



LOCAL DISTRICT SOUTH

*Successful Students,
Supporting Schools &
Strengthening Communities*

Local District South

Ten Day Grade Level Assignment Packet

Grade: 1

English Language Arts



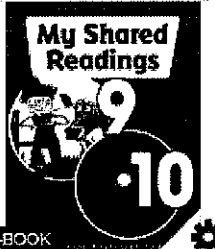
This packet contains the pages needed to complete your assignments over the next ten days. You will need the purple Benchmark Text titled: **My Shared Readings, 9 and 10.**

When **packet pages** are assigned they are from the packet of handouts and are numbered using the preexisting numbers from the original Benchmark text pages. They are arranged in order as assigned.

Este paquete contiene las páginas que usted necesita para completar sus tareas en 10 días. Necesitarás el texto titulado en rojo – Benchmark Adelante: **Mis Lecturas Compartidas 9 y 10.**

Las tareas estan numeradas en orden usando las páginas numeradas del texto original de Benchmark Adelante.

Schedule of Daily Assignments:

Day #	My Shared Readings Units 9 and 10 	Packet
1	Read pages 2 and 3 Complete page 3	Practice reading from the High Frequency Word List. Keep track of the words you need to learn. Complete page 1.
2	Read pages 4 and 5 Complete page 5	Practice high frequency words that are not yet mastered. Complete pages 2 and 3.

3	Read pages 6 and 7 Complete page 7	Continue to work on mastering the Grade 1 High Frequency Words. Complete page 4. Practice reading Playing Ball pages 205-206. Read it 3 times working on your fluency.
4	Read pages 8 and 9 Complete page 9	Complete page 5.
5	Read pages 10 and 11 Complete page 11	Complete pages 6 and 7. Practice reading At the Park pages 207-208. Read 3 times practicing your fluency.
6	Read pages 12 and 13 Complete page 13	Complete page 8. Practice any high frequency words you have not yet mastered.
7	Read pages 14 and 15 Complete page 15	Complete Monday's assignment on the Daily Take-Home Activity Calendar. Complete page 9.
8	Read pages 16 and 17 Complete page 17	Complete Wednesday's assignment on the Daily Take-Home Activity Calendar. Complete page 10.
9	Read pages 18 and 19 Complete page 19	Complete page 11.
10	Read pages 20 and 21 Complete page 21	Complete page 12. Practice reading Water Fun . Practice all your high frequency words.

*Do as many activities as you would like from the **Daily Take-Home Activity Calendar**.

Review High-Frequency Words (K-1)

is the has and of

with see for no have

are said you me come

here to my look he

go put want this she

saw now like do home

they went good was be

we there then out

High-Frequency Words (Grade 1, First Half continued)

out who good by them

were our could these once

upon hurt that because from

their when why many right

start find how over under

try give far too

High-Frequency Words (Grade 1, Second Half)

after call large her house

long off small brown work

year live found your know

always all people where draw

again round they country four

great boy city laugh move

High-Frequency Words (Grade 1, Second Half continued)

change away every near school

earth done before about even

walk buy only through does

another wash some better carry

learn very mother father never

below blue answer eight any

High-Frequency Words (Grade 1, First Half)

the	see	go	she	and
play	little	you	with	for
no	jump	one	have	are
said	two	look	my	come
here	to	of	what	put
want	this	saw	now	do
which	went	was	there	then

Expand Declarative and Interrogative Sentences

Compound declarative sentences make a statement and have two complete thoughts. You can expand declarative sentences by adding details and information. Compound interrogative sentences include two complete questions. You can expand interrogative sentences by giving more information about the subject of the question.

We plant vegetables, and we grow flowers.

We plant vegetables in the garden, and we grow flowers in pots.

Would you like to go, or would you rather stay?

Would you like to go to the movies, or would you rather stay home?

Read each sentence. Expand it by adding words or details.

1. We can play _____, or we can read _____.
2. Who makes that _____ shirt, and where can I buy one?
3. We draw _____, or we paint _____.
4. Will you come _____, or will you stay _____?
5. We went _____, and we visited _____.

Expand Declarative and Interrogative Sentences

Compound imperative sentences give two or more commands. You can expand imperative sentences by telling how to do something or describing a noun in the sentence. Compound exclamatory sentences show two complete exclamations.

Tiptoe, and be quiet.

Tiptoe through the door, and be quiet.

The ride was scary, but it was fun!

The fast, spinning ride was scary, but it was fun!

**Read each imperative or exclamatory sentence.
Expand it by adding words or details.**

1. I saw _____, and I ran _____!
2. Listen _____, and don't talk _____.
3. Read _____, and write _____.
4. Let's play _____ because it will be fun!
5. Put on shoes before you go _____.

Silent Letters and High-Frequency Words

better	gnat	knight	knob	know
learn	sign	wrap	wrist	wrong

Read each word below.

Write the spelling word that rhymes with it.

1. right _____

2. song _____

3. fist _____

4. rat _____

5. low _____

6. tap _____

7. nine _____

Silent Letters and High-Frequency Words

better	gnat	knight	knob	know
learn	sign	wrap	wrist	wrong

Write the spelling words that have the silent letter pair *gn*.

1. _____

2. _____

Write the spelling words that have the silent letter pair *kn*.

3. _____

4. _____

5. _____

Write the spelling words that have the silent letter pair *wr*.

6. _____

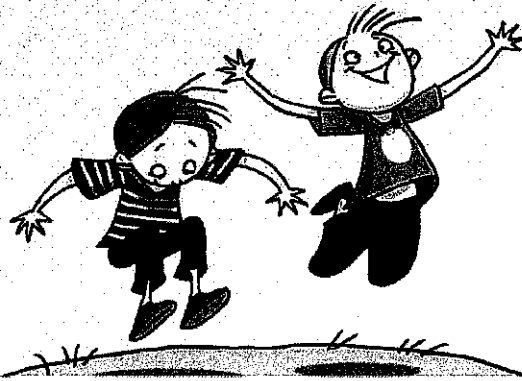
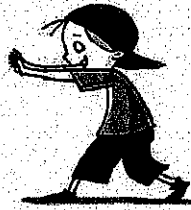
7. _____

8. _____

Write the spelling words that do not have a silent consonant.

9. _____

10. _____



Playing Ball



Tim and Jim play ball. They
 run. They jump. They throw
 the ball. They kick the ball.
 They have fun.

_____ 6

_____ 11

_____ 17

_____ 20



“Time for bed!” says Mom.

_____ 25

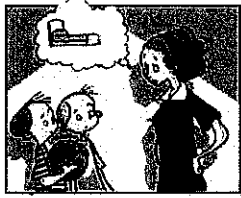
“Can we play more?” asks Tim.

_____ 31

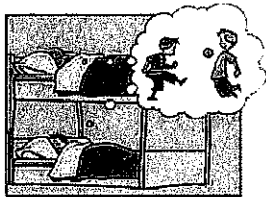
“You need to sleep now,”
 says Mom.

_____ 36

_____ 38



Tim and Jim go to bed. Mom _____ 45
tells them a story. The story _____ 51
is about two boys. The boys _____ 57
play ball. They run. They jump. _____ 63
They throw the ball. They kick _____ 69
the ball. The boys have fun. _____ 75



Tim and Jim smile. Soon the _____ 81
boys are asleep. _____ 84

Self-Check

1. Tim and Jim kicked the _____.
2. Why did Tim and Jim go to bed?
3. Did Tim and Jim like Mom's story?
How can you tell?

Conjunctions

Use conjunctions such as **and**, **or**, **but**, **so**, or **because** to combine shorter sentences into longer ones.

The tree has green leaves. The tree has pink flowers.

The tree has green leaves **and** pink flowers.

Use the conjunction to combine the sentences.

Write the new sentence on the line.

1. The sky was clear. The sky was blue. (and)

2. Then the sky got dark. It got cloudy. (and)

3. We heard thunder. We went inside. (so)

4. Raindrops fell. The storm did not last long. (but)

5. We can go to the movies. We can go to the park. (or)

Conjunctions

Conjunctions can be used to expand sentences.

I like to ride my bike.

I like to ride my bike **and go swimming.**

Read each sentence. Expand the sentence using the conjunction and a phrase from the box.

fast songs	a horn player	cheered for the band
people could rest	people wanted to dance	

- The band has a drummer and _____.
- The band plays slow songs and _____.
- The band played a fast song because. _____
_____.
- The band played a slow song so _____.
- The crowd clapped and _____.



At the Park



You are at the park.

_____5

What can you see?

_____9



What can you hear?

_____13



What can you touch?

_____17



What can you smell?

_____21



What can you taste? _____25



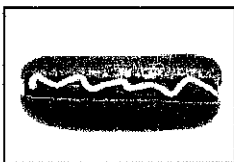
You see grass. You see trees. _____31



You hear kids. You hear dogs. _____37



You slide on the slide. _____42



You swing on the swings. _____47



You smell hot dogs. _____51

Get a hot dog. Taste _____56

the hot dog. Mmm! _____60

/ô/ and High-Frequency Words

caught	chalk	draw	father	fault
launch	never	small	taught	yawn

**Circle the spelling word that completes the sentence.
Write it on the line.**

1. The teacher wrote with _____.

draw chalk yawn

2. I _____ when I am tired.

yawn small fault

3. The ant is so _____.

small chalk fault

4. I _____ with markers.

yawn launch draw

5. Pam _____ a fish.

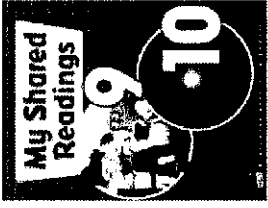
never short caught

Name: _____

Unit 10: Exploring Sound and Light

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Dogs Help the Deaf pp. 14-15</p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to find and read the word home on page 15. Point to the words some and something. Remind your child that some has the same spelling pattern but a different vowel sound than the word home. 	<p>Dogs Help the Deaf pp. 14-15</p> <ul style="list-style-type: none"> Read aloud the text. Together, say the words beeping, furry, hearing, and owner, dividing the main word from the ending. (beep + ing, fur + y, hear + ing, own + er) Ask your child to find and read these four words in the text and circle the two endings that are alike. (-ing on beeping and hearing) 	<p>I Know All the Sounds That the Animals Make pp. 16-17</p> <ul style="list-style-type: none"> Read aloud the rhyme. Together, draw a circle around the names of all the animals in the rhyme. Then read the words together. Ask your child to draw an arrow from the circled words to match the animals shown in the photographs. 	<p>I Know All the Sounds That the Animals Make pp. 16-17</p> <ul style="list-style-type: none"> Read aloud the rhyme. Point to the word moment. Together, read the word by syllables. (mo/ment) Repeat with the word marvel. (mar/vel) Ask: <i>How are these two words alike?</i> (Both begin with the sound of the letter m and have two syllables.) 	<p>Dogs Help the Deaf: I Know All the Sounds That the Animals Make pp. 14-17</p> <ul style="list-style-type: none"> Review the two selections. Ask your child to find the word dog in the first selection and a word that names the sound a dog makes in the second selection. (bark) Ask: <i>Do you think any of the animals in the rhyme could be as helpful as a dog? Why or why not?</i>
Week 2	<p>Rainbow pp. 18-19</p> <ul style="list-style-type: none"> Read aloud the rhyme. Together, circle the rhyming pairs at the ends of the lines. Read each pair of words. Ask your child to put a checkmark beside the pair of words that have different sounds. (rain, again) Then ask him or her to put an X by the pair of words that have different spelling patterns. (through, you) 	<p>Rainbow pp. 18-19</p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to practice reading his or her favorite pair of lines from the rhyme aloud. Remind him or her to reread and correct any words that don't look right or make sense, assisting as needed. 	<p>My Homemade Band pp. 20-21</p> <ul style="list-style-type: none"> Read aloud the story. Ask: <i>What does Cam play?</i> (drums) Point out that the -s at the end of drums means "more than one." Work together to find and read other words that end in -s and name more than one thing. (jars, boxes, bottles, bands, friends) 	<p>My Homemade Band pp. 20-21</p> <ul style="list-style-type: none"> Read aloud the story. Read the word Homemade in the title by syllables. (Home/made) Discuss what vowel sound you hear in each syllable (long o, long a) and why this word fits the story. Take turns telling about homemade things you have made or seen. 	<p>Rainbow: My Homemade Band pp. 18-21</p> <ul style="list-style-type: none"> Review the two selections. Together, say the word stuck in parts. (st/uck) Ask your child to find and read the word on page 18. Help him or her find other words that begin with st- or str- in the selections (streets, start, stuff), say the words in parts, then read the words.
Week 3	<p>Day or Night? pp. 22-23</p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to point to the first word in each sentence. Read the words together. Ask him or her to choose one of the sentences that end in a question mark or exclamation point to practice reading with expression. 	<p>Day or Night? pp. 22-23</p> <ul style="list-style-type: none"> Read aloud the text. Say the following words and ask your child to tell you the vowel sounds: day (long a), night (long i), Pole (long o), each (long e). Ask: <i>How are all these words alike?</i> (All have long vowels.) Together, find and read each of these words in the text. 	<p>My Shadow pp. 24-25</p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find words that begin or end with th- (that, with, the, than) Read the words together, emphasizing the th- sound. Challenge him or her to find a word that begins with sh- (shadow) and wh- (what). Read the words together. 	<p>My Shadow pp. 24-25</p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find a word with a long u sound (use) and say the word sound by sound (u/se). Then ask him or her to find two words with a short u sound (up, jump), saying the words sound by sound (u/p, j/u/mp). 	<p>Day or Night?: My Shadow pp. 22-25</p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>Which picture shows day? Which picture shows night?</i> Discuss how you might be able to see your shadow during the day and during the night.

Nombre: _____

Unidad 10: Exploring Sound and Light

Calendario de actividades

diarias para la casa
Marque cada actividad a medida que la completa.



Semana 1	Lunes	Martes	Miércoles	Jueves	Viernes
<p>Dogs Help the Deaf págs. 14–15</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que busque y lea la palabra home en la página 15. Señale las palabras some y something. Recuerde a su niño/a que some tiene el mismo patrón ortográfico pero un sonido de vocal diferente que la palabra home. 	<p>Dogs Help the Deaf págs. 14–15</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Juntos, digan las palabras beeping, furry, hearing y owner, separando la palabra principal de la terminación. (beep + ing, fur + y, hear + ing, own + er) Pida a su niño/a que busque y lea estas cuatro palabras en el texto y que encierre en un círculo las dos terminaciones que son iguales. (-ing en beeping y en hearing) 	<p>I Know All the Sonidos That the Animals Make págs. 16–17</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Juntos, dibujen un círculo alrededor de los nombres de todos los animales del texto. Luego, lean juntos las palabras. Pida a su niño/a que dibuje una flecha desde las palabras encerradas en círculos hasta los animales correspondientes mostrados en las fotografías. 	<p>I Know All the Sonidos That the Animals Make págs. 16–17</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Señale la palabra moment. Juntos, lean la palabra dividiéndola en sílabas. (mo/ment) Repitan con la palabra marvel (mar/vel) Pregunte: <i>¿En qué se parecen estas dos palabras? (Ambas empiezan con el sonido de la letra m y tienen dos sílabas.)</i> 	<p>Dogs Help the Deaf; I Know All the Sonidos That the Animals Make págs. 14–17</p> <ul style="list-style-type: none"> Repase los dos textos. Pida a su niño/a que busque la palabra dog en el primer texto y una palabra que nombre el sonido que hace un perro en el segundo texto. (bark) Pregunte: <i>¿Crees que alguno de los animales en el texto podría ser tan útil como un perro? ¿Por qué sí o por qué no?</i> 	<p>Dogs Help the Deaf; I Know All the Sonidos That the Animals Make págs. 14–17</p> <ul style="list-style-type: none"> Repase los dos textos. Pida a su niño/a que busque la palabra stuck por parts. (st/u/ck) Pida a su niño/a que busque y lea la palabra en la página 18. Ayúdalo a buscar otras palabras que empiecen con st- o str- en los textos (streets, start, stuff). digan las palabras por partes y, luego, léanlas de nuevo.
<p>Rainbow págs. 18–19</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Juntos, encierren en un círculo los pares que riman al final de las líneas. Lean cada pareja de palabras. Pida a su niño/a que marque las parejas de palabras que tienen diferentes sonidos. (rain, again) Luego, pídale que marque con una X las parejas de palabras que tienen diferentes patrones ortográficos. (through, you) 	<p>Rainbow págs. 18–19</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pregunte: <i>¿Qué toca Cam? (drums)</i> Señale que la -s al final de drums significa "más de uno". Trabajen juntos para buscar y leer otras palabras que terminen en -s y nombren más de una cosa. (jars, boxes, bottles, bands, friends) 	<p>My Homemade Band págs. 20–21</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Lea la palabra Homemade en el título dividiéndola en sílabas. (Home/made) Comenten qué sonido de vocal escuchan en cada sílaba (o larga, a larga) y por qué esta palabra encaja en la historia. Túrnense para hablar sobre cosas hechas en casa que hayan hecho o visto. 	<p>My Homemade Band págs. 20–21</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Lea la palabra Homemade en el título dividiéndola en sílabas. (Home/made) Comenten qué sonido de vocal escuchan en cada sílaba (o larga, a larga) y por qué esta palabra encaja en la historia. Túrnense para hablar sobre cosas hechas en casa que hayan hecho o visto. 	<p>Rainbow; My Homemade Band págs. 18–21</p> <ul style="list-style-type: none"> Repase los dos textos. Juntos, digan la palabra stuck por parts. (st/u/ck) Pida a su niño/a que busque y lea la palabra en la página 18. Ayúdalo a buscar otras palabras que empiecen con st- o str- en los textos (streets, start, stuff). digan las palabras por partes y, luego, léanlas de nuevo. 	<p>Rainbow; My Homemade Band págs. 18–21</p> <ul style="list-style-type: none"> Repase los dos textos. Juntos, digan la palabra stuck por parts. (st/u/ck) Pida a su niño/a que busque y lea la palabra en la página 18. Ayúdalo a buscar otras palabras que empiecen con st- o str- en los textos (streets, start, stuff). digan las palabras por partes y, luego, léanlas de nuevo.
<p>Day or Night? págs. 22–23</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Diga las siguientes palabras y pida a su niño/a que le diga los sonidos de vocal: day (a larga), night (i larga), Pole (o larga), each (e larga). Pregunte: <i>¿En qué se parecen todas estas palabras? (Todas tienen vocales largas).</i> Juntos, busquen y lean cada una de estas palabras en el texto. 	<p>My Shadow págs. 24–25</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que busque palabras que empiecen o terminen con th- (that, with, the, than) Lean las palabras juntos, haciendo énfasis en el sonido th-. Anime a su niño/a a que busque una palabra que empiece con sh- (shadow) y con wh- (what). Lean juntos las palabras. 	<p>My Shadow págs. 24–25</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que busque una palabra con el sonido de la u corta (up, jump), y que diga las palabras sonido a sonido (u/p, j/u/mp). 	<p>My Shadow págs. 24–25</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que busque una palabra con el sonido de la u corta (up, jump), y que diga las palabras sonido a sonido (u/p, j/u/mp). 	<p>Day or Night?; My Shadow págs. 22–25</p> <ul style="list-style-type: none"> Repase los dos textos. Pregunte: <i>¿Qué imagen muestra el día? ¿Qué imagen muestra la noche?</i> Comenten cómo podrían ver su sombra durante el día y durante la noche. 	<p>Day or Night?; My Shadow págs. 22–25</p> <ul style="list-style-type: none"> Repase los dos textos. Pregunte: <i>¿Qué imagen muestra el día? ¿Qué imagen muestra la noche?</i> Comenten cómo podrían ver su sombra durante el día y durante la noche.
<p>Day or Night? págs. 22–23</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que señale la primera palabra de cada oración. Lean juntos las palabras. Pídale que elija una de las oraciones que termine en un signo de interrogación o de exclamación. Practiquen leyendo las oraciones con la entonación correcta. 	<p>Day or Night? págs. 22–23</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que señale la primera palabra de cada oración. Lean juntos las palabras. Pídale que elija una de las oraciones que termine en un signo de interrogación o de exclamación. Practiquen leyendo las oraciones con la entonación correcta. 	<p>Day or Night? págs. 22–23</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que señale la primera palabra de cada oración. Lean juntos las palabras. Pídale que elija una de las oraciones que termine en un signo de interrogación o de exclamación. Practiquen leyendo las oraciones con la entonación correcta. 	<p>Day or Night? págs. 22–23</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que señale la primera palabra de cada oración. Lean juntos las palabras. Pídale que elija una de las oraciones que termine en un signo de interrogación o de exclamación. Practiquen leyendo las oraciones con la entonación correcta. 	<p>Day or Night? págs. 22–23</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que señale la primera palabra de cada oración. Lean juntos las palabras. Pídale que elija una de las oraciones que termine en un signo de interrogación o de exclamación. Practiquen leyendo las oraciones con la entonación correcta. 	<p>Day or Night? págs. 22–23</p> <ul style="list-style-type: none"> Lean el texto en voz alta. Pida a su niño/a que señale la primera palabra de cada oración. Lean juntos las palabras. Pídale que elija una de las oraciones que termine en un signo de interrogación o de exclamación. Practiquen leyendo las oraciones con la entonación correcta.

Semana 2

Semana 3

/ô/ and High-Frequency Words

caught	chalk	draw	father	fault
launch	never	small	taught	yawn

Write the spelling words that match the number of letters.

4 letters

1. _____

2. _____

5 letters

3. _____

4. _____

5. _____

6. _____

6 letters

7. _____

8. _____

9. _____

10. _____

Conjunctions

Remember that conjunctions can be used to combine or expand sentences.

I brush my teeth, **and** then I go to bed.

I read a story **and** turn out the lights.

Read each sentence. Underline the conjunction.

Write it on the line.

1. It was hot, so I went swimming. _____

2. Is the line straight or crooked? _____

3. Jan likes snow, but she doesn't like rain. _____

4. We went camping and slept in a tent. _____

5. I had a snack because I was hungry. _____

Expand Declarative and Imperative Sentences

Declarative sentences make statements. Imperative sentences give commands. You can add details to expand declarative and imperative sentences.

We can make cards, and we can say nice things.

We can make cards, and we can say nice things
to show that we care.

Eat vegetables and play outside.

Eat vegetable and play outside to stay healthy.

Add details to expand each compound declarative or imperative sentence.

1. Look both ways, and then cross. _____

2. I dream, so I try. _____

3. Tom bakes, and then he shares. _____

4. Feed the fish and clean their bowl. _____

Long e Spelled -y and -ey and High-Frequency Words

blue	chimney	easy	eight	hockey
lucky	penny	turkey	valley	windy

Write the spelling word for each clue.

1. a game you play on ice _____
2. the number after seven _____
3. a color _____
4. a big bird _____
5. one cent _____
6. not hard _____
7. above a fireplace _____
8. narrow area of low land between hills _____
9. having good things happen _____
10. when air is blowing _____

Long e Spelled -y and -ey and High-Frequency Words

blue	chimney	easy	eight	hockey
lucky	penny	turkey	valley	windy

Write the spelling words that match the number of letters.

4 letters

1. _____

2. _____

5 letters

3. _____

4. _____

5. _____

6. _____

6 letters

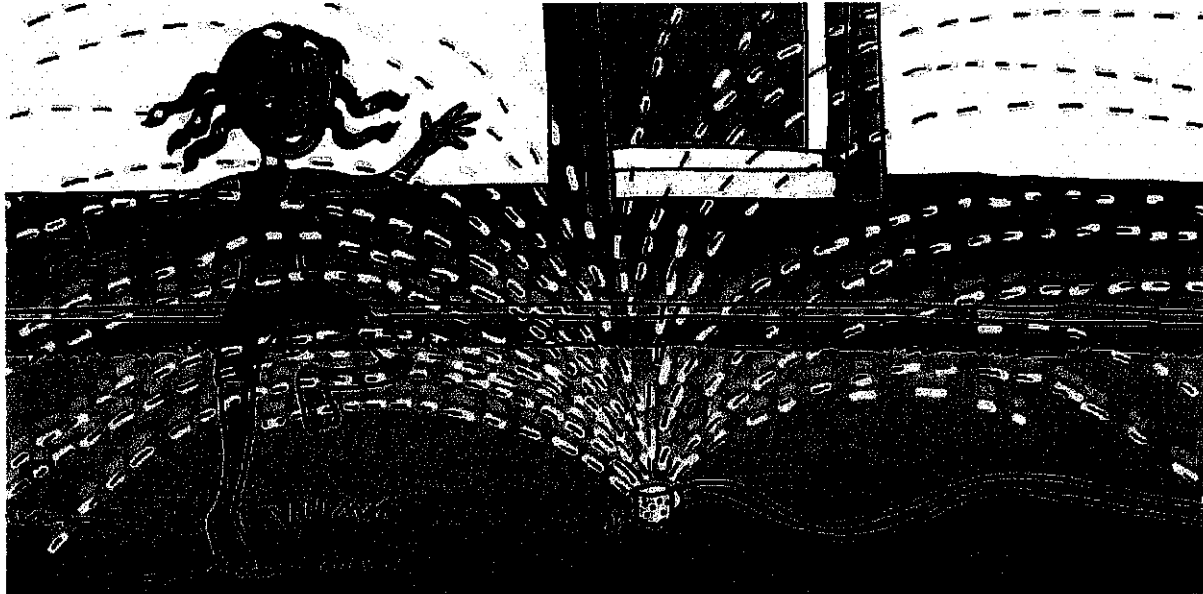
7. _____

8. _____

9. _____

7 letters

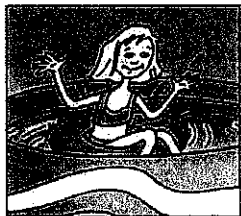
10. _____



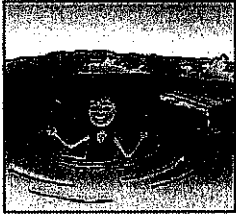
Water Fun

“Water, water, I love water!” _____5
said Lil. “I love to play in water.”_____13

“I love to play in the sprinkler,” _____20
said Tina. _____22



“I love to play in the pool,” _____29
said Kim. _____31



“I love to play in the lake,” _____38
said Shane. _____40

“Water, water, I love water!” _____45
said Lil. “I love to play _____51
on water.” _____53

“How can you play *on* water?” _____59
asked Shane. _____61



“Water can freeze,” said Lil. _____66
“Then the water is ice. _____71
I can skate on ice!” _____76