



**Norfolk Public Schools**  
The cornerstone of a proudly diverse community

# 1<sup>st</sup> Grade



**Phase IV**  
**May 18 – June 5, 2020**

<b>Name:</b>	
<b>School:</b>	
<b>Grade Level:</b>	<b>Teacher:</b>

**NPS Curriculum & Instruction**

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## Social Studies Learning in Place Plans

### First Grade: May 18–May 22

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>A <b>community</b> is a group of people who share something in common. You live in the community of Norfolk, VA. You share the same shops, grocery stores, churches, etc.</p> <p>Use the template in your packet to make a main idea and details web of some of the places you miss visiting in your community.</p>	<p>It is important to be a good neighbor in your community.</p> <p>Use the Good Neighbor page in your packet to draw a picture showing something you can do to be a good neighbor during this time and write sentences to describe.</p>	<p>People in your community come from many different places. They work together to make your community a better place. Someday you will have a job and contribute to your community.</p> <p>Read textbook page in your packet titled In Our Community and answer the questions.</p>

## Social Studies Learning in Place Plans

### First Grade: May 26-29 (Memorial Day May 25)

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p><b>Traditions:</b> a custom or belief that is practiced or observed over a long period of time.</p> <p>Read textbook pages 112-113 in your packet. What is an American tradition that brings people together in your community or your family? Use the Community Traditions page in your packet to draw a picture of the tradition and write sentences to describe.</p>	<p><b>Volunteers:</b> people who do work but do not get paid for it.</p> <p>Read textbook page 115 in your packet. What can you do to make your community a better place? Use the Community Volunteer page in your packet to draw a picture to show how you can help/volunteer in your community or home and write sentences to describe.</p>	<p>This box intentionally left blank.</p>

## Social Studies Learning in Place Plans

### First Grade: June 1-5

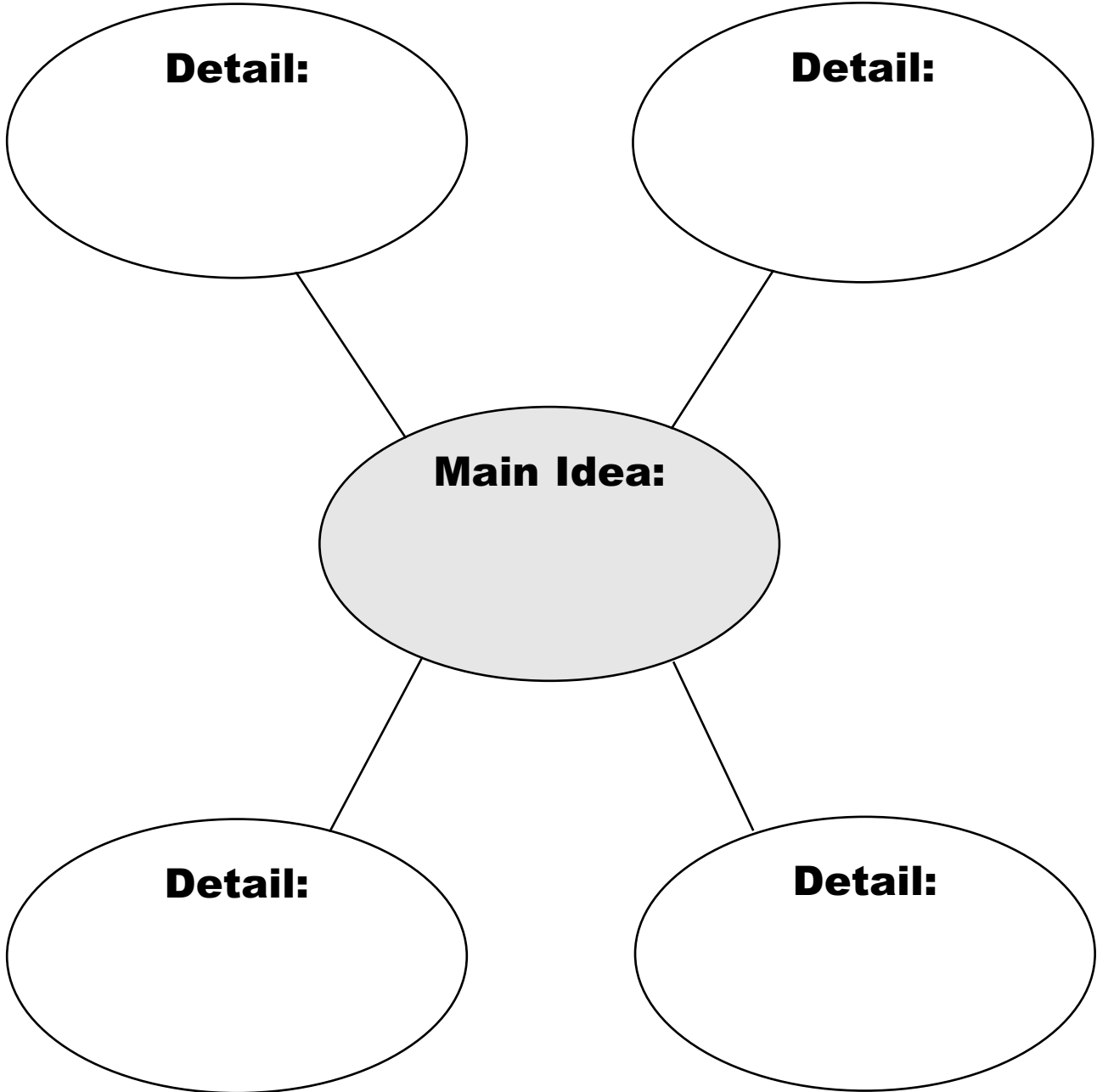
Learning Experience 1	Learning Experience 2	Learning Experience 3
<p><u>Independence Day</u> is a holiday to remember when America became a new country. It is sometimes called Fourth of July or July 4<sup>th</sup>.</p> <p>Read “A July Holiday” and follow the directions to complete the activity.</p>	<p>Why do we celebrate holidays? Imagine you have a balloon, party hat, cake, and streamers. What could you use these items for? Think about your answers.</p> <p>Use a separate piece of paper to brainstorm with <u>pictures and labels</u> the items you would bring to celebrate a birthday party for the United States of America.</p>	<p><u>Holiday:</u> A day on which something or someone is honored or remembered. Think about a special person. What is important about them? How would you create a holiday to celebrate them?</p> <p>Complete Create a Holiday sheet in your packet and share with someone in your family.</p>

Name

Date

GRAPHIC ORGANIZER

# Main Idea and Supporting Details



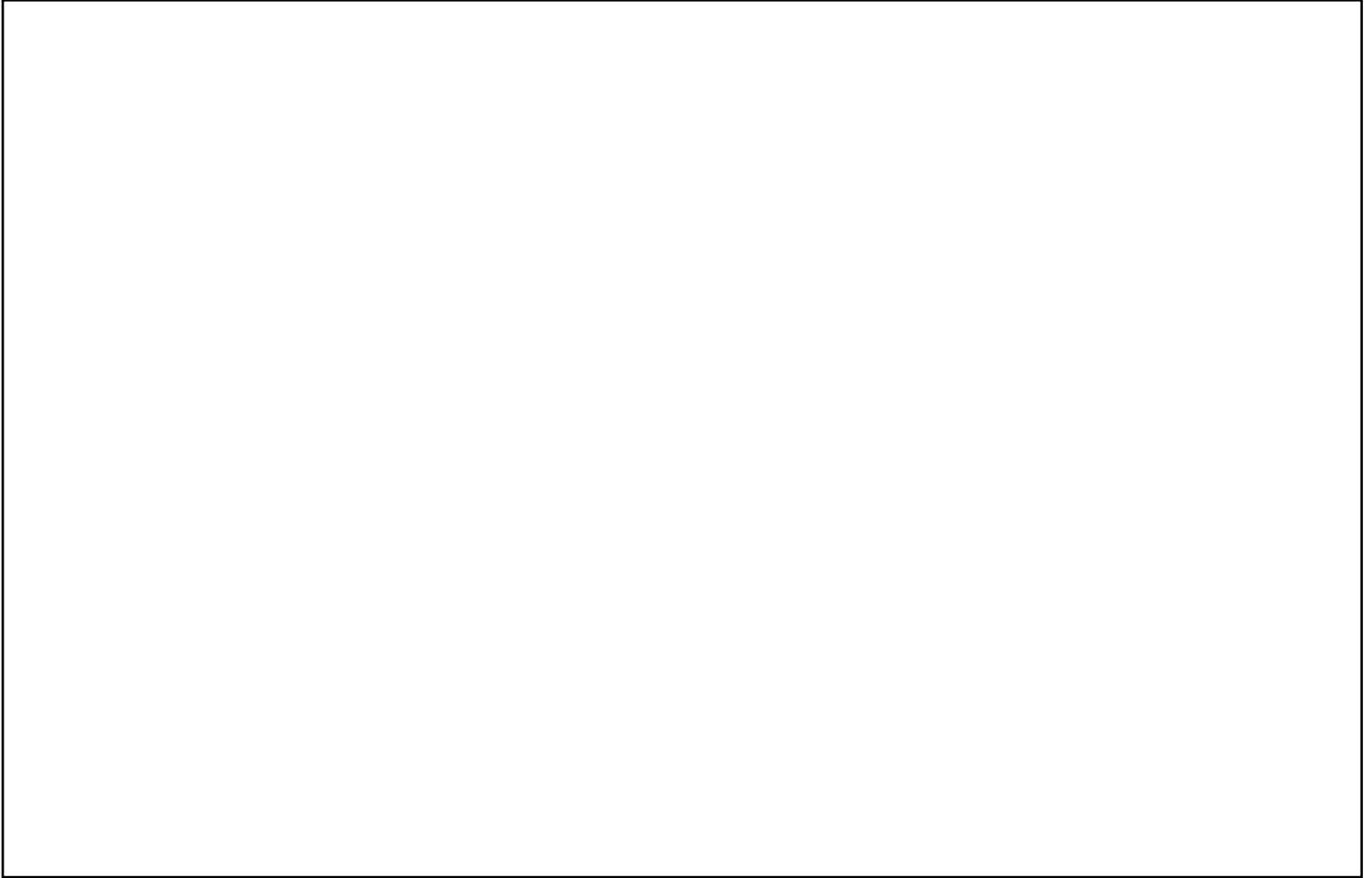
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Name: \_\_\_\_\_

# Good Neighbors

Directions: Draw something you can do to be a good neighbor during this time. Write one to two sentences that describe your illustration.



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing space for the student to write one to two sentences describing their illustration.

There are people in your **community** who have come from faraway lands. They bring all sorts of talents with them.

The police officer moved here from South America, the chef from Africa, the doctor from Asia, and the ballet dancer from Europe. They work together to make life in Virginia a little safer, a lot better, and more fun.

# In Our Community



Some day you will have a job. There are so many to choose! Do you know what you want to do when you are a grown-up?

## Answer the questions after you read.

1. You read that some people come from faraway lands. What do they bring with them when they come to your community?

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2. What kind of job would you like to have someday?

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3. How will this job help people?

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# The Things We Share



When people come to America, they bring all sorts of customs and traditions to share—tasty foods, great music, and fun holidays. Pizza, Chinese food, piñatas, and banjos all came to America from other places.

## Traditions

A **tradition** is a custom or belief that is practiced or observed over a long period of time. Traditions from all over the world have become part of our lives.



112

# Let's Celebrate Together!

It is great to be a Virginian AND an American!

Virginia is home to a **diverse** group of people. That means members of our families came from all over the world. Families celebrate their cultural holidays and traditions, but we are also united as Americans with **common principles and customs**.

*This family is celebrating Independence Day. Work with a friend to create a chart of activities to celebrate the Fourth of July.*



*This Indian boy is taking part in a powwow—a great tradition that honors his people's past.*

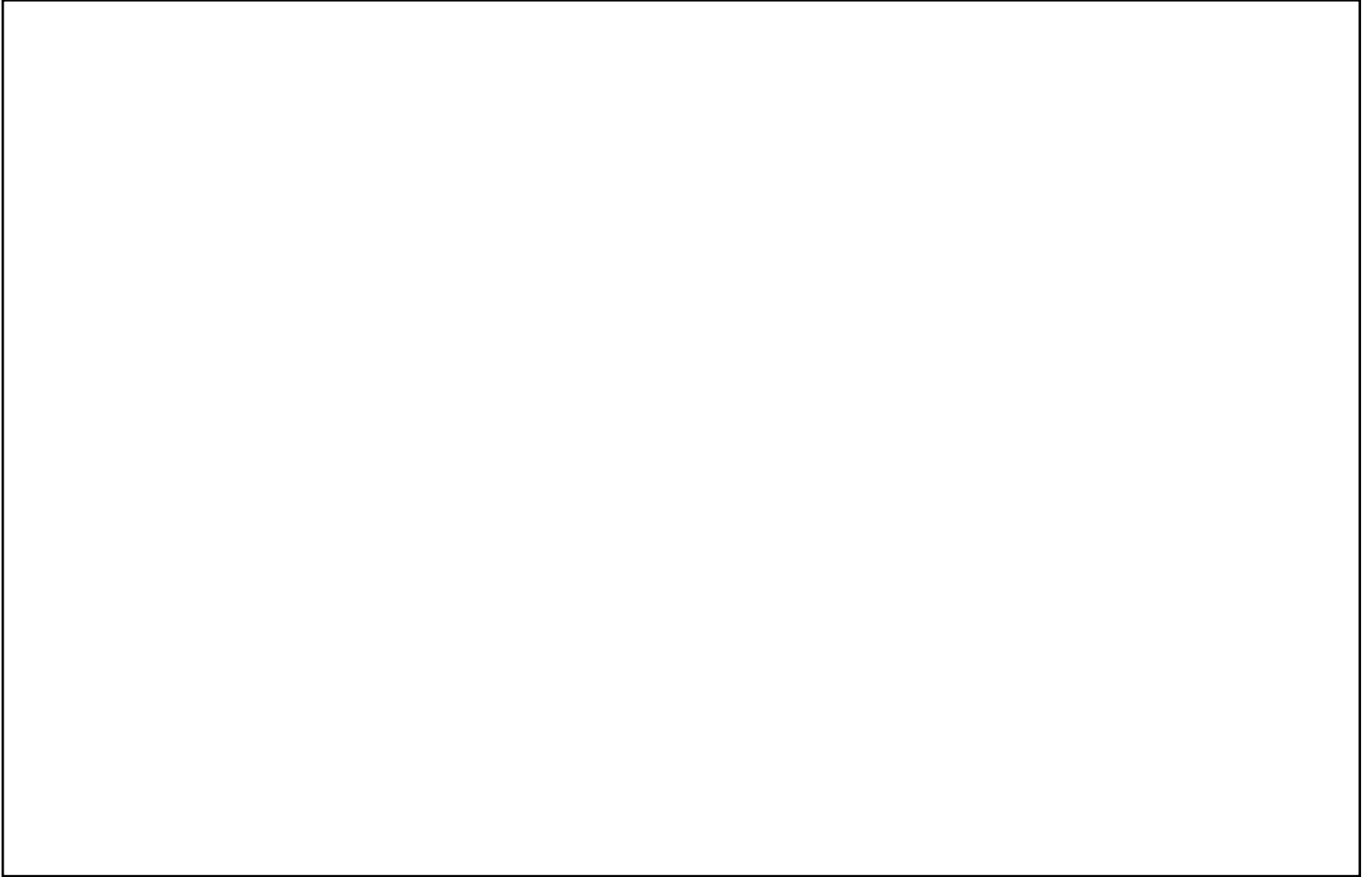


113

Name: \_\_\_\_\_

# Community Traditions

Directions: Draw a community or family tradition that brings people together. Write one to two sentences that describe your illustration.



Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing a description of the illustration.





Many people work in their community but do not expect to be paid. They do it because they want to help others. They are **volunteers**.

### WORD TO KNOW

**Volunteers**  
(vol-un-TEARS)

People who do work but do not get paid for it

# Let's Volunteer

Some people volunteer at the fire department. Others volunteer to help those who need food. Still others pick up trash on community cleanup days.

All these people help make their community better by being good citizens and volunteering.

What can you do to make your community a better place?

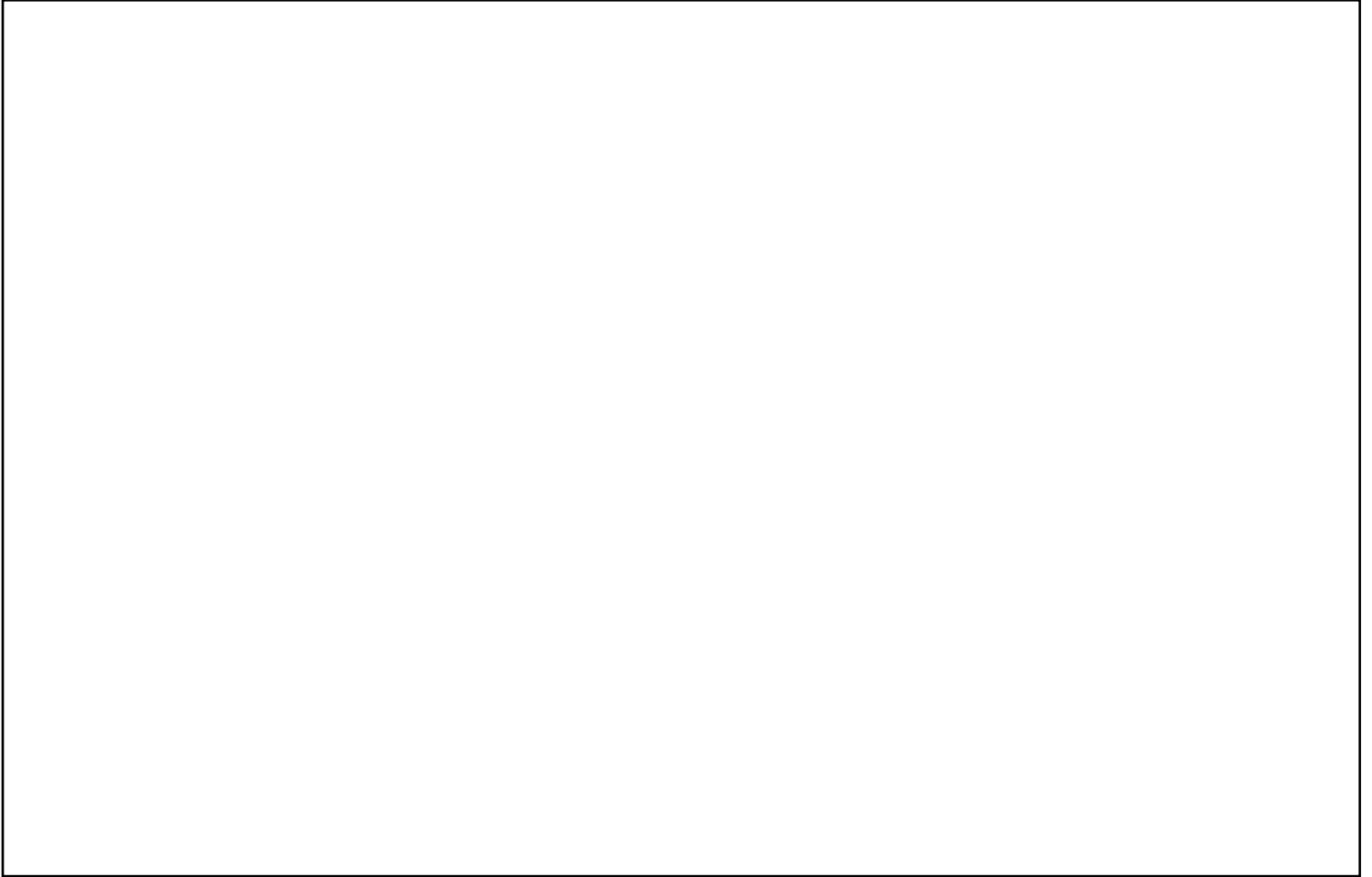
*The next time there is a community cleanup day, volunteer to help!*



Name: \_\_\_\_\_

# Community Volunteer

Directions: Draw something you can do to volunteer in your home or community. Write one to two sentences that describe your illustration.

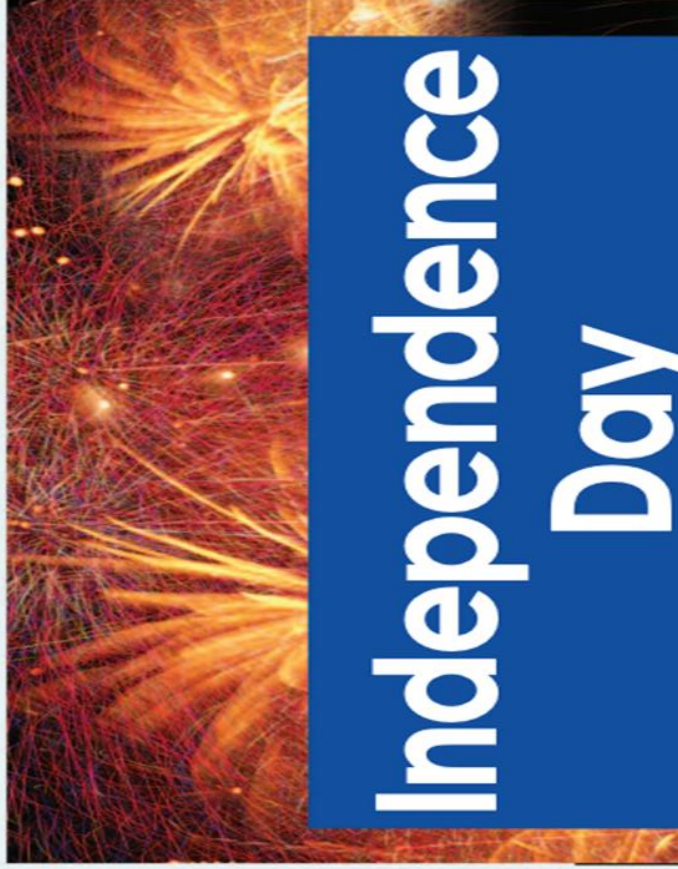


Four sets of primary-ruled writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

# A July Holiday



**July 4th** is a fun day. Flags fly. Fireworks light up the sky. We march in parades and have picnics. Long ago, on July 4, 1776, the United States declared itself a new country. That is why the **Fourth of July** is sometimes called America's birthday. Every year we remember this great event!



# Independence Day

1. What holiday is this passage about? Circle all the different names we call this holiday in the text.
2. Draw a rectangle around the date that the United States declared independence.
3. Draw a picture and describe what your family or community does on Independence Day.

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# CREATE A HOLIDAY

NAME \_\_\_\_\_

**DIRECTIONS:** Pick someone who is special and important to you. Pretend you can create a holiday to honor this person. Write and draw about your special person.

**A drawing of my special person:**

If I were to create a holiday, it would honor and remember \_\_\_\_\_.

The holiday would be called \_\_\_\_\_  
\_\_\_\_\_.

On this holiday, we would celebrate by \_\_\_\_\_.



# NPS Learning in Place English Grade: First Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 10</b>	<p><b>Preview</b> pages 107-115 of your Science text. Find and point to the title, headings, photographs, captions, bold print, and highlighted print. Explain what you can tell about the text from looking at the text features?</p> <p><b>Make</b> a list of 5 animals you notice in the photographs. <b>Write</b> a sentence about the animal you are most curious about. <i>I am most curious about ___ because ___.</i></p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>	<p><b>Read</b> pages 108-109 in your Science text.</p> <p><b>Name</b> the 3 ways that animals are different. Explain the different ways that animals can move.</p> <p><b>Describe</b> the different body coverings that animals can have.</p> <p>Set a timer for 30 seconds. How many animals can you name that have fur?</p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>	<p><b>Reread</b> pages 108-109 in your Science text. <b>Look</b> at the chart on page 109. Which 2 categories describe the size of an animal? Which 2 categories describe body coverings of animals. Which 2 categories describe how animals move?</p> <p><b>Draw</b> a picture of any animals you choose. Write about your animal. Describe and explain your animal by size, body coverings, and movement.</p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>	<p><b>Read</b> pages 110-111 in your Science text. What is the main idea for each page? In other words, what is each page about?</p> <p><b>Fold</b> a piece of paper in half. Draw a picture of a mammal on one side and a bird on the other side.</p> <p><b>Write</b> a caption to explain your picture. Write to describe the characteristics of mammals and birds.</p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>	<p><b>Read</b> pages 112 -115 in your Science text. What is the main idea for each page? In other words, what is each page about?</p> <p><b>Fold</b> a piece of paper in half. Draw pictures of 2 animals: one on each side. Choose from the 4 animals on pages 112 – 115.</p> <p><b>Write</b> a caption to explain your picture. Write to describe the characteristics of the 2 animals you choose.</p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>
<b>Week 11</b>	<p><b>Memorial Day</b></p>	<p><b>Read The Project</b> and create a Story Map by folding a piece of paper into 1/4s and drawing a picture of the characters, the setting (location/time the story took place), the problem, and the solution.</p>	<p><b>Reread The Project</b> and use a highlighter or yellow crayon to mark the words in the story that fit the pattern of this week's word study words.</p> <p><b>Choose</b> a writing prompt from the Opinion Writing list and write</p>	<p><b>Read Bored At Home</b> Create a Story Map by folding a piece of paper into 1/4s and drawing a picture of the characters, the setting (location/time the story took place), the problem, and the solution.</p> <p><b>Choose</b> a writing prompt from the Opinion</p>	<p><b>Reread Bored At Home</b> and answer the questions about this story.</p> <p><b>Draw</b> a picture that shows Reese sharing his project with his classmates.</p> <p><b>Complete</b> an activity from the <b>word study</b></p>

	<p>Read <b>Fireflies</b> and answer the comprehension questions in complete sentences.</p> <ol style="list-style-type: none"> <li>1. What type of animal is a firefly?</li> <li>2. Why is a firefly's light important?</li> <li>3. What do fireflies eat?</li> <li>4. Draw a picture based on the author's description to show what a firefly looks like.</li> </ol> <p><b>Complete</b> an activity from the <b>word study menu</b> with this week's word study words.</p>	<p><b>Complete</b> an activity from the <b>word study menu</b> with this week's word study words.</p> <p>Reread <b>Fireflies</b> and answer the comprehension questions in complete sentences.</p> <ol style="list-style-type: none"> <li>1. Explain what firefly larva does in the winter.</li> <li>2. What does the larva do after it crawls out the egg?</li> <li>3. Describe how a glow worm is different from a worm.</li> </ol> <p><b>Choose</b> a writing prompt from the Opinion Writing list and write your opinion using that prompt.</p> <p><b>Complete</b> an activity from the <b>word study menu</b> with this week's word study words.</p>	<p>your opinion using that prompt.</p> <p><b>Complete</b> an activity from the <b>word study menu</b> with this week's word study words.</p> <p>Read <b>All About Bats</b> and answer the comprehension questions in complete sentences.</p> <ol style="list-style-type: none"> <li>1. Explain how bats and birds are similar and how they are different.</li> <li>2. Why are thumbs important to a bat?</li> <li>3. What type of skin covering do bats have? What color is it?</li> </ol> <p><b>Complete</b> an activity from the <b>word study menu</b> with this week's word study words.</p>	<p>Writing list and write your opinion using that prompt.</p> <p><b>Complete</b> an activity from the <b>word study menu</b> with this week's word study words.</p> <p>Reread <b>All About Bats</b> and answer the comprehension questions in complete sentences.</p> <ol style="list-style-type: none"> <li>1. Bats have very good hearing that helps them fly at night. Why do you think this is important?</li> <li>2. Bats make their roosts in many different places. Draw a picture that shows the 4 different places bats build their roosts.</li> <li>3. What do bats eat?</li> </ol> <p><b>Choose</b> a writing prompt from the Opinion Writing list and write your opinion using that prompt.</p> <p><b>Complete</b> an activity from the <b>word study menu</b> with this week's word study words.</p>	<p><b>menu</b> with this week's word study words.</p> <p>Reread <b>All About Bats or Fireflies</b>.</p> <p>Think about all of the facts you learned.</p> <p><b>Write</b> a 5 sentence paragraph about what you learned.</p> <p><b>Complete</b> an activity from the <b>word study menu</b> with this week's word study words.</p>
<h1>Week 12</h1>					
<h2>Read 14.2</h2>	<p><i>Read a book of choice and record it on the reading log each day.</i></p>				
<h3>Materials</h3>	<p><b>Week 10 Word Study Words:</b> (two sounds of /oo/): book, good, took, moon, zoo, scoop, look, wood, cook, broom, poodle, roof  <b>Week 11 Word Study Words:</b> (/ee/ sound): beef, weep, free, keep, see, sheet, speech, heel, meet, green, jeep, seen  <b>Week 12 Word Study Words:</b> (two sounds of /ea/): beach, bead, beak, bread, head, weather, seam, seat, seal, deaf, spread, heavy</p>				



## WORD STUDY MENU

**Directions:** Choose one of the following menu choices every day to practice the week's word study words. Choose a different activity each day of the week.

<p><b>Word Sort:</b> Write each word on its own card or post it note. Sort each word according to the pattern. Read each word in your sort. What sound does the pattern represent? What letters make the pattern?</p>	<p><b>Blind Writing Sort:</b> Head your paper with the categories of your sort. Ask a helper to call out your words. Listen to the words and write them under the correct heading.</p>	<p><b>SAW (Sort, Alphabetize, and Write):</b> Write your words in the correct <i>abc</i> order. It would be helpful to write them on individual cards first, arrange them in alphabetical order, and then write them on a piece of paper.</p>
<p><b>Rhyme Time:</b> Write two rhyming words for 3-5 of your word study words. Underline the spelling pattern that makes the word rhyme.</p>	<p><b>Song, Rap, Poem:</b> Use 5 of your words to write a song, rap, or poem. Read it aloud to a friend or family member.</p>	<p><b>Silent, Salty Letters:</b> Write each of your word study words and cross out all of the silent letters. If available, practice writing your words in a tray of salt. Say the sounds that each letter or letter pattern stands for.</p>
<p><b>Word Hunt:</b> In a book you have finished reading, find words that could fit into your sort. Write these words down.</p>	<p><b>Letter Writing:</b> Use 5 of your words in a letter to your teacher. Underline the words you used. Explain to your teacher the spelling pattern you are learning about.</p>	<p><b>Draw, Label, List:</b> Pick 5 words from your word study list. Draw a picture of each word you picked and label each picture. Under each picture and label, write a word (not on the list) that has the same spelling pattern.</p>



## **The Project**

Reese worked all week on a special school project. He decided it would be about skateboarding. Doing skateboarding tricks was his favorite thing to do and he thought his classmates would enjoy hearing about it.

Reese knew how to skateboard, but he went to the library and read a few different books about it so that he could be sure his project was just right. He also found lots of neat pictures to show them too.

Reese wanted to present the project in class today. But last night he went skateboarding, fell, and broke his leg. So today, Reese was stuck at home in bed. He was going to miss sharing his project and he was feeling very sad.

His mom came into his room with a laptop computer. Reese could not understand what he was seeing. "What's that for?" he asked. "I'm setting up a video chat," said Mom. "When it is all ready, you will be able to present your project to your class without even getting out of bed."

Soon Reese saw his friends and his teacher on the screen. "Hello, Reese," said his teacher. "We are ready to hear all about your project!" Reese was so happy that he would still get a turn to share and his school friends really enjoyed learning about his skateboarding project.

## **Bored at Home**

There were six of us at home. Abby is my name and I'm the oldest. Then, there was Akeem, Jaylee, Jaycee, Tyrique, and baby Teena. We were all in the family room trying hard to think of some way to have fun. We were very tired of Legos, Spongebob, Paw Patrol, Super Mario Maker 2, and all the other old games. No one wanted to hear Baby Shark, we didn't want to play Uno and we couldn't go out and play on the street, so the boys started picking on the girls and we were all getting into fights.

Mom came in and wanted to know what in the world was going on. We thought she was about to give a long speech. "Oh mom," we all whined. "We don't know when we will get to go back to school and we can't think of anything new to do so we won't be so bored! Would you please teach us a new game to play or tell us a story which would be even better?"

"I have already told you all the stories I can think of over and over again," mom said. "It doesn't matter," I said. "We're not tired of them, so pick one and tell it to us again!" Seeing how bad off we were and after thinking for a short time, mom said, "This is what I will do. I'll tell you a story every night and you can dress up and act out the parts in the stories. That should be a breeze and it's something we haven't ever done before."

We all let out a cheer. "That should be lots of fun!" we said. Just then we started thinking about our favorite stories and what we could use as dress up clothes. Akeem wasn't sure what he could use for a mane, but he wanted to be Simba. Jaylee and Jaycee thought they could dress up like The Wild Things. Tyrique put on a hat and made a tail from a long sock so he looked like The Cat in The Hat and I put on one of mom's dresses so I could be Cinderella. Teena didn't know too much about stories yet, so she just looked at us and cooed.

During our craft time we made crowns out of cardboard and capes out of old towels from the closet. Each night we had a great time looking through our things to come up with outfits to match different story characters. Mom let us use some of her scarfs, boots, and other things in her closet we'd never seen. We had so much fun thinking of our dress-up clothes you would have thought we were going to be on the movie screen. Mom read us a new story every night, just like she promised, and we weren't bored at home anymore!



## Bored at Home

Answer the following questions about the story called Bored at Home.

1. What was the main problem the bothers and sisters were having?
2. Why did their mom come into the family room?
3. Why did their mom think she couldn't help them with their problem?
4. Did the children have trouble coming up with stories? Yes or No Why do you think so?
5. List 3 things the children used for dress-up. a. _____ b. _____ c. _____

Cut the sentences below apart and put them in the correct order according to the story.

<b>The children acted out their favorite stories.</b>
<b>All the children were in the family room.</b>
<b>Mom came up with a great idea.</b>
<b>Mom came in the room to fuss at the children.</b>
<b>The children were tired of their everyday games.</b>

## Fireflies

By Rhonda Jackson Houghton Mifflin Leveled Books

What kind of animal is a firefly? It's not really a fly! A firefly is a beetle. But it's a very special kind of beetle.

Fireflies are also called lightening bugs. That's because they light up or glow at night. The end of the firefly glows bright yellow and green. Fireflies send messages to each other with their lights.

A firefly is black with two red spots on its head. A firefly rests upon plants and trees during the day.

Fireflies have a life cycle like many insects. Females lay their eggs under the ground in the spring. The larva in the eggs can already glow. Sometimes the eggs light up!

The larva crawls out of the egg in about three weeks. It's hungry! What does the larva eat? The larva looks for snails and worms to eat.

Have you ever heard of a glow worm? A glow worm is another name for a firefly larva. A firefly larva looks like a worm, and it can glow!

The larva gets cold during the fall and winter, so it digs deep in the ground. The soil keeps the larva warm. In the spring, the larva starts to build a mud house. The larva develops into a pupa.

The pupa changes into an adult firefly in about 10 days. The new firefly is ready to fly and eat. Some fireflies eat nectar from a flower. Some fireflies eat other insects.

Fireflies fly around damp places all summer. You may see them by a pond or a stream. Look closely. Do you see anything? Are tiny lights twinkling in the trees? Are fireflies dancing in the grass?



## All About Bats

By Mary Dell Hartman Houghton Mifflin Leveled Readers

Have you ever seen an animal fly at night? It might have been a bat! Bats and birds are the only animals that can fly, but they are not the same. Bats do not have feathers or lay eggs like birds do.

All bats have wings for flying. Bats have thin skin on their wings and very long fingers. They also have thumbs. Many bats can use their thumbs to walk or climb.

Bats come in many colors. Some bats have brown fur. Others have black or gray fur.

Bats come in many sizes. Some bats can be very large. Others are smaller than a penny!

Most bats have big ears that help them hear very well. Bats can hear sounds that people cannot. This helps them to fly in the dark.

Bats live all over the world. They make their homes in warm, dark spots. Their homes are called roosts. The bats sleep in the roost all day. They come out at night to fly and eat.

Many bats make their roosts in caves. Other bats make roosts in rock piles or inside trees. Some bats even live inside the walls of a house. Bats do not like to live alone, so many bats may live in the same place.

Most bats eat insects. The bats come out at night to hunt. Some bats can catch 600 insects in one hour! Bats help people by eating insects that bite.

Some bats eat fruit. They carry the seeds away when they fly. Then they drop the seeds in other places. New plants grow in places where the bats drop the seeds.

The next time you see something fly in the night sky, look closely. It might be a bird... or it just might be a bat!



An opinion is a belief, a judgement, or a way of thinking about something. It is what you think or how you feel about something.

1. Tell your opinion
2. Give a reason why you have this opinion.
3. Give another reason or example.
4. Finish by telling your opinion again.

## Opinion Writing Choose an idea and write about it.

### Sample Ideas for Writing:

- The best day ever was when \_\_\_\_\_
- \_\_\_\_\_ is the best holiday because \_\_\_\_\_
- It's good to eat with friends / eat alone because (choose one)
- The best game to play is \_\_\_\_\_ because \_\_\_\_\_
- My favorite teacher is \_\_\_\_\_ because \_\_\_\_\_
- My neighborhood would be better if \_\_\_\_\_
- I think kids should help make the rules because \_\_\_\_\_
- My favorite meal is \_\_\_\_\_ because \_\_\_\_\_
- School at home is good / is bad because (choose one)
- \_\_\_\_\_ is my favorite food because \_\_\_\_\_
- The best school trip is \_\_\_\_\_ because \_\_\_\_\_
- School would be better if \_\_\_\_\_
- I should keep my room tidy/messy because (choose one)
- The best family trip is \_\_\_\_\_ because \_\_\_\_\_
- \_\_\_\_\_ is the best friend ever because \_\_\_\_\_
- My mom/dad/grandma is the best/worse cook ever because (choose one)

## Norfolk Public Schools Science Learning in Place Plan: Grade 1 Lessons

### Week 10: May 18 – 22, 2020 (Animal Characteristics – Pt 1)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>How Are Animals Different? Pg. 107</p> <ul style="list-style-type: none"> <li>▪ Engage Your Brain!</li> <li>▪ Active Reading</li> </ul>	<p>All Kinds of Animals pgs. 108</p> <ul style="list-style-type: none"> <li>▪ Active Reading</li> </ul> <p>Ways to Group Animals pgs. 109</p> <ul style="list-style-type: none"> <li>▪ Red Arrow Question</li> </ul>	<p>Students will reread All Kinds of Animals/Ways to Group Animals on pgs. 108 - 109 and answer the following questions in their science notebooks.</p> <p><b>Developing Science Concepts:</b></p> <ol style="list-style-type: none"> <li>1. What are some different ways animals can move?</li> </ol>	<p>Mammals pgs. 110</p> <ul style="list-style-type: none"> <li>▪ Red Arrow Question</li> </ul> <p>Birds pgs. 111</p> <ul style="list-style-type: none"> <li>▪ Red Arrow Question</li> </ul>	<p>Students will reread Mammals/Birds on pgs. 110 - 111 and answer the following questions in their science notebooks.</p> <p><b>Developing Science Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Should a goldfish be pictured on this page?</li> </ol>

### Week 11: May 25 – 29, 2020 (Animal Characteristics – Pt 2)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reptiles pgs. 112</p> <ul style="list-style-type: none"> <li>▪ Red Arrow Question</li> </ul> <p>Amphibians pgs. 113</p> <ul style="list-style-type: none"> <li>▪ Red Arrow Question</li> </ul>	<p>Students will reread Reptiles/Amphibians on pgs. 112 – 113 and answer the following questions in their science notebooks.</p> <p><b>Developing Science Concepts:</b></p> <ol style="list-style-type: none"> <li>1. What special features do turtles have?</li> </ol>	<p>Fish pgs. 114</p> <ul style="list-style-type: none"> <li>▪ Active Reading</li> <li>▪ Read Arrow Question</li> </ul> <p>Insects pgs. 115</p> <ul style="list-style-type: none"> <li>▪ Read Arrow Question</li> </ul>	<p>Students will reread Fish/Insects on pgs. 114 – 115 and answer the following questions in their science notebooks.</p> <p><b>Developing Science Concepts:</b></p> <ol style="list-style-type: none"> <li>1. What is main characteristic that identifies fish?</li> </ol>	<p>Sum it Up! Pg. 116</p> <p>Apply Concepts Pg. 118</p>

### Week 12: June 1 – 5, 2020 (Animal Classification)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>By a Hair Pg. 94</p> <ul style="list-style-type: none"> <li>▪ Active Reading</li> </ul> <p>A Fine Feather Pg. 95</p> <ul style="list-style-type: none"> <li>▪ Read Arrow Question</li> </ul>	<p>Students will reread By a Hair/A Fine Feather on pgs. 94 – 95 and answer the following questions in their science notebooks.</p> <p><b>Inquiry Skills:</b></p> <ol style="list-style-type: none"> <li>1. How could you use body covering to classify an animal as either a mammal or a bird?</li> </ol>	<p>Scale Up Pg. 96</p> <p>On Land and Water Pg. 97</p> <ul style="list-style-type: none"> <li>▪ Read Arrow Question</li> </ul>	<p>Students will reread Scale Up/On Land and Water on pgs. 96 – 97 and answer the following questions in their science notebooks.</p> <p><b>Developing Science Concepts:</b></p> <ol style="list-style-type: none"> <li>1. What makes turtles different from other reptiles?</li> </ol>	<p>Fish Story Pg. 98</p> <p>As Snug as a Bug Pg. 99</p> <ul style="list-style-type: none"> <li>▪ Red Arrow Question</li> </ul>

A large, hairy tarantula clings to a leaf.

Essential Question

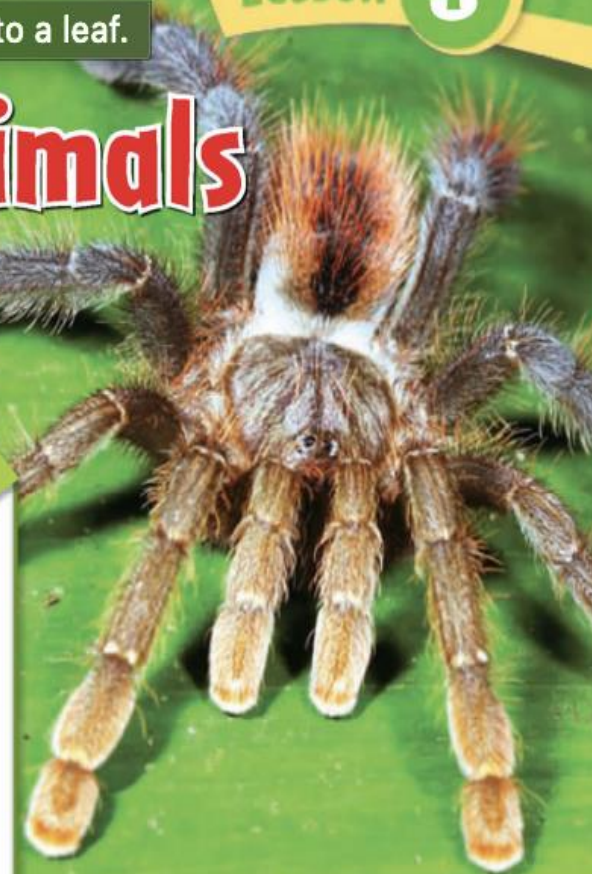
# How Are Animals Different?

## Engage Your Brain!

Find the answer to the question in the lesson.

This animal is not an insect. What is it?

\_\_\_\_\_



## Active Reading

### Lesson Vocabulary

- 1 Preview the lesson.
- 2 Write the 6 vocabulary terms here.

_____	_____
_____	_____
_____	_____



# All Kinds of Animals

Animals have different shapes and sizes. They have body parts that help them move in different ways. Some animals walk and run. Others fly or swim.

Animals have different body coverings. Some have fur or hair. Others have scales or feathers.

## Active Reading

Clue words can help you find ways things are different. **Different** is a clue word. Draw a box around this word.

sloth



# Ways to Group Animals

feathers



scarlet macaw

fur



spider monkey

swim



river dolphin

climb



red-eyed tree frog

big



capybara

small



leaf-cutter ants

▶ Circle the words that help group animals by the way they move.



golden lion tamarin



giant anteater



# Mammals

A **mammal** has fur or hair. Most mammals have live young. A young mammal drinks milk from its mother's body. People are mammals.



jaguar

▶ Label the body covering you see.

quetzal



toucan



# Birds

A **bird** has feathers. Birds also have a beak and wings. Most birds use wings to fly. Birds lay eggs. They find food to feed their young.



parrot



▶ Label the body covering you see.



# Reptiles

A **reptile** has dry skin. It is covered in scales.

Most reptiles lay eggs.

Most reptiles have four legs. But snakes are reptiles with no legs. Turtles are reptiles. They may have legs or flippers. A turtle also has a shell on its back.

green iguanas



caiman



▶ Label the body covering you see.

# Amphibians

Most **amphibians** have smooth, wet skin. Toads are amphibians with rough, bumpy skin.

Amphibians lay their eggs in water. Young amphibians live in the water. Most grown amphibians live on land.

poison dart frog



cane toad



▶ Label the body covering you see.



# Fish

Fish have body parts that help them live in water. Most **fish** have scales. The scales help keep their bodies safe. Fish have fins to swim. They have gills to take in oxygen.

### Active Reading

The main idea is the most important idea about something. Draw two lines under the main idea.



red piranha



▶ Label the body covering you see.

silver dollar fish



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grasshopper



butterfly



# Insects

An **insect** has three body parts and six legs. A hard shell keeps its body safe.

Some animals look like insects, but they are not. A spider has eight legs. It is not an insect.



▶ Label the body covering you see.



rhinoceros beetle

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# Apply Concepts

Draw or write an animal from each group.

## Animal Groups

Animal Group	Animal from That Group
1 mammal	
2 bird	
3 reptile	
4 amphibian	
5 fish	
6 insect	



Family Members: Discuss animal groups with your child. Look through magazines and help your child group the animals you see.

# Sum It Up!

## 1 Mark It!

Draw an X on the animal that is not a mammal.



Circle the animal that is an amphibian.

## 2 Draw It!

Two animal groups have scales. Draw an animal from each group. Label it.

© Houghton Mifflin Harcourt Publishing Company. (monkey) David Spang/Alamy; (bat) Orlan/Alamy; (frog) Steve Krammer/Corbis; (goldfish) iStockphoto.com; (caterpillar) iStockphoto.com; (owl) iStockphoto.com; (bear) iStockphoto.com; (bird) iStockphoto.com; (fish) iStockphoto.com; (insect) iStockphoto.com.



# By a Hair

A **mammal** has hair or fur that covers its skin. Most mammal mothers give birth to live young. The young drink milk from their mothers' bodies.

## Active Reading

Find the sentence that tells the meaning of **mammal**. Draw a line under the sentence.

Mammals breathe air.  
Manatees rise to the top of water to breathe air.



Many mammals have legs to move. This antelope uses its legs to run fast.

# Scale Up

A **reptile** has dry skin covered with scales. Most reptiles walk on four legs. Most reptile mothers lay eggs. Most reptile mothers lay their eggs on land.

Snakes are reptiles, but they do not have legs. Some snake mothers give birth to live young.



A tortoise has a hard shell. The shell helps keep it safe.



# A Fine Feather

A **bird** has feathers that cover its skin. Birds have wings, too. Feathers and wings help most birds fly. Birds use beaks to get food and build nests. Bird mothers lay eggs to have young.

Not all birds can fly. A kiwi has feathers and wings, but it cannot fly.



This pelican has wide wings. It uses its long, deep beak to scoop fish.

► Name the body covering for each group.

mammals	birds
_____	_____
_____	_____

# On Land and Water

An **amphibian** lives in water and on land. Most amphibians have smooth, wet skin. They lay their eggs in water. Young amphibians live in the water. Most adult amphibians live on land.

This toad is an amphibian, but it has rough, bumpy skin. Its strong back legs help it jump.



This newt is an amphibian. It has smooth, wet skin.

► Write where each group lays its eggs.

reptiles	amphibians
_____	_____
_____	_____



# A Fish Story

**Fish** live in water and take in oxygen through gills. Fins help fish swim and balance. Most fish have scales. Most fish lay eggs.

moorish idols



betta



Moorish idols and bettas are fish. They lay eggs in water.

Sharks are fish. They give birth to live young.



# As Snug as a Bug

An **insect** has three body parts and six legs. It also has a hard outer body covering, but no bones. Most insects live on land. Many insects can fly.

One part of an insect is its head. Where is the head on these insects?

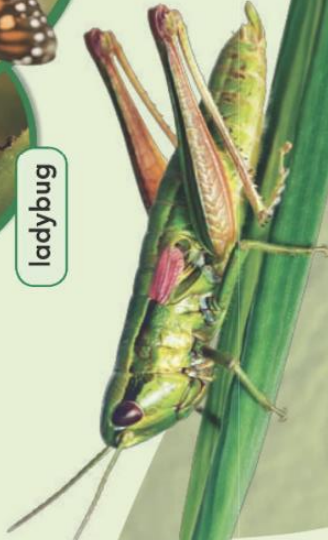
ladybug



butterfly



grasshopper



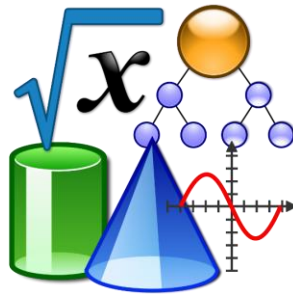
Write where each group lives.

fish

insects

# NPS Learning in Place

## First Grade



Name \_\_\_\_\_









Teacher \_\_\_\_\_ School \_\_\_\_\_

May 18 – June 5

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Money Day 1	Money Day 2	Money Day 3	Money Day 4	Money 5
Week 2	Time Day 1	Time Day 2	Time Day 3	Time Day 4	Time Day 5
Week 3	Calendar Day 1	Calendar Day 2	Calendar Day 3	Calendar Day 4	Calendar Day 5

### Money Day 1

Write the value of each set of coins.

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

### Money Day 2 – Dimes

Write the value of the set of dimes.

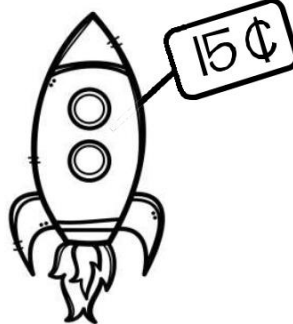
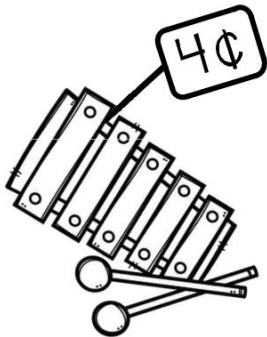
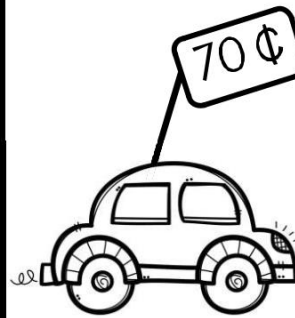
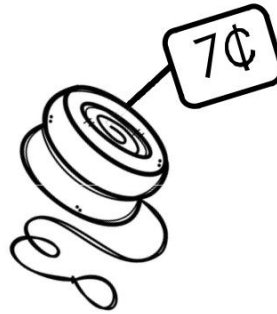
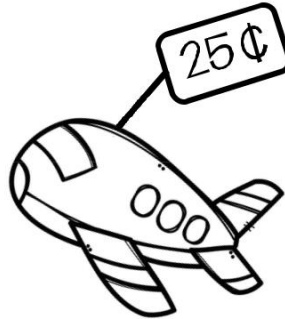
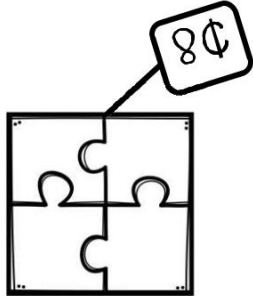
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
---	--	---

Draw the coins to match the given value..

<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
30¢	50¢	60¢

# Money Day 3

Color the amount of coins you need to buy each toy!





## Money Day 4

Solve on another sheet of paper.

# Piggy Bank

I have 47 cents in my piggy bank. There are only 11 coins. Show what the coins might be.

## Money Day 5

Solve on another sheet of paper.

# The School Store

Lynn had one dollar to spend at the school store. She wanted to buy 4 pencils and 9 stickers . The price list had this information on it:

Pencils	Two for 30 cents
Stickers	Three for 10 cents

Did Lynn have enough money to buy the pencils and stickers? Show your math thinking.

## Focus: Time Day 1

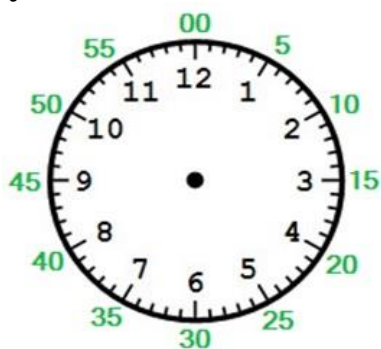
### Telling Time



**1:30**  
Hour Minute

The short hand tells the **HOUR**

The long hand tells the **MINUTES** and we count by 5



Clock Face

### Telling Time

Analog clock Digital clock



**1:00**

The **short** hand tells the **hour**.

The **long** hand tells the **minutes**.



**1 hour = 60 minutes**

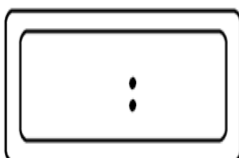
Is it a digital or analog clock? Write digital or analog under each clock.



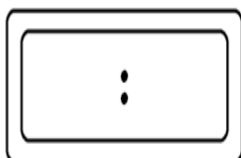





Write the digital time for the written time.



8 O'Clock



12 O'Clock













Jacob asked you to meet him at the park at 4:00. Which watch shows that time?





**Focus: Time Day 2**

Which time matches? Draw a X in the box of the correct clock

	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 

Write the time shown on each clock.


 :  : 



 :  : 

 :  : 

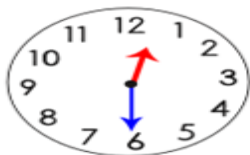
 :  : 

**Focus: Time Day 3**

Circle the correct time.

	<input type="checkbox"/> 12:00	<input type="checkbox"/> 4:30	<input type="checkbox"/> 4:00
	<input type="checkbox"/> 5:30	<input type="checkbox"/> 6:30	<input type="checkbox"/> 5:00

Write the time shown on each clock.







### Focus: Time Day 4

Draw the analog clock hands to match each digital time.

1.



9:30

2.



2:00

3.



12:30

4.



7:30

Write the digital time to match each analog clock face.

5.



6.



7.



8.



### Focus: Time Day 5

What do you do? Look at each clock. Write the time and write down what you do at each time.



In the afternoon

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_










In the evening

Focus: Calendar Day 1

Months
January
February
March
April
May
June
July
August
September
October
November
December

 Days of the Week Chart

 Sunday
Monday 
 Tuesday
Wednesday 
 Thursday
Friday 
 Saturday



# April



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			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		

Use the April calendar to answer the questions.

1) How many days are in April?

\_\_\_\_\_

2) On which day of the week does April 12<sup>th</sup> fall?

\_\_\_\_\_

3) On which day of the week does April begin?

\_\_\_\_\_

4) If today is April 19<sup>th</sup>, tomorrow is:

Day \_\_\_\_\_

Date \_\_\_\_\_

5) Draw a circle on all the Wednesdays in the month.

6) If today is April 25<sup>th</sup>, yesterday was:

Day \_\_\_\_\_

## Focus: Calendar Day 2



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					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						

Use the May calendar to answer the questions.

1) How many days are in this month?

2) What day of the week is May 8<sup>th</sup>?

3) What date comes after May 23<sup>rd</sup>?

4) Pretend today is May 29<sup>th</sup>. What day was yesterday?

5) What is the last day in May?

6) Draw a heart on all the Mondays in the month.

## Focus: Calendar Day 3



## June 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	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				

Use the June calendar to answer the questions.

1) How many Tuesdays are in this month?

2) Pretend today is June 14<sup>th</sup>. What date was yesterday?

3) What day comes after June 26<sup>th</sup>?

4) Draw a smiley face on all the Sundays in the month.

5) How many days are in June?

6) What day of the week is June 5<sup>th</sup>?

Focus: Calendar Day 4

# July 2020



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			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	

Use the calendar above to answer the questions.

1) This calendar is for the month of	2) On what day of the week does the month begin?
3) On what date does the month end?	4) What day of the week is the 15 <sup>th</sup> ?
5) How many Mondays are in this month?	6) What day of the week comes before July 21 <sup>st</sup> ?

Focus: Calendar Day 5



# AUGUST 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						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					

Use the August calendar to answer the questions.

1) What day is August 19 <sup>th</sup> on? What day is August 24 <sup>th</sup> on?	2) If today is August 2 <sup>nd</sup> , what date was it yesterday? What date will it be tomorrow?
3) How many days are in August?	4) How many Thursdays are in August?
5) What day does the 1 <sup>st</sup> of August fall on?	6) Draw a triangle on all the Wednesdays in August.

# MUSIC

## 1<sup>st</sup> Grade Learning in Place May 18-22

Name \_\_\_\_\_ Teacher \_\_\_\_\_

### Color by Music Note

Color the whole notes ○, half notes ◐, and eighth notes ◑ **BLUE**.

Color the quarter notes ◒ **YELLOW**.

◐	◑	○	○	◑	◐	○	◑	◐	○	◑	◐	○
○	○	○	◑	◒	◒	◒	◒	◒	○	◐	◑	◐
○	◑	○	◒	◑	◐	◑	○	◐	◒	○	◑	○
◑	○	◒	○	◐	◑	◑	◑	◐	○	◒	○	◑
◐	◒	◐	○	◑	◒	◐	◒	○	◐	◑	◒	○
◐	◒	◑	◐	◑	○	◒	◐	○	◑	○	◒	◑
○	◒	◐	◑	◒	◑	◐	○	◒	◐	○	◒	◑
◐	◒	◐	○	◒	◑	○	○	◒	◑	◐	◒	○
◑	◐	◒	◐	○	◒	◒	◒	○	◐	◒	◑	◐
○	◐	◑	◑	◐	○	○	◐	◑	◑	◐	○	○
◐	◑	◐	○	◑	◐	◑	◑	◐	◑	○	◑	◐
○	○	◐	◑	◑	◐	◑	○	◐	◑	◐	○	◑

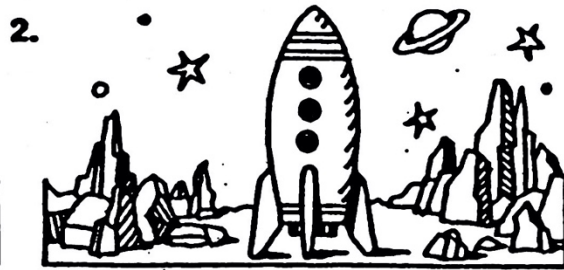
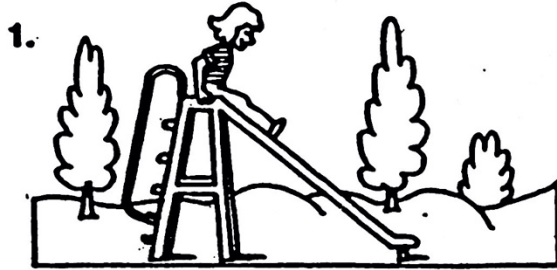


# MUSIC

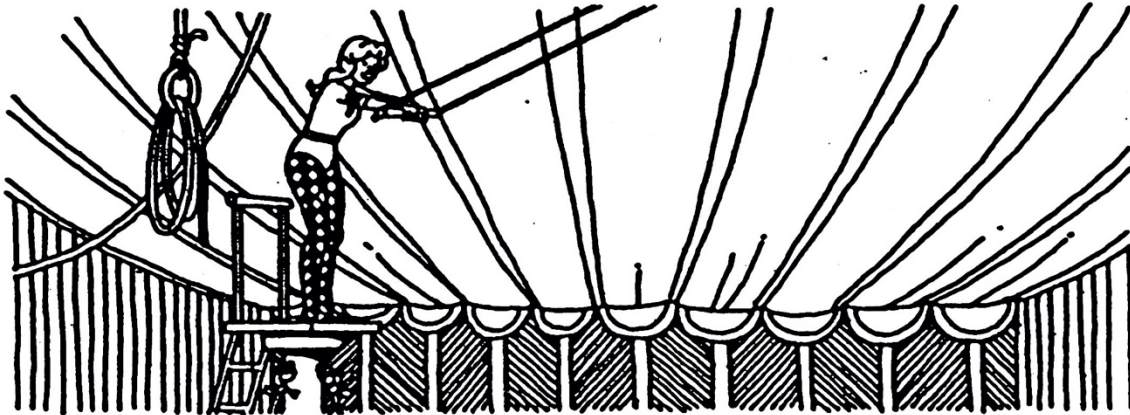
## 1<sup>st</sup> Grade Learning in Place May 25-29

Name \_\_\_\_\_ Teacher \_\_\_\_\_

Draw an arrow the direction you think each person or thing will go.

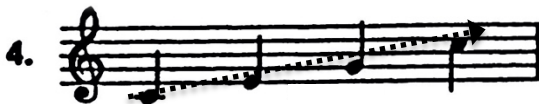


3. Trick question. Don't be fooled.



Connect the round note heads using an arrow going up or down.

Circle **upward** if the notes go up. Circle **downward** if the notes go down.



upward  
downward



upward  
downward



upward  
downward



upward  
downward

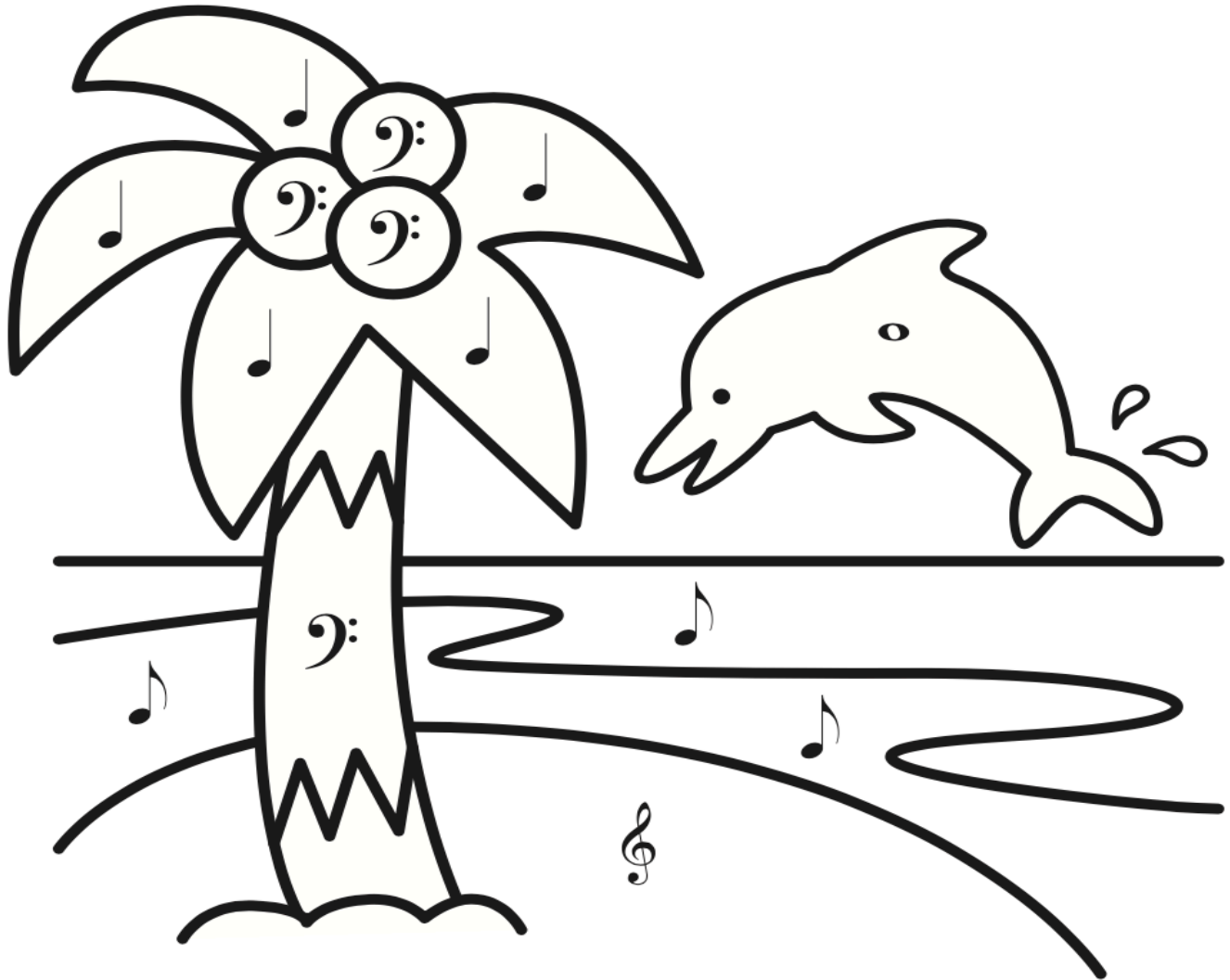


MUSIC  
1<sup>st</sup> Grade Learning in Place June 1-5






Name \_\_\_\_\_ Teacher \_\_\_\_\_

Use the Color Key below to identify the color for each music symbol. Color each shape.

# Splash into Summer!



Color Key

 Blue	 Green	 Gray	 Tan	 Brown
--	---	--	--	---

Tip: Identify & discuss these symbols with the student(s) prior to the activity.



**Alfred Music**  
LEARN · TEACH · PLAY

## Elementary Art Packets

**May 18- June 5**

\*Please select one prompt from the list below to create a piece of art each week.

### Are you looking for more art ideas?

#### Silly Drawing Prompts

##### Animals

1. Draw a llama surfing.
2. Draw a fish swimming in something other than water.
3. Combine two animals to create a new one.
4. Draw a shark eating a cupcake.
5. Draw a crab at a birthday party.
6. Draw a seahorse in a blizzard.
7. Draw a dinosaur crying.
8. Draw an animal with arms for legs and legs for arms.
9. Draw a pug on a treadmill.
10. Draw a horse throwing a horseshoe.
11. Draw a shark waterskiing.
12. Draw a walrus in a beach chair.
13. Draw a circus elephant standing on a ball.
14. Draw a koala bear sitting on a trashcan.
15. Draw a lizard putting on lipstick.
16. Draw a squirrel roasting a marshmallow.
17. Draw an octopus with spoons for legs.
18. Draw a mouse riding a motorcycle.
19. Draw a flamingo doing ballet.
20. Draw a butterfly eating a steak
21. Draw a cat chasing a dog.
22. Draw a lobster dancing.
23. Draw a cat playing a sport.
24. Draw a chicken skydiving.

##### Food

1. Draw a piece of fruit in outer space.
2. Draw a Pop Tart lifting weights.
3. Draw a loaf of bread at a disco.
4. Draw a rainstorm of sprinkles.
5. Draw french fries on a rollercoaster.
6. Draw a food eating another food.
7. Draw a walking taco.

8. Draw chicken wings flying.
9. Draw a banana slipping on banana peels.
10. Draw a cookie with googly eyes instead of chocolate chips.
11. Draw a pineapple rollerblading.
12. Draw a piece of asparagus snowboarding.
13. Draw an annoying orange.
14. Draw a donut riding a skateboard.
15. Draw a turkey leg eating a turkey sandwich.
16. Draw a cheeseburger wearing a dress.
17. Draw a banana in pajamas.
18. Draw a peanut butter and jelly sandwich on vacation.
19. Draw an apple talking to your art teacher.
20. Draw a hot dog flying.
21. Draw a lemon making orange juice.
22. Draw an ice cream cone eating a Popsicle.
23. Draw a garden of lollipops.



# STUDENT TRAINING PACKS

OPENPhysEd.org

## Practice Plan Number 1

Write 3 different words that you would use to help you describe Field Day.

1.
2.
3.

**Before** you practice any of the 5 events below, which activity do you think you'll like the most and why?

Event Name	Practice Day 1		Practice Day 2		Rate 1 thru 4 1 = Not Fun 4 = Most Fun
	Score 1	Score 2	Score 1	Score 2	
Paper Plane Corn Hole					
Wind Bowling					
Sock-er Skee-Ball					
Towel Flip Challenge					
Milk Jug Relay					

Now that you have practiced these events, which activity did you like the most and why?



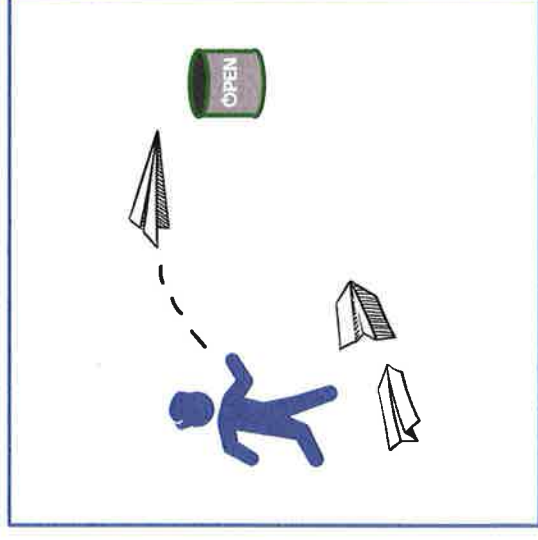
## PAPER PLANE CORN HOLE

**Get Ready:** You'll need 3 paper sheets per player, a bucket or laundry basket.

**Get Set:** Create 3 paper airplanes using a design of your choice. Place your bucket 5-10 feet away from your throwing line.

**GO!**

- This event is called Paper Plane Corn Hole.
- The object of the game is to score points by throwing your paper airplane into your bucket. You have 1 minute to score as many as possible.
- Design and create 3 paper airplanes.
- On the start signal, fly your airplanes as many times as you can toward your bucket.
- Score 1 point for every plane that hits the outside of the bucket and 2 points for every plane that lands in the bucket.
- Write your score down on the official Field Day Score Card.



**OPEN**

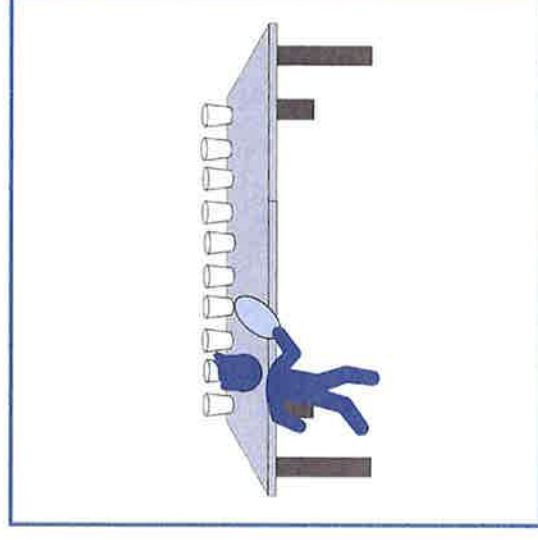
## WIND BOWLING

**Get Ready:** 1 Balloon (or Paper Plate), 10 Plastic Cups

**Get Set:** Set 10 empty plastic cups at the edge of a table in single file along the edge.

**GO!**

- This event is called Wind Bowling. The object of the game is to knock all the cups off a table edge using only the air from the balloon or paper-plate fan.
- You'll do that by blowing the balloon up and aiming the escaping air towards the empty plastic cups. If you don't have a balloon you can wave the paper plate like a fan with the fan's air hitting the cups.
- Score a point for every cup that gets knocked off the table.
- You have 1 minute to knock down as many cups as you can.
- Write your score down on the official Field Day Score Card.

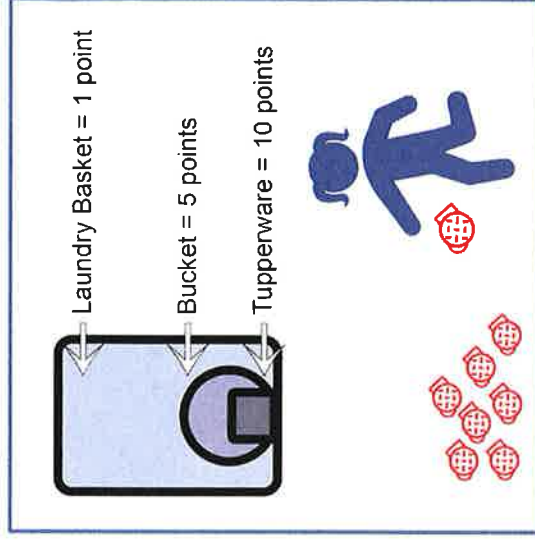


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## SOCK-ER SKEE-BALL

**Get Ready:** 10 sock balls, 1 Laundry Basket, 1 Bucket, 1 Tupperware container

**Get Set:** Roll up the socks to make sock-balls. Stack the targets into skee-ball formation with the Tupperware inside the bucket and the bucket inside the laundry basket.



**GO!**

- This event is called Sock-er Skee-ball. The object of this game is to score points by kicking the sock ball into the skee-ball targets.
- You'll do that by using your feet to kick the sock ball into the target.
- Score 1 point for every sock ball that lands in the laundry basket.
- Score 5 points for sock balls in the bucket.
- Score 10 points for sock balls in the Tupperware container.
- You get 10 chances to score as many points as you can.
- Write your score down on the official Field Day Score Card.



**OPEN**

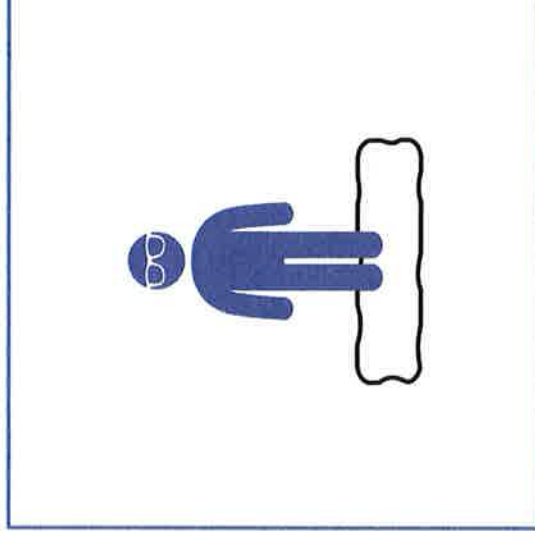
## TOWEL FLIP CHALLENGE

**Get Ready:** 1 large beach or bath towel

**Get Set:** Lay your towel out flat on your floor and stand on it.

**GO!**

- This event is the Towel Flip Challenge. The object of this game is to flip the towel as fast as you can without stepping off of it.
- You can take small steps from one part of the towel to another. However, you can only move it when you have both feet firmly in place on top of the towel.
- The towel must be flat at the start and flat at the finish.
- You have 1 minute to complete the challenge.



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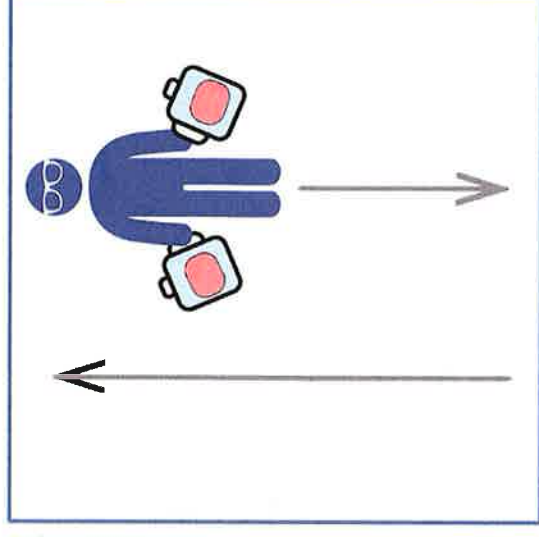
## MILK JUG RELAY

**Get Ready:** Two 1-Gallon Milk Jugs, Items to Mark Start/End Points (cones, socks, plastic cups, etc.), Clock or Stopwatch

**Get Set:** Set up an area to move in by making a starting point and ending point. Distance can be 15 to 30 walking steps from beginning to end. Fill two used 1-gallon milk jugs with water ( $\frac{1}{4}$ ,  $\frac{1}{2}$ , or full) and place at a start spot.

**GO!**

- This event is called the Milk Jug Relay. The object of this game is to carry the milk jug across the room as many times as you can.
- You get 1 point for each full length you travel.
- Add extra challenge by carrying two milk jugs at once.
- You have 1 minute to complete the challenge.
- Write your score down on the official Field Day Score Card.



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# Grade 1: Enrichment Opportunities

Gifted Education & Academic Rigor Services

May 18 – June 5



Ready, set, THINK! Complete a Math and/or Communication Skills/Reading activity each week on a separate piece of paper to share with your teacher. If your brain needs more, then do the STEM (Science, Technology, Engineering, Math) challenge for an extra brain boost! Enjoy!

Subject	Week 10 May 18-22	Week 11 May 26-29	Week 12 June 1-5
<b>Math</b>	<p><b>Nine Cents</b> Kevin told Beth and Lisa that he had nine cents in his pocket. Beth said he must have five coins in his pocket. Lisa said he must have nine coins in his pocket. Kevin said that both of them could be correct. How could Beth and Lisa both be right?</p>	<p><b>Farmer Brown</b> Farmer Brown wants to make shoes for his cows, pigs, and sheep. He has 10 animals in all. Show how many shoes Farmer Brown will make.</p>	<p><b>Patty-cake</b> The students have a bunny named Patty-cake. They want to make a pen for Patty-cake to play in on the playground. They want the pen to have 4 sides and 4 corners. They have 10 units of fencing. What could the pen look like?</p>
<b>Communication Skills /Reading</b>	<p>Write a letter to your best friend. Tell him or her why he or she is your best friend.</p> 	<p>Read or retell the story of The Gingerbread Man. If you were the gingerbread man, what would you do to escape? Draw and write about it.</p>	<p>How do we know the wind exists? Draw and write about how you know the wind exists.</p> 
<b>STEM Challenge</b>	<p><b>Invisible Ink:</b> 1. Mix equal parts water and baking soda. 2. Use a cotton swab or paintbrush to write a message onto white paper, using the baking soda solution as 'ink'. 3. Allow the ink to dry (10 minutes). 4. Use a different paint brush or cotton swab to paint over the paper with purple grape juice. The message will appear in a different color.</p>	<p><b>Leaf Prints</b> 1. Fold a sheet of paper in half then open it again. 2. Place the leaf face-down on the paper and re-fold it. Tape your paper to a table to hold it in one place. Rub a metal spoon all over the leaf surface to rub all the leaf's chlorophyll onto the paper. Repeat this process as many times as you like to create a picture or design.</p>	<p><b>Oobleck</b> Place 1 cup of water into a bowl. Slowly add 1.5 - 2 cups corn starch to the water and mix using your hand. Get a consistency where the Oobleck is liquid <u>and</u> solid. Add a few drops of food coloring, if you wish. 3. Play with the Oobleck. What happens to it when you play with it? What happens when you stop?</p>

## Ice Cream in a Bag

### Ingredients:

- 1 cup half and half
- 1 - 1/2 tsp vanilla extract
- 1 tablespoon sugar

### Other materials you will need:

- ice
- 1/4 cup rock salt
- Ziploc bags 1 quart size, 1 gallon size

Mix the ingredients in the small Ziploc bag. Seal the bag, squeezing all the air out of the bag. Fill the large bag halfway with ice. Add rock salt. Put the sealed small bag into the large bag. Seal the large bag securely. Shake the large bag for 10 minutes using gloves (it will be cold!) Then take the small bag out and rinse the salt off the outside. The ice cream will be a little icy to start. Use a spoon to mix it around and soften it up a bit. Enjoy!

Don't forget to read every day! Your brain will thank you 😊.

## **Online Resources for ESL Families**

English learning websites are a great way to learn. This list of websites can be used by your family to learn English and learn to read in English. Please go to the websites to find reading opportunities, educational activities, and English learning games. Use these tips to help your child learn English:

- Read in your native language or in English everyday!
- Have your child keep a vocabulary journal of new words they read or hear. Use the new words to write sentences and stories. Draw pictures to go with the new words.
- Watch educational shows in English on TV. Ask your child to write down 3-5 new English words in their journal each day.
- Talk to your child in your native language (ie: Spanish). Tell your child stories and sing songs. Talking and listening in any language builds vocabulary and background knowledge. A strong vocabulary is important for reading success.
- Playing together as a family is important to build language and a strong family bond. You can play games on the computer, play board games, or play together outside. Have fun and build language at the same time.
- When it is safe, take family trips in the community. Going for a walk or going to stores creates many opportunities to talk together and build vocabulary using the world around you.

**For more information about how to help your child learn English and your native language, go to <https://www.colorincolorado.org/>.**

## **Websites for ESL Families**

### **Reading - eBooks:**

**Elementary:** <https://abdodigital.com/?tk=414F33301B8E136DEE3F0A93BF1795E1>

**Secondary:** <https://abdodigital.com/?tk=840BC558E6676AB1F4C9FA29D8EC6D69>

**TumbleBooks K-12:** <https://www.tumblebooks.com/>

TumbleBookLibrary (k-6)	Username: tumble735	Password: books
TumbleMath (k-6 math)	Username: tumble2020	Password: A3b5c6
TeenBookCloud (6-12)	Username: tumble2020	Password: A3b5c6

### **Reading - Audio books:**

<https://www.tumblebooklibrary.com/>

Kid to Adult Audio books	Username: tumble2020	Password: A3b5c6
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<https://www.uniteforliteracy.com/>

<https://www.myon.com/school/readathome>

School Name: Read at Home	Username: readnow	Password: myon
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### **Beginning Reading, Grammar & Games:**

<https://www.starfall.com>

<https://www.abcya.com/games/tangrams>

<https://pbskids.org/games/music/>

<https://esl-kids.com/>

### **Spanish Literacy:**

<https://www.spanishplayground.net/online-spanish-stories-kids/>