

4/23/20

Dear Students, Families, and Friends,

The activities on the next several pages were created for you to sharpen your skills, challenge yourself, and explore learning. These are not meant to replace classroom learning and parents are not being asked to replace teachers. If at any time, you are confused about an activity, need some extra support, or maybe just need to talk with someone, our teachers and staff are here for you.

- All teachers keep regular office hours from 9am until noon each school day.
- All teachers and staff can be contacted by email ([firstname.lastname@fsd145.org](mailto:firstname.lastname@fsd145.org)).
- Some teachers also use Remind, Schoology, or Google Classroom to send and receive messages.

For the most current information about our emergency closure and remote learning plans, please visit our website (<https://www.fsd145.org/emergency>) for regular updates. You will always find information sorted by date, so it should be easy to follow the most recent updates.

Take care and stay safe. We'll see you soon,

From all of us here at Freeport School District



Remote Learning Day Student Activities:

[April 23](#)                      [April 27](#)                      [May 4](#)                      [Social Emotional Learning \(SEL\)](#)  
[April 24](#)                      [April 28](#)                      [May 5](#)                      [Electives](#)  
   [April 29](#)                      [May 6](#)  
   [April 30](#)  
   [May 1](#)

1st Grade			
Theme(s)	ELA Skills Focus	Math Skills Focus	Other Skills Focus
Baby Animals/Farms: 4/23-4/28	Summarizing/Sight Words	Story problems/Comparing	Living Relationships & Cardinal Direction
Weather/Seasons: 4/29 - 5/6	Main Details/Sight Words	Fractions/Measuring/Time	Science & Citizenship

# Remote Learning Activities for Students

1st Grade -- April 23rd

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge [any subject]
<b>Activity 1 and Instructions</b>	<p><b><u>Comparing Numbers</u></b> <b>Draw Tens &amp; Ones</b></p> <p>1. Draw 2 numbers 0-120 using tens sticks and ones cubes draw those numbers. Repeat 5 times. <u>Example:</u> 13 would look like: I - - - 92 would look like: IIIIIIII - -</p> <p>2. Compare the 2 numbers using &lt;, &gt;, = *Remember the sign “opens-up” the mouth to the bigger number. <u>Example:</u> 13 &lt; 92 13 is less than 92 <b>(NBT.1.1 &amp; 2)</b></p>	<p><b><u>Exploring a Book</u></b></p> <p>Find a book in your house that has animals or farm items in the illustrations. Read the book with someone and <u>retell</u> the text and how it connects to Spring. Try to find some of your trickier <u>sight words</u> in the text and spell aloud.</p> <p><b>(RL/RI.1.2 &amp; RF.1.3)</b></p>	<p><b><u>Science Farm Weather Journal</u></b></p> <p>Keep a journal of the weather as if you were a farmer. Brainstorm the different effects weather could have to a farm. Have students write a sentence about their favorite type of weather.</p> <p>Challenge:</p> <p><b>Using household materials, build a working rain gauge or wind vane.</b>(link)</p> <p>Use this quiet time to tinker and consider how things are made</p> <p><b>(1-ESS1-2 &amp; K-2-ETS1-1)</b></p>	<p><b><u>Free Choice</u></b></p> <p>-Go to previous “Learning Plans” and pick items that you did not do or want to make better!</p> <p>-Visit your Clever and select Reading &amp; Math Activities</p> <p>-Google these other ideas if needing more online components:</p> <p>*Scholastic “Learning at Home”</p> <p>*Read Alouds: <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></p> <p>*Math: <a href="https://sites.google.com/mathlearningcenter.org/math-at-home/grade-1">https://sites.google.com/mathlearningcenter.org/math-at-home/grade-1</a></p> <p>*Cosmic Kids Yoga</p> <p>*Virtual Field Trips</p> <p>*Artforkidshub</p>
<b>Activity 2 and Instructions</b>	<p><b><u>Frog Adding &amp; Subtracting Fluency</u></b></p> <p>With sidewalk chalk, shaving cream/flour on a table, or paper pencil draw a number line 0-120 counting by 10’s. Add or subtract like baby T.A.D. frogs hopping to find their moms for the following equations:</p> <p>30+10=            70+20= 80+20=            40+30= 50+10=            ?=10+60 90-10=            100-20= ?=80-30            70-10=</p> <p><b>(NBT.4 &amp; 5)</b></p>	<p><b><u>Describing Writing</u></b></p> <p>1. While eating a snack, write descriptive words (adjectives) using your 5 senses. Example: pretzels-brown, hard, crunchy, salty, buttery...</p> <p>2. While thinking of your favorite baby animal, write 3-5 sentences using describing words (adjectives) to show how you feel about that animal. <b>(W.1.7)</b></p>		

**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

1st Grade -- April 24th

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge (any subject)
<b>Activity 1 and Instructions</b>	<p><b>Story Problems</b></p> <p>Solve the story problems below. Remember to show your work and write your equation:</p> <p>A farmer had 13 cows. He sold 6 at auction. How many cows does the farmer have now?</p> <p>There are 5 cows, 4 horses, and 3 sheep in a barn. How many animals total are in the barn?</p> <p>A farmer planted some rows of corn. He planted 5 more. Now the farmer has 14 rows of corn. How many rows did the farmer plant first?</p> <p>Now, use your creativity! Write your own story problem. Give it to a member of your family to solve! (1.OA.1)</p>	<p><b>Summarizing</b></p> <p>Choose a fiction book you have at home to read. If you have a book about animals, that would be perfect! Read the book, paying attention to the sequence of the story. Now, take a piece of paper and fold it into thirds. You will use your paper to help you summarize the story using details from the beginning, middle, and end. In the first box, you will write at least one sentence and draw a picture summarizing the beginning of the story. Repeat for the middle and the end.</p> <p>(RL.1.1)</p>	<p><b><u>Social Studies: Seasons</u></b></p> <p>Seasons affect many parts of daily life. Climate, weather, and the changes of the seasons affect much of what we can do each day. Seasonal change allows for many different types of work, food, celebrations, holidays, and recreation. Plants and animals also change with the seasons. Think about how your life changes with the seasons. Draw a picture showing you, your house, and a tree and/or animal as they would look in each of the four seasons. Your animals could be hibernating, your house could be decorated for the season, and don't forget to think about the weather changes!</p>	<p><b><u>Social Studies: Seasons Writing Challenge</u></b></p> <p>Write a paragraph explaining what you drew for each season. Some questions to guide your writing are: What is your favorite thing about this season? What are the wild animals around you doing during this season? Look at your tree or animal? How did it change from season to season? What activities and holidays do your family celebrate during each season? How has the weather changed in your picture to match the season?</p>
<b>Activity 2 and Instructions</b>	<p>In your notebook write the following equations and solve. You can use any materials at home as manipulatives if you need them:</p> <p>Addition:</p> <p>14 + 2=    12 + 7=    13 + 3= 7 + 8=    13 + 6 =    8 + 10= 15 + 5=    6 + 12=    10 + 9=</p> <p>Subtraction:</p> <p>17- 5=    13-10=    16-8= 14-6=    12-11=    20-10= 18-6=    11-5=    13-4=</p> <p>(1.OA.6)</p>	<p><b>Sight Word Scramble - (RF1.3)</b></p> <p>Use the word bank to unscramble the following words:</p> <p><b>Word Bank:</b></p> <p>friend    other    another    about number    would    month    little been    also    should    work word    being    their</p> <p><b>Scrambled Words:</b></p> <p>rohert    tubao    hnomt    losa gbeni    rkwo    niferd    etltil rheti    nebe    hontare    ulsohd bnrume    rwdo    udlow</p> <p>(RF1.3)</p>		





















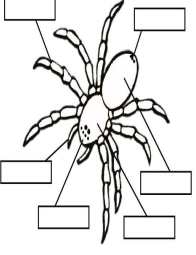










**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

1st Grade -- April 27th

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge (any subject)																																														
<b>Activity 1 and Instructions</b>	<p><b>Story Problems:</b> Read the story problems below.</p> <p><b>Activity:</b> Draw pictures to help you solve. Then, record a subtraction or addition problem.</p> <p>There were 12 baby rabbits for sale. Susie bought 2 and Johnny bought 6. How many rabbits were sold?</p> <p>There were 14 baby chicks at the pet shop. Kids took some of them home, and now there are only 7 left. How many kids got a baby chick?</p> <p>Sam has 19 sheep. He sold 3 to Ben and gave Johnny some. Sam has 6 sheep left. How many did he give to Johnny?</p> <p>HINT: DON'T FORGET TO DRAW OUT YOUR PROBLEMS ON PAPER!</p> <p><b>(1.OA.1)</b></p>	<p><b>Sight Words:</b></p> <table style="margin-left: 40px;"> <tr><td>where</td><td>because</td></tr> <tr><td>mother</td><td>something</td></tr> <tr><td>tell</td><td>after</td></tr> <tr><td>going</td><td>make</td></tr> <tr><td>called</td><td>paper</td></tr> </table> <p>Please have your child say each sight word out loud. (Helping them sound them out if they are stuck.) Then, put the words listed above in alphabetical order.</p> <p><b>Extend:</b> Choose 2 of the words and put them in a complete sentence using proper structure. (Capitalization, punctuation, grammar)</p> <p><b>(RF.1.3)</b></p>	where	because	mother	something	tell	after	going	make	called	paper	<p><b>Social Studies:</b> <b>Baby Animals</b> Talk with your child about animals and their babies. Discuss the names of the adults and babies using the examples below.</p> <p>Write out the names of the animals on pieces of paper (the adult on one piece of paper, the baby on another) and play a game of match with the animals.</p> <div style="font-size: small; margin-top: 10px;"> <p>Draw a line from each picture to the matching word. Name _____</p> <table style="display: inline-table; border: none;"> <tr><td></td><td>sheep</td><td>puppy</td></tr> <tr><td></td><td>cat</td><td>lamb</td></tr> <tr><td></td><td>dog</td><td>calf</td></tr> <tr><td></td><td>pig</td><td>kitten</td></tr> <tr><td></td><td>cow</td><td>gosling</td></tr> <tr><td></td><td>goose</td><td>piglet</td></tr> <tr><td></td><td>horse</td><td>duckling</td></tr> <tr><td></td><td>duck</td><td>foal</td></tr> <tr><td></td><td>goat</td><td>chick</td></tr> <tr><td></td><td>chicken</td><td>kid</td></tr> </table> </div> <p><b>Extend:</b> Choose an animal pair and draw a picture of the adult and baby. Write a sentence about their picture.</p>		sheep	puppy		cat	lamb		dog	calf		pig	kitten		cow	gosling		goose	piglet		horse	duckling		duck	foal		goat	chick		chicken	kid	<p>Animal Studies: <b>Spiders</b></p> <p>Watch the Story: <b>Diary of a Spider:</b></p> <p><a href="https://www.youtube.com/watch?v=et9oHM62UF4">https://www.youtube.com/watch?v=et9oHM62UF4</a></p> <p><b>Read the Book:</b> <i>A Spiderling Grows Up</i></p> <p><a href="https://www.youtube.com/watch?v=MGKTwafWkBc&amp;t=2s">https://www.youtube.com/watch?v=MGKTwafWkBc&amp;t=2s</a></p> <p>Activity: Draw your own spider on paper and label its parts.</p> <div style="text-align: center; margin-top: 10px;">  </div> <div style="text-align: center; margin-top: 10px; border: 1px dashed gray; padding: 5px;"> <table style="font-size: x-small; border-collapse: collapse;"> <tr><td>eyes</td><td>head</td><td>palps</td></tr> <tr><td>legs</td><td>abdomen</td><td>spinnerets</td></tr> </table> </div>	eyes	head	palps	legs	abdomen	spinnerets
where	because																																																	
mother	something																																																	
tell	after																																																	
going	make																																																	
called	paper																																																	
	sheep	puppy																																																
	cat	lamb																																																
	dog	calf																																																
	pig	kitten																																																
	cow	gosling																																																
	goose	piglet																																																
	horse	duckling																																																
	duck	foal																																																
	goat	chick																																																
	chicken	kid																																																
eyes	head	palps																																																
legs	abdomen	spinnerets																																																
<b>Activity 2 and Instructions</b>	<p style="text-align: center;"><b>Math Match</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Equations:</th> <th style="text-align: left;">Answers:</th> </tr> </thead> <tbody> <tr><td>16 - 2</td><td>14</td></tr> <tr><td>10 - 6</td><td>4</td></tr> <tr><td>18 - 3</td><td>15</td></tr> <tr><td>12 - 9</td><td>3</td></tr> <tr><td>17 - 5</td><td>12</td></tr> <tr><td>13 + 3</td><td>16</td></tr> <tr><td>11 + 6</td><td>17</td></tr> <tr><td>9 + 9</td><td>18</td></tr> <tr><td>6 + 7</td><td>13</td></tr> <tr><td>8 + 2</td><td>10</td></tr> </tbody> </table> <p>Have your child write each equation and answer on separate pieces of paper. (You can use 2 different colors of paper or writing to distinguish between equation vs. answer.) Then play the game Match using these cards.</p> <p><b>(1.OA.6)</b></p>	Equations:	Answers:	16 - 2	14	10 - 6	4	18 - 3	15	12 - 9	3	17 - 5	12	13 + 3	16	11 + 6	17	9 + 9	18	6 + 7	13	8 + 2	10	<p><b>Key Details:</b></p> <p>Read a story (fiction or nonfiction) along with your child or listen to a story read aloud.</p> <p>After you are done reading, have your child recall the main events that happened in the book. (Discuss that the main events are the major things that happened. This does not include every detail.)</p> <p><b>Extend:</b> Have your child write 1-2 sentences about their favorite part in the book.</p> <p><b>(RL.1.2 or RI.1.2)</b></p>																										
Equations:	Answers:																																																	
16 - 2	14																																																	
10 - 6	4																																																	
18 - 3	15																																																	
12 - 9	3																																																	
17 - 5	12																																																	
13 + 3	16																																																	
11 + 6	17																																																	
9 + 9	18																																																	
6 + 7	13																																																	
8 + 2	10																																																	



**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

1st Grade -- April 28th

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge (any subject)
<b>Activity 1 and Instructions</b>	<p style="text-align: center;"><b><u>Story Problems (1.OA.1)</u></b></p> <p>Draw a picture or use your number line to help you solve the addition and subtraction story problems.</p> <p>There are 15 cows in the field and 5 cows in the barn. How many cows are there in all?</p> <p>There are 8 horses in the field. Some went in to eat, now there are only 3. How many horses are eating?</p> <p>Mr. Farmer had 14 animals on his farm. He had some ducks, 3 goats and 7 sheep. How many of them were ducks?</p>	<p style="text-align: center;"><b><u>Summarizing (RL.1.1)</u></b></p> <p>_Choose a fictional (not true) story that has an animal in it. Read it with your family and pay close attention to where the story takes place, your characters and any other important detail.</p> <p>Then in your notebook, write a sentence or 2 with what happened in the beginning, middle and end of the story.</p>	<p><b>Science:</b> Comparing baby animals</p> <p><b><u>Chick</u></b></p>  <p><b><u>Duckling</u></b></p> 	<p><b><u>YouTube Video:</u></b></p> <p><a href="#">Mrs. Wishy Washy's Farm</a></p> <p>In your notebook answer the following questions:</p> <p>What happened in the beginning, middle and end?</p> <p>Who were the characters?</p> <p>When the animals went to the city, list in order, where they went.</p>
<b>Activity 2 and Instructions</b>	<p style="text-align: center;"><b><u>Comparing numbers (1.NBT.3)</u></b></p> <p>In your notebook or using sidewalk chalk answer the following questions saying if the number is greater than (&gt;), less than (&lt;) or equal to (=). <b>Ex. 12 &gt; 7   7 &lt; 12   12 = 12</b></p> <p>19 ___ 7      40 ___ 70      25 ___ 25</p> <p>87 ___ 78      33 ___ 14      5 ___ 1</p> <p>20 ___ 50      18 ___ 13      8 ___ 6</p> <p>10 ___ 10      23 ___ 30      9 ___ 0</p>	<p style="text-align: center;"><b><u>Sight Words (RF.1.3)</u></b></p> <p>Rainbow write on paper or with sidewalk chalk the following sight words (remember rainbow writing is each letter in the word is a different color):</p> <p>city   across   home   people</p> <p>behind   sleep   new   name</p> <p>don't   five   what   our</p> <p>able   were   down   both</p>	<p>Look at the picture of the chick and the duckling. In your notebook, write what is the same and what is different about the two animals.</p> <p>Ex: The chick is ___ (color word)</p> <p>The duckling's head is ___ (shape).</p>	





**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature: \_\_\_\_\_**

# Remote Learning Activities for Students

1st Grade -- April 29th

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge (any subject)
<b>Activity 1 and Instructions</b>	<p><b><u>Measure this!</u></b> Using a spoon or fork or whatever you want in your house, measure the following things in your house: Length of your couch, a bed, a window ledge, a family member, a rug, your bathtub, a table.</p> <p>Then put them in order from longest to shortest. Then order them from shortest to longest. Be sure to write down your measurements.</p> <p><b>(1.MD.2)</b></p>	<p><b><u>Non-Fiction Story:</u></b> Pick a non-fiction book of your choice and answer the following questions:</p> <p>What is the topic of the book? What are 3 details that explain the topic? Create 2 questions that an adult could answer from your book after reading it.</p> <p><b>(RI.1.1)</b></p>	<p><b><u>Social Studies:</u></b></p> <p><b>Cardinal Directions</b></p> <p>The sun rises each morning in the East. The sun sets in the West. Stand on your front porch. List something you see to the North, South, East, and West. Ask an adult for help.</p> <p>Draw a compass rose and label the 4 cardinal directions.</p> 	<p>Challenge: measure all using 3 different types of non-standard units. Explain why they changed in terms of measurement.</p> <p><b>1.MD.2</b></p> <p>Build the tallest tower using whatever materials you can. Estimate its height, then measure it.</p> <p><b>1.MD.2</b></p>
<b>Activity 2 and Instructions</b>	<p><b><u>Telling Time Journal</u></b> Create a daily schedule of what a typical day looks like. Represent your times using analog and digital clocks.</p> <p>Example: 9:00 -  Eat Breakfast</p> <p>9:30  Physical Exercise</p> <p><b>(1.MD.3)</b></p>	<p><b><u>Word Change</u></b> Change these short vowel words to long vowel words by adding silent e. Write the vowels in red. Read the words to an adult.</p> <p>tap, mad, plan, tap, cap pet, Tim, rid, bit, pin, sit, fin, shin rob, not, cop, Cub, tub, cut, dud</p> <p><b>(RF1.3G)</b></p>	<p>Draw a compass rose and label the 4 cardinal directions.</p> 	<p>Build an incline plane (ramp). Roll a ball or send a vehicle down it. Measure the distance it traveled.</p> <p><b>1.MD.2</b></p>

**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_



## Remote Learning Activities for Students

1st Grade -- April 30th

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge (any subject)
<b>Activity 1 and Instructions</b>	<p>REVIEW!</p> <p>14+5 12+7 18+3 11+9 10+10 13+6 12+5</p> <p>20-7 20-5 19-3 18-11 16-4 20-10</p> <p><a href="#">(CCSS.MATH.CONTENT.1.OA.C.5)</a></p>	<p>QUIZ A FAMILY MEMBER!</p> <p>Read a favorite book on your own and come up with 3 questions about details in the story and write them down. Then give the book and your questions to a family member and have them read the story and try to answer the questions. See if they can get all the questions correct!</p> <p>(RL.1.1)</p>	<p><b>Science:</b></p> <p>Draw a picture of the 4 seasons (summer, winter, fall, spring) and what they look like outside in our area.</p> <p>Then answer the following question: which season do you think gets the most sunlight? The least?</p> <p>(1-ESS1-1)</p>	<p>Answer the following questions by filling in the missing numbers:</p> <p>8+_=11 16-_=12 15+_=20 20-_=17 15+_=21 19-_=13 14+_=18 10-_=6</p> <p><a href="#">(CCSS.MATH.CONTENT.1.OA.D.8)</a></p>
<b>Activity 2 and Instructions</b>	<p>WORD PROBLEMS!</p> <p>Solve the following word problems using a picture and then create your own problem for a family member to solve!</p> <p>Old McDonald has 11 sheep and gets 9 more, how many sheep does he have <b>in all</b>?</p> <p>Old MacDonald had 19 cows and 7 ran away, now how many does he have <b>left</b>?</p> <p><a href="#">(CCSS.MATH.CONTENT.1.OA.A.1)</a></p>	<p>NONFICTION READING</p> <p>If you have a nonfiction book at home, take a piece of paper and fold it in thirds. In the first section write things you already know about the topic, in the second section write things you would like to know, and in the third section write new things that you learned when reading the book.</p> <p>After this is done, share this chart with a family member!</p> <p>(RL.1.1)</p>		



**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

1st Grade -- May 1st

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge (any subject)										
<p><b>Activity 1 and Instructions</b></p>	<p><b><u>Measuring Flight Pattern</u></b> Using any type of paper, design 2 different paper airplanes, and test to see how far they fly with or without wind. Use nonstandard objects to measure the flight distance. Example: paper clips, popsicle sticks, crayons, shoes, etc. Notice if you add extra decorations onto the plane or in any weather if it flies farther than the others. <b>(MD.1.2)</b></p>	<p><b><u>Exploring a Book</u></b> Find a book in your house that has seasons or weather items in the illustrations. Read the book with someone and describe some key details from the text and how it connects to changing of the seasons.  <b>(RL/RF.1.1)</b></p>	<p><b><u>Social Studies:</u></b> <b><u>Responsible Citizenship</u></b> -With the season changing, our environment needs your help to keep Earth green! - How can you help clean up, recycling, reduce, or reusing? <b>TAKE ACTION!</b> -Look around your house or yard for items that you can clean up or recycle. -Make a list of the items and tally each category to compare. -Then create art!</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Item</th> <th style="padding: 5px;">Tally Marks</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> </tbody> </table> <div style="text-align: center; margin: 10px 0;">  <p style="font-size: small; margin: 0;">www.totschooling.net</p> </div> <div style="text-align: center; margin: 10px 0;">  <p style="font-size: x-small; margin: 0;">RECYCLED ART COLLAGE www.pinterest.com</p> </div>	Item	Tally Marks									<p><b><u>Free Choice</u></b> -Go to previous "Learning Plans" and pick items that you did not do or want to make better!  -Visit your Clever and select Reading &amp; Math Activities  -Google these other ideas if needing more online components:  *Scholastic "Learning at Home"  *Read Alouds: <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>  *Math: <a href="https://sites.google.com/mathlearningcenter.org/math-at-home/grade-1">https://sites.google.com/mathlearningcenter.org/math-at-home/grade-1</a>  *Cosmic Kids Yoga *Virtual Field Trips *Artforkidshub</p>
Item	Tally Marks													
<p><b>Activity 2 and Instructions</b></p>	<p><b><u>Adding &amp; Subtracting Fluency</u></b> With sidewalk chalk, shaving cream/flour on a table, or paper pencil draw a number line 1-20. Add or subtract the following equations:  3+3=                      3+4= 6+6=                      6+7= 8+8=                      8+9= ? =4+4                    4+5= 9+9=                      7+7= ? =5+5                    5+6=  <b>(1.OA.6)</b></p>	<p><b><u>Word Work</u></b> Word Work Ideas: -Across &amp; Down: Write each of your words across the paper. Using the first letter, share that letter to write the same word down. Example: <u>w</u> h e n h e n  *Use these words or other unknown Trick Words from your lists.  too                      very also                     some see                      should her                        over says                     any  <b>(RF.1.3)</b></p>												

**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature: \_\_\_\_\_**



# Remote Learning Activities for Students

1st Grade -- May 4th

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge (any subject)																																
<b>Activity 1 and Instructions</b>	<p><b>Fractions - Here are some fun ideas to create pictures using fractions:</b></p> <ul style="list-style-type: none"> <li>* Draw a circle. Cut it in half. Write 1/2 in each piece. Use your half circles to make 2 rainbows.</li> <li>* Draw a circle. Divide it into fourths (Fold it in half 2 times). Cut apart the quarters, write 1/4 in each piece and use your pieces to make 1 or 2 icecream cones.</li> <li>* Draw a circle and color it yellow. Add a face and you have a happy sun.</li> <li>* Using squares and rectangles, make a house! You can divide your shapes into halves, fourths, or leave them whole. Now, layer and glue your together. You can also use other shapes and fractions to add scenery to your picture.</li> </ul> <p>(1.G.3)</p>	<p style="text-align: center;"><b>Sight Word Scramble</b></p> <p>Use the word bank to unscramble the following words:</p> <p><b>Word Bank:</b></p> <table style="width: 100%; border: none;"> <tr> <td>want</td> <td>none</td> <td>going</td> <td>three</td> </tr> <tr> <td>able</td> <td>give</td> <td>today</td> <td>week</td> </tr> <tr> <td>write</td> <td>people</td> <td>year</td> <td>can't</td> </tr> <tr> <td>know</td> <td>across</td> <td>four</td> <td></td> </tr> </table> <p><b>Scrambled Words:</b></p> <table style="width: 100%; border: none;"> <tr> <td>kwno</td> <td>rosacs</td> <td>lbea</td> <td>rofu</td> </tr> <tr> <td>oaydt</td> <td>reya</td> <td>twna</td> <td>polpee</td> </tr> <tr> <td>okwn</td> <td>acnt'</td> <td>vgie</td> <td>neon</td> </tr> <tr> <td>erhet</td> <td>tweri</td> <td>gnigo</td> <td></td> </tr> </table> <p>(RF1.3)</p>	want	none	going	three	able	give	today	week	write	people	year	can't	know	across	four		kwno	rosacs	lbea	rofu	oaydt	reya	twna	polpee	okwn	acnt'	vgie	neon	erhet	tweri	gnigo		<p><u>Science:</u> <u>Weather Poster</u> Fold a piece of paper into 4 equal parts(¼). In the first part, draw a sun, and label the picture sunny. In the second part, draw a sun with clouds and label it cloudy. In the third part, draw clouds with rain and label it rainy. In the fourth, draw snow and label the picture snowy.</p> <p><u>Weather Writing</u> On another piece of paper write a paragraph and draw a picture describing today's weather. Write 2-3 sentences, and draw a picture for each day. You could do this for a week or for the entire month. As you work, make a tally chart to show how many days it was sunny, rainy, snowy, etc.</p>	<p><b>Weather Station Virtual Field Trip</b></p> <p><a href="http://org/resource/e949742f-b34e-4d73-8f12-4147130355b1/weather-station-field-trip">org/resource/e949742f-b34e-4d73-8f12-4147130355b1/weather-station-field-trip</a></p> <p><b>Create a tornado in a bottle</b></p> <p><a href="https://www.sciencekids.co.nz/experiments/makeatornado.html">https://www.sciencekids.co.nz/experiments/makeatornado.html</a></p> <p>Practice going quickly and calmly to your severe weather location in your home.</p> <p><a href="https://www.youtube.com/watch?v=ZuL6H6IZBQY">https://www.youtube.com/watch?v=ZuL6H6IZBQY</a></p>
want	none	going	three																																	
able	give	today	week																																	
write	people	year	can't																																	
know	across	four																																		
kwno	rosacs	lbea	rofu																																	
oaydt	reya	twna	polpee																																	
okwn	acnt'	vgie	neon																																	
erhet	tweri	gnigo																																		
<b>Activity 2 and Instructions</b>	<p><b>Measurement: Longest to Shortest</b></p> <p>Gather 5-10 items from your house. Put them in order from shortest to longest or longest to shortest.</p> <p>Have an adult cut string, yarn, straws, toothpicks, etc. in different lengths, put these in order. If you want, glue them to a piece of paper, these will be your stems. Draw flowers on top of your stems to create a garden.</p> <p>(1.MD.2)</p>	<p><b>Sight Word Story</b></p> <p>Using the sight word bank above, write a story! Your story could be fiction or nonfiction. Don't forget your story needs to include characters, a setting, beginning, middle, and end. Please use at least 10 of the words.</p> <p>We would love to read your stories! Email your teacher your story, or text a picture! (RF1.3, W1.2, W1.3)</p>																																		


**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

1st Grade -- May 5th

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge (any subject)										
<b>Activity 1 and Instructions</b>	<p><b>Money Addition:</b> Talk with your child about the coins and how much each is worth before starting the activity to refresh their memory. Put 5 pennies and 5 nickels and 5 dimes in a cup. Shake a dice to see how many coins to take out. (If dice are not available, use a deck of cards without the face cards.) Sort the coins and count how much money you have. Write out the addition equations and then solve them.</p> <p><b>Extend:</b> Use the coins that you have out and make subtraction problems by asking how much money is left when you take coins away. <b>(1.OA.6)</b></p>	<p><b>Sight Words:</b></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>sleep</td> <td>much</td> </tr> <tr> <td>anything</td> <td>behind</td> </tr> <tr> <td>door</td> <td>under</td> </tr> <tr> <td>room</td> <td>know</td> </tr> <tr> <td>world</td> <td>take</td> </tr> </table> <p>Please have your child say each sight word out loud. (Helping them sound them out if they are stuck.) Then, put the words listed above in alphabetical order.</p> <p><b>Extend:</b> Choose 2 of the words and put them in a complete sentence using proper structure. (Capitalization, punctuation, grammar)</p> <p><b>(RF.1.3)</b></p>	sleep	much	anything	behind	door	under	room	know	world	take	<p><b>Science:</b> <b>Watch the fog roll in!</b></p>  <p><b>What you need:</b> Glass jar, small strainer, water, ice cubes.</p> <p><b>What to do:</b> Fill the jar completely with hot water for about a minute. Pour out almost all the water, leaving about 1 inch in the jar. Place the strainer over the top of the jar. Place 3-4 ice cubes in the strainer. As the cold air from the ice cubes collides with the warm, moist air in the bottle, the water will condense and fog will form</p>	<p><b>Life Cycle Poster</b></p> <p>Plants and animals start showing off their life cycles in spring. Create a poster of a life cycle you know or watch grow!</p> <p>Here are some links for some different cycles you could use for this poster project:</p> <p><a href="#">Water Cycle</a></p> <p><a href="#">Plant Life Cycle</a></p> <p><a href="#">Butterfly Life Cycle</a></p> <p><a href="#">Animal Life Cycle</a></p>
sleep	much													
anything	behind													
door	under													
room	know													
world	take													
<b>Activity 2 and Instructions:</b>	<p><b>Story Problems:</b> Read the story problems below.</p> <p><b>Activity:</b> Draw pictures to help you solve. Then, record a subtraction or addition problem.</p> <p>Three inches of snow fell on Monday. Five inches of snow fell on Tuesday. Two inches fell on Thursday. How much snow fell during these three days in all?</p> <p>Today's high temperature in Freeport will be 20 degrees. Tomorrow's high will be 12 degrees colder than today. What will tomorrow's high temperature be?</p> <p>In the month of March, it rained 16 days. In the month of April, it rained some more days. It rained 20 days total for both months. How many days did it rain in April?</p> <p>HINT: DON'T FORGET TO DRAW OUT YOUR PROBLEMS ON PAPER! <b>(1.OA.1)</b></p>	<p><b>Who, When, What, Where, Why, and How?</b> Ask your child what the 5 W's are (question words). Write them on a sheet of paper with the question words as column headers.</p> <p>Select a story. While you are reading, talk about the question words and fill in the chart that you made with the correct responses from the story.</p> <p><b>Who:</b> who the story is about <b>When:</b> when did the story take place (time of day? Past? future?) <b>What:</b> what were the characters doing? What is the story talking about? <b>Where:</b> where did the story take place <b>Why:</b> why did the author write the story? Why did the character do what they did? <b>How:</b> how did the character change? How did the story change?</p> <p><b>(RI.1.1 or RL.1.1)</b></p>												

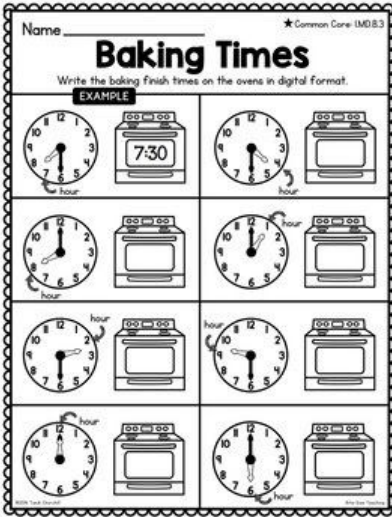
**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

1st Grade -- May 6th

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge (any subject)
<p><b>Activity 1 and Instructions</b></p>	<p style="text-align: center;"><u><b>Telling Time (1.MD.3)</b></u></p> <p>In your notebook, write the digital (microwave clock) time for what the analog clocks (school clock) are showing.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div>	<p style="text-align: center;"><u><b>Main Idea (RL/RI.1.1)</b></u></p> <p>Read any book that you have at your house (if you can find one that has weather in it that would be amazing). While reading it, be listening to why you think the author wrote this book and listen for important details.</p> <p>In your notebook write what book you read and what the main idea of the story was. Explain why you thought that was the main idea.</p>	<p><u><b>Social Studies:</b></u></p> <p>To help your community and neighborhood, put on some gloves, take an adult and go around picking up trash that you see laying around outside.</p> <p>When you get back in your notebook, write how this helped your community.</p>	<p><u><b>YouTube Stories:</b></u></p> <p>Listen to one of the stories and answer the following questions: (fiction and nonfiction stories will have different questions)</p> <p><u><b>Fiction stories about weather:</b></u></p> <p><a href="#">The Rain Came Down Story</a></p> <p><a href="#">Stormy Weather</a></p> <p>Where did the story take place?</p> <p>What was the problem?</p> <p>How did the problem get solved?</p> <p><u><b>NonFiction stories about weather:</b></u></p> <p><a href="#">Weather</a></p> <p><a href="#">How Do You Know It Is Spring?</a></p> <p>Why is this story nonfiction?</p> <p>What is one thing you learned in this story?</p> <p>What did you already know before you heard the story?</p>
<p><b>Activity 2 and Instructions</b></p>	<p style="text-align: center;"><u><b>Measuring (1.MD.2)</b></u></p> <p>Using a shoe, go around your house measuring the following items and record it in your notebook:</p> <p>Table _____ A family member _____</p> <p>Couch _____ Notebook _____</p> <p>Width of a door _____</p> <p>Window ledge _____</p> <p><b>Which has the most?</b> <b>Which has the least?</b></p> <p><b>How many did the table and couch have all together?</b></p>	<p style="text-align: center;"><u><b>Sight Words (RF.1.3)</b></u></p> <p>Say these sight words and write them in shaving cream, flour, or sand. If you do not have those items, you can always say them and write them in your notebook.</p> <p>week hide almost stay</p> <p>take something end sky</p> <p>anything room time love</p> <p>why where rain door</p>		


**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

## Remote Learning Activities for Students

### 1st Grade -- (SEL) Theme: Emotional Management

The columns below offer choices for student activities for any day.

<b>Social Emotional Learning Choice Board</b> - Aligns with Standards; 1A.1a Recognizes own emotions and how emotions can impact behavior. 1A.1b Uses calming down techniques to control impulsive behavior and anger.		
<p>Talk about the following Zones of Regulation chart with your child and discuss how each zone makes them feel (inside and out):</p> 	<p>Role-play some of the following situations and then talk about ways to manage emotions:</p> <ol style="list-style-type: none"> <li>1. Not being able to play with your best friend.</li> <li>2. Being told, "No!"</li> <li>3. Arguing with a family member</li> </ol> <p>What self-talk or calm down strategies did you use?</p> <p>Draw a picture or write about what you did.</p>	<p>Practice the following breathing techniques you can use to help get your body regulated.</p> <p><b>Balloon Breathing:</b> Pretend like you are blowing up a balloon. Take a deep breath in, put the pretend balloon up to your mouth and blow your air out. Do this slowly four times.</p> <p><b>Volcano Breathing :</b>Put your hands together in front of your chest. Keeping your hands together, raise your hands up above your head all while you are breathing in. When you reach as high as you can let your air out and spread your arms apart and then bring them back to the starting position. Do this slowly four times.</p> <p><b>Soup/Brownie Breathing:</b> Pretend like you have hot food in your hands, breathe the smells of that food in and then blow out to help cool down your food. Do this slowly four times.</p>
<p>Before a volcano erupts there are warning signs that come from the volcano. Before a person erupts with anger, they often have warning signs. Oftentimes, when we can identify our body becoming upset we can find a healthy way to calm our body down before we explode.</p> <p>Make a list or draw a picture of what your warning signs are. You can draw a picture of your body and write your warning signs right on the body.</p> <p>Some warning signs may include your face turning red and/or your heart starting to beat fast.</p>	<p>Place a small object (crayons or markers will work) of the following colors into a paper sack or a deep bowl: red, green, blue, purple, yellow, orange. Sit in a circle and have the first person reach into the bag/bowl and pull out an object. The color of the object correlates to a statement to discuss below.</p> <p><b>Red</b>-Say one thing that makes you angry.  <b>Green</b>-Show one way you can breathe when you are angry (balloon breathing, volcano breathing, soup breathing, box breathing).  <b>Blue</b>-Say one thing you can do to help your body become regulated.  <b>Purple</b>-Say one thing that makes you excited.  <b>Yellow</b>-Say a poor choice you made when you were angry and what you could have done differently.  <b>Orange</b>-Say a good choice you made when you were angry.</p>	<p>You are in control of your anger and if you are able to turn negative thoughts into positive thoughts that will help you have better control over your anger.</p> <p>Practice this by turning the following negative statements into positive statements. Practicing when you are not angry will help you be better able to apply this strategy when you are angry.</p> <p><b>Negative:</b> I get blamed for everything  <b>Positive:</b> I get compliments for the things I do well</p> <p><b>Turn the statements below into positive ones.</b>          ~No one wants to be my friend.          ~I can't do anything right.          ~I will never be able to fix it.          ~He did that on purpose.          ~I always get picked last.</p>
<p>We all have triggers, things that push our buttons. Triggers are things that can change our mood in a good or a bad way,</p> <p>Make a list or draw pictures of some of your triggers.</p> <p>-What triggers do you have that make you sad?          -What triggers do you have that make you happy?          -What triggers do you have that make you angry?          -What triggers do you have that make you excited?</p>	<p>Time to Exercise!          Exercise is a great way to regulate your emotions.          Do the following:          -10 Jumping Jacks          -10 Push-ups          -10 Sit-ups          -Run in Place for 60 seconds</p> <p>**Go outside and have some free play (sidewalk chalk, shoot hoops etc...)</p> <p>When you come inside, use your self-talk...          How does exercising make me feel on the inside?          How can I use exercise when I am having BIG emotions?</p>	<p>Talking to your teacher or with friends when you are having BIG emotions is hard right now. Try one of the following:</p> <ol style="list-style-type: none"> <li>1. Write a letter to your friend/teacher</li> <li>2. Call/Email your friend/teacher</li> <li>3. Send your friend/teacher a postcard</li> </ol> <p>Reaching out to friends and trusted adults can help manage our emotions.</p> <p>How did it feel to reach out?          Who else's day can you make?</p>

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

1st Grade -- (Electives)

The columns below offer choices for student activities for any day.

Art	Music	PE/Health																
<p>Color: Go outside and use different plants, with adult permission, and see what color the plant creates on the paper. Try this with at least 3 different items. Make a drawing out of the colors you have on your paper.</p> <p>VA:Cr2.1.1a VA:Cr2.2.1a</p>	<p>Create an instrument using household items. Play along to your favorite song!</p> <p>MU:Cr1.1.1</p>	<p>State Goal 19 - Spring Season! There are a few sports to play when the weather is nice. Can you think of some?.....Here's two you can practice on your own. <b>Baseball/softball and kickball.</b></p> <p>Here's how to practice: How far can you kick a ball/object? How far can you hit a ball with a bat or any type of bat? How many times can you hit or kick a ball in a row? There are 4 bases in each game. How fast can you run around them? You can use whatever you want for bases. Can you think of other skills to practice from these games?</p>																
<p>Texture (how something feels) Study: Lay 1 item underneath a piece of paper and using a pencil (or crayon preferred if you have) rub the pencil/crayon on its side over the place where the item is located. Go back and forth till you can see the texture of the selected object. Try this with 5 objects total. Make sure paper is in between item and pencil/crayon and that an adult is okay with your choice to capture the texture of. Challenge: Make the rubbing fill the shape of the object, so from the outline the viewer (person looking at your picture) can recognize what you drew.</p> <p>VA:Cr2.1.1a VA:Cr2.2.1a</p>	<p>Family Dance Party!</p> <p>Pick your favorite song and have your family dance along.</p> <p>MU:Pr4.1.1</p>	<p><b>19.A.1b</b> Fitness Poker Using a Deck of cards see how fast you can get through each card! Draw a card and perform the exercise related to the card for however many times the card says. Face Cards (kings, queens, jacks, jokers) are worth 10 Aces are worth 1 Club- jumping jacks Spade- push up Heart- sit up Diamond- squat See how fast you can get through the deck!</p>																
<p>Observational drawing (draw what you see): Draw 5 items that you see around the house or outside. Add details. Challenge Label what you drew.</p> <p>VA:Cr2.1.1a VA:Cr2.2.1a</p>	<p>Sing your favorite song you've learned in music class. Teach it to someone in your family!</p> <p>MU:Pr4.1.1</p> <p>*If you have electronic access, you'll enjoy experimenting on this link: <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a></p>	<p><b><u>Activity: Healthy Eating (22.B.1a)</u></b> Encourage your child to create a food diary for one day. During this time, they should write down everything they eat and drink for the entire day. At the end of the day have your child look at the list of foods and make a food chart based on how healthy each choice was. If a food item is perceived as "Bad" put that food item under the category "Whoa." For a food item that is "Good" put that food item under "Go." "Slow" means the food item is okay but should be eaten in moderation.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Food/Drink</th> <th style="width: 12.5%;">GO</th> <th style="width: 12.5%;">SLOW</th> <th style="width: 12.5%;">WHOA</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Food/Drink	GO	SLOW	WHOA	1.				2.				3.			
Food/Drink	GO	SLOW	WHOA															
1.																		
2.																		
3.																		


**Parent Signature:** \_\_\_\_\_



# Remote Learning Activities for Students

1st Grade -- (Electives)

The columns below offer choices for student activities for any day.

Art	Music	PE/Health
<p>Create food with an adult at home. Challenge: Make the food look neat and have some artist elements Arrange fruit (sliced or whole) to create a pattern or picture of something in real life.</p> <p>VA:Cr2.1.1a VA:Cr2.2.1a VA:Cr2.3.1a</p> 	<p>Read or recite a nursery rhyme like "Humpty Dumpty." Act it out while reciting with a steady beat.</p> <p>MU:Pr4.1.1</p>	<p><b>All About Your Heart - State Goal 23</b> Can you point to where your heart is at? Once you find where your heart is, place your hand there. Can you feel it beat? What happens to your heart if you run really fast? Go find out!.....</p> <p>If you feel your heart beating faster, you're correct! Our hearts are very important to our body and health.</p> <p>Can you draw or color a heart? If you have enough materials, go ahead and draw or color a heart.</p>
<p>We've heard of stick people lets create stick drawings using grass clippings, rocks, sticks (already found on the ground.), or other natural elements that have already fallen off. Please do not take items off a living object (for example don't tear a branch off a tree, and don't pick the flowers) Challenge: Record what you made by drawing it on a paper. (VA:Cr2.1.1a VA:Cr2.2.1a)</p>	<p>Go on a sound walk outside. Try to pick out any sound that could be considered musical- birds singing, cars rumbling past, the wind whistling through the trees.</p> <p>MU:Pr5.1.1</p>	<p>19.A.1b</p> <p>Song Run Play your favorite song or listen to a song on the radio, and run or skip until the song ends!</p> <p>Can you make it all the way through the song?</p>
<p>Draw pictures with chalk. Challenge: Write positive messages.</p> <p>VA:Cr2.2.1a</p>	<p>Find something that makes a loud sound (forte). Find something that makes a soft sound (piano). Practice making loud (forte) and soft (piano) sounds.</p> <p>MU:Pr4.1.1</p> <p>*If you have electronic access, you'll enjoy experimenting on this link: <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a></p>	<p><b>Activity: Health and Skill Components of Fitness (20.A.1a)</b> The goal of this activity is for students to identify characteristics of health related and skill related fitness. Health related fitness refers to as your ability to become and stay physically healthy. Skill related fitness refers to your ability to maintain high levels of performance in a sport or game. Ask your child to do the following activities and have them determine if the activity is a health or skill related fitness task:</p> <ol style="list-style-type: none"> <li>1. Balance on one foot for 5 seconds (Skill)</li> <li>2. Running in place or actual running depending on space for 1 minute without stopping (Health)</li> <li>3. Perform 5 crunches (Health)</li> <li>4. Perform a standing long jump (Skill)</li> <li>5. Perform a push up hold for 15 seconds (Health)</li> <li>6. Run from point "A" to "B" as fast as possible (Skill)</li> <li>7. Toss 2 balls in the air and try to catch one ball in each hand (Skill)</li> </ol> <p>Ask your child what other things can they try that can improve health or improve skill during a game.</p>

Parent Signature: \_\_\_\_\_