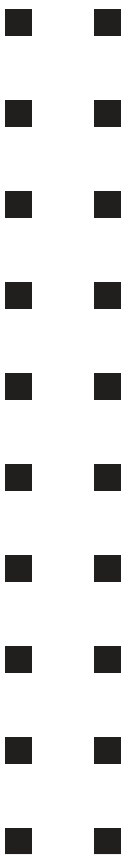




RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

Continuous Learning LEARNING MENUS



MATH

LITERACY

SPECIALS

Printables

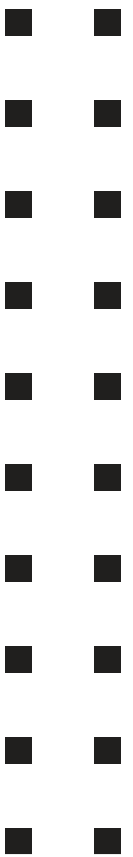




RSU 57

- Waterboro
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- Massabesic High

MATH



Printables



LEARNING MENU MATH & STEM

GRADE 1

★ = EVERYDAY ITEMS

May 18 - May 22

1 ★ Fact fluency
with flashcards
(addition and subtraction to 20)

Make your own or use [this slideshow](#).



2 ★ IXL
IXL Recommendations
section for 15 minutes.



3 Base 10 Addition
Complete the Base 10
Addition activity on Seesaw.



4 Fact Families
1. Watch the Learn Zillion
video below:
bit.ly/LearnZillionFacts
2. Complete the fact family
worksheet in SeeSaw.

Optional Challenge:
Complete the Fact Families
Challenge activity in Seesaw



5 Domino Fact Families
Complete the fact family
domino activity sent to you
on Seesaw.



6 Building Fact Families
Find a deck of cards and
take out the face cards (J, Q,
K, A). Flip the first 2 cards
from your deck to start your
fact family. You will need to
make your first addition
sentence to find your 3rd
fact. Record your fact
families in your Seesaw
activity.



7 Geometry
Watch/listen to the story
safeYouTube.net/w/hyQD
Now cut some of these
shapes out of paper. Arrange
and paste them on a large
piece of paper to build a
picture. Add background and
details. Have fun!



8 STEM: Trash Walk
The Long Life of Trash
Have you ever wondered
how long it takes trash to
break down (biodegrade)?
Go on a trash walk and see
what you find.

[TRASH WALK.pdf](#)



9 STEM: Please listen to the following book, Seeds Travel:
safeYouTube.net/w/D7mD
Germination: Soak some
fast-sprouting seeds (radish,
dried beans) to watch the magic
of germination happen!
Continue your experiment if
you'd like, and transfer the
seedlings to soil so your plants
can eat. [Germination.pdf](#)



Base 10 Addition

Instructions: Look at the numbers on the addition sentence. Draw base 10 blocks using lines and dots (| and ●) to represent each number. Then, add your tens and your ones and find the answer.

Example:

$15 + 32$	
<div style="text-align: center;"> ●●●●● ●●</div>	<div style="text-align: right;">4 tens = 47 7 ones</div>

Now you try it!

$44 + 21$	
	<div style="text-align: right;">_____ tens = _____ _____ ones</div>

$$20 + 17$$

_____ tens

= _____

_____ ones

$$54 + 33$$

_____ tens

= _____

_____ ones

$$73 + 26$$

_____ tens

= _____

_____ ones

$$36 + 32$$

_____ tens

= _____

_____ ones

***CHALLENGE ***

$$67 + 51$$

_____ hundreds

_____ tens

= _____

_____ ones

Fact Families

Fill in the missing number.

A. $5 + \underline{\quad} = 13$

$8 + \underline{\quad} = 13$

$13 - \underline{\quad} = 5$

$\underline{\quad} - 5 = 8$

B. $7 + 9 = \underline{\quad}$

$9 + \underline{\quad} = 16$

$\underline{\quad} - 9 = 7$

$16 - \underline{\quad} = 9$

C. $\underline{\quad} + 10 = 19$

$10 + \underline{\quad} = 19$

$19 - \underline{\quad} = 9$

$\underline{\quad} - 9 = 10$

G. $4 + \underline{\quad} = 12$

$\underline{\quad} + 4 = 12$

$\underline{\quad} - 8 = 4$

$12 - \underline{\quad} = 8$

H. $8 + 6 = \underline{\quad}$

$6 + \underline{\quad} = 14$

$14 - \underline{\quad} = 8$

$\underline{\quad} - 8 = 6$

I. $7 + \underline{\quad} = 13$

$\underline{\quad} + 7 = 13$

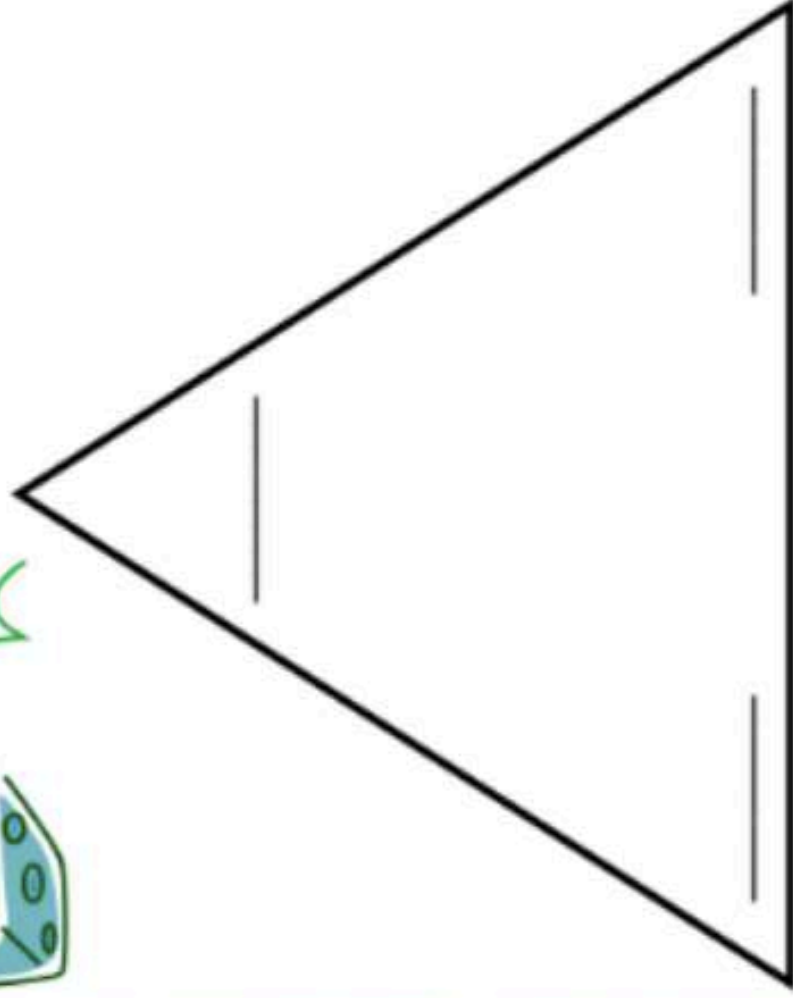
$13 - \underline{\quad} = 7$

$\underline{\quad} - 7 = 6$



Fact Family Triangle

Roll the Dice!



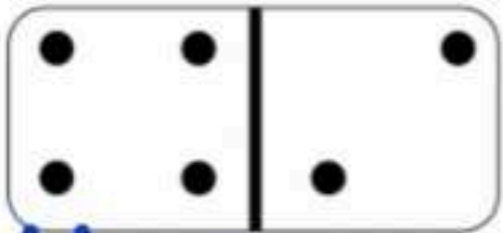
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

1.



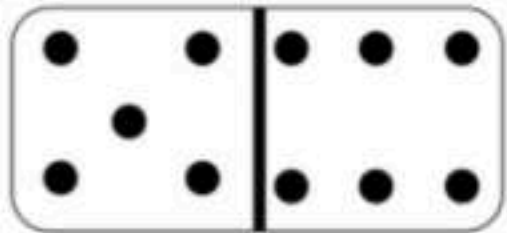
$$4 + 2 = 6$$

$$2 + 4 = 6$$

$$6 - 4 = 2$$

$$6 - 2 = 4$$

2.



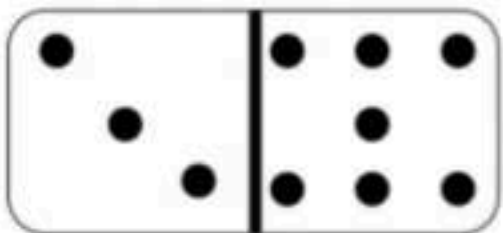
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

3.



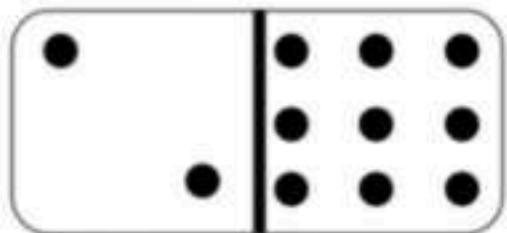
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

4.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Building Fact Families

Instructions: Using a deck of cards (remove all face cards), take the first two cards from the deck to start your fact family. You will need to build the first addition sentence to find your third fact. [Tutorial video on Seesaw Activity]

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$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

--	--	--

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

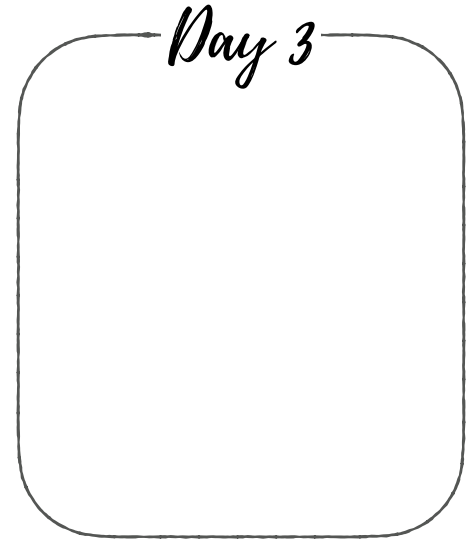
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Germination

How seeds grow



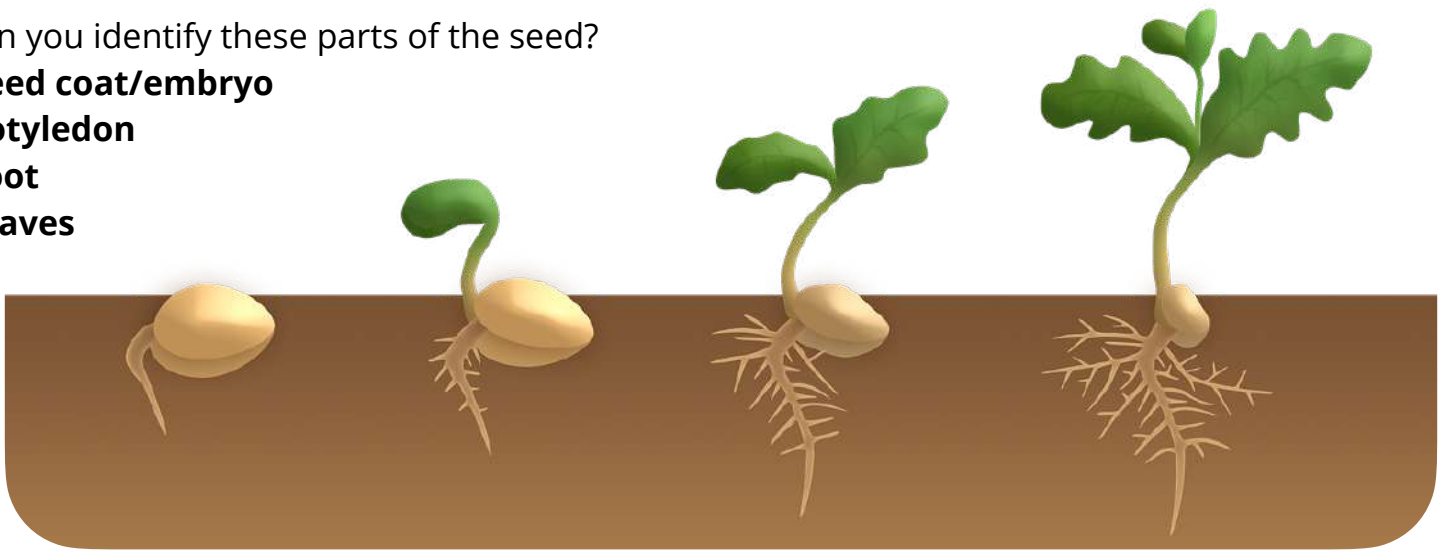
Place a bean or radish seed in water and observe for several days. What do you see?



Describe your observations below:







Can you identify these parts of the seed?

seed coat/embryo
cotyledon
root
leaves



The Long Life of Trash!

You probably already know that some things we throw away break down faster than others. Do you know how long these items take to break down (biodegrade)?

		
Milk Carton - 5 years	Plastic bottle - 450 years	Toilet Paper - 2 weeks
		
Apple Core - 1 month	Plastic bag - 10 years	Glass bottle - 1 million years

Going on a Trash Walk

Walk through your neighborhood, on a hiking trail, or around your own house and collect trash. What can be recycled, and what can be thrown away? Use tally marks to show what you've collected. Make a graph.

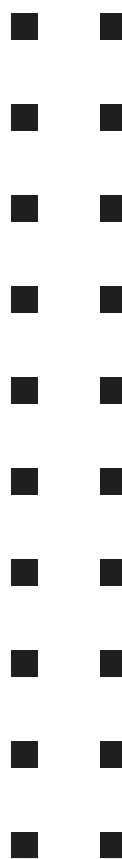
Glass	
Plastic	
Paper	
Food	



RSU 57

- Waterboro
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- Lyman
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- Massabesic Middle
- Massabesic High

LITERACY



Printables



LEARNING MENU LITERACY

GRADE 1

★ = EVERYDAY ITEMS

1

★ **Read and Write**

Choose a picture book or one chapter from your book and read it to yourself, a family member, a pet, or stuffed animal.

Choose one reading response and complete it after reading the book.

[Reading Response Sheets](#)
[Reading Responses](#)



2

Listen to a Story

Hear a story read by your teacher, family member, or librarian.



3



Phonics Practice

See your teacher for specific lessons



4



Phonics Practice

See your teacher for specific lessons



5



IXL Language Arts

Complete 2 categories from the recommendations

Link shows how to access:

[IXL Language](#)



6



Kids A-Z/Raz Kids

Choose a story.

Listen to it, read it to yourself and make a recording. Answer the questions after you read.



7

Word Work

Choose 10 sight words and choose a sight word activity.

1. Write sentences using each of your 10 sight words

-or-

2. Make a sight word game. Examples: hopscotch (words instead of numbers), BINGO, memory

-or-

3. Cut out 10 sight words from newspapers, magazines, or old mail. Glue them on a piece of paper in ABC order.



8

Writing prompt:

Frogs are green. Make a list of at least 10 other things that are green. Then put the list in ABC order.



9

Writing prompt:

Describe a perfect day and tell how you would spend it. Draw a picture and label the details. In 3-5 sentences, write about your adventure. Make sure to use capital letters to start your sentences and punctuation to end your sentences.

[Ways To Describe](#)



May 18 - May 22

name: _____

Character

Today I read: _____

Author: _____

Draw a picture of the characters in the story:

My favorite character was: _____

This was my favorite character because:

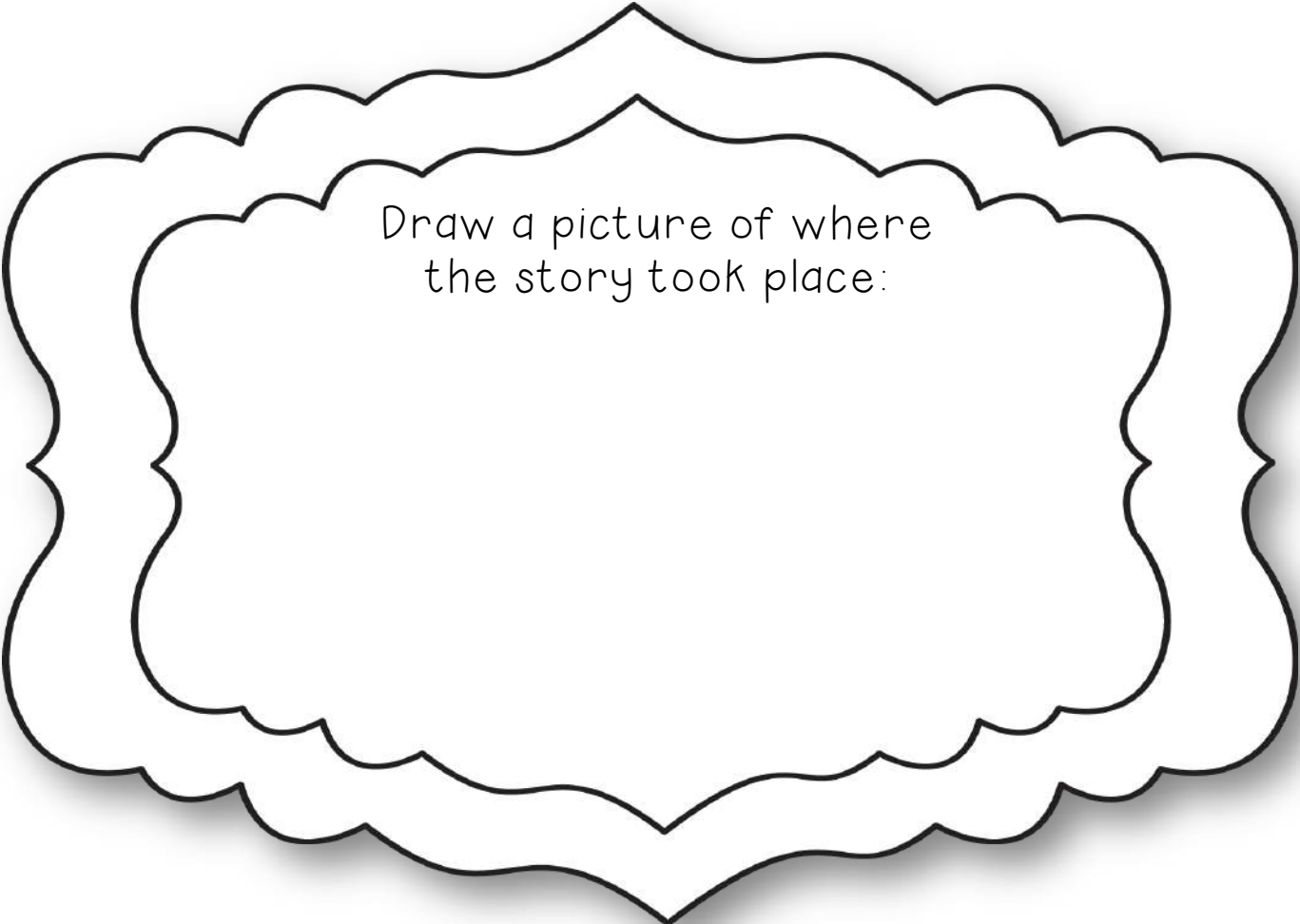
name: _____

SETTING

Today I read: _____

Author: _____

Draw a picture of where
the story took place:



My favorite part of the setting was:

name: _____

PROBLEM AND SOLUTION

Today I read: _____

Author: _____

Draw a picture of the
problem in the story:



The problem in the story was solved when:

name: _____

BEGINNING, MIDDLE, and END

Today I read: _____

Author: _____

Draw a picture of what happened...

First:

Next:

Last:

name: _____

MAIN IDEA

Today I read: _____

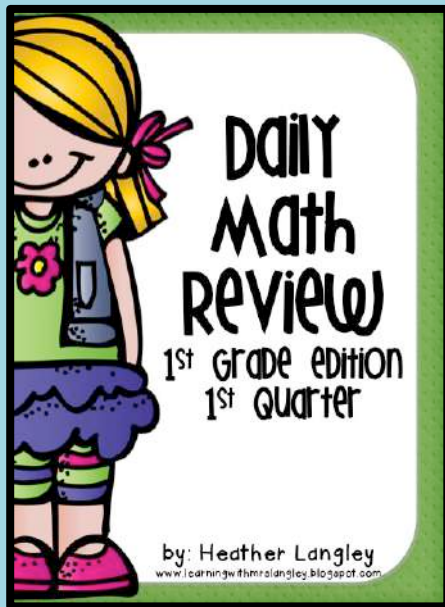
Author: _____

Main Idea:

What details in the story helped you better understand the main idea?

GREAT MATH PRODUCTS!

from Learning with Mrs. Langley



Name: _____

	62	63	65
--	----	----	----

ing number: 19, 18, 17, _____

ITIES: 23, 32, 34, 53, 31, 64, 35, 39

rees: 2 more birds landed in the tree. How many?

Name: _____

	48		51
--	----	--	----

ing number: 14, 13, 12, _____

ITIES: 21, 29, 72, 12, 23, 27, 42, 62

rees: 2 more boys come to play. How many?

Morning Math Kindergarten
Week 1: Day 1

1. Write the number: _____

2. Count the objects: _____

3. Fill in the missing numbers: _____

4. Color the circles blue. Color the triangles red.

5. What comes next? _____

Morning Math Kindergarten
Week 1: Day 2

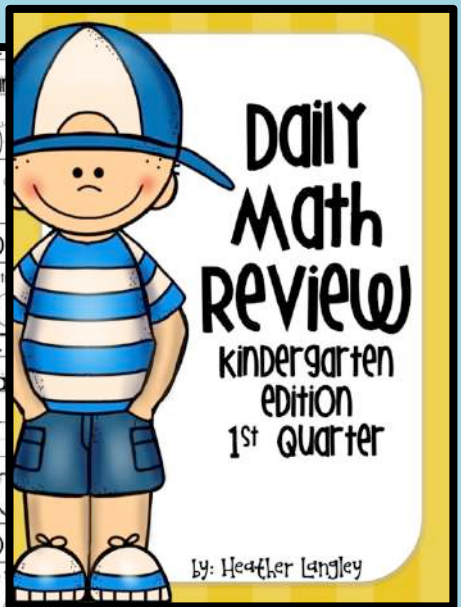
1. Write the number: _____

2. Count the objects: _____

3. Fill in the missing numbers: _____

4. Color the hearts red. Color the triangles blue.

5. What comes next? _____



Daily Math Review for Kindergarten and 1st grade! 5 Questions (consistent each week) help you get your math block started right! Student can complete the problems independently and it makes for a quick thorough review!

<https://www.teacherspayteachers.com/Product/Daily-Math-Review-KINDERGARTEN-Quarter-1-1763227>

<https://www.teacherspayteachers.com/Product/Daily-Math-Review-1st-Grade-Quarter-1-1022483>



GREAT ELA PRODUCTS!

from Learning with Mrs. Langley



Unit 2: Week 1: Day 1

Name _____

Letter Recognition: Trace and write the letters.
Color the picture that starts with a.

△ ○

Sight Words: Trace and write the sight words.

have _____

is _____

Writing: Nouns for more than one. Write the noun and add -s to the end to show more than one.

sock _____

flower _____

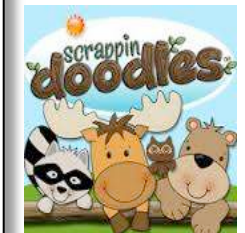
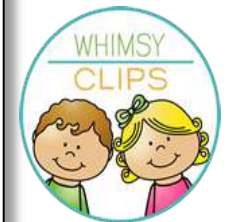
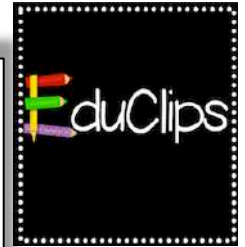
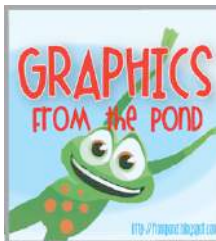
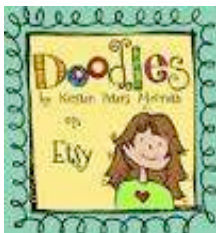
animal _____

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Morning Word Work for Kindergarten provides daily practice of letters, sounds, sight words, and grammar skills. Each week is consistent so students can complete independently. Keep your curriculum in line with these time savers!

<http://www.teacherspayteachers.com/Product/Kindergarten-Morning-Word-Work-BUNDLE-1617219>





Thank you!

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<https://www.teacherspayteachers.com/Store/Zip-a-dee-doo-dah-Designs>

READING RESPONSE

Book _____

Name 2 main characters:

1. _____

2. _____

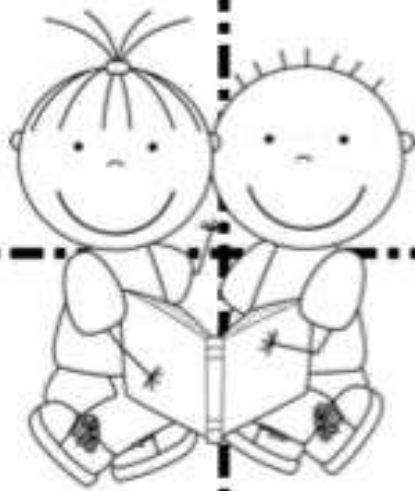
What was the problem?

What was the solution?

NAME _____



4 fun facts



NAME _____

non-fiction

Read and learn

Book Title: _____

Write **3** new things you learned:

1. _____

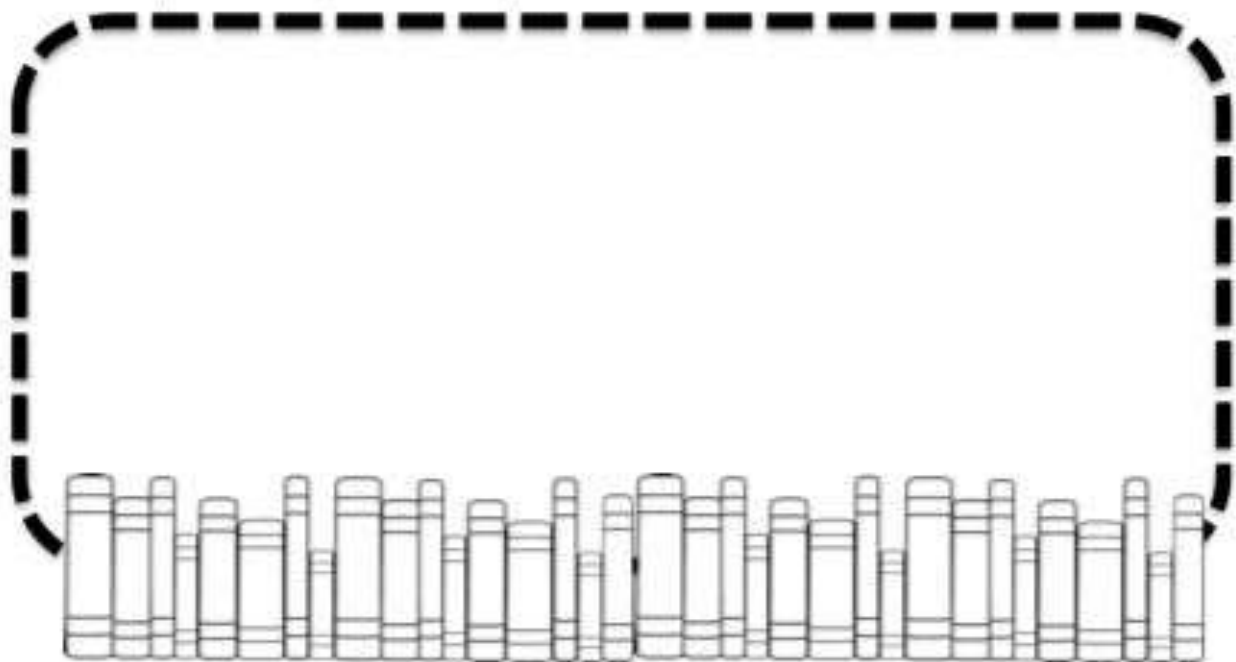
2. _____

3. _____

Write **1** thing you already knew:

1. _____

Draw a picture of your favorite part:



Name _____

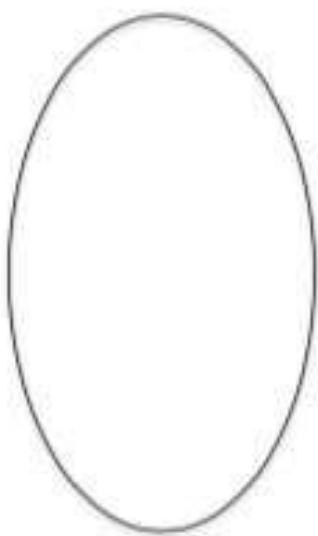
Name: _____

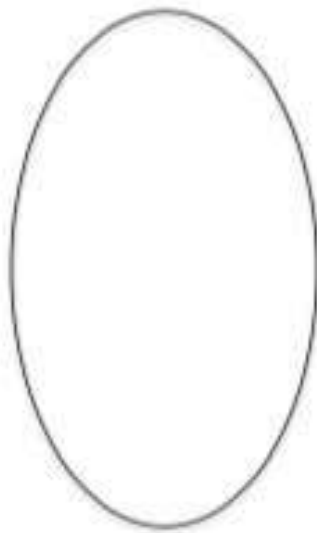
Remember the Story

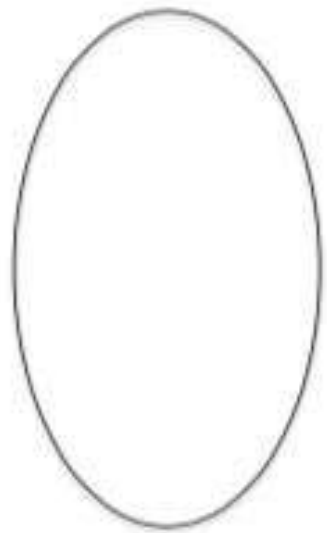
Setting: _____



Main Characters {draw a picture and label below}





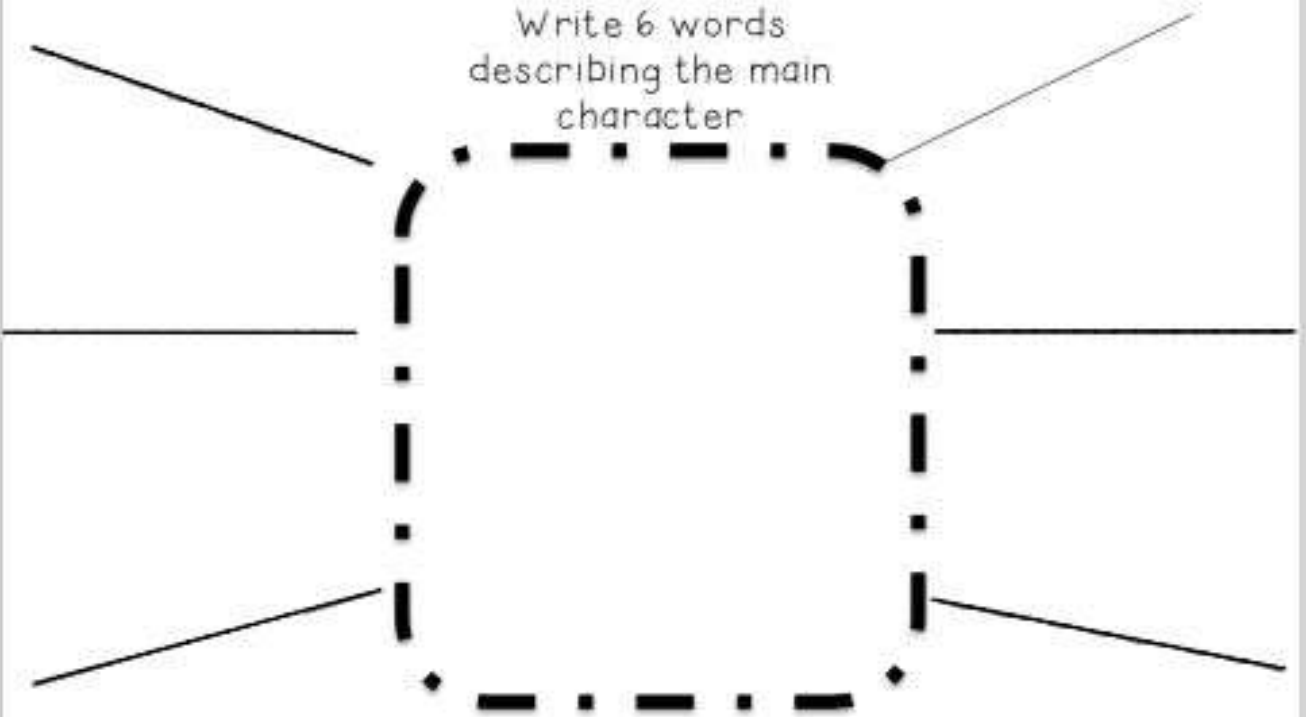


My favorite part was:

Name _____

main character

Write 6 words
describing the main
character



Name of character:

Did you like the main character? Why or why not?

oy

Name: _____

I Can Read Sentences

Directions: Highlight, circle, or underline all of the word family words. Then read each sentence. Color a smiley face each time you read the page. Read the page three times.

He annoys her.



I see a cowboy.



It destroys the wall.



She feels so much joy.



Do you like this toy?



Dinner

I pick potatoes from the soil
and cook them in a little oil.

Then, I wrap up corn in some tinfoil
and put it into water to boil.

I cook it carefully, so it doesn't spoil.

I put a steak in the oven to broil
and wind some rolls into a coil.

I am ready for a rest after I toil.

OI
family



Sort each word by dragging it to the correct column. Record yourself reading each word.

oo

ou

ew

boot too moon noon soup flew
new zoo blew you soon grew

Make a word to match each picture using the sound of the week.



Out of the Barn

I jumped into my car
to go and buy a jar.
I also bought some yarn
to take back to the barn.
I had to get a card.
It wasn't very hard.
Then, my dog began to bark,
so I took him to play in the park!

AR
family



During the Storm

During the storm, the boy blew his horn.
He snagged his pants upon a thorn.
He ran into a field of corn,
and there he saw his pants were torn!
He worried about his mother's scorn.

OR
family





Box 4

was not	→	
were not	→	
has not	→	
can not	→	

he is	→	
she is	→	
it is	→	

ue

Name: _____

I Can Read Sentences

Directions: Highlight, circle, or underline all of the word family words. Then read each sentence. Color a smiley face each time you read the page. Read the page three times.

The girls argue.



The barbecue is good.



Did you find the clue?



He opens the glue.



I need a tissue.



ew

Name: _____

I Can Read Sentences

Directions: Highlight, circle, or underline all of the word family words. Then read each sentence. Color a smiley face each time you read the page. Read the page three times.

She blew the flower.



What did she brew?



He chews the candy.



She grew so much.



Can you screw it in?



er

Name: _____

I Can Read Sentences

Directions: Highlight, circle, or underline all of the word family words. Then read each sentence. Color a smiley face each time you read the page. Read the page three times.

The baker is working.



The flower grows.



I see the hammer.



Do you like spiders?



The water comes out.



ir

Name: _____

I Can Read Sentences

Directions: Highlight, circle, or underline all of the word family words. Then read each sentence. Color a smiley face each time you read the page. Read the page three times.

I hear the bird sing.



He holds a circle.



She is a girl.



Can you squirt it on?



She stirs the mix.



ur

Name: _____

I Can Read Sentences

Directions: Highlight, circle, or underline all of the word family words. Then read each sentence. Color a smiley face each time you read the page. Read the page three times.

Her hair has a curl.



The dog is hurt.



She is a nurse.



Can you turn around?



The turtle is slow.



Name _____ Date _____

1. In this story, what problem are the girls trying to solve?
 - Ⓐ They don't know what to play.
 - Ⓑ They can't find any rocks.
 - Ⓒ Their fairy cannot cross the river.
2. Who is watching the girls in the pictures?
 - Ⓐ a parent
 - Ⓑ a fairy
 - Ⓒ a group of boys
3. What happens after the girls build the last bridge?
 - Ⓐ The fairy plays on it.
 - Ⓑ They tear it down and play something else.
 - Ⓒ They decide the fairy could have used her wings.
4. How do the girls test how strong their bridges are?
 - Ⓐ They put rocks on them.
 - Ⓑ They step on them.
 - Ⓒ The fairy tries to walk on them.
5. Which word means almost the same as **build**?
 - Ⓐ make
 - Ⓑ play
 - Ⓒ watch
6. **Extended Response:** What things do you think would make the strongest fairy bridge? How would you test your bridge to see if it was strong?

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Quick Check Answer Sheet

Let's Build a Fairy Bridge

Main Comprehension Skill: Sequence Events

1. Ⓒ *Problem and Solution*
2. Ⓑ *Story Elements*
3. Ⓒ *Sequence Events*
4. Ⓐ *Main Idea and Details*
5. Ⓐ *Vocabulary*
6. Answers will vary but should identify materials similar to what the girls in the story used or appropriate items that could be found in a house or backyard.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Let's Build a Fairy Bridge

A Reading A-Z Level G Leveled Book
Word Count: 190

Connections

Writing and Art

Design your own fairy bridge to cross the river. Draw it and write the steps to build it.

Science

How are the girls in the story like scientists conducting an experiment? Share your ideas with a partner.

LEVELED BOOK • G

Let's Build a Fairy Bridge



Reading A-Z

Visit www.readinga-z.com
for thousands of books and materials.

Written by Racheal Rice • Illustrated by Martha Avilés

www.readinga-z.com

Let's Build a Fairy Bridge

Written by Racheal Rice
Illustrated by Martha Avilés

www.readinga-z.com

Focus Question

How do the girls in this story decide which fairy bridge is best?

Words to Know

bridge	fairy
build	river
cross	strong

Let's Build a Fairy Bridge
Level G Leveled Book
© Learning A-Z
Written by Racheal Rice
Illustrated by Martha Avilés

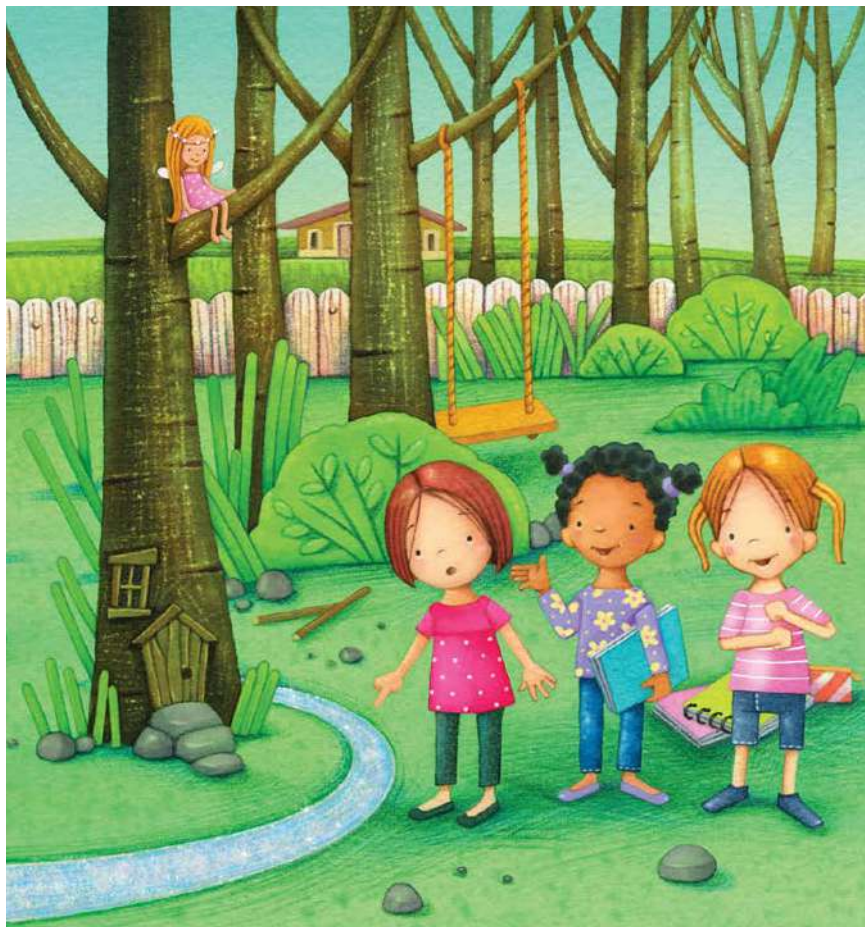
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Correlation

LEVEL G

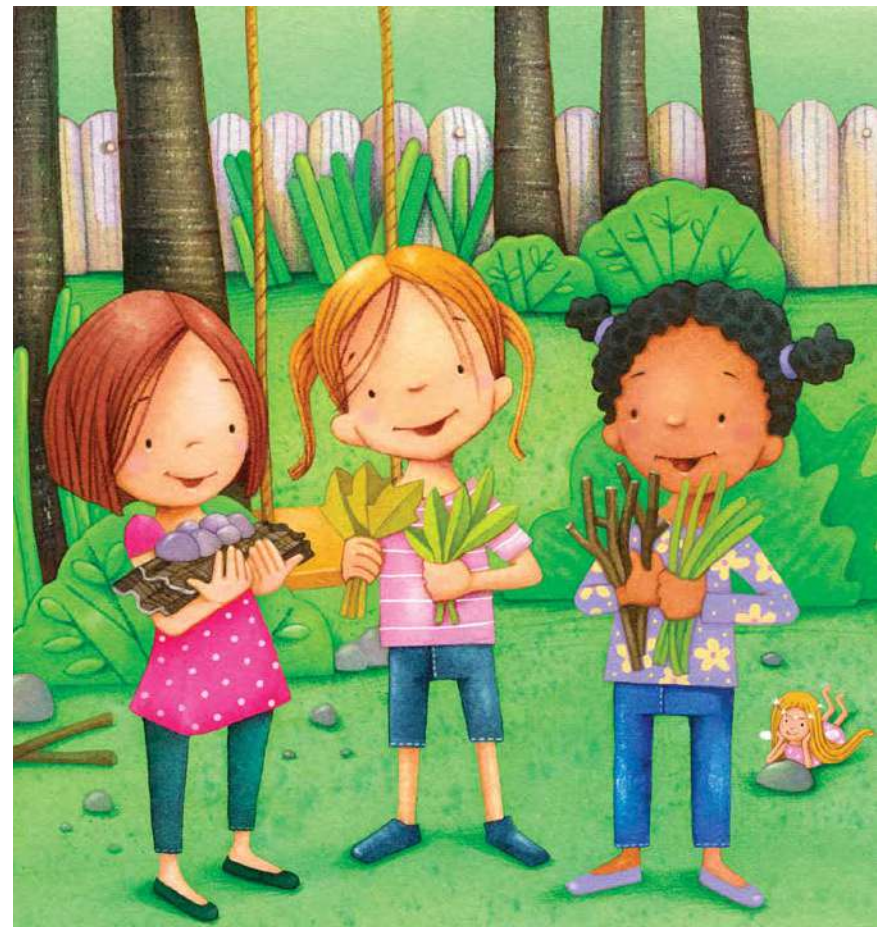
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12



“Our fairy cannot cross the river,” said Lily.

“Our fairy needs a bridge to cross the river,” said Kat.

“Yes, let’s build a bridge!” said May.



“I got leaves to build our bridge,” said May.

“I got bark and rocks,” said Lily.

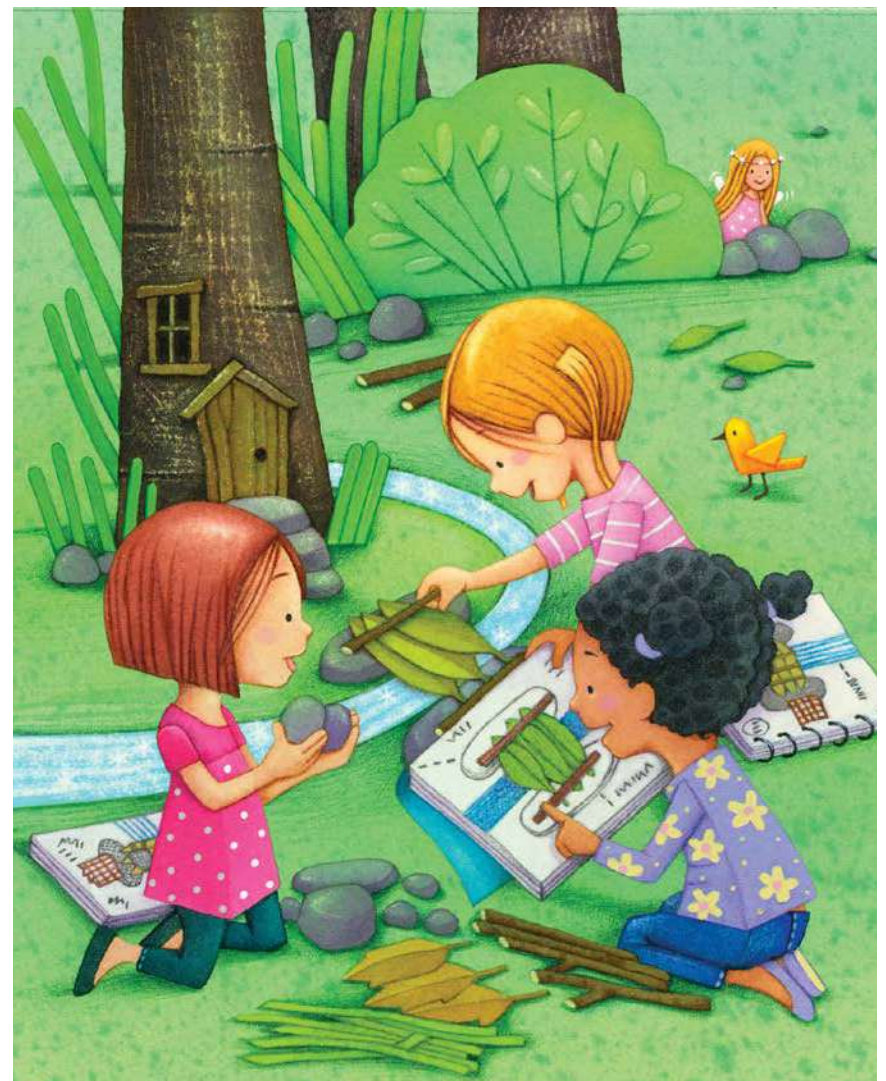
“I got long grass and sticks,” said Kat.



“Let’s each draw a bridge before we build it,” said Kat.

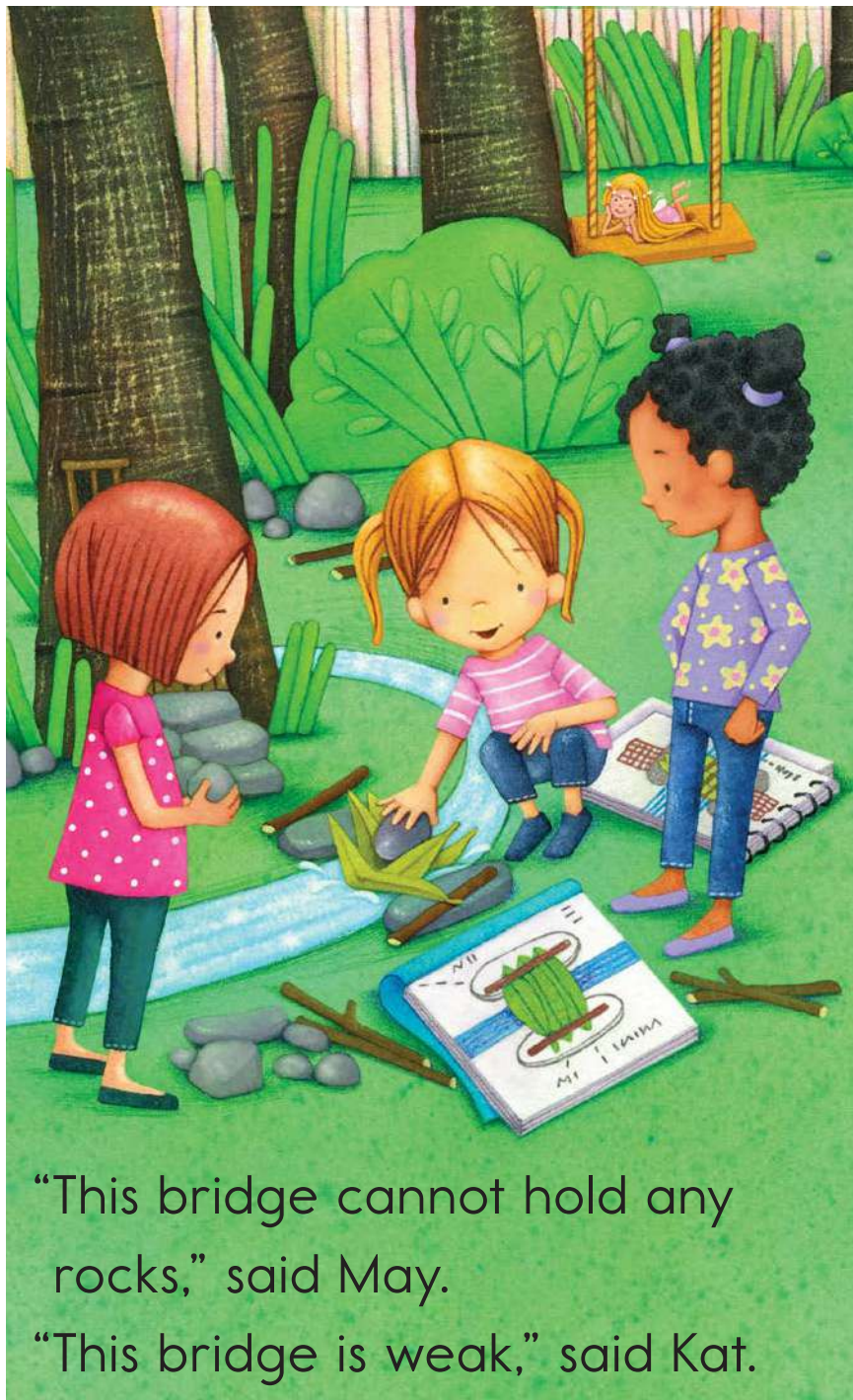
“We will draw and build three bridges,” said May.

“We need to see which bridge is best,” said Lily.

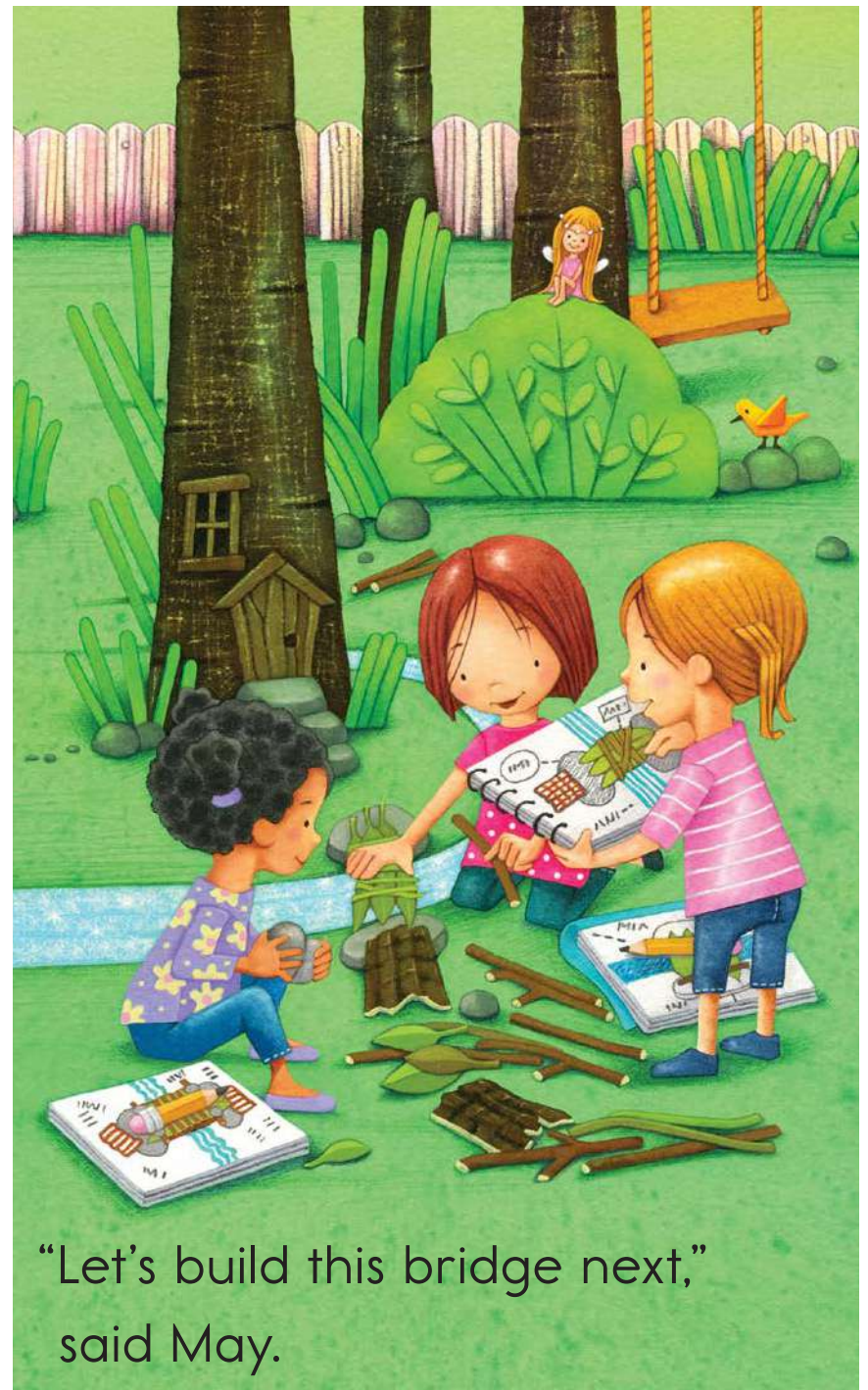


“Let’s build this bridge first,” said Kat.

“Let’s use rocks to see how strong each bridge is,” said Lily.



"This bridge cannot hold any rocks," said May.
"This bridge is weak," said Kat.

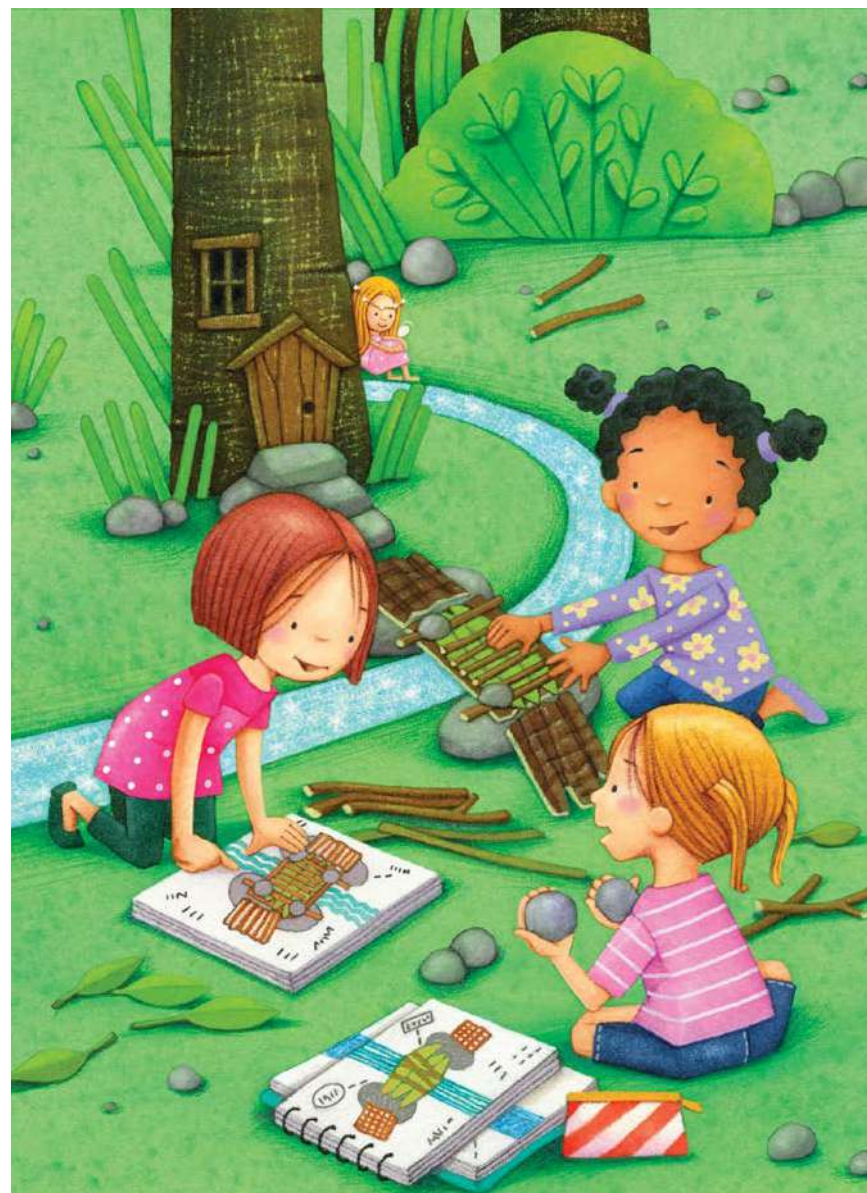


"Let's build this bridge next,"
said May.



“This bridge can hold one rock,”
said Lily.

“This bridge is stronger than
our first bridge,” said May.



“Let’s build this bridge last,”
said Lily.



"This bridge can hold three rocks," said Kat.

"This bridge is our strongest bridge," said Lily.



"This bridge will let our fairy cross the river," said Kat.

"You know, our fairy could have used her wings," said May.

"What should we build next?" asked Lily.



Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. What causes Elder Decagon to tell the shapes that the mountain is going to erupt?
 - Ⓐ She wants the shapes to leave the island so she can be alone.
 - Ⓑ She wants them to build a boat so she can take a vacation.
 - Ⓒ She is upset that the shapes are lazy and don't work together.
2. How do the shapes change by the end of the story?
 - Ⓐ They decide to move to a different island.
 - Ⓑ They learn to work together and get along.
 - Ⓒ They dislike the other shapes even more.
3. What makes this story a fantasy?
 - Ⓐ A mountain erupts.
 - Ⓑ The ship floats in water.
 - Ⓒ The shapes are alive.
4. How does Elder Decagon solve the problem of the shapes all making different boats?
 - Ⓐ She tells the shapes that their boats aren't shipshape.
 - Ⓑ She destroys all the shapes' boats.
 - Ⓒ She tells the shapes that she thinks the boats are ugly.
5. Which word means *an area of land surrounded by water*?
 - Ⓐ island
 - Ⓑ elder
 - Ⓒ ocean
6. **Extended Response:** What lesson is the author trying to teach with this book?

Quick Check Answer Sheet

The Ship of Shapes

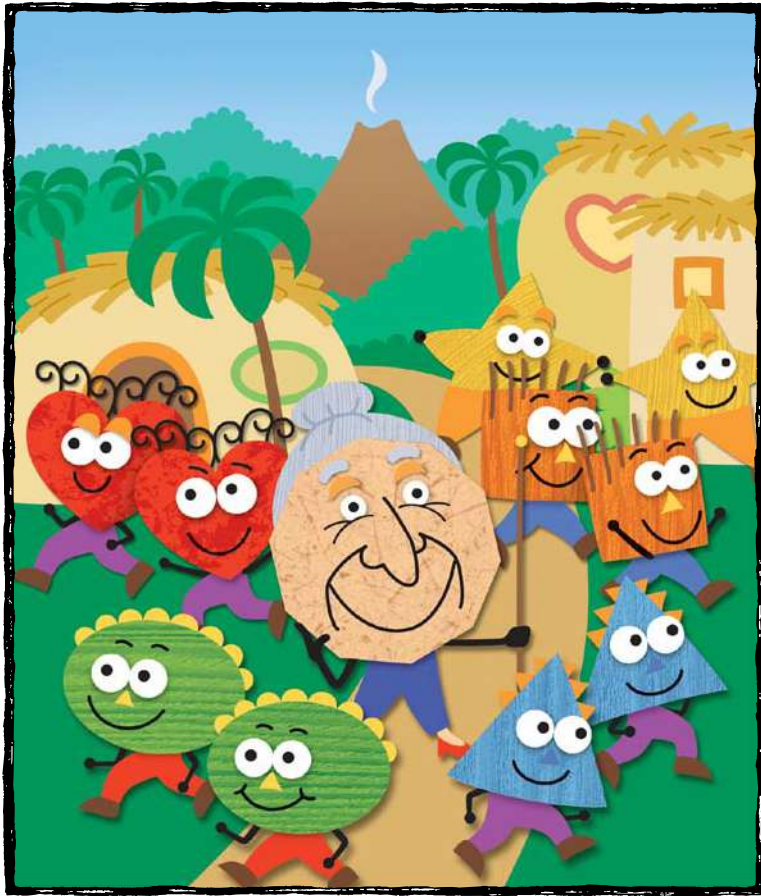
Main Comprehension Skill: Cause and Effect

1. Ⓒ *Cause and Effect*
2. Ⓑ *Analyze Character*
3. Ⓒ *Reality and Fantasy*
4. Ⓐ *Problem and Solution*
5. Ⓐ *Vocabulary*
6. Answers will vary but should include the idea that the author wanted readers to learn the importance of working together with others, no matter how different they are from you.

The Ship of Shapes

A Reading A-Z Level J Leveled Book

Word Count: 391

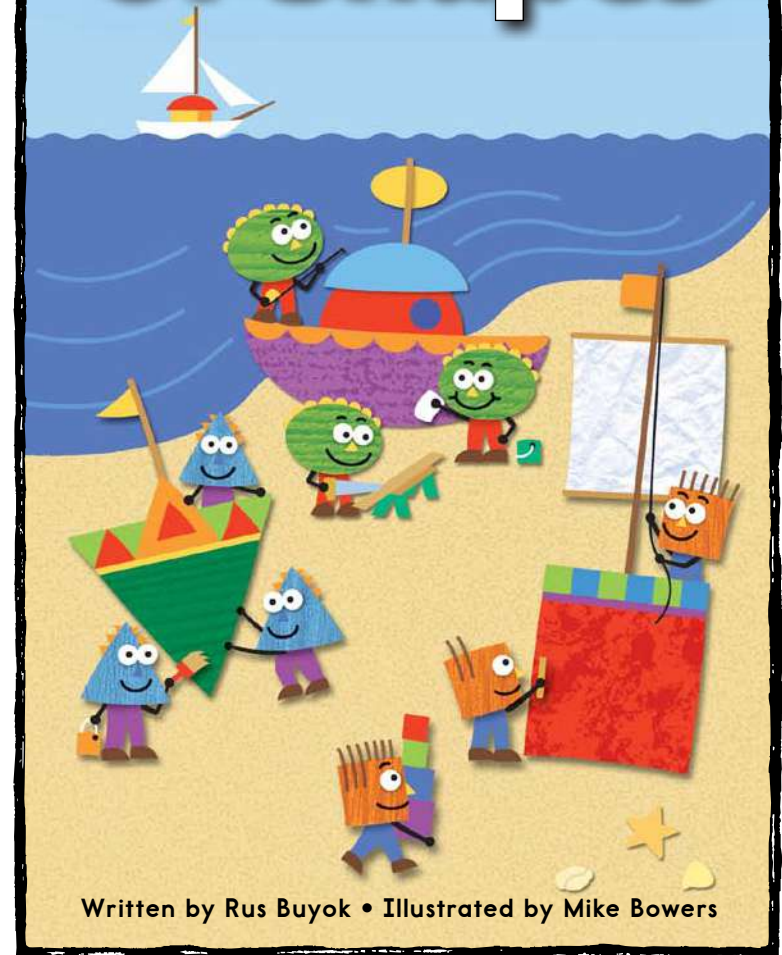


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LEVELED BOOK • J

The Ship of Shapes



Written by Rus Buyok • Illustrated by Mike Bowers

www.readinga-z.com

The Ship of Shapes



Written by Rus Buyok
Illustrated by Mark Bowers

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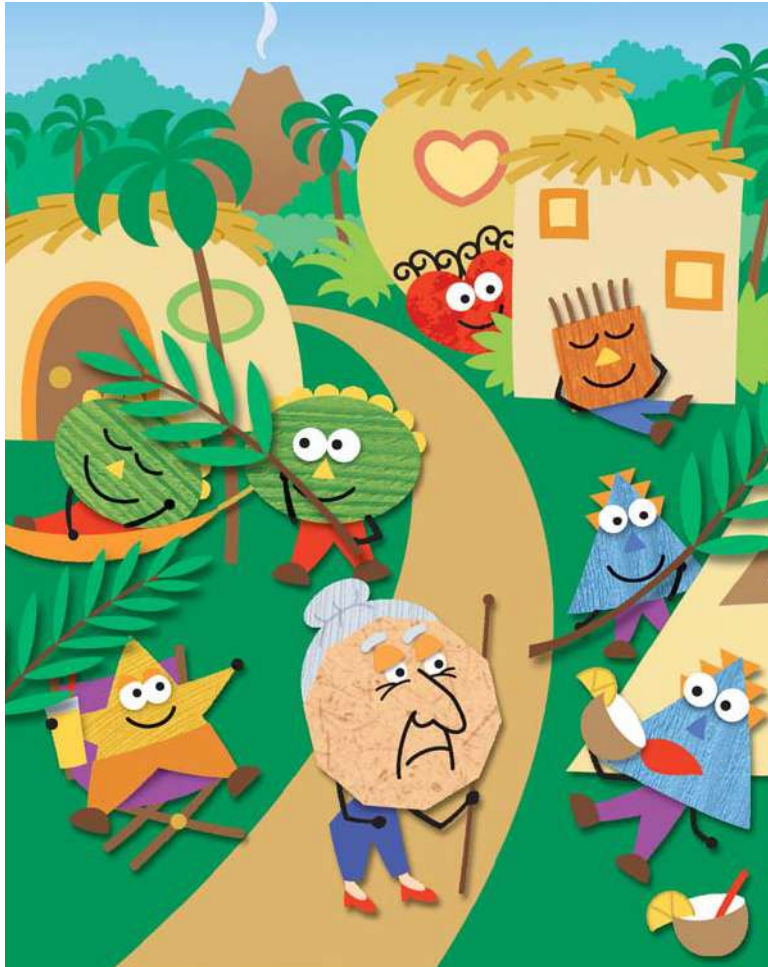
The Ship of Shapes
Level J Leveled Book
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Illustrated by Mike Bowers

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Correlation

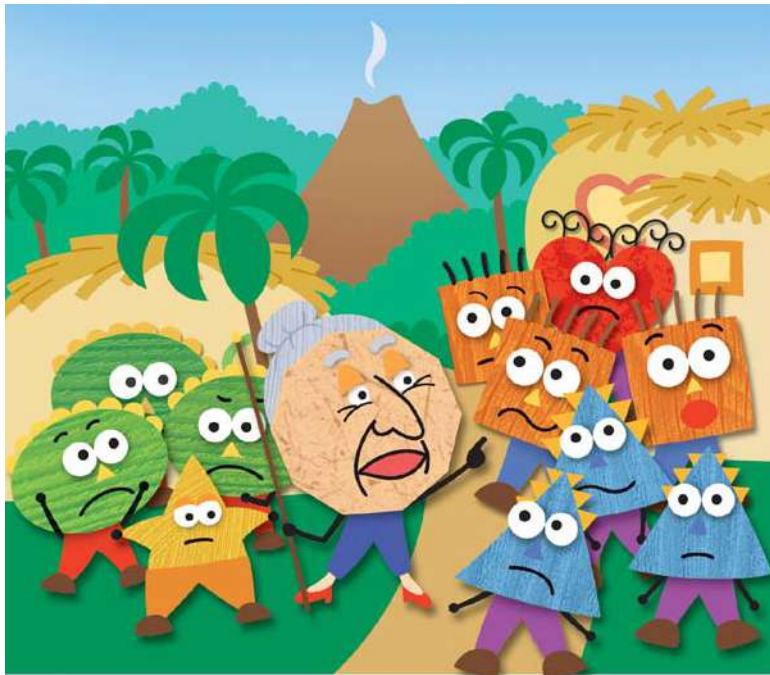
LEVEL J	
Fountas & Pinnell	J
Reading Recovery	17
DRA	18



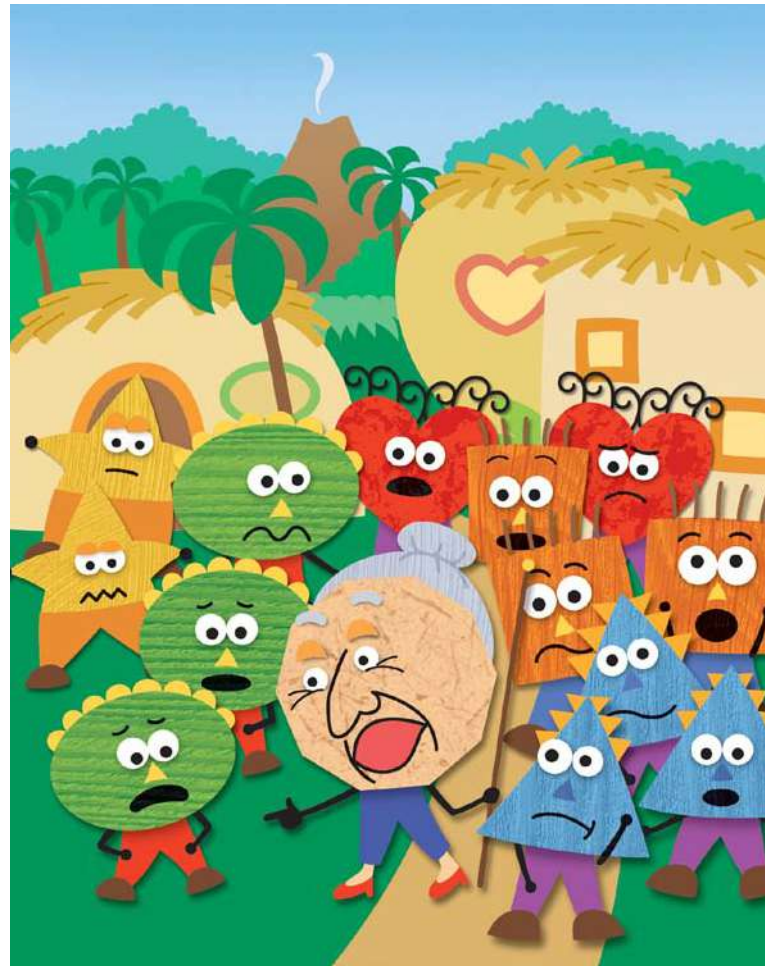
One day, **Elder** Decagon saw that the shapes on Shape **Island** had become lazy. They sat in their huts, fanning themselves until it was time to eat.



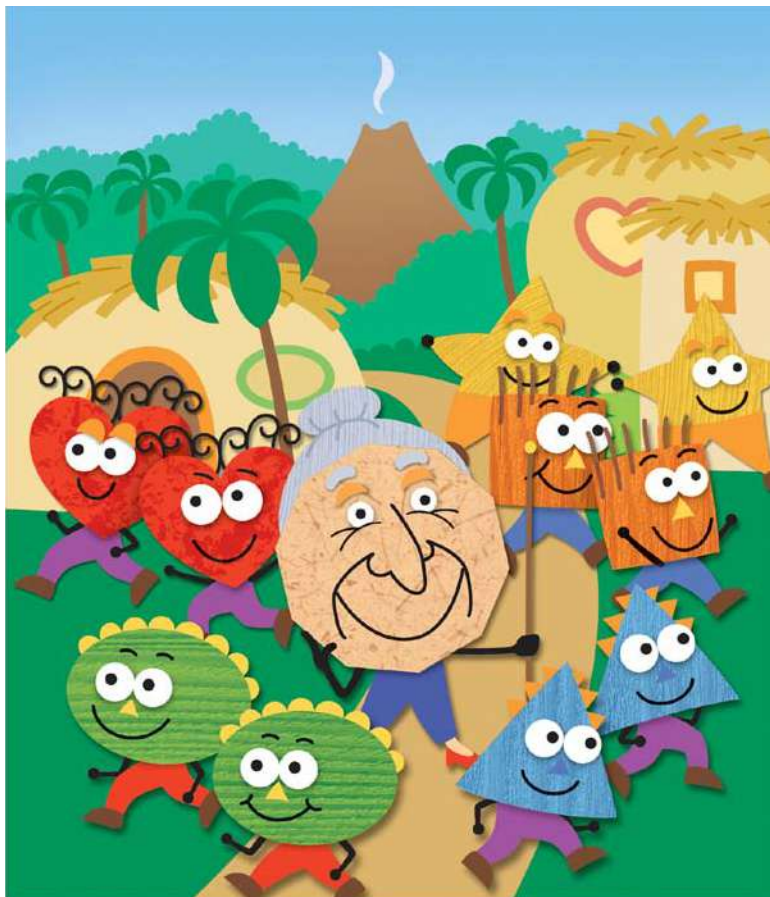
The different shapes didn't like to spend time with each other. The Rectangles stayed with the Rectangles, the Circles with the Circles, and so on.



Elder Decagon came up with a **plan**.
 “Oh, oh, oh!” she exclaimed.
 Worried, the shapes gathered
 around her.
 “Big Scary Fire Mountain just spoke,”
 she said.
 “It will **erupt** soon, and all our pants
 will be on fire.”
 “We must leave the island!”



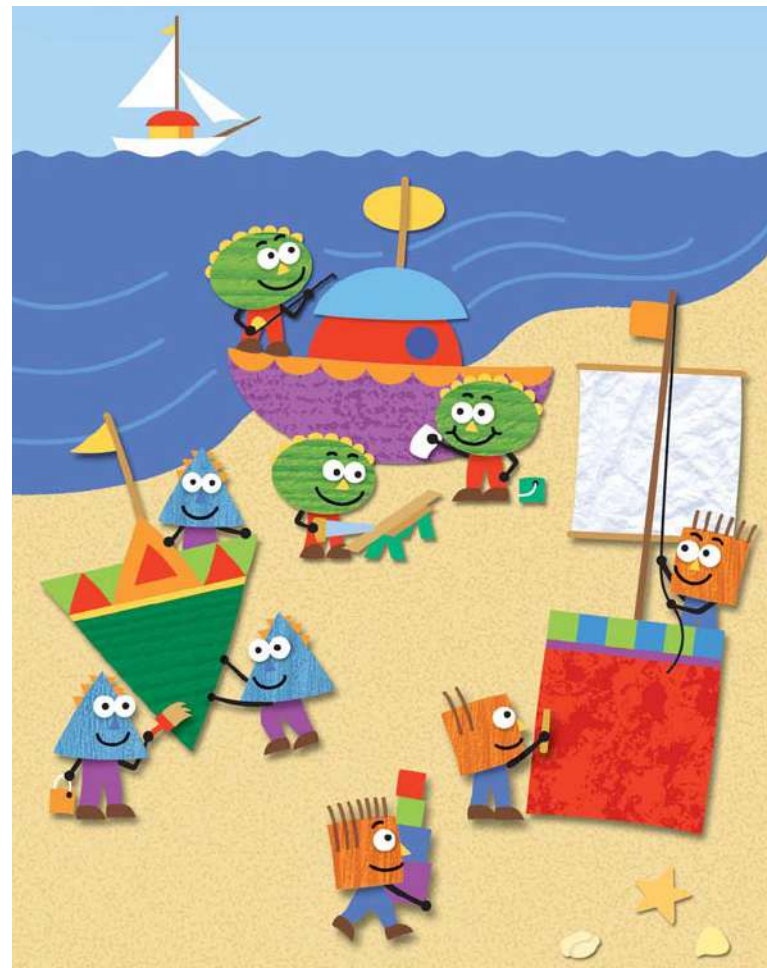
The shapes were **confused**
 and scared.
 “Didn’t you hear me?”
 “Pants will be on fire!” Elder Decagon
 yelled.



“What should we do?” the shapes asked.

“You should build a ship,” she said very slowly.

The shapes cheered for the great idea and hurried off to begin.



The next day, Elder Decagon was surprised to see many ships on the beach.

Each ship was meant for only one kind of shape.

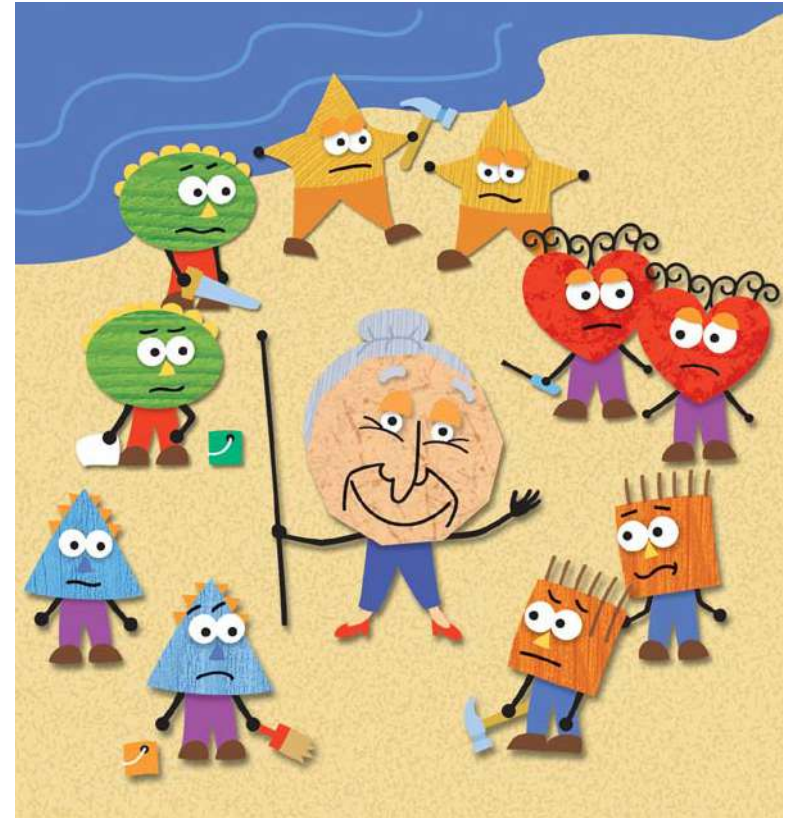


“None of these ships are **shipshape**,” she said.

“The Triangles’ boat will tip in the water.”

“The Ovals’ ship will float, but it won’t move.”

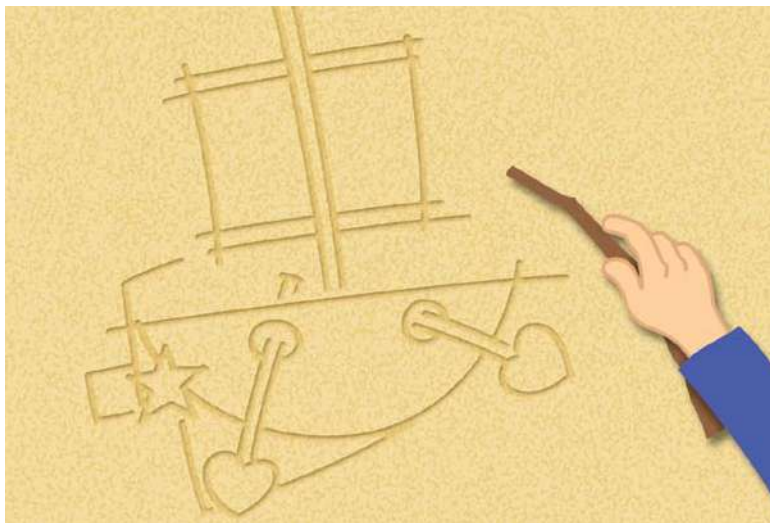
“The Squares’ ship will move, but too slowly.”



“What should we do?” the shapes asked.

“You should build one big ship,” Elder Decagon said very slowly.

This time, the shapes didn’t cheer. They weren’t sure how to work together.



Elder Decagon picked up a stick and started to draw. She showed them how the Squares' sails would move the Ovals' boat. The Triangles' bottom would keep it from tipping. The Stars' propeller and the Hearts' oars would help the ship move faster. In the end, all of the shapes went into the ship.



The shapes stared at the drawing, but no one moved. "Pants will be on fire!" Elder Decagon yelled. The shapes went to work.



When it was finished, all the shapes climbed onto the ship. They waited for Big Scary Fire Mountain to erupt, but it never did. The shapes asked Elder Decagon why it didn't.



She just said, "Look at this wonderful, shipshape ship." "It shows that if you work hard together, you can go anywhere and do anything."



After some thought, the shapes agreed. They decided to work together to make Shape Island a better place. They also decided to explore the seas in their shipshape ship.

Glossary

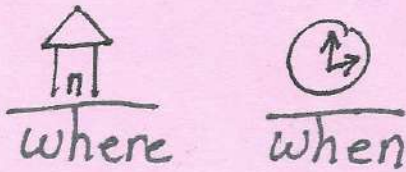
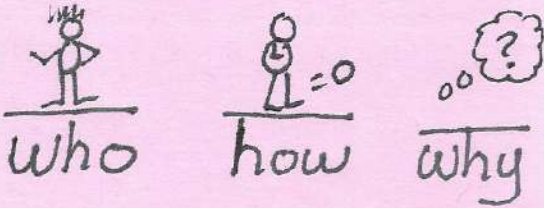
- confused** (*adj.*) unclear or uncertain about something (p. 6)
- elder** (*n.*) someone with authority because of his or her age and experience (p. 3)
- erupt** (*v.*) to forcefully eject something that has been pent up, as from a volcano; to come out in a sudden explosion (p. 5)
- island** (*n.*) an area of land surrounded by water (p. 3)
- plan** (*n.*) a way of making or doing something (p. 5)
- shipshape** (*adj.*) clean, neat, or tidy; organized or put together well (p. 9)

Name _____

Date _____

Ways to Describe

Think about...

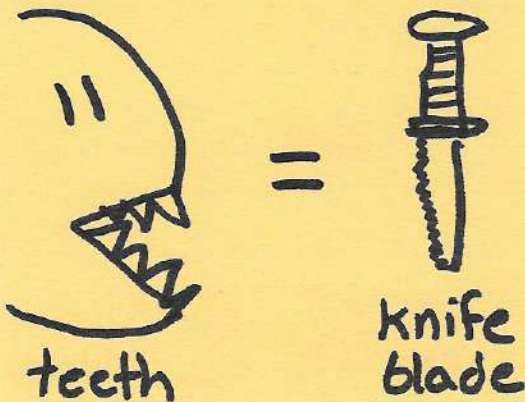


Size ○○○

shape □△○

Color

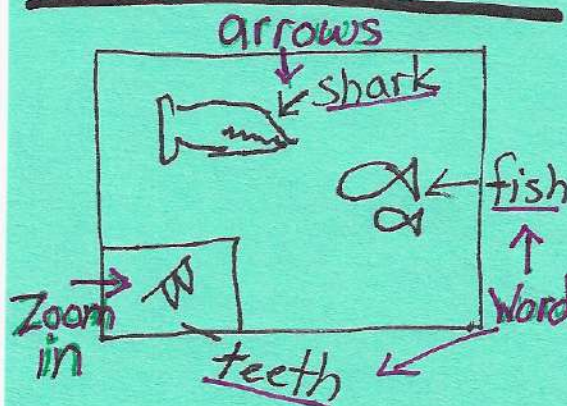
Make a Comparison



Use Exact Words

Tiger Shark
← bold

Pictures

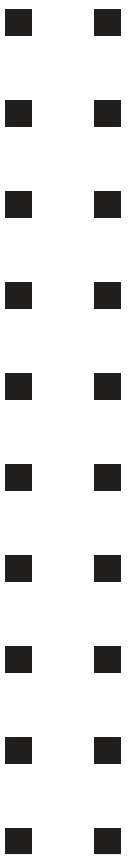




RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

SPECIALS



Printables



LEARNING MENU SPECIALS

GRADE 1

May 18 - May 22

1

PE

Health-related Components of Fitness Exercise Cube:

<https://bit.ly/2LtDe1K>



2

PE

W.O.W (Workout of the Week): Wednesdays with Mrs. Person, Ms. Fearon, and Mr. Penley at 11:00:

<https://rsu57.zoom.us/j/298414629>



3

PE

Number Line Drill, click this link to try:

[Number Line Drill.mp4 \(https://bit.ly/2LpSIUf\)](https://bit.ly/2LpSIUf)



4

Art Diorama

[First Grade Learning Board Week of May 11 and 18](#)



5

Art Collagraph

[First Grade Learning Board Week of May 11 and 18](#)



6

Art Creative Letter Art

[First Grade Learning Board Week of May 11 and 18](#)



7

Music

See how many different sounds you can find around your home! Use the Scavenger Hunt paper to guide you.

<https://tinyurl.com/y73hlzux>



8

Create an instrument. Check out this website

(<https://tinyurl.com/vc4b79rg>) or check with your music teacher for instructions to

create different

instruments. Show your music teacher what you

made! <https://tinyurl.com/y8xx8f5s>



9

Music

Take a walk, and notice what sounds you hear. You can write them out as a list, or draw a picture of the sounds you hear.



10

Listen to this nonfiction book about Vegetables!

<https://bit.ly/3fKpEVE>

Use the Chatterkid app to make a vegetable talk! Have your vegetable tell us which other veggies you would plant in your garden.

Chatterkid: <https://bit.ly/2Aqi3zx>



11

SEL

[Dealing with Disappointment](#)



12

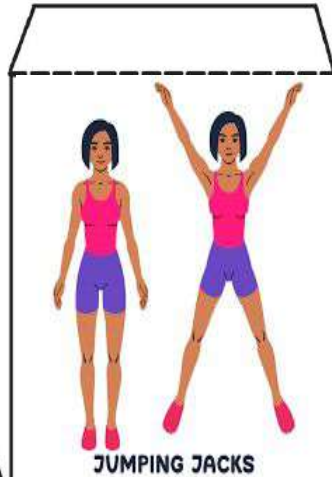
SEL

[Brave Yoga \(https://safeYouTube.net/w/iPyE\)](https://safeYouTube.net/w/iPyE)

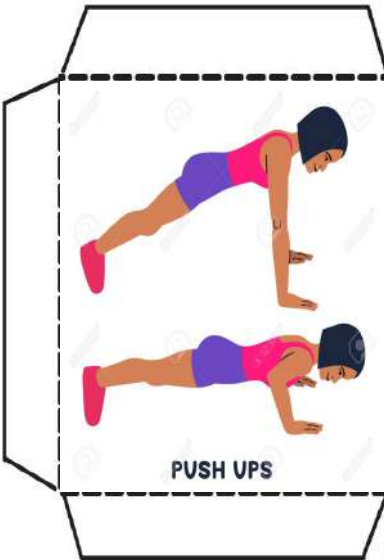


Cube Pattern

Cut on solid lines - Fold on dashed lines



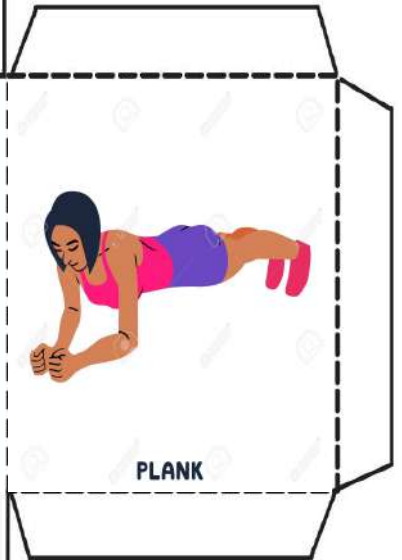
JUMPING JACKS



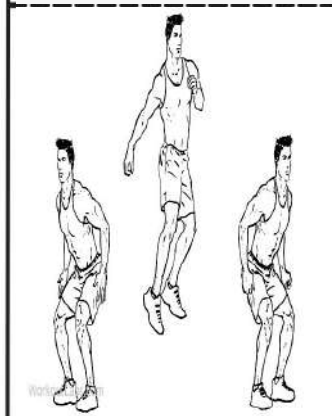
PUSH UPS



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PLANK



Diorama

A Diorama is a form of art that uses various materials to create scenes and backgrounds. They can really be made out of anything! Shoeboxes are great to use as a base for your diorama. Here are some examples:



Week 1: Brainstorm ideas for your diorama: under the sea, woodland, your bedroom, prehistoric times, etc. Collect some materials that you can use as props for your scene: fabric scraps, dried foods (pasta, beans, rice), natural materials (pine cones, rocks, dirt, sand, leaves, tree bark, flowers, etc.), toilet paper or paper towel tubes, markers, crayons, colored pencils, figurines, stickers, paint, cotton balls, q-tips, etc.

Begin to put your diorama together.

Week 2: Finish your diorama!

Collagraph Printmaking

A Collagraph is a method of creating a print (or a stamp) to make artwork. They can easily be made by using a simple piece of cardboard or wood as a base and gluing objects on top to create a design. This design is then used to create prints by painting and stamping the collagraph onto paper. Here are some examples of what collagraphs look like:



Week 1: Collect your materials! You can use foam stickers, yarn, puzzle pieces, cardboard (both as a base and scraps of cardboard to glue onto your base!), dried beans, pipe cleaners, bottle caps, etc.

Create your collagraph! Create a design by gluing your objects to your cardboard to create a “stamp”. Let the glue dry before using it!

Week 2: Use your collagraph as a stamp to create some prints! Apply paint to your collagraph stamp. You can stamp it on one paper and create a symmetrical design or you can use multiple paper to stamp your design.

Creative Letter Art

Can you turn your letters into a piece of art?

Week 1: Take a letter of the alphabet and turn it into something! Will it be an animal? A person? A vehicle? Draw an uppercase letter on your paper. Go over the letter with a black marker, crayon, or dark pencil. Look at the shapes in the letter. What could it be?

Week 2: Add details.



Sound Scavenger Hunt

How many sounds can you find for each question below?

Find at least one sound for each.

What is a high sound you can hear?

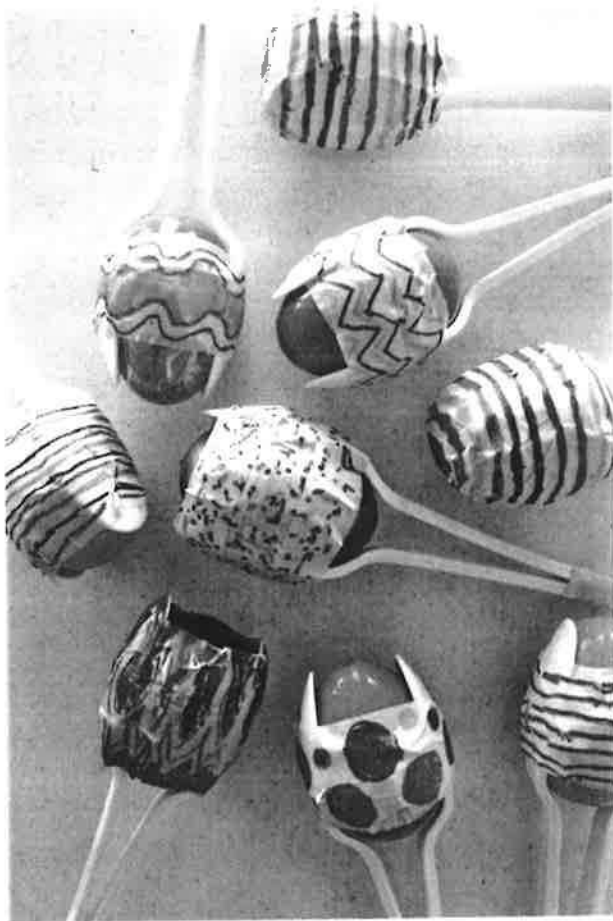
What is a low sound you can hear?

What sound can you hear that has a steady beat?

What sound can you hear that does NOT have a steady beat?

What sound can you hear that is loud?

What sound can you hear that is soft?



How to make easter egg maracas:

Plastic eggs

Plastic spoons

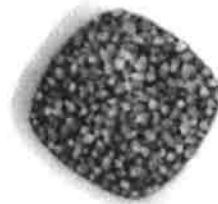
Tape (decorative or plain to decorate yourself!)

Filling could be:

Rice, beans, popcorn, lentils, small pebbles, etc.

- Fill (leave a little room for shaking)
- close
- enclose with spoons
- tape
- decorate!

plastic easter eggs



popcorn kernels

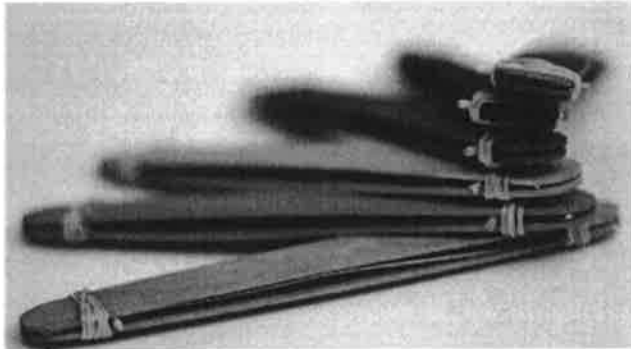
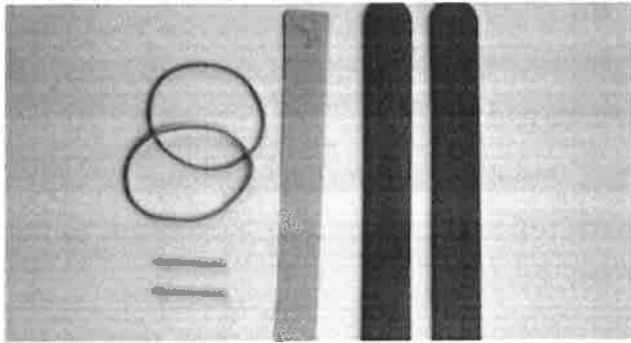
plastic spoons

white tape



markers

DIY POPSICLE STICK Harmonica



Popsicle Stick Harmonica Supplies

- 2 Popsicle Sticks ~ We used the wide ones
- 2 Rubber Bands ~ You could also use string
- A strip of paper the same size as the Popsicle Stick
- 2 toothpicks cut the width or just wider than the Popsicle Stick

How to assemble your DIY musical instrument:

- Sandwich the paper strip in between the 2 Popsicle Sticks
- Wrap a rubber band around one end until it is snug.
- Slide a toothpick to the inside of the rubber band.
- Sandwich the last toothpick at the other end of the Popsicle sticks, and wrap with a rubber band.

My son found it worked best when he placed one toothpick on top of the paper and one toothpick under the paper.

Farm Instruments You Can Make

Box Guitar

What You Need

Shoe Box with lid
 Rubber Bands (A variety of different thicknesses)
 Scissors (Adult supervision needed)
 Pencils or thin dowels
 Paint

What You Do

1. Paint or decorate the box.
2. Using the scissors, cut a hole in the lid of the shoe box.
3. Smooth edges from the hole with fingers or scissors.
4. Stretch rubber bands across the shoe box.
5. Put pencils or small dowels on each side to form the guitar's "bridge."

How To Play

Strum or pluck the strings.



Cuica (Bird)

To use with the song, *Bird Dance*, page 47.

What You Need

Red Plastic Cups
 Ballpoint pen
 String (embroidery thread or dental floss)
 Feathers
 Felt for eyes (white and blue)
 Felt for beak (yellow or orange)
 Hot glue gun
 Small sponges
 Glue sticks
 Scotch tape
 Scissors
 Containers to place feathers, eyes, beaks

What You Do

1. Pre-cut string to 18 inch lengths.
2. Cut beaks and eyes (white and blue or one light, one dark color).
3. Punch small hole in the cup, using a ballpoint pen.



Rainstick

What You Need

Paper towel tube

Aluminum foil

Glue

Tempera paints or markers

Paint brush

Colored electrical or masking tape

Rice

Yarn, construction paper or foam cut-outs, or other decorations

Scissors

What You Do

1. Make a construction paper cap and seal one end of the tube with tape, or fold one end of the tube over and staple it shut.
2. Make balls out of tin foil about the size of a golf ball or slightly smaller to fit in the tube.
3. Fill the tube with the foil balls up to an inch from the top.
4. Pour rice into the tube.
5. Seal or staple the other end of the tube.
6. Decorate by gluing yarn, construction paper, foam, or other decorations to the ends and sides of the tube.

How to Play

1. Tip the rain stick from side to side slowly, allowing the rice to "trickle" through the foil balls.
2. Experiment with the speed of the "tip" and see how many types of rainfall can be created.

Use your new rainstick with these fun songs!

"Jungle Beat Chant," p. 5

"Sixty Inches of Rain," p. 10

"The Lion Sleeps Tonight," p. 42

Ocean Drum

What You Need

Clear plastic round food container with a ridged lid—the larger the container, the better

Small colored beads, rice, tiny shells, small beans or seeds

Colorful electrical or masking tape

Paper and paint or markers

Glue or tape

2 Pencils or chopsticks for mallets

What You Do

1. Cut the paper the same size and shape as the bottom of the container.
2. Paint or color a design or picture on the paper.
3. Glue or tape the paper to the inside bottom of the container.
4. Fill with $\frac{1}{4}$ cup of tiny beads, rice, seeds or beans.
5. Place the lid on the container.
6. Tape the container shut using the colorful tape.

Ways to Play

1. Ocean sounds: Slowly tip drum from side to side.
2. Shaker: Move the ocean drum up and down or side to side, or any combination of these.
3. Drum: Use two chopsticks or pencils to play on the top of the lid.
4. Guiro: Use a chopstick or pencil to play the ridges on the side of the lid.

Water Glasses

What You Need

Glasses (wine glasses or water goblets work best, but encourage experimenting with different types of glasses to produce different musical sounds. The thinner and purer the glass, the better the sound.)

Clean, washed hands

Clear water in a pitcher

Metal spoon

What You Do

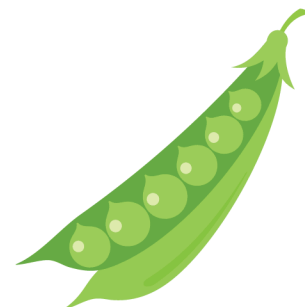
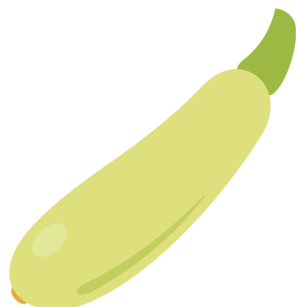
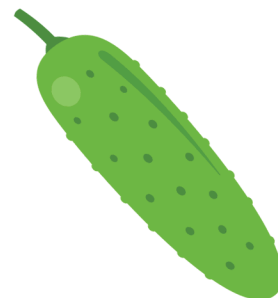
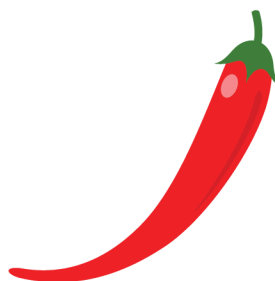
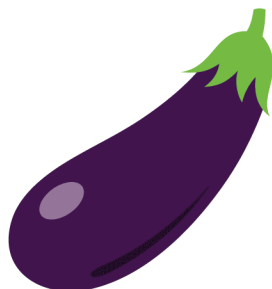
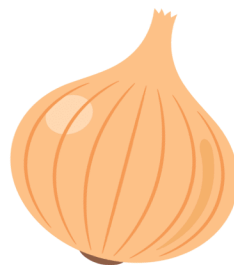
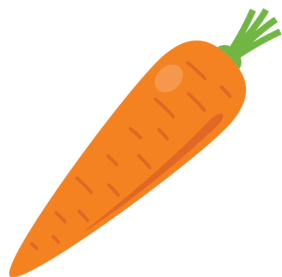
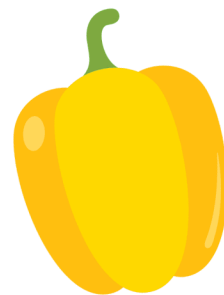
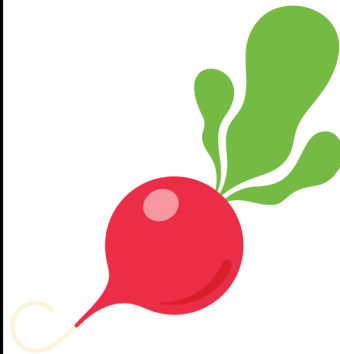
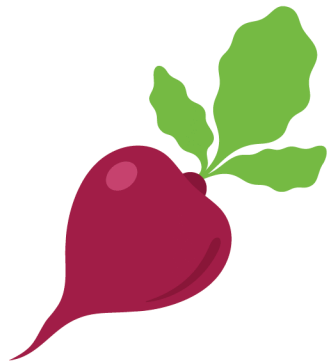
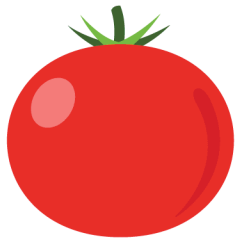
Fill glasses to different levels to create different musical pitches.

How To Play


1. Wet your finger and rub it around the edge of the glass until a sound is produced.
2. Try playing two glasses of different pitches at the same time.
3. Use the spoon to gently tap the glass.
4. Add or take away water to see how the pitch is affected.

MY GARDEN PLAN


VEGETABLES TO PLANT




Dealing with Disappointment




What is
"disappointment"?



It's when we're
looking forward to
something and
then it doesn't
happen.




I felt disappointed
when I wanted to go to
the beach, but it
rained.




I felt disappointed
when I wanted to
see my friends, but
I couldn't.

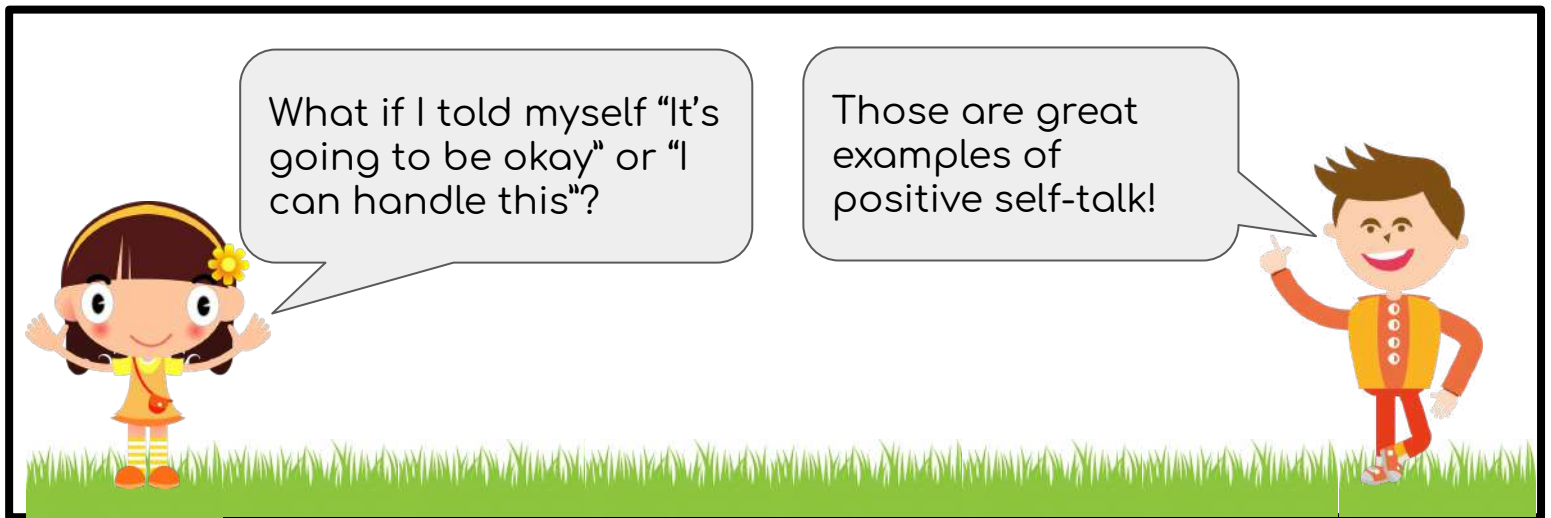
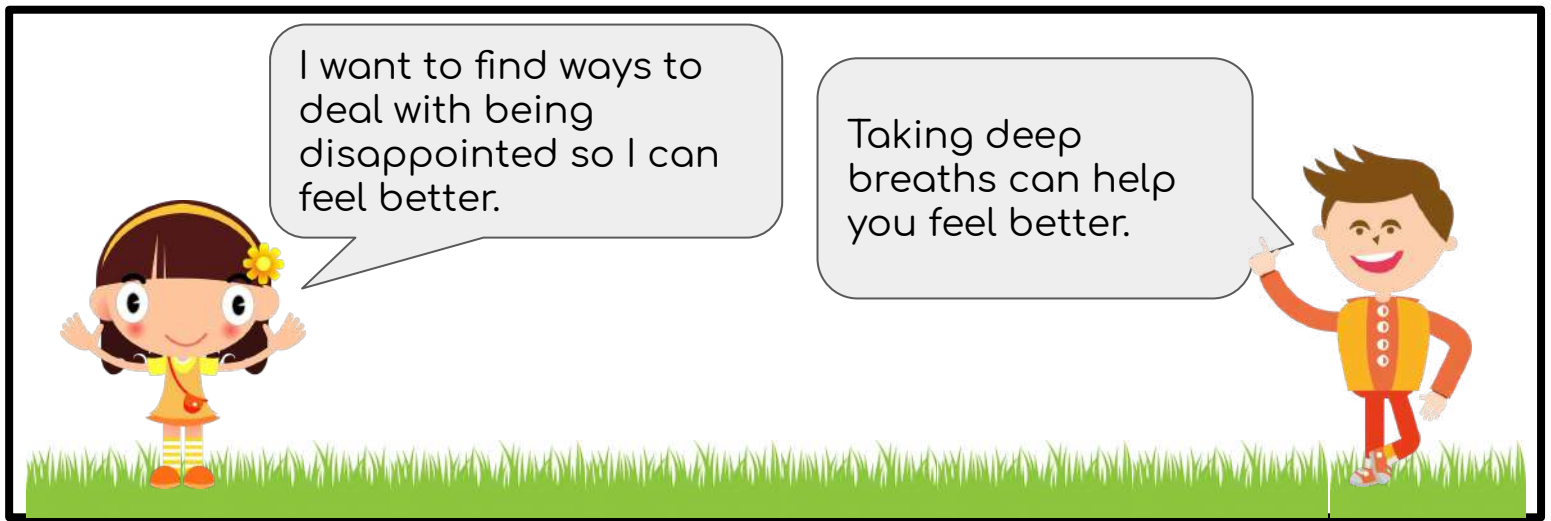
What has made you feel disappointed?
Complete page 1 of the handout. ([click here](#))



Some things make me
feel a little
disappointed, but
other times I get really
disappointed.



How we react to
being disappointed
can affect our
feelings, and even
affect our day.



What can you do to help you feel better when you are feeling disappointed?

Complete page 2 of the handout. [\(click here\)](#)

