

DAY 1

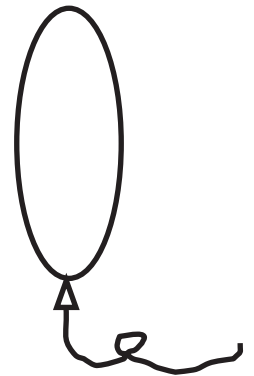
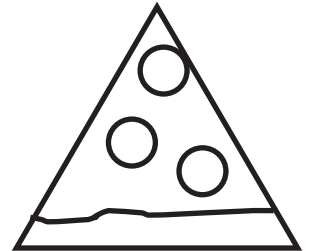
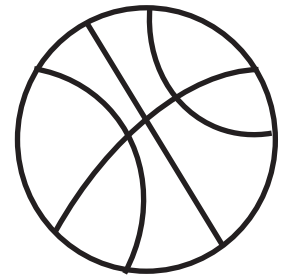
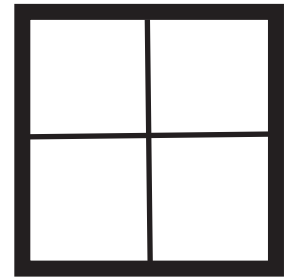
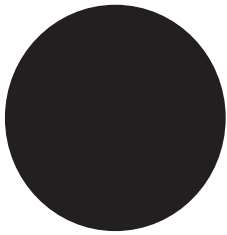
THEME:
WEATHER

✓ ACTIVITY	PAGE(S)
Art	2
Music	3
Wellness	4
Language Arts Reading	5-8
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Math	14-21
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Learning Activity:

Art

Draw a line from the shape to the object, matching the shapes.



Learning Activity:

Music

Five Little Penguins

Read the poem, “Five Little Penguins”, while clapping the steady beat.

To Do: Draw a picture that shows what is happening in the poem.

Poem:

Five little penguins sitting on the ice.
The first one said, “Oh, my this is so nice!”
The second one said, “There is snow in the air.”
The third one said, “But we don’t care.”
The fourth one said, “Let’s skate and skate and skate.”
The fifth one said, “Now don’t be late!”
Oo went the wind and froze all the snow,
and the five little penguins said, “It’s time to go!”

Fitness Challenges

Complete each task one by one.

Place an 'X' next to the box when the exercise is completed.

Have fun and stay safe!

Jog in place for 30 seconds

Reach up high with both arms and hold for 10 seconds

Do arm circles for 30 seconds

Hold a plank position for 30 seconds

Do as many mountain climbers as you can in 30 seconds

Sit and touch your toes, hold for 10 seconds

Lie on your back and lift your legs and back off the ground, hold for 10 seconds

Do 15 jumping jacks

Physical Education Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Congratulations!
You did it!!!

Grades: K-1



Trace the following words:

the

one

the

one

Write the words on the line below:

the

one

Match the sight word with the jumbled word.

the

one

the

one

eon

hte

noe

eth



Trace the following words:

the

said

one

the

said

one

Write the words on the line below:

the

said

one

Match the sight word with the jumbled word.

the
said
one

neo
het
aisd

the
one
said

eno
eth
aisd



Trace the following words:

the said one
who what

Write the words on the line below:

the said one who what

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Match the sight word with the jumbled word.

the	sdai	the	twah
one	het	one	eno
what	hwo	what	dais
who	eno	who	eth
said	htaw	said	ohw

Learning Activity:
Language Arts Reading



Trace the following words:

the said one
who what

Write the words on the line below:

the	said	one	who	what
_____	_____	_____	_____	_____
-----	-----	-----	-----	-----
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
-----	-----	-----	-----	-----
_____	_____	_____	_____	_____

Match the sight word with the jumbled word.

the	sdai	the	twah
one	het	one	eno
what	hwo	what	dais
who	eno	who	eth
said	htaw	said	ohw

Choose three sight words and write them in three sentences.

Learning Activity:
Language Arts Writing



Put a **box** around the first word in the sentence.

Underline the capital letter(s) in the sentence.

Circle the ending punctuation.

Example: I went sledding with my friend.

1. I like to play in the snow.

2. Can you make a snowman?

Learning Activity:
Language Arts Writing



Put a **box** around the first word in the sentence.

Underline the capital letter(s) in the sentence.

Circle the ending punctuation.

Example: I went sledding with my friend.

1. I like to play in the snow.
2. Can you make a snowman?
3. We went to Walmart to get milk.

Learning Activity:
Language Arts Writing



Put a **box** around the first word in the sentence.

Underline the capital letter(s) in the sentence.

Circle the ending punctuation.

Example: I went sledding with my friend.

1. I like to play in the snow.
2. Can you make a snowman?
3. We went to Walmart to get milk.
4. My little brother Bob said,
“Let’s go outside!”

Learning Activity:
Language Arts Writing



Put a **box** around the first word in the sentence.

Underline the capital letter(s) in the sentence.

Circle the ending punctuation.

Example: I went sledding with my friend.

1. I like to play in the snow.
2. Can you make a snowman?
3. We went to Walmart to get milk.
4. My little brother Bob said,
“Let’s go outside!”

Write two sentences using the correct punctuation. Put a box around the first word. Underline the capital letter. Circle the ending punctuation.

5.

Handwriting practice lines for exercise 5, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

6.

Handwriting practice lines for exercise 6, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Learning Activity: Math



1. Fill in the missing numbers, count by ones.

1							8		
---	--	--	--	--	--	--	---	--	--

1					6				
---	--	--	--	--	---	--	--	--	--

2. Count the items. Write the number of items in the circle.

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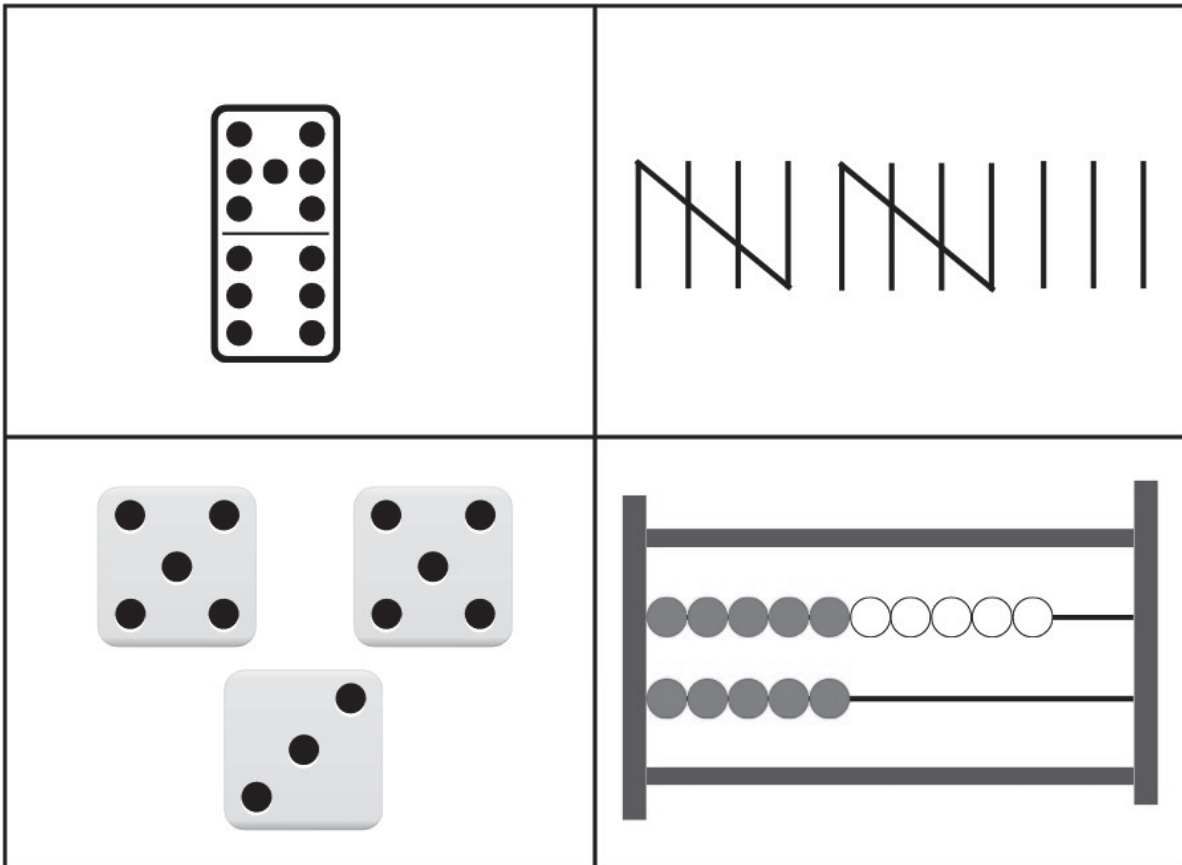
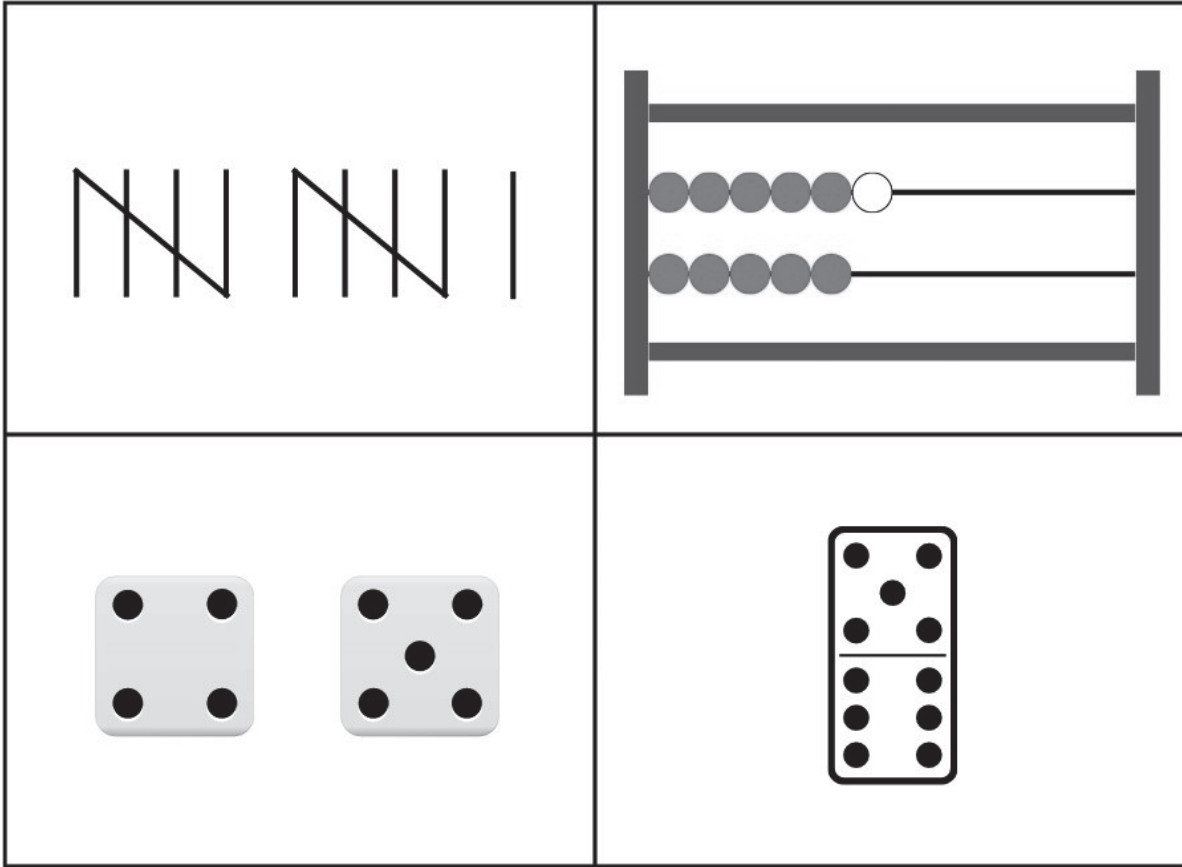
3. Compare the following numbers using the correct symbol.

<	=	>
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11 15 13 13

20 17 14 19

4. Look at the grids below. Which one does not belong? Cross it out.



Learning Activity: Math

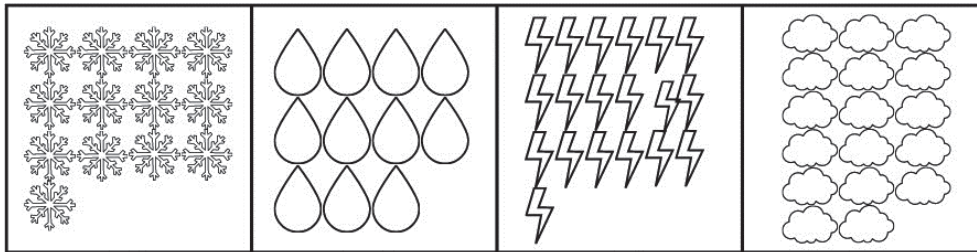


1. Fill in the missing numbers, count by ones.

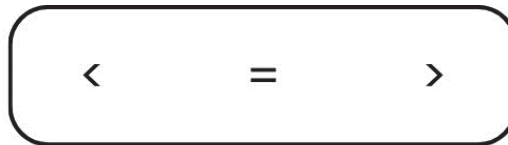
1							8		
		13						19	

1					6				
	12					17			

2. Count the items. Write the number of items in the circle below.



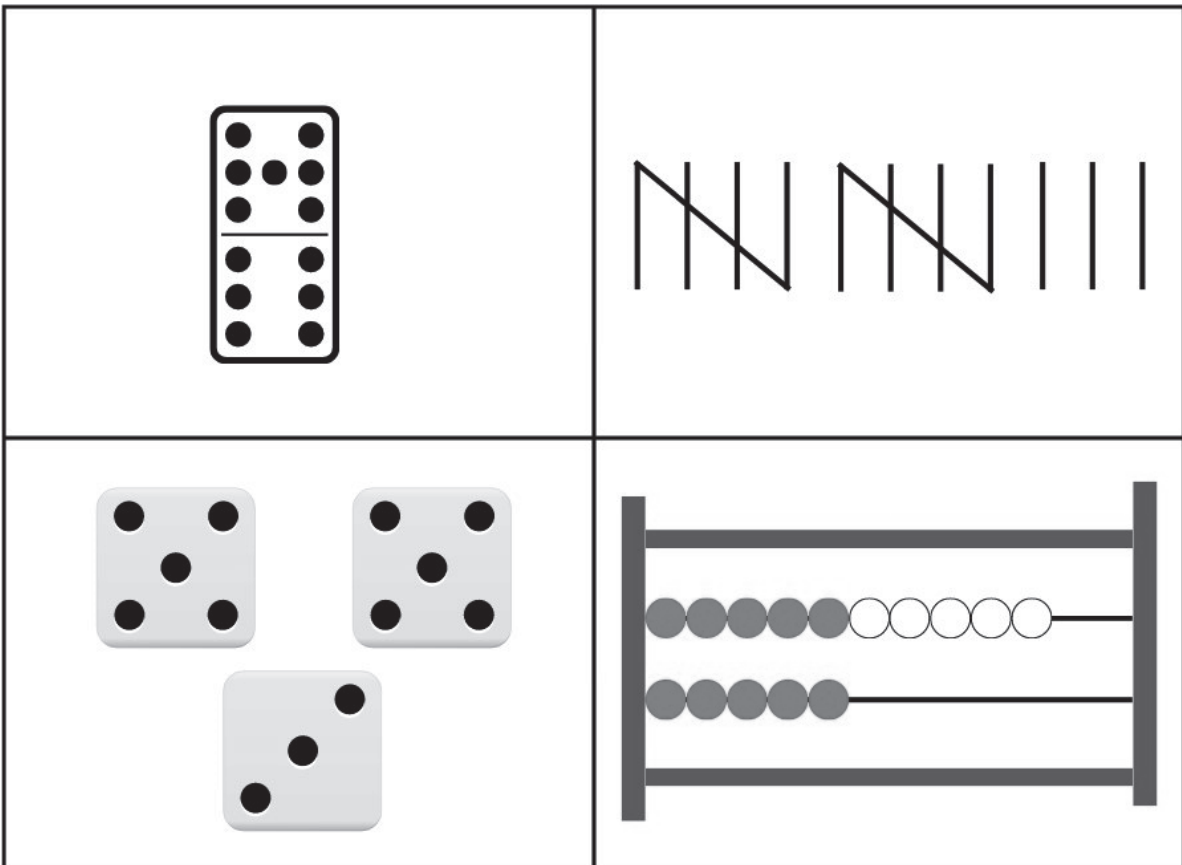
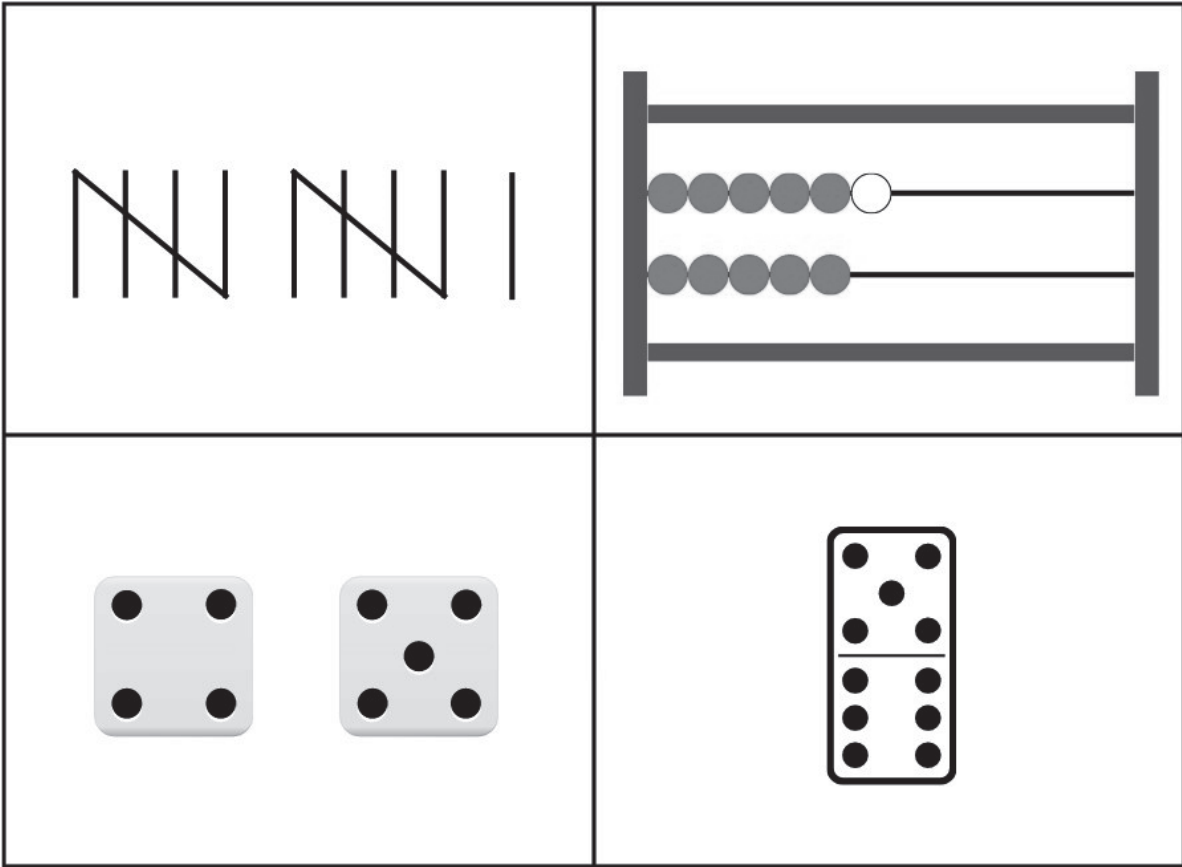
3. Compare the following numbers using the correct symbol.



23 30 27 18

32 42 35 14

4. Look at the grids below. Which one does not belong? Cross it out.



Learning Activity: Math

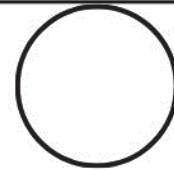
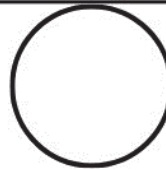
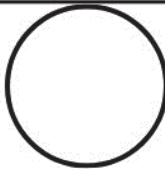
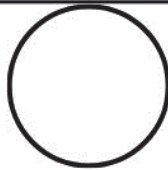
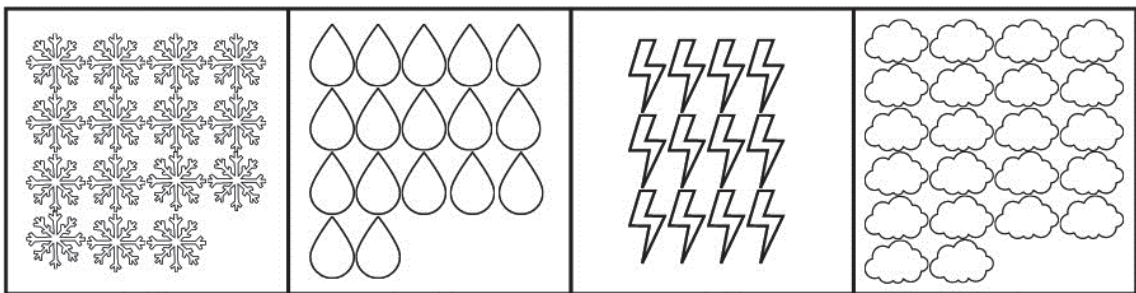


1. Fill in the missing numbers, count by ones.

			34				38		
--	--	--	-----------	--	--	--	-----------	--	--

61					66				
-----------	--	--	--	--	-----------	--	--	--	--

2. Count the items. Write the number of items in the circle below.



3. Compare the following numbers using the correct symbol.

<	=	>
---	---	---

54

23

14

41

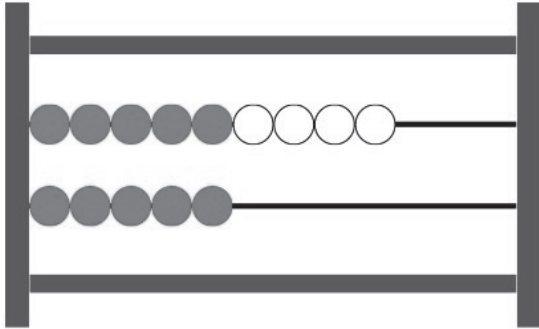
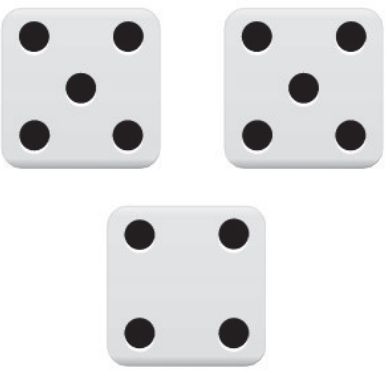
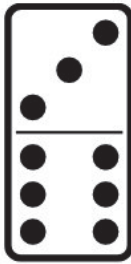
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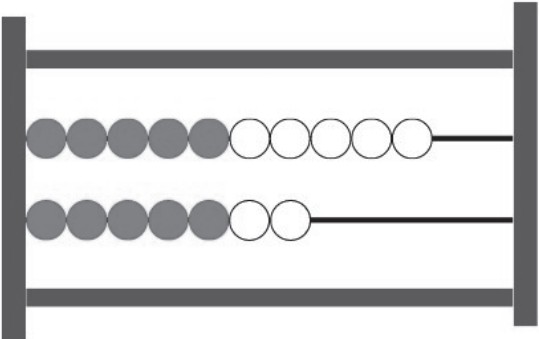
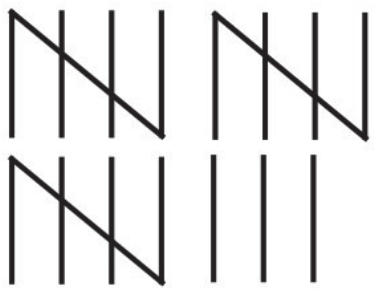
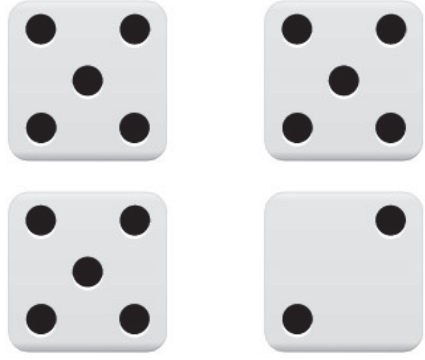
26

40

39

4. Look at the grids below. Which one does not belong? Cross it out.

<p style="text-align: center;">10 + 5</p>	
	

	
<p style="text-align: center;">10+7</p>	

Learning Activity: Math

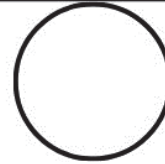
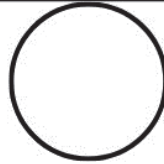
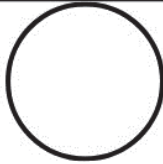
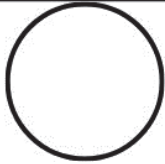
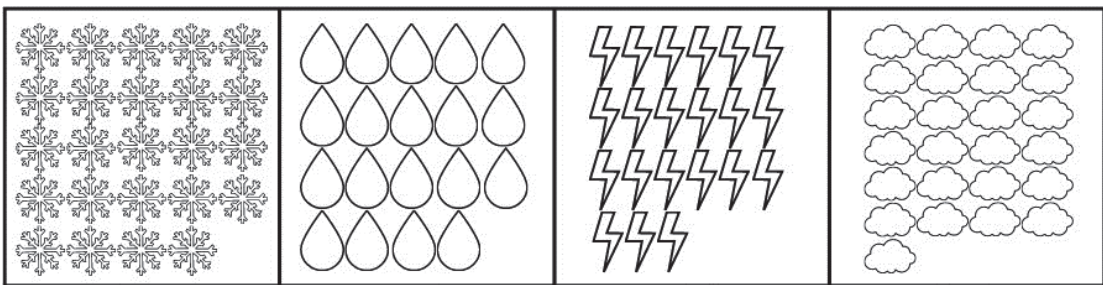


1. Fill in the missing numbers, count by ones.

		64				68			
--	--	-----------	--	--	--	-----------	--	--	--

				82					
--	--	--	--	-----------	--	--	--	--	--

2. Count the items. Write the number of items in the circle below.



3. Compare the following numbers using the correct symbol.

<	=	>
---	---	---

67

76

33

34

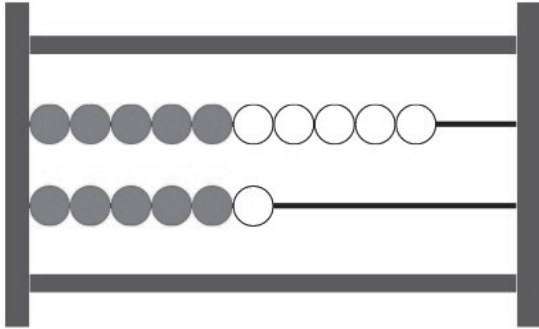
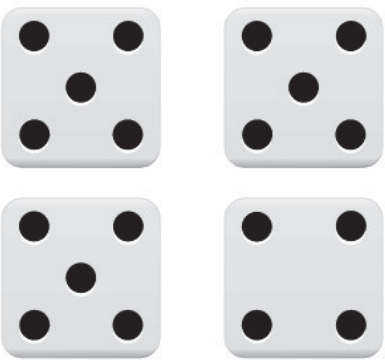
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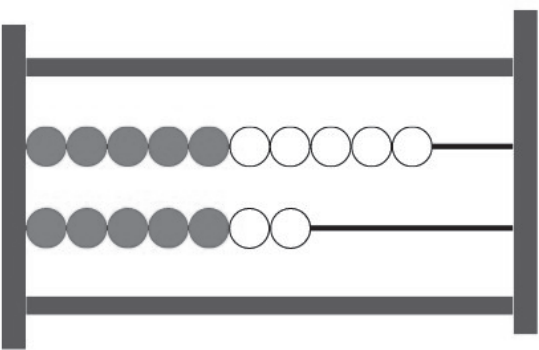
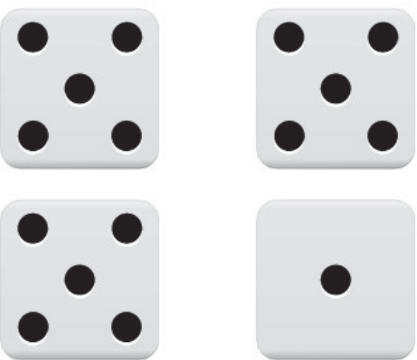
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92


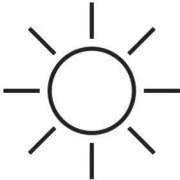

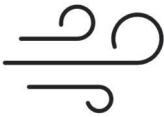


4. Look at the grids below. Which one does not belong? Cross it out.

$10 + 5 + 4$	
	$5 + 5 + 5 + 2$

	$5 + 5 + 1 + 5$
$10 + 3 + 2$	

Learning Activity:
Science

Be a Weather Reporter

Date:	Time:	Location:			
Draw and write about the weather outside today:					
My favorite kind of weather is:					
					

Learning Activity:
Social Studies

Use the template to tell about your family.

<p>Picture of my family:</p>	<p>People I spend a lot of time with:</p>
<p>My family likes to eat:</p>	<p>A picture of what my family likes to do:</p>
<p>Places my family has lived:</p>	

Learning Activity:

Second Step

PRINT

Grade 1, Unit 1

Lesson 5: Being Assertive

Home Link



What Is My Child Learning?

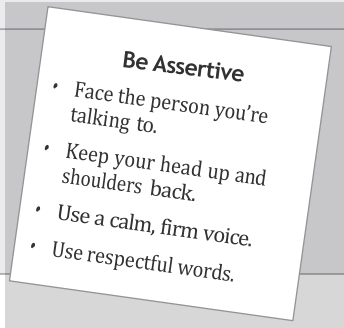
Your child is learning that being assertive is the best way to ask for help at school. When you are assertive, you face the person you're talking to, stand up straight, use a calm, firm voice, and use respectful words.

Why Is This Important?

Being able to ask for help assertively helps children be better learners. When children don't understand something, it helps them continue to learn rather than being stuck.

Ask your child: **What is a good way to ask your teacher or an adult for help?** *Second Step* answer: In an assertive way.

Can you show me how it looks and sounds to ask for help assertively? (Your child should be facing you, sitting or standing up straight, and using clear, calm, and respectful words, such as "Can you please help me?")



Practice at Home

Notice if your child is getting frustrated with a difficult or new task (such as cleaning a messy room, reading a book, or writing words). First, give your child time to try to figure it out alone. If your child is still stuck, remind him or her to ask you for help. For example:

I see that you are starting to feel frustrated trying to write those words. If you would like some help, you can say: "Excuse me. Can you please help me write these words?" Wait and let your child ask you assertively for help. Make sure that you give him or her the needed help soon after being asked.

Activity

Help your child practice asking for help at school. Pretend that you are a teacher. You are busy writing a note on your calendar. Your child needs help with a math problem. Before asking you for help, your child needs to wait until you have finished what you are doing. Then have your child practice saying these words to ask you for help:

Excuse me. Can you please help with this math problem? Check the steps that your child remembered to do:

- Waited until you finished what you were doing before asking for help.
- Faced you.
- Stood up straight.
- Used clear, calm, respectful words.