Grade: 1st Grade	Unit: Social Studies Activities	
Learning Target Social Studies: 1st	**Activity**	**Activity**
Talk about the purposes of a government.	Learn and sing Arkansas's State Songs.	Learn more about Arkansas using the resources from the Secretary of State: *A Book of Symbols & Activities About the Natural State.*
Demonstrate ways of being a good citizen in multiple settings.	When at the park, at home, the grocery store, etc., have students be mindful of the ways in which they can be good citizens in each setting. (e.g., wearing a mask in public, holding the door open for others).	
Explain why rules, laws, and consequences are needed.	Discuss what rules you have at home or in your community, and why. What happens when these rules and laws are broken?	
Identify places people save money (e.g., piggy banks, wallets, banks).	Use this lesson plan from the St. Louis Federal Reserve Bank about "Alexander Who Used to be Rich Last Sunday."	
Identify goods and services that are traded.	Have a conversation about a time when you have traded something, such as trading cards or toys, or have completed chores for an allowance. In these situations, how were goods and services traded?	
Use map keys, legends, symbols, compass rose, and directional words (e.g., left, down, up) to show a relationship between places.	Create a map of your neighborhood, like this example from National Geographic.	Create a "treasure map" and see if family or friends can use the map you have created to find the treasure!
Explain how people help and hurt the environment (e.g., recycling, littering).	Go for a walk in your neighborhood or local park and identify what you see that is helping the environment (i.e., neighbors put out the recycling for pick up) or hurting the environment (i.e., seeing plastic bags on the ground or other litter).	Use the "Protect Your Parks" lesson from National Geographic that helps students learn ways to get involved in protecting our national, state, and local parks.
Discuss how people's habits and traditions create diversity in a community.	Discuss how different cultures celebrate holidays. How are they similar? How are they different?	Possible resource: Visit the Arkansas Traveler Database here, scroll down and click on "CultureGrams", and then click "Kids Edition" or "World Edition" to learn more about the culture of others.

Learning Target Social Studies: 1st	Activity	Activity
Explain ways people use natural resources in the community.	Identify natural resources in your community, and create a poster or slide deck that tells how these resources are used.	
Compare today's families, objects, and events with those in the past using drawings, news stories, and artifacts (e.g., daily life tasks, food, clothing).	Complete this sequencing activity from the National Archives and DocsTeach.	
Explain the importance of national holidays and people associated with them.	Using a wall calendar, make a list of national holidays. Research the holidays, noting the people associated with them. Why are these holidays important?	Holidays and Observances in the United States from timeanddate.com

Grade: 1st Grade	Unit: Science Activities	
Learning Target Science: 1st	**Activity**	**Activity Resources**
Describe patterns that can be observed in the day and night sky.	The shape of the moon appears to change throughout the month. Create a grid on a piece of paper and record the shape of the moon each day. What patterns do you notice? What do you think causes this to occur?	Passport to Space (National Geographic Kids)
Explain how animals use their body parts and senses to meet their needs.	Draw and label 3 animals - one with fur, one with feathers, and one with scales. Discuss how different body coverings help animals.	National Geographic Animals
Make observations to describe how young plants and young animals look like, but not exactly like, their parents.	Read or watch "Are You My Mother?" (found on YouTube). Ask questions like, "How do you know that animal is not that baby's mother? What should this baby's mother look like?"	Learning in Places: Family Walks
Explore how light and sound move through different materials.	Plan and investigate to determine the effect of placing objects made with different materials in the path of a beam of light. Sort the objects into three piles by asking: Do the objects reflect the light? Do the objects let the light pass through or do they prevent the light from passing through? Discuss what objects in each pile have in common.	Optics for Kids
Figure out how an object can help solve a problem and explain possible solutions. *Use your creativity and everyday materials to build something useful and utilize designs and sketches in creating a product.*	Solve a problem you have around your home *(or improve a design of something that will help you perform a task around the house, e.g. attach a sponge to a broom handle to clean hard to reach places)*. Allow your child to draw out his or her solution and test solution, if materials are available.	Teach Engineering: Invent a Backscratcher

Grade: 1st Grade	Unit: Math Activities	
Learning Target Math: 1st	**Activity**	**Activity**
Add and subtract numbers within 10 fluently.	**Addition Number Battle** **Players:** Groups of two, **Materials:** Deck of cards, remove all face cards and 10s, Ace worth 1. **How to Play:** Players split a deck of cards and simultaneously flip over their top two cards. The highest sum wins all four cards. If the cards' sums have the same value, the cards are placed in a center pile. The next hand is played normally and the winner of the next addition number battle takes the center pile as well.	**Addition and Subtraction with 10:** Put 10 objects in a paper sack (e.g., beans, blocks, pennies). Reach into the sack without looking and grab a handful of objects. Create simple math problems. Example: If you started with 10 objects in the sack and pulled out 3, your simple math problem would be 10 – 3 = 7. See if you can create 2 subtraction problems and 2 addition problems.
Use the rules of addition and subtraction [e.g., Commutative Property 5+2=2+5; Associative Property (2+6)+4=2+(6+4)] to solve word problems that involve adding or subtracting numbers up to 20.	**Dice Addition** **Players:** 2 or more Players, **Materials:** 3 dice, paper, and a pencil. **How to Play:** Each player rolls the dice and adds the numbers together. The player with the largest sum wins that round. On the sheet of paper, list each player's name and add a tally mark under the player's name when he/she wins the round. The first player who gets 10 tally marks wins the game! The winner of each round must prove his sum is correct by adding the 3 numbers again, but starting with a different number (ex. Player rolls a 3, 5, and 7 and adds 3+5+7 =15. The 2nd time they add 3+7+5=15). **Challenge:** Have the player make up a word problem involving the 3 numbers rolled, (e.g., "I made 3 cookies. My sister made 5 cookies. My mother made 7 cookies. How many cookies did we make in all?")	Word Problems, you can choose the operation, type of problems to solve, and the range of the numbers that children will solve.
Count to 120 by ones, fives, and tens starting at any number.	**I Can Count from Anywhere**: Ask a parent or older brother/sister/friend to say any number less than 120 from which to start counting. Record/write your counting.	**Let's Count While We Go Walking:** Ask a parent to go for a walk with you. As you start out, ask your parent to say any number less than 120. Start counting (aloud) from that number with each step you take until you reach 120.

Learning Target Math: 1st	Activity	Activity Resources
Understand that different digits in two-digit numbers represent tens and ones (e.g., 36=3 tens +6 ones).	Snail One Hundred	**Who's Number is Larger** **Players:** 2 Players; **Materials:** Deck of cards, remove all face cards and 10s, Ace worth 1. **How to Play:** Each player is dealt 2 cards. The winner of the hand is the player who can arrange his/her 2 cards to make the largest number. Ex. 1st player draws a 2 and a 7 and lays them down as 72. 2nd player draws a 1 and an 8 and lays them down as 81. 2nd player wins all 4 cards and play continues. The winner with the most cards taken when all cards have been played wins the game. **Also:** Could play for who's number is smaller. The smallest 2-digit number for each hand wins the hand.
Compare two-digit numbers using the symbols > (more than), = (equal to), and < (less than).	**Place Value Number Battle** **Players**: Groups of two, **Materials:** Deck of cards with face cards (Jacks, Queens, & Kings) and 10s removed, Ace worth one. Writing paper and pencil. **How to Play:** Players split a deck of cards and simultaneously flip over their top two cards to create a 2-digit number. Players may move the cards and place in any position of the number they wish. The highest number wins all four cards. The winner of the hand must explain why his/her number is larger and correctly record the math expression using the < or > on his recording sheet. (ex. 1st player has 64 and 2nd player has 54 with a correct expression written as either 64 > 54 or 54< 64. If a tie occurs, then those 4 cards are set aside and players turn over their next two cards. The winner of that round also wins the 4 cards from the previous tie round.) Play continues until each player's cards have been used. The player with the highest number of cards won, wins the game.	**Number Challenge** **Materials:** 4 dice, recording paper, and pencil **How to Play:** Roll the 4 dice at the same time. What are the different 2-digit number comparisons you can record on your paper using "<" or ">"? Example. the 4 rolled dice show 3, 1, 5, 6. You could record as follows 31<56, 56>31, 31<65, 65>31, 13<56, 56>13, 13<65, 65> 13, etc. How many examples can you make?
Add and subtract numbers within 20 using objects and other strategies.	**The Penny Jar:** Using a jar and pennies, the student adds and subtracts 1-9 pennies and multiples of 10 pennies. Start with 11 pennies in the jar. Have your child add pennies to the jar (choose from 1-9 and/or multiples of 10). Ask your child to explain a way to find the sum of 11 and the number of pennies he added. Then count with your child to find how many pennies in all. Have your child record on a sheet of paper each sum (ex. 11 + 7 = 18). Repeat with different quantities (choose from 1-9 and/or multiples of 10) each day. Work with your child to subtract numbers (choose from 1-9 and/or multiples of 10) as well.	**That Sums It Up** **Materials:** 18 index cards **How to play:** Make a card for each number 1-9 using index cards. Then make a card for each of the tens from 10-90. One player gets the set of numbers 1-9. The other player gets the set of tens, 10-90. Shuffle the cards and place them in a deck facedown. The player that has the numbers 1-9 will turn over 2 cards. The first card will be the tens place and the second card will be the ones place. The other player will turn over a tens card. The players add the two numbers together. The first player to add the numbers correctly will receive a point. The player with the most points in the end of the game wins. The players can also subtract the two numbers instead of adding them.

Learning Target Math: 1st	Activity	Activity Resources
Measure the lengths of objects using a shorter object as a unit of length.	**Measuring with Crayons:** Using one of your crayons as the measuring unit, find 1 item that is exactly the length of your crayon. Find 1 item that is 2 crayons long. Find 1 item that is 5 crayons long. Find 1 item that is 10 crayons long.	**How Long Is Our Dinner Table:** Measure the length of the table using a spoon, then use a fork. Record both measurements on paper, (e.g., 5 spoons, 4 forks). If the numbers recorded are different, explain to your parent why they are different.
Tell time to the hour and half hour using an analog clock. Read hours and minutes using a digital clock.	Stop the Clock	**What Time Is It?:** Using an analog clock (a clock with a face and hands), set your clock to different times in hours and half-hours. Ask your child to write and tell you what time is displayed on the clock.
Organize objects into categories and compare the number of objects in different categories.	**Things Around My House:** Find objects around your house and organize them in various groups (e.g., buttons, beans, cereal pieces, macaroni, pennies). Count the number of objects in each group. Arrange the groups in order of which has the most to which has the fewest objects. Which group has the most number of objects? Which group has the least number of pieces? Compare each group to the other groups – asking which has the most and which has the least, by how many. How many pieces do you have in all?	**Laundry Learning:** After taking your family's laundry out of the dryer, ask your child to sort the clothing into different groups (e.g., dark and light-colored clothing, pants, shirts, towels). Ask your child which group has the most items? Which group has the fewest items? How many more items are in one group than in another group? How many items are in two groups combined? How many items are in all the groups combined?
Divide circles and rectangles into two and four equal-sized parts and use the words halves, fourths, and quarters.	Pizza Fraction Game: Drag and drop Pizza pieces onto fraction plates.	**Fractions in Our World:** The next time you go to the store with your parents, find examples of rectangles that have been cut/divided into halves or quarters and share with your parent. Find examples of circles that have been cut/divided into halves and quarters. Share these with your parent. Alternate to Going Shopping: Find examples around your house, pictures in magazines, or in video games you watch or play.

Grade: 1st Grade	Unit: Literacy Activities	
Learning Target Literacy: 1st	**Activity**	**Activity Resources**
Participate in discussions with others.	At meal times go around the table and ask your children to tell a "high" and a "low" from the day. If your child gives a generic answer (like, "I had fun today") ask him/her to elaborate on his/her answer. When driving in the car or walking around the neighborhood, start a conversation with your child. Ask questions that require more than a "yes" or "no" answer.	Conversation Starters Conversational Turns 20 questions to ask your kid instead of, "How was your day?"
Blend individual sounds into words.	First grade students should be able to blend or put individual sounds together to make words. To practice this skill at home, play word games where you say a word sound by sound (example: /c/ /l/ /i/ /p/, /m/ /e/ /l/ /t/, and /s/ /t/ /a/ /m/ /p/) and have your child put the sounds together to tell you what the word is (examples: clip, melt, and stamp). The slanted lines in the examples refer to the sounds and not the letters.	Phonemic Awareness Activities w/ Video Tutorials Word Lists for Word Games
Segment words into individual sounds.	First graders should be able to fully segment or take words apart sound by sound. To work on this skill, play word games where you give your child a word (examples: clip, melt, and stamp) and have your child break the words into individual sounds (example: /c/ /l/ /i/ /p/, /m/ /e/ /l/ /t/, and /s/ /t/ /a/ /m/ /p/). The slanted lines in the examples refer to the sounds and not the letters.	Phonemic Awareness Activities w/ Video Tutorials
Match letters to sounds when reading.	When a child comes across a word he/she does not know, ask him/her what sound each letter or group of letters make? What sounds do the letters in this word make?	Ideas for Parents/Guardians Games to Play
Match sounds to letters when writing.	When working with your child on spelling, emphasize the sounds first. Have the student say the word and break it into sounds. Use a token to represent each sound heard in the word. For each sound, the student will touch the token, echo the sound and determine which letter or letters stand for each sound. Student then writes the letter or letters for each sound over the token. For example (video), in the word swish, the student says the word (swish), breaks the word into its individual sounds (/s/ /w/ /i/ /sh/) and puts out 4 tokens (one for each sound). The student then goes back to each token, touches the first token, repeating the sound and deciding which letter or letters stands for the /s/ sound. The student then writes that letter or letters over the token. The student repeats with the second sound /w/, then /i/ and finally the /sh/ sound.	Sound Wall–Consonants Sound Wall–Vowels Articulation Video

Learning Target Literacy: 1st	Activity	Activity Resources
Read simple stories	Read a book to your child or have him/her read a book to a parent/older sibling.	FlyLeaf Portal; Libby App: Free ebooks & audio books; Reading Games
Describe the major characters in a text.	Talk about the characters in books. Did you like the character? Why or why not? Think about how changing the characters to live in different settings would alter the ending or moral.	Picture the character activity
Retell stories.	Retell a story by acting out the beginning, middle, and end of a book.	What's Retelling
Identify the main topic and key details of a text.	You can write something like "Apples are delicious." or "Football is a fun sport." Tell the student that you are going to find the main idea of each sentence. Remind them that the main idea is what the sentence is all about. Ask the student to circle the word or words that contain the main idea of the sentence. Then move to the paragraph level. The reader can locate the main idea in different places within a paragraph. The main idea is usually a sentence, and it is usually the first sentence. The writer uses the rest of the paragraph to support the main idea. Discuss the setting of the story. Would the story be different if it happened in another place?	How to Find the Main Idea Video
Listen to a text and respond to questions.	Read a book to your child, tell a story, or play a story read aloud on a website. Talk with your child about who was in the story, what happened, or what was learned.	Storyline Online; Question Stems; Libby App: Free ebooks & audio books
Write uppercase and lowercase letters.	Have your child write the letters of the alphabet while saying them out loud. For a fun game, say a letter and see how fast your child can write it.	Handwriting Paper How to Form Letters
Write to tell a story, to give information, or to give an opinion using grade-appropriate conventions.	Choose your favorite show and write or draw a picture of the beginning, middle, and end of the show. Remind your child to use capital letters at the beginning of sentences and for proper nouns and to use correct ending punctuation at the ends of sentences.	Writing Prompts
Learn and use new vocabulary.	Discuss new vocabulary words in books. Look for opportunities to use new vocabulary words and praise your child for trying out new words in conversation.	Make Your Own Mad Libs Reading Rockets vocabulary activities