



SUPPLEMENTAL LEARNING ACTIVITIES

1ST GRADE

Week 1

Learning Activities for Reading

Grade 1

In first grade, students need to **read grade level texts with prompting and support.**

Parents can support this standard by (students reading to self, to someone else, or listening to reading) 20 minutes daily.

Week 1 Activities

1. **1st Grade SIGHT WORDS** **Materials:** boxes at bottom of paper, pencil

Choose 10 words from the "SIGHT WORDS" list. Write these into the boxes at the bottom of the page. Practice reading these each day.

2. **LONI'S TOWN (text on back)~fiction** **Materials:** story on back of activities, pencil

Read the story to your child. They can also read on their own. After reading, find and circle 10 or more sight words you read in the story (see attached list of 1st grade "sight word").

3. **LONI'S TOWN (text on back)~fiction** **Materials:** story on back of activities

Reread the story to your child. They can also read on their own. Tell your child to read with "fluency", like how we speak. Then, have your child tell the characters (**the who**) and use describing words like, "smart", "tall", "quick".

4. **LONI'S TOWN (text on back)~fiction** **Materials:** story on back of activities

Reread the story to your child. They can also read on their own. Encourage your child to read with "fluency", like how we speak. Then, have your child describe the "setting" of the story (**the where and the when**). Describe ways the "SETTING" changed over time.

5. **LONI'S TOWN (text on back)~fiction** **Materials:** story on back of activities

Have your child read the story again by themselves or with a little help. Then, have your child "RETELL" or write a "RETELL" of the events of the story describing the "beginning", "middle", and "end".

What Families Can Do

- Rereading stories helps build your child's reading fluency and confidence.
- Time your child, and see how many correct words they can read in 1 minute. Reread to increase accuracy and fluency time.
- Note and practice words that your child struggles to read.

Write 10 sight words here:

Loni's Town

By Ann Rossi

Illustrated by Jeff Hopkins

Loni loved her town. She spent time walking and shopping with her grandma. They bought bread at the bakery and shoes at the shoe store. From their apartment window, Loni and her grandma watched people walk and jog along the busy street. At the crosswalk, a guide dog was helping its owner cross the street. "Grandma, I love living here. I hope our town will never change," said Loni. "We have a great town, Loni," smiled Grandma. "But did you know that in the past, there were only farms here? It looked very different when my great-grandmother was a little girl.



"I'll get some pictures to show you." Grandma showed Loni a picture of a young girl. She was standing next to a house and barn. A cow was sticking its head out of a window in the barn. Behind the girl, a field of corn stretched down to the river. "Wow! I never knew our town used to be farmland!" exclaimed Loni as she pointed to the photo album. "Oh my, yes," said Grandma. "My great-grandmother's family farm had cows, sheep, and goats for milk." "They kept chickens too," continued Grandma, "but not for milk." Loni giggled. "There's no such thing as chicken milk, Grandma! Look, your great-grandma is gathering chicken eggs in this picture." Grandma explained that even transportation was different back then. Her great-grandmother's family traveled by boat, by horse, or on foot. There were dirt roads in the town. "What happened to all the farms and the dirt roads?" asked Loni. "More people settled here. Over time, farmers sold their land to builders. They built stores and schools. They paved the roads. It was a town when my grandmother was born. People moved there to find jobs," said Grandma. "This picture shows how different the town looked back then." Grandma handed Loni another picture. "When my mother was born, cars and horses shared the road. Years later, when I was born, you never saw a horse on the street." "Our town has changed a lot," said Loni thoughtfully. "I bet it will keep growing and changing, just like me."



Sight Words:

the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	words	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	called
was	when	her	who
for	your	would	oil
on	can	make	sit
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down
they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	come
this	how	write	made
have	their	go	may
from	if	see	part

Other possible ways to practice sight words:

- Search for words around your house, in magazines, or newspapers
- Use a “board game” you already have and write sight words on the game spaces
- Write sight words on the back of a puzzle you already have and read the sight word as you place that puzzle piece
- Write the “sight words” with sidewalk chalk
- Write the “sight words” in a rainbow of colors
- On a sunny day, use water on your finger or paintbrush to write the words on the sidewalk
- Spell and read with refrigerator magnets
- Post words on a wall as a target. Toss a ball and read the word it touches. Words could be worth points.
- Words can be made into “flashcards” or memory games
- Write the sight word with a white crayon and color over it with a marker to reveal it.
- Practice saying or writing the words in sentences.
- Practice spelling the “sight words”.

Learning Activities for Title 1 Reading

Grade 1

Oregon standards identify phonics and phonemic awareness as a priority skill in first grade. These activities will help your child read words.

Week 1 Activities

1. **Practice the phonemic awareness skill: Segmenting the sounds in words.** **Materials:** This is a spoken activity that can be done with any words you choose.

Parents say the whole word. Child repeats the words and then says all the sounds in the word.

Parent: drum	Child: drum /d/ /r/ /u/ /m/
Parent: braid	Child: braid /b/ /r/ /ai/ /d/
Parent: fan	Child: fan /f/ /a/ /n/
Parent: grump	Child: grump /g/ /r/ /u/ /m/ /p/
Parent: dress	Child:dress /d/ /r/ /e/ /ss/

2. **Practice sounding out words from the text, “A bump”.** **Materials:** The story is on the next page. Sound out these words:

bump, rug, wag, flat, mug.

Adults should point to the word, and have the child tell them all the sounds in the word without stopping between the sounds. Example:

Parent points to Bump.
Child: /b-u-m-p/ Bump

3. **Read the story.** **Materials:** The story is on the next page.

Have students practice reading the story (multiple times).

4. **Spelling.** **Materials:** Words from the story “A bump.”

Say the word to your child. Have your child repeat the word, and say the sounds in the word (holding up a finger for each sound).

What Families Can Do

- Read any texts in the home that students enjoy.
- Practice breaking up words into their individual sounds. Say a word and have the child tell you all the sounds in that word.
- Have children practice sounding out words found around the house (in a book, magazine, online, labels).
- Give your child words to spell. Have them say the sounds first and then have them write the word.

Read/use the decodable text for activities: **A Bump Mugs**

Mugs is not here.

The rug is flat.

The rug has a bump.

The bump can wag.

It is Mugs.

Mugs the dog was a bump in the big rug.

Learning Activities for Writing

Grade 1

Oregon Common Core Standards want first graders to participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Week 1 Activities

1. How to make pancakes

Materials: paper, pencil, crayons

Have your child watch and help you make pancakes.

- Students will write and illustrate each step of the procedure using transition words.

Example: First, Then, Next, After that, Then, Last.

*To extend this activity they should label pictures and write a materials list.

2. How to make a sandwich

Materials: paper, pencil, crayons

Have your child watch and help you make your choice of sandwich.

- Students will write and illustrate each step of the procedure using transition words.

Example: First, Then, Next, After that, Then, Last.

*To extend this activity they should label pictures and write a materials list.

3. How to make your bed

Materials: paper, pencil, crayons

Have your child watch and help you make their bed.

- Students will write and illustrate each step of the procedure using transition words.

Example: First, Then, Next, After that, Then, Last.

*To extend this activity they should hang their directions by their bed and refer to it daily.

4. How to tie your shoes

Materials: paper, pencil, crayons

Have your child watch and help you tie a pair of shoes.

- Students will write and illustrate each step of the procedure using transition words.

Example: First, Then, Next, After that, Then, Last.

*To extend this activity they should practice tying shoelaces.

5. How to draw your favorite animal

Materials: paper, pencil, crayons

Have your child describe how to draw their favorite animal in a series of six steps.

- Students will write and illustrate each step of the procedure using transition words.

Example: First, Then, Next, After that, Then, Last.

*To extend this activity they should label pictures and write a materials list.

What Families Can Do

- Experiencing the concept of "how-to" language, students should recognize when an activity is done in a sequential order.
- Discuss how doing things in an "incorrect" order would cause problems. (Put on your shoes. Then put on your socks)!! This would not make sense. Discuss why it is important to do activities in sequential order.

Example of a completed story:

How to Wash a Dog



First, put the dog in the tub. Bring a towel, shampoo and a hose.



Then, fill the tub with water from the hose.



Next, shampoo the dog. After that, rinse the dog with water.



Last, use the towel to dry off the dog. If he was a good boy, give him a treat!

Learning Activities for Math

Grade 1

Oregon math standards identify extending the **counting sequence, by reading, writing an/or counting to 120**, starting at any number less than 120.

Week 1 Activities

1. Choral Counting

Materials: 120 chart (see back of page) , pencil

Use students 120 chart:

- Chorally count from 1-120 with your student following the numbers in sequence.
- Select various randomly selected numbers from the chart, have your students identify the number and continue counting on to 120.
- Have your student practice counting by 2s, 5's and 10's.
- **Challenge:** Have your student chorally/write numbers backwards from a given number less than 120.

2. Guess the Number

Materials: pencil, 120 chart, small object

Have your students warm up by chorally counting numbers 1-120.

Game: Using a small object or your finger, cover up a number on the 120 chart. Have your student use their knowledge of counting and number patterns to guess the number. Do this repeatedly in order to practice identifying and counting on from multiple numbers.

Challenge: Cover up multiple numbers (either random or in a sequence) and have students identify all covered numbers.

3. Fill in the 120 Chart

Materials: pencil, completed and blank 120 chart

Have your students warm up by chorally counting numbers 1-120.

Give students a blank 120 chart. Have students independently fill in numbers 1-120. Assist as needed.

Option: Play game from lesson 2 with newly completed 120 chart.

4. Counting by 10's & 5's

Materials: 120's charts and pencil/pen/crayon/highlighter

Have your students warm up by chorally counting numbers 1-120.

Look at the 120 chart with your student. Discuss number patterns student notices between numbers (in rows and columns- 1's and 10's). Using a pencil, crayon, highlighter, etc. draw circles around all multiples of 5, and draw triangles around all multiples of 10. Practice counting orally by 10's and 5's.

Challenge: Highlight multiples of 2 and count by 2's. Have students count backwards by 5s and 10s from 120 or randomly selected numbers.

5. Family Counting

Materials: 2 or more people

Have one person pick a number between 1-120 and take turns in order counting up or down from that number. Make it fun and try to say it and take turns as quickly as you can. The round is over when someone takes too much time, doesn't know the number, or jumbles their words!

What Families Can Do

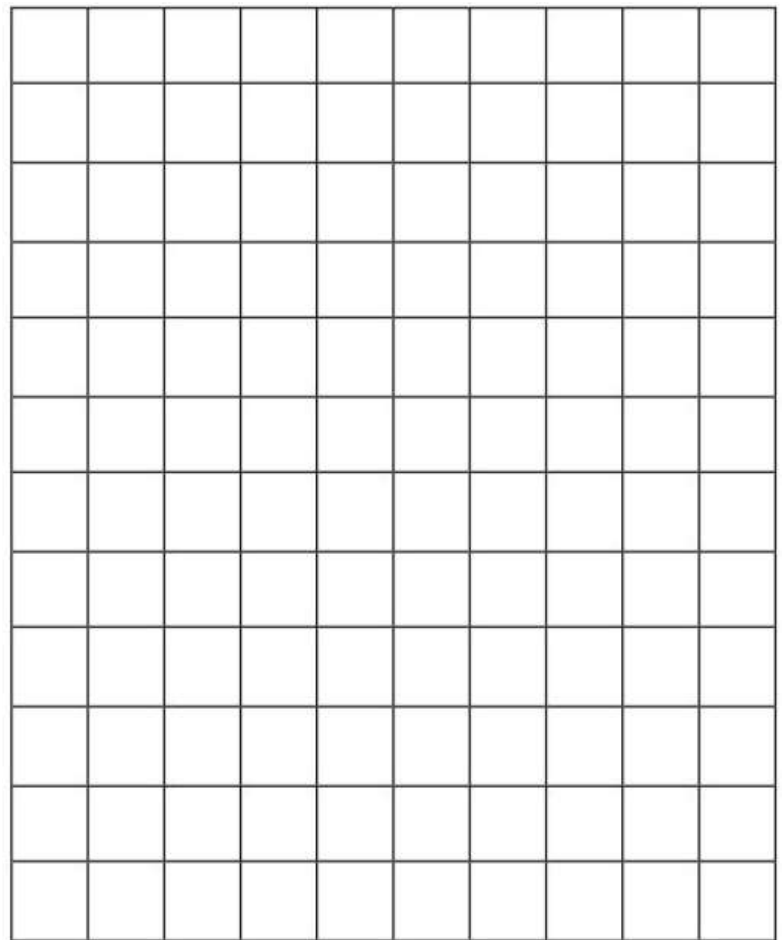
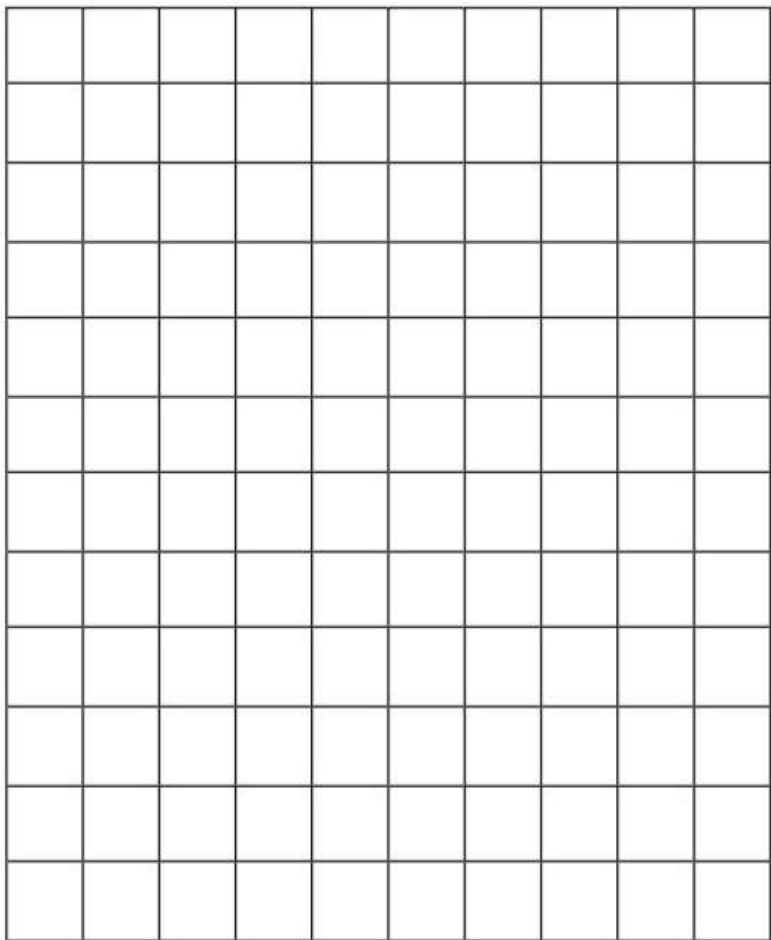
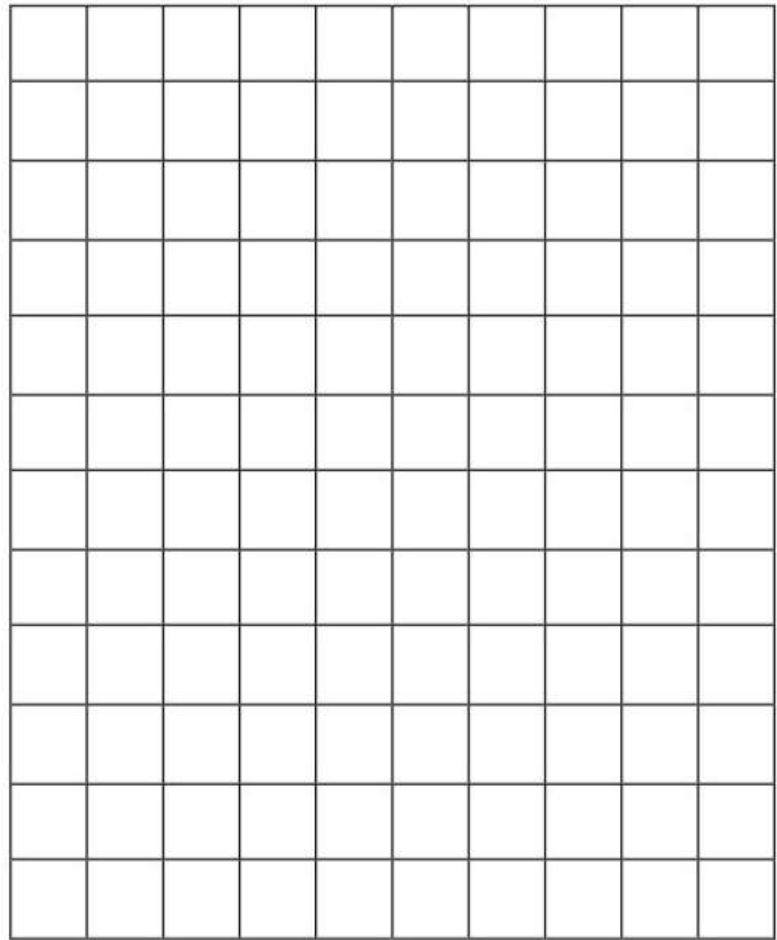
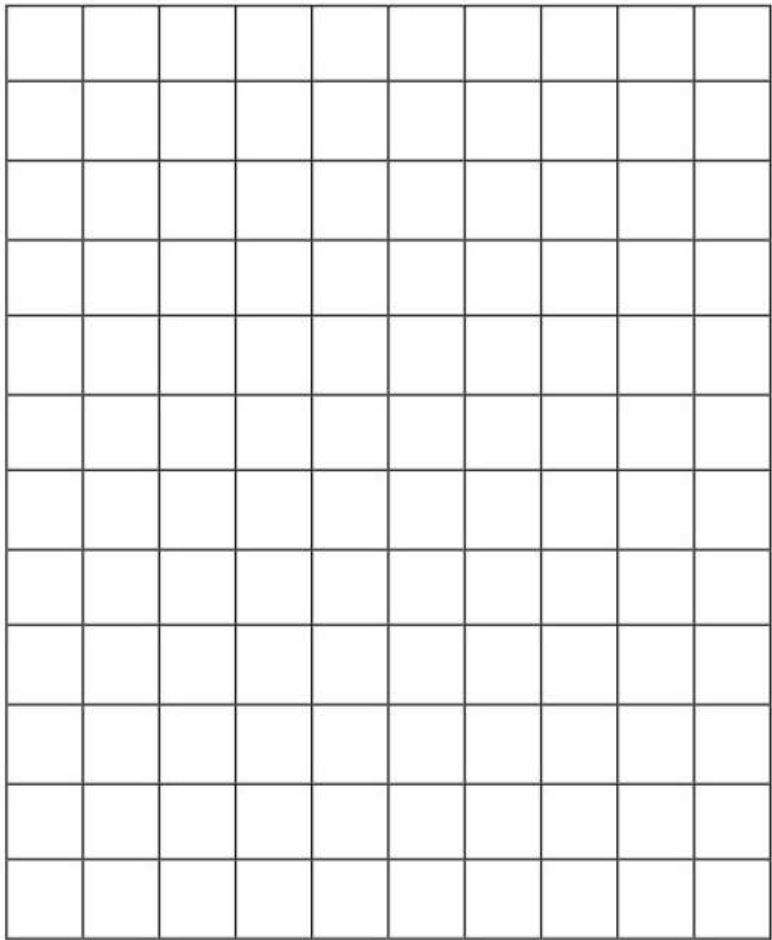
- Counting objects in daily life is best for learning. Students can count objects they see in the house, from the car, in the store, etc. Make it fun and interactive for your student.
- Additional ideas: count stop signs you see from the car, grab a handful of objects and count them, have students grab as many objects as they can in 1 minute then count them.

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

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
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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
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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

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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

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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



Learning Activities for Science

Grade 1

Next Generation Science Standards state that first grade students should be able to use observations of the sun, moon, and stars to describe patterns that can be predicted. These activities will help your child identify and explore objects and patterns in the sky.

Week 1 Activities

1. Star Observations

Materials: Paper, Pencil, Crayons

Go outside with an adult in the evening on a clear night. Observe the stars. Can you see any star patterns? Are some stars brighter than others? Draw a picture of the stars after observing them.

2. Moon Observations

Materials: Paper, Pencil, Crayons

Go outside with an adult in the evening on a clear night. Look at the moon. What kind of moon phase is it? You can do this every night of the week and see if the moon phase changes at all. Draw the moon and your observations.

3. Moon Phase Book

Materials: Paper, Pencil, Crayons

Create a book with each phase of the moon on it. Draw pictures of each phase, and label each phase.



4. Constellation Drawing

Materials: Paper, Pencil, Crayons, Constellation Worksheet

Use the worksheet on the next page to create your own constellation. Connect the dots to make different constellations.

5. Solar System

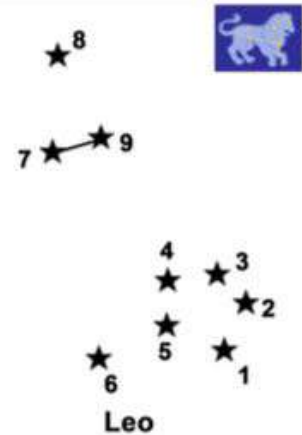
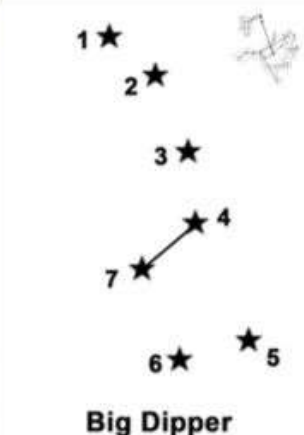
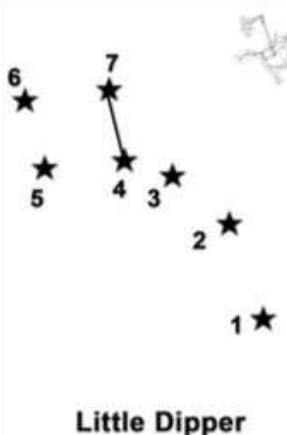


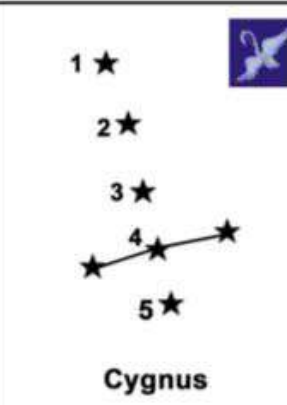
Materials: Paper, Pencil

List 4 things that are in the solar system. In the solar system there are 1. _____ 2. _____ 3. _____ 4. _____. Tell a family member what you know about each thing you listed.

What Families Can Do

- Discuss star patterns, moon phases, and the solar system throughout the week.
- Moon Phases: Waning Crescent, Third Quarter, Waning Gibbous, Full Moon, Waxing Gibbous, First Quarter, Waxing Crescent.

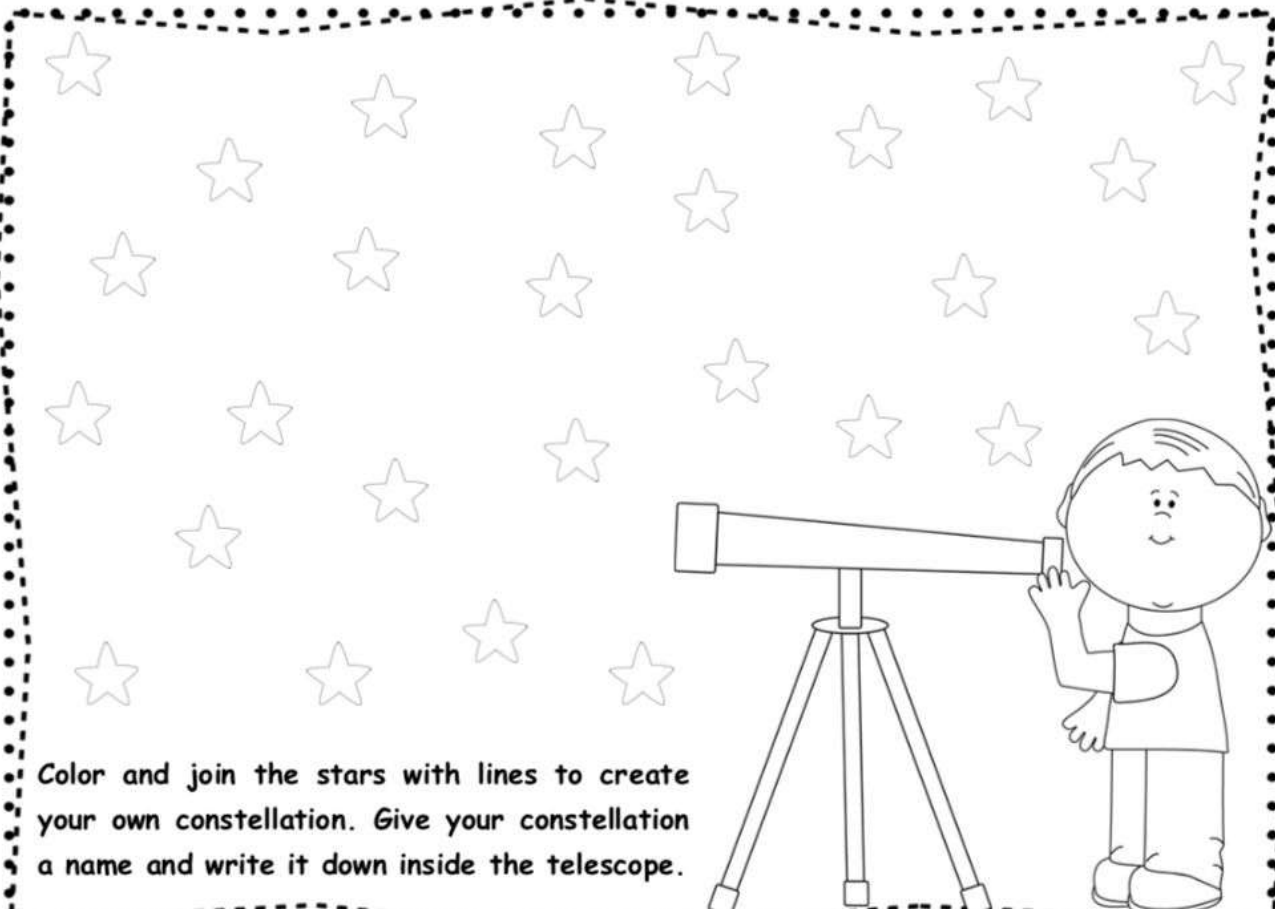
Connect the dots to make a constellation

 <p>Leo</p>	 <p>Big Dipper</p>	 <p>Little Dipper</p>
 <p>Cassiopeia</p>	 <p>Cancer</p>	 <p>Cygnus</p>

Constellations

Every year the sun slowly passes through 12 constellations known as the Zodiac.

Some star patterns have their own names but are not whole constellations. The Big Dipper is made up of 7 stars in the Great Bear constellation.



Color and join the stars with lines to create your own constellation. Give your constellation a name and write it down inside the telescope.

Learning Activities for Social Studies

Grade 1

Oregon Common Core Standards want first graders to be able to construct maps (including mental maps), graphs, and other representations of familiar places.

Week 1 Activities

1. Map of My Bedroom

Materials: Paper, pencil, crayons/colored pencils

Draw a map of your bedroom.

- Label and color the objects you have in your room such as bed, window, door, closet, dresser, etc.
- Use color and details!

2. Map of Home

Materials: Paper, pencil, crayons/colored pencils

Make a map of your home.

- Draw and label the rooms.

3. Map of My School

Materials: Paper, pencil, crayons/colored pencils

Create and label a map of your school.

- Include your classroom, the office, the cafeteria, the gym and the library.
- Add color.
- This may take a few days.

What Families Can Do

- Read, discuss and work on the above activities together with your first grader.
 - Why are maps important?
 - What might happen if you don't have a map?
- Look at maps of places important to your family's history.
- Find graphs in newspapers
- Have fun!

Learning Activities for Art

Grade 1

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens.

This week we are providing activities in the discipline of **Dance**.

Week 1 Activities

1 Mirrored Movement

Materials: partner, space to move

Stand facing your partner. Imagine you are looking into a mirror at yourself. One person chooses the movements while the other partner follows their lead and mirrors those movements. Take turns being in charge of the movements.

Arts Standard Addressed: DA:Pr5.1.1.a Demonstrate a range of locomotor and nonlocomotor movements, body shapes, and directionality with spatial awareness.

2. Balance Activity

Materials: A line on the floor or ground, space to move

Find a line in your house or outside (some examples could be the edge of a rug, a taped line on the floor, a line on the pavement or sidewalk, a line drawn in the dirt). Practice walking on this line with one foot in front of each other. Next, try balancing on one foot after taking 2 steps on the line. Practice with balancing on each foot. For a challenge try different balancing poses such as, foot to ankle or foot to knee. See if you can touch the line with both feet and one hand or both hands and one foot.

Arts Standard Addressed: DA:Pr5.1.1.b Demonstrate balance while stationary and in motion safely, while maintaining personal space.

3. Body ABC's

Materials: space to move

See how many letters in the alphabet you can pose with your body. Have a family member be your audience and record which letters you can make using just your body!

Arts Standard Addressed: DA:Pr6.1.1 Dance for others in a space where audience and performers occupy different areas.

What Families Can Do

- Families can have a dance party to get the whole family moving. If you need ideas, GoNoodle is a great website for links to dancing fun! Take turns being the performer and the audience for an impromptu dance performance.
- Take your performance/movements outside, or on a trampoline to increase the difficulty.
- Be a productive audience member: give feedback on your students' movements and/or performance.

Learning Activities for Health

Grade 1

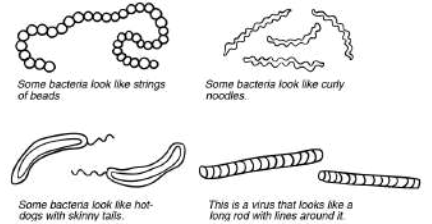
Oregon health standards require students to understand concepts related to health promotion and disease prevention in order to enhance their health. The following activities will remind your student about germs and how we can prevent them from spreading and causing illness.

Week 1 Activities

1. What Germs Look Like

Materials: Any **ONE** of these listed items: playdough, dry pasta, beads, legos, dry beans or paper and pencil to draw with.

Explain: There are many types of germs. Some germs are called viruses. Viruses are the smallest kinds of germs. Bacteria are another kind of germ. They can be helpful, or they can be harmful. Harmful bacteria can make us sick. All germs are different, here is a picture of what some germs look like.



Make your own germs using a variety of the above materials or draw them on paper.

2. The Handwashing Song

Materials: sink, soap, towel

Explain: Rubbing and scrubbing with soap helps lift germs off of our skin so that the water can wash them away. We should wash our hands before eating, after using the restroom, after playing outside, after playing with a pet, or any other time our hands or nails look dirty.

Practice washing your hands while singing the ABC's. Make sure you wash with warm water, soap and scrub your hands on top, in between your fingers and even get your wrist. Then rinse and dry them!

3. Hide and Go Seek Germs

Materials: none

Practice hunting down germs by playing a game. One person in your family will be the "soap" and the other people (or just one person) will be the "germ(s)". The germs will go hide somewhere in the house and the soap will travel throughout the house until they find all the germs! Have fun!

4. Healthy Habits Chart

Materials: paper, pencil/crayons

Create a chart similar to the one below. Post the chart on your refrigerator, on your bedroom door, or in another place where you will see it every day. Put a star in the box each day you do something to stay healthy.

Wash hands before eating	Wash hands after using the bathroom
Cover your coughs and sneezes	Wipe down things we touch (tables, door knobs)

What Families Can Do

- Make it a daily habit to wash your hands before each meal.
- Practice not touching your face or putting your hands and objects in your mouth.
- Encourage your student to help wipe down frequently touched surfaces in your house.
- Encourage your student to eat healthy foods to boost your immune system which helps to fight off germs.

Learning Activities for Music

Grade 1

Oregon standards identify **listening and analyzing** as a priority musical skill in 1st grade. These activities will help your student develop their listening skills by identifying high/low, fast/slow, or same/different

Week 1 Activities

1. Identify and classify sounds.

Materials: Piece of paper and a pencil or pen

Learn to recognize sounds around you and elements of the sounds.

You can do this inside or outside. Take about 10 minutes and listen to all of the sounds around you. Write down what you think is making the sound, and then decide if it is a high, low or medium sound. Is it loud, soft or medium? Is it a long or short sound? Does it have a steady beat or not?

Examples

1. Bird - high sound, medium volume (loudness) and short duration
2. Lawnmower - low sound, loud volume, long duration
3. Clock - medium sound, soft volume, short duration

2. Sing a song

Materials: None needed. This activity can be completed by singing together, or listening to a recording.

Sing a song from class for someone in your house. Was it fast or slow?

Does it sound happy or sad?

Share with your student a song you learned as a kid.

Discuss what was the same or different.

If you listened to a recording, what instruments could you hear?

3. Specials Bingo!

Materials: Bingo Card

See if you can get a Bingo by completing the tasks in the Bingo Card below! Have fun!

B	I	N	G	O
PE Wash your hands for at least 20 seconds before you eat	Music Keep a steady beat in as many ways as you can	Library/Lab Read a book with someone	PE Stretch with someone in your household	Music Create your own instrument
Library/Lab Spend some time practicing your typing	PE Do 20 jumping jacks	Music Dance to your favorite song!	Library/Lab Write your own story!	PE Create your own obstacle course
Music Perform a song for someone	Library/Lab Draw pictures to go with your favorite story	Free Space	Music Listen to music quietly	Library/Lab Play your favorite computer game Ask an adult!
PE Don't forget to drink water everyday	Music Write your own song!	Library/Lab Have someone else read to you	PE Jog in place for 20 seconds	Music Ask an adult to watch a music video online
Library/Lab Act out your favorite book	PE Practice Mindful breathing with someone	Music Use Body Percussion (clap, snap, pat, stomp) to create your own patterns	Library/Lab Have a spelling contest	PE Your choice of exercise

What Families Can Do

- Singing together helps students build confidence, as well as develop their ear.

Learning Activities for PE

Grade 1

Oregon Physical Education Standards recognizes the importance of individuals applying the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Week 1 Activities

1. Simon Says, “Exercise”

Materials: none

Parent and student take turns being the leader and naming different exercises for each other to do if Simon asks them.

Example: Simon says; do 5 jumping jacks, Simon says; hop on one foot 3 times. After several turns switch and let the other person be Simon.

If a mistake is made the person who made the mistake must automatically do 5 jumping jacks. After they do their 5 jumping jacks, they may re-enter the game.

Why: So students can work on cardiovascular fitness and have fun while doing so.

2. “I See”

Materials: none

Choose things from around your house or neighborhood. For example, say “I see the color RED”, “I see you doing 5 pushups”, “I see you running to the tree and back.” Choose different objects or movements to complete. Use your imagination too! Try to involve as much physical movement as possible.

3. Tossing Self-Practice

Materials: ball or soft object

Find a ball or soft object to practice tossing and catching (a rolled up sock works great!). Toss up and down. Try to see how many times you can toss and catch the object in a row before it hits the ground. How high can you toss it?

4. Music & Movement

Materials: music player

Pick someone to control the music. When the music plays, move or dance. When the music stops, freeze!

What Families Can Do

- Have a family discussion about physical activity. Talk about the importance of daily movement and exercise. Some questions to guide the conversation: What do you like to do to stay active? What activities are easy or fun? What activities are challenging?

Learning Activities for Speaking & Listening

Grade 1

Oregon Common Core Standards require 1st grade students to be able to participate in conversations, follow agreed upon rules for discussion, build on others' ideas, and ask questions to clear up confusion (SL.1, SL.3). In addition, students are required to use details to produce complete sentences to express ideas and feelings clearly (SL.6, SL.4).

Week 1 Activities

1. Math Connection

Materials: None

Think of a number between 1-20. Once you have the number, have your student ask questions to find the mystery number. Examples: What number comes before the number? What number comes after the number? Is the number larger than ____? Is the number smaller than ____? Is the number ____? When the number is guessed correctly, try a challenge and pick a number between 1-120.

2. Writing/Sequencing Connection

Materials: No Materials Needed

Think of an activity, game, or something you know well that you can teach someone else. Describe how to play the game or complete the activity by using sequential words (first, next, then, after that, last, finally) to a family member. Some ideas might be how to make a sandwich, how to tie your shoes, how to make your bed, or how to play soccer.

3. Reading Connection

Materials: Loni's Town by Ann Rossi (in reading materials)

After reading Loni's Town, retell the story to a family member.

First, _____. Next, _____. Then, _____. Last, _____.

After reviewing and practicing sight words during reading. Have your kids verbally use 5 first grade sight words in a sentence.

4. Dinner Table Talk

Materials: None

As you sit around the dinner table, take turns asking and answering some of these silly questions:

Would you rather be hot or cold? -I would rather be hot/cold because _____.

What is the most awesome thing you have ever seen? -The most awesome thing I have ever seen is _____.

If you could change your name, what would it be? --I would change my name to _____, because _____.

What Families Can Do

- Sit down together to complete each activity.
- Encourage your child to use complete sentences when asking and answering questions.
- Discuss why it's important to use sequencing words and provide opportunities for your child to hear you use sequencing words.

Learning Activities for Wellness & Self Care

Grade 1

*Wellness and self care activities should be ways to help your child **maintain physical, mental and emotional well being.***

Week 1 Activities

1. The Breathing Tool

Materials: None

This week you are practicing using your breathing tool. When you are feeling upset, be intentional about using a deep breath to pause and calm yourself so that you can approach the situation from a new perspective.

How to use the tool: Take a slow, deep breath. With one hand on your stomach and the other hand over your heart, breathe in slowly through your nose, and focus on the air coming into your lungs. With the in-breath, count slowly 1... 2... 3... Notice how your stomach expands like a balloon. Then let out the breath through your mouth, counting 1... 2... 3... Do this three times.

2. Gratitude

Materials: paper and pencil (optional)

Take one minute to list three things you are grateful for. - You can be grateful for big things, like having supportive parents, or small things, like being able to say "hi" to your friend before class started. Gratitude is the ability to recognize and acknowledge the good things, people, and places in our lives.

3. H2O!

Materials: cup and water

Drink a large cool glass of water after you wake. It fires up your metabolism by 24% for ninety minutes and increases mental and physical performance during the day. When you're dehydrated, you can feel tired and drained, and you may experience headaches and mood fluctuations.

4. Say Cheese!

Materials: Mirror and yourself

Smile in the mirror for 10 seconds. Smiling slows the heart and relaxes the body, and it releases endorphins that counteract and diminish stress hormones. It also has been shown to increase productivity while a person performs a task.

5. Take a Break!

Materials: None

Take a digital break. Mindfully step away from your digital devices for short periods of time during your day today. It allows you to feel more focused and centered when you do plug back in. Try to take two or three mini-digital breaks today for about ten minutes each. Start with just one if that's all you feel comfortable doing.

What Families Can Do

- LISTEN to your child. This time is stressful for us all, and having someone to ***just listen*** can be helpful. If you ask how they are doing and they tell you they are "fine," keep asking (at another time). Kids may not always have the right language to explain the way they feel.
- Be reassuring. Regularly. Remind them we are going to get through this together.
- It is important that although you and your child are maintaining separation, no one feels completely isolated. Take opportunities to reach out and interact with others, even if it is at a distance (6 feet away), on the phone, online, or via snail mail!
- Take care of yourself! When adults practice self-care they can better take care of others.

Week 2

Learning Activities for Reading

Grade 1

In first grade students need to **read grade level informational texts with prompting and support**. Parents can support this standard by (students reading to self, to someone else, or listening to reading) 20 minutes daily.

Week 2 Activities

1. 1st Grade SIGHT WORDS

Materials: boxes at bottom of page, pencil

Choose 10 new words from the “SIGHT WORDS” list. Write these into the boxes at the bottom of the page. Practice reading these each day.

2. HELP THE FOREST (text on back)~informational text

Materials: story on back of activities

Before reading the story, ask your child what they know about a forest. Talk about it. Read this story to your child or have them read it to you.

3. HELP THE FOREST (text on back)~informational text

Materials: story on back of activities, pencil

Read the story “HELP THE FOREST” to your child again. They can also read on their own. Tell your child to read with “FLUENCY”, like how we speak. Then find and circle vocabulary words that you think are important to describing a forest. Write or tell other words you can think of that describe a forest.

4. HELP THE FOREST (text on back)~informational text

Materials: story on back of activities, pencil

Read the story “Help the Forest” to your child again. They can also read on their own. Tell your child to read with “fluency”, like how we speak. Tell or write 2 facts you learned from the story.

5. Help the Forest (text on back)~informational text

Materials: story on back of activities, pencil

Read the story “Help the Forest” to your child again. They can also read on their own. Tell your child to read with “FLUENCY”, like how we speak. Tell or write your ideas to these ideas: *Why do you think the author wrote about caring for the forest? Think of ways you can care for the forest.*

What Families Can Do

- Rereading stories helps build your child’s reading fluency and confidence.
- Time your child, and see how many correct words they can read in 1 minute. Reread to increase accuracy and fluency time.
- Note and practice words that your child struggles to read.

Write 10 sight words here:

Help the Forest

By Rita Crosby (modified by Earl Boyles Elementary)

The forest is a good place for animals and birds. They can find food and make homes here. The forest is a good place for trees. They get the water and the sun they need to grow here.



The forest is a good place for people to play. They sit around under the trees. They look at birds and animals. They paddle on the lake. Forest Rangers take care of huge forests. They put out fires. They cut down sick trees. Then new trees can be planted.



Animals will still have homes. They will still find food. People must take care of the forest. They must make it a good home for trees, birds, and animals. How can you help the forest?

Learning Activities for Title 1 Reading

Grade 1

Oregon standards identify phonics and phonemic awareness as a priority skill in first grade. These activities will help your child read words.

Week 2 Activities

1. **Practice the phonemic awareness skill: blending sounds** **Materials:** This is a spoken activity that can be done with any words you choose.

Parents say the individual sounds in a word. Child listens and then says the whole word.

Parent: /c/ /r/ /a/ /sh/ Child: crash

Parent: /d/ /r/ /i/ /ll/ Child: drill

Parent: /s/ /l/ /ee/ /p/ Child: sleep

Parent: /t/ /r/ /u/ /ck/ Child: truck

Parent: /b/ /r/ /ai/ /n/ Child: brain

-
2. **Practice sounding out words from the text, “A ramp”.** **Materials:** The story is on the next page. Sound out these words: steps, ramp, zip, must, sits

Parents should point to the word, and have the child tell them all the sounds in the word without stopping between the sounds. Example:

Parent points to Ramp.

Child: /r-a-m-p/ Ramp

-
3. **Read the story.** **Materials:** The story is on the next page.

Have students practice reading the story (multiple times).

-
4. **Spelling.** **Materials:** Words from the story “A Ramp.”

Say the word to your child. Have your child repeat the word, and say the sounds in the word (holding up a finger for each sound).

What Families Can Do

- Read any texts in the home that students enjoy.
- Practice blending sounds into words. Give children the sounds that make up a word and have them tell you what the word is.
- Have children practice sounding out words found around the house (in a book, magazine, online, labels).
- Give your child words to spell. Have them say the sounds first and then have them write the word.

- Read/use the decodable text for activities: **A Ramp**

Steps.

Dad must sit.

A ramp.

Dad can zip up.

Viv sits on his lap.

Down.

Viv and Dad zip down.

It is fun to go down the ramp fast.

Learning Activities for Writing

Grade 1

The Common core standards for first grade writing want students to write opinion pieces. Students should introduce the topic, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Use the following sentence frames to help your child organize his/her opinion piece. *Optional

Do you know about _____? (introduce topic)

In my opinion _____ is/are _____. (state opinion)

The first reason is _____. (reason 1)

Next, _____(reason 2)

That is why I think _____ is/are the _____. (Closure)

Week 2 Activities

1 What do you like to do more?

. Play with legos or color?

Materials: paper, pencil, crayons

Ask your child the question: "Which do you prefer to play with: legos or coloring?"

- Students will write 5 sentences and illustrate with a labeled picture.

2 What do you like to eat for breakfast?

. A banana or cereal?

Materials: paper, pencil, crayons

Ask your child the question: "Which do you prefer to eat for breakfast: a banana or cereal?"

- Students will write 5 sentences and illustrate with a labeled picture.

3 What do you like to eat for breakfast?

. A video game or board game?

Materials: paper, pencil, crayons

Ask your child the question: "Which do you prefer to play: a video game or a board game?"

- Students will write 5 sentences and illustrate with a labeled picture.

4 What dessert do you prefer?

. Ice cream or cookies?

Materials: paper, pencil, crayons

Ask your child the question: "Which do you prefer to eat for dessert: ice cream or cookies?"

- Students will write 5 sentences and illustrate with a labeled picture.

5 Which would you rather wear all day?

. Clothes or pajamas?

Materials: paper, pencil, crayons

Ask your child the question: "Which do you prefer to wear all day: clothes or pajamas?"

- Students will write 5 and illustrate with a labeled picture.

-

What Families Can Do

- Families can discuss preferences and share reasons to support their opinions.
- Play a thumbs up/thumbs down game of what foods or activities you like. Take turns having one person pick a food. The family responds with their opinion and states a reason why or why not.

Example: "Do you like pickles?" (Child: Yes, because they are crunchy OR No, because they are sour.)

The Best Pet

Do you know about cats?

In my opinion cats are the best pets. The first reason is that they are very soft and furry. Next, they curl up on your lap so you can pet them. That is why I think cats are the best pets!



Learning Activities for Math

Grade 1

First graders are expected to understand that the two digits of a two-digit number represent amounts of tens and ones. They must know that a “ten” is made of a bundle of ten “ones”. This will help them count and manipulate numbers more efficiently.

Week 2 Activities

1. Counting by 10’s and 1’s

Materials: small objects (cheerios, beans, crayons, pennies, legos), 10- frames, (resource in weeks 3 & 4)

Grab a handful of objects and group them into tens and ones (groups of 10s with 1s left over) using 10 frames (resource in weeks 3 & 4). Then count the objects by tens and ones (ex. 10, 20, 30...31, 32, 33. There are 33 crayons.) Do this several times with different objects and/or amounts.

2. Build a Number using 10’s and 1’s

Materials: 10-frames (resource in weeks 3 & 4), small objects, pencil

Write down or say a number between 1-120 and have your student build the number on their 10-frames, using the small objects. Repeat multiple times. Have students chorally count each number they build by 10s and 1s.

3. Roll A Number

Materials: dice (paper provided), small objects, pencil, ten frames

Assemble the dice. Roll each die- put the two numbers you rolled together to build a 2-digit number. Build the number using small objects/ten frames. Have students chorally count each number they build by 10’s and 1s. **Challenge:** Have students count on from the number they build by 1s, 5, and/or 10s to 120.

4. Tell 10’s & 1’s

Materials: paper, pencil, sticks and dots example picture

Write a two-digit number. Have students say the number and identify how many tens and how many ones are in the number. Have the student draw the number in base-10 (sticks for 10s and dots for 1’s- see example). Do this several different times.

“The number is _____. There are _____ tens and ____ ones.”



5. Roll, Write, and Draw

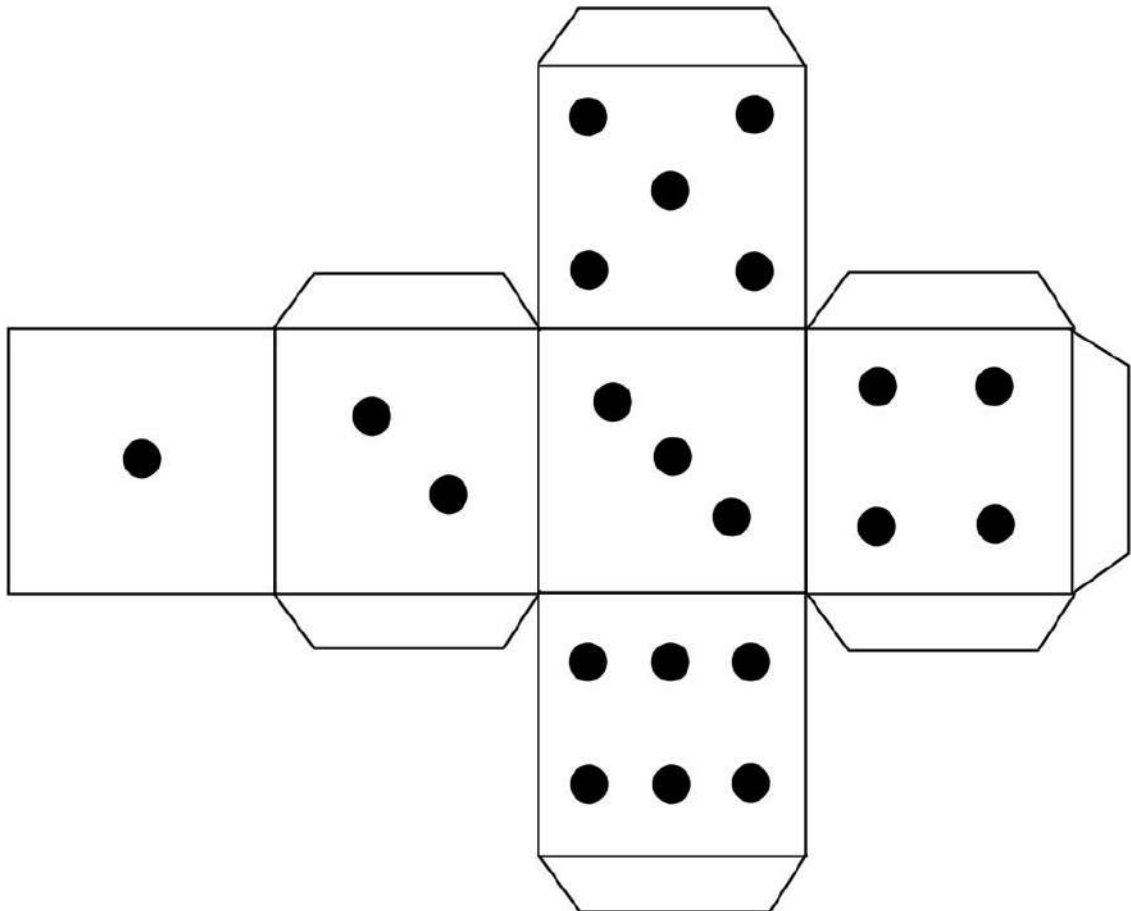
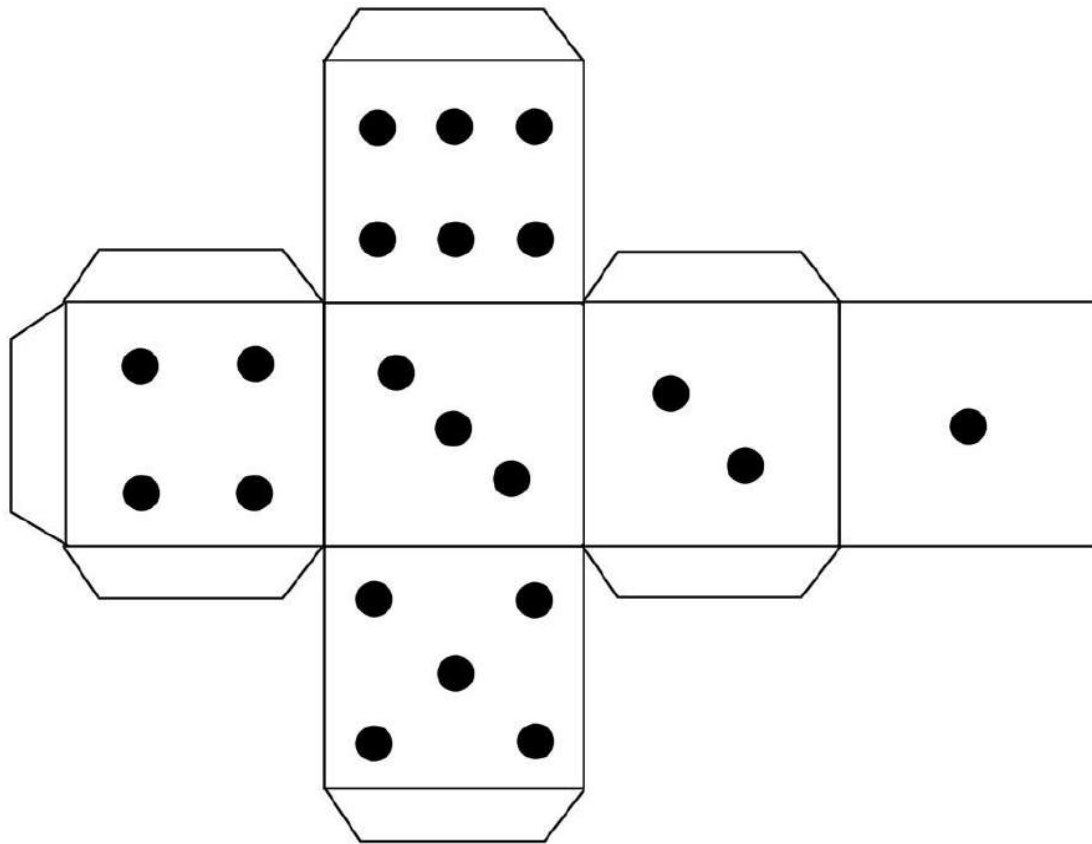
Materials: dice, pencil, paper

Roll each die- put the two numbers you rolled together to build a 2-digit number. Have the student write the number and explain “The number is ___. There are ___ tens and ___ ones.” Have the student draw the number in base-10 (sticks for 10s and dots for 1s - See example above on activity #4.) Do this several times. **Challenge:** Have students compare 2 numbers rolled/drawn and identify the greater/less number.

What Families Can Do

- Calendar Math: Count the days of the month using toothpicks, straws, or something you can bundle. Every time you reach a 10 (10, 20, or 30), bundle the toothpicks to show that they represent a 10. Count together, first by 10s, then add the ones.
Example: (see photo) Count “10... 11, 12, 13, 14”
- Scavenger Hunt Counting: Choose an object that you will find outside (leaves, pinecones, acorns, etc.) Take a walk and gather as many as you can. Then sort them into groups of 10s. Count the 10s first, then add any leftover ones.
Example: “10, 20, 30... 31, 32, 33. There are 33 pinecones!”





Learning Activities for Science

Grade 1

Next Generation Science Standards state that first grade students should be able to **make observations at different times of year to relate the amount of daylight to the time of year**. These activities will help your child identify and compare characteristics of the four seasons.

Week 2 Activities

1. Seasons Introduction

Materials: Players

Describe each season to a family member. Use the sentence frames: In fall the weather is _____. In the winter the weather is _____. In the spring the weather is _____. In the summer the weather is _____.

2. Seasons Writing

Materials: Paper, Pencil, Crayons

Write a story using these sentence frames: In _____ I can _____ and _____. In _____ I can _____ and _____. Example: In **winter** I can **play in the snow** and **drink hot cocoa**.

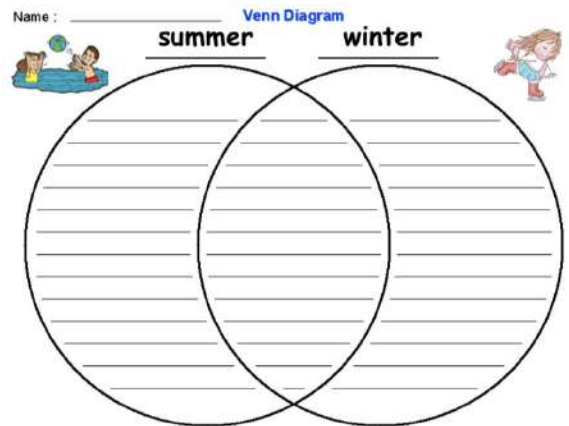
Once finished with your story, add pictures and details. Read your story to a family member.

3. Comparing Seasons

Materials: Paper, Pencil, Crayons

Create a Venn Diagram and compare two seasons. After you write at least 2 items in each circle, draw two pictures of the seasons that you compared. Once you are finished, share this with a family member using the sentences _____ is _____.

Example: "Winter is cold. Summer is hot."



4. Favorite Weather

Materials: Pencil, Paper, Crayons

What is your favorite type of weather? Draw a picture of your favorite type of weather. Write a complete sentence explaining why this is your favorite type of weather. Example: I like _____ because _____.

5. Weather Recording

Materials: Pencil, Paper, Crayons

Check the weather each day of the week. Label the weather (rainy, sunny, cold, cloudy, windy, etc). Draw a picture each day to go with your writing.

What Families Can Do

- Discuss the different seasons and types of weather throughout the week with your family.

Learning Activities for Social Studies

Grade 1

Oregon Common Core Standards want first graders to be able to construct maps (including mental maps), graphs, and other representations of familiar places.

Week 2 Activities

1. Continue creating a map of your school.

Materials: Paper, pencil, crayons/colored pencils

- Include and label your classroom, the office, the cafeteria, the gym, and the library.
- Add color

2. Building a Town

Materials: Old boxes, pots & pans, cereal boxes, etc.
(Use your imagination!)

- Talk about different buildings found in a town or city.
- Build a town from old boxes or pots and pans.
- Be sure to include houses, a park and other buildings.

3. Neighborhood Map

Materials: Paper, pencil, crayons/colored pencils

Draw and label a map of your neighborhood.

- Include a ***map key*** identifying features - your house, street, school, park, etc.
- This could take more than one sitting.

What Families Can Do

- Read, discuss and work on the above activities together with your first grader.
 - Why are maps important?
 - What might happen if you don't have a map?
- Discuss with your students how you use maps in your life.
 - Do you use maps on a cell phone?
 - Are maps a part of your work?
 - How do you plan long trips?

Learning Activities for Art

Grade 1

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens.

This week we are providing activities in the discipline of **Dance!**

Week 2 Activities

1. Title: Zoo Dancing **Materials:** space to move

Use the letters of the alphabet to choose an animal you'd find at the zoo. For example: Alligator for letter A. Create a movement sequence to represent that animal. For an added challenge, see if a partner can guess which animal you are using to create your movement sequence.

OR Arts Standard Addressed: DA.10.CO1.1 Share a personal experience and express it through dance movement.

2. Title: Create-A-Dance **Materials:** space to move

Create a dance to perform for an audience. See if you can include 3-4 different dance moves in your sequence. Your dance moves might include clapping, spins, jumps, somersaults, taps... be creative! Challenge yourself to give your dance a beginning, middle, and an end. Can you draw a picture of each move in your dance sequence? Can you teach your dance to someone in your family?

OR Arts Standard Addressed: DA.2.CR2.1 Create a series of movements with a beginning, middle, and end. Draw a picture of the movement.

3. Title: Tell A Story **Materials:** space to move

Think of a true story to recreate through dance (examples: a birthday party, the best or worst day, a holiday celebration, a fun day with a sibling or pet, a special trip). Be creative with your movements and try to tell your story only through your movements. Try practicing in front of a mirror. Then perform your dance for someone in your family.

1. Share a personal experience and express it through dance movement.

What Families Can Do

- Mirror your student as they perform their dance/movement for you.
- Be a respectful audience member. Give them feedback on how they can lengthen or improve their dance sequence.
- Record their dance/movement sequence and share it with their teacher!

Learning Activities for Health

Grade 1

Oregon health standards require students to understand concepts related to communicating their needs, wants, and feelings in order to enhance their well being. The following activities will remind your student about how to identify how they are feeling and why, and how to cope with certain feelings in healthy ways.

Week 2 Activities

1. My Feelings Chart

Materials: Paper (a larger paper would be better for this, or you could use the front and back of a regular sheet of paper), pencil, coloring utensils

Have student(s) make a “feelings” chart to write and draw pictures of different feelings they have. You may look online to get ideas. Try to come up with as many feelings as you can. Have students draw a picture of themselves feeling each emotion on the chart. Talk about each emotion and things that might cause a person to feel this way. Have them mimic that emotion and look at themselves in the mirror before drawing their pictures. Post this chart in a common area.

2. Feelings Check

Materials: 4 small pieces of paper, 1 larger piece of paper, pencil or marker, scissors, feelings chart from activity 1

Make face cards: Give the student(s) 4 small pieces of paper (cut or tear paper). On each piece, have them draw a face showing a different emotion.

Do a feelings check: Over the next day or week, have students hold up the “face card” that best describes their mood. Ask why they chose that card. Keep track of their emotions on a chart. Have them add up each feeling and decide which feeling they had the most and the least.

Emotion	Happy	Sad	Mad	Afraid
Tally:				
Total	5+3=8	3	2	0

3. I Can Guess That Emotion

Materials: Little slips of paper, pencil, optional: scissors, feeling chart from activity 1

Act out an emotion (happy, tired, mad, fearful, confused, or frustrated) Get creative with this, or go back to your emotion chart or poster to get ideas. Have students guess what emotion it is. Talk about the clues you gave them such as facial expressions and body language. Then, write emotions on slips of paper and have students choose a slip and act out the emotion listed. Ask your student(s) to tell what might have happened to make the person feel this emotion.

4. Music Makes Me Feel...

Materials: music (from youtube, etc.), paper, pencil, optional: coloring materials, feelings chart from activity 1

Choose a variety of different types of music to listen to (children’s music, opera, classical music, pop music...) As you play different songs, ask students to tell how each piece makes them feel. Discuss why the song made them feel a certain way. Then, have them choose their favorite song and draw a picture of the feeling they had as they listened to it.

5. Take it Easy

Materials: a safe space to run around, like the backyard (if space is limited, they may also “jog” in place) stopwatch or cell phone timer

Calm down strategy: When people are very angry, their heart rate is similar to the heart rate after exercise. Have student(s) run around or jog in place for 5 minutes With a stopwatch, have students count their pulse for 15 seconds on their neck, wrist, or temple. Learning how to slow down the body is a helpful way of calming down anger. One way is to sit comfortably and take 10 slow, deep breaths. Think about something quiet that they enjoy doing (reading a book, coloring, singing, or building with blocks). Explain that adults do these same things to “take it easy,” or relax..

Now, have students count their pulse for 15 seconds. What did they notice? Were they able to slow down their bodies? Students may wish to try these same activities when they are angry, upset, or need to get rid of too much stress.

What Families Can Do

- Do a daily check in. During breakfast or at the start of the day, ask students how they are feeling and why. This might be helpful at night before bed as well, and students can discuss how they felt about the day.
- Stick to a daily routine, even though it is different than what we are used to.. This will help maintain a sense of normalcy. For example, try to keep wake up times, learning times, bedtimes at about the same time each day.
- While reading with students, pause and reflect on how characters are feeling and why. What words, events in the story, or expressions on the character’s face give clues as to how the character is feeling?
- When feeling upset or angry, work together to list things to get through it (using their breathing tool, talking it out, taking a break) This may be a good time for them to review the toolbox tools they have learned about in class.

Learning Activities for Music

Grade 1

Oregon standards identify **responding to music** as a priority skill in 1st grade. The activities below will allow your child to explore the elements of music. Talking about musical choices help students develop their creativity and critical thinking skills.

Week 2 Activities

1. Find the steady beat.

Materials: Recordings of music you have access to. Could be CD's or MP3 files, or find some music on YouTube (with your parents permission and help)

Finding and keeping a steady beat is an important part of performing music.

Listen to some music that you have at home. Listen for the steady beat, the "pulse" or "heartbeat" in the music. Find a way to demonstrate or move to the steady beat. You could pat your lap, clap, march, etc.

Discuss what you liked about the song.

2. Rhythms

Materials: none

Practice playing rhythms using body percussion such as snapping, patting, clapping, stomping

Rhythm Examples:

- **Rhythm** - " *ti-ti, ta, ta, ta* "
 - **Adult** - " *pat pat, snap, clap, snap* "
 - **Child** - *copies adults' pattern*
- or
- **Rhythm** - " *ti-ti, ta, ti-ti, ta* "
 - **Child** - " *snap snap, clap, pat pat, stomp* "
 - **Adult** - *copies childs' pattern*

Create 4-beat patterns and have your student copy them from memory. Gradually make them longer. Take turns being the leader and see who can remember the longest pattern, or make it a guessing game.

3. Guess Who?

"Engine, Engine number nine
Going down Chicago line
See it sparkle, see it shine
Engine, engine number nine"

Materials: This game should be played with three or more people. If there are only two players, you can make a list of characters to act out. **Example:** grandma's voice, teacher voice, baby voice, silly voice

Directions: One person closes their eyes. Another person speaks the rhyme so the first person can guess who it is.

What Families Can Do

- Don't know what a steady beat is? Asking your student to explain it to you in words before demonstrating is a great way to reinforce their learning.
- You can practice finding a steady beat any time you listen to music! Pretend to be a drummer, or dance with someone in your house!

Learning Activities for PE

Grade 1

Oregon state standards for physical education include exhibiting responsible personal and social behavior when working with others and demonstrating competence in a variety of motor skills and movement patterns.

Week 2 Activities

1. **Rock - Paper - Scissors Tug-O-War** **Materials:** none

Stand toe to toe with your partner. Make a designated ending spot several feet behind you so you know when to stop.

Start to play rock - paper - scissors. The winner will always take one step backwards and the person who did not win has to take one step forward. The object is for one of the participants to make it back to the ending spot.

Why: Students can enjoy fun physical activities indoors while practicing listening skills and improving their cardiovascular and mental health.

2. **Balloons** **Materials:** balloon

Keep a balloon afloat by using your hands, feet, knees, elbows, forehead. Count the number of hits you can do before the balloon touches the ground! Try it with a partner or parent! This activity helps develop hand/eye coordination and is fun.

3. **Partner Tossing Practice** **Materials:** ball or soft object

Find a partner and object to toss. Practice tossing and catching with a partner. Make sure you step forward with the opposite foot when you toss. How many times can you toss it in a row?

4. **Stretch Routine** **Materials:** none

Stretching builds muscle flexibility. Try holding these stretches for 10-30 seconds each:

- Hamstring- With straight legs, try to touch your toes. Can be done sitting or standing.
- Straddle- Sit down with feet spread out. Reach between your feet until you feel a stretch.
- Figure Four- Sit down with one leg out and the other bent. Reach out towards your toe. Switch sides.
- Butterfly- Sit with feet together and knees like a butterfly's wings. Try to touch your nose to your toes.
- Deltoid- Hold your arm across your body to stretch the muscles in your shoulder. Switch sides.
- Quadricep- Stand on one foot, and hold your other foot in your hand. Pull back gently. Switch sides.

What Families Can Do

- Play together! Children learn a lot through play. Join your student in playing with toys or follow their imagination in a "make believe" game.

Learning Activities for Speaking & Listening

Grade 1

Oregon Common Core Standards require 1st grade students to be able to participate in conversations, follow agreed upon rules for discussion, build on others' ideas, and ask questions to clear up confusion (SL.1, SL.3). In addition, students are required to use details to produce complete sentences to express ideas and feelings clearly (SL.6, SL.4).

Week 2 Activities

1. Math Connection

Materials: None

Practice counting from 1 to 120 by 1's. Then practice counting by 5's and 10's. Pick a number and have your student describe how many tens and ones the number has. For example, "I picked the number 72. My number has seven tens and two ones." Use the following sentence frames: Can you tell me about your number? I picked the number _____. My number has _____ tens and _____ ones.

2. Writing/Sequencing Connection

Materials: Paper, pencil, coloring tools (crayons, colored pencils, markers)

Have your child interview a family member at home about their opinion on their favorite food, animal, sport, or book. After they interview that person, have them share what they have learned in complete sentences. They can draw and write a story about this interview using 5 sentences and sequential words (first, next, then, after that, finally, last).

3. Reading Connection

Materials: Help the Forest by Rita Crosby (in reading materials)

After reading Help the Forest, ask your kids to answer some specific questions. Below are questions and sentence starters.

- How can you help the forest? I can help the forest by _____ and _____.
- What are some activities people like to do in the forest? People can _____ and _____ in the forest.
- What do animals use the forest for? Animals use the forest to _____ and _____.
- Name all the animals that live in the forest. _____, _____, _____, _____, all live in the forest.

4. Dinner Table Talk

Materials: None

As you sit around the dinner table, take turns asking and answering some of these silly questions:

- What is the best surprise you ever got? My best surprise was _____, because _____.
- If you could meet anyone, who would it be? I would like to meet _____, because _____.
- If you could only eat one food forever, what would it be? I would eat _____ or _____.

What Families Can Do

- Sit down together to complete each activity.
- Encourage your child to use complete sentences when asking and answering questions.
- Participate in a family interview by allowing your child to ask you questions. You may need to help your child brainstorm different questions first.

Learning Activities for Wellness & Self Care

Grade 1

*Wellness and self care activities should be ways to help your child **maintain physical, mental and emotional well being.***

Week 2 Activities

1. The Quiet/Safe Place Tool

Materials: None

When life gets stressful, each of us needs a place to feel safe — a place with some space between ourselves and what is happening around us. This tool can be a real location or a place in the imagination.

The Quiet/Safe Place tool is about learning to focus on a memory of our safe places, which triggers our body to relax. We ask our students to locate both an actual place that feels good to them, and to create one in their imaginations that can be visited again and again. We teach them how to “go to” their Quiet/Safe Place in their minds whenever they feel the need for comfort or to reduce stress.

Describe your Quiet/Safe Place to someone in your house and then ask them to share theirs with you.

2. Ha! Ha! Ha!

Materials: None

Take a Laughter Recess. By taking a laughter recess during your day, you give yourself a mental escape that transports you to a higher place where you can enjoy your day from a more relaxed, positive, and joyful perspective.

3. La! La! La!

Materials: music, phone, radio,

Take a Music Break

- Listening to music is a powerful mindfulness habit that can reduce stress, elevate your mood, raise your IQ, and offer many other mental and physical health benefits. Taking a break to actively listen to music for a few minutes during your day can help you return to your work in a more positive, peaceful, and productive frame of mind. In fact, listening to music—especially classical music—can change your brain in ways that improve memory and learning.

4. Show Appreciation

Materials: None

Take time to show appreciation to someone. The emotion of gratitude has consistently been one of the strongest happiness boosters known in scientific literature.

What Families Can Do

- LISTEN to your child. This time is stressful for us all, and having someone to ***just listen*** can be helpful. If you ask how they are doing and they tell you they are “fine,” keep asking (at another time). Kids may not always have the right language to explain the way they feel.
- Be reassuring. Regularly. Remind them we are going to get through this together.
- It is important that although you and your child are maintaining separation, no one feels completely isolated. Take opportunities to reach out and interact with others, even if it is at a distance (6 feet away), on the phone, online, or via snail mail!
- Take care of yourself! When adults practice self-care they can better take care of others.

Week 3

Learning Activities for Reading

Grade 1

In first grade students need to **read grade level texts with prompting and support**. Parents can support this standard by (students reading to self, to someone else, or listening to reading) 20 minutes daily.

Week 3 Activities

1. 1st Grade SIGHT WORDS

Materials: boxes at bottom of page, pencil

Choose 10 new words from the “sight word” list. Write these into the boxes at the bottom of the page. Practice reading these each day.

2. DINOSAUR CHASE (text on back)~fiction

Materials: story on back of activities, pencil

Read the story “**DINOSAUR CHASE**” to your child. They can also read on their own. After reading, find and circle 10 or more sight words you read in the story (see attached list of 1st grade “sight word”).

3. DINOSAUR CHASE (text on back)~fiction

Materials: story on back of activities

Reread the story “**DINOSAUR CHASE**” to your child. They can also read on their own. Tell your child to read with “fluency”, like how we speak. Then, have your child tell about the characters (**the who**) and use describing words like, smart, tall, quick.

4. DINOSAUR CHASE (text on back)~fiction

Materials: story on back of activities, paper, pencil

Reread the story “**DINOSAUR CHASE**” to your child. They can also read on their own. Encourage your child to read with “FLUENCY”, like how we speak. Then, have your child describe the setting of the story (**the where and the when**). Describe ways the setting changed over time. Draw what you think one or more of the settings looked like in the story.

5. Dinosaur Chase (text on back)~fiction

Materials: story on back of activities

Have your child read the story again by themselves or with a little help. Then, have your child RETELL or write a RETELL of the events of the story describing the beginning, middle, and end. Answer these questions:
How was the ending a surprise? What might have happened next if it had not been a dream?

What Families Can Do

- Rereading, or reading again, stories help build your child’s reading fluency and confidence.
- Time your child, and see how many correct words they can read in 1 minute. Reread to increase accuracy and fluency time.
- When reading the story, take turns reading the different character parts with a family member. Remember to read with expression to show how that character feels.
- Note and practice words that your child struggles to read.

Write 10 SIGHT WORDS here:

Dinosaur Chase

By F. R .Storey

Illustrated by Tuko Fujisaki

Matt and Sarah were at the fair. "Let's go on this ride," Sarah said. It was the Dinosaur Chase. "Let's not," Matt said. "Someday I'll go. But I don't want to go today." "Come on," Sarah said. "It will be fun." The car went into a giant tunnel. It started to shake. It started to rattle. It started to hop around. Then the car stopped. "Matt, look!" Sarah said. Matt looked all around. He was amazed. He saw tall trees and grass. "These are dinosaur tracks," Sarah said. "Where are we?" Matt said. "Let's follow the dinosaur," Sarah said. "Let's not," Matt said. Matt looked at the trees. Sarah looked at the trees. "Look! Duckbills!" Sarah said. "They will eat us," Matt said. "They only eat plants," Sarah said. Then the ground began to shake. THUMP, THUMP, THUMP. "Let's go," Matt said. The duckbills ran away. Then they saw a giant head. "A tyrannosaurus rex," Sarah said. "They eat meat," Matt said. It looked around. "It is probably just following the duckbills," Sarah said. The tyrannosaurus followed the duckbills. Matt ran to the red car. "Let's go before he comes back," Matt said. "I love dinosaurs," Sarah said. "I like them too," said Matt. "But only in books!" The car went into the giant tunnel. It started to shake. "Matt, let's go to Jupiter," Sarah said. "Let's sit in front again." Matt looked at Sarah. "Hmmm... let's not!" he said, "Let's not! Let's not!" And then Matt woke up. "Maybe it is a good day to stay in bed!" he said to his cat.

Learning Activities for Title 1 Reading

Grade 1

Oregon standards identify phonics and phonemic awareness as a priority skill in first grade. These activities will help your child read words.

Week 3 Activities

1. **Practice the phonemic awareness skill: Deleting sounds.** **Materials:** This is a spoken activity that can be done with any words you choose. Here are some examples:

Parent says the word. Child repeats the word. Parent says without the sound (blank), what's left?

Parent: much	Parent: without /m/, what's left?	Child: uch
Parent: sock	Parent: without /s/, what's left?	Child: ock
Parent: rock	Parent: without /r/, what's left?	Child: ock
Parent: sad	Parent: without /s/, what's left?	Child: ad
Parent: mesh	Parent: without /m/, what's left?	Child: esh

2. **Practice sounding out words from the text, "The Quilt".** **Materials:** The story is on the next page. Sound out these words:
Bats, gramps, quilt, snug, Kip

Example:

Parents: "bats"

Child: /b-a-t-s/ bats

Parents should point to the word, and have the child tell them all the sounds in the word without stopping between the sounds.

3. **Read the story.** **Materials:** The story is on the next page.

Have students practice reading the story (multiple times).

4. **Spelling.** **Materials:** Words from the story "The Quilt."

Say the word to your child. Have your child repeat the word, and say the sounds in the word (holding up a finger for each sound).

What Families Can Do

- Read any texts in the home that students enjoy.
- Practice deleting the first sounds in a word. Give children a word and ask them to say what is left if they take away the first sound.
- Have children practice sounding out words found around the house (in a book, magazine, online, labels).
- Give your child words to spell. Have them say the sounds first and then have them write the word.

- Read/use the decodable text for activities: **The Quilt**

Gramps.

Gramps has a quilt.

It has tan bats.

It has red caps.

Gramps is snug.

Kip is just as snug.

The quilt has tan bats
and red caps on it.

Learning Activities for Writing

Grade 1

The Common core standards for first grade have students write a true story about themselves in which they tell about two or more events in sequence with details. Writing should use transition words (First, then, next, after that, finally) and be at least 5 sentences.

Week 3 Activities

1. **How are you getting exercise while at home?** **Materials:** paper, pencil, crayons

Students will write about the topic (getting exercise - give 2 examples and describe them) and illustrate a picture to match.

2. **Write about your favorite past vacation.** **Materials:** paper, pencil, crayons

Students will write about the topic (their favorite vacation - give 2 events and describe with reasons) and illustrate a picture to match.

3. **Write about the most annoying part of staying home.** **Materials:** paper, pencil, crayons

Students will write about the topic (staying home - give 2 events and describe with reasons) and illustrate a picture to match.

4. **What things are you doing for fun at home besides watching TV or playing video games?** **Materials:** paper, pencil, crayons

Students will write about the topic (having fun at home- give 2 example and describe them) and illustrate a picture to match.

5. **Write about the slimest thing you have ever touched.** **Materials:** paper, pencil, crayons

Students will write about the topic (slimy things) and illustrate a picture to match.

What Families Can Do

- Families can talk about daily life and practice using sequential words (First, second, then, next, later, after that, finally).
- Work on using descriptive words to make sentences more interesting
- Use synonyms for basic words to introduce a more complex vocabulary.
 - Fun = exciting, awesome, etc
 - Cool = outstanding, neat, exciting

Learning Activities for Math

Grade 1

First graders are expected to **understand and demonstrate multiple addition and subtraction strategies within 20** as well as demonstrate fluency in addition and subtraction within 10.

Week 3 Activities

1. Adding Fluently Within 10

Materials: pen, pencil, paper

Solve the following addition problems with your students. Students should be able to answer these from memory. If not, use any small objects for counting or other strategies to add.

$$\begin{array}{cccc} 2+1= \underline{\quad} & 5+3= \underline{\quad} & 7+3= \underline{\quad} & 2+8= \underline{\quad} \\ 2+3= \underline{\quad} & 5+5= \underline{\quad} & 1+7= \underline{\quad} & 9+0= \underline{\quad} \\ 4+2= \underline{\quad} & 6+2= \underline{\quad} & 8+1= \underline{\quad} & 1+9= \underline{\quad} \end{array}$$

2. Subtraction Fluency Within 10

Materials: pen, pencil, paper

Solve the following subtraction problems. Students should be able to answer these from memory. If not, use any small objects for counting or other strategies to subtract.

$$\begin{array}{cccc} 10-8= \underline{\quad} & 9-7= \underline{\quad} & 6-2= \underline{\quad} & 7-6= \underline{\quad} \\ 8-5= \underline{\quad} & 10-4= \underline{\quad} & 7-7= \underline{\quad} & 5-3= \underline{\quad} \\ 10-5= \underline{\quad} & 8-6= \underline{\quad} & 9-4= \underline{\quad} & 7-5= \underline{\quad} \end{array}$$

3. Adding/Subtracting Using a Numberline

Materials: 0-20 number line, pen, pencil <----->

Solve the following math problems. Have your student show you how to use the provided number line to solve each equation.

$$\begin{array}{cccc} 12+3= \underline{\quad} & 16+4= \underline{\quad} & 8+7= \underline{\quad} & 5+9= \underline{\quad} \\ 13-5= \underline{\quad} & 11-6= \underline{\quad} & 18-9= \underline{\quad} & 12-7= \underline{\quad} \end{array}$$

4. Adding/Subtracting Using Pictures

Materials: pen, pencil, paper

Solve the following math problems. Have your students draw pictures in order to solve the problems (ex: 5 flowers + 3 flowers = 8 flowers; 5 flowers - 3 flowers(cross out 3) = 2 flowers).

$$\begin{array}{cccc} 10+3= \underline{\quad} & 9+8= \underline{\quad} & 5+11= \underline{\quad} & 7+13= \underline{\quad} \\ 14-5= \underline{\quad} & 18-7= \underline{\quad} & 10-9= \underline{\quad} & 16-6= \underline{\quad} \end{array}$$

5. Addition/Subtraction Using Different Strategies

Materials: pen, pencil, paper, number line, part-part-whole, 10 frames

Solve the following math problems. Have students use a variety of strategies to solve the equations (number line, pictures, part-part-whole, ten frames, etc.). These skills are a review of previous lessons.

Challenge: Have your students solve each equation using 2-3 strategies.

$$\begin{array}{cccccccccc} 5+3= \underline{\quad} & 10+10= \underline{\quad} & 14-7= \underline{\quad} & 16+4= \underline{\quad} & 3+6= \underline{\quad} & 8-4= \underline{\quad} & 15-3= \underline{\quad} & 10+7= \underline{\quad} & 1+6= \underline{\quad} \\ 6+7= \underline{\quad} & 12-3= \underline{\quad} & 10-6= \underline{\quad} & 5+9= \underline{\quad} & 7+4= \underline{\quad} & 15-10= \underline{\quad} & 4+5= \underline{\quad} & 4+15= \underline{\quad} & 12-5= \underline{\quad} \end{array}$$

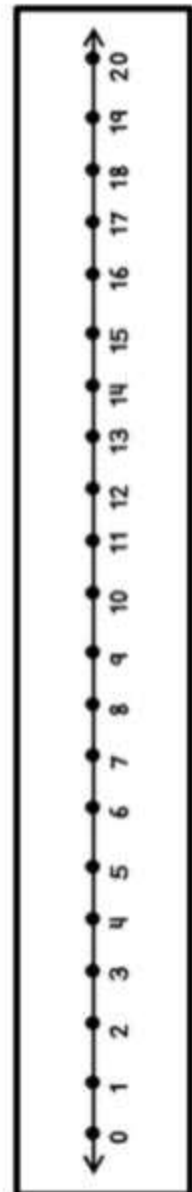
What Families Can Do

- **Addition Games** (use dice or deck of cards): Student and parent both roll two dice (or pick two cards). Use a variety of strategies to add the numbers together, like counting on, using a number line, counting on a 120 chart, etc. Whoever has the highest number wins that round. Repeat. If using cards, you can play like the game "War". Whoever wins keeps the cards.
- **Everyday Math:** Emphasize addition and subtraction facts during everyday activities. For example, when setting the table, say "We have 3 plates and 5 people. How many more do we need? Yes! 3 plus 2 is 5 and 5 - 3 is 2."

10 Frames:

Whole	
Part	Part

Number Line:



what a part part whole: $7+5=?$ & $5+?=12$ or $12-5=?$

Here is an example of

WHOLE ?	
PART 7	PART 5

WHOLE 12	
PART ?	PART 5

Learning Activities for Science

Grade 1

Next Generation Science Standards state that first grade students should be able to make observations at different times of year to relate the amount of daylight to the time of year. These activities will help your child describe how shadows change as the sun moves in the sky and identify patterns.

Week 3 Activities

1. Where's the shadow?

Materials: Sidewalk chalk or objects to place and mark the shadow's border, blacktop or pavement and sunshine

Choose the shadow of something such as a wall, a tree or the side of a building that makes a straight line and mark it. Make a guess where you think the shadow will be in fifteen minutes and mark it. Check in fifteen minutes to see how close your guess was to where the shadow actually is.

Extension: Where will the shadow be in an hour? Two hours? How and/or why does the shadow move?

2. Partner Shadows

Materials: Yourself, a partner, and sunshine

Outdoors on a sunny day, work together to answer these questions. Can you touch your partner's shadow without touching your partner? Can you make your shadow touch or overlap your partner's shadow? Can you and your partner make a shadow that looks like a person with four arms? What other silly shadows can you and your partner make together or separately?

3. Shadow Hunt

Materials: An outdoor setting and structures, objects, or nature on a sunny day

Take a walk or go outside to look for shadows. Do the shadows you see look like the objects that cast them? What is the most interesting shadow you can find?

Extension: Try to make your own interesting shadow. Use a combination of objects stacked or placed near each other to cast a shadow together. What does it look like?

4. Can a statue's shadow move?

Materials: An object that does not move such as an action figure, a toy dinosaur, or small object that can stand on its own to act as a statue, paper, pencil or crayon

Stand the object/statue on the center of the edge of a piece of paper on a hard surface such as the pavement or a wide window sill so its shadow is cast onto the paper. Trace the shadow in the morning, noon and again in the afternoon. Discuss with a family member how the shadow moved.

Extension: Replicate this activity inside using the same object and a light source such as a flashlight or lamp that can easily be moved. How can you move the light source to change the position of the shadow cast on a wall or the floor? Can you make the shadow longer or shorter? Bigger or smaller? Why does it change depending on the placement of the light source? How is moving the light source similar/related to how the sun moves throughout the day?





5. Observe the movement of the sun in the sky **Materials:** Paper, Pencil, an outdoor spot to observe the sun

On a piece of paper, draw a line for the horizon and an arc (half-circle) above it for the path of the sun as it moves during the day. Go outside to see where the sun is in the sky several times during the day, being careful not to look directly at the sun. (Possible times to check are 8:00am, 10:00am, 12:00 noon, 2:00pm, 4:00pm, and 6:00pm) Each time you check, record the placement of the sun on the arc by drawing a circle and write the time inside the circle.

Discuss with a family member how the sun moved? Is it a pattern?

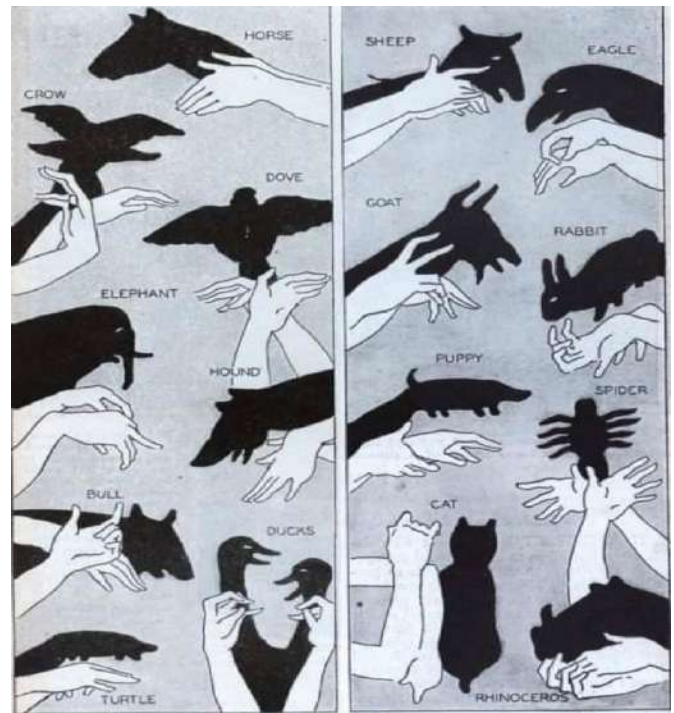
Extension: Do the same activity on another day and compare the two record sheets. How are they similar? Different?

Where do you see the sun throughout the day?

Date	Morning	Noon	Afternoon	Evening
				

What Families Can Do

- Discuss what time the sun rises and sets each day.
- Chart what time the sun is rising and setting and discuss the changes. Are the days getting longer or shorter?
- One evening, spend time together as a family making shadow puppets on the wall for fun. Discuss how the light does not pass through something solid, thus creating a shadow.



Learning Activities for Social Studies

Grade 1

Oregon social studies standards ask first graders to apply civic virtues such as freedom, fairness, and justice. These activities will help your child understand how to be a good citizen.

Week 3 Activities

1. Think

Materials: Paper, pencil, crayons

Think about three rules you need to follow, make a picture, and write a sentence.

2. Discuss

Materials: None needed.

Think about how you can be a good citizen and discuss your ideas with a parent.

- How can you help people at home?
 - What can you do to take turns in school?
 - How can you show respect for people in the community?
-

3.

Poster

Materials: Paper (any size is OK), Pencil, Crayons

Make a poster or draw a picture that shows ways to be a good citizen at home, in school, or in the community. Write a sentence to go with your picture.

What Families Can Do

- Discuss with your student:
 - What does freedom mean to you?
 - What does fairness mean to you?
 - How are people good neighbors to each other?
 - What rules are needed in life?
 - What does respect mean to us?

Learning Activities for Art

Grade 1

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens.

This week we are providing activities in the discipline of **Theatre**.

Week 3 Activities

1. Costume Design

Materials: found materials around the house

Collect materials from your home like: sheets, tinfoil, belts, yarn, adult clothing, gardening tools, kitchen utensils and sports gear to make costumes to act out a familiar story or one of your own design.

OR Arts Standard Addressed: TH.1.CR1.1 Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).

2. Guess the Emotion Game

Materials: space to move, mirror

Stand in front of a mirror. Practice making different facial expressions to show a range of emotions. Can you think of a time when you felt a big emotion? What would a mad, surprised, happy, lonely, disgusted, greedy, excited emotion... look like? What other emotions can you show using just your body language? After you practice in front of the mirror, play 'Guess the Emotion' game with a family member. How many of your emotions did they guess right? Take turns being the performer.

OR Arts Standard Addressed: TH.10.CO1.1 Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.

3. Puppet Show

Materials: objects from around the house, stuffed animals or toys, paper bags or popsicle sticks (optional).

Think of some toys or stuffed animals you have around the house to use as characters for a puppet show. You may also create puppets out of paper bags, popsicle sticks, etc. Create a short story with a beginning, middle and end including your characters. Use materials from around the house to make a set (you can cover a table with a blanket or use a cardboard box). Then using your stuffed animals, toys or homemade puppets, put on a puppet show for a member(s) of your family. This would also be a fun activity to create with a family member or sibling.

OR Arts Standard Addressed TH.2.CR2.1. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).

What Families Can Do

- Help your child collect materials from around the house to create simple costumes and/or sets.
- Participate with your child or sibling to create dramatic play experiences listed above.
- Be an audience for your child's dramatic performance.

Learning Activities for Health

Grade 1

Personal Safety

Students will demonstrate the ability to access valid information, products and services to enhance health. They will have tools to feel safe inside and outside of their homes.

Week 3 Activities

1. Phone Number

Materials: Markers, paper, tape, pencil

Explain to your child that it is important to know their phone number in case of an emergency. Write down your phone number and ask your child to copy it on a piece of paper by saying each digit aloud. Have your child write down one digit of the number at a time on a sheet of paper with a marker until all the numbers are placed on individual sheets. Put each piece of paper on the floor in the style of hopscotch or in the correct order and tape the papers down so they do not move. Have your child say the digit and step on the correct paper and have them complete the exercise by saying the number until it is completed. By repeating this exercise, your child will memorize the phone number.

2. Home Address Song

Materials: Index cards or paper, pencil

Write your address down on a piece of paper. Explain what each number or words represents. Ask your child to write down the house/apartment number, street name, city, state and the zip code onto index cards. You can also number the cards so your child knows the order. Sing the address to the tune of Frere Jacques or any other tune you prefer.

3. Safety at Home

Materials: Paper and pencil

Have a sitdown conversation with your child about the rules and expectations of your household such as, not opening the door to strangers, touching medication or cleaning products and what to do in the event of a fire. Practice with your child Stop, Drop and Roll and evacuation routes. Please allow your child to engage in the conversation and afterwards, have your child make a list of what is off limits and what they are able to do.

4. Neighborhood Walk

Materials: None

Take a safety walk with your child around the neighborhood. Talk with your child about your family safety rules for your neighborhood. Where can your child play? Which neighbors are okay for them to talk to or visit? What are the rules about strangers? What should your child do if he or she is afraid of something or someone in the neighborhood? After your walk, ask your child to repeat the neighborhood rules to you.

What Families Can Do

- Let your child practice dialing your phone number on a real phone
- Place the number on a post it note where it can be visible
- Make a map of your neighborhood
- Let your child know who to contact

Learning Activities for Music

Grade 1

Oregon standards identify **improvising and creating** as a priority musical skill in 1st grade. These activities will allow your student to make musical choices to reinforce concepts such as steady beat and proper performance technique.

Week 3 Activities

1.

Echo rhythms with a friend.
Don't forget your steady beat!

Materials: Partner - brother, sister, parent or other member of your household. Imagination.

Examples

1. Watermelon Ice Cream (ti fi ti fi ti ti)
2. Ball Ball Basket ball (ta ta ti ti ta)
3. Running down the hall (rest) (ti ti ti ti ta, rest)

Take turns creating short rhythm patterns for each other. Remember to keep them short and not too hard. You can add words to make the rhythms easier to repeat.

2.

Performing!

Materials: wooden spoon, kitchen pot/pan, other utensils
If these materials are not available, you can use your body by clapping, marching, snapping, etc

Use items in your kitchen to play different rhythms. Assign each item a rhythm. Take turns playing together and separately. Who will play loud or quiet? Will you play fast or slow?

Rhythm Examples:

Big pan plays "Ta Ta Ta Ta"

Spoons play "Ta Ta Ti-ti Ta"

Soup cans play "Ti-ti Ti-ti Ta Ta"

3.

Be A Drummer!

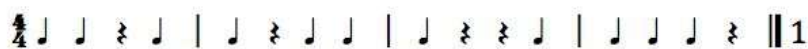
Materials: bucket or table for a drum;
pencil or chopsticks as drumsticks.

Create your own rhythms to play or use the chart below.

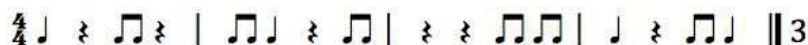
What Families Can Do

- Making music together can be a great way to bond with people in your house. Take turns sharing your favorite song with one another.
- Ask your student to perform some rhythms for you by speaking or clapping.

DAVID DOUGLAS RHYTHM CHART

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Learning Activities for PE

Grade 1

Oregon state standards for physical education include practicing motor skills and movement patterns and applying these skills and knowledge to maintain an active lifestyle outside of the physical education class.

Week 3 Activities

1. Dance Party

Materials: T.V, Radio, Phone or Computer

Turn on your favorite music and dance until you can't dance anymore! This activity can be lots of fun when adults and students choose their favorite music. It can also be fun to make a dance routine to your favorite music and then teach or show your family. Dancing can raise your heartrate just like playing sports can!

2. Exercise Cards

Materials: Playing cards or dice

Choose a card, turn it over and then do an exercise or movement that number of times. Examples: If you choose a 5 - do 5 jumping jacks. If you choose a 10 - do 10 sit ups. Play the game with a parent or a partner. Movements could include push ups, stretches, hopping on one foot, jump rope!

3. Animal Adventure Dice

Materials: scissors, glue or tape

Cut out the two dice below. Fold at the lines, and shape into a cube. Attach the sides to the flaps using glue or tape. Once the dice are prepared, play by rolling both dice. Move like the animal for the amount of time rolled. Keep rolling and playing, taking turns rolling the dice each round.

4. Obstacle Course

Materials: household items (pillows, chairs, cardboard, etc.)

Work with a partner to create an obstacle course using whatever you can find around your home. Include obstacles that you have to move in, around, over, and under to practice moving in different ways. See how quickly you can get through the obstacle course!

What Families Can Do

- Spend some time outside as a family.
- Go on a walk and try out different locomotor patterns. Mix it up by galloping, skipping, hopping, or sliding down different street blocks.
- Notice how your heart rate and breathing change with different movements. Talk about why this happens.



GALLOP



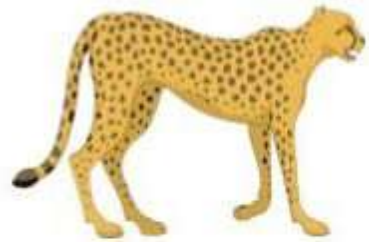
CRAWL



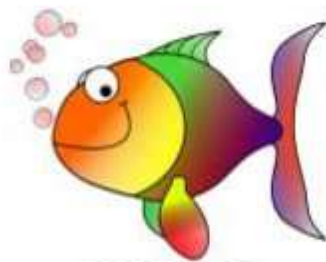
JUMP



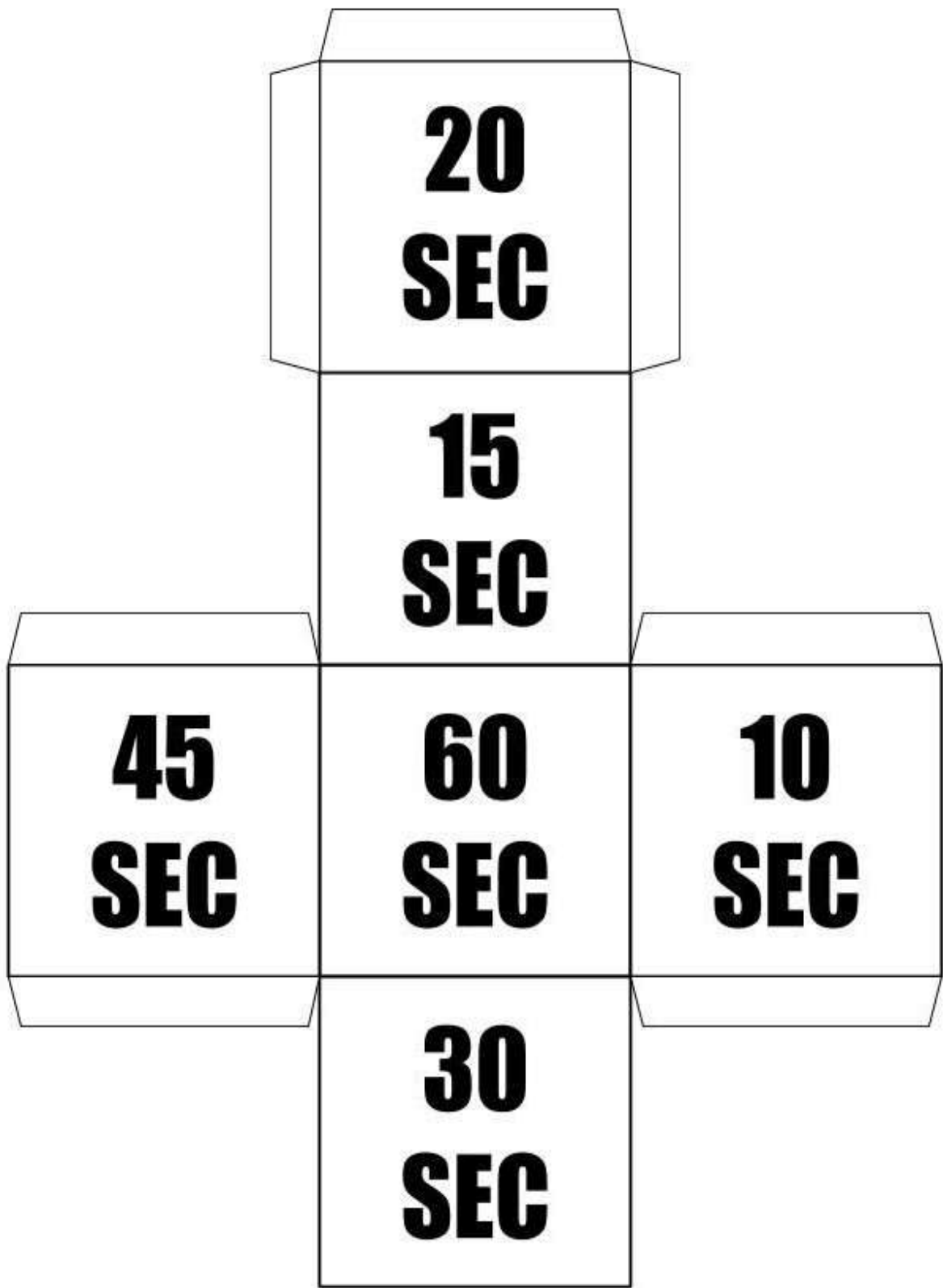
FLY



RUN



SWIM



Learning Activities for Speaking & Listening

Grade 1

Oregon Common Core Standards require 1st grade students to be able to participate in conversations, follow agreed upon rules for discussion, build on others' ideas, and ask questions to clear up confusion (SL.1, SL.3). In addition, students are required to use details to produce complete sentences to express ideas and feelings clearly (SL.6, SL.4).

Week 3 Activities

1. Math Connection

Materials: Objects around household

Play "I Spy" using objects' shapes. For example, look around the room and find a shape you can identify. "I spy something that is the shape of a square, circle, rectangle, cylinder, pyramid, sphere, cube, cone, etc." Students can play this with a family member using their 2D and 3D shape vocabulary.
Examples: ball (sphere), napkin (square), glass (cylinder), window (rectangle), clock (circle)

2. Researching an Animal

Materials: Books, videos, pencil, paper

Have your child think of an animal they're interested in learning. Research about the topic using books, videos, articles, etc. Write 5 sentences/draw pictures about what they have learned.

3. Reading Connection

Materials: Dinosaur Chase by F.R. Storey (in reading materials)

After reading Dinosaur Chase, think back to some of the silly, funny, scary, or interesting dreams that you have had. Tell a family member about 3 of your dreams. Make sure to use First, Next, Then, and Last.

4. Dinner Table Talk

Materials: None

As you sit around the dinner table, take turns asking and answering some of these silly questions:
Name 5 things you would take to a desert island.
1.____ 2.____ 3.____ 4.____ 5.____
If you could have one super power, what would it be?
-I would want _____, because _____.
What makes you happy?
____ and ____ make me happy.

What Families Can Do

- Sit down together to complete each activity.
- Encourage your child to ask and answer questions using complete sentences.
- Help your child choose an animal to research and find resources (books, videos)
- Encourage your child to share about their dreams and give them a compliment or ask them a question about their dreams.

Learning Activities for Wellness & Self Care

Grade 1

*Wellness and self care activities should be ways to help your child **maintain physical, mental and emotional well being.***

Week 3 Activities

1. The Listening Tool

Materials: None

The Listening Tool highlights the importance of reading signals and words of others, and paying attention to the information within us. We listen with our eyes, our ears, and our hearts. With eyes on the speaker, body language may help us pick up what is unspoken. Remembering to use our heart allows us to notice what the other person is feeling and to empathize with what we would feel if we stood in someone else's shoes.

Ask a family member to tell you about their day. Tell them you're going to listen with your eyes, ears, mind, and heart. Remember, while your family member is talking, you only listen. After they're done talking, ask them if they could tell you were using your eyes, ears, mind, and heart. How could they tell? Then have them do the same for you.

2. Clear your space (room, backpack)

Materials: May take more than one day

- Visual clutter is distracting.
- Clearing and organizing your space allows you a few minutes of focused mindfulness, as you decide where to put your stuff and what to keep and throw away.
- Once your space is clear, you have set the stage for more mental and emotional energy to focus and begin your work.

3. Color!

Materials: paper, crayons, markers, pencils

- Coloring is an easy way to practice mindfulness.
- It takes full focus and requires you to slow down and think about what you are working on, getting other things out of your mind.
- Coloring also gives us some relief from tension, anxiety, and stress. This makes it the perfect thing to add to an end of the day routine.

What Families Can Do

- LISTEN to your child. This time is stressful for us all, and having someone to ***just listen*** can be helpful. If you ask how they are doing and they tell you they are "fine," keep asking (at another time). Kids may not always have the right language to explain the way they feel.
- Be reassuring. Regularly. Remind them we are going to get through this together.
- It is important that although you and your child are maintaining separation, no one feels completely isolated. Take opportunities to reach out and interact with others, even if it is at a distance (6 feet away), on the phone, online, or via snail mail!
- Take care of yourself! When adults practice self-care they can better take care of others.

Week 4

Learning Activities for Reading

Grade 1

In first grade students need to **read grade level informational texts with prompting and support**. Parents can support this standard by (students reading to self, to someone else, or listening to reading) 20 minutes daily.

Week 4 Activities

1. 1st Grade SIGHT WORDS

Materials: boxes at bottom of page, pencil

Choose 10 new words from the “SIGHT WORD” list. Write these into the boxes at the bottom of the page. Practice reading these each day.

2. DINOSAUR BONES DON'T ROT (text on back)~informational text

Materials: story on back of activities

Before reading the story, ask your child what they know about dinosaurs. Talk about it. Read this story to your child or have them read it to you.

3. DINOSAUR BONES DON'T ROT (text on back)~informational text

Materials: story on back of activities, pencil

Read the story again, “**DINOSAUR BONES DON'T ROT**” to your child. They can also read on own. Tell your child to read with “FLUENCY”, like how we speak. Then find and circle vocabulary words that you think are important to describing a dinosaur. Write or tell other words you can think of that describe a forest.

4. DINOSAUR BONES DON'T ROT (text on back)~informational text

Materials: story on back of activities, pencil

Read the story again “**DINOSAUR BONES DON'T ROT**” to your child. They can also read on own. Tell your child to read with “FLUENCY”, like how we speak. Tell or write 2 facts you learned from the story.

5. DINOSAUR BONES DON'T ROT (text on back)~informational text & **DINOSAUR CHASE** (text on back)~fiction, week 3

Materials: story on back of activities, pencil

Read the story “**DINOSAUR BONES DON'T ROT**” and “**DINOSAUR CHASE**” to your child again. They can also read on own. Tell your child to read with “FLUENCY”, like how we speak. Let your child tell or write “SIMILARITIES”, things that are the same, and differences, things that are different between the 2 stories.

What Families Can Do

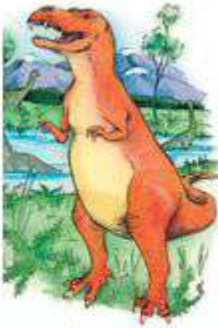
- Rereading stories helps build your child’s reading fluency and confidence.
- Time your child, and see how many correct words they can read in 1 minute. Reread to increase accuracy and fluency time.
- Find other books about dinosaurs to read with your child.
- Note and practice words that your child struggles to read.

Write 10 SIGHT WORDS here:

Dinosaur Bones Don't Rot

By Dale Cooper

Illustrated by Nicole Wong



Long ago, wild dinosaurs like this T-Rex walked all over the Earth. How do we know? We have found many dinosaur bones. We have found dinosaur bones where there was once water. When a dinosaur died, water covered it up. Then the body rotted. Only the bones were left.



As time went by, sand and mud filled the spaces around the bones. After a long time, the sand and mud became rock. Many years later, the water dried up. The land got higher. The bones were pushed to the top of the land. People found the bones and dug them up. They took them to museums. The bones tell us that T-Rex had a strong mouth with sharp teeth. We have found many dinosaur bones. More are still under the ground. Maybe they are under our roads and houses. Who knows? They could be under your school!



Learning Activities for Title 1 Reading

Grade 1

Oregon standards identify phonics and phonemic awareness as a priority skill in first grade. These activities will help your child read words.

Week 4 Activities

1. **Practice the phonemic awareness skill: Changing the first sound in a word.**

Materials: This is a spoken activity that can be done with any words you choose. They should only be done out loud, without letters.

Parent says the word. Child repeats the word. Parent says the sound to be changed (not the letter). Child says the new word.

Here are some examples:

Word	Change	Response
Face	/f/ to /r/	race
Boat	/b/ to /c/	coat
Lake	/l/ to /w/	wake
Fine	/f/ to /n/	nine

2. **Practice sounding out words from the text, "Puff".**

Materials: The story is on the next page. Sound out these words:

Puff, stuff, rest, mix, fix, rust, cub

Adults should point to the word, and have the child tell them all the sounds in the word without stopping between the sounds. Example:

Parent points to Puff.

Child: /P-u-ff/ Puff.

3. **Read the story.**

Materials: The story is on the next page.

Have students practice reading the story (multiple times).

4. **Spelling.**

Materials: Words from the story "Puff."

Say the word to your child. Have your child repeat the word, and say the sounds in the word (holding up a finger for each sound).

What Families Can Do

- Read any texts in the home that students enjoy.
- Have children change the first sound in a word to make a new word.
- Have children practice sounding out words found around the house (in a book, magazine, online, labels).
- Give your child words to spell. Have them say the sounds and then write the word.

- Read/use the decodable text for activities: **Puff**

Sad Puff.

A rip.

Puff has a rip.

Mom can stuff Puff.

Yes, mom can fix Puff.

Puff can rest.

Puff is my cub to pet.

Learning Activities for Writing

Grade 1

The common core standards for first grade has students write informational stories. They should name a topic that they know a lot about, tell at least three facts, and provide an ending. Use this optional sentence frame for organizing your report.

Let me tell you all about _____.
First, _____ (who/what)
Also, _____ (explain)
_____ (explain)
That is why _____ is so _____.

Week 4 Activities

1. All about my family

Materials: paper, pencil, crayons

Your student will introduce a topic: their family. Explain three or more facts and end with a closing sentence.

2. All about a pet (or other animal)

Materials: paper, pencil, crayons

Your student will introduce a topic: an animal. Explain three or more facts and end with a closing sentence.

3. All about the weather (any type)

Materials: paper, pencil, crayons

Your student will introduce a topic: the weather. Explain three or more facts and end with a closing sentence.

4. All about your favorite book

Materials: paper, pencil, crayons

Your student will introduce a topic: favorite book. Explain three or more facts and end with a closing sentence.

5. All about a life cycle (tree, apple, sunflower, plant, frog, or butterfly)

Materials: paper, pencil, crayons

Your student will introduce a topic: a life cycle. Explain three or more facts and end with a closing sentence.

What Families Can Do

- Families can extend informational writing by reading non-fiction books about plants, animals, or other topics. They can make a poster to present information they learned.
- For animal reports include: diet, habitat, diagram, what it looks like, babies, map



Learning Activities for Math

Grade 1

First graders are expected to **use addition and subtraction within 20 to solve word problems** involving adding to, taking from, putting together, taking apart, and comparing, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Week 4 Activities

1. 20 Tickets (addition)

Materials: small objects, pencil, paper, ten frames

Solve the following math problem using counters and other strategies.

Bo bought 20 tickets to play games at Family Fun Night at his school. He wants to play each game at least once. He needs to use all of his tickets. How many times might he play each game? Find at least two ways he can do it. Use the table to help you.

Game	Number of Tickets Needed
Ring Toss	1
Putt-Putt Golf	2
Soccer Kick	3
Moonwalk	5

2. Boys & Girls Math Problems

Materials: small objects, number line, ten frames, pencil, pen

Solve the following math problems using two or more strategies.

- 9 boys and 8 girls were in the class. How many children were in the class in all?
- 15 children were in the class. 9 were boys and the rest were girls. How many girls were in the class?
- 18 children were in the class. There were some boys and 8 girls. How many boys were in the class?

**Make numbers bigger or smaller depending on your student's math level.

3. The Pet Snake

Materials: small objects, number line, ten frames, pencil, pen

Solve the following math problems using two or more strategies.

- The class had a pet snake. It was 12 inches long. It grew 3 more inches. How long is it now?
- The class had a pet snake. It was 15 inches long. It grew a few more inches. Now it is 18 inches long. How many inches did it grow?
- The class had a pet snake. It grew 4 more inches. Now it is 19 inches long. How long was it to start?

**Make numbers bigger or smaller depending on your student's math level.

4. Creative Story Problems

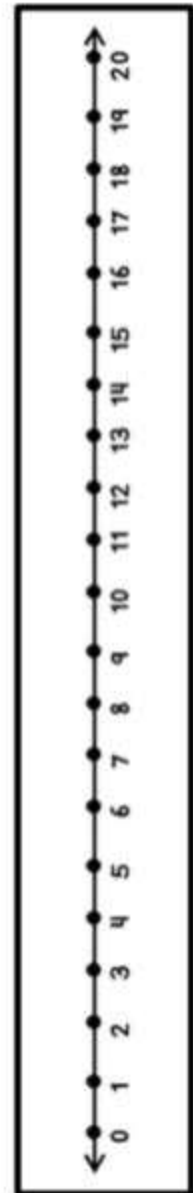
Materials: paper, pencil, pen, crayons, craft supplies

Choose a situation from your own life. Write a story problem like the ones you have solved this week. Solve the problem and draw a picture to illustrate it.

What Families Can Do

- Everyday Math:** Emphasize addition and subtraction facts during everyday activities. For example, when setting the table, say “We have 3 plates and 5 people. How many more do we need? Yes! 3 plus 2 is 5 and 5 - 3 is 2.”
- Turn Snack Time into Math Time:** Give your child a handful of their favorite snack (crackers, berries, etc.). Make up addition and subtraction problems using what they eat. Example: Start with 17 blueberries. Have your child eat 5. How many are left?

Whole	
Part	Part



Here is an example of what a part part whole: $7+5=?$ & $5+?=12$ or $12-5=?$

WHOLE ?	
PART 7	PART 5

WHOLE 12	
PART ?	PART 5

Learning Activities for Science

Grade 1

Next Generation Science Standards state that first grade students should be able to plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. These activities will help your child investigate how sound and vibration are related.

Week 4 Activities

1. Sound Walk

Materials: Paper and pencil

This can be done while taking a walk, sitting in the yard, or in your house near an open window. Simply be still, close your eyes and listen for at least 30 seconds. Then open your eyes and write a list of sounds or noises that you heard. Try to identify what was making the sounds. Can you imitate the sounds that you hear? Move to another place and do it again, then compare the sounds you heard in the different places. What words did you use to describe the sound? Was it loud or quiet? Buzzing or ringing? Did it have a high, medium or low pitch?

2. Long vs. Short Sounds

Materials: Objects found at home

Short sounds are sounds that don't continue like tapping a pencil on a table. Long sounds are sounds that keep going like tapping a pencil on metal. See if you can make short sounds and long sounds with different objects in your house. What things make long sounds? What things make short sounds?

3. Soft vs. Loud Sounds

Materials: None

What do you think would make a louder sound- a train or a lion? Why? What do you think would make a softer sound, a mouse or a butterfly? Why? Can something make both a soft sound and a loud sound? Explain your thinking to a family member.

4. Sound Wave Experiment

Materials: A mixing bowl, saran wrap, cookie sheet or metal pan, tsp of uncooked rice, and a metal spoon. If these exact items are not available, get creative and see if you have something similar to use that may work such as beans, cheerios, or foil.

Cover the bowl with saran wrap very tightly. Put about a tsp of uncooked rice on top of the saran wrap. Hold a metal pan in the air positioned near the bowl. Hit the pan with a metal spoon and observe the effects. You will hear something and see something. What happens to the rice? Why do you think that happens?

5. Make an instrument that you can shake and rattle

Materials: Two paper plates or cups, tape and rice. If these items are not available, get creative and see what you can find that will work such as beans, pennies, gravel, marbles, empty container with lid, plastic cup and lid, toilet paper roll, rubber bands, string etc.

Make an instrument at home that you can shake and rattle. Plan what materials you will use and design how you will put it together. Make it and try it out. How does it work? Can it be improved? Make another using different materials or a different design. Compare the two instruments. Do they sound different?

What Families Can Do

- Make a straw kazoo (Materials: Plastic drinking straw, scissors)
 - a. **Bite** down on one end of the straw to make it **flat**.
 - b. **Cut** the flattened end to make a **V shape**.
 - c. **Open** the flattened part of the straw a little.
 - d. **Put** the V in your mouth and **blow**.
- Design and/or make an instrument that is similar to a drum.
- Can your family use household items as instruments to form a band?
- Discuss your favorite instrument and how it works.

Learning Activities for Social Studies

Grade 1

Oregon Common Core State Standards wants first graders to be able to make connections between the student's family and other families, the student's school and other schools.

Week 4 Activities

1. Contributions

Materials: Paper, pencil and crayons or markers

Think about the contributions made by people from other countries who have come and made their homes here. Make a picture and write a sentence.

2. Celebrations

Materials: Paper, pencil and crayons or markers

What traditional foods, language and celebrations are now part of the American experience.

3. Immigration

Materials: Paper, pencil and crayons or markers

Do you know anyone that immigrated here from another country? Make a picture and write a sentence.

What Families Can Do

- Please read and discuss the activities with your first grader. Discuss the picture your student makes.
- Talk to your first graders about some of the others students from school they are missing during this time spent at home. Discuss:
 - What does our family have in common with their family?
 - How are our families different?
 - What would you like to do with your friends when we can all be together again?

Learning Activities for Art

Grade 1

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are providing activities in the discipline of **Theatre**.

Week 4 Activities

1. Retell Theatre

Materials: simple storybook

Choose a familiar storybook or a book you have on hand. Act out each page as it is read or using memory to retell a familiar story from beginning, middle and end.

OR Arts Standard Addressed: TH.1.CR1.1.3 Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

2. Practice Empathy

Materials: partner/family member

Decide which partner will practice empathy and which partner will role-play. Consider the 4 following scenarios.

1. A friend gets hurt on the playground and has a bad, scraped knee. What can you say to comfort/help your friend? Role play, practice the words you would say!
2. You see a classmate sitting all alone on the playground bench looking sad. What can you say to comfort/help this friend?
3. Your classmate has something to share! They just got back from vacation and have a souvenir they want to show you. What will you say to this friend after they show you?
4. You accidentally step on someone's fingers during carpet time. They yell: 'OUCH' and get tears in their eyes. What will you say and do?

OR Arts Standard Addressed: Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.

3. Build a Story

Materials: partner/family member

With one or more family members, take turns making up the plot of a story. Once your story has a beginning, middle and end, work with your family member(s) to act out the story you created.

OR Arts Standard Addressed: TH.2.CR2.1 Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).

What Families Can Do

- Have fun with theatre! Put on your own show for the household.
- Write a production that uses all the family members.
- Record your production and email it off to share with friends and family.
- Role play with your child. Give your child more scenarios where they might need to practice empathy.
- Model empathy during the role-play.

Learning Activities for Health

Grade 1

Oregon Health Standards require students to understand concepts related to practicing health-enhancing behaviors, and setting health goals. The following activities will help your student understand how to stay healthy and strong.

Week 4 Activities

1. Set a Record!

Materials: Stopwatch or timer (on many cell phones)

Have your student run 50 yards as fast as they can (or whatever distance you want- maybe to that tree and back!). Teach children how to use a stopwatch to time their run. Record the times to the nearest second. Have students make a goal for how fast they want to run. Put the 5 fastest times in order starting with the fastest. Use those times as the times to beat for further races.

2. Exercise affects your breathing and heartbeat

Materials: Stopwatch or timer (on many cell phones)

Teach your student how to feel their pulse (neck tends to be easiest). Have them count how many heartbeats they feel in ten seconds of sitting quietly. You can also have them count how many breaths they take in ten seconds of sitting quietly. Next, have your student run, skip, or do jumping jacks for one minute. Have them test their pulse and breathing again. Ask the student what differences they noticed.

3. Staying safe while exercising

Materials: none

Discuss what materials or equipment you might need to stay safe doing a variety of exercises or activities. Why do we need this equipment and what does it protect?

- How do you stay safe while riding your bike?
- Playing in the sun?
- Playing your student's favorite sport?

4. Bend and stretch

Materials: none

Explain: You have hundreds of muscles in your body. Your muscles like to be stretched every day. Proper stretching keeps your muscles from getting hurt. When you stretch, you might feel a slight pull. Never stretch so hard that it hurts. Have students learn this simple rhyme and movements:

- Bend and stretch, reach for the stars (stand straight, with hands stretched high)
- There goes Jupiter, there goes Mars. (bend side to side)
- Bend and stretch, reach for the sky (stand straight, with hands stretched high)
- Stand on tippy toes way up high. (stand on tiptoes)
- Bend and stretch, reach for the moon (stand straight, with hands stretched high)
- Round and round Earth it goes, hiding at noon. (move arms and upper body in a circle, scrunch body into a small ball)

What Families Can Do

- Go out for a walk, bike ride, or jog with your student once a day! Discuss how this keeps their heart, muscles, and lungs stay healthy.
- Create a chart and check off the days in the week that you exercise. Make a goal to up your performance.
- Have a daily dance party! Take turns with your favorite music and your student's.

Learning Activities for Music

Grade 1

Oregon standards identify **performing alone and with others** as a priority skill in 1st grade. These activities will help your student develop confidence, as well as technical skills by practicing, rehearsing, and refining a performance or composition

Week 4 Activities

1. Perform a scarf routine!

Materials: Scarves, ribbon, or other fabric.

Create movements to go with your favorite song. Try movements that show how the music makes you feel. Practice with your student and then perform for each other. What words could **describe** your song?

2. Sing “Down By The Bay”

Materials: Lyrics for “Down By The Bay”

Sing the song and take turns with family members making up silly rhymes for the song. Fill in the blanks to make up your own rhyme!

“Did you ever see a _____ ? Down by the bay”

Example:

Down by the bay, where the watermelons grow / Back to my home I dare not go /
For if I do, my mother will say, / **“Did you ever see a bear, combing his hair?”** /Down by the bay.

You can even draw a picture of your silly rhyme to share with others and help you remember your song. Staple or tape your pictures together and make a book.

3. Performing!

Materials: optional: paper, markers, craft supplies.

Perform a song that you learned in class. (You can even sing along with a youtube video). Create tickets, posters, a program, decorate a stage area...be creative!

What Families Can Do

- Singing together helps students build confidence, as well as develop their musical ear!
- You can connect with music by doing art projects, or researching your favorite band.
- Singing your favorite books can be a fun way to create!

Learning Activities for PE

Grade 1

Oregon state standards for physical education include recognizing the value of physical activity, applying knowledge and strategies related to movement and performance, and showing responsibility and cooperation when working with others.

Week 4 Activities

1. Yoga

Materials: None

A: Simple yoga positions. The nice thing about yoga is it can be done alone or with others.

B: Here are a few examples of yoga positions that you can try at home.

1. Warrior Pose: Pretend that you are a surfer with your front foot facing and having a slight bend in your knee and your opposite foot one step backwards with your toes pointing sideways. Lift your arms up so they are parallel with the ground and lean slightly forward. Again, pretending like you are a surfer and always keeping your knees bent.
2. Tree Pose: Stand on one leg, put the sole of your opposite foot against the inner part of the leg you are standing on and balance on your one leg. Place your arms above your head with your hands together. Hold for 10 seconds.
3. Downward-Facing Dog: Bend down and put the palms of your hands on the floor. Step your feet back and make an upside down letter "V". Straighten your legs and relax your head and neck so you can look back between your legs.

C: Why: In order to gain flexibility and balance.

2. Jumps

Materials: none

Can you jump and land on one foot? Two feet?

How many jumps does it take for you to make it across your room?

Can you jump and make a shape with your arms or legs?

How many jumps can you do in a row before you get tired? Can you jump over something?

Remember when you land to bend your knees to absorb the jump!

Challenge a parent - How high can you jump?

Why: Lower body strength, flexibility, fun and balance.

3. Animal Races

Materials: items to make start and finish lines

Race each other as different animals across a short distance in your home or out on the sidewalk.

- Jump like a bunny, frog, or kangaroo
- Waddle like a duck, walk slow like a sloth, or run fast like a cheetah
- Extra challenge: crab walk (belly up, walk with hands and feet on ground) or wheelbarrow (student walks with their hands while a partner holds up their feet)

What Families Can Do

- Cooperation is a skill practiced in every PE class. Find tasks at home to work together on as a family. These could be puzzles, board games, or household chores.
- Talk about cooperation and what it means to work with someone else.

Learning Activities for Speaking & Listening

Grade 1

Oregon Common Core Standards require 1st grade students to be able to participate in conversations, follow agreed upon rules for discussion, build on others' ideas, and ask questions to clear up confusion (SL.1, SL.3). In addition, students are required to use details to produce complete sentences to express ideas and feelings clearly (SL.6, SL.4).

Week 4 Activities

1. Math Connection

Materials: Clock

Practice telling time. Students know how to tell time to the hour and half hour. Ask your student, "What time is it?" Your student can answer, "It is _____ o'clock." Ask questions about the clock. For example, Which hand is the hour hand? The hour hand is the _____ hand. Which hand is the minute hand? The minute hand is the _____ hand. What time is half past _____? Have a conversation about what you do in the morning, afternoon, and evening. What do you do in the morning? I wake up, eat breakfast, brush my teeth. What do you do in the afternoon? I read, eat lunch, practice math. What do you do in the evening? I eat dinner, take a shower, go to bed.

2. Animal Research (cont.)

Materials: Books, videos, pencil, paper

Have your child present their research to your family after it is completed. Afterward, ask your child some questions about the animal they researched, and encourage them to answer in complete sentences:

Examples Questions

Why did you pick this animal? What is something new you learned about _____?

Where does this _____ live? Can we have _____ as a pet? Why or Why not?

3. Reading Connection

Materials: Dinosaur Bones Don't rot by Dale Cooper (in reading materials)

After reading Dinosaur Bones Don't rot, think about what the main idea of this story is and how you know. Tell your family the main idea and 3 reasons why you think that.

The main idea of the story is _____.

I know this because, in the story it says/talks about _____, _____, and _____.

4. Dinner Table Talk

Materials: None

As you sit around the dinner table, take turns asking and answering some of these silly questions:

What did you first think when you woke up? When I first woke up I thought _____, then I thought _____.

What is your favorite movie? My favorite movie is _____, because _____.

What is one thing you do every day? Every day I _____ or _____.

What Families Can Do

- Sit down together to complete each activity.
- Encourage your child to use complete sentences when asking and answering questions.
- Prompt conversations with your child about the activities they have participated in over the last few weeks.

Learning Activities for Wellness & Self Care

Grade 1

*Wellness and self care activities should be ways to help your child **maintain physical, mental and emotional well being.***

Week 4 Activities

1. The Empathy Tool

Materials: None

Empathy is one of the most important Tools for Life. It is defined as “a capacity for participation in another’s feelings or ideas.” To empathize with another is to experience something about what they are feeling. Empathy is the root of understanding, kindness, and forgiveness.

Ask a family member to tell you about a difficult thing they are experiencing right now. Tell your family member how you think they felt when they had to do the difficult thing. Were you right about how they felt? Think together with your family member about someone that stood out in your mind during this situation, how do you think they are feeling? How do you know?

2. Reconnect with Your Relationships **Materials:** phone, paper, pencil, stamps,

- Reach out to a friend, family member, someone you care about and let them know how much they mean to you.
- Nurturing relationships requires mindful daily attention.
- Expressing gratitude for these relationships strengthens bonds and keeps us connected with those we care about.

3. Help Out!

Materials:

Ask how you can help at home by doing 3 extra chores.

4. Get Outside!

Materials: Paper, pencil, crayons, markers, walking shoes

Take a long walk and count how many colors of blooming flowers you see, or draw them on a paper.

What Families Can Do

- LISTEN to your child. This time is stressful for us all, and having someone to ***just listen*** can be helpful. If you ask how they are doing and they tell you they are “fine,” keep asking (at another time). Kids may not always have the right language to explain the way they feel.
- Be reassuring. Regularly. Remind them we are going to get through this together.
- It is important that although you and your child are maintaining separation, no one feels completely isolated. Take opportunities to reach out and interact with others, even if it is at a distance (6 feet away), on the phone, online, or via snail mail!
- Take care of yourself! When adults practice self-care they can better take care of others.