

First Grade Home Learning - Week 1

Addressing NC first-grade standards during home learning, no technology needed.

	Reading/ Writing	Math	Science/ Social Studies	Move
<p>Day 1</p> <p>Read 20 mins -- Give some one a detailed summary of what you have read.</p>	<p style="text-align: center;">☐</p> <p>Choose and read a narrative (fiction) text. Have your child draw a picture of the character(s), setting(s). Then have your child retell the story emphasizing the beginning, middle and end.</p> <p style="text-align: center;">☐</p> <p>Discuss what the different settings were and the events that happened in each setting. What characters were present in each setting? Discuss why the different settings were important in the story. If there was just one setting, discuss why this was important for the story. (Could the story have happened in a different setting? Why or why not?)</p> <p style="text-align: center;">RL.1.1, RL.1.2, RL.1.3</p>	<p style="text-align: center;">☐</p> <p>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.</p> <p style="text-align: center;">1.NBT.5</p> <p style="text-align: center;">☐</p> <p>Have your child work subtraction problems within 20. Have them use some of the strategies below to show you how they found their answer. Example Problems: 15 - 9 19-13 14 - 8 20-7 Strategies: Counting on Making Ten Using a number line Creating equivalent but simpler or known sums</p> <p style="text-align: center;">1.OA.6</p>	<p style="text-align: center;">☐</p> <p>Science: Go outside each night this week and look for the moon. Have your child document what they see by drawing pictures of the way the moon looks. After the first night discuss and compare the changes that are observed. This can be continued for as long as there is interest.</p> <p style="text-align: center;">1.E.1.2</p> <p style="text-align: center;">☐</p> <p>Science: Go outside each day and observe how the sky looks. Document with pictures and words what you see. After the first day, have discussion and compare how this differs from day to day and from what you see in the sky at night. Discuss why this happens.</p> <p style="text-align: center;">1.E.1.1</p>	<p style="text-align: center;">☐</p> <p>Get your heart rate up.</p> <p>Goal 30-60 mins</p>
<p>Day 2</p> <p>Read 20 mins -- Give some one a detailed summary of what you have</p>	<p style="text-align: center;">☐</p> <p>Discuss the difference between long vowel sounds and short vowel sounds. Have your child go on a hunt for vowel sounds around your home. Draw a picture of an object that has the long vowel sound for each vowel (a,e,i,o,u) and label the picture. (Ex. table - Child draws a picture of a table and then labels the picture with the word table.)</p> <p>Then have your child hunt</p>	<p style="text-align: center;">☐</p> <p>Have your child count to 150, starting at any number less than 150. Repeat 2 times.</p> <p style="text-align: center;">1.NBT.1</p> <p style="text-align: center;">☐</p> <p>Have them subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range 10-90 and explain how they determined their answer. Example Problems: 80 - 30 70-40</p>	<p style="text-align: center;">☐</p> <p>Continuation of above</p>	<p style="text-align: center;">☐</p> <p>Get your heart rate up.</p> <p>Goal 30-60 mins</p>

read.	<p>for objects that have the short vowel sound for each vowel. (Ex. cap - Child draws a cap and labels the picture.)</p> <p>RF.1.3, RF.1.4</p>	<p>90-50 90-30 40-20</p> <p>Have them use one of these strategies when solving: Models and drawings Number lines Strategies based on place value</p> <p>1.NBT.6</p>		
<p>Day 3</p> <p>Read 20 mins</p> <p>--</p> <p>Can you tell some one your favorite part of your reading and tell them why you liked it the most?</p>	<p><input type="checkbox"/></p> <p>Read through all of the topic scenarios below. Do you think that:</p> <ol style="list-style-type: none"> Schools should have self-serve soft ice cream machines in the cafeteria? Should schools have seat belts on the school bus? Should schools have swings on the playground? Should teachers schedule recess twice a day? Should students wear uniforms to school? <p>Have your child pick one of the topics above. Ask them their opinion on the topic? Can they give at least 3 supporting reasons WHY they think the way they do?</p> <p>Have your child write a sentence(s) to supply a reason for their opinion. Put each supporting opinion onto a separate</p>	<p><input type="checkbox"/></p> <p>Have your child work addition problems involving two digit numbers and one digit numbers.</p> <p>Example problems: 23 + 4 32 + 2 21 + 3 43 + 5</p> <p>1.NBT.4</p> <p><input type="checkbox"/></p> <p>Have your child work addition problems with 2 digits and a multiple of 10.</p> <p>Example problems: 44 + 20 52 + 10 67 + 30 86 + 20 94 + 10</p> <p>Follow up by asking them to explain how they determined their answer</p> <p>Listen for strategies used from the previous activities or maybe something different!</p> <p>1.NBT.4</p>	<p><input type="checkbox"/></p> <p>Continuation of above</p>	<p><input type="checkbox"/></p> <p>Get your heart rate up.</p> <p>Goal 30-60 mins</p>

	<p>piece of paper. Support your child to write complete sentences. (Ex. I believe that we should wear uniforms because.....) (Wearing uniforms to school would not be good because.....)</p> <p>Have your child draw a picture on each page to represent and support their opinion.</p> <p>Have your child create a final page with a sentence to bring closure to their opinion writing.</p> <p>Create a cover page and have your child give their “book” an appropriate title.</p> <p>Remember to support your child’s knowledge of phonics and word analysis skills. Have your child reread their writing for appropriate capitalization, punctuation and spelling of high frequency words.</p> <p>W.1.1 , RF.1.3, RF.1.4, L.1.2</p>			
<p>Day 4</p> <p>Read 20 mins</p> <p>—</p> <p>Who was the main character? Did they have</p>	<p><input type="checkbox"/></p> <p>Have your child read a nonfiction text at their appropriate reading level.</p> <p>Ask your child to verbally summarize what they have learned about that topic.</p> <p>Have your child identify the main purpose and idea of the text.</p> <p>After your child has verbally summarized the story, then ask a specific question about the content and have them locate their</p>	<p><input type="checkbox"/></p> <p>Help your child work on place value by breaking sets of items between 11 and 19 into ten and their respective amount of ones.</p> <p>Model this and have 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)</p> <p>Use any objects for this</p>	<p><input type="checkbox"/></p> <p>Continuation of above</p>	<p><input type="checkbox"/></p> <p>Get your heart rate up.</p> <p>Goal 30-60 mins</p>

<p>a problem in the story? Why was this a problem? Did they solve it? How?</p>	<p>answer in the text. (Try to ask several questions. Include content that might be answered from a graph, caption or an illustration.)</p> <p>RI.1.1, RI.1.2, RI 1.3</p>	<p>(coins, toothpicks, pencils, etc.)</p> <p>1.NBT.2</p>		
<p>Day 5</p> <p>Read 20 mins</p> <p>—</p> <p>Tell some one what you like about the main character. Tell them the reasons why.</p>	<p>☐</p> <p>Have your child choose a fiction story.</p> <p>BEFORE they read the story, ask these questions:</p> <ol style="list-style-type: none"> 1. What do you think this book will be about? Why? 2. What are you wondering about as you look at the cover and back of your book. <p>DURING their reading, ask these questions:</p> <ol style="list-style-type: none"> 1. Why do you think the character did _____? 2. What is the character feeling? How do you know? 3. What's happened so far? 4. What has been the most important event to have happened? 5. Is this making sense to you? 6. Do you think it will 	<p>☐</p> <p>Play a game building off of yesterday's work with place value. Show a card with a two digit number on it. (11 - 19) Have your child build the number with tens and the correct amount of ones. Then see if they can show you 10 more or 10 less than the number. Notice what they do as they work and how they are thinking. Have them talk about it with you.</p> <p>1.NBT.2 1.NBT.5</p>	<p>☐</p> <p>Continuation of above</p>	<p>☐</p> <p>Get your heart rate up.</p> <p>Goal 30-60 mins</p>

be important to remember _____? Why?

7. Is there anything you are wondering right now? What?

AFTER their reading, ask these questions?

1. Tell me about what you read in your own words, retelling the most important events in the story from the beginning, middle and end.
2. What is the main message of the book?
3. What did the author want you to think about?
4. What questions would you like to ask the author right now?

As always, asking your child to back up their answer to a specific passage in the book aids in the strengthening of their comprehension.

RL.1.1, RL.1.2, RL.1.3, RL1.4

