

# **OAKVIEW ELEMENTARY SCHOOL**

*350 DuBois Avenue*

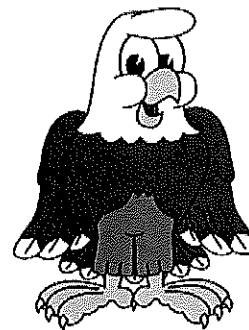
*WEST DEPTFORD, NEW JERSEY 08096*

**Mrs. Laura Sandy, Principal**

*Ms. Jennifer Gilman, Assistant Principal*

**PHONE: 856-845-1856 FAX: 856-845-3241**

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Day 8

Dear parents/guardians,

The activities attached have been created by our first grade teachers to provide your child with assignments that cover concepts taught in math, language arts literacy, and science. We at Oakview Elementary School believe that through communication and cooperation between the school and parents/guardians we can enhance students chances for success. If you have any questions regarding the assignments please don't hesitate to reach out to your child's teacher via email or myself.

Sincerely,

Laura Sandy

Principal, Oakview Elementary School

[lsandy@wdeptford.k12.nj.us](mailto:lsandy@wdeptford.k12.nj.us)

# First Grade Language Arts - Day 8

## Word Work

Choose 10 trick words from the list and complete 1 menu activity each day

## Reading

Log on to <https://www.raz-kids.com/>

Select a story to read.

Complete the comprehension questions.

Please contact your teacher if you need login and password information.

## Listening Comprehension

Listen and respond to today's story: Dragons Love Tacos 2

## Writing

Select one writing prompt from the list below. Remember to use your best handwriting, capitalization, and punctuation. Your writing should be a minimum of 5 sentences.

1. I want to be a famous...
2. Would you rather live on a farm or in the city? Explain.
3. Who is the best cartoon character? Why?
4. What do you think second grade will be like? How will it be different from first grade?
5. Would you rather eat vegetables or fruit?
6. If you had a secret superhero name what would it be? What would your powers be?
7. If I was taller than my house I would...
8. Have you ever been somewhere far away on vacation? What was it like?
9. Write a letter to your best friend? Explain what you like about him/her and tell what you like to do together.
10. \_\_\_\_ is my favorite because...

Choose 10 trick words and complete 1 activity today!

<p><b>MARKER MAGIC</b></p> <p>Write your words with a white crayon. Color over your words with a marker or watercolors until the words magically appear! Let it dry and bring it to class!</p>	<p><b>CHALK TALK</b></p> <p>Write your words in chalk on the sidewalk! Take a picture or have a parent sign!</p>	<p><b>RAINBOW WORDS</b></p> <p>Write your words in pencil then trace over each words in three different colors!</p>
<p><b>PLAY-DOH PRACTICE</b></p> <p>Use Play-Doh to spell your words! Take a picture or have a parent sign!</p> <hr/>	<p><b>MAKE A MASTERPIECE</b></p> <p>Use watercolors, finger paint, markers, and/or crayons to create a piece of art using your spelling words!</p>	<p><b>TALENTED TYPING</b></p> <p>Use a computer to type your words! You can change the fonts, colors, and sizes and add clip art! Email or print and bring to class!</p>
<p><b>SILLY SENTENCES</b></p> <p>Write a silly sentence with your spelling words!</p>	<p><b>TEACHER'S ORDERS!</b></p> <p>Write your words in ABC order and reverse ABC order!</p>	<p><b>WE'RE GOING ON A WORD HUNT!</b></p> <p>Draw a picture, then hide all of your spelling words somewhere on the page. Bring this to class and challenge your teacher to find your words!</p>
<p><b>FANCY NANCY SPELLING</b></p> <p>Write your words using curly, swirly, or bubble letters! Be creative!</p>	<p><b>BUILD A PYRAMID</b></p> <p>Choose a spelling word. Write the first letter of the word, then on the next line write the first two letters of your word. Continue with this pattern until you have spelled the entire word.</p> <p>T Tr Tre Tree</p>	<p><b>MEMORY MATCH</b></p> <p>Make two flashcards for each spelling word and mix them up. Place them face-down on a table or the floor. Turn over two cards. If they are a match, put them in a pile. If they are not a match, turn them back over and try again. Try to remember where the words are! Continue until you have all the matches.</p>

# FIRST GRADE FOUNDATION TRICK WORDS BY UNIT

<u>Unit 2</u>
the
a
and
is
his
of
<u>Unit 3</u>
as
has
to
into
we
he
she
be
me
for
or
<u>Unit 4</u>
you
your
I
they
was
one
said

<u>Unit 5</u>
from
have
do
does
<u>Unit 6</u>
were
are
who
what
when
where
there
here
<u>Unit 7</u>
why
by
my
try
put
two
too
very
also
some
come
<u>Unit 8</u>

would
could
should
her
over
number
<u>Unit 9</u>
say
says
see
between
each
<u>Unit 10</u>
any
many
how
now
down
out
about
our
<u>Unit 11</u>
friend
other
another
none
nothing

<u>Unit 12</u>
people
month
little
been
own
want
Mr.
Mrs.
<u>Unit 13</u>
work
word
write
being
their
first
look
good
new
<u>Unit 14</u>
water
called
day
may
way

# Today's Story:

## Dragons Love Tacos 2 The Sequel

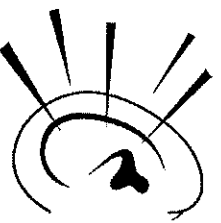
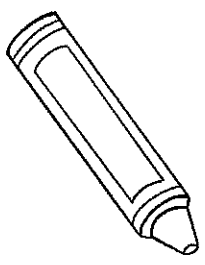
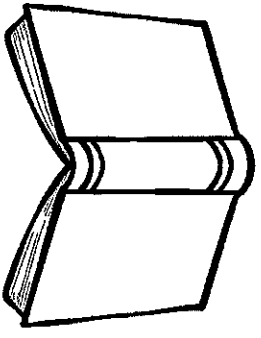


### DIRECTIONS:

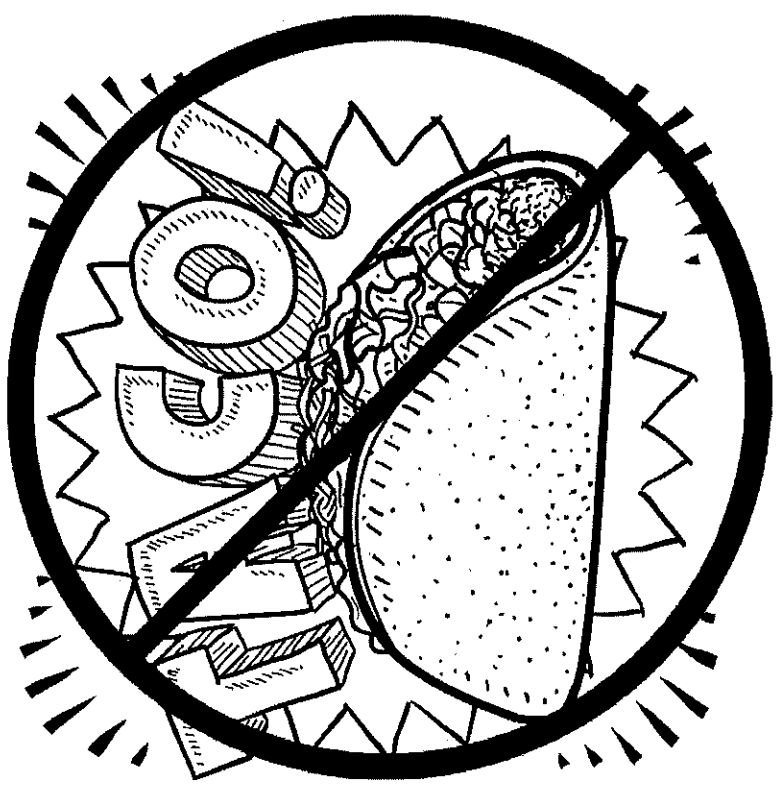
- To **listen** to the story please **copy** and **paste** the following link into your web browser:  
  
<http://uqr.to/bjfl>
- After listening to the story. Please respond to the story by choosing one of the two activities.

# Dragons Love Tacos 2 The Sequel

Name: \_\_\_\_\_

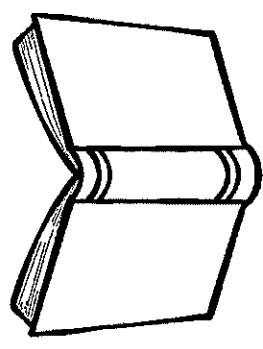
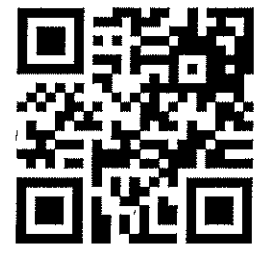


Draw a picture of the time machine from the story.

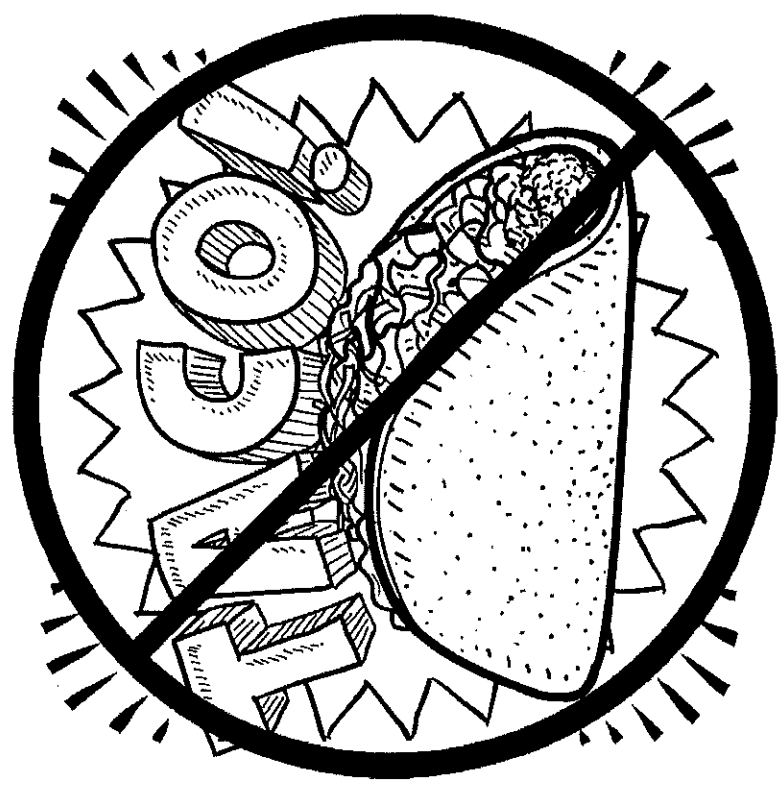
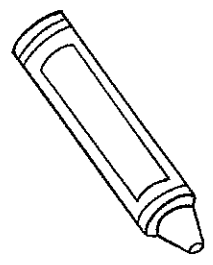


# Dragons Love Tacos 2 The Sequel

Name: \_\_\_\_\_



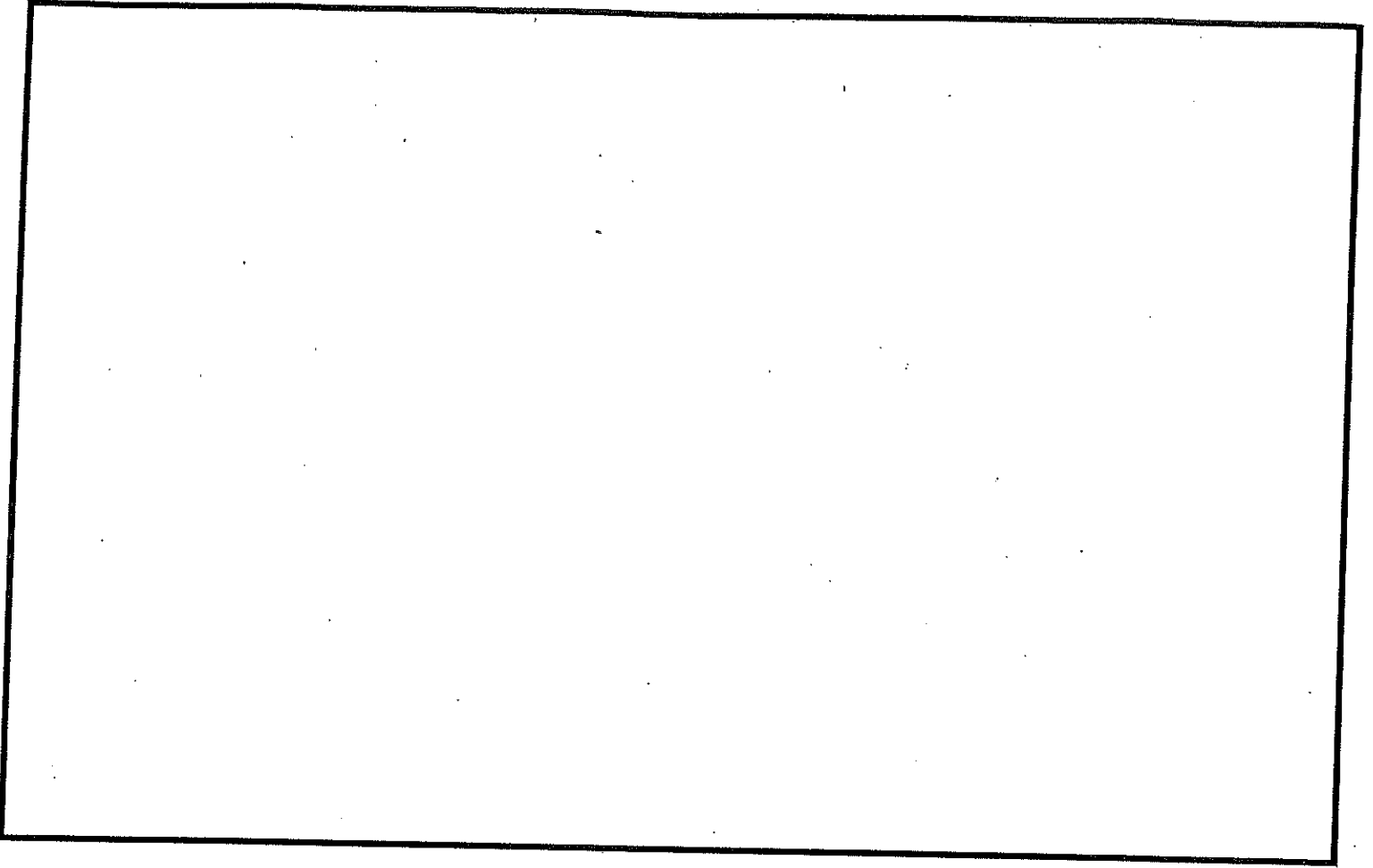
Do you like  
tacos? Write  
about it below.



Handwriting practice lines consisting of 10 rows. Each row has a solid top line, a dashed middle line, and a solid bottom line.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Capital Letters    Spaces    Punctuation    Neat Handwriting



Name: \_\_\_\_\_ Date: \_\_\_\_\_

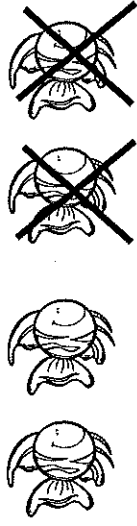
Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Capital Letters  Spaces  Punctuation  Neat Handwriting

# Work It Out

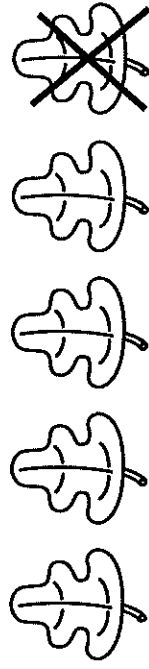
Name \_\_\_\_\_

Directions: Use subtraction to solve.



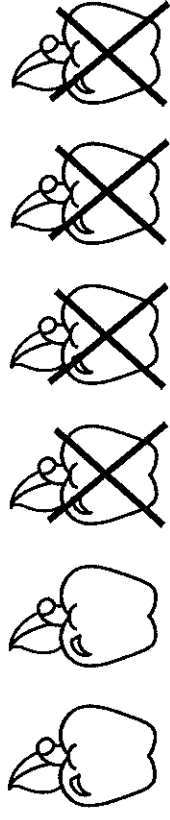
I see 4 fish.  
2 fish swim away.  
How many are left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



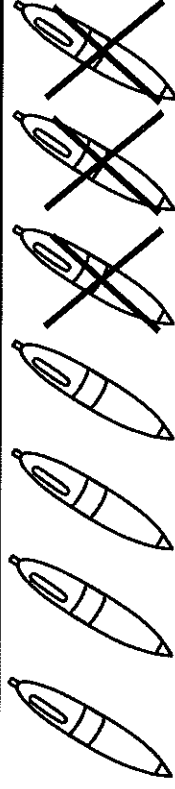
I see 5 leaves.  
1 blows away.  
How many are left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



She has 6 apples.  
She eats 4 of them.  
How many are left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



Dad has 7 pens.  
He gives 3 away.  
How many are left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Science  
Nature Walk

**Question:** How does everything in the world around us survive? How do organisms depend on each other for survival?

**Materials:**

- One Nature Walk Recording Sheet
- A Pencil or Pen
- A Clipboard or Larger Book... This will only be used to hold your Recording Sheet.

**Directions:**

1. Have a quick discussion with your child about why many organisms in nature depend on each other. Pose the following questions to your child, "What if some of these organisms disappeared? What would that mean for the organisms that are left? Are all organisms important?"
2. Explain to your child that they will be going on a nature walk. As they walk, they will be looking for certain animals and objects found in nature. As they find certain things, they will check them off on their Nature Walk Observation Form. They may also draw what they find in the boxes next to the checklist. (See below)
3. Go for a brief walk outside. Have your child look for the listed items on their form. As you find different items, try to discuss with your child why they are important. (For example, a tree helps to produce clean air for us to breathe. It is a place for many animals to build a home. It can also provide food for other organisms.)
4. Once you have found a majority of the items on your list, return to your house. (Feel free to cross off some that you feel may not be found during your walk. If you want, you can replace these with things you have found or you think should be noted for their importance.)
5. Discuss the items/objects/things your child found. Try to make as many connections as possible about how they are important and why they are needed to sustain life on the planet.
6. This activity can be completed multiple times. You never know what you might find when you go on a nature walk!!

# NATURE WALK OBSERVATIONS

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## TREES

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## PLANTS

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## INSECTS/BUGS/ANIMALS

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## CAN YOU SPOT... (TALLY HOW MANY YOU SEE)

- a bird .....
- an anthill .....
- a snake .....
- a squirrel .....
- a pine cone .....
- a hole in a tree .....
- a stream/river .....
- a puddle .....
- a spiderweb .....
- a frog .....
- an animal track .....