



1st Grade ELA & Math Part 2

Vestal Home Learning Packet



*Challenge * Support * Foster * Invest*

Directions

- Complete one full lesson of Math and one full lesson of English Language Arts per day if possible.
- Please keep in mind that additional paper may be needed for solving some math problems and when answering some written response questions in ELA.
- We wish you and your family all the best in health during this time.



Day 1 Ten Strips (Source: mathlearningcenter.org)

Color the ten-strips to match each addition problem. Solve each equation.

<p>ex</p> $\begin{array}{r} 7 \\ +7 \\ \hline 14 \end{array}$	<p>a</p> $\begin{array}{r} 7 \\ +8 \\ \hline \end{array}$	<p>b</p> $\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$	<p>c</p> $\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$
<p>d</p> $\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$	<p>e</p> $\begin{array}{r} 5 \\ +6 \\ \hline \end{array}$	<p>f</p> $\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	<p>g</p> $\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$

Number Line (Source: <https://www.openmiddle.com/>)

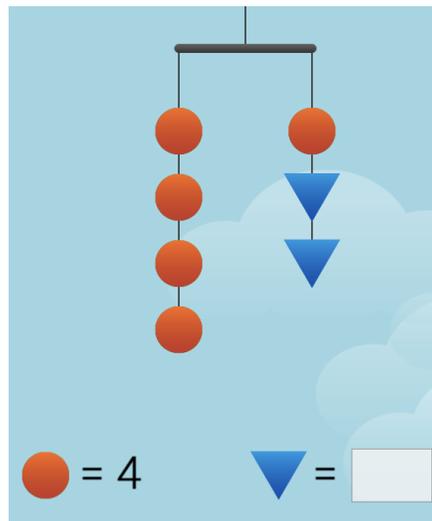
Fill in the missing number on the number line below. Explain your answer.



Here is why I wrote _____ in the empty box:

Mobile (Source: <https://solveme.edc.org/Mobiles.html>)

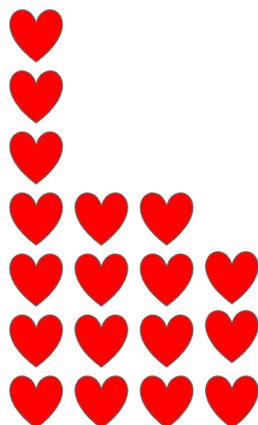
What is the value of the triangle?



Day 2

Counting (Source: visualpatterns.org)

How many hearts do you see? How did you count them?



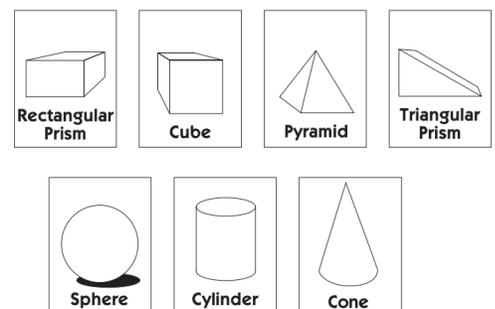
Dominoes (Source: mathlearningcenter.org)

Write an equation to match the dominoes. Then draw a line to the word that tells how many in all. You won't find a match for every word.

 $\underline{7} + \underline{7} = \underline{14}$	<p>eleven</p> <p>twelve</p> <p>thirteen</p> <p>fourteen</p> <p>fifteen</p> <p>sixteen</p> <p>seventeen</p> <p>eighteen</p> <p>nineteen</p> <p>twenty</p>
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	
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Building (Source: mathlearningcenter.org)

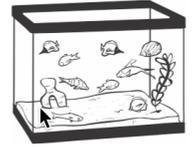
Use some of the 3-D shapes you found to build new shapes and creations. If you have Legos, Duplos, or building blocks, make something new with them. Draw pictures of your creations on a sheet of paper, or ask someone to take a picture of them to share.



Day 3

Story Problem (Source: mathlearningcenter.org)

Tim has 12 fish. Seven are yellow and the rest are red. How many red fish does Tim have? Show your work.



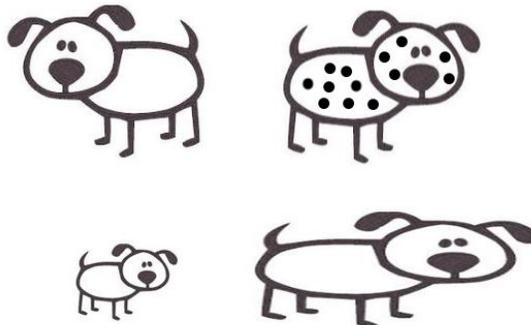
Make it Equal (Source: <https://www.openmiddle.com/>)

Using the digits 1 to 9 at most one time each, place a digit in each box to create a true statement.

$$\square = \square + \square = \square + \square + \square$$

Which One Doesn't Belong? (Source: wodb.ca)

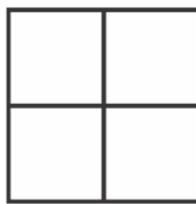
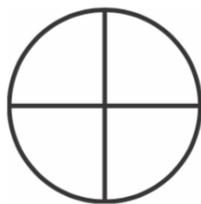
Choose an animal in this picture that you don't think belongs with the rest. Explain why. Can you pick another animal and give a different reason?



Day 4

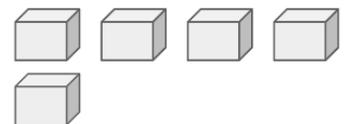
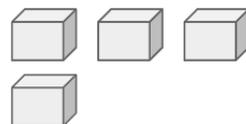
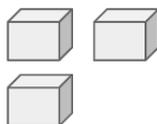
Coloring (Source: mathlearningcenter.org)

Color half of each shape below.



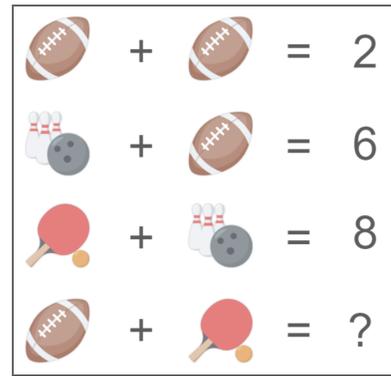
Visual Pattern (Source: visualpatterns.org)

Below is a pattern of blocks in stages 1-3 below. Draw what you think stage 4 might look like. Label how many blocks are in each stage.



Puzzle (Source: <https://www.solvemoji.com/>)

What is the value of the last row?



Day 5

Story Problems (Source: mathlearningcenter.org)

Solve the problems. Show all your work.

- A. Luis and his sister Elisa like to count cars as they go by their house. Luis counted 10 yesterday and Elisa counted 7 today. How many cars did they count in all?
- B. Breanna saved 16 dimes. She spent 5 of them on stickers. How many dimes does she have left?

Add (Source: mathlearningcenter.org)

8	5	9	6	4	1	4
<u>+ 2</u>	<u>+ 2</u>	<u>+ 1</u>	<u>+ 3</u>	<u>+ 6</u>	<u>+ 6</u>	<u>+ 6</u>

$4 + 2 = \underline{\hspace{2cm}}$

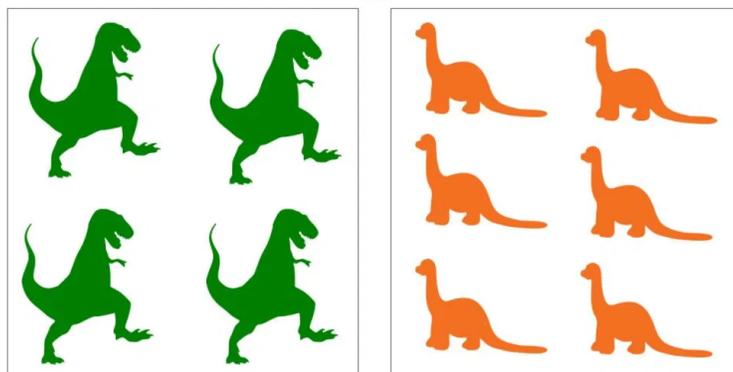
$2 + 3 + 5 = \underline{\hspace{2cm}}$

$9 + 1 + 0 = \underline{\hspace{2cm}}$

Noticing (Source: <https://samedifferentimages.wordpress.com/>)

On a piece of paper, make two columns. In one column, list the things that are the same in this picture, and in the other column, list the things that are different.

What is the same? What is different?





Day 1

Fiction Text for the Day: Tootsie Can Talk
(Source: <https://www.readinga-z.com/>)

Asking & Answering Questions:

Good readers ask and answer questions as they read a book to make sure they understand what is happening.

Take a short **picture walk** (look at pictures without reading) and write down one question you hope to answer when you read:

Read the Book:

As you read the first time, remember your question(s) - was your question answered while you read the book, or were you able to figure out an answer? Read the book a second time, and circle any sight words while you read.

Sight Words:

Read the following sight words. Spell them out loud as you write them two times each.

said

out

make

<hr/>	<hr/>	<hr/>

Adjectives:

An adjective is a word that describes a noun (person, place, thing, idea). For example, **slow** is a an adjective. Below, list three adjectives from the book Tootsie Can Talk.

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

Discussion Question (talk or write about it!):

If you had a parrot, what would you teach it to say? Why?

Fiction Text for the Day: Tootsie Can Talk
 (Source: <https://www.readinga-z.com/>)

Making Connections:

Good readers make connections as they read. In Tootsie Can Talk, the family is celebrating their pet's birthday. What are some kinds of pets that people you know have at home?:

_____ has a pet _____ .

Now write your own! Don't forget a period at the end of your sentence.

Read the Book:

As you read the book today, pay attention to the order in which we meet the family members in the book. Can you remember the order?

Read the book a second time, and circle words that have the long /e/ sound.

The long /e/ sound is /ee/.../ee/.../ee/ like eagle or tree.



Phonics:

Read each word on this list. Then, circle each word that has a long /e/ sound. Finally, write two new words that have a long /e/ sound.

pet

see

green

each

fled

bean

Adjectives:

An adjective is a word that describes a noun (person, place, thing, idea). For example, **slow** is an adjective. Finish the sentences with an adjective that makes sense.

The _____ bird cannot fly.

I want to eat the _____ cake.

Discussion Question (talk or write about it!):

Who is in Lulu's family? How do you know?

Fiction Text for the Day: Tootsie Can Talk
 (Source: <https://www.readinga-z.com/>)

Retelling a Story:

Good readers are able to retell a story using order and important details. **Retelling is not reading, but telling in your own words.** Find an adult or an older sibling to listen to you retell Tootsie Can Talk. Here are sentence frames to help:

Tootsie Can Talk is about _____. First _____ . Then _____ . In the end _____ .

Read the Book:

As you read, think about if the book was easier to read today. How long did it take you to read it? Could you read it more quickly next week? Read the book a second time, and circle words that you have a hard time reading.

Phonemic awareness:

Read each word below. Change the middle short vowel sound to the long vowel pattern "ea". Say the new word. Write the new word.

Example: hat -----> heat

lip - -> _____

chip - -> _____

tam - -> _____

bet - -> _____



Discussion Question (talk or write about it!):

Why does Tootsie say, 'I am a good, sweet girl!' at the end of the story?

Comprehension Quiz (circle the correct answer):

What does Tootsie say at the beginning of the story?

- a) nothing b) "Thank you!" c) "Happy Birthday."

Chuck is an example of a _____ in this story.

- a) character b) setting c) plot

What happens when Mom says, "You go girl!?" Tootsie says, _____.

- a) "Sweet, sweet." b) "Go, go." c) "Girl, girl."

Why does Joe say, "Make it sweet!?"

- a) He wants Lulu to make a sweet cake.
 b) He wants Lulu to buy a sweet cake.
 c) He wants his mom to make a sweet cake.

Which word means a sweet, baked dessert food that is often frosted?

- a) birthday b) cake c) sweet

Informational Text for the Day: [Animal Tongues](#)
(Source: <https://www.readinga-z.com/>)

Visualizing Before Reading:

Good readers **visualize** before, during, and after reading. This book is about animal tongues... what are some animal tongues you can already **see in your mind**? Draw 2 and label the animal in the boxes below.

Animal:	Animal:
---------	---------

Read the Book:

As you read the first time, remember the animals you visualized - were any of those animals in the book?

Read the book a second time, and circle any sight words while you read.

Sight Words:

Read the following sight words. Spell them out loud as you write them two times each.

this

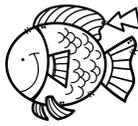
has

what

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Phonemic awareness:

Name each picture. Identify and write the **ending sound**. The first one has been done for you (Image Source: [Creative Clips](#)).



b	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Noun Review:

Underline the noun in each sentence. Write if it is a person, place, or thing.

1. I can see a dog.

2. I am at school.

_____	_____
_____	_____
_____	_____

3. I like my mom.

4. I have a ball.

_____	_____
_____	_____
_____	_____

Informational Text for the Day: [Animal Tongues](#)
(Source: <https://www.readinga-z.com/>)

Asking Questions:

Many times, reading an informational book makes us want to know more! Think of a question you can ask about the information in this book and write it here. Don't forget to start with a capital and end with a question mark.

Read the Book:

As you read the book today, think about why these animals might need a tongue like the one that they have.
Read the book a second time, and circle words that you have a hard time reading.

Compare & Contrast:

To compare means to find things that are similar, and to contrast means to find things that are different. Choose one animal from the text. Write all the ways your tongue is similar to that animal's tongue under "Compare," and all the ways your tongue is different under "Contrast."

<u>Compare</u>	<u>Contrast</u>

Phonics:

Read each sentence. Circle the word in each sentence that has a long /e/ p



The sheep can sit here with me.
He will not go to the beach today.
We can teach our class pet.

Discussion Questions:

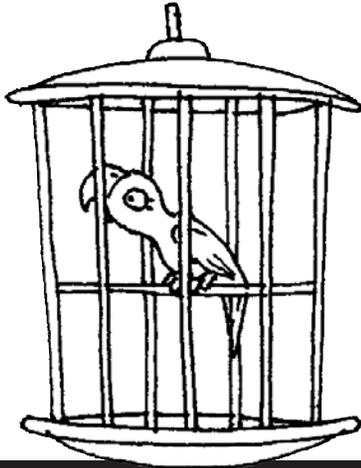
What is the main reason animals have tongues?

Which tongue in the book do you think is the funniest? Why?

Imagine that you met an animal from outer space! What would its tongue look like? Why? Use the extra space to draw it!

Tootsie Can Talk

A Reading A-Z Level D Leveled Book
Word Count: 63



Connections

Writing and Art

If you could have any pet,
what would it be and why?
Draw a picture and write about it.

Science

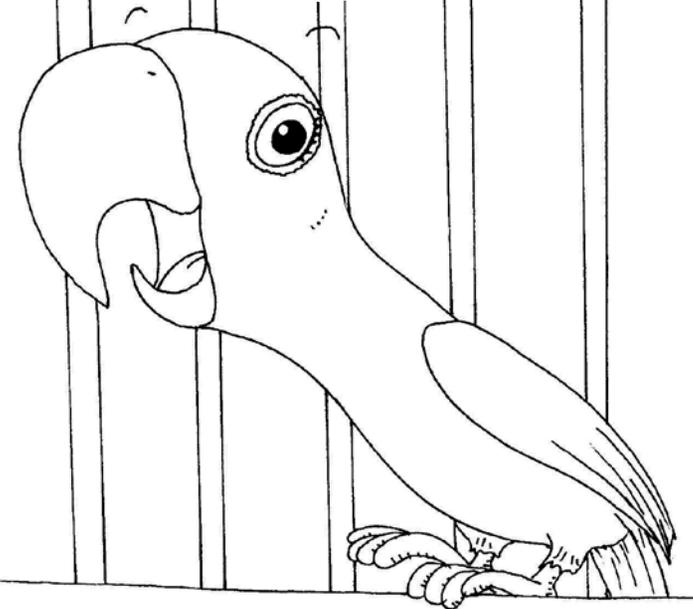
Draw a picture of Tootsie
and label three body parts.

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LEVELED BOOK • D

Tootsie Can Talk



Written by Edie Evans
Illustrated by Alejandro O'Kif

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Tootsie Can Talk



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Focus Question

What does Tootsie learn to say?

Words to Know

birthday

make

cake

nothing

good

sweet

Tootsie Can Talk
Level D Leveled Book
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Illustrated by Alejandro O'Kif

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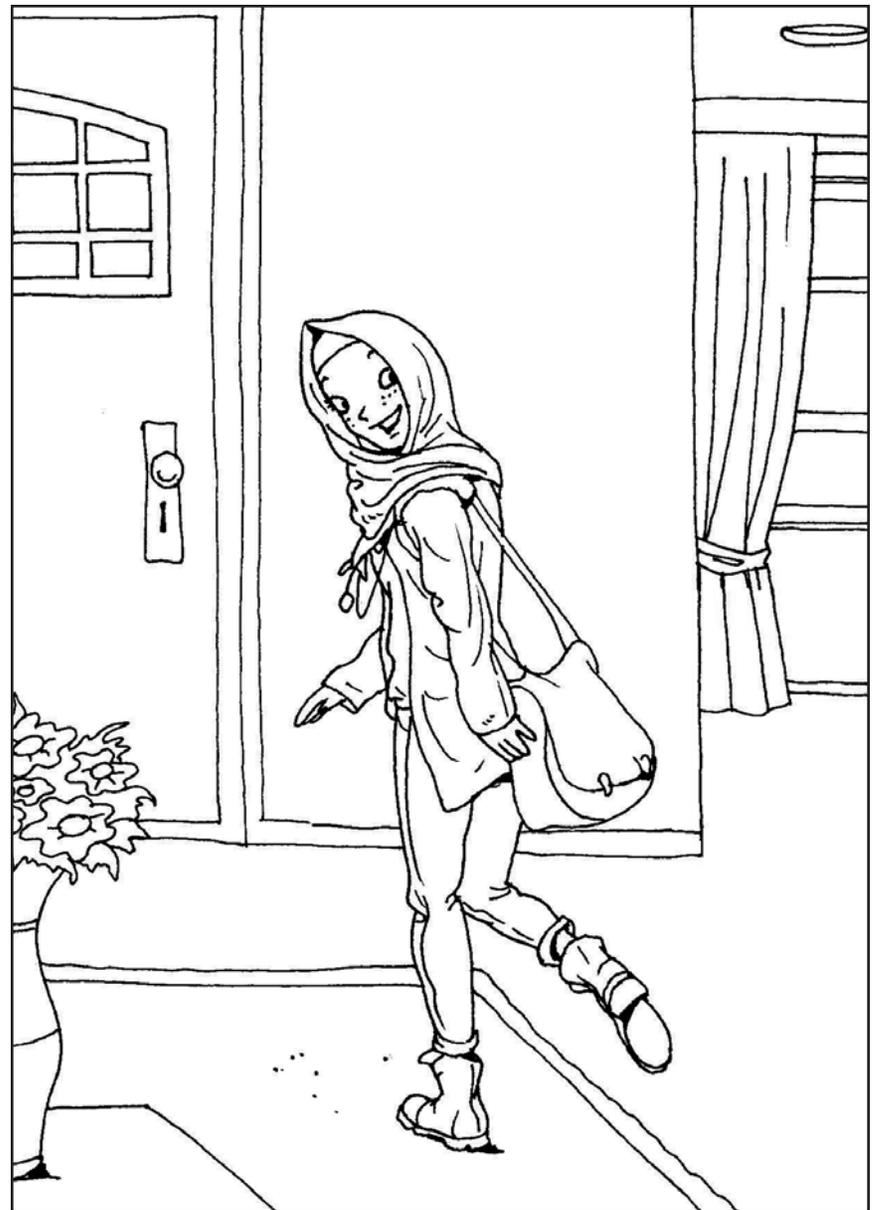
Correlation

LEVEL D

Fountas & Pinnell	D
Reading Recovery	5-6
DRA	6



“Happy birthday, Tootsie,”
said Chuck.
Tootsie said nothing.



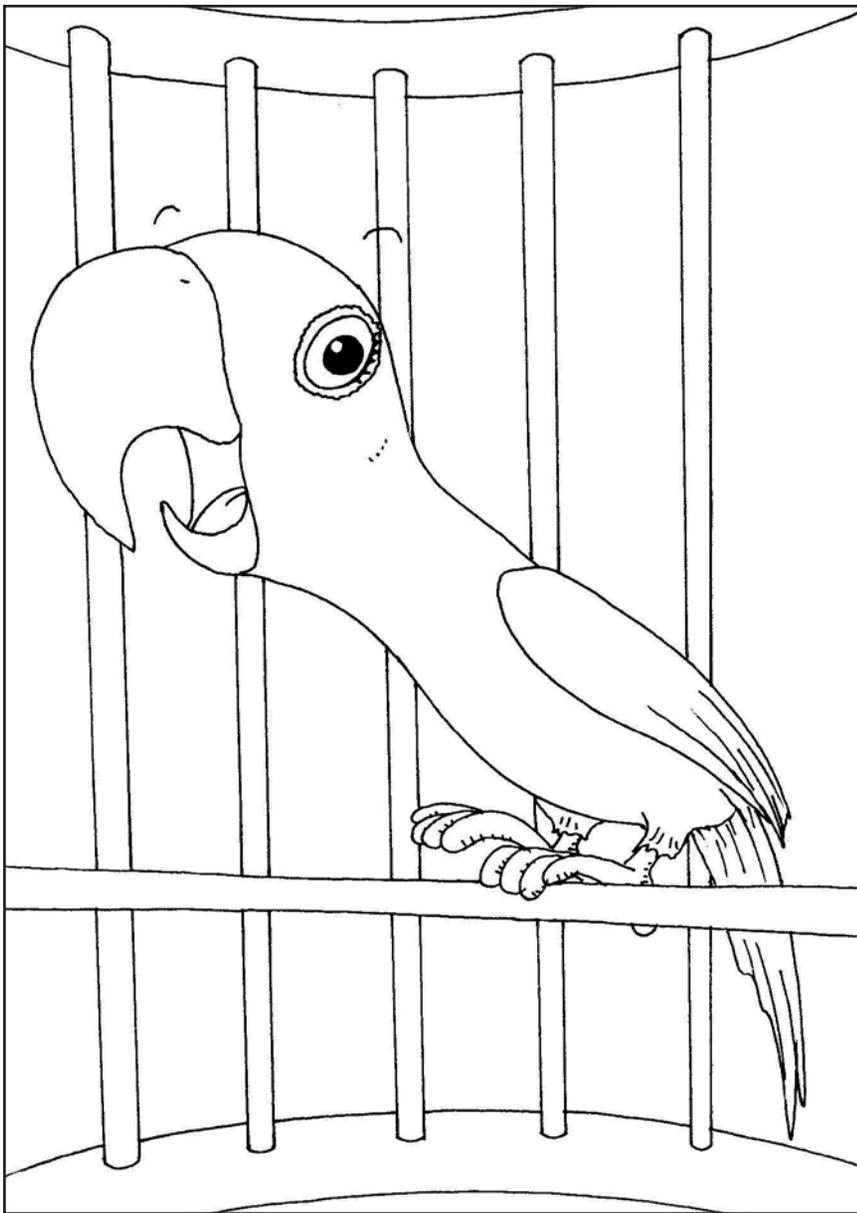
Lulu said, “I am
going out.”



“I am, I am,” said Tootsie.



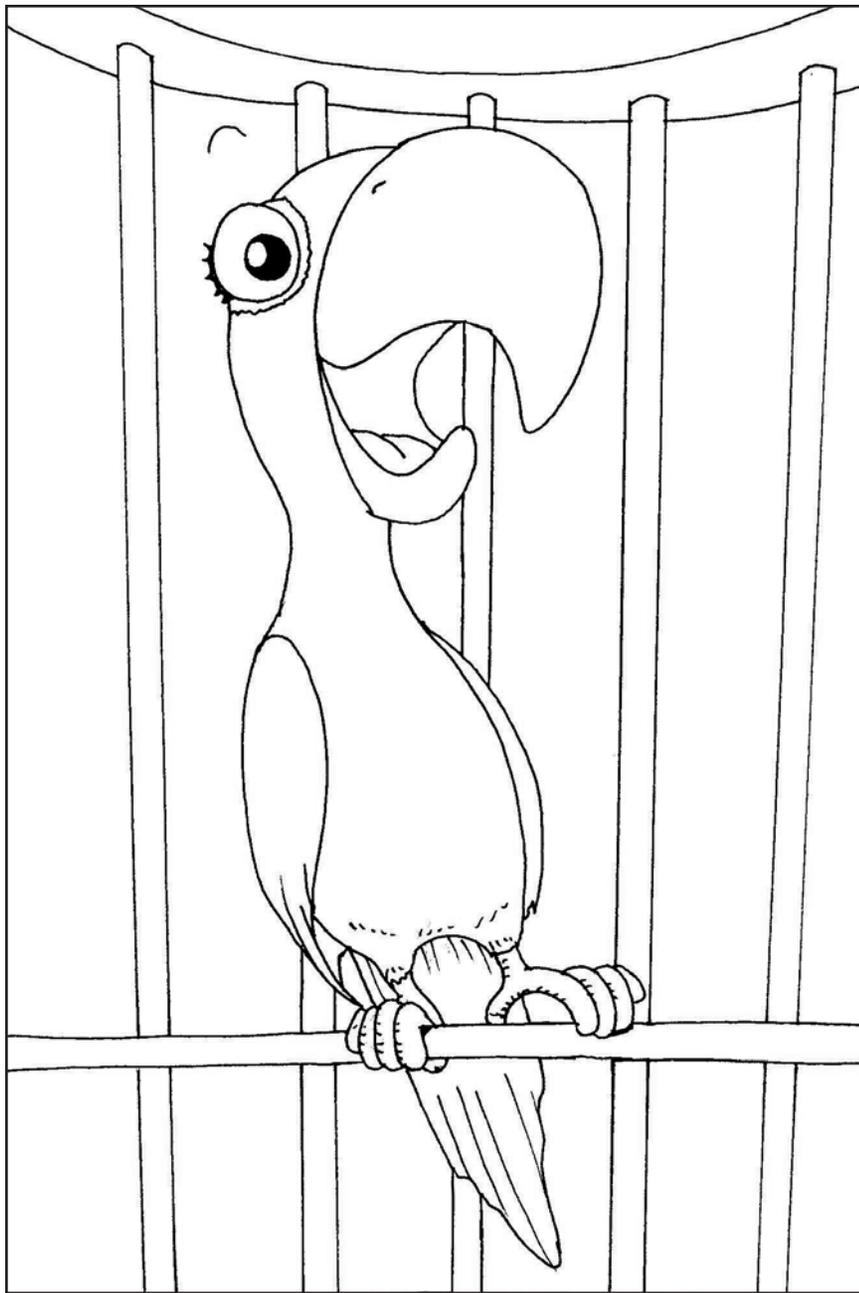
Dad said, “Get a good cake!”



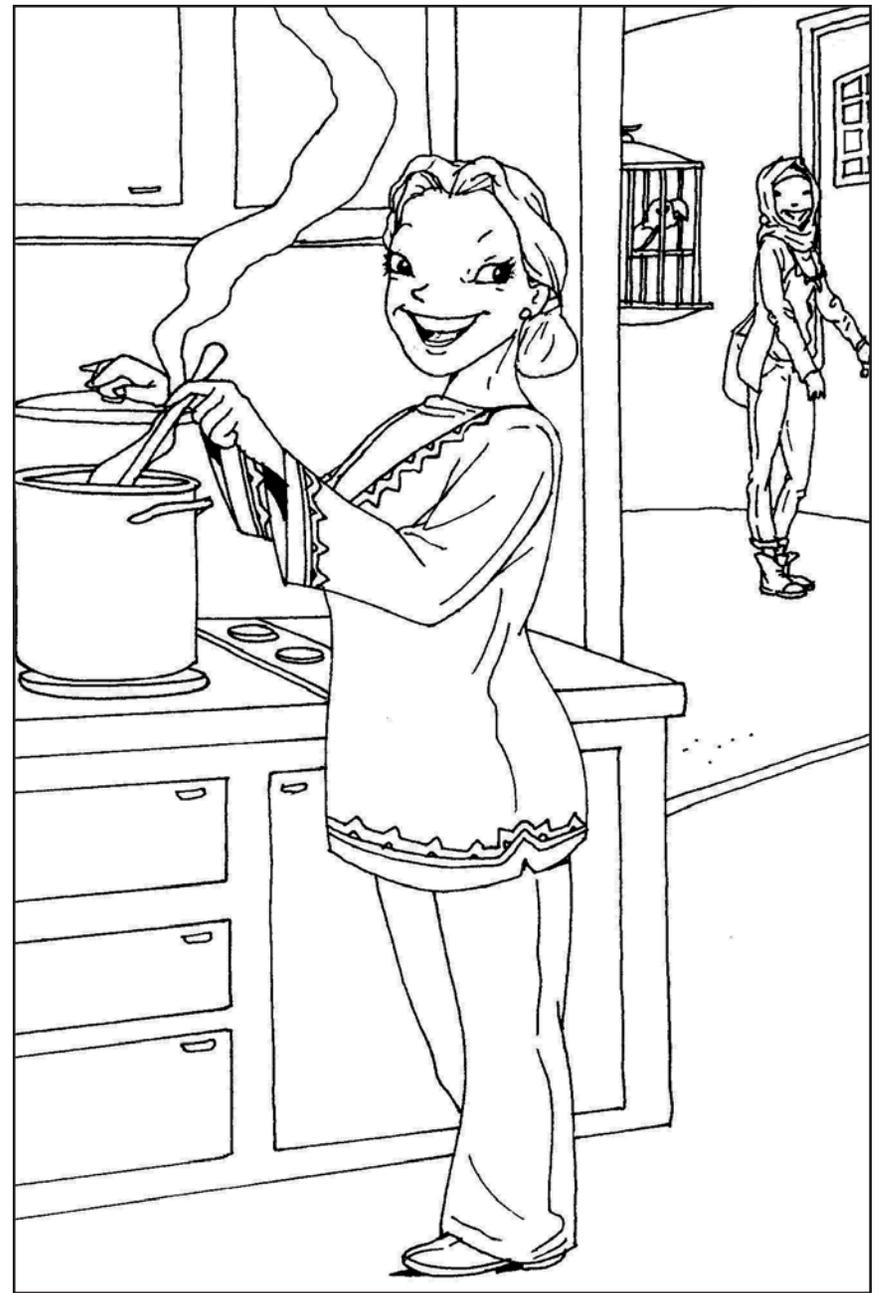
“A good, a good,”
said Tootsie.



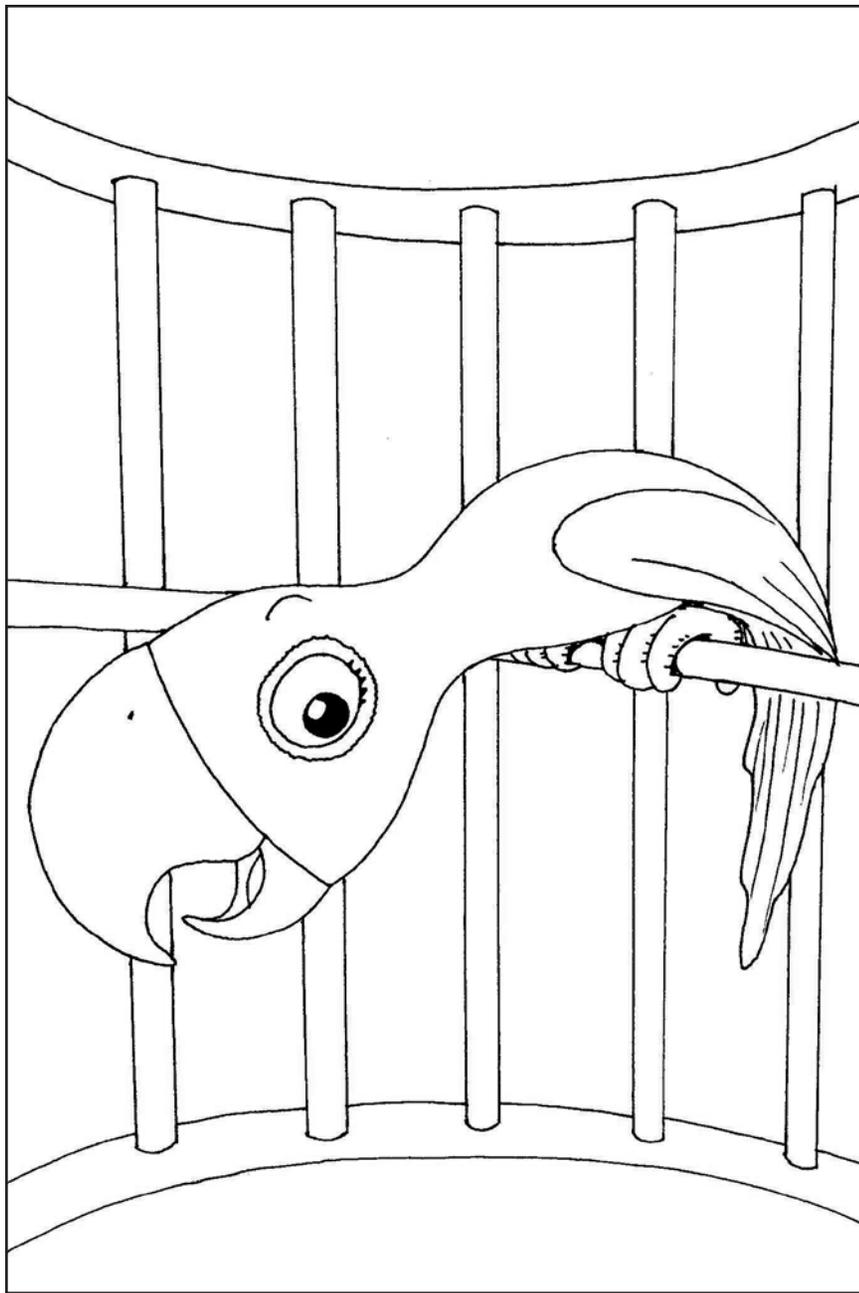
Joe said, “Make it sweet!”



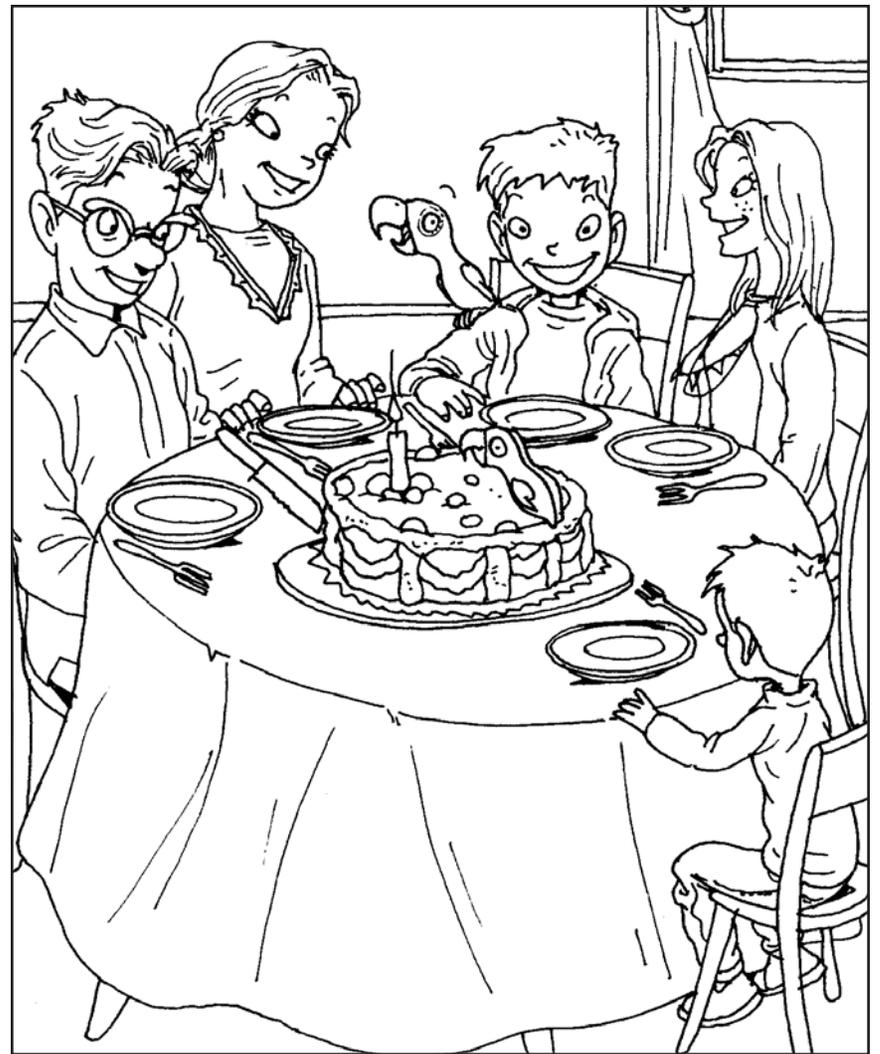
“Sweet, sweet,” said Tootsie.



Mom said, “You go, girl!”



“Girl, girl,” said Tootsie.



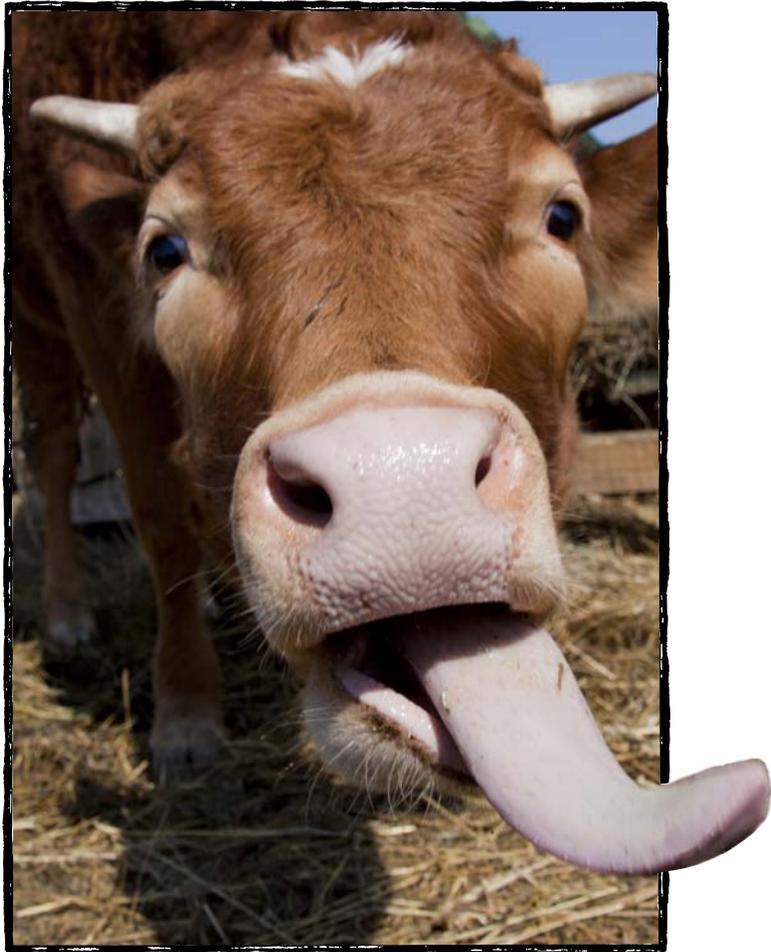
“Happy birthday, Tootsie,”
said Chuck.

“I am a good, sweet
girl!” said Tootsie.

Animal Tongues

A Reading A-Z Level D Leveled Book

Word Count: 65

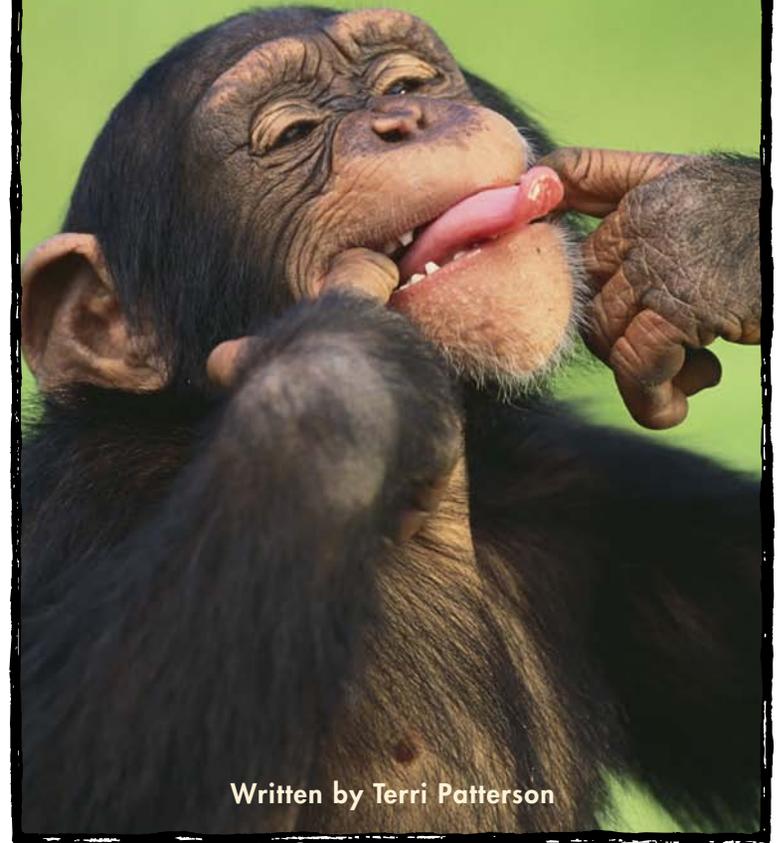


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LEVELED BOOK • D

Animal Tongues



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Animal Tongues



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Animal Tongues
Level D Leveled Book
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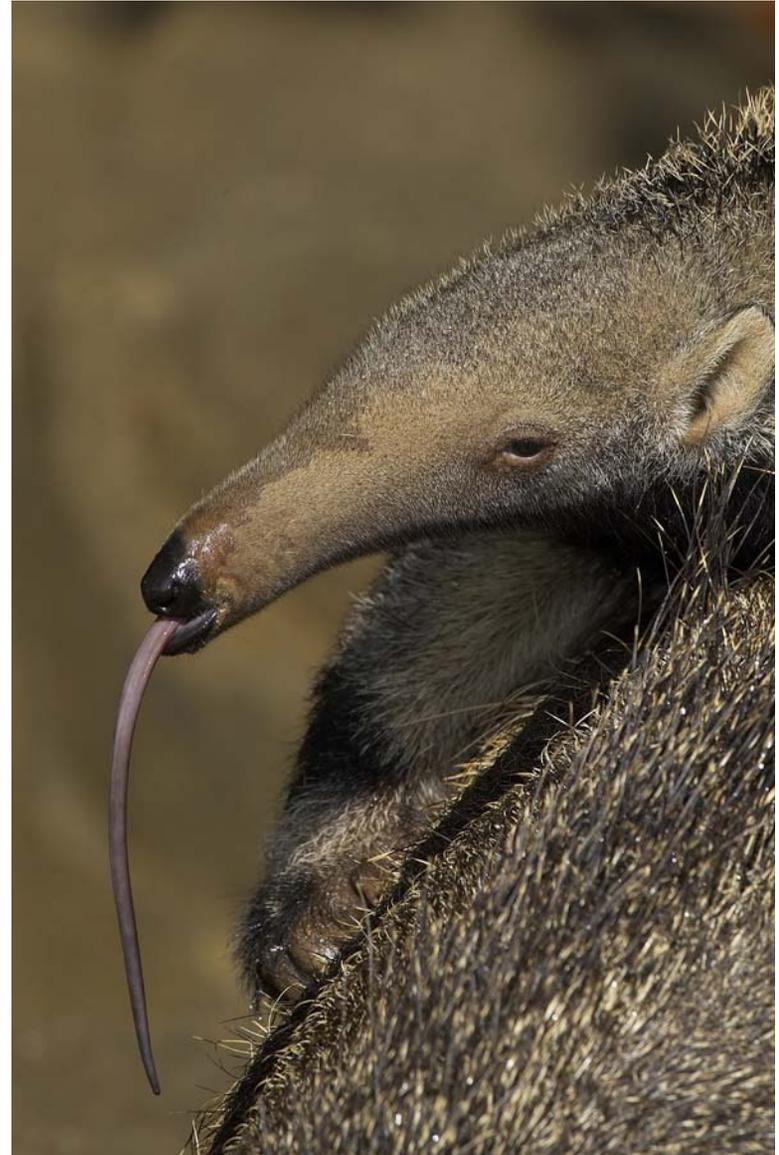
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Correlation

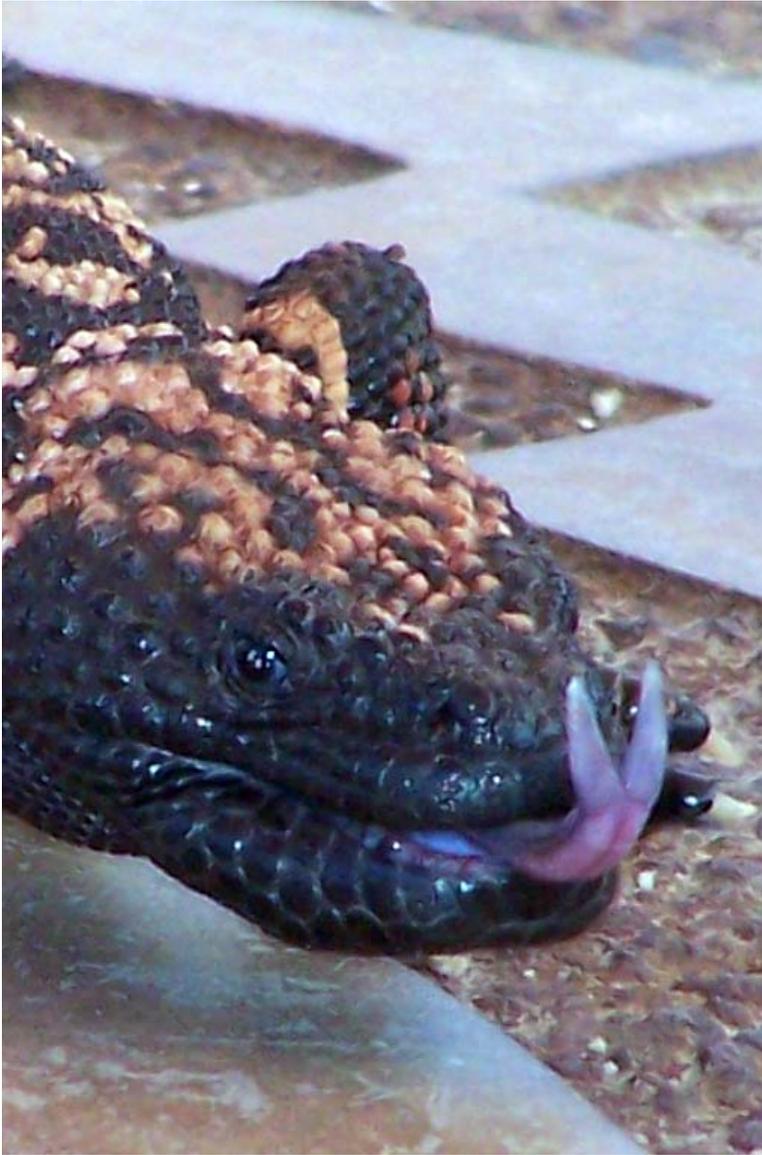
LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	6



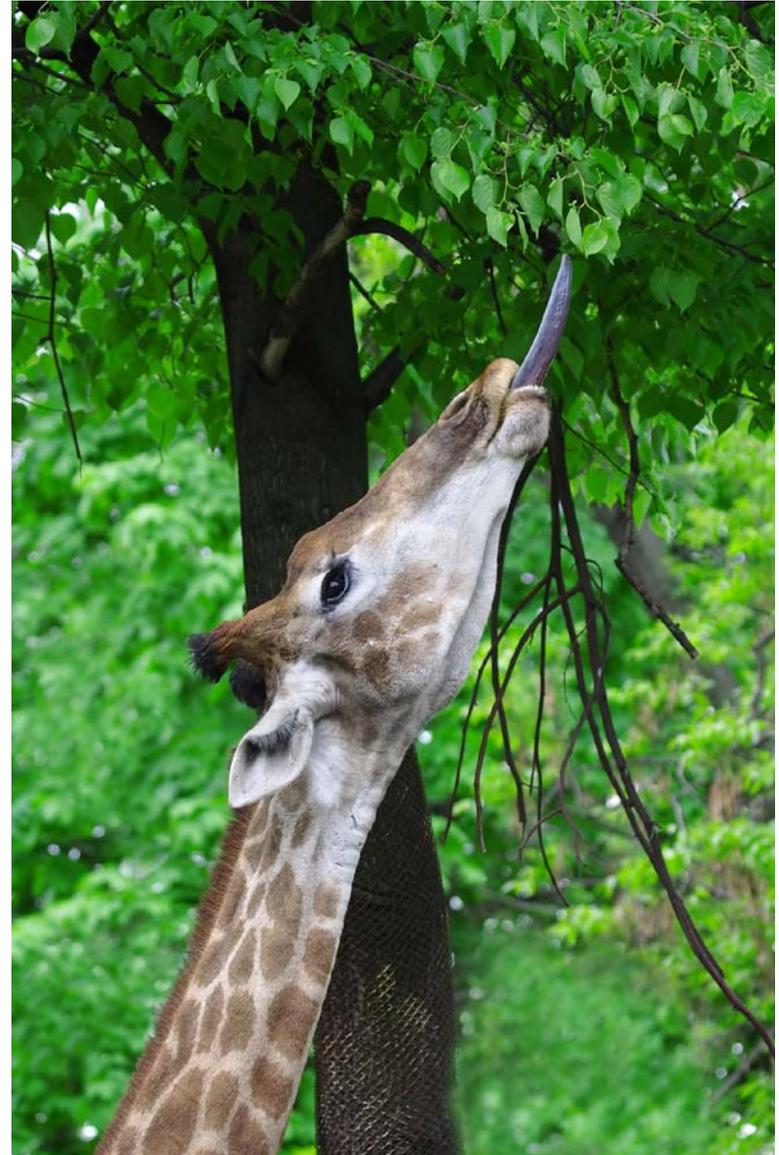
Animals have many kinds of tongues. They use their tongues to get and eat food.



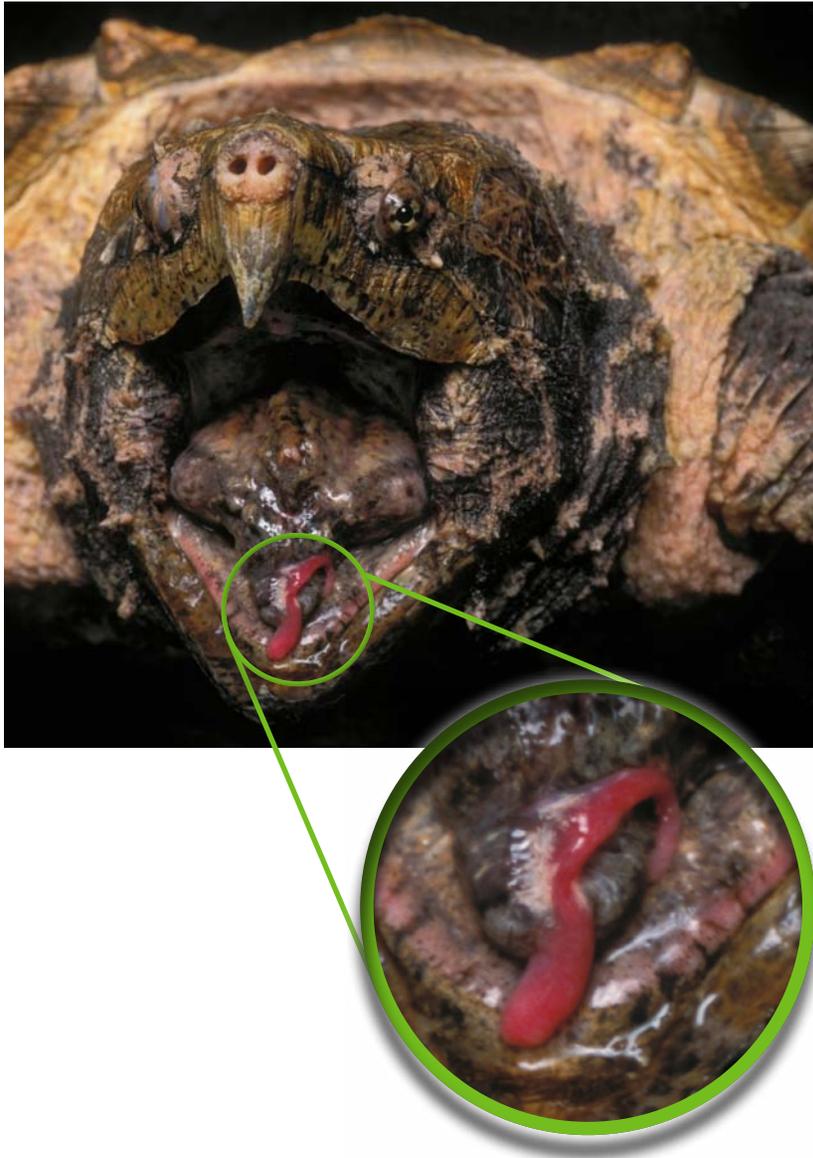
This anteater has a long, thin tongue.



This lizard has a tongue with two parts.



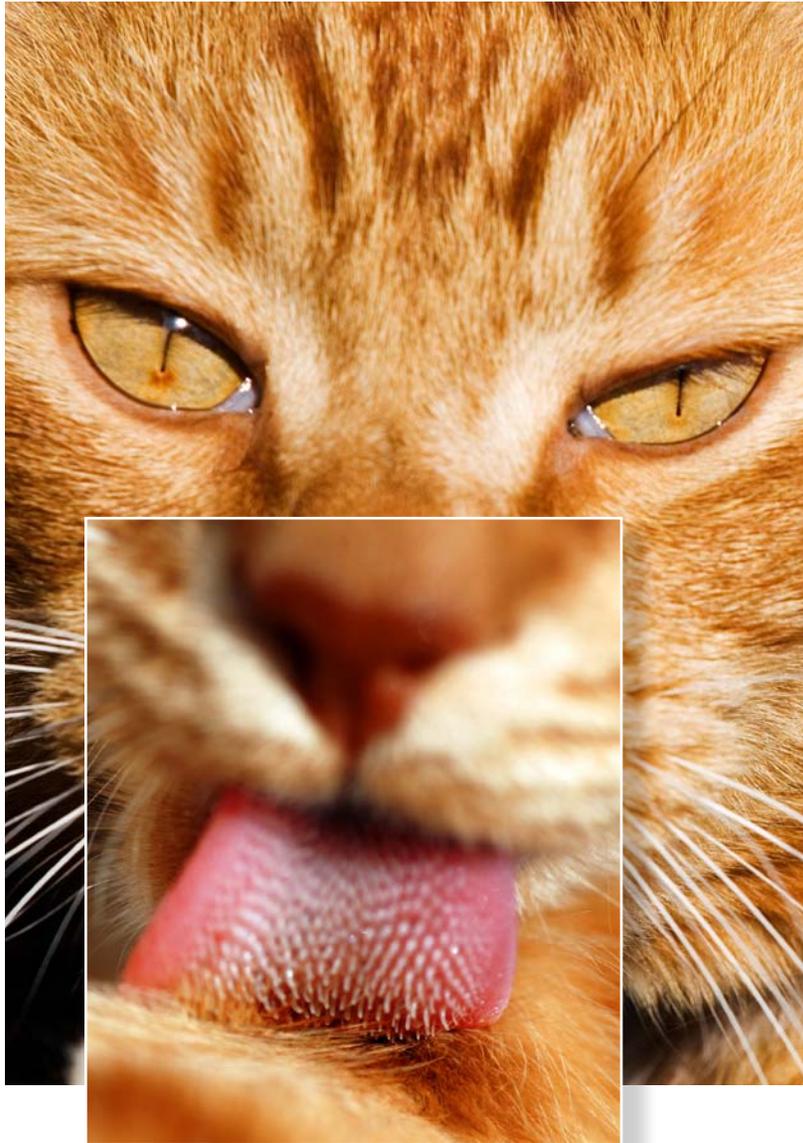
This giraffe has a dark, strong tongue.



This turtle has a tongue like a worm.



This frog has a long, sticky tongue.



This cat has a tongue like a brush.



What is your tongue like?



The following activities are intended to be open-ended and require little (paper and pencil) or no supplies. Some different ideas for use are: do one activity a day, try to get three in a row for a “BINGO,” save the activities for one day of the week, or use them to generate ideas of your own. It’s your choice!

<p><u>“Tootsie Can Talk”</u> <u>Bonus Activity</u></p> <p>You read the story “Tootsie Can Talk.” Draw a picture showing what might have happened next if the story continued. Write some sentences to tell about your picture.</p>	<p><u>Cook with Family & Write a “How To”</u></p> <p>Spend time with your family in the kitchen and write or draw each step involved in making something. Try using words like <i>first, next, after, then, etc.</i></p>	<p><u>Sight Word Collage</u></p> <p>Go through magazines, newspapers, ads, & junk mail and find sight words. Cut/tear them out and use them to practice later. If you have glue, glue them down on a new piece of paper.</p>
<p><u>Rainbow Scavenger Hunt</u></p> <p>With a family member, go outside and look for something red, something orange, yellow, green, blue, and purple. Come back in and write about what you found. <i>A ___ is ____.</i></p>	<p><u>Start a Journal & Write Your Story!</u></p> <p>We are history in the making! Start a daily or weekly journal. Write about anything you want or use this weekly prompt: How are you feeling today? Why do you feel that way?</p>	<p><u>Nature Walk: Observe Outdoors</u></p> <p>Go outside on a walk with a family member. What do you see? Hear? Smell? What things do you see that are living? What things do you see that are not living?</p>
<p><u>When I Grow Up...</u></p> <p>What do you want to be when you grow up? What tools are needed for that job? Draw a picture and label the different things you drew.</p>	<p><u>Write a Letter to a Frontline Responder</u></p> <p>Frontline Responders are those people helping to keep us and others safe and healthy during this time. Write a letter to thank them or tell them you’re thinking of them.</p>	<p><u>The Best Pet: Share Your Opinion</u></p> <p>In “Tootsie Can Talk,” the family has a pet bird. What do you think the best kind of pet is? Why do you think that? Draw or write to share your opinion on the best pet.</p>