Grade 1
Supplemental Learning Packets

March 30, 2020

Dear 4J Families and Caregivers,

This packet contains paper-based home learning enrichment activities for your student. Thank you for accessing opportunities to keep kids engaged, learning, and thinking as we negotiate these changing and challenging conditions. This packet is part of Phase One for remote learning activities in 4J.

Phase Two begins April 6 when teachers will provide grade-level education activities that can be done at home. Teachers and schools will do their best to connect with each student in their classroom communities and check to see that community resources, technology, and learning activities are available for all.

In the meantime, we'd like to share some optional resources to support Reading/English Language Arts and Math.

Inside this packet, you will find:

- A reading/English language arts activity choice board
    - Students can choose one activity per day. You can always do your favorites again!
- Some articles for students to read
- A math choice board
    - Students can choose 2-3 activities per day.
    - Directions for the games and activities are found at the end of the packet
    - **Materials needed**: scissors, pencil, crayons/colored writing tools, small objects (like beans, rocks, or socks)
    - **Tools provided** (some require cutting or slight assembly): 100s chart, number cards, shapes and names, recording space, images for some activities

If you choose to use these resources, please do so in a way that works for you and your family.

With great care for you and your loved ones,

The 4J Instruction Department

Supplemental learning online links are recommended over paper packets at:
https://www.4j.lane.edu/communications/coronavirus/learning/#distance
The link above has a Spanish option as well as English.

First Grade Literacy Choice Board

- ❏ **Read with your child for 20-minutes a day.** Make it fun! Ask questions, hunt for pictures or letters, and encourage your student to talk about their favorite part. It is okay if you read the same story multiple times!
- ❏ Choose **<u>one</u>** fun literacy activity from below to complete each day!

Sight Words: are, ask, best, black, both, down, funny, help, long, keep, must, our, please, pull, soon, start, their, under, with work, your

Story Art

Read/listen to a story and use markers, crayons, or paint to create a drawing about the story.

Rainbow Writing

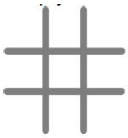
Trace over or write your name, letters, and sight words (above) using different colored crayons/ markers. Write the letter/word in one color, and then choose another color to write the word again over top of the first word. Repeat this several times with different words. Choose the words you want to write.

Our Sentence

Write a simple sentence about your day. Cut apart the words, scramble them up and put the sentence back together. Illustrate a picture to go with the sentence.
For example:
Today we ate hot dogs.

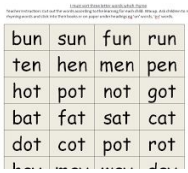
Play "Tic-Tac-Toe Blends."

Draw a tic-tac-toe board. Each player chooses a letter blend (bl, cl, br, tr, fl, gl, pl, scr, sk,) instead of X or O. The player must say a word that starts with that blend and write the blend in an empty space.



Rhyme Time

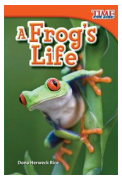
Choose one of the following words. List as many words as possible that rhyme with the word. After you write the word, consider if it looks right. Rewrite the word in your neatest handwriting.
cat cake
hill bike
pet mole
pot beak
sun mule



bun	sun	fun	run
ten	hen	men	pen
hot	pot	not	got
bat	fat	sat	cat
dot	cot	pot	rot

Nonfiction Study

Read a non-fiction book. Think about what you learned from the text. Create a poster or flyer using important information from the text.



How To Book

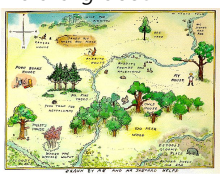
Choose an activity that you do often, such as brushing your teeth or making a bowl of cereal. Then, create a How-To Book to teach someone else how to do the task. Be sure to include illustrations and labels.

Family Interview

Interview a family member in person or on the phone. Ask questions to learn more about them. Write a sentence about what you learned.

Setting Map

Read a fiction story. Create a map to show where the story takes place. Be sure to label the map. You may wish to make a key to show where different events in the story occur.



Handwriting

Choose 5 sight words to write in your best handwriting. Write each word 5 times each

Ideas graciously borrowed and adapted from Prince George's County Public Schools

Whales Take a Trip

by ReadWorks

Humpback whales live in Earth's oceans. Each fall, these whales take a trip. They leave the area where ocean water is cold. They swim to warm ocean water.

Why? The mother whales want to have their babies.

They want to have their babies in warm water. When they are born, the babies will already know how to swim.

They will drink their mothers' milk and grow. Then the mothers and babies will swim back to the cold water.

Two Kinds of Whales

by ReadWorks

A whale is a huge sea animal. Different kinds of whales live in our oceans. Whales have blowholes on their heads. Some have one blowhole and some have two. A whale lifts its head up from the water to breathe through its blowhole.

The **killer whale** has one blowhole. It has sharp teeth. It uses its teeth to hunt for seals. It is as big as one school bus.

The **blue whale** has two blowholes. It doesn't have teeth, but it eats a lot of krill. Krill are very small and look like shrimp. The blue whale is the biggest whale. In fact, it is the largest animal in the world. It is as big as three school buses!

Whale Watch!

Whales are big ocean mammals.

Mammals are animals that drink milk from their mothers. Whales live in oceans. There are many kinds of whales. Whales are some of the biggest animals alive.

NOAA

Humpback whales eat krill.

Whales Eat

Some whales, like a humpback, eat tiny animals that look like shrimp, also known as krill. The humpback opens its mouth and takes in water and krill. Grooves in the whale's throat stretch to help it hold a lot of water and food. Then it pushes the water out and eats the krill.

Whales Breathe

All whales, like blue whales, breathe air through blowholes, which are openings on top of a whale's head. The blowhole is closed when the whale

is under the water. When the whale comes to the top, its blowhole opens. The whale breathes out, making water spray into the air. Then the whale breathes in and goes under the water again.

NOAA

Killer whales breach, or jump out of the water.

Whales Breach

Most whales, like killer whales, breach. A breaching whale jumps up out of the water. Then it comes down and makes a huge splash!

No one is sure why whales breach. Some people say that they do it just for fun!

Whales Communicate

Some whales, like belugas, communicate. Whales communicate to talk to one another. Scientists think that a whale communicates by making sounds from its blowhole and from its mouth. Some whales can communicate with one another over hundreds of miles of ocean water!

Wise Old Whales

NOAA

Bowhead Whales

Some bowhead whales can live to be 100 or even 200 years old, scientists from the University of Alaska say. Bowhead whales live in Arctic waters.

Recently, scientists studied some whales killed by Native American whale hunters in northern Alaska. The whales had been killed with harpoons, long sticks with sharp points.

When the whales were cut open, harpoon points made of ivory and stone were found inside. Ivory and stone haven't been used to make harpoon points since the 1880s!

The World's Oldest Mammal?

Scientists say that those whales must have been hunted with harpoons more than 100 years ago. The scientists decided that three of the whales were between 132 and 172 years old when they were killed. And one of the whales may have been as old as 211 years!

Scientists say the bowhead whale could be the oldest kind of mammal on Earth. A mammal is a warm-blooded animal that has a backbone and feeds its babies with the mother's own milk.

Goal: Complete 2-3 spaces a day and have fun!

_____'s Math Choice Board

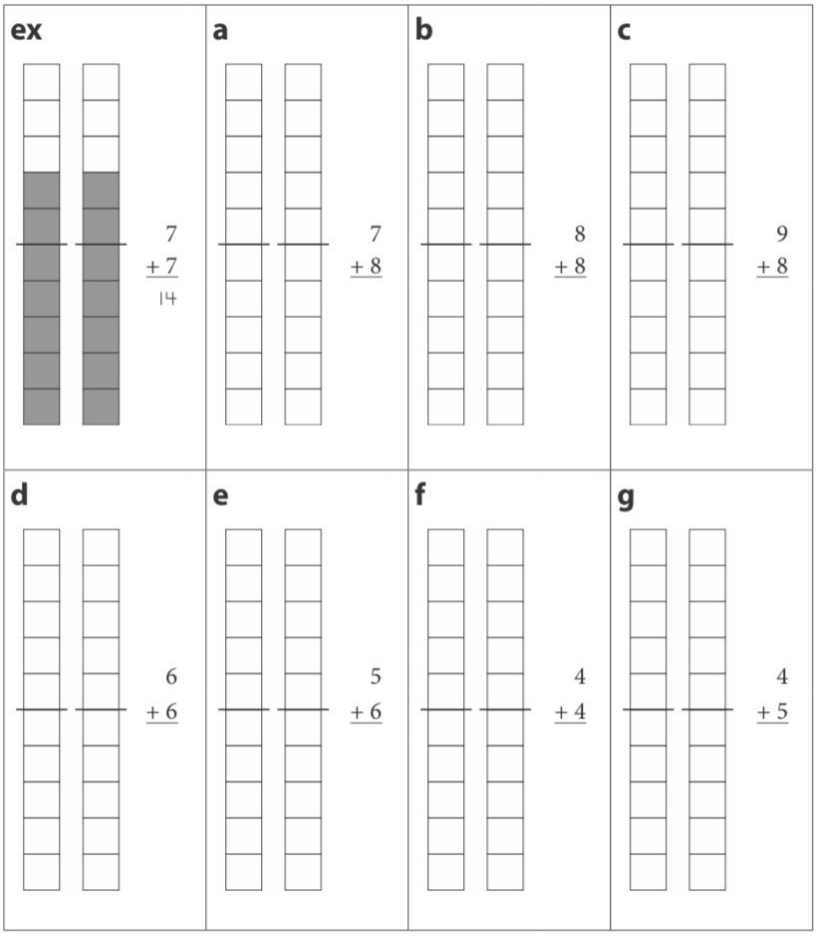
(student name)

Tell and Solve **+ addition +** **- subtraction -**	**Make It Ten Game**	1-2 Nim Game	**Counting Activity**
Go on a 3-D Shape Hunt! ○ ❒	Find patterns on a 120 chart	**Mind Reader Game**	Pick a problem set 1 or 2
Number Sense	Double Compare Game	**Let's Move!**	Draw with Shapes Activity
The answer is ____. What is the question?	**Which one doesn't belong? Activity**	Close to 20	**Counting Collections Activity**

Problem Sets

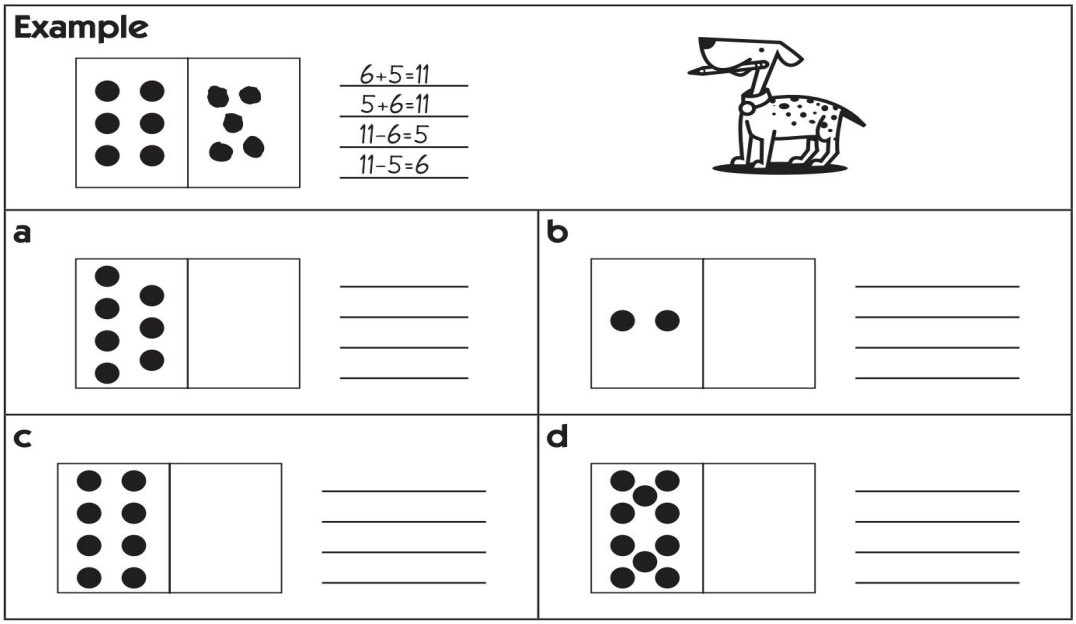
Problem Set 1

Color the ten-strips to match each addition problem. Solve each equation.



Problem Set 2

Draw the dots on the right-hand side of each card to make 11. Then write a fact family to match. You may need a separate paper for your facts.



Tell and Solve

Tell and solve an addition + word problem: Think about what addition means (to join or to add to) and tell a story where more is “added to” or where two amounts are joined together. Then solve using drawings, objects or equations.

Examples:

I have _____ then _____ more joined. How many will I have now?

I have _____ and _____. When I put them together I have _____!

Tell and solve a subtraction - word problem: Think about what subtraction means (to take apart or take from) and tell a story where something is “taken apart” or where one amount is taken from another amount. Then solve using drawings, objects or equations.

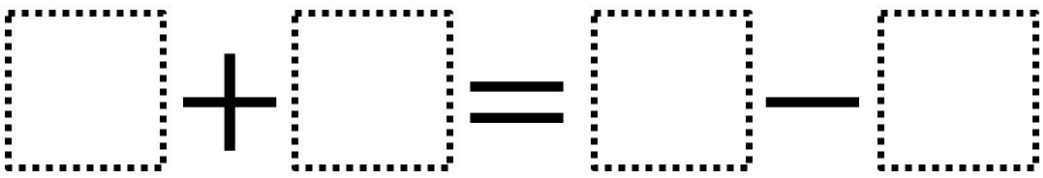
Examples:

I have _____ then _____ are taken away. How many will I have now?

I have _____. Some are _____ and some are _____. How many of each do I have?

Bonus:

Explore equality. Using the digits 1 to 9, at most one time each, fill in the boxes to create a true number sentence with the greatest possible value.



Games

1-2 Nim Game: Place about 10 objects between two players. Players take turns removing one or two objects from the pile. You must take at least one object on your turn, but you may not take more than two. Whoever takes the last object is the winner.

Materials needed: two players and about 10 small objects (pennies, beans, socks, etc)

Make It Ten Game: This is a super-quick, cooperative game for two people. One person puts forward some number of fingers. The second person puts forward the number of fingers required to "Make It Ten." When there are ten fingers forward, the two players give each other a "high ten."

Materials needed: two players and their fingers

Double Compare Game: Remove wild or face cards from the deck. Deal the deck of cards so that each play has half the deck. Piles are face down and players turn over two cards each then adds them to get a sum. The player with the greatest sum says "My sum ____ is greater than your sum of ____" Play continues until all cards are taken by one player. Bonus: Play for the lowest value card and use "less than."

Materials needed: two players and deck of playing cards (or cut those ones attached)

Mind Reader Game: The two players (or "mind readers") each draw a card and, without looking at it, hold it up to their foreheads so that everyone else can see it, but themselves. The third player (or "leader") announces the sum of the two cards. Each "mind reader" must figure out which card is on his or her own forehead and say it aloud. When both "mind readers" have figured out their cards, a new leader is chosen and the game continues.

Materials needed: three players, a deck of cards, and counters (optional)

Close to 20: Each player is dealt 5 cards. Each player uses 3 cards in their hand to make a total as close to 20 as possible. For example, 8 + 7 + 3 = 18. Each player records their equation and determines their score. The score is the difference between their total and 20. For example, 20 - 18 = 2. It is also ok to go over 20 where 8 + 10 + 3 = 21 so 21- 20 = 1. Put the cards used in a discard pile. Keep the two remaining cards and draw three more for a total of 5 cards. Play four more rounds of the game. The player with the lowest score at the end of the game (5 rounds) wins.

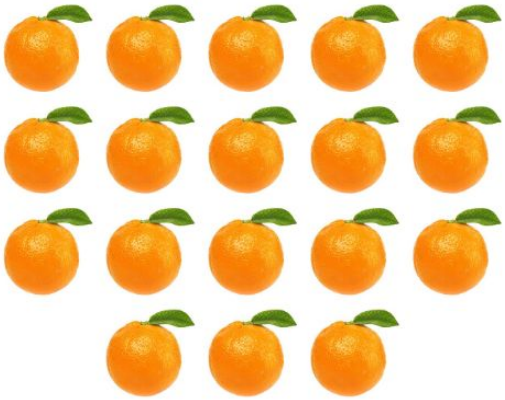
Materials needed: two players, deck of cards with 10s and face cards removed, sheet to record number sentences that are close to 20, pencil, and counters (optional)

Activities

Number Sense: You have the following digits… 7, 5, 2, 4, 6, 3. What is the largest 2-digit number you can make? What is the smallest 2-digit number? How do you know? What digit do you wish you had? Why? Explain using drawings or words!

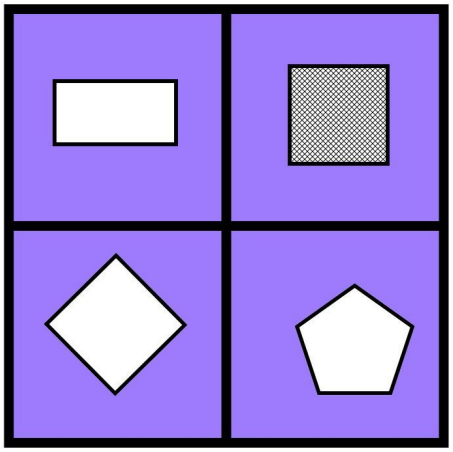
largest 2-digit number: _____ smallest 2-digit number: _____

Counting Activity: How many do you see? What did you count? How did you count them?



Bonus: Make your own set, then ask the questions again to count!

Which one doesn't belong? Pick one item. Explain why you think it doesn't belong with the others. Can you pick another item and give a different reason?



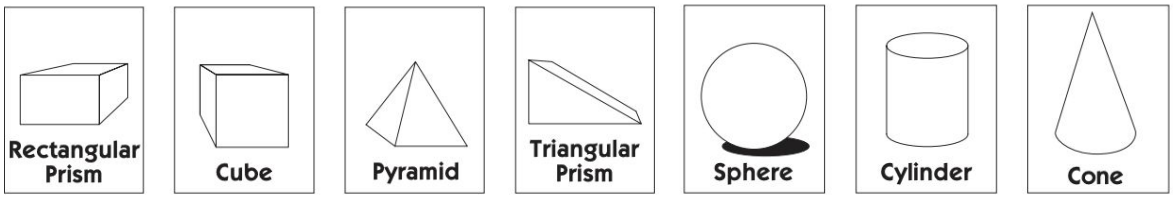
Bonus: Make your own set, then ask the questions again to count!

Find Patterns in a 120 chart: Count by 1s, 5s, and 10s or notice patterns in the numbers going up and down. Talk about what you notice. Use different colors to show your ideas!

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

Talk about it:
What do you notice? Do you think that pattern will continue? How do you know?
Are there any other patterns you can find?

Go on a 3-D shape hunt! Look around your home and outside for as many objects that have these shapes. Bonus: Draw some of the objects you found!



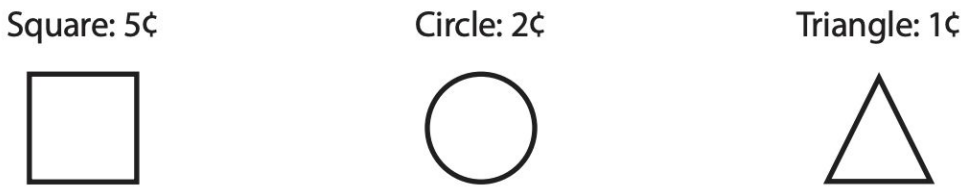
Here is what I know about these shapes:

I looked around and found these… (use drawings or words)

The answer is ___. What is the question? Choose a number 0-100 or a shape. Then say “If the answer is __(your choice)__, then the question could be…” Then say “Here is how I know!” and act out situations, model with objects, write equations, or draw pictures to show how you can prove your question matches the answer.

Examples:
If the answer is 28, then the question could be “How much is 1 ten and 18 ones?”
If the answer is a sphere, the question could be “What shape is a basketball?”
If the answer is 12, the question could be “What is 2 less than 14?”

Draw with Shapes: Make a picture that is worth 14¢. You can use as many as you like of these shapes. Label your picture. Prove that it is worth 14¢.

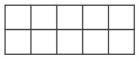
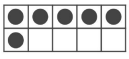
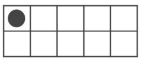
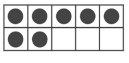
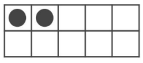
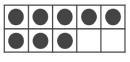
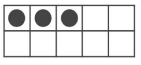
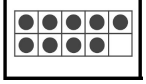
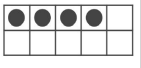
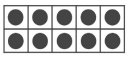
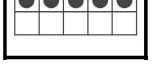


_____’s Shape Design

I made a _____.

LET'S MOVE!

Set up your movement board by drawing pictures or writing the name of a move into each box. *Examples:* frog jump, stretch, jumping jack, sit up, and more! Draw 3 (or more) cards and complete a series of moves! Then add up your total moves. Was it more or less than 20? How do you know?

0  Draw again!	6 
1 	7 
2 	8 
3 	9 
4 	10 
5 	Wild Card You pick the number!

Counting Collections Activity

What are Counting Collections?

Counting collections are simply a group of objects that kids can count! This can range from a twenty (kindergarten) to hundreds. Kids take the lead on what and how they group to count them!

What can kids count?

Anything really… collect sticks on walk, laundry or socks, beans or pennies, sets in packages with a few extras, toys, books, crayons, paperclips, rocks or leaves, fence boards, and more!

What can I do to support my child?

- Provide the objects (and possibly some containers such as cups, bowls or bags for sort groups).
- Listen to your child
- Count with your child
- Know there are many ways to count the same objects. There is not one right way and sometimes trying and re-trying leads to discoveries… we're not counting for speed but to discover and to ask questions!

Recording thinking…

After your child is finished counting their collection, they will record their thinking on the record sheet attached (or a blank paper). Exploring ways to capture their ideas with pictures, numbers and words help them further bring all their math thinking to life.

Asking questions of our collections

Kids may wish to explore their collections by asking questions about their counting or groupings, such as…

- How many more gray rocks do I have than brown rocks?
- If I count by 5s, how many will be leftover to count by 1s?
- If I found 3 more, how many would I have now?
- What equations could I write about my groups?

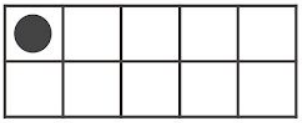
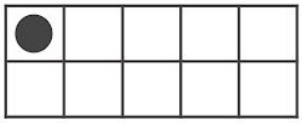
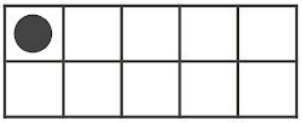
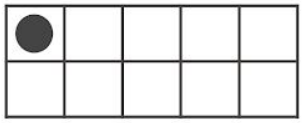
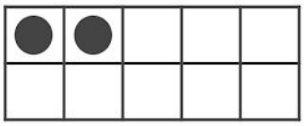
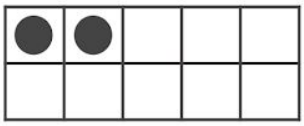
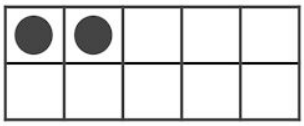
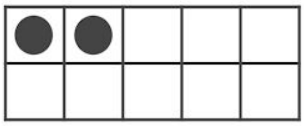
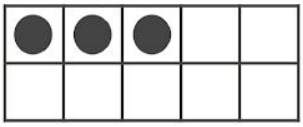
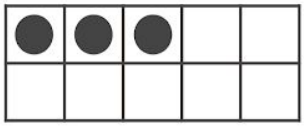
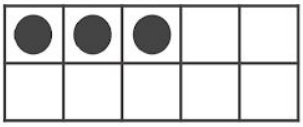
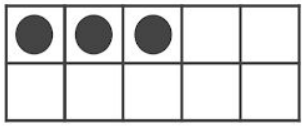
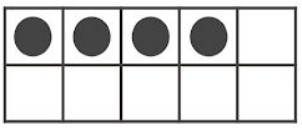
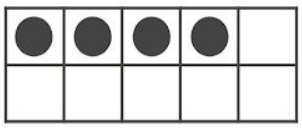
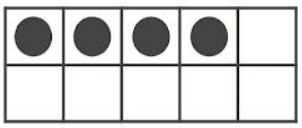
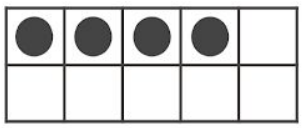
----Counting Collections----

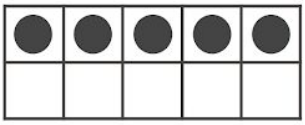
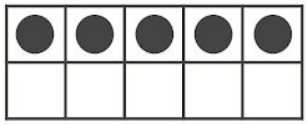
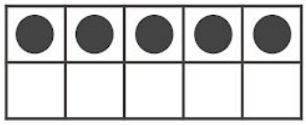
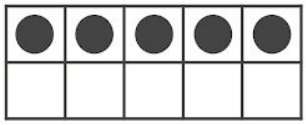
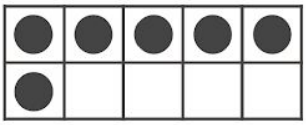
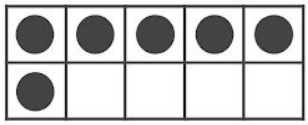
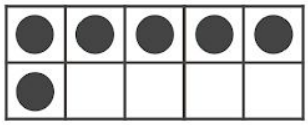
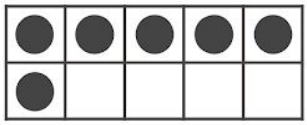
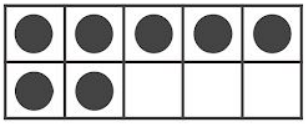
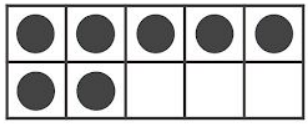
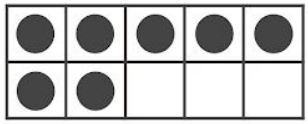
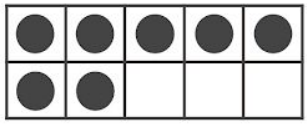
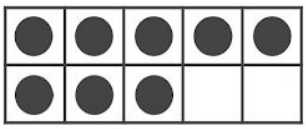
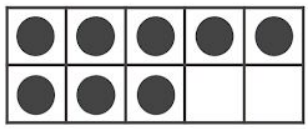
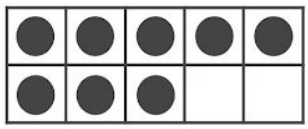
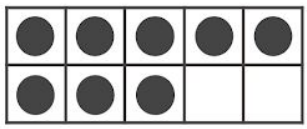
Name _____

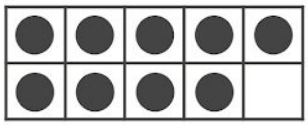
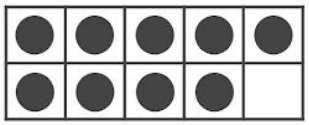
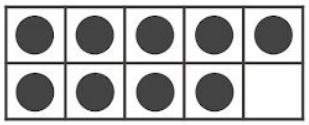
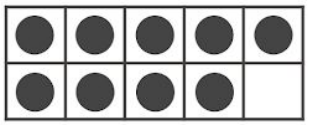
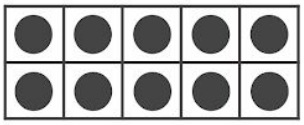
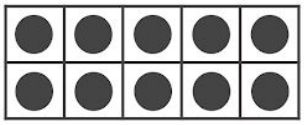
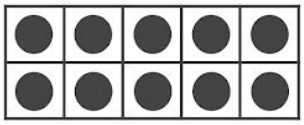
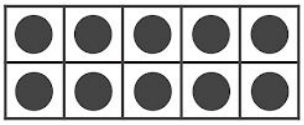
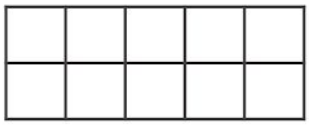
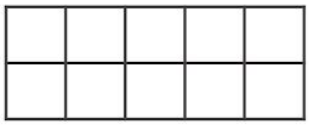
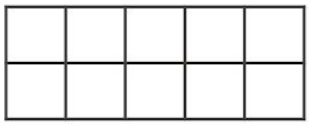
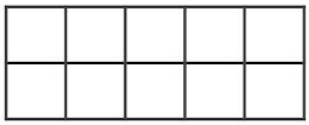
I counted _____.

This is how I counted my collection:

I counted _____ items in my collection.

1 	1 	1 	1 
2 	2 	2 	2 
3 	3 	3 	3 
4 	4 	4 	4 

5 	5 	5 	5 
6 	6 	6 	6 
7 	7 	7 	7 
8 	8 	8 	8 

9 	9 	9 	9 
10 	10 	10 	10 
0 	0 	0 	0 
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