

First Grade At Home Learning Calendar

Use the calendar to help keep yourself organized during our days of off-site learning. Each day, follow the schedule and check off each item as you do it. Feel free to send photos of completed work to your classroom teacher for feedback. 😊

	Day 1	Day 2	Day 3	Day 4	Day 5
Phonics	<input type="checkbox"/> Segmenting syllables: clap out the syllables in each word: uppercase (3), October (3), illustrator (4), abbreviation (5), exclamation (4), paragraph (3)	<input type="checkbox"/> Rhyming: give two words that rhyme with: tub, jet, pop, clock, quick, dish	<input type="checkbox"/> Segmenting sounds in words: Think of words that begin with the same sounds as: six, miss, bone, nice, wind, chime	<input type="checkbox"/> Working with clusters: Think of a word that begins with: tr, bl, kr, thr, pr, skr	<input type="checkbox"/> Segmenting sounds in words: Think of a word that ends with: sh, m, b, z, t, n
Reading	<input type="checkbox"/> Read 20 minutes a day and talk/write about reading <input type="checkbox"/> Review Sight Words	<input type="checkbox"/> Read 20 minutes a day and talk/write about reading <input type="checkbox"/> Review Sight Words	<input type="checkbox"/> Read 20 minutes a day and talk/write about reading <input type="checkbox"/> Review Sight Words	<input type="checkbox"/> Read 20 minutes a day and talk/write about reading <input type="checkbox"/> Review Sight Words	<input type="checkbox"/> Read 20 minutes a day and talk/write about reading <input type="checkbox"/> Review Sight Words
Writing	<input type="checkbox"/> Prompt: If you caught a leprechaun, what would your 3 wishes be?	<input type="checkbox"/> Prompt: How to catch a leprechaun	<input type="checkbox"/> Prompt: What are 3 reasons you feel lucky and why.	<input type="checkbox"/> Write a letter to someone you love.	<input type="checkbox"/> Write about your favorite story you read or listened to this week.
Math	<input type="checkbox"/> Pick a math fluency practice from the sheet <input type="checkbox"/> Word problem: Kiana's friend gave her 3 more stickers. Now Kiana has 16 stickers. How many stickers did Kiana already have? Draw a picture, write a number sentence, write a statement with the answer.	<input type="checkbox"/> Pick a math fluency practice from the sheet <input type="checkbox"/> Solve: $23+12=$ $15+15=$ $19+21=$ $17+12=$ $27+13=$ $17+16=$	<input type="checkbox"/> Pick a math fluency practice from the sheet <input type="checkbox"/> Word Problem: Anton had some crayons in his desk. His teacher gave him 2 more. When he counted all his crayons, he had 16 crayons. How many crayons did Anton have in his desk to start?	<input type="checkbox"/> Pick a math fluency practice from the sheet <input type="checkbox"/> Solve: $13+12=$ $23+12=$ $13+16=$ $23+16=$ $13+27=$ $17+16=$ $14+18=$ $18+17=$	<input type="checkbox"/> Pick a math fluency practice from the sheet <input type="checkbox"/> Word Problem: Rose draws 6 triangles. Maria draws 7 triangles. How many more triangles does Maria have than Rose?
Other Content	See PE, Music, Science, Art lessons	See PE, Music, Science, Art lessons	See PE, Music, Science, Art lessons	See PE, Music, Science, Art lessons	See PE, Music, Science, Art lessons

Sight Words: If your child has already mastered the sight words you can challenge them by having them practice spelling them and using them in sentences.

Comprehension Discussion for Families

Fiction

Thinking Within the Text

Who are the important characters in the story?

Where does the story take place?

What is the problem in the story?

Tell about one of the things that character does to solve the problem in the story?

What are the most important parts of the story

Thinking Beyond the Text

How would you describe a character you like or care most about? Why do you like that character?

What do you think will happen in the story? What makes you think that?

How does the story end? Were you able to guess how it would end?

Did you like the ending? Why or why not?

What did you think about when you were reading this story?

Do the characters or the things that happened to the characters remind you of anything in your own life?

Thinking About the Text

Were you interested in the story right from the beginning?

What did the author do to make you interested?

What are some words the author uses that are interesting or fun?

How does the story make you feel? What makes you feel that way?

What do you learn from or enjoy about the illustrations?

Terms Related to Fiction Texts

Title	Solution
Author	Beginning
Illustrator	Ending
Illustration	Fiction
Acknowledgements	Folktale
Chapter	Fairytale
Table of Contents	Fable
Front Cover	Picture Book
Back Cover	Series Book
Character	Chapter Book
Main character	
Problem	

Literacy

	Material	Directions	Standard
Read	Books	Read for 15 minutes at a time- 4 times a day	Read with sufficient accuracy and fluency to support comprehension.
Write about reading	Books, paper, pencils	After reading for 15 minutes, have student respond to their reading. Use some of the following prompts as needed: My favorite part was... It reminded me of...I wonder why the character...	Ask and answer questions about key details in a text
Building words	Paper, pencil, scissors or magnet letters	If you don't have magnet letters, make letter cards. Give students a big word and have them use only the letters available in that word to spell other words. Ex- playground can be used to spell <i>and</i> , <i>land</i> , <i>round</i> , <i>drag</i> ...	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Sight Word Practice	Sight word lists	Practice reading and writing sight words. Use the magnet letters or letter cards. Make flash cards. Hunt for specific sight words in books you are reading.	Recognize and read grade-appropriate irregularly spelled words
Become an illustrator	Paper, pencils, crayons	Draw a picture depicting your favorite part of the story	Use illustrations and details in a story to describe its characters, setting, or events.

Reading Strategies

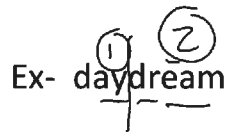
The following are some reading strategies that students have been working on in class. This is the language that they hear in class.

***Sound it out**- say one sound at a time

* **Blend and stretch**- talk like a turtle, very slow. Repeat until you can decode the word.

***Look for chunks**- look for parts of the word that you know. What vowel sounds do you see? What blends or sound spellings do you see? Where can you break the word?

Ex- daydream



***Look for sight words**- can they help you read other words?

***Flip the sound**- try the long vowel sound. Ex- find the i needs to be a long vowel even though there isn't a 'bossy e' or another vowel to make it say its name

***So, I heard you say...**- when reading with a partner, at the end of each page retell what you heard in your own words.

***Cover and Retell**- read as much as your hand can cover. Retell what was read in your own words.

***Make connections with the text**- Does this remind me of anything? Can I relate?

* **Predict what will happen**- What do you think will happen? What clues in the text did you use?

200 High-Frequency Words

a	but	game	know	right	to
above	by	get	last	run	today
across	came	girl	let	said	together
after	can	give	like	same	too
again	can't	go	little	sat	try
all	children	goes	live	saw	two
almost	city	going	look	say	under
always	close	gone	love	second	until
am	come	good	mad	see	up
an	could	got	make	seen	us
and	dad	great	man	she	use
any	dark	grow	me	should	very
anything	day	had	mother	sister	want
are	did	happy	much	small	was
as	do	has	must	so	watch
ask	does	have	my	some	way
at	don't	he	name	start	we
away	down	help	new	stay	well
baby	each	her	night	stop	went
back	end	here	no	take	were
bad	enough	him	not	tell	what
ball	even	his	now	than	when
be	every	how	of	that	where
because	fast	I	on	the	who
become	father	I'm	one	their	why
been	feel	if	or	them	will
before	find	in	our	then	with
begin	first	inside	out	there	work
behind	five	into	outside	they	you
between	for	is	over	things	your
big	four	it	part	third	
both	friend	just	place	this	
boy	from	kids	play	through	
brother	fun	knew	put	time	

Writing

We focus on three genres of writing in first grade. Personal narratives, opinion and informational.

Personal Narratives- students write about things that have happened in their lives. A good piece of writing has a beginning, middle and end. Uses describing words and phonetic spelling and has periods and capitals in the correct spots. Attached you will find a writing rubric that the students have created and some graphic organizers that they are use to using. The graphic organizers are just a tool to help them gather their thinking.

Standard- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Prompts- A fun time I had..., Tell about a time you were strong, tell about a time you went on vacation. Tell about a time when someone when did something really nice for you. Tell about your best birthday ever.

Opinion Write- Students write their opinion on different topics. A good opinion write has an opinion stated, three reasons, transition words and a conclusion. Phonetic spelling of unknown words and sight words spelled correctly. I am providing another graphic organizer for students to gather their thinking. They can then use this to write their opinion piece.

Standard- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Prompts- Write about your favorite food. Do you prefer summer or winter? Should you have more or less chores? Best thing to do with a friend? What would you do if you caught a leprechaun?

Informational Write- Students will write to share information. We are just beginning this genre of writing with how to books. Students are writing books teaching others how to do something that they are experts on. A good how to write will have transition words, clear steps/directions. Labeled pictures that support the learning . You may wish to use the graphic organizer to help organize thoughts.

Standard- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

Prompts- Write about: How to catch a leprechaun. How to make a peanut butter and jelly sandwich. How to play your favorite game. How to plant a garden. How to play your favorite math game.

Math Fluency Ideas

Choose a math fluency to do each day (you can repeat these activities). This will help your student stay current with our math skills.

- Do jumping jacks as you count up by tens to 120 and back down to 0.
- Measure a table with spoons and then with forks. Which did you need more of? Why?
- Solve $36 + 57$. Draw a picture to show your thinking.
- Use quick tens and ones to draw 76.
- Play Subtraction with Cards.
- Use quick tens and ones to draw 45 and 54. Circle the greater number.
- Count from 87 to 120 and back.
- Measure the route from your bathroom to your bedroom. Walk heel to toe, and count your steps.
- Write the numbers from 75 to 120.
- Do jumping jacks as you count up by tens to 120 and back down to 0.
- Go on a shape scavenger hunt. Find as many rectangles or rectangular prisms as you can.
- Make a graph of the types of fruits in your kitchen. What did you find out from your graph?
- Write a story problem for $9 + 4$.
- Solve $64 + 38$. Draw a picture to show your thinking.
- Draw a picture of a circle, square, rectangle, and triangle.
- Write the numbers from 116 to as low as you can in one minute.
- Write a story problem for $7 + \underline{\quad} = 12$.
- Use quick tens and ones to draw 89 and 84. Circle the number that is less.
- Do jumping jacks as you count up by tens from 9 to 119 and back down to 9.
- Go on a shape scavenger hunt. Find as many circles or spheres as you can.
- Solve $47 + 24$. Draw a picture to show your thinking.
- Measure the steps from your bedroom to the kitchen, walking heel to toe, and then have a family member do the same thing. Compare.
- Play Addition with Cards.

Optional Math Menu

Game		Material	Directions	Standard
1	Addition Top it	Deck of cards	Flip over two cards and add them together. The person with the greater value wins. You can also subtract the cards- person with the lesser value wins.	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10
2	Flash Cards	Index cards	Make simple addition/ subtraction flash cards. Sums up to 20.	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10
3	Penny/Nickel/Dime exchange	Coins- (pennies, nickels, dimes) dice	Roll the dice. Pick up that amount of \$. (if you roll a 4- pick up for pennies) The object of the game is to trade up for the higher value coin (trade 5 pennies for 1 nickel) add a quarter to the mix if appropriate	determine if equations involving addition and subtraction are true or false.
4	Telling Time	Paper plate, paper	Make an analog clock by writing the numbers on the paper plate. Cut out a hour/minute hand from paper. Have students show different times. Focus on to the hour and half hour (9:00 / 2:30)	Tell and write time in hours and half-hours using analog and digital clocks.
5	Create story problems	Paper, pencil	Work together to create fun story problems. Ex- We made 12 cookies and now there	Use addition and subtraction within 20 to solve word problems

Optional Research Projects

If you would like to extend your child's learning by doing a research project during this time of off-site learning, we would like to provide you with some ideas. Please remember this is an optional activity! You can choose how to present this information.

- All About Your Family
 - o Where your ancestors came from
 - o Traditional Foods
 - o Languages spoken
 - o Traditions your family has

- All About an Animal
 - o Habitat
 - o Food
 - o Looks Like
 - o Fun Facts

- Write a Book Recommendation
 - o What the book is about
 - o What you liked about the book
 - o Who you think would like this book

- Study a Famous Person
 - o Why are they famous
 - o Where are they from
 - o Interesting facts
 - o Birthdate

- All About Me
 - o When you were born
 - o Your family
 - o What you are interested in
 - o What you want to be when you grow up

- About Me Poster (Math Project)
 - o Create a poster about yourself that uses math to show information like your age, grade, birthday, numbers of pets you have, etc.

- Design a Board Game (Math Project)
 - o Create a board game for students to play that will help them practice adding and subtraction. Design the board game, pieces, and write directions for the game.

Music

Day 1 : Sing Larry the Lobster, We're Off to the Zoo, The Farm is in a Flurry, Jon Kanakanaka and Farmer John to someone

Day 2: With pencils, or sticks perform all these songs rhythm for someone

Day 3: Think about and change some of the lyrics of these songs to your favorite things to do

Day 4: Listen to music and find the beat and rhythm

Day 5: Write down some rhythms on paper using sixteenth, eighth, quarter, and half notes.

Kindergarten & 1st Grade Science:

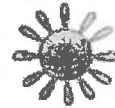
Monday – Friday

What is the weather like each day this week? How many sunny days did we have? How many rainy days? How many cloudy days? What were most of the days like?

Name _____



WEEKLY WEATHER GRAPH



Monday	Tuesday	Wednesday	Thursday	Friday
Today's Weather is:	Today's Weather is:	Today's Weather is:	Today's Weather is:	Today's Weather is:
Tomorrow's Weather will be:	Tomorrow's Weather will be:	Tomorrow's Weather will be:	Tomorrow's Weather will be:	Tomorrow's Weather will be:



Art Lessons

Concept: Value in art is essentially how light or dark a color is on a scale of white to black. Adding black to a color changes it to a shade and adding white to a color makes it a tint. The following lessons reinforce the art concept of Value.

Materials Needed: coloring materials (crayons, color pencils or paint), paper.

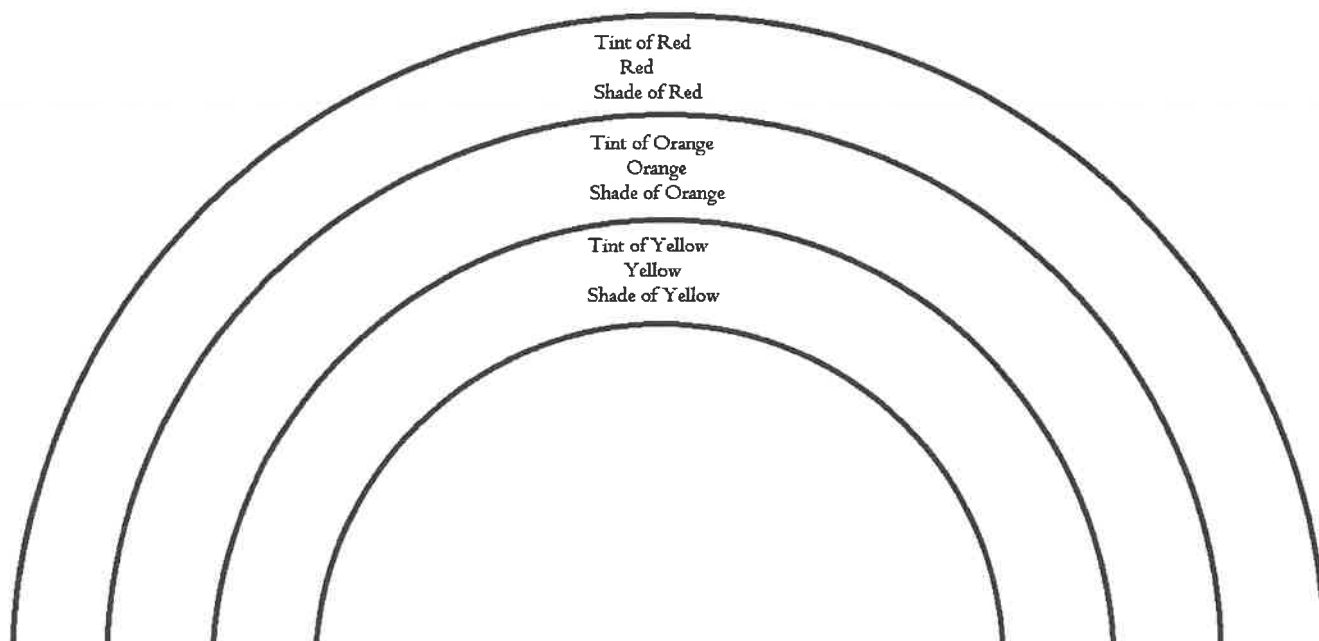
Day 1: Pick a color and draw or paint three circles about the size of a quarter in a line. Using a white crayon, pencil or paint lightly go over one of the circles and notice how the color changes to a tint. Then using black do the same to another circle to change it to a shade. Don't use a lot of black or white. Try this with 2 more colors on the same piece of paper.

Day 2: Draw a picture of an animal but only use one color on the main part of its body. Add stripes to the animal using either white or black color to create tints or shades.

Day 3: Go outside with your parent's permission and find three objects from nature that are mostly one color (some ideas are: rocks, leaves, sticks, flowers). Don't move them, but notice where the tints and shades are on the nature object. Why are some parts of the object dark or light? Will that tint or shade change if the object is moved?









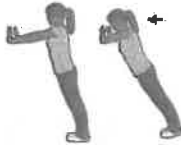






Day 4: Pick an object in your house that is one color and do a still life drawing of it with a pencil. Then study the object to notice where the colors on the object are lighter or darker. Try to color your drawing using the color of the object but also black and white to change the color to darker and lighter where you notice the change in tint or shade.






Day 5: Make a rainbow using red, orange, yellow, green, blue and violet (purple). Each stripe should include a tint and shade as part of the stripe so it looks something like this:



Fitness Calendar

Below is a fun fitness calendar you can do with your family. To make it extra fun, roll two dice, add them together and do each daily exercise that many times. Place a checkmark next to each day that you complete.

Monday	Tuesday	Wednesday	Thursday	Friday
16  Jog in place for one minute	17  Do 20 jumping jacks	18  Do 10 push ups	19  Jump rope or jump over a line 10 times.	20  Do 10 sit ups
23  Crab walk around a room	24  Do 10 squats	25  Do your PE stretches	26  Do 20 wall push ups	27  Run in place for one minute
30  Say your ABC's while jumping	31  Jog in place for 30 seconds in every room in your home.	1  Dance to your favorite song	2  Balance on one foot while you count to 10	3  Pretend to hula hoop while saying the alphabet (use a hula hoop if you have one)


Monday	Tuesday	Wednesday	Thursday	Friday
<p>6</p>  <p><small>shutterstock.com - 130950827</small></p> <p>Challenge your family to a "jumping jack race to 50"</p>	<p>7</p>  <p>Skip for one minute</p>	<p>8</p>  <p>Do 60 seconds of arm circles forwards then backwards</p>	<p>9</p>  <p><small>shutterstock.com - 265036797</small></p> <p>Do a plank for 20 seconds</p>	<p>10</p>  <p>Rest and say a prayer with your family</p>

Student: _____ Grade: _____

Parent Signature: _____

Elementary Health and P.E.

Complete as many squares as you can!

<p>Play Rock Paper Scissor with a family member.</p> <p>If you win = Dance for 30 seconds</p> <p>If you tie = Walk like a crab for 30 seconds</p> <p>If you lose = Do 10 push-ups</p> <p>Suggestions: Play multiple rounds Make up your own game</p>	<p>Food Label Frenzy</p> <p>Find a Food Label on the side of a box of food.</p> <p>How many Sugars do you see? Do that many jumping jacks (example 26 grams, do 26 jumping jacks)</p> <p>How many Carbohydrates? Do that many push ups</p> <p>How much Fat? Do that many crunches or sit-ups</p> <p>How much Protein? Do that many Mountain climbers</p> <p>Repeat this activity with 2-3 other food labels.</p>	<p>Mindfulness Matters</p> <p>Perform Hot Chocolate Breathing for 10-15 minutes</p> <ul style="list-style-type: none"> -Lay down -Relax your body -clear your mind -Smell the Hot Chocolate (breathe in through your nose) -Cool off the Hot Chocolate (Exhale/Breathe out through your mouth) -Repeat -While doing this deep breathing, imagine you are at your favorite place.
<p>Set The Menu!</p> <p>Talk with who takes care of you about choosing the dinner menu. Pick items that are healthy and yummy. Be sure to include the 5 food groups!</p> <p>GRAINS VEGETABLE FRUITS PROTEIN DAIRY</p> <p>Don't forget to drink your water too!</p>	<p>Free Space!</p> <p>**Additionally, Students are encouraged to participate in 20-30 minutes of moderate to vigorous physical activity daily.</p> 	<p>Active for 60 minutes everyday!</p> <p>Do 60 exercises!</p> <ul style="list-style-type: none"> 10 jumping jacks 10 push-ups 10 mountain climbers 10 Crunches or Sit-ups 10 Lunges 10 Burpees or Jumps <p>Extension: Can you create your own series of exercises? Can you repeat?</p>
<p>Physical Fitness Challenge</p> <p>Arm Muscular Strength</p> <p>Hold your arms straight out to your side and see how long you can stay in this position. Write down your time.</p> <p>Plank Muscular Endurance</p> <p>Hold a plank position (elbows or push-up style) and aim for the amount of minutes in your grade level (Example 1st = 1 minute)</p> <p>Jog in Place (Cardiovascular Endurance)</p> <p>How long can you jog in place without stopping? Aim for the amount of minutes in your grade. Example 4th = 4minutes. Write down your time.</p>	<p>Teach hand washing skills to family members</p> <p>From the CDC:</p> <ol style="list-style-type: none"> 1. Wet hand with clean water 2. Lather and scrub- sing the happy birthday song twice 3. Rinse with clean water 4. Dry-Using a clean towel or air dry. <p>Extension: Create a poster and hang in your home.</p>	<p>Create your OWN Physical Education Warm-up</p> <p>Design a warm-up that could be done in your living room, basement, family room, back yard or anywhere in your house that is safe</p> <p>Once you have it written out or drawn out on a piece of paper then teach to a family member(s)</p> <p>Use ideas from your Physical Education teacher.</p> <p>If you cannot create one then teach your family one that you learned in class.</p>

Game: Create a P.E. Game

Field/Boundaries:

Number of players: _____ Number of teams: _____

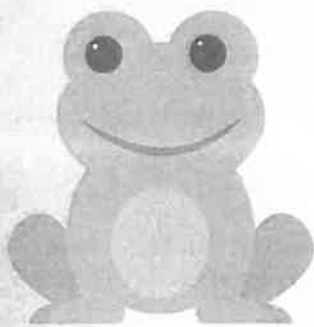
Goal/Objective of the game (How do you win?) _____

Equipment: _____

Rules: Are there points? Penalties? Out of bounds? Different Positions? Rounds?.....

7 Minute Animal HIIT

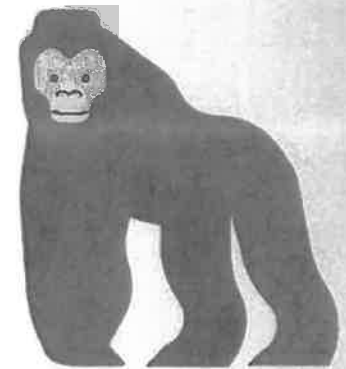
DO EACH ANIMAL MOVE AS MANY TIMES AS YOU CAN IN 45 SECONDS. TAKE A 15 SECOND BREAK IN BETWEEN.



HOP, HOP, HOP LIKE A FROG



HANDS AND FEET ON THE FLOOR
HIPS HIGH, WALK LEFT AND RIGHT



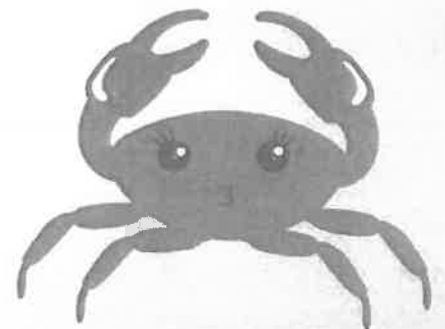
LOW SUMO SQUAT, THEN USE YOUR
HANDS TO BALANCE AND SHUFFLE
AROUND THE ROOM



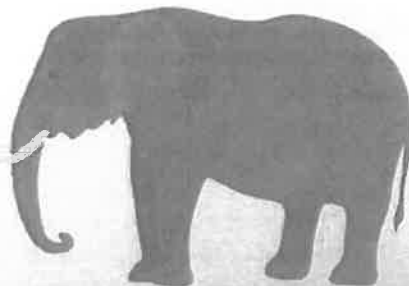
RUN IN PLACE AS FAST AS YOU CAN!



JUMP UP AND DOWN WITH YOUR
ARMS AND LEGS SPREAD WIDE



SIT AND PLACE YOUR PALMS ON
THE GROUND BEHIND YOU. LIFT YOUR
HIPS AND CRAWL ON YOUR
HANDS AND FEET



MARCH IN PLACE STOMPING THE GROUND
WITH ALL YOUR STRENGTH

Social Emotional Lessons

Jen Johnen

I am happy to be available to parents as needed by voicemail and phone. I will check these regularly. My voicemail is 360-277-2262, and email is jjohnen@northmasonschoools.org.

K-2

Week 1:

Draw a picture or write about a time you had each of the following feelings: happy, sad, angry, scared. Practice using your words to talk about those feelings: I felt _____ when _____.

Week 2:

What if questions:

Take turns asking and answering questions:

1. If you could choose another name for yourself, what would it be?
2. If you could win an Olympic gold medal in any sport, what would you choose?
3. If you could have one superpower, what would it be?
4. If you could have any animal as a pet, which one would you pick?
5. Would you rather be invisible or super strong?
6. Would you rather be banned from all computer use for a year or not be allowed to eat any desserts for a year?
7. Would you rather go on an African safari or an ocean cruise?
8. Would you rather be able to talk to animals or control the weather?
9. Would you rather spend all day in a math or reading class?
10. If you could give one gift to every single child in the world, what would you give them?
11. What is the strangest thing you've ever eaten?
12. If you could only eat one food for a whole month, what would it be?
13. What is the longest word you know?
14. What is your favorite jellybean flavor?
15. What is your favorite holiday food?
16. Would you rather spend all day studying one thing you love or do really easy homework for a subject you don't like?
17. If you could be any flavor of ice cream, what would it be?
18. What is your favorite pizza topping?
19. Would you rather get three wishes granted over five years or just one right now?

Week 3:

Play Impulse Control Games

Games such as Simon Says, Red Light Green Light, and Follow the Leader will give your child opportunities to practice impulse control. And your child will enjoy playing them.

With practice, your child can train his brain to have better self-control. But make sure you make practice fun. If you force him to sit still or pay attention to boring tasks too long, your efforts may backfire.

Play any board game but add the rule that you can't take your turn until the other person says "go".

Week 4: Starfish and Tornadoes

The goal: To help kids notice how much energy they're feeling inside. When they know they have too much energy, they can either use their own calming skills or ask for help from a trusted adult.

How to play: Make a picture of a thermometer. Draw a starfish at the bottom and a tornado at the top. Ask if your child feels calm and peaceful like a starfish or revved up like a tornado. When your child is feeling over-energized, brainstorm together about ways to feel more like a starfish. For example, bouncing a ball to help release some of that energy.

Try playing this game at different times of the day and help your child describe the energy levels. For example, if you play first thing in the morning, you can say, "You like to snuggle and watch cartoons." Or, "I bet you could run up and down the stairs five times before I finish making breakfast!"

Keep in mind: Self-awareness can help kids build a skill called self-regulation. Self-regulation is about managing your internal energy. It helps kids manage their emotions and their body movements during tough situations. It also helps them pay attention and learn.

Week 5

At the end of the day have each family member share a high (a good thing) and a low (something that wasn't positive) about their day. The family members who are listening need to ask a question or make a connection to what the other person has said.

Week 6 Try one or more of these mindfulness activities

1. Practice kind thoughts by prompting your child to think of 5 people they'd like to send kind wishes to
2. Bang on a pot/pan and invite your child to signal to you when they no longer hear the sound 'hanging' the air

3. Blow bubbles 'slo-mo' style, emphasizing a big deep breath in through the nose to fill the bubble... and out through the mouth as slow as possible
4. Squeeze and let go, tensing different muscles in the body for 5 seconds and then slowing releasing