



April 13, 2020

Hello EPS student (Grade 1),

Keeping your head in the game is very important - even when you are not physically in your school building. We've created packets to provide you with opportunities to enhance the skills you've been working on the past several months.

Some of the work and/or questions may seem easy while others may be a bit challenging. It is important to complete the lessons to the best of your ability. We included a wide variety of topics and activities to keep you engaged.

You can work at your own pace. We don't expect you to complete everything in one day. If you finish the packet, our best advice is to read for pleasure.

When school begins again, simply bring these packets to your teachers for review.

If you need anything or have questions about the school closing, your parents can call our administration building at (814) 874-6000.

Be sure to take care of yourself. Get plenty of rest, eat well, and make sure you are washing your hands with soap and water several times a day.

We will see you all after the break.

Mr. Polito, Superintendent

Mrs. Habursky, Assistant Superintendent

Understand Missing Addends



Dear Family,

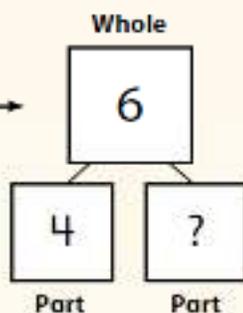
This week your child is exploring how to write a missing addend equation to solve a subtraction problem.

An addend is a number that is being added. Knowing how to use a missing addend **equation** to solve a subtraction problem will help your child understand the relationship between addition and subtraction.

Example:

Write a missing addend equation to find $6 - 4$.

- Show $6 - 4$ in a number bond.
- Think about addition to help **subtract**. Use the number bond to write a missing addend equation: $4 + ? = 6$.
- Find the missing addend: $4 + 2 = 6$.



The **subtraction equation** is $6 - 4 = 2$.

Invite your child to share what he or she knows about using missing addend equations to solve subtraction problems by doing the following activity together.

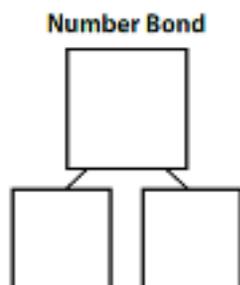


Activity Use Missing Addends

Do this activity with your child to explore missing addends.

Materials 20 small objects (such as buttons, paper clips, pasta shapes, or cereal pieces), paper, pencil

Draw a large number bond that covers a full sheet of paper. Help your child use the number bond to make a missing addend equation for solving each subtraction problem below.



- Use a missing addend equation to solve $7 - 4 = \underline{\quad}$.
- Your child places 7 objects in the top box of the number bond and then moves 4 objects into one of the bottom boxes. Your child then moves the rest of the objects into the other bottom box.
- Help your child write a missing addend equation.

$$4 + \underline{\quad} = 7$$

- Your child counts on or uses another method to find the missing addend and solve the subtraction problem.

$$4 + \underline{\quad} = 7, \text{ so } 7 - 4 = \underline{\quad}.$$

- Repeat to solve the other subtraction problems below.

$$7 - 4 = \underline{\quad} \qquad 8 - 6 = \underline{\quad}$$

$$8 - 2 = \underline{\quad} \qquad 5 - 4 = \underline{\quad}$$

$$6 - 3 = \underline{\quad} \qquad 7 - 5 = \underline{\quad}$$

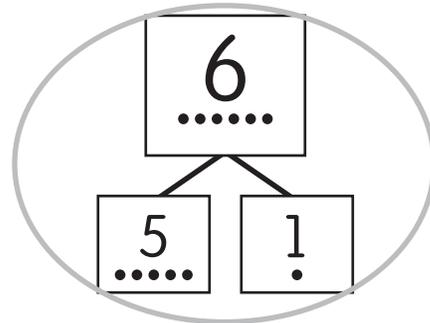
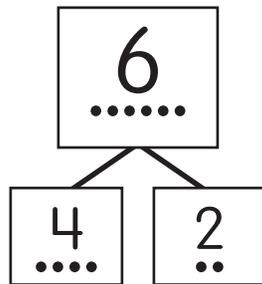


Look at the Example. Then solve.

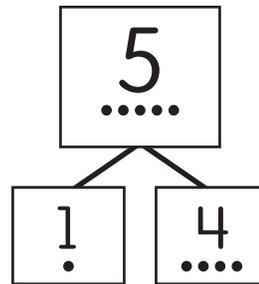
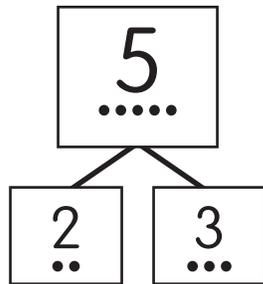
Example

Which number bond shows $6 - 5$?

Look at the parts. Circle.



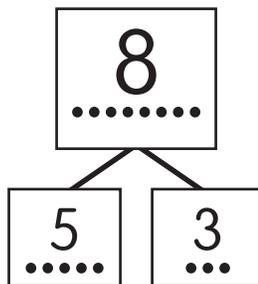
1 Which number bond shows $5 - 2$? Circle.



2 Write an addition sentence that helps you find $5 - 2$.

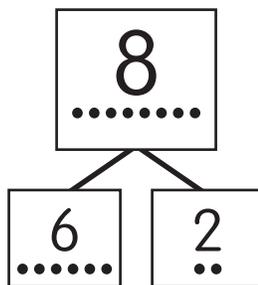
$$5 = \underline{\quad} + \underline{\quad}$$

- 3 Write an addition sentence that helps you find $8 - 5$.



_____ + _____ = 8

- 4 Write an addition sentence that helps you find $8 - 2$.

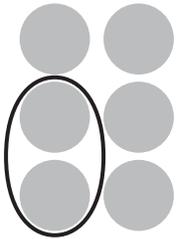
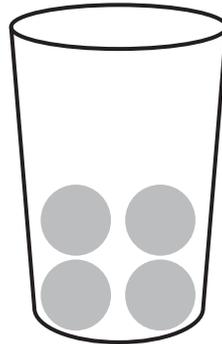


_____ + _____ = 8

- 5 Write an addition sentence that helps you find $7 - 5$.

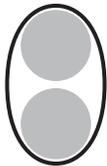
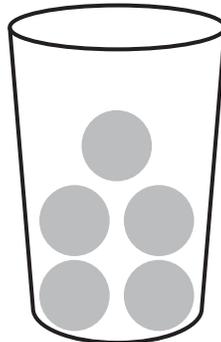
_____ + _____ = 7

Name _____

Look at the Example. Then solve.**Example** Find $6 - 2$.Use 6 counters.
Keep 2.Put the rest in
a cup.Write the
answer.

$$2 + \underline{4} = 6$$

$$6 - 2 = \underline{4}$$

1 Find $7 - 2$.Use 7 counters.
Keep 2.Put the rest in
a cup.Write the
answer.

$$2 + 5 = 7$$

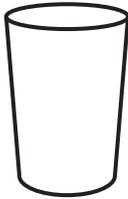
$$7 - 2 = \underline{\quad}$$



- 2** Find $6 - 3$.
Draw and write.

$$3 + \underline{\quad} = 6$$

$$6 - 3 = \underline{\quad}$$



- 3** Find $5 - 4$.
Draw and write.

$$4 + \underline{\quad} = 5$$

$$5 - 4 = \underline{\quad}$$



-
- 4** Write an addition sentence that helps you find $7 - 6$.
Complete the subtraction sentence.

$$6 + \underline{\quad} = 7$$

$$7 - 6 = \underline{\quad}$$

-
- 5** Write an addition sentence that helps you find $8 - 5$.
Complete the subtraction sentence.

$$\underline{\quad} + \underline{\quad} = 8$$

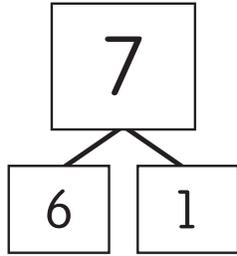
$$8 - 5 = \underline{\quad}$$

Name _____

Read the Example. Then solve.**Example**

Write a subtraction sentence.

Then write an addition sentence.

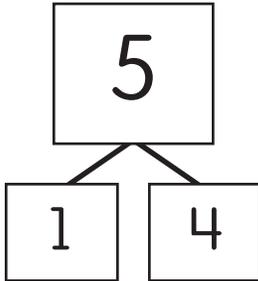


$$\underline{7} - \underline{6} = \underline{1}$$

$$\underline{6} + \underline{1} = \underline{7}$$

1 Show Write a subtraction sentence.

Then write an addition sentence.

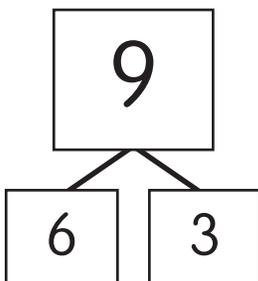


$$5 - 1 = 4$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2 Show Write a subtraction sentence.

Then write an addition sentence.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



3 Reason There are 5 boxes. 2 are big.
The rest are small. How many are small?
Show how you solve.

4 Reason Tom has 4 cards. He gives some away.
Now Tom has 2 cards.
How many does he give away?
Show how you solve.

5 Explain There are 6 toys. 2 are on the table.
The rest are in a box.
Buzz says there are 8 toys in the box.
Do you agree? Why or why not?

Directions: Complete 1 to 2 activities per day with your child.

Phonological Awareness

Before being able to read written letters and words, children learn to hear the individual sounds in spoken words. For example, beginning readers with phonemic awareness are able to hear and recognize that the word “cat” is made up of the sounds /c/ /a/ /t/. They can also combine or blend the separate sounds of a spoken word to say the word (“/d/ /o/ /g/ dog”). Phonological Awareness activities provide practice in segmenting individual sounds in spoken words and blending sounds to say the word.

Use these activities to reinforce and practice phonological awareness skills with your child.

Title	Suggested Grade(s)	Target Skill(s)	Activity
Find Specific Sounds	K–2	Isolate Beginning and Ending Sound	Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the <i>s</i> sound or that end with the <i>k</i> sound. Have your family members share their heard words and list them on a piece of paper.
Match the First Sound	K–2	Isolate Beginning Sound	Help your child identify the beginning sounds in words. Sort and match pictures and words according to beginning sound. Ask your child to figure out which picture or word doesn’t belong because it has a different beginning sound. (Example: <i>bag</i> , <i>nine</i> , <i>beach</i> , and <i>bike</i>). Sing the television jingle, “One of these things is not like the others.” Have your child sort snack foods by their beginning sounds. (Example: raisins on one plate, carrots on another, etc.)
Mystery Game	K–2	Isolate Beginning Sound	Play a mystery game in which you are calling your child’s name or looking for an object around the house. For example, say, “I’m thinking of someone whose name begins with (say the sound for the letter <i>t</i>),” or “I’m looking for an item that begins with (say the sound for the letter <i>g</i>).”

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Word Race	K–2	Isolate Beginning Sound	Help your child pick out the first sound in words, an important step in learning to read. Give your child one minute to name as many objects, people, foods, etc that start with a given sound, such as <i>sss</i> . When the minute is up, have them try to beat their score with another sound, such as <i>rrr</i> . It’s important to say the sound the letter makes rather than the letter’s name. For instance, say <i>mmm</i> rather than <i>em</i> .
Count the Sounds	K–2	Segment Sounds in Words, Counting Sounds in Words	Help your child count the number of sounds in words. Have your child find pictures of two– and three–sound words. Put the same number of markers (coins, blocks, etc.) representing the sounds under the picture. Have your child touch a different marker as he or she says each sound. Some ideas for pictures are: fish (3 sounds), lip (3 sounds), shoe (2 sounds), and the number five (3 sounds).
Sounds on a Walk	K–2	Segment Sounds in Words, Counting Sounds in Words	Help your child take spoken words apart. Have your child listen for syllables in words. You can play this game while you are walking. Have your child clap the number of syllables in the name of each object you see. Next, have your child separate the sounds in words, listening for beginning, middle, and ending sounds; for example, if your child sees a bird, he or she would say <i>b–ir–d</i> .
Break the Words Apart	K–2	Segment Sounds in Words, Isolate Beg/Mid/End Sounds in Words, Blending Sounds	Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three–letter words, listening for beginning, middle, and ending sounds. For example, pronounce <i>mom</i> as follows: <i>mm–o–mm</i> . Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say <i>sh–ee–p</i> and your child says <i>sheep</i> .

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Shopping For Sounds	K-2	Segment Sounds in Words, Isolate Beg/Mid/End Sounds in Words, Blending Sounds	As you and your child shop, have your child separate the sounds in the name of each item you put in your shopping basket, listening for beginning, middle, and ending sounds; for example, for a bag, your child would say <i>b-a-g</i> . Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say <i>m-i-l-k</i> and your child says <i>milk</i> ; you say <i>c-a-n</i> and your child says <i>can</i> .
Count the Words	K-2	Word Counting	Have your child count the number of words in a spoken sentence. Say a sentence. (Example: "Let's go to the park.") Have your child tell you the number of words in the sentence. Switch roles, allowing your child to give you a sentence and have you say the number of words it contains.

Amplify.

Directions: Complete 1 to 2 activities per day with your child.

Phonics

Reading is dependent on an understanding of the alphabetic principle — the idea that letters and letter patterns represent the sounds of spoken language that are blended together to make words. Children learn letter sounds and apply these predictable relationships between sounds and letters to read words that are both familiar and unfamiliar; they then build their skills to use knowledge of word parts including prefixes and suffixes like re/–ness/–ing, and syllables to decode words. Phonics activities provide practice in letter–sound correspondence, blending, and reading words with various letter–sound patterns and word parts. Students must learn to both accurately and fluently decode words so that they can read words automatically and focus on reading for understanding.

Use these activities to reinforce and practice phonics skills with your child.

Title	Suggested Grade(s)	Target Skill(s)	Activity
Beginning Sounds	K–2	Beginning Sound Isolation, Individual Letter Sounds	Say, “Let’s think of some words that start with the same sound. I’ll say the first ones and we’ll see if you can think of a color word that starts with the same sound.” Say, “ <i>Pig, penguin, porcupine...</i> ” Ask your child to repeat your words before supplying another one. Then ask, “What sound do these words start with?” (Your child should say the sound <i>p</i> .) You may have to exaggerate the beginning sounds until your child gets the idea. Then ask, “What is a color word that begins with the same sound?” (<i>pink, purple</i>) Repeat with other beginning sounds.
Blend Words	K–2	Blending Onset–Rime	Gather several small objects from around the house. Say, “Let’s see if you can guess what I am hiding behind my back. I will say parts of the word and, if you put these parts together, you will be able to guess what I have behind my back.” Pronounce the first sound and ending rhyme separately. For example, <i>p–en</i> . If your child is able to blend the parts and come up with the word, show him or her the pen and repeat with another object or toy. If your child is not able to blend the first sound and ending rhyme, model the process. For example, <i>b–at, bat</i> . Repeat this practice, blending parts of words into whole words.

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Label Your Home	K–2	Decoding Words, Letter Combinations	Use masking tape and a permanent marker to label names of objects in your home, such as <i>bed</i> , <i>doll</i> , <i>table</i> , and <i>chair</i> . This helps your child recognize letters and the names of everyday objects.
Grocery List	K–2	Decoding Words, Writing Words	Give your child a sheet of paper and dictate the items you need to buy. If your child requests the correct spelling, write the words for your child to copy, or spell the words as he or she writes them. You can also allow your child to use inventive spelling for items on the list and locate the correct spelling at the grocery store.
Letters to Friends	K–2	Decoding Words, Writing Words	Encourage your child to write notes and letters to relatives and friends. Ask the people who receive the notes to respond with notes and letters of their own.
Magnetic Words	K–2	Decoding Words, Writing Words	Help your child practice reading and writing letters and words. Help your child form words using magnetic letters.
Words in the World	K–2	Individual Letter Sounds	Point out the letter/sound relationships your child is learning on food labels, boxes, newspapers, magazines, and signs. For instance, ask your child, “What sound does this letter make?” Practice writing and reading letters and words.
Shopping For Syllables	K–2	Segmenting Syllables, Counting Syllables	Help your child take words apart. As you and your child shop, clap the number of syllables in the name of each item as you put it in your shopping basket.
Personal Dictionary	K–2	Word Categories, Sight Word Reading	Help your child create a personal word dictionary. This is a long-term project that’s fun for rainy or snowy days. Help your child write a letter of the alphabet at the top of every page in a notebook or on separate sheets of paper. Ask your child to write down recently learned words on the page with the corresponding first letter.
Match Pictures With Words	K–2	Words In Context	As you read a book with your child, point to an object in an illustration and help your child find the word in the text that matches that object.

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Household Message Board	2	Decoding Words, Reading Multisyllabic Words	Use a chalkboard, pinboard, or a large piece of paper as a family message board. This is an exciting way to involve children in reading with a purpose. Leave written notes to your child on the message board.
Start a Journal	2	Decoding Words, Writing Words	Explain what a journal is and give examples of what types of things your child might write about, such as making a new friend, going someplace special, or experiencing something exciting at school. Provide an example by writing about your day. Ask your child to write about his or her day on the next page.
Note Time	2	Decoding Words, Writing Words, Words in Context	Choose 10 minutes of a day to be note time. Communicate with your child during that time by passing written notes. Try to use words your child is learning in school. Share a spirit of secrets and fun. A note could just say, "Hello." If your child needs help reading the notes, help him or her read them aloud.

Directions: Have your child read the story aloud to you. Encourage them to sound out unfamiliar words. If your child gets stuck, tell them the word and have your child reread the sentence. Ask your child questions about the story.

Name: _____

Comprehension: Text Copy

Meet Vern

My name is **Vern**, and I have the best job! My job is to take you kids in to see the Green **Fern** Zoo.

We will see things with wings and things with scales, things that bite and things that sting, things that creep and things that swim.

I have lots of fun facts and tales to share with you. So let's see the zoo and have some fun!

Directions: Print and copy this page to provide students with a test-only copy of the story.

NAME: _____

DATE: _____

3.2

Activity Page

Meet Vern

1. Where will Vern take you?

the shop

the Green Fern Zoo

the bus

Page _____

2. What is Vern's job?

Page _____

Directions: Have students reread the story and answer the questions.

3. What could be some things with wings?

4. Name some things that you could see at the zoo.

Page _____

Name: _____

Comprehension: Text Copy

Things That Swim

I hope you kids like things that swim, be-cause this is the room where we keep all the fish.

The fish here are trout. A trout is a fish that swims in cool lakes and creeks. You can see that they have lots of spots and **marks**. The spots and **marks** help the trout hide. They make the trout look a lot like the sand on the bed of a creek.

Here's a big fish that makes all of the wee fish run and hide. This is a reef **shark**. It has that name be-cause it likes to make its home close to a reef, where there are lots of fish.

You can see that the reef **shark** has fins and a set of gills on its side. You can not see them from here, but this **shark** has lots of **sharp** teeth in its mouth.

Directions: Print and copy this page to provide students with a neat, only copy of this story.

Would a reef shark bite you? Well, you are not the lunch that this shark would like best. A reef shark likes to feed on squid, crabs, and shrimp. But it would be smart not to get the reef shark mad at you all the same!

NAME: _____

DATE: _____

5.2

Activity Page

Things that Swim

1. What is a trout?

- a dog
- a bug
- a fish

Page _____

2. What parts of a trout help it hide?

- spots and marks
- mouth and teeth
- fins and scales

Page _____

Directions: Have students read the story and answer the questions.

