



RSU 57

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

Continuous Learning **LEARNING MENUS**

MATH

LITERACY

SPECIALS

Printables
Week 3



RSU 57

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

MATH

LEARNING MENU MATH & STEM

GRADE 1

★ = EVERYDAY ITEMS ** Reminder Use CLEVER to get to login to SeeSaw. See notes below.

1 ★

Fact Fluency: Practice with your flashcards (addition and subtraction to 20).

[Download flashcards here..](#)



2 ★

IXL Recommendations:
Work for 15 minutes.

[How to Access IXL Recommendations](#)



3

Operations and Algebraic Thinking: Making 10 - Play fishing for 10s. Use kings for your 1s and aces for 0s.

[Directions & Cards here](#)



4 Operations and Algebraic Thinking: Number Stories - Create and solve addition and subtraction word problems about personal interests or everyday life.

Record, (write, draw or make an audio for) your number model and the thinking you used to solve it.



5 Number and Operations in Base Ten: Ten More Ten Less - Please write each number on a piece of paper. Then write the number that is 10 more and 10 less than the following: 11, 12, 53, 24, 46, 39, 60, 45, 10, 68, 34, 27, 30, 23, 65, 16, 19, 57

Ex: 25, 35, 45

[Optional Challenges Here](#)



6 Measurement and Data: Find something at home to use as a unit stick (measuring stick). A crayon, straw, pencil, paper clip or anything that has a straight edge will do. Gather the family's sneakers and measure the length. [Click here for next steps.](#)



7

Measurement & Data: Time

1. Watch the following time videos on BrainPopJr:

bit.ly/Time-to-hour

bit.ly/Time-to-half-hour

[Click here for next steps.](#)



8

What is special about a dog, woodpecker and ducks feet? How do they each use their feet? [Let's find out more.](#)



9

Have you ever had difficulty solving a problem, like trying to grab something that is slippery or too high to reach? How can looking at the way other living things solve problems help us solve human problems? [Click for more details.](#)



WE ♥ &
MISS
YOU!

**** Reminder:**

Please log in to Seesaw using "Clever". This helps your child to view videos seamlessly! For more info: safeYouTube.net/w/l8o6



Directions

Accessing IXL Recommendations

1. Select "Recommendations" at the bottom of the screen.
2. Then select "Math" at the right hand top of the screen.

change to math

09:41


John D

Recommended for You

Interpret a scatter plot
 Try something new Math | Algebra 1

What is the conclusion in this conditional statement?
 If Patrick is attending a career fair, then he must wear a different career.
 Patrick wants a different career.
 Patrick is attending a career fair.


Identify hypotheses and conclusions
 Try something new Math | Geometry

Which word matches the picture?



Count objects - up to 3
 Next up Math | Pre-K
 Because you excelled in A.1 on October 7

Solve for r .
 $r + 4 = 97$
 $r =$

Solve one-step linear equations
 Try something new Math | Algebra 1

Listen to the sound. Which two words have that sound?


Choose the picture that rhymes with the word
 Try something new Language Arts | Pre-K

How many shapes are there?

 1 2 3
 Count shapes - up to 3
 Next up Math | Pre-K
 Because you excelled in A.1 on October 7

What sound does it have?
 The Georgetown Lake Point is pleased to announce...
 The Georgetown Lake Point is so happy to tell you...

Name: _____

Fishing for 10

NAME

DATE

Materials 4 sets of number cards (0–10), *Fishing for 10*
Record Sheet (*Math Masters*, page G33)

Players 2–4

Skill Practicing combinations of 10

Object of the Game To collect as many combinations
of 10 as you can

Directions

- ① Shuffle the cards and put them number-side down in a pile.
- ② Each player takes 5 cards.
 - Remove pairs of cards that add to 10 from your hand.
 - Place them number-side up on the table.
- ③ Draw cards from the pile so you have 5 cards again.
- ④ Take turns. When it is your turn:
 - *Fish* by asking another player for a card you need to make a combination of 10.
 - If that player does not have the card you need, *go fish*, or draw a card from the pile.
 - Place any combinations of 10 in your hand number-side up on the table.
- ⑤ Make sure everyone's cards add to 10.
- ⑥ Play until there are no more cards in the pile and nobody can make another combination of 10.
- ⑦ Record 6 of your combinations of 10 on your *Fishing for 10* Record Sheet.

Fishing for 10 Record Sheet

NAME

DATE

1 2
4 3

Write number sentences to show combinations of 10.

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

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

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

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

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

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



Fishing for 10 Record Sheet

NAME

DATE

1 2
4 3

Write number sentences to show combinations of 10.

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

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

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

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

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

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

Number Cards 0-15



15	14	13	12
11	10	<u>9</u>	8
7	<u>6</u>	5	4
3	2	1	0

Name: _____

Operations and Algebraic Thinking:

Number Stories - Create and solve addition and subtraction word problems about personal interests or everyday life.

For example, "I had 8 chicken nuggets on my plate. I ate some and now I have 4 left. How many chicken nuggets did I eat?"

Record, (write, draw or make an audio for) your number model and the thinking you used to solve it.

Name: _____

Number and Operations in Base Ten:

Ten More Ten Less

Please write each number on a piece of paper. Then write the number that is 10 more and 10 less than the following: 11, 12, 53, 24, 46, 39, 60, 45, 10, 68, 34, 27, 30, 23, 65, 16, 19, 57

Ex: 25, 35, 45

Optional Challenges:

1. Create your own 5 numbers to complete 10 before and 10 after.

2. Please write each number on a piece of paper. Then write the number that is 10 less and 10 more for each number: 160, 187, 262, 398, 400.

Name: _____

Measurement and Data:

Find something at home to use as a unit stick (measuring stick). A crayon, straw, pencil, paper clip or anything that has a straight edge will do.

Gather the family's sneakers and measure the length.

Write down the measurements and put them in order from the shortest to the longest. Then measure the width and put in order from narrowest to widest.

Name: _____

Measurement & Data: Time

1. Watch the following time videos on BrainPopJr:

- bit.ly/Time_to_hour
- bit.ly/Time-to-half-hour

2. Practice telling time to the hour and half hour by playing the Math Game given to you by your teacher on SeeSaw. Play until your score is 100.

Name: _____

What is special about a dog, woodpecker and ducks feet? How do they each use their feet? Let's find out more by reading page 6 of this interactive e-book [What Makes Them Special?](#)

Then choose one of the animals and draw a picture of it's foot, showing what is special about it.

[bit.ly/142lbox8](#)

Name: _____

Have you ever had difficulty solving a problem, like trying to grab something that is slippery or too high to reach? How can looking at the way other living things solve problems help us solve human problems?

Choose a human problem that needs solving. For example, humans wear rain boots to keep their feet dry when the ground is muddy. Then think about all of the animals you can that could help us solve this problem by thinking about how they solve the same problem? Could humans use this same idea? Explain your best idea to someone else and what animal ideas you used.



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LITERACY

LEARNING MENU LITERACY

GRADE 1

★ = EVERYDAY ITEMS ** Reminder Use CLEVER to get to login to SeeSaw. See notes below.

1 ★

Read Aloud:
Choose a book and read it to yourself, a family member, a pet, or stuffed animal.



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.

[How to Access IXL Recommendations](#)



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. Rainbow Writing
-or-
2. Write 3x each
-or-
3. Write a sentence using each of your 10 sight words



8

Writing Prompt: If you could go on a vacation, where would you go? Remember to write a beginning, middle, and an end.



9

Writing Prompt: Make a list of 10 items you need to pack for a trip. Then put the list in ABC order.



WE ♥ &
MISS
YOU!

**** Reminder:**

Update Seesaw!
bit.ly/rsu57updateapps



Name: _____

ee

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 feeds her dog.



He will not peek.



The seed is in there.



He sleeps in his bed.



Does she see it?



Name: _____

Beginning Blends

Say the name of the picture. Fill in the letters that make the beginning sound. Color the pictures.



___ender



___ider



___ail



___oss



___ock



___uit



___oves



___ead



___agon



___esent



___ab



___uck




___ide



___um


Name _____

Date _____

[illegible]


Name _____

Date _____

[illegible]


Name _____

Date _____

[illegible]

Name _____

Date _____

[illegible]

Which Tree?

A Reading A-Z Level E Leveled Book
Word Count: 90

Connections

Writing and Art

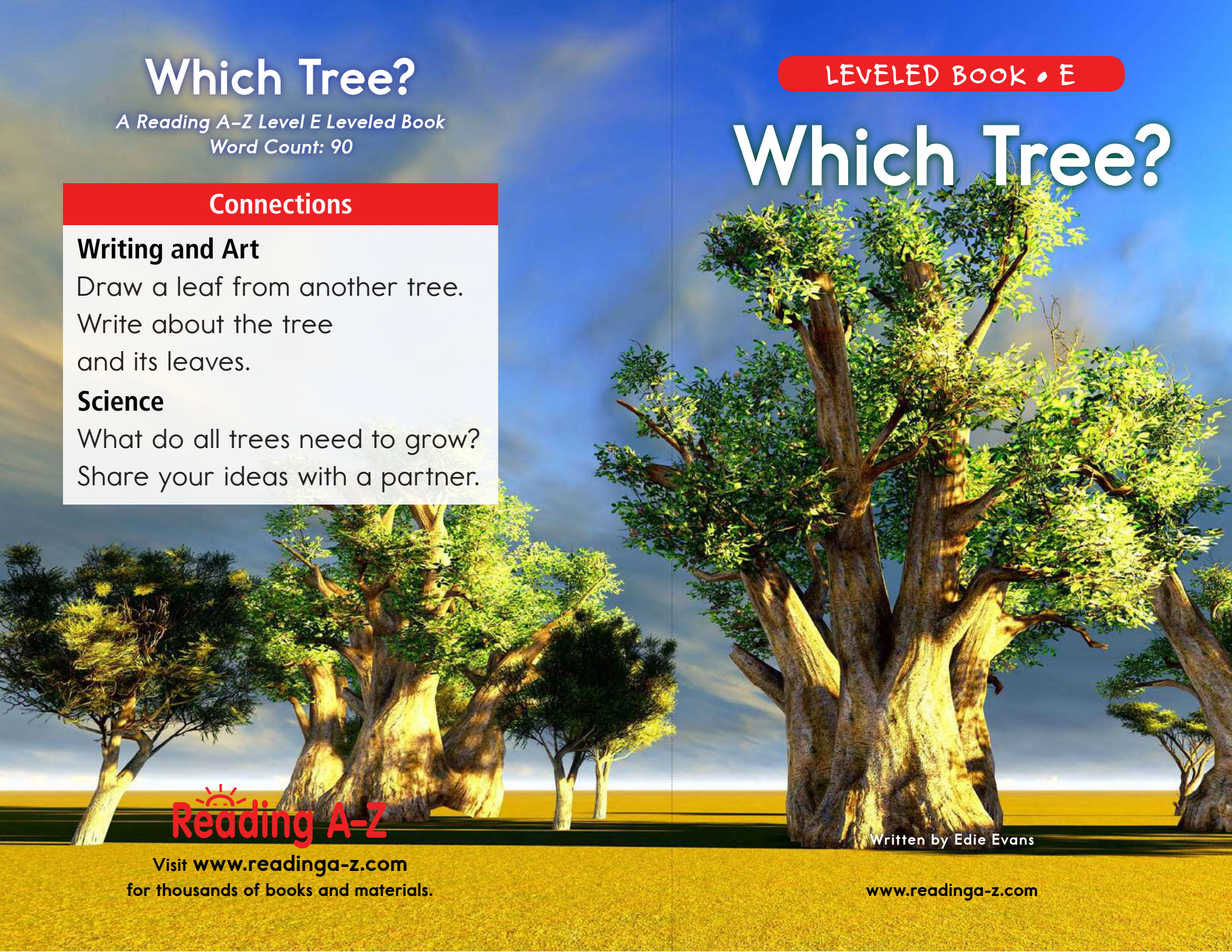
Draw a leaf from another tree.
Write about the tree
and its leaves.

Science

What do all trees need to grow?
Share your ideas with a partner.

LEVELED BOOK • E

Which Tree?



Reading A-Z

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

Written by Edie Evans

www.readinga-z.com



Which Tree?

Written by Edie Evans

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Focus Question

How are the trees and the leaves in this book different?

Words to Know

hollow
roots
sharp

syrup
trunk
umbrella

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Which Tree?
Level E Leveled Book
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Written by Edie Evans

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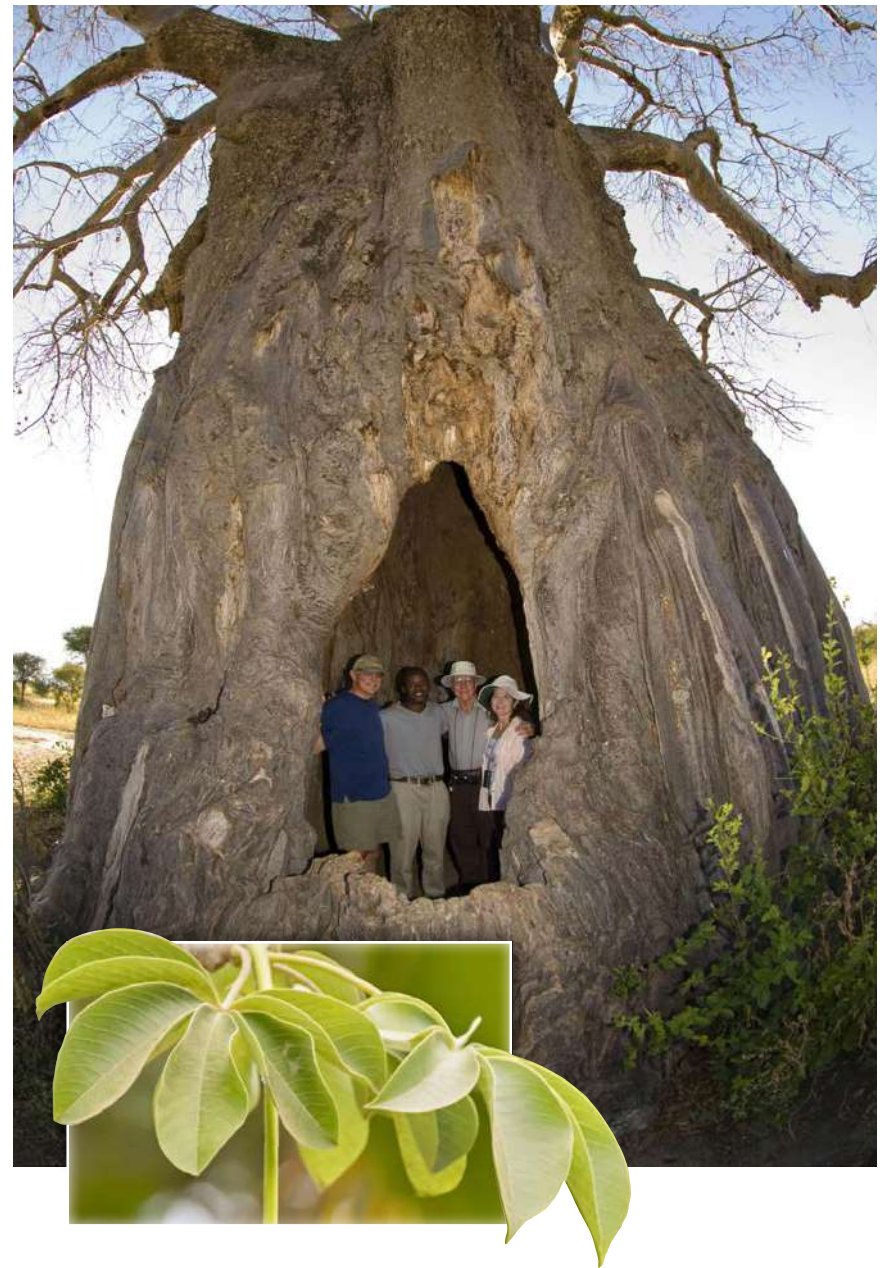
Correlation

LEVEL E

Fountas & Pinnell	E
Reading Recovery	7-8
DRA	8



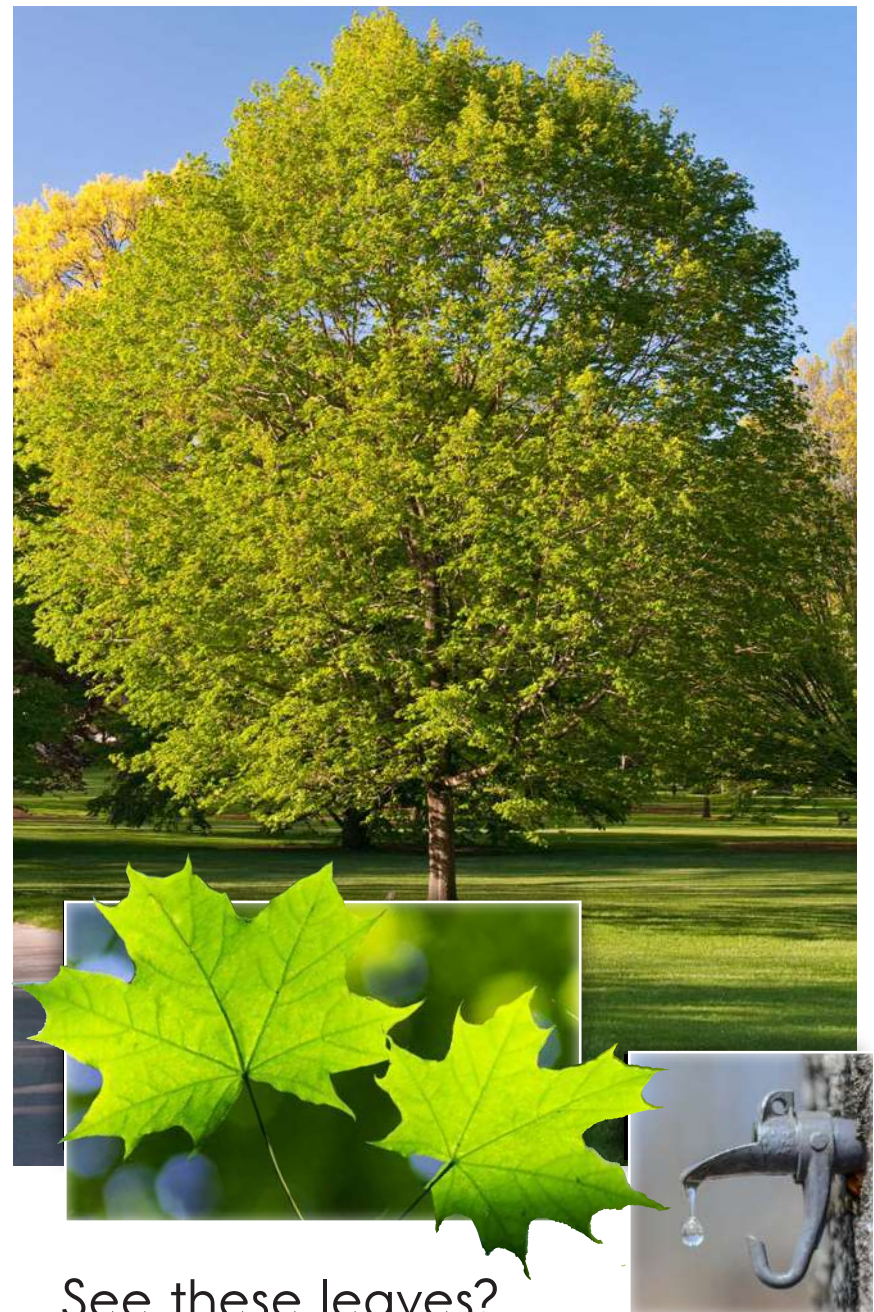
You can tell trees
by their leaves.



See these leaves?
Their tree can be hollow inside.



See these leaves?
Their tree has a sharp trunk.



See these leaves?
Their tree makes sweet syrup.



See these leaves?
Their tree has many colors.



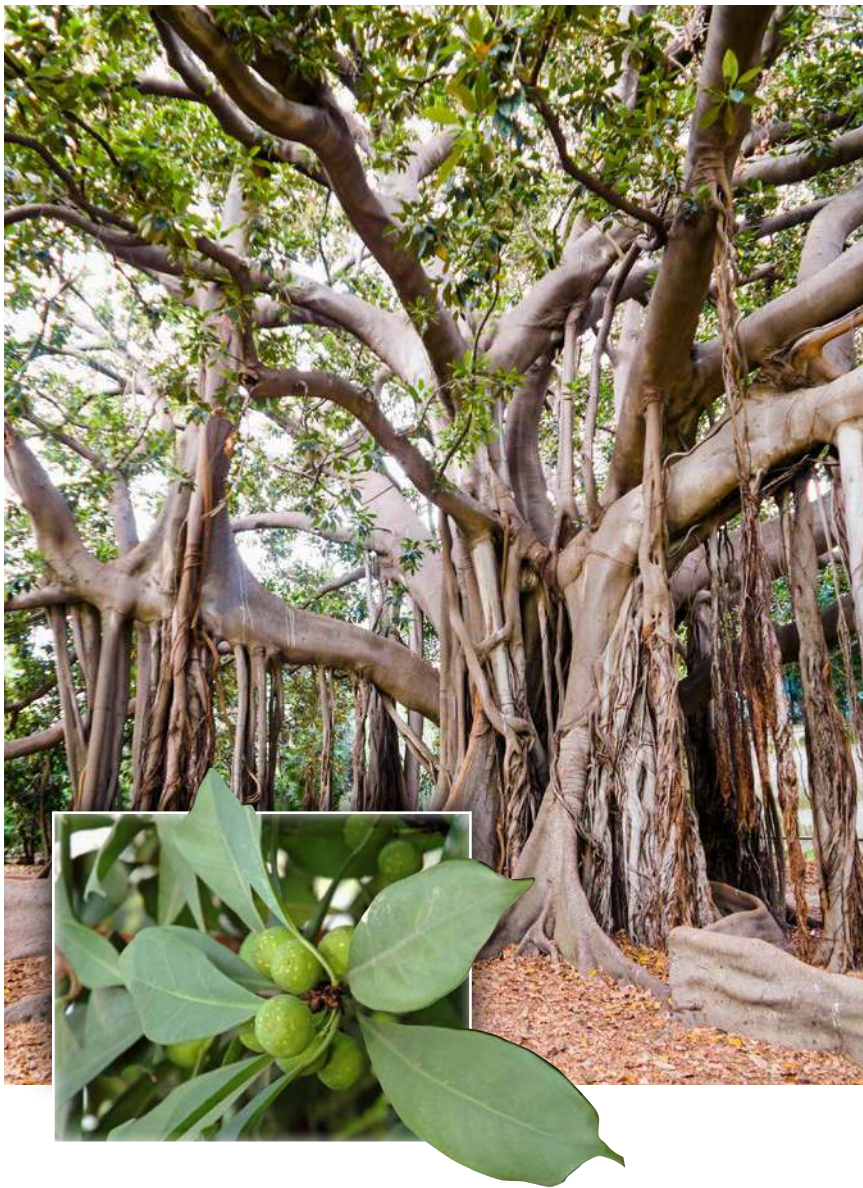
See these leaves?
Their tree looks like an umbrella.



See these leaves?
Their tree is the tallest.



See these leaves?
Their tree is covered in fruit.



See these leaves?
Their tree grows roots
from branches.



All trees have
their own special leaves.
All leaves have
their own special trees!

Name _____

_____ page

_____ page

different

different

same

Which Tree? • Level E • 1

Same: _____

Different: _____

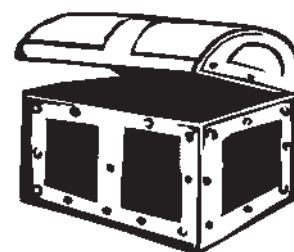
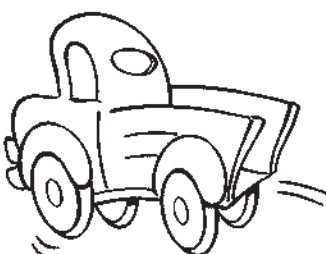
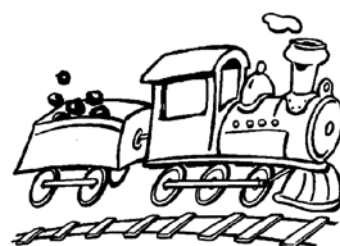
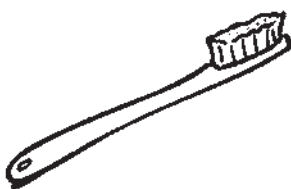
Instructions: Have students choose two different trees from the book. Have them write the page numbers at the top of the Venn diagram. Then, have students list how the trees are different in the outer circles and how they are the same in the middle where the circles overlap. Last, have them write about how the trees are the same and different on the lines provided.

Skill: Compare and Contrast

Name _____

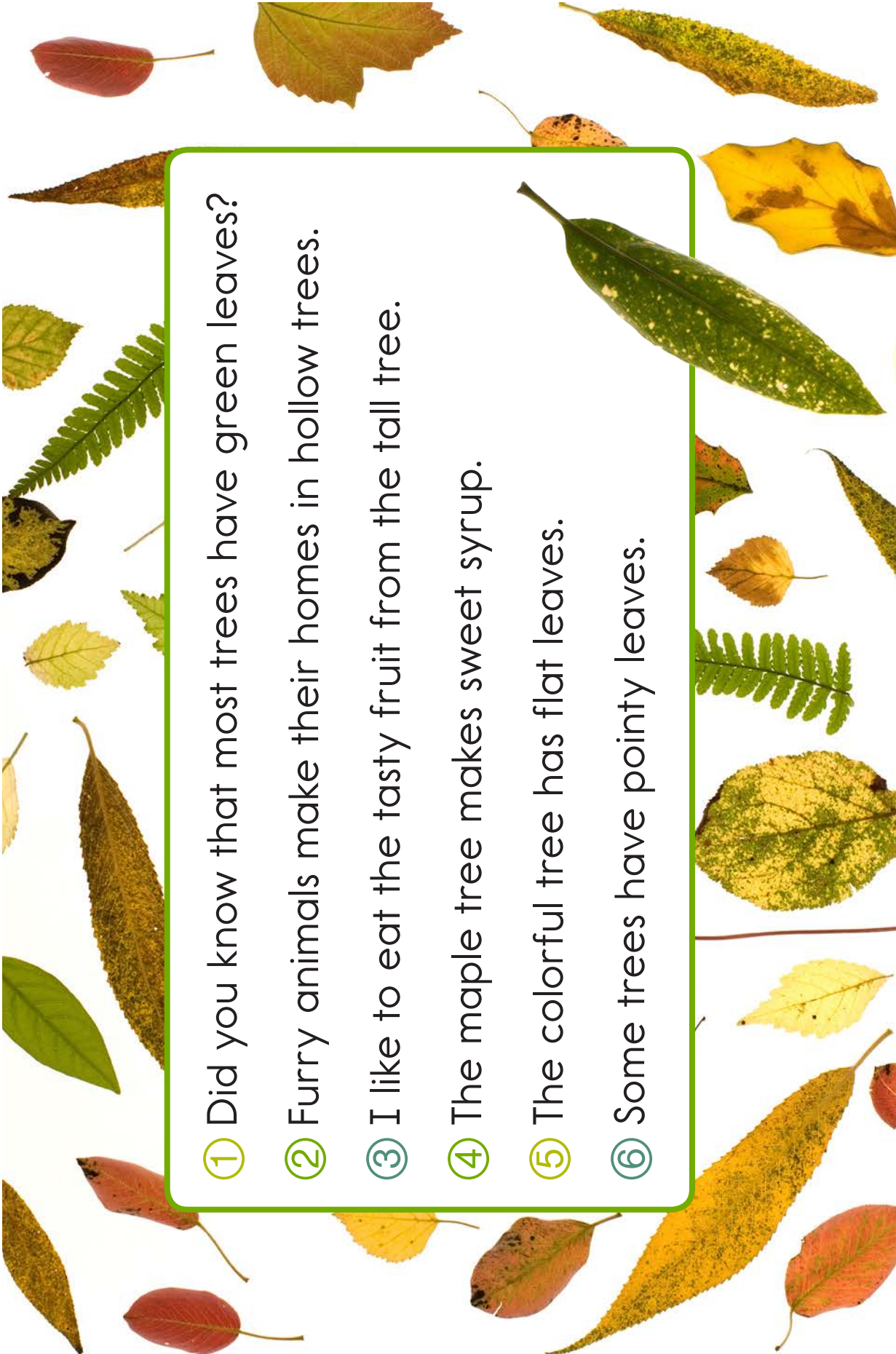


tr



Instructions: Name the pictures in each row with students. Have students color the pictures that begin with *tr*. Then, have them write *tr* on the line under the pictures that begin with the letters *tr*.

Name _____

- 
- ① Did you know that most trees have green leaves?
 - ② Furry animals make their homes in hollow trees.
 - ③ I like to eat the tasty fruit from the tall tree.
 - ④ The maple tree makes sweet syrup.
 - ⑤ The colorful tree has flat leaves.
 - ⑥ Some trees have pointy leaves.

Instructions:

Read each sentence aloud to students. Have students circle the adjective or adjectives in each sentence and draw a line under the noun it describes.

Flies

A Reading A-Z Level H Leveled Book
Word Count: 199

LEVELED BOOK • H

Flies

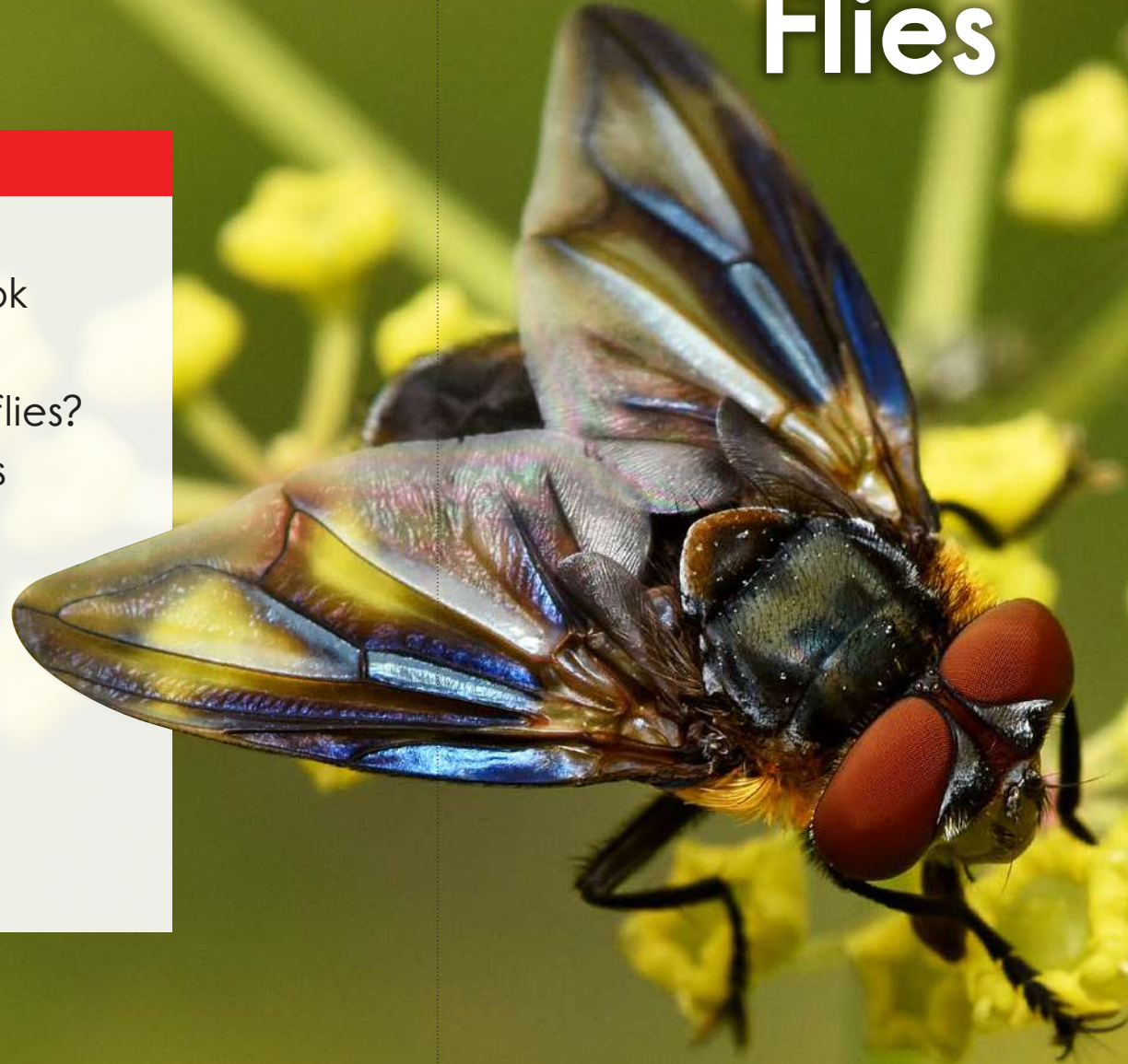
Connections

Writing

The last section of the book is called “Gross but Cool!” What do you think about flies? Write about it using details from the book.

Science

Make a Venn diagram to compare a fly and another insect. Discuss with your class how the insects compare.



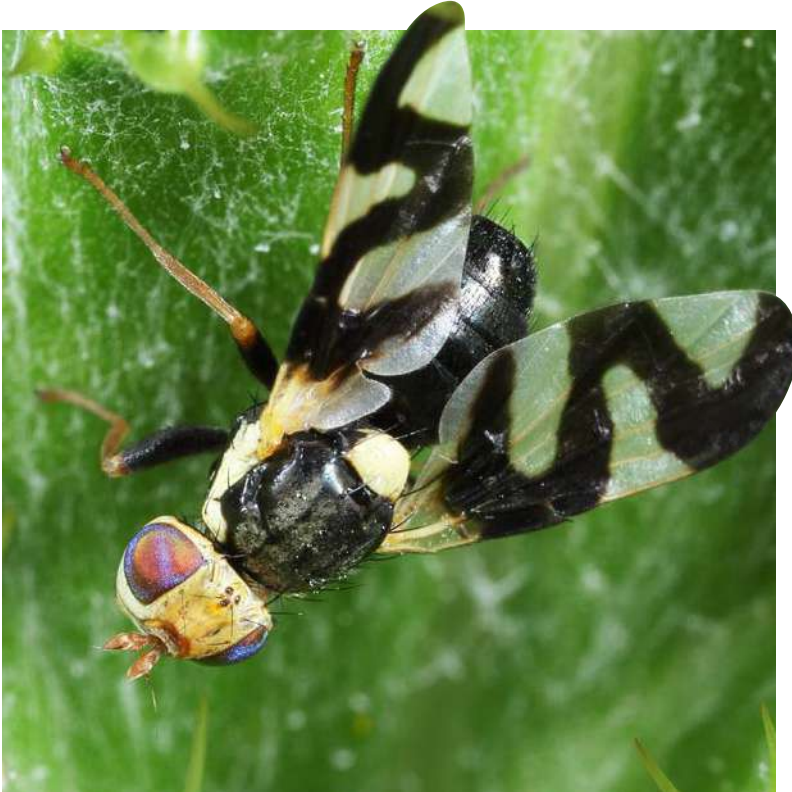
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Written by Anthony Curran

www.readinga-z.com

Flies



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Focus Question

What does this book teach you about flies?

Words to Know

germs	pollen
insects	pupa
larva	solid

Cover: A tachinid fly feeds on wild parsnip flowers.

Title page: A thistle gallfly sits on a thistle.

Page 3: Two green bottle flies feed on ripe blackberries.

Photo Credits:

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Flies

Level H Leveled Book

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Correlation

LEVEL H

Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



thistle gallfly

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net-winged midge



bee flies

What Are Flies?

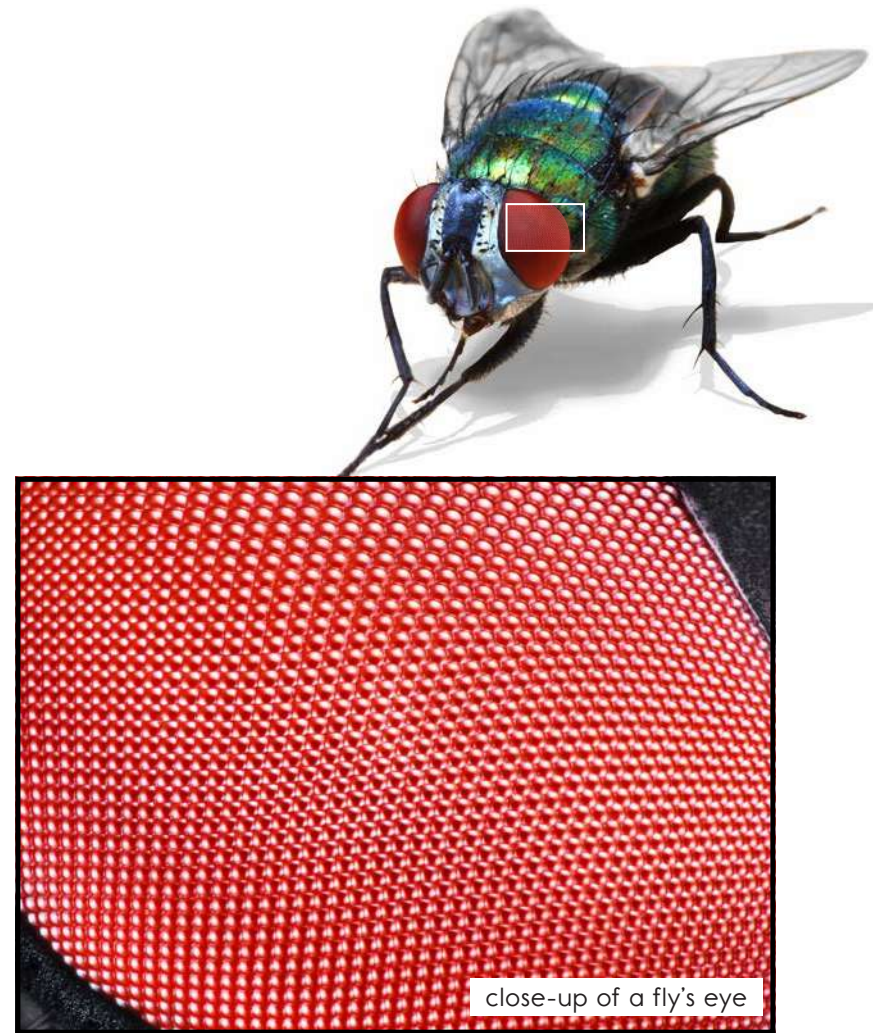
Flies are **insects**.

There are many kinds of flies.

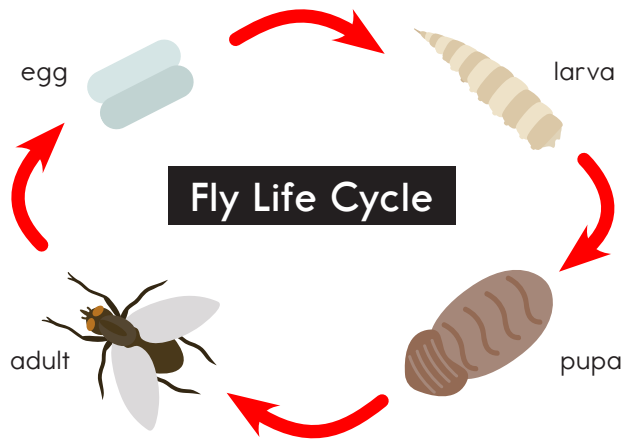


Fly Bodies

Flies have one pair of wings.
They also have tiny arms that help them steer when they fly.



Flies have eyes that let them see all around.
Each eye is made up of many little eyes.



A horsefly laid hundreds of eggs on this plant next to a pond.

How Flies Grow and Change

All flies start as eggs.

Each egg is tiny.



Out of the egg comes a **larva**.

The larva eats plants, fruits,
or dead things.

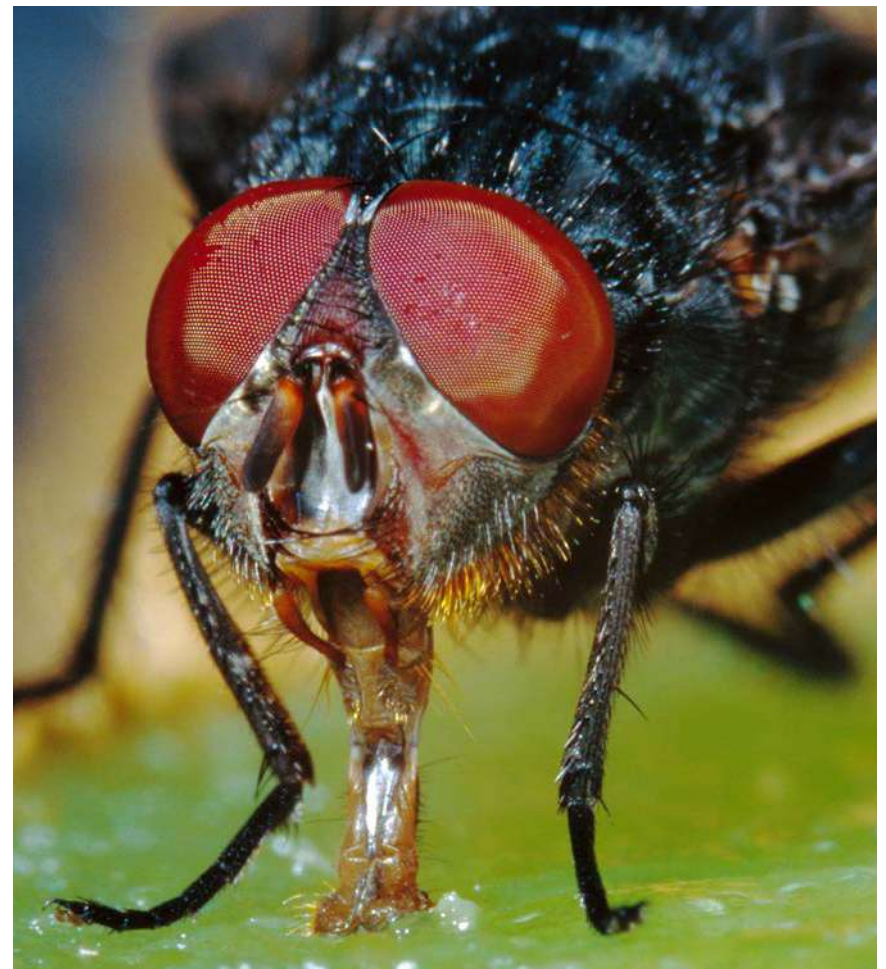
When the larva is grown,
it forms a hard cover.

It is now a **pupa**.



A new adult housefly must let its wings dry and spread out before it can fly.

The pupa changes inside the cover.
When it comes out, it is an adult.
Adult flies do not live very long.
Their main job is to lay eggs
to make more flies.



A blue bottle fly uses its sucking mouthpart to feed on kiwi fruit.

How Adult Flies Eat

Adult flies drink all their food.
They spit on **solid** food
to turn it into goo.
Then they drink the goo.



Dozens of flies feed on garbage.

Flies and Germs

Flies sometimes pick up **germs** from the things they eat. Some of the germs can make people sick.



A horsefly sucks blood from a person.



Mosquitoes are one type of fly that can be dangerous to people.

Some flies suck blood. They can spread germs in the blood from one person to another.



This fly is feeding on the pollen on a flower. The pollen looks like a yellow powder.

Why Flies Are Important

Flies spread **pollen**.

Many plants need pollen to make seeds.



Green bottle flies feed on a dead earthworm.



A bird feeds on a crane fly larva.

Flies help break down dead plants and animals.

Fly eggs and young are food for many other animals.



Gross but Cool!

Flies are amazing insects!

Glossary

- germs** (*n.*) tiny living things that can cause disease or sickness (p. 11)
- insects** (*n.*) small animals with six legs, three body parts, and usually two sets of wings (p. 4)
- larva** (*n.*) the immature form of an animal that goes through major body changes before it looks like an adult member of its kind (p. 8)
- pollen** (*n.*) male flower cells, which often look like fine yellow powder (p. 13)
- pupa** (*n.*) an immature insect in the stage between a larva and an adult (p. 8)
- solid** (*adj.*) having a firm, stable form or shape (p. 10)

Name _____



persuade me
that flies
are pests

entertain me
about flies

inform me
about flies

Flies • Level H • 1

1. Flies are gross because they eat trash.
2. There are many kinds of flies.
3. Sarah swallowed a fly.
4. Adult flies do not live very long.
5. All flies start as eggs.
6. Flies drink blood, and that is gross.
7. Flies spread pollen.
8. Flies are great pets.



Skill: Author's Purpose

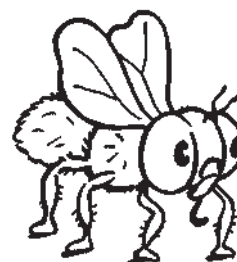
Instructions: Have students circle the statement at the top of the page that identifies the author's purpose. Then, have students circle each sentence that is a detail from the book supporting the author's purpose.

Name _____



y = long /e/

y = long /i/



Instructions: Have students say the name of each picture and determine whether the letter y makes the long /e/ sound or the long /i/ sound. Have them write the letter e under the picture if it makes the long /e/ vowel sound and the letter i if it makes the long /i/ vowel sound.

Name _____

Person

Place

Thing

Flies • Level H • 3



wing	insect	store	school
adult	egg	food	kid
girl	park	desert	mom

Skill: Nouns

Instructions: Read each common noun aloud with students. Then, have them cut out the nouns and place them in the correct column.



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SPECIALS

LEARNING MENU SPECIALS

GRADE 1

1

Luck of the Dice
bit.ly/K421PEdice



2

W.O.W (Workout of the Week): Wednesdays with Mrs. Person at 11:00:
<https://rsu57.zoom.us/j/298414629>



3

PE
Plank Tap Challenge, click this link:
bit.ly/K421PEPlank



4

Warm and Cool Landscapes
[Directions](#)



5

Nature Art
[Directions](#)



6

Explore the Tate Museum and play one of the games or take one of the quizzes.
www.tate.org.uk/kids/explore
[Directions](#)



7

Make a pattern with the [Oscillator](#). Can you make your voice sound like that? Make sure you use a gentle, high, light voice. Try patterns with all of the different robots. Which one is your favorite?
bit.ly/Kmusic421



8

Steady Beat - Listen to a song, and march to the steady beat! Where else can you put the steady beat on your body? What song did you listen to?



9

Found sounds - find something that normally isn't used as an instrument, and turn it into one! How many sounds can your new instrument make? Try tapping or scraping it with different objects.



10

Library: Build a reading fort or nest that is comfy and read for 20 minutes in comfort! Draw or take a picture of your fort/nest and share it with your librarian.



11

Digital Link: Coping with Social Distancing:
<https://bit.ly/2RH2CV4>



12

Let's Take a Mindful Walk!:
<https://bit.ly/2RCZ8ms>



Check our website daily for additional remote learning supports: bit.ly/rsu57remote















1



Name: _____

**Directions:**

- Find a die or pair of dice. You can play with one die, just choose six of the below exercises. OR play with two dice, and use the entire table.
- Roll your dice, what did you roll? If it was a 2 and a 5, you can choose what to complete; find the number 2 row and match it up with the number 5 column, that box has 10 squats, or find the 5 row and the 2 column, that box has 20 mountain climbers, you get to choose!

	1	2	3	4	5	6
1	20 Jumping Jacks 	5 Push-ups	20 second plank 	5 Jump and turn 	10 tuck jumps 	Bear Crawl 12 "steps" 
2	20 alternating walking lunges 	20 sit ups 	20 second wall sit with knees at 90 degrees	5 burpees	10 squats 	10 second side plank-both sides 
3	30 seconds of high knees	20 seconds of arm circles (forward and back)	Reach for the sky and count to 20	10 Superman 	Sit and reach for your toes, hold for 20 seconds.	Butterfly stretch for 20 seconds
4	20 Soldier Walks 	30 seconds of flutter kicks (lay on back and "swimmer feet")	30 seconds of butt kicks	10 Star Jumps (Don't forget, "I'm a STAR")	20 sec. each side, arm across your chest (palm up)	10 hip bridges 
5	30 seconds jog in place	20 mountain climbers	20 skier jumps (side to side)	20 bell jumps (forward and back)	10 high knee skips	5 single leg jumps, both sides
6	30 seconds of invisible jump rope	10 sumo squats (toes out)	10 Frog jumps	Crab walk 10 steps forward and back	30 second wall sit with knees at 90 degrees	12 Burpees



Name: _____

Let's Take a Mindful Walk!

Mindful walks are good for our bodies and emotions. They are a great way to take a break from the screen and focus on the moment. Mindful walking is a great tool to have in your emotional tool kit. During a mindful walk we pay attention to what is going on around us, not the thoughts in your head. Mindful walking is great because you can do it inside, in nature, or in the city. Pick a day this week to take a mindful walk.

Start by noticing your body, use deep, calming breaths to focus your attention. Finish this sentence, "My body feels....."

Walk forward with slow, steady steps. Notice how your feet feel on the ground.

- What do you see as you walk? Can you name four things?
- What do you hear on your walk? Can you name three things?
- What do you feel on your walk? Can you name two things?
- What do you smell on your walk? Can you name one thing?



Please choose from **ONE** of the following lessons to work on over the course of two or three half-hour weekly sessions.

Primary, Secondary, Tertiary Collage

Week 1: Take photographs of objects in your house or outside that have primary, secondary, and tertiary colors.

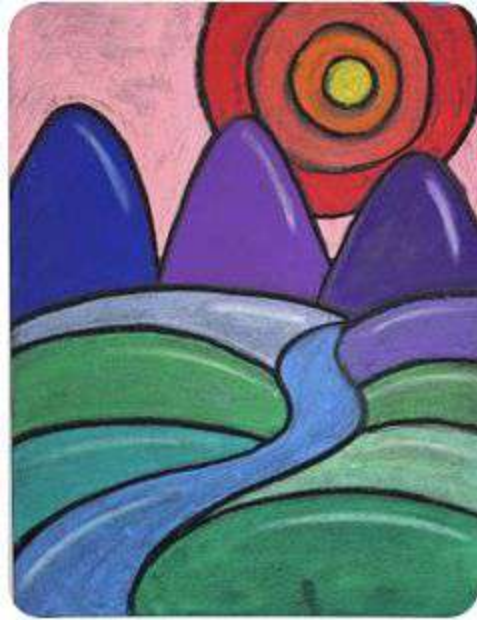
Week 2: Using the PicCollage app, place your photographs in order of the color wheel. If the use of the app is too stressful to navigate, simply re-create your unique color wheel with magazine, newspaper, photograph clippings. Submit to the Art google classroom platform. Here is the color wheel with an explanation of primary, secondary, tertiary colors.



Warm and Cool Landscape

Week 1: Create a sketch of the outdoors. Fill your space on your paper and make it interesting.

Week 2: Use both warm and cool colors. Add a chart on the back of your paper that lists the warm and cool colors. If possible, take a picture of your drawing and send it to your art teacher.



Superhero Design

Week 1: Brainstorm superpowers that you would like to have. Maybe you will be solving a problem, helping someone, or simply making a task a little bit easier. Sketch yourself as a superhero. Add details to your costume that help support your superpower.

Week 2: Create a background that supports your characters superpower.



Tate Museum Field Trip

Explore the Tate Museum and play one of the games or take one of the quizzes. <https://www.tate.org.uk/kids/explore>

Nature Art

Andy Goldsworthy is an artist who uses natural objects to make his art. He uses rocks, leaves, snow, sticks, pine needles, flowers, pine cones, twigs, boulders, essentially anything that he can find. His artwork is not meant to last, eventually it all is returned to the environment.

Week 1: One nice day this week, go outside and collect some objects and see what you can make. Create more than one design with a variety of materials. Take a picture of each design.

Week 2: Create a collage of all of your natural designs using PicCollage and turn into your art teacher.



Picasso Faces

Pablo Picasso is a famous abstract artist that created both paintings and sculptures. Abstract means that it is not meant to look realistic.

Week 1: Watch the video about Pablo Picasso's artwork:

<https://www.youtube.com/watch?v=RINf5XZDcQs>

Find a plate or a surface that you can use for a face! Make a collection of items such as small toys, kitchen supplies, even office supplies.

Week 2: Identify the different parts of a face, eyes, nose, mouth, hair, eyebrows, ears. Sort your objects and think about what parts of the face that they could be used for. Build a **few** different faces, take a photo and send it to your art teacher. If you can, create a collage using PicCollage to

put all of your faces into one picture. Here are some examples:





What is going on?

How to Cope with Social Distancing

Elizabeth Eisner OTR/L, Janelle Jarvis OTR/L and Samantha Ichikawa OTR/L



Adapted



Life is a little different right now. One day I was going to school and playing with my friends, and now I have to stay home all day because of this new virus that everyone is talking about! We're practicing something called "social distancing" which means I'm doing school at home and I don't get to go play with my friends as much as I used to.

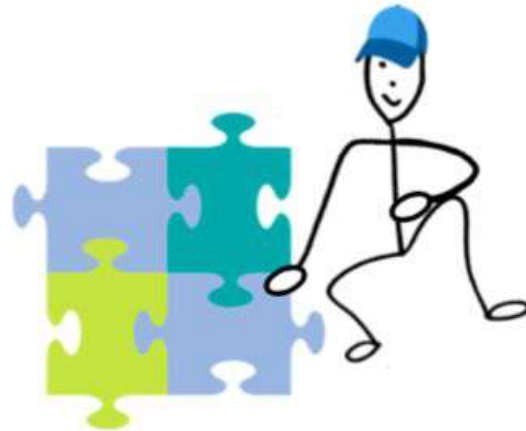
This is only temporary and I'll get to see my friends again soon.





When it's time to play and I can't go outside, here are some things I can do inside.

- Make an obstacle course
- Build a fort
- Create a skit/play dress up
- Do puzzles
- Make arts and crafts
- Have a spa day

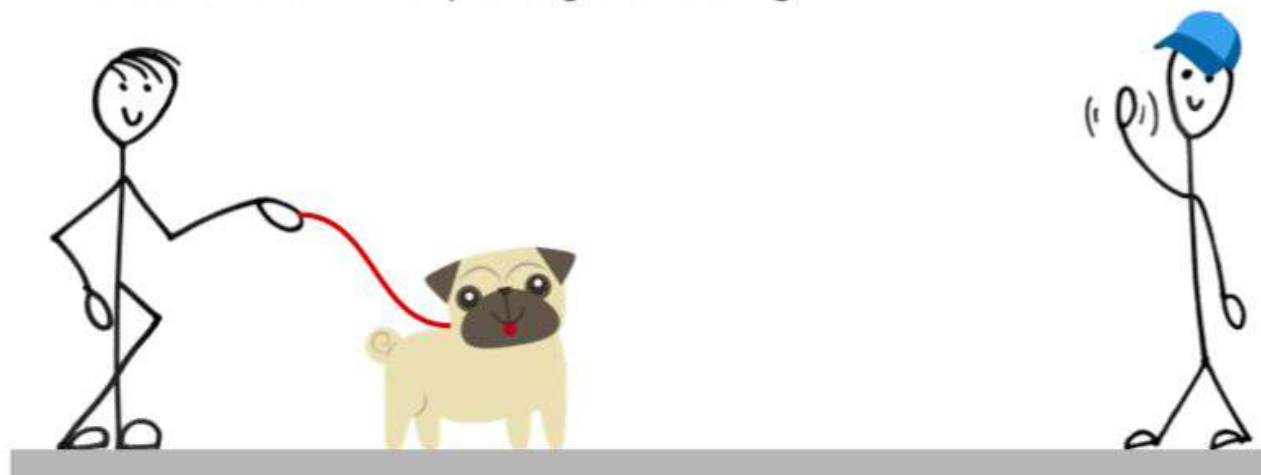


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I still get to go outside, but now we have to stay farther away from other people. We can still smile, wave and say "Hello", but we need to stay a safe distance apart because we want everyone to stay healthy.

I want to run up and pet my neighbor's dog but for now I can wave from where I am. This will make my neighbor happy because this will keep everyone healthy.





My favorite park might be closed, but I can still play with my family. Here are some things we can do outside:

- Decorate my driveway or sidewalk with chalk
- Go on a neighborhood walk with family
- Go on a scavenger hunt
- Walk the dog
- Go on a bike/scooter ride
- Fly a kite

- _____

- _____

- _____

