

BSD First Grade Remote Learning Packet 2 (English)

Dear Families, English

The packet is organized by:

| | | |
|--|--|---|
|  3-week calendar of activities |  Math Lesson (complete in one day) |  Reading Lesson (complete in one day) |
|  Social Studies Lesson (week-long) |  Science Lesson (week-long) |  Social Emotional Learning |

★ Extra Activities

Estimadas Familias: Español

El paquete informativo está dividido de la siguiente manera:

| | | |
|---|--|---|
|  Calendario de actividades para 3 semanas |  Lección de Matemáticas (complete en un día) |  Lección de Lectura (complete en un día) |
|  Lección de Estudios Sociales (para una semana) |  Lección de Ciencias (para una semana) |  Aprendizaje Social y Emocional |

★ Actividades Adicionales

Arabic اللغة العربية

العائلات الكرام

تم تنظيم الحزمة حسب الآتي

تقويم الأنشطة لمدة 3 أسابيع

درس رياضيات (أكملته في يوم واحد)

درس القراءة (أكملته في يوم واحد)

درس الدراسات الاجتماعية (لمدة أسبوع)

درس العلوم (لمدة أسبوع)

التعليم العاطفي الاجتماعي

★ الأنشطة الإضافية

Goysaska Qaaliga ahow, Somali

Xirmada waxaa diyaariyay::

| | | |
|--|---|--|
|  Jadwalka howlaha 3-isbuuc |  Casharka Xisaabta (mid dhameey maalinti) |  Casharka Aqrinta (mid dhameey maalinti) |
|  Casharka Cilmiga Bulshada (Isbuucoo-dhan) |  Casharka Sayniska (Isbuucoo-dhan) |  Barashada shucuurta bulshada |

★ Howlaha Dheeraad ah

Уважаемые родители, Russian

Этот пакет составлен:

| | | |
|---|--|--|
|  Календарь занятий на 3 недели |  Урок Математики (закончить за 1 день) |  Урок Чтения (закончить за 1 день) |
|  Общественные науки (на неделю) |  Естественные науки (на неделю) |  Социально-эмоциональное развитие |

★ Дополнительные занятия

학부모님께, Korean

수업 및 활동들은 다음과 같이 짜여 있습니다:

| | | |
|--|--|--|
|  3주 동안 활동 캘린더 |  수학 수업 (하루에 하나 완성) |  읽기 수업 (하루에 하나 완성) |
|  사회 수업 (일주 동안) |  과학 수업 (일주 동안) |  사회적 정서적 학습 |

★ 과외 활동

亲爱的学生家庭: Chinese

数据包包括:

| | | |
|---|--|--|
|  3周活动日历 |  数学课程 (一天完成) |  阅读课程 (一天完成) |
|  社会学课程 (一周) |  科学课程 (一周) |  社会情感学习 |

★ 其他活动

保護者の皆様 Japanese

パッケージは以下のように分類されています:

| | | |
|---|---|---|
|  3週間のアクティビティ |  算数のレッスン(1日で完了) |  リーディングレッスン(1日で完了) |
|  社会科レッスン(一週間) |  理科レッスン(一週間) |  社会性/情動スキル教育 |

★ その他の活動

Thân gửi gia đình, Vietnamese

Tài liệu được chuẩn bị do:

| | | |
|--|--|---|
|  Lịch học cho 3-tuần |  Toán (cần làm trong ngày) |  Đọc (cần làm trong ngày) |
|  Khoa học xã hội (nguyên tuần) |  Khoa học (nguyên tuần) |  Học và áp dụng kỹ năng giao tiếp |

★ Các hoạt động phụ trợ

First Grade Calendar



May 11-29

| Week 1 | | |
|--------|---|---|
| | Activities from the packet | Other Activities |
| Day 1 | Literacy Activity Social Studies: Geography Mini-Project | Play a math or strategy game Read Aloud to your child for 20 minutes |
| Day 2 | Math Lesson 7 Social Emotional Learning Lesson 1 | Read 20 minutes |
| Day 3 | Health: Get Well Soon Review | Play a math or strategy game |
| Day 4 | Math Lesson 8 Social Emotional Learning Lesson 2 | Read 20 minutes |
| Week 2 | | |
| | Activities from the packet | Other Activities |
| Day 5 | Literacy Activity Science: Shadows, Light, and Sight | Play a math or strategy game Read Aloud to your child for 20 minutes |
| Day 6 | Math Lesson 9 Social Emotional Learning Lesson 3 | Read 20 minutes |
| Day 7 | Health: How Does Simon Feel? | Play a math or strategy game |
| Day 8 | Math Lesson 10 Social Emotional Learning Lesson 4 | Read 20 minutes |
| Week 3 | | |
| | Activities from the packet | Other Activities |
| Day 9 | Literacy Activity Social Studies: Economics/Financial Literacy Mini-Project | Play a math or strategy game Read Aloud to your child for 20 minutes |
| Day 10 | Math Lesson 11 Social Emotional Learning Lesson 5 | Read 20 minutes |
| Day 11 | Health: How Does Suzy Feel? | Play a math or strategy game |
| Day 12 | Math Lesson 12 Social Emotional Learning Lesson 6 | Read 20 minutes |



Story Explore: Telling a Texture Story

Using your phone, take pictures of your texture explorations. Then at a quiet time such as after a meal or just before bed, share the photos with your child and together, tell the story of your adventures. You can use questions like,

“Look at this picture. What did we find?”

“What did you notice here?”

“What did we do with these?”

“What did this one feel like?”

“What did you like best about our explorations?”



As you build a story of your texture explorations, you are helping your child find the words to **communicate their thoughts and ideas**. Conversations about daily experiences with your child will help them feel comfortable in school when they are asked to write about recent events in their lives.

Grade 1 Social Studies: Geography

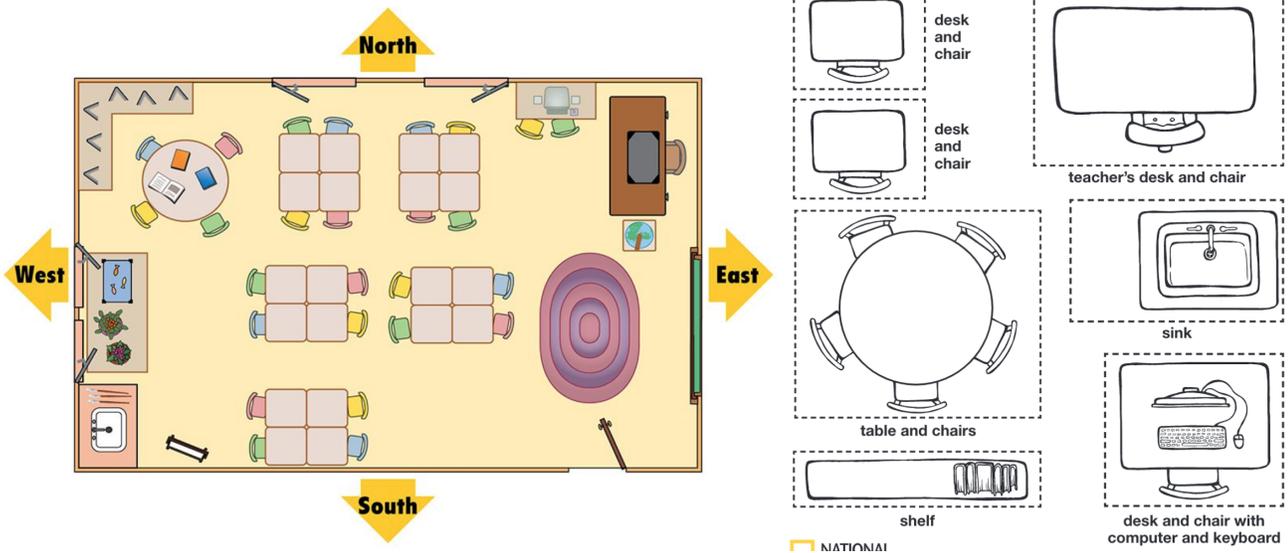
**this is 1-2 week mini-project*

A map shows where things are located. Maps have always been an important way for people to learn about and move around their communities and world. People have been using maps for a long time. Have you ever used a map? Have you ever *made* a map?

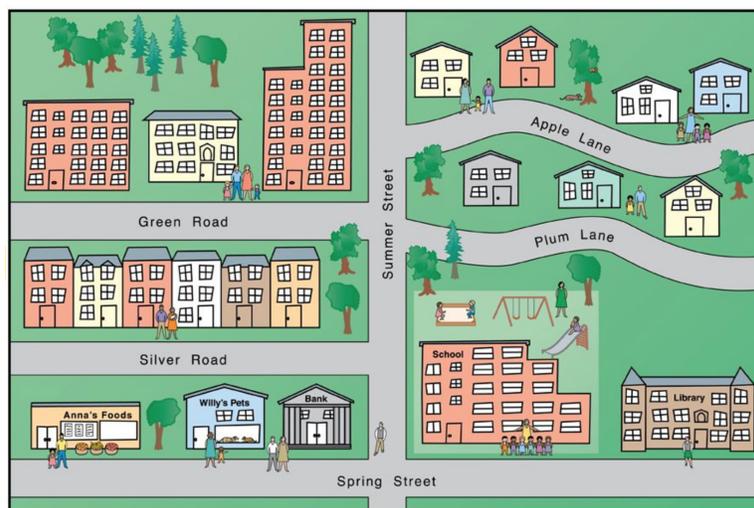
Usually a map shows a place from above. Imagine you could fly like a bird and look down on the world - a map shows what things look like from above.

You have two choices of different maps to make.

1. Make a map of your classroom or your room at home! You can draw it and use ideas from the two examples below, or you can use legos or blocks!



2. If you want to draw a bigger map, try drawing one showing part of your neighborhood. You can use ideas from the example below - it shows houses and important places in the community like the school and grocery store.



One more cool idea! [GoogleEarth!](https://www.google.com/earth/) You can look up Oregon, your school, or home! Try it!

Activity One (parent support may be needed): You will need a sock or a crumpled piece of paper, and a bowl, box, or trash can. Show your child where they should stand to try to throw the sock/paper into the bowl, 20 times. For each shot, your child should put a tally under “went in” or “missed.”

Activity Two (mostly independent): After the first time through this, your child may be able to play on their own or with a sibling.

Hints: Your child can just put a checkmark or line for each shot, if they are not ready to make groups of five tallies with a horizontal slash.

Challenge: Write a number sentence that shows the number of times it when in and the times missed. Play several times and keep track of all the number sentences that make 20.

Indoor Basketball

Toss a sock in the bowl, and keep track of how many times it goes in, and how many times you miss.

Sample:

| Went In | Missed |
|--|--|
|  |  |

How many times did it go in?

How many times did you miss?

Your Turn:

| Went In | Missed |
|---------|--------|
| | |

Which was more?

CALM-A-LLAMA SCAVENGER HUNT

How many can you complete?

- Wear headphones and clean your room to your favorite songs.
- Snuggle in a cozy blanket & watch a movie.
- Sleep with a super soft stuffed animal.
- Fall asleep to spa music.
- Learn some new jokes & try them out.
- Color with new markers.
- Learn to make a new recipe that you love.
- Just sit & watch people in public.
- Learn & try progressive muscle relaxation.
- Stretch your arms up to the sky, hold while counting to 15. Release.
- Try a new hobby.
- Make shapes with play-doh.
- Play with kinetic sand.
- Stretch all of your muscles.
- Talk to an animal.
- Take a bubble bath.
- Take a nature walk.
- Balance on one leg and time it.
- Read a book in quiet in your bed.
- Try a yoga pose.
- Daydream in the dark.
- Make a list of things or people that make you feel grateful.



Get Well Soon Review

Name: _____

Date: _____

1. Cool Dude feels hot. His head hurts.

Cool Dude is . . .

sick. well.



2. Betsy is sick. Betsy must . . .

play. rest.

3. Mary falls. Mary must wash her . . .

cat. cut.



4. Suzy is sick. Inside her body are many . . .

germs. games.

5. Tito must wash his hands.

He will use . . .

sap. soap.



Objective: To review main ideas about getting sick

Activity One (parent support may be needed): Read the task about Samuel to your child. There is space on the next page for them to make a “field journal” and organize the different birds in a way that makes sense to them. Allow them to be creative in their organization as there is not one right way to do it.

Activity Two (mostly independent): Cut out these birds, sort them, and count them.

Hints:

- Students could cut out all of the birds and glue them in a line with other birds that are similar (like a bar graph)
- Students could make a tally chart for the different kinds of birds

Challenge:

There are more geese than the other birds. How many more of each bird are needed to be the same as the geese?

Samuel is a bird-watcher. When he goes out bird-watching he takes his binoculars to look at birds carefully and identify what kind of bird they are. He also keeps a field notebook where he writes down what kinds of birds he sees. Here are the types of birds he saw this week:

| | | | | |
|---|---|--|---|--|
|  |  |  |  |  |
| Hummingbird | Owl | Woodpecker | Goose | Duck |

Here are all the birds he saw:

| | | | | | |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Blank back of the page that needs to be cut out

Lesson 8 (Continued)

Show your ideas:

How could Samuel show these birds in his field journal in an organized way?

Could you make a chart to show the birds? How could you label them?



BREATHING

MINDFUL BREATHING:

Think of something that you love or that is a blessing in your life. Use your 5 senses to think about it more deeply. Does it have a smell, a taste, or a feeling? Can you hear or see it? Think of those things for a moment. Now, take in a deep breathe while repeating the name of this blessing. Breathe out slowly while imagining this thing that brings you joy. Repeat this each day with a new blessing

IN - HOLD - OUT BREATHING

Inhale through your nose while counting to 5
Hold it while counting to 6
Exhale through your mouth while counting to 7

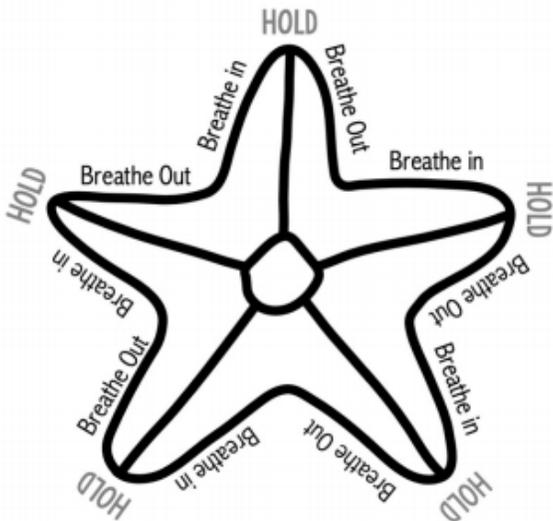
SQUEEZE AND BREATHE

1. Find a stress ball, play doh, or other soft object to squeeze.
2. Take in a deep breath as you squeeze.
3. Breathe out slowly as you let go.

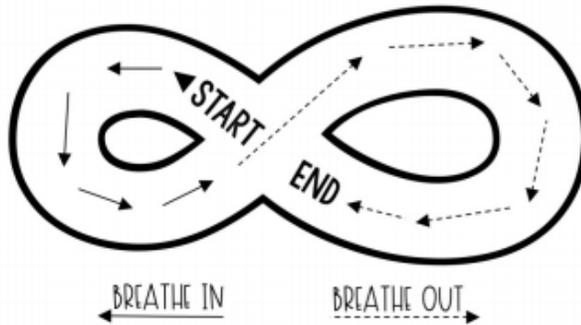


STARFISH BREATHING:

Breathe in as you trace up the star. Hold at the tip. Breathe out as you trace down. Go slowly.



Trace your finger around the race track. Breathe in while tracing the left side and out slowly while tracing the right side. (repeat daily)





BELLY BREATHING:

Switch the focus of your breathing from your chest to your belly. Place one hand on your chest and one on your belly. Take a deep breathe. Notice your belly rise. Breathe out. Notice your belly fall.

BREATHE THE RAINBOW

Imagine the color of the rainbow. Take a deep breath while imagining you are breathing in each color.



Red: Breathe deeply through your nose, the warming calm of the color red. Hold it and feel the warmth in your chest. Blow that warmth back into the room, slowly with your mouth.

Orange: Breathe in the zesty excitement of the color orange in through your nose.. Hold it and feel the tingling joy in your heart. Blow that joy slowly back into the room with your mouth.

Yellow: Breathe deeply through your nose, the glowing rays of the color yellow. Hold it like sunshine beaming down on your face. Blow those rays back into the room, slowly with your mouth.

Green: Breathe in the morning dew of the color green through your nose.. Hold it and feel the feeling of a new morning in my arms. Blow the freshness of a new start back into the room with your mouth.

Blue: Breathe in the calming waves of the color blue. Hold it like you are floating on the top of that wave. Let that wave crash as you blow it's calmness back into the room with your mouth.

Purple: Breathe in the loving embrace of the color purple. Hold it like a tight hug for a moment. Blow the love of that hug slowly out of your mouth, back into the room.



Story Explore: Tell It With Sound Effects!

In Eric Carle's book, *Polar Bear, Polar Bear, What Do You Hear*, each animal is identified with a particular sound (a roaring lion, a fluting flamingo). Watch a reading of Eric Carle's story with your child on YouTube. Then, watch the book reading a second time and pause the video to create the sounds for each animal (what does *fluting* sound like?). Finally, you and your child could create your own version of the story with your own animals and animal sounds. If your child is interested, they could draw their version of the story or you could capture it with your phone to share with others.

What other stories can you create with your child that include dramatic voices and sound effects? For example, how could the story of the *Three Little Pigs* include sound? What would the wolf's voice be like? How about the pigs'? What would it sound like when the wolf knocks on the straw house, or the stick house or the brick house? What sound would the pigs make when they run from one house to the next? What does the wolf sound like as he blows at a house?



As you build a story with sound effects, you are engaging your child's **curiosity and imagination** in ways that will help them think of ideas to explore and stories to write about in school.

Shadows, Light, and Sight

**this is 1-2 week mini-project (from Twig Education 2020)*

Activity 1: What Makes a Shadow?

Objectives:

You will make shadows using building blocks and a flashlight or light source.

You will: Know that an object blocking the path of light creates a shadow.

Materials

- Flashlight or a light source (e.g., phone flashlight, lamp, sunlight works too!)
- Building blocks (or other items, boxes, cans, something that can be stacked)
- Sheet(s) of paper
- Pencil, crayon, or marker

Instructions

1. Look around the room and identify as many different shadows as you can. Either write down or talk to a sibling or trusted adult about what is creating the shadows.
2. Gather a flashlight, some building blocks (or other things that can be stacked) on a large sheet of paper, and something to write with.
3. Create a shape out of your building materials, and place it on top of the sheet of paper.
4. Shine the flashlight at the building block shape, so that it makes a clear shadow on the paper.
5. Use a pen/pencil/marker/crayon to trace around the outline of the shadow. Try to hold the flashlight as still as possible.
6. Move the flashlight and watch how the shadow changes.
7. Write the answers to or talk to a sibling or trusted adult about the following:
 - Does the shape of the shadow change?
 - Does the size of the shadow change?
 - Does the position of the shadow change?
 - Why do you think this happens?

Activity 2: Light Sources

Objectives:

You will sort images of objects into "light sources" and "not light sources."

You will: Be able to identify light sources.

1. Look at the images below and circle all of the items that are sources of light.



Activity 3: How Does Sight Help Us?

Objectives:

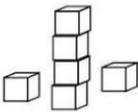
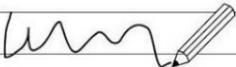
You will complete activities with and without a blindfold to understand how sight helps you.
 You will: Understand that sight helps us to complete tasks more easily.

Materials:

- Watch, clock or phone to record time
 - Blocks or any objects that are stackable
 - Pencil and paper
 - Blindfold (Bandana, dish towel or even a hat pushed down over your eyes!)
- *Optional: Modeling clay/play-doh

Instructions

1. Wear a blindfold to complete each of the activities listed on the Blindfold Worksheet.
2. Record how long each activity took you to do, and how hard or easy it was while wearing the blindfold. *Note: If you don't have modeling clay, skip this activity.
3. Complete each activity again without a blindfold. Record in the worksheet how long each activity took you to do, and how hard or easy it was to complete without a blindfold.

| activity | time taken with a blindfold | time taken without a blindfold | notes |
|---|-----------------------------|--------------------------------|-------|
| build a tower out of building blocks  | | | |
| make a cat out of modeling clay  | | | |
| draw a picture of a house  | | | |
| write your name  | | | |

Activity One (parent support may be needed): Read the question to your child. Help your child brainstorm different ways to show the information. Encourage them to label their information and show it in different ways.

Activity Two (mostly independent): Count how many tables, chairs, windows and doors there are where you live and draw a picture of them.

Hints: Ideas for showing the information:

- Draw a picture of all of them
- Write a number
- Write a number sentence
- Use tallies
- Show it in a ten frame

Challenge: How many tables, chairs, windows, and doors do you have all together?

How many tables are there where you live? How many chairs? How many windows? How many doors? How many different ways can you show that information?

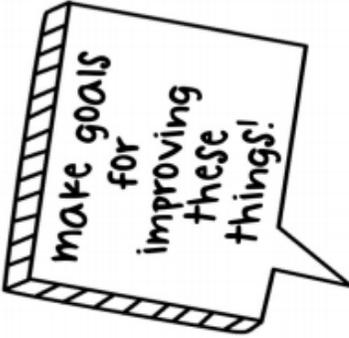
| | |
|----------------|---------------|
| <p>Tables</p> | <p>Chairs</p> |
| <p>Windows</p> | <p>Doors</p> |

SELF CONTROL

- Choosing to do what you **should do**, not just what you want to do.
 - Focusing on what you **can control** and not worrying about things you cannot control.
- Look at the things that you can control in your life. Make goals for those things.
Look at the things you cannot control. Let go of those things.*

I CAN CONTROL

- My thoughts
- My happiness
- My actions
- Who I choose as friends
- What I focus on
- My goals
- My study habits
- My effort
- My habits
- Others:



Add to this list and give specific examples.

I CANNOT CONTROL

- Other people's thoughts and attitudes
- Other people's actions
- Other people's happiness
- Other people's sadness
- Other people's anger
- The problems in the world
- Grown up issues
- Others:



Add to this list and give specific examples.

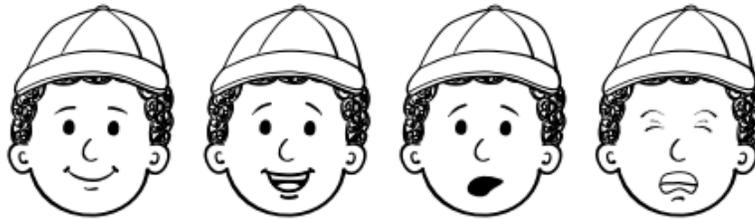
How Does Simon Feel?

Name: _____

Date: _____

Dear Families: In THE GREAT BODY SHOP, we have been talking about feelings. Please read this story with your child. At the end of each paragraph, talk about the way Simon feels. Then, have your child draw Simon's expression in the blank face. After your child has completed the page, you may want to explain that our feelings can change many times during one day. Talk about the different things that cause Simon's feelings to change in this story.

Read the sentences. Draw the way that Simon feels.



1.

Simon's father says, "Look! I have two tickets to the baseball game!"



2.



Simon and his father get a flat tire.

3.

The tire is fixed! Simon and his father are on their way again!



4.



Simon eats popcorn and a hotdog. He has cotton candy and a soda, too. Simon has a tummy ache.

Objective: To recognize feelings and how and why they might change

Activity One (parent support may be needed): Read through the story in Mrs. Washington's class. Ask your child what they notice about the kids' work in the class.

Activity Two (mostly independent): Ask your family what their favorite fruits are? Make a chart of what they say.

Hints: Start with Shelly's work. Does it match the graph? Then, look at Fatima's. Does it match?

Challenge: After you find the mistakes, help the students fix the work to make it correct.

Mrs. Washington asked all of her kids which fruit they liked the most: apples, bananas, or oranges. Then she made a chart with their favorite fruits:

What do you notice about this chart? What do you wonder?



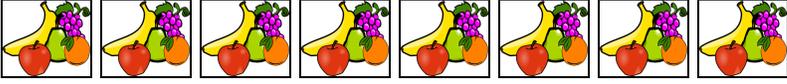
Each means 1 kid

Mrs. Washington asked her class to show what they noticed and wondered, and they all came up with different ways to show it:

| | |
|---|--|
| <p>Shelly:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Bananas: </p> <p>Apples: </p> <p>Oranges: </p> </div> | <p>George:</p> <p>There are more bananas than oranges.</p> $5 > 8$ <p>There are less oranges than apples.</p> $8 < 11$ |
| <p>Andrew:</p> <p>There are 25 students in Mrs. Washington's Class!</p> $5 + 11 + 8 = 25$ | <p>Fatima:</p> |

Lesson 10 (Continued)

A few of the students made “marvelous mistakes” though! Mathematicians make mistakes all the time, and then they get to think about how to make the work better. Your task: Look at the work of these four students. What mistakes do you notice?

| | |
|---------|--|
| Bananas |  |
| Apples |  |
| Oranges |  |

Shelly:

Bananas: 

Apples: 

Oranges: 

George:

There are more bananas than oranges.

$$5 > 8$$

There are less oranges than apples.

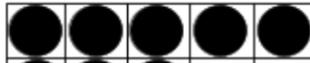
$$8 < 11$$

Andrew:

There are 25 students in Mrs. Washington's Class!

$$5 + 11 + 8 = 25$$

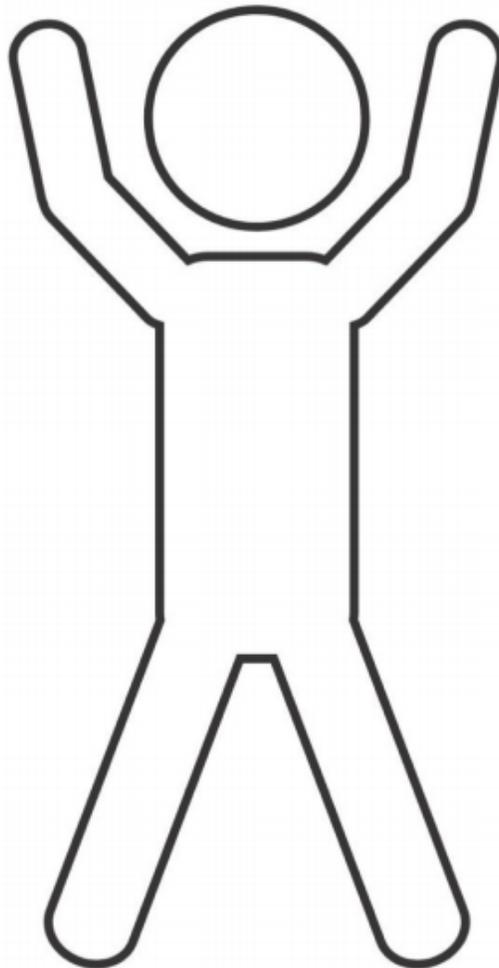
Fatima:

| | |
|--|---------|
|  | Bananas |
|  | Oranges |
|  | Apples |

POSITIVE WORDS TO DESCRIBE

ME.

Write words all over the page that describe you!





Story Explore: Sharing Stories with Nature

There are many children's books that tell the story of characters from nature. You can find stories of trees, of animals, diaries of worms, even of tales of bugs. What story can you and your child create with a character from nature? You could tell the story of a bird family and their adventures or the story of what a tree might be thinking. Your goal is to have fun and engage with your child in an experience of imagination and wonder. If your child is interested, they can draw, illustrate or act out their story.

If you and your child do some nature tinkering and building, you could help your child tell a "how to" story of how you built your tower or structure. What did you do first? What happened next? How did you keep going when it didn't work quite according to plan?



As you build a collaborative line story, you are helping your child find the words to **communicate their thoughts and ideas**. Your story conversations with your child will help them feel comfortable communicating their ideas in school. Stories about *how to do something* are a part of writing instruction in school. Your story experiences will help children feel confident during these lessons.

Grade 1 Social Studies: Economics/Financial Literacy

**this is a 1 week mini-project*

To take care of their families, adults think about the things their families need and want.

Look at the pictures below. Some of the pictures may be things you need to live a healthy life, and some may be things you don't need, but that you may want. *What is the difference?*



Pick some of the pictures above and talk about them with someone at home. Then start to draw some of them and divide them into two groups, needs and wants.

| Needs | Wants |
|---|---|
|  |  |

Optional bonus!

- What other "needs" and "wants" are missing from the pictures above?
- Do you need money for all of the things in your "needs" and "wants"? Why/why not?
- Help your family draw/write their grocery shopping list. Divide it into needs and wants!

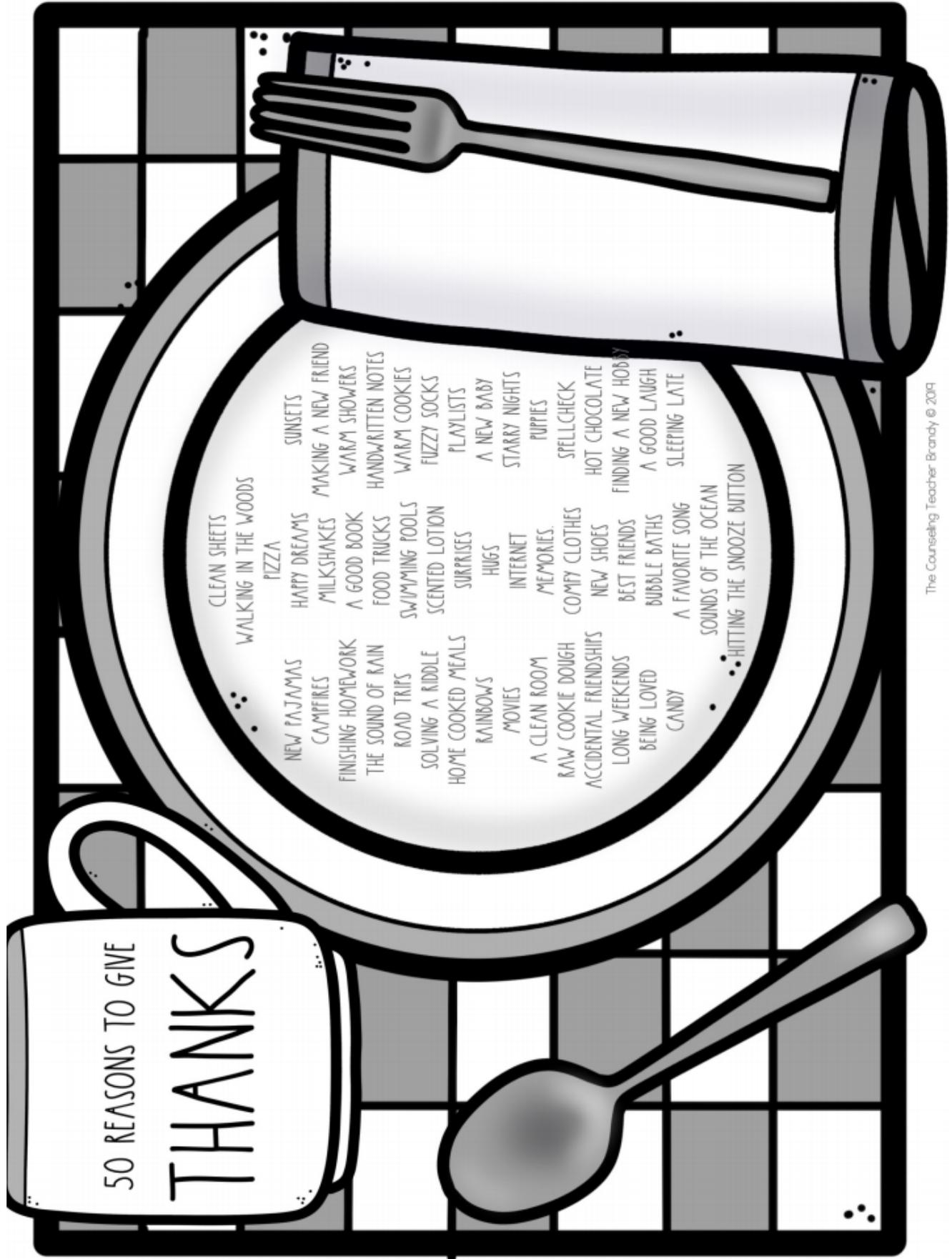
Activity One (parent support may be needed): In Lesson 6, students worked to organize objects. This is a routine that first graders should engage in often to help build number sense and place value. Give your child new objects to organize and count on their own (ideas: dry beans or pasta, beads, buttons, blocks, cotton balls, etc.) You may want to provide cups, a muffin tin, or plastic bags for your child to make groups with their objects.

Activity Two (mostly independent): Count and draw how many socks and shoes you have.

Hints: First graders work on numbers up to 120. Your child may be able to make groups of ten with higher numbers but not know how to count them. Allow them to practice making tens and count as high as they are able to.

Challenge: After making groups of tens- How many groups of five can be made out of your objects? How do you know?

Organizing and Collecting Round 2: Can you find objects where you live to Organize and Collect? (Up to 120 objects) After you organize the objects, draw a picture of what you did here:



How Does Suzy Feel?

Name: _____

Date: _____

Parent/Guardian Signature: _____

Write in the word that tells how Suzy feels. Use the words from the box.

well sick



Suzy feels _____



Suzy feels _____



Suzy feels _____



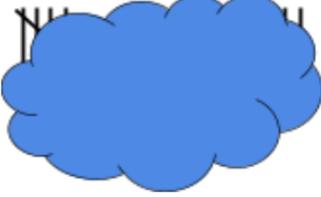
Suzy feels _____

Objective: To identify symptoms associated with illness

Math Formative Assessment (Lesson 12) 

*Note to parent: You may read aloud this formative assessment to your child, but students should do the work themselves to help their teacher get an idea of what other support or extension they may need. Students should be drawing the "Help Fix It!" part themselves. A parent or teacher can write down the student's answers for questions 1 and 2 if they need support.

Mr. Jones' 1st grade class has been collecting data about favorite seasons in 1 grade, but Mr. Jones accidentally spilled his water on the paper! Here's what it looks like now. Help Mr. Jones fix the parts that got ruined by water!

| Favorite Season | Number of Students | Tallies | Help Fix It! |
|-----------------|---|--|--------------|
| Spring |  |  | |
| Summer |  |  | |
| Fall |  |  | |
| Winter |  |  | |

1. Which season had the most students? How do you know?

2. How many students are there in first grade? How do you know?

Take a bath or shower after exercise to clean off sweat that causes bacteria build up.

Brush and floss your teeth in the morning and at bedtime. If you are able, brush after meals as well.

Take a bath or shower before bed will reduce how often you need to clean your sheets.

Don't go to bed sweaty or dirty.

Wash your sheets once to four times a month.

Wash jackets & coats regularly. They will start to smell and build up bacteria just like your other clothes.

Give your shoes a chance to air out by not wearing them every single day or by taking them off as soon as you get home.

Use deodorant daily and repeat if you exercise or get sweaty during the day.

Don't miss those hard to reach areas and under your arms.

Dampness causes bacteria build up and odor. Let things air dry when they get wet.

Wipe bottom from front to back.

Keep your hands out of your mouth and eyes so you don't get germs into your body.

Massage your scalp with shampoo because most of the oil builds up there.

Wear clean clothes and underwear/under garments daily.

Feet sweat more than you think. Always wear socks and wash them after every wear.

Wash your hands after you go to the restroom, before you eat, and after you've been touching surfaces out in public.

Cover your sneezes and coughs with your inner elbow.

Clean and trim your fingernails and toenails. Your nails collect germs and bacteria that can smell and make you sick.

Use soap. Plain water will not get rid of the bacteria.

BATHE OFTEN
Your body creates bacteria and oil daily that can cause you to smell.

Name _____



Writing statements,
questions, and exclamations

Seashore Sentences



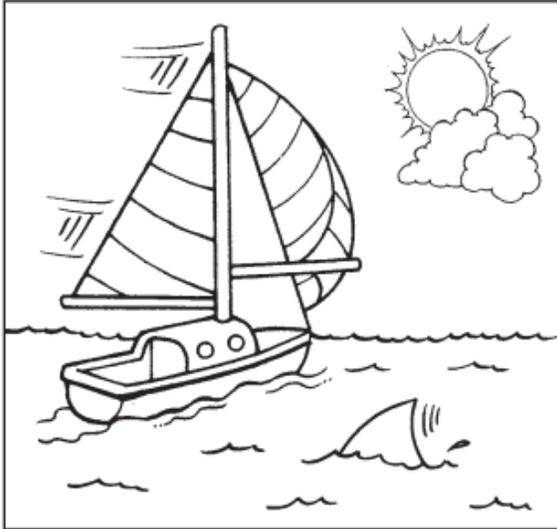
Complete:

A _____ ends with a period.

A _____ ends with a question mark.

An _____ ends with an exclamation point.

Write a statement (S), a question (Q), and an exclamation (E) about each picture.



S _____

Q _____

E _____

S _____

Q _____

E _____



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On another sheet of paper, write a statement, a question, and an exclamation about a picture of your choice.

Friendship

by Amanda Miller



Look around. Do you see your friends? Friends are people you like to be with. Friends make you happy. When was the last time you made a new friend?

Your school playground is a good place for making friends. Ask someone new to play! If a child asks you to play, say, "Yes." If you are already playing with friends, say, "Join us!" You can all be friends.

Friends make each other laugh. Anna tells Alex a funny joke. Then Alex does a funny dance. That's what friends do!

Friends help each other. Amy helps Jake finish the puzzle. Jake helps Amy reach the book on the top shelf. That's what friends do!

Sometimes a friend may feel sad. When Ben is sad, Lilly wants him to feel better. Lilly tries to make him smile! That's what friends do.

When friends want the same thing, they share. Sometimes Grace gets the bigger piece of the last cookie. Sometimes Jen gets the bigger piece. That's how they stay friends.

When friends want different things, they take turns. First Max and James play computer games for Max. Then they play soccer for James. That's how they stay friends.

Sometimes friends may feel angry. When that happens, they can talk about how they feel. Later, they can say, "I'm sorry." That's what friends do!

Let's be friends!

Name: _____



Fact Finder

Article Name: _____

Topic/Main Idea: _____

Three important details:

- ① _____
- ② _____
- ③ _____



Three words that
were new to me:

- ① _____
- ② _____
- ③ _____

The most interesting thing I found out is: _____



A question I have now is: _____

Name _____



Writing descriptive sentences

City Streets



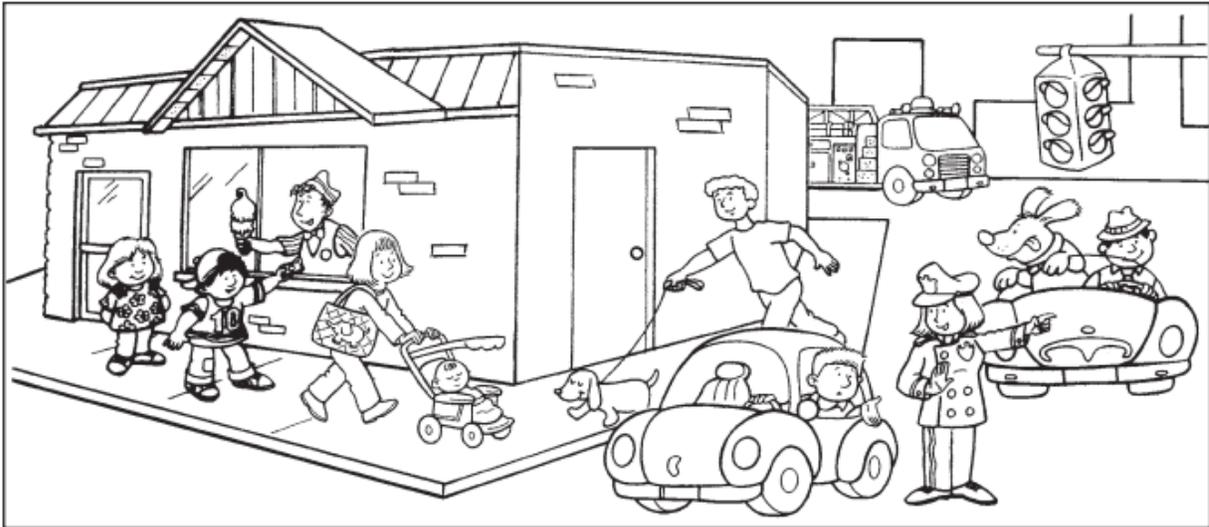
A good sentence uses describing words.

Write a statement (S), a question (Q), and an exclamation (E) about the picture. Use each of the following describing words:

fast

busy

crowded



S

Q

E

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Describe a "mystery object" to a friend. Can he or she guess what you are describing?

Animal Babies

by Elaine Pascoe



Some baby animals have special names. You may know that a calf is a baby cow. But what do you call a baby elephant? A baby elephant is a calf, too!

A baby dog is a pup. So is a baby seal. And so is a baby bat. A bat pup clings tightly to its mother. She nurses it and holds it close.

Baby horses can stand up right after they are born. They are called foals. A female foal is a filly. A male foal is a colt.

A baby kangaroo is a joey. A joey is tiny at first. It crawls into a pouch on its mother's belly. There it stays. It grows big and strong on its mother's milk. In about eight months, it is ready to climb out.

Baby swans are cygnets. Like other birds, they hatch from eggs. The mother and father swans care for the young as they grow.

Baby lions are cubs. They are born in a litter of two to six. Cubs are the size of small house cats at first. But in a year they are big and strong. Now they can hunt.

What about a baby llama? It is a cria. Crias grow up in a herd with their mothers. They spend their days playing with each other. By age 4 they are full grown.

Whatever you call them, baby animals share one thing. They are cute!

Name: _____



Fact Finder

Article Name: _____

Topic/Main Idea: _____

Three important details:

- ① _____
- ② _____
- ③ _____



Three words that
were new to me:

- ① _____
- ② _____
- ③ _____

The most interesting thing I found out is: _____



A question I have now is: _____

Types of Sentences; Capital *I*

- Read each sentence. Circle the beginning letter, end punctuation, and the word *I* in each sentence.

- 1 I sail my boat in the lake.
- 2 May I have a turn?
- 3 I am so happy!
- 4 Can Kiku and I play?
- 5 Bill and I fly the kite.

- Write each sentence in the correct box.

Telling Sentences

Questions

Exclamation

A **telling sentence** begins with a capital letter and ends with a period. A **question** begins with a capital letter and ends with a question mark. An **exclamation** begins with a capital letter and ends with an exclamation mark. A **command** begins with a capital letter and ends with a period. The word *I* is always capitalized in a sentence.

Kids Can Dance!

by Elaine Pascoe



Music starts to play. Your toes begin to tap. Your body starts to sway. You're moving with the music. You're dancing!

Dancing is fun. You can dance to all kinds of music. What's your favorite?

Some music makes you want to move your feet. Tap dancers use their feet like drums. Their shoes click and clack on the floor. The dancers tap out a jazzy beat. Tap dancing calls for fancy footwork!

Some music makes you move your whole body. You can't stay still when rock or hip-hop plays. You feel the rhythm down to your bones. Show your moves!

A dance can tell a story. A ballet is like a play without words. The dancers act out the story. They move with grace. Each step and turn is carefully planned.

A dance can show how music makes you feel. Jazz dancers put their feelings into every move.

Some dances are just right for two. Spin your partner in a swing dance. Twirl with your partner in a waltz. Or glide with your partner to a country tune.

Line dances are great for groups. Have you done the bunny hop or the cha-cha slide? The dancers form long rows. Everyone dances the steps together.

It doesn't matter where or how you do it. Dancing feels great!

Name: _____



Fact Finder

Article Name: _____

Topic/Main Idea: _____

Three important details:

- ① _____
- ② _____
- ③ _____



Three words that
were new to me:

- ① _____
- ② _____
- ③ _____

The most interesting thing I found out is: _____



A question I have now is: _____

health.moves.minds.®

Mind and Body Bingo

Mark with an “X” the different activities you complete over the course of a week.
How many different variations of BINGO can you get?

| B | I | N | G | O |
|---|---|--|---|---|
| Go outside for a walk and find 10 things that start with the letter of your name. | Try a new healthy recipe. | Do a Mindful Minute. | Complete three tasks from the Mind & Body Calendar. | Call a friend or family member to check in. |
| Drink eight glasses of water. | Make a list of things for which you are grateful. | Back in the Day: Play a game you used to like when you were smaller. | Write a compliment to yourself and keep it to look at later. | Take three movement breaks in a day. |
| Write a letter to a friend or family member. | Complete all the yoga poses on the At Home Physical Activity Chart. | FREE | Draw or color a picture. | Find an object that you feel represents kindness. |
| Clean up your room before bed. | Device Detox: don't use any technology for three consecutive hours. | Put on some music and dance for five minutes. | Complete five exercises from the At Home Physical Activity Chart. | Try a new activity. |
| Share your feelings with someone or journal about school being closed. | Physical activity of your choice. | Complete a chore around the house. | 10 jumping jacks 10 squats 10 bell jumps | Leave a kind note somewhere for somebody to find. |