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## Dear Family,

Welcome to *Conquering First Grade*. First grade will be an exciting and challenging year for your child. This book is designed to supplement the concepts your child is learning in first grade and to strengthen the connection between home and school. The activities in this book are based on today's standards and provide practice in reading, word study, language, writing, mathematics, social studies, and science. It also features fun, yet challenging, critical-thinking activities and games. In addition to the activity sheets in this book, the end of each section also provides engaging extension activities.

Your child should complete one unit per month, including the extension activities. This will allow your child to think about grade-level concepts over a longer period of time. This also ensures that the book can be completed in one school year.

Keep these tips in mind as you work with your child this year:

- Set aside specific times each week to work on the activities.
- Have your child complete one or two activities each time, rather than an entire unit at one time.
- Keep all practice sessions with your child positive and constructive. If the mood becomes tense or you and your child get frustrated, set the book aside and find another time to practice.
- Help your child with instructions, if necessary. If your child is having difficulty understanding what to do, work through some of the problems together.
- Encourage your child to do his or her best work, and compliment the effort that goes into learning.

Enjoy the time learning with your child during first grade. Summer will be here before you know it!

Sincerely,

**The Shell Education Staff**



**Directions:** Read the text, and answer the questions.

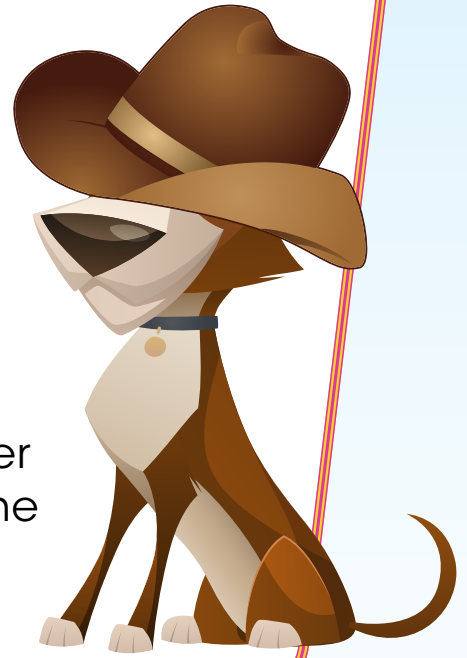
## The Parade

Mark and Pam love to dress up. "We should have a parade!" says Mark.

Mark and Pam ask Kim and Lee to help. They bring their dogs along.

Mark says, "We can have a pet parade instead!"

Lee puts a cowboy hat on his dog. Kim dresses her dog in a clown hat and skirt. Pam puts bunny ears on her cat. Mark puts his cat in a stroller. The parade is a lot of fun!

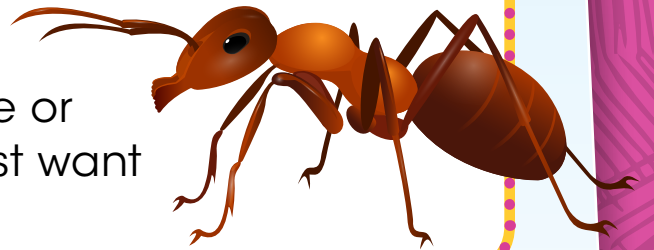


- 1 What do Mark and Pam love to do?
  - (A) go on hikes
  - (B) dress up
  - (C) take naps
- 2 Who helps Mark and Pam?
  - (A) the dogs
  - (B) Kim and Lee
  - (C) the pets
- 3 Who gets dressed up?
  - (A) Lee
  - (B) the pets
  - (C) Pam
- 4 Which pet is dressed like a rabbit?
  - (A) Lee's dog
  - (B) Kim's dog
  - (C) Pam's cat

**Directions:** Read the text, and answer the questions.

## Busy Working

Ants have different jobs. Ants have a queen just like bees do. The queen's job is to lay the eggs. All the other ants work for her. Some worker ants look for food. They use a scent to mark a trail to the food. Then, more ants can find the food. Have you had an ant bite? Some ants will bite or sting to stay safe. Most ants just want to do their jobs.



- 1 How are ants and bees alike?
  - (A) They both like honey.
  - (B) They live in the same place.
  - (C) They both have a queen.
- 2 What does the queen do?
  - (A) She makes the ants work.
  - (B) She lays the eggs.
  - (C) She gets the food.
- 3 A worker ant finds food. What happens next?
  - (A) The ants use a scent to mark a trail.
  - (B) More ants look for food.
  - (C) Ants stay in the nest.
- 4 Why do some ants bite?
  - (A) to get food
  - (B) to get to the nest
  - (C) to stay safe



**Directions:** Write each word from the Word Bank in the correct column. A word may appear in more than one column.

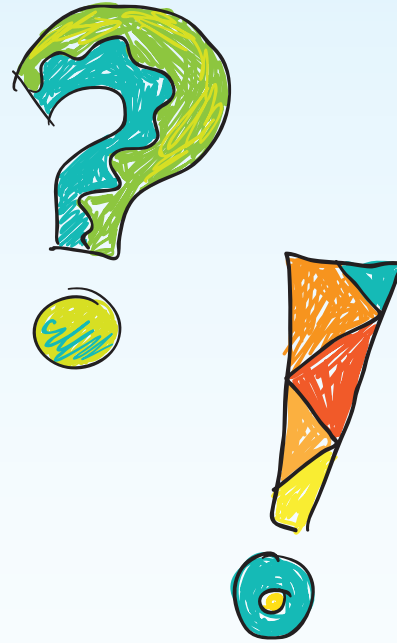
**Word Bank**

• for      • that      • was      • were      • what      • how

Words that begin with <b>w</b>	Words that have the letter <b>a</b>	Words that have three letters

**Directions:** Add ending punctuation.

- 1 Where are we going \_\_\_\_\_
- 2 I am very excited for the sleepover \_\_\_\_\_
- 3 Where is my lunch \_\_\_\_\_
- 4 The bus stopped \_\_\_\_\_
- 5 What time is it \_\_\_\_\_
- 6 Watch out \_\_\_\_\_
- 7 Today was a good day \_\_\_\_\_
- 8 The book is on the desk \_\_\_\_\_



**Directions:** Write a question.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Directions:** Think about a time you played with a friend. Complete the chart with notes about the day. Then, draw pictures of two events from the day.

<b>Who?</b>	
<b>Where?</b>	
<b>When?</b>	

**Event 1**

**Event 2**

**Directions:** Draw and write about a time you played with a friend. Use your ideas from page 26 to help you. Then, fill in the checklist.

**Checklist**

Sentences begin with capital letters.



Sentences end with punctuation.

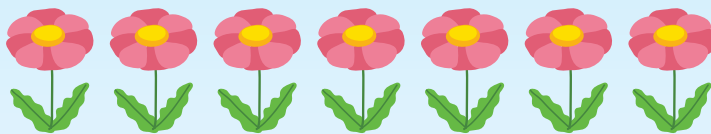


There are spaces between the words.



**Directions:** Solve each problem.

- ① How many in all?




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- ② Four are crossed off. How many are left?




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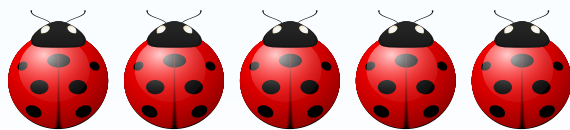
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- ③ Subtract. Cross off two. How many are left?



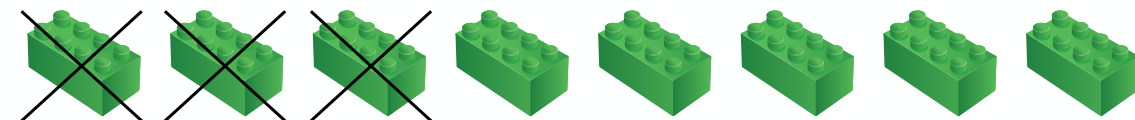
$$6 - 2 = \underline{\hspace{2cm}}$$

- ④ Subtract. Cross off five. How many are left?



$$5 - 5 = \underline{\hspace{2cm}}$$

- ⑤ Subtract.




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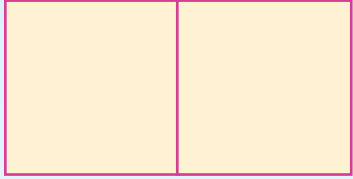
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**Directions:** Solve each problem.

- 1 Name the smaller shapes that compose the rectangle.




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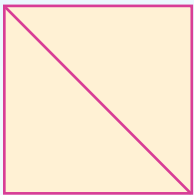


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- 2 Name the smaller shapes that compose the square.




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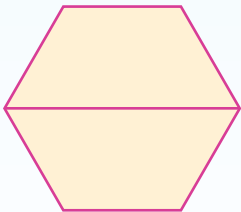


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- 3 Name the larger shape that is composed of the trapezoids.




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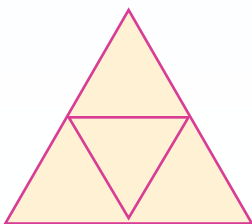


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- 4 Name the larger shape that is composed of the triangles.




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**Directions:** Draw a picture to solve the problem.



Sam has 11 square tiles.  
Does he have enough to  
make a group of ten?  
Are there any squares  
left over?

A large, empty rectangular box with a thick pink border, intended for the student to draw a picture to solve the problem.

\_\_\_\_\_ group of ten with \_\_\_\_\_ left over

**Directions:** Read and solve the problem.

**Problem:** Mr. King's class got 14 new books. He stacks the books in groups of ten. How many groups of ten will he make? Are there any books left over?



### What Do You Know?

How many books are there?

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

books

### What Is Your Plan?

How can you make groups of ten?

### Solve the Problem!





\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

ten and

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

ones

**Directions:** Draw a tool each community worker needs to do his or her job.

Community Worker	Tool
	
	
	
	



**Directions:** Follow the steps in this experiment to discover how plants are different.

### What You Need

- plastic hoop
- notebook

### What to Do

- 1 Take a plastic hoop to an area with a lot of plants.
- 2 Place your hoop flat on the grass.
- 3 Study the plants inside your plastic hoop. In your notebook, draw or describe each plant.
- 4 Count the number of each type of plant inside the hoop. Write the number of each plant next to its drawing.
- 5 Move the hoop to a different area, and compare the results. Are there different plants in this new area? How do you know?

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**Directions:** Write two more words for each category.

Things That Can Fly	Animals That Jump
bird	frog
airplane	kangaroo
_____	_____
_____	_____
_____	_____
_____	_____

**Directions:** Write the name of each category.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
calf	tuba
puppy	drums
kitten	flute
lamb	violin

**Directions:** Play a category game. Write words that begin with the letters in each category. Challenge yourself by setting a timer. Try to finish in under two minutes.

Plants/Flowers	Shapes
<div>_____</div> <div>C _____</div> <div>_____</div>	<div>_____</div> <div>C _____</div> <div>_____</div>
<div>_____</div> <div>d _____</div> <div>_____</div>	<div>_____</div> <div>d _____</div> <div>_____</div>
<div>_____</div> <div>r _____</div> <div>_____</div>	<div>_____</div> <div>r _____</div> <div>_____</div>
<div>_____</div> <div>s _____</div> <div>_____</div>	<div>_____</div> <div>s _____</div> <div>_____</div>
<div>_____</div> <div>t _____</div> <div>_____</div>	<div>_____</div> <div>t _____</div> <div>_____</div>





## High-Frequency Words Activity



Pick a piece of writing you've done this month. Circle any high-frequency words from page 24. If you did not use any of the words, figure out a place you can use some of them.

## Language Activity



Think of a hand motion for each type of ending punctuation mark. Have someone read sentences to you. Use your hand motions to show which type of ending punctuation should go at the end of each sentence.

## Mathematics Activity



Work with blocks to compose shapes. Figure out what shapes you can use to make larger squares and rectangles.

## Social Studies Activity



Look around town for community workers as you are going places. Talk about the workers you see, the jobs they do, and the tools they use.

## Science Activity



Plant a seed in your yard, a cup, or a pot. Watch the seed grow. Name the parts of the plant as they grow.

## Listening-and-Speaking Activity



Play a game with someone. Pick a category. Take turns naming a word in the category that begins with each letter of the alphabet from A to Z.