

Please see the standards-based activities to complete with your child on the eLearning Day. Have your child complete these activities at home for each area to count as attendance for the day we would have spent at school.

Child's Name: _____ **Teacher:** _____

First Grade English Language Arts Activities:

I Can Statements

- I can compose an opinion piece of writing.
- I can combine two-syllable words.
- I can generate high-frequency words.
- I can identify the final (ending) sounds

Sight Words: rain, door, fun sky, both, time, sea, wrote, again, carry

_____ Day 1. Write each word three times

_____ Day 2. Put the words in ABC order

_____ Day 3. Write words 1 – 5 in a sentence

_____ Day 4. Write words 6 – 10 in a sentence

_____ Day 5. Spelling test – Have someone call out each word for student to spell on his/her own

Shared Reading: Josh Gets Glasses

_____ Day 1. Read passage

_____ Day 2. Read page by page, student repeating/reading after (While pointing to each word)

_____ Day 3. Student reads story (ask comprehension questions 1-2 below)

_____ Day 4. Student reads story (ask comprehension questions 3-4 below)

_____ Day 5. Comprehension quiz

Word Study: Activities Below

_____ Day 1

_____ Day 2

_____ Day 3

_____ Day 4

_____ Day 5

LEVELED BOOK • F

Josh Gets Glasses

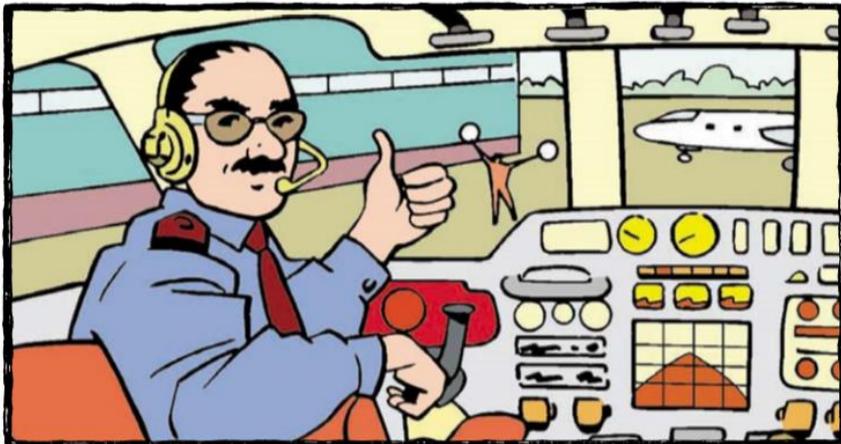


Written by Susan Spence-Allard • Illustrated by David Cockcroft

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Josh Gets Glasses

A Reading A-Z Level F Leveled Book • Word Count: 183



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Josh Gets Glasses



Written by Susan Spence-Allard
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The eye doctor said I need glasses.
I told her, "No way.
I will look silly."
She went on to tell me more.



She said, "Lots of people wear glasses.
They don't look silly."

4



"Some basketball players wear glasses.
Glasses help them see better to score a basket.
Glasses help them see better to catch the ball."

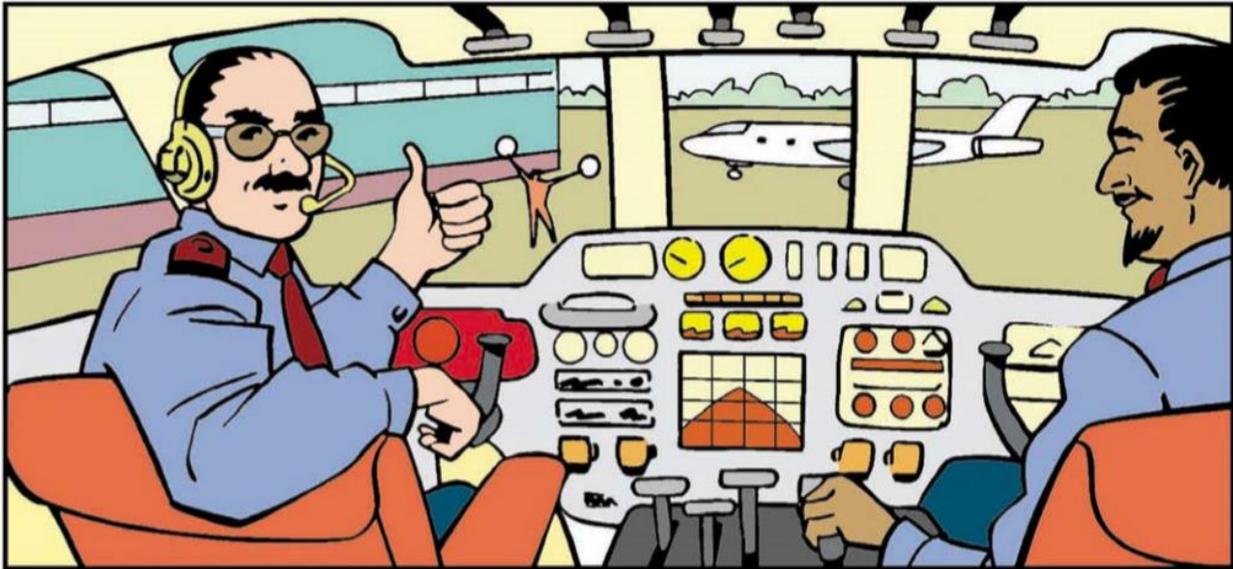


"Some firefighters wear glasses.
Glasses help them see better to fight fires.
Glasses help them see better to find people
in burning buildings."

6



"Some police officers wear glasses.
Glasses help them see better to keep us safe."



"Some airplane pilots wear glasses.
Glasses help them see better to fly safely."

8



"Some cowboys wear glasses.
Glasses help them see better to round up cattle."



“Even some of your friends wear glasses. Glasses help them see better to read and write and do math.”

10



“Lots of people wear glasses. Glasses help them see better. They don’t look silly. They don’t look funny. They look . . .
. . . just like . . .”



"—me!"

"I think I'm going to like my new glasses," Josh said.

Why does Josh need glasses?

How do Josh's feelings about wearing glasses change from the beginning of the story to the end of the story?

Why do you think the eye doctor told Josh about other people who wear glasses? Do you think that was wise of her?

List the things Josh might do in a day. How will wearing glasses help Josh do these things better?

Name _____ Date _____

1. Why doesn't Josh want to get glasses?
 - (a) He thinks they look silly.
 - (b) He thinks he doesn't need them.
 - (c) He thinks they will hurt his nose.

2. Why do lots of people wear glasses?
 - (a) to help them hear better
 - (b) to help them see better
 - (c) none of the above

3. Who wears glasses to keep people safe?
 - (a) some teachers
 - (b) some basketball players
 - (c) some police officers

4. What happens at the end of the story?
 - (a) Josh wants to get glasses.
 - (b) Josh does not want glasses.
 - (c) Josh does not need glasses.

5. What is a **cowboy**?
 - (a) a person who flies an aeroplane
 - (b) a person who rounds up cattle
 - (c) a person who puts out fires

6. **Extended Response:** Have the student write (or dictate) a list of how glasses help people in their jobs.

 Quick Check Answer Sheet

Main Comprehension Skill: Problem and Solution

1. (a) *Problem and Solution*
2. (b) *Cause and Effect*
3. (c) *Recall*
4. (a) *Problem and Solution*
5. (b) *Vocabulary*
6. Answers will vary but should include valid ways glasses help people do their jobs.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Word Study: Two Syllable Combinations (Parent Signature Required Above)

Day 1. • I can combine two-syllable words.

Cut out each square and mix up.

Have student put cards together to make compound words.

pa

per

mon

key

ro

bot

bas

ket



Day 2. Cut out each square and mix up.
Have student put cards together to make compound words.

ba

by

rac

coon

chick

en

sand

wich

Day 3. With words made on day 1 & 2, write words below to match pictures.



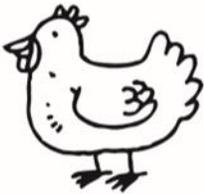














Day 4 & 5. • I can identify the final (ending) sounds.

Final Sound- Using objects from around your home, complete the following activity on the ending sounds.

- 1. Place final sound objects on/near a table. (Cup, towel, mop, glass, box, chair, paper)**
- 2. Taking turns, parent chooses and silently names an object. Isolates and says the final sound aloud (e.g., “Find the object that ends in //.”).**
- 3. Student looks at the objects and selects the one with the designated final sound. Names the object and says its final sound (i.e., “turtle, //”).**
- 4. Continue until all objects are identified.**

Read Aloud: Choose your own book (2 have been provided in your packet)

- Read story TO student (Include title and author)**

_____ **Book 1.** _____

_____ **Book 2.** _____

_____ **Book 3.** _____

_____ **Book 4.** _____

_____ **Book 5.** _____

Writing: I can write all about a topic I know a lot about.

_____ **Day 1. “How-To” Brush Your Teeth**

_____ **Day 2. “How-To” Make a Peanut Butter and Jelly Sandwich**

_____ **Day 3. “How-To” Care for a Pet**

_____ **Day 4. “How-To” Clean your Room**

_____ **Day 5. “How-To” Wash your Hands**

First Grade Math Activities:

I Can Statements

- I can decompose numbers in a variety of ways.
- I can use strategies to find sums and differences when they can't be recalled quickly.
- I can create new shapes using two-dimensional and/or three-dimensional shapes.
- I can partition (divide) a square into two equal parts.

_____ Day 1:

- Play the game, "How Many More to Make 10." Use beans or scraps of paper as markers. When you take your turn, count out loud as you think to show your child how to figure out how many more it takes to make 10. When it is your child's turn, encourage him/her to talk about how they are figuring out how many more it takes to make 10.

- How Many More to Make 10?

9	6	7	5	4
8	8	7	8	9
9	4	5	6	7
4	9	4	5	6

- There are 3 snails in the garden. There are 4 bees. The garden has 9 ants, too. How many bugs are in the garden? How do you know?
- Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information attached.

Day 2:

- Complete "What Can You Make From a Square" Activity.

What Can You Make From a Square?

I.G.2

You will need: paper squares, scissors, glue, construction paper

1. Cut out the squares
2. Fold some squares in half vertically and some in half diagonally.



2. Cut each of your squares on the folded line.
3. How many new shapes can you create?
4. Glue your new shapes onto construction paper.
5. Use math words to describe your new shapes.



- If 18 students went on the train ride at the zoo, and each train car holds 6 students. How many trains does the class need for each student to ride the train? How do you know?
- Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information attached.

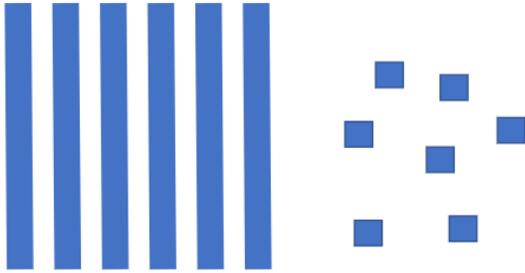


_____ **Day 3:**
Complete "Guess My Number" Activity.

Guess My Number!

Jane picked a number between 50 and 70. She represented her number in the picture below. What was Jane's number?

How else could she have represented the number in tens and ones?



- Three children were playing outside. Their mom called them in to get some cookies. Mom made 14 cookies. How many cookies did each child get? How do you know?
- Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information attached.



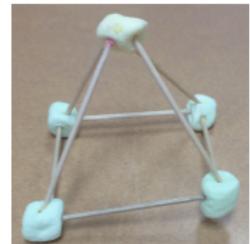
_____ **Day 4:** Complete "3-D Blueprint" Activity

3-D Blueprints

1.G.2
2.G.1

You will need: 3-D shapes, toothpicks, marshmallows (or playdough balls), isometric dot paper, and a ruler

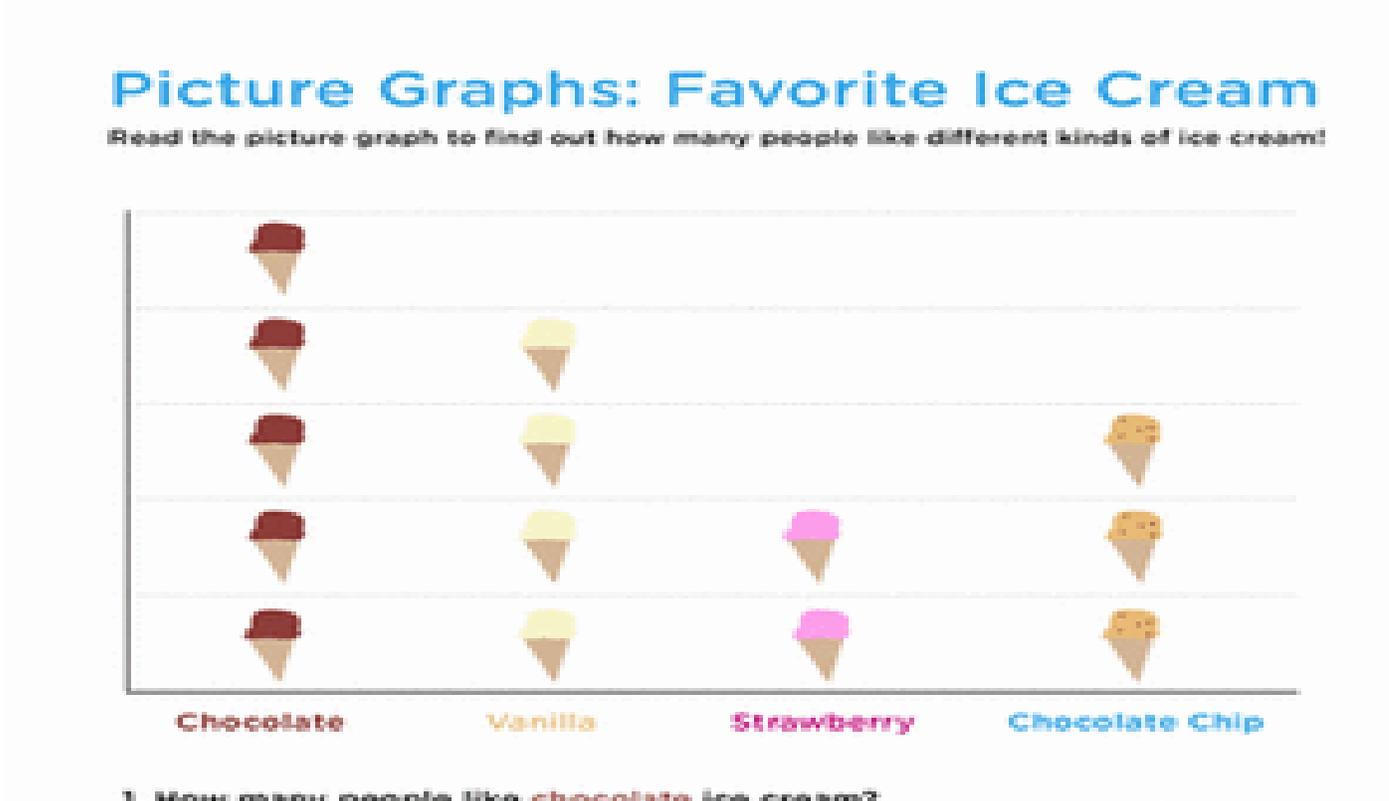
1. Select a 3-dimensional shape.
2. Construct a blueprint of the shape using toothpicks and marshmallows.
3. Draw your 3-D shape on the dot paper using a ruler.
4. Create a list of the attributes of your 3-D shape using the word bank below.



- Anthony loves to read books about tigers. It took him 3 days to read his book. If the book has 20 pages, how many pages did Anthony read each day? How do you know?
- Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information attached.



_____ Day5:



How many people like chocolate ice cream? Which flavor had the least votes? How do you know?

- Ms. Miles had water bottles for the class. She had 12 bottles. Some kids drank water. Only 7 bottles were left. How many bottles of water did the kids drink? How do you know?
- Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information attached.



First Grade Science Activities:

I Can Statement:

I can observe patterns of the Moon.



The Moon looks different over time.
The changes happen in a cycle.

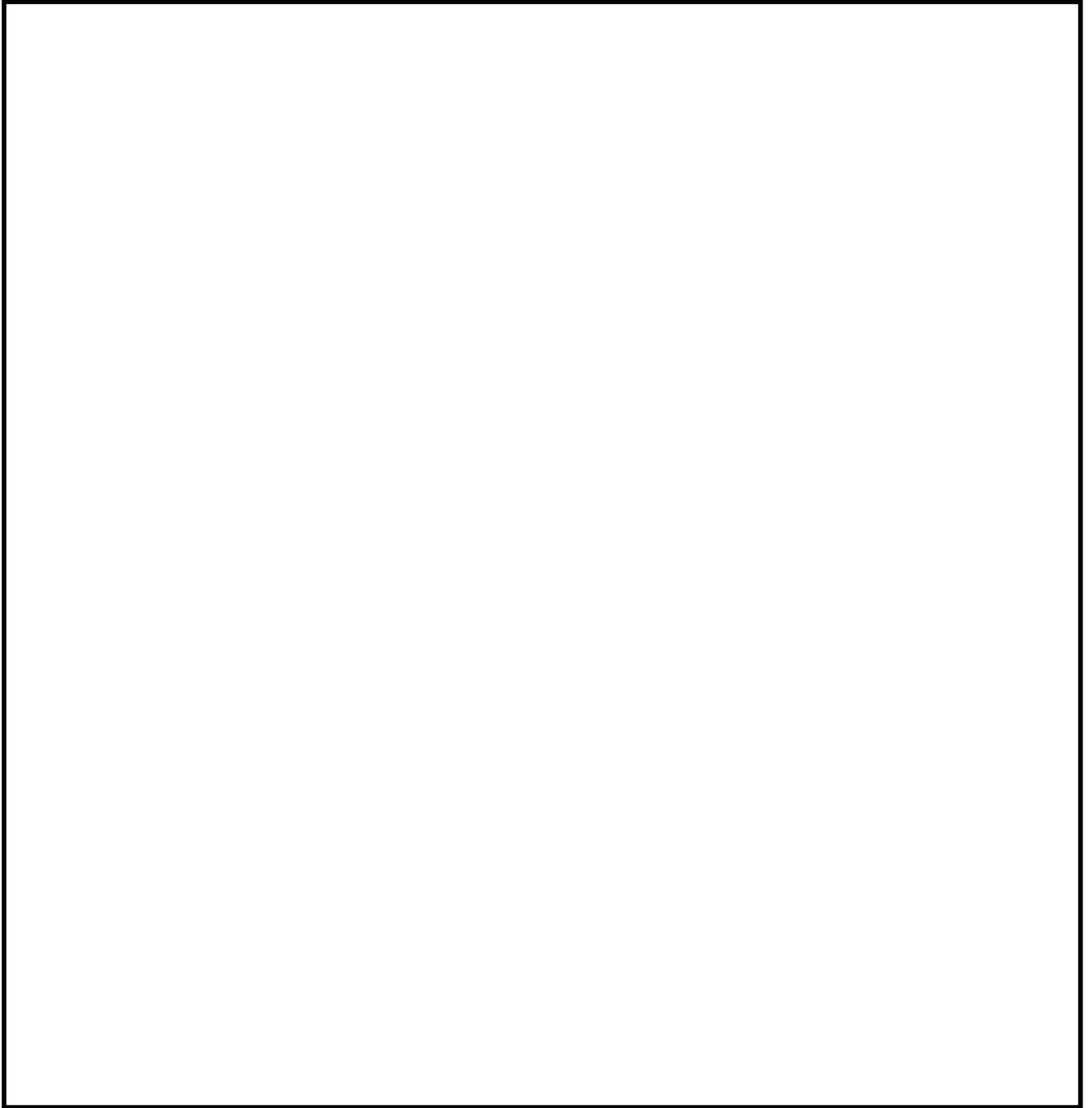
Observe the moon. Draw what you see.

Day 1	
Day 2	
Day 3	
Day 4	
Day 5	

Social Studies

I can illustrate how people in communities, live, work, and go to school together; and the different transportation used.

_____ Activity 1 : **What beliefs, customs, and traditions does your family have?** Talk with your child about your family's beliefs, customs, and traditions. Create a poster illustrating your family's beliefs, customs, and traditions.

A large, empty rectangular box with a black border, intended for a student to create a poster about their family's beliefs, customs, and traditions.

