



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

# 1<sup>st</sup> Grade



**Phase III**  
**April 27 to May 15, 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: April 27 – May 1

Learning Experience 1	Learning Experience 2	Learning Experience 3
Think about what you learned about spending and saving. What are some ways that children can earn money? Complete the main idea and details web. Brainstorm 4 ways a child could earn money.	If you earned some money, what would you spend it on? What would you save it for? Read textbook page 104 Making Choices. Answer the 4 scenarios listed next to the reading.	What is the <b>difference between needs and wants</b> ? A <b>need</b> is something you have to have to survive or complete a task. You need food to survive, you want toys to have fun. On the chart, draw pictures (or cut out and glue magazine and flyer pictures) of things you need and want. Label each picture.

## Social Studies Learning in Place Plans

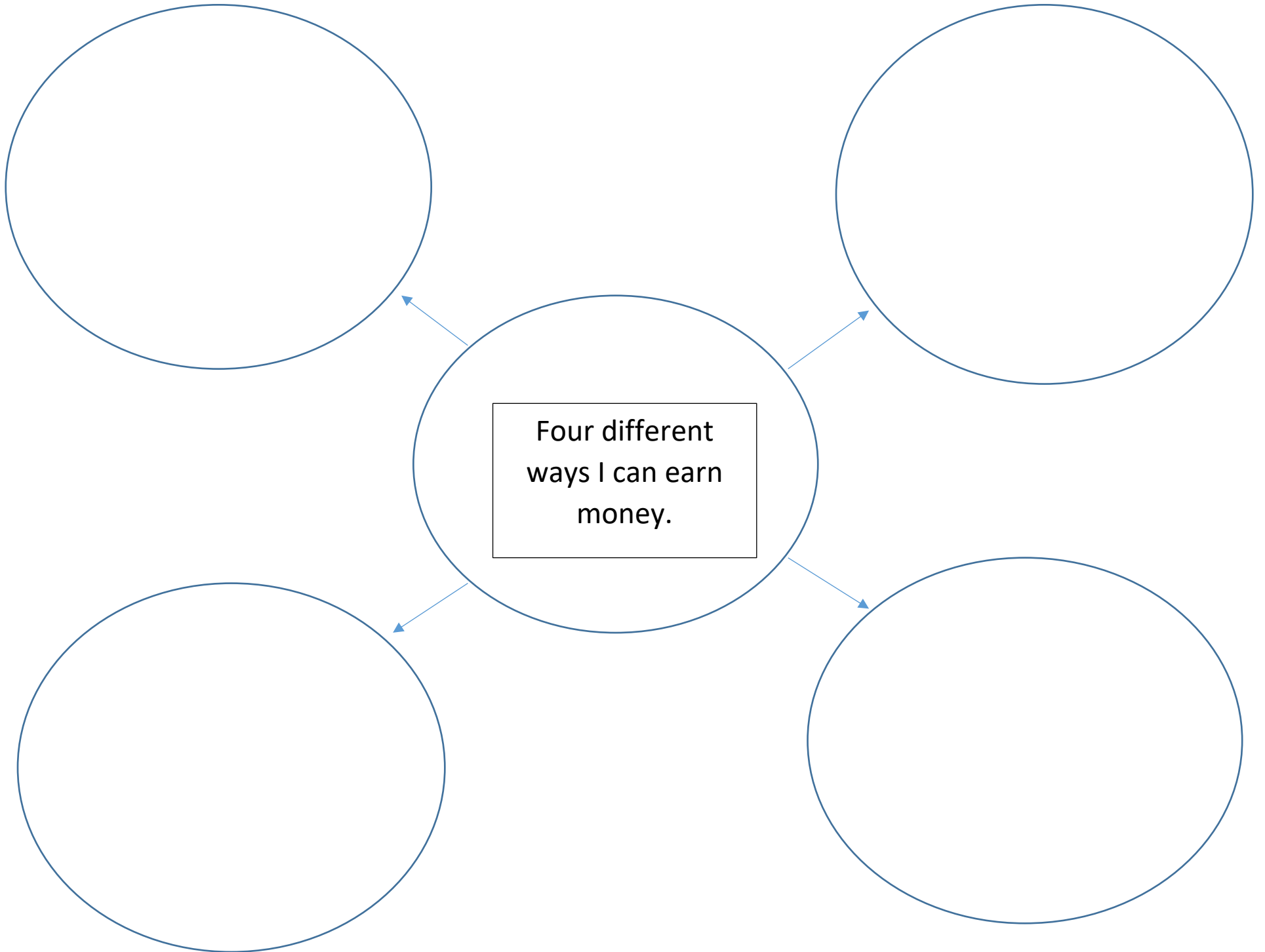
First Grade: May 4-8

Learning Experience 1	Learning Experience 2	Learning Experience 3
Patriotic <b>symbols</b> and <b>traditions</b> honor the people and the history of Virginia. Remember the community symbols of Norfolk you learned about last year (mermaid, Navy, and city seal). Today we are going to discover the symbols of Virginia. Please read textbook page 13 Virginia Where We Live and complete the Virginia symbols page. <b>symbol:</b> A picture or thing that stands for something else	<b>Tradition:</b> A custom or belief that happens over a long period of time. A tradition is a way of doing things that can be passed down from adults to children. Read textbook page 112 Things We Share. Use the chart to make a list of family traditions you celebrate and different traditions you think other families may celebrate.	Think about your family. Complete the family crest with information related to your family's interests, symbols, and traditions providing a reason for each.

## Social Studies Learning in Place Plans

First Grade: May 11-15

Learning Experience 1	Learning Experience 2	Learning Experience 3
Voting is a way for people to express their opinion. Read textbook pages 10-11 Let's Decide and Yes Or No. After reading, make a list of things that children could vote on (favorite TV show, favorite food, etc.) on a sheet of paper.	Think about your list of things to vote on from Learning Experience 1. Choose one topic and write down three choices for that topic. <i>For example: Favorite Food – pizza, ice cream, hamburger</i> Have the people in your house vote for their favorite. You can also call or text other family members or friends. Tally and record the results on your paper. Write a sentence that tells the winner.	Every American has the right and responsibility to vote when they turn 18. You are not old enough to vote yet, but you still have responsibilities. What are some ways you are responsible at home? What is an example of not being responsible? Fold a sheet of paper in half and label <b>Responsible</b> on one side and <b>Not Responsible</b> on the other. Draw and write a sentence for each.





People must make choices because we cannot have everything we want.

# Making Choices

When we make a choice, we get some things, but give up other things.

A **cost** is what we give up when we decide to do something.

A **benefit** (*ben-ih-fit*) is what we get when we decide to do something.

All decisions have costs and benefits.

## Week 1 Learning Experience 2

### *Saving or Spending Scenarios*

**Read each scenario. Decide if the person should spend or save money.**

1. John decided he wants to buy a new bike that costs \$125. He only has \$75. Should he spend his money or save his money?

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2. Mrs. Smith's class wants to go on a field trip that costs \$415. They raised \$500 through a fundraiser. Should they spend their money or save their money?

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3. Julie is going to a birthday party on Friday. She has \$12 and has not bought a gift. Should she spend her money or save her money?

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4. Kim wants a puppy that is \$100. She has \$50. Should she spend her money or save her money?

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**Needs-** something you have to have to survive or complete a task

**Wants-** something you would like to have but it is not necessary

# Virginia: Where We Live

America has many symbols. Virginia does, too! Here are four patriotic **symbols** that make us think of our state—the **Commonwealth** of Virginia.

## WORDS TO KNOW

**Symbols**  
(SIM-bulls)

Pictures or objects that stand for something else

**Commonwealth**  
(com-un-welth)

Another word for a state



*The Virginia capitol in Richmond*



*The state flag of Virginia*



*The cardinal, our state bird*



*The dogwood, our state flower*

Patriotic symbols show respect for Virginia. Where have you seen this state flag flying?



1. Where have you seen the Virginia State Flag Flying? Make a list of places you have seen our state flag.

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2. Which Virginia symbol is most interesting to you and why?

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3. Think about your school. Do you have any symbols that represent your school? What are they? Draw a picture and label your school symbol.



# 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.

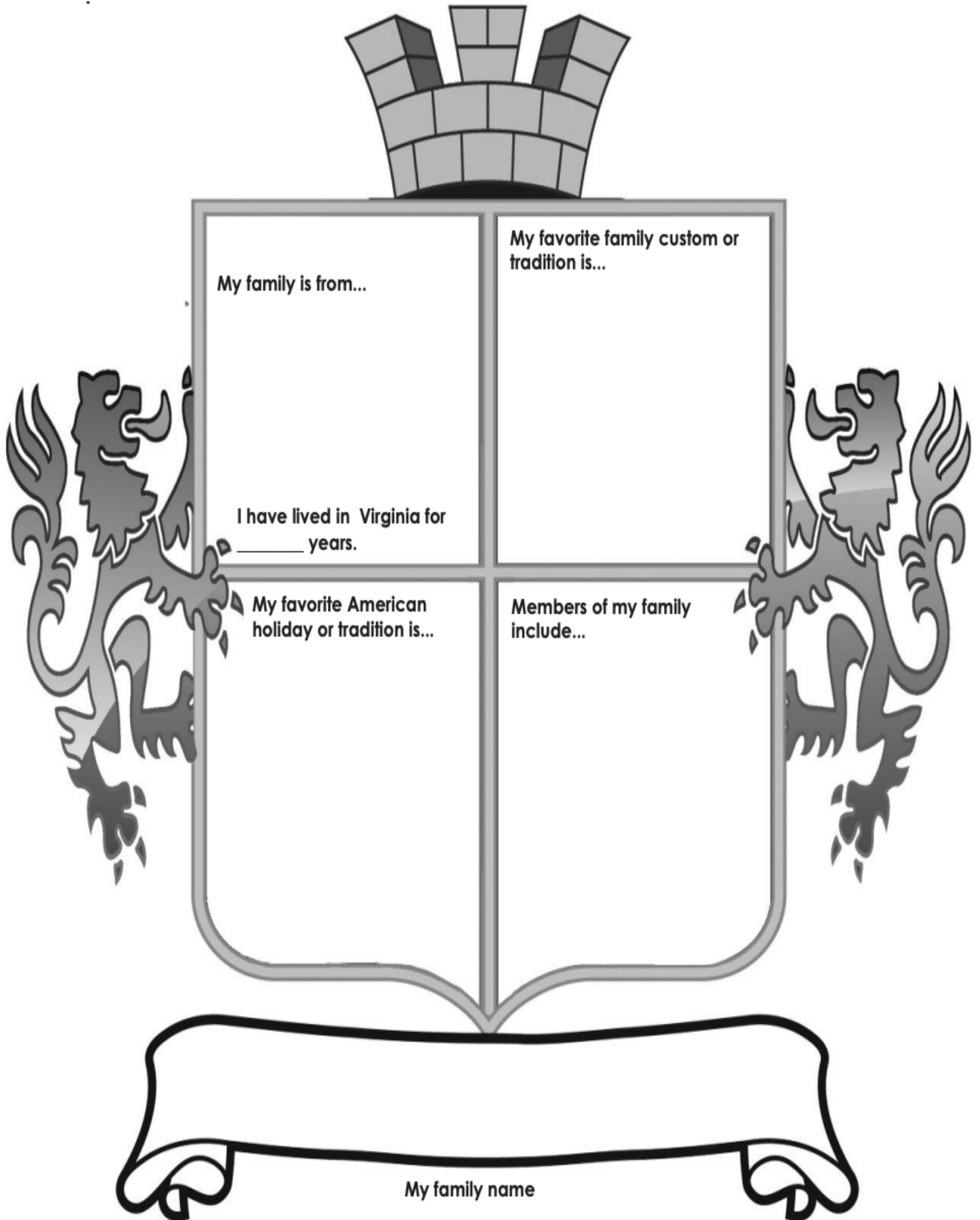
## Traditions



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.

My family traditions

Other families' traditions



My family is from...

My favorite family custom or tradition is...

I have lived in Virginia for \_\_\_\_\_ years.

My favorite American holiday or tradition is...

Members of my family include...

My family name

# Let's Decide



Voting helps us make decisions.  
Good citizens help make decisions  
in the classroom when they vote.  
Voting is a way for **you to voice your opinion.**

What kind of class pet should we  
get—a turtle or a fish? Should we  
have sharing time or story time?  
There are lots of decisions to make!


## WORD TO KNOW

**Opinion**  
(oh-PIN-yin)

Your personal  
feeling about  
something that is  
interesting or  
important to you



*These students  
are voting to  
get a turtle for  
their class pet!*



Former president Barack Obama was our first African American president.



# Yes or No?

When you vote, you share your opinions.

When you grow up, you will get to vote for the president of the United States. You will also get to vote for people to make decisions in your state and town.

Every American citizen has the right and **responsibility** to vote.

## WORD TO KNOW

### Responsibility

(re-spon-suh-BILL-uh-tee)

Something or someone you must take care of by making good decisions

# NPS Learning in Place English First Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 7</b>	<p>Read <i>Peter Rabbit</i> Create a Story Map: Fold a piece of paper into 1/4s and draw a picture of the characters, the setting (place the story took place), the main problem, and the solution.</p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>	<p>Reread <i>Peter Rabbit</i> Draw a picture showing what Peter lost in the garden.</p> <p><i>Write a story about something you lost.</i></p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>	<p>Read <i>The Elves &amp; The Shoemaker</i> Create a Story Map: Fold a piece of paper into 1/4s and draw a picture of the characters, the setting (place the story took place), the main problem, and the solution.</p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>	<p>Reread <i>The Elves &amp; The Shoemaker</i> Draw a picture showing how the Shoemaker and his wife showed that they were thankful.</p> <p><i>Write a story about something you are thankful for.</i></p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>	<p>Reread <i>The Elves &amp; The Shoemaker</i> Answer the questions at the bottom of the second page of directions. (Learning in Place English)</p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>
	<p>Word Study Words: ("r" controlled words: <b>ir /er/ur</b>): first, third, skirt, fur, hurt, surf, herd, fern, germs, water, tiger, dirt, stir</p> <p><b>Read 14.2</b> Read a book of choice and record it on the reading log each day.</p>				
<b>Week 8</b>	<p>Read <i>Spring Rain Fling and Spring</i> Think of the things you know about Spring from reading these two poems. Draw a picture to show <b>one</b> thing you know about Spring that was spoken of <b>in</b> one of the poems.</p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>	<p>Reread <i>Spring Rain Fling and Spring</i> One poem is nonfiction and one is fiction. Write these words next to each poem to show which one is which.</p> <p>Write your own poem about Spring. Try to use some of your word study words in your poem.</p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>	<p>Read <i>All About Spring</i> Before you read:</p> <ul style="list-style-type: none"> <li>look at the title, photos and headings</li> <li>what do you already know about this text</li> </ul> <p>After you read:</p> <ul style="list-style-type: none"> <li>explain how the title, photos, and headings helped you understand what you read</li> </ul> <p>Complete an activity from the <b>word study menu</b> with this week's word study words.</p>	<p>Reread <i>All About Spring</i> Captions are words that explain what is shown in the pictures or illustrations Captions help the reader understand information that may or may not be in the text.</p> <p>Review the photos in the text <b>All About Spring</b> and write a caption for each one. Use complete sentences.</p>	<p>Reread <i>All About Spring and Spring</i> Answer the questions at the bottom of the second page of directions (Learning in Place English)</p> <p>Complete an activity from the <b>word study menu</b> with this week's word study words</p>

				Complete an activity from the <b>word study menu</b> with this week's word study words.	
Word Study Words: ("r" controlled words: <b>or/ar</b> ): corn, storm, horn, fork, north, torch, barn, star, cart, harp, scarf, card, shark					
<b>Read 14.2</b> Read a book of choice and record it on the reading log each day.					
<b>Week 9</b>	Read <i>Little Tina</i> Create a Story Map: Fold a piece of paper into 1/4s and draw a picture of the characters, the setting (place the story took place), the main problem, and the solution.	Reread <i>Little Tina</i> Write a story about someone in your family. Be sure to include a beginning, middle, and ending.	Read <i>The Ant and the Grasshopper</i> Create a Story Map: Fold a piece of paper into 1/4s and draw a picture of the characters, the setting (place the story took place), the main problem, and the solution.	Reread <i>The Ant and the Grasshopper</i> Write a story about something you don't like to do. Be sure to include a beginning, middle, and ending.	Reread <i>The Ant and the Grasshopper</i> Answer the questions at the bottom of the second page of directions (Learning in Place English)
	Complete an activity from the <b>word study menu</b> with this week's word study words.	Complete an activity from the <b>word study menu</b> with this week's word study words.	Complete an activity from the <b>word study menu</b> with this week's word study words.	Complete an activity from the <b>word study menu</b> with this week's word study words.	Complete an activity from the <b>word study menu</b> with this week's word study words.
	Word Study Words: ( <b>ow</b> ): blow, crow, glow, frown, bow, down, clown, throw, grow, owl, snow, cow, gown, crown				
<b>Read 14.2</b> Read a book of choice and record it on the reading log each day.					
<i>The Elves &amp; The Shoemaker</i>	<ol style="list-style-type: none"> <li>By reading the title, you know that the main characters are _____.</li> <li>Write a sentence to tell how the shoemaker and his wife showed that they were thankful.</li> <li>Write a sentence to tell what the shoemaker did every evening.</li> <li>Write a sentence to tell what the shoemaker and his wife did to find out who was being so kind to them.</li> <li>Write a sentence to explain why you think the elves never came back.</li> </ol>				
<i>All About Spring</i> and <i>Spring</i>	<ol style="list-style-type: none"> <li>By reading the title, you know the main idea of the text is _____.</li> <li>By reading the headings, you could figure out that there were three things you would learn about Spring. List the three things you knew you were about to learn.</li> <li>Write a sentence to tell one way the poem <i>Spring</i> is different from the text <i>All About Spring</i>.</li> <li>Write a sentence to tell one way the text <i>All About Spring</i> is different from the poem <i>Spring</i>.</li> <li>Write a sentence to tell one way the poem <i>Spring</i> and the text <i>All About Spring</i> are the same.</li> </ol>				
<i>The Ant and the Grasshopper</i>	<ol style="list-style-type: none"> <li>What was grasshopper doing at the beginning of the story?</li> <li>How did the grasshopper feel when winter came?</li> <li>Write a sentence explaining whether or not you would want to be friends with the grasshopper.</li> <li>What lesson did the grasshopper learn?</li> <li>Write a sentence to tell what you think grasshopper will do next summer.</li> </ol>				





## 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>

# Peter the Naughty Rabbit



ONCE upon a time there were four little rabbits, and their names were— Flirty, Berty, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, under the root of a very big fir tree.

"Now, my dears," said old Mrs. Rabbit one morning, "You may go into the fields or down the lane, but don't go into Mr. Burton's garden. Your father had an accident there and he was put in a pie by Mrs. Burton. Now run along, and don't get into trouble. I am going out."

Then old Mrs. Rabbit took a basket to the Baker's. She got a loaf of brown bread and five sweet buns.

Flirty, Berty, and Cottontail, who were good little bunnies, went down the lane to gather blackberries, but Peter, who was very bad, ran right to Mr. Burton's garden and squeezed under the gate!

First, he ate some greens and some beans. Then he ate some carrots and started to feel sick. He went to look for some parsley to help his tummy, but around the end of a row of cucumbers was Mr. Burton!

Mr. Burton was on his hands and knees planting cabbages. Mr. Burton jumped up and ran after Peter, waving a rake and calling out, "Stop robber!"

Peter was very afraid. He rushed all over the garden looking for the way back to the gate. He lost one of his shoes in the cabbages, and the other shoe near the potatoes.

After losing them, he ran on four legs and went faster. I think he might have gotten away if he had not run into a net and gotten caught by the large buttons on his jacket. It was a blue jacket with round buttons that was brand new. Peter gave up and began to cry.

Mr. Burton came up with a bag that he intended to pop on top of Peter, but Peter wiggled free just in time, leaving his jacket behind him. Again, Mr. Burton ran after Peter, but he became tired. He went back to his work and Peter got away. Mr. Burton hung up the little jacket and the shoes for a scarecrow to frighten the blackbirds away.

Peter didn't stop running until he got home to the big fir-tree. He was so tired that he flopped down on the nice, soft sand on the floor of the rabbit-hole and shut his eyes.

His mother was busy cooking.

She wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a week!

That night, Peter did not feel well. His mother put him to bed and got some medicine. She gave it to Peter to help him feel better! But, Flirty, Berty, and Cotton-tail had bread, milk, and blackberries for supper and sweet buns for dessert.

## 'The Elves and The Shoemaker

A shoemaker had become so poor that all he had left was leather for one pair of shoes. That evening he cut out the shoes that he was going to make the next morning, and then he went to bed and fell asleep.

In the morning when he woke, he was just going to sit down to work, but the two shoes were already done on his table. He was so surprised. He looked at the shoes and they looked great. Soon, a buyer came in and the shoes looked very good to him. He liked them so much that he paid the shoemaker a little extra for them. With the money he earned, the shoemaker was able to buy leather to make **two pairs** of shoes.

He cut the shoes out that night. The next morning, feeling much better about his life, he was about to get to work, but he didn't need to because they were already made. There were buyers waiting and the shoes were so special, they gave him enough money to buy leather for **four pairs** of shoes.

Each day he cut out the shoes in the evening and they were already made by the morning. Soon he was very rich. He wanted to know who was being so kind to his family. So, he and his wife decided to stay awake to see who it was. They hid themselves in a corner of the room, behind some clothes which were hanging up, and they watched.



When it was midnight, two little men came and sat down by the shoemaker's table. They began to use their little fingers to stitch, sew, and hammer so quickly and with so much skill that the shoemaker could not believe his eyes. They did not stop until all the work was done. They left the shoes on the table and then ran quickly away.

The wife said, "The little men have made us rich, and we really must show that we are thankful for it." The shoemaker and his wife decided to make a feast for the little men. So, the next night, they didn't leave work for them to do, they left all kinds of treats for them to enjoy.

At midnight they came bounding in, and wanted to get to work at once, but they didn't find any leather cut out or work to do, only yummy things to eat. They had a party and began to sing "Now we are boys with fine foods to eat. Why should we any longer shoemakers be?" Then they danced and skipped and jumped over chairs and benches. At last they danced out of doors. From that time on they never came back, and as long as the shoemaker lived all went well with him and his wife. They were never poor again.

**Spring Rain Fling** (J. F. Simmons)

Pitter Patter, Pitter Patter  
Drop Drip Drop  
The rain came down  
And it wouldn't stop

Pitter Patter, Pitter Patter  
Splash Splish Splash  
Lightning and thunder  
boom and a crash

Pitter Patter, Pitter Patter  
Plip Plop Plop  
We dance in puddles  
We slip & slop

Pitter Patter, Pitter Patter  
Where did it go?  
Sun shining brightly  
makes a rainbow!

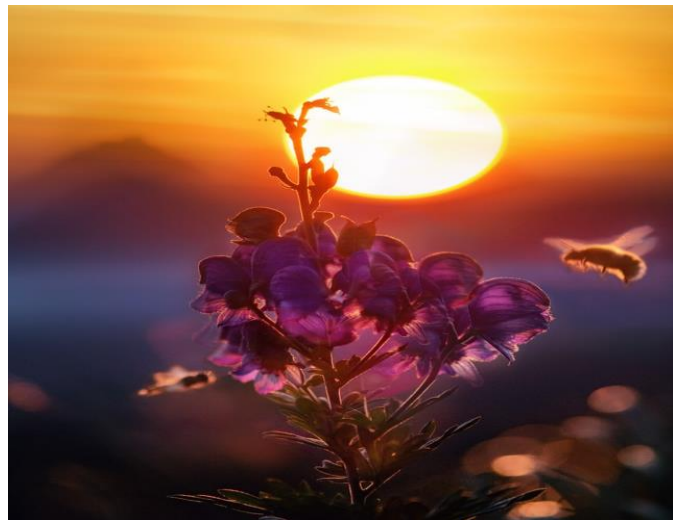


**Spring** (Public Domain)

Spring, Spring is coming soon,  
Grass is green and flowers bloom,  
Birds returning from the south,  
Bees are buzzing all about  
Leaves are budding everywhere,  
Spring, Spring is finally here!



Flowers and grass in Spring.



Bees and flowers in Spring.

# All About Spring

We have four seasons: Winter, Spring, Summer, Fall. In the northern half of the world, Spring begins every year around March 21<sup>st</sup> or 22<sup>nd</sup>. On the first day of Spring, the daylight hours are equal to the hours of nighttime darkness. The cold days of Winter are fewer and fewer. During Spring, the sun rises earlier in the morning and sets later in the afternoon. The weather begins to get warmer and the sun shines longer and longer with every passing day because the earth tilts closer to the sun.

## Plants in Spring

Spring is the time of new plant growth. There may be more rain that helps the plants to grow and the flowers to bloom. In the Spring, the grass begins to grow. Buds form on trees and soon those buds will turn into beautiful leaves and flowers. In some places like Washington, DC, cherry blossom trees are very beautiful to see. A few common Spring flowers are lilacs, tulips, lilies, and dandelions.



## Animals in Spring



Many animals like ducks, sheep and cows, have babies in the spring. Some animals that hibernate through the Winter wake up in Spring and begin to move around and look for food. You can see tadpoles in ponds and squirrels in trees. You can also see baby birds in their nests and mother birds bringing wiggly worms for them to eat.

## Holidays in Spring

There are lots of holidays that are celebrated during Spring including, Groundhog Day, April Fool's Day, Easter, Earth Day, Arbor Day, Cinco de Mayo, Mother's Day, and Father's Day.

There are many things to learn about Spring.





## Little Tina

Once upon a time an old woman was sitting in her rocking chair thinking of how happy she would be if she had a child. She was a little lonely by herself and thought that she could be a very good mother if only she had a child to take care of. She knew they could be happy.

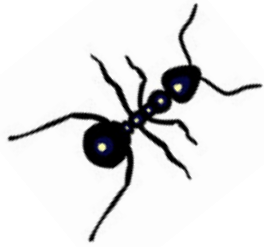
That night the old woman went to sleep and had a wonderful dream that she was the best mother ever. When she woke up, she found a beautiful little girl who was the size of the woman's thumb on her pillow. She was so small that the woman decided to call her Little Tina. She made her a little dress out of golden threads. Little Tina slept in a walnut shell and brought the old woman so much joy and happiness. They had a good life together.

One day when Little Tina went down for her nap, a frog hopped through the open window and said, "You will be a perfect bride for my son," and she took Little Tina to a lily pad and hopped off to find her son. Little Tina cried so loud that some little fish heard her and chewed the roots off the lily pad to help her escape. Little Tina's lily pad floated away. A few hours later, she finally stopped floating by the nearby woods.

During the summer, she ate berries and drank the dew off the leaves. But then the winter came, and she needed a real place to live. A kindly mouse let Little Tina stay with her, but she said, "You'll have to marry my friend, Mole, because I cannot keep you for another winter."

The next day Little Tina went to see Mole. In one of his tunnels, she found a sick bird and said, "Poor thing, I will bury it." Then, she found out that it was still alive, so she cared for it until it was ready to fly. When it was better it flew away. That Fall she nearly had to marry Mole, but then she heard a familiar tweet. It was the bird she had helped get well. He came back to see her. All at once, a good idea popped into the bird's head.

"Are you happy here," asked the little bird? Little Tina told him how much she missed her mother. "Let me help you get home," said the bird. Little Tina hopped on the bird's back and they flew and flew. Finally, they saw Little Tina's house. Her mother was there looking so sad. When she saw Little Tina, she laughed and cried. She and Little Tina lived happily ever after.



# The Ant and the Grasshopper

Adapted from Aesop's Fable



One summer day, grasshopper was playing with his friends. Ant and his friends were busy working.

Grasshopper asked ant to come play. Ant did not have time to play. Ant kept working. He needed food for the winter.

Soon winter came. Grasshopper was cold and hungry. He went to look for food. He couldn't find any food.

Grasshopper found ant's house. He begged ant for some food. Ant gave grasshopper some food. Grasshopper ate until he was full.

Grasshopper was thankful to have a friend like ant.

# STORY ELEMENTS

<p>Main Characters</p>	<p>Setting (time and place)</p>
<p>Problem(s)</p>	<p>Solution</p>

# Norfolk Public Schools

## Science Learning in Place Plan: Grade 1 Lessons

### Week 7: April 27 – May 1, 2020 (Plant Structures – Pt2)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>What Are Some Plants Parts?</p> <ul style="list-style-type: none"> <li>▪ Engage Your Brain!</li> <li>▪ Active Reading</li> </ul> <p><b>Guardians:</b> Ask student to look at the photograph and describe the different plant parts that they see.</p>	<p>A Part to Play</p> <ul style="list-style-type: none"> <li>▪ Active Reading</li> <li>▪ Question</li> </ul> <p><b>Guardians:</b> Explain to the students that the main idea may be the first sentence in a paragraph. Or it may be a different sentence. Focus attention on the labels and arrows pointing to plant parts.</p>	<p>Do the Job</p> <ul style="list-style-type: none"> <li>▪ Question</li> </ul> <p><b>Guardians:</b> Ask student about the jobs that they do at home. Explain that plant parts also do jobs.</p>	<p>Flower Power</p> <ul style="list-style-type: none"> <li>▪ Active Reading</li> <li>▪ Question</li> </ul> <p><b>Guardians:</b> Preview the photograph and talk about what the pages could be about.</p>	<p>Sum it Up!</p> <p>Apply Concepts</p> <p>Take it Home</p>

### Week 8: May 4 – 8, 2020 (Plant Classification)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>How Are Plants Different?</p> <p>pg. 155</p> <ul style="list-style-type: none"> <li>▪ Engage Your Brain!</li> <li>▪ Active Reading</li> </ul>	<p>Plenty of Plants</p> <p>pg. 158 - 159</p> <ul style="list-style-type: none"> <li>▪ Question</li> </ul> <p><b>Guardians:</b> Explain to student that plenty can mean “ a lot”. Have students locate and observe the pictures of the oak tree and the boxwood scrub. Tell the students that suppose I shoed you the leaves from these plants. How might observing the leaves help you identify and tell the plants apart?</p>	<p>Plants with Flowers</p> <p>pg. 160</p> <ul style="list-style-type: none"> <li>▪ Question</li> </ul> <p>Plants with Cones</p> <p>pg. 161</p> <ul style="list-style-type: none"> <li>▪ Active Reading</li> </ul> <p><b>Guardians:</b> Have student share what they know about flowers and cones.</p>	<p>Students will summarize in a paragraph the characteristics of trees ,shrubs, and grasses. The paragraph should include a topic sentence and essential. Students will draw a plant to represent a tree, a scrub, and grass.</p>	<p>Sum it Up!</p> <p>pg. 162</p> <p>Brain Check</p> <p>pg. 163</p> <p>Take it Home</p> <p>pg. 164</p>

### Week 9: May 11 – 15, 2020 (Animal Needs)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>What Do Animals Need?</p> <p>pg. 93</p> <ul style="list-style-type: none"> <li>▪ Engage Your Brain!</li> <li>▪ Active Reading</li> </ul>	<p>Animal Needs: Food, Water, Air</p> <p>pg. 94 - 95</p> <ul style="list-style-type: none"> <li>▪ Active Reading</li> <li>▪ Question</li> </ul> <p><b>Guardians:</b> Ask the student to explain in their own words what the paragraph is about.</p>	<p>Animal Needs: Shelter</p> <p>pg. 96 - 97</p> <ul style="list-style-type: none"> <li>▪ Question</li> </ul> <p>Animal Needs: Space</p> <p>pg. 98 - 99</p> <ul style="list-style-type: none"> <li>▪ Active Reading</li> <li>▪ Question</li> </ul> <p><b>Guardians:</b> Have student share what they need to live.</p>	<p>Students will review animal needs and use this information to write a paragraph including a topic sentence. The paragraph should include essential vocabulary (water, shelter, air, food, space, animal, needs, etc.) and at least four details describing animal needs.</p>	<p>Brain Check</p> <p>pg. 103</p> <p>Apply the Concept</p> <p>pg. 104</p> <p>Take it Home</p> <p>pg. 104</p>

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# What Are Some Plant Parts?

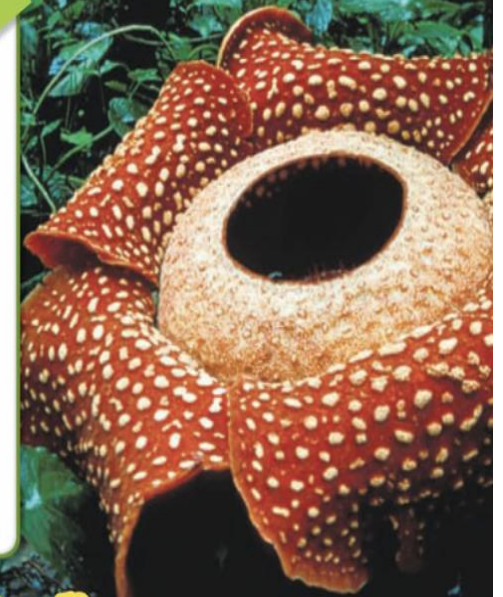
## Engage Your Brain!

Find the answer to the question in the lesson.

This flower smells bad to attract insects.

Why do flowers attract insects?

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## Active Reading

### Lesson Vocabulary

- 1 Preview the lesson.
- 2 Write the 3 vocabulary terms here.

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# A Part to Play

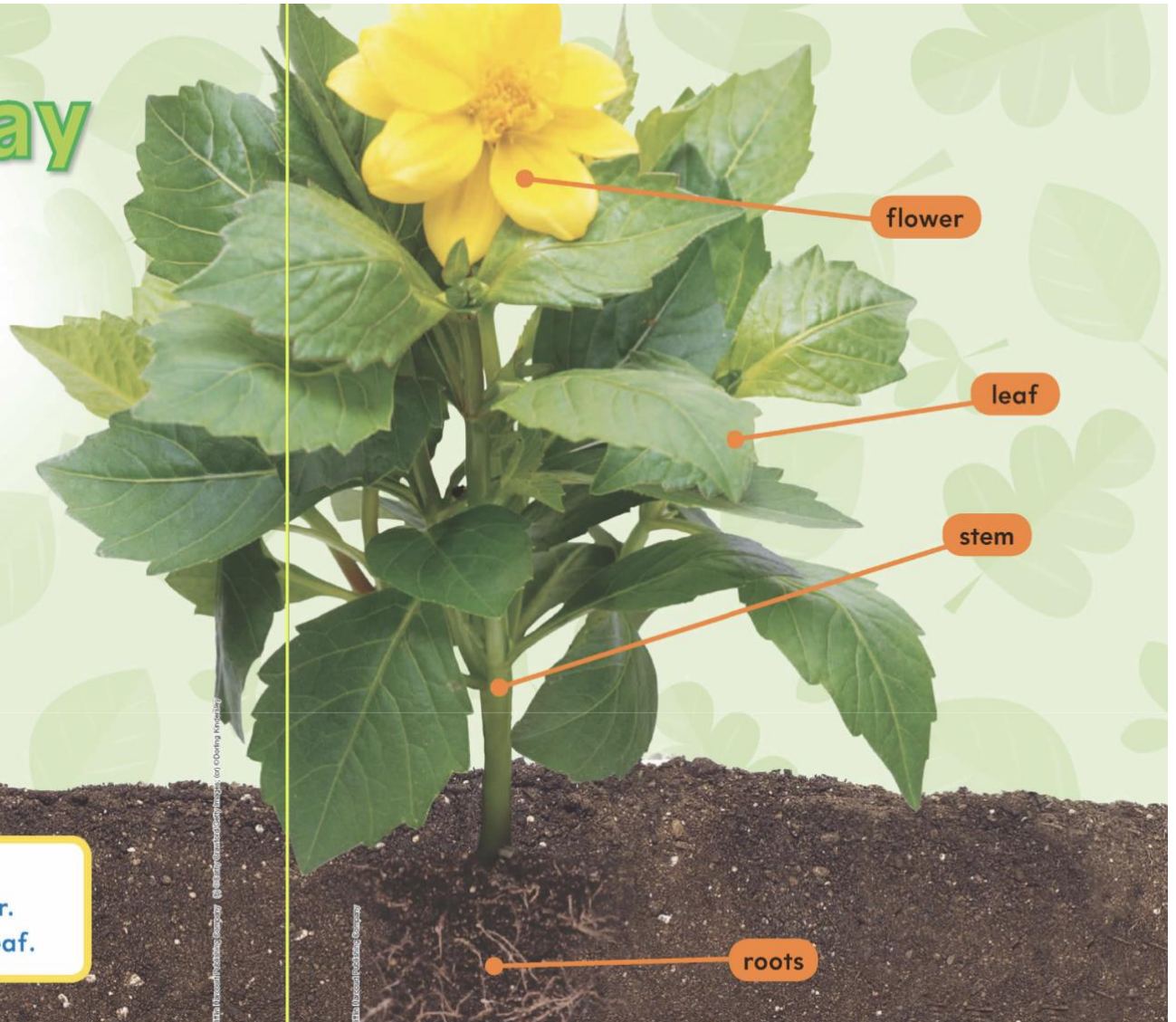
Plants need sunlight, air, water, and nutrients from the soil to grow. Each part of a plant helps the plant get what it needs to live and grow.

Flowers, leaves, stems, and roots are important parts of a plant. Find these parts in the picture.

## Active Reading

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

- ▶ Circle the stem.
- Mark an X on the flower.
- Draw a box around a leaf.



# Do the Job

**Flowers** help plants make new plants. Parts of a flower make seeds that grow into new plants.

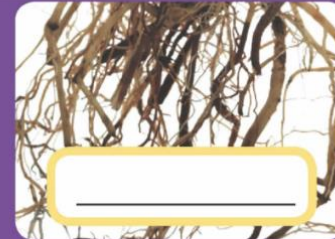


Stems carry water and nutrients from the roots to the leaves and other parts of the plant. They also hold up the plant.



Leaves make food for the plant. They use air, water, and sunlight to make the food.

▶ Write a label on each line to name the plant part in the picture.



The roots grow into the soil and hold the plant in place. They take in water and nutrients from the soil.



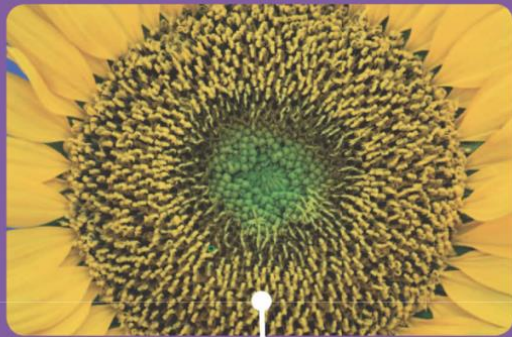
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# Flower Power

The plant part that makes seeds is the flower. The flower has its own parts, too. Some parts of a flower are pollen, petals, and seeds.

## Active Reading

A detail is a fact about a main idea. Draw one line under a detail. Draw an arrow to the main idea it tells about.



Flowers make pollen. **Pollen** is a powder that flowers need to make seeds. Most plants use pollen from other flowers to make seeds. Insects, animals, and wind may carry pollen from one flower to another.

The colorful petals attract insects and animals. A plant may need insects and animals to move pollen.



Flowers make seeds. A new plant may grow from a **seed**.

► What part of a plant grows into a new plant?  
\_\_\_\_\_



# Sum It Up!

## 1 Label It!

Label the parts of the plant.



## 2 Match It!

Match the plant part to what it does.



hold plant in place



carry water from the roots



makes food

## Apply Concepts

Fill in the chart. Write the name of the plant part or what the plant part does.

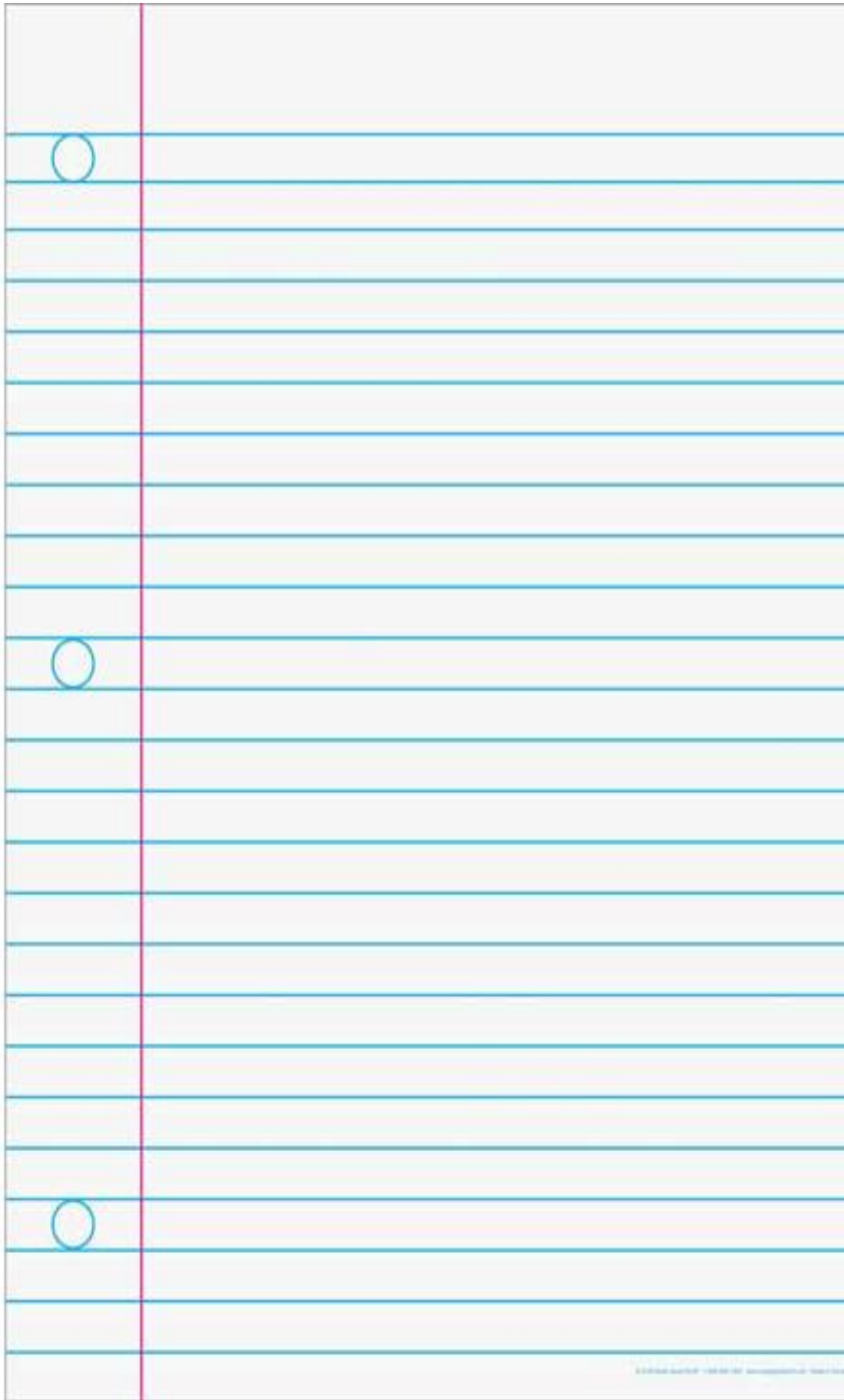
Plant Parts

Part	What It Does
_____	carries water and nutrients from the roots to other plant parts
roots	_____ _____
pollen	_____ _____
_____	makes seeds



Take It Home!

**Family Members:** Ask your child to observe plants at home, in a garden, or in your neighborhood. Have your child identify the roots, stem, leaves, and flowers, and describe what each plant part does.



Lesson 4

Essential Question

# How Are Plants Different?

**Engage Your Brain!**

Find the answer to the question in the lesson.

**How is this plant like some animals?**

\_\_\_\_\_

\_\_\_\_\_

**Active Reading**

**Lesson Vocabulary**

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

\_\_\_\_\_

\_\_\_\_\_

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155



# Plenty of Plants

How can you tell plants apart?  
They have different leaves. They have different shapes. They can be big or small.

Some plants have soft, thin stems.  
Some have thick, woody stems.

## Trees

- tall
- woody trunk
- many branches
- different leaves
- long life



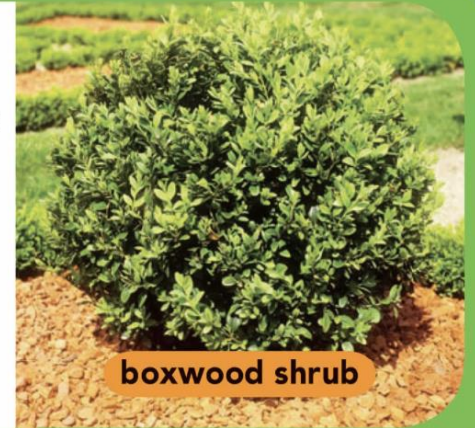
**oak tree**

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## Shrubs

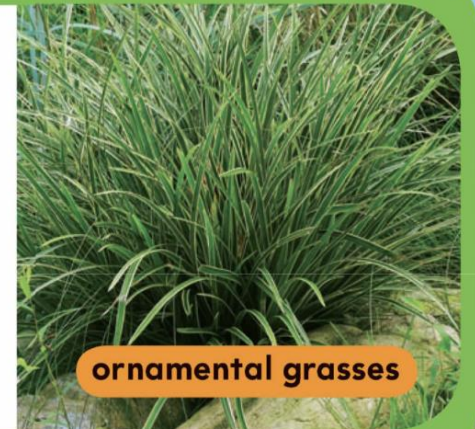
- shorter than trees
- smaller, woody stems
- smaller branches
- different leaves
- long life



**boxwood shrub**

## Grasses

- small plants
- soft stems
- long, thin leaves
- shorter life



**ornamental grasses**

► Circle the names of the plants with woody stems. Draw a line under the name of the plant with soft stems.

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## Plants with Flowers

Some plants have flowers. **Flowers** make a plant's seeds. Flowers can grow on small plants. They can also grow on shrubs and trees. Where have you seen flowers?



hibiscus plant

▶ What do flowers do?

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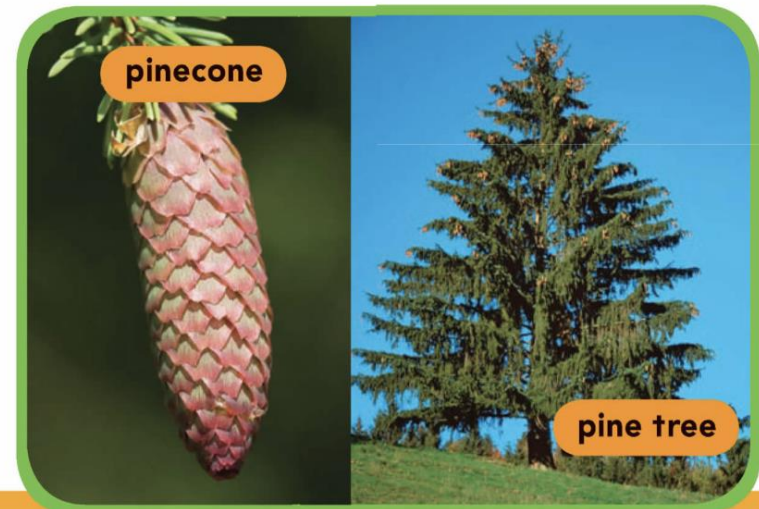
## Plants with Cones



Some plants have cones. **Cones** hold a plant's seeds. Cones grow on some trees. Where have you seen cones?

### Active Reading

A detail is a fact about a main idea. Draw one line under a detail. Draw an arrow to the main idea it tells about.





# Brain Check

## Lesson 4

163

Name \_\_\_\_\_

### Word Play

Color the letters to spell the vocabulary words.  
Write the words to complete the sentences.

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

flower shrub  
cone tree



- 1 A tall plant with a woody stem is a \_\_\_\_\_.
- 2 A tree without a flower may have a \_\_\_\_\_.
- 3 A \_\_\_\_\_ makes seeds.
- 4 A plant that is smaller than a tree is a \_\_\_\_\_.

163

## Sum It Up!

### 1 Circle It!

Circle the plant that has cones.



162



**Family Members:** Take a neighborhood walk with your child. Ask your child to tell you how the plants you see are alike and different.

164

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93

Lesson 2

Essential Question

# What Do Animals Need?

**Engage Your Brain!**

Find the answer to the question in the lesson.

Why is a clownfish shelter unusual?

A clownfish lives \_\_\_\_\_.

**Active Reading**

**Lesson Vocabulary**

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

\_\_\_\_\_

\_\_\_\_\_

93

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# Animal Needs

## Food and Water

Animals need food and water to grow and stay healthy. Some animals eat plants. Some eat other animals. Still others eat both plants and animals.

### Active Reading

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

A deer drinks water.



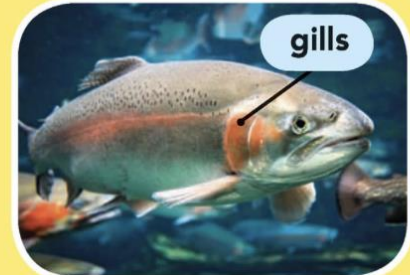
## Air

Animals need oxygen, a gas in air. Land animals use their lungs to breathe in oxygen.

Some water animals, like whales, have lungs. They breathe air. Fish do not have lungs. They use **gills** to get oxygen.



A black bear uses its lungs to breathe.



A fish uses gills to take in oxygen from the water.

► Which animal uses its gills to get oxygen?

### Shelter

Most animals need shelter. A **shelter** is a place where an animal can be safe. An animal may use a plant as a shelter. It may dig a hole in the ground. It may even use another animal as a shelter. One animal that does this is a clownfish.

### Kinds of Animal Shelters



A prairie dog lives in a burrow.



A beaver lives in a lodge.



A skunk lives in a den.

Some birds lay eggs in a nest.

▶ Draw an animal in its shelter.

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## Space

Animals need space to grow. They need space to move around and find food.

Animals need space for shelter. They need space to take care of their young.

### Active Reading

A detail is a fact about a main idea. Draw one line under a detail. Draw an arrow to the main idea it tells about.



**A cheetah needs space to run and catch its food.**

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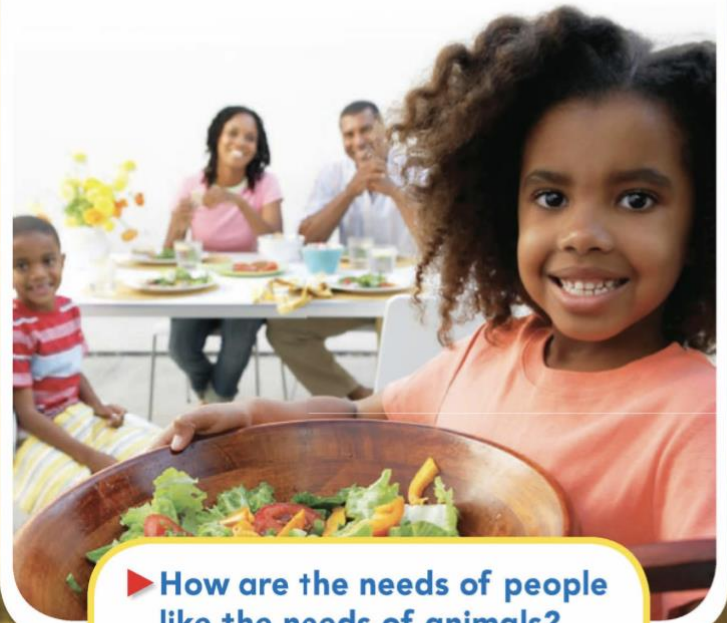


## Your Needs

You are a living thing. You must meet your needs to grow and stay healthy.

What do you and other people need?

You need air to breathe. You need food and water. You need space and shelter.



**▶ How are the needs of people like the needs of animals?**

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

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# Brain Check

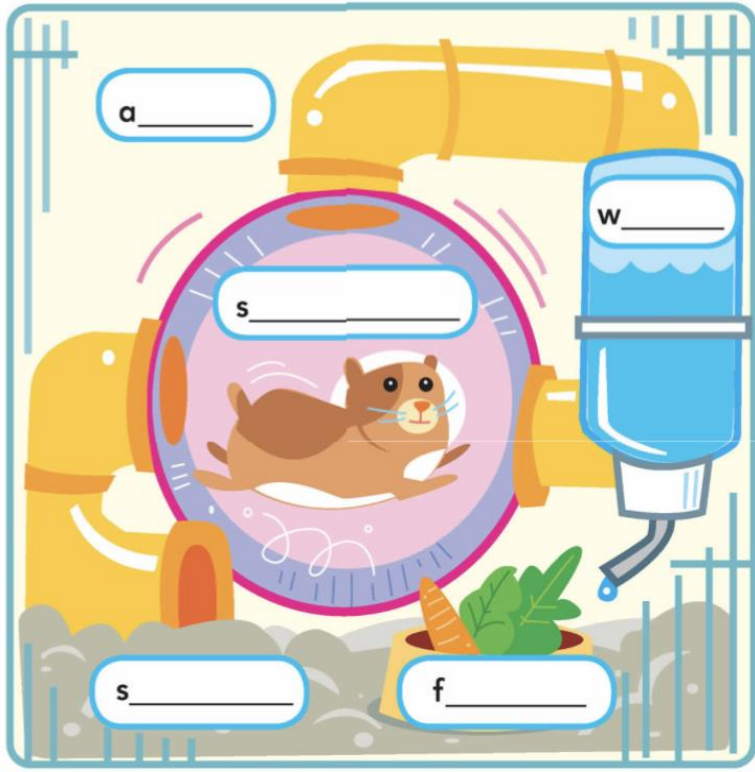
## Lesson 2

Name \_\_\_\_\_

### Word Play

Pets need things to help them live and grow.  
Fill in the words to tell what a hamster needs.

air    food    shelter    space to grow    water



### Apply Concepts

Think about how you meet your needs each day.  
Then fill in the chart below.

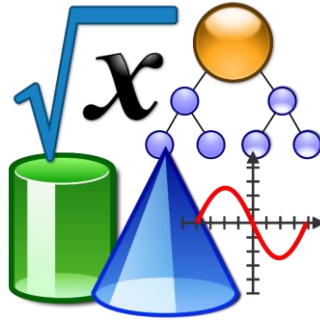
You Need	How You Meet Your Needs
1 air	_____
2 _____	I drink from the water fountain at soccer practice.
3 food	_____
4 _____	I go inside my house when it rains.
5 space to grow	_____



**Family Members:** Discuss with your child what animals and people need to grow and stay healthy. Ask your child to tell you how his or her needs are met.

# NPS Learning in Place

## First Grade



Name \_\_\_\_\_

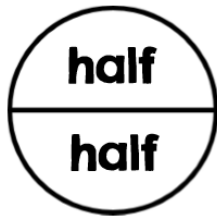
Teacher \_\_\_\_\_ School \_\_\_\_\_

April 27 – May 15

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Fractions Day 1	Fractions Day 2	Fractions Day 3	Fractions Day 4	Fractions Day 5
Week 2	Fractions Day 6	Fractions Day 7	Fractions Day 8	Fractions Day 9	Fractions Day 10
Week 3	Money Day 1	Money Day 2	Money Day 3	Money Day 4	Money Day 5

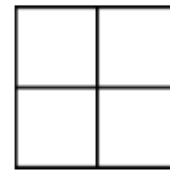
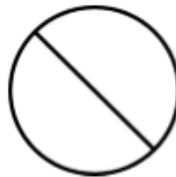
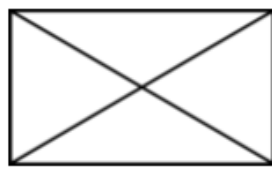
Note: The following activity ask the students to look at 2 equal parts of a whole. When a shape or set is divided into 2 equal parts, we call each part a half . Discuss how it takes two halves to make a whole.

# Halves

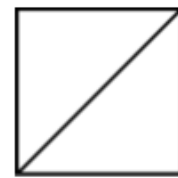
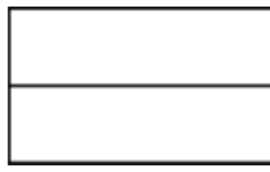
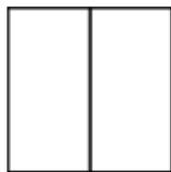
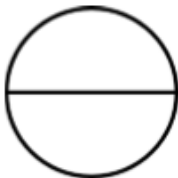


Halves are the  
**2** equal parts  
that make a whole

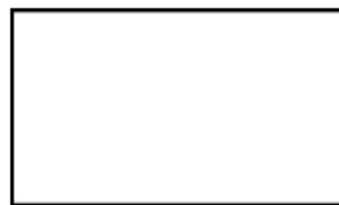
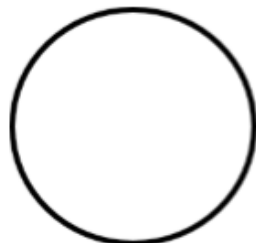
**Circle the shapes that show halves.**



**Color in one half of each shape.**



**Partition each shape into halves.**



Note: The following activity ask the students to look at 4 equal parts of a whole. When a shape or set is divided into 4 equal parts, we call each part a fourth . Discuss how it takes four fourths to make a whole.



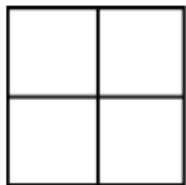
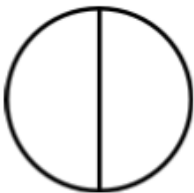
# Fourths

Fourths are the

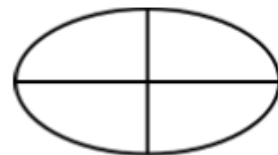
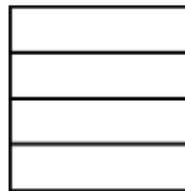
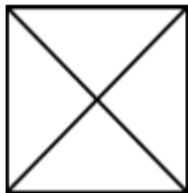
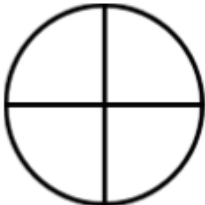
**4** equal parts

that make a whole

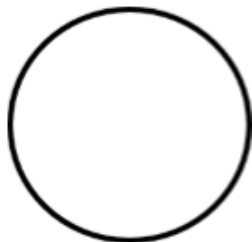
**Circle the shapes that show fourths.**



**Color in one fourth of each shape.**



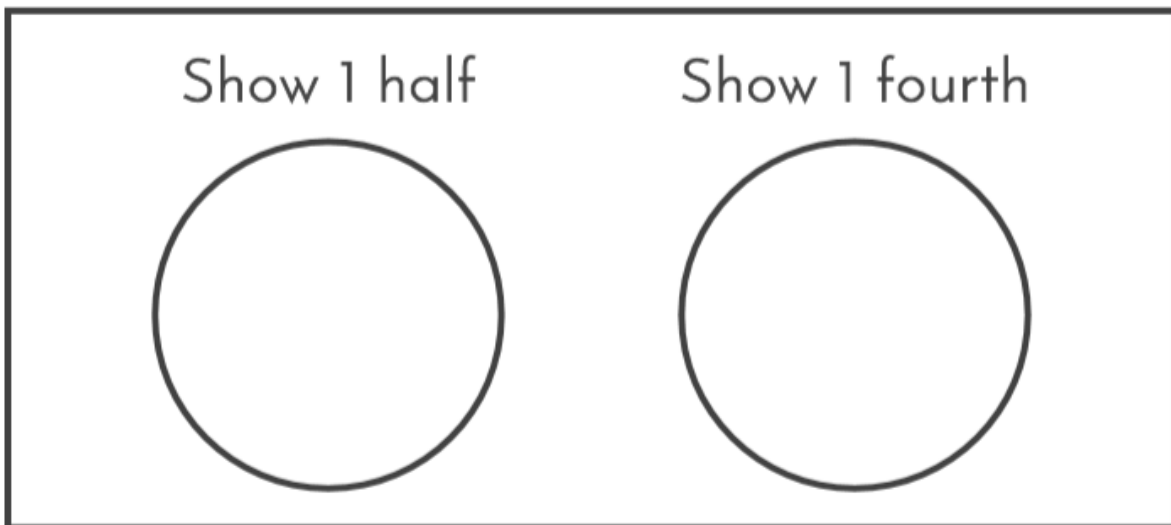
**Partition each shape into fourths.**



Note: The following activity is a math task. This task ask the students to show what they know about fractions. Students are asked a problem and then have to draw pictures and use words to explain their thinking.

### Share A Pizza

Imagine you and your friend are sharing a pizza for dinner. Your friend wants to know if you want 1 **half** of the pizza or 1 **fourth** of the pizza.



Would you like 1 half of the pizza or 1 fourth of the pizza?

I would like \_\_\_\_\_ of the pizza

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Note: The following activity is a math task. This task ask the students to show what they know about fractions. Students are asked a problem and then have to draw pictures and use words to explain their thinking.

### Critical Thinking

Read each statement. Which do you think is true?

- Creating more equal shares make smaller shares.
- Creating more equal shares make bigger shares.

### Prove Your Thinking



### Explain Your Thinking

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Note: The following activity is a math task. This task ask the students to show what they know about fractions. Students are asked a problem and then have to draw pictures and use words to explain their thinking.

### Problem Solving

Gabby, Shaun, Alijah, and Shamika are having a party.  
They are making brownies to share.

Gabby and Shamika like vanilla frosting.  
Shaun and Alijah like chocolate frosting.  
Gabby and Shaun like red sprinkles.  
Shamika and Alijah like blue sprinkles.

Show how you can decorate the brownies so each person gets what they like.

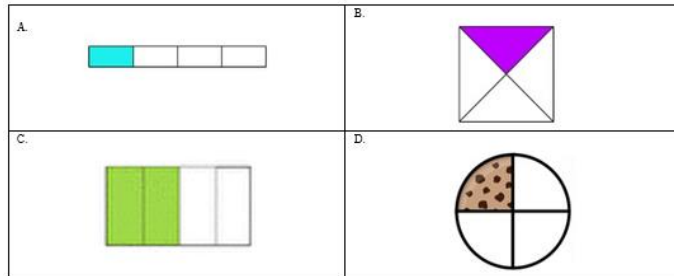




# Fractions– Day 6

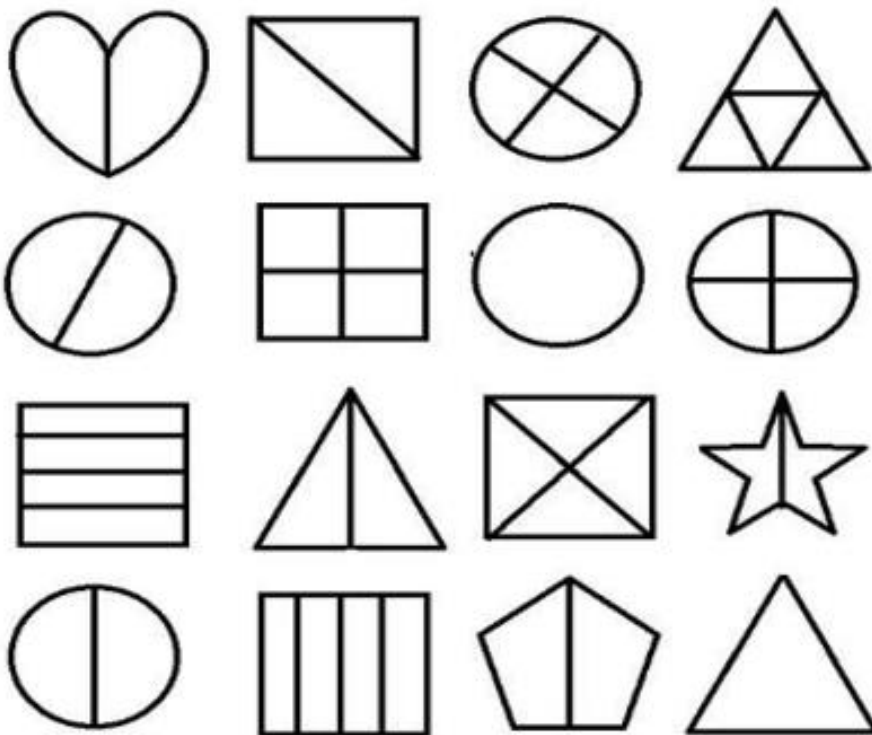
**Notes:** Which One Doesn't Belong is a number sense routine. There are no wrong answers. Ask your child to look at the four pictures and discuss with you which one they think doesn't belong in the group and have them explain why. Example: I choose box A because the rectangle is smaller than the other shapes.

## Which One Doesn't Belong?



### TASK:

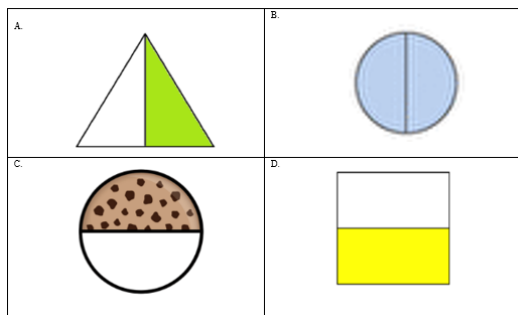
- Color the shapes showing 1 whole BLUE.
- Color the shapes divided into 2 equal shares or halves RED.
- Color the shapes divided into 4 equal shares or fourths GREEN.



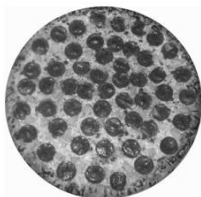
# Fractions– Day 7

**Notes:** Please read each statement to your child. As your child divides the item, ask them to compare the examples that are divided into halves and those that are divided into fourths. What is the same about both of them? (They both start with the same size whole.) What is different? (The number of equal size pieces, halves create 2 equal size pieces that make up the whole and fourths create 4 equal size pieces that make up the whole.)

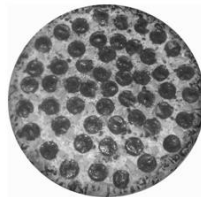
## Which One Doesn't Belong?



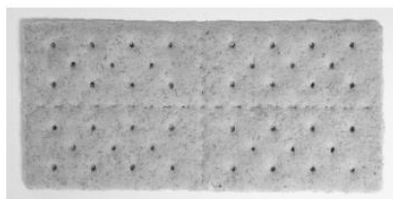
1) Ask: Divide the pizza into halves.



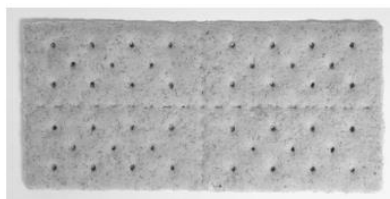
2) Ask: Divide the pizza into fourths.



3) Ask: Divide the cracker into fourths.



4) Ask: Divide the cracker into halves.



5) Ask: Divide the pie into halves.



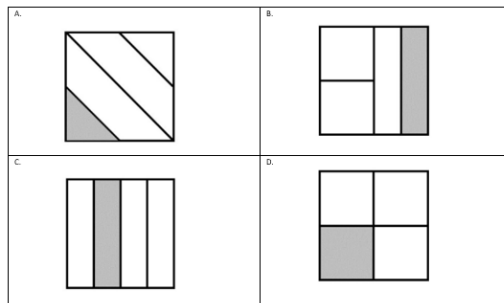
6) Ask: Divide the pie into fourths.



## Fractions– Day 8

**Notes:** Task Directions: On another sheet of paper use pictures to show thinking!

### Which One Doesn't Belong?



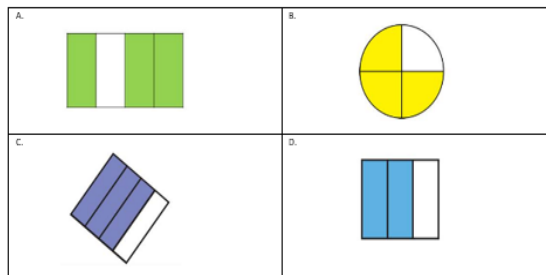
**1. When are sometimes in real life that you have had to split a whole into parts?  
Make a list:**

**2. There are 8 cookies in a jar. How would you share the cookies equally with your brother? How many cookies would you each get?**

## Fractions– Day 9

**Notes:** Read each problem to your child. Allow them to draw pictures to work out their answers.

### Which One Doesn't Belong?



1. Sally and Tina went to get cookies after dinner. There were only 3 cookies left in the jar. They were fighting about how many cookies each of them would get for them to both have a fair share. Their mom told them that if they could not figure out how to share them fairly, neither of them would get cookies. How could they share 3 cookies fairly?

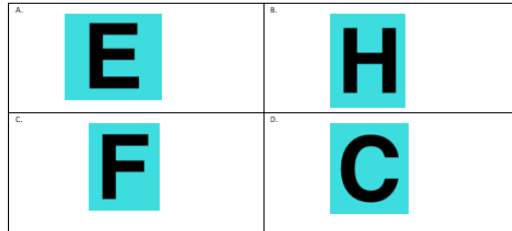
(Use another sheet of paper if needed)

2. Four sisters went to the beach. At lunchtime, they wanted to share 5 sandwiches equally. How much sandwich would each girl get?

(Use another sheet of paper if needed)

# Fractions– Day 10

## Which One Doesn't Belong?



**Task Example:** This is one fourth:



A whole could look like this:



1. This is one fourth of a circle. In the space below, draw what the whole circle would look like.



2. This is one half of a square. In the space below, draw what the whole square would look like.



3. This is one half of a triangle. In the space below, draw what the whole triangle would look like.



4. This is one fourth of a rectangle. In the space below, draw what the whole rectangle would look like.



# Money – Day

**Do you know your coins and their value?**

**Look at these coins and their value.**



**Practice counting the pennies.**

**Write the value of the coins in the box.**









**Practice counting using the coins.**

**The last number tells the value of each set of coins.**

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

## Penny Count

Find the value of the coins.

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

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

MONEY Day 2

# ~ Match Your Pennies! ~

Draw a line from the box of coins to the amount of cents it is worth.



13¢



12¢



10¢

Draw the coins to match the given value..

8¢	12¢	7¢

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

MONEY Day 3

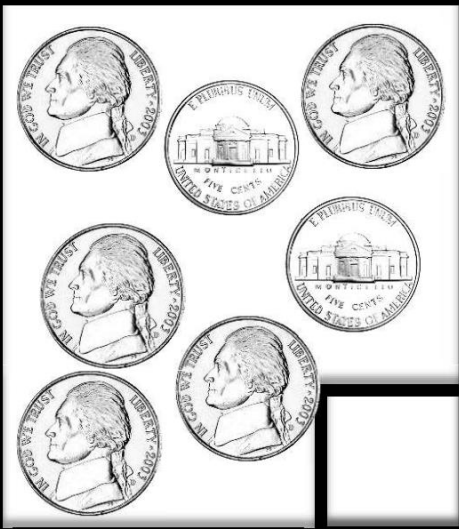
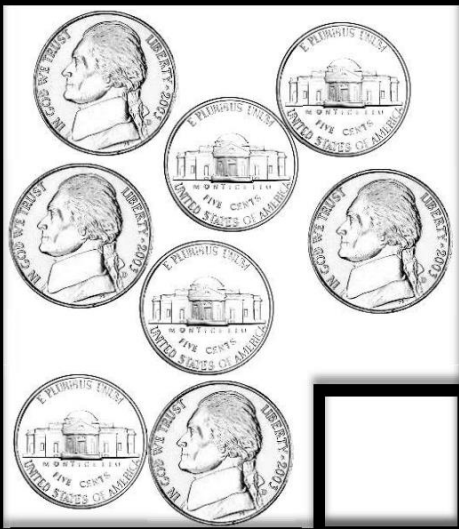
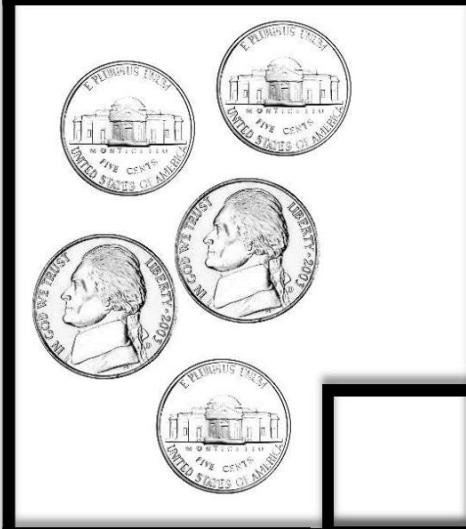
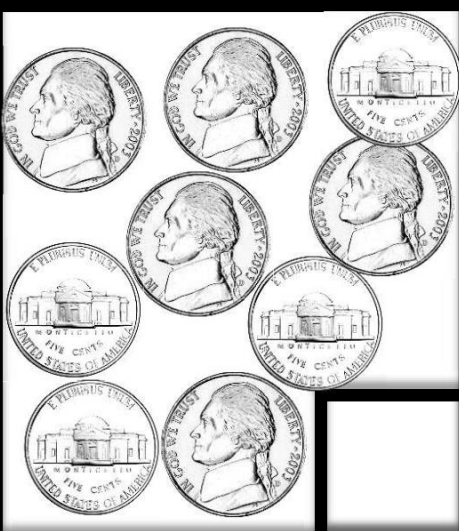
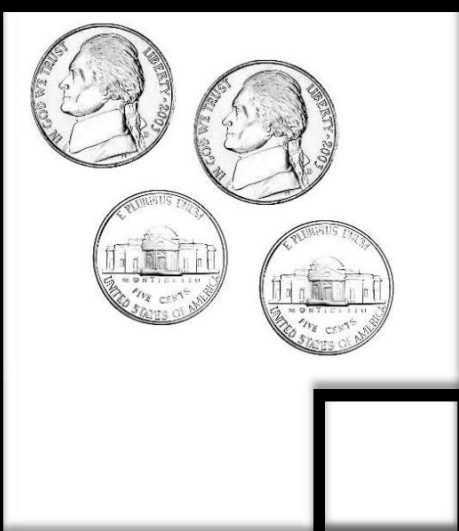
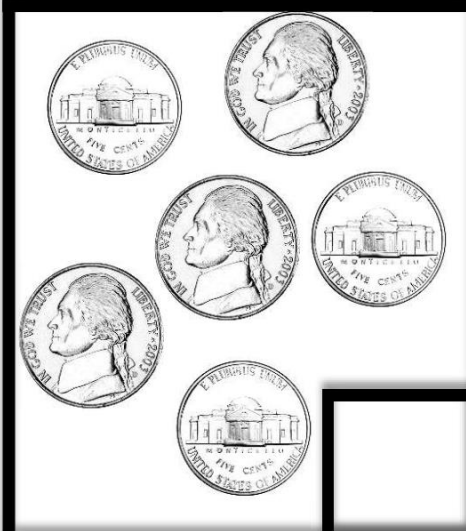
# HOW MANY CENTS??? -NICKELS-

Write how many cents there are in each box.



# Nickel Count

Find the value of the coins.



Draw the coins to match the given value..

15¢

35¢

60¢



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

# Circle the Amount {with dimes}

Circle the amount of cents that matches the coins in each box.




50 ¢

20 ¢



30 ¢

70 ¢



80 ¢

90 ¢



60 ¢

40 ¢




40 ¢

30 ¢



60 ¢

80 ¢



80 ¢

90 ¢







50 ¢


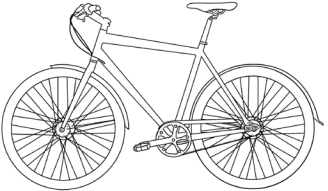

70 ¢



# 1ST GRADE ART, MUSIC, PE, GIFTED AND ESL

## Elementary Art-Learning in Place Packet

Grades K-5 April 27-May 15, 2020

Grades K-1	Instructions	Vocabulary to Discuss	Examples (Do not copy)
April 27-May 1	Go outside and take a walk, don't forget to take your paper with you. Crisscross applesauce and draw a flower or plant using a pencil or pick the flower and take it indoors to draw. This is called observational drawing, which means drawing from life. Add color using crayons, markers, colored pencils or watercolor.	Observational drawing Line Color Nature	
May 4-8	Draw a picture of your favorite dessert. Think about the shapes that make the object. Use different types of lines. Create a pattern on the background.	Shape Color Line-(straight, zigzag, broken, dotted, wavy) Background Pattern	
May 11-15	Go for a nature walk with your family. Draw one of the animals that you see in your neighborhood. Draw the shape of the animal and then add color to create the texture of the animals (fur, scales, hair, or feathers). Don't forget to draw where the animal lives-habitat. The entire page should be filled with color.	Shape Texture (how something feels or looks like it feels) Habitat Color	
<b>Grades 2-3</b>			
April 27-May 1	. Go outside and take a walk, don't forget to take your paper with you. Find plant life or flowers you would like to draw. Crisscross applesauce and begin drawing what you see with a pencil. This is called	Observational drawing Nature Foreground Background Line Color	

	observational drawing, which means drawing from life. After completing your sketch, take your art inside and add color using crayons, markers, colored pencils or watercolor.		
<b>May 4-8</b>	Draw a chair. A chair may seem like a complex object, break it down into smaller shapes. Use your observational drawing skills. Really look at the chair and how all of the shapes connect together. Add shadow and horizon line.	Observational Draw Shapes Form Shadow Horizon Line	
<b>May 11-15</b>	Draw a picture of your favorite toy. Think about the shapes that make the whole object. Add color and then add shadow and highlight to the color. Add a horizon line and color to the background.	Observational Draw Shapes Shadow Highlight Background	
<b>Grades 4-5</b>			
<b>April 27-May 1</b>	Go outside and take a walk, don't forget to take your paper with you. Find plant life or flowers you would like to draw. Crisscross apple sauce and begin drawing what you see with a pencil. This is called observational drawing, which means drawing from life. After completing your sketch, take your art inside and add color using crayons, markers, colored pencils or watercolor.	Observational drawing Nature Foreground Middle ground Background Line Color	

<p><b>May 4-8</b></p>	<p>Begin in one spot on the paper and start drawing doodles. Create as many doodles as you like, no doodles should overlap or interfere with any other doodles.</p> <p>If you wish, you can create a doodle theme. In other words, draw only geometric shapes (ie squares, triangles, circles etc.) or draw only organic shapes (squiggly “natural” shapes).</p> <p>When you have filled your paper with doodles, begin coloring in.</p> <p>You may use solid color, lines, texture, or pattern to fill the entire page.</p>	<p>Doodle Overlap Geometric Shapes Picture Plane Organic Shapes Line Color Texture Pattern</p>	
<p><b>May 11-15</b></p>	<p><b>Contour Portrait Drawing:</b> A contour drawing is an excellent way to train the eye to draw what it really sees rather than what it thinks it sees. Look in the mirror. Pick a point on the object where the eye can begin its slow journey around the contour or edge of the object. Remember, the eye is like a snail, barely crawling as it begins its journey. When the eye begins to move, so should the hand holding the pencil. Try drawing the entire contour of the object without lifting your pencil from the paper.</p>	<p>Contour Portrait Proportion</p>	

## 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.

# MUSIC

## 1<sup>st</sup> Grade Learning in Place April 27-May 1, May 4-8, and May 11-15

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

Work alone or with someone. Read and complete the activity in a square. Mark an X over the completed activity. Complete 5 activities in a row to win MUSIC BINGO each week. Rows can go top to bottom, left to right, or diagonally across the squares.



<p><b>SING</b> a song or poem</p>	<p>Tell a story using a <b>LOW VOICE</b></p>	<p><b>DANCE</b> or <b>MOVE SLOW</b></p>	<p><b>SING</b> a song <b>FAST</b></p>	<p><b>SPEAK</b> a song or poem</p>
<p>Ask an adult what song they remember from their childhood. Have them <b>SING</b> it to you.</p>	<p><b>CHANGE</b> the words to a song</p>	<p>Make or find something to shake. <b>PLAY</b> along with a song.</p>	<p>March to the <b>STEADY BEAT</b> of a song</p>	<p><b>LISTEN</b> to the music that's created outside your window</p>
<p>Pat your legs to the <b>STEADY BEAT</b> of a song</p>	<p><b>PLAY</b> a beat using pencils while <b>LISTENING</b> to your favorite song</p>		<p><b>SING</b> a silly song</p>	<p>Tell a story using a <b>HIGH VOICE</b></p>
<p><b>LISTEN</b> to a song and name 1 instrument you hear</p>	<p>Clap your hands to the <b>STEADY BEAT</b> of a song</p>	<p><b>SING</b> a soft (quiet) song to your favorite toy</p>	<p><b>DANCE</b> or <b>MOVE</b> to a song</p>	<p>Clap this pattern to someone else: </p>
<p><b>WHISPER</b> a song or poem</p>	<p><b>SING</b> a song <b>SLOW</b></p>	<p>Tap your toes to the <b>STEADY BEAT</b> of a song</p>	<p><b>DANCE</b> or <b>MOVE FAST</b></p>	<p><b>SHOUT</b> a song or poem</p>

Mark below for each week you complete a MUSIC BINGO!

\_\_\_ April 27-May 1

\_\_\_ May 4-8

\_\_\_ May 11-15

# MUSIC

## 1<sup>st</sup> Grade Learning in Place April 27-May 1, May 4-8, and May 11-15

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

### Movement Bank:



Clap



Jump or stomp



Tiptoe



Tap



Walk



Skip or Run



Make up your own movement.

### Directions:

Listen to a favorite piece of music.

Create a dance that uses the movements in the bank above.

Write down or draw your dance in the boxes below. Perform for someone at home.

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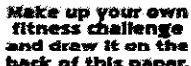

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# Physical Education Fitness Calendar

**Directions:** Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

**Note:** if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

## April 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
<b>Student Name:</b> _____ <b>Classroom Teacher:</b> _____		<b>Parent Signature:</b> _____		1 Hold a push-ups position while saying the months of the year 3 times. 	2 Skip around the house while you sing the school song. 	3 Crab Walk from the kitchen to your bedroom (even if it's up or down the stairs!) 	4 <b>Rest Day</b>
5 Get some cans of food and do arm curls while a family member or friend counts to 100. Use both arms! 	6 Keep your legs straight while you bend relaxed at the waist. Breathe in and out slowly making your hands reach for the floor. 	7 Do the butterfly stretch while saying out loud 10 words that begin with the letter "J". 	8 Reach up off the floor 15 times. 	9 Do squats while watching 3 commercials on T.V. 	10 <b>Rest Day</b>	11 Balance on one foot while a family member or friend sings the ABC song 3 times. 	
12 Challenge a family member or friend to a "Mountain Climber To 50" Race. 	13 Pretend to hula hoop while saying the alphabet forwards then backwards. If you have a hula hoop, use it! 	14 Dance to one of your favorite songs. 	15 Do 60 seconds of arm circles. 	16 <b>Rest Day</b>	17 Grab one foot and stretch your thigh for 30 seconds. Repeat using the other leg. Then try it with your eyes closed. 	18 Hold a push-ups position while giving a high five to a family member or friend 25 times. 	
19 Stand in front of a mirror and flex or move every muscle you can think of. 	20 Get some cans of food and do lunges while a family member or friend sings you THEIR favorite song. 	21 Spell your full name while you jump in the air for each letter. 	22 <b>Rest Day</b>	23 Reach and touch your toes while counting to 30. Go slow! Repeat 3 times. 	24 Do 50 side bends. While doing them sing your favorite song out loud. 	25 Challenge a family member or friend to a "jumping Jack race to 50" contest. 	
26 Do 100 Jumping Jacks. 	27 With your back flat against the wall, do the Wall Sit for 60 seconds. 	28 <b>Rest Day</b>	29 Make up your own fitness challenge and draw it on the back of this paper. 	30 Pick One Of Your Favorite Days And Do It Again!!! 	Check off (✓) when you finish each day		





























# Physical Education Fitness Calendar

**Directions:** Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

**Note:** if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

## May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Student Name:</b> _____ <b>Classroom Teacher:</b> _____		<b>Parent Signature:</b> _____		<b>Check off (✓) when you finish each day</b>		Touch your elbows to knees 50 times while keeping your eyes closed.  1 Keep your belly on the floor while you push up off the floor. Repeat 20 times.  2
Do squats while singing the school song.  3	Do 15 push-ups.  4	Hold a plank position while counting to 100 by 5's.  5	Do 25 back leg kicks for each leg.  6	Ask a family member or friend to read a short passage from a book to you while you hold onto one foot.  7	Do 50 windmills touching one foot, then the other.  8	<b>Rest Day</b> 9
Reach to both sides of your body while listening to one of your favorite songs.  10	Stretch your calf muscles while you watch 3 commercials on T.V.  11	Reach for one toe while counting to 25 backwards. Repeat with the other leg. Do that 3 times per leg.  12	Do 50 Jumping Jacks with a family member or friend.  13	In a straddle position reach for one toe and count to 10. Repeat reaching for the other toe. Do that 3 times per leg.  14	<b>Rest Day</b> 15	Hold one foot while balancing and counting to 20. Repeat holding the other foot. Do that 3 times per leg.  16
Do jumping jacks every time a commercial comes on T.V.  17	With both legs straight, see how far you can reach. Go slow! Breathe in and out each time you reach.  18	Jog in place while you answer 10 math questions given to you by a family member or friend.  19	With legs crossed reach up and over your body as far as you can. Repeat reaching the other way. Repeat 3 times per side.  20	<b>Rest Day</b> 21	Do 50 lunges.  22	Put your toes under the couch and do 15 curl-ups.  23
Do a plank while spelling your full name backwards 3 times.  24	Do windmills while you count to 100 by 2's.  25	Hold a plank position while counting to 50.  26	<b>Rest Day</b> 27	Do a jumping jack for every letter of the alphabet.  28	Jog 3 times around the outside of your home or block.  29	Make up your own fitness challenge and draw it on the back of this paper. 30
Pick One Of Your Favorite Days And Do it Again!!! 31			<b>EXERCISE</b>			

# what's YOUR name! WORKOUT FOR BEGINNERS

SPELL OUT YOUR FULL NAME AND COMPLETE THE EXERCISE LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A DIFFERENT HISTORICAL PERSON'S NAME OR A FAMILY MEMBER'S NAME EACH TIME.

- |                               |                                 |
|-------------------------------|---------------------------------|
| <b>A</b> 10 jumping jacks     | <b>N</b> 10 second jump rope    |
| <b>B</b> 5 push-ups           | <b>O</b> 10 russian twists      |
| <b>C</b> 1 burpee             | <b>P</b> 5 plie squats          |
| <b>D</b> 20 high knees        | <b>Q</b> 10 arm circles         |
| <b>E</b> 5 crunches           | <b>R</b> 10 skaters             |
| <b>F</b> 10 mountain climbers | <b>S</b> 10 second jog in place |
| <b>G</b> 5 squats             | <b>T</b> 10 butt kickers        |
| <b>H</b> 10 front lunges      | <b>U</b> 5 inchworms            |
| <b>I</b> 10 side lunges       | <b>V</b> 5 tricep dips          |
| <b>J</b> 10 second wall sit   | <b>W</b> 3 star jumps           |
| <b>K</b> 5 calf raises        | <b>X</b> 5 bird dogs            |
| <b>L</b> 5 second plank       | <b>Y</b> 10 leg raises          |
| <b>M</b> 3 squat jumps        | <b>Z</b> 5 squat jacks          |



# Grade 1: Enrichment Opportunities

Gifted Education & Academic Rigor


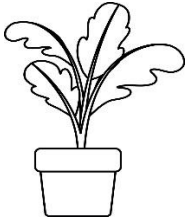



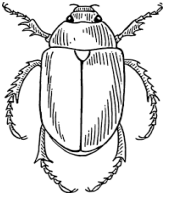
April 27 – May 15

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!

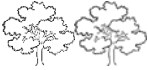
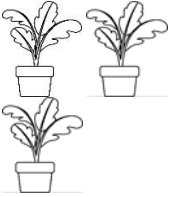


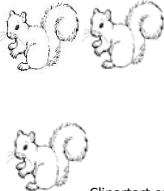
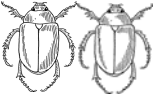
Subject	Week 7 April 27 - May 1	Week 8 May 4-8	Week 9 May 11-15
<b>Math</b>	Tyler has a picture frame in the shape of a rectangle. He has 3 different shaped beads. He glued 1 triangular bead in each corner of the rectangular picture frame. He glued 3 square beads on each short side of the rectangular picture frame. He glued 4 circular beads on each long side of the rectangular picture frame. He showed his picture frame to his friend Anna. How many beads did Anna see? Show what the finished picture frame would look like.	Brad washes the lunchroom tables to earn points to get a special pencil at the school store. Every time he washes 5 tables, he earns 2 points. The pencil he wants to buy at the school store costs 14 points. How many tables will Brad have to wash before he earns a new pencil?	On Monday your snail made a slime trail 3 inches long. On Tuesday the slime trail was 6 inches long. On Wednesday, the slime trail was 9 inches long. If this same progress continues, how long will the slime trail be on Saturday?
<b>Communication Skills /Reading</b>	If you could be invisible whenever you wanted to, what would you do? When would being invisible be helpful? Draw a picture that demonstrates what it would be like to be invisible.	Which superhero is most like you? Why? What if this superhero asked for your help? What would the two of you do? Write a story to explain how you help your superhero, and draw an action picture to go with it.	Make a list of 10 things that you could do for someone and not expect to get anything in return. (Example, hold the door open for someone.) At the bottom of your list, explain why it is important to be kind.
<b>STEM Challenge</b>	Use jelly beans and toothpicks to build the tallest building you can. (You might also use straws, spaghetti, marshmallows, play-doh, or other materials you have around the house). Take a picture of your building and show it to your teacher. Explain how you built it, how tall it is, etc.	Create an aluminum foil boat. Cut several pieces of foil <b>the same size</b> and then design different boats. Put pennies on each boat and see which one can hold the most pennies without sinking. Show your boat to your teacher and explain what you built.	Design & make something using a paper towel roll, string, tape and a pencil. Name your invention. Show your teacher how to use it. <b>~OR~</b> Design & make something using a straw, a rubberband, & a paperclip. Name your invention. Show your teacher how to use it.

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

<b>Grade</b>	<b>K-2 Week 6: April 27- May 1, 2020</b>
<b>Topic</b>	<b>All Kinds of Living Things</b> <b>There are living things all around us. What do you see outside?</b>
<b>Day 1-2</b> Use a piece of paper or a notebook to complete all assignments.	<b>Asking and Answering a Question</b> Point to the picture. Read or repeat the words. Write the words. Write the question and answer using the sentence frame. Practice asking and answering using the vocabulary. <b>Question: What do you see? Answer: I see a (one) _____.</b> Example: Question: What do you see? Answer: I see <u>a tree</u> . (or) I see <u>one tree</u> .

Singular (one)					
Tree	Plant	Flower	Person	Animal: Squirrel	Insect: Beetle
 Cliparting.com	 vectorstock.com	 Clip-artlibrary.com	 Cliparting.com	 Clipartart.com	 Clipartkey.com

<b>Day 3-4</b> Use a piece of paper or a notebook to complete all assignments.	Point to the picture. Read or repeat the words. Write the words. Write the question and answer using the sentence frame. Practice asking and answering using the vocabulary. <b>Question: How many _____ do you see? Answer: I see _____.</b> Example: Question: How many <u>trees</u> do you see? Answer: I see <u>two trees</u> .
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Plural (more than one)					
Trees	Plants	Flowers	People	Animals: Squirrels	Insects: Beetles
 Cliparting.com	 vectorstock.com	 Clip-artlibrary.com	 Cliparting.com	 Clipartart.com	 Clipartkey.com

<b>Day 5</b> Use a piece of paper or a notebook to complete all assignments.	<b>Personal Connection</b> Look outside or walk outside with a parent. How many living things do you see? Draw a picture of what you see. Color and label your picture. Say, draw, or make a list of new living things that you see. Start your sentence with the word <b>outside</b> . Example: <b>Outside</b> I see <u>three trees</u> , <u>five flowers</u> , and <u>two people</u> .
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<b>Grade</b>	<b>K-2 Week 7: May 4-8, 2020</b>
<b>Topic</b>	<b>All Kinds of Living Things</b> <b>There are living things all around us. What do you see outside?</b>
<b>Day 1-2</b> Use a piece of paper or a notebook to complete all assignments.	<b>What did you see?</b> Point to the word. Read or repeat the words. Write 3 new words. Draw a picture of each word. Use new words or the words below to make new sentences using the sentence frame. When did you see it? (Yesterday, last week, this morning?) <b>Yesterday I saw a _____.</b> Example: Yesterday I saw <u>a snake</u> .




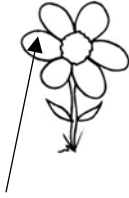
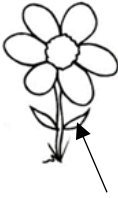
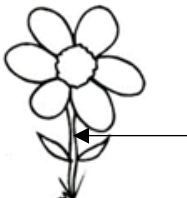
<b>Snake</b>	<b>Bird</b>	<b>Butterfly</b>			

<b>Day 3-4</b> Use a piece of paper or a notebook to complete all assignments.	<b>Where did you see it?</b> Point to the picture. Read or repeat the words. Write the words. Say or write sentences using the sentence frame. When did you see it? (Yesterday, last week, this morning?) <b>Last week I saw a _____ the _____.</b> Example: Yesterday I saw <u>a snake next to the street</u> .
---	---

...at the	...in the	...next to the	...at the	...in the	...in the
<b>playground</b>	<b>yard</b>	<b>street</b>	<b>beach</b>	<b>tree</b>	<b>bush</b>
 clipartbarn.com	 clipartbarn.com	 cliparting.com	 Wikiclipart.com	 Cliparting.com	 Clipart.email

<b>Day 5</b> Use a piece of paper or a notebook to complete all assignments.	<b>Family Connection</b> Look outside or walk outside with a parent. Did you see anything new? Draw a picture of new things that you see or draw a picture using your imagination. Imagine you see new plants and animals. Explain your drawing with words or sentences. <b>Example: Yesterday I saw <u>five tigers at the beach</u>.</b>
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<b>Grade</b>	<b>K-2 Week 7: May 11-15, 2020</b>
<b>Topic</b>	<b>All Kinds of Living Things</b> <b>There are living things all around us. What do you see outside?</b>
<p><b>Day 1-2</b> Use a piece of paper or a notebook to complete all assignments.</p>	<p style="text-align: center;"><b>Describing Flowers Parts with Color</b> Point to the word. Read or repeat the words. Use a crayon or marker to color the boxes under the color words. Use new words or the words below to make new sentences using the sentence frame.</p> <p style="text-align: center;"><b>The _____ is <u>(color)</u>.</b></p> <p>Example: The <u>petal</u> is <u>pink</u>.</p>

Seed	Roots	Flower	Petal	Leaf/ Leaves	Stem
 <small>Clipart.email</small>	 <small>Clipart-library.com</small>	 <small>Clip-artlibrary.com</small>	 <small>Clip-artlibrary.com</small>	 <small>Clip-artlibrary.com</small>	 <small>Clip-artlibrary.com</small>
<p style="text-align: center;">Brown</p> <div style="border: 2px solid black; width: 100px; height: 100px; margin: auto;"></div>	<p style="text-align: center;">Light Brown</p> <div style="border: 2px solid black; width: 100px; height: 100px; margin: auto;"></div>	<p style="text-align: center;">White</p> <div style="border: 2px solid black; width: 100px; height: 100px; margin: auto;"></div>	<p style="text-align: center;">Pink</p> <div style="border: 2px solid black; width: 100px; height: 100px; margin: auto;"></div>	<p style="text-align: center;">Dark Green</p> <div style="border: 2px solid black; width: 100px; height: 100px; margin: auto;"></div>	<p style="text-align: center;">Light Green</p> <div style="border: 2px solid black; width: 100px; height: 100px; margin: auto;"></div>

<p><b>Day 3-4</b> Use a piece of paper or a notebook to complete all assignments.</p>	<p style="text-align: center;"><b>Describing The Parts of a Flower</b></p> <p>If you can, look closely at small flowering plants outside or weeds in the grass. Draw three different plants with the plant parts. If you do not see any, imagine your own using all of the plant parts. Make the plants different colors, shapes, and sizes. Describe each drawing with words or in writing using the sentence frame.</p> <p style="text-align: center;"><b>This is a <u>(color)</u> flower. It has a _____ and a _____.</b></p> <p>Example: This <u>yellow</u> flower. It has a <u>stem</u> and a <u>seed</u>.</p>
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<p><b>Day 5</b> Use a piece of paper or a notebook to complete all assignments.</p>	<p style="text-align: center;"><b>Family Connection</b></p> <p>Draw a garden with many different plants and animals. Show the dirt and roots, too. Make the garden colorful. Labels all of the colors and the plant parts. Describe it with words or writing.</p> <p style="text-align: center;"><b>Example: This is my garden. My garden has ten flowers, two bushes, and one tree. The flowers have...</b></p>
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