

BSD First Grade Remote Learning Packet 3 (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 (أكمل في يوم واحد)

درس القراءة (أكمل 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



June 1-12

| Week 1 | | |
|--------|---|---|
| | Activities from the packet | Other Activities |
| Day 1 | Reading Activity Science | Play a math or strategy game Read Aloud to your child for 20 minutes |
| Day 2 | Math Lesson 13 Science | Read 20 minutes |
| Day 3 | Social Emotional Learning Activity Science | Play a math or strategy game |
| Day 4 | Math Lesson 14 Health | Read 20 minutes |
| Week 2 | | |
| | Activities from the packet | Other Activities |
| Day 5 | Play activity: Choose One Social Studies: Mini-Project | Play a math or strategy game Read Aloud to your child for 20 minutes |
| Day 6 | Math Lesson 15 Social Emotional Learning Activity | Read 20 minutes |
| Day 7 | Play activity: Choose One Health | Play a math or strategy game |
| Day 8 | Math Lesson 16 Social Emotional Learning Activity | Read 20 minutes |

Reading Activity



Story Explore: Water Tales

With your phone, take pictures of one of your water explorations, such as the sink and float experiments. Share the photos with your child and talk about what happened. You could talk about the sink and float predictions and which ones were accurate. Ask your child what other objects you could test. Make additional predictions for the next bath time.

Go for a rainy walk and take pictures of the things you discover. Worms and slugs often emerge in the rain. Create stories for the creatures you find. Where is the worm going? What will the worm do when the sun comes out? Did you see any birds? What do birds do in the rain? Using the pictures you captured, help your child tell the story of your walk to other family members or friends.



As you talk with your child about the results of your water investigations, you are helping them reflect on the *research questions* and the results from your explorations (What makes something sink or float?). Your discussions support your child as they develop strategies to identify and tackle intriguing problems and challenges. **Developing problem solving strategies** and **reflecting on results** are important skills for school success.



Water Resources

Float by Daniel Miyares is a wordless picture book that tells the story of a boy who takes his paper boat out on a rainy day. There are several videos of *Float* on YouTube that allow you and your child to tell the story with the pictures.

Science

Sit Spots and Field Journals

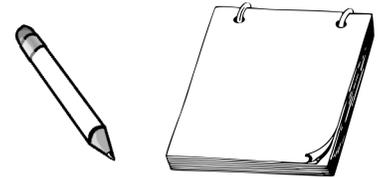
Scientists observe and ask questions. We keep our observations and questions in a science notebook or a field journal. Field journals can be created in many ways. Some scientists record observations in charts and lists. Others write long, detailed descriptions. Others draw what they see and label their drawings. Of course, field journals can be in whichever language you wish. Making observations leads to asking questions, which in turn leads to investigating and explaining. When observations are recorded, we can look back at them later to help explain what, how or why something happens.

1) Find a Sit Spot: Find a spot where you can sit and observe for 5 minutes each day or week. Ideally this spot will be outside. If going outside is not an option, you could look outside through a window or choose a spot in your home.

Field Journal - Day 1

2) Sit and observe:

- Go to your sit spot. Take a few deep breaths.
- Observe. What do you see? What do you hear? What do you smell? What do you feel?
- Record your observations in your field journal. You can draw or write.



Activity One (parent support may be needed): Read aloud the problem to your child and help them cut out the fish to move around. They can write down their combinations in the box.

Activity Two (mostly independent): What are different ways you can represent the number 16? (Pictures, Numbers, Words)

Hints: If your child needs a lower number, use 8 fish.

Challenge: Make Your own Pet Store

- What would you name your Pet Store?
- Create a sign for the front of your Pet Store that is colorful and welcoming

Parents: students will be able to work on creating their pet store over the next two weeks. Decide together if they will make a model out of a cardboard box, leggos, etc. (or they may want to set up their store to be life-sized so they can play "pet store.")



Your pet store got a delivery of 16 goldfish. You have 3 tanks in your pet store where you can put your fish. What are the different combinations of how you could put the 16 fish into 3 tanks?



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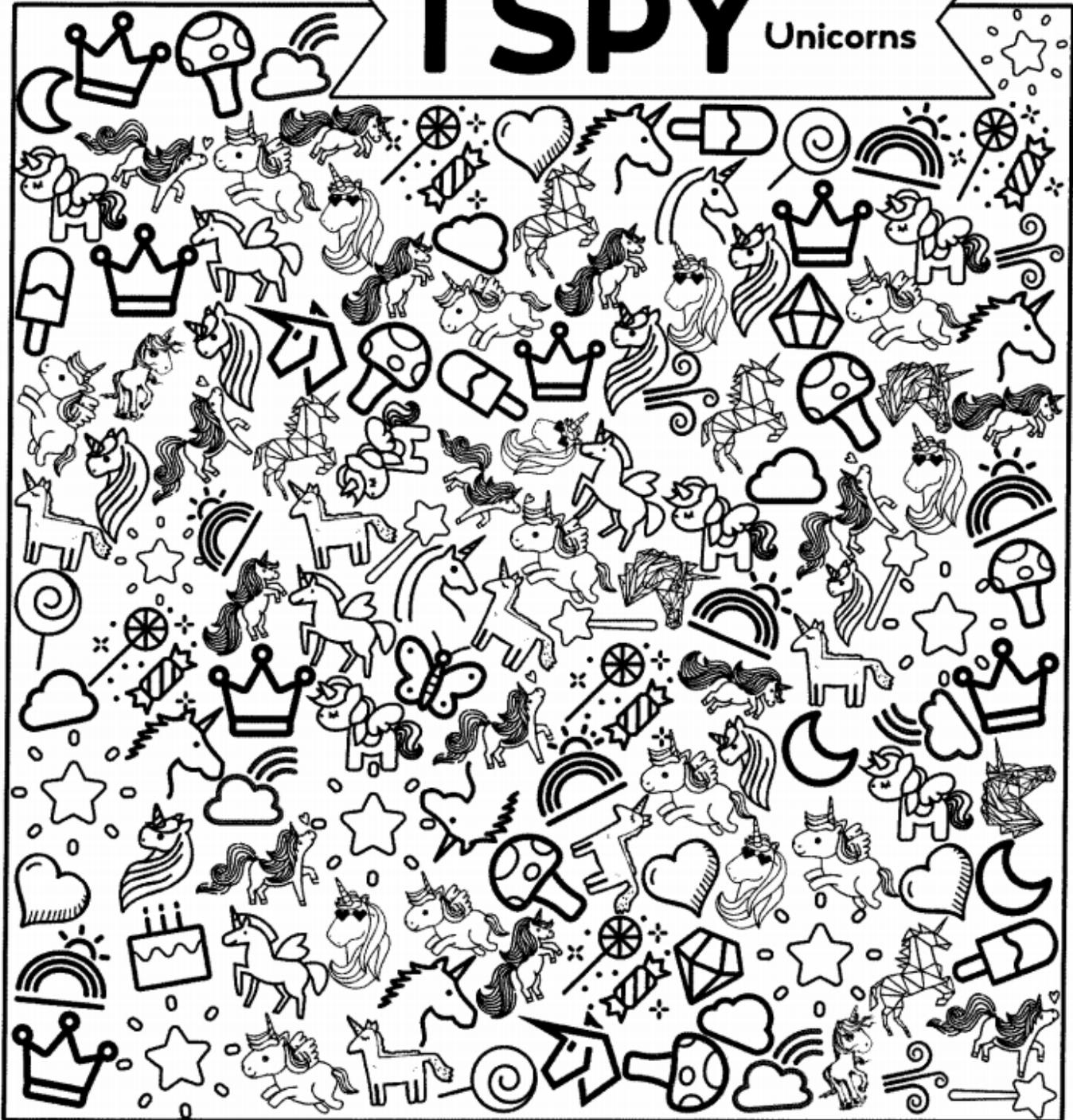
Science 
Field Journal - Day 2

Sit and observe:

- Go to your sit spot. Take a few deep breaths.
- Observe. What do you see? What do you hear? What do you smell? What do you feel?
- Record your observations in your field journal. You can draw or write.

I SPY

Unicorns



- | | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|---|
| 2  | 4  | 4  | 2  | 4  | 5  | 7  | 4  | 6  | 5  |
| 1  | 2  | 7  | 1  | 3  | 6  | 7  | 4  | 7  | 4  |
| 3  | 6  | 4  | 6  | 2  | 7  | 3  | 9  | 6  | 3  |

Science

3) Look at your observations and think about the following and talk about them with a family member:

- What has been the same? What has been different?
- Have you noticed any patterns?
- Can you make a prediction about the next time you visit your sit spot?
- What new questions do you have?

Field Journal - Day 3

Choose 1 of the following for Day 3:

SOUND MAPPING

Put a dot in the middle of your journal page to represent yourself. Draw two or three circles around the dot. Listen carefully to what you hear surrounding you. When you hear something (wind, bird, airplane, etc.) mark on the map approximately where you heard it. Use symbols to represent what you heard.



BLIND CONTOUR DRAWING

Keep your eyes on what you are drawing and do not look at your hand as it draws on the paper. This challenges you to look very carefully at what you are drawing.



PRETEND YOU ARE...

Pretend that you are an object, plant or animal that you are observing (like a rock, tree, or frog). What do you see, feel, and hear? Draw or write about yourself.

Activity One (parent support may be needed):

Read aloud the problem below. Your child may choose what kind of table or chart to create to show the number of each type of food.

Activity Two (mostly independent): What are different ways you can represent the number 20? (Numbers, Pictures, and Words)

Hints: Make a table that says “Dog Food” “Cat Food” and “Canned Food”. Make a tally for each food you find.

Challenge: Work on your Pet Store

Brainstorm a plan for your store:

- Where will you put the shelves of dog and cat food?
- Where will the fish tanks go?
- Where will the counter and the cash register go so your customers can check out?
- What else will you need to include?



Your pet store got a delivery with the different pet foods below. You will be able to put these on a shelf to sell! Look at the different pet foods on the next page (dog food, cat food, and canned food) and create a table or graph for how many you have of each below:



Dog Food



Canned Food



Cat Food



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Your Feelings Are Showing!

Name: _____

Date: _____

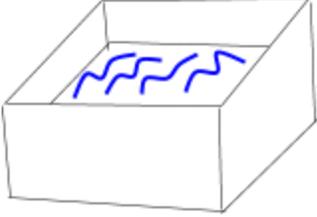
Dear Families: In THE GREAT BODY SHOP, we've been talking about different feelings and the facial expressions that go along with them. Please help your child to cut out pictures of people to paste in the appropriate box. Thank you!

Directions: Find an old magazine. Cut out pictures of people showing the emotions named in each box. Paste the pictures in the right box.

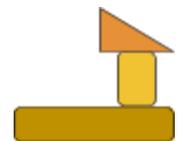
| | |
|------------|---------------|
| sad | happy |
| mad | afraid |

Objective: To recognize a variety of different emotions

Play Activity: Choose One

| Play Choice 1: Water Play | |
|--|--|
| Main Materials | Supplemental Materials |
| <p>Tupperware</p> <p>Water</p>  | <p>Use any:</p> <ul style="list-style-type: none"> • Measuring cups • Eye droppers • Basters • Funnels • Food coloring • Rocks, wood, leaves • Glue, paper, markers • Containers • Aquatic animal figures |
| <p>Skills developed here:</p> <ul style="list-style-type: none"> • Volume • Properties of water • Engineering • Problem solving | <p><i>Option:</i> <i>Make it a sensory table and change out the materials to beans, rice, pasta, dirt, sand, etc</i></p> |
| <p>Questions to ask: (if you decide to check in)</p> <ul style="list-style-type: none"> • What is happening here? • What are you making? • What do you think would happen if....? • What are you noticing? | |

| Play Choice 2: Construction Play | |
|--|---|
| Main Materials | Supplemental Materials |
| <p>Anything you can build with:</p> <ul style="list-style-type: none"> • Package of solo cups • Blocks • Toothpicks and cut sponges • Popsicle sticks • Legos (without direction booklets) | <p>Use any:</p> <ul style="list-style-type: none"> • Clothespins • Rug or fabric scraps • Small cars, animals, or people • Pictures or books with different buildings |
| <p>Skills developed here:</p> <ul style="list-style-type: none"> • Storytelling • Balance and equivalence • Engineering • 3 dimensional shapes | <p><i>Option:</i> <i>You can print out photos of your family, or street signs, that children can use in their play</i></p> |
| <p>Questions to ask: (if you decide to check in)</p> <ul style="list-style-type: none"> • What is happening here? Tell me the story here? • What are you making? • What do you think would happen if....? • What are you noticing? | |

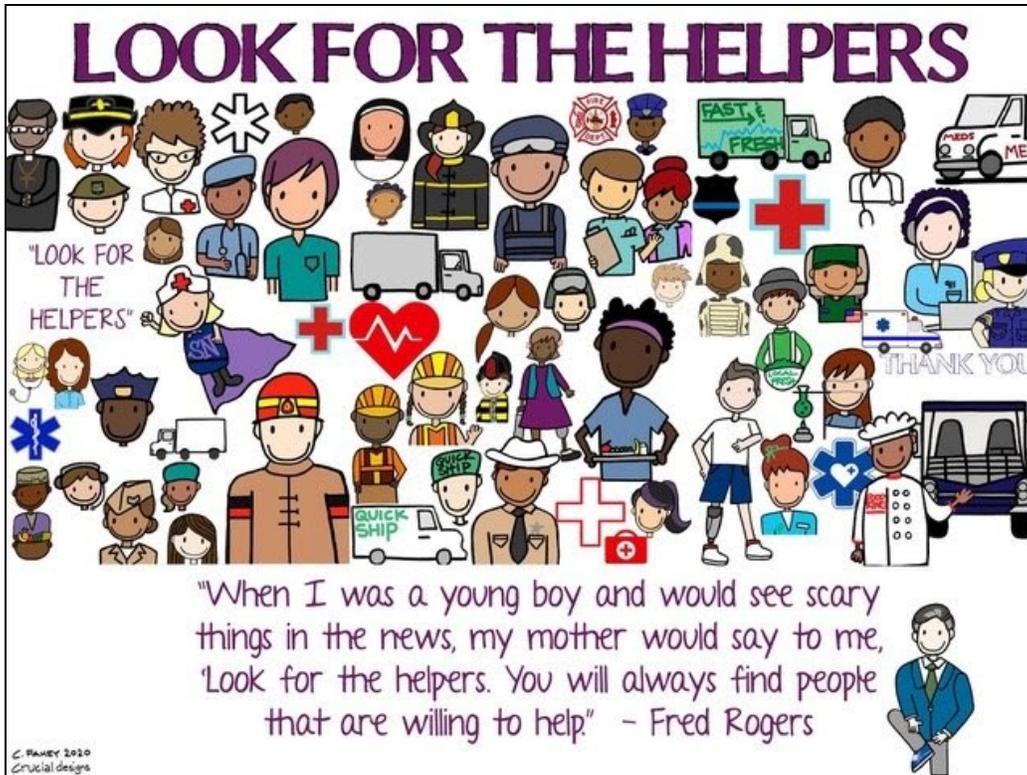


Social Studies

Even as many students, teachers, and families are staying home to stay safe, many people are still working to help others in the community.

Look at the picture below and talk about it with someone at home. Here are 3 questions to talk about:

1. What does it mean to be a helper? What are the different kinds of community helpers?
2. How can we say thanks to our amazing community helpers?
3. How can **you** become a community helper?



Pick some of the pictures above and start to **draw or write a list of helpers in your community**. **List as many as you can** (there are 4 ideas below to get you started). Your list could look like the one below. Can you come up with 10? 20? Or more?!

| Helpers in my community |
|--|
| <ol style="list-style-type: none">1. Family members taking care of each other at home2. Doctors and nurses3. Teachers4. Grocery store workers |

Now draw a picture or write a letter saying thank you to some of your community helpers!

Optional bonus!

- Come up with a list of ways you can be a better community helper!

Activity One (parent support may be needed):

Read the story on this page and the next to your child. They will work to figure out how many toys are left at the end of the day.

Activity Two (mostly independent): Look at the graph in the problem below and create a chart with tallies for each of the types of toys.

Hints: As you read each row of the "Today's Sales" table, have your child mark off what was purchased on the chart.

Challenge: Work on your Pet Store

Build your Pet Store:

- Use your design plan to build a model or a life size version of a pet store using ideas from your brainstorm

For opening day, you have a graph with you of the different types of pet toys you have in your store. As customers buy the toys, you keep track of what they buy. How many of each toy do you have left at the end of the day?

At the Beginning of the Day

| Type of Toy | Number in stock |
|-------------|--|
| Bone |  |
| Ball |  |
| Mouse |  |
| Duck |  |
| Dinosaur |  |

Today's Sales

| | |
|--------------------|---|
| 8:00-10:00 | <ul style="list-style-type: none">- 1 bone- 3 ducks- 2 dinosaurs |
| 10:00-12:00 | <ul style="list-style-type: none">- 1 ball- 1 mouse- 2 ducks- 1 dinosaur |
| 12:00-2:00 | <ul style="list-style-type: none">- 1 bone- 2 balls- 1 mouse- 1 duck |
| 2:00-4:00 | <ul style="list-style-type: none">- 1 mouse- 2 ducks- 1 dinosaur |

How many are left of each type of toy?



Play Activity: Choose One

Play Choice 3: Maker Play

| Main Materials | Supplemental Materials |
|---|--|
| <p>Your recycling bin materials</p> <p>Glue</p> <p>Scissors</p> <p>Tape</p> | <p>Use any:</p> <ul style="list-style-type: none"> • Big cardboard boxes • Small cardboard boxes • Materials from nature • Pictures and books of inspiration (if your child thinks they would like to make an airplane, try to have an airplane picture or book) |
| <p>Skills developed here:</p> <ul style="list-style-type: none"> • Planning and organization • Flexibility • Engineering • Problem solving | <p><i>Option:</i> <i>Encourage your child make a bigger project: A restaurant, a school, an airport so this becomes a multi-day project</i></p> |
| <p>Questions to ask: (if you decide to check in)</p> <ul style="list-style-type: none"> • What is happening here? • What are you making? • What do you think would happen if...? • What are you noticing? • What else do you need? <div data-bbox="846 785 1105 1024" data-label="Image"> </div> | |

Play Choice 4: Light Play

| Main Materials | Supplemental Materials |
|--|---|
| <p>Flashlight or tea lights</p> | <p>Use any:</p> <ul style="list-style-type: none"> • Blocks • Fabric/ White sheet on the wall • Colored, clear solo cups • Paper • Markers • Books (like the shine-a-light series) • Toys that can cast reflections (think dinosaurs, lego figures, etc) |
| <p>Skills developed here:</p> <ul style="list-style-type: none"> • Storytelling • Properties of light • Engineering • Problem solving | <p><i>Option:</i> <i>Watch some shadow puppet videos on youtube to get a sense of how people tell stories with shadows</i></p> |
| <p>Questions to ask: (if you decide to check in)</p> <ul style="list-style-type: none"> • What is happening here? Tell me the story here? • What are you making? • What do you think would happen if...? What are you noticing? <div data-bbox="1052 1776 1243 1917" data-label="Image"> </div> | |

Activity One (parent support may be needed): Read aloud the problem below.

Activity Two (mostly independent): Give your child a set of objects to organize and count on their own (up to 120) like beads, markers, shoes, etc.

Hints: It may help to cut out the bills and make piles of ten. If your child needs a lower number, remove the \$10 bills.

Challenge: Work on your Pet Store

- What will you sell at your pet store? Add these to your model
- How much will each thing cost? Label how much things will cost

The bills you have in the cash register are on the next page. Use the bills to answer these questions:

How much money is in the cash register?

How many \$10 bills do you have?

How many \$1 bills do you have?

You take the money to the bank, and decide to trade in the \$1 bills for \$10 bills. You need ten \$1 bills to make a \$10 bill. How many trades can you make?

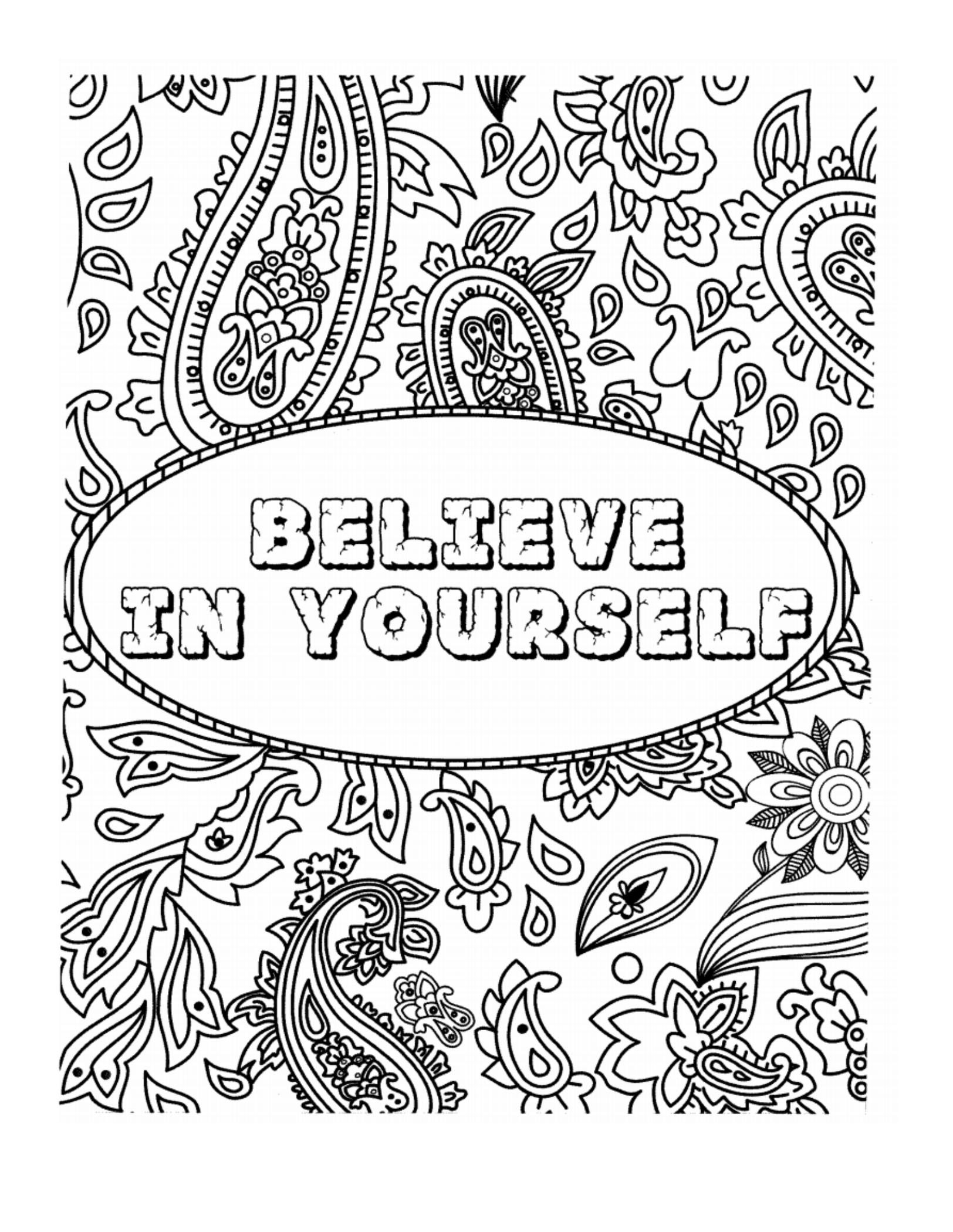


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Tic-Tac-Toe!

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**BELIEVE
IN YOURSELF**



YOU

are

AMAZING!

Math Snacks | Cleaning Up

Quick and easy ideas for finding and talking about math in everyday family routines.



Find the Math:
When washing dishes, sort objects by similarities and differences.

Talk About the Math:
Can you make a group of all the clean spoons and all the clean forks? Which of these clean dishes needs to be put away in the cabinet?



Find the Math:
When doing laundry, sort objects by similarities and differences.

Talk About the Math:
Can you help me sort the clothes into whites, darks, and colors before we wash them?



Find the Math:
When putting away groceries, think about where items fit in the cabinet or refrigerator.

Talk About the Math:
Can you put the milk behind the eggs? Will this box of rice fit in this cabinet or is it too tall? Should it go in front of, behind, or on top of something else?



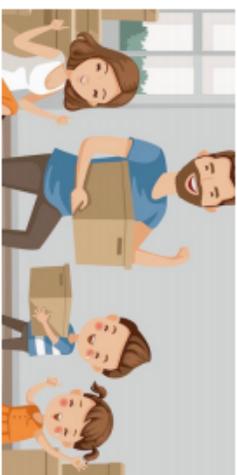
Find the Math:
When putting away books and toys, use words about where things are in size, shape, and place.

Talk About the Math:
Should we put this book on the top shelf or the bottom shelf? Will the rectangular book fit in the circular bin?



Find the Math:
When putting away groceries, sort objects by similarities and differences.

Talk About the Math:
Can you find all the things that need to go in the refrigerator? Can you find all the cans?



Find the Math:
When matching containers to their lids, think about shape and size.

Talk About the Math:
Can you find me a lid that matches this container? Remember to look for the same shape and size!

Math Snacks | Meal Prep

Quick and easy ideas for finding and talking about math in everyday family routines.



Find the Math:
When following a recipe, count out how many ingredients you need.

Talk About the Math:
We need three eggs. Can you get three eggs for me? We need a cupcake for everyone in the family. How many cupcakes do we need?



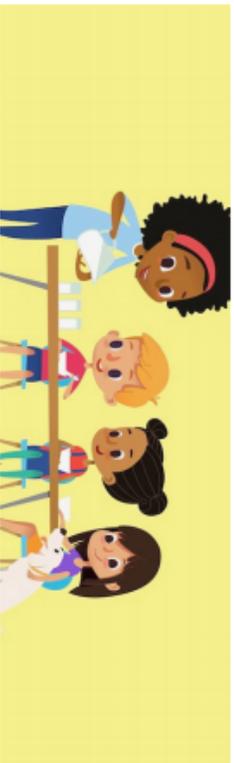
Find the Math:
When setting the table, count to see how many items are needed and describe where they go.

Talk About the Math:
How many plates do we need for everyone who is eating? Can you put a fork on one side of the plate and a spoon on the other? Can you put a napkin under the fork?



Find the Math:
When setting the table, gather information and make decisions.

Talk About the Math:
Can you find out what everyone wants to drink? Let's count how many people want milk and how many people want water.



Find the Math:
When serving food, think about how to make sure everyone gets a fair share.

Talk About the Math:
We have nine empanadas and three people. How many does each person get so it's fair?



Find the Math:
When cooking, use measurement tools to prepare a meal.

Talk About the Math:
I need two cups of shredded cheese. Can you help me put the cheese in the measuring cup? I need two teaspoons of vanilla extract. Count how many times I fill up the teaspoon.

Quick and easy ideas for finding and talking about math in everyday family routines.

Math Snacks | Storytime



Find the Math:
When reading books, notice and talk about examples of different sizes in the illustrations.

Talk About the Math:
Which one is taller, shorter, thinner, etc.? How do you know? Can you think of something even taller, shorter, thinner, etc. than this?



Find the Math:
When reading books, notice and talk about examples of shapes in the pictures.

Talk About the Math:
What shape is this? How do you know? How many sides does it have? How is that different from or similar to this other shape?

Math Snacks | Bedtime



Find the Math:
Use vocabulary for what happens first, second, and third to show that things happen in order.

Talk About the Math:
First, change into your pajamas. Second, brush your teeth. Then third, we get to read a story together!



Find the Math:
When reading books, count how many objects are in the pictures.

Talk About the Math:
How many flowers do you see? How many are there altogether? Can you find that number written on the page?

Family Card Games

for Building Young Children's Math Skills

Count the Highest

Setup

- Take out all face cards. Aces count as 1.
- Be sure to shuffle the cards.
- Pass out all the cards in deck so that each player has an equal number.

How to Play

How a turn begins. Players say “1,2,3” and then turn over one card from their pile. Each player wants to have the highest numbered card.

How a turn ends. The player with the highest card wins all the cards, and puts the cards in their own saved pile of cards. If two players have the same card, they play another round. The person who wins gets all the cards.

How the game ends. Play until the players have no cards left. The winner is the one with the most cards in their own saved pile.

Variations

Make it easier. Remove some of the higher numbers from the deck. You can play the game using only the numbers 1 through 5 or 1 through 7. When the child knows the lower numbers well you can begin to put one or more of the higher numbers back in the deck for the games.

Make it harder. Each player puts out 2 cards, and the player with the highest number out of the 4, wins all 4 cards.



Line Them Up

Setup

- Take out all face cards. Aces count as 1.
- Be sure to shuffle the cards.
- Pass out all the cards in deck so that each player has an equal number.

▪ Imagine a number line going left to right from 1 to 10. The two players sit side by side so the number line they make together faces the same way for both players.

How to Play

How a turn begins. Players take turns. On each turn, they take a card from the top of their own deck and put it where it would belong on a number line that goes from 1 to 10. The cards go in order with the lowest number (1) on the left and the highest number (10) on the right.

How a turn ends. Each player in turn places their card in the correct spot on the same number line. If they draw a card that is already in the line-up, they place it on top of the card that is already in the correct spot.

How the game ends. The game is over when the number line from 1 to 10 is completed. The person who puts down the final card to finish the number line wins.

Variations

Make it easier. Make a short number line using only numbers 1 to 5, and remove the higher numbers from the deck.

Make it harder. If this game is too easy, you may want to go to the harder ordering game called Sneeze Orders the Cards.



Materials: A deck of regular playing cards

Family Card Games

for Building Young Children's Math Skills

Sneeze Orders the Cards

Setup

- Take out all face cards. Aces count as 1.
- Be sure to shuffle the cards.
- Players get 10 cards.
- Players put the cards face-down in 2 rows with 5 cards in each row. The game goal is to replace each face-down card with the correct number card so the top row has ace,2,3,4,5, and the bottom row has 6,7,8,9,10.
- The rest of the deck is put in a pile in the center.
- Turn over 1 card and put it in a discard pile next to the center pile.

How to Play

How a turn begins. Players can pick a card either from the center pile OR from the discard pile. The player puts this card, number-side-up, in the correct spot. Place the cards as if they were ordered from 1 (Ace) to 10. For example, if the player picks up a 6, the player puts that card in the 6-spot. Next, the face-down card already in the 6-spot is flipped over. Then move that card to the spot where it belongs. Continue flipping over and placing cards in the correct space until a turn ends.

How a turn ends. A turn ends when a player flips over a card that is already in the correct spot. They should discard that card. For example, a player turns over a 2. But there is already a 2 in the 2 space. They then discard the 2, and their turn ends.

How the game ends.

The first person to make a number line from 1 to 10 wins.

Variations

Make it easier.

Remove the cards from 6 to 10 from the deck. Then it will be changed to a 1-5 ordering game.



Number Neighbors

Materials: A deck of regular playing cards

Setup

- Take out all face cards. Aces count as 1.
- Be sure to shuffle the cards.
- Players get 4 cards each.
- Players put their cards in a row with numbers showing.
- The rest of the deck is put in a pile in the center.

How to Play

How a turn begins. Choose who goes first. The first player turns over the top card in the center pile, and places it, number-side-up, next to the center pile. The player then looks at their row of cards to see if they



have a "Number Neighbor," a card that is either 1 lower or 1 higher than the comparison card in the center. If the player has a "Number Neighbor," they say "1 MORE" or "1 LESS," and place both the center comparison card and the "Number Neighbor" from their row face-down in a pile next to them.

How a turn ends. If a player has a "Number Neighbor," their turn ends by drawing a card from the center pile so that they once again have 4 cards in their row. And, a new center comparison card is turned number-side-up for the next player's turn. If a player cannot find a "Number Neighbor," they say "PASS" and leave all of the cards in place.

How the game ends. The game continues until the center pile is out of cards or no more plays can be made. The player with more saved cards wins.

Variations

Make it easier. Remove the cards from 6 to 10 from the deck. Then it will be changed to a 1-5 card game.

Make it harder. On each turn, players can put more than 1 card in their saved pile. Any card in the row that is 1 more or 1 less than the comparison card can go in the saved pile.

A fantasy story

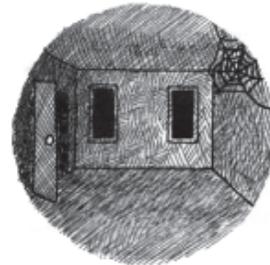


Read this story in a spooky voice.

In a dark, dark woods
was a dark, dark house.



In the dark, dark house
was a dark, dark room.

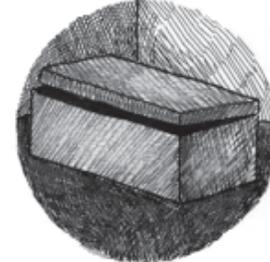


In the dark, dark room
was a dark, dark chest.

In the dark, dark chest
was a dark, dark box.



In the dark, dark box
was a ...



What do you think was in the dark, dark box? Draw a picture of it.



Write a **title** for this story.

Remember: The **title** is the name of the story. The words in a **title** start with **capital letters**.

Answers may vary

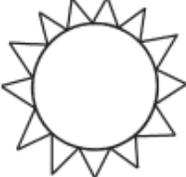
Read the **story** again. Say something different is in the dark, dark box this time.

Confident readers will be able to read the story alone, but others may need help. Make a game of the activity, waiting for your child to supply punchlines, and encouraging him or her to use imagination when drawing a spooky picture.

A story



Complete the story by filling in the missing letters.
The picture clues will help you.

One day the  s__n was shining. The

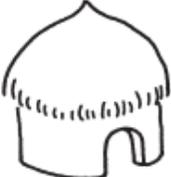
 d__g was sleeping. The  c__t was

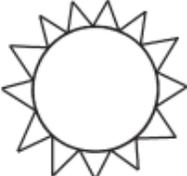
sleeping. But the  h__n saw a  f__x.

“Help! Help!” she cried.

The  __at and the  __og

hid in a  b__n. The  __en flew

into a  h__t. The  fo__ jumped

into a  b__ __ , and the  __ __n

went on shining.



Above, on, and below

Draw 2 birds above the boat.

Draw 3 fish below the boat.

Draw 2 ducks on the water.



Antonyms



An **antonym** is a word that has an **opposite** meaning to another word.

light is an **antonym** of **dark**

off is an **antonym** of **on**

Words can have more than one **antonym**.

How many **antonyms** for **big** can you think of? Write them here.

.....

Draw lines to join the words that are **antonyms**.

back

last

few

empty

first

front

full

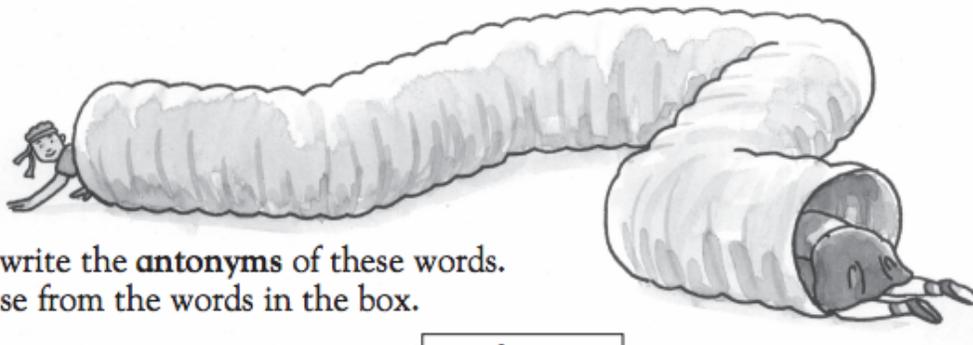
over

give

take

under

many



Now write the **antonyms** of these words.

Choose from the words in the box.

cold

come

down

good

out

new

night

push

in
up
hot
go
pull
day
old
bad



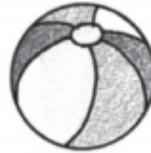


Beginning and ending sounds

Write a letter to show the **beginning** sound of each picture.



__ater



__all



__oor



__ouse

Write a letter to show the **ending** sound of each picture.



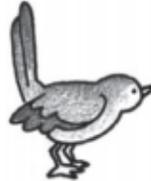
te__



bo__

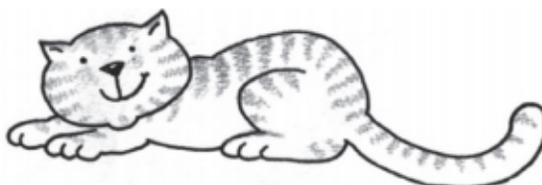
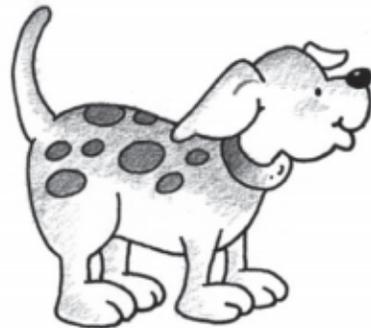
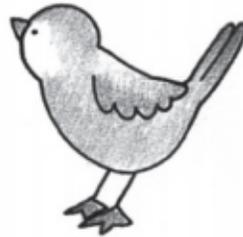
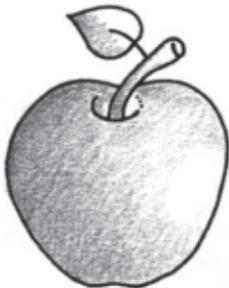


gir__



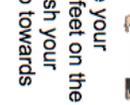
bir__

Now play the alphabet game. Say two words that start with **a**, such as **ant** and **as**. Next, say two words that start with **b**, then **c**. Say two words for each letter of the alphabet, ending with **z**.



At Home Activities

Use the following chart for ideas for activities that you can try at home. Pick five different exercises to complete, once you have done all five repeat them for three rounds. Be sure to start with a warm-up to get your muscles ready for movement and end with a cool down and stretches to avoid soreness. Once you're done, think about all the activities you did. Circle the activities you enjoyed and star the activities that were challenging. Be sure to try all the activities before repeating.

| | | | | | | |
|---|--|--|---|--|--|---|
| <p>Vertical Jump Jump as high as you can for 30 seconds. Repeat.</p> | <p>Fitness Intervals 10 squats 10 broad jumps 10 second sprints 10 pushups 10 sit-ups</p> | <p>Cardio Day 10 Jump rope 10 Mountain climbers 10 Boxing punches (use both arms) 10 Step-ups</p> | <p>Balance Stand on your right leg and lift your left knee at a 90 degree angle. Touch your toe without falling repeat 10 times then switch sides</p> | <p>Core Challenge Plank 10 seconds 10 crunches 10 sit ups Repeat 5 times with no rest!</p> | <p>Frog Sit-Ups Sit down with your knees bent and soles of your feet touching with knees spread. Do a sit-up touching your heels and lower back down.</p> | <p>Ragdoll Pose Hold Ragdoll Pose for 30 seconds. Repeat.</p>  |
| <p>Reverse Lunges to Front Kicks Do a reverse lunge and transition into a front kick with the same leg. 10 then switch. Do at a good pace.</p> | <p>Boat Pose Hold Boat Pose three times for 15 seconds</p>  | <p>10 Chair Squats Stand about six inches in front of a chair. Squat until your buttocks barely touches the chair and stand back up.</p> | <p>Jab, Jab, Cross Jab twice with your right fist then punch across your body with your left. Complete 10 times then switch sides.</p> | <p>Abs! 10 knee to elbow planks 10 crunches 10 superman poses</p> | <p>Fish Pose Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds.</p>  | <p>Wild Arms As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roofs Repeat 3x</p> |
| <p>Kick City 10 side kicks 10 front kicks 10 back kicks</p> | <p>Scissor Jacks As you jump, scissor your legs each time. When your right leg is in front, raise left arm. Left leg in front, raise right arm. 4 sets of 10</p> | <p>Paper Plate Planks In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest</p> | <p>10 Squat Kicks Complete a normal squat, as you are standing kick your right leg forward. Repeat on the left leg</p> | <p>Yogi Squat Pose Hold for 30 seconds rest and repeat.</p>  | <p>10 Star Jumps Jump up with your arms and legs spread out like a star. Rest and repeat.</p> | <p>Shuffle, Cross Shuffle three times to your right then punch across your body with your left hand. Repeat in the opposite direction. Repeat 10x.</p> |
| <p>Flutter Kicks Lie on your stomach. Keeping your legs straight kick them up and down while holding your glutes tight.</p> | <p>Bridge Pose Lie on your back; place your hands and feet on the ground. Push your stomach up towards the sky.</p>  | <p>10 Shuffle Squat Take 4 shuffle steps to your right and squat, then take 4 shuffle steps to your left and squat.</p> | <p>10 Lunges with a Hook Complete a side lunge with a cross-hook punch. Do 10 on each side.</p> | <p>Power Knees Bring hands over your head and have your hands and left knee meet in the middle as fast as you can. Repeat 10 times on each leg.</p> | <p>Plank Jacks In plank position move your feet in and out like when performing a jumping jack for 30 seconds. Repeat 10 times.</p> | <p>10 Half Burpees Start in a push-up position; jump both feet forward into a squatting position and jump back out into pushup position.</p> |
| <p>Walk Down Superman Walk your hands down to your feet and out until you're flat on your stomach then complete a superman. Walk your hands back to your feet & repeat 10 times.</p> | <p>Crane Pose Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows.</p>  | <p>Tabata Jump squats 20 seconds of work 10 seconds of rest 8 rounds</p> | <p>10 Fly Jacks Done like a normal jumping jack except bring your arms to the side to form a T. Open & close your arms in front as you move your feet.</p> | <p>10 High Knee Twists Bring your knee to your opposite elbow and switch. For a challenge add a hop when switching sides.</p> | <p>Happy Baby Pose Straighten your legs for an added challenge.</p>  | <p>Wall Sit Find an empty space on the wall and pretend to be sitting in a chair. Hold for 30 seconds. Repeat two more times.</p> |