

Name: _____

Week of: September 23 - 27 (Week 6)

First Grade Reading/Language Arts &
Social Studies Home Learning



MONDAY:

Parent Initials: _____

1. Reading Comprehension: pg. 4
2. Spelling: pg. 54

TUESDAY:

Parent Initials: _____

1. Reading Comprehension: pg. 121
2. iReady: Complete 20 minutes of iReady.

WEDNESDAY:

Parent Initials: _____

1. Reading Comprehension: pg. 5
2. Grammar: pg. 20

THURSDAY:

Parent Initials: _____

1. Reading Comprehension & Spelling: pg. 155
2. Grammar: pg. 29
3. Study for assessments tomorrow.

FRIDAY:

Parent Initials: _____

1. iReady: Complete 25 minutes of iReady.

REMINDERS:

- ❖ 9/30 - No School
- ❖ 45 minutes of iReady must be completed weekly (Monday through Sunday). It will be checked for completion on Monday mornings and graded as follows:
 - 40 - 45 minutes = A/100%
 - 34 - 39 minutes = B/80%
 - 28 - 33 minutes = C/70%
 - 22 - 27 minutes = D/60%
 - 16 - 21 minutes = F/50%
 - 10 - 15 minutes = F/20%
 - 0 - 9 minutes = F/0%
- ❖ Home learning will be checked and given credit for completion on a daily basis. Please send in the red folder daily. It is collected on Fridays.

ASSESSMENTS:

Spelling Test: Friday, 9/27

Grammar Quiz: Friday, 9/27

Vocabulary Quiz: Friday, 9/27

Unit 1 Week 4

Story

Friends

Genre

Nonfiction

Story

"There Are Days
and There Are
Days"

Genre

Poetry

Story

Toss! Kick! Hop!

Genre

Nonfiction

Essential Question

What do friends do together?

Comprehension Strategy

ask and answer questions

Comprehension Skill

key details

Writing Traits

organization

Grammar

questions and exclamations

Structural Analysis

ABC order

Mechanics

question and exclamation marks

SPELLING/ PHONICS

short o

hop

top

log

hog

hot

lot

flip

black

they

too

Oral Vocabulary

cooperate- work together to get something done

relationship- a connection with a person

chore- a small job you must do

collect- gather things together

deliver- take something to the person it belongs to

High Frequency Words

fun, make, they, too

I Am Not!

“You are sick,” said Mom.
I am not. “You are hot,” said Mom.
I am not! “Have a pot of soup,” said Mom. I do not want a pot of soup. “Have a little, not a lot.” said Mom.



Ok, Mom.



① What does mom think is wrong with the girl?

② What does the girl keep thinking?

③ How much soup does Mom want the girl to have?

Circle the word that names the picture. Then write the word.



ox

shop

sock

sock



jog

doll

dot



mob

chop

mop



lock

lot

dock



sock

knock

knot



shop

hop

shot



trot

flop

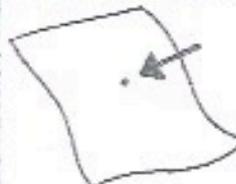
top



rob

sock

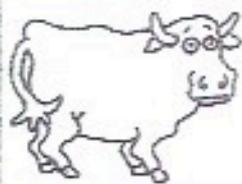
rock



lot

nod

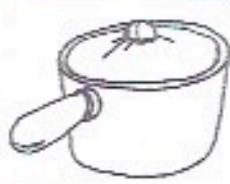
dot



odd

ox

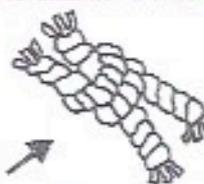
dot



pop

pot

plot



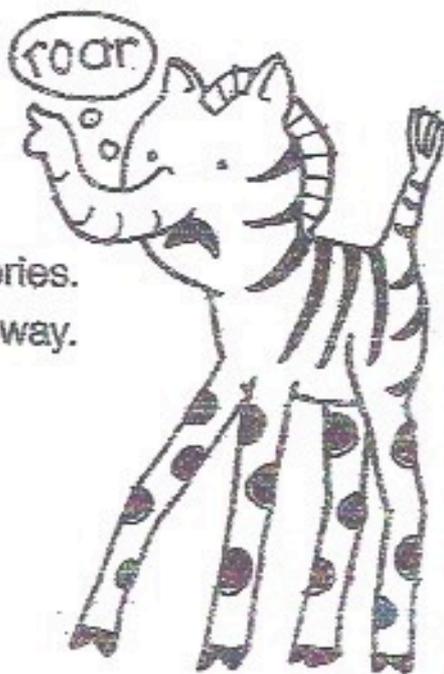
knot

knob

trot

Read the story. Ask yourself, "What is this story about?"

The first-graders wrote stories.
 Chad's teacher is passing them back.
 Chad crosses his fingers.
 He hopes to see a star on his paper.
 His teacher puts blue stars on the best stories.
 Then she hangs the star stories in the hallway.
 Chad worked hard on his story.
 He created a make-believe animal.
 The animal has the legs of a giraffe.
 It has the body of a zebra.
 Its nose is the trunk of an elephant.
 And best of all, it roars like a lion.



Fill in the circle next to the correct answer.

- What is the story about?
 - A boy wants his story to get a star.
 - An animal has mixed-up parts.
 - A teacher passes out stories.
- Chad's animal _____
 - has eight legs
 - is a lion
 - is not real
- What does Chad's teacher do with the star stories?
 - She puts a gold star on them.
 - She hangs them up.
 - She shows them to the principal.
- What are two key details from the story that help you know what Chad's animal looks like?
 - _____
 - _____

CONSONANT SOUNDS

Circle the sound of **g** that you hear in each word.

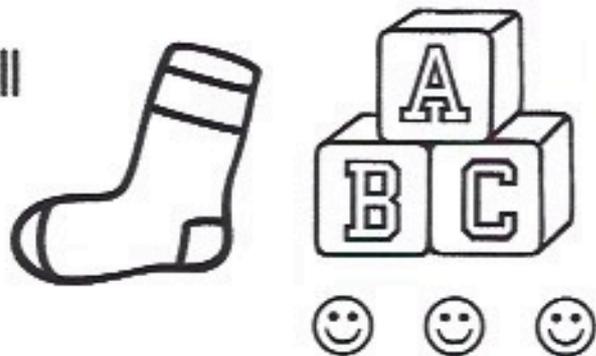
1. leg g j

2. giraffe g j

3. finger g j

At Ten O'Clock

Tick-tock, tick-tock, when is
it ten o'clock? At ten o'clock
I can play! My mom will take
the lock off my blocks. Then I
will stack my blocks. Last I will
put a sock on top. So, is it
ten o'clock?



① What time does he want it to be?

② What will mom do at ten o'clock?

③ What will he put on top of the blocks?

What a Surprise!

Use an exclamation point (!) to show surprise or strong feelings.

Read each sentence.

Ask yourself if it shows surprise or strong feelings. If it does, put an exclamation point at the end.

1. I can't believe we won
2. Oh, no
3. It's very cold today
4. Wow, I can't believe it
5. Hooray
6. Watch out
7. This sweater is warm
8. I don't like that book
9. Be careful
10. Ouch



What's the Question?

Asking sentences end with a question mark. (?)

Read the sentences.

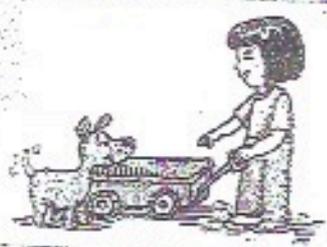
Then put a question mark after each question.

1. Are you cold
2. Is that your dog
3. Sit down
4. Olivia likes chocolate cake
5. Who said that
6. What is your name
7. Maria is very smart
8. Why is the light on

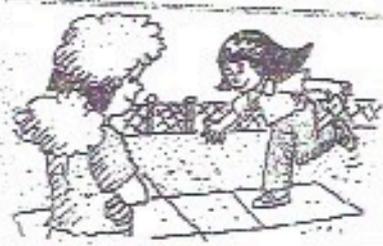


Directions:

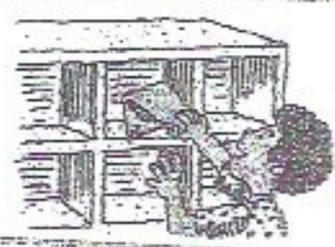
Circle the sentence that tells about each picture in blue.
Circle all of the "short o" words in red.



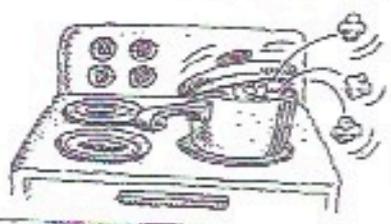
You can nod at me.
You can hop in.
You can see the map.



See me hop.
See my doll.
See me on the cot.



I had a big dog.
I see the sock.
It is on top.



It has lots of dots!
It is on the dock!
It pops and pops!



I will hop on the cot.
I will pick a big pot.
I will pop the top.



It is in the pot.
It is a big dot.
It is not hot.

Exclamations

Use an exclamation (!) point to show surprise or strong feelings.

Directions: Write three exclamatory sentences. Make sure your sentences show surprise or strong feelings. Don't forget your exclamation point.

1. _____

2. _____

3. _____

Questions

Asking sentences end with a question mark. (?)

Directions: Write three questions. Make sure each question ends with a question mark.

1. _____

2. _____

3. _____