

1st Grade ELA
Quarter 1
Remote Learning
Practice and Enrichment Packet



Hello SCS Family,

This resource packet was designed to provide students with activities, which can be completed at home independently, or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for ELA and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents, which lists each activity.

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- Literacy Project: My Very Own Machine

SECTION II

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 - Unit 1 Week 2
 - Unit 1 Week 3
 - Unit 1 Week 4
 - Unit 1 Week 5
 - Unit 1 Week 6

Literacy Project

1st Grade Literacy Project: My Very Own Machine	
Estimated Time	Approximately 5 days of 45-minute activities.
Grade Level Standard(s)	<p>1.RL.KID.1/1.RI.KID.1 Ask and answer questions about key details in a text.</p> <p>1.RL.KID.2 Identify the main topic and retell key details of a text.</p> <p>1.W.TTP.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
Caregiver Support Option	<p>To build more background about the project’s topic, help your child access online books and videos about simple machines and inventions.</p> <p><u>Books</u></p> <ul style="list-style-type: none"> • <i>The Most Magnificent Thing</i> by Ashley Spires https://www.youtube.com/watch?v=UM8oN4yzJqw • <i>Have You Thanked an Inventor Today?</i> by Patrice McLaurin https://www.youtube.com/watch?v=Dcwvzg07PUY • <i>Simple Machines</i> by Allan Fowler https://www.youtube.com/watch?v=n-BpJLwA2c <p><u>Video</u></p> <ul style="list-style-type: none"> • Super Simple Machines https://www.youtube.com/watch?v=lueqE0lxLyc • Simple Machines Song https://www.youtube.com/watch?v=0FkSjIN-rrl&pbjreload=101 <p><u>Reading:</u></p> <p>Read or review virtually the books listed above. Use the questions found via the link below to help ensure your child understood what was read. Encourage your child to respond orally to the questions first. Then select questions to have them write a response to as well.</p>

	<p>Questions to Support Reading Comprehension:</p> <ul style="list-style-type: none"> • https://bit.ly/3k7aWtP <p>Writing: During the writing process of the project outlined below, please encourage your child to sound out words and try their best to write a sentence. Don't worry about correcting spelling. Inventive spelling is appropriate at this age. You can help write words for your child after encouraging them to try on their own.</p>
Materials Needed	Pencil, Glue, Tape or Stapler and Coloring Materials (crayons, markers, etc.), access to online books and videos
Question to Explore	<ul style="list-style-type: none"> • What machines do you enjoy using now? • What is something you currently do that you wish was less difficult? • What would make a task easier for you to complete?
Student Directions	For this project, you will create plans to design a machine that would make completing a current task easier. You will be creative and decide on a machine that does not already exist. Once complete, you will discuss ways that your newly designed machine could become a reality.

Building Background

Activity 1: Read About It! Read or show virtually the books and video noted in the outline in order to help build background knowledge about machines and inventors. Use the questions found via the link below to help your child think through the texts.

Questions to Support Reading Comprehension:

<https://drive.google.com/file/d/1A-KVe3uzqaugzbJtXA29vy7jjDOIYp49/view?usp=sharing>

Planning

Activity 2: Imagine It! Think about something that you currently have to do that you wish were easier. Some ideas include doing your homework, washing dishes, cleaning your bedroom, etc.

- What would you need to make that task easier to complete? If you had to invent a machine to make that task easier, what would it look like? Think of something that does not already exist.
- Create a name for your machine and draw a picture of it on the next page. Add as many

details as possible. Label each component of your machine using words.

My _____ Machine

Describe It

Activity 3: Now that you've shown what your machine looks like, use complete sentences with space between your words, correct capitalization and punctuation marks. Add illustrations to each page for more visual details.

- A. Use the space to detail the specifics of your machine. Decide what it does exactly. What kind of machine is it? What does it do? How does it work? What does it look like?

What kind of machine is this? What does it do? For Example: *My machine is a vacuum that cleans up my clothes from the floor.*

What does it look like? For example: *It is a small hand-held circular object made out of red plastic.*

How do you get your invention to work? For example: *Press the green button and say the word clean.*

Putting it Together



Activity 4: Book Creation

- A. Combine your work to create a *My Very Own Machine Book* using glue, tape, and or a stapler to bind your pages. Add any final coloring and decorating to your new book. Be creative!
- B. Share your work with a family member by reading it aloud and explaining your very own machine. (Parents if possible allow your child to try and create their machine.)

In Reflection

Activity 5: Reflection

- A. How did you feel planning and designing your very own invention? Do you think it could be created in real life? Talk to a grown up about what you would need to get it created.
- B. Record your thoughts and feeling on the lines below or on your own paper. Be proud of yourself and your work!

Start Smart Week 1

Practice Pages

Week 1

Phonemic Awareness: Onset and Rime	SS1
Phonemic Awareness: Phoneme Identity	SS2
Phonics: /m/m, /s/s	SS3
Phonics: /a/a	SS4
Start Smart Reader: <i>I Like To</i>	SS5
Handwriting: Writing Position	SS7
Handwriting: Pencil Grip, Paper Position	SS8
Handwriting: <i>Mm, Ss, Aa</i>	SS9
Phonics: /p/p, /t/t	SS10
Phonics: /r/r, /n/n	SS11
Handwriting: <i>Pp, Tt, Nn</i>	SS12
Start Smart Reader: <i>He Can Go!</i>	SS13
Phonics: /i/i	SS15
Handwriting: <i>Rr, li</i>	SS16

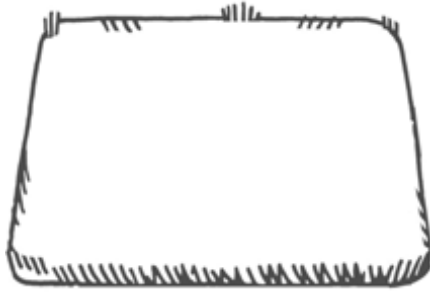
T

This section includes pages S2, S4, S9, S11, and S15 ONLY.

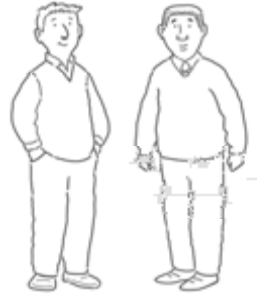
Name _____

Say each picture name out loud. Circle the two pictures of words that have the same beginning sound.

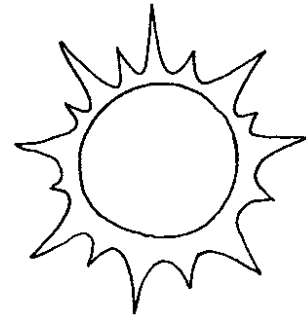
1.



2.



3.



Teacher Directions: Model item 1 by saying /s/ /a/ /d/. I will blend the sounds to make a word: /ssaaad/, sad. Then say mat and six. Stress the /s/ and /m/ beginning sounds. Say: The words sad and six have the same beginning sound: /s/. Mat has a different beginning sound: /m/. Guide children to circle the pictures for sad and six. For items 2-3, say the following sounds. Have students blend the sounds to say each word. Then have them circle the two pictures of words that have the same beginning sound. 2. /m/ /i/ /t/, /m/ /e/ /n/, /s/ /i/ /t/; 3. /m/ /ü/ /n/, /s/ /ü/ /p/, /s/ /u/ /n/.

Name _____

A. Say each picture name. Write a below the picture if its name begins with a as in apple.









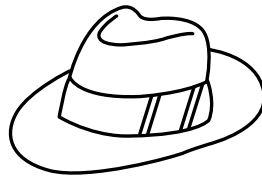




B. Say each picture name. Write a to complete the words.

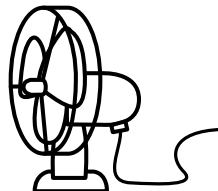
h _____

t _____



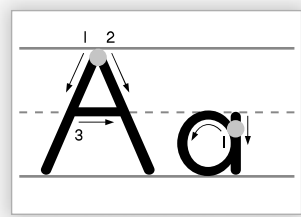
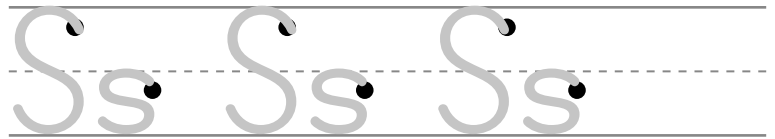
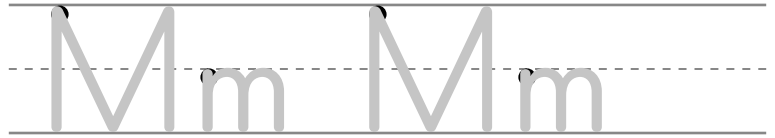
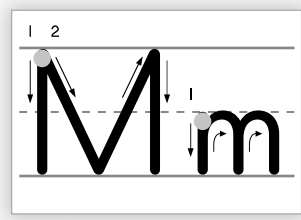
f _____

n _____



Name _____

Trace and write the letters. Write neatly.

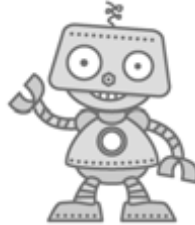


Write a sentence. Leave spaces between the words.

Name _____

A. Say each picture name. Write n below the picture if its name begins like nest. Write r if its name begins like rat.













B. Say each picture name. Then write n below the picture if its name ends like fun.







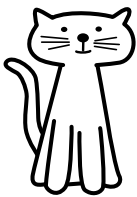
Name _____

A. Say each picture name. Write i below the picture if its name begins with i as in ink.













B. Say each picture name. Write i to complete the words.

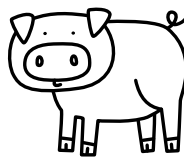
s

x

6

p

g



Start Smart Week 2

Practice Pages

Week 2

Phonemic Awareness:

Syllable SegmentationSS17

Phonemic Awareness: Phoneme Isolation SS18

Phonics: /k/c, /f/f SS19

Phonics /o/o SS20

Start Smart Reader: *Look!*SS21

Handwriting: *Cc, Ff, Oo* SS23

Phonics: /d/d, /h/h SS24

Phonics: /e/e SS25

Handwriting: *Dd, Hh, Ee*SS26

Start Smart Reader: *We Play Here* SS27

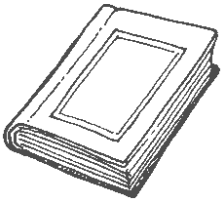
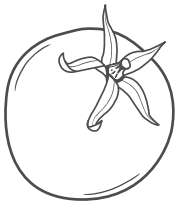

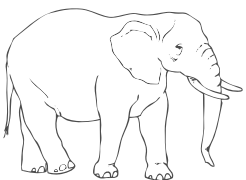
Phonics: /b/b, /l/lSS29

Handwriting: *Bb, Ll* SS30

This section includes pages S16, S17, S18, S20, and S25 ONLY.

Name _____

Say the name of each picture. Count the syllables in each word. Then draw an X in one box for each syllable.

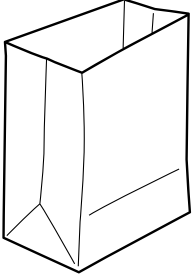
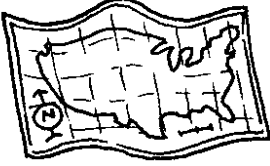

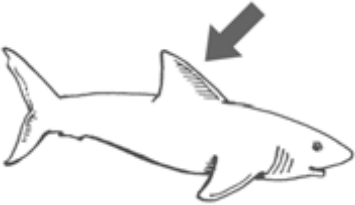

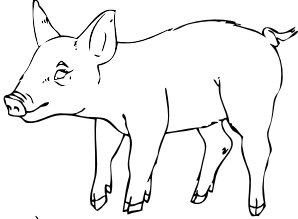
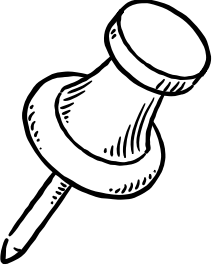


1. 			
2. 			
3. 			
4. 			

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Teacher Directions: Model item 1 by saying the word *book*. Say: *I can clap the syllables, or word parts, I hear. The word book has one syllable: book. Clap the syllables with me: book. You clapped one time because book has one syllable.*

Name _____

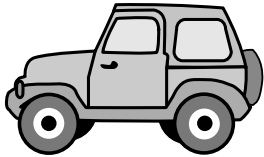
Say each picture name. Say the middle sounds.
 Circle the picture whose name has the same
 middle sound as the first picture in the row.

<p>1.</p> 		
<p>2.</p> 		
<p>3.</p> 		

Teacher Directions: Model item 1 by saying /b/ /a/ /g/. Emphasize the middle sound. Then say *map* and *bed* and explicitly compare middle sounds. Say: *The words bag and map have the same middle sound: /a/. Bed has a different middle sound: /e/.* Guide children to circle the picture of the map.

Name _____

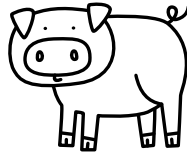
A. Say each picture name. Write o below the picture if its name begins with o as in ox.













B. Say each picture name. Write o to complete the words.

x



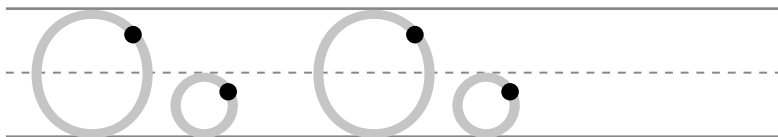
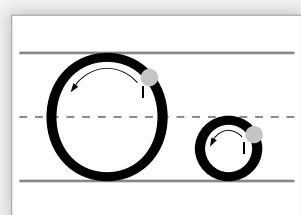
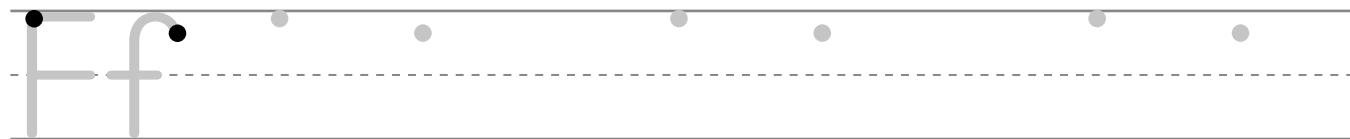
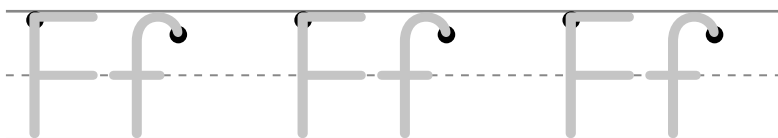
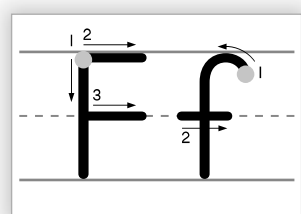
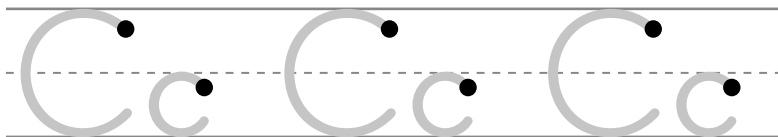
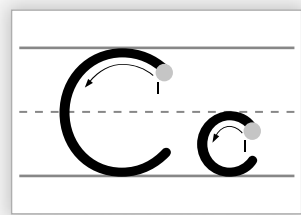
b

x



Name _____

Trace and write the letters. Write neatly.

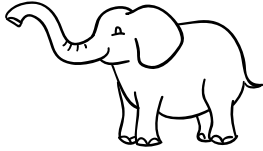


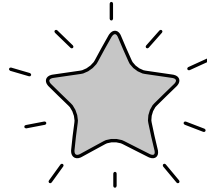
Write a sentence. Leave spaces between the words.

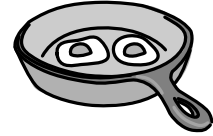
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Name _____

A. Say each picture name. Write e below the picture if its name begins with e as in egg.

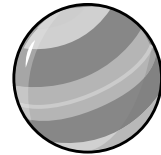












B. Say the picture name. Then write e to complete the word. Read the word.



|

g

Start Smart Week 3

Practice Pages

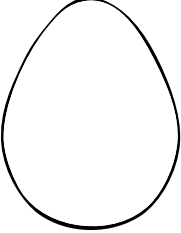

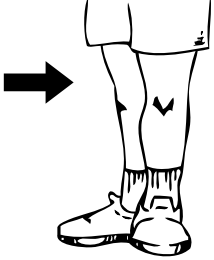
Week 3

Phonemic Awareness: Phoneme Blending	SS31
Phonemic Awareness:	
Phoneme Segmentation	SS32
Phonics: /k/k, /k/ck	SS33
Phonics: /u/u	SS34
Start Smart Reader: <i>With Me</i>	SS35
Handwriting: <i>Kk, Uu, Gg</i>	SS37
Phonics: /g/g, /w/w	SS38
Phonics: /kw/q, /v/v, /ks/x	SS39
Handwriting: <i>Ww, Xx, Vv</i>	SS40
Start Smart Reader: <i>He and She Go</i>	SS41
Phonics: /j/j, /y/y, /z/z	SS43
Handwriting: <i>Qq, Jj, Yy, Zz</i>	SS44

This section includes pages S32, S33, S34, S37, and S38 ONLY.

Name _____

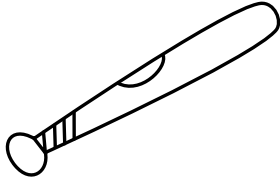
Say the name of each picture. Count the sounds in each word. Then draw an X in one box for each sound.

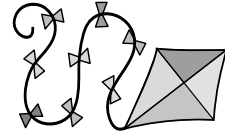
Teacher Directions: Model item 1 by saying egg. Say: *I can say the sounds in the word egg. The word egg has two sounds: /e/ /g/.* Say the sounds with me: /e/ /g/.

Name _____

A. Say each picture name. Write k below the picture if its name begins like king.







B. Say each picture name. Write ck below the picture if its name ends like back.







C. Write the letters ck to make new words.

ki _____

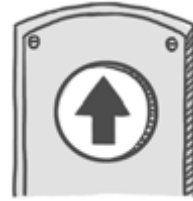
so _____

Name _____

A. Say each picture name. Write u below the picture if its name begins with u as in up.

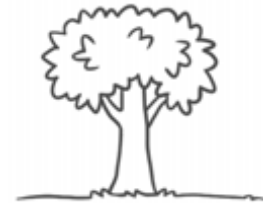












B. Say the picture name. Then write u to complete the word. Read the word.

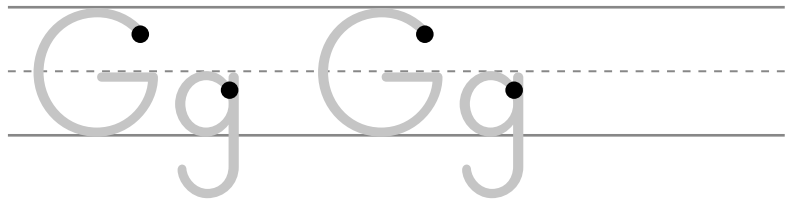
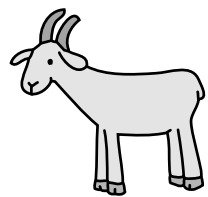
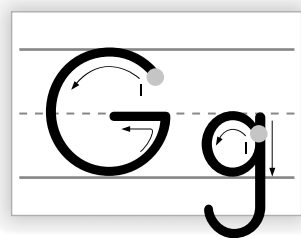
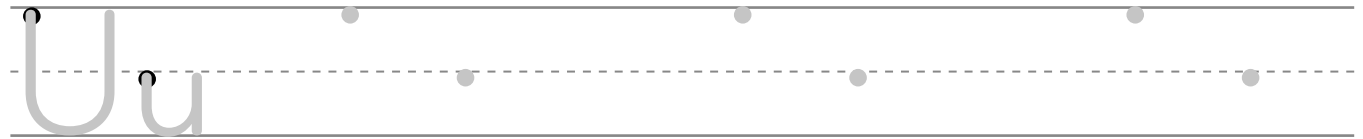
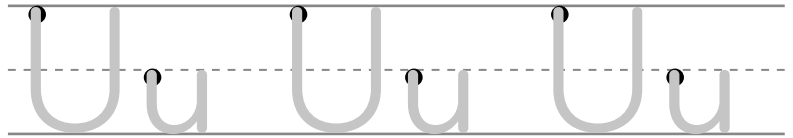
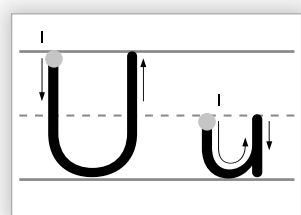
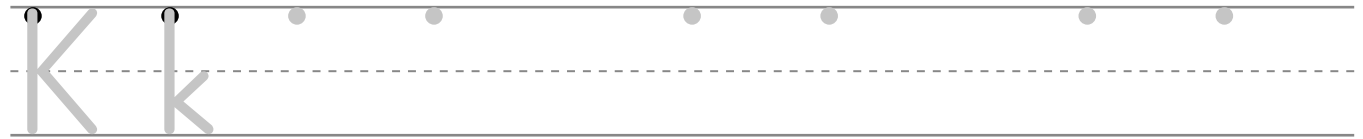
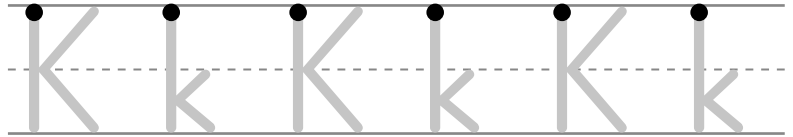
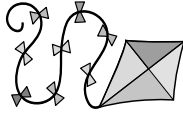
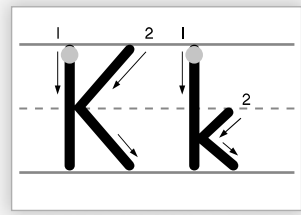


c

p

Name _____

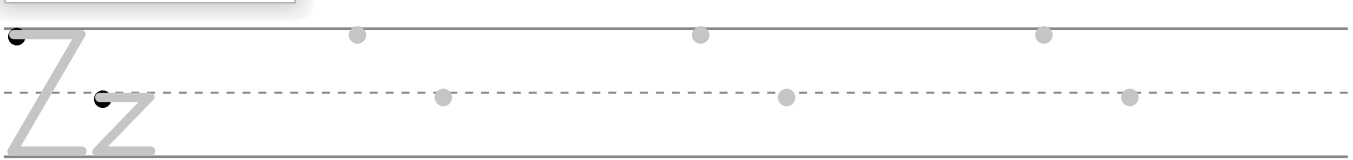
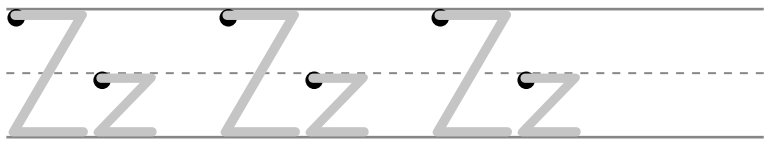
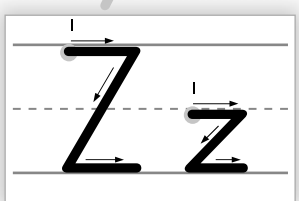
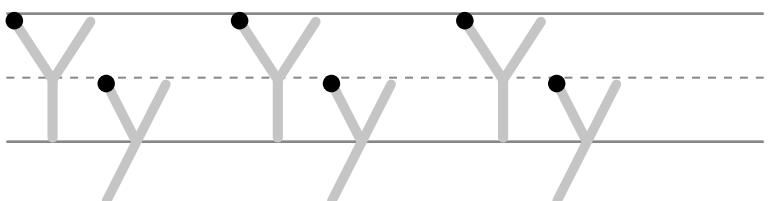
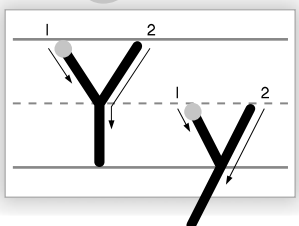
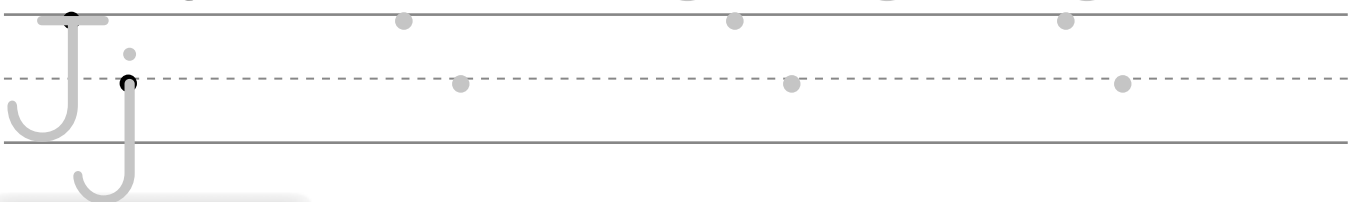
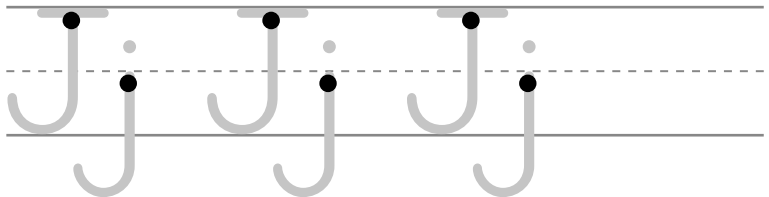
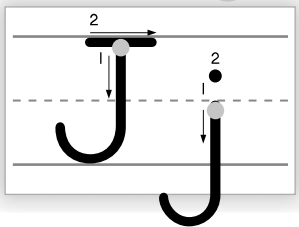
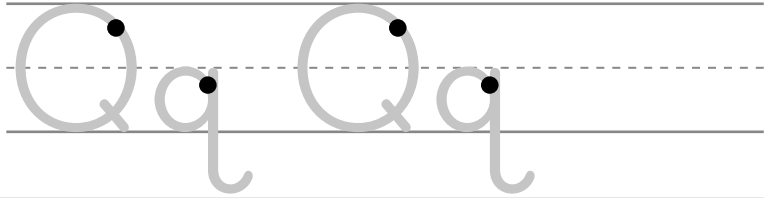
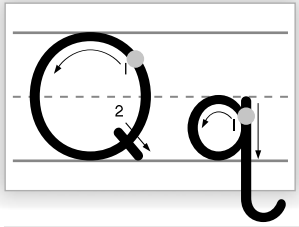
Trace and write the letters. Write neatly.



Write a sentence. Leave spaces between the words.

Name _____

Trace and write the letters. Write neatly.



Unit 1 Week 1

Practice Pages

Week 1

At School

Phonological Awareness: Identify Rhyme	1
Phonemic Awareness: Phoneme Isolation	2
Phonics: Short a	3
Spelling: Short a	5
Handwriting: Aa	8
Structural Analysis: Inflectional Ending -s	9
High-Frequency Words	11
Grammar: Sentences	12
Mechanics: Sentence Capitalization	14
Take-home Story: <i>Jack the Cat</i>	15

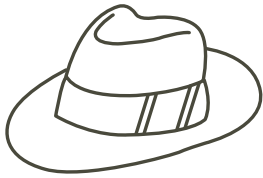
This section includes pages 4, 6, 9, 11, and 12 ONLY.

Name _____

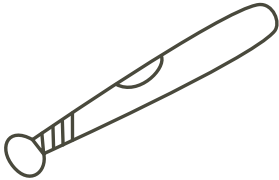
A. Read the words in the box. Write the word that names the picture.

bat can hat pan

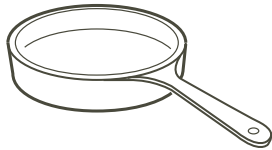
1.



2.



3.



4.



B. Change one letter to make a new word with the short a sound. Then write the word.

1. men _____

2. fin _____

Name _____

A. Read the words in the box. Then sort the words using the word endings.

can nap man hat tap cat

Words with <u>ap</u>	Words with <u>an</u>	Words with <u>at</u>
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____

B. Think of words that have the same word endings. Add them to the chart.

Name _____

Add -s to an action word when it follows a name or the words **he**, **she**, or **it**. Read the words. Listen for the sounds at the end of **naps**.

I nap.

He naps.

Pam naps.

Circle the word that completes each sentence.
Then write the word. Read the sentences.

1. It _____ .



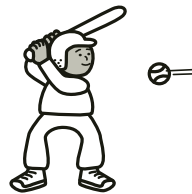
quack quacks

2. Max _____ for school.



pack packs

3. He _____ .



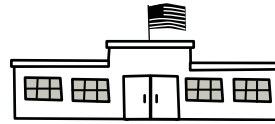
bat bats

Name _____

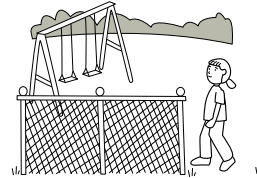
A. Read and spell each word in the box. Complete each sentence. Use one of the words in the box.

does not school what

1. I like my _____ .



2. Where _____ Nan go?



3. Sam can _____ see the map.



4. _____ do the cats have?



B. Write your own sentence using a word from the box.

Teacher Directions: Point to the word *does*. Use the Read/Spell/Write routine. Repeat for each word in the box.

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Name _____

A **sentence** is a group of words that tells a whole idea.
A sentence begins with a capital letter.

Example: Nat can go.

A. Circle the sentences.

1. Sam has a hat.
2. like to.
3. We ran and ran.
4. can see.
5. Pam has a bag.
6. Nan can play.
7. A cat.



B. Add words to make this a sentence. Write the sentence.

1. _____ can hop.

Unit 1 Week 2

Practice Pages

Week 2

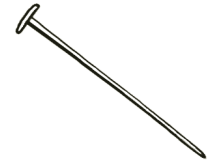
Where I Live

Phonological Awareness: Alliteration	17
Phonemic Awareness: Phoneme Blending	18
Phonics: Short <i>i</i>	19
Spelling: Short <i>i</i>	21
Handwriting: <i>li</i>	24
Structural Analysis: Double Final Consonants ...	25
High-Frequency Words	27
Grammar: Word Order	28
Mechanics: Sentence Punctuation	30
Take-home Story: <i>Pip and Tip</i>	31

This section includes pages 19, 20, 22, 25, and 28 ONLY.

Name _____

The letter i stands for the short *i* sound
you hear in pin.

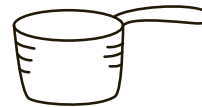
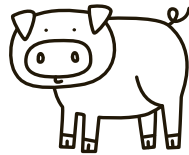


Read the word. Listen for the short *i* sound. Circle the picture that the word names.

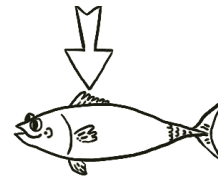
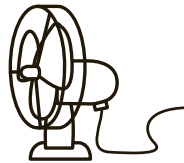
1. hill



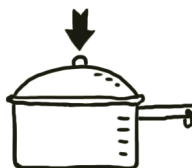
2. pig



3. fin



4. lid



Name _____

A. Read the words in the box. Write the word that names the picture.

kiss

pin

pick

dig

win

1.



2.



3.



B. Change one letter to make a new word with the short i sound. Then write the word.

1. bag

2. hat

3. fan

4. pack

Name _____

A. Read the words in the box. Then sort the words using the word endings.

hit

kiss

miss

pin

sit

win

Words with <u>iss</u>	Words with <u>it</u>	Words with <u>in</u>
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____

B. Think of words that have the same word endings. Add them to the chart.

Name _____

When a word ends with two consonants that are the same, the letters together make one sound.

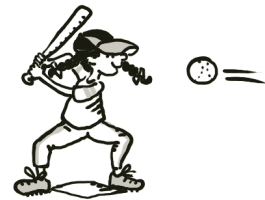
will

jazz

pass

Read each sentence. Underline the word that ends with the same two consonants. Write the word on the line.

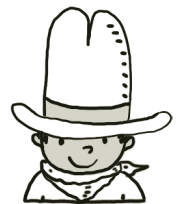
1. Cam will hit. _____



2. Dan can pass. _____



3. Matt has a big hat. _____



4. Pam has to miss school. _____



Name _____

The words in a sentence must be in the right order.

The order must make sense.

Correct: Tim has a tan cap.

Not correct: cap a has Tim tan.



A. Circle the sentences that have the words in the right order.

1. tag can Dan play.
2. Bill can go here.
3. cat hid The bag in a.
4. Sam is a big pig.
5. Sid and Pat can go.

B. Write your own sentence. Check that your words are in the right order from left to right.

Unit 1 Week 3

Practice Pages

Week 3

Our Pets

Phonemic Awareness: Phoneme Blending	33
Phonemic Awareness: Phoneme Blending	34
Phonics: /-blends	35
Spelling: /-blends	37
Handwriting: <i>Ll</i>	40
Structural Analysis: Plural Nouns: -s	41
High-Frequency Words	43
Grammar: Statements	44
Mechanics: Capitalization & Punctuation	46
Take-home Story: <i>Kim and Flick</i>	47

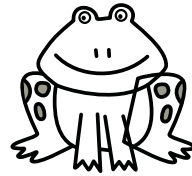
This section includes pages 35, 36, 38, 41, and 42 ONLY.

Name _____

Sometimes consonants form a **blend**. You can hear the sound of a consonant and letter **l** form a blend at the beginning of **glad** and **slim**.

Read the word. Draw a line under the letters that form a blend. Write the letters. Circle the picture.

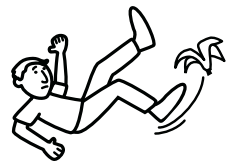
1. flag



2. clip



3. slip



4. clam



Name _____

A. Read each word in the box. Use a word from the box to complete each sentence.

clap flag slam black glad

1. We are _____.



2. Matt and Kim _____.



3. Do not _____ the door!



4. I can see a _____.



.....

B. Add one letter to make a new word with a blend. Then write the word.

1. back _____

2. sip _____

Name _____

A. Read the words in the box. Then sort the words.

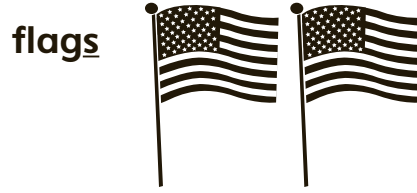
black clip flag flip plan slip

Words with <u>cl</u>	Words with <u>bl</u>	Words with <u>pl</u>
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
Words with <u>fl</u>	Words with <u>sl</u>	
_____	_____	
-----	-----	
_____	_____	
_____	_____	
-----	-----	
_____	_____	

**B. Think of words that have the same word blends.
Add them to the chart.**

Name _____

Some words end with s. When a word ends in one s, it means there is more than one of something.

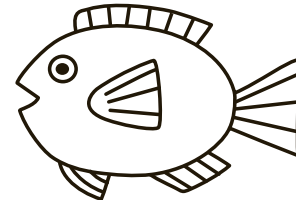


Read each sentence. Underline the word that tells about more than one thing. Write the word on the line.

1. See the hats? _____



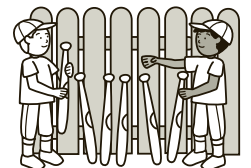
2. The fish has fins. _____



3. We have cats. _____



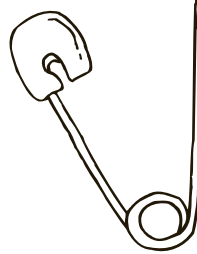
4. Tim and Jim have six bats. _____



Name _____

A. Read the sentences out loud. Circle the word that completes each sentence. Use the pictures to help you.

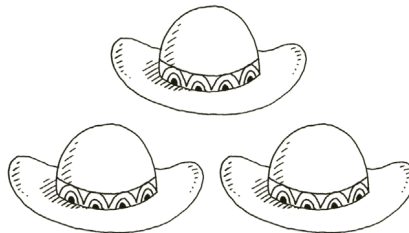
1. There is a (pin, pins).



2. Pam has a (bat, bats)



3. He has (hat, hats).



B. Use one of the words you circled to write your own sentence.

Unit 1 Week 4

Practice Pages

Week 4

Let's Be Friends

Phonemic Awareness:

Phoneme Categorization49

Phonemic Awareness:

Phoneme Segmentation50

Phonics: Short *o*51

Spelling: Short *o*53

Handwriting: *Oo*56

Structural Analysis: Alphabetical Order57

High-Frequency Words59

Grammar: Questions & Exclamations60

Mechanics: Question & Exclamation Marks62

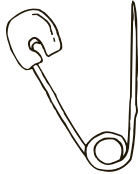
Take-home Story: *What Can It Do?*63

This section includes pages 49, 50, 51, 54, and 60 ONLY.

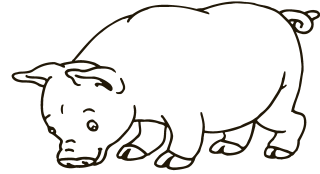
Name _____

Say each picture name and the sound that ends it.
Circle the picture in each row whose name does
NOT end with the same sound as the other two.

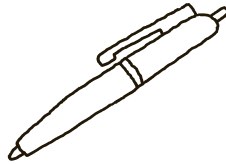
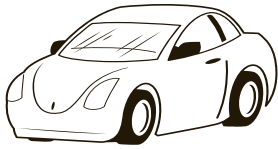
1.



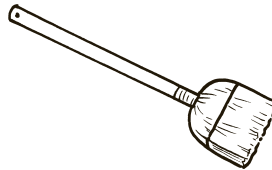
10



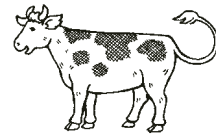
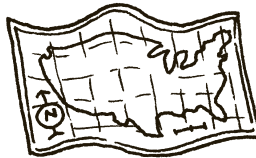
2.



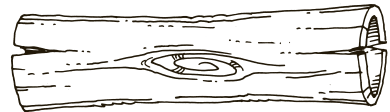
3.



4.



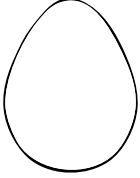

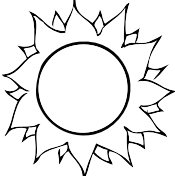


5.



Teacher Directions: Model item 1 by saying *pin*, *ten*, and *pig*. Repeat, stressing the difference between the /n/ and /g/ ending sounds. Say: *The words pin and ten have the same ending sound: /n/. Pig has a different ending sound: /g/.* Guide children to circle the picture of the pig.

Name _____

Say the name of each picture. Count the sounds in the word. Draw an X in one box for each sound.

1. 			
2. 			
3. 			
4. 			
5. 			

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Teacher Directions: Model item 1 by saying *egg*. Say: *I can say the sounds in the word egg. The word egg has two sounds: /e/ /g/.* Say the sounds with me: /e/ /g/. Guide children to draw two X's for item 1.

Name _____

The letter o stands for the short o sound you hear in sock and dot.



A. Read the words in the box. Listen for the short o sound. Write the word that names each picture.

mop hop clock box

1.



2.



3.



4.



B. Circle and write each word that has the short o sound.

5. can mom clip

6. fin mat top

Name _____

A. Read the words in the box. Then sort the words using the word endings.

hog hop hot log lot top

Words with <u>og</u>	Words with <u>ot</u>	Words with <u>op</u>
_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----
_____	_____	_____

B. Think of words that have the same word endings. Add them to the chart.

Name _____

A **question** is a sentence that asks something. It ends with a question mark. Example: Can Pal run?

An **exclamation** is a sentence that shows strong feelings.

It ends with an exclamation mark.

Example: Pal can run!



Read each sentence. If it is a question, add a question mark. If it is an exclamation, add an exclamation mark.

1. Can Jon kick it _____

2. He can kick _____

3. Lin ran, too _____

4. Did they go _____



Unit 1 Week 5

Practice Pages

Week 5

Let's Move!

Phonemic Awareness:

Phoneme Categorization65

Phonemic Awareness:

Phoneme Segmentation66

Phonics: *r*-blends and *s*-blends67

Spelling: *r*-blends and *s*-blends69

Handwriting: *Ss*72

Structural Analysis: Possessives73

High-Frequency Words75

Grammar: Writing Sentences76

Mechanics: Capitalization & Punctuation78

Take-home Story: *Kids Can Move*79

This section includes pages 67, 70, 73, 74, and 78 ONLY.

Name _____

Some words begin with a consonant blend. Listen to the beginning sounds in the word **crab**. You can hear the sound of each letter in the blend.

Read the word. Write the word. Circle the picture that it names.

1. frog



2. snap



3. crib



4. grass



Name _____

A. Read the words in the box. Then sort the words using the word blends.

spin grass grab drop spill drip

Words with <u>dr</u>	Words with <u>sp</u>	Words with <u>gr</u>
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____

B. Think of words that have the same word blends. Add them to the chart.

Name _____

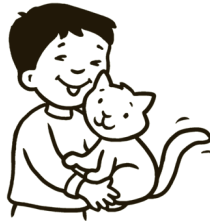
An 's at the end of a naming word means that something belongs to that person or thing.

Matt's hat



A. Read the sentences. Underline the word that tells that something belongs to a person or thing. Write the word.

1. Dan's cat is little.



2. This is my cat's mat.



3. Pam's pals play.



B. Write a sentence using a word with 's.

Name _____

A. Circle the word that completes each sentence.

1. The (dogs, dog's) play.
2. The (girls, girl's) dress is pink.
3. The (birds, bird's) are in the tree.
4. The (boys, boy's) hat is red.
5. (Frans, Fran's) doll is on the bed.

B. Use one of the words you circled above to write a new sentence.

Name _____

Begin every sentence with a capital letter.

End every sentence with a punctuation mark.

Unscramble the words in the box to complete each sentence. Write the sentence in order. Start with a capital letter and use the correct mark at the end.



1. Nat swim can here

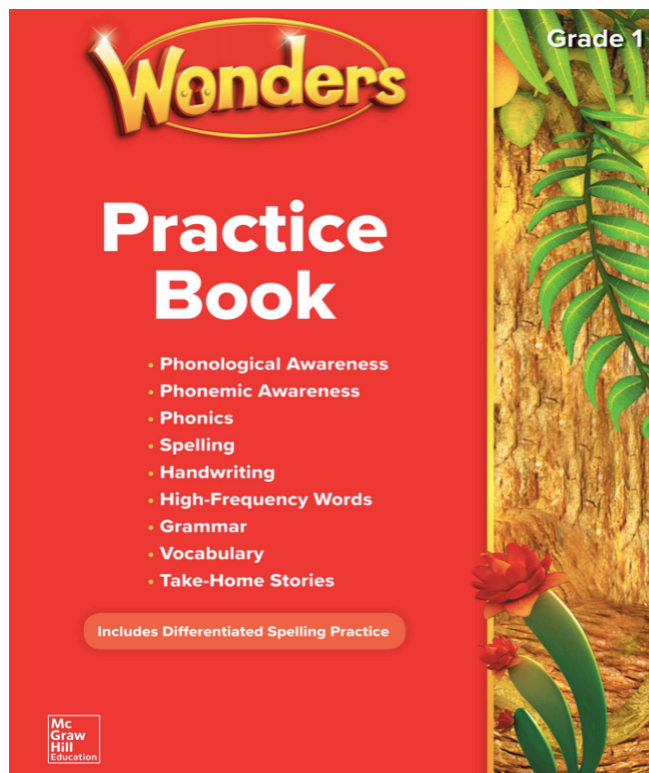
2. did have fun Nat

3. look Nat at go



Unit 1 Week 6

Practice Pages



There are no practice pages for week 6. This is because week 6 is dedicated to reviewing and extending. Therefore, during week six students should ensure they have completed both their literacy project(s) and practice pages.