

5 Day Emergency Plans

First Grade

****Please Check Dojo Daily for updates****

ELA	Math	Science/ Social Studies
<ul style="list-style-type: none"> • Please complete one page from the ELA packet daily to practice first grade phonics, comprehension, and writing skills. • Online books are available from ThinkCentral. • A list of all first grade high frequency words have been provided. Please practice daily. • Please complete at least 20 minutes of I-Ready reading instruction daily 	<ul style="list-style-type: none"> • Please complete one page (front and back) from the math packet. • Math on the Spot lessons are available from ThinkCentral, as needed. • Please complete at least 20 minutes of I-Ready reading math instruction daily. • Please complete extra math daily. 	<ul style="list-style-type: none"> • Complete the provided economics project by drawing pictures or finding photographs that tell about each term. • Watch the following videos for support, as needed : <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=Jd4kD9TicbA ○ https://www.youtube.com/watch?v=h1z4-YIzopY&feature=1s ○ https://www.youtube.com/watch?v=QQgOJoZduRc

<ul style="list-style-type: none">● Please write a Friday letter to your teacher.		<ul style="list-style-type: none">● Complete the provided science plant packet to label plant parts and identify plants' needs.● Watch the following videos for support, as needed:<ul style="list-style-type: none">● https://www.youtube.com/watch?v=18amLZ9vfG8● https://www.youtube.com/watch?v=qULkjDcccCeY
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Additional Notes for Special Education:

*Classified students will be provided modifications, as needed, from the special education teacher. This will be individualized per student.



First Grade Star Words

High Frequency words that students should be able to read by memory. We work on a list about every week. Look for the highlights to see which list we have made it up to.

Kindergarten Review Words: I, to, like, a, see, the, is, are, we, go

Lesson 1

and
be
help
play
with
you

Lesson 2

for
have
he
look
too
what

Lesson 3

do
find
funny
sing
no
they

Lesson 4

all
does
here
me
my
who

Lesson 5

friend
full
good
hold
many
pull

Lesson 6

away
call
come
every
hear
said

Lesson 7

animal
how
make
of
some
why

Lesson 8

her
now
our
she
today
would

Lesson 9

after
draw
pictures
read
was
write

Lesson 10

eat
give
one
put
small
take

Lesson 11

blue
cold
far
little
live
their
water
where

Lesson 12

been
brown
know
never
off
out
own
very

Lesson 13

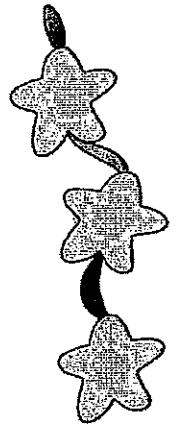
down
fall
goes
green
grow
new
open
yellow

Lesson 14

four
five
into
over
starts
three
two
watch

Lesson 15

bird
both
eyes
fly
long
or
those
walk



Lesson 16

around
because
before
bring
carry
light
show
think

Lesson 19

done
great
laugh
paper
soon
talk
were
work

Lesson 22

baby
begins
eight
follow
learning
until
years
young

Lesson 25

buy
city
family
myself
party
please
school
seven

Lesson 28

across
ball
cried
head
heard
large
second
should

Lesson 17

about
by
car
could
don't
maybe
sure
there

Lesson 20

door
more
mother
old
try
use
want
wash

Lesson 23

again
along
began
boy
father
house
nothing
together

Lesson 26

above
bear
even
pushed
studied
surprised
teacher
toward

Lesson 29

almost
any
behind
gone
happened
hello
idea
leaves

Lesson 18

first
food
ground
right
sometimes
these
under
your

Lesson 21

better
night
pretty
saw
thought
told
turned
window

Lesson 24

also
anything
flower
kind
places
ready
upon
warm

Lesson 27

always
different
enough
happy
high
near
once
stories

Lesson 30

should
brothers
everyone
field
loved
most
only
people
sorry

Name _____

Date _____

Lucy Loves Math

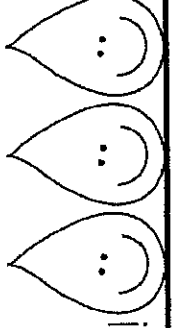
Directions: Read the passage on the left 3 times to practice fluency. Color a raindrop each time you read. Then, complete the comprehension tasks on the right.

Lucy Loves Math

Lucy the Ladybug loved math. She loved adding. She loved subtracting. She loved learning about shapes. One day, her teacher, Mr. Lucky, told the class that it was time to learn about fractions. Lucy could not wait! She flapped her wings up and down with glee.

Mr. Lucky started his lesson. First, he gave each ladybug a cracker. They practiced eating parts of the cracker. Lucy learned that when she ate half of her cracker, she had one-half left over. Then, they made a craft with buttons. Lucy put four buttons on her picture. One button was red. The rest were blue. "One-fourth of my buttons are red," Lucy said. "Very good!" said Mr. Lucky.

Last, the class took a test. Lucy got an A! Lucy loved math so much!



Read and Look Back:

Use a green crayon to highlight the name of the main character in the story.

Use a purple crayon to highlight two things the students did to learn about fractions.

Use a yellow crayon to highlight the text that tells how Lucy did on her fraction test.

Read and Respond:

What is the central idea of this story?

Name _____

Date _____

Frogs

Directions: Read the passage on the left 3 times to practice fluency. Color a raindrop each time you read. Then, complete the comprehension tasks on the right.

Frogs

Frogs are amphibians. This means that frogs live both on land and in water. Frogs lay their eggs in the water. The eggs hatch into tadpoles. Then, the tadpoles turn into froglets. Their tail shrinks and back legs form. Next, the froglets grow front legs. The lungs develop. When the tail disappears, it has become a frog. Small frogs eat insects such as flies and moths. Large frogs eat larger insects like grasshoppers and crickets. A frog catches insects with its sticky tongue. Frogs have strong back legs. They use their legs to swim and jump. Some people eat frog legs!

There are many kinds of frogs. Frogs come in different colors and sizes. Many people keep frogs as pets. Frogs are interesting animals!



Read and Look Back:

Use a green crayon to highlight the text that tells what an amphibian is.

Use a purple crayon to highlight what happens after the froglets grow front legs.

Use a yellow crayon to highlight two things a frog eats.

Read and Respond:

What is the main idea of this text?

Name _____

Date _____

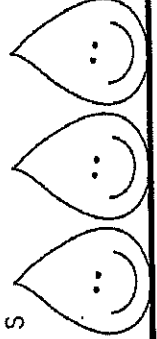
Kiss a Frog!

Directions: Read the passage on the left 3 times to practice fluency. Color a raindrop each time you read. Then, complete the comprehension tasks on the right.

Kiss a Frog!

Princess Polly searched all over the land for the perfect prince. Princess Polly could not find anyone to marry her. After searching for days, she sat down on a log to think. Just then, an ugly frog hopped up to her. He sat beside her. Princess Polly scooted away. She did **not** like ugly frogs. "Hello, Princess Polly," said the frog. "Why are you so sad?" he asked. Princess Polly told the frog about her search for a prince. She started to cry.

"I can help you with your problem. If you kiss me, I will turn into a prince!" said the frog. Princess Polly laughed but she decided to try his idea. Very quickly, she kissed the ugly frog. He turned into a handsome prince! Princess Polly and the prince lived happily ever after.



Read and Look Back:

- Use a green crayon to highlight the text that tells what Princess Polly's problem was in the story.
- Use a purple crayon to highlight a sentence that shows dialogue in the story.
- Use a yellow crayon to highlight the solution to the story.

Read and Respond:

What is the author's purpose for this text?

Name _____

Date _____

A Picnic Surprise

Directions: Read the passage on the left 3 times to practice fluency. Color a raindrop each time you read. Then, complete the comprehension tasks on the right.

A Picnic Surprise

Beth and Frank were having a picnic at the park. It was a hot, sunny day in July. Beth's mom packed food for them. In the basket were two ham sandwiches. There were two apples, two cookies, and two bags of crackers. The food was very good!

Beth and Frank sat under a tree while they ate lunch. "Look! There is an ant hill," Frank said. Beth and Frank sat as far away from the ant hill as they could. As Beth ate, she dropped crumbs on the red blanket. When she looked down to wipe them away, the crumbs were gone! "Where did those crumbs go?" Beth asked Frank.

"I do not think we are the only ones eating lunch!" Frank said.



Use a green crayon to highlight the setting of the story. Include all details of the setting.

Use a purple crayon to highlight the names of the two characters in this story.

Use a yellow crayon to highlight the word the author used to describe the blanket.

Read and Respond:

Infer! What happened to the crumbs? Underline the clue that helped you make your inference.

Name _____

Date _____

The Best Butterfly

Directions: Read the passage on the left 3 times to practice fluency. Color a raindrop each time you read. Then, complete the comprehension tasks on the right.

The Best Butterfly

One warm morning, the bugs were buzzing in the garden. They were waiting for The Best Butterfly Contest to start. When the bell went off, the contest started.

Bill the Butterfly went first. He was orange with big, purple spots. His wings were large. Bill flew in fast circles. He was the fastest butterfly in the garden. The bugs all clapped loudly.

Greta the Butterfly was next. She was yellow with green dots. She had small wings. Greta flew high into the sky. Greta was the highest flying butterfly in the garden. The bugs cheered.

Last, it was time to vote on a winner. 10 bugs voted for Bill. 10 bugs voted for Greta. It was a tie! "You are both the best butterflies!" said the bugs.



Read and Look Back:

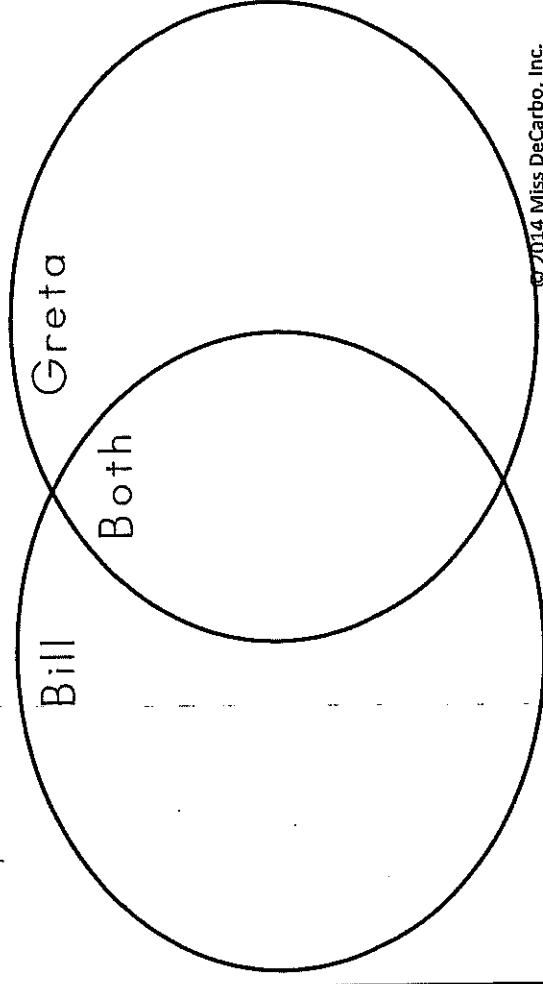
Use a green crayon to highlight the text that states why the bugs were in the garden.

Use a purple crayon to highlight the text that describes Bill the Butterfly.

Use a yellow crayon to highlight the text that describes Greta that Butterfly.

Read and Respond:

Compare and contrast.



Name _____

The Apple Orchard

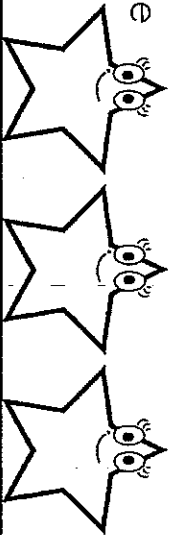
Directions: Read the passage on the left 3 times to practice fluency. Color a star each time you read. Then, complete the comprehension tasks on the right.

The Apple Orchard

Ann and her class went on a field trip to the apple orchard.

First, they went on a hayride around the farm. Then, each kid picked an apple off the apple tree. Miss Kate helped the kids wash the apples. The class sat under the apple trees and ate their snack.

After their snack, the class got to play in the corn maze. Ann had so much fun playing in the corn maze! Next, they saw the animals on the farm and got to feed the horses. The horses were soft and smelled funny! Ann did not like feeding the horses. At the end of the day, the class went home on the bus. Ann had a great time at the apple orchard!



Read & Look Back:

Use a yellow crayon to highlight the characters' names in the story.

Use a green crayon to highlight the text that tells what Ann and her class did first on the field trip.

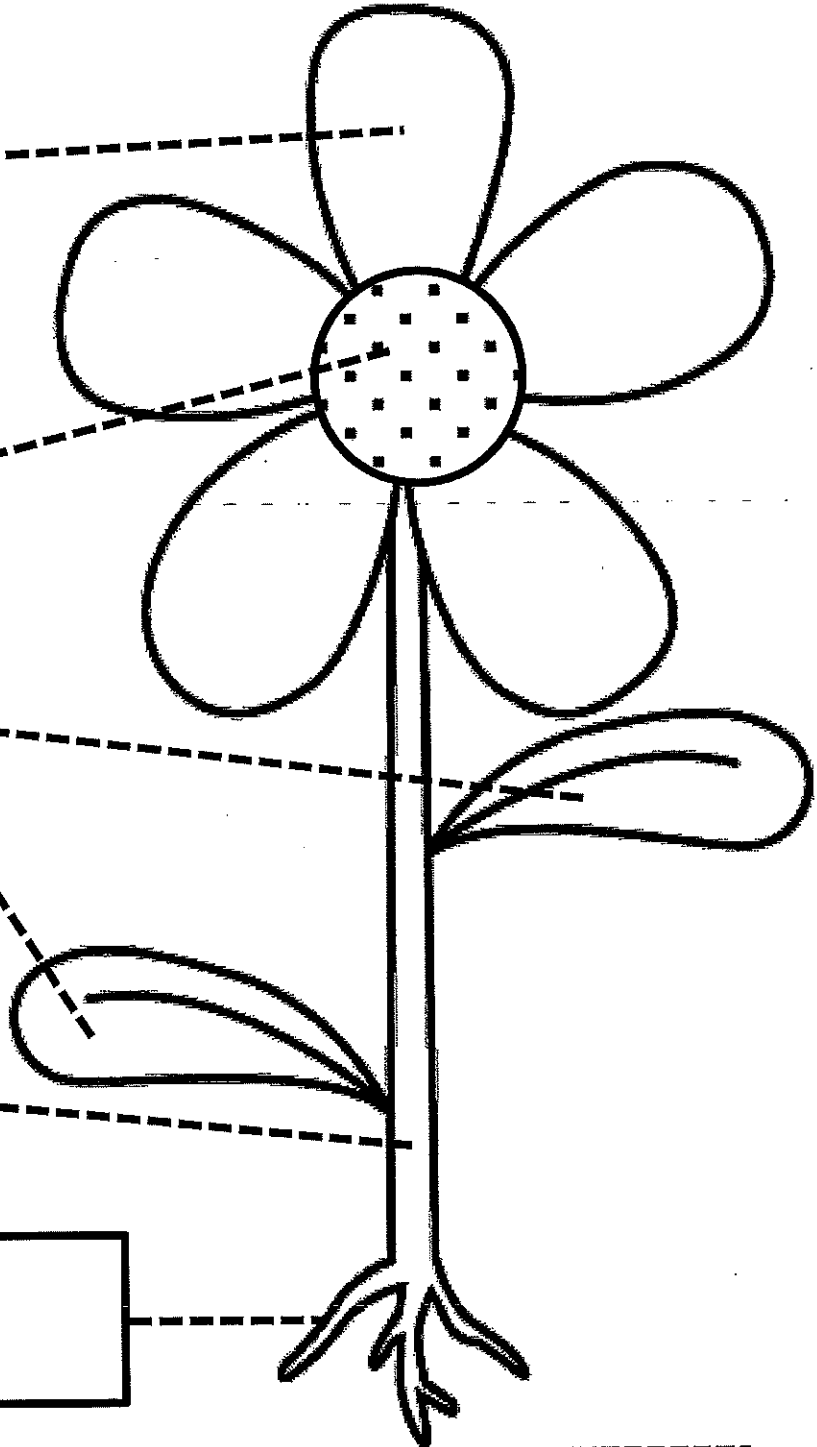
Use a red crayon to highlight the text that tells how Ann felt about the horses.

Read & Respond:

What is the main idea of this story?

Name _____

Parts of A Plant



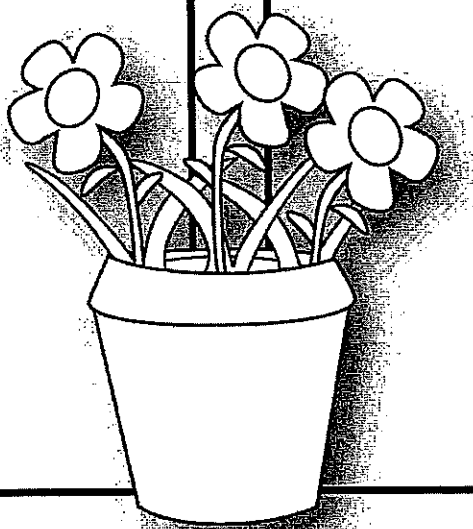
leaves	seeds	stem
roots	flower	sunlight

Name _____

Sort the words into the correct box.

Plant Parts

Plant Needs



seeds

sunlight

leaves

water

fruit

flower

air

soil

stem

roots

Name _____

Date _____

Plants

Directions: Read the passage on the left 3 times to practice fluency. Color a raindrop each time you read. Then, complete the comprehension tasks on the right.

Plants

There are thousands of different kinds of plants. Plants are important to our lives. Plants give off oxygen for humans and animals to breathe. Humans and animals also eat plants for food. Not all plants produce flowers and fruit. Plants like ferns, shrubs, and pines do not produce flowers or fruit.

A plant grows from a seed. The roots grow under the soil. Roots hold the plant in place. Roots also get water to the plant. The stem holds the plant up. The leaves soak up the sunlight. The plant uses the sunlight for food. A plant needs soil, water, and sunlight to grow.

Plants can live on land. They can also live in the ocean. Other plants live in fresh water.

We need plants to give us oxygen and food.



Read and Look Back:

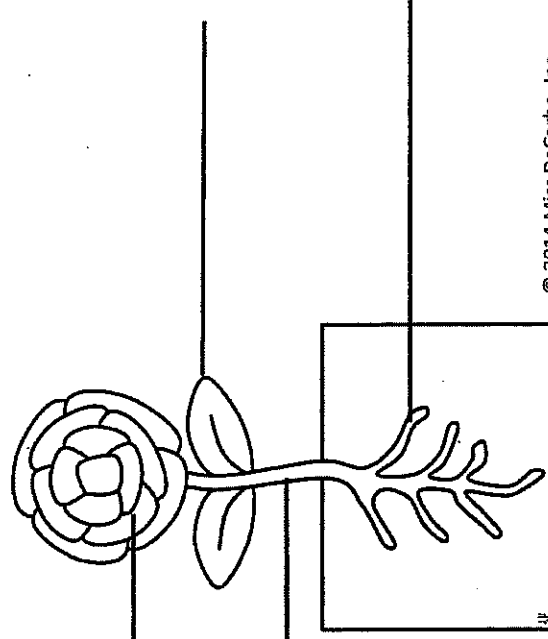
Use a green crayon to highlight four parts of a plant.

Use a purple crayon to highlight the three things a plant needs to grow.

Use a yellow crayon to highlight three places a plant can grow.

Read and Respond:

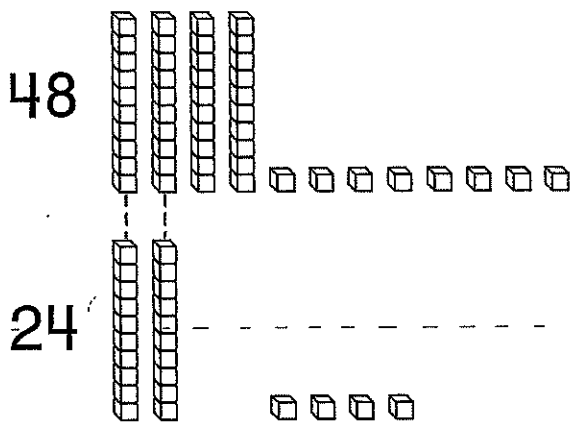
Label the plant:



Name _____

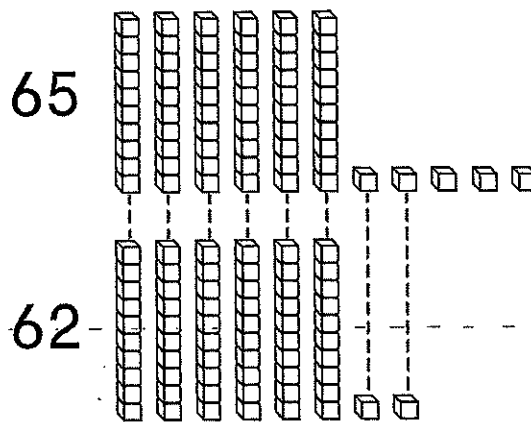
Algebra • Greater Than

You can compare numbers to find which is greater.



48 is greater than 24.

$$\underline{48} > \underline{24}$$

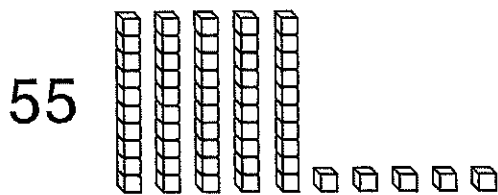
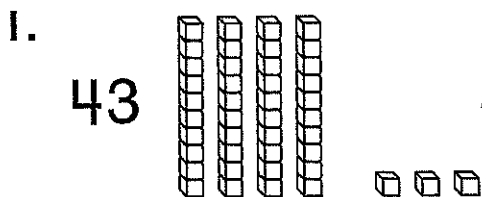


65 is greater than 62.

$$\underline{65} > \underline{62}$$

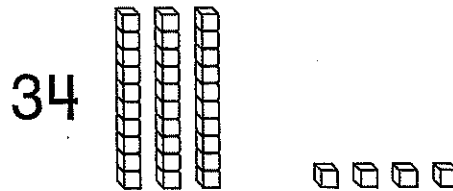
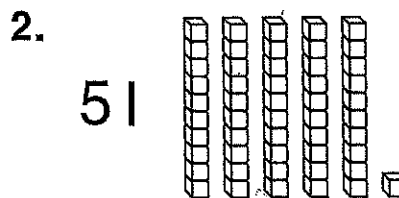
Draw lines to match.

Write the numbers to compare.



_____ is greater than _____.

$$\underline{\quad} > \underline{\quad}$$



_____ is greater than _____.

$$\underline{\quad} > \underline{\quad}$$

Name _____

Which Makes It True?

Circle the number that makes the number sentence true.

1. $34 > \underline{\quad}$

33 43

2. $\underline{\quad} > 66$

59 81

3. $21 > \underline{\quad}$

31 13

4. $72 > \underline{\quad}$

75 63

5. $\underline{\quad} > 33$

34 22

6. $\underline{\quad} > 91$

86 98

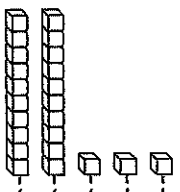


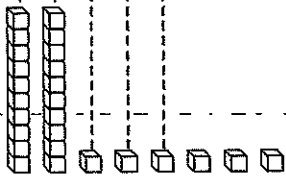
Writing and Reasoning Write a number that is greater than 98.

Name _____

Algebra • Less Than

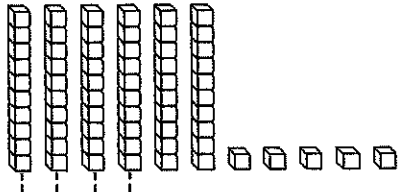
You can compare numbers to find which is less.

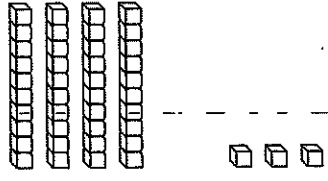
23 

26 

23 is less than 26.

23 < 26

65 

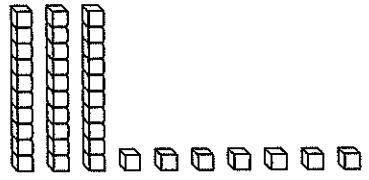
43 

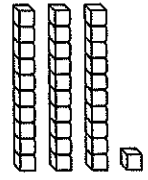
43 is less than 65.

43 < 65

Draw lines to match.
Write the numbers to compare.

1.

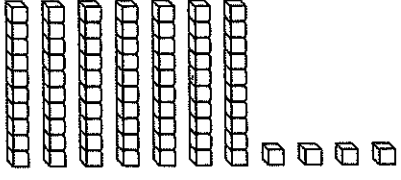
37 

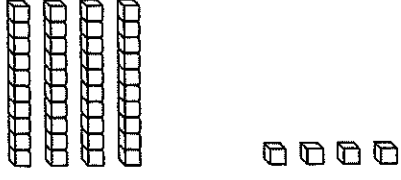
31 

_____ is less than _____.

_____ < _____

2.

74 

44 

_____ is less than _____.

_____ < _____

Name _____

Which Is Less?

Read the sentence. Circle true or false.

Then write the numbers to make the comparison true.

1. Eric said 66 is less than 51.

true

false

$$\underline{51} < \underline{66}$$

2. Dan said 44 is less than 46.

true

false

$$\underline{\quad} < \underline{\quad}$$

3. Anna said 81 is less than 77.

true

false

$$\underline{\quad} < \underline{\quad}$$

4. Shanta said 90 is less than 70.

true

false

$$\underline{\quad} < \underline{\quad}$$

5. Lars said 22 is less than 33.

true

false

$$\underline{\quad} < \underline{\quad}$$

6. Kerry said 49 is less than 24.

true

false

$$\underline{\quad} < \underline{\quad}$$

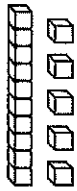

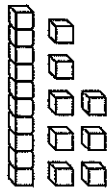
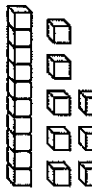

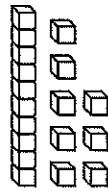
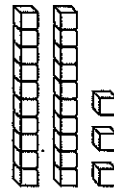

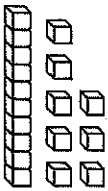


Writing and Reasoning Write four numbers that are less than 61.

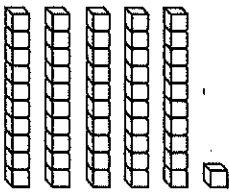
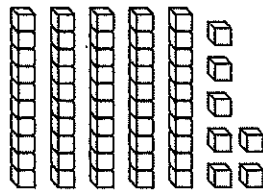
Name _____


Algebra • Use Symbols to Compare

You can use symbols to compare numbers.

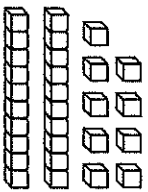
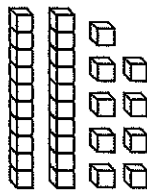
 15		 18
<p>This symbol means is less than.</p>		
 18		 18
<p>This symbol means is equal to.</p>		
 23		 18
<p>This symbol means is greater than.</p>		


Write $>$, $<$, or $=$. Complete the sentence.

1.  

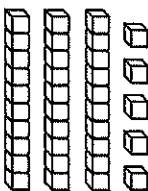
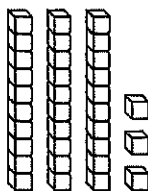
51  **57**


51 is less than 57.

2.  

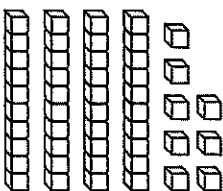
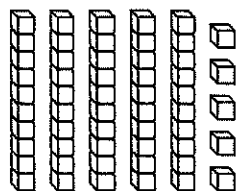
29  **29**


29 = 29.

3.  

35  **33**

35 > 33.

4.  

48  **55**

48 < 55.

Name _____

I Spy Symbols

Look at the glasses. Write the numbers and $<$, $>$, or $=$.



60 $<$ 64



___ \bigcirc ___



___ \bigcirc ___



___ \bigcirc ___



___ \bigcirc ___



___ \bigcirc ___

Write numbers to make each sentence true.

7. $88 < \underline{\quad}$

8. $\underline{\quad} = 55$

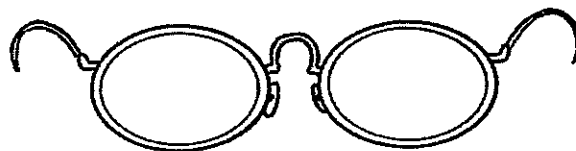
9. $\underline{\quad} > 75$

10. $\underline{\quad} > 41$



Writing and Reasoning

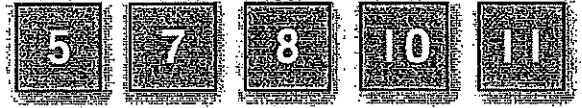
Write your own problem.



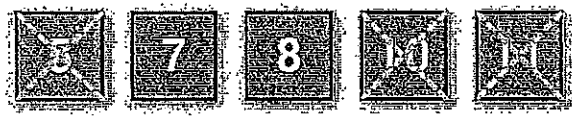
Name _____

Problem Solving • Compare Numbers

Anthony has the number cards shown. He gives away the cards with numbers less than 6 or greater than 9. Which cards does Anthony have now?



Unlock the Problem

<p>What do I need to find?</p> <p>the <u>number cards</u> that Anthony has now</p>	<p>What information do I need to use?</p> <p>number cards < <u>6</u> or > <u>9</u>.</p>
<p>Show how to solve the problem.</p>  <p>Anthony has number cards <u>7</u> and <u>8</u>.</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block; text-align: center;"> <p>THINK Cross out the numbers Anthony gives away.</p> </div>	

Make a model to solve.


- Emily has the number cards shown. She gives away the cards with numbers less than 19 or greater than 22. Which cards does she have now?




Emily has _____ and _____.

Name _____

Paw Prints

Color the numbers that are less than 50 .

Color the numbers that are greater than 70 .

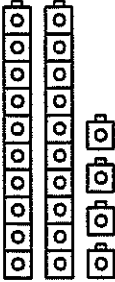
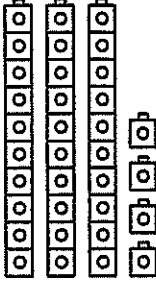
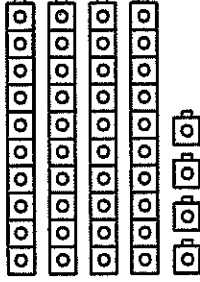
73 98 56 61
55 39
74 97 57
75 60
95 96 38
54 34 58 37
76 77 36 59
94 35
93 78



Writing and Reasoning Which numbers above are both greater than 50 and less than 70?

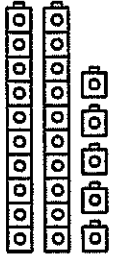
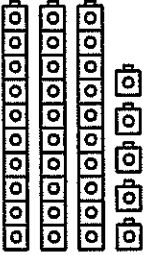
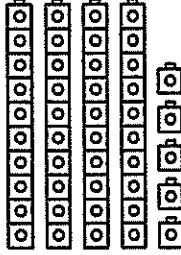
Name _____

10 Less, 10 More

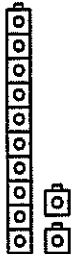
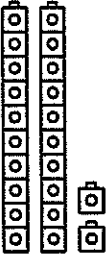
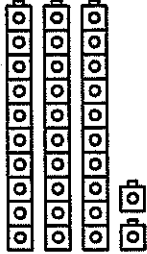
<p>24 is 10 less than 34.</p> 	<p>34 is 10 more than 24.</p> 	<p>44 is 10 more than 34.</p> 
24	34	44

Write the numbers that are 10 less and 10 more.

1.

 <input style="width: 50px; height: 50px;" type="text"/>	 35	 <input style="width: 50px; height: 50px;" type="text"/>
--	---	--

2.

 <input style="width: 50px; height: 50px;" type="text"/>	 22	 <input style="width: 50px; height: 50px;" type="text"/>
--	---	--

Name _____

What Is My Number?

Read the riddle. Write the number.

1. 47 is 10 less than my number.

67 is 10 more than my number.

What is my number? _____

2. 75 is 10 more than my number.

55 is 10 less than my number.

What is my number? _____

3. 71 is 10 less than my number.

What is my number? _____

4. 100 is 10 more than my number.

What is my number? _____

5. My number is 10 more than 88.

What is my number? _____

6. My number is 10 less than 10.

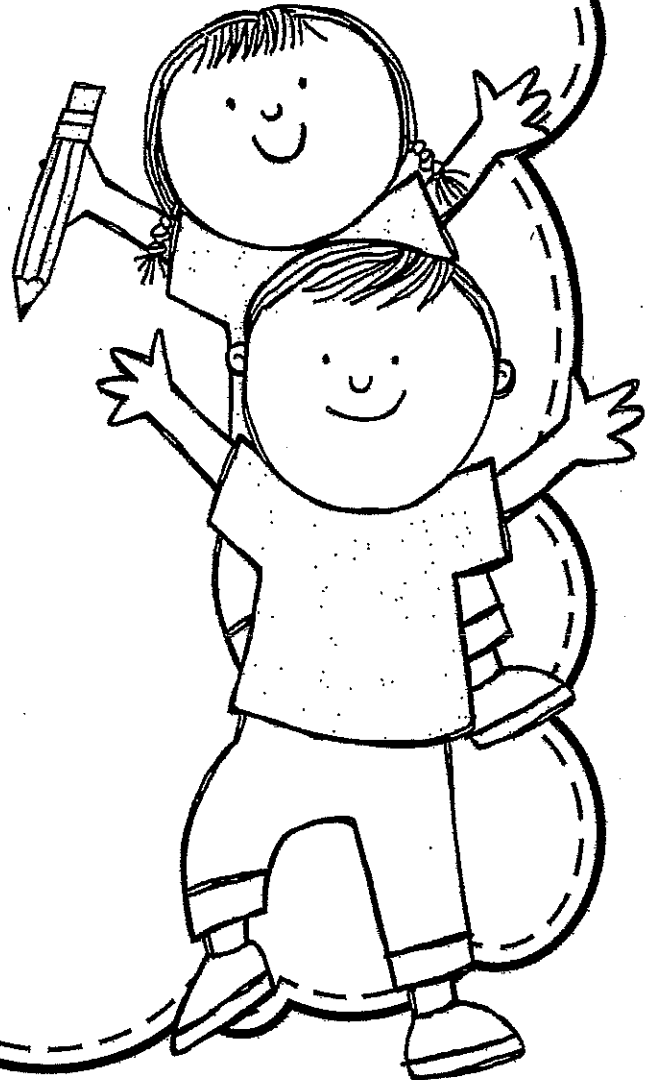
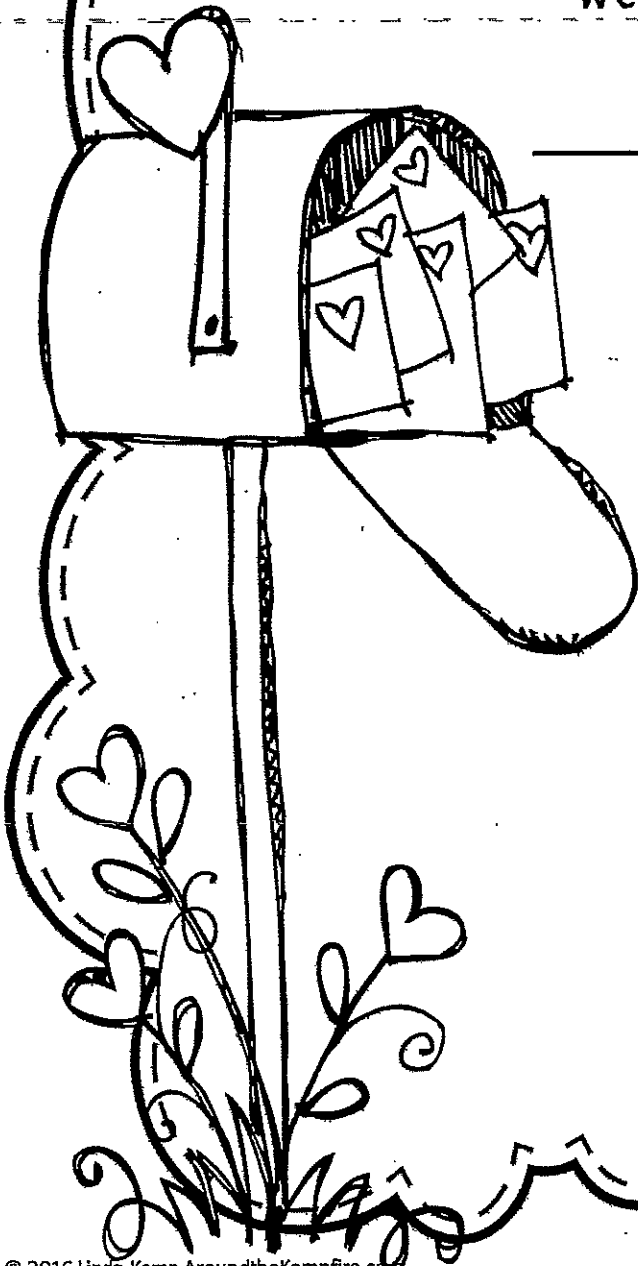
What is my number? _____



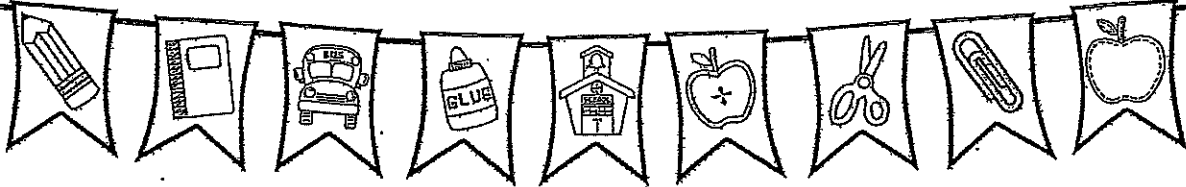
Writing and Reasoning Write your own riddle.

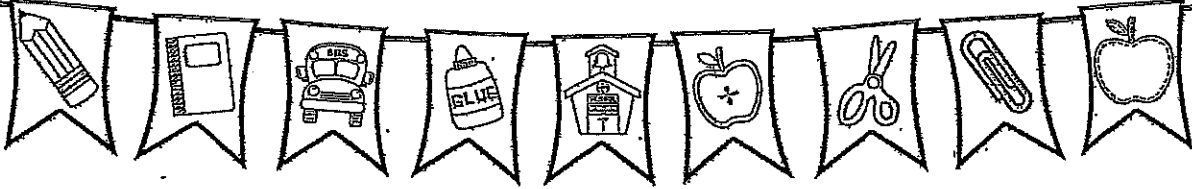
Friday Letters

Weekly Letters Written By _____

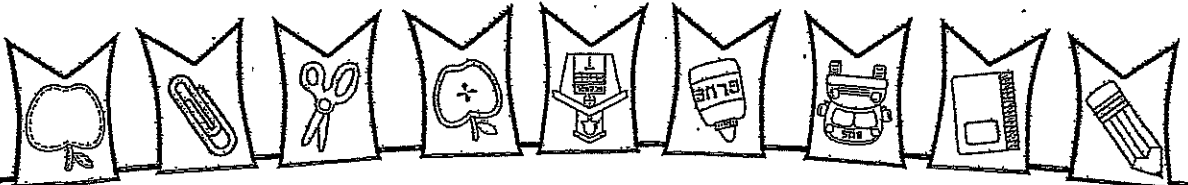




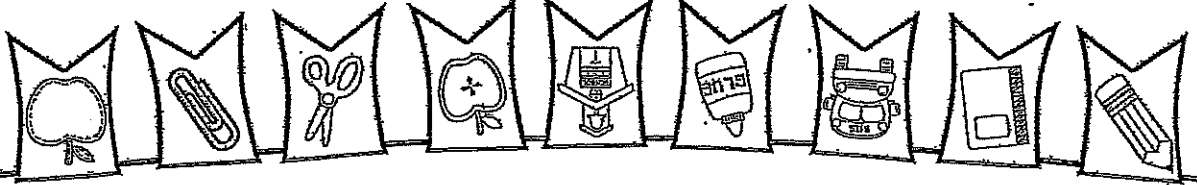




Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for tracing and writing practice.



Resources

The availability of resources determines how people spend their money.

Saving

People save money in different ways. It's smart to save money for future wants and needs.

Budget

Budgets help people know what they can and cannot spend their money on.

Jobs

People work to make money. Money can buy your wants and needs.

Needs

A **need** is essential.

You need it to live.

Wants

A **want** is a luxury.

You don't need it to live.