

**A.W. James Elementary
School**

ELA & Math

**Independent Learning
Packets**

Grade 1

Student Name _____

Day 1

Instructions

- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Complete the handouts to learn about singular and plural nouns.
- Visit www.storylineonline.net/books/peter-rabbit/ on an electronic or mobile device to listen to the story *The Tale of Peter Rabbit* by Beatrix Potter. After listening to the story, answer the questions.

Dolch Sight Words

First Grade (41 words)

after	let
again	live
an	may
any	of
as	old
ask	once
by	open
could	over
every	put
fly	round
from	some
give	stop
going	take
had	thank
has	them
her	then
him	think
his	walk
how	were
just	when
know	

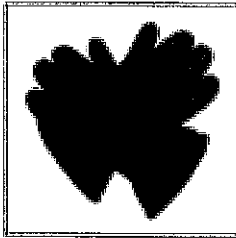
Practice identifying sight words daily.

Name _____

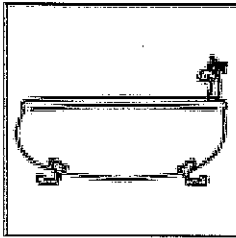
Plural Words

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

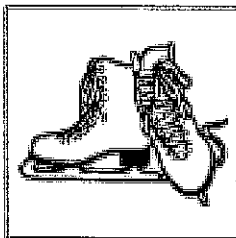
Plural means more than one. Look at the pictures. Circle the word in the sentence that matches the picture.



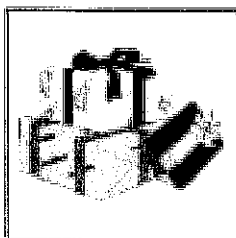
(Glove gloves) keep your hands warm.



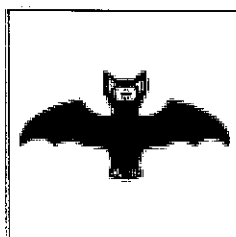
Taking a (bath baths) is relaxing.



Anna needs her (skate skates) to go on the ice.



Look at all those (present presents) under the Christmas tree.



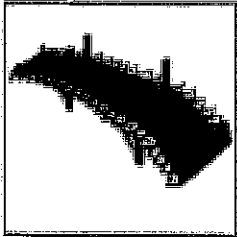
The (bat bats) comes out at night.

Name _____

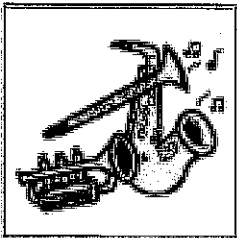
Complete the Sentence

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Singular means one. Plural means more than one. Look at the pictures. Complete the sentences with either the singular or plural word.



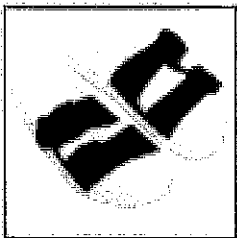
This is a



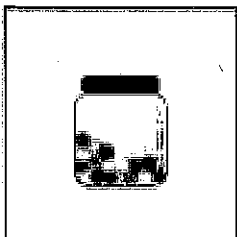
These are



This is a



These are



This is a



Name _____

Reading Literature

Directions: Visit www.storylineonline.net/books/peter-rabbit/ to read *The Tale of Peter Rabbit* by Beatrix Potter. After reading, answer the questions below.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

1. Who are the characters in the story?

2. What is the setting of the story?

3. What is the problem in the story?

4. How was the problem solved?

5. What lesson can we learn from this story?

Day 2

Instructions

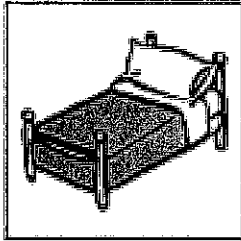
- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Complete the handouts to learn about singular and plural nouns.
- Complete the graphic organizer and write your opinion in response to the prompt.

Name _____

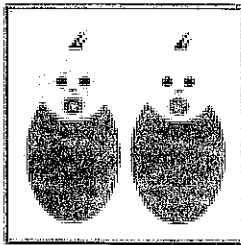
More Plural Words

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

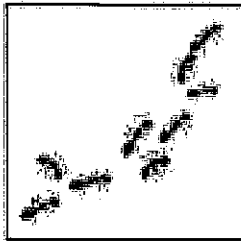
Plural means more than one. Look at the pictures. Circle the word in the sentence that matches the picture.



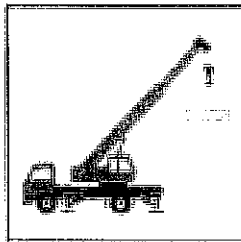
The (bed beds) is really soft.



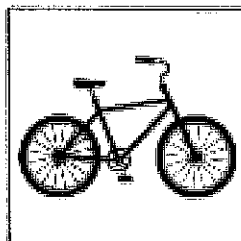
The (twin twins) are identical.



The (ant ants) never stop working.



The (crane cranes) pulls heavy weights.



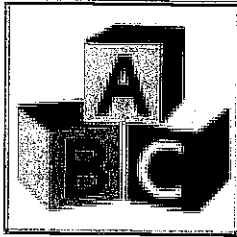
The (bike bikes) is red.

Name _____

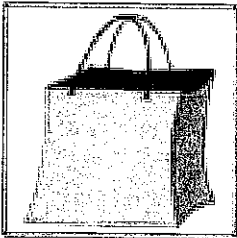
Singular and Plural

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

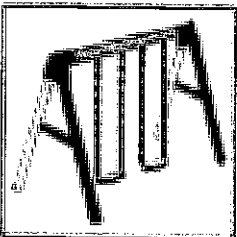
Singular means one. Plural means more than one. Look at the pictures. Complete the sentences with either the singular or plural word.



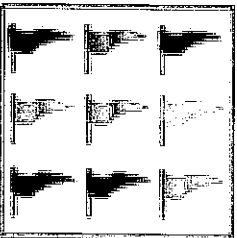
These are _____



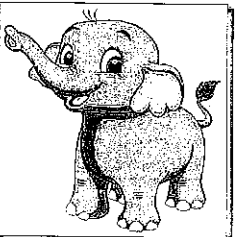
This is a _____



These are _____



These are _____



This is an _____



Day 2, Week 2

Name _____

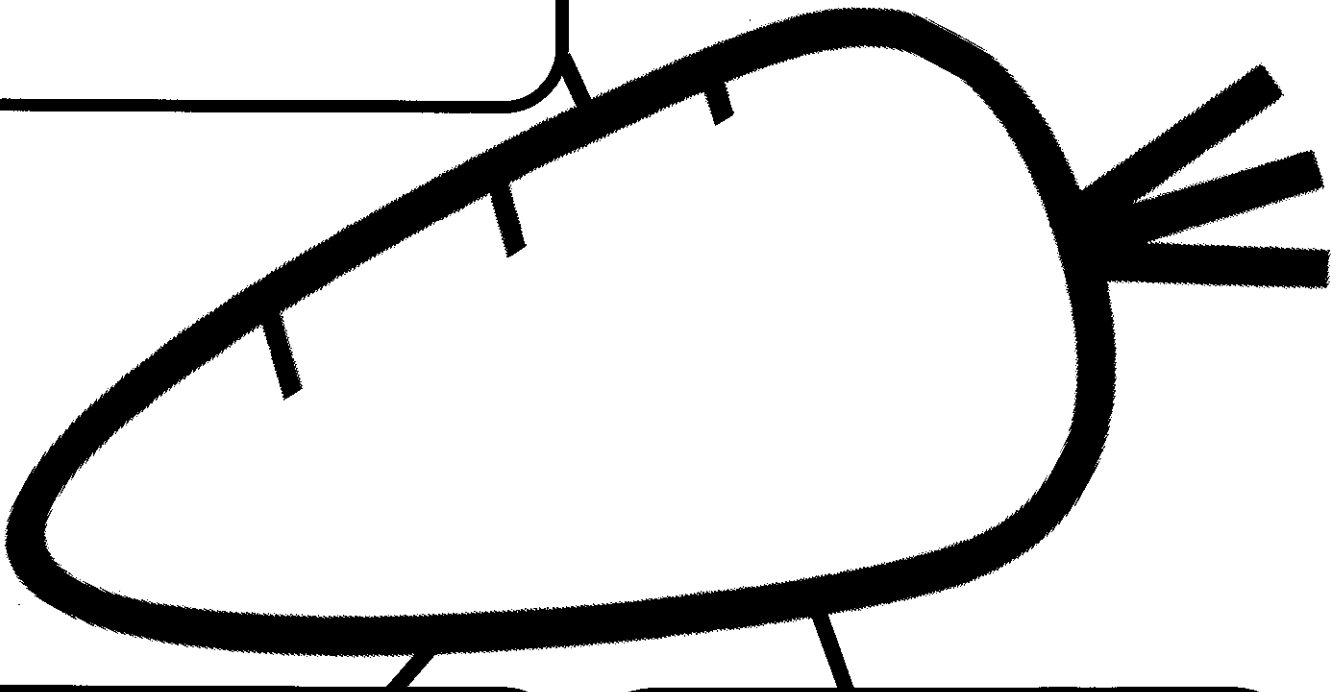
Write About It

Directions: After reading *The Tale of Peter Rabbit* by Beatrix Potter, complete the organizer below.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Do you think Peter will disobey his mother again? Write your answer in the carrot and list three reasons why in the boxes.

Reason 1



Reason 2

Reason 3

Day 3

Instructions

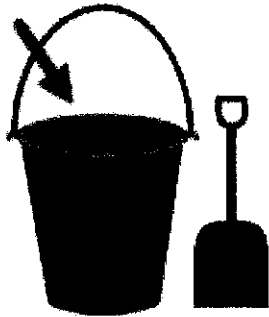
- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Complete the handouts to identify the correct vowels and consonant blends.
- Use your graphic organizer from the previous day to write a draft in response to the prompt. Your draft should include your opinion, three supporting reasons, and your closing sentence.

Name _____

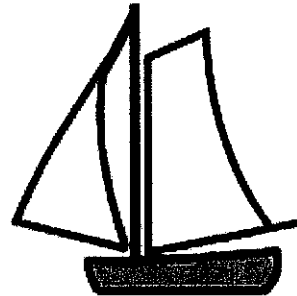
Vowel Teams

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

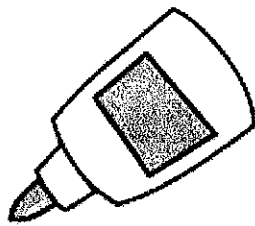
Look at the pictures. Circle the correct vowel blend for each word.



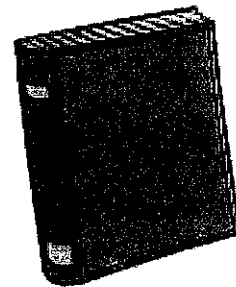
ai ie oa



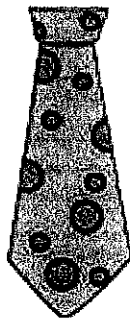
ue oa oo



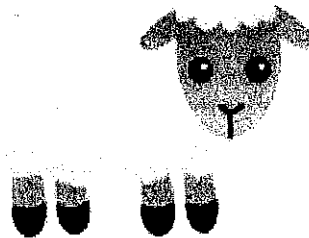
ea ie ue



ay oo ui



ie oo ue



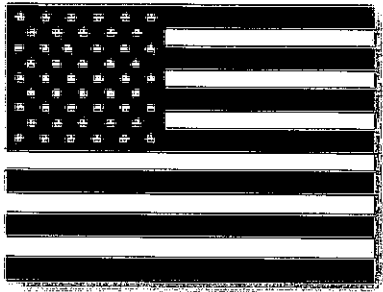
ea oa ee

Name _____

Consonant Blends

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

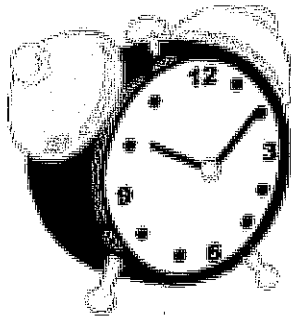
Look at the pictures. Circle the correct consonant blend that starts each word.



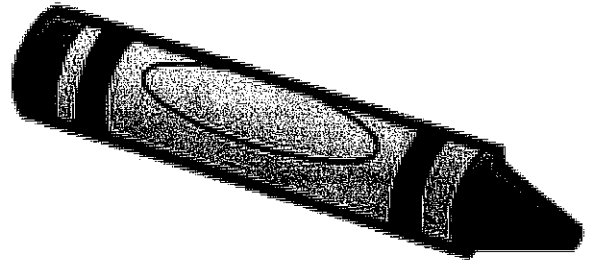
fl bl gl



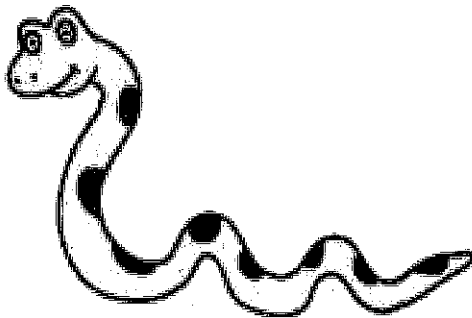
cl gl fr



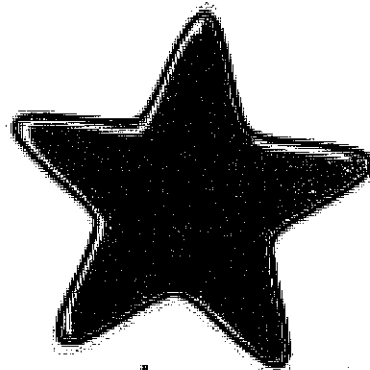
sl cl bl



cr cl fr



tr sn pl



st ch str

Days 4-5

Instructions

- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Complete the handouts to identify the correct vowels and consonant blends.
- Add more details to your writing draft from the previous day, and edit your writing to include proper capitalization and punctuation. After writing your final draft, share your writing with a family member.

Name _____

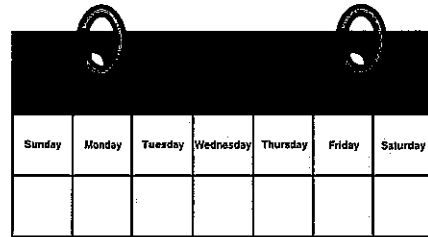
Vowel Team Practice

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

Look at the pictures. Write the correct missing vowel blends to complete each word.



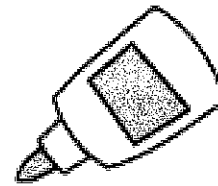
sh _ k



w _ k



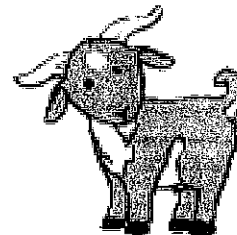
h _



gl _



br _ d



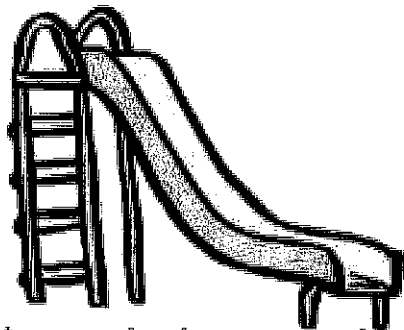
g _ t

Name _____

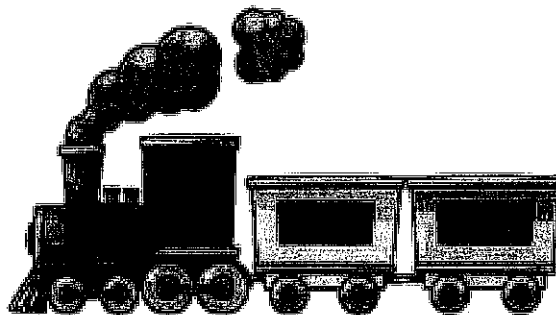
Consonant Blends

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

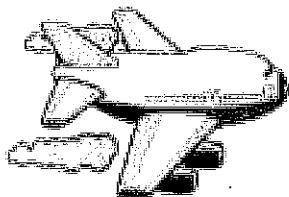
Look at the pictures. Circle the correct consonant blend that starts each word.



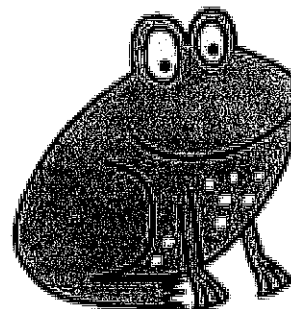
sl bl gl



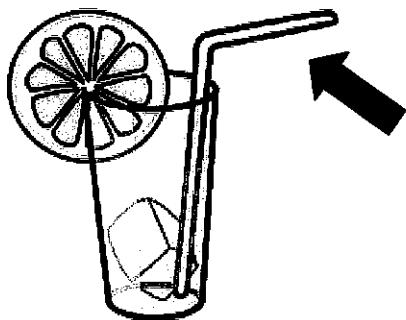
cr tr fr



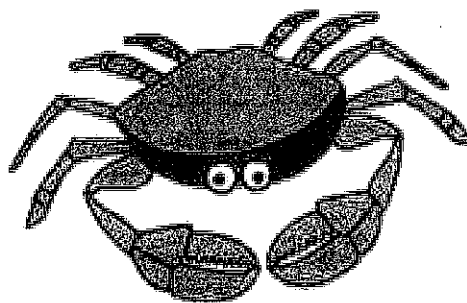
sl pl bl



cr cl fr



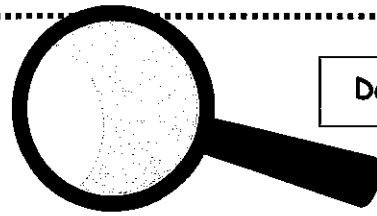
tr str pl th cr str



Name _____

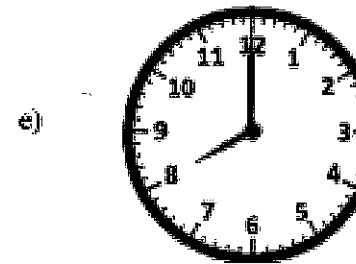
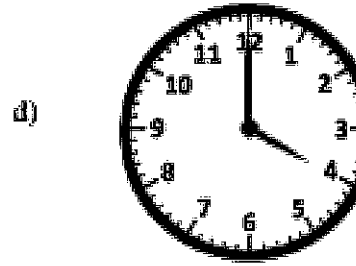
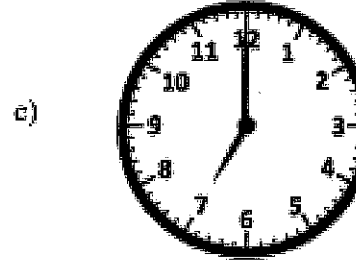
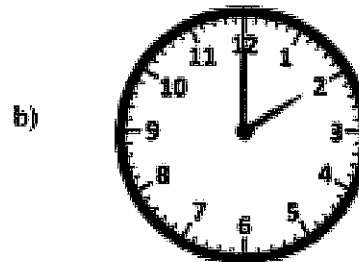
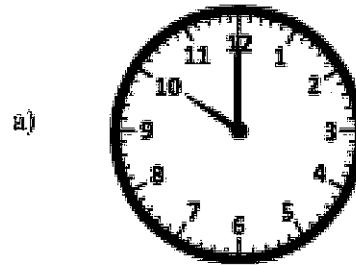
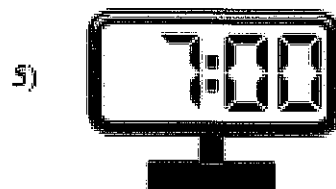
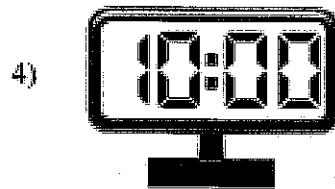
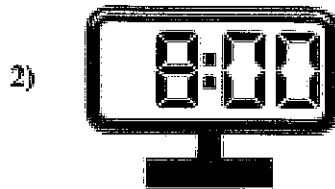
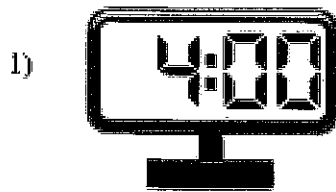
Day 1, Week 2

What Time Is It?

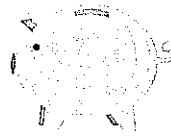


Directions: Match the digital clock and analog clock that show the same time.

1.MD.3a Tell and write time in hours and half-hours using analog and digital clocks.



Name _____

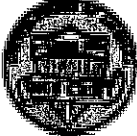





Day 1, Week 2





Identifying Coins

Directions: Draw lines to match the picture of the coins to their correct names and values.

1.MD.5a Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, \$1).

<u>COIN</u>	<u>NAME</u>	<u>VALUE</u>
	quarter	10 cents
	penny _____	1 cent
	dime	25 cents
	nickel	5 cents

Write the name and value of each coin below.

COIN				
NAME				
VALUE	_____	_____	_____	_____
	_____	_____	_____	_____

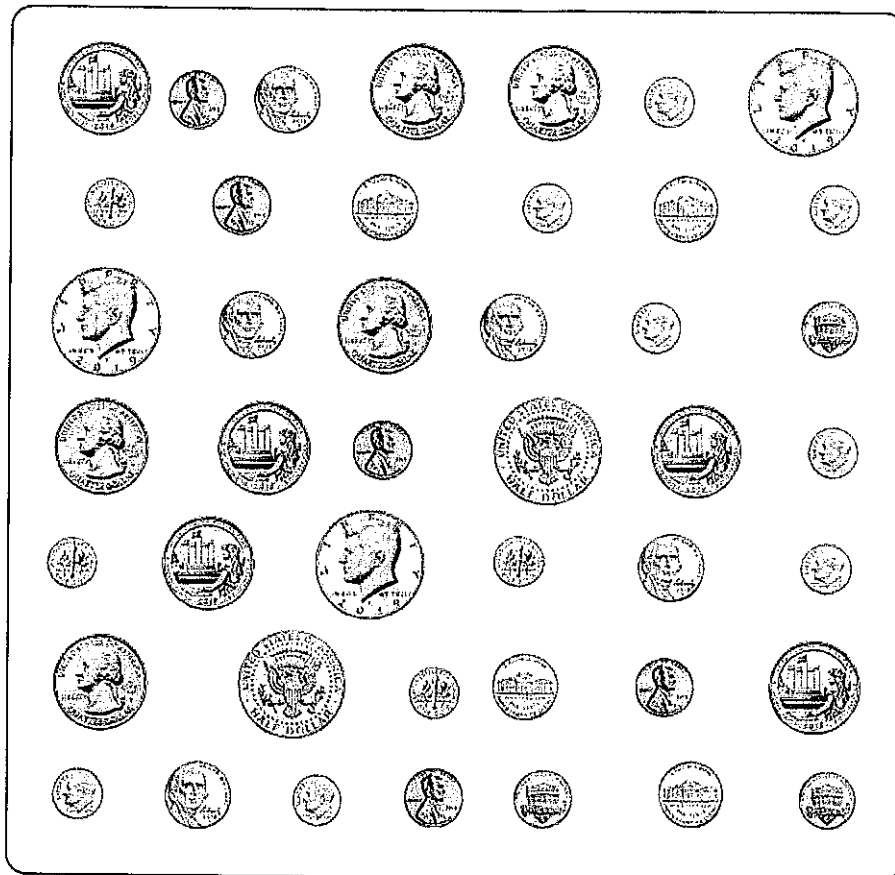
Name _____

Day 1, Week 2

Working with Coins

Directions: Sort the coins and write the correct number in each blank.

1.MD.5a Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, \$1).



1. How many coins are worth 10 cents? _____

2. How many coins are worth 1 cent? _____

3. How many coins are worth 5 cents? _____

4. How many coins are worth 25 cents? _____

5. How many coins are worth 50 cents? _____

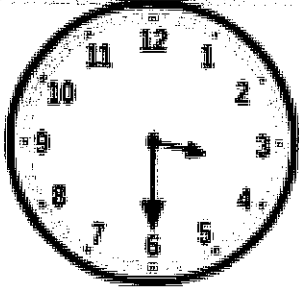
Name _____

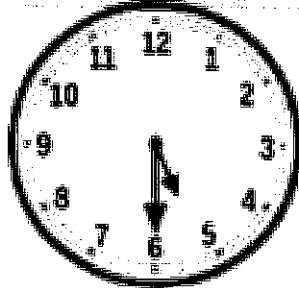
Day 2, Week 2

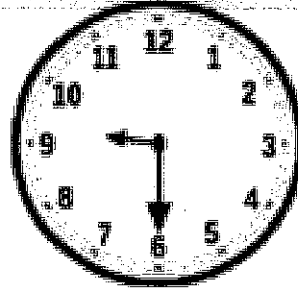
Half Hour Time

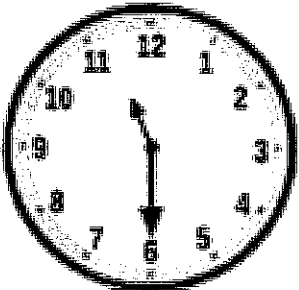
Directions: Write the correct time below each clock.

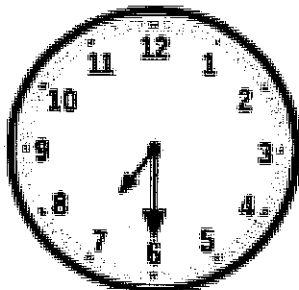
1.MD.3a Tell and write time in hours and half-hours using analog and digital clocks.

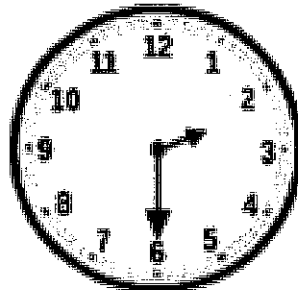


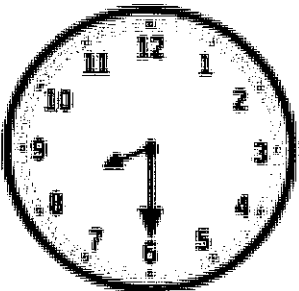


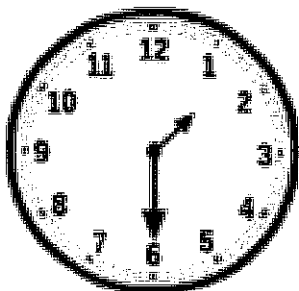


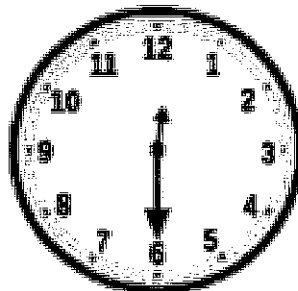


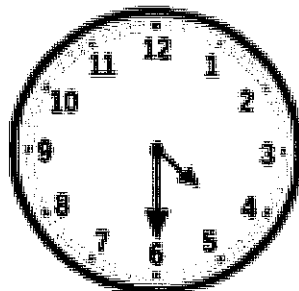


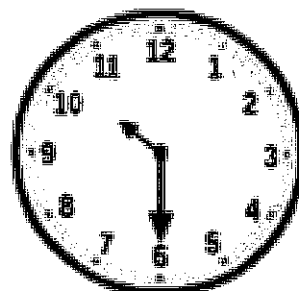


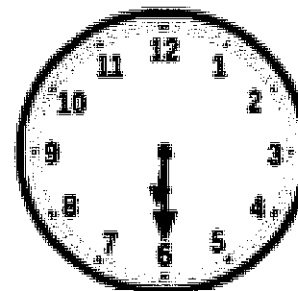












Name _____

Day 2, Week 2

Counting Pennies



Directions: Write the correct amount shown on the line.

1.MD.5c Count like U.S. coins up to the equivalent of a dollar.

A penny is worth
1 cent or 1¢



front



back



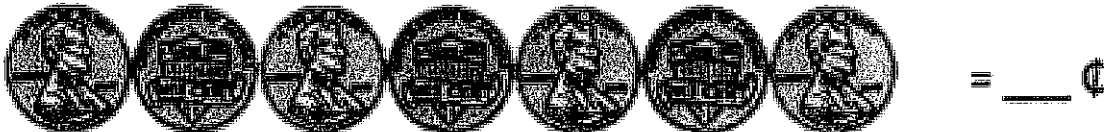
= ___ ¢



= ___ ¢



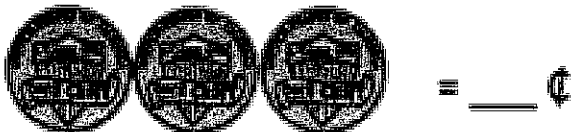
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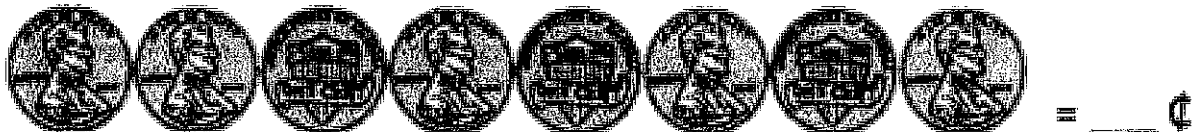
= ___ ¢



= ___ ¢



= ___ ¢



= ___ ¢

Name _____

Day 2, Week 2

Counting Nickels



Directions: Count the dimes. Write the amount in cents on the lines.

1.MD.5c Count like U.S. coins up to the equivalent of a dollar.

A nickel is worth
5 cents or 5¢



front



back



= _____ ¢



= _____ ¢



= _____ ¢



= _____ ¢



= _____ ¢



= _____ ¢

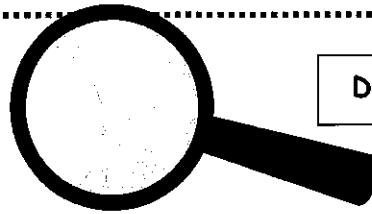


= _____ ¢

Name _____

Day 3, Week 2

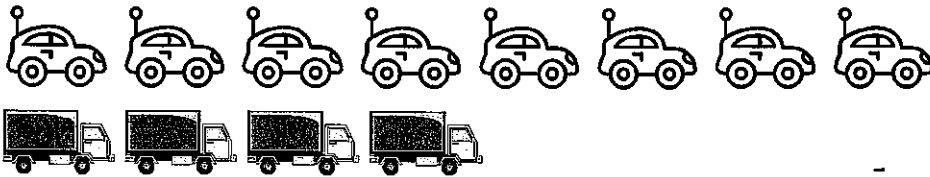
Problem Solver



Directions: Read each story and show your work to answer the question. Use the pictures to help solve the problem.

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.2

Danny has 4 trucks and 8 cars. How many more cars than trucks are there?



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

There are _____ more cars.

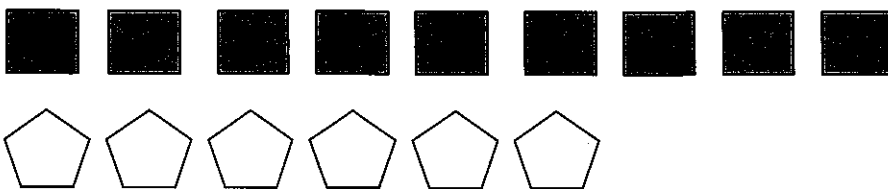
There are 6 triangles and 2 circles. How many more triangles are there?



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

There are _____ more triangles

Brittany draws 6 pentagons and 9 squares. How many more squares did she draw?



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

Brittany drew _____ more squares.

Name _____

Day 3, Week 2

Counting Dimes



Directions: Count the dimes. Write the amount in cents on the lines.

1.MD.5c Count like U.S. coins up to the equivalent of a dollar.

A dime is worth
10 cents or 10¢



front



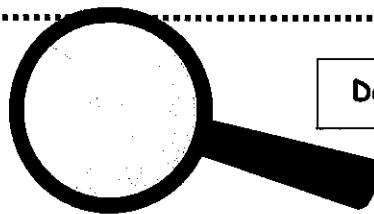
back



Name _____

Day 4, Week 2

Problem Solver



Directions: Read each story and show your work to answer the question. Use the pictures to help solve the problem.

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.2

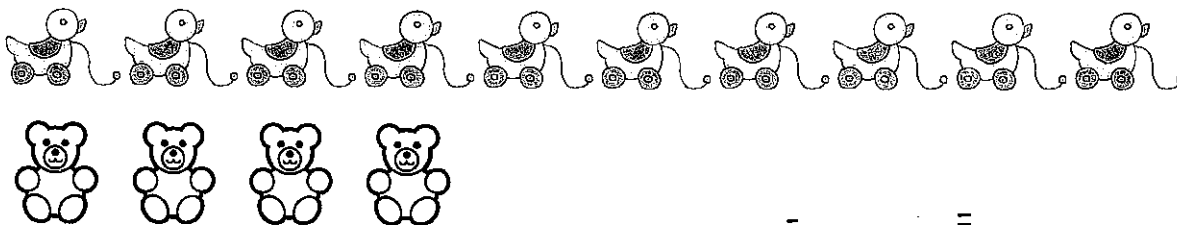
There are 7 hexagons and 2 circles. How many more hexagons are there?



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

There are _____ more hexagons.

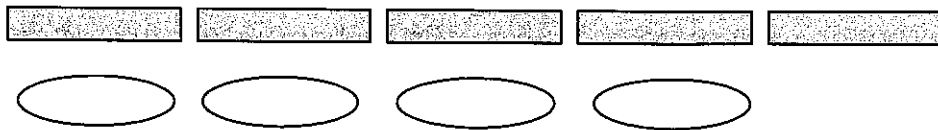
There are 10 ducks and 4 teddy bears. How many more ducks are there?



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

There are _____ more ducks.

There are 5 rectangles and 4 ovals. How many more rectangles are there?



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

There is _____ more rectangle.

Name _____



Day 5, Week 2

Comparing Coins

Directions: Write the correct symbol (>, <, =) in the box to compare the amounts.
















1.MD.5b Know the comparative values of all U.S. coins (e.g., a dime is of greater value than a nickel).



Greater Than

Less Than

Equal To

 <input data-bbox="397 766 592 976" type="text"/> 	 <input data-bbox="1071 787 1266 997" type="text"/> 
 <input data-bbox="397 1050 592 1260" type="text"/> 	 <input data-bbox="1071 1060 1266 1270" type="text"/> 
 <input data-bbox="397 1333 592 1543" type="text"/> 	 <input data-bbox="1071 1354 1266 1564" type="text"/> 
 <input data-bbox="397 1638 592 1848" type="text"/> 	 <input data-bbox="1071 1617 1266 1827" type="text"/> 