

HOW TO USE THIS SIGHT WORD LIST

This scholar is working on their **purple blue green**  **orange red** words.

Practice these words in your journal by:

1. *Rainbow write:* Write each word in every color marker or crayon you own!
2. *Sentence writing:* Write a sentence in your notebook for each word.
3. *Sight word slapping:* Write each sight word on a small piece of paper. Put all of the pieces of paper on a table or the floor. Have your big person read a word, then find the word and slap that piece of paper!
4. *Playdough writing:* Flatten some playdough on the table. Use a toothpick to carve each word into the playdough!
5. *Sight word bingo:* Draw a grid and write each sight word inside a square. Have a family member read the words aloud, and cover each word with a coin. The first person to fill in a whole row wins!
6. *Sight word scavenger hunt:* Write each word on a sticky note. Have a family member hide the sticky notes all over your home. Try to find them all and list each one you do!
7. *Sight word cups:* Write each word on the bottom on a paper cup. Hide any small object under some of the cups. Your scholar will try to guess which cups are hiding objects by reading the word on top of the cup!

Name _____

First Grade Words

| Purple Words | Blue Words | Green Words | Yellow Words | Orange Words | Red Words |
|--------------|------------|-------------|--------------|--------------|-----------|
| does | came | going | run | than | careful |
| soon | got | also | over | went | enough |
| they | into | never | side | read | next |
| ready | ask | were | take | under | much |
| those | when | too | live | about | should |
| great | off | really | there | which | own |
| because | around | thought | same | young | buy |
| give | made | favorite | across | special | anything |
| | with | always | small | kind | once |
| | call | laugh | mother | where | open |
| | know | bring | use | found | almost |
| | pretty | many | its | another | tomorrow |
| | | | saw | your | different |
| | | | say | must | try |
| | | | every | stop | such |
| | | | goes | sure | only |
| | | | | why | please |
| | | | | good | through |
| | | | | know | twice |
| | | | | together | before |
| | | | | | could |
| | | | | | round |
| | | | | | upon |
| | | | | | would |
| | | | | | draw |

Name: _____

Date: _____

Let's Represent Numbers In Different Ways

Represent the number below using different combinations of tens and ones.

39

| | |
|------------------------|------------------------|
| ____ tens ____ ones | ____ tens ____ ones |
| ____ ten ____ ones | ____ tens ____ ones |

Name: _____

Date: _____

Let's Represent Numbers In Different Ways

Represent the number below using different combinations of tens and ones.

30

| | |
|--------------------------|--------------------------|
| _____ tens _____ ones | _____ tens _____ ones |
| _____ ten _____ ones | _____ tens _____ ones |

Name: _____

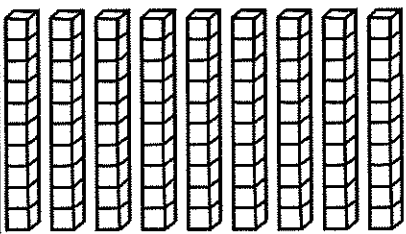
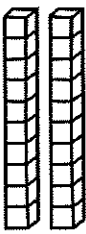
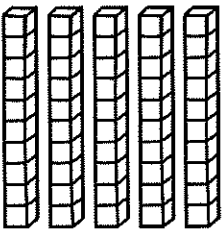
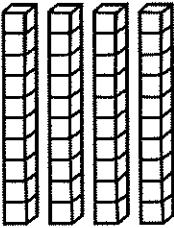
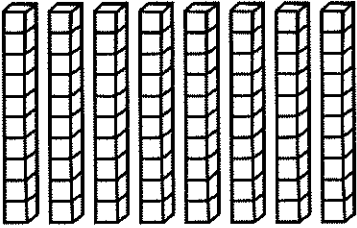
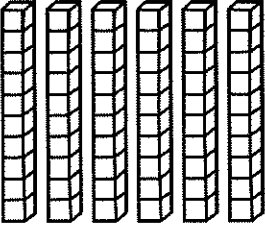
Date: _____

Let's Represent Numbers With Tens and Ones

Look at each picture.

Write how many tens and ones are in each number.

Then, write the number each picture represents.

| | | |
|--|--|--|
|  ____ tens ____ ones _____ |  ____ tens ____ ones _____ |  ____ tens ____ ones _____ |
|  ____ tens ____ ones _____ |  ____ tens ____ ones _____ |  ____ tens ____ ones _____ |

Name: _____

Date: _____

Let's Represent Numbers With Tens and Ones

Look at each number.

Draw each number using tens and ones.

| | | |
|-----------|-----------|-----------|
| 43 | 9 | 75 |
| 88 | 62 | 37 |
| 29 | 16 | 2 |

Name: _____

Date: _____

Let's Practice **Subtracting Tens**

Draw tens to solve each equation.

$60 - 20 = \underline{\quad}$

$70 - 10 = \underline{\quad}$

$50 - 30 = \underline{\quad}$

$90 - 40 = \underline{\quad}$

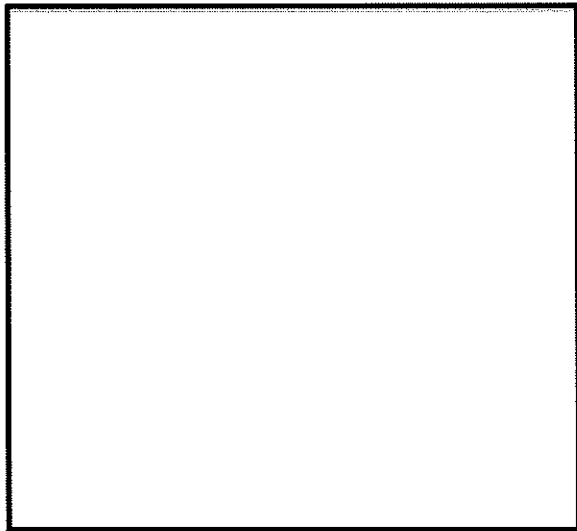
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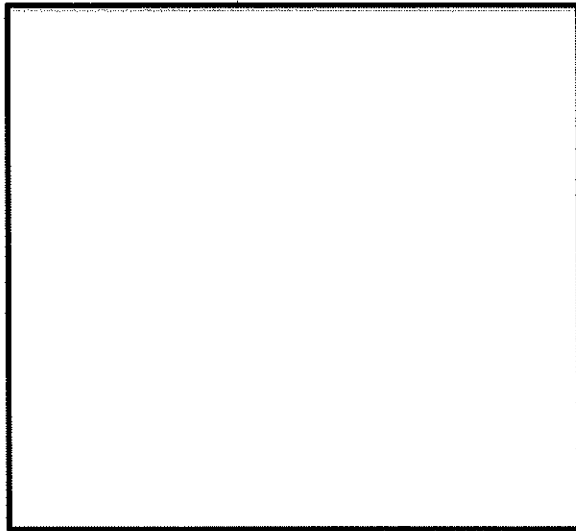
Let's Practice **Subtracting Tens**

Draw tens to solve each equation.

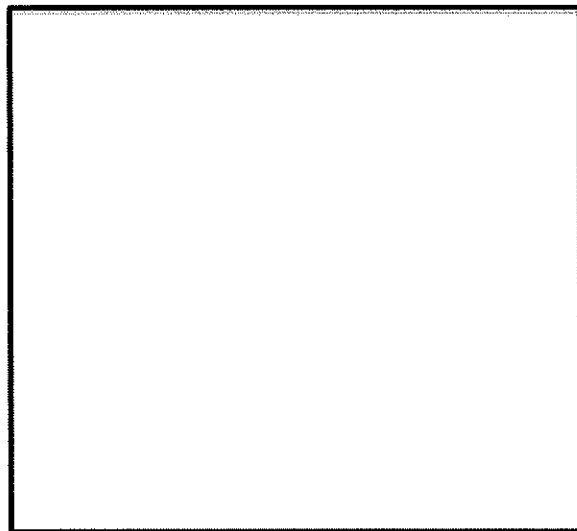
$90 - 30 = \underline{\quad}$



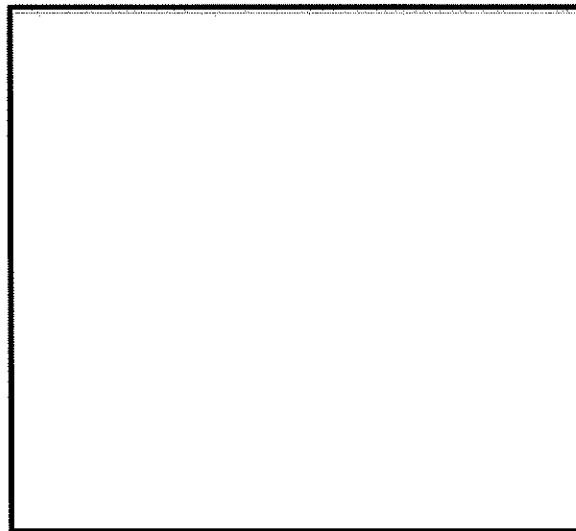
$40 - 20 = \underline{\quad}$



$70 - 50 = \underline{\quad}$



$30 - 10 = \underline{\quad}$



Name: _____

Date: _____

Let's Practice **Adding Tens**

Draw tens to solve each equation.

$70 + 10 = \underline{\quad\quad}$

$20 + 60 = \underline{\quad\quad}$

$50 + 40 = \underline{\quad\quad}$

$40 + 30 = \underline{\quad\quad}$

Name: _____

Date: _____

Let's Practice **Adding Tens**

Draw tens to solve each equation.

$60 + 30 = \underline{\quad\quad}$

$40 + 40 = \underline{\quad\quad}$

$10 + 20 = \underline{\quad\quad}$

$30 + 50 = \underline{\quad\quad}$

Name: _____

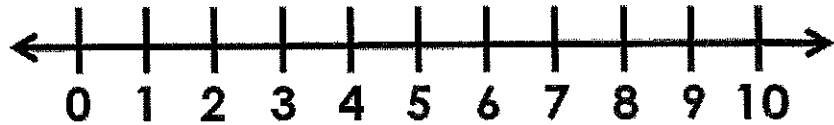
Date: _____

Let's Practice **Counting Back To Subtract**

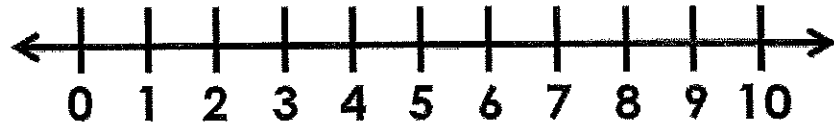
Circle the bigger number in each equation.

Count back using the number line to find the answer.

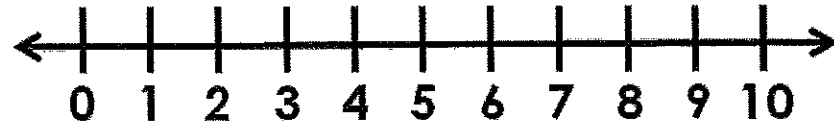
$10 - 3 = \underline{\quad}$



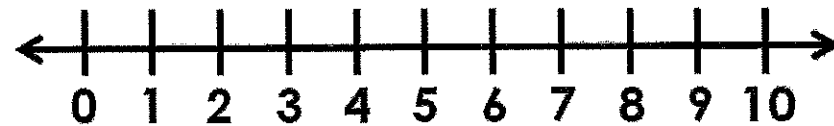
$6 - 4 = \underline{\quad}$



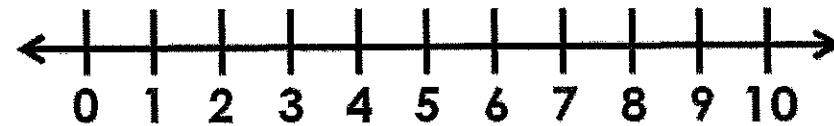
$9 - 1 = \underline{\quad}$



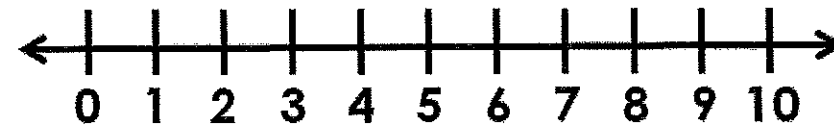
$7 - 6 = \underline{\quad}$



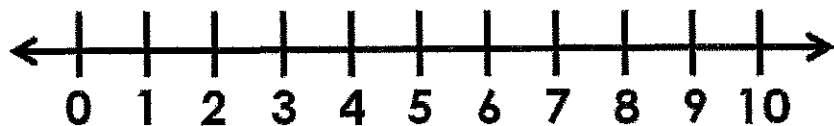
$10 - 5 = \underline{\quad}$



$8 - 4 = \underline{\quad}$



$4 - 3 = \underline{\quad}$



Name: _____

Defining characteristics

Look back to all of the shapes you found in the room. What makes each shape special? Write at least defining characteristics for each shape.

Circle



All circles

are/have

Rectangle



All rectangles

are/have

Triangle



All triangles

are/have

Square



All squares

are/have

Name: _____ Date: _____

The cashier had 45 coins in his register. 26 of the coins were pennies and the rest were nickels. How many coins were nickels?

Answer: _____

Q1 Numeracy Rubric:

- 0 Below (No Base 10)
- 1 Approaching (L1 to L3)
- 2 At (L4 to L6)

Q2 Bonus:

0 or 1 (Base 10 L7 or more)

Q3 Rubric:

- Access
- Representation
- Accuracy (correct answer)
- Number sentence for strategy
- Number sentence for story

Score:
/5

Write a number sentence that matches your STRATEGY: _____

Write a number sentence that matches the PROBLEM: _____

Name: _____

Date: _____

Jaylens basketball team scored some points in the first half. In the second half they scored 23 points. They scored 53 points all together. How many points did the team score in the first half?

Answer: _____

Q1 Numeracy Rubric:

- 0 **Below** (No Base 10)
- 1 **Approaching** (L1 to L3)
- 2 **At** (L4 to L6)

Q2 Bonus:

0 or 1 (Base 10 L7 or more)

Q3 Rubric:

- Access
- Representation
- Accuracy (correct answer)
- Number sentence for strategy
- Number sentence for story

Score: _____ /5

Write a number sentence that matches your STRATEGY: _____

Write a number sentence that matches the PROBLEM: _____

Name: _____

Date: _____

Myla had some beads. Her friends gave her 28 more. Now she has 64 beads.
How many beads did she start with?

Answer: _____

Q1 Numeracy Rubric:

- 0 **Below** (No Base 10)
- 1 **Approaching** (L1 to L3)
- 2 **At** (L4 to L6)

Q2 Bonus:

- 0 or 1 (Base 10 L7 or more)

Q3 Rubric:

- Access
- Representation
- Accuracy (correct answer)
- Number sentence for strategy
- Number sentence for story

Score: _____ /5

Write a number sentence that matches your STRATEGY: _____

Write a number sentence that matches the PROBLEM: _____

Name: _____

Date: _____

Jade had some candy canes. She gave out 16 of them. Then she had 48 left.
How many candy canes did she start with?

Answer: _____

Q1 Numeracy Rubric:

- 0 **Below** (No Base 10)
- 1 **Approaching** (L1 to L3)
- 2 **At** (L4 to L6)

Q2 Bonus:

0 or 1 (Base 10 L7 or more)

Q3 Rubric:

- Access
- Representation
- Accuracy (correct answer)
- Number sentence for strategy
- Number sentence for story

Score: _____ /5

Write a number sentence that matches your STRATEGY: _____

Write a number sentence that matches the PROBLEM: _____

Name: _____

Date: _____

Tyleiah had some crayons. She lost 19 of them. Now she has 52 crayons. How many crayons did she have to start with?

Answer: _____

Q1 Numeracy Rubric:

- 0 Below (No Base 10)
- 1 Approaching (L1 to L3)
- 2 At (L4 to L6)

Q2 Bonus:

0 or 1 (Base 10 L7 or more)

Q3 Rubric:

- Access
- Representation
- Accuracy (correct answer)
- Number sentence for strategy
- Number sentence for story

Score: _____ /5

Write a number sentence that matches your STRATEGY: _____

Write a number sentence that matches the PROBLEM: _____

Name: _____

Date: _____

Briella has 53 pretzels. Her sister, Camilla, has 37 pretzels. How many more pretzels does Briella have than Camilla?

Answer: _____

Q1 Numeracy Rubric:

- 0 **Below** (No Base 10)
- 1 **Approaching** (L1 to L3)
- 2 **At** (L4 to L6)

Q2 Bonus:

0 or 1 (Base 10 L7 or more)

Q3 Rubric:

- Access
- Representation
- Accuracy (correct answer)
- Number sentence for strategy
- Number sentence for story

Score: _____ /5

Write a number sentence that matches your STRATEGY: _____

Write a number sentence that matches the PROBLEM: _____

Name: _____

Date: _____

Ms. Sheppard has 65 prizes in her prize box. Ms. Palacio has 49 prizes in her prize box. How many more prizes does Ms. Sheppard have than Ms. Palacio?

Answer: _____

Q1 Numeracy Rubric:

- 0 **Below** (No Base 10)
- 1 **Approaching** (L1 to L3)
- 2 **At** (L4 to L6)

Q2 Bonus:

0 or 1 (Base 10 L7 or more)

Q3 Rubric:

- Access
- Representation
- Accuracy (correct answer)
- Number sentence for strategy
- Number sentence for story

Score: _____ /5

Write a number sentence that matches your STRATEGY: _____

Write a number sentence that matches the PROBLEM: _____

Name: _____

Date: _____

My aunt bough 9 packs of gum. Each pack has 4 pieces of gum in it. How many pieces of gum does my aunt have?

Answer: _____

Q1 Numeracy Rubric:

- 0 **Below** (No Base 10)
- 1 **Approaching** (L1 to L3)
- 2 **At** (L4 to L6)

Q2 Bonus:

0 or 1 (Base 10 L7 or more)

Q3 Rubric:

- Access
- Representation
- Accuracy (correct answer)
- Number sentence for strategy
- Number sentence for story

Score: _____ /5

Write a number sentence that matches your STRATEGY: _____

Write a number sentence that matches the PROBLEM: _____

Name: _____

Date: _____

Nevaeh has 8 baggies. She has 7 Oreos in each baggie. How many Oreos does Nevaeh have?

Answer: _____

Q1 Numeracy Rubric:

- 0 ○ **Below** (No Base 10)
- 1 ○ **Approaching** (L1 to L3)
- 2 ○ **At** (L4 to L6)

Q2 Bonus:

0 or 1 (Base 10 L7 or more)

Q3 Rubric:

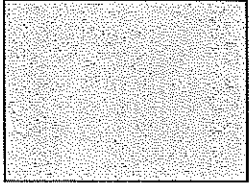
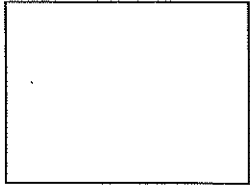

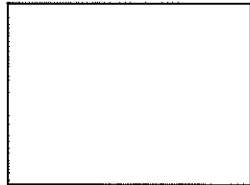
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- Representation
- Accuracy (correct answer)
- Number sentence for strategy
- Number sentence for story

Score: _____ /5

Write a number sentence that matches your STRATEGY: _____

Write a number sentence that matches the PROBLEM: _____

Chapter 3 Home Investigation: Light Passing Through Materials (continued)

| Material or object | How much light passed through? | What did the surface behind the material look like? |
|-----------------------|--|---|
| example: paper | <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> some </div> none all |  |
| | some none all |  |
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| | some none all |  |

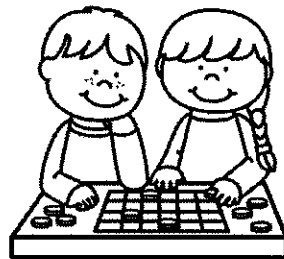
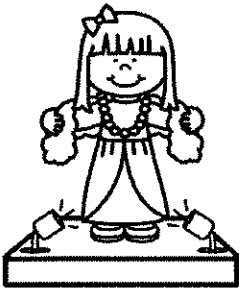
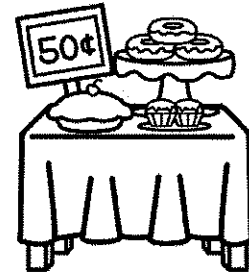
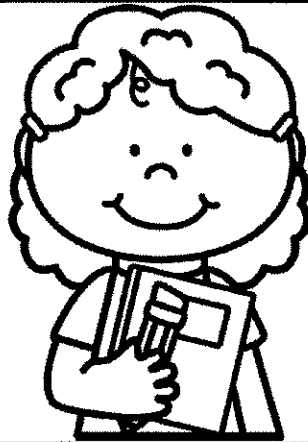
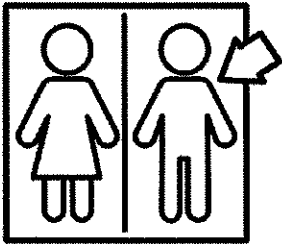
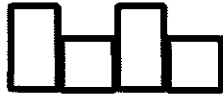
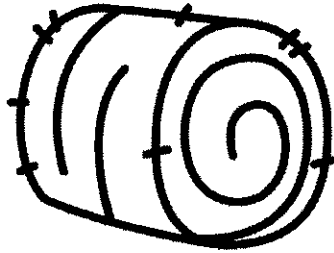
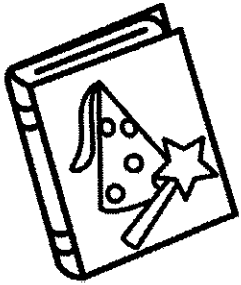
-ale

ame

I Can Label CVCe Words

Label the pictures using the CVCe words.

| | | | |
|------|------|------|------|
| came | male | fame | sale |
| bale | game | tale | tame |



Name: _____

Date: _____

Nevaeh has 8 baggies. She has 7 Oreos in each baggie. How many Oreos does Nevaeh have?

Answer: _____

Q1 Numeracy Rubric:

- 0 ○ **Below** (No Base 10)
- 1 ○ **Approaching** (L1 to L3)
- 2 ○ **At** (L4 to L6)

Q2 Bonus:

0 or 1 (Base 10 L7 or more)

Q3 Rubric:

- Access
- Representation
- Accuracy (correct answer)
- Number sentence for strategy
- Number sentence for story

Score: _____ /5

Write a number sentence that matches your STRATEGY: _____

Write a number sentence that matches the PROBLEM: _____

Name: _____

Date: _____

Shyla had some candy. She gave away 18 pieces of candy. Now she has 64 pieces left. How many pieces of candy did she start with?

Answer: _____

Q1 Numeracy Rubric:

- 0 **Below** (No Base 10)
- 1 **Approaching** (L1 to L3)
- 2 **At** (L4 to L6)

Q2 Bonus:

0 or 1 (Base 10 L7 or more)

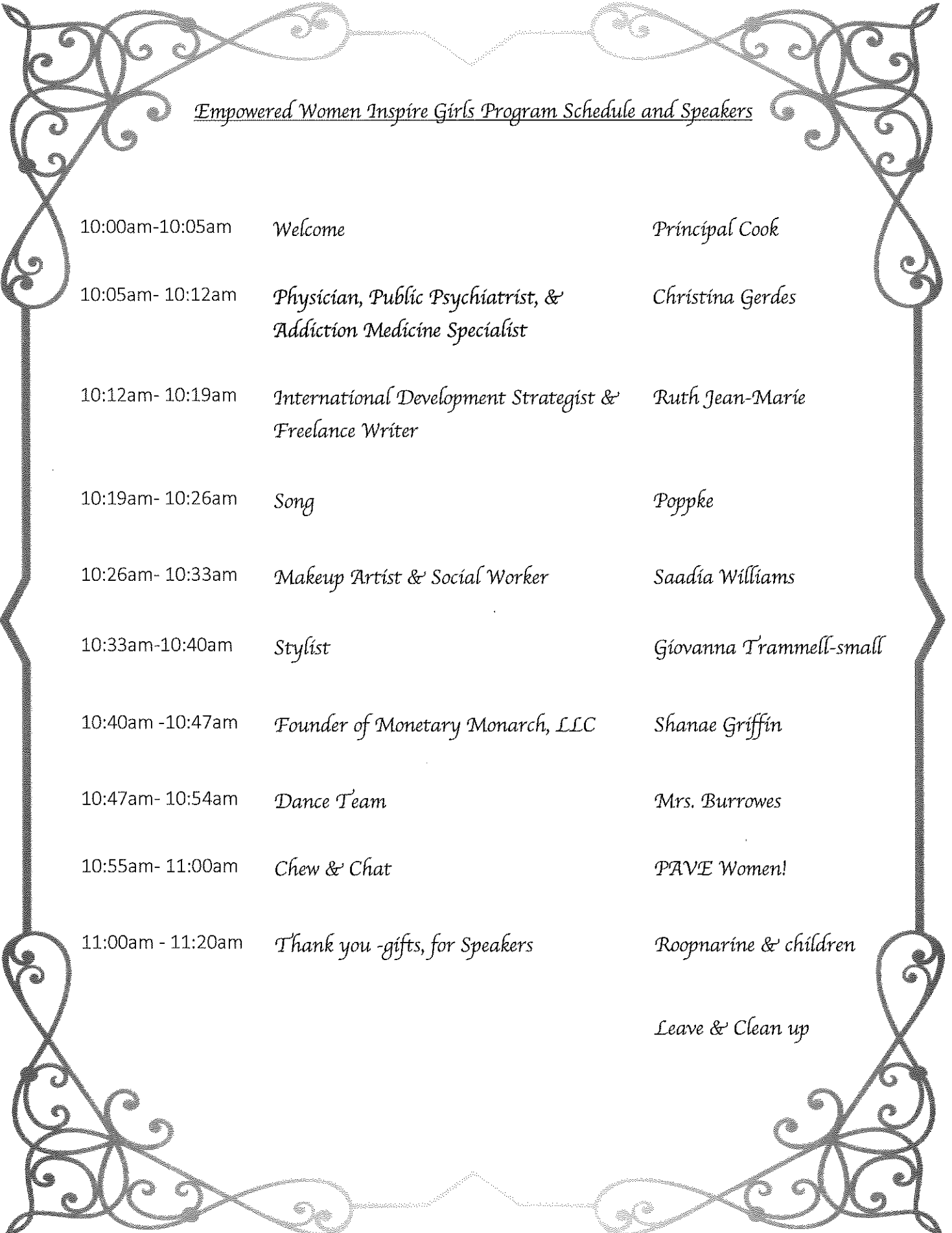
Q3 Rubric:

- Access
- Representation
- Accuracy (correct answer)
- Number sentence for strategy
- Number sentence for story

Score:
/5

Write a number sentence that matches your STRATEGY: _____

Write a number sentence that matches the PROBLEM: _____



Empowered Women Inspire Girls Program Schedule and Speakers

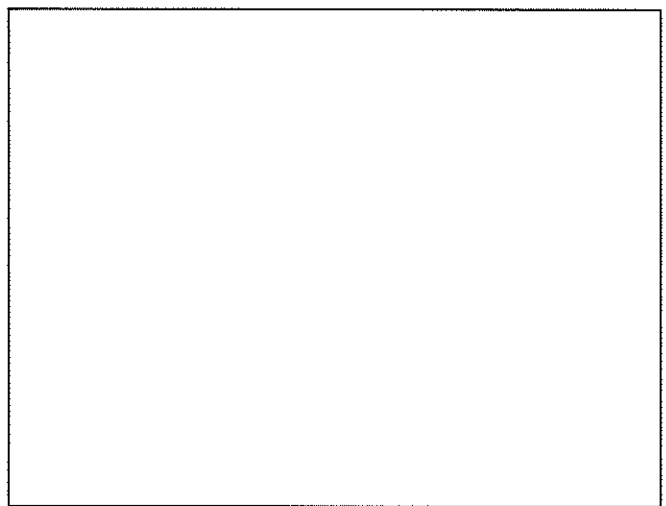
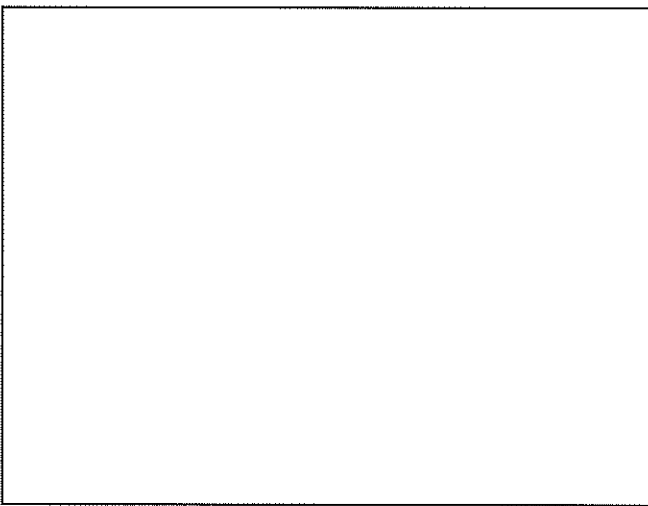
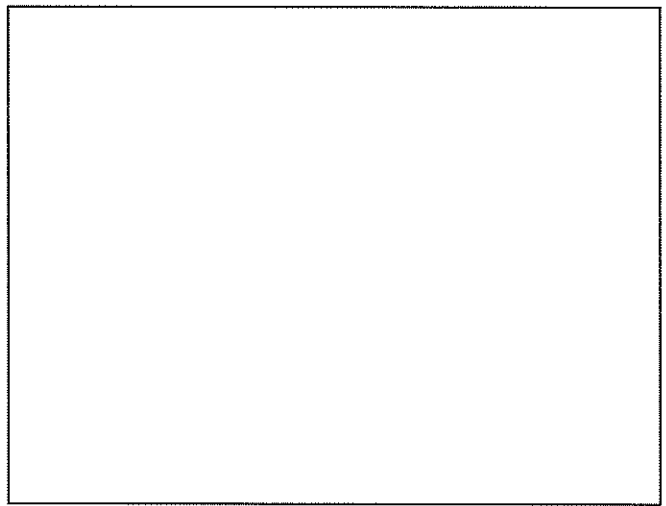
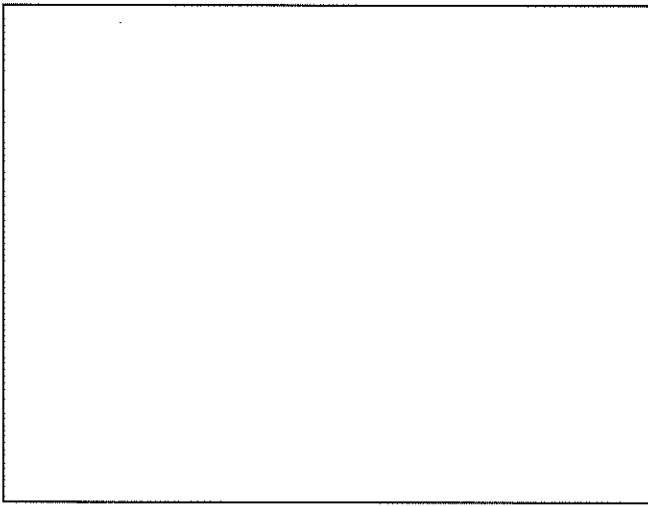
| | | |
|-------------------|---|-------------------------|
| 10:00am-10:05am | Welcome | Principal Cook |
| 10:05am- 10:12am | Physician, Public Psychiatrist, & Addiction Medicine Specialist | Christina Gerdes |
| 10:12am- 10:19am | International Development Strategist & Freelance Writer | Ruth Jean-Marie |
| 10:19am- 10:26am | Song | Poppke |
| 10:26am- 10:33am | Makeup Artist & Social Worker | Saadia Williams |
| 10:33am-10:40am | Stylist | Giovanna Trammell-small |
| 10:40am -10:47am | Founder of Monetary Monarch, LLC | Shanae Griffin |
| 10:47am- 10:54am | Dance Team | Mrs. Burrowes |
| 10:55am- 11:00am | Chew & Chat | PAVE Women! |
| 11:00am - 11:20am | Thank you -gifts, for Speakers | Roopnarine & children |
| | | Leave & Clean up |

Name: _____ Date: _____

Chapter 1 Home Investigation: Light Source Hunt

Directions:

1. Look for sources of light. You can look inside and outside.
2. In each box, draw a light source you find.
3. On the line below each box, label your drawing.



Name: _____ Date: _____

Chapter 2 Home Investigation: Looking for Light Blockers

Directions:

1. You will need a light source: a light, a lamp, or a flashlight.
2. Using your light source, look for materials in your home that can block light. Start with your hand.
3. Place the material between your light source and a surface.
4. In the first column of the table on the next page, record the materials you used.
5. In the second column, circle **yes** if the material blocked light or circle **no** if the material did not block light.
6. In the last column, use words or pictures to describe or show what the shadow looked like.

Name: _____ Date: _____

Chapter 2 Home Investigation: Looking for Light Blockers (continued)

| Material | Did it block light? | What did the shadow look like? |
|----------|---------------------|--------------------------------|
| hand | yes no | |
| | yes no | |
| | yes no | |
| | yes no | |

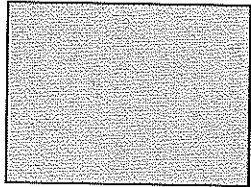
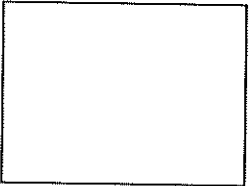
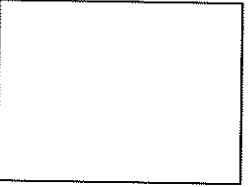
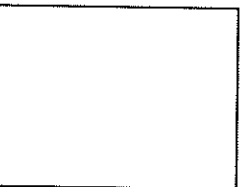
Chapter 3 Home Investigation: Light Passing Through Materials

Directions:

1. You will need a light source: a flashlight, a lamp, or the sun.
2. Look for places inside or outside where you can test light passing through different materials.
3. You will need some materials to test: paper, a bedsheet, a blanket, a shirt, foil, wax paper, a window.
4. Place the material between your light source and a surface.
5. In the first column of the table on the next page, write the material or object you tested.
6. In the second column of the table, circle the amount of light that passed through.
7. In the third column of the table, color in the box to show what the surface behind the material looked like.
8. An example has been completed for you.

Name: _____ Date: _____

Chapter 3 Home Investigation: Light Passing Through Materials (continued)

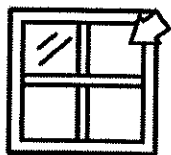
| Material or object | How much light passed through? | What did the surface behind the material look like? |
|-----------------------|--|---|
| example: paper | <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> some </div> none all |  |
| | some none all |  |
| | some none all |  |
| | some none all |  |

Sentences Read and Write

Write the missing CVCe word to complete the sentence.
Read and write the complete sentence on the handwriting lines.



cane



pane



mane



lane

1

I brushed the horse's .

2

My Grandpa walks with a .

3

A ball smashed the window .

4

My house is down the .