



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

NAME: _____

DATE: _____

PP.1

Activity Page

pool

shook

tool

cook

hook

zoom

smooth

took



/oo/ as in boo



/oo/ as in book

pool

shook

Directions: Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

Directions: Have students write the words with the /ue/ sound under the 'cute' header and the words with the /oo/ sound under the 'cool' header.

cute	room	hoop	soon
cube	mute	use	loop

/ue/ as in cute

/oo/ as in cool

Handwriting practice lines for the /ue/ sound. The first line contains the word "cute" in dotted letters. Below it are 10 sets of blank handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the /oo/ sound. The first line contains the word "hoop" in dotted letters. Below it are 10 sets of blank handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

PP.2

Activity Pag

Directions: Have students write the words with the /oi/ sound under the 'oil' header and the words with the /ou/ sound under the 'shout' header.

boil	sound	loud	hoist
join	moist	round	foul

/oi/ as in oil

/ou/ as in shout

boil

loud

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NAME: _____

DATE: _____

PP.3

Activity Page

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

claws

2. hoist

3. hoop

4. loud

5. shook

6. draw

7. oil

8. shout

9. good



10. mouth



11. hood



12. yawn



13. point



14. proud



15. paw



16. look



NAME: _____

DATE: _____

PP.4

Activity Page

Print the words.

cool

cool

moon

moon

root

root

hoop

hoop

scoop

scoop

Print the words.

look

look

foot

foot

good

good

hood

hood

nook

nook

NAME: _____

DATE: _____

PP.5

Activity Page

Print the words.

loud

loud

shout

shout

couch

couch

mouth

mouth

round

round

Print the words.

joint

joint

soil

soil

coin

coin

foil

foil

point

point

NAME: _____

DATE: _____

PP.6

Activity Page

Print the words.

law

law

straw

straw

paw

paw

yawn

yawn

shawl

shawl

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NAME: _____

DATE: _____

PP.7

Activity Page

Directions: Have students copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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NAME: _____

DATE: _____

PP.8

Activity Page

Print the words.

because

because

would

would

could

could

should

should

down

down

Print the words.

because

would

could

should

down

NAME: _____

DATE: _____

PP.9

Activity Page

Directions: Have students answer the questions by writing 'yes' or 'no' on the lines.

1. Is the moon made out of cake?

no

2. Can a duck squawk?

3. Can a hawk swoop down?

4. Is straw a food?

5. Are your pants made out of tin foil?

6. Is a dime a coin?

7. Is there food on the ground?

8. Do you like to look at books?

9. Is two plus two six?

10. Can a hawk coil up like a snake?

11. Do we use oil to cook?

12. Can you crawl as fast as you can run?

13. Can you draw the sun?

14. Can you jump on one foot?

15. Can a broom sing a song?

16. Do you have a green couch in your home?

NAME: _____

DATE: _____

PP.10

Activity Page

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

yawn	coin	crawl
foot	couch	broom







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

hook	soil	tooth
mouth	hawk	paw



NAME: _____

DATE: _____

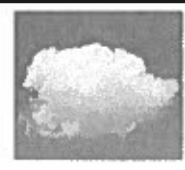
PP.11

Activity Page

Print the words on the lines where they fit best.



1. food



2. cloud



3. joint



4. moon



5. straw

Print the words on the lines where they fit best.



6. couch



7. fawn



8. pool



9. tooth



10. soil

NAME: _____

DATE: _____

PP.12

Activity Page

Print the names of the things on the lines.

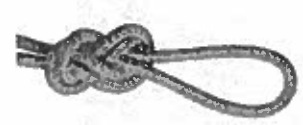
hook hat



hawk hound



lap loop



coins canes



book broom



claw cloud



Print the names of the things on the lines.

oil toil



paw pan



shout shack



mane moon



roots round



tool tooth



NAME: _____

DATE: _____

PP.13

Activity Page

1. big room

big root

2. Toss a can.

Toss a coin.

3. lost and found

lost the fan

4. Draw a man.

Draw a kid.

5. red boots

red books

6. loud mouth

loud moth

7. a big yawn

a big lawn

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.

Directions: Have students circle the phrase or sentence that is said.

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NAME: _____

DATE: _____

PP.14

Activity Page

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

1. a big _____
2. the _____ moon
3. Look at the _____.
4. bills and _____
5. two _____ cooks
6. _____ the food.
7. lunch at _____
8. a cat's _____

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NAME: _____

DATE: _____

PP.15

Take-Home

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.

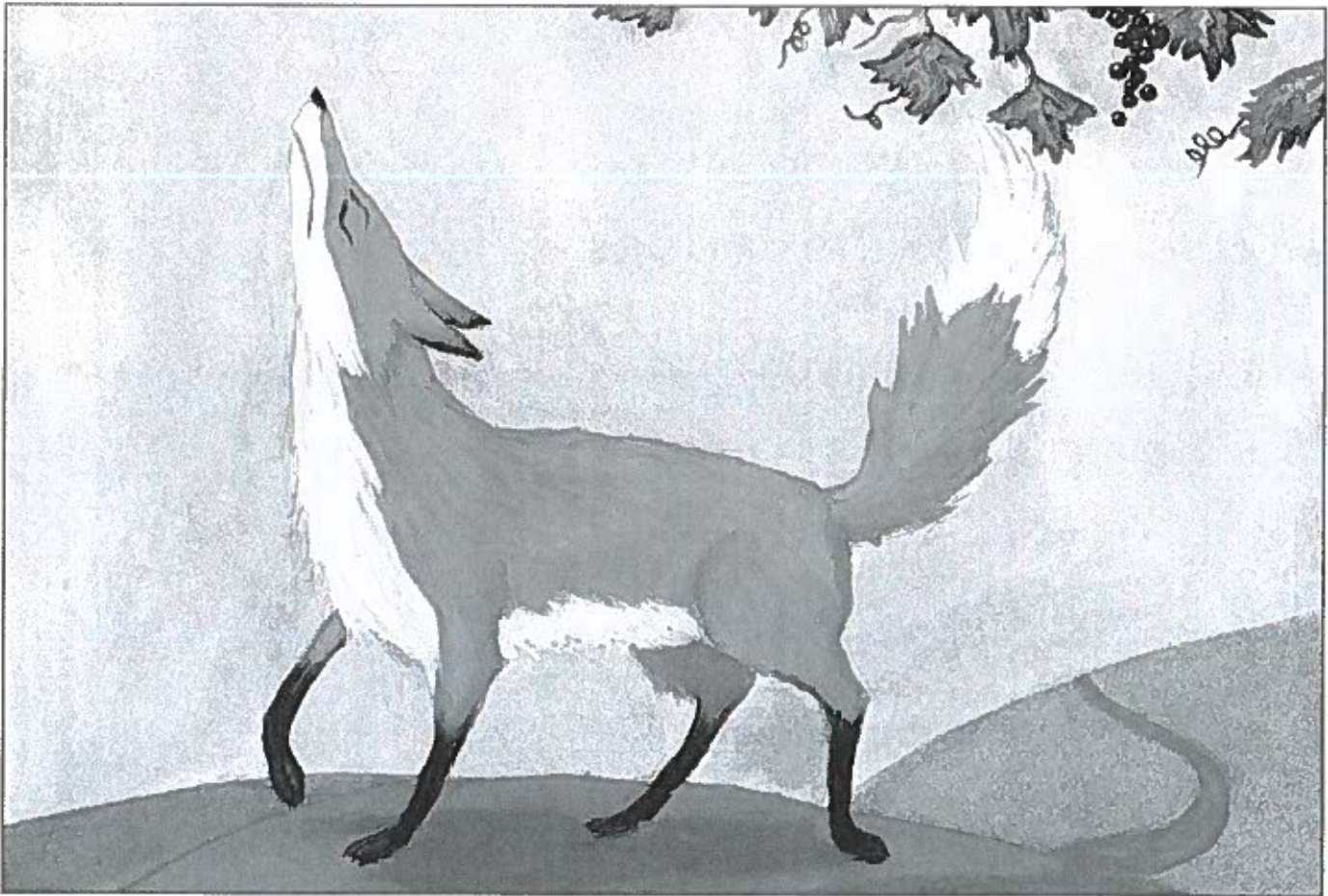
The fox made a hop, but he could not grab the grapes.

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: _____

DATE: _____

PP.16

Take-Home

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 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.

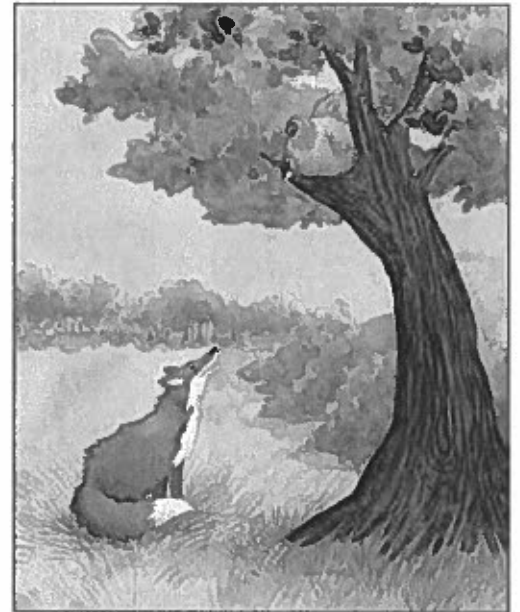
“They have made a law,” said the fox. The **law** says that we must all be pals.

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 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 out 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.



NAME: _____

DATE: _____

PP.17

Take-Home

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.

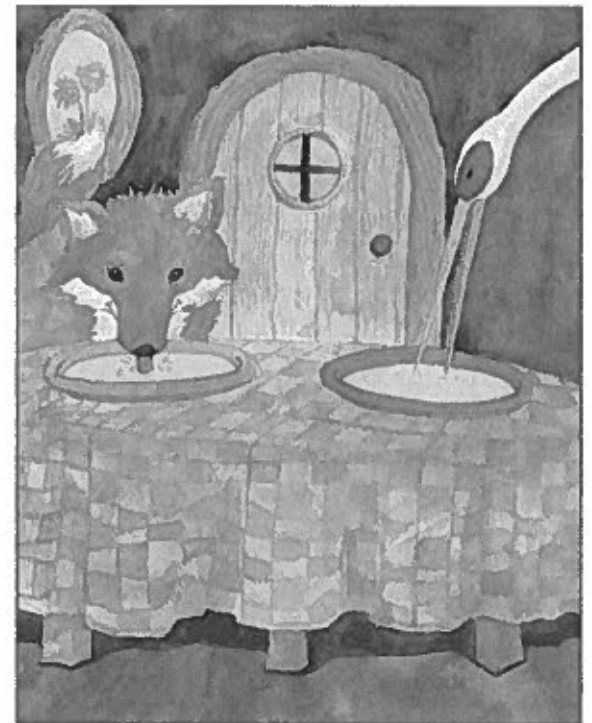
The Fox and the Crane

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.



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.



NAME: _____

DATE: _____

PP.18

Activity Page

The Tree and the Reeds

1. What stood next to a grove of reeds?

Page _____

2. What did the reeds do in the strong wind?

Page _____

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

3. What did the tree do in the strong wind?

Page _____

4. Name the **noun** in: "The reeds bent."

- The
- reeds
- bent

5. Name the **noun** in: "The tree fell."

- The
- tree
- fell

NAME: _____

DATE: _____

PP.19

Activity Page

The Moon

1. Will the moon's mom make a dress?

Handwriting practice lines for the first question, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

Page _____

2. Why can she not make a dress?

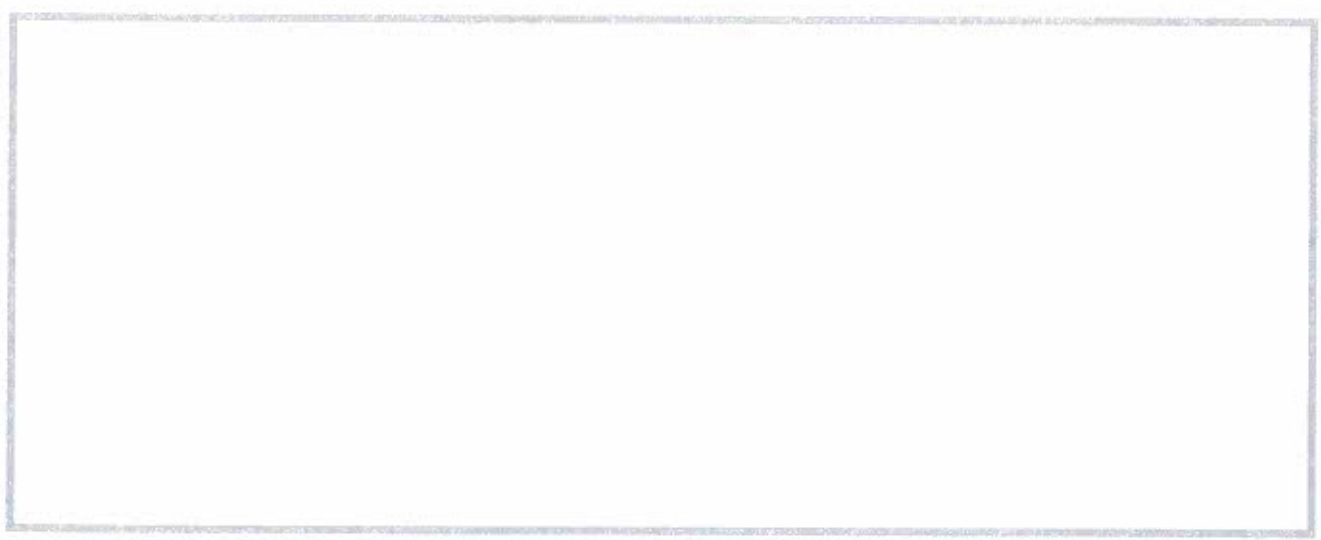
Handwriting practice lines for the second question, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated eight times.

Page _____

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

3. If you could make a dress, what would it look like?

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are ten sets of these lines provided for writing the student's answer.



Two additional sets of handwriting practice lines (solid top line, dashed middle line, solid bottom line) located below the drawing box.

Directions: In the box, have students draw the dress they would make.

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.

Explore Together

See Position and Shape

Name _____

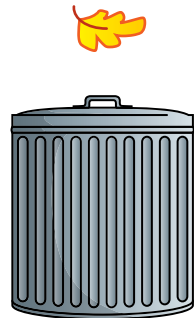
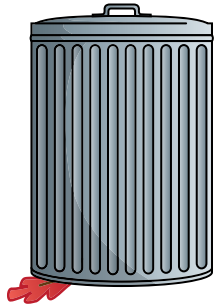


Encourage children to describe shapes and the position of objects. Guide children to use words such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. Have children ring (circle) an object next to the dog.

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

Practice Together

See Position and Shape



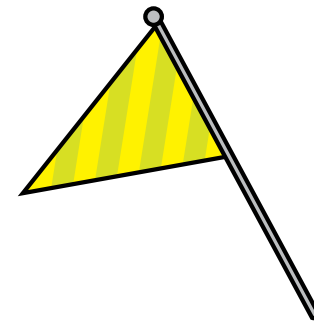
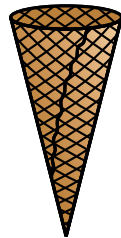
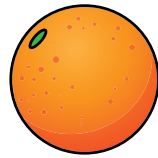
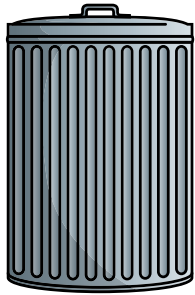
Guide children to identify objects that are below, beside, behind, or above. Have children circle the pictures where the leaf is below the can and the ball is behind the dog. Then have them circle the person beside the dog and the object above the bus.

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

Practice Together

See Position and Shape

Name _____

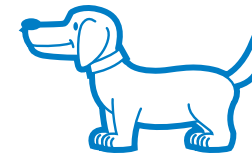
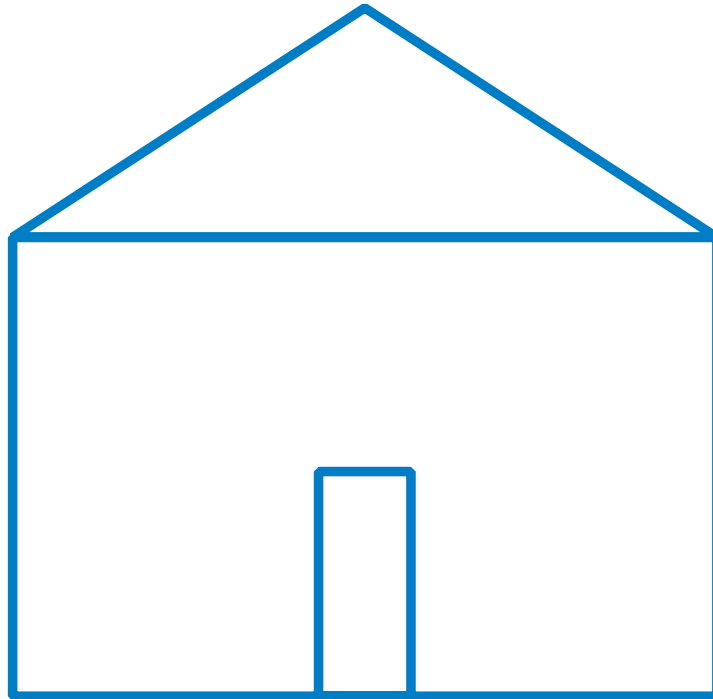


Guide children to match the shapes with the same name. Have children draw lines to connect the objects with the same shape and then name the shape. Use real objects to help children recognize that orientation or size do not change the name used to describe the shape.

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

Practice by Myself

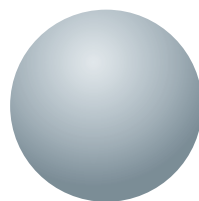
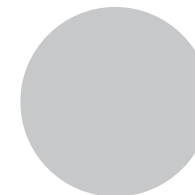
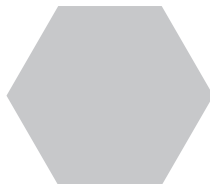
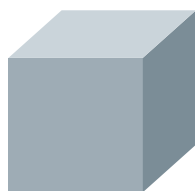
See Position and Shape



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

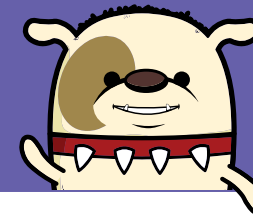


Children differentiate solid shapes from flat shapes and informally describe shapes. Display a circle, square, triangle, rectangle, hexagon, cube, cone, cylinder, and sphere. For each shape, name the shape and have children

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



Flat Shapes

Solid 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.

Explore Together

Name Shapes

Name _____

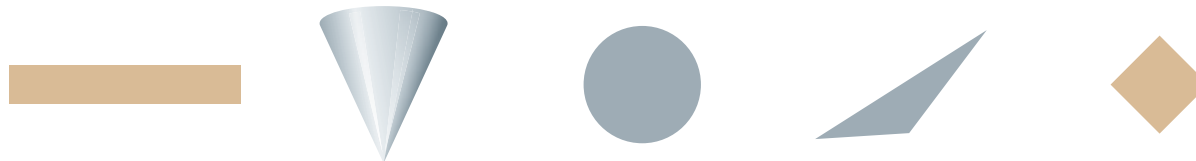
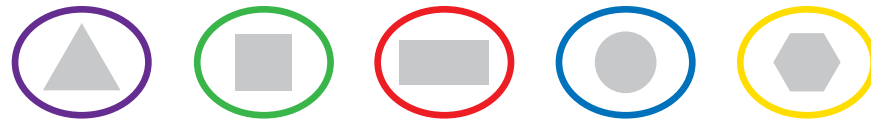


Encourage children to describe the two- and three-dimensional shapes in the picture including squares, rectangles, circles, triangles, hexagons, spheres, cubes, cones, and cylinders. Have children ring (circle) one example of each solid.

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

Practice Together

Name Shapes

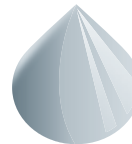
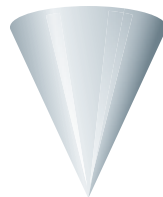
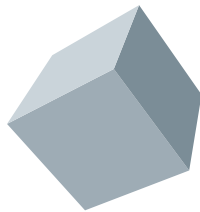
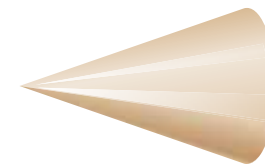
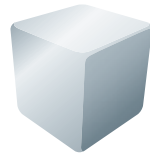
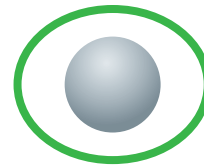
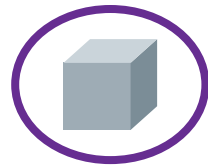


Guide children to distinguish flat shapes from solid shapes, then identify the flat shapes. Have children X out solid shapes. Then have them ring (circle) the triangles purple, squares green, rectangles red, circles blue, and hexagons yellow.

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

Practice Together Name Shapes

Name _____

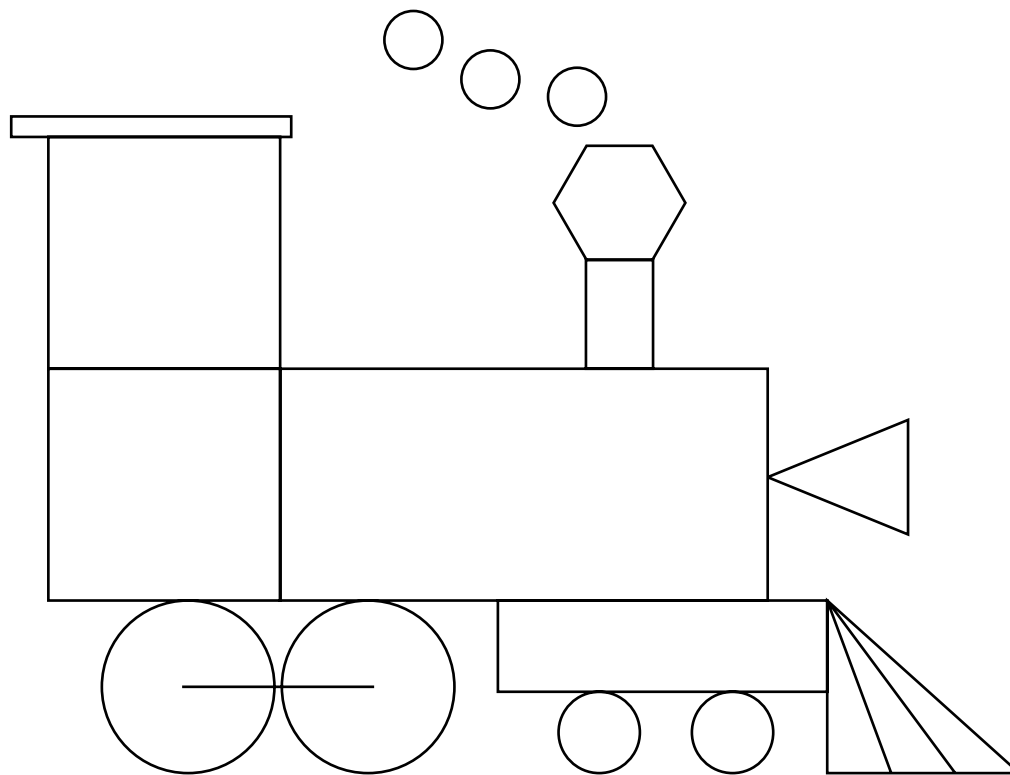


Guide children to distinguish flat shapes from solid shapes, then identify the solid shapes. Have children X out flat shapes. Then have them ring (circle) the cubes purple, cones red, spheres green, and cylinders blue.

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

Practice by Myself

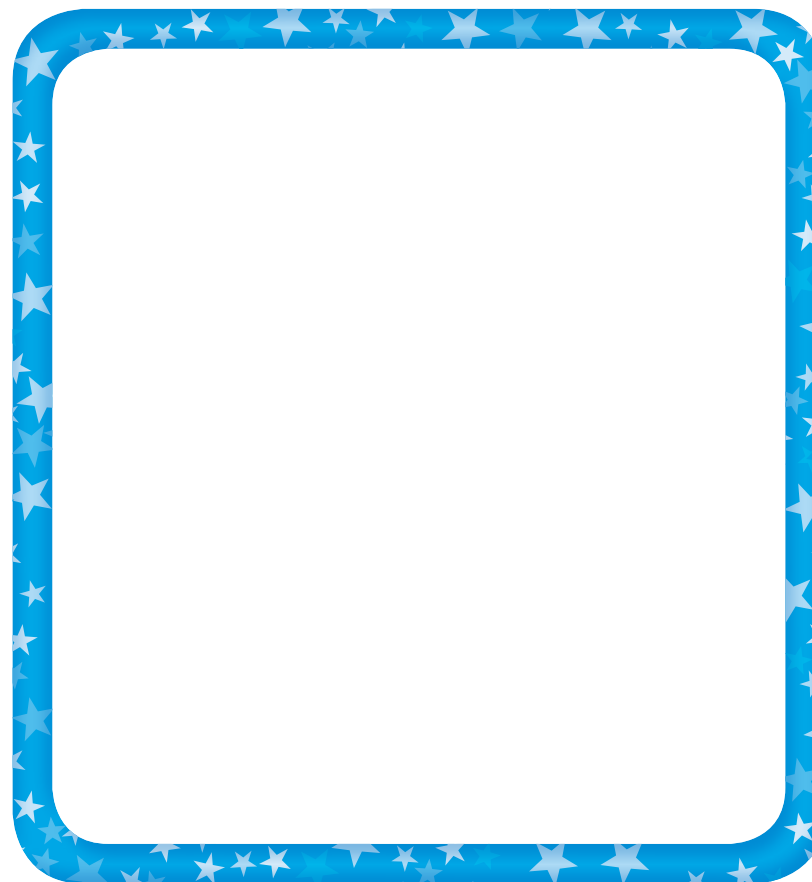
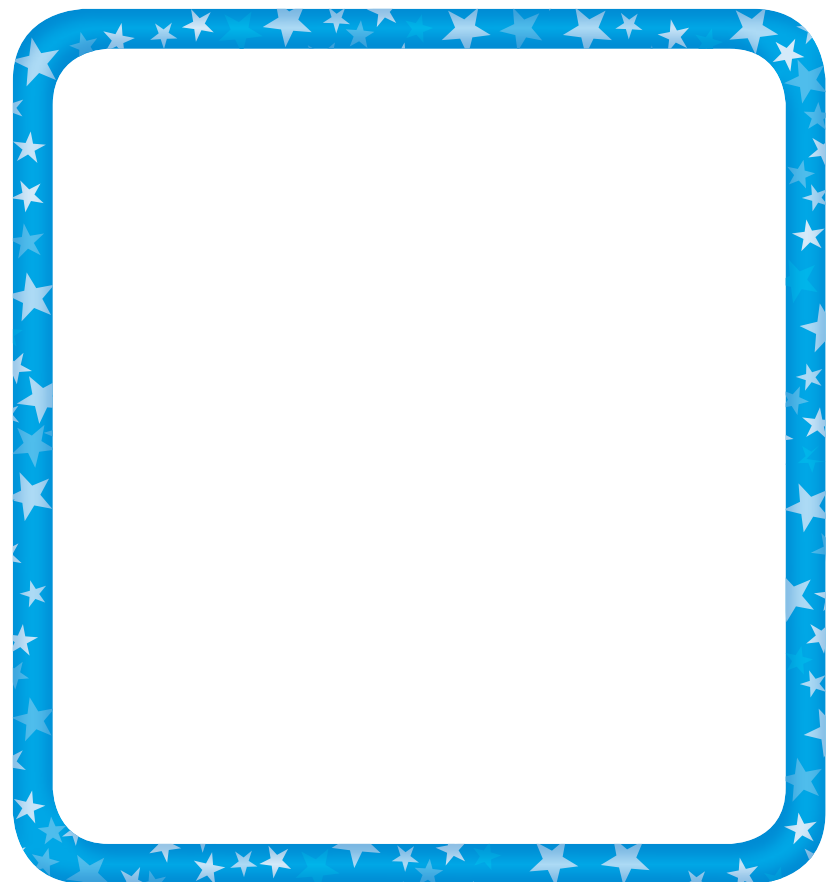
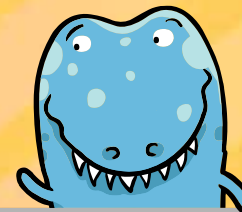
Name Shapes



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?

Compare Shapes

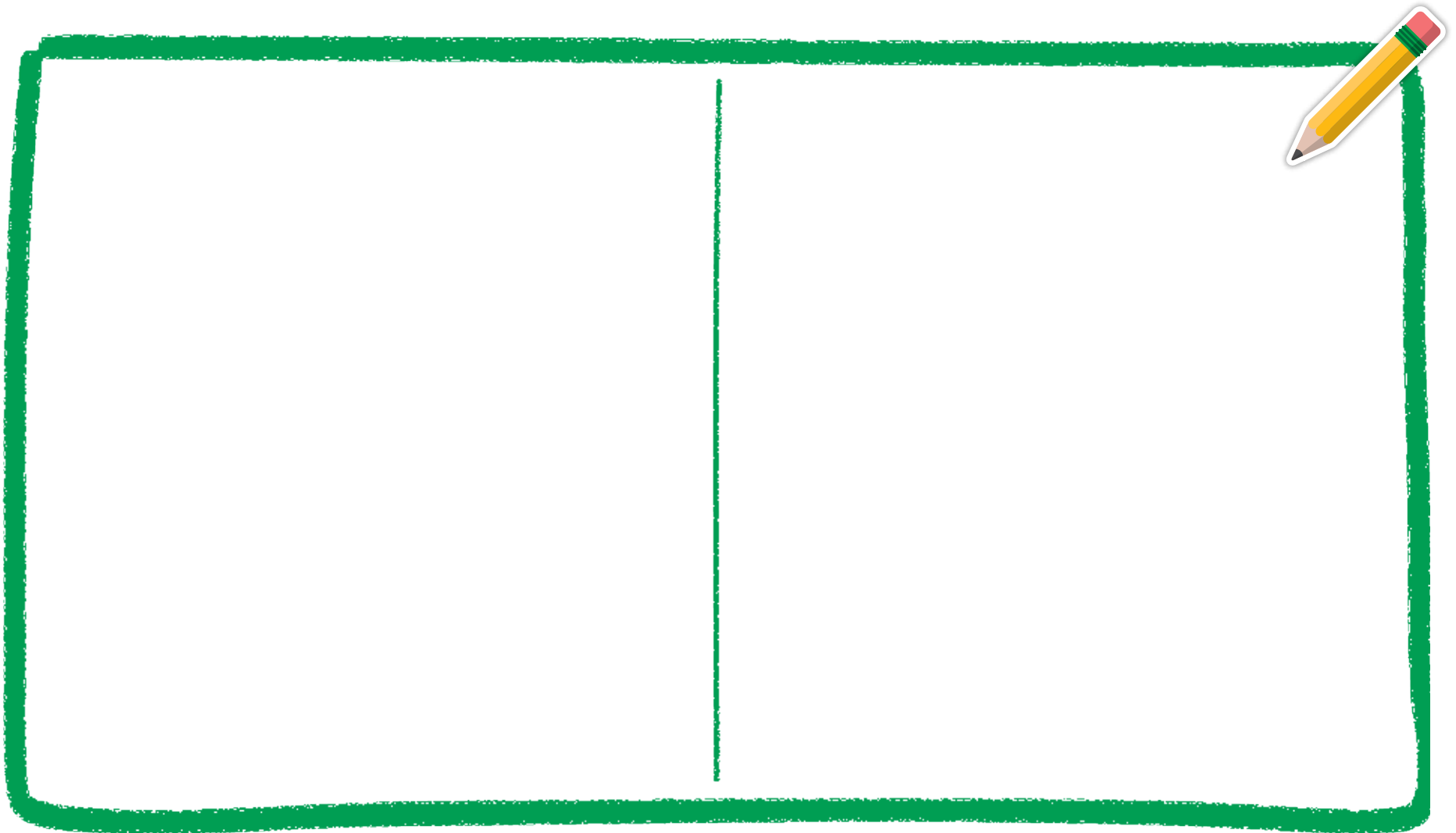


Children play a game to identify features that shapes have in common. Give each child a flat or solid shape. Hold up a cube. Describe a feature of the cube and have children raise their hand if their shape has that feature.

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



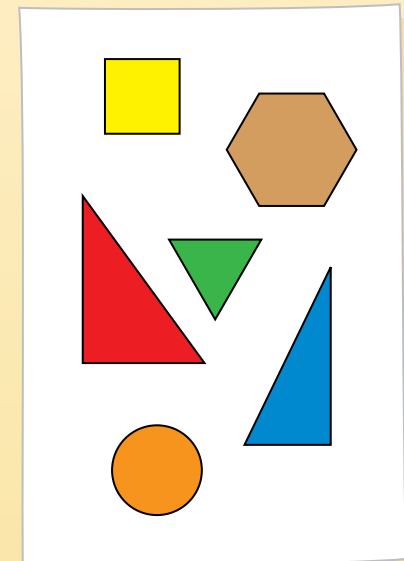
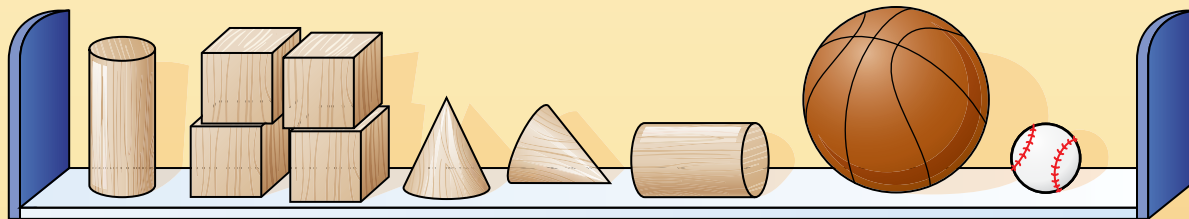
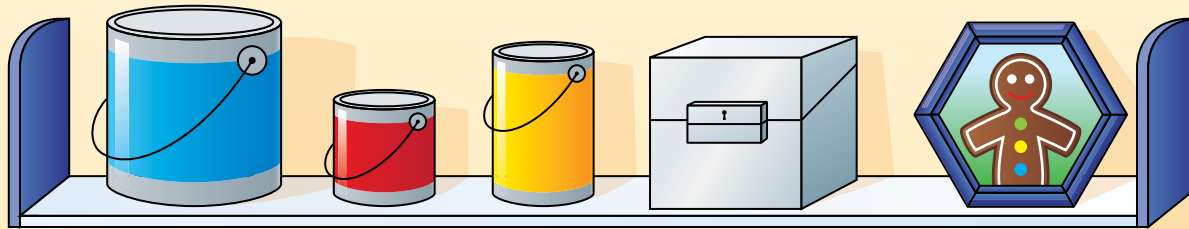
Children draw shapes with given attributes. Describe an attribute such as: *The shape is flat.* Have children hold up a shape that has that attribute. Then children discuss if more than one shape fits the description. Say: *The shape has*

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.

Explore Together

Compare Shapes

Name _____

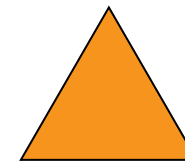
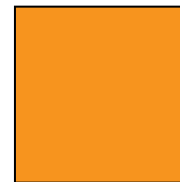
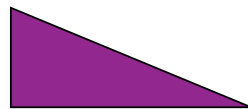
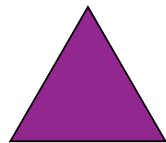
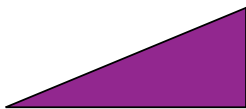
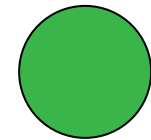
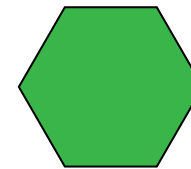
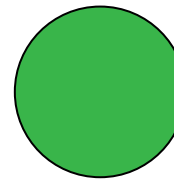
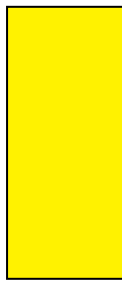
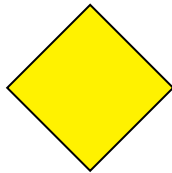
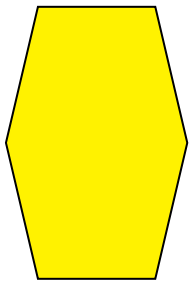
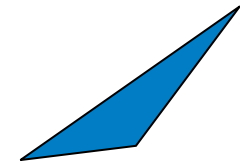
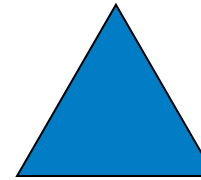
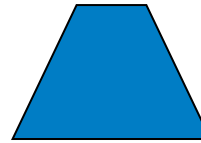
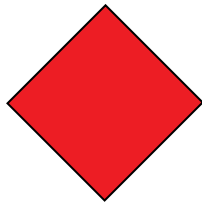


Encourage children to look for shapes that are alike in some way, and to describe how they are alike. Encourage children to talk about curves, corners, or the number or length of sides. Have children ring (circle) all the solid shapes that could roll on their own down a hill.

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

Practice Together

Compare Shapes



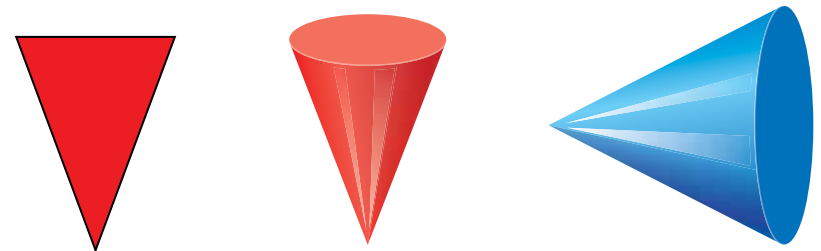
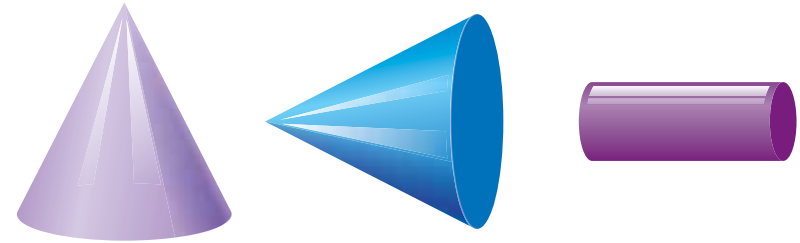
Guide children to ring (circle) the two shapes that are most alike. Have children focus their attention on the number of sides, the types of corners, or sides that are the same length. Guide children to describe both what is alike and what is different.

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

Practice Together

Compare Shapes

Name _____



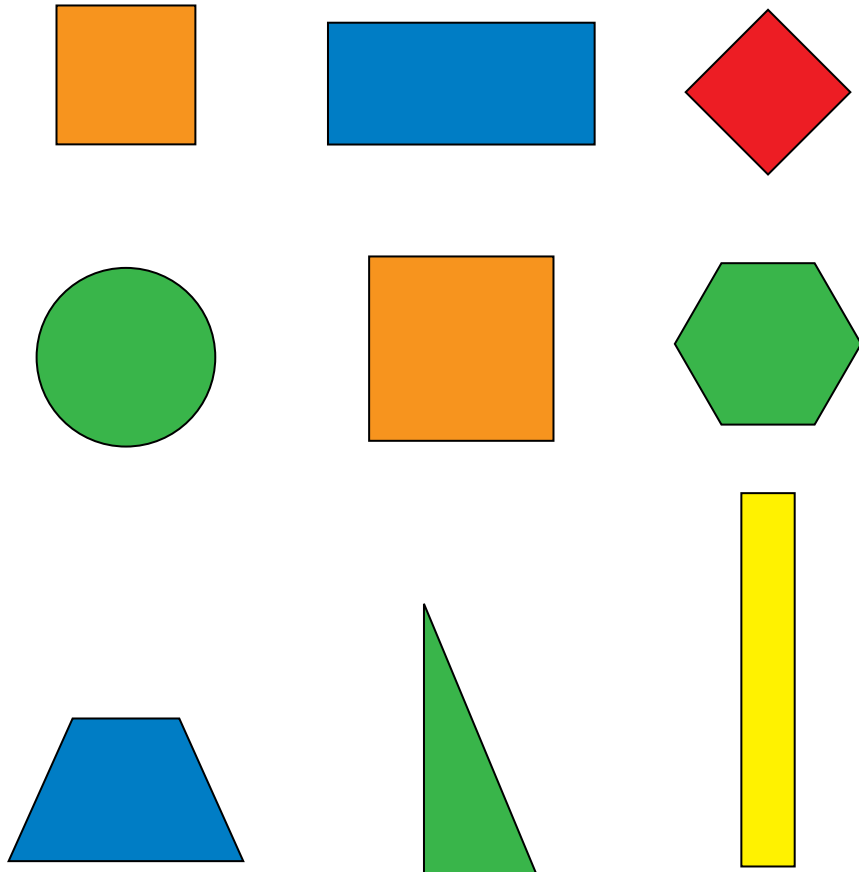
Guide children to ring (circle) the two shapes that are most alike. Have children focus their attention on whether the shapes are flat or solid, and what kind of solid. Guide children to describe both what is alike and what is different.

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

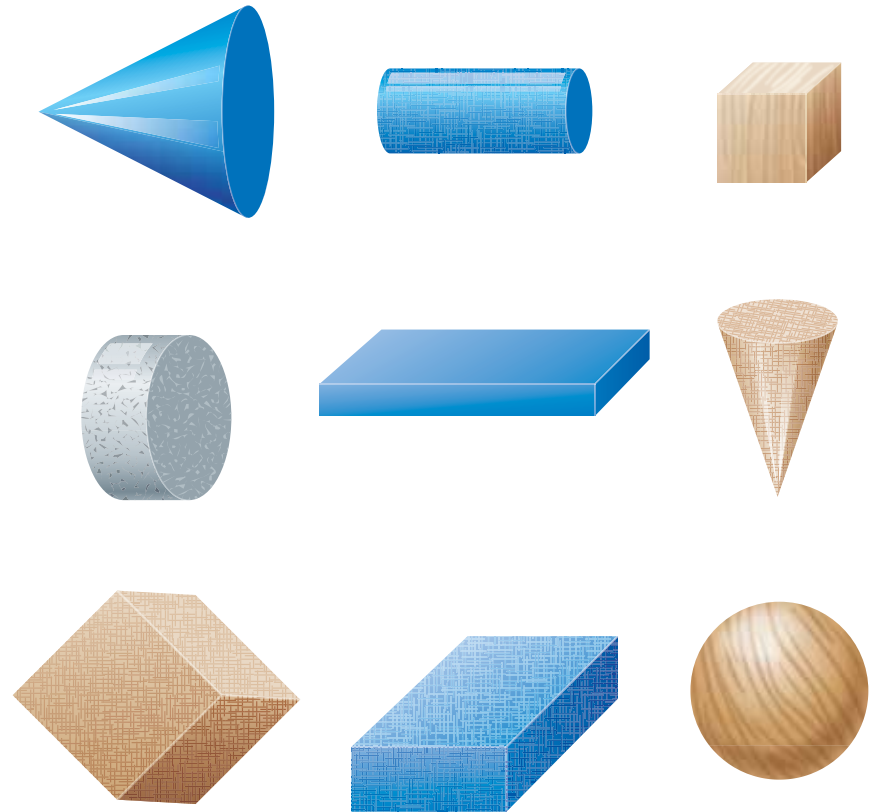
Practice by Myself

Compare Shapes

4 sides



 face



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?