First Grade

UCPS
UNION COUNTY PUBLIC SCHOOLS

April 2020

Hello Parents,

We hope that this letter finds you doing well and adjusting to the changes in our world. We continue to work to offer resources that provide practice of skills students have learned this school year. Attached you will find choice boards (and supporting materials) for students to choose activities to complete in Language Arts, Math, Science, and Social Studies between April 20 and May 1. In addition, you will find daily math problem practice and an answer sheet that follows. There are many activities provided, a student would not be expected to complete them all. Please remember, all activities are optional and completed work will **not need** to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Abril 2020

Estimados Padres,

Esperamos que al recibir esta carta se encuentren bien y adaptándose a los cambios en nuestro mundo. Continuamos trabajando para ofrecer a los estudiantes recursos que les brinden práctica de las habilidades que han aprendido este año escolar. Adjunto encontrará tableros de elección (y materiales de apoyo) para que los estudiantes elijan actividades para completar en Artes del Lenguaje, Matemáticas, Ciencias y Estudios Sociales. Además, encontrarán práctica diaria de problemas matemáticos y una hoja de respuestas. Se proporcionan muchas actividades, no se espera que el estudiante las complete todas entre el 20 de Abril y el 1 de Mayo. Por favor recuerde, todas las actividades son opcionales y el trabajo que el estudiante complete **no necesita** ser devuelto a la escuela para su calificación o crédito. Si cree que necesita más recursos, consulte el Portal de la Familia EmpowerED de UCPS en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

¡Esperamos que se mantengan seguros y a salvo!

1st Grade Fiction Reading Choice Board

April 20 - May 1

Fiction - use with a story book

Read 20 minutes from a fiction text of your own or read *Is it Spring*? (Attached) Make sure to ask your child some questions about what they read. After reading, choose an activity below.

Talk About Reading	Write About Reading	Play With Words
Retelling: Retell the story by saying what happened in the beginning, middle, and end. Make sure you... -- name the characters -- describe the setting -- include the big events -- use words and phrases from the story	**Talking and Thinking Bubbles:** Draw a picture of your favorite part of the story including at least one character. Add talking or thought bubbles to your story so show what the character might be saying or thinking.	**Word Building:** (*see handout) 1. Pick a game board. 2. Write as many words as you can using the letter or letters in the middle. 3. Read your words.
Main Character: Name the characters. Pick one character. ● How are you similar to the character? ● How are you different from the character?	**New Ending:** Think about how your book ended. Then think about how it might have ended differently. Write a different ending to your book.	**Syllable Hunt:** Go on a syllable hunt around your house. ● Name an object. ● Clap the syllables. ● Write the word. (Use the syllables to help you spell. All syllables must have a vowel.) ● Tally the number of syllables the word has.
Character Feelings: Find a place where a character had a big feeling. ● Say why the character felt that way. ● Tell about a time when you had a feeling like the character.	**Write a Book Review:** 1. Write a beginning and tell the name of the book. 2. Say your opinion of the book. 3. Give reasons to support your opinion. 4. Write an ending.	**Category Hot Potato:** Play hot potato with categories. Choose a category such as “spring”. Take turns naming words associated with spring. Continue taking turns until neither player can think of another word. (Category Examples: spring, pets, clothes, weather, cooking, sports)
Create: Pick a book that you read this week that you really liked. Create the setting for the book. Be creative! For example, you might use crayons, toys, objects around the house, or blocks.		

Fiction: Is it Spring?

Directions:

1. Read this book, Is it Spring?
2. Add pictures on each page.

A bear looked out of its cave.
"Is it spring?" asked the bear.

2

"Yes, it is.
The snow is all gone!"
said the bear.

3

WORD BUILDING

1. Pick a game board.
2. Write as many words as you can using the letter or letters in the middle.
3. Read your words.

k	f	z	p	n
y				g
c		a		b
l				m
r	h	v	d	t

b	s	v	w	m
c				n
g		e		t
r				p
j	h	l	x	k

b	f	z	w	n
h				p
k		i		g
r				t
j	l	d	x	m

j	l	k	n	p
w				m
h		o		x
f				t
g	r	c	d	b

WORD BUILDING

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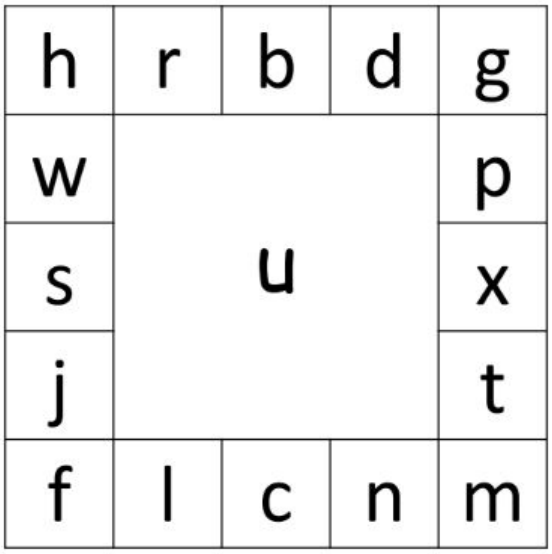
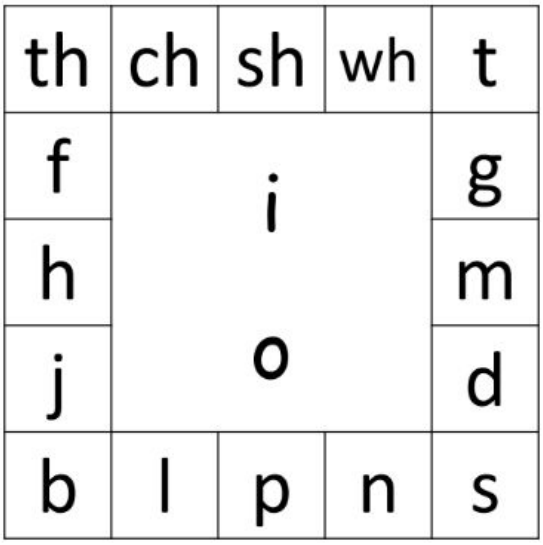
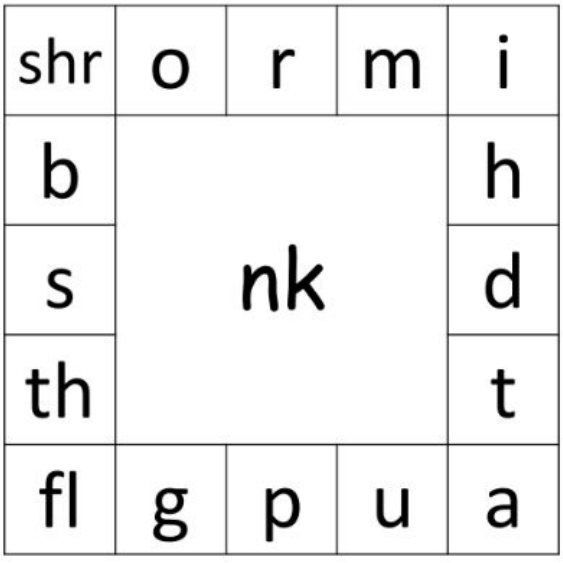
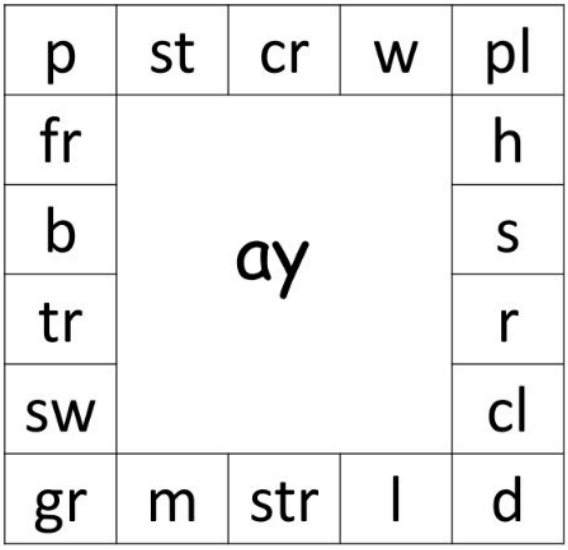








1st Grade Non-Fiction Reading Choice Board

April 20 - May 1

*Non-Fiction - use with a teaching text

Read 20 minutes from a non-fiction text of your own or read the attached nonfiction texts. Make sure to ask your child some questions about what they read. After reading, choose an activity below.

Talk About Reading	Write About Reading	Play With Words
Thinking about Reading: ● What did you learn? ● What did you already know? ● What are you wondering?	**Key Detail:** -- Write a key detail that you learned. -- Draw a scientific (teaching) picture to go with it. -- Label the important parts in the picture.	**Changing Words:** (*see handout) ● Find the handout called "Changing Words." ● Follow the directions to make and read new words.
Main Topic: ● What is the book all about? ● What are the key details? <u>Main Topic</u>- What the book is all about. <u>Key Details</u>- The big ideas in the book that support the main topic.	**Word Collecting:** -- Write the main topic of your book. -- Reread the book looking for words related to your topic. -- List the words you find. -- List other words you know that could go with your topic.	**Tongue Twister:** *How much wood would a woodchuck chuck, if a woodchuck could chuck wood?* *A woodchuck would chuck all the wood he could chuck, if a woodchuck could chuck wood.* *Practice saying it fast. *List all the words with "ch." *List other words with "ch."
Asking and Answering Questions: -- Have someone ask you questions about your book. -- Answer the questions. -- Prove your answers by finding them in the book.	**Write a Teaching Book:** -- Begin by grabbing the readers' attention and naming the topic. -- Teach with words and pictures. -- End by saying the topic with a big thought or idea.	**Blends & Digraphs:** Write these on cards / squares of paper: *bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr* -- Practice making the sounds. -- Pick 2-3 and write words that have the blend or digraph.
Create: Pick a book and think about the main topic. Create a project using materials around your house to teach others about your topic. For example, if you read about spring, you might paint a picture of spring or use Legos to create a spring garden.		

Non-Fiction Reading

The Four Seasons

by ReadWorks

Photo Credit: Frank Luetke

Some places have four seasons every year. Do you know their names? The seasons are winter, spring, summer, and autumn.

Winter is the coldest time of the year. Spring comes next. Many animals are born in spring. Many new plants grow then too.

Summer is a time of sunshine and hot weather. In autumn, the weather gets cooler. The leaves fall off trees.

Some people call autumn by another name. They call it fall!

The Longest and Shortest Days

by ReadWorks

When is the longest day of the year in the United States? It is around June 21. That is the first day of summer. It is called the summer solstice. Summer days are long. We have many hours of sunlight.

Why? Earth tilts as it travels around the sun. In the summer, the north half of Earth tilts toward the sun. The United States is in Earth's north half.

What is the shortest day of the year? It is around December 21. That is the winter solstice. It is the first day of winter. In the winter, Earth's north half tilts away from the sun.

Poems About Spring That Teach (Nonfiction)

Spring

I love the spring.

For every day

There's something new

That's come to stay.

Another bud

Another bird

Another blade

The sun has stirred.

Spring is Here

Spring is here,

In the air,

You can smell it coming,

On the trees,

Leaves are green,

Caterpillars sunning.

Birds are back,

Grass is out,

Busy bees are humming,

On the trees,

Leaves are green,

Caterpillars sunning.

April

April is a rainbow month,

Of sudden springtime showers.

Bright with golden daffodils

and lots of pretty flowers.

Spring (to the tune of "Twinkle, Twinkle, Little Star")

Spring, spring is coming soon,

Grass is green and flowers bloom,

Birds returning from the south,

Bees are buzzing all about,

Leaves are budding everywhere,

Spring, spring is finally here!

"CanTeach: Songs & Poems - Spring." *Canteach.Ca*, 2020,www.canteach.ca/elementary/songspoems16.html. Accessed 26 Mar. 2020.

CHANGING WORDS ACTIVITY

Changing Words:

1. **Pick** a word.
2. **Write** it.
3. **Change** a letter to make a new word.
4. **Write** the new word.
5. **Read** both words.
6. **Repeat** with a new word.

bad	bat	bet
bet	big	bid
can	cap	cub
fin	fit	fog
had	him	his
hog	leg	hug
lid	man	mud
pad	pen	pin
ran	sat	sit

Math Choice Board

April 20 - May 1

The activities below can be used by all students in grades K-5 in addition to the grade level work provided. Please note additional challenges for older students. The choice board is meant to be a fun way to explore math at home. Enjoy!

Create a math board game. Make sure your game has directions, math questions, and all materials needed to play it. Try out your game with someone at home.	**Go on a shape hunt.** Look for shapes around you at home. Gather 10 objects and identify their shapes (can be 2D or 3D). Sort the shapes in some way. Share your thinking with someone at home.	**Write a story problem to go along with your daily reading.** Read a story or a chapter out of a book you've been reading. Write one math problem to go along with the story or chapter you read.
Measure a room at home. Use at least two different *creative* measuring tools. For example, how many shoes long is the room? How many pieces of paper long is it? Compare the lengths. For students in grades 4-5, calculate the perimeter and area of the room.	**Write a math song.** Write a math song to explain a math concept. Your song could be about shapes, fractions, graphing, addition, subtraction, multiplication, or division. Perform your song for your family. You may even choose to send your teacher a recording of your song.	**Cook something with an adult.** While you cook, think about all the math skills you are using. Write and solve one math story problem related to your experience.
Create a graph. Create a graph using items you find in your house. Your graph should have a title, a number scale, and at least two categories. Category examples: -Articles of clothing (# of t shirts and # of long sleeve shirts) - Types of books on your bookshelf	**Create a daily schedule.** Make sure your schedule has the start time and end time as well as what activity you are going to do at that time. For students in grade 3-5, find the elapsed time of the different activities in your schedule.	**Write a word problem with an answer of 2.** Use any operation and any problem type you want. Just make sure the answer to your problem's question is 2. **Challenge:** Can you write another problem using a different operation and/or a different problem type? Don't forget two-step & compare problems!

1 - Adding 10 more & 10 Less

Write the number that is <u>10 more</u> than:

42 _____ 58 _____ 16 _____ 20 _____ 99 _____

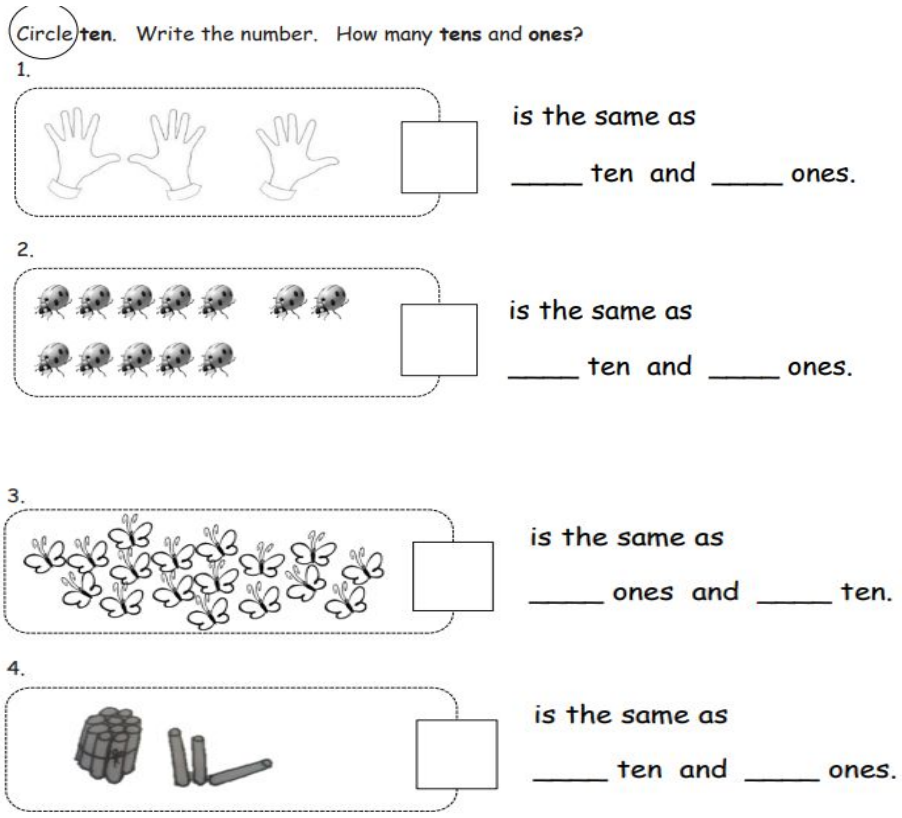
Write the number that is <u>10 less</u> than:

19 _____ 64 _____ 32 _____ 88 _____ 102 _____

Lesson Support:

Pick a two digit number and have your child tell you 10 more or 10 less than the number without having to count. Have them explain how they figured it out. Repeat with 4-5 different numbers.

2 - Tens and Ones

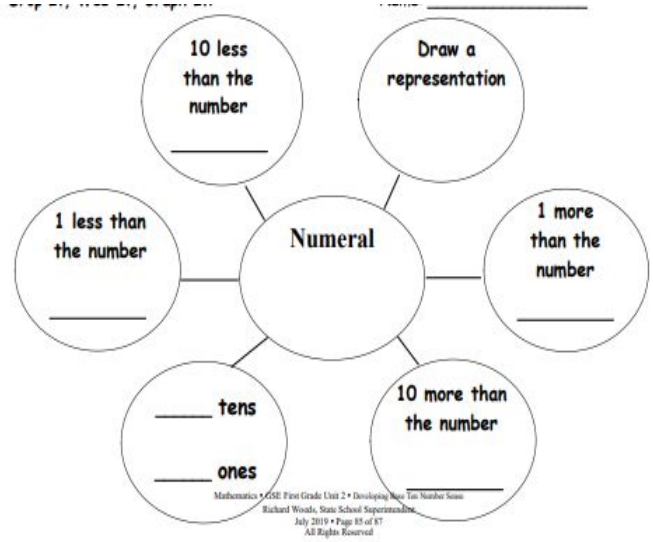


Lesson Support:

Help your child work on place value by breaking sets of items between 11 and 19 into ten and their respective amount of ones. Model this by having them try it in different ways with different numbers. See if they can describe the parts of the numbers to you. For example: “What are the parts of 16?” (1 ten and 6 ones.) “What is one ten made of?” (Ten ones)

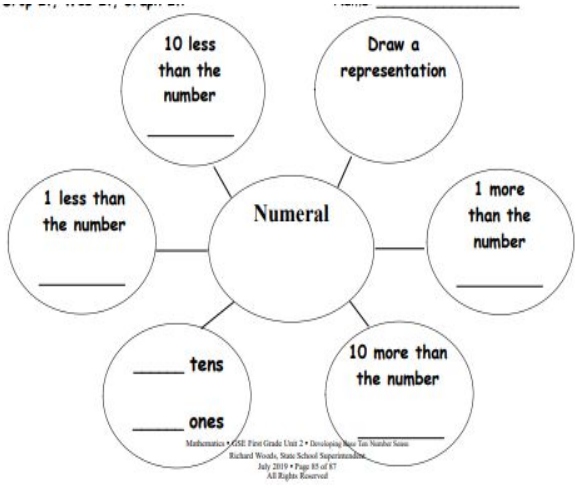
Use any objects for this (coins, toothpicks, pencils, etc.)

3 - Representing Numbers



Lesson Support:

Pick a number 11-90 to place in the middle of the number web. Help your child apply concepts reviewed on Day 1 & 2 by completing the number web. A mini 100’s chart is included if your child needs additional support identifying, “10 more, 10 less..”



4 - Tens and Ones Addition Word Problems

Choose a strategy to help you solve the following word problems and write an equation to match. Then write your answer showing the value in tens and ones.

. Ronnie has 8 stickers that are stars. Her friend Sina gives her 7 more. How many stickers does Ronnie have now?

_____ tens and _____ ones

Frankie and Maya made 4 big sandcastles at the beach. If they made 10 small sandcastles, how many total sandcastles did they make?

_____ tens and _____ ones

Lesson Support:

<u>1 ten has the same value as 10 ones.</u>
Optional: Do a quick warm up by choosing 3 numbers between 11-20 and having your child describe the parts of the numbers to you. For example: "What are the parts of 18?" (1 ten and 8 ones.) "What is one ten made of?" (Ten ones)

Have your child will then apply this concept when writing the answer to the word problems.
If your child needs additional support, review the concept of tens and ones from Day 2.

5 - Tens and Ones Mixed Word Problems

I ate 5 of the 16 strawberries that I picked. How many did I have left over?

_____ tens and _____ ones

Lesson:

This is a continued practice from Day 4. If your child needs additional support when solving, review concepts from previous days and encourage your child to use one of the strategies in the student resource section.

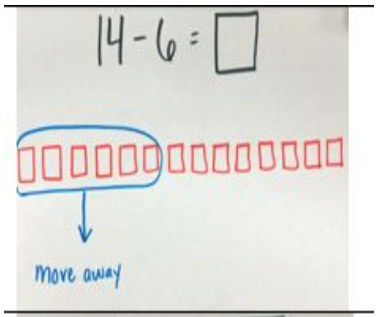
We tied 14 balloons to the tables for a party, but 3 floated away! How many balloons were still tied to the tables?

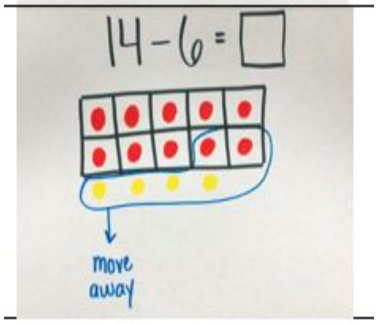
____ tens and ____ ones

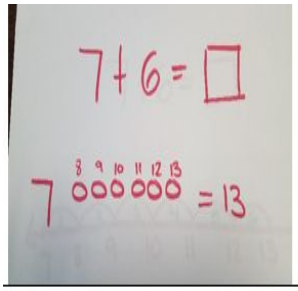
Student Resources

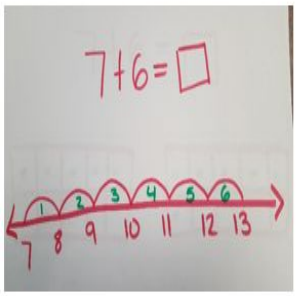
120 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120









6 - Adding Related Numbers **Answer the following questions and explain your thinking using words or pictures.** Jose said that he decided to put these two facts together. 6 + 5 and 6 + 6 Do you agree that they belong together? Why or why not? One student grouped the following facts: 9 + 1 = 10, 2 + 8 = 10 and 7 + 3 = 10. If you had chosen to group these facts, what "rule" would you have used?	**Lesson** In this lesson, your child will use what they know about related addition facts. We can add numbers in any order and they will equal the same sum. (Example 2+3 is the same as 3+2).
7 - What is my rule? A student grouped together the following expressions: 5 + 6, 7 + 6, and 9 + 6. What is a possible reason this student grouped these addends together?	**Lesson Support** Encourage your child to solve each equation and discover the relationship between the combinations of addends to create a "rule".
8 - Adding 3 Numbers Solve the following equations. **7 + 7 + 3 = ___** **5 + 6 + 8 = _____** **4 + 9 + 1 = ____** **8 + 7 + 2 = _____**	**Lesson Support** Encourage your child to make 10 and count on when solving if they need additional support.

9 - Nine Cards Game of Nine Cards Materials: Nine cards numbered 1 – 9. Object: Be the first person to identify three cards in your hand that add up to 15. Take turns selecting cards.	**Lesson Support** Note: You may have more than 3 cards in your hand, but you must use exactly 3 cards to make a sum of 15. (For instance, if you have 2, 3, 5 and 7 in your hand, you would win because 3 + 5 + 7 = 15. You don't need to use the 2.)
10 - Mixed Word Problem Practice Mr. Baggy owns a pet store. He counted 10 goldfish in a big tank and 5 goldfish in a small tank. He sold 8 goldfish out of the big tank. How many goldfish did he have left in all? Explain your answer using a labeled math drawing and a number sentence. Mr. Baggy had _____ goldfish. Hadley has 9 buttons on her jacket. She has some more buttons on her shirt. Hadley has a total of 17 buttons on her jacket and shirt. How many buttons does she have on her shirt? 	**Lesson Support** Encourage your child to visualize the story problem to identify which operation to use to solve. Refer to the strategies in the student support section from the previous week.

1st Grade Answer Key

Parent Resources:

1-

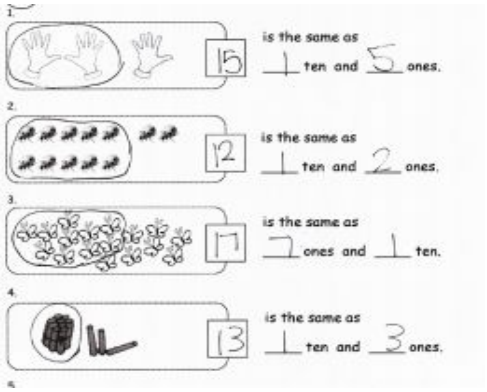
10 more

42 52 , **58** 68 **, 16** 26, **20** 30 , **99** 109

10 less

19 9 , **64** 54 , **32** 22 , **88** 78 , **102** 92

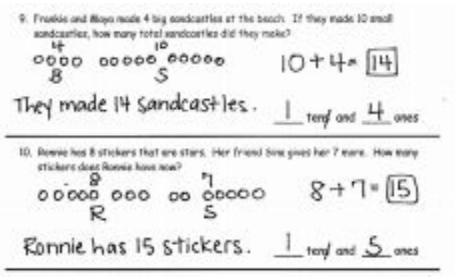
2-



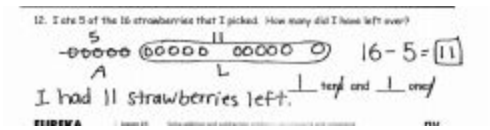
3-

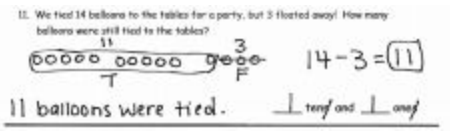
Answers will vary.

4-



5-





6-

Jose said that he decided to put these two facts together. 6 + 5 and 6 + 6 .Do you agree that they belong together? Why or why not?

- *Possible response: No because 6+5 =11 and 6+6= 12. They are not related facts. 6+5 and 5+6 are in the same fact-family.*

One student grouped the following facts: 9 + 1 = 10, 2 + 8 = 10 and 7 + 3 = 10. If you had chosen to group these facts, what "rule" would you have used?

- *Possible response: The rule for the following facts is that they all have to equal 10.*

7-

A student grouped together the following expressions: 5 + 6, 7 + 6, and 9 + 6. What is a possible reason this student grouped these addends together?

- *Possible response: 5+6=11, 7+6=13, 9+6=15 (11, 13, 15) I think the student grouped these together because the rule is to add 2.*
- *Another possible response: The student is putting facts together that have addends of +6 together.*

8-

7 + 7 + 3 = 13 **5 + 6 + 8 = 19** **4 + 9 + 1 = 14** **8 + 7 + 2 = 17**

9

none - game

10-

Mr. Baggy owns a pet store.
He counted 10 goldfish in a big tank and 5 goldfish in a small tank. He sold 8 goldfish out of the big tank. How many goldfish did he have left in all? Explain your answer using a labeled math drawing and a number sentence.

When solving, students should visualize the story problem and solve. They may choose to add all the fish 10+ 5 = 15 and then solve 15 - 7 = 8. Students may also choose to solve by subtracting the number the number of fish sold from the large fish tank. 10 - 8 = 2 and then add to the number in the small tank 2 + 5 = 7. Encourage your child to draw out and use strategies to solve.

Hadley has 9 buttons on her jacket. She has some more buttons on her shirt. Hadley has a total of 17 buttons on her jacket and shirt. How many buttons does she have on her shirt?

When solving, the equation needs to represent the problem. **9 + ___ = 17 buttons**
Your child can use any equation/strategy to solve.

Intentional Blank Page

Number Cards

0	1
2	3
4	5
6	7
8	9

Intentional Blank Page

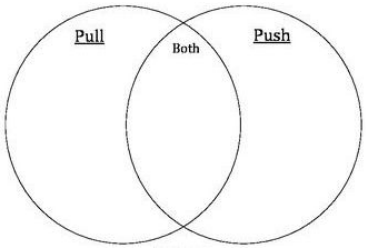
1st Grade Science Choice Board

Force and Motion & Earth Materials/Needs of Living Things

You have spent time this year learning about many different topics of interest in Science. Choose **1-2 of activities** to complete each week from the activity board below.

Force and Motion- Push or Pull?

- Students will use toys or outside play equipment and push or pull toys on the playground to see what force is needed to make things move.
- Discuss that motion is when something is moving.
- Discuss the fact that something has to be pushed or pulled in order for them to have motion.
- Students create a Venn diagram to compare and contrast the objects that push, pull or do both.



Force and Motion- Exploring Magnets

- Gather household objects such as buttons, crayons, scissors, dice, coins, etc.
- Create a chart for students to compare if the object is magnetic or not.
-

Object	Magnetic	Not Magnetic
coin		
button		
dice		

Force and Motion-The Way Things Move

- Students know a force (push or pull) is needed to start objects moving, keep objects moving or stop objects that are moving.
- Students will need toy cars or ball and a ramp that they can make using objects around the house.
- First chart-let the car roll down the ramp without applying force.

Ramp and Cars-No Force	Distance
Trial 1	
Trial 2	
Trial 3	

-

Ramp and cars- With Force	Distance
Trial 1	
Trial 2	
Trial 3	

- Discuss when the cars went the furthest or fastest versus slower and not as far and why.
- Have students change the surface of what the car is on (carpet, pavement, wood)

Diary of a Seed

- Plant a seed (green beans and lima beans typically grow quicker) in a cup with soil and water. Discuss needs of a plant-air, sunlight, soil and water.
- Students will observe what their plant looks like each day, draw a picture of what the plant looks like and how it changes each day, measure the height of the plant, what care did you give the plant and write down any other things they notice about the plant or the soil.

Celery Experiment

- Celery stalks or carnation flower, food coloring, tall cups or jars. Fill the jars halfway with water, add food coloring to each glass of water, then add celery stalks. Cut about an inch off each stalk before placing in water.
- Students will make predictions as to what they think will happen to the celery.
- Wait 24 hours and the leaves will have changed color to match the water.
- This process demonstrates the water moving through a plant to its leaves, stems and flowers.
- Students record observations and should observe that

Nature Walk

- Non living/living things
- Go on a nature walk and find different items outside.
- Determine if the items are living or non-living by sorting them in a T-Chart.

Living	Non-living	Once living
butterfly	rock	Stick on the ground

Living and Nonliving word cards

- Students can draw a picture that matches the word, sort between living and nonliving.

Make a Greenhouse

- Plastic bag
- Damp paper towel
- Place the lima bean or green bean in the paper towel.
- Close the bag without any air inside.
- Hang the bag in the window for light
- Students observe each day what happens to the seed.
- This is something we normally don't see because the seed is underneath the soil. This allows students to see the roots grow and the baby plant.

All About Rocks-

- Students will go and find several different types of rocks and use properties to describe the rocks.

Rock	Color	Texture smooth /rough	Pattern (stripes, spots)	Weight

- Students think about how rocks are useful to us, what things are made from rocks (stepping stones, sides of houses, roads, benches)
- Students can name their rock based on the properties that best describe it.

Nature Walk Using Senses

- Students use their sense of sight, touch, smell and sound to describe objects in nature.
- Students can go outside and pick up different earth materials such as leaves, sticks, flowers and use their senses to describe the items.
- Students can draw pictures of the items and label it with words that describe it by using their senses.

Living and Nonliving Word cards

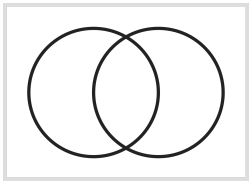
Students will draw a picture that matches the word card and then sort in three columns: living, nonliving, once living

car		tree		leaf	
dog		apple		ant	
stick		flower		table	
book		log		backpack	
football		snail		butterfly	

1st Grade Social Studies Choice Board

Citizenship and **Exploring Our World**

Choose 1-2 activities each week to complete to review your Social Studies knowledge

Discuss the rules that exist in your home. Why are they in place and why are they needed? Who are the authority figures in your home? Create a poster using a piece of paper that answers these questions. Draw a picture of your home.	Discuss the rules that exist at your school. Why are they in place and why are they needed? Who are the authority figures at your school? Create a poster using a piece of paper that answers these questions. Draw a picture of your school.	Create a Venn Diagram to compare and contrast the rules between home and school. Label the left side "Home". Label the right side "School". List similarities in the overlapping section. Venn Diagram: 
As a citizen in your community, you have certain responsibilities. Create a poster telling at least 5 responsibilities you have to make your community a nice place to live.	Use a familiar story, such as *Little Red Riding Hood*. **Draw the symbols** on the map key. (Examples of places: Little Red Riding Hood's cottage, the path, the woods, the flowers by the path, Grandma's house) Create a symbol for the Wolf's house and draw where you think it would be on the map.Another story could be *The Three Little Pigs.*	Create a map of your community. Use blocks, construction paper, crayons, etc. Draw a map of a community. Make sure it has everything people will need, like grocery stores, a police department, and houses.
Why do we have rules? Create a poster or write a letter to your principal explaining your thinking.	Use stuffed animals or other toys to create a skit about how they could solve the problem of Problem: one person wants to use the jump rope, but the other doesn't want to wait their turn.	Pick a country. Use resources to research what this country looks like. Draw a detailed picture and write one sentence about what you found interesting about this country.