

March 12, 2020

Dear First Grade Families,

Due to the recent events, we have compiled a packet of work for our students to complete while they are out of school.

This packet contains our Unit 4 Reading/Writing Companion books that you can use to reread any previous stories and work on Week 5 and 6 materials. It also contains worksheets to accompany our Reading material and spelling packets. Comprehension folders with the little stories and 5 questions for each. Lastly, Chapter 10 in our GO Math! Series, is on Graphing. We have been working on graphs all year and this chapter is a culmination of our graphing experience so far this year,

Please support your child's education during their time at home. Please do not hesitate to contact us with any questions, comments or concerns that may arise.

Thank you for being part of our team. It is nice to know that we can rely on our awesome parents to assist in this event.

Sincerely,

The GPS First Grade Team

Name _____

High Frequency Words

woman

hard

would

write

found

near



H	W	R	I	T	E
A	W	O	U	L	D
R	N	E	A	R	Y
D	F	O	U	N	D
W	O	M	A	N	U
L	U	U	S	S	B

ABC Order

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____

Name _____

Word Sort

➡ Directions: Cut out the words and glue them in the correct column.



y	ey

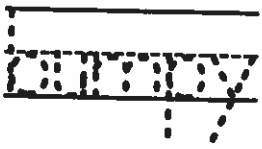
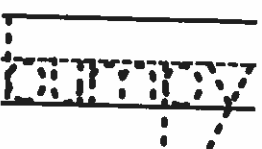
- key
- sandy
- penny
- alley
- funny
- donkey
- puppy
- bumpy
- honey
- monkey


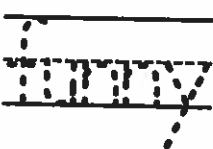
Name _____

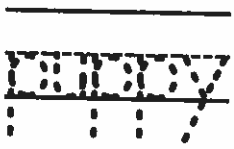
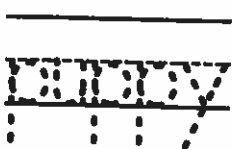
Spelling Words Handwriting Practice

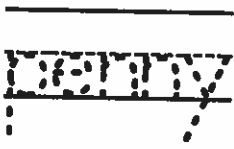
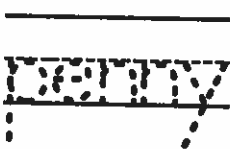
→ Directions: Trace the spelling words. Write the spelling words on the lines provided.


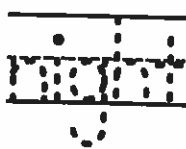
1.  

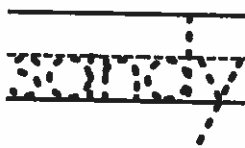
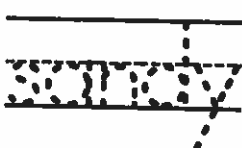
6.  


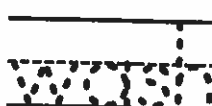
2.  



7.  



3.  

8.  

4.  

9.  

5.  

10.  

Name _____

Spelling Words

➡ Directions: Write the spelling words in ABC order.

key
bumpy
puppy
funny

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

penny
sandy
my

1. _____
2. _____
3. _____

would
wash
night

1. _____
2. _____
3. _____

Name _____

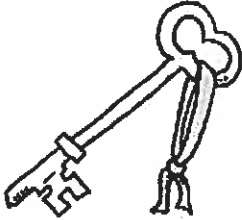
The letters y and ey at the end of a word can make the long e sound.

baby

valley

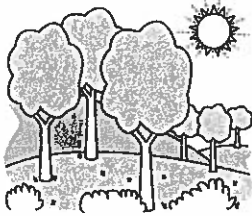
Write y or ey on the line. Then write and read the word.

1.



k

2.



sunn

3.



cit

4.



lad

Name _____

Spelling Words

⇒ Directions: Circle the correct spelling of the spelling words. Write it on the line.

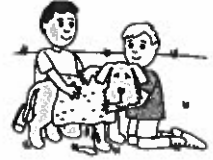
1. _____ a) kee b) key c) kea	2. _____ a) sandy b) sandee c) sande
3. _____ a) bumpy b) bumpee c) bumpe	4. _____ a) mi b) my c) mie
5. _____ a) puppee b) puppy c) puppe	6. _____ a) night b) niet c) nit
7. _____ a) fune b) funnee c) funny	8. _____ a) wosh b) wawsh c) wash
9. _____ a) penny b) peny c) pinny	10. _____ a) woold b) would c) woud

Name _____

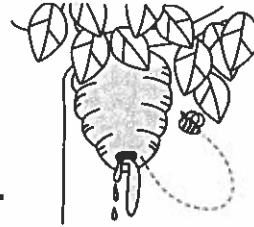
A. Use the words in the box to complete the sentences.

easy money happy tidy honey

1. It's not _____ to clean our dog!



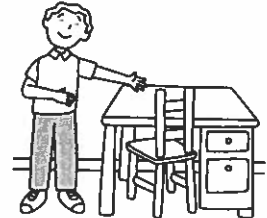
2. Bees make _____.



3. I am _____ that you can help me write.



4. My desk is neat and _____.



B. Add one letter to make a new word with the long e sound spelled y. Then write the word.

1. box _____

2. bell _____

Name _____

Look at each picture. Say the name of each picture out loud. Say the middle sounds. Circle the picture whose name has a different middle sound.

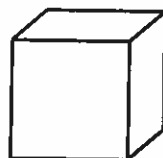
1.



2.



3.



4.



5.



Teacher Directions: Model item 1 by saying *rat*, *cat*, and *vase*. Repeat, stressing the difference between the long and short vowel sounds: /a/ and /ā/. Say: *The words rat and cat have the same middle sound: /a/. Vase has a different middle sound: /ā/.* Guide children to circle the picture of the vase.

Name _____

A. Read the words in the box. Then sort the words.

bumpy bunny funny key monkey penny puppy sandy

Words with <u>ey</u>	Words with <u>y</u>	
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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B. Think of new words to add to the chart.

Name _____

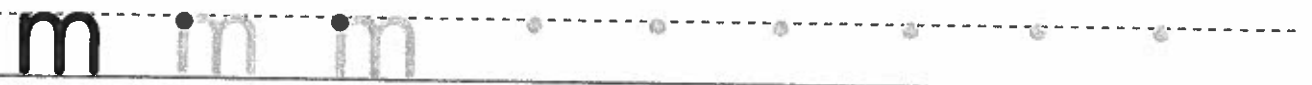
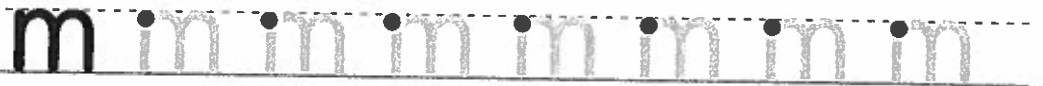
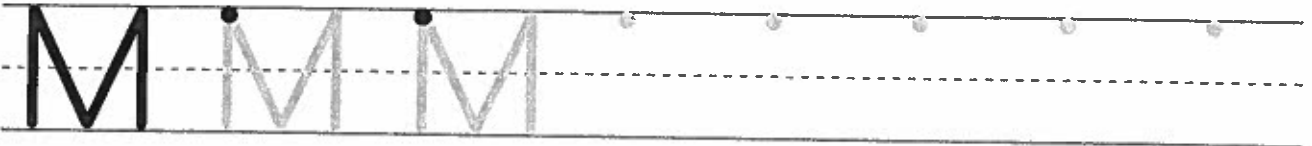
key	bumpy	puppy	funny	penny
sandy	my	night	write	would

Read the words in the box. Then look at each set of words. One word in each set is spelled correctly. Use a pencil to fill in the circle in front of that word.

- | | |
|---------------------------------|---------------------------------|
| 1. <input type="radio"/> night | 2. <input type="radio"/> penney |
| <input type="radio"/> nite | <input type="radio"/> peny |
| <input type="radio"/> nitte | <input type="radio"/> penny |
| 3. <input type="radio"/> funni | 4. <input type="radio"/> kee |
| <input type="radio"/> funny | <input type="radio"/> kie |
| <input type="radio"/> funey | <input type="radio"/> key |
| 5. <input type="radio"/> sandey | 6. <input type="radio"/> my |
| <input type="radio"/> sandy | <input type="radio"/> mai |
| <input type="radio"/> sandee | <input type="radio"/> mey |
| 7. <input type="radio"/> bumpee | 8. <input type="radio"/> wud |
| <input type="radio"/> bumpey | <input type="radio"/> would |
| <input type="radio"/> bumpy | <input type="radio"/> woud |

Name _____

Trace and write **M** and **m**. Then copy the sentence.
 Make sure to leave spaces between words.



Meg made my meal.

Name _____

A compound word is made up of smaller words. Read each smaller word. Then read the compound word.

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 _____

2. note _____

3. side _____

4. lunch _____

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

5. someone

singing

6. silly

inside

Name _____

A. Read each of the smaller words in the compound words in (). Then circle the word that completes each sentence.

- 1. Dad tells me when it is (notebook, bedtime).
- 2. We play in the Sun (outside, inside).
- 3. Pam does (sidewalk, homework) at 4:00.

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

- 4. backpack unpack
- 5. basket baseball

C. Use one of the words you circled above to write a new sentence.

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Name _____

A person who is **clever** thinks of good ideas quickly.

The clever girl found the answer to the riddle.

If you see or hear a **signal**, it is time to do something.

A teacher will give a signal to line up for gym class.

A. Write clever or signal to complete each sentence.

1. Kim gave a _____ to Ted.





2. The _____ bear found the honey.



3. Class begins at the _____ of the bell.

B. Write your own sentence using the word beautiful.

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

look + s = looks

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

Read the word. Underline the root word. Then match the word to the picture.

1. filling



2. spilled



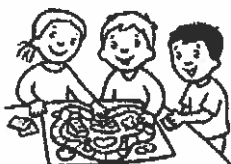
3. playing



4. cleaned



5. cooks



Name _____

An **adverb** is a word that tells more about a verb in a sentence.

A verb tells about action.

An adverb can tell when an action happened.

Examples: Tim ran a race **today**.

today → tells when Tim ran a race



Read the sentences. Underline the adverbs that tell when.

1. Gram will come to see me soon.
2. My dad hit a home run yesterday.
3. Now I can ride my bike.
4. We will have lunch next.
5. Then we will go out to play.
6. Today I am going to ride the bus.

Name _____

A. Read the draft model. Find the errors.

Draft Model
Tom fownd a puppey.
His mom helped him find the pup's home.

B. Now revise the draft. Add adverbs that tell when to each sentence. Rewrite the sentences below.

Connect to Writing

C. Look in your writer's notebook. Check that you used adverbs correctly.

Name _____

When you write three verbs in a list, put a **comma** after the first two verbs.

Example: The sheep eat, drink, and graze all day.

↑ ↑
commas

Put commas in the sentences where they belong.

1. I wash rinse and dry the cups.
2. We like to swim splash and dive in the pool.
3. We mix bake and eat the cupcakes.
4. We walk jog and run in the park.
5. Gram and I dig plant and water.