

# First Grade

# AMI

# Day 1

Hello!

The following AMI packets will be numbered Day 1-6. You child will be responsible to complete the day's packet and return it the next school day we are back. Please feel free to message me by class dojo or email if you have any questions throughout the day.

First grade teacher emails are listed below:

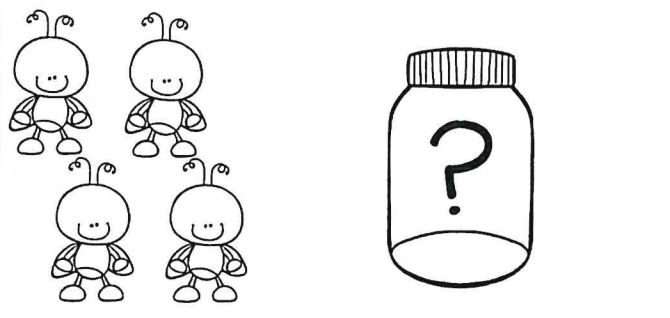
Cassie Woods - [cwoods@seymourschool.net](mailto:cwoods@seymourschool.net)

Lisa Johnson - [ljohnson@seymourschool.net](mailto:ljohnson@seymourschool.net)

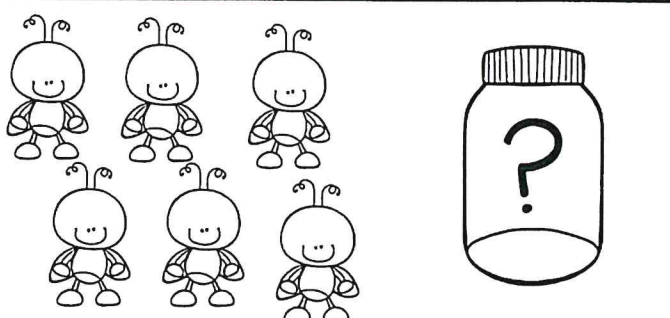
Kristin Thiemann - [kthiemann@seymourschool.net](mailto:kthiemann@seymourschool.net)

Name: \_\_\_\_\_


Fill in the missing numbers.



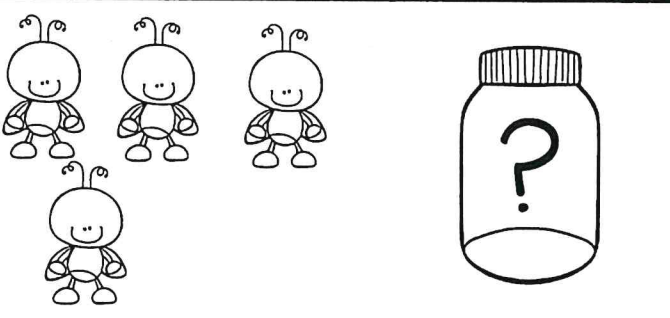
4 +  = 9



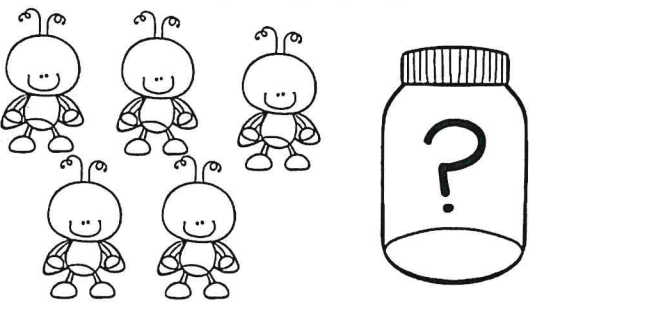
6 +  = 10



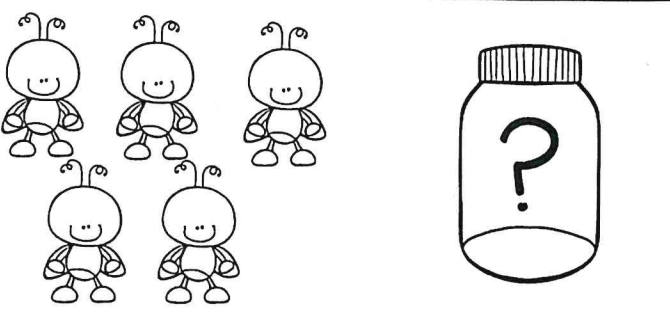
2 +  = 8



4 +  = 10



5 +  = 9



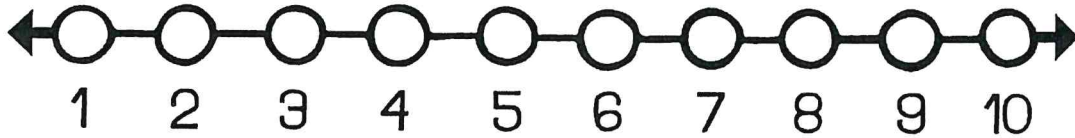
5 +  = 10

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# MIXED PRACTICE



Find the sum or difference.

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

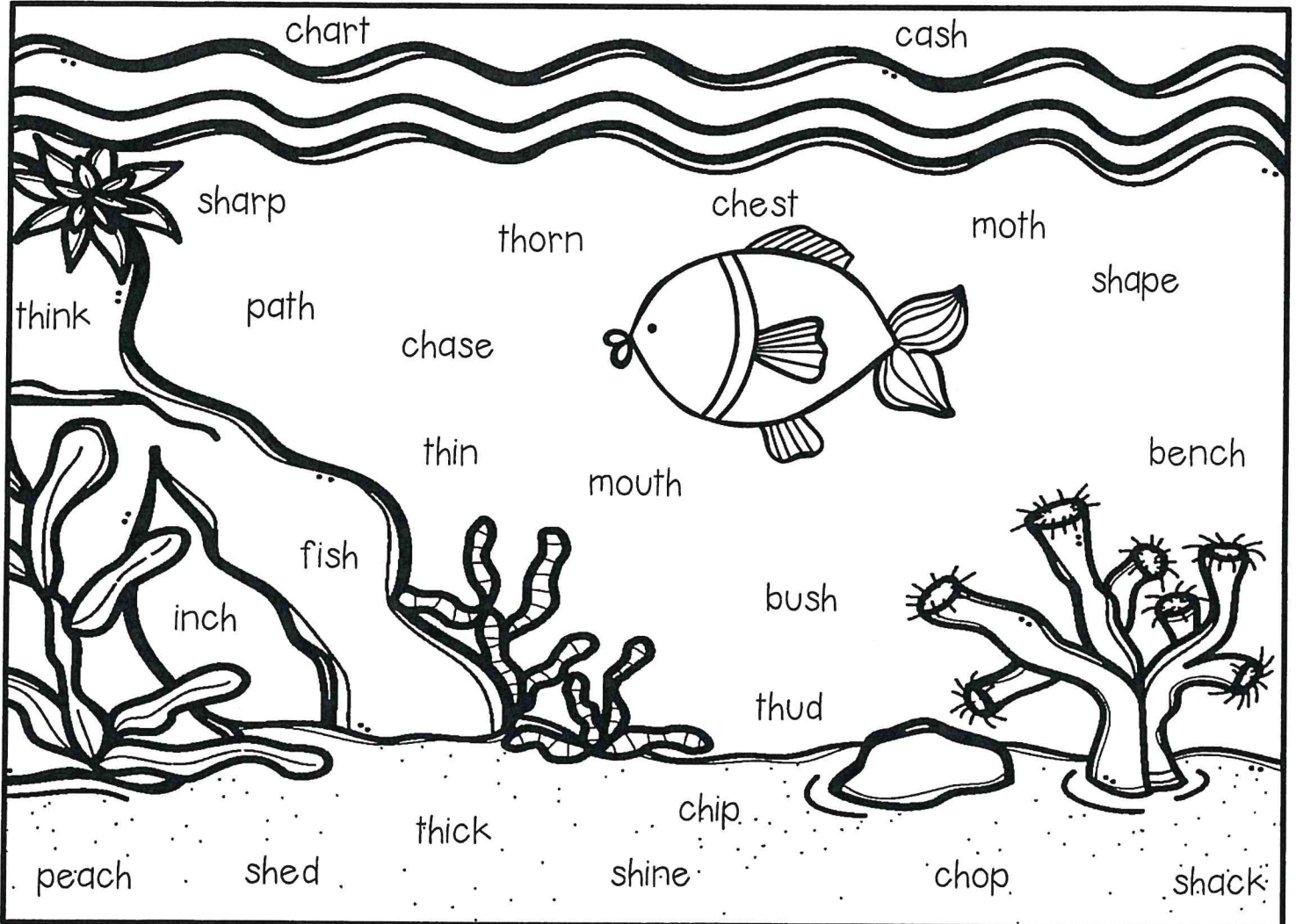
$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

Name: \_\_\_\_\_

# Find and sort

Sort the words into the matching column.



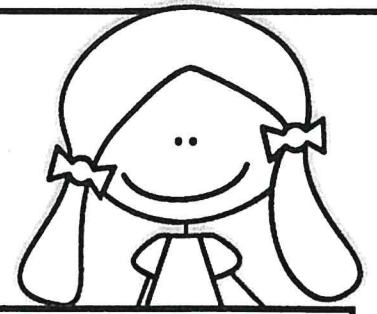
sh

ch

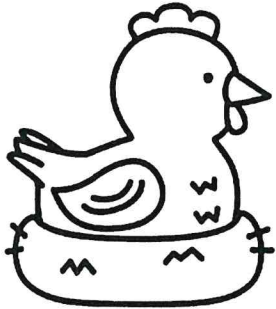
th

Name: \_\_\_\_\_

# Sh or Ch



Say the word and write whether you can hear a 'sh' or 'ch' sound.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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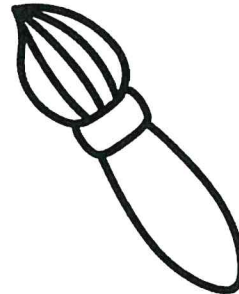
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\_\_\_\_\_

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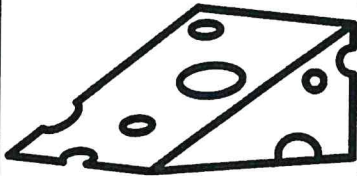
\_\_\_\_\_



\_\_\_\_\_

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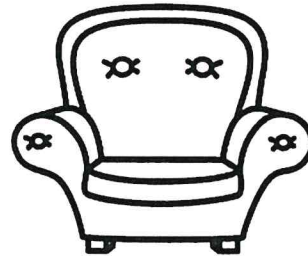
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\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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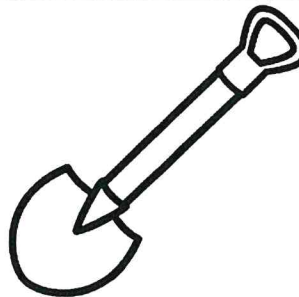
\_\_\_\_\_



\_\_\_\_\_

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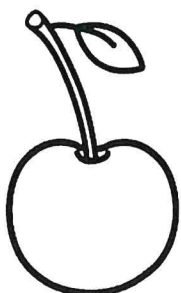
\_\_\_\_\_



\_\_\_\_\_

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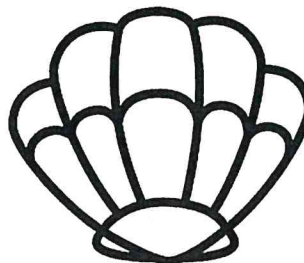
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\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

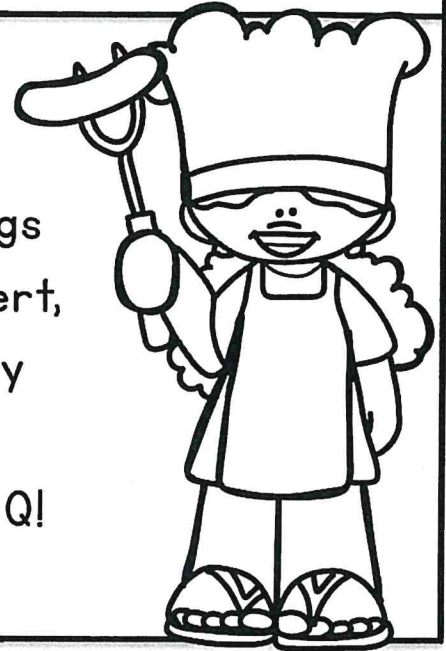
Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## Summer BBQ

Joy's family is having a BBQ at their house. They invited everyone in their neighborhood. They are going to make hotdogs and hamburgers on their new grill. For dessert, they will have watermelon and ice cream. Joy made a special pitcher of lemonade for everyone to drink. She can't wait for the BBQ! It will be a lot of fun!



1. What is Joy's family having?

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2. Who did they invite?

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3. What will they eat?

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4. What did Joy make?

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# AMI - Computer Lab

[tpatterson@seymourschool.net](mailto:tpatterson@seymourschool.net)

Office Hours: 10:00am - 2:00pm Tuesday-Friday

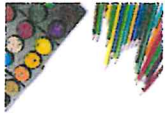
Please spend 15 minutes each AMI day in one of these programs

Grades 2 - 5	
Typesy	<p>typesy.com/type/ Username and password are the same as your AR username and password.</p>
Tynker	<p>tynker.com</p>  
ABCya	<p>Abcya.com Login: Username: clab Password: tigers</p>

Grade 1	
TypeTastic	<p>Seymour.typetastic.com/login Email me for login information if student cannot remember what it is.</p>
Tynker	<p>tynker.com</p>  
ABCya	<p>Abcya.com Login: Username: clab Password: tigers</p>

Kindergarten	
My Math & My Reading Academy	See attached Getting Started Guide





## ART AMI ACTIVITIES 1&2



Mrs. Dean

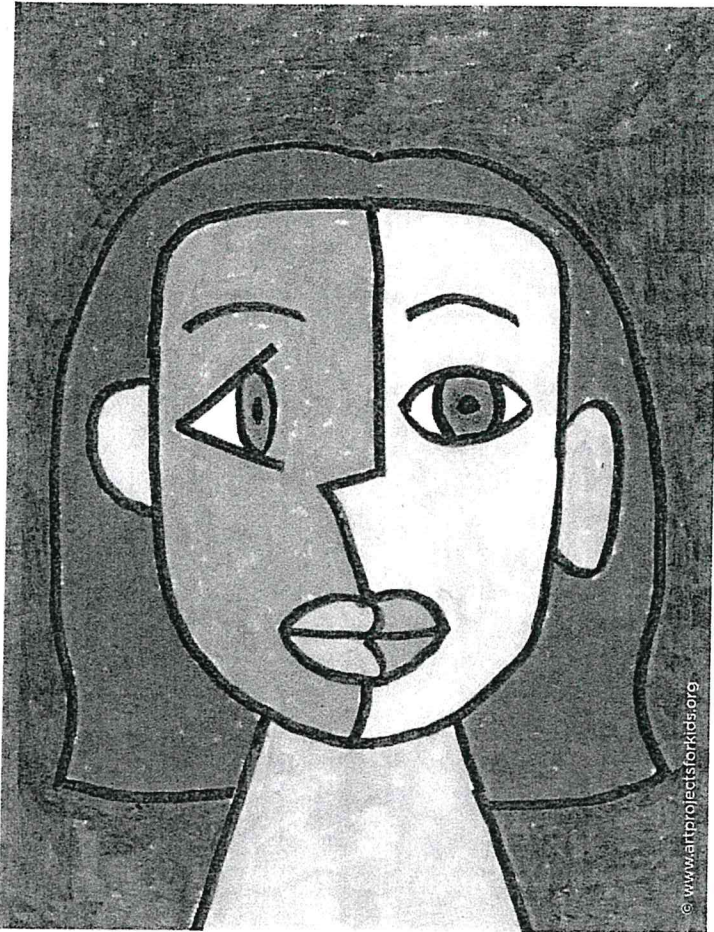
E-mail: [adean@seymourschool.net](mailto:adean@seymourschool.net) (preferred method of communication)

Phone: 417-207-3844

I will be available for contact from 9 a.m. to 1 p.m.

(If messaged outside time above I will try to respond within an hour)

When completing Art activities feel free to use whatever materials you have available.



## Cubism Self Portrait

Cubism is a style of painting that was developed in the early 1900s, and shows objects from many angles at once. Two main artists, Pablo Picasso and Georges Braque, developed Cubism. They believed that painters should not just present realistic views of subjects. Instead, they wanted to show every part of the whole subject.

Students can follow this simple tutorial to draw a face that half profile and half front view. It's a fun way to draw a literal interpretation of the word "cubism".

### NATIONAL ARTS STANDARDS

VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

### DIRECTIONS

PREP: Print template guide on page 61 for each student.

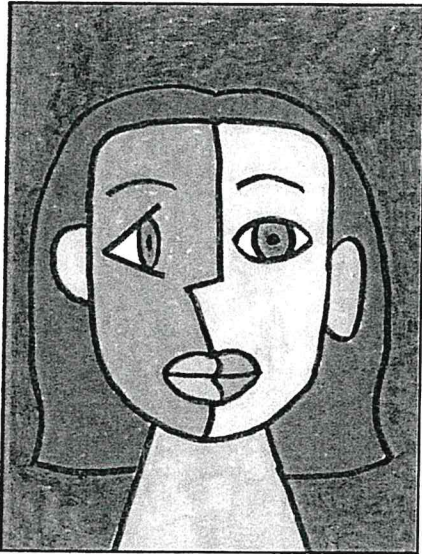
- Students follow the tutorial to draw a simple cubism style face, with their own hair added. The emphasis is on keeping the drawing very simple. No fancy eyes or clothes are needed.
- The drawing is traced with a thick black marker.
- The drawing is colored with markers or crayons or pastels. The goal is to use unusual colors - the brighter and bolder, the better!

### MATERIALS

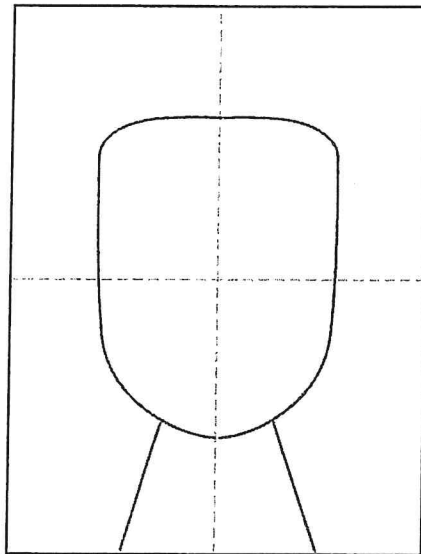
- White drawing paper
  - Black permanent marker, chisel tip
  - Crayons or markers
- (I used Creativity Street Glide-On Tempera Color Sticks)

Activity 1

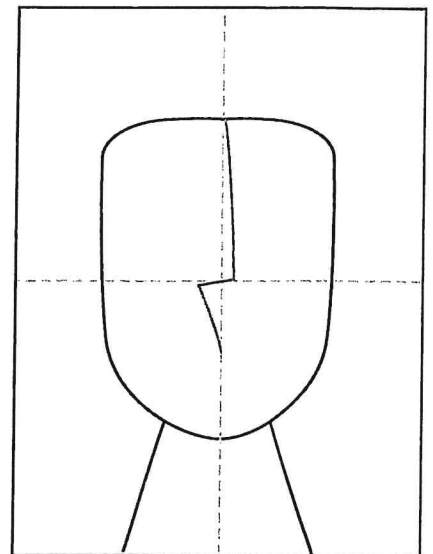
# Cubism SELF PORTRAIT TUTORIAL



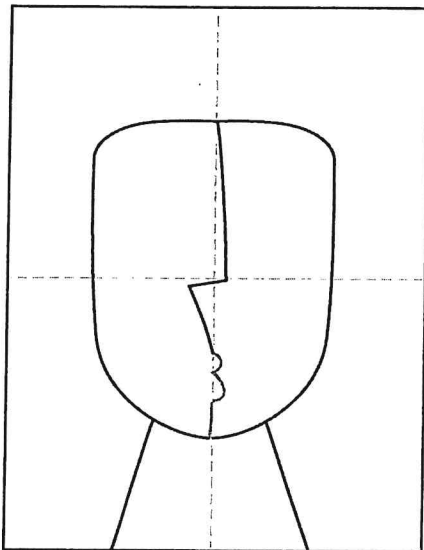
Supplies: Markers and or oil pastels



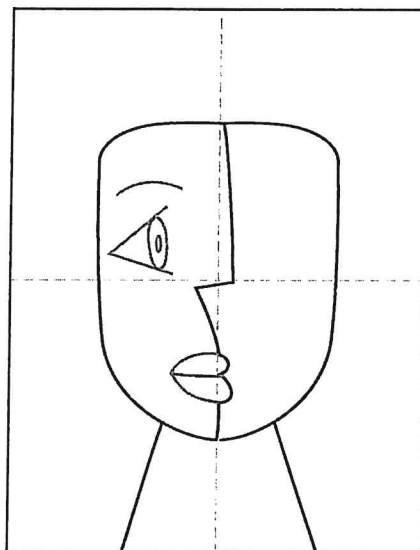
1. Fold for guide lines. Draw head and neck.



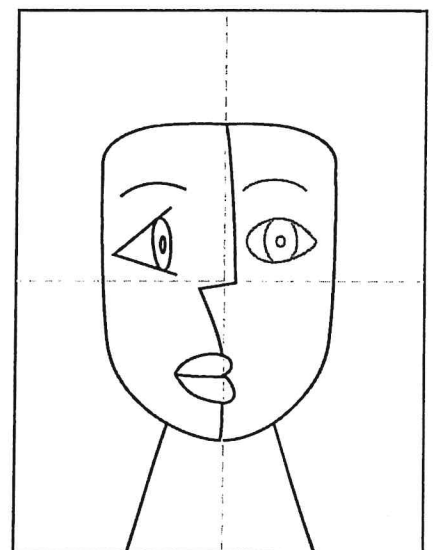
2. Start the profile nose.



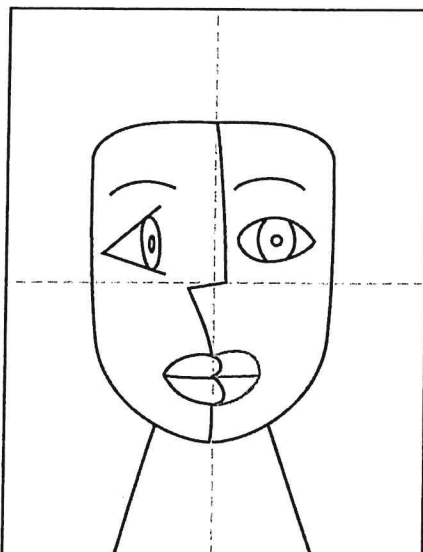
3. Add the profile mouth and chin.



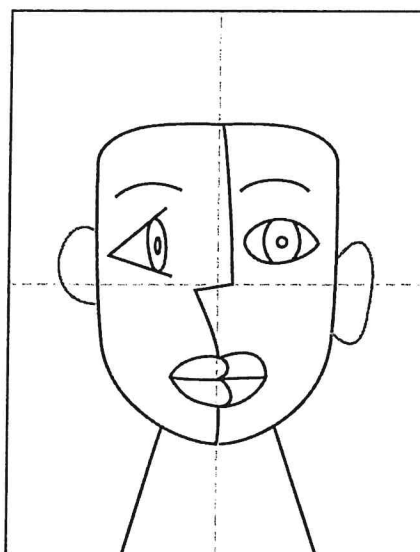
4. Draw the left profile face.



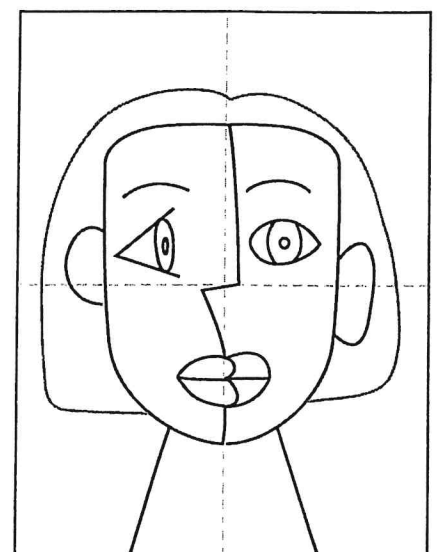
5. Draw direct looking right eye.



6. Add right lips.



7. Add two ears, they needn't match.



8. Finish with hair. Trace and color.



# AMI Day 1



Physical Education (PE)

Coach Hosiner

Email: [phosiner@sevmourschool.net](mailto:phosiner@sevmourschool.net) (preferred method of communication)

Phone Number: 417-259-9607

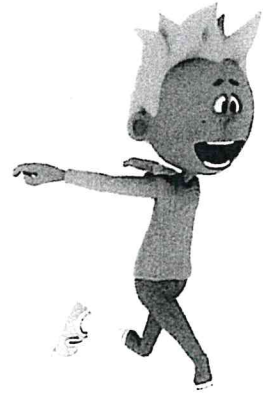
I will be available from 8:00am to 12:00pm to answer questions.

If you message me outside of the times above I will try my best to answer within an hour.

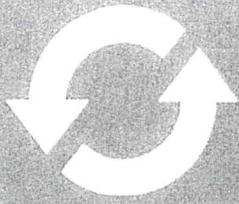
Thank you and enjoy the exercises and activities planned for today!

# AMRAP DIRECTIONS

1. Start at the top exercise
2. Perform the exercise for the designated rep count
3. Go to the next exercise on the round arrow
4. Perform that exercise for the designated rep count
5. Continue around the arrow until all the exercises are complete
6. Repeat the AMRAP exercises if you complete the entire round
7. Perform each AMRAP visual for **5 minutes**

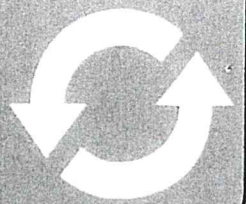



PE AMI-Day 1

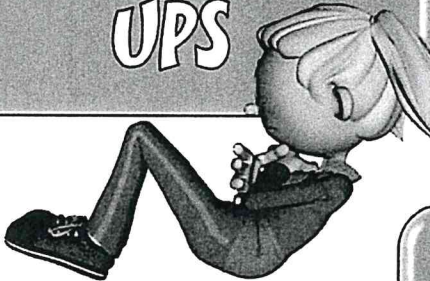


# AMRAP

(AS MANY ROUNDS AS POSSIBLE)

**20 TUCK JUMPS**

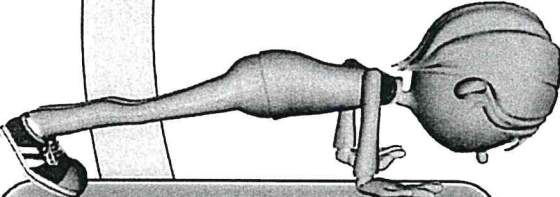


**10 SIT UPS**

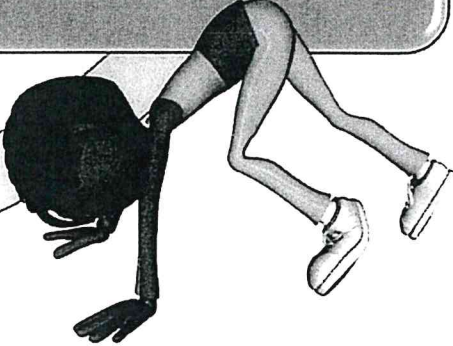


**JOG  
3 LAPS**

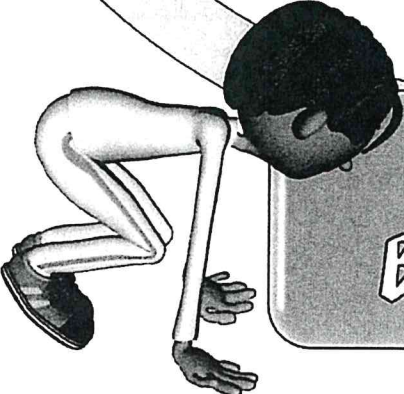
R  
E  
P  
E  
A  
T



**8 PUSH UPS**



**15 MOUNTAIN CLIMBERS**



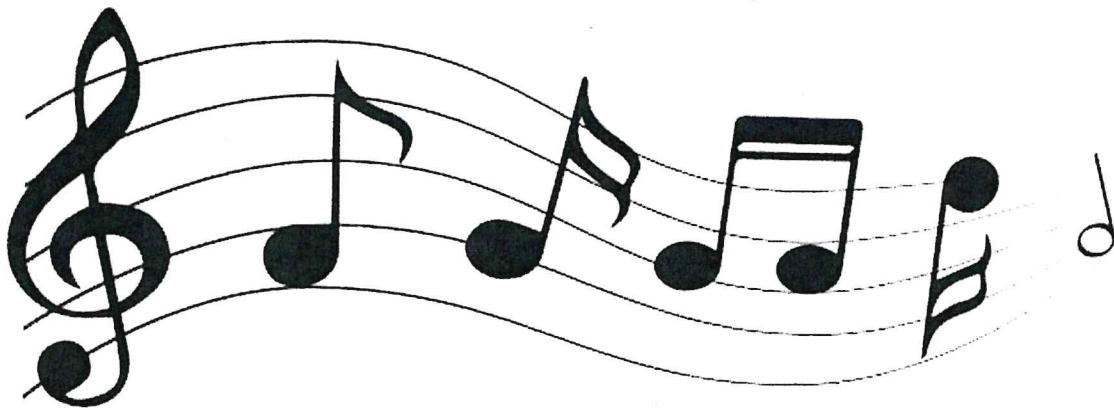
**8 BURPEES**

PE AMI-Day 1



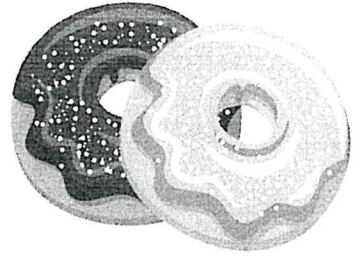
# Music AMI Day 1

Teacher: Mrs. Rechtfertig

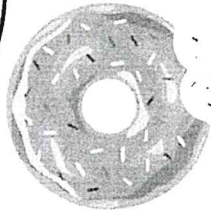
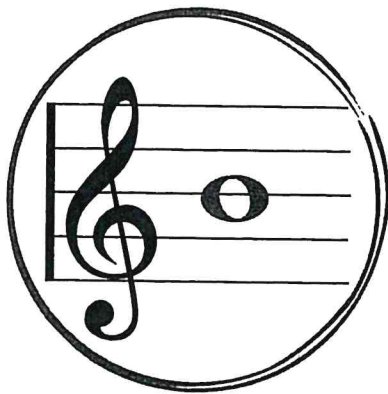


Email: [arechtfertig@seymourschool.net](mailto:arechtfertig@seymourschool.net)  
Office hours: 9am-1pm

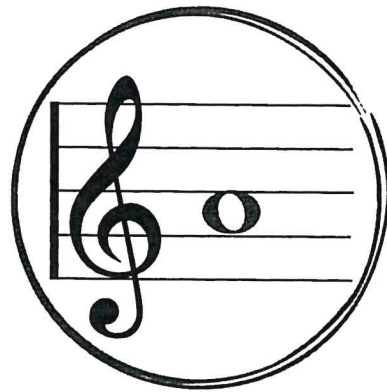
Name: \_\_\_\_\_



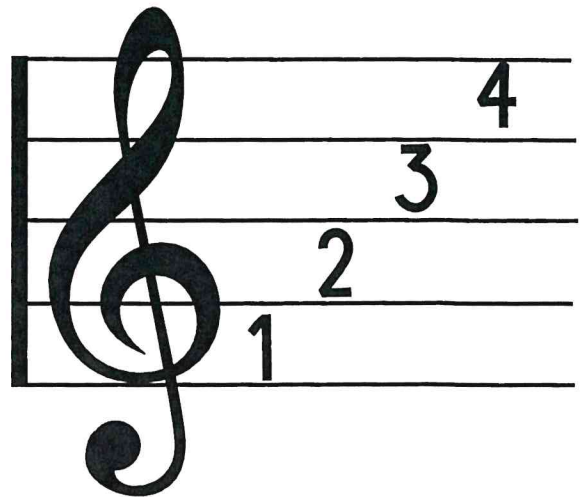
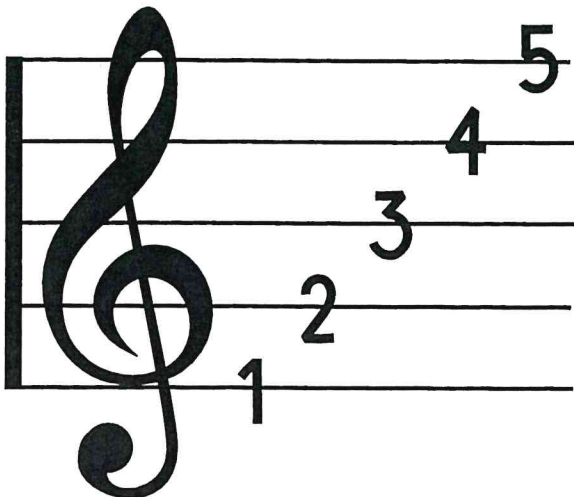
Sometimes notes are placed on a LINE like this:



Sometimes notes are placed in a SPACE like this:

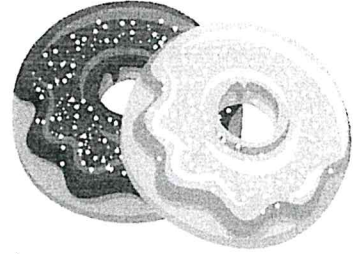


To determine where each note is on the staff, you count from the **BOTTOM** to the **TOP**.

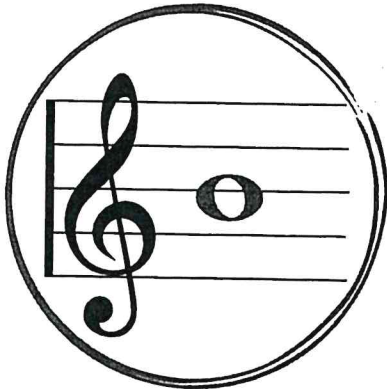




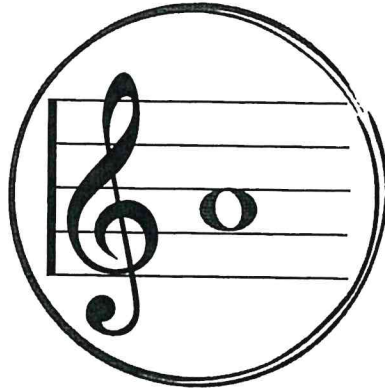
Name: \_\_\_\_\_



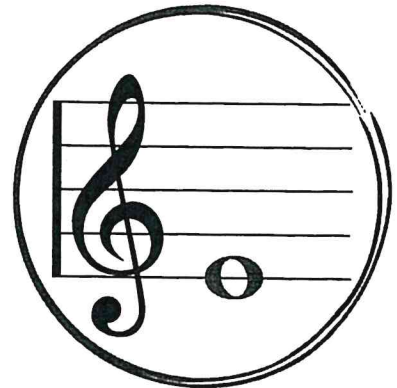
Each note is placed in a space or on a line. Determine if the note is a space or a line and circle your answer below.



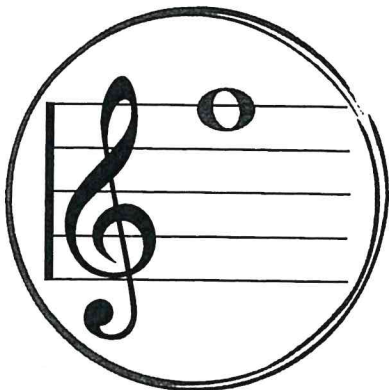
Space **Line**



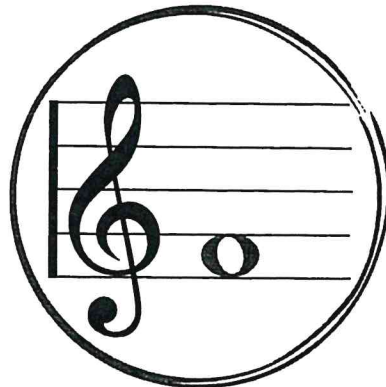
Space Line



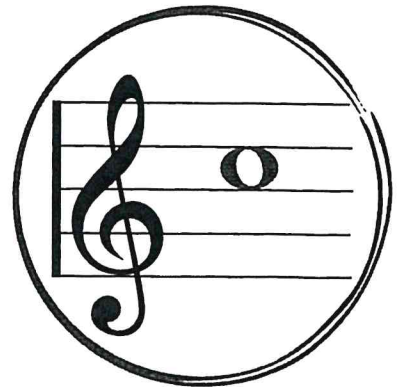
Space Line



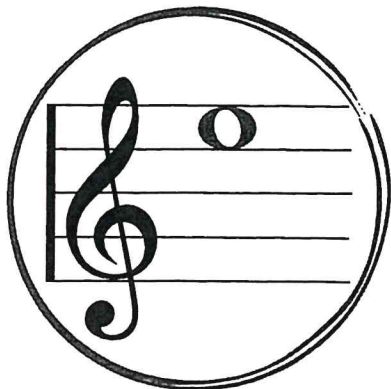
Space Line



Space Line



Space Line



Space Line

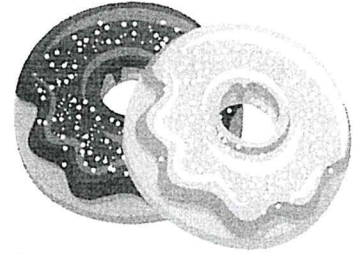


Space Line

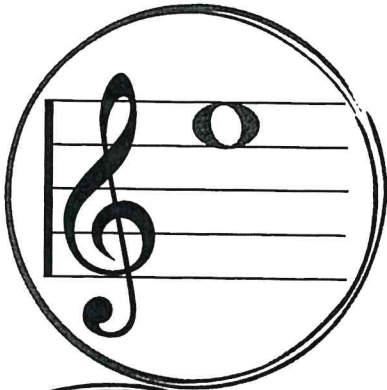


Space Line

Name: \_\_\_\_\_



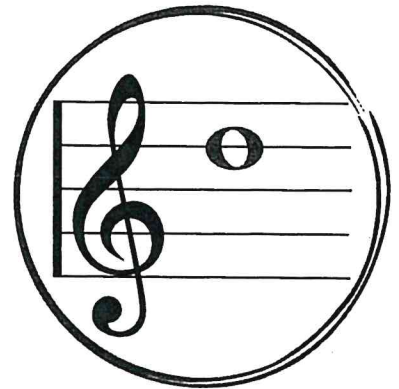
Each note is placed in a space or on a line. Determine if the note is a space or a line and circle your answer below.



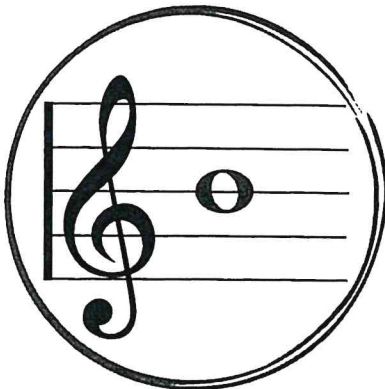
**Space** Line



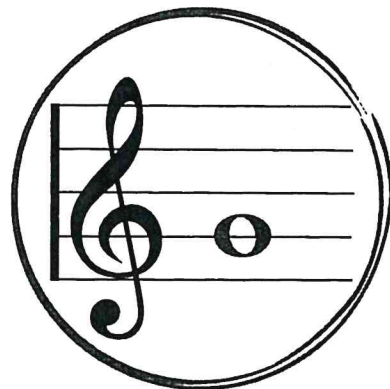
**Space** Line



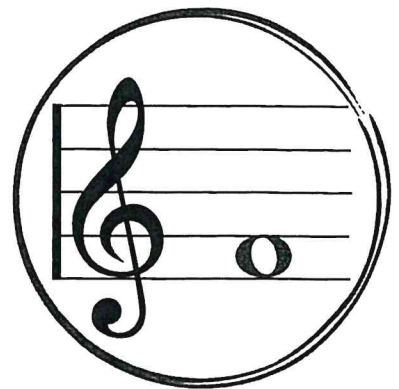
**Space** Line



**Space** Line



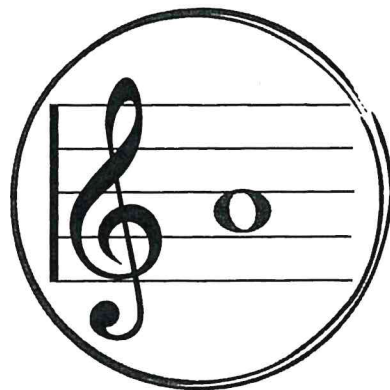
**Space** Line



**Space** Line



**Space** Line



**Space** Line



**Space** Line

# First Grade

# AMI

# Day 2

Hello!

The following AMI packets will be numbered Day 1-6. You child will be responsible to complete the day's packet and return it the next school day we are back. Please feel free to message me by class dojo or email if you have any questions throughout the day.

First grade teacher emails are listed below:

Cassie Woods - [cwoods@seymourschool.net](mailto:cwoods@seymourschool.net)

Lisa Johnson - [ljohnson@seymourschool.net](mailto:ljohnson@seymourschool.net)

Kristin Thiemann - [kthiemann@seymourschool.net](mailto:kthiemann@seymourschool.net)



# Mixed Addition and Subtraction

Name: \_\_\_\_\_

Score: \_\_\_\_\_

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 10 \\ \hline \end{array}$$



$$\begin{array}{r} 20 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 10 \\ \hline \end{array}$$

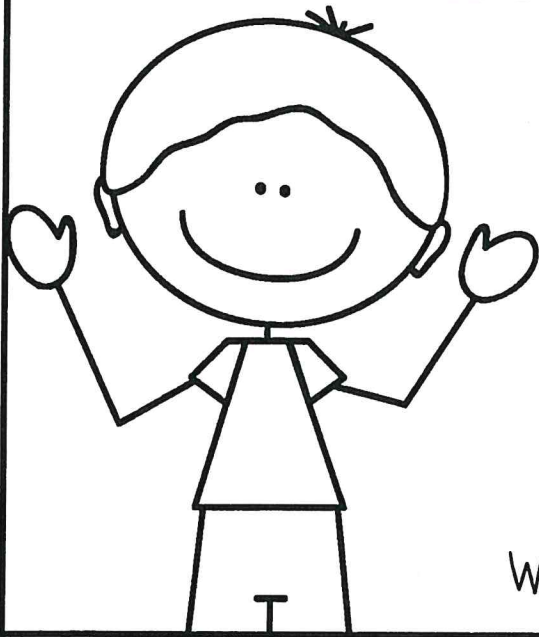
$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 14 \\ \hline \end{array}$$

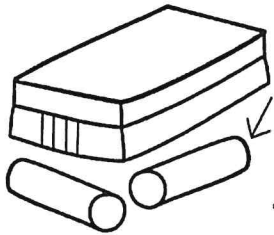
$$\begin{array}{r} 19 \\ - 6 \\ \hline \end{array}$$



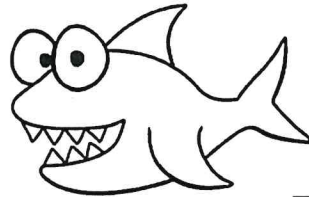
Name: \_\_\_\_\_

# Fill in the Digraph

Write sh, ch or th to complete the words.



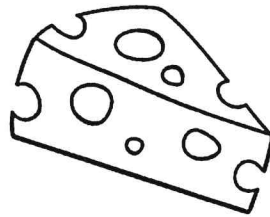
\_\_\_\_\_ alk



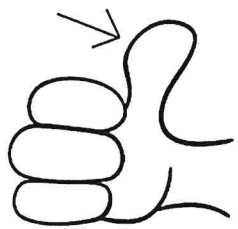
\_\_\_\_\_ ark



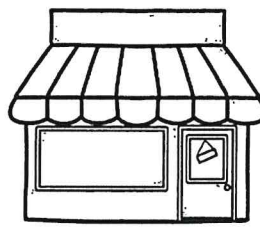
\_\_\_\_\_ ell



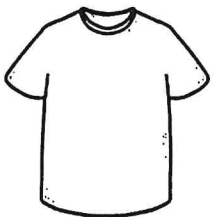
\_\_\_\_\_ eese



\_\_\_\_\_ umb



\_\_\_\_\_ op



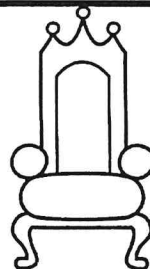
\_\_\_\_\_ irt



\_\_\_\_\_ eep



\_\_\_\_\_ air



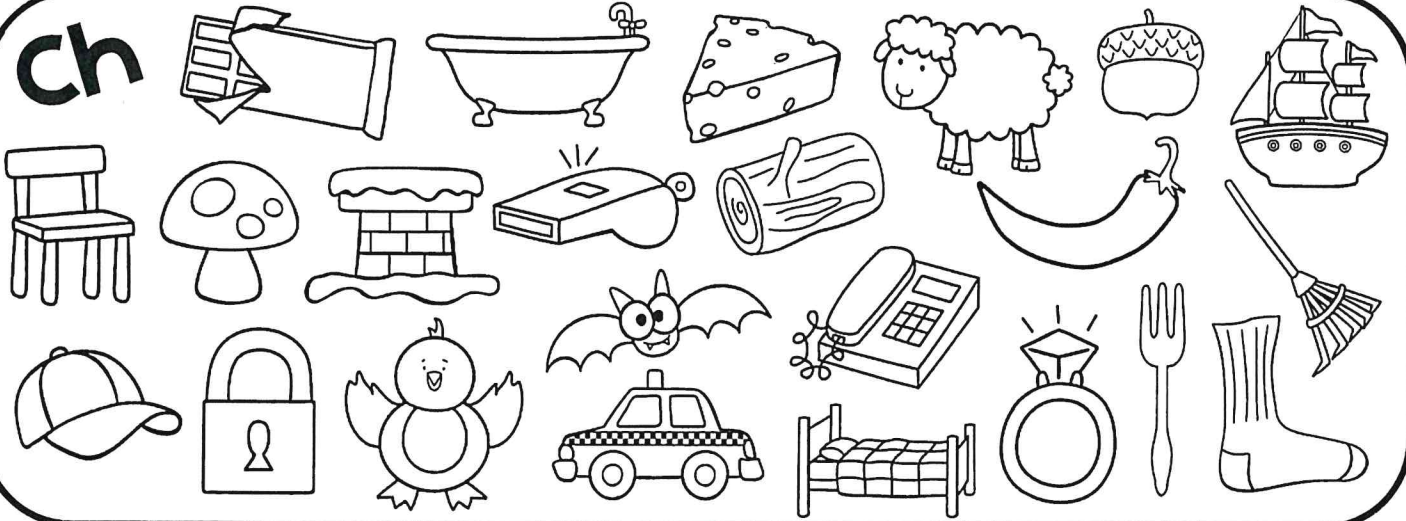
\_\_\_\_\_ rone

Name: \_\_\_\_\_

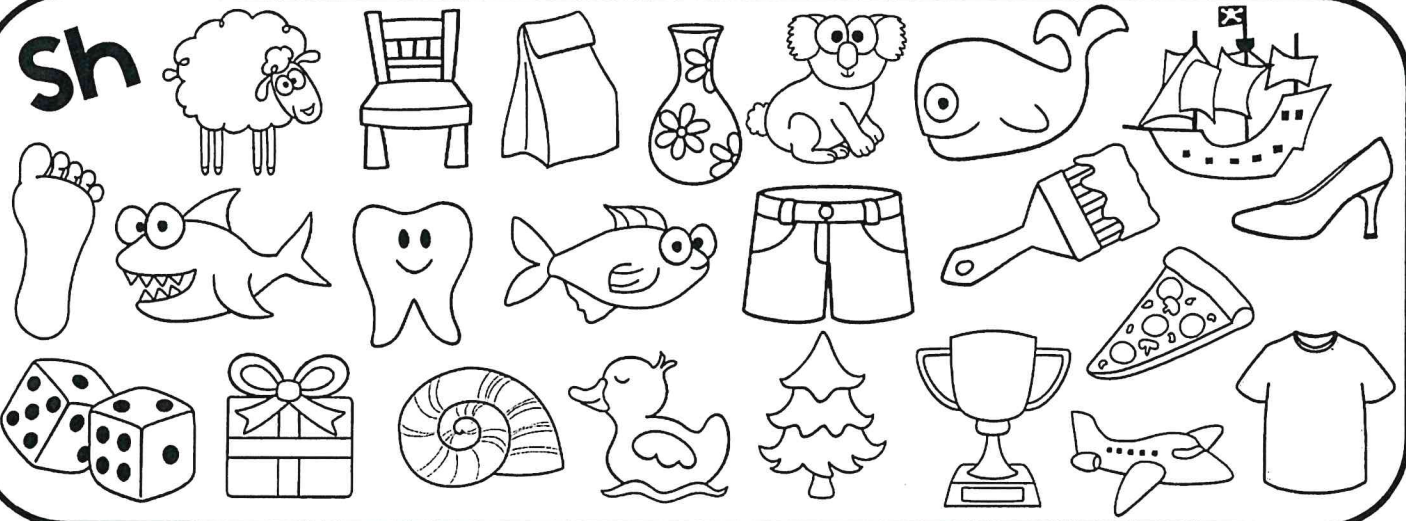
# Find the Digraph

Circle the pictures that match the digraph.

ch



sh



th



Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## A Cake for Jan

Tomorrow is Jan's birthday. She will be eight years old. Jan loves cake. Her favorite kind of cake is chocolate. Joe, Jan's brother, is going to bake her a cake! He will use a chocolate cake mix and pink icing. On the cake he will write, "Happy Birthday Jan!" He knows that she will love it!



1. Who has a birthday tomorrow?

- a Joe
- b Lou
- c Jan
- d Mary

2. Who is going to bake a cake?

- a Julie
- b Joe
- c Ryan
- d Jan

3. Who is Joe?

- a Jan's brother
- b Jan's father
- c Jan's friend
- d my teacher

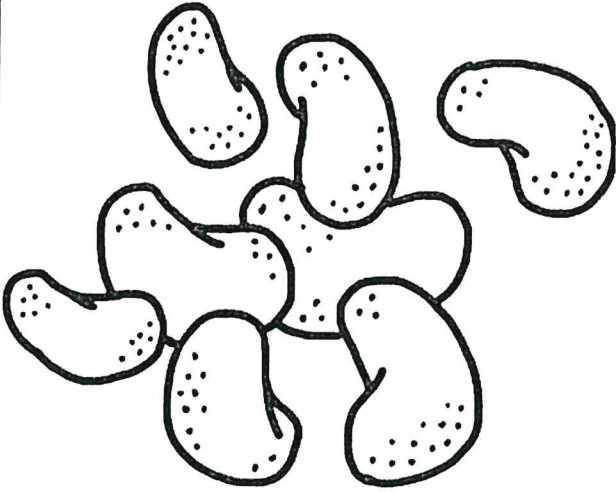
4. What is Jan's favorite kind of cake?

- a strawberry
- b vanilla
- c white
- d chocolate



# Would you rather have...

Write 2 reasons why.



**OR**



**Magic beans**

**A magic lamp**

Name \_\_\_\_\_

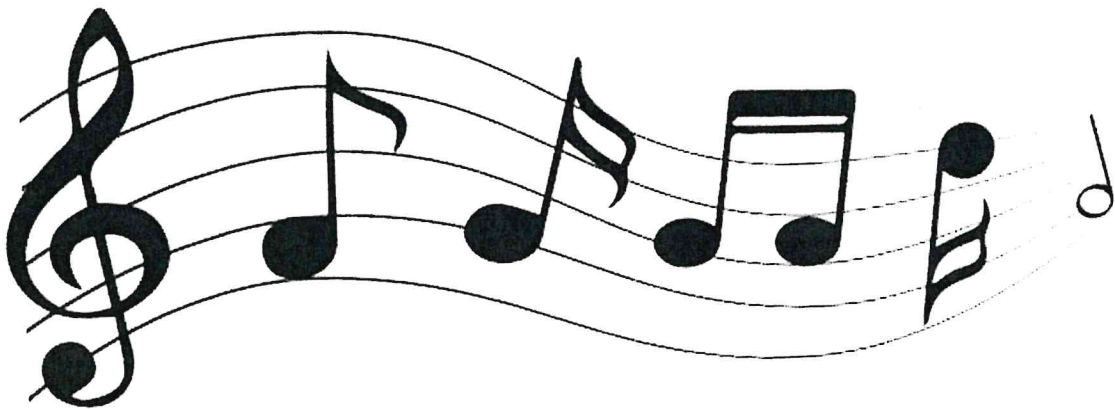
I would rather have \_\_\_\_\_

# Music

# AMI

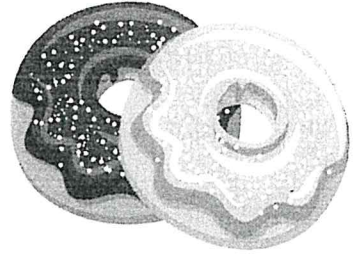
# Day 2

Teacher: Mrs. Rechtfertig

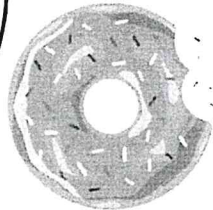
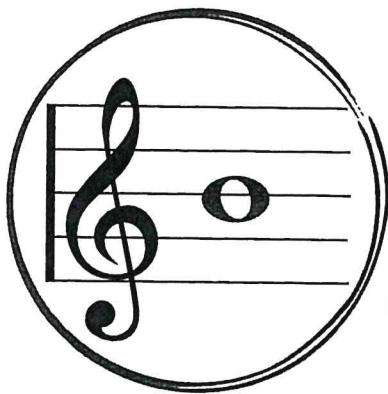


Email: [arechtfertig@seymourschool.net](mailto:arechtfertig@seymourschool.net)  
Office hours: 9am-1pm

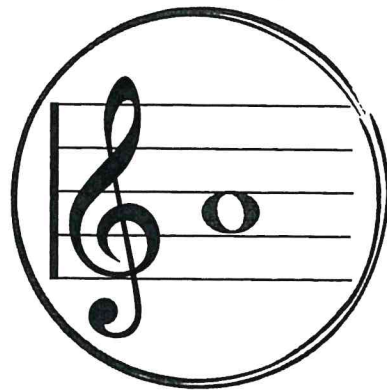
Name: \_\_\_\_\_



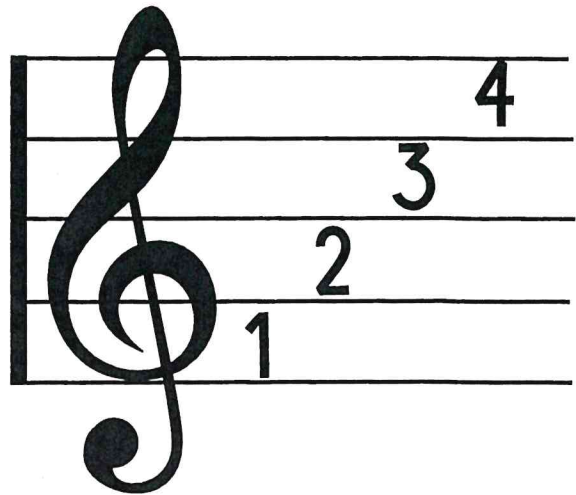
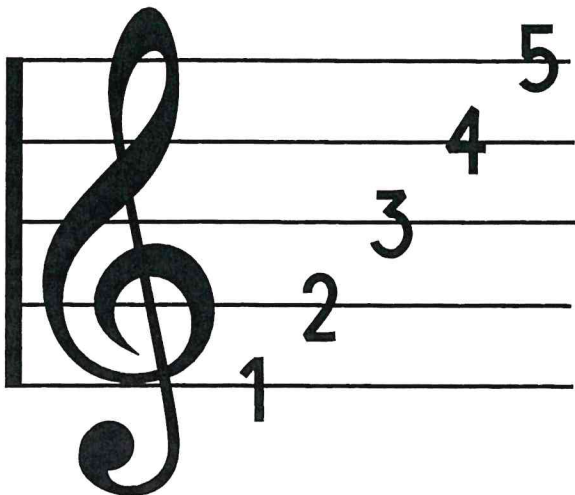
Sometimes notes are placed on a LINE like this:



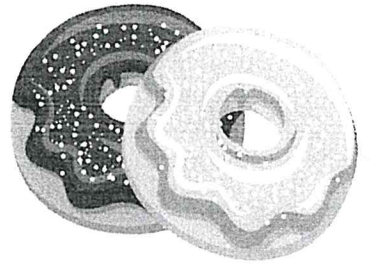
Sometimes notes are placed in a SPACE like this:



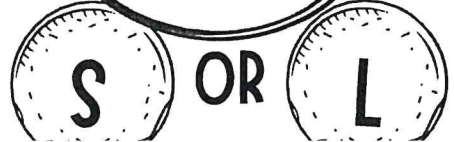
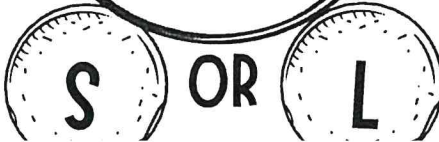
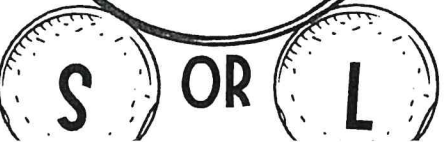
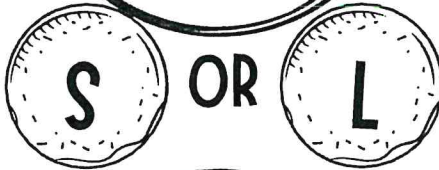
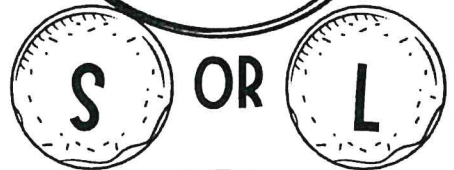
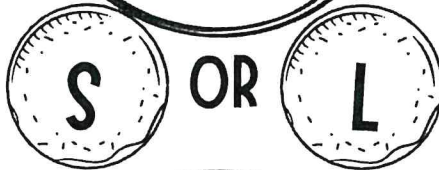
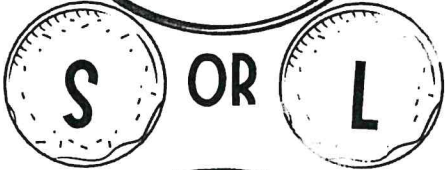
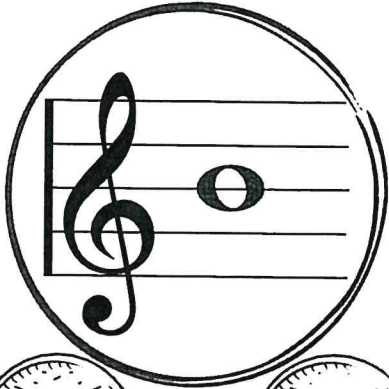
To determine where each note is on the staff, you count from the **BOTTOM** to the **TOP**.



Name: \_\_\_\_\_



Directions: Identify whether the pitch on the plate is on a line or in a space. Add frosting to the donut with the correct letter by shading or coloring it in.



Name: \_\_\_\_\_



Directions: Identify whether the pitches on the staff are on a line or in a space. Write L for line or S for space below each cup of hot chocolate.

A musical staff with a treble clef and five lines. There are five cups of hot chocolate placed on the staff as follows: the first cup is on the first space, the second on the second line, the third on the second space, the fourth on the third line, and the fifth on the third space. Below the staff is a dashed line for writing.

A musical staff with a treble clef and five lines. There are five cups of hot chocolate placed on the staff as follows: the first cup is on the first line, the second on the first space, the third on the second line, the fourth on the second space, and the fifth on the third line. Below the staff is a dashed line for writing.



A musical staff with a treble clef and five lines. There are five cups of hot chocolate placed on the staff as follows: the first cup is on the first space, the second on the second line, the third on the second space, the fourth on the third line, and the fifth on the third space. Below the staff is a dashed line for writing.


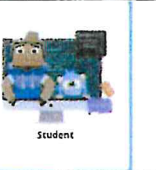
# AMI - Computer Lab

[tpatterson@seymourschool.net](mailto:tpatterson@seymourschool.net)

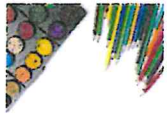
Office Hours: 10:00am - 2:00pm Tuesday-Friday

Please spend 15 minutes each AMI day in one of these programs

Grades 2 - 5	
Typesy	<p><a href="http://typesy.com/type/">typesy.com/type/</a> Username and password are the same as your AR username and password.</p>
Tynker	<p><a href="http://tynker.com">tynker.com</a></p>  
ABCya	<p><a href="http://Abcya.com">Abcya.com</a> Login: Username: clab Password: tigers</p>

Grade 1	
TypeTastic	<p><a href="http://Seymour.typetastic.com/login">Seymour.typetastic.com/login</a> Email me for login information if student cannot remember what it is.</p>
Tynker	<p><a href="http://tynker.com">tynker.com</a></p>  
ABCya	<p><a href="http://Abcya.com">Abcya.com</a> Login: Username: clab Password: tigers</p>

Kindergarten	
My Math & My Reading Academy	See attached Getting Started Guide



## ART AMI ACTIVITIES 1&2



Mrs. Dean

E-mail: [adean@seymourschool.net](mailto:adean@seymourschool.net) (preferred method of communication)

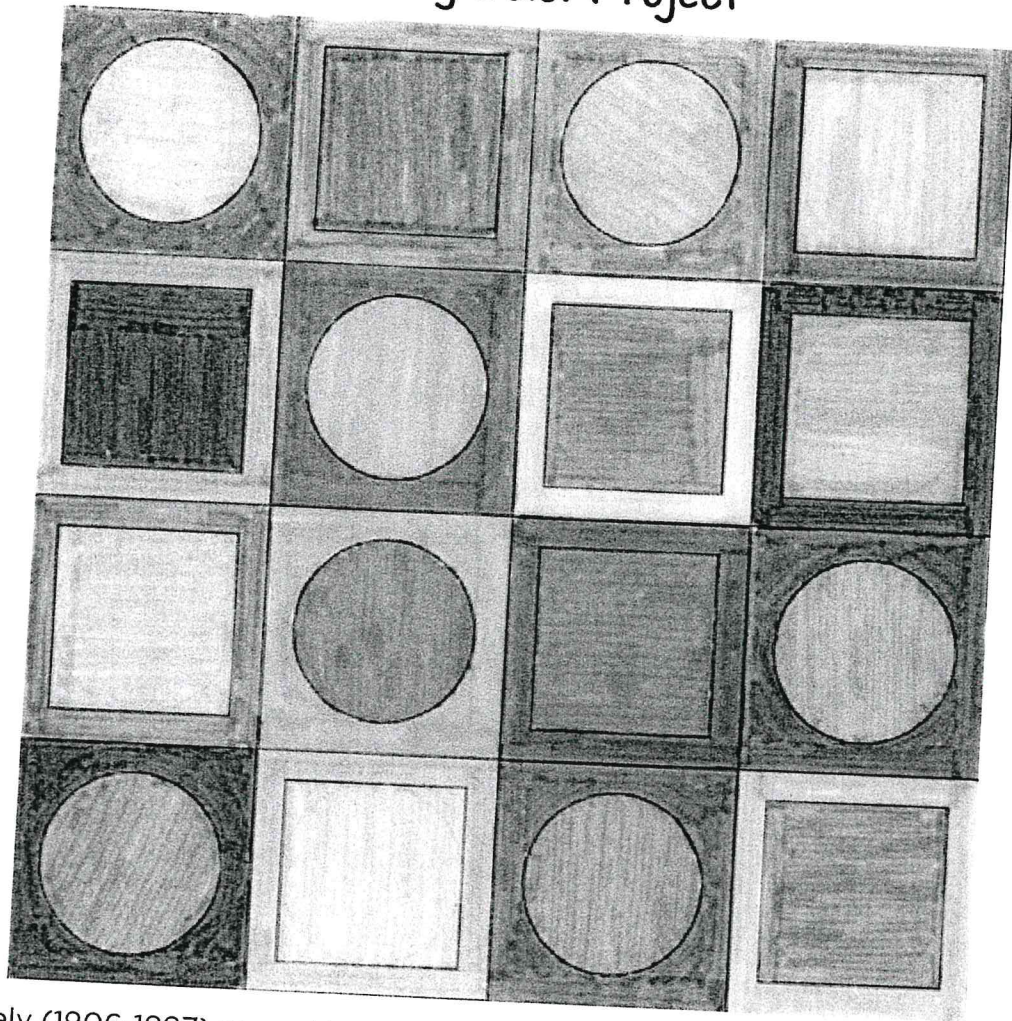
Phone: 417-207-3844

I will be available for contact from 9 a.m. to 1 p.m.

(If messaged outside time above I will try to respond within an hour)

When completing Art activities feel free to use whatever materials you have available.

# Vasarely Color Project



Victor Vasarely (1906-1997) was a Hungarian-French artist who became one of the leading figures of the Op art movement. Through the use of precise and abstract shapes, his art had a quality that is not seen in other styles of art.

## GOAL

Students use lines to trace abstract shapes in the style of Victor Vasarely. The circles and squares are colored in a way to learn more about warm and cool colors.

## ELEMENTS OF ART

Line, Shape, Value, Color

## DIRECTIONS

1. Print a template. Choose a random group of circles to trace.
2. Trace squares in the remaining spaces.
3. Color the inside four squares with warm or cool colors.
4. Fill in the remaining squares with warm or cool colors.

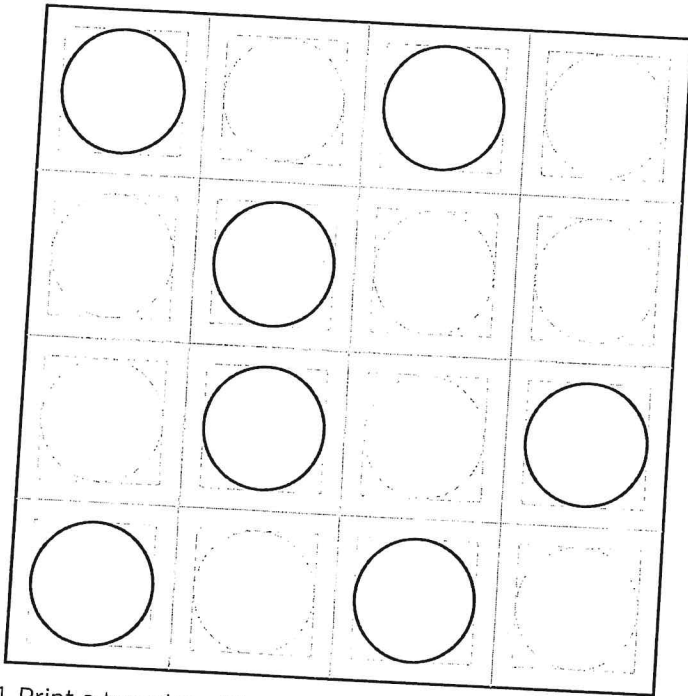
## MATERIALS

- Drawing paper
- Black marker
- Markers

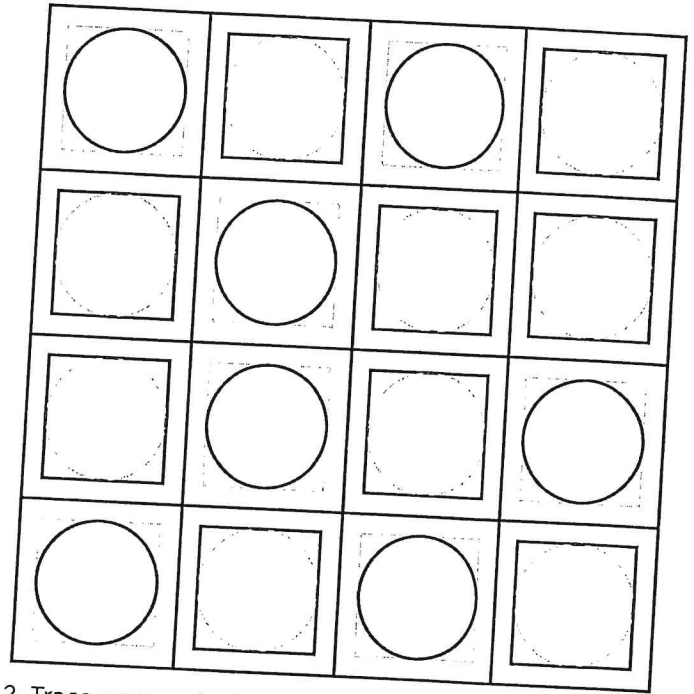
Activity 2



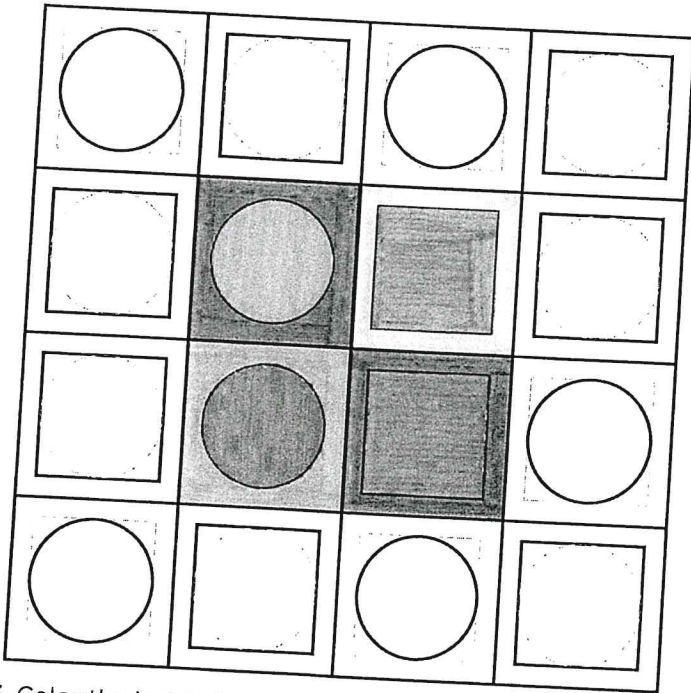
# Vasarely Color Project



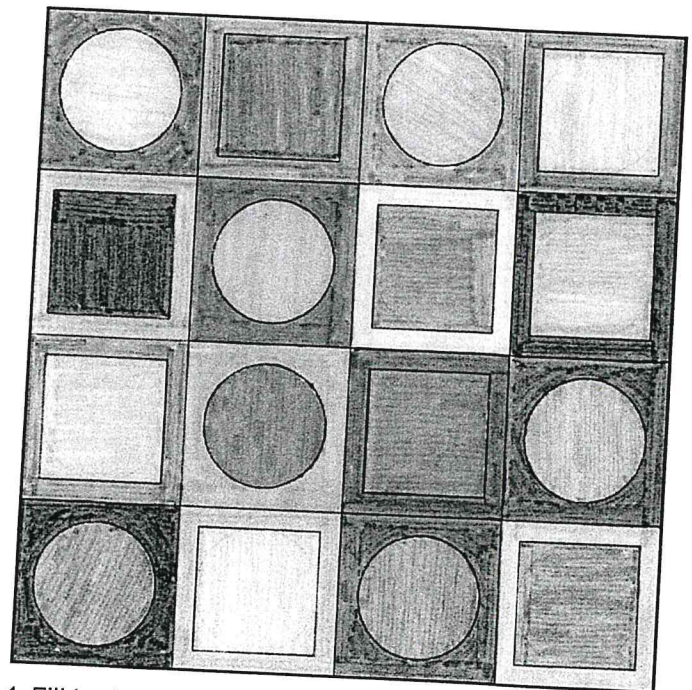
1. Print a template. Choose a random group of circles to trace.



2. Trace squares in the remaining spaces.

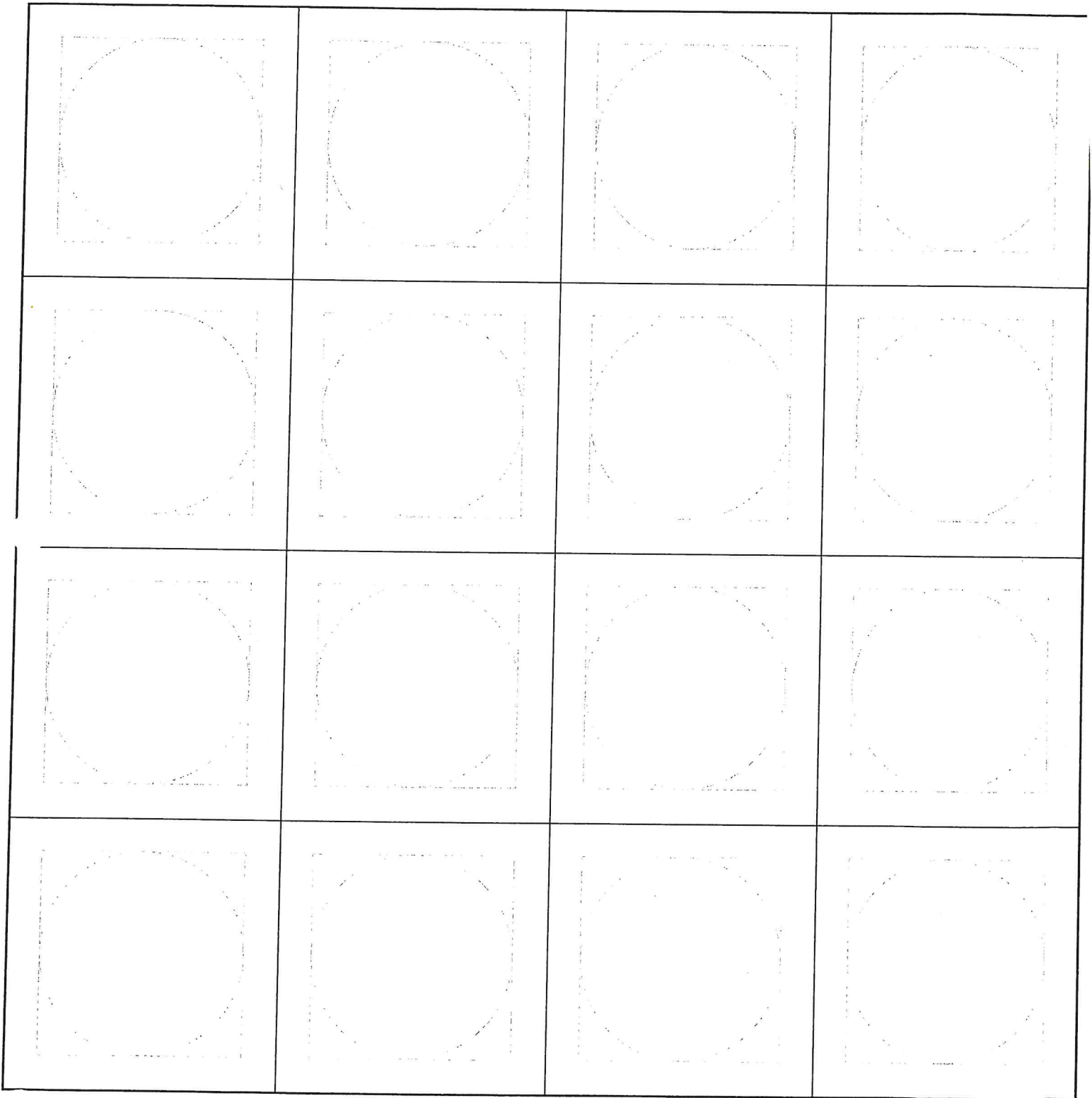


3. Color the inside four squares with warm or cool colors.



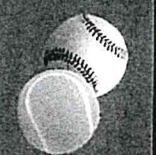
4. Fill in the remaining squares with warm or cool colors.

# Vasarely Template





# AMI Day 2



Physical Education (PE)

Coach Hosiner

Email: [phosiner@sevmourschool.net](mailto:phosiner@sevmourschool.net) (preferred method of communication)

Phone Number: 417-259-9607

I will be available from 8:00am to 12:00pm to answer questions.

If you message me outside of the times above I will try my best to answer within an hour.

Thank you and enjoy the exercises and activities planned for today!

# SKILL FOCUS DIRECTIONS

**Equipment:** *Rolled up socks or beanbags*

**Space:** *Small area inside or outside*

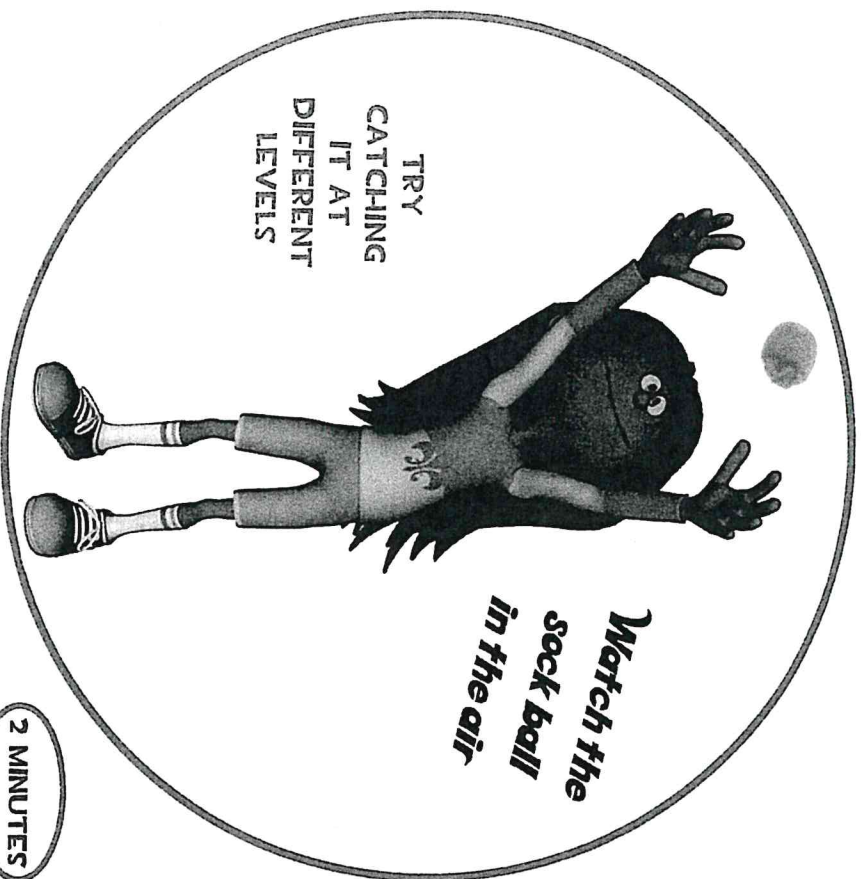
**Safety:** *Don't toss too high...watch your ceilings*



1. Start with the number 1 skill.
2. Perform the skill for the designated time suggested.
3. Go to the next skill challenge.
4. Perform that skill for the designated time suggested.
5. Continue through all 6 skill challenges (12 minutes).
6. If you have time, try the challenges you like best again.



# 2 HAND CATCH



TRY  
CATCHING  
IT AT  
DIFFERENT  
LEVELS

*Watch the  
sock ball  
in the air*

2 MINUTES

Toss the sock ball up in the air with 1 hand and catch it in front of your body using 2 hands.

1

CATCHING

# 1 HAND CATCH



WATCH IT  
ALL THE WAY  
TO YOUR HAND

*Don't toss  
it too high*

2 MINUTES

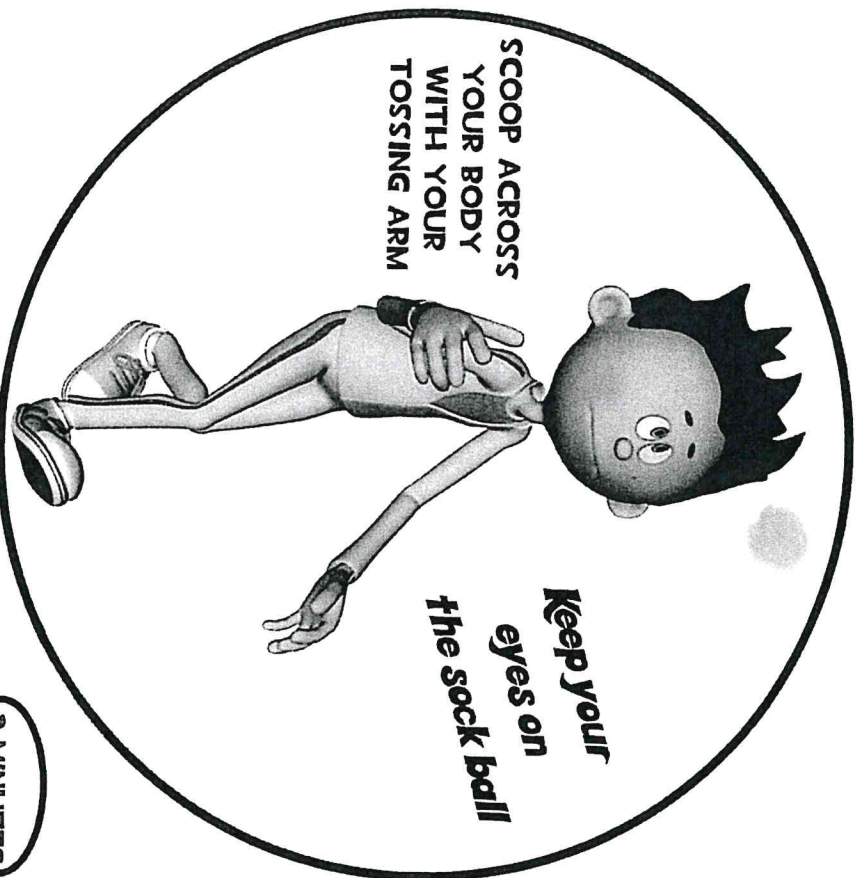
Toss the sock ball up in the air with 1 or 2 hands and catch it in front of your body using only 1 hand.

2

CATCHING

PE AMI  
Day 1

# RAINBOW TOSS



SCOOP ACROSS  
YOUR BODY  
WITH YOUR  
TOSSING ARM

*Keep your  
eyes on  
the sock ball*

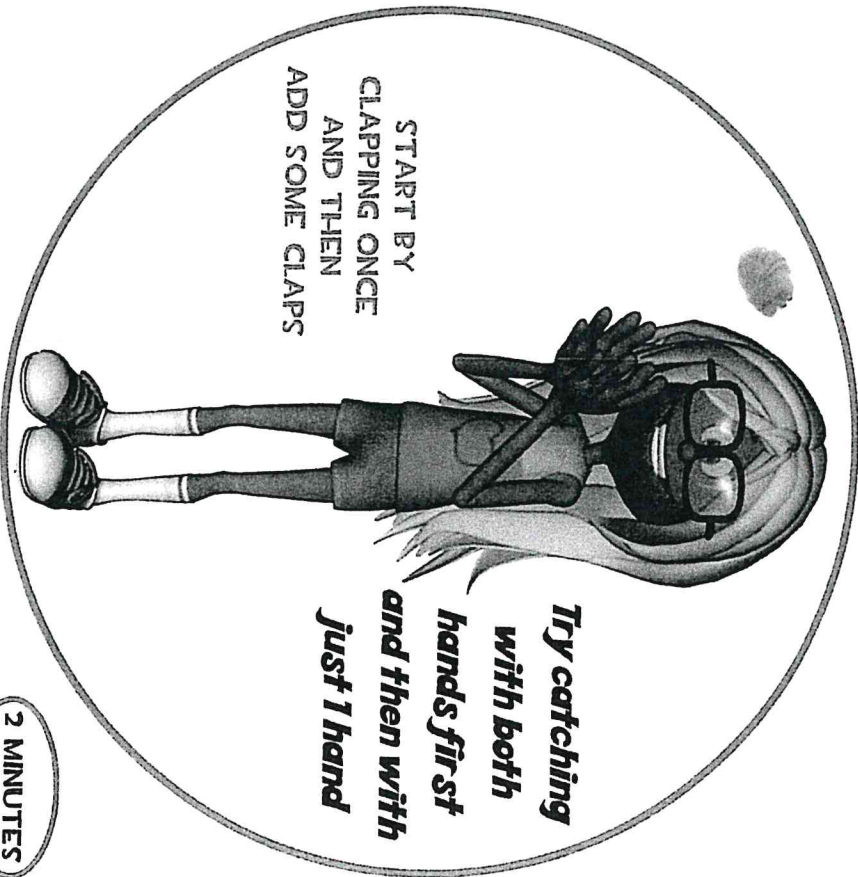
2 MINUTES

Toss the sock ball across your body from 1 hand to the other. The sock ball should travel in a rainbow shape.

3

CATCHING

# TOSS/CLAP/CATCH



START BY  
CLAPPING ONCE  
AND THEN  
ADD SOME CLAPS

*Try catching  
with both  
hands first  
and then with  
just 1 hand*

2 MINUTES

Toss the sock ball up in the air and clap once or a few times before you catch it.

4

CATCHING

PE AMI  
Day 1

# TOSS/TOUCH/CATCH



Toss the sock ball up in the air and touch the ground before you catch it.

5

CATCHING

# TOSS/TURN/CATCH



Toss the sock ball up in the air and turn around before you catch it.

6

CATCHING

3E AMT  
Day 1

# First Grade

## AMI

### Day 3

Hello!

The following AMI packets will be numbered Day 1-6. You child will be responsible to complete the day's packet and return it the next school day we are back. Please feel free to message me by class dojo or email if you have any questions throughout the day.

First grade teacher emails are listed below:

Cassie Woods - [cwoods@seymourschool.net](mailto:cwoods@seymourschool.net)

Lisa Johnson - [ljohnson@seymourschool.net](mailto:ljohnson@seymourschool.net)

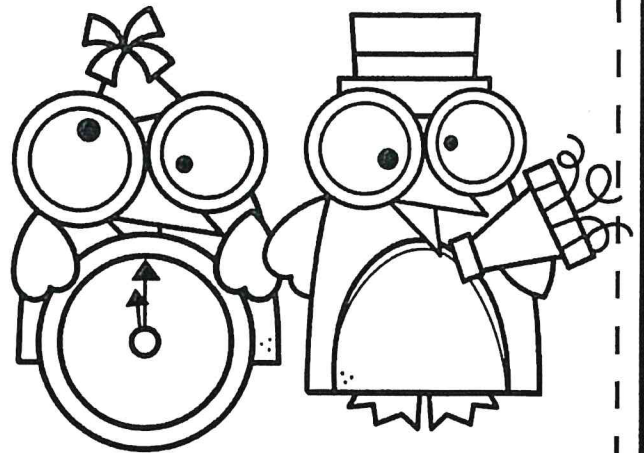
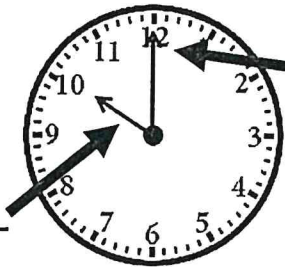
Kristin Thiemann - [kthiemann@seymourschool.net](mailto:kthiemann@seymourschool.net)



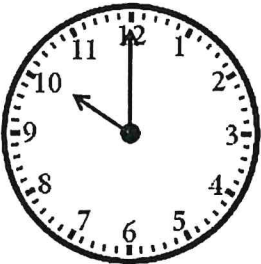
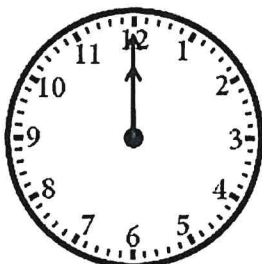
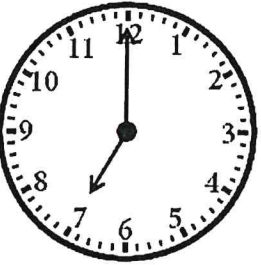
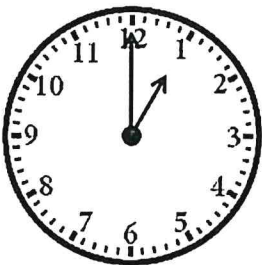
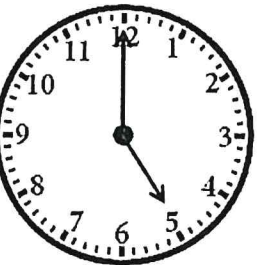
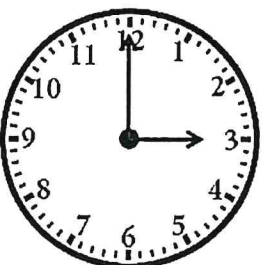
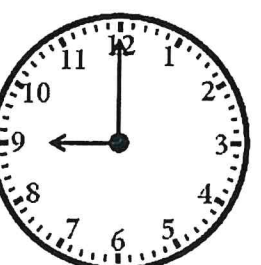
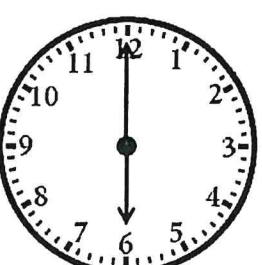
# Telling Time to the Hour

Name: \_\_\_\_\_

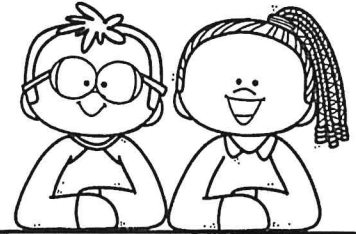
Label the hour hand and minute hand.



Color the time shown on each clock.

	10:00		11:00
	11:00		1:00
	12:00		2:00
	8:00		2:00
	12:00		12:00
	7:00		1:00
	4:00		3:00
	5:00		4:00
	7:00		9:00
	9:00		10:00
	3:00		6:00
	10:00		12:00

Name: \_\_\_\_\_



Solve the problems below.

1.  $3 + 2 = \square$

9.  $3 + 2 = \square$

2.  $4 + 0 = \square$

10.  $\square = 8 + 0$

3.  $2 + 2 = \square$

11.  $\square = 5 + 2$

4.  $9 + 1 = \square$

12.  $\square = 1 + 3$

5.  $0 + 8 = \square$

13.  $\square = 2 + 3$

6.  $1 + 5 = \square$

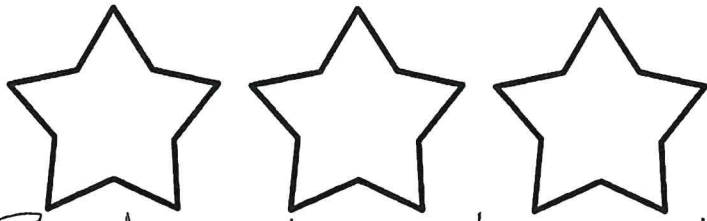
14.  $\square = 1 + 3$

7.  $2 + 4 = \square$

15.  $\square = 3 + 5$

8.  $1 + 2 = \square$

16.  $\square = 3 + 4$

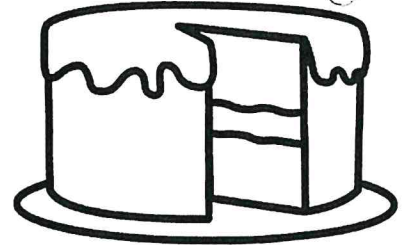


## CVCe Words

Long a

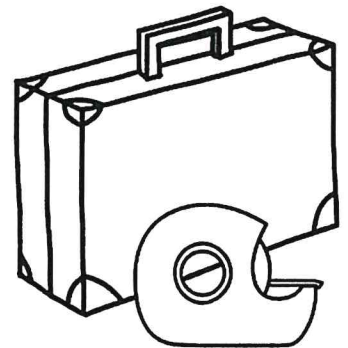
Read each sentence. Highlight the long  
a words.

**We bake a cake.**



**I came to the lake.**

**Tape the case up.**



**The maze is safe.**

**My name is Ben.**



**A cane is in the cave.**

Name: \_\_\_\_\_

# Long a words

Match the long a words to the pictures.



\_\_\_\_\_

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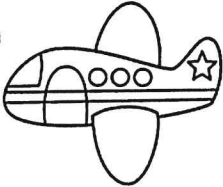
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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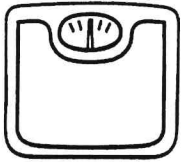
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



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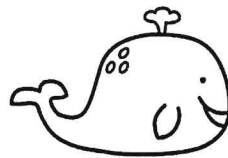
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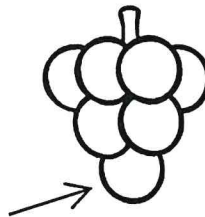
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\_\_\_\_\_

plane    whale    snake    grape    flame

flake    skate    frame    scale    space

Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## Life Cycles

A life cycle shows how a living thing grows, lives and dies. A plant begins as a seed. The seed is planted in the ground or in soil. From the seed, a tiny plant sprouts. Roots grow down into the soil and a stem grows up. More leaves begin to grow and blossoms form on the plant. Adult plants make more seeds. Seeds grow into new plants.



1. What is a life cycle?

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2. What does a plant begin as?

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3. Where are seeds planted?

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4. What do seeds grow into?

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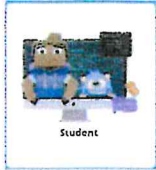



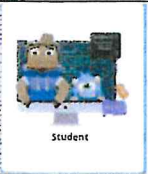
# AMI - Computer Lab

[tpatterson@seymourschool.net](mailto:tpatterson@seymourschool.net)

Office Hours: 10:00am - 2:00pm Tuesday-Friday

Please spend 15 minutes each AMI day in one of these programs

Grades 2 - 5	
Typesy	<p><a href="http://typesy.com/type/">typesy.com/type/</a> Username and password are the same as your AR username and password.</p>
Tynker	<p><a href="http://tynker.com">tynker.com</a></p>  
ABCya	<p><a href="http://Abcya.com">Abcya.com</a> Login: Username: clab Password: tigers</p>

Grade 1	
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Kindergarten	
My Math & My Reading Academy	See attached Getting Started Guide

# First Grade

## AMI

### Day 4

Hello!

The following AMI packets will be numbered Day 1-6. You child will be responsible to complete the day's packet and return it the next school day we are back. Please feel free to message me by class dojo or email if you have any questions throughout the day.

First grade teacher emails are listed below:

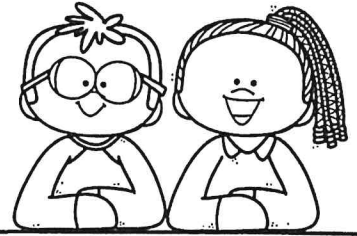
Cassie Woods - [cwoods@seymourschool.net](mailto:cwoods@seymourschool.net)

Lisa Johnson - [ljohnson@seymourschool.net](mailto:ljohnson@seymourschool.net)

Kristin Thiemann - [kthiemann@seymourschool.net](mailto:kthiemann@seymourschool.net)



Name: \_\_\_\_\_



Solve the problems below.

1.  $3 + 3 = \square$

9.  $3 + 3 = \square$

2.  $4 + 1 = \square$

10.  $\square = 9 + 0$

3.  $2 + 3 = \square$

11.  $\square = 6 + 2$

4.  $9 + 2 = \square$

12.  $\square = 2 + 3$

5.  $0 + 9 = \square$

13.  $\square = 3 + 3$

6.  $1 + 6 = \square$

14.  $\square = 2 + 3$

7.  $2 + 5 = \square$

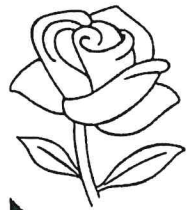
15.  $\square = 4 + 5$

8.  $1 + 3 = \square$

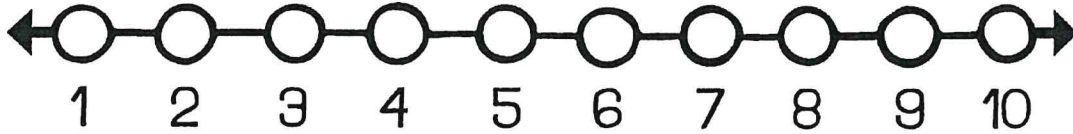
16.  $\square = 4 + 4$

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# MIXED PRACTICE



Find the sum or difference.

$$\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

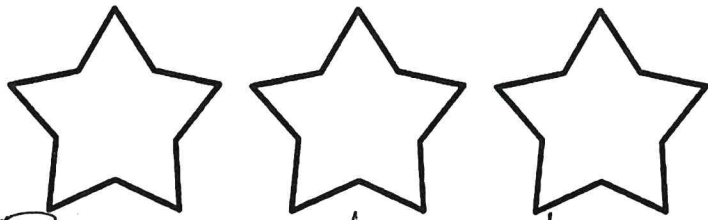
$$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$



## CVCe Words

Long i

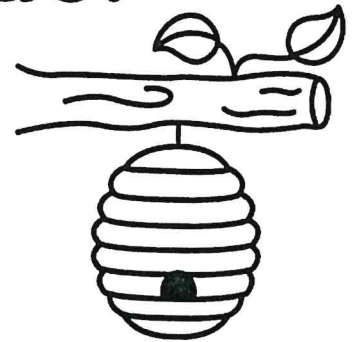
Read each sentence. Highlight the Long I words.

**I like to ride the bike.**



**I hide the kite.**

**The hive is on the side.**



**I wipe the ride.**

**We went in a line.**

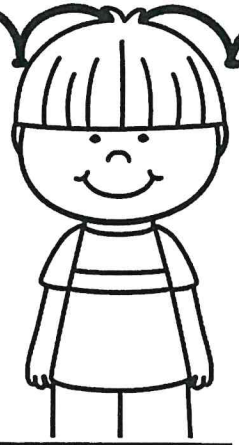


**We can dive at five.**

Name: \_\_\_\_\_

# Long i words

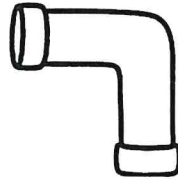
Match the long i words to the pictures.



\_\_\_\_\_

\_\_\_\_\_

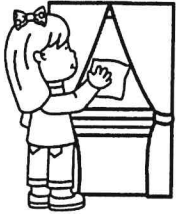
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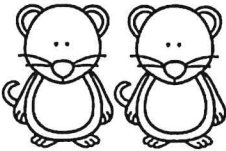
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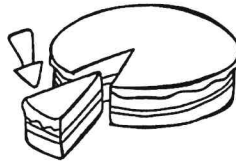
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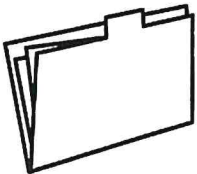
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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

dice    wipe    slide    bride    file  
pipe    hide    mice    bite    slice

Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## Lunch Time

Kim and Tim sit next to each other at lunch. Kim packed a sandwich and grapes to eat. Tim ate the cafeteria lunch. He had chicken soup and an apple. They both drank chocolate milk. Kim and Tim had a great lunch. Now they are ready for a game of kickball at recess!



1. What did Kim eat for lunch?

- a sandwich
- cake
- a hotdog
- spaghetti

2. What did Tim eat for lunch?

- grapes
- chicken soup
- turkey
- fries

3. What did they drink?

- orange juice
- apple juice
- chocolate milk
- water

4. What will they play at recess?

- softball
- baseball
- tag
- kickball






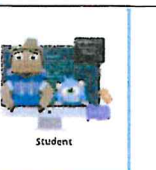
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Please spend 15 minutes each AMI day in one of these programs

Grades 2 - 5	
Typesy	typesy.com/type/ Username and password are the same as your AR username and password.
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ABCya	Abcya.com Login: Username: clab Password: tigers

Grade 1	
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ABCya	Abcya.com Login: Username: clab Password: tigers

Kindergarten	
My Math & My Reading Academy	See attached Getting Started Guide

# First Grade

# AMI

# Day 5

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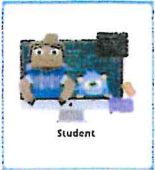



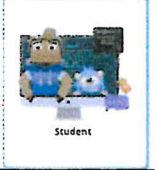
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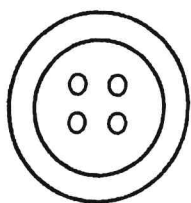
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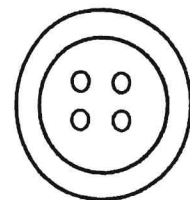
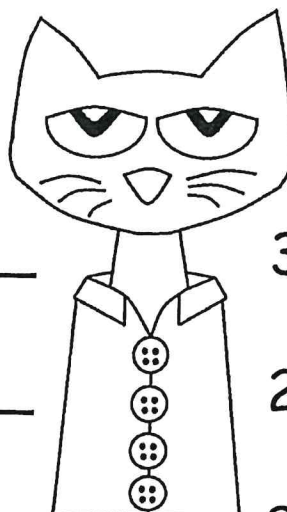
Grade 1	
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ABCya	<p><a href="http://Abcya.com">Abcya.com</a> Login: Username: clab Password: tigers</p>

Kindergarten	
My Math & My Reading Academy	See attached Getting Started Guide

Name: \_\_\_\_\_



**Pete The Cat**  
Doubles Addition



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

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

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

$11 + 11 = \underline{\quad}$

$0 + 0 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$0 + 0 = \underline{\quad}$

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

$9 + 9 = \underline{\quad}$

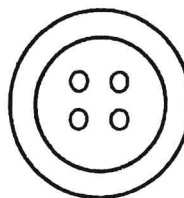
$3 + 3 = \underline{\quad}$

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

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

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

$2 + 2 = \underline{\quad}$



$11 + 11 = \underline{\quad}$

$12 + 12 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$0 + 0 = \underline{\quad}$

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

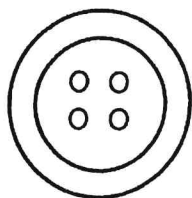
$12 + 12 = \underline{\quad}$

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

$10 + 10 = \underline{\quad}$

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

$10 + 10 = \underline{\quad}$



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

$11 + 11 = \underline{\quad}$

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

$9 + 9 = \underline{\quad}$

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

$12 + 12 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$9 + 9 = \underline{\quad}$

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

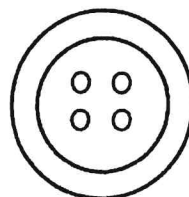
$4 + 4 = \underline{\quad}$

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

$1 + 1 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$10 + 10 = \underline{\quad}$



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

Name: .....

# Fact Family



Use the given numbers to complete the fact families.

18

6                      12

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>



7

2                      5

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<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

16

7                      9

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
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<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>



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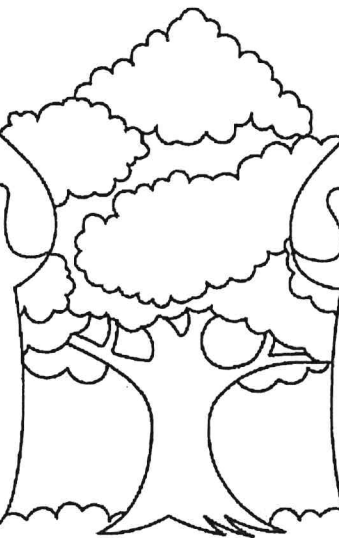
4                      6

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
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<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

16

3                      13

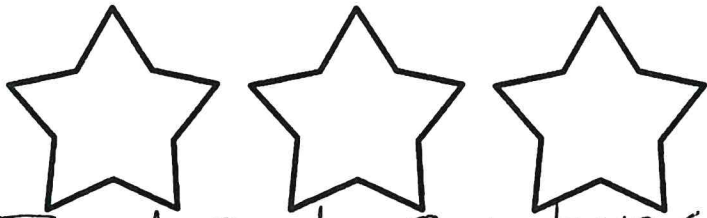
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>



12

1                      11

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

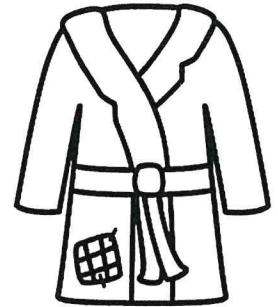


## CVCe Words

Long o

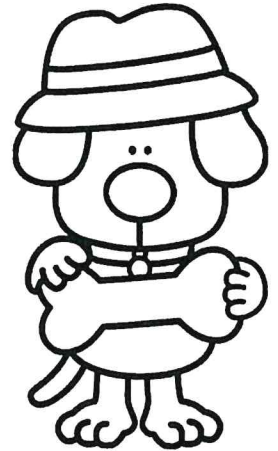
Read each sentence. Highlight the Long O words.

**The robe has got a hole.**



**Rope is in the cone.**

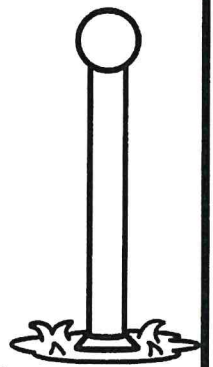
**The dog had a bone.**



**A note is at home.**

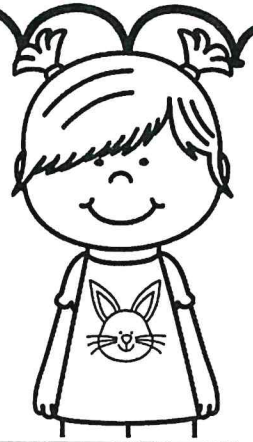
**I poke a pole.**

**The rose is on the hose.**



Name: \_\_\_\_\_

# Long o words



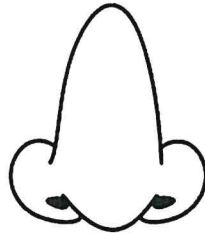
Match the long o words to the pictures.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

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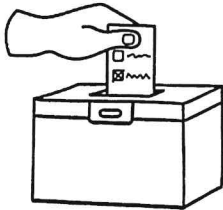
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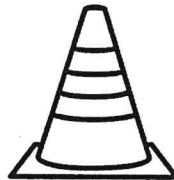
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\_\_\_\_\_

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\_\_\_\_\_

pole    stove    robe    nose    globe  
stone    cone    phone    hose    vote

Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## My Family

I love my family. There are five people in my family. I have one brother and one sister. My brother's name is Paul. My sister's name is Sue. They are the best siblings I could ask for! My mom and dad make the rules for our family. We always listen to what they say but sometimes my little brother gets in trouble! We each have our own chores to do every day. I love to help my parents around the house!



1. How many people are in my family?

---

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2. What is my sister's name?

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---

3. Who makes the rules for our family?

---

---

---

4. Who gets in trouble sometimes?

---

---

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# First Grade

# AMI

# Day 6

Hello!

The following AMI packets will be numbered Day 1-6. You child will be responsible to complete the day's packet and return it the next school day we are back. Please feel free to message me by class dojo or email if you have any questions throughout the day.

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Cassie Woods - [cwoods@seymourschool.net](mailto:cwoods@seymourschool.net)

Lisa Johnson - [ljohnson@seymourschool.net](mailto:ljohnson@seymourschool.net)

Kristin Thiemann - [kthiemann@seymourschool.net](mailto:kthiemann@seymourschool.net)







# AMI - Computer Lab

[tpatterson@seymourschool.net](mailto:tpatterson@seymourschool.net)

Office Hours: 10:00am - 2:00pm Tuesday-Friday

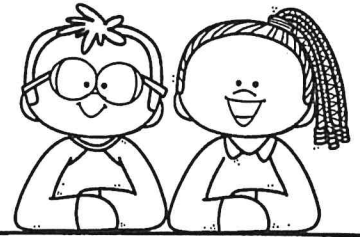
Please spend 15 minutes each AMI day in one of these programs

Grades 2 - 5	
Typesy	typesy.com/type/ Username and password are the same as your AR username and password.
Tynker	tynker.com  
ABCya	Abcya.com Login: Username: clab Password: tigers

Grade 1	
TypeTastic	Seymour.typetastic.com/login Email me for login information if student cannot remember what it is.
Tynker	tynker.com  
ABCya	Abcya.com Login: Username: clab Password: tigers

Kindergarten	
My Math & My Reading Academy	See attached Getting Started Guide

Name: \_\_\_\_\_



Solve the problems below.

1.  $4 + 3 = \square$

9.  $4 + 3 = \square$

2.  $5 + 1 = \square$

10.  $\square = 9 + 1$

3.  $3 + 3 = \square$

11.  $\square = 6 + 3$

4.  $8 + 2 = \square$

12.  $\square = 2 + 6$

5.  $1 + 9 = \square$

13.  $\square = 3 + 4$

6.  $2 + 6 = \square$

14.  $\square = 2 + 4$

7.  $3 + 5 = \square$

15.  $\square = 4 + 6$

8.  $2 + 3 = \square$

16.  $\square = 4 + 5$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### One-Digit Addition and Subtraction No Regrouping (A)

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +3 \\ \hline \end{array}$$

Paul had 2 pencils and Karen had 5. How many did they have altogether?

Angela had 7 coins and gave 1 of them to Julie. How many did Angela have left?



# CVCe Words

Long u

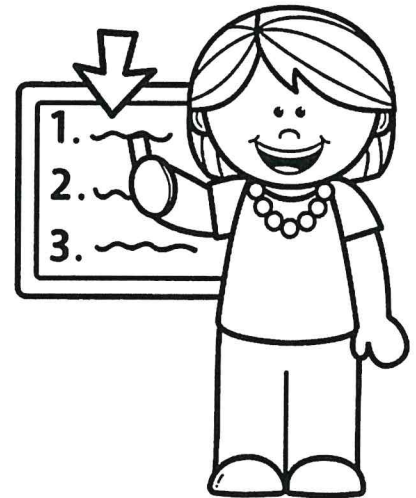
Read each sentence. Highlight the Long U words.

**I will mute the tune.**



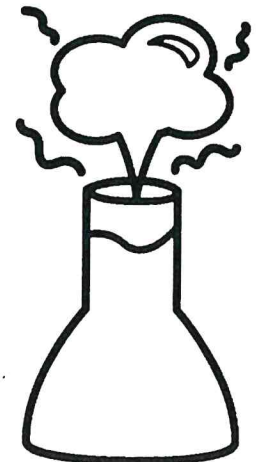
**She lit the fuse.**

**It is a rule.**



**Do you have the tube?**

**I see the fume.**

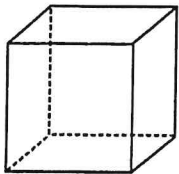
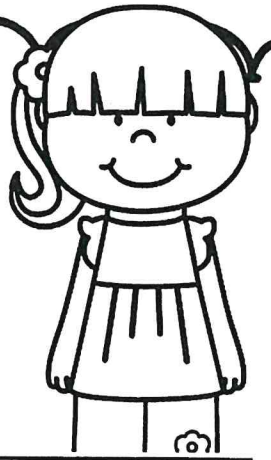


**That is a cube.**

Name: \_\_\_\_\_

# Long u words

Match the long u words to the pictures.



\_\_\_\_\_

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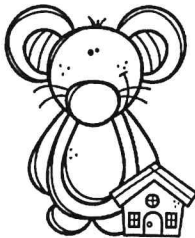
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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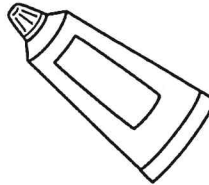
\_\_\_\_\_



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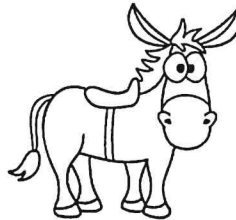
\_\_\_\_\_



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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

huge      cube      tune      dune      mule

flute      mute      cute      tube      June

Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## Winter Play

My class is going on a trip to see a winter play next week. We each need to have a permission slip signed before we go. We are going to see a play about a book that we read in class. A bus is going to take us to the theater. On the way there, we are going to stop for breakfast. I can't wait! I am going to order a big stack of pancakes. The play is going to be a lot of fun. I can't wait to compare the play to the book we read!



1. Where is my class going?

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2. What do we have to do before we go?

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3. How are we going to get there?

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4. What will I eat for breakfast?

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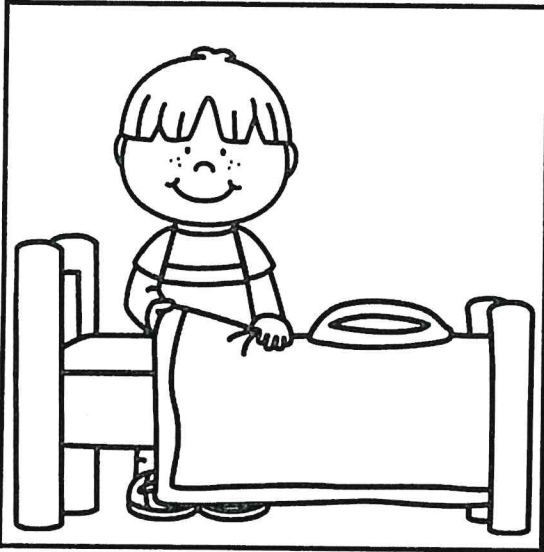
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Name \_\_\_\_\_

Date \_\_\_\_\_

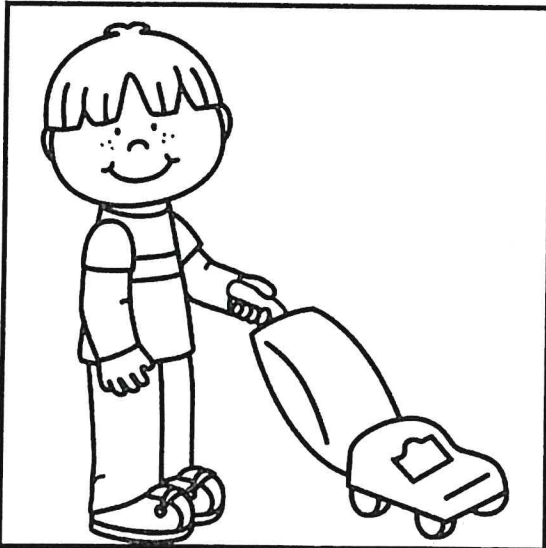
Objective: I can write a sentence about each picture to make a story.



First,



Next,



Last,