

1st Grade



Phase II
April 6 to April 24, 2020

Name:	
School:	
Grade Level:	Teacher:

NPS Learning in Place English Grade: First Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 4	<p>Read Growing Visualize it! Draw a picture to go with each stanza of the poem.</p> <p>Complete an activity from the word study menu with this week's word study words.</p>	<p>Reread Growing Circle 2 words from the poem that tell you what plants need. Write a story about how you would take care of a plant and help it grow. Be sure to include a beginning, middle, and end.</p> <p>Complete an activity from the word study menu with this week's word study words.</p>	<p>Read Five Little Seeds Visualize it! Draw a picture to go with each stanza of the poem.</p> <p>Complete an activity from the word study menu with this week's word study words.</p>	<p>Reread Five Little Seeds Winter or Spring? What is the setting of the beginning of the poem? What is the setting of the end of the poem? How do you know? Write sentences to explain your answer. Complete an activity from the word study menu with this week's word study words.</p>	<p>Read Hooray for Today and complete the questions. Do you like it when it rains? Why or why not? Write a paragraph to explain your opinion. Be sure to include 3 reasons to support your opinion. Complete an activity from the word study menu with this week's word study words.</p>
	Word Study Words: (short a, a_e, ay, ai): tail, wait, pray, gray, trade, male, state, snack, hay, grab, blame, claim				
	Read 14.2 Read a book of choice and record it on the reading log each day.				

	Spring Break April 13-17				
Week 5					
Week 6	<p>Read Life of a Plant Visualize it! Draw a picture to go with each stanza of the poem.</p> <p>Complete an activity from the word study menu with this week's word study words.</p>	<p>Reread Life of a Plant What are the parts of a plant and what is each part's job? Write as many sentences as you need to describe each part of a plant and its job. Complete an activity from the word study menu with this week's word study words.</p>	<p>Read The Little Plant Visualize it! Draw a picture to go with each stanza of the poem. Complete an activity from the word study menu with this week's word study words.</p>	<p>Reread The Little Plant Pretend you are a little plant. Write a story about what your life is like. Be sure to include a beginning, middle, and ending. Complete an activity from the word study menu with this week's word study words.</p>	<p>Read Up High and complete the questions. Complete an activity from the word study menu with this week's word study words.</p>
	Word Study Words: (short i, i_e, igh, y): light, fight, spy, dry, spite, wipe, pride, brick, why, drive, sight, bright, thick				
	Read 14.2 Read a book of choice and record it on the reading log each day.				

READ 14.2 READING LOG

[illegible]

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>Word Sort: 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>Blind Writing Sort: 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>SAW (Sort, Alphabetize, and Write): 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>Rhyme Time: Write two rhyming words for 3-5 of your word study words. Underline the spelling pattern that makes the word rhyme.</p>	<p>Song, Rap, Poem: Use 5 of your words to write a song, rap, or poem. Read it aloud to a friend or family member.</p>	<p>Silent, Salty Letters: 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>Word Hunt: In a book you have finished reading, find words that could fit into your sort. Write these words down.</p>	<p>Letter Writing: 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>Draw, Label, List: 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>

Growing

Directions: Read the poem. Stop after each stanza and visualize what you read (draw a picture).

Visualize It!

Inside the seeds
All bundled up tight
A tiny plant grows
Needing water and light.



I'll plant it in soil,
Let it catch the sun's glow.
Then water it gently
And watch the plant grow!



Five Little Seeds

Directions: Read the poem. Stop after each stanza and visualize what you read (draw a picture).

Visualize It!

Five little seeds,
Five little seeds,
Three will make flowers
And two will make weeds.



Under the leaves,
And under the snow,
Five little seeds are
Waiting to grow.



Out comes the sun,
Down comes a shower.
And up come the three
Pretty pink flowers.



Out comes the sun,
That every plant needs,
And up come two,
Funny old weeds.



Hooray for Today!

Directions: Read the poem and then complete the questions below.

Hooray, the rain has gone away today!
I don't have to stay inside and wait.
Now I can go outside and play.

Hooray, the rain has gone away today!
I will spray my dog Jay with water,
And he will run away.

Hooray, the rain has gone away today!
My brain will relax without strain.
I will paint my play train gray.

Hooray, the rain has gone away today!
I'll lay on the hay and soak up the sun's rays,
all day!

Tomorrow, I hope the sun will shine its rays
And the rain will stay far away!

Questions:

1. Circle all of the words that have the **ay** pattern.
2. Put a box around all of the words that have the **ai** pattern.
3. Why is the speaker in the poem happy?
4. What is do you think the speaker in the poem will do next?
Why?

Life of a Plant

by: Risa Jordan

Directions: Read the poem. Stop after each stanza and visualize what you read (draw a picture).

Visualize It!

A plant will grow from a tiny seed,
Some water and sun is all you need.



First the roots grow underground,
They suck up minerals from all around.



Then come stems, some tall, some stout,
And next the branches spread about.



Leaves grow in all shapes and sizes,
Watch this new life as it rises.



Life of a Plant

Flowers bloom from buds on stems,
They are as pretty as precious gems.



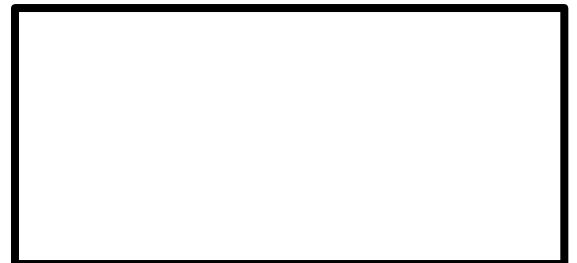
Some plants give us juicy fruit,
Some have vegetables at the root.



New seeds travel to and fro,
By wind and water, on the go.



And the cycle keeps on going,
Soon new stems and leaves are showing.



The Little Plant

by: Katie L. Brown

Directions: Read the poem. Stop after each stanza and visualize what you read (draw a picture).

Visualize It!

In the heart of a seed,
Buried deep, so deep,
A dear little plant
Lay fast asleep!



“Wake!” said the sunshine,
“And creep to the light!”
“Wake!” said the voice
Of the raindrop bright.



The little plant heard
And it rose to see
What the wonderful
Outside world might be.



Up High

Directions: Read the poem. Illustrate the poem and then complete the questions below.

High, high, way up high,
In the sky.

I see a light
Shining bright.

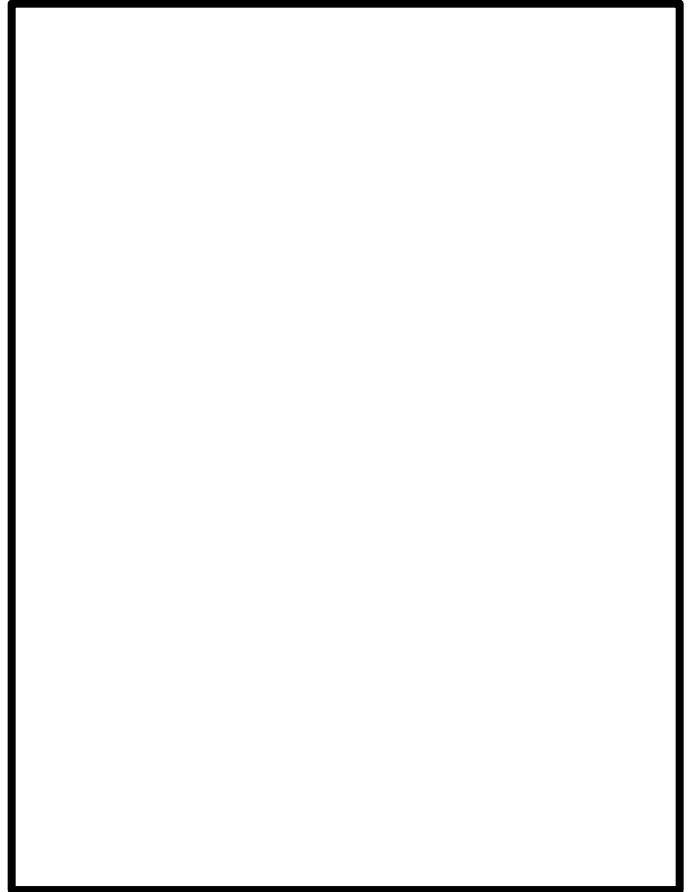
Bright, bright,
It lights the night.

My oh, my!
What a sight!

Big and round,
It fills the night.

I wonder why
It shines so bright?

Visualize It!



Questions:

1. Circle all of the words that have the **igh** pattern.
2. Put a box around all of the words that have the **y** pattern.
3. What is the speaker of the poem describing? How do you know?
4. Why does the light shine so bright?

Norfolk Public Schools				
Science Learning in Place Plan: Grade 1 Lessons				
Week 4: April 6 – 10, 2020				
Monday	Tuesday	Wednesday	Thursday	Friday
“What Do Plants Need?” Students will: <ul style="list-style-type: none"> ▪ reread Lesson 1 “What Do Plants Need?” on pages 131 - 135. ▪ ensure all active reading activities and questions are answered. ▪ justify their thinking to answered questions to their parents using evidence from text. 	“What Do Plants Need?” Students will answer the following questions in their science notebooks: <ol style="list-style-type: none"> 1. What does a plant need to live and grow? 2. How does a plant use the things it needs? 3. Where do plants get the air they need? 	“What Do Plants Need?” Students will answer the following questions in their science notebooks: <ol style="list-style-type: none"> 1. Do you think all plants need the same amount of water? 2. What might happen to a plant that gets too much water? Why do you think this might happen? 3. How do plants grow in the soil get the water they need? 	“What Do Plants Need?” Students will answer the following questions in their science notebooks: <ol style="list-style-type: none"> 1. A carrot root is thick and long. Why does it need space? 2. Think about a sunflower plant as it grows. What happens to its stem and leave? 3. What do you think would happen to a plant that was too big for its space? 	“What Do Plants Need?” Students will review how plants get what they need to live and grow and use this information to write a paragraph including a topic sentence. <ul style="list-style-type: none"> ▪ The paragraph should include essential vocabulary (sunlight, air, and water) and three details describing needs of plants. Students will illustrate their paragraph.
Week 5: April 13 – 17, 2020				
Monday	Tuesday	Wednesday	Thursday	Friday
S p r i n g B r e a k				
Week 6: April 20 – 24, 2020				
Monday	Tuesday	Wednesday	Thursday	Friday
What Are Some Parts of Plants? pg. 143 <ul style="list-style-type: none"> ▪ Engage Your Brain! ▪ Active Reading 	A Plant's Makeup pg. 144-145 <ul style="list-style-type: none"> ▪ Active Reading Question	Leaves at Work pg. 146 <ul style="list-style-type: none"> ▪ Active Reading Flowers, Seeds, and Roots pg. 147 <ul style="list-style-type: none"> ▪ Question 	Why it Matters pg. 148 <ul style="list-style-type: none"> ▪ Question Do the Math! pg. 149 <ul style="list-style-type: none"> ▪ Question 	Brain Check pg. 151 Apply Concepts pg. 152



Essential Question

What Do Plants Need?

Lesson 1



Engage Your Brain!

Find the answer to the question in the lesson.

How does this plant grow without soil?

Its roots take in _____.

Active Reading

Lesson Vocabulary

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



Plant Needs

Sunlight, Air, and Water

A plant needs certain things to live and grow. A plant needs **sunlight**, or light from the sun. It also needs air and water. A plant uses these things to make its food.

Active Reading

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

Air is all around us, even though we can not see it.

Plants grow toward the sun to get the light they need.

Plants get most of the water they need from the soil.

Long-stemmed yellow flowers grow towards a bright sun.



Circle three words that name things a plant needs.

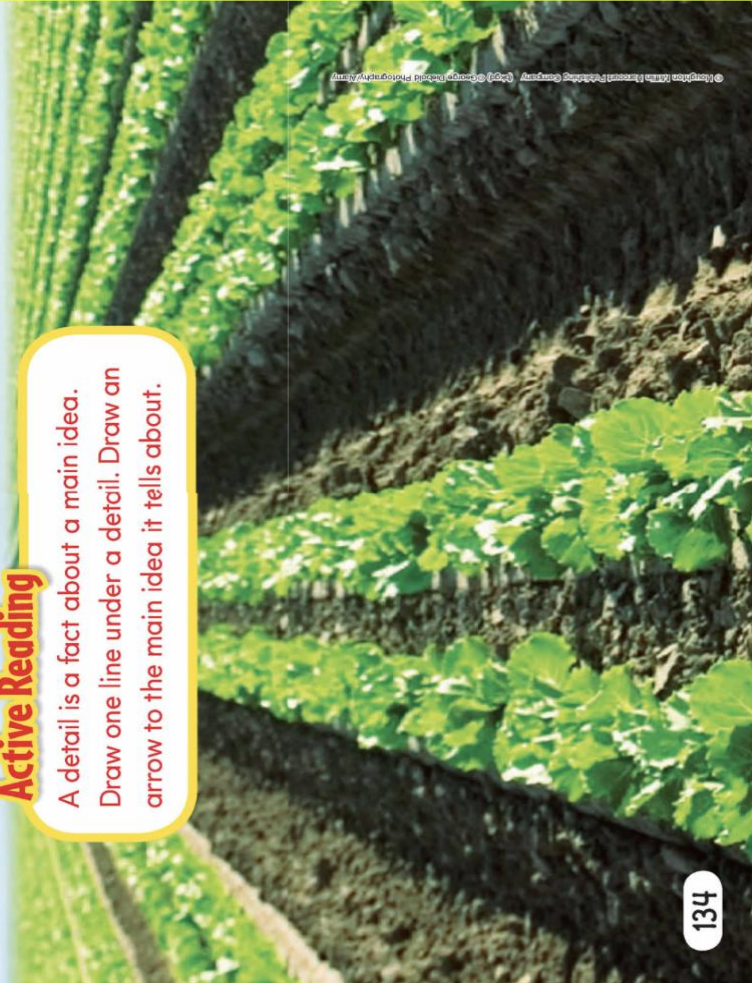
From the Soil

Most plants need soil to grow. **Soil** is made up of small pieces of rock and once-living things. A plant's roots take in water from the soil. The roots take in nutrients, too. **Nutrients** are things in soil that help plants grow.

Some plants do not grow in soil. They live and grow on other plants. Their roots take in rain and water from the air.

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.





Space to Grow

As a plant grows, its stem gets taller. Its roots get bigger. It grows more leaves, too. A plant must have enough space to grow.

► What does this farmer do to make sure that his crop grows?



Lesson 3

Essential Question

What Are Some Parts of Plants?

Engage Your Brain!

Find the answer to the question in the lesson.

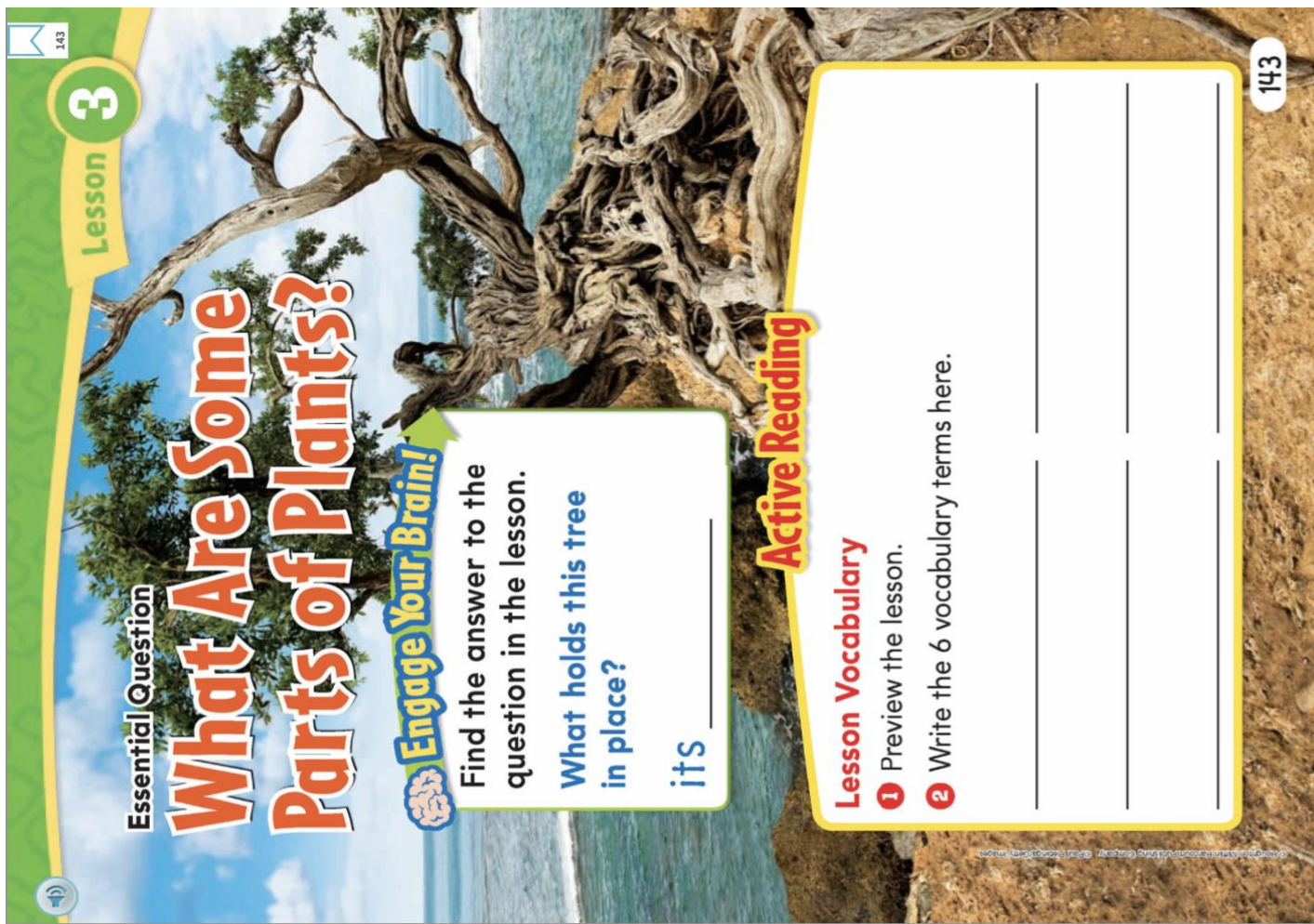
What holds this tree in place?

its _____

Active Reading

Lesson Vocabulary

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





A Plant's Makeup

A plant has parts that help it grow and change.

Taking Root

A plant has roots that grow into the soil. The **roots** hold the plant in place. They take in water from the soil. They take in other things from the soil that the plant needs.

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.



roots

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Stems Stand Tall

The **stem** holds up the plant. It takes water from the roots to the other parts of the plant.

A flower has a thin, soft stem. A tree has a thick, woody stem.



stems

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A tree with a tall, thick trunk.

Draw a triangle around the roots of the bean plant.
Draw a circle around the stem.



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Leaves at Work

A **leaf** is a plant part that makes food for the plant. It uses light, air, and water.

Active Reading

Find the sentence that tells the meaning of **leaf**.

Draw a line under the sentence.

Leaves can be different shapes and sizes.



banana leaf



pine needles



ash



clover



red maple

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Flowers, Seeds, and Fruit

Many plants have flowers. A **flower** is a plant part that makes seeds. A new plant may grow from a **seed**. The new plant will look like the plant that made the seed.

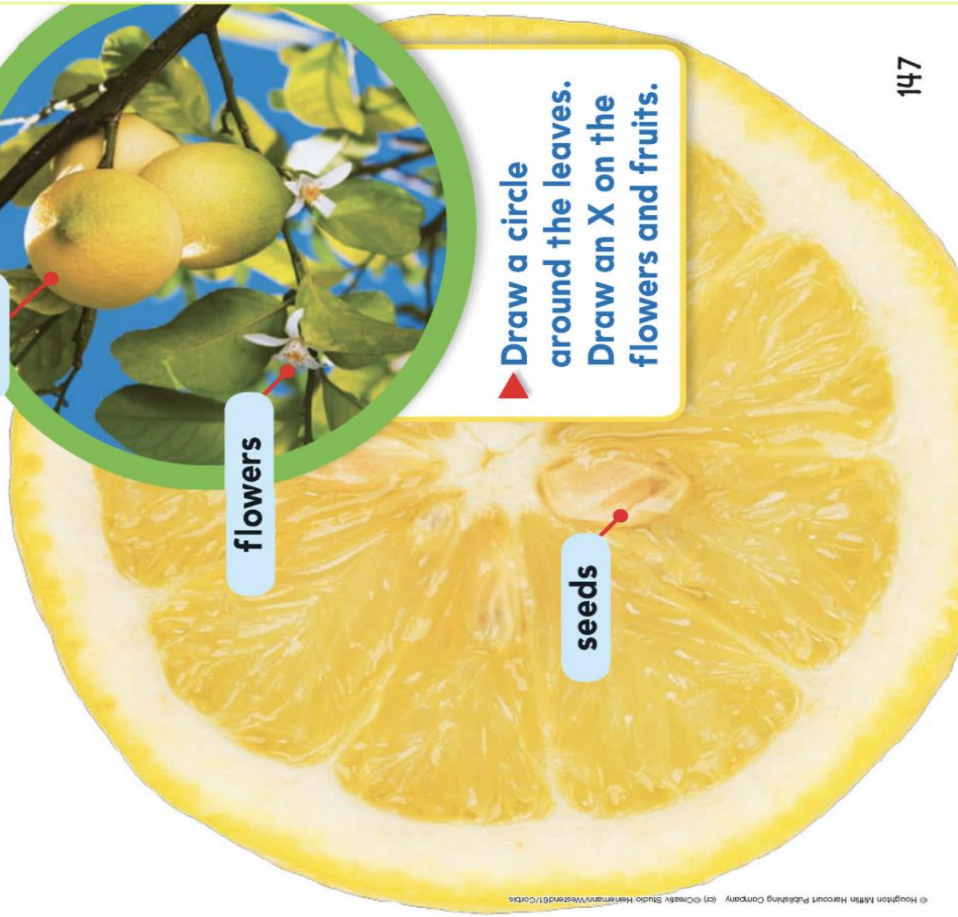
Many flowers grow into fruits.

A fruit holds seeds.



fruit

flowers



seeds

Draw a circle around the leaves.
Draw an X on the flowers and fruits.

Plant Power

We use plants for food. We also use plants to make things. Mint leaves are used in some toothpastes. Flowers make perfume smell good. Woody stems help make our homes. We even use plants to make some medicines. What other plant uses can you name?



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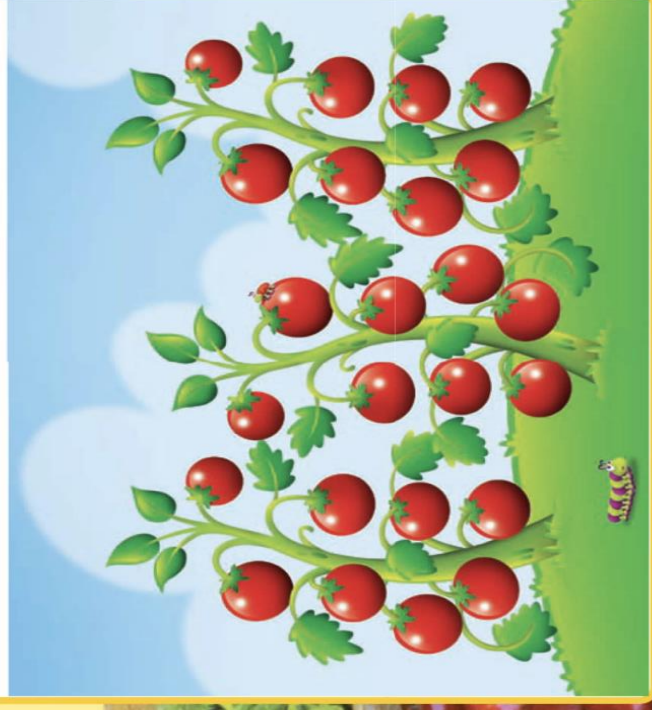
Do the Math!

Solve a Problem

Look at the tomatoes. Use them to help you solve this problem.

A farmer has 24 tomatoes.
He picks 11 tomatoes.
How many are left?

_____ - _____ = _____



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Name _____

Word Play

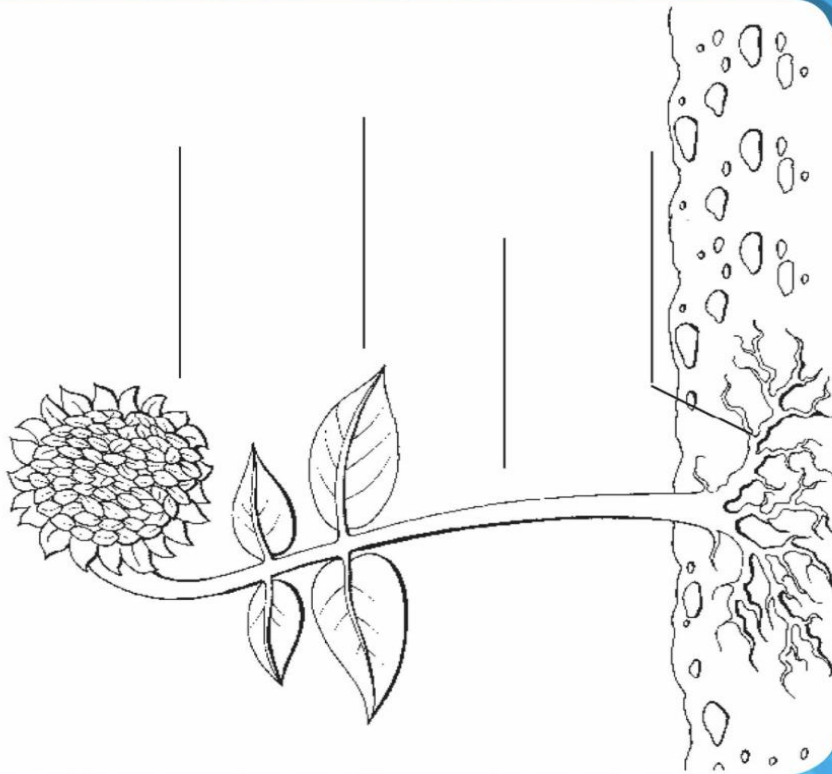
Label the parts of the plant.

flower

leaf

roots

stem



Apply Concepts

Tell which plant parts the plant needs.

Problem	Solution
1 I need a plant part to hold seeds. What part do I need?	_____
2 I need a plant part to take in water. What part do I need?	_____
3 I need a plant part to make fruit. What part do I need?	_____
4 I need a plant part to make food. What part do I need?	_____
5 I need a plant part to hold me up. What part do I need?	_____
6 I need a plant part to make a plant just like me. What part do I need?	_____



Take It Home!

Family Members: Encourage your child to tell you about the parts of the plant. Help your child name plants you eat and use.

Social Studies Learning in Place Plans

First Grade: April 6-10

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>A long time ago, there was a TV show with a nice man named Mr. Rogers. On his show, he talked to kids about many things. One thing Mr. Rogers used to say is “Always look for the helpers.” Helpers are people who provide other people a service. We call those people producers. Think about the helpers you see in your family, in your neighborhood, or on TV. Draw a picture of a helper and write 2 -3 sentences that explain what they do and why they are a producer. You may use these sentence starters to help you.</p> <p>I drew a _____.</p> <p>A _____ is a producer because _____.</p>	<p>Think about what you have learned about people being consumers and producers.</p> <p>Complete the Consumer or Producer sheet. Circle the producer and underline the consumer. Then, tell what good or service the producer provided the consumer.</p>	<p>Think about what you have learned about goods, services, consumers, and producers. Complete the vocabulary chart in your packet.</p>

Social Studies Learning in Place Plans

First Grade: April 20-24

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>People earn money when they complete a job. We use money to buy things. Money can be paper like dollar bills or metal coins.</p> <p>Read the text titled Money. Answer the questions next to the paragraph.</p>	<p>Read the page titled Spending and Saving.</p> <p>Use the information to answer the questions on the Spending and Saving answer page.</p>	<p>Think about what you have learned about spending and saving money. Complete the Spending Money Saving Money chart in your packet.</p>

Consumer or Producer?

Circle the producer in each sentence. Underline each consumer. Tell what good or service the producer provided the consumer.

1. Mom baked cookies for my sister.	2. The man delivered the pizza to our house.	3. The mailman brought letters to our mailbox.	4. I ate the candy my teacher gave me.
5. The driver drove us to the mall.	6. I painted a picture for my mom.	7. The tailor fixed the rip in my jeans.	8. The principal made me a new scarf.

Vocabulary Chart: In the boxes under each word, write an example and draw a picture that shows you understand each vocabulary word.

Good		Service	
Producer		Consumer	



WORD TO KNOW

Money
(MUH-nee)

Paper bills and metal coins used to pay for goods and services

Money

We use **money** to get the things we want. We get money by working for it. Kids do chores. Grown-ups do really big chores called jobs.

Money comes in two forms.
We use bills and coins to pay for goods and services.
People can choose to spend money or save it.



Read the title and the purple box. When have you used money?

How do people get money?

After reading, write a sentence that predicts what you think the boy will buy with his money.

Spending and Saving



Spend It Now?



There are so many things to buy! We **spend** money to buy all sorts of goods and services, such as books, ice cream, haircuts, and toys.

Save It for Later?

Sometimes we want to buy things that cost a lot of money. If you don't have enough money to buy something, you must **save**. Saving money means you do not spend it now. You spend it in the future. You can save money for a new bike or a gift for a friend. People save to buy something later, when they have enough money.



Questions for these passages on next page.

Spending and Saving Questions

1) What are we doing when we spend money?

2) What does it mean to save money?

3) Why does the boy have money in a jar?

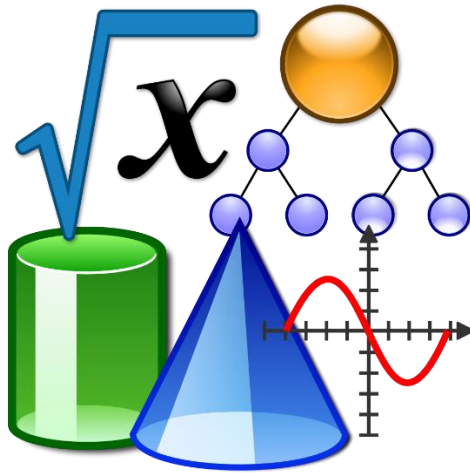
4) Make a prediction. What do you think he will buy with his money?

Draw and write about how a time you spent money and why you want to save money.

Spending Money	Saving Money
<p>I spent money when I bought _____.</p>	<p>I want to save money so I can buy a _____.</p>

NPS Learning in Place

First Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Review Day 1	Review Day 2	Review Day 3	Review Day 4	Review Day 5
Week 2	Fractions Day 1	Fractions Day 2	Fractions Day 3	Fractions Day 4	Fractions Day 5

First Grade Review Week – Day 1

Families: Please read the activity sheets to your student.

Place Value

In the number 23, the 2 is in the tens place and the value of the 2 is 20.

Tens	Ones
2	3

Complete the following statements.

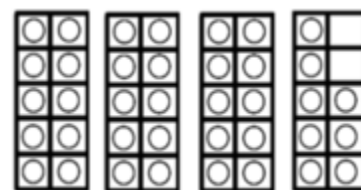
In the number 46, the 4 is in the tens place and the value of the 4 is ____.

In the number 58, the 8 is in the ones place and the value of the 8 is ____.

In the number 79, the 7 is in the _____ place and the value of the 7 is _____.

in the number 85, the 5 is in the _____ place and the value of the 5 is _____.

The number 38 is 38 ones or can also be grouped into 3 tens with 8 ones left over.

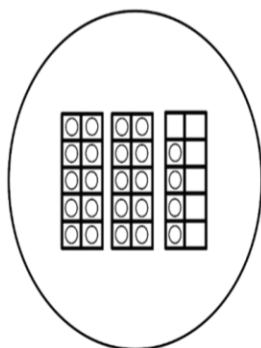
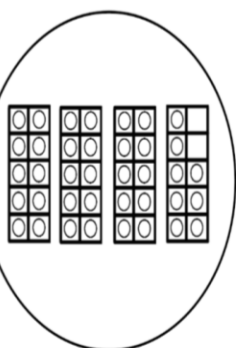


Complete the following statements.

29 is ____ ones or can also be grouped into ____ tens with ____ ones left over.

67 is ____ ones or can also be grouped into ____ tens with ____ ones left over.

Compare the sets. Circle the correct phrase.

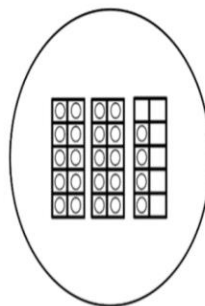


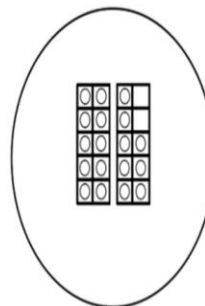
is less than

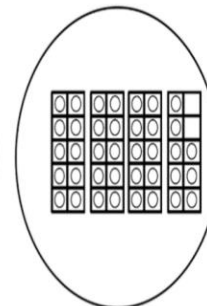
is greater than

is equal to

Write the number in each set. Then put the sets in order from least to greatest.







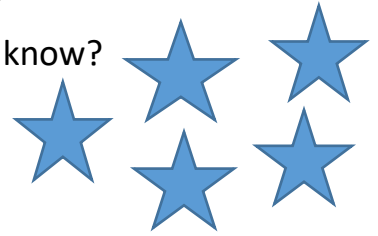
least _____, _____, _____ greatest

Estimation

You can use what you know about a number to estimate how many objects are in a collection.

Without counting, is this set has about 5, 50 or 500 stars? How did you know?

Answer: It is 5! There are not enough to represent 500 or even 50.

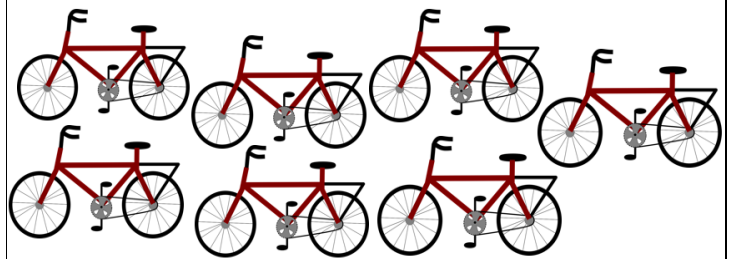


Try not to count!

Estimate the number of objects in each group. CIRCLE the answer.



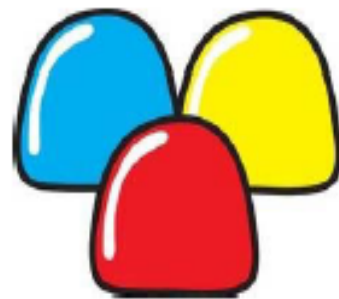
3 30 300



7 70 700



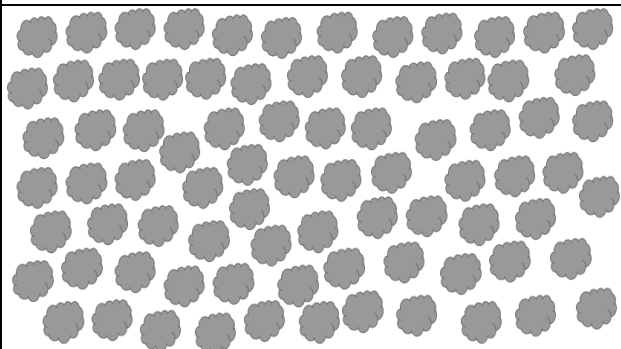
6 60 600



3 30 300




2 20 200




1 10 100

We can collect and organize data in tables and graphs.

Look at the different pets found in one neighborhood.



Cat Turtle Cat Dog Turtle Cat Dog



Dog Turtle Cat Cat Dog Cat Dog

Fill in the table to show how many animals there are in each group.

Animals	Tally	Number
Cats		
Turtles		
Dogs		

Write a title. Draw pictures to represent the number in each category.

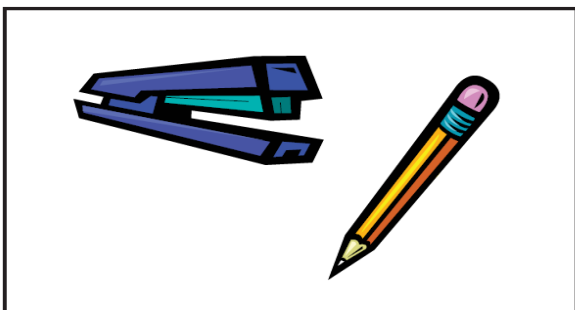
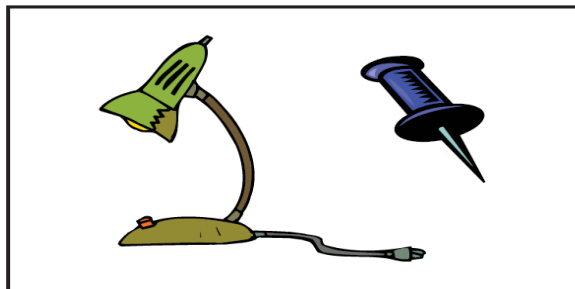
Title:

Cats								
Turtles								
Dogs								

On a sheet of paper, write two sentences about the graph using graphing words like:

most fewer total same category data less

Circle the object that is heavier.



Circle the answer.

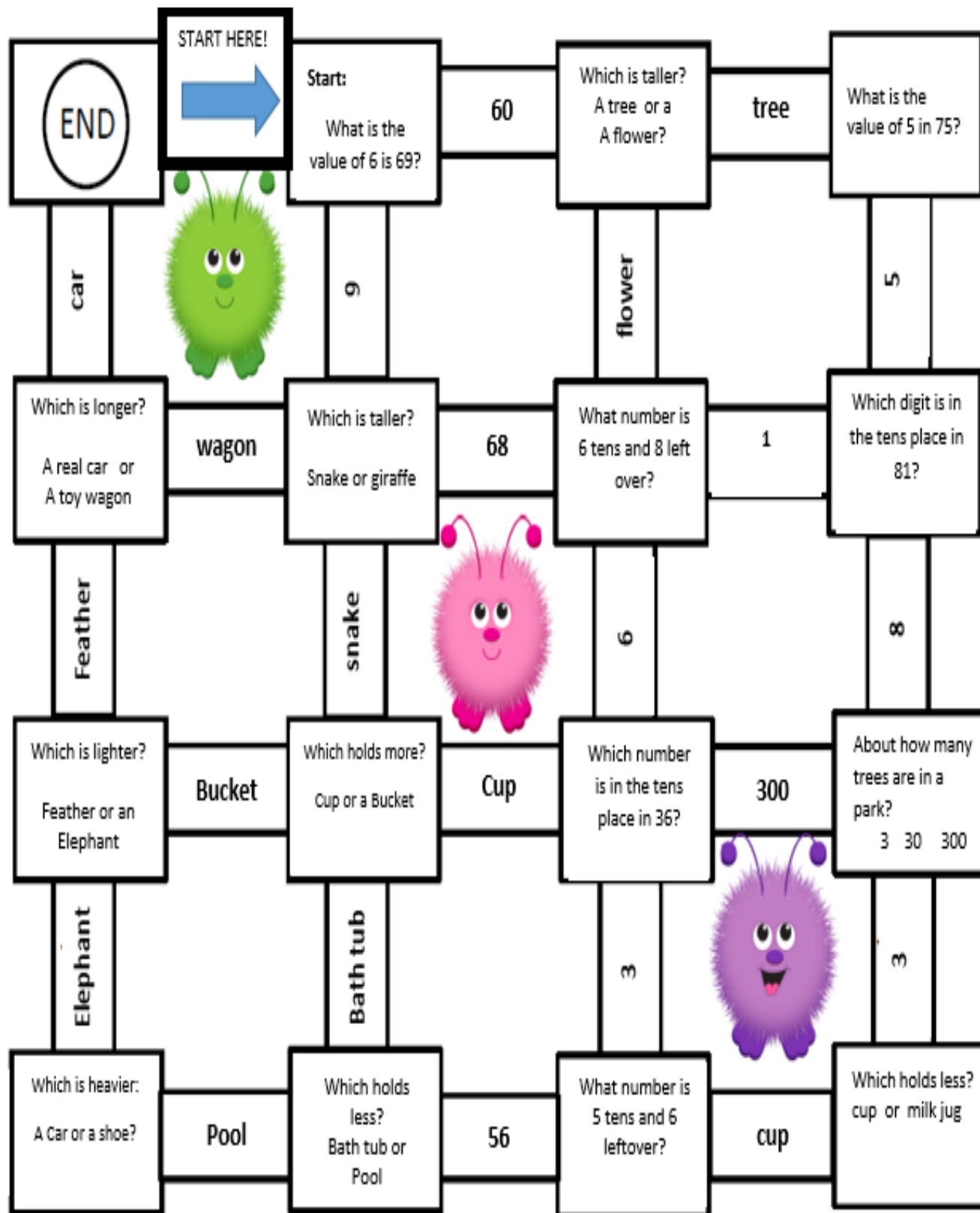
<p>Which lighthouse is <i>taller</i>?</p>	<p>Which flag is <i>shorter</i>?</p>
<p>Which scarecrow is <i>shorter</i>?</p>	<p>Which glass is <i>taller</i>?</p>

Find something in your house that is 5 cubes long:

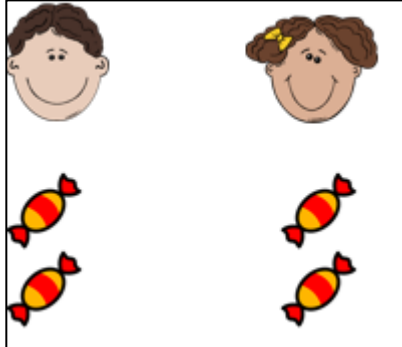
What did you find? _____



Shade in
the path
of correct
answers
beginning
at the
START
space.



We can fair share with friends.



Two friends can fair share 4 pieces of candy by having two pieces of candy each.



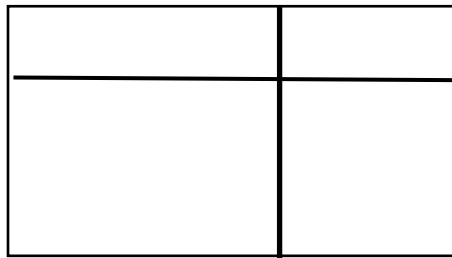
Can they fair share three cupcakes?
Yes! They will have to split one cupcake in half.

Help these friends share. Use additional paper if you need to. Discuss with your family.

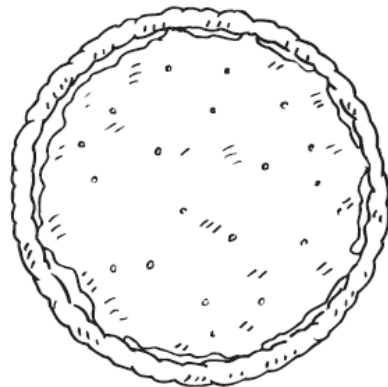
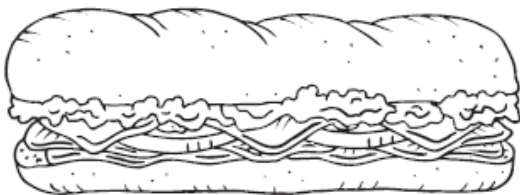
Sam and Josh want to share 6 brownies so that each gets the same amount. How many brownies can each boy have?

Two children want to share 5 brownies so that each child gets the same amount. How much can each child have?

Dad cut a brownie into 4 pieces for Renee, Amy, Larry and Tim to share for a snack. Here is a picture of the brownie. Will they each get a fourth? Will they get a fair share? How do you know? Explain your thinking with pictures and words.

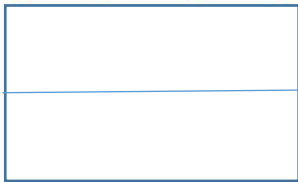


Dad cut other food into 4 pieces to share with Renee, Amy, Laura and Tim. Draw lines to show him how to equally share the sub sandwich and the pizza.



We can split a whole into equal parts. Are these whole split into equal parts?

1.

☒ yes

no

2.



yes

no

3.



yes

no

4.



yes

no

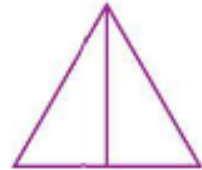
5.



yes

no

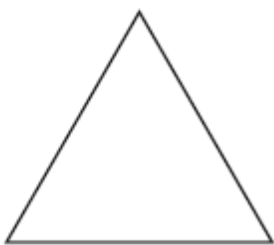
6.



yes

no

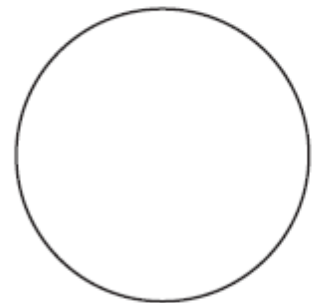
Draw straight lines to divide these shapes into the equal parts listed.



2 equal parts



4 equal parts



2 equal parts

We can cut wholes into equal parts.







Circle each shape that shows 1 out of 2 equal parts.



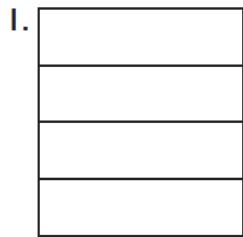
Circle each shape that shows 1 out of 4 equal parts.



Color in to show the equal part or fraction.

<p>1 out of 2 equal parts</p> 	<p>2 out of 2 equal parts</p> 	<p>1 out of 4 equal parts</p> 
<p>2 out of 4 equal parts</p> 	<p>3 out of 4 equal parts</p> 	<p>4 out of 4 equal parts</p> 

Complete each problem. Teach your family about equal parts.



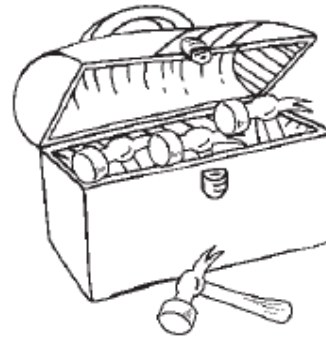
_____ equal parts



_____ out of _____ teacups
are broken

3.

Mariam says 3 out of 4
are inside.



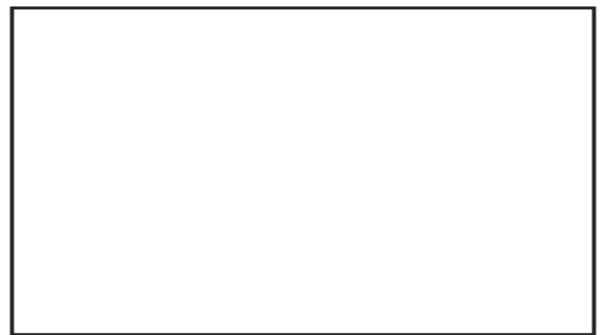
True

False

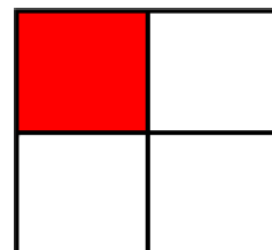
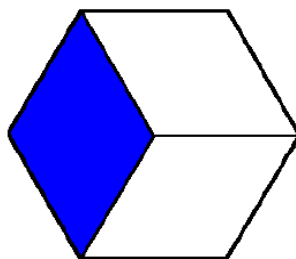
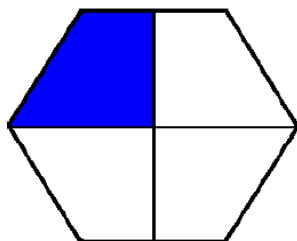
Katya makes a cube tower
with 4 cubes.

1 out of 4 cubes in her tower
is yellow. The rest are blue.
How many parts of the tower
are blue?

_____ out of _____ parts are blue.





Which one does not belong? Circle it. Then write to explain why on another sheet of paper.



Elementary Art-Learning in Place Packet

Grades K-1

April 6-April 24, 2020

Grades K-1	Instructions	Vocabulary to Discuss	Examples (Do not copy)
April 6...	Use a black or white crayon to make a simple abstract line drawing. You can make straight or curvy lines. Use colored crayons, colored pencils or watercolors to fill in all the organic shapes and geometric shapes created by line with color.	Abstract Organic Shapes Geometric Shapes Line	
April 20...	Pretend today it is raining and stormy day. What color is the sky and clouds? How can you create a raindrop shape? Can you draw lightning bolts and wind? What colors will they be?	Shape Line Abstract Color	

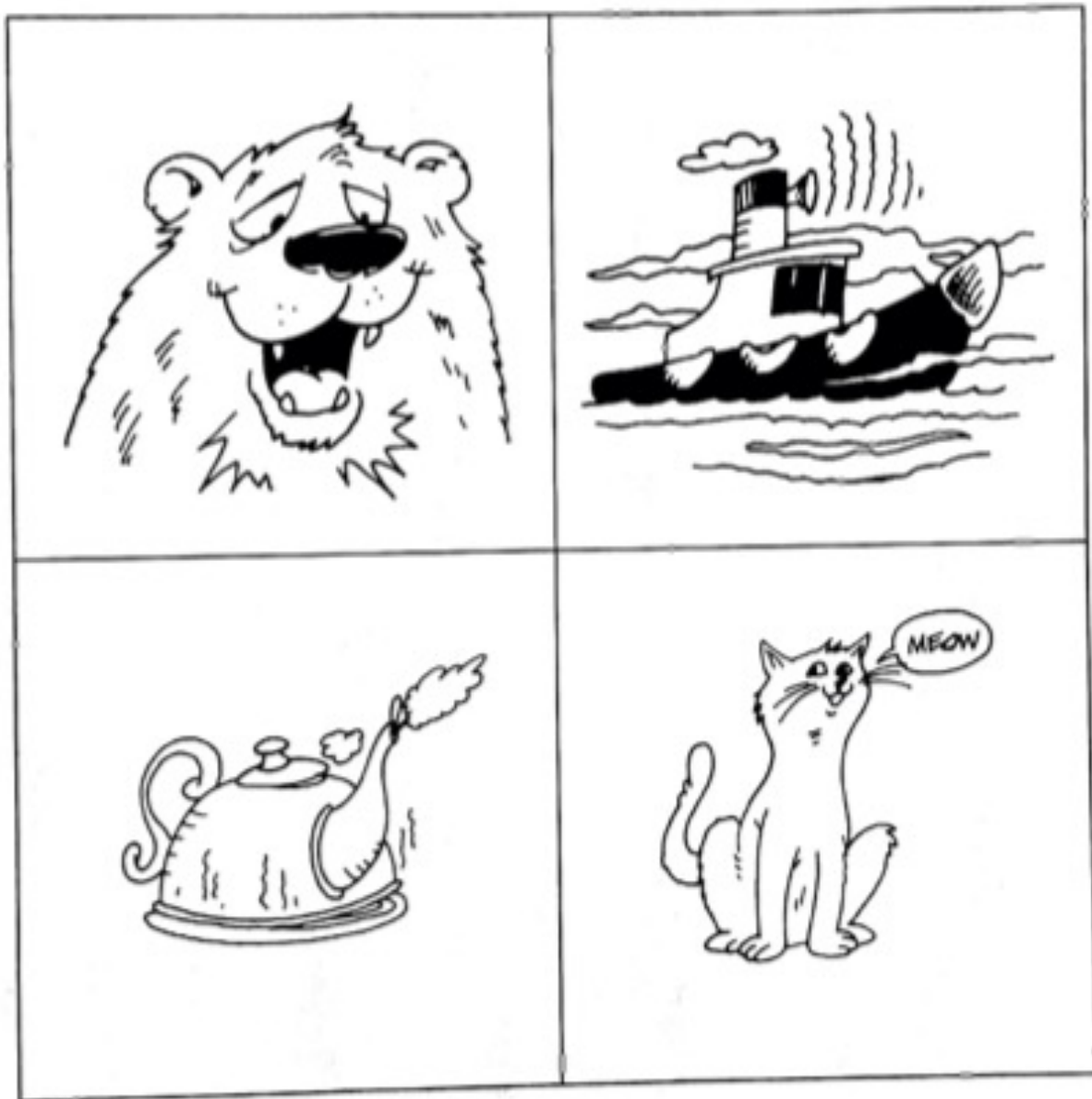
MUSIC

1st Grade Learning in Place April 6-10

Name _____ Teacher _____

Voice Sounds High and Low

Make these sounds with your voice.
Put an X next to the low sounds.



MUSIC

1st Grade Learning in Place April 20-24

Name _____ Teacher _____

Fruit on the Beat

Tap each basket on the steady beat.

Apples, Peaches, Pears, and Plums

Traditional Children's Street Rhyme



Ap-ples,



peach-es,



pears, and



plums.



Tell me



when your



birth-day



comes.

Tap the candles as you say the words.



Ap-ples,



peach-es,

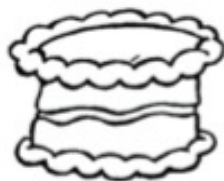


pears, and

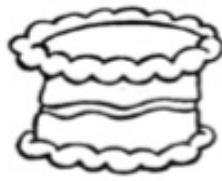


plums.

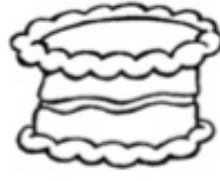
Draw the candles to match the rhythm of the words.



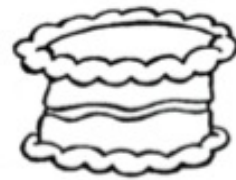
Tell me



when your



birth-day



comes.

Name: _____

Teacher: _____

Purpose:

This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:

After a student completes a day's activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Spring into Action: Find someone to do 20 jumping jacks with you.
	2	Say your math facts while doing reverse lunges.
	3	Take a walk.
	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	6	Help a neighbor or friend with some spring cleaning!
	7	Do as many trunk-lifts as you can.
	8	Spring into Action: Find 2 people. Do 30 jumping jacks together.
	9	Do push-up shoulder taps while reciting your spelling words.
	10	Take a walk.
	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	13	Using an old container, gather soil, and plant flowers seeds.
	14	Do as many squats as you can.
	15	Spring into Action: Find 3 people. Do 40 jumping jacks together.
	16	Perform squat-jumps while naming the continents.
	17	Take a walk.
	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	20	Get 60 minutes of MVPA. You choose how!
	21	Do as many push-ups as you can.
	22	Spring into Action: Find 4 people. Do 50 jumping jacks together.
	23	Read a book while doing a wall sit.
	24	Take a walk.
	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	27	Invent a game and try it out!
	28	Do as many curl-ups as you can.
	29	Spring into Action: Find 5 people! Do 60 jumping jacks together.
	30	Spring into Action: Find someone to do 20 jumping jacks with you.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.



Grade 1: Enrichment Opportunities

Gifted Education & Academic Rigor


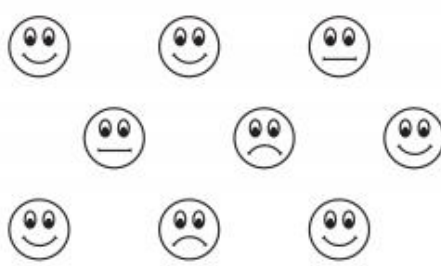
April 6 – April 24

Creative Thinking









Complete one activity for each week. Please write on separate paper and be ready to share your answers with your Teachers when you see them.	
Week 1 April 6 - 10	I Can Fly! If you could fly whenever you wanted to, where would you go? Where would you live? Why would you want to fly? On a separate piece of paper, describe what it would be like to fly. Draw a picture of you flying!
Week 2 April 13 - 17	SPRING BREAK -Have FUN with your family, play a new game, go outside, draw a picture of your favorite flowers and give it to a family member.
Week 3 April 20-24	You Animal! If you could turn into an animal for a single day, what animal would you choose? On a piece of paper, answer these questions: Why did you choose that animal? What would you do when you became that animal and where would you live? How do you think you would feel when you were that animal? How would humans treat you? How would other animals treat you? Now, draw a picture of the animal.
Don't forget to read everyday!!	







Problem Solving

Complete one activity for each week. Please write on separate paper and be ready to share your answers with your Teachers when you see them.	
Week 1 April 6 - 10 	One Hundred Buttons. Michael collects buttons. Michael has $80 + 12$ buttons. Michael puts all the buttons on a large tray and starts to count them. Michael wants to have a total of one hundred buttons. Michael thinks he has to collect five more buttons. Is Michael correct? Show all your mathematical thinking.
Week 2 April 13 - 17	SPRING BREAK -Have FUN! Go outside and count the birds you see fly by, make up silly games, play music and sing out loud with your favorite song!
Week 3 April 20-24	Sorting Buttons With Faces. Mrs. Bee places the buttons below on a desk. The buttons have different faces on them. Sort the buttons into different groups. How many buttons are in each group? How did you sort the buttons? Show and tell why you sorted the buttons your way. 

Grade	K-2
Topic	On the Job Can you name the jobs that people do?
April 6-7 Use a piece of paper or a notebook to complete all assignments.	Point to the picture. Read or repeat the words. Write the words. Read or repeat the sentence. Write the sentence using the sentence frame. I see a _____. Example: I see a <u>banker</u> .







Banker	Cashier	Doctor	Nurse	Teacher	Waiter
					

April 8-9 Use a piece of paper or a notebook to complete all assignments.	New Vocabulary: goes to Point to the picture. Read or repeat the words. Write the words. Read or repeat the sentence. Write the sentence using the sentence frame. This is a _____. He/She goes to a _____. Example: This a <u>banker</u> . She goes to a <u>bank</u> .
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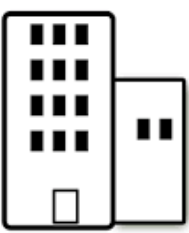


Bank	Shopping Center	Hospital	Office Building	School	Restaurant
					

April 10 Use a piece of paper or a notebook to complete all assignments.	Family Connection: What do people do in your family for a job? Draw a picture and color it. Write the name of the job or write a sentence under the picture. My (mom, dad, uncle, aunt) is a _____. Example: My <u>uncle</u> is a <u>mechanic</u> .
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April 20-21 Use a piece of paper or a notebook to complete all assignments.	New Vocabulary: want, be Point to the picture. Read or repeat the words. Write the words. Read or repeat the sentence. Write the sentence using the sentence frame. I like to help. I want to be a _____. Example: I like to help. I want to be a <u>doctor</u> .
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Banker	Cashier	Doctor	Nurse	Teacher	Waiter
					

April 22-23 Use a piece of paper or a notebook to complete all assignments.	New Vocabulary: will be Point to the picture. Read or repeat the words. Write the words. Read or repeat the sentence. Write the sentence. I will be a _____. I will work in a _____. Example: I will be a <u>nurse</u> . I will work in an <u>office building</u> .
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Bank	Shopping Center	Hospital	Office Building	School	Restaurant
					

April 24 Use a piece of paper or a notebook to complete all assignments.	Personal Connection: What is your favorite job? Draw yourself doing that job. Don't forget to include the background! Write a sentence about I am a (an) _____. I work in (a) _____. Example: I am an <u>astronaut</u> and I work in <u>space</u> .
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