

1st Grade ELA & Math Packet

Along with this packet the use of Pathblazer and/or Raz Kids is highly recommended, but not required! Pathblazer has ELA and math work. Raz Kids reads aloud books and provides comprehension questions to follow. If you have any questions at all, please reach out to your child's first grade teacher!



William Floyd Union Free School District

of the MASTICS - MORICHES - SHIRLEY

Our rich history builds a promising future!

March 30th, 2020

Dear Parents and Guardians,

Thank you for working with us in partnership to support your child's learning through this unprecedented time. Enclosed is a packet with approximately 10 days' worth of learning material. This material is review of previous instruction from your child's teacher. We are asking your support in having your child work on a portion at a time so that they are engaged for a period of time each day. Most importantly, this will assist them in maintaining their skills. These packets will not be traditionally graded, but should be returned to your classroom teacher when school reopens.

This is a stressful time for many, so this school-work should not cause any additional stress in your household.

- *Permit your children to have breaks, as necessary. Elementary students often participate in hands-on learning, so they typically would not be sitting for hours on end. 10-30 minutes is probably a good estimate of time to work on this packet at a time, depending upon age.*
- *If your child is having difficulty, please reach out to his/her classroom teacher. They will be able to walk them through the assignment, or provide an alternate assignment.*
- *There are many learning opportunities for your children, even without participating in traditional school-work. You have the opportunity to keep them engaged in topics that are of interest and importance to your family. Family conversations that engage in deep thinking and wondering are a great way to go!*
- *Our mental health support providers are also available to speak with you. If you do not know his/her email address, please contact your building principal and he/she will put you in touch with them.*

Tangier Smith: Toni Komorowski tkomorowski@wfsd.k12.ny.us

Nathaniel Woodhull: Heather Murillo hmurillo@wfsd.k12.ny.us

John S. Hobart: Jim Westcott jwestcott@wfsd.k12.ny.us

Moriches: Deirdre Redding dredding@wfsd.k12.ny.us

William Floyd Elementary: Keith Fasciana kfasciana@wfsd.k12.ny.us

William Floyd Learning Center: Gary Bretton gbretton@wfsd.k12.ny.us

In the meantime, your elementary teachers are developing a website in the event school is closed for a longer period of time. More information on that will follow, including directions and supports for you to navigate the new learning tool. For those without access to technology, paper packets will be provided based on request. Information on this will be forthcoming in the next few weeks.

Please remember that your school community is here to provide you with support and staying in touch with your child's teacher is a great way to provide some normalcy to an otherwise unparalleled time.

Respectfully,

Stacey A. Scalise

Assistant Superintendent



William Floyd Union Free School District

of the MASTICS – MORICHES – SHIRLEY

¡Nuestra rica historia construye un futuro prometedor!

30 de marzo de 2020

Estimados padres y tutores,

Gracias por colaborar con nosotros para apoyar el aprendizaje de su hijo a través de este tiempo sin precedentes. Adjunto hay un paquete con aproximadamente 10 días de material de aprendizaje. Este material repasa las lecciones previas enseñadas por el maestro/la maestra de su estudiante. Estamos pidiendo su apoyo para que su hijo/a trabaje en una parte a la vez para que estudien durante un período de tiempo cada día. Lo más importante, esto les ayudará a mantener sus habilidades. Estos paquetes no se calificarán tradicionalmente, pero deben devolverse a su maestro de clase cuando se vuelva a abrir la escuela.

Este es un momento estresante para muchos, por lo que este trabajo escolar no debería causar ningún estrés adicional en su hogar.

- *Permita que sus hijos tengan descansos, según sea necesario. Los estudiantes de primaria a menudo participan en el aprendizaje práctico, por lo que generalmente no estarían sentados durante horas y horas. De 10 a 30 minutos es probablemente una buena estimación del tiempo que debe trabajar en este paquete a la vez, dependiendo de la edad.*
- *Si su hijo tiene dificultades, comuníquese con el/la maestro/a de su clase. Podrán guiarlos a través de la tarea o proporcionar una tarea alternativa.*
- *Hay muchas oportunidades de aprendizaje para sus hijos, incluso sin participar en el trabajo escolar tradicional. Tiene la oportunidad de mantenerlos involucrados en temas que son de interés e importancia para su familia. ¡Las conversaciones familiares que se involucran en pensamientos profundos y preguntas son una excelente manera de hacerlo!*
- *Nuestros proveedores de apoyo de salud mental también están disponibles para hablar con usted. Si no conoce su dirección de correo electrónico, comuníquese con el director de su edificio y él / ella lo pondrá en contacto con ellos.*

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Mientras tanto, sus maestros de primaria están desarrollando un sitio web en caso de que la escuela esté cerrada por un período de tiempo más largo. Más información sobre que va a seguir, incluyendo direcciones y apoyos para que pueda navegar por la nueva herramienta de aprendizaje. Para aquellos que no tienen acceso a la tecnología, se proporcionarán paquetes de papel según se solicite. La información sobre esto estará disponible en las próximas semanas.

Por favor, recuerde que su comunidad escolar está aquí para ofrecerle apoyo y estar en contacto con los maestros de su hijo/a es una gran manera de proporcionar una cierta normalidad en un tiempo sin precedentes.

Respetuosamente,

Stacey A. Scalise
Stacey A. Scalise
Superintendente Asistente

DAY 1



MATH

Fill in the missing symbols.

	<	>	=
10			9
17			18
23			32
44			44
32			23
67			72
116			109

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

Math, Grade 4, Unit 1, Lesson 1

ELA

1 2 3

Read the passage 3 times. Circle a number each time you read. Then, sequence the events.

When Jackie met Andrew at the park, it was raining. They ran across the field and sheltered under an oak tree. At first, they stayed dry. A few minutes later, the rain became heavier and the drops slipped between the leaves.

"Let's run to my house," said Andrew. "It is only a little way down the street."

"Okay," said Jackie.

"One, two, three. GO!" yelled Andrew.

They two of them sprinted down the street. They made it to Andrew's house only seconds before the hail started falling!

The hail started falling.	
The rain became heavier and it slipped between the leaves of the oak tree.	
Jackie met Andrew at the park and it was raining.	
Jackie and Andrew ran down the street to Andrew's house.	
Jackie and Andrew sheltered under an oak tree.	

DAY 2



MATH

Write the numbers represented by the MAB blocks.

Write the numbers in order from smallest to largest.

ELA

Color the common nouns in blue, the verbs in green and the adjectives in red.

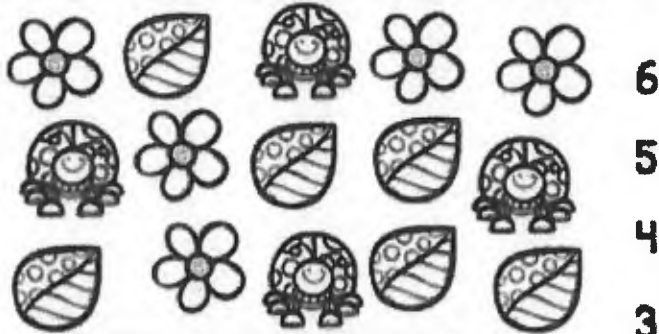
happy	umbrella	laugh	hop
nest	skip	angry	green
eat	skinny	flower	rabbit

Choose 4 words and write them in sentences on the lines below. Underline the 4 words.

DAY 3

MATH

Count and tally the spring items. Represent them in the column graph.



flower	bug	leaf

6
5
4
3
2
1



ELA ABCDEFGHIJKLMNOPQRSTUVWXYZ

Join these nonsense words together to make real words. Write the words on the left. Write the words in ABC order on the right.

kl e
 ↘ tten
 rabb rd
 og
 d at
 mous it
 bi it

1	
2	
3	
4	
5	
6	

DAY 4

MATH

Solve the addition and subtraction equations.

$$\begin{array}{r} 342 \\ + 237 \\ \hline \end{array}$$



$$\begin{array}{r} 397 \\ - 182 \\ \hline \end{array}$$

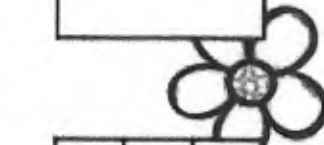


$$\begin{array}{r} 603 \\ + 395 \\ \hline \end{array}$$



$$\begin{array}{r} 888 \\ - 426 \\ \hline \end{array}$$

$$\begin{array}{r} 841 \\ + 152 \\ \hline \end{array}$$



$$\begin{array}{r} 459 \\ - 352 \\ \hline \end{array}$$

Illustrations by © 2017 by J. K. Adams

ELA

Color the consonants in RED and the vowels in YELLOW.

a	5	i	7	>	&	e	K	23	4	7	x
e	6	a	6	2	3	i	L	5	12	8	w
i	8	E	/	?	I	U	G	12	11	90	T
U	o	E	+	q	d	U	B	e	U	I	H
i	u	I	g	8	w	A	v	a	:	A	f
e	2	A	h	s	z	I	p	A	}	I	g
e	3	A	J	q	5	U	m	U	{	E	*
A	q	a	g	h	s	e	n	I	O	i	c

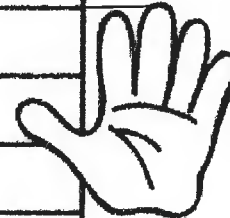
What word did you make? _____

DAY 5

MATH

Use your hand from wrist to the tip of your middle finger to measure the length of these objects. If there is more than one of these objects in your home, just pick one to measure.

your bed	_____ hands
kitchen table	_____ hands
wall	_____ hands
door	_____ hands
TV screen	_____ hands



Order the objects from shortest to longest.

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ELA

Fill in the missing words with choices from the word bank.

_____ is my favorite season of the _____. Baby birds _____ in their nests and _____ bloom in the garden. Sometimes, the flowers make me _____. I like to _____ the house in spring. I like to go for _____ with my _____.

hatch
sneeze
year
dog
flowers
walks
Spring
clean

Name: _____



ten



one

Write how many tens and ones there are in each box then write the number in the circle.



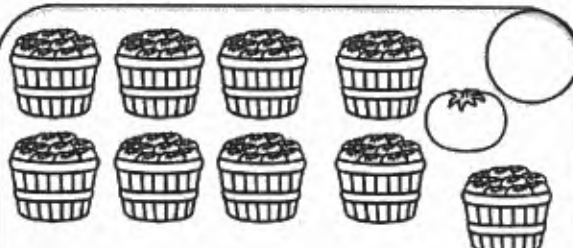
___ tens ___ ones



___ tens ___ ones



___ tens ___ ones



___ tens ___ ones

©Make Many Hearts Smile

$$2 + 3 = \underline{\quad}$$

$$5 + 3 = \underline{\quad}$$

$$8 - 3 = \underline{\quad}$$

$$10 - 4 = \underline{\quad}$$

$$9 - 7 = \underline{\quad}$$

$$2 + 5 = \underline{\quad}$$

$$3 + 4 = \underline{\quad}$$

$$8 - 6 = \underline{\quad}$$

Name: _____

-ab Word Family

My dad wants to eat crab legs. We grab a cab. The cab takes us. We gab in the cab about my scab that I got in the lab. The cab stops and dad runs in to get crab.



Circle the correct answer

1. What did the dad really want?

crab legs

a scab

a cab

2. What happened to the girl's leg?

3. Write 4 of the -ab words you can find in the passage.

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

Name: _____



ten



one

Write how many tens and ones there are in each box then write the number in the circle.



___ tens ___ ones



___ tens ___ ones



___ tens ___ ones



___ tens ___ ones

©Make Many Hearts Smile

$$5 - 4 = \underline{\quad}$$

$$2 + 6 = \underline{\quad}$$

$$8 - 2 = \underline{\quad}$$

$$9 - 3 = \underline{\quad}$$

$$9 - 6 = \underline{\quad}$$

$$2 + 0 = \underline{\quad}$$

$$2 + 4 = \underline{\quad}$$

$$10 - 3 = \underline{\quad}$$

Name: _____



after

after

after

Circle the correct spellings.

after	afre	after
after	afre	after
afre	after	after

Rainbow trace the word in three (3) colors.



after



Read the sentence two (2) times and underline the word.

We can play after we eat.

Paste letters to spell the word.



--	--	--	--	--

Write a sentence using the word **after**.

Created by Miss P. Style



Cut the letters apart to glue.

r t a f e

Name: _____

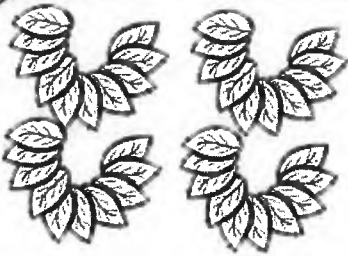


ten



one.

Write how many tens and ones there are in each box then write the number in the circle.



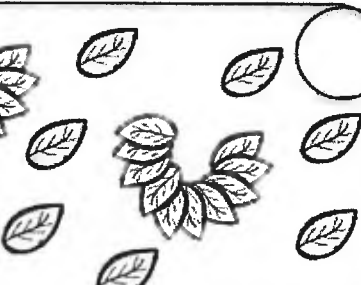
___ tens ___ ones



___ tens ___ ones



___ tens ___ ones



___ tens ___ ones



©Make Many Hearts Smile

$$2 + 6 = \underline{\quad}$$

$$8 - 7 = \underline{\quad}$$

$$5 + 5 = \underline{\quad}$$

$$9 - 7 = \underline{\quad}$$

$$7 - 4 = \underline{\quad}$$

$$0 + 5 = \underline{\quad}$$

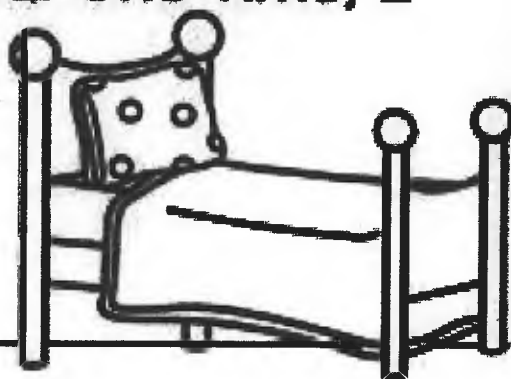
$$4 + 3 = \underline{\quad}$$

$$10 - 7 = \underline{\quad}$$

Name: _____

-ed Word Family

Mom told me to make my bed. I love my bed because it is red. One time, I fed my dog Ed on my red bed. Then I acted like my bed was a sled.



Circle the correct answer

1. What did the mom tell the boy to do?

go sledding

feed the dog

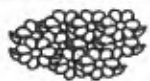
make the bed

2. What did the boy do once on his bed?

3. Write 4 of the -ed words you can find in the passage.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: _____



ten



one

Write how many tens and ones there are in each box then write the number in the circle.

___ tens ___ ones

___ tens ___ ones

___ tens ___ ones

___ tens ___ ones

©Make Mary Hear's Smile

$$2 + 3 = \underline{\quad}$$

$$6 + 3 = \underline{\quad}$$

$$7 - 0 = \underline{\quad}$$

$$10 - 3 = \underline{\quad}$$

$$3 + 3 = \underline{\quad}$$

$$6 - 6 = \underline{\quad}$$

$$2 - 1 = \underline{\quad}$$

$$3 + 7 = \underline{\quad}$$

Name: _____



could

could

could

Circle the correct spellings.

could cuold coold

coold could cuold

could cuold coold

Rainbow trace the word in three (3) colors.



could



Read the sentence two (2) times and underline the word.

We could help you do it.

Paste letters to spell the word.



--	--	--	--	--

Write a sentence using the word **could**.

Created by Miss P's Style



Cut the letters apart to glue.

c o l d u o

Name _____

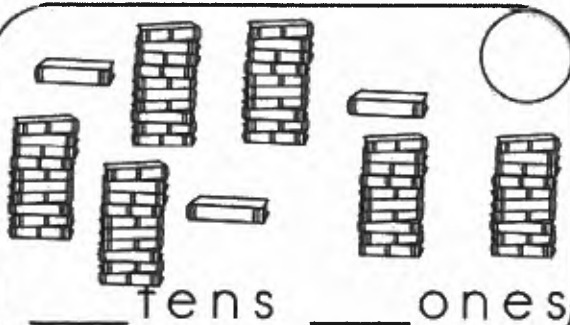


ten

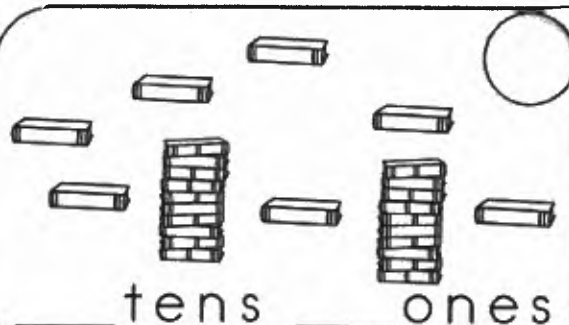


one

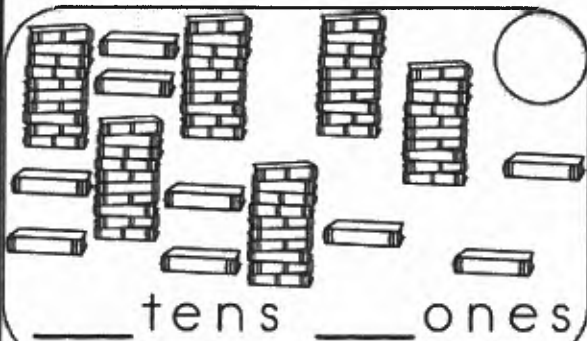
Write how many tens and ones there are in each box then write the number in the circle.



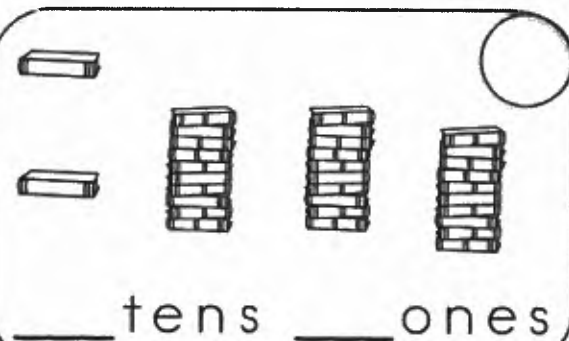
___ tens ___ ones



___ tens ___ ones



___ tens ___ ones



___ tens ___ ones

©Mika Mary Harris Smith

$$6 - 2 = \underline{\quad}$$

$$2 + 6 = \underline{\quad}$$

$$10 + 0 = \underline{\quad}$$

$$5 - 3 = \underline{\quad}$$

$$8 - 5 = \underline{\quad}$$

$$4 + 6 = \underline{\quad}$$

$$7 + 3 = \underline{\quad}$$

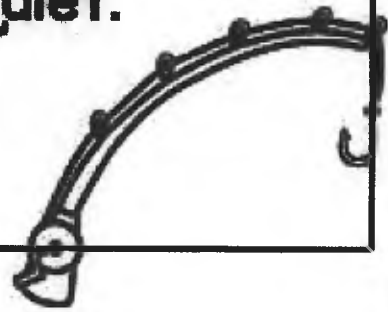
$$9 - 7 = \underline{\quad}$$

Name: _____

-od Word Family

My pal Tod and I went to the pond. We used a rod to go fishing. Tod wanted to catch a cod. We had to be quiet.

When Tod thought he had a cod, he would nod at me.



Circle the correct answer

1. What did they use to go fishing?

rod

cod

net

2. What did they want to catch?

3. Write 4 of the -od words you can find in the passage.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

WEEKEND WORK

HELPING HAND

Complete some of the tasks in the boxes below. Shade all the tasks that you completed.

<i>Dig some weeds out of the garden.</i>	<i>Pick up some trash and put it in the trash can.</i>	<i>Ask someone about his/her day.</i>	<i>Clean your room.</i>
<i>Set the table for your family.</i>	<i>Hold the door open for someone else.</i>	<i>Put away your toys.</i>	<i>Help someone in the kitchen.</i>
<i>Be kind to someone you live with.</i>	<i>Eat a piece of fruit.</i>	<i>Drink a glass of water.</i>	<i>Carry something for someone.</i>

K12001, Bureau of, 7/17/00, 000000

LET'S GET PHYSICAL

Perform the following tasks. Tick the boxes when you have completed each one.

Perform 20 jumping jacks.	
Jog on the spot for 1 minute.	
Sit on the floor. Lean forward to touch your toes. Do this 10 times.	
Perform 10 squats.	
Perform 10 lunges on each side.	
Perform 10 sit-ups.	
Dance however you like for 1 minute.	



READING REVIEW

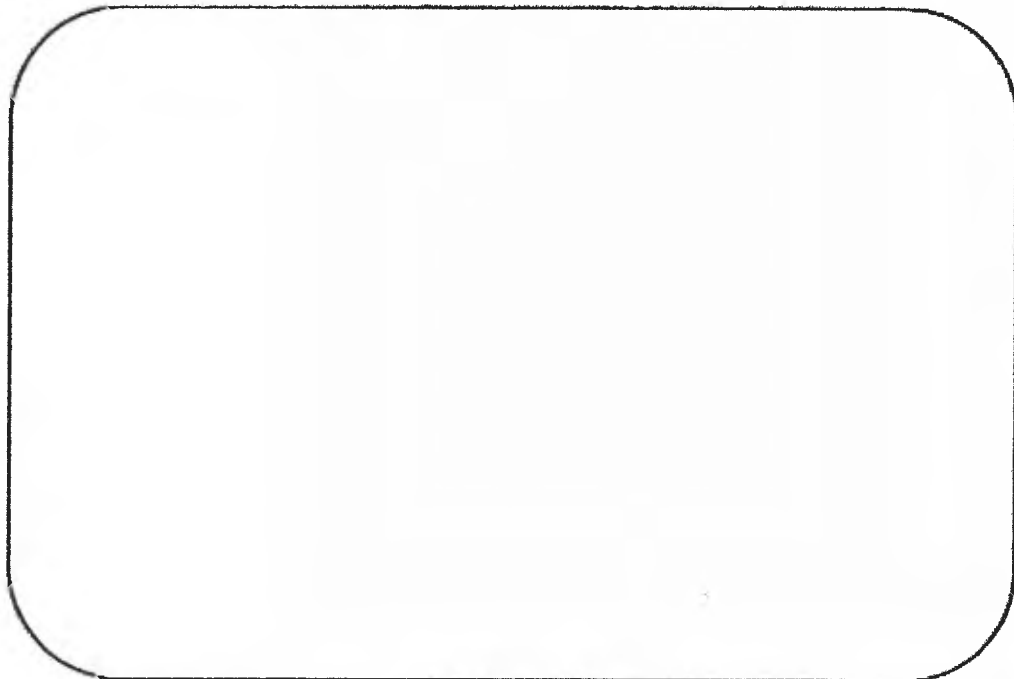
READING

Title of the Book _____

1. What is the setting of your book?

2. Who are the characters in your book?

3. Draw your favorite part of the book.



READING REVIEW

READING

Title of the Book _____

1. What is the setting of your book?

2. Who are the characters in your book?

3. What happens in your book?

READING REVIEW

READING

Title of the Book _____

Summarize the sequence of events from your book. Draw and label them in six panels.

1

2

3

4

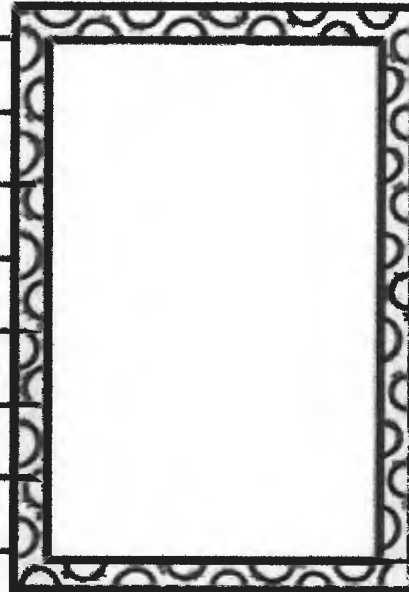
5

6

JOURNAL

WRITING

Write about something that you did during Spring Break.

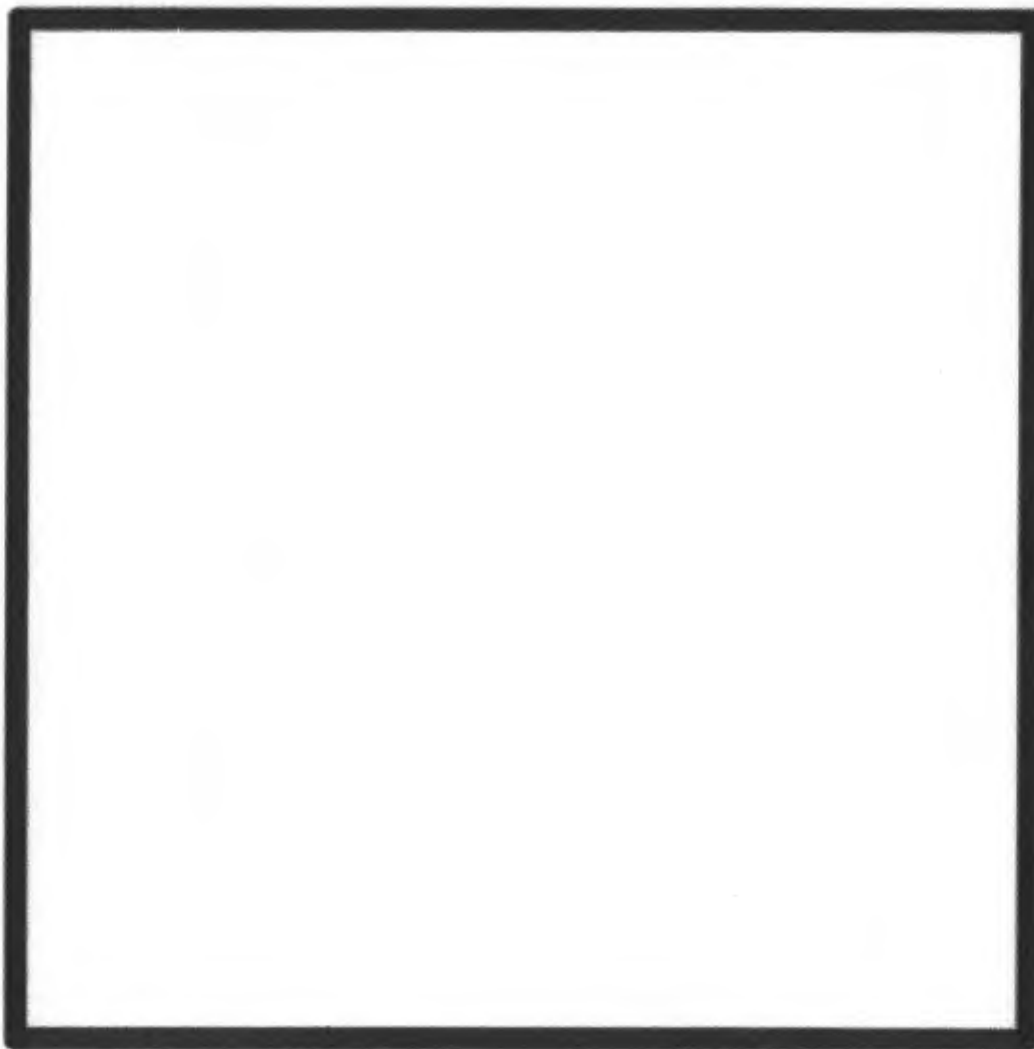
[illegible]

ART

BEING CREATIVE!

Split the square into quarters. Decorate each quarter according to the instructions.

1st quarter - spring flowers, 2nd quarter - birds hatching, 3rd quarter - children on spring break, 4th quarter - rabbits



WORD SEARCH

FIND-A-WORD



Find the spring words in the grid.

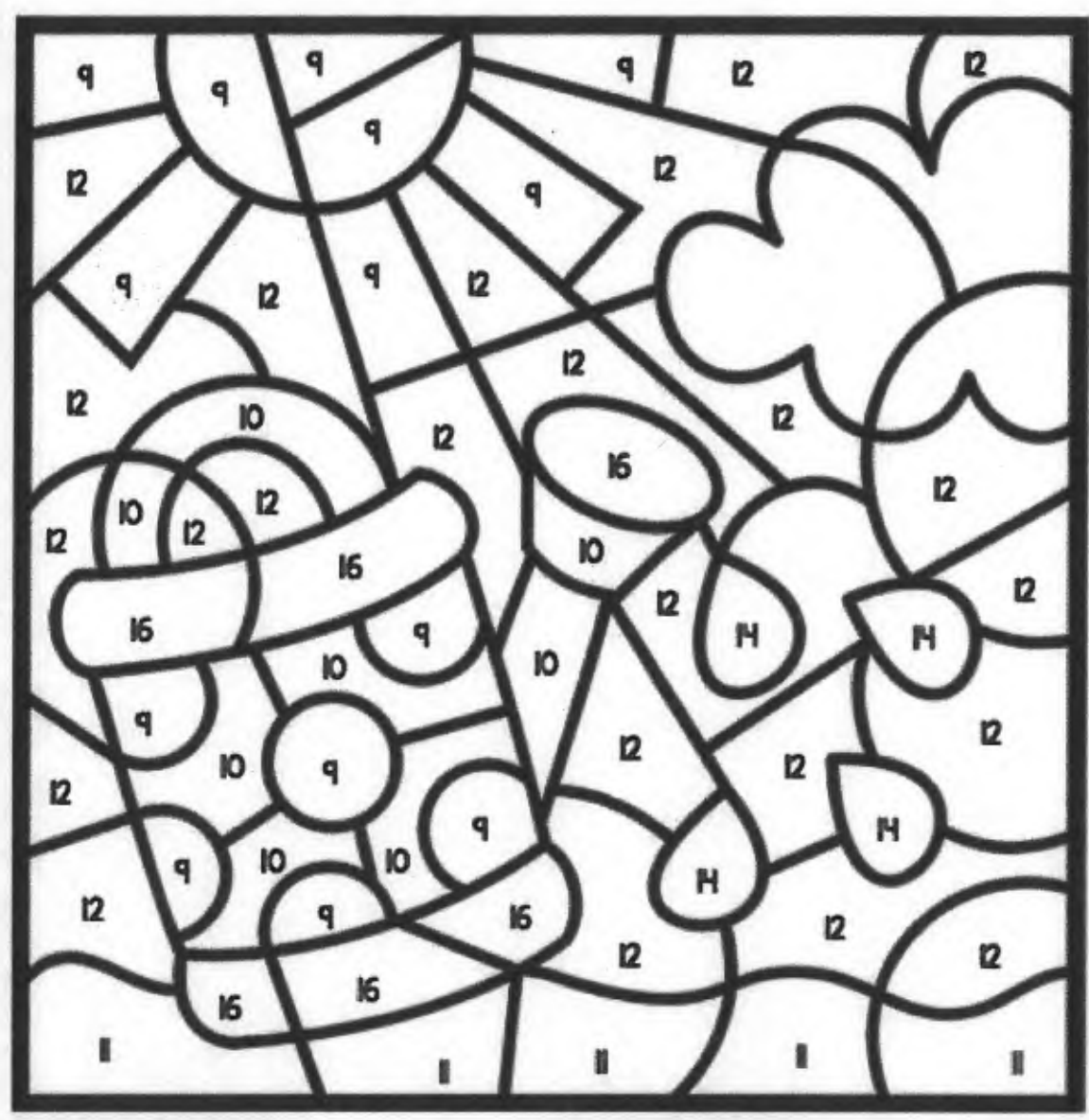
C	L	E	A	N	I	N	G	M	J	H	S
L	G	L	L	G	T	P	O	N	M	F	P
O	T	O	T	I	V	I	K	T	C	R	R
U	Y	I	B	C	I	L	S	R	R	E	I
D	U	B	J	A	E	E	D	E	T	W	N
V	A	K	U	E	N	O	N	E	E	R	G
R	D	H	N	I	U	M	I	S	G	Q	S
Z	F	W	I	O	B	R	E	A	K	X	A
S	D	S	A	E	F	N	E	D	R	A	G
J	B	I	R	D	S	S	U	P	U	C	V
U	M	B	R	E	L	L	A	O	Q	J	B

spring	birds	umbrella
rain	green	break
trees	rabbit	nest
cleaning	cloud	garden

COLOR BY NUMBER

MATH FUN

Use the code to color the picture.



PINK	$6 + 4$	PURPLE	$20 - 4$
GREEN	$10 + 2 - 1$	LIGHT BLUE	$7 + 5$
YELLOW	$3 + 3 + 3$	DARK BLUE	$14 - 3 - 2$

