# Expanded Learning Program

# Enrichment Packet

801 ALMA

# ELP ENRICHMENT PACKET

*Stay Positive*
*Work Hard*
*Make it Happen!*

# EDEN HOUSING

## Expanded Learning Program

### 801 ALMA

Hello ELP Superhero,

First and foremost, I am sorry that the program was canceled so unexpectedly. I hope you all are staying healthy and calm during this Coronavirus (COVID-19) outbreak. Please avoid playing outside as much as possible.

Even though the program has been cancelled, we will still be counting all completed **Lexia minutes towards prizes in April.** (Your Lexia Login information is included in the brown bag.)

Please stay healthy and well during this time! Take care of one another and spend time with your family when you can.

I hope to see you soon! I will send out a flyer when the program is back.

If you have any additional questions/concerns, please contact me via phone or email:

**Phone#:**

**Email:**

Thank you,

Dear Parent/Guardian,

This year your child will be using Lexia® Core5® Reading, a fun computer-based program that has helped millions of students. The activities in Core5 support and build on our classroom curriculum and focus on developing reading skills in six areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension.

Here's how Lexia Core5 Reading works:

- Your child begins Core5 at a starting point that fits his or her needs and works in online activities throughout the week.

- Online activities include direct instruction and feedback as your child learns new skills.

- Progress and performance in the program is reported so teachers can provide help when needed.

- Paper-and-pencil activities are also used for practice and may be done in school or brought home.

- Achievement certificates may be sent home to celebrate success and to show progress in the program.

We hope you share in our excitement about this program!

Sincerely,

_____

Lexia® Core5® Reading can be used at home for extra practice. Getting started is easy!

1. To use on a computer, go to *www.lexiacore5.com*.

2. To use on an iPad, iPad mini, or Android* tablet, download the free **Lexia Core5 Reading app** from the App Store or the Google Play store. *Android support is limited to these devices: Samsung Galaxy Tab S2, Google Pixel C, and Google Nexus 7" (2012 and 2013) and 10". The app will not work on other devices, including Kindle.*

3. The first time your child uses Core5, you may need to enter the teacher email shown below. Your child can then log in with the username and password used at school and listed below.

**Teacher Email (for setup):** _____

**Lexia**
A Rosetta Stone® Company

_____

_____

any help while using Core5. All of the work your to school. This way, teachers can see when help is school.

**Username:**

rname or password, please contact your child's

**Password:**

**Class:** _____            arning.com

# ◆ i-Ready ®

# Grade 1 Reading

## Student At-Home Activity Packet 1

This At-Home Activity Packet includes two parts, Section 1 and Section 2, each with 5 lessons in it. We recommend that your student complete one lesson each day.

Children will need the support of an adult or older student to complete these lessons, unless they can read independently.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 1
Reading activities
included in this packet!

# The Secret Life of Elvis

by Molly Leonard
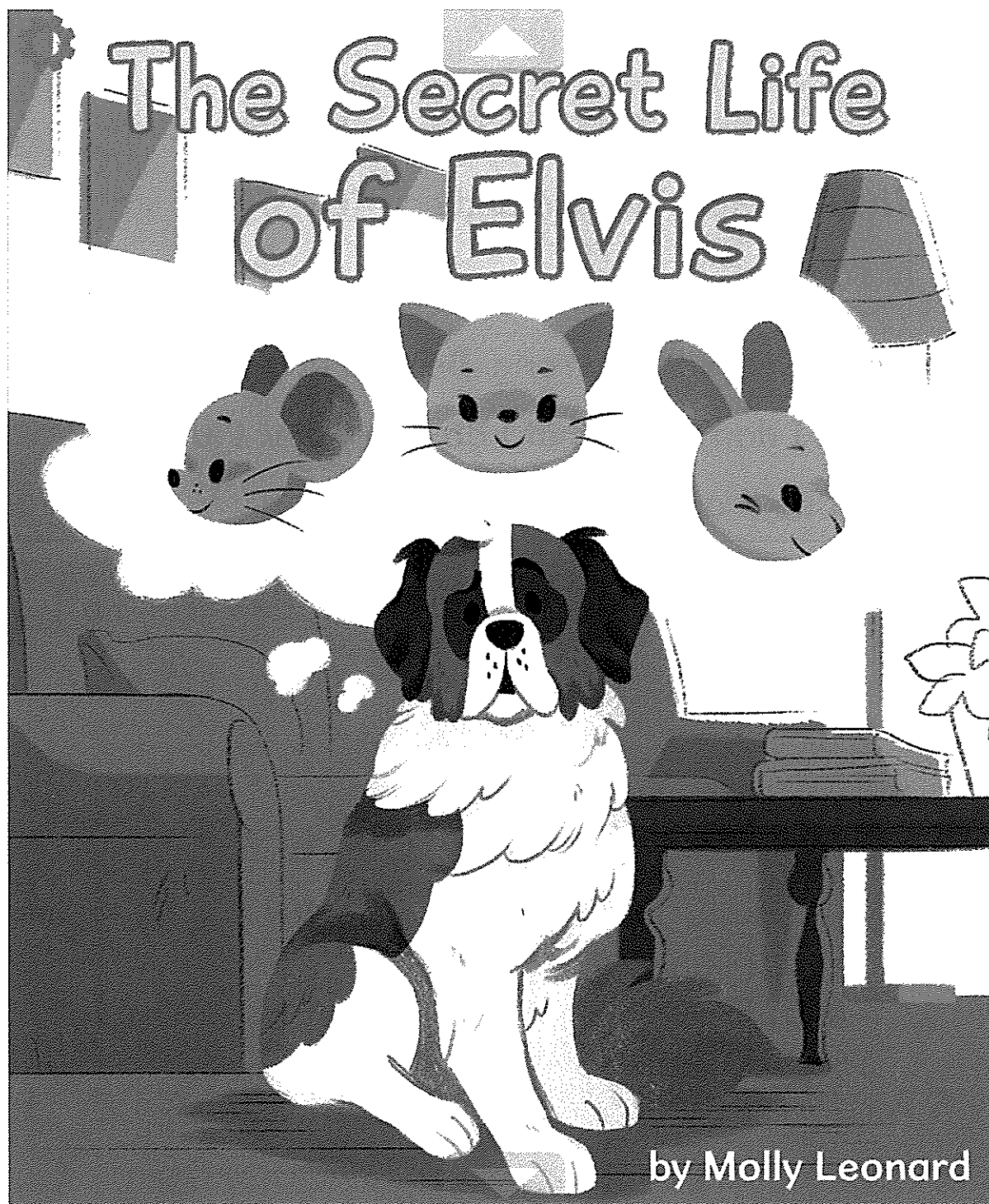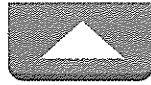
I wake up on a cold, hard floor every day.
I eat dry dog food for breakfast. Yuck!

Then I have to drag myself out the door to
chase the mailman. I do NOT want to chase the
mailman! He is a nice guy. He scratches my
belly. He feeds me bananas.

Finally, I talk to my best friend, Maxwell.
"What should I do?" I ask him. Maxwell lives
under the dishwasher. He is a mouse. He is also
a painter! Today he is painting a banana.

I say, "I don't want to be a dog anymore,
Maxwell. I have no time alone. The food stinks.
And people throw balls at me!"

I think about this. Then I say, "Well, I like licking my paws! I like winding around people's feet so that they trip. And I love drinking milk."

"I've got it!" Maxwell cries. "It sounds like you have spent too much time being a dog. Why don't you try being ... a cat!"

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**Question 3** (for p. 3 of passage)

What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, "Elvis! Come!" And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!



Look at the underlined text and the picture. What do you learn about Elvis?

a. He does not want to eat the meatloaf.
b. He does not want to hide in a closet.
c. He does not want to come running.

**Question 4** (for p. 4 of passage)

Why does Elvis talk to Maxwell about his feelings?

a. Maxwell is a little mouse.
b. Maxwell is his best friend.
c. Maxwell is a good painter.

# Bark Beauty

by Molly Leonard
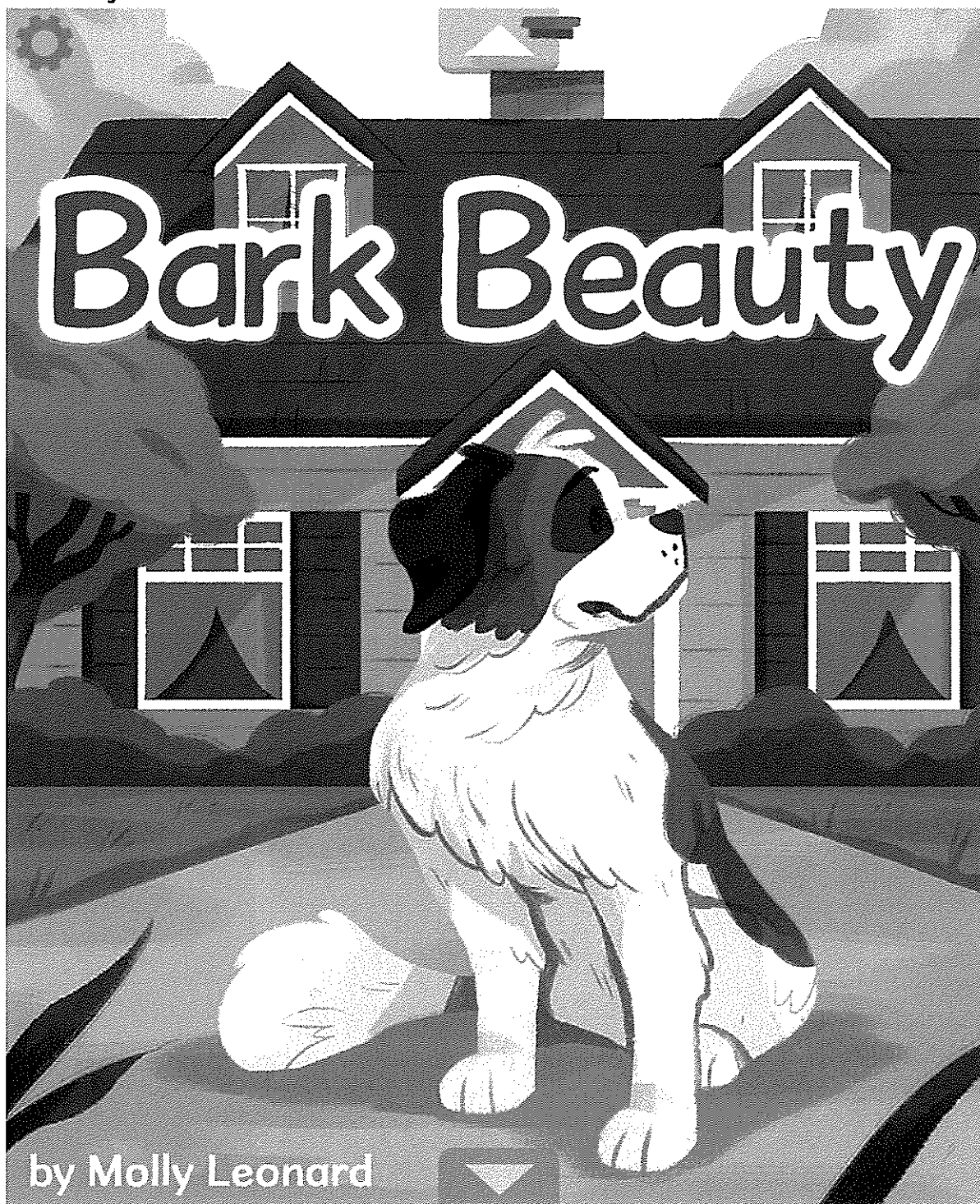
"Is he sick?" Penny Picklebottom asks.
"He has been sleeping standing up. Why would
he do that?"

"And why would he gallop around the
yard?" Mr. Picklebottom asks.

"And why steal my best blanket? Is he
cold?" Mrs. Picklebottom adds.

"What does that dog think he is doing?"

Mrs. Picklebottom wonders. "Last week, he

tried to sit in my lap like a cat. But now what?

Dogs don't prance. They don't wear blankets."

Mrs. Picklebottom is right. Elvis is acting

strange. He is not acting like a dog at all!

**Question 1** (for p. 1 of passage)

What is the Picklbottom's problem?

    a.  Something is wrong with their dog.
    b.  Something is wrong with their window.
    c.  Something is wrong with their tree.

**Question 2** (for p. 2 of passage)

What is this page mostly about?

    a.  Elvis is feeling sick.
    b.  Elvis is stealing things.
    c.  Elvis is acting strange.

**Question 3** (for p. 2 of passage)

How do the Picklebottoms feel about Elvis?

    a.  sad
    b.  worried
    c.  angry

**Question 4** (for p. 3 of passage)

Where is Elvis? Use the text and the picture to answer the question.
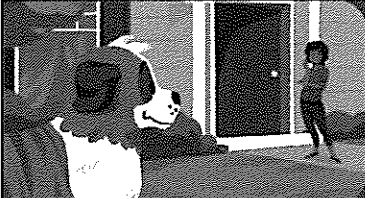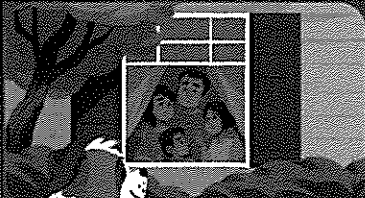


    a.  in a forest
    b.  in a yard

c. dog

**Question 8** (for p. 5 of passage)

Look at what happens first and next in the story. Choose the event that happens last.



a. 

b. 

c.

# i-Ready®

# Grade 1 Mathematics

Student At-Home Activity Packet

This At-Home Activity Packet includes 16 sets of practice problems that align to important math concepts your student has worked with so far this year.
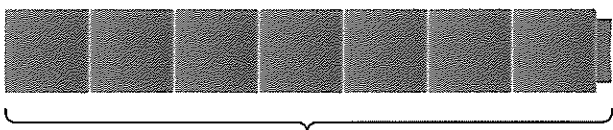
We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 1 Math concepts covered in this packet!

Name _____

**3**

7

7 + 2 = ____

____ , ____

**4**
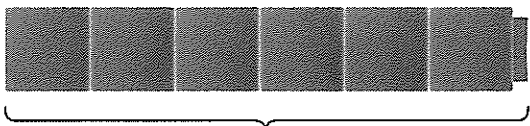
6
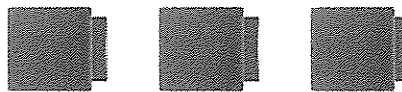
6 + 3 = ____

____ , ____ , ____

## Discuss It

Did you always start at 1 when you counted? Explain.
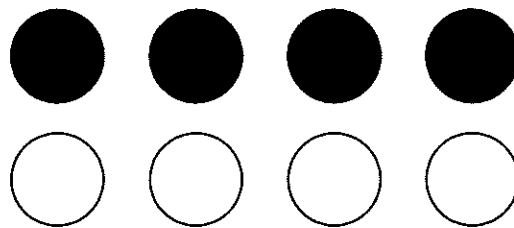
Name _____

**3** 4 black stickers. 4 white stickers.
How many stickers in all?

4 + 4 = _____

_____ stickers

**4** 4 black squares.
5 white squares.
How many squares in all?

4 + 5 = _____

_____ squares

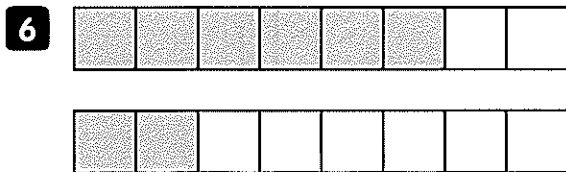## Discuss It

How is 3 + 3 like 3 + 4? How is it different?

Name _____

**5**

1 + ____ = 8

7 + ____ = 8

**6**

6 + ____ = 8

2 + ____ = 8

**7**

5 + ____ = 9

4 + ____ = 9

**8**

3 + ____ = 9

6 + ____ = 9

Name _____

**5** Find 7 + 5.

| 7 | + | 5 |

10 + 2 = _____

7 + 5 = _____
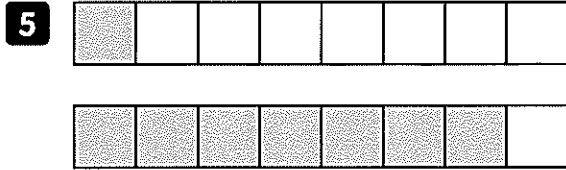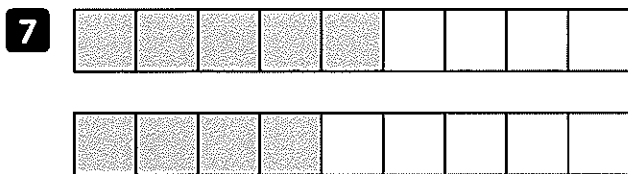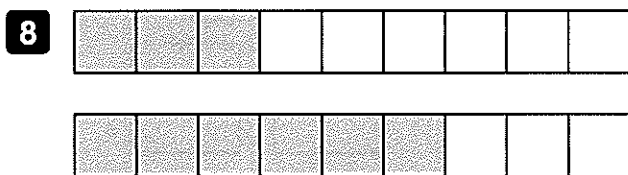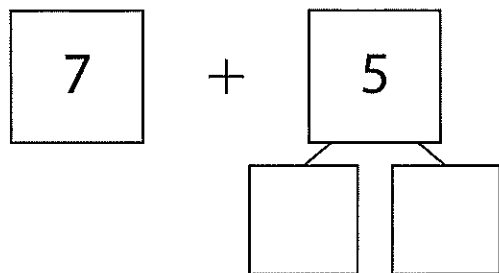
**6** Find 7 + 6.

| 7 | + | 6 |
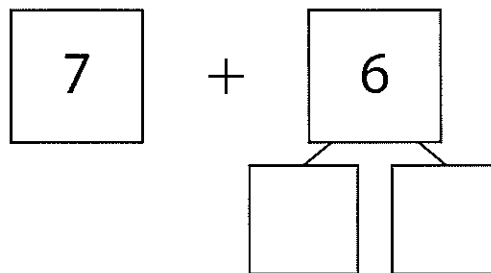
10 + 3 = _____

7 + 6 = _____

**7** Find 7 + 4.

| | + | |
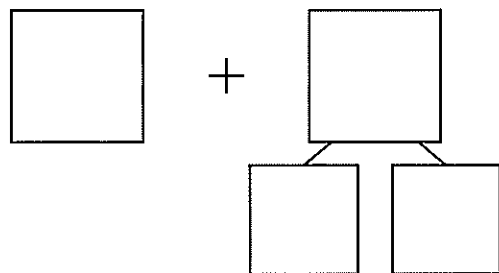
10 + 1 = _____

7 + 4 = _____

## Discuss It

How does making a ten help you add two numbers?

Name _____

**Example**

Find 5 − 3.

Start at 3. Count on to 5.

| 1 | 2 | 3 | 4 | (5) | 6 | 7 | 8 | 9 | 10 |

3 + __2__ = 5          5 − 3 = __2__

**1** Find 6 − 4.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

4 + ____ = 6          6 − 4 = ____

**2** Find 7 − 3.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

3 + ____ = 7          7 − 3 = ____

**3** Find 8 − 6.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

6 + ____ = 8          8 − 6 = ____

Name _____

**1** Find 15 − 7.

$15 - \underline{\textbf{5}} = 10$

$10 - 2 = \underline{\textbf{8}}$

$15 - 7 = \underline{\phantom{00}}$

$15 - \boxed{7}$

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

$\boxed{2}$ $\boxed{5}$

**2** Find 13 − 6.

$13 - \underline{\phantom{00}} = 10$

$10 - 3 = \underline{\phantom{00}}$

$13 - 6 = \underline{\phantom{00}}$

$13 - \square$

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

**3** Find 15 − 9.

$15 - \underline{\phantom{00}} = 10$

$10 - 4 = \underline{\phantom{00}}$

$15 - 9 = \underline{\phantom{00}}$

$15 - \square$

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |