

Dear First Grade EL Families,

Our school is following guidelines provided by the State of Ohio, the Ohio Department of Education, and the Governor as it relates to exercising caution in regards to the COVID-19.

You will find several activities attached to the letter that can be used for student practice. Our goal is to maintain student skills that have already been taught this school year. With this practice, students will be able to return to school and pick-up where they left off. Please bring this packet when we return to school.

The following activities that are included in this packet for week 7

- Read Mouse is Cold and answer the questions
- High Frequency Words 6.1
- Phonics- oo worksheet

The following activities that are included in this packet for week 8

- Read Morning Helpers and answer the questions
- High Frequency Words 6.2
- Phonics- aw worksheet

The following activities that are included in this packet for week 9

- Read A Rainy Day and answer the questions
- High Frequency Words 6.3
- Phonics- wr and kn worksheet

If you have any questions please feel free to email me at myersb@mail.orrville.k12.oh.us

Thank you,
Mrs. Holmes

Estimadas familias EL de primer grado,

Nuestra escuela sigue las pautas proporcionadas por el Estado de Ohio, el Departamento de Educación de Ohio y el Gobernador en relación con el ejercicio de la precaución con respecto al COVID-19.

Encontrará varias actividades adjuntas a la carta que pueden usarse para la práctica de los estudiantes. Nuestro objetivo es mantener las habilidades de los estudiantes que ya se han enseñado este año escolar. Con esta práctica, los estudiantes podrán regresar a la escuela y continuar donde lo dejaron. Por favor traiga este paquete cuando regresemos a la escuela.

Las siguientes actividades que se incluyen en este paquete para la semana 7

- Read Mouse is Cold y responde las preguntas
- Palabras de alta frecuencia 6.1
- Hoja de trabajo Fonética- oo

Las siguientes actividades que se incluyen en este paquete para la semana 8

- Lea Morning Helpers y responda las preguntas.
- Palabras de alta frecuencia 6.2
- Hoja de trabajo de fonética-aw

Las siguientes actividades que se incluyen en este paquete para la semana 9

- Lea A Rainy Day y responda las preguntas.
- Palabras de alta frecuencia 6.3
- Hoja de trabajo Phonics- wr y kn

Si tiene alguna pregunta, no dude en enviarme un correo electrónico a myersb@mail.orrville.k12.oh.us.

Gracias,
Señora Holmes



Essential Question

How can we work together to make our lives better?

Mouse Is Cold

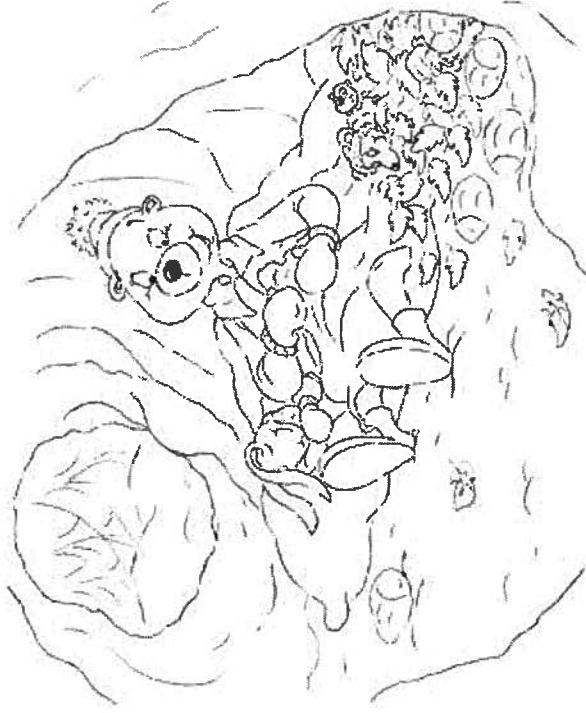
Fantasy



It is fall and the forest is getting cold. Animals are busy getting ready for winter.



Mouse is not busy. He does not know how to get ready.



The animals bring Mouse to Bear's cave and give him food. Now, Mouse is warm!



Soon it starts to snow. Mouse is very cold. He needs help.

**Read "Mouse Is Cold" with a partner.
Discuss the questions below.**

- 1. What are the animals doing?**

- 2. Why isn't Mouse busy?**

Write about it. How do the animals help Mouse?

The animals work together to



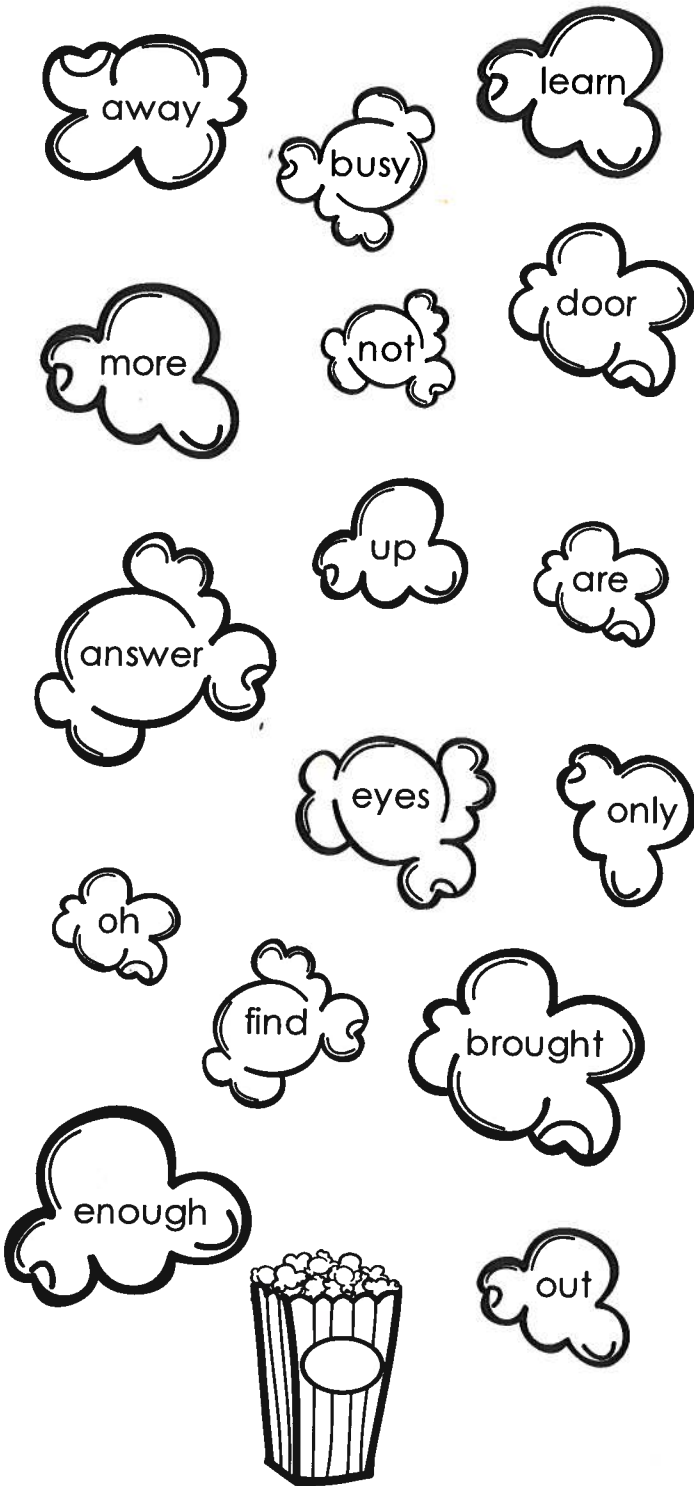
Respond to the Text Guide children to retell the story, and to talk about why Mouse needs help. Help partners read and answer the questions. Then have children write about how Mouse's friends work together to help him. Ask partners to share their writing.

6.1 Sight Word Review

Name: _____ Date: _____

answer brought busy door enough eyes

Butter each popcorn piece that has a sight word using a yellow crayon or marker.



Circle or highlight each sight word.

g p t j h b q d q
 a n s w e r u o h
 j f r t n o x o p
 i t e p o u w r z
 y u y w u g j h s
 b j e n g h m l j
 b u s y h t j t o

Write each sight word on the line.

Mark the sight word that completes the sentence.

My _____ are brown.

- (A) answer
- (B) busy
- (C) eyes

Name: _____







Let's Read: oo Words

"oo" says /ew/, like in:
food




I Can Identify


→ Say each picture. Write the word.

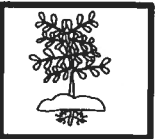
	
_____	_____
	
_____	_____

I Can Match

→ Match each sentence to its picture.

Jess went to the store to buy food. 


The roots of the tree are strong. 

I have to help Dad find his other boot. 

I Can Read and Circle

→ Read 3 times. Circle the "oo" words, as in boot.

Joon is leaving for her trip to the zoo at noon! Joon hopes she gets to see the giraffes eat their food. She also hopes to see the elephants splash in the huge pool. Joon knows it is going to be a cool trip to the zoo!

Color a star after each time you read the story. 

I Can Write a Story

→ Write a short story using some of the words listed below.

food	_____
boot	_____
room	_____
root	_____
boom	_____

Essential Question

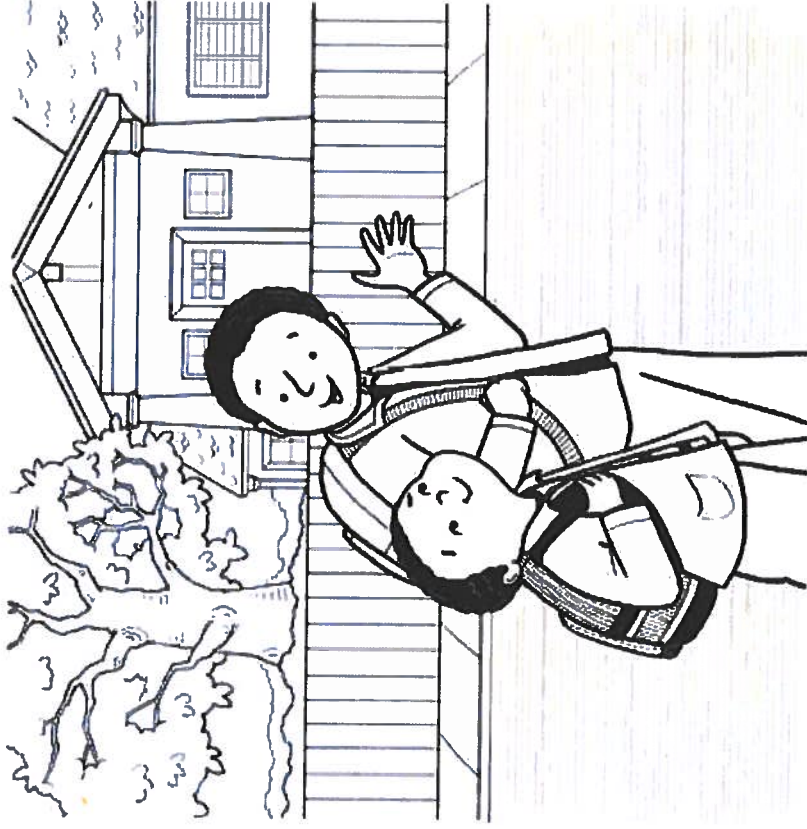
Who helps you?

Morning Helpers

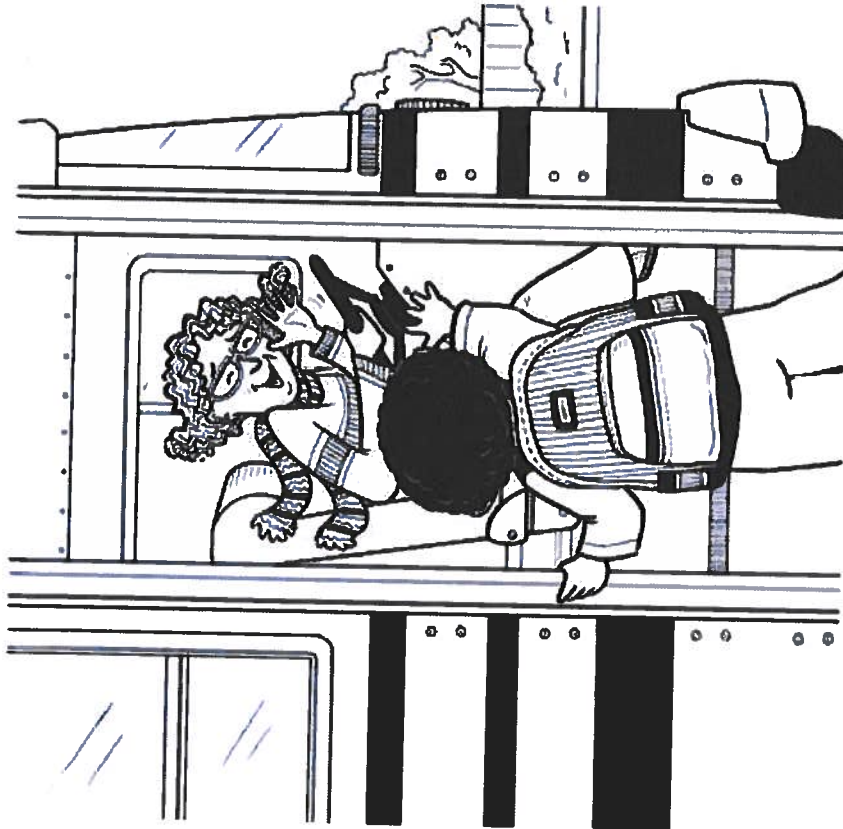
Nonfiction



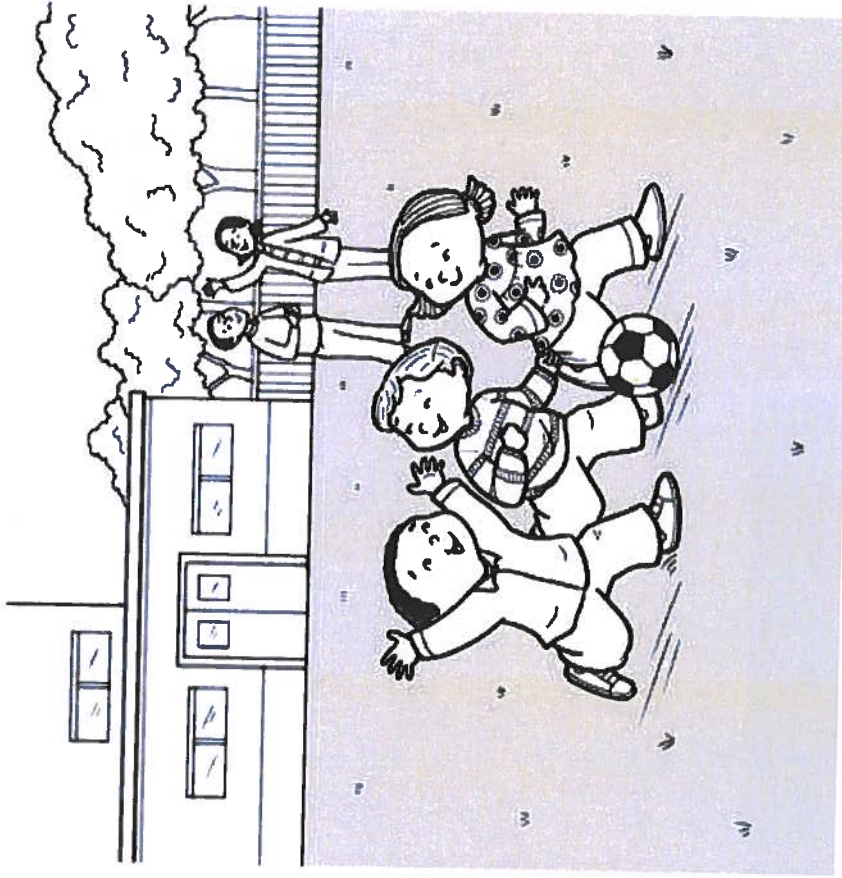
Kids need help in the morning. Who helps? Mothers and fathers can wake you up, and make you breakfast.



Brothers and sisters can help. Big brothers or sisters can walk with you to the bus stop. You can wait for the school bus together.



Bus drivers help. They make sure you get to school on time.



Teachers help. They make sure you're safe when you play!

**Read "Morning Helpers" with a partner.
Discuss the questions below.**

- 1. In the story, who helps kids at home?**
- 2. How does the boy in the story get to school?**

Write about it. Who helps kids in the morning?

Kids are helped by



Respond to the Text Guide children to retell the story and talk about the morning routine. Help partners read and answer the questions. Then have children write about the people who help kids. Have partners share their writing and ideas.

6.2 Sight Word Review

Name: _____ Date: _____

brother father friend love mother picture

Butter each popcorn piece that has a sight word using a yellow crayon or marker.

father out now
 come go picture
 friend can love
 blue who
 is like mother
 brother see

Circle or highlight each sight word.

f a t h e r i a m
 r y r x d g u h o
 i p f l o v e l t
 e d j y z t s p h
 n y p i c t u r e
 d s n o u y c r r
 b r o t h e r w z

Write each sight word on the line.

Mark the sight word that completes the sentence.

I _____ my family.

- Ⓐ brother
- Ⓑ friend
- Ⓒ love

Name: _____

aw

Let's Read: aw Words





"aw" says /aw/, like in:

yawn




I Can Identify


→ Say each picture. Write the word.


	_____		_____
	_____		_____

I Can Match

→ Match each sentence to its picture.

Look at that paw print on the ground! 




I always use a straw when sipping water. 

Do you see that hawk in the tree? 

I Can Read and Circle

→ Read 3 times. Circle the "aw" words.

Mr. Bawn had an awful day! First, a hawk pooped on his head. Next, he tripped and fell on his lawn. Then, his dog tracked muddy paw prints all over the house. "It is time for bed," Mr. Bawn said, as he yawned. Mr. Bawn crawled into bed. "Tomorrow will be better," he said.

Color a star after each time you read the story.   

I Can Write a Story

→ Write a short story using some of the words listed below.

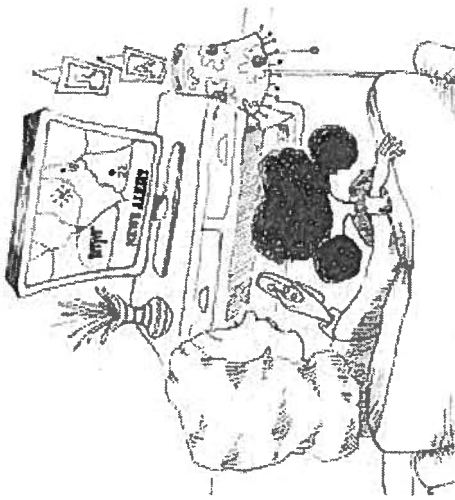
awful
law
hawk
straw
yawn



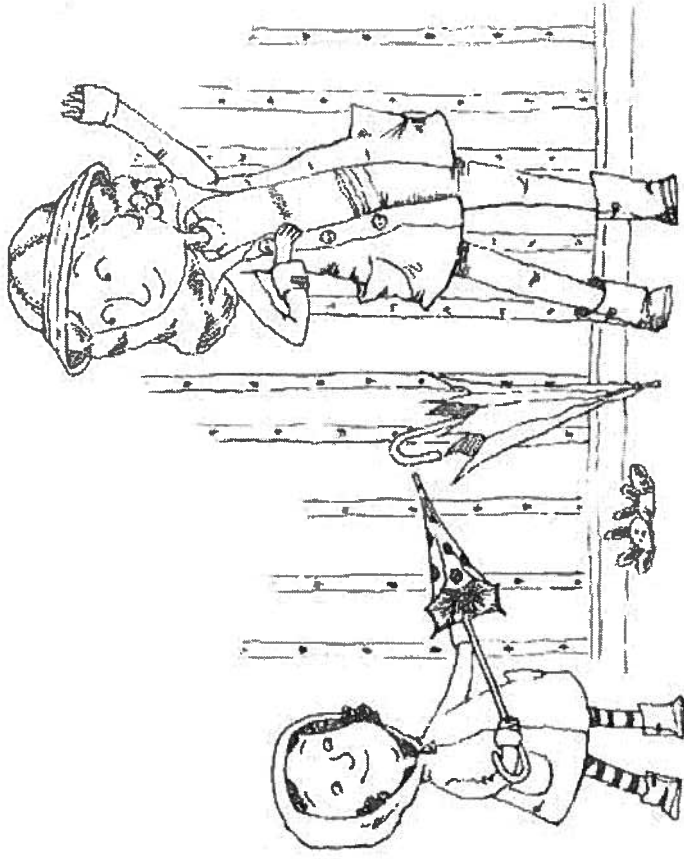
Essential Question
How can weather
affect us?

A Rainy Day

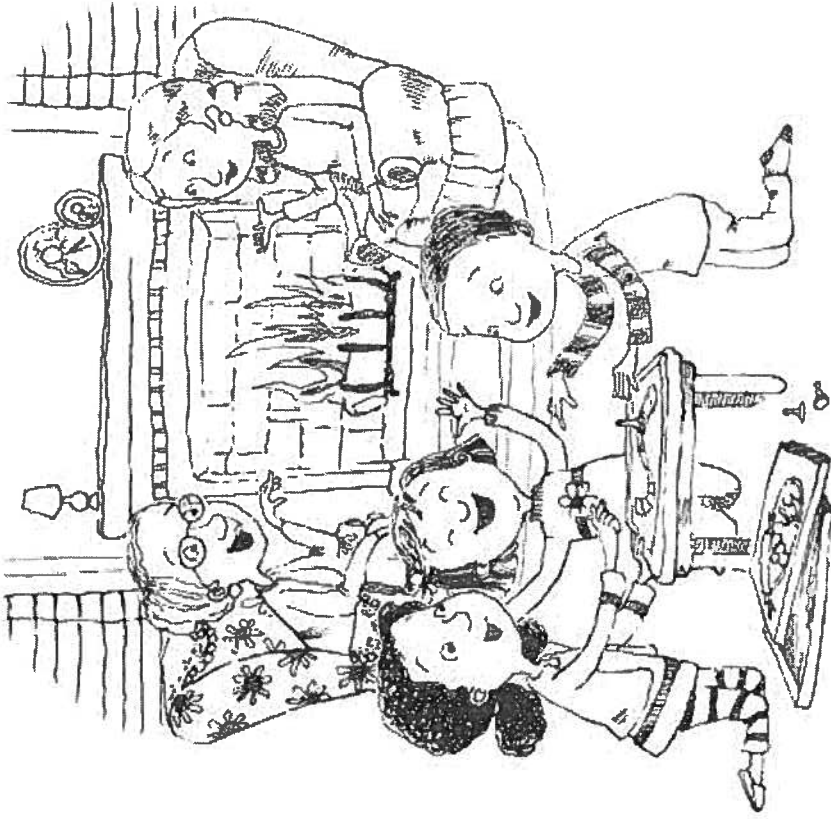
Realistic Fiction



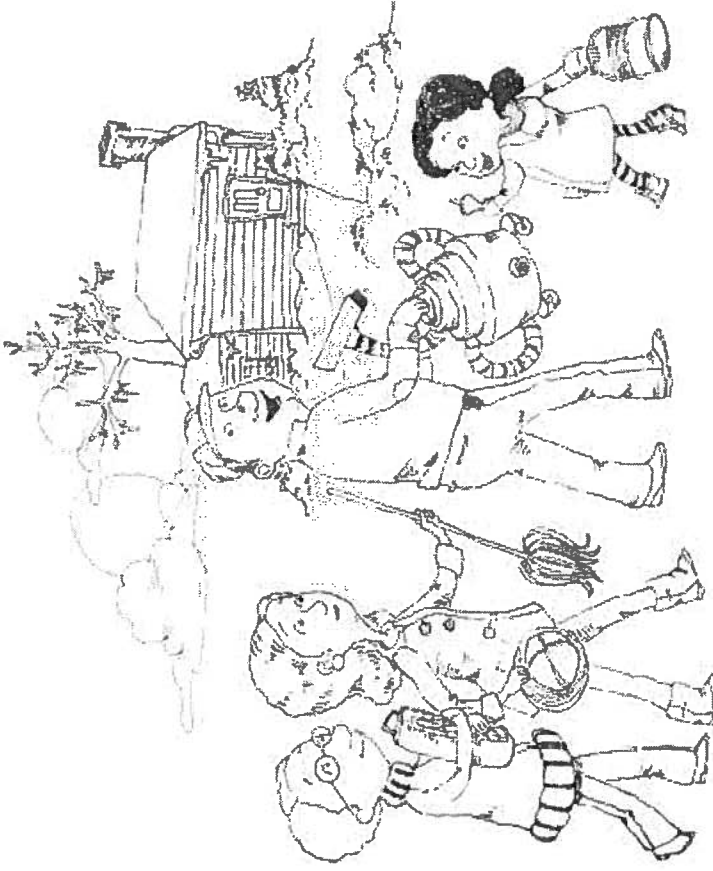
It had been raining for hours.
“The news says it might flood!”
said Kim.



“Ms. Knox lives on a hill. Let’s go
there,” said Mom.
Mom got rain gear.



The Wrights were at Ms. Knox's, too. The children played and the adults talked.



Later, Mom and Kim went home. Mom found water in the house. Everyone helped clean up.

**Read "A Rainy Day" with a partner.
Discuss the questions below.**

1. Who is the story mostly about?

2. Where does the story take place?

Write about it. Why do Mom and Kim leave home?

Mom and Kim go _____



Respond to the Text Guide children to retell the story, and to talk about what happens when there is a flood. Help partners read and answer the questions. Then have children write about why Mom and Kim leave home. Ask partners to share their writing.

6.3 Sight Word Review

Name: _____ Date: _____

been children month question their year

Butter each popcorn piece that has a sight word using a yellow crayon or marker.

A collection of popcorn pieces, each with a sight word written on it. The words are: their, take, where, give, our, month, children, the, full, been, year, two, carry, question, happy, and for. At the bottom of the collection is a bucket of popcorn.

Circle or highlight each sight word.

h p y m t h e i r
v b e e n o h g z
m o a u k p n p w
i d r y m o n t h
f y i i z u t r a
d q u e s t i o n
c h i l d r e n z

Write each sight word on the line.

Mark the sight word that completes the sentence.

- The _____ are at school.
- Ⓐ children
 - Ⓑ their
 - Ⓒ year

Circle & Sort

Directions: Read the sentence and circle the wr and kn words. Then sort them below.

1. I wrap in it a knot.
2. I know she is wrong.
3. The knight kneels.
4. I write it on my wrist.

Wr words

1.

2.

3.

4.

Kn words

1.

2.

3.

4.