

NAME: _____

APRIL 2020

FIRST GRADE

@HOME LEARNING PATH

#TITAN UP YOUR BRAIN LORAIN!



1st Grade

April Lorain Titans Learning Path

Dear Families,

This is a packet of instructional materials to help continue our first graders' learning experiences. First grade students should continue to do 1-2 hours of work each day to keep them going through this difficult time.

Students should do the following in each subject area:

English Language Arts:

Pages 4-62

5-10 Minutes Sight Words

15-20 Minutes Lesson

15 Minutes reading and putting into reading log

Math: please log your activities on the math log Pages 63-90

5 minutes number sense activity

5-10 minutes problem of the day

10-15 minutes play a math game

Math Games Pages 91-106

5 minutes fact practice

Week 1: Science 20 minutes

Week 2: Social Studies 20 minutes

Pages 107-120

Week 3: Science 20 minutes

Week 4: Social Studies 20 minutes

Week 1: April 6-9: Spring/Renewal

Story: How do you Know It's Spring

Poem: Whether the Weather

Standards covered throughout the April Packet: RL.1.10, RI.1.10, RI.1.1, RI.1.4, RF.1.2, RF.1.3, W.1.1, W.1.2, W.1.3, L.1.1, L.1.4, L.1.5

Monday	10 minutes: Sight words. There are two sight word lists that are being sent home Fry first 100 and Fry Second 100. Start with the first 100 sheet and quiz your child to see how many words they know. Highlight the words they get right as you go. The words they do not know make into flash cards and practice them each day until they are mastered. When they finish the first 100 then move onto the second 100. At the bottom of this sheet in the optional section I have listed a website that provides games to do with children to practice sight words. Lesson : Read the story for the week "How do you know it's Spring". While your child is reading please make sure they are pointing to the words as they are reading. Have a discussion with your child about: - As you are reading discuss the words highlighted and make sure they understand them as well as any other words they do not understand. - What are two things that they learned? - When they are finished reading, have them write about some signs of spring they see outside and illustrate Reading Log: Please have your child read 15-20 minutes independently and log it on the Reading Log.
Tuesday	5-10 minutes: Practice sight words Ask your child what they learned about Spring yesterday. Read the story for the week "How do you know it's Spring" and the poem "Whether the Weather". Lesson: Homophones- Homophones are two words that sound the same but are spelled differently and have different meanings like whether and weather. Do the homophone worksheet and brain storm a list of homophones together (examples eight, ate; flower, flour; etc). Write a silly poem or short story using as many homophones that you can. Don't forget to illustrate it! Reading Log: Please have your child read 15-20 minutes independently and log it on the Reading Log
Wednesday	5-10 minutes: practice sight words. Lesson: Read the story for the week "How do you know it's Spring" and the poem "Whether the Weather". Put these words in ABC order (spring, bloom, weather, season, rain, sprouts, bud, migrate, hatch, seeds, outdoors, garden) with the day 3 ABC sheet. Students need to use as many of these words as possible to write a paragraph on "How do you Know It's Spring?" They need a topic sentence, at least two detail sentences and a closing sentence. Example: I know it is Spring because when I look outside I see signs of Spring. The weather is getting warmer and it is raining instead of snowing. I also see flowers coming up. This is how I know it is spring. Reading Log: Please have your child read 15-20 minutes independently and log it on the Reading Log

Thursday	5-10 minutes: Practice sight words Lesson: before reading today review that ai and ay make the long a sound. Review that ea and ee makes the long e sound. Do the sorting worksheets for ai/ay and ea/ee. If you don't have scissors or glue, you can just have your child write the words. While they are reading the story for the week "How do you know it's Spring" and the poem "Whether the Weather" today they need to find all words in the text that have these sounds and write them in the Day 4, ee, ea, ai ay chart. Have them write two sentences using these words about Spring when finished. Reading Log: Please have your child read 15-20 minutes independently and log it on the Reading Log
Friday	5-10 minutes: Practice sight words Lesson: Review ai, ay and ea/ee sound from yesterday. Review the words they found. Today while reading have them find and highlight or underline as many sight words as they can. When finished do the day 5 word ladder packet adding and changing sounds to ay and ea words. The directions are including. We will be including word ladders throughout the weeks to enhance their ELA skills. When finished have them write an opinion piece answering the question "Is Spring your favorite Season? Why or why not? Again, they need a topic sentence, at least 2 supporting details and a closing sentence. Reading Log: Please have your child read 15-20 minutes independently and log it on the Reading Log
*Optional	These are optional additional ideas for online: 1. Log into infohio.org username: Lorain Password: Titans (the kids all know how to do this as they do it in Library) Read this Books online The Tiny Seed by Eric Carle. https://bookflix.digital.scholastic.com/pair/detail/bk0132pr/story?authCtx=U.628847788 And Then It's Spring by Gagne, Paul https://bookflix.digital.scholastic.com/pair/detail/bk0111pr/story?authCtx=U.628847788 All the Colors of the Rainbow https://bookflix.digital.scholastic.com/pair/detail/bk0028pr/book?authCtx=U.628847788 Todos los colores del arco iris https://bookflix.digital.scholastic.com/pair/detail/bk0028pr/book/es?authCtx=U.628847788 Bugs! Bugs! Bugs! (story read aloud to students) https://bookflix.digital.scholastic.com/pair/detail/bk0082pr/story?authCtx=U.628847788 2. Sight word games and lessons https://sightwords.com/sight-words/fry/ 3. SuccessMaker- alternate days. Suggestion M-W-F ELA; T-TH Math 20-30 minutes a day. 4.

Name _____

[illegible]

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

Fry Sight Words

First 100 Words (#1-100)

the
of
and
a
to
in
is
you
that
it
he
was
for
on
are
as
with
his
they
I
at
be
this
have
from

or
one
had
by
words
but
not
what
all
were
we
when
your
can
said
there
use
an
each
which
she
do
how
their
if

will
up
other
about
out
many
then
them
these
so
some
her
would
make
like
him
into
time
has
look
two
more
write
go
see

number
no
way
could
people
my
than
first
water
been
called
who
oil
sit
now
find
long
down
day
did
get
come
made
may
part

Fry Sight Words

Second 100 Words (#101-200)

over
new
sound
take
only
little
work
know
place
years
live
me
back
give
most
very
after
things
our
just
name
good
sentence
man
think

say
great
where
help
through
much
before
line
right
too
means
old
any
same
tell
boy
follow
came
want
show
also
around
form
three
small

set
put
end
does
another
well
large
must
big
even
such
because
turn
here
why
ask
went
men
read
need
land
different
home
us
move

try
kind
hand
picture
again
change
off
play
spell
air
away
animal
house
point
page
letter
mother
answer
found
study
still
learn
should
America
world

Reading Log Instructions,

Families,

Please try to have your child read either with you or independently every day for 15-20 minutes. As they read out loud to you or after they read please take time to ask them some questions about what they are reading and even have them write in response. . Questions to consider?

Reading Fiction (RL.1.10)

- Describe the character(s), setting and/or events in the story? (RL.1.3)
- What would you do if you were the main character? (RL.1.3)
- Which character is most like you? Why?
- Write a different end to the story.
- Write a book review.
- What happened in the beginning, middle, end?
- What are some of the things that happen to the characters in the story? Are these experiences the same? Different? How do these experiences make the characters feel? (RL.1.7, RL.1.9)
- What is the message of this story? What are the details that support your answer (RL.1.2)

Reading Non-Fiction (RI.1.10)

- What is the main idea of this text? What are the supporting details?
- Ask them about the text features and how they help tell the story (captions, pictures, bold words, maps, etc RI.1.5 and RI.1.7)
- Talk about the difference between the message the words have and the pictures (RI.1.6)
- Does this book interest them? Why or why not?



READING LOG



Name: _____

Date	Title	Parent Signature



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Welcome, Spring!

Flowers **bloom**. Birds chirp and sing. Kites blow in the wind. That is how we know it is spring!

There are four seasons in each year. Each season lasts about three months. Spring is the season that comes after winter.



© Bill Bruck/Warm Images



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What's the Weather?

In spring, the air gets warmer. The days are longer. That means it stays light in the evening for a longer time. The warm weather melts winter's snow and ice.

Some spring days are sunny. Others are windy. We are ready to put our winter clothes away. Spring is in the air!



© Blue Jean Images/Media Bakery



© Blend Images/Media Bakery

Grab your raincoat and umbrella! Spring brings the pitter-patter of **rain**. It also brings the roar of thunderstorms.

6

7

8

9

Plants and Animals in Spring

The warm, wet weather helps plants grow. Flowers pop up. New grass **sprouts**. Farmers plant their crops.



© Thinkstock/Stockphoto



© age fotostock/Ron Roman/YAY Micro/wasifotostock

Buds form on trees. They open into leaves and flowers.

10

11

12

13

Animals are busy in spring. Bears and other animals awake from hibernation, their long winter sleep.



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14

15



© Mark Hamblin/Oxford Scientific/Getty Images

16

Many birds **migrate** back from their warm winter homes. They build nests. They lay eggs and wait for babies to **hatch**. They bring their chicks food to eat.

17

Baby animals are born in spring. Bunnies scamper in the woods. Fuzzy ducklings splash in a pond. The baby animals will grow big and strong.



© iStockphoto/Getty Images

18

19



© Cultura Limited/Photo Bakery

20

Kids in Spring

In spring, we plant **seeds** in gardens. They will grow into vegetables and flowers.

21

We spend more time outdoors. We ride our bikes. We have fun at the park.



22

23



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24

We play tennis and soccer. What is *your* favorite thing to do in spring?

25

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Name: _____

Homophone Review



Directions: Read each sentence and draw a picture that shows its meaning.

The Spider had eight legs.

We ate hot dogs for dinner.

The bear lived in a cave.

She played outside in her bare feet.

I picked a pretty flower for my mom.

We put flour in the cake mix.



*Whether the weather is fine,
Or whether the weather is not,
Whether the weather is cold,
Or whether the weather is hot.
We'll weather the weather
Whatever the weather,
Whether we like it or not.*

Springtime Skills
 ABC Order

Name _____

Please put the following words in ABC order:

Spring bloom weather season rain sprout bud migrate hatch
seeds outdoors garden

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

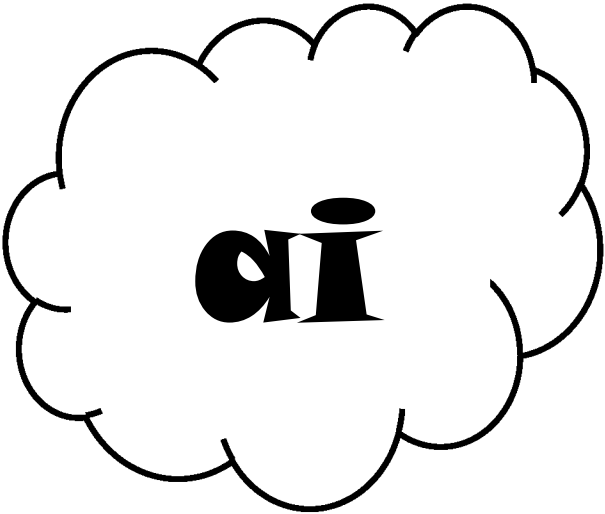
12 _____

Using as many of these words as you can, please write a paragraph answering the question, How do you know it's Spring? Refer back to your text evidence as needed. You need a topic sentence, at least two supporting details and a closing sentence.

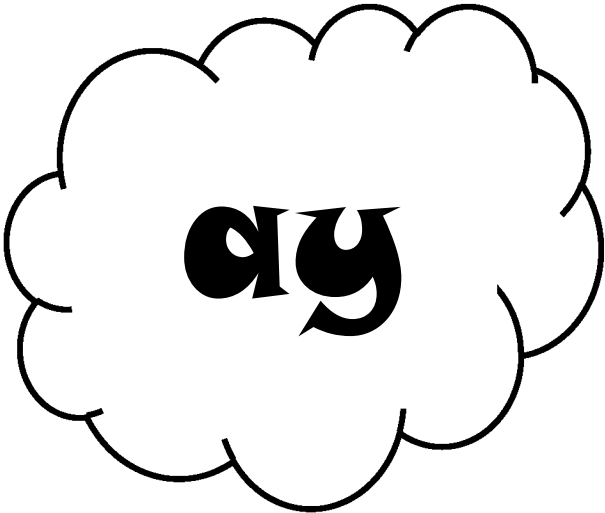
Day 4, Week 1 ai, ay, ee and ea worksheet.

While reading How do we Know It's Spring and Whether the Weather please find words in the story and the poem that have ai, ay, ee and ea and place them here.

<u>ai</u>	ay
<u>ee</u>	<u>Ea</u>



ai



ay

pay

rain

spray

pain

paint

pray

tail

stay

Introduction

Word ladders were originally created by Lewis Carroll. It is a puzzle that links words by changing one letter at a time.

These word ladders differ slightly. Each word does change by 1 or 2 letters; however, each ladder focuses on one phonics pattern. The purpose is to support readers in learning how phonics skills work and how words are connected.

This particular set was created for students to work on digraphs. They were created with struggling readers in mind. These provide support to students that have decoding difficulties and would benefit from practice with specific patterns.

I hope you find these helpful with your readers!

Pack Includes:

- Introduction

- How to: instructions on use

- Answer Key

- ay/ai word ladders

 - phonics ladder with phonics clues

 - phonics ladder with sentence clues

- ea word ladders

 - phonics ladder with phonics clues

 - phonics ladder with sentence clues

- igh word ladders

 - phonics ladder with phonics clues

 - phonics ladder with sentence clues

How to:

There are 2 versions of each word ladder included. This is to help you differentiate based on the need in your classroom.

The first ladder includes instructions at each step of the ladder. There is a sentence to help support how this word would be used in context. This allows students to focus on changing the word and accurately reading the changed word.

The second ladder is exactly like the first but lines are available for each letter of the word. This is to help students that need a visual for each letter.

Answer Key:

ai/ay answer key goes from the bottom of the ladder to the top: play, gray, way, may, mail, tail, trail .

ea answer key goes from the bottom of the ladder to the top: treat, eat, each, teach, team, dream, steam.

word ladder



name _____

date _____

skill: ai/ay

Add an r to make a
beginning blend

Change the beginning
sound to /f/.

Add the ending sound /v/.
Check the long a vowel
team to make a real word.

Change the w to
the /m/ sound.

Change the blend
to w.

Change the blend
to gr.

Add the beginning
sound /p/.

lay

word ladder



name _____

date _____

skill: ea

The _____ is coming
from the hot water.

Did you have a good
_____ last night?

Please work as a
_____ on the project.

Can you _____ me
how to do that?

You may _____ get
one gift.

I did not have
anything to _____, yet.

Would you like a
_____ after school?

meat

© Linda Ward Beech

Week 2: April 13-17: Community

Story: We are Citizens

Poem: My Community

Monday	10 minutes: Sight words. Re-assess your child's knowledge of sight words and move on as you see fit. Develop new flash cards (10 is suggested) Lesson: Read the story for the week "We are Citizens". While your child is reading please make sure they are pointing to the words as they are reading. Have a discussion with your child about: Discuss the words highlighted and make sure they understand them as well as any other words they do not understand. Since we are all home together during this difficult time, have them respond to this writing prompt: What are you doing to be a part of your family community during this time? Remember, one topic sentence (the introduction), at LEAST 2 details and a closing sentence. Example: I am a part of my family community. I have been helping with the dishes. I am eating dinner with my family. I love my family community. Reading Log: Please have your child read 15-20 minutes independently and write in reading log
Tuesday	5-10 minutes: Practice sight words Lesson: Ask your child what they learned about being a citizen and the importance of being part of a community yesterday. Read the story for the week "We are Citizens" and the poem "My Community". Rhyming words. Rhyming words have the same ending sound. Go over these words together; bat/cat, head/bed, bit/sit, man/can, house/mouse. These are rhyming words because they all sound the same at the end. Read the poem first all the way through. Then, read it again and have your child highlight or underline the rhyming words in the poem. Have your child draw an illustration for the poem thinking about how they are a part of a community. Have them write a poem using rhyming words to describe how they are a part of a community: it can be their home, their neighborhood or their school. Encourage them to pull words from the text to help them: i.e. (say) When I play, I try to listen to what others say. (team) I dream that we can all be on the same team. Reading Log: Please have your child read 15-20 minutes independently and write in reading log
Wednesday	5-10 minutes: Practice sight words Lesson: Read the story for the week "We are Citizens" and the poem "My Community". Today we are going to talk about compound words. Say: If I have dog and house and I put them together what do I get? Child's response "doghouse". If I have basket and ball and I put them together what do I get? Child: Basketball. If I have fire and I have man and I put them together what do I get? Child: fireman. Then switch it and said Ok if I have sunglasses what two words make up this word? Child sun and glasses. If I have wheelchair, what two words make up this word? Child: Wheel and chair. If I have dollhouse what two words make up this

	word? Child: Doll and house (the children should be able to do this based on their Heggerty and Foundations lessons). While reading today have children find the compound words in the story and poem and write them down (classroom, sometimes, teammates, everyone). Then have them do the compound word worksheet Reading Log: Please have your child read 15-20 minutes independently
Thursday	5-10 minutes: Practice sight words Lesson: Lesson: Read the story for the week “We are Citizens” and the poem “My Community”. Today talk to your child about diagraphs. The diagraphs are ch (chicken), ph (phone), th (that), wh (whale), sh (shout). Diagraphs are two letters put together that make one sound. Have them tell you words they know that have these sounds. Today when you are reading the story and the poem find words that have diagraphs in them and write them on the diagraph worksheet. Which diagraph is found the most in our story and poem? Have them write and opinion piece on “Is it important to listen to what other people say? Why? They should have one topic sentence, at least two details, a closing sentence and an illustration. Reading Log: Please have your child read 15-20 minutes independently
Friday	5-10 minutes: Practice sight words Lesson: Read the story for the week “We are Citizens” and the poem “My Community”. Have them identify as many sight words as they can while reading today (they can highlight or underline them). Writing Prompt: Today have a discussion with your child about all of the people who are doing wonderful things for their community. The nurses, doctors, postal workers, grocery store workers, truck drivers, factory working, moms and dads who are staying home taking care of children. Have them write a letter to someone they think is a hero thanking them for all they do- you can even have them mail it! Reading Log: Please have your child read 15-20 minutes independently
*Optional	These are optional additional ideas for online: 1. Log into infohio.org username: Lorain Password: Titans (the kids all know how to do this as they do it in Library) Read this Books online A day with doctors infohio.org https://bookflix.digital.scholastic.com/pair/detail/bk0122pr/book?authCtx=U.628847788 Leo The Late Bloomer (story read aloud to students. In English and Spanish https://bookflix.digital.scholastic.com/pair/detail/bk0087pr/story?authCtx=U.628847788 Election Day https://isearch.infohio.org/client/en_US/default/search/results?qu=bookflix&rw=60&isd=true Dia de elecciones https://isearch.infohio.org/client/en_US/default/search/results?qu=bookflix&rw=60&isd=true My Neighborhood https://bookflix.digital.scholastic.com/pair/detail/bk0057pr/book?authCtx=U.628847788

Name _____

[illegible]

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



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Cover: © Corbis Images/Superstock, Inc.

What Is a Citizen?

A citizen is part of a group.

You are a citizen at home. You are a citizen at school. You are a citizen in your **community**.

1

What Citizens Do

Citizens help out.

There are many ways you can help. This boy helps his dad rake leaves.

How do you help out in your **family**?



© Corbis Images/VEER



© Richard Muzich/PhotoBolt

Citizens work together.

These children clean up the **classroom** after some messy painting.

Do you sometimes work with others to get a big job done?

2

3

4

5

Citizens speak up.

This child raises his hand. Then, he shares an **idea** with his classmates.

Do you let others know when you have something to say?



© Michael Newman/PhotoDisc

6

7



© Corbis Super RF/Getty Images

8

9

Citizens **listen**.

These teammates take turns talking. They listen carefully to each other.

Do you listen to what other people have to say?

Citizens care for others.

One way to care for others is to collect cans for a **food drive**.

How can you show you care for people?



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10

11



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12

13

Citizens care for the **Earth**.

These girls pick up litter in a pond. They want the pond to be clean for everyone.

What can you do to help take care of the Earth?

Citizens Belong

We are all citizens!

We belong to families.

We belong to
schools. We belong
to communities.



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14

15



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We work together.
We help one another.
We care for one
another and for our
world.

16

17

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My Community

**My community
Is a place where
Where people work and live
My community
Is a place where
People take and give**

**My community
Is a place
Filled with people I know
My community
Is a place
Where I can play and grow**

**My community
Is a place
That everyone can share
My community
Is a place
Where people show they care**

**My community
Is a place
Built for you and me
My community
Is a place
Where I always want to be!**

By T. Gaughum

Name: _____

Compound Words

A compound word is made from two smaller words.

examples: pan + cake = pancake

rain + bow = rainbow.

Put the two smaller words together to make a compound word.

1. sun + shine = _____

2. camp + fire = _____

3. back + pack = _____

4. base + ball = _____

5. sun + flower = _____

6. rattle + snake = _____

7. horse + back = _____

8. skate + board = _____

9. butter + fly = _____

10. some + thing = _____

11. pepper + mint = _____

12. foot + prints = _____

13. water + melon = _____

14. cheese + burger = _____

15. blue + berry = _____

Name _____

Diagraphs- Find as many diagraphs as you can in our story and poem. Write the words below under the diagraph they have. Which diagraph column has the most words?

sh	ph	th	ch	wh

Week 3: April 20- 24: Earth Appreciation

Story: Looking at Maps and Globes

Poem: Have a Ball

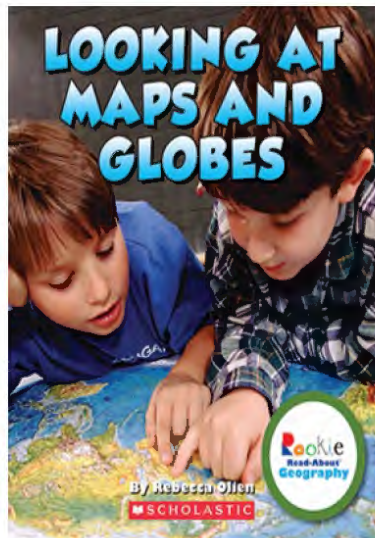
Monday	10 minutes: Sight words. Re-assess your child's knowledge of sight words and move on as you see fit. Develop new flash cards (10 is suggested) Lesson: Read the story for the week "Looking at Maps and Globes". While your child is reading please make sure they are pointing to the words as they are reading. Have a discussion with your child about: the words highlighted and make sure they understand them as well as any other words they do not understand. Today draw a map of your room. What does it look like? Label your map. If you want you can then draw a map of your house (like in the story) and label it. Write a story about your map. Reading Log: Please have your child read 15-20 minutes independently and write in reading log
Tuesday	5-10 minutes: Practice sight words Lesson: Read the story for the week "Looking at Maps and Globes" and the Poem "Have a Ball". Do the Earth Day word ladder and Spring word ladder activity with your child. This activity will challenge them to start with one word and change letters in the words to get to the final word. Reading Log: Please have your child read 15-20 minutes independently and write in reading log
Wednesday	5-10 minutes: Practice sight words Lesson: Read the story for the week "Looking at Maps and Globes" or read "A Day to Celebrate Earth" and the Poem "Have a Ball". Have the students do the earth crossword puzzle and make as many words as they can using the letters from the word "planet earth". Reading Log: Please have your child read 15-20 minutes independently
Thursday	5-10 minutes: Practice sight words Lesson: Read the story for the week "Looking at Maps and Globes" or read "A Day to Celebrate Earth" and the Poem "Have a Ball". Last week we talked about community and being a good citizen. They said that taking care of the earth was part of our job. What does this mean? Writing Prompt: "What can you do to help take care of the Earth?" They should have one topic sentence, at least two details, a closing sentence and an illustration.

	Reading Log: Please have your child read 15-20 minutes independently
Friday	5-10 minutes: Practice sight words TOMORROW IS EARTH DAY!!!! Lesson: Read the story for the week "Looking at Maps and Globes" or read "A Day to Celebrate Earth" and the Poem "Have a Ball". Find all the sight words you can while reading the story and the poem and either highlight or underline them. Today make a poster and hang it on your door or go outside and decorate your sidewalk or driveway to ask people to celebrate Earth Day. Think of ways to protect our planet and keep it healthy Create a message that encourages everyone who reads it to celebrate our earth. Reading Log: Please have your child read 15-20 minutes independently
*Optional	These are optional additional ideas for online: - Log into infohio.org username: Lorain Password: Titans (the kids all know how to do this as they do it in Library) Read this Books online Recycle https://bookflix.digital.scholastic.com/pair/detail/bk0022pr/book?authCtx=U.628847788 All The World (Story read aloud with video) https://bookflix.digital.scholastic.com/pair/detail/bk0102pr/story?authCtx=U.628847788 Diary of a worm (story read aloud with video) https://bookflix.digital.scholastic.com/pair/detail/bk0081pr/story?authCtx=U.628847788 YouTube It's Earth Day by Mercer Mayer https://www.youtube.com/watch?v=GqM-U5dCsQ Earth Day Hurray by Stuart J. Murphy https://www.youtube.com/watch?v=lxS8Aebxxhk How to Help the Earth by the Lorax with Trish Rabe https://www.youtube.com/watch?v=lbUS3jPjyrc Biscuit's Earth Day Celebration - Sight word games and lessons https://sightwords.com/sight-words/fry/ - Earth Day educational activities http://www.nea.org/tools/lessons/Earth-Day-Curriculum-Resources-Grades-K-5.html https://www.education.com/resources/second-grade/earth-day/ - SuccessMaker- alternate days. Suggestion M-W-F ELA; T-TH Math 20-30 minutes a day. - Other actities Mud & Worms https://www.allrecipes.com/recipe/216068/mud-and-worms/ Helping Hands craft https://lessonplans.craftgossip.com/earth-day-helping-hands-craft/ Outdoor Scavenger Hunts http://www.lovetheoutdoors.com/camping/kids/scavengerhunt.htm

Name _____

[illegible]

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



Finding the Way

People look at maps to find **places**. Maps show the way to go.

These kids want to see the lions. How do they know where to go? They look at a map of the zoo.



How Maps Work

Look at a map. It is like looking down from the sky. Here is what a **city** looks like from a plane.

2

3

4

5

Here is a map of the same city. Can you find the **roads** and **water**?



Many Kinds of Maps

There are many kinds of maps. A world map can show all the **countries** in the world.

8

9

A map can show one country. This is a map of the United States. Can you find the state where you live?



© iStockphoto/Shutterstock.com

10

11



© Bonnie Kaufman/Pedia Bakery

12

People use road maps when driving to a place. The map shows what roads to take.

13

Floor plans are maps of indoor places. This floor plan is of a home. How is it like your home?



© Alisa Lazzaro

14

15



© Scholastic Inc.

A weather map shows where it might rain or snow. Look at this weather map. What kind of weather do you see?

Globes

People look at globes to see the world. A globe is round like Earth.



© Don Bayley/Shutterstock

18

19



© View Stock/Agfa Scholastic

20

21

You can see all around the world with a globe. Spin a globe to see how Earth turns.

A globe shows the world's water and land. Do you see oceans on the globe?



Looking at maps and globes helps people learn about places. What will you use to find your way today?

22

23

24

25

Taken from:

https://isearch.infohio.org/client/en_US/default/search/results?qu=bookflix&rw=24&isd=true



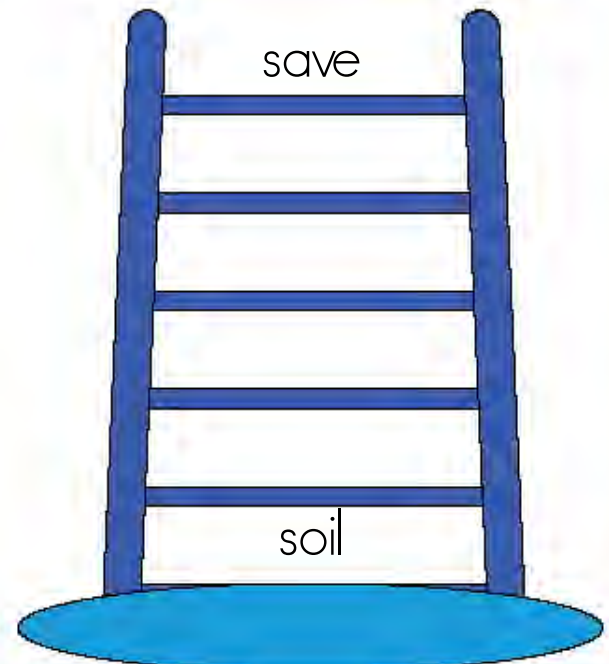
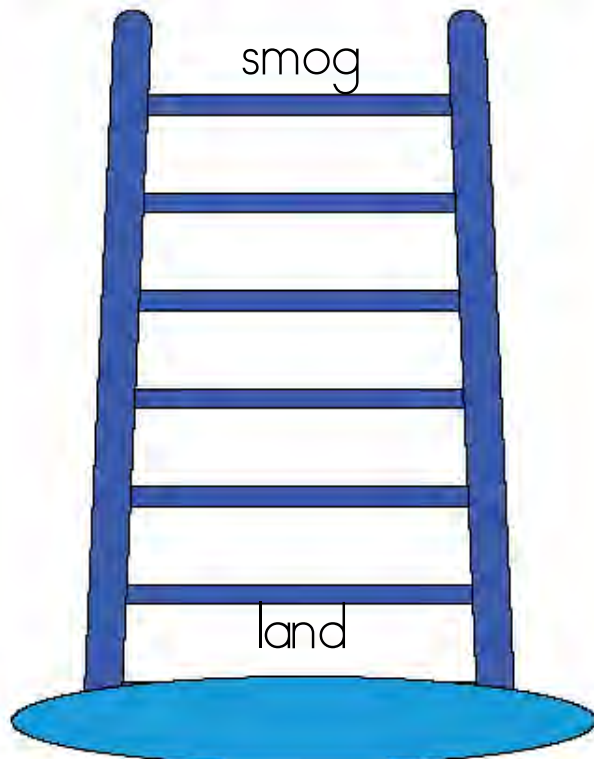
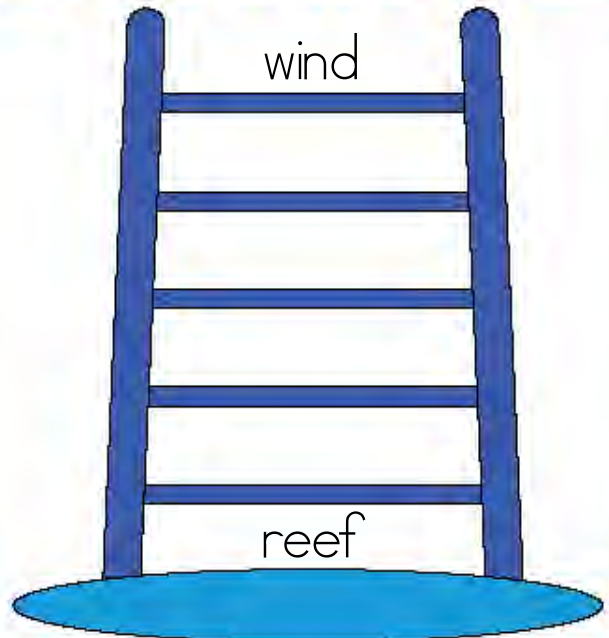
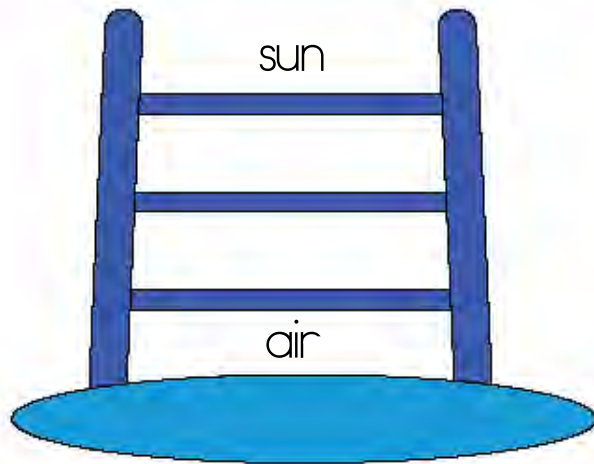
Earth Day Word Ladders

Below are pairs of words. You need to find words that connect the two, but you may only change one letter on each step. You must connect the words in the number of steps on the ladder, but you get extra points if you connect them in fewer steps.

Example:

Connect hot and dig in three steps: **hot > dot > dog > dig**

Example





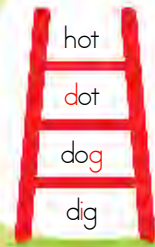
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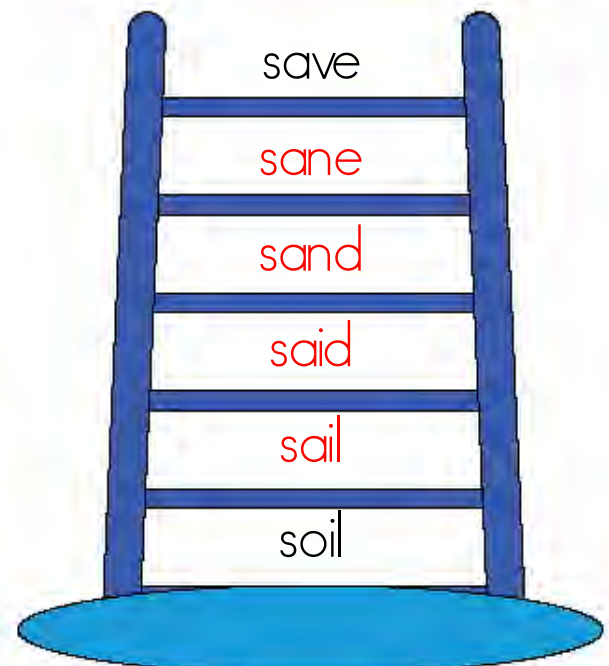
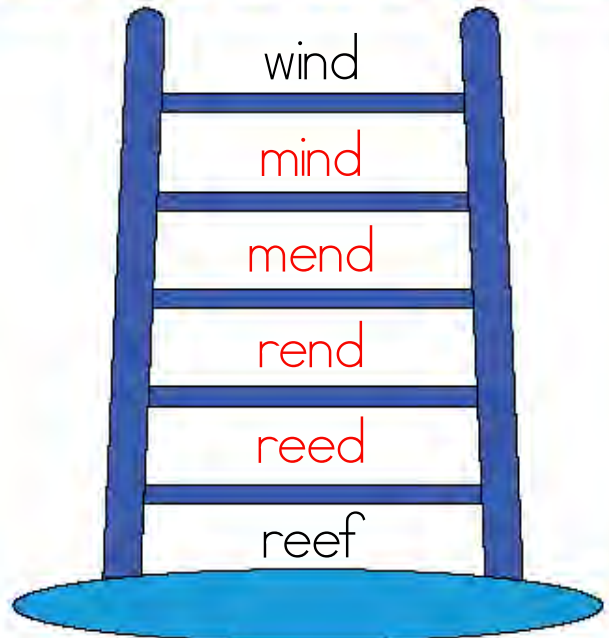
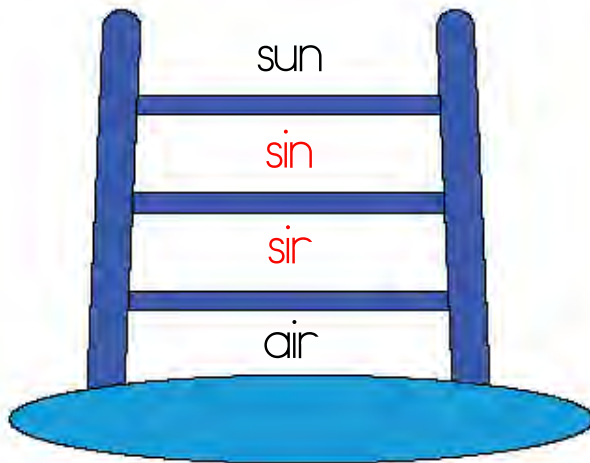
Example:

Connect hot and dig in three steps: **hot > dot > dog > dig**

Example



Examples of correct answers





A Day to Celebrate Earth

[Passage](#) [Vocabulary](#) [Question Sets](#)



Max Planck Institute

Each year, Earth Day is celebrated in April. On Earth Day, millions of people will think of ways to stop pollution. They will talk about recycling and planting trees. People will look for ways to save energy and water.

Lend Earth a Helping Hand!

People have been celebrating Earth Day since 1970. Earth Day was started by a man named Gaylord Nelson. Nelson was a United States senator from Wisconsin. He was worried about the damage being done to the planet.

To celebrate Earth Day, people get together once a year to think about ways to protect Earth. But many people think that every day should be Earth Day. They say people should always work to stop and clean up the land and water.

Here are a few ways that you can help make every day Earth Day!

Don't Be a Litterbug!

Don't litter! Be a good example for other kids. If you see litter, pick it up and put it in trash cans or recycling bins.

Recycle!

Cans, bottles, and newspapers can be recycled. That means these objects are put through a special process so they can be used again.

Start a can recycling program at your school. Use the money you earn from returning the cans to buy new playground equipment or to have an Earth Day party.

Save a Tree, Plant a Tree!

Paper is made from trees. You can save a tree by not wasting paper. Use both sides.

Celebrate National Arbor Day by planting a tree. This holiday encourages people to plant and care for trees.

Don't Waste Water!

You can easily conserve, or save, water. Turn the faucet off while brushing your teeth and washing your face.

Save Energy!

Save electricity by turning off the lights when you leave a room. Do not leave a radio or TV on if you aren't using it.

Taken from: <https://www.readworks.org/article/A-Day-to-Celebrate-Earth/b33adbba-a7f0-492a-b680-cc5d85448f35#!articleTab:content/>



Earth Day Making Words



Cut out the letters below and make as many real words as you can

1. _____

11. _____

21. _____

2. _____

12. _____

22. _____

3. _____

13. _____

23. _____

4. _____

14. _____

24. _____

5. _____

15. _____

25. _____

6. _____

16. _____

26. _____

7. _____

17. _____

27. _____

8. _____

18. _____

28. _____

9. _____

19. _____

29. _____

10. _____

20. _____

30. _____



The Happy Teacher

Earth Day Word Search

Can you find all sixteen words?

reduce, reuse, recycle, planet, Earth, pollution, compost, flowers,
tree, garbage, water, conserve, environment, green, April, ecology .

q	w	e	r	c	t	y	r	e	d	u	c	e	p
a	e	e	e	r	o	d	s	e	k	a	g	l	r
n	m	a	y	r	c	m	x	b	o	p	a	h	e
l	h	e	r	s	t	d	p	q	a	j	r	y	u
e	n	o	i	t	u	l	l	o	p	e	b	c	s
l	r	i	k	w	h	d	t	r	s	c	a	y	e
c	a	p	r	i	l	s	e	o	o	t	g	p	k
y	a	d	f	r	t	u	v	n	m	p	e	l	s
c	e	r	y	e	w	g	r	e	e	n	c	k	r
e	y	g	o	l	o	c	e	p	o	l	t	r	e
r	r	b	g	p	m	i	s	l	r	e	t	a	w
e	f	d	o	o	w	n	n	t	v	f	g	h	o
m	s	t	n	e	m	n	o	r	i	v	n	e	l
p	l	a	n	e	t	e	c	l	a	t	r	e	f



TheHappyTeacher





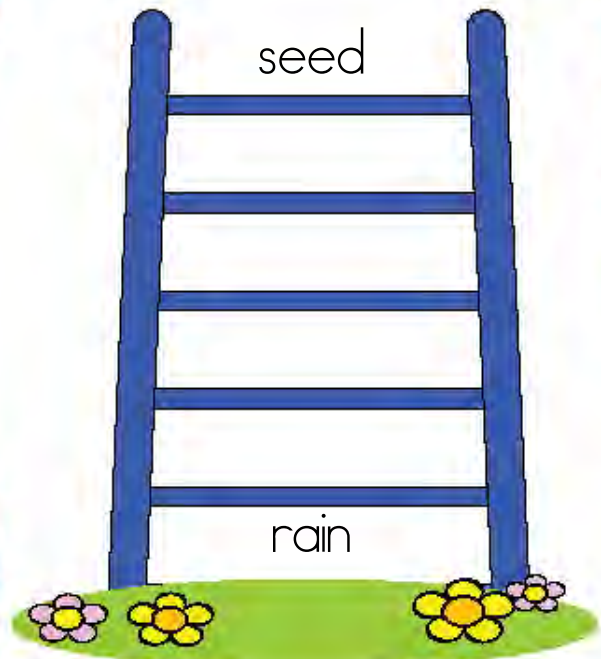
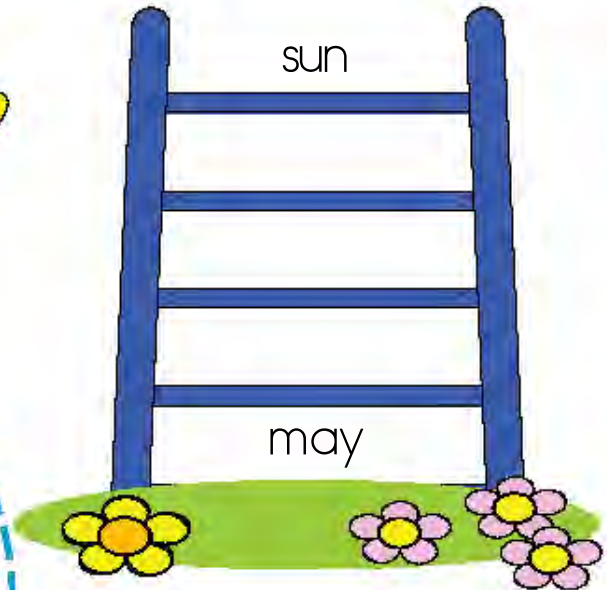
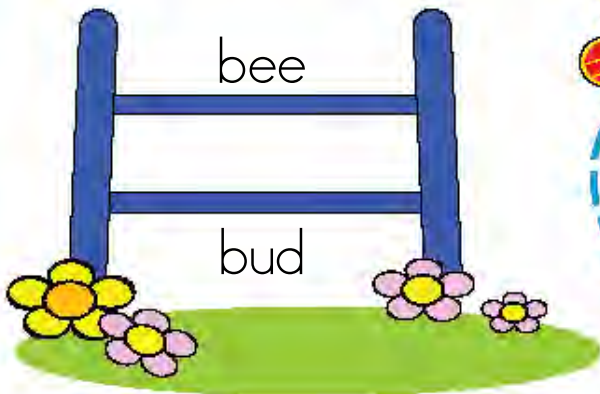
Spring Word Ladders

Below are pairs of words. You need to find words that connect the two, but you may only change one letter on each step. You must connect the words in the number of steps on the ladder, but you get extra points if you connect them in fewer steps.

Example:

Connect hot and dig in three steps: **hot > dot > dog > dig**

Example





Spring Word Ladders

Below are pairs of words. You need to find words that connect the two, but you may only change one letter on each step. You must connect the words in the number of steps on the ladder, but you get extra points if you connect them in fewer steps.

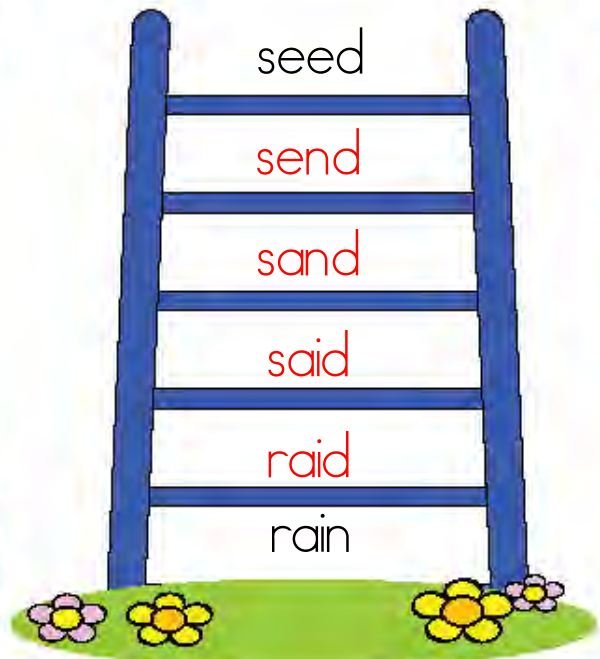
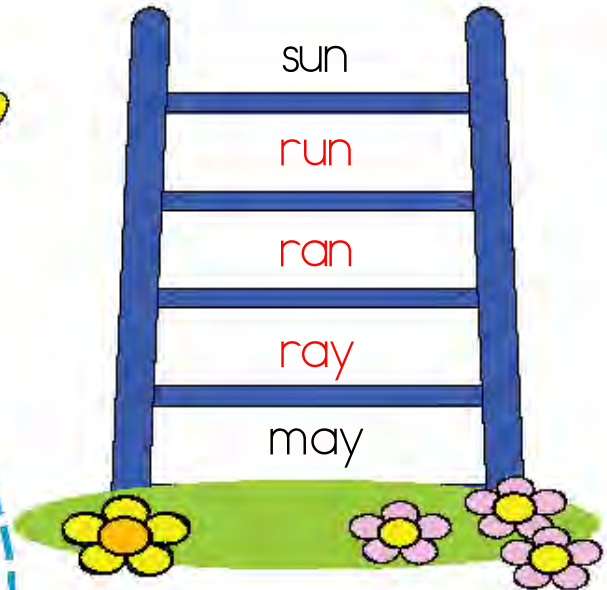
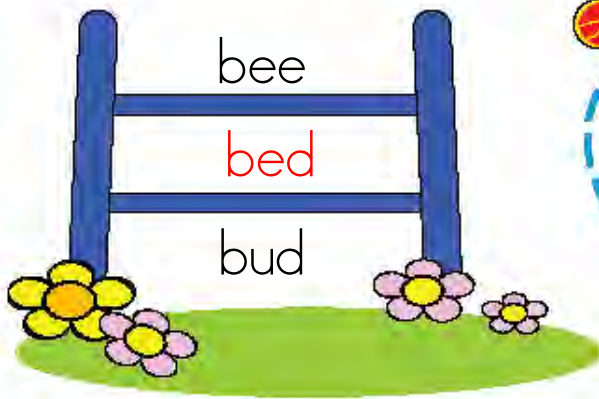
Example:

Connect hot and dig in three steps: **hot > dot > dog > dig**

Example



Examples of correct answers



Week 7 - April 27-May 1 - Lorain Pride & History

Story: We Help Out at School

Poem: Where I am from

Monday	10 minutes: Sight words. Re-assess your child's knowledge of sight words and move on as you see fit. Develop new flash cards (10 is suggested) Lesson: Read the story for the week "We Help Out at School". While your child is reading please make sure they are pointing to the words as they are reading. Have a discussion with your child about: the words highlighted and make sure they understand them as well as any other words they do not understand. Today write a fictional story about a child who takes pride by helping out at school. Reading Log: Please have your child read 15-20 minutes independently and write in reading log
Tuesday	5-10 minutes: Practice sight words Lesson: Read the story for the week "We Help out at School" and the Poem "Where I am From". Brain list all the words that you can that make you proud of being a part of the Lorain Community. Create a crossword puzzle using those words and have a family member do the crossword puzzle. Reading Log: Please have your child read 15-20 minutes independently and write in reading log
Wednesday	5-10 minutes: Practice sight words Lesson: Lesson: Read the story for the week "We Help out at School" and the Poem "Where I am From". Today write your own "Where I am From" poem. Share and read this poem to another family member. They can even write one too and you can share. Reading Log: Please have your child read 15-20 minutes independently
Thursday	5-10 minutes: Practice sight words Lesson: Read the story for the week "We Help out at School" and the Poem "Where I am From". Today the students are going to find suffixes in the poem and story. Suffixes are endings placed onto words that change their meaning. Today we are going to look for er and s, es words. When you add er it changes the word to "a person connected with" such as teacher or baker. When you add s or es it changes the word to mean more that on. Today we are going to find these suffixes in our story and poem and write them on our sheet. Brain storm a list of other words you know that have these suffixes in them. Writing Prompt: "Why I am proud to Be a Lorain Titan?" They should have one topic sentence, at least two details, a closing sentence and an illustration.

	Reading Log: Please have your child read 15-20 minutes independently
Friday	5-10 minutes: Practice sight words Lesson: Read the story for the week “We Help out at School” and the Poem “Where I am From”. Today the students are going to find suffixes in the poem and story. Find as many sight words as you can in the poem and story. Writing Prompt: Think about a time that you tried something and it didn’t go right but you were proud that you tried. Write a topic sentence, at least 2 details and a closing sentence. Draw a self-portrait on the I am Proud sheet. Write one sentence under you picture of why you are proud of yourself. Hang it in your room and read it every day when you wake up. Reading Log: Please have your child read 15-20 minutes independently
*Optional	These are optional additional ideas for online: http://www.loraincounty.com/LCMetroParks/ https://www.visitloraincounty.com/business/underground-railroad/ https://www.visitloraincounty.com/ https://www.lorainhistory.org/ 1. Sight word games and lessons https://sightwords.com/sight-words/fry/ 2. Earth Day educational activities http://www.nea.org/tools/lessons/Earth-Day-Curriculum-Resources-Grades-K-5.html https://www.education.com/resources/second-grade/earth-day/ 3. SuccessMaker- alternate days. Suggestion M-W-F ELA; T-TH Math 20-30 minutes a day.

Name _____

[illegible]

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



© Ken Karp
Caption: © Ken Karp

A Job for Everyone

Our classroom is a busy place. We all do our part so we can learn and play together every day.

We help out by doing our classroom jobs! Let's look at some of the jobs we do.

Jobs in the Morning

I am the pet and plant helper.

I feed our pet fish each morning. I water the plants with a watering can.



© Ken Karp

1

2

3



© Ken Karp

I am the calendar helper. Each morning our class sits in a circle on the rug. I mark the date on the calendar.

I also give the weather report. I tell the class what the weather is like outside.

Jobs All Day

I am the office helper. My teacher gives me a list of students who are in class today. I take it to the office.

Sometimes my teacher needs something from the office.

I go pick it up.



© Ken Karp

4

5

6

7



© Ken Karp

8

I am the paper passer.
It is my job to pass out
the work **folders** to the
students.

I also collect the
folders when we finish
our work.

I am the **line leader**. I go
first when we line up.

We go many places. We
go to the playground.
We go to art class. We
go to the lunchroom. I
make sure our class
walks quietly in the
hallways.



© Ken Karp

11



© Ken Karp

12

I am the **caboose**. I
also help when we
walk in a line. I go at
the end, like the
caboose on a train.

I turn off the lights
when we leave the
classroom. I make sure
the door is shut.

One Last Job

We clean up at the end
of the day. It is a big
job, so we all work
together!

We make sure there is
no **trash** on the floor.
We push in our chairs.
We **erase** the board, too.



© Ken Karp

What jobs do you do in
your classroom?

13

14

15

Taken from: <https://bookflix.digital.scholastic.com/pair/detail/bk0088pr/book?authCtx=U.628847788>



Una tarea para cada uno

Nuestro salón de clases es un lugar muy lleno. Todos hacemos nuestra parte para así poder aprender y jugar juntos todos los días. Ayudamos haciendo nuestras tareas del salón. Vamos a ver algunas de las tareas que hacemos.

1

Tareas de la mañana

Yo soy la ayudante de la mascota y las plantas.

Alimento a nuestro pecesito todas las mañanas. Riego las plantas con la regadora.



3



Yo soy el ayudante del calendario. Todas las mañanas nuestra clase se sienta en rueda sobre la alfombra. Yo marco la fecha en el calendario.

También doy el reporte del tiempo. Le cuento a la clase qué tiempo hace afuera.

4

Tareas durante el día

Yo soy la ayudante de la oficina. Mi maestra me da la lista de niños que están en la clase hoy y la llevo a la oficina.

Algunas veces, si ella necesita algo de la oficina yo se lo traigo.

6



7



© Kim Karp

Yo soy la repartidora de hojas. Mi tarea es repartir las carpetas de trabajo a los niños.

También recojo las carpetas cuando terminamos nuestro trabajo.

Yo soy el líder de la fila. Voy de primero cuando hacemos la fila.

Vamos a muchos lugares. Vamos al parque. Vamos a la clase de arte. Vamos al comedor. Yo me aseguro que nuestra clase vaya en silencio por los pasillos.



© Kim Karp

8

9

10

11



© Kim Karp

Yo soy el furgón de cola. También ayudo cuando vamos en fila. Voy al final de la fila, como el furgón de un tren.

Apago las luces cuando salimos del salón de clases. Me aseguro de cerrar la puerta.

Una última tarea

Todos limpiamos al final del día. Es una gran tarea, así que trabajamos todos juntos.

Nos aseguramos que no haya basura en el piso. Ordenamos nuestras sillas. También nos encargamos de borrar el pizarrón.



© Kim Karp

¿Qué tareas haces tú en tu salón?

12

13

14

15

Where I am From

**I am from Lorain Ohio
Lighthouses and Titans
Schools and Parks
I am Proud of where I am from**

**I am from “how is your day?”
And “Can I help you with that?”
From my teachers and friends
I am proud of where I am from**

**I am from classrooms and playgrounds
Libraries and cafeterias
From pizza and Doritos
Laughter and love
Lorain Proud is where I am from**



Name _____

Suffixes are endings placed onto words that change their meaning. Today we are going to look for er and s, es words.

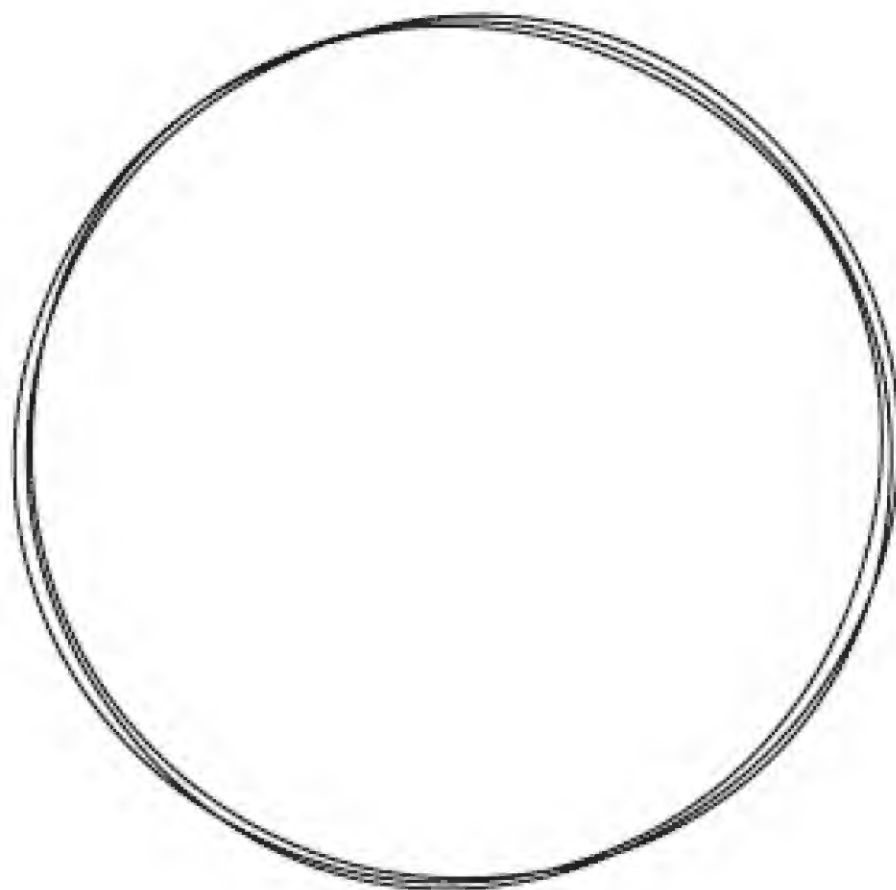
When you add er it changes the word to “a person connected with” such as teacher or baker.

When you add s or es it changes the word to “more than one” such as eyes, shoes, hats.

Find words in our story and poem that have these suffixes in them. Can you think of any other words???

er	s or es

My name is



... and I am proud of myself!

Math Week 1 - Spring/Renewal - Daily Math Schedule

5 minutes: Choose 3-5 activities from the number sense routines on pages 2 and 3 of this packet to complete with your child. Each should take about 1 minute or less to complete.

5-10 minutes: Complete the problem of the day.

10-15 minutes: Play a math game. Games can be found at the end of this packet. **You can substitute common household items for counters (i.e. cereal, small scraps of paper torn into little pieces, coins, beads, buttons, etc.). If you don't have dice to borrow from a board game you can write numbers on pieces of paper, fold them up and pick the numbers at random. You can also download dice apps on your smartphone for free.

5 minutes: Fact practice. Build accuracy and fluency of facts that make 10. Please see page 4 of this packet for ideas.

Optional: Use the following Suggested Online Resources

- Use Kahn Academy, a free online resource, to learn more and practice 1st grade math standards.
<https://www.khanacademy.org/commoncore/grade-1-G>
- Use Scholastic Bookflix at <https://www.infohio.org/resources/gk5> to read books, including books on math, science and social studies topics.

Remember to check off the activities as you complete them. Use the notes section to make note of anything that your child was especially successful at or had difficulty completing.

Monday, April 6, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Tuesday, April 7, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Wednesday, April 8, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Thursday, April 9, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Friday, April 10, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:

1st Grade Daily Number Sense Routines

1.NBT.A.1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1. Start at a given number and count to 120.
 - a. Parent says: Start at 34 and count until I say STOP.
 - b. Child says: 34, 35, 36 . . . 120
 - c. Parent says: Stop.

****If this is too easy for your child, have them practice counting beyond 120. If they are having difficulty, then have them practice counting starting at an easier number.**

2. Start at a given number and count by 10s to 120.
 - a. Parent says: Start at 20 and count by 10s until I say STOP.
 - b. Child says: 20, 30, 40, 50 . . . 120.
 - c. Parent says: Stop.

****If this is too easy for your child, then have them start at a number like 25 or 26 and count by 10s. If they are having difficulty, then have them practice counting by 10s from 0.**

3. Count down from a given number (as high as 120).
 - a. Parent says: Start at 115 and count down until I say STOP.
 - b. Child says: 115, 114, 113, 112, 111, 110. . . 98.
 - c. Parent says: Stop.

****If your child is successful, have them stop after they count about 20 numbers and give them another starting point. If they are having difficulty, start at a smaller number (i.e. Start at 25 and count down until I say STOP).**

4. Count down from a given number (as high as 120) by 10s.
 - a. Parent says: Start at 120 and count down by 10s until I say STOP.
 - b. Child says: 120, 110, 100, 90 . . . 50.
 - c. Parent says: Stop.

****If this is too easy for your child, then have them start at a number like 87 or 88 and count down by 10s. If they are having difficulty, then have them practice counting down by 10s from an easier number (i.e. 50).**

5. Numeral read and write the room/house/street.
 - a. Have your child bring a piece of paper and a pencil with them on a walk of the room/house/street. They should write all the numbers they see. They should practice reading the numbers to you.

**** Students in 1st grade should be able to read and write numbers to 120.**

1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

6. Make groups of 10.
 - a. Have your child put objects into groups of 10. Use legos, cereal, office supplies, etc.
 - b. Ask your child to count by 10s to find the total number of items. Then count the additional items to find the grand total.

******Have your child estimate/guess how many objects there are before counting them. Have your child write their estimate and the total number on a piece of paper.

7. Review the calendar with your child.
 - a. Using a calendar ask your child the following questions:
 - i. What day of the week is today? What day of the week was yesterday? What day of the week will tomorrow be?
 - ii. What is today's date? What was yesterday's date? What will tomorrow's date be?
 - iii. Have students make a pattern by coloring in the calendar each day. Ask them about their pattern.
 - iv. Make up some of your own questions: How many Fridays are in the month? How many Tuesdays? What is the third Wednesday of the month?

1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

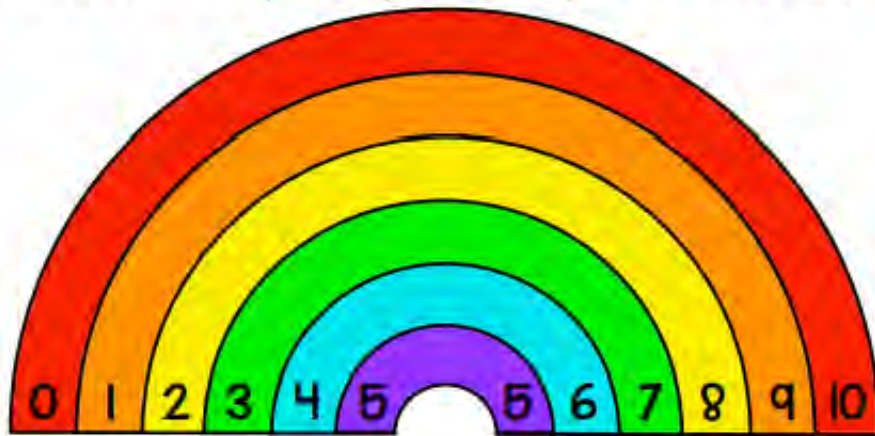
8. Have your child create a daily schedule with you. Use these questions to help.
 - a. What time do we have breakfast, lunch, dinner? What time is bedtime? What time do you wake up in the morning?
 - b. When should we schedule some fun time? When should we schedule time to rest?
 - c. How much time should we spend on learning? How much time should we spend on electronics?
9. Ask your child to read the time throughout the day. Have them use both analog and digital clocks.

Fact Practice Choice Board

Use notecards, paper, or other materials you have at home to make flashcards of the facts that make 10.	Play "I Have" to make 10. One player says "I have 2." The other player says "I have 8."	Write the facts that make 10 as quickly as you can. Record your time and see how you improve each try.
Write your own story problems to make 10.	Create your own Rainbow to 10 poster using the one below as an example.	Roll two dice and record the math fact every time the sum is 10.
Create your own "Facts that Make 10" book.	Use chalk to write all the ways to make 10 outside.	Create your own way to practice your math facts.

RAINBOW to 10

How many ways can you make 10?



$$0 + 10 = 10$$

$$10 + 0 = 10$$

$$1 + 9 = 10$$

$$9 + 1 = 10$$

$$2 + 8 = 10$$

$$8 + 2 = 10$$

$$3 + 7 = 10$$

$$7 + 3 = 10$$

$$4 + 6 = 10$$

$$6 + 4 = 10$$

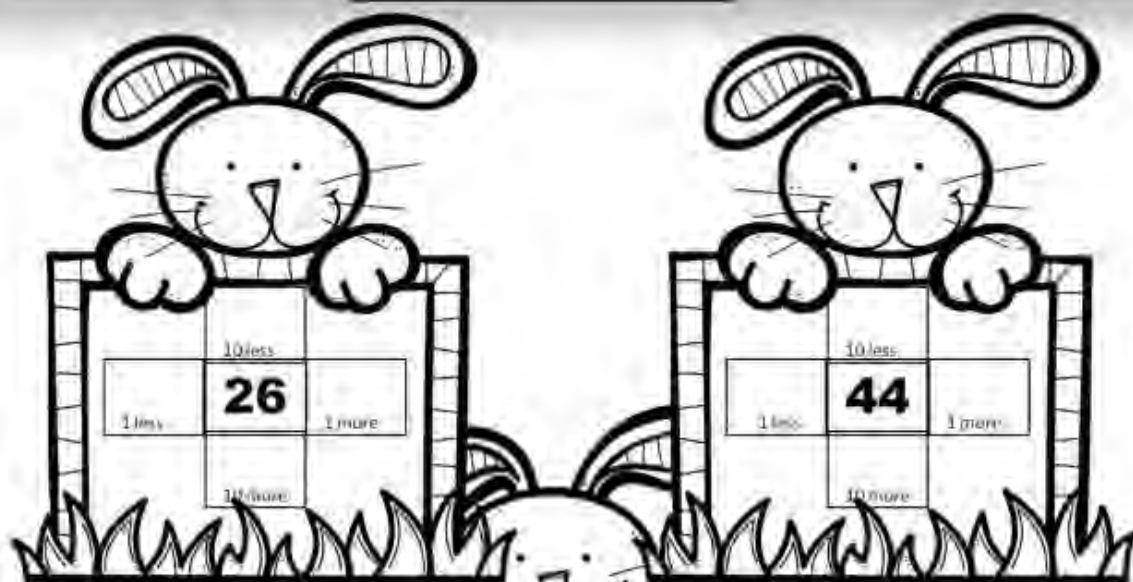
$$5 + 5 = 10$$

$$5 + 5 = 10$$

© Cupcake 2015

1st Grade Problem of the Day Week 1 - Spring/Renewal

Monday, April 6, 2020



Fill in the missing numbers on each bunny's poster to show 10 more, 10 less, 1 more, and 1 less than the bold number.



Tuesday, April 7, 2020

Malik is given a list of numbers:

1 5 10 50 100

He wants to include the following numbers so all numbers will be listed in order from least (on the left) to greatest (on the right):

49, 7, 22, 98, and 3

Where in the list should he put each of these numbers? Put the numbers in order from least to greatest. Explain how you know where to put each number.

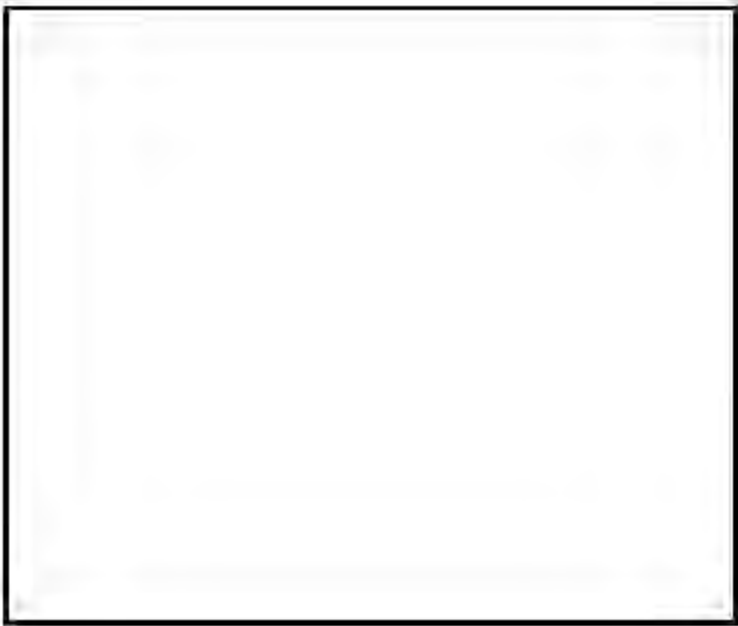
Words to explain my thinking:

Wednesday, April 8, 2020

45+36



Solve the problem and explain your thinking.



Words to explain my thinking:

Thursday, April 9, 2020

Use the hundred chart below to answer the questions below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. Find the following sums using the number square:

- $2+10 =$
- $19+10 =$
- $20+10 =$
- $74+10 =$
- $88+10 =$

2. What happens when we add ten to a number? How would you explain what is happening?

3. Find the following differences using the number square.

○ $13-10=$

○ $39-10=$

○ $40-10=$

○ $65-10=$

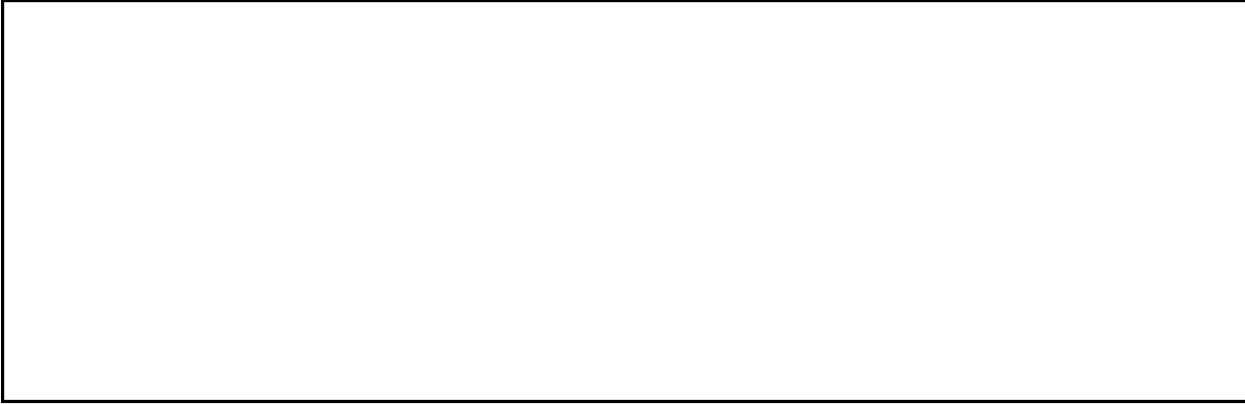
○ $92-10=$

4. What happens when we subtract ten from a number? How would you explain what is happening?

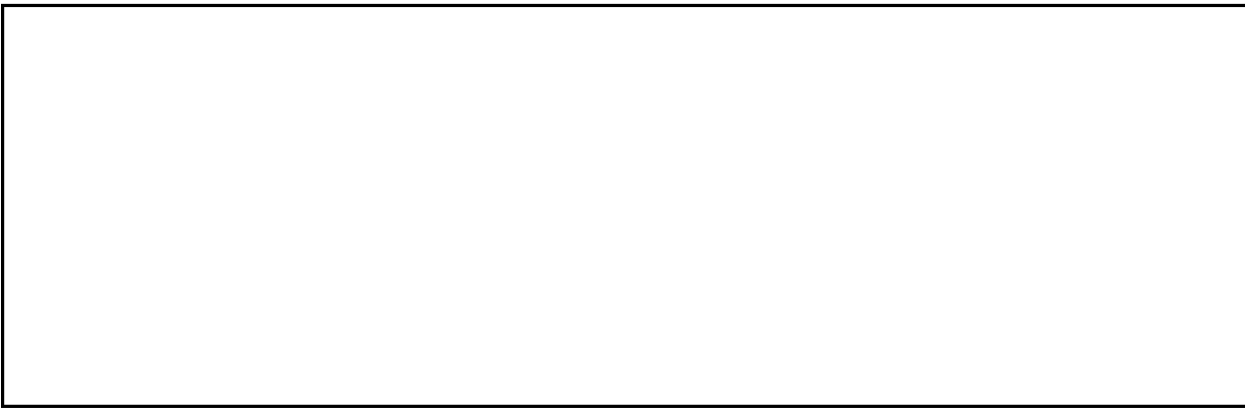
Friday, April 10, 2020

Draw a picture and write an equation to solve. Then answer question 3 in writing.

1. There were 7 children at the park. Then 4 more showed up. How many children were at the park all together?



2. There were some children at the park. Four more children showed up. Then there were 11 children at the park. How many children were at the park to start with?



3. How did you use the first problem to solve the second?

Math Week 2 - Community - Daily Math Schedule

5 minutes: Choose 3-5 activities from the number sense routines on pages 2 and 3 of this packet to complete with your child. Each should take about 1 minute or less to complete.

5-10 minutes: Complete the problem of the day.

10-15 minutes: Play a math game. Games can be found at the end of this packet. **You can substitute common household items for counters (i.e. cereal, small scraps of paper torn into little pieces, coins, beads, buttons, etc.). If you don't have dice to borrow from a board game you can write numbers on pieces of paper, fold them up and pick the numbers at random. You can also download dice apps on your smartphone for free.

5 minutes: Fact practice. Build accuracy and fluency of facts that make 10. Please see page 4 of this packet for ideas.

Optional: Use the following Suggested Online Resources

- Use Kahn Academy, a free online resource, to learn more and practice 1st grade math standards.
<https://www.khanacademy.org/commoncore/grade-1-G>
- Use Scholastic Bookflix at <https://www.infohio.org/resources/gk5> to read books, including books on math, science and social studies topics.

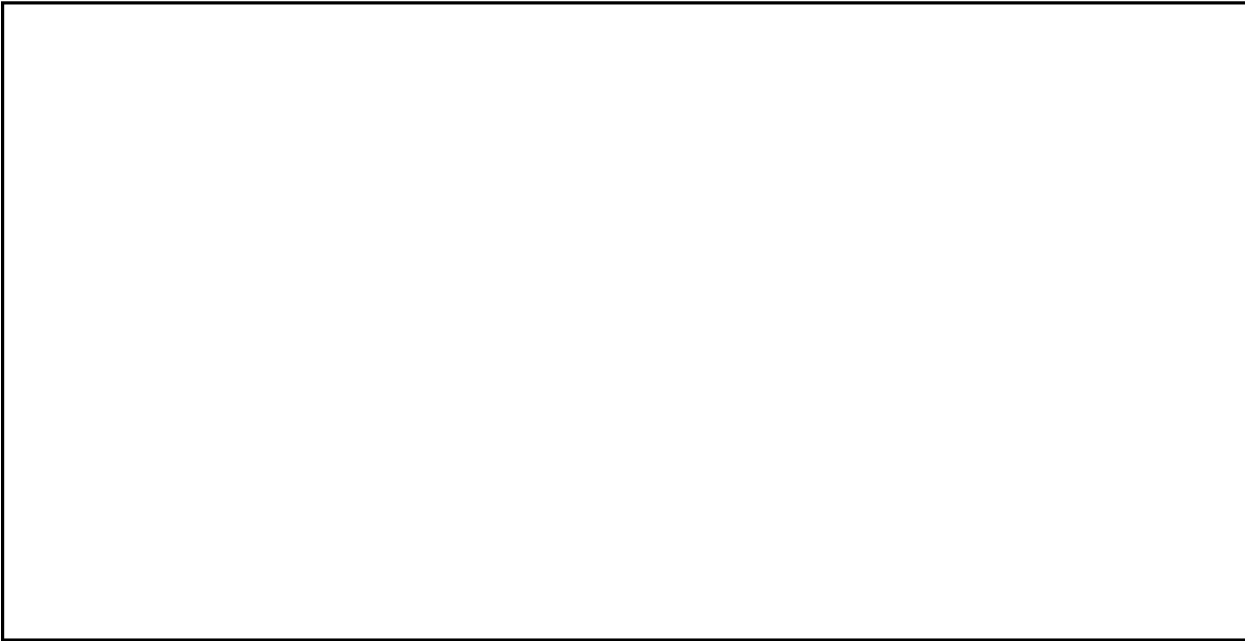
Remember to check off the activities as you complete them. Use the notes section to make note of anything that your child was especially successful at or had difficulty completing.

Monday, April 13, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Tuesday, April 14, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Wednesday, April 15, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Thursday, April 16, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Friday, April 17, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:

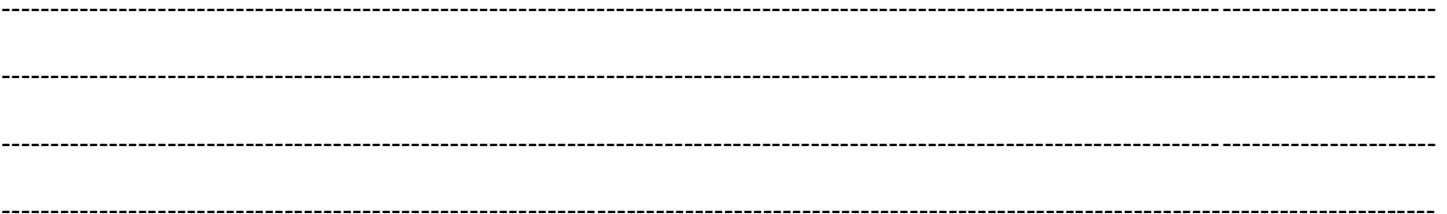
1st Grade Problem of the Day Week 2 - Community

Monday, April 13, 2020

Wendy's Windows makes windows with four panes of glass in each window. If they installed 7 windows on the front of a house, how many panes of glass did they use? Explain your thinking in writing.



Words to explain my thinking:



Tuesday, April 14, 2020

Write the time shown on each clock below.



Answer: _____



Answer: _____



Answer: _____

Wednesday, April 15, 2020

Decide if the equations are true or false. Circle one. Explain your answer.

1. $3+4=2+5$ True False

2. $8=4+4$ True False

3. $3+4+2=4+5$ True False

4. $5+3=8+1$ True False

5. $1+2=12$ True False

6. $12=10+2$ True False

7. $3+2=2+3$ True False

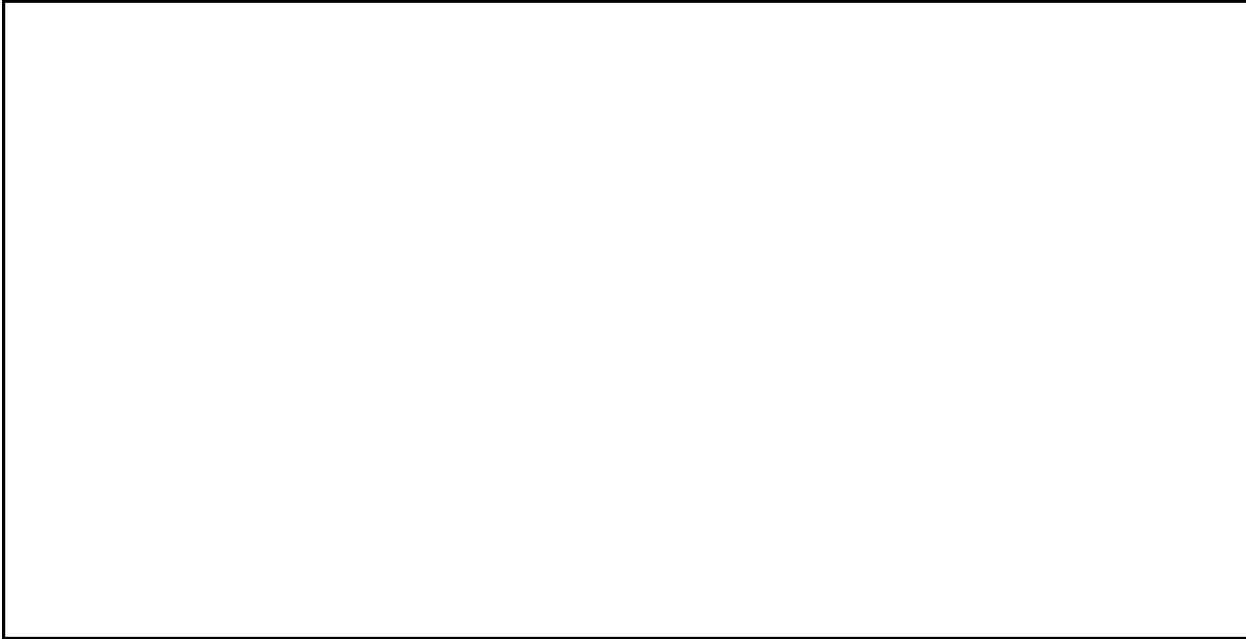
8. $32=23$ True False

Thursday, April 16, 2020

The police officer has 3 blue badges, 3 black badges and 2 red badges.

How many badges does the police officer have? _____

Show how you grouped the badges to solve:



Answer:_____

Number Sentence:_____

Friday, April 17, 2020

The mayor attended 30 meetings in April, 20 meetings in March, and 10 meetings in February.

How many meetings did the mayor attend?

Show how you grouped the meetings to solve:

A large, empty rectangular box with a thin black border, intended for the student to show their work or calculations.

Answer:_____

Number Sentence:_____

Math Week 3 - Earth Appreciation - Daily Math Schedule

5 minutes: Choose 3-5 activities from the number sense routines on pages 2 and 3 of this packet to complete with your child. Each should take about 1 minute or less to complete.

5-10 minutes: Complete the problem of the day.

10-15 minutes: Play a math game. Games can be found at the end of this packet. **You can substitute common household items for counters (i.e. cereal, small scraps of paper torn into little pieces, coins, beads, buttons, etc.). If you don't have dice to borrow from a board game you can write numbers on pieces of paper, fold them up and pick the numbers at random. You can also download dice apps on your smartphone for free.

5 minutes: Fact practice. Build accuracy and fluency of facts that make 10. Please see page 4 of this packet for ideas.

Optional: Use the following Suggested Online Resources

- Use Kahn Academy, a free online resource, to learn more and practice 1st grade math standards.
<https://www.khanacademy.org/commoncore/grade-1-G>
- Use Scholastic Bookflix at <https://www.infohio.org/resources/gk5> to read books, including books on math, science and social studies topics.

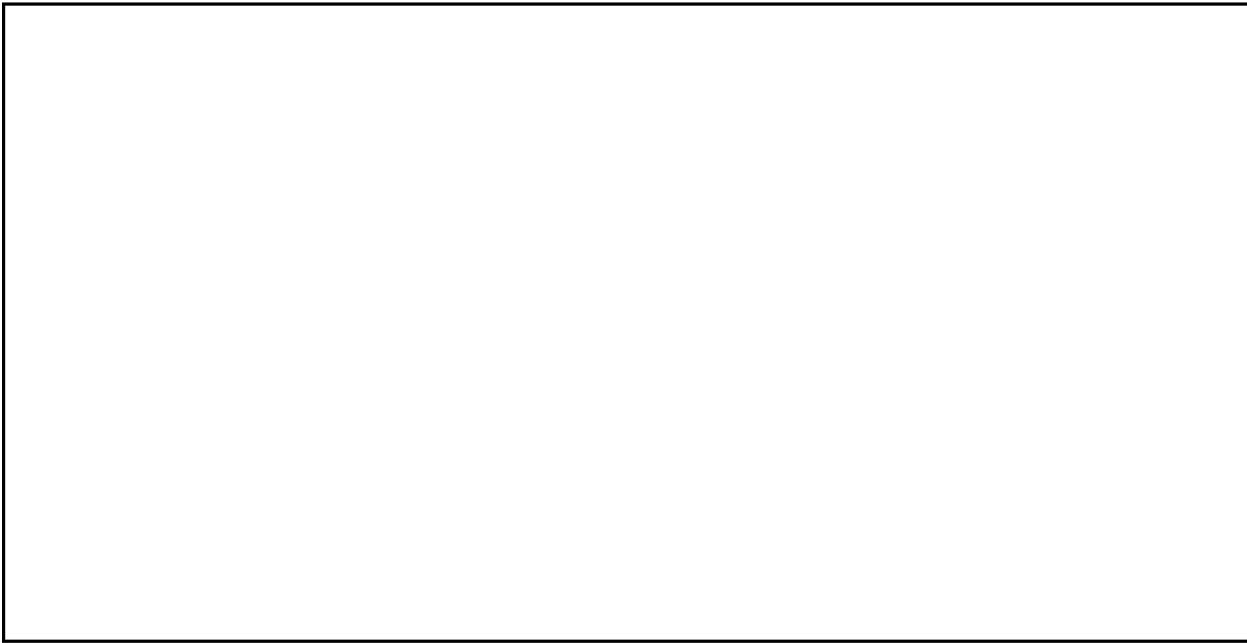
Remember to check off the activities as you complete them. Use the notes section to make note of anything that your child was especially successful at or had difficulty completing.

Monday, April 20, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Tuesday, April 21, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Wednesday, April 22, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Thursday, April 23, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Friday, April 24, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:

1st Grade Problem of the Day Week 3 - Earth Appreciation

Monday, April 20, 2020

Kira wants to plant a total of 10 trees. She has planted 3 maple trees so far. How many more trees does she need to plant? Explain your thinking in a picture and number sentence.



Answer:_____

Number Sentence:_____

Tuesday, April 21, 2020

Write your own story problem.

I have ____ friends helping me pick up litter in the neighborhood. ____ of my friends left. How many friends are still helping clean up the earth?

Answer:____ **Number Sentence:**_____

Words to explain my thinking:

Wednesday, April 22, 2020

Write your own story problem.

You are at the hardware store with your family buying flowers to plant in your yard. You put ____ blue flowers in your cart. Then you put _____ pink flowers in your cart. How many flowers did you put in your cart?

Answer: _____ Number Sentence: _____

Words to explain my thinking:

Thursday, April 23, 2020

Write your own story problem.

You are at the hardware store buying flowers to plant with your family. You buy ____ blue flowers and put them in your car. Then you drive to Walmart and buy _____ pink flowers and put them in your car. How many flowers do you have in your car?

Answer:_____ Number Sentence:_____

Words to explain my thinking:

Friday, April 24, 2020

Write your own story problem.

There are _____ different kinds of plants in the community garden. The community gives _____ of those plants to you for your home garden. How many different kinds of plants are left in the community garden now?

Answer: _____ Number Sentence: _____

Words to explain my thinking:

Math Week 4 - Lorain Pride - Daily Math Schedule

5 minutes: Choose 3-5 activities from the number sense routines on pages 2 and 3 of this packet to complete with your child. Each should take about 1 minute or less to complete.

5-10 minutes: Complete the problem of the day.

10-15 minutes: Play a math game. Games can be found at the end of this packet. **You can substitute common household items for counters (i.e. cereal, small scraps of paper torn into little pieces, coins, beads, buttons, etc.). If you don't have dice to borrow from a board game you can write numbers on pieces of paper, fold them up and pick the numbers at random. You can also download dice apps on your smartphone for free.

5 minutes: Fact practice. Build accuracy and fluency of facts that make 10. Please see page 4 of this packet for ideas.

Optional: Use the following Suggested Online Resources

- Use Kahn Academy, a free online resource, to learn more and practice 1st grade math standards.
<https://www.khanacademy.org/commoncore/grade-1-G>
- Use Scholastic Bookflix at <https://www.infohio.org/resources/gk5> to read books, including books on math, science and social studies topics.

Remember to check off the activities as you complete them. Use the notes section to make note of anything that your child was especially successful at or had difficulty completing.

Monday, April 27, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Tuesday, April 28, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Wednesday, April 29, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Thursday, April 30, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:
Friday, May 1, 2020	☐ Number sense routines ☐ Problem of the day ☐ Math game ☐ Fact practice/flashcards	NOTES:

1st Grade Problem of the Day Week 4 - Lorain Pride

Monday, April 27, 2020

Pete reads for 25 minutes. The next day he reads for 16 minutes. How many minutes did he read altogether?

Answer: _____ Number Sentence: _____

Words to explain my thinking:

Tuesday, April 28, 2020

Write the time shown on each clock below.



Answer: _____



Answer: _____



Answer: _____

Wednesday, April 29, 2020

There are 12 books in Sarah’s bookbag. Some books are returned to the library. Now there are 4 books. How many books were returned?

Answer:_____ Number Sentence:_____

Words to explain my thinking:

Thursday, April 30, 2020

Bo bought 20 tickets to play games at Family Fun Night at his school. He wants to play each game at least once. He needs to use all of his tickets. How many times might he play each game? Find at least two ways he can do it.

Game	Number of Tickets Needed
Ring Toss	1
Four-Pin Golf	2
Soccer Kick	3
Moonwalk	5

Words to explain my thinking:

Friday, May 1, 2020

Sharing Markers

a. Char had 10 markers. She gave 3 to a friend. How many did she have left?

Answer: _____ Number Sentence: _____

b. Char had 10 markers. She gave some to a friend. Now she has 7 left. How many markers did she give to her friend?

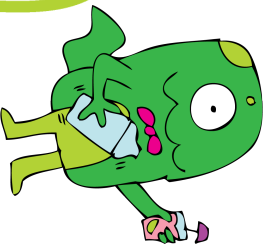
Answer: _____ Number Sentence: _____

c. Char had some markers. She gave 3 to a friend. Then she had 7 left. How many markers did she have to start with?

Answer: _____ Number Sentence: _____

WHICH NUMBER IS BIGGER?

PLAYER 1



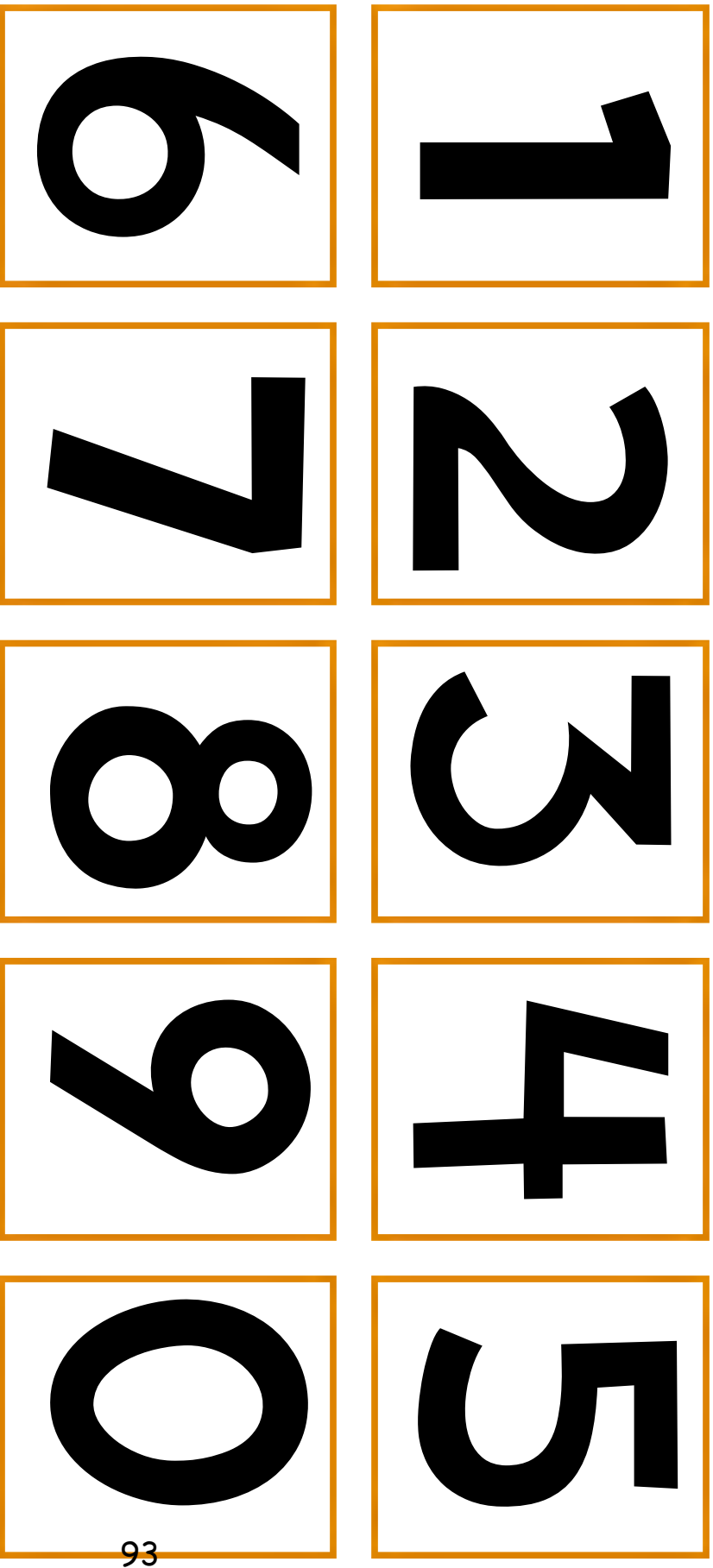
PLAYER 2



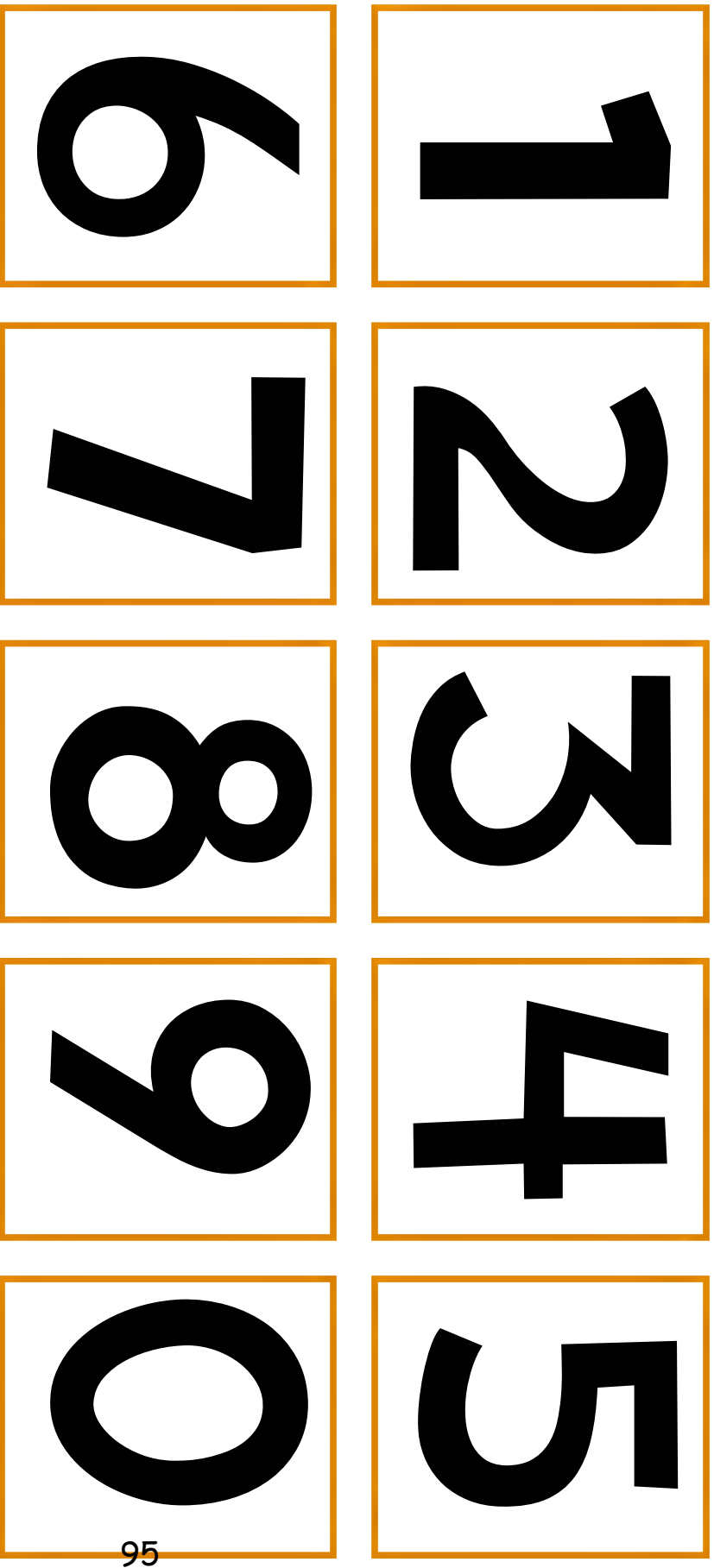
STUDENT DIRECTIONS

1. Place all number cards face down in one pile.
2. Each player takes 3 cards from the stack.
3. Your job is to try to make the biggest number using the 3 cards you picked. Place your cards on the game mat.
4. Which ever player makes the bigger number gets a star.
4. The player with the most stars at the end, wins!

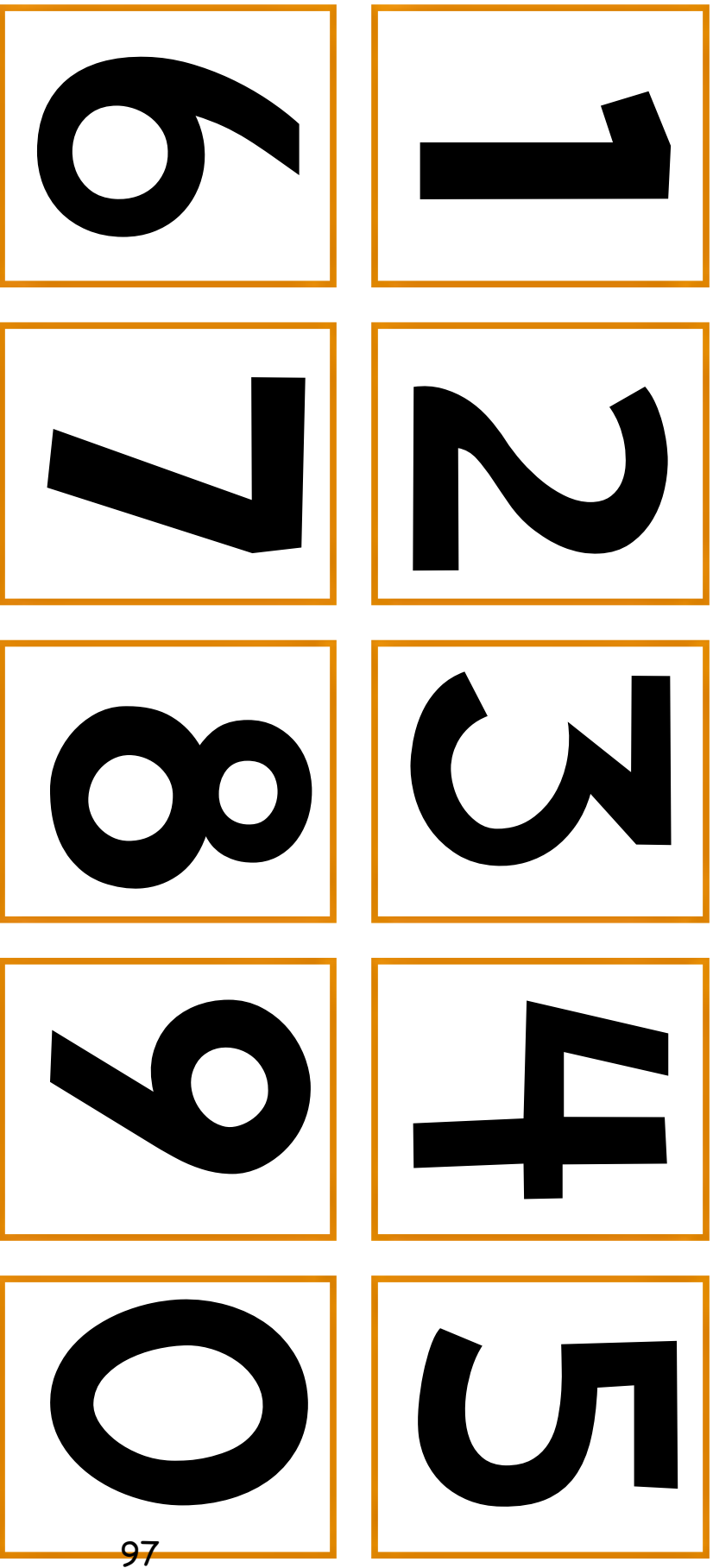
Suggestion: For a short game, you should not replace the number cards as they are picked. To make the game longer, you can place used number cards in bottom of pile and race to certain number of stars.



You will need 3 copies of this page. These are the number cards the students will use.



You will need 3 copies of this page. These are the number cards the students will use.



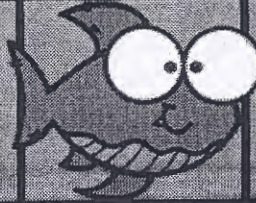
You will need 3 copies of this page. These are the number cards the students will use.

START
→

4 tens
3 ones

1 ten
7 ones

6 tens
1 one



5 tens
3 ones

5 tens
2 ones

Going Fishing

Tens and Ones

2 tens
8 ones

6 tens
3 ones

game for 2 - 4 players

Need: counters, dice

Each player puts a counter on Start. Players take turns to roll the dice and move forward that many spaces. The player reads the clue, finds a fish to match the clue and covers it with a counter. If no fish match the clue, the player doesn't cover any fish on this turn. If a player lands on a Lucky Shark, they can cover any number of their choice. The winner is the player to cover the last number.

8 tens
9 ones

3 tens
6 ones

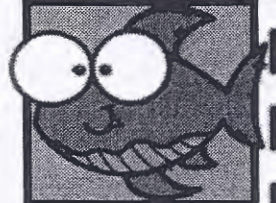
7 tens
2 ones

7 tens
2 ones



36

61

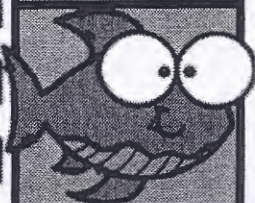


8 tens
9 ones



94

3 tens
6 ones



6 tens
3 ones

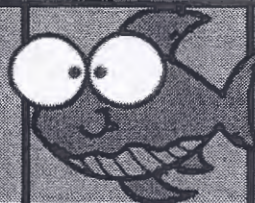
2 tens
8 ones



5 tens
2 ones

5 tens
3 ones

6 tens
1 one



1 ten
7 ones

4 tens
3 ones

9 tens
4 ones

62

27

74

98

36

35

90

73

Shells and Starfish

Ten More or Less

51

60

a game for 2 players Need: counters in 2 different colors
 Each player uses different colored counters. Players take turns to choose a number on the board and find a number that is ten more or ten less than this number. The player then covers both numbers. When no more pairs can be covered the winner is the player with the longest run of counters in their color.

47

19

50

49

57

37

26

41

29

80

93

63

84

52

88

83

39

25

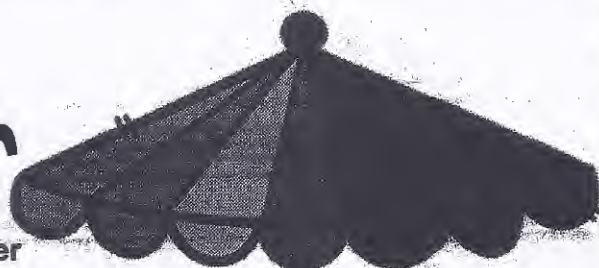
At the Beach

Four in a Row Subtraction

a game for 2 players

Need: Counters in 2 different colors – each player uses a different color

On a turn, a player covers a square of their choice. Before they cover the square, they must answer the subtraction correctly. The first player to cover 4 in a line is the winner. The line can be across, down or diagonally.



10-5	9-1	10-9	9-7	10-2	9-7
8-2	10-6	18-9	8-6	8-4	9-6
9-5	9-8	10-1	9-5	9-2	10-7
8-5	7-4	8-3	10-8	8-7	9-4
6-4	10-3	9-3	10-7	7-5	10-4



BUMPI!



Name: _____

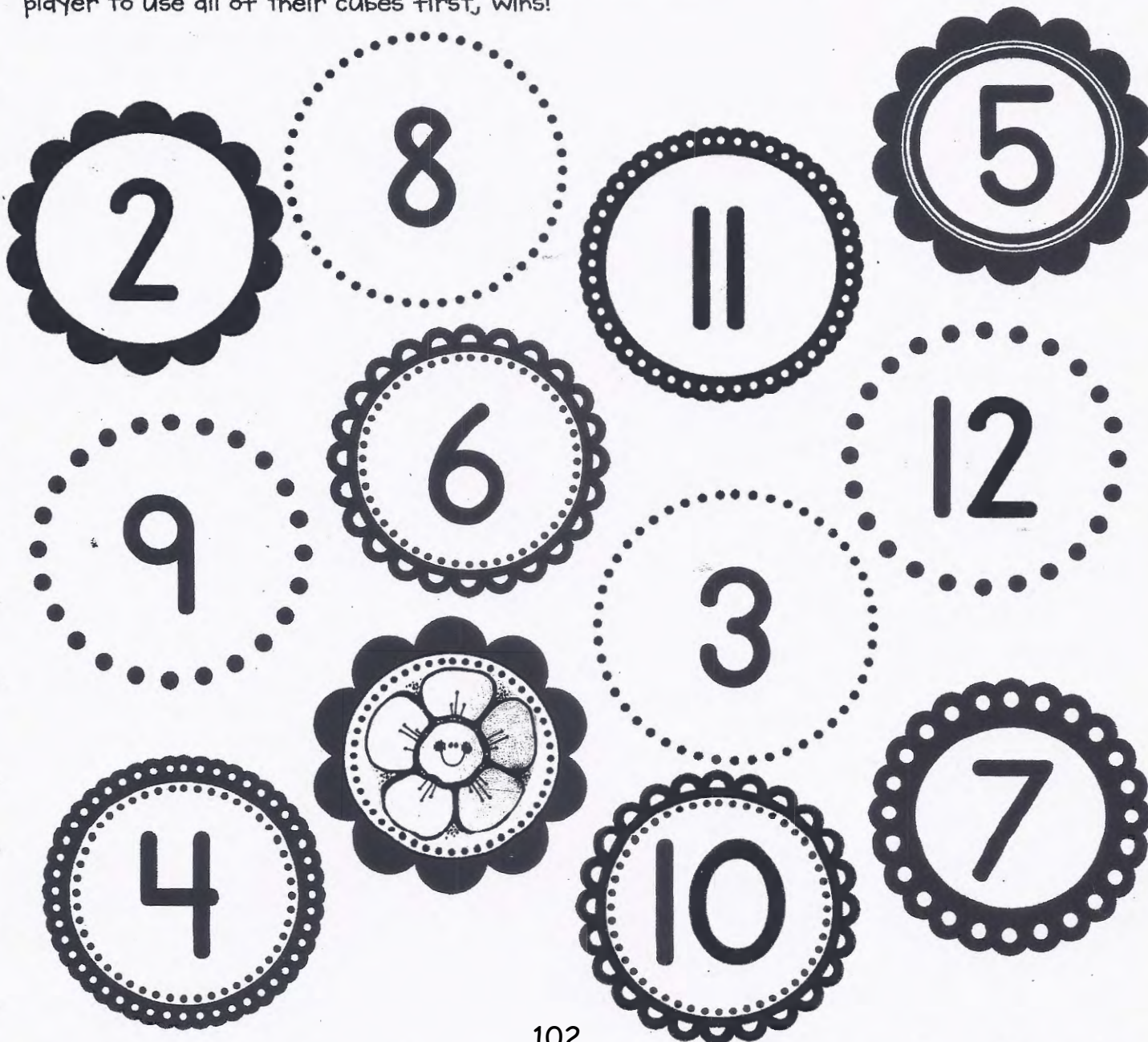
Date: _____

How to Play:

Take turns with a partner. Roll the dice and add to find the sum. Put a cube on the sum. If another player's cube is on that number, "bump" it off. If your cube is on that number, stack a second cube on top to "freeze" that spot. The player to use all of their cubes first, wins!

Materials:

2 6-Sided Dice
10 cubes of one color
10 cubes of another color



Connect Four!

Addition

8	2	7	11	3	9	6
4	10	5	12	9	2	11
7	3	8	10	5	8	4
9	11	4	2	6	12	9
6	10	7	5	3	8	9
10	7	2	11	6	3	12

How To Play:

1. Roll two dice
2. Add the numbers
3. Cover the sum with your marker.
4. First player to get 4 in a row wins!



Roll, Climb & Slide 120

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Begin on square number 1. Roll the dice and jump that many spots.
If you land on an icicle, slide down to the new number.



Race to 120!

Student Directions

Set the Race to 120 Chart out on a table or floor. Roll the die and move forward that number of spaces with your counter. If you land on a desert plant or animal, follow the directions for it given below. Play continues until one player lands on or passes space 120. Have fun racing to 120!



Caught in a cactus
Lose a turn



Quick as a fox
**Move ahead
10 spaces**



Found a desert rose
**Move ahead
one space**



Bitten by a snake
**Move back
10 spaces**



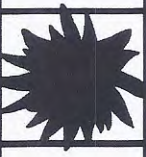
Slow as a turtle
**Move back
one space**



Ride on a camel
Roll again

Race to 120!



1	2		4	5		7	8	9	
11		13	14	15	16	17		19	20
21	22	23		25		27	28	29	
31		33	34	35	36	37		39	40
41	42	43		45	46	47	48	49	
	52	53	54	55	56		58	59	60
61	62		64	65	66	67	68		70
	72	73	74	75		77	78	79	80
81	82	83		85	86	87		89	
91		93	94	95		97	98	99	100
	102	103		105	106	107		109	110
111		113	114	115	116		118		120

Week 4: April 6-9----Spring/Renewal----Science

Grade 1 Standards:

- LS.1 Living things have basic needs, which are met by obtaining materials from the physical environment.
- 1.LS.2 Living things survive only in environments that meet their needs.

Monday	Non-living vs Living: Make a list of things in your house or outside that are living and things that are non-living. Some adaptations to this activity are to draw pictures with the words or cut and glue pictures out of magazines. What makes something living vs. non-living? What do living things need? Discuss with someone at your house.
Tuesday	Watch the following video on Brainpop Jr (This is free for families and can be watched on any device.) It can be located by searching "Food Chain" https://jr.brainpop.com/science/animals/foodchain/ Discuss with someone in your house about what would happen if a part of the food chain was missing.
Wednesday	Review food chains. Complete the attached sheet on food chains. Draw a food chain and then answer the two questions on the bottom of the sheet. Page 3
Thursday	Watch the following video on Brainpop Jr (This is free for families and can be watched on any device.) It can be located by searching "Freshwater Habitats" You can also watch the video on ocean habitats and/or arctic habitats. Using what you have at home (paper, posters, crayons, markers, pencils, pens, glue, etc) create a picture of a habitat. What animals would live in your habitat? What would they need to survive? You can also create a poster, diorama or any other fun project. https://jr.brainpop.com/science/habitats/freshwaterhabitats/
Friday	Take a stroll around your neighborhood and complete the included scavenger hunt. (If the weather is nice earlier in the week, feel free to complete it then)

*Optional	https://jr.brainpop.com/games/foodchaingame/?tid=124 - Food Chain game Work on completing the kindness calendar with your family. (Page 4) How many can you do? Once you are done, let your teacher or principal know, send a picture of your activities and/or post it to your school's Facebook page so we can see how the Lorain City Schools community is learning all about living things and ecosystems. If you are unable to watch any of the videos, please either research the different topics or use one of the free sites to find books about the different topics. https://www.infohio.org - PreK-12 Digital Library - Username is lorain and password is titans (case sensitive - must be lowercase) https://britannicalearn.com/covid-19-free-resources/ - Encyclopaedia Britannica is offering all schools and students free access to its "LaunchPacks" science and social studies learning content. The sets are intended for students in K-12 and provide articles, images, videos and primary sources of information, presented in an "engaging interface," optimized for smart devices. The resources are translated into multiple languages. http://teacher.scholastic.com/products/bookflix/#/ Username:bookflix47 Password:yellow
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Week 5: April 13-17: Community – Social Studies

Grade 1 Standards:

Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.

Collaboration requires group members to respect the rights and opinions of others.

Photographs, letters, artifacts and books can be used to learn about the past.

Grade 2 Standards:

Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.

Groups are accountable for choices they make and actions they take.

Monday	1. Over the next few weeks, keep notes on paper, write in a journal, take pictures or draw pictures so you can write a letter to students that will be in 1st and 2nd grade in 2030 and tell them what it was like to go to school in the spring of 2020. Your last social studies assignment (date has not yet been determined) will be to write a letter to students that will be sitting in your classroom in 2030 (10 years from now) so they can understand what school was like during this time and how it is different and/or the same. You should be writing every day, but try to make sure you write notes or take/draw pictures at least three times per week that describe what is happening in your neighborhood, city and what school is like at home. 2. Watch a short video on the Coronavirus on BrainPop (brainpop.com). Type Coronavirus in the search bar and click on the video. <i>*BrainPop is free during this time and can be accessed on any device including your phone. You may have to create an account but it is free and all you will need to do is provide an e-mail address and create a password. The video is less than 5 minutes in length.</i> 3. If you cannot access BrainPop, you can watch a video on YouTube: ROBERT explains the corona virus to children
Tuesday	Look at articles and videos in the news. You can look at a local newspaper or watch the local news or search for an article on local news sites. Or you can just talk with your family about what your family, your school and the city of Lorain are doing to keep everyone safe from the virus.
Wednesday	Using what you have at home (paper, posters, crayons, markers, pencils, pens, glue, etc) create a picture of how you (and your family) are helping your community make good choices to prevent the spread of coronavirus. Please write a paragraph describing your picture or project. Parents you may help with the writing if necessary.

Thursday	Continue working on your paper/project. Once you are done, let your teacher or principal know, send a picture of it if possible and/or post it to your school's Facebook page so we can see how the Lorain City Schools community is working together to achieve a common goal!
Friday	Fun Friday Activity: If you are done with your project, try to find a device that will let you go to www.scholastic.com/learnathome (you can do this on a chromebook, ipad, phone, or computer. Like BrainPop, this site is free to everyone during this time.). Once you are there, you need to scroll down to "Choose a Grade Level". Click on that and choose "Grades 1 and 2" You will stay in "Week 1" and scroll down to "Day 4: Social Studies - Communities" Have fun listening to "Click Clack Moo" (one of my favorites!), reading "Living on Farms" and all the other fun activities on the Scholastic site! Talk to your family about how living in Lorain is different than the communities you are learning about today.
*Optional	*Talk a walk with your family and see if you can identify how other people in your community are working together towards a common goal. Are there any ways you can help your neighbors or family members that live in different houses? Can you participate in what others are doing to help your community? Make sure you share your ideas with your school community through your teacher, principal or Facebook page so that we know what our friends and families are doing while we're not in school. *ZENWORKS Yoga is offering a free subscription through June 30th if you are interested. Go to zenworksyoga.com and follow the prompts to sign up. Lessons are organized by age and activity and are created to help you and your family in moments where you feel you might need to reset. Maybe you could even teach your family some yoga moves!

Week 6: April 20-24: Earth Appreciation – Science

Grade 1 Standards:

1.ESS.1 The sun is the principal source of energy.

1.ESS.2 Water on Earth is present in many forms.

Grade 2 Standards:

2.ESS.1 The atmosphere is primarily made up of air.

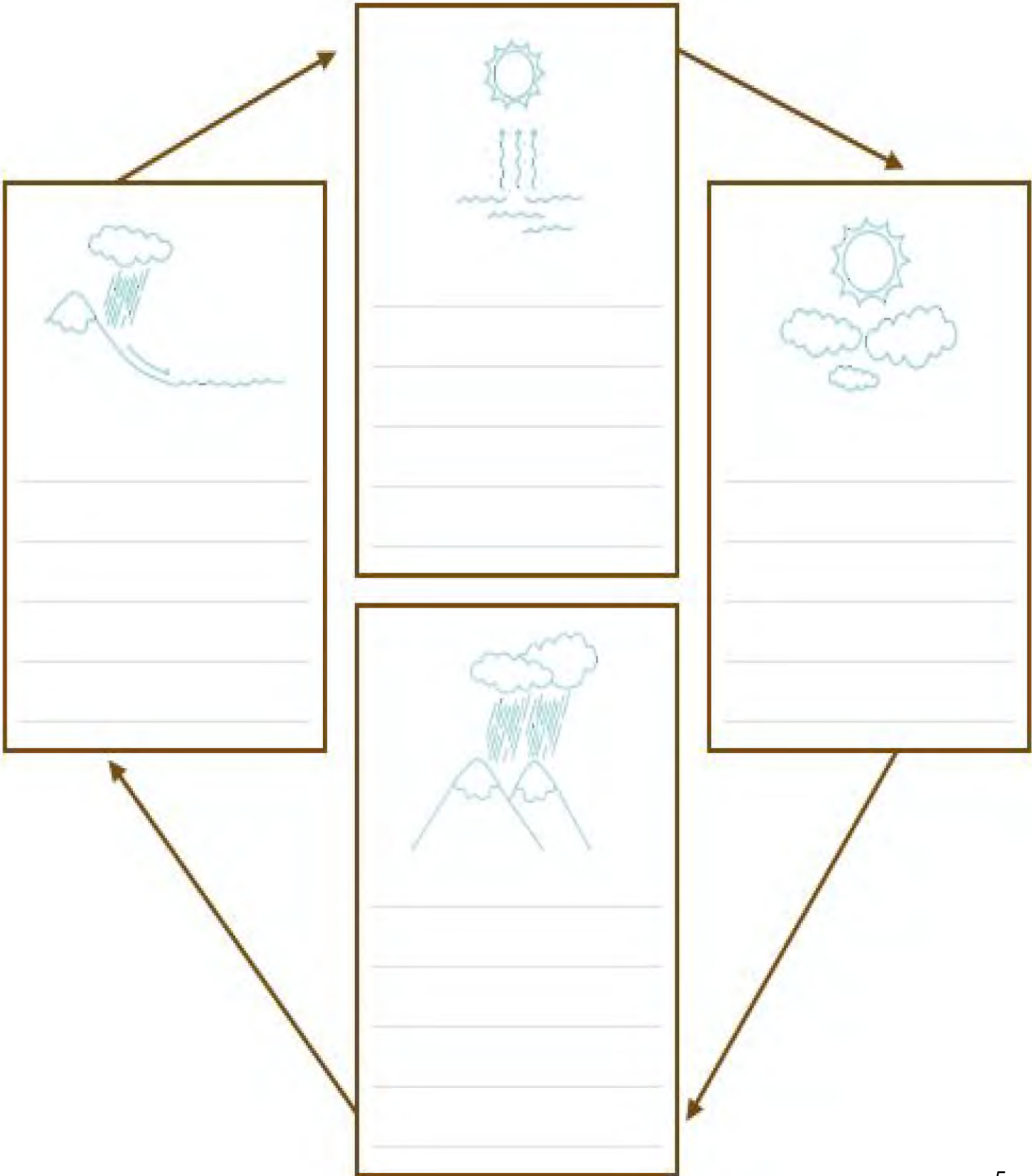
2.ESS.2 Water is present in the atmosphere.

2.ESS.3 Long-and short-term weather changes occur due to changes in energy.

Monday	Watch the following video on Brainpop Jr (This is free for families and can be watched on any device.) It can be located by searching “Sun” https://jr.brainpop.com/science/space/sun/ Why is the Sun important to the Earth? Discuss with someone in your household why the sun is important to the Earth.
Tuesday	Make a sundial. If the weather isn’t conducive for an outside sundial, you can create it inside with the use of a flashlight. See the attached page for the directions on making the sundial. Page 3
Wednesday	Complete the attached writing sheet about the sun. You may rewatch the video to review. Page 4
Thursday	Watch the following video on Brainpop Jr (This is free for families and can be watched on any device.) It can be located by searching “Water Cycle” https://jr.brainpop.com/science/weather/watercycle/ Discuss with your family about the four steps in the water cycle. Complete the attached sheet with writing about the four steps. Page 5
Friday	Complete the water cycle activity. Page 6
*Optional	Complete any of the previous weeks’ activities that you were unable to get finished. If you are unable to watch any of the videos, please either research the different topics or use one of the free sites to find books about the different topics.

	https://www.infohio.org - PreK-12 Digital Library - Username is lorain and password is titans (case sensitive - must be lowercase) https://britannicalearn.com/covid-19-free-resources/ - Encyclopaedia Britannica is offering all schools and students free access to its "LaunchPacks" science and social studies learning content. The sets are intended for students in K-12 and provide articles, images, videos and primary sources of information, presented in an "engaging interface," optimized for smart devices. The resources are translated into multiple languages. http://teacher.scholastic.com/products/bookflix/#/ Username:bookflix47 Password:yellow Please share any of your work to your teacher/administrators.
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What happens in the water cycle?





Where do you think water for rain comes from? Do this experiment to find out!

Name: _____

You'll need:

- a medium zip top plastic bag
- a cup
- water
- sand or dirt

1. Fill the cup half way with sand or dirt.
2. Add half a cup of water to the cup.
3. Seal the cup in the plastic bag and put it in a sunny place.

1. What do you think will happen? Make a prediction.

2. After a few hours, observe what happened.
Write or draw your observations.

before	after

3. Write a conclusion about what you observed.

Week 7: April 27 – May 1: Lorain Pride and History – Social Studies

Grade 1 Standards:

Maps can be used to locate and identify places.

Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).

Grade 2 Standards:

Maps and their symbols can be interpreted to answer questions about location of places.

Change over time can be shown with artifacts, maps, and photographs.

Science and technology have changed daily life.

Monday	1. If you were able to access BrainPop, please go back to the following link to log in to BrainPop Jr.(it will be the exact same login info that you used for BrainPop https://jr.brainpop.com/ 2. Once there, type “Reading Maps” in the search bar and watch the movie. 3. You can also watch this YouTube video: “Second Grade Social Student - How to Read a Map” (it is the video by Sarah Hines) 4. If you are unable to access either link, try to find examples of maps in your house or by looking for maps of Lorain online using whatever electronic device you have available. Pay attention to what maps show: land, water, streets, highways, houses, parks, stores, etc. 5. Make sure you are continuing to keep track and journal what is happening in your community and how school is going. Remember, we are going to be writing letters to future students about this unique time.
Tuesday	Take a walk with your family around your neighborhood. Take a piece of paper and a pencil so that you can take notes of what you see so that you will be able to draw a map of your neighborhood. You should be looking for houses, apartments, churches, parks, trees, water, etc. Look for names of streets and other important landmarks so you will be able to label your map.
Wednesday	Draw a map of your neighborhood using the materials provided in your packet. Be sure to label it and provide a “Key” to your map so that others can read it. All required pieces for this project are included in the @home learning packets. If you have crayons or markers, use them to make the map colorful. If you do not, just use pencils or pens.
Thursday	1. Finish your map project if you did not get it done yesterday. 2. Included in your packet was a letter regarding the census. Make sure your family members see the letter so they know how important it is to complete the 2020 census.

	https://www.census.gov/content/dam/Census/programs-surveys/sis/resources/2020/sis-take-home-flyer-english.pdf
Friday	1. Fun Friday Activity: This one is a little break from our usual routine to take some time practicing Kindness and Empathy. Head back to www.scholastic.com/learnathome. Once you are there, you need to scroll down to "Choose a Grade Level". Click on that and choose "Grades 1 and 2" You will go to "Week 2" and scroll down to "Day 9: Social Emotional Learning - Empathy and Kindness." Listen to, and read, the stories and do the activities on the page. 2. Find one way to demonstrate your Lorain Pride by showing kindness to someone in your family or neighborhood! <i>#TitanStrong</i>
*Optional	*Create a scavenger hunt (or a treasure map like in the YouTube video) that uses a map with directions (north, south, east, west) and landmarks in your house or outside (tree, park, stairs, sink, etc) and have your family see what they find! *Practice yoga from ZenWorks yoga

Map Key

Directions: You will be designing a town, city, or park. Use picture symbols to represent buildings, forests, farms, ponds, rivers, and any other features you want to include. Make sure you include your symbols on the map key. Complete the compass rose.

Map Key

_____ School

_____ House

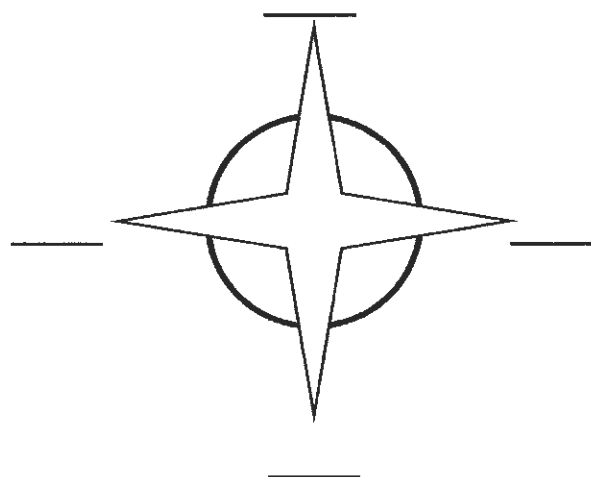
_____ Park

_____ Forest

_____ Bank

_____ Police

Compass Rose



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Name _____

Growing Titans: Plant Observation Journal

Plant Your Seed and Every 2-3 Days Sketch or Write What You Observe

Day # ____

Day # ____

Day # ____

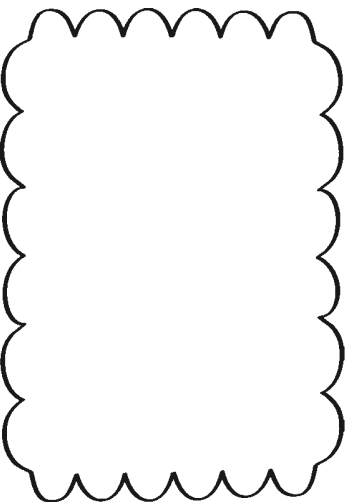
Day # ____

Day # ____

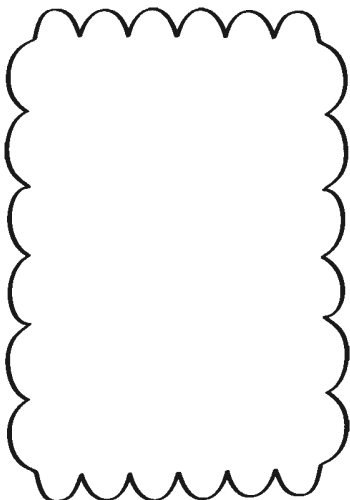
Day # ____

Growing Titans: Plant Observation Journal

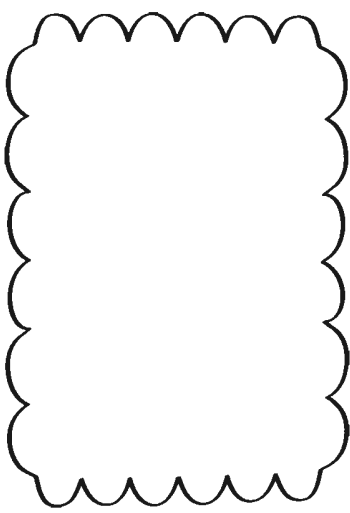
Day # ____



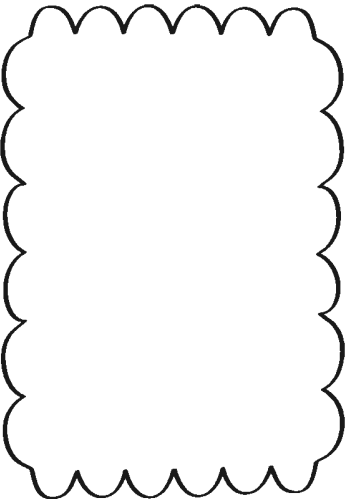
Day # ____



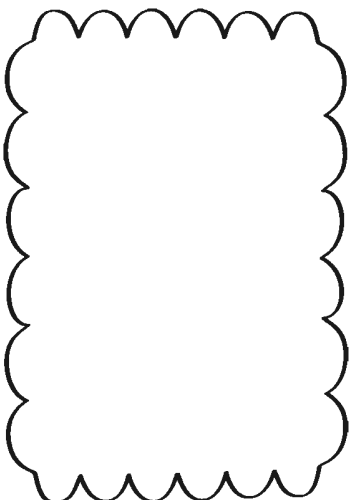
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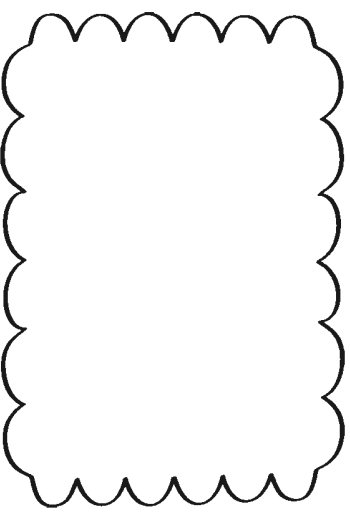
Day # ____



Day # ____



April 30th



What are your ending
observations?