At Home Learning Resources

Grade 1 - Week 6

<table>
<thead>
<tr>
<th>Content</th>
<th>Time Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy Instruction</strong></td>
<td>10-20 minutes daily</td>
</tr>
<tr>
<td>(Watch a mini lesson, and/or complete online learning)</td>
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<tr>
<td><strong>Reading</strong></td>
<td>At least 20 minutes daily</td>
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<tr>
<td>(Read books, watch books read aloud, listen to a book)</td>
<td>(Could be about science, social studies, etc)</td>
</tr>
<tr>
<td><strong>Writing or Word Work or Phonics/Vocabulary</strong></td>
<td>20-30 minutes daily</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>30 minutes daily</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>45 minutes per week</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>30 minutes per week</td>
</tr>
<tr>
<td><strong>Arts, Physical Education, or Social Emotional Learning</strong></td>
<td>30 minutes daily</td>
</tr>
</tbody>
</table>

These are some time recommendations for each subject. We know everyone’s schedule is different, so do what you can. These times do not need to be in a row/in order, but can be spread throughout the day.
Grade 1 ELA Week 6

Your child can complete any of the activities in weeks 1-5. These can be found on the Lowell Public Schools website: https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3797

This week continues the focus on poetry. Your child can make their own book of poetry using the poems included and by writing their own.

Read the poems and answer the questions in writing that follow. Try the Haiku poetry challenge. Enjoy!

My Poetry Book

By:
Aquarium by Valerie Worth

Goldfish

Flash

Gold and silver scales;

They flick and slip away

Under green weed-

But round brown snails

Stick

To the glass

And stay.
Keys to the Universe

By Francisco Alarcon

my Grandpa Pancho taught us

my brothers my sisters and me

our first letters in Spanish

his living room was our classroom

“and these are the true keys to the universe”

he’d tell us pointing to the letters

of the alphabet on the makeshift blackboard
Barefoot
Valerie Worth

After that tight
Choke of sock
And blunt
Weight of shoe,

The foot can feel
Clover’s green
Skin
Growing,

And the fine
Invisible
Teeth
Of Gentle Grass,

And the cool
Breath
Of the Earth
Beneath.
Morning Yolks
By Francesco X. Alarcon

Auntie Reginalda
always served us
delicious breakfasts
little yellow suns
smiling in our plates
Raw carrots taste
Cool and hard,
Like some crisp metal.

Horses are
Fond of them,
Crunching up

The red gold
With much wet
Juice and noise

Carrots must taste
To horses
As they do to us.
Families, Families by Dorothy and Michael Strickland

FAMILIES,FAMILIES
All kinds of families.
Mommies and daddies,
Sisters and brothers,
Aunties and uncles
   And cousins, too.

FAMILIES, FAMILIES
All kinds of families.
People who live with us,
People who care for us,
Grandmas and grandpas,
   And babies, brand new.

FAMILIES, FAMILIES
All kinds of families.
Coming and going,
Laughing and singing,
Caring and sharing,
   And loving you.
A Pattern of My Favorites

I don't like asparagus.
I like broccoli.
I don't like spinach.
I like peanut butter and jelly.
I don't like tomatoes.
I like apples.
I don't like squash.
I like French toast.
I don't like avocados.
I like rice.

A pattern of my favorites.

—Shannon A. Sharkey
Name __________________________________________

Poem __________________________________________

Here is the picture the poem made in my mind

Here are some words or phrases that helped make this picture:

________________________________________

________________________________________

________________________________________

________________________________________

Adapted from Georgia Heard (2004)
Haiku from Don’t Step on the Sky by Miriam Chaikin

A blade of grass
Pushes through the cement.
Hello, world.

A brook rushing
Over stones-
the sound of happiness.

Rain. At last!
How happy the grass is.
Me too.

Night lights.
Raindrops on my window.
A gallery of diamonds.

After the rain
A puddle. Careful.
Don’t step on the sky.
KEEP A HA IKU DIARY
FOR ONE WHOLE DAY

A HA IKU IS, GENERALLY, A THREE-LINE POEM WHOSE LINES CONTAIN FIVE, SEVEN, AND FIVE SYLLABLES, RESPECTIVELY.

YOU COULD COMPOSE A POEM AT EVERY MEAL, OR WRITE ONE EVERY HOUR. PAY ATTENTION. BE OBSERVANT. LOOK FOR "POEM-WORTHY" THINGS AROUND YOU.

EXAMPLE:
FRUIT LOOPS FOR BREAKFAST
MY MILK BECAME A RAINBOW
I GULPED IT ALL DOWN

BONUS ACTIVITY:
ILLUSTRATE YOUR HA IKUS!

BONUS BONUS ACTIVITY:
LOOK UP SOME OTHER POETIC FORMS AND KEEP ANOTHER POEM DIARY!

jarrettlerner.com

THIS ACTIVITY WAS INSPIRED BY JILL MERKLE!
Lesson 9: Solve add to with result unknown and put together with result unknown math stories by drawing, writing equations, and making statements of the solution.

Name ___________________________ Date __________________

Draw a picture and write a number sentence to match the story.

Ben has 3 red balls and gets 5 green balls. How many balls does he have now?

\[ \square + \square = \square \]

Ben has ________ balls.
Lesson 12: Solve add to with change unknown math stories using 5-group cards.

Name _________________________________     Date ________________

Draw a picture, and count on to solve the math story.

Bob caught 5 fish. John caught some more fish. They had 7 fish in all. How many fish did John catch?

Write a number sentence to match your picture.

[ ] + [ ] = [ ]

John caught _________ fish.
Lesson 7: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total.

Name ___________________________ Date ________________

Do as many as you can in 90 seconds. Write the number of bonds you finished here:

1. ___________________________ 2. ___________________________ 3. ___________________________

4. ___________________________ 5. ___________________________ 6. ___________________________

7. ___________________________ 8. ___________________________ 9. ___________________________

10. ___________________________ 11. ___________________________ 12. ___________________________

13. ___________________________ 14. ___________________________ 15. ___________________________

16. ___________________________ 17. ___________________________ 18. ___________________________

19. ___________________________ 20. ___________________________ 21. ___________________________

22. ___________________________ 23. ___________________________ 24. ___________________________

25. ___________________________

Number bond dash 8
Lesson 8 Fluency Template

Name ____________________________ Date ____________

Do as many as you can in 90 seconds. Write the number of bonds you finished here:

1. [9] [8]

2. [9] [7]

3. [9] [8]

4. [9] [7]

5. [9] [9]

6. [9] [6]

7. [9] [7]

8. [9] [6]

9. [9] [5]

10. [9] [4]

11. [9] [8]

12. [9] [1]

13. [9] [7]

14. [9] [2]

15. [9] [6]

16. [9] [5]

17. [9] [6]

18. [9] [7]

19. [9] [2]

20. [9] [3]


22. [9] [1]

23. [9] [2]

24. [9] [0]

25. [9] [2]

number bond dash 9

Lesson 8: Represent all the number pairs of 10 as number bonds from a given scenario, and generate all expressions equal to 10.

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Lesson 9: Solve add to with result unknown and put together with result unknown math stories by drawing, writing equations, and making statements of the solution.
**Lesson 19: Represent the same story scenario with addends repositioned (the commutative property).**

<table>
<thead>
<tr>
<th>Number</th>
<th>Correct:</th>
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</thead>
</table>

| Name ___________________________ | Date ____________ |

*Count on to add.*

<p>| | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>1 + 1</td>
<td>16.</td>
<td>4 + 3</td>
</tr>
<tr>
<td>2.</td>
<td>2 + 1</td>
<td>17.</td>
<td>3 + 3</td>
</tr>
<tr>
<td>3.</td>
<td>3 + 1</td>
<td>18.</td>
<td>4 + 3</td>
</tr>
<tr>
<td>4.</td>
<td>3 + 2</td>
<td>19.</td>
<td>3 + 4</td>
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<td>5.</td>
<td>2 + 2</td>
<td>20.</td>
<td>2 + 4</td>
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<td>6.</td>
<td>3 + 2</td>
<td>21.</td>
<td>4 + 2</td>
</tr>
<tr>
<td>7.</td>
<td>2 + 2</td>
<td>22.</td>
<td>5 + 2</td>
</tr>
<tr>
<td>8.</td>
<td>3 + 0</td>
<td>23.</td>
<td>2 + 5</td>
</tr>
<tr>
<td>9.</td>
<td>3 + 1</td>
<td>24.</td>
<td>2 + 6</td>
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<td>10.</td>
<td>3 + 2</td>
<td>25.</td>
<td>6 + 3</td>
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<tr>
<td>11.</td>
<td>5 + 2</td>
<td>26.</td>
<td>3 + 6</td>
</tr>
<tr>
<td>12.</td>
<td>5 + 3</td>
<td>27.</td>
<td>2 + 7</td>
</tr>
<tr>
<td>13.</td>
<td>5 + 2</td>
<td>28.</td>
<td>3 + 7</td>
</tr>
<tr>
<td>14.</td>
<td>5 + 3</td>
<td>29.</td>
<td>2 + 8</td>
</tr>
<tr>
<td>15.</td>
<td>6 + 3</td>
<td>30.</td>
<td>3 + 6</td>
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Lesson 19: Represent the same story scenario with addends repositioned (the commutative property).

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Name ____________________________ Date ________________

*Count on to add.

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<tbody>
<tr>
<td>1.</td>
<td>2 + 1</td>
</tr>
<tr>
<td>2.</td>
<td>1 + 1</td>
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<tr>
<td>3.</td>
<td>2 + 1</td>
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<tr>
<td>4.</td>
<td>2 + 2</td>
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<td>5.</td>
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Optional STEM Challenge
Make a tall tower.

MATERIAL OPTIONS
- building bricks
- linking cubes
- index cards and tape
- mini cups
- wooden planks
- magnetic blocks

RESOURCES
- STRONG TRIANGLES
- TALLEST BUILDINGS IN THE WORLD
- SKYSCRAPERS
- CUP TOWERS
TALL TOWER
Maker Station Creation

Name: ____________________

Blueprint

MATERIALS

How tall is your tower?

______ cubes

Color the shapes that you used.
DIY ACTIVITY

DANCING SPRINKLES
GRADES K-2

SUMMARY

- Use the vibrations from a speaker to make sprinkles bounce around!
- Time Required: 15 minutes
- Difficulty: Easy
- Cost: $0-5

PROCEDURE

1. Cover the bowl with plastic wrap, keeping the plastic wrap stretched very tight.
2. Use the rubber band to hold the plastic wrap in place.
3. Place the bowl very close to a speaker.
4. Place a handful of candy sprinkles on the plastic wrap.
5. Play some loud music through your speaker and observe.

Tip: If it is not working, make sure the plastic wrap is very tight, that the speaker is very loud and that the bowl is very close to it. You can also try different songs.

WHAT IS GOING ON HERE?

The speaker creates sound and sound causes things to vibrate. Since the bowl is so close to the speaker, the vibrations in the air make the plastic wrap on the bowl vibrate. This causes the candy sprinkles to bounce around on the plastic wrap.

MATERIALS NEEDED

- Large glass bowl
- Piece of clear plastic wrap
- Large rubber band
- Handful of candy sprinkles (salt or rice may also be used)
- Powerful speaker
- Music player

AS A CLASS, WATCH THE GENERATION GENIUS INTRODUCTION TO SOUND VIDEO.

https://www.generationgenius.com/?share=FF676
What is a Rule?

Read Aloud: Jamaica’s Find by Juanita Havill
https://www.youtube.com/watch?v=kREAJUaRzTk

After watching the read-aloud, talk with someone about these questions:
1. Why does Jamaica return the stuffed dog to the park?
2. Is there a rule that made Jamaica return the dog?
3. Are there rules inside ourselves that we follow even when there are no spoken or written rules?

Draw a picture below of you following a rule that you know. Under your picture, explain what is happening with a complete sentence.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
abc spell match-up  My name is ___________________

a

__ow

bab

b

__nt

b

__ed

c

__ake

c

__all

b

__up
# ESL at Home Gr. K-2 Weeks 5-6

Use notebook paper to complete these activities. Do one each day!

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is your favorite book or movie character? Write or draw what would happen if you met them in real life.</td>
<td></td>
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<tr>
<td>Look at the food in your home. Create a silly pretend menu for lunch. <strong>Example</strong>: Cheez-it and syrup sandwich with tuna fish juice.</td>
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<tr>
<td>Can you unscramble these animal names? caro rwmo cnaotu rumle</td>
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</tr>
<tr>
<td>Write or draw a list of your family’s favorite foods.</td>
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<tr>
<td>Create your own superhero. Draw and label a costume and superpowers.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use boxes or books to create a ramp. Find five things to roll down the ramp.</td>
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<tr>
<td>What is in your neighborhood? Draw and label a map of the homes and streets around you.</td>
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</tr>
<tr>
<td>Take a walk in your neighborhood. Count the number of doors and windows you see.</td>
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<tr>
<td>Tally the shoes in your house. Who has the most? Who has the least?</td>
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<tr>
<td>Choose two animals, like a horse and an alligator. Imagine what they would look like if they were put together. Draw it!</td>
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