

Hazelwood School District  
First Grade Activities

**Directions:** Each day consists of reading and math activities that begin on the first day of school closures.  
**Due Date:** Work will be due when school is back in session.

Your teacher's Email:  
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Additional resources

- Red Bird Math <https://my.mheducation.com/login> Check Dojo for individual logins
- FunBrain: [www.funbrain.com](http://www.funbrain.com)
- Prodigy: [www.prodigy.com](http://www.prodigy.com)
- Epic: <https://www.getepic.com/sign-in> (email or dojo teacher for class code)
- Math-[https://media.pk12ls.com/curriculum/math/gamecenter/en\\_US/enV2-grade-1.html](https://media.pk12ls.com/curriculum/math/gamecenter/en_US/enV2-grade-1.html)

<b>Monday, April 27</b>	<p><b>Reading/Writing:</b> <b>** <u>Plans at the end of this form.</u></b></p> <p><b>Math:</b> <b>** <u>Plans at the end of this form.</u></b></p> <p><b>Science:</b> Chapter 2- Lesson 1</p> <p><a href="https://drive.google.com/file/d/1ipG-jaxbrOYmOmyJFY8KWsqzTmUBFXIb/vi/ew">https://drive.google.com/file/d/1ipG-jaxbrOYmOmyJFY8KWsqzTmUBFXIb/vi/ew</a></p> <p>Animal Groups: Pages 58-63</p> <p>Children can follow along in their workbook with the video link above. Children should read the pages aloud or follow along with their fingers. Children will answer all the questions in the workbooks as they come up.</p>
<b>Tuesday, April 28</b>	<p><b>Reading/Writing:</b> <b>** <u>Plans at the end of this form.</u></b></p> <p><b>Math:</b> <b>** <u>Plans at the end of this form.</u></b></p> <p><b>Social Studies:</b> Chapter 6 Work in the community. Lesson 1 Needs, Wants, and Choices. Read pages 186-189. Answer the questions on the page as you go.</p>
<b>Wednesday, April 29</b>	<p><b>Reading/Writing:</b> <b>** <u>Plans at the end of this form.</u></b></p> <p><b>Math:</b> <b>** <u>Plans at the end of this form.</u></b></p> <p><b>Science:</b> Chapter 2- Lesson 2</p>

	<p><a href="https://drive.google.com/file/d/15VYGgtLY0TXNv4Fu9_gSywHzDXh_pPWS/view">https://drive.google.com/file/d/15VYGgtLY0TXNv4Fu9_gSywHzDXh_pPWS/view</a></p> <p>Plant Parts: Pages 64-67</p> <p>Children can follow along in their workbook with the video link above. Children should read the pages aloud or follow along with their fingers. Children will answer all the questions in the workbooks as they come up.</p>
<p><b>Thursday, April 30</b></p>	<p><b>Reading/Writing: ** Plans at the end of this form.</b></p> <p><b>Math:</b></p> <p><b>Social Studies:</b>Chapter 6 Work in the community. Lesson 2 Goods and Services. Please read and answer questions on pages 190-195</p>
<p><b>Friday, May 1</b></p>	<p><b>Reading/Writing: ** Plans at the end of this form.</b></p> <p><b>Math: ** <u>Plans at the end of this form.</u></b></p> <p><b>Science:</b> Chapter 2- Lesson 3</p> <p><a href="https://drive.google.com/file/d/1Et4dB4hA3qxbxMLEZsZJaf7I4MU7pjH9/view">https://drive.google.com/file/d/1Et4dB4hA3qxbxMLEZsZJaf7I4MU7pjH9/view</a></p> <p>Plant Life Cycle: Pages 69-71</p> <p>Children can follow along in their workbook with the video link above. Children should read the pages aloud or follow along with their fingers. Children will answer all the questions in the workbooks as they come up.</p>

## Reading Plans for the Week 4/27=5/1

Families,

Within this unit we'll be working on our reading and writing skills. The unit goal is: With prompting and support, your first grader will read informational texts that are appropriately complex.

### Day 1--Monday, April 27

- **Pages 6-7** The unit Essential Question: **Why is the past important?** Discuss with your child.
- **Pages 8-9**
  - Your child can keep track of reading done outside this book.
- **Pages 10-11**
  - Talk though the Unit Goals with your child.
  - Talk about the academic vocabulary. Don't be concerned if they seem difficult. We'll be working on them for the next 4 weeks. Today, they can be practiced in print on page 57.
- **Pages 12-13**
  - Pages 6-11 launched our unit. Now we're going to talk about the lessons for just this week.
  - Read and discuss this timeline. Lead with the following questions that are printed on the page: Look at Frida Kahlo's painting. What do you think about her work? Tell your partner how her painting makes you feel.
  - Discuss the Weekly Question: How do artists of the past help us see the world differently?
  - Feel free to have your child make a personal timeline. (optional)
- **Page 14**
  - Tell your child that when you segment the sounds in a word, you say them sound-by-sound (We tap out the sounds). When you blend the sounds, you put the sounds back together to say the complete word.
  - Write the words barn and park on a piece of paper. Tell your child that the a in both words is working with the r to make one sound.
  - We call this the r-controlled vowel sound /är/ spelled ar. The letter r controls and changes the sound of the letter a.
  - Have your child segment and then blend the following words: star, cart, mart, charm, scar, start
- **Pages 24-25.**
  - These pages explain a Biography using an anchor chart.
  - Tell your child that a biography is a type of informational text that tells about the life of a real person. It is a true story written by someone else. The events of the person's life are told in sequence, or time order.
  - Read the text about George Washington on page 24. Then discuss the page by saying things like: This text tells about George Washington, who was a real person. The text also tells about Washington's life in sequence, or time order. We read about the different jobs he had. A text like this that tells about a real person's life in sequence is a biography.
  - Then read the Anchor Chart on p. 25 together.

## Day 2--Tuesday, April 28

- **The goals for today are:**
  - Demonstrate print awareness by identifying the information that different parts of a book provide.
  - To generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
  - To make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.
  - To make connections to personal experiences, ideas in other texts, and society
  - The expectation is that most children will need help with reading this selection.
- **Page 26**
  - Read and discuss the words: amaze, memory, wonder, and discovers
- **Pages 27-51**
  - Read the story with your child. Talk about the story, focusing on how the words and pictures are working together to help you understand the story.
- **Pages 52 and 53**
  - Have your child complete these pages
- **Pages 15 and 16**
  - Continue the work you started yesterday on r-controlled vowels. Complete pages 15-16

## Day 3--Wednesday, April 29

- **The goals for today are:**
  - To use text evidence to support an appropriate response.
  - To describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Revisit the selection you read yesterday on pages 27-51. (Feel free to re-read the entire selection.) **Pay special attention to pages 29, 33, 39, and 43.** These pages ask your child to underline text evidence. (They should underline right in their book).
- **Page 54**
  - Complete the page
- **Page 58**
  - Read and complete the page.
- **Pages 17**
  - Today you'll work on plural words that end with s and es.
  - Write the word watch for your child.
  - Discuss that when we have more than one watch, we add an es instead of just an s. When we do this, we hear the sound represented by the letter z.
  - Practice reading the following words, listening for the z sound: boxes, classes, fixes, bunches, wishes, buzzes, glasses, dishes, fizzes, itches
- **Page 18**
  - Complete the page.

#### Day 4--Thursday, April 30

- The goals for today are:
  - To generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
- Revisit pages 27-51 once again. **Today focus on pages 37 and 49.**
  - Have your child highlight right in the book as directed. If you don't have a highlighter, circling with a pencil is fine.
- **Page 55**
  - Complete the page as directed.
- **Pages 19-20**
  - Continue to practice reading and writing plural words that end with es pronounced z.
- **Pages 21-23**
  - Read the decodable story with your child.

#### Day 5--Friday, May 1

- Complete page 56
- Review the decodable story on pages 21-23
- (optional) Fill in the Independent Reading Log.

# Math Unit 8 Lessons 1-5

**Monday: Lesson 8-1:** Make Numbers 11 to 19

**Learning Target:** I can read and write numbers 11 to 19.

**What students should Understand:** Numbers can be used to tell how many of something. Numbers like 11 through 19 can be shown as a group of 10 and numbers up to 9. For example  $19 = 10 + 9$  and  $15 = 10 + 5$ . These numbers can be written as a number word.

**Vocabulary:** Tens, Ones

**Lesson Overview:**

<b>Lesson Components</b>	<b>Solve &amp; Share</b>	<b>Visual Learning</b>	<b>Independent Practice</b>	<b>Problem Solving</b>
<b>Page Numbers</b>	<b>325</b>  Read the problem and have your child try to solve by filling in the bubbles.	<b>326</b>  Read through the steps on how to use counters to show numbers that include tens and ones. Do problems 1-3 while guiding your child to correct answers.	<b>327</b>  For problems 4-10, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	<b>328</b>  The problems 11-13 are designed to extend your child's thinking using a story. Help may be required for most students.

**Tuesday: Lesson 8-2: Numbers Made with Tens**

**Learning Target:** I can show groups of 10 with connecting cubes (or any item of 10 available such as coins, buttons, beans, etc.).

**What students should Understand:** The decade numbers to 100 are built on groups of ten. When there are only tens, counting by 10's can be used to find how many there are in all.

**Vocabulary:** Tens, Ones

**Lesson Overview:**

<b>Lesson Components</b>	<b>Solve &amp; Share</b>	<b>Visual Learning</b>	<b>Independent Practice</b>	<b>Problem Solving</b>
<b>Page Numbers</b>	<b>329</b>  Using an item for tens, have your child show how 2 tens and 20 ones are alike and different.	<b>330</b>  Read through the steps on how to use ten cubes to make a ten. Guide the child through solving problems 1-2.	<b>331</b>  For problems 3-7, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	<b>332</b>  The problems 11-13 are designed to extend your child's thinking using a story. Help may be required for most students.

**Wednesday: Lesson 8-3:** Count with Groups of Tens and Ones

**Learning Target:** I can group tens to solve problems.

**What students should Understand:** 1) When objects are grouped in sets of tens and leftovers (ones), counting the groups of tens and adding ones tell how many there are in all. 2) Numbers can be used to tell how many. 3) In a standard numeral, the tens are written to the left of the ones.

**Vocabulary:** Tens, Ones

**Lesson Overview:**

<b>Lesson Components</b>	<b>Solve &amp; Share</b>	<b>Visual Learning</b>	<b>Independent Practice</b>	<b>Problem Solving</b>
<b>Page Numbers</b>	<b>333</b>  Read the story problem to your child and have them try to solve using pictures.	<b>334</b>  Read through the steps on looking for groups of 10. Guide your child through problems 1-2.	<b>335</b>  For numbers 3-8, have your child find groups of tens and leftover (ones) by themselves. If they need help, have them put their best answer first.	<b>336</b>  The problems 9-12 are designed to extend your child's thinking using a story. Help may be required for most students.



**Thursday: Lesson 8-4:** Tens and Ones

**Learning Target:** I can count tens and ones to find a two-digit number.

**What students should Understand:** 1) When objects are grouped in sets of tens and leftovers (ones), counting the groups of tens and adding ones tells how many there are in all. 2) Numbers can be used to tell how many. 3) In a standard numeral, the tens are written to the left of the ones.

**Vocabulary:** Tens, Ones

**Lesson Overview:**

<b>Lesson Components</b>	<b>Solve &amp; Share</b>	<b>Visual Learning</b>	<b>Independent Practice</b>	<b>Problem Solving</b>
<b>Page Numbers</b>	<b>337</b>  Fill a bag with counters and have your child estimate how many is inside. Once a guess is given, have them count the counters and write the total.	<b>338</b>  Read through the steps about tens and ones and how it is associated with a number. Guide the child through 1-2.	<b>339</b>  For numbers 3-6, have your child find groups of tens and leftover (ones) by themselves. If they need help, have them put their best answer first.	<b>340</b>  The problems 7-9 are designed to extend your child's thinking using a story. Help may be required for most students.

**Friday: Lesson 8-5:** Continue with Tens and Ones

**Learning Target:** I can use drawings to solve problems with tens and ones.

**What students should Understand:** 1) In a standard numeral, the tens are written to the left of the ones. 2) A drawing can show how many tens and ones are in a number.

**Vocabulary:** Tens, Ones

**Lesson Overview:**

<b>Lesson Components</b>	<b>Solve &amp; Share</b>	<b>Visual Learning</b>	<b>Independent Practice</b>	<b>Problem Solving</b>
<b>Page Numbers</b>	<b>341</b>  Have your child draw the number 28, but using tens and ones.	<b>342</b>  Read through how to show a number using tens and ones. Guide the child through problems 1-2.	<b>343</b>  For numbers 3-8, have your child find groups of tens and leftover (ones) by themselves. If they need help, have them put their best answer first.	The problems 9-12 are designed to extend your child's thinking using a story. Help may be required for most students.