

# Dowds 1st Grade Blizzard Bags

## Day 3

**Reading:** Help your child choose the passage (A or B) that best matches his/her reading ability. Read and answer the comprehension questions.

Passage A: My Favorite Sport

Passage B: Martin Luther King, Jr.

**Writing (Non-fiction):** Write 3 different facts about dogs.

**Phonics:** Circle the digraph that correctly completes each word.

**Math:** "So Many Mints" Page-Read each story problem. Decided if you need to use addition or subtraction. If you would like additional math practice, work on DreamBox or practice flashcards for 15 minutes.

**My favorite sport**

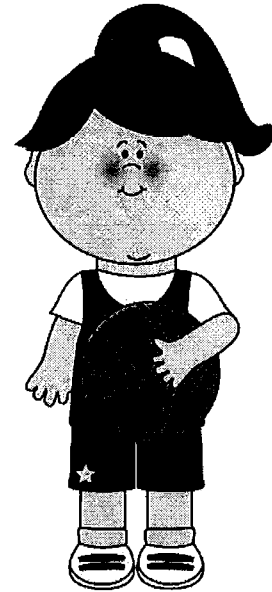
**Cindy likes basketball.**

**She likes to play with friends.**

**Last week she won three games.**

**She is a very fast player.**

**Her friends love basketball too.**



**1. How many games did Cindy win? \_\_\_\_\_**

**2. What is her favorite sport?**

a. football    b. hockey    c. basketball    d. tennis

**3. Cindy is a very \_\_\_\_\_ player.**

a. good                      b. fast  
c. mean                      d. fun

## Martin Luther King Jr.



Martin Luther King Jr. was a leader. When he was young, there were many unfair laws. He worked to make laws fair.

King taught people to treat one another with kindness. He was a very good speaker. He spoke to large groups of people. He told them about his dream. His dream was that all people would be treated fairly. He wanted all kinds of people to live together in peace.

Today we honor Martin Luther King Jr. with a holiday. We celebrate his holiday every January.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** For questions 1-4, circle the correct answer.

**1.** What problem did many laws have when Martin Luther King Jr. was young?

- a) No one followed the laws.
- b) The laws were unfair.
- c) The laws were fair.

**2.** This passage describes Martin Luther King Jr. and the work that he did. How does the passage describe MLK Jr.?

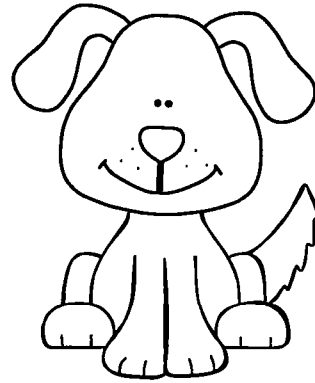
- a) a shy and quiet man
- b) a leader and good speaker
- c) a strong fighter

**3.** Martin Luther King Jr. *dreamed* that all people would be treated fairly and he *wanted* people to live together in peace. What does this tell us about life in America when MLK Jr. was alive?

- a) People were not being treated fairly or living together in peace.
- b) People in America had many friends and lived together happily.
- c) There was a war in America with lots of fighting.

Name \_\_\_\_\_

# FACT FINDER!



I'm a dog expert!  
Here are 3 facts I know.

**FACT 1**

Handwriting practice area for Fact 1, featuring a set of four horizontal lines (top solid, middle dashed, bottom solid, bottom solid) within a rounded rectangular border.

**FACT 2**

Handwriting practice area for Fact 2, featuring a set of four horizontal lines (top solid, middle dashed, bottom solid, bottom solid) within a rounded rectangular border.

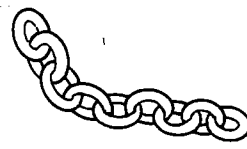

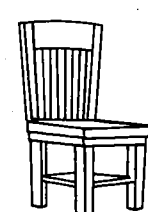
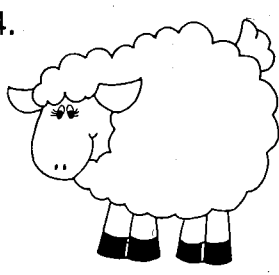

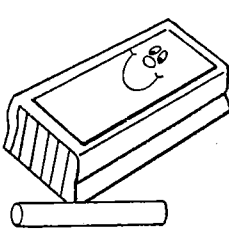
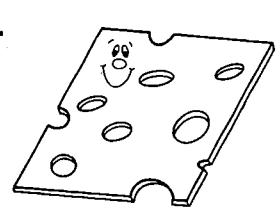
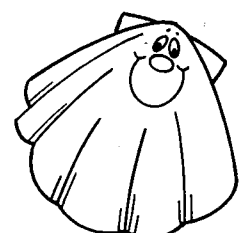

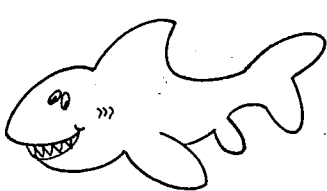
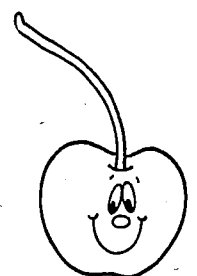
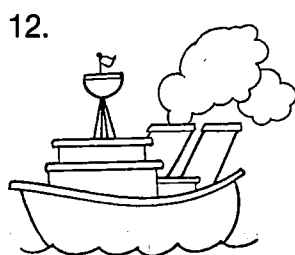
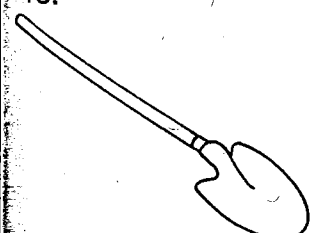
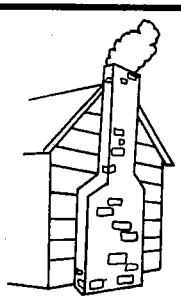
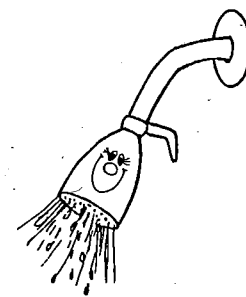

**FACT 3**

Handwriting practice area for Fact 3, featuring a set of four horizontal lines (top solid, middle dashed, bottom solid, bottom solid) within a rounded rectangular border.

Name \_\_\_\_\_

**Initial Consonant  
Digraphs: ch, sh**

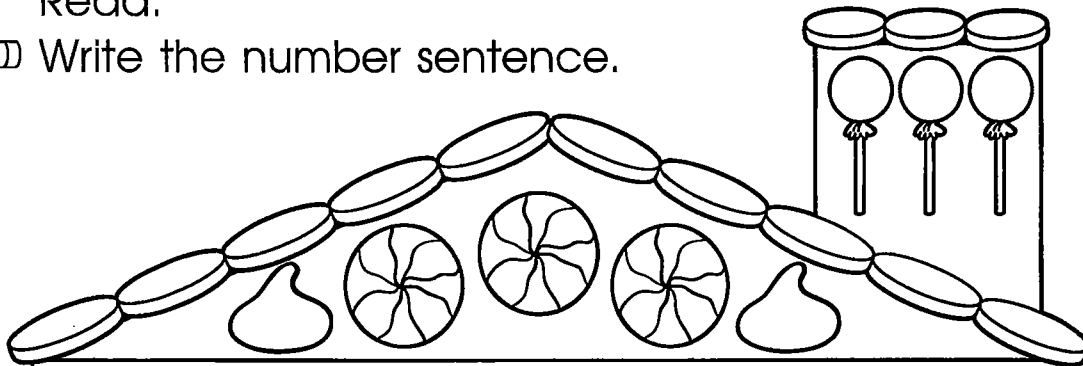
Circle the consonant digraph that will correctly complete each word.

<p>1.</p>  <p>_____ain ch sh</p>	<p>2.</p>  <p>_____adow ch sh</p>	<p>3.</p>  <p>_____air ch sh</p>	<p>4.</p>  <p>_____eep ch sh</p>
<p>5.</p>  <p>_____ield ch sh</p>	<p>6.</p>  <p>_____alk ch sh</p>	<p>7.</p>  <p>_____eese ch sh</p>	<p>8.</p>  <p>_____ell ch sh</p>
<p>9.</p>  <p>_____icken ch sh</p>	<p>10.</p>  <p>_____ark ch sh</p>	<p>11.</p>  <p>_____erry ch sh</p>	<p>12.</p>  <p>_____ip ch sh</p>
<p>13.</p>  <p>_____ovel ch sh</p>	<p>14.</p>  <p>_____imney ch sh</p>	<p>15.</p>  <p>_____ower ch sh</p>	<p>16.</p>  <p>_____ild ch sh</p>

# So Many Mints

Read.

 Write the number sentence.



A.  
Tess has 5 mints.  
She eats 3.  
How many mints are left?  
  
 $\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$  mints

B.  
Tom has 2 mints.  
He buys 6 more.  
How many mints does he have in all?  
  
 $\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$  mints

C.  
Tom has 10 mints.  
He eats 5.  
How many mints are left?  
  
 $\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$  mints

D.  
Tess has 8 mints.  
She gives 4 away.  
How many mints are left?  
  
 $\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$  mints

E.  
Tom has 3 mints.  
Tess has 4 mints.  
How many mints do they have in all?  
  
 $\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$  mints

F.  
Tess has 9 mints.  
She buys 3 more.  
How many mints does she have in all?  
  
 $\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$  mints

