

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 informative writing.
- I can combine two-syllable words.
- I can generate high-frequency words.
- I can blend onsets and rimes (beginning and ending sounds (-at))
- I can retell the central idea and key details from texts.

Sight Words: gave, things, close, even, grow, gone, same, knew, begin, winter

_____ 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 Make study flashcards for each word

_____ Day 6. Spelling test – Have someone call out each word for student to spell on his/her own

Shared Reading: Animals, Animals

_____ Day 1. Read passage

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

_____ Day 3. Introduce, explain, and have your child complete the key details recording sheet. After completing the first detail together, record key facts about the remaining animals from the book. (Found below)

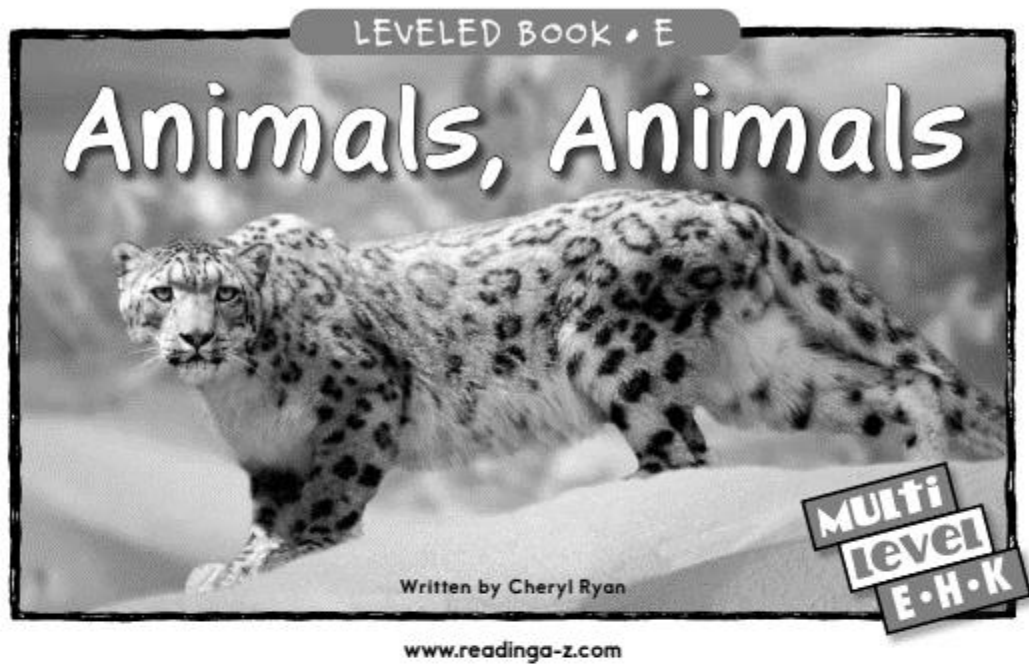
_____ Day 4. Student reads story (ask comprehension questions 1-4 below)

_____ Day 5. Comprehension quiz

_____ Day 6. Have student read story to a sibling, pet, fluffy friend on their own

Word Study: Activities Below

- _____ Day 1
- _____ Day 2
- _____ Day 3
- _____ Day 4
- _____ Day 5
- _____ Day 6



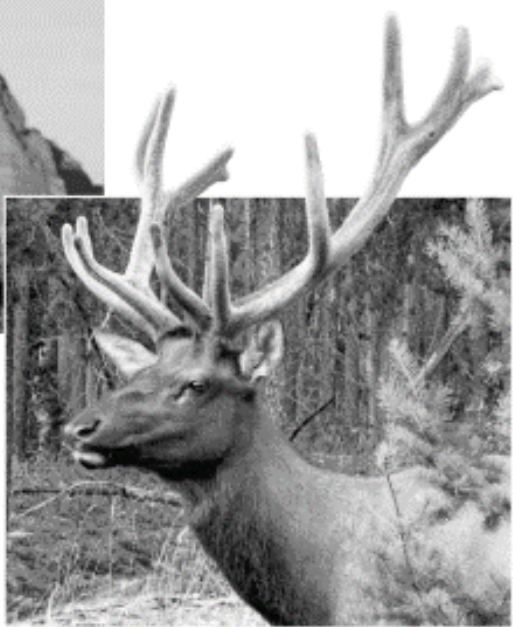
Animals, Animals

A Reading A-Z Level E Leveled Book • Word Count: 83



Reading a-z

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

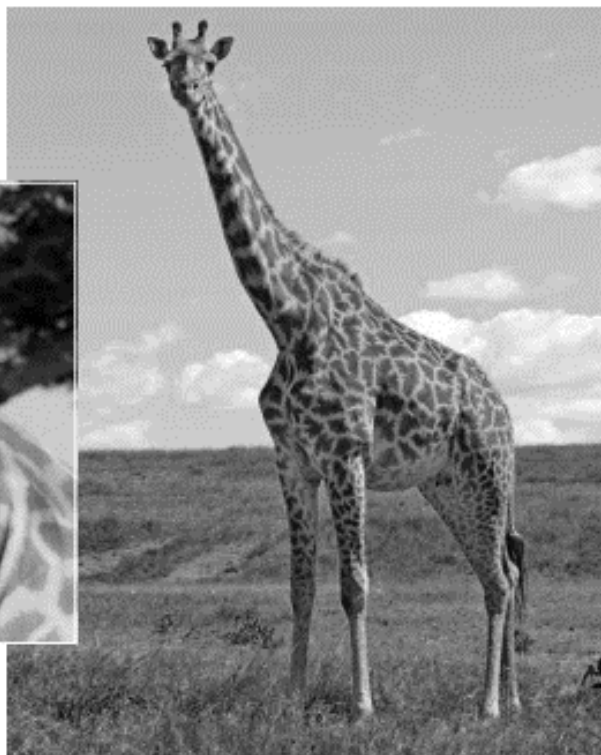
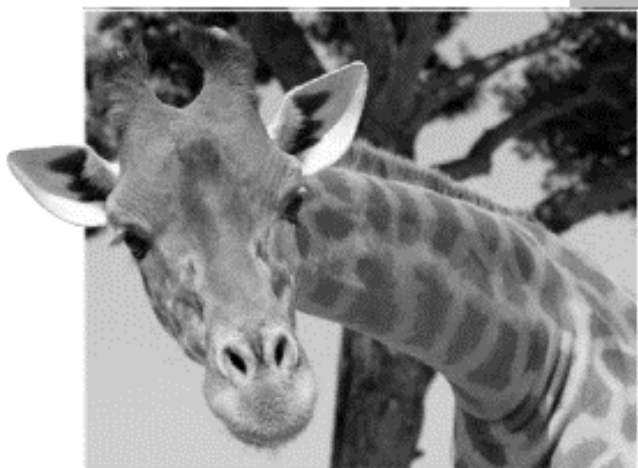


There are many kinds
of animals.
Elk run fast.
Elk live in the mountains.

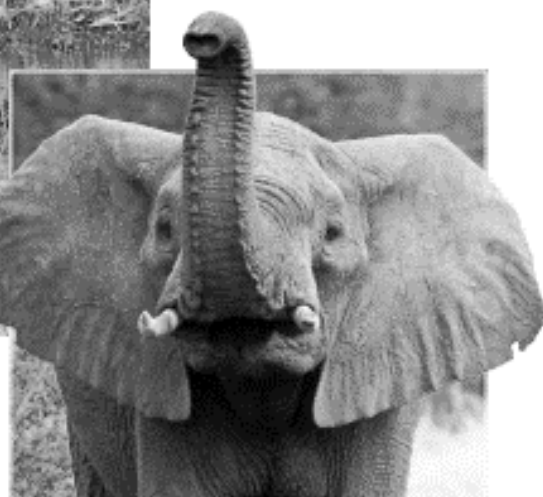
Animals, Animals • Level E

3

Giraffes are tall.
Giraffes have spots.



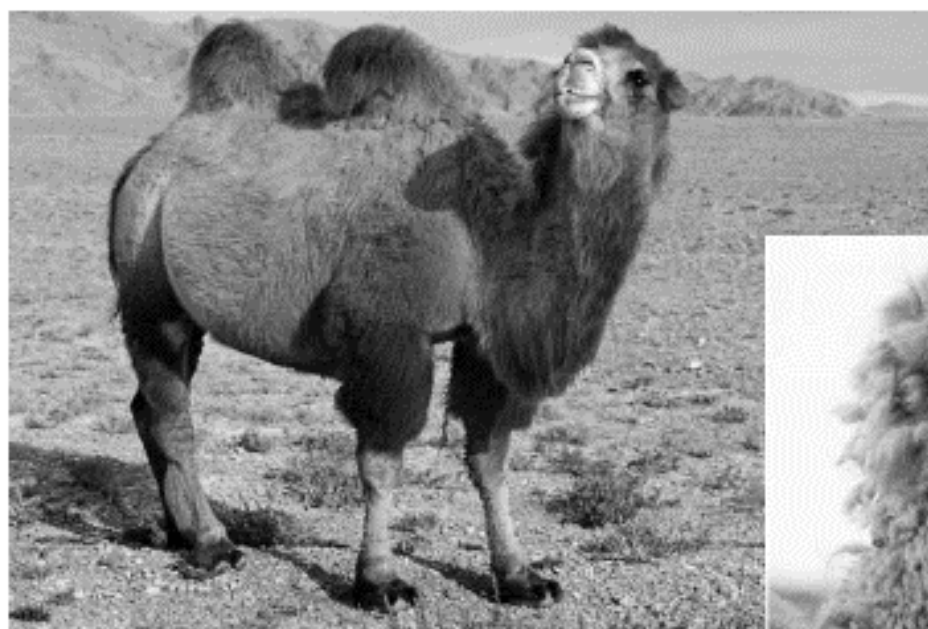
4



Elephants are strong.
Elephants have long trunks.

Animals, Animals • Level E

5



Camels live in deserts.
Camels can go without water for a long time.

6

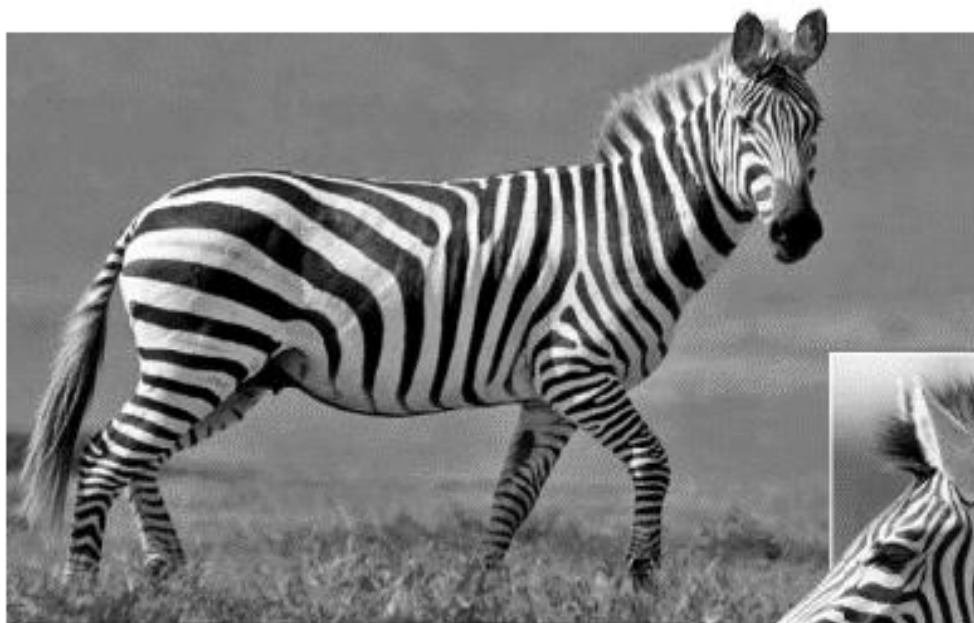


Foxes have bushy tails.

Foxes live in holes in the ground.

Animals, Animals • Level E

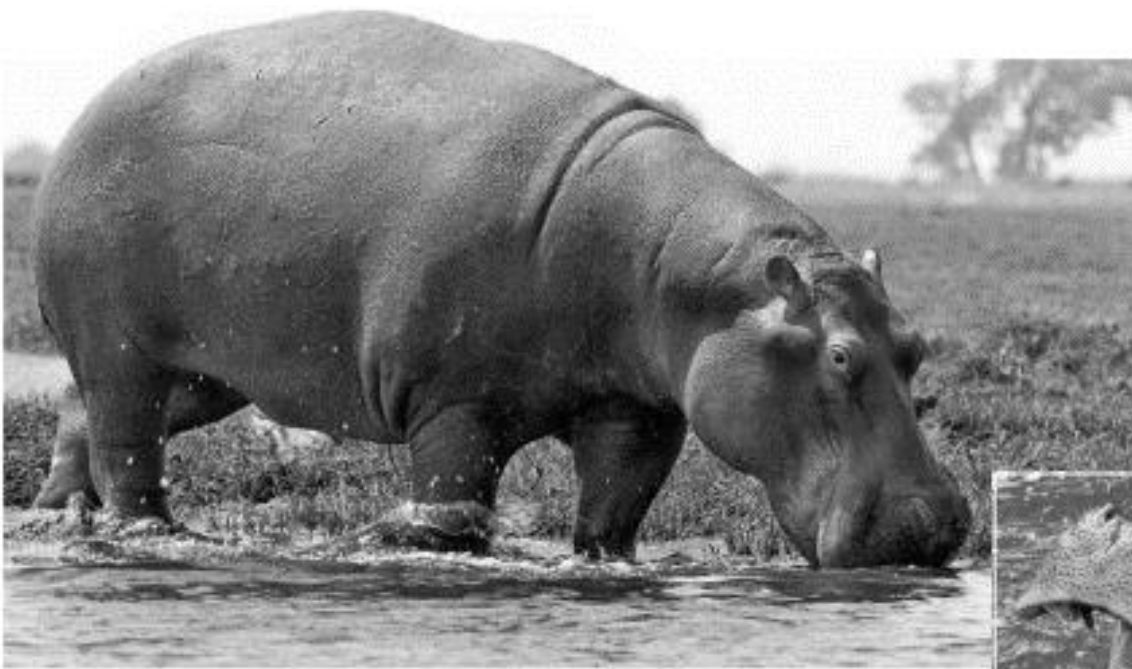
7



Zebras have stripes.

Zebras live in grassy places.

8



Hippos live near water.
Hippos have almost no hair.

Animals, Animals • Level E

9



Polar bears live in cold places.
Polar bears eat seals.
There are many kinds of animals.

How are
the animals in
the book alike?
What do they
have in common?

Reading A-Z

Classify Information

*The giraffe is
one of the most
beautiful animals.*
Is this statement
fact or opinion?
Why?

Reading A-Z

Fact or Opinion

Many people
have cats and
dogs as pets.
How might
these "ordinary"
animals be
considered
special?

Reading A-Z

Analyze

Camels can live
a long time
without food
or water.
How do you think
the camel's body
protects itself from
lack of water
and food?

Reading A-Z

Create

Name _____ Date _____

1. Which animal lives in grassy places?
Ⓐ camel
Ⓑ polar bear
Ⓒ zebra
2. The animal that eats seals is the _____.
Ⓐ hippo
Ⓑ polar bear
Ⓒ fox
3. Where would you find a hippo?
Ⓐ in a nest
Ⓑ under a tree
Ⓒ near water
4. What is this book mostly about?
Ⓐ food
Ⓑ bears
Ⓒ animals
5. An elephant is an animal that has _____.
Ⓐ a pouch, strong hind legs, and a thick tail
Ⓑ tusks and a long trunk
Ⓒ one or two humps
6. **Extended Response:** Have students write two facts about an animal they know.

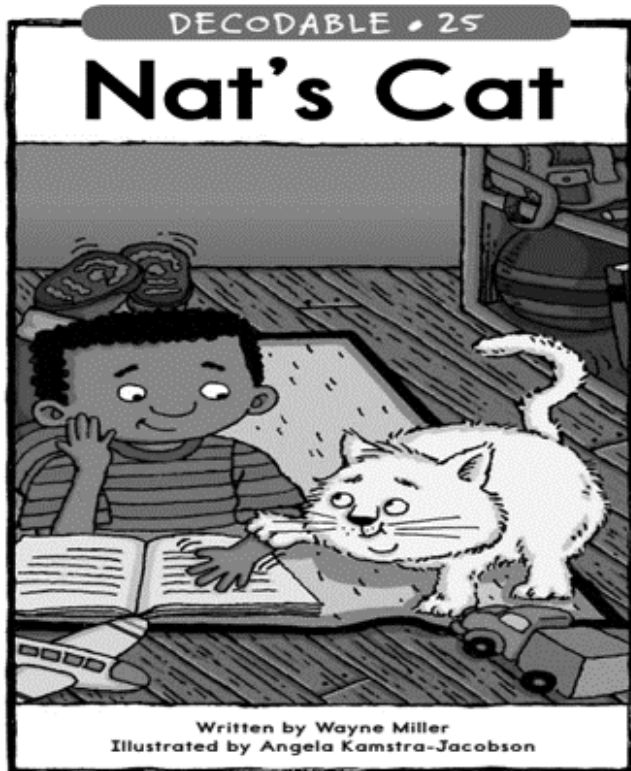
Quick Check Answer Sheet*Main Comprehension Skill: Main Idea and Details*

1. Ⓒ *Main Idea and Details*
2. Ⓑ *Main Idea and Details*
3. Ⓒ *Main Idea and Details*
4. Ⓒ *Main Idea and Details*
5. Ⓑ *Vocabulary*
6. Answers will vary. Sample: *A dog is furry and likes to run*

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.

Day 1.

Read the story to your child, or listen to your child, read the story "Nat's Cat."



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Nat's Cat



Written by Wayne Miller
Illustrated by Angela Kamstra-Jacobson

www.readinga-z.com



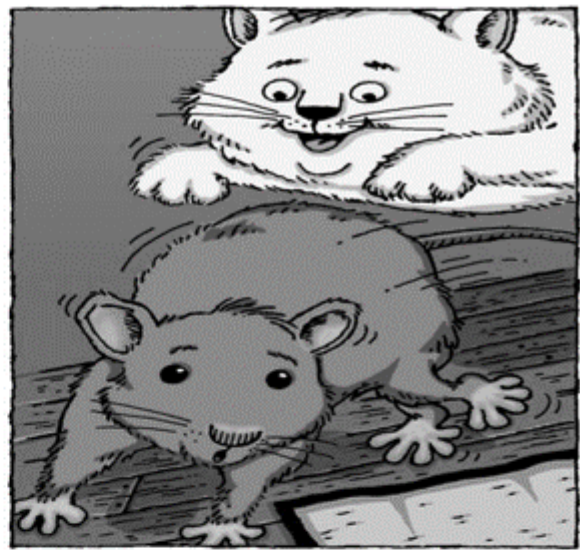
Nat liked to sit on the mat
with his fat cat.
The fat cat liked to nap
on Nat's lap.



If the fat cat wanted
a pat, he would tap
on Nat.
Nat would pat him.



Nat was on the mat
with his cat.
They saw a rat in a cap.



"Get the rat," Nat said to
his cat.
The fat cat ran at the rat.



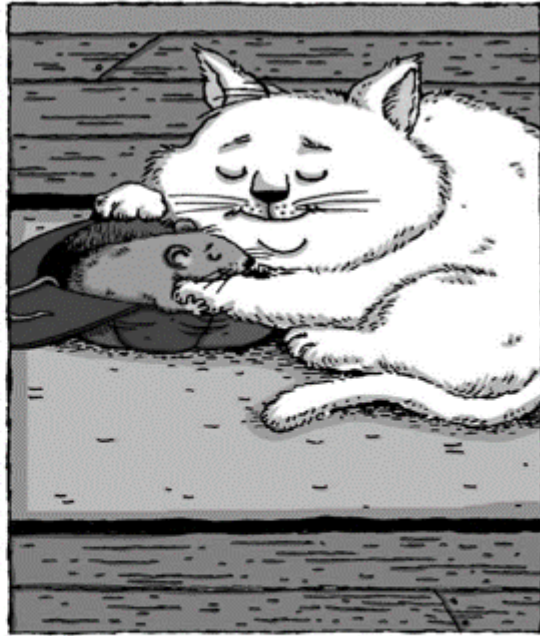
"Stop it, cat!" said Meg.
"Do not run after my rat.
This rat is my pet."



Meg sat on a mat.
The rat got in a cap.
The rat sat in the cap
on Meg's lap.



Nat sat on the mat
with the cat in his lap.
The fat cat looked at
the rat.



The rat and the cat
had a nap.

Day 2. Reread the story to your child, or listen to your child, read the story "Nat's Cat." Use the cards provided to create new words.

Day 3.

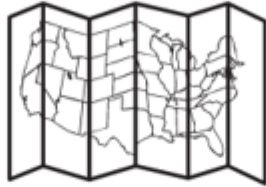
Have your child write the correct word from the word box under each picture. Then, read each word.

Name: _____

Date: _____

cap bat map sap cat rat













Teacher Instructions: Have students write the correct word from the word box at the top of the page under each picture. Then have them read the words.

Day 4. Have student cut letters out to make -at and -ap family words

STUDENT

Phonics
LETTER/WORD-FAMILY CARDS

Phonics Lesson 25: -at, -ap

s

l

m

b

c

f

r

t

at

ap

100

WORKMAT

ap

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**Day 6. Create a list of as many words in the –at and –ap word families on a sheet of paper.
(If you have playdoh, buttons, beans, etc. your child can then build these words for a fun activity)**

Read Aloud: Choose your own book each day (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. _____

_____ Book 6. _____

Writing: Have student research an animal not mentioned in the book, “Animals, Animals.” Ask them to find little known facts about the animals. Have them determine how the special attributes of the animals affect the way the animal lives, look and moves around. After, please have your child write about their chosen animal.

_____ Day 1. Have student pick an animal not mentioned in the book, “Animals, Animals.” In a writing journal, or on paper, have student draw a picture of this animal, labeling the different parts.

_____ Day 2. Have the student do some research on this animal, whether it be asking relatives or sibling, looking in books, or on the internet. Have the student record this data.

_____ Day 3. Today the student will turn this data into complete sentences. (up to 5 facts)

_____ Day 4. Today the student will turn this data into complete sentences. (up to 5 facts) (revising wherever necessary)

_____ Day 5. Create a final copy of writing and colored illustration for you to post on the fridge or somewhere they can show it off!

_____ Day 6. Write about why you chose this animal, and if you could do it over again, what would you do differently?

Independent Reading: Student reads independently for 30 minutes each day

Reading Log

[illegible]

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.

_____ Day 1:

Can you guess my number? Use these clues.

1. This number fills 2 full ten frame rows.
2. This number is between 12 and 18.
3. This number is less than 15.
4. There are 6 empty squares.
5. This number can be solved with this equation: $10 + 4 =$.

- Jack read the following problem:

There were 9 frogs on a log. Four frogs were green. The rest are brown. How many frogs were brown?

Jack solved the problem like this: $4 + 5 = 9$

Did Jack solve the problem correctly? How do you know?

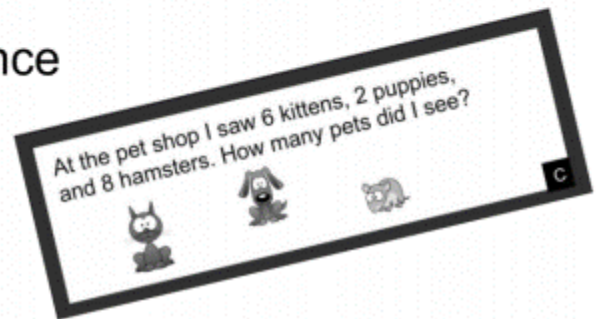
- Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information attached.



Three Addends Word Problems (to 20)

Materials: Three Addends (to 20) word problem cards

1. Solve the word problems. For each card:
 - a) represent the problem with an equation using a symbol to represent the unknown number
 - b) use objects or drawings to model the problem and find the solution
 - c) answer the question in a sentence
2. Check your work with a partner.

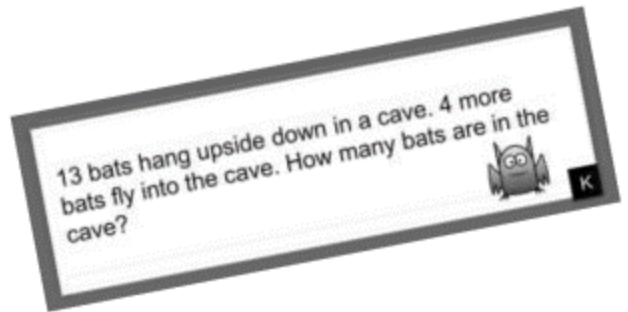


- The class is having free time. There are 8 boys and 4 girls reading books. There are 4 boys and 8 girls doing art. Is the same number of kids reading books and doing art? How do you know?
- Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information attached.

Add To: Result Unknown

Materials: Add To: Result Unknown (within 20) word problem cards

1. Solve the word problems. For each card:
 - a) represent the problem with an equation using a symbol to represent the unknown number
 - b) use objects or drawings to model the problem and find the solution
 - c) answer the question in a sentence
2. Check your work with a partner.



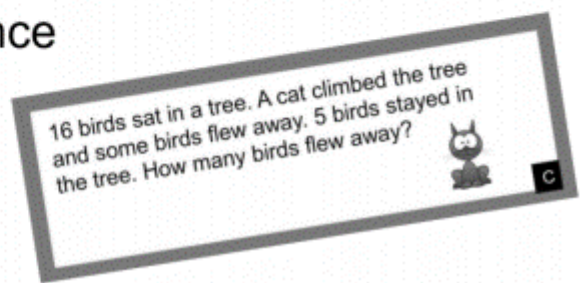
- Ms. Miles had water bottles for the class. She had 12 bottles. Some kids drank water. Only 7 bottles were left. How many bottles of water did the kids drink? How do you know?
- Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information attached.

Take From: Change Unknown

Materials: Take From: Change Unknown (within 20) word problem cards

1. Solve the word problems. For each card:
 - a) represent the problem with an equation using a symbol to represent the unknown number
 - b) use objects or drawings to model the problem and find the solution
 - c) answer the question in a sentence

2. Check your work with a partner.



- After lunch, 7 kids went to the library. Some more kids joined them. Then, there were 11 kids in the library. How many kids joined the first group? How do you know?
- Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information attached.

_____ Day 5:

Show Two Ways!

Show the numbers two different ways using tens and ones.

Number	My 1 st Way	My 2 nd Way

- You can buy pencils two ways: a box of 10 or one pencil at a time.
Reggie needs 18 pencils. He buys 8 single pencils and 1 box. Did Reggie buy the right amount? How do you know? Annie needs 15 pencils. She buys 2 boxes of pencils. Did Annie buy the right amount? How do you know?
- Access Dreambox Learning and complete a minimum of 15 minutes of instruction.
Please refer to login information attached.

A pet store had 20 fish in a tank. The store sold some fish and then there were 12 fish in the tank. How many fish did the pet store sell?



A

A teacher bought 20 pencils for her class. One week later some pencils were missing. 14 pencils were left. How many pencils were missing?



B

16 birds sat in a tree. A cat climbed the tree and some birds flew away. 5 birds stayed in the tree. How many birds flew away?



C

14 children were at the playground. At one o'clock some children went home for lunch. 7 children stayed at the playground. How many children went home for lunch?



D

- Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information attached.

Social Studies

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

Activity 1 : **What types of transportation do families use in your community? Why can people get around more quickly today than long ago?** Talk about it. Then create a book by folding several sheets of paper together. Please include the different types of transportation in your community. Each page of your book should include a labeled drawing and sentence about it. Don't forget your title page!!



Activity 2 Compare and Contrast transportation then and now. Use the diagram to help you.

Past (Then)

Present (Now)



Then

Now

_____ **Activity 3:** We make decisions about how to spend our money and use our time. Read *What to Choose?* ? located in the Social Studies Resources. Image that you have \$10 to spend. **What would you spend it on? Would you choose to spend it on candy or save it for later? Why?** Write and illustrate about it.

What to choose?

Remember, we have to make choices about time, money, and goods. David makes choices about how to **spend** his money. When he spends his money, he uses it to buy something.

First, David should spend his money on the things he needs, like pencils for school. Then, David can use the rest of his money to buy the things he wants. David wants a new baseball hat.

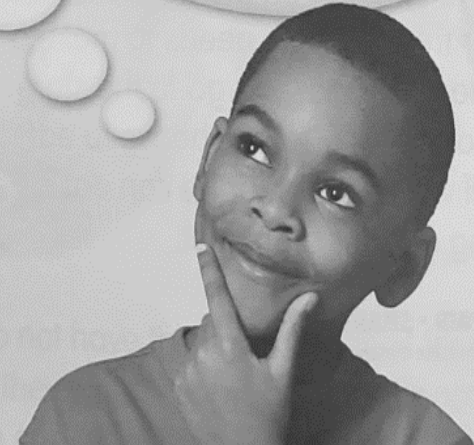
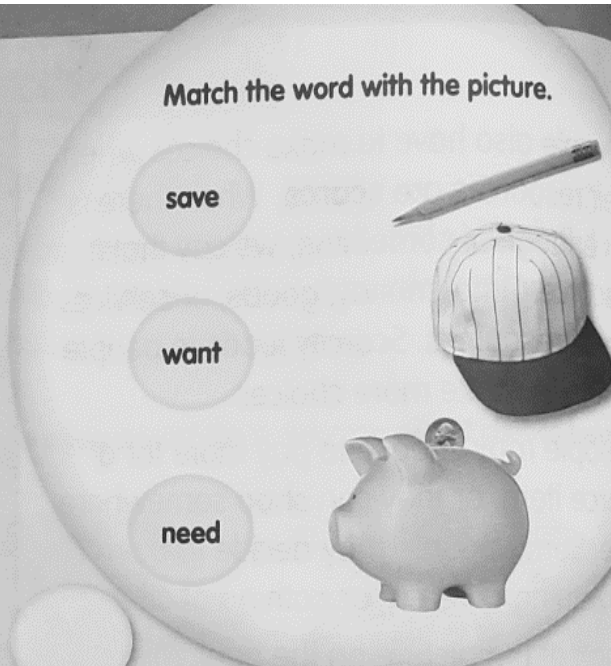
David may choose to **save** his money instead of buying a baseball hat. To save means to keep your money to spend later. David could save his money in his piggy bank over time. Then he would be able to buy something that costs more!

Match the word with the picture.

save

want

need



Name _____

Date _____

First Grade Science Activities:

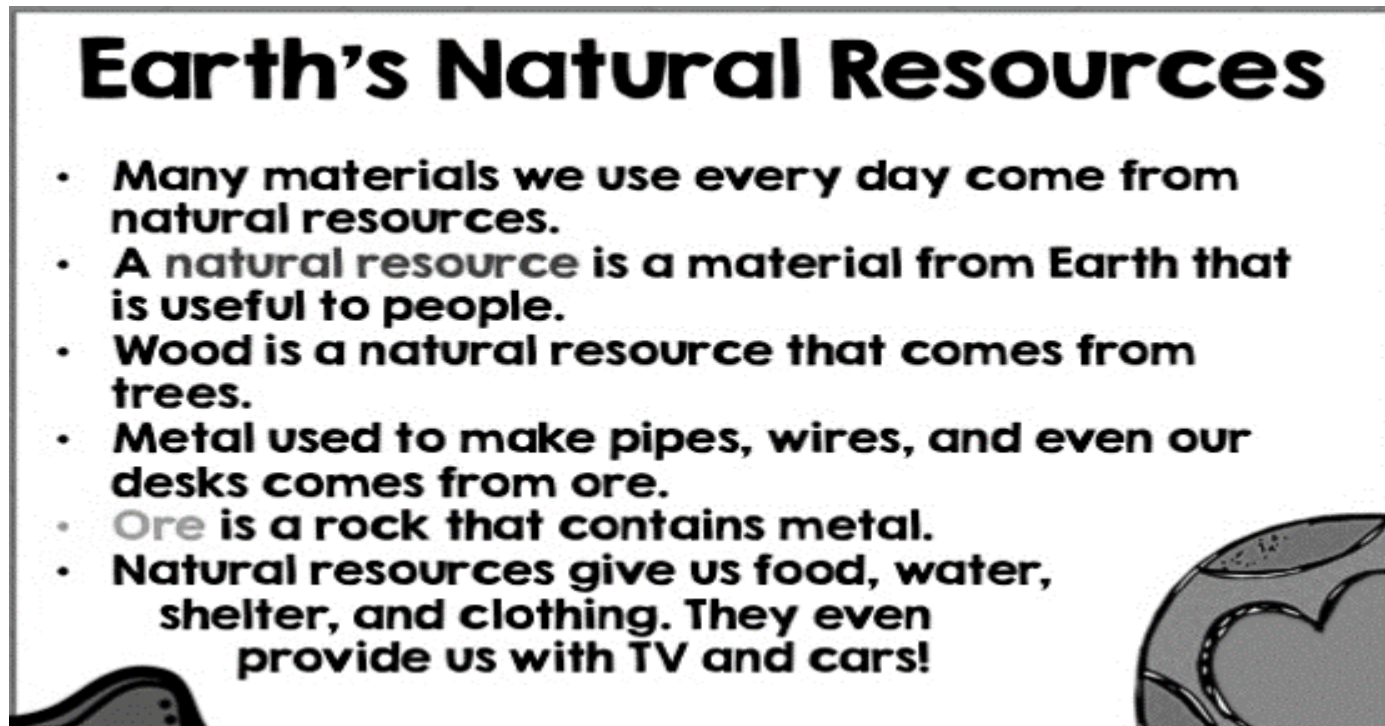
Please check and initial the items your child completes.

I Can Statement:

I can show an understanding of the properties and uses of Earth's natural resources/stuff that comes from the ground, air, water. (not made by man)

I can show an understanding of the properties and uses of Earth's natural resources/stuff that comes from the ground, air, water. (not made by man)

vocabulary: natural resources: air, water, soil, oil, gas, sun, animals, plants, rocks



Earth's Natural Resources

- **Many materials we use every day come from natural resources.**
- **A natural resource is a material from Earth that is useful to people.**
- **Wood is a natural resource that comes from trees.**
- **Metal used to make pipes, wires, and even our desks comes from ore.**
- **Ore is a rock that contains metal.**
- **Natural resources give us food, water, shelter, and clothing. They even provide us with TV and cars!**

_____ Activity 1: Watch the video Natural Resources on brain pop jr. or on youtube.com

<https://jr.brainpop.com/science/conservation/naturalresources/>
www.youtube.com/watch?v=RoJqLXY3tPc



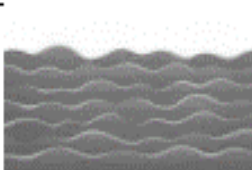
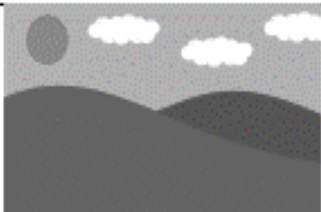
_____ Activity 2: Go outside if it is safe and explore your surroundings. Record any of the natural resources you can see (Ex: Air, water, soil, plants, animals, fossil fuels and minerals). Use the recording sheet to record your responses.

_____ Activity 3: Write two examples of how we use Natural Resources. Record your response on the Natural Resources Sort Response Sheet.

_____ Activity 4 Go outside and define an area where you can look for natural resources. You will fill in the Sense Matrix. Use your senses of sight, touch, hearing, and smell to find examples of natural resources (do not include taste for this activity.) On the matrix grid, find one or more examples and draw or write the name of an item in the box. (ex: a bird may go in the sight box or hearing box if it is singing.)

_____ Activity 5 The Sense Matrix helped us find natural resources in or around our own home. Draw and tell about this activity on the writing paper listed below.

DIRECTIONS: As you walk around outside, record all the natural resources you find!
Name: _____ Date: _____

 Animals	 Plants
 Water	 Land

Name: _____ Date:_____

Natural Resources Sort Response Sheet

Write 2 examples of ways we use Natural Resources in each box.

Soil

Plants












Animals

Air

Soil and Minerals

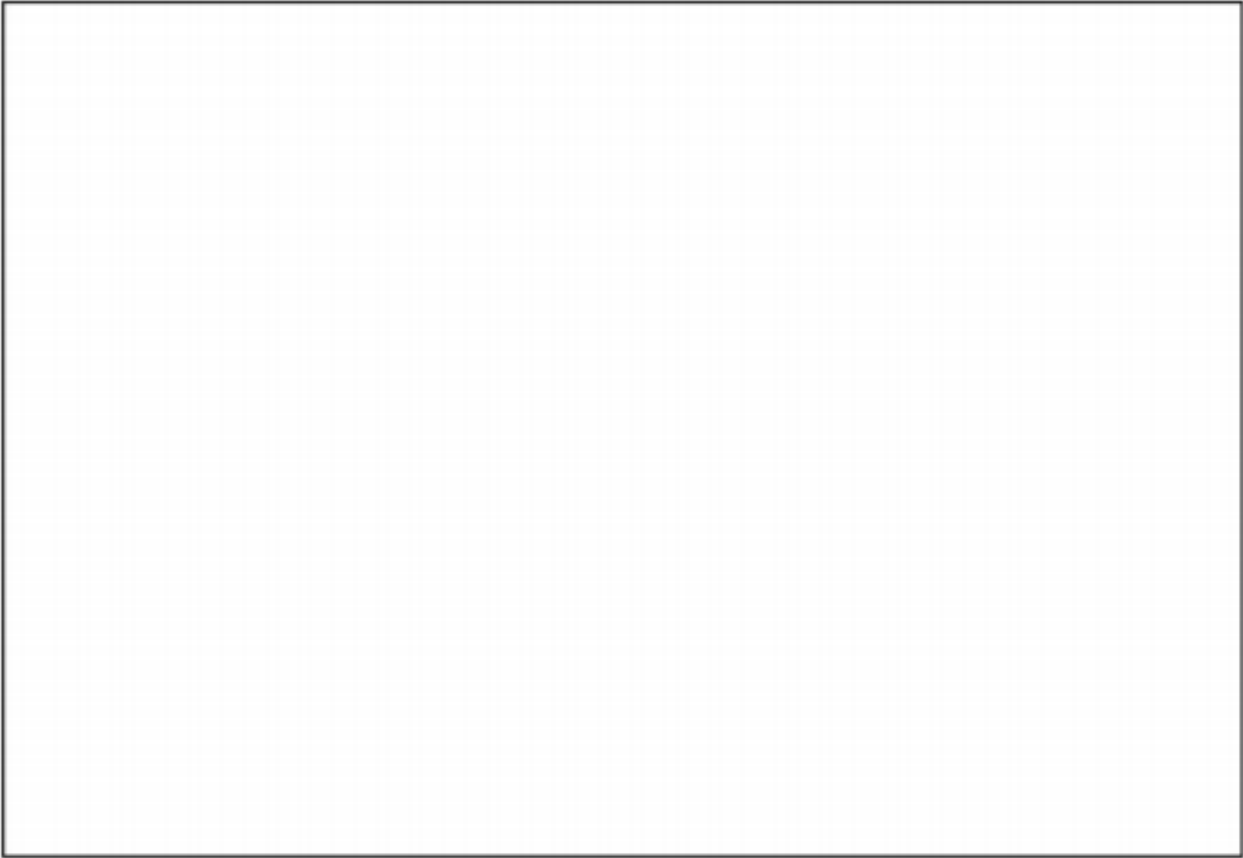
Name: _____ Date: _____

Directions: Fill in the grid with information about natural resources found at your home. Use your senses of sight, hearing, smell and touch. (Do not use your sense of taste!)

Natural Resources	 see	 hear	 smell	 touch
sun 				
wind 				
plants 				
animals 				
land 				
minerals 				
soil 				

Name: _____ Date: _____

Use the Sense Matrix to help find natural resources in or around your own home. Draw and tell about this activity on the writing paper listed below.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).