

Grade 1 May Learning Package

Bonjour Families,

Here is the May learning package that I am sending home! This is to continue to support your child with his/her learning. Please continue to use these supports for learning, both this package and the Seesaw app (if you have access to Seesaw). If possible, I would appreciate it if you would please take a picture of your child's work once completed and post it to the Seesaw app. This will allow me to assess your child's progress.

When writing, please encourage your child to write as much as possible. Students are expected to write a variety of sentences and expand their thinking on a given subject (more than 2 sentences). Students are encouraged to write as much independently, sounding out any unknown words. This is a great assessment to see what spelling rules, sounds etc your child knows. Families are there for support and to praise your child's efforts (some help is ok though).

Please feel free to complete the work at your own pace and do what is reasonable for your family. If you have any questions or need support with this package, please feel free to contact me through email.

You do not need to send in all your assignments. At the end of the week, pick your 2 favorite piece or best work for each subject and send it in. This means you only need to send in 6 pieces of work.

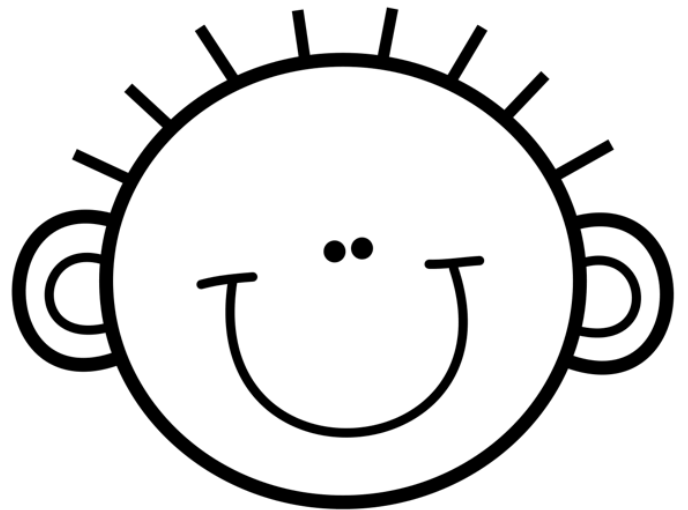
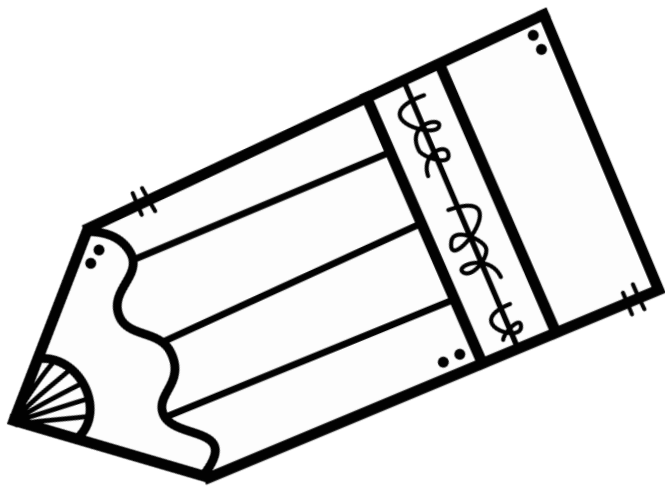
Please read your writing both in English and in French, using the microphone. For the Math, you can record your explanation of how you did the activity you chose.

I will be adding a French piece each day so you can hear and practice speaking French.

Stay safe,

Mme

English



Name _____ Date _____

Roll and Read II

Fry Sight Word Phrases

Directions: Roll the dice, read and check off the phrase in the column.

- | | | |
|---|--|--|
| <input type="checkbox"/> He has it. | <input type="checkbox"/> Now is the time | <input type="checkbox"/> Over the river |
| <input type="checkbox"/> What are these? | <input type="checkbox"/> An angry cat | <input type="checkbox"/> My new place |
| <input type="checkbox"/> If we were older | <input type="checkbox"/> May I go first? | <input type="checkbox"/> Another great sound |
| <input type="checkbox"/> There was an old man | <input type="checkbox"/> Write your name | <input type="checkbox"/> Take a little |
| <input type="checkbox"/> It's no use | <input type="checkbox"/> This is my cat. | <input type="checkbox"/> Give it back. |
| <input type="checkbox"/> It may fall down. | <input type="checkbox"/> That dog is big. | <input type="checkbox"/> Only a little |
| <input type="checkbox"/> With his mom | <input type="checkbox"/> Get on the bus. | <input type="checkbox"/> Its only me. |
| <input type="checkbox"/> At your house | <input type="checkbox"/> Two of us | <input type="checkbox"/> I know why. |
| <input type="checkbox"/> From my room | <input type="checkbox"/> Did you see it? | <input type="checkbox"/> Three years later |
| <input type="checkbox"/> It's been a long time. | <input type="checkbox"/> The first word | <input type="checkbox"/> Live and play |
| <input type="checkbox"/> Will you be good? | <input type="checkbox"/> See the water | <input type="checkbox"/> A good man |
| <input type="checkbox"/> Give them to me. | <input type="checkbox"/> As big as the first | <input type="checkbox"/> After the game |
| <input type="checkbox"/> Then we will go. | <input type="checkbox"/> But not for me | <input type="checkbox"/> Most of the animals |



or



or



or



Name _____ Date _____

Roll and Read III

Fry Sight Word Phrases

Directions: Roll the dice, read and check off the phrase in the column.

Our best things

Just the same

My last name

That's very good

Think before you act

Mother says to now

Where are you?

I need help.

I work too much.

Any old time

Through the line

Right now

Mother means it.

Same time tomorrow

Tell the truth

A little boy

The following day

We came home

We want to go

Show us around

Form two lines

A small house also

Another old picture

Write one sentence

Set it up

Put it there.

Where does it end?

I don't feel well.

My home is large.

It turned out well.

Read the sentence.

This must be it.

Hand it over.

Such a big house.

The men asked for help.

A different land

They went here.

Get to the point.

Because we should.



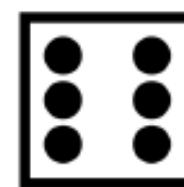
or



or



or



Name _____ Date _____

Spring Kids Reading Clues

Directions: Read the clues at the bottom of the page.
Cut and paste them under the correct spring kids.



--	--	--	--	--

© Annie Moffatt © The Moffatt Girls 2014

I am ready for the rain. My hat will keep my head dry and my raincoat will also help. I am not a boy.

I like the rain. I am ready for the rain. I will not get wet, but I do not have a hat.

I do not like the rain. I will not go outside. I do not have an umbrella or a raincoat. I am not a girl.

I love spring. I am ready for the rain. My hat is very special, unlike any other. I am not a boy.

Let it rain. I like the rain. I like to play in the rain. I have a hat and a raincoat. I think I will jump in the puddles.

Name _____ Date _____

Rainy Day Letters



Directions: Cut out the letters at the bottom of the page.
Use the letter tiles to make new words. Write your new words according to the number of letters in each word.

2 Letters

3 Letters

4 Letters

5 Letters

r a i n c o a t s

Name _____ Date _____

Spring Into Rhymes!

Directions: Write four words that rhyme with the word in the boxes.

car

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

frog

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

bump

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

wink

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

race

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

ten

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

book

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

ball

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

tug

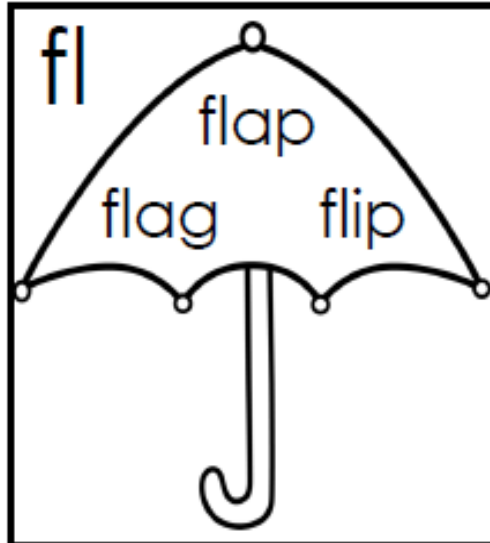
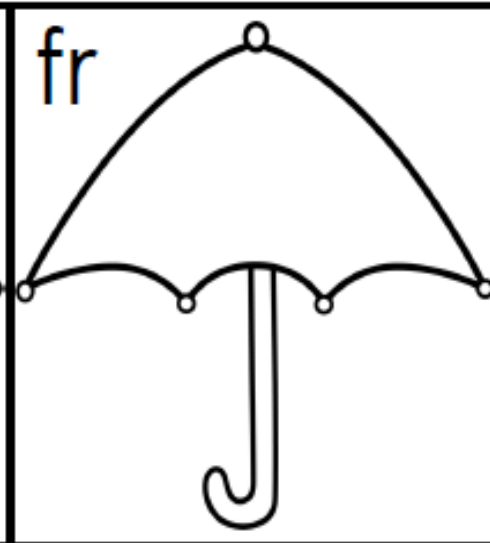
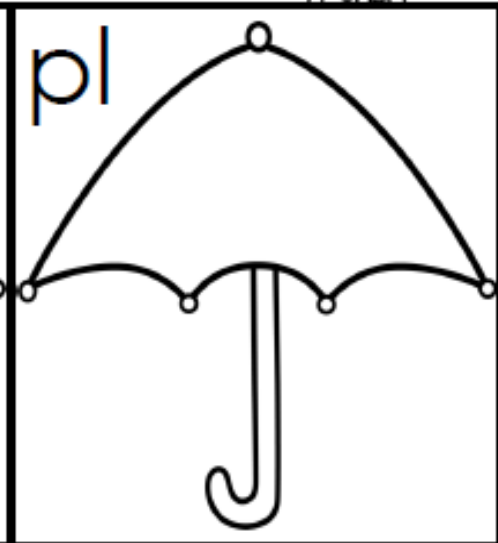
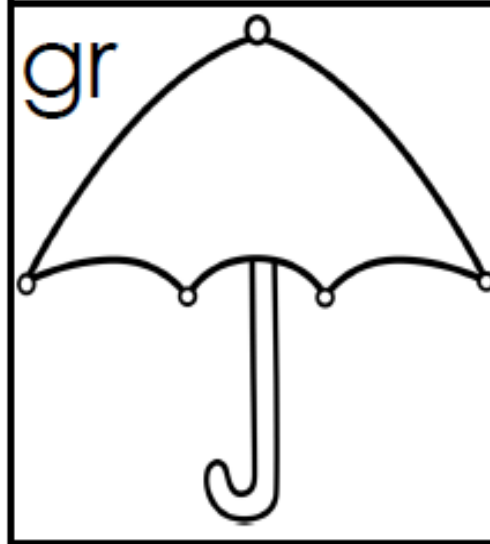
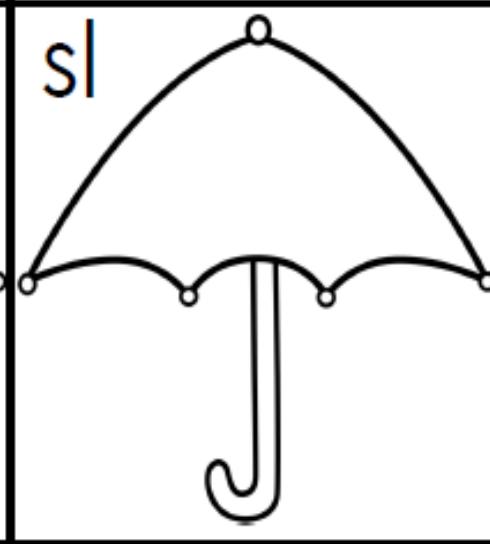
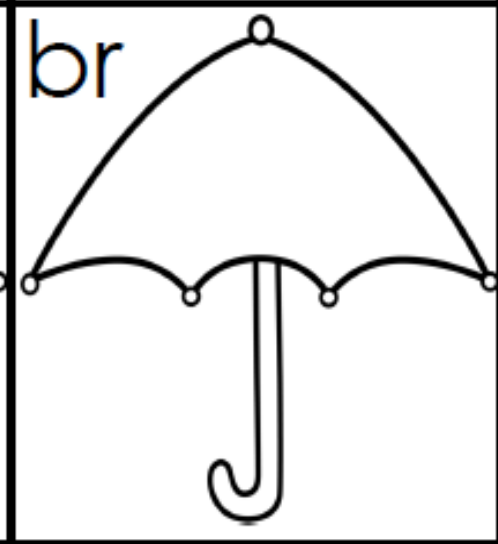
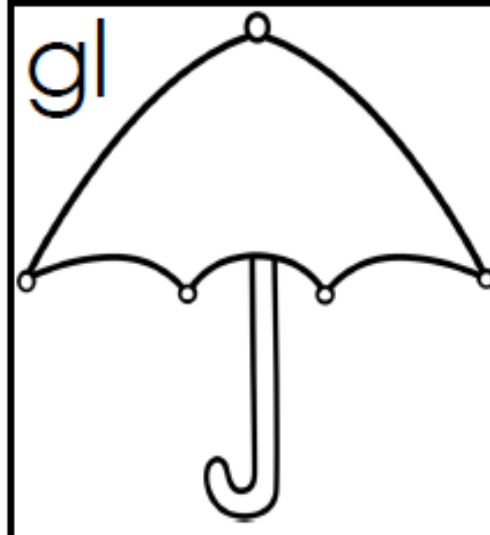
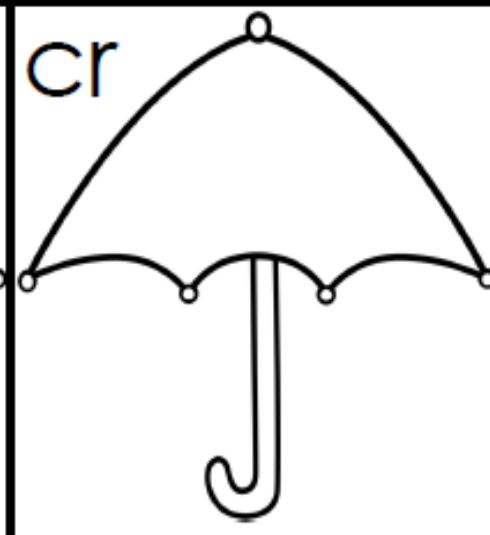
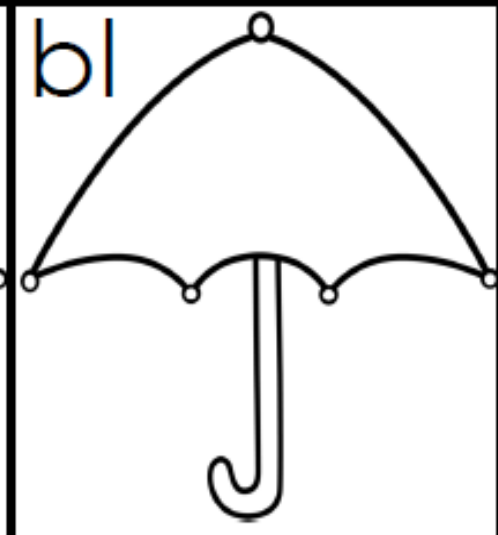
1. _____
2. _____
3. _____
4. _____

Name _____ Date _____

Rainy Day Blends!



Directions: Look at the blend in each box. Write 3 words on the umbrella that begin with that blend. The first one has been done for you.

<p>fl</p> <p>flap</p> <p>flag flip</p> 	<p>fr</p> 	<p>pl</p> 
<p>gr</p> 	<p>sl</p> 	<p>br</p> 
<p>gl</p> 	<p>cr</p> 	<p>bl</p> 

Name _____ Date _____

Spring Sentences!

Directions: Choose a word and/or phrase from each column.

Write 5 complete sentences using each word and phrase only once.

Who	Did What	Where
The turtle My friend The teacher I My dad	skipped jumped ate ran laughed	in the rain. under an umbrella. by a butterfly. on a log. near a frog.



1.

2.

3.

4.

Name _____ Date _____

Spring...



Directions: Fill in the facts about spring. Use your facts to write about spring.





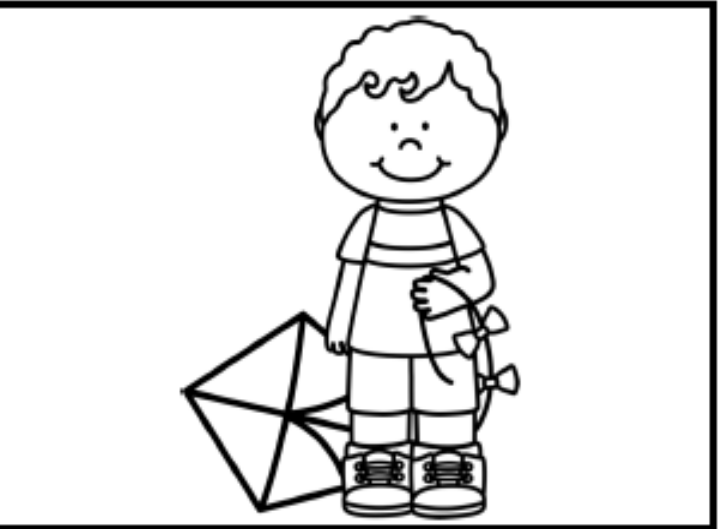


Name _____ Date _____

Spring Sentences II

Directions: Write a fantastic sentence or two about each picture. Color the picture.



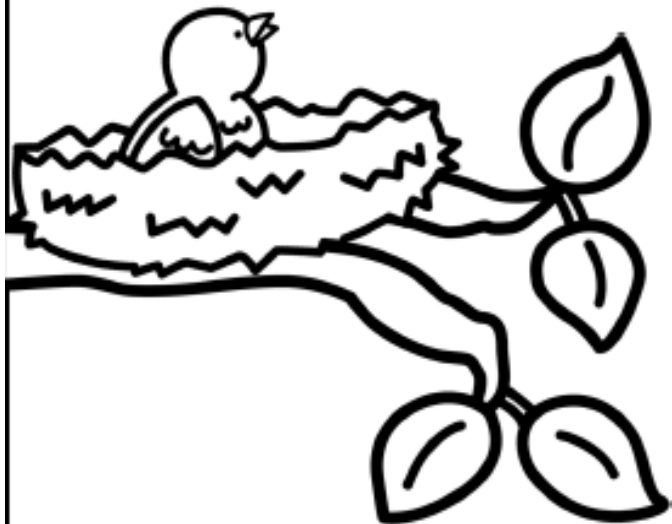




Name _____ Date _____

All About Spring

Directions: Use some of the words in the word bank to help you write about Spring.



Word Bank

Spring	sunshine	chick
birds	grow	sunshine
flowers	butterfly	showers
garden	grass	umbrella
rain	bunny	windy

OPINION

Write down all of your thoughts on this topic in the box.

Name

Large empty box for writing thoughts on the topic.

Date

Track your progress

- Brainstorm
- Organize
- First Draft
- Edit and Revise
- Final Draft

Tell what you think about the topic



Put a star ☆ next to ideas you think you will use.

OPINION

Paragraph Title: _____



Use your brainstorming ideas to organize your thoughts.

Topic Sentence:

Tell what you think.
(state an opinion)

Reason:

Tell why.
(Give a reason that supports your opinion.)

Restate your opinion using different words.

Closing Sentence:

Name _____

Date _____



Date

Name

OPINION

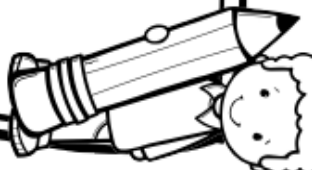
Write down all of your thoughts on this topic in the box.

Tell what you think about the topic

Track your progress

- Brainstorm
- Organize
- First Draft
- Edit and Revise
- Final Draft

Put a star ☆ next to ideas you think you will use.



OPINION

Use your brainstorming ideas to organize your thoughts.

Tell what you think.
(state an opinion)

Tell why.
(Give a reason that supports your opinion.)

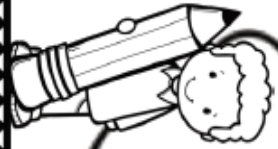
Restate your opinion using different words.

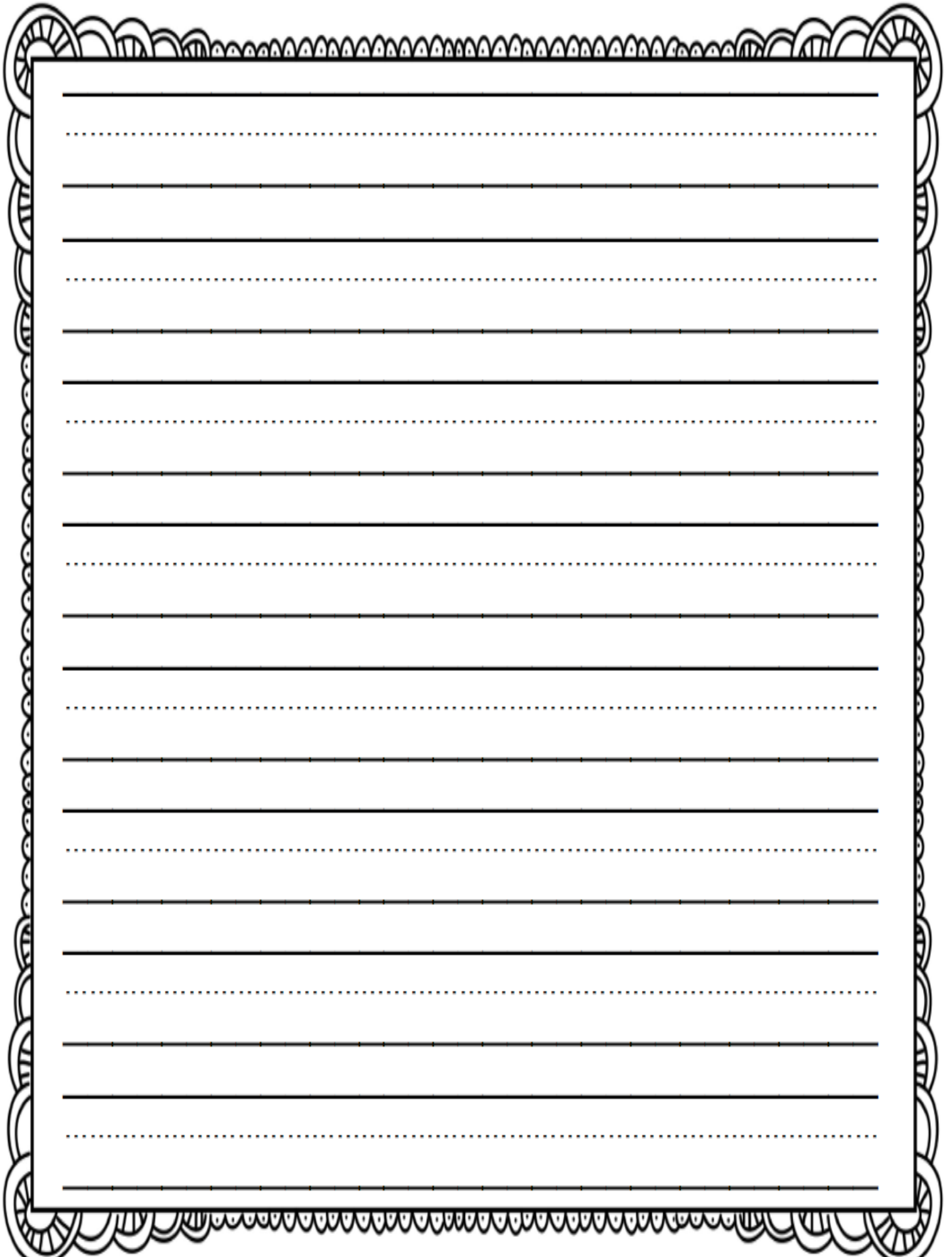
Paragraph Title: _____

Topic Sentence: _____

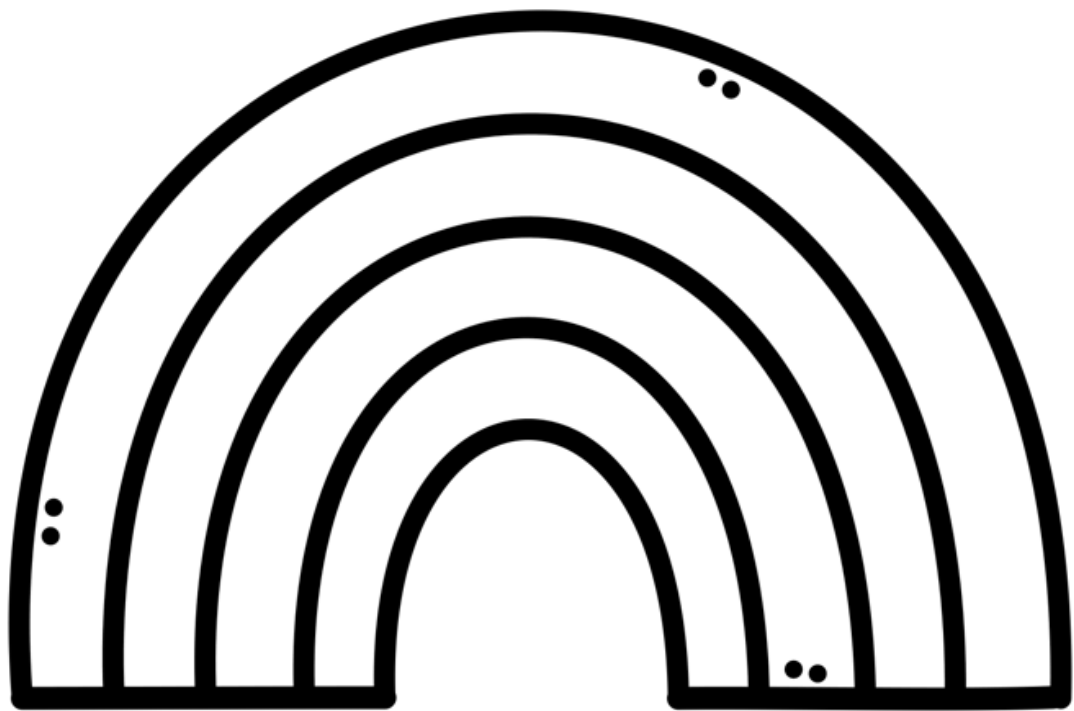
Reason: _____

Closing Sentence: _____





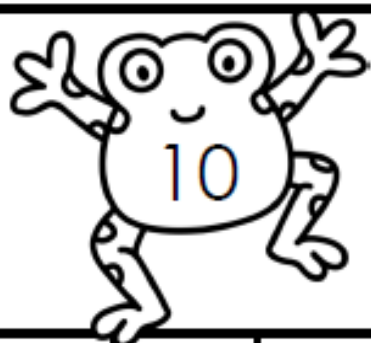
Math



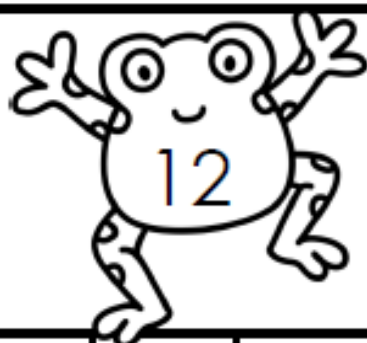
Name _____ Date _____

Jump into Math

Directions: Look at the number on each frog.
Find and circle 2 numbers that equal that number.



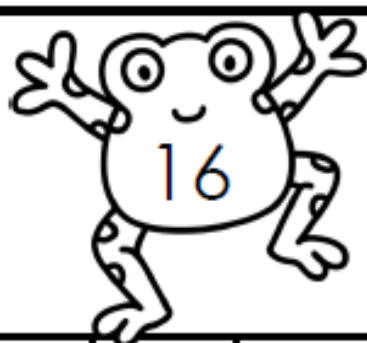
5	5	7	1	0
2	4	3	4	6
8	5	9	1	3



8	4	7	1	10
6	6	5	8	2
0	5	9	3	5



9	5	1	8	10
2	3	11	5	4
7	7	5	6	8



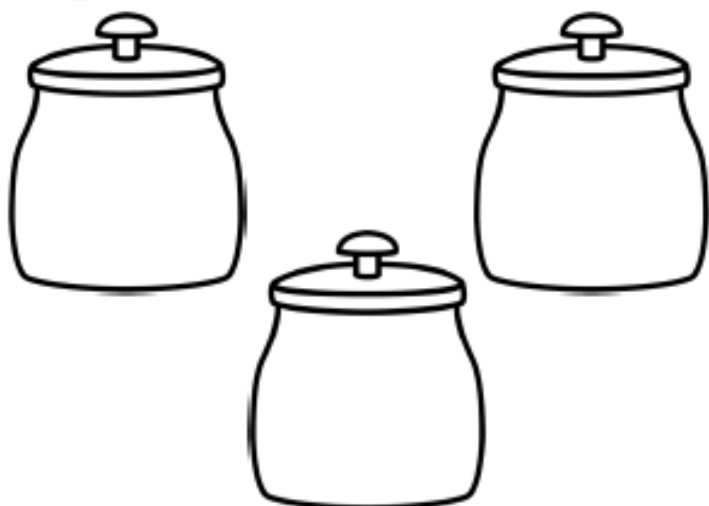
11	5	0	16	9
3	5	10	6	7
8	8	5	0	1

Name _____ Date _____

Multiples of Five

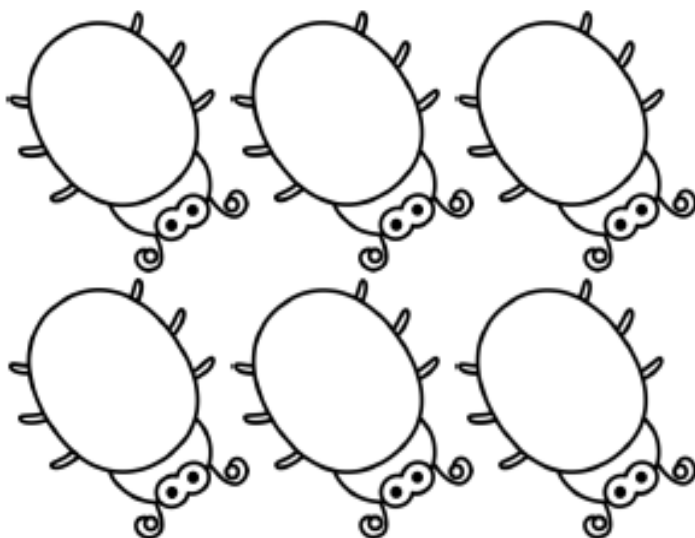
Direction: Read the question in each box.
Add your drawings to complete the picture. Answer the questions.

1. Jake had 3 jars. He collected 5 bugs in each jar. How many bugs does he have in all?



_____ bugs in all

2. Ann collected 6 bugs. Each bug has 5 red spots. How many spots do the bugs have in all?



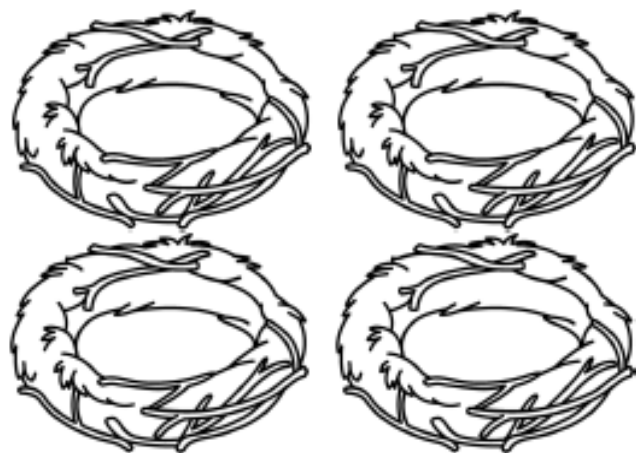
_____ spots in all

3. Tim had 5 flower pots. He planted 5 flowers in each pot. How many flowers does he have in all?



_____ flowers in all

4. Jane saw 4 nests. She counted 5 eggs in each nest. How many eggs did Jane see in all?

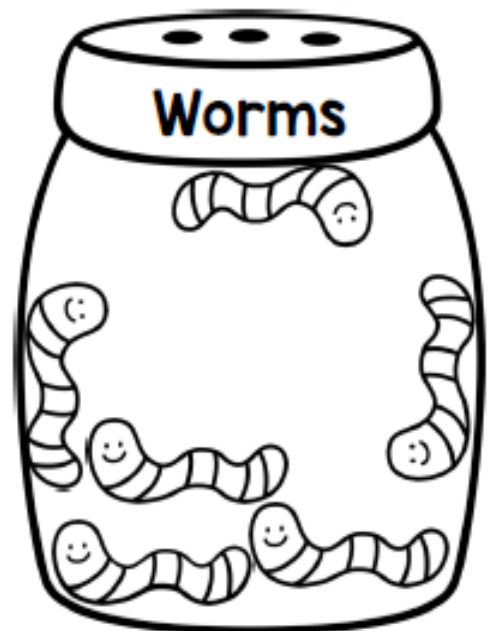
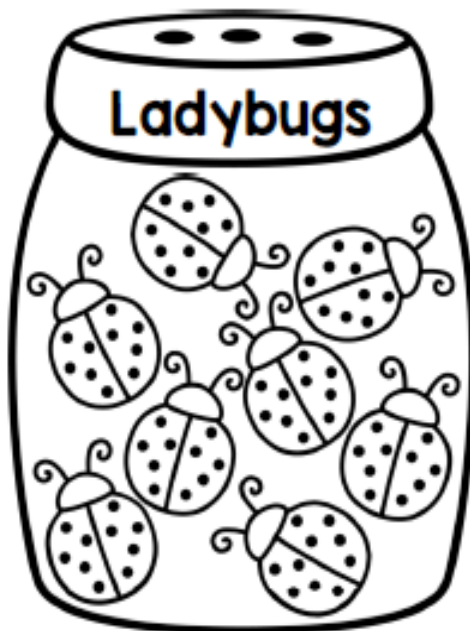
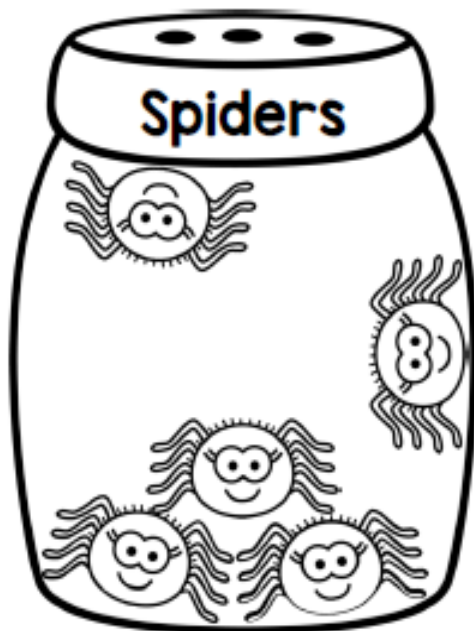


_____ eggs in all

Name _____ Date _____

Collecting Bug Data!

Direction: The students were doing a science project about bugs. They collected three types of bugs. Answer the questions.




1. How many different types of bugs did the students catch? _____
2. How many spiders did the students catch? _____
3. How many ladybugs did the students catch? _____
4. How many worms did the students catch? _____
5. How many bugs did the students catch all together? _____
6. Which jar has the most bugs? _____
7. Which jar has the fewest bugs? _____
8. Which bug would you have caught? _____

Name _____ Date _____


Buggy for Math

Direction: Apply the rule at the top of each jar to the numbers on the left. Write the answers on the right. The first one has been done for you.




-5

12	7
7	
19	
10	
16	




+7

7	
12	
5	
10	
9	



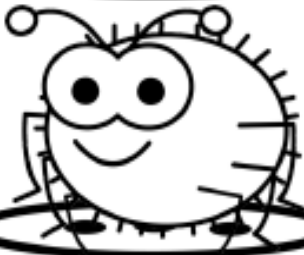
-4

15	
10	
5	
9	
14	



+9

9	
5	
10	
3	
8	



-3

18	
9	
17	
20	
15	

Name _____ Date _____

10 Less and 10 More



Direction: Look at the number at the top of each cloud. Write 10 less on the left and 10 more on the right. The first one has been done for you.

65	72	56	33
55 75			
90	12	43	50
87	39	61	92
77	48	26	52
69	89	75	30

Name _____ Date _____

Spring into Math!

Directions: Solve the math problems. Color the lily pads that equal the sum on the frog.



$9+1=$	$5+5=$	$7+4=$	$6+4=$	$3+7=$	$6+6=$
--------	--------	--------	--------	--------	--------



$8+3=$	$6+6=$	$9+3=$	$10+2=$	$7+5=$	$4+7=$
--------	--------	--------	---------	--------	--------



$7+7=$	$10+4=$	$8+6=$	$9+1=$	$3+8=$	$9+8=$
--------	---------	--------	--------	--------	--------



$6+9=$	$8+8=$	$10+8=$	$9+9=$	$5+11=$	$14+2=$
--------	--------	---------	--------	---------	---------



$9+9=$	$10+8=$	$13+5=$	$8+9=$	$6+13=$	$14+4=$
--------	---------	---------	--------	---------	---------



$10+10=$	$11+9=$	$15+5=$	$19+1=$	$6+12=$	$15+3=$
----------	---------	---------	---------	---------	---------

Name _____

Date _____



Number Circles



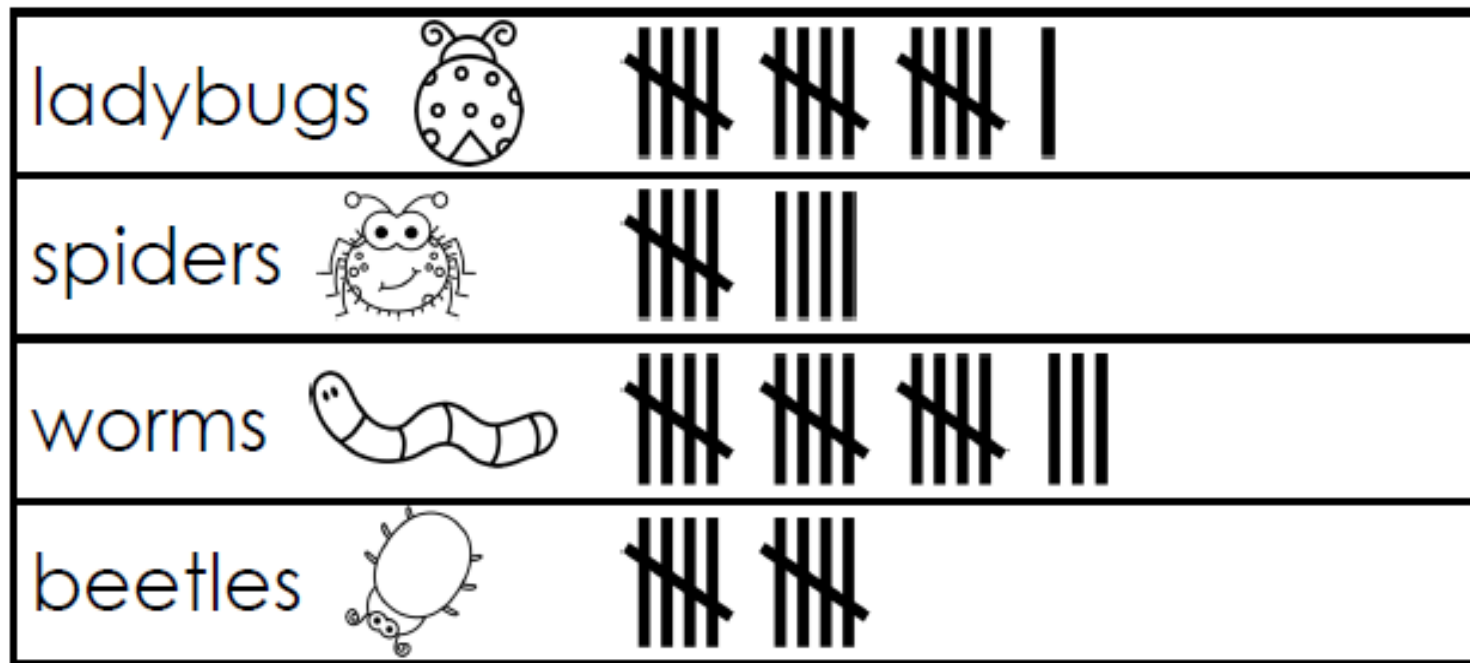
Direction: Look at number in the middle of each circle.
Find the 2 numbers that equal that number when added together and color them.

<p>9 6 12 6 2</p>	<p>7 8 15 8 3</p>	<p>6 5 11 4 9</p>	<p>9 7 18 8 9</p>
<p>6 10 14 4 2</p>	<p>9 6 19 7 10</p>	<p>7 3 9 9 6</p>	<p>8 6 13 5 7</p>
<p>6 8 16 8 9</p>	<p>9 6 20 14 10</p>	<p>5 5 10 8 3</p>	<p>7 11 19 8 9</p>
<p>12 3 15 7 6</p>	<p>7 9 13 4 5</p>	<p>5 9 16 5 11</p>	<p>8 6 11 6 3</p>

Name _____ Date _____

Data Collection

Direction: Mrs. Smith's class collected bugs to examine for a science project.
Look at the chart and count the tally marks.



Answer the questions.

1. Which bugs are listed on the chart?

2. Which bug was collected the most?

3. Which bug was collected the least?

4. How many ladybugs and worms were collected altogether?

5. How many more worms were collected than spiders?

Name _____

Date _____

Buggy for Facts

Directions: Solve the problems.
Cut and paste them in the correct columns.



True

False



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$2 + 7 = 6 + 3$

$2 + 5 = 8 + 0$

$9 + 1 = 7 + 2$

$5 + 2 = 3 + 4$

$4 + 5 = 5 + 3$

$4 + 4 = 3 + 4$

$6 + 4 = 5 + 5$

$10 + 5 = 8 + 6$

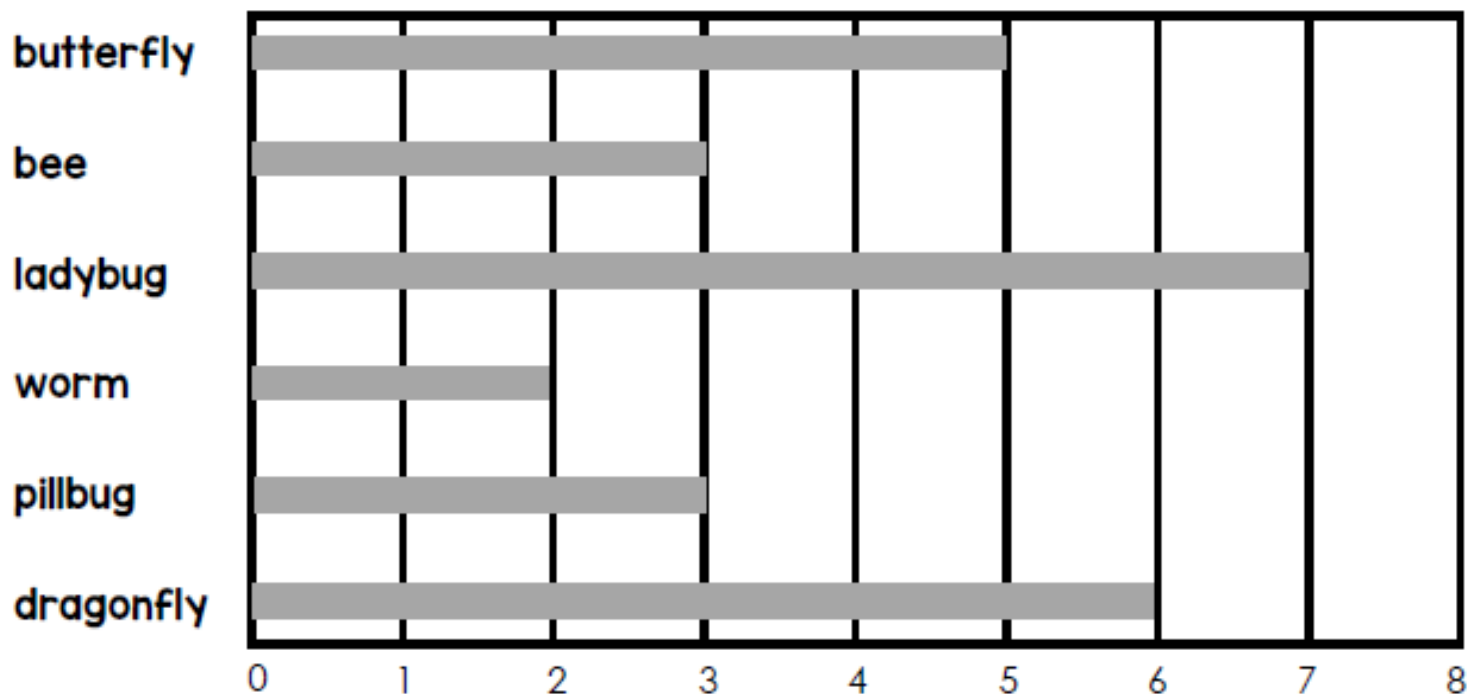
$3 + 3 = 6 + 2$

$2 + 4 = 3 + 3$

Name _____ Date _____

Bar Graphing Insects

Direction: Mr. John's class voted for their favorite insect.
Use the bar graph to help you answer the questions.



Answer the questions.

1. Which insect did the class like best?

2. Which insect was the least favorite?

3. How many children liked pillbugs and butterflies?

4. How many more children liked ladybugs than worms?

5. How many children are in Mr. John's class?

Name _____ Date _____

Word Problems for Spring



Direction: Solve the word problems. Show your work.

19 butterflies were sitting on a branch. 7 butterflies flew away. How many are left?
Show your work:

answer _____

A flower pot can hold 6 flowers. How many flowers can 3 flower pots hold?
Show your work:

answer _____

There were 16 worms on the ground. A hungry bird ate some. There were 8 worms left. How many worms did the bird eat?
Show your work:

answer _____

A rose had 20 petals. The hungry caterpillar ate 6 petals. How many petals are left?
Show your work:

answer _____

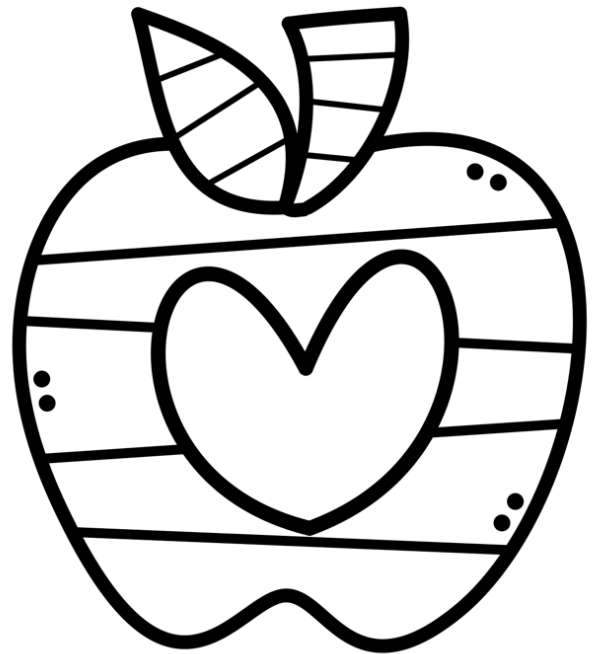
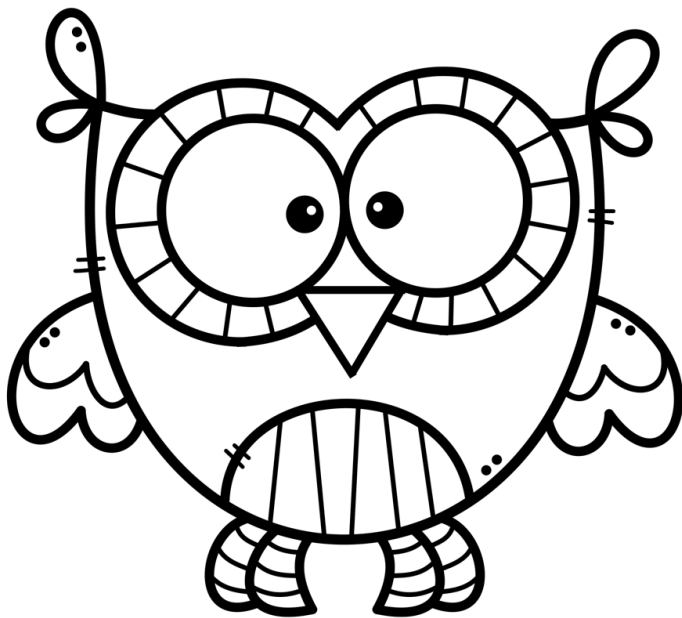
9 frogs were sitting on a log. Some more frogs joined them. Then there were 16 frogs. How many frogs joined?
Show your work:

answer _____

There were 6 jars of tadpoles. Each jar had 3 tadpoles. How many tadpoles in all?
Show your work:

answer _____

français



Mon lexique - Le printemps



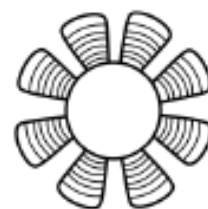
un papillon



un cerf-volant



la pluie



le soleil



un oiseau



une feuille



une chenille



une fleur



une bicyclette



un arc-en-ciel



un poussin



une grenouille



un arrosoir



un escargot



une abeille



une coccinelle



une libellule



une sauterelle



une goutte d'eau



un écureuil

Mon lexique - Le printemps



un arbre



un ver de terre



un lapin



un œuf décoré



des bottes



un œuf



un parapluie



un nuage



un nid



une plante



un canard



une graine



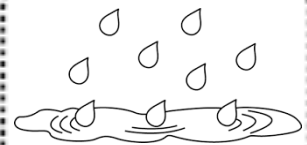
des fruits



des légumes



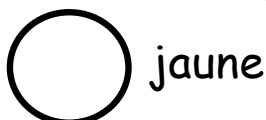
un imperméable



une flaque d'eau



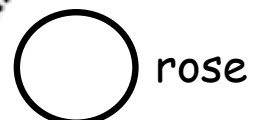
rouge



jaune



bleu



rose



orange



vert



violet



multicolore

Nom _____ Date _____

Les phrases de printemps

Write 2 French sentences using these words AND the spring word vocabulary sheet.

il y a

aime

je

est

voici

un

suis

porte

il

j'aime

et



1. _____

2. _____

Nom: _____

Au printemps. . .

Je vois



Je sens



Je goûte



J'entends



Je touche



Use the vocabulary sheet to write in the missing letters. Draw a picture of the word.

un p__p__ll__n	le s__l__l__l	un __sc__rg__t
une ch__n__ll__	un p__r__pl__	un n__g__
la pl__	une l__b__ll__l__	une fl__r

Prénom: _____

Lis et colorie



Colorie le papillon en bleu et violet.



Dessine un enfant sur la bicyclette. Dessine un papillon près de l'enfant.



Colorie le centre de la fleur en jaune.
Colorie la fleur en rose.



Colorie les ailes en bleu.
Colorie l'oiseau en jaune.



Colorie chaque boucle en rouge. Colorie le cerf-volant en vert et bleu.



Colorie le pot de fleurs en violet et jaune.
Colorie les fleurs en rose, rouge et jaune.

Prénom: _____

Lis dessine

Dessine

3 papillons	4 nuages	2 enfants
bicyclette	arbre	5 oiseaux

Nom: _____

A	S	A	B	E	I	L	L	E	G
D	F	P	C	F	G	I	T	Y	F
L	I	E	L	O	S	B	R	U	D
G	H	O	V	D	H	E	E	I	S
C	E	R	F	V	O	L	A	N	T
J	E	I	L	S	I	L	W	O	A
K	G	U	E	A	S	U	L	P	M
L	A	Y	U	M	E	L	K	C	N
W	U	R	R	N	A	E	J	V	B
E	N	T	B	E	U	Q	D	I	N



cerf-volant



libellule



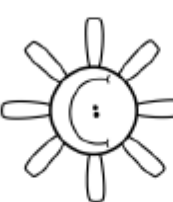
abeille



fleur



oiseau



soleil



nid



nuage

