Dear First Grade Parents/Guardians,

As we approach the end of the school year, we look back and reflect on how much each and every student in first grade has grown. They are great examples of how hard work and dedication pay off. With summer approaching, the students will be given a well-deserved break. While these months are a good opportunity for students to relax and celebrate their success, it is also important to continue to immerse your child in activities that will prepare them for the upcoming school year. During the SUMMER we encourage students to continue enforcing all the skills we learned this year. Attached you will find resources and activities that your child can work on. Be sure to also access the IRLA Reading Level Summer Packets for your child's level.

Below you will find a list of websites and online programs that your child can have access to over the summer.

I-ready : https://login.i-ready.com/ - Teachers will assign lessons that hit the essential skills for students to complete. i-Ready lessons will be available from 7/1/20 - 8/10/20.

Epic Reading: https://www.getepic.com/sign-in Students will have access to online books for independent reading.

LexiaCore: https://www.lexiacore5.com/register - Students work on individualized reading lessons that target their needs.

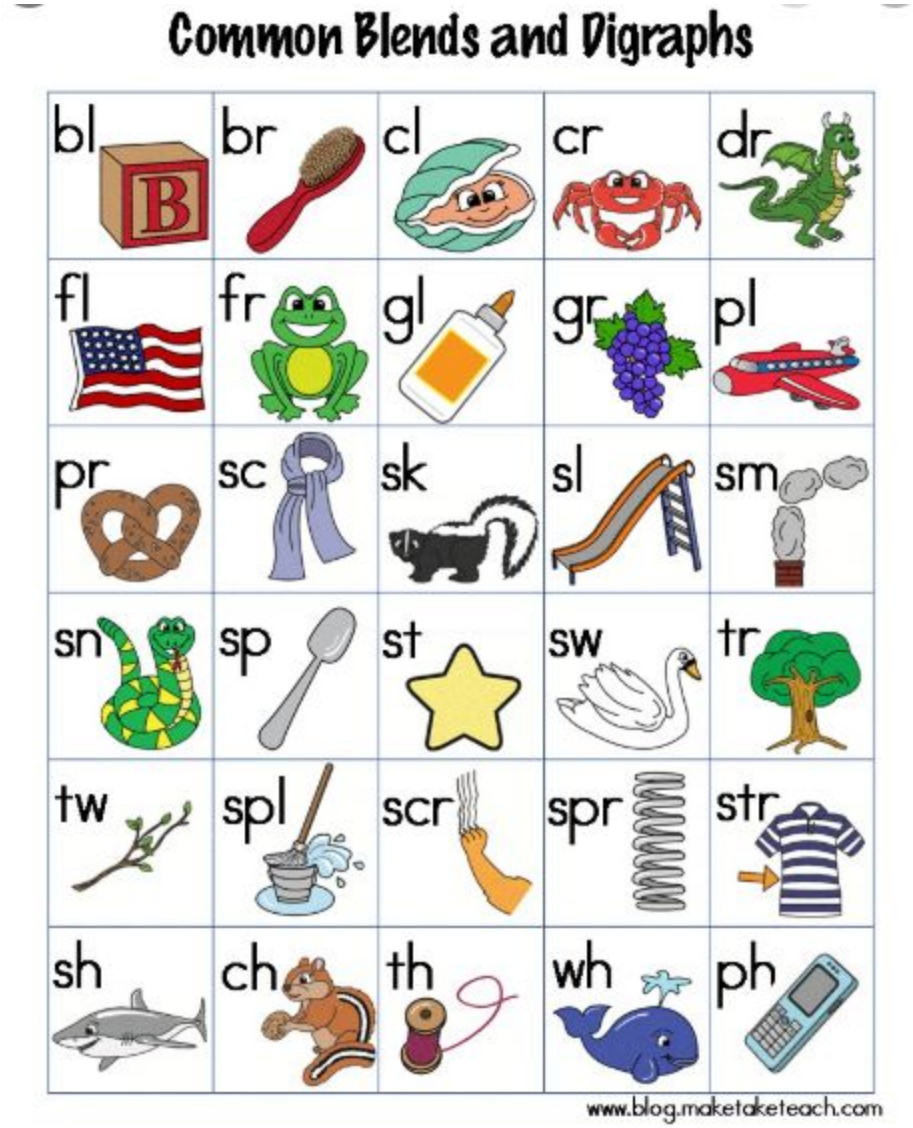
Mathletics: https://login.mathletics.com/ - Students can play math games and work on specific skills.

NY Public Library: https://www.nypl.org/ - Students can have access to independent reading books.

i-Ready family resource page http://i-readycentral.com/familycenter/ - You can find additional activity packs for your child to complete.

ELA Section

Blends and Digraphs review



While you play outside and walk around your house find things that have these blends and digraphs and record your findings in a Thinking Map!

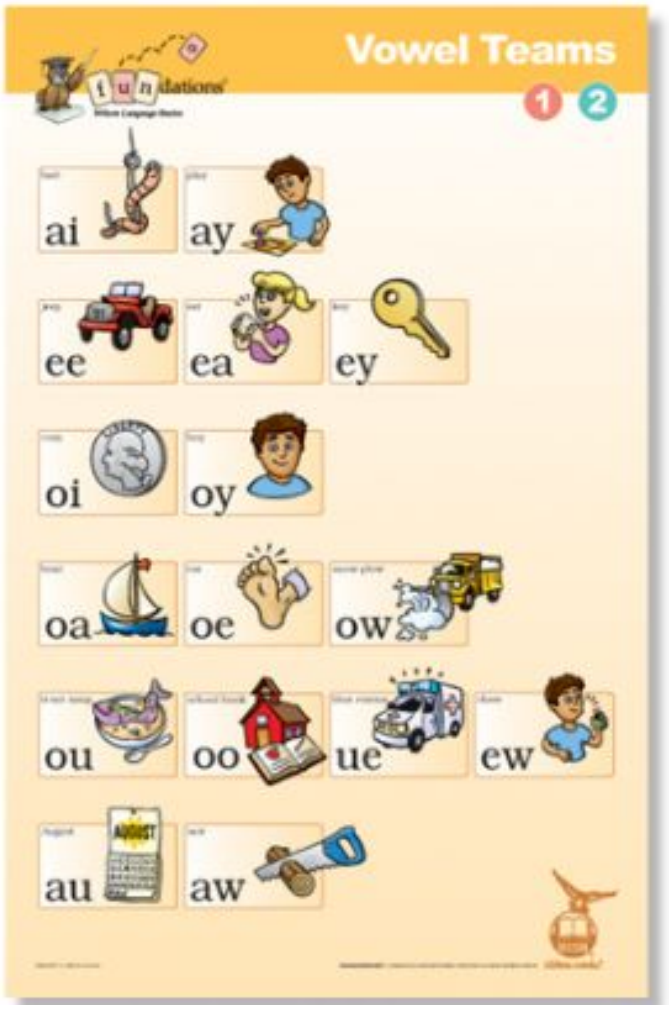
Consonant Blends Chant by ELF Learning - ELF Kids Videos -
https://www.youtube.com/watch?v=sYmwStHMezc&t=12s

CH SH TH WH Song--shark, ship, math, whale.. - YouTube
https://www.youtube.com/watch?v=09MC4aVqEw8

Story Time- stories with l and r blends

Cl-	https://youtu.be/_C5qkeeVIMk	Br	https://youtu.be/HfO7asdjTOw
Bl	https://youtu.be/gfpHqZowJ5U	Cr	https://youtu.be/AhKPEtfsd38
Fl	https://youtu.be/Q6shFvdoN3s	Dr	https://youtu.be/_Pk8M9z-mPU
Gl	https://youtu.be/In7NIGkvDvQ	Fr	https://youtu.be/-pGuEmlmbvA
Pl	https://youtu.be/PZUJWBuvW8U	Gr	https://youtu.be/XVyoVAGkvPs
Sl	https://youtu.be/URZXtZaPkfE	pr	https://youtu.be/ffiCU9Caih0
		tr	https://youtu.be/0-Pm039MVU8

Vowel Teams



Supporting video links
ai and ay vowel team -https://youtu.be/vJAXjGiVXKg
ee, ea, and ey vowel team- https://youtu.be/OwoYFB0MHys
oi and oy vowel team-https://youtu.be/Hbt0Thvs1GE
oa,oe,and ow vowel team- https://youtu.be/aRDTB2nB83s
ou,oo,ue,and ew-https://youtu.be/LCKnDEleGLM
Au and aw vowel team:https://youtu.be/8chwZKHDh58

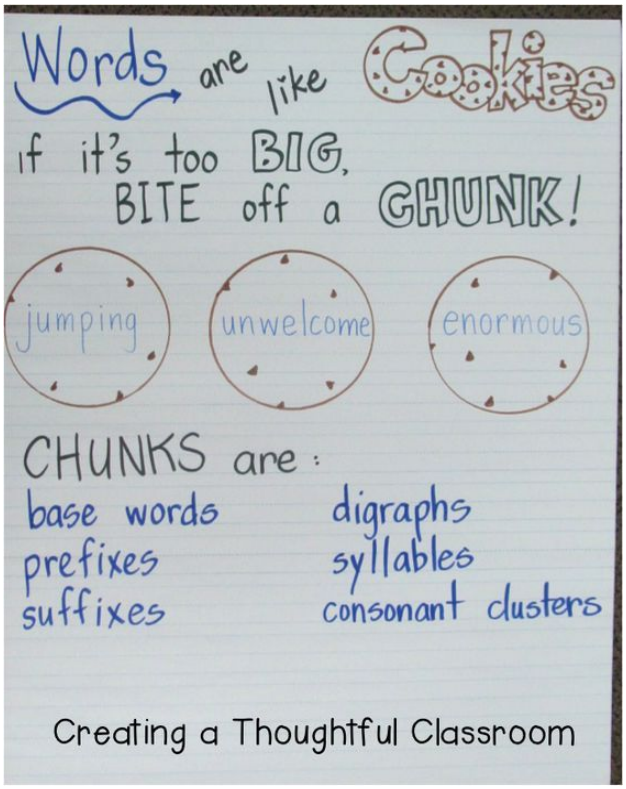
****While you're reading, find words that have these patterns and sort them according to their pattern. You can use a Thinking Map to help you organize your thinking.**

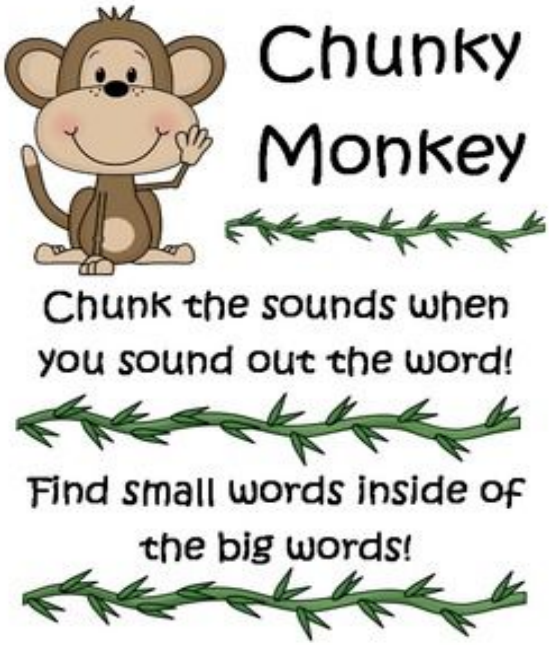
Spelling Patterns for Long Vowels

Review the different sounds for long vowels. Use this chart to help you follow the patterns. Checkout starfall.com and complete activities on long vowel sounds.

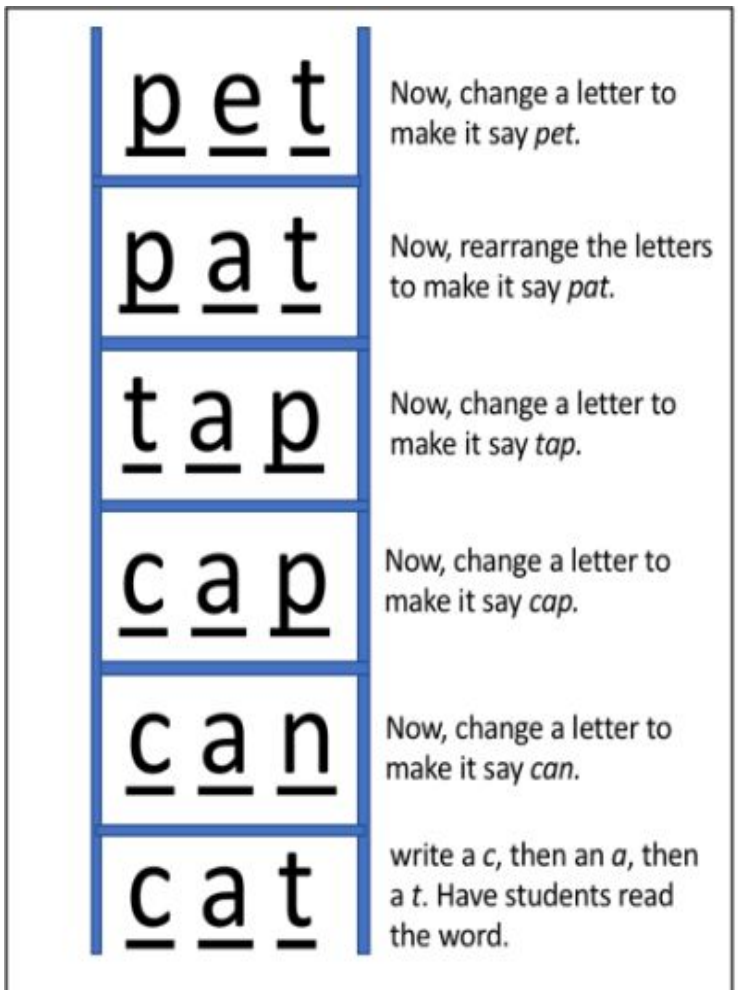
Long Vowel Video-https://youtu.be/IY0Kc35-nCYl

Chunking


Words are like Cookies
if it's too BIG,
BITE off a CHUNK!
jumping
unwelcome
enormous
CHUNKS are:
base words
prefixes
suffixes
digraphs
syllables
consonant clusters
Creating a Thoughtful Classroom


Chunky Monkey
Chunk the sounds when you sound out the word!
Find small words inside of the big words!

Building Words



Pick any word and change a single letter to make a new word. See how many different words you can make in your word ladder.

1B Tricky Words

Day 1: **Write the words 3 times each**

Day 2: **Rainbow write the words (use crayons/markers/colored pencils to write the words)**

Day 3: **Play bingo with a friend/family member!**

Day 4: **Write the words in a sentence.**

Day 5: **Test yourself to see what words you know and what words you need to keep practicing!**

1B Entry Requirements: Tricky Words
Must Recognize On Sight

Entry Level: 25 Words

								Dates	
after		count		know		only		thing	
again		each		last		other		think	
always		every		laugh		own		those	
another		find		light		people		today	
any		first		long		please		us	
away		found		mean		pretty		use	
because		friend		more		pull		very	
become		funny		much		read		walk	
both		great		myself		right		which	
buy		hello		never		school		word	
catch		help		night		something		work	
color		just		old		their		write	

Common Core State Standard Foundational Skills 3bg: Decode regularly spelled one-syllable words. Recognize and read grade-appropriate irregularly spelled words.

2B Tricky Words

Day 1: **Write the words 3 times each**

Day 2: **Rainbow write the words (use crayons/markers/colored pencils to write the words)**

Day 3: **Play bingo with a friend/family member!**

Day 4: **Write the words in a sentence.**

Day 5: **Test yourself to see what words you know and what words you need to keep practicing!**

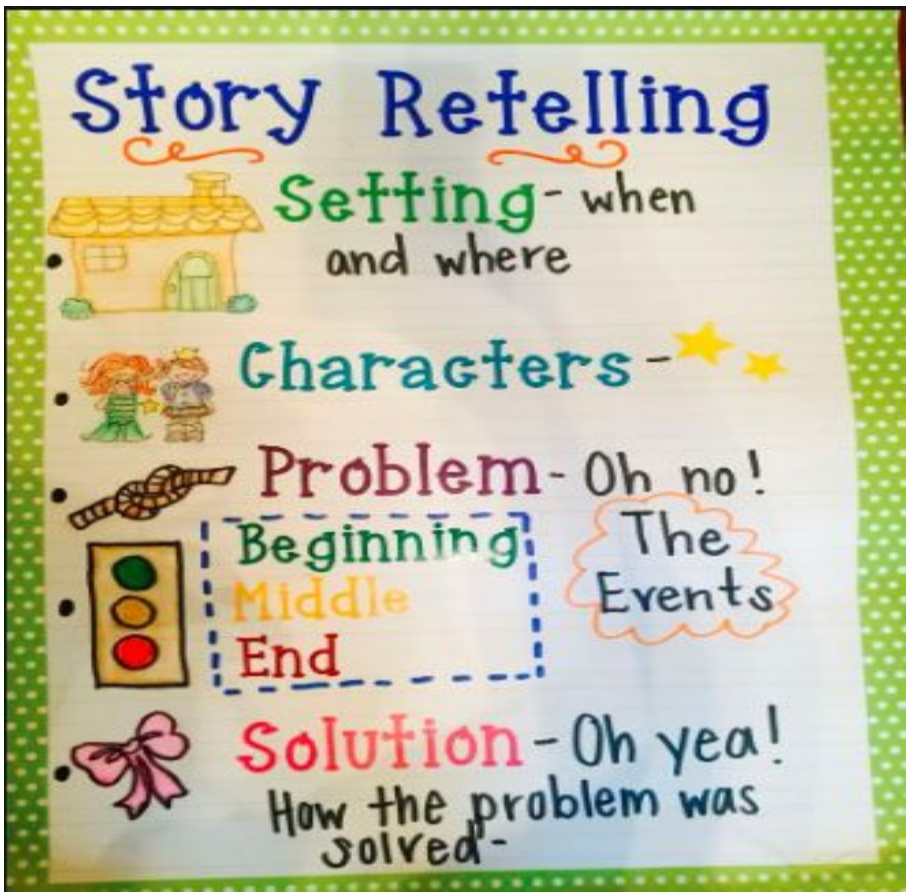
2B Entry Requirements: Tricky Words Must Recognize On Sight

Entry Level: 25 Words

Dates									
also		child		large		open		thought	
ask		children		later		page		tiny	
beautiful		dollar		learn		phone		together	
before		earth		leave		picture		tomorrow	
began		enough		left		push		trouble	
begin		eye		life		quiet		turn	
behind		friendly		listen		quit		until	
being		gone		lost		quite		upon	
best		group		money		ready		watch	
body		guess		most		really		weather	
bought		half		next		sentence		while	
build		heard		noise		spring		whose	
carry		high		nothing		story		woman	
caught		hurry		often		sure		world	
cent		key		once		teacher		young	

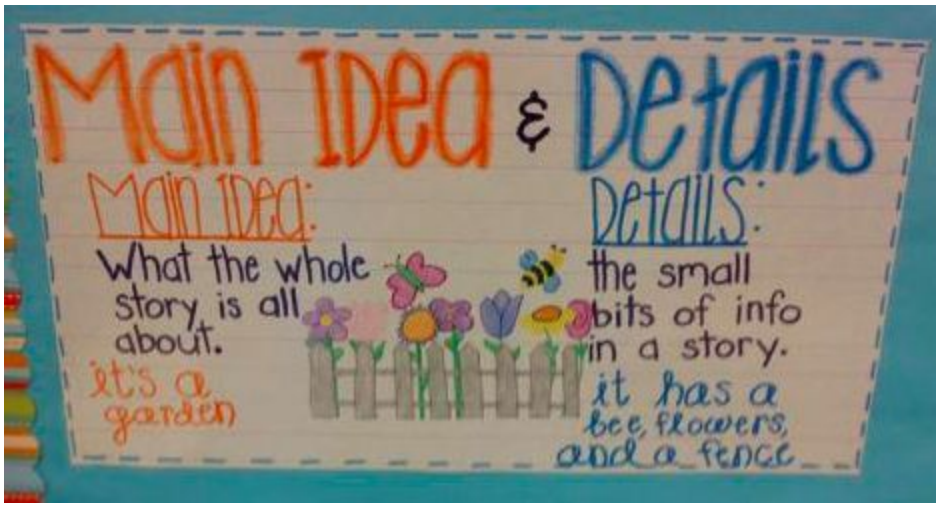
Common Core State Standard Foundational Skills 3eg: Decode two-syllable words following basic patterns by breaking the words into syllables. Recognize and read grade-appropriate irregularly spelled words.

Comprehension Skills:

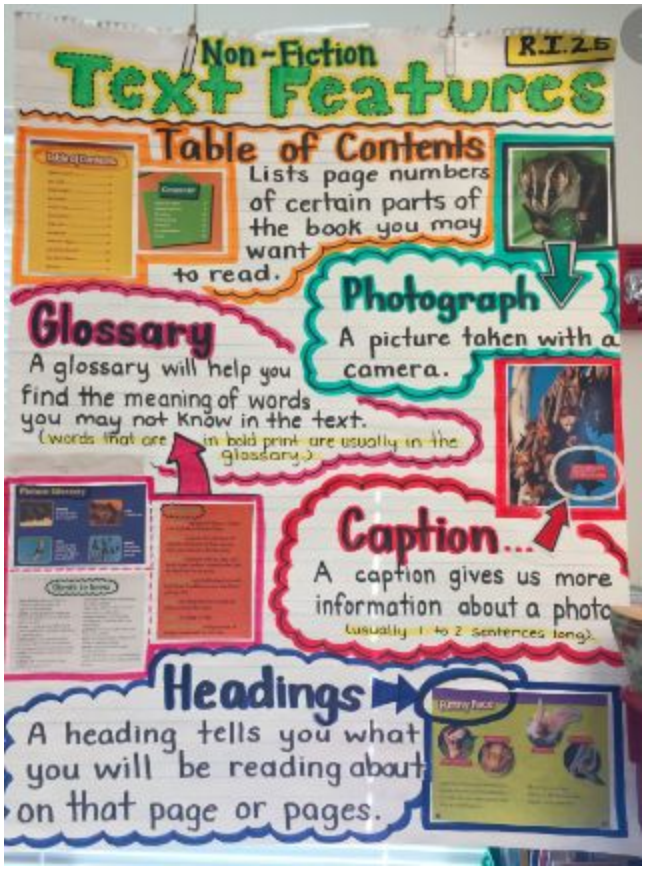


Good Readers think about the following questions when reading a story:
Who are the characters in the story?
Where does the story take place?
What is the problem in the story?
How did the characters solve the problem?
What happened first? Next? Last?

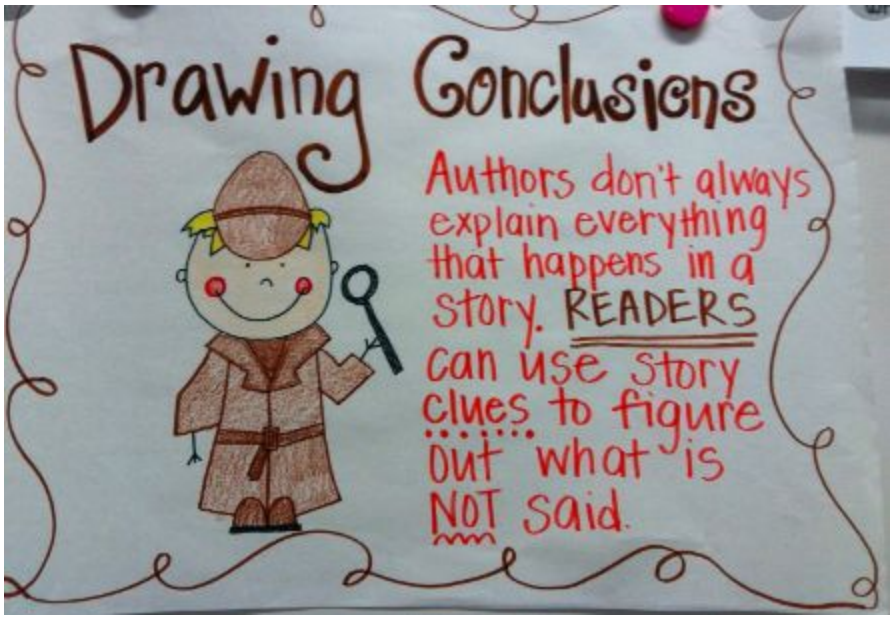
Good readers think ...
How come _____ happened?
What caused this to happen?
What was the effect of this happening?



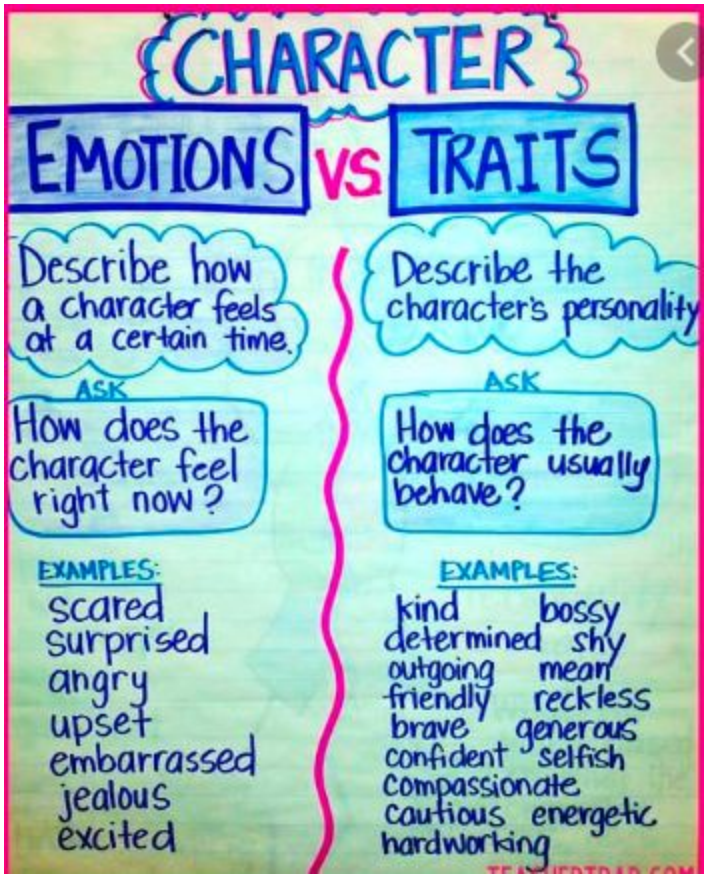
Good readers identify what the story is mostly about...
What is the story mostly about?
Use the title of the text to help determine the main idea.
What details support the main idea?



Remember to use Text Features to help you understand a non-fiction text. Use Text Features to learn more about the topic.



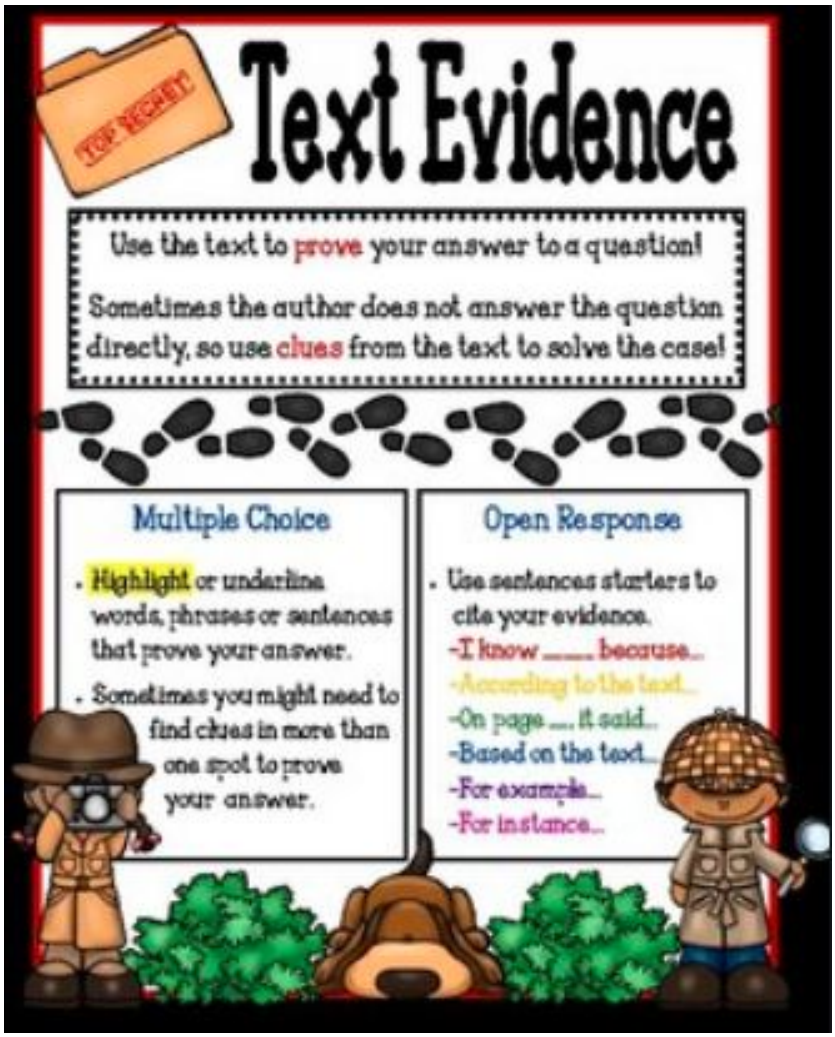
Good Readers use what they know and what it says in the story to help them figure out a message from the author!



Good readers think about the characters emotions and traits while trying to understand their actions...

How is the character feeling? Did his or her feelings change throughout the story? How does the character behave?

Text Evidence:



Name _____

1. Read the text 3 times. Color a star after each time you read.

At the Park

Ben is at the park. His dog, Sam, is at the park, too. Ben rides his bike and plays with Sam. Then he goes to the pond to see the ducks. He thinks they are so cute and funny!

2. Answer each question in a complete sentence and color the evidence in the text.

A. Where is Ben?

_____

_____

B. Who is with Ben?

_____

_____

C. Why does Ben want to see the ducks?

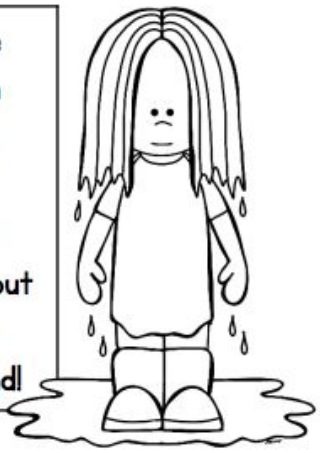
_____

_____

SYBIL *gets* SOAKED

Sybil wanted to take her dog, Fuzzy, for a walk around the local park. The sun was shining and there was a lovely warm breeze. Sybil's stepdad warned her that it was supposed to rain, but Sybil just laughed and said she doubted it!

When Sybil and Fuzzy arrived at the park, there wasn't a cloud in the sky. Sybil knew her stepdad had been wrong about the rain. But then, when she wasn't paying attention, Fuzzy pulled hard on the lead. Sybil fell headfirst into the duck pond!



Answer the questions in complete sentences.

1) What did Sybil want to do at the park?

2) How did Sybil get soaked?

3) Why do you think Sybil laughed at her stepdad?

4) Why do you think Fuzzy might have pulled hard on the lead?

JASPER *and* THE RACE

Jasper was an excellent long distance runner. Every day after school he trained with his coach. Jasper hoped to win a gold medal at the Junior Athletics Meet in September.

When September came, Jasper's grandma had to go to hospital. Jasper was very sad and didn't feel like running at the meet. However, when Jasper visited his grandma, she smiled and encouraged him to compete.

After thinking about it, Jasper decided he would give it a try.

Answer the questions in complete sentences.

1) What did Jasper hope to do in September?

_____

_____

2) Why did Jasper not feel like running when September came along?

_____

_____

3) Why did Jasper decide to compete in the meet?

_____

_____

_____

4) What place do you think Jasper came in the race? How do you know?

_____

_____

_____

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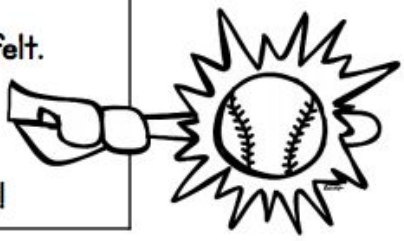
SANDY *hates* BASEBALL

Sandy's little brother, Nick, played baseball on Saturdays. Sandy hated going to the field and sitting in the stands. Instead of getting up at seven o'clock, she wanted to stay in bed and read science fiction novels.

Nevertheless, Sandy never told her parents how she felt. When Nick was a baby, he had been very sick. Sandy knew how wonderful it was that Nick was well enough to play sport. Also, he was a really good player!



Answer the questions in complete sentences.

1) What did Sandy do on Saturdays?

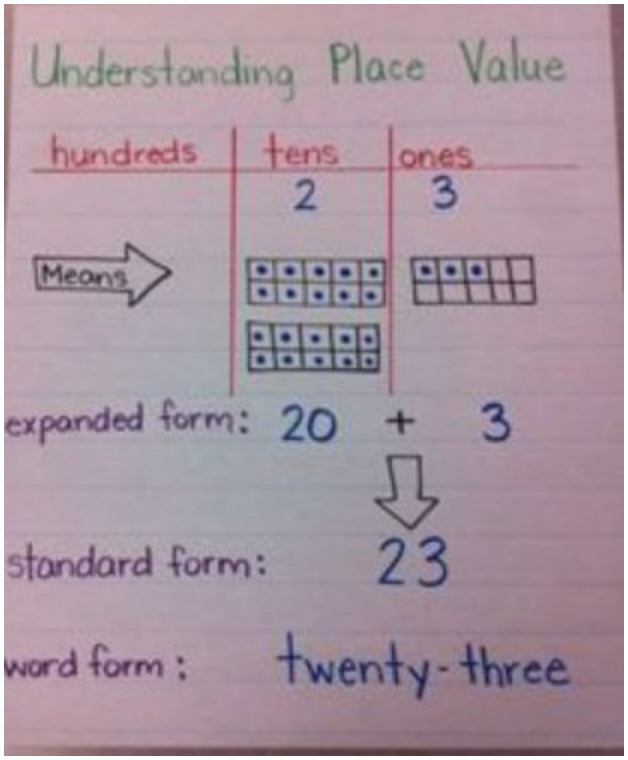
2) What did Sandy want to do instead of going to baseball?

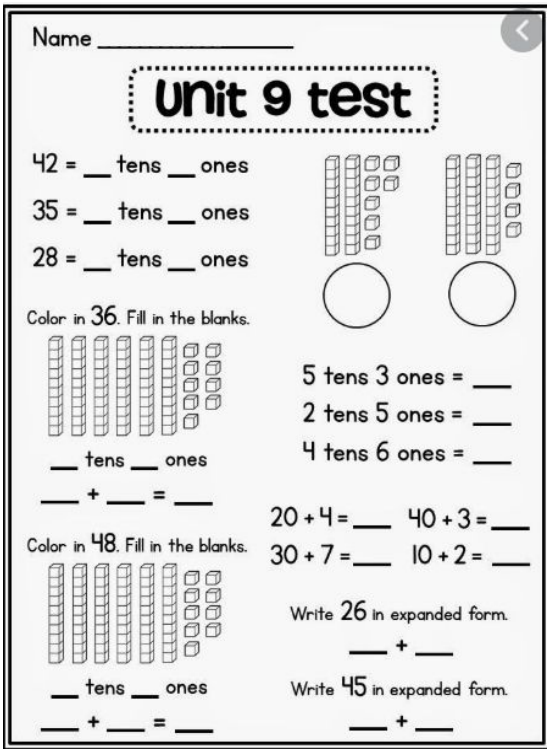
3) Why did Sandy never tell her parents about how she really felt?

4) Do you think Sandy should keep her true feelings a secret? Why/Why not?

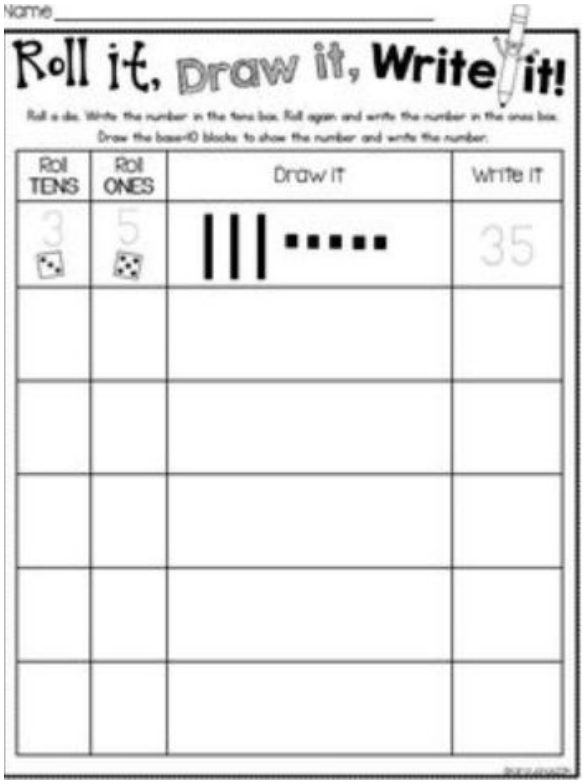
Math

Place Value





Play a game!

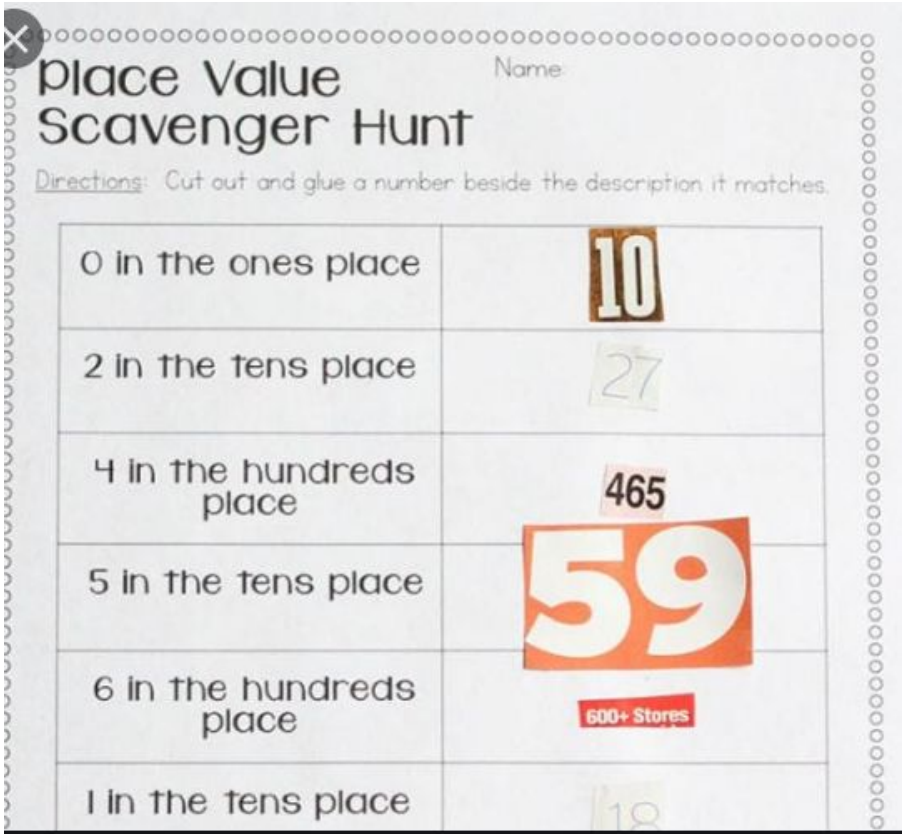


Name _____

Roll it, Draw it, Write it!

Roll a die. Write the number in the tens box. Roll again and write the number in the ones box.
Draw the base-10 blocks to show the number and write the number.

Roll TENS	Roll ONES	Draw IT	Write IT
3	5	||| •••••	35



Place Value Scavenger Hunt

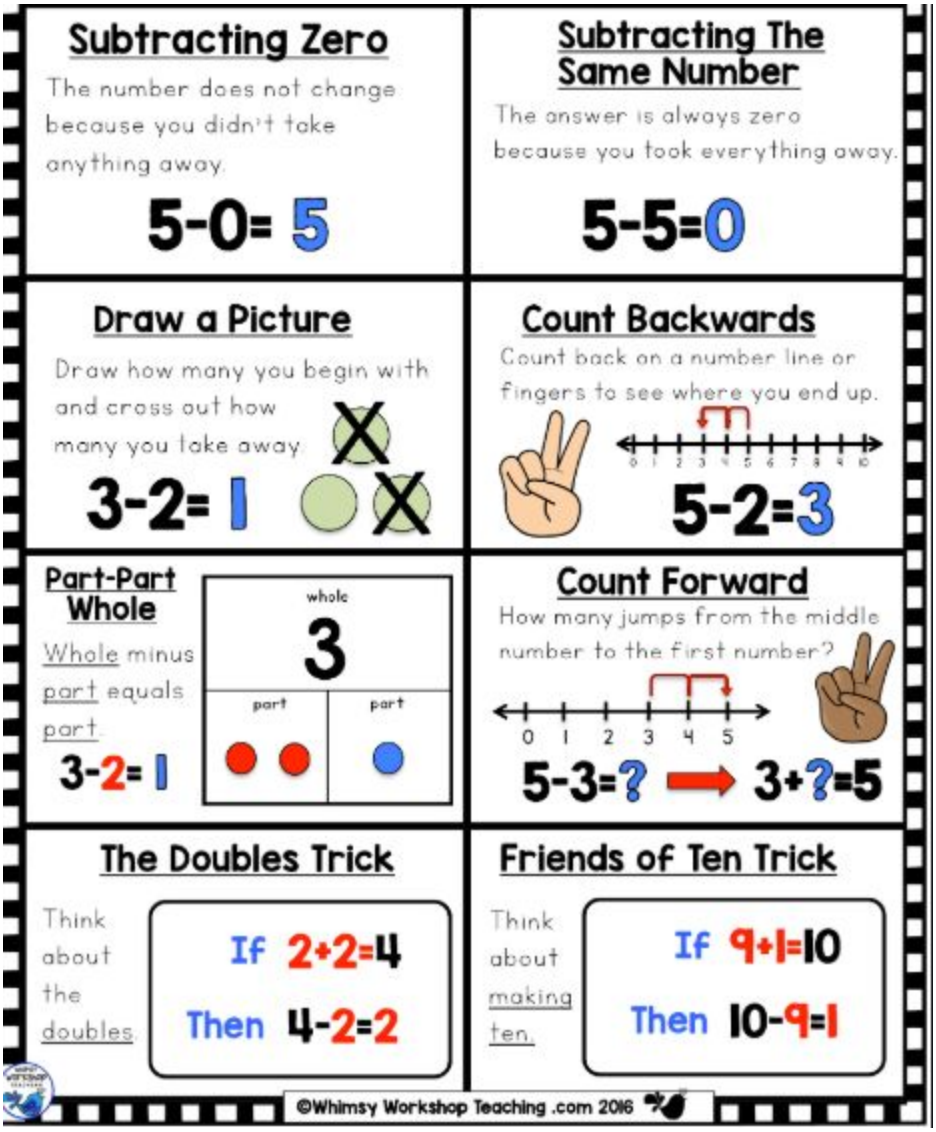
Name

Directions: Cut out and glue a number beside the description it matches.

0 in the ones place	10
2 in the tens place	27
4 in the hundreds place	465
5 in the tens place	59
6 in the hundreds place	600+ Stores
1 in the tens place	19

Addition and Subtraction Strategies and Models

Make sure to use these strategies and models when solving addition and subtraction problems.



Adding Zero

The number does not change because you didn't add anything to it.

5+0= 5

Doubles

Adding the Same Number

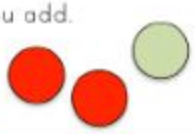
The answer is double because you added the same amount twice.

2+2=4

Draw a Picture

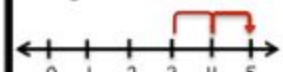
Use a picture, tally or 10 Frame to show how many you start with, and how many you add.

2+1 = 3

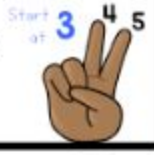


Count Forward

Count forward on a number line or fingers to see where you end up.



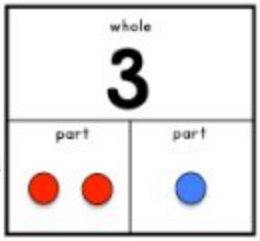
3+2=5



Part-Part Whole

Part plus part equals whole

2+1 =3



Friends of Ten

Think about making ten.

10+0=10	5+5=10
9+1=10	6+4=10
8+2=10	7+3=10
7+3=10	8+2=10
6+4=10	9+1=10
	10+0=10

Doubles Plus 1

Some questions are close to being doubles.

If 2+2=4
Then 2+3=5

Commutative Rule

Numbers can be added in any order.

If 9+1=10
Then 1+9=10

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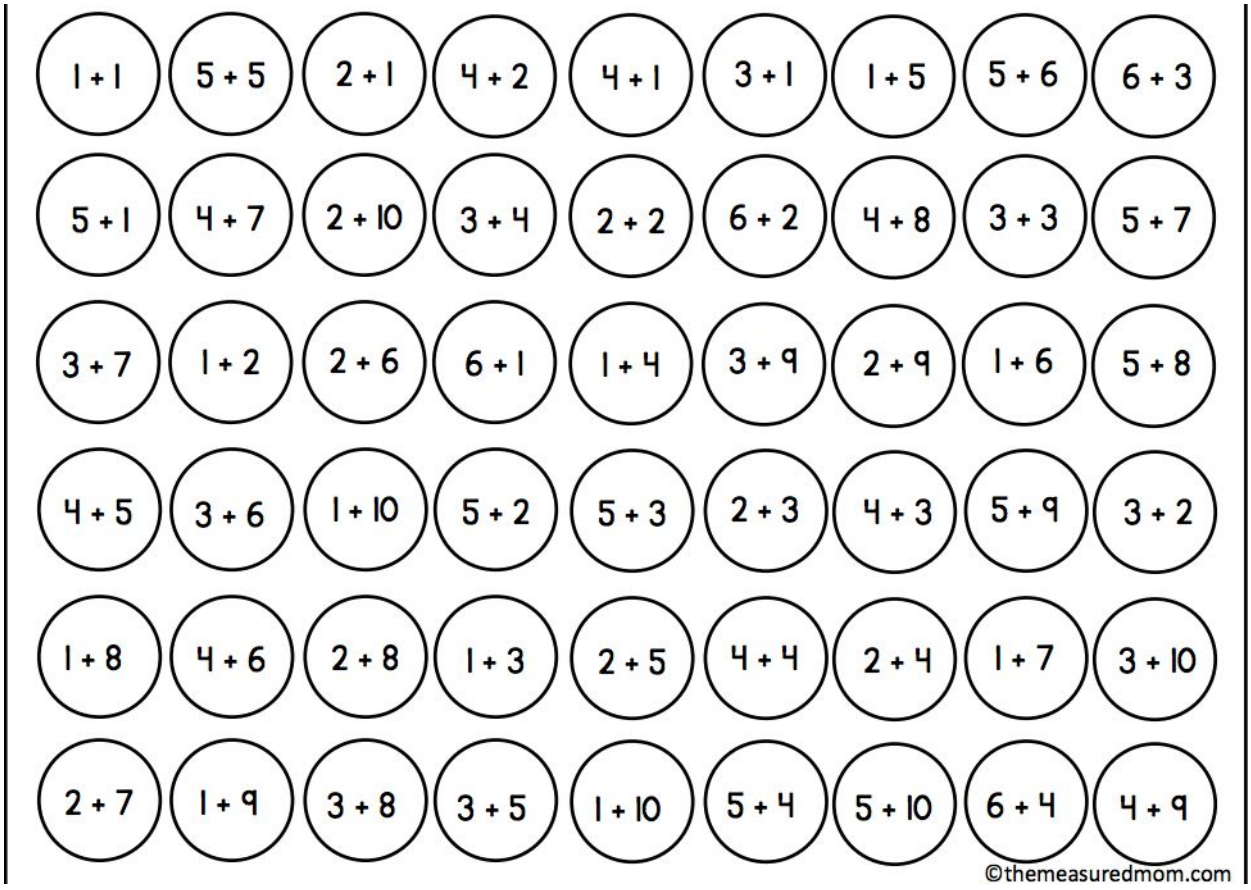
Addition Fluency:



6 + 5	5 + 3	9 + 1	9 + 7	7 + 1	4 + 7	6 + 4	9 + 10	6 + 10
8 + 9	7 + 6	8 + 10	8 + 2	5 + 2	8 + 1	6 + 9	4 + 9	4 + 8
8 + 3	6 + 6	5 + 5	7 + 7	9 + 6	9 + 5	5 + 1	9 + 9	6 + 3
7 + 5	7 + 10	8 + 4	5 + 6	5 + 4	7 + 2	9 + 4	6 + 2	3 + 2
8 + 7	8 + 8	7 + 4	6 + 7	8 + 5	5 + 7	9 + 3	6 + 1	9 + 8
7 + 9	1 + 9	8 + 6	7 + 8	9 + 2	6 + 8	5 + 8	7 + 3	5 + 9

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2 + 3	3 + 4	5 + 6	2 + 3	5 + 4	8 + 9	8 + 7
6 + 7	3 + 2	5 + 6	9 + 8	4 + 5	5 + 6	6 + 7
6 + 5	4 + 5	3 + 2	4 + 3	8 + 9	9 + 8	4 + 5
8 + 7	6 + 5	7 + 8	4 + 3	5 + 4	5 + 4	2 + 3
4 + 3	7 + 6	6 + 5	7 + 6	3 + 2	8 + 7	7 + 8
7 + 6	3 + 4	6 + 7	8 + 9	9 + 8	7 + 8	3 + 4

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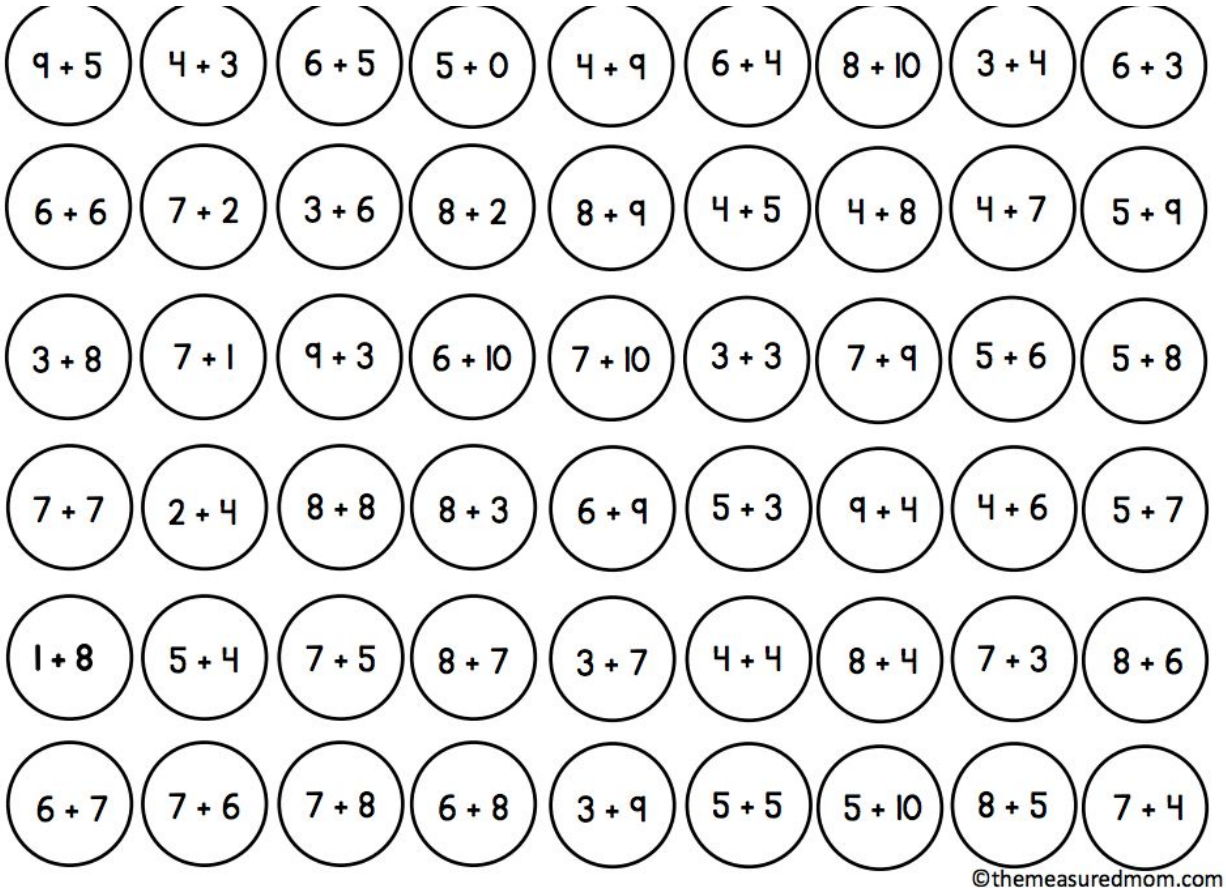

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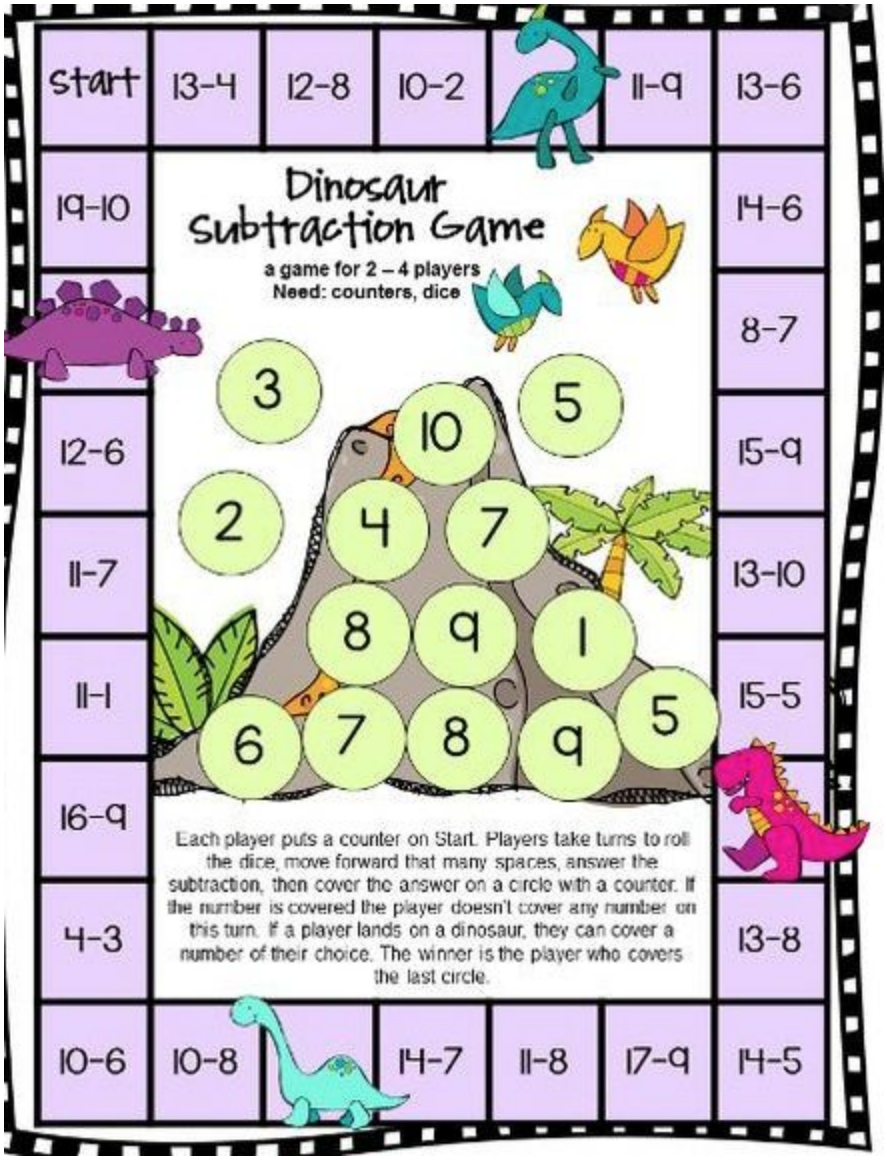
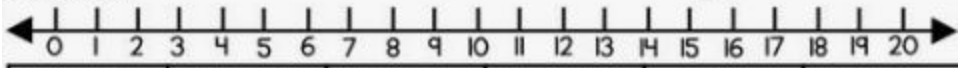
5-3	9-6	11-5	8-7	4-2	9-5
4-1	6-2	8-3	8-2	6-1	8-7
10-5	6-4	9-8	10-7	9-3	12-8
11-7	12-9	10-4	6-5	9-4	7-1
9-4	11-9	7-6	5-1	12-6	8-5
12-9	11-5	8-6	10-5	10-9	7-3


Start
13-4
12-8
10-2
11-9
13-6
19-10
14-6
8-7
12-6
15-9
11-7
13-10
11-1
15-5
16-9
4-3
13-8
10-6
10-8
14-7
11-8
17-9
14-5
Dinosaur Subtraction Game
a game for 2 – 4 players
Need: counters, dice
3
10
5
2
4
7
8
9
1
6
7
8
9
5
Each player puts a counter on Start. Players take turns to roll the dice, move forward that many spaces, answer the subtraction, then cover the answer on a circle with a counter. If the number is covered the player doesn't cover any number on this turn. If a player lands on a dinosaur, they can cover a number of their choice. The winner is the player who covers the last circle.

Name_____

Roll and Solve Math Facts

Directions: Roll a die and solve a problem in the column. Use the number line to help if you need it!



17+3=	11-7=	10+4=	18-9=	5+8=	10-2=
16+2=	10-6=	8+3=	11-9=	4+7=	9-3=
18+1=	9-4=	16+4=	13-10=	9+6=	8-0=
14+5=	14-9=	6+9=	20-6=	8+8=	9-6=
15+3=	13-8=	6+7=	12-4=	10+10=	18-5=
15+2=	10-6=	5+9=	14-7=	7+9=	11-2=
20+0=	12-5=	7+7=	18-10=	5+10=	12-4=

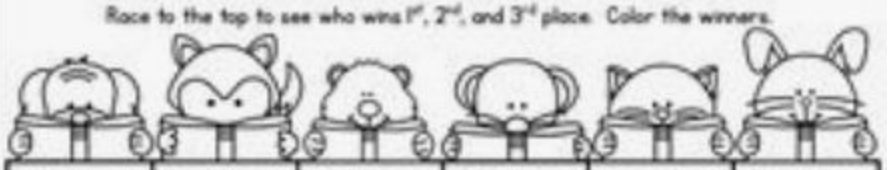
Name _____

Roll and Solve

Add By 7-12

Race to the Top

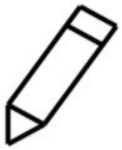
Directions: Roll a die and solve an addition problem in that column.
Race to the top to see who wins 1st, 2nd, and 3rd place. Color the winners.



7 + 4 =	8 + 12 =	9 + 2 =	10 + 2 =	11 + 1 =	12 + 5 =
8 + 5 =	9 + 6 =	10 + 4 =	11 + 9 =	12 + 7 =	7 + 7 =
9 + 7 =	10 + 8 =	11 + 0 =	12 + 4 =	7 + 2 =	8 + 3 =
10 + 1 =	11 + 5 =	12 + 7 =	7 + 7 =	8 + 4 =	9 + 1 =
11 + 7 =	12 + 2 =	7 + 1 =	8 + 8 =	9 + 0 =	10 + 10 =
12 + 6 =	7 + 10 =	8 + 11 =	9 + 3 =	10 + 11 =	11 + 4 =
7 + 2 =	8 + 9 =	9 + 9 =	10 + 5 =	11 + 5 =	12 + 7 =

SOLVE

Use this chart to help solve the following problems. Remember to do each step when solving the problem.

S	Study the Problem • What is this problem asking me to find? • Underline the question • Rewrite the question
O	Organize the Facts • What do I need to know? • Make a list • Do I need all the facts? • Find unnecessary facts
L	Line up a Plan • What do I need to do to solve? • Use no numbers • Will I add or subtract? • Select an operation .
V 	Verify with Action • Estimate your answer • Test the plan – just do it! • Revise, recycle and don't give up
E	Examine the Results • Is the answer reasonable? • Does it make sense? • Is the answer accurate? • Write in a statement.

Problem Solving Questions

S	Study the Problem Underline the question. This problem is asking me to find _____ _____
O	Organize the Facts Identify the facts. Eliminate the unnecessary facts. List the necessary facts. _____ _____
L	Line up a Plan Write in words what your plan of action will be. _____ _____ Choose an operation or operations._____
V	Verify Your Plan with Action Estimate your answer. _____ Carry out your plan. _____ _____ _____
E	Examine Your Results Does your answer make sense? (Compare your answer to the question.) _____ _____ Is your answer reasonable? (Compare your answer to the estimate.)_____ _____ Is your answer accurate? (Check your work.) _____ Write your answer in a complete sentence. _____ _____

1.Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now?
2. Five apples were on the table. I ate two apples. How many apples are on the table now?

3. Three red apples and two green apples are on the table. How many apples are on the table?

4. Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?

5. Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two?

6. Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?

7. Five apples are on the table. Three are red and the rest are green. How many apples are green?

8. Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?

9. Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have?

10. Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before?

11. Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before?

12. Grandma has five flowers. How many can she put in the red vase and how many in her blue vase?

13. Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have?

14. Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have?