

**A.W. James Elementary  
School**

***ELA & Math***

**Independent Learning  
Packets**

**Grade 1**

Student Name \_\_\_\_\_

## **Instructions**

- **Reading Foundational Skills Practice**

Directions: Complete the practice pages by marking the correct answers. Learn new sight words from the Dolch Sight Words List by completing the five (5) teaching techniques each day. Review the Consonant Blends and Digraphs Chart daily.

- **Language Practice**

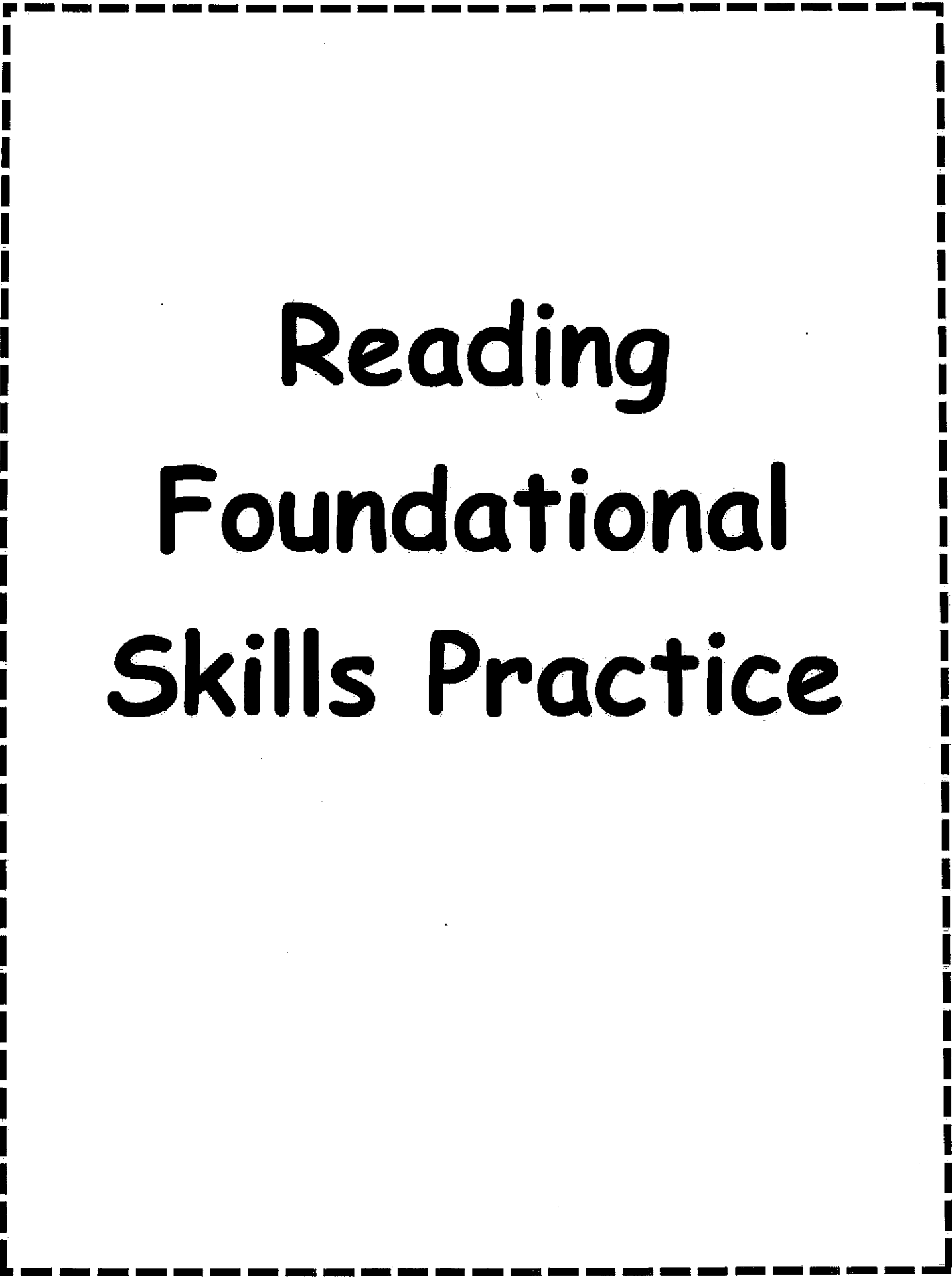
Directions: Follow the instructions provided to write complete sentences and include illustrations when prompted.

- **Reading Comprehension Practice**

Directions: After reading the passage or listening to the passage being read by a guardian or family member, answer the questions that follow.





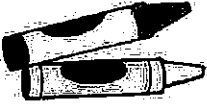





















- **Writing Practice**

Directions: Draw pictures and write sentences to respond to the prompt.



**Reading  
Foundational  
Skills Practice**

# Consonant Blends and Digraphs

Blends			Digraphs
bl blue 	br bread 	cl cloud 	ch chicken 
cr crayons 	dr drum 	fl flower 	ph phone 
fr frog 	gl glue 	gr grape 	sh shoe 
pl plate 	pr pretzel 	sc scooter 	th thumb 
sk skate 	sl slide 	sm smile 	th thumb
sn snake 	sp spoon 	st star 	wh whale 
sw swing 	tr tree 	tw twenty 	wh whale

# Dolch Sight Words

## First Grade (41 words)

after  
again  
an  
any  
as  
ask  
by  
could  
every  
fly  
from  
give  
going  
had  
has  
her  
him  
his  
how  
just  
know

let  
live  
may  
of  
old  
once  
open  
over  
put  
round  
some  
stop  
take  
thank  
them  
then  
think  
walk  
were  
when

# Sight Words Teaching Techniques

Introduce new sight words using this sequence of five teaching techniques:

- A. **See & Say** — A child sees the word on the flash card and says the word while underlining it with her finger.
- B. **Spell Reading** — The child says the word and spells out the letters, then reads the word again.
- C. **Arm Tapping** — The child says the word and then spells out the letters while tapping them on his arm, then reads the word again.
- D. **Air Writing** — A child says the word, then writes the letters in the air in front of the flash card.
- E. **Table Writing** — A child writes the letters on a table, first looking at and then not looking at the flash card.

These techniques work together to activate different parts of the brain. The exercises combine many repetitions of the word (seeing, hearing, speaking, spelling, and writing) with physical movements that focus the child's attention and cement each word into the child's long-term memory.

NAME: \_\_\_\_\_ Long I, Short I

# i\_e Words

**DIRECTIONS:** Read each word. Then draw a picture of it.

**bride**

**bike**

**file**

**pile**

**spine**

**stripe**

**fire**

**dive**

NAME: \_\_\_\_\_ Long A, Short A

# Short a & a\_e Words



**DIRECTIONS:** Read each word. Then draw a picture of it.

rat

rake

snack

cane

snake

mad

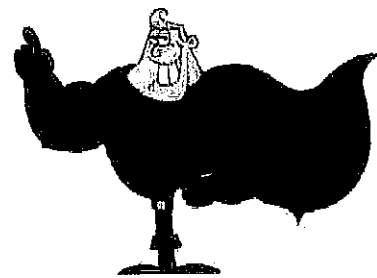
gate

can

lake



NAME: \_\_\_\_\_ Long A, Short A



## Short a and a\_e Words

Read each word. Then add an e. Read the new word and write it on the line.

cap

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rat

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pal

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mat

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mad

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tap

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plan

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NAME: \_\_\_\_\_ Long I, Short I

## Short i and i\_e Words

Read each word. Then add an e. Read the new word and write it on the line.



rid

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slid

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rip

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sit

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kit

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bit

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lit

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# Language Practice

## Capitalize the first letter of a sentence

Grade 1 Grammar Worksheet

*A sentence begins with a capital letter. Example: The cat is sleeping on the rug.*

Capital Capitalize the first letter of each sentence.

1) the dog fetches the stick.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) they prefer juice to milk.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) mom drinks coffee in the morning.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) john practices for the game.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5) my teacher is very nice.

\_\_\_\_\_

\_\_\_\_\_

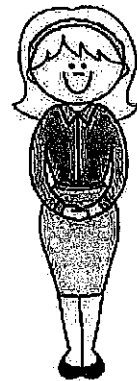
\_\_\_\_\_

6) can you help me with this?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Capital letter for names

Grade 1 Grammar Worksheet

Write names with capital letters.

*Names begin with capital letters:*

*Mrs. Dufresne,  
Mark Simon,  
Grand Canyon.*

1) mr. linton

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) pedro lopez

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) statue of liberty

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) ms. smith

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5) Say hello to melanie.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6) I see jason over there.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Writing sentences

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Grade 1 Grammar Worksheet

Make a sentence using the words below.

*A sentence begins with a capital letter.*

the I summer lake the spend at swimming

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Draw a picture that illustrates the sentence.

## Writing sentences

Grade 1 Grammar Worksheet

Make a sentence using the words below.

*A sentence begins with a capital letter.*

walks dog park Marion the to her

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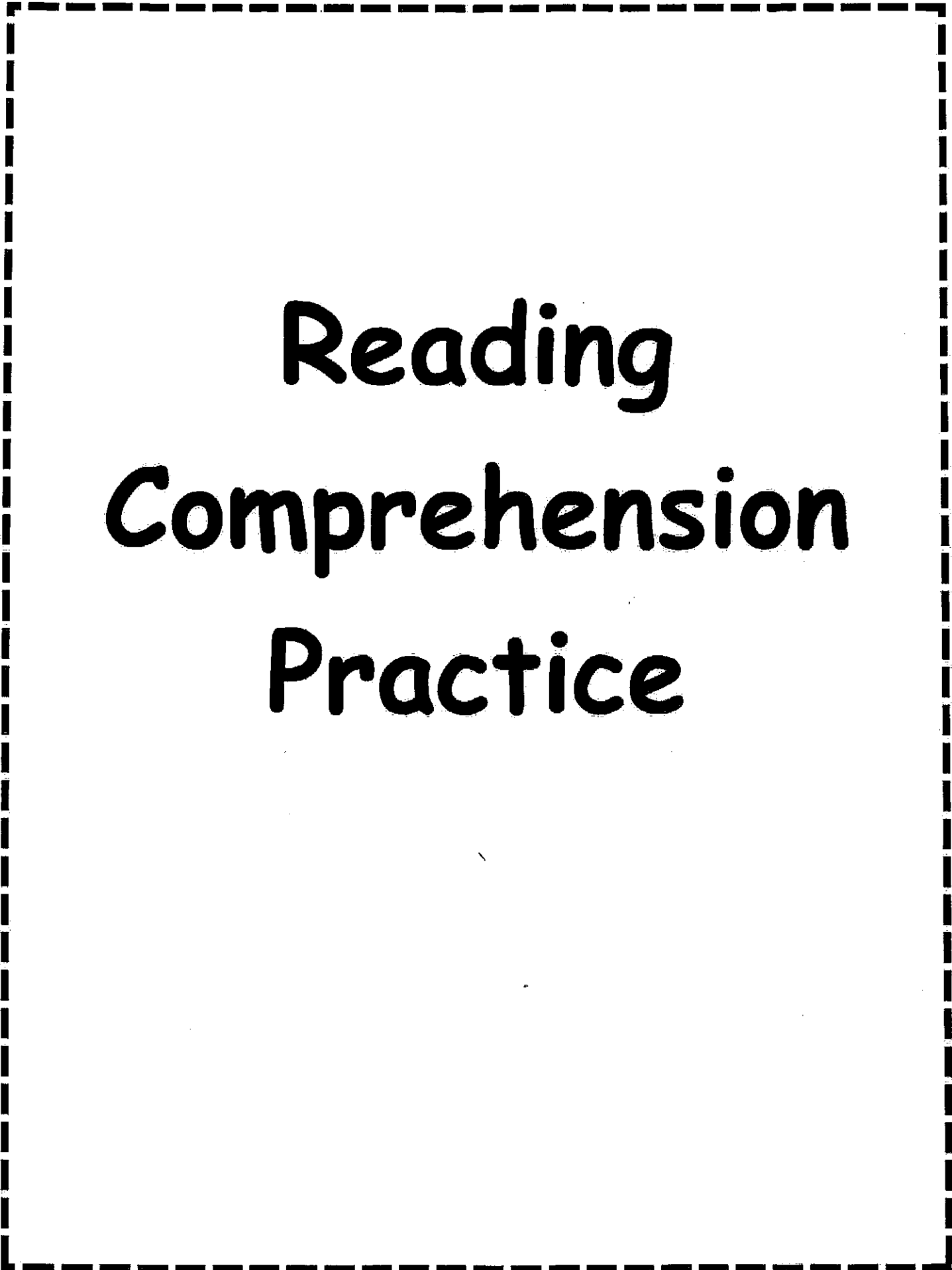
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Draw a picture that illustrates the sentence.



**Reading  
Comprehension  
Practice**



Read the poem. Then answer each question.

## We Are Important

Doctors are important. They keep us healthy.

Police officers are important. They keep us safe.

Firefighters are important. They help people.

Teachers are important. They help us learn.

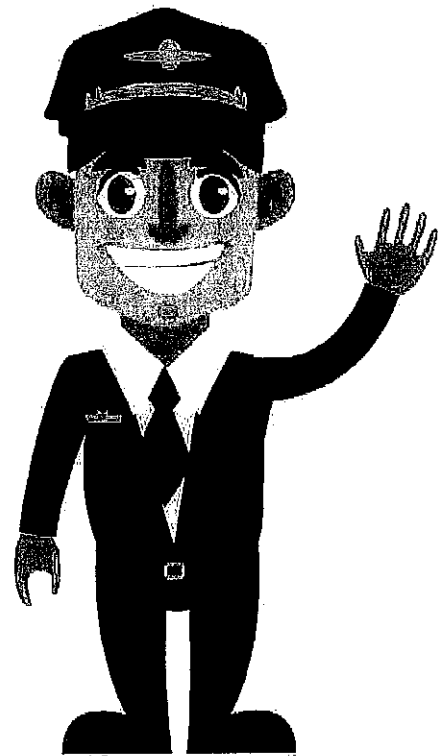
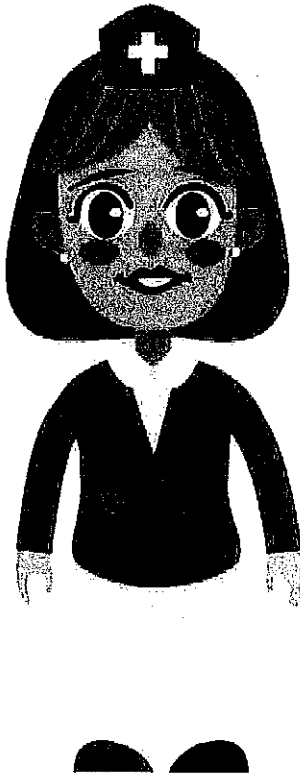
Scientists are important. They learn new things to help us.

Bus drivers are important. They get us places safely.

Cashiers are important. They let us buy food and clothes.

Families are important. They take care of us.

We all are important!



**Questions:**

1. Why are firefighters important? Highlight the sentence that told you.

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2. Is there anyone who is not important?

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3. Why are families important? Highlight the sentence that told you.

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4. Who else is important that is not on this list? Why?

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5. Share your opinion! Who do you think is the most important? Why?

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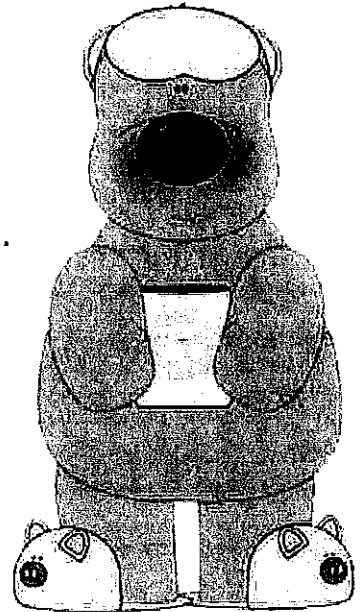
Read the poem. Then answer each question.

## A Cold Bear

Brrrr! It is getting cold.  
Bear needs to get ready for winter.

First, he eats a lot.  
Next, he finds a den.  
Then, he fills the den with leaves, so he will stay warm.  
Last, he eats even more!

Is Bear ready for winter?  
Yes, he is. Winter is here!



### Questions:

1. Who is the character?

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2. What does Bear need to do?

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3. How does Bear get ready for winter?

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4. What do you think a den is? How could you find out?

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4. Share your opinion! Do you like winter? Why?

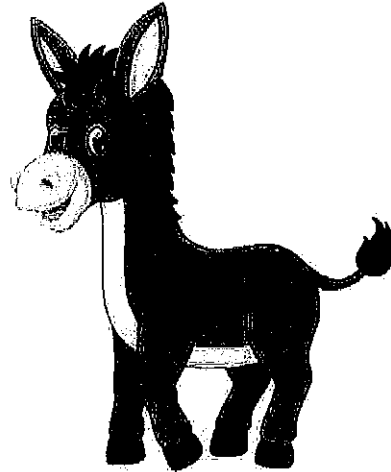
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Read the short story. Then answer each question.

## Mule's Thoughts

Leroy F. Jackson

A silly little mule  
Sat on a milking stool  
And tried to write a letter to his father.  
But he couldn't find the ink,  
So he said: "I rather think  
This writing letters home is too much bother."



### Questions:

1. Where did the mule sit?  
\_\_\_\_\_
2. What was he trying to write?  
\_\_\_\_\_
3. What couldn't he find?  
\_\_\_\_\_
4. What did he think about writing letters home?  
\_\_\_\_\_

Read the short story. Then answer each question.

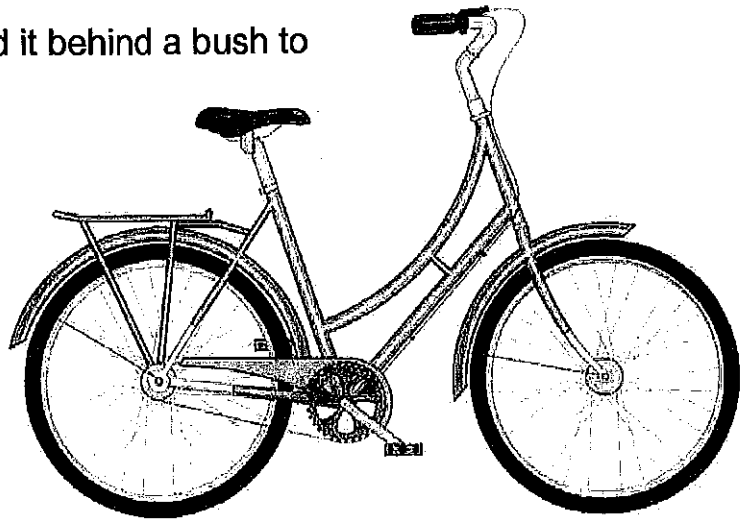
## The New Bicycle

Emma has a new bicycle. It is bright pink and shiny.

It was a gift from her uncle. He hid it behind a bush to surprise her.

When Emma looked behind the bush and saw the bicycle, she jumped for joy. It was just what she wanted. She gave her uncle a big hug.

She loves her new bicycle, and she loves her uncle.



### Questions:

1. What color is the bicycle?

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2. Who was it a gift from?

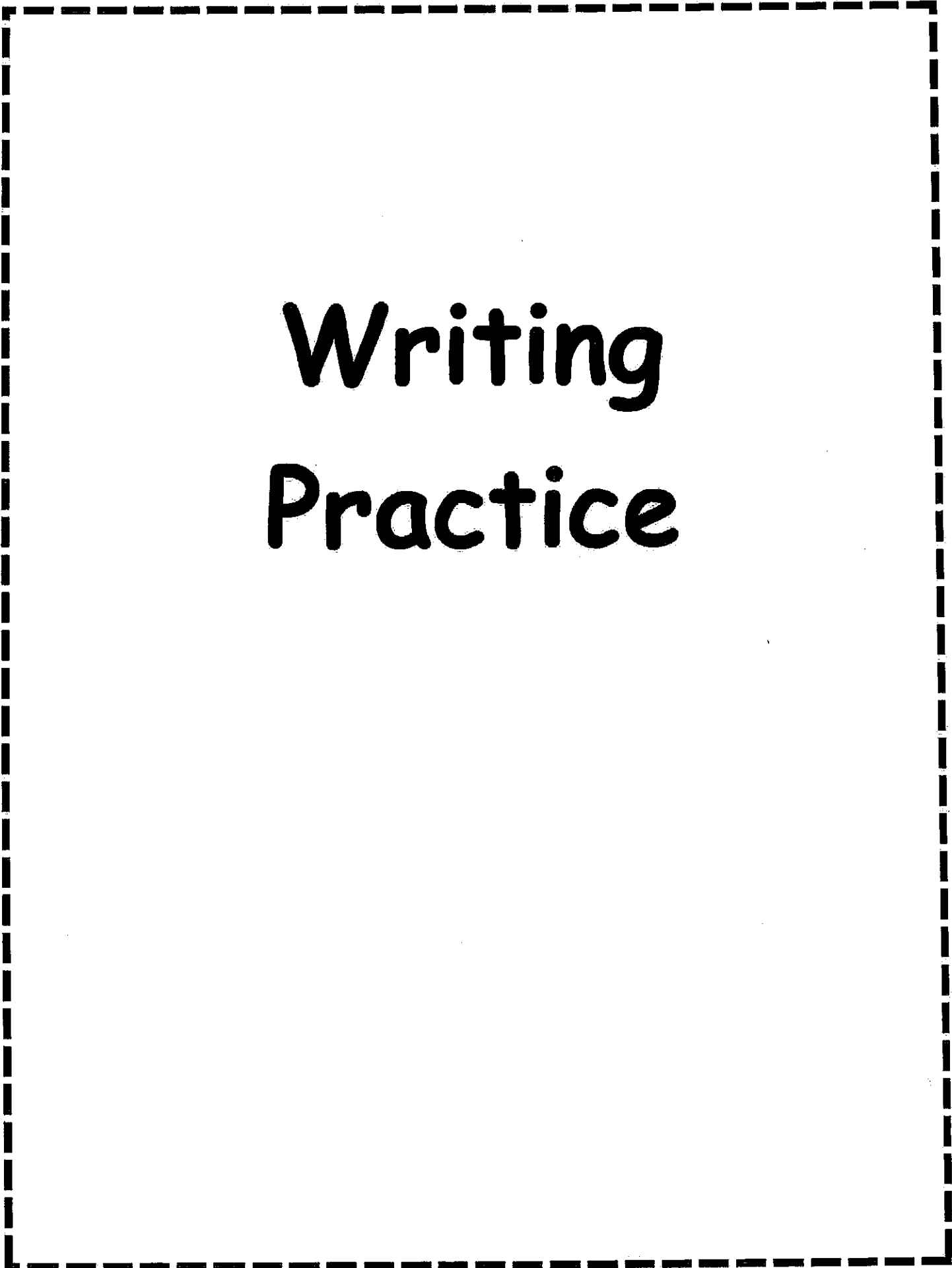
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3. Where was it hidden?

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4. What did Emma do when she saw the bicycle?

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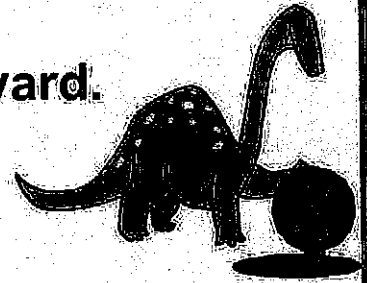


# Writing Practice

Name: \_\_\_\_\_

# Once Upon a Time... a dinosaur landed in my backyard.

What would you think if a dinosaur landed in your back yard?  
Would it be friendly or scary? Would you want it to stay or go?  
Why? Write a story about what happens and draw pictures in the  
spaces below.



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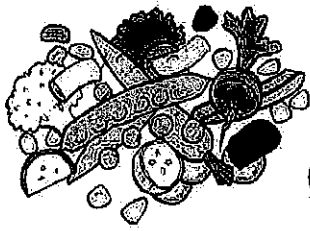
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Name: \_\_\_\_\_



# What Is the Best Vegetable?



Vegetables are good for you! What do you think is the best vegetable? Why do you like it? When do you eat it? Tell why you think that vegetable is the best. Use the lines below to write about it and the spaces to draw pictures about it.

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Name: \_\_\_\_\_

## Where Does Water Come From?

We use water every day, but where does it come from? It can come from lots of places. In the boxes below, draw pictures of places where water comes from. Write about how we get water and how we use water on the lines below.



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Name: \_\_\_\_\_



January

February

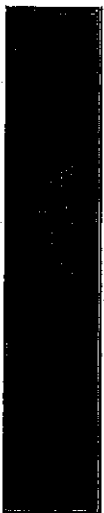
March



# What Is the Best Day?

What do you think is the best day? Is it a day of the week, a holiday, or another day? What happens on this day to make it special? In the box below, draw what happens on this day. Then write about the day on the lines below.

April



October



September



July



Name \_\_\_\_\_

Day 1, Week 1

# Daily Math Review

1.OA.3 Apply properties of operations as strategies to add and subtract. *Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)*

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Write the missing number to complete the equation.

$$2 + 6 = \underline{8}$$

$$6 + \underline{2} = 8$$

$$4 + 1 = \underline{\quad}$$

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

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

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

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

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

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

$$\underline{\quad} + 8 = 10$$

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

$$\underline{\quad} + 4 = 9$$

Make ten to solve the equation. Circle the numbers that make ten and show your work.

$$2 + \textcircled{3 + 7} = \underline{12}$$

$$2 + 10 = 12$$

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

$$2 + 6 + 8 = \underline{\quad}$$

$$7 + 4 + 6 = \underline{\quad}$$

Count on to add 2. Write the equation.



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

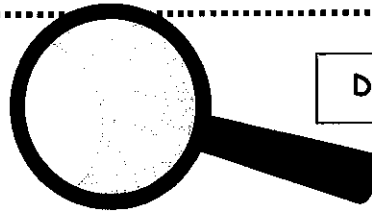


$$9 + \underline{\quad} = \underline{\quad}$$

Name \_\_\_\_\_

Day 1, Week 1

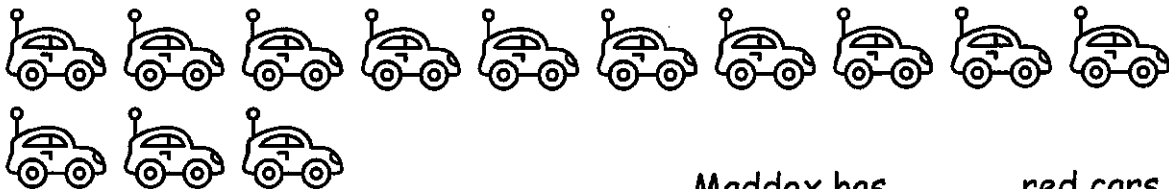
# Problem Solver



**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

Maddox has 13 red and green toy cars. 7 of the cars are green. Maddox likes the green cars best. How many red cars does Maddox have?



Maddox has \_\_\_\_\_ red cars.

Today is Jade's birthday, and she is having a party. Jade's mom needs 20 balloons. She has already blown up 10 balloons. How many more balloons does she need to blow up?



Jade's mom needs to blow up \_\_\_\_\_ more balloons.

Brandon likes to eat grapes at home. One day he gathered 14 grapes to eat. While he was not looking, his sister ate some of his grapes. Brandon only ate 11 grapes. How many of his grapes did his sister eat?



Brandon's sister ate \_\_\_\_\_ grapes.

Name \_\_\_\_\_

Day 2, Week 1

# Daily Math Review

1.OA.3 Apply properties of operations as strategies to add and subtract. *Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)*

1.OA.4 Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.*

Write the missing number to complete the equation.

$$17 + 3 = \underline{\quad}$$
$$3 + \underline{\quad} = 20$$

$$6 + 7 = \underline{\quad}$$
$$7 + \underline{\quad} = 13$$

$$3 + 9 = \underline{\quad}$$
$$\underline{\quad} + 3 = 12$$

$$10 + 5 = \underline{\quad}$$
$$\underline{\quad} + 10 = 15$$

$$7 + 8 = \underline{\quad}$$
$$8 + \underline{\quad} = 15$$

$$12 + 3 = \underline{\quad}$$
$$\underline{\quad} + 12 = 15$$

Make ten to solve the equation. Circle the numbers that make ten and show your work.

$$\textcircled{8} + \textcircled{2} + 9 = \underline{19}$$
$$10 + 9 = 19$$

$$3 + 7 + 2 = \underline{\quad}$$

$$4 + 7 + 6 = \underline{\quad}$$

$$4 + 5 + 6 = \underline{\quad}$$

Write the missing number to solve the equation.

$$\underline{\quad} + 9 = 10$$

$$10 - 9 = \underline{\quad}$$

$$6 + \underline{\quad} = 10$$

$$10 - 6 = \underline{\quad}$$

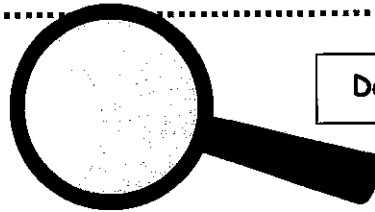
$$\underline{\quad} + 2 = 10$$

$$10 - 2 = \underline{\quad}$$

Name \_\_\_\_\_

Day 2, Week 1

# Problem Solving



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

Jill likes to read books. She has a goal to read 20 books this year! She has read 3 books so far. How many more books must she read to reach her goal?

Jill needs to read \_\_\_\_\_ more books.

Megan wants a cookie from the store. The cookie costs 15 cents. She only has 10 cents. She will ask her mom for more money. How many more cents does Megan need?

Megan needs \_\_\_\_\_ more cents.

Sam has a cat named Whiskers, and she just had kittens! She had 2 black kittens and 9 spotted kittens. The kittens are very tiny and cute. How many kittens did Whiskers have in all?

Whiskers had \_\_\_\_\_ kittens.

Name \_\_\_\_\_

Day 3, Week 1

# Daily Math Review

1.OA.3 Apply properties of operations as strategies to add and subtract. *Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)*

1.OA.4 Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.*

Write the missing number to complete the equation.

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

$$\underline{\quad} + 8 = 10$$
$$10 - 8 = \underline{\quad}$$

$$\underline{\quad} + 2 = 7$$
$$7 - 2 = \underline{\quad}$$

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

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

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

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

$$\underline{\quad} + 1 = 3$$
$$3 - 1 = \underline{\quad}$$

$$6 + \underline{\quad} = 10$$
$$10 - 6 = \underline{\quad}$$

Make ten to solve the equation. Circle the numbers that make ten.

$$4 + 7 + 3 = \underline{\quad}$$

$$2 + 5 + 8 = \underline{\quad}$$

$$5 + 5 + 9 = \underline{\quad}$$

$$1 + 9 + 6 = \underline{\quad}$$

$$3 + 7 + 4 = \underline{\quad}$$

$$4 + 2 + 8 = \underline{\quad}$$

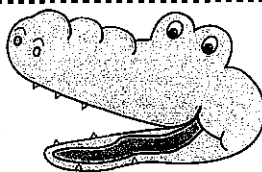
$$3 + 6 + 4 = \underline{\quad}$$

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

$$8 + 2 + 7 = \underline{\quad}$$

**Keep up the great work!**

Name \_\_\_\_\_



Day 3, Week 1

# Let's Compare

**Directions:** Write the correct symbol ( $>$ ,  $<$ ,  $=$ ) in the circle to compare the numbers. Explain your reasoning. The first example is done for you.

1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .



**Greater Than**



**Less Than**



**Equal To**

$24 > 16$

$32 \bigcirc 40$

$17 \bigcirc 18$

$58 \bigcirc 71$

$99 \bigcirc 98$

$40 \bigcirc 50$

$31 \bigcirc 31$

$57 \bigcirc 75$

$88 \bigcirc 77$

$49 \bigcirc 50$

$91 \bigcirc 90$

$72 \bigcirc 27$



Name \_\_\_\_\_

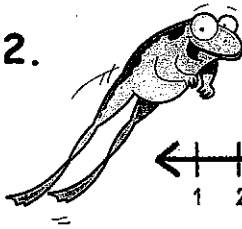
Day 4, Week 1

# Daily Math Review

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

Count on to add 2.



$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 2 \\ \hline \end{array}$$

Solve each equation. Use an addition strategy to find the answer.

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

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

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

$6 + 7 = \underline{\quad}$

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

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

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

$5 + 6 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$8 + 9 = \underline{\quad}$

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

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

Name \_\_\_\_\_

Day 4, Week 1

# Comparing Numbers

**Directions:** Write the correct symbol ( $>$ ,  $<$ ,  $=$ ) in the circle to compare the numbers. Explain your reasoning.

1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

$>$

$<$

$=$

**Greater Than**

**Less Than**

**Equal To**

97 ○ 96

20 ○ 20

76 ○ 76

18 ○ 28

64 ○ 46

10 ○ 11

89 ○ 98

29 ○ 30

**Discussion:** Explain why 79 is less than 89. Write your answer on the lines below.

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