

**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 review nouns and learn about common and proper nouns.
- Complete the handout by underlining the suffix and drawing a circle around the root word.

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 _____

Exploring Nouns

L.1.1.b Use common, proper, and possessive nouns.

Circle the nouns. (There are 10 in all!)

brother run chairs flowers sit
 garden piano green Sarah fast
 sad cat friend pizza table

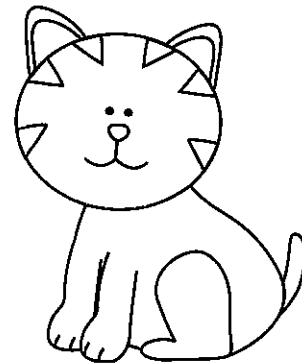
Complete the sentences using nouns from above.

1. This is my _____. Her name is _____.

2. I like to eat _____.

3. My pet is a _____.

4. I play the _____.



5. There are four _____ at our _____.

6. The _____ smell so good in the _____.

7. Your _____ is tall!

Name _____

Common and Proper Nouns

L.1.1.b Use common, proper, and possessive nouns.

Nouns can be common proper. A proper noun is the name of a person, place, or thing: The White House, James, Mrs. Johnson

A common noun represents a person, place, or thing, but is not a name: house, boy, lady

Write "common" or "proper" next to each noun.

1. Rebecca _____

2. car _____

3. toy _____

4. Mr. Clark _____

5. park _____

6. Mississippi _____

7. McDonald's _____

8. class _____

9. teacher _____

10. Walt Disney World _____



Name _____

Suffixes

L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.

Suffixes are added to the end of a root or base word.

Underline the suffix and draw a circle around the root/base word for each word.

hats	boxes	cliffs	talking
wanted	pigs	hippos	shoes
mixing	chicks	dresses	eating

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 plural and proper nouns.
- Complete the handout by choosing the correct suffix.

Name _____

Plural Nouns

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

A **plural noun** indicates that there is more than one of that **noun** (while a singular **noun** indicates that there is just one of the **noun**). Most **plural** forms are created by adding an -s or -es to the end of the singular word. For example, there's one dog (singular), but three dogs (**plural**).

Circle all the plural nouns.

desks

carpet

chairs

board

easel

teacher



students

pens

pencils

eraser

book

rulers

paper

marker

boxes



headphones

hooks

backpack

tissue

door

posters

notes



lesson

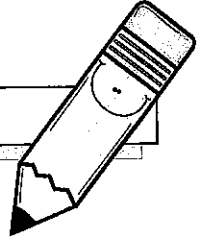
blocks

shelf

Name _____

Proper Nouns Practice

Directions: Underline the proper noun(s) in each sentence.



L.1.1.b Use common, proper, and possessive nouns.

1. Mrs. Jones was my kindergarten teacher.
2. She taught at Sunny Side Elementary School.
3. My friend Emily and I loved Mrs. Jones.
4. We had fun when we visited a museum in Jackson, Mississippi.
5. We also had lunch at McDonald's Restaurant.
6. Mrs. Jones was the best teacher!

Think of a proper noun for each noun type below. Write the proper noun on the line.

Person

Place

Name _____

Choose the Suffix

L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.

Suffixes are added to the end of a root or base word.

Choose the correct suffix for each word to complete each sentence.

My mother is read _____ a book.

 -ing

 -s

She play _____ the piano.

 -es

 -s

The dog catch _____ the ball.

 -ing

 -es

Wol _____ can howl.

 -ves

 -fes

Day 3

Instructions

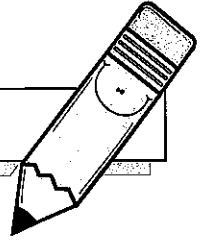
- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Complete the handouts to learn about possessive nouns.
- Practice identifying suffixes and root words by writing each in the appropriate column.
- Complete the handout and select the correct sentence.

Name _____

Possessive Nouns

Directions: Circle the correct word in parenthesis to complete the sentence.

L.1.1.b Use common, proper, and possessive nouns.



1. The (dogs / dog's) collar is blue.
2. (Sam's / Sams) friend is named Adam.
3. I really like my (grandmothers / grandmother's) cookies.
4. If you want to go to the (movies / movie's), we should go by car.
5. I really like to drink soda using (straws / straw's).
6. The (birds / bird's) egg is blue.
7. I like the smell of (roses / rose's).
8. (Diamonds / Diamond's) are a (girls / girl's) best friend.
9. (David's / Davids) mom is very tall.
10. My (sisters / sister's) are twins.
11. I love my (mom's / moms) cooking!
12. Let's go to the shelter to see the (puppy's / puppies).

Name _____

Root Words

L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

Suffixes are added to the end of a root or base word.

Below write the correct suffix after each word and then write the root word in the last column.

Suffix bank			
-s	-es	-ing	-ed

Word	Suffix	Root word
bells		
worked		
trees		
looking		
mixed		
boxes		

Name _____

Types of Sentences

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

A declarative sentence tells something and ends with a period.

Select the declarative sentence.

- What is your name?
- My name is Penny.

An interrogative sentence asks a question and ends with a question mark

Select the interrogative sentence.

- How are you doing today?
- I am so happy today!

An imperative sentence gives a command and ends with a period or an exclamation mark.

Select the imperative sentence.

- Why are you so happy today?
- Tell me why you are happy.

An exclamatory sentence shows strong feeling and ends with an exclamation mark.

Select the exclamatory sentence.

- Today is my birthday!
- I will have a sandwich for lunch.

Days 4-5

Instructions

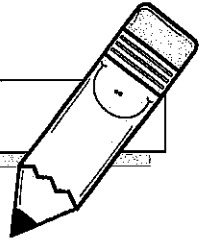
- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Complete the handouts to correct the possessive noun in each sentence.
- Practice identifying suffixes and root words by writing each in the appropriate column.
- Write the correct sentence to describe the illustration.

Name _____

Writing Possessive Nouns

Directions: Rewrite each sentence to correct the possessive noun.

L.1.1.b Use common, proper, and possessive nouns.



My dad car is red.

Lilly purse is purple and plastic.

That is my brother ball.

Let's go to my aunt house.

The girl dress is beautiful!

Name _____

More Root Words

L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

Suffixes are added to the end of a root or base word.

Below write the correct suffix after each word and then write the root word in the last column.

Suffix bank			
-s	-es	-ing	-ed

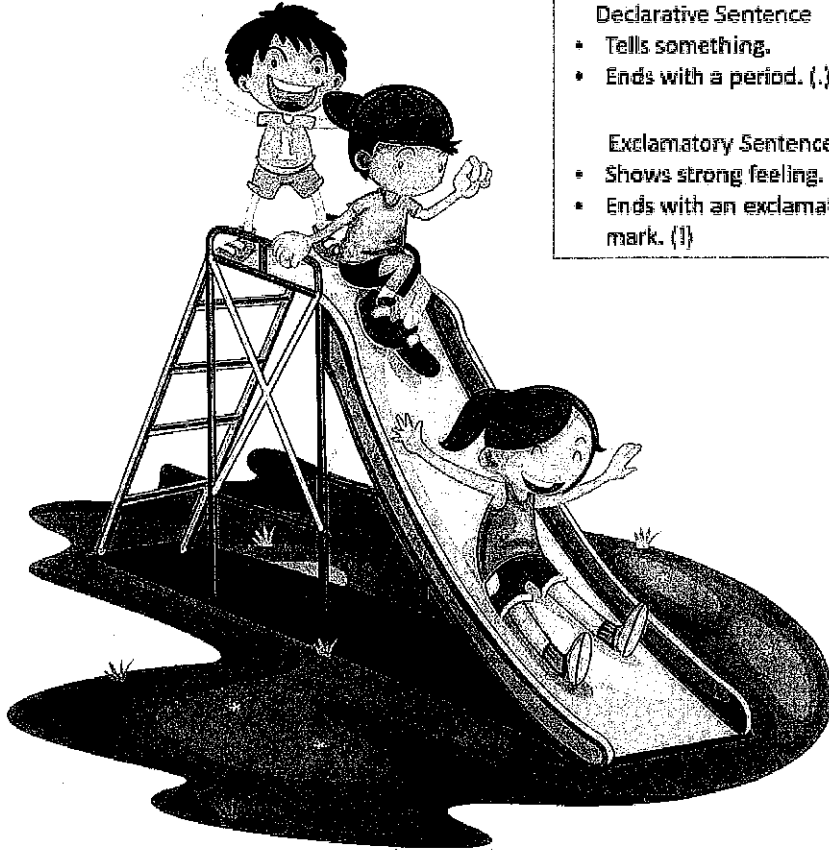
Word	Suffix	Root word
crows		
leaves		
honked		
eating		
kites		
spelling		

Name _____

Types of Sentences

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Write sentences for the illustration shown.



4 Types of Sentences

Declarative Sentence

- Tells something.
- Ends with a period. (.)

Interrogative Sentence

- Asks a question.
- Ends with a question mark. (?)

Exclamatory Sentence

- Shows strong feeling.
- Ends with an exclamation mark. (!)

Imperative Sentence

- Gives a command.
- Ends with a period or an exclamation mark. (. or !)

Declarative

Interrogative

Imperative

Exclamatory

Name _____

Day 1, Week 3

10 More and Less

Directions: Write the number that is 10 less to the left of the number, and write the number that is 10 more to the right of the number. Explain how you found your answers in the discussion box below.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.



1.

11	21	31
----	----	----

2.

	33	
--	----	--

3.

	25	
--	----	--

4.

	37	
--	----	--

5.

	42	
--	----	--

6.

	11	
--	----	--

7.

	15	
--	----	--

8.

	49	
--	----	--

9.

	19	
--	----	--

10.

	52	
--	----	--

Discussion: Explain how you found 10 less.

Name _____

Problem Solver



Directions: Read each story and show your work to answer the question.

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

1. Sam has 8 books. Nick has 11 books. How many books do they have altogether?

They have _____ books altogether.

2. Lee has 6 pencils less than Nick. Nick has 7 pencils. How many does Lee have?

Lee has _____ pencil.

3. Paul has 7 books. He finds 10 more books. How many books does he have in all?

Paul has _____ books in all.



Name _____

Day 2, Week 3

Working With 10

Directions: Write the number that is 10 less to the left of the number, and write the number that is 10 more to the right of the number. Explain how you found your answers in the discussion box below.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.



1.

	29	
--	----	--

2.

	35	
--	----	--

3.

	55	
--	----	--

4.

	27	
--	----	--

5.

	48	
--	----	--

6.

	17	
--	----	--

7.

	18	
--	----	--

8.

	39	
--	----	--

9.

	47	
--	----	--

10.

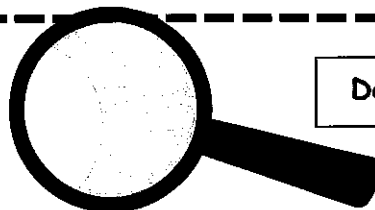
	72	
--	----	--

Discussion: Explain how you found 10 more.

Name _____

Day 2, Week 3

Problem Solver



Directions: Read each story and show your work to answer the question. Draw 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

Martha ordered two pizzas, a large pizza with 12 slices and a small pizza with 7 slices. How many slices of pizza were there in all?

There were _____ slices in all.

There are 5 boys and 2 girls in a class. How many kids are there in all?

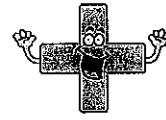
There are _____ kids in all.

Mary collects 10 pine cones. Her brother Mike gives her 4 more. How many pine cones does Mary have in all?

There are _____ pine cones in all.



Name _____



Day 3, Week 3

Adding Multiples of 10

Directions: Solve each equation. Use strategies or visual representations to help solve.

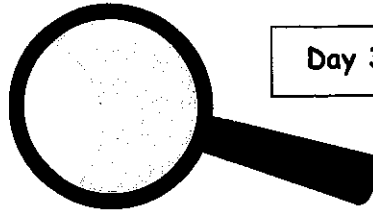
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1. $19 + 60 =$	6. $22 + 60 =$
2. $51 + 30 =$	7. $78 + 10 =$
3. $87 + 10 =$	8. $35 + 30 =$

Discussion: Explain how you solved $51 + 30$.

Name _____

Problem Solver



Directions: Read each example and show your work to answer the question.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

At the beach Pam counted 7 crabs in a rock pool, 4 crabs on the sand, and 3 crabs on a rock. How many crabs did Pam count in all?



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

At the pet shop I saw 6 kittens, 2 puppies, and 8 hamsters. How many pets did I see?



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

In his toy box Tom has 8 red cars, 3 green cars, and 2 blue cars. How many cars are in Tom's toy box?



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Name _____

Day 4, Week 3

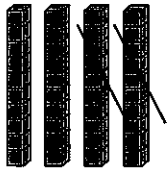
Subtracting Multiples of 10



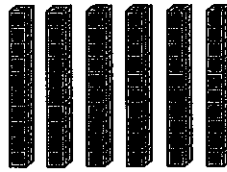
Directions: Solve each equation. Use drawings to help solve.

1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

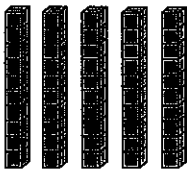
1. $40 - 20 = 20$



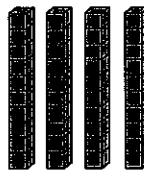
6. $60 - 40 =$



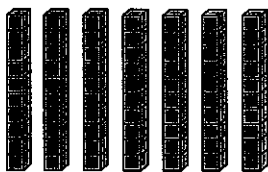
2. $50 - 10 =$



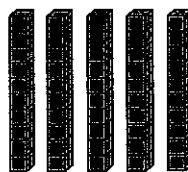
7. $40 - 10 =$



3. $70 - 10 =$



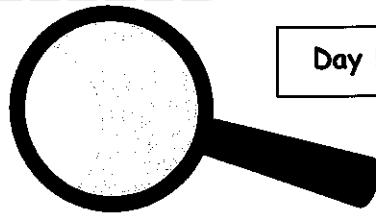
8. $50 - 20 =$



Discussion: Explain how you solved $50 - 20$.

Name _____

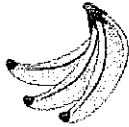
Problem Solver



Directions: Read each example and show your work to answer the question.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Dad bought 3 bananas, 6 apples, and 9 apricots.
How many pieces of fruit did dad buy?



Answer

At the toy store Jill saw 6 teddy bears, 5 panda bears, and 4 polar bears. How many bears did Jill see?



Answer

Dad has 3 blue t-shirts, 5 black t-shirts, and 5 white t-shirts. How many t-shirts does dad have in all?



Answer