
Learn at Home Activities - Literacy

First Grade



My name is: _____ .

Dear Families,

We want to make sure that our students continue their learning during this challenging time. To help, these packets have been created to provide practice and activities for students to complete that will keep them reading and writing and growing. The packets look like what your school has sent home in the past over recesses and breaks. They have been designed so that they can be easily gone over by you with your student(s). The packet for this grade is split into sections – Word Study, Reading, and Writing. Each section has its own directions to guide you and your student(s) through it.

Because students throughout the City are at different places with their reading and writing, some of the work in the packet might be easy for students and some might be challenging. You should do what makes sense to help each student be successful with this work. We offer suggestions for this in each section of the packet.

In addition to this packet, please make sure your student keeps reading every day! Anything is good – books from school, the library, even comic books! We can't forget about talking and playing either – they're learning experiences too! See the "Talk. Play. Read!" tip sheet in the packet for ideas!

You can access more resources on-line at the <https://www.schools.nyc.gov/> website. Look under "Learning" and then "Learn at Home."

Also, be sure to check out our "Early Literacy Resources" - <https://www.schools.nyc.gov/school-life/learning/grade-by-grade/early-childhood-learning/early-literacy-resources> - for even more information!

Thank you for reading this and for the work you will do with your student(s). We think it will be a fun and engaging time!

Warmly,

The Early Literacy Team at the New York City Department of Education

Talk. Play. Read!

Every day, there are fun and easy ways to help your child build a lifelong love of reading.

Talk

- Ask questions! Try asking your child about words that rhyme (“What words rhyme with car?”), or asking questions that start a conversation (“Why didn’t you like that book?”).
- Follow your child’s lead. If they seem interested in a book or topic, keep talking about it!
- If you watch a movie or TV show together, talk to your child about what you’re watching. Ask questions like, “Was that character happy or sad?” or “What do you think will happen next?”.

Try this! Help your child learn new words by talking about where things are, with words like “first” and “last,” or “left” and “right.” Talk about opposites like “up” and “down.”

Play

- Play word games that help your child learn sounds. Try saying, “I spy with my little eye something beginning with the sound ‘f-f-f-f.’ What do you think I’m looking at?”
- Play rhyming games! Give your child a rhyming word and have them guess the animal. “I rhyme with mat. I am a…” You can play this on the bus, on the subway, or in the car.
- Play board games like Boggle or Scrabble that help your child build reading skills while having fun. Or write letters on a piece of paper and see what words your child can make.

Try this! Clap out words in a sentence (use one-syllable words at first). Older children can clap out individual sounds in words (c-a-t), or clap out syllables in longer words (ad-ven-ture).

Read

- Visit your local library! You can read lots of children’s books while you’re there, or borrow them for your child to explore at home. Signing up for a library card is easy and free.
- Read books out loud together, in any language. Let your child choose books about things that interest them!
- When you’re out together, ask if your child can sound out letters or words on billboards, store fronts, street signs, or items at the grocery store.

Try this! If your child is already reading, take turns! Read half the page and ask your child to read the other half. Ask, “What was that story about?” or “Did you like that character? Why?”

Talk. Play. Read!

There are lots of resources your family can use to start getting ready to read!

Use myON to read free books on your smart phone, tablet, or computer

The myON Digital Library contains over 6,000 books, including Spanish titles, and myOn News publishes daily age-appropriate articles. Families with children of all ages have free access through 9/30/18.

www.myon.com (For grades K-2, username “nycb” and password “myon”)

Visit your local library branch

You can read with your child, check out books to take home, or attend free programs. There are also online resources that you can download at the library or at home

In Manhattan, the Bronx, and Staten Island

Find your nearest library: www.nypl.org/locations/map or call (917) ASK-NYPL

Find resources for early readers: www.nypl.org/education/parents

In Brooklyn

Find your nearest library: www.bklynlibrary.org/locations or call (718) 230-2100

Find resources and free programs: www.bklynlibrary.org/learn/kids

In Queens

Find your nearest library: www.queenslibrary.org/ql_findabbranch or call (718) 990-0728

Find resources and free programs: www.queenslibrary.org/kids

Try Reading Rockets' easy-to-use reading tools

Over the summer, you can get reading tips to go. To start receiving summer literacy texts, simply text READING to 41411 from your mobile phone or subscribe online.

www.startwithabook.org/sms

Find reading tips for parents in multiple languages, including for parents of children with disabilities.

www.readingrockets.org/article/reading-tips-parents-multiple-languages

Watch fun, read-aloud videos and play literacy games with your child

Storyline Online has a variety of children's books read aloud by actors in a fun and compelling way.

www.storylineonline.net/

Reading Pioneers has a large collection of animated books read aloud on their YouTube channel.

www.youtube.com/readingpioneers

Unite for Literacy has a collection of books in multiple languages, with narration.

www.uniteforliteracy.com/

PBS Kids has early literacy games featuring TV characters your child might know.

pbskids.org/games/

www.schools.nyc.gov/earlyliteracy

Word Study



Dear Families,

The activities in this packet are designed to support first grade students with reviewing previously taught phonological awareness, phonics, and fluency skills (foundational skills). The table below outlines activities for each day. The games can be played as often as you like. Please note, some of the activities will require scissors.

First Grade	Word Study Activities	Pages
Games	Word Ladders What's Missing? High-Frequency Box	2-3
Day 1	<ol style="list-style-type: none"> 1. Practice writing high-frequency words. 2. Read the story, "The Rink". Mark the text. Write about the text. 3. Word Sort 	5-7
Day 2	<ol style="list-style-type: none"> 1. Dictation - Read the following words and sentence to your child as they write them on the lines: <ul style="list-style-type: none"> • hang, thing, sink, drink • We sang a song. 2. Make New Words - Help your child make the following words (using the letter cards) and have them write them on the lines: <ul style="list-style-type: none"> • king, sing, sang, sung, sun, bun, ban, bank, tank, thank 	8-11
Day 3	<ol style="list-style-type: none"> 1. Create your book and read the story, "The King's Song". 2. Practice letter blends. 	13-15
Day 4	<ol style="list-style-type: none"> 1. Matching pictures with words. 2. Practice writing sentences. 	16-17
Day 5	<ol style="list-style-type: none"> 1. Word Ladder 2. Reread the story, "The King's Song". Write about the story. 	18-19
Day 6	<ol style="list-style-type: none"> 1. Practice high-frequency words. Read, spell, and write. 2. Read the story, "The Plane Ride". Mark the text and answer the questions. 3. Word Sort 	20-22
Day 7	<ol style="list-style-type: none"> 1. Dictation - Read the following words and sentence to your child as they write them on the lines: <ul style="list-style-type: none"> • make, ride, bite, plate • What time is the game? 2. Make New Words - Help your child make the following words (using the letter cards) and have them write them on the lines: <ul style="list-style-type: none"> • take, lake, like, bike, bake, cake, came, tame, time, dime 	23-24
Day 8	<ol style="list-style-type: none"> 1. Create your book and read the story, "The Big Race". 2. Word Study: Practice soft c and soft g. 	25-27
Day 9	<ol style="list-style-type: none"> 1. Matching pictures with words. 2. Practice writing sentences. 	28-29
Day 10	<ol style="list-style-type: none"> 1. Word Ladder 2. Reread the story, "The Big Race". Write about the story. 	30-31

Quick and Easy Phonics Games to Play at Home – First Grade

Adapted from *Phonics from A to Z* by Wiley Blevins with permission from the author

Word Ladders: Draw a ladder on a piece of paper. On the first step, write a word. Ask your child to change one letter in the word to form a new word. Write the new word on the second step. Continue until the ladder is complete.

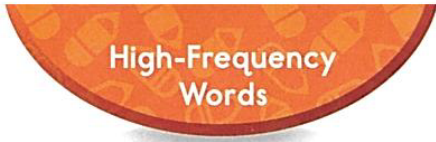
What's Missing? Show your child a picture of an animal or object and leaving out one letter, write its name on a piece of paper. For example, show a picture of a cat and write c_t. Have your child fill in the missing letter. Continue with other pictures.

High-Frequency Box: Place a set of the attached high-frequency cards in a shoebox. Have your child choose a word, spell the word aloud, read it, use it in a sentence and write it. Choose a few new words each day to practice and continue to review the old words.

First Grade High Frequency Words

after	any	again	ask
by	could	every	give
giving	has	take	his
know	just	once	some
them	then	were	when

Day 1:



Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

1. who

2. know

3. was

4. made

Use in Context

Directions: Complete each sentence with a word from above. Read the finished sentences to a partner.



1. We _____ that the king can sing.

2. Jan _____ a pink hat.

3. _____ can sing this song?

4. I _____ glad to have a hot drink.

Day 1:



Connected Text

Directions: Read the story. Then answer the questions.

The Rink

Mom and I go to the rink.
I bring my pink skates.
I know we will have fun!

At the rink, we link hands.
We slide and glide.
We sing. We spin.
Mom gives me a smile.
Good job!

It was time to go.
I say, "Thank you!"
Mom says, "You made my day!"



Interact with the Text

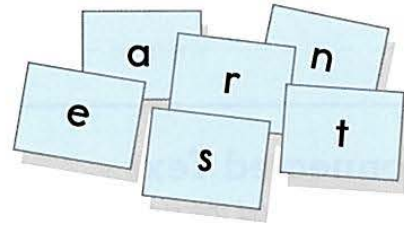
Directions: Mark the text.

1. Circle all the words with **nk**.
2. Draw a box around the words with **ng**.

Directions: Write about the text.

3. What does the girl say to Mom? Tell a partner. Then write about it.

Day 1:



Sort It Out

Directions: Read each word. Then sort the words.
Write each word in the correct box.

bank king long pink ring
sink sing strong thank think

ng

nk

What did you learn about how words work?

Day 2:

Dictation

Think and Write

Directions: Listen to each picture name.
Write the spelling for each sound in a separate box.

1.



--	--	--

2.



--	--	--

3.



--	--	--

Listen and Spell

Directions: Write each word and sentence that you hear.

1.

2.

3.

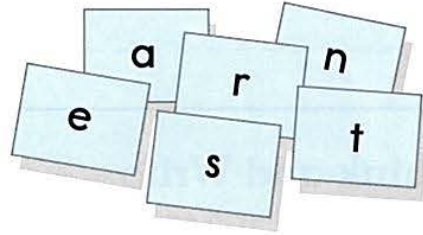
4.

5.

Day 2:



Word Building



Make New Words

Directions: Make words with the letter cards on page 442.
Write the words on the lines.

Two columns of handwriting practice lines. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets in each column, providing space for writing words formed from the letter cards.

Day 2:

Cut out letter files.

Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
ck	a	d	a	a	a
i	b	f	c	b	b
k	c	h	ck	g	c
l	ck	i	e	h	d
ll	d	o	h	i	e
n	g	p	i	k	i
o	i	s	n	n	k
p	p	w	o	s	l
s	r		p	t	m
t	t		t	u	t



Name _____

The King's Song

Fold

Fold

There once was a king
 who liked to sing.
 He said, "I know a song.
 Will you sing along?"

Everyone sang the song
 and tapped along.
 They clapped their hands
 for the king and his band!

1

4

Read Connected
Text



The cook said, "Yes!"
He made pots clank.
He made cups clink
in the kitchen sink.

2

Fold



The maid said, "Yes!"
She made bells ring.
She made them ping
and made them ding.

3

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3-Letter Blends

Directions: Say each word. Underline the 3-letter blend in the word.

1. split 2. stress 3. scrap 4. spring

Directions: Write a 3-letter blend from the box to complete each word. Then write the word.

scr spl str spr

5.

ip

6.

ang

7.

ash

8.

atch






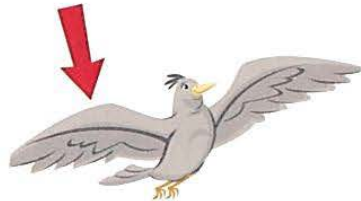
Directions: Write a sentence using a word you wrote.

9.

Independent Practice

Read and Write

Directions: Say each picture name. Circle the word for the picture. Write it on the line.

<p>kick king sink</p>  <p>_____</p> <p>_____</p> <p>1. _____</p>	<p>skunk sling trunk</p>  <p>_____</p> <p>_____</p> <p>2. _____</p>
<p>sink sting swing</p>  <p>_____</p> <p>_____</p> <p>3. _____</p>	<p>back bank tank</p>  <p>_____</p> <p>_____</p> <p>4. _____</p>
<p>inch ink itch</p>  <p>_____</p> <p>_____</p> <p>5. _____</p>	<p>ring wing wink</p>  <p>_____</p> <p>_____</p> <p>6. _____</p>

Build Fluency

Directions: Complete each sentence. Use at least one word with **ng** or **nk**.

1. We made _____.

2. She was _____.

3. Who is _____?

4. I know _____.

Directions: Write a sentence using each word pair.

5. bring, think _____

6. song, this _____



Word Ladder

Directions: Listen to each clue. Then write the word.
Start at the bottom and climb to the top.



Try to save money
in this.
Change one letter.

Fish can live in this.
Change two letters.

To close and then open
one eye
Change one letter.

A bird uses this to fly.
Change one letter.

He lives with a queen.
Change one letter.

Start →



s i n g





Write About It

Directions: Read "The King's Song" again.
Write what you learned about the king who likes to sing.



Large writing area with a decorative border of yellow and blue triangles. It contains ten sets of primary writing lines (top solid, middle dashed, bottom solid).

High-Frequency
Words

Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

1. water

2. that

3. of

4. carry

Use in Context

Directions: Complete each sentence with a word from above.
Read the finished sentences to a partner.



1. _____ slide is wet from rain.

2. Fill the tub with _____.

3. Can Jake _____ five jugs?

4. I take a bite _____ the plum.

Connected Text

Directions: Read the story. Then answer the questions.

The Plane Ride

Kate smiles. She and Dad are not late.

It's five o'clock.

Time to take a plane ride!

Kate has a bottle of water to carry.



On the plane, Dad and Kate sit side-by-side.

They make a game.

What is that? A lake!

It looks like a face!

At nine o'clock, the plane lands.

Kate and Dad get off. They see Mom and wave.

Kate tells Mom about the plane ride.

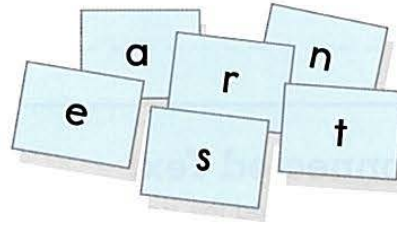
Interact with the Text

Directions: Mark the text.

1. Circle all the words with **long a**.
2. Draw a box around the words with **long i**.

Directions: Write about the text.

3. What time does the plane land? Tell a partner. Then write about it.



Sort It Out

Directions: Read each word. Then sort the words.
Write each word in the correct box.

bit bite can cane cap
cape hate hid hide this

a_e

short a

i_e

short i

What did you learn about how words work?



Think and Write

Directions: Listen to each picture name.
Write the spelling for each sound in a separate box.

1.



--	--	--

2.



--	--	--

3.



--	--	--	--

Listen and Spell

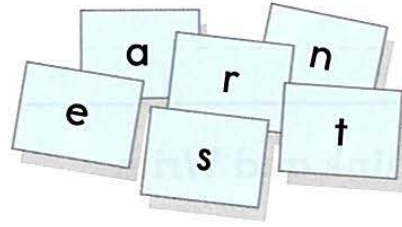
Directions: Write each word and sentence that you hear.

1. _____	2. _____
_____	_____
_____	_____
3. _____	4. _____
_____	_____
_____	_____
5. _____	



Make New Words

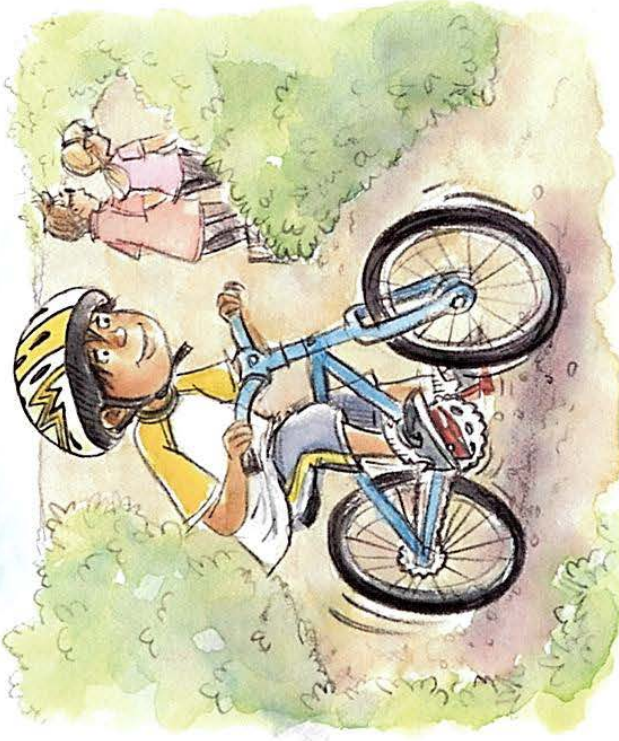
Directions: Make words with the letter cards on page 442.
Write the words on the lines.



Two columns of handwriting practice lines. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets of lines in each column, providing space for writing words formed from the letter cards.

Name _____

The Big Race



Mike has a bike.

He likes to ride it.

Up, up, up . . . and down
he rides!

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They ride up and down.

Mike and Dave are fast.

They ride to the lake.

“We win!” they yell.

“Time for a picnic!”

Fold

Fold

Read Connected
Text



Mike sees Dave.

"Is that bike new?" he asks.

"Yes, and it is fast, too!"

"We can have a race. It's lots of fun!"

2



Mike and Dave make a plan.

"I will bring water," says Mike.

"And I can carry snacks,"



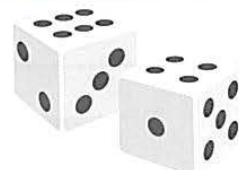



says Dave.

"We can race to the lake!"

3

Soft **c** and Soft **g**

Directions: Say each picture name. Write **ace**, **age**, or **ice** to complete the picture name. Write the name on the line.

 1. m _____	 2. p _____
 3. d _____	 4. c _____
 5. f _____	 6. _____ cube

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Directions: Write a sentence using one of the words above.

7. _____

Independent Practice

Read and Write

Directions: Say each picture name. Circle the word for the picture. Write it on the line.

dive

nine

vine



1. _____

cane

game

gate



2. _____

skate

slide

snake



3. _____

fire

five

hive

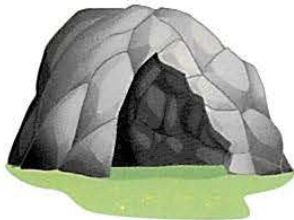


4. _____

cake

cape

cave



5. _____

bake

bike

rake



6. _____



Build Fluency

Directions: Complete each sentence. Use at least one word with **a_e** or **i_e**.

1. Please carry _____.

2. That is _____.

3. We eat _____.

4. I gave _____.

Directions: Write a sentence using each word pair.

5. **bike, shop** _____

6. **race, time** _____



Word Building

Word Ladder

Directions: Listen to each clue. Then write the word.
Start at the bottom and climb to the top.

A clock helps you to know this.

Change two letters.

It is the past tense of "come."

Change one letter.

You might eat this on your birthday.

Change one letter.

You use the oven to do this.

Change one letter.

It has two wheels.

Change one letter.



Start →



l i k e



Day 10:



Write About It

Directions: Read "The Big Race" again.
Write what you learned about the bike race.



Large writing area with a decorative border. The border is composed of four pieces: a blue top piece, a red left piece, a purple right piece, and an orange bottom piece. The writing area contains ten sets of horizontal lines, each set consisting of a solid top line, a dashed middle line, and a solid bottom line.

Reading



Instructions for Completing the Reading Comprehension Activities - First Grade

Activity	How to Do It
Text Selection	<ul style="list-style-type: none"> • Help your child choose a text to read from the packet. Read one selection per day. • Help him or her to choose a text that he can read without too much struggle.
<p>Prep Talk: Talking about a book before reading allows your child to tap into their prior knowledge of the topic and make predictions about the text and words.</p> <p>Read: Your child may read the text independently or with support (echo or choral read).</p> <p>Book/Word Talk: After reading the story, use this opportunity to talk about vocabulary, the information presented, or the story line.</p> <p>Re-Read: Read a portion of the book again.</p>	<ol style="list-style-type: none"> 1. Prep Talk: Engage your child in talking about text selection. <ul style="list-style-type: none"> • Read the title and think about it. • Predict what the book will be about. 2. Read: This can be carried out in different ways depending on the child’s reading proficiency: <ul style="list-style-type: none"> • <i>Independent reading:</i> For children with sufficient sight words and decoding ability to read without difficulty. • <i>Echo reading:</i> for children with limited sight word knowledge. You read a page and the child reads it back. • <i>Choral reading:</i> You and your child read together, and you fade your voice away whenever possible. • <i>Read aloud:</i> You may choose to read the text to your child while stopping to clarify and discuss what you’re reading. 3. Explain Vocabulary: Discuss important vocabulary in the text selection before reading. <p>Book/Word Talk: This might include:</p> <ul style="list-style-type: none"> • Asking your child to retell the story or tell about a favorite part. • Help the child make connections and share thinking. • Encourage the child to provide “evidence” from the text for her/his responses. • Bear in mind that talk means conversation, not question and answer. <ol style="list-style-type: none"> 4. Re-read: Ask your child to re-read all or a portion of the text with a focus on greater accuracy or expression.
Respond to Comprehension Questions	<ul style="list-style-type: none"> • Have your child respond to the comprehension questions that follow the text. Provide some guidance as necessary. • Encourage your child to provide text-based evidence by going back to re-read sections of the text as needed.

A Community of People

by ReadWorks



What is a community? It is a group of people. They live near one another. They work and play near one another too. The place they live in can be a city or a town. People work in a community. They can help one another.

People have different jobs. There are teachers and firefighters. Some people are police officers. Some people are doctors. Some people deliver mail. Some people work in stores.

Kids have jobs too. They go to school to learn. What do you like about your community?

Who Is a Good Citizen at School?

by ReadWorks



Good citizens at school help other people. They follow the class rules.

Good citizens do their school jobs. They talk nicely to one another. They do their best to answer the teacher's questions. They work together with other students.

Good citizens are kind. They do not make fun of others. Are you a good citizen at school?

Use the article "Who Is a Good Citizen at School?" to answer questions 1 to 2.

1. What is something that good citizens at school do?

2. What is the most important part of being a good citizen at school?

Use the article "A Community of People" to answer questions 3 to 4.

3. What is a community?

4. What are some jobs that people in a community have?

Use the articles "A Community of People" and "Who Is a Good Citizen at School?" to answer question 5.

5. What might make someone a good citizen in a community? Support your answer with evidence from both texts.

A Dog Is a Mammal

by Rachelle Kreisman



Every dog is a mammal. All mammals have hair on their bodies. People, horses, and elephants are also mammals.

Hair protects a mammal's skin. The hair keeps skin from getting scraped. Hair also protects mammals from cold and heat.

What else makes an animal a mammal? Here are some examples.

Every mammal has a backbone. That bone is also called the spine.

Mammals are warm-blooded. That means the temperature in their bodies is warm and usually stays the same.

Female mammals make milk in their bodies. They feed the milk to their babies.

Name: _____ Date: _____

1. What does every mammal have?

- A. hair and a backbone
- B. scales
- C. a tail

2. This text describes the characteristics of mammals. Which of the following animals are mammals?

- A. birds, eagles, and penguins
- B. people, horses, and elephants
- C. snakes, lizards, and crocodiles

3. Mammals have hair and backbones. Dogs are mammals. Based on this information, what is true about dogs?

- A. Dogs have hair. Dogs do not have backbones.
- B. Dogs have both hair and backbones.
- C. Dogs have backbones. Dogs do not have hair.

4. What is "A Dog Is a Mammal" mostly about?

- A. how hair protects mammals
- B. dogs and other pets
- C. the characteristics of mammals

5. Name something that dogs and people have in common.

One thing that dogs and people have in common is

6. What did you learn from "A Dog Is a Mammal"?

7. **Class Discussion Question:** Explain whether a mammal's backbone or a mammal's hair would help it stay warm in cold weather. Use information from the text to support your answer.

8. Draw a picture of a mammal. Try to label something that makes it a mammal.

A Sticky Idea

by ReadWorks



Have you ever put a sticky bandage on a cut? The best-known sticky bandages are called Band-Aids. They were invented in 1920.

A man named Earle Dickson invented Band-Aids. Earle wanted to help his wife. She often cut her fingers when she cooked.

At the time, people had to make their own bandages. They cut pieces of gauze and tape. Those bandages were hard to use. Earle's idea was easy to use. Thanks, Earle!

I Need Quiet!

by ReadWorks

Kahlil was trying to read his book. His window was open. He could hear Mr. Robinson's lawn mower. It was so loud! Kahlil could not read. What could he do? He closed the window. He still heard the noisy mower. He went to another room. He still heard the mower.

"I have another idea," he thought. Kahlil put in his swimmer's earplugs.

Now he could read!

Name: _____ Date: _____

Use the article "I Need Quiet!" to answer questions 1 to 2.

1. What can Kahlil hear at the beginning of the story?

2. What problem does Kahlil have?

Use the article "A Sticky Idea" to answer questions 3 to 4.

3. Whom did Earle Dickson want to help?

4. What problem did Earle Dickson's wife have? Support your answer with evidence from the text.

Use the articles "A Sticky Idea" and "I Need Quiet!" to answer questions 5 to 6.

5. How are the problems of Kahlil and Earle Dickson's wife alike?

6. How are the problems of Kahlil and Earle Dickson's wife different?

Bats

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There are more than 1,000 kinds of bats. Like birds, bats have wings and can fly. However, bats are not birds. Bats have fur, not feathers. Also, baby bats drink milk

from their mothers. They don't eat worms or seeds.

Bats have thin, light bones that help them fly. However, because their bones are thin and light, most bats cannot walk on land. Only vampire bats have legs that are strong enough to let them walk on land. In fact, vampire bats walk on their legs and their wings.

Most bats have sharp claws that they use to grab onto a tree or a cave so they can hang upside down to rest. When bats rest, they look small. Bats look much bigger when they stretch their wings. Their wingspan, or the distance between the tip of one wing to the tip of the other, can be as much as five feet. That's probably taller than you are. Some bats, though, have wingspans that are only as big as your hand.

Most bats rest during the day and fly at night. Many

bats eat bugs. Some eat up to 2,000 bugs in one hour, or 33 bugs in one minute. Other bats eat fruit. Vampire bats feed on small amounts of blood from animals like pigs and birds.

Many bats have names that tell how they look. Dog-faced bats look like dogs. Flying foxes, which are bats, look like foxes.

Other bats have names that tell what they do. Fishing bats use their long legs and sharp claws to grab fish from the water. Tent-making bats build tents around themselves with leaves.

Bats cannot see well, but they can hear well. Bats make a high sound as they fly. The sound is so high that most people cannot hear it. These waves of sound bounce off walls, trees, and insects. They keep bats from flying into things. They also help bats find food and stay safe.



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Bats

Write all these words in the right places to complete this puzzle, which tells some things you learned about bats. You can reread the article before you begin, but don't look back at it while you are working. After you've completed the puzzle, read it to someone.



claws	flying	fur	hear	milk
people	vampire	wings	worms	1,000

There are more than _____ different kinds of bats. There are many similarities between bats and birds. Bats and birds both have _____ and can fly. They both have _____ that let them grab onto trees.

There are lots of differences between bats and birds, too. Birds' bodies are covered with feathers, but bats' bodies are covered with _____.

Baby birds eat _____ or seeds, but baby bats drink _____ from their mothers. Most birds can walk, but the only bat that can walk is the _____ bat.

Bats cannot see well, but they can _____ well. They can hear very high sounds that _____ cannot hear. These sound waves bounce off walls and trees and keep the bats from _____ into things.

Comprehension Response Activities
FYI for Kids — Level 2



Bird Nests



Most birds build nests, but all nests are not alike. The most common bird nest is the kind made by robins. Robins build nests that look like cups. They make a frame of twigs and sticks and cover it with mud. When this is done, robins line their nest with fine moss, feathers, and hair they find on the ground.

Barn swallows build nests of mud.

They make them in barns, close to the roof where it is safe. Sometimes several swallows build nests near one another.

Some birds build their nests in unusual ways. All birds use their beaks to help make their nests, but Tailorbirds use their beak as a needle to sew leaves together. Tailorbirds use threads they gather from the cotton in cotton plants.

Some birds don't build nests at all. Some lay their eggs right on the ground or on a rocky cliff. Auks are birds that lay their eggs on rocky cliffs near the sea.

Auks' eggs are pointed at one end. This shape lets the eggs roll in a circle if another animal tries to move them or if the wind blows hard. Because the eggs can roll in a circle, they do not roll off the cliff.

King penguins also do not build nests. Instead, they tuck their eggs into the folds of skin on their lower belly. The eggs rest on their feet and stay warm in the cold arctic winds.

Some bird species also lay their eggs in the nests of other birds. Cuckoos get other birds to keep their eggs safe and to feed their babies.

Most birds build a new nest each year. Some use the same nest for several years but clean the nest a little each year. Eagles build huge platform nests that they use for several years. However different they are, though, birds build nests that are just right for their families.



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Bird Nests

Most people know about how birds use leaves and twigs to build nests in trees. But not many people know about the other ways birds build nests, and that some birds don't build any kind of nest. Choose two of the birds from this article and write what you would tell a friend about these birds and their eggs. You can look back at the article before you start writing to pick your birds and review the information but do not look at the article while you are writing. When you finish writing, you can look back at the article and see if you included all the facts you want to share and add facts if you want to. Here is a word bank to get you started and help with spelling.



barn swallows	mud	roof	tailorbirds	other birds
sew	thread	leaves	beaks	eagles
auks	cliff	circle	pointed	platforms
king penguins	lower belly	feet	cuckoos	years

Comprehension Response Activities

FYI for Kids — Level 1



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Review

Bird Nests



Write keywords or phrases that will help you remember what you learned.



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Knitting: From Sheep to Scarf



“I’m cold, Mom!”
“Put on your hat and scarf.” Suddenly, you’re warm as toast, thanks to your mom’s knitting.

Knitters make things people use every day. They also make works of art. Different yarns create different looks and textures. Texture is the way an object feels. Some yarns are made from the wool of sheep, goats, or llamas. Their wool is cut in spring, when the

animals no longer need heavy coats. Some yarns are even made from hair shed by dogs and cats.

Animal hair is collected, then spun into long strands. These strands are called yarn. People use knitting needles to loop and connect the yarn to create fabric.

People knit for many reasons. Some create a sweater or mittens to keep someone warm. Some create a new fashion. Some also create useful objects, such as pot holders.

Some people donate their knitted items to charities, or groups that help others. Knitters often make hats and

sweaters for charities. One organization, called Emily’s Hats for Hope, accepts knitted hats and other warm clothing made by people all over the country. These items are then distributed to people who need them.

Kids knit for charity, too. Fourth-grade children in a school in Teaneck, New Jersey, donated hats they made to babies born in local hospitals. “It’s amazing to start with ‘strings and sticks’ and end up with something,” said their teacher, Mrs. Gallagher.

Another group, the Mother Bear Project, makes knitted bears and sends them to children around the world.

If you want to learn to knit, ask a teacher or family member to help you find a knitting class or teacher. There are lots of knitting videos, too, but have an adult help you find the right one.

Knitting is a great way to make gifts and to help others. It can also be a great way to experiment with colors and designs. In addition, knitting is fun.



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Knitting: From Sheep to Scarf

Write all these words in the right places to complete this puzzle, which tells some things you learned about knitting. You can reread the article before you begin, but don't look back at it while you are working. After you've completed the puzzle, read it to someone.



bears	create	clothes	gifts	goats
hair	hats	hospitals	experiment	yarn

Before _____ were made in factories, people knitted their own clothes. They knitted sweaters, scarves, and _____ to keep themselves warm.

When you knit, you use needles and _____. Some yarn is made from the wool of sheep, _____, or llamas. Other yarn is made from _____ shed by dogs and cats. People who knit like to _____ new things.

Some knitters make hats and sweaters to give to their friends or family members as _____. They may also knit things and donate them to _____ or other charities. The Mother Bear Project collects knitted _____ and sends them to children around the world. Knitting is a great way to _____ with colors and designs.

Comprehension Response Activities
FYI for Kids — Level 5



Save Your Paper, Help Earth

by ReadWorks



Do you throw away pieces of paper after you use them? You can do something better: Recycle! When you throw things away, they become trash. Too much trash hurts our planet. Also, we would have to cut down more trees to make new paper. That would hurt Earth too.

Today many people recycle paper. When used paper is recycled, it is turned into new paper. Less paper is put in the trash. Fewer trees are cut down. Recycling is helpful to Earth!

1. Why is trash a problem?



It smells bad.



It hurts Earth.

2. What do we need to cut down to make new paper?



trees



grass

3. What can we make out of recycled paper?



new paper



trash

4. What is the best thing to do with your paper after you use it?

5. What did you learn from "Save Your Paper, Help Earth"?

6. Draw a picture of how recycling helps Earth.

Whales Take a Trip

by ReadWorks



Humpback whales live in Earth's oceans. Each fall, these whales take a trip. They leave the area where ocean water is cold. They swim to warm ocean water.

Why? The mother whales want to have their babies.

They want to have their babies in warm water. When they are born, the babies will already know how to swim.

They will drink their mothers' milk and grow. Then the mothers and babies will swim back to the cold water.

Two Kinds of Whales

by ReadWorks



A whale is a huge sea animal. Different kinds of whales live in our oceans. Whales have blowholes on their heads. Some have one blowhole and some have two. A whale lifts its head up from the water to breathe through its blowhole.

The **killer whale** has one blowhole. It has sharp teeth. It uses its teeth to hunt for seals. It is as big as one school bus.

The **blue whale** has two blowholes. It doesn't have teeth, but it eats a lot of krill. Krill are very small and look like shrimp. The blue whale is the biggest whale. In fact, it is the largest animal in the world. It is as big as three school buses!

Use the article "Two Kinds of Whales" to answer questions 1 to 3.

1. What is a whale?

2. How does a whale breathe?

3. What is the main idea of this article?

Use the article "Whales Take a Trip" to answer questions 4 to 6.

4. Each fall, humpback whales take a trip. What area of the ocean do they leave?

5. Where do the mother whales want to have their babies?

6. What is the main idea of this article?

Use the articles "Two Kinds of Whales" and "Whales Take a Trip" to answer questions 7 to 8.

7. What is alike about the main idea of each article?

8. What is different about the main idea of each article?

Writing



Dear Families,

The activities in this packet are designed to support first grade students with reviewing previously taught writing skills. They will also provide students with opportunities to express themselves creatively. The table below outlines writing activities for each day. Please note, the activities build upon each other and should be done in the suggested sequence.

First Grade	Writing Activities	Pages
Day 1	1. Making Sentences with Punctuation 2. Opinion Writing: Brainstorming Ideas	2-3
Day 2	1. Opinion Writing	4
Day 3	1. Making Sentences with Punctuation 2. Stretching Sentences	5-6
Day 4	1. Narrative Writing: Drafting	7
Day 5	1. Narrative Writing: Revising and Editing	8
Day 6	1. Unscrambling Sentences 2. Stretching Sentences	9-10
Day 7	1. Poetry	11
Day 8	1. Unscrambling Sentences 2. Stretching Sentences	12-13
Day 9	1. Write from a Picture	14
Day 10	2. Write from a Picture	15

Day 1: Making Sentences with Punctuation

Directions: Use the words in the box to create two sentences using different punctuation (period, exclamation mark, question mark).

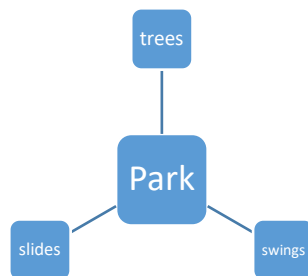
Word Box
house mom school play like red

Example: school

<i>I come to school on a bus.</i>
<i>Do you like school?</i>

Day 1: Brainstorming Ideas

Directions: Think about a topic of interest – Examples: breakfast, transportation, ocean, and park. Place that topic inside the middle of a graphic organizer. Write things you know about that topic on the branches of the graphic organizer. See the example below:



On a sheet of paper, create your own graphic organizer based on your topic of interest. You can include more branches on your organizer. Use this graphic organizer to create a short story using the words and ideas you included in your graphic organizer.

Day 2: Opinion Writing

Directions: Think about the topic of interest that your child created in their organizer around on Day 1. Have your child explain why this topic was chosen. If the topic was chosen because they love the topic, feel strongly about have them write on paper their opinion on the topic giving two or more reasons to support that opinion.

Day 3: Making Sentences with Punctuation

Directions: Use the words in the box to create two sentences using different punctuation (period, exclamation mark, question mark).

Word Box					
summer	teacher	running	reading	smart	book

Example: book

I can't wait to read a book about sharks!
My book is on the table.

Day 3: Stretching Sentences

Directions: Read the sentence stem. Use the conjunctions (because, but, so) to create complex sentences.

Apples are delicious...

Apples are delicious because

_____.

Apples are delicious, but

_____.

Apples are delicious, so

_____.

Day 4: Narrative Writing: Drafting

Directions: Ask your child to tell you a story that tells about an experience they had. Some examples- taking a trip to the supermarket, or maybe a relative came to visit. Think about what happened through the experience. Explain what happened at the beginning of the story, in the middle of the story and at the end. After they orally tell you this story, have your child write a draft about the experience including all three parts- beginning, middle and end.

Day 5: Narrative Writing continued (Revising and Editing):

Directions: With your child, revisit the story they worked on for Day 3. Look at each part of the story. Think about revising your story. Can you add more details to the story? Are there any spelling errors? Did you remember to use correct punctuation? Once your child edits and revises their story, have them read it aloud to another family member or friend.

Day 6: Unscrambling Sentences

Directions: Rearrange the words to create a sentence. Remember to use capitals and periods!

Example:

sat frog the on log a
The frog sat on a log.

go to beach we to like

ice-cream likes Kisha vanilla

the like slide I to play on

Eat apples good are to

color is my red favorite

Day 6: Stretching Sentences

Directions: Read the sentence stem. Use the conjunctions (because, but, so) to create complex sentences.

My teacher took us to the playground...

My teacher took us to the playground because

_____.

My teacher took us to the playground, but

_____.

My teacher took us to the playground, so

_____.

Day 7: Poetry

Directions: If you have access to the internet, see if you are able to identify some poems. You might search “poems for children”. Read a few poems together. Invite your child to write a poem about a topic of interest. This poem can be illustrated and written in a variety of forms. This is an activity combined with creative expression. In this activity, there is no right or wrong way to write their poem. Give your poem a name and post it somewhere others are able to read it.

Day 8: Unscrambling Sentences

Directions: Rearrange the words to create a sentence. Remember to use capitals and periods!

Example:

<i>sat frog the on log a</i>
<i>The frog sat on a log.</i>

to fly doesn't she like

dinner cook mom like to my I help

every train I take to school the day

is Minecraft the video game best

movies like popcorn when go I eat to I to the

Day 8: Stretching Sentences

Directions: Read the sentence stem. Use the conjunctions (because, but, so) to create complex sentences.

Plants need sun...

Plants need sun because

_____.

Plants need sun, but

_____.

Plants need sun, so

_____.

Day 9: Write from a picture.



Who? _____

(did) What? _____

When? _____

Why? _____

Sentence:

Day 10: Write from a picture.



Who? _____

(did) What? _____

When? _____

Why? _____

Sentence:
