

First Grade Work

Math:

- Ch. 9 pgs. 537-570

Reading:

- Module 8 Week 3 Packet- complete all worksheets
 - o Sight words: brown, few, funny, myself, new, once, thank, words
- Module 9 Week 1 Packet – Complete all worksheets
 - o Sight words: almost, also, between, ever, food, really, sing, three

Writing:

- Adjectives packet: Complete all worksheets

***Students will be tested on this material**

Name _____

Words to Know

Word Bank

brown

few

funny

myself

new

once

thank

words

► Read the clues. Write the word from the Word Bank that goes with each clue.

1. You speak using these.

2. A tree trunk could be this.

3. A joke should be this.

4. This is not old.

5. This is not many.

6. This means one time.

Name _____

r-Controlled Vowel ar

The letter r can control a vowel sound and change it. The letters ar stand for the vowel sound in car.

► Write the correct word to complete each sentence.

1. Tim made a get well _____ for a sick pal.

card

cart

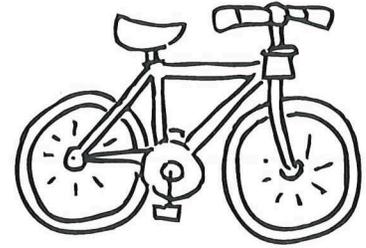
crab

2. It can be _____ to ride a bike.

had

hard

harm



3. I need a light to see in the _____.

damp

drove

dark

4. Gram will knit me a hat and a _____.

start

scarf

skip

5. We will plant the tree in the _____.

yard

yell

yarn

Name _____

Power Words: Match

Word Bank

lesson

wise

tale

nonsense

reply

► Write the Power Word from **Thank You, Mr. Aesop** that best fits each item.

1. Which word means almost the same as **silly**?

2. This word means something that you learn.

3. Which word means something you say as an answer to a question?

4. This word means almost the same as **story**.

5. Which word means almost the same as **smart**?

Name _____

Phonics Review

The letters **ar** stand for the vowel sound in **car**.

Every syllable has a vowel sound. Break a long word into syllables to read it. First find the vowel spellings. Then divide between the two consonants.

car / pet

VC / CV

► Write a word from the box to name each picture.

Word Bank

shark

cactus

barn

kitten

yarn

magnet

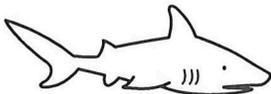
1.



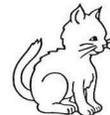
2.



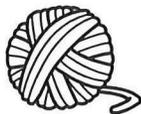
3.



4.



5.



6.



Name _____

Words to Know

Learn these words. You will see them in your reading and use them in your writing.

Word Bank

almost

also

between

ever

food

really

sing

three

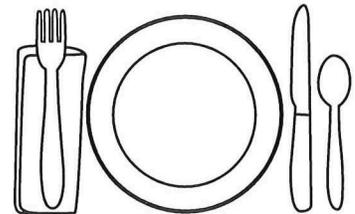
► Write a word from the box to complete each sentence.

1. It is _____ time to eat.

2. All the _____ looks good.

3. I sit _____ Mom and Dad.

4. I pass out _____ cups.



5. I _____ set out three plates.

6. This will be the best meal _____ !

Name _____

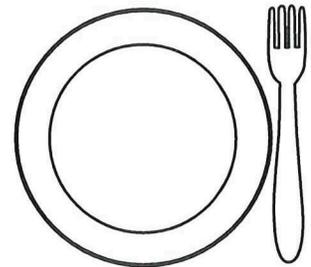
r-Controlled Vowels *or, ore*

The letters **or** and **ore** stand for the same r-controlled vowel sound. The letters **or** stand for the vowel sound in **for**. The letters **ore** stand for the same vowel sound in **more**.

► Choose and write a word to complete each sentence.

1. I put the _____ by the plate.

form fork farm

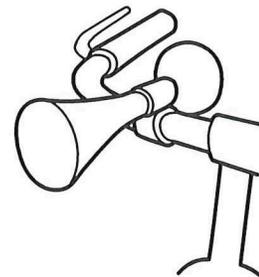


2. Jan _____ a coat to play in the snow.

worn warm wore

3. Mark has a _____ on his bike.

horn horse harm

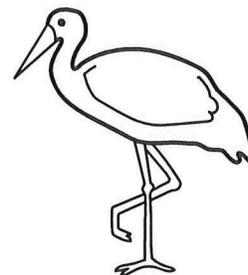


4. The _____ of the game is five to five.

scar shore score

5. A _____ has long legs.

storm store stork



Name _____

r-Controlled Vowels *or, ore*

Spell the /ôr/ sound with **or**, as in **fork**, or with **ore** (a trigraph) at the end of a word, as in **shore**.

► Read each word. Write the Spelling Words that rhyme with it and have the same spelling pattern.

1. pork _____

2. glory _____

3. fort _____

4. torn _____

5. core _____

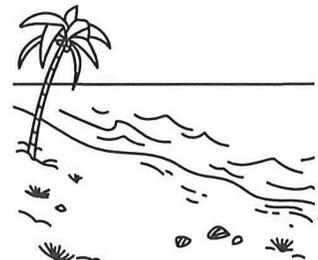
Spelling Words

Basic

horn
 fork
 corn
 short
 born
 door
 more
 shore
 story
 score

Review

barn
 jar
 art
 yarn



Name _____

Phonics Review

The letters **ar** stand for the vowel sound in **car**. The letters **or** and **ore** stand for the vowel sound in **for** and **more**.

Every syllable has a vowel sound. You can break a long word into syllables to read it. First, find the vowel spellings. Then, divide between the two consonants. Blend each syllable, and then put them together.

for / get
VC CV

► Choose and write a word to name each picture.

Word Bank

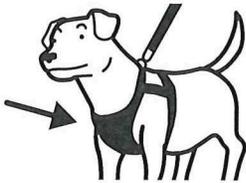
garden

hornet

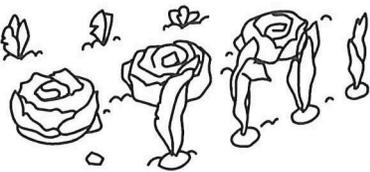
carpet

harness

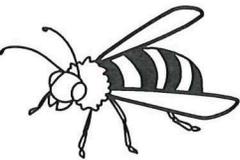
1.



2.



3.



4.



Name _____

Power Words: Match

Word Bank

terrific ingredients nutrients soil sow harvest

► Write the Power Word from **So You Want to Grow a Taco?** that best fits each item.

1. Which word tells how to plant seeds?

2. Which word means the opposite of **awful**?

3. This word tells what farmers do when their corn is ripe.

4. This word names the things you need to make a food like soup.

5. Which word means the same as **dirt**?

6. This word tells what vitamins are.

Name _____

Words About Places and Things

A **noun** that names a place tells **where** something happens.

A **noun** that names a thing tells **what** something is.

► Choose a noun from the box to complete each sentence. Then draw a circle to tell whether the noun names a **place** or **thing**. Use a dictionary to find the meanings of any words you don't know.

Word Bank

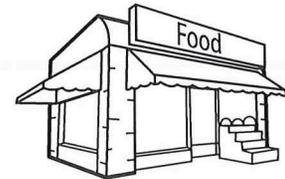
city

truck

store

kite

1. We buy food at the _____ .



place

thing

2. I can fly a _____ .



place

thing

3. My dad drives a _____ .



place

thing

Name _____

Text Organization

Authors choose a **text organization**, or structure, to fit their reason for writing. **Chronological order** tells about events in order. It also tells how to make or do something in order.

Authors use clue words, like **first**, **next**, and **last**, to tell readers the steps to follow. Sometimes they use graphic features, like numbered steps.

► Answer the questions about **So You Want to Grow a Taco?**

🔍 Pages 20 and 22 How does the author explain how to grow corn? What clues help you know?

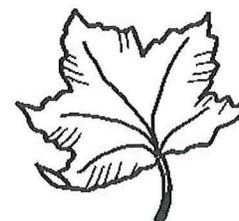
🔍 Pages 28–29 What does the author want you to learn here? How does she organize the information?

Name _____

Reference Sources

You can find the meaning of a word you don't know in a **dictionary** or **glossary**. The words in these sources are listed in **ABC order**. This order is the same as the letters in the alphabet.

► Write each group of words in ABC order. Then choose one word. Look up the word in a dictionary and write its meaning.

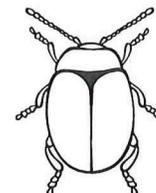


1. leaf, hot, shout

_____	_____	_____
-----	-----	-----
_____	_____	_____

2. bug, bread, dig

_____	_____	_____
-----	-----	-----
_____	_____	_____



Word: _____

Meaning: _____

Name _____

Nonfiction Forms

Nonfiction texts can be found in many things you read: **books**, **newspapers**, and even **magazines**. Get to know their parts so you can use them to find information.

- **Table of contents:** tells what page each thing is on
- **Article:** piece of writing in a newspaper or magazine
- **Recipe:** instructions for cooking food
- **Letter:** message written to someone
- **Text feature:** part of a text, such as captions, headings, headlines, and lists, that call out something important
- **Graphic feature:** a visual, like a photo, illustration, or chart, that gives information

► Look at the newspaper article below. Then answer the questions about it.

Community Garden a Big Hit

The community garden opened this week. Dozens of neighbors came to the opening party. The garden is the first one in our town. But if the excitement continues, the mayor says he will consider opening more.



Neighbors got started planting right away.



Name _____

1. What information does the headline give?

2. Why does the author include a photo?

3. What information does the caption give readers?

4. What information can you find in a table of contents?

Adjectives

Some words describe people, animals, places, or things. These describing words are called **adjectives**. Adjectives can describe color or number.

The house is red. The six apples are green.

► Circle the adjective that describes color or number in each sentence. Write the adjective on the line.

1. Mary found five shells on the beach. _____

2. My mom grows pink roses. _____

3. Can we ride your brother's green bike? _____

4. We waited for two hours. _____

5. Jackson lost his blue backpack. _____

► Revisit a piece of your writing. Edit the draft to make sure adjectives are used correctly.

Adjectives for Color

An **adjective** describes a noun. Adjectives can describe **color**.

► **Circle the adjective that describes color in each sentence. Then underline the noun it describes.**

1. She sat in the (flat, white) chair.
2. We are looking for a (three, gray) cat.
3. The grass is (pretty, green).
4. Dante got a new (fast, red) skateboard.
5. I want to smell that (huge, purple) flower.

► **Revisit a piece of your writing. Edit the draft to make sure adjectives that describe color are used correctly.**

Adjectives for Number

An **adjective** describes a noun. Adjectives can describe **number**.

► **Circle the adjective that describes number in each sentence. Then underline the noun it describes.**

1. We counted (bright, six) trucks.
2. Neila has (orange, three) new markers.
3. Maurice's cat had (five, small) kittens.
4. A car has (round, four) tires.
5. My house has (ten, big) windows.

► **Revisit a piece of your writing. Edit the draft to make sure adjectives that describe number are used correctly.**

Review Adjectives

Adjectives are words that describe people, animals, places, or things. Adjectives can describe a noun's color or tell how many.

► **Read each sentence. Circle the adjective for color.**

1. The bunny is (white, fluffy).
2. Stack the (red, hard) bricks in a pile.
3. Dante drives a (big, blue) car.

► **Read each sentence. Circle the adjective for number.**

4. I had (round, two) eggs for breakfast.
5. Ms. Shiraz asked us (short, five) questions.
6. Tom has visited (six, nice) countries.

► **Read each sentence. Underline the adjective. Circle if the adjective describes color or number.**

7. Please pass me the yellow pencil. (color, number)
8. Kwan chose two books at the library. (color, number)
9. My baby brother slept for eight hours. (color, number)
10. Aunt Celine lives in a red house. (color, number)

Connect to Writing: Using Adjectives for Color and Number

► Read the selection and choose the best answer to each question.

Pedro wrote a passage about cleaning his bedroom. Read his paragraph and look for any revisions he should make. Then answer the questions that follow.

(1) I cleaned my bedroom today. (2) I found so many things in there! (3) I found one red car. (4) I found six yellow blocks. (5) I found two green socks. (6) I could not find my blue marbles. (7) My room looks great now!

1. Which two sentences have adjectives that describe both color and number?

- A. Sentences 1 and 2 B. Sentences 2 and 4
C. Sentences 3 and 6 D. Sentences 4 and 5

2. Which sentence has only one adjective, describing color?

- A. Sentence 3 B. Sentence 4
C. Sentence 6 D. Sentence 7

► What are some colorful things you have at home? Write two or three sentences about them.

Name _____

Adjectives for Taste and Smell

Some **adjectives** describe nouns by telling how they **taste** or **smell**.

► Draw a line under each adjective. Then write the adjective.

1. There are sweet grapes in the fruit salad.

2. Put your smelly socks in the washing machine.

3. Did you taste the tart lemonade? _____

4. Mom made a tangy soup. _____

5. Dad's aftershave has a spicy fragrance. _____

► Revisit a piece of your writing. Edit the draft to make sure adjectives for the senses are used correctly.

Name _____

Adjectives for Sound and Texture

Some **adjectives** describe nouns by telling how they **sound** or **feel**.

► Draw a line under each adjective. Then write the adjective.

1. We drove down the bumpy road. _____

2. He fell on the slippery ice. _____

3. I hear the loud waves crashing. _____

4. The booming thunder woke us up. _____

5. The yoga teacher plays soothing music. _____

► Revisit a piece of your writing. Edit the draft to make sure adjectives for the senses are used correctly.

Review Adjectives

Some adjectives describe by telling how things taste, smell, sound, or feel.

► Circle the adjective in each sentence. Then underline the noun it describes.

1. She baked a delicious cake.
2. They ate some sour candy.
3. My clock has a loud alarm.
4. He felt warm sand under his feet.
5. We ate some salty peanuts.
6. She had stinky feet.
7. I hid behind the rough rock.
8. The garden had a sweet scent.
9. I like to eat crunchy cereal.
10. The firecrackers made a popping noise.

► Revisit a piece of your writing. Edit the draft to make sure adjectives for the senses are used correctly.

Connect to Writing: Using Adjectives for the Senses

► Read the selection and choose the best answer to each question.

Gabe wrote a passage about his trip to a farm. Read his paragraph and look for any revisions he should make. Then answer the questions that follow.

(1) We took a trip to a farm. (2) The air smelled crisp and clean. (3) I scattered some gritty feed for the chickens. (4) They ate fast and made loud clucks. (5) I fed the piglets. (6) The piglets made noisy squeals. (7) We had fresh corn, and it tasted sweet.

1. Which two sentences contain adjectives that describe the smell, taste, sound, or feel of things at the farm?

- A. Sentence 1 and 4 B. Sentence 2 and 3
C. Sentence 4 and 5 D. Sentence 5 and 6

2. Which sentence does NOT have adjectives that describe the smell, taste, sound, or feel of things at the farm?

- A. Sentence 1 B. Sentence 2
C. Sentence 3 D. Sentence 4