

# First Grade- Snow Day Packet 7

The Day 7 first grade packet has several lessons that are related to first grade common core curriculum. Students will have the following activities:

\*A Language activity where they are to practice using commas. The answers need to be recorded on that page.

\*Point of View-read the story and answer questions.

\*Verbs-adding ending the inflected ending -ed to the words provided and writing 2 sentences using past tense verbs.

\*Beginning, middle and ending sounds activity

\*Place Value using an 100's chart

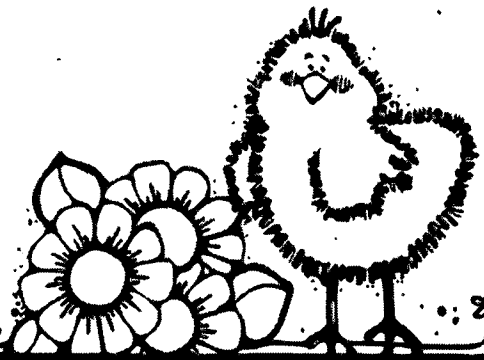
\*True and false addition and subtraction sentences.

\*There will also be 1-2 related arts activities that may include the following: media, computers, gym, art, music, or Spanish.

Students should fully participate and complete the entire packet. The packets should be turned in the next day school is in session and no later than 5 days after returning to school. The packet will be assessed and student learning monitored by your child's teacher. Teachers will be on call or will have an online presence from 8:00-3:00 on the non-traditional snow day if you have questions.

## Skill #16

# I Know How to Use Commas



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**CCSS.ELA-Literacy.L.1.2c - Use commas in dates and to separate single words in a series.**

Your child needs to know how to use commas when writing the date or a list of words in a series. He/she will be told to write the date. Then he/she will be dictated a sentence to write. Both need to have the proper commas to pass. Spelling will not count.

Practice:

★ Tell your child to write the date.

Child needs to write: September 16, 2013

→ \_\_\_\_\_  
★ Tell your child to write the following sentence:

I like books, apples, toys, and cars.

→ \_\_\_\_\_

## Point of View

Read the story. Answer the questions.

### The Race

Sammy Snail was sad. He wanted to run in the big race, but he was too slow. Robby Rabbit hopped up to Sammy Snail. "Why are you so sad?" he asked.

"I am too slow to be in the big race," Sammy Snail cried.

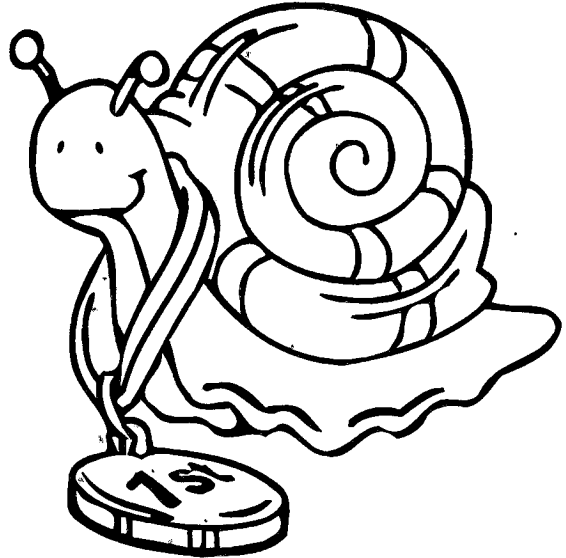
"Sammy Snail, you are too slow!" Robby Rabbit laughed as he hopped down the road.

Kami Kangaroo saw Sammy Snail on her way to the race. "Why are you crying?" she asked.

"I am too slow to be in the big race," cried Sammy Snail.

"Don't cry. I will help you," Kami Kangaroo said. She picked up Sammy Snail. She dropped him in her kangaroo pouch.

Soon, it was time for the big race. Robby Rabbit and Kami Kangaroo raced together. As they hopped to the finish line, Kami Kangaroo took Sammy Snail out of her pouch. She set him down across the finish line. Sammy Snail won the big race!



1. Who are the characters in this story? \_\_\_\_\_
2. Which animal told Sammy Snail he was too slow? \_\_\_\_\_
3. Which animal helped Sammy Snail? \_\_\_\_\_
4. A narrator tells a story but is not a character in the story. This story has a narrator. Write a sentence from the narrator's part of the text. \_\_\_\_\_



Together with your child, make up a simple story that takes place on a school playground. Then, have fun retelling the story from the point of view of different characters and onlookers: an older child, a younger child, a teacher, an ant, etc.

## Verbs

**Verbs** are action words. Verbs can have an ending that shows they were an action done in the past. The ending is *-ed*.

**Example:** Today, I yell for Mom. Yesterday, I yelled for Mom.

Look at the verbs below. Write the verb with *-ed* on the end of the word to show it was done yesterday.

Today, I...	Yesterday, I...
1. pull	
2. pick	
3. ask	
4. want	
5. look	
6. help	
7. turn	
8. climb	



What if you do something tomorrow? Use an extra verb, *will*. Pick two verbs and complete the sentences.

9. I will \_\_\_\_\_

10. I will \_\_\_\_\_

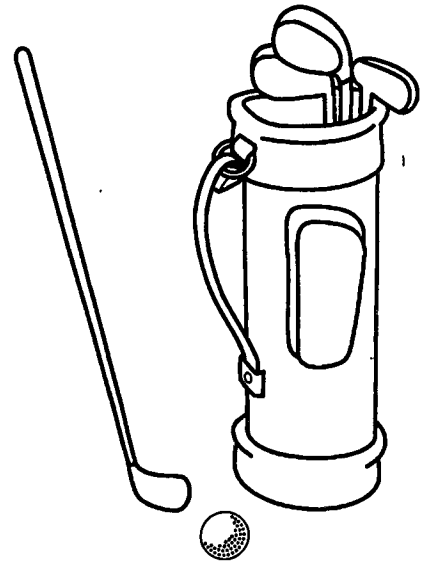


Make up funny stories with your child about the adventures of Yolanda Yesterday, Tony Today, and Tracey Tomorrow. For each story, keep all verbs in the present (example: *help*), past (example: *helped*), or future tense (example: *will help*).

## Beginning, Middle, and Ending Sounds

Answer the questions. Be sure to say each word aloud. Listen to each sound as you say the word. Think of what letter stands for each sound.

1. What is the first sound in the word *fish*? \_\_\_\_\_
2. What is the second sound in the word *hot*? \_\_\_\_\_
3. What is the last sound in the word *goat*? \_\_\_\_\_
4. What is the first sound in the word *went*? \_\_\_\_\_
5. What is the second sound in the word *yes*? \_\_\_\_\_
6. What is the last sound in the word *dad*? \_\_\_\_\_
7. What is the first sound in the word *golf*? \_\_\_\_\_
8. What is the second sound in the word *fan*? \_\_\_\_\_
9. What is the last sound in the word *sat*? \_\_\_\_\_
10. What is the first sound in the word *kite*? \_\_\_\_\_
11. Say your name aloud. What is the first sound? \_\_\_\_\_



Say a one-syllable word, then touch either your head (for beginning sound), tummy (for middle sound), or foot (for ending sound). Can your child say the sound? Can he or she name the letter that makes the sound? Take turns giving each other words.

## Place Value

Think about the number of tens in the numbers in each row and the number of ones in the numbers in each column. Think about the last row by itself. Answer the questions.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Example

Tens		Ones	=	<i>Tens</i> <i>ones</i>
1		2	=	12
2		6	=	26

12 has 1 ten and 2 ones

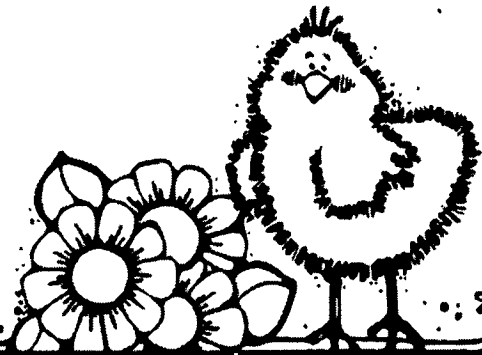
26 has 2 tens and 6 ones

1. What numbers have 4 ones? \_\_\_\_\_
2. What numbers have 7 tens? \_\_\_\_\_
3. What numbers have no ones? \_\_\_\_\_
4. What numbers have no tens? \_\_\_\_\_
5. What numbers have 6 tens? \_\_\_\_\_
6. What numbers have 6 ones? \_\_\_\_\_
7. What numbers have 7 ones? \_\_\_\_\_
8. What number(s) have 3 tens and 5 ones? \_\_\_\_\_



Give clues to a two-digit number. Clues may include addition or subtraction problems that equal the number, numbers that come before or after, number of tens, and number of ones. Can your child guess the number?

Skill #6  
I Know What  
“=” Means



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**CCSS.Math.Content.1.OA.D.7 - Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .**

Your child needs to know what the = symbol means. He/she will be given various “equal” statements. He/she needs to write whether each statement is true or false.

Practice:

Write true or false after each statement:

$8 = 6$  \_\_\_\_\_

$3 + 4 = 4 + 3$  \_\_\_\_\_

$2 + 2 = 1 + 3$  \_\_\_\_\_

$6 = 9 - 3$  \_\_\_\_\_

$9 = 2 + 7$  \_\_\_\_\_

$5 - 2 = 3 + 2$  \_\_\_\_\_

Day 1  
+  
Day 7

# First Grade Music Lesson

Standards: 1.1.1 demonstrate vocally high and low pitches

1.3.2. sing with a group

6.2.2 recognize instruments

5.3.1 identify dynamics of song

- Pick a song you hear on the radio, T.V. or from a movie you have watched.
- Listen and identify the tempo (fast or slow), pitch (high or low) and what genre it comes from; ex. country, rock and roll, show tunes, rap, holiday, childrens, classical and so on.
- Write down the name of song (you can get help) and all the information I have ask for, return to school.