



**TULSA PUBLIC
SCHOOLS**

1st Grade

Packet Instructions

- **Literacy:** Read a fiction or nonfiction text for at least 20 minutes daily. Complete at least two activities each day.
- **Math:** Complete one of the recommended math activities each day.
- **Science:** Choose one activity from each of the science domains each week.
- **Social Studies:** Complete an activity from the social studies menu three times a week.
- **English Language Development:** Complete approximately one activity every other day

Multilingual Programs:

Spanish Program

- **Spanish Literacy:** Complete one or two Spanish language activities daily.
- Complete other core activities listed above.

Elementary ELA At Home Resources

Directions: Read a **fiction** or **nonfiction** text for at least **20 minutes daily**. Complete at least two activities listed below **each day**.

Reading	Writing	Speaking & Listening	Foundational Skills	Language
<p>Ask and answer who, what, when, where, why questions about the text</p> <p>Tell about who the characters are and how they change over time</p> <p>List 3 facts you learned from the text</p> <p>Create your own illustrations to go with the story</p> <p>Compare and contrast 2 characters or settings OR Compare and contrast 2 different texts</p> <p>Read a book with a sibling, a grown up, a friend, or even a stuffed animal</p> <p>Make predictions about a text</p>	<p>Summarize the beginning, middle, and end of the story</p> <p>Rewrite the story in your own words</p> <p>Write and illustrate your own fictional story</p> <p>Write and illustrate a how-to text</p> <p>Make a grocery list</p> <p>Research a new topic</p> <p>Write a letter to a friend or your teacher.</p> <p>Respond to the text in writing</p> <p>Create a comic strip about the text you read</p> <p>Keep a daily journal</p>	<p>Retell the story in your own words</p> <p>Ask and answer questions about a topic</p> <p>Speak in complete sentences</p> <p>Create your own movie or play</p> <p>Go on a sight word scavenger hunt</p>	<p>Practice writing the alphabet</p> <p>Look for words and punctuation you know in a text</p> <p>Figure out the meanings of new words</p> <p>Find objects in your home that begin with the same sound</p> <p>Count the syllables in words</p> <p>Think of as many rhyming words as you can</p>	<p>Try to learn a new word every day</p> <p>Use a new word in a conversation</p> <p>Make up your own tongue twister</p> <p>Look for words with prefixes and suffixes</p>

Optional Texts for Reading

A Letter from Kate

I'm Kate Skipper, and this is my book!

This book tells what I did last summer when I was nine. My mom and dad took me to visit with my Nan. Nan is my mom's mom. She is an artist, and she has a cabin out in the West.

At the start of my time with Nan, I was sad. It seemed like it would be a boring summer. But in the end I had a lot of fun.

I made this book to tell you all the fun stuff I did last summer. When I finished it, Nan made the art. You have the book we made in your hands. I hope you like it!

Kate Skipper



In the Cave

When I went to visit with Nan, I was sad. I missed Mom and Dad. But Nan cheered me up and made things fun.

Nan took me on hikes. The land I saw in the West was not at all like the land I am used to. Where I am from, things are green in the summer, and there are lots of trees. Out in the West, there are hills and red rocks, but not a lot of trees. In some spots, you can hike for a mile and not see one tree!

Once, Nan and I were on a hike when it started to storm. Nan and I went into a cave so that we would not get wet.



As we were standing there, I saw something shimmer in the dark.

“Nan,” I said, pointing at the spot,
“what’s that?”

“Well,” said Nan, “let’s have a look.”

We looked and saw something stuck
in a crack in the rock. I grabbed it.

“It’s a coin!” I said.

“Well, I’ll be!” said Nan.

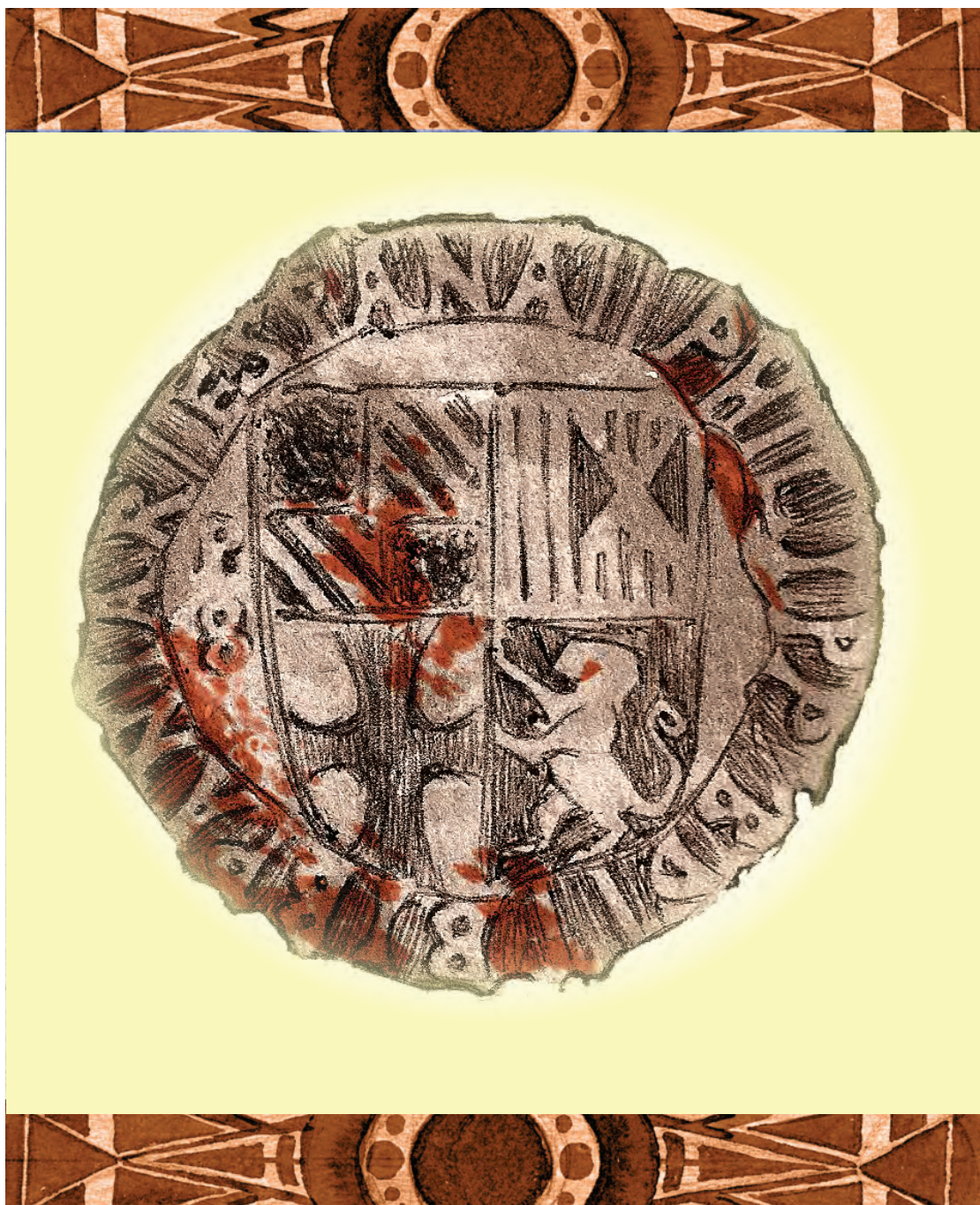


I said, “What sort of coin is it?”

Nan said, “I can’t tell. It looks like it could be made of sil·ver.”

Then she said, “I have a pal, Jack, who is an ex·pert on coins. We can bring it to him to·morr·ow, and he will tell us what sort of coin it is.”

I dropped the coin in my pock·et, and we went on with our hike.



Math Activities

Boys and Girls, Variation 1

Task

- a. 9 boys and 8 girls were in the class. How many children were in the class in all?
- b. 17 children were in the class. 9 were boys and the rest were girls. How many girls were in the class?
- c. 17 children were in the class. There were some boys and 8 girls. How many boys were in the class?



1.OA Boys and Girls, Variation 1
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Fact Families with Pictures

Task

Write as many equations for each picture as you can.

a. Use the numbers 4, 1, and 5.



Here are some equations for this picture.

$$4 + 1 = 5$$

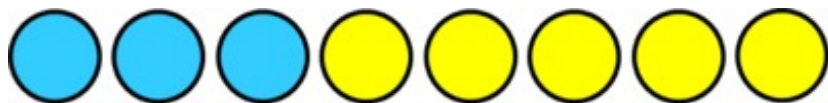
$$5 = 4 + 1$$

$$5 - 1 = 4$$

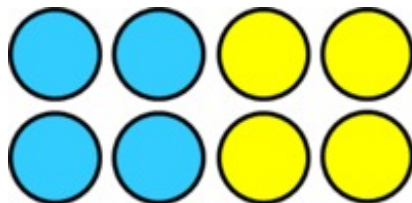
$$4 = 5 - 1$$

Can you find more equations?

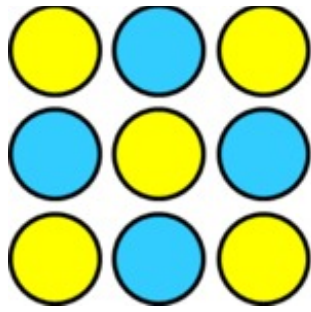
b. Use the numbers 3, 5, and 8.



c. Use the numbers 4, 4, and 8.



d. Use the numbers 4, 5, and 9.



e. Draw your own picture and write all the equations you can think of to describe it.



1.OA Fact Families with Pictures

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Making a ten

Task

Materials

- Copies of a table of sums for numbers 1 through 9:

+	1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9	10
2	3	4	5	6	7	8	9	10	11
3	4	5	6	7	8	9	10	11	12
4	5	6	7	8	9	10	11	12	13
5	6	7	8	9	10	11	12	13	14
6	7	8	9	10	11	12	13	14	15
7	8	9	10	11	12	13	14	15	16
8	9	10	11	12	13	14	15	16	17
9	10	11	12	13	14	15	16	17	18

- Colored markers or crayons

Actions

a. Ask the students to shade in the 10's in the table. What do they notice about where these 10's are in the table?

b. Point out that if they start from the 10 in the bottom left corner and follow the red arrows shown below, they get to another 10:

+	1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9	10
2	3	4	5	6	7	8	9	10	11
3	4	5	6	7	8	9	10	11	12
4	5	6	7	8	9	10	11	12	13
5	6	7	8	9	10	11	12	13	14
6	7	8	9	10	11	12	13	14	15
7	8	9	10	11	12	13	14	15	16
8	9	10	11	12	13	14	15	16	17
9	10	11	12	13	14	15	16	17	18

Ask them to explain what that path means and why they get to another 10.

c. Point out that if they start from the 10 in the 5+5 box and follow the purple arrows shown above, they get to another 10. Ask them to explain what that path means and why they get to another 10.



1.OA Making a ten
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Science Domains

1st grade

Choose one activity* each week from each of the different domains of science. Each of the activities listed has a connection to a science standard. Completing an activity does not equate to mastering of the standard.

PS=Physical Science

ESS=Earth and Space Science

LS=Life Science

Physical Science	Earth and Space Science	Life Science
Explore sounds made by everyday objects. Make a list of loud sounds and a list of quiet sounds. 1-PS4-1	Call or skype a friend or relative in a different city or part of the country. Ask them what their temperature is now and what it was several days/weeks ago. 1-ESS1-1	Think about a time you had a sticker or other plant seed stuck to your pants, shoes, shoelaces or socks. How does that help the plant to survive? Is there any man-made problem that was solved by noticing how those seeds travel? 1- LS1-1
With permission, go outside to look at your shadow. Then, go outside later in the day and see if you notice changes about the shadow you see. Tell a grown up how shadows are formed. 1-PS4-3	Start a journal to record observations of the sun, moon, and stars. After several journal entries, look for patterns that you might notice. Save your journal to use several times in the year. 1-ESS1-1	Design a turtle shell for yourself to mimic a turtle's shell that you bring your arms and legs and head into in case of danger. What materials do you have around the house that you might use? If you have them, can you build it? 1-LS1-1
Design a way to communicate with someone in another room by only using sound or light. Do you think you can communicate that way with someone in another house or apartment? 1-PS4-4	Put some water in a bowl. Add oil or other debris to the water. Design a way to remove the oil or debris from the water. Explain to someone else how your design works. 1-ESS3-1	
	Design a walk through a local park to make it better. Would you put in a trail? Pick up trash? What other ideas might lessen the impact of humans? 1-ESS3-1	

***All activities should be completed with permission/supervision of an adult**

Social Studies

Learning Activities and Resources

Directions: K- 4th graders can work on Social Studies three times per week.

Write a journal entry to someone who lives outside of Oklahoma and describe what they would experience.	Students can interview a family or community member to write, or draw, an oral history. Students should ask about a historical event (including questions such as who, what, when, where, why and how). The student can also ask how the historical event impacted the life of the person they are interviewing.	Draw a detailed map of a room in your house and share it with someone.
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At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.

Making Sushi

**by Sherry
Carr**

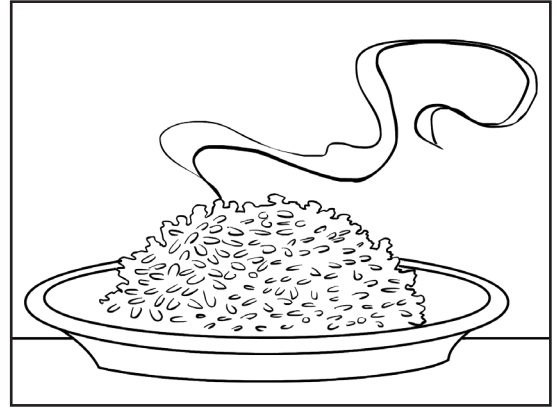
Name: _____

Making Sushi

Written by Sherry Carr

Illustrated by Jim Madsen

Lexile®: 440L, 80 words



Making sushi is easy! First, cook some rice.

When it is done, put it on a plate to cool.

Then lay a long bamboo mat on the table.

Put a sheet of seaweed down on the mat. Brush the seaweed with oil.

Cover the seaweed with rice.

Add fish, crabmeat, peppers, or anything you like.

Roll it up. Then, press it tightly.

Now, cut the roll into many small bites.

It's ready to eat, so grab some chopsticks and enjoy!

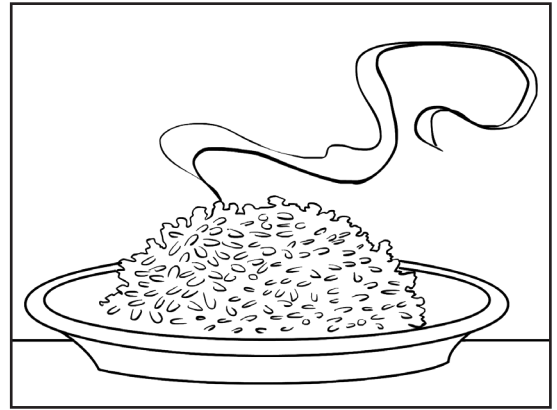
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Roll it up. Then, press it tightly.

Now, cut the roll into many small bites.

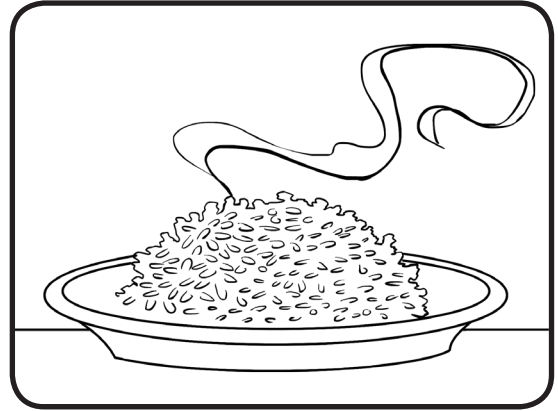
It's ready to eat, so grab some chopsticks and enjoy!

Accuracy: # of reading errors: _____ (Indep. = 0–2, Instr. = 3–5, Frust. = 6+)
Speed: To calculate: $4800 \div$ _____ (Reading time in seconds) = _____ WPM

Name _____

Making Sushi

Comprehension Questions



1. What is the first step for making sushi?
 - a. roll up the sushi
 - b. cook the rice
 - c. brush the seaweed with oil
 - d. cut the peppers and crabmeat
2. What do you put on the bamboo mat first?
 - a. seaweed
 - b. crabmeat
 - c. peppers
 - d. rice
3. To make fresh sushi, it would be good to live _____.
 - a. in the desert
 - b. on a mountain
 - c. near the sea
 - d. on a farm
4. The author of the story is trying to teach you _____.
 - a. how to use chopsticks
 - b. how to make a bamboo mat
 - c. how to cook rice
 - d. how to make sushi

Name _____

word cards

Cut out the cards and practice learning the words.

seaweed

crabmeat

chopsticks

sushi

tightly

enjoy


Name _____

ready
to spell

Words to Spell

Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



<p>-ice </p> <hr/> <p>mice</p>	<p>-ife </p> <hr/> <p>wife</p>	<p>-id </p> <hr/> <p>kid</p>
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Remember, when **c** is followed by **e**, together they make the **s** sound.

Name _____



**CLUE
WORDS**

Words to Sort

Write these words under the correct clue word.

life

nice

did

rife

kid

rice

skid

strife

twice



lid



mice



wife

The Sun and the North Wind

**by Holley
Mayville**

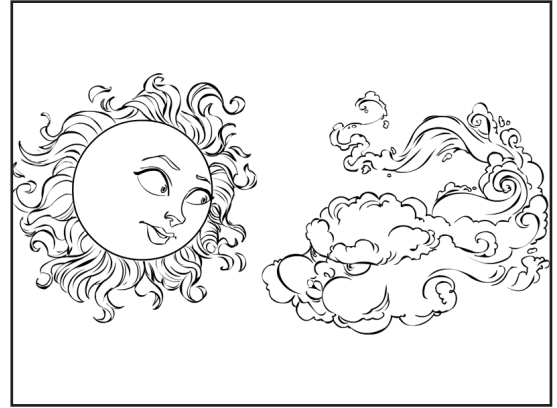
Name: _____

The Sun and the North Wind

Adapted by Holley Mayville

Illustrated by Erin Taylor

Lexile®: 390L, 240 words



"I blow roofs off houses and throw giant trees to the ground. I am far more powerful than you," said the North Wind to the Sun.

The Sun replied, "You don't have to be rough to be powerful."

"What do you know?" howled the North Wind. "I'll show you power!" He puffed his cheeks.

"I have an idea. Let's play a game," the Sun said calmly. She pointed to a man walking along an empty road. "Whoever gets his coat off is the most powerful."

"This will be easy," the North Wind laughed. "I'll go first." He took a deep breath and blew as hard as he could at the man below.

The man shivered against the wind. He pulled his coat around himself and walked on.

The North Wind blew again and again. The man wrapped his coat even tighter around himself.

The North Wind was out of breath. He said to the Sun, "I give up. But if I can't do it, neither can you!"

The Sun beamed. "I'll see what I can do." She gently directed her warm glow down on the man. The man began to let go of his coat.

The Sun kept shining her soft rays. Soon the man wiped sweat from his forehead. Then he took off his coat.

The Sun smiled sweetly at the North Wind. "Oh, look," she said, "I did it! It looks like you can be gentle and powerful."

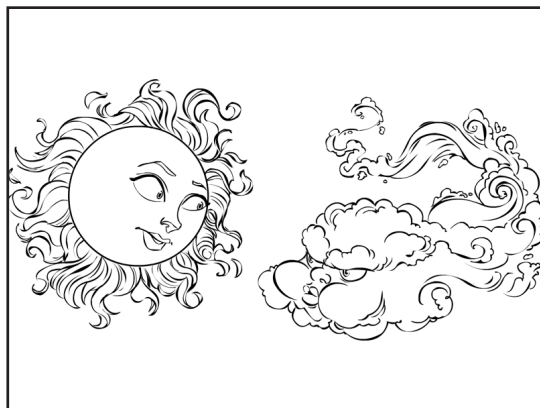
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Adapted by Holley Mayville

Illustrated by Erin Taylor

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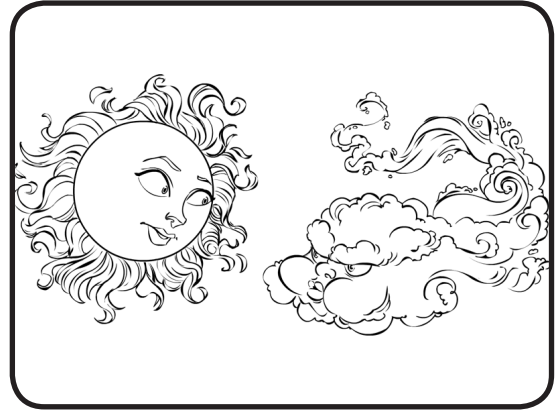
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Accuracy: # of reading errors: _____ (Indep. = 0–5, Instr. = 6–12, Frust. = 13+)
Speed: To calculate: $14400 \div$ _____ (Reading time in seconds) = _____ WPM

Name _____

The Sun and the North Wind Comprehension Questions



1. What is one way the North Wind showed he was powerful?

- a. He played a game.
- b. He held his breath.
- c. He directed his warm glow.
- d. He blew roofs off houses.

2. What did the man do when the North Wind blew?

- a. wiped sweat from his forehead
- b. took his coat off
- c. pulled his coat tightly around himself
- d. ran down the empty road

3. Why did the man take his coat off?

- a. The North Wind blew very hard.
- b. The North Wind blew roofs off houses.
- c. The Sun warmed him up.
- d. He was at the end of the road.

4. What lesson did the North Wind learn?

- a. You can be both gentle and powerful.
- b. Being rough is the most powerful.
- c. Playing games is fun.
- d. Blowing a man's coat off is easy.

Name _____

word cards

Cut out the cards and practice learning the words.

whoever

himself

calmly

gently

neither

giant

Tarea de ortografía

Primero, lea cada palabra de ortografía en voz alta. Luego léanlas juntos. Finalmente, pida a su niño o niña que escriba cada palabra y la diga en una oración.

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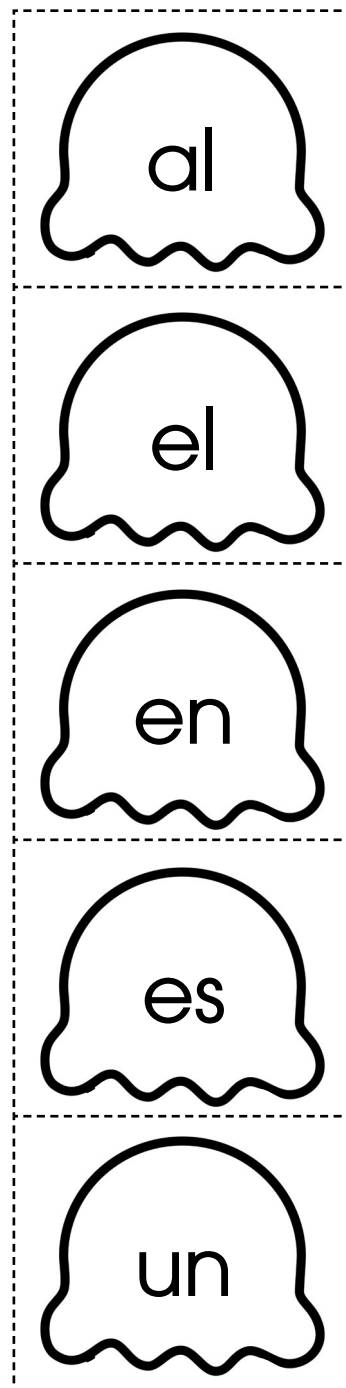
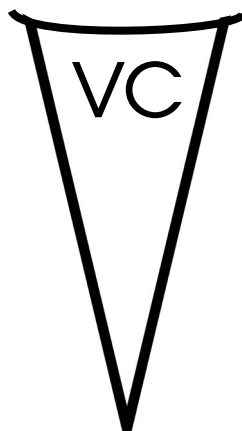
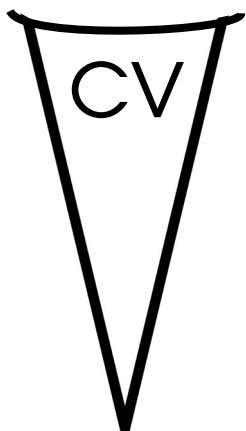
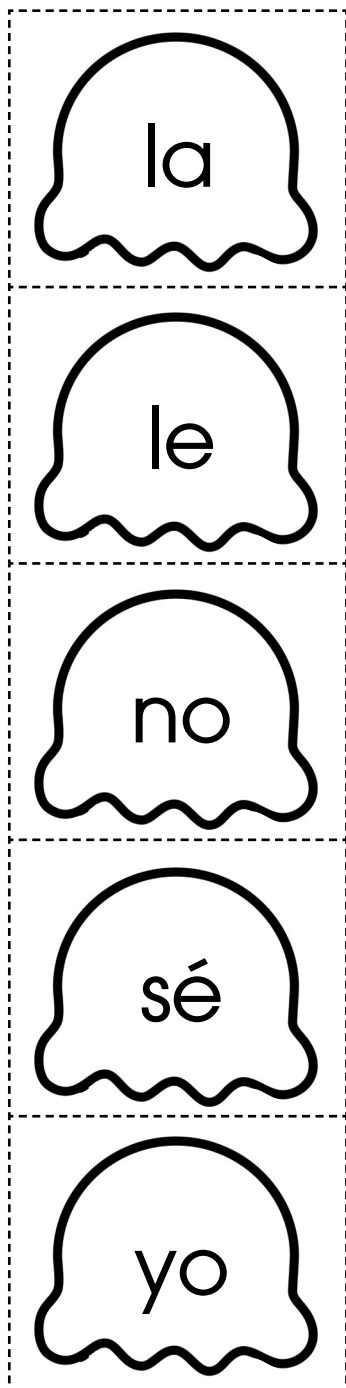
un

Elija entre estas actividades para practicar las palabras todos los días con su niño o niña.

Traza la palabra Escribe la palabra con líneas de puntos, luego traza cada letra con un color diferente.	Circula la palabra Escribe una oración por cada palabra y traza un círculo alrededor de la palabra de ortografía.	Palabras bicolores Escribe las palabras de ortografía con crayones o lápices de colores, usando un color para cada letra y otro color para cada vocal.	Fichas de letras Usa fichas de letras para decir cada letra y sonido de una palabra. Luego escribe las palabras en una hoja de papel.	Letras magnéticas Forma palabras en una bandeja de horno utilizando letras magnéticas y luego escríbelas en una hoja de papel.
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Barquillos fonéticos

Coloque las bolas de helado en los conos que corresponden de acuerdo a la posición de la vocal (V) y la consonante (C).



Él y yo

Lee el poema. Escribe una oración acerca del poema.

Él va al lago.

Yo voy al lago también.

Él bebe un batido.

Yo bebo un batido también.

Él sabe de todo un poco.

¡Y eso también lo sé yo!

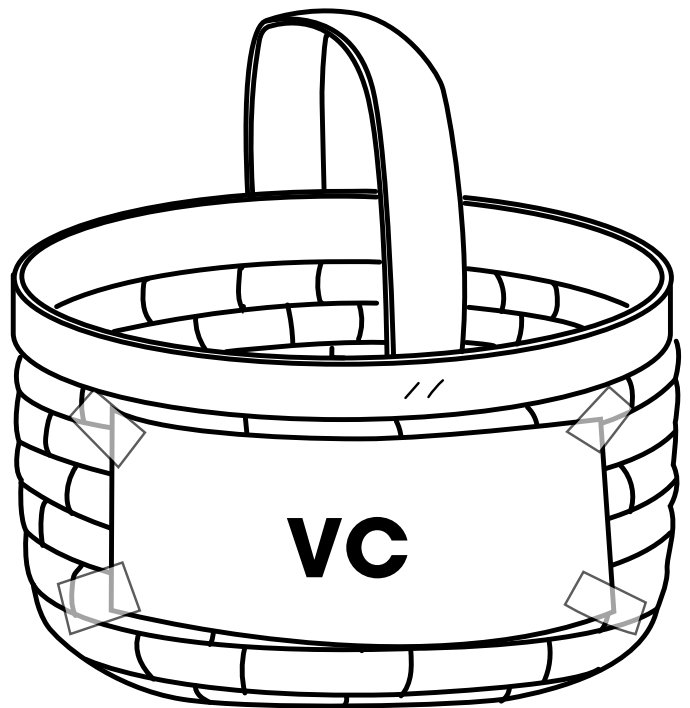
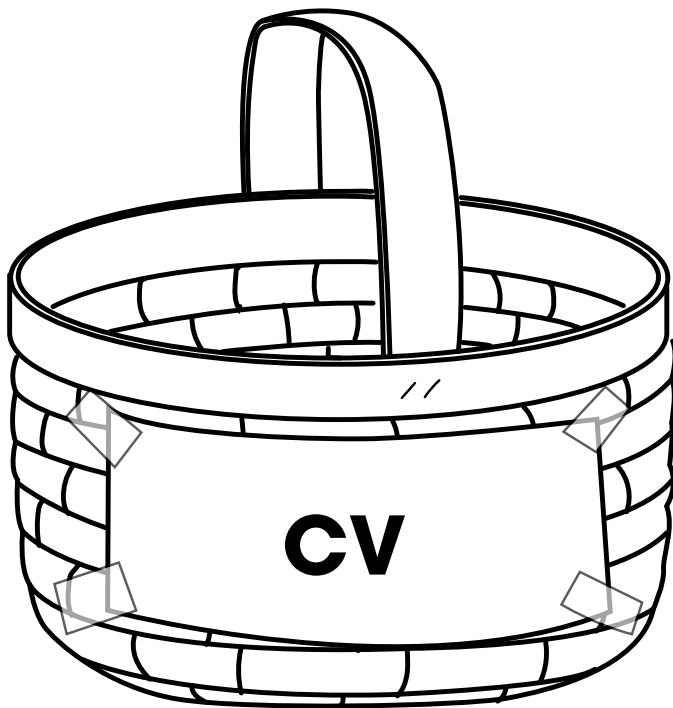
Él se sube a un pino.

¡Pero yo no!

Ordenar monosílabos

Recorta las palabras.

Coloca cada palabra en la cesta correspondiente.



al	de	en	ir
la	mi	no	sé
un			

Yo no fui

Lee el cuento. Luego haz un dibujo sobre una de las escenas del cuento.

Mi gato araña al perro de Lola.

—Yo no fui —dice mi gato.

Mi gato se mete en la cocina.

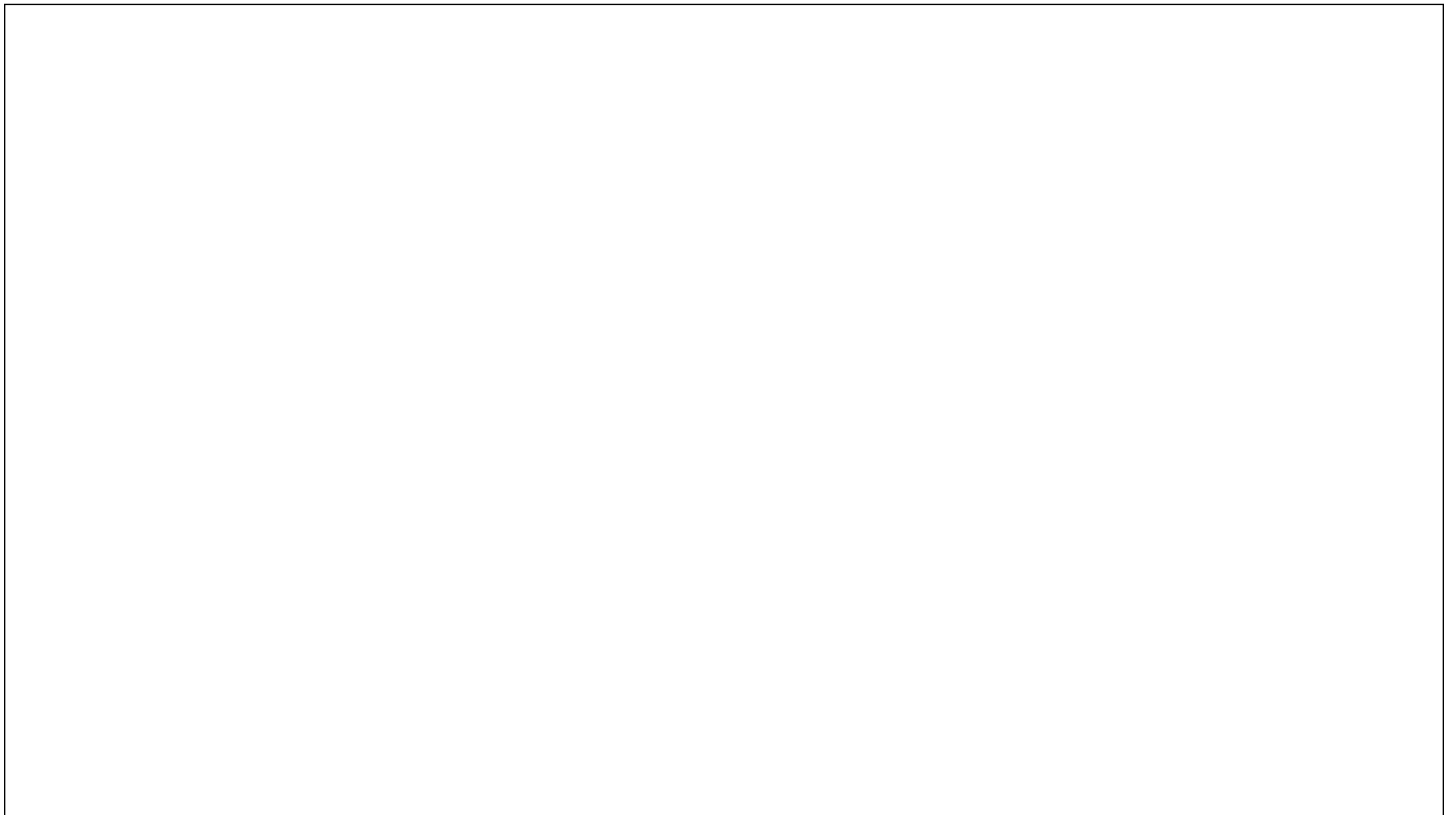
—Yo no fui —dice mi gato.

Después mi gato se sube al tejado.

—Yo no fui —dice mi gato.

Lo regaño por un rato.

—¡Fui yo! —dice mi gato.



Yo

Lee el cuento. Luego escribe una oración acerca de lo que crees que ocurre después.

Recibo una llamada.

—¡Hola! Soy yo —me dice.

—¿Tú? —le digo.

—¡No, yo! —me dice.

—Oh —le digo—, es mi amiga Lola.

—¡No, no soy Lola. ¡Soy yo!

—Ah, después te llamo —le digo.

Pero... ¿llamo a Lola?

This image shows a full page of handwriting practice paper. It features four identical sets of horizontal guidelines spaced evenly down the page. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

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