

DAY 3

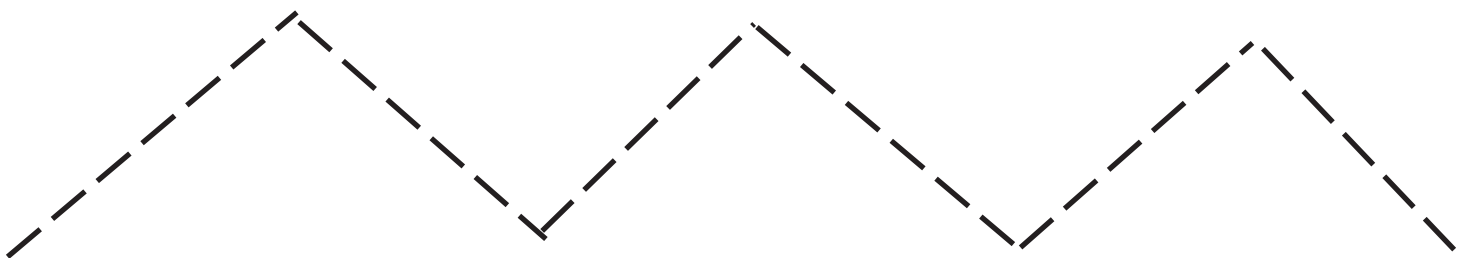
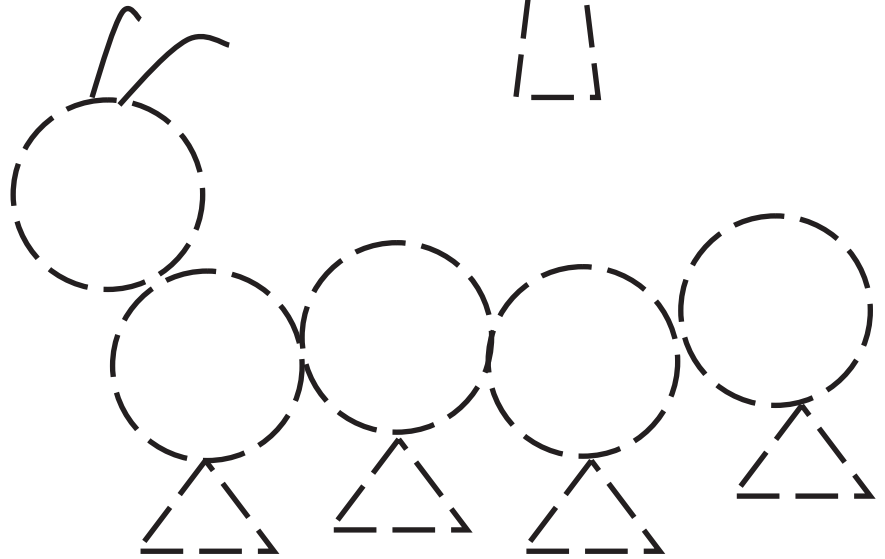
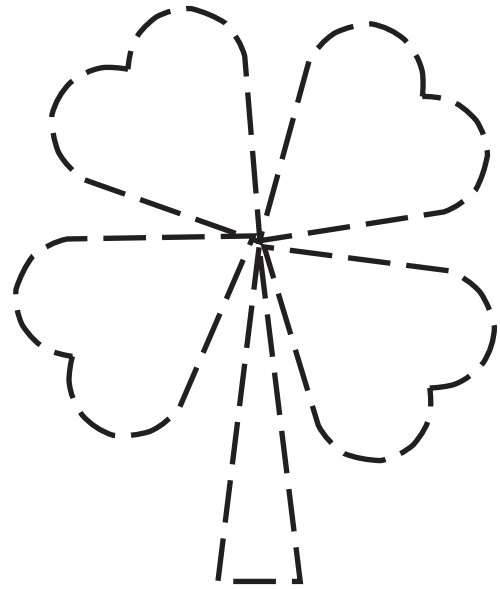
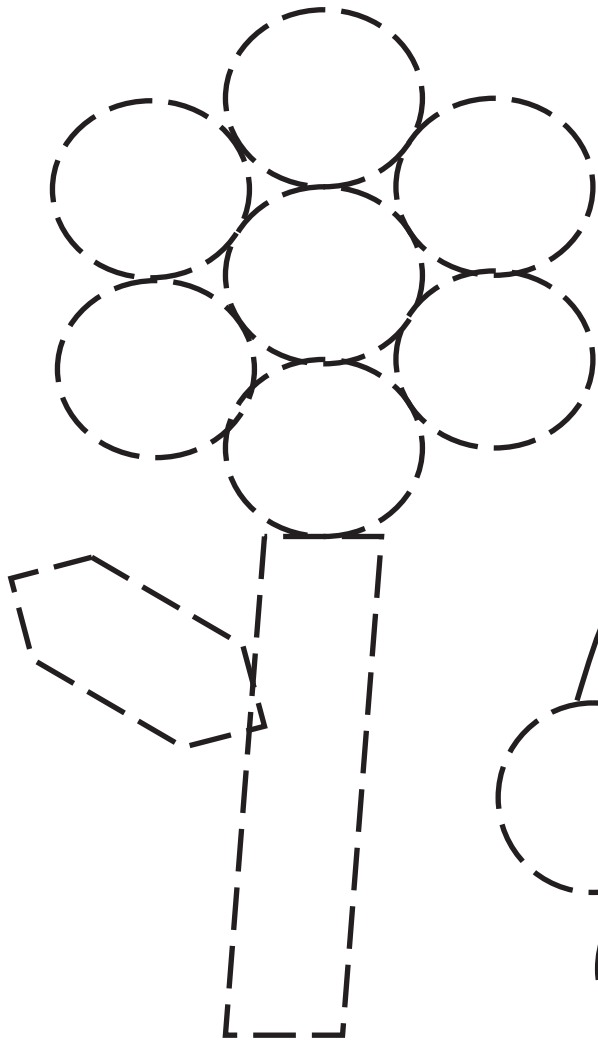
THEME:
SPORTS/GAMES

✓ ACTIVITY	PAGE(S)
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Learning Activity:

Art

Using a writing utensil trace the shapes.

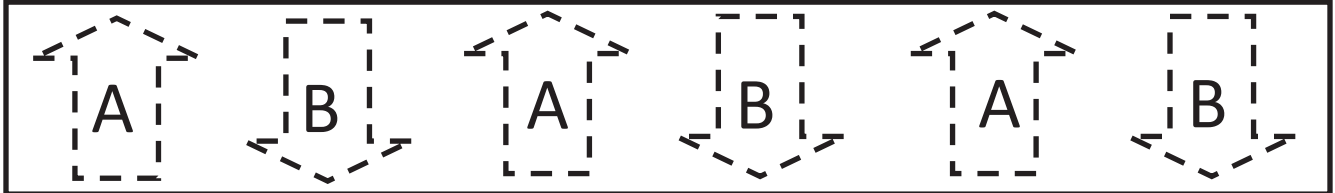


Learning Activity:

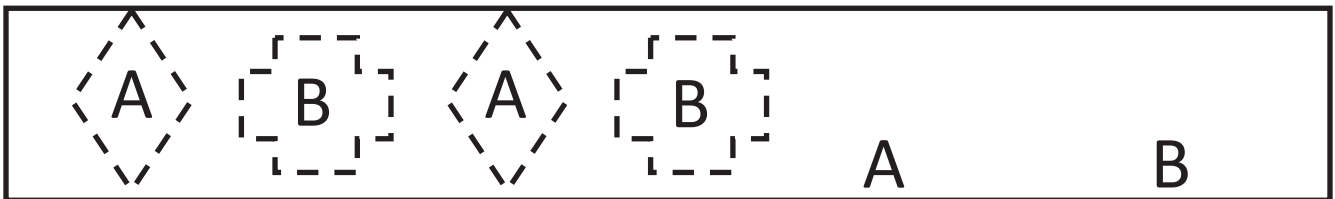
Music

Let's Create an A-B Pattern

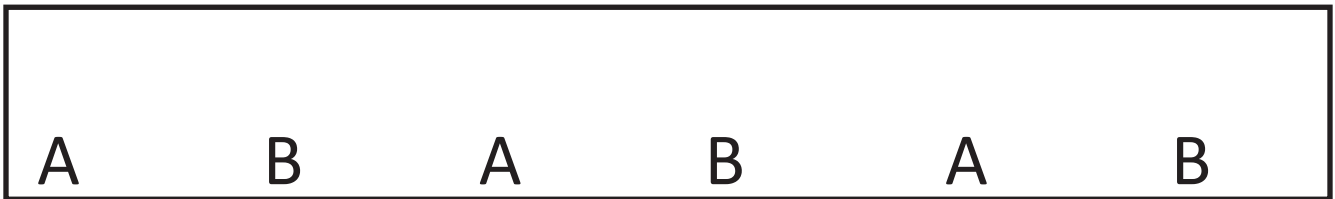
To Do: Trace the A-B pattern



To Do: Trace the A-B pattern, then finish the pattern



To Do: Create your own A-B pattern



To Do: Create your own A-B pattern



Yoga Poses

Hold each pose for 15 seconds.
Place an 'X' next to the box when
the exercise is completed.
Have fun and stay safe!



Mountain

Standing tall, with
arms stretched
above your head

Butterfly

Sitting with knees
bent, pressing bottom
of feet together



Child's Pose

Kneeling on ground,
lean forward, keeping
buttocks on heels and
forehead on floor

Downward Facing Dog

Facing the floor, raise
up on hands and feet,
with hips as high as
possible



Warrior

Standing tall, with
arms stretched above head, step
forward with one foot, bend
front knee/back leg straight

Seated Forward Fold

Sitting on the ground, with legs
extended straight in front of you,
fold body at the waist and
extend hands toward feet



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:

your

would

your

would

Write the words on the line below:

your

would

Match the sight word with the jumbled word.

your
would

rouy
wloud

your
would

uory
ldouw



Trace the following words:

your would some
your would some

Write the words on the line below:

your

would

some

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

Match the sight word with the jumbled word.

your

dlwou

your

emos

would

esom

would

dlouw

some

ruoy

some

ryou



Trace the following words:

your would some
could about

Write the words on the line below:

your would some could about

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

Match the sight word with the jumbled word.

your	loudc	your	uatbo
would	tabou	would	ldouc
could	ouyr	could	msoe
some	ldwou	some	rouy
about	emos	about	dwlou



Trace the following words:

your would some
could about

Write the words on the line below:

your would some could about

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

Match the sight word with the jumbled word.

your	loudc	your	uatbo
would	tabou	would	ldouc
could	our	could	msoe
some	ldwou	some	rouy
about	emos	about	dwlou

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: My friend loves to play basketball.

1. Let's play a game!

2. What is your favorite sport?

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: My friend loves to play basketball.

1. Let's play a game!
2. What is your favorite sport?
3. Jill and Bob play Uno.

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: My friend loves to play basketball.

1. Let's play a game!
2. What is your favorite sport?
3. Jill and Bob play Uno.
4. Do you want to go sledding?

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: My friend loves to play basketball.

1. Let's play a game!
2. What is your favorite sport?
3. Jill and Bob play Uno.
4. Do you want to go sledding?

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



Show your thinking using words, pictures or numbers.

1. There were 2 baseballs in the outfield and 2 baseballs in the infield. How many baseballs were in the field?

There are _____ baseballs in the field.

2. Mariah was cleaning out her garage and found some basketballs. She gave her friend Ted 3 basketballs. Mariah put away the other 1 basketballs she had in the garage. How many basketballs did she start off with?

There were _____ basketballs in the garage.

3. Complete the fact family.

$$\underline{1} + \underline{2} = \underline{3}$$

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

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

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

$$\underline{4} + \underline{1} = \underline{5}$$

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

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

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

$$\underline{3} + \underline{1} = \underline{4}$$

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

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

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

$$\underline{1} + \underline{1} = \underline{2}$$

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

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

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

4. Write an equation based on the shaded unifix cubes.



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



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



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

Learning Activity: Math



Show your thinking using words, pictures or numbers.

1. There were 4 baseballs in the outfield and 5 baseballs in the infield. How many baseballs were in the field?

There are _____ baseballs in the field.

2. Mariah was cleaning out her garage and found some basketballs. She gave her friend Ted 2 basketballs. Mariah put away the other 5 basketballs she had in the garage. How many basketballs did she start off with?

There were _____ basketballs in the garage.

3. Complete the fact family.

$$\underline{3} + \underline{2} = \underline{5}$$

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

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

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

$$\underline{1} + \underline{1} = \underline{2}$$

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

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

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

$$\underline{3} + \underline{4} = \underline{7}$$

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

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

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

$$\underline{2} + \underline{4} = \underline{6}$$

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

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

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

4. Write an equation based on the shaded unifix cubes.



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



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



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

Learning Activity:

Math



Show your thinking using words, pictures or numbers.

1. There were 10 baseballs in the outfield and 7 baseballs in the infield. How many baseballs were in the field?

There are _____ baseballs in the field.

2. Mariah was cleaning out her garage and found some basketballs. She gave her friend Ted 4 basketballs. Mariah put away the other 7 basketballs she had in the garage. How many basketballs did she start off with?

There were _____ basketballs in the garage.

3. Complete the fact family.

$$\underline{3} + \underline{5} = \underline{8}$$

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

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

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

$$\underline{9} + \underline{1} = \underline{10}$$

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

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

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

$$\underline{6} + \underline{3} = \underline{9}$$

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

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

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

$$\underline{4} + \underline{7} = \underline{11}$$

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

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

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

4. Write an equation based on the shaded unifix cubes.



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



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



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

Learning Activity: Math



Show your thinking using words, pictures or numbers.

1. There were 10 baseballs in the outfield and 7 baseballs in the infield. How many baseballs were in the field?

There are _____ baseballs in the field.

2. Mariah was cleaning out her garage and found some basketballs. She gave her friend Ted 4 basketballs. Mariah put away the other 7 basketballs she had in the garage. How many basketballs did she start off with?

There were _____ basketballs in the garage.

3. Complete the fact family.

$$8+5=13$$

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

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

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

$$14+4=18$$

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

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

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

$$5+15=20$$

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

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

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

$$14+3=17$$

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

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

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

4. Write an equation based on the shaded unifix cubes.



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



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

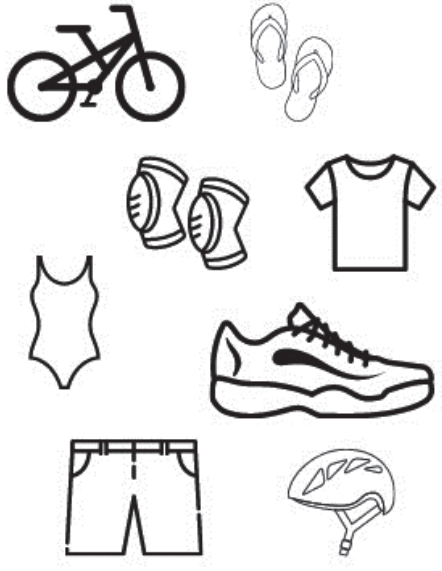



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Learning Activity:

Science

When participating in certain sports environments, it is important to dress correctly and have the correct equipment.
Think about what you would wear and what equipment you would need to complete each of the activities.
Circle the pictures to match each activity.

<h3>Swimming</h3>	<h3>Sledding</h3>
	

Learning Activity:

Social Studies

Think about your favorite sport or game.

What would it look like if you were playing that game or sport and everyone WAS following the rules?

What would it look like if you were playing that game or sport and everyone WAS NOT following the rules?

Draw two pictures below to show what it could look like!

My favorite sport or game: _____

Following the Rules	NOT Following the Rules

Learning Activity: Second Step

PRINT

Grade 1, Unit 2 Lesson 11: Showing Care and Concern

Home Link



What Is My Child Learning?

Your child is learning how to show care and concern for another person by listening, saying kind words, and helping that person. This is called *showing compassion*, and it makes people feel better.

Why Is This Important?

Being able to show compassion helps children get along with others.

Ask your child: **What does *showing compassion* mean?** Possible answer: Showing you care about others.

What are some ways you can show care and concern or compassion for others? Possible answers: Listening to them. Saying kind words. Helping them.

When is a time someone might need you to show someone compassion? Possible answers: When someone is feeling sad, lonely, tired, or frustrated.

How do you feel when someone shows you compassion? Possible answers: Happy, special.

Practice at Home

Help your child notice when someone else could use some help or a kind word. For example:

- **Your father has a lot of dishes to do after dinner. Do you think he could use some help?**
- **It sure looks like Mrs. Sanders could use some help picking up the trash. Can you do that?**

Activity

Help your child think of something kind to say to someone else at home (or someone your child can easily call on the phone) as a way to show “compassion.” Fill in the details below for your child. Then help your child do it!

I can show compassion to _____

I will say: _____

After I showed compassion, I think this person felt _____
