



Roanoke City
PUBLIC SCHOOLS

**Teacher Contact
Information:**
Información de
contacto del
profesor:

**Family Learning
Resources:
Remote Learning Edition
Recursos de
Aprendizaje Familiar:
Edición de Aprendizaje
Remoto**

1st Grade/1º grado



Family Learning Resources: Remote Learning Edition

Winter 2026 - 5 Days of Resources

Content Areas Included

- English Language Arts
- Mathematics
- Science
- Social Studies

Objective

This document will provide families with remote learning resources in the four core content areas for the anticipated extended closure of schools due to inclement weather.

Recommendations for Usage

- These necessary materials focus on reinforcing previously learned concepts - no new materials are covered.
- Students should be able to complete with minimal adult assistance. However, discussing the purpose and understandings from resources can help establish a deeper connection to the materials.
- Students are encouraged to write down questions that they might have about the materials so that they may be discussed with teachers.
- In addition to the completion of these materials, RCPS recommends that students take time to read - either independently or with others.

Questions & Follow Up Notes

Please do not hesitate to reach out to your student's teachers with any questions. These resources are designed to support remote learning during school closures and help minimize disruptions to instruction. **Students should bring this booklet with them when they return to school.**



Recursos de Aprendizaje Familiar: Aprendizaje Remoto



Invierno 2026 – 5 días de recursos

Áreas de contenido

- Lenguaje (Inglés)
- Matemáticas
- Ciencias
- Estudios Sociales

Objetivo

Este documento ofrece a las familias recursos de aprendizaje remoto en las cuatro áreas académicas principales, pensados para apoyar la continuidad educativa durante cierres escolares prolongados debido a las inclemencias del tiempo.

Recomendaciones de Uso

- Estos materiales necesarios se centran en reforzar conceptos aprendidos previamente - no se cubre material nuevo.
- Los estudiantes deberían poder completar las actividades con una asistencia mínima de un adulto. Sin embargo, conversar sobre el propósito y los aprendizajes de los recursos puede ayudar a establecer una conexión más profunda con el material.
- Se anima a los estudiantes a escribir las preguntas que puedan tener sobre los materiales para que puedan ser comentadas con los maestros.
- Además de completar estos materiales, RCPS recomienda que los estudiantes dediquen tiempo a la lectura, ya sea de manera independiente o con otras personas.

Preguntas y notas de seguimiento

Por favor, no dude en comunicarse con los maestros de su estudiante si tiene alguna pregunta. Estos recursos están diseñados para apoyar el aprendizaje remoto durante los cierres escolares y ayudar a minimizar las interrupciones en la instrucción. **Los estudiantes deben traer este folleto cuando regresen a la escuela.**



Family Learning Resources: Remote Learning Edition

**English Language
Arts/Lenguaje (Inglés)**




1st Grade Reading Remote Learning

Day 1	Read decodable book – Frog Skills Write two sentences about the book using the handwriting paper Select one choice board activity
Day 2	Read decodable book – Frog Skills Write two sentences about the book using the handwriting paper Select one choice board activity
Day 3	Read decodable book – What Will Hatch? Write two sentences about the book using handwriting paper Select one choice board activity
Day 4	Read decodable book – What Will Hatch? Write two sentences about the book using the handwriting paper Select one choice board activity
Day 5	Read decodable passage – The Attic Complete the Draw a Line to Divide Syllables activity on the right side of the passage Select one choice board activity

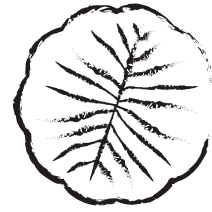
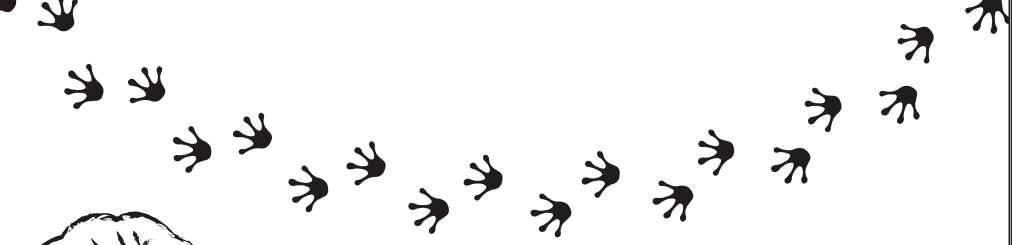
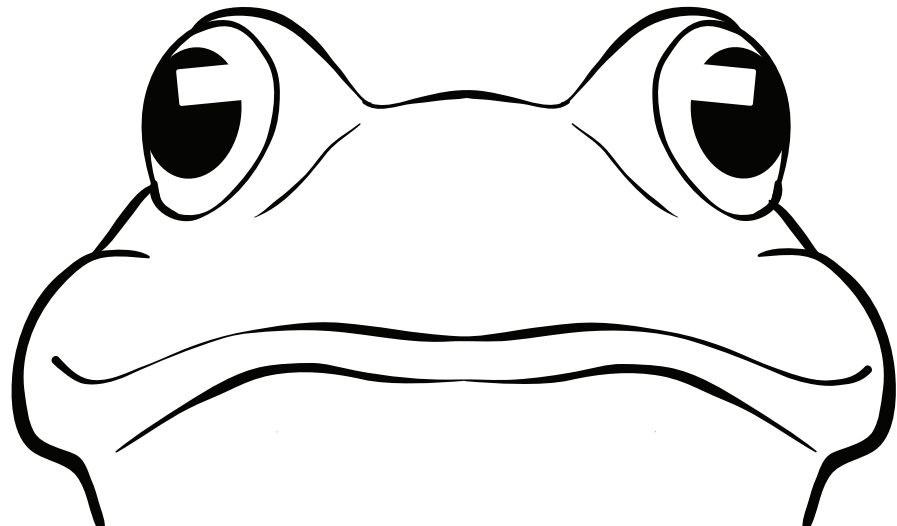


Student Choice Board

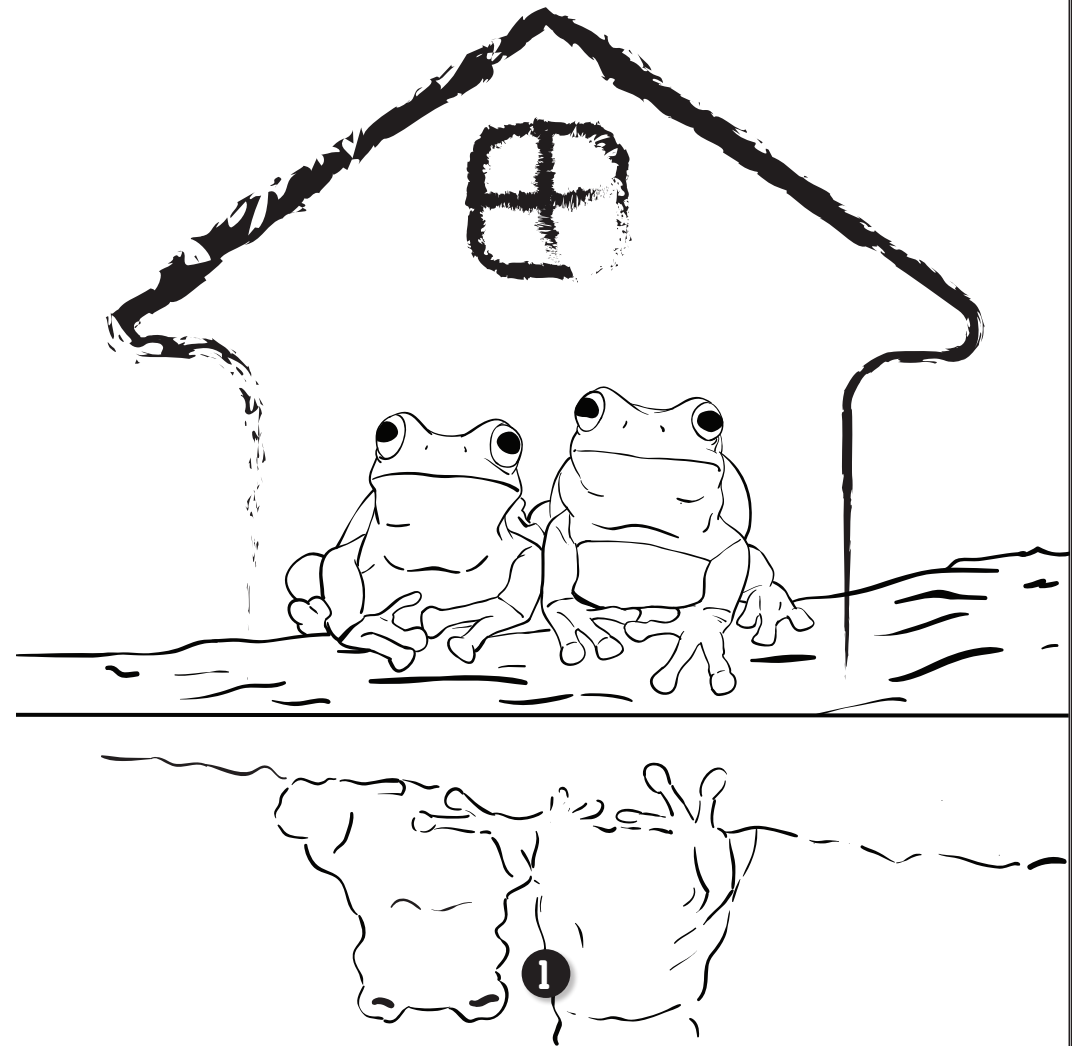
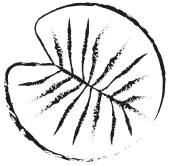
Your growing reader can boost their literacy skills all year long with these fun activities. Have them go for five in a row, or try to fill the whole board!

<p>Pretend to be a character from your favorite book. Dress up to look like that character, and talk in a voice you think they would use.</p>	<p><i>Firefly. Starfish. Pigpen. Hotdog.</i> These compound words are made up of two smaller words. Draw the two smaller words, and then draw each compound word.</p>	<p>Share your favorite book with a friend or family member. Show the front cover, the title, the author, and the illustrator. Then, show and describe your favorite page.</p>	<p><i>Wave, yard, and ring</i> are multiple meaning words. Draw a picture that shows two different meanings of each word.</p>	<p><i>once • were • of • why • live • from • very • put</i></p> <p>Write each high-frequency word on a note card. See how quickly you can read them all. Then, try to beat your record!</p>
<p>Set up a reading nook. Make it comfortable with pillows, blankets, and stuffed animals. Be sure to leave room for lots of books!</p>	<p>Play Go Fish with a set of contraction word cards! Write each contraction on one card and the two words that form it on another.</p>	<p>Tell a friend or family member about your favorite informational book. Explain the main idea, and tell about three important details.</p>	<p>Plan a birthday party for your favorite book character. Make an invitation and “send” it to other characters. Be sure to fill the party with things the character would like.</p>	<p>Use the letters in your first and last name to make as many smaller words as you can.</p>
<p><i>clear • striped • short • silky • fresh • rubbery</i></p> <p>These are all describing words. Go on a scavenger hunt for items that fit each description!</p>	<p>Draw a picture with interesting details. Tell a story about your picture. What’s going on? What happened before? What will happen next?</p>	<p>FREE</p>  <p>SPACE</p>	<p>Some letter pairs — <i>sh, ch, th, and ck</i> — make one sound when they team up. Use words like <i>rush, chop, thin, and back</i> to make pairs of word cards and play Go Fish!</p>	<p>Think about your favorite story. Where do the characters live? Where does the action happen? Draw a map that includes details from the story.</p>
<p>Go on an indoor camping trip. Drape a sheet over two chairs to make a tent, stock it with books, grab a flashlight, and go camping!</p>	<p><i>could • have • many • again • from • says</i></p> <p>Write each high-frequency word on note card. See how quickly you can read them all. Then, try to beat your record!</p>	<p>Tell a story with toys or objects in nature. Take three photos to show the beginning, the middle, and the end. Share the photos and your story with a friend.</p>	<p>Pick a category, like sports, and name as many things as you can in one minute. Play again with another category, and try to beat your record!</p>	<p>Reread a favorite story aloud. As you read, use a different voice for each character and the narrator (the voice telling the story).</p>
<p><i>Bang</i> and <i>fang</i> are in the same word family — they have the same ending letter pattern. Add more words to that family, and then make word families for <i>sing, kick, and junk</i>.</p>	<p>Go on an alphabet scavenger hunt. For every letter, look for and write down the name of an object that begins with that sound.</p>	<p>Draw a picture of yourself standing next to a book character. Explain to a friend or family member how you and the character are the same and how you are different.</p>	<p>Tell a friend or family member about your favorite story. Describe it in three parts: the beginning, the middle, and the end.</p>	<p><i>Bike, cake, rope, and tube</i> have a long vowel sound and end with a silent e. Reread a story and look for silent-e words.</p>

FROG SKILLS



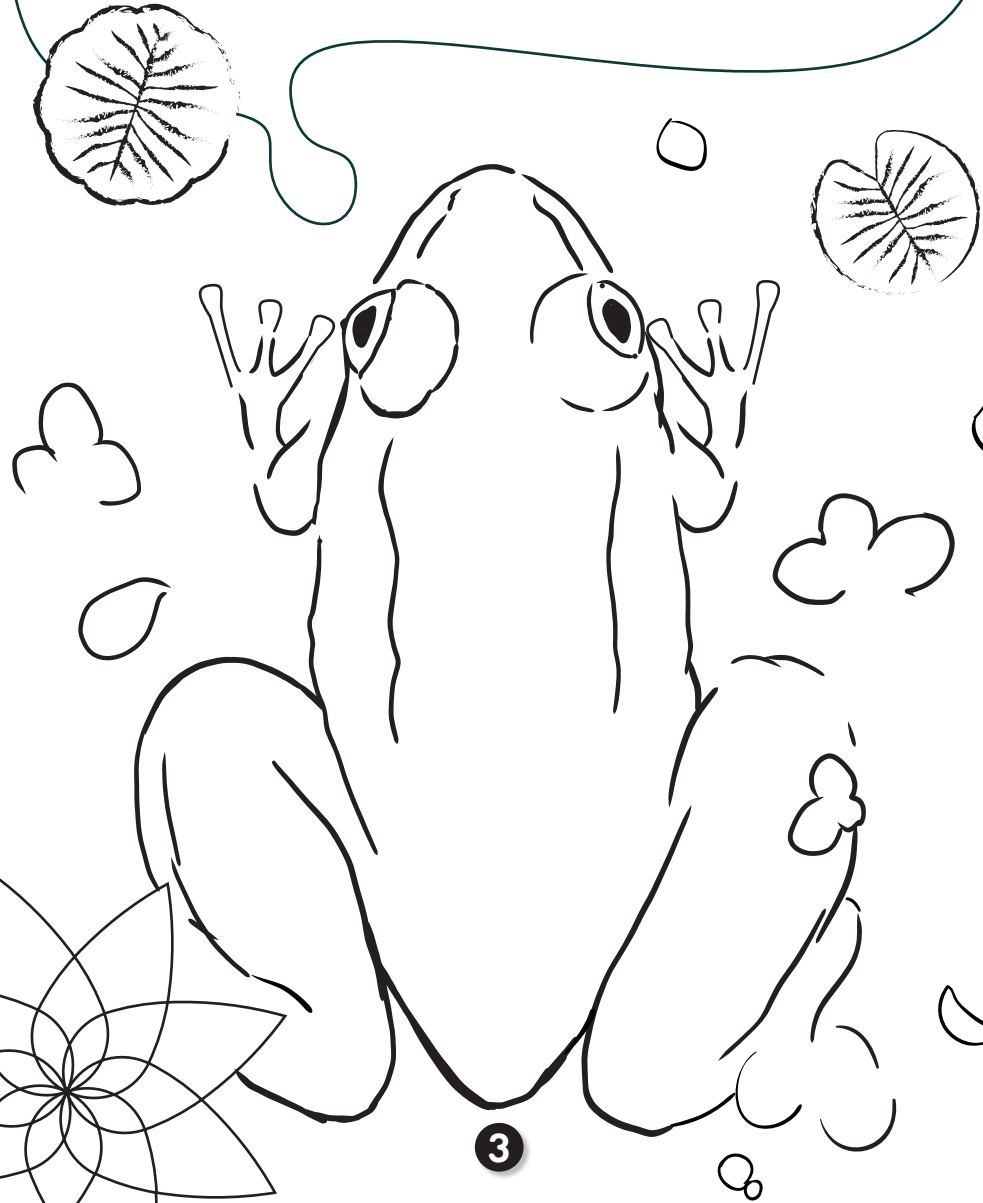
Frogs live on land
and in ponds.





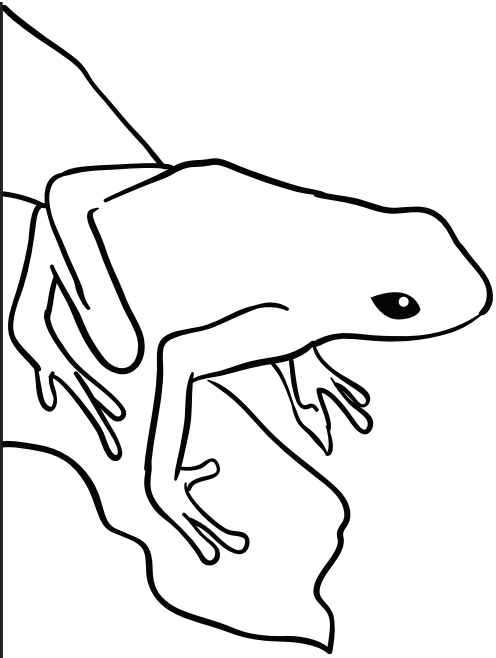
**Frogs have damp skin.
Some frogs are green
and blend in.**

**Frogs can jump on logs,
on pads, and in the grass.
They can grip wet plants in
a pond and swim fast.**

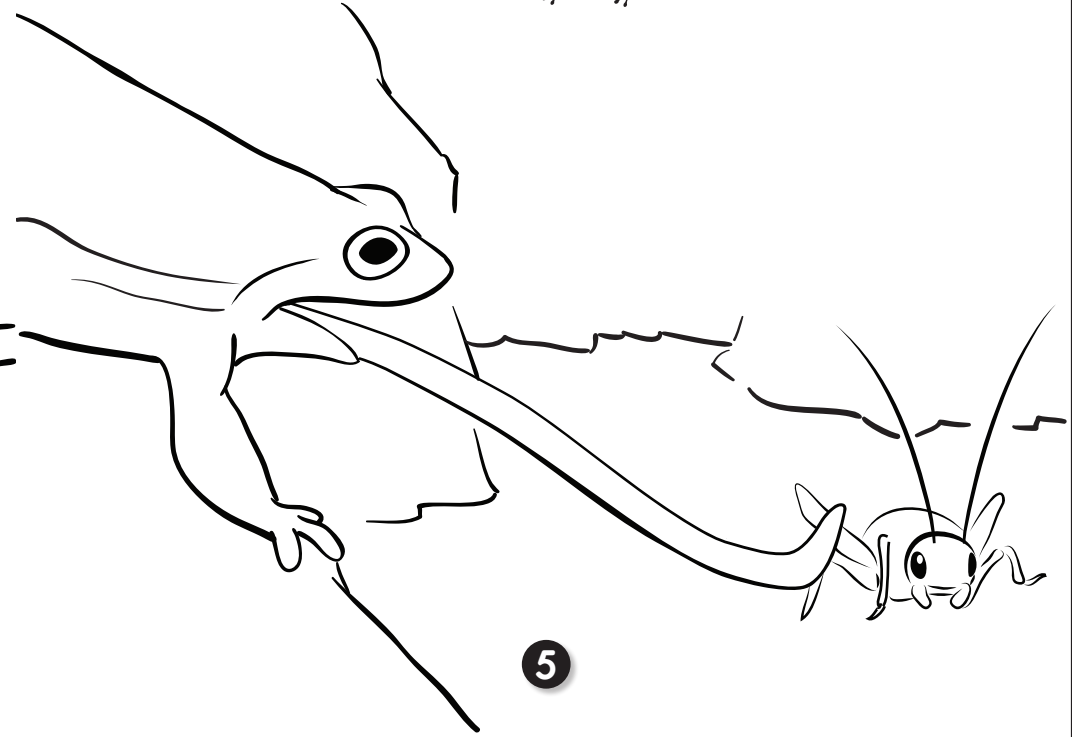
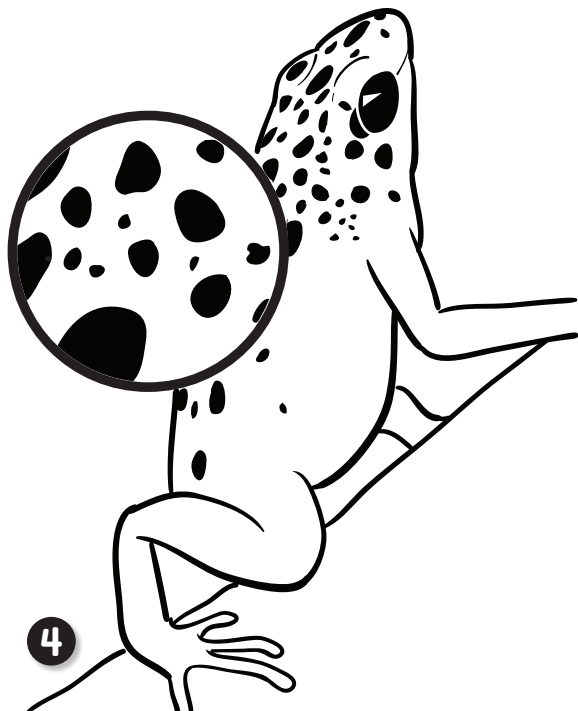


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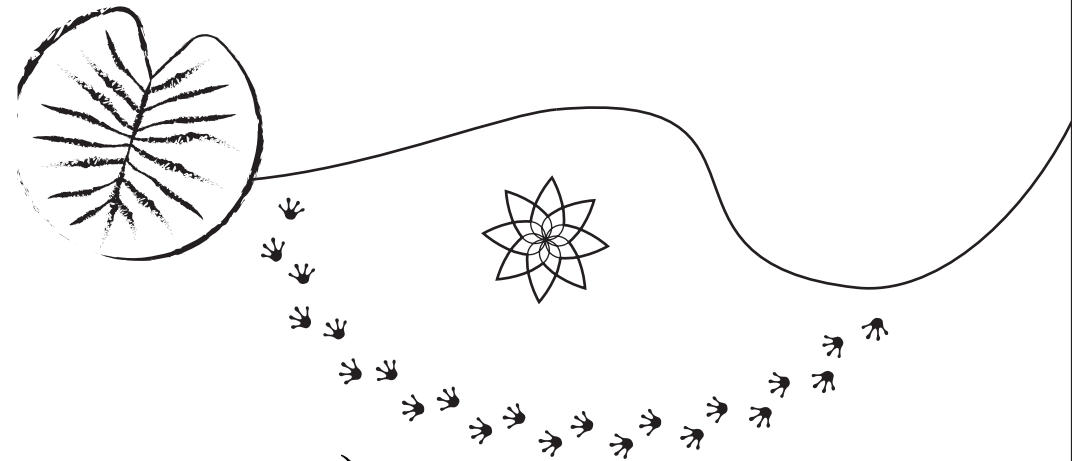
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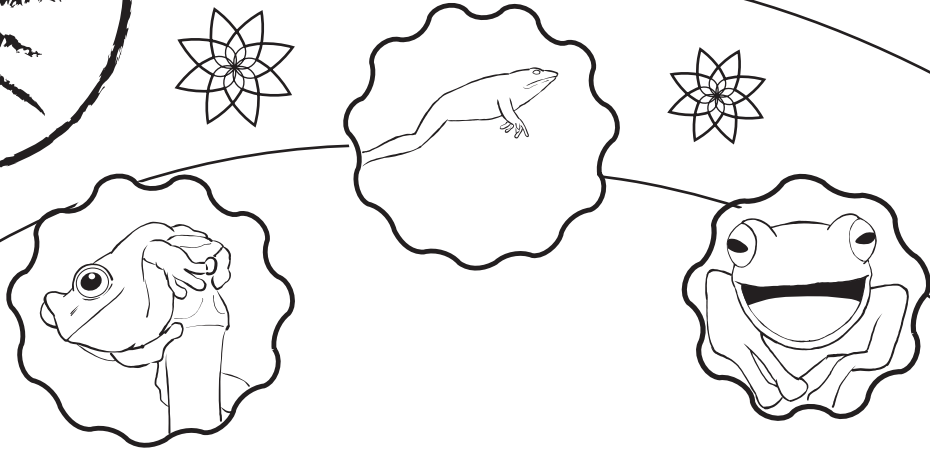


Some frogs are yellow, and some frogs have spots.

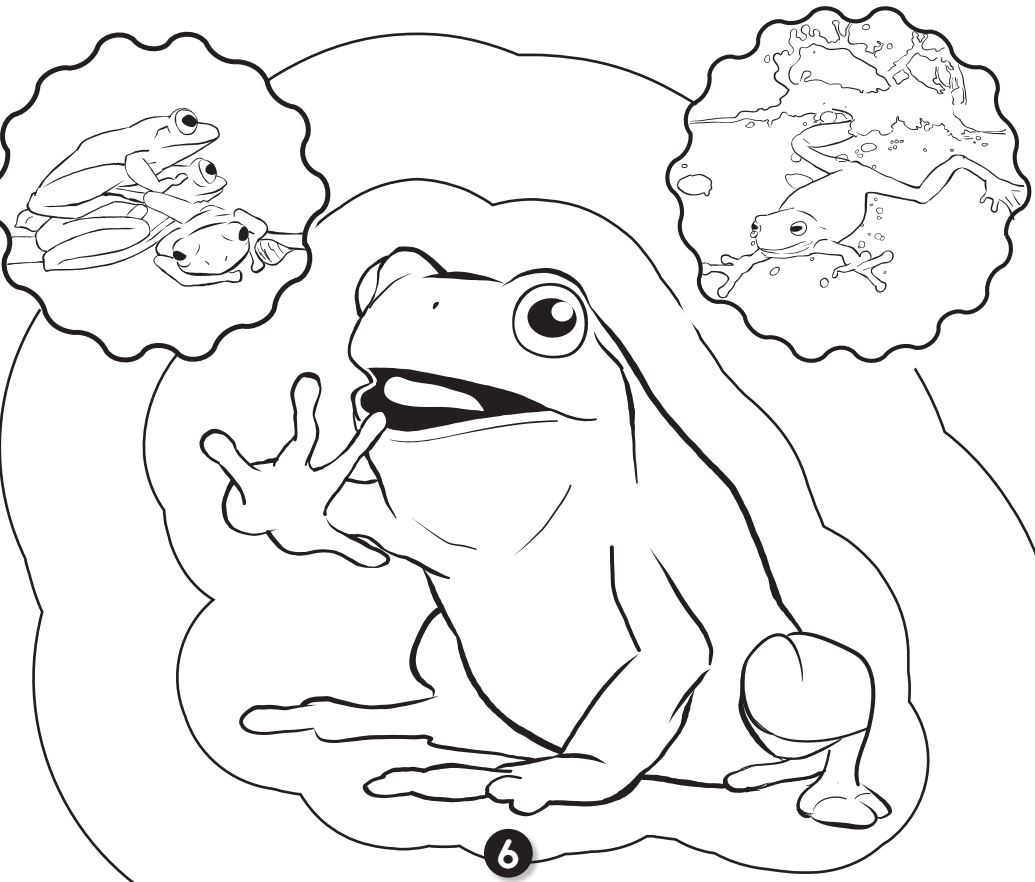


Frogs hunt bugs. They can trap ants, slugs, and other pests.





**Frogs have a lot of skills
 on land and in ponds.**



Elements used in this book

Word analysis skill	consonant blends
Target words	and, ants, blend, bugs, damp, fast, frogs, grass, grip, hunt, jump, land, logs, pads, pests, plants, pond, ponds, skills, skin, slugs, spots, swim, trap
Review skills	short vowels
High-frequency words	are, green, have, live, of, other, some, the, they, yellow



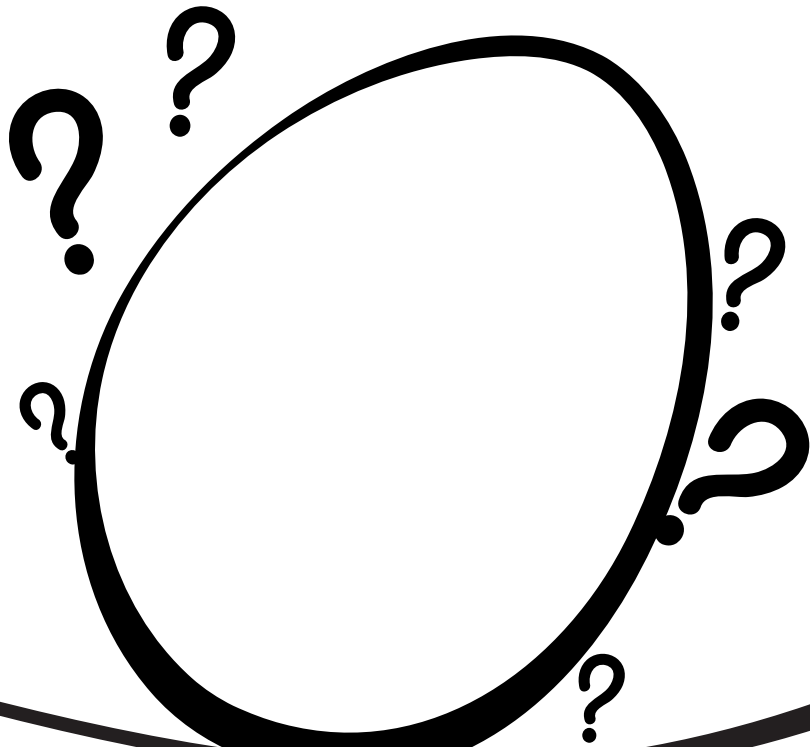
lexialearning.com

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What Will

HATCH?

This hen has one egg in a nest. She sits on the egg. What will hatch?





A chick with soft yellow fuzz
can hatch from the egg.

Cluck! Cluck!

2



This duck has one egg with
a thick shell. She sits on the
egg. What will hatch?

3

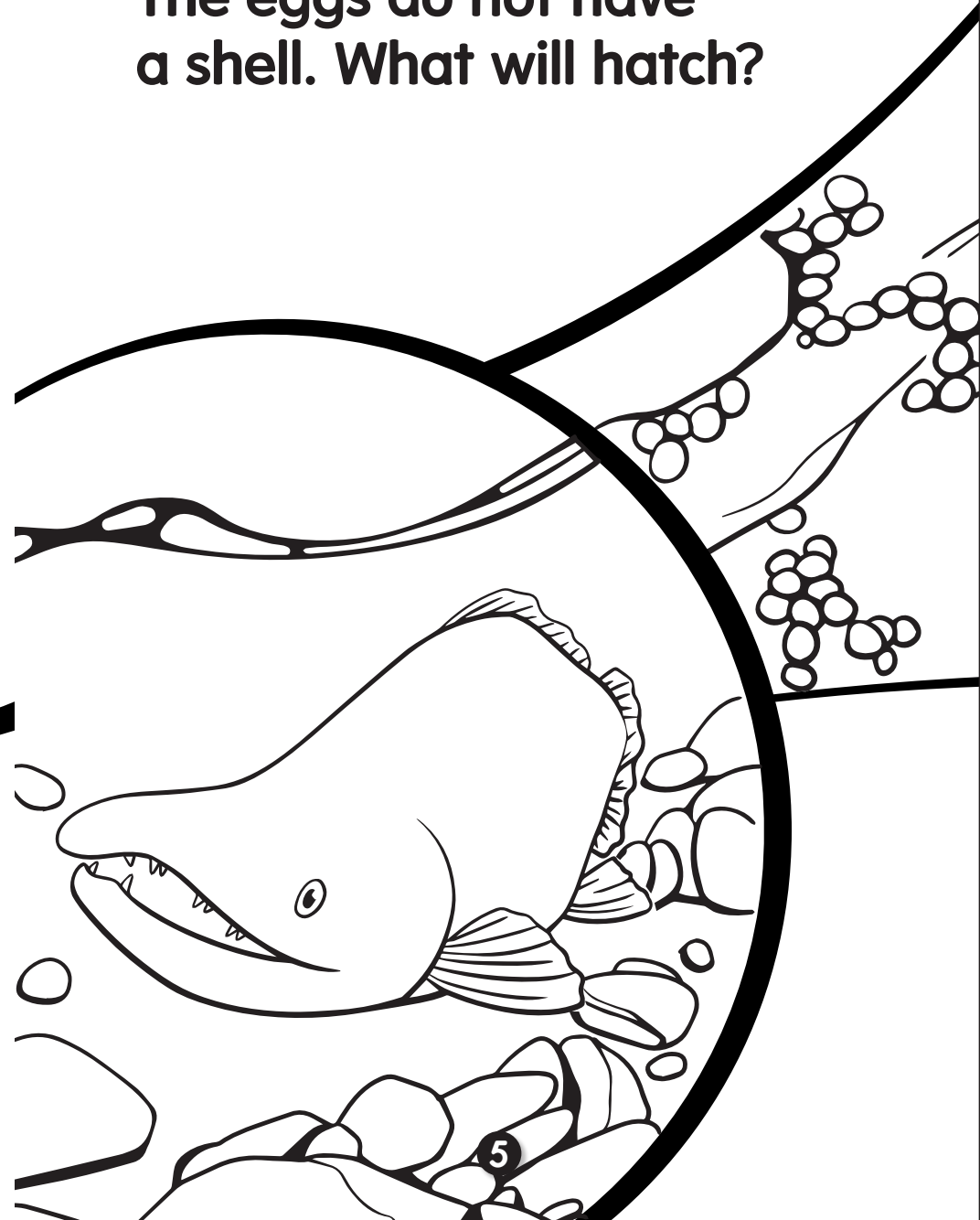


This fish has one, two, three, four...lots of eggs. The eggs do not have a shell. What will hatch?



A duck with soft brown fuzz can hatch from the egg.

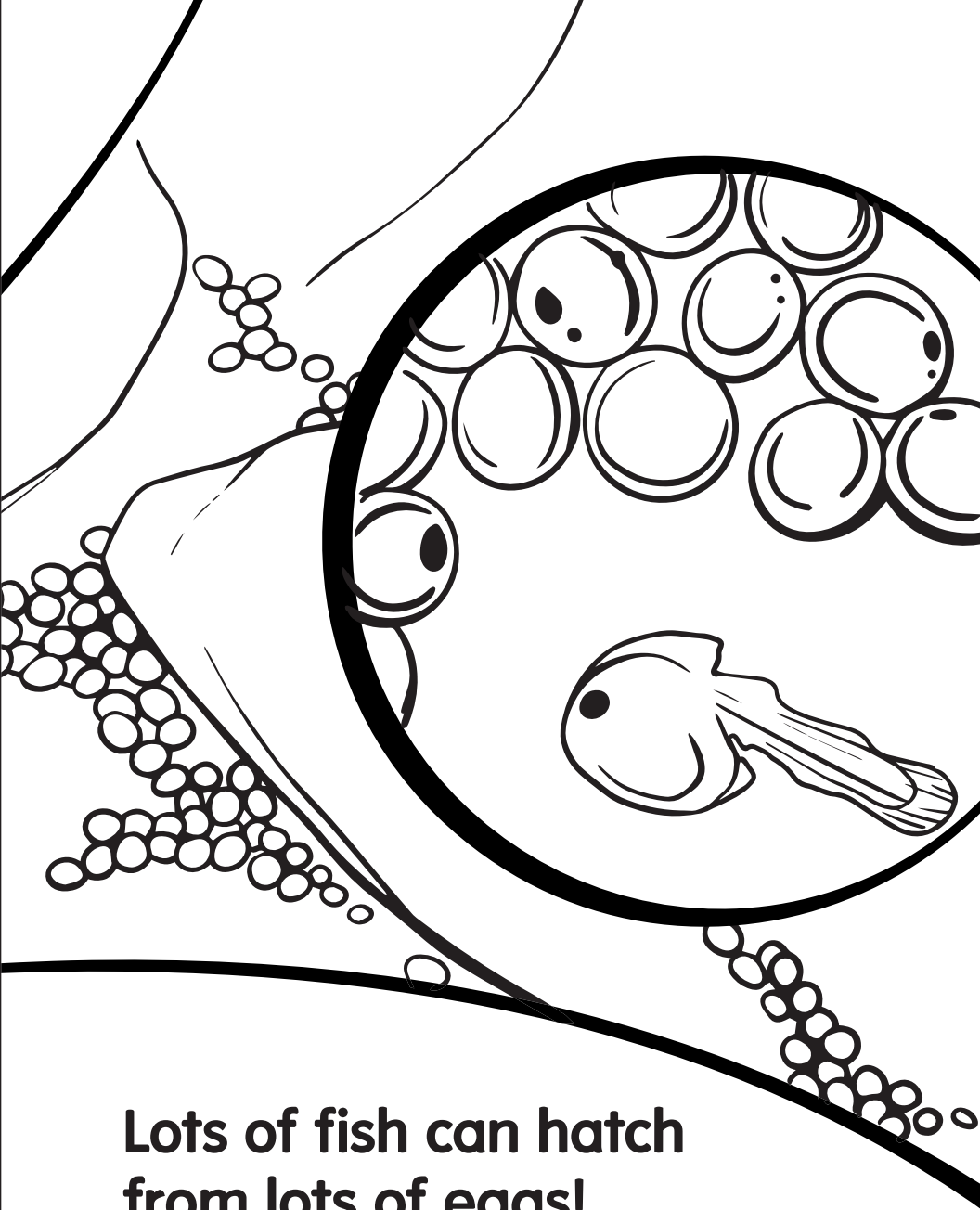
Quack! Quack!





What Will Hatch?

Consonant Digraphs & Trigraphs
Word Count 90



Lots of fish can hatch
from lots of eggs!

Splish! Splash!

Elements used in this book

Word analysis skill	consonant digraphs & trigraphs
Target words	chick, cluck, duck, fish, hatch, quack, shell, splash, thick, this, with
Review skills	short vowels, consonant blends
High-frequency words	brown, four, from, has, of, three, two, what, yellow

WORDS TO PREVIEW:

A: made, old, open, read

B: away, find, into, saw, under

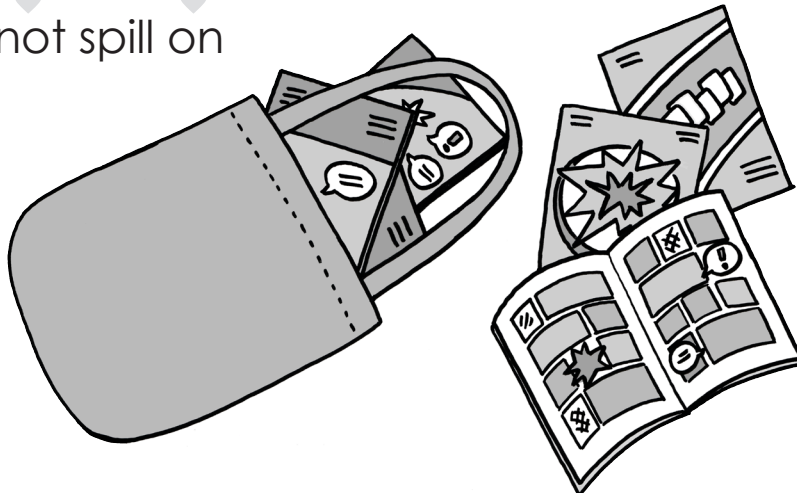
BLAST UNIT 15

Spelling 2-Syllable Words
with Closed Syllables

167 words

The Attic

Calvin went up to the cabin's attic to find his mom's old comics. What would you expect him to find up there? Not just comics! He saw an insect run by him in a flash. This made Calvin panic, and he got the hiccups. He fell into a plastic trashcan with lots of tennis balls. When he got out, he saw a plastic rabbit on top of an old laptop. He did brush away a cobweb in disgust. At last, he saw ten classic comics in a red fabric handbag under a small bathtub. He came down from the attic and sat with the comics and a snack. He went to flip a comic open and hit his glass. What luck! The milk did not spill on the comics.



Draw a line to divide these words into two Closed Syllables. Then read the words.

Calvin
cabin
attic
comics
expect
chipmunk
panic
hiccups
plastic
trashcan
tennis
rabbit
laptop
cobweb
disgust
classic







fabric
handbag
bathtub
upset
sandwich

His mom would be upset if they got wet. He
said he would just read them at his desk.
Calvin did finish his sandwich and got the
comics down the hall to his desk. He read
them all!



NAME: ★ _____
 ☾
 🌍 _____

★ ^ai u Sizing?
★  Lined up?  spacing?
★  Readable?  Did I take my time?

★ _____
☾
🌍 _____

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Family Learning Resources: Remote Learning Edition

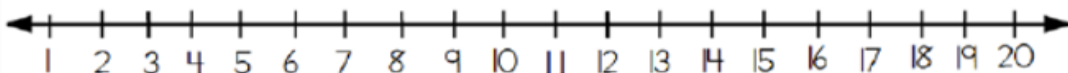
**Mathematics/
Matemáticas**



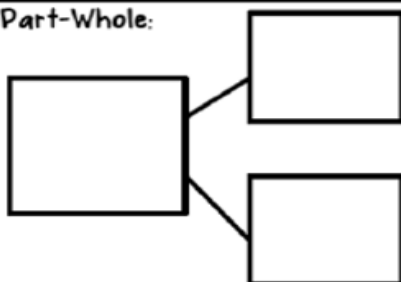
1st Grade Math

Name _____ Date _____

Kim is playing with 14 red marbles. Three of her marbles roll away. How many marbles does she have left?



Part-Part-Whole:



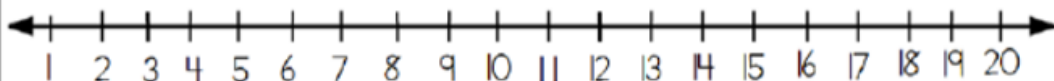
My Equation:

$$\square - \square = \square$$

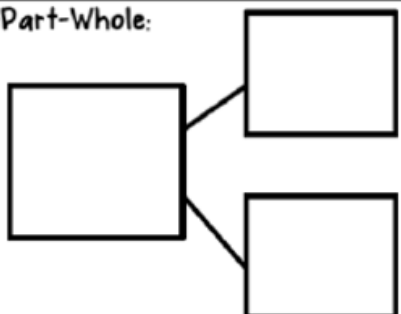
My Answer:

Name _____ Date _____

Chip moved to a new city. He made 9 new friends in his neighborhood. He also made 8 new friends at school. How many new friends does Chip have?



Part-Part-Whole:



My Equation:

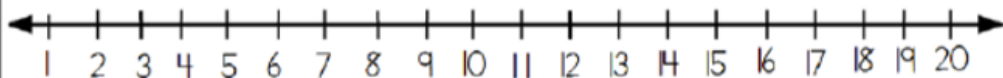
$$\square + \square = \square$$

My Answer:

1st Grade Math

Name _____ Date _____

Sara is hatching chicks. She had 4 chicks when she left for school. While she was at school, 12 more chicks hatched. How many chicks does Sara have in all?



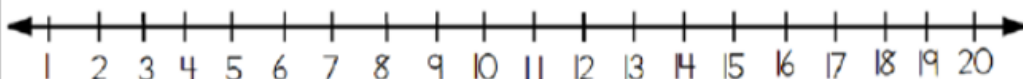
My Equation:

$$\square = \square$$

My Answer:

Name _____ Date _____

Mom baked 18 cookies. My brother ate 4 of them. How many cookies are left?



My Equation:

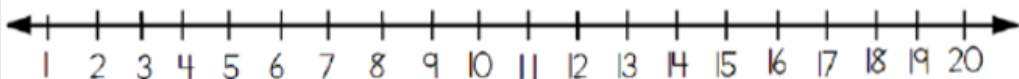
$$\square = \square$$

My Answer:

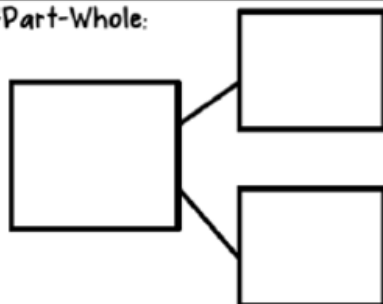
1st Grade Math

Name _____ Date _____

There are twelve birds in a tree. Six birds flew away. How many birds are left in the tree.



Part-Part-Whole:



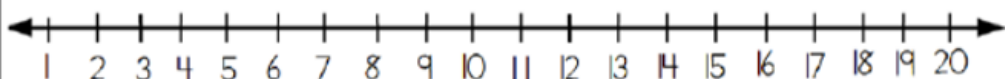
My Equation:

$$\square = \square$$

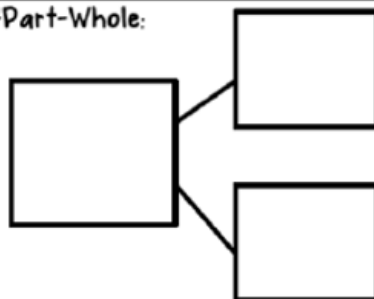
My Answer:

Name _____ Date _____

Xavier found three seashells on Sunday. He found twelve more on Monday. How many seashells does Xavier have in all?



Part-Part-Whole:



My Equation:

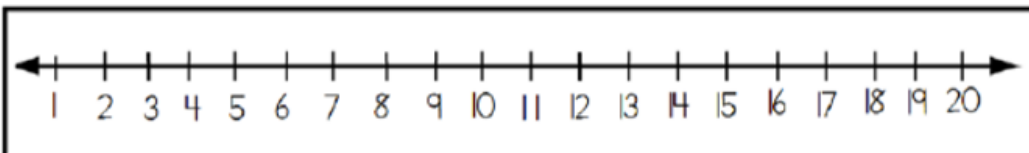
$$\square = \square$$

My Answer:

1st Grade Math

Name _____ Date _____

There are 19 dogs playing in the yard. If eight dogs run away how many dogs are left playing in the yard?

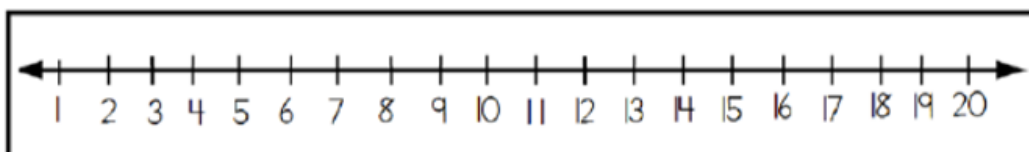


My Equation:
_____ \square _____ = _____

My Answer:

Name _____ Date _____

There were 8 children playing soccer. Four more children joined them. How many children were playing soccer altogether?



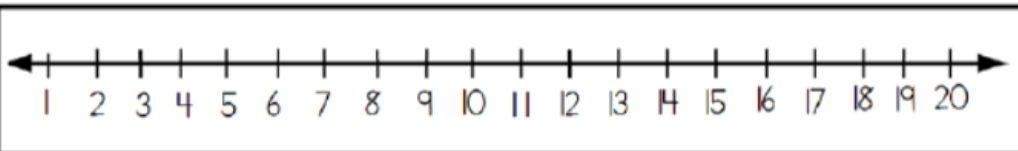
My Equation:
_____ \square _____ = _____

My Answer:

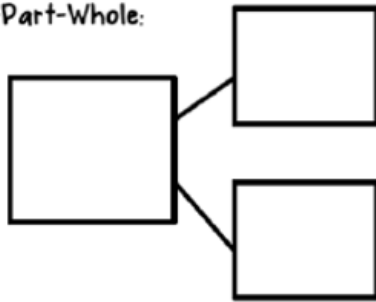
1st Grade Math

Name _____ Date _____

Your teacher has 14 sharp pencils in her basket. She sharpens 5 more and puts them in the basket. How many pencils does she have sharpened in the basket?



Part-Part-Whole:



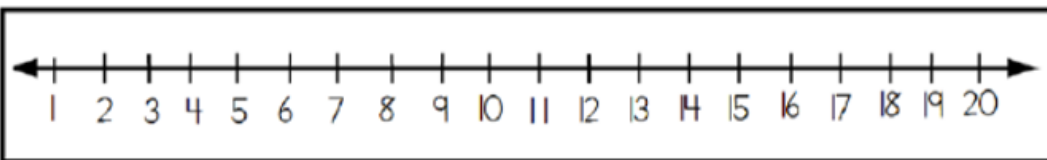
My Equation:

_____ □ _____ = _____

My Answer:

Name _____ Date _____

Jayden has 20 crayons. He broke 5 crayons. How many crayons does Jayden have left that are not broken?



My Equation:

_____ □ _____ = _____

My Answer:

Family Learning Resources: Remote Learning Edition

Science / Ciencias

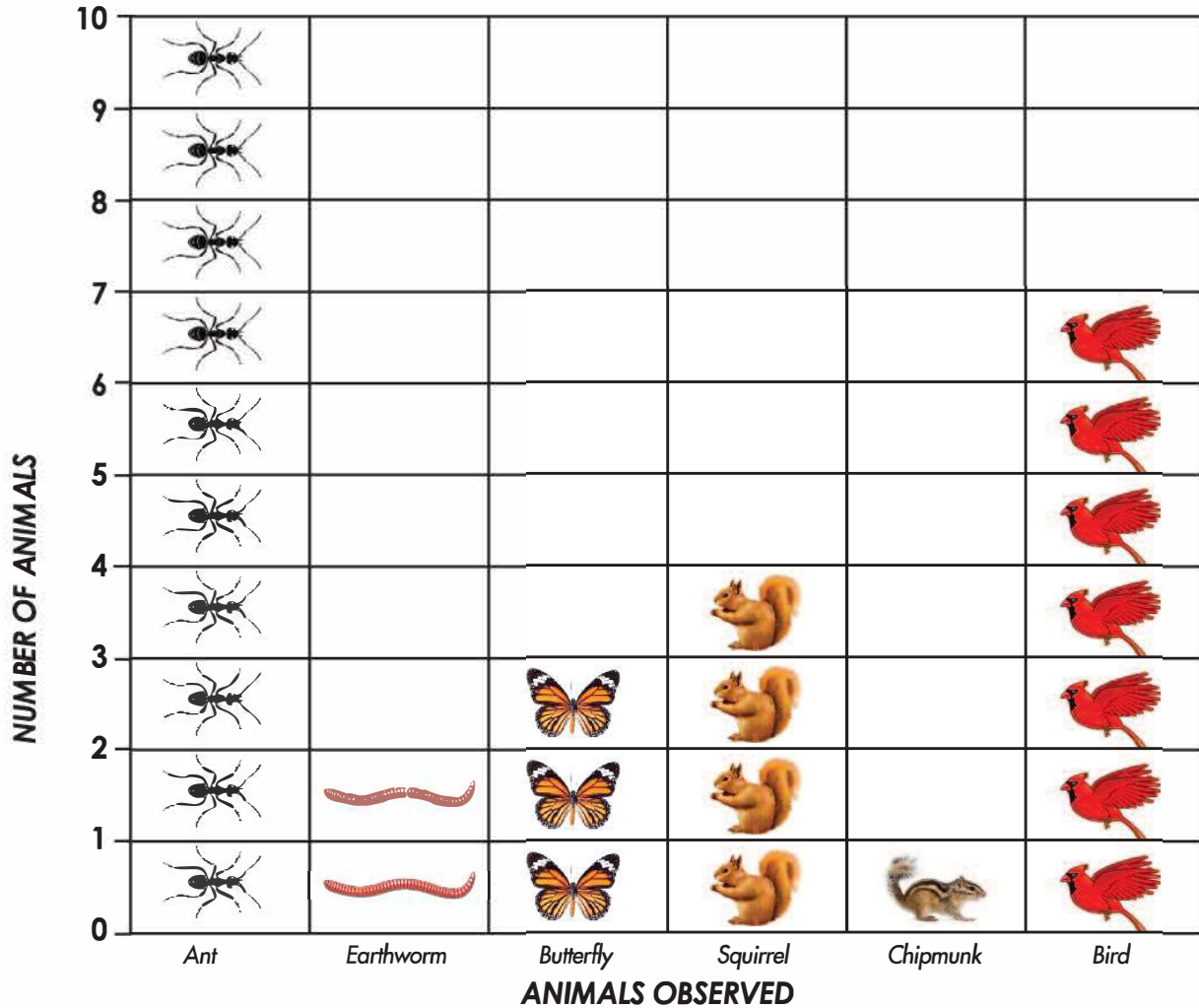


Science Day 1 ANIMALS AROUND ME

NAME _____

DIRECTIONS: Read the graph that Joseph made as he observed and counted the animals in his backyard. Answer the questions.

Animals in Joseph's Backyard on Monday



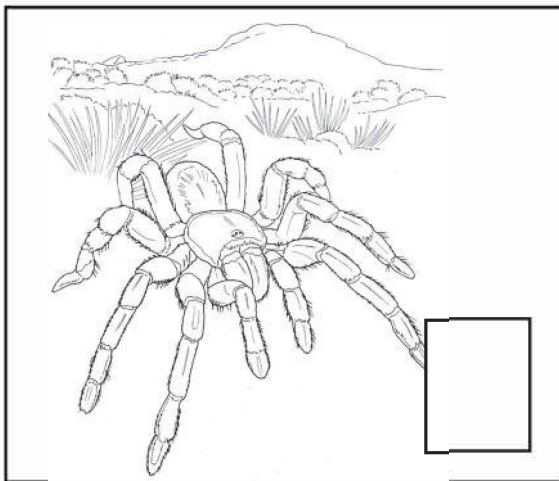
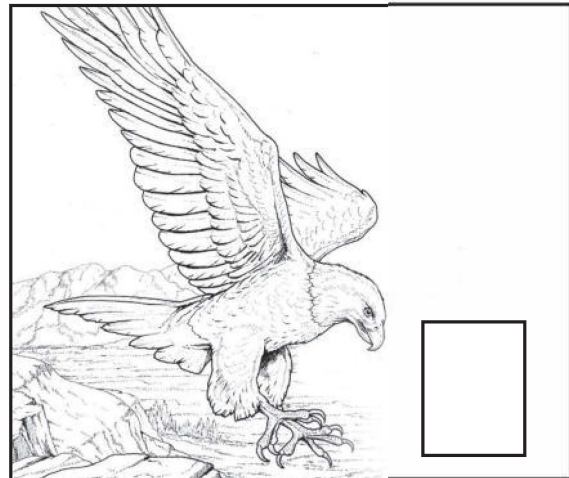
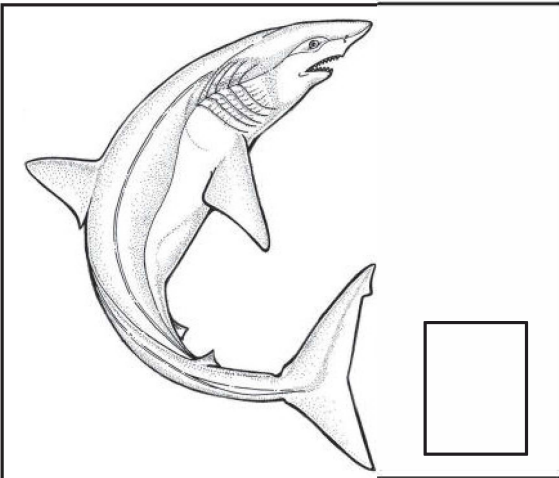
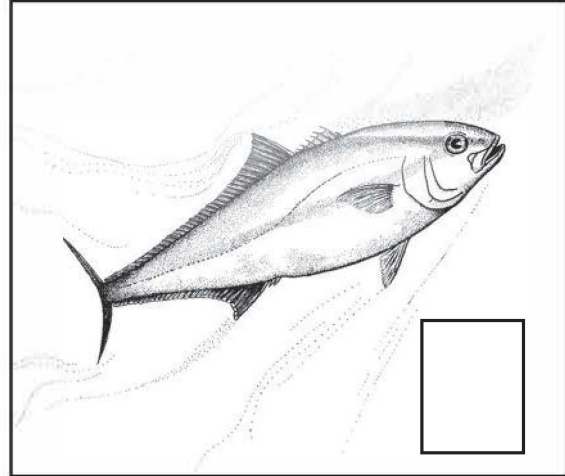
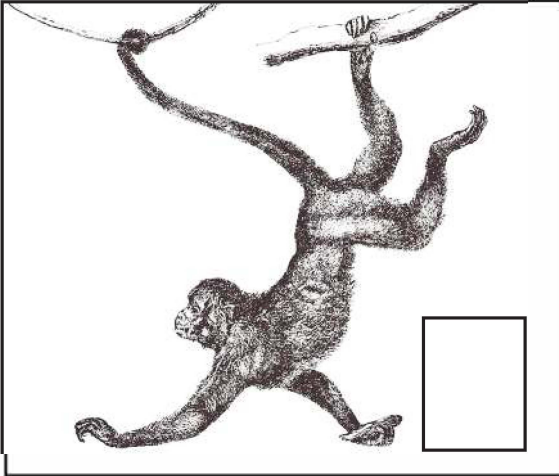
- Which animal did Joseph see the most? _____
- Did Joseph see fewer chipmunks or earthworms? _____
- Did Joseph see more squirrels or birds? _____
- How many butterflies did Joseph see? _____
- In total, how many earthworms and butterflies did Joseph see? _____

Bonus: This graph shows what Joseph observed on Monday. If Joseph observed animals on Tuesday, do you think the graph would look the same? Explain your answer on the back of this paper.

Science Day 2: LAND OR WATER

NAME _____

Directions: Decide if each animal's home is on the land or in the water.
Write an L for land or a W for water in each box.



Directions: Circle the body parts in each picture that help the animal live on the land or in the water.

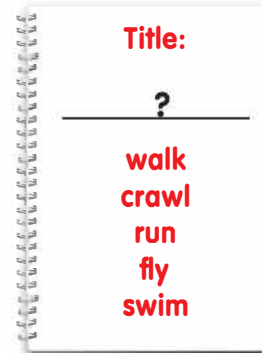
Science Day 3

NAME _____

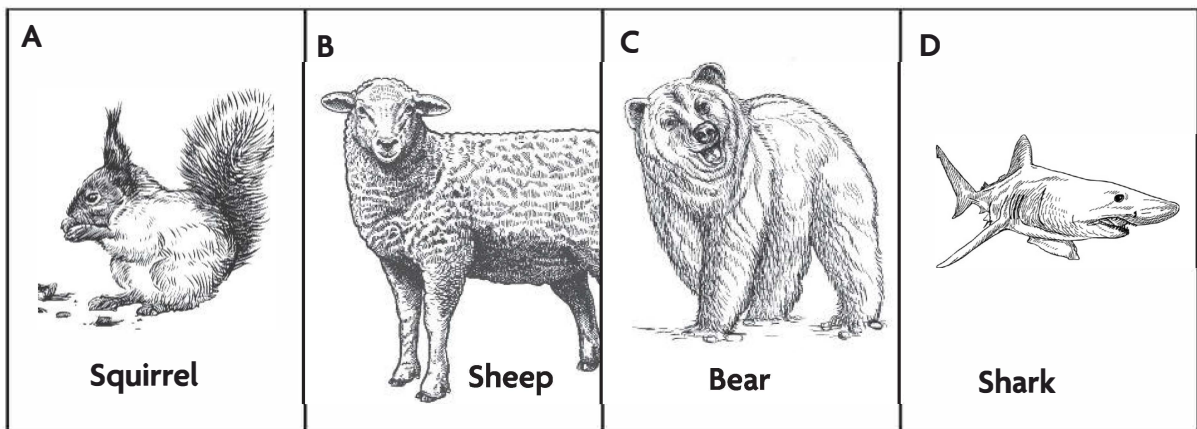
DIRECTIONS: Read each question and choose the best answer.

1 What is the best title for this list?

- A Animal Food
- B Animal Homes
- C Animal Body Parts
- D Animal Movements

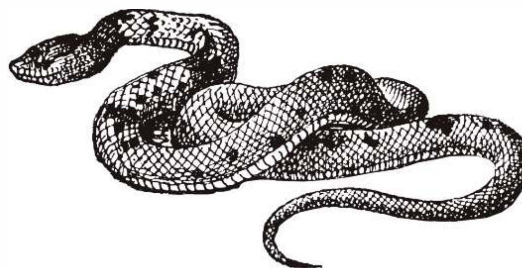


2 Based on physical characteristics, which animal lives in the water?



3 What is the body covering of a snake?

- A Scales
- B Feathers
- C Shell
- D Fur



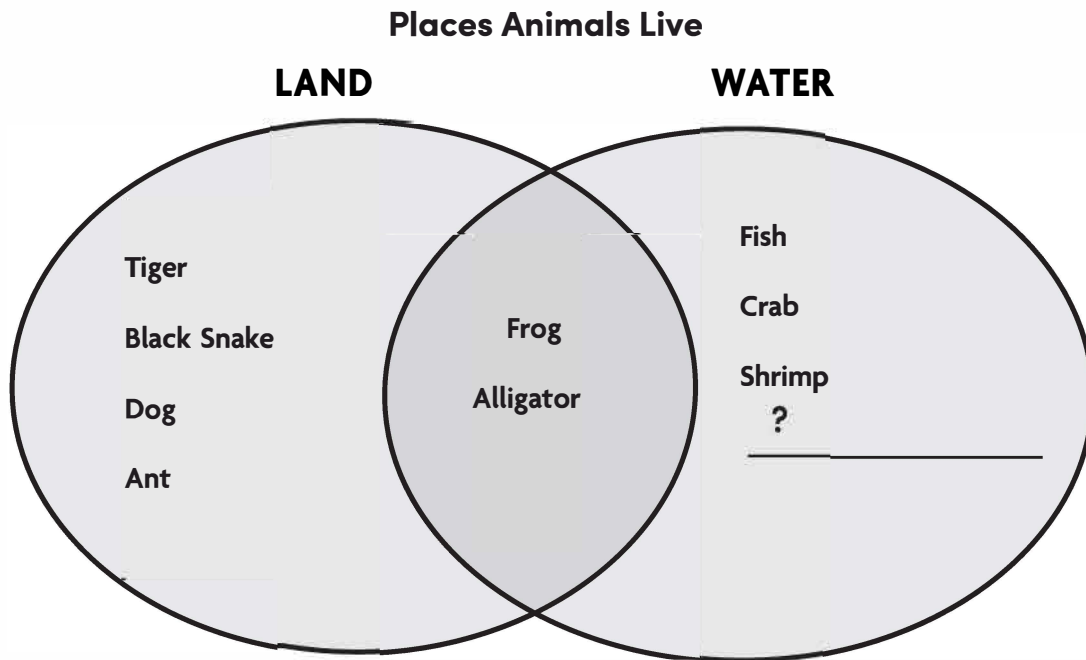
4 Birds use sticks for -

- A shelter
- B food
- C air
- D space







5 What body covering do birds have?

- A Fur
- B Shells
- C Feathers
- D Hair



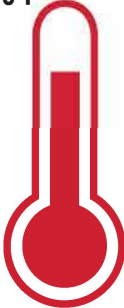





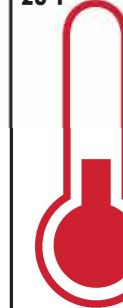







6 Which animal best completes the graphic organizer?

<p>A</p>  <p>Butterfly</p>	<p>B</p>  <p>Rabbit</p>	<p>C</p>  <p>Dolphin</p>	<p>D</p>  <p>Lizard</p>
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Day 4: WEATHER CHART

NAME _____

DIRECTIONS: A student observed the weather for one week. Observations were recorded on this table. Use the table to answer the questions below.








(title)							
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Temperature	50°F 	40°F 	32°F 	25°F 	38°F 	30°F 	20°F 
Light	Gets dark before dinner	Gets dark before dinner	Gets dark before dinner	Gets dark before dinner	Gets dark before dinner	Gets dark before dinner	Gets dark before dinner
Precipitation							

1. What type of precipitation fell on Wednesday? _____
2. How many days did it snow? _____
3. Color the coldest day in light blue.
4. Color the warmest day in light red.
5. Predict the weather for next week. Will it likely be HOT or SNOWY? _____
6. If today is Saturday, what was the temperature yesterday? _____
7. Do you think this chart was made in winter or summer? Write WINTER or SUMMER on the title line.
8. What did you learn about daylight on winter days after reading this data?

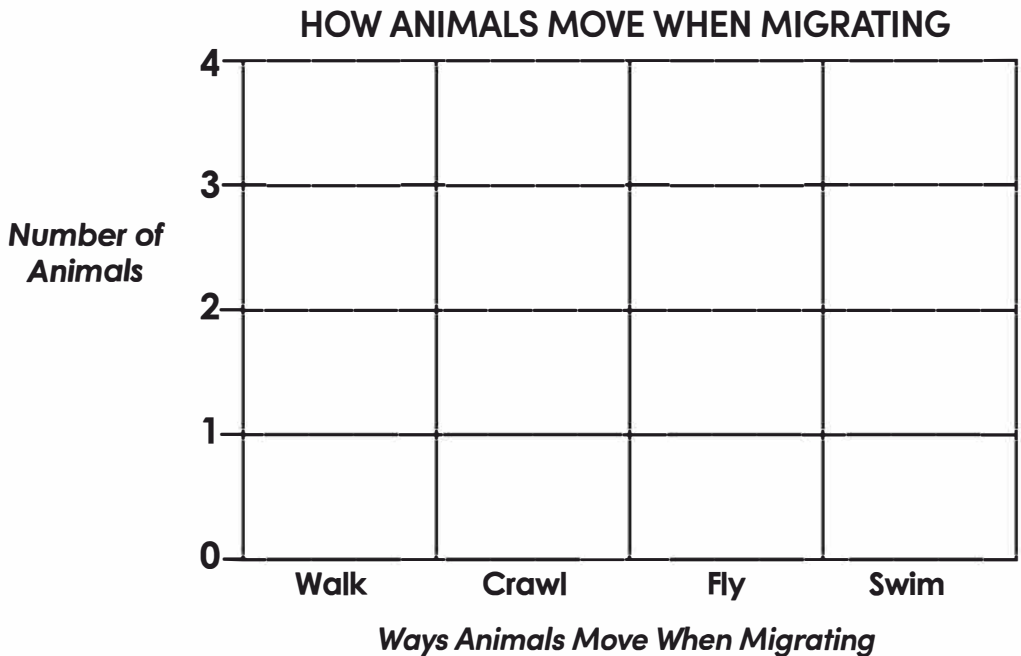
Day 5: ANIMALS AND THE SEASONS

NAME _____

DIRECTIONS: Sometimes animals migrate when seasons change. Study the chart to see how and why these animals move.

Animal	How It Moves	Why It Migrates
Zebra 	Walk	To find food
African elephant 	Walk	To find food and water
Spiny lobsters 	Crawl	To find food
Caribou 	Walk	To find food
Sockeye salmon 	Swim	To have babies
Chilean flamingo 	Fly	To find food
Red crabs 	Crawl	To have babies

Look at the **HOW IT MOVES** column of the chart. Create a bar graph to show how these animals move when migrating.



Family Learning Resources: Remote Learning Edition

Social Studies/ Estudios Sociales



My America

NAME: _____

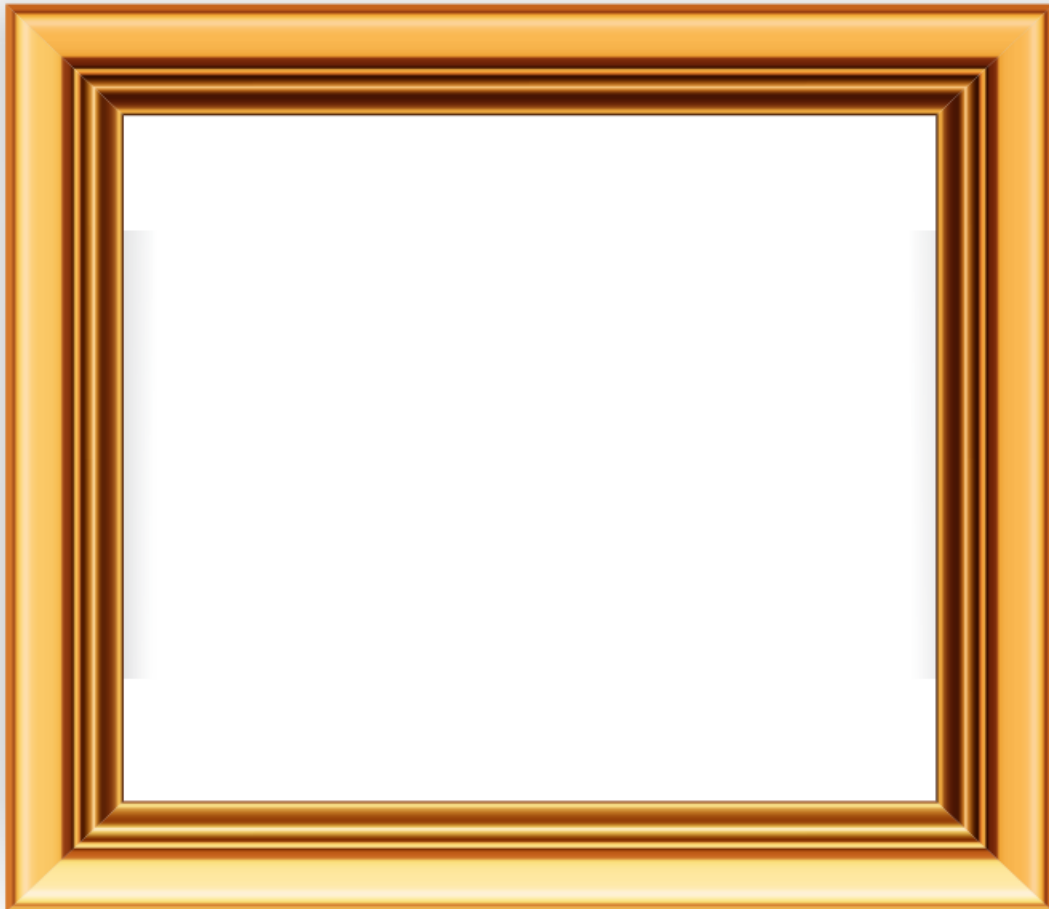
DIRECTIONS: Complete the sentences with an adult.

My name is _____.

My family is from _____.

A favorite celebration in our family is _____.

This is a picture of me and my family.



Day 2 - Social Studies

 <p>PATRIOTISM: Respect for the people and laws of your country, state, and community</p>	 <p>TRADITIONS: Beliefs or acts that have been followed for many years</p>	 <p>CUSTOMS: Ways of doing something that have been around for a long time</p>
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★ **There are patriotic symbols of America.**

The American flag is a **patriotic** symbol of the United States. The 7 red stripes and 6 white stripes represent the 13 states that started the U.S.

The 50 white stars on a blue rectangle represent the 50 states of today.



Americans show **respect** for the flag in many ways.

People show patriotism in the United States when they say the **Pledge of Allegiance** or sing the **national anthem**. "The Star-Spangled Banner" is America's national anthem.

★ **These are patriotic symbols of Virginia that remind us of our state.**

 <p>Virginia's State Capitol Building in Richmond</p>	 <p>The Virginia flag</p>	 <p>Virginia's state bird, the cardinal</p>	 <p>Virginia's state flower, the dogwood</p>
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Day 3 - Social Studies

American Symbols



1. The bald _____ can fly in the sky.

2. The Liberty _____ has a crack.



3. The American _____ is red, white, and blue.



4. The Statue of _____ is in New York.



5. The President lives in the White _____.



WORD BANK:

eagle

Bell

flag

Liberty

House

GOOD OR BAD CHOICES

Color the good choices green and the bad choices red.

 <p>Listening</p>	 <p>Being messy</p>	 <p>Helping others</p>	 <p>Swinging my chair</p>	 <p>Raising my hand</p>
 <p>Calling out</p>	 <p>Always trying my best</p>	 <p>Pushing others</p>	 <p>Saying thanks</p>	 <p>Stealing</p>
 <p>Being kind</p>	 <p>Following instructions</p>	 <p>Hurting others</p>	 <p>Not listening</p>	 <p>Keeping my things tidy</p>
 <p>Throwing things</p>	 <p>Sitting nicely in my chair</p>	 <p>Bullying</p>	 <p>Sharing</p>	 <p>Not doing my best work</p>

Day 5 - Social Studies

DIRECTIONS: We use many Indigenous words, such as PARKA and HAMMOCK, in the English language. Some of them are hidden in this puzzle. Circle each word when you find it and then cross it off the list.

FIND:

~~raccoon~~
pumpkin
skunk
chipmunk
moose
squash

canoe
cocoa
potato
shark
tomato



c	g	r	r	c	o	c	o	a	m
h	c	a	a	f	p	f	f	f	c
i	a	c	c	t	o	m	a	t	o
f	n	c	c	f	t	f	s	s	s
m	o	o	s	e	a	f	k	h	q
f	e	o	o	f	t	b	u	a	u
f	f	n	n	f	o	f	n	r	a
c	h	i	p	m	u	n	k	k	s
p	u	m	p	k	i	n	f	f	h

