



# First Grade Academic Packet    May 18-29, 2020

GREETINGS, FIRST GRADE FAMILIES!

We have compiled this **final packet** of activities for your child. Anything with a ★ must be sent to your child's teacher upon completion. You should return two fluency activities, one math page, one writing activity, and one word work activity.

**Packet Deadline and Grading:** Make sure your child's name is on each page you send to your child's teacher. You can submit any of the activities with stars on them from any of the packets until Monday, June 1, 2020. As per the April 20<sup>th</sup> school update letter from Mr. Struble, for the fourth nine weeks, we will award students with either an "S" for Satisfactory or "NG" for Not Graded. If your child is able to participate and demonstrate a minimal of new learning to the expectations set forth, your child will receive an "S" for the nine weeks. If that is not possible at this time, the grade will be recorded as "NG". If you have questions about this, please contact your child's teacher.

**Return Procedure:** If you received this packet digitally, please take a picture of your work and email or send to your teacher via messaging apps such as Remind, Class Dojo, or ClassTag. If you received this packet in the mail, put any material needing to be returned to your child's teacher in this 7"x10" envelope and place it in a drop box at Clearfield Elementary, Clearfield Junior/Senior High School or at any one of the following meal distribution sites:

Lawrence Park Village	11:00-11:30 AM
Edgewood Apartments	11:00-11:30 AM
Bible Tabernacle (Woodland)	11:00-11:30 AM
Goshen Township Building	11:00-11:30 AM
Joseph & Elizabeth Shaw Public Library	11:00-11:30 AM
Glen Richey Fire Hall	12:00-12:30 PM
Hyde Fire Hall	12:00-12:30 PM
Bigler YMCA	12:00-12:30 PM
St. Mary's Catholic Church (Frenchville)	12:00-12:30 PM
Behind the Grandstand at the Clearfield Driving Park	12:00-12:30 PM

If you have anything else, such as library books or Title 1 reading materials, that needs returned to the school, please drop those off in a drop box at Clearfield Elementary or Clearfield Junior/Senior High School. These boxes are available outside the school 24 hours a day.

**Items at School:** By now, you should have picked up any personal belongings from the school. When you picked up these items, your child's teacher included work books, journals, and other materials they've been using at school. Please use these materials to review what your child has already learned, and prepare for next year. If you have not yet picked up these items, please call the school at (814) 765-5511 to set up a time to pick them up.

**Online Resources and Communication:** This packet, important announcements, and optional educational material for Itinerants/Specials is available on our individual teacher pages accessible online at: [www.clearfield.org](http://www.clearfield.org) / Clearfield Area School District / Sites / Clearfield Area Elementary / Menu / Teacher Pages / Select Specific Teacher. Keep checking [www.clearfield.org](http://www.clearfield.org), the District and Elementary School Facebook pages, email, and whatever other communication apps your child's teacher might be using. Lots of useful information will be shared through these outlets.

**Office Hours:** Our first grade team continues having office hours Monday through Friday from 9 a.m. to 11 a.m. During this time, you can reach your child's teacher using the phone numbers or email addresses provided.

**We hope you are all safe and healthy!**  
**If you have questions, please contact your child's teacher.**

TEACHER	EMAIL	PHONE
Mrs. Forcey	dforcey@clearfield.org	(814) 765-5511 Ext. 1107
Mrs. Sankey	ksankey@clearfield.org	(814) 765-5511 Ext. 1121
Mr. Strouse	mstrouse@clearfield.org	(814) 765-5511 Ext. 1106
Mrs. Terry	cterry@clearfield.org	(814) 765-5511 Ext. 1120
Miss Waring	twaring@clearfield.org	(814) 765-5511 Ext. 1108
Mrs. Williams	jwilliams@clearfield.org	(814) 765-5511 Ext. 1104
Mrs. Wright	jwright@clearfield.org	(814) 765-5511 Ext. 1105
Mrs. Segar (Emotional Support)	jseger@clearfield.org	(814) 765-5511 Ext. 1118
Mrs. Black (Learning Support)	kblack@clearfield.org	(814) 765-5511 Ext. 1127
Mrs. Palumbo (Gifted)	lpalumbo@clearfield.org	(814) 765-5511 Ext. 1200
Mrs. Restino (Title Reading)	jrestino@clearfield.org	(814) 765-5511 Ext. 1252
Mrs. Collins (Title Reading)	ncollins@clearfield.org	(814) 765-5511 Ext. 1250
Mrs. Struble (Title Reading)	kstruble@clearfield.org	(814) 765-5511 Ext. 1201
Mrs. Bennese (Title Reading)	kbennese@clearfield.org	(814) 765-5511 Ext. 1100
Mrs. Zilhaver (Title Reading)	azilhaver@clearfield.org	(814) 765-5511 Ext. 1183

**Follow the learning activities below!**

**See how many you can complete! Have fun!**

**C** – Compare 2 people. What is the same/different?

**L** – List 5 things you like about school.

**E** – Entertain someone at home by dancing, singing, or acting.

**A** – Act out a part from a tv show, movie, or book.

**R** – Read a book to your favorite toy.

**F** – Find five things that start with the letter F.

**I** – Interview someone at home. Ask them 3 questions.

**E** – Exercise your mind and body! Do jumping jacks while saying the alphabet.

**L**- Learn the words to a song.

**D**- Draw the Clearfield Elementary School.

# Skills to help your child be successful in 2<sup>nd</sup> grade

## Reading Comprehension:

- Retell a story in order from beginning to end
- Make a connection: This story reminds me of...
- Compare two stories or two characters in a story
- Use clues in the story to figure out what a word means

## Fluency:

- Chunk (look for small chunks or small words in order to figure out a bigger word: blends, digraphs, compound words, suffixes)
- Flip the sound (a, e, i, o, u, y, g, c, j). If a word doesn't make sense, try changing the sound of a letter
- Skip the word and come back to it to find a word that might make sense
- Add expression

## Spelling:

- Use word chunks ("chop the word"), long vowel and other vowel patterns (silent e, ee, ea, ai, ay, oa, ow, ou, ew, aw, igh, ar, er, ir, ur, or, oi, oy), digraphs (ch, sh, th, wh, ph), and word endings (ed, ing, er, est) to spell larger words

## Writing:

- Write a topic sentence that tells what you are writing about
- Write at least 3-5 details about the topic sentence
- Write colorful detailed sentences
- Have a complete sentence that makes sense
- Write a detailed story that has a beginning, middle, and end
- Use correct capitalization and punctuation

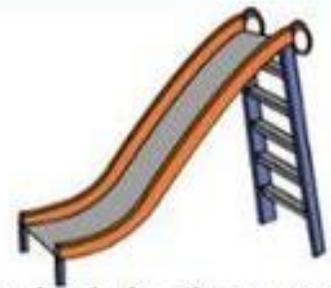
## Math:

- Count by 1s and 2s from 0-100 and back from 100-0
- Count by 5s and 10s from 0-100 and back from 100-0
- Tell time to hour, half-hour, quarter-hour, and to nearest 5 minutes
- Know math addition and subtraction facts (+/- 0, +/- 1, doubles, near doubles, sums that equal 10, sums up to 20). Know quickly and mentally

## Handwriting:

- Write capital and lower case letters with correct size and formation
- Work on common letter reversals (d, b p, q)
- Write neatly

# Tips for Preventing the Summer Slide



Studies show that children who do not read or have access to books during the summer lose up to 2 months of reading performance. Those losses accumulate during the elementary school years so that by the time a child enters middle school he/she may be 2 1/2 years behind! All children, whether from low, middle or upper income families, may fall victim to the "summer slide" if not provided with summer reading opportunities. So how do we prevent the summer slide-or even accelerate reading growth? Here are a few ideas:

**1** Visit your local library! Help your child find "right fit" books. Right fit books are books that are of high interest to your child and are not beyond their reading level. You can use the five finger test to determine if the book is too difficult for your child. Open the book to a page with many words. Have your child begin reading the text. Hold up a finger for each word he/she does not know. If you have 4 or 5 fingers up, the text may be too difficult for your child to read independently. Feel free to still check out the book! It just may be a book you want to read with your child.

**2** Be sure your child reads at least 20 minutes a day. According to research, a child who reads only 1 minute a day outside of school will learn 8,000 words by the end of sixth grade where a student who reads 20 minutes outside of school will learn 1,800,000 words! That's huge! If reading isn't one of your child's top priorities, you may need to set up an incentive program.

**3** Set a good example. When your child sees you reading and enjoying a book or a newspaper article, you are sending a message that reading is important and valuable.

**4** Read to your child. When you read to your child, he/she hears the rhythm of language. Be sure to read with expression! Changing your voice for different characters and increasing your volume during exciting parts are only a few ways to keep children engaged.

**5** Read with your child –explore different types of reading such as poetry. For our little ones, poetry is a great way to improve phonemic awareness skills as poetry often incorporates rhyme. For our older children, poetry is a means of improving fluency.

**6** Read for different purposes. Reading directions for a recipe or directions for assembling a toy are fun ways of incorporating reading into everyday activities.

**7** Play games with words. Commercial games such as Apples to Apples improves vocabulary. You can easily turn a game of hopscotch or 4 square into a game that incorporates learning letters or sight words. Be sure to check out the "8 Super Summer Sight Word Activities" on the Make, Take & Teach blog.

**8** If you have access to an iPad, there are tons of interactive books and apps that address phonics and early reading skills. There are also many websites that offer free reading related games.

Have a happy and healthy summer! Be sure to read, read and read some more! Not only can we prevent the summer slide, we can accelerate reading growth.



For more teaching ideas and activities be sure to visit our blog! [www.blog.maketaketeach.com](http://www.blog.maketaketeach.com)

# Reading Fluency & Comprehension

Activity #1- Read and Mark

- Read **The Silly Monkey** for 1 minute with no help to an adult
- Count the number of words read in 1 minute. Write number on First Read WPM

If number of words is 33 or below, do a 1 minute read on **The Goat** on the back of this page and use for activities. If the number of words is 66 or more, do a 1 minute read on **Lemonade Stand** and use for activities. If your child read between 34-65 words you will be using **The Silly Monkey**

Activity #2- Read at Your Own pace

- Practice reading the passage 3 times. You may help your child with words they struggle with.

Activity #3: Word Work

- The Goat: Highlight words with long O sound (ocean)
- The Silly Monkey: Highlight words that end with y sounding like long e
- Lemonade Stand: Highlight words that end in ed

Activity #4: Silly Read

- Read passage 3 times using silly voice listed (or a normal voice if want)

Activity #5: Read and Mark

- Read for 1 minute with no help
- Count the number of words read in 1 minute
- Write number on Last Read WPM. Color smiley face if your words increased

Activity #6: Comprehension (write answers on separate piece of paper)

1. Who were the characters in the story?
2. Where were they in the story (setting)?
3. What were they doing in the story?

Please continue to read 15-20 minutes daily. As your child reads, help them with words they don't know. Ask them questions about the story. Ex. Who are the characters? Where are they in the story? What happened in the story? What is this story about? What did you learn in this story?

Name \_\_\_\_\_

## The Silly Monkey

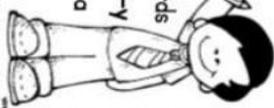
6 We went to the zoo on  
 11 Sunday. I liked seeing the  
 14 monkeys because they  
 19 were so funny. There was  
 24 a really silly monkey that  
 28 we loved watching. He  
 32 kept picking up bananas  
 37 from the bottom of the  
 42 cage. After he would peel  
 46 the bananas, he would  
 51 throw the peels at the  
 56 glass. Then, he would eat  
 62 the bananas as fast as he  
 67 could. We could not stop  
 70 laughing at him.

### 5 STEP FLUENCY

1. Read it & Mark it
2. Read at your own pace.
3. Highlight Word Work
4. Silly Read
5. Read it & Mark it

### Word Work

Highlight the words that end with a -y that sound like a long e.



### Silly Read

Read the story like you are a pig.



### Did you beat your score?

Color a face.



Yes

No

First Read

WPM

Last Read

WPM

# The Goat

- 4 Joe had a goat.
- 7 The goat would
- 10 eat anything. It
- 13 ate Joe's coat
- 17 and his robe. The
- 21 goat also ate a
- 24 hose and soap.
- 27 Joe gave the
- 30 goat oats and
- 35 toast to eat, so it
- 38 had real food.

## 5 STEP FLUENCY

- 1 Read it & Mark it
- 2 Read at your own pace.
- 3 Highlight Word Work
- 4 Silly Read
- 5 Read it & Mark it

### Word Work

Highlight all of  
the LONG O  
words.



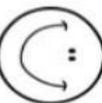
### Silly Read

Read the story like  
you are a grandma.



### Did you beat your score?

Color a face.



Yes



No

First Read

WPM

Last Read

WPM

# Lemonade Stand

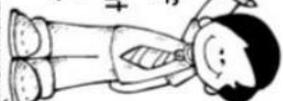
- 8 Abby wanted to buy a new toy, but
- 16 her mom told her that she had to
- 23 use her own money to buy it.
- 30 Abby did not have enough, so she
- 36 decided to have a lemonade stand.
- 44 Abby set a table out in her yard
- 49 and decorated it. She painted
- 55 some signs to tell everyone that
- 61 she was going to be selling
- 66 lemonade. Abby went inside and
- 72 filled up three pitchers with water.
- 78 She mixed in the lemonade and
- 84 added ice cubes. Abby took the
- 88 lemonade outside and started
- 93 selling lemonade. She sold twenty
- 99 glasses of lemonade and made ten
- 105 dollars. Abby had enough to buy
- 112 her toy. She was so excited that
- 118 she had worked hard and earned
- 121 the money herself.

## 5 STEP FLUENCY

- 1 Read it & Mark it
- 2 Read at your own pace.
- 3 Highlight Word Work
- 4 Silly Read
- 5 Read it & Mark it

### Word Work

Highlight all of  
the words that  
end with **-ed**.



### Silly Read

Read the story like  
you are excited.



### Did you beat your score?

Color a face.



Yes



No

First Read

WPM

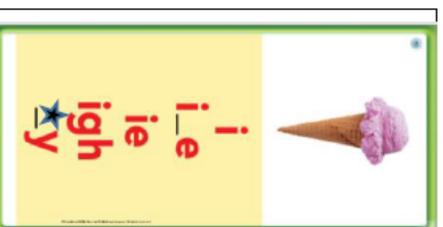
Last Read

WPM

## Word Wall Words

Lesson 28	Lesson 29	Lesson 30
cried	listen	everyone
head	caught	field
across	took	brothers
ball	thought	loved
large	beautiful	only
second	friendship	people
heard	minute	most
should	idea	sorry

## Sound Cards, Affix Cards, and Spelling Words



List:	Challenge:	List:	Challenge:	List:	Challenge:
my	flying	sadly	really	react	reacted
dry	dries	slowly	gladly	replay	replaying
try	tried	cozy	softly	replace	replaced
pie	fighting	dusty	chilly	repaint	repainted
cried	sighed	tricky	squishy	retell	retelling
night	fright	helpful	grateful	unopen	unskilled
light	sunlight	bagful	hopeful	unlike	unwrapped
right	nightlight	handful	beautiful	unpack	unloading

-ful	full of
-y	full of
-ly	in a certain way

re-	again
un-	opposite of

## Writing

Each writing must have:

- 4-7 sentences.
- 2-5 word wall words or spelling words.
- correct letter size and spacing.
- a capital letter to start and punctuation at the end of each sentence.

#1: What are your favorite things about first grade?

#2: How do you feel about going to second grade?

#3: How could you make a snowman last all summer?

Additional Affix Cards		
-er Use to compare two things	-ed happened before	-s more than one
-est use to compare more than two	-ing happening now	-es more than one Rule: use after s, ss, sh, ch, x
's show possession		



Name \_\_\_\_\_

Complete this writing assignment and send to your teacher.

Remember to follow the writing "must haves" from the previous page.

**Write about three things that you are looking forward to this summer.**

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



Name \_\_\_\_\_

# Choose one of these to turn into your teacher

WORD WALL BINGO



**BINGO.** Make or print off a bingo board and have your child write word wall words or spelling words in each square. You do the same on your blank board. Write words on pieces of paper and place in a container. Pull one word at a time taking turns pulling a word, reading it, and placing a counter on your board to get Bingo! Use pennies, beans, M&Ms, etc. as your bingo markers! If you want to keep using the same bingo board over and over place it in a Ziploc bag and use a dry erase marker to write your words on top of the bag!



**Find The Word!** Write word wall words/spelling words on paper/index cards, paper plates or outside on the sidewalk/driveway using sidewalk chalk. Spread the words out. Call out a word and have your child run, skip, hop, walk, etc. to the word that was called out. When they get to the correct word, have them read the word, spell the word and read the word again.



**Walk and Spell** Write the letters of the alphabet on paper/index cards, paper plates or outside on the sidewalk/driveway using sidewalk chalk. Give your child a word from the word wall list or spelling list. Have them say the word, spell out the word by walking to the each letter to spell out the given word. You can also do other words too [word families (-at, -an, -et, -en, -in, -ip, -op, -ot, -un, -ub, etc.), family members names, weather words, etc.]



**"Shh...It's a Secret!"** The only materials you need are paper, crayons and markers! Using a white crayon, either you or your child need to write the word wall word or spelling word. Then, they will choose a colored marker and "color over" the sight word to "reveal" it!



**Let's Go On a Word Hunt!** Write word wall words or spelling words on paper plates, index cards or even pieces of paper. Place the words up on the ceiling or the wall. Turn off the lights and use a flashlight to read the word, spell the word and then read the word. Have a nerf gun? Instead, call out one of the words and have your child aim and fire at the word you called out! You can also go on a word hunt using a book, magazine or anything with writing by picking a word and see how many times you can find a given word. Remember to say the word, spell the word and say the word!



**Sticky Spelling!** In a Ziploc bag put slime, shaving cream, paint, etc. and seal up the bag tightly. Pick a word wall word or spelling word, using your finger or a q-tip to write out your word. Remember to say the word, spell the word and read the word.

# MATH PRACTICE

## Fact Practice and Number Sense:

Roll a dice or have someone give you a number that is 10 or less.

**I rolled a \_\_\_\_\_**

Show it:


**I need \_\_\_\_\_ more to make 10.**

Try some more!

## Roll and Compare:

Directions: Roll two dice and write the number you roll below. Use one of these symbols to compare the numbers: <, >, =

○	○	○	○
—	—	—	—
○	○	○	○
—	—	—	—
○	○	○	○
—	—	—	—
○	○	○	○
—	—	—	—
○	○	○	○
—	—	—	—
○	○	○	○
—	—	—	—
○	○	○	○
—	—	—	—
○	○	○	○
—	—	—	—

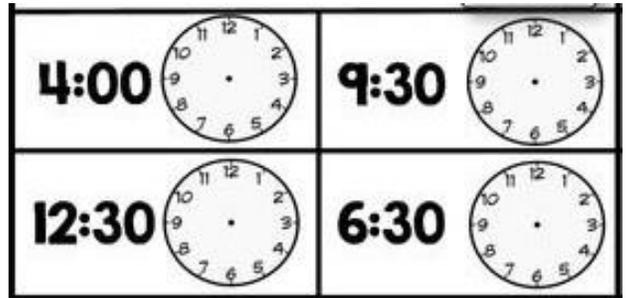
Grab your number grid, see what you can do!

## What can I do with my 120 Chart?

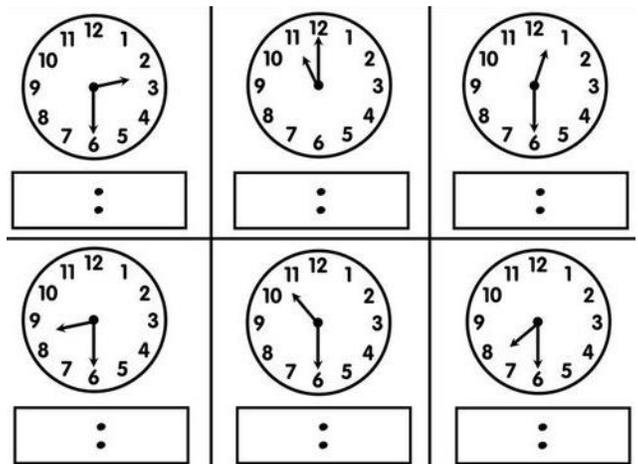
✓	Read the numbers as fast or as slow as you can.
	Count backward from 120!
	Skip count by 2's, 5's, or 10's.
	Count a column (vertical going down)
	Count a row (horizontal going across)
	Pick a number and tell a buddy what is above, below, before, and after that number.
	Tell how many tens and ones a number has.
	Pick a number and tell what is 1 more or 1 less than that number.
	Pick a number and tell what is 10 more or 10 less than that number.
	Cover a few numbers with pennies or cereal. Have a buddy guess your hidden numbers!
	Read your chart in a silly voice. Try reading like a monster, a princess, a frog, or an opera singer.

## Telling Time:

Draw the hands on the clock!



Write the time in the box!



## Addition and Subtraction Story Problems:

This time, create your own story problem! Make sure you write your number model.

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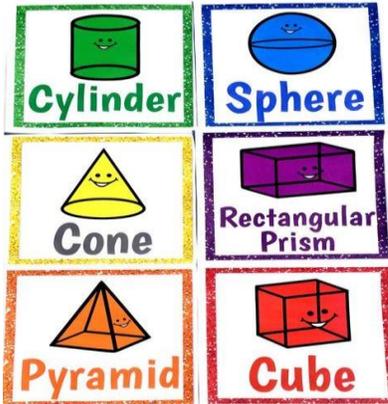
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Number Model: \_\_\_\_\_

See if you can create an addition **and** a subtraction story problem!

# MATH PRACTICE

## 2D and 3D Shapes:



Name: \_\_\_\_\_

### GOING ON A SHAPE HUNT

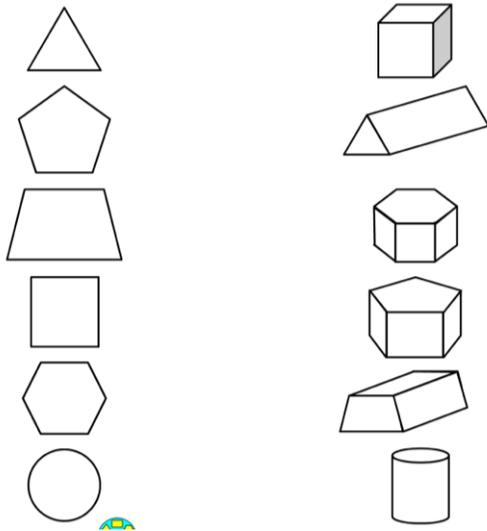
Look around your home for objects that have a three-dimensional shape.  
Write or draw them below.

cube	sphere	rectangular prism	pyramid	cone	cylinder

### MATCH THE 2D AND 3D SHAPES SHEET 1



Draw a line to match the 2d shape to the correct 3d shape.

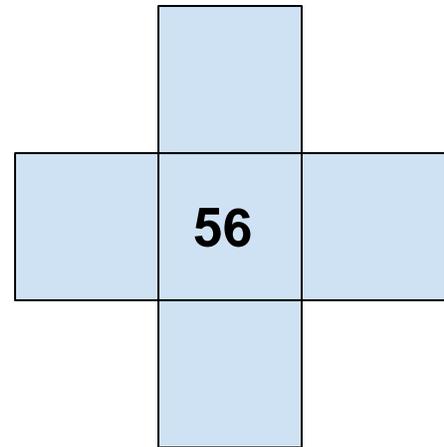


## Name Collection Box:

Represent the number 15 in five different ways - tally marks, equations, pictures, dominoes, dice, base-ten blocks, coins.

15

## Number Grid Puzzle:



## Fact Families:

12

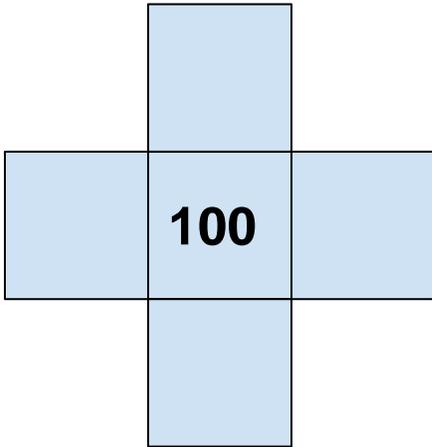
8                      4

□	+	□	=	□
□	+	□	=	□
□	-	□	=	□
□	-	□	=	□

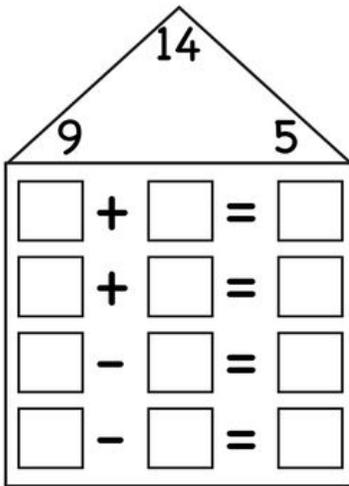
Name \_\_\_\_\_

# ★ This Entire Page Must Be Returned

## Number Grid Puzzle:



## Fact Family:



## Addition and Subtraction Story Problems:

Alea had 12 cookies. She ate 7 cookies. How many cookies does she have left?

\_\_\_\_\_ Cookies

Number Model: \_\_\_\_\_

Tessa had 5 pennies in her bank. Her mom gave her 10 more pennies to put in her bank. How many pennies does she have in her bank now?

\_\_\_\_\_ Pennies

Number Model: \_\_\_\_\_

## 3D Shapes:

Draw lines to match the names with the correct 3D shape.

### Match the 3D Shapes



cylinder

rectangular  
prism

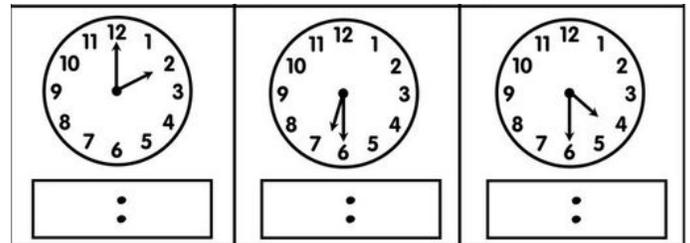
cube

cone

sphere

## Time:

Write the time in the box below!



Draw the hands on the clock!

