

Meadowview First Grade At-Home Learning Activities

Week of April 20-24, 2020

Dear First Grade Families,

This week you will notice some changes to our document based on the new ECASD At-Home Learning recommendations. The district has worked with grade level teams to identify learning target that are essential for the remainder of the year. In first grade, these learning targets continue to be a review of skills that we have already learned this year. We will not be introducing any new essential learning that will need to be mastered prior to moving on to second grade. The district has also recommended a 30 minutes per day guideline for first graders to be engaged in at-home learning activities. We realize that all families are different. 30 minutes might be too much, just right, or not enough time for your family. For that reason, we have now split this document into "Review" and "Bonus" activities. The review activities will cover the essential learning targets and are meant to stay within the 30 minutes per day time frame. The bonus activities will be additional learning opportunities, such as read alouds, videos, writing, math, science, and social studies, that you can also use throughout the week if you are looking for additional ideas.

As always, the emotional health and wellbeing of you, your children, and your families, are the most important right now. Please reach out to your child's teacher if we can answer any questions or support you in any way.

Sincerely,

Mrs. Loback, Mrs. S., and Mrs. Strozinsky

For counseling information and resources, please visit Mr. Richter's School Counselor At Home Learning page at: <https://www.ecasd.us/Meadowview-Elementary/Academics/At-Home-Learning/School-Counselor>

Please see the following pages for this week's review learning activities and bonus activity ideas.

ECASD Time Guidelines for 1st Graders

Reading/Writing: 75 minutes per week

Math: 45 minutes per week

MAPE: 30 inutes per week (will be sent separately)

Total: 150 minutes per week

Bonus Activities

*If you are looking for additional activities to do with your first grader throughout the week above and beyond the 30 minutes per day, please see the weekly 'Bonus Activities' at the end of this document.

Reading Review: ECASD recommendation is 5-10 minutes per day

- This can include independent reading, being read to, and responding to reading.
- Sight word review can also be built into this time each day.
- This can include spelling pattern review, and foundational skills review.

Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Guided Reading Task: Read a good fit book from your bookshelf, book bag, or from an online resource.	Foundational Skills Task 1: Review the digraphs: -sh, -ch, -th, and -wh. What sounds do each one make? Show someone in your home our phonics dance moves for these digraphs. Then, think of and write at least one word for each digraph. If you have time, head over to play this fun, online digraph game. You can find it here .	Guided Reading Task: Choose 2-3 pages to read from the book you read on Monday to help with fluency. (Reading with fluency means to read a book accurately and with expression). Read those 2-3 pages a few times focusing on accuracy and expression. What would it sound like if the character was talking in real life?	Sight Words Task 1: Review Sight words. Choose 2 sight words and write a sentence using each one. You can find a link to our sight word list here .	Guided Reading Task: With the same book you read on Monday/Wednesday, retell the story to someone in your home using this retelling rope or by making a rainbow retelling bracelet. You can find the bracelet instructions here .

Writing Review: ECASD recommendation is 5-10 minutes per day

- This can include writing that reviews the genres that we have learned about: narrative, opinion, and information writing

Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Task: Write about a time when you were very happy. Tell about that small moment. How did it begin? What happened? Remember to make your characters come to life and add details. How did it end?	Task: Write about a fun time you spent with your friend. Tell about that small moment. How did it begin? What happened? Remember to make your characters come to life and add details. How did it end?	Task: Write about a fun birthday party you have had or gone to. Tell about that small moment. How did it begin? What happened? Remember to make your characters come to life and add details. How did it end?	Task: Write about a fun fieldtrip you went on. Tell about that small moment. How did it begin? What happened? Remember to make your characters come to life and add details. How did it end?	Task: Write about your favorite 1st grade memory. Tell about that small moment. How did it begin? What happened? Remember to make your characters come to life and add details. How did it end?

Math Review: ECASD recommendation is 5-10 minutes per day

- This can include adding and subtracting within 20; mentally adding or subtracting by tens starting at any number; counting, writing, and reading numbers to 120; and grouping objects by tens and ones and counting the groups.

Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
<p>Task: Adding and Subtracting Within 20 Practice</p> <p>Solve these equations:</p> <p>$14+3=\square$</p> <p>$\square + 7=12$</p> <p>$13-\square = 5$</p> <p>$10+10=\square$</p> <p>$11-9=\square$</p>	<p>Task: Counting, Adding, and Subtracting by Tens Practice</p> <p>1: Start at 56. Count on by tens and stop at 116. 56, 66, ...</p> <p>2: Start at 56. Count backwards by tens and stop at 6. 56, 46, ...</p> <p>3: Solve these equations:</p> <p>$56+40=\square$</p> <p>$50-30=\square$</p> <p>$20+56=\square$</p> <p>$70-40=\square$</p>	<p>Task: Counting Practice</p> <p>Start at 37 and count to 120.</p> <p>Pay close attention to the transitions to a new decade (39, 40... 49, 50...)</p>	<p>Task: Number Writing Practice</p> <p>Write your numbers from 47 to 120.</p> <p>Pay close attention to writing numbers without reversals!</p>	<p>Task: Counting Groups by Tens and Ones</p> <p>1: Gather a large group of objects (toy cars, cereal, uncooked noodles, candies, Legos, crayons, etc.).</p> <p>2: Count and group the objects into groups of tens and extras.</p> <p>3: Count and write your total.</p>

Bonus activities for this week are found on the following pages.

Weekly Bonus Activities

*These activities are optional and will provide you with additional learning opportunities throughout the week. These activities go beyond the ECASD recommendation of 30 minutes per day for first graders.

Shared Reading Bonus Activities

- This week's focus: Point of View

Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
<p>Task: Point of View Review</p> <p>Watch this introduction video to remind yourself what 'Point of View' is.</p> <p>After watching the video, listen to the story in this read aloud video and work on identifying the point of view.</p> <p>Here is a point of view recording paper if you want to use to write down your ideas throughout the week.</p>	<p>Task: Point of View Fun</p> <p>For this activity, you get to listen to 3 short stories and identify which character is telling each story. Remember to also tell how you know that it is that character.</p>	<p>Task: Read Aloud Video: A Tale of Two Beasts</p> <p>Watch the read aloud of the story. There are 2 parts to this story in the video.</p> <p>Pause after part 1: Identify whose point of view the story is being told from. Do you think it's the girl or the animal? Why?</p> <p>Listen to part 2: Identify whose point of view the story is being told from now. Do you think it's the girl or the animal? Why?</p>	<p>Task: Point of View Fun</p> <p>For this activity, you get to listen to 3 short stories and identify which character is telling each story. Remember to also tell how you know that it is that character.</p>	<p>Task: Read Aloud Video: I Don't Want to Be a Frog!</p> <p>Identify whose point of view this story is being told from. Is it the narrator? A character? Which character? Tell how you know.</p>

Bonus activities continue on the next page.

Foundational Skills, Sight Word, and Guided Reading Bonus Activities

- Foundational Skills: This can include things such as phonemic awareness practice, spelling patterns, and language review.
- Sight Words: You can find a sight word list on our 1st Grade At-Home Learning page. There are additional ideas for practicing sight words here, too.
- Guided Reading: This includes reading and responding to good fit books

Activity 1 Foundational Skills and Sight Words	Activity 2 Guided Reading	Activity 3 Foundational Skills and Sight Words	Activity 4 Guided Reading	Activity 5 Foundational Skills and Sight Words
<p>Phonemic Awareness Video: Week 24, Day 1</p> <p>Foundational Skills: Task: Digraph Review 'sh' Video: 'sh' Digraph Song Write words that you hear have the 'sh' digraph at the beginning or end on the recording sheet found here.</p> <p>Sight Words: Task: "Magic Letters" Write 10 sight words with a white crayon. Color over them with a marker or highlighter. See sight word list.</p> 	<p>Task: Choose and read a good fit book that is close to your reading level. You can find some book choices that you can view online or print in pdf format by clicking on the corresponding links found here.</p>	<p>Phonemic Awareness Video: Week 24, Day 2</p> <p>Foundational Skills: Task: Digraph Review 'th' and 'ch' Video: 'ch' Digraph Song Video: 'th' Digraph Song</p> <p>*Hint: when you say the 'th' digraph, make sure the tip of your tongue is sticking out so that you don't say the /f/ or /v/ sounds!</p> <p>Write words that you hear have the 'ch' or 'th' digraph at the beginning or end on the recording sheet found here.</p> <p>Sight Words: Task: "Sky Write" Use your finger to "write" 10 sight words in the "sky". Write each word three times.</p> 	<p>Task: Using the book you read on Tuesday, have a discussion about the book you chose. Questions can be found by clicking on the links here.</p>	<p>Phonemic Awareness Video: Week 24, Day 3</p> <p>Foundational Skills: Task: Digraph Review Video: Digraph Song (this song includes digraphs 'ph' and 'wh')</p> <p>Write words that you think have the 'wh' digraph at the beginning on the recording sheet found here.</p> <p>Sight Words: Task: "Arm Tap" Tap the spelling for 10 sight words on your arm. Tap each word three times. See demonstration video.</p>

Writing Bonus Activities

- This can include creating a finished piece of writing throughout the week or responding to writing prompts.

Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
<p>Task: Watch this video to remind yourself what a small moment story, or personal narrative, is.</p> <p>This week, we'd like you to write about a time that you got hurt.</p> <p>Today, begin making a list of times that you got hurt that you could write about.</p> <p>This activity stretches out across the week. Activity 1 is brainstorming, Activity 2 is planning, and then the following activities are writing, editing, and publishing.</p>	<p>Task: Plan and sketch your small moment story plan across 3 or more pages. Remember to think about what you said, how you felt, and who else was there. Bring the people in your story to life!</p> <p>Blank writing booklets can be found here, on the Meadowview First Grade At-Home Learning page.</p>	<p>Task: Write your small moment story! Make sure to think about what you said, how you felt, and who else was there. Bring the people in your story to life!</p> <p>Remember to write a strong beginning, lots of details in the middle, and an ending that stays in the moment.</p> <p>**Small Moment Teaching charts and Editing charts can be found by clicking here or by scrolling down in this document.</p>	<p>Task: Continue writing your small moment story!</p> <p>Use the teaching charts as you need.</p>	<p>Task: Fix up your writing by checking for correct use of capital and lowercase letters, spelling, and to make sure that every sentence ends with a punctuation mark.</p>

Math Bonus Activities

- This can include review of skills already learned or a brief introduction to new concepts that do not need to be mastered before moving to 2nd grade.
- I can use comparison bars to solve story problems.

Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
<p>Task: Comparison Bars Practice 1</p> <p>Please begin the week by reviewing how to use comparison bars to solve math stories. You can refer to this at any time this week.</p> <p>How to Do Comparison Bars</p>	<p>Task: Comparison Bars Practice 2</p>	<p>Task: Comparison Bars Practice 3</p>	<p>Task: Comparison Bars Practice 4</p>	<p>Task: Comparison Bars Practice 5</p>

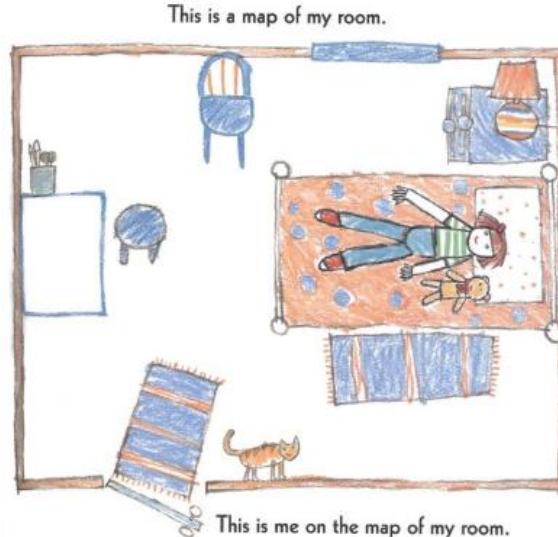
Science/Social Studies Bonus Activities

Science Bonus Activity of the Week:

Sink or Float Experiment: We did this in our classroom with a few objects and it was so fun! The kids love guessing whether the objects will sink or float and had even more fun when we tested it out. This project can be double fun at home by having them find the objects (like a scavenger hunt) and then conducting the experiment. You can find directions to the experiment [here](#).

Social Studies Bonus Activity of the Week:

Let's Talk About Maps: Enjoy the story [Me On the Map](#). After you listen to the story, draw a map of your bedroom. Remember to include all your furniture. See the example from the book.



This is a map of my room.

This is me on the map of my room.

Additional Bonus Resource This Week:



Our additional resource for the week is from Emelia. You can play this game by writing the numbers 1-10 on the sidewalk or driveway. One person calls out a total and the another squirts the two numbers that make the total when you add them together. Another way to play is to shout out the two numbers and spray the total! You can play this game with subtraction too. You could also use it as a sight word review by writing sight words on the sidewalk. Shout out a sight word and have your child spray the word. The possibilities are endless!

Sight Words

Your first grader should be able to read and write all these words

Kindergarten Words:

the	to	play	I	like
of	a	is	for	my
his	do	are	as	said
see	put	look	from	you
here	come			

First Grade Words:

her	who	out	what	give
there	was	should	saw	because
they	some	over	could	would
all	down	when	want	know
your	were	have	too	where

Ways to Practice Sight Words:

- Write with water and a q-tip or brush on the sidewalk.
- Use your toe to write the word.
- Use a finger to write the word.
- Write the word on someone's back and see if they can guess the word.
- Have your write your words using crayons or markers.
- Make your words out of playdough.
- Write your words in sugar or salt on a colored plate or tray.
- Write each sight word in a complete sentence.
- Write each word on a piece of paper and have someone hide the words in the house. Go on a sight word hunt and read each word as you find it.
- Form tap each word - show your family how to do this.
- Challenge yourself to write as many sight words in a story or information book as you can

Tuesday Book Choices (Click on a link to see the book.)

[Get In](#) (DRA 4)

[At The Watering Hole](#) (DRA 10)

[Basketball](#) (DRA 16)

[Eggy's Easy Out](#) (DRA 20)

Thursday Discussion Cards (Click the link to view the questions.)

[Get In](#)

[At The Watering Hole](#)

[Basketball](#)

[Eggy's Easy Out](#)

Writing Prompt Paper

Prompt: 1 2 3 4 5

Small Moment/Personal Narrative Writing Anchor Charts

 <h1>Hook Your Reader!</h1> 	
<p align="center">- In small moment stories -</p> 	
<p><u>Snapshot</u></p> <p>One stormy evening, I met up with my friends to visit the haunted house.</p>	<p><u>Talking</u></p> <p>"Wake up!" my mom whispered in my ear. "It's finally your birthday!"</p>
<p><u>Sound Effect</u></p> <p>"Brr nngg! My alarm clock went off and my eyes popped open.</p>	<p><u>Action</u></p> <p>I raced down the stairs, two at a time and snatched my baseball bag. I was late for the game!</p>

Ending Small Moments

FEELING

- ★ I felt like the luckiest kid on Earth that day!
- ★ I was so relieved that I was safe again with my mom and dad!



LESSON

- ★ I learned to never let my dog off his leash again!
- ★ Now I know to always pay attention to where I am!

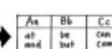
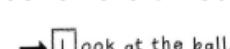


COMBINATION:

- ★ I was so relieved that I was safe again with my mom and dad! Now I know to always pay attention to where I am!

Editing Checklist

Did I...

Spell words using sounds and chunks?		
Use the word wall to spell words? → 		
Put spaces between my words? I  love writing!		
Use lowercase letters unless capitals are needed? → 		
Use punctuation? End it with . ! ?		

Digraph Recording Page: Write words that have the listed digraph in them.

'sh'	'ch'	'th'	'wh'	Challenge! 'ph'
ship wish	chick	this	wheel	

Animal Point of View Writing Page

I am a _____
animal name

Write from your animal's point of view. What would you say to people or other animals if you could talk like a person?

Draw a picture of
your animal here.

Point of View Recording Sheet

Story #1	Story #1	Story #1
Title: _____	Title: _____	Title: _____
Whose point of view is the story being told from? Circle one: Narrator Character Which character(s)? _____ _____ _____	Whose point of view is the story being told from? Circle one: Narrator Character Which character(s)? _____ _____ _____	Whose point of view is the story being told from? Circle one: Narrator Character Which character(s)? _____ _____ _____
What clue words did you hear in the story that helped you make your decision? _____ _____ _____	What clue words did you hear in the story that helped you make your decision? _____ _____ _____	What clue words did you hear in the story that helped you make your decision? _____ _____ _____

Story Retelling Rope

