

March 30, 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

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Activity Pag

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/oo/ as in book

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Directions: Have students write the words with the 100/ sound under the 'boo' header and the words with the 100/

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- Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box, and copy the word on the lines.
- 1. claws
- 2. hoist
- 3. h**oo**p
- 4. **lou**d
- 5. shook
- 6. draw
- 7. oil
- 8. shout



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this digital copy is provided exclusively for use during school closings or other disruptions educed by the Govid-17 outbreak, by student and teachers for whom the corresponding printed materials have been purchased from Amplify. Any other distribution or reproduction of this publication is forbidden without written permission from Amplify. NAME: DATE: _ Print the words. **because**

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8.	Do you like to look at books?			

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10. Can a h aw k c oi l up like a snake?	
11. Do we use oil to cook?	
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14. Can you jump on one foot?	
15. Can a br oo m sing a song?	
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NAME:			1		
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In the box are six words. Print them on the lines where they fit best.

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In the box are six words. Print them on the lines where they fit best.

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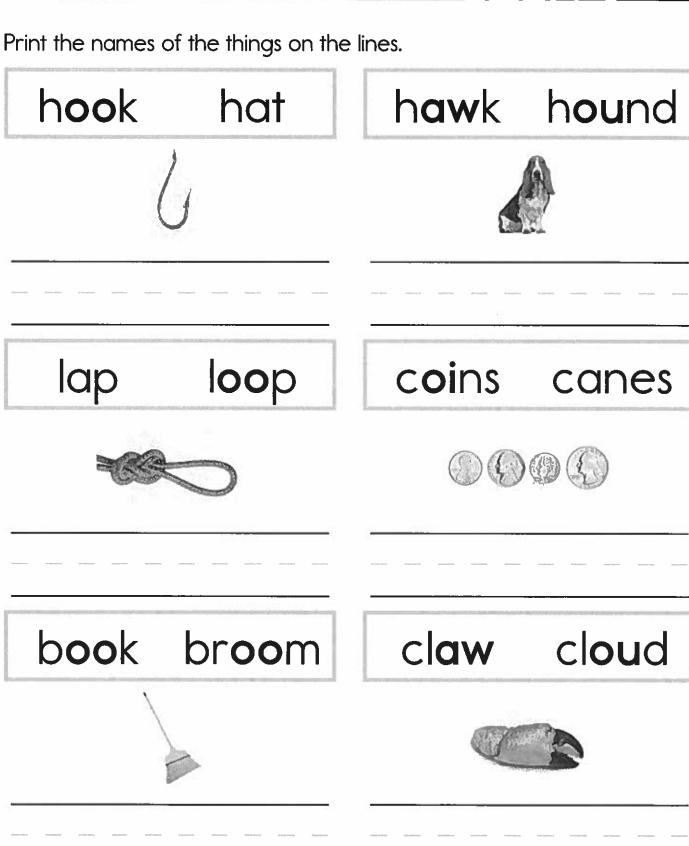
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Print the words on the lines where they fit best.

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 Draw a man.
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6. loud mouth loud moth

7. a big y**aw**n a big l**aw**n

8. Boil fish in a pot. Boil crabs in a pot.

9. up and down down and out

10. Join us at two. Meet us at two.

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- 1. a big ______
- 2. the _____ moon
- 3. Look at the ______.
- 4. bills and
- 5. t<u>wo</u> ____ cooks
- 6. _____ the food.
- 7. lunch at _____
- 8. a cat's _____

Directions: Have students fill in the blanks as the teacher says each phrase.

NAME:		
	- PP15	Take-Hom
DATE:		CARL DAY OF THE

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

The Fox and the Grapes

A fox saw a bunch of ripe grapes that hung from the branch of a tree.

The fox said, "Those grapes look good. I will get them and make them my lunch."

The fox stood up on his back legs, but he could not grab the grapes.

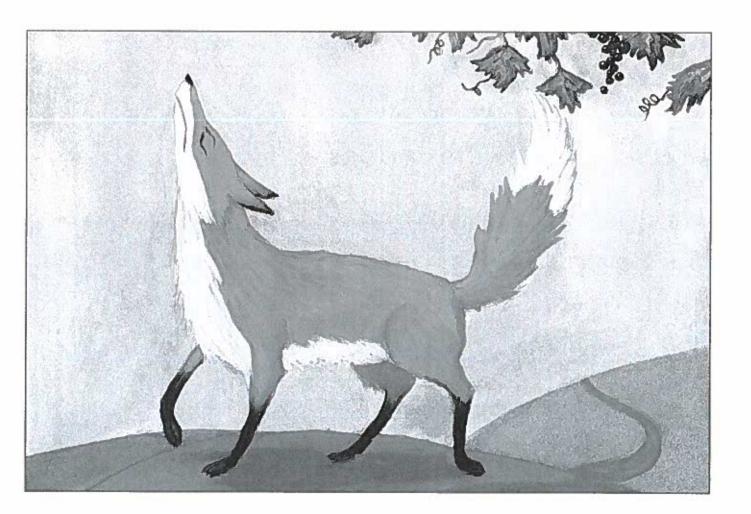
The fox made a hop, but he could not grab the grapes.

The fox ran and made a big jump, but he still could not get the grapes.



At last, the fox sat down on the ground.

"What a fool I am!" said the fox. "I can tell that those grapes are sour. They would not have made a good lunch."



NAME:	г
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Dear Family Member,

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Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

The Fox and the Hen

A hen sat in a tree. A red fox ran up to the tree.

"Did they tell you?" said the fox.

"Tell me what?" said the hen.

"They have made a law," said the fox. The law says that we must all be pals.

Dogs are not to chase cats. They must be pals. Cats are not to chase rats. They must be pals. Dog and cat, fox and hen snake and rat must



and hen, snake and rat must all be pals! So jump down here and let me hug you!"

"Well, that sounds swell!" said the hen. "But, all the same, I will sit up here a bit."

Then the hen said, "What's that I see?"

"Where?" said the fox. "What is it?"

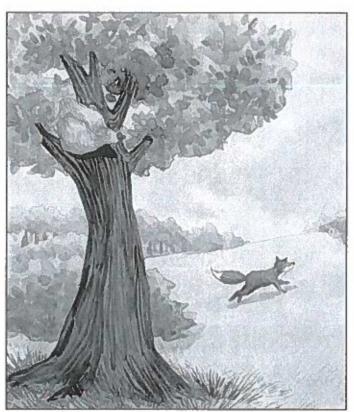
"It looks like a pack of dogs," said the hen.

"Dogs!" said the fox. "Then I must get **ou**t of here!"

"Stop!" said the hen.
"The law says that dog and fox must be pals.
So you are safe!"

But the fox did not stop. He ran off.

The hen just smiled.



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Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

The Fox and the Crane

The fox saw the crane and said, "Crane, will you have lunch with me?"

The crane said, "I will."

The crane came and sat down with the fox in his den.

The fox was up to a trick. He gave the crane some food, but he gave it to him in a flat stone dish. The crane could not get the



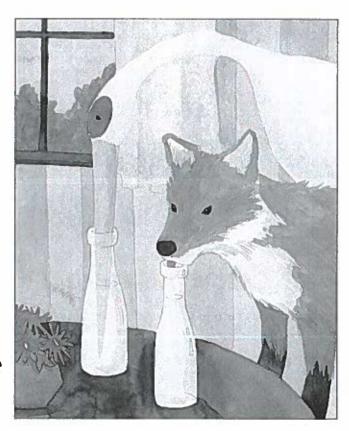
food because of the shape of his bill. The fox smiled at his trick. He ate up all of his food.

Take-Hom

The next week the crane saw the fox and said, "Fox, will you have lunch with me?"

The fox said, "That would be good. I will."

This time the crane was up to a trick. He gave the fox milk, but he gave it to him in a glass with a long, thin neck. The fox could not get the milk because of the shape of his nose.



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Activity Pag

The Tree and the Reeds

1.	What stood next to a grove of reeds?
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3. What did the tree do in the strong wind?
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4. Name the n ou n in: "The reeds bent."
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5. Name the n ou n in: "The tree fell."
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The Moon

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See Position and Shape



Children are introduced to position words and place objects in different positions. Introduce position words by pointing to different objects in the room and describing them as *above*, *below*, *beside*, *in front of*, *behind*, or *next to*

another object. Ask children to use position words to describe the position of one child relative to another child. Then have children place an object in a position as described relative to Snargg.

Use What You Know See Position and Shape





Children draw pictures positioned as described relative to the camper and act out position words. Have children draw pictures positioned relative to the camper as described. Say: *Draw a star below the camper*. Then they play

Teacher Says, a variation of Simon Says, as a class to act out positions. Say: Teacher says, place your hand above your head. Occasionally omit the phrase Teacher says before the instruction.



Encourage children to describe shapes and the position of objects. Guide children to use words such as *above, below, beside, in front of, behind,* and *next to.* Have children ring (circle) an object next to the dog.

Talk About It What shapes do you see in the picture?

Practice Together

See Position and Shape





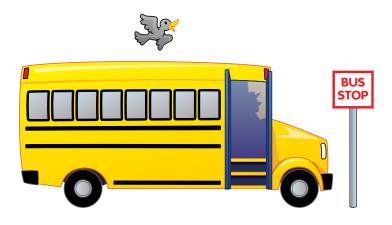












Guide children to identify objects that are below, beside, behind, or above. Have children circle the pictures where the leaf is below the can and the ball is behind the dog. Then have them circle the person beside the dog and the object above the bus.

<u>Talk About It</u> What are some other ways you can describe the objects in these pictures?

Practice Together

See Position and Shape

Name _____









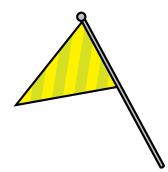










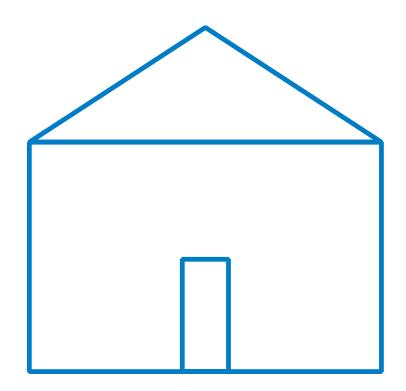


Guide children to match the shapes with the same name. Have children draw lines to connect the objects with the same shape and then name the shape. Use real objects to help children recognize that orientation or size do not change the name used to describe the shape.

<u>Talk About It</u> Work with a partner. How did you decide which objects match?

Practice by Myself

See Position and Shape

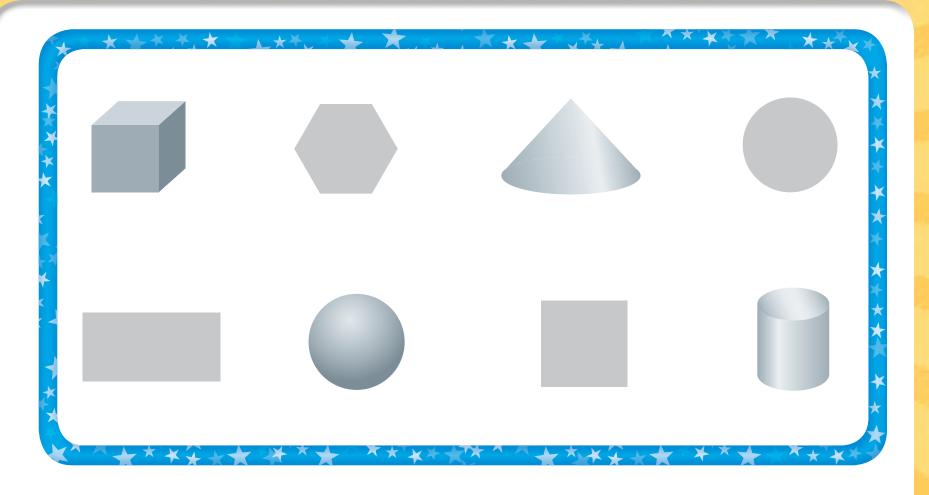




Have children draw shapes and objects from verbal instructions. Have children draw: a cloud above the house, a flower in front of the house, a boy next to the house, a window beside the door, a circle above the door, a rock below the window, and a tree behind the dog.

Talk About It Work with a partner. Are the locations of the objects in your drawings the same? How are they different?

Name Shapes

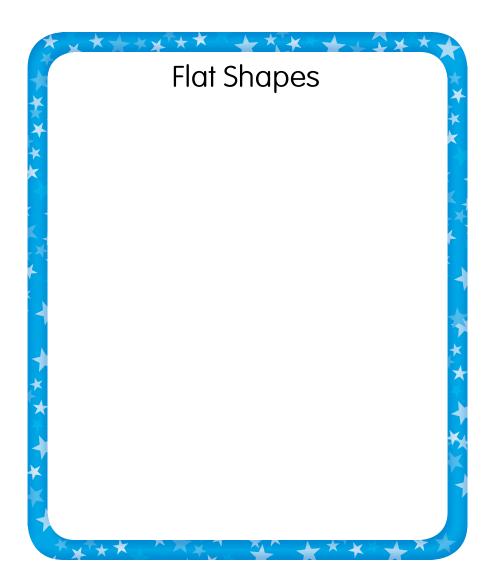


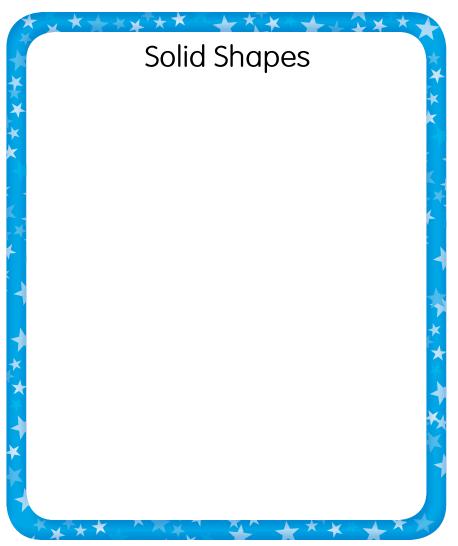
Children differentiate solid shapes from flat shapes and informally describe shapes. Display a circle, square, triangle, rectangle, hexagon, cube, cone, cylinder, and sphere. For each shape, name the shape and have children

repeat it. Then have children informally describe each shape, including if it is flat or solid. Then name a shape and have children point to that shape above and tell if it is solid or flat.

Use What You Know Name Shapes







Children identify shapes as flat or solid and name the shapes. Have pairs of children sort flat shape and solid shape cards and then name each of the

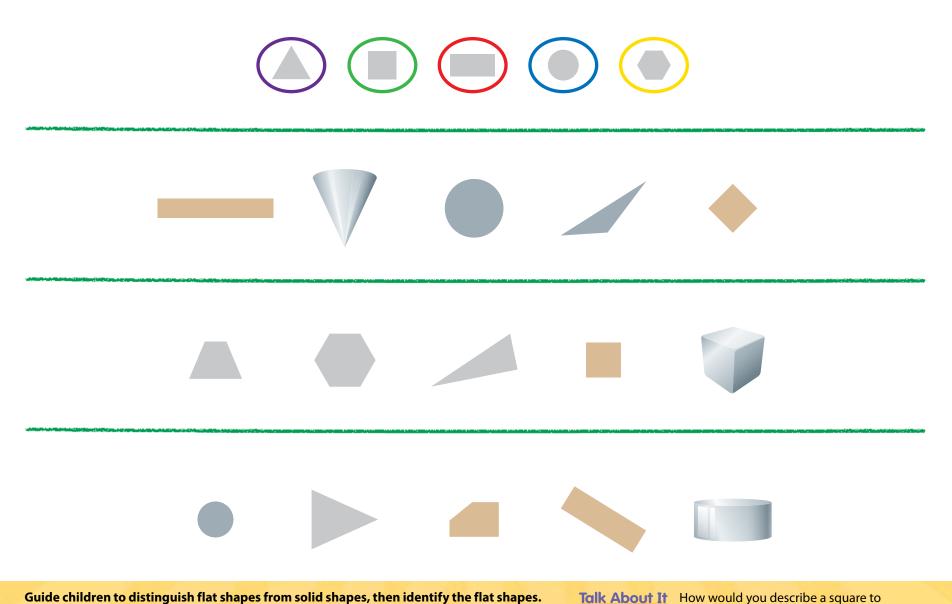
shapes. Children then use a flat hand or a fist to identify objects they are shown as flat or solid.



Encourage children to describe the two- and three-dimensional shapes in the picture including squares, rectangles, circles, triangles, hexagons, spheres, cubes, cones, and cylinders. Have children ring (circle) one example of each solid.

Talk About It What shapes are the easiest to find? Which shapes are the most difficult to find?

Practice Together Name Shapes

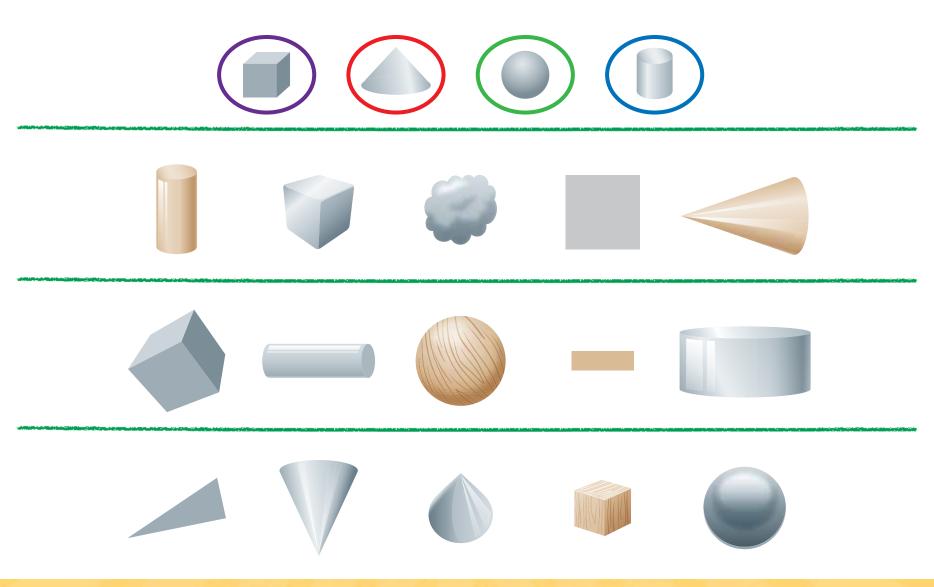


Have children X out solid shapes. Then have them ring (circle) the triangles purple, squares green, rectangles red, circles blue, and hexagons yellow.

Talk About It How would you describe a square to someone?

Practice Together Name Shapes

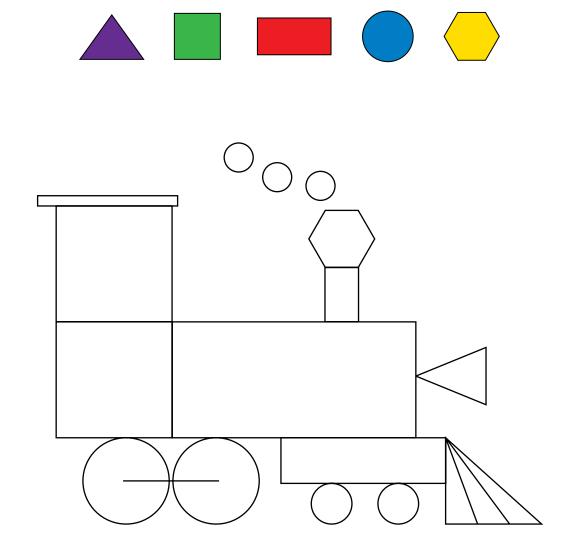
Name _____



Guide children to distinguish flat shapes from solid shapes, then identify the solid shapes. Have children X out flat shapes. Then have them ring (circle) the cubes purple, cones red, spheres green, and cylinders blue.

Talk About It What shape makes the top of a cube?

Practice by Myself Name Shapes

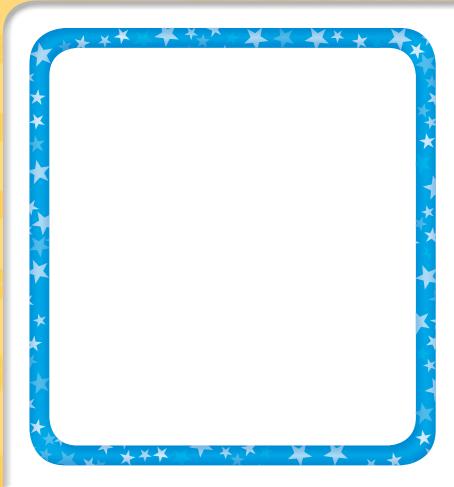


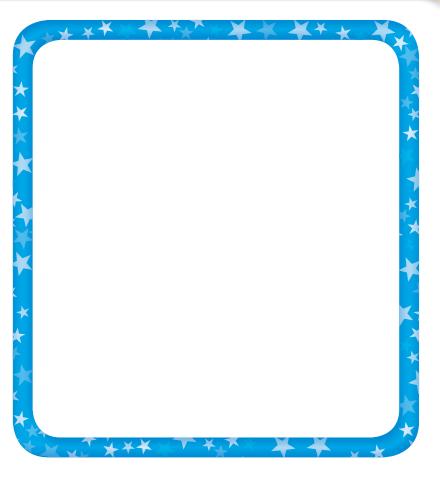
Have children color the shapes in the picture using the colors at the top of the page. Remind children to look for different kinds of rectangles and triangles. Talk About It How many of each shape did you find?

Name

Compare Shapes



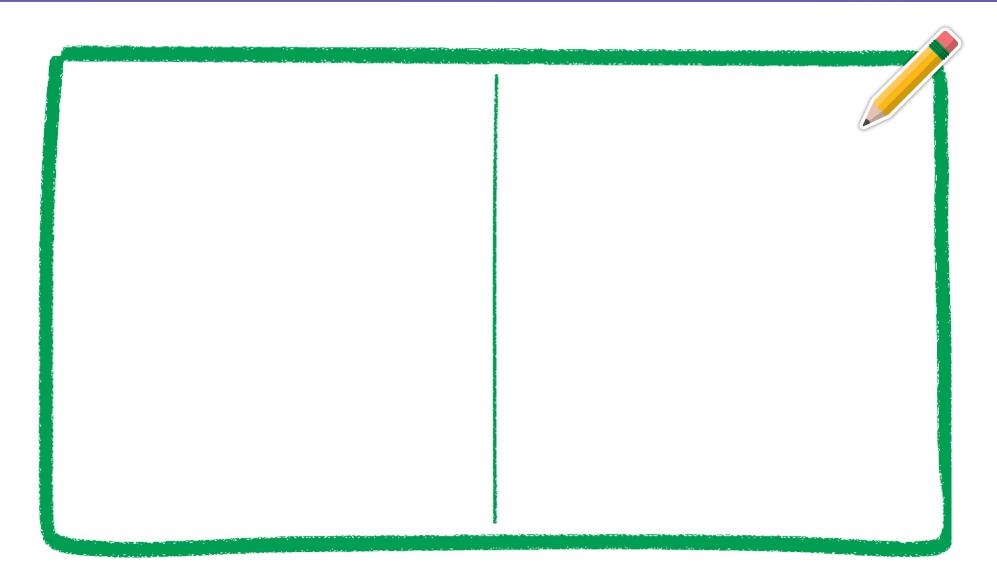




Children play a game to identify features that shapes have in common. Give each child a flat or solid shape. Hold up a cube. Describe a feature of the cube and have children raise their hand if their shape has that feature.

Choose a child to identify the attribute on his or her shape. Then that child describes a different attribute. Repeat with other children. Then have children sort a cube, cylinder, circle, and square based on attributes you describe.

Use What You Know Compare Shapes



Children draw shapes with given attributes. Describe an attribute such as: The shape is flat. Have children hold up a shape that has that attribute. Then children discuss if more than one shape fits the description. Say: The shape has no straight sides. Have children draw a shape that fits this description on the left workmat. Say: The shape has at least 3 sides. Have children draw a shape that fits that description in the right workmat.

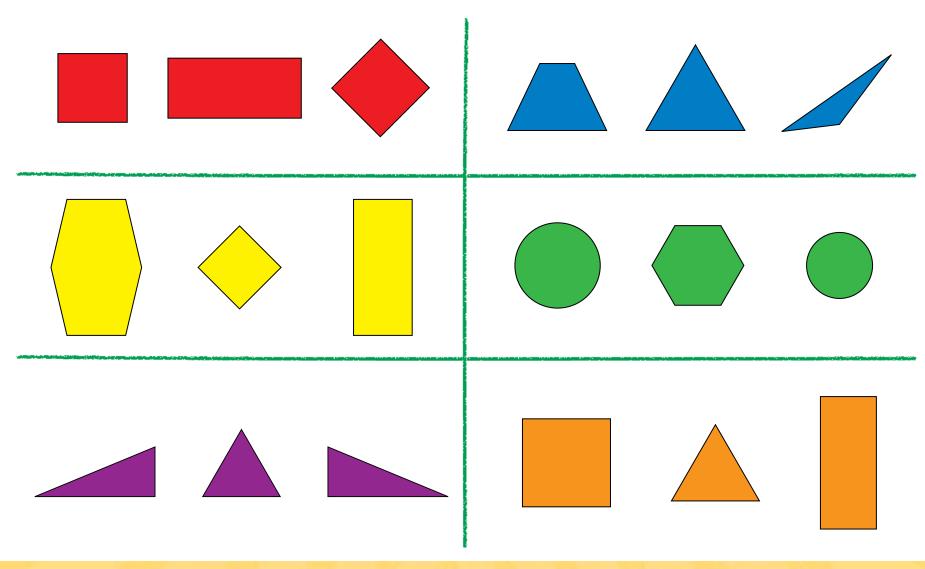


Encourage children to look for shapes that are alike in some way, and to describe how they are alike. Encourage children to talk about curves, corners, or the number or length of sides. Have children ring (circle) all the solid shapes that could roll on their own down a hill.

<u>Talk About It</u> What objects can you see in your classroom that have a shape like the shape of the paint cans?

Practice Together

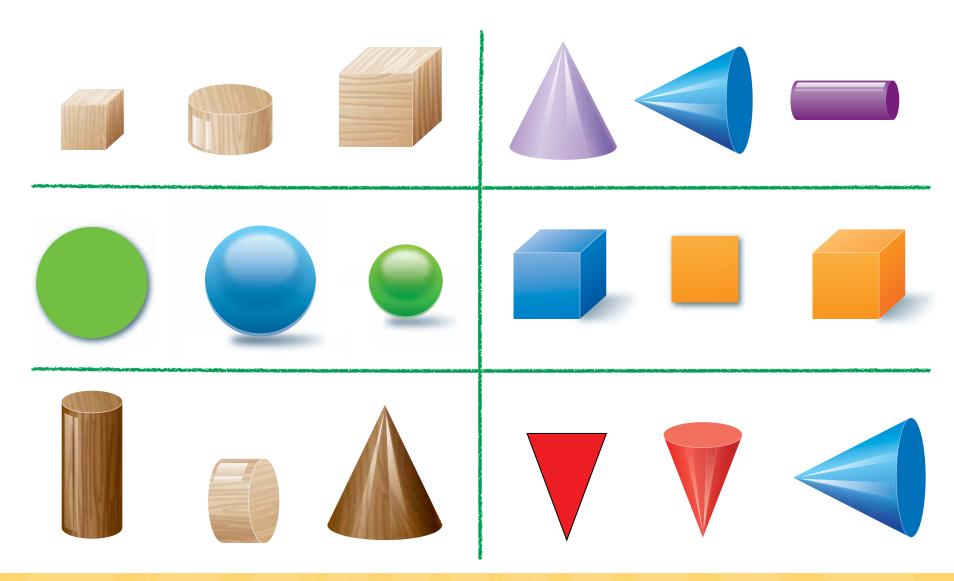
Compare Shapes



Guide children to ring (circle) the two shapes that are most alike. Have children focus their attention on the number of sides, the types of corners, or sides that are the same length. Guide children to describe both what is alike and what is different.

<u>Talk About It</u> Which shapes on the page are different from all the others? Describe how they are different.

Practice Together Compare Shapes

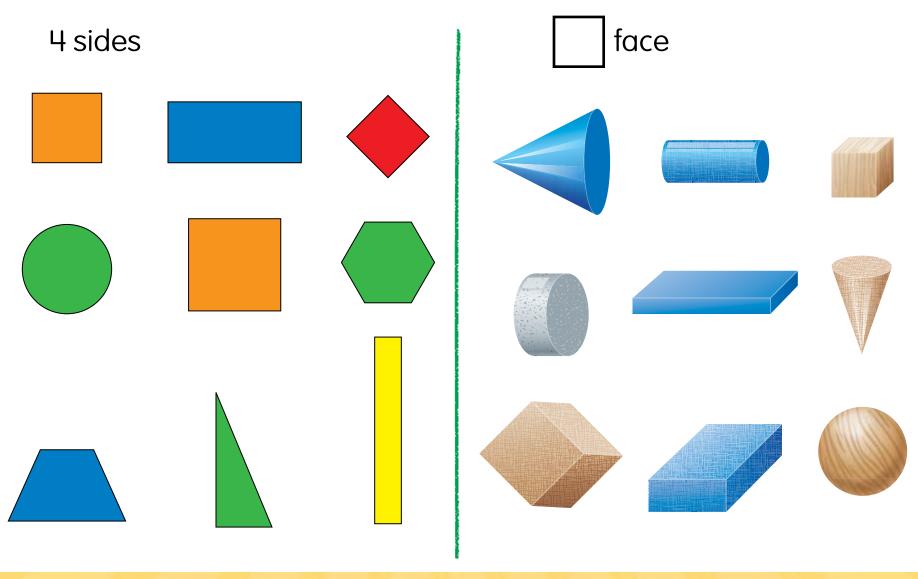


Guide children to ring (circle) the two shapes that are most alike. Have children focus their attention on whether the shapes are flat or solid, and what kind of solid. Guide children to describe both what is alike and what is different.

<u>Talk About It</u> For each group, describe how the shape you did not ring is different from the other two shapes.

Practice by Myself

Compare Shapes



Have children analyze the flat shapes and solids and look for those with the given characteristic. On the left, have children ring (circle) figures with four sides. On the right, have children ring (circle) solids with a square face.

Talk About It How did you decide which shapes to ring?