Hazelwood School District  
Barrington First Grade Activities

Directions: On the first day of school closures, students should complete activities for each day.

| Day 1 | - Read for 15 minutes.  
|       | - Write at least 5 sentences telling about your weekend.  
|       | - Complete the dot addition math page.  
|       | - Complete the Fundations page.  

| Day 2 | - Read for 15 minutes.  
|       | - Complete the addition and subtraction review page.  
|       | - Read the story Hiccup Help and answer the comprehension questions.  
|       | - Complete the Fundations page.  

| Day 3 | - Read for 15 minutes.  
|       | - Complete the addition and subtraction page.  
|       | - Complete the writing prompt for the story Hiccup Help.  
|       | - Complete the Fundations page.  

| Day 4 | - Read for 15 minutes.  
|       | - Complete the subtraction page.  
|       | - Read the story I Can do it Myself. Then answer the comprehension questions.  
|       | - Complete the Fundations page.  

| Day 5 | - Read for 15 minutes.  
|       | - Complete the addition page.  
|       | - Complete the I can do it Myself writing prompt  
|       | - Complete the Fundations page.  

| Day 6 | - Read 15 minutes.  
|       | - Write 5 sentences about your weekend on the weekend news.  
|       | - Complete the Closed Syllable Search.  
|       | - Complete the Number Line Addition activity.  

| Day 7 | - Read 15 minutes.  
|       | - Complete the Closed Syllable Search and Marck activity.  
|       | - Read the Missing Book Mystery and complete the vocabulary and comprehension questions.  
|       | - Complete the addition activity.  

| Day 8 | - Read 15 minutes  

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First Grade Plans

Day 1

• Read for 15 minutes.
• Write at least 5 sentences telling about your weekend.
• Complete the dot addition math page.
• Complete the Fundations page.
Do the "Digraph Detective" Activity

Have your child read the following sentences.
Read these several times. There is no need to do this all at one sitting.

1. Underline all of the digraphs (sh, ch, th, wh and ck) in each sentence.
2. Circle the "buddy letters", qu.
3. Have your child write the words with a digraph below each sentence.

Jack got in the tub and had a bath.

Chad hit his chin on the bed.

Dad let Beth pack the cash in the bag.

Which quick cat got the six fish?

Did Dad get that at the shop?
Add with Dominoes
Sums up to 18

a. \[ 6 + 9 = \boxed{15} \]

b. \[ 8 + 4 = \boxed{\_\_\_\_} \]

c. \[ 7 + 7 = \boxed{\_\_\_\_} \]

d. \[ 5 + 6 = \boxed{\_\_\_\_} \]

e. \[ 9 + 3 = \boxed{\_\_\_\_} \]

f. \[ 7 + 8 = \boxed{\_\_\_\_} \]

g. \[ \begin{array}{c}
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+ 8 \\
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13
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h. \[ \begin{array}{c}
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k. \[ \begin{array}{c}
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l. \[ \begin{array}{c}
7 \\
+ 5 \\
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\end{array} \]
First Grade Plans
Day 2

• Read for 15 minutes.
• Complete the addition and subtraction review page.
• Read the story Hiccup Help and answer the comprehension questions.
• Complete the Fundations page.
Read Words with Digraphs

Have your child tap out sounds, read the word, and write the letter(s) for each sound in the box.

dish =
whiz =
rich =
luck =
bath =
rock =
hush =
chin =
Hiccup Help

By Guy Belleranti

James had the hiccups.

“Stand on your head,” said Bella. “Then the hiccups will fall out.”

“Thanks for your help,” James said. “But I think I’ll try something else first.” James covered his ears. Then he held his breath and swallowed.

“Did it work?” Bella asked.

“I think so. I— Hiccup, hiccup!”

Bella laughed. “I think you better stand on your head.”

“Not yet,” James said. “I’m going to try my way again.”

“They’re your hiccups, but my way’s better. My way would make those hiccups—”

“It worked!” James cried. “My hiccups are gone.”

Bella stared. “I wonder where they went.”

“I don’t know and I don’t care,” James said. “I’m just glad they’re gone.”

“Yes, but— Hiccup, hiccup! Oh no! Now I know where they went. You...hiccup, hiccup...gave them to me!”

James smiled. “Try standing on your head, Bella.”
Hiccup Help
By Guy Belleranti

1. In the story, what problem is James having?
   a. James is fighting with Bella.
   b. James has the hiccups.
   c. James can’t stand on his head.
   d. James thinks Bella is being bossy.

2. What is the first thing James does to try to get rid of his hiccups? Does it work?

   ____________________________
   ____________________________

3. What does Bella want James to do?

   ____________________________

4. What happens to James’ hiccups at the end of the story?
   a. He can’t get rid of them.
   b. He gets rid of them by standing on his head.
   c. He gives them to Bella.
   d. He gets rid of them by drinking water.

Super Teacher Worksheets - www.superteacherworksheets.com
Hiccup Help
By Guy Belleranti

Draw lines to match the words from the story with their meanings.

1. hiccups

2. swallowed

3. wonder

4. glad

5. breath

6. covered

a. to be curious

b. air that you take in and out of your lungs

c. caused something to move down the throat

d. protected something by placing something else over it

e. tiny coughs that can be hard to stop

f. to be happy
Addition & Subtraction

a. 14 10 9 8
   - 5 + 7 + 5 - 3

b. 8 12 7 8
   + 4 - 8 + 9 + 8

c. 10 4 8 12
   - 9 + 7 - 2 - 4 + 9 - 7 - 9

d. 11 6 3 8 20
   - 7 + 7 + 3 + 9 - 10 + 9 - 9

e. 1 10 10 13 17
   - 0 - 4 + 5 - 8 - 9 - 6 + 7

f. 16 17 2
   - 8 - 7 + 2
   + 10 12
   + 3 - 5

g. 10 7 10
   - 10 + 7 + 10
   + 5 - 2
First Grade Plans
Day 3

• Read for 15 minutes.
• Complete the addition and subtraction page.
• Complete the writing prompt for the story Hiccup Help.
• Complete the Fundations page.
Do the "Add Bonus Letters" Activity

Have your child sound out these real words. Add bonus letters to words that need them.

mil   mes   cuf
led   shel  rub
shut  mos   log
fus   fil   pit
mis   sad   wil
moth  kis   wel
bath  puf   dig
huf   lid   wish
bil   hil   dog
rip   yap   pil
In the story, “Hiccup Help,” Bella tells James how he should get rid of his hiccups, but James wants to try it his own way.

Tell about a time you wanted to do something your own way. How did it go? Did it work out how you thought it would, or did you wish you had listened to someone else’s advice?
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First Grade Plans
Day 4

- Read for 15 minutes.
- Complete the subtraction page.
- Read the story I Can do it Myself. Then answer the comprehension questions.
- Complete the Fundations page.
Do the "Match Blend Search" Activity

Have your child match a word beginning with a word ending to make a word. Have him or her write all the words on a separate sheet of paper and then read the words.

<table>
<thead>
<tr>
<th>Word Beginnings</th>
<th>Word Endings</th>
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</table>
“I can help with the snack,” said Josh. He pulled carrots and dip from the refrigerator.

“Great,” Mom said. “Let me get a plate.”

Josh ran ahead of her. “I can do that too.”

Josh ate his carrots and dip. He drank his milk. Then he took his dishes to the sink all by himself.

“Would you like to play in the backyard?” Mom asked.

“Let me get my shoes,” Josh said.

Josh’s new shoes had laces. “I can tie them myself,” he said.

Josh pulled, tugged, and twisted the laces. They twisted into a knot.

Josh frowned.

“I have an idea,” said Mom. “Why don’t I show you on my own shoes?” She showed Josh how to cross his laces, make a knot, and make a loop.

Now came the tricky part.

Josh bit his lip. He found the hole under the loop. He slid the lace inside the hole. He pulled the two loops.

“I did it!”

“Would you like me to show you again for your other shoe?” Mom asked.

“No thanks,” Josh said. “I can do it myself.”
I Can Do It Myself
by Katie Clark

1. Who are the two main characters?

____________________ and ___________________

2. What did Josh eat and drink?

____________________

____________________

3. Why did Josh need to put on his shoes?

____________________

____________________

4. What did Mom do?
   a. She tied Josh’s shoe laces.
   b. She made a snack for Josh.
   c. She showed Josh how to tie shoe laces.
   d. She took the dishes to the sink.
I Can Do It Myself
by Katie Clark

Draw lines to match the words from the story with their meanings.

1. refrigerator  ●  plates

2. carrots  ●  strings on shoes

3. dishes  ●  hard

4. laces  ●  keeps food cold

5. tugged  ●  orange vegetables

6. tricky  ●  pulled
Math Facts: Subtraction

(1) 19 - 4
(2) 18 - 4
(3) 5 - 4
(4) 16 - 4
(5) 11 - 5
(6) 13 - 5
(7) 20 - 3

(8) 13 - 5
(9) 13 - 9
(10) 13 - 7
(11) 16 - 6
(12) 4 - 3
(13) 13 - 3
(14) 17 - 7

(15) 14 - 5
(16) 11 - 7
(17) 3 - 2
(18) 17 - 5
(19) 14 - 5
(20) 18 - 7
(21) 10 - 4

(22) 20 - 2
(23) 9 - 5
(24) 6 - 3
(25) 12 - 7
(26) 17 - 3
(27) 17 - 6
(28) 19 - 8
First Grade Plans

Day 5

• Read for 15 minutes.
• Complete the addition page.
• Complete the I can do it Myself writing prompt.
• Complete the Fundations page.
Do the "Blend and Digraph Blend Detective" Activity

Have your child read the words. Underline the blends and digraph blends with two separate lines. Example: **blush, shred**

<table>
<thead>
<tr>
<th>glad</th>
<th>grin</th>
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<tbody>
<tr>
<td>trot</td>
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<td>twig</td>
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<td>chomp</td>
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<td>munch</td>
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The words **flip** and **shred** are Word of the Day words that were discussed in class and entered into your child's Student Notebook. Ask your child to use the words in sentences to demonstrate meaning.
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I Can Do It Myself
by Katie Clark

In the story, "I Can Do It Myself," Josh likes to do things by himself. He gets his own snack. He puts his plate in the sink. He even ties his own shoes.

Write about some things that you do all by yourself.
First Grade Plans
Day 6

- Read 15 minutes.
- Write 5 sentences about your weekend on the weekend news.
- Complete the Closed Syllable Search.
- Complete the Number Line Addition activity.
Do the "Closed Syllable Search" Activity

Find and circle all the closed syllables. Cross out any syllable if it is not a closed syllable.

spin  crank  ask
no   grab   so
sing grass I
lump smell tail
pink eat snap

Answer Key
Cross out the words no, so, I, tall and eat. Circle all other words.
Number Line Addition

a. 

4 + 4 = 8

b. 

___ + ___ = ___

c. 

___ + ___ = ___

d. 

___ + ___ = ___

e. Use the number line to solve.

2 + 5 = ___ 9 + 3 = ___ 5 + 4 = ___

3 + 7 = ___ 8 + 1 = ___ 4 + 6 = ___

6 + 8 = ___ 1 + 3 = ___ 7 + 7 = ___
First Grade Plans
Day 7

- Read 15 minutes.
- Complete the Closed Syllable Search and Marck activity.
- Read the Missing Book Mystery and complete the vocabulary and comprehension questions.
- Complete the addition activity.
Do the “Closed Syllable Search and Mark” Activity

Have your child read the words. Cross out any word that is not a closed syllable. Mark up the closed syllable words. Then write the closed syllable words on the lines provided.

Example:  \( \text{boat} \, \cancel{\text{bag}} \, \text{step} \, \text{trash} \)

\[ \text{clock} \quad \text{step} \quad \text{trash} \]

\[ \text{winks} \quad \text{three} \quad \text{at} \]

\[ \text{boat} \quad \text{chills} \quad \text{toe} \]

\[ \text{dash} \quad \text{hi} \quad \text{sick} \]

Answer Key

Closed syllables: clock, step, trash, winks, at, chills, dash, sick.
The Missing Book Mystery
By Guy Belleranti

Mia’s brother could not find his new book.

“I was reading it in bed,” Nate said. “This morning it was gone!”

“Hmm,” Mia said. “I’ll help you find it.”

Mia looked under Nate’s bed. She found lots of dust. “Achoo!” she sneezed.

Mia looked under Nate’s pillow. She found dirty tissues. “Yuck!” she said.

Mia looked under Nate’s blanket. She found dirty socks. “Yuck again!” she said.

Mia looked under Nate’s sheet. She found no dust, tissues, or socks. She also found no book.

“It’s gone forever!” Nate cried.

“Hmm.” Mia thought hard. “There’s still one place to look.”

“Where?” asked Nate.

“Here,” Mia said. She stuck her hand between the bed and wall. Seconds later, she pulled out Nate’s lost book.

“Yay!” Nate said. “Mia, you’re the best sister in the world!”
The Missing Book Mystery
By Guy Belleranti

1. Why is Nate upset?

______________________________________________________________________________

2. What does Mia find under Nate's bed?
   a. dust          b. dirty tissues
   c. dirty socks   d. Nate's book

3. Where is the last place Mia looks for the book?

______________________________________________________________________________

4. How does Nate feel at the end of the story?
   a. sad          b. confused
   c. sleepy       d. thankful

5. Circle the word that best describes Nate's bedroom.
   tidy         clean    neat    messy

Super Teacher Worksheets - www.superteacherworksheets.com
The Missing Book Mystery
By Guy Belleranti

Draw lines to match the words from the story with their meanings.

1. tissues  a. a word you say when something is gross
2. dirty  b. soft papers you use to blow your nose
3. blanket  c. clothing items you put on your feet
4. yuck  d. unclean
5. socks  e. never ending
6. forever  f. a large cloth you use to stay warm
Addition

a. 

\[7 + 8 = \]

b. 

\[\_ + \_ = \_\]

c. 

\[\_ + \_ = \_\]

d. 

\[\_ + \_ = \_\]

e. 

\[\_ + \_ = \_\]

f. 

\[\_ + \_ = \_\]
First Grade Plans
Day 8

• Read 15 minutes

• Complete the writing activity from the reading passage, The Missing Book Mystery.

• Complete the Matching Blends activity.

• Complete the Basic Addition activity.
The Missing Book Mystery
By Guy Belleranti

In the story, "The Missing Book Mystery," Mia helps her brother Nate find his missing book.

On the lines below, write about a time when you helped a friend or family member find something.
Do the "Match Blends" Activity

Select blends from the top of each box to form real words. Write the blends on the lines and read the words. Have your child make some of these words with the cut up letters from Unit 1.
Basic Addition

9 + 4 = __
12 + 6 = __
12 + 8 = __
12 + 5 = __
10 + 9 = __
3 + 9 = __
5 + 3 = __
5 + 4 = __
10 + 2 = __
2 + 3 = __

4 + 2 = __
3 + 3 = __
10 + 10 = __
12 + 3 = __
4 + 8 = __
5 + 8 = __
2 + 10 = __
7 + 5 = __
11 + 6 = __
5 + 1 = __

12 + 4 = __
5 + 5 = __
10 + 4 = __
6 + 7 = __
6 + 4 = __
11 + 6 = __
3 + 10 = __
5 + 7 = __
12 + 9 = __
4 + 4 = __

8 + 8 = __
10 + 5 = __
4 + 6 = __
7 + 5 = __
9 + 3 = __
8 + 9 = __
5 + 3 = __
11 + 4 = __
2 + 10 = __
6 + 10 = __

7 + 7 = __
12 + 4 = __
4 + 10 = __
11 + 7 = __
2 + 8 = __
3 + 7 = __
10 + 9 = __
2 + 3 = __
9 + 10 = __
7 + 3 = __

Time: ________ minutes  Score: ________ out of 50
First Grade Plans
Day 9

• Read 15 minutes

• Complete the activity Find the Three Letter Blends.

• Read the story Good Ideas and complete the vocabulary and comprehension questions.

• Complete the Subtraction Stories activity.
Do the "Find the Three Letter Blends" Activity

Have your child read the sentence. Remember to help read with phrasing and fluency. Find all the three letter blends and underline them with three separate lines. Mark any word with suffix by underlining the baseword and circling the suffix s.

1. My gram will mend the strap on this dress.

2. I think that I can split the logs.

3. Cath and Fran still had to scrub the pots.

4. When Jill fell into the pond, the splash was big!

5. We will get shrimp and scrod fish.
“Let’s make the flowerbed look prettier,” Heather said.

“Okay,” Noah said. “How are we going to do that?”

“We can dig up the weeds,” Heather said.

Noah nodded his head. “Good idea,” he said.

They got to work.

“Wow,” Noah said after a while. “We have dug up a lot of weeds.”

“Yes,” Heather said. “The flowerbed looks much prettier now.”

“It sure does,” Noah said. “Now let’s go get a drink of water.”

“Good idea,” Heather said.

They sat at the kitchen table.

Heather drank some of her water. Then she set her glass down.

“Now let’s make the kitchen look prettier.”

“Okay,” Noah said. “I have a good idea how.” Noah told Heather his idea.

Heather laughed. “That was my idea, too. Let’s tell Mom.”

Mom smiled when she heard their idea. “Good idea,” she said.

So Heather and Noah cut some flowers from the garden. Then, they put the flowers in a vase on the kitchen table!
Good Ideas
By Guy Belleranti

1. How do Heather and Noah plan to make the flowerbed look prettier?

2. Why do Heather and Noah go into the kitchen after they are out in the garden?

3. What do Heather and Noah want to do once they are in the kitchen?

4. How does Mom respond when Heather and Noah tell her their plan?

5. What do Heather and Noah put on the kitchen table?
Draw lines to match the words from the story with their meanings.

1. flowerbed • wild plants that do not belong in a garden

2. garden • a plot of soil where flowers are grown

3. weeds • a room where food is cooked

4. kitchen • a thought or a suggestion

5. vase • a piece of ground where you grow fruit, vegetables, herbs, or flowers

6. idea • a container used to display flowers
Subtraction Stories

Draw a picture to help you find the answer to each question. Then write a number sentence.

a. Mark had 18 foam balls.
   He lost 7 of them.
   How many foam balls did he have left?

   number sentence: ____________________________

b. Pablo had 20 pennies.
   He gave 10 to his sister.
   How many pennies did he have left?

   number sentence: ____________________________

c. Chloe had 16 pencils.
   Some were red and some were green.
   If 5 were red, how many pencils were green?

   number sentence: ____________________________

d. Arun has 13 bananas.
   Some are green and some are yellow.
   If 9 are green, how many are yellow?

   number sentence: ____________________________
First Grade Plans
Day 10

- Read 15 minutes.
- Complete the Circle and Write the Suffixes activity.
- Complete the writing activity from the reading passage, Good Ideas.
- Complete the subtraction activity.
Do the “Circle and Write the Suffixes” Activity

Have your child read the words. Underline or “scoop” the syllables and circle any suffixes (ed, ing or s).

smelling  rested  clocks  splashing

drums  squints  rented  dumping

trusted  blinking  twisted  scrubs

Write the words with ing or ed suffixes.

ing

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ed

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In the story, "Good Ideas," Heather and Noah make the garden look prettier by pulling out all the weeds.

On the lines below, tell about a time when you made something look nicer than it did before. Did you clean your room? Sort through your toy box? Organize your bookshelf? How did you feel afterwards? Share your thoughts on the lines below.
Subtraction

a. 20  16  19  9  13
    -10  -9  -9  -6  -10

b. 8  17  19  15  5  6  11
    -4  -8  -10  -6  -5  -3  -4

c. 18  10  12  8  14  13  18
    -8  -5  -4  -6  -8  -6  -9

d. 7  11  18  14  15  5  1
    -2  -8  -10  -5  -6  -4  -0

e. 11  12  13  14  9  14  11
    -9  -6  -9  -9  -4  -7  -2

f. 14  13  5
    -4  -7  -2
    12  7
    -5  -4

g. 16  11  17
    -8  -5  -9
    10  4
    -3  -2