

# Woodside News! Staying Sharp!

## First Grade Reading & Writing Distance Learning Packet

### Daily Activities – This is to be practiced daily.

1. Practice reading your sight words daily.
2. Read a book for 15 minutes' daily – Use the "Tools for Solving Hard Words" to solve hard words.
3. Discuss the weather, make predictions.
4. Log on to Raz-Kids and Zearn daily.

### Actividades diarias: esto se debe practicar a diario.

1. • Practique leer sus palabras de alta frecuencia
2. • Lea un libro diariamente durante 15 minutos: utilice la hoja adjunta "Herramientas para resolver palabras difíciles" para resolver palabras difíciles.
3. • Discuta el clima, haga predicciones.
4. • Inicie sesión en Raz-Kids y Zearn.

## Reading Week 1

### Day 16

- Read the mentor text attached, *Zots Learns to Share*, or Read a book of your choice.
- Identify the characters and setting in your story.
- Identify sight words found in your story.

### Día 16

- Lea el texto del mentor adjunto, *Zots Learns to Share*, o lea un libro de su elección.
- Identifica los personajes y el escenario de tu historia.
- Identifica palabras de alta frecuencia.

### Day 17

- Refer back to the book *Zots Learns to Share* or Read a book of your choice.
- Identify the Problem and Solution in your story.
- Word Work – Generate words with **-ing** endings (Example - Sharing)

### Día 17

- Consulte el libro *Zots Learns to Share* o lea un libro de su elección.
- Identifique el problema y la solución en su historia.
- Trabajo de palabras: generar palabras con terminaciones finales **-ing** (Ejemplo: sharing )

### Day 18

- Refer back to the book *Zots Learns to Share* or Read a book of your choice.
- How would you change the ending of your story?
- Word Work – Generate words that have **-ite** (Example - bite)

### Día 18

- Consulte el libro *Zots Learns to Share* o lea un libro de su elección.
- ¿Cómo cambiarías el final de tu historia?
- Trabajo de palabras: genera palabras que tienen **-ite** (Ejemplo - bite)

### Day 19

- Refer back to the book *Zots Learns to Share* or Read a book of your choice.
- Why do you think the author wrote this story? Was it to inform, persuade, or entertain?
- Word Work– Generate words that with **-are** (Example bare).

### Día 19

- Consulte el libro *Zots Learns to Share* o lea un libro de su elección.
- ¿Por qué crees que el autor escribió esta historia? ¿Fue para informar, persuadir o entretener?
- Trabajo de palabras: genere palabras que contengan **-are** (Ejemplo bare).

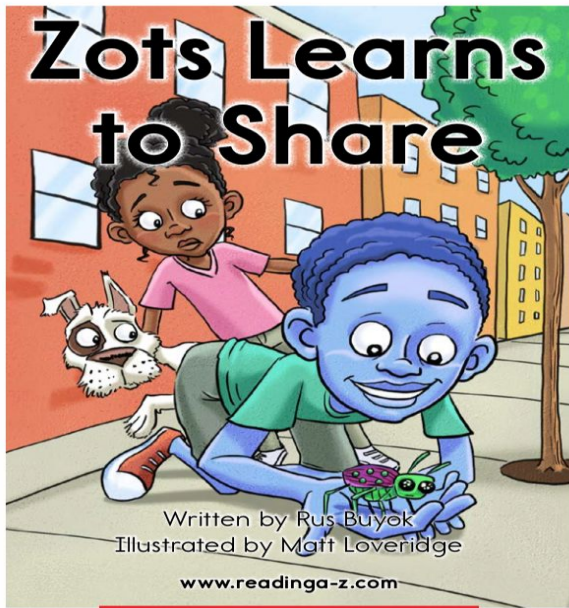
### Day 20

Refer back to the book *Zots Learns to Share*.

- **Connection:** Think of a time that you shared with a friend. Draw a picture and write about it.
  - **Sentence Prompt** - "One time I shared a \_\_\_\_\_ with a friend."
- How does sharing make you feel? Tell a friend or a family member.

### Día 20

- Consulte el libro *Zots Learns to Share*.
- Conexión: piensa en un momento que compartiste con un amigo. Haz un dibujo y escribe sobre ello.  
O Mensaje de oración: "Una vez compartí una \_\_\_\_\_ con un amigo".
- ¿Cómo te hace sentir compartir? Díselo a un amigo o familiar.



### Focus Question

What does Abby tell Zots about sharing?

### Words to Know

breaks  
half  
may

offers  
share

Zots Learns to Share  
Level G Leveled Book  
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### Correlation

LEVEL G	
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12



Abby and Zots are best friends.  
Zots is from outer space.



Zots has a big cookie.  
“May I have some?” Abby asks.  
Zots eats the whole cookie  
in one bite.





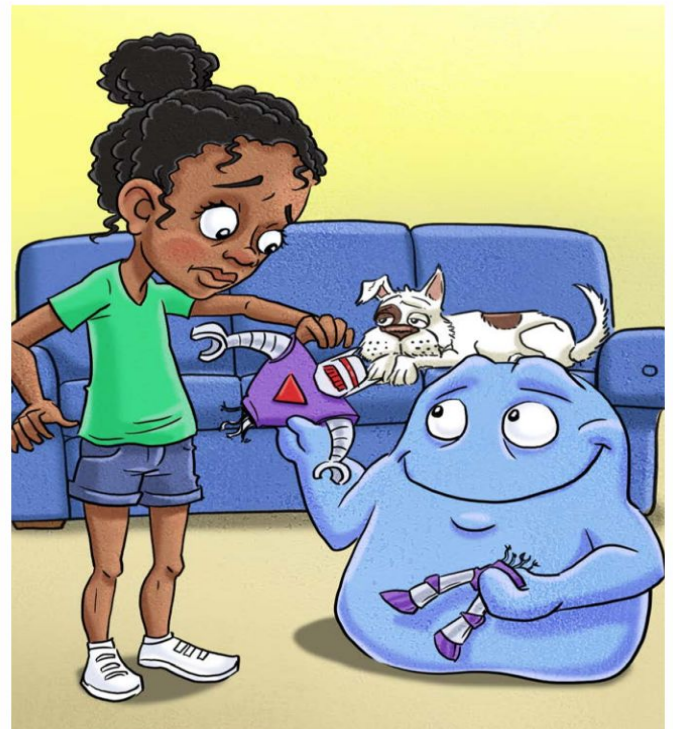
"You should share," Abby says.  
"What's that?" Zots asks.



"Sharing means letting someone have some of what you have," Abby says.  
"Okay," Zots says.  
Zots spits out some of the cookie and offers it to Abby.  
"No, thank you," she says.



The next day, Zots is playing with a toy.  
"May I play?" Abby asks.



Zots breaks the toy in half.  
He gives one half to Abby.





"What are you doing?"  
Abby asks.  
"I'm sharing," Zots says.



"Sharing can mean letting  
someone use something  
you have," Abby says.  
"Okay," Zots says.  
Zots hands her both parts  
of the broken toy.  
"This isn't as much fun,"  
Zots says.



The next day, Zots has  
a big bug.  
"May I see?" Abby asks.  
"Is this a time I should share?"  
Zots asks.



"Yes, you should share,"  
Abby says.  
"Do you want to eat it  
or play with it?" Zots asks.

## Reading - Week 2

<p><b>Day 21</b></p> <ul style="list-style-type: none"> <li>Read the mentor text attached, <b>Butterfly Café</b>, or Read a book of your choice.</li> <li><b>Retell the story</b> – Beginning, Middle, and End.</li> <li>Word Work – Identify or create compound words. (Example <u>butter fly</u> = butterfly).             <ul style="list-style-type: none"> <li>A <b>Compound Word</b> is <i>two words</i> put together to make <i>one word</i>.</li> </ul> </li> </ul>	<p><b>Día 21</b></p> <ul style="list-style-type: none"> <li>Lea el texto del mentor adjunto, <b>Butterfly Café</b>, o lea un libro de su elección.</li> <li><b>Vuelva a contar la historia:</b> Principio, Medio y Fin.</li> <li>Trabajo de palabras: identifique o cree palabras compuestas. (Ejemplo <u>butter fly</u> = butterfly).             <ul style="list-style-type: none"> <li>Una <b>palabra compuesta</b> son dos palabras juntas para formar una palabra.</li> </ul> </li> </ul>
<p><b>Day 22</b></p> <ul style="list-style-type: none"> <li>Refer to <b>Butterfly Café</b> or Read a book of your choice.</li> <li>What is your opinion on the book?             <ul style="list-style-type: none"> <li>"I like the book because_____." "I dislike the book because_____."</li> </ul> </li> <li>Word Work – Generate as many words you can with <b>-ood</b> in it. (example: <u>food</u>)</li> </ul>	<p><b>Día 22</b></p> <ul style="list-style-type: none"> <li>Consulte <b>Butterfly Café</b> o Lea un libro de su elección.</li> <li>¿Cuál es tu opinión sobre el libro?             <ul style="list-style-type: none"> <li>"Me gusta el libro porque_____". "No me gusta el libro porque_____".</li> </ul> </li> <li>Trabajo de palabras: genere palabras que tenga <b>-ood</b>. (ejemplo: <u>food</u>)</li> </ul>
<p><b>Day 23</b></p> <ul style="list-style-type: none"> <li>Refer to <b>Butterfly Café</b> or Read a book of your choice.</li> <li>How do you relate to the story? <i>"This story reminds me of when I_____."</i></li> <li>Word Work – Generate as many words you can with <b>-unny</b> in it. (example: <u>sunny</u>)</li> </ul>	<p><b>Día 23</b></p> <ul style="list-style-type: none"> <li>Consulte <b>Butterfly Café</b> o Lea un libro de su elección.</li> <li>¿Cómo te relacionas con la historia? "Esta historia me recuerda cuando yo_____".</li> <li>Trabajo de palabras: genere palabras que tenga <b>-unny</b>. (ejemplo: <u>sunny</u>)</li> </ul>
<p><b>Day 24</b></p> <ul style="list-style-type: none"> <li>Refer to <b>Butterfly Café</b> or Read a book of your choice.</li> <li>If you had the opportunity to meet the main character, what would you say?</li> <li>Word Work – Identify sights in your book.</li> </ul>	<p><b>Día 24</b></p> <ul style="list-style-type: none"> <li>Consulte <b>Butterfly Café</b> o Lea un libro de su elección.</li> <li>Si tuvieras la oportunidad de conocer al personaje principal, ¿qué dirías?</li> <li>Trabajo de palabras: identifique las palabras de alta frecuencia.</li> </ul>
<p><b>Day 25</b></p> <ul style="list-style-type: none"> <li>Refer to <b>Butterfly Café</b> or Read a book of your choice.</li> <li>Character Traits – How would you describe the main character in the book?             <ul style="list-style-type: none"> <li><u>Some Character Traits:</u> <i>funny, mean, kind, smart, enormous, awesome, curious, astonish, frightened, ferocious, generous, brave.</i></li> </ul> </li> <li>Word Work – Generate as many words you can with <b>-ink</b> in it. (example: <u>link</u>)</li> </ul>	<p><b>Día 25</b></p> <ul style="list-style-type: none"> <li>Consulte <b>Butterfly Café</b> o Lea un libro de su elección.</li> <li>Rasgos de los personajes: ¿cómo describirías al personaje principal del libro?             <ul style="list-style-type: none"> <li>Algunos rasgos de carácter: divertido, malo, amable, inteligente, enorme, impresionante, curioso, asombroso, asustado, feroz, generoso, valiente.</li> </ul> </li> <li>Trabajo de palabras: genere palabras que tenga <b>-ink</b>. (ejemplo: <u>pink</u>)</li> </ul>



# Butterfly Café



Written by Karen Mockler  
Illustrated by Pamela Johnson

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Butterfly Café  
Level H Leveled Book  
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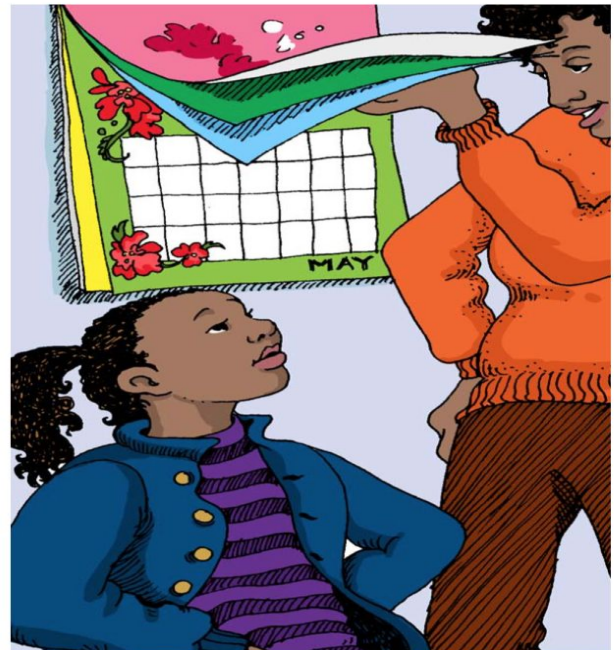
## Correlation

### LEVEL H

Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



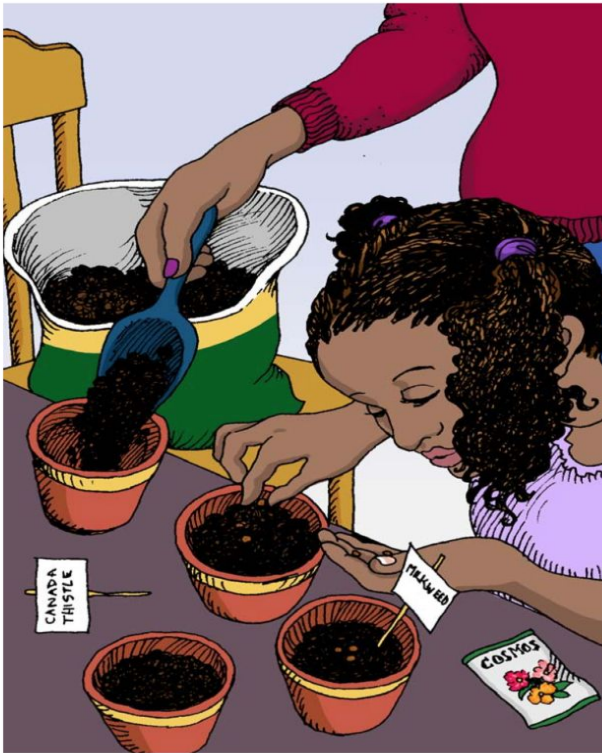
Our seeds came in the mail today.



We could wait until May and plant them outside.

But May is three months away!





So we start our seeds inside.  
We plant the seeds in pots of soil.

Butterfly Café • Level H

5



We water the pots at the kitchen sink.

6



We place the pots in a sunny  
window and we wait.

Butterfly Café • Level H

7



Some seeds will grow into food, but  
the food is not for us.  
Some seeds will grow into **shelter**,  
but the shelter is not for us.

8





While we wait, I make a big sign.  
I use orange and black paint.  
The sign reads: Butterfly **Café**.

Butterfly Café • Level H

9



In early spring, the **sprouts** grow  
into plants.

10



In late spring, we move the  
plants outside.

Butterfly Café • Level H

11



I place my sign beside the plants.  
Butterfly Café is open.

12





I hope our **customers** will lay their eggs on the **milkweed** plants.  
I hope our customers will eat the **nectar** from the food plants.



Our first customer arrives!  
She is orange and black with white spots.  
She is a **monarch** butterfly.



Soon our plants are full of butterflies.  
Our café is a hit!

## Glossary

<b>café</b> ( <i>n.</i> )	a small restaurant that sells drinks and light meals (p. 9)
<b>customers</b> ( <i>n.</i> )	buyers of a product or service (p. 13)
<b>milkweed</b> ( <i>n.</i> )	a type of plant with milky juice (p. 13)
<b>monarch</b> ( <i>n.</i> )	a large, colorful butterfly found in North America (p. 14)
<b>nectar</b> ( <i>n.</i> )	the sweet liquid that flowering plants make (p. 13)
<b>shelter</b> ( <i>n.</i> )	a structure or other place that gives protection from bad weather or danger (p. 8)
<b>sprouts</b> ( <i>n.</i> )	young plant growth (p. 10)

## Reading - Week 3

### Day 26

- Read the mentor text attached, **The Lion and The Mouse**, or Read a book of your choice.
- **Compare the main characters** – How are they the same? *"They are alike because \_\_\_\_\_."*
- Word Work – Generate words with **-all** in it. (example: **tall**)

### Día 26

- Lea el texto del mentor adjunto, **El león y el ratón**, o Lea un libro de su elección.
- Compara los personajes principales: ¿en qué se parecen? "Se parecen porque \_\_\_\_\_".
- Trabajo de palabras: genere palabras que tenga **-all**. (ejemplo: **tall**)

### Day 27

Refer to **The Lion and The Mouse** or Read a book of your choice.

- **Contrast the main characters** – How are they different?
  - *"They are different because \_\_\_\_\_."*
- Word Work – Generate words with **-ay**. (example: **say**)

### Día 27

- Consulte El león y el ratón o Lea un libro de su elección.
- Contraste los personajes principales: ¿en qué se diferencian?
  - "Son diferentes porque \_\_\_\_\_".
- Trabajo de palabras: genere palabras que tenga **-ay**. (ejemplo: **say**)

### Day 28

- Refer to **The Lion and The Mouse** or Read a book of your choice.
- **Retell The Story**: What happened in the beginning, middle, and end of the story?
  - *"First \_\_\_\_\_. Then \_\_\_\_\_. Finally \_\_\_\_\_."*
- Word Work – Generate as many words you can that begins with **-ill**. (example: **still**).

### Día 28

- Consulte El león y el ratón o Lea un libro de su elección.
- Vuelva a contar la historia: ¿Qué sucedió al principio, a la mitad y al final de la historia?
  - "Primero \_\_\_\_\_. Entonces \_\_\_\_\_. Finalmente \_\_\_\_\_."
- Trabajo de palabras: genere palabras que tenga **-ill**. (ejemplo: **still**)

### Day 29

- Refer to **The Lion and The Mouse** or Read a book of your choice.
- Would you recommend this book to a friend? Who? Why?
  - *"I would/would not recommend this book to a friend because \_\_\_\_\_."*
- Word Work – Generate words with the suffix **-ly** (Example – **friendly**, **lonely**)

### Día 29

- Consulte El león y el ratón o Lea un libro de su elección.
- ¿Recomendarías este libro a un amigo? ¿OMS? ¿Por qué?
  - "Recomendaría / no recomendaría este libro a un amigo porque \_\_\_\_\_".
- Trabajo de palabras: genere palabras que tenga el final **-ly**. (ejemplo: **friendly** o **lonely**)

### Day 30

- Refer to **The Lion and The Mouse**.
- **Making Text to Text Connection**: Compare two stories, how are they alike? How are they different?
- Word Work – Generate as many words you can with **ea** (example: **eat**, **real**)

### Día 30

- Consulte El león y el ratón.
- Hacer una conexión de texto a texto: compara dos historias, ¿en qué se parecen? ¿En qué se diferencian?
- Trabajo de palabras: genere palabras que tenga **-ea**. (ejemplo: **eat**, **real**)



# The Lion and the Mouse



Retold by Harriet Rosenbloom  
Illustrated by Lauren Gallegos

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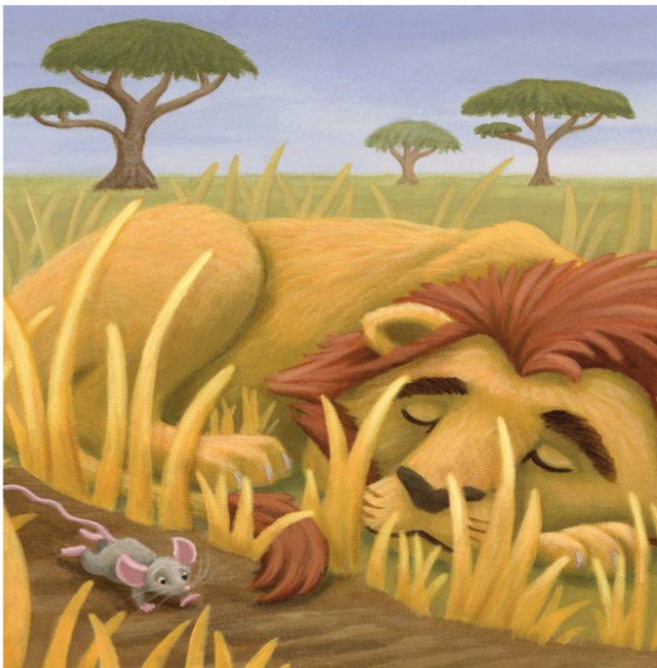
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## Correlation

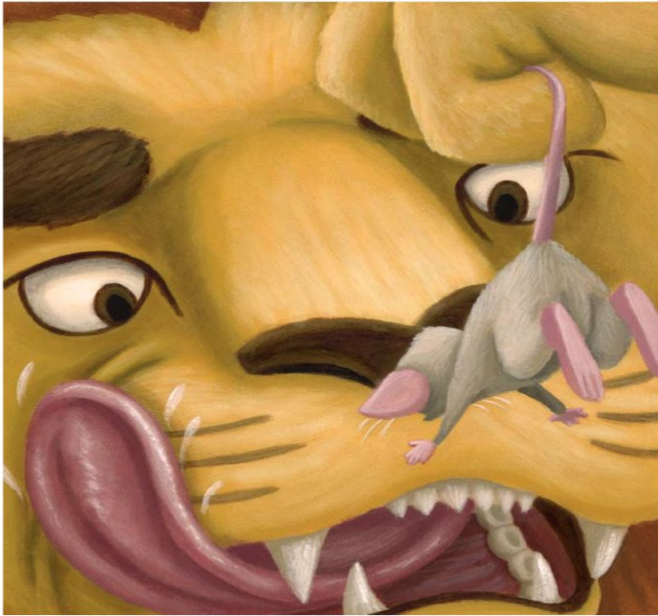
LEVEL I	
Fountas & Pinnell	I
Reading Recovery	15-16
DRA	16



Lion lay asleep on  
a sunny afternoon.  
Mouse was hurrying home  
through the tall grass.



She stumbled upon Lion  
and woke him.  
Lion **trapped** Mouse  
under his huge paw.



He lifted her by the tail.  
He swung her slowly  
through the air.  
“An afternoon snack,” Lion said.  
“Delightful.”

The Lion and the Mouse • Level 1

5



Mouse felt his hot breath on her fur.  
She was so scared.  
Her voice was just a squeak.  
“**Spare** me,” she cried, “and one day  
I will **help** you in return.”

6



Lion laughed loudly.  
Mouse trembled.  
“You, help me?” he laughed.  
“You are a funny little one.”

The Lion and the Mouse • Level 1

7



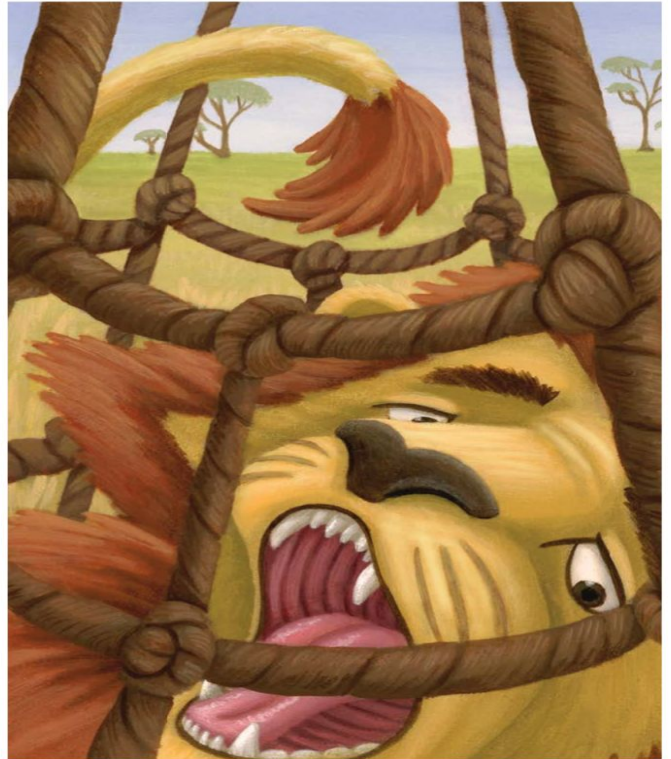
Still, he let Mouse go.  
He soon dozed off again  
under the hot sun.  
Mouse dashed home.  
She was happy to be alive.

8

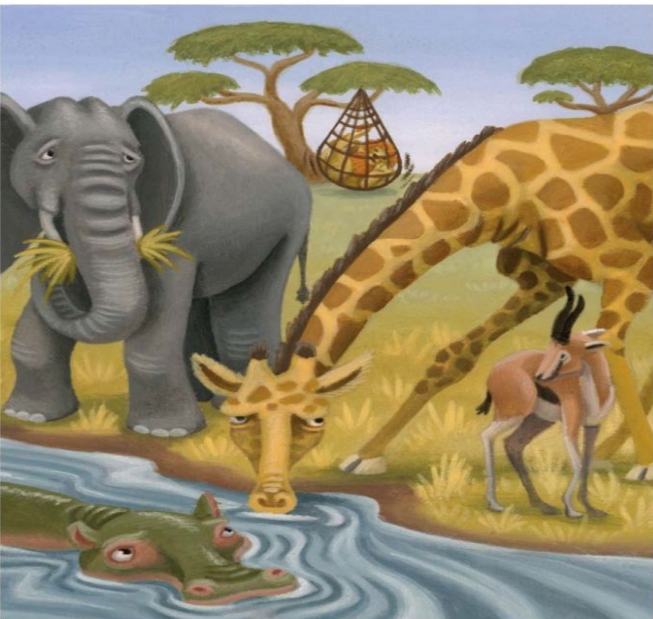




The day came when Lion stepped into a hunter's net. He was trapped. Lion **struggled**. The net pulled tighter.



Lion roared in anger. Then he roared in fear.



His loud roar carried in every direction. Many animals heard him. None came to help.



None dared to free Lion, except Mouse. Mouse ran to Lion's side. She found him in the trap. Mouse **chewed** away the net with her sharp little teeth.





Before long, Lion was free.  
Lion shook off the ropes.



He looked deep into Mouse's eyes.  
"Thank you, little friend," Lion said.  
"You are most welcome, big friend,"  
Mouse replied.  
"What you give is what you get."



Mouse's words still hold true today.  
What is just as true?  
That even a little mouse  
can help a **mighty** lion.

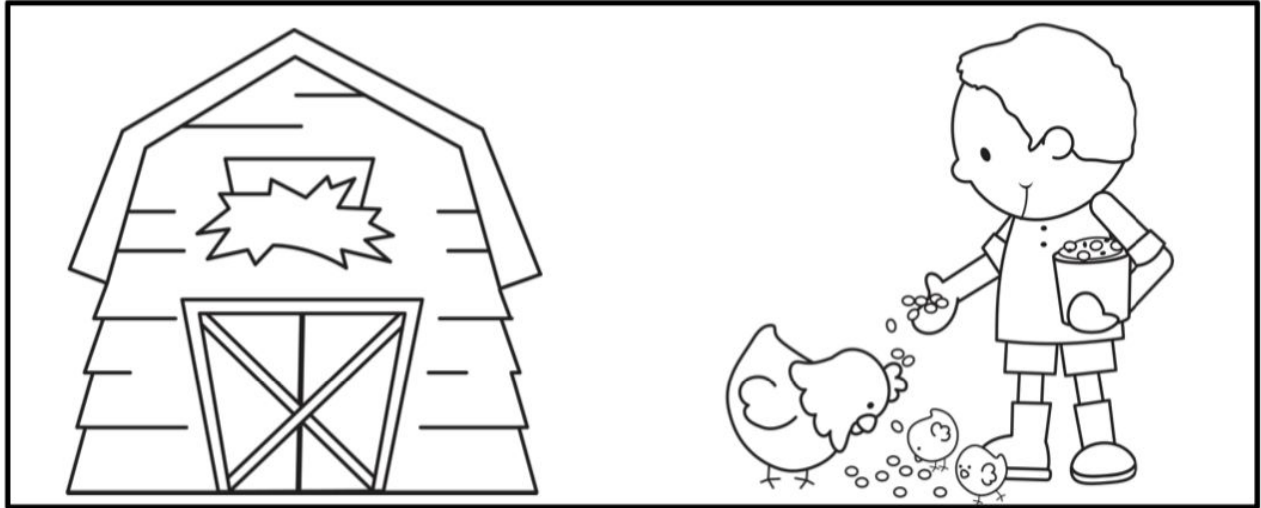
### Glossary

<b>chewed</b> (v.)	bit something over and over again using the teeth (p. 12)
<b>help</b> (v.)	to give or do something that makes life easier for another (p. 6)
<b>mighty</b> (adj.)	very powerful, strong, or large (p. 15)
<b>spare</b> (v.)	to save from death, destruction, or harm (p. 6)
<b>struggled</b> (v.)	used force to try to get free of something (p. 9)
<b>trapped</b> (adj.)	stuck in a trap or kept from leaving a particular place (p. 4)



Name \_\_\_\_\_

Look at the picture. Write about what you think is happening.  
Make sure your story has a beginning, a middle, and an end.



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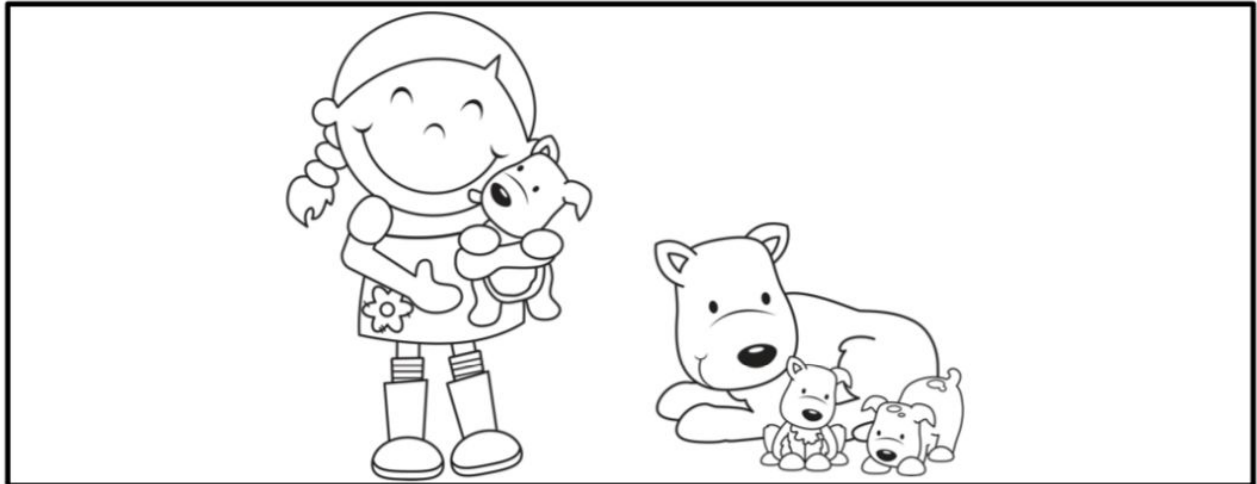
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Name \_\_\_\_\_

Look at the picture. Write about what you think is happening.  
Make sure your story has a beginning, a middle, and an end.



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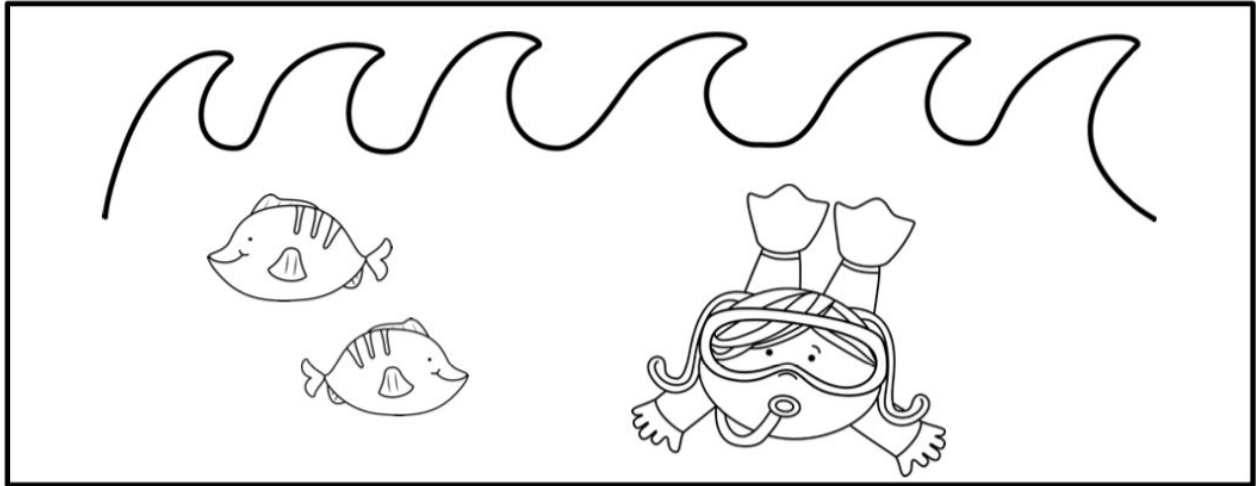
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Name \_\_\_\_\_

Look at the picture. Write about what you think is happening.  
Make sure your story has a beginning, a middle, and an end.



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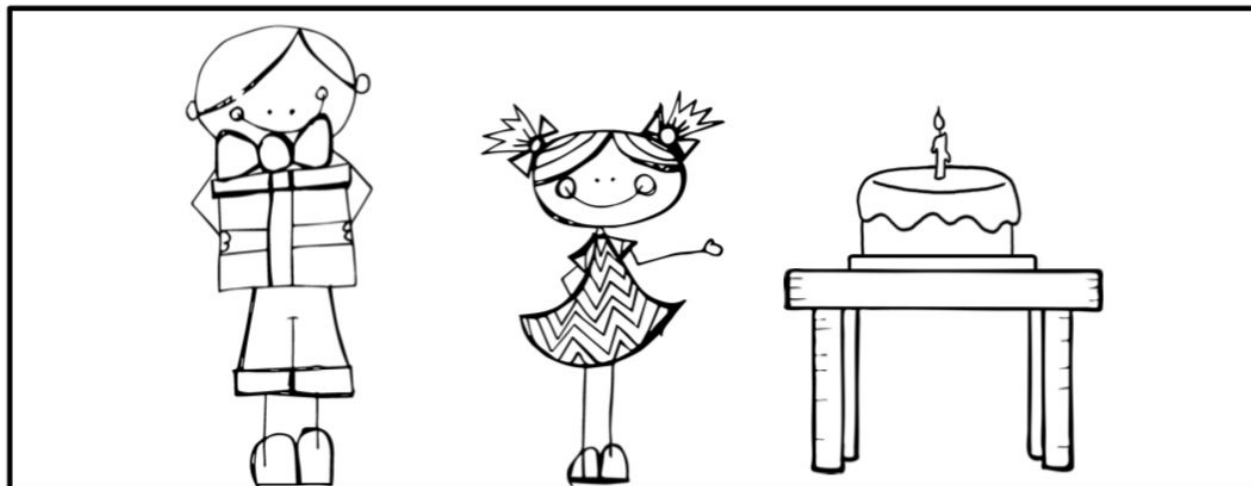
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Name \_\_\_\_\_

Look at the picture. Write about what you think is happening.  
Make sure your story has a beginning, a middle, and an end.



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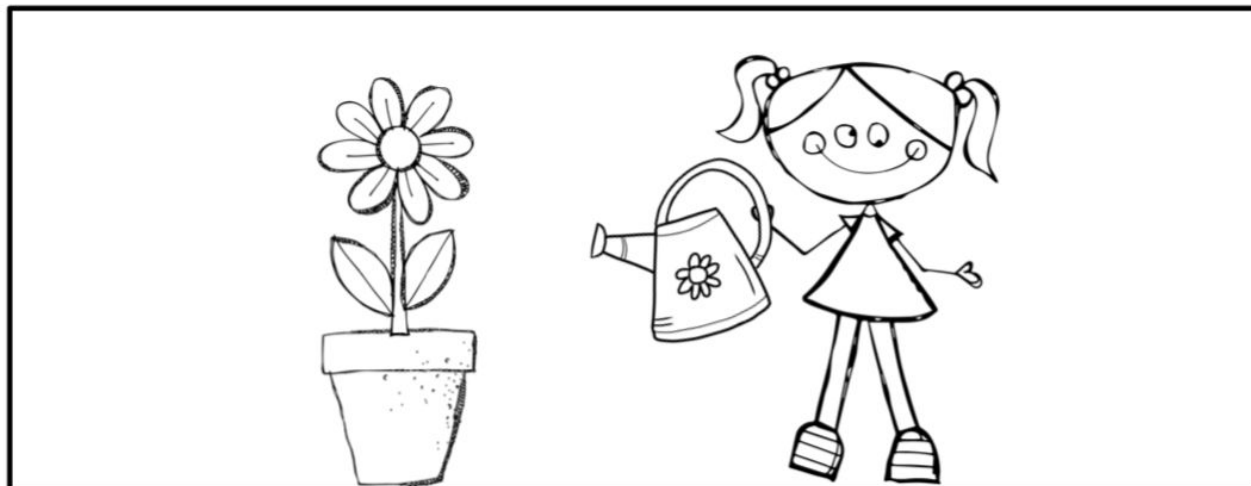
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Name \_\_\_\_\_

Look at the picture. Write about what you think is happening.  
Make sure your story has a beginning, a middle, and an end.



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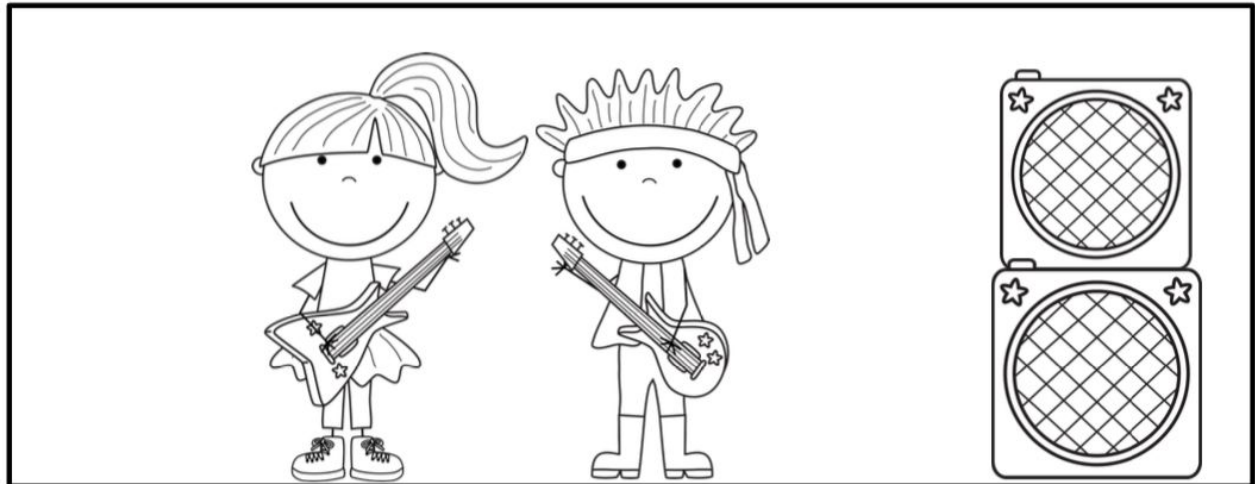
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Name \_\_\_\_\_

Look at the picture. Write about what you think is happening.  
Make sure your story has a beginning, a middle, and an end.



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Name \_\_\_\_\_

Write about  
a time you felt  
**excited!**



Name \_\_\_\_\_

Write about  
a time you felt  
**happy!**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Write about  
a time you felt  
**angry!**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Write about  
a time you felt  
**silly!**





Name \_\_\_\_\_

Write about  
a time you felt  
**sad!**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Write about  
a time you felt  
**surprised!**





Name \_\_\_\_\_

Write about  
a time you felt  
**shy!**



Name \_\_\_\_\_

Write about  
a time you felt  
**brave!**



Name \_\_\_\_\_

Write about  
a time you felt  
**worried!**

