Grade 1 Week 7 Reading and Writing Practice

Directions: ✔ Check off each job as you go.

Long o spelled as oa is usually used at the beginning or in the middle of a syllable. oat, boat
Long e spelled as ea is usually at the beginning or middle of a syllable. eat, weak
Long a spelled as ai is usually at the beginning or middle of a syllable. aim, pain

<table>
<thead>
<tr>
<th>![Book]</th>
<th>Read the sight words to someone if you can (family, friend, neighbor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Pen]</td>
<td>Write the sight words 3 times each on a piece of paper</td>
</tr>
<tr>
<td>![Magnifying Glass]</td>
<td>Find the sight words in the story and circle them.</td>
</tr>
<tr>
<td>![Book]</td>
<td>Read the word list to someone (good, only, very, would etc.)</td>
</tr>
<tr>
<td>![Magnifying Glass]</td>
<td>Find words that fit the spelling pattern and put a square around them. ea, ai</td>
</tr>
<tr>
<td>![Book]</td>
<td>Read the story to yourself</td>
</tr>
<tr>
<td>![Book]</td>
<td>Read the story to someone</td>
</tr>
<tr>
<td>![Cloud]</td>
<td>Tell someone about the story</td>
</tr>
<tr>
<td>![Pen]</td>
<td>Write a summary of the story</td>
</tr>
<tr>
<td>![Paintbrush]</td>
<td>Draw an illustration that goes with the story.</td>
</tr>
</tbody>
</table>

*If you finish you can go through the process again. Read, read, read.

Sight Words

<table>
<thead>
<tr>
<th>good</th>
<th>only</th>
<th>very</th>
<th>would</th>
</tr>
</thead>
<tbody>
<tr>
<td>should</td>
<td>eat</td>
<td>after</td>
<td></td>
</tr>
</tbody>
</table>

Word List

<table>
<thead>
<tr>
<th>throat</th>
<th>weak</th>
<th>pain</th>
<th>speak</th>
</tr>
</thead>
<tbody>
<tr>
<td>squeak</td>
<td>toast</td>
<td>eat</td>
<td>meal</td>
</tr>
<tr>
<td>scream</td>
<td>dream</td>
<td>cream</td>
<td></td>
</tr>
</tbody>
</table>
Sam’s Throat Hurts!

Sam woke up and felt weak. He also had a pain in his throat. His throat hurt so much he could not speak. He could only squeak! Sam did not want his toast. He could not eat a meal.

“You are burning up,” said Dad. “We should go to the doctor.”

The doctor checked his throat. She said his tonsils were very red. “If we take them out of your throat, you will not be sick. After that, your pain should stop,” she said.

Sam wanted to scream! He was scared.

After his tonsils were gone, Sam woke up. “Where am I?” he asked. He felt like he was in a dream.

His throat hurt. Then he saw Dad and James. They had ice cream! “Would you like to eat?” asked James.

“If this is a dream, it is a good dream! I get to have ice cream for my meal!” said Sam.

**************************************************************************************************************************

Draw an illustration for the story. Write 1 sentence about the story.
| Day 1 | 6 | Fox | Ball | Coffee Cup |
| Day 2 | Fork | Gate | Van | Lamp | Bug |
| Day 3 | Elevator | Princess | Bear | Ring | Vase | Note |
| Day 4 | Watch | Girl | Hands | Can | Baseball | Sink |
| Day 5 | Tree | Sun | Rose | Rug | cupcake | Dog |
| Extra Practice | Candy | Fan | Bat | Tent | Gift | Fishing Net |
Hummingbirds are very special for many reasons. For one, they are very, very small. The smallest kind of hummingbird weighs less than 2 grams. That's less than half the weight of a sheet of paper!

Hummingbirds are also special for the way they fly. They are the only birds that can hover. That means they can stay in one place while flying. Plus, they can fly backwards and even upside down!

All of that flying is supported by a hummingbird's wings. These birds normally beat their wings up to 70 times per second. They can beat their wings much faster when they dive quickly.

How does a hummingbird get all the energy it needs to beat its wings and fly? It gets energy from the food it eats! Hummingbirds get a lot of their food from flowers. They drink nectar from flowers using their long, thin beaks and tube-like tongues.

When hummingbirds get their food from a flower, they also help the flower. How? By pollinating it! When hummingbirds put their beak into a tube-like flower, some of the flower's pollen can get on them. Then, when they go to sip nectar from another flower, they move the pollen to that new flower. If the pollen lands in the right place in the flower, the plant will grow new seeds. So hummingbirds help lots of plants survive and grow. These birds are truly special!
1. What is the main topic of this text?
2. What is the most important information about the topic that the author wants me to know?
3. What does the title tell me about the topic?
4. How do the illustrations and the words *work together* to help me understand the main topic?

Sketch a hummingbird. Here is an example to help you.

Write a story about the hummingbird you drew above. Tell someone about what you learned about hummingbirds. Share your drawing.
Directions: Read about Australia and Antarctica below. Then, help your student answer some questions.

Australia and Antarctica

The country of Australia is an island and a continent. It is the smallest of all the continents. Australia is the sixth largest country in the world. The capital of Australia is Canberra. A large part of Australia is hot, dry desert called the Outback. Because of this,

Australia does not have a large population, and most people live near the coast.

Australia is surrounded by the Indian Ocean and the Pacific Ocean. The Great Barrier Reef is just off the coast of Australia. It is the largest coral reef in the world. This means it is the largest living thing on Earth. The Great Barrier Reef can be seen from space.

More than 80 percent of the plants and wildlife found in Australia can only be found on that continent. This includes many poisonous snakes, as well as kangaroos and koala bears. And there is even an Australian fish called the lungfish that lived during the time of dinosaurs!
Australia’s Aboriginal people have lived in Australia for thousands of years. Aboriginal people know how to survive in the hot, dry Outback. They can find food and water in the most unlikely places. Aboriginal people have a tradition of telling stories. They pass down their history and their knowledge of the land in this way.

Antarctica is the southernmost continent and is the fifth largest. It is the coldest, windiest, and driest continent. There are mountains in Antarctica, and there’s even a volcano under the ice. Scientists and some tourists go to Antarctica to learn about this frozen land.

Penguins are birds that live in Antarctica. Penguins cannot fly, but they are really good swimmers. Seals live in Antarctica too.

Draw an arrow from the name of each continent to its location on the map.

North America  Africa  Antarctica
South America  Asia
Europe  Australia
Where Will Birds Be?

Materials:
- Pencil or pen
- Optional: a story or book about birds

Activity:
A habitat is a place where a bird lives. All plants and animals, even humans, need four things in their habitat to live: food, water, cover, and space.

1. Try these four hand motions to remember the four things in a habitat—food, water, cover, and space.
   - Food: place their hands on their stomachs for food
   - Water: cup their hands and bring them to their mouths like they’re sipping for water
   - Cover: hold their arms over their head live a roof for cover
   - Space: hold their arms out to the side for space

2. Read a story about birds or look for real birds outside.
   See if you can find an example of each habitat component? Where did you see them?

3. Draw a picture of a bird habitat below.
PK-2 Visual Arts

**Task:** In this week’s lesson you will design and create a character using found materials.

<table>
<thead>
<tr>
<th>Made by Joey Russo (2\textsuperscript{nd} Grade)</th>
<th>Made by Camilla Coleman (2\textsuperscript{nd} Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Image of a character made by Joey Russo" /></td>
<td><img src="image2" alt="Image of a character made by Camilla Coleman" /></td>
</tr>
</tbody>
</table>

Look at the images above. What do you think is going on in the pictures? What materials are they made of?

**RECYCLED MATERIALS SCULPTURE DESIGN PROCESS:**

1. **Collect Materials:** Walk around your household or outside and start collecting interesting objects that could be recycled or reused in your sculpture.
2. **Imagine:** What is the name of your character? Does she or he have any powers or special abilities?
3. **Experiment:** Try drawing your character before you put it together. Experiment with how you might use different materials for different parts of your character.
4. **Create:** Gather your materials and create your character. Think about how you will attach all the different pieces together.
5. **Refine & Reflect:** Share your creation and reflect on the questions at the bottom of the page with someone in your household.

**MATERIAL OPTIONS:** cardboard, paper towel tubes, pop bottles or water bottles, tape, glue, buttons, string, cups, recycled jars or tubs, or anything else that is interesting to you! If you have a “junk drawer” in your house, this is a great place to start your search!

**REFLECTION QUESTIONS:**

- What did you create?
- What problem does your machine solve?
- What do you like about your artwork?
- What would you change about your machine?
Physical Education

Weight Transfer This week we are going to practice transferring our body weight from one part to another for movement. Your challenge is to create an obstacle course. Find a starting line and complete these weight transfer movements, and combine them with the balances you learned last week to your finish line.

Animal Walks
- Seal Walk
- Bear Walk
- Crab Walk

Gymnastics Moves
- Inchworm
- Donkey Kick
- Crab Walk
- Seal Walk
- Forward Roll
- Backward Roll
- Log Roll
- Cartwheel
- Inchworm
- Donkey Kick
- Crab Walk
- Seal Walk
- Forward Roll
- Backward Roll

Create an Obstacle Course

Your challenge is to create an obstacle course by combining weight transfer moves with balances. These pictures show different items around the house you could use to jump over, go around, and maybe under. Have fun! Be safe!

Reflection: Which weight transfer skills were you the best at and which ones were more challenging? Why do you think being able to transfer your weight with balance is important? What was fun about making your own obstacle course? What was challenging?

Mindfulness means paying full attention to something. It means slowing down to really notice what you’re doing. Being mindful is the opposite of rushing or multitasking. When you’re mindful, you’re taking your time. You’re focusing in a relaxed, easy way. Use Square Breathing as one strategy to focus on your breathing and be more mindful throughout your day.

Square Breathing
Start at the bottom right of the square, and follow the arrows around the whole square to complete one deep breath.
1st Grade Math Resources

1) **Counting:** Count forward. Write the numbers.
   - 94, ____, ____, ____, ____, ____, ____, ____
   - 104, ____, ____, ____, ____, ____, ____, ____

2) **Tens and Ones:** Draw to model the numbers below.
   - 25                   16
   - 50                   47

3) **Add or Subtract:** Use to help you solve.
   - 40 + 20 = ______
   - 40 − 10 = ______
   - 60 + 10 = ______

4) **Shapes:** Write the number of each shape
   - ____ circles
   - ____ squares
   - ____ triangles

5) **Compare:** Use symbols to compare two numbers. Write <, >, or =
   - 42 ____ 42
   - 75 ____ 57
   - 23 ____ 32
   - 65 ____ 61
6) **Story Problems:** Solve the problems below using strategies you have learned. Model using objects, drawing pictures, ten frames, number lines, and writing an equation to help you show your thinking.

Liz picks 15 flowers. 7 are pink. The rest are yellow. How many are yellow?

There are 4 boxes of oranges on a table. Each box holds 10 oranges. How many oranges are there?

Marco has 13 marbles. Lucy has 8 marbles. How many more marbles does Marco have than Lucy?

7) **Measurement:** Lisa tried to measure the pencil. She thinks the pencil is about 5 paper clips long. About how long is the pencil?

Circle the string that is about 4 long.
8) **Bar Graph:** How We Get to School. Use the Bar graph to answer the questions below.

![Bar Graph Image]

- How many children ride the bus to school? _______
- How many children ride in a car to school? _______
- How many more children ride in a car than on a bike? _______

9) **Game:** Gather objects from around your home. Put them on the Double 10 Frame. How many objects are there? Can you figure out how many without counting each one? Cover or hide some of the objects. How many objects are still on the Double 10 Frame? How many objects are hiding? Repeat with different numbers.