First Grade Review Packet
for the Week of April 1 - April 8

Dear Parents/Guardians,

Thank you for your understanding of the district's effort to ensure the health, safety, and welfare of our school community in these difficult and uncertain times. We miss our students and hope they are practicing safe and healthy behaviors. We hope to see your children soon, but unfortunately we are taking it one day at a time.

To ensure their continued learning progress, we have prepared a Google Doc to download on your device or a hard copy packet that you can pick up at Snyder-Girotti for the Week of April 1st to April 8th. There will be a new Google Doc/hard copy packet at the beginning of each week. Your child will have time to work on it during the week and please have all work completed by Wednesday, April 8th.

Below is a list of the work attached:

1. www.lexiacore5.com Please go on Lexia for 20 minutes each day.
2. Read Leveled Books 20 minutes each day. You may also read more leveled books virtually on www.epic.com. You will need to sign up, and your child can choose books on their independent reading level. This website is free.
3. Trick Word Review
4. Painting Easter Eggs Poem- Read this daily and mark up the poem. Complete comprehension questions.
5. Easter/Spring Writing Pages
6. Math Review Pages for Topics 1-8
7. Study Math Facts - Ideas to do at home: make addition and subtraction math flash cards, write math facts on white boards,

use sidewalk chalk to make facts, use a deck of cards to make facts, roll dice to make facts

Please visit your child's teacher websites for more information links for FREE educational fun!

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Painting Easter Eggs

I am going to paint some
Easter Eggs with yellow, red,
and green.
I'll put some dots and stripes
and curls, they'll be the best
that you have seen.
I'll try not to make a mess,
but I'm sure I won't succeed.
A flat egg just does not exist,
and that is what I need.

Read the poem, Painting Easter Eggs.

1. Circle the rhyming words in the poem.
2. Why does the author think he or she will make a mess?

_____

_____

_____

3. Circle the word that means the same as succeed.

do well sleep messy

4. What is something you have succeeded at?

_____

_____

_____

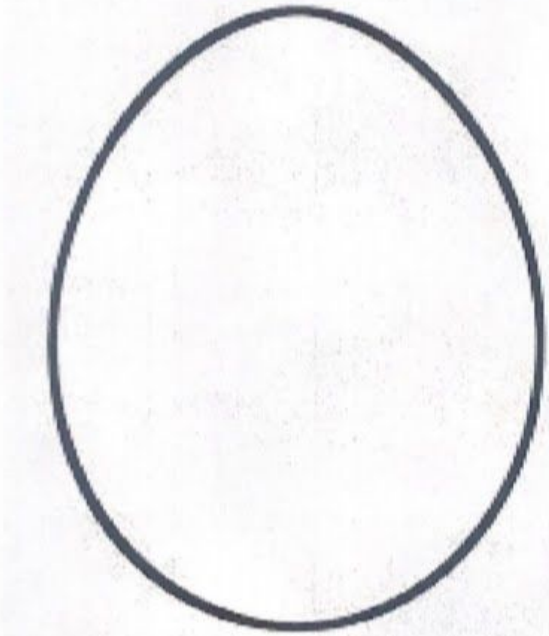
_____

_____

_____

Name:_____

Design your own Easter Egg.



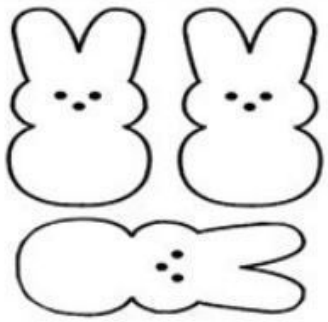
List words to describe your Easter Egg:

_____ _____ _____

_____ _____ _____

Name _____

Opinion Writing



Peeps

or

jelly beans

Do you like Peeps or jelly beans?

I like _____

_____

because _____

_____

_____

_____

_____

_____

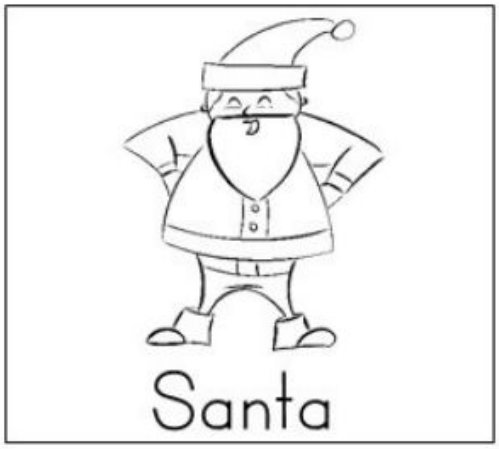
_____

_____

_____

Name _____

Opinion Writing



or

Do you like Santa or the Easter Bunny better?

I like _____

_____

because _____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

If I were the Easter Bunny

My name would be _____.

I would travel by _____.

My favorite place would be _____.

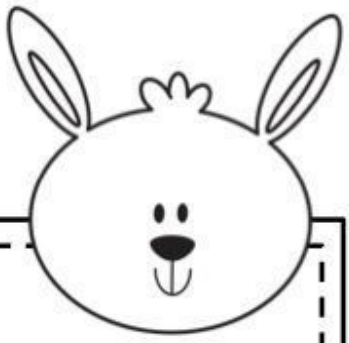
My favorite egg color would be _____.

I would like to eat _____.

I would love_____.

CCSS.ELA-Literacy.W.K.1 +
CCSS.ELA-Literacy.W.1.1 Writing opinion

spring



name

Color a spring picture.

Write about your picture.

Name _____

Intervention Lesson **A19**

Counting from any Number

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. 48, ____, ____, ____, ____ **2.** 63, ____, ____, ____, ____

1. Have students point to the number 48 on the hundred chart. Ask: ***What number comes after 48?*** 49 ***What number comes after 49?*** 50; Continue to 52. Have students write the numbers.
2. Have students point to the number 63 on the hundred chart. Ask: What number comes before 63? 62 ***What number comes before 62?*** 61; Continue to 59. Have students write the numbers.

Name _____

Intervention Lesson **A19**

Counting from any Number (continued)

Count by 1s.
Write the numbers.

3. 23, 24, ____, ____, ____

4. 74, ____, 76, ____, ____

5. 37, ____, 39, ____, ____

6. 19, ____, ____, ____, 23

7. 88, ____, ____, 91, ____

8. 94, ____, 96, ____, ____

Count back by 1s.
Write the numbers.

9. 43, 42, ____, ____, ____

10. 9, ____, ____, 6, ____

11. 80, ____, 78, ____, ____

12. 52, 51, ____, ____, ____

13. 60, ____, 58, ____, ____

14. 100, 99, ____, ____, ____

Reasoning Skip count by 2s.
Write the numbers.

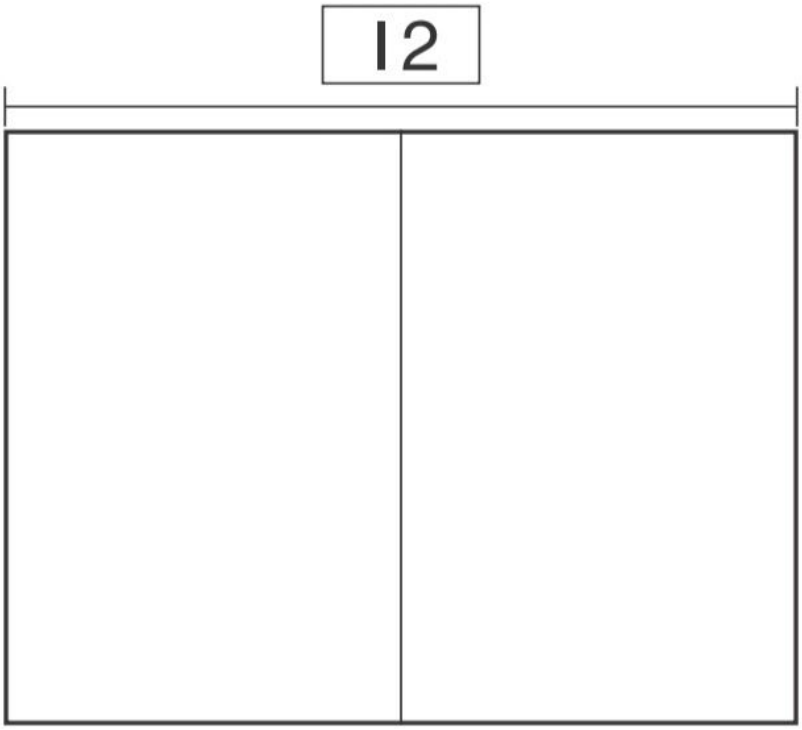
15. 72, 74, 76, ____, ____

16. 30, 28, 26, ____, ____

Name _____

Intervention Lesson **B35**

Fact Families



1. 4 + 8 = 12 _____ − _____ = _____

_____ + _____ = _____ _____ − _____ = _____

2. _____ + _____ = _____ _____ − _____ = _____

Materials: Counters, 12 for each student

1. Say: ***There are 12 counters in all.*** Have students put 4 counters in the first box and 8 counters in the second box. Say: ***Write two addition sentences for the counters.*** Say: ***Write two subtraction sentences.***
2. Ask: ***How are these number sentences alike?*** They all use the same numbers. Say: ***When addition and subtraction sentences use the same numbers, it is a fact family.***
3. Say: ***Write a fact family using 6 counters in one box and 6 in the other.*** Do similarly as above.

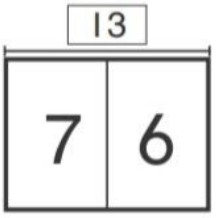
Name _____

Intervention Lesson **B35**

Fact Families (continued)

Write the fact family for the model.

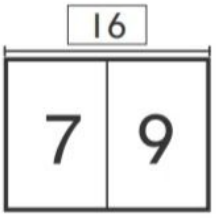
3.



___ + ___ = ___ ___ − ___ = ___

___ + ___ = ___ ___ − ___ = ___

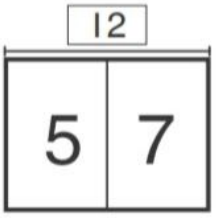
4.



___ + ___ = ___ ___ − ___ = ___

___ + ___ = ___ ___ − ___ = ___

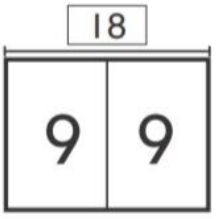
5.



___ + ___ = ___ ___ − ___ = ___

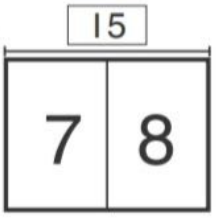
___ + ___ = ___ ___ − ___ = ___

6.



___ + ___ = ___ ___ − ___ = ___

7.



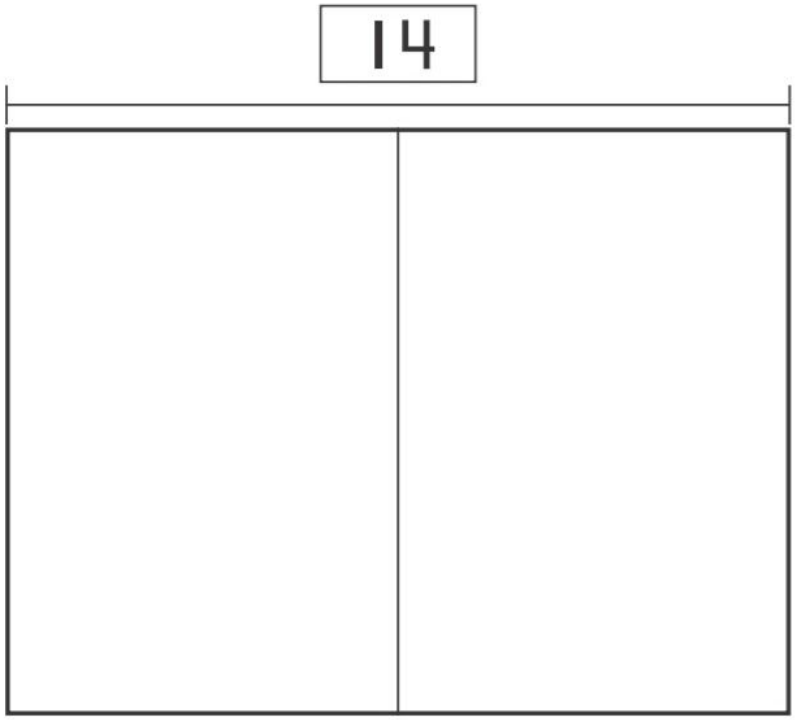
___ + ___ = ___ ___ − ___ = ___

___ + ___ = ___ ___ − ___ = ___

Name _____

Intervention Lesson **B34**

Relating Addition and Subtraction to 18



1. 6 + 8 = 14

_____ − _____ = _____ _____ − _____ = _____

2. _____ + _____ = _____

_____ − _____ = _____ _____ − _____ = _____

Materials: Counters, 14 for each student

1. Say: ***There are 14 counters in all.*** Have students put 6 counters in the first box and 8 counters in the second. Say: Write an addition sentence for the counters. Have students write 6 + 8 = 14 Say: ***Write two subtraction sentences for the counters***. Have students write 14 − 8 = 6 and 14 − 6 = 8
2. Do 5 + 9 similarly with 5 counters in the first box and 9 in the second box.

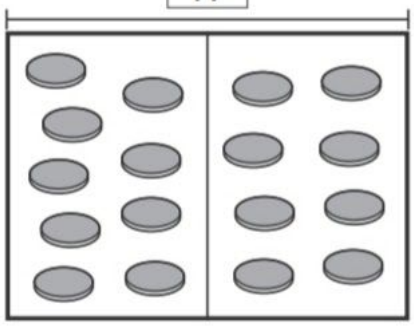
Name _____

Intervention Lesson **B34**

Relating Addition and Subtraction to 18 (continued)

Write an addition sentence for the model.
Then write two related subtraction sentences for the model.

3.

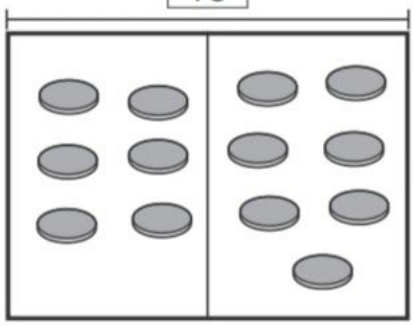


_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

4.

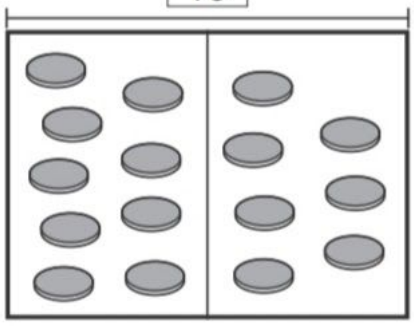


_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

5.

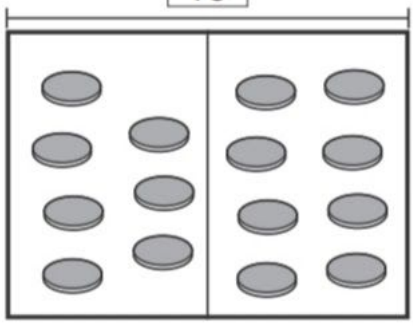


_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

6.



_____ + _____ = _____

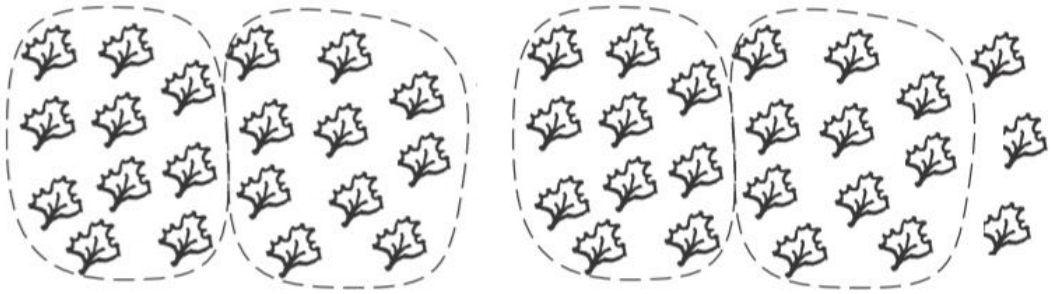
_____ − _____ = _____

_____ − _____ = _____

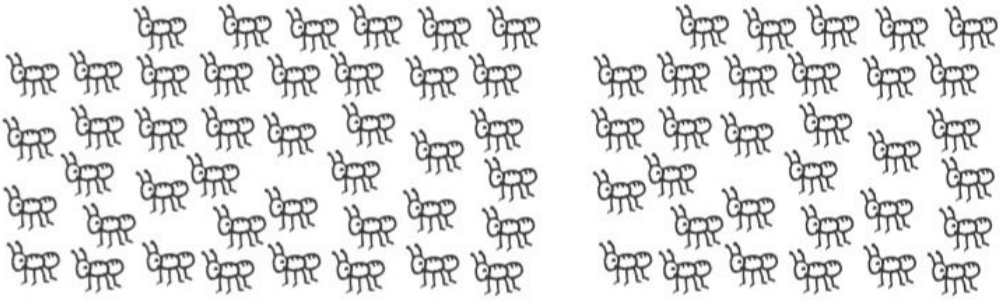
Name _____

Intervention Lesson **A23**

Counting with Tens and Ones

1. 

4 tens and 3 ones is 43 in all

2. 

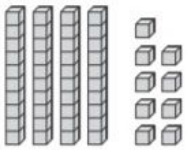
_____ tens and _____ ones is _____ in all

1. Have students circle groups of ten leaves. Ask: ***How many tens?*** 4 ***How many ones are left?*** 3 ***How much is 4 tens and 3 ones in all?*** Have students write 4, 3, and 43.
2. Have students circle groups of ten ants. Ask: ***How many tens?*** 7 ***How many ones are left? 4 How much is 7 tens and 4 ones in all?*** Have students write 7, 4, and 74.

Name _____

Intervention Lesson **A25**

Tens and Ones

1. 

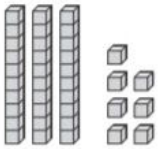
tens	ones
4	9

40 + 9 = 49

forty nine

49

forty-nine

2. 

tens	ones

___ + ___ = ___

___

thirty-seven

3. Reasoning 72 = ___ + 2

Materials: Place value blocks 49 ones and 4 tens per pair or group

1. Have students count out groups of 10 ones and trade each group of 10 ones for a tens block.
2. Ask: ***How many tens?*** Have students write 4 in the tens column of the Tens and Ones chart. ***How many ones left over?*** Have students write 9 in the ones column of the chart.
3. Ask: ***How much is 4 tens?*** Have students write 40 before the plus sign. ***How much is 9 ones?*** Have students write 9 after the plus sign. ***How many in all?*** Have students write 49 after the equal sign.
4. Have students count out 37 ones cubes and repeat the exercise.

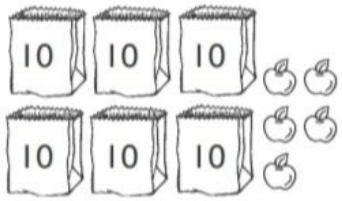
Name _____

Intervention Lesson **A25**

Tens and Ones (continued)

Complete each Tens and Ones chart and write how many.

4.

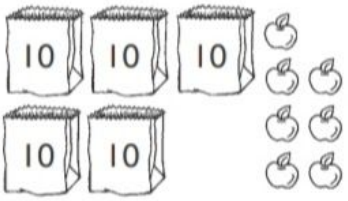


tens	ones

____ + ____ = ____

sixty-five

5.

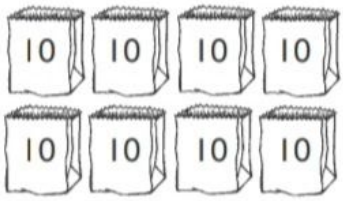


tens	ones

____ + ____ = ____

fifty-seven

6.

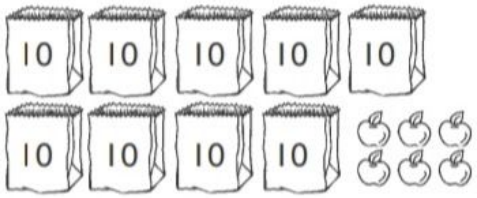


tens	ones

____ + ____ = ____

eighty

7.



tens	ones

____ + ____ = ____

ninety-six

Name _____

Intervention Lesson **B31**

Adding Three Numbers

1.

5		8	5			5		
3			3			3		
+ 2	+	2	+ 2	+		+ 2	+	
		10						

2.

7			7		
4			4		
+ 3	+		+ 3	+	

Materials: Counters, 18 for each student

1. Have students put 5 counters in the first box, 3 counters in the next box, and 2 counters in the last box.
2. Ask: ***What are the first two numbers?*** Have students circle the 5 and 3. Say: ***Move the 3 counters to the box with the 5 counters. What is 5 plus 3?*** Have the students write 8. Ask: ***What number do you still need to add?*** Have students write 2. Ask: ***What is 8 plus 2?*** Have students write 10.
3. Add 5 + 3 + 2, two more times similarly, adding 3 and 2 first and then adding 5 and 2 first. Ask: ***Is the sum the same every time?*** yes ***When adding 3 numbers, you can add any two numbers first. You will always get the same sum.*** Have students tell which way was easiest and explain why. Say: ***Try to choose ways that make the addition easier for you.***
4. Have students show 7 + 4 + 3 with counters in the boxes. Say: ***One way to make the addition easy is to make a 10. In 7 + 4 + 3, what two numbers make a 10?*** Have students circle the 7 and 3 and write 10. Ask: ***What number do you still need to add?*** Have students write 4. Ask: ***What is 10 plus 4?*** Have students write 14.
5. Say: ***Another way to make the addition easy is to make a double. In 7 + 4 + 3, what two numbers can you add to make a double of the third number?*** Have children circle 4 and 3 and write the 7s. Ask: ***What is 7 + 7?*** Have children write 14.

Name _____

Intervention Lesson **B31**

Adding Three Numbers (continued)

Find each sum.
Circle the numbers you added first.

3.
$$\begin{array}{r} 9 \\ 6 \\ +\ 4 \\ \hline \end{array} \quad + \quad \begin{array}{|c|} \hline \\ \hline \end{array} \quad + \quad \begin{array}{|c|} \hline \\ \hline \end{array} \quad = \quad \begin{array}{|c|} \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 2 \\ 6 \\ +\ 4 \\ \hline \end{array} \quad + \quad \begin{array}{|c|} \hline \\ \hline \end{array} \quad + \quad \begin{array}{|c|} \hline \\ \hline \end{array} \quad = \quad \begin{array}{|c|} \hline \\ \hline \end{array}$$

5. $2 + 9 + 1 =$ _____

$\square + \square = \square$

6. $3 + 3 + 7 =$ _____

$\square + \square = \square$

Find each sum.

7.

7	2	5	5	4	8
5	8	6	2	2	3
+ 5	+ 6	+ 1	+ 5	+ 2	+ 5

8. $9 + 1 + 9 =$ _____

9. $2 + 5 + 7 =$ _____

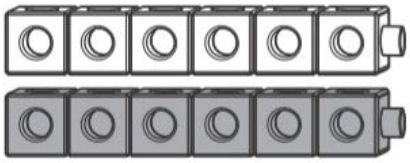
10. Reasoning Find the missing number.

$2 + \square + 8 = 18$

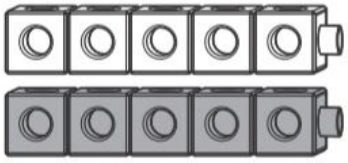
Name _____

Intervention Lesson **B26**

Doubles to 18

1. 

$6 + 6 = 12$

2. 

$5 + 5 = 10$

3. $7 + \_\_\_\_ = \_\_\_\_$

4. $4 + \_\_\_\_ = \_\_\_\_$

5. $9 + \_\_\_\_ = \_\_\_\_$

6. $8 + \_\_\_\_ = \_\_\_\_$

7. Reasoning Is 6 a double? yes or no

8. $\_\_\_\_ + \_\_\_\_ = 6$

9. Reasoning Is 9 a double? yes or no

Materials: Connecting cubes, 18 for each student

1. Have students make a train of 6 connecting cubes. Ask: ***How many cubes do you need to add to make this addition fact a double?*** Have students make another train of 6 connecting cubes and write the 6. Ask: ***How much is 6 plus 6?*** Have students write 12.
2. Do 5 + 5 similarly.
3. Have students use the connecting cubes to find the other doubles.
4. Have students make a train of 6 connecting cubes. Ask: ***Can 6 be the sum of a double?*** Give students time to break apart the 6-trains. Have students circle yes.
5. Ask: ***What number can be doubled to give the sum of 6?*** Have students write the 3s.
6. Have students make a train of 9 connecting cubes. Ask: ***Can 9 be the sum of a double?*** Give students time to break apart the 9-trains. Have students circle no.

Name _____

Intervention Lesson **B26**

Doubles to 18 (continued)

Add.
Circle the doubles. Use cubes if you like.

10. $3 + 3 =$ _____ $8 + 2 =$ _____ $9 + 9 =$ _____

11. $2 + 9 =$ _____ $8 + 8 =$ _____ $7 + 3 =$ _____

12.

6	1	4	3	4	5
+ 3	+ 1	+ 4	+ 5	+ 9	+ 5
_____	_____	_____	_____	_____	_____

Reasoning Solve.

13. Thomas picked 12 flowers. He picked the same number of yellow flowers as red flowers. How many flowers of each color does he have?

_____ yellow _____ red

14. Rhonda has 16 flowers altogether. She has 2 more yellow flowers than blue flowers. How many flowers of each color does she have?

_____ yellow _____ blue

15. Is 7 a double? yes or no

16. Is 14 a double? yes or no