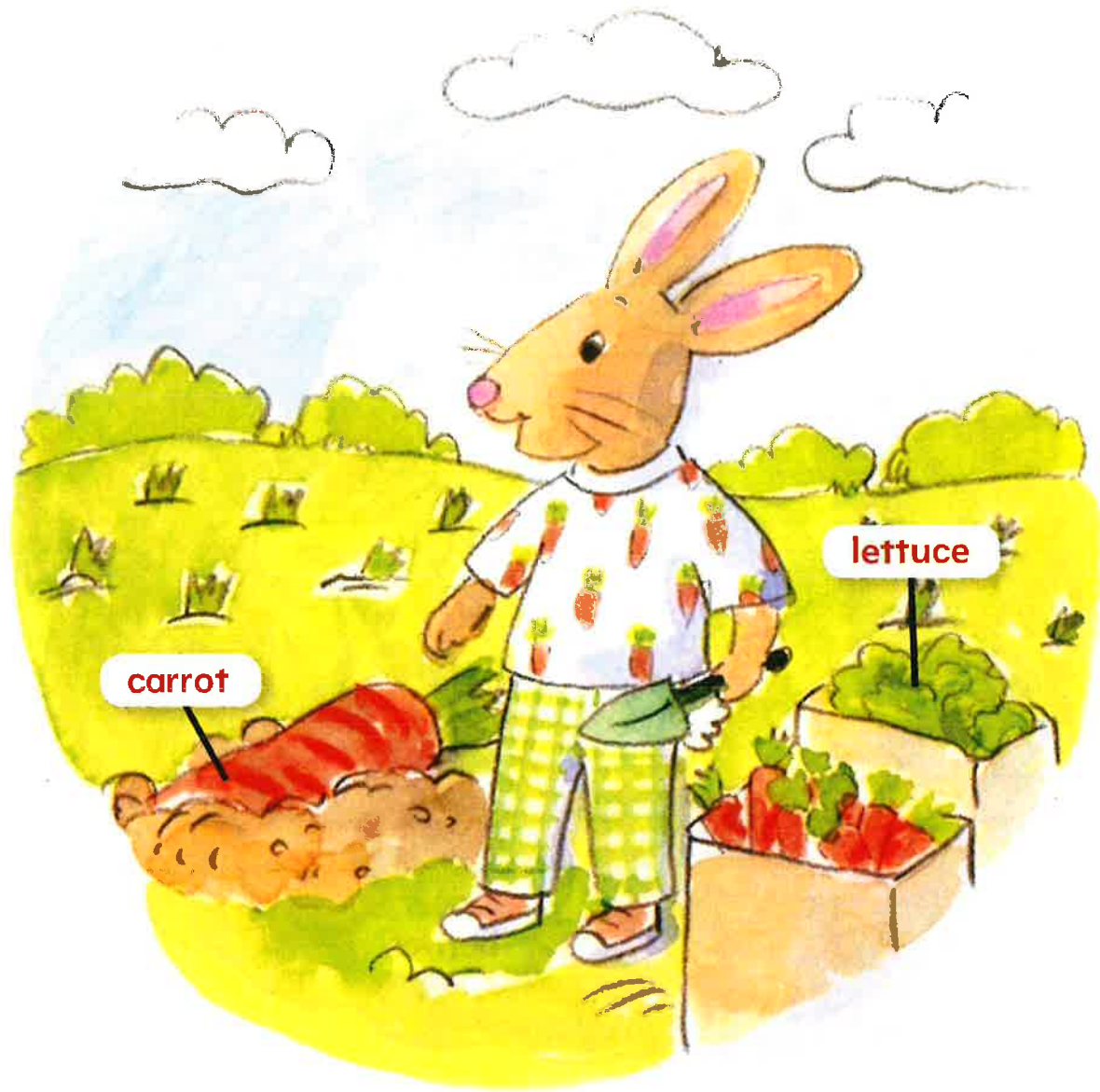
In Other Words collected. En español: *juntaron*.



But at dinnertime, Bird said,  
"I eat seeds and berries every  
day. I want something else."

**STOP AND CHECK**

Why do Squirrel and Bird want  
something different to eat?



Bunny was looking for food, too.  
He could not believe his eyes! He  
had found a big carrot!

**Language  
Detective**

He is a personal pronoun.  
Find another personal pronoun  
on page 5.



Bunny saw Squirrel and Bird.

Bunny said, "What's wrong?"

Bird said, "We're sad."



Squirrel said, "We eat the same foods every day. Our bellies demand something different."

Bird said, "I don't want only berries and seeds."





Squirrel said, "I don't want only nuts."

Bunny said, "I have the answer!"

### Language Detective

This sentence has a period (.) at the end. Find another kind of end mark on this page.

Bunny said, "Let's put our food together. We will all eat something different."

Bird said, "Good idea!"

Squirrel said, "Let's get our food."



**STOP AND CHECK**

What is Bunny's idea?



blanket

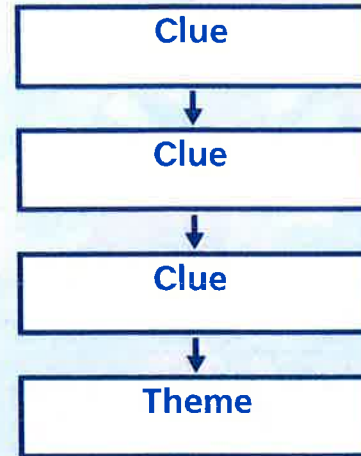
The friends brought their food.  
Each friend shared a little bit of  
everything. It was a great feast!

In Other Words enjoyed with others.  
En español: *compartieron*.

# Respond to Reading

## Retell

Use your own words  
to retell *What a  
Feast!*



## Text Evidence

1. How do the animals work together? **Theme**
2. What is the theme of *What a Feast!*? **Theme**
3. How do you know that *What a Feast!* is a fantasy? **Genre**

## Genre Nonfiction

### Compare Texts

Read about how we can help others.

# Helpers Bring Food



The McGraw-Hill Companies, Inc./Ken Karp, photographer



Helpers bring healthy food.

It is hard for some people to leave their homes. They need help getting food.



It's nice to have visitors.



In 1981, some helpers started a group called Citymeals-on-Wheels. The helpers take food to older people in New York City every day.



### Make Connections

How are *What a Feast!* and *Helpers Bring Food* the same? [Text to Text](#)

# Focus on Genre

**Fantasy** Fantasy is a story that has made-up characters, settings, or other things that could not exist in real life.

**What to Look for** In *What a Feast!* the animals talk. Real animals don't talk.

## Your Turn

With a partner, pretend you're talking animals. You're going to make dinner for your friends. What will you serve? Draw a picture of your feast. Write a sentence about your picture.



# Thinkmark

## Characters

Who are the characters in *What a Feast!*

## Plot

What problem do Squirrel and Bird have in the story? Who solves the problem?

## Sequence of Events

What happens **first**, **then**, **next**, and **finally** in *What a Feast!*

**Taking Action**

**GR G • Benchmark 12 • Lexile 350**

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# 1st Grade-ELD Learning Packet

## ANSWER KEY

### Week 8

Day	Lesson
<b>1</b>	<b>Phonics: Variant Vowel /u/</b> 1. noon                      2. flew                      3. glue 4. spoo                      5. soup
	<b>Phonics: Variant Vowel /u/</b> 1. oo 2. u 3. ew 4. ui 5. ou
	<b>High-Frequency Words:</b> 1. answer                      2. eyes                      3. brought 4. busy                      5. enough                      6. door
<b>2</b>	<b>Vocabulary</b> A. 1. b                      2. a B. 3. demand                      4. emergency
	<b>Vocabulary Strategy: Synonyms.</b> A. 1. shout/yell                      2. sparkle/glow                      3. build/make                      4. angry/mad                      5. cold/chilly                      6. twirl/spin B. 7. Open response.
	<b>Structural Analysis: Suffixes -ful, -less</b> 1. useless-without use                      2. joyful-full of joy                      3. fearless-without fear 4. [painless-without pain                      5. hopeful-full of hope                      6. useful-full of use
	<b>Writing Trait: Sentence Fluency</b> <b>A.</b> 1. Helping the Earth 2. No. all sentences are short 3. By adding details  <b>B.</b> Open response
<b>3</b>	<b>Reading Comprehension: Cause and Effect.</b> Read the book “ Working Together”. <b>Comprehension:</b> A. 1. a                      2. b                      3. b B. Students complete the chart with their own data. <b>Theme Chart</b> 1. Open response
<b>4</b>	<b>Differentiated Texts:</b> Read the book “Mouse is Cold”. Respond to the text:  1. a. They prepare for winter.

2. It is his first winter and he does not know how to prepare.
3. Rabbit brings Mouse to Bear's warm cave.

**Write about it-** Open response

**Text Feature: Captions.**

**A.**

1. The Bakers
2. In the park

**B.**

3. Jane Tate
4. She is telling the class about taking care of trees.

**5**

**Leveled Reader:** Read the book "What a Feast!".

**Retell:** Open response

**Text Evidence:**

1. Animals shared their food.
2. Working together.
3. animals do not talk.

Read the text "Helpers Bring Food".

**Focus on Genre--**Open response

**Thinkmark--**Open response