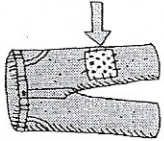

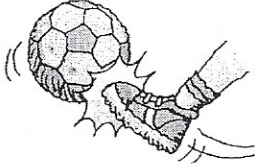
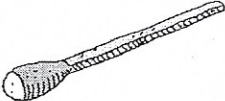


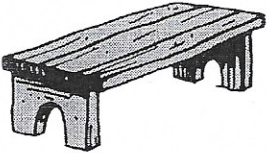
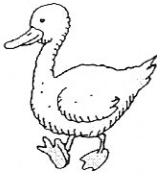
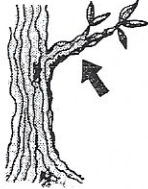


Name \_\_\_\_\_

Say the name of each picture. Write **tch** if it ends with the sound for **tch**. Then trace the rest of the word.

<p>1</p>  <p>_____</p> <p>pa</p>	<p>2</p>  <p>_____</p> <p>pi</p>	<p>3</p>  <p>_____</p> <p>ki</p>
<p>4</p>  <p>_____</p> <p>ma</p>	<p>5</p>  <p>_____</p> <p>ta</p>	<p>6</p>  <p>_____</p> <p>ca</p>

Say the name of each picture. Write **ch** if it ends with the sound for **ch**. Then trace the rest of the word.

<p>7</p>  <p>_____</p> <p>ben</p>	<p>8</p>  <p>_____</p> <p>du</p>	<p>9</p>  <p>_____</p> <p>bran</p>
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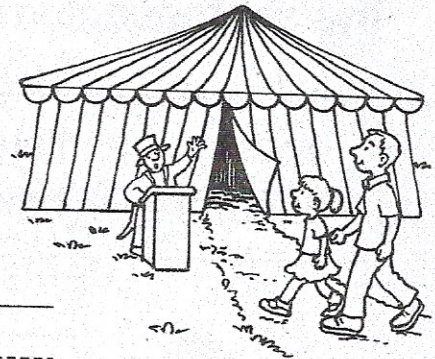


Name \_\_\_\_\_

Phonics:  
Consonants  
/s/c; /j/g, dge  
.....  
Lesson 24

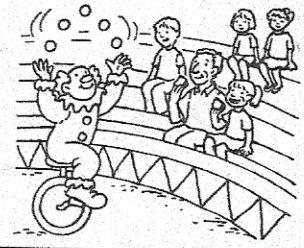
► Write the word from the box that completes the sentence.

stage	danced	fudge
center	gentle	circus

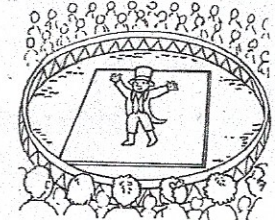


1. Ginger went to a \_\_\_\_\_ with her dad.

2. They ate \_\_\_\_\_ at the show.



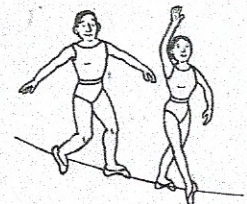
3. The show was in the \_\_\_\_\_.



4. The people were on the \_\_\_\_\_.



5. People \_\_\_\_\_ on a wire.



#### School-Home Connection

Have your child read each completed sentence aloud. Then ask him or her to write a sentence using the word *gentle*.



Name \_\_\_\_\_

Unscramble the words in the box and write the sentence on the line. Use neat handwriting, finger spaces, capital letter and end marks.

stitch can Mitch patch. a

1. \_\_\_\_\_

\_\_\_\_\_

sat the judge on stage. The

2. \_\_\_\_\_

\_\_\_\_\_

Choose one sentence to illustrate.

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ ★

Read the text 3 times. Color a smiley face each time you read. Then answer the questions.

Dog and Frog were friends.



Dog says, "Do you want to play?"

"I am sick today," says Frog.



Dog wants to help his friend.

He makes a big pot of hot soup.

"Yum, this soup is good," says Frog.



Frog feels better. Now he can play!

1. Why can't Frog play with Dog?  
☐ Frog wants some soup.  
☐ Frog is sick.
2. How does Dog help his friend?  
☐ He makes a big pot of hot soup.  
☐ He says, "Do you want to play?"
3. How does Frog feel at the end?

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# Big and Small



Look up at the sky at night. Do the stars look small? In fact they are really quite big. They are much bigger than Earth. Do you know why they seem so small? It is because they are so far away. But we know a star that is not so far away. It is the sun. The sun is made of hot gas. It is hot gas that makes the sun glow. Our bright sun may not seem that big. But it is much bigger than Earth. Other stars in the sky are even bigger than the sun. Look up at the stars in the sky at night. Now you know they are bigger than they look.

Parents: Have your student read the passage each day. Time them for 1 minute. Record the number of words read and the number of errors, and then initial. On Thursday after the minute have them finish the passage and answer the comprehension questions. I will collect it Friday. ☺

	Monday	Tuesday	Wednesday	Thursday
words read in 1 min				
# of Errors				
Initials				

1. What is the main idea of this story?

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2. What is the sun made of?

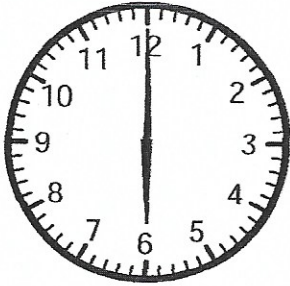
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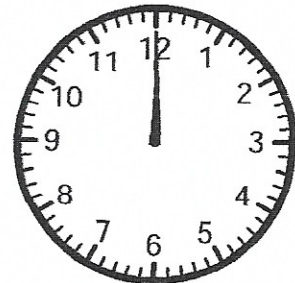
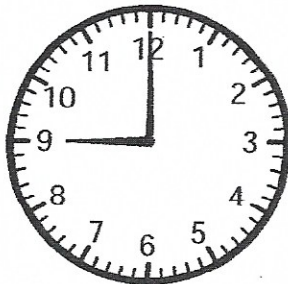
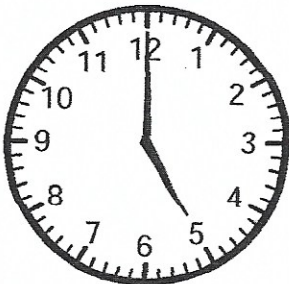
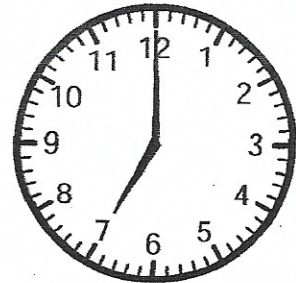
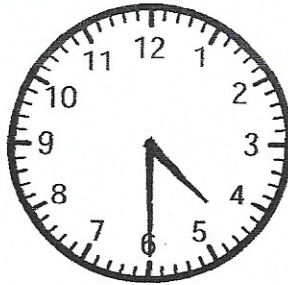
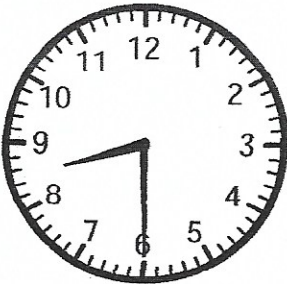
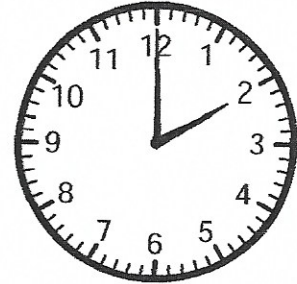
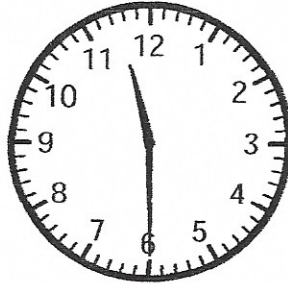
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Name \_\_\_\_\_ Date \_\_\_\_\_

What time is it?



6:00



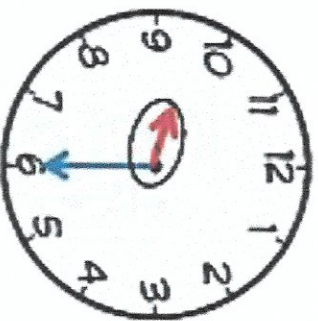


# Guided Practice for Time and Measurement

## TELLING TIME

### STEP 1:

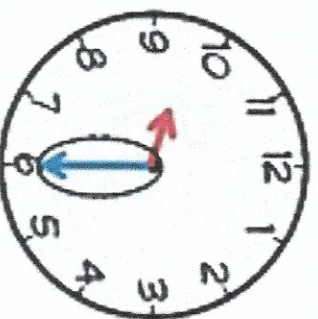
#### HOUR HAND



- Look at the small hand it's called the hour hand
- Look at the LAST number the hand passed
- Say the number and then look at the minute hand

### STEP 2:

#### MINUTE HAND



- Look at the big hand it's called the minute hand
- Start at 12 and count by 5's
- If it's on the 12, just say o'clock!
- If it's on the 6, just say thirty!

### Measurement Reminders

1. Use one unit the whole time!



2. Keep items or ruler straight!



2. No gaps or overlaps!



Teacher: \_\_\_\_\_

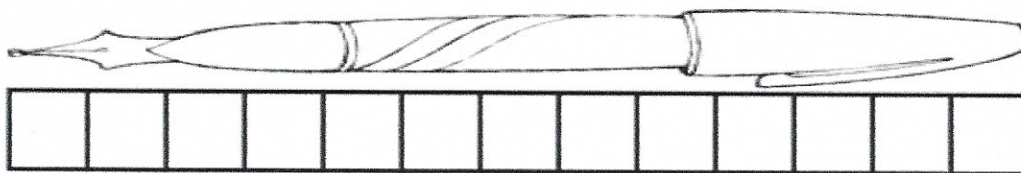
Level: First Grade

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



\*Directions: Measure the objects below by counting the units. Write the total number of units for each object.

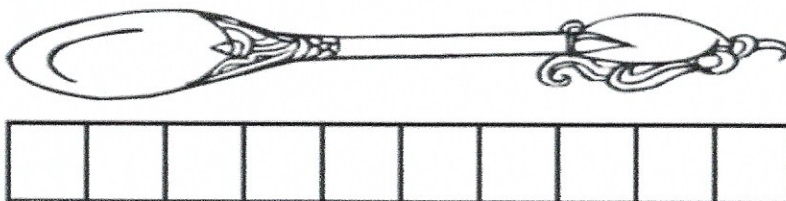
## Measuring Objects



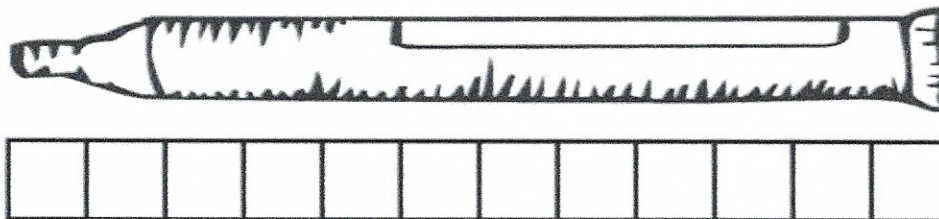
The pen is \_\_\_\_\_ units long.



The rod is \_\_\_\_\_ units long.



The spoon is \_\_\_\_\_ units long.



The tube is \_\_\_\_\_ units long.

Draw 3 lines in order from shortest to longest.

shortest	1.
	2.
longest	3





# Fact Fluency

Add & Subtract within 10

1.  $4 + 3 =$

8.  $5 + 5 =$

15.  $9 - 2 =$

2.  $2 + 2 =$

9.  $10 - 6 =$

16.  $5 + 4 =$

3.  $6 - 3 =$

10.  $9 - 8 =$

17.  $4 + 4 =$

4.  $8 + 1 =$

11.  $3 + 6 =$

18.  $8 - 6 =$

5.  $9 - 5 =$

12.  $7 + 2 =$

19.  $5 - 5 =$

6.  $10 - 4 =$

13.  $7 - 5 =$

20.  $4 + 2 =$

7.  $6 + 2 =$

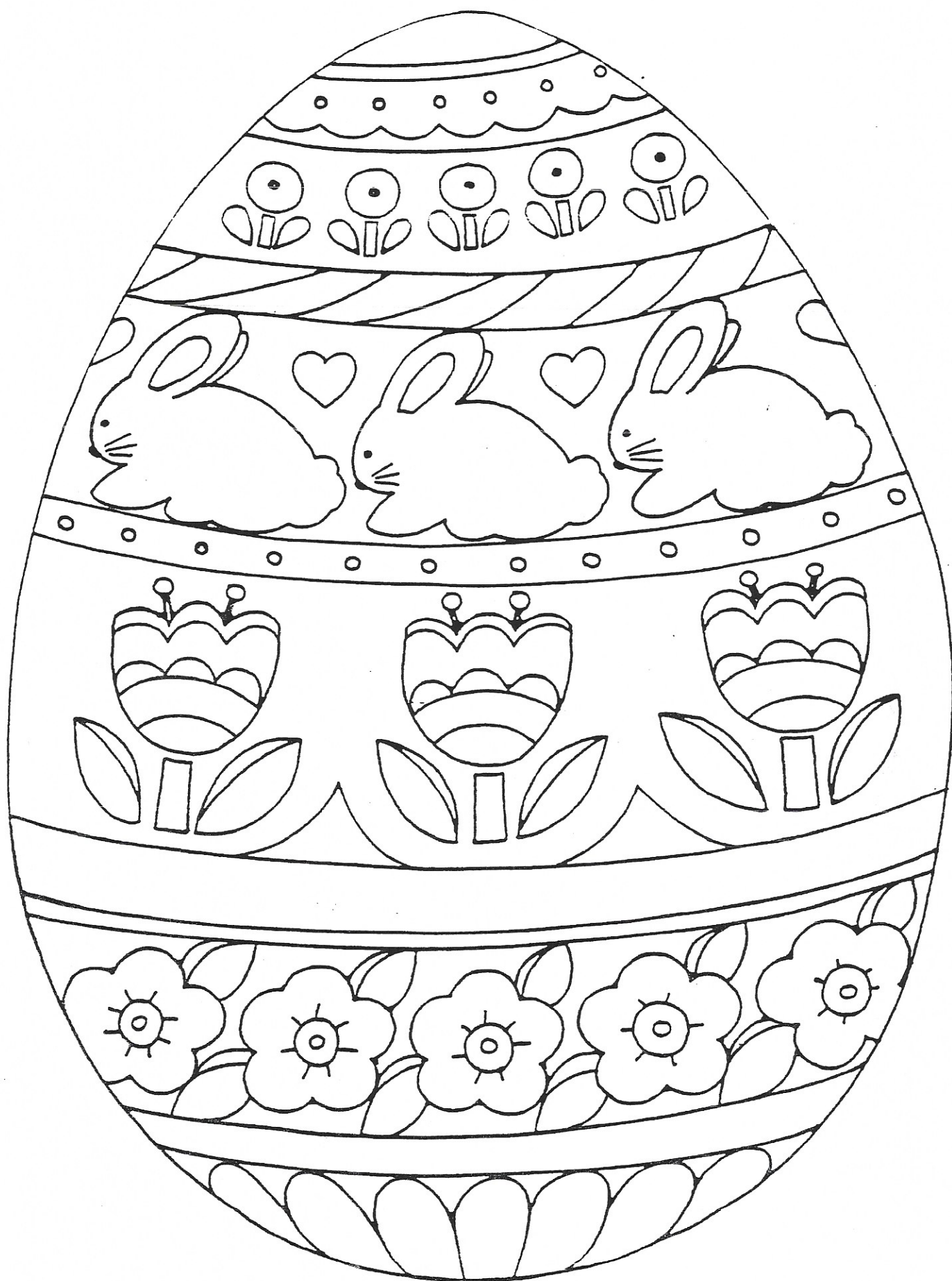
14.  $9 + 1 =$

21.  $7 - 6 =$

Name \_\_\_\_\_

Date \_\_\_\_\_



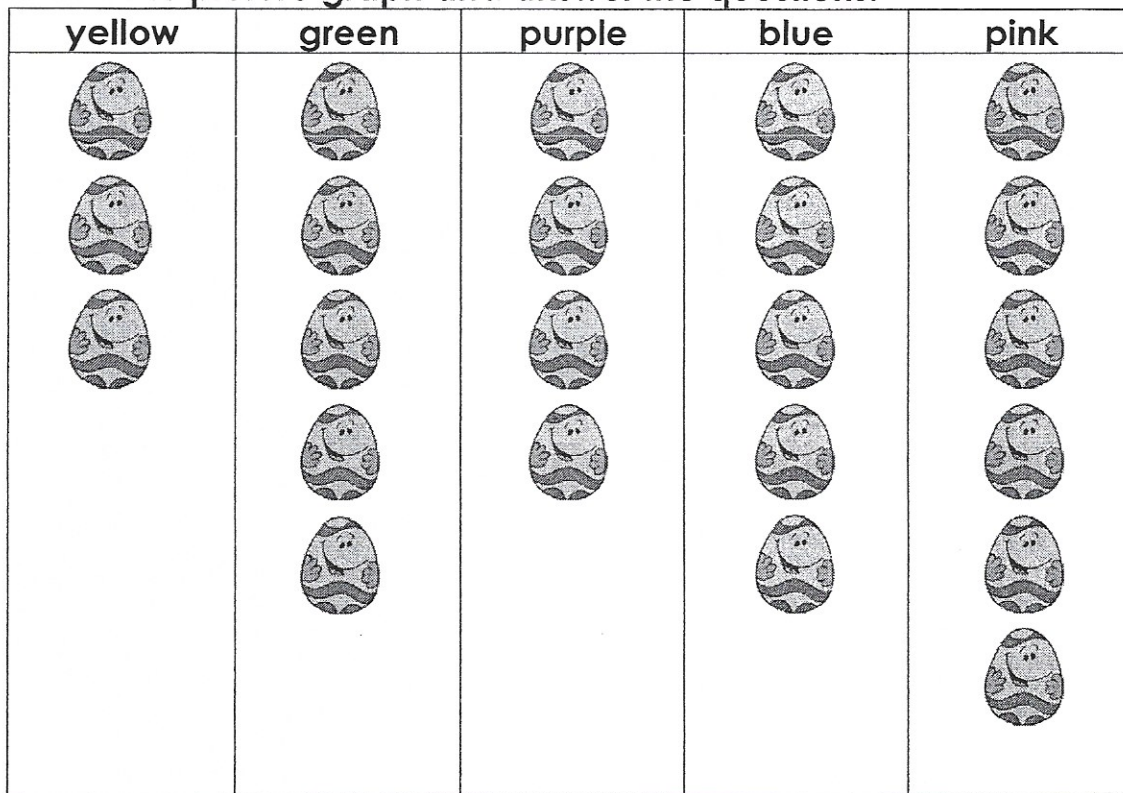




Name \_\_\_\_\_ Date \_\_\_\_\_

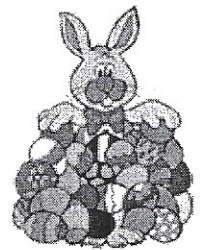
## The Easter Bunny Gets Ready! Picture Graph

Read the picture graph and answer the questions.



### Answer the questions.

1. The Easter Bunny dyed \_\_\_\_\_ eggs yellow.
2. The Easter Bunny dyed \_\_\_\_\_ eggs green.
3. The Easter Bunny dyed \_\_\_\_\_ eggs purple.
4. The Easter Bunny dyed \_\_\_\_\_ eggs blue.
5. The Easter Bunny dyed \_\_\_\_\_ eggs pink.
6. How many more eggs were dyed pink than were dyed blue? \_\_\_\_\_
7. The Easter Bunny dyed the least number of eggs \_\_\_\_\_

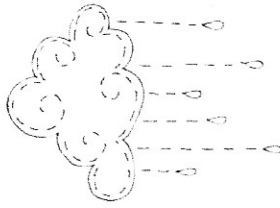


Name \_\_\_\_\_

Date \_\_\_\_\_

## Word Search

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



## Word List:

Easter  
chocolate  
jellybean  
bunny  
showers  
flower  
recycle  
environment  
Earth  
spring



