

English
Language Arts
Grade 1

Reading Response Activities (Grades 1-2)

Directions:

Students will read their independent reading book for 20 minutes and answer each question on lined paper. Students will also record information on their reading log.

Day 1- What is the problem in the story? How do you predict it will be solved?

Day 2- Write and/or draw about your favorite part of the story. Tell why others should read this book.

Day 3- If you could ask your main character one question, what would it be?

Day 4- What character in your story would you like to invite over to your house? Explain why.

Day 5- Divide your paper into 3 parts. Draw a picture and write one or more sentences about what happened at the beginning, middle, and end of the story.

Day 6- What lesson did you learn from this story? Explain.

Day 7- Describe/draw the setting in your book including time and place.

Day 8- You are going to give one character in your book an award for one of their character traits. What would the award be and why?

Day 9- What is the story mainly about?

Day 10- Retell the ending of the story AND write/draw your feelings about it.

READING LOG LEVELS J-M

Name: _____ Week of: _____

Date	Title	Start Time	End Time

Writing Prompts (1-2 Grade)

Directions: Students will write their essays on lined paper.

Day 1- Your class is writing a book about outdoor activities for the school library. For your page in the book, pick your favorite outdoor activity to explain to your readers.

- Tell why it is your favorite activity.
- Tell any materials or equipment you may need to do the activity.
- Tell why others would enjoy this activity.
- Tell when and where you do this activity.
- Tell what things you might need to do this activity.
- Explain if you do this activity alone or with others.
- Explain how you feel after having finished this outdoor activity.

Day 2- Write a letter to your teacher. Write about one thing you have learned to do. Remember this should be a letter about something you have already learned.

- Maybe you learned it at home.
- Maybe it is something you learned at school.
- Think of one thing you learned to do, and tell your teacher all about it.
- Describe what you learned to do.
- Explain if it was hard or easy to do and give reasons.
- Tell where you were and if anyone helped you.
- Describe how you felt when you learned how to do it

Day 3- Everyone loves gifts. Think about a gift that you have received. Who gave you this gift? Why is this gift so wonderful? Think about what you would do with this gift? Maybe you play with it, look at it, wear it, or something else. Write a description of this gift and how you received it.

- Identify the perfect gift.
- Describe and give details about this gift.
- Describe what you do with this gift.
- Tell who gave you this gift.
- Explain why this gift is so wonderful.

Day 4- Write a story about a holiday or celebration your family enjoyed. Who was with you? What did you do? How did you feel?

Day 5- Write about a person who is very important in your life. Tell why this person is special. Be sure to include several reasons for this person's importance to you.

Day 6- Please More Recess! The students at your school would like to have an extra recess period. Write a letter to your principal asking for the additional recess time. Give the reasons you think it is a good idea. Try and convince the principal that it would be good for the school.

Day 7- What is your favorite book? Tell about your favorite book. What is the book about? Why do you like it? Why is it better than others?

Day 8- Think about a time when something special or unusual happened at school. It could be a time when something unexpected happened in your classroom or any event at school that you remember well. Write about what happened and why it was special or unusual.

Day 9- Your teacher has placed a large white sack on a table in your classroom. As the teacher walks away from the table, the white sack begins to move. Tell what is in the sack and write about it.

Day 10- Choose one kind of animal you know something about. It might be a pet, an animal you have seen at the zoo or on TV, or an animal you have read about. Write a description of the animal: what it looks like, what it eats, where it lives; tell something interesting about it.

Word Study- Sight Word Activities (Grades 1-2)

Sight words will make up 50-75% of the books your child is reading. Children who can recognize sight words quickly will strengthen their reading fluency and comprehension. When children can read sight words effortlessly, then they can spend their energy on sounding out more difficult words or understanding the story's meaning.

Sight words are memorized as whole words because often they do not follow the regular rules for sounds.

Daily- Students will read one set of sight words and complete a Word Sort every day. Students will sort words by the beginning letters, consonants, vowel sounds, rhyming words, antonyms, and syllables. Students will create new words.

Fry Sight Words

First 100 Words (#1-100)

the
of
and
a
to
in
is
you
that
it
he
was
for
on
are
as
with
his
they
I
at
be
this
have
from

or
one
had
by
words
but
not
what
all
were
we
when
your
can
said
there
use
an
each
which
she
do
how
their
if

will
up
other
about
out
many
then
them
these
so
some
her
would
make
like
him
into
time
has
look
two
more
write
go
see

number
no
way
could
people
my
than
first
water
been
called
who
oil
sit
now
find
long
down
day
did
get
come
made
may
part

Name: _____

Word Sort - Fry Words 1 - 10

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

the	of	and	a	to
in	is	you	that	it

Put the words into the right boxes. You may use
the words more than once.

words that start with a vowel	words that start with a consonant
words with a short "i" sound	*BONUS BOX* Write two new words from the " <u>and</u> " word family.

Name: _____

Word Sort - Fry Words 11 - 20

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

he	was	for	on	are
as	with	his	they	I

Put the words into the right boxes. You may use the words more than once.

words that start with a vowel	words that start with a consonant
words with a long vowel sound	*BONUS BOX* Write a new word that rhymes with " <u>he</u> ".

Name: _____

Word Sort - Fry Words 21 - 30

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

at	be	this	have	from
or	one	had	by	words

Put the words into the right boxes. You may use
the words more than once.

words that start with a vowel	words that start with a consonant
words that end with a vowel	*BONUS BOX* Write three new words from the " <u>at</u> " word family.

Name: _____

Word Sort - Fry Words 31 - 40

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

but	not	what	all	were
we	when	your	can	said

Put the words into the right boxes. You may use the words more than once.

words that end with a "t"	words that start with a consonant
words that start with "wh"	*BONUS BOX* Write two new words from the " <u>all</u> " word family.

Name: _____

Word Sort - Fry Words 41 - 50

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

there	use	an	each	which
she	do	how	their	if

Put the words into the right boxes. You may use
the words more than once.

words that start with a vowel	words that start with a consonant
words that end with "ch"	*BONUS BOX* Write the two words that can start question sentences.

Name: _____

Word Sort - Fry Words 51 - 60

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

will	up	other	about	out
many	then	them	these	so

Put the words into the right boxes. You may use the words more than once.

words that start with a vowel	words that start with a consonant
words that begin with "th"	*BONUS BOX* Write two new words that rhyme with " <u>will</u> ".

Name: _____

Word Sort - Fry Words 61 - 70

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

some	her	would	make	like
him	into	time	has	look

Put the words into the right boxes. You may use the words more than once.

words that start with an "h"	a word with two syllables
words that end with a silent "e"	*BONUS BOX* Write two new words that rhyme with " <u>make</u> ".

Name: _____

Word Sort - Fry Words 71 - 80

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

two	more	write	go	see
number	no	way	could	people

Put the words into the right boxes. You may use
the words more than once.

words that end with a vowel	words with two syllables
words that end with a silent "e"	*BONUS BOX* Write the two words you would use in math.

Name: _____

Word Sort - Fry Words 81 - 90

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

my	than	first	water	been
called	who	am	its	now

Put the words into the right boxes. You may use
the words more than once.

words that start with a vowel	words that start with a consonant
words with double letters	*BONUS BOX* Write the word that means the opposite of "last".

Name: _____

Word Sort - Fry Words 91 - 100

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

find	long	down	day	did
get	come	made	may	part

Put the words into the right boxes. You may use
the words more than once.

words that start with the letter "d"	two words that rhyme
words with long vowel sounds	*BONUS BOX* Write the word that means the opposite of "night".

Social Studies-

Grade 1

Social Studies

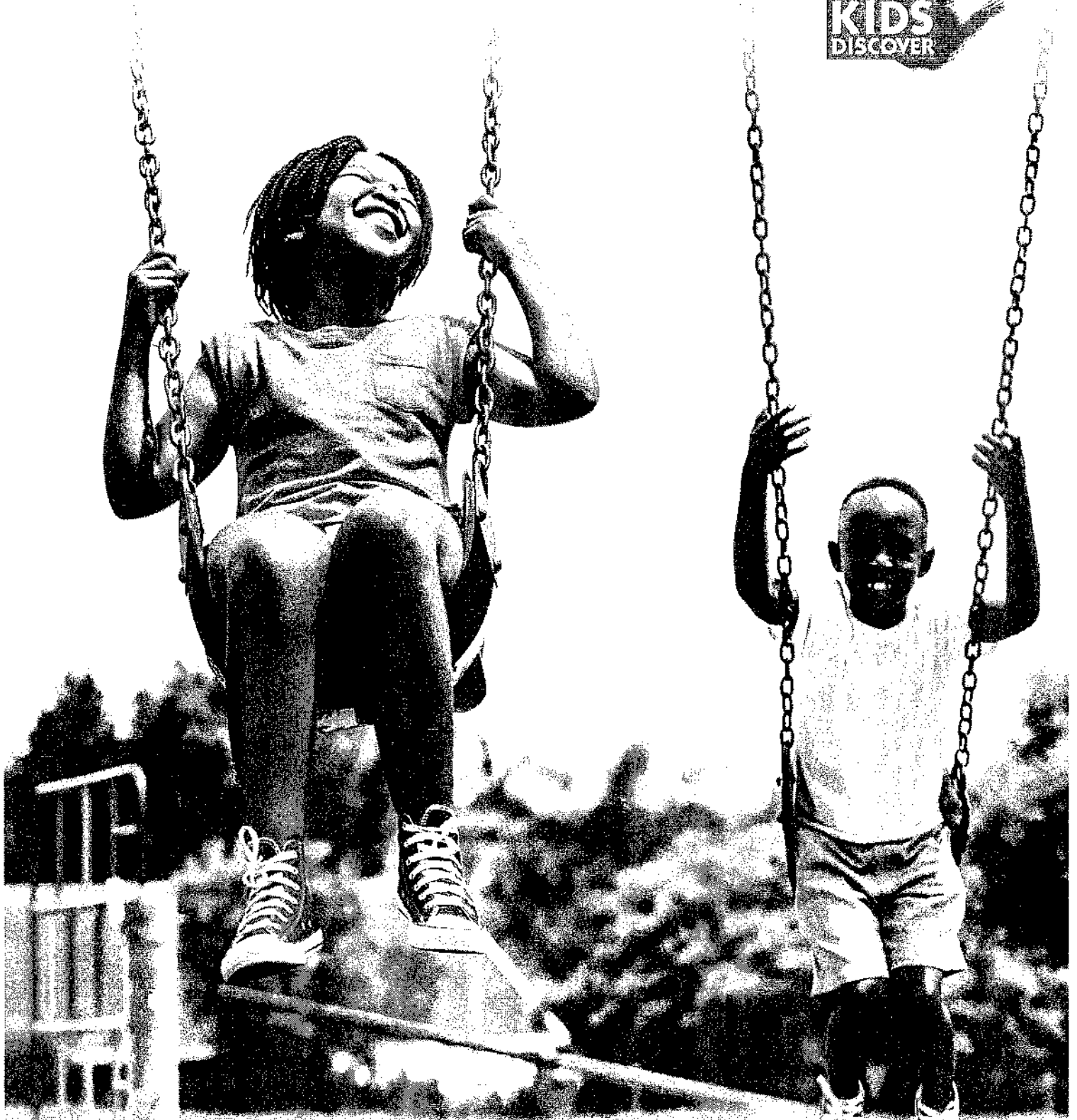
Write a Book About Your Community (Families and Working Together, Grade 1)

Students make a book on how geography and climate affects the way we live. Students will find the information to create the pages by reading *Where We Live*. Students compare their community to another by answering questions (e.g., Is it near water or mountains? Is it on flat land? What is the weather like? How do these things shape the way people in the community live?).

Students draw pictures of people in each place, showing the clothing they wear, food they eat, homes they live in, how they get from one place to another, and the things they do to have fun.

Write a sentence under each picture explaining how location and weather shape the way people in the community live.

Where We Live



IN PARTNERSHIP WITH
Houghton Mifflin Harcourt

Near Me

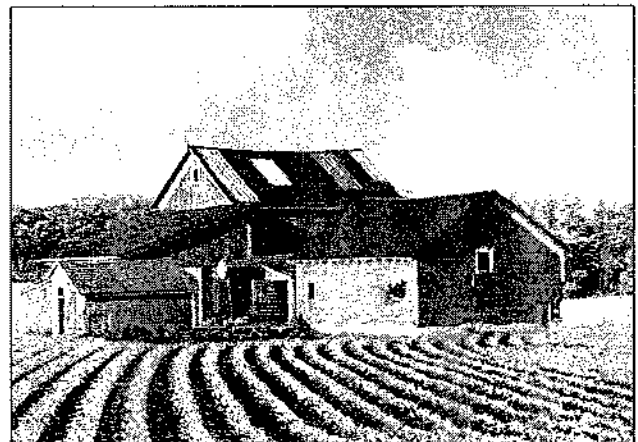
You probably live in a neighborhood. Your neighborhood is a small part of your city or town.

Neighborhoods are
in cities.

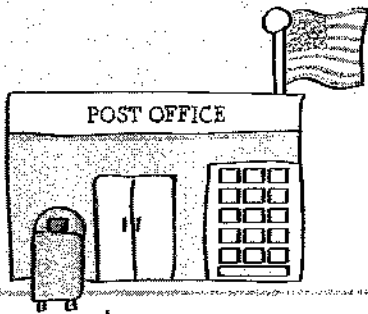


Neighborhoods are
in towns.

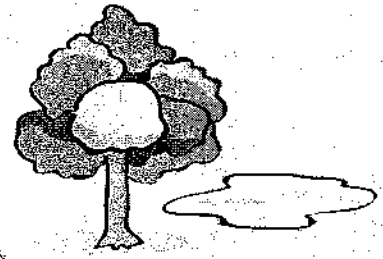
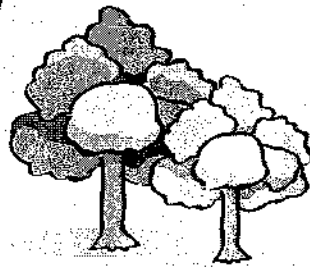
A farm may be part
of a neighborhood.
A farm is a place for
growing plants and
raising animals.



Places in a Neighborhood

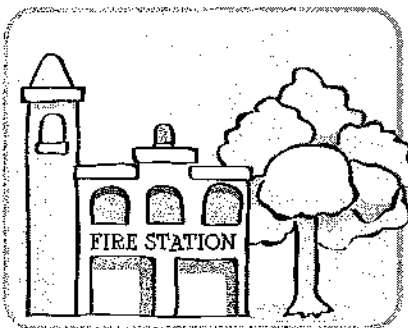


Pear Lane

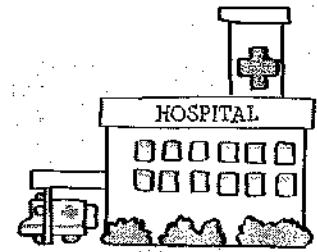


Apple Place

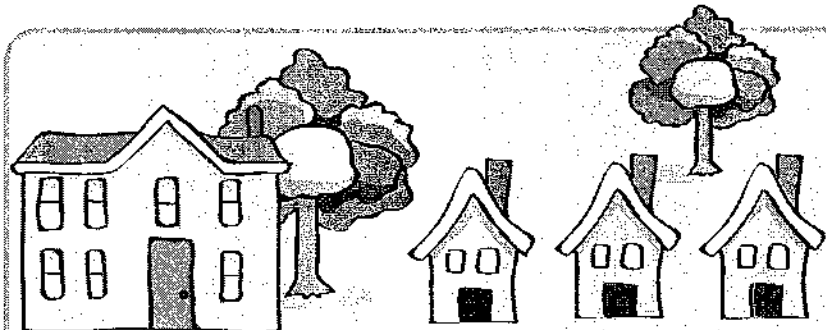
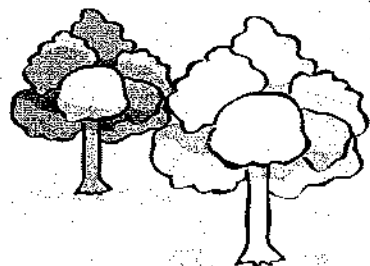
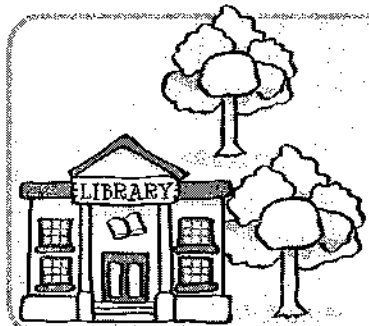
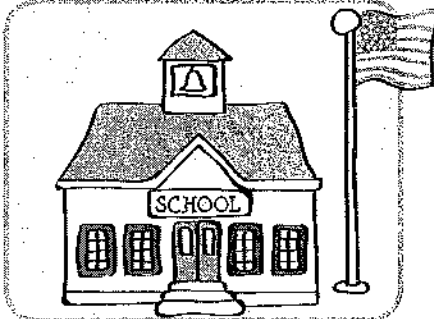
Pine Street



Oak Road



Orange Street



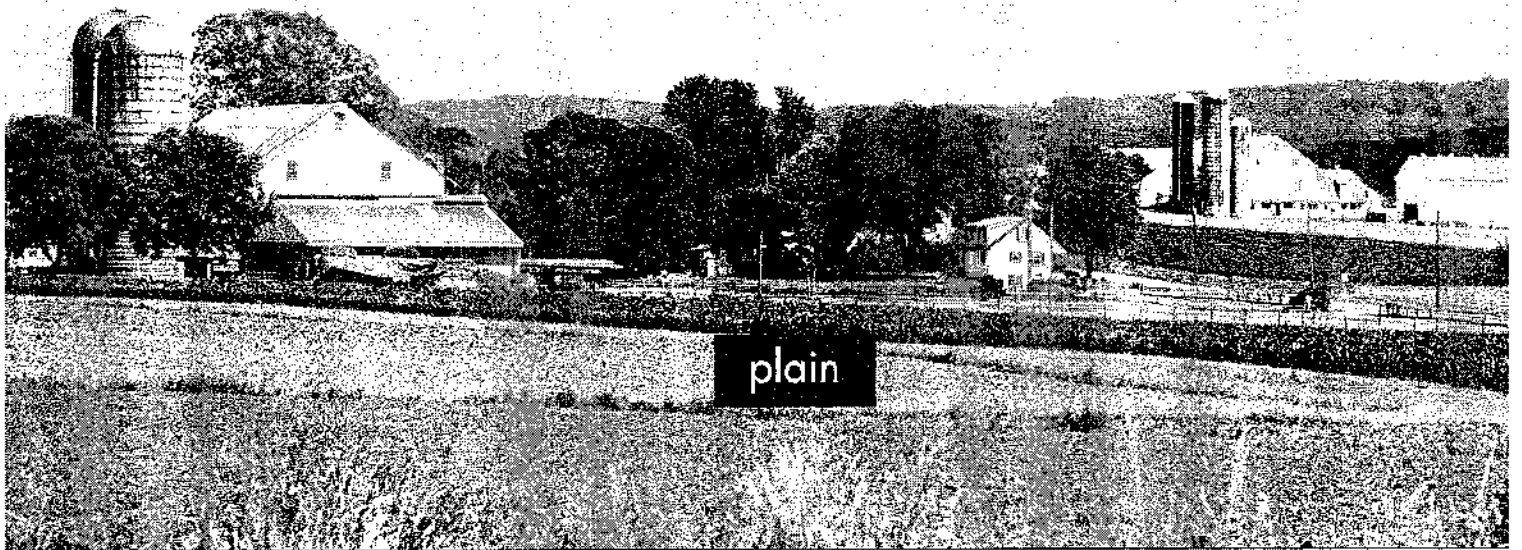
A neighborhood has lots of places.
What places are in your neighborhood?

The Shapes of Land

Land has many shapes. What is the shape of the land where you live?

Many people live in valleys or near mountains. A mountain is very high land. A valley is low land between mountains.





Some land is hilly, and some land is flat. Flat land is called a plain.
Many people live on plains.

Living Near Water

Many people live near water.

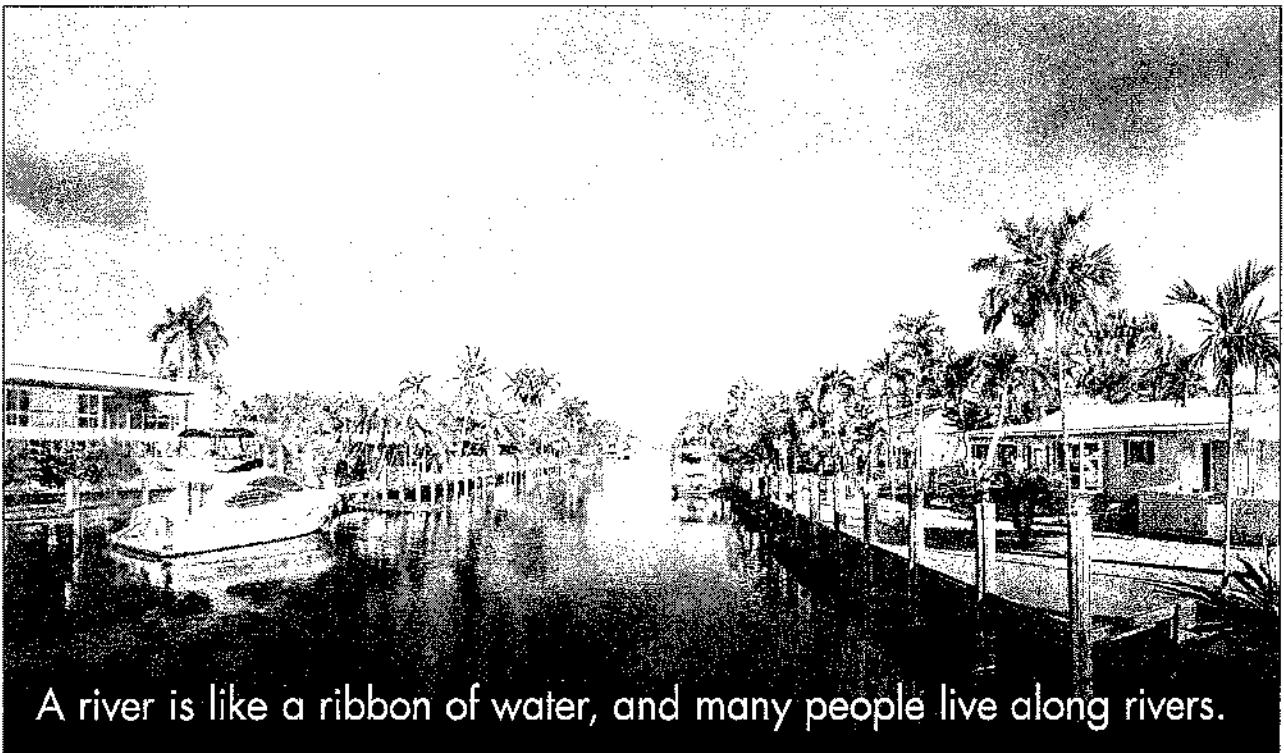


A lake is water with land all around it.
Lakes can be big or small.





Oceans are huge bodies of water. The Atlantic Ocean and the Pacific Ocean are borders of our country.



A river is like a ribbon of water, and many people live along rivers.

Resources

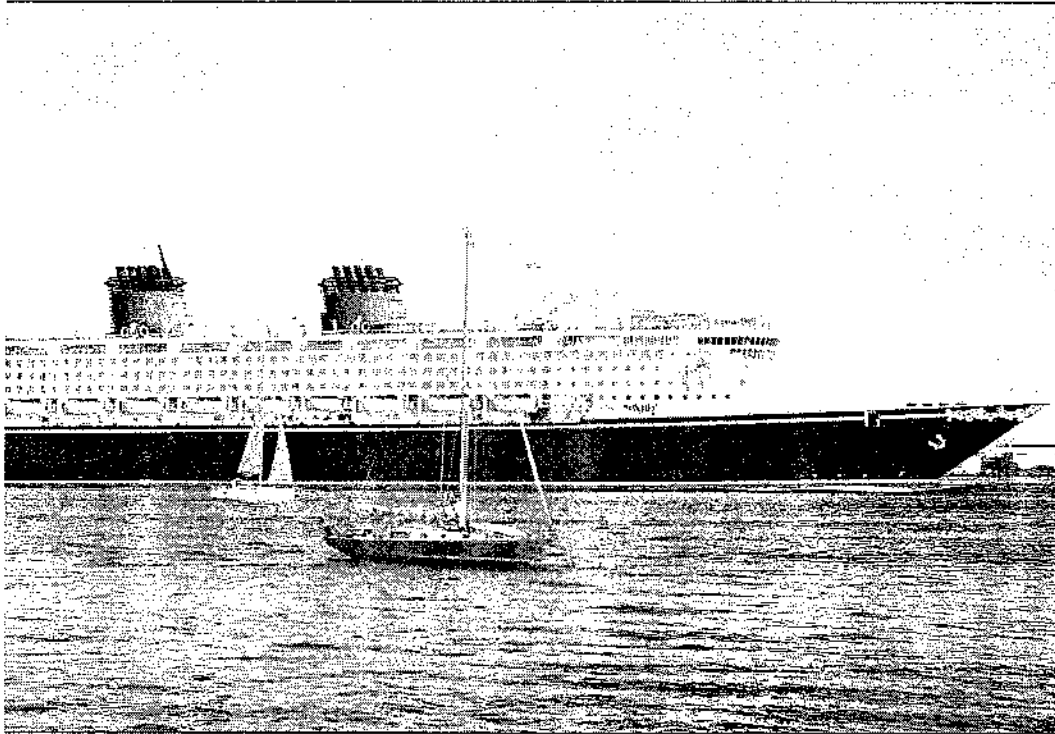
Resources are things people can use to live. Soil, rocks, and water are resources.



People use soil to grow plants for food.



People build with rocks.

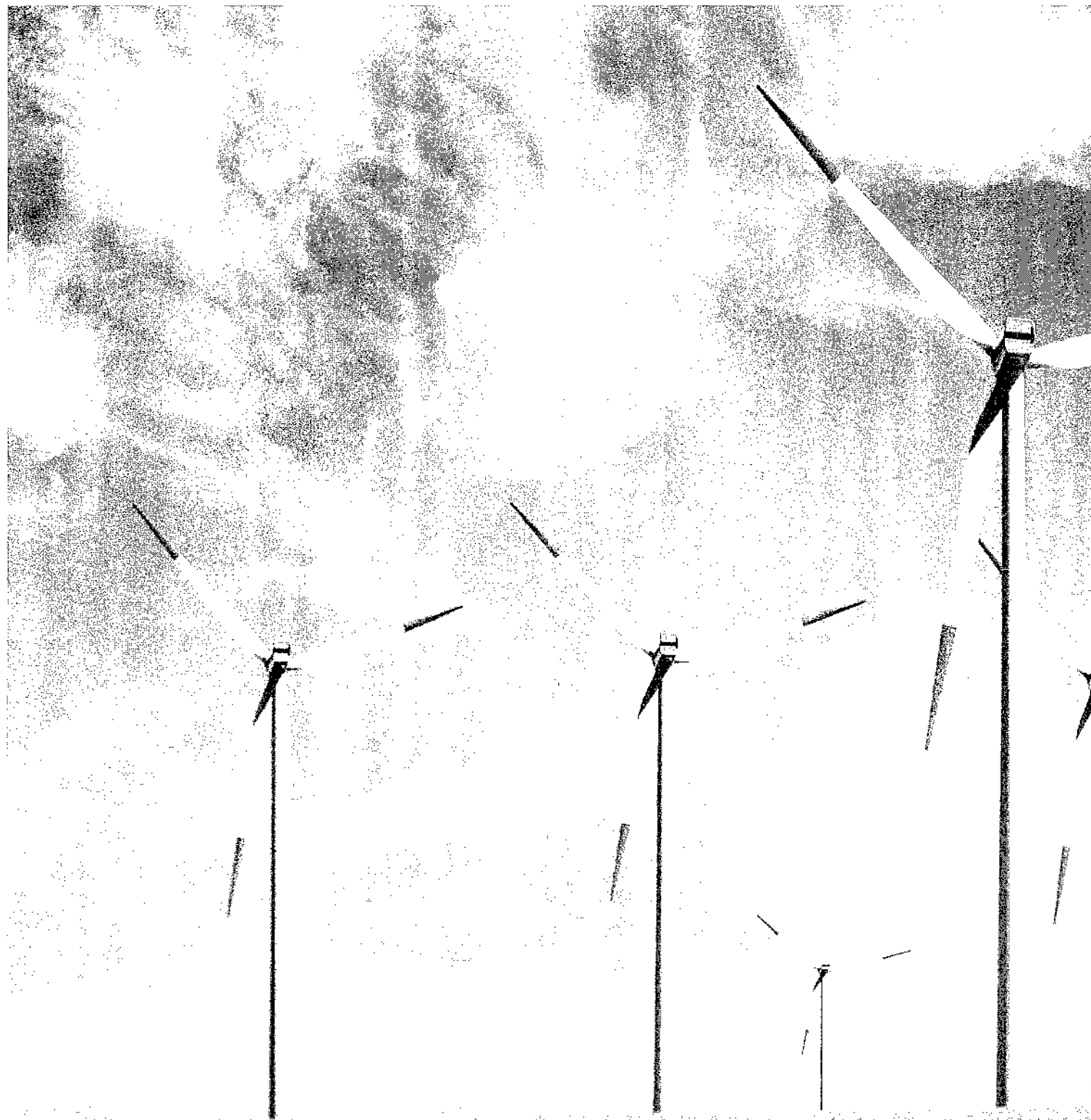


Ships move
people and
things on water.



People fish
for food in
water.

How do people use resources near you?



Air

Wind turbines turn air into energy. People use this energy to meet their needs every day.



Reduce, Reuse, Recycle

We need Earth's resources, so we must conserve them. Conservation is saving resources to make them last longer. Everyone can help conserve resources.

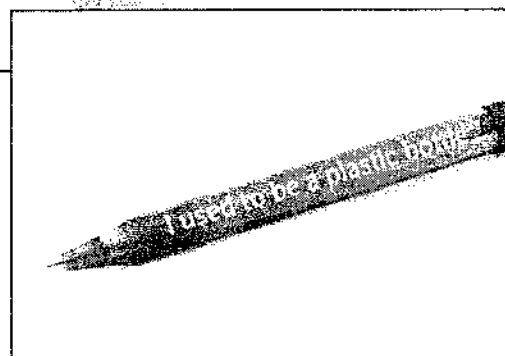
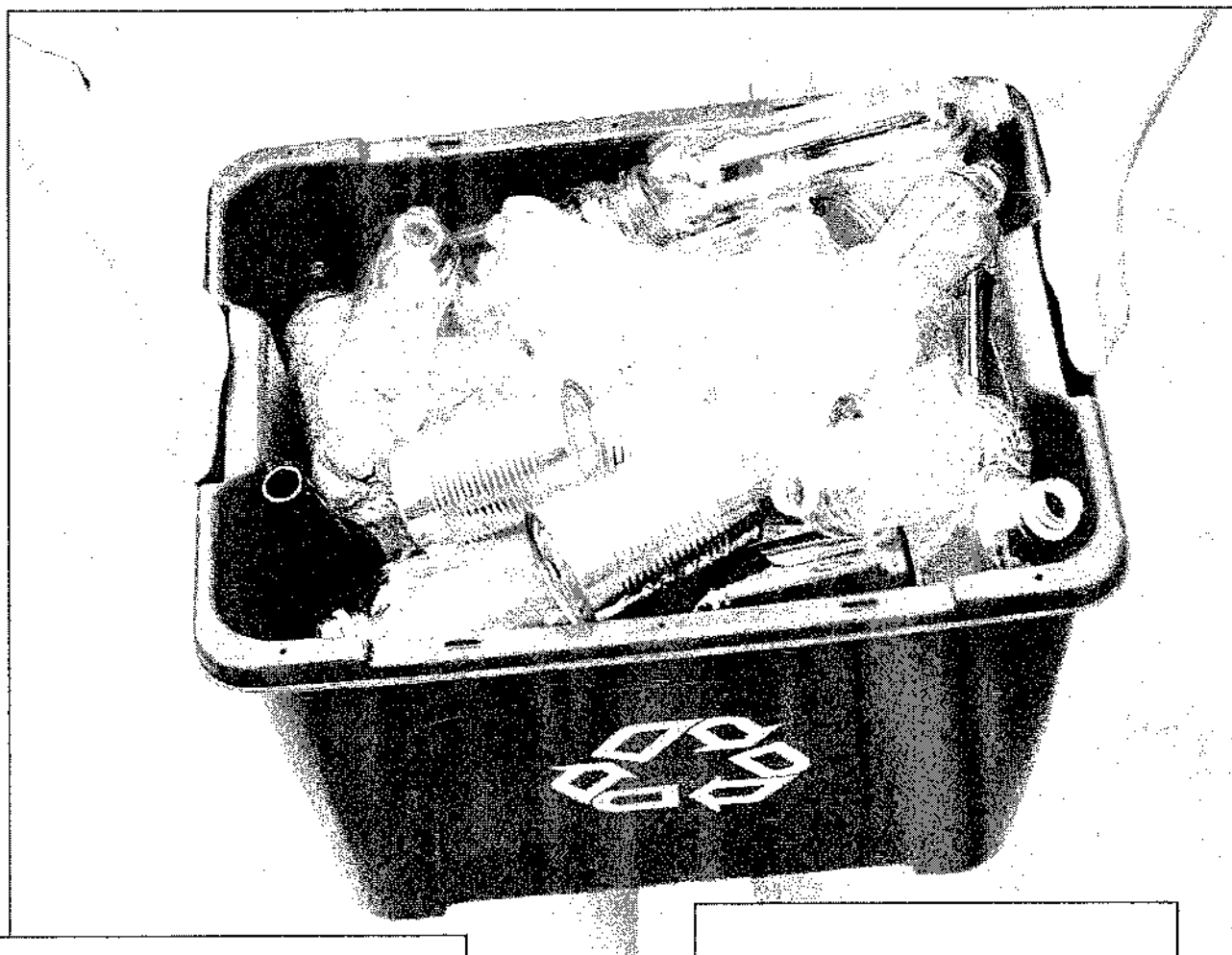


Don't waste paper. Use both sides of the sheet.

Instead of throwing things away, you may be able to use them again. You can use them in new ways.



You can recycle bottles and other trash. When you recycle, you make something old into something new.



These were made from recycled plastic bottles.

It is everyone's job to help conserve Earth's resources.

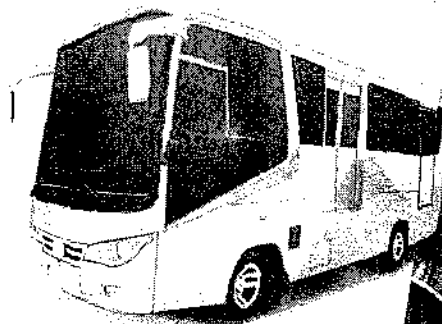
O r B i C o n t y

We have a big country. Some people live near mountains. Some people live on plains. Some live near water.

No matter where people live, everyone needs food, clothing, and shelter, or a home.

Everyone also needs transportation, or a way of getting from one place to another. And everyone likes to have fun.

W E T



These children live near the ocean. In their city, buses take people from place to place.



BRR!

These children live near the ocean, too. Sea animals are an important part of their diet.

HOT

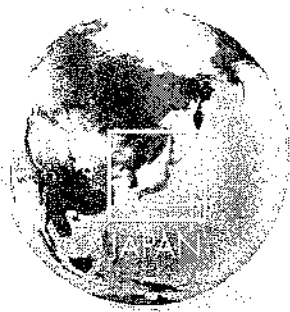


These children live near a desert where the soil has lots of clay in it. The clay is used to make adobe for homes.



Our Big World

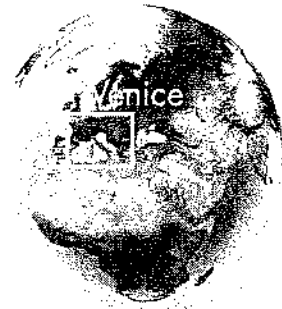
The world is a big place. Most people live where they can get goods and services nearby.



This family lives on an island. No wonder fish is an important part of their diet!



A rain forest is a hot place. These children wear shorts most of the time. Where do they go to cool off? The waterfall.



This city was built on islands. Canals, or narrow tubes of water, connect the islands. Water buses take people from place to place.



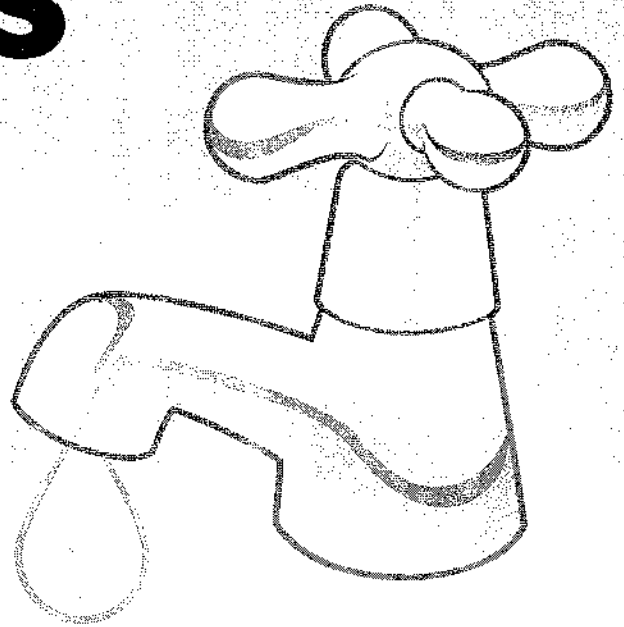
This family lives in a cold place. Reindeer supply almost everything they need:
Transportation.
Meat.
Milk.
Fur and leather for clothing and shelter.



Activities

USING AND SAVING NATURAL RESOURCES

Think about a resource you use, such as water. How do you use the resource? Why is the resource important? Think of something you can do to use less of the resource. Then draw a picture to show how you use the resource and another picture to show a way to use less of the resource.

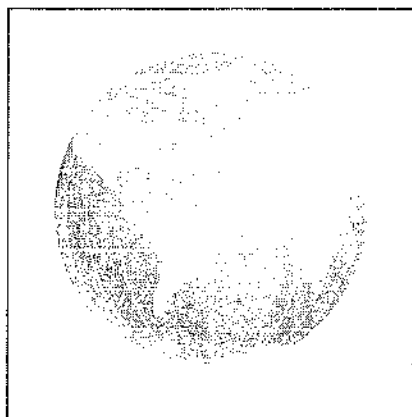


MAKE A BOOK

Think about your community. Is it near water or mountains? Is it on flat land? What is the weather like? How do these things shape the way people in the community live? Now think about other places people live. Ask yourself these same questions. Draw a picture of people in each place. Show the clothing they wear and the food they eat. Show the

homes they live in. Show how they get from one place to another. Show things they do to have fun. Write a sentence under each picture. Tell how location and weather shape the way people in the community live. Put your pictures together with pictures your classmates have drawn, and use them to make a book.

MAKE CONNECTIONS WITH THESE RELATED TITLES



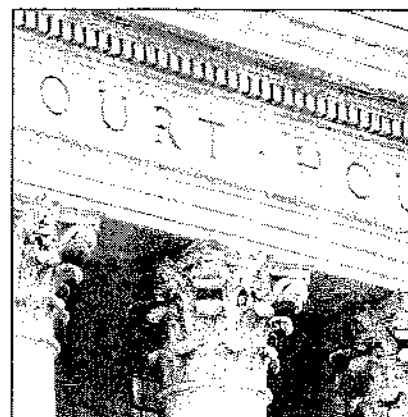
Maps and Globes

Where's Frankie? At a friend's house? In a store? In a forest? Somewhere in the world? Frankie is in all these places. You can use maps and globes to find Frankie.



Goods and Services

Meet the Vargas family. Find out how Mr. and Mrs. Vargas earn money. Learn how Lucas and Sara spend and save. What do they buy? And where does it come from?



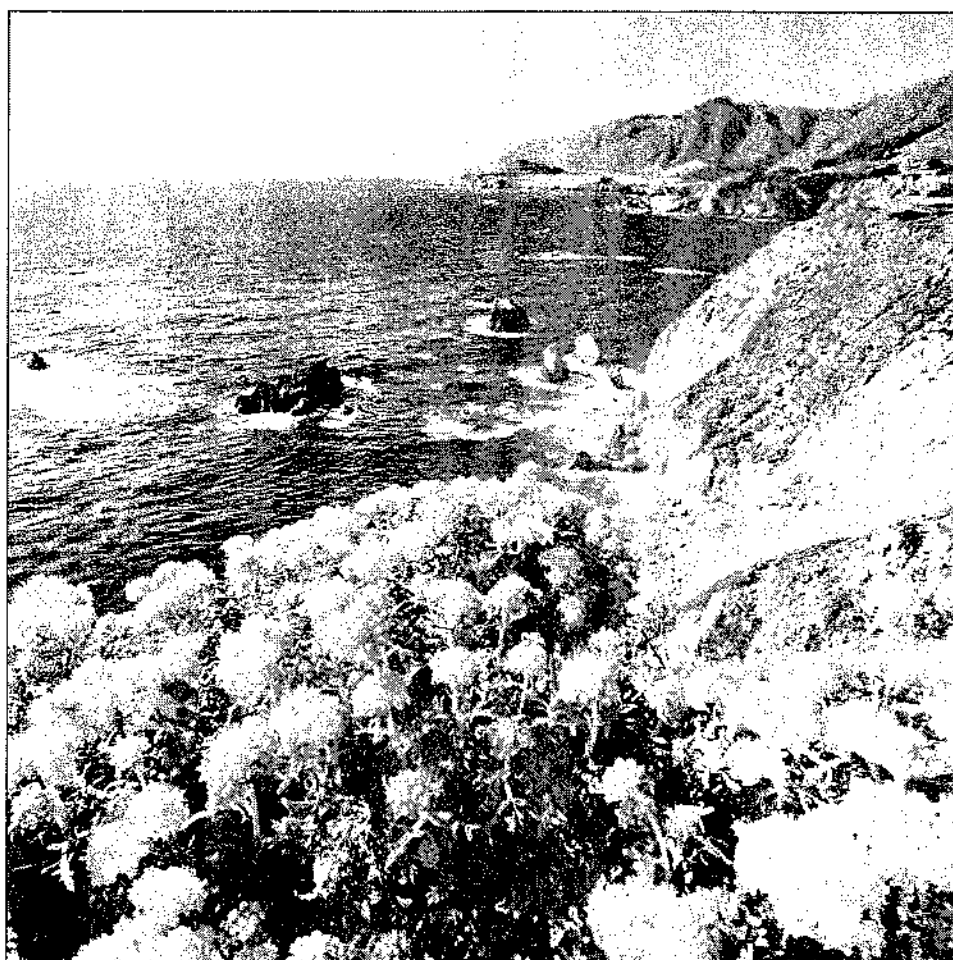
Rules and Laws

Who makes the rules? Who makes the laws? Who makes sure people follow them? What happens if they're not followed? Find out for yourself.



LEARN MORE ONLINE!

- Ocean water is salty, but the water in most rivers and lakes is not salty.
- Rachel Carson was a writer and a scientist who cared about nature. She wrote about birds, plants, and the ocean.





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GRADE TITLES

Rules and Laws	U.S. Symbols
Neighborhood Helpers	Holidays
Maps and Globes	Yesterday and Today
Where We Live	The American People
Weather	Goods and Services

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