



Woodland Elementary

Continued Learning Resource: Firs Grade May 26-29

Purpose:

Due to the state of Michigan mandated school closings, we would like to provide meaningful activities for students to explore at home. These activities are designed and intended to be simple and engaging for students and families to do. If any activity causes unintended stress, please do not feel pressured to do the task. Office hours for teachers can be found by visiting uped.org and selecting Woodland.

Instructions:

View each of the days below. Please note that you can scroll through the document to each day or use the links available to quickly navigate.

[Monday](#) | [Tuesday](#) | [Wednesday](#) | [Thursday](#) | [Friday](#)

Monday

Key Content:

HAPPY MEMORIAL DAY

....

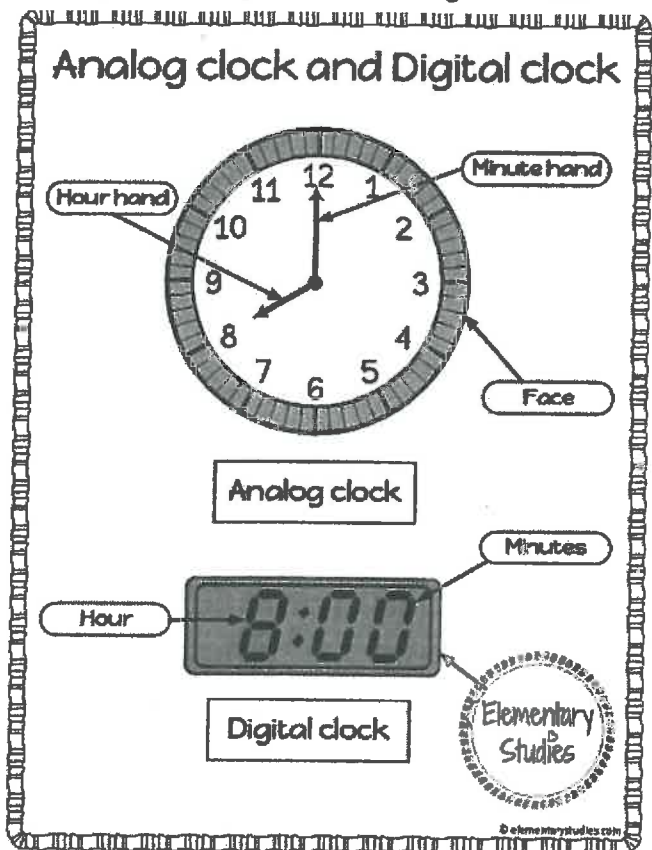
WE WISH YOU AND YOUR FAMILY A GREAT DAY!!

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Tuesday

Key Content: Mathtelling time to the hour...in 1st grade children are expected to be able to tell time to the hour and the half hour on both an analog and a digital clock.

At Home Assistance Ideas: Learning to tell time is an important thing to know how to do and can be very useful in your daily life. We will begin with telling time to the hour. An hour is a period of time. It is 60 minutes long. One minute is about how long it takes to make your bed. It takes about 1 hour to make dinner, eat and clean up. Can you think of other things that you can do in about a minute? Brush your teeth....put on all your outdoor winter clothes. How about something that takes an hour? Playing a board game.....baking cookies.



For this lesson we need to make a clock. Make a clock (in CLR if picked up from Woodland)

*Have your child cut out the hands and numbers for the clock. They can glue or tape in the numbers by looking at the poster above. Use a paper fastener to attach the hands. If you don't have a paper fastener, you can just lay the hands on the clock face and pick them up to turn them. Ask your child if they can see a difference between the minute hand and the hour hand. Do they notice that the minute hand is longer? (it may help to tell them that minute is a longer word so it gets the longer hand). Or that the hour hand is shorter? (hour is a shorter word so it gets the shorter hand) Point the minute hand straight up at the 12. When the minute hand is in this position we say "o'clock". Point the hour hand at the number 8 and tell your child the time it is showing is 8 o'clock. Show them that it is written like this: 8:00. Move the hour hand to point at the 10 and tell them it is 10 o'clock and written as 10:00. The zeros mean that no minutes have passed the hour. Now move the hour hand to the 1 and ask them what time that would be. Continue to move just the hour hand and ask your child what time it is. When you feel they get the hang of it you can have them do the worksheets. PLEASE, KEEP THIS CLOCK FOR THE LESSON ON FRIDAY.

Telling time to the hour (in CLR packet if picked up from Woodland)

Roll and color the time (in CLR packet if picked up from Woodland)

Memory game cards...digital clocks (in CLR packet if picked up from Woodland)

Memory game cards...analog clocks (in CLR packet if picked up from Woodland)

Material: make a clock sheet, telling time worksheets, glue/tape and something to write with, dice (or write the numbers 1-6 on slips of paper to pick from a cup)

Enrichment Material: Telling timeABC ya!

I know it!online games telling time to the hour

Discussion questions with your student:

- What are some things that would take you an hour to do?
- If it is 2 o'clock, what time will it be one hour from now? Three hours?
- Ask your child if they know what time they go to bed? What would that look like on an analog clock? A digital clock?

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Wednesday

Key Content: Writing

At Home Assistance Ideas: Writing In First Grade children learn to write a First, Next, and Last story. In this lesson your child will learn the life cycle of a butterfly and then write it out. Start by having your child read the short Life Cycle of a Butterfly book below (help them with words they may need help

with). At school we start by reading the “Words to know” section together and discussing what each word means. Then, we begin reading the story. Next, discuss the life cycle of the butterfly they read about in the book. Have them complete the worksheet below. They need to start by coloring the pictures, then cutting the pictures out and glueing them in the correct order. Last the children will write out the life cycle of a butterfly. An example could be: First, a butterfly lays an egg. Next, the egg hatches into a caterpillar. Then, The caterpillar makes a chrysalis. Inside the chrysalis, the caterpillar turns into a butterfly. Last, the chrysalis opens and a beautiful butterfly comes out.

Material:

Life Cycle of a Butterfly

Book:<https://drive.google.com/file/d/1WihZvlqEYpYXCmyhKkf52GY4En4Ma8nl/view?usp=sharing>
(in CLR packet if picked up from Woodland)

Life Cycle of a Butterfly Sheet:

<https://drive.google.com/file/d/1D2EYSgU7yrjtUHvQdlYTqf413E4AH9ZA/view?usp=sharing>
(in CLR packet if picked up from Woodland)

Enrichment Material:

Offline:

Life Cycle of a Butterfly Word Search puzzle:

https://drive.google.com/file/d/1MI3IWh2OsuM9tNPfxhUTR9z_iruh7Wit/view?usp=sharing
(in CLR packet if picked up from Woodland)

Life Cycle of a Butterfly Book:

<https://drive.google.com/file/d/1eoHfSKzPVqTBqX9KKXRND7SJJMW-uC4J/view?usp=sharing>
(in CLR packet if picked up from Woodland)

Online:

Life Cycle of a Butterfly Youtube: <https://www.youtube.com/watch?v=O1S8WzwLPIM>

Bug Hunt by Tom Story Read Aloud Youtube (just a fun book to listen to):<https://www.youtube.com/watch?v=7nL7On2gBkw>

Discussion questions with your student:

- Discuss other life cycles: plant, ladybug, person?
- Discuss other stories you could write using the words: First, Next, Then, and Last

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Thursday

Key Content: Reading comprehension

At Home Assistance Ideas: Have your child read the story 'A Message from Uncle Wilber'. If they need help please be sure to encourage them to sound out the word or to use picture or context clues. Then have them answer the questions, remind them they can go back in the story to find the answer if they don't remember or to see how to spell a word. Encourage your child to write a complete sentence for their answer. Remind them to use capital letters where needed, spaces and punctuation. Then have your child cut out the sentences that tell events in the story and have them put them in order. Ask them to give you a retell using the sentences adding any other details from the story that they can remember.

Material: Story...A Message from Uncle Wilber (in CLR if picked up/delivered from Woodland) scissors, glue/tape, crayons/markers and something to write with

Enrichment Material: Online reading games at Room Recess....1st grade

Discussion questions with your student:

- Was this story fiction or nonfiction? If it was fiction is it a story that could really happen or is it fantasy?
- Who were the characters in this story? Was there a main character?
- Was there a problem in this story, if so , what was the problem?
- What is the sequence of events in this story? What happened first, next/then and last?
- If you got a package in the mail from Uncle Wilber, what would you hope to find inside?

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Friday

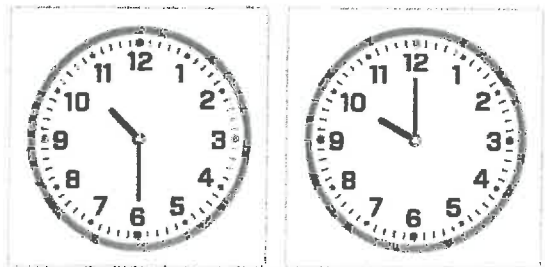
Key Content: Math Telling time to the half hour (and review of to the hour)

At Home Assistance Ideas: We will be using the clock that the kids made on Tuesday for this lesson. Do a quick review of telling time to the hour. Have your child set the hands on the clock face so the minute hand is pointing at the 12. Lay the hour hand to point at the 1. Ask your child what time it shows. Now move the hour hand to the 3. Ask your child what time it shows. Move the hour hand to

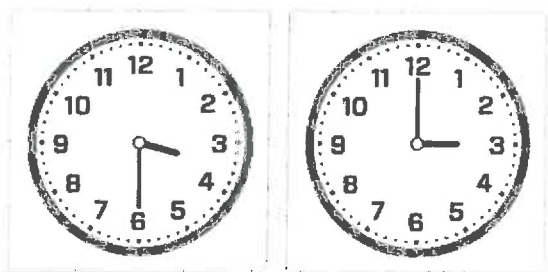
the 10 to show 10:00. Point to the green clock below that also shows 10:00. Remind your child that the hour hand is pointing directly at the 10 -or whatever the hour is- and the minute hand is pointing straight up at the 12 when we say o'clock. Now spin the minute hand straight down so it points at the 6 and move the hour hand between the 10 and the 11. Show your child how the minute hand has gone half way around the clock face AND the hour hand has moved halfway between the 10 and the 11. We call this time 'half past' 10 because the minute hand has gone half way around and the hour hand has moved half way to the next hour. On a digital clock it will read as 10:30.

10:30

10:00



Have your child move the hands to show 3:00 on their clock. Now ask them to spin the minute hand to the 6 and then move the hour hand to be halfway between the 3 and the 4. Ask them how many minutes have passed since 3:00? Yes, 30 minutes have passed, so we say the time is 3:30.



Show them a few different times to the hour and to the $\frac{1}{2}$ hour. When you feel they are comfortable have them do the offline worksheets, or help them do them if they are struggling. Telling time is a difficult skill....encourage them to keep trying :)

Telling time to the $\frac{1}{2}$ hourcut and glue (in CLR packet if picked up from Woodland)

Telling time to the hour and $\frac{1}{2}$ hourcolor clocks (in CLR packet if picked up from Woodland)

Telling time Bingo....game :) (in CLR packet if picked up from Woodland)

Material: worksheets, scissors and glue/tape, something to write with and crayons

Enrichment Material: Telling time games ...fun practice :)

Discussion questions with your student:

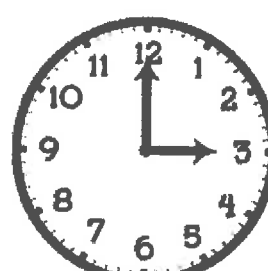
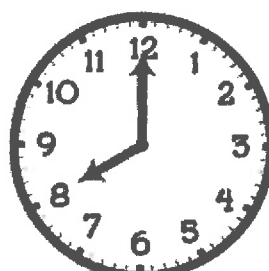
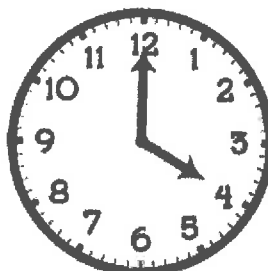
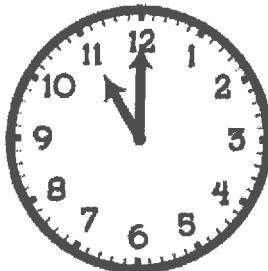
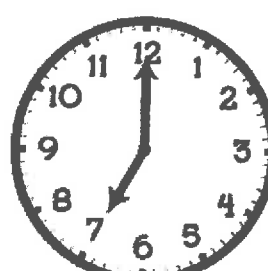
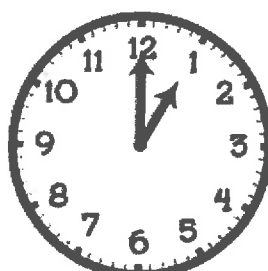
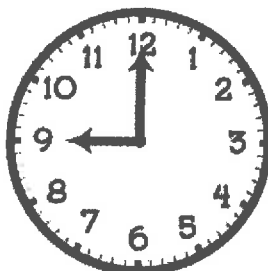
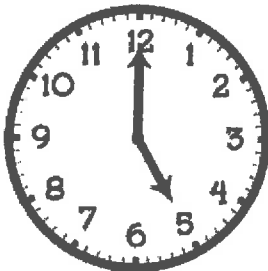
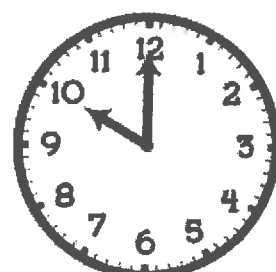
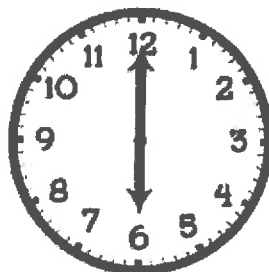
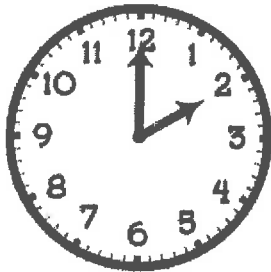
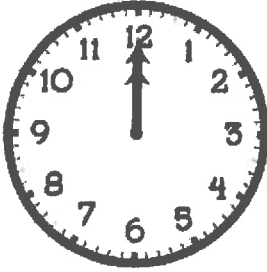
- Is a minute longer or shorter than an hour?
- Would it take you a minute or an hour to tie your shoes? What else can you do in about a minute?
- How many minutes are there in an hour? How many minutes are there in a $\frac{1}{2}$ an hour?

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Name

Date

Cut the digital clocks, and paste them under the matching analog clock.



1:00

2:00

3:00

4:00

5:00

6:00

7:00

8:00

9:00

10:00

11:00

12:00

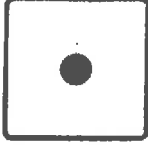



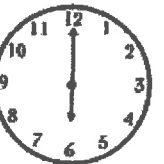

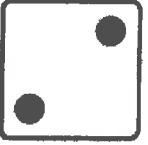

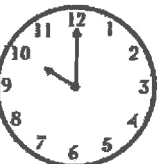



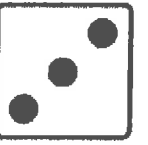

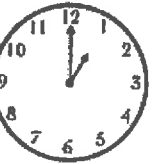
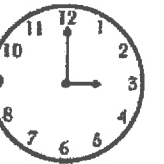


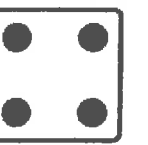
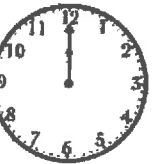
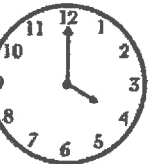

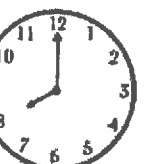

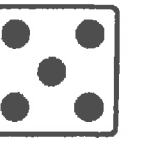

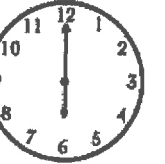

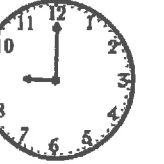
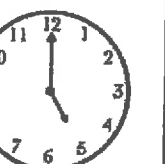
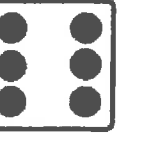


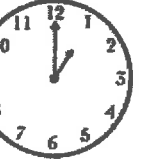
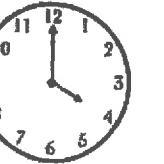
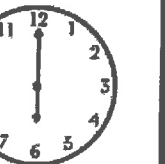
Time to the hour

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Roll and Read the Time

Roll a die, read the clock in the row and color (or cover) the clock. Continue playing until you have a "winning" row with all clocks colored in (or covered).

www.thisreadingmama.com

1:00



7:00



2:00



8:00



3:00



9:00



4:00



10:00



5:00



11:00

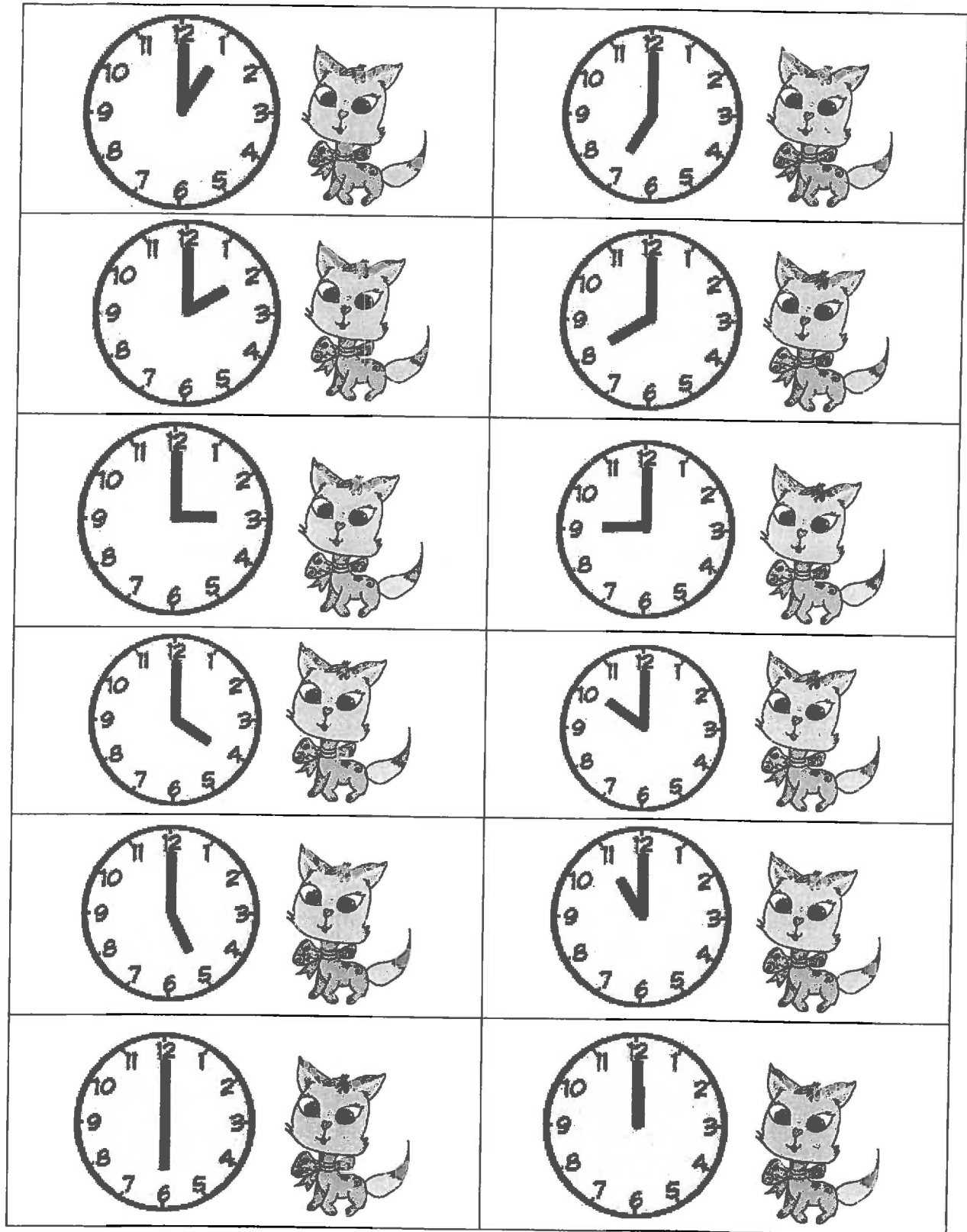


6:00



12:00





The Butterfly Life Cycle

A Reading A-Z Level H Leveled Book
Word Count: 233

LEVELED BOOK • H

The Butterfly Life Cycle

Connections

Writing and Art

Draw a diagram of the butterfly life cycle. Write about each stage and what happens in between the stages.

Science

Pick two stages of the butterfly life cycle. Compare and contrast them with a partner.



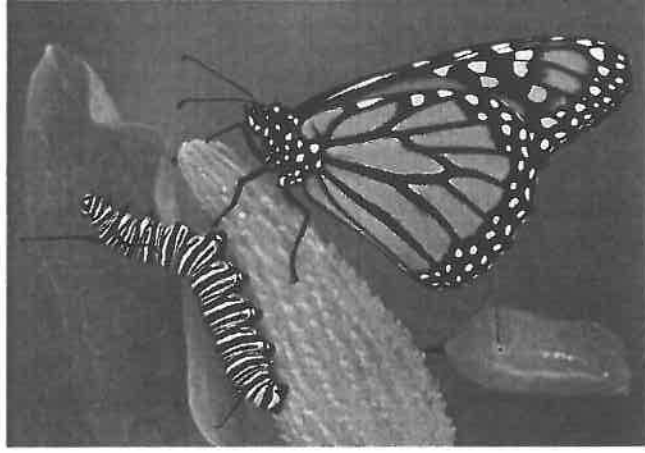
**MULTI
LEVEL
H•K•N**

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The Butterfly Life Cycle



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Focus Question

What is the life cycle of a monarch butterfly?

Words to Know

butterfly	mate
caterpillar	pupa
life cycle	stages

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The Butterfly Life Cycle
Level H Leveled Book

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Correlation

LEVEL H	
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Reading Recovery	13-14
DRA	14

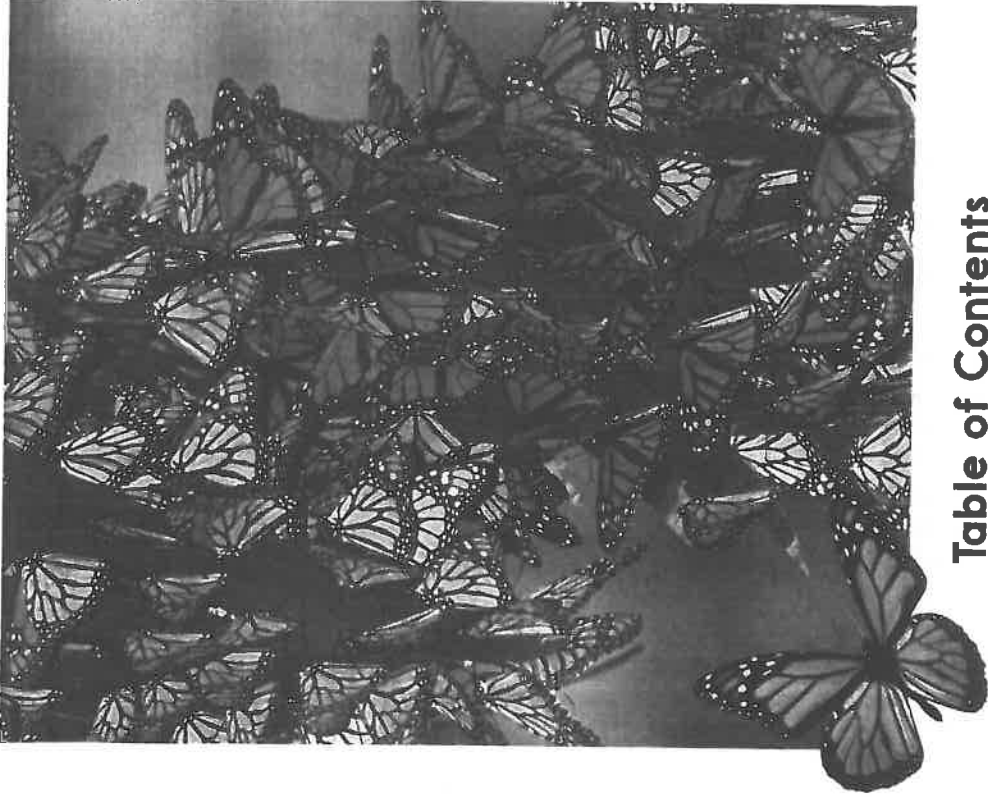
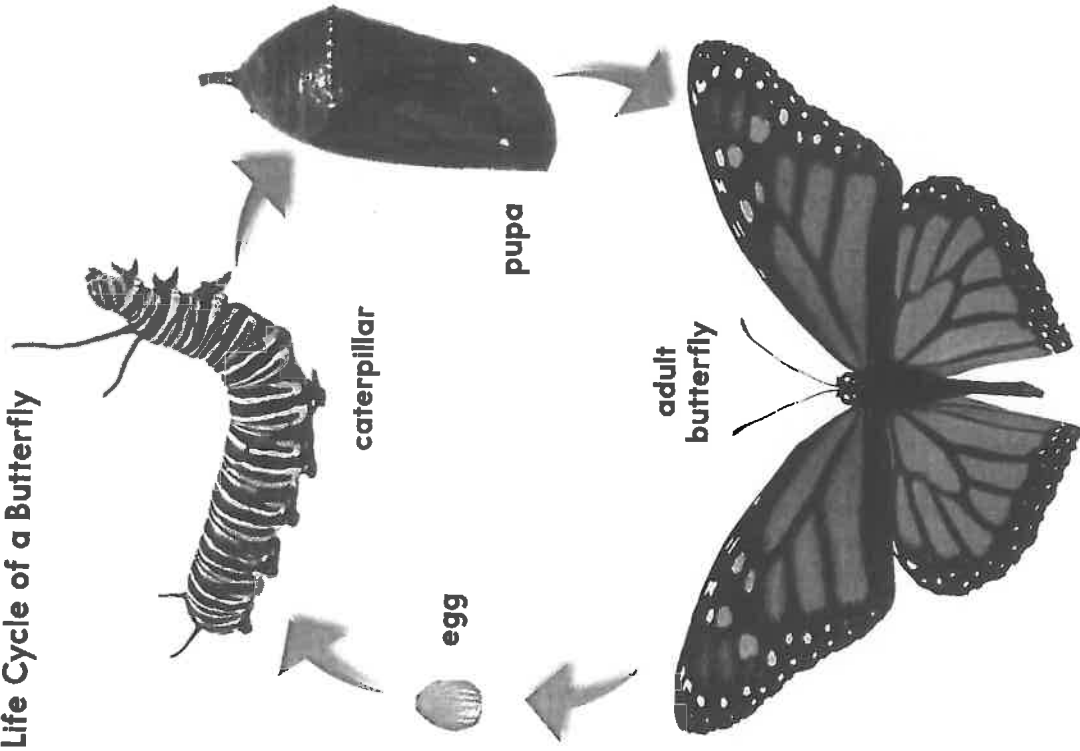


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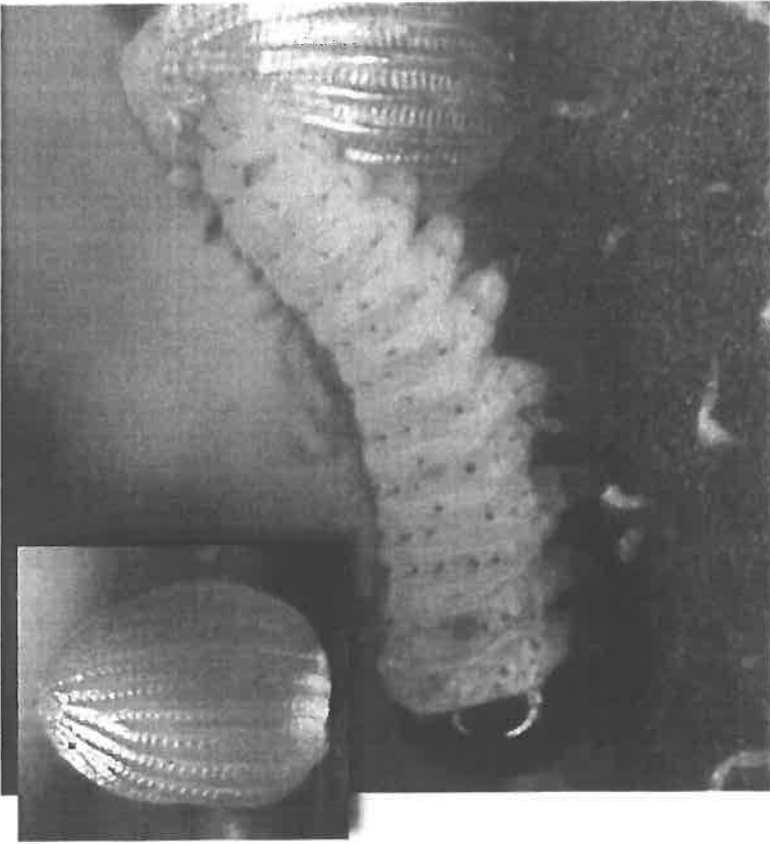
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Life Cycle of a Butterfly



The Life Cycle

A monarch butterfly has four stages in its life cycle.



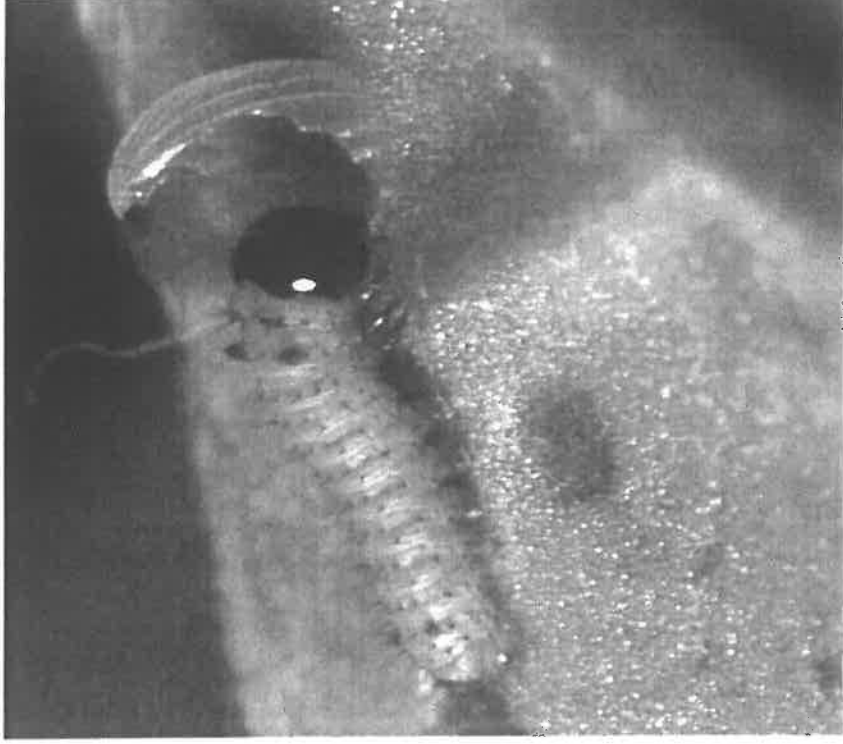
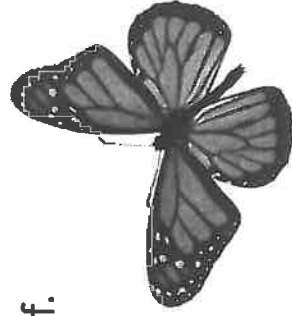
A young caterpillar hatches from its egg. A female monarch butterfly usually only lays one egg on a leaf.

Egg

A female monarch butterfly lays an egg on a leaf.

A **caterpillar** grows inside the tiny egg.

The egg hatches in three to twelve days.



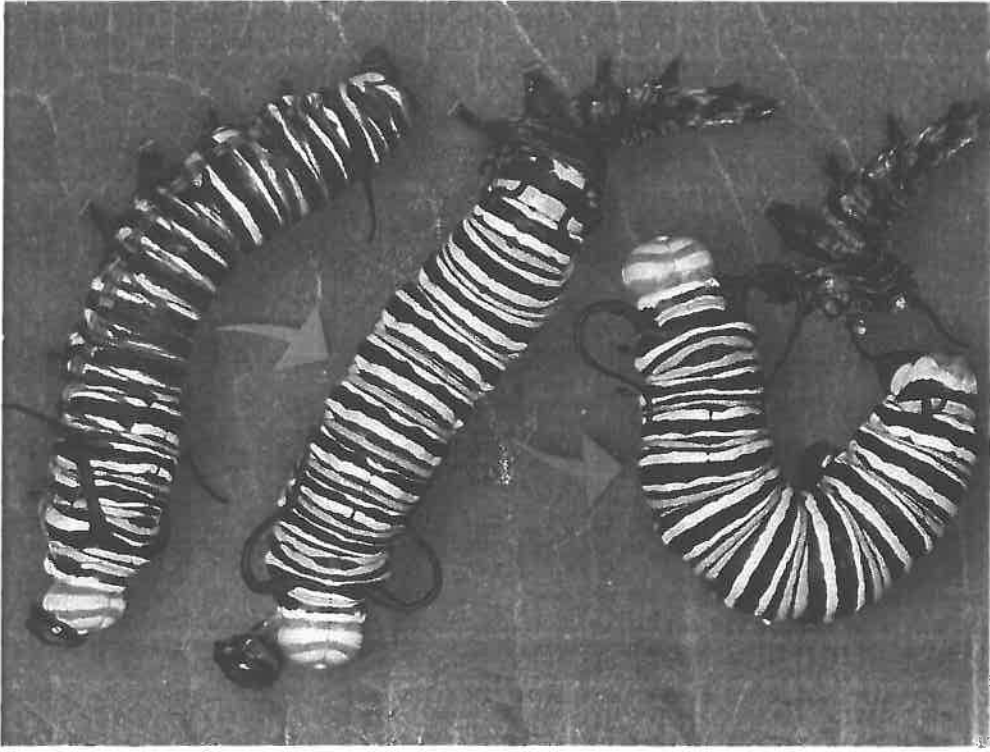
The young caterpillar eats its own shell. If there are two eggs on a leaf, the caterpillar will eat the other egg first!

The hungry caterpillar eats all the time.

First, the caterpillar eats its own eggshell.

Then, the caterpillar eats the leaf it is on.



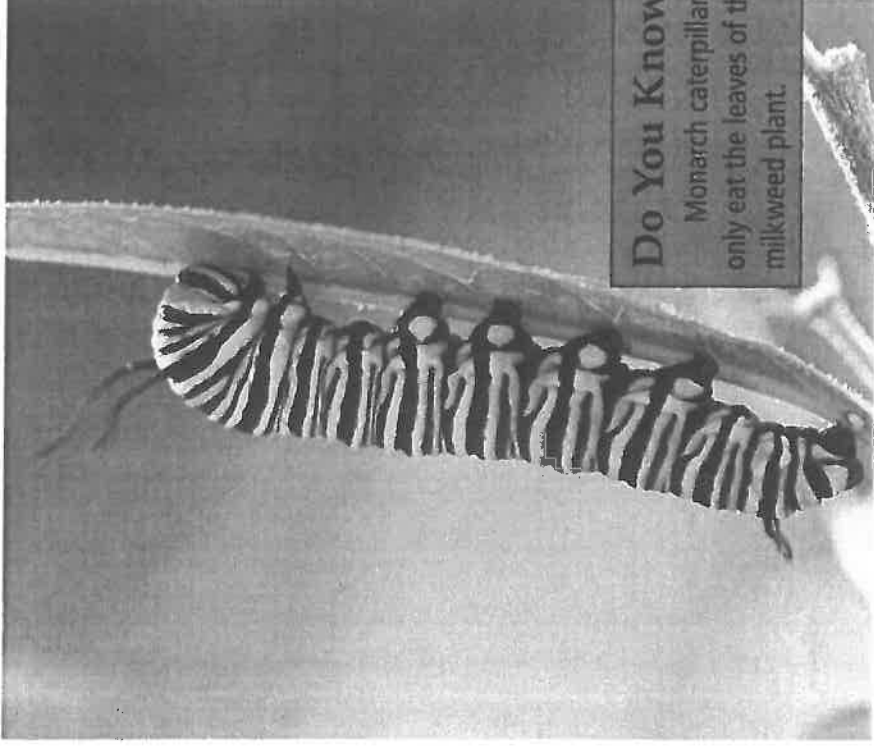
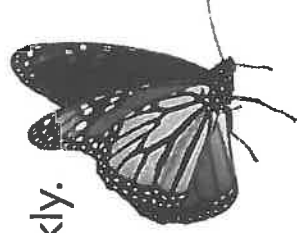


The caterpillar puts down sticky silk. The silk keeps the old skin in place while the caterpillar wiggles out of it.

The caterpillar grows quickly.

Its skin does not grow.

The caterpillar's skin splits and peels away.



Do You Know?
Monarch caterpillars only eat the leaves of the milkweed plant.

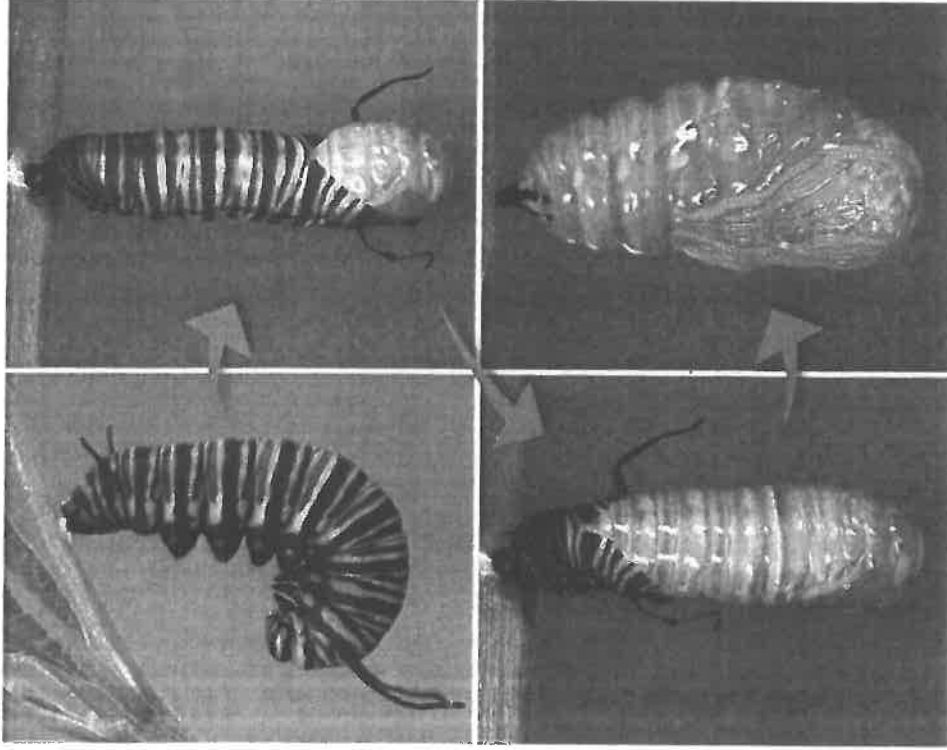
The caterpillar's bright black and yellow colors warn animals that they will get sick if they eat it.

New skin is under the old skin.

The caterpillar sheds its skin four to six times.

The caterpillar grows for two to four weeks.

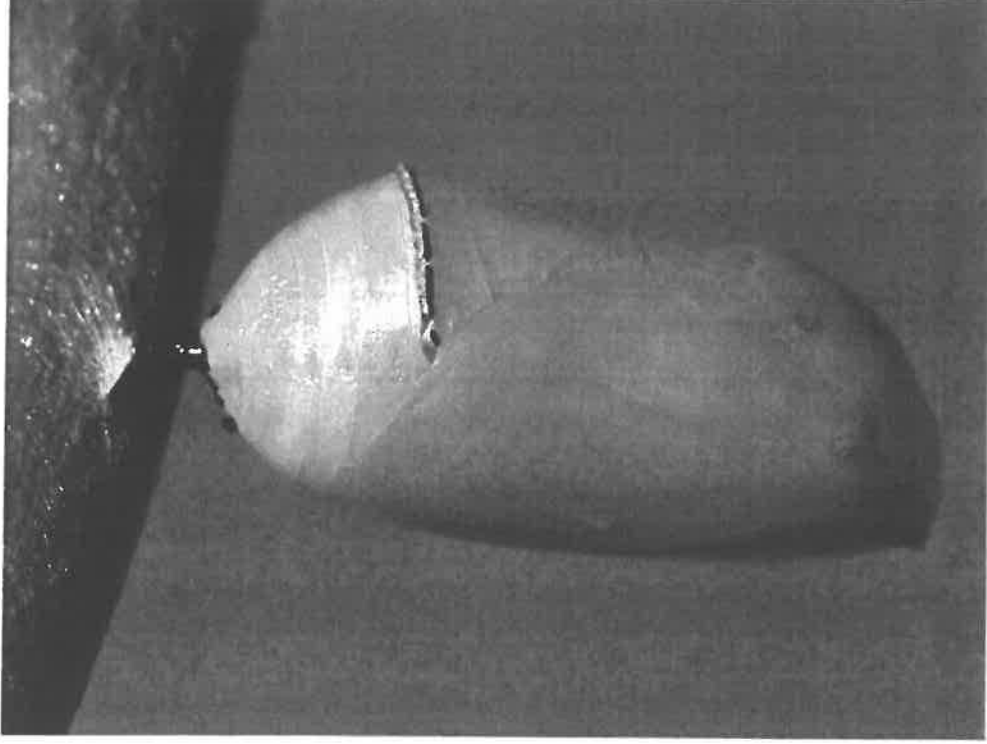




The caterpillar's skin splits down its back like a zipper!

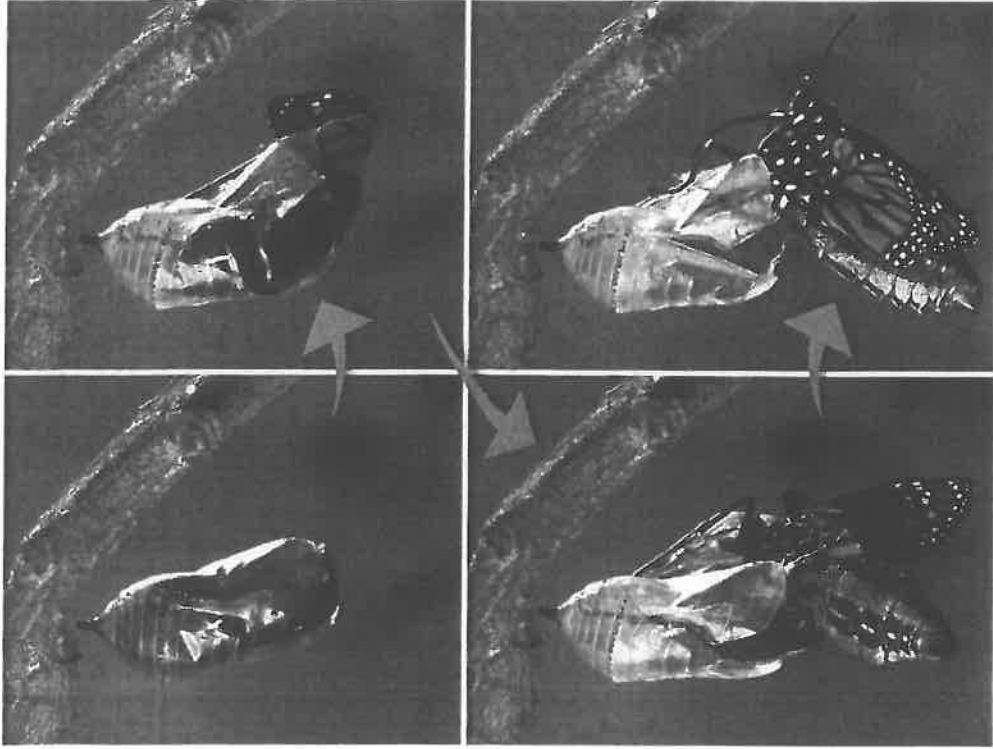
Pupa

When the caterpillar is grown, it hangs from a branch. It sheds its skin one last time. The new skin is bright green.



The green pupa looks like a leaf. The color helps it hide from other animals.

This green skin becomes hard. The caterpillar is now a **pupa**. It will stay inside its shell for one to two weeks.



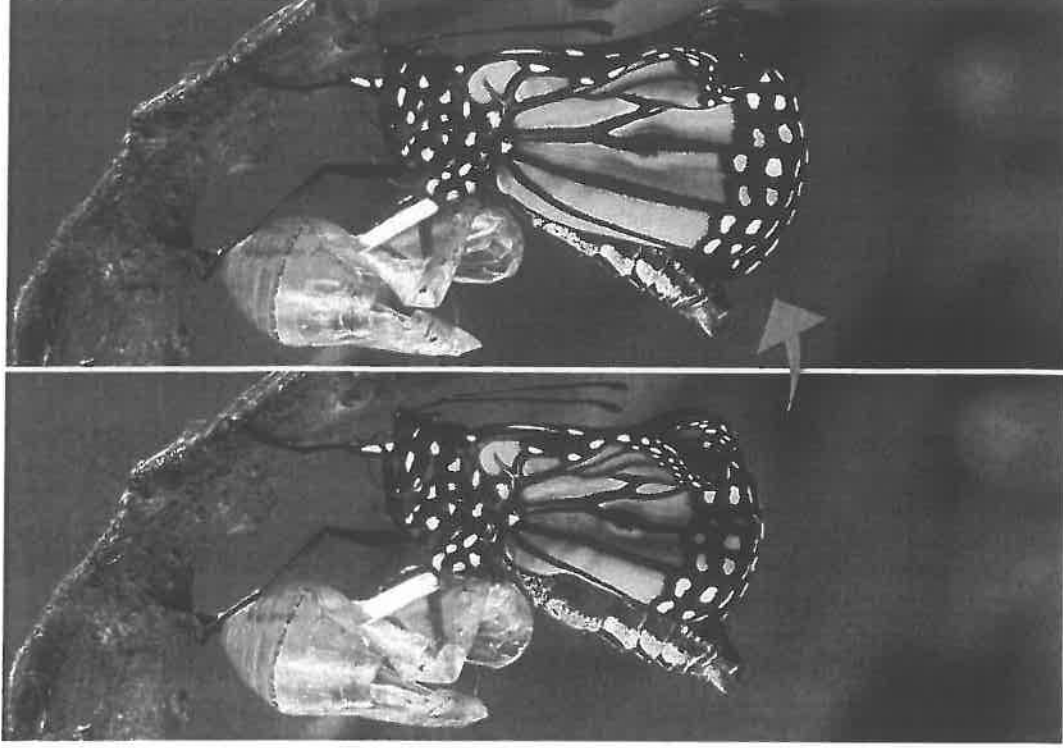
The butterfly breathes in air to make its body bigger. Then, the shell splits so the butterfly can climb out.

Adult Butterfly

The pupa comes out of its shell.

It is now a butterfly.

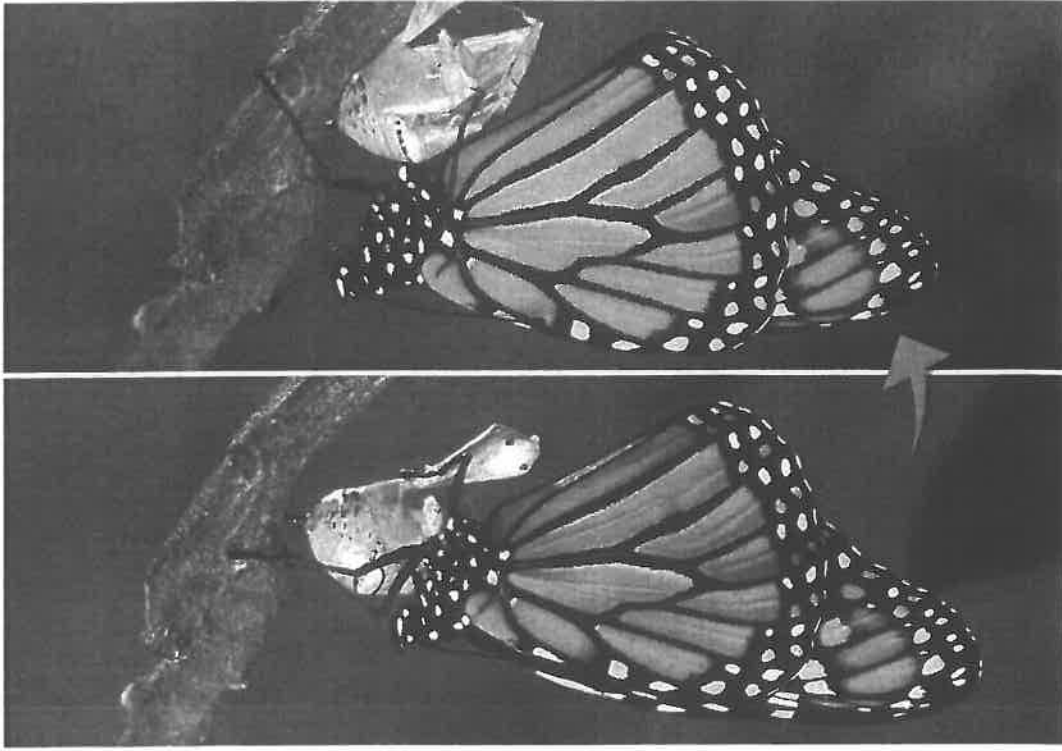
Its wings are wet.



While the butterfly hangs, it pushes liquid into its wings to make them unfold.

The new butterfly rests.

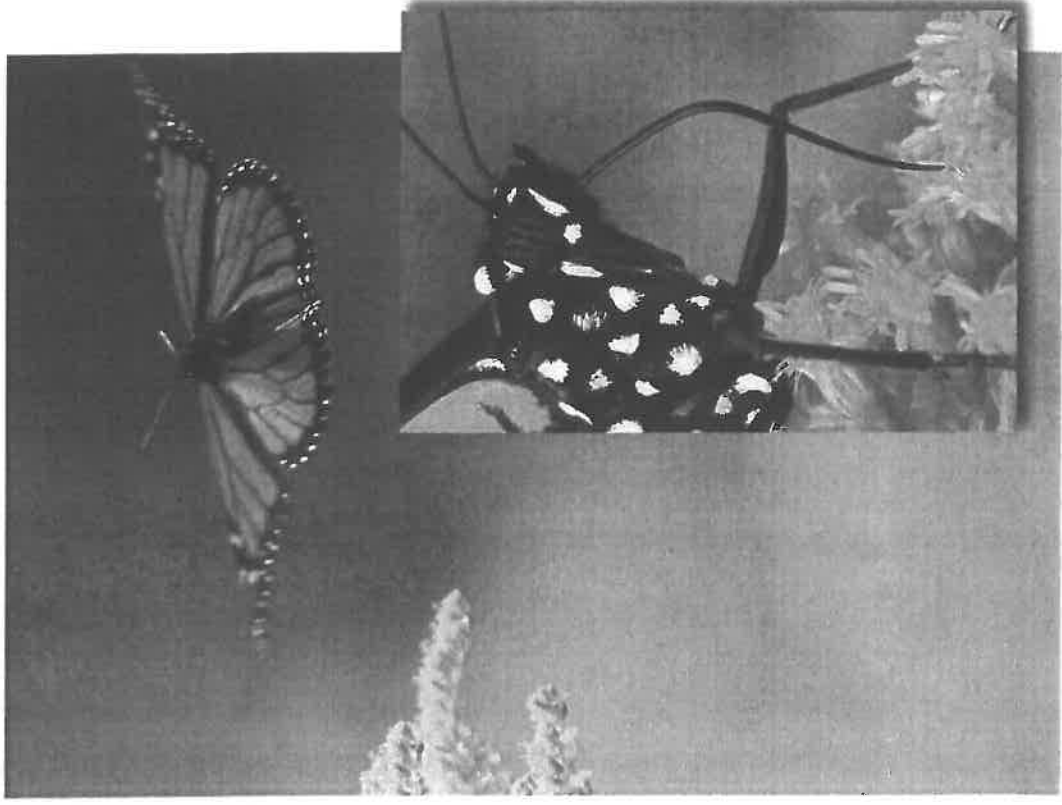
The butterfly must hang upside down, or it will not be able to fly.



Most monarch butterfly wings are about 4 inches (10 cm) from tip to tip.

The butterfly hangs for three to four hours.

The sun and air dry its wings.



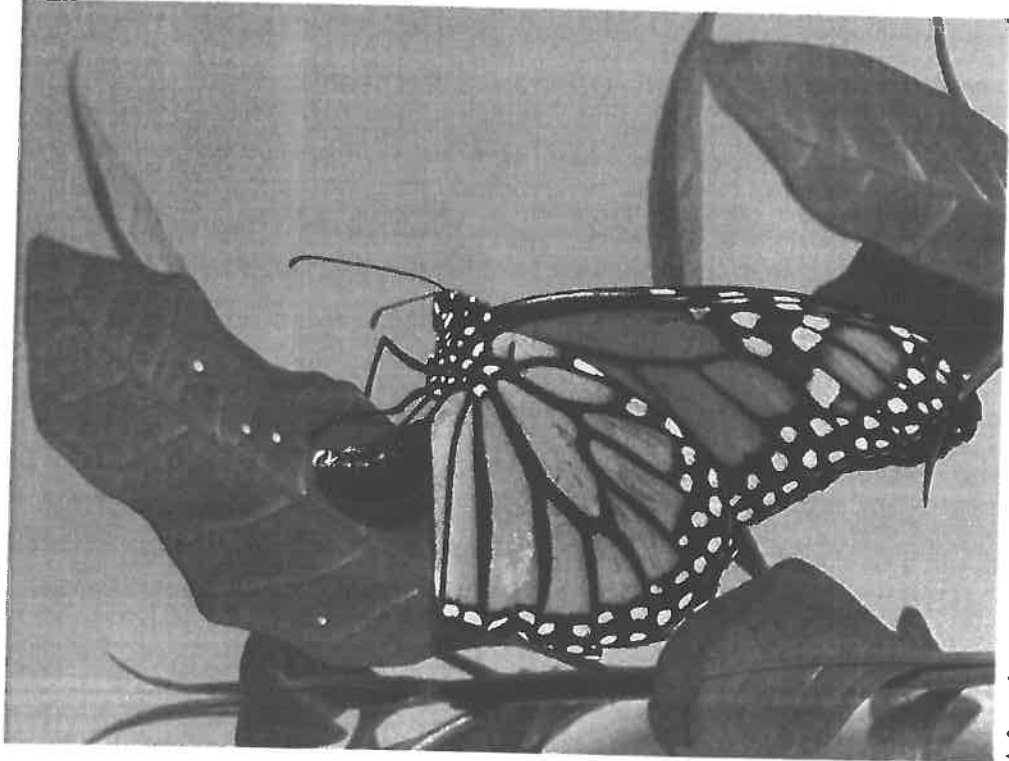
Monarch butterflies drink nectar, a sweet liquid made by plants. They sip nectar with a long tongue shaped like a tube.

Then, the butterfly is able to fly.

It flies off to eat.

It also searches for a mate.





A female monarch butterfly may lay 400 to 500 eggs in her lifetime!

A monarch butterfly may only live for two to six weeks.
The female monarch lays her eggs.
The butterfly life cycle starts again.

Glossary

- butterfly (n.)** an insect with four wings that are bright in color (p. 4)
- caterpillar (n.)** the young form of a butterfly or moth (p. 5)
- life cycle (n.)** the stages of change that a living thing goes through during its life (p. 4)
- mate (n.)** the partner of an animal (p. 14)
- pupa (n.)** a young insect before it becomes an adult (p. 10)
- stages (n.)** periods of time in the growth of something, such as insects (p. 4)

Name _____ Date _____



Life Cycle of a Butterfly



Directions: Cut and paste the life cycle of a butterfly into the correct order. Write the steps.

First,	Paste Here	Next,	Paste Here
Then,	Paste Here	Last,	Paste Here

Write a few sentences about the life cycle of a butterfly.

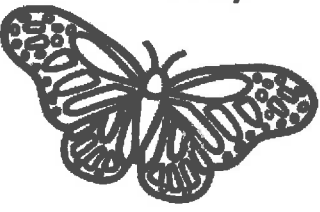
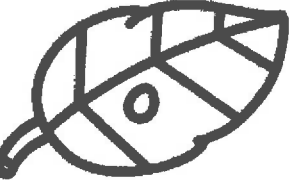

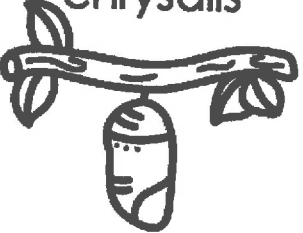
First, _____

Next, _____

Then, _____

Last, _____

© Annie Moffatt © The Moffatt Girls 2014

<p>butterfly</p> 	<p>egg</p> 	<p>caterpillar</p> 	<p>chrysalis</p> 
--	--	---	--

Name _____

Butterfly Life Cycle Word Search

M	L	I	F	E	C	Y	C	L	E	A	B	C
I	E	D	E	F	E	G	H	I	M	I	U	C
L	J	T	K	L	A	G	N	W	E	Y	T	A
K	M	E	A	T	I	N	G	N	R	O	T	T
W	P	Q	R	M	E	S	T	U	G	V	E	E
E	M	I	B	A	O	T	P	T	I	E	R	R
E	R	F	V	L	Y	R	U	K	N	M	F	P
D	E	R	A	P	M	I	P	L	G	K	L	I
G	A	E	G	C	H	R	A	H	S	A	Y	L
L	J	-	S	H	A	P	E	L	O	M	O	L
N	M	O	N	A	R	C	H	A	R	S	C	A
E	A	L	M	I	G	R	A	T	E	I	I	R
L	I	F	S	C	H	R	Y	S	A	L	I	S



butterfly



milkweed



egg



larvae



eating



caterpillar



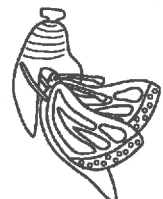
j-shape



chrysalis/pupa



emerging



metamorphosis



life cycle



Monarch



migrate

Name _____

Butterfly Life Cycle Word Search

M	L	I	F	E	C	Y	C	L	E		B	
I	E				E				M		U	C
L		T				G			E		T	A
K		E	A	T	I	N	G		R		T	T
W				M	E				G		E	E
E				A	O		P		I		R	R
E			V			R	U		N		F	P
D		R					P		G		L	I
	A						A	H			Y	L
L	J	-	S	H	A	P	E		O			L
	M	O	N	A	R	C	H			S		A
			M	I	G	R	A	T	E		I	R
				C	H	R	Y	S	A	L	I	S



butterfly



milkweed



egg



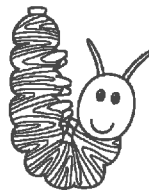
larvae



eating



caterpillar



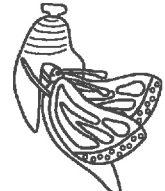
j-shape



chrysalis/pupa



emerging



metamorphosis



life cycle



Monarch



migrate

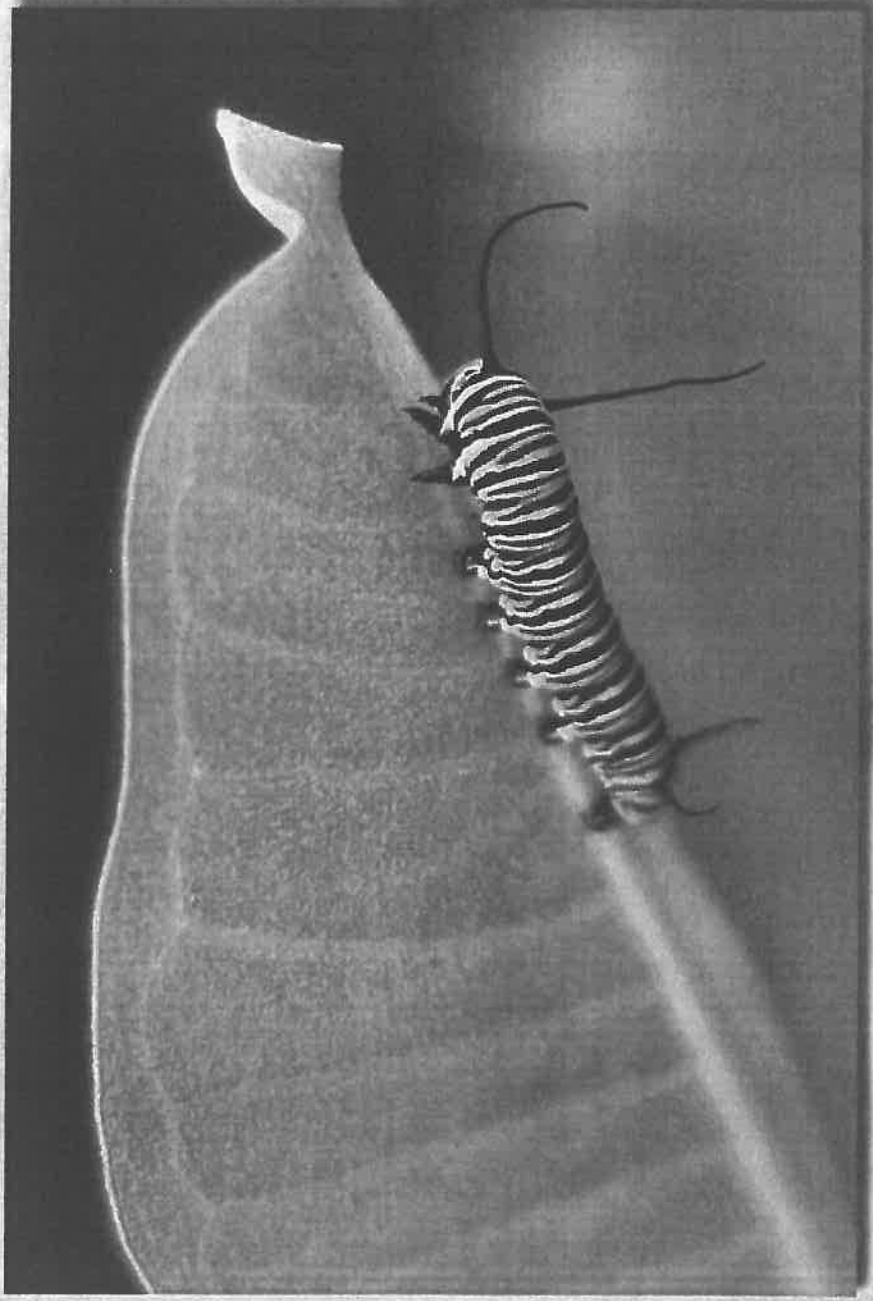
My Science Books

Where Do Butterflies Come From?

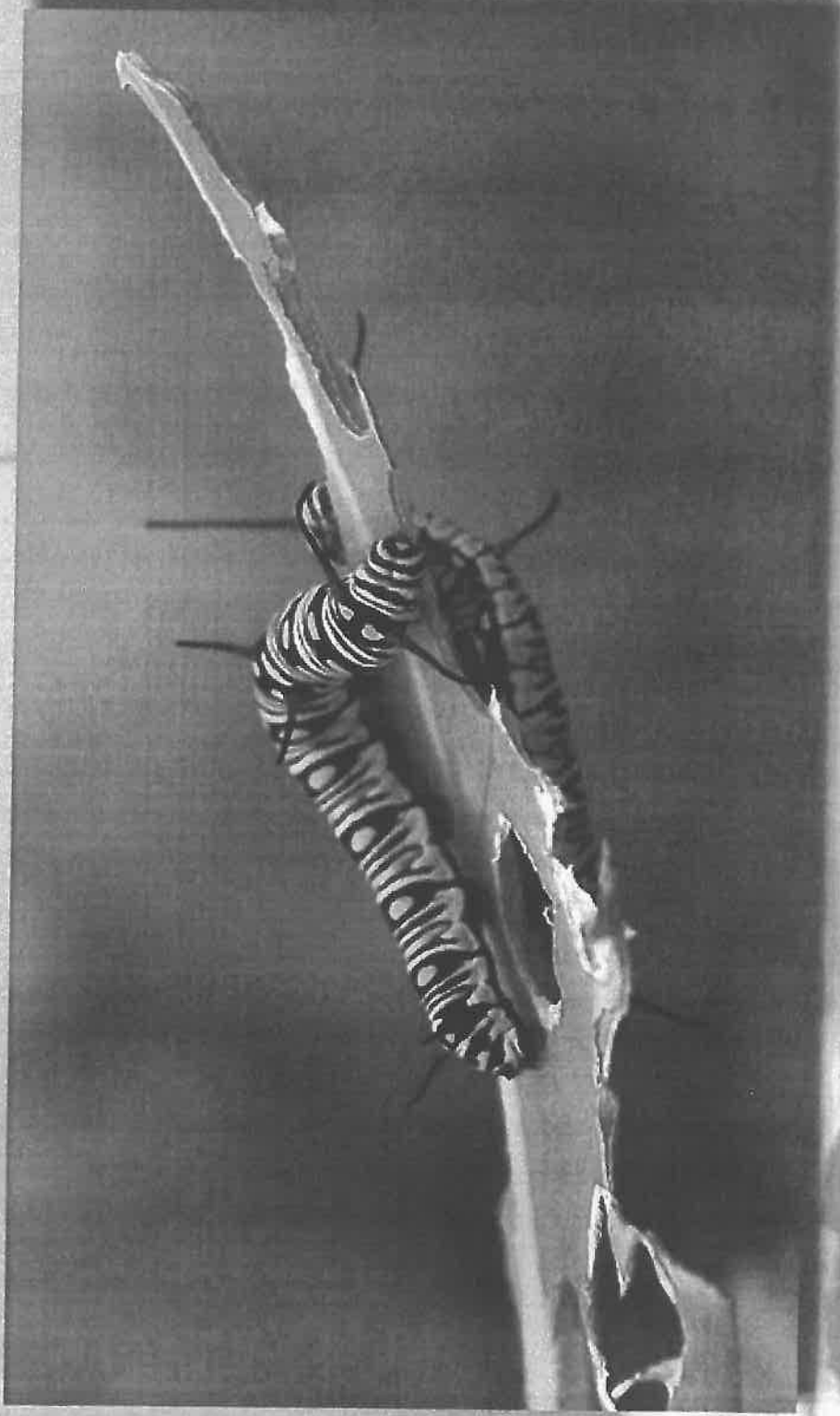


Sunshine and Jellybeans - TeachersPayTeachers.com

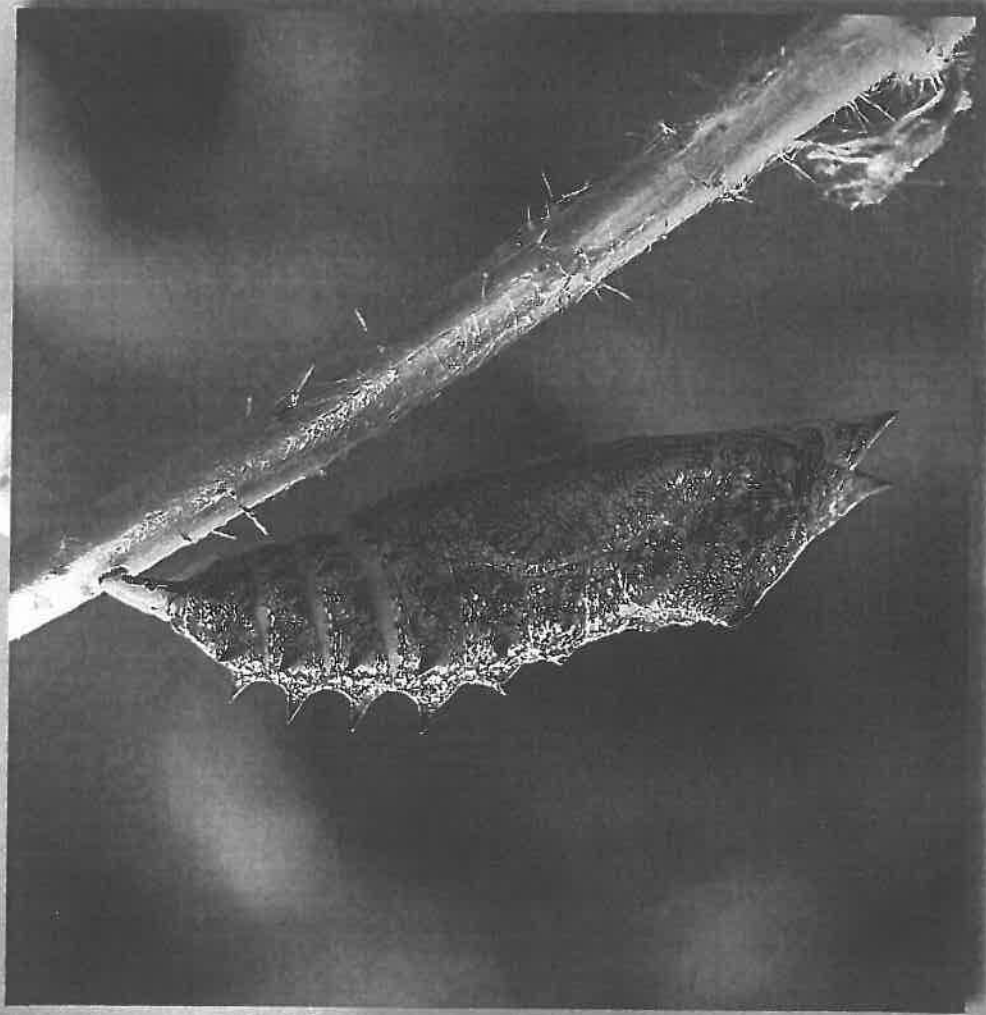




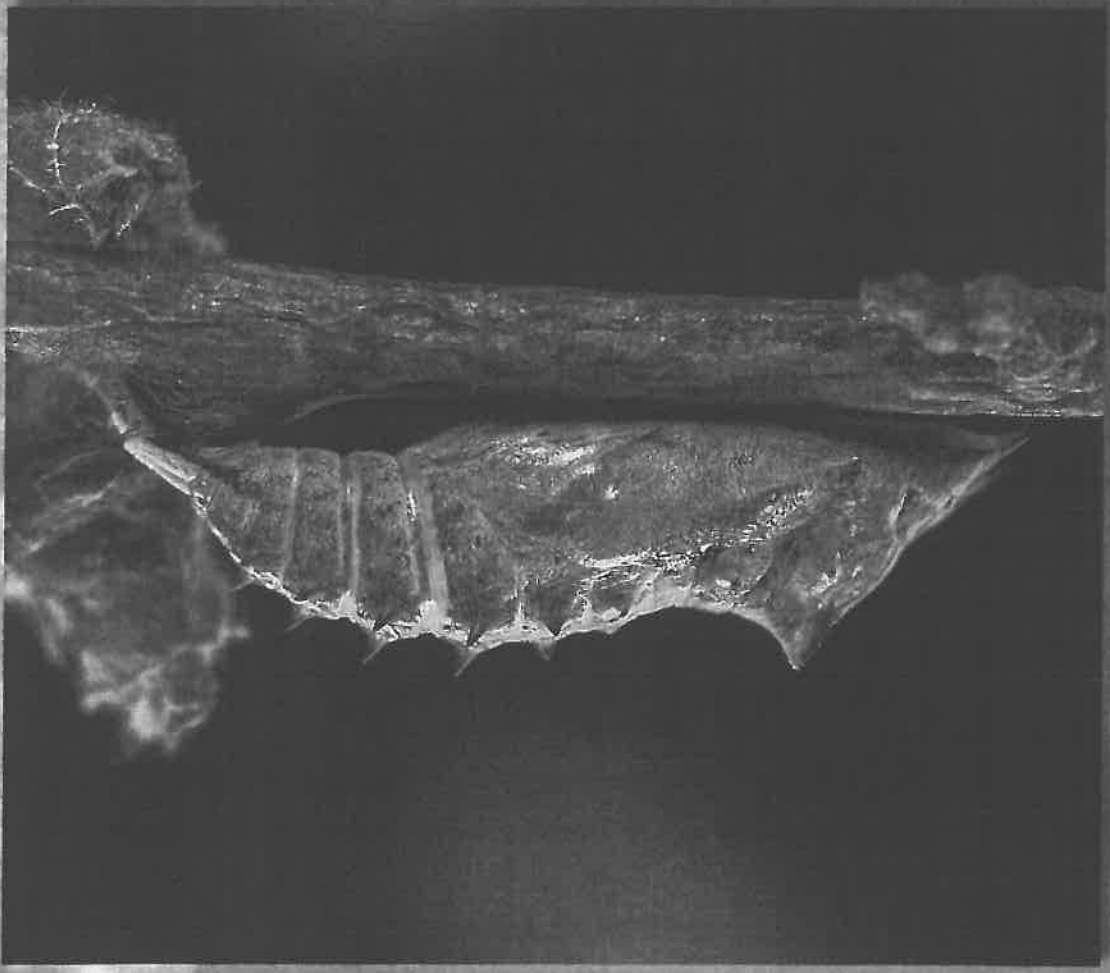
A caterpillar crawls along.
He is looking for just the right spot.



He has been eating and eating.
Now it is time to stop.



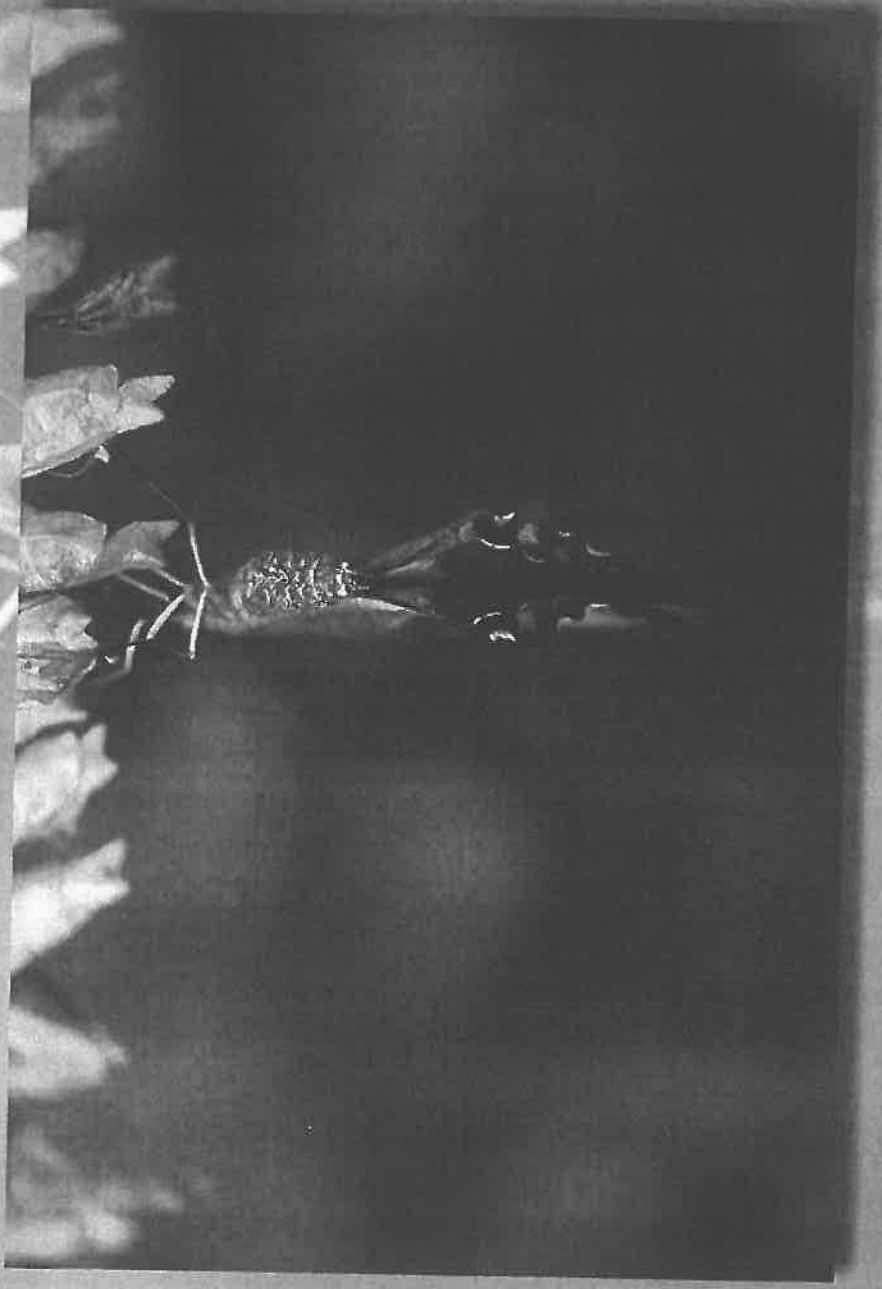
The caterpillar hangs from the branch.
He builds a cocoon around himself.
He goes to sleep.



While the caterpillar sleeps, something is happening.
The caterpillar is changing.



The caterpillar sleeps in his cocoon for several days.
One day he wakes up.
He opens his cocoon.



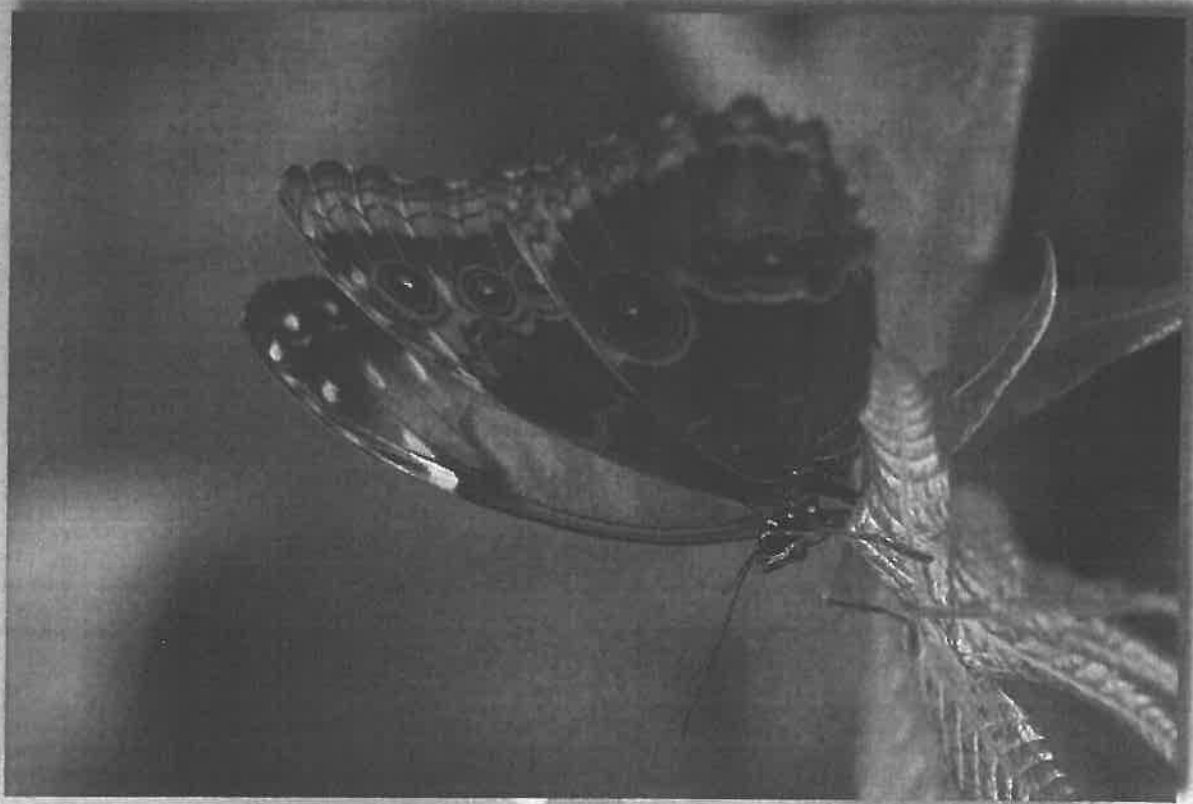
Slowly the caterpillar comes out of his cocoon.
The caterpillar is different.
Now he has wings.



The caterpillar is gone.
He has turned into a butterfly.



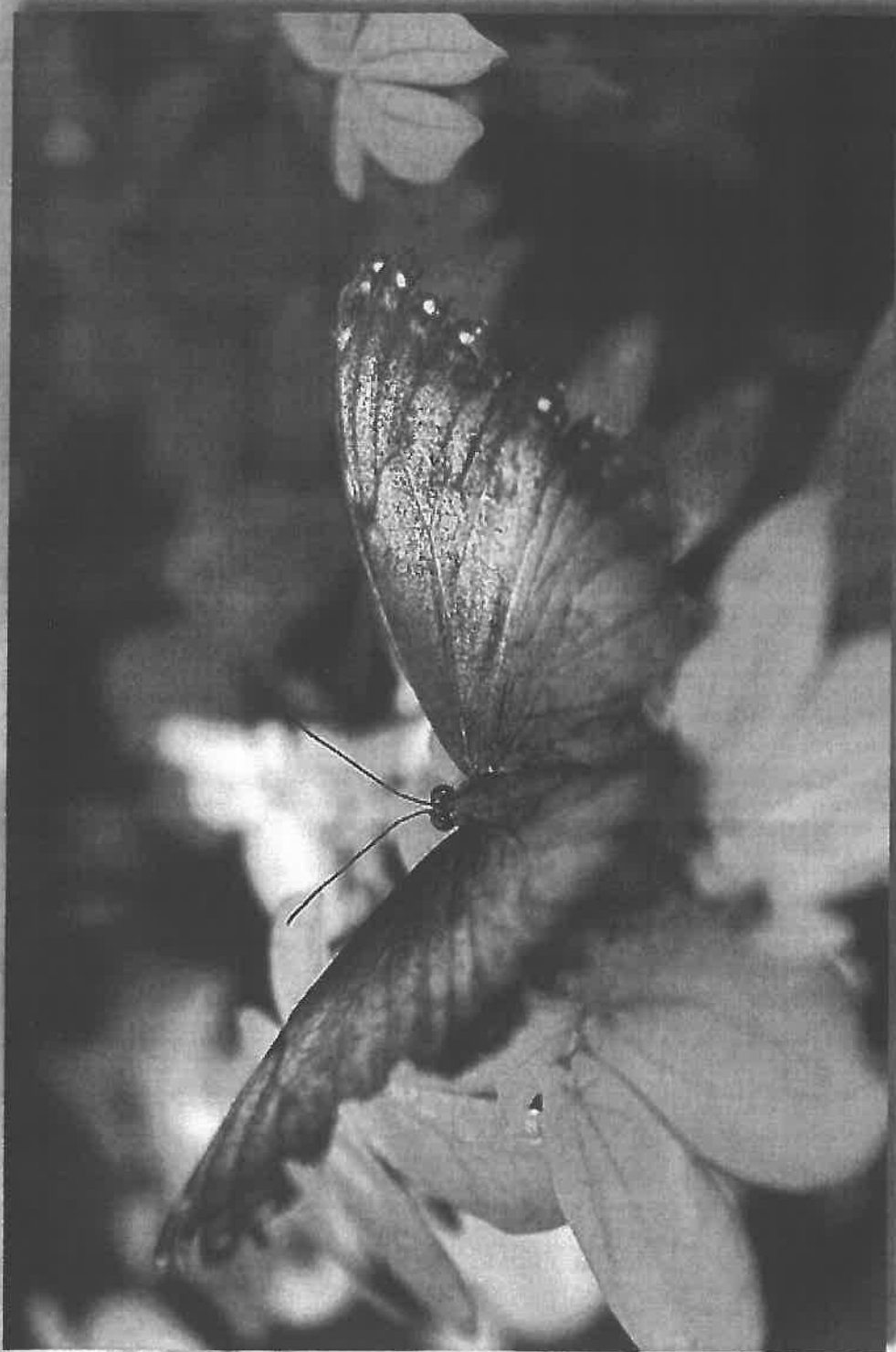
The butterfly slowly unfolds his wings.
His wings are damp.



The sun and air dry his wings.
Soon he is ready to fly.



The butterfly is hungry.
He wants to drink nectar from the flowers.



The butterfly flies away to find the flowers.



ACTIVITIES

1. Write a sentence about butterflies.
- 2 Draw a picture of a butterfly.

A Message from Uncle Wilber

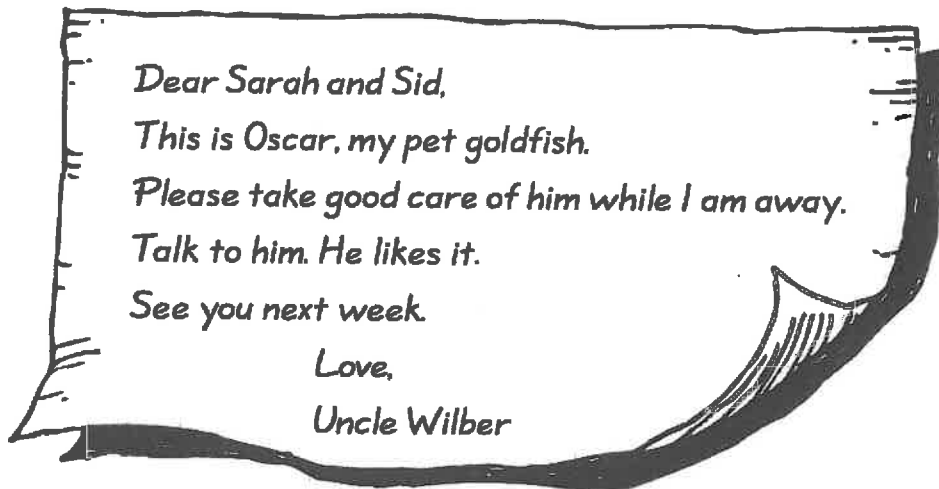
Our Uncle Wilber is a little strange. We can never tell what he will send us. Last week there was a knock at the door. When the messenger gave us a box, we knew it had to be from Uncle Wilber. It was full of holes and covered with messages.



"What do you think it is this time?" I asked my sister.

"I know it's something strange," Sarah said.

We opened the box. Inside was a goldfish in a bowl and a letter. The letter said...

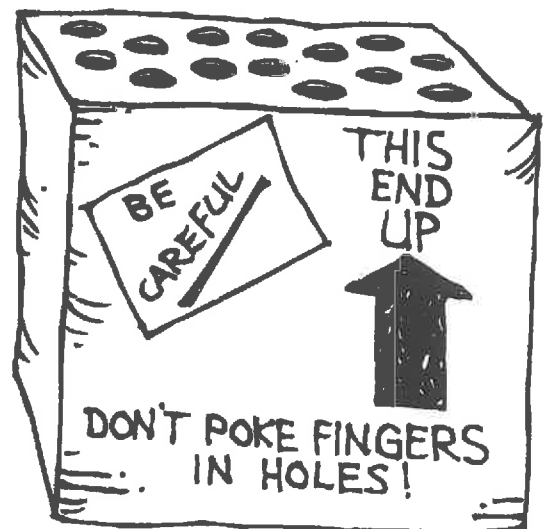


On Friday Uncle Wilber came to take Oscar home. We'll miss him, but Uncle Wilber left us a thank-you present. This box is full of holes. It is covered with messages. The box is very heavy. It hisses too.

"I don't know if I want to open it," whispered Sid.

"I'll do it," said Sarah. Slowly she undid the knot and lifted off the lid.

"Eeeeeek!"





Name _____

Questions About *A Message from Uncle Wilber*

1. What did the messenger bring Sarah and Sid?

2. Why did Uncle Wilber send Oscar to Sarah and Sid?

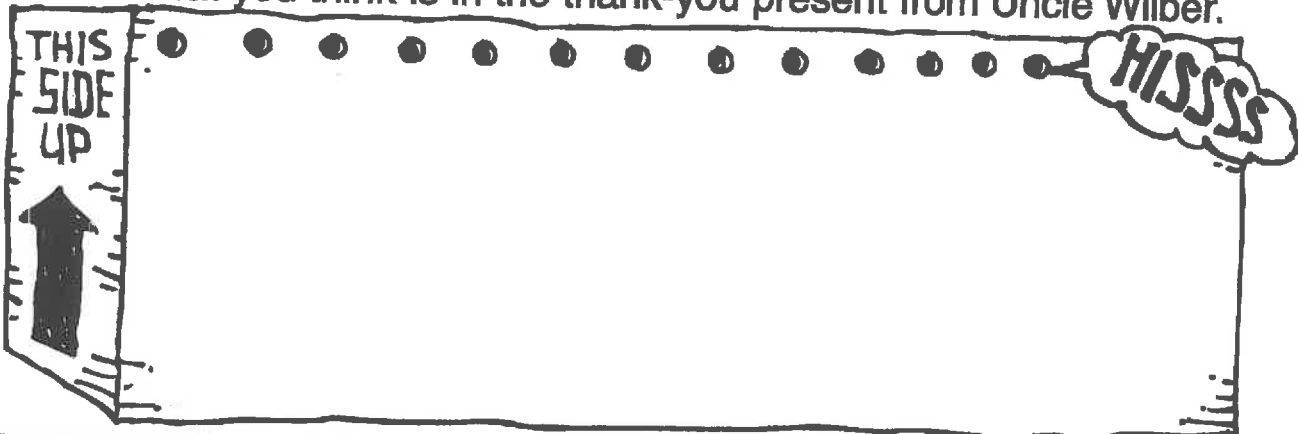
3. How long did they take care of Oscar?

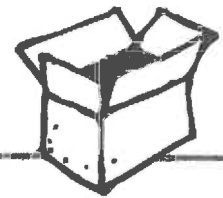
4. What did Uncle Wilber give Sarah and Sid as a thank-you gift?

5. What do you think would happen if Sid or Sarah poked a finger into a hole in the box?

6. Why did Sarah and Sid think Uncle Wilber was a little strange?

Draw what you think is in the thank-you present from Uncle Wilber.





Name _____

What Happened Next?

Cut out the sentences.

Paste them in order.

There was a knock at the door.

Seven horizontal rectangular boxes for pasting the sentences in order.

Eeeek!

Sarah and Sid took care of Oscar.

Something in the box hissed.

A messenger came with a box.

Uncle Wilber came on Friday.

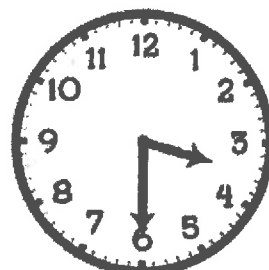
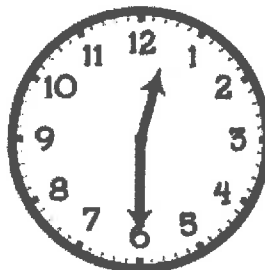
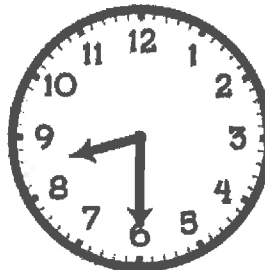
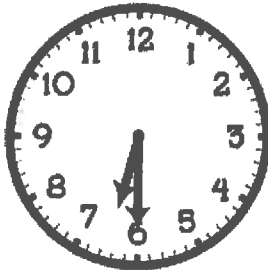
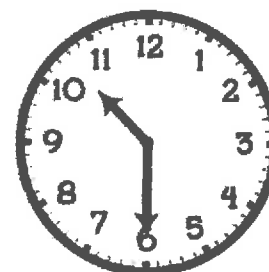
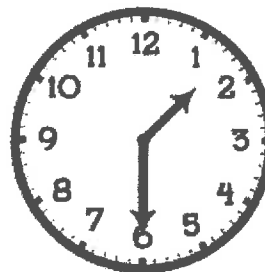
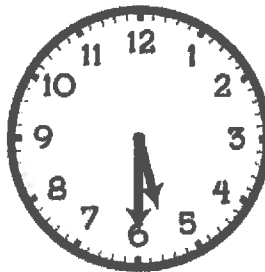
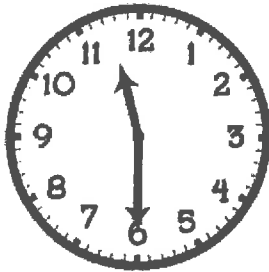
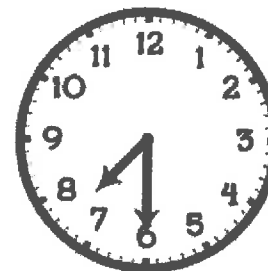
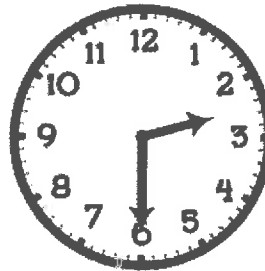
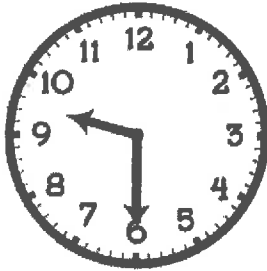
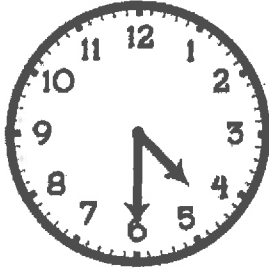
A goldfish in a bowl was in the box.

Uncle Wilber left a thank-you present.

Name

Date

Cut the digital clocks, and paste them under the matching analog clock.



1:30 2:30 3:30 4:30 5:30 6:30

7:30 8:30 9:30 10:30 11:30 12:30

Time to the half hour

© elementarystudies.com

Name

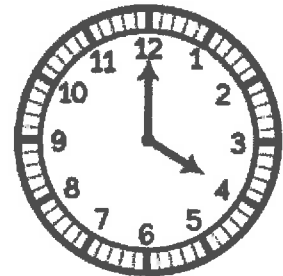
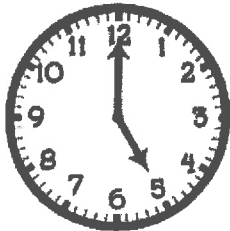
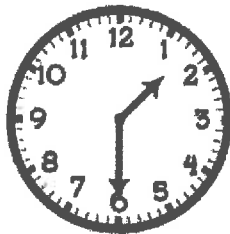
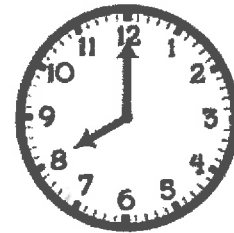
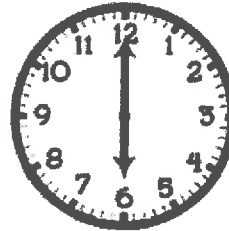
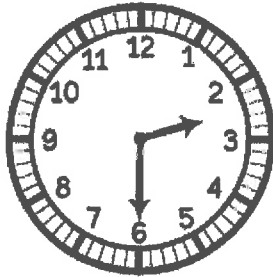
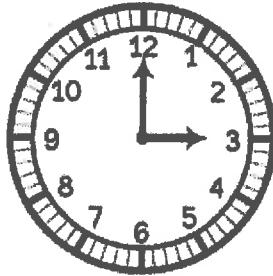
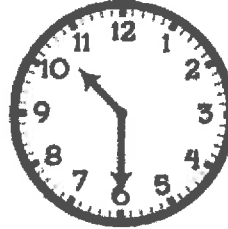
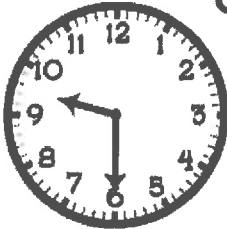
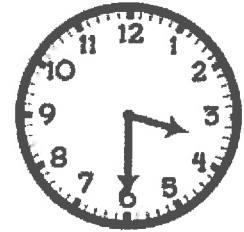
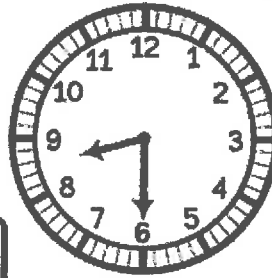
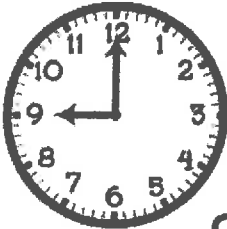
Date

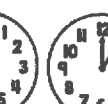
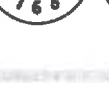
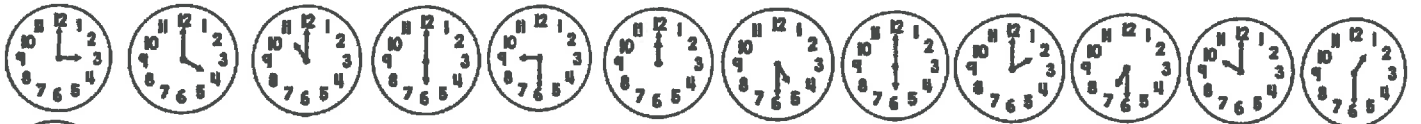
Color the clocks

Time to the Hour



Time to the Half Hour





What's the Time?

Level 2

Directions:

Put your playing piece anywhere on the board. Move around the board using a die. When you land on a clock, name the time. Then look for it on your bingo board. Cover the space if it's there. When you get a bingo, the game is over. Have fun!

1:30	10:30	2:30	11:30	9:30
6:00	2:00	11:00	8:30	3:00
12:30	8:00	FREE SPACE	7:00	10:00
7:30	6:30	1:00	12:00	4:30
5:00	9:00	5:00	3:30	4:00

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Woodland
Elementary

Continued Learning Resource: First Grade June 1-5

Purpose:

Due to the state of Michigan mandated school closings, we would like to provide meaningful activities for students to explore at home. These activities are designed and intended to be simple and engaging for students and families to do. If any activity causes unintended stress, please do not feel pressured to do the task. Office hours for teachers can be found by visiting uped.org and selecting Woodland.

Instructions:

View each of the days below. Please note that you can scroll through the document to each day or use the links available to quickly navigate.


[Monday](#) | [Tuesday](#) | [Wednesday](#) | [Thursday](#) | [Friday](#)

Monday

Key Content: Phonemic Awarenesssuffixes -er and -est

At Home Assistance Ideas: Suffixes are letters we add to the end of a word. Adding a suffix will change the meaning of the word. We've already reviewed -ed, -s, -es and -ing. Today we will introduce adding -er and -est to a base word.

***Adding -er to a verb** (action word) **changes the word to a noun** (a person or thing who does that action)

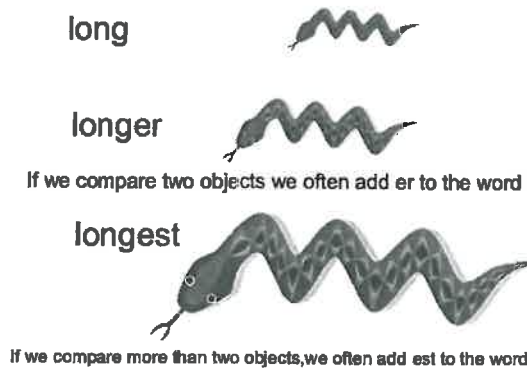
Example:  sing + er = singer (...a person who sings)

bake + er = baker  (...a person who bakes)

***Adding -er and -est to an adjective** changes the word to mean “more” or “the most” of something when you are comparing things.

Example: long + er = longerThis snake is **longer** than that one. (**more long** ...add ‘er’ when you are comparing two things)

long + est = longestThis snake is the **longest** one of all. (**most long**....add ‘est’ when you are comparing more than two things)



Spin a suffix-er and -est (in CLR packet if picked up from Woodland)

*** ...after your child creates a new word by adding -er or -est ask them to use the new word in a sentence comparing objects.

Color suffix -er ...look at the base word (in CLR packet if picked up from Woodland)

*** ...have your child color the suffix -er that has been added to each word. Now look at the base word. Most of the time the base word does not change. But sometimes there will be a **spelling change**.

Does the base word end with a ‘magic e’? ...drop the ‘e’ and then add -er or -est.

Example: bakebaker (otherwise two e’s will make a long vowel sound)

Does the base word have a short vowel followed by 1 consonant? ...double that consonant to keep the vowel sound short and then add -er or -est.

Example: hot ...hotterhottest (otherwise the e will act as a magic e and change the vowel sound)

Does the base word end in ‘y’? ...change the ‘y’ to an ‘i’ and then add -er or -est.

Choose a word to complete the sentence (in CLR packet if picked up from Woodland)

*** ...have your child cover up the -er or -est ending on each word. What is the base word? Do they see a spelling change?

Material: worksheets in the CLR, something to write with, crayons, paper clip or something to drop on the “spin a suffix” page

Discussion questions with your student:

- Look around your house. Can you find three objects and tell which is the biggest? smallest? hardest? What animal is quieter than a mouse? Louder than a lion?
- Who is the tallest in your family? the oldest? the funniest?
- What are some -er words that can describe you? Are you a singer? Dancer? Farmer? Writer?



🧑🏫🧑🏫 **TIME CAPSULE ACTIVITY** 🧑🏫🧑🏫

First grade students are invited to complete this activity about their time at home during the Covid-19 quarantine. All Woodland students are going to have an activity to do that they can complete and return to school. When it is finished, it can be returned to school...there will be a place to drop them off in the vestibule to the Superintendent's office (where the CLR self server pick up is) or it can be mailed to: Time Capsule Activity, Woodland Elementary, 2000 Pyle Drive, Kingsford, MI 49802. Then it will be locked away until that class becomes seniors at Kingsford High School!! Each class will have the opportunity to open their time capsule. They can look back at this slice of history we are currently living and recall how we filled our lockdown days as we stayed safe at home.

Covid 19 ...time capsule activity



[Back to Activities](#)

Tuesday

Key Content: Math - Comparing Objects and Non Standard Units of Measurement

At Home Assistance Ideas:

1. In First Grade students learn how to compare objects and measure objects using a non standard unit of measurement. Go through the objects below with your child. Discussing that the eraser is the shortest (and has a 1 by it), the pencil is the shorter one (and has a 2 on it) and the crayon is the short one (has a 3 by it).



 2



 3



 1

Have your child complete the worksheet below. The answer key is included.

2. Students learn how to measure objects using nonstandard units of measurement. An example of a non standard unit of measurement is pennies, paper clips, pencil, your arm, etc. Have your child find items in the house and measure them using a non standard unit of measurement. An example, measure a cereal box with spoons, measure your kitchen table using cups, or measuring a rug with your body. Next have your child complete the worksheets below - measuring the objects. For the first one cut out the mustaches and use them to measure the objects. On the 2nd sheet measure with the seashells and answer the questions.

Material:

Comparing objects sheet:

<https://drive.google.com/open?id=1beXk3Uu4gbQOEaTxuEJTMqhe7XQrZBcc> (in CLR packet if picked up from Woodland).

Mustache Measurement sheet:

https://drive.google.com/open?id=1-wal74JcEpZNHxGSxqhnH_Q3hjQaca3! (in CLR packet if picked up from Woodland).

Mustaches for measuring:

https://drive.google.com/open?id=1n_Uhttps://drive.google.com/file/d/1n_U25YmkytjbCufRRyG-pM3V3KKHW1xG/view?usp=sharing25YmkytjbCufRRyG-pM3V3KKHW1xG (in CLR packet if picked up from Woodland).

Seashell Measurement sheet:

https://drive.google.com/open?id=1aXtwjP9l6pe6N9_wA5XsGge4iySejL5 (in CLR packet if picked up from Woodland).

Enrichment Material:

Online: Sid The Science Guy- Non Standard Units of Measurement:

<https://www.youtube.com/watch?v=fPEcTmySUIs>

Comparing Lengths Youtube: https://www.youtube.com/watch?v=Yx_Lcp9tkmE

Offline: Compare objects by length at your house: Line up 3 items in your house from the shortest to the longest. Have a family member choose 3 objects for you and then you line up shortest to longest. Next- choose items in the house you want to measure and then choose a nonstandard unit to measure it.

Discussion questions with your student:

- Discuss what other ways you can use to measure items?

Back to Activities

Wednesday

Key Content: Writing

At Home Assistance Ideas: Students are going to write about what they are planning on doing this summer. Start by asking your child what they want to do this summer. Have them make a list on the first sheet of paper. They can write on the top: Things I want to do this summer. Examples: go swimming, jump on my trampoline, go to the park, play with my friends, fly a kite, go to the beach, go fishing, go out on our boat, catch frogs etc....

Next, have them write on the journal paper what they plan to do this summer (using the list they just made). They need to use these words to begin their sentences: First, next, then, last, and a wrap up sentence. An example would be: This summer I want to do a lot of things outside. I want to go to the beach and build a sandcastle. Then, I want to go swimming in the lake. Lastly, I want to try to catch frogs with my brother and sister. Finally, we will go home and rest up for another day of fun. When your child is done have them check their paper for: capital letters, punctuation marks, and in the correct order-- (used the words first, next, then, last and have a wrap up).

Material:

List paper sheet: <https://drive.google.com/open?id=10QYQIYT14HwhNL59OYZXYQXpTSOps3VM>
(in CLR packet if picked up from Woodland)

Journal Paper: <https://drive.google.com/open?id=1g0VbZ6kP9IRuDy9ta1HojlsGOvL0qhew> (in CLR packet if picked up from Woodland)

Enrichment Material:

Offline:

Another sheet to make a list- of your favorite animal this time:

https://drive.google.com/open?id=1AcDxEkZz5WG5Q8DyOrSPZyv14ct_I0W2 (in CLR packet if picked up from Woodland)

Another sheet of journal paper to write a story about your favorite animal:

<https://drive.google.com/open?id=1g0VbZ6kP9IRuDy9ta1HojlsGOvL0qhew> (in CLR packet if picked up from Woodland)

Read it and Fix it up paper:

<https://drive.google.com/open?id=1DOMvxc9PN9Wihy5IMOmIhJkKqX1vTbMd> (in CLR packet if picked up from Woodland)

Online:

Parts of a story Youtube Video https://www.youtube.com/watch?v=-_nePjWXecQ

Punctuation marks: <https://www.youtube.com/watch?v=gWhUnt3Mm4k>

Discussion questions with your student:

- Discuss what makes a complete story: beginning, middle, and end.
- Discuss some fun beginning sentences that would catch others' attention.
- Discuss some wrap up sentences to complete a story.

[Back to Activities](#)

Thursday

Key Content: Reading Comprehensionread the story and answer the questions :)

At Home Assistance Ideas: Have your child read the story 'My Neighbors'. If they need help please be sure to encourage them to sound out the word or to use picture or context clues. Then have them answer the questions, remind them they can go back in the story to find the answer if they don't remember or to see how to spell a word. Encourage your child to write a complete sentence for their answer. Remind them to use capital letters where needed, spaces and punctuation.

Material:papers from the CLR and something to write with

My Neighborsstory to read, comprehension questions and ENRICHMENT page

Enrichment Material: offlinethe third page, journal writing My Neighborhood

***You can have your child write about your neighborhood for the ENRICHMENT portion of this lesson.....Have them begin with the topic sentence "People and things I see in my neighborhood." Then they can add a few sentences to tell about their neighbors or things nearby. Maybe there is a

field where they go to look for butterflies or deer. Maybe there is a pond or a stream where they can find frogs or go fishing.

Online[Online reading games at Room Recess....1st grade](#)

Discussion questions with your student:

- Was this story fiction or nonfiction? If it was fiction is it a story that could really happen or is it fantasy?
- Who were the characters in this story? Was there a main character?
- Was there a problem in this story, if so , what was the problem?
- What is the sequence of events in this story? What happened first, next/then and last?
- Do you have a favorite neighbor? If you could have anyone you wanted for a neighbor, who would it be?
- What can you do to be a good neighbor?

[Back to Activities](#)

Friday

Key Content: Math- Equal and Unequal Parts and Fractions

At Home Assistance Ideas: First graders are expected to know fractions-whole, halves ($\frac{1}{2}$) and fourths ($\frac{1}{4}$) . Start by having your child read you the Lets Share book (help them when needed) and discuss fractions in the book.

1. Start by telling your child what equal and unequal parts are. Equal-- being the same in size. Unequal--not having the same amount on each side. Go through the sheet below and have your child circle the pictures with equal parts and X off the unequal ones.
2. Next go through the chart below with your child. Read them the definitions on the chart:
Whole: all the parts together in one
Half ($\frac{1}{2}$): two equal parts
Fourth ($\frac{1}{4}$): four equal parts

Give an example-- A whole pizza is-- whole (just for 1 person). Then, cut it in half-- enough for 2 people to each have an equal part and lastly, cut it in 4 equal parts and 4 friends can share it equally. Have your child complete the worksheet with $\frac{1}{2}$ -- they color the parts cut in $\frac{1}{2}$ equally.

Have your child complete the worksheet with $\frac{1}{4}$ - children color the parts correctly on the sheet.

Material:

Lets Share Book: <https://drive.google.com/open?id=1rH1uHZKS-o-zhkhI-9H2NobBN2YVUUbl>
(in CLR packet if picked up from Woodland).

Equal and unequal Anchor Chart:

<https://drive.google.com/open?id=17aWxjGb4AlcEayc9P5oWaZtd4brHvUxs> (in CLR packet if picked up from Woodland)

Equal and unequal sheet:

https://drive.google.com/open?id=18iR_LXA14yValuqwNCcOU58dw8a51e4G (in CLR packet if picked up from Woodland)

½ Sheet: https://drive.google.com/open?id=1ldDIFGCOKMgoRn_eydkN1XbZggNT0EIN (in CLR packet if picked up from Woodland)

¼ Sheet: <https://drive.google.com/open?id=1OEKWpRzxD9fDer7-Xd1OHNtMp5r4BPGe> (in CLR packet if picked up from Woodland)

Enrichment Material:

Offline: Make a pizza with your child and cut it in half (2 equal parts) and then cut it in fourths (equal parts). Talk about how many pieces you would need to cut the pizza in to have equal parts for everyone in your family.

Use a graham cracker-- show your child as 1 piece it's a whole. Have your child break it in $\frac{1}{2}$ and discuss it's in $\frac{1}{2}$. Then you can have your child break those pieces in $\frac{1}{2}$ and show your child you now have $\frac{1}{4}$.

Online:

Fractions Youtube Video: https://www.youtube.com/watch?v=MVzIbOK_vhU

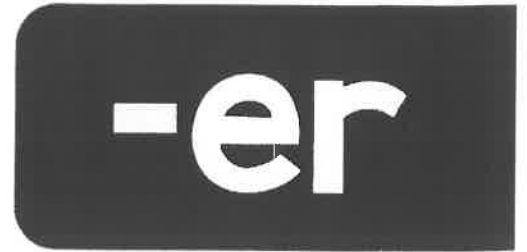
Fractions Youtube Video: https://www.youtube.com/watch?v=Yx_Lcp9tkmE

Discussion questions with your student:

- Take a walk around your house and find things you could divide in equal amounts.

[Back to Activities](#)

Color the Suffix



-er

Directions:

Color code the suffix **-er** in each word.

Use the chunk to help you read the words.

-er compares two things
or refers to a person

hotter

stronger

faster

teacher

painter

cooler

closer

swimmer

bigger

baker

weaker

braver

dancer

smaller

Name: _____

Date: _____

Adjectives: Sentences Comparative and Superlative

Directions: Use a word from the word bank to complete each sentence.

tallest	smallest	sweeter	cutest	loudest	softer
funnier	faster	nicest	bigger	lighter	shorter

1. A kitten is _____ than a porcupine .

2. Brad is the _____ boy in class.

3. I am _____ than my brother.

4. An orange is _____ than a lemon.

5. My dog is _____ than your dog.

6. Jan can run _____ than Mark.

7. My horn makes the _____ noise.

8. That joke was _____ than the last one.

9. The orange fish is the _____ one.

10. This feather is _____ than that feather.

11. Your sister is the _____ of all.

12. This is the _____ of them all.

My 2020 COVID-19

Time Capsule

I am

YEARS OLD

I am in

GRADE

I am

AT HOME WITH

By: _____

Words to Describe
How I Feel:

I AM MOST THANKFUL FOR



THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1 _____

2 _____

3 _____



What things are you doing to feel connected?

How are you connecting with others? {hearts in windows,
chalk art on sidewalks, etc}

Name : _____

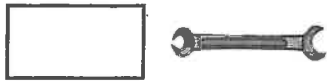
Score : _____

Ordering Sizes

Sheet 1

Write 1 to 3 to show the order from shortest to longest object.

1)



2)



3)



4)



Write 1 to 3 to show the order from longest to shortest object.

5)



6)



7)



8)



Name: _____

Answer Key

Score: _____

Ordering Sizes

Sheet 1

Write 1 to 3 to show the order from shortest to longest object.

1)

3



2



1



2)

3



1



2



3)

2



3



1



4)

1



3



2



Write 1 to 3 to show the order from longest to shortest object.

5)

1



3



2



6)

3



2



1



7)

3



1



2



8)

2



1



3



Name: _____



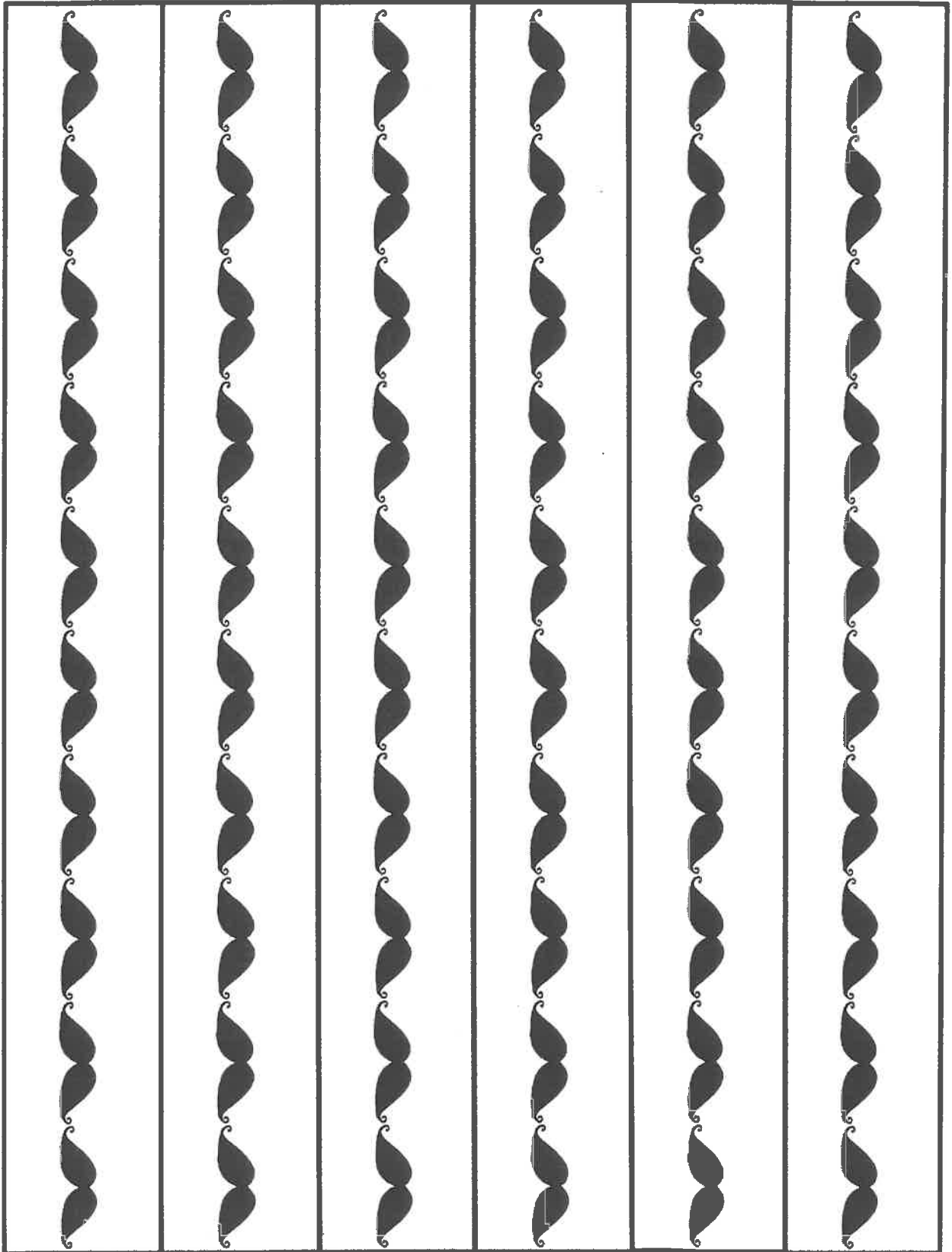
MUSTACHE MEASURING



Directions: Using your mustache ruler, walk around the room and measure different objects.

object measured	mustaches long
1.	
2.	
3.	
4.	
5.	
6.	
7.	

1.MD.2



Name _____

This is a list of

1. _____

2. _____

3. _____

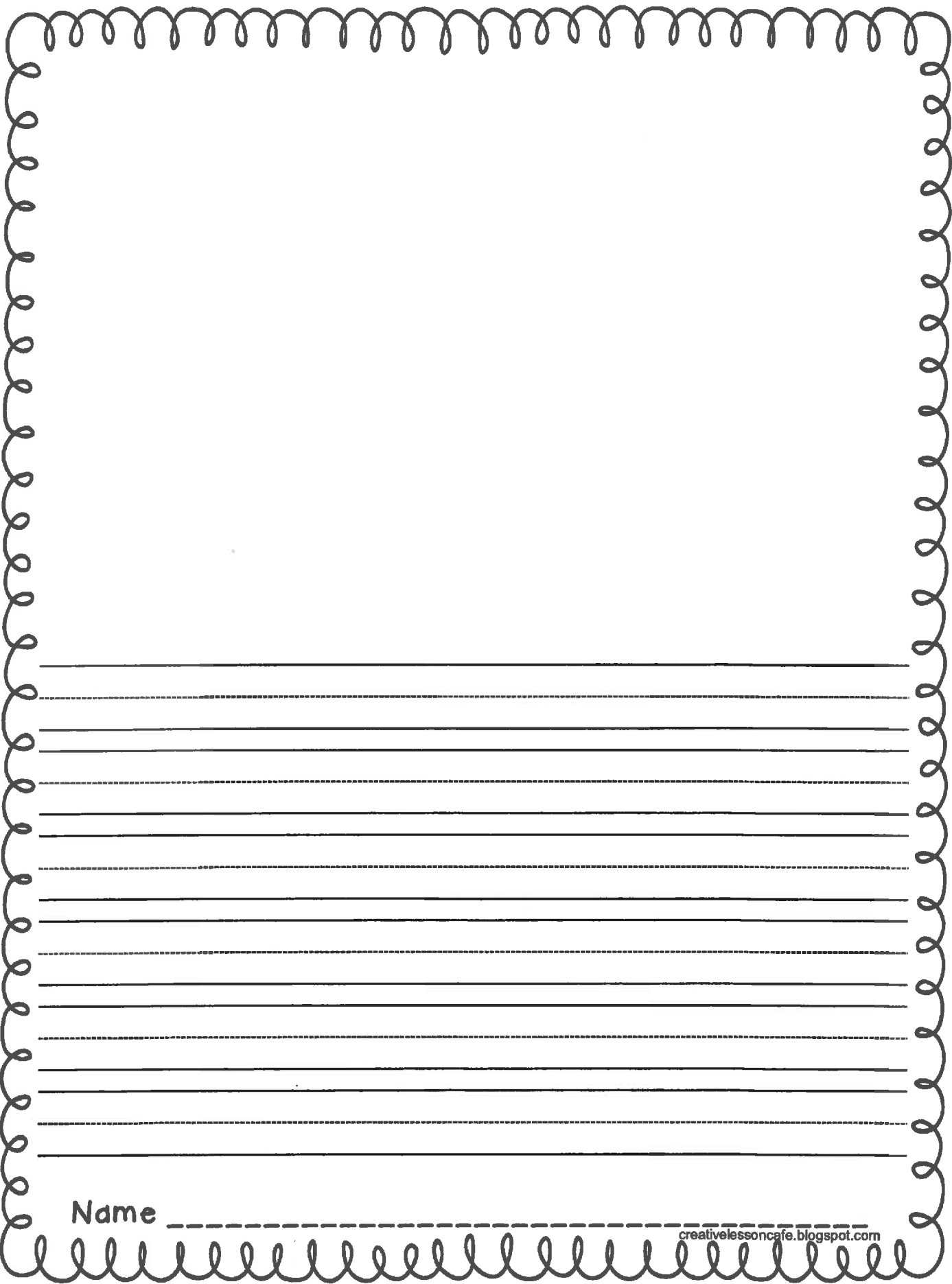
4. _____

5. _____

6. _____

7. _____

8. _____



Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid).

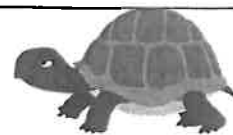
Name _____

My List of Favorite Animals

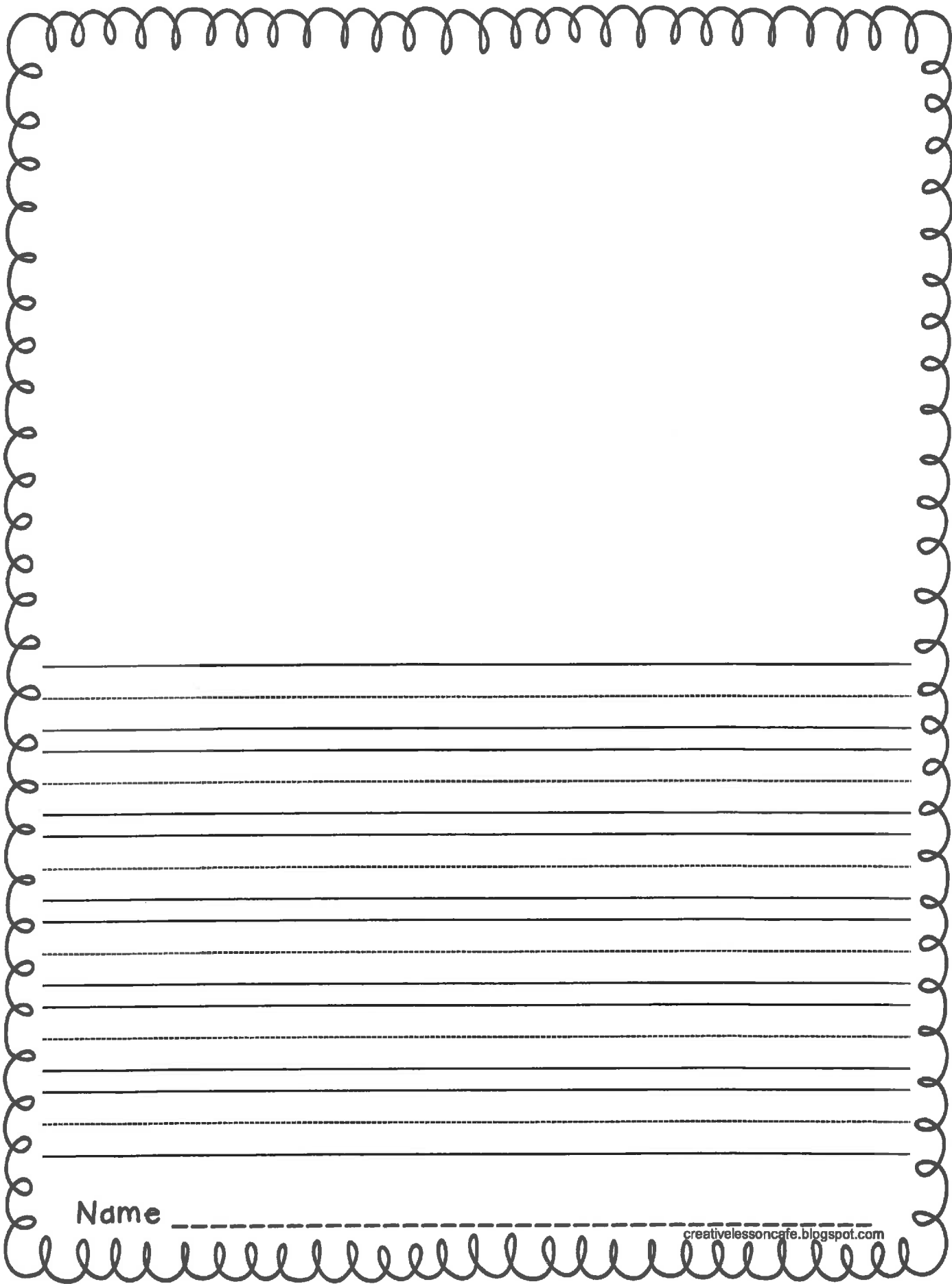


by _____

My List of Favorite Animals



by _____



Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid).

Name _____

A spiral-bound notebook page with 12 sets of primary writing lines. Each set consists of a solid top line, a dashed midline, and a solid bottom line. The page is framed by a decorative spiral border.

Name _____

Name: _____

**Read it , Fix it
and Write it !**

Directions: Rewrite each sentence correctly.
Begin each sentence with a capital letter and
add punctuation.

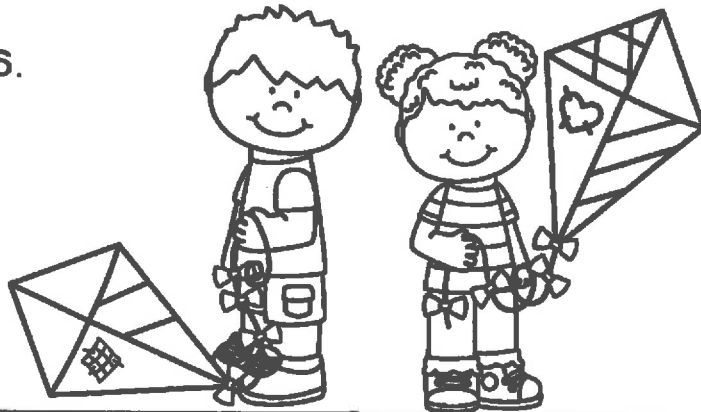
My Kite

i have a new kite my kite is red and blue
i will ask lisa to play we will play at the park
do you want to play

I used capital letters.

I used spaces.

I used punctuation.



My Neighbors



Hi, my name is Jamal. That's my house over there. It's the one with the red roof and chimney. My family has lived here all my life. We like living on this block, and we like our neighbors.

Mr. and Mrs. Brown live across the street. Mr. Brown fixes cars and trucks. When my bike was broken, he fixed it for me. Mrs. Brown gives me piano lessons.

Dr. Ramirez lives down the street in the house with fir trees. She was my doctor when I was a baby. She would weigh me and measure me to see how much I was growing. She gave me shots, too.

Aunt Rose lives next door to Mr. and Mrs. Brown in the house with a porch swing. She isn't really my aunt, but she has known me ever since I was born. Aunt Rose is so old she uses a cane when she walks. I like to help her. I take her dog for a walk every day.

Yesterday I went to the store to buy milk and bananas for her. While I was gone she made brownies. We sat on the porch swing and ate brownies and drank milk. Aunt Rose read funny stories from the newspaper. One story was about a man whose hat blew into the gorilla cage at the zoo. The gorilla put on the man's hat and wouldn't give it back.

The best neighbor of all lives next door in the blue house. His name is Gregor. Gregor and I are in the same class at school and play on the same soccer team. Tonight I get to sleep over at Gregor's house. We are going to camp out in the backyard. His dad will put up a tent under the big tree.

Good-bye. I have to pack my bag for tonight.



Name _____

Questions About My Neighbors

1. How long has Jamal lived in the same house?

2. Why does Jamal help Aunt Rose?

3. How does Aunt Rose repay Jamal for his help?

4. Who is the best neighbor? Why?

5. Why does Jamal like living on his block?

Who Is It?

Give the name of the person.

1. fixes cars and trucks

2. is a baby doctor

3. bakes brownies

4. will set up a tent

5. gives piano lessons

6. plays soccer with Jamal

Skill: Record personal information.

Name _____



My Neighborhood

Draw a picture of your neighborhood.

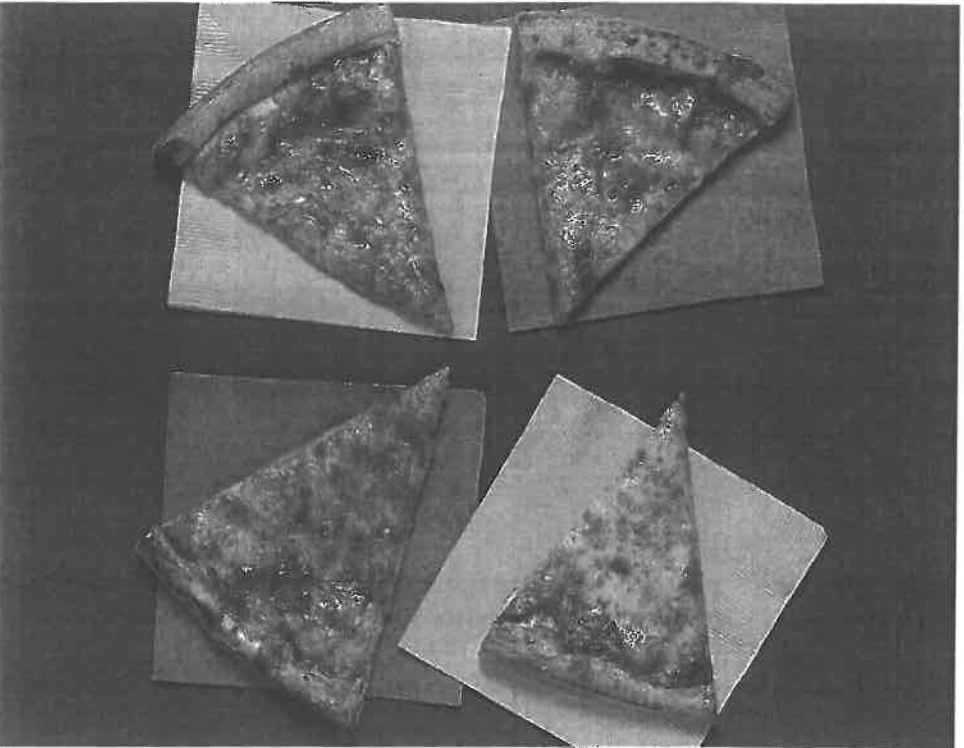
A large, empty rectangular box with a solid black border, intended for a student to draw a picture of their neighborhood.

Write about the people who live in your neighborhood.

Eight horizontal lines spaced evenly down the page, intended for a student to write about the people in their neighborhood.

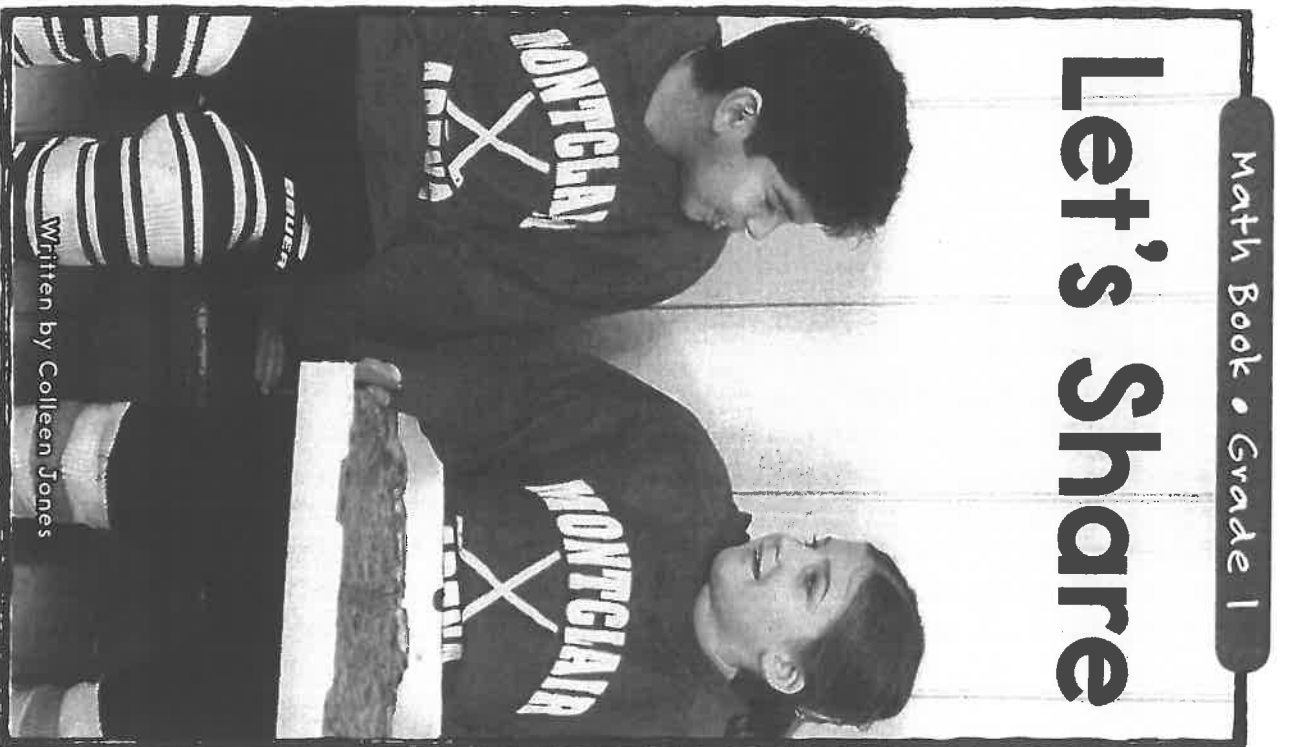
Let's Share

A Reading A-Z Math Book • Grade 1
Word Count: 190



Reading A-Z

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for thousands of books and materials.



Written by Colleen Jones
www.readinga-z.com

Senior Program Authors: Colleen Jones and Adria Klein

Photo Credits:

All: Julianna Thomas

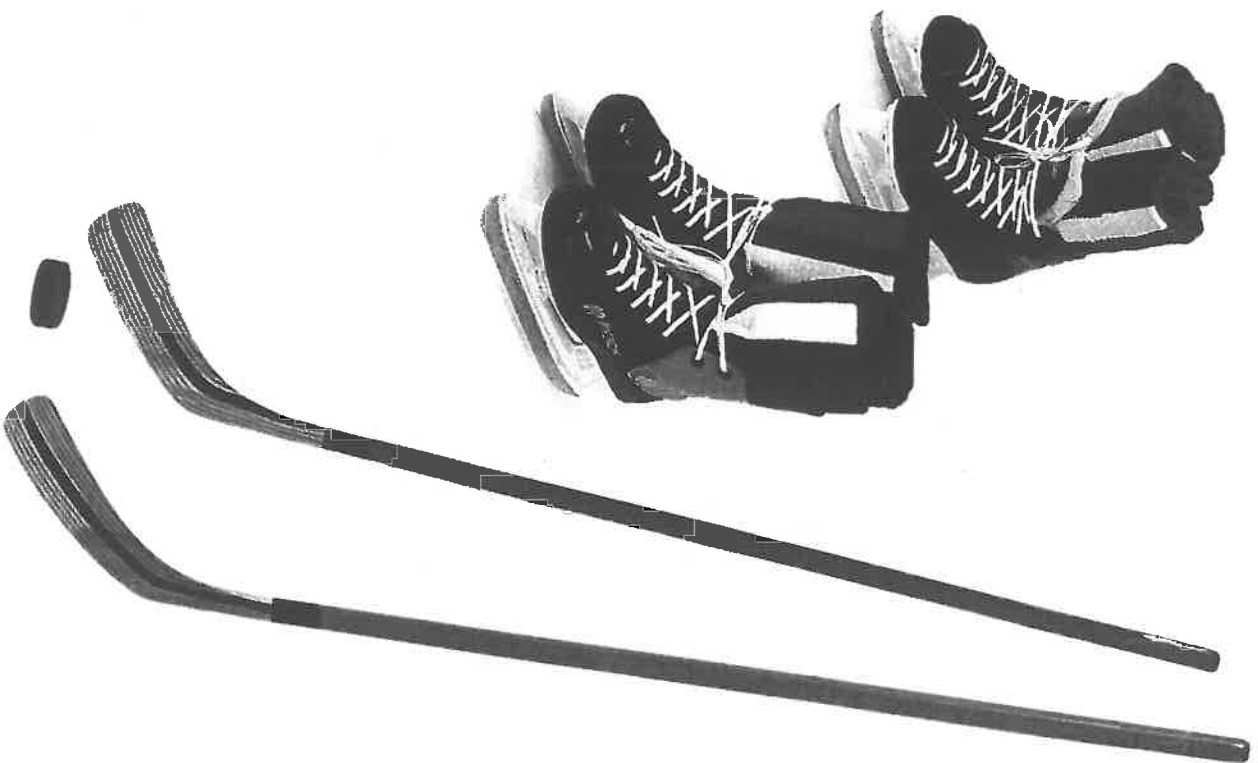
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Correlation		
Learning A-Z	G	
Fountas & Pinnell	G	
Reading Recovery	11-12	
DRA	12v	



Cal and Katie just love to skate.
Their coach says they both
look great.



Cal says, "I would like to eat."
Katie says, "Okay, let's get
a treat."



They get one pizza
with lots of cheese.

Katie asks, "Would you
cut all the slices, please?"

Let's Share • Grade 1

5



Cal says, "This pizza is fine.
Half is yours and half is mine."

6



Two players come off the ice.
They ask if Cal and Katie can
share a slice.



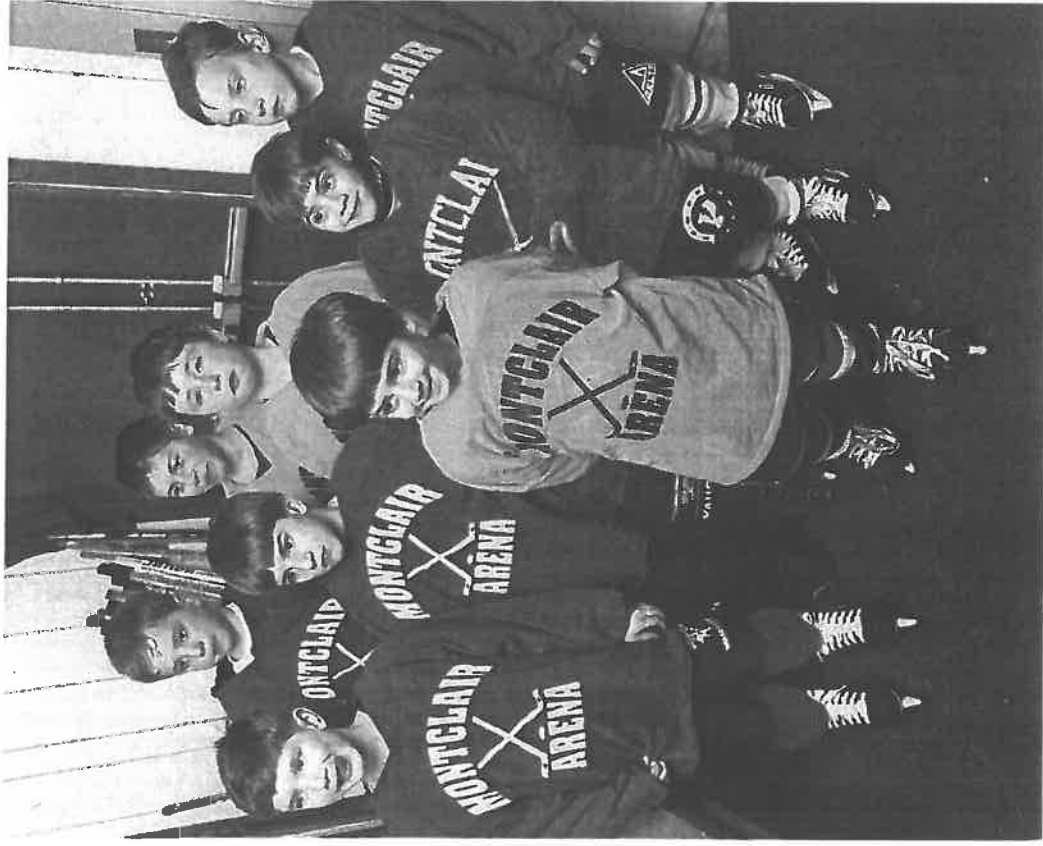
The players are ready
for their treat.
Right away they begin to eat.



Four more players come
off the ice.
They ask if the others can
share a slice.



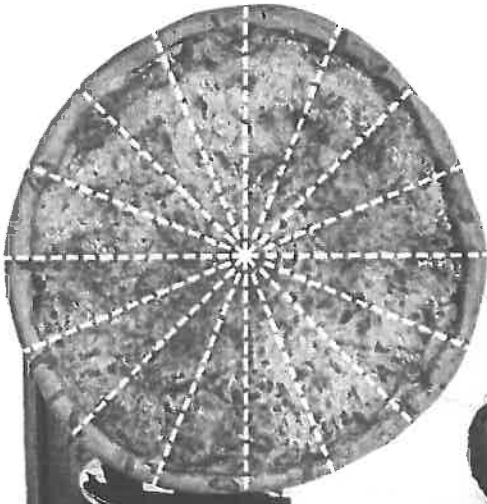
The players are ready
for their treat.
Right away they begin to eat.



Eight more players
come off the ice.
They ask if the others
can share a slice.



All the players have
a pizza treat.



But there isn't that much
for each to eat.



The coach comes along
to save the day.



She brings two more pizzas.
Hooray! Hooray!

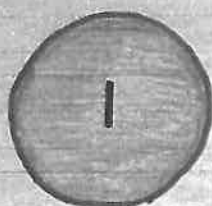


When the pizzas are
cut, the team has a seat.
They are finally ready
for their pizza treat.
How would you cut
slices for them to eat?

Fractions

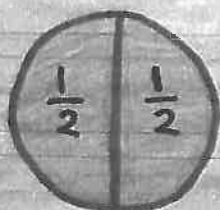
A fraction is an equal part of a whole.

Whole: all the parts together in one



one whole

Halves: two equal parts



one half

Fourths: four equal parts



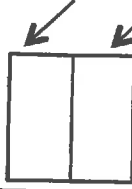
one fourth

Name: _____

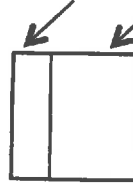


Look at each set of shapes.
Circle the shapes that show equal shares.

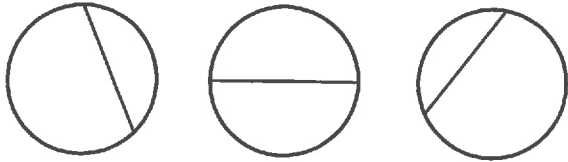
equal shares



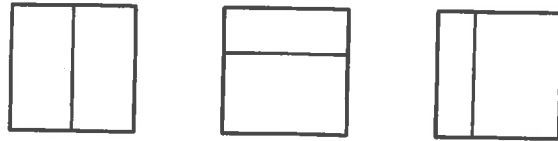
not equal shares



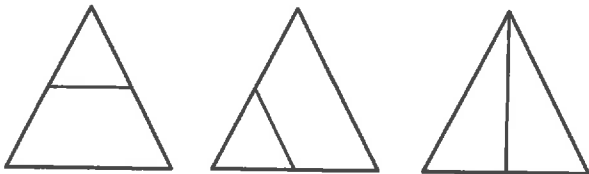
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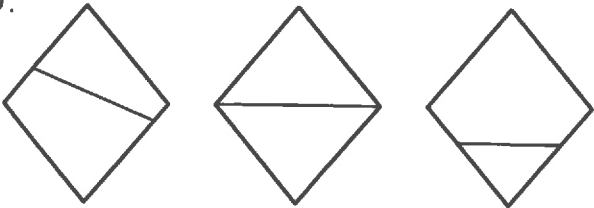
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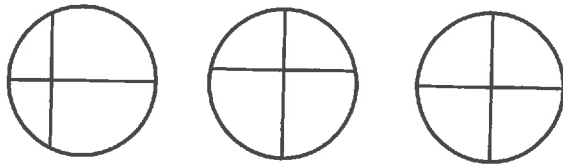
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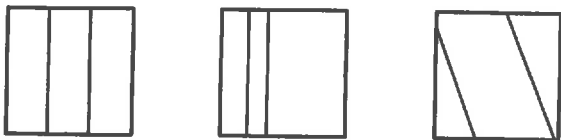
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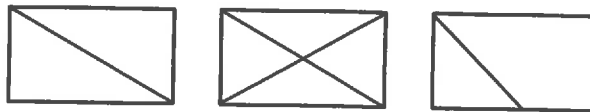
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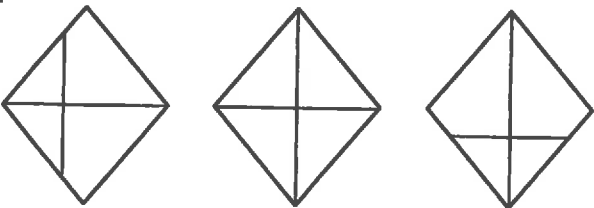
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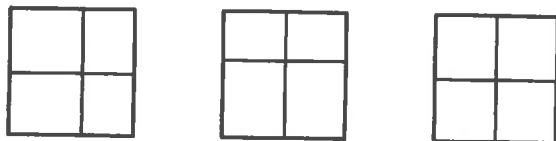
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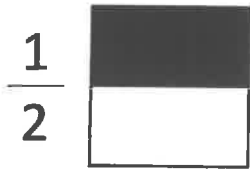
9.



10.



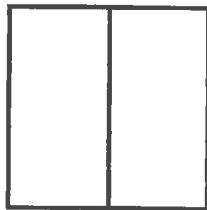
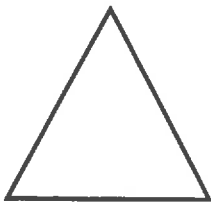
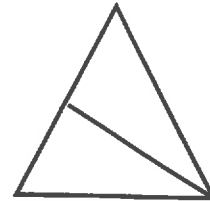
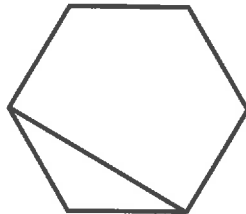
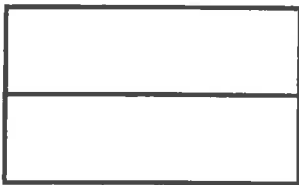
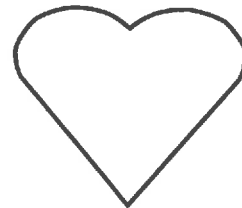
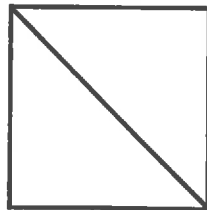
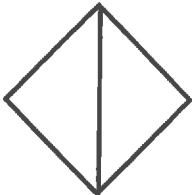
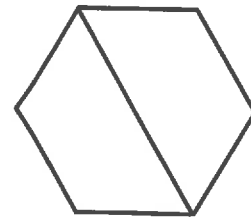
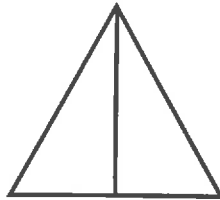
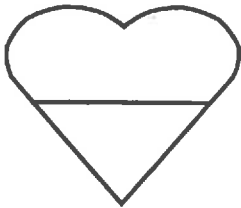
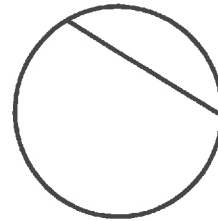
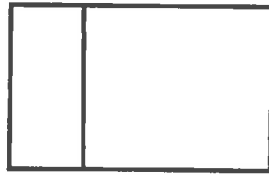
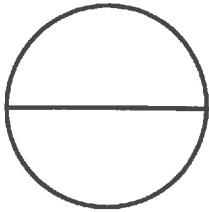
Learning About One-Half




Two equal parts are halves.

$\frac{1}{2}$ or one-half of the square is shaded.

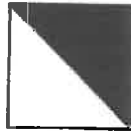
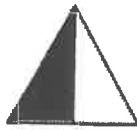
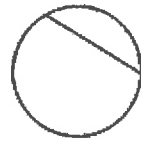
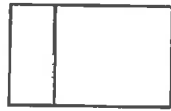
Color $\frac{1}{2}$ of each shape that shows two equal parts.



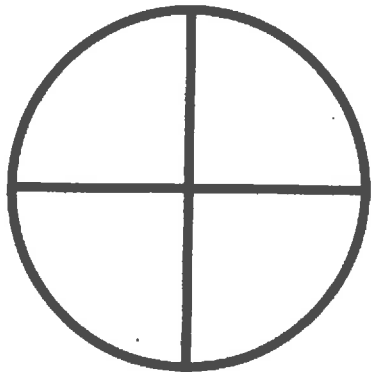
Learning About One-Half

$\frac{1}{2}$  Two equal parts are halves.
 $\frac{1}{2}$ or one-half of the square is shaded.

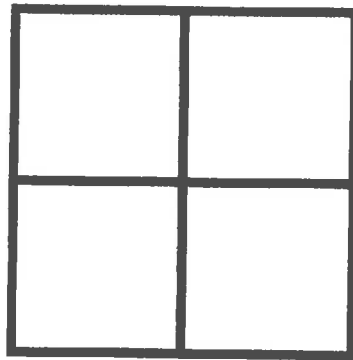
Color $\frac{1}{2}$ of each shape that shows halves.



Fourths



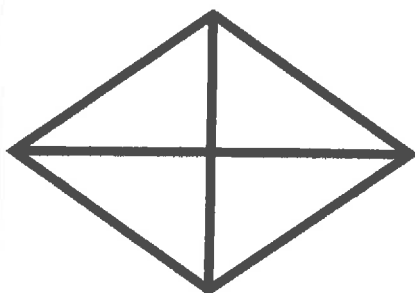
Color
two fourths



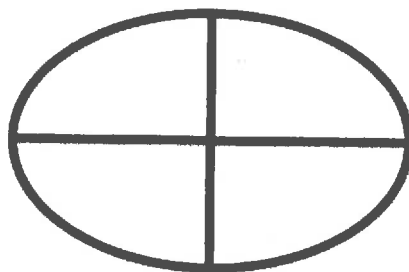
Color
one fourth



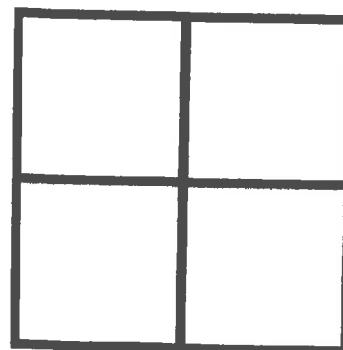
Color
three fourths



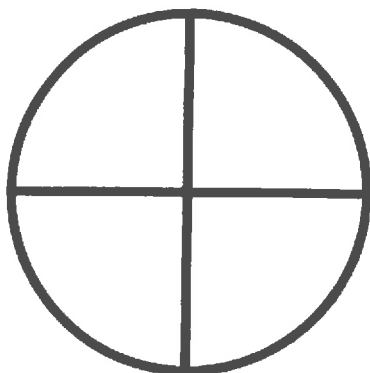
Color
one fourth



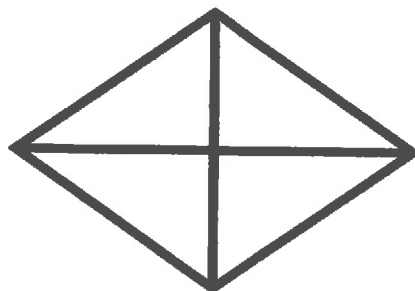
Color
three fourths



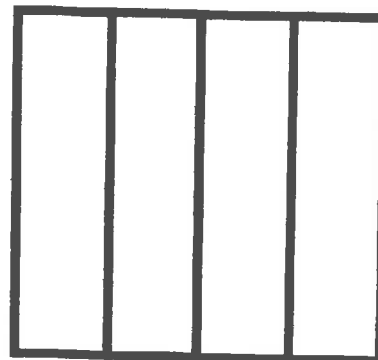
Color
two fourths



Color
one fourth



Color
three fourths



Color
two fourths