



ELA GRADE 1

SPRING BREAK LEARNING

MARCH 10-14

2025

**The Office of
Literacy**

Spring Break Learning Packet



STUDENT RESOURCES

The materials contained in this packet provide students with additional practice reading, speaking, listening, and writing. Students can return the completed packet to their teacher for review.

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Wonders

Texts and Practice Page

Name _____

A. Read the words in the box. Write the words that complete the sentences.

hedge cage edge

1. Pip the pet sits in a _____ .

2. Mom cuts the top _____ of the can.

3. Pam trims the _____ .

B. Change one letter to make a new word with the soft c or g sound. Then write the word.

1. late _____ 2. hem _____

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Name _____

Add -ed to an action word to tell what happened in the past. Add -ing to an action word to tell what is happening now.

Look at the word **race**. It ends with the letter e.
To add -ed or -ing, first drop the e.

race - e + ed = **raced**

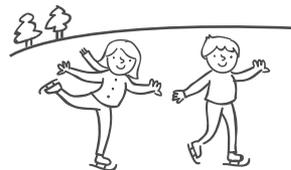
race - e + ing = **racing**

A. Add -ing to each word. Write the new word.

1. trace _____



2. skate _____



B. Add -ed to each word. Write the new word.

3. rake _____



4. slice _____



Name _____

Read and spell each word in the box.

rice

nice

page

age

wedge

ledge

from

once

Use the clues to write a spelling word on the line.

1. starts like **leg** + ends like **hedge**

2. starts like **nine** + ends like **price**

3. starts like **pale** + ends like **cage**

4. starts like **web** + ends like **pledge**

5. starts like **frame** + ends like **Tom**

Name _____

Read the sentences out loud. Match each sentence to the picture. Spell each word in bold.

1. Cal is **happy** in the tent.

a.



2. **Once** I jumped on a box.

b.



3. I was **so** fast, I won the race.

c.



4. The fish came **from** the pond.

d.



5. We can play **any** game.

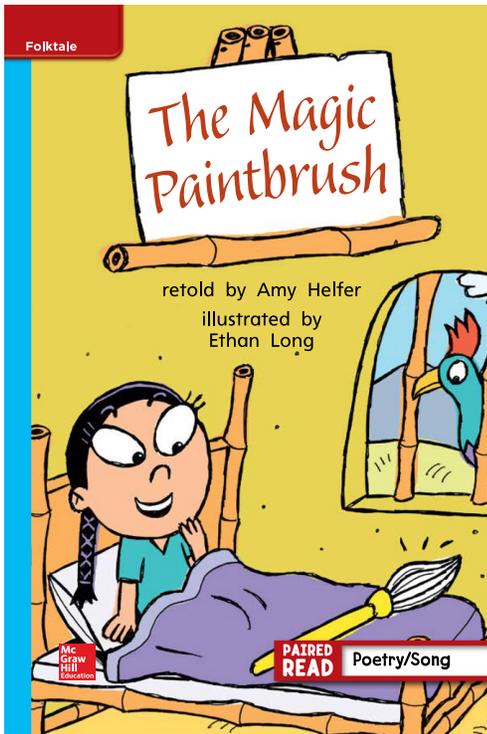
e.



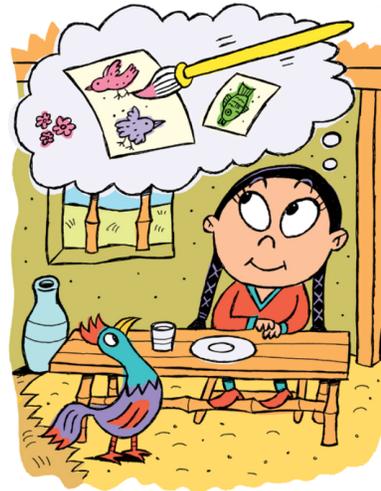
6. The boy wished **upon** a star.

f.





Once upon a time, there was a poor girl named Lin-Lin. Lin-Lin wanted a paintbrush badly.



2

One night, Lin-Lin had a dream about a magic paintbrush. Anything it painted became real!

In the morning, Lin-Lin saw a paintbrush! Was it magic?



3

Lin-Lin painted an orange. It became real!

"I can have anything I want!" she thought.



4

Soon people came from far away. They wanted Lin-Lin's help.

Lin-Lin painted rice for a poor woman. She painted rain for a farmer.



5

A man named Chang waited. Then he grabbed Lin-Lin's paintbrush.

"I'll be so rich!" Chang said, and he ran away!



6

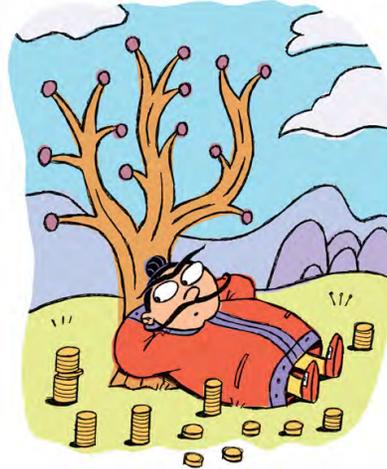
Chang painted a silk robe,
and it became real.

Then he painted gold. The
gold became real, too.



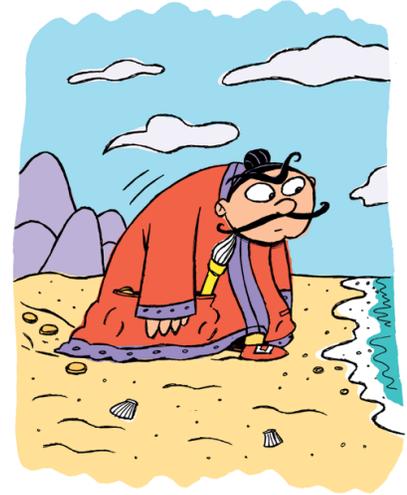
7

Chang got tired of painting.
“A swim might be nice,”
Chang thought. “I must not
leave any of my gold.”



8

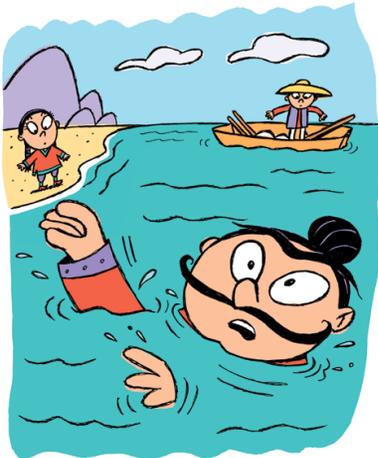
Chang stuffed his pockets
and trudged into the sea.



9

The gold was heavy, and
Chang couldn't swim!

Lin-Lin saw Chang. She asked
a man to help.



10



Chang lost his gold, but he
was happy.

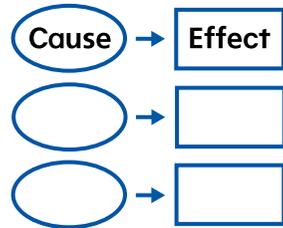
“Here's your paintbrush,” he
said. “A friend is worth more
than gold.”

11

Respond to Reading

Retell

Use your own words to retell *The Magic Paintbrush*.



Text Evidence

1. Look at page 5. Why were people asking Lin-Lin for help?

Cause and Effect

2. Look at page 10. Why does Chang need help? Cause and Effect

3. How do you know that *The Magic Paintbrush* is a folktale?

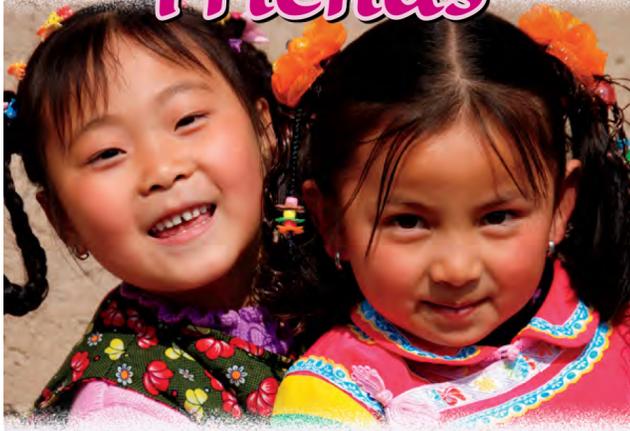
Genre

Genre Poetry/Song

Compare Texts

Read the words to a song about old and new friends.

Make New Friends



by Julia Jakes

13

Make new friends,
But keep the old.
One is silver,
The other is gold.

A circle is round.
It has no end.
That's how long
I will be your friend.



Silver is precious.
Gold is, too.
I am precious,
and so are you.

You help me,
and I'll help you.
And together
We will see it through.



Make Connections

What would the author of the song tell Chang? **Text to Text**

15

Focus on **Genre**

Folktale A folktale is a story based on customs and traditions. Folktales often teach lessons even though the events are not real.

What to Look for Chang says, "A friend is worth more than gold." Chang is teaching us a lesson. The paintbrush turns paintings into real things. This cannot happen in real life.

Your Turn

Make up a folktale that teaches why friends are more important than things. Share your folktale with the class.

Thinkmark

Characters

Why do you think Lin-Lin helped Chang?

How did Chang change from the beginning to the end of the story?

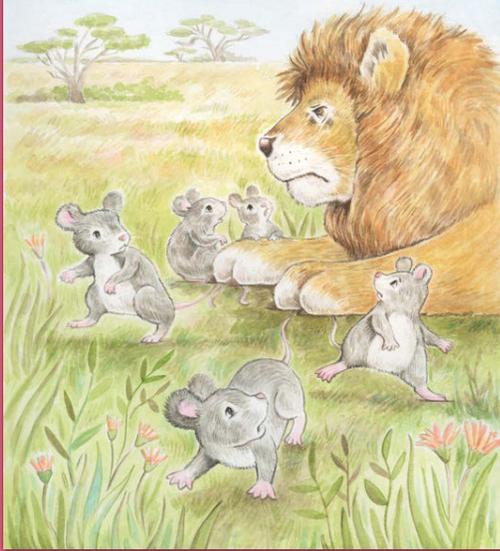
Plot

Many people came to see Lin-Lin. What problems did they have? How did Lin-Lin solve their problems?

Sequence of Events

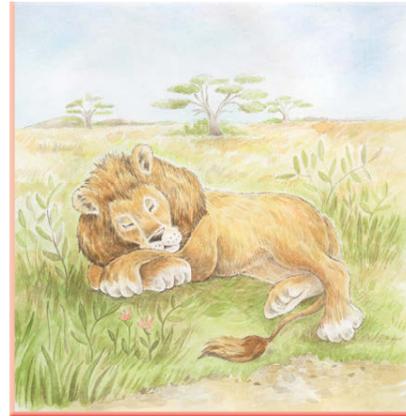
What did Chang do after he took Lin-Lin's paintbrush?

King and Five Mice



26

Once upon a time, a cat had the name of King. King had a space to rest. It was at the edge of the green grass.



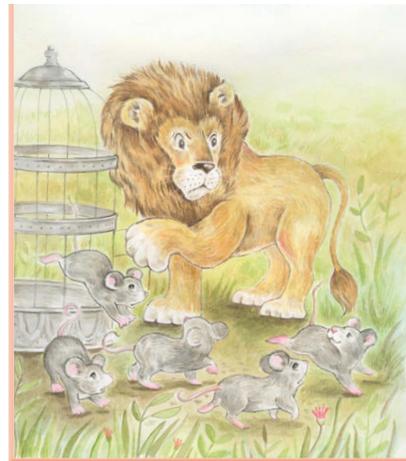
27

Then, five mice went on top of King's face. It did wake him up. King made a face that was not so happy.



28

King was in a rage. He had the mice in a cage. The five mice said, "Let us out. We can help."



29

King did ask, "Can mice help me? I will take a chance." The five mice ran fast from that cage!



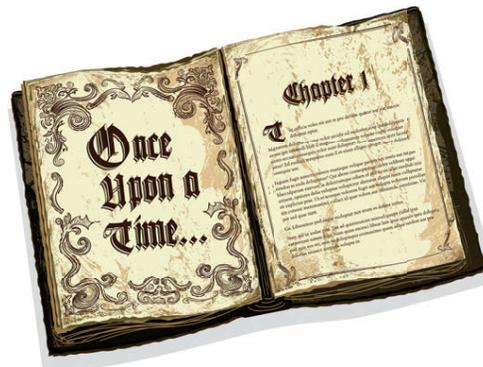
30

Then on a hunt, King got in a net. He could not budge in any way. The five mice came and bit the net. King got out! Such fine mice!

Tales from a Past Age



andresr/Getty Images (left) McGraw-Hill Education



At times, a tale said "Once upon a time." A tale like this comes from a past age. Can you name a tale?

David/Digital Vision Vectors/Getty Images

32



A tale like this can have things that are made up. It can have mice that sing. It can have pigs that use bricks.

andresr/Getty Images (left) McGraw-Hill Education

33



andresr/Getty Images (left) by Close Images/Alamy

In a tale like this, the two pals go to new places. They can get a gem. They can have a race.

34



1st David H. Collier/Shutterstock/Getty Images, (top) SPS35/Shutterstock/Getty Images, (bottom) Digital Vision Vectors/Getty Images

In a tale like this, a plant can sit on a ledge. A king can be on a bridge. A bug can end up in a cage.

35



A tale like this can end in a happy way. The faces can have smiles! So look at a tale from any past age. It will be fun!

Christopher Futer/Getty Images

36

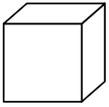
Name _____

Say the name of each picture. Count the sounds.

Draw an X in one box for each sound.

1.

2.



3.



4.

5.



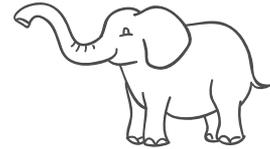
Teacher Directions: Model item 1 by saying *bone*. Say: *I can say the sounds in the word bone. The word bone has three sounds: /b/ /ō/ /n/.* Say the sounds with me: /b/ /ō/ /n/.

Name _____

A. Read the words in the box. Use the words to complete each sentence. Write the word on the line.

huge stove Eve these rode cone

1. Its trunk is _____!



2. Pete _____ on his bike.



3. My name is _____.



4. Do you like _____ pants?



B. Add one letter to make a new word with a long vowel sound. Then write the word.

1. hop _____

2. not _____

Name _____

The spellings **a_e**, **i_e**, **o_e**, **u_e**, and **e_e** stay together in the same syllable. The syllable usually has a long vowel sound.

in/side**a/**wake**rose/**bud

Read each word. Draw a line to divide the word into syllables. Write one syllable on each line. Then circle the syllable with the long vowel sound.

1. explode

_____	_____
-----	-----
_____	_____

2. handshake

_____	_____
-----	-----
_____	_____

3. sunshine

_____	_____
-----	-----
_____	_____

4. placemat

_____	_____
-----	-----
_____	_____

Name _____

Pick the word that is spelled correctly. Write the word to complete the sentence.

1. The _____ are glad.

people peepo



2. I _____ you will get a bike!

hoope hope

3. The cat is _____ .

neic nice

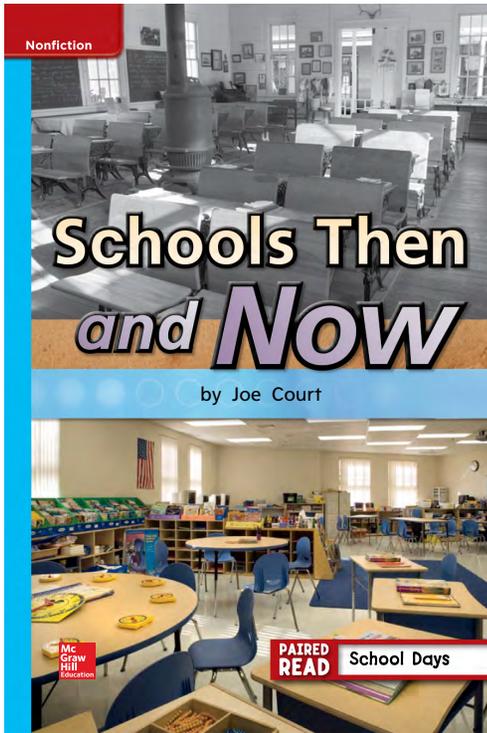


4. The chick is _____ .

cuot cute

5. Use _____ to tie things.

rope ropp



Long ago, travel was different. It was hard to get to school. Boys and girls walked for hours. Some traveled by horse.

Children went to school by horse and wagon.

2

Children ride in a bus.

Now it's easy to get to school. People can travel by bus. Some walk or ride in a car.

3

Long ago, this was a school. The teacher waited outside. She rang a bell before class.

This school had one teacher.

4

This school has many teachers.

Today, schools look like this. A bell rings inside the school. Classes are ready to begin.

5

Long ago, stoves were used. The stoves kept the rooms warm. The windows let in light.

All the light came from outside.

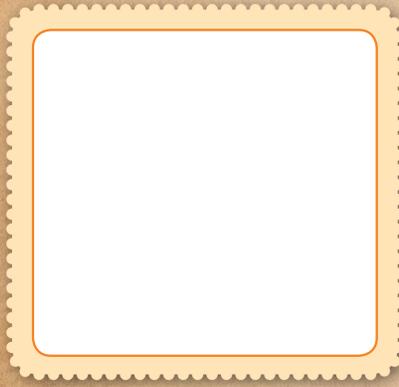
6



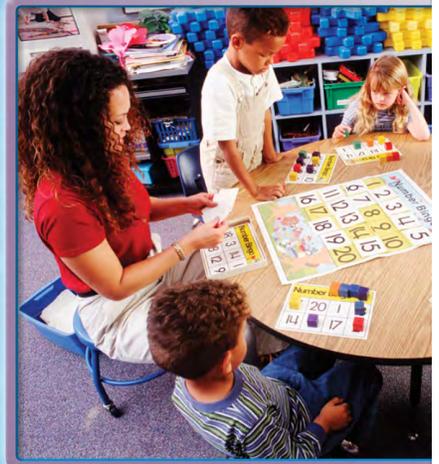
Light comes from bulbs.

Now we heat rooms in other ways. Hot water pipes warm the rooms. Lights brighten them up.

Long ago, children sat in rows. They sat in wooden chairs. Desks were bolted to the ground.



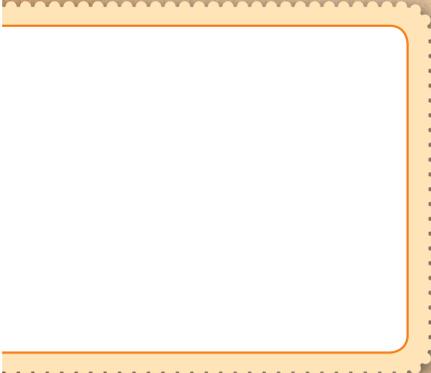
Children sat at desks.



Children sit and work together.

Today, children sit at tables. Some sit at desks. Nothing is bolted to the ground.

Long ago, children wrote on slates. They did not have pencils. They used pieces of old chalk.



Children wrote with chalk.



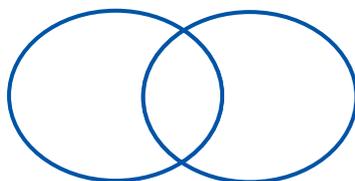
Children work on computers.

Now, they use pencils and paper. Some children use computers. How else has school changed?

Respond to Reading

Retell

Use your own
words to retell



Schools Then and Now.

Text Evidence

1. Look at page 3. How do people travel to school now?

Compare and Contrast

2. Look at page 6. How were classrooms long ago different from classrooms today? the same? Compare and Contrast

3. How do you know *Schools Then and Now* is nonfiction? Genre

School Days



And Bailey/The Image Bank/Getty Images

Genre Nonfiction

Compare Texts

How has school changed over the years?

13

Schools Long Ago

A school was one room.

Children learned reading, writing, and math.

A school did not have a lot of books.



Children shared books.



14

Image: iStock/Getty Images; (l) Library of Congress Prints and Photographs Division; (r) iStock/Getty Images; (l) iStock/Getty Images; (r) iStock/Getty Images

Schools Today

A school has many rooms.

Children learn more subjects.

A school has a lot of books.



Children learn science.



Image: Thomas Barrow/Digital Vision/Getty Images; (l) iStock/Getty Images



Make Connections

Look at both selections. How were schools different long ago?

Text to Text

15

Focus on

Social Studies

Purpose To show how you get to school

What to Do

Step 1 Draw a picture of yourself going to school.

.....

Step 2 Write a sentence that tells how you go to school.

.....

Step 3 Share your picture with the class. Read your sentence.

Literature Circles

Nonfiction

Thinkmark

The Topic

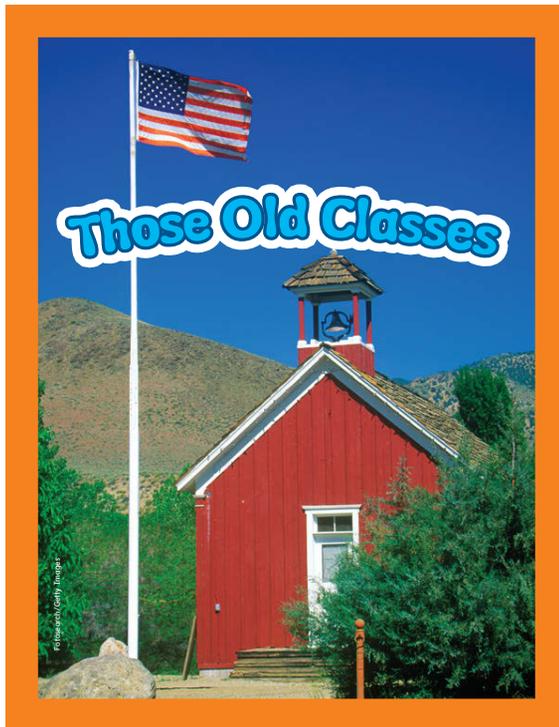
What is *Schools Then and Now* mostly about?

Vocabulary

What are the key words in this text that relate to the topic?

Make Connections

How are the schools from long ago like your school? How are they different?



Those Old Classes

Long ago, a school was not like it is now. It had a huge bell. That bell rang a tone. It was time for class!

38



A school sat in a lone spot. A boy had a desk. A girl had a desk. Desks had quill pens. Quill pens used black ink. People could use these quills to write notes.

39



Today boys and girls use a globe in school. Long ago they used a globe to find lakes and lands. A globe is like a map. You can find many things on a globe.

40



How did girls and boys get to class then? They walked a lot. Did they pledge to the flag? Yes!

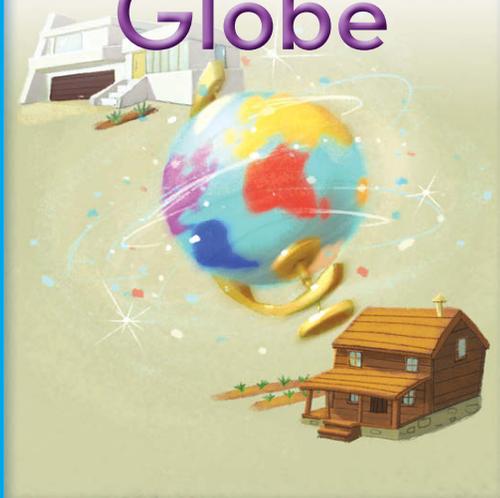
41



An old class is not quite the same as now. But one thing is the same. Kids still have fun in class!

42

That Old Globe



Eve and Pete like old things from long ago. This time, Pete had an old globe. Eve said, "Let's use this."

44



Eve spun that globe, and they did not end up at home! Pete looked and there was a note. It was a time in the past.

45



Eve and Pete landed in a huge place with a lot of crops. Eve said, "These people use a mule. It is not like at home."

46



In a lodge, Pete said, "How can they make things to eat?" "This boy and girl get it from the pot on that stove," said Eve.

47



Eve spun the globe again. Eve and Pete came back home! They said, "The past is not like now. But it was fun!"

48

Name _____

A. Read the words in the box. Listen for the middle sound spelled oo or u. Then write each word next to a word with the same ending sounds.

foot pull cook push

1. book _____

2. soot _____

3. bush _____

4. full _____

B. Change one letter to make a new word with the middle sound you hear in book. Then write the word.

1. bill _____

2. pat _____

Name _____

When you add **-ed** or **-ing** to the end of a word that ends with a vowel and a consonant, double the last consonant.

drop + ed = drop + **p** + ed = dropped

drop + ing = drop + **p** + ing = dropping

A. Add -ed to each word. Write and read the new word.

1. grab _____

2. slam _____

3. tag _____

4. stop _____

B. Add -ing to each word. Write and read the new word.

5. hug _____

6. plan _____

7. drip _____

8. skip _____

Name _____

book	look	cook	took	hood
wood	nose	cute	buy	done

Is the underlined word spelled correctly? Fill in the circle Yes or No. If the word is spelled wrong, write the word correctly.

1. Lok at all the hens!Correct? Yes No2. Dad will cook eggs at home.Correct? Yes No3. When will they be donne?Correct? Yes No4. The little chicks are cuert.Correct? Yes No

Name _____

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

done soon every after work buy

1. They will go to the park _____ school.

2. He has a lot of _____ to do.

3. Matt will _____ a hat.

4. Now she is _____ !

5. There are dots on _____ sock.

6. He will wake the cat _____ .

Apples from Farm to Table

by Paula Kramer

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Graw
Hill
Education

**PAIRED
READ** A Dairy Treat

Do you like apples?
Apples are a good
snack. They're good
for you, too.

Look inside an apple.
Do you see the seeds?
The seeds can grow into
apple trees.

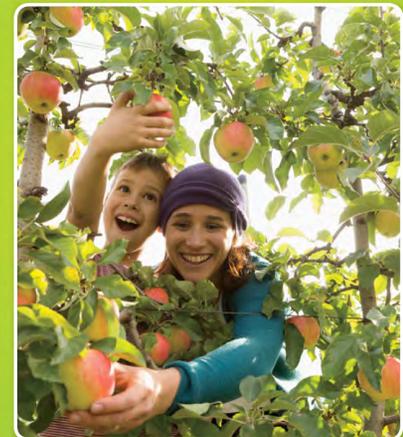


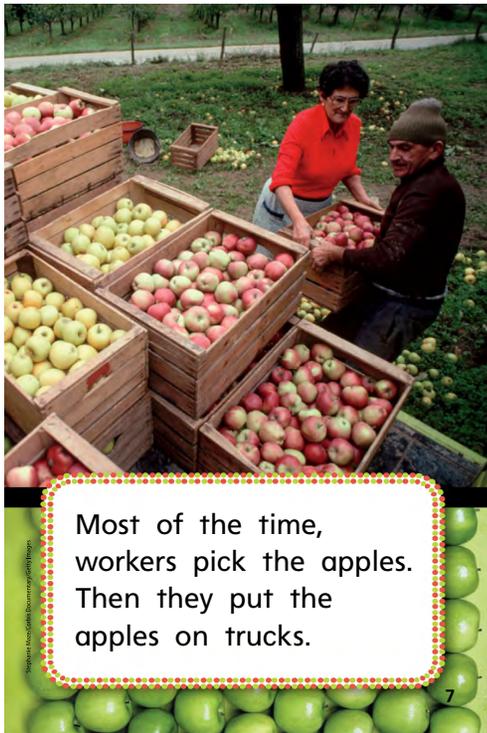
There is a new way to
grow apples. New apple
trees can grow from pieces
of old ones.



Every spring, flowers
grow on apple trees.
When the flowers
fall off, apples start
to grow.

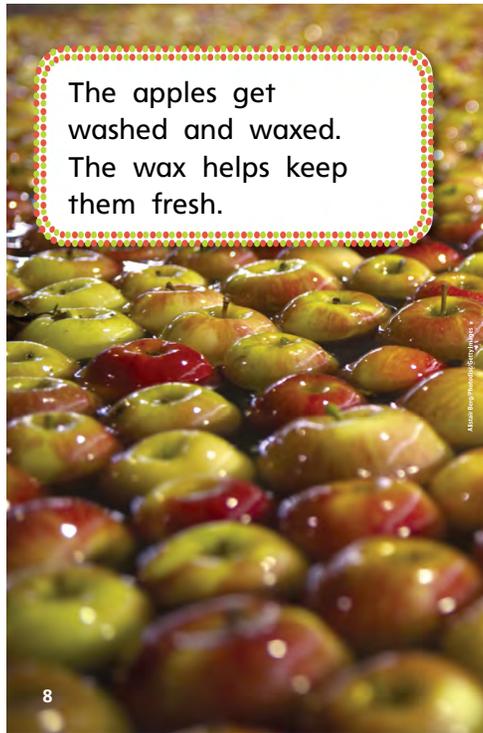
The apples grow bigger
and bigger. Soon they will
be ready to pick.





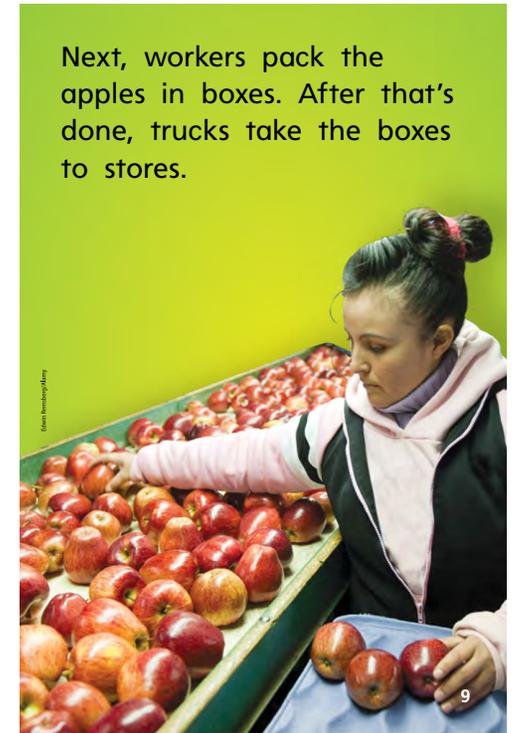
Most of the time, workers pick the apples. Then they put the apples on trucks.

7



The apples get washed and waxed. The wax helps keep them fresh.

8



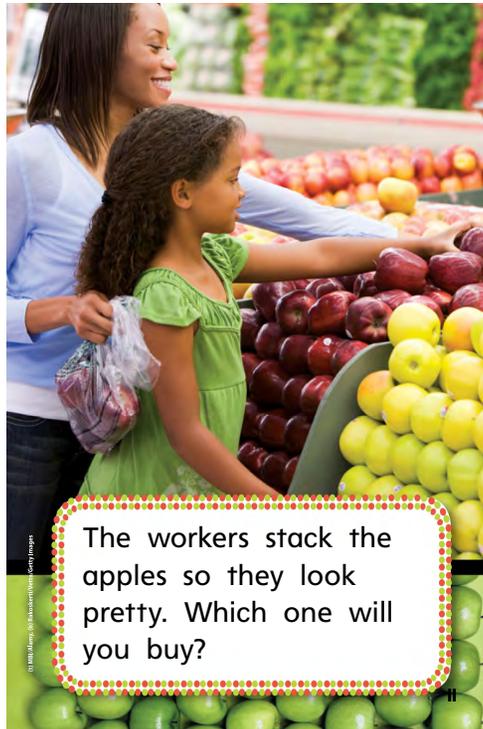
Next, workers pack the apples in boxes. After that's done, trucks take the boxes to stores.

9

People who work at the stores take the apples inside.



10



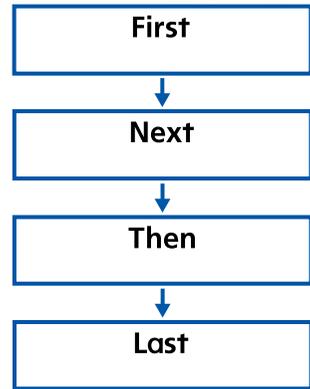
The workers stack the apples so they look pretty. Which one will you buy?

11

Respond to Reading

Retell

Use your own words to retell *Apples from Farm to Table*.



Text Evidence

1. Look at page 5. What happens after the flowers fall off the apple trees? *sequence*
2. Look at page 9. What must happen before trucks take the boxes to stores? *sequence*
3. How do you know *Apples from Farm to Table* is nonfiction? *Genre*

Genre Nonfiction

Compare Texts

Read about how yogurt is made.

A Dairy Treat



Image Images Source/Getty Images/Getty Images

13

Mmmm . . . yogurt! It's a tasty treat. Yogurt is a good snack.

Read about how yogurt is made.



Image Images Source/Getty Images/Getty Images

14



Steps	What Happens
1	Milk is heated. The heat kills bad germs.
2	Yogurt starter is added. This makes the milk thick.
3	The milk is heated again.
4	The yogurt is cooled. Then fruit is mixed in.
5	The yogurt is poured into cups.
6	The cups are packed in boxes.
7	Cooled trucks take the yogurt to stores.

Image Images Source/Getty Images



Make Connections

Look at both selections. What is the same about how apples and yogurt get to stores? **Text to Text**

15

Focus on Social Studies

Purpose To sort goods and services

What to Do

Step 1

Goods are things you buy.

Things that workers do are services. Look at this list:

apples

stack apples

yogurt

drive a truck

Step 2

Draw a chart like this one.

Goods	Services

Step 3

Write the goods and services in the chart.

Literature Circles

Nonfiction

Thinkmark

The Topic

What did you learn about how apples grow?

Author's Purpose

Why do you think the author wrote *Apples from Farm to Table*?

Make Connections

How do apples and yogurt get to stores?

A Good Cook



When a cook makes a dish,
she likes to use fresh things.
Every dish must look good.
It must taste good, too.

50



A good cook can get a
ripe lime. A ship will bring
limes in a box. After that
a cook will buy them.

51



A good cook can make
bread. He will push and
pull it. Soon he will bake
it. When it is done, it will
make a fine bite!

52



A good cook can use fish.
A man can put a hook
on a pole to get a fish.
Then a cook will buy a
fish. She will put it in a pan.

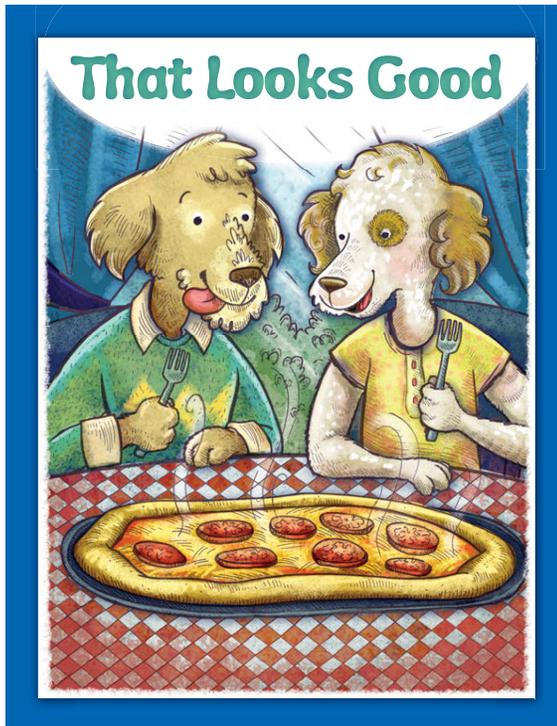
53



It is a lot of work to be a
cook. A good cook can
get a lot of help. If a cook
makes a good dish, then
people will say, "Yum!"

54





Rose and Chad liked to cook. Every time they cooked, they placed good things in a pot. When it was done, Rose and Chad ate those good things up.

56



Soon, they did not have much. Rose and Chad had to shop. "What can we buy?" asked Chad. "What can we buy?" asked Chad. "We can take a look," said Rose.

57



Gene is a bull that works in the shop. Rose could see him grab and pull a big lump. Then, Gene made it flat.

58



"What is that?" asked Rose. "Pizza," said Gene with a big smile. He set the dish on wood. Gene set it in a hot spot.

59



After a bit of time, Gene took the dish out. "Yum. That smells so good," said Rose and Chad with big smiles.

60

HIGH-FREQUENCY WORDS TAUGHT TO DATE

Kindergarten

a	too	every	school
and	want	from	should
are	was	fun	so
can	we	girl	some
come	what	good	soon
do	where	green	then
does	who	grow	there
for	with	happy	they
go	you	help	three
good		her	today
has	Grade I	how	together
have	after	jump	too
help	again	live	two
here	ago	make	under
I	all	many	up
is	any	move	upon
like	around	new	use
little	away	no	very
look	be	not	walk
me	boy	now	want
my	buy	of	water
of	by	old	way
play	call	once	what
said	come	one	who
see	could	out	why
she	day	people	work
the	does	place	
they	done	pretty	
this	down	pull	
to	eat	run	