

Asynchronous Learning Materials

Milford School District



On asynchronous learning days, students will work independently and at their own pace, following the deadlines provided by their teachers. Families should keep these learning materials in a safe, easy-to-access location so students are prepared when an asynchronous day is announced.

There will be **no live or real-time instruction** on asynchronous days. Teachers will clearly communicate expectations in advance and will be available to answer questions through email or Talking Points.

If your child has access to technology, they may also use Freckle or Lalilo for online learning. Completion of the provided packet is necessary as these assignments will be used as a springboard back into instruction when students return to school. All activities align with current classroom instruction, and students should be able to complete the work independently. If your child has difficulty with any assignment, please reach out to their teacher so support can be provided when they return.

What Should Families Do?

Stay Informed:

Monitor Milford School District weather and closure announcements. Updates will be shared through district social media, our website, and Talking Points.

Update Your Contact Information:

To ensure you receive important school and district messages, including weather alerts, please make sure your contact information in **Infinite Campus** is current. Log in to the Infinite Campus Parent Portal to review and update your information. If you need help accessing the portal, please contact your child's school office.

Know Your Teacher's Communication Tools:

Be familiar with the platform(s) your child's teacher uses to share information. Teachers are available to support students with their learning materials and answer any questions that may arise.

Distrito escolar de Milford

Materiales de aprendizaje asincrónico



En los días de aprendizaje asincrónico, los alumnos trabajarán de forma independiente y a su propio ritmo, siguiendo los plazos establecidos por sus profesores. Las familias deben guardar estos materiales de aprendizaje en un lugar seguro y de fácil acceso para que los alumnos estén preparados cuando se anuncie un día asincrónico.

No habrá **clases en vivo ni en tiempo real** en los días asincrónicos. Los profesores comunicarán claramente las expectativas con antelación y estarán disponibles para responder preguntas por correo electrónico o mediante Talking Points.

Si su hijo(a) tiene acceso a la tecnología, también puede usar Freckle o Lallio para el aprendizaje en línea. La finalización del paquete proporcionado es necesaria, ya que estas tareas se utilizarán como punto de partida para retomar la instrucción cuando los estudiantes regresen a la escuela. Todas las actividades están en consonancia con la enseñanza actual en el aula y los alumnos deberán poder completar el trabajo de forma independiente. Si su hijo tiene dificultades con alguna tarea, póngase en contacto con su profesor para que pueda ayudarle al regresar.

¿Qué deben hacer las familias?

Manténgase informado:

Esté atento a los anuncios sobre el clima y los cierres del Distrito Escolar de Milford. Las actualizaciones se compartirán a través de las redes sociales del distrito, de nuestro sitio web y de Talking Points.

Actualice su información de contacto:

Para asegurarse de recibir mensajes importantes de la escuela y del distrito, incluídas las alertas meteorológicas, compruebe que su información de contacto en **Infinite Campus** esté actualizada. Inicie sesión en el portal de Infinite Campus para padres y revise y actualice su información. Si necesita ayuda para acceder al portal, póngase en contacto con la oficina de la escuela de su hijo.

Conozca las herramientas de comunicación de su profesor:

Familiarícese con la(s) plataforma(s) que utiliza el profesor de su hijo para compartir información. Los profesores están disponibles para ayudar a los alumnos con sus materiales de aprendizaje y responder a cualquier pregunta que surja.

Distri Lekòl Milford

Materyèl Aprann Asynchrone



Ian jou pou aprann online yo, elèv yo ap travay poukont yo, epi nan pwòp rit pa yo, andan y ap respekte dat pwofesè yo bay la. Fanmi yo ta dwe kenbe materyèl devwa sa o nan yon kote ki an sekirite epi fasil pou jwenn pou elèv yo ka prepare lè yo anonse yon jou online.

ap gen **okenn moun nan ansèyman an dirèk oswa an tan reyèl** nan jou online yo. Pwofesè o ap kominike klèman sa y ap atann davans epi y ap disponib pou reponn kesyon pa imèl swa nan Talking Points.

i piti ou a gen aksè a teknoloji, li ka itilize Freckle oswa Lallio tou pou aprann sou entènèt.

Ju **dwe ranpli tout devwa yo** bay la. N ap revize devwa sa yo, yon fwa elèv yo retounen lekòl. Tout aktivite ak tout ansèyman aktyèl nan klas la, epi elèv yo dwe ka fè travay poukont yo. Si piti ou a gen difikilte ak nenpòt devwa, tanpri kontakte pwofesè lla, pou yo a ba li sipò lè l retounen.

Kisa Fanmi yo ta dwe fè?

ete Enfòmè:

wiv move tan Distri Lekòl Milford la ak anons lè pa gen lekòl yo. Nou pral pataje dènye enfòmasyon yo atravè rezo, sosyal distri a, Lyen entènèt nou an, ak Talking Points.

Joute /Mete enfòmasyon kontak ou disponib: ke ou resevwa mesaj enpòtan sou lekòl la ak distri a, tankou alèt metewolojik, tanpri asire

ou asire w w ke enfòmasyon kontak ou yo nan Infinite Campus antòm. Konekte sou pòtal anan **Infinite Campus** la pou w revize epi ajoute enfòmasyon w. Si w bezwen èd pou jwenn aksè nan pòtal la, tanpri kontakte biwo lekòl piti ou a.

onnen fason komunikasyon pwofesè w la:

biye w ak platfòm pwofesè piti ou a itilize pou pataje enfòmasyon. Pwofesè yo disponib pou ede elèv yo ak devwa materyèl yo epi reponn nenpòt kesyon ou ka genyen.

First Grade Snow Day Packet

February Asynchronous Work



Reading & Writing: Complete the daily activities below.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

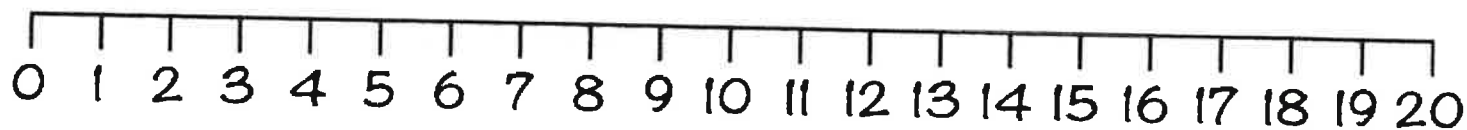


Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Read: The Shrimp Sack	Re-read: The Shrimp Sack	Re-read: The Shrimp Sack	Retell the story to someone.	Write an informative piece about a crab or shrimp.
Using a highlighter or crayon, color the /sh/ words yellow and the /th/ words pink in the book.	Complete the Fill in the Blank sheet.	Complete the multiple choice questions.	Draw a picture of a crab or shrimp and add the setting (where they live) Color your picture!	Make sure to include at least 3 facts about your crab or shrimp.
Example: Fran the crab sat at the dock. She saw Seth	On a piece of paper write the /sh/ words and the /th/ that you highlighted yesterday.	Roll and Read: Roll a dice and read the words under that number.		

Math: Complete the daily activities below.



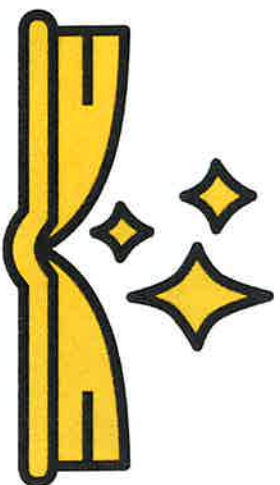
Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Measure 5 items around your house using a ruler, paper clips, pennies or another item. Complete "The Tenth Decade Day".	Create 5 addition problems and solve them. Complete "Cube on the Line."	Count to 50 by 5s. Count to 100 by 10s. Create 5 subtraction problems and solve them. Complete "Adding Doubles."	Start at 70 and count to 120 by ones. Complete "Doubles & More" page 24. Complete "Hungry Shark Subtraction"	What is 10 more than 60? What is 10 less than 60? Complete the story problem.

Social Studies: Record the weather for each day below.

Day 1	Day 2	Day 3	Day 4	Day 5
Day 1	Day 2	Day 3	Day 4	Day 5

The Shrimp Sack

UFLI: Lesson 49 (Digraphs Review 1)



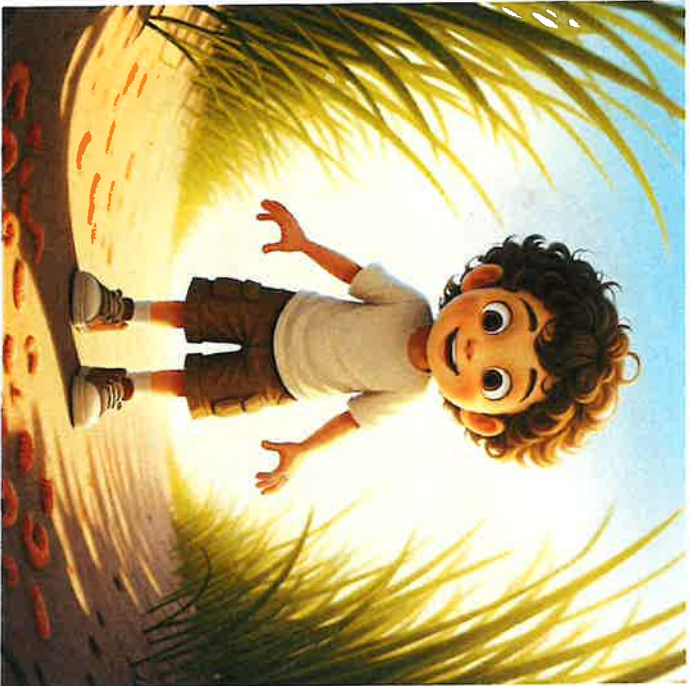
LitLab.ai



Fran the crab sat at the dock. She saw Seth.



The shrimp ran to the rocks. Fran and the shrimp felt glad.



"I see the shrimp!" Seth said. "You are so quick, Fran!"



Seth had a big sack. "What is in the sack, Seth?" Fran said.



Seth set the sack on the dock.

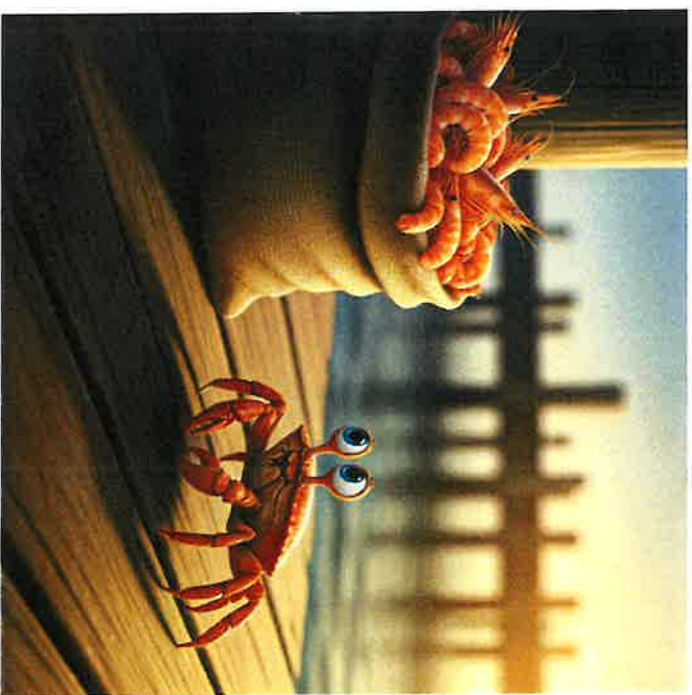


Fran said, "Yes, I did."



Seth saw Fran. "Fran!" Seth said. "Did you do this?"

11

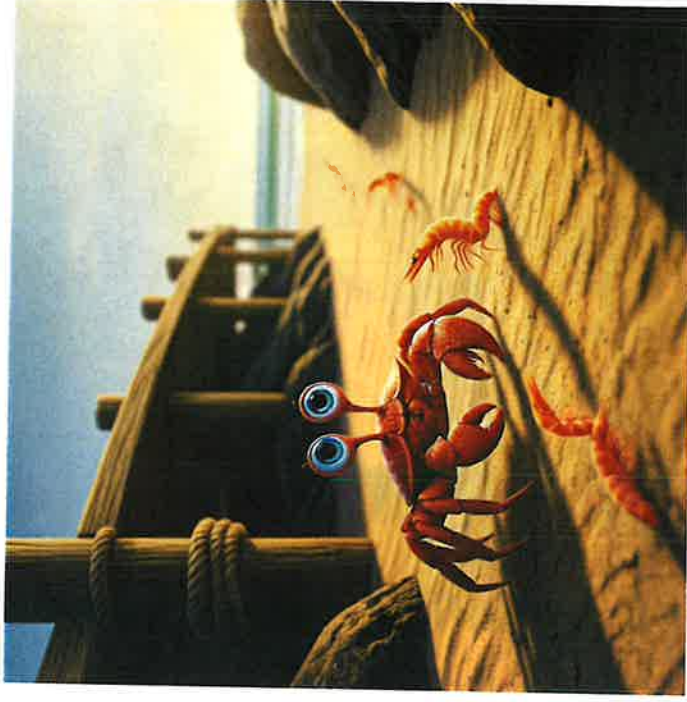


The sack had fresh shrimp. Fran saw the shrimp.

4



She had a hunch. She was quick.



The shrimp went to the path. Fran did this with all the shrimp.



Fran saw a shrimp. She gave it a small kick.



Fran dug a path in the sand. The path went from the dock to the rocks.



Fran went back to the sack. She cut a small rip in the sack.

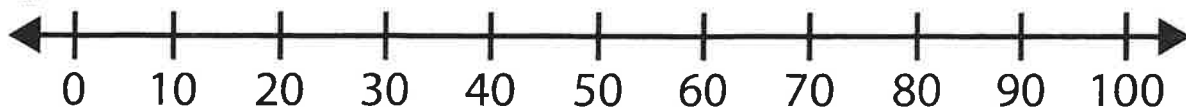


The shrimp fell from the sack. The shrimp went to the sand.

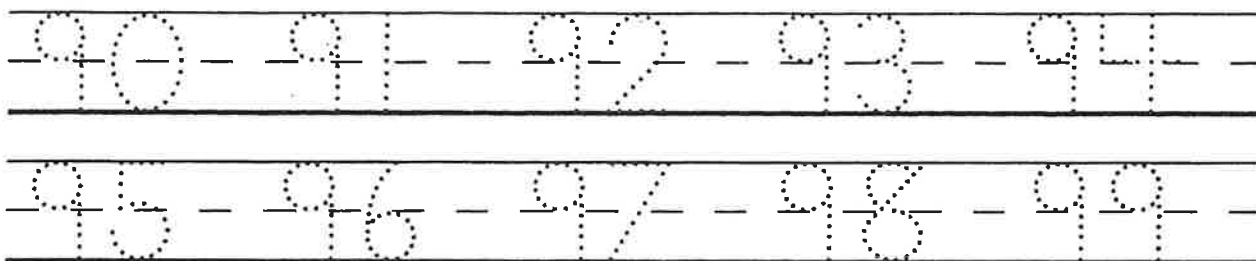


The Tenth Decade Day

- 1 Help Tad hop from 0 to 100 by drawing his hops.



- 2 Trace and say the numbers in the 90s family.



- 3 Choose a number to practice writing. Write it here as many times as you can.

- 4 What number comes after 99? _____

- 5 Put these numbers in order from least to greatest: 17, 56, 9, 99, 35.

- 6 Put these numbers in order from greatest to least:
41, 77, 15, 42, 93, 29.

100

Day 2

Fill in the Blank

Name: _____

Directions: Fill in the blanks with a word from the gray box.

path sack dock



Seth had a big _____.



Fran the crab sat
at the _____.



Fran dug a _____
in the sand.

Day 2

NAME _____

DATE _____

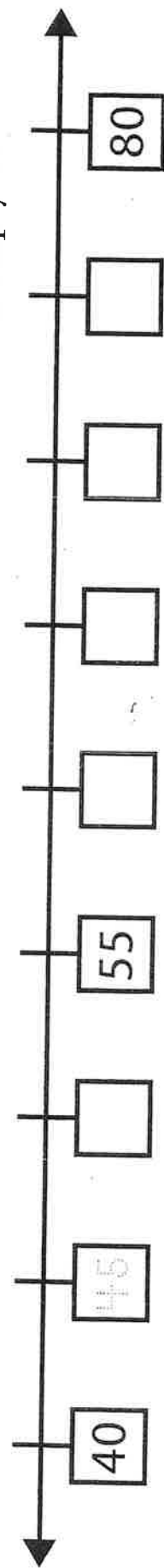


Cubes on the Line

1 Count the cubes in each group. Write the number of cubes on the line.

a _____	b _____	c _____	d _____
e _____	f _____	g _____	h _____

2 Fill in the missing numbers on the number line. Use the numbers above to help you.



Name: _____

The Shrimp Sack



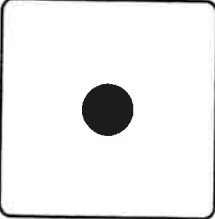
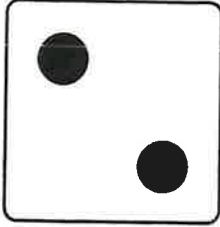
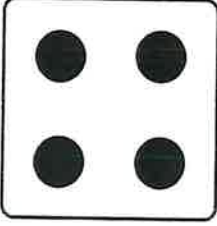
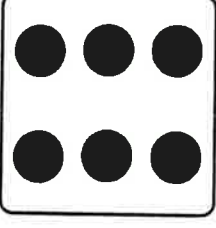
1. What did Seth have at the beginning of the story?
 - a) A big sack
 - b) A small box
 - c) A large basket

2. Why did Fran cut a small rip in the sack?
 - a) To eat the shrimp
 - b) To free the shrimp
 - c) To practice cutting things

3. How did Fran and the shrimp feel at the end of the story?
 - a) Sad
 - b) Angry
 - c) Glad

Roll and Read

Day 3

					
gag	dig	gap	dog	gas	dug
gig	fog	got	tug	mug	nag
gum	pig	gut	pug	sag	tag
tug	got	dig	gum	fog	pig

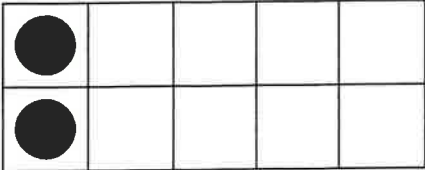
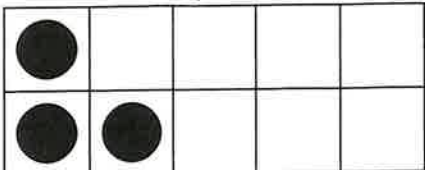
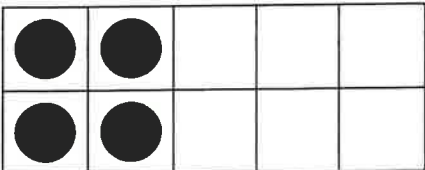
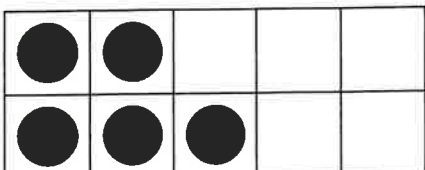
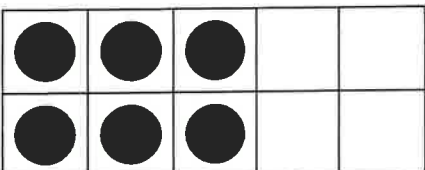
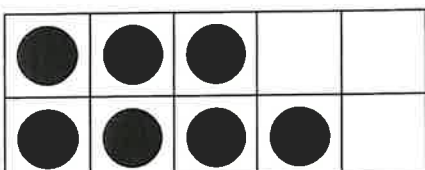
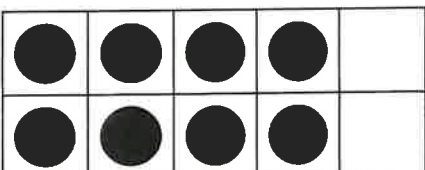
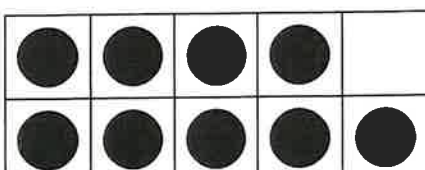
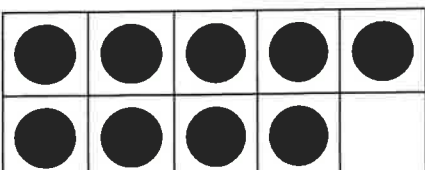
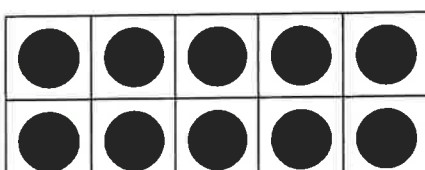
NAME _____

DATE _____

Day 3

Adding Doubles & Neighbors

1 Solve the problems below.

a $\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$ 	b $\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$ 
c $\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$ 	d $\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$ 
e $\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$ 	f $\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$ 
g $\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$ 	h $\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$ 
i $\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$ 	j $\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$ 

2 Fill in the blank.

$3 + 3 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

$4 + 3 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

Box 3

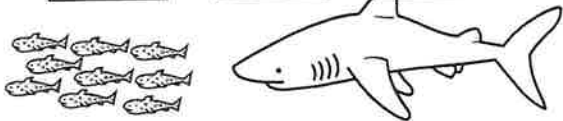
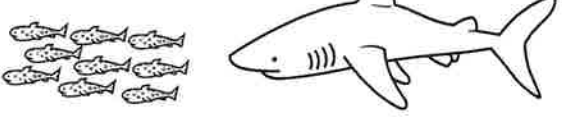
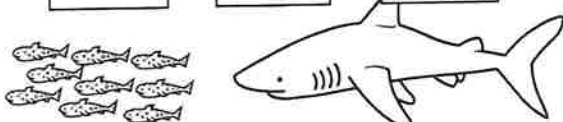
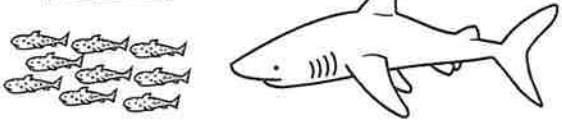
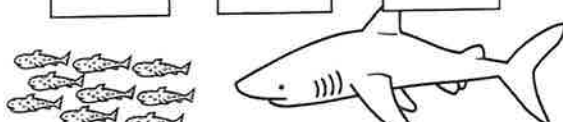
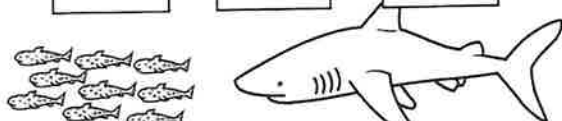
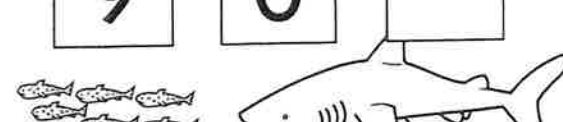
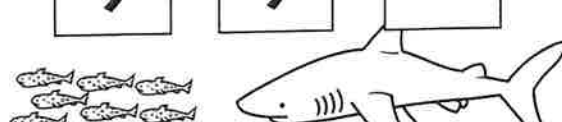
NAME _____

DATE _____

Day 4

Hungry Shark Subtraction

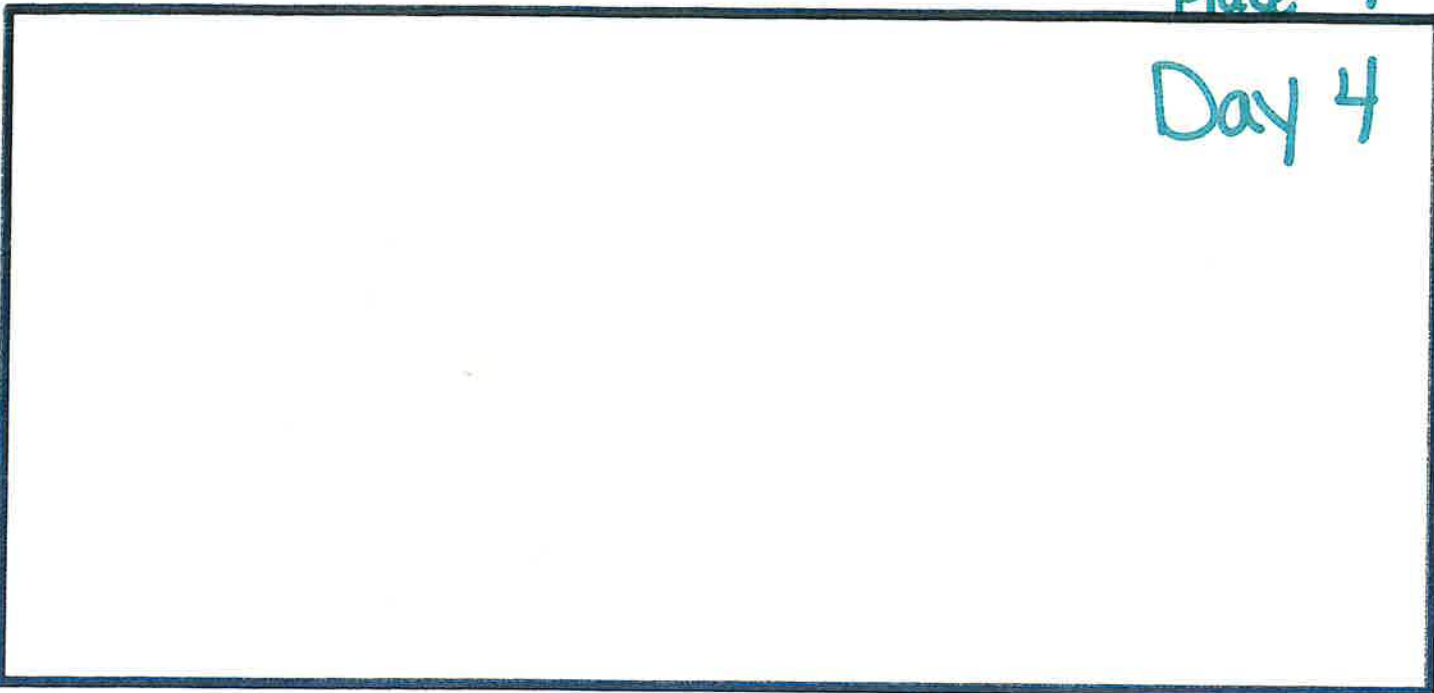
1 Solve each problem.

$\boxed{9} - \boxed{3} = \boxed{}$ 	$\boxed{9} - \boxed{8} = \boxed{}$ 
$\boxed{9} - \boxed{5} = \boxed{}$ 	$\boxed{9} - \boxed{2} = \boxed{}$ 
$\boxed{9} - \boxed{4} = \boxed{}$ 	$\boxed{9} - \boxed{6} = \boxed{}$ 
$\boxed{9} - \boxed{1} = \boxed{}$ 	$\boxed{9} - \boxed{7} = \boxed{}$ 
$\boxed{9} - \boxed{0} = \boxed{}$ 	$\boxed{9} - \boxed{9} = \boxed{}$ 

NAME:

Favorite Community
Place

Day 4

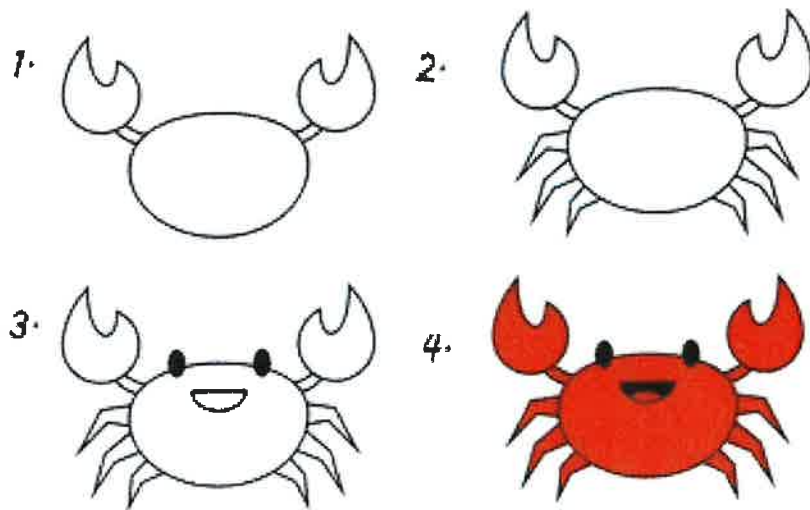


Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

☐ DRAW A PICTURE

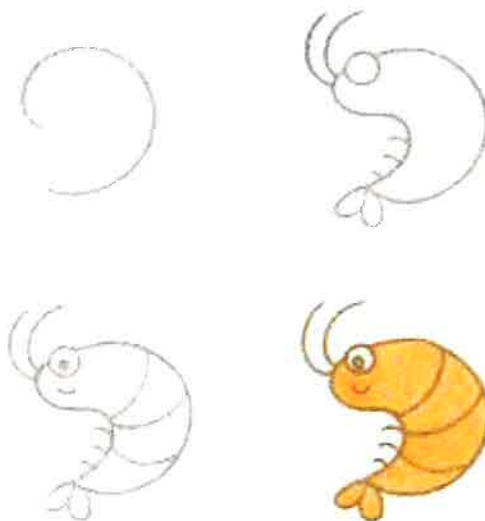
☐ WRITE A SENTENCE

HOW TO DRAW A CRAB



shutterstock.com · 2188624161

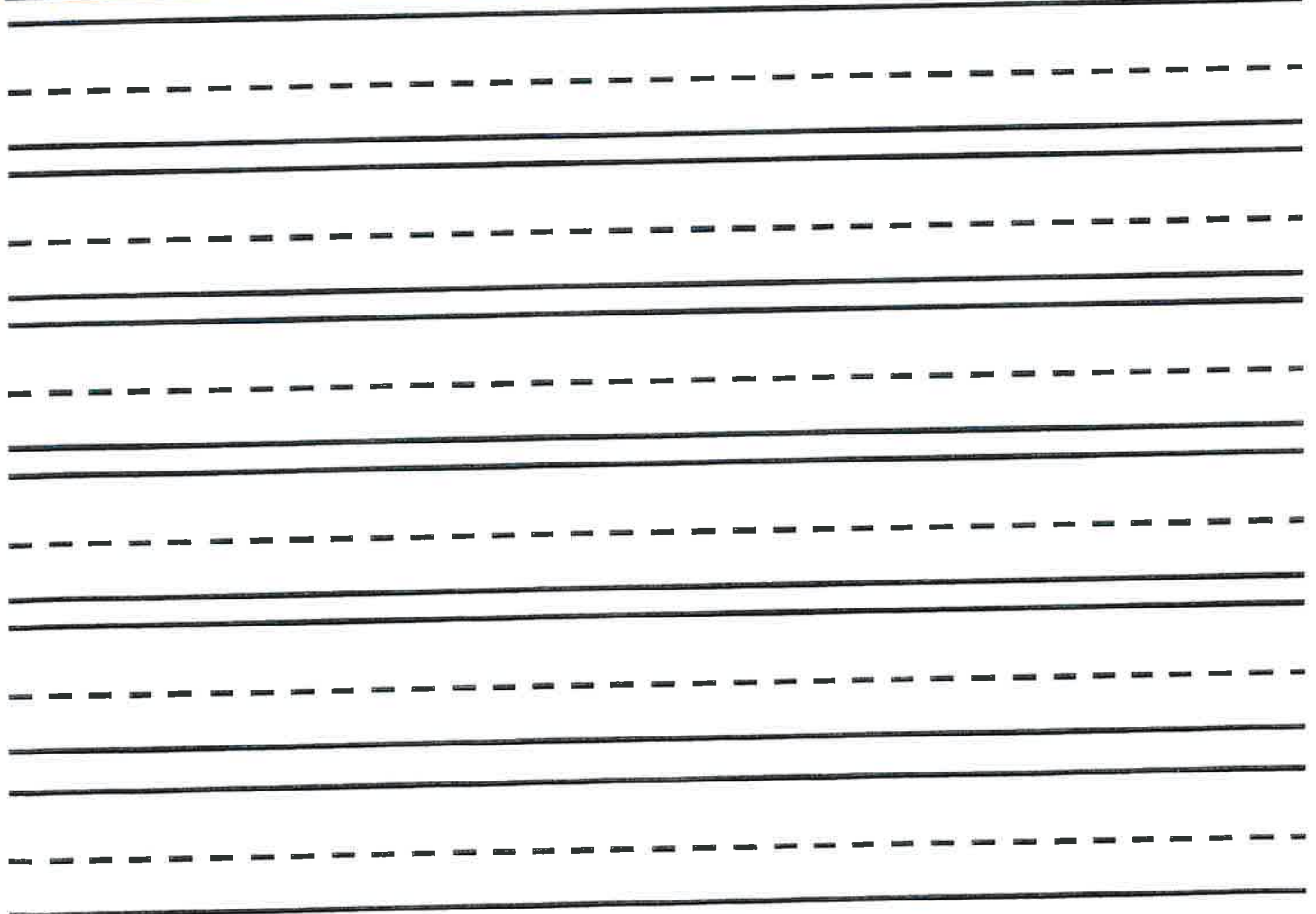
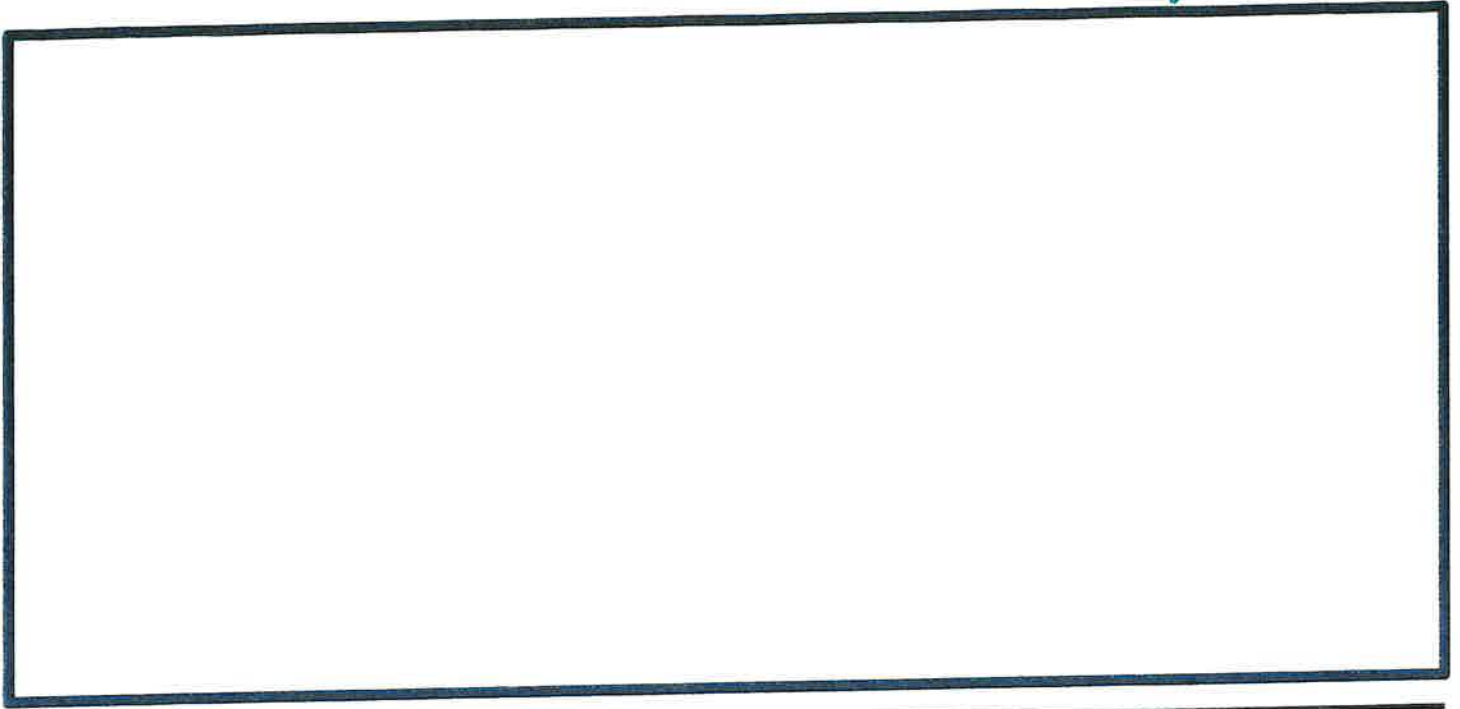
How to draw a shrimp



40 yuG

NAME:

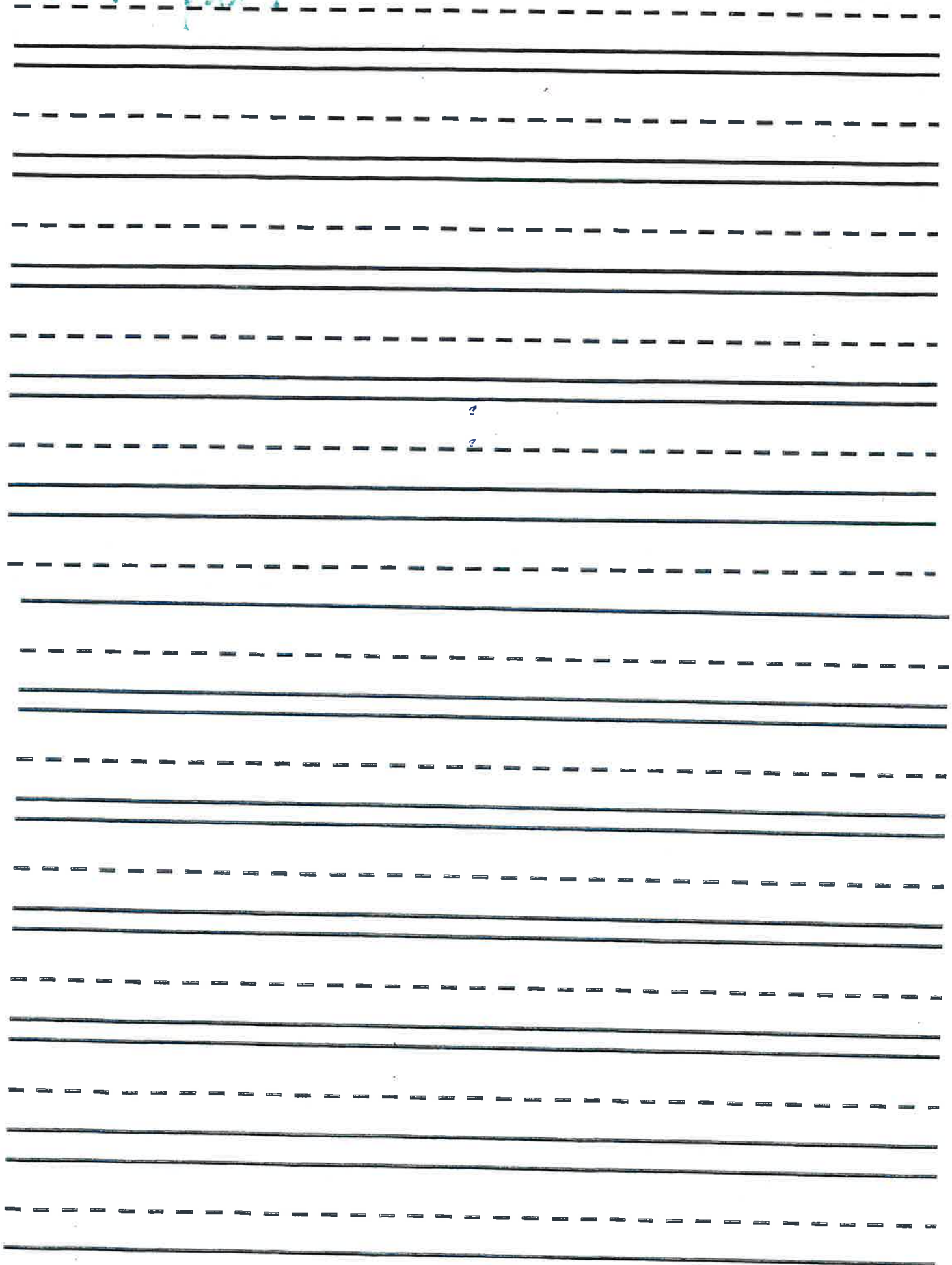
Day 4+5



☐ DRAW A PICTURE

☐ WRITE A SENTENCE

2nd part



My Name: _____

Day 5

I Can Solve
Word Problems

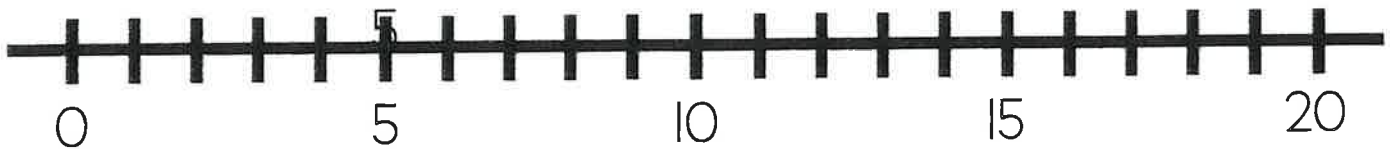
Jill went to the fair. She had 16 tickets to go on rides. Jill used 4 tickets on the big slide. How many tickets did Jill have left?



Draw A Picture

Use Ten Frames

Use A Number Line



Write An Equation

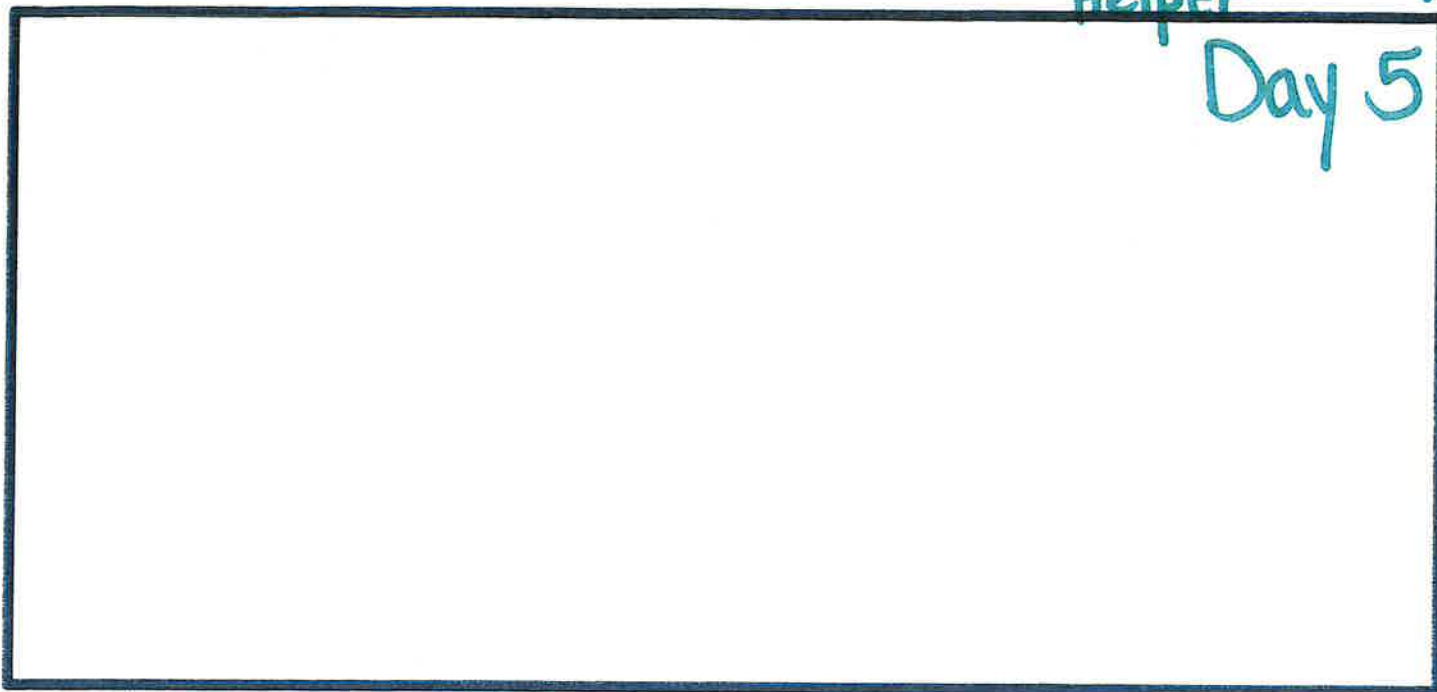
$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

My Answer

NAME:

Favorite Community
Helper

Day 5



Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

☐ DRAW A PICTURE

☐ WRITE A SENTENCE