Ontario

Summer Programs / Programas de Verano +

SummeR FuN

First Grade

Remote Summer Learning
Week 3 Packet
June 29th – July 2nd

Alameda Summer School First Grade Team

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Students and Families,

Welcome to **Summer School Anytime** in the Ontario School District!

Below is a schedule with assignments for June 29th –July 2nd

Date	Assignments
June 29th Monday	• Read the story "Going for a Drive" • Phonics (537) • High-frequency words (538) • Comprehension (539) • Phonics (541) • Spelling Words with –oo– (542) • Fresh Read "The Detectives" **If you have access, complete Seesaw activities, or send picture of completed packet pages to teacher.**
June 30th Tuesday	• Read the story "Going for a Drive" • Pronouns (543) • Spelling words with –oo– (549) • Conventions (552) • Fresh read "Two Friends" • Journal Writing "I get really excited when…" • **If you have access, complete Seesaw activities, or send picture of completed packet pages to teacher.** • Art lesson "Blow Painting"
July 1st Wednesday	• Math Lesson 5.5 (Unknown Numbers) • Math Facts Review Page • **If you have access, complete Seesaw activities, or send picture of completed packet page to teacher.**
July 2nd Thursday	• Math Lesson 5.6 (Use Related Facts) • Math Facts Review Page • **If you have access, complete Seesaw activities, or send picture of completed packet page to teacher.** • Science lesson "Paper Helicopter"

Reading
- Read the story of the week to someone, or have it read to you.
- Read anything of your choice for 15 minutes.

Math
- Do the lessons provided. Look at the examples in the lesson videos.

Turn it in
- You can turn your child's work in by doing the activities on Seesaw, or by sending pictures of completed pages to your child's teacher.
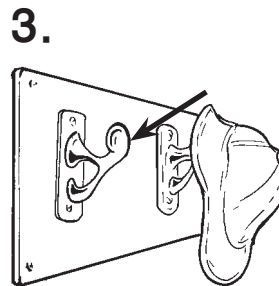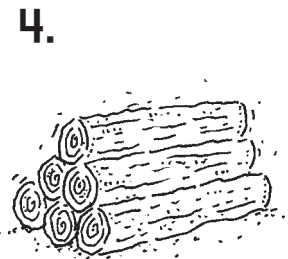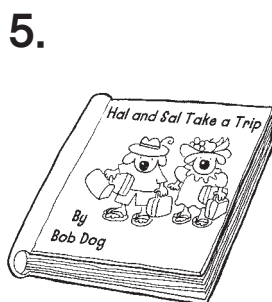
Name _____

Circle the word for each picture.

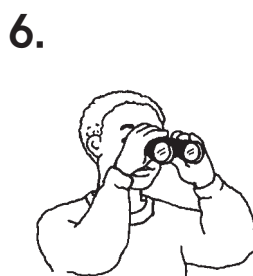| 1.	2.	3.	4.
had hood	cook coat	hook hard	wide wood

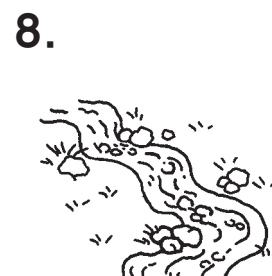| 5.	6.	7.	8.
bake book	look lock	store stood	brook brake

Read the words in the box.
Circle the words that have the same vowel sound as [book].
Pick one of these words to finish each sentence.

> take   foot   took   soon   goat   tool   good

_____

9. He _____ a picture of the lake.

10. That was a _____ joke.

11. My _____ hurts.

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Name _____

Read the sentence. **Unscramble** the letters.
Write the word on the line. **Remember** to use
a capital letter at the beginning of a sentence.

among   another   instead   none
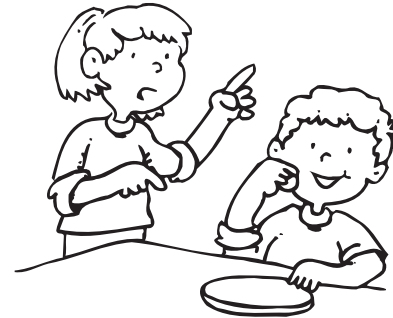
1. I will have **ahernot**.
   _____

   _____

2. **eNon** of the fruit is left.
   _____

   _____

3. Eat this **ineadst**.
   _____

   _____

4. He likes to nap **angmo** his dogs.
   _____

   _____

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School + Home

Home Activity Your child learned to identify and read the words *among, another, instead,* and *none*. Write sentences such as these: *Is there another towel like this one? Try this one instead. None of the pie is left.* Leave a blank where the word should be, and have your child fill it in.

538 **High-Frequency Words**

Name _____

Read the story. **Look** at the pictures.

Circle the answer to each question.

Chick and Spot are friends. They do not fight. They like to play games. Sometimes, they chase each other around the yard. I laugh when I watch them play.

1. Who is big?   Spot   Chick

2. Who is small?   Spot   Chick

3. Who can bark?   Spot   Chick

4. Who is standing?   Spot   Chick

5. Who has wings?   Spot   Chick

6. **Draw** two cats that look the same.

7. **Draw** two cats that do not look the same.

Home Activity Your child compared and contrasted characters in a story. As you read stories with your child, have him or her compare the characters in the stories.

Comprehension Compare and Contrast   **539**
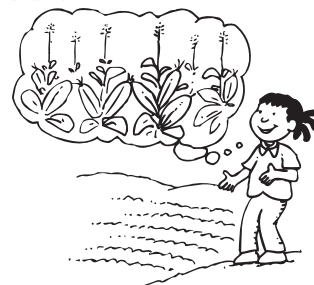
Name _____

Add -s, -ed, or **-ing** to the word in ( ).
Write the new word on the line.

(hope + -s)

_____

1. Jean _____ to grow corn.

(slope + -ing)

_____

2. She plants seeds on the _____ hill.

(care + -ed)

_____

3. Jean _____ for the plants.

(taste + -ed)

_____

4. Jean _____ the corn.

(smile + -ing)

_____

5. She is _____ .

Home Activity Your child added *-s*, *-ed*, or *-ing* to verbs that end in *e*. Write *hope, slope, care, taste,* and *smile* on a sheet of paper. Ask your child to tell the rule about adding *-s, -ed,* or *-ing* to each word. Then write the new words.

Phonics Inflected Endings **541**

Name _____

Words with *oo*

Circle the words in the box that rhyme. **Write** them.

foot	took
look	pool

1. _____
2. _____
3. _____
4. _____

foot	moon
book	noon

Spelling Words

book
moon
took
food
look
pool
zoo
noon
good
foot

Write a word that often goes with the list word.

5. bad   5. _____

6. hand   6. _____

7. drink   7. _____

Write the missing list word.

8. Greg wants to read a _____ .

9. Ann wants to swim at the _____ .

10. Joe wants to feed deer at the _____ .
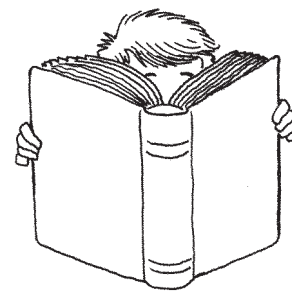
School + Home **Home Activity** Your child spelled words with the vowel sounds in *book* and *moon*. Ask your child to pronounce each list word and identify the vowel sound.

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542 **Spelling** Words with *oo*

Name _____

Read the selection. Then answer the questions that follow.

The Detectives

Greg and Jill are detectives. Greg wanted to find a missing painting. Jill wanted to find a missing ring.

Greg looked for the painting. He saw it in a shop. A man had the painting. He was fixing the frame. Greg smiled. The mystery was solved!

Jill looked for the ring. She looked up and down. She saw the ring in the dirt. Jill smiled. The mystery was solved!

Answer the questions below.

1 **What is the big idea in this story?**

◯ It is fun to solve a mystery.

◯ Kids like to make new friends.

◯ People need to work together.

2 **How are Jill and Greg *alike*?**

◯ They like shopping.

◯ They have on rings.

◯ They are detectives.

3 **How is Jill *not like* Greg?**

◯ She looks for a ring.

◯ She looks for a painting.

◯ She looks in a shop.

4 **What is something that Greg and Jill do *alike*?**

_____

_____

_____

_____

_____

_____

_____

Common Core State Standards

Question 1: Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Questions 2–4: Literature 1. Ask and answer questions about key details in a text. **Literature 9.** Compare and contrast the adventures and experiences of characters in stories.

Pronouns *I* and *Me*

The pronouns I and **me** take the place of your name. Use I in the subject of a sentence. Use **me** after an action verb. Always write I with a capital letter.

Dot calls **me.** I talk to her.

When you talk about yourself and another person, name yourself last.

Jabber and I talk on the phone. Dot calls Jabber and **me.**

Write **I** or **me** to complete each sentence.

1. _____ see an acorn.

2. It gives _____ an idea.

3. _____ take the acorn home.

4. Dot and _____ paint it.

5. See Dot and _____ hide the acorn.

School + Home

Home Activity Your child learned about using *I* and *me*. Take turns telling about ways you use the telephone. Use *I* and *me* as you talk.

Name _____

Words with *oo*

Spelling Words				
book	moon	took	food	look
pool	zoo	noon	good	foot

High-Frequency Words
instead
another

Choose a word to finish the sentence.
Fill in the circle. **Write** the word.

_____

1. I ○ **took** ○ **look** ○ **foot** a sack lunch.   _____

2. Read the ○ **took** ○ **zoo** ○ **book**.   _____

3. My ○ **foot** ○ **noon** ○ **took** got wet.   _____

4. We need more ○ **noon** ○ **food** ○ **look**.   _____

5. Bears are at the ○ **zoo** ○ **moon** ○ **foot**.   _____

6. That is ○ **look** ○ **good** ○ **took** news.   _____

7. We swim in the ○ **noon** ○ **foot** ○ **pool**.   _____

8. The ○ **look** ○ **took** ○ **moon** is bright.   _____

Write the word that matches each clue.

9. in- _____   10. an- _____

School + Home

Home Activity Your child wrote spelling words and high-frequency words to complete sentences. Have your child create a sentence using three or more list words.

Pronouns *I* and *Me*

Mark the letter of the word or words that complete each sentence.

1. _____ saw a squirrel.
   ○ Dad and me
   ○ Dad and I
   ○ Me

2. _____ found an acorn.
   ○ Me
   ○ Dad and me
   ○ I

3. Jabber asks _____ for clues.
   ○ Dot and me
   ○ Dot and I
   ○ I

4. _____ put the acorn in a hole.
   ○ Dot and me
   ○ Me
   ○ Dot and I

5. It was clever of _____ to solve the mystery.
   ○ I
   ○ me
   ○ me and I

School + Home

Home Activity Your child prepared for taking tests on using *I* and *me*. Ask your child to read the sentences on this page and to say the word or words that complete each sentence as he or she reads it.

Name _____

Read the selection. Then answer the questions that follow.

Two Friends

Hummingbird felt sad. She wished she could spend more time with her pal Beaver. Beaver lived under a dam in the stream.

"Beaver, will you take me for a ride on your back?" asked Hummingbird. She liked to hang onto Beaver's dark fur and float on the stream.

Beaver liked Hummingbird's light, bright feathers. Hummingbird was so tiny that Beaver did not feel her sitting on his back.

When they got out of the water, Beaver went into the trees. Hummingbird stayed by his side so they could chat. Her wings went so fast they hummed! They had a lot of fun, and Hummingbird had a happy day after all.

Turn the page.

Answer the questions below.

1 **What is the big idea in this story?**

  ◯ It is fun to ride on a stream.

  ◯ It is good to have friends.

  ◯ It is sad to live under a dam.

2 **How are Hummingbird and Beaver the *same*?**

  ◯ They have light feathers on their backs.

  ◯ They live in the trees by the water.

  ◯ They like floating down the stream.

3 **How is Hummingbird *not* the same as Beaver?**

  ◯ Hummingbird can fly.

  ◯ Hummingbird is an animal.

  ◯ Hummingbird has fur.

4 **Hummingbird and Beaver are *alike* because both can**

  ◯ swim.

  ◯ talk.

  ◯ fly.

5 **What is a way that Hummingbird and Beaver are *not alike*?**

_____

- -

_____

_____

- -

_____

⎛ **Common Core State Standards** ⎞

Question 1: Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Questions 2–5: Literature 1. Ask and answer questions about key details in a text. **Literature 9.** Compare and contrast the adventures and experiences of characters in stories.

Name:_____

Date:_____

Directions:

I get really excited when...

Hello! Welcome to Week 3 art Project! Today you'll be making a "Blow Painting". Here are instructions on how to do this. Remember, check the video on Seesaw for a tutorial as well!
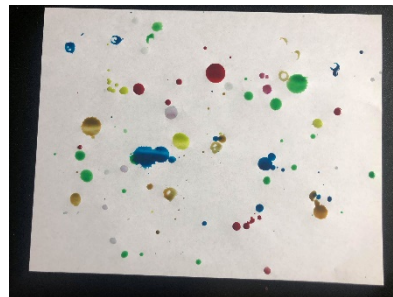
Step 1: Gather your materials. You will need:

- Watercolor Paint
- Small cup of water
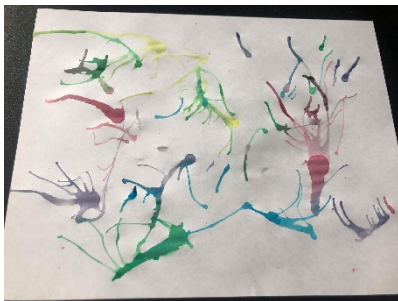- Your pipette water dropper
- A straw
- A white piece of paper
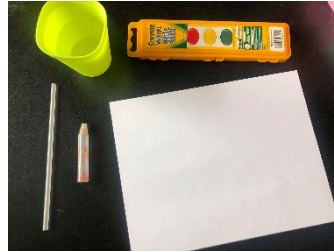
Step 2: Please use your water dropper to add a little water to each color of paint.
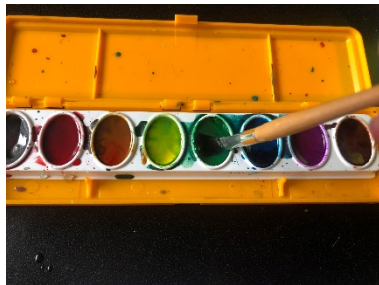
Step 3: Please use your water dropper to

drop a variety of colors onto your paper.

Step 4: Gently blow the paint drops around your paper. Add more paint if you'd like.

Hope you guys enjoy this simple art project for today! Let us know how it went! Please send pictures on Seesaw!

See you next time!!

What are the unknown numbers?

$$8 + \boxed{3} = 11$$
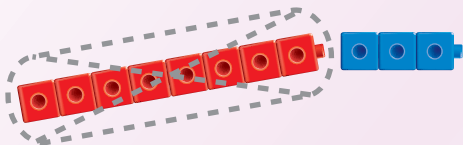
$$11 - 8 = \boxed{3}$$

Use what you know about related facts to find the unknown parts.

Share and Show MATH BOARD

Use 🔴 🔵 to find the unknown numbers.
Write the numbers.

1. $8 + \boxed{} = 15$

   $15 - 8 = \boxed{}$

2. $13 = 9 + \boxed{}$

   $\boxed{} = 13 - 9$

3. $5 + \boxed{} = 14$

   $14 - 5 = \boxed{}$

4. $14 = 6 + \boxed{}$

   $\boxed{} = 14 - 6$

5. $9 + \boxed{} = 16$

   $16 - 9 = \boxed{}$

6. $17 = 8 + \boxed{}$

   $\boxed{} = 17 - 8$

On Your Own

MATHEMATICAL PRACTICE 7 **Identify Relationships**

Write the unknown numbers.
Use 🔴 🔵 if you need to.

7. $7 + \boxed{} = 15$

$15 - 7 = \boxed{}$

8. $5 + \boxed{} = 11$

$11 - 5 = \boxed{}$

9. $\boxed{} + 10 = 20$

$20 - 10 = \boxed{}$

10. $\boxed{} + 9 = 16$

$16 - 9 = \boxed{}$

11. $\boxed{} = 9 + 9$

$9 = \boxed{} - 9$

12. $\boxed{} = 5 + 8$

$5 = \boxed{} - 8$

13. **THINK SMARTER** Solve.
Rick has 10 party hats.
He needs 19 hats for his
party. How many more
party hats does Rick need?

Math on the Spot

_____ party hats

Algebra • Unknown Numbers

Write the missing numbers.
Use 🎲 🎲 if you need to.

1. $6 + \boxed{} = 13$

   $13 - 6 = \boxed{}$

2. $9 + \boxed{} = 14$

   $14 - 9 = \boxed{}$

3. $\boxed{} + 7 = 15$

   $15 - 7 = \boxed{}$

4. $\boxed{} = 8 + 8$

   $8 = \boxed{} - 8$

Problem Solving *Real World*

Use cubes or draw a picture to solve.

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

6. **WRITE** Math Use words,
   pictures, or numbers to
   show how to find the
   unknown numbers for
   $8 + \text{\_\_\_} = 17$ and
   $17 - 8 = \text{\_\_\_}$.

Facts Practice

Subtract.

1. $5 - 3 =$ _____   2. $3 - 2 =$ _____   3. $4 - 1 =$ _____

4. $6 - 4 =$ _____   5. $2 - 1 =$ _____   6. $8 - 5 =$ _____

7. $\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$ 8. $\begin{array}{r} 1 \\ -1 \\ \hline \end{array}$ 9. $\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$ 10. $\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$

11. $\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$ 12. $\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$ 13. $\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$ 14. $\begin{array}{r} 2 \\ -2 \\ \hline \end{array}$

15. $\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$ 16. $\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$ 17. $\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$ 18. $\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$

19. $\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$ 20. $\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$ 21. $\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$ 22. $\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$

TR88 Subtract from 8 or Less

You can use an addition fact to find a related subtraction fact.

I know that
$3 + 7 = 10$, so
$10 - 3 = 7$.

Find $10 - 3$.

10

3   7

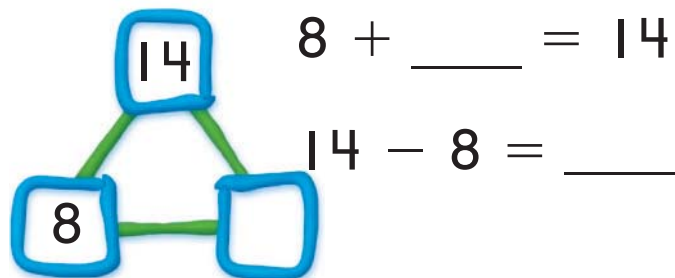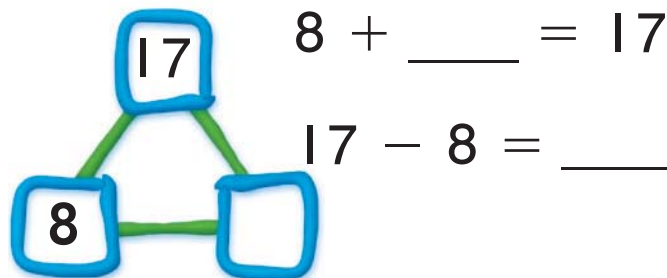$3 + \underline{} = 10$

$10 - 3 = \underline{}$

Share and Show **MATH BOARD**
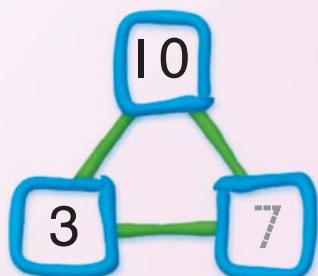
Write the unknown numbers.

1. Find $14 - 8$.

14

8

$8 + \underline{} = 14$

$14 - 8 = \underline{}$

2. Find $17 - 8$.

17

8

$8 + \underline{} = 17$

$17 - 8 = \underline{}$

3. Find $11 - 6$.

11

6

$6 + \underline{} = 11$

$11 - 6 = \underline{}$

4. Find $15 - 9$.

15

9

$9 + \underline{} = 15$
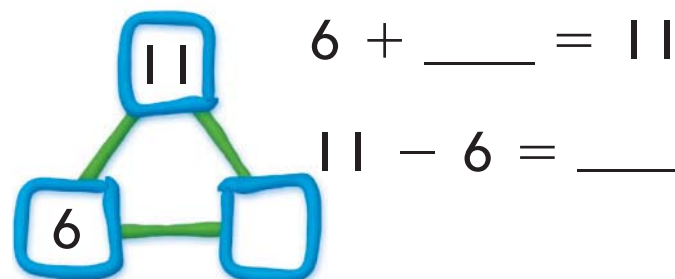
$15 - 9 = \underline{}$
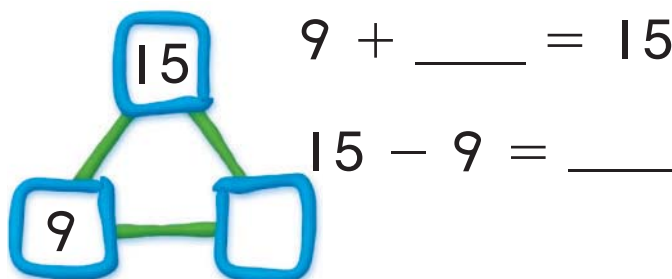
On Your Own

Write the unknown numbers.

5. Find 20 − 10.

20
10

$10 + \underline{\hspace{1cm}} = 20$

$20 - 10 = \underline{\hspace{1cm}}$

6. Find 13 − 4.

13
4

$4 + \underline{\hspace{1cm}} = 13$

$13 - 4 = \underline{\hspace{1cm}}$

7. Find 12 − 7.

12
7

$7 + \underline{\hspace{1cm}} = 12$

$12 - 7 = \underline{\hspace{1cm}}$

8. Find 15 − 8.

15
8

$8 + \underline{\hspace{1cm}} = 15$

$15 - 8 = \underline{\hspace{1cm}}$
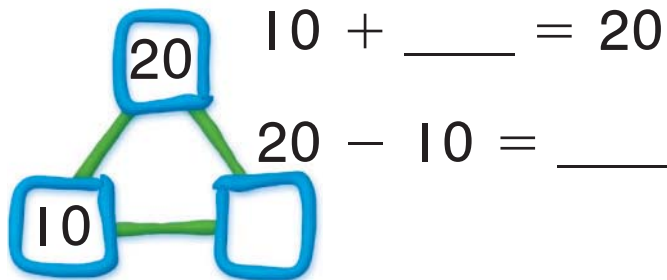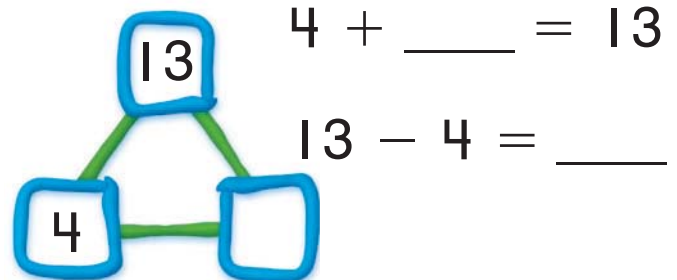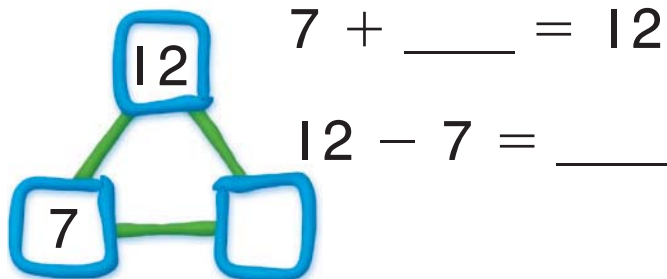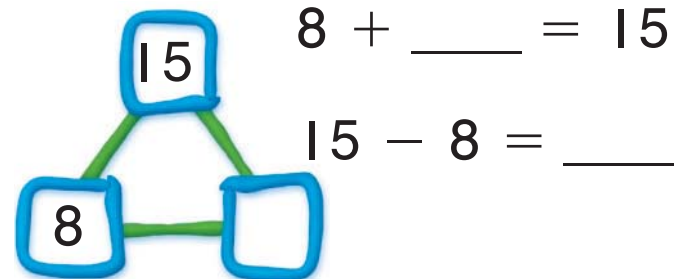
GO DEEPER Write an addition sentence to help you find the difference. Then write the related subtraction sentence to solve.

9. Find 11 − 5.

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

10. Find 13 − 6.

$\underline{\hspace{1cm}} = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} = \underline{\hspace{1cm}} - \underline{\hspace{1cm}}$

Algebra • Use Related Facts

Write the missing numbers.

1. Find $16 - 9$.

$9 + \boxed{} = 16$

16

9
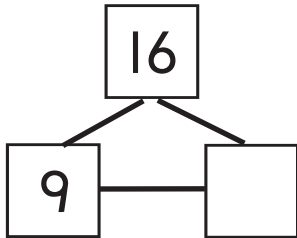
$16 - 9 = \boxed{}$

2. Find $12 - 7$.

$7 + \boxed{} = 12$

12

7
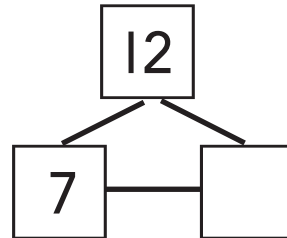
$12 - 7 = \boxed{}$

3. Find $15 - 6$.

$6 + \boxed{} = 15$

15

6
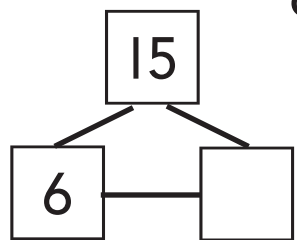
$15 - 6 = \boxed{}$

4. Find $18 - 9$.

$9 + \boxed{} = 18$

18

9
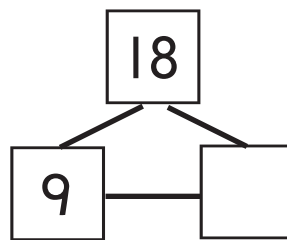
$18 - 9 = \boxed{}$

Problem Solving · Real World

Look at the shapes in the addition sentence.
Draw a shape to show a related subtraction fact.

5.

⬩ + ▽ = ▰   ▰ − ____ = ⬩

6. **WRITE** **Math** Draw pictures
to show how to solve
$14 - 7 =$ ___ and
$7 +$ ___ $= 14$.

Facts Practice

Add doubles.

1. $3 + 3 =$ _____   2. $6 + 6 =$ _____   3. $5 + 5 =$ _____

4. $8 + 8 =$ _____   5. $4 + 4 =$ _____   6. $1 + 1 =$ _____

7. $\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$ 8. $\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$ 9. $\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$ 10. $\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$

11. $\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$ 12. $\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$ 13. $\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$ 14. $\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$

15. $\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$ 16. $\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$ 17. $\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$ 18. $\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$
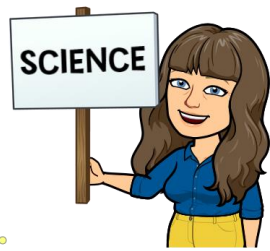
19. $\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$ 20. $\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$ 21. $\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$ 22. $\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$

         Add Doubles

Paper Helicopter

Vocabulary:

Force - force is a push or pull on an object. A **force** can cause an object to go fast, slow down, remain in place, or change shape.

Gravity or gravitational forces are forces of attraction. It's like the Earth pulling on you and keeping you on the ground.

Air is the Earth's atmosphere. **Air** around us is a mixture of many gases and dust particles. It is the clear gas in which living things live and breathe

Two forces act on the helicopter. The first is **gravity**, which pulls the helicopter toward the ground. The second is **air** resistance, which pushes up on the helicopter as it falls.
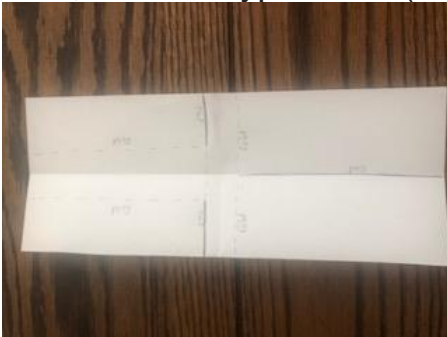
Paper Helicopter

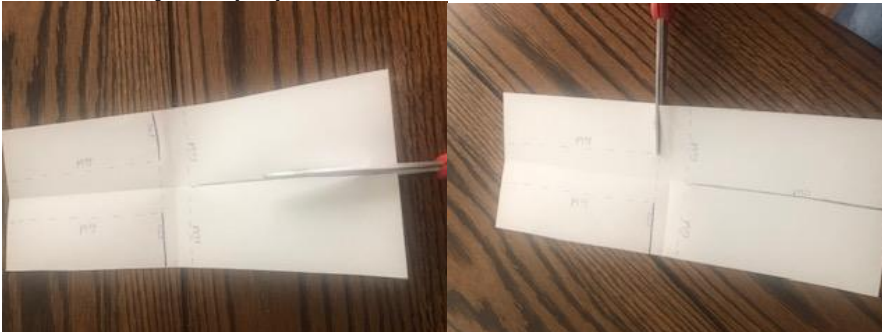**Question** (what we want to find out): What will happen when I let go of the helicopter?

Materials:

Helicopter worksheet, Scissors, Paper clip, Tape
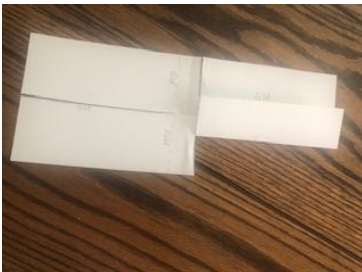
Steps:

1. First, make a hypothesis (a guess of what you think will happen).

2. Next, cut your paper on the black lines
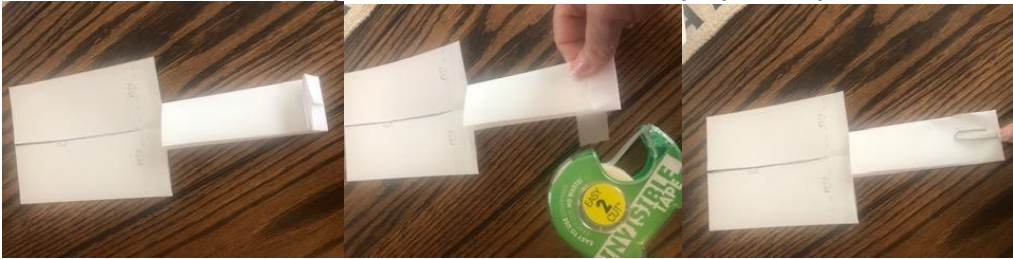

3. Fold on the dotted line toward the center of the paper

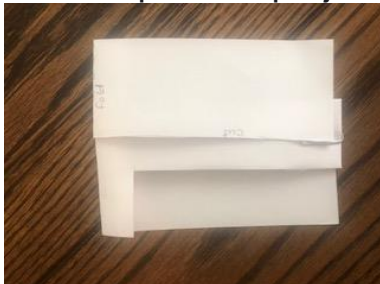4. Fold the other side over the fold you just made

5. Fold the end over, tape the fold and add a paper clip

6. Fold flap towards paper clip

7. Flip whole project over and fold flap towards paper clip

8. Pick it up and hold it by the paper clip

9. Hold helicopter up over your head and then let go and see what happens
10.
    Last, write down what happened? Was your hypothesis correct?

Hypothesis (Educated Guess) – What do you think is going to happen?

_____

_____

_____

Results - What happened during the Experiment?

Draw a picture or pictures of what happened:

Conclusion (Why did this happen):

_____

_____

_____