



## **First Grade Distance Learning Outline** **Weeks 11 and 12... June 1 - June 12**

### **Spelling:**

Please refer to the Spelling section of the online packet and use the included spelling lists labeled with the specific dates for each week. Students will learn these new skills and complete each week's spelling homework assignments. Also, please refer to the reading word lists for further practice throughout each week.

### **Language Arts:**

Please follow specific plans from the teacher for all language arts work over the next two weeks.

### **Reading:**

Please follow specific plans from the teacher and refer to the Reading section of the online packet to complete the reading comprehension activities. Students will also be using Raz Kids or some other online resource for reading.

### **Writing:**

Please follow specific plans from the teacher and refer to the Writing section of the online packet for all writing work over the next two weeks.

### **Math:**

Please follow specific plans from the teacher and refer to the Math section of the online packet for all math work over the next two weeks. Please continue to reteach and assist students with learned and newer skills and concepts.

### **Science/Social Studies:**

Please follow specific plans from the teacher and refer to the Science/S.S. section of the online packet for all science and social studies work over the next two weeks.

### **Handwriting:**

Please follow specific plans from the teacher and refer to the Handwriting section of the online packet.



Spelling



# **My Spelling List**

## **Week of June 1, 2020**

The suffix “ed” makes a base word mean the action already happened. This suffix makes 3 sounds. It says /id/, /t/ and /d/. If the word is past tense and you hear /id/, /t/ or /d/ spell it “ed”.

**landed**

**checked**

**hunted**

**fished**

**grilled**

**kicked**

**yelled**

**jumped**

**No sight words this week.**



Please read word list and sign \_\_\_\_\_

**ed (id)**

needed

**ed (d)**

spelled

**ed (t)**

jumped

**ing**

calling

floated

yelled

honked

grooming

landed

banged

fished

chaining

rested

drilled

asked

storming

waited

hulled

blocked

growing

ended

melted

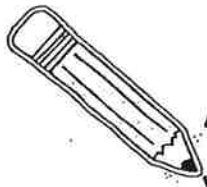
checked

carpeting

1. The sun in the sky is boiling hot today.
2. Dale planted the trees without watering them.
3. Pete started to run with speed to the park.
4. She granted the boy one wish.



Name \_\_\_\_\_



# ABC ORDER

Write these words in ABC order

landed

hunted

grilled

yelled

because

checked

people

fished

kicked

jumped

friend

laugh

abcdefghijklmnopqrstuvwxyz

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

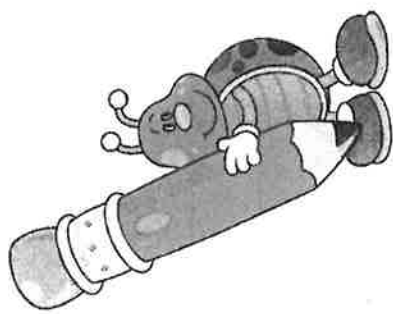


Please read word list and sign \_\_\_\_\_

<u>ed</u>	<u>oo</u>	<u>ow</u>	<u>ai</u>
spelled	proofing	bow	jail
hunted	looted	blowing	vain
fished	scoops	row	trailing
camped	bloop	shows	main
stamped	coops	slow	hail
melted	rooting	tow	quail

1. The plant needs to be rooted in the soil.
2. All of the links need to be sorted in each box.
3. My sister does not like to have braided hair.
4. Brad grilled our dinner in the backyard.





Name \_\_\_\_\_

Spelling Homework:

## Sentences

Please pick 4 words from your spelling list and write a complete sentence for each word. Underline your spelling words.

Did you use? ... **COPS**

C=capitalization

O=overall appearance

P=punctuation

S=spelling of words

- Please check off each box after you review for COPS.
- Please use the back of this paper for writing your sentences.

- Please turn over -





1



2



3



4



Please read word list and sign \_\_\_\_\_

<u>ed</u>	<u>end blends</u>	<u>or-ar</u>	<u>compound</u>
grilled	minted	pork	chopstick
limped	faint	park	instep
printed	panting	stork	inkblot
thrilled	tends	stark	potluck
pecked	lumping	born	tophat
carted	funds	barn	upset

1. All of the boys played in the sandbox.
2. The scores will be charted to see who won.
3. My sidekick and I camped outside today.
4. Last summer, I waited for the sunshine.



# Home Spelling Test

When choosing words to dictate, please use previously learned rules in addition to this week's rule. Say each word to your child, have them repeat the word, finger spell it, and write it on the lines below.

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

**1.** \_\_\_\_\_

**2.** \_\_\_\_\_

**3.** \_\_\_\_\_

**4.** \_\_\_\_\_

**5.** \_\_\_\_\_

**6.** \_\_\_\_\_

**7.** \_\_\_\_\_

**8.** \_\_\_\_\_

**9.** \_\_\_\_\_

**10.** \_\_\_\_\_



<u>ed</u>	<u>ing</u>	<u>sight words</u>	<u>compound</u>
backed	jumping	answer	pickup
filled	weeding	because	backpack
landed	kissing	great	uphill
locked	shocking	learn	bathtub
waited	glowing	listen	upstate
coined	draining	often	dishpan

1. The mailman said that before it snowed.
2. She is checking to see if you have any spoons.
3. Chad has the proof and showed it to people.
4. Many boys should like to go camping in the hills.



<u>ed</u>	<u>ing</u>	<u>oa</u>	<u>Sight</u>
fished	happening	groat	gone
milled	ringing	hoax	does
acted	chunking	loaf	always
printed	chucking	boast	know
blocked	buttering	roach	every
chilled	billing	roamed	laugh

1. There is a sheep sleeping in the backyard!
2. I am not feeling well today.
3. The snow melted in the driveway.
4. The truck dumped the load of cartons on the street.



<u>ed</u>	<u>ing</u>	<u>contractions</u>	<u>VCCV</u>
minted	splashing	he's	soccer
played	sticking	she'd	servant
called	calling	I'll	forbid
mended	asking	they've	member
pecked	feeding	he'll	object
tested	testing	who's	permit

1. Who's going to try harder this week?
2. She's mowing so the grass will grow tall.
3. That's the way the water flowed into the pool.
4. Some of the kids are waiting for summer.





## How to Code Words by Syllable Type

The vowels in English make different sounds. We code words for syllable type because it tells us which sound the vowel or vowel team will make: long, short or r-controlled. We use the acronym of CLOVER to remember the syllable types. First Graders learn all except "L" which they learn next year.

	<b>C</b>	<b>L</b>	<b>O</b>	<b>V</b>	<b>E</b>	<b>R</b>
<b>Type:</b>	closed	2 <sup>nd</sup> grade only	open	vowel team	magic e	bossy r
<b>Ends with:</b>	consonant	only	vowel	syllable must have a vowel team	silent e	syllable must have vowel followed by "r"
<b>Sound vowel makes:</b>	short sound		long sound	usually long	long sound	controlled by "r"
<b>Coding:</b>	b <u>ě</u> d		h <u>ē</u>	r <u>ā</u> in	g <u>ā</u> t <u>ē</u>	c <u>ō</u> rn



# Language Arts

**\*Please note:** For this packet, all Language Arts Assignments will be delivered via Google Slides. You may complete your work in the slide, or by using your own pencil and sheet of lined paper.



Reading



## READING CHECKPOINT

Edition K-1 • May/June 2020

# Reading Checkpoint: Here Comes the Sun

Project this page to do as a whole class, or copy it for students to do on their own.

## 1. What star can we see in the day?

- ☐ the sun
- ☐ Earth

## 2. How does the sun help plants grow?

- ☐ The sun makes the ground cold.
- ☐ Plant leaves soak up sunlight to make food.
- ☐ The sun waters the leaves.

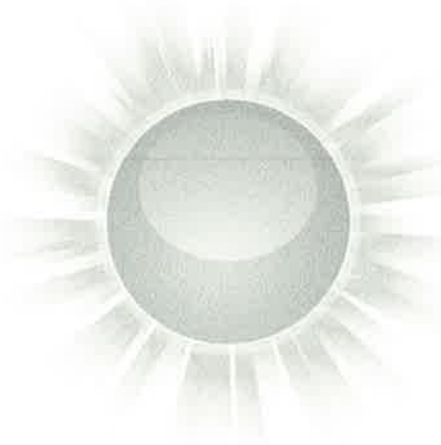
## 3. What happens to ice cream in the hot sun?

- ☐ It disappears.
- ☐ It melts.
- ☐ It changes color.

## 4. If you spill water on the sidewalk on a sunny day, will it stay there?

Draw and write what will happen.

The water will \_\_\_\_\_.





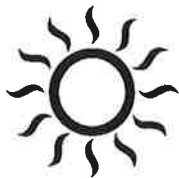
## Evaporation Station

Put a cup of water in a sunny spot.

Put another cup of water in a spot with no sun.

### Predict

I think the water will evaporate more in a place that is:

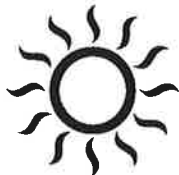


**sunny**



**not sunny**

### Draw What Happened



**Draw in the water level and write a sentence.**

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Lesson

7

# Technical Texts

A **technical text** tells how something is made or how to do something. In this lesson, you will read three technical texts.



## Skills Focus

Text and Illustrations  
Context Clues  
Text Features

Details  
Root Words and Suffixes  
Compare and Contrast



## Root Words and Suffixes

Some words have a **suffix** at the end.

speak + **er** = speaker "a person who speaks"

sail + **or** = sailor "a person who sails"

**Let's Try It** Read each new word. Then read the meaning.

New Word	Meaning
farmer	a person who farms
inventor	a person who invents

 **Circle** the suffix in each new word.

### Practice

 Read the word in **bold print**. **Circle** the suffix. Then complete the meaning of the word.

1. **actor** a person who \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. **worker** a person who \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Read for a Purpose

1 1st Reading

2 2nd Reading

3 3rd Reading

# Apples Come from Orchards



Apples grow on trees. The trees grow in orchards. An orchard is land with fruit trees. An apple orchard is an apple farm.

A **farmer** takes care of an orchard. The farmer does it all year round. Here is how apples grow in an orchard.





pruning

## Pruning in Winter

In winter, the apple trees do not grow. They do not have leaves. Still, the farmer takes care of the trees.

The farmer cuts the branches. This is called pruning. Pruning keeps the trees from growing too tall. Pruning keeps the trees healthy.







feeding



thinning

## Feeding and Thinning in Spring

In spring, leaves start to grow. The farmer puts plant food in the soil.

Soon, blossoms grow on the branches. The blossoms fall off. Then tiny young apples grow.

The farmer cuts off some of the apples. This is called thinning. It helps the rest of the apples grow bigger.





## **Watering in Summer**

In summer, the trees need water. Water helps the young apples grow.

The farmer waters the trees. Water sprays from sprinklers. The trees get just enough water.

The apples grow bigger. They become juicy. They become tastier, too.



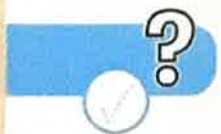


harvesting



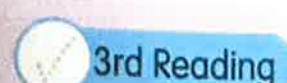
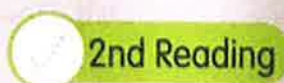
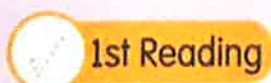
## Harvesting in Summer and Fall

In late summer, it is time to pick the apples. This is called harvesting. It lasts until the middle of fall.



**Workers** pick the apples. They send the apples to stores. Some orchards let **visitors** pick apples. Visitors bring the apples home.

Or they just eat the apples at the orchard . . . with a big crunch!





## ✓ Comprehension Check

1. Reread page 182. Look at the photograph. What do you learn about the key idea of feeding apple trees?

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2. Reread page 184. Workers and visitors at an orchard do something that is alike. What is that?

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3. Read the word in **bold print**. Circle the suffix. Then complete the meaning of the word.

**visitor**

a person who

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## Respond to Text: Compare and Contrast

You can **compare** and **contrast** the information you learn from two different technical texts.

**Let's Try It** Think about “Where Did That Sweater Come From?” and “Apples Come from Orchards.” What information is alike? What information is different?

Alike	Different
Both texts tell about	<p>“Where Did That Sweater Come From?” tells about</p> <p>“Apples Come from Orchards” tells about</p>

**Guided Writing** Write a sentence that tells how the texts are alike. Write another sentence that tells how they are different. Use your ideas from this page.





# My Book Report



Title:

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Author:

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Name \_\_\_\_\_

Date \_\_\_\_\_





## Introduction

Fantasy or Realistic  
Fiction:

My book is \_\_\_\_\_

Why did you choose this book?

(Write at least 2 sentences.)

I choose this book because

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## The Setting

**Reading Tip:** Think about WHEN the story takes place and WHERE it all happens.

Find an image online that resembles the setting of this story and place it here OR illustrate with a picture. You may find as many images as you want to show the setting.



## The Characters

**Reading Tip:** Who is the main character? Do they have any friends or helpers?

Find an image online of the main character(s), or an image that resembles this character(s) in some way and place it here OR illustrate with a picture.



## Plot

1. Beginning: What happened at the beginning?
2. Middle: What main things happened in the middle of the story?
3. Ending: How did everything finally work out?

**Reading Tip:** Think about the most important events in the story. Be careful not to tell the whole story, but give enough detail so that the plot makes sense to someone who hasn't read the book.

Beginning (1 sentence):

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Middle (2-3 sentences):

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End (1 sentence):

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## Conclusion

**Reading Tip:** It's important to give your opinion!

Would you recommend this book to someone else?

Why?

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Draw a picture of you reading the book!



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

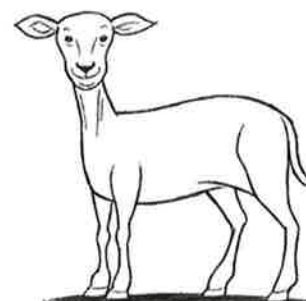


## Reading Checkpoint:

# Do Pigs Use Sunscreen?

Use your *Scholastic News* to answer the questions.

1. Oh no! This sheep doesn't have wool. Its skin isn't safe from the sun. Draw wool on the sheep to keep it safe.



2. How do pigs keep safe from the sun?

☐ They wear shirts and pants.  
☐ They roll in mud.  
☐ They grow wool.

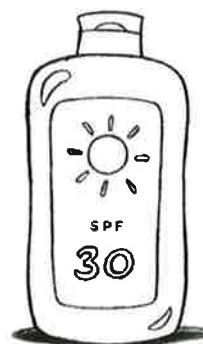
3. How do elephants keep safe from the sun?
- \_\_\_\_\_
- \_\_\_\_\_

4. Here is a bottle of sunscreen!

Write one tip for how to use it to stay safe. Hint: Look at the white box on page 3 of the issue.

**TIP:** \_\_\_\_\_

\_\_\_\_\_







## Lesson

# 8

# Opinion

An **opinion** tells what an author thinks or believes about a topic. In this lesson, you will read three different opinions.



### Skills Focus

Ask and Answer Questions  
Shades of Meaning  
Main Topic and Details

Support for Author's Points  
Categories and Attributes  
Clarify Word Meanings




## Shades of Meaning

Some words have meanings that are almost the same but are different in small ways.


**Let's Try It** Read these sentences.

My **strong** kick pushed the ball to my teammate.

My **mighty** kick shot past my teammate.

 **Circle** the word in **bold print** that tells about the more powerful kick.

### Practice

 Read each sentence. **Circle** the best word to complete each sentence.

1. My teammate \_\_\_\_\_ to gently warm up before the game.

jogs

races

2. A player on the other team \_\_\_\_\_ to reach the ball first.

jogs

races



## Read for a Purpose

1 1st Reading

2 2nd Reading

3 3rd Reading

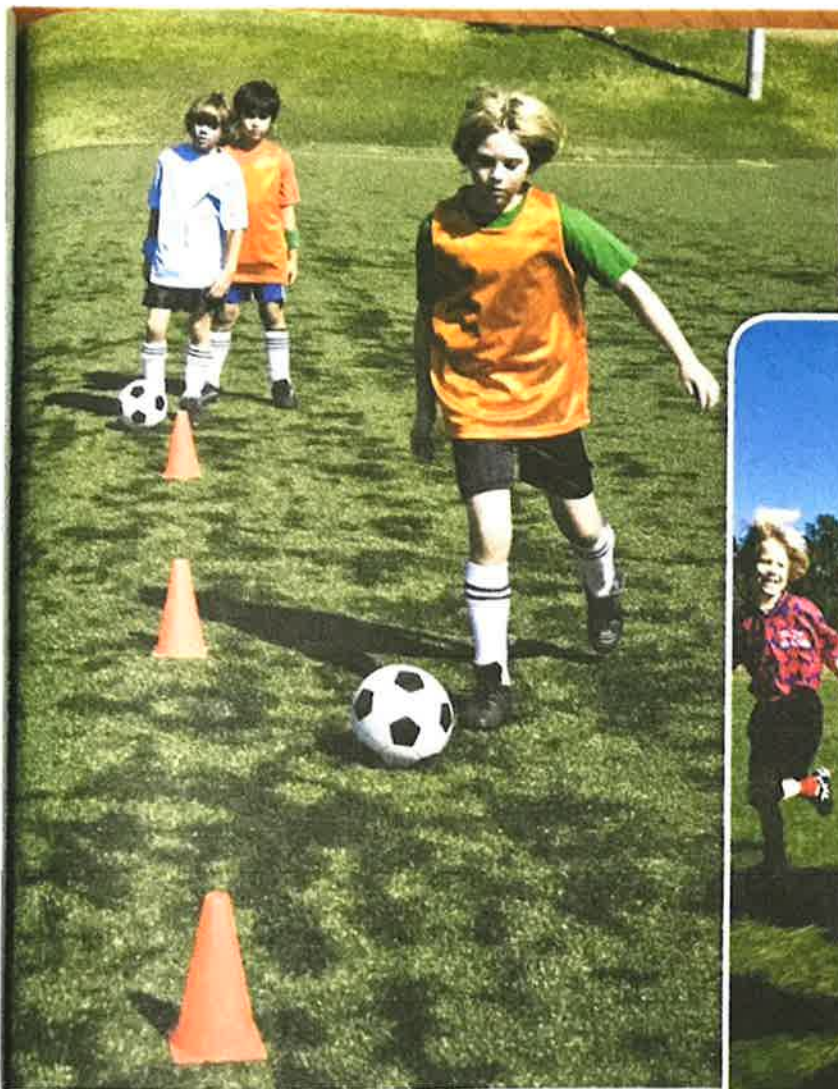
# You Should Play Soccer!



Do you like to run? Do you like playing with friends?

If you do, then we think you should play soccer. Soccer is a fun sport. And we think our soccer club is the most exciting club. It is called the West End Soccer Club. Come to a meeting. See for yourself.





▲ Dribbling drills are fun!

The best reason to play soccer is to have fun. Our club always has fun! We do lots of activities. Sometimes we do drills. We practice passing and **sudden** turns.

At other times, we practice dribbling. When you dribble, you move the ball a short way with your feet. You learn to keep the ball away from the other team.





We have fun playing games, too. During a game, players **race** for the ball. They dash across the field. Games are pretty thrilling!

Soccer is good for your health. That is a good reason to play. Running **fast** gives you strong legs. It makes your heart strong, too.





Another reason to play soccer is that you learn to work with others. Soccer is a team sport. You cannot win without your teammates. You have to play together. You watch each other. You talk to each other.

Being a team player is an important skill. It helps your team. Good team players make good friends, too.





Finally, soccer is easy to learn. Our coaches will teach you how to play. We bring the soccer balls to every practice. You just have to show up!

So, join the West End Soccer Club. It will be good for your health. You will learn something. And you will have a great time, too.

1st Reading

2nd Reading

3rd Reading



### ✓ Comprehension Check

1. Reread page 199 and look at the photograph.  
How do you dribble a soccer ball?

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2. Reread page 201. What key detail tells why you should play soccer?

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3. **Circle** the best word to complete the sentence.

I wasn't ready for the \_\_\_\_\_ kick that scored a goal.

light

sudden



## Respond to Text: Evaluate

When you **evaluate** an opinion, you tell what you think about the author's reasons for the opinion.

**Let's Try It** What do you think about this reason to play soccer?



Reason to Play Soccer	What You Think
Our coaches will teach you how to play.	good reason
	not a good reason

**Guided Writing** Write sentences to tell if you agree or disagree with the author's opinion that you should play soccer. Use your ideas from this page.





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

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

## Book Report: Non-Fiction



title: \_\_\_\_\_

author: \_\_\_\_\_

This book was \_\_\_\_\_ number of pages: \_\_\_\_\_  
(easy, just right, hard)

Describe what the book is about.

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List three interesting facts you learned from this book.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Did you like this book? Tell why or why not. \_\_\_\_\_

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Writing



\_\_\_\_\_

by: \_\_\_\_\_



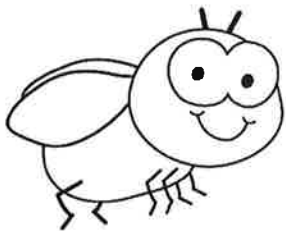
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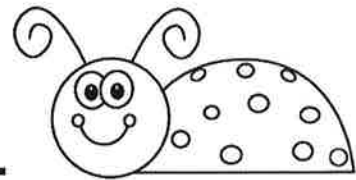
Blank lined paper for writing.





# My Insect Report

By: \_\_\_\_\_



The insect I have chosen is

\_\_\_\_\_

My insect can be found

\_\_\_\_\_

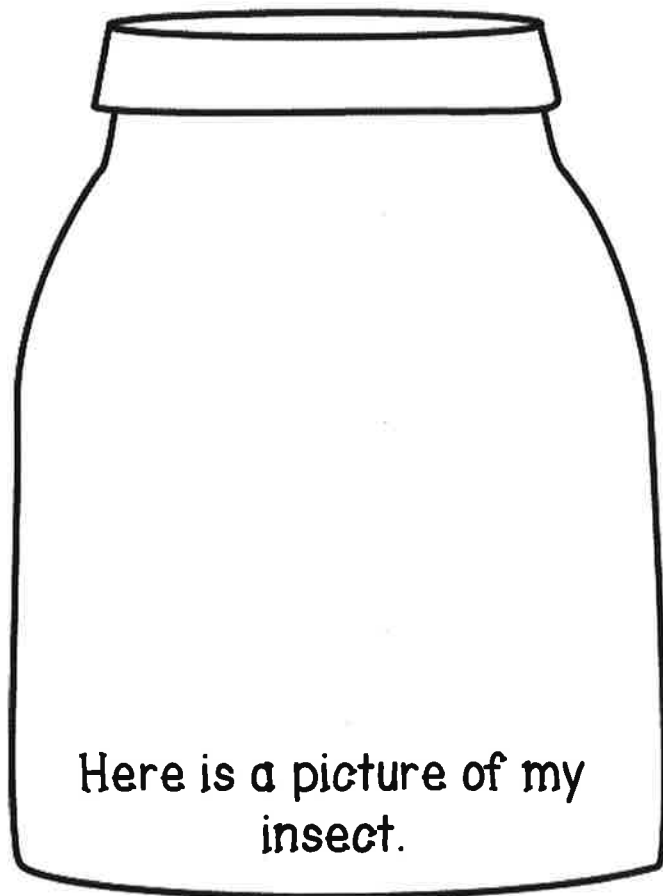
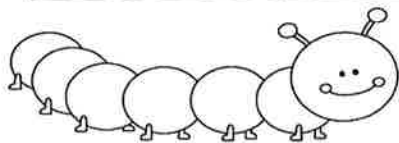
## My Insect's Appearance

Size: \_\_\_\_\_

Color: \_\_\_\_\_

Number of Legs: \_\_\_\_\_

Wings: \_\_\_\_\_



Here is a picture of my insect.

My insect protects itself by: \_\_\_\_\_

\_\_\_\_\_

My insect eats: \_\_\_\_\_

\_\_\_\_\_

My insect lives about this long: \_\_\_\_\_

\_\_\_\_\_

Interesting facts about my insect:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Greeting)

\_\_\_\_\_  
(Body)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
(Closing)

\_\_\_\_\_  
(Signature)



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Blank lined paper for writing.



# SIGNS OF SPRING

## scavenger hunt



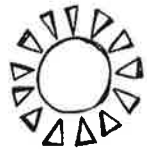
flowers



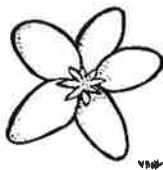
nest



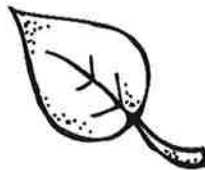
bird



sun



blossoms



green leaf



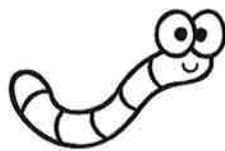
baby animal



buds



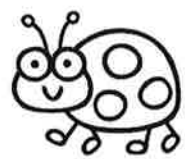
dandelion



worm



spider



ladybug



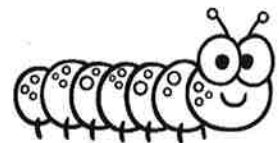
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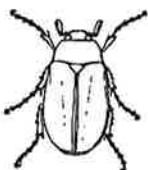
bee



butterfly



caterpillar

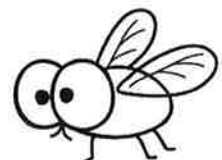
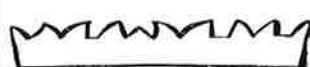


beetle



moth

green  
grass



fly



# Math

**\*Please note:** For this packet, all Math Assignments will be delivered via Google Slides. You may complete your work in the slide, or by using your own pencil and sheet of lined paper.



# Vertical Number Grid



NAME \_\_\_\_\_

DATE \_\_\_\_\_

−9	−8	−7	−6	−5	−4	−3	−2	−1	0
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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



Science/

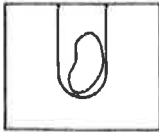
S.S



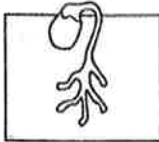
Name \_\_\_\_\_

Date \_\_\_\_\_

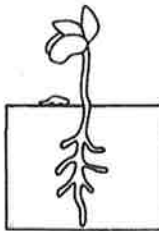
### The Life Cycle of a Plant



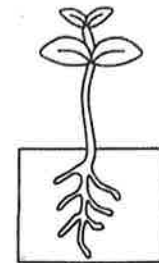
All plants are living. They have a life cycle. Plants start as a seed. The seed is planted in the ground.



Soon the seed begins to grow. Roots grow down into the soil. These roots will help get water for the plant.



A seedling is a baby plant. It grows leaves. The leaves help the plant begin to make food from air and water. Soon it will grow into a bigger plant. Seeds from different plants will grow to be different adult plants.



An adult plant starts to form. It can grow flowers or fruits. New seeds are made. These seeds can then be spread and planted. The life cycle begins again.

Plants are not alive

TRUE

FALSE

Roots help the plant get sunlight

TRUE

FALSE

Different kinds of seeds grow into different kinds of plants

TRUE

FALSE

Seeds can come from fruits

TRUE

FALSE

Adult plants make seeds, and the life cycle begins again

TRUE

FALSE



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

# Read Learn Write

Text: \_\_\_\_\_

Fact 1

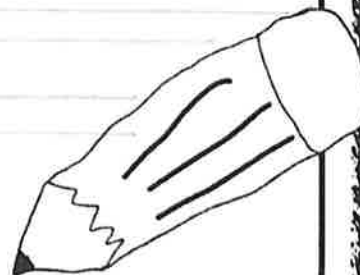
\*

Fact 2

\*

Fact 3

\*

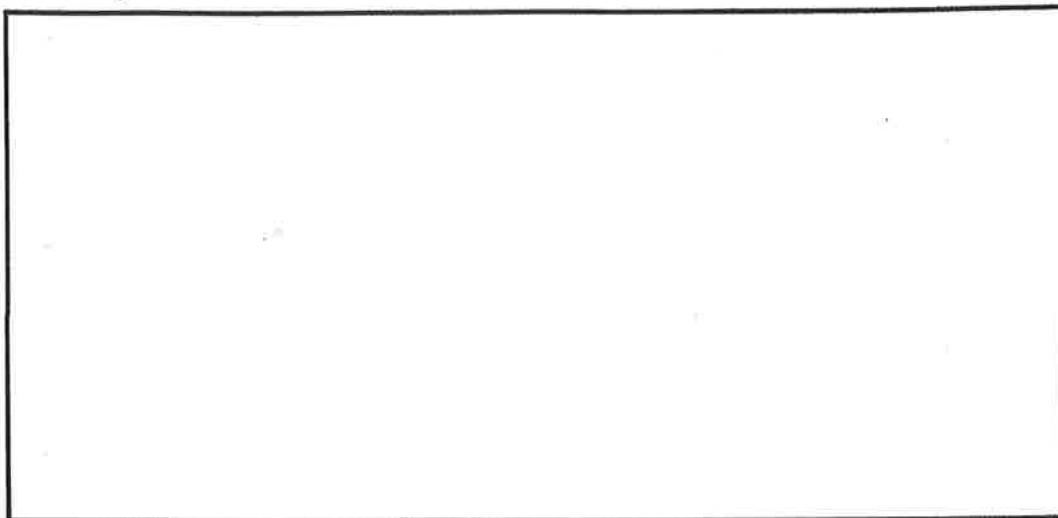




Name: \_\_\_\_\_ Date: \_\_\_\_\_

Facts About \_\_\_\_\_

Draw.



Write.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

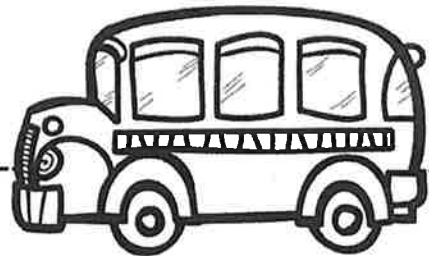


Name: \_\_\_\_\_

## Virtual Field Trip Travel Report

I took a field trip to:

<p>Something really interesting I noticed was:</p>	<p>Something I learned was:</p>
<p>The coolest part of the trip was:</p>	<p>Would you recommend this trip to a friend?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Why?</p>
<p>Please rate your experience:</p> <p>★ ★ ★ ★ ★</p>	
<p>Next time I would like to travel to:</p>	





# All About...

my field trip to the aquarium!

SOMETHING I SAW FOR  
THE FIRST TIME WAS...

snapshot of my favorite  
memory

Two things I learned were:

1. \_\_\_\_\_
2. \_\_\_\_\_

Two questions I have about the  
ocean and ocean animals are:

1. \_\_\_\_\_
2. \_\_\_\_\_

One thing I would like to  
learn more about is...





# Field Trip Time!

To: \_\_\_\_\_

A Favorite Part

---

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What I Learned

---

---

---

---

---

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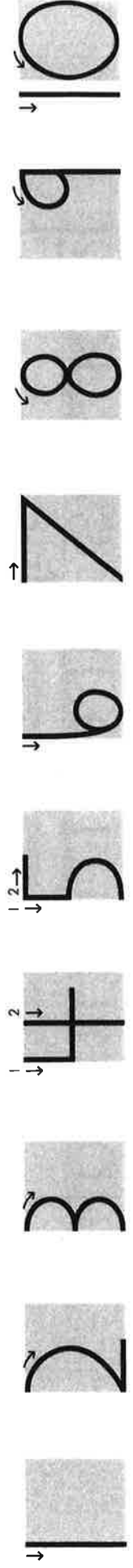
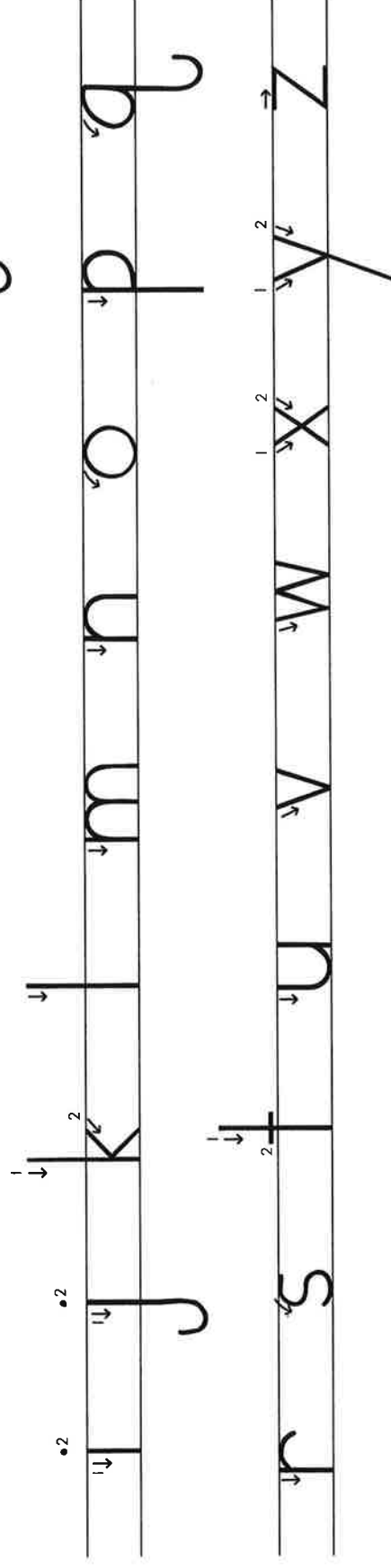
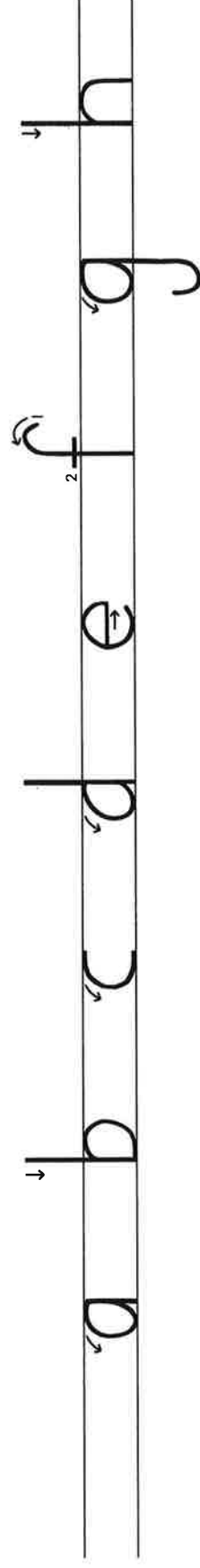
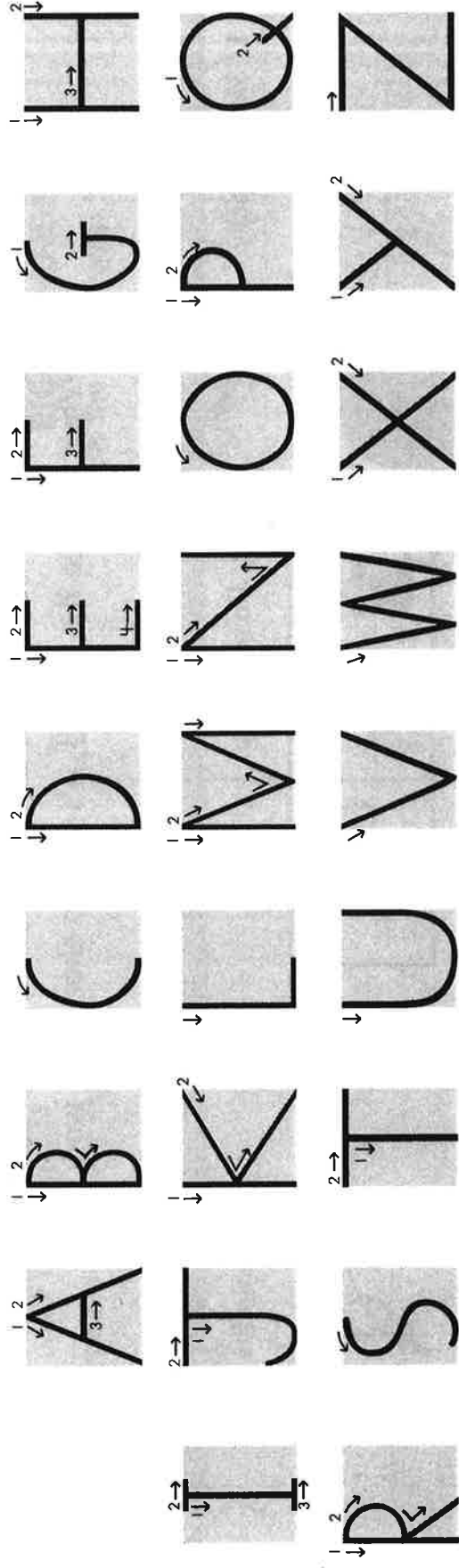
Incredible!



Handwriting



# Capitals, Lowercase Letters & Numbers





# Learn & Check

Learn letters, words, sentences, and how to check them.

When you see the box ☐, it's time to check your work.



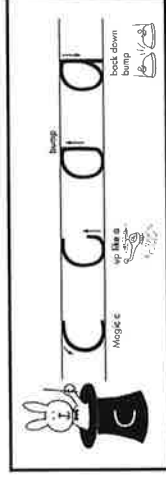
## Check letter

Teachers: Help children ☒ their letter for correct start, steps, and bump.

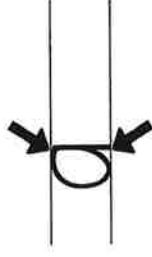
1. Start correctly.



2. Do each step.



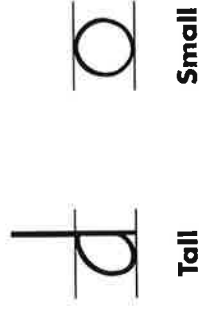
3. Bump the lines.



## Check word

Teachers: Help children ☒ their word for correct letter size, placement, and closeness.

1. Make letters the correct size.

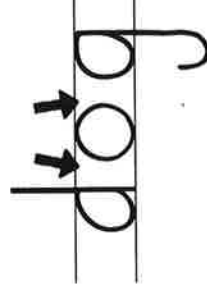


2. Place letters correctly: tall, small, or descending.



Descending

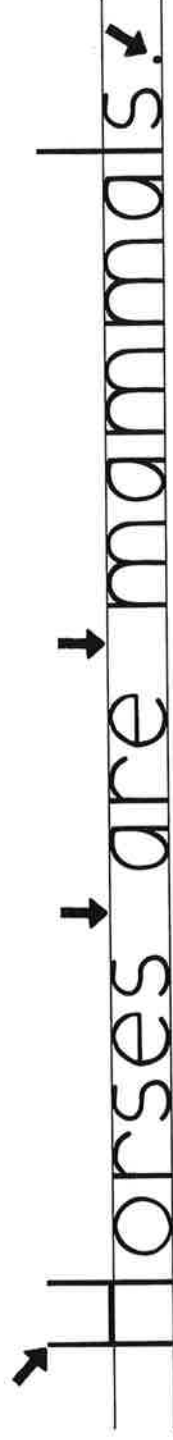
3. Put letters close.



## Check sentence

Teachers: Help children ☒ their sentence for correct capitalization, word spacing, and ending punctuation.

1. Start with a capital.

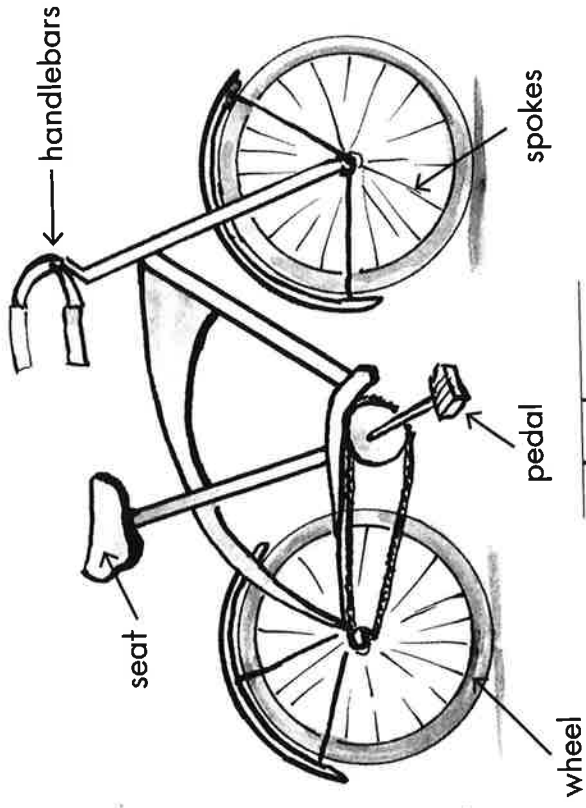


2. Put space between words.

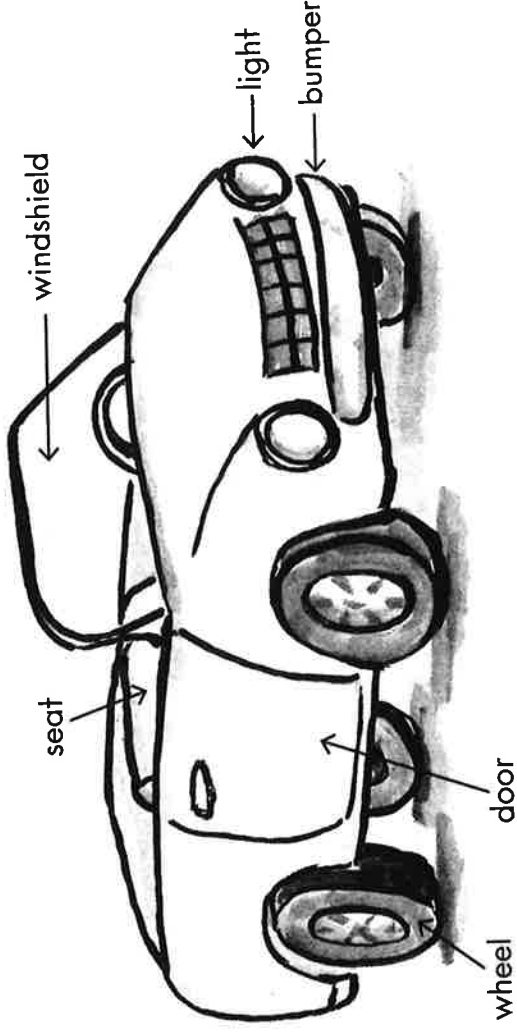
3. End with . ? or !



## QUESTION & ANSWER



bike



car

Answer the questions with complete sentences.

Which one has handlebars?

The

Which one has a windshield?

The

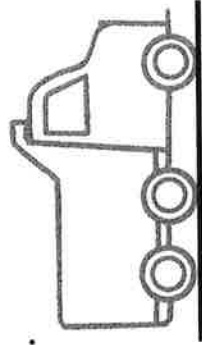
☐ Check Sentence



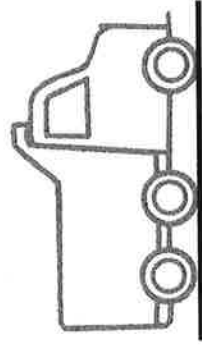
## PARAGRAPH

Draw the dirt. Then, copy.

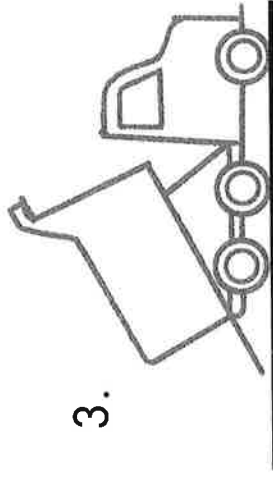
1.



2.



3.



First, the truck gets dirt.

Then, it goes to the job site.

Finally, it dumps the dirt.



## ABBREVIATIONS

### Months

Jan.

Feb.

Mar.

Apr.

May

June

July

Aug.

Sept.

Oct.

Nov.

Dec.

### School Days

Mon.

Tues.

Wed.

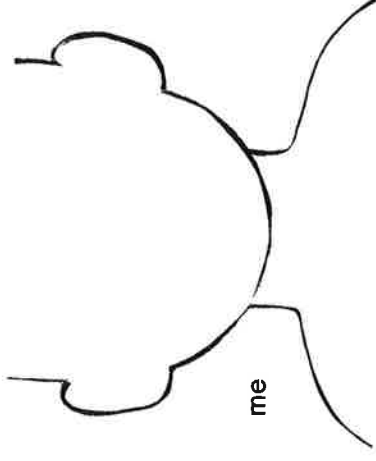
Thurs.

Fri.

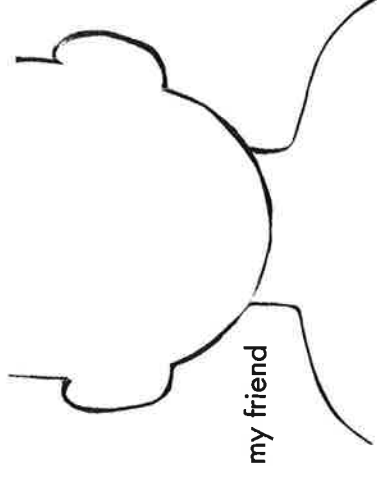
☐ Check Fri.



## CAPITALS



me



my friend

Finish the sentences with correct capitalization.

My initials are \_\_\_\_.

My name is \_\_\_\_\_.

My friend is \_\_\_\_\_.

I live in \_\_\_\_\_.

Today is \_\_\_\_\_.

My birthday is in \_\_\_\_\_.



# WORDS

ate	sell	dear	knew	know
write	plain	way	toe	won

Find and write the homophone.

1. eight

2. cell

3. deer

4. new

5. no

6. right

7. plane

8. weigh

9. tow

10. one

☐ Check won

Choose a homophone pair.  
Write two sentences.

---

---

---

---

---

---

---

---



# WRITING

Complete the words. Then, complete the sentence.

1 cent

= penny

5 cents

= nickel

10 cents

= dime

25 cents

= quarter

100 cents

= dollar



one p



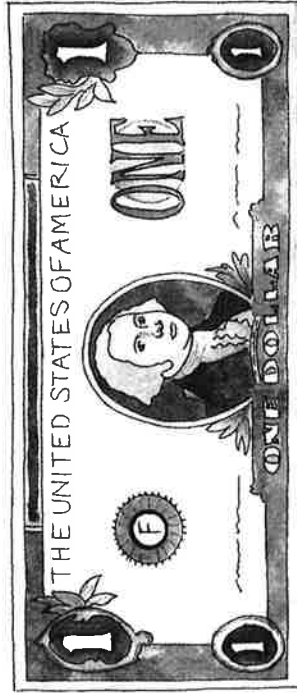
one n



one d



one q



one d



ten d

If I had ten dollars, I would



## SENTENCES



**behind** the chair  
**on** the table  
**in** the chair  
**beside** the chair  
**under** the table

Look at the picture. Finish each sentence.

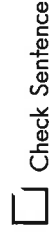
The girl is

The table is

The bird is

The ball

The book



Check Sentence



## SENTENCES

pig	dog	turtle	duck	snail
first	second	third	fourth	fifth

Put the animals in order.

The pig was first.

The \_\_\_\_\_ was \_\_\_\_\_

The \_\_\_\_\_ was \_\_\_\_\_

The \_\_\_\_\_ was \_\_\_\_\_

The \_\_\_\_\_ was \_\_\_\_\_

Then, what happened?

