

## First Grade Home Learning - Week 9

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

	Reading/ Writing	Math	Science/ Social Studies	Move
Day 1  Read 20 mins --	<div> <input type="checkbox"/> <p><b>Foundational Reading Skills Practice:</b></p> <p>Have the child decode (read or sound out) the following list of one syllable words you have written out for them on paper:</p> <p style="text-align: center;">             tent              vest              slug              clam              mask              slip              jug              plan              glad              flat              grow              thank           </p> <p style="text-align: center;"><b>RF.1.4.b</b></p> <div> <input type="checkbox"/> <p>Have the child go on a word hunt in one of the books they read today looking for one syllable words. When one is found, have them decode (read or sound out) it aloud to you. Have them count to see how many words they found. Repeat with one other book.</p> <p style="text-align: center;"><b>RF.1.4.b</b></p> </div> </div>	<div> <input type="checkbox"/> <p><b>Word Problems:</b></p> <p>Have the child work the following word problems using objects, drawings, or equations when solving:</p> <p>Thirteen boats were sailing on the lake. A storm came up and then there were nine boats sailing on the lake. How many boats left when the storm came?</p> <p>Shaun has eighteen pieces of bubble gum. Ryan has seven pieces of bubblegum. How many more pieces of gum does Shaun have than Ryan?</p> <p>There were nineteen students in Mrs. Kennedy's class. Eight were girls. How many were boys?</p> <p>At Fairview Farm there are seventeen sheep in the herd. At Sunnyview Farm there are thirteen sheep in the herd. How many fewer sheep does Sunnyview farm have than Fairview Farm?</p> <p style="text-align: center;"><b>1.OA.1</b></p> </div>	<div> <input type="checkbox"/> <p><b>Forces and Motion:</b></p> <p>Tell the child they will be working on how forces (pushes and pulls) affect the motion of objects.</p> <p>Gather several objects from around the house. It would be best if it could include:</p> <p style="text-align: center;">             Ball              Spring (Slinky toy)              Elastic (rubber band)           </p> <p>Have a discussion with the child about the ideas of Force, Motion, and Inertia.</p> <p style="text-align: center;"> <b>Newton's Law:</b>  <i>Every item in motion will stay in motion unless an external force acts on it. For every action there is an equal and opposite reaction.</i> </p> <p><b>Inertia</b> means to do nothing or remain unchanged.</p> <p>Any kind of force is really just a push or pull</p> <p>Magnetism is a kind of force.</p> <p>Inertia is not a force.</p> <p>Springs and elastic are also types of force.</p> <p>Allow the child to spend some time exploring with the items and how pushing</p> </div>	<div> <input type="checkbox"/> <p>Get your heart rate up.</p> <p>Goal 30-60 mins</p> </div>



			and pulling on them causes motion/movement. Not putting force on the items allows them to stay in a state of inertia.  <b>1.P.1.1</b>											
Day 2  Read 20 mins -- .	<div>☐</div> <b>Foundational Reading Skills Practice:</b>  Vowel Teams and Long Vowel Sounds - Have the child fold a piece of paper in half. At the top of each half have them write the words “Long A” and “Long E” as headers.  Support the child in working to name all of the vowel combinations they can think of that make each of the long vowel sounds represented. Then have the child come up with and write/list/spell at least 5 words that follow those combinations. Remind them to use correct spelling!  Example: <table><tr><td>Long A</td><td>Long E</td></tr><tr><td>a_e - as in <b>cake</b></td><td>ea - as in <b>peach</b></td></tr><tr><td>ai - as in <b>train</b></td><td>ee - as in <b>sheep</b></td></tr><tr><td>ay -as in <b>spray</b></td><td>ey as in <b>monkey</b></td></tr><tr><td><b>Words:</b> Rake Pain Play Bake Rain</td><td>y as in <b>puppy</b>  <b>Words:</b> Ready Jeep</td></tr></table>	Long A	Long E	a_e - as in <b>cake</b>	ea - as in <b>peach</b>	ai - as in <b>train</b>	ee - as in <b>sheep</b>	ay -as in <b>spray</b>	ey as in <b>monkey</b>	<b>Words:</b> Rake Pain Play Bake Rain	y as in <b>puppy</b>  <b>Words:</b> Ready Jeep	<div>☐</div> <b>Properties of Operations:</b>  Have the child determine if the following equations are true:  $(4+3) + 3 = 4 + (3+3)$  $8 + (2+5) = (8+2) + 5$  $11+3 = 3+11$  $14 + (4+1) = (14+4) + 1$  $6+9 = 9+6$  <b>1.OA.3</b>  When finished have the child explain to you why they are true.	<div>☐</div> <b>Forces and Motion:</b>  If possible, gather any magnets or magnetic items you may have around the house.  Have a discussion with the child to explain how some forces can make things move without touching them, such as magnets.  Have the child use the magnets and various magnetic objects to explore how close or far apart they can be from an item in order to get it to move.  <b>1.P.1.2</b>	<div>☐</div> Get your heart rate up.  Goal 30-60 mins
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	<div> <div></div> <div>Happy Reach Keep</div> </div>			
	<p><b>RF. 1.4.c</b></p> <p>□</p> <p>Have the child divide the two syllable words below into each syllable part. Then have the child decode (read or sound out) the words that you have written on paper:</p> <p>rabbit bubble follow lesson dinner better rocket peanut gallop ripple jingle spider</p> <p><b>RF.1.4.e</b></p>			
<p>Day 3</p> <p>Read 20 mins</p> <p>—</p>	<p>□</p> <p><b>Foundational Reading Skills Practice:</b></p> <p>Vowel Teams and Long Vowel Sounds -</p> <p>Have the child fold a piece of paper into thirds. At the top of each third have them write the words “Long I”, “Long O”, and “Long U” as headers.</p> <p>Support the child in working to name all of the vowel combinations they can think of that make each of the long vowel</p>	<p>□</p> <p><b>Word Problems:</b></p> <p>Have the child solve the following word problems using objects, drawings, or equations with a symbol for the unknown number:</p> <p>Danny needed extra snacks for his buddies at baseball practice. Carl’s favorite snack was always fruit and Brandon loved chips. Danny went to the store and picked up eight bananas, five bags of chips, and three candy bars for himself. How</p>	<p>□</p> <p><b>Forces and Motion:</b></p> <p>Have the child head outside to explore with force and motion. Gather the following items if available or whatever you may have:</p> <p>Small ball Large ball Light item Heavy item Swing</p> <p>Begin with the swing. If you have access to a swing have the child sit in the</p>	<p>□</p> <p>Get your heart rate up.</p> <p>Goal 30-60 mins</p>



	<p>sounds represented. Then have the child come up with and write/list/spell at least 5 words that follow those combinations. Remind them to use correct spelling!</p> <p>Example:</p> <table><tr><td>Long I</td><td>Long O</td><td>Long u</td></tr><tr><td>i_e - as in <b>bike</b></td><td>o_e - as in <b>nose</b></td><td>u_e as in mule</td></tr><tr><td>igh - as in <b>knight</b></td><td>oa - as in <b>goat</b></td><td>ew - as in few</td></tr><tr><td>y - as in <b>fly</b></td><td>ow - as in <u>window</u></td><td><b>Words:</b> Chew Blew Rule</td></tr><tr><td><b>Words:</b> By Try Kite Right Hike</td><td><b>Words:</b> Crow Boat Rose Coat Shadow</td><td></td></tr></table> <p><b>RF.1.4.c</b></p> <p>☐</p> <p>Have the child go on a word hunt in one of the books they read today for two syllable words. When they find one, have them divide the word into syllables.</p> <p><b>RF. 1.4.e</b></p>	Long I	Long O	Long u	i_e - as in <b>bike</b>	o_e - as in <b>nose</b>	u_e as in mule	igh - as in <b>knight</b>	oa - as in <b>goat</b>	ew - as in few	y - as in <b>fly</b>	ow - as in <u>window</u>	<b>Words:</b> Chew Blew Rule	<b>Words:</b> By Try Kite Right Hike	<b>Words:</b> Crow Boat Rose Coat Shadow		<p>many snacks did Danny buy for himself and his friends?</p> <p>Cara’s Mother asked her to pick up a few groceries at the store. She would be making Cara’s favorite chocolate chip cookies! The list Cara’s Mom shared asked Cara to get five sticks of butter, five packages of chocolate chips, and ten plastic containers to store the cookies in. How many items did Cara buy at the store?</p> <p>Haley and her Grandfather went fishing at the local pond. While they were there Haley caught seven fish, her Grandfather caught nine fish, and one of her friends showed up and caught three more. How many fish did they catch at the pond?</p> <p><b>1.OA.2</b></p>	<p>swing to demonstrate the ideas from day one on push, pull, and inertia. This is a very easy way to see it! Then have the child predict what happens if you change the force of the push or pull? Have them try it out.</p> <p>Move to the items collected. Have the child predict what will happen if each of the items are pushed/pulled? Have them try it out. Then have them go back and predict what will happen if they change the force of the push/pull? Have them try that out.</p> <p>Have a discussion with the child about the differences observed when varying levels of force are applied to objects.</p> <p><b>1.P.1.3</b></p>	
Long I	Long O	Long u																	
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Day 4	<p>☐</p> <p><b>Foundational Reading Skills Practice:</b></p> <p>Inflectional Endings - Review with the child what Inflectional Endings are (words that have “s”, “ing”, “es”, etc. on the end). Have</p>	<p>☐</p> <p><b>Addition and Subtraction:</b></p> <p>Play a game with the child where you see if they can tell you the parts of 10 quickly. You will begin by saying one number under 10 and they have to tell</p>	<p>☐</p> <p><b>Force and Motion:</b></p> <p>Marble Painting!</p> <p>Gather: Marbles (or small round rocks/items) Paper</p>	<p>☐</p> <p>Get your heart rate up.</p> <p>Goal 30-60 mins</p>															
Read 20 mins																			
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	<p>the child look through 2-3 of the books they read today to hunt for “Inflectional Ending” words. You might give them a special pair of glasses to do this work like the example at the bottom of the document. (feel free to cut it out and use it!)</p> <p>As they find these words, have the child write them out into a list so when they are finished you all can go back and have a quick discussion on the meaning of each of the words they found.</p> <p><b>RF.1.4.f</b></p> <p>□</p> <p>Have the child produce the initial, medial vowel, and final sound (beginning, middle, end) in each of the following words:</p> <p>pat put hut sat sit mop lip rip mat hip top tip</p> <p>Example: Adult: “pat” Child: “p-a-t”</p> <p>Adult: “hut” Child: “h-u-t”</p>	<p>you quickly the other number that can be added to it to make ten.</p> <p>Example:</p> <p>Adult: “3” Child: “7” Adult: “6” Child “4”</p> <p>Keep going for as long as the child wants to play. See if you can speed up how quickly they can provide the answer!</p> <p><b>1.OA.9</b></p> <p>□</p> <p>Subtraction Option:</p> <p>The purpose here is to build fluency with combinations of numbers under 10. You will call out a subtraction equation for the child and see if they can tell you quickly the difference (answer). See if you can get them to speed up how quickly they can answer over the course of the game!</p> <p>Example:</p> <p>Adult: “6 - 3” Child: “3” Adult: “8 - 2” Child: “6” Adult: “10 - 4” Child: “6”</p> <p><b>1.OA.9</b></p>	<p>Paint Flat, Rectangle box</p> <p>Have the child place the paper inside the box. Have them choose a paint color for you to drip a few dollops of paint onto the paper. Have the child put the marble into the box and predict what will happen when they apply force to the marble. Allow the child to experiment with different speeds of moving the marble across the paper and any other ideas they may have. Remind them they are using force to move the marble around and paint. Repeat with as many different colors as desired. At the end have them reflect on how the force they applied created the motion that made their masterpiece!</p> <p><b>1.P.1.3</b></p>	
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	RF.1.3.c			
Day 5  Read 20 mins  --	<p>☐</p> <p><b>Foundational Reading Skills Practice:</b></p> <p>Play a game with the child where you say a word and they determine whether the word has a long or short vowel sound in it. Have fun!</p> <p>Possible Words:            blush (short)            glow (long)            cane (long)            beach (long)            brick (short)            leaf (long)            shell (short)            west (short)            clay (long)            fig (short)</p> <p>Repeat as many times as desired with new words.</p> <p><b>RF.1.3.a</b></p> <p>☐</p> <p>Give the child the words found at the bottom of the page that you have cut apart or rewritten on a piece of paper. Have them sort the words into one syllable and two syllable words. When the child is finished, check their work.</p> <p><b>RF.1.4.b.e</b></p>	<p>☐</p> <p><b>Word Problems:</b></p> <p>There were twenty cotton candy stands at the fair. Eleven had pink and blue cotton candy and the rest had plain pink. How many cotton candy stands had plain pink cotton candy?</p> <p>There were sixteen monster trucks at the truck show. Twelve were orange and the rest were yellow. How many monster trucks were yellow?</p> <p>There were nineteen kids skating at the skating rink. Some kids left and then there were twelve kids skating. How many kids left the skating rink?</p> <p>There were seven children swinging on the swings. Some more children came over and began to swing too! Then there were thirteen children swinging. How many children came over to swing?</p> <p><b>1.OA.1</b></p>	<p>☐</p> <p><b>Force and Motion:</b></p> <p>Catapult Fun!</p> <p>Gather the following items:</p> <p>Styrofoam/Plastic bowl            Plastic spoon(s)            Marshmallows            Tape</p> <p>Assist the child with making a catapult by poking a small hole into the top of the bowl once it has been turned upside down. Insert the handle end of the spoon into the hole and tape it to secure (from both sides). You want the side of the spoon that you would eat with to be facing up when you insert it into the hole in the top of the bowl.</p> <p>Now you have a catapult! If you choose to insert 2 spoons you can create a double catapult!</p> <p>Using the marshmallows, have the child experiment with force and motion using the catapult. (They may need to hold the bowl with one hand and launch the catapult with the other.)</p> <p>How does applying different levels of force change the motion? How does using more than one marshmallow at a time change the motion?</p> <p>If desired, allow the child to explore different ideas for creating catapults and try</p>	<p>☐</p> <p>Get your heart rate up.</p> <p>Goal 30-60 mins</p>



			them out observing for force and motion.  <b>1.P.1.3</b>	
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**Sorting Game for Day 5:**

<b>popcorn</b>	<b>dove</b>
<b>candy</b>	<b>rock</b>
<b>hotdog</b>	<b>crane</b>
<b>maple</b>	<b>night</b>
<b>cracker</b>	<b>field</b>
<b>waffle</b>	<b>share</b>

<b>paper</b>	<b>marsh</b>
<b>lotion</b>	<b>wave</b>
<b>carpet</b>	<b>heart</b>
<b>music</b>	<b>park</b>
<b>bookbag</b>	<b>mist</b>
<b>rusty</b>	<b>lake</b>
<b>yellow</b>	<b>gold</b>



