



First Grade Learning Resources

Dear Families,

Enclosed is our second set of optional learning resources that your student may use to practice skills previously taught this school year. These activities are intended to supplement assignments and activities provided directly from your child's teacher. It is designed to support 2-3 weeks' worth of supplemental learning. We recommend that students complete no more than one math activity and one literacy activity from this packet per day. For additional learning and practice opportunities, including our first set of resources and available extensions, please visit our website at:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Estimadas familias,

Adjunto se encuentra nuestra segunda serie de recursos de aprendizajes adicionales que su estudiante puede usar para practicar las habilidades que se enseñaron anteriormente este año escolar. El propósito de estas actividades es complementar las tareas y actividades proporcionadas por el maestro de su hijo. Están diseñadas para apoyar el aprendizaje suplementario de 2-3 semanas. Les recomendamos que los estudiantes completen no más de una actividad de matemáticas y una de alfabetización diariamente. Para más oportunidades de aprendizaje y práctica, incluyendo nuestra primera serie de recursos y extensiones de materiales disponibles, por favor visite nuestro sitio web en:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Thân gửi gia đình các học sinh,

Đính kèm theo đây là tài liệu học tập thứ hai với tài nguyên học tập tùy chọn mà học sinh có thể sử dụng để thực hành năng khiếu đã được giảng dạy tại trường trong niên học này. Những hoạt động này với chủ đích như là bài tập và hoạt động bổ sung được cung cấp trực tiếp từ các giáo viên của con em quý vị. Nó được thiết kế để hỗ trợ từ 2 tới 3 tuần lễ trong việc học tập. Chúng tôi đề nghị học sinh hoàn tất một hoạt động với toán học và một hoạt động về Anh Ngữ trong tập tài liệu này cho mỗi ngày. Để bồi túc cho việc học tập và những cơ hội thực tập, bao gồm trong tập tài nguyên (resources) học tập thứ nhất và sự khai triển có sẵn, xin coi tại mạng lưới của chúng ta tại:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Qoysaska Qaaliga ahaw,

Waxa ku lifaaqan xidhmaadeena labaad ee khayraadka waxbarasho ee ikhtiyaariga ah ee ardaygaagu u isticmaali karo inuu ku tabobarato xirfadaha hore loo baray sannad dugsiyedkan. Hawlahaas waxaa loogu talagalay in lagu kabo shaqooyinka iyo nashaadaadka tooska ah ee uu bixiyo macallinka ilmahaagu. Waxaa loogu talagalay in lagu taageero 2-3 toddobaad qimaynta dheeriga ah. Waaan kula talineynaa ardayda inay dhammeeyaan wax aan ka badneyn hal hawl oo xisaabta ah iyo hal hawl oo qorista oo xidhmadan ah maalin kasta. Si aad u hesho waxbarasho dheeraad ah iyo fursado tababar ah, oo ay kujirto qaybleena koowaad ee khayraadka iyo kordhinta la heli karo, fadlan booqo bartayada internetka: www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

የተከበረች በተሰቦች፡

እኩን የእርስዥ ተማሪ በኋላ የተምሃደት አማካይ ቅድሚያ ብሎ የተማሪዎችን ታለታችን ለማለማመራው ለጠቀምበችው የሚችል አማራጭ የመማሪያ ባገናቸውን ሁሉትና ስለተኛ ስብሰባ ፍቃድ:: እነዚህም ተግባሩት የተሰበ ሲሆችን ለሚሟላት የቻስበ እና በቀጥታ በፊቃቃ መምሃደ የቀረበ ተግባሩት ፍቃድ:: ይህ ከ 2-3 ስምንታት የሚሆን ተጨማሪ ተምሃደት ለመደገፍ የተቀየዙው ነው:: ተማሪዎች ከኋላ እኩን ወሰኑ ከአንድ የሚሰባ ተግባር እና ከአንድ የሚገባ ተግባር ያለበለው በየቀኑ እንዲያጠናቁቁ እንማክራለን:: ለተጨማሪ የተምሃደት እና የፈምሞች እድልች:: የመችመረያዎችን የሆነቶች ስብሰባ እና የሚገኘና ቅጥያዎችን ችግሮች ለማግኘት:: እባካወ ይርጋ ጠበቅናን እኋላ ለይችል:: www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

1st Grade Math

To access the online resources in this packet as well as lessons from other grade levels, visit **<https://bit.ly/homemathresources>**



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Grade 1 Day 1: Mental Fluency - Addition within 10

Grade	1
Day	1
Math	Mental Fluency - Addition within 10
Audience	Teachers
Language of Instruction	English
Objective	Develop greater fluency with mental strategies for addition within 10
Standard	Operations and Algebraic Thinking Add and subtract within 20. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
Links to printable materials (Student facing)	Grade 1 Day 1: Mental Fluency - Addition within 10
Online / Blended Resources	Five Frame: https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame/ Ten Frame: https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/ Alien Addition: https://www.mathplayground.com/ASB_AlienAddition.html



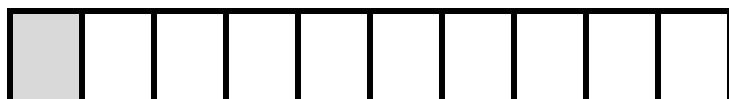
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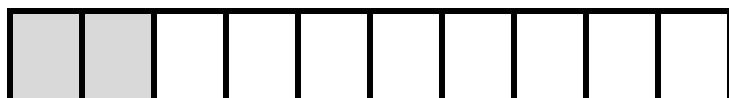
	Worksheets	Online
Launch	Part 1: Color the 10-sticks with different combinations and write equations that match them.	Play Five Frame: https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame/ Play Ten Frame: https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/
Explore	Part 2: Use the Number Line to solve each addition problem.	Alien Addition: https://www.mathplayground.com/ASB_AlienAddition.html
Summarize	What is one way to make 10 using addition?	What is one way to make 10 using addition?

Part 1: What are all the ways to add to 10?

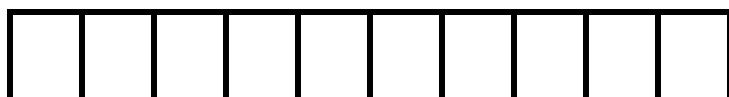
Color the 10-sticks with two colors and write equations like the examples:



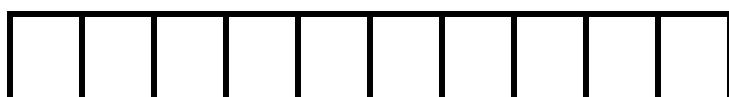
$$1 + 9 = 10$$



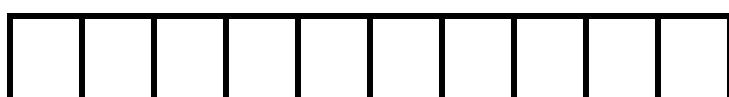
$$2 + 8 = 10$$



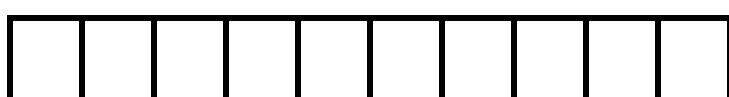
$$\underline{\quad} + \underline{\quad} = 10$$



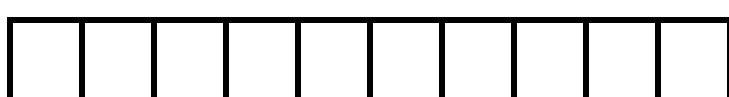
$$\underline{\quad} + \underline{\quad} = 10$$



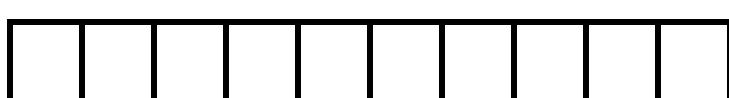
$$\underline{\quad} + \underline{\quad} = 10$$



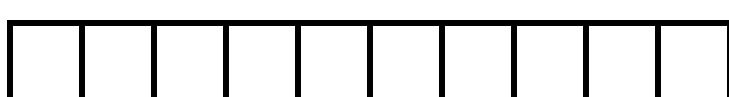
$$\underline{\quad} + \underline{\quad} = 10$$



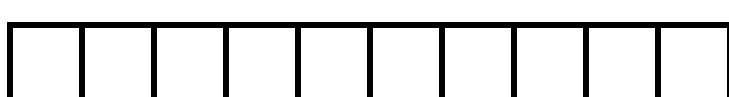
$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



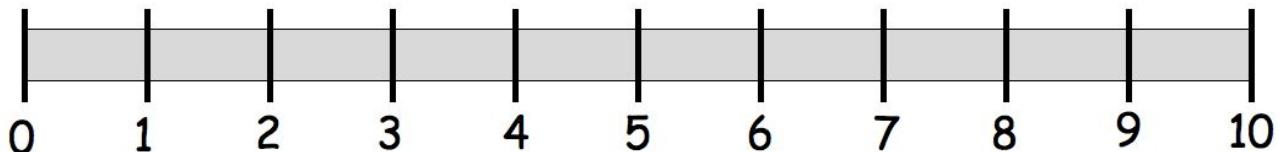
$$\underline{\quad} + \underline{\quad} = 10$$



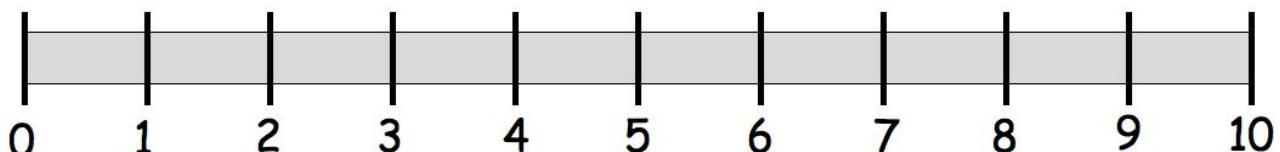
$$\underline{\quad} + \underline{\quad} = 10$$

Part 2: Addition within 10 on a Number Line

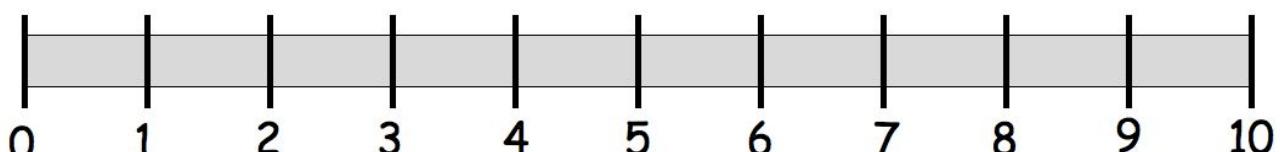
Use the number line to solve $6 + 2$.



Use the number line to solve $1 + 7$.



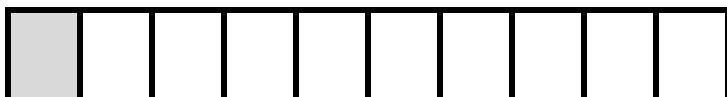
Use the number line to solve $3 + 4$.



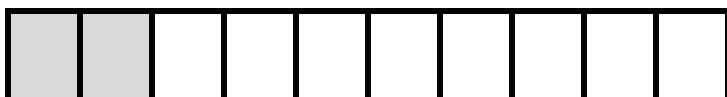
Show one way to make 10 using addition.

Parte 1: ¿Cuáles son todas las formas de sumar a 10?

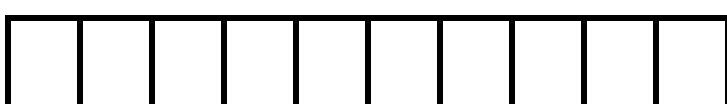
Colorea los 10 palos con dos colores y escribe ecuaciones como los ejemplos:



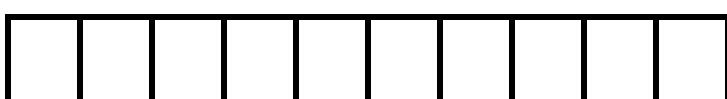
$$1 + 9 = 10$$



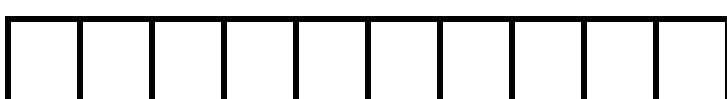
$$2 + 8 = 10$$



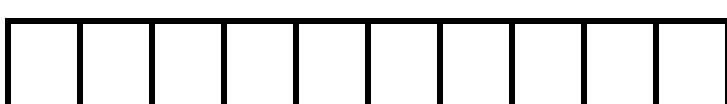
$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



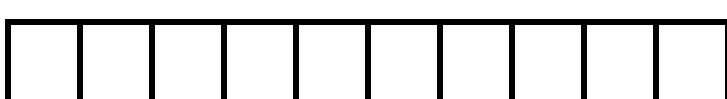
$$\underline{\quad} + \underline{\quad} = 10$$



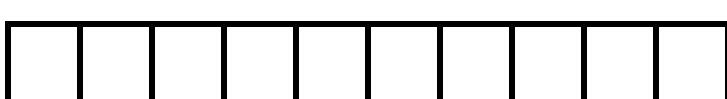
$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



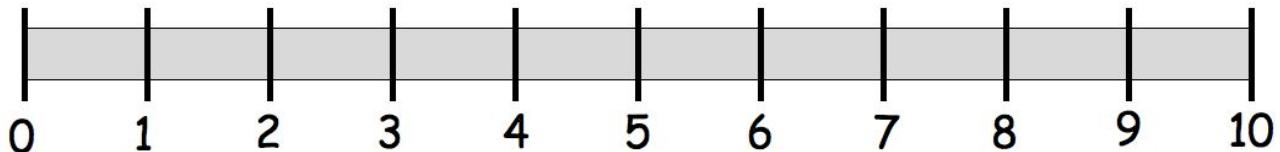
$$\underline{\quad} + \underline{\quad} = 10$$



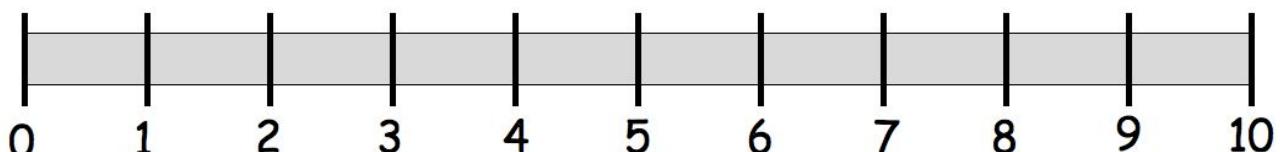
$$\underline{\quad} + \underline{\quad} = 10$$

Parte 2: Suma dentro de 10 en una recta numérica

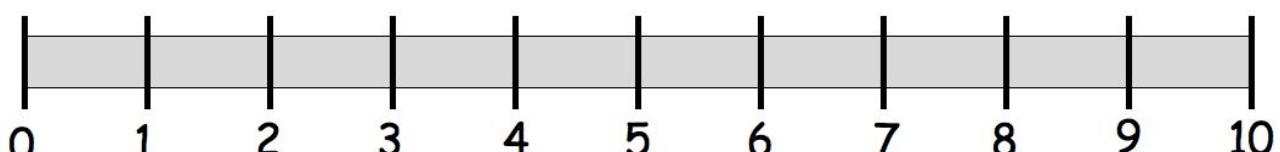
Uso la recta numérica para resolver $6 + 2$.



Uso la recta numérica para resolver $1 + 7$.



Uso la recta numérica para resolver $3 + 4$.



Muestra una forma de hacer 10 usando la suma.



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Grade 1 Day 2: Attributes of 2-D Shapes

Grade	1
Day	2
Math	Attributes of 2-D Shapes
Audience	Teachers
Language of Instruction	English
Objective	Students reason with shapes and their attributes.
Standard	<p>Geometry Reason with shapes and their attributes.</p> <p>1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>
Links to printable materials (Student facing)	Grade 1 Day 2: Attributes of 2-D Shapes
Online / Blended Resources	<p>Shapes Concentration: https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Concentration/</p> <p>Patch Tool: https://apps.mathlearningcenter.org/pattern-shapes/ Or https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Patch-Tool/</p>



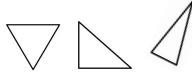
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	Worksheets	Online
Launch	Part 1: Find and draw things that are triangle shaped and rectangle shaped. Part 2: Find and circle the pentagons.	Play Shapes Concentration: https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Concentration/
Explore	Part 3: Draw a picture using different shapes. Write how many of each shape you used.	Make a picture using the Shape Patch Tool: https://apps.mathlearningcenter.org/pattern-shapes/ Or https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Patch-Tool/
Summarize	Draw a rectangle and a shape that is <i>not</i> a rectangle. Label them.	Draw or find a rectangle and a shape that is <i>not</i> a rectangle. Label them.

Part 1: Find and Draw Shapes

Look for things that are triangle shaped. Draw and label them.

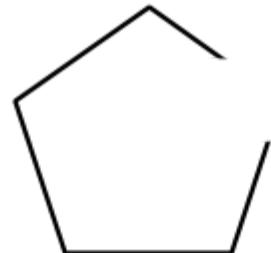
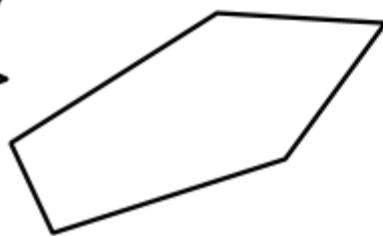
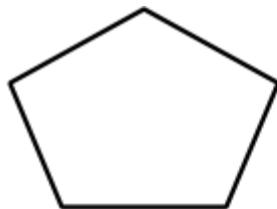
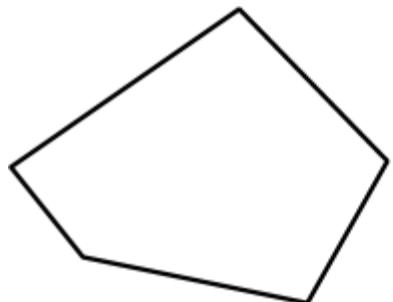
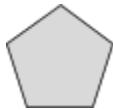


Look for things that are rectangle shaped. Draw and label them.



Part 2: Find the Pentagons

Pentagons are five-sided shapes.
Circle all of the pentagons.



Part 3: Composing Shapes

Draw a picture using \triangle , \square , \square , \circlearrowleft , \circlearrowright , \circ , and/or \triangle .

Write how many of each shape you used.

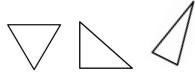
\triangle	\square	\circlearrowleft
\square	\triangle	\circ



Draw a rectangle and a shape that is *not* a rectangle. Label them.

Primera parte: Busca y dibuja figuras geométricas

Busca cosas que tengan forma de triángulo. Dibujalos y etiquetalos

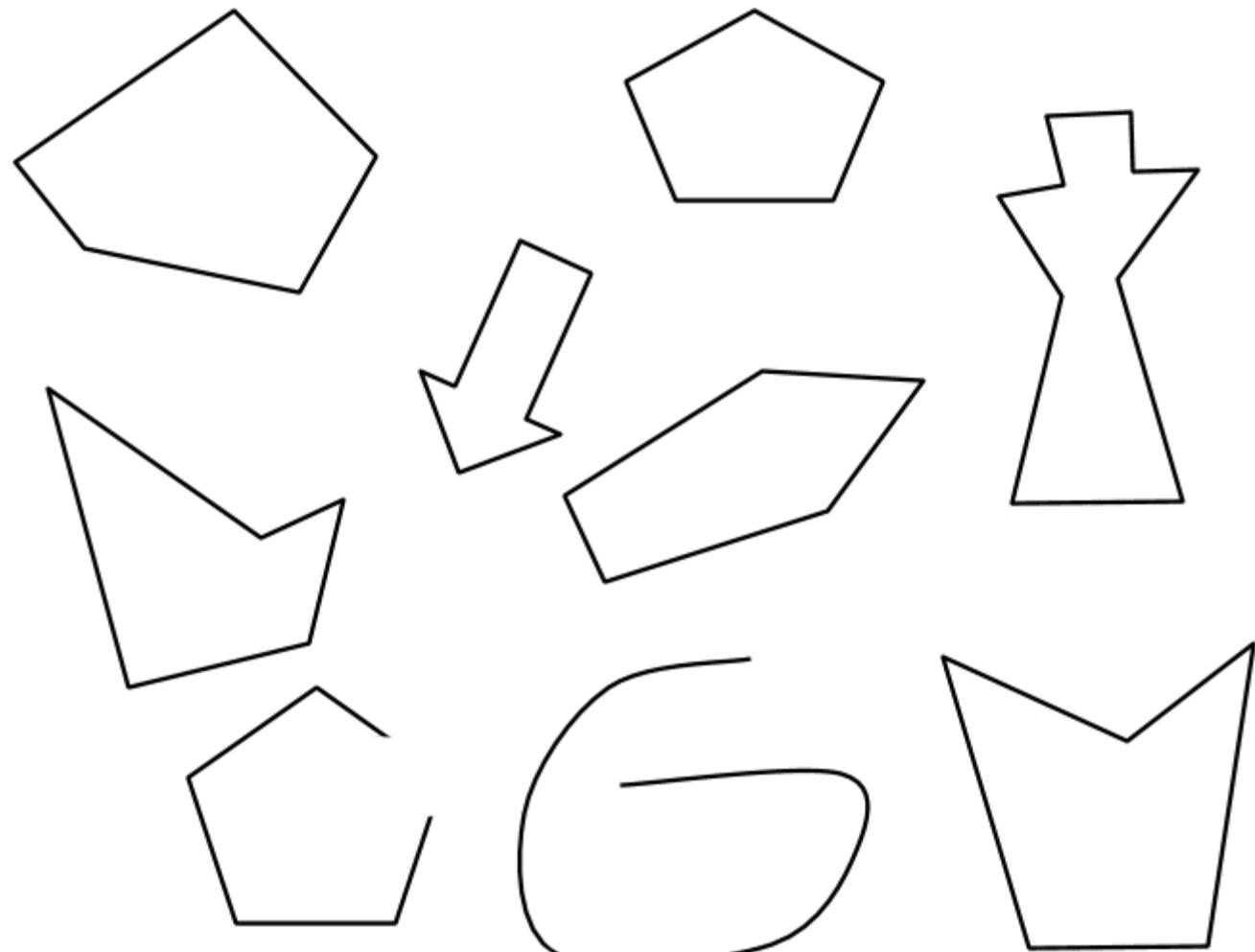


Busca cosas que tengan forma de rectángulo. Dibujalos y etiquetalos.



Segunda Parte: Encuentra los pentágonos

Los pentágonos son formas de cinco lados.
Encierra en un círculo todos los pentágonos



Tercera Parte: Haciendo figuras

Haz un dibujo usando \triangle , \square , \square , \circlearrowleft , \circlearrowright , y / o \square .

Escribe cuántos de cada forma usaste.



Dibuja un rectángulo y una forma que no sea un rectángulo. Etiquetalos con su nombre.



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Grade 1 Day 3: Addition within 20

Grade	1
Day	3
Math	Addition within 20
Audience	Teachers
Language of Instruction	English
Objective	Add within 20 using various strategies.
Standard	Operations and Algebraic Thinking Add and subtract within 20. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
Links to printable materials (Student facing)	Grade 1 Day 3: Addition within 20
Online / Blended Resources	Double Ten Frame Sums to 20: https://www.geogebra.org/m/cb4CSBMj Adding Number to 20: https://www.geogebra.org/m/rSjV8S8q#material/ndMHDKXH



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	Worksheets	Online
Launch	Part 1: Use a different color to add dots to the ten frame to make each number shown.	Play Double Ten Frame Sums to 20: https://www.geogebra.org/m/cb4CSBMj
Explore	Part 2: Use the number line to solve each addition problem.	Add Numbers to 20: https://www.geogebra.org/m/rSjV8S8q#material/ndMHDKXH
Summarize	Rewrite one of your equations as a 10 + equation.	Rewrite one of your equations as a 10 + equation.

Part 1: Addition on Ten Frames

Add dots to the ten frames using another color to make the number shown. Write an equation that matches the picture.

$$\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|c|c|} \hline \bullet \\ \hline \text{ } \\ \hline \text{ } \\ \hline \text{ } \\ \hline \text{ } \\ \hline \end{array} = 12$$

$$\underline{\quad} + \underline{\quad} = 12$$

$$\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \end{array} + \begin{array}{|c|c|c|c|c|} \hline \text{ } & \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \end{array} = 14$$

$$\underline{\quad} + \underline{\quad} = 14$$

$$\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \end{array} + \begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet & \bullet \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \end{array} = 15$$

$$\underline{\quad} + \underline{\quad} = 15$$

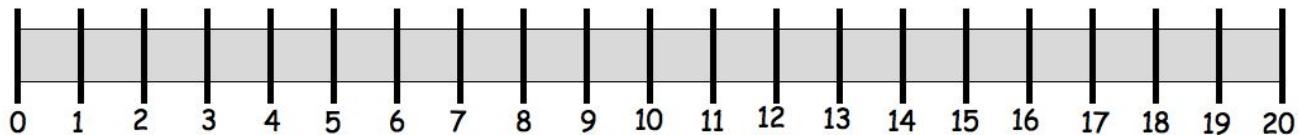
$$\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } \\ \hline \end{array} + \begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet & \bullet \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline \end{array} = 17$$

$$\underline{\quad} + \underline{\quad} = 17$$

Part 2: Addition on Number Lines

Use the number line to solve each addition problem.

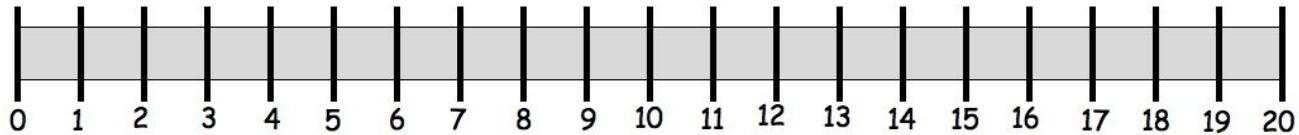
$$13 + 2$$



$$1 + 15$$



$$8 + 7$$



Rewrite one of your equations as a $10 +$ equation.

$$\underline{\quad} + \underline{\quad} = 10 + \underline{\quad}$$

Parte 1: Sumas

Agrega puntos a los cuadros de diez usando otro color para hacer el número que se muestra. Escribe una ecuación que coincida con la imagen.

$$\begin{array}{|c|c|c|c|c|}\hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline\end{array} + \begin{array}{|c|c|c|c|}\hline \bullet \\ \hline \text{ } \\ \hline \text{ } \\ \hline \text{ } \\ \hline \text{ } \\ \hline\end{array} = 12$$

$$\underline{\quad} + \underline{\quad} = 12$$

$$\begin{array}{|c|c|c|c|c|}\hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline\end{array} + \begin{array}{|c|c|c|c|c|}\hline \text{ } \\ \hline \text{ } \\ \hline \text{ } \\ \hline \text{ } \\ \hline \text{ } \\ \hline\end{array} = 14$$

$$\underline{\quad} + \underline{\quad} = 14$$

$$\begin{array}{|c|c|c|c|c|}\hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline\end{array} + \begin{array}{|c|c|c|c|c|}\hline \bullet & \bullet & \bullet & \bullet \\ \hline \text{ } & \text{ } & \text{ } & \text{ } \\ \hline\end{array} = 15$$

$$\underline{\quad} + \underline{\quad} = 15$$

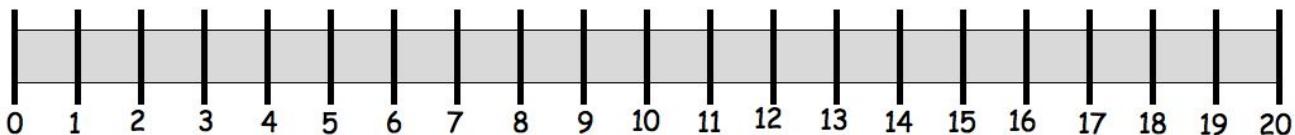
$$\begin{array}{|c|c|c|c|c|}\hline \bullet & \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline\end{array} + \begin{array}{|c|c|c|c|c|}\hline \bullet & \bullet \\ \hline \bullet \\ \hline\end{array} = 17$$

$$\underline{\quad} + \underline{\quad} = 17$$

Parte 2: Suma en líneas numéricas

Usa la recta numérica para resolver cada problema de suma.

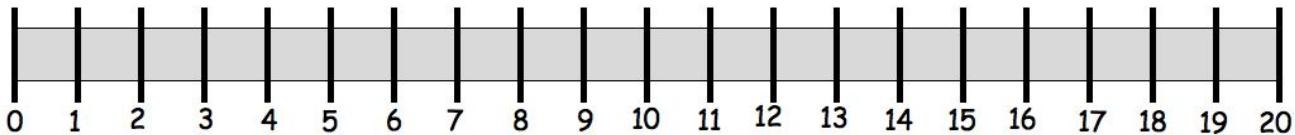
$$13 + 2$$



$$1 + 15$$



$$8 + 7$$



Reescribe una de tus ecuaciones como una ecuación de $10 +$.

$$\underline{\quad} + \underline{\quad} = 10 + \underline{\quad}$$



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Grade 1 Day 4: Subtraction within 20

Grade	1
Day	4
Math	Subtraction within 20
Audience	Teachers
Language of Instruction	English
Objective	Subtract within 20 using various strategies.
Standard	Operations and Algebraic Thinking Add and subtract within 20. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
Links to printable materials (Student facing)	Grade 1 Day 4: Subtraction within 20
Online / Blended Resources	Dots in a Box: https://www.geogebra.org/m/kkDBeRQ8 Minus Mission (set content range from 1 to 20): https://www.mathplayground.com/ASB_MinusMission.html



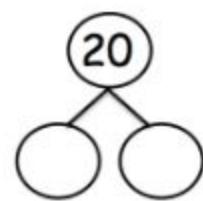
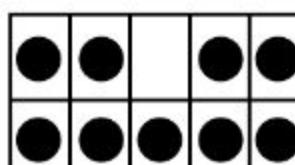
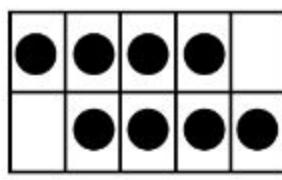
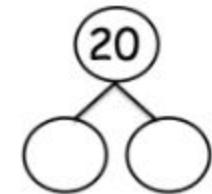
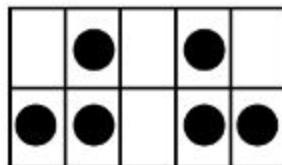
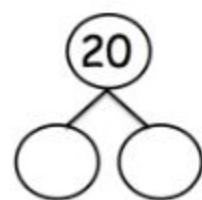
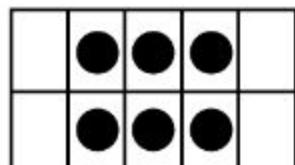
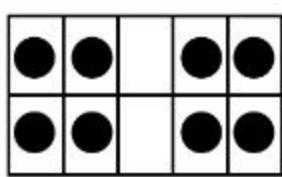
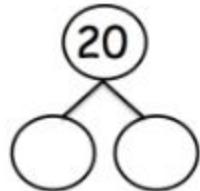
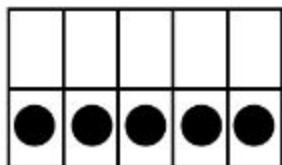
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	Worksheets	Online
Launch	Part 1: Fill in the number bonds to show the combination that makes 20.	Play Dots in a Box: https://www.geogebra.org/m/kkDBeRQ8
Explore	Part 2: Use the number line to solve each subtraction problem.	Play Minus Mission (set content range from 1 to 20): https://www.mathplayground.com/ASB_MinusMission.html
Summarize	Show two different ways to solve $12 - 4$.	Show two different ways to solve $12 - 4$.

Part 1: How many more to make 20?

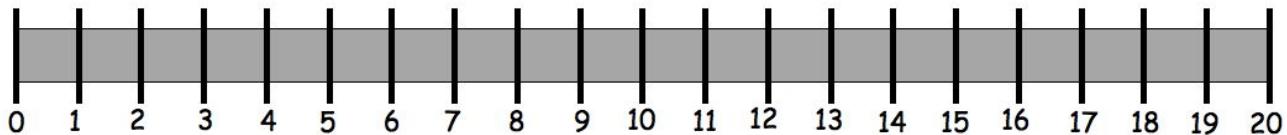
Fill in the number bonds to show the combination that makes 20.



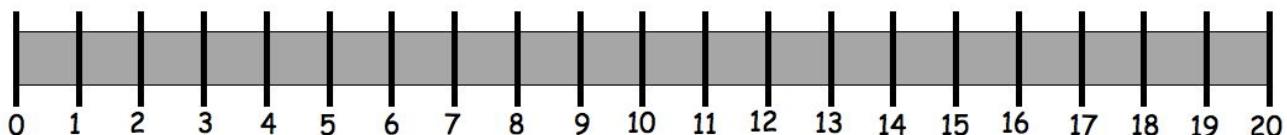
Part 2: Subtraction on a Number Line

Use the number line to solve the problem.

$18 - 2 = \underline{\quad}$



$16 - 7 = \underline{\quad}$

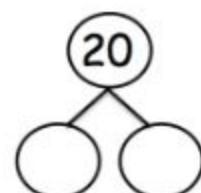
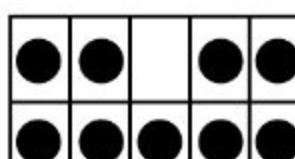
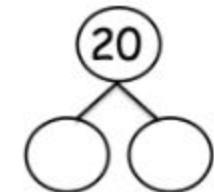
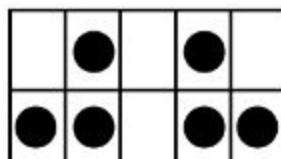
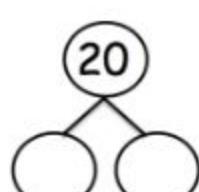
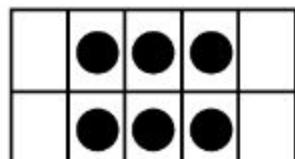
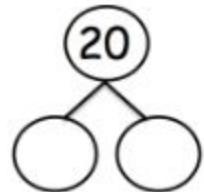
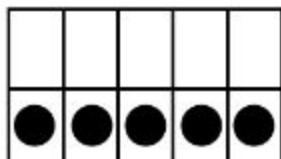


Show two different ways to solve $12 - 4$.



Part 1: Cuantos más para hacer 20?

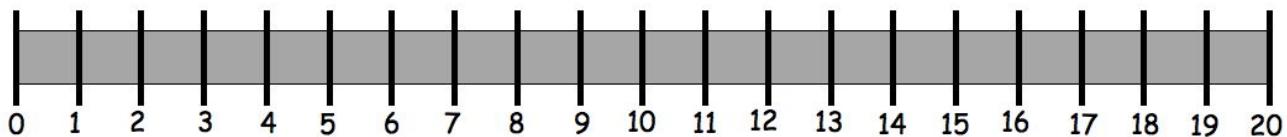
Completa los enlaces numéricos para mostrar la combinación que hace 20.



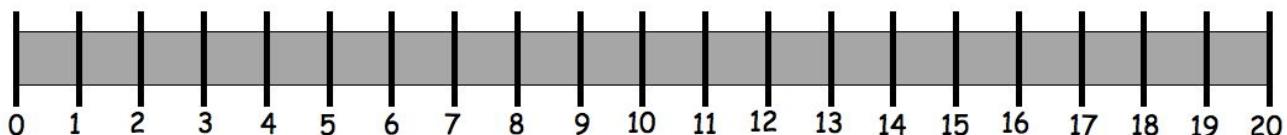
Parte 2: resta en una recta numérica

Usa la recta numérica para resolver el problema.

$18 - 2 = \underline{\quad}$



$16 - 7 = \underline{\quad}$



Muestra dos formas diferentes de resolver $12 - 4$.



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Grade 1 Day 5: Measuring Length

Grade	1
Day	5
Math	Measuring Length
Audience	Teachers
Language of Instruction	English
Objective	Measure lengths indirectly and by iterating units.
Standard	Measurement and Data Measure lengths indirectly and by iterating length units. 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>
Links to printable materials (Student facing)	Grade 1 Day 5: Measuring Length
Online / Blended Resources	Starfall - Measure This: https://www.starfall.com/h/geometry/measure-this/



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	Worksheets	Online
Launch	Part 1: Draw objects in length order	Measure objects using non-standard measurements on Starfall - Measure This: https://www.starfall.com/h/geometry/measure-this/?
Explore	Part 2: Tell why each giraffe is measured incorrectly.	
Summarize	About how many linking cubes long do you think your pencil is?	About how many linking cubes long do you think your pencil is?

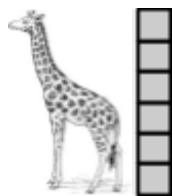
Part 1: Ordering Objects by Length

Draw 3 things in order from longest to shortest.

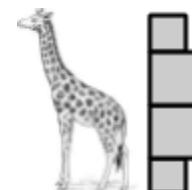
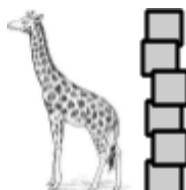
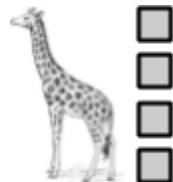
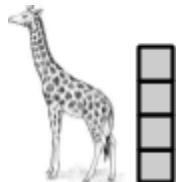
Draw 3 different things in order from shortest to longest.

Part 2: Measuring with Squares

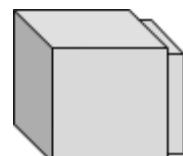
This giraffe is measured correctly with squares.



Tell why each giraffe below is measured incorrectly.



About how many linking cubes long do you think your pencil is?



Parte 1: ordenar objetos por longitud

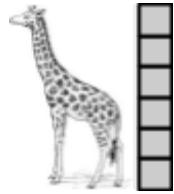
Dibuja 3 cosas en orden del más largo al más corto.

Dibuja 3 cosas diferentes en orden del más corto al más largo.

--

Parte 2: Medición con cuadrados

Esta jirafa se mide correctamente con cuadrados.

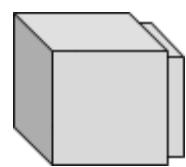


Escribe por qué cada jirafa a continuación se mide incorrectamente.

 A horizontal line for writing.	 A horizontal line for writing.
 A horizontal line for writing.	 A horizontal line for writing.



¿Aproximadamente cuántos cubos unidos
crees que tiene tu lápiz?





Teaching, Learning and Leadership

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Burien, Washington 98166
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206.631.3001

Dear First Grade Students and Families,

The pages in this packet will provide you with fun activities to keep you learning while you are out of school. Please use the materials at your own pace. In this packet, you will find:

- Fluency: spend a few minutes on this each day. Read the story ("My Turn" and "The Snort") with a grown-up or older child; then take turns reading; then read it yourself (you might try one of these each day)
- Circling sounds: each day, use the page that comes after the fluency story. Circle the letter patterns on one line, and then read the words aloud.
- "Community Helpers" and "Families": you'll probably want to read these more than once over several days. Read the story and poem by yourself or with someone else. Think about what you are learning.
- A sheet to help you ask and answer questions about your reading.
- A sheet to help you think about what you learned in your reading.
- KCLS - how you and your child can use the King County Library System

In addition to the activities in the packet, here are some suggestions to keep growing as a reader and writer.

- Have a grown-up read to you each day.
- Read to yourself each day.
- Tell stories with someone else. Take turns making up what comes next in the story.
- Sing songs together.
- At the end of the day, talk with someone about what happened in your day. Tell that person about what you did, and ask what they did. Ask each other questions.
- Write and illustrate your own stories.



Estimados estudiantes y familias del primer grado,

Las páginas en este paquete les proveerá con actividades divertidas para que sigan aprendiendo mientras están fuera de la escuela. Por favor usen los materiales a su propio ritmo. En este paquete, encontrarán:

- Fluidez: dedica unos minutos a esto todos los días. Lee la historia ("My Turn" y "The Snort") con un adulto o niño mayor; luego se turnan para leer; luego léelo tú mismo (puedes hacer uno de estos cada día)
- Circulando sonidos: cada día, usa la página que viene después de la historia. Circula los patrones de la letra en una línea, luego lee las palabras en voz alta.
- "Community Helpers" y "Families": probablemente querrás leerlos más de una vez por varios días. Lee la historia y el poema solo o con otra persona. Piensa en lo que estás aprendiendo.
- Una hoja para ayudarte con preguntas y respuestas sobre tu lectura.
- Una hoja para ayudarte a pensar sobre que aprendiste en tu lectura.
- KCLS: cómo usted y su hijo pueden usar el Sistema de Bibliotecas del Condado de King

Además de las actividades en el paquete, he aquí algunas sugerencias para mantenerlos creciendo como un lector y escritor.

- Haz que un adulto te lea cada día
- Léete a ti mismo todos los días.
- Cuenta historias con alguien más. Túrnense para inventar lo que viene después en la historia.
- Canten juntos.
- Al final del día, habla con alguien sobre lo que ocurrió en tu día. Cuéntale a esa persona lo que hiciste y pregúntale qué hizo. Pregúntense unos a otros.
- Escribe e ilustra tus propias historias



Thân gửi các học sinh lớp một và gia đình,

Những tài liệu trong tập hồ sơ này sẽ cung cấp cho bạn hoạt động vui thú để bạn học tập trong khi bạn không thể đến trường. Xin sử dụng những tài liệu này với nhịp độ riêng của bạn. Trong tập hồ sơ này bạn sẽ thấy:

- Thông thạo: Dùng vài phút mỗi ngày. Đọc truyện ("My Turn" và "The Snort") với trẻ phát triển hoặc trẻ lớn hơn; rồi thay phiên nhau đọc; rồi bạn tự đọc bạn có thể thử một trong những việc này mỗi ngày).
- Âm thanh vòng tròn: mỗi ngày, sử dụng trang sau câu chuyện trôi chảy. Khoanh tròn các mẫu chữ trên một dòng, đọc lớn những chữ này.
- "Community helpers," và " Families,": bạn có thể đọc những truyện này hơn một lần cho vài ngày. Tự đọc truyện và thơ hoặc đọc cho một vài người khác. Nghĩ về những gì bạn đang học hỏi.
- Một giấy để giúp bạn hỏi và trả lời những câu hỏi về những gì bạn đã đọc.
- Một giấy để giúp bạn nghĩ về những gì bạn đã học hỏi được sau khi đọc.
- Hệ thống thư viện King County (KCLS): Quý vị và con em đã sử dụng hệ thống thư viện King County như thế nào.

Việc bồi túc cho những hoạt động trong tập hồ sơ này, đây là một số đề nghị để duy trì phát triển việc đọc và viết.

- Có phát triển việc đọc với bạn mỗi ngày.
- Bạn tự đọc mỗi ngày.
- Kể chuyện với những người khác. Thay phiên tạo nên những gì xảy ra tiếp theo trong câu chuyện.
- Cùng nhau hát.
- Vào cuối ngày, nói với một vài người biết về những gì đã xảy ra trong ngày với bạn. Nói cho họ biết về những gì bạn đã thực hiện, và hỏi họ đã làm những gì. Hỏi lẫn nhau cho những câu hỏi khác.
- Viết và vẽ hình về câu chuyện của bạn.



Mudanayaal Qoysaska iyo Ardayda Fasalka Kowaad,

Bogagan bushqadan waxa aad ka heleysaa hawlo madadaalo ah oo markaa aad wax ku baran karto adiga oo sidoo kale ku madadaaloonaya inta aad dugsiga ka maqan tiiin. Fadlan u isticmaal waxyaabaha qaabkaaga. Bushqadan, waxa aad ka heleysaa:

- Aqoonta: waxa aad maalin kasta siisaa dhawr daqjiyo. Akhri sheeki ("My Turn" iyo "The Snort") adiga oo la jooga qof wayn ama ilmo wayn; kadibna kolba midkiin ha akhriyo; kadibna akhri laftaadu (waxa aad isku dayi kartaa mid kamid ah)
- Codka goobaabta: maalin kasta, waxa aad isticmaashaa boga ka danbeeya aqoonta sheekada. Waxa aad goobaabtaa xarafa khadka, oo kadibna akhri kalmada adiga oo kor u akhriyay.
-)"Community Helpers" iyo "Families": waa inaad akhrido kuwan wax ka badan hal mar dhawrkii maalmoodba. Akhri sheekada iyo gabayga laftaadu ama cid kale la akhri. Waxa aad ka fikirtaa waxa aad ka ogaatay.
- Xaashidu waxa ay idinka caawin doonaa inaad hesho su'aalo iyo jawaabo akhrikaaga ah.
- Xaashidu waxay kaa caawinaysaa inaad ka fikirto waxa aad ka baratay akhriska.
- KCLS - sida adiga iyo ilmahaaga aad u isticmaali kartaan King County Library System

Marka laga tago hawlaha ku jira bushqada, waa kuwan talooyin aad ku kobcin karto akhriskaaga iyo qoraalkaaga.

- Qof wayni hakuu akhriyo adiga maalin kasta.
- Laftaadu akhriso maalin kasta.
- Waxa aad ugu sheegtaa qof kale sheeko ahaan. Waxa uu kolba midkiin mala awaalaa waxa soo socda ee sheekada.
- Wada heesa hees.
- Ugu danbaynta, waxa aad kala sheekeysataa qof waxa dhacay guriga dhaxdiisa. Waxa aad u sheegtaa qof waxa aad samaysay, oo waxa aad waydiisaa waxa aad samaysay. Waxa aad iswaydiisaan su'aalo kale.
- Waxa aad qortaa oo aad mala awaashaa sheeko kuu gaar ah.



መ-ቁጥር ከፍል ተማሪዎች እና በተሰበት:

በዚህ ትቅል ላይ ያለት ገዢ ከተማዎችን ውጤ በምትሆነዎት ውስጥ መማሪዎችን እንደቀጥል የሚረዳ
አሳይቷል የሆነ ተግባራትን ለእናንተ ይሰጣል፡፡ እብዕዋን ቅስ ቀሰቶን በረሰው ፍጥነት ይጠቀሙ፡፡ በዚህ ትቅል
ውሰድ የምታገኑት፡፡

- እንደበት ሲተሰበት፡ በእያንዳንዱ ቅን ላይ በዚህ ላይ ትቅት ይችቃዋች ውስጥ፡፡ ታረክ (“My Turn” እና
“The Snort”) ከአዋቁ ጉር ወይም ታላቅ ላይ ጉር እንሰበ፡ በምቀበልም ነበት ተለዋዋጫ፡
በምቀበል ለረሰኝሁ እንሰበ (ከእነዚህ ውሰት እንዲን ለእያንዳንዱ ቅናት መጥከር ተቻላለችሁ)
- ፍሬ ደሞዥ፡ በእያንዳንዱ ቅን፡ ከአንደበት ሲተሰበት ታረክ ቅጥሉ የሚመጠውን ገዢ ተጠቀሙ፡፡
በእናድ መሰመር ላይ ያለ የፈደል አቀማመጥናትን አከበበ፡ በምቀበልም ቁላጥቶን ማሻ ባለችሁ
እንሰበ፡፡
- “Community Helpers” ታረክ እና “Families” ባጥም፡ እነዚህን ለበርካታ ቅናት ከአንድ ገዢ በለይ
ደገኘሚችሁ ማንበብ ተፈልጉ ይሆናል፡፡ ታረክ ወይም ባጥም በረሰኝሁ ወይም ካላለ ስው ጉር
እንሰበ፡፡ ምን እየተማሪዎችሁ እንደሆነ አለበት፡፡
- ሌላ አነበበችሁት ጥያቄዎችን መጠየቅ እና መመለስ እንደተቻቸል የሚያጠዝ ገዢ፡፡
- በንብብችሁ ውሰት ሌላተማሪዎችሁት ነገር ማስጠ እንደተቻቸል የሚያጠዝ ገዢ፡፡
- KCLS - King County Library System እርስዎ እና ላይች እንደት መጠቀም እንደሚቻቸል

በዚህ ትቅል ውሰት ከላ ተግባሩት በተጨማሪ፡ እንደ እንሰበ እና ተሂድ ማድግ እንደተቀጥል እንደንድ
ጥዴርች በዚህ ውሰት አለ፡፡

- በእያንዳንዱ ቅን የሚያነስጠቀቅ አዋቁ ይኋገኝሁ፡፡
- ለረሰኝሁ በየቀኑ እንሰበ፡፡
- ታረክዎን ከሆነ ስው ጉር አውኅ፡፡ በታረክ ውሰት ቅጥሉ የሚመጠውን ነገር የሚያዝ ተሂድ
አድርጋ፡፡
- አብረው መዝመርችን አጥና፡፡
- በቀኑ ማጠቃቃ፡ በቀኑም ላይ ለለፈጠረው ነገር ከሆነ ስው ጉር ተነጋሩ፡፡ ለዘመኝ ባለሰብ ምን
እንደደረገችሁ ተናገሩ እና እነተም ምን እንደደረገት ተደቂቃው፡፡ እርስ በእርስዎ ጥያቄዎን
ተጠያቂ፡፡
- የራሳችሁ የሆነትን ታረክ የኩ እና አበራቱ፡፡

My Turn

“Kurt,” I said, “I need a turn on the swing.”

“Keep your shirt on,” Kurt said.

I felt hurt.

What did “Keep your shirt on” mean?

It did not sound nice.

“Get off!” I said in a stern way.

“Fine.” Kurt gave me a turn.

Circle the letters that make the “er” sound. Say the “er” sound. Read the word.

blurt

flirt

herd

stir

fur

fir

fern

burst

dirt

chirp

curt

her

spurt

firm

blur

verb

The Snort

We drank milk.

Mark made a joke.

Shirl made a snort.

Out came the milk!

The milk got on her shirt.

“Do not start to cry, Shirl,” I said.

“Mark and I will help you clean the
shirt.”

Circle the letters that make the “bossy r” sound. Say the “bossy r” sound. Read the word.

shark

burn

port

dark

mark

shirk

bird

stork

scar

spork

slurp

fern

sir

short

spar

dirt

Community Helpers

A Reading A-Z Level D Levelled Book • Word Count: 108



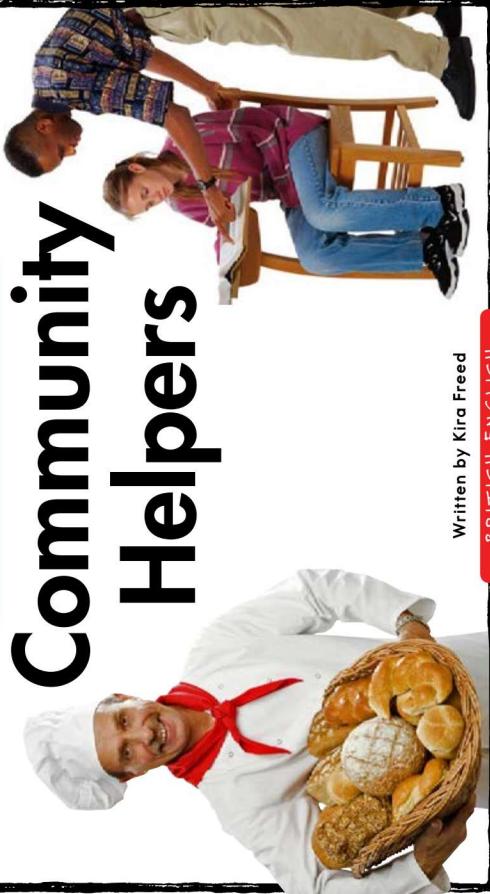
Community Helpers

LEVELLED BOOK • D

Written by Kira Freed

BRITISH ENGLISH

www.readinga-z.com



Community Helpers



Written by Kira Freed

www.readinga-z.com

Community Helpers
Level D Levelled Book
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This is a
police officer.
She is an important helper.
She lives in our community.

4



Who are the helpers
in our community?
Let's meet some of them.

3



This is a
construction worker.
He is an important helper.
He lives in our community.

Community Helpers • Level D



This is a doctor.
She is an important helper.
She lives in our community.

5



Community Helpers • Level D

6



This is a teacher.
He is an important helper.
He lives in our community.



This is a firefighter.
He is an important helper.
He lives in our community.



This is a baker.
He is an important helper.
He lives in our community.



This is an assistance dog.
She is an
important helper too.

Families

A Reading A-Z Level I Leveled Book
Word Count: 260

Families



Written by Keith and Sarah Kortemartin

www.readinga-z.com

Connections

Writing

Write a letter to Mark telling him what you learned about his family.

Math

Make a graph showing how many boys, girls, men, and women from Mark's family will be at the lake.

How many are in each group? Discuss your findings with a partner.

 **Reading A-Z**

Visit www.readinga-z.com
for thousands of books and materials.

Families

Words to Know

half sister son-in-law
members stepchildren
siblings stepfather

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Focus Question

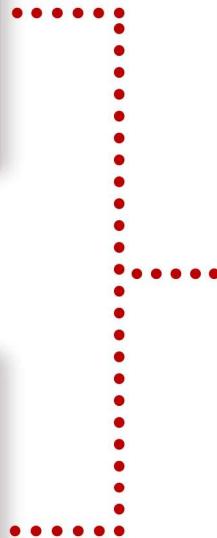
Who is in Mark's family?

Correlation

LEVEL I

Fontas & Pinnell	I
Reading Recovery	15–16
DRA	16

Families
Level I Leveled Book
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Mark always goes to the lake with his mom and dad and his sister, Anna.

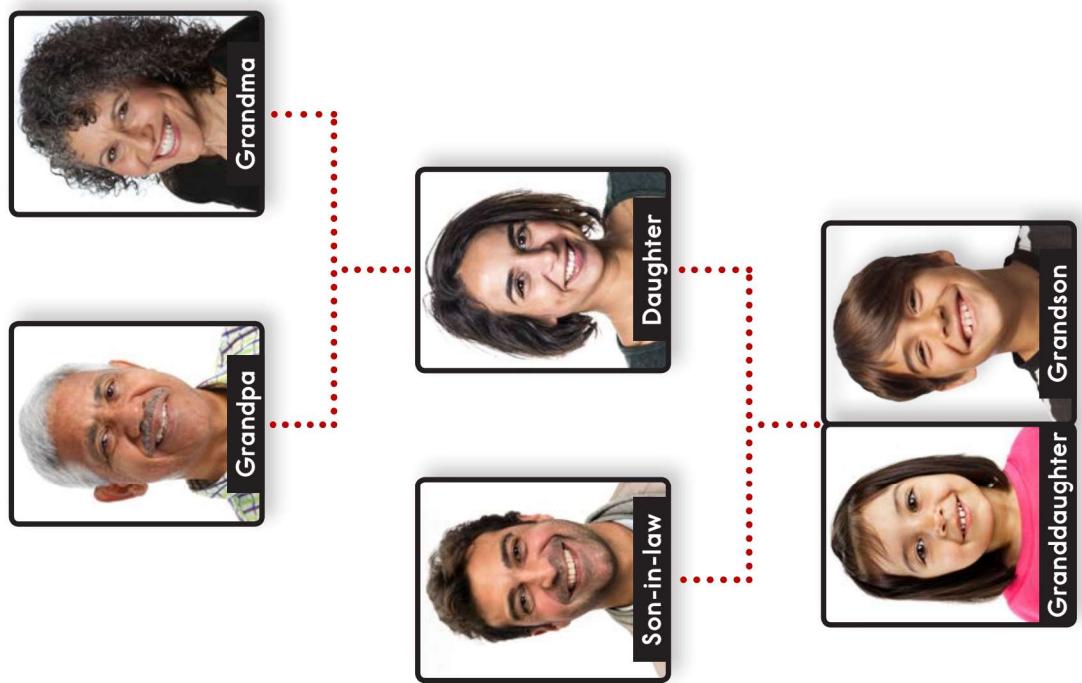
Mark is his parents' son, and Anna is their daughter.



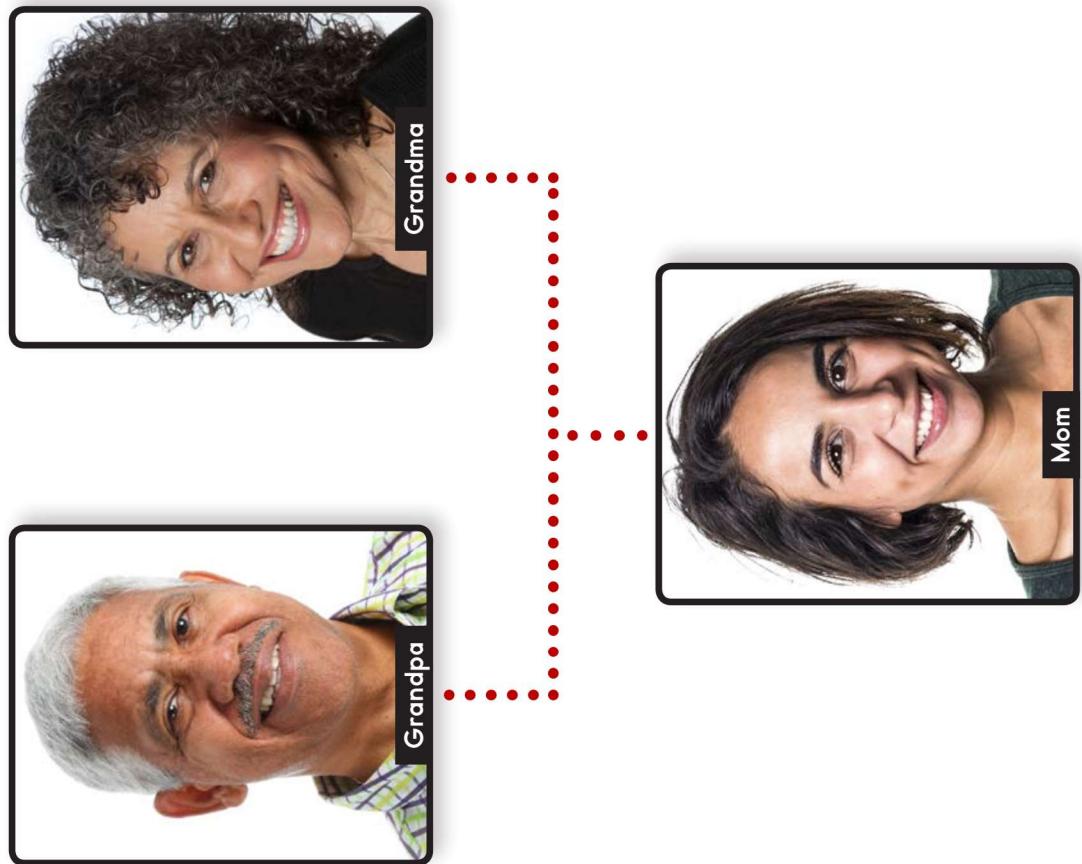
This is Mark.

Every summer, he spends a week at the lake with his family.

Let's meet some of his **family members**.



Mark's mom is their daughter,
and his father is their **son-in-law**.
Mark is their grandson, and Anna
is their granddaughter.



At the lake, Mark will also see
his mom's parents.
They are his grandparents. He calls
them Grandma and Grandpa.

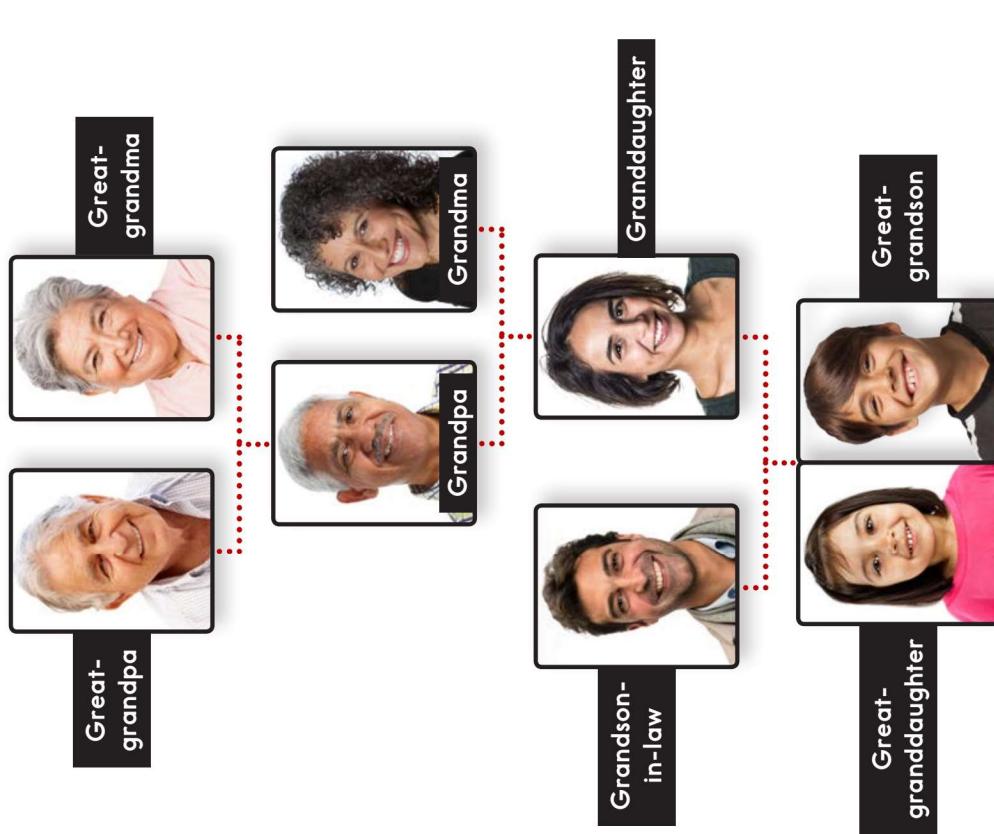


Mark's mom has two **siblings**

who will be there.

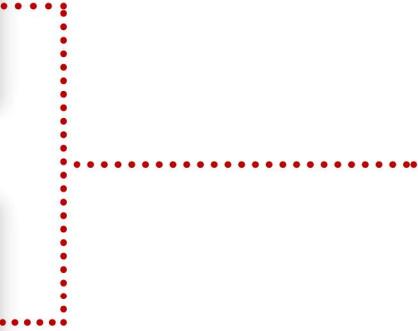
Her brother is Mark's uncle.

Her sister is Mark's aunt.
That makes Mark their nephew
and Anna their niece.



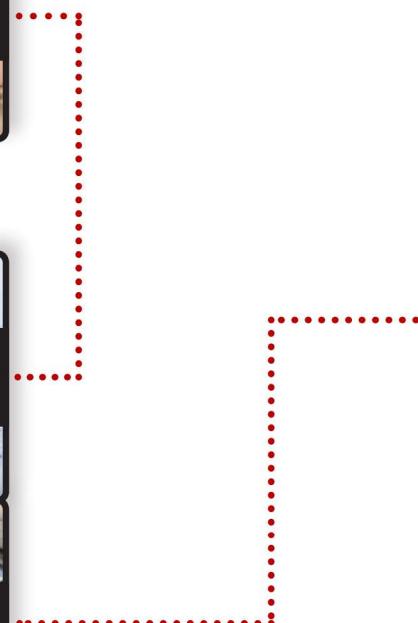
Mark's grandparents had parents, too.
They are his great-grandparents.

Mark only met one of them.
The others passed away before
he was born.

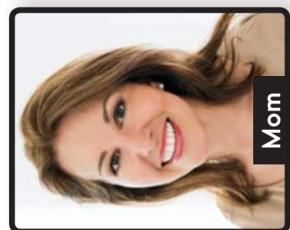


Mark's aunt has been married more than once.
She is also a mom.

She has three kids from her first marriage.



Mark's other uncle will be there, too.
He is Mark's dad's brother.
He married a few years ago,
and his wife is Mark's aunt.



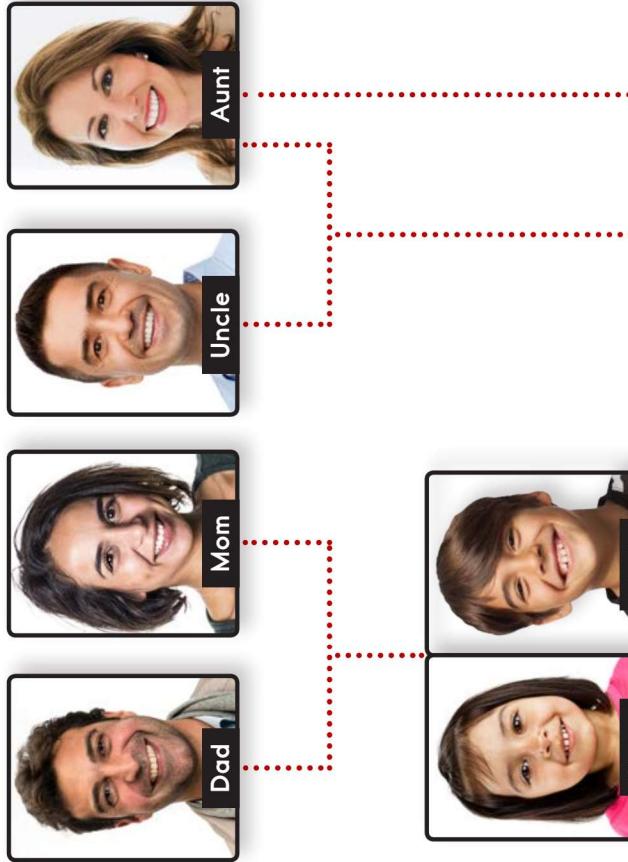
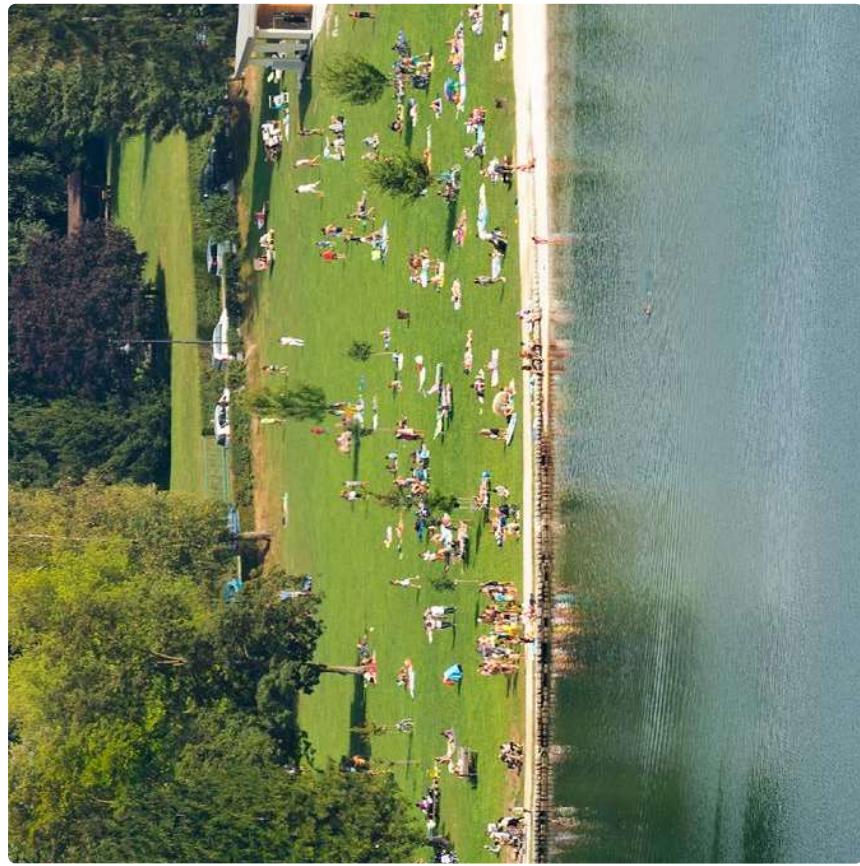
They are her new husband's
stepchildren.
He is their **stepfather**.

He and his new wife had a baby
this year.
She is a **half sister** to the other
children.

Mark and his family had a great time at the lake.

They can't wait to go back next year.

What types of things do you do with your family?



All of Mark's aunts' and uncles' children are his cousins.
Anna and Mark are their cousins, too.

Glossary

half sister (n.)	a sister who is related through only one parent instead of two (p. 12)
members (n.)	those who belong to a group (p. 3)
siblings (n.)	brothers or sisters (p. 8)
son-in-law (n.)	a man who is married to one's daughter or son (p. 6)
stepchildren (n.)	children of one's husband or wife from a previous marriage or relationship (p. 11)
stepfather (n.)	a man who has married a child's mother but who is not the child's birth father (p. 11)



Different Kinds of Families

Families can range from very big to very small. Some people live in the same house with their parents and grandparents, or with their aunts, uncles, and cousins. Some children live with only one parent, or with no parents at all. Children can live with their grandparents or other relatives, too. Other families don't have any children. What kinds of families do you know?

Name: _____

Title: _____
Author: _____

Be the teacher! Pretend you are the teacher and write four questions about the book you read. Write the answers next to each question.

Questions	Answers

Name: _____

Title: _____

Author: _____

Draw a picture to show something you have learned.

The topic is _____.

King County Library System Access for Highline Students

All Highline students have digital KCLS accounts. Through KCLS you are able to access online materials (books, magazines, videos, and databases). If the book you are waiting for is not available you may place a hold and be notified when it becomes available.

To log-on:

1. Go to www.kcls.org/students
2. Once you land on the student page, **DO NOT** login yet.
3. Choose **elementary school students**
4. Choose one of the links in the center of the screen to explore
5. Log-in from your chosen page using your student number. (*Note: All library card numbers for Highline School District students begin with 401, and are followed by your student number. Your password is the last 4 digits of your student number.*)

Example:

library card number: 4019811640

PIN: 1640

Acceso al Sistema de bibliotecas del condado King para los estudiantes de Highline

Todos los estudiantes de Highline tienen cuentas digitales de KCLS. A través de KCLS pueden tener acceso a materiales en línea (libros, revistas, videos y bases de datos). Si el libro que está esperando no está disponible puede reservarlo y ser notificado cuando esté disponible.

Para iniciar la sesión:

1. Vaya a www.kcls.org/students
2. Una vez que llegues a la página del estudiante, **NO** inicies la sesión todavía.
3. Escoge estudiantes de la primaria
4. Escoge uno de los enlaces en el centro de la pantalla para explorar
5. Inicia la sesión de la página escogida usando tu número de estudiante. (Nota: Todos los números de las tarjetas de la biblioteca para el Distrito Escolar de Highline empiezan con 401 y son seguidos por tu número de estudiante. Tu contraseña son los últimos 4 dígitos de tu número de estudiante.)

Ejemplo:

Número de la tarjeta de la biblioteca: 4019811640

PIN: 1640

Việc truy cập vào hệ thống thư viện King County cho học sinh học khu Highline

Tất cả các học sinh của học khu Highline có tài khoản hệ thống thư viện King County kỹ thuật số. Qua Hệ Thống Thư Viện King County (KCLS) bạn có thể truy cập trên mạng lưới cho tài liệu (sách, tạp chí, băng thép video, và cơ sở dữ liệu). Nếu sách mà bạn đang chờ đợi chưa có, bạn có thể đặt yêu cầu là bạn sẽ chờ và bạn sẽ được thông báo khi có sách.

Để truy cập

1. Vô mạng: [ww.kcls.org/students](http://www.kcls.org/students)
2. Khi bạn đạt được vô trang học sinh (student page), vẫn **KHÔNG** truy cập.
3. Chọn **elementary school students** (học sinh tiểu học)
4. Chọn một trong những nối kết ở giữa màn hình (screen) để khám phá
5. Đăng nhập từ trang bạn chọn bằng số thẻ học sinh của bạn (your student number).
(Chú ý: Tất cả số thẻ thư viện cho học sinh thuộc khu học chánh Highline bắt đầu bằng số 401, tiếp theo là số thẻ học sinh của bạn. Mã số (password) của bạn là 4 số sau cùng của số thẻ học sinh của bạn)

Thí dụ

Số thẻ thư viện: 4019811640

PIN: 1640

Gelitaanka Nidaamka Laybareeriga Degmada King ee Ardayda Highline

Dhamaan ardayda Highline waxa ay leeyihiiin xisaabaadka KCLS oo dhijitaal ah. KCLS waxa aad ka geli kartaa agab online ah (buugaag, majalado, fiidyaw, iyo kaydka maclumaadka). Hadii buuga aad sugaysay aanad ka geli karin waxaa lagu gelin karaa hakad oo waxaa lagula socodsiin doonaa marka la heli karo.

Si aad u gasho:

1. Qabo www.kcls.org/students
2. Marka aad tagto boga ardayga, **HA** gelin weli.
3. Waxa aad doorataa **ardayda dugsiga hoose**
4. Ka dooro mid kamid ah linkiyada xarunta ee shaashada baadhitaanka
5. Waxa aad ka gashaa boga aad dooratay adiga oo isticmaalaya lambarka ardaygaaga. (Oggow: *Dhamaan lambarada ardayda Degmada Dugsiga Highline ee ku bilaabma 401, oo ay markaa la socdaan lamabrka ardayga. Baaswoodhkaagu waa 4 god ee ugu danbeeya lambarkaaga ardayda.*)

Tusaale ahaan:

Lambarka kaadhka laybareeriga: 4019811640

PIN: 1640

King County Library System & Highline ቴማሪዎች

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1. ወደ www.kcls.org/students ይረዳ.
2. በተማሪ ገዢ ላይ ከደረሰ በቋላ፣ እሁንም በመለያ እንዲይጠበቅ::
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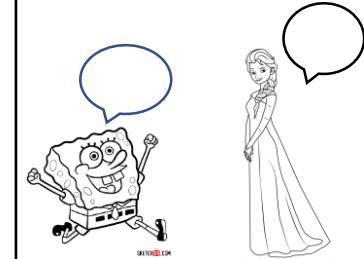
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English K-2 Weeks 1-2

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Watch a TV show or movie.</p> <p>List:</p> <ul style="list-style-type: none"> • Title • Characters • Setting • Beginning • Middle • End 	<p>Use objects in your house to invent something.</p> <p>Illustrate it and label it.</p> 	<p>What do you look like? Use a mirror to draw and label yourself.</p> 	<p>Write a word that starts with every letter of the alphabet.</p> <p>Example: A: apple B: boy</p>	<p>Use a toothbrush to measure 5 things in your house.</p> <p>Name: _____</p> <p> Toothbrush Measuring </p> <p>The <input type="text"/> is ____ toothbrushes long.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Find 10 things that are heavy. Draw them or write a list.</p> <p>Find 10 things that are red. Draw them or write a list.</p> <p>Find 10 things that are soft. Draw them or write a list.</p>	<p>Stack cans and boxes to make a tower. Stand back and throw a small pillow to knock it down.</p> 	<p>Write a message to someone, then write it backwards. Ask them to figure it out!</p> <p>Example: I love you uoy evol I</p>	<p>Write an acrostic poem using <u>your name</u>.</p> <p>Example: R: Really fun O: Outgoing Y: yellow hair</p>	<p>Watch two TV shows or movies and pick two characters. Draw a cartoon of them meeting each other.</p> 

English K-2 Weeks 3-4

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday		
Read a book to your family. Take turns retelling the story.	<p>Make a T-chart. Make a list of opposites, like big and small, yes and no.</p> <table border="1" data-bbox="432 496 739 669"> <tr> <td>Big Yes Happy</td><td>Small No Sad</td></tr> </table>	Big Yes Happy	Small No Sad	<p>Find food in your house, like crackers or water bottles. Write or draw a math story problem.</p> <p>Omar has 6 crackers. Neveah ate three. How many are left?</p>	<p>Go outside. Tell someone what you see, hear, think, feel, and smell.</p>	<p>Choose an animal. Draw it and label its body parts. Write about how it moves.</p>
Big Yes Happy	Small No Sad					
Monday	Tuesday	Wednesday	Thursday	Friday		
Create shadow shapes on the wall. How many different shapes can you make with your hands?	<p>Use crackers or candy to write words you find in your home.</p> 	<p>Take a walk in your neighborhood. Use sticks, leaves, and rocks to make words.</p> 	<p>Sort your clothes or toys into rainbow order.</p> <p>Sort your clothes or toys into order, biggest to smallest.</p>	<p>Use the food in your house to create a menu with prices.</p> <p>Example: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00 </p>		

Spanish K-2 Semanas 1-2

Usar una hoja de libreta para completer las actividades. Hacer uno por dia.

Lunes	Martes	Miercoles	Jueves	Viernes
<p>Ver un programa de television o una pelicula.</p> <p>Lista:</p> <ul style="list-style-type: none"> • Titulo • Personajes • Lugar • Comienzo • Medio • Fin 	<p>Usar objetos en su casa para inventar algo.</p> <p>Dibuja y ponle una etiqueta.</p> 	<p>Como te miras? Usa un Espejo y etiquetate.</p> 	<p>Escribir palabras que empiezen con todas las letras del abecedario.</p> <p>Ejemplo: A: abeja B: banco</p>	<p>Usa un sepillo de dientes para medir 5 cosas en tu casa.</p> <p>Name: _____</p> <p>Toothbrush Measuring</p> <p>The [] is ____ toothbrushes long. The [] is ____ toothbrushes long. The [] is ____ toothbrushes long. The [] is ____ toothbrushes long.</p>
Lunes	Martes	Miercoles	Jueves	Viernes
<p>Encuentra 10 cosas que son pesadas. Dibujalas o escribe una lista.</p> <p>Encuentra 10 cosas que son rojas. Dibujalas o escribe una lista.</p> <p>Encuentran 10 cosas que son blandas. Dibujalas o escribe una lista.</p>	<p>Encimar latas y cajas para hacer una torre. Da un paso atrás y avienta un cojín pequeño para derribarlo.</p> 	<p>Escribe un mensaje a alguien, despues escribele al revez. Pidele que lo resuelvan.</p> <p>Ejemplo: Buenos dias Said soneub</p>	<p>Escribe un poema acrostico con tu nombre.</p> <p>Ejemplo: J: Jugador O: Optimista S: soltero E: emocionado</p>	<p>Ver dos programas de television o dos peliculas. Escoger dos personajes, dibujalos conociendose.</p> 

Spanish K-2 Semanas 3-4

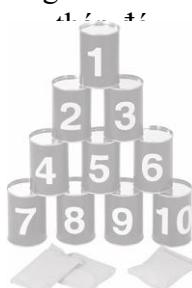
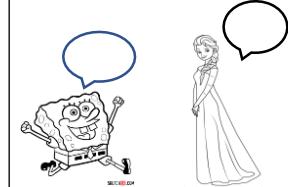
Usar una hoja de libreta para completer las actividades. Hacer uno por dia.

Lunes	Martes	Miercoles	Jueves	Viernes		
<p>Leer un libro a tu familia. Tomar turnos en Volver a contar la historia.</p>	<p>Hacer un grafico de T. Hacer una lista de opuestos, como grande y pequeño.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Big Yes Happy</td> <td>Small No Sad</td> </tr> </table>	Big Yes Happy	Small No Sad	<p>Encontrar comida en tu casa, como galletas o botellas de agua. Escribe o dibuja una historia de problema matematica.</p> <p>Omar tiene 6 galletas. Neveah comio tres. Cuantas galletas quedan?</p>	<p>Sal afuera. Dile a alguien lo que viste, escuchaste, pensaste, sentiste y oliste.</p>	<p>Escoje un animal. Dibujalo y marcar los partes de su cuerpo. Escribe como se mueve.</p>
Big Yes Happy	Small No Sad					

Lunes	Martes	Miercoles	Jueves	Viernes
<p>Crear figuras de sombras en la pared. Cuantas figuras puedes hacer con us manos?</p>	<p>Usar galletas o dulces para escribir una palabra de lo que encontraste en casa.</p> 	<p>Sal a caminar en tu vecindad. Usa palos, hojas y piedras para hacer palabras.</p> 	<p>Acomodar tu ropa o juguetes en orden del arcoiris.</p> <p>Acomodar tu ropa o juguetes en orden del mas grande al mas pequeno.</p>	<p>Usa la comida que tienes en casa para crear un menu con precios.</p> <p>Ejemplo: Leche = \$2.00 Platanos = \$3.00 Nieve = \$1.00 </p>

Vietnamese K-2 tuần 1-2

Sử dụng giấy vở để hoàn thành các bài tập này. Làm một bài mỗi ngày!

Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
<p>Xem một chương trình TV hoặc phim.</p> <p>Ghi xuồng:</p> <ul style="list-style-type: none"> •Tựa đề: •Nhân vật: <p>•Ở đâu/ khi nào (setting):</p> <ul style="list-style-type: none"> •Bắt đầu: •Ở giữa: •Kết thúc: 	<p>Sử dụng các đồ vật trong nhà của bạn để chế tạo ra một cái gì đó mới.</p> <p>Minh họa và dán nhãn cho nó.</p> 	<p>Hình dáng bạn như thế nào? Sử dụng một chiếc gương để vẽ và dán nhãn cho mình.</p> 	<p>Viết một từ bắt đầu bằng mọi chữ cái trong bảng chữ cái.</p> <p>Thí dụ:</p> <p>A: apple B: boy</p>	<p>Sử dụng bàn chải đánh răng để đo 5 thứ trong nhà của bạn.</p> <p>Toothbrush Measuring</p> <p>The [] is ____ toothbrushes long. The [] is ____ toothbrushes long.</p>
<p>Tìm 10 thú nặng. Vẽ hình hoặc viết một danh sách.</p> <p>Tìm 10 thú màu đỏ. Vẽ hình hoặc viết một danh sách.</p> <p>Tìm 10 thú mềm. Vẽ hình hoặc viết một danh sách.</p>	<p>Chồng các hộp sắt hoặc thùng giấy để làm một tòa tháp. Đứng lùi lại và ném một cái gói nhỏ để làm đòn</p> 	<p>Viết một tin nhắn cho ai đó, sau đó viết ngược lại. Yêu cầu người đó đoán đọc!</p> <p>Thí dụ:</p> <p>I love you uoy evol I</p>	<p>Viết một bài thơ acrostic sử dụng chữ cái của tên của bạn.</p> <p>Thí dụ:</p> <p>R: Really fun O: Outgoing Y: yellow hair</p>	<p>Xem hai chương trình TV hoặc phim và chọn hai nhân vật. Vẽ một phim hoạt hình của họ gặp nhau.</p> 

Vietnamese K-2 tuần 3-4

Sử dụng giấy vở để hoàn thành các bài tập này. Làm một bài mỗi ngày!

Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
Đọc một cuốn sách cho gia đình của bạn nghe. Thay phiên nhau kể lại câu chuyện.	Làm biểu đồ chữ T. Ghi xuống các sự đối lập, ví dụ như lớn và nhỏ, có và không .	Tìm thức ăn trong nhà của bạn, như bánh quy hoặc chai nước. Viết hoặc vẽ một câu chuyện toán học. Omar has 6 crackers. Neveah ate three. How many are left?	Đi ra ngoài trời. Kể cho ai đó những gì bạn thấy, nghe, ngửi, nghĩ, và cảm nhận.	Chọn một con vật bạn thích. Vẽ hình nó và ghi chú các bộ phận cơ thể của nó. Viết miêu tả về cách nó di chuyển như thế nào.
Tạo bóng trên tường. Bạn có thể tạo ra bao nhiêu hình dạng khác nhau bằng đôi tay?	Sử dụng bánh hoặc kẹo để tạo những từ bạn tìm thấy trong nhà của bạn.	Đi dạo trong khu phố của bạn. Nhặt và sử dụng que cây, lá và sỏi đá nhỏ để tạo từ.	Sắp xếp quần áo hoặc đồ chơi của bạn theo thứ tự cầu vòng: đỏ, cam, vàng, xanh da trời, xanh dương, xanh đậm, tím	Sử dụng thực phẩm trong nhà của bạn để tạo ra một thực đơn với giá cả. Thí dụ: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00



Somali K-2 Isbuuc 1-2

Waxaa isticmaashaa waraaqad si aad u dhamaystirtid casharada. Maalinkasta mid samee!

Isniin	Talaado	Arbaco	Khamiis	Jimce
<p>Daawo filin ama bandhig ka so galo TVga:</p> <p>Liis Ku Qor:</p> <ul style="list-style-type: none"> •Cinwaanka •Jilayaasha <p>•Meesha lagu dhigay</p> <ul style="list-style-type: none"> •Bilowga •Dhexda •Dhamaadka 	<p>U isticmaal alaabada gurigaada inaad wax abuurto.</p> <p>Muuji oo calaamadee.</p>	<p>Sidee u egtahay? Istimaal muraayad si aad isku sawirto, calaamad saar qaybo jirkaada ka mid ah.</p>	<p>Qor eray ka bilowda xaraf kasta oo alifbeetada ah.</p> <p>Tusaale:</p> <p>A: Apple B: Bat C: Cat</p>	<p>U isticmaal caday 5 waxyabood oo gurigaada ah sidaad u cabirtid.</p>
<p>Hel 10 waxyaboo oo culus.</p> <p>Sawir ama liis ka qor.</p> <p>Hel 10 shay oo guduudan.</p> <p>Sawir ama liis ka qor.</p> <p>Hel 10 waxyabood oo jilicsan.</p> <p>Sawir ama liis ka qor.</p>	<p>Is dul saar dhawr gasacadood iyo bokisyo si aad u sameyso taalo dheer.</p> <p>Dib ooga istaag oo barkin yar ku tuur si aad u dumisid.</p>	<p>Qof u qor fariin, ka dibna gad gadaal u qor. Weydii inay fahmi karaan!</p> <p>Tusaale:</p> <p>I love you uoy evol I</p>	<p>Qor gabay hoos hoos u socda adoo isticmaalaya magacaaga.</p> <p>Tusaale:</p> <p>A: B: D: I: Xaraf kasto u heel sifo qeexeyso.</p>	<p>Daawo laba bandhig ama filimo oo TVga ka soo galo, markaas kabacdi labo jilayaasha ka mid ah dooro.</p> <p>Sawiro kartoon ah ka samee ayagoo kulmayaan.</p>

Somali K-2 Isbuuc 3-4

Waxaa isticmaashaa waraaqad si aad u dhamaystirtid casharada. Maalinkasta mid samee!

Isniin	Talaado	Arbaco	Khamiis	Jimce
U akhri buug qoyskaada. Qof kasta dib ha uga sheekeyo buuga.	Samee liis ka kooban labo qaybood. Ku qor waxyaabo lid isku ah, sida kuwa waaweyn iyo kuwa yar, haa iyo maya, iwm.	Soo hel cunto gurigaada taalo sida buskud ama dhalo biyo. Qor ama sawir su'aalo. Sida “Omar shan buskud ayuu heystaa, Samira ayaa saddex cuntay, meeqaa haray?”	Banaanka u bax. U sheeg qof waxa aad aragto, maqasho, ku fikirto, dareemayso, iyo waxaad uriso.	Dooroo xayawaan. Sawir oo calaamadee qaybaha jirkooda. Qor sida ay u socdaan.
Isniin	Talaado	Arbaco	Khamiis	Jimce
Samee hooska ka soo baxo gacantaada markaad derbiga iftiin ku qabato. Immisa qaabab kala duwan ayaad gacmahaaga ku samayn kartaa?	Isticmaal buskud ama naecnac si aad ugu qorto ereyada gurigaada ku yaal.	Ku lugee xaafadaada. Adeegso ulaha, caleemaha, iyo dhagaxa si aad ereyo u sameyso.	U kala sooc dharkaada iyo boombalayaashaada midabaha ay yihiin. U kala sooc dharkaada iyo boombalayaashaada sida ay u kala weyn yihiin.	Adigoo cuntada gurigaada taalo isticmaalayo, menu qiima wato samee. Kadibna su'aalo ka qor. Tusaale: Caano = \$2.00 Moos = \$3.00 Jalaato = \$1.00

THE META-MOMENT

OVERVIEW

The Meta-Moment

What is the Meta-Moment?

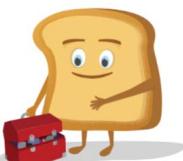
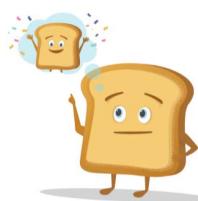
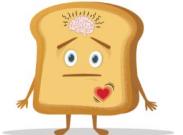
Most of us have had the experience of “losing our cool” and regretting it later. For example, your daughter is whining, the milk spills, and you’re late for work. You yell at her and she dissolves into tears. Later, you wish you had handled the situation differently.

Even in the most trying moments, our behavior does not have to be automatic and reactive. The Meta-Moment is a process that allows us to prolong the time from when we are triggered to when we respond. And, taking Meta-Moments keeps us aligned with our values over time. With practice, our responses can be more deliberate and skillful. Even when our emotions are really “hot,” we can take a Meta-Moment, pause, call to mind our ‘best self’ and choose a helpful strategy.

Practicing Meta-Moments over time requires intentionality and effort...and, it's worth the extra effort to feel proud of the actions we choose even in the most challenging moments.

The Meta-Moment consists of four steps:

- 1. Sense:** You sense that something has happened or changed in your environment, body, mind, or behavior. For example, you may notice that your palms are sweaty and your mind is racing, or that your heart is beating more quickly in response to an event.
- 2. Pause:** You make a conscious choice to pause, and take a few long, slow, deep breaths. This helps to calm your body and mind in the moment so that you can try to problem-solve more effectively.
- 3. See Your Best Self:** When pausing, you call to mind an image of your ‘best self’ – the ideal self you want to be; the person you are when your actions align with your values.
- 4. Strategize & Act:** As your ‘best self,’ you might choose a thought strategy or an action strategy. A thought strategy might be to remember that there is more than one perspective, or to consider your larger goals (such as preserving the relationship). An action strategy might be to take a walk, drink some water, or set up a time for a conversation later. If you responded to the moment as your ‘best self,’ you’ve just taken a Meta-Moment!



RULER ANCHOR

THE META-MOMENT

FIRST GRADE

MY NAME _____

DATE _____

Duration: 20–25 minutes

1

Family members and grown-ups, please read this first before child leads the activity.

Key Ideas:

- Sometimes we have to manage our strong emotions in the moment.
- While this may be challenging, we can all develop strategies to help us.
- Using strategies that engage our senses can be calming.

Activity Goals:

- To creatively explore different strategies that involve the five senses.
- To discover soothing strategies that everyone can use!

Activity Description:

Please read and support your child in this activity. Together, learn about and share Meta-Moment stories and fresh ideas for calming and soothing ourselves in moments when we might feel reactive. Help your child explore and choose strategies for the future.

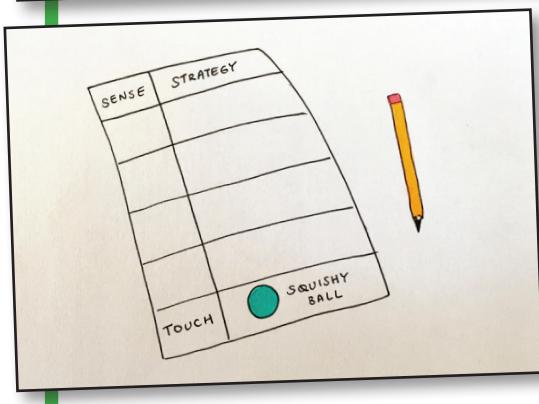
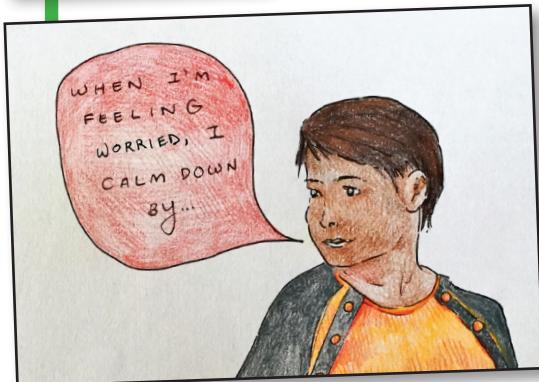
2

Student, follow the first step and then have fun doing the activity!

First Step

1. Review the Meta-Moment Overview handout and share stories of times that you or somebody else took a Meta-Moment.

The Activity

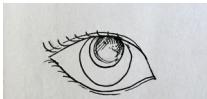


1. One way to soothe your worries is to use strategies that involve the five senses. For example, squeezing a squishy ball or rubbing a smooth stone might be a self-soothing strategy.
2. Ask your family, "Have you ever used strategies that involved one of the five senses to help soothe your worries?"
3. Once your family has shared different strategies, pick your favorite for each sense.
4. Fill out the chart on Activity Sheet 1, page 3. Have fun!

3

Self-Soothing Strategies

ACTIVITY SHEET 1

Sense	Self-Soothing Strategies	Drawing
Sight 		
Hearing 		
Taste 		
Smell 		
Touch 		