

Ontario

1st Grade

Remote Summer Learning

Week 2 Packet

June 22nd – June 25th

Students and Families,
Welcome to Summer School Anytime in the Ontario School District!

Below is a schedule with assignments for June 15th-19th

Date	Assignments
June 22 nd Monday	<ul style="list-style-type: none">• Read the story "A New Home"• Phonics (521)• High-frequency words (522)• Phonics Syllables (525)• Spelling Words with -ou- (526)• Fresh Read "Rainy Day" If you have access, complete Seesaw activities, or send picture of completed packet pages to teacher.
June 23 rd Tuesday	<ul style="list-style-type: none">• Read the story "A New Home"• Pronouns (527)• Spelling words with -ou- (533)• Conventions (536)• Fresh read "Dinner for Mom"• Journal Writing "What I know most about is..."• If you have access, complete Seesaw activities, or send picture of completed packet pages to teacher.• Art lesson "Coffee filter Butterflies"
May 24 th Wednesday	<ul style="list-style-type: none">• Math Lesson 5.3 (Identify Related Facts)• Math Facts Review Page• If you have access, complete Seesaw activities, or send picture of completed packet page to teacher.
May 25 th Thursday	<ul style="list-style-type: none">• Math Lesson 5.4 (Use Addition to Check Subtraction)• Math Facts Review Page• If you have access, complete Seesaw activities, or send picture of completed packet page to teacher.• Science lesson "3, 2, 1, BLASTOFF!"

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

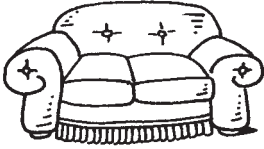
- You can turn your child's work in by doing the activities on Seesaw, or by sending pictures of completed pages to your child's teacher.

Name _____

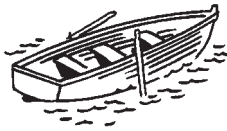
Write a word from the box to match each picture.

couch cow flour
snowman towel rowboat

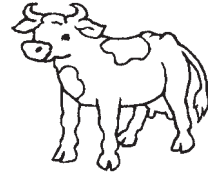
1.



2.



3.



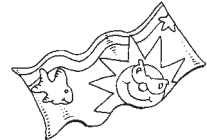
4.



5.



6.



Write the word to finish each sentence. **Remember** to use capital letters at the beginning of a sentence.

7. _____ does your garden grow? how have _____

8. Can I come to play at your _____? toy house

9. I like to _____ bubbles. blue blow

10. I went _____ to take a walk. outside inside



Name _____

Read the words in the box.

Pick a word to finish each sentence.

Write it on the line.

door loved should wood

Dear Jack,

I had such a good time at your house last week.

I _____ it when we played in the snow!

Remember when we made an igloo?

We used a blanket for the _____, and it froze stiff.

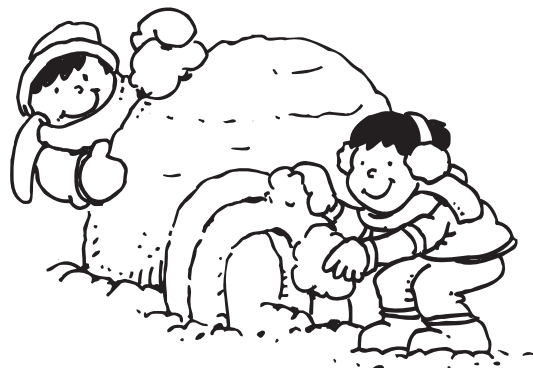
You _____ come to my house!

It is very warm here even in the winter.

My dad and I are going to paint the _____ rail.

Your friend,

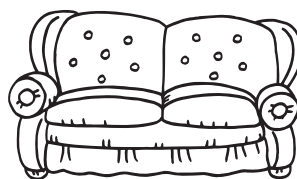
Sam



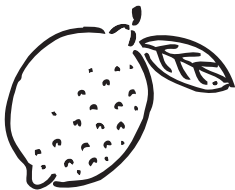
Home Activity Your child learned to identify and read the words *door*, *loved*, *should*, and *wood*. Ask your child to write a story that uses each word and read it aloud.

Name _____

Circle the word for each picture.


sofa

1.



lesson lemon

2.



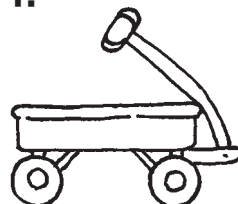
pillow pilot

3.



bacon basket

4.



wagging wagon

5.



river rigged

6.



cabin cab

7.



timber tiger

8.



came camel

Draw a picture for each word.

9. spider

10. baby



Name _____

Words with ou

Read the clue. Write the list word.

It starts with **h**, and it rhymes with **mouse**.



1. _____

It starts with **sh**, and it rhymes with **pout**.

3. _____

It starts with **cl**, and it rhymes with **loud**.



2. _____

It starts with **o**, and it rhymes with **couch**.

4. _____

Spelling Words

mouth

house

found

our

out

cloud

ouch

shout

round

count

Write the missing list word.

5. Look at _____ pups.

6. We _____ them last week.

7. Can you _____ them?

8. One pup wants to get _____.

9. He put a ball in his _____.

10. The ball is _____.



Home Activity Your child spelled words with the vowel sound in *out*. Ask your child to name two letters common to all the spelling words. (*ou*)

Name _____

Read the selection. Then answer the questions that follow.

Rainy Day

Peg went to the park every day with her dog, Max. She led Max to the park so he could play outside.

One day Peg and Max left for the park. They went down the back steps. Then it started to rain hard. Max did not care that it was raining. Peg got her raincoat, and off they went to the park!

Answer the questions below.

1 What is this story all about?

- ☐ taking good care of your pet
- ☐ going to the park every day
- ☐ wearing raincoats to be dry

2 How does Peg feel when she walks with Max?

- ☐ sad
- ☐ angry
- ☐ happy

3 Why does Peg take Max with her?

- ☐ Max hates to play in the rain.
- ☐ Max goes everywhere with Peg.
- ☐ Max enjoys going to the park.

4 Why does Peg get her raincoat?

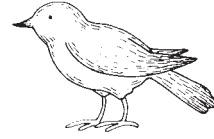
Common Core State Standards

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 3.** Describe characters, settings, and major events in a story, using key details.

Name _____

Pronouns

A **pronoun** is a word that takes the place of a noun or nouns. The words **he**, **she**, **it**, **we**, **you**, and **they** are pronouns.



People see the bird.

They see the bird.

Jake helps the bird.

He helps the bird.

Circle the pronoun in each sentence.

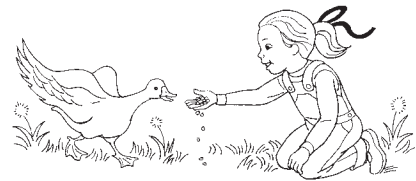
Say a sentence for each pronoun.

1. We need to feed the birds.

2. They like to eat.

3. He likes the wild bird.

4. It can fly away.



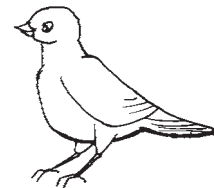
Circle the pronoun in () that takes the place of the underlined word or words.

5. This bird is little. (She, It)

6. Mole and I went to the forest. (He, We)

7. Mole gets food for the bird. (He, They)

8. Mole and Grandad let the bird go. (They, You)



Home Activity Your child learned about pronouns. Write *he*, *she*, *it*, *we*, *you*, and *they* in a list. Point to each word and ask your child to use it in a sentence.

Name _____

Words with *ou*

Spelling Words

mouth house found our out
cloud ouch shout round count

High-Frequency Words

loved
should

Read about finding bugs. Write the missing list words.

1. We _____ some bugs.

2. They are _____.

3. Let's _____ them.

4. One got in my _____.

5. Did you _____?

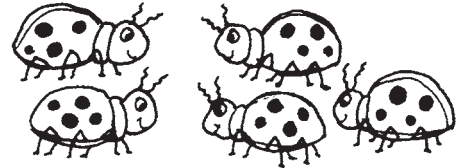
6. I said _____.

7. I spit it _____.

8. Look at that _____!

9. The bugs _____ not be here.

10. No one _____ these bugs.



Name _____

Pronouns

Mark the pronoun that can replace each underlined word or words.

1. Birds can fly.

- ☐ A He
☐ B It
☐ C They

2. A mole is an animal.

- ☐ A It
☐ B She
☐ C You

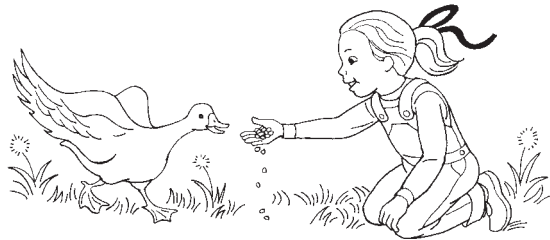


3. Mole and I feed the bird.

- ☐ A It
☐ B We
☐ C She

4. Ann plays with the bird.

- ☐ A She
☐ B They
☐ C We



5. Rob makes a nest.

- ☐ A They
☐ B He
☐ C It

Say a sentence for each pronoun.



Home Activity Your child prepared for taking tests on pronouns. Together look through a newspaper or magazine article. Take turns finding and circling the pronouns *he*, *she*, *it*, *we*, *you*, and *they*.

Name _____

Read the selection. Then answer the questions that follow.**Dinner for Mom**

Mark and Dad will make a chicken dinner for Mom. She will be getting home from a trip. Mark and Dad hope that Mom will feel loved when she gets home. She will not need to make dinner for them.

Mark and Dad clean their hands. Mark and Dad mix up a cake from a box. They bake the cake while they clean the chicken. Then they put salt and pepper on the chicken. They lay the chicken in a long pan. They take the cake out and then bake the chicken. It starts to smell very good just in time. Here is Mom!

Turn the page.

Answer the questions below.

1 What is this story all about?

- ☐ a smell
- ☐ a dinner
- ☐ a trip

2 When is Mom's trip?

- ☐ last week
- ☐ that day
- ☐ next month

3 Why do Mark and Dad clean their hands?

- ☐ They are getting ready to eat.
- ☐ They are getting ready for bed.
- ☐ They are getting ready to cook.

4 Why do they put salt and pepper on the chicken?

- ☐ to make it taste better
- ☐ to make it cleaner
- ☐ to make it cook faster

5 How do you think Mom feels when she gets home?

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 3.** Describe characters, settings, and major events in a story, using key details.

Name: _____

Date: _____

Directions:

What I know most about is...

[illegible]

Hello again! Welcome to Week 2 Art Project! This week we will be making Coffee Filter Butterflies.

Please follow these instructions OR go to Seesaw for a full video tutorial.

Step 1: Gather your materials. You will need:

- Markers
- Glue bottle
- Two Coffee Filters
- Two clothes pins
- Two sets of Googly Eyes
- One spray Bottle
- Scissors



Step 2: Color your coffee filters. The more colors you use, the better they will turn out!

Step 3: Spray your coffee filter with your spray bottle.

Then place your coffee filter somewhere to dry.



Step 4: When completely dried, cut your coffee filter in half. Then switch the two sides.



Step 5: Pinch the sides of the coffee filter together. Do this for both. Then put the coffee filters together.

Step 6: Use a clothespin to clip them together. Glue on the eyes!



Hope you enjoy this project! Let us know how it went! Send pictures on Google Voice or Seesaw and let us know what you think!

Model and Draw

Use the pictures. What two facts can you write?



$$\underline{3} + \underline{9} = \underline{12}$$



$$\underline{12} - \underline{9} = \underline{3}$$

These are related facts.
If you know one of these
facts, you also know
the other fact.

Share and Show



Add and subtract.
Circle the related facts.

1. $6 + 4 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

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

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

3. $9 + 5 = \underline{\quad}$

$9 - 5 = \underline{\quad}$

4. $8 + 7 = \underline{\quad}$

$15 - 7 = \underline{\quad}$

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

$\underline{\quad} = 9 - 2$

6. $6 + 3 = \underline{\quad}$

$12 - 3 = \underline{\quad}$

7. $4 + 8 = \underline{\quad}$

$12 - 8 = \underline{\quad}$

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

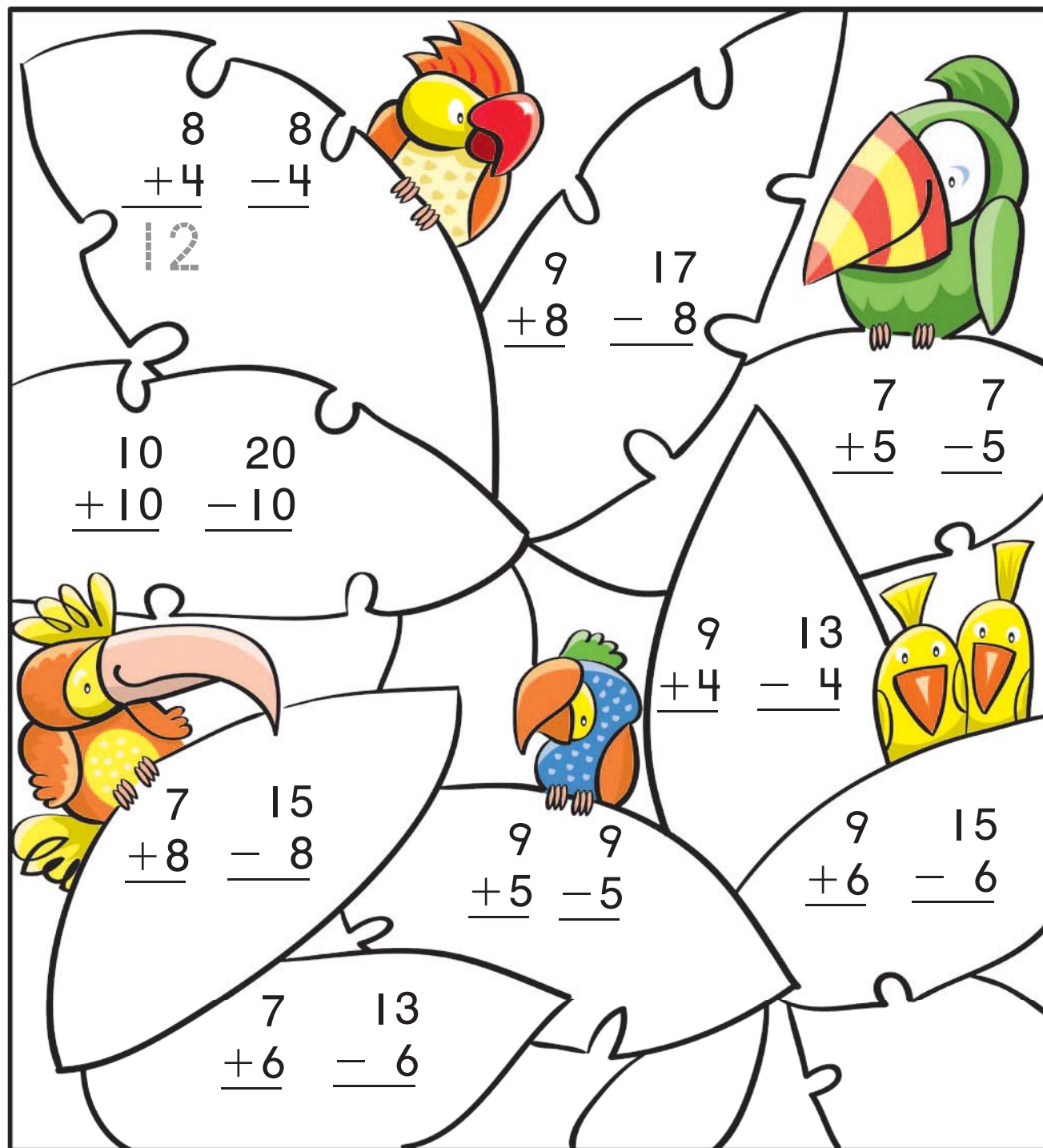
$\underline{\quad} = 13 - 6$

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

$18 - 9 = \underline{\quad}$

On Your Own

10. **MATHEMATICAL PRACTICE 7** **Identify Relationships** Add and subtract. Color the leaves  that have related facts.



8 8
+4 -4
12

9 17
+8 -8

7 7
+5 -5

10 20
+10 -10

7 15
+8 -8

9 9
+5 -5

9 13
+4 -4

7 15
+6 -6

7 13
+6 -6

Name _____

Identify Related Facts



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

Add and subtract.

Circle the related facts.

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

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

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

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

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

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

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

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

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

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

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

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

Problem Solving




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



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

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

8.  **Math** Use numbers and pictures to show related facts with the numbers 7, 9, and 16.

Name _____

Date _____

Facts Practice

Add in any order.

1. $4 + 1 = \underline{\quad}$

2. $1 + 4 = \underline{\quad}$

3. $3 + 2 = \underline{\quad}$

4. $2 + 3 = \underline{\quad}$

5. $3 + 0 = \underline{\quad}$

6. $0 + 3 = \underline{\quad}$

7.
$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

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

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

11.
$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

Model and Draw

Why can you use addition to check subtraction?

You subtract one part from the whole. The difference is the other part.



$$\begin{array}{r} 15 \\ - 7 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline 15 \end{array}$$



When you add the parts, you get the same whole.

Share and Show



Subtract. Then add to check your answer.

1.

$$\begin{array}{r} 13 \\ - 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ + 7 \\ \hline \square \end{array}$$

2.

$$\begin{array}{r} 14 \\ - 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ + 5 \\ \hline \square \end{array}$$

3.

$$\begin{array}{r} 12 \\ - 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ + 5 \\ \hline \square \end{array}$$

4.

$$\begin{array}{r} 17 \\ - 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ + 9 \\ \hline \square \end{array}$$

Name _____

On Your Own

MATHEMATICAL PRACTICE 7

Look for Structure Subtract.

Then add to check your answer.

5. $11 - 3 = \square$

$\square + 3 = \square$

6. $13 - 9 = \square$

$\square + 9 = \square$

7. **THINK SMARTER** Brianna has 13 sand dollars. Some sand dollars are broken. 5 sand dollars are not broken. Write number sentences about the sand dollars.

____ ○ ____ ○ ____

____ ○ ____ ○ ____



8. **GO DEEPER** Subtract to solve. Then add to check your answer.

Liam took 15 balloons to the party. All but 6 of the balloons were red. How many balloons were red?

____ red balloons



	\square		\square
	\square		\square
	\square		\square



TAKE HOME ACTIVITY • Write $11 - 7 = \square$ on a sheet of paper. Ask your child to find the difference and then write an addition sentence he or she can use to check the subtraction.

Name _____

Use Addition to Check Subtraction



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

Subtract. Then add to check your answer.

1. $12 - 4 = \square$

$\square + 4 = \square$

2. $15 - 9 = \square$

$\square + 9 = \square$

Problem Solving



Subtract.

Then add to check your answer.

3. There are 13 grapes in a bowl.

Justin ate some of them.

Now there are only 7 grapes left.

How many grapes did Justin eat?

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

$\underline{\quad}$ grapes.

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

4. Math Find $12 - 9$.

Then write or draw how you can add to check your answer.

Mixed Facts Practice

Add or subtract.

1. $3 + 4 = \underline{\quad}$

2. $5 - 2 = \underline{\quad}$

3. $2 + 6 = \underline{\quad}$

4. $6 - 1 = \underline{\quad}$

5. $4 + 3 = \underline{\quad}$

6. $7 - 5 = \underline{\quad}$

7.
$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

3, 2, 1 BLASTOFF!!

Vocabulary:

force can cause an object to go faster, slow down, remain in place, or change shape



propulsion a force causing to move forward



force causing rocket to move forward

launch to move with force



3,2,1 Balloon Rocket Experiment

Question (What we want to find out): What happens to my rocket when I blow the balloon up to different sizes?

Materials:

1. Straw
2. Balloon
3. Scissors
4. Paper
5. Tape

tape balloon to end of straw

tape 4 triangles to other end of the straw

leave space to blow up balloon

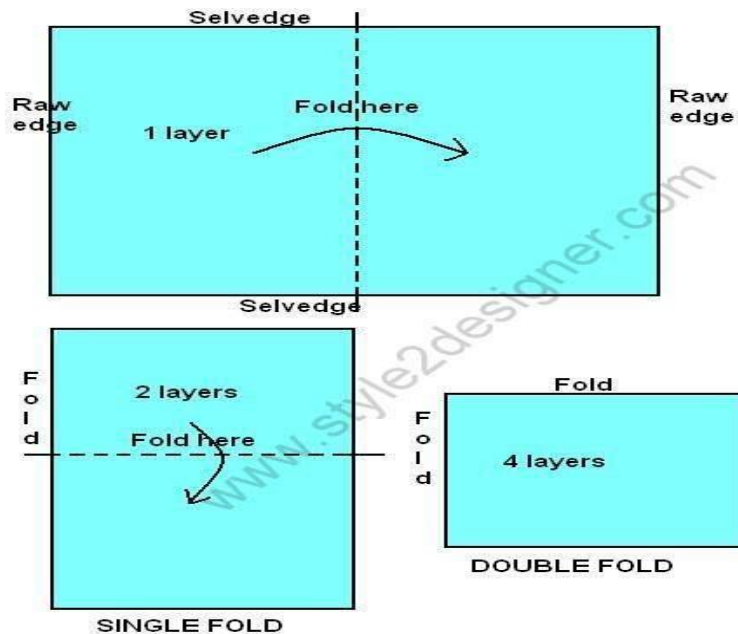
Steps:

1. First, make a hypothesis (a guess of what you think will happen).
2. Next, cut the lip off the balloon.
3. Tape the balloon to one end of the straw

lip of balloon (cut off)



4. Take paper square fold hamburger style, then fold hamburger style

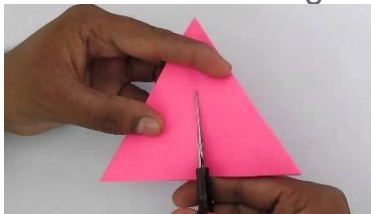


again making a smaller square.

5. Cut square from one corner to the opposite corner



6. You should now have 4 triangles. Cut triangles on the fold making 8



triangles.

7. Take 4 of those triangles and tape them to the opposite end of the straw from the balloon MAKE SURE TO LEAVE SPACE AT THE END OF THE STRAW TO BE ABLE TO BLOW YOUR BALLOON UP!!!! Tape the triangle so that only one edge is touching the straw and so that they are evenly spaced. (Look at the picture of the rocket to help you)
8. Now blow up your balloon to different sizes to see how it flies!!

9. 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 (what happened when you blow the balloon up to different sizes):
