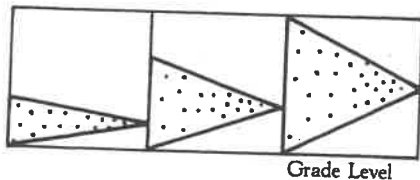


Career Story Cards

1st grade
reading



TOOLS

Career story cards
(make a copy
pages 265-270)

Scissors

Why

To initiate thinking about what different people do at work and to improve communications skills

How

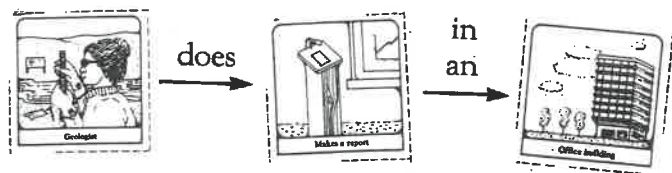
- Have a copy made (at a duplicating center) of the Career Story Cards, on card stock if possible.
- Have your child cut out and sort the cards. There should be three stacks, showing **careers, where they take place, and what the person does**. This sorting can be a very interesting process, with a lot of talking about what the cards mean. The distinction between people, places, and actions is important in developing language skills.
- The cards may be spread out, so that the child can see them all.

Matching

- Have your child select a card that shows a person, then find a place card and an action card that might match, explaining why those cards make sense.
- There often will be more than one choice of cards that might match. For example, does a truck driver ever use a calculator? Probably—and so would almost any of the occupations shown (on the cards).

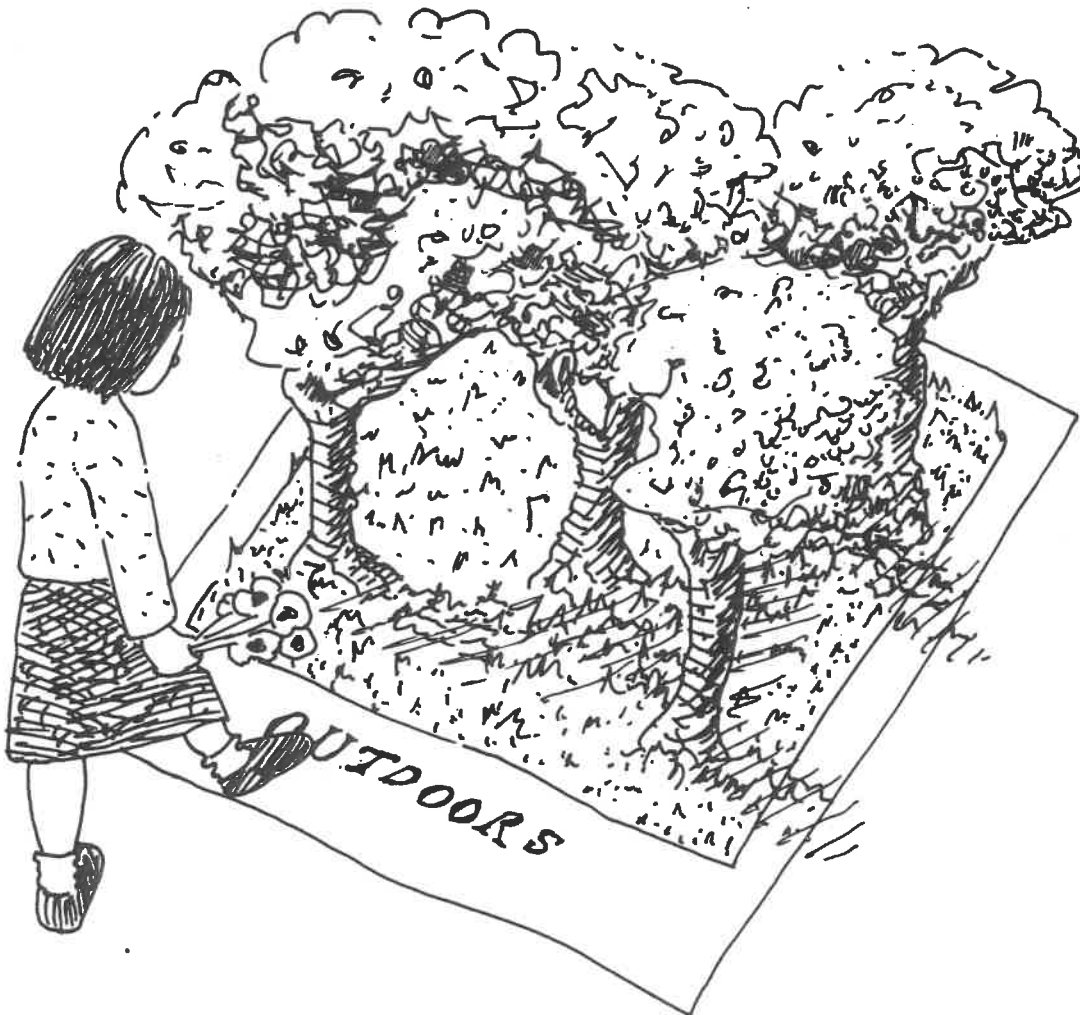
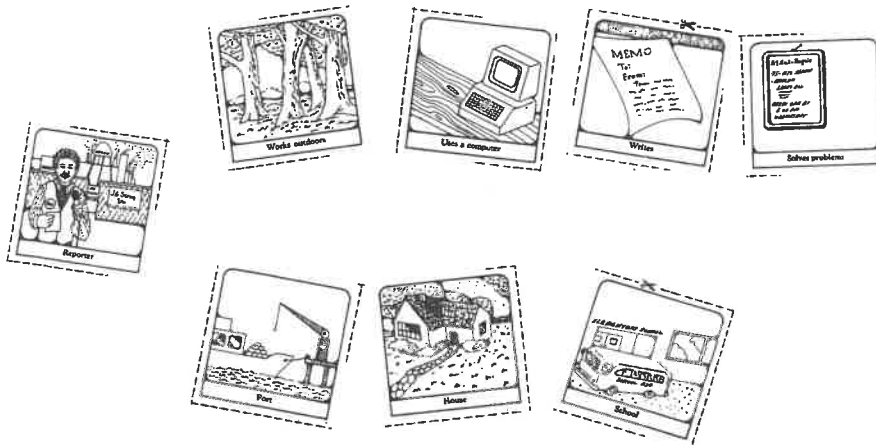
Stories

- Have your child choose one card from each of the three categories and tell you a story about the person in that job, what the job was like on a particular day, and where it was done. Remember that all of the people also do other tasks than those they are pictured doing.



What's in a Job?

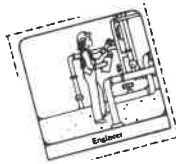
- Have your child take one person card, then see how many of the actions shown on the action cards might be done in that career, and how many of the places shown would be likely.



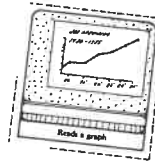
More Ideas

Cut out pictures of people doing a variety of jobs, tools that are used, and places where work is done, from magazines. Make up a new set of career story cards using the pictures.

- ▶ Here are some additional activities for **classroom** use:
- ▶ Have several children work together to make up the career stories.
- ▶ Have the children ask each other questions, using the cards to answer. For example, "Who uses numbers?" or "Who reads a graph?"
- ▶ Have the group put the cards into a long string, one at a time, explaining the connection between the last card and the new one put down. For example:



"Engineer"



"reads a graph
of the ocean
depth"



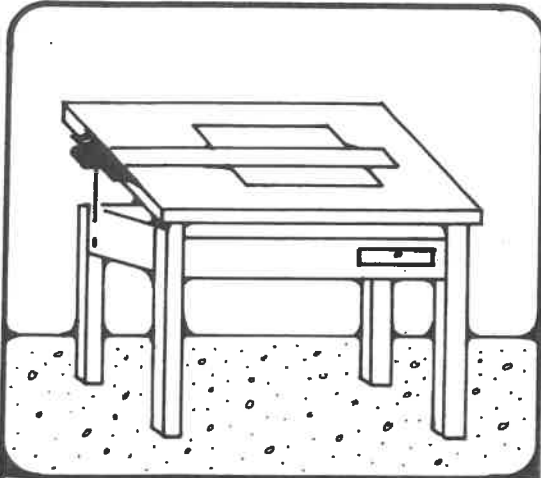
"and uses a
calculator to
figure the
results"



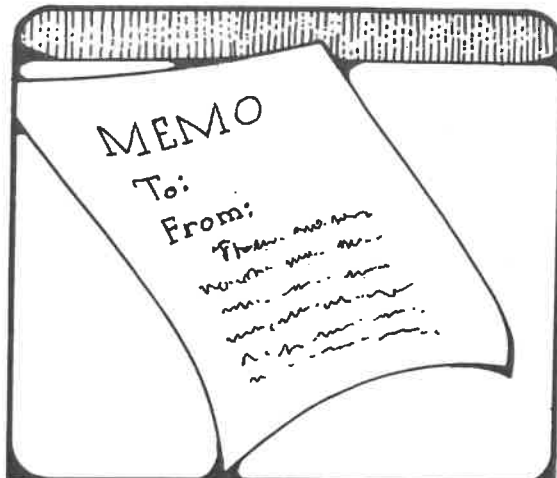
"and tells the
electrician where
the wires
should go"

- ▶ Encourage students to make up their own activities with the cards. ◀

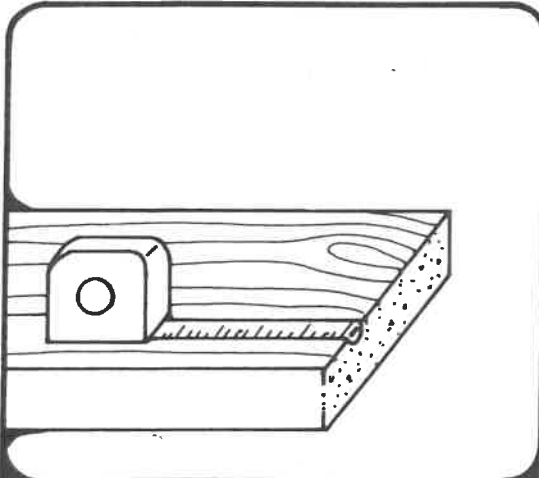
CAREER STORY CARDS



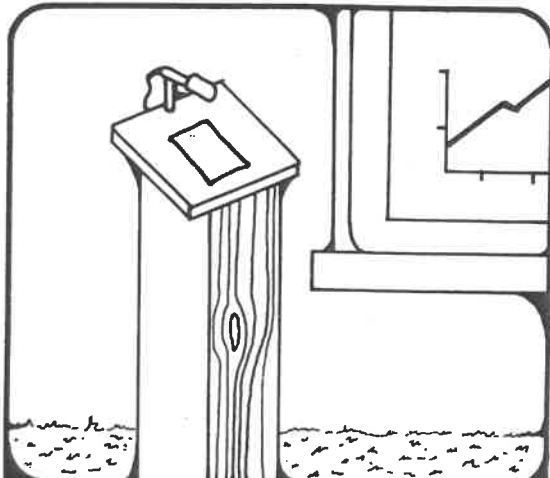
Draws



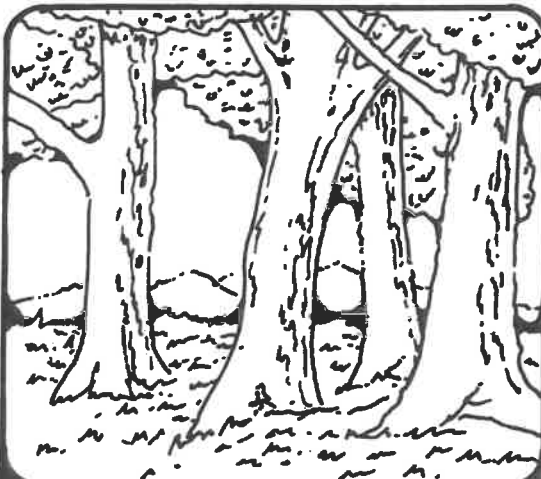
Writes



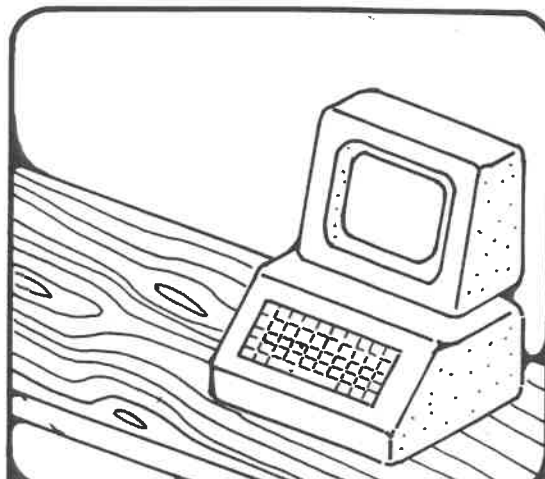
Measures



Makes a report

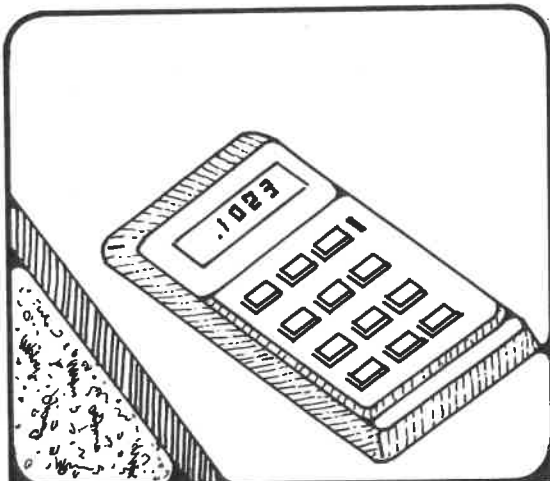


Works outdoors

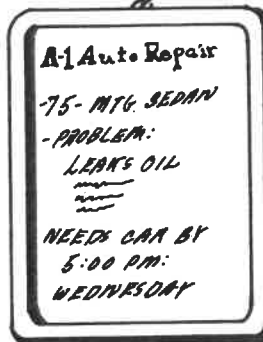


Uses a computer

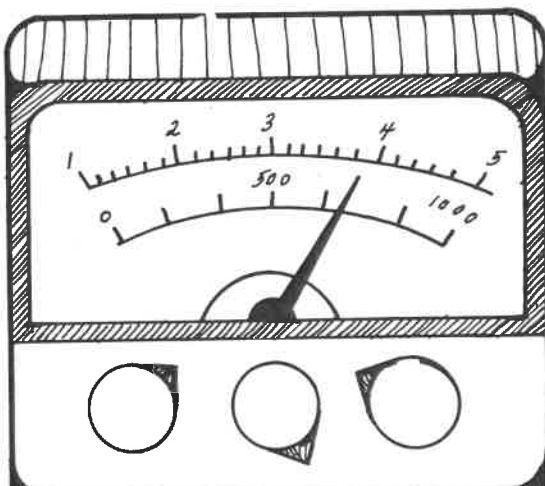
CAREER STORY CARDS



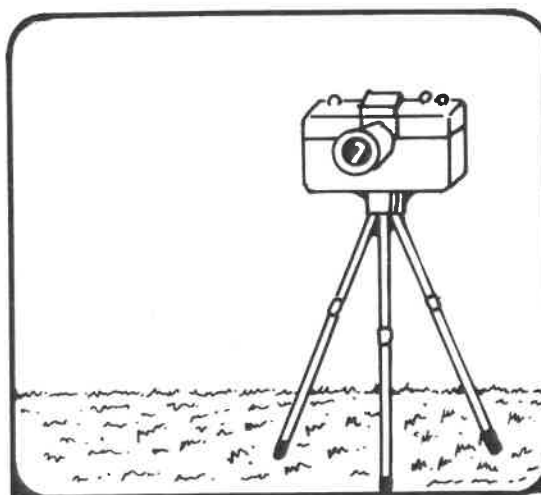
Uses a calculator



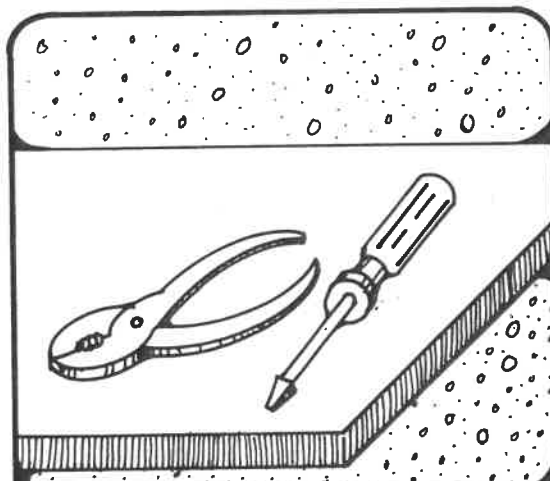
Solves problems



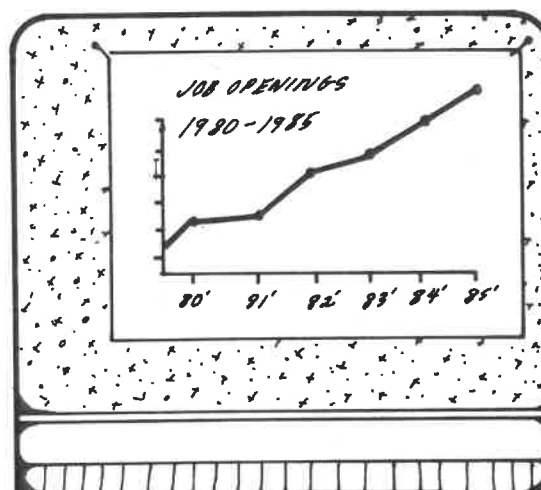
Reads a gauge



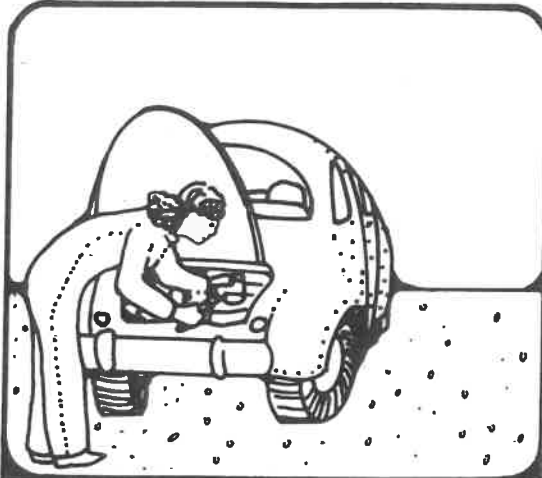
Uses a camera



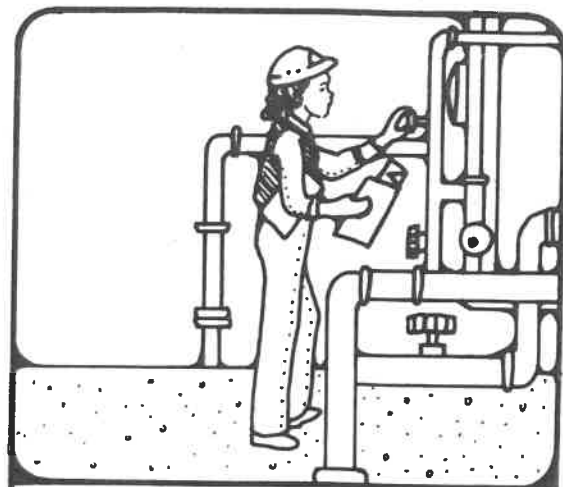
Uses tools



Reads a graph



Mechanic



Engineer



Truck Driver



Pharmacist



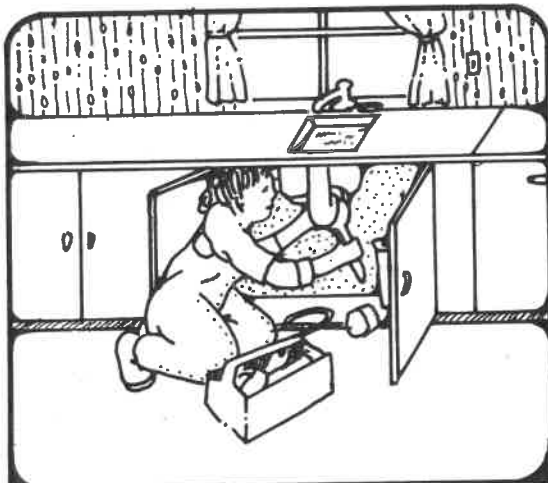
Computer scientist



Doctor

CAREER STORY CARDS

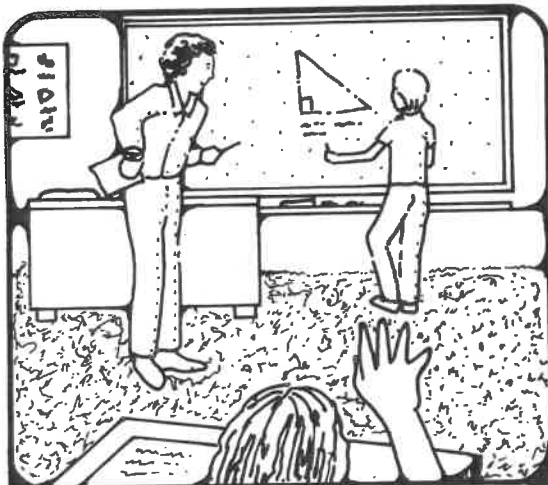
CAREER STORY CARDS



Plumber



Electrician



Teacher



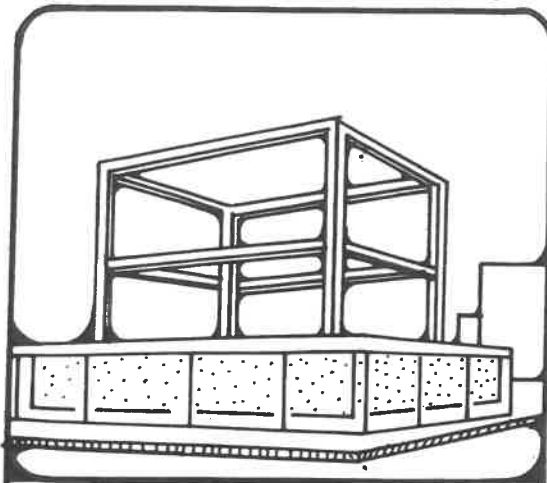
Carpenter



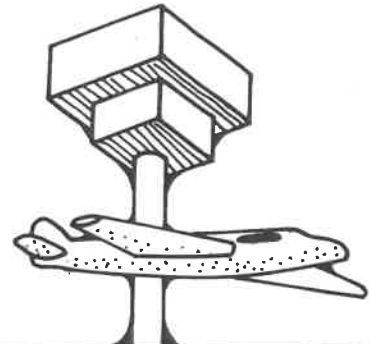
Reporter



Geologist



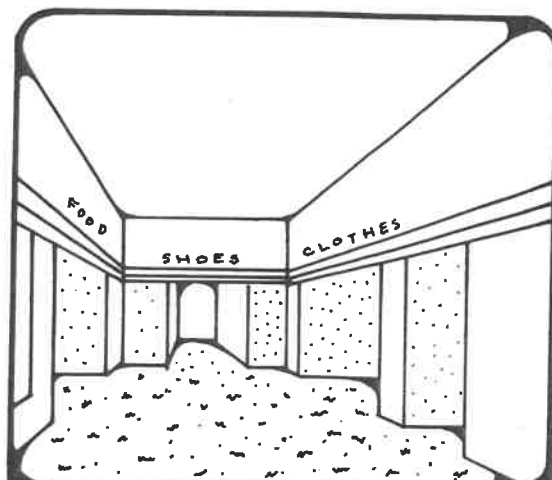
Construction project



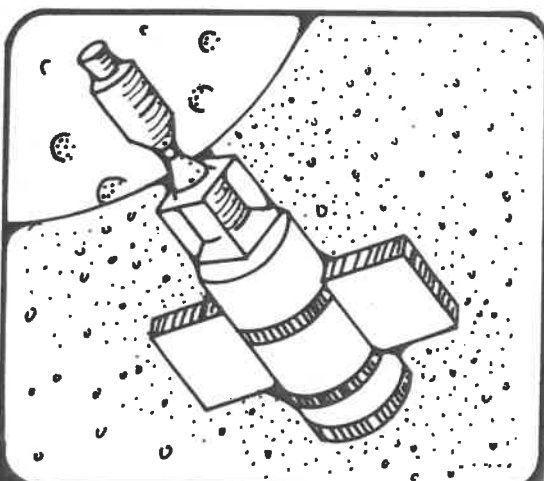
Airport



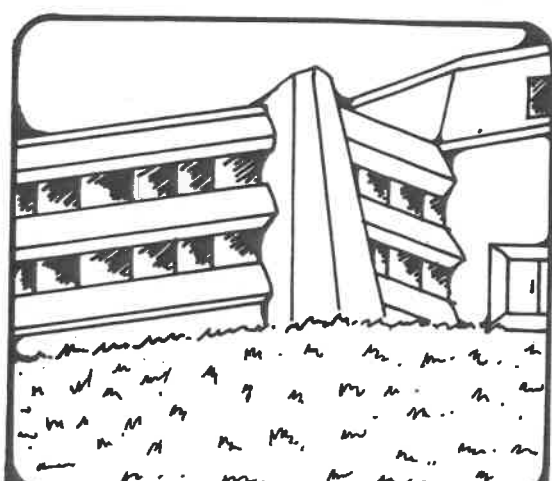
Hospital



Shopping center



Skylab



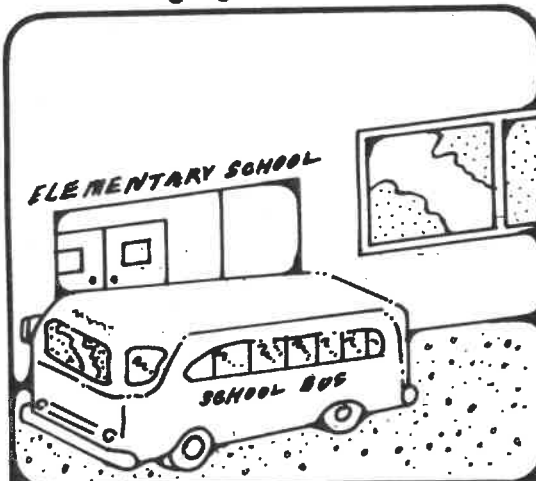
Museum

CAREER STORY CARDS

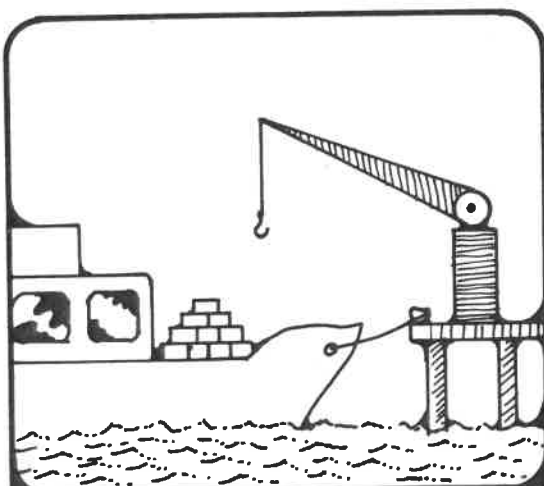
CAREER STORY CARDS



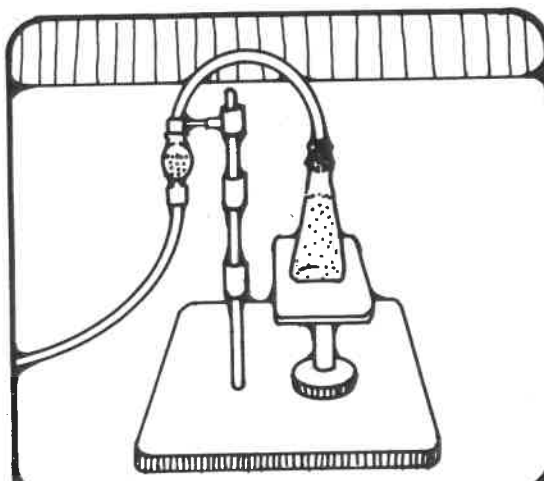
House



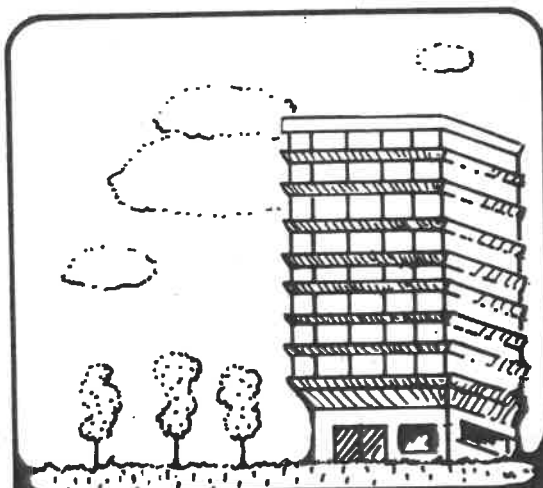
School



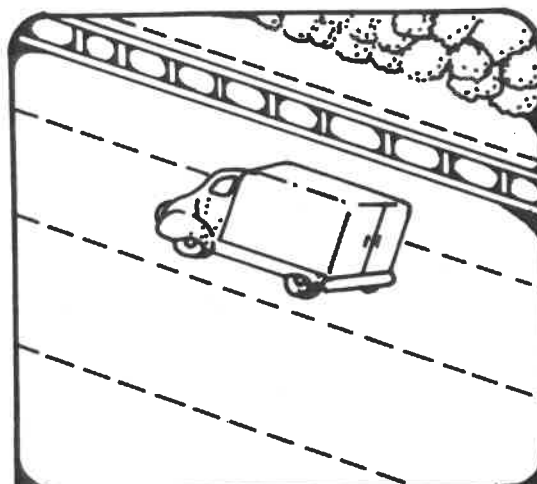
Port



Laboratory



Office building



Highway

Name _____

Date _____

Phonics

Words with oa, ow, -old



Circle the word that completes the sentence and write it.

crow

sold

1. Do you see the big, black _____ ?

toad

old

2. It sits in the _____ oak tree.

toast

scold

3. I have some _____ for it to eat.

throw

foam

4. I _____ the food.

slow

road

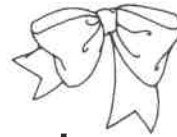
5. It dives and grabs the food from the _____ .

Phonics

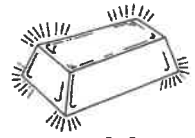
oa, ow, -old



boat

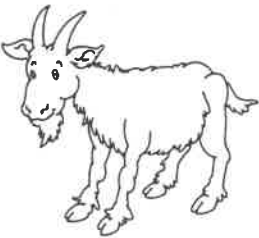



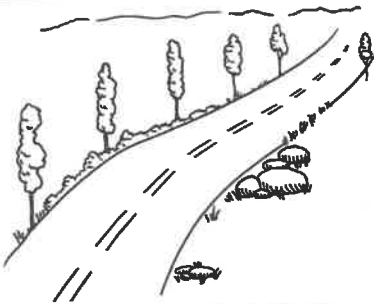
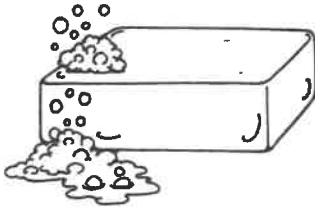
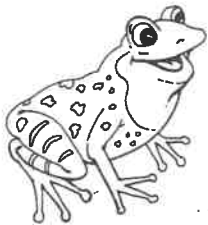



bow



gold

Circle the word that names the picture.

<p>1.</p>  <p>goat gate got</p>	<p>2.</p>  <p>box bowl bell</p>
<p>3.</p>  <p>cat coat cake</p>	<p>4.</p>  <p>cold cave cot</p>
<p>5.</p>  <p>rod rain road</p>	<p>6.</p>  <p>sail soap sock</p>
<p>7.</p>  <p>toad tow told</p>	<p>8.</p>  <p>row rope road</p>

Read It Together

Does a coat or a bow help if it is cold?

Name _____ Date _____

High Frequency Words

Feed the Cat

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.



High Frequency
Words

few

food

head

hold

into

once

1. I feed my cat _____ each day.

2. I put _____ into his dish.

3. My cat sticks his _____ into the dish and eats.

4. Then I _____ him in my lap.

5. I pat him a _____ times.

Name _____ Date _____

Phonics

Ending -ing

Cut out the cards and shuffle them. Then match them and tell how they changed. Act out the words and use them in sentences.

hop

hopping

hum

humming

rake

raking

skate

skating

cry

crying

dry

drying

Name _____ Date _____

Phonics

Ending -ed

Cut out the cards and shuffle them. Then match them and tell how they changed. Act out the words and use them in sentences.

hop

hopped

hum

hummed

rake

raked

skate

skated

cry

cried

dry

dried

Grade 1: Unit 3 Week 4

Decodable 3.4

Digraph wh

Whit when whips

Digraph sh

fish splash

High Frequency Words

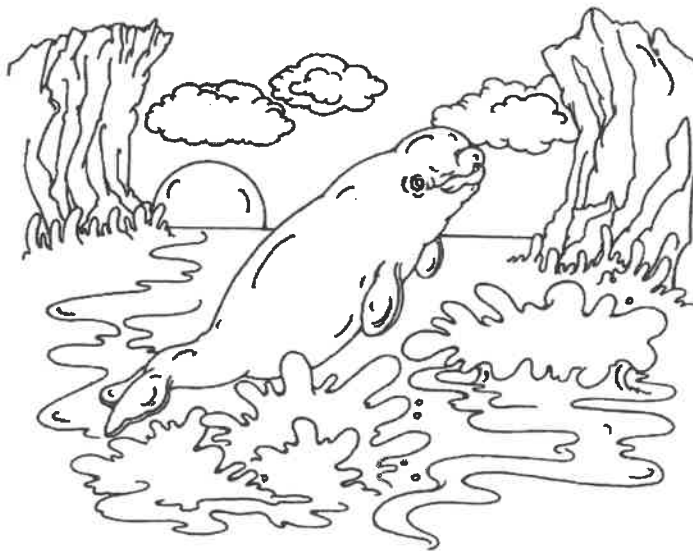
come found full
next

8

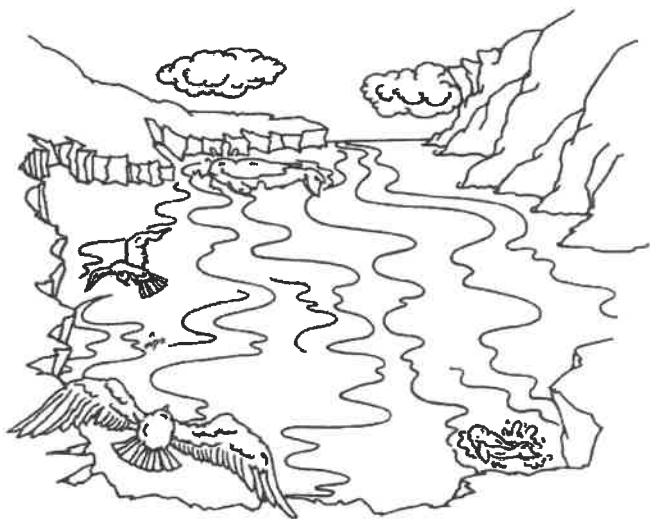
WORD COUNT: 78

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Whit Sings

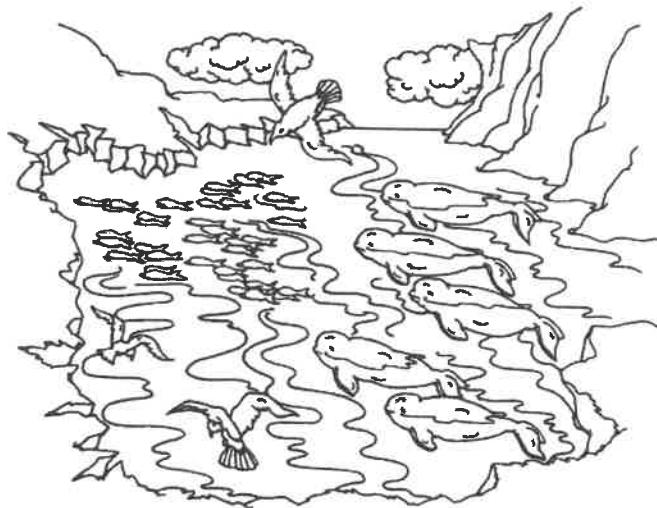


1



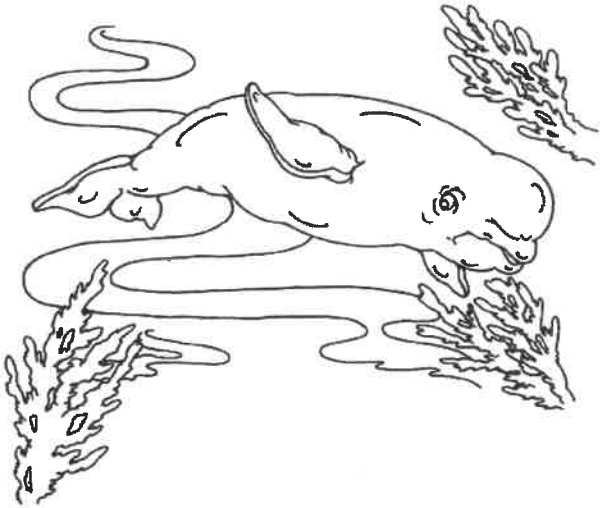
Mom sings back. Mom will come to Whit.

6



Mom must get lots of fish to get full. It is a big job.

3



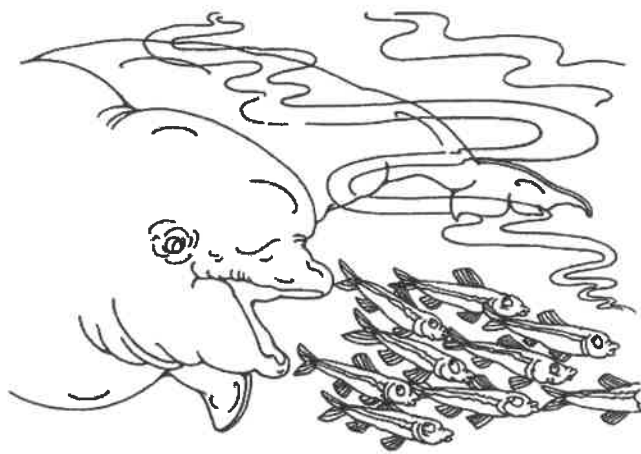
Whit can not get to Mom.
Mom swam too fast when
Mom went to get fish.

2



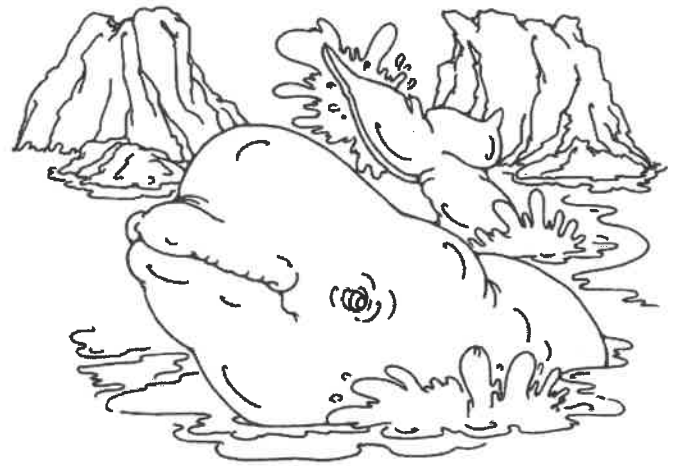
Whit will swim next to
Mom. If Mom swims fast,
Whit will just sing Mom
back!

7



Whit is not next to Mom.
Mom whips back. Shh! Is
that Whit singing?

4



Whit can sing and splash.
Mom found Whit!

5

Reading Comprehension Test

Unit Test

Directions: Read the passage. Then answer the questions about the passage.

Goods at Your Door

Long ago, many goods were delivered to people's homes. Milk came early in the morning. It was in bottles. Later, a big wagon came. It carried fruit and vegetables. A baker brought bread. People came out of their homes and bought what they wanted. Then the wagons went to the next street.

Today we buy our food at stores. Sometimes we go to markets. For most people, only the mail comes to their home.

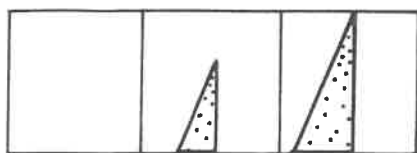


Reading Comprehension Test**Unit Test**

- 1 Today we buy milk at the store. In the old days, milk was delivered to homes. What does this show about the old days?
- Ⓐ Life was different then.
 - Ⓑ People drank more milk then.
 - Ⓒ Goods cost more money then.
- 2 The purpose of this passage is to —
- Ⓐ make the reader want to buy goods.
 - Ⓑ entertain the reader with a story about the old days.
 - Ⓒ tell the reader how people used to get goods delivered.
- 3 A delivery wagon was most like a —
- Ⓐ street.
 - Ⓑ store.
 - Ⓒ house.



Cut-A-Card



Grade Level

TOOLS

Cut-A-Card puzzle

Practice paper, 3"×5"

3"×5" cards

Scissors

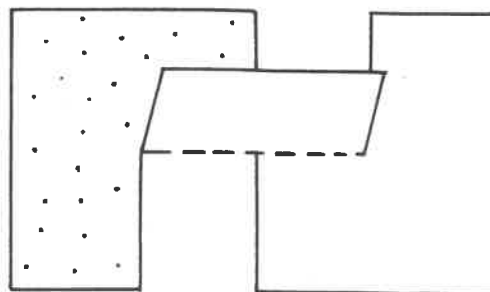
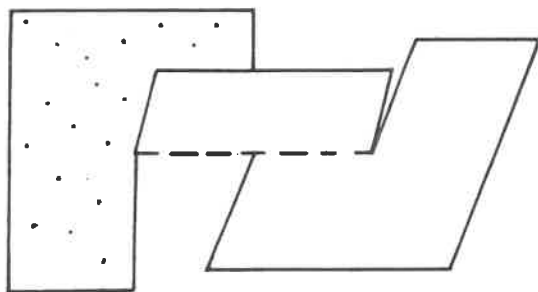
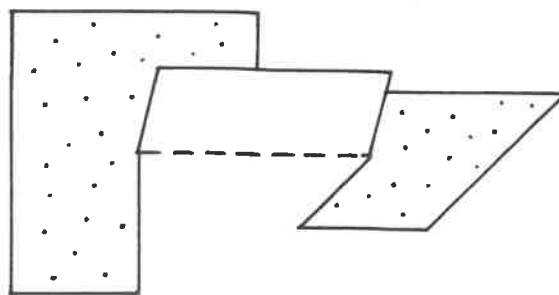
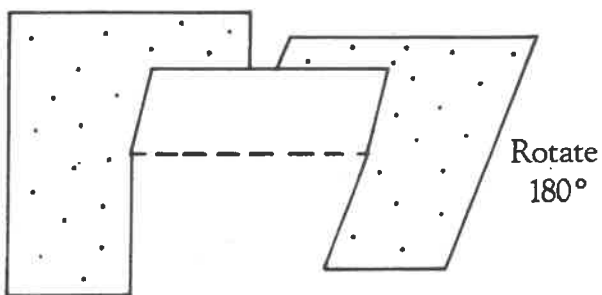
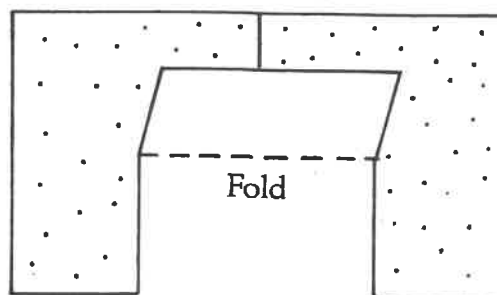
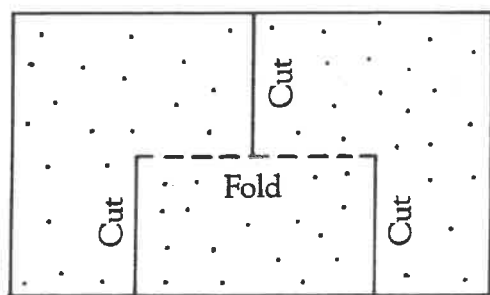
Why

To practice visualizing an object in space, observing the effects of flipping or rotating the object

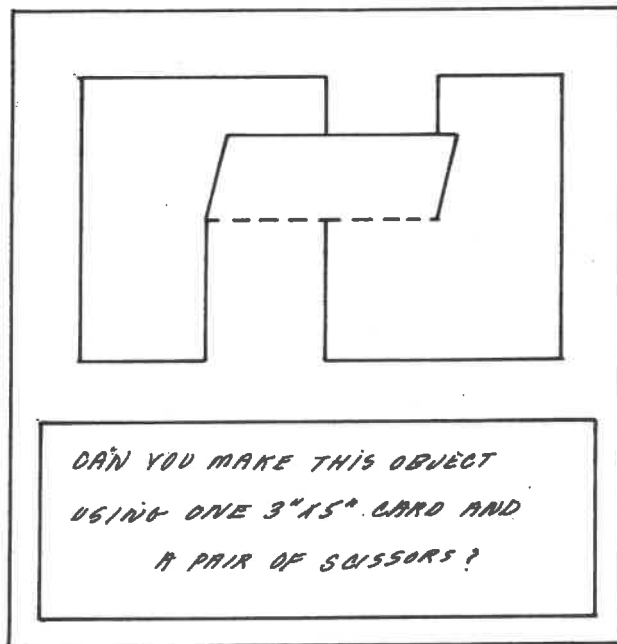
- Engineers and others who work in construction or design need to be able to visualize objects and their structure in many ways. ◀

How

- Make a Cut-A-Card puzzle by cutting and folding a 3"×5" card as indicated in the sketch.



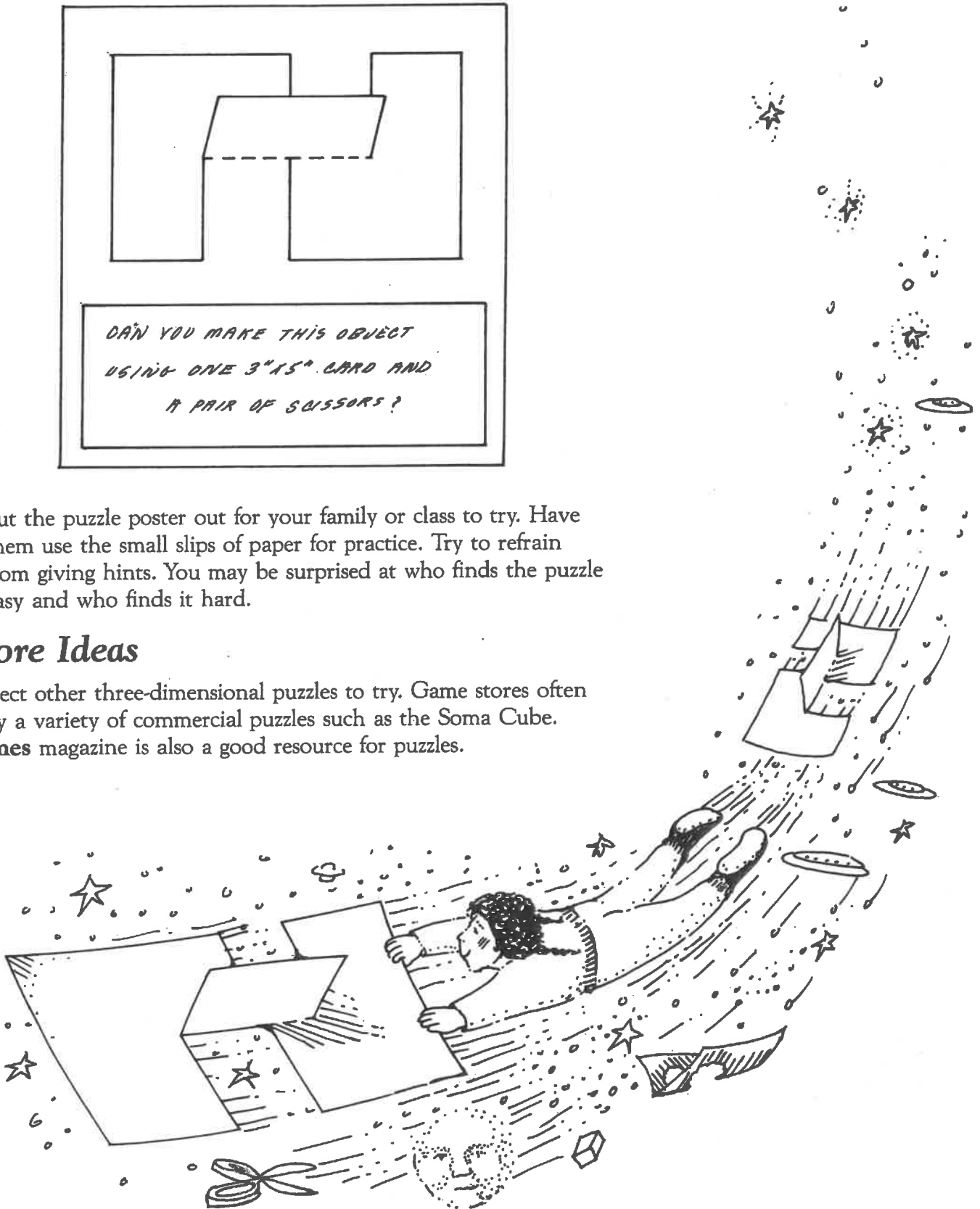
- ☐ Tape this object to a larger card or poster.
- ☐ Write the directions for the puzzle on your poster:



- ☐ Put the puzzle poster out for your family or class to try. Have them use the small slips of paper for practice. Try to refrain from giving hints. You may be surprised at who finds the puzzle easy and who finds it hard.

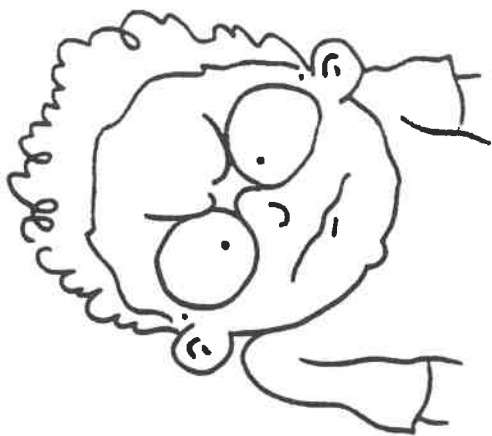
More Ideas

Collect other three-dimensional puzzles to try. Game stores often carry a variety of commercial puzzles such as the Soma Cube. **Games** magazine is also a good resource for puzzles.



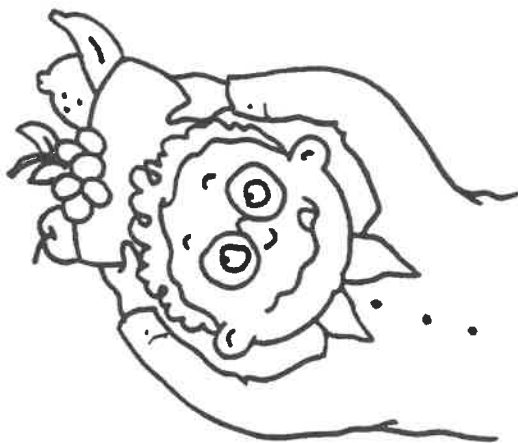
5

Some days I feel mad.

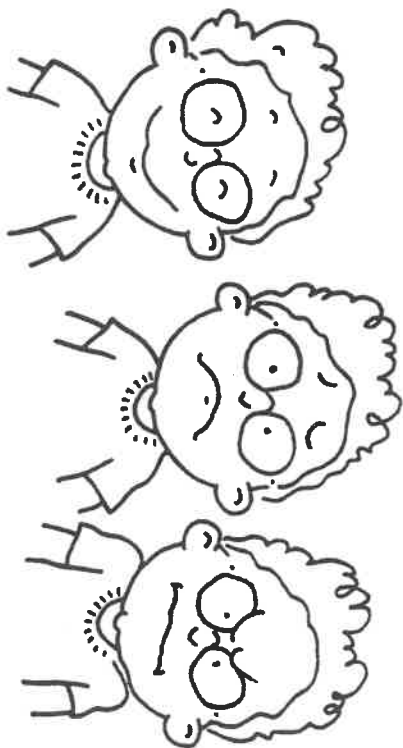


4

Some days I feel silly.



Feelings



8

Today I read a book by myself,
and I feel proud!



7 Some days I feel loud.



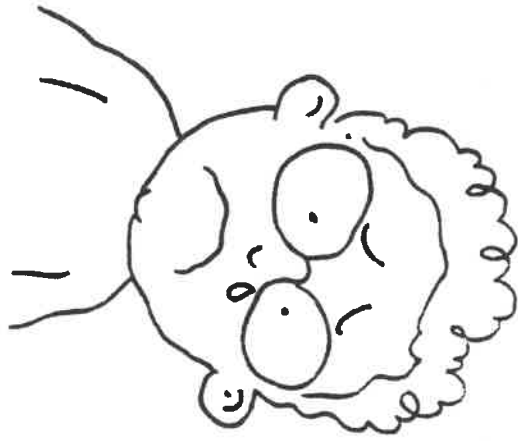
2 Some days I feel happy.



6 Some days I feel quiet.



3 Some days I feel sad.



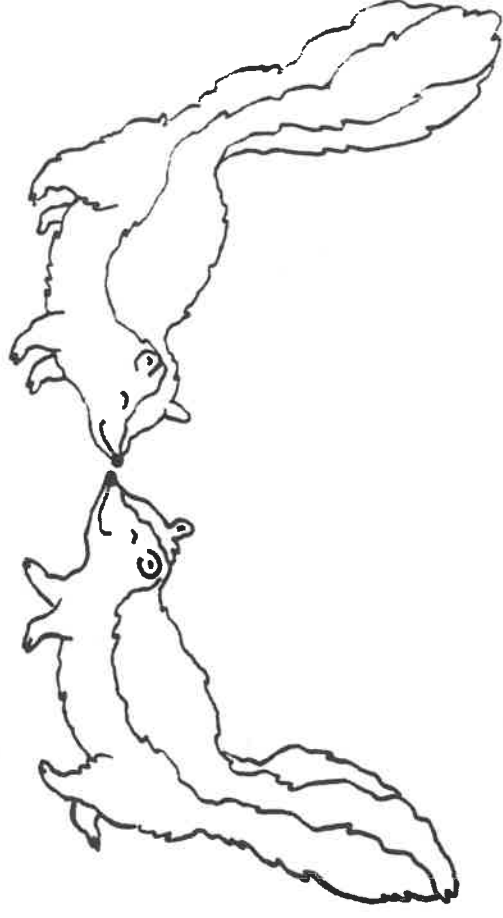


4 Pizza smells good.



5

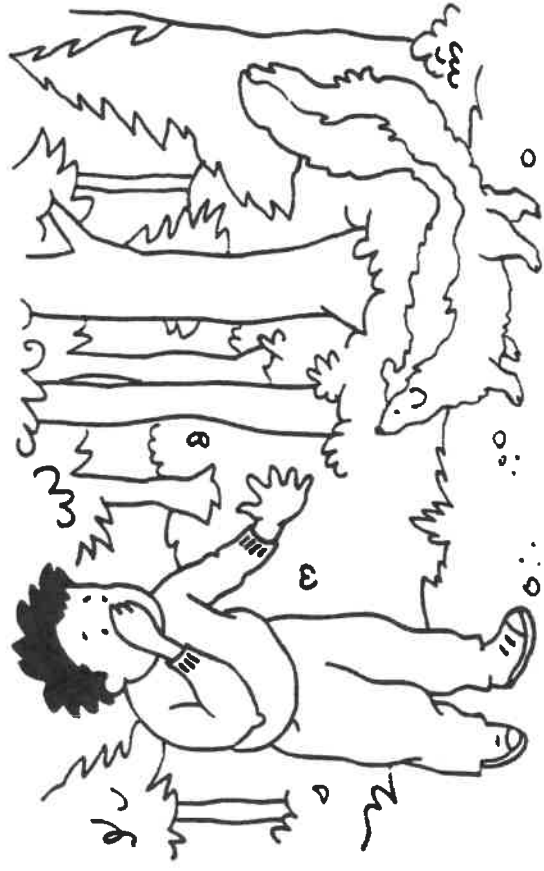
.....to another skunk!



6

7

A skunk smells good.....



Cookies smell good.

2

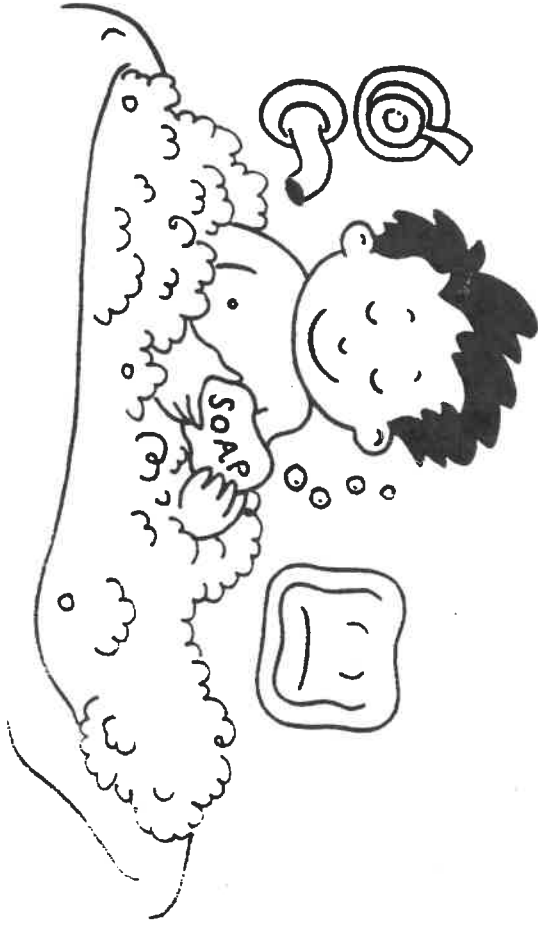


6

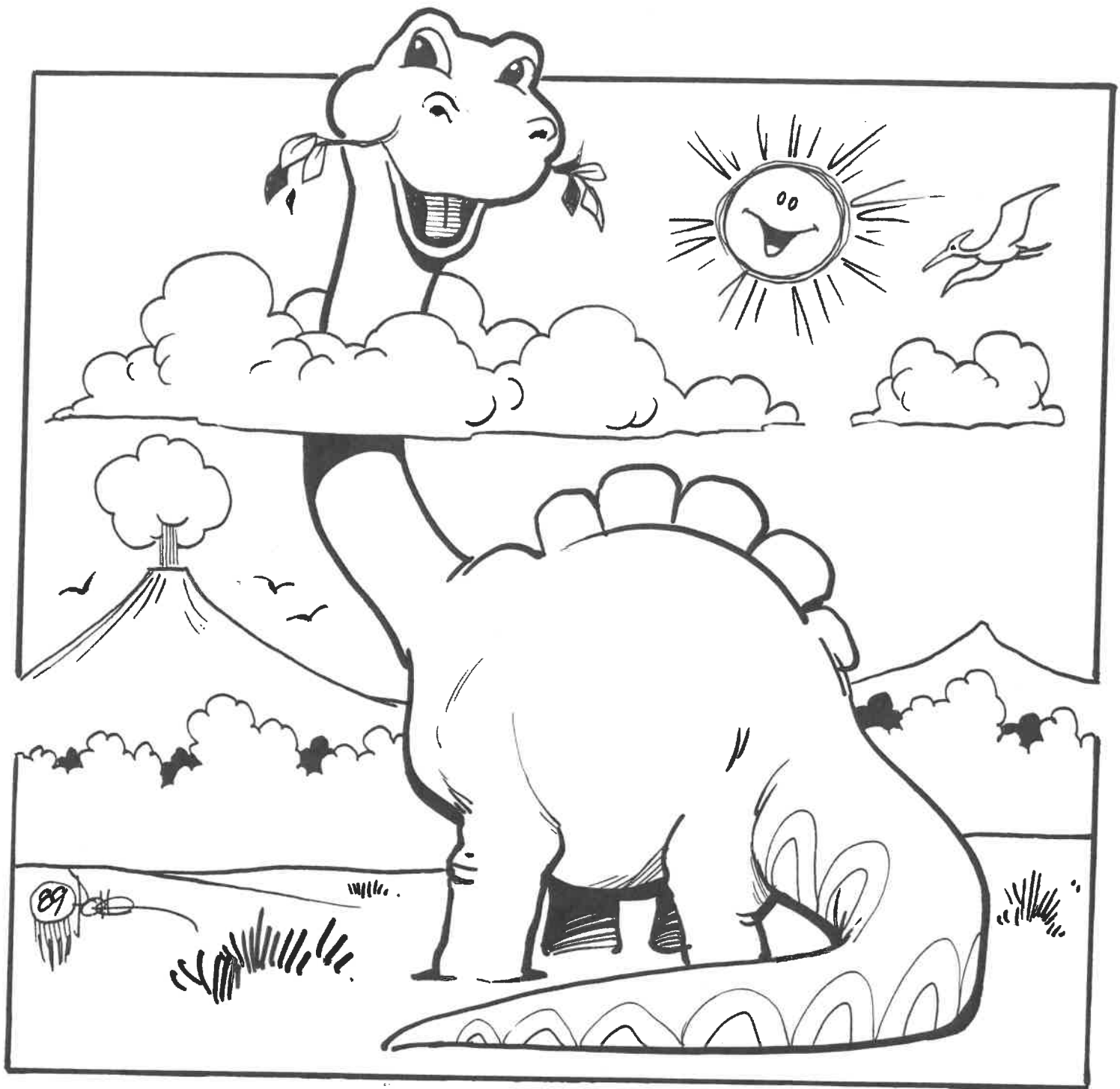
Pine trees smell good.



Soap smells good.



3



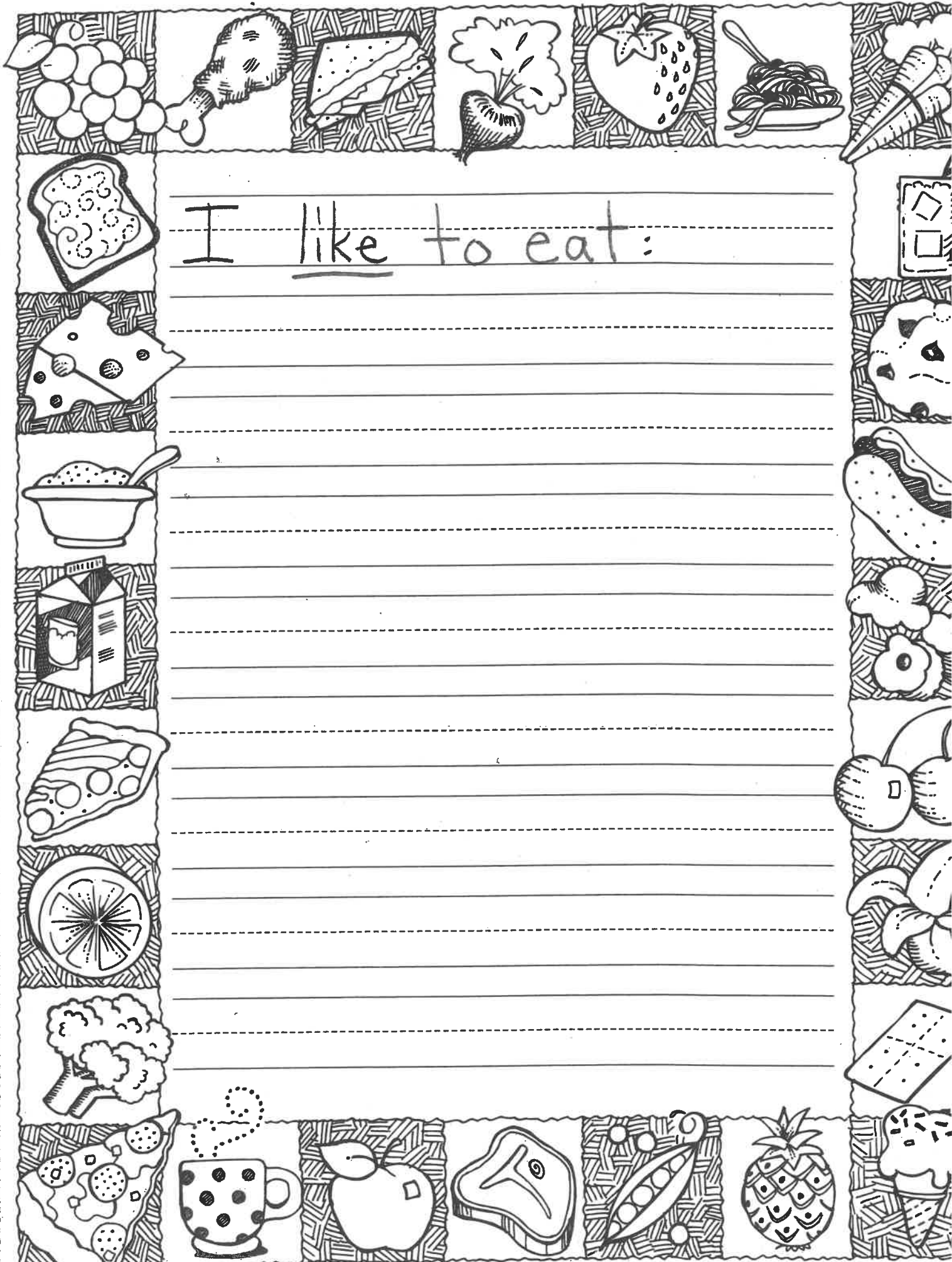
Boris the Brontosaurus

Boris was a brontosaurus.
He was as big as could be.
His neck was long.
He would stretch it up high
To see what he could see.

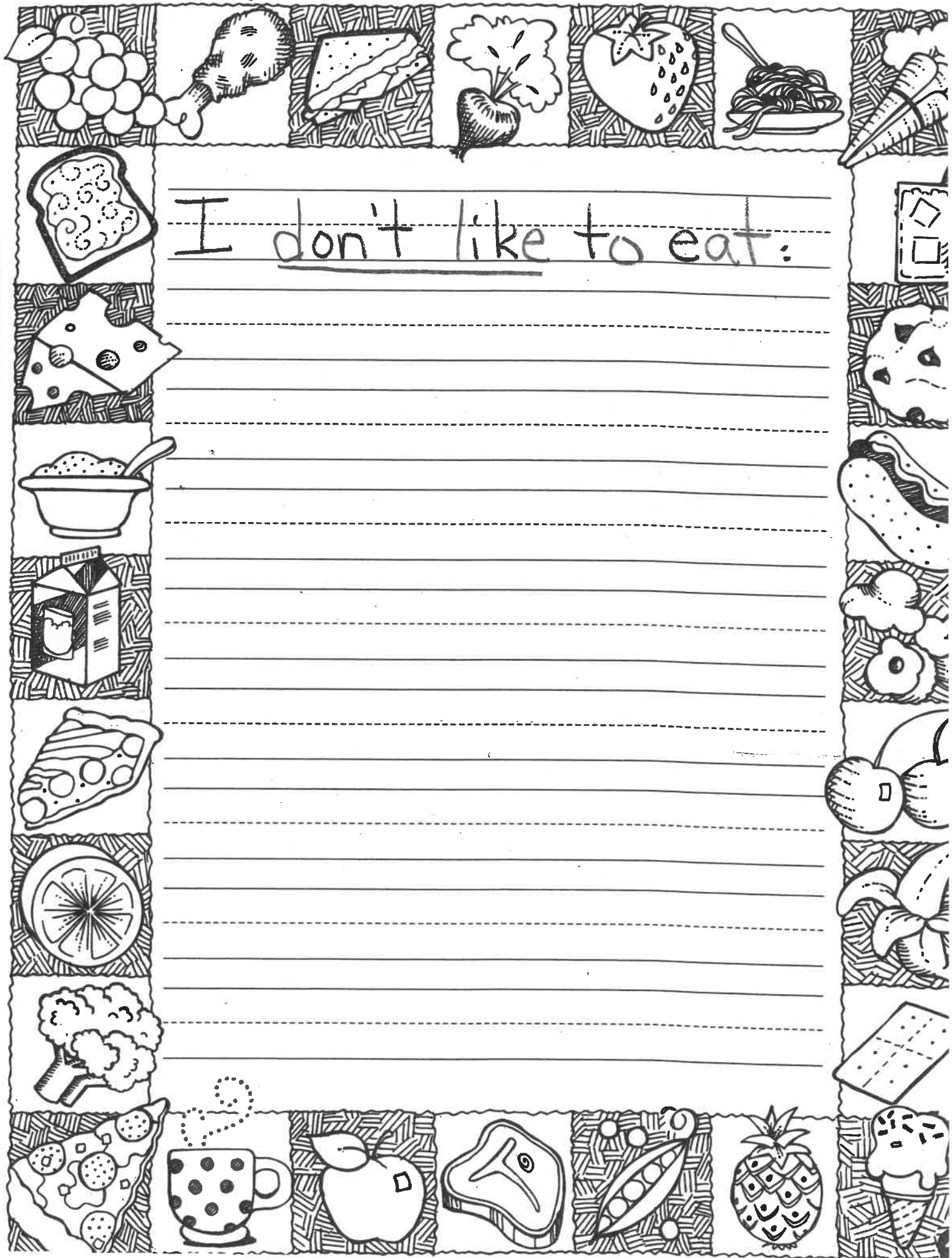
When I read the story "Boris the Bronto-
saurus,"

Please sign your name on the neck of Boris.






I like to eat:





I don't like to eat:



Create cards for characters from your favorite books. Draw a picture of your character. Then write one fact and one opinion about the character.

	Book: _____
	Author: _____
	Fact: _____ _____
	Opinion: _____ _____

	Book: _____
	Author: _____
	Fact: _____ _____
	Opinion: _____ _____

	Book: _____
	Author: _____
	Fact: _____ _____
	Opinion: _____ _____



Make an address book to save important addresses!

1. Collect names and addresses from your family and friends to write in your book.
 2. Cut out the pages.
 3. Staple the pages together.
- Write your name on the cover.

_____'s
Name:
Address Book



Name: _____

Address: _____

Name: _____

Address: _____

Name: _____

Address: _____

Name: _____

Address: _____

Name: _____

Address: _____

Name: _____

Address: _____

Name: _____

Address: _____



Name: _____

Address: _____

Reading Log to do


1. Read a book by yourself or with a grown-up.
2. Put your name and the title of the book at the top of a new page.
3. Choose one of the ideas and write one or two sentences about your book. Remember, not all of the questions make sense for every book.
4. Don't forget to tell why or how you know, or both if you can!



How did the story end?	Who is your favorite character? 	Is this book like any other book you have read? Which one?
How does the main character feel in this book?	Which words in the book were tricky?	Where does the story take place (the setting)?
What is your favorite part of the story? 	What is the big problem in the story? How is it solved?	What did you learn from reading this book?
What friend or family member might like this book?	When does the story take place (the setting)?	At the end, did any characters change from how they felt at the beginning?
What is your favorite picture in the book?	What did the author want you to learn?	What surprised you in the book?



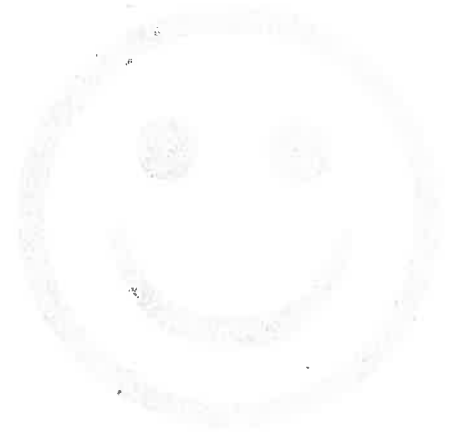
Create a Family Dance

- We all love to dance... right?! Let's get moving!!
- 1. Each family member must decide on one dance move they want to add to the family dance.
- 2. Stand in a circle and have a DJ (whoever listens to the best music) choose a song.
- 3.  Each family member takes a turn showing their dance move and the rest of the family must repeat it.
- 4. Decide as a family on the sequence of dance moves, putting all the dance moves together to create your Family Dance!
- 5. Video record your Family Dance and send it to a family member.

Feelings Word Search

HOW ARE YOU FEELING?

**Find and circle
all of the words
in the list
below.**



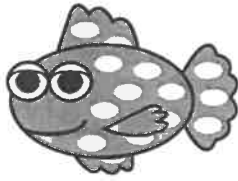
B	T	Z	R	A	N	G	R	Y	G
O	K	L	T	H	R	Q	N	M	L
E	X	C	I	T	E	D	A	T	A
H	S	U	R	P	R	I	S	E	D
D	B	C	E	R	A	F	H	K	G
S	V	A	D	O	N	E	Y	O	J
A	C	L	A	U	H	A	P	P	Y
D	X	M	B	D	K	L	Z	S	W

**HAPPY
SAD
SHY
TIRED
EXCITED**



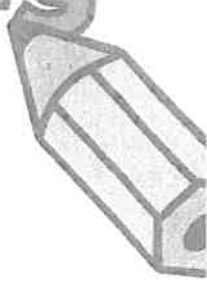
**GLAD
PROUD
CALM
SURPRISED
ANGRY**

Creative Writing



Animals

Complete the sentences below.



1. My favorite animal is _____ because

2. My favorite animal loves to eat _____

3. My favorite animal lives in _____

4. The colors of my favorite animal are _____



5. The coolest thing my favorite animal can do is _____

6. I like to visit the zoo with _____

7. One activity I can do with a pet is _____

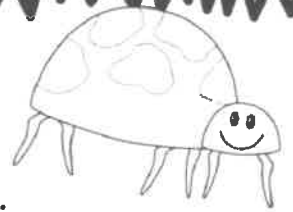
LEARNING WALK IDEAS

Put an X on the square each time you take a learning walk.

Take a number walk. When you see a number tell the one that comes before and after it.	Take a living things walk. Can you find 5 living things? Can you find 5 nonliving things?	Take an animal walk. Count the number of animals you see along the way.	Take a car walk. Find out if there are more red or blue cars in your neighborhood.	Take a shadow walk. What shadows can you find? Do you see your shadow?
Take a puddle walk. Measure the puddles with your feet. Which is the longest? Shortest?	Take a rainbow walk and look for something that matches each color of the rainbow.	Take a flag walk. How many American flags did you see?	Take an alphabet walk. Choose a letter and find 7 things that begin with that letter.	Take a street sign walk. Find one that begins with the same letter as your first name.
Take a license plate walk. Find one that is from a different place than where you live.	Take an opposite walk. Find things that are the opposite of: black, big, down, & short.	Take a curiosity walk. Find 3 curiosities and ask a question about each.	Take a wind walk. Find 5 things that the wind is moving. What isn't the wind moving?	Take a sign of the season walk. Look for signs of the season you are in right now.
Take a symmetry walk. Find things that are the same on both sides.	Take a 2D shape walk. Can you find a square, circle, rectangle, and triangle.	Take a sound walk. What sounds do you hear? Are they living or nonliving things?	Take a work walk. Look for people who are at work. What jobs are they doing?	Take an address walk. Read the numbers on houses. Are they in order?
Take a pattern walk. What patterns can you find?	Take a seed walk. Look for seeds as you walk along. What will they grow?	Take a word walk. Look for words and try to sound them out to read them.	Take a 3D shape walk. Can you find a cylinder, sphere, cube, and cone?	Take a tree walk. Find one tall tree and one short tree.



Ladybug Math



Name _____

Ladybug Fact – Every ladybug has 2 pairs of wings.

1. 8 wings were flapping on a leaf. How many ladybugs were on the leaf?

My drawing...

My Thoughts...

2. 6 ladybugs are ready to fly! How many wings are included in this group of ladybugs?

My drawing...

My Thoughts...

Name: _____ Date: _____



Spring looks like...

Spring feels like...

Spring smells like...

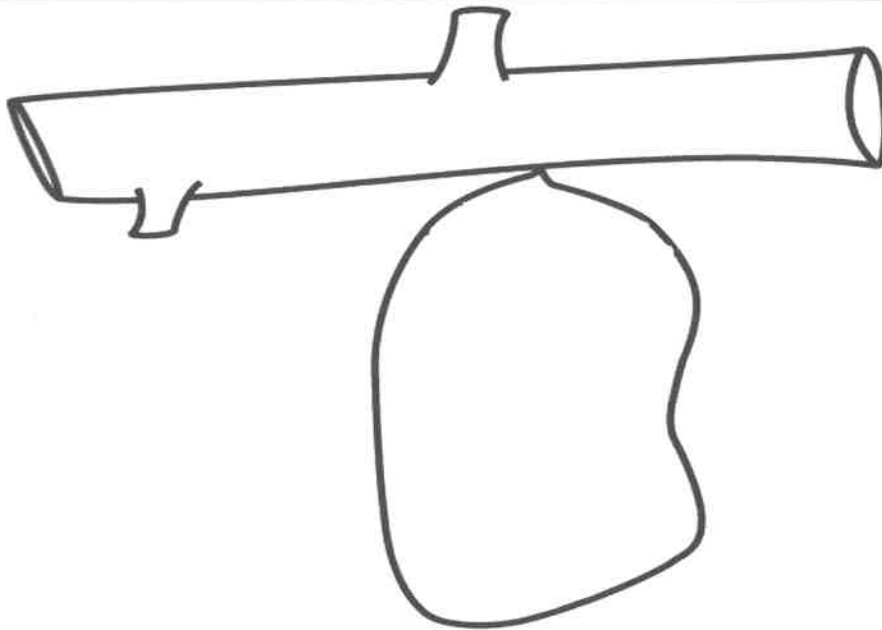
Spring tastes like...

Spring sounds like...

Name:

Date:

**Draw what you think the inside of a chrysalis looks like!
Write a sentence to go with your drawing.**

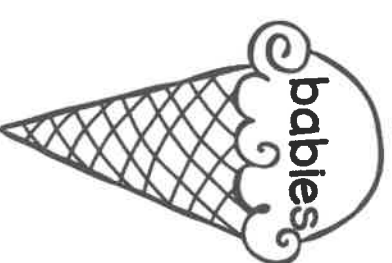
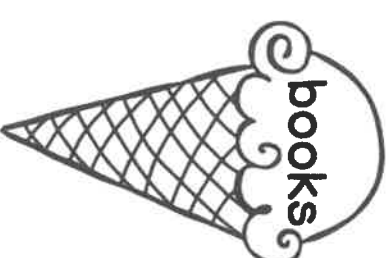
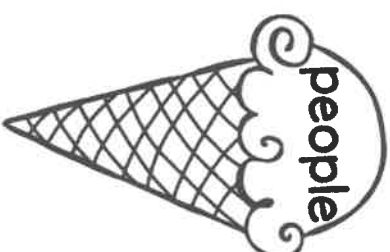
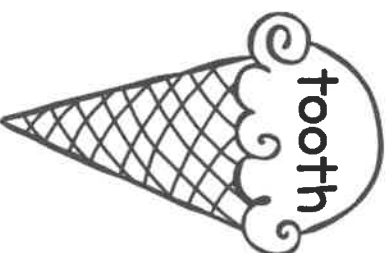
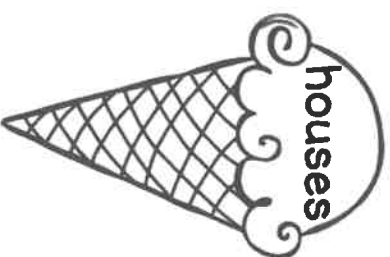
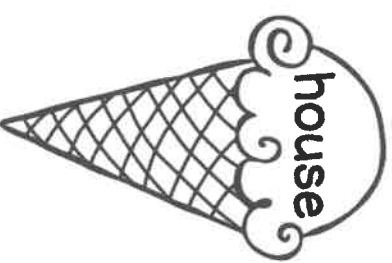
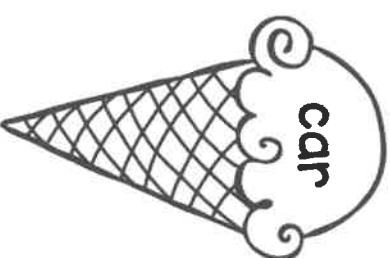
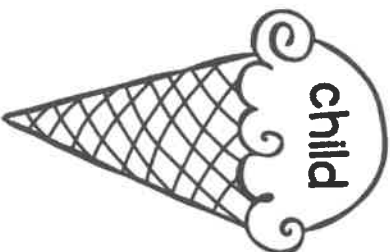
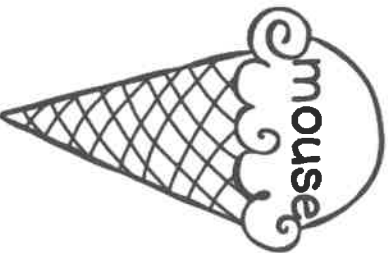
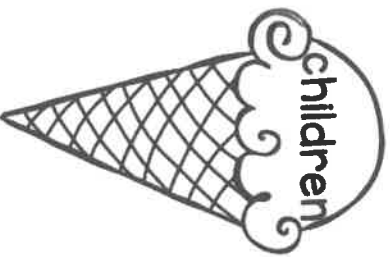
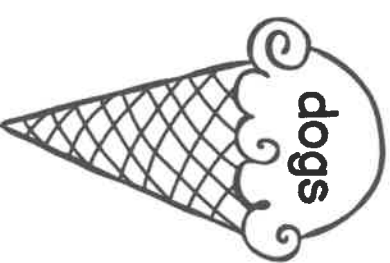
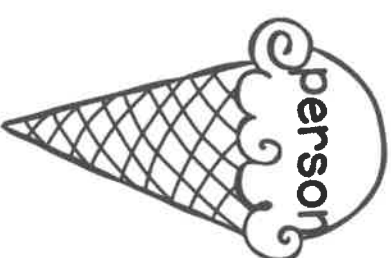
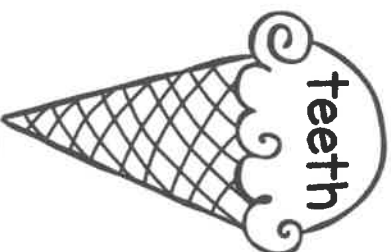
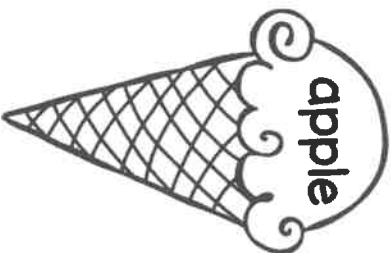
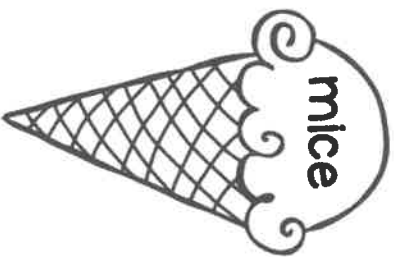
This image shows a blank sheet of handwriting practice paper. It features four identical sets of horizontal lines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The paper is otherwise empty, with no text or markings.

SINGULAR OR PLURAL

Name _____

Directions: Color the cones. Make the plural nouns strawberry and the singular nouns chocolate.

A SINGULAR NOUN NAMES
ONE PERSON PLACE OR
THING. A PLURAL NOUN
NAMES MORE THAN ONE.



Name _____

Order it up!

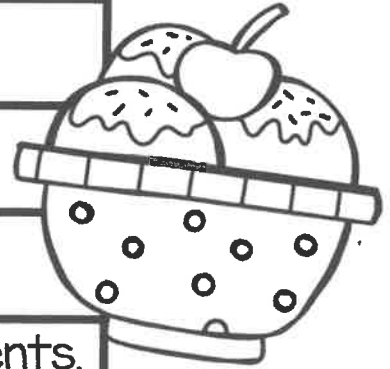
Directions: Read the sentences. Put each story in order. Use the numbers 1-4.

_____ Last, you add all of the toppings.

_____ Next, you put your ice cream in a bowl.

_____ It's fun to make an ice cream sundae.

_____ First, you have to gather all of your ingredients.



_____ Sam took a lick of a delicious ice cream sundae.

_____ He got money from his wallet.

_____ Sam saw an ice cream vender.

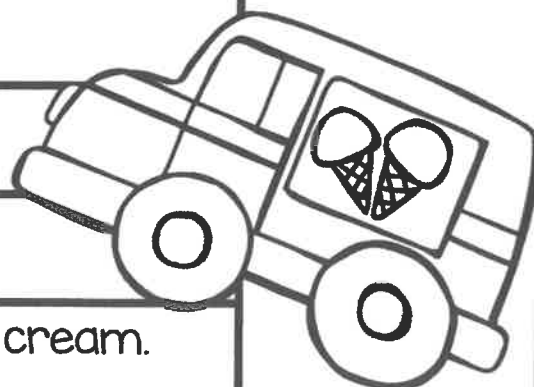
_____ He paid the vender \$2.00.

_____ She ran inside to get money.

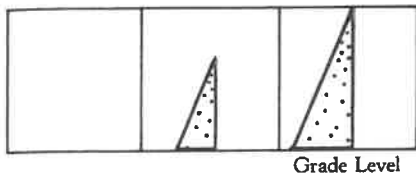
_____ Kate heard the ice cream truck.

_____ Kate took a big lick of her treat.

_____ She paid for a scoop of chocolate ice cream.



Cut-A-Card



TOOLS

Cut-A-Card puzzle

Practice paper, 3"×5"

3"×5" cards

Scissors

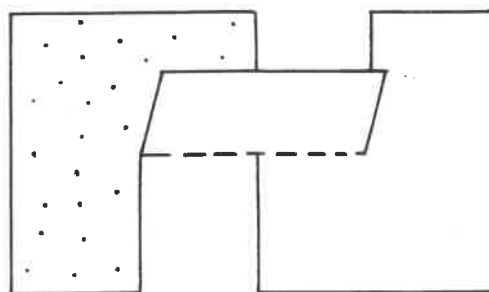
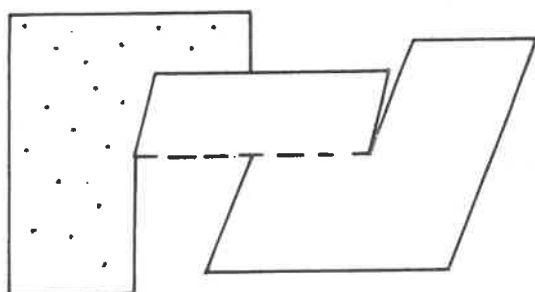
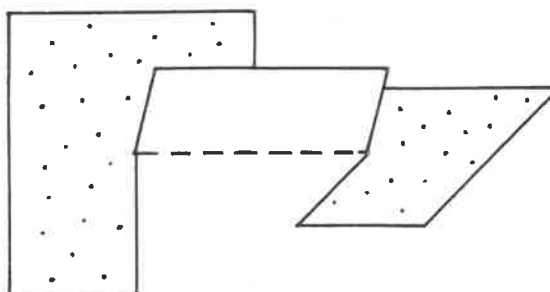
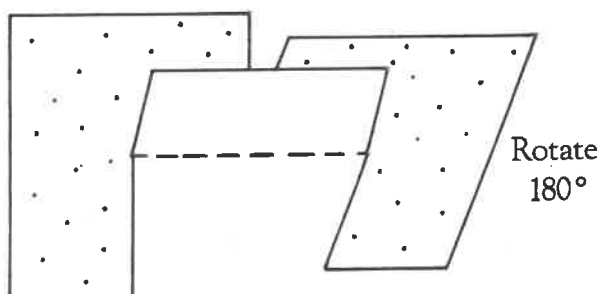
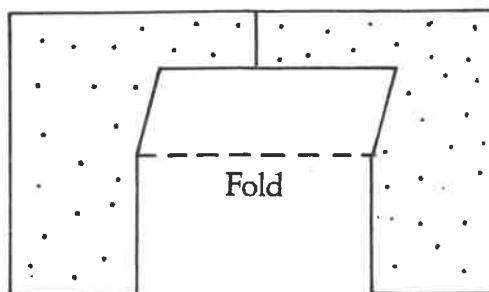
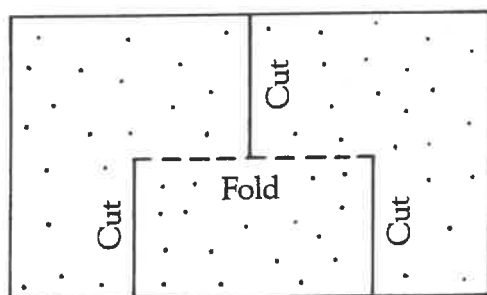
Why

To practice visualizing an object in space, observing the effects of flipping or rotating the object

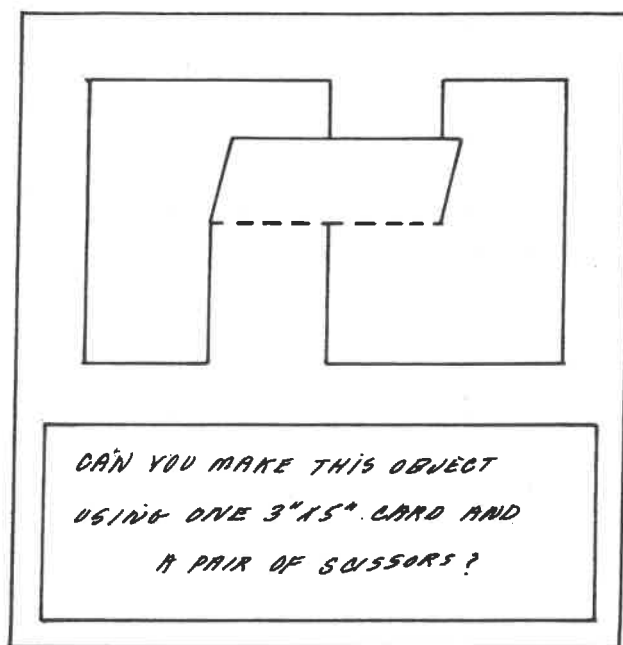
- Engineers and others who work in construction or design need to be able to visualize objects and their structure in many ways. ◀

How

- Make a Cut-A-Card puzzle by cutting and folding a 3"×5" card as indicated in the sketch.



- ☐ Tape this object to a larger card or poster.
- ☐ Write the directions for the puzzle on your poster:

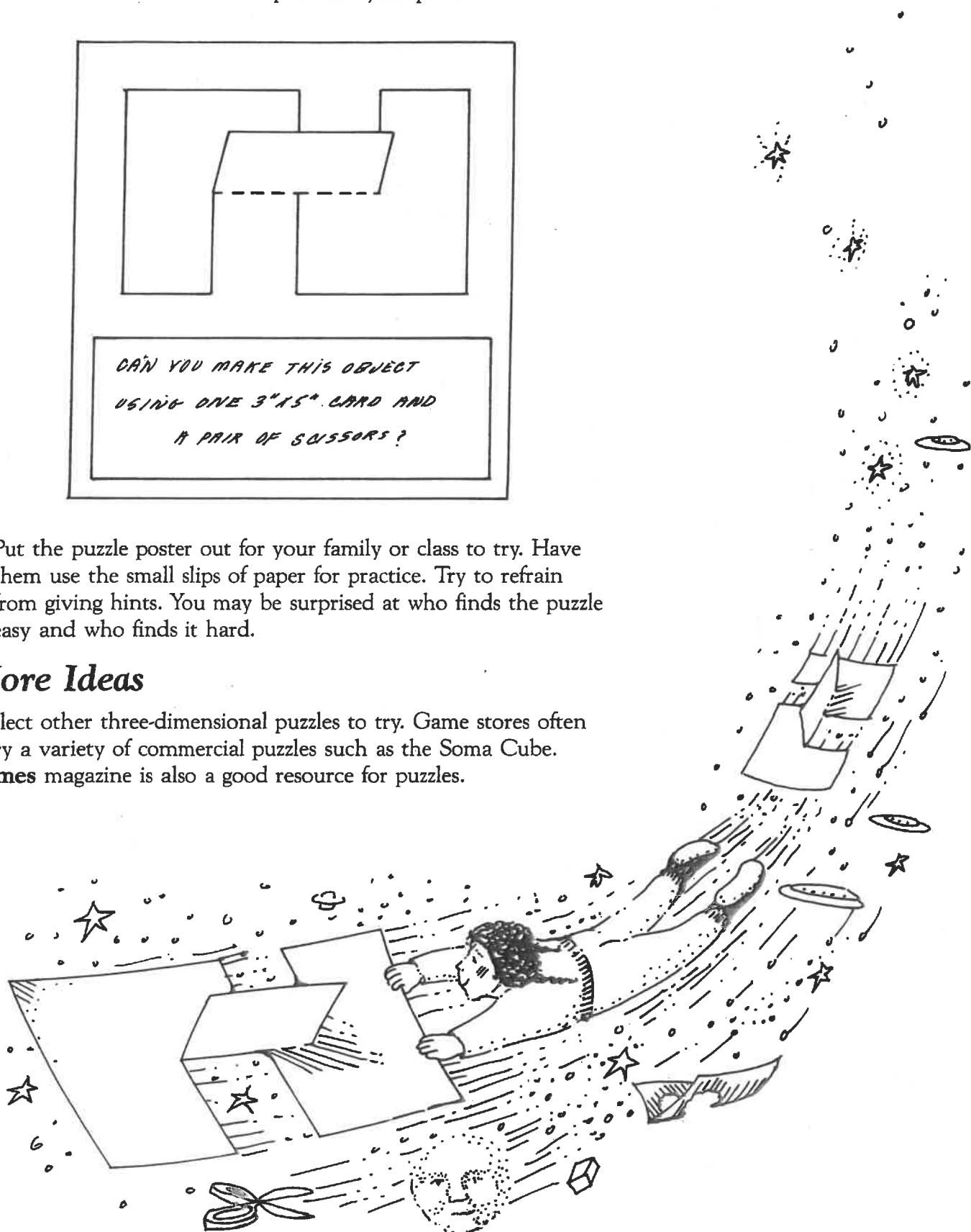


- ☐ Put the puzzle poster out for your family or class to try. Have them use the small slips of paper for practice. Try to refrain from giving hints. You may be surprised at who finds the puzzle easy and who finds it hard.

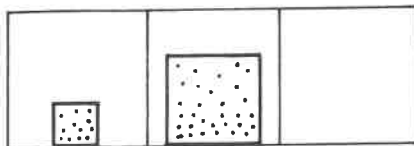
More Ideas

Collect other three-dimensional puzzles to try. Game stores often carry a variety of commercial puzzles such as the Soma Cube.

Games magazine is also a good resource for puzzles.



Making a Calendar



Grade Level

TOOLS

Calendar grid

Pencil or pen

Crayons or pens

Why

To help children learn about the calendar


How

- ☐ Make a copy of the calendar grid below.
- ☐ Help your child find out what day of the week the first of next month will be.
- ☐ Make a calendar for that month using the grid.
- ☐ Write the number "1" in the upper right corner of the first day of the month in the top row of the grid.
- ☐ Continue numbering carefully for the rest of the days of the month.
- ☐ Fill in holidays and friends' birthdays with pictures, and draw a picture at the top or bottom to represent the whole month.

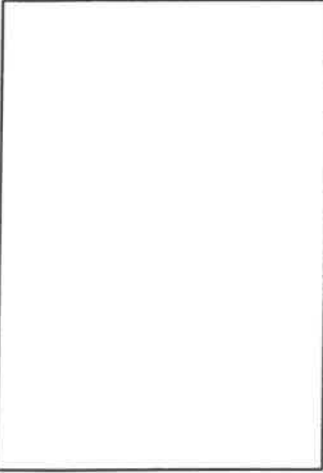
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



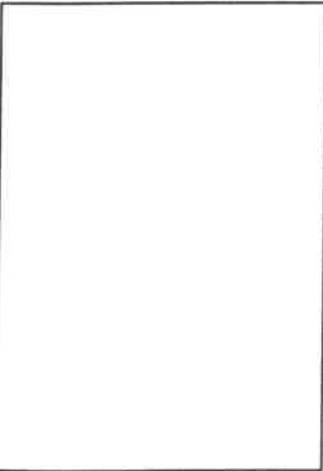
Create cards for characters from your favorite books. Draw a picture of your character. Then write one fact and one opinion about the character.

	Book: _____
	Author: _____
	Fact:

	Opinion:

	Book: _____
	Author: _____
	Fact:

	Opinion:

	Book: _____
	Author: _____
	Fact:

	Opinion:



Make an address book to save important addresses!

1. Collect names and addresses from your family and friends to write in your book.
 2. Cut out the pages.
 3. Staple the pages together.
- Write your name on the cover.

_____'s
Name:
Address Book



Name: _____
Address: _____

Name: _____
Address: _____

Name: _____
Address: _____

Name: _____
Address: _____

Name: _____
Address: _____

Name: _____
Address: _____

Name: _____
Address: _____

Name: _____
Address: _____



Set a goal and make a plan to reach it. Check each step as you complete it.

1. Print the page.
2. Fill in the goal at the top.
3. Write each step and draw a picture.
4. Check off each step as you complete it.

Name: _____

Goal: _____

Step 1: _____

Done ☐

Step 2: _____

Done ☐

Step 3: _____

Done ☐

Step 4: _____

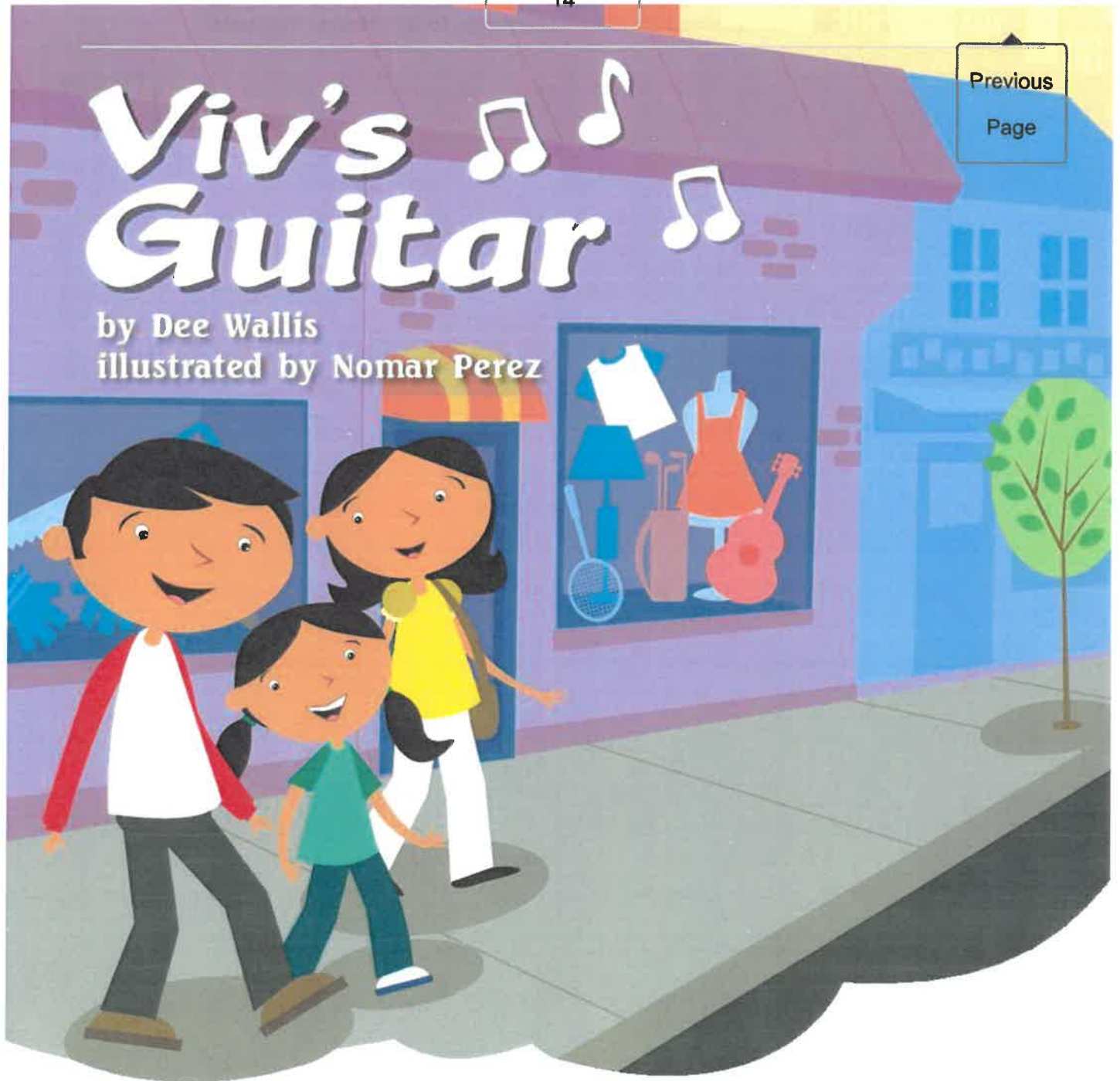
Done ☐

Step 5: _____

Done ☐

Step 6: _____

Done ☐



It is spring. Viv, Mom, and Dad go out.



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Previous
Page



Viv sees a great guitar.



I saw a great guitar. Can I get it?
I want to strum and sing!



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How would you strum it? It has no strings or strap.



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See? The strings have sprung.
The strap is missing.



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Reach for Reading

18



I can fix it! I will bring it there.



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Viv gets the guitar strung. Viv
gets one strap.



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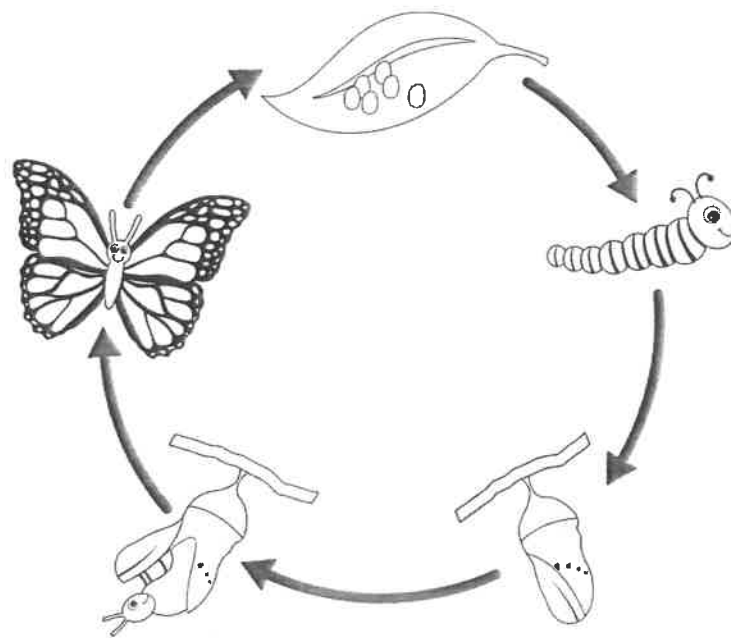


Viv starts to strum and sing. Mom
and Dad like singing, too! ❖



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**Write about
the life
cycle of
one animal.**



MY WRITING PLAN

Name: _____

Write about the life cycle of one animal.



Topic or Title

First

Next

Then

Last

Name: _____

Write about the life cycle of one animal.



egg

grow

learn

born

change

become

First,

Next,

Then,

Last,

☐ I used capital letters correctly. **Aa**

☐ I used correct punctuation. **! . ? ,**

☐ I used spelling strategies.

☐ I wrote about one topic.

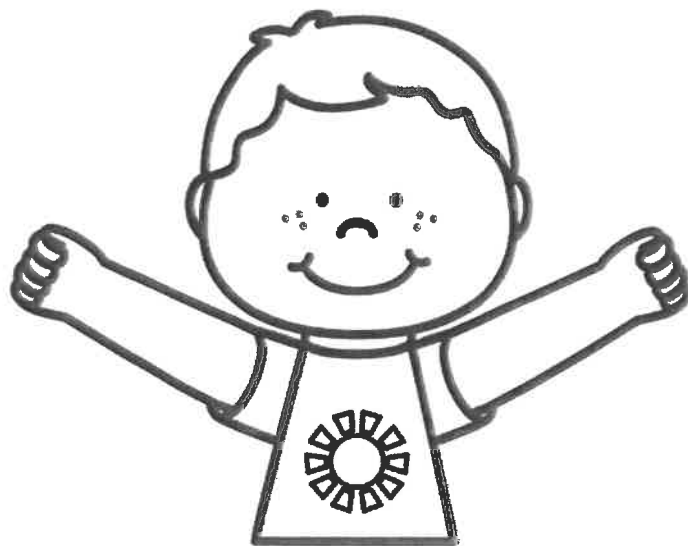
☐ I gave facts and details.

☐ I wrote an ending.

Name: _____ Date: _____

Write about the life cycle of one animal.

**Give some
tips for
staying
healthy.**



MY WRITING PLAN

Name: _____

Give some tips for staying healthy.



Topic or Title

Tip #1

Tip #2

Tip #3

Tip #4

Name: _____

Give some tips for staying healthy.



exercise

wash

medicine

food

brush

water

To stay healthy, you should

Also,

In addition,

So

☐ I used capital letters correctly. **Aa**

☐ I used correct punctuation. **! . ? ,**

☐ I used spelling strategies.

☐ I wrote about one topic.

☐ I gave facts and details.

☐ I wrote an ending.

Give some tips for staying healthy.

Give some tips for staying healthy.

[illegible]

