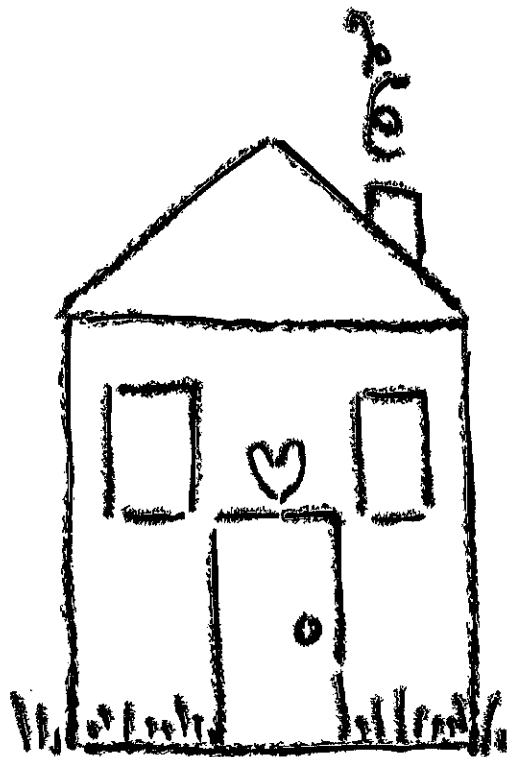


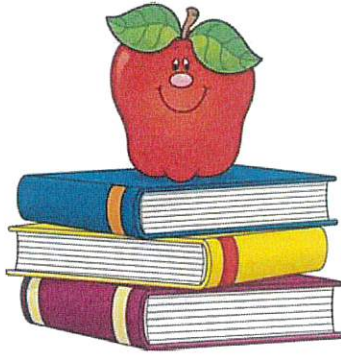
First Grade

Distance Learning

ELA

Packet





















SAUSD Distance Learning – 1st Grade

Daily	Read each day and fill in the Reading Log ELA pages 1-4
Daily	Draw and write a journal page ELA pages 5-15
Day 1	ELA pages 16-19
Day 2	ELA page 20-22
Day 3	ELA pages 23-25
Day 4	ELA page 26-28
Day 5	ELA page 29-32
Day 6	ELA pages 33-35
Day 7	ELA pages 36-39
Day 8	ELA page 40-42
Day 9	ELA page 43-45
Day 10	ELA pages 46-48

Reading Log

Registro de lectura

















Nombre/
Name:

Date/Fecha	Title/Título	My Book Rating/ Mi calificación del libro	Minutes read /Minutos leyendo	Parent or Guardian Signature/ Firma de padre o tutor
		   		
		   		
		   		
		   		

Reading Log

Registro de lectura

















Nombre/
Name:

Date/Fecha	Title/Título	My Book Rating/ Mi calificación del libro	Minutes read /Minutos leyendo	Parent or Guardian Signature/ Firma de padre o tutor
		   		
		   		
		   		
		   		

Reading Log

Registro de lectura

















Nombre/
Name:

Date/Fecha	Title/Título	My Book Rating/ Mi calificación del libro	Minutes read /Minutos leyendo	Parent or Guardian Signature/ Firma de padre o tutor
		   		
		   		
		   		
		   		

Reading Log

Registro de lectura

Nombre/
Name:

Date/Fecha	Title/Título	My Book Rating/ Mi calificación del libro	Minutes read /Minutos leyendo	Parent or Guardian Signature/ Firma de padre o tutor
		   		
		   		
		   		
		   		

First Grade Writing Journal

Use the paper to write each day. You write about anything you would like and then draw a picture to go with your writing. If you need help picking a topic, there are some journal ideas below.

Journal ideas:

What happened today?

What is your favorite food? Why?

What is your favorite toy? Why?

What do you like to do at recess?

Who is your best friend? What do you like most about them?

What do you like to do at home?

If you had one wish, what would it be?

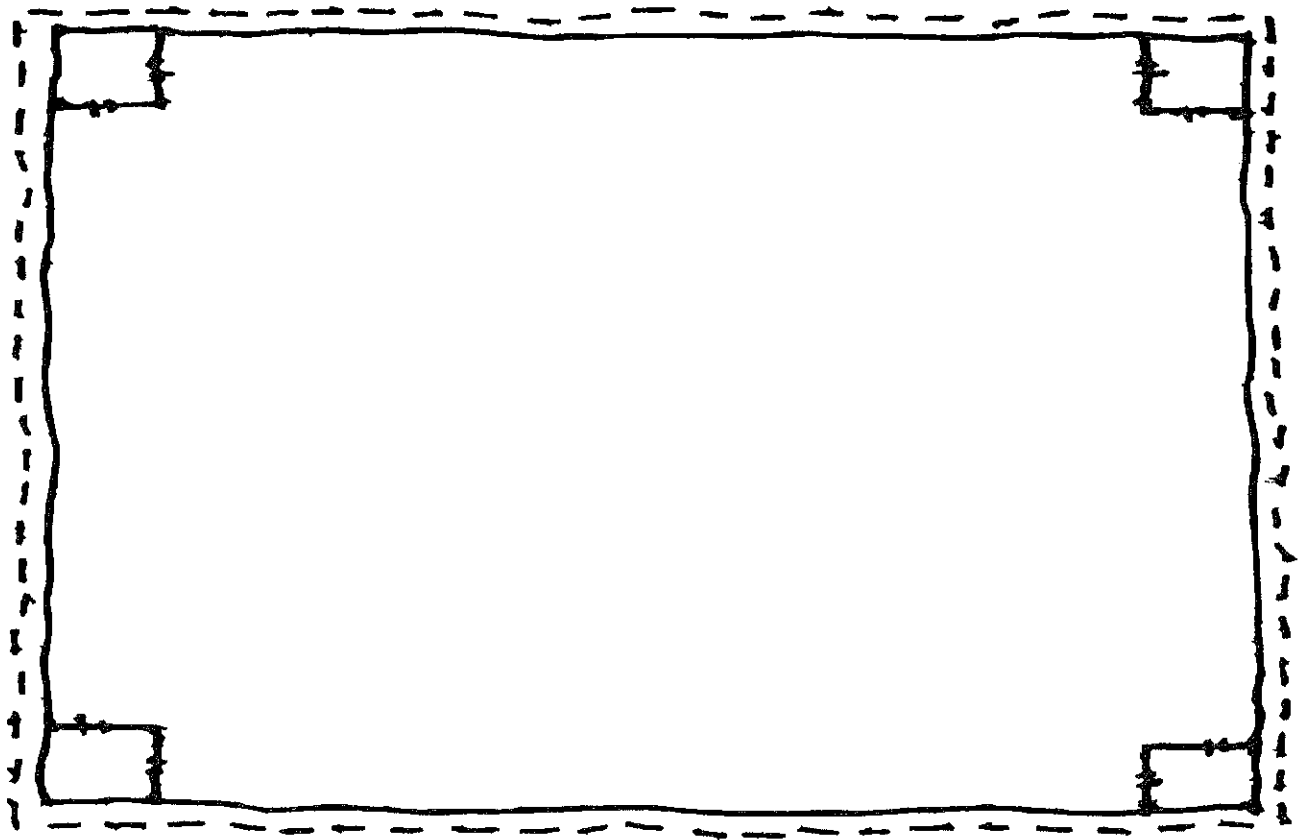
What would you like to do when you grow up?

What is one of your favorite books? Explain why you love it.

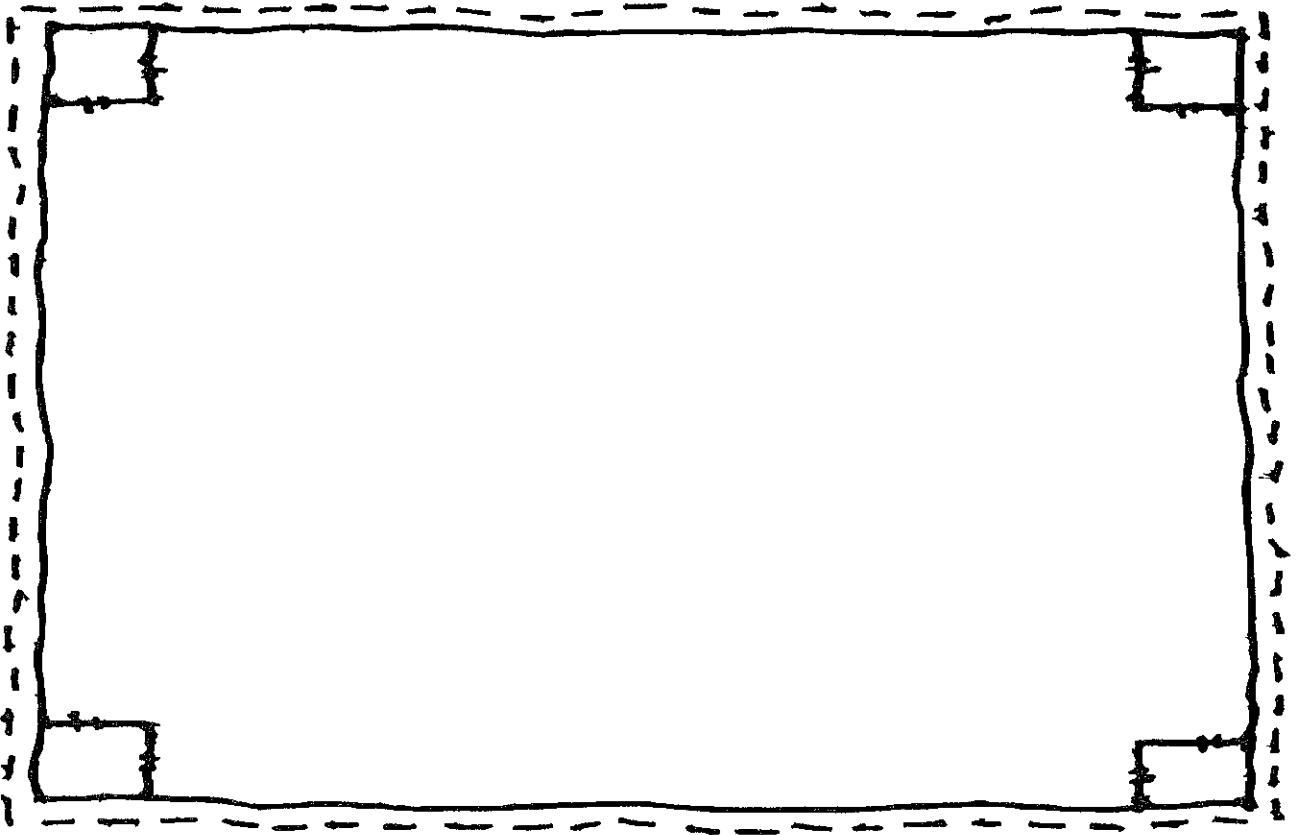
What do you like to do on the weekends?

What is your favorite animal? Why?

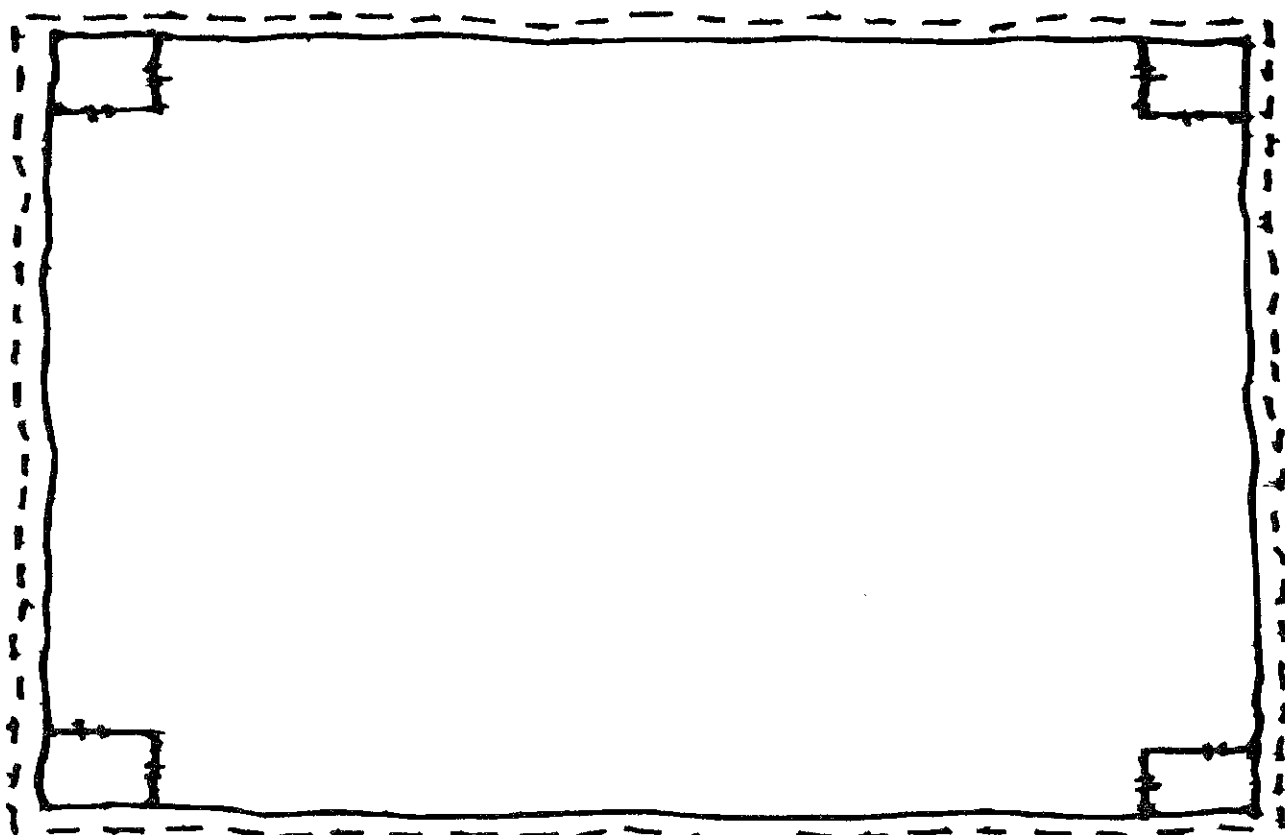
What do you think is the best thing about school? Explain why you feel that way.



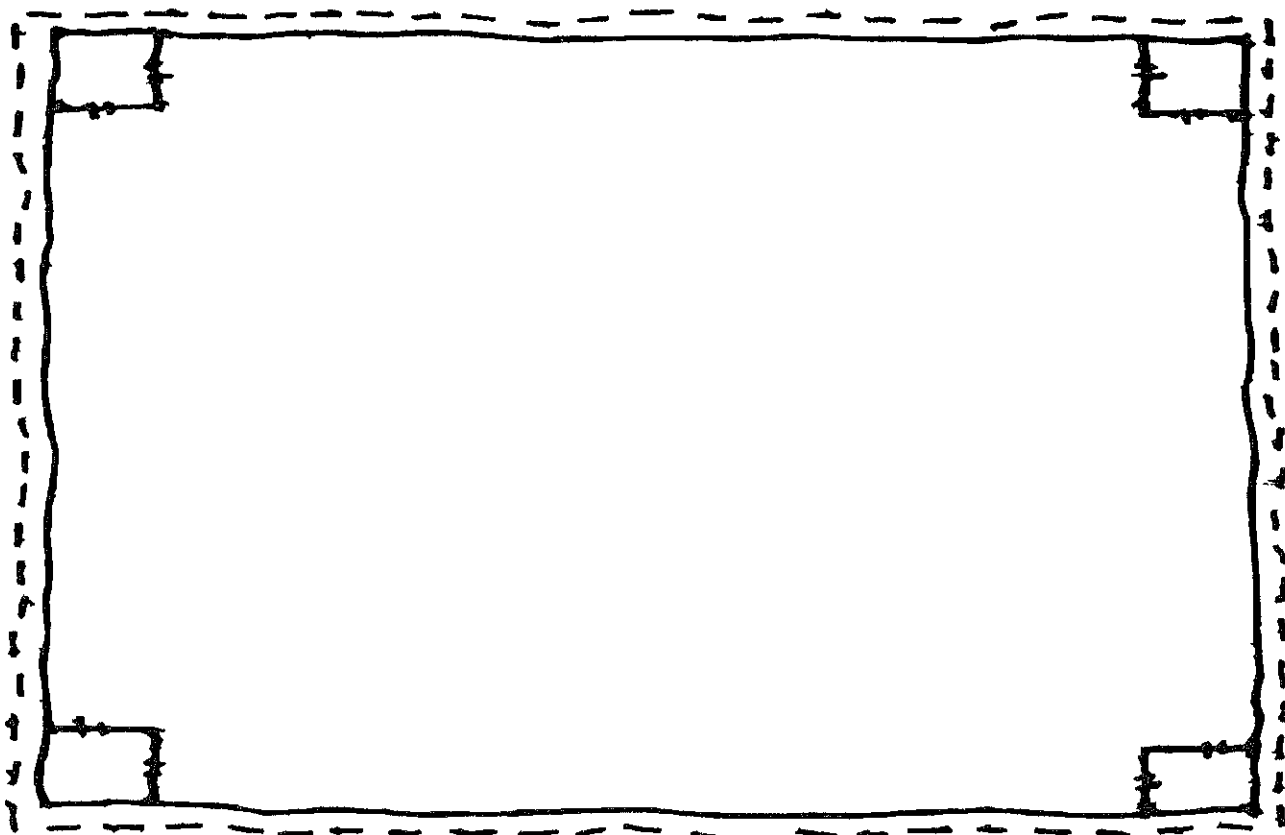
Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are five sets of these lines for practice.



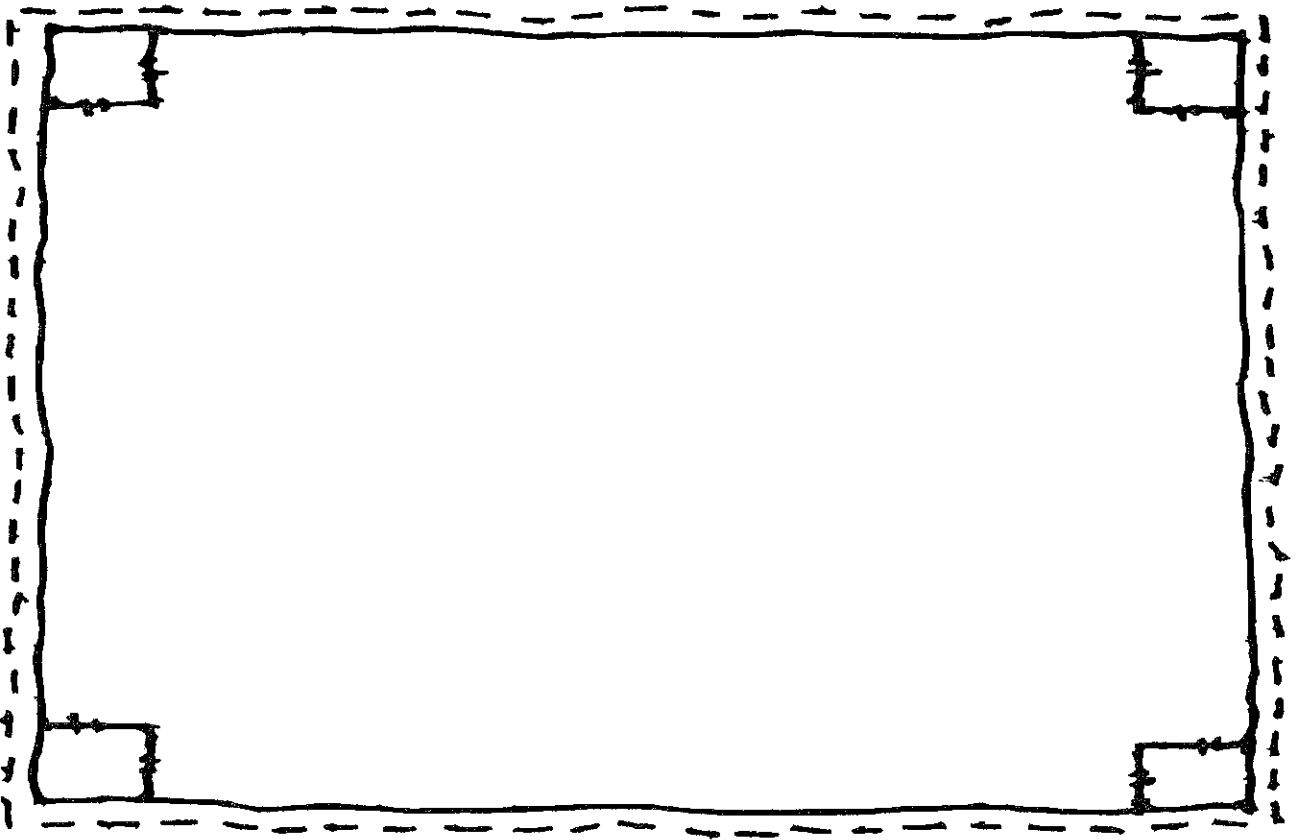
Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).



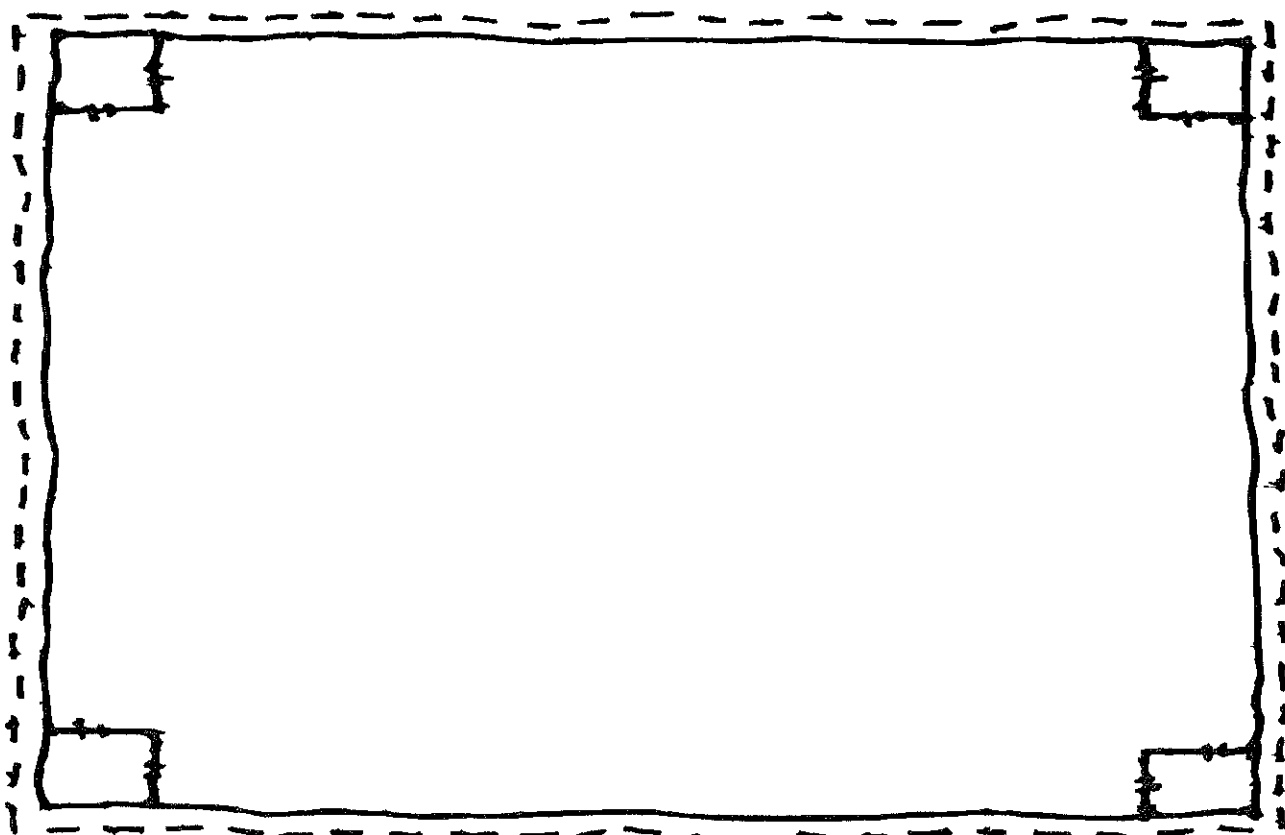
Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.



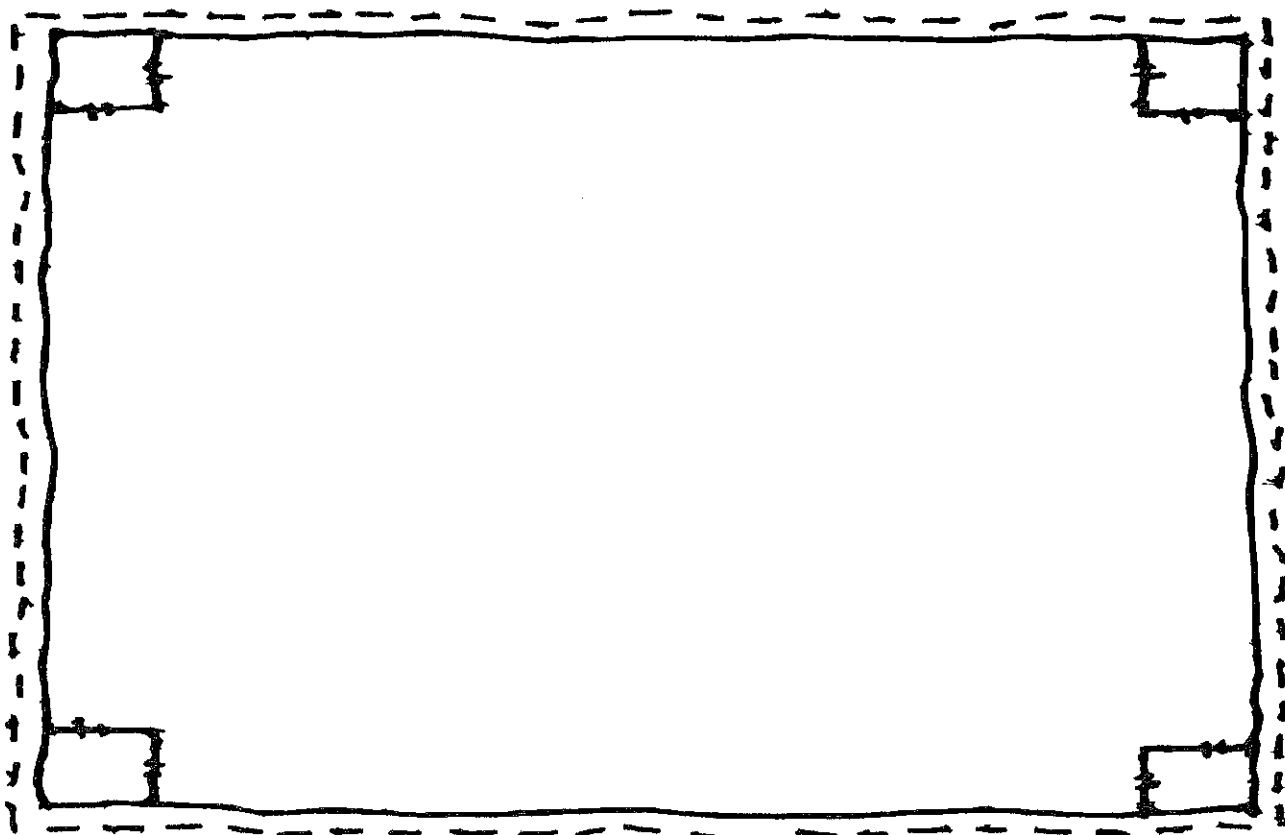
Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).



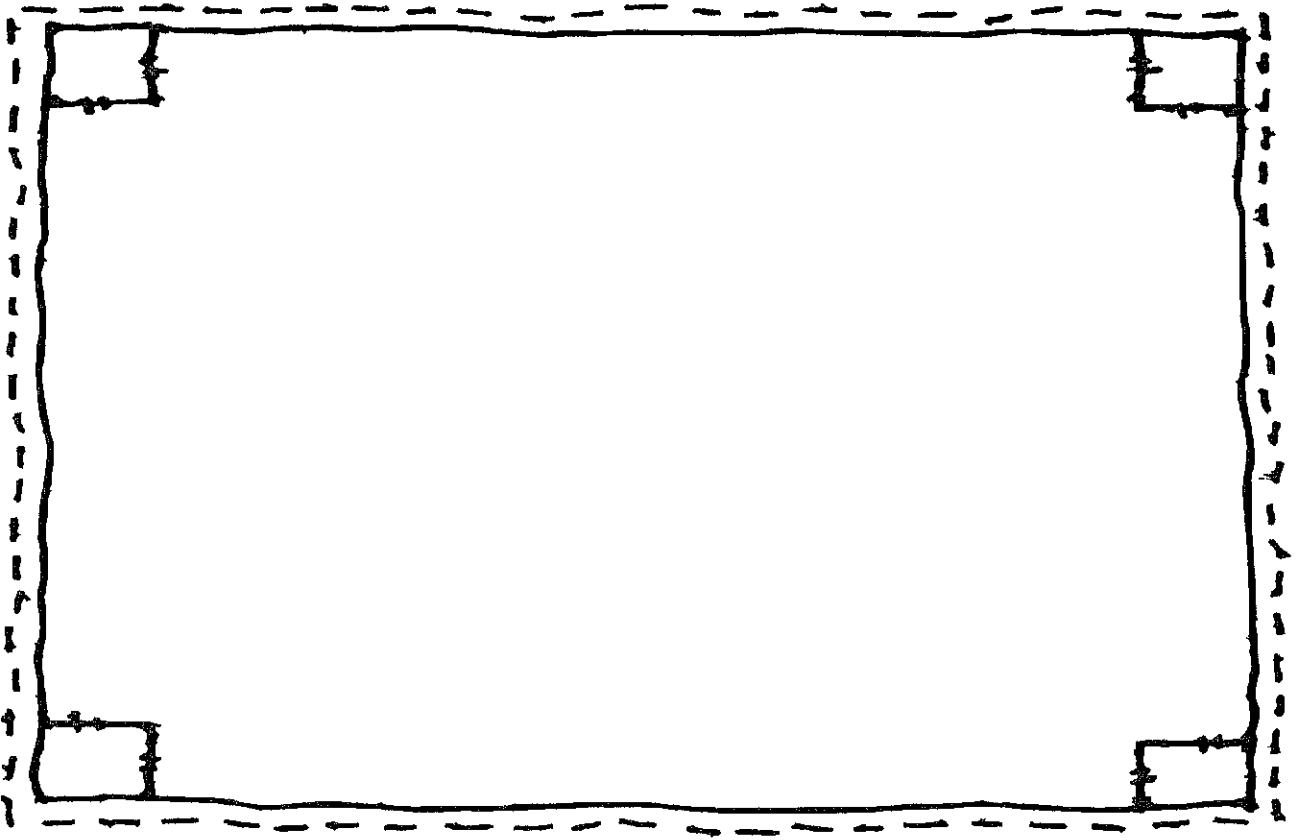
Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).



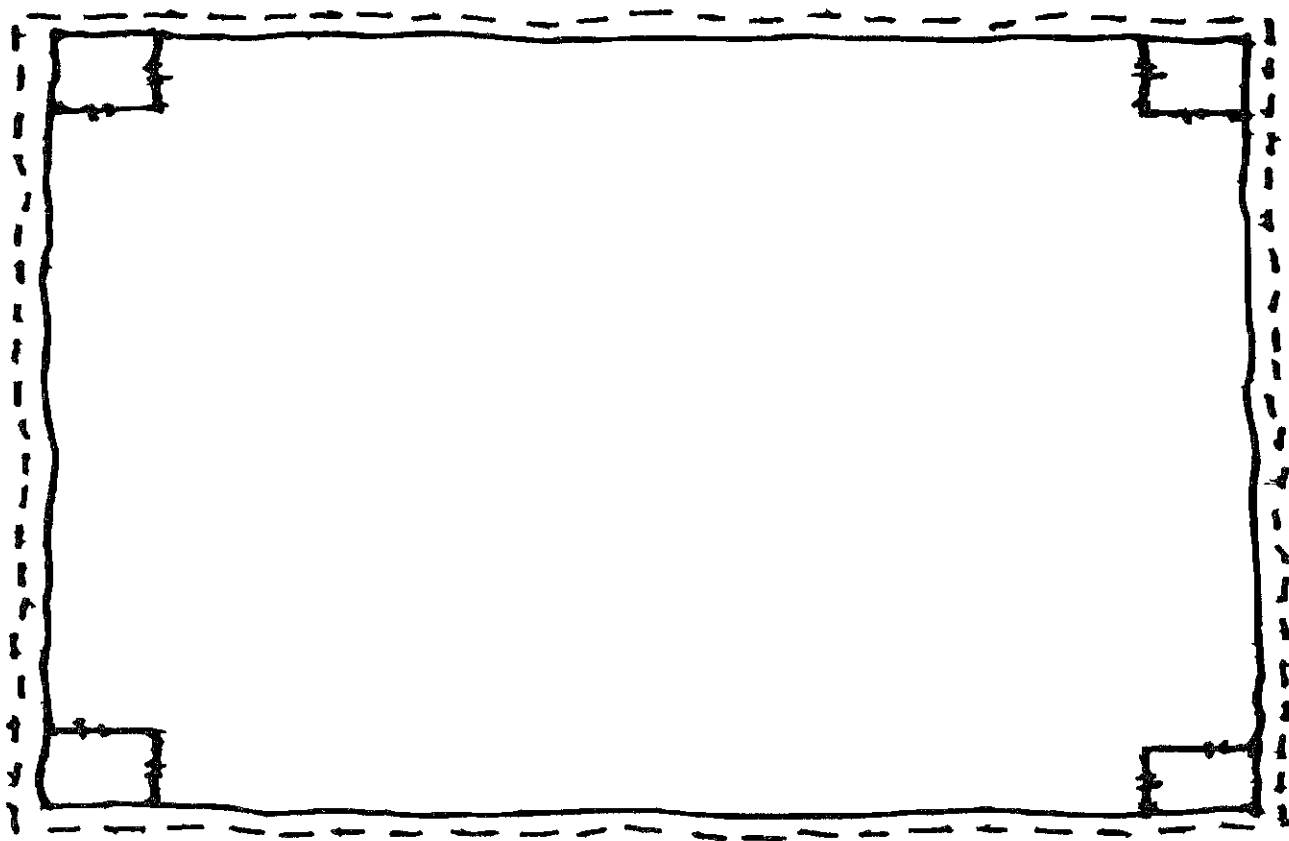
Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).



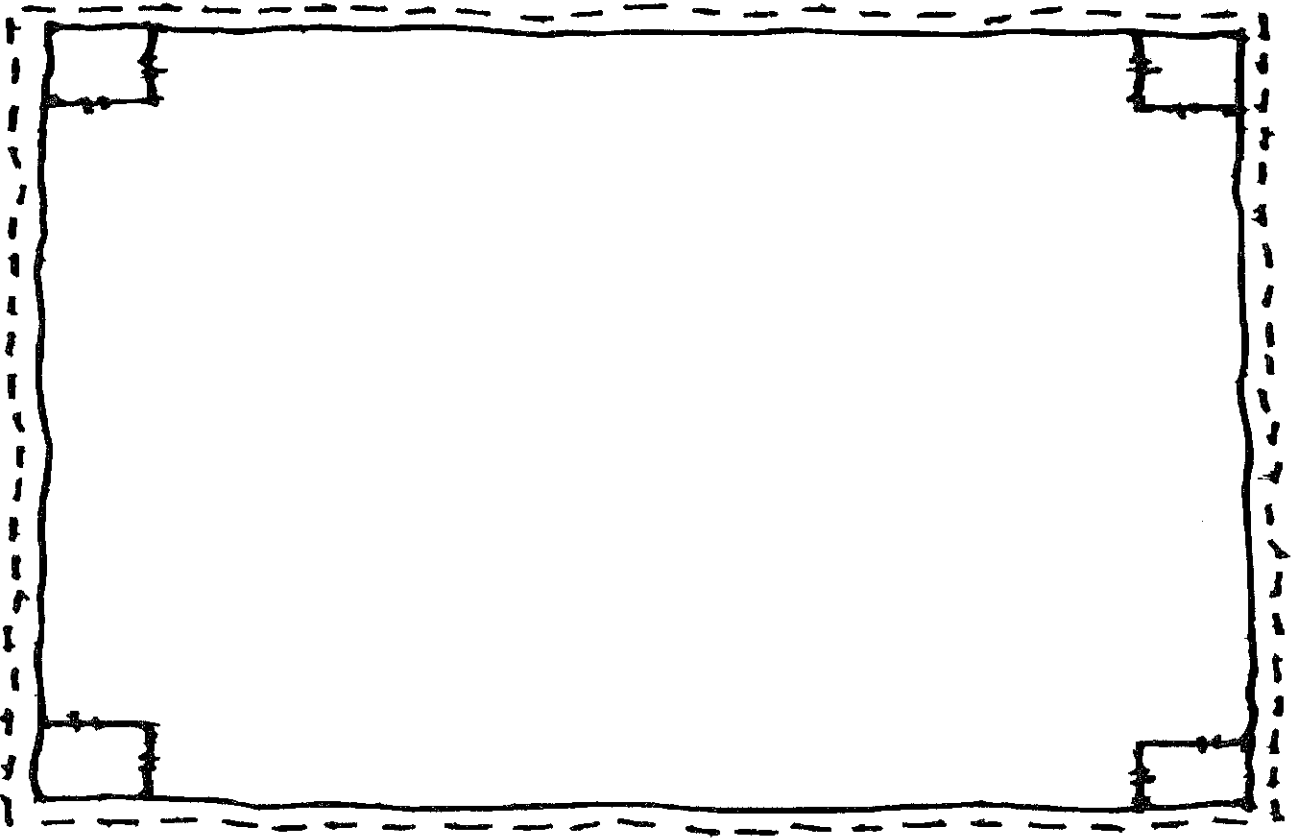
Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance. There are five sets of these lines.



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



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

Name: _____ Date: _____

Phonics: Consonant Blends

br

cr

dr

fr

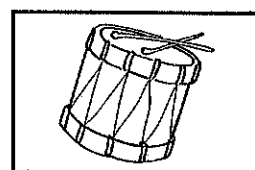
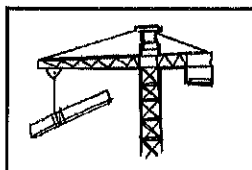
gr

tr

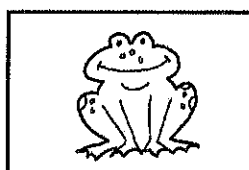
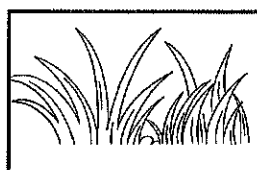
Read the word. Then write the letters from the box for the word.

Circle the picture that it names.

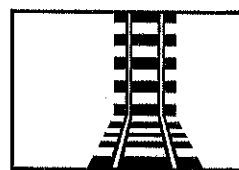
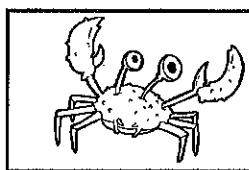
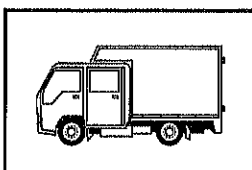
1. drum



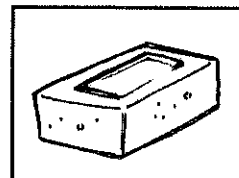
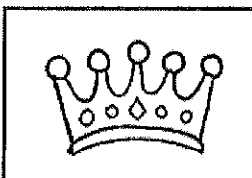
2. frog



3. truck



4. brick



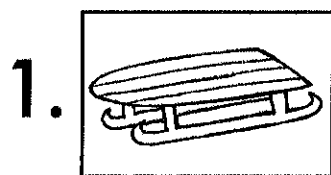
Write a sentence using a consonant blend word.

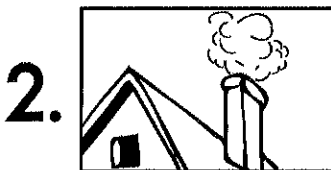
Name: _____ Date: _____

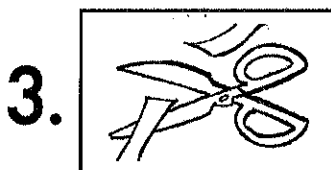
Phonics: Consonant Blends

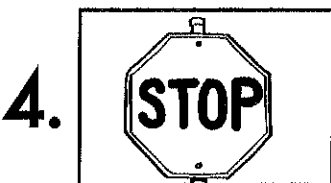
skate sled smoke snip spot stop swing

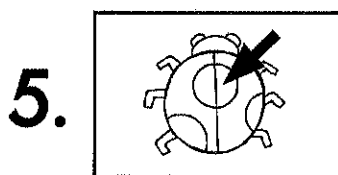
Use the words in the box to name each picture. Then circle the letters that stand for the s-blend.

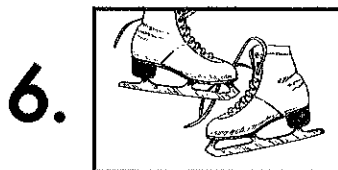


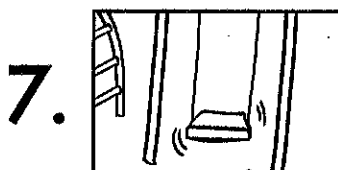












Write a sentence using a consonant blend word.

Name _____ Date _____

BLM

3

Pam and Sam Swim

Read the story. Then write a sentence about the story.

Pam and Sam go to swim.

Pam steps in. Sam jumps in. Plop!

Pam and Sam swim laps and play tag.

Then Pam and Sam stop and get out.

It's fun to swim!

Name: _____ Date: _____

High-Frequency Words

by

good

them

who

Read the words in the box. Write the word that completes each sentence. Remember, the first word in a sentence begins with a capital letter.

1. Kim and Jack are walking _____ the lake.

2. Sue is with _____.

3. _____ else is there?

4. Pete brought _____ snacks.



Write a sentence using a high-frequency word.

Name: _____ Date: _____

High-Frequency Words

out	then	there	was
-----	------	-------	-----

Read the words in the box. Write the word that completes each sentence. Remember, the first word in a sentence begins with a capital letter.

1. _____ were two boys in the store.

2. One _____ holding an apple.

3. _____ he picked out a banana.

4. The other boy took _____
money to pay.



Write a sentence using a high-frequency word.

Name: _____ Date: _____

Phonics: Final Consonant Blends

mp

nd

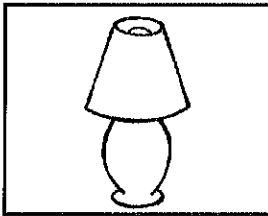
nk

nt

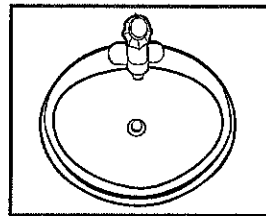
st

Say the name of each picture. Next to each picture write the letters that stand for its ending sounds.

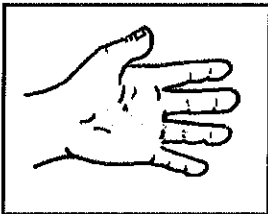
1.



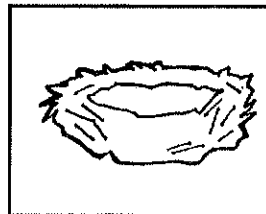
4.



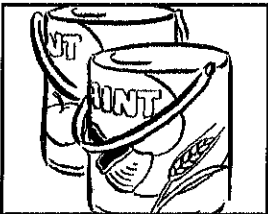
2.



5.



3.



6.



Write a sentence using a final consonant blend word.

Name: _____ Date: _____

High-Frequency Words

do

now

went

which

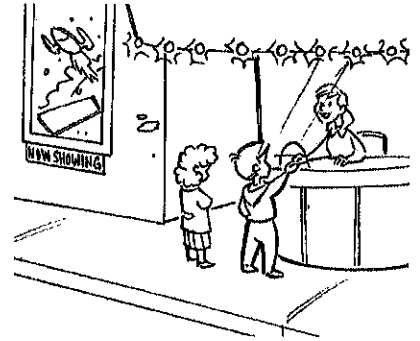
Read the words in the box. Write the word that completes each sentence. Remember, if a word starts a sentence it begins with a capital letter.

1. Bill _____ to the movies.

2. I will go _____.

3. _____ you want to come?

4. _____ movie do you want to see?



Write a sentence using a high-frequency word.

Name: _____ Date: _____

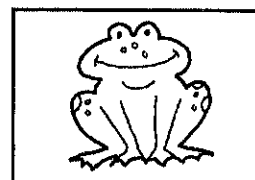
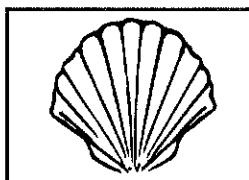
Phonics: Consonant Digraphs

ng	sh	th
----	----	----

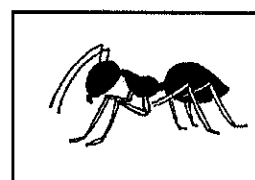
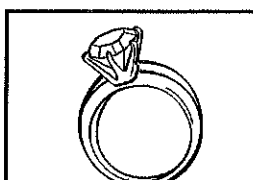
Read the word. Then write the letters from the box for the word.

Circle the picture that it names.

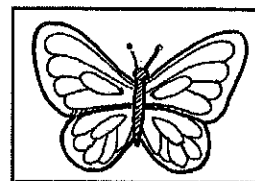
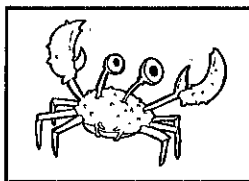
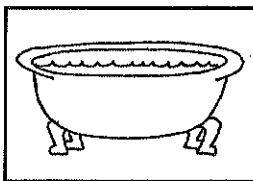
1. shell _____



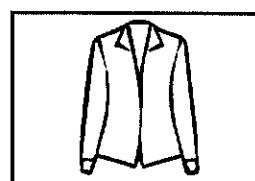
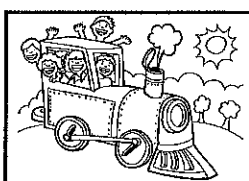
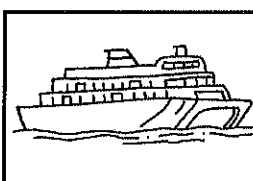
2. ring _____



3. moth _____



4. ship _____



Write a sentence using a consonant digraph word.

What Is It?

Read the story. Write a sentence to tell what is in the box.

Dad handed Mitch a big box.

“What is it, Dad?” said Mitch.

“It is a gift,” said Dad.

Mitch looked at the box.

“You will like what is in the box,” said Dad.

Mitch thumped the box.

“Can I check in the box?” said Mitch.

“Yes, you can check!” said Dad.

There is _____

Name: _____ Date: _____

High-Frequency Words

could

our

these

were

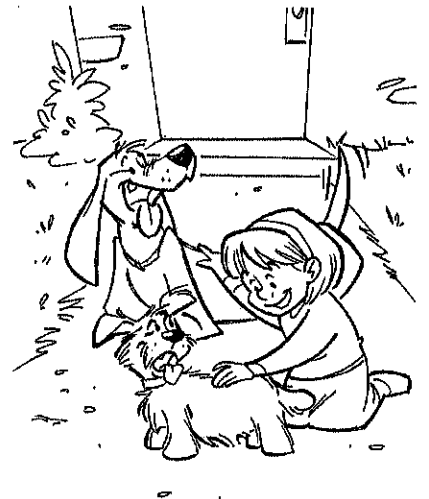
Read the words in the box. Write the word that completes each sentence. Remember, if a word starts a sentence it begins with a capital letter.

1. _____ dogs got out!

2. We _____ not find them.

3. Where _____ they?

4. _____ nice people found
the dogs.



Write a sentence using a high-frequency word.

Jack and Ash

Read the story. Then write a sentence about Jack and Ash.

Jack wants to see the sunset.

He brings Ash with him.

Ash has a backpack with snacks.

Jack and Ash go uphill to sit on a bench.

Just then, a snack slips out of the backpack.

A stinkbug snatches it!

“Scram!” Ash yells.

Jack tells Ash, “It’s the bug’s snack!

Let’s catch the sunset!”

Name _____ Date _____

BLM

2

Phonics Word Builder

Place a letter tile in each box to make a word.

Read the word aloud.

Be sure that you make real words.

spl sh

squ nt

spr nt

str p

spr ng

spl t

str ng

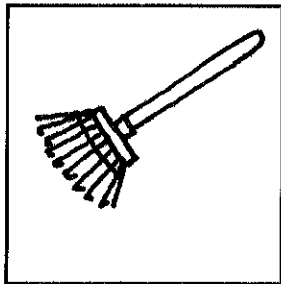
str tch

Name: _____ Date: _____

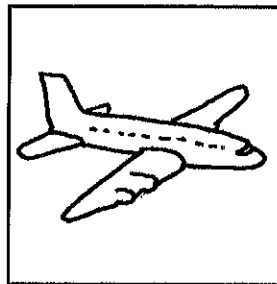
Phonics: Long a (final -e)

Say the name of each picture. Circle the picture if the name has the long a sound.

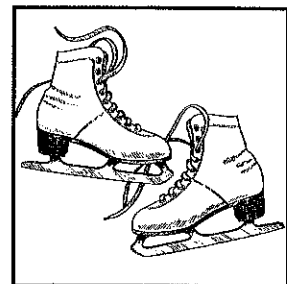
1.



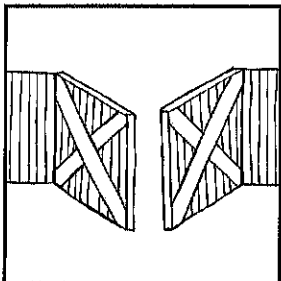
4.



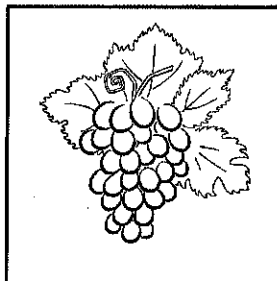
7.



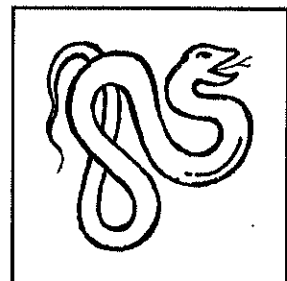
2.



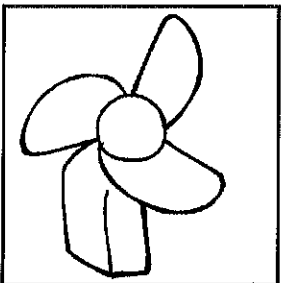
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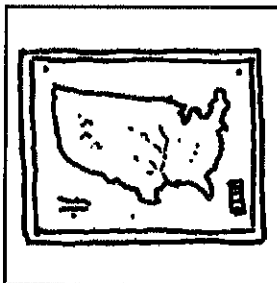
8.



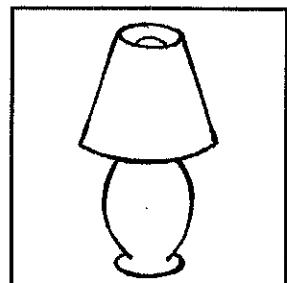
3.



6.



9.



Write the names of two pictures with the long a sound.

Nate and Kate Skate

Read the story.

Then write a sentence about something you like to do.

Nate likes to skate.

Many times, Kate comes to skate with Nate.

Kate and Nate have the same skates.

“Why do you like to skate?” asks Kate.

“I like to go fast!” says Nate.

“I like to skate fast, too!” says Kate.

Name: _____ Date: _____

High-Frequency Words

many

right

start

why

Read the words in the box. Write the word that completes each sentence. Remember, if a word starts a sentence it begins with a capital letter.

1. _____ kids like to bake.



2. The kids are ready to _____.

3. They know the _____ way to mix.

4. _____ will the cake get tall?

Write a sentence using a high-frequency word.

Name _____ Date _____

BLM

6

The Bake Sale

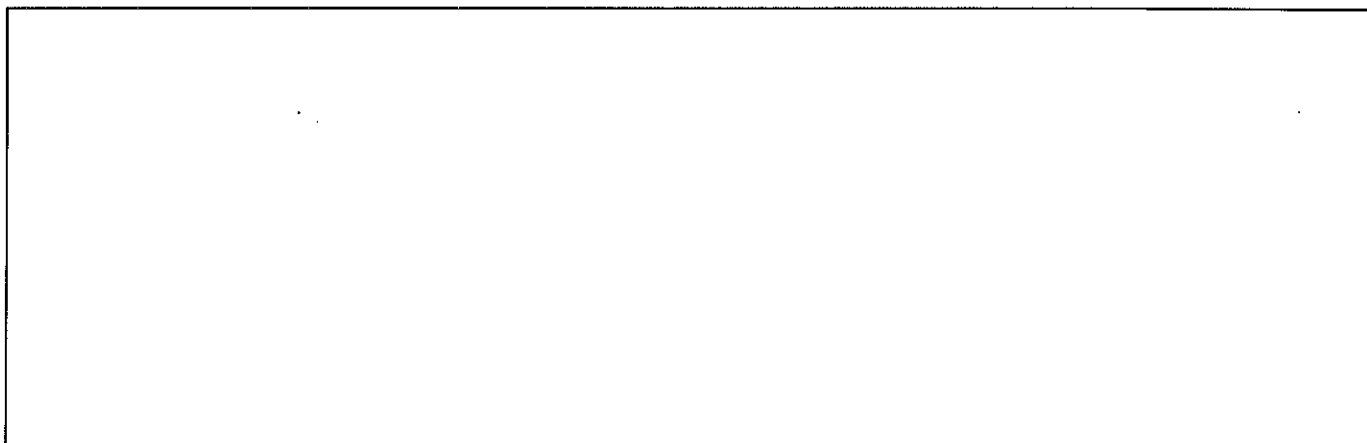
**Read the story. Draw a picture to show what happens in the story.
Write to tell about your picture.**

Jane and Jake will bake.

What will Jane and Jake bake?

Jane and Jake will bake two cakes.

One cake will be little and one cake will be big,
but the cakes will look the same.

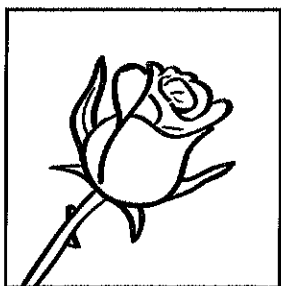


Name: _____ Date: _____

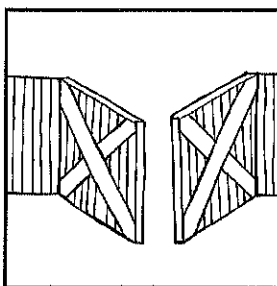
Phonics: Long o (final -e)

Say the name of each picture. Circle the picture if the name has the long o sound.

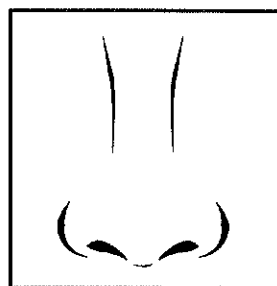
1.



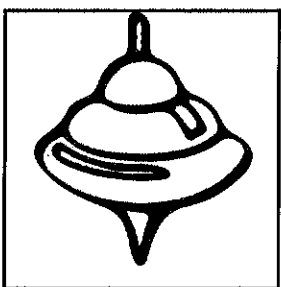
4.



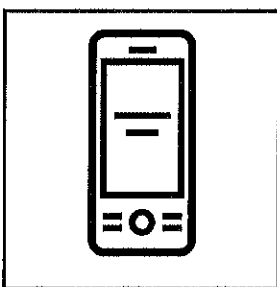
7.



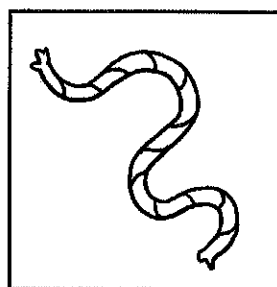
2.



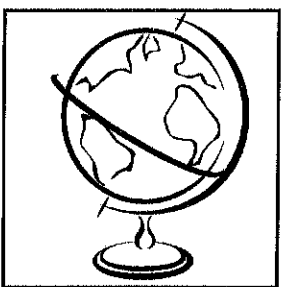
5.



8.



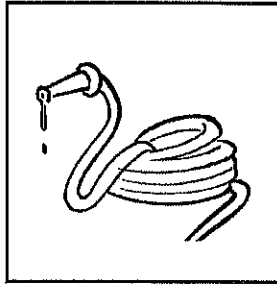
3.



6.



9.



Write the names of two pictures with the long o sound.

Name _____ Date _____

BLM

3

Jake's Pancakes

Read the story.

Draw a picture and then write a sentence to tell what happens next.

Jake woke up late.

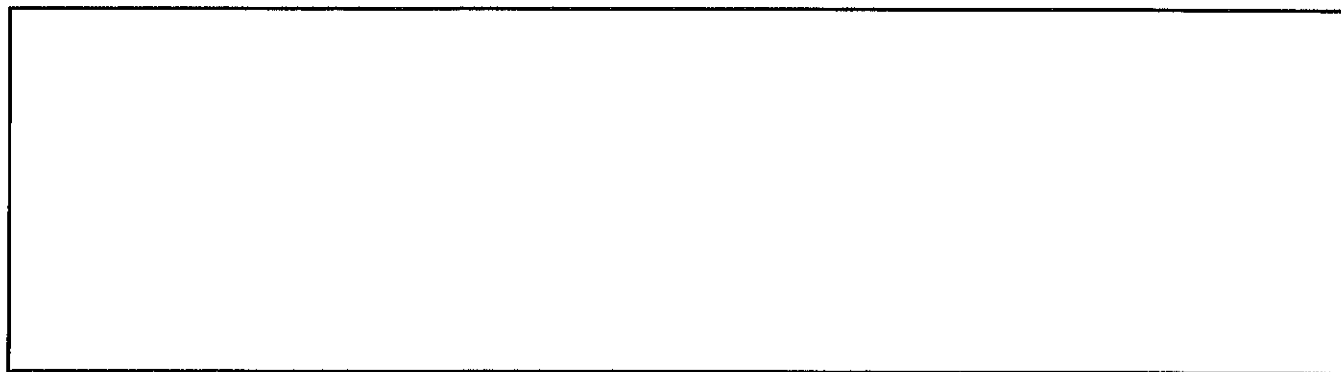
He put on a robe.

He made pancakes on the stove.

Then Jake smelled smoke.

No! The pancakes got too hot!

Jake had to trade the pancakes
for a plate of grapes.



Name _____ Date _____

BLM

4

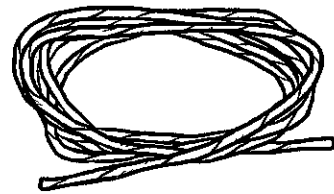
Word Family Picture Labels

Say the name of the picture aloud.

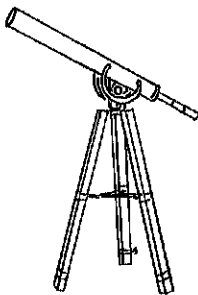
Write the beginning of the word below each picture.



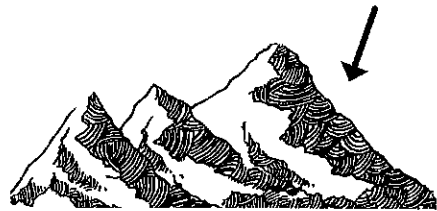
ope



ope



ope



ope

Joke on My Dog

Read the story. Circle all of the words with the long o sound.

I played a joke on my dog, Cole.

I put his little bone under a stone.

Cole could not find his little bone.

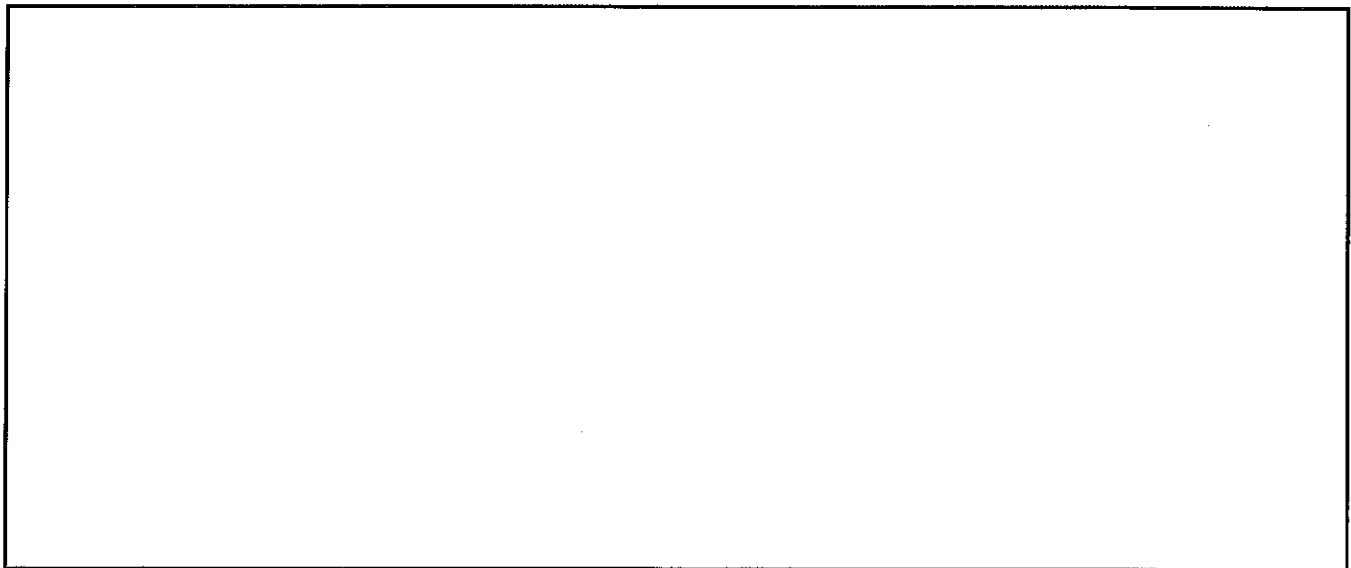
Cole sniffed and sniffed our home with his nose.

I did not want to make Cole sad.

I gave Cole the bone and said,

“I will not trick you, Cole.”

Draw a picture to show what happens at the end of the story.



Name _____ Date _____

BLM

6

The Big Trip

Read the story. Write a sentence to tell something else Rose did in Rome.

Rose wanted to take a trip to Rome.

To go there, Rose would cross the globe!

Rose packed a case with things to take.

Then she got on a plane.

The plane landed in Rome.

There, Rose sniffed a rose in a vase.

She ate a plate of grapes.

Rose was glad to be in Rome.

Name: _____ Date: _____

High-Frequency Words

find

how

over

under

Read the words in the box. Write the word that completes each sentence. Remember, if a word starts a sentence it begins with a capital letter.

1. Rose can't _____ her cat.

2. It is not _____ the bed.

3. It is _____ the bed!

4. _____ did it get there?



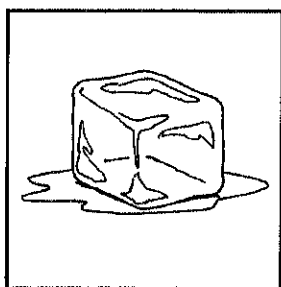
Write a sentence using a high-frequency word.

Name: _____ Date: _____

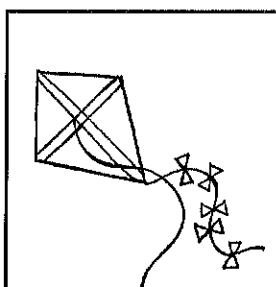
Phonics: Long i (final -e)

Say the name of each picture. Circle the picture if the name has the long i sound.

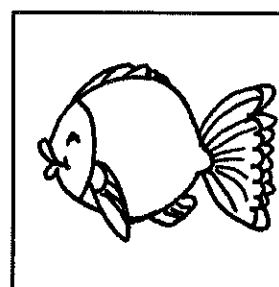
1.



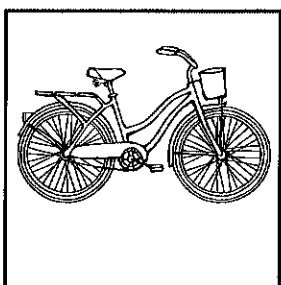
4.



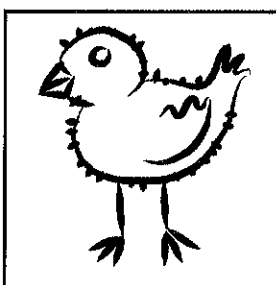
7.



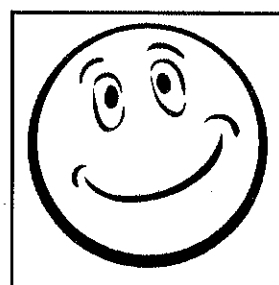
2.



5.



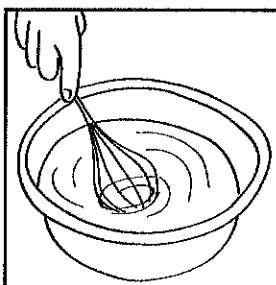
8.



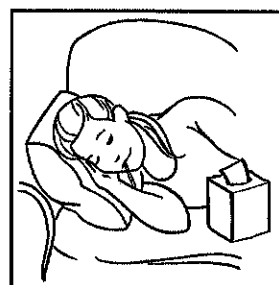
3.



6.



9.



Write the names of two of the pictures with the long i sound.

Name _____ Date _____

BLM

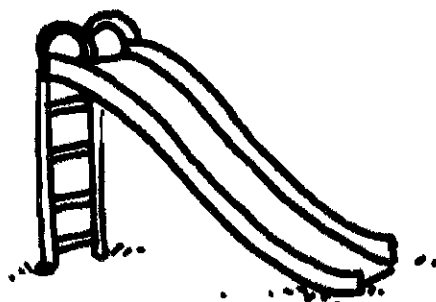
4

Word Family Labels

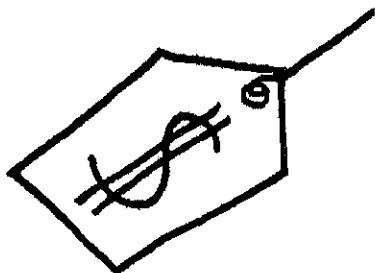
Say the name of the picture aloud. Complete the word below each picture.



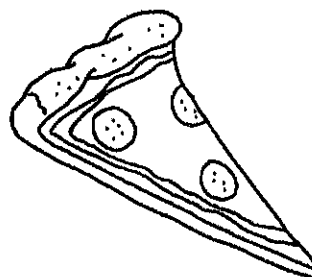
_____ine



_____ide



_____ice



_____ice

Name _____ Date _____

BLM

3

Here We Go!

Read the poem. Circle all the words that have both a long i sound and end with the letter e. Then write a sentence about what will happen next in the poem.

I sit at the top of the slide.

I like it just fine.

It's my time to ride!

But there are kids in line

Who want to go after me,

So I push off the side

And there I go! Nice!

Nine Swine

Read the story.

Then write a sentence about the nine swine.

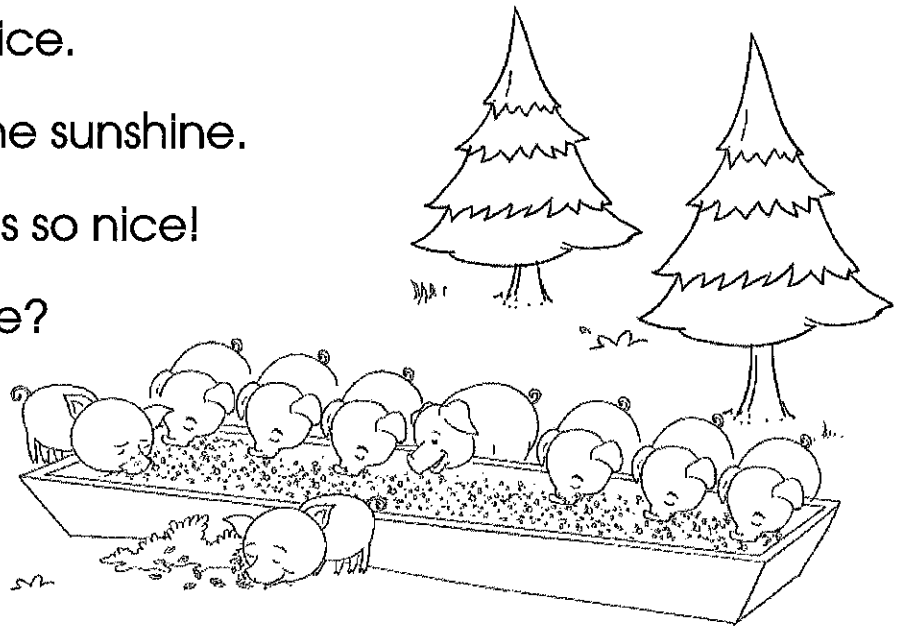
Nine large swine stand under the pines.

The nine swine dine on rice.

After that, they nap in the sunshine.

The swine think their life is so nice!

Can't you see them smile?



The nine swine

Name: _____ Date: _____

High-Frequency Words

after	call	her	large
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Read the words in the box. Write the word that completes each sentence. Remember, if a word starts a sentence it begins with a capital letter.

1. "That is a very _____ snake!" said Mike.
2. " _____ name is Twine," said Mr. White.
3. "You may hold the snake _____ you wash your hands."
4. Mike said, "I will _____ Gran to tell her about this!"

Name: _____ Date: _____

Long e (final -e) and Long u (final -e)

cube

cute

huge

mule

Pete

Write a word from the box to solve each clue.

1. Something very, very big is this. _____

2. This is a boy's name. _____

3. This animal looks like a horse. _____

4. Bunnies and kittens are this. _____

5. This has sides that are square. _____

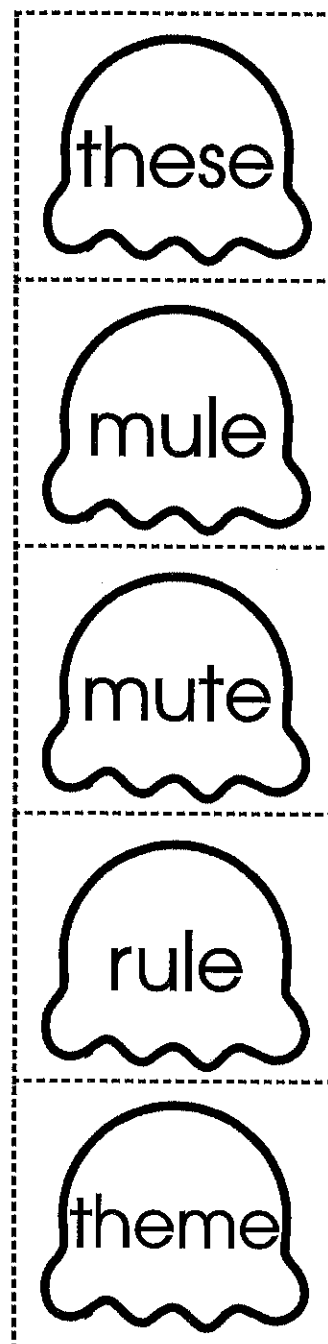
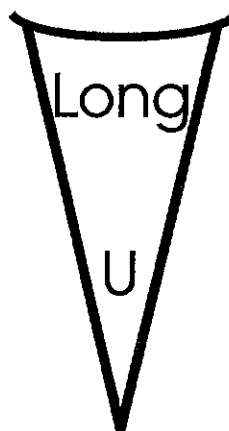
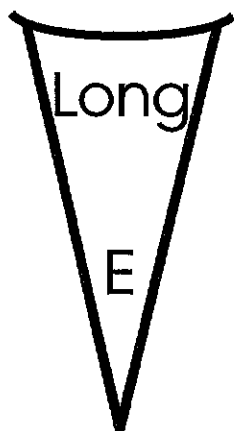
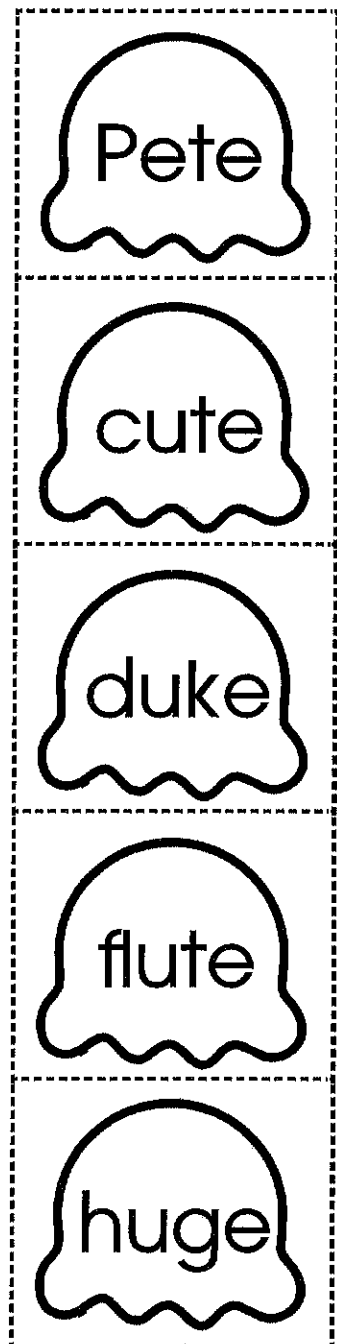
Write a sentence using a word with the long e or long u sound.

Name _____ Date _____

BLM
2

Phonics Ice Cream Cones

Place the scoops of ice cream on the cones with the same sound.



Name _____ Date _____

BLM

3

The Rude Mule

Read the poem. Then write a sentence about an animal you think is cute.

I see a mule named Pete.

He is cute as can be.

I call him, but

He will not come to me.

That is rude!

But I still want to stay

To see Pete eat a bale of hay.

I think that

Name: _____ Date: _____

High-Frequency Words

house	long	off	small
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Read the words in the box. Write the word that completes each sentence.

1. Steve likes his _____ .

2. It's just a little _____ .

3. His _____ ears don't fit inside.

4. Too bad he can't take them _____ !



Write a sentence using a high-frequency word.
