

E-Learning Activities for Students

1st Grade - Day One

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Math Facts	Word List	Structures for Survival	Rights and responsibilities	P.E.
Objective:	Student will practice addition facts with numbers from 0 to 20.	Student will be able to read and write 15 words.	Students will identify an animal and it's structures used for survival.	Students will identify 2 rights and responsibilities in each school and home.	Students will stay active for 25 minutes.
Materials:	Paper and pencil	Paper and pencil	Crayons, paper and pencil	Paper and pencil and crayons	Clock or timer
Activities and Instructions:	Have your child answer the following: 1+3 = 5+2 = 3+3= 7+1= 4+5= 6+4= 5+5= 1+9= 4+3= 4+0= 10+2= 11+4= 12+6= 5+13= 4+14= 15+2= 3+16 17+2= 18+0=	1. Have your child read the following 15 words: they, number, come, over, some, should, where, have, why, where, when, who, very, also, there 2. Have your child write each word 3 times.	Have your student pick any animal they choose and write about what structures (body parts) the animal has that allows it to survive. (example: a shark has sharp teeth to catch and eat prey. It has gills to help it breathe in the ocean).	Students will write and draw 2 responsibilities at home and at school they have and a right that they have at home and at school.	Have your student perform each exercise as many times as they can for 5 minutes with rest between each exercise. - Jumping Jacks - Squats - Pushups - Mountain climbers - Jogging/Running
Independent Practice:	Have your child skip count by 2s, 5s, 10s.	Have your child find these words in your home. This could be on a book, cereal box, a toy, etc.	Have your child label the structures on the picture.	Write one sentence about what would happen if each right or responsibility was not done.	Have your child play/exercise outside.
Check for Understanding:	Have your child write a story problem using 3 of the above equations.	Have your child pick 10 words and write them in a sentence.	Have your child tell you about another animal and it's structures.	Discuss with your child how their responsibilities are different and the same as the adults.	Have your child explain to you how to do one of the exercises given.

Every Day: Read for 15 minutes (or go on [RazKids](#) or [MyOn](#)). Write three sentences about what you read. Be active for 30 minutes without any technology.

Parent Signature: _____

E-Learning Activities for Students

1st Grade - Day Two

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Shapes around the house	Sight Words	Candy Coating Experiment	Being a Good Citizen	Music & Art
Objective:	I can distinguish between different 2-D and 3-D shapes.	Student will be able to read and write 10 sight words.	Student will hypothesize what happens to candy when submerged in a liquid	Students will identify ways that they could be a good citizen both at home and in the community.	Students will listen to music and create an accompanying art project.
Materials:	Pencil, paper, crayons	Paper, pencil	Candy, water, container	Pencil, paper, crayons	Pencil, paper, crayons
Activities and Instructions:	<p>Have your child find the following 3-D shapes around the house:</p> <ul style="list-style-type: none"> ● Cylinder ● Cube (square box) ● Rectangular prism (long box) ● Cone 	<p>Have your child correctly identify the following sight words: they, very, where, there, here, over, down, said, one, between.</p>	<p>Have your child explain what they think will happen to different candies when submerged in water. Then, have them put the candies in the water and check back periodically (1 hour, 6 hours, 24 hours)</p> <p>https://kids.nationalgeographic.com/explore/books/try-this-candy-coating/</p>	<p>Have your child identify 2 ways they could be a good citizen at home and 2 ways in the community and write them down.</p>	<p>Have your child listen to their favorite song and then using paper, pencil, and crayons have your child create a drawing that represents their favorite song.</p>
Independent Practice:	Then, have your student draw a picture using only 2-D geometric shapes (circle, square, triangle, rectangle, etc.)	Have your child write two sentences utilizing the sight words above.	Have your child draw a diagram of what happened to the candies and write a sentence or two explaining why this happened.	After their list is completed, have your child pick one of these and draw a picture that goes with the sentence.	Have your child complete the song inspired drawing.
Check for Understanding:	Have your child explain to you the different shapes in their picture and what the characteristics of that shape are.	Have your child read their sentences back to you checking for correct spelling, punctuation, and capitalization.	Have your child explain to you what happened to the candies and why.	Have your child explain their picture to you and how it demonstrates being a good citizen.	Have your child explain their picture and how it represents their favorite song to you or someone else at home.

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E-Learning Activities for Students

1st Grade - Day Three

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Math Number Line	Fiction Creation Writing	Superpowers for Survival	Community Goods & Services	Nature Art
Objective:	Student will practice addition and subtraction facts with number lines from 0 to 20 and 0 to 100.	Student will be able to build a fiction story using objects and draft out a piece to publish.	Students will identify an animal with a survival structure that could be used as a superpower.	Students will identify important services and goods from within our community.	Students will create a nature scenery art piece.
Materials:	Paper and pencil	Objects, paper, and pencil	Crayons, paper and pencil	Paper, pencil, and crayons	Crayons, paper, & any other media items desired
Activities and Instructions:	<p>1. Have your child draw a number line 0-20 labeled by 1's and a second number line 0-100 labeled by 10's.</p> <p>2. Student will show work by drawing hops up or down on the number lines to answer the following: Number Line 0-20: $7+2=$ $6+4=$ $9+6=$ $12+5=$ $10+8=$ $10-3=$ Number Line 0-100: $20-10=$ $18-8=$ $10+30=$ $40+20=$ $80+20=$ $70+10=$ $90-20=$ $50-30=$</p>	<p>1. Have your child gather items from around the house to build a fiction scene to brainstorm a storyline. Legos, blocks, and characters like animals, dragons, unicorns, fairies, pirates, etc. work great to start.</p> <p>2. Have your child tell you about their scene to help start their storyline. Ask questions like "who, what, where, why, how" when they are expressing their story ideas.</p> <p>3. Leave the scene built in front of your child as they write the beginning, middle, and end of a story to match their creation.</p> <p>4. Your student should sound out the words as best as they can, add illustrations, and check capitals plus punctuation for publishing.</p>	<p>1. Have your student look around the house for animal books, photos, or outside observations.</p> <p>2. Pick any animal they choose and talk about what structures (body parts) the animal has that allows it to survive. (example: a shark has sharp teeth to catch and eat prey. It has gills to help it breathe in the ocean).</p> <p>3. Your student will pick one survival defense that could be seen as a superpower. Write a sentence describing how that animal defense superpower helps survival.</p>	<p>1. Students will write and draw 2 important services from within our community and 2 favorite goods you use at home.</p>	<p>1. Have your student look outside at the sky changing from day to night, landscapes, or study any nature photos from books, etc. to create their own nature piece of artwork.</p> <p>2. Your child will use crayons, paper, or other materials to display something from nature.</p>
Independent Practice:	Have your child write 0-120 counting by 1's, without any number reversals.	Have your child find fictional books around the house and picture walk through them for ideas to build their own storyline creation.	Have your child color and label the structures on the animal picture.	Write one sentence about what would happen if each service or good was not available.	Have your child go play outside to brainstorm ideas, take notes, or collect items to draw for their nature art piece.
Check for Understanding:	Have your child write a story problem using any of the above equations.	Have your child read their finished fiction story to family members, while displaying illustrations and the fiction scene built.	Have your child tell you about one of their own structure features that helps them survive or could be seen as their superpower.	Discuss with your child how our community has many goods and services that play important roles.	Have your child explain to you how they interpreted nature and expressed so on their piece of artwork.

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E-Learning Activities for Students

1st Grade - Day Four

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Skip Counting	Sight Words	Measurement Experiment	Good Citizenship-Kindness	Shapes Around You - Art
Objective:	I can skip count by 5's and 10's.	I can find and read 1st grade sight words.	I can use non-standard units to measure items in my house.	I can identify ways to be a good citizen by showing kindness.	I can use shapes to draw a picture.
Materials:	Paper and Pencil	Objects around the house, paper and pencil	Items around house (Ex. toothpicks, silverware, toys, cars, crayons, etc)	Paper and pencil	Paper and pencil, crayons
Activities and Instructions:	<ol style="list-style-type: none"> 1. Have your child start at 0, and skip count by 5's to 100 while doing jumping jacks. 2. Have your child then count by 10's to 100 while having them hop in place as they say each number. 3. You can extend the activity by having them start at any number and continue skip counting while doing a different stretch. Ex. 13, 23, 33, 43 etc. 	<ol style="list-style-type: none"> 1. Have your child choose a book or another object with words to read. (Ex. a cereal box, newspaper, magazine). 2. Have your child locate and read various sight words from the text. 3. You can also give your child words and have them find them. 	<ol style="list-style-type: none"> 1. Choose an item you want to measure. Measure the item by placing your units (ex. toothpicks) end to end. Count them. Use another unit (ex. cars) to measure the item again. 3. Compare them. (Ex. It took 5 toothpicks but it took 4 cars to measure the shoe.) 4. Discuss why you needed more or less of a unit. 	<ol style="list-style-type: none"> 1. Have your child make a list of acts of kindness they can do around the house to show good citizenship. 2. Then, have your child set a goal and choose one thing from the list that they are going to do that day. 	<ol style="list-style-type: none"> 1. Have your child draw a picture using shapes. 2. Examples: Use circles, squares, rectangles, triangles, etc. to draw a train. Use triangles and squares to draw a giraffe. Use 2 triangles and 1 circle to draw a mouse head.
Independent Practice:	Have your child skip count by 5's and 10's and write the numbers down in order.	Have your child write down 10-15 words they located on the text.	Repeat activity using different items and units.	At the end of the day, discuss with your child how they did towards their goal.	Write a paragraph explaining which shapes, and how many shapes, you used to create your picture.
Check for Understanding:	Check your child's paper or use the extension activity listed above.	Write three sentences using words from the objects/texts.	Have your child draw a picture and write a sentence to show their work.	Have your child choose an additional item from the list that they will focus on tomorrow.	Have your child show you their picture and read their paragraph to you. Discuss the picture with your child.

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E-Learning Activities for Students

1st Grade - Day Five

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Clocks	Nonfiction	Light & Sound	Past & Present	Music
Objective:	Students will read and draw/write given times in an analog and digital format.	Students will create a nonfiction writing piece based on an animal using nonfiction text features.	Students will identify things that make sound and produce light.	Identify differences in communication, transportation and daily tasks from past to present.	Students will express their own musical abilities by exploring the sounds and patterns different things can make.
Materials:	Paper and pencil Clocks (around the house as a reference)	Paper, pencil, crayons, nonfiction books/online resources for information	Paper, pencil, crayons	Paper and pencil and crayons	Objects around the house (things that can make noise)
Activities and Instructions:	<ol style="list-style-type: none"> 1. Discuss with your child what time they do certain tasks during the day (bed time, eating lunch, waking up, etc.) and have them draw an analog clock to match that time. (On the hour or half-hour) Have them identify and draw at least 3 clocks. 2. Have your child translate those times into digital times. 3. Extend the activity by selecting 2 times (on the hour or half-hour) and discussing how much time has passed between the two. 	<ol style="list-style-type: none"> 1. Have your child select an animal to research. Find information to describe that animal (what it looks like, what it eats, where it lives, interesting facts.) 2. Create a nonfiction writing piece by putting this information into their own words. 3. Students should include nonfiction text features (title, realistic drawings, labels) to enhance their writing. 4. Children should sound out words the best they can, add drawings, and check for punctuation within their work. 	<ol style="list-style-type: none"> 1. Have your child go for a walk or look out the window. They should be quiet in order to listen to any sounds they hear while on the walk. Have them write down or draw things that made a sound while on their walk. 2. Have your child look around and draw/write things that produce light. 	<ol style="list-style-type: none"> 1. Discuss with your child the terms present, past, and future. Ask them what things they use or can use to communicate and get from one place to another and make a list. 2. Discuss ways people communicated and got from place to place in the past. (letters, landline phones, walking, horse/wagon) 3. Discuss the differences and similarities between past and present. 	<ol style="list-style-type: none"> 1. Have your child explore various household items and how they can be used to make music. (Parent discretion for the objects students are able to use) 2. Emphasize the use of patterns with rhythm and tempo, sounds that are louder and softer with the different objects that are used.
Independent Practice:	Give your child 3 digital times and have them match those times to an analog clock. (Use times on the hour or half-hour)	Have your child find nonfiction books around the house or online to locate nonfiction text features and information about animals.	Have your child write 1 sentence about something that makes sound and 1 sentence about something that produces light along with illustrations of those objects.	Have students draw a picture of one of the discussed communication or transportation methods from past/present and write a sentence about their picture..	Explore the sounds and patterns that can be made using at least 5 different household items.
Check for Understanding:	Check your child's paper from the above activities.	Have your child read their nonfiction writing piece to family members out loud.	Ask your child to name 2 things that make sound and 2 things that produce light.	Check your child's paper from the above activity.	Have your child select 3 objects and put them in order of loudest to softest.

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E-Learning Activities for Students

1st Grade - Day Six

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Math Facts	Word List	Structures for Survival	Rules and Laws	P.E.
Objective:	Students will practice addition and subtraction facts with numbers from 0 to 20.	Students will be able to read and write 15 words.	Students will identify an animal and it's structures used for survival.	Students will identify 2 rules they have at home to help our Earth and 2 rules they have at school to help our Earth.	Students will stay active for 25 minutes.
Materials:	Paper and pencil	Paper and pencil	Paper, pencil and crayons	Paper, pencil and crayons	Clock / Music
Activities and Instructions:	Add: $5+5 =$ $4+5 =$ $3+7 =$ $2+3 =$ $10+0 =$ $15+3 =$ Subtract: $9 - 2 =$ $10 - 3 =$ $8 - 8 =$ $6 - 4 =$ $5 - 0 =$ $14 - 1 =$ Challenge: $3+4+2 =$ $2+3+5 =$	1. Have your child read the following 15 words: are, also, what could, come, does each, from, for here, have, over said, they, your 2. Have your child write each word 3 times.	1. Have your child observe/visualize a squirrel. 2. Have your child draw the squirrel doing 2 things it needs to do to survive.	Students will write and draw how they can help the Earth with 2 rules they have at home and 2 rules they have at school.	Warm up with some stretches. Put on your child's kid friendly playlist and just dance! Challenge: Incorporate squats, push-ups, sit-ups and jumping jacks into the dance moves.
Independent Practice:	Have your child count by ones to 120. Have your child skip count by 2s, 5s, and 10s.	Have your child find these words in your home. This could be on a book, cereal box, a toy, etc.	Have your child label the 2 drawings. For example: The squirrel gathers nuts.	Write one sentence about what would happen if a rule at home or school is not followed to help the Earth.	Take it outside: Have your child jog, walk or run around the yard.
Check for Understanding:	Have your child write a story problem using 3 of the above equations.	Have your child pick 10 words and write them in a sentence.	Have your child tell you about what other animals in our community or backyard do to survive.	Discuss with your child why rules are important to follow to help the Earth.	Have your child explain to you why exercise is important.

Every Day: Read for 15 minutes (or go on [RazKids](#) or [MyOn](#)). Write three sentences about what you read. Be active for 30 minutes without any technology.

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