

First Grade- Snow Day Packet 8

The Day 8 first grade packet has several lessons that are related to first grade common core curriculum. Students will have the following activities:

*A Language/Vocabulary activity where they are to read the story provided and write 3 sentences.

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

*Reading for details –read about making butterfly pancakes and answer questions.

*Long Vowel sound word search and word making

*Determining how many syllables are in words provided. Students know to clap or tap to help find how many syllables.

*Subtractions practice

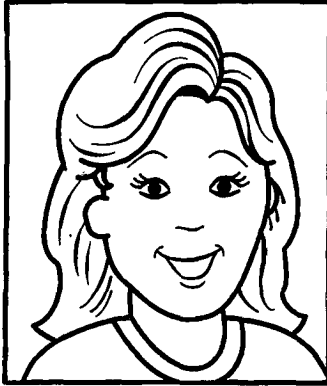
*Determining the missing part of an addition sentence.

*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.

Words from Reading

Read the story.



Aunt Jill

Everyone can have a **special** person in his or her life. The special person can be a friend or family member. Pets can be special, too! Aunt Jill is my special person. She likes to draw pictures. She uses **different** colors. She plays the piano. Aunt Jill bakes cookies in the oven. She eats peanut butter cookies. Aunt Jill's **smile** makes her special. She is always laughing. She is very happy. She is my special person.

Write a sentence for each word from the story.

Word	Sentence
special	<hr/> <hr/> <hr/>
different	<hr/> <hr/> <hr/>
smile	<hr/> <hr/> <hr/>



Have your child choose three words from the story about Aunt Jill. Encourage your child to use those words to write several sentences about a person who is special to him or her. Mail the writing to the special person.

Reading for Details

Butterflies are lovely to look at, but here is how to make one you can eat!

Tasty Butterflies

You will need:

- 2 frozen pancakes
- 1 banana
- 2 grapes
- 2 pieces of link sausage
- 2 toothpicks
- jelly

Here is how to make it:

- Toast the pancakes and cut them in half. This will make the four pieces you will need for the four wings of the butterfly.
- Peel the banana and place it on the plate. This will be the butterfly's body.
- Place the cut sides of the pancakes next to the banana to form the butterfly's wings.
- Spread jelly on the "wings."
- Use the toothpicks to hold the grapes on the banana as eyes.
- Cook the sausages and place them at the top of the banana as antennae.

Use details from the text to fill in the missing words.

1. The _____ will make the butterfly's body.
2. The wings will be covered with _____.
3. Butterflies have four _____.
4. The antennae will be made from _____.
5. A butterfly has two _____ to see with.



Use a cereal box or other product package. Challenge your child to answer your questions based on text he or she can find on the package. Ask, "What is in the box? How much does it weigh? What is it made of? How do you use it?"

Long Vowel Sounds

When a letter sounds like its name, it makes a long vowel sound.

Examples: a in lake, i in hike

When a word has a consonant-vowel-consonant-e pattern (CVCe), the vowel sound is usually long, and the e is silent.

Examples: namee, ridee, notee, cutee

Complete the word at the end of each sentence. Then, find and circle each answer in the word search. Words appear down, diagonally, or backward.

1. A gorilla is a kind of a _____.

2. A dog likes to chew
on a b_____.

3. On a windy day, you can
fly a k_____.

4. People laugh when they are
told a funny j_____.

5. You squeeze toothpaste
out of a t_____.

6. Food is served
on a p_____.

7. If you are not afraid, you
are b_____.

8. If you win a game, you
sometimes get a p_____.

r	w	p	e	m	l	f	q	e	r
q	g	n	p	g	o	l	r	e	z
f	o	j	r	v	a	c	b	p	p
b	j	o	i	q	t	u	h	l	e
d	g	k	z	i	t	u	a	a	j
s	t	e	e	j	b	o	b	t	e
j	b	m	i	p	r	c	z	e	k
c	a	j	n	r	a	u	q	s	i
h	x	p	g	e	v	b	j	d	t
u	k	g	e	y	e	e	s	o	e



Write e on a special sticker or on a star shape cut from paper. Have your child write three-letter words such as *cap*, *fin*, and *cut*, then add the super silent e to the end to make new words with long vowel sounds.

Multi-Syllable Words

Find out how many syllables are in each word. Say each word. Count the number of vowels you hear. Write the number on the line.

1. dragon _____

2. frog _____

3. itch _____

4. peanut _____

5. potato _____

6. watermelon _____

7. camera _____

8. hero _____

9. Tyrannosaurus _____

10. journal _____

Look at the words in the word bank. Answer the questions.

hippopotamus

starfish

tarantula

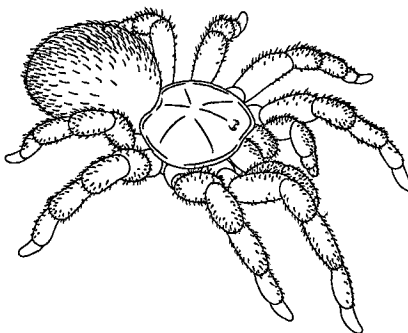
yard

11. Which word has five syllables? _____

12. How many syllables does *starfish* have? _____

13. Which word has only one syllable? _____

14. How many syllables does *tarantula* have? _____

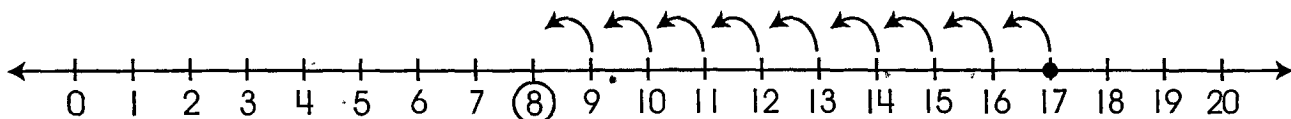


Say a one-syllable word, such as *class*. Have your child say a two-syllable word, such as *classroom*. Then, say a three-syllable word. How high can you go? Help your child write the last word given, underlining letters that make the vowel sounds.

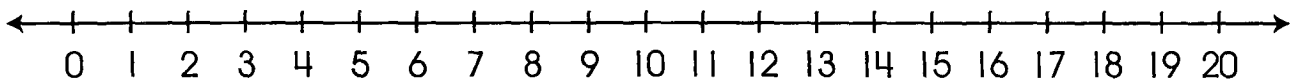
Subtraction Strategies

Counting back along a number line helps to subtract larger numbers.

Example: $17 - 9 = 8$



Subtract. Use the number line to count back.



1.
$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$$

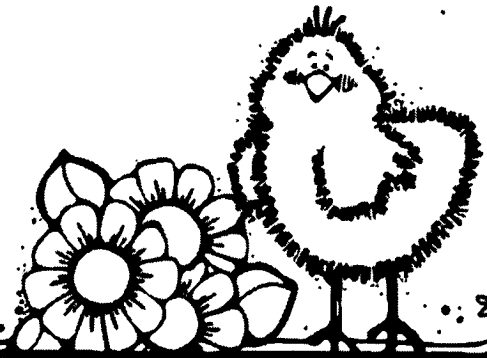
12.
$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$



Use masking tape to create a giant number line on the floor inside, or sidewalk chalk to create one outside. Give subtraction problems and invite your child to walk or jump along the line to find the answer.

Skill #7

I Can Find Missing Addends



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CCSS.Math.Content.1.OA.D.8 - Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.*

Your child needs to write the missing addends in addition equations. Sums up to 20.

Practice:

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

$$\underline{\quad} + 15 = 19$$

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

$$2 + \underline{\quad} = 18$$

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

$$0 + \underline{\quad} = 12$$

$$7 + \underline{\quad} = 12$$

$$\underline{\quad} + 8 = 16$$

$$\underline{\quad} + 18 = 20$$

$$8 + \underline{\quad} = 11$$

Write the phrase that best describes how they are feeling.

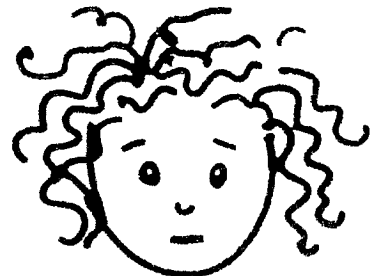
How are the children feeling?
¿Cómo están los niños?

Name: _____
Nombre: _____

Vocabulary:	very well	not well	so so
Vocabulario:	muy bien	muy mal	así así



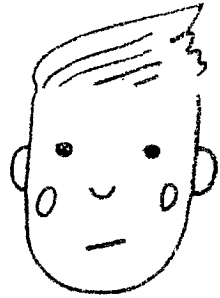
El niño está _____.



La niña está _____.



La niña está _____.



El niño está _____.



La niña está _____.



El niño está _____.