

Grade 1

My ELD Summer Learning Packet



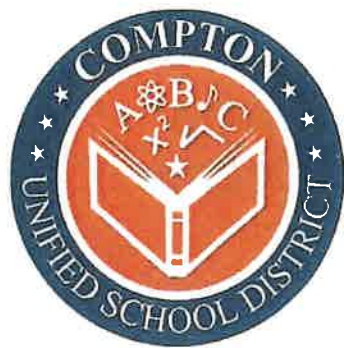
Grade 1 ELD Summer Learning Packet

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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



COMPTON UNIFIED SCHOOL DISTRICT

Support Learning
at Home



MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

SUMMER LEARNING PACKETS

Our Common-Core aligned **Summer Learning Packets** offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

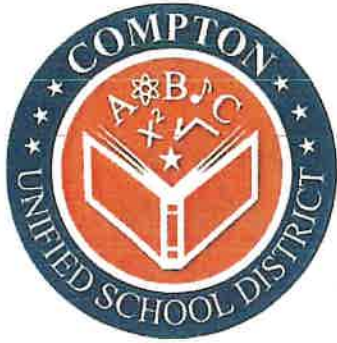
Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!



SUMMER ENRICHMENT



DISTRITO ESCOLAR UNIFICADO DE COMPTON



MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros Paquetes de Aprendizaje de Verano a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones.

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano".

Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes.

Esperamos que tenga un descanso de verano relajante y saludable y esperamos vera todos en agosto.

SERVICIOS EDUCATIVOS

TELEFONO:
(310) 639-3165

SITIO WEB:
www.compton.k12.ca.us

PAQUETES DE APRENDIZAJE DE VERANO

Nuestros paquetes de aprendizaje de verano ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Anímeles a llevar libros de lectura a casa de la biblioteca de su salón de clases/ biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.























Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.

Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!

¡TENGAN UN AGRADABLE VERANO!



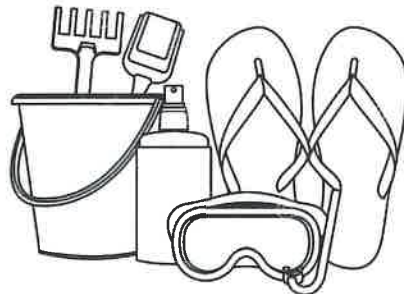
Summer Reading Log

NUMBER	TITLE	RATING
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		



Grade 1

ELD
Learning Packet



Name _____

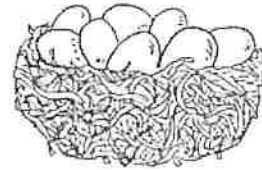
Complete each sentence. Use one of the words in the box.

about animal carry eight give our

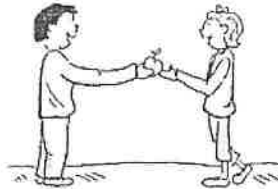
1. My dog is _____ **about** _____ this big.



2. I see _____ eggs in the nest.



3. I will _____ you this snack.



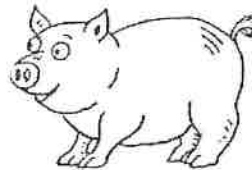
4. I can use this to _____ grapes.



5. This is _____ home.



6. A pig is an _____.



Name _____

special: The ring is special because Gram gave it to me.

splendid: The fireworks were splendid.

A. Match each sentence to a picture.

1. Pam had a special day.

a.



2. It has splendid wings.

b.



B. Circle the word that completes the sentence.

Write the word.

3. My doll is _____ to me.

special splendid

4. The sunset was _____.

special splendid

Name _____

A **dictionary** is a book that gives the meanings of words. It shows how to use a word in a sentence.

We use a **dictionary** to find out what a word means.

A. Read the words and meanings from a dictionary.

special important
My pup is very **special** to me.

splendid very good
We had a **splendid** time with Gram.

B. Choose the correct meaning for the word. Fill in the circle.

1. special important fun
2. splendid sad very good

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

3. The school play was _____.

4. The gift from Mom is _____ to me.

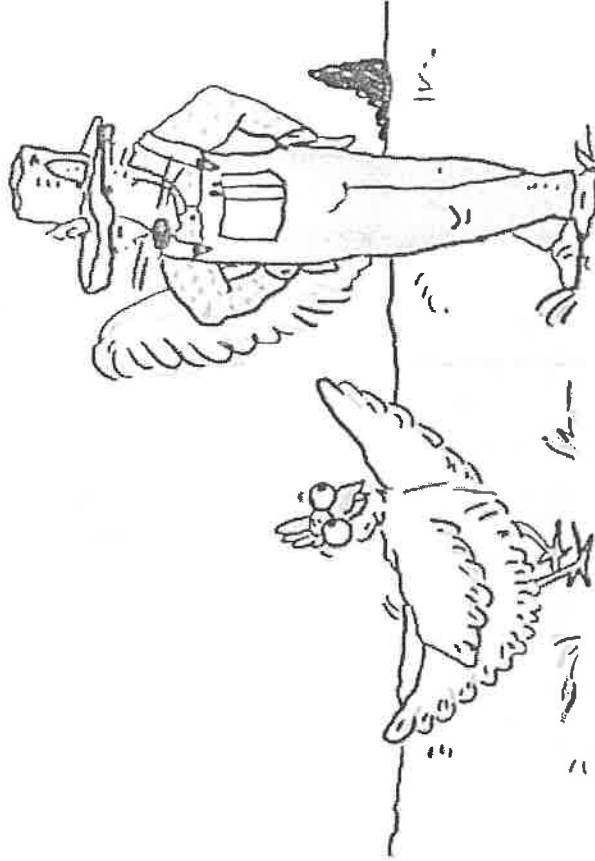
A Fox Tail

Grade 1



Fox liked to eat.
"I see Hen," Fox said.
"I will get an egg from Hen!"

①



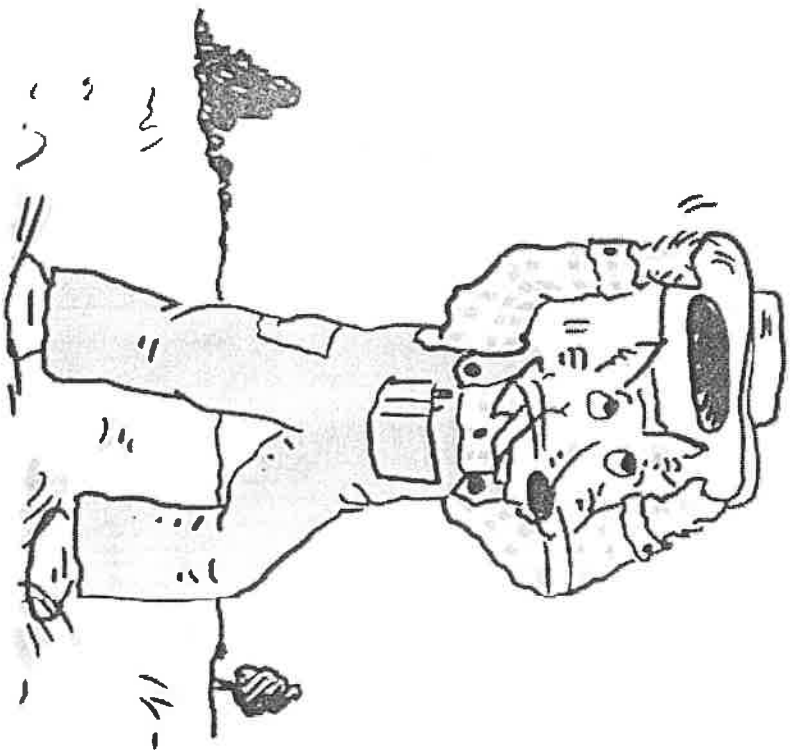
"May I have an egg?" Fox asked.
"You can't trick me," said Hen.
"I see a fox tail!"
She did not give Fox any eggs.

④



“May I take that?” Fox asked.
“No!” said Hen.

2



“I will play a trick,” Fox said.
Fox dressed up.
“This will trick Hen,” he said.

3

Name _____

A. Reread "A Fox Tail." Use the numbers to tell the order of the events.

Write 1 if the sentence and picture tell what happened first.

Write 2 if the sentence and picture tell what happened next.

Write 3 if the sentence and picture tell what happened last.

1. Fox dressed up. _____



2. "I see Hen," Fox said. _____



3. "You can not trick me!" said Hen. _____



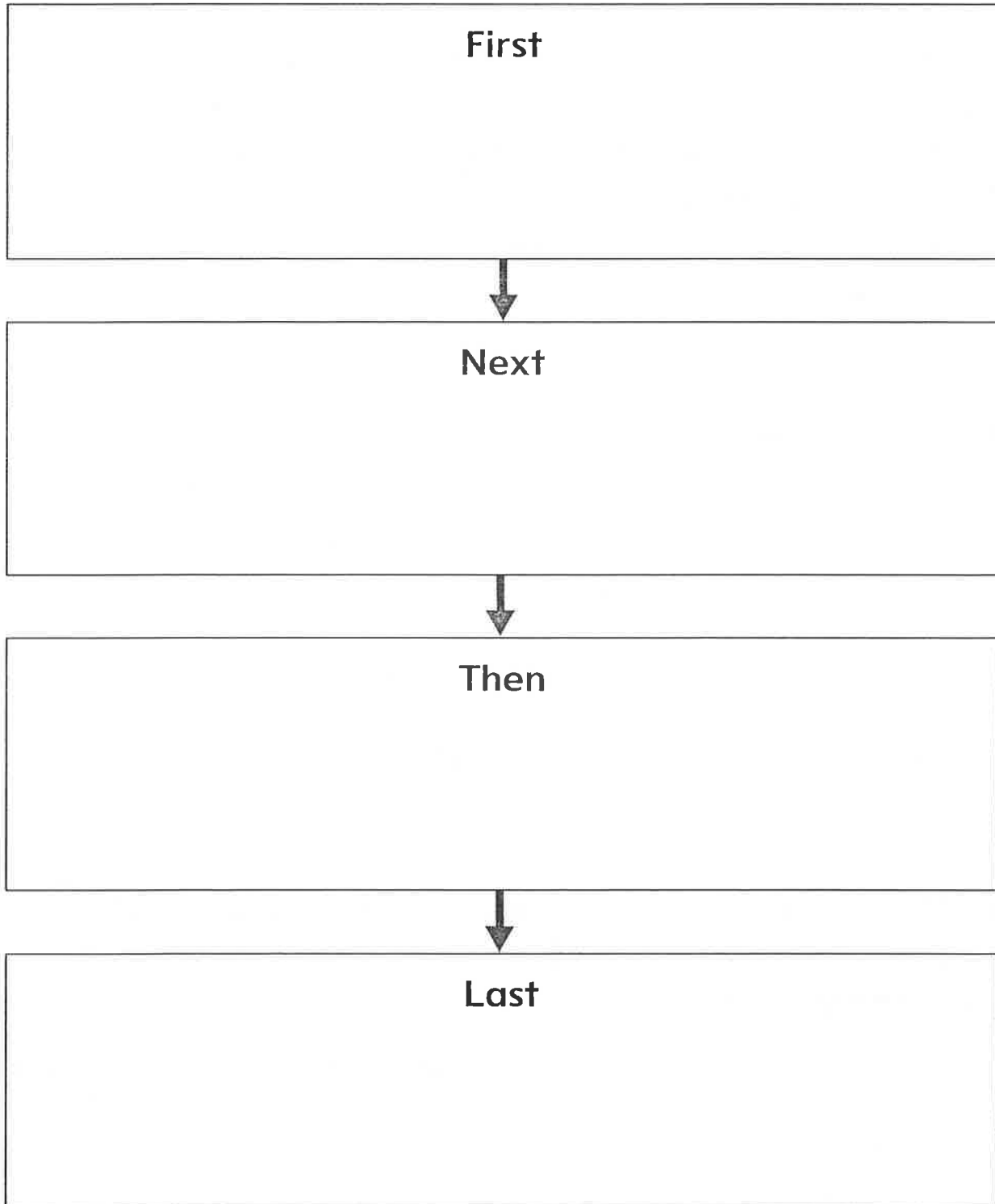
B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

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

Pair children of different language abilities to reread the selection. Review sequence and model using the selection to identify the first event. Ask, "What happened next? What happened last?" Then have children retell the selection aloud.

Name _____

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



Name _____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

We put words in ABC order by looking at the first letter of each word.

clay day go

If words begin with the same letter, we look at the second letter.

bat bed box



Read the two words. Circle the word in () that comes next in ABC order. Write the word.

1. pail read (take stay)

stay

2. can five (past gold)

3. day hive (log men)

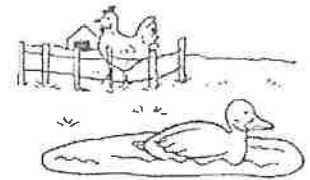
4. kick loss (make nail)

Name _____

A **chart** gives information in an organized way.

Read the chart.

Duck	Chicken
wings	wings
long, flat beak	small beak
webbed feet	no webbed feet
lays eggs	lays eggs



A. Circle the correct answer. Use the chart to help you.

1. Which has wings?
duck chicken both
2. Which has webbed feet?
duck chicken both
3. Which has a small beak?
duck chicken both

B. Use the chart to help you answer the question.

4. What is one thing that is the same about a duck and a chicken?

Name _____

A. Read the draft model. Use the questions to help you add specific words.

Draft Model

Frogs have legs that are good for hopping. Frogs use their legs to jump in the water. Frogs eat bugs, too.

1. What is the topic of the writing?
2. What specific words are in the writing?
3. What other specific words could you use to describe the frogs?

B. Now revise the draft by adding more specific words to describe the frogs.

Name _____

The long e sound can be spelled with the letters e as in be, ee as in keep, ea as in eat, and ie as in thief.

Write the words from the box that have the same vowel sound and spelling.

she sleep each deep shield seat me chief

1. field



shield

2. eat



3. cheese



4. he



Name _____

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

into blue or small other because

1. The animal is very _____ **small** _____.



2. We walk _____ the school.



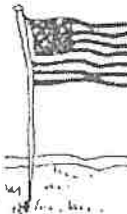
3. Do you want this one _____ that one?



4. I put on a hat _____ it is cold.



5. The flag is red, white, and _____.



6. I will eat the _____ apple.



Name _____

danger: Be safe. Keep away from danger.

partner: My partner and I read together.

A. Match each sentence to the picture.

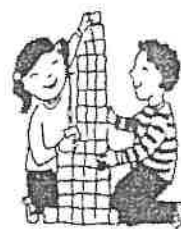
1. The cat is in danger.

a.



2. My partner and I made a tower of blocks.

b.



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

3. I will finish the project with my _____

 danger partner

4. A bump in the road can be a _____ for
 people riding on bikes. danger partner

Name _____

Context clues are words that help you figure out the meaning of a new word. When you see a new word, look for words you know to help you.

Use context clues to figure out the meaning of the word in bold. Fill in the circle next to the meaning.

1. The lions sit and **relax** on the grass.

rest

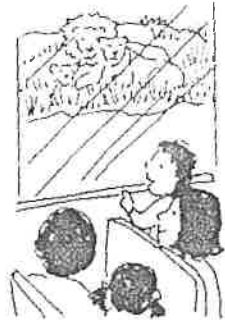
run



2. Lee **enjoys** seeing the lions. He has a fun time.

likes

looks



3. The **timid** lion hid behind his mother.

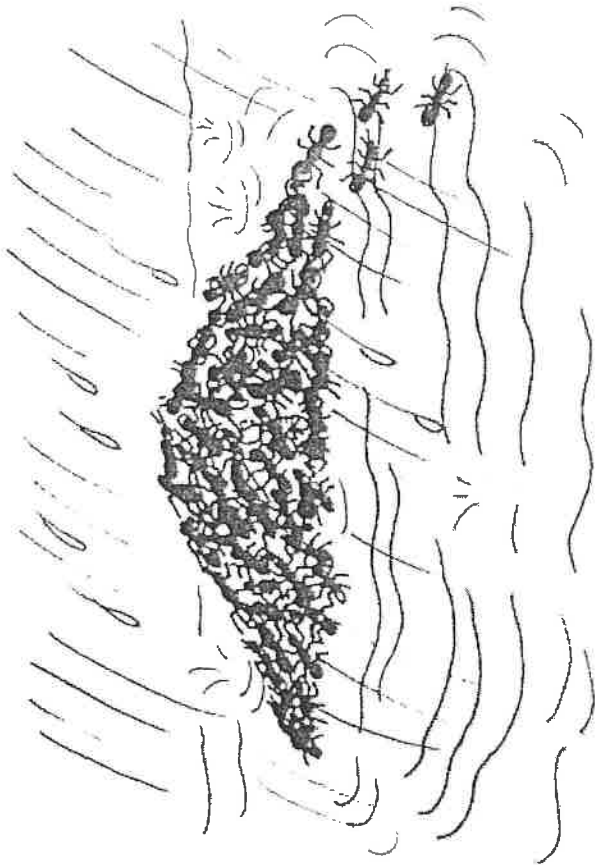
shy

happy



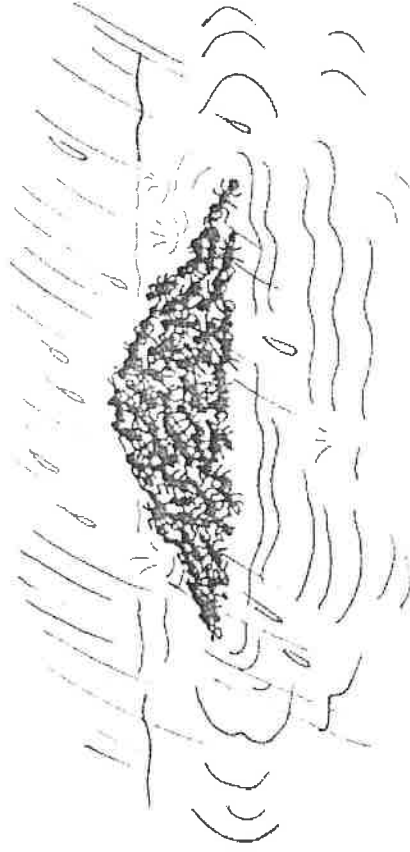
Ants Can Help

Grade 1



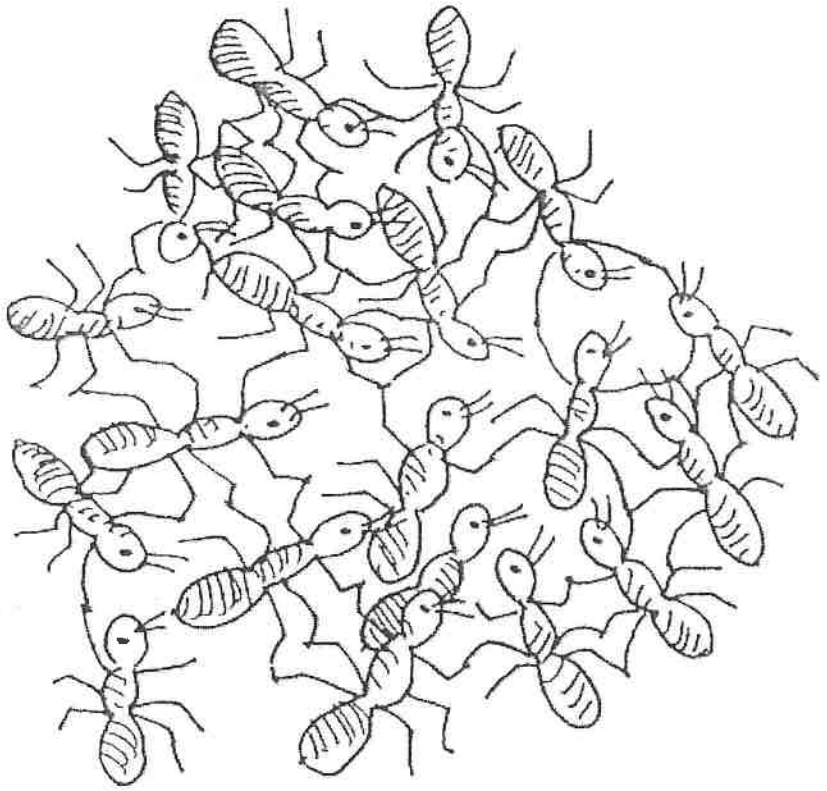
The ants stay together.
They may reach land.
The ants will be safe together.

④



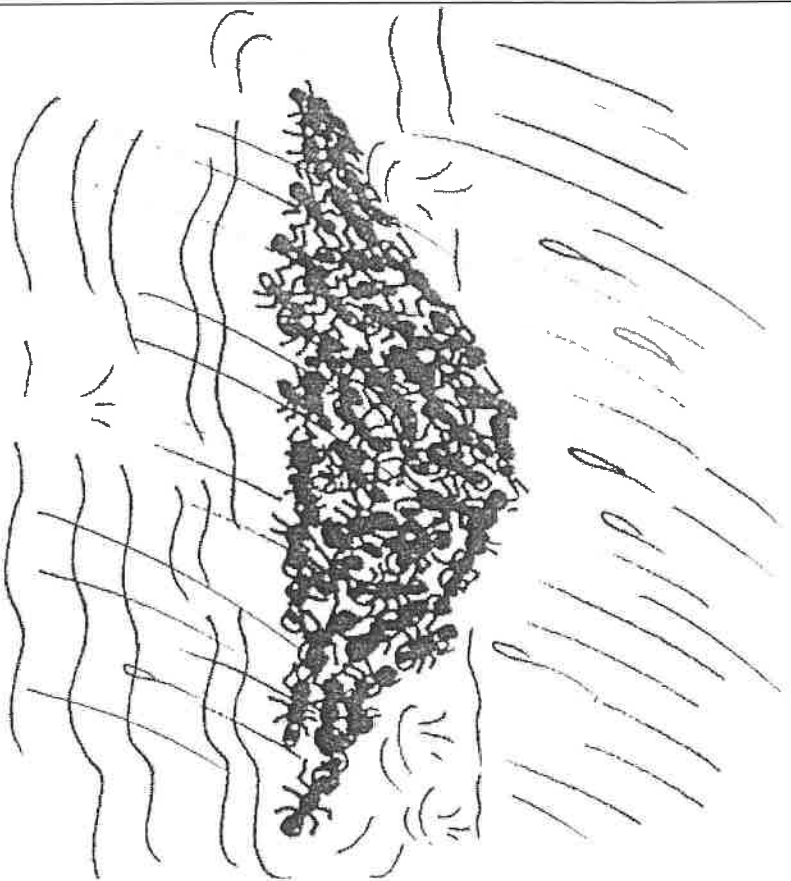
It is raining a lot.
These ants will help each other.

①



The ants get in a pile.
They lock legs.

2



They make a raft.
The raft helps them.
They stay on top of the water.

3

Name _____

A. Reread "Ants Can Help." Fill in the blanks. Choose a word from the box.

raft

lock

help

1. The ants can _____ each other when it rains.

2. The ants _____ legs together.

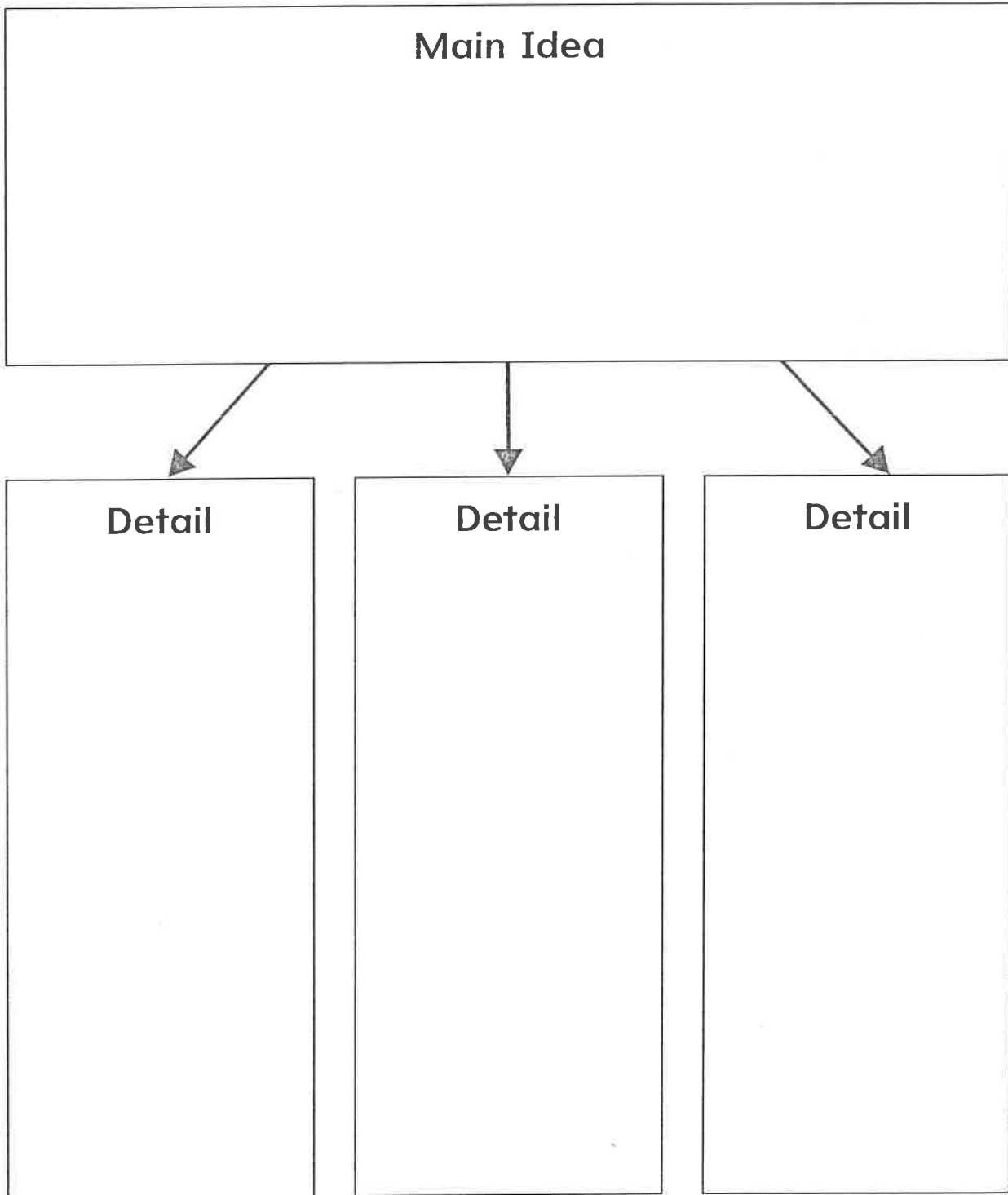
3. The ants make a _____.

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 _____

Fill in the Main Idea and Key Details Chart.
Use words from the story.



Name _____

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

The prefix **re-** means **again**.

The prefix **pre-** means **before**.

The prefix **un-** means **not** or **the opposite of**.

redo

precook

unsafe

A. Match each sentence to a word with a prefix.
Use the underlined words to help you.

- | | |
|--|------------|
| 1. The room is <u>not</u> clean. | a. reread |
| 2. I will <u>use</u> the bag <u>again</u> . | b. unclean |
| 3. She is <u>not</u> happy. | c. unhappy |
| 4. Pat will <u>read</u> the book <u>again</u> . | d. premade |
| 5. I <u>made</u> the crust <u>before</u> I baked it. | e. reuse |

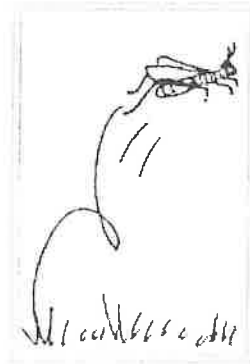
B. Write a sentence using a word with a prefix.

6. _____

Name _____

Captions are short descriptions that tell more about a photograph or picture.

A. Circle the caption that tells about the picture.



1. Honey is sweet.
Bees make honey.

2. A grasshopper can hop.
An ant is very little.



3. Some bugs live in trees.
Ants can walk in a line.

4. Ladybugs have spots.
Spiders have eight legs.

B. Choose a picture. Write another caption.

5. _____

Name _____

A. Read the draft model. Use the questions to help you add a topic to the writing.

Draft Model

Some fish help each other find food. Sometimes dogs team up to take care of their puppies. Zebras and wildebeests help keep each other safe in the wild.

1. Does the writing tell what the topic is?
2. What do the sentences tell about?
3. What sentence could you add at the beginning to tell the topic?

B. Now revise the draft by adding a sentence about the topic.

Name _____

The letters o, oa, ow, and oe can make the long o sound.

gocoallowdoe

tow both hoe coat hold toe glow road

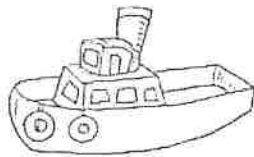
Write the words from the box that have the same vowel sound and spelling.

1. cold



both

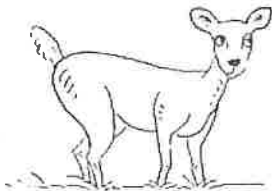
2. boat



3. crow



4. doe



Name _____


Write the word from the box that completes each sentence.

find food more over start warm


1. We hike over the hill.



2. It is _____ in the sun.




3. Can you give the dog some _____?



4. I will _____ my coat.



5. Jen has _____ books.



6. _____ the bus so we can go!



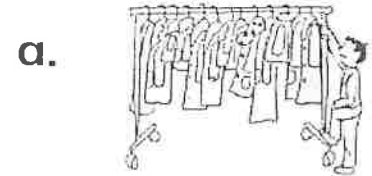
Name _____

seek: The bird will seek a place to build a nest.

search: I will search for my lost book.

A. Match each sentence to the picture.

1. Maria and Jake play hide-and-seek.



2. Dave has to search for his coat.



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

3. The family will _____ a good place to have a picnic.

search seek

4. My cat ran away. Will you help me _____ for him?

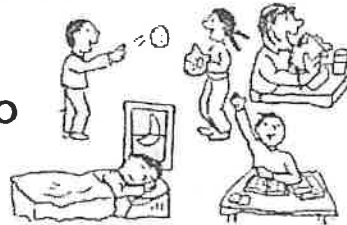
search seek

Name _____

A **word category** is a group of words that are alike in some way.

Word Category: **Things People Do**

learn, eat, sleep, play



A. Reread "Crows." Then look for words that fit each category. Write the missing word.

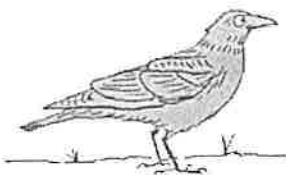
1. Things Crows Eat: ants, crops, _____

2. Things Crows Do: _____, make nests, eat

B. Write a word category that tells how the words in each group are alike.

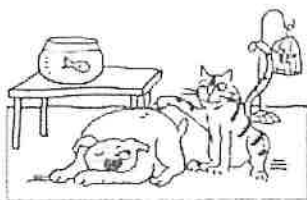
3. wings, beak, legs, feet

Word Category:



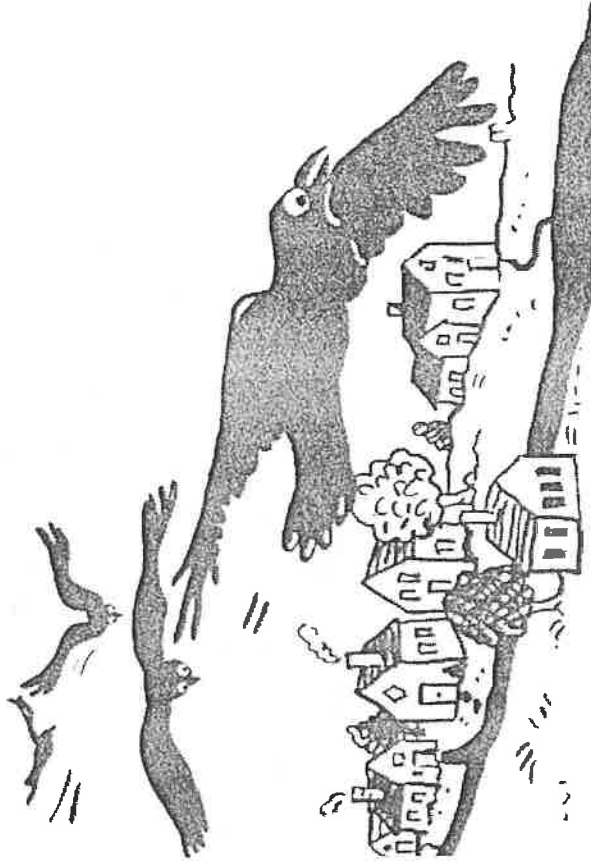
4. dogs, cats, birds, fish

Word Category:



CROWS

Grade 1



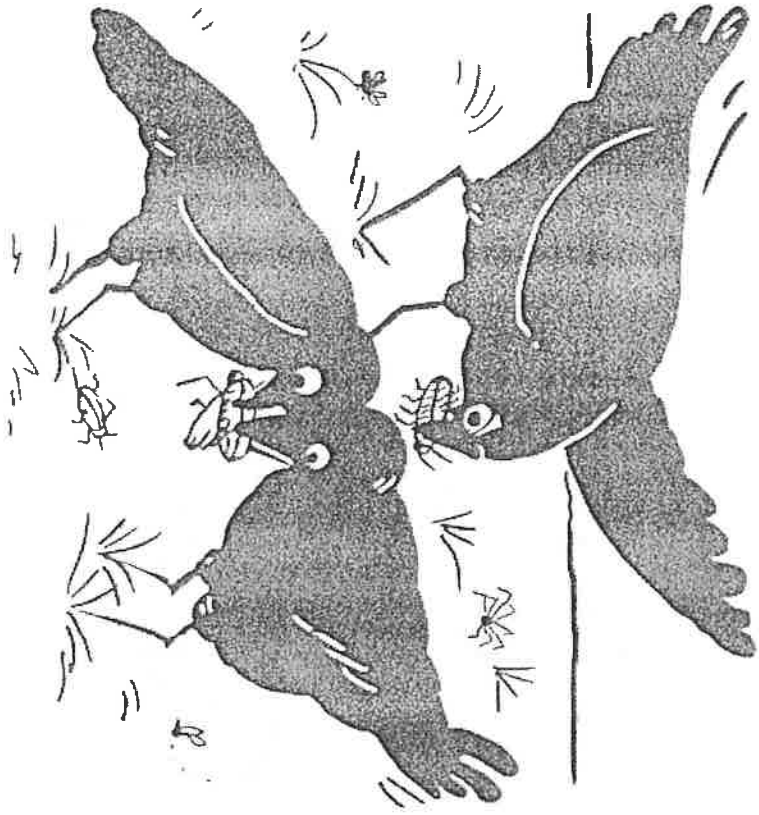
A crow is a big bird.
Most crows are black.
Crows live in many places.

①



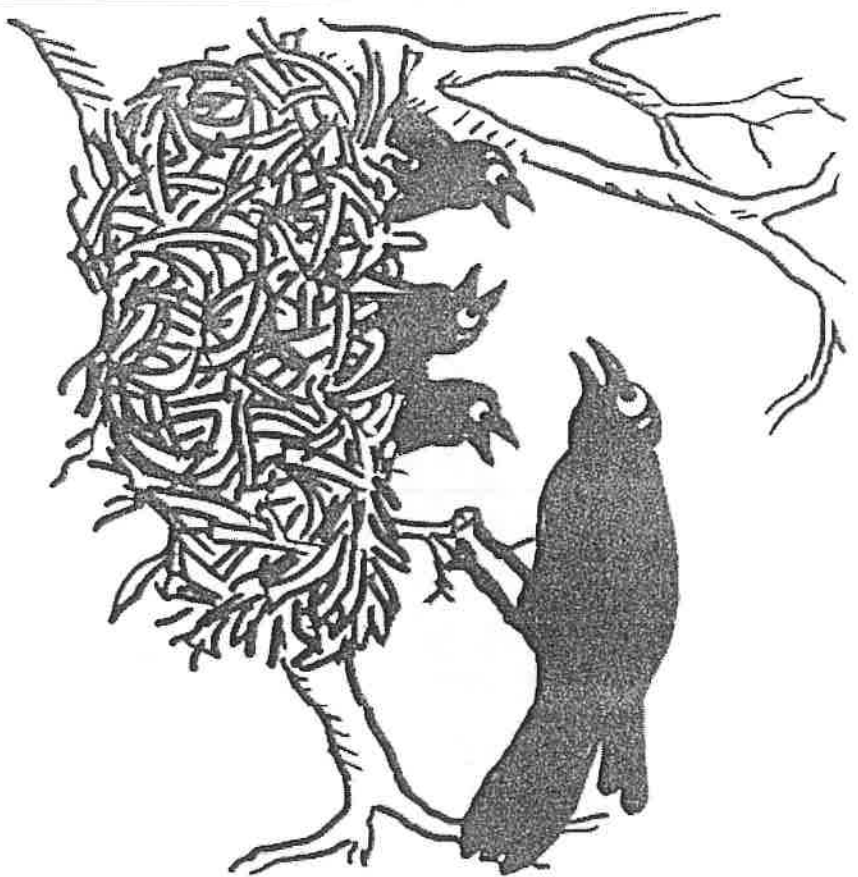
Is a crow bold?
Yes! A crow takes things.
It brings a shell to its nest.
A crow can do a lot!

④



Crows eat lots of things.
They eat things they find.
They may eat crops,
seeds, bugs, or eggs.

2



Crows make nests.
This nest is made of sticks.
The top is open.

3

Name _____

A. Reread "Crows." Circle the correct answer to each question.

1. The main idea tells what the selection is about. What is the main idea of "Crows"?

Crows fly day and night.

Crows do many things.

2. Key details tell about the main idea.

Key details are in the words or in photos and illustrations.

What is a key detail you read?

Crows eat bugs.

Crows play all day.

3. What is one more key detail you read?

Crows live in nests.

Crows live at sea.

B. Work with a partner. Read the passage aloud.

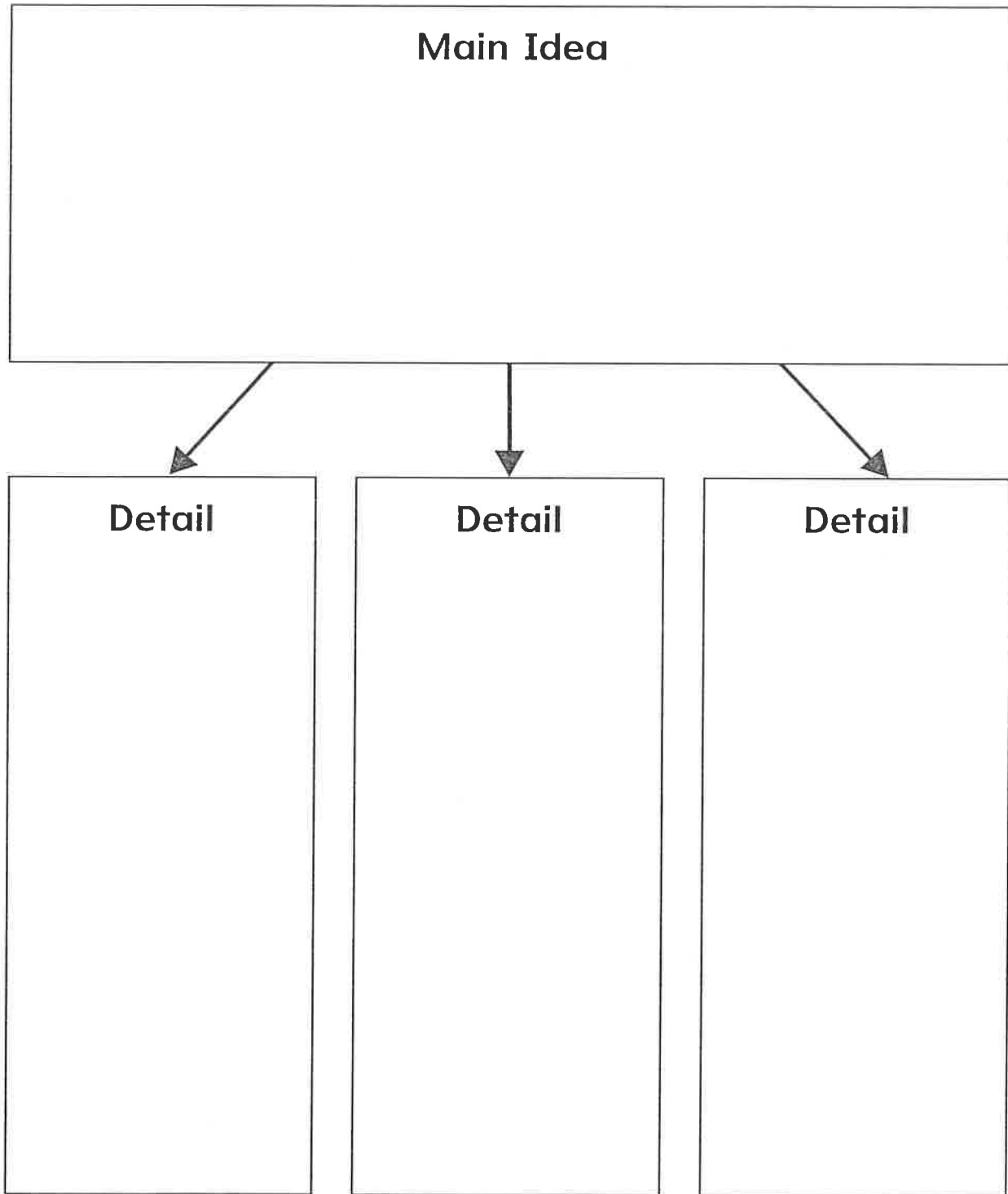
Pay attention to intonation. Stop after one minute.

Fill out the chart.

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

Name _____

**Fill in the Main Idea and Key Details Chart.
Use words from the story.**



Name _____

An **open syllable** is a syllable that ends in a vowel.
It has a long vowel sound.

ro/botho/tel

Read each word. Draw a line between the syllables in each word. Write the word that has an open syllable.

1. begin pichic

begin

2. inside silent

3. magnet locate

4. retell escape

5. sunset beneath

6. maybe pancake

Name _____

Some words help readers see, hear, feel, taste or smell. These words are called **sensory words**.

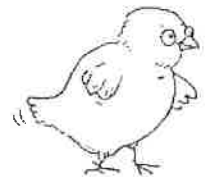
Read the sentence. Underline the sensory word.
Write the word on the line.

1. The day is sunny. _____



2. A loud truck went down the street. _____

3. I pat the fluffy chick. _____

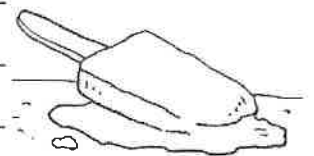


4. The cake has creamy frosting. _____

5. The garden smelled sweet. _____



6. I clean up the sticky mess. _____



Name _____

A. Read the draft model. Use the questions to help you add a topic to the writing.

Draft Model

Songbirds fly to find food and look for seeds to eat. Dogs use their great noses to smell and find where the food is. Cats like to hunt for their food.

1. Does the writing tell about a topic?
2. What do the sentences tell about?
3. What sentence could you add to tell the topic?

B. Now revise the draft by adding a sentence about the topic.

Name _____

The long i sound can be spelled with the letters i, y, igh, and ie. Read the long i words in the box. Write the word that fits the clue.

tie fly high kind child night

1. This is not day. _____

2. A plane does this. _____

3. Dad can put this on. _____

4. A little girl is this. _____

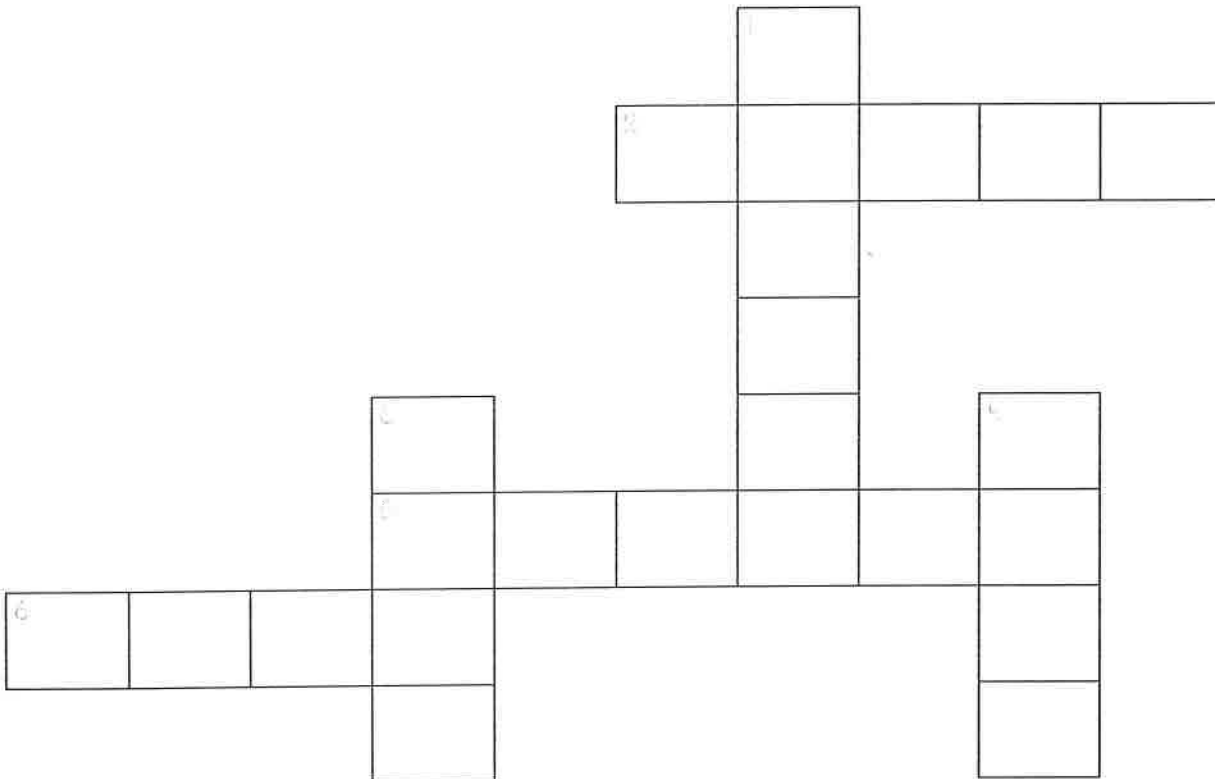
5. It is way up there. _____

6. A person who is nice. _____

Name _____

Fill in the puzzle. Use the words in the box.

caught flew know laugh listen were



ACROSS

- 2. I ____ at funny jokes.
- 5. You will ____ to a tale.
- 6. The bees ____ flying around the hive.

DOWN

- 1. I ____ a bug in a net.
- 3. Then the bug ____ away.
- 4. Do you ____ how to fix the broken vase?

Name _____

**A. Write to tell about a person, place, or thing.
Include the word beautiful.**

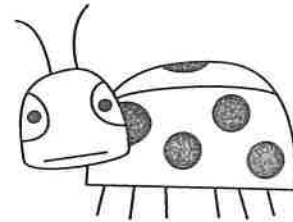
**B. Write to tell about a different person, place, or
thing. Include the word fancy.**

Name _____

Use context clues in the sentence to figure out the meaning of the word in bold. Fill in the circle of the word's meaning.

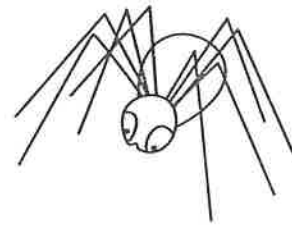
1. There are many kinds of bugs, but all **insects** have six legs.

- bugs
- legs
- kinds



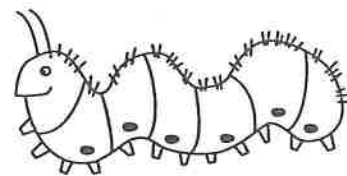
2. Most spiders are **harmless** and won't hurt you.

- fast
- safe
- dangerous

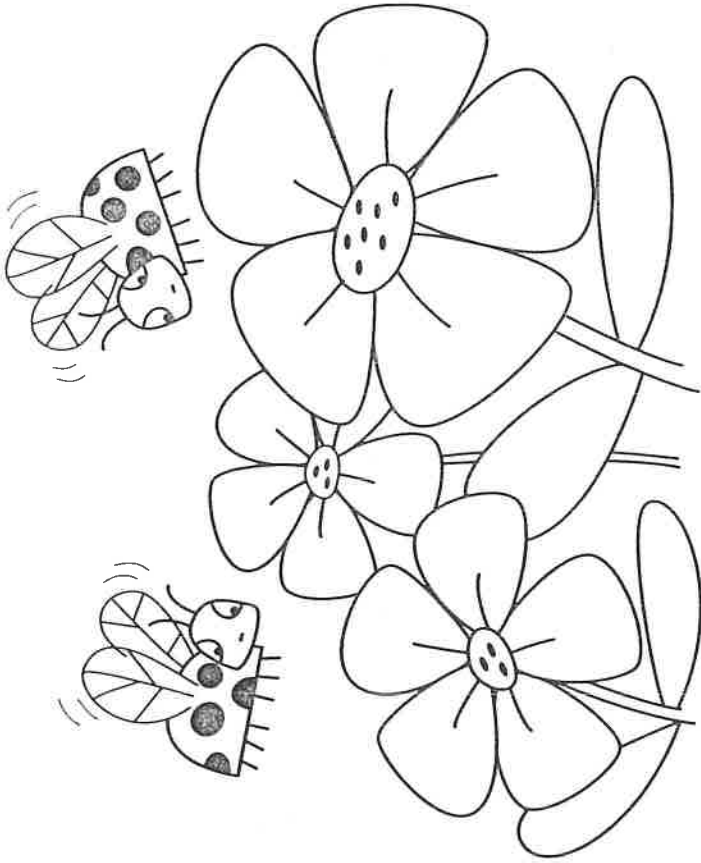


3. Some caterpillars have **bristles**, or short hairs on their bodies.

- legs
- hairs
- bodies

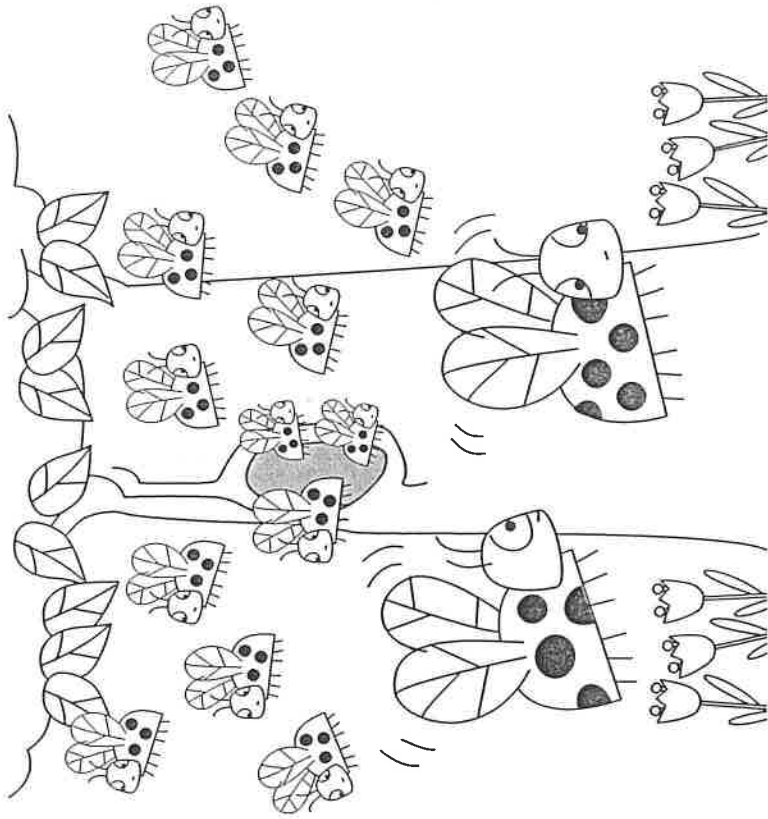


Eve and Pete



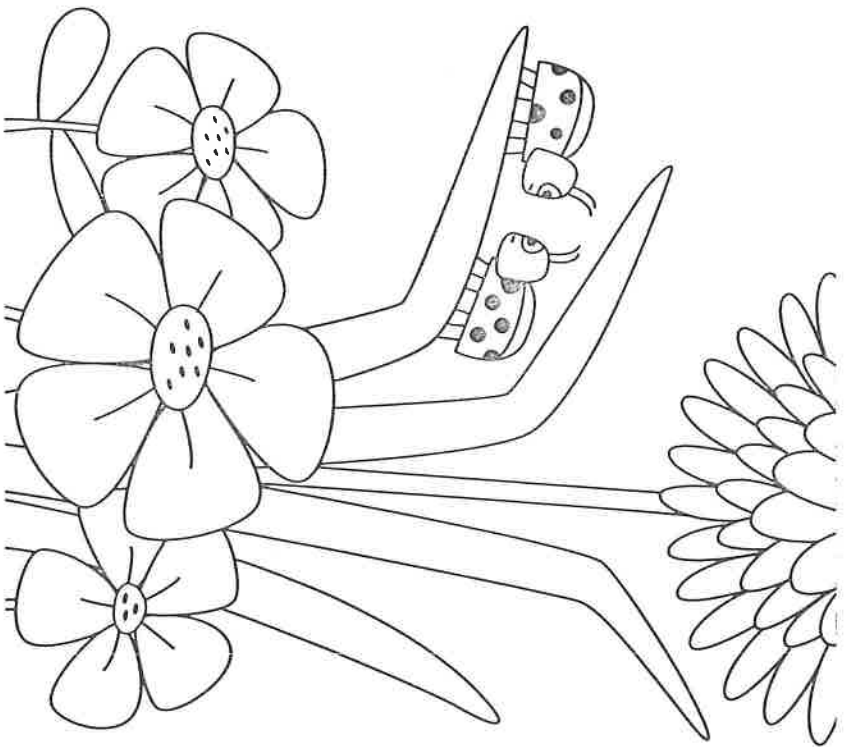
Eve and Pete were best friends.
They flew everywhere together.
They were always laughing and
having fun.

①



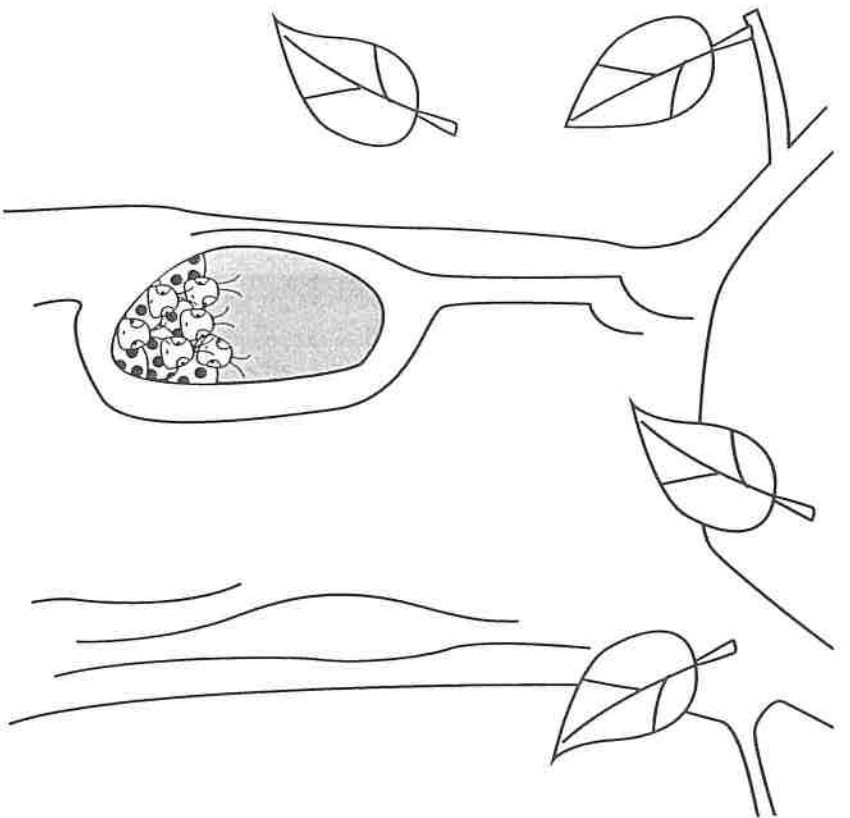
Then the bugs slept and slept.
One day, the bugs woke up. It
was spring. It was time to go.
“Let’s fly!” said Pete and Eve.
They waved and flew away.

④



Then one day, Pete said, "It's getting cold. We need to find a tree where we can sleep through the winter."
"Let's look for one," said Eve.

2



They spotted a huge tree.
There were many bugs inside.
"Come in and stay with us," said the bugs. "You will be warm all winter here."

3

Name _____

A. Reread “Eve and Pete.” Write the answer to each question.

1. What are all of the characters? _____

2. What did Eve and Pete want?

3. What were the bugs they met like?

4. What did all the bugs do in the tree?

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 _____

Fill in the Point of View Chart. Use words from the story.

Character	Clue	Point of View

Name _____

A. Add the ending -ed to each word. Write the new word.

1. dry

2. try

B. Add the ending -es to each word. Write the new word.

3. cry

4. spy

C. Add the ending -ing to each word. Write the new word.

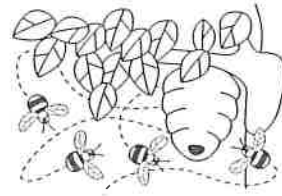
5. fry

6. dry

Name _____

Read the text. Follow the directions.

Honeybees



A. Honeybees live in a hive. There are many rooms in the hive. The rooms are made from wax. Bees store food in the wax rooms.

B. Most bees in the hive are worker bees. Worker bees fly to flowers. They get sweet nectar. Bees eat some of the nectar. They make the rest into honey.

1. Write a heading for section A.

2. Write a heading for section B.

Name _____

A. Read the draft model. Use the questions to help you add a concluding statement.

Draft Model

Ants are small but they are strong. They work together to build hills around their tunnels. A team of ants can move a large bug or leaf.

1. What is the topic of the writing?
2. What details tell about the topic?
3. What information could you include in a concluding statement?

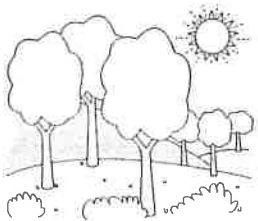
B. Now revise the draft by adding a strong conclusion to sum up the writing and tell the main idea.

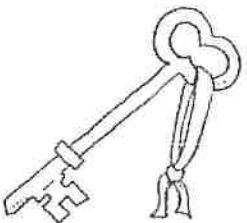
Name _____


The letters y and ey at the end of a word can make the long e sound.


baby valley

Write y or ey on the line. Then write the word.

1.  a sunn y day sunny

2.  k _____

3.  lad _____

4.  cit _____

Point to the first picture and prompt children to discuss what they see. Ask, "If the sun is out, what kind of day is it?" Emphasize the long e sound in *sunny*. Guide children to complete items 2-4. Have them listen to the Sound Pronunciation Audio.

Name _____

Write the word from the box that completes each sentence.

found

hard

near

woman

would

write

1. Ed is near the top.



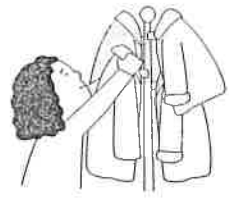
2. _____ you like a berry?



3. It can be _____ to wake up.



4. Jen _____ her coat.



5. We _____ in class.



6. Mrs. Smith is a _____.



Name _____

clever: The clever girl found the answer to the riddle.

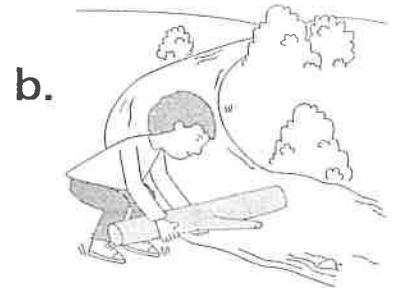
signal: Raising your hand is a signal that you want to say something.

A. Match each sentence to the picture.

1. An alarm is a signal to wake up.



2. The boy is clever to use a log to help.



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

3. The bell is a _____ that class is over.

clever signal

4. The _____ dog dug a hole to hide the bone.

clever signal

Name _____

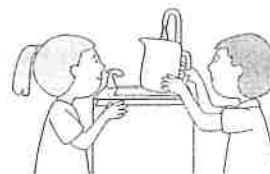
A **root word** is a word that can stand alone. You can add letters to a root word to make a new word.

look + ed = looked look + ing = looking

When you see a new word, look for a root word to help you figure out the meaning.

Read the word. Write the root word on the line.

1. filling



2. spilled



3. playing



4. cleaned

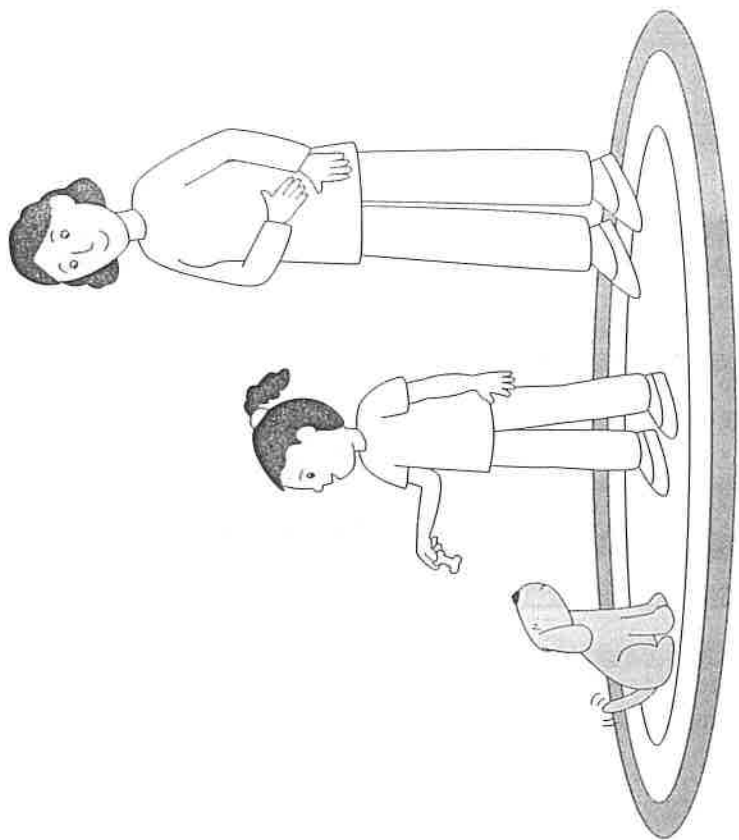
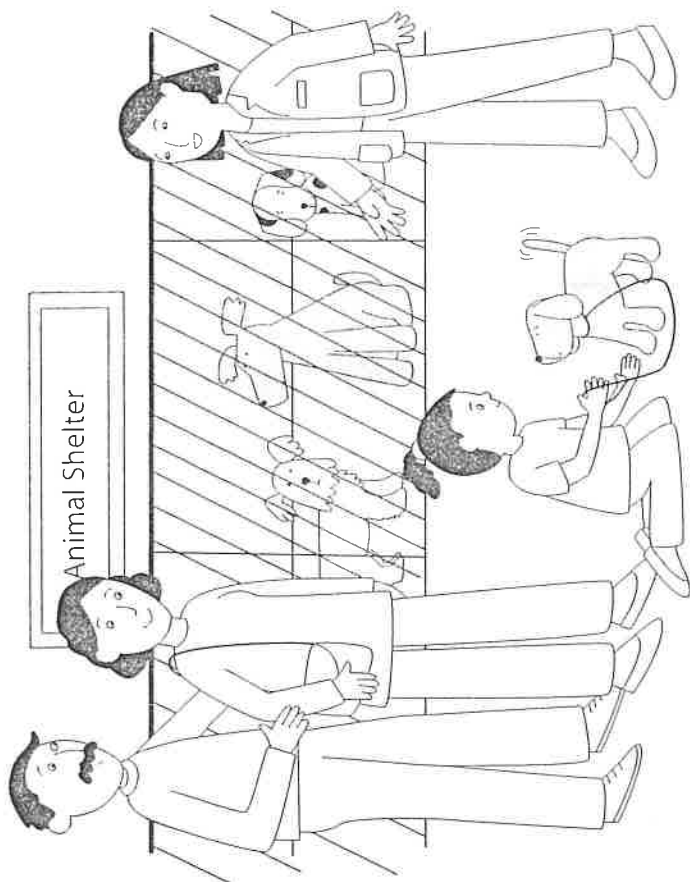


5. cooking



A New Puppy

Grade 1

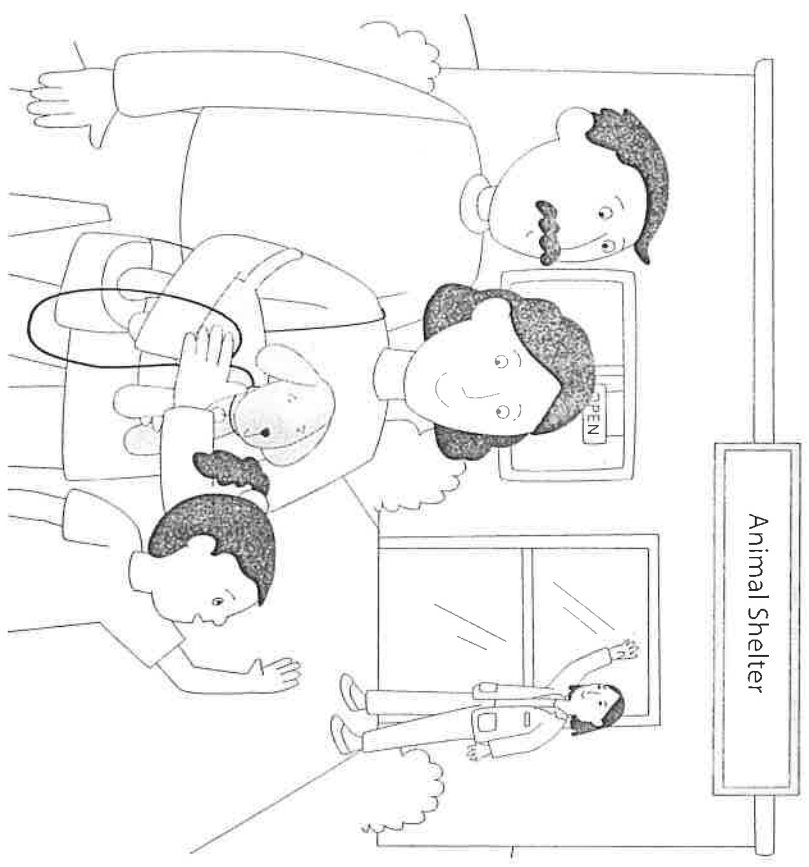


Do you want a puppy?
You can find a puppy here.
The lady can help you!

Show a treat.
Then say, "Sit."
What will the puppy do?
Do it many times.
Then the puppy just might sit.

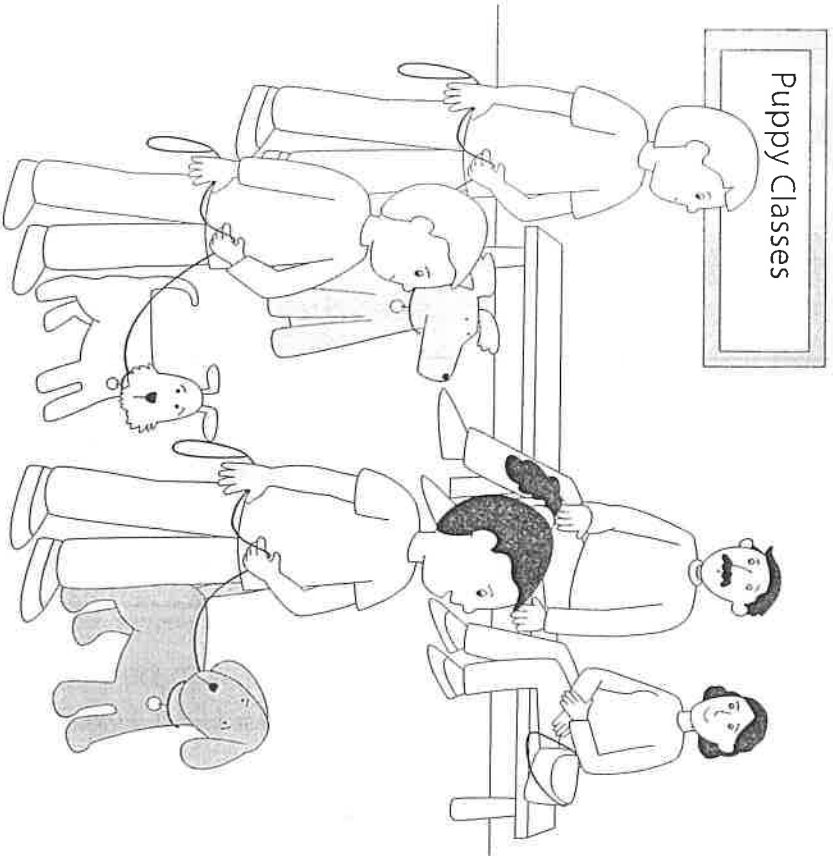
①

④



You got a puppy!
Now, you bring it home.

2



You must train the puppy.
You can bring it to school.
You can train it at home, too.

3

Name _____

A. Reread "A New Puppy." Think about what happens. Order the steps from 1 to 3.

You train the puppy.



You find a puppy.



The puppy learns to sit.



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		-		=	

Have children of different language abilities reread the selection. Guide partners in using the selection to sequence the events. Say, "Which event happens first? Do you train a puppy first? Do you find a puppy first? Use the text to order the steps."

Name _____

Fill in the Sequence chart. Use words from the story.

First



Next



Then



Last

Name _____

A **compound word** is made up of smaller words.

rain + coat = raincoat

A. Add a word from the box to a word below to make a compound word. Write the word from the box. Then read the compound word.

walk

time

work

book

- | | | | |
|---------|-------------|----------|-------|
| | _____ | | _____ |
| | ----- | | ----- |
| 1. home | <u>work</u> | 2. lunch | _____ |
| | _____ | | _____ |
| | ----- | | ----- |
| 3. side | _____ | 4. note | _____ |

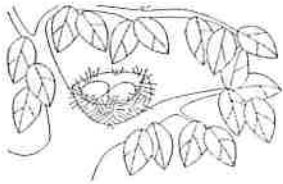
B. Circle the compound word. Then draw a line between the two smaller words.

- | | |
|-------------|----------|
| 5. someone | singing |
| 6. silly | inside |
| 7. backpack | unpack |
| 8. basket | baseball |
| 9. floppy | flagpole |

Name _____

Captions tell readers more about photographs or pictures.

Look at each picture. Read the caption. Use the picture and caption to answer the question.



Some birds build nests in trees.

1. Which builds nests in trees? Circle the answer.

birds cats dogs



Jan and Dad like to fish.

2. What do Jan and Dad like to do? Write the answer.



Cats and dogs can get along.

3. Which two animals can get along? Circle the answer.

cats dogs frogs

Name _____

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

Draft Model

A puppy is chosen to be a guide dog. The puppy learns special tasks like how to carry things or walk with someone who cannot see. The puppy goes to live with someone who needs help.

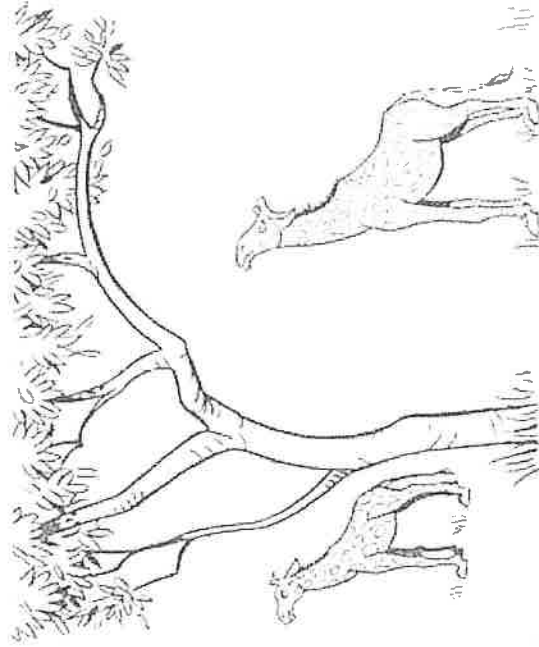
1. What is the topic of the writing?
2. What happens first? What happens next?
3. What time-order words could you add to make the writing more clear?

B. Now revise the draft by adding time-order words to make the writing more clear.

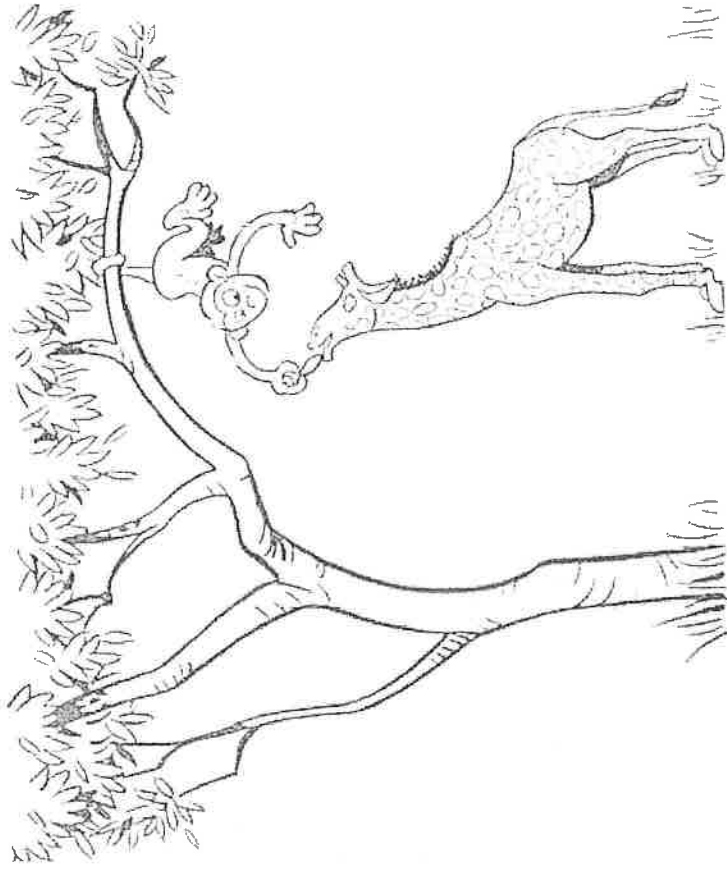


Essential Question
How do animals' bodies help them?

Folktales



A long time ago, giraffes had short necks. Giraffe liked the leaves from tall trees, but he couldn't reach that high.



Another animal helped Giraffe. Monkey gave him leaves. But Giraffe wished he could reach the leaves on his own. Monkey had a plan to help.



“Do what I say,” said Monkey.
Monkey told Giraffe to reach up
for the leaves. Giraffe reached up.



Slowly, Giraffe’s neck grew longer.
He could finally reach the leaves!
Giraffe was very happy!
“Thank you, Monkey!” he said.

Read "Giraffe's Neck" with a partner.
Discuss the questions below.

1. Why does Giraffe want a long neck?
2. What does Monkey tell Giraffe to do?
3. What happens to Giraffe's neck in the end?

Write about it. Describe how Giraffe gets a long neck.



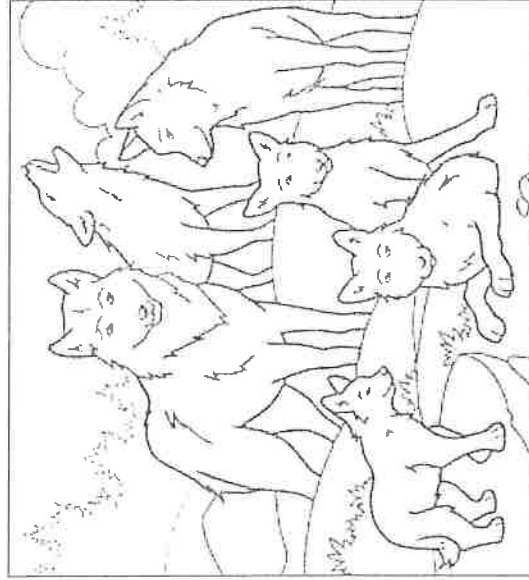
Respond to the Text Have children retell the story, and describe what Monkey and Giraffe do to make Giraffe's neck grow using *first/next/last*. Have partners read and discuss the questions. Then have children write about how Giraffe gets a long neck.



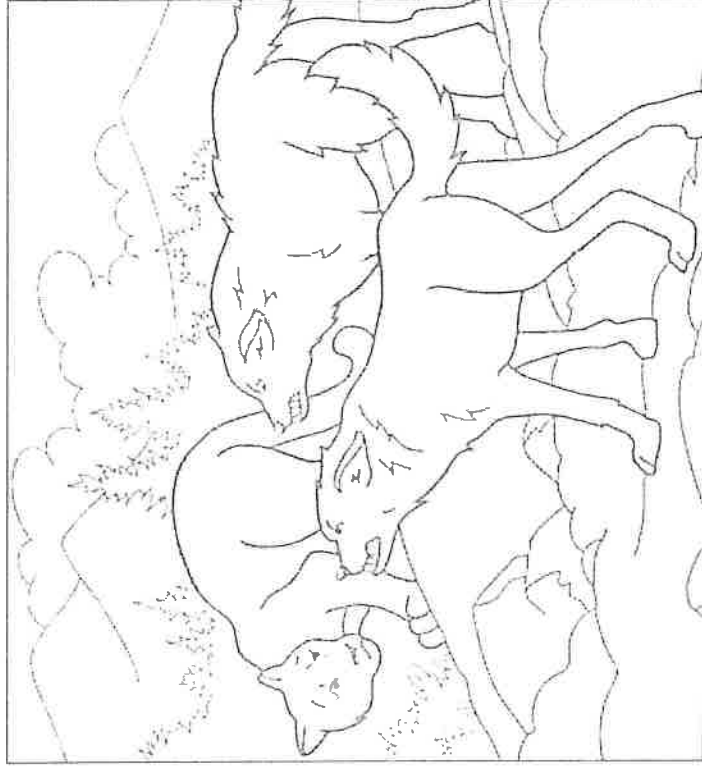
Essential Question

How do animals help each other?

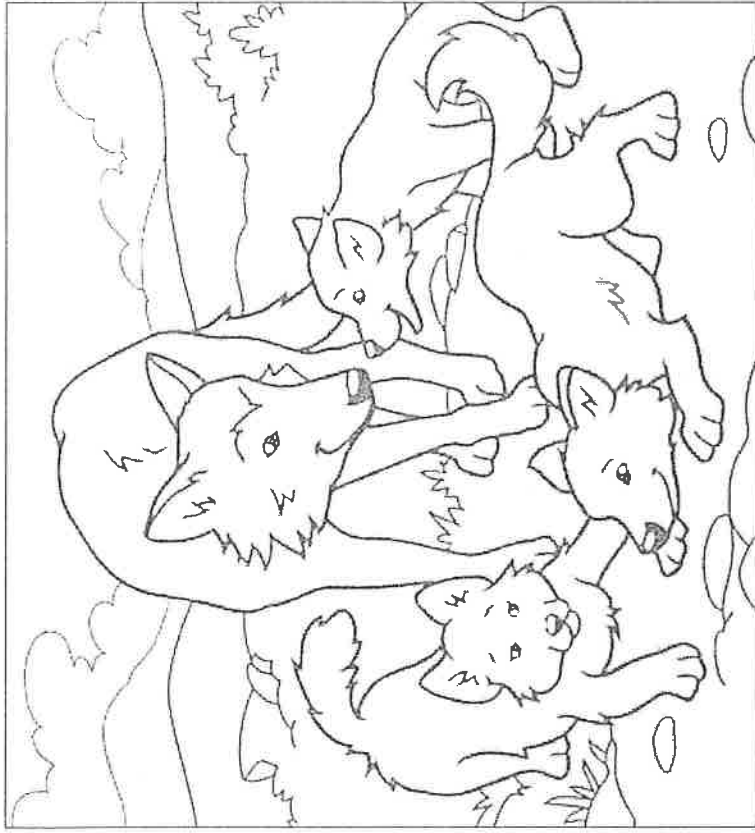
Nonfiction



Wolves live in groups called packs. The packs are like families. Each wolf has a job to do to keep the pack safe.



The “alphas” are the two strongest wolves in the pack. They are partners. They work together to keep other animals away.



Small pups must be watched all the time. The young wolves keep small pups from danger. They play with the pups and help feed them.



The pack helps the wolves survive. Wolves feed each other and take care of each other. They keep each other safe.



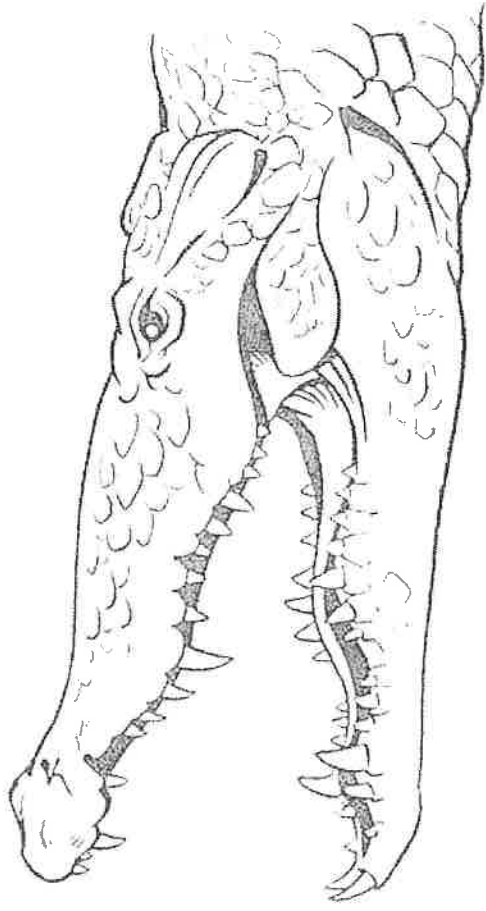
Essential Question

How do animals survive in nature?

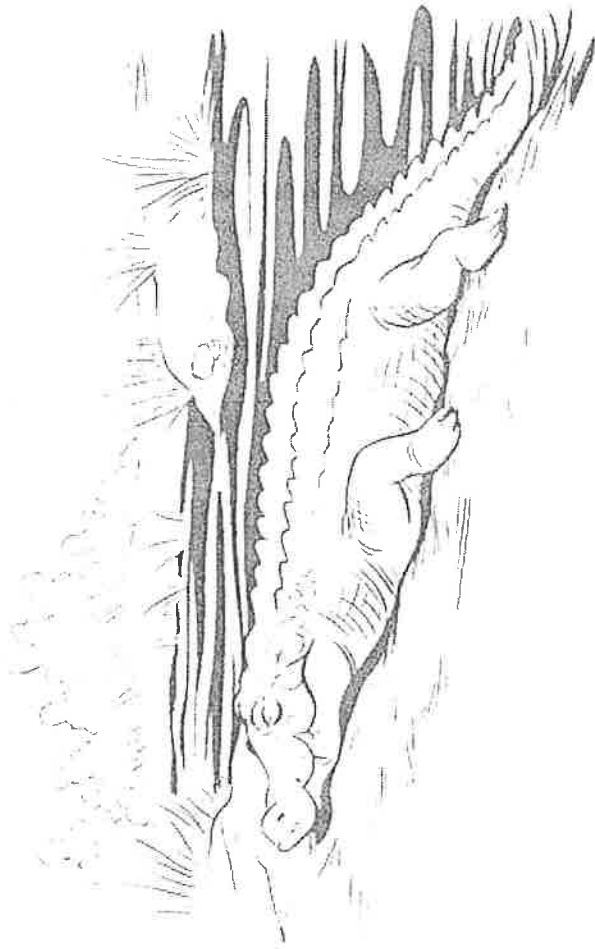
Nonfiction



Crocodiles live in warm places, near water. Some live near an ocean. Some live near creeks or ponds. They live where they can find food.



Crocodiles have many sharp teeth. Some of the teeth are very long. These long teeth help crocodiles eat small animals.



Crocodiles sit in the sun to keep warm. When they get too hot, they go into the water. The water helps them cool off.



Crocodiles can be over 14 feet long! But they move fast. When they are scared, they run into the water quickly.

**Read "Crocodiles!" with a partner.
Discuss the questions below.**

1. Where do crocodiles live?
2. Why would a crocodile go into the water?
3. What helps a crocodile eat small animals?

Write about it. Describe how crocodiles survive in nature.



Respond to the Text Guide children to retell the story, and to talk about why a crocodile's environment is important to its survival. Have partners read and discuss the questions. Then have children write about how crocodiles survive. Ask partners to share their writing.



Essential Question

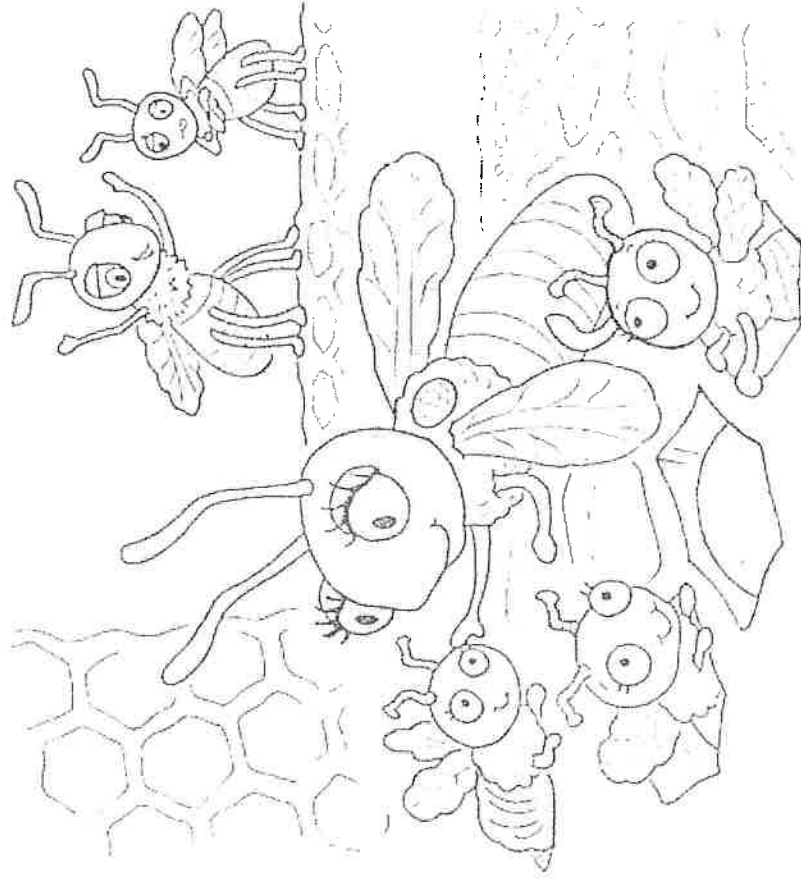
What insects do you know about? How are they alike and different?

Fantasy

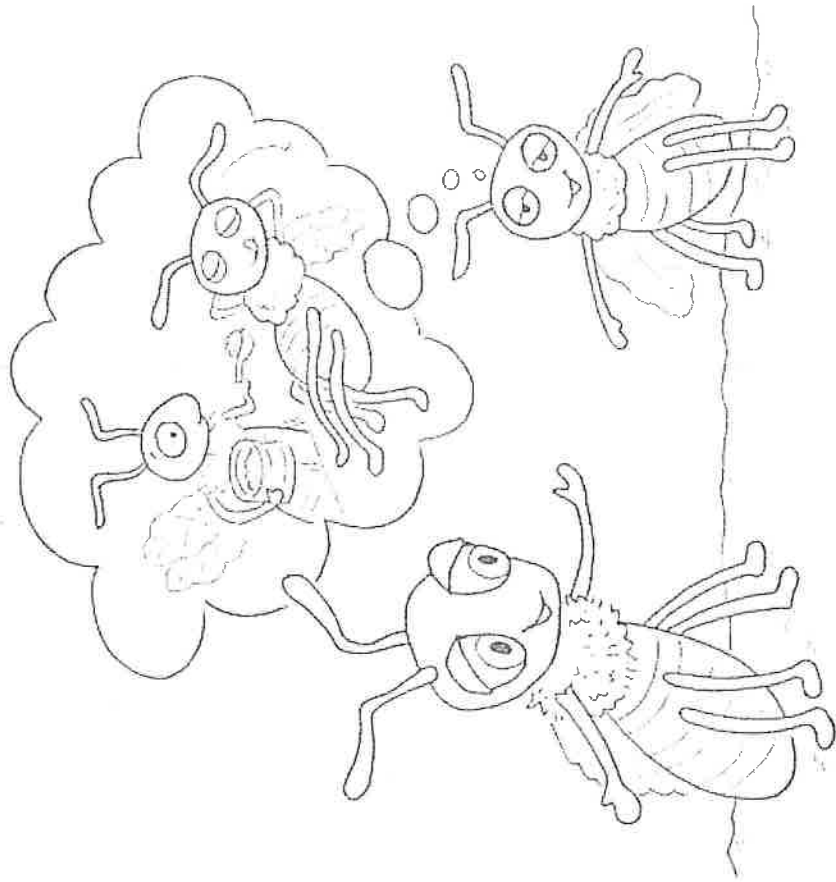


Willy the Worker Bee flew around looking for nectar.

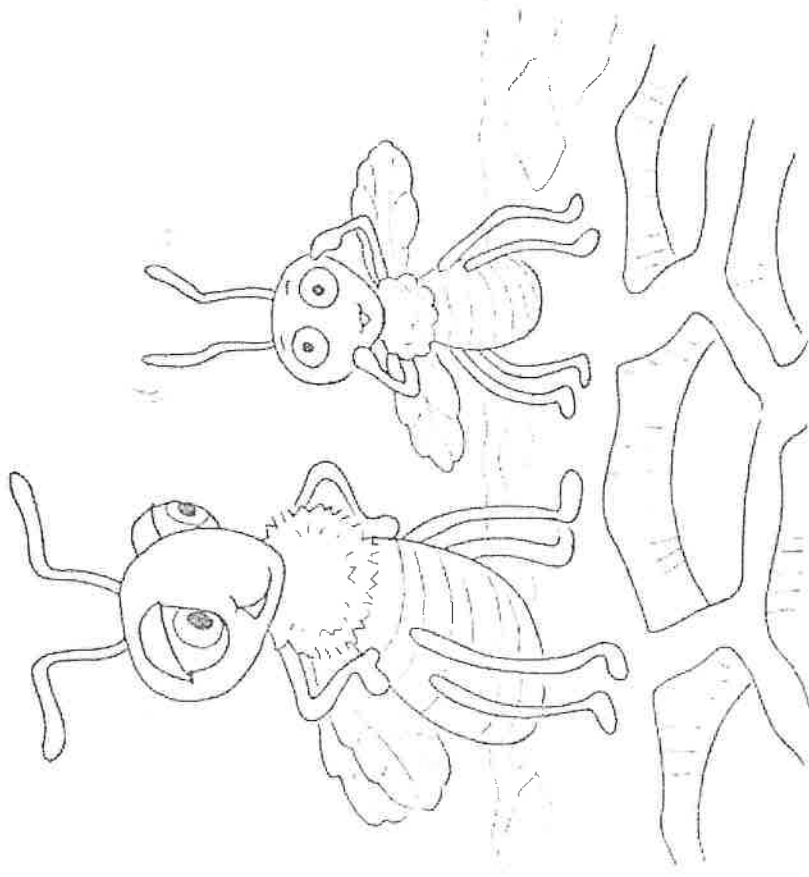
“I wish I could be like Queen Bee,” he said. “She sleeps all day!”



Bobby the Drone Bee listened and laughed. “Queen Bee does a lot of work! She lays all the eggs. You were one of her babies once.”



"I'm not a baby now," replied Willy. "I wish the other bees would make jelly for me. I wish I had a different job. Don't you?"

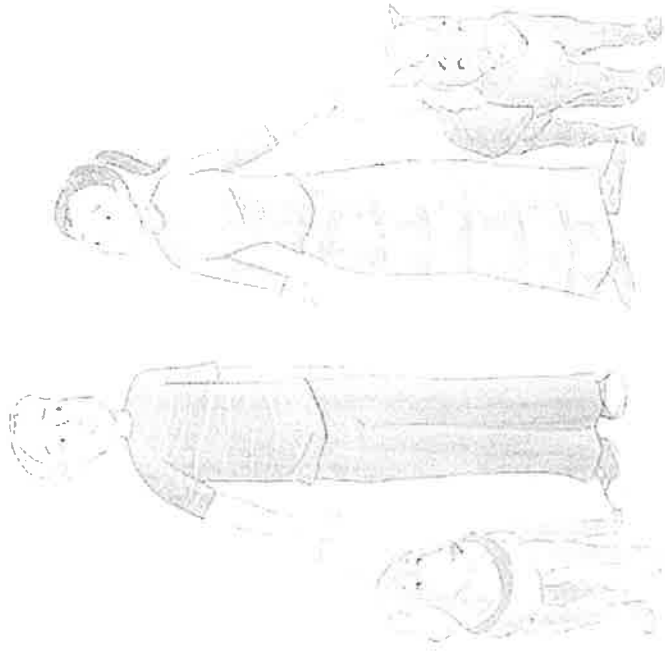


"No, my job is just right for me," said Bobby. "It makes me happy to help the hive. You should be happy, too. Every job is important!"



Essential Question

How do people work with animals?



Nonfiction



You know that dogs can help people. But did you know horses can be helpers, too? Guide horses help people who can't see.

Guide horses go where people go. They must be smaller than other horses. Most of these helping horses are the size of a large dog.



First, a horse takes a test to see if it can be a helper. Then, a trainer takes the horse to busy places. The horse gets used to being near people.



Next, the horse learns how to look, listen, and act. It learns to guide a person. A little horse can be a big help to a person!



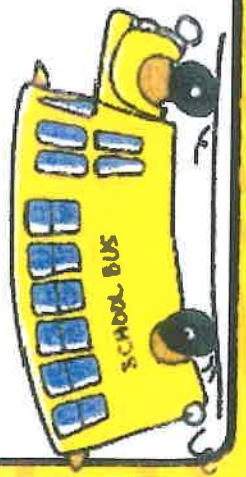
Certificate of Completion

This Award Is Presented to

Summer Learning Packet

Signature

Date


















Grade 1

ELD Learning Packet Answer Key



Grade ELD Summer Learning Packet

ANSWER KEY

Subject	Lesson
<p>English Language Development (ELD)</p>	<p>Week 1 Phonics: Long a: a, ai, ay</p> <p style="text-align: right;">Phonics: Long a: a, ai, ay</p> <p>Name _____</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The letters a, ai and ay can make the long a sound.</p> <p>apron  aitrain  ayhay </p> </div> <p>A. Read the words in the box. Listen for the long a sound. Write the word that names each picture.</p> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 10px 0;"> <p>tray snail pail day</p> </div> <p>1. <u> </u>  2. <u> </u> </p> <p>3. <u> </u>  4. <u> </u> </p> <p>B. Write your own sentence using a word from the box.</p> <p>5. <u>Responses will vary.</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>High Frequency Words</p> <p style="text-align: right;">High-Frequency Words</p> <p>Name _____</p> <p>Complete each sentence. Use one of the words in the box.</p> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 10px 0;"> <p>about animal carry eight give our</p> </div> <p>1. My dog is <u>about</u> this big. </p> <p>2. I see <u>eight</u> eggs in the nest. </p> <p>3. I will <u>give</u> you this snack. </p> <p>4. I can use this to <u>carry</u> grapes. </p> <p>5. This is <u>our</u> home. </p> <p>6. A pig is an <u>animal</u>. </p>

Vocabulary

Vocabulary

Name _____

special: The ring is special because Gram gave it to me.

splendid: The fireworks were splendid.

A. Match each sentence to a picture.

1. Pam had a special day.

a.



2. It has splendid wings.

b.



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

3. My doll is _____ to me.

special splendid

4. The sunset was _____.

special splendid

Vocabulary Strategy: Use a Dictionary

Vocabulary Strategy: Use a Dictionary

Name _____

A **dictionary** is a book that gives the meanings of words. It shows how to use a word in a sentence.

We use a **dictionary** to find out what a word means.

A. Read the words and meanings from a dictionary.

special important
My pup is very special to me.

splendid very good
We had a splendid time with Gram.

B. Choose the correct meaning for the word. Fill in the circle.

1. special important fun
2. splendid sad very good

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

3. The school play was splendid.

4. The gift from Mom is special to me.

Comprehension: Read "A Fox Tail".

Comprehension: Plot: Sequence

Comprehension: Plot: Sequence




Name _____

A. Reread "A Fox Tail." Use the numbers to tell the order of the events.

Write 1 if the sentence and picture tell what happened first.

Write 2 if the sentence and picture tell what happened next.

Write 3 if the sentence and picture tell what happened last.

1. Fox dressed up. 2 
2. "I see Hen," Fox said. 1 
3. "You can not trick me!" said Hen. 3 

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		=		=	

Comprehension: Sequence Chart: Open response

Structural Analysis: alphabetical Order

Structural Analysis: Alphabetical Order

Name _____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

We put words in ABC order by looking at the first letter of each word.

clay day go

If words begin with the same letter, we look at the second letter.

bat bed box



Read the two words. Circle the word in () that comes next in ABC order. Write the word.

1. pail read (take stay) stay
2. can five (past gold) gold
3. day hive (log men) log
4. kick loss (make nail) make

Text Feature: Chart

Text Feature: Chart

Name _____

A chart gives information in an organized way.

Read the chart.

Duck	Chicken
wings	wings
long, flat beak	small beak
webbed feet	no webbed feet
lays eggs	lays eggs



A. Circle the correct answer. Use the chart to help you.

1. Which has wings? 2. Which has webbed feet?

duck chicken both duck chicken both

3. Which has a small beak?

duck chicken both

B. Use the chart to help you answer the question.

4. What is one thing that is the same about a duck and a chicken?

Both have wings or both lay eggs

Writing Trait: Word Choice

Writing Trait: Word Choice

Name _____

A. Read the draft model. Use the questions to help you add specific words.

Draft Model

Frogs have legs that are good for hopping. Frogs use their legs to jump in the water. Frogs eat bugs, too.

1. What is the topic of the writing?
2. What specific words are in the writing?
3. What other specific words could you use to describe the frogs?

B. Now revise the draft by adding more specific words to describe the frogs.

Answers will vary but should include specific words

such as strong and leap.

Week 2

Phonics: Long e: e, ee, ea, ie

Phonics: Long e: e, ee, ea, ie

Name _____

The long e sound can be spelled with the letters **e** as in **be**, **ee** as in **keep**, **ea** as in **eat**, and **ie** as in **thief**.

Write the words from the box that have the same vowel sound and spelling.

she sleep each deep shield seat me chief

1. field



shield

chief

2. eat



each

seat

3. cheese



sleep

deep

4. he



me

she

High Frequency Words

High-Frequency Words

Name _____

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

into blue or small other because

1. The animal is very _____

small



2. We walk _____ the school.

into



3. Do you want this one
that one?

or



4. I put on a hat _____ it is cold.

because



5. The flag is red, white, and _____

blue



6. I will eat the _____ apple.

other



Vocabulary

Vocabulary

Name _____

danger: Be safe. Keep away from danger.

partner: My partner and I read together.

A. Match each sentence to the picture.

1. The cat is in danger. _____ a.



2. My partner and I made a _____ b.
tower of blocks.



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

3. I will finish the project with my _____
_____ **partner** _____
danger partner

4. A bump in the road can be a _____
_____ **danger** _____ for
people riding on bikes. danger partner

Vocabulary Strategy: Context Clues

Vocabulary Strategy: Context Clues

Name _____

Context clues are words that help you figure out the meaning of a new word. When you see a new word, look for words you know to help you.

Use context clues to figure out the meaning of the word in bold. Fill in the circle next to the meaning.

1. The lions sit and relax on the grass.

rest

run



2. Lee **enjoys** seeing the lions. He has a fun time.

likes

looks



3. The **timid** lion hid behind his mother.

shy

happy



Comprehension: Read "Ants Can Help".

Comprehension: Key Details

Comprehension: Main Idea and Key Details

Name _____

A. Reread "Ants Can Help." Fill in the blanks. Choose a word from the box.

raft lock help

1. The ants can help each other when it rains.

2. The ants lock legs together.

3. The ants make a raft.

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		-		=	

Comprehension: Main Idea and Key Details Chart--Open Response

Structural Analysis: Prefixes re-, un-, pre-

Structural Analysis: Prefixes re-, un-, pre-

Name _____

A prefix is a word part you can add to the beginning of a word to change its meaning.

The prefix re- means again.

The prefix pre- means before.

The prefix un- means not or the opposite of.

redo precook unsafe

A. Match each sentence to a word with a prefix. Use the underlined words to help you.

- 1. The room is not clean. a. reread
- 2. I will use the bag again. b. unclean
- 3. She is not happy. c. unhappy
- 4. Pat will read the book again. d. premade
- 5. I made the crust before I baked it. e. reuse

B. Write a sentence using a word with a prefix.

6. Responses will vary.

Text Feature: Captions

Text Feature: Captions

Name _____

Captions are short descriptions that tell more about a photograph or picture.

A. Circle the caption that tells about the picture.



1. Honey is sweet.
Bees make honey.



2. A grasshopper can hop.
An ant is very little.



3. Some bugs live in trees.
Ants can walk in a line.



4. Ladybugs have spots.
Spiders have eight legs.

B. Choose a picture. Write another caption.

5. Responses will vary.

Writing Traits: Organization

Writing Trait: Organization

Name _____

A. Read the draft model. Use the questions to help you add a topic to the writing.

Draft Model

Some fish help each other find food. Sometimes dogs team up to take care of their puppies. Zebras and wildebeests help keep each other safe in the wild.

1. Does the writing tell what the topic is?
2. What do the sentences tell about?
3. What sentence could you add at the beginning to tell the topic?

B. Now revise the draft by adding a sentence about the topic.

Answers will vary but should include a sentence that

tells the topic such as, *Animals help each other.*

Vocabulary

Vocabulary

Name _____

seek: The bird will seek a place to build a nest.

search: I will search for my lost book.

A. Match each sentence to the picture.

1. Maria and Jake play hide-and-seek.



2. Dave has to search for his coat.



B. Circle the word that completes the sentence.

Write the word.

3. The family will _____ seek _____ a good place to have a picnic.

search seek

4. My cat ran away. Will you help me _____ search _____ for him?

search seek

Vocabulary Strategy: Word Categories

Vocabulary Strategy: Word Categories

Name _____

A word category is a group of words that are alike in some way.

Word Category: Things People Do

learn, eat, sleep, play



A. Reread "Crows." Then look for words that fit each category. Write the missing word.

Possible responses provided.

1. Things Crows Eat: ants, crops, _____ fish _____

2. Things Crows Do: _____ fly _____, make nests, eat

B. Write a word category that tells how the words in each group are alike.

3. wings, beak, legs, feet Word Category:



_____ Parts of a Crow _____

4. dogs, cats, birds, fish Word Category:



_____ Kinds of Animals _____

Comprehension: Read "Crows".

Comprehension: Key Details

Comprehension: Main Idea and Key Details

Name _____

A. Reread "Crows." Circle the correct answer to each question.

1. The main idea tells what the selection is about. What is the main idea of "Crows"?

Crows fly day and night.

Crows do many things.

2. Key details tell about the main idea.

Key details are in the words or in photos and illustrations. What is a key detail you read?

Crows eat bugs.

Crows play all day.

3. What is one more key detail you read?

Crows live in nests.

Crows live at sea.

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		-		*	

Comprehension: Main Idea and Key Details Chart--Open Response

Structural Analysis: Open Syllables

Structural Analysis: Open Syllables

Name _____

An **open syllable** is a syllable that ends in a vowel. It has a long vowel sound.

ro/bot ho/tel

Read each word. Draw a line between the syllables in each word. Write the word that has an open syllable.

1. ~~begin~~ picnic

begin

2. ~~inside~~ silent

silent

3. ~~magnet~~ locate

locate

4. ~~retell~~ escape

retell

5. ~~sunset~~ beneath

beneath

6. ~~maybe~~ pancake

maybe

Literary Element: Sensory Words

Literary Element: Sensory Words

Name _____

Some words help readers see, hear, feel, taste or smell. These words are called **sensory words**.

Read the sentence. Underline the sensory word.
Write the word on the line.

1. The day is sunny. **sunny**



2. A loud truck went down the street. **loud**

3. I pat the fluffy chick. **fluffy**



4. The cake has creamy frosting. **creamy**

5. The garden smelled sweet. **sweet**



6. I clean up the sticky mess. **sticky**



Writing Trait: Organization

Writing Trait: Organization

Name _____

A. Read the draft model. Use the questions to help you add a topic to the writing.

Draft Model

Songbirds fly to find food and look for seeds to eat.
Dogs use their great noses to smell and find where the food is. Cats like to hunt for their food.

1. Does the writing tell about a topic?
2. What do the sentences tell about?
3. What sentence could you add to tell the topic?

B. Now revise the draft by adding a sentence about the topic.

Answers will vary but should include a sentence that

tells the topic such as, *Animals find food in different*

ways.

Week 4

Phonics: Long i, y, igh, ie


Phonics: Long *i, y, igh,*

Name _____

The long *i* sound is the sound you hear in the middle of *wild*. The letters *i, y, igh,* and *ie* can stand for the long *i* sound.

find sky night tie

A. Circle the long *i* word that completes each sentence. Write the word.

1. The baby will _____ cry _____
_____ cry _____ sips _____


2. The jet can _____ fly _____
_____ flap _____ fly _____

3. The sun is out so there is a lot of _____ light _____
_____ light _____ dim _____

B. Write *i, y, igh,* or *ie* to complete the word that names each picture.

4.  _____
_____ w i l d _____

5.  _____
_____ f r _____ y _____

High Frequency Words

High-Frequency Words

Name _____

Write the word from the box that completes each sentence.

caught flew know laugh listen were

1. He _____ caught _____ a bug. 

2. I _____ laugh _____ at jokes. 

3. The butterfly _____ flew _____ away. 

4. They _____ were _____ playing in mud. 

5. We must _____ listen _____ in school. 

6. Do you _____ know _____ where bees live? 

Vocabulary: Open Response

Vocabulary Strategy: Context Clues

Vocabulary Strategy: Context Clues

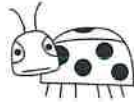
Name _____

Context clues are words that help you figure out the meaning of a new word. Look for context clues in the same sentence or in nearby sentences.

Use context clues to figure out the meaning of the word in bold. Fill in the circle next to the word's meaning.

1. There are many kinds of bugs, but all insects have six legs.

- bugs
 legs



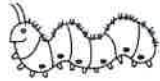
2. Most spiders are **harmless** and won't hurt you.

- safe
 dangerous



3. Some caterpillars have **bristles**, or short hairs.

- eyes
 hairs



Comprehension: Read "Eve and Pete"
Comprehension: Point of View

Comprehension: Point of View

Name _____

- A. Reread "Eve and Pete." Circle the words that answer each question. Write the words.



1. The story characters are _____ **bugs** _____
 bugs trees

2. Eve and Pete needed to _____ **sleep** _____
 sleep play

3. Eve and Pete found a huge _____ **tree** _____
 bug tree

4. When spring came, they _____ **flew away** _____
 slept flew away

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		=		=	

Comprehension: Point of View Chart--Open Response

Structural Analysis: Inflectional Endings

Structural Analysis: Inflectional Endings

Name _____

To add the ending **-es** or **-ed** to a word that ends with long i spelled **y**, first change the **y** to **i**.

dry + es = dries **dry + ed = dried**

Do not change the **y** to **i** when adding **-ing**.

dry + ing = drying

Add the ending to the word. Write the new word.

1. spy + ed = spied

2. fly + ing = flying

3. cry + es = cries

4. try + ed = tried

5. fry + ing = frying

6. try + es = tries

Text Feature: Headings

Text Feature: Headings

Name _____

A **heading** tells readers what information is in a section of a text.

Read the text. Follow the directions.

Honeybees

A. In a Bee Hive

Honeybees live in a hive. There are many rooms in the hive. The rooms are made from wax. Bees store food in the wax rooms.

B. Most bees in the hive are worker bees. Worker bees fly to flowers. They get sweet nectar. Bees eat some of the nectar. They make the rest into honey.

1. What is the article about? Circle the answer.

spiders honeybees insects

2. Circle a heading in the text.

3. The heading for section B is missing. Write a heading on the line.

Worker Bees

Writing Trait: Organization

Writing Trait: Organization

Name _____

A. Read the draft model. Use the questions to help you add a concluding statement.

Draft Model

Ants are small but they are strong. They work together to build hills around their tunnels. A team of ants can move a large bug or leaf.

1. What is the topic of the writing?
2. What details tell about the topic?
3. What information could you include in a concluding statement?

B. Now revise the draft by adding a strong conclusion to sum up the writing and tell the main idea.

Answers will vary but should include a strong

concluding statement that tells the main idea that

ants are good workers.

Week 5

Phonics: Long e: y, ey


Phonics: Long e: y, ey

Name _____

The letters y and ey at the end of a word can make the long e sound.


baby valley

Write y or ey on the line. Then write the word.

1.  a sunn y day sunny

2.  k ey key

3.  lad y lady

4.  cit y city


High Frequency Words:


High-Frequency Words

Name _____

Write the word from the box that completes each sentence.

found hard near
woman would write

_____ 
1. Ed is near the top.

_____ 
2. Would you like a berry?

_____ 
3. It can be hard to wake up.

_____ 
4. Jen found her coat.

_____ 
5. We write in class.

_____ 
6. Mrs. Smith is a woman.

Vocabulary

Vocabulary

Name _____

clever: The clever girl found the answer to the riddle.

signal: Raising your hand is a signal that you want to say something.

A. Match each sentence to the picture.

1. An alarm is a signal _____ a.
to wake up.



2. The boy is clever to use _____ b.
a log to help.



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

3. The bell is a signal _____ that class is over.
clever signal

4. The clever _____ dog dug a hole to hide the bone.
clever signal

Structural Analysis: Compound Words

Structural Analysis: Compound Words

Name _____

A compound word is made up of smaller words.
rain + coat = raincoat

A. Add a word from the box to a word below to make a compound word. Write the word from the box. Then read the compound word.

walk time work book

1. home _____ work _____
2. lunch _____ time _____
3. side _____ walk _____
4. note _____ book _____

B. Circle the compound word. Then draw a line between the two smaller words.

5. someone singing
6. silly inside
7. backpack unpack
8. basket baseball
9. floppy flagpole

Text Feature: Captions

Text Feature: Captions

Name _____

Captions tell readers more about photographs or pictures.

Look at each picture. Read the caption. Use the picture and caption to answer the question.



Some birds build nests in trees.

1. Which builds nests in trees? Circle the answer.

birds cats dogs



Jan and Dad like to fish.

2. What do Jan and Dad like to do? Write the answer.

fish



Cats and dogs can get along.

3. Which two animals can get along? Circle the answer.

cats dogs frogs

Writing Traits: O Word Choice

Writing Trait: **Word Choice**

Name _____

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

Draft Model

A puppy is chosen to be a guide dog. The puppy learns special tasks like how to carry things or walk with someone who cannot see. The puppy goes to live with someone who needs help.

1. What is the topic of the writing?
2. What happens first? What happens next?
3. What time-order words could you add to make the writing more clear?

B. Now revise the draft by adding time-order words to make the writing more clear.

Answers will vary but should include time-order

words such as *first, next, last*.

Week 6

Read "Giraffe's Neck". Complete the activities.

Respond to the Text Name _____

Read "Giraffe's Neck" with a partner. Discuss the questions below.

1. Why does Giraffe want a long neck?
He wants to reach the things he needs.
2. What does Monkey tell Giraffe to do?
She tells him to reach for leaves.
3. What happens to Giraffe's neck in the end?
Giraffe's neck grows longer.

Write about it. Describe how Giraffe gets a long neck.

Record all thoughtful responses.

Read "Wolf Pack!". Complete the activities.

Respond to the Text

Name _____

Read "Wolf Pack!" with a partner.
Discuss the questions below.

1. What do alpha wolves do for the pack?

The alpha wolves keep other animals away.

2. What is the young wolves' job?

The young wolves take care of the pups.

3. How do wolves in a pack help each other?

Wolves help feed each other and keep each other safe.

Write about it. Why do wolves live in a pack?

Accept all reasonable responses.

Read "Crocodiles!". Complete the activities.

Respond to the Text

Name _____

Read "Crocodiles!" with a partner.
Discuss the questions below.

1. Where do crocodiles live?

They live in warm places, near water where they can find food.

2. Why would a crocodile go into the water?

A crocodile goes into the water to cool off.

3. What helps a crocodile eat small animals?

A crocodile's long, sharp teeth help it eat small animals.

Write about it. Describe how crocodiles survive in nature.

Accept all reasonable responses.

Read "Bee Yourself". Complete the activities.

Respond to the Text

Name _____

Read "Bee Yourself" with a partner.
Discuss the questions below.

1. What does Willy think about Queen Bee?

He thinks she sleeps all day.

2. What does Bobby think about Queen Bee?

He thinks she does a lot and has an important job.

3. How are Willy and Bobby different from Queen Bee?

They work all day getting nectar and Queen Bee lays the eggs in the hive.

Write about it. Why does Bobby like his job?

Read "Helping Horses". Complete the activities.

Respond to the Text

Name _____

Read "Helping Horses" with a partner.
Discuss the questions below.

1. What other animal has a similar job to a guide horse?

A guide dog has a similar job.

2. Who do guide horses help?

They help people who can't see.

3. What do trainers do?

They teach a horse how to act and lead.

Write about it. What must a horse learn to guide people?
