

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.

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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, May 18</b>	<p><b>Reading/Writing: ** <u>Plans at the end of this form.</u></b></p> <p><b>Math: ** <u>Plans at the end of this form.</u></b></p> <p><b>Social Studies:</b> .Watch the video on Community Helpers. In a notebook, make a list of community helpers. Pick 3 and write how they help you. <a href="https://www.youtube.com/watch?v=jt2q1cHsH6E&amp;feature=emb_logo&amp;disable_polymer=true">https://www.youtube.com/watch?v=jt2q1cHsH6E&amp;feature=emb_logo&amp;disable_polymer=true</a></p>
<b>Tuesday, May 19</b>	<p><b>Reading/Writing: ** <u>Plans at the end of this form.</u></b></p> <p><b>Math:** <u>Plans at the end of this form.</u></b></p> <p><b>Science: Chapter 5- Lesson 1 What is Earth?</b> Please read and answer the questions on pages on pages 162-167</p>
<b>Wednesday, May 20</b>	<p><b>Reading/Writing: ** <u>Plans at the end of this form.</u></b></p> <p><b>Math: ** <u>Plans at the end of this form.</u></b></p> <p><b>Social Studies:</b> Watch the Occupations video. In your notebook write what community helper you want to be and draw a picture of yourself as that helper. Draw and label tools you might use. <a href="https://www.youtube.com/watch?v=BOv4EnaeM9w&amp;feature=emb_logo">https://www.youtube.com/watch?v=BOv4EnaeM9w&amp;feature=emb_logo</a></p>

<p>Thursday, May 21</p>	<p>Reading/Writing: <b>** <u>Plans at the end of this form.</u></b></p> <p>Math:<b>** <u>Plans at the end of this form.</u></b></p> <p>Science: Chapter 5- Lesson 2 What are rocks and soil? Please read and answer the questions on pages 169- 173</p>
<p>Friday, May 22</p>	<p>Reading/Writing: <b>** <u>Plans at the end of this form.</u></b></p> <p>Math:<b>** <u>Plans at the end of this form.</u></b></p> <p>Social Studies: Watch the video on types of Communities. Write the types of communities you belong to. Pick of and write why that community is special to you. <a href="https://www.youtube.com/watch?v=IGC0zxcgRNJQ&amp;feature=emb_logo">https://www.youtube.com/watch?v=IGC0zxcgRNJQ&amp;feature=emb_logo</a></p>

## Reading Plans for the Week 5/18-5/22

Families,

*Our overarching goal is:*

- *To make connections to personal experiences, ideas in other texts, and society with adult assistance.*
- *To interact with sources in meaningful ways such as illustrating or writing*

Day 1--Monday, May 18

- Pgs-146-147 The Weekly Question is: *Why is it important to learn about our country's past?*
  - Explain to your child that the text on pp. 146-147 is meant to teach them that they can get information through both words and pictures.
  - Guide your discussion with the following questions:
    - What holidays celebrate America?
    - What do people eat in America?
    - What places are important in America?
    - What are people like in America?
- Page 148-149
  - Look at the picture of the cow, cloud, and clown on this page. Tell your child that the vowel sound /ou/ has two spellings. The sound /ou/ can be spelled ou as in the word cloud. The sound /ou/ can also be spelled ow, as in the word cow and clown.
  - Write the high-frequency words *again, both, how, read, soon*. Tell your child that some words we have to learn by remembering the letters instead of sounding them out.
    - Point to each word as you read it.
    - Then spell the word and read it again.
    - Have your child spell and say the words with you.

- **Pages 158-159**
  - This week we're studying informational text. An informational text has a main, or central, idea.
  - Details tell more about the main idea. Informational texts also have features, such as labels, that help readers locate or gain additional information.
  - As you read informational text:
    - Examine the text and think about what it is mainly about. What is the main, or central, idea?
    - Find important details in the text. What do these details explain about the main idea?
    - Look at the text's features and graphics. How do bold words, labels, and other special features help you gather more information?
- **Page 179**
  - Review the academic vocabulary for this unit by completing this page.
- **Page 183**
  - Complete this page capitalization.

### Day 2--Tuesday, May 19

The expectation is that most children will need help with reading this selection.

- **Pgs 151**
  - Continue to work on the sound /ou/ spelled ow and the sound /ou/ ou. Write the following words on small pieces of paper: brown, chow, cloud, crowd, found, ground, gown, mouth, frown, ouch. Have your child sort the words into 2 columns.
- **Pg 160**
  - Read and discuss the words: *field, stars, patch, stripes*
- **Pgs 161-173**
  - 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
- **Pgs 174-175**
  - Have your child complete these pages to review the new words that were learned before reading the story and to check for understanding of the selection you read.
- **Pg 182-Complete**

### Day 3--Wednesday, May 20

- **Pg 152--High Frequency words--spell and say the word**
- **Pgs 153-154**
  - Read and decode words with ai and ay. Write the following words for your child: *play, claim, stay, gain, brain, way, and gray*. Complete pages 153 -154 to practice reading ai and ay words.
- **Pgs 161-173**

- Today you'll revisit the selections you read yesterday on pages 161-167 and 169-173. Tell your child that when readers compare and contrast texts, they look at details in each text to see what is especially important. To compare and contrast texts, your child should:
  - determine the topic, or what the texts are about.
  - look for ways the texts are alike or different.
  - note the features included in each text.
- Underline evidence of comparing text on page 163 and 170-Complete

- Pg 176--Complete

#### Day 4--Thursday, May 21

- Pgs 155-157
  - Read and talk about the words *how*, *soon*, *both*, *read*, and *again*. Practice the skills learned this week by reading *Raise the Flag* on pages 155-157.
- Pgs 161-173
  - Revisit pages 161-167 and 169-173 once again.
  - Stress with your student today that readers' details add important pieces of information about a main idea.
  - Look through the texts. What details can you find?
  - Evaluate the details. Which details are most important to understanding the topic of the text?
  - Practice this skill on pages 166, 167, 172 and 173.
- Pg 177
  - After reading the story and highlighting, complete this page.
- Pg 180--Complete
- Pg 181--Put words in alphabetical order

#### Day 5--Friday, May 22

- Pg 150--complete
- Pgs 155-157
- Pg 184
  - Complete this page on editing punctuation marks.
- Pg 185
  - Complete (verbs)

## Math Unit 10 Lessons 1-5

**Monday: Lesson 10-1:** Adding Tens using Models

**Learning Target:** I can add two multiples of 10.

**Vocabulary:** compare, greater than, less than

**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>401</b>  Read the problem and have your child try to solve the problem on their own.	<b>402</b>  Read through the steps on the skill for the day. Do the guided practice problems while guiding your child to correct answers.	<b>403</b>  For independent problems, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	<b>405</b>  These problems are designed to extend your child's thinking using a story. Help may be required for most students.

**Tuesday: Lesson 10-2:** Mental Math: Ten More than a Number

**Learning Target:** I can use mental math to add tens to two-digit numbers.

**Vocabulary:** compare, greater than, less than

**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>405</b>  Read the problem and have your child try to solve the problem on their own.	<b>406</b>  Read through the steps on the skill for the day. Do the guided practice problems while guiding your child to correct answers.	<b>407</b>  For independent problems, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	<b>408</b>  These problems are designed to extend your child's thinking using a story. Help may be required for most students.

**Wednesday: Lesson 10-3:** Add Tens and Ones Using a Hundred Chart

**Learning Target:** I can use a hundreds chart to add tens and ones.

**Vocabulary:** compare, greater than, less than

**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>409</b>	<b>410</b>	<b>411</b>	<b>412</b>
	Read the problem and have your child try to solve the problem on their own.	Read through the steps on the skill for the day. Do the guided practice problems while guiding your child to correct answers.	For independent problems, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	These problems are designed to extend your child's thinking using a story. Help may be required for most students.

**Thursday: Lesson 10-4:** Add Tens and Ones using an Open Number Line

**Learning Target:** I can use a number line to solve addition problems.

**Vocabulary:** compare, greater than, less than

**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>413</b>  Read the problem and have your child try to solve the problem on their own.	<b>414</b>  Read through the steps on the skill for the day. Do the guided practice problems while guiding your child to correct answers.	<b>415</b>  For independent problems, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	<b>416</b>  These problems are designed to extend your child's thinking using a story. Help may be required for most students.



**Friday: Lesson 10-5:** Add Tens and Ones using Models

**Learning Target:** I can solve addition problems by using blocks or drawings.

**Vocabulary:** compare, greater than, less than

**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>417</b>  Read the problem and have your child try to solve the problem on their own.	<b>418</b>  Read through the steps on the skill for the day. Do the guided practice problems while guiding your child to correct answers.	<b>419</b>  For independent problems, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	<b>420</b>  These problems are designed to extend your child's thinking using a story. Help may be required for most students.