Independent Reading Written Response Journal

Direction:
Read your independent reading book for 20 min and record the title and time below.
Select to one of the following prompts.

- What happened in the story you read?
- Describe your favorite part of the story? Why?
- What is one thing you learned from the story you read?

Write a response and draw a picture to respond to your prompt.

Reading Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Book Title</th>
<th>Time Read</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sight Word Games

Activity 1: Sight Word Flashcards (10 min)

Material- Sight word flashcards
Directions-
- Separate the flashcards by cutting on the dotted line.
- Hold up flashcards and have your student read the word.
- If the student reads the word correctly, place in pile one.
- If the student does not read the word correctly:
  - Tell the scholar the word
  - Have the scholar repeat the word and spell the word
  - place the word in pile two
- Once all words have been practiced, redo the activity with the words placed in pile two.

Activity 2: Sight Word Bingo (10 min)

Materials- Sight word flashcards, sight word bingo cards, something to mark the spaces= buttons/pieces of paper/ coins
Directions:
- Give your student the sight word bingo card and 20 pieces to mark spaces.
- The adult should have and sort the flash cards.
- Reveal one word and have your student read the word.
- Have your student check the bingo card to see if they have the corresponding word on their card.
- If they have the word on their card, have the mark the space with a marker.
- Continue with this process until the entire bingo card is filled.
<table>
<thead>
<tr>
<th>does</th>
<th>good</th>
<th>little</th>
<th>hand</th>
<th>name</th>
</tr>
</thead>
<tbody>
<tr>
<td>study</td>
<td>home</td>
<td>line</td>
<td>around</td>
<td>picture</td>
</tr>
<tr>
<td>give</td>
<td>back</td>
<td>ask</td>
<td>kind</td>
<td></td>
</tr>
<tr>
<td>house</td>
<td>again</td>
<td>even</td>
<td>set</td>
<td>right</td>
</tr>
<tr>
<td>end</td>
<td>off</td>
<td>America</td>
<td>why</td>
<td>just</td>
</tr>
</tbody>
</table>
Word List
again, America, around, ask, back, does, end, even, give, good, hand, home, house, just, kind, line, little, name, off, picture, right, set, study, why
place

years

live

me
<table>
<thead>
<tr>
<th>word</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>name</td>
<td>good</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence</td>
<td>man</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
think
say
great
where
help
through
much
before
line

right

too

means
old

any

same

tell
boy

follow

came

want
show
also
around
form
large
big
must
even
why
ask
went
men
read

need

land
different
kind

hand

picture

again
point

page

letter

mother
answer

found

study

still
Underline the map title.

Write N, S, W, and E on the compass rose.

Label the road **Davis Street**.

Trace the railroad with **purple**.

Color the park **green**.

Color the school **red**.

Color the supermarket **brown**.

Color the restaurant **yellow**.

Color the houses south of the road **blue**.

Color the house east of the railroad **orange**.
Cut out the direction names and glue them onto the compass rose.
1. Label N, S, E, and W on the compass rose.

Write north, south, east, or west to complete each sentence.

2. To go from Eddie’s house to the school, you travel __________.

3. The supermarket is __________ of Lisa’s house.

4. A police officer would go __________ to Davis Park.

5. Students walk __________ to the school after using the school playground.

6. Corey goes __________ to eat at the restaurant.

7. Eddie would walk __________ to use the Davis Park playground.

8. Eddie would walk __________ to visit Lisa.
A **good** is something you buy and consume. Goods are things that you can keep, eat, or use.

If you go to the store and buy an apple, you get to keep the apple and take it home with you, so it is a good.

A **service** is something that someone does for you. When you buy a service, you hire people to perform work. You are not buying something you can touch or hold.

If your car is broken, you might hire someone to fix it. You are paying for a service.

---

Read each scenario and tell whether you are purchasing goods or a service. Write the word **good** or **service** on each line.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Good or Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You get your hair cut.</td>
<td></td>
</tr>
<tr>
<td>2. You buy a book from a garage sale.</td>
<td></td>
</tr>
<tr>
<td>3. You buy your mother a flower from a flower shop.</td>
<td></td>
</tr>
<tr>
<td>4. You hire someone to cut your lawn.</td>
<td></td>
</tr>
<tr>
<td>5. You visit the doctor for a checkup.</td>
<td></td>
</tr>
<tr>
<td>6. You purchase a game to give as a birthday gift.</td>
<td></td>
</tr>
<tr>
<td>7. You pay your sister $5 to clean your messy bedroom.</td>
<td></td>
</tr>
<tr>
<td>8. You buy an ice cream cone from an ice cream truck.</td>
<td></td>
</tr>
<tr>
<td>9. You take an airplane when you go on a trip.</td>
<td></td>
</tr>
<tr>
<td>10. Your brother sells you his old baseball mitt for $2.</td>
<td></td>
</tr>
</tbody>
</table>

11. Give an example of someone purchasing a service. (Do not use an example from above.)

__________________________________________________________________________

12. Give an example of someone purchasing a good. (Do not use an example from above.)

__________________________________________________________________________
Landforms

Cut out the landform pictures on the next page. Glue each landform next to its description.

- a large area of flat land
- a large area of flat land that is raised higher than the land around it
- a large, tall, rocky area of land that comes up out of the earth’s surface
- a mound of raised land that is smaller than a mountain
- a large crack in the earth formed by a river or earthquakes
- a narrow strip of land that connects two large areas of land
- an area of land that is completely surrounded by water
- a strip of land that extends out into a body of water
- low, water land that is formed at the mouth of a river
- an area of low land between two mountains or hills
### Needs and Wants T-Chart

Cut out the boxes on this page. Glue each one under **needs** or **wants** on the t-chart.

<table>
<thead>
<tr>
<th>Needs</th>
<th>Wants</th>
<th>Wants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your parents pay a dentist to clean your teeth and fill a cavity.</td>
<td>You go to the store to buy a new tennis racket.</td>
<td>Your sister buys a flat-screen television that hangs on the wall.</td>
</tr>
<tr>
<td>Your uncle buys a bouquet of flowers to give to your aunt who is in the hospital.</td>
<td>Your mom or dad purchases a new stove for the kitchen because the old one is broken and can't be fixed.</td>
<td>Your older brother buys you a new fishing pole so he can take you fishing.</td>
</tr>
<tr>
<td>Your mother has the flu, so she goes to the pharmacy to pick up medicine.</td>
<td>You go to the grocery store to pick up breakfast cereal, milk, eggs, and a loaf of bread.</td>
<td>You go to the grocery store to buy a bag of candy and a magazine.</td>
</tr>
<tr>
<td>Your friend buys a bucket of popcorn and a soda at the movie theater.</td>
<td>Your mother uses the computer to pay the electric bill.</td>
<td>Your mom or dad puts gasoline in the car on their way to work in the morning.</td>
</tr>
<tr>
<td>Your cousin spends five dollars on a chapter book he wants to read.</td>
<td>You accidentally broke a window on your house playing baseball. You pay to have it replaced.</td>
<td></td>
</tr>
<tr>
<td>NEEDS</td>
<td>WANTS</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Needs and Wants

A **need** is something you and your family must have in order to live safe, healthy lives. You need clothes, food, shelter, medicine, and transportation.

A **want** is something that you or your family spends money on and enjoys, but does not need.

Read each scenario and tell whether each purchase is a need or a want. Write the word **need** or **want** on each line.

1. Your socks are worn out, so you go to the store to buy new ones.

2. Your basketball is worn out so you go to the sporting goods store to buy a new one.

3. You are sick so your mother goes to the drug store to buy cold medicine.

4. Your house needs a new roof, so your parents hire a roofer to fix it.

5. Your father's birthday is coming up. You buy him tickets to a football game to give him as a gift.

6. You buy paper and markers so you can make your grandmother a special card for Mother's Day.

7. You go to the store and buy eggs, butter, milk, and a loaf of bread.

8. Your mother takes your sister to the eye doctor and buys her a pair of glasses.

9. Your family has a brand new swimming pool put in the backyard.

10. Your father stops at the gas station and puts 10 gallons of gasoline in his car.
A **map key** tells what the symbols on a map stand for. Use the map key to find the places below.

1. Draw a circle around each city.
2. Draw a circle around the baseball field.
3. Draw an X over the capital.
4. Color the parks green.
5. Color the university red.

### Map Key

- **University**
- **Baseball Field**
- **Park**
- **Capital**
- **City**
What is a Timeline?

A timeline is a way to show how time passes. Timelines help us understand history.

This timeline shows what happened in one hour at Ivan’s house before school. Look at the timeline and answer the questions.

1. What time did Ivan brush his teeth? ____________________________________________________.

2. Circle the event that happened first:
   - making the bed
   - getting dressed

3. What is the last event that Ivan completes before leaving for school? Use words and pictures.
   ____________________________________________________________________________________.
What is a Timeline?

Directions: Look at the types of transportation at the bottom of this page. When were these types of transportation used the most? Cut them out and put them in order on the timeline based on if they were used in the past or present. Then, draw what you think transportation will be like in the future.
All About Mae Jemison

Colored by: ______________________
Mae is a scientist.
She is a researcher.
She liked astronomy.
She wanted to go to space.
She went to school in California and New York.
She became a doctor. She worked in Africa as a doctor.
Mae was an astronaut.
She went to space.
Mae was the first African American woman in space.
Mae now lives in Texas. She still does research.
First Grade Writing
Capitalization Rules

Use a **capital letter** for all of the following:

- **The first letter of a sentence**
  The race begins soon.

- **The pronoun /**
  My sister and *I* will run together.

- **The names of specific people**
  My friends *Jasmine Smith* and *Nico Jones* are both coming.

- **The names of all days and months**
  In *April* we will run in another race. It will be on a *Monday*. 
End Punctuation

(•) A period follows a telling sentence or statement.
I have a pet dog and cat.

(?) A question mark follows a question or asking sentence.
What time will dinner be ready?

(!) An exclamation point follows a word or sentence that shows strong feeling.
Hey! You did a great job!
Complete Sentences

♦ A sentence is a complete thought.

♦ A sentence has two parts:
  
  • Subject - who or what
  
  • Predicate - tells something about the subject.

♦ Subjects and predicates combine together to make sentences.

✓ My mom and I **had lunch together**.

✓ We **celebrated my sister’s birthday at the park**.

✓ The leaves in the **park** **turned red, yellow, and orange**.
Possessive Nouns

A possessive noun shows **ownership**. Writer’s show that something belongs to someone or something by **adding ’s**.

### Singular Possessive

- Add ’s

  - The tiger’s stripes
  - The tree’s leaves

### Plural Possessive

- Add ’s

  - The children’s food
Subject Verb Agreement

The nouns and verbs in a sentence must agree.

classification{noun} = a person, place or thing

classification{verb} = an action word

| Singular (one) | If the noun is singular, then you add an –s to the verb. 
The dog barks at the cat. |
|---------------|---------------------------------------------------------------------|
| Plural (more than one) | If the noun is plural, then the verb has no –s at the end. 
The dogs bark at the cat. |
| Exception (words that don’t follow the rules) | I and You are both singular subjects. When you use them, do not add an –s to the end of the verb. 
I jump rope at recess. You jump rope at recess. |
Capitalization Practice

**Directions:** The following sentences contain errors with capitalization. Edit each sentence for the correct capitalization.

1. On Monday we went to the beach.

2. Last year Patrick learned to swim.

3. On Wednesday my friend Joanne will visit.


**Sentence Practice:** The following sentences contain mistakes with capitalization. Edit each sentence. Then rewrite it with the correct capitalization on the line below.

5. My grandpa is Clyde Smith.

6. We do not have school in July.

7. Every Tuesday I have art class.
8. My mom’s name is dolores.

9. He forgot to buy a gift for sophie.

10. In January I like to play in the snow.

11. Max was sick last March.

Your Turn: Write sentences of your own choice. Be sure to use the rules for correct capitalization!
Editing for End Punctuation

Directions: The following sentences contain errors with capitalization. Edit each sentence for the correct capitalization.

1. You need to complete your homework on time
2. I had a crazy day at school
3. When are we going to the museum
4. Today I had a sandwich for lunch
5. Can you take out the trash
6. I am so excited to see you
7. Watch out for the crab
8. A little ladybug crawled up the windowsill
9. I cannot wait for our trip to Disneyworld
10. How do we get to the amusement park
11. Why do we have to go home so early
12. My grandma said I could come visit this weekend
13. Does anybody have some popcorn left
14. I don’t know what costume to wear to the party
15. Don’t break that vase
### Using Complete Sentences

**Directions:** Read each sentence. Decide whether or not it is complete. If it is **not** complete, edit the sentence to make it complete.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Complete</th>
<th>Not Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The dog ran away.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The orange cat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My fish is bright red my cat watches it swim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The kid planted a flower.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. My happy dog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I have green mittens they are soft.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: The following sentences contain mistakes with capitalization. Edit each sentence. Then rewrite it with the correct capitalization on the line below.

7. Climbed the tree. Complete  Not complete

8. The train stopped. Complete  Not complete

9. My birthday is tomorrow I am excited! Complete  Not complete

10. The bird with bright feathers. Complete  Not complete

11. I brushed my teeth I got into bed. Complete  Not complete

12. My cousin built a big sandcastle. Complete  Not complete

Directions: The sentences below are not complete. Edit each sentence and make it complete. Then rewrite the sentence on the lines below.


13. I went to the store I bought apples and bananas.
Complete Sentences Practice

Directions: Complete each sentence by adding a subject (who or what) or a predicate (tells about the subject).

Teacher practice:
14. Are great!

15. Bunnies.

Student practice:
1. Dogs.

2. Are amazing!

3. Are the best pets.
Possessive Nouns Practice

**Directions:** Add an apostrophe and “s” (‘s) to form the possessive of each noun.

1. The boy cupcake fell on the floor.

2. My Ipad screen cracked.

3. The girl hat fell off her head.

4. An elephant ears keep it cool.

5. The pencil tip was too pointy.
**Directions:** Rewrite each sentence by adding apostrophe “s” to the word in each sentence that needs to show possession.

6. That tree pinecones are scattered in my yard.

7. My friend toy is broken.

8. The plant leaves are red.

9. That dog bone is in his doghouse.

10. The bike tires are flat.

11. Her brother name is John.

12. My bird nest is cozy and warm.
Subject-Verb Agreement

Directions: The following sentences contain errors with subject-verb agreement. Edit each sentence for the correct subject-verb agreement.

1. My mom always bake a cake for my birthday.

2. The boys rides their bikes every day.

3. In the summer my aunt take me to the water park.

4. Good scholars runs to school when they are late.

5. Elephants are the best animals! Elephants drinks a lot of water. The large ears helps them stay cool. An elephant pick up things with its trunk. Elephants are so interesting!

Directions: Edit the following paragraph.

In May we are going on our vacation to Trinidad. My brother like it when we go to Trinidad because he get to swim in the ocean. We wants to go snorkeling while we are there. My mom say she is going to take us to the bird sanctuary. We all hopes it doesn’t rain a lot while we are in Trinidad.

Directions: Write your own sentences using correct subject-verb agreement.

-----------------------------

-----------------------------

-----------------------------

-----------------------------

-----------------------------

-----------------------------
Prompt: Write about a special moment when you felt big feelings and strong emotions. Make the moment come to life for your reader.
Prompt: What is something you think should change in the world? Write a book to explain why you think it should be changed.
Prompt: What do you think would be the best pet to have? Write a book to explain why you think that would be the best pet.
Prompt: Think about a time when you had a problem that needed to be solved. Write a story to tell your reader about the problem and how you solved it.
Prompt: Write a story about a day off from school. What happens? Make your story come to life for your reader.
Prompt: What do you most like to learn about? Why? Write a book to explain your thinking to your reader.