


# Highlands Elementary School



## 1st GRADE ACTIVITIES Week of May 4th-8th

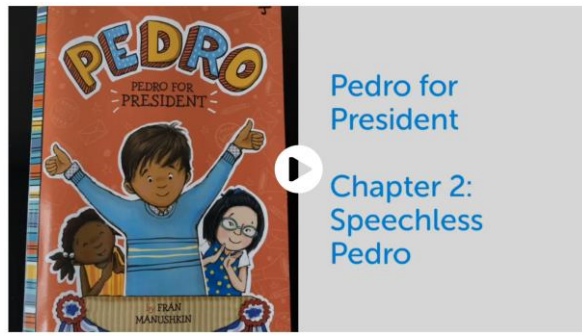
<u>SUBJECT</u>	<u>LEARNING ACTIVITIES</u>
LITERACY	<p><b>Day 1:</b> Read the first chapter of <a href="#">Pedro for President</a> with Ms. Ooton. She covered up some words for you to figure out, just like in shared reading at school! After reading, practice retelling the important parts of the chapter. Remember, retelling the <b>important parts</b> means telling about who the characters are, the setting or where the story takes place, and what happened to the characters.</p> <div data-bbox="407 964 953 1279"><p data-bbox="709 1040 852 1195">Pedro for President By Fran Manushkin</p></div>

Read on [RazKids](#) for 20 minutes!

**Day 2:** Read chapter 2 of [Pedro for President](#). After reading, use what has happened so far to make a prediction about the last chapter. What do you think will happen next? Why do you think that?

Make sure to write at least 2-3 sentences telling your prediction and why. You can use the sentence frame:

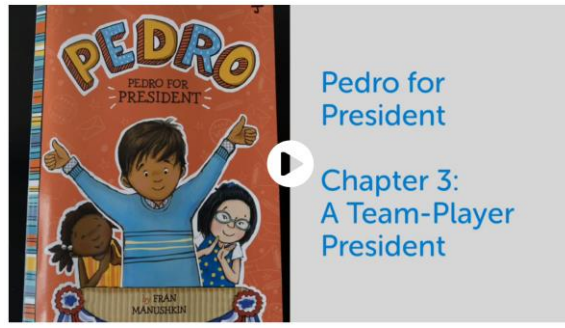
“I predict \_\_\_\_\_, because \_\_\_\_\_.”



Read on [RazKids](#) for 20 minutes.

**Day 3:** Read the last chapter of [Pedro for President](#). After you finish the book, think about what you learned about Pedro. What kind of character is Pedro? How would you describe him?

Do you think Pedro would make a good class president? What makes you think that? Make sure to write at least 3 sentences to describe Pedro.



Read on [RazKids](#) for 20 minutes.

#### Day 4: ee and ea Vowel Teams

Watch the video and choose some of the activities to practice what you have learned about ee and ea vowel teams.










<https://www.loom.com/share/981df3eeff174582aeaa4a962cd3fee9>

4 pdfs

## Vowel Digraphs

A vowel digraph is a pair of letters that make a single sound. For example, the vowel digraph **EA** makes a short E sound, and the A is silent, as in **bread**.

Circle the word that names each image.

1.  breakfast bread head	2.  dead head thread	3.  feather spread deer
4.  sweater bean mean	5.  feather read deer	6.  bread head dead
7.  wealth breath tread	8.  steak head feed	9.  meat beat death

## The "ee" Vowel Team

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

Complete the sentences with the "ee" vowel team words from the word bank.

### Word Bank

deep fourteen meet sheep teeth  
feels free queen street week

The swimming pool was really \_\_\_\_\_.

She \_\_\_\_\_ so tired after a bike ride.

I walked down the busy \_\_\_\_\_.

Henry likes to \_\_\_\_\_ new people.

Mariana's big sister is \_\_\_\_\_ years old.

Friday is my favorite day of the \_\_\_\_\_.

Haruto went to the dentist to get his \_\_\_\_\_ cleaned.

The \_\_\_\_\_ went into the barn.

Layton won a \_\_\_\_\_ movie ticket!






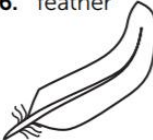



The \_\_\_\_\_ took off her crown.



## Vowel Team Review: "ea"

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

Read the words below aloud and circle the correct sound of each word.

<p>1. bear</p>  <p>short e   long e</p>	<p>2. beach</p>  <p>short e   long e</p>	<p>3. ear</p>  <p>short e   long e</p>
<p>4. scream</p>  <p>short e   long e</p>	<p>5. head</p>  <p>short e   long e</p>	<p>6. feather</p>  <p>short e   long e</p>
<p>7. weather</p>  <p>short e   long e</p>	<p>8. meat</p>  <p>short e   long e</p>	<p>9. leaf</p>  <p>short e   long e</p>

 education.com

Copyright © 2017 Education.com LLC All Rights Reserved  
More worksheets at [www.education.com/worksheets](http://www.education.com/worksheets)

## Make a Double "ee" Eel to Practice Phonics!

In first grade phonics, that double "ee" is a big project. It's pretty strange, if you think about it: double a "t" or an "f" and the sound doesn't change ... but double an "e" and, well, eek!

Here's a rainy day phonics craft project that you and your first grader can enjoy creating. Play with it, and keep it nearby the next time you read any book together that includes those double ee's, whether it's a story of a tree, or feelings, or the deep, deep sea ... you name it!

### What You Need:

- 4-5 cardboard toilet paper tubes
- Tempera glitter paint and paintbrush
- 2 wiggly eyes
- 2 cardboard egg cups, cut from an egg carton
- 1 24" strip of elastic, 1/2" wide
- Black sharpie pen
- Small strip of red felt
- Craft glue
- Round stickers in a coordinating color (optional; available at office supply stores)

### What You Do:

1. Start by painting the toilet paper tubes and egg cups with the glitter paint. If you want to go with a "realistic" look, you might try black, brown, or green paint, but feel free to branch out, perhaps even to hot pink, or purple, or both. While you're at it, your child might even choose a name for this eel creature.
2. While the toilet paper tubes are drying, cut a "tongue" from red felt, about 1/2" x 2" long. If the felt seems thin, go ahead and make two layers, and glue them securely onto the end of the elastic.
3. Put a small hole in the bottom of each egg cup, large enough so that the elastic can fit through it.
4. Once the tubes are dry, cut each one in half, leaving 8-10 tubes, each about 3" long. Explain that these are your "ee" tubes, and brainstorm these words with your child. Help him write a different "ee" word on each tube, making sure that one of the tubes, which will go in the front, says "eel." (Hint: try green, keep, deep, seep, creep, feel, reel, heel, wheel, tree...) If you also want to add stickers, now is a good time, too.
5. Now it's time to string your eel together. Start by running the elastic through the bottom of one egg cup until it hits the edge of the red tongue, facing out. This will be the eel's head; glue on two googly eyes to complete the effect.
6. Then string the tubes, starting with the one that says "eel." Go all the way to the end of the tubes, and then poke the elastic through the other egg cup. Keep it straight but not taut, and knot it off or staple it securely.
7. Want to make the eel "slither"? Grab the tongue, pull the elastic to tighten the eel, and then let go!



Copyright © 2019 Education.com LLC All Rights Reserved

**Extension: Did you know that -y at the end of a word can also say a long "e" sound? Watch this video and see.**

<https://www.youtube.com/watch?v=FggkdWrSPTc>

Read on [RazKids](#) for 20 minutes.

**Day 5:** Watch the videos to learn more about double consonant “L” words.

<https://www.loom.com/share/b8228ddb747e4bd0840ca902ac8ac7d3>

-all word family <https://www.youtube.com/watch?v=h0OvJL0G6rw>

-ell word family <https://www.youtube.com/watch?v=LIFRFLtz2JE>

-ill word family [https://www.youtube.com/watch?v=PLODX\\_6lq9w](https://www.youtube.com/watch?v=PLODX_6lq9w)

Now you know that when you hear -all, -ell, -ill in a word, you can write it with 2 “L”s.

Can you play Rock, Paper, Scissors with someone at your house? To play: You stand at one side of the wall. The other person stands at the opposite wall. If you win, you get to take a step forward and the other person has to say a word with a double “L” [-all, -ell, or -ill word]. Play continues until one of you reaches the opposite wall.

Read on [RazKids](#) for 20 minutes.

**Day 1: Counting Collections**

Materials: Paper, pencil, objects to count (Anything works! Legos, coins, socks, rocks, beans, etc.)

Please watch [this video](#).

Find a collection of objects. Estimate how many objects are in the collection. Then count the collections. Use [this recording sheet](#) or make your own to show how you counted and compared the two collections.

**MATH**

Explain your thinking. How did you know one collection was greater than ( $>$ ), less than ( $<$ ) or equal ( $=$ )?

Login to [Dreambox](#) and practice for 20 minutes

**Day 2: Choral Count:**

Materials: Paper and pencil

Please watch [this video](#).

What patterns did you notice?

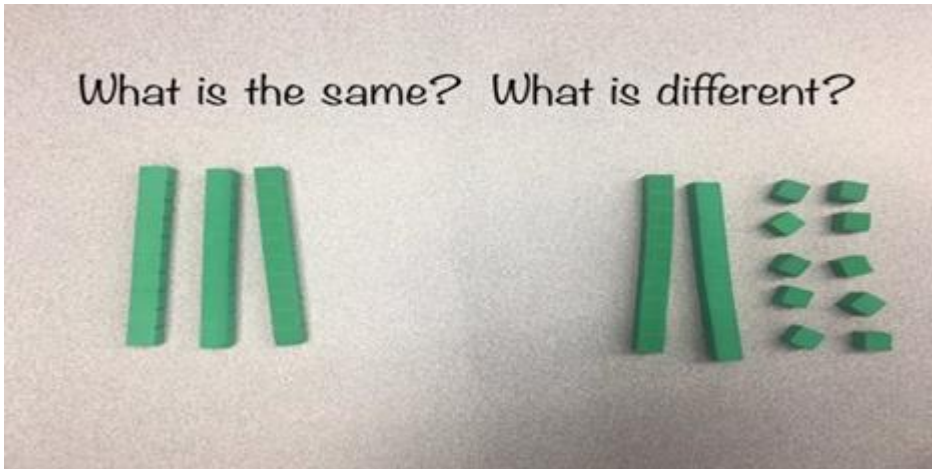
Show how you counted on from 32 to 54.

**Challenge:** Continue to count by 2s starting at 54. How far did you count?

Login to [Dreambox](#) and practice for 20 minutes

**Day 3: What is the same? What is different?**

What is the same? What is different?



Directions:

What are you noticing? What is the same? What is different?

Use these sentence starters to explain to someone in your home (or your pet or a stuffy) how they are the same or how they are different.

"They're the same *because* they both have..."

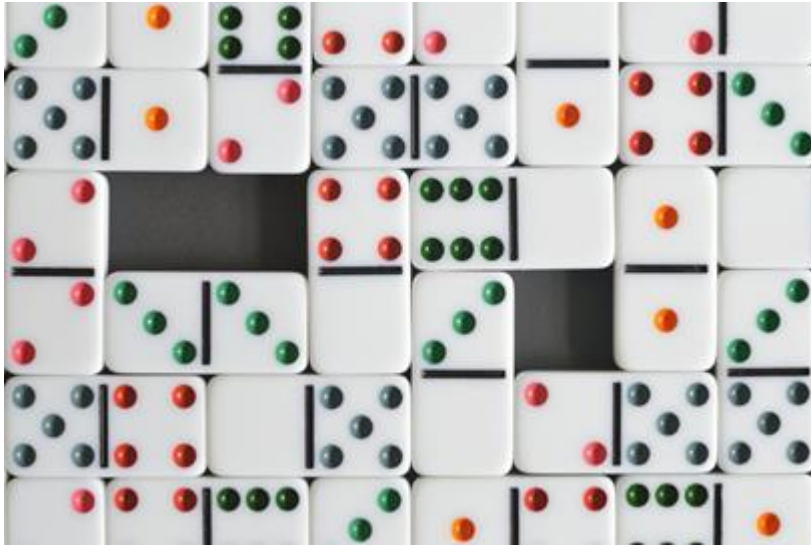
"They're different *because*..."

Login to [Dreambox](#) and practice for 20 minutes

Day 4: Number Talk



**Materials:** Photo (below or on [these slides](#)), paper, pencil



**Directions:**

1. Look at the photo. Record your answer to the following questions (or discuss with someone in your home):
  - What do you notice?
  - What do you wonder?
2. Find the question for your grade level below and answer it!
3. If you have an older/younger sibling, share your question and your thinking with them!

<b>Kinder</b>	<b>Are there more or less than 15 red dots? How do you know?</b>
<b>Grade 1</b>	<b>How many dots are on all the dominoes?</b>
<b>Grade 2</b>	<b>Using the number of dots on the dominoes, can you use addition and subtraction to make 25? 50? 100? Can you make every number between 25 and 100?</b>
<b>Grade 3</b>	<b>Using the number of dots on the dominoes, can you use addition, subtraction, multiplication, or division to make 50? 100? What other numbers can you make between 1 and 100?</b>
<b>Grade 4</b>	<b>Using the number of dots on the dominoes, can you use addition, subtraction, multiplication, or division to make 100? 500? What is the smallest number you can make with 5 dominoes? What is the largest number you can make with 5 dominoes?</b>

**Grade 5**

**Each domino is about  $1\frac{3}{4}$  inch by  $\frac{7}{8}$  inch. What is the approximate area, in square inches, of the empty space?**

**Day 5: Roll 10's Game**

Online math game: Click on this link: [Roll 10s](#) and choose to play on the 50 MAT.

Instruction on how to play the game:

3 + 6 = 9

50 MAT

Start Over

Round	Total Number of Cubes
1	9

### ROUND 1

Click on both dice to roll them. Your teacher rolled a 3 and a 6. Add the dice together:  $3+6=9$ . Drag that number of cubes on the mat. Record your total where it says Round 1.

2 + 3 = 5

50 MAT

Start Over

Round	Total Number of Cubes
1	9

### ROUND 2

Click on both dice to roll them. I rolled a 2 and a 3. Add the dice together.  $2+3=5$ . Drag that number of cubes to add them to what you already had from Round 1.

2 

50 MAT



10


Start Over

Recording Sheet

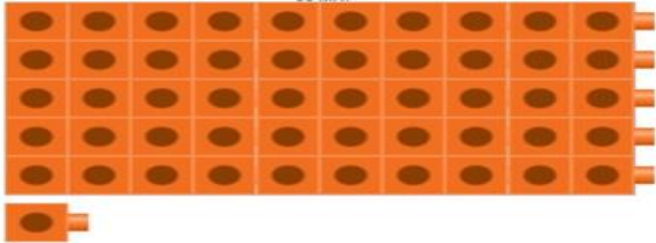
Round	Total Number of Cubes
1	9
2	14
3	

### COUNT ROUND 2

Count up the total number of cubes for round 2. Each full row can hold 10 cubes. Count the full rows by 10s and then the rest by 1s. I counted, 10, 11, 12, 13, 14. Record your total where it says Round 2.

4 

50 MAT



### PLAY TO 50

Keep rolling the dice and adding the sums to your mat until you get to 50. Don't forget to count and record the total of ALL your cubes after each round. Click back on your browser and choose the 100 board to play again for an extra challenge.

You can use Roll 10s [this recording sheet](#) or make your own.

How many rounds did it take you to get to 50?

Login to [Dreambox](#) and practice for 20 minutes