



LEARNER GUIDE – 1st Grade

Episode: 315

Read It

Oscar the Charming Horse

Oscar was a charming horse. He used to live in the city. His family moved to a farm up North where the yard was very pretty.

Oscar loved the large new barn. It was full of corn and hay. He pulled a cart to the local store, and went to the park to play.

Continued in lesson 316.

by Shannon Fuller

Phonics Skill

R-Controlled Vowels

When a vowel is followed by an r, it makes a special sound. The **r** makes the vowel change its name.

-ar in **car**, **charming**

-or in **fort**, **horse**

Write It

- Rhyming words have ending sounds that are the same like **hay** and **play**. These words are in the **-ay** family.
- Underline the rhyming words **hay** and **play** and in the poem.
- Can you think of more words that rhyme with **hay** and **play**?

Keep Learning

- Practice reading the poem out loud using a strong, smooth voice so it sounds like you are talking.
- Circle more rhyming words from the poem.



Mystery Word

2 letters	3 letters	4 letters	5 letters	6 letter	7 letters

The mystery word is_____



Mystery Word

Episode 316 – 2nd Grade





LEARNER GUIDE – 1st Grade

Episode: 316

Read It

Oscar the Charming Horse

Continued from lesson 315

Oscar saw a garden full of
beautiful flowers to munch.
A lady started yelling that
her garden was not his lunch!
Oscar smiled and tipped his hat.

Oscar ran back to the farm.
He was a very charming horse
and didn't mean any harm.
Oscar stayed out of the garden,
unless it was dark,
of course.

by Shannon Fuller

Sort It

Circle the **ar** and **or** words in the poem. Write the words under the correct keyword

-ar

as in **car**

-or

as in **fort**

Write It

A **complete sentence** has:

- **subject** - who or what
- **predicate** - action
- **capital letter** at the beginning
- **punctuation** at the end . ? !

Try It

Circle the **subject** and **underline** the predicate in this sentence.

The horse ate the beautiful flowers.

Write your own complete sentence.



Oscar the Charming Horse

Episode 316 – 1st Grade

Oscar the Charming Horse

By Shannon Fuller

Oscar was a charming horse.

He used to live in the city.

His family moved to a farm up North

Where the yard was very pretty.

Oscar loved the large new barn.

It was full of corn and hay.

He pulled a cart to the local store.

And went to the park to play.

Oscar saw a garden full of beautiful flowers to munch.

A lady started yelling that...

Her garden was not his lunch

Oscar smiled and tipped his hat

Oscar ran back to the farm

He was a very charming horse

And didn't mean any harm

Oscar stayed out of the garden,

unless it was dark,

of course.



English

- ◆ **Present-tense verbs** are actions that are happening right now.
- ◆ **Conjunctions** are words that connect ideas in sentences.
- ◆ Common conjunctions are: **and**, **but**, and **so**.



WRITING

Practice writing today's sentences:

- I like drawing and coloring.*
- I like drawing, but not coloring.*
- I like drawing or coloring.*
- I like running and climbing.*
- I like climbing, but not running.*
- I like running or climbing.*

Write your own sentences using the stems below!

Sentence Stems

- I like _____ and _____.
- I like _____, but not _____.
- I like _____ or _____.



ARTS & MUSIC CONNECTION

Go around your house and collect some of your favorite things. Use conjunctions to talk about what you like to do, then do it! Challenge yourself by writing sentences about what you like to do.



Photo by Shirota Yuri on Unsplash



PHONICS TIP OF THE WEEK

Practice phoneme manipulation by playing word games with your child. For example, say, "Here is a cat. Change /c/ to /b/ and it's a new animal- bat!" Have children make up their own. Creating silly or nonsense words can make it fun.



English

- ♦ **Future-tense verbs** are actions that will happen in the future- one minute from now, one hour from now, tomorrow, next week, next year, etc.
- ♦ **Common future-tense phrases** are *I will*, *I want to*, and *I would like to*.



WRITING

Practice writing today's sentences!

I would like to meet new people.

I would like to try new food.

I will go to the museum.

I will visit the zoo.

I want to go swimming in the ocean.

I want to go shopping.

Sentence Stems

I would like to _____.

I will _____.

I want to _____.



ARTS & MUSIC CONNECTION

Write a paragraph about your dream vacation. Start by looking at a map and choosing a place to go- or make up your own place. Draw a picture of what you would like to do there. Then, write 3-5 sentences in the future tense about your dream vacation.



Photo by Santi Vedri on Unsplash



PHONICS TIP OF THE WEEK

Play segmenting games with your child. For example, "I see a dog! Let's segment the word dog on our fingers, /d/ /o/ /g/. That's three sounds!"

English Language Development

- ♦ **Singular nouns** are one person, place, thing, or animal.
- ♦ **Present-tense verbs** tell what the noun is doing right now.
- ♦ All sentences need a **noun** and a **verb**. The noun and the verb must agree.



WRITING

Practice writing today's sentences!

The dog jumps.

The cat naps.

The horse trots.

The sloth hangs.

The tiger hides.

The shark swims.

Write your own sentence using the following sentence stem:

The (animal) (present-tense verb).

VOCABULARY

Dog
Cat
Horse
Sloth
Tiger
Shark



ARTS & MUSIC CONNECTION

Do you know the song *Old MacDonald*? Act it out with stuffed animals, or draw your own! See if you can change the lyrics from the past-tense "had" to the present-tense "has."

*Old MacDonald **has** a farm*

E-I-E-I-O

*And on his farm he **has** a cow*

E-I-E-I-O

With a moo moo here

And a moo moo there

Here a moo

There a moo

Everywhere a moo moo

*Old MacDonald **has** a farm*

E-I-E-I-O



PHONICS TIP OF THE WEEK:

Play word games with your friends and family! For example, "I spy with my little eye something that starts with the sound /t/."



English

▢ **Pronouns** take the place of nouns. *He, she, they, we, and it* are all pronouns.

▢ **Present-tense verbs** tell what the noun is doing right now.

▢ All sentences need a **noun** and a **verb**. The noun and the verb must agree.

WRITING

Practice writing today's sentences!

She is my mom.

He is my dad.

She is my grandma.

He is my grandpa.

She is my sister. They are my sisters.

He is my brother. They are my brothers.

She is my aunt.

He is my uncle.

They are my cousins.

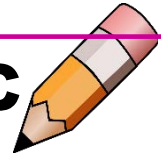
We are a family.

WORD BANK

She	Grandma
He	Grandpa
They	Sister
We	Brother
Mom	Aunt
Dad	Uncle
Family	Cousins



ARTS & MUSIC CONNECTION



Use crayons, markers, paint, or other art supplies to create a portrait of your family!

Photo by National Cancer Institute on Unsplash



PHONICS TIP OF THE WEEK

Write high-frequency words like *he, she, we, they, my, is, and are* on notecards. Have your child practice these words during commercial breaks while you watch TV.



English

- ▣ **Prepositions** are words that tell us where things are.
- ▣ **Present-tense verbs** tell what the noun is doing right now.
- ▣ All sentences need a **noun** and a **verb**. The noun and the verb must agree.

WRITING

Practice writing today's sentences!

It is to the left of me.

It is to the right of me.

It is above my head.

It is below my hand.

It is in front of me.

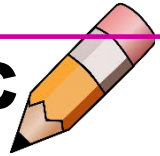
It is behind me.

WORD BANK

To the left of
To the right of
Above
Below
In front of
Behind



ARTS & MUSIC CONNECTION



Use art supplies to create your own treasure map! Write clues to where your treasure is using prepositions and complete sentences.

Photo by N. on Unsplash



PHONICS TIP OF THE WEEK

When having your child read aloud to you, give them a simple prompt the moment they read a word incorrectly. For example, "Go back and check the beginning sound." If they read it incorrectly a



English

- ▣ **Adjectives** describe nouns.
- ▣ **Present-tense verbs** tell what the noun is doing right now.
- ▣ All sentences need a **noun** and a **verb**. The noun and the verb must agree.

WRITING

Practice writing today's sentences!

Bananas are long and yellow.

These yellow bananas are long.

Popcorn is salty and white.

This white popcorn is salty.

Cherries are red and juicy.

These red cherries are juicy.

Spinach is green and crunchy.

This green spinach is crunchy.

Bread is soft and sweet.

This soft bread is sweet.

WORD BANK

Yellow	Green
Long	Crunchy
Salty	Soft
White	Sweet
Red	
Juicy	

ARTS & MUSIC CONNECTION

Find some food in your kitchen. Describe it in the present tense. Challenge yourself by writing a food review!



PHONICS TIP OF THE WEEK

Have conversations about what your child is learning and reading. After they finish a book, ask detailed questions about what they just read, such as, "Who are the main characters? What was your favorite part? Did you like the book?"



English

☐ **Comparative adjectives** tell similarities and differences between groups of objects. Most comparative adjectives end in -er.

☐ **Demonstrative adjectives** like “these” and “those” name groups of objects. “These” describes a group of objects close to you and “those” describes a group of objects farther away.

☐ All sentences need a **noun** and a **verb**. The noun and the verb must agree.

WRITING

Practice writing today's sentences!

These sticks are short.

Those sticks are shorter.

These leaves are green.

Those leaves are greener.

These rocks are small.

Those rocks are smaller.

Try your own!

These _____ are _____.

Those _____ are _____-er.

WORD BANK

short	shorter
green	greener
small	smaller

ARTS & MUSIC CONNECTION

Find some rocks, sticks, leaves, or other pieces of nature outside. Use comparative adjectives to compare your groups of objects. Challenge yourself by writing sentences about the nature you found.

PHONICS TIP OF THE WEEK

Practice counting the syllables of the names of different people in your family with your child. Clap out the syllables, then count how many. Notice patterns. Do longer names have more syllables? What is each family member's syllable “number?”



English

- **Past-tense verbs** are actions that already happened.
- **Regular past-tense** verbs usually end in -ed.
- -Ed is a **past-tense ending**. It can say **three sounds**:
/ed/ as in rested, /d/, as in played, and /t/ as in jumped.

WRITING

Practice writing today's sentences!

We hunted for bugs.

We rested in the shade.

We played tag.

We laughed at jokes.

We kicked a soccer ball.

We jumped rope.

Or write your own!

We _____-ed at the park.

WORD BANK

hunted	rested
played	laughed
kicked	jumped



ARTS & MUSIC CONNECTION



Use art supplies around your house to design your dream playground. Label your playground with past tense verbs.



PHONICS TIP OF THE WEEK

Vowels can be challenging for beginning readers. Practice vowel sounds by repeating short simple words and asking, "Did you hear the long vowel or the short vowel?" For example, "Cat. Did you hear 'ah' or 'ay'?" Yes, you heard 'ah'."



English

- **Past-tense verbs** are actions that already happened.
- **Irregular past-tense verbs** do not end in the past-tense ending -ed.
- Some common irregular past-tense verbs are: saw, made, hit, sang, ate, and drank.

WRITING

Practice writing today's sentences!

We saw old friends.

We made party hats.

We hit a piñata.

We sang happy birthday.

We ate birthday cake.

We drank juice.

Or write your own!

We _____-at the birthday party.

WORD BANK

saw
made
hit
sang
ate
drank

ARTS & MUSIC CONNECTION

Write, draw, or act out a play about a birthday party. Invite your family members or use your toys to act out what happens. Be the narrator and use past tense verbs to describe what happened at the party.

PHONICS TIP OF THE WEEK

Practice spelling 3-sound words with your child by segmenting each sound and writing the corresponding letters. For example, "Dog. d-o-g." Use fun writing utensils like pens, markers, and whiteboards to increase engagement.

Place Value Riddles

Directions:

1. Read each riddle.
2. Draw and solve!

Mystery Riddle	Draw it!	Number?
I have 4 tens and 25 ones. Who am I?		
I am number 49. If you represent me with 29 ones how many tens do I have?		
I am number 36. If you represent me with only 2 tens how many ones do I have?		
I have 17 tens and 12 ones. What number am I?		
I have 6 tens and 23 ones. What number am I?		

Base Ten Compare

Materials:

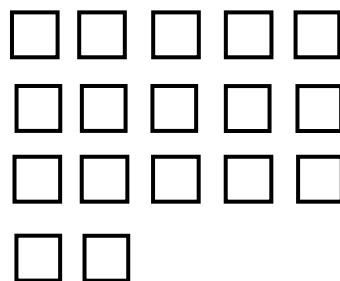
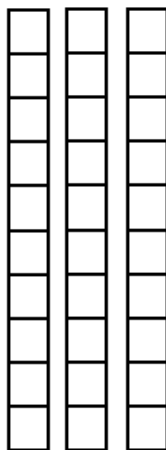
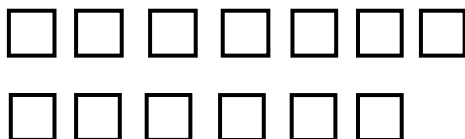
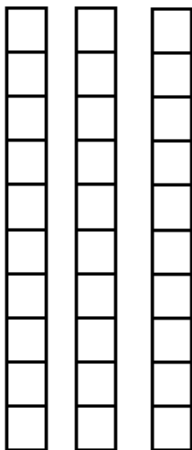
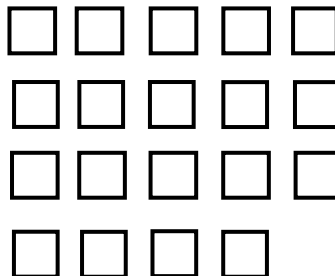
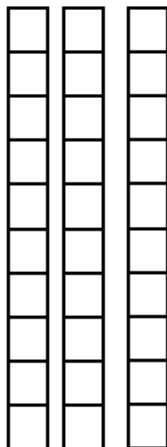
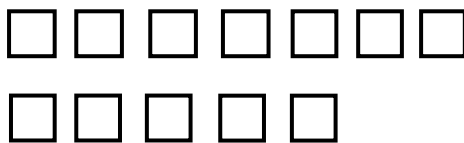
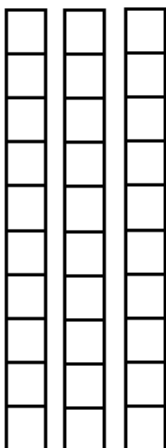
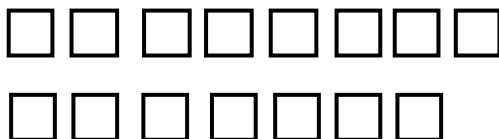
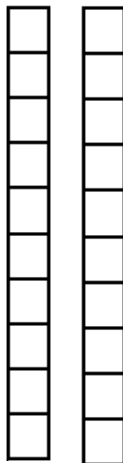
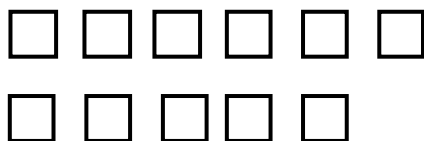
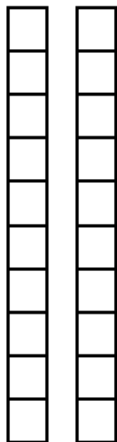
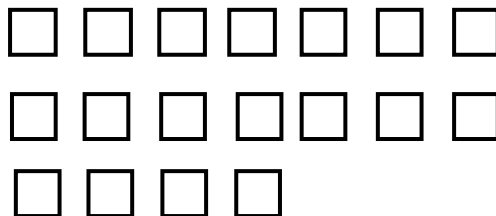
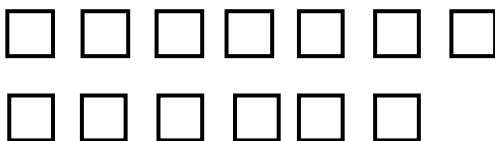
ten frame cards (cut out)

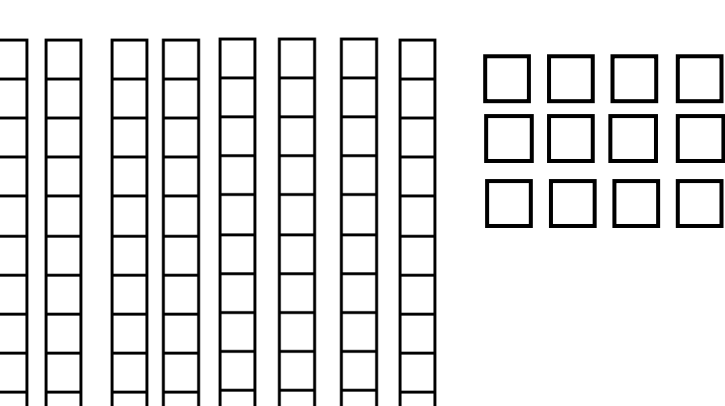
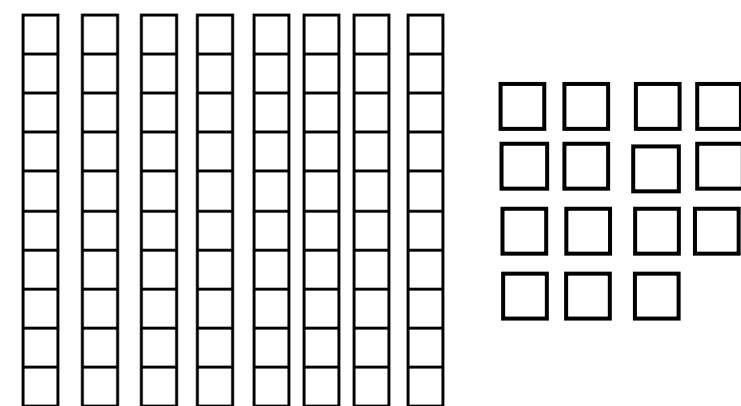
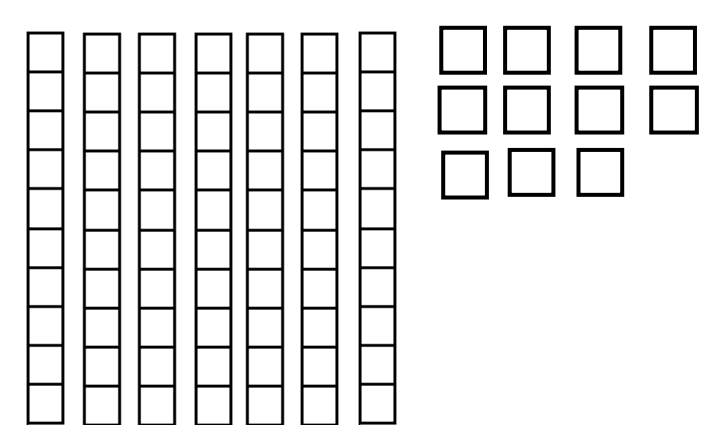
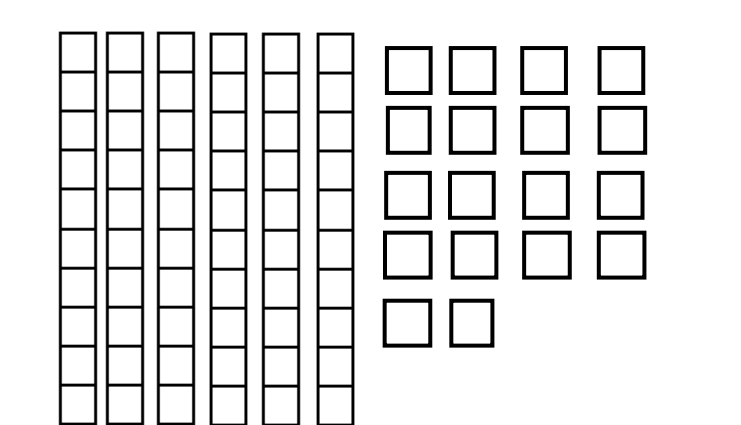
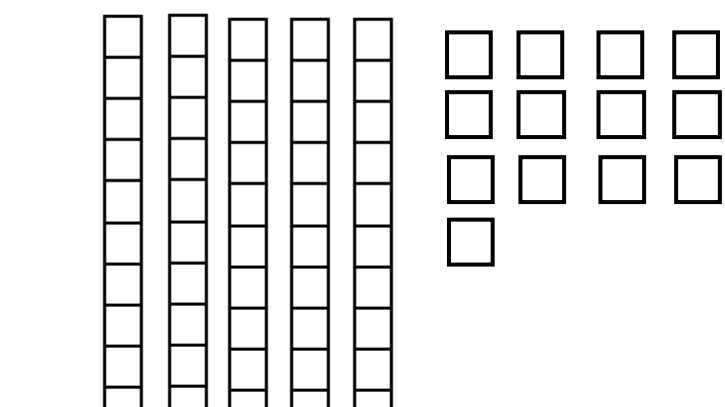
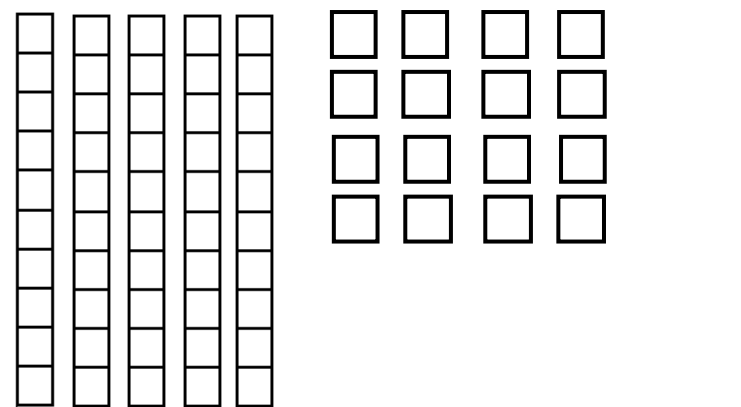
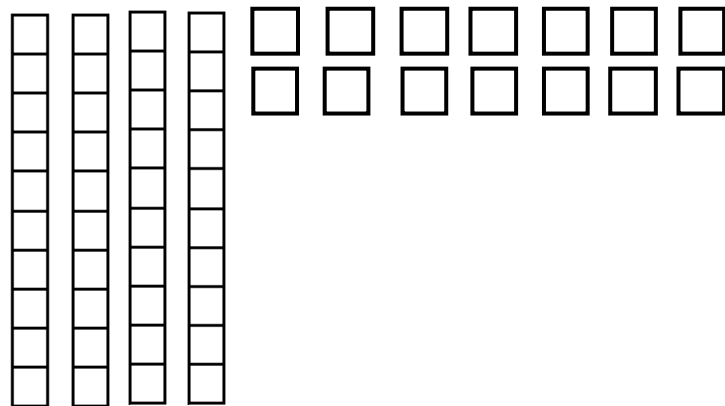
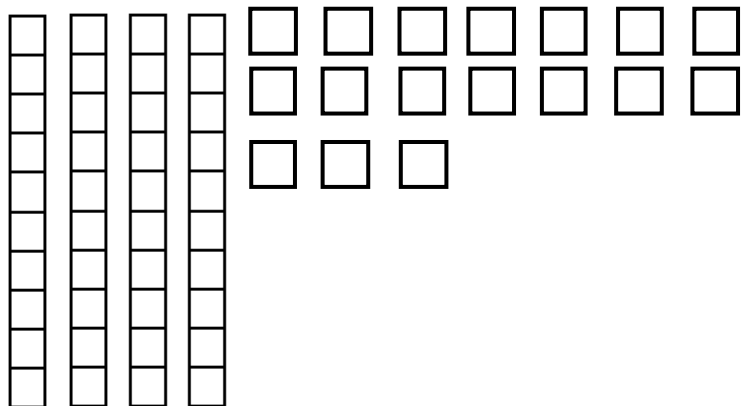
Directions:

1. Work with a partner. Deal 8 cards to each player.
2. Both players turn over the top card in their stack. Players compare cards. The player with the greater number takes both cards and puts them on the bottom of their stack. If the cards are of equal value players turn over another card each and compare the new cards.
3. Both players record the result of the comparison on the chart below using the symbols $<$, $>$.
4. The game continues until one player has all of the cards.

Player 1's Number	$<$, $>$	Player 2's Number

Player 1's Number	$<$, $>$	Player 2's Number



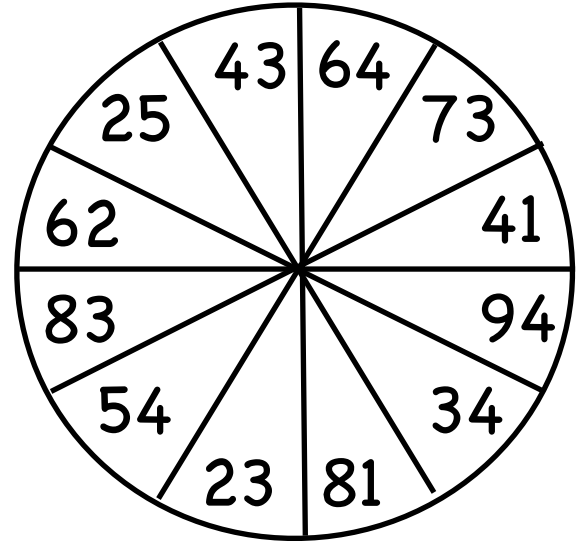


What Did I Add?

Materials: numeral cards (cut out), create a spinner with a paperclip and pencil

Directions:

1. Turn the numeral cards face side down. Player 1 spins to get a starting number.
2. Player 2 picks a number card without showing your partner. Choose whether to add that many ones or tens to your starting number.
3. Player 2: Tell your partner the sum. Don't go over 99!
4. Player 1: Tell your partner what number you think they added and explain your thinking. Record your answer in the space below.
5. Switch roles and repeat.



round	number spun	+	secret number	=	new sum
1	_____	+	_____	=	_____
2	_____	+	_____	=	_____
3	_____	+	_____	=	_____
4	_____	+	_____	=	_____
5	_____	+	_____	=	_____
6	_____	+	_____	=	_____
7	_____	+	_____	=	_____
8	_____	+	_____	=	_____
9	_____	+	_____	=	_____
10	_____	+	_____	=	_____

1

2

3

4

5

1

2

3

4

5

1

2

4 in a Row

Materials: 20 counters (10 of one color and 10 of another color). You could use coins such as pennies and nickels, instead of colored counters.

Directions:

1. Player 1 gets 10 counters of one color and player 2 gets 10 counters of another color.
2. Player 1 puts a counter on the 2 numbers you will add.
3. Player 1 puts a counter on the sum in the 4 in a Row grid.
4. Player 2 moves 1 of the counters to a different number, adds the numbers, and puts a counter on the sum.
5. Continue taking turns until someone gets 4 in a row.

4 in a Row					
37	47	67	77	32	50
66	99	76	68	41	59
41	94	86	64	52	70
98	71	89	82	63	81
74	54	59	65	59	55

pick 2 numbers to add ↓

14	23	41	53
45	18	36	29

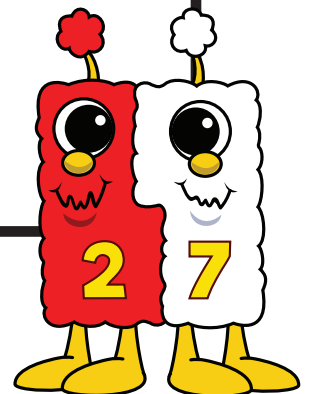
Directions: Solve the following addition equations with tens and one with Value Pak!

$$14 + 53 =$$

$$24 + 63 =$$

$$24 + 32 =$$

$$54 + 22 =$$



Solve with D.C.



Directions:

Solve these problems with the ten frames using D.C.'s strategy (decomposing and composing). Remember to make a friendly number to make addition easier!

$$38 + 7 = \underline{\quad}$$

$$49 + 6 = \underline{\quad}$$

Closest To 95

Version 1

Directions:

1. Cut out the number cards and spread them out facedown on the table.
2. Start at number 55. This will be your starting number for both players.
3. Player 1 picks a card and adds that number to the starting number (55). Write the equation on the recording sheet.
4. The sum becomes the starting number in the next equation.
5. Now Player 2 picks a card and repeats step 3. Each player must take 6 turns.
6. The player who gets closest to 95 without going over is the winner.

Player 1
55 + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____

Player 2
55 + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____

1

2

3

4

5

6

7

8

9

10

Closest To 95

Version 2

Directions:

1. Cut out the number cards and spread them out facedown on the table.
2. Start at number 25. This will be your starting number for both players.
3. Player 1 picks a card and decides if they should add that number of tens or ones to the starting number (25). Write the equation on the recording sheet.
4. The sum becomes the starting number in the next equation.
5. Now Player 2 picks a card and repeats step 3. Each player must take 6 turns.
6. The player who gets closest to 95 without going over is the winner.

Player 1
25 + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____

Player 2
25 + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____

1

2

3

4

5

6

7

8

9

10

Find The Missing Number

Directions:

1. Look at the sums given and determine what 2-digit number makes the equation true.
2. Use the number cards to fill in the equations. You can only use each number card once.

$51 = 1$		$+ 32$
$62 = 45 + 1$		
$73 = 2$		$+ 47$
$84 = 53 + 3$		
$93 = 6$		$+ 29$
$52 = 30 + 2$		
$65 = 1$		$+ 47$
$76 = 51 + 2$		
$87 = 4$		$+ 44$

Number Cards—cut out

<i>1</i>	<i>2</i>	<i>3</i>
<i>4</i>	<i>5</i>	<i>6</i>
<i>7</i>	<i>8</i>	<i>9</i>

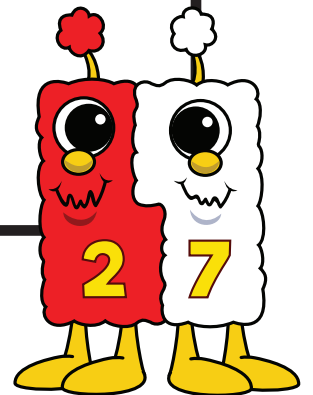
Directions: Solve the following addition equations with tens and one with Value Pak!

$$37 + 26 =$$

$$18 + 55 =$$

$$34 + 57 =$$

$$28 + 56 =$$



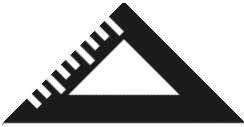
Compare The Length

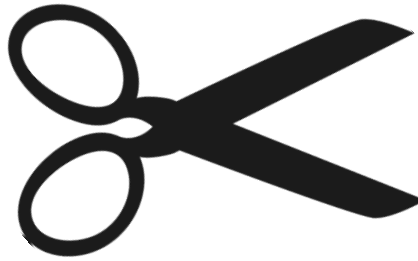
Directions: Put the objects in order from shortest to longest. Label the shortest object 1, label the middle object 2, and label the longest object 3.





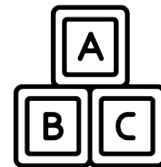
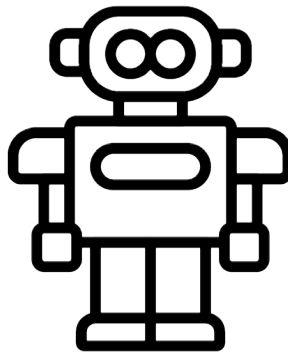
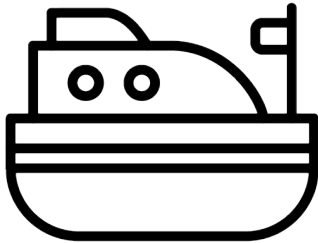








Directions: Compare the 3 objects below. Fill in the blanks to complete the sentence.

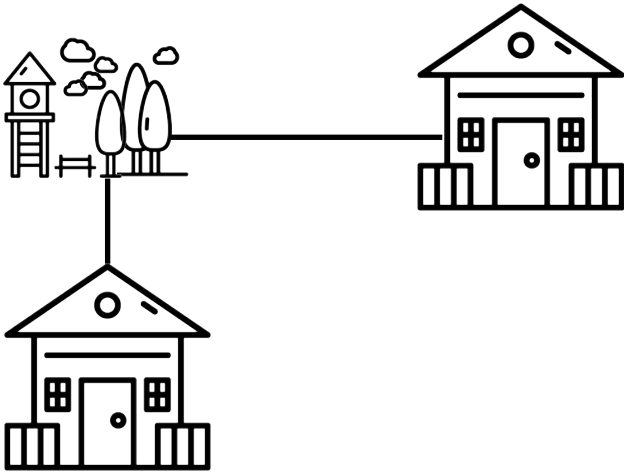


The _____ is taller than the _____ and
_____.

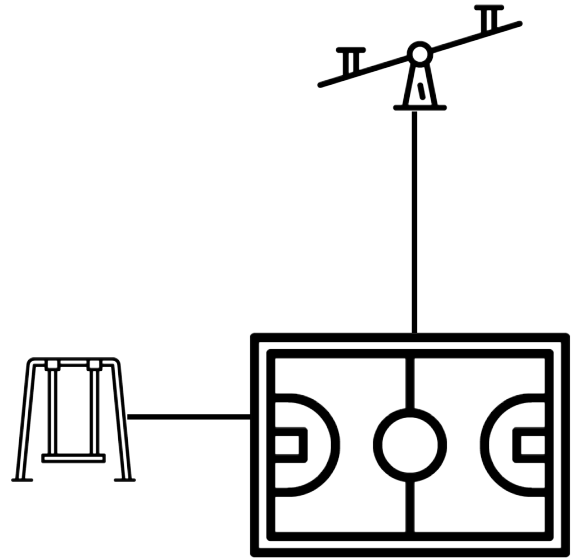
Object Compare

Directions: Using a piece of string or yarn compare the lengths.

Which house is closer to the park?
Circle the house that is closer to
the park.



Are the swings or the seesaw
closer to the basketball court?
Circle which one is the closest.



Find a piece of paper and a pair of
scissors and compare the lengths.
Which one is longer? Fill in the
sentence below.

The _____ is
longer than the _____.

Find a pencil and a marker to
compare the lengths. Which one
is shorter? Fill in the sentence
below.

The _____ is
shorter than the _____.

Measuring with a Tool

Directions:

1. Choose an object to measure. Record the object on the chart below.
2. Choose a length measuring tool. You can use paperclips, cubes, etc.
3. Measure the length of the object with your tool and record the length on the chart below.
4. Repeat steps 1-3 five more times.

Object	Length
Example: pencil	6 paperclips

Measuring with a Tool

Directions:

1. Choose 2 objects to measure. Record the objects on the chart below.
2. Choose one unit of measurement. You can use paperclips, cubes, etc.
3. Measure the length of the both objects with that unit of measurement and record the lengths on the chart below.
4. Add the lengths of both objects together and record the total length.
5. Repeat steps 1-4 with a different unit of measurement.

Example:

	Object	Length	Total Length
Object 1	scissors	5 paperclips	8 paperclips
Object 2	pencil	3 paperclips	

	Object	Length	Total Length
Object 1			
Object 2			

	Object	Length	Total Length
Object 1			
Object 2			

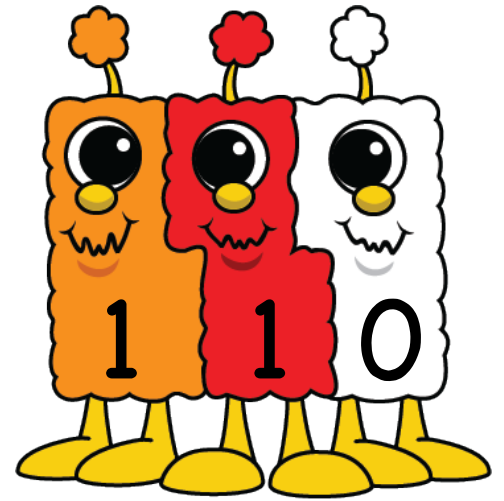
	Object	Length	Total Length
Object 1			
Object 2			

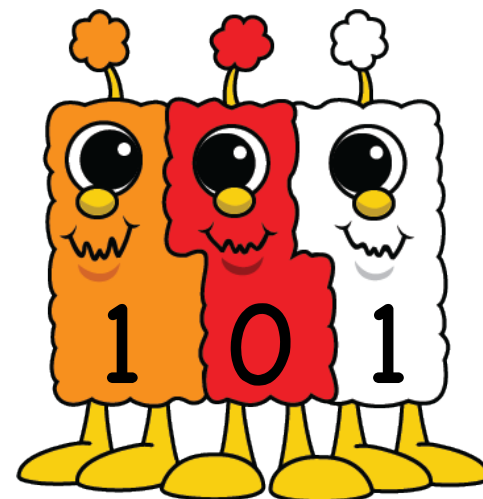
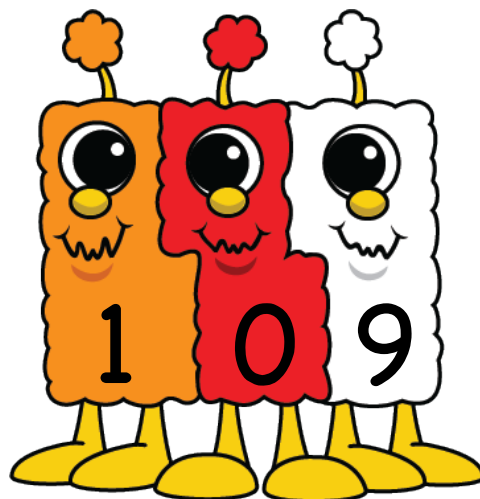
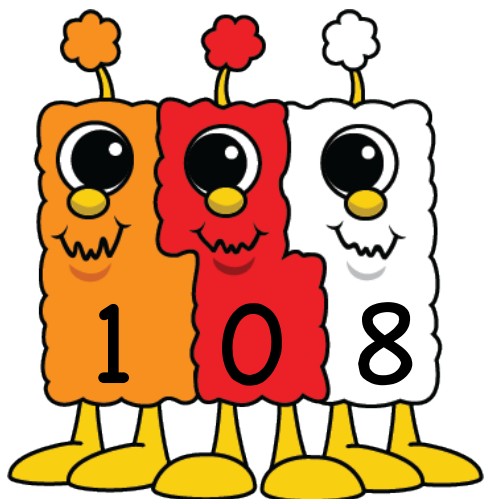
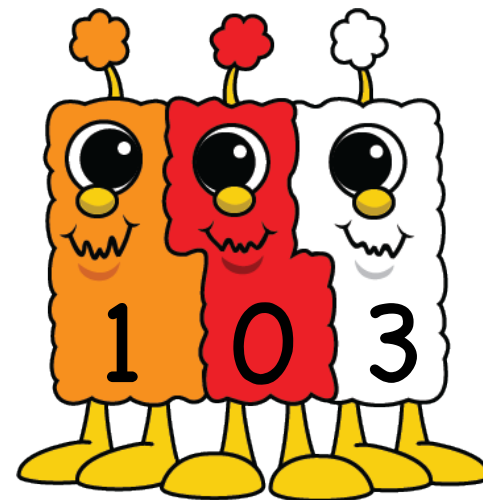
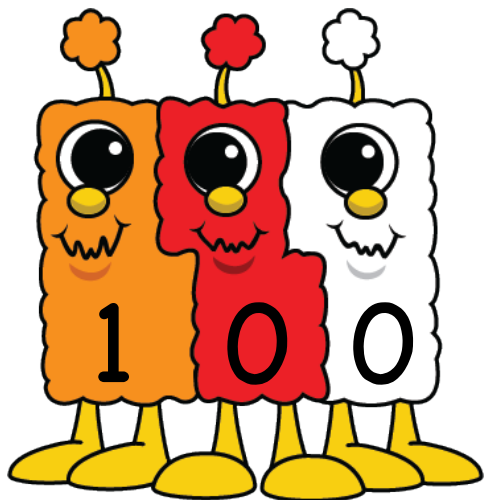
	Object	Length	Total Length
Object 1			
Object 2			

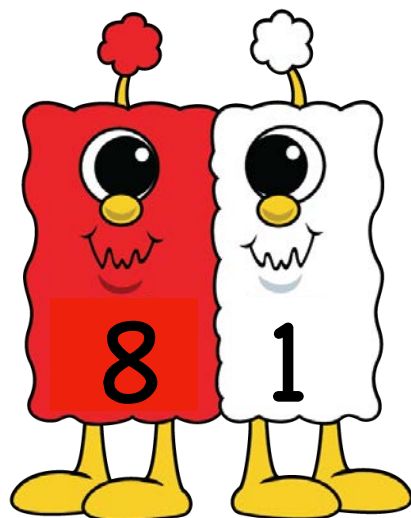
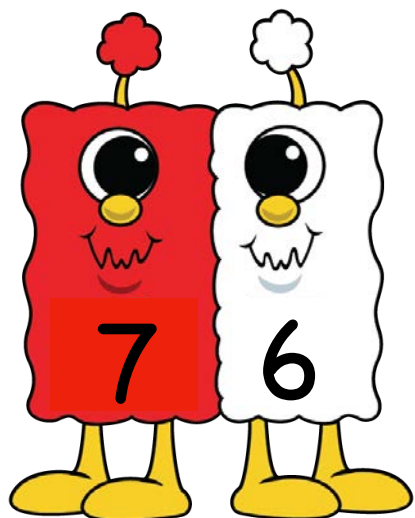
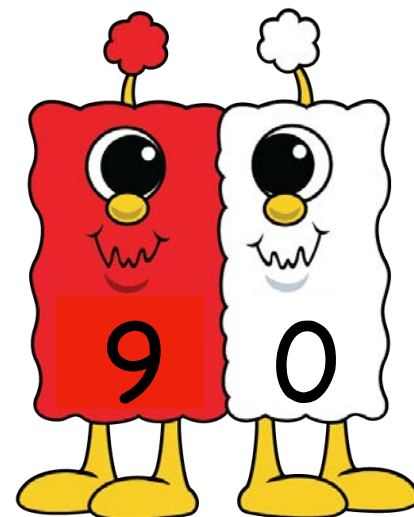
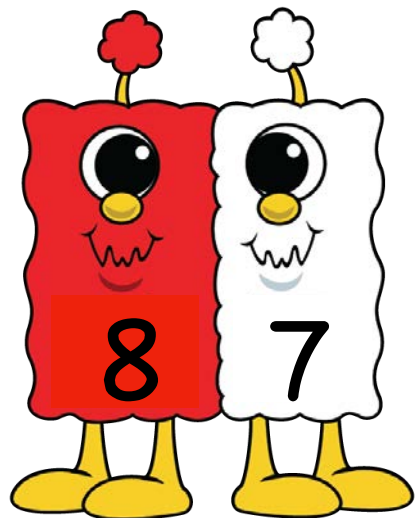
Value Pak Match-Up

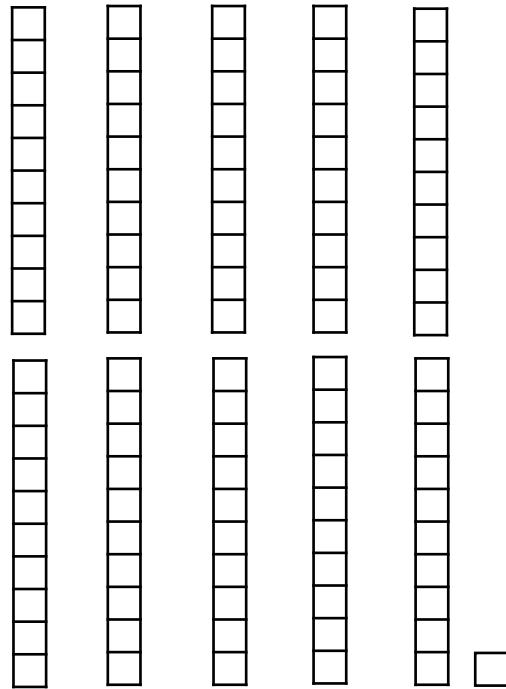
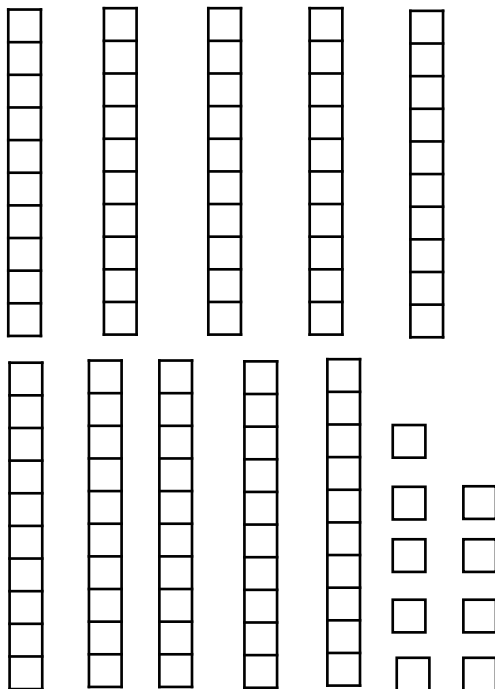
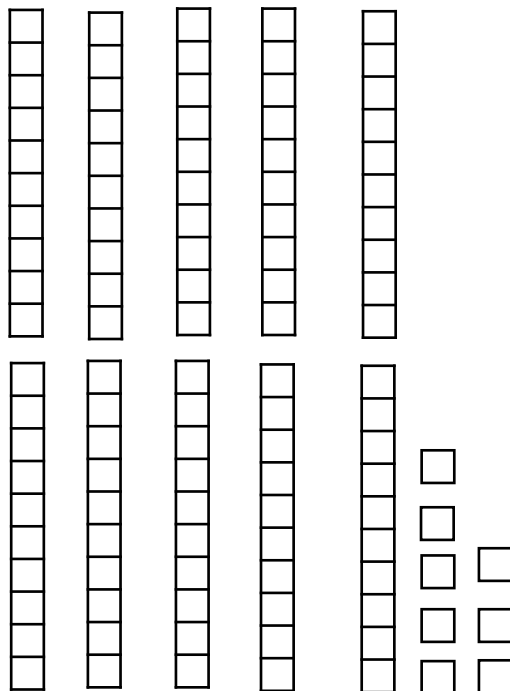
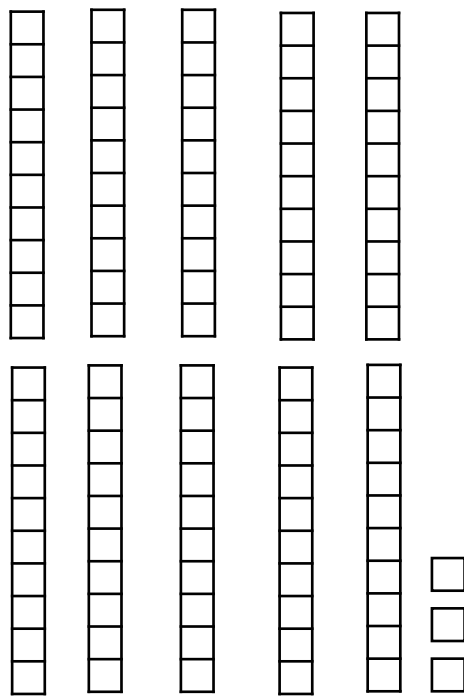
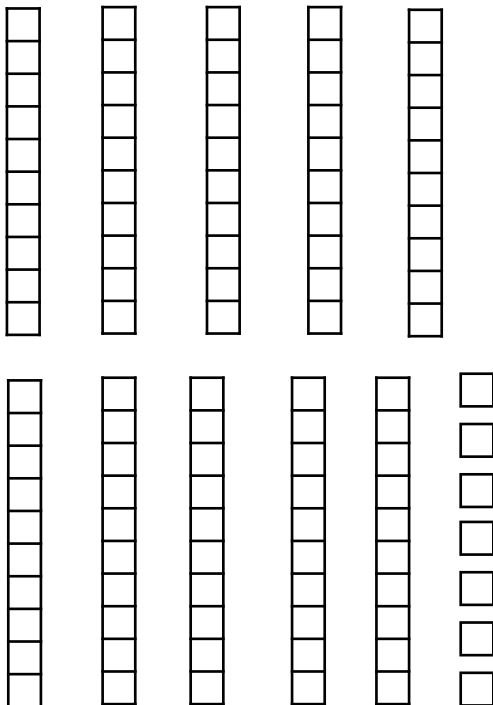
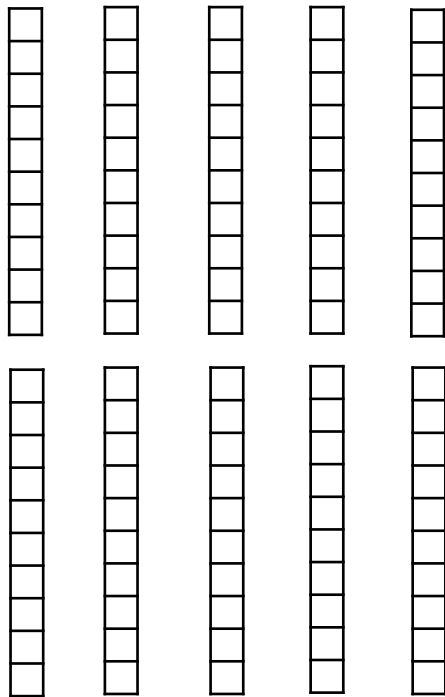
Directions:

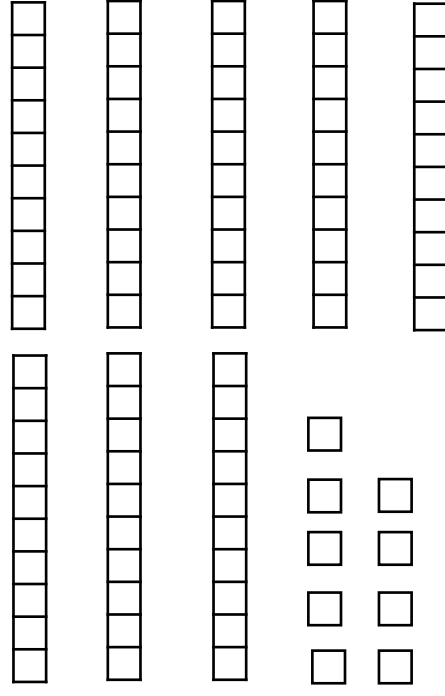
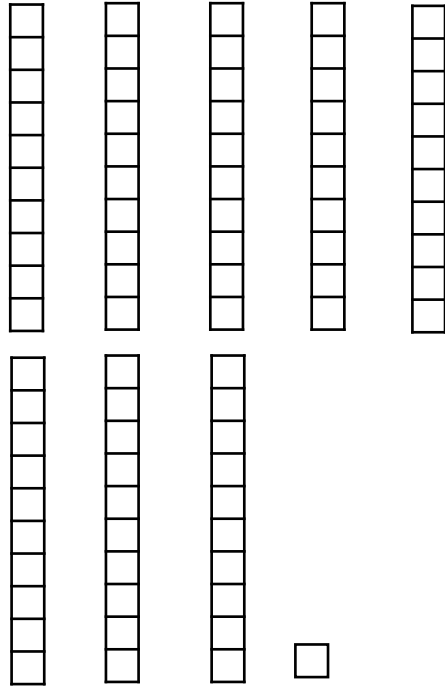
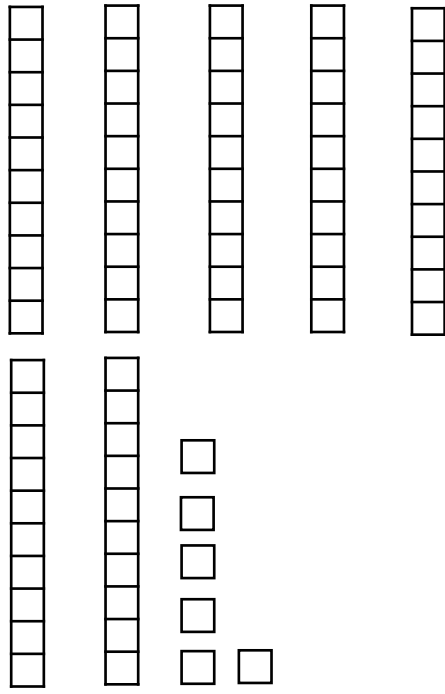
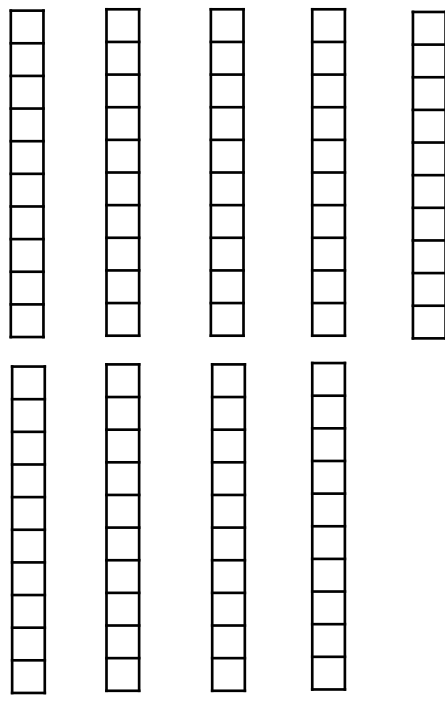
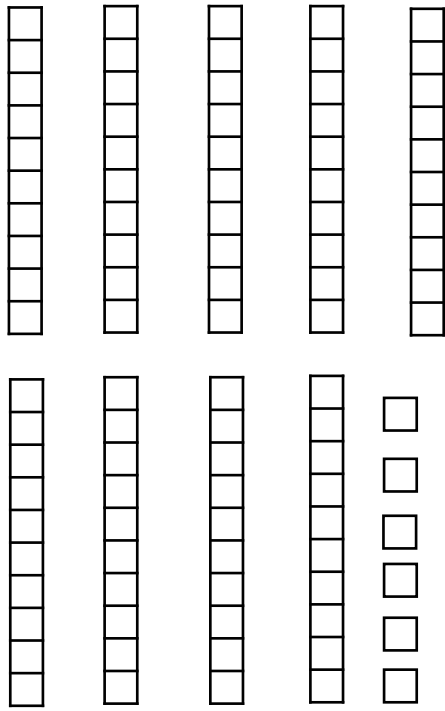
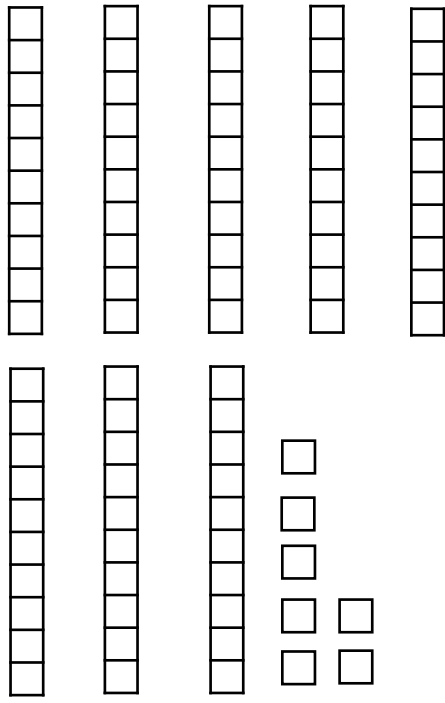
1. Cut out all the cards and place them face down in two separate piles. (one pile with the Value Pak cards and one pile with the base ten block cards)
2. Player 1 picks one card from each pile and tries to make a match. If a match is made, Player 1 keeps both cards and gets to go again. If a match is **not** made Player 1 puts both cards back in the pile.
3. Player 2 repeats step 2. Continue taking turns until all the cards are matched up. The player with the most matches wins!











Jody has 8 more tennis balls than Sophia. Sophia has 4 tennis balls. How many tennis balls does Jody have?



Sentence Form

Jody has _____ tennis balls.

Visual Model

<u>Who and/or what</u> Jody's tennis balls		
---	--	--

<u>Who and/or what</u> Sophia's tennis balls	
---	--

Computation

Ryan has 7 tennis balls. Derrick has 10 tennis balls. How many fewer tennis balls does Ryan have than Derrick?



Sentence Form

Ryan has _____ less tennis balls than Derrick.

Visual Model

Who and/or what Ryan's tennis balls		
Who and/or what Derrick's tennis balls		

Computation

Jamie has 12 tennis balls. She gives some to her brother. Now she has 5 tennis balls left. How many tennis balls did Jamie give to her brother?



Sentence Form

Jamie gave _____ tennis balls to her brother.

Visual Model

<u>Who and/or what</u> tennis balls	<div style="text-align: center;"> <div style="border-bottom: 1px solid black; width: 100px; margin: 0 auto;"></div> <div style="display: flex; align-items: center; justify-content: center; height: 100px;"> <div style="border-left: 1px solid black; border-right: 1px solid black; width: 1px; height: 100px;"></div> </div> </div>	<div style="border-bottom: 1px solid black; width: 100px; margin: 0 auto;"></div>
--	---	---

Computation

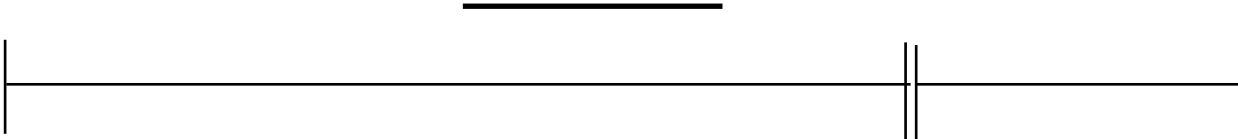
Jessica has some tennis balls. She gives 8 of them to her friends. She has 3 tennis balls left. How many tennis balls did Jessica have to start with?



Sentence Form

Jessica had _____ tennis balls to her start with,

Visual Model

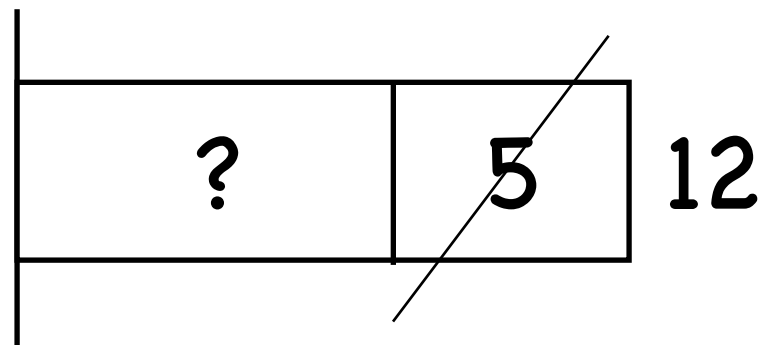
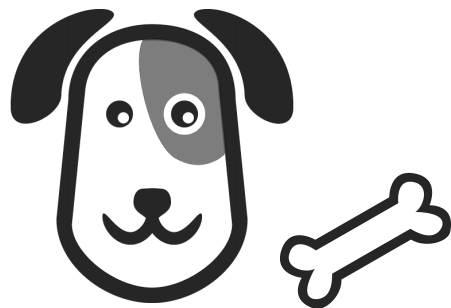


<u>Who and/or what</u> tennis balls	
--	--

Computation

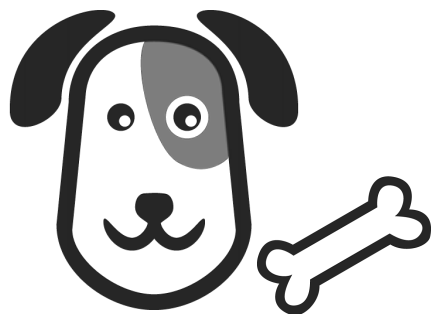
A dog has 12 bones. He ate 5 of them. How many bones were left?

$$12 - 5 = 7$$



A dog ate 5 bones for breakfast and then he ate some more for dinner. By the end of the day he'd eaten 12 bones. How many bones did he eat for dinner?

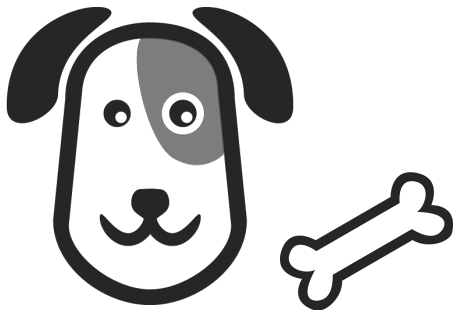
$$5 + 7 = 12$$



5	?	12
---	---	----

A dog found 7 bones on Monday and found another 5 bones on Tuesday. How many bones did he find in all?

$$7 + 5 = 12$$



7	5	?
---	---	---

A dog found 12 bones on Monday and 7 bones Tuesday. How many more bones did he find on Monday than on Tuesday?

$$12 - 7 = 5$$

