

First Grade Non-Traditional Instruction

1. Each day, follow the calendar of activities. Activities should be completed in the order they are listed. Day 11 activities should be completed on day 11, day 12 on day 12, etc.
2. Record activities and initial calendar or use planner if needed **daily** for reading and math.
3. If you do not have the ability to print the graphic organizers, you may recreate them on a piece of paper for your child.
4. Packets will also be available for pickup.
5. Every Friday, a picture of Wednesdays work will need to be sent to your teacher.
6. Specials assignments can be found beginning on page 49. Please complete one specials activity each day.
7. Don't forget, we are here to help.

Helpful Reminders:

- If possible, do 20 minutes of Lexia and 20 minutes of Success Maker each day. (Login information is included at the end of the packet if your child does not know how to log in)
- We will be available from 8-3:30 Mon-Fri for questions and feedback. Feel free to email any first grade teacher.

Student Work Calendar

 Name: _____

Please initial each day after completing each activity. By Friday, please submit Wednesday's work and a picture of this student completion calendar to your teacher through email.

April 20-24	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Math					

April 17-May 1	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Math					

Monday, April 20, 2020

Day 11

Reading: R.L.1.6

1. Get your copy of the “Point of View” organizer from page 4 and a pencil.
2. Watch the read aloud of Click, Clack, Moo and whole group reading lesson.
<https://youtu.be/9ei35w84Y50>
3. Watch as Mrs. Smith helps you begin the “Point of View” graphic organizer. Complete the rest of the organizer on your own.
<https://www.youtube.com/watch?v=dvjfXro-Wpw&feature=youtu.be>

Math: NBT.2

1. Watch the math introduction video.
Video link: <https://youtu.be/1EL-tzDAYss>
2. Follow up with the letter on pages 5 and 6.
3. Complete “How many toes?” on page 7.

*Contact your teacher if you can't view the links.

Name: _____

Title: _____



Whose point of view is the story from?

How would the story change if the story was written from another character's point of view?



NAME _____

DATE _____

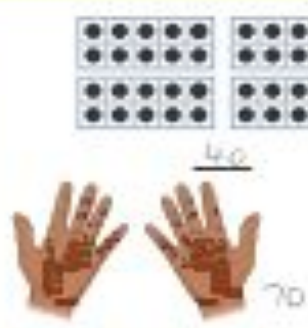

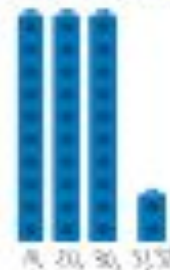
(PAGE 1 OF 2)

About the Mathematics in This Unit

Dear Family,

For the next few weeks we will be working on a new mathematics unit called *How Many Tens? How Many Ones?* Your child will be counting by groups, initially by 2s and by 5s, which lays the foundation for counting by 10s and their work with groups of tens and ones and place value. We will work on adding and subtracting 10 to any number and on adding and subtracting multiples of 10. Students will also be developing strategies for adding 2-digit numbers. Throughout this unit, students work with contexts and models that represent 10s and 1s, and they are encouraged to use these models to represent their work.

Throughout this unit, students will be working toward these goals:

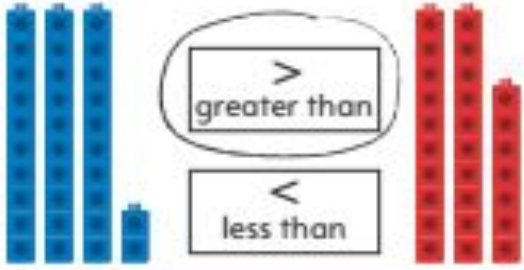

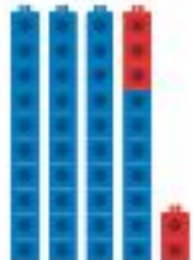
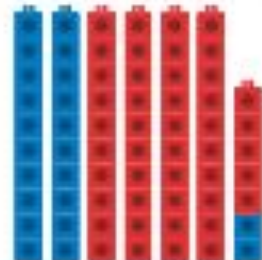
Benchmarks/Goals	Examples
Understand that the numbers 10, 20, 30, ... 90 are composed of 1, 2, 3, ..., 9 tens.	 <p>There are 7 people. If everyone has 10 fingers, how many fingers are there?</p>
Label a set of up to 120 objects, organized into tens and ones, with a numeral; given a numeral, show it with tens and ones.	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>How many cubes?</p>  </div> <div style="text-align: center;"> <p>Can you show 32?</p>  </div> </div>

NAME _____

DATE _____

(PAGE 2 OF 2)

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Subtract multiples of 10 from multiples of 10 up to 90.	Build 50. Remove 20. How many now? $50 - 20 = 30$
Use greater than and less than symbols to compare two 2-digit numbers.	 <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;"> $>$ greater than </div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;"> $<$ less than </div> </div>
Add/subtract 10 to/from any 2-digit number.	$37 + 10 = 47$ $42 - 10 = 32$ 
Use models to add numbers with totals under 100.	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">37</div> <div style="margin: 0 10px;">$+$</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">5</div> <div style="margin-top: 10px;">  </div> <p>$37 + 5 = 42$</p> </div> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">22</div> <div style="margin: 0 10px;">$+$</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">45</div> <div style="margin-top: 10px;">  </div> <p>$22 + 45 = 67$</p> </div> </div>

As we engage in the mathematics of this unit, students will continue to share their reasoning and solutions. As they work on problems at home, continue to ask questions that encourage your child to extend his or her thinking and explain his or her reasoning.

NAME _____

DATE _____

How Many Toes?

Solve each problem. Show your work.



- 1 There are 4 people at the park.
If everyone has 10 toes,
how many toes are there?

- 2 There are 9 people at the park.
If everyone has 10 toes,
how many toes are there?

NOTE

Students use what they know about groups of 10 to solve story problems.

MW How Many Tens?

Tuesday, April 21, 2020
Day 12

Reading: RF.1.3

1. Get your copy of the phonics worksheet on page 9 and a pencil.
2. Watch the video of blending and building words with /oo/ spelled oo, ew, ue, and u_e.
<https://youtu.be/kBaMLf1A-mg>
3. Complete the phonics worksheet.

*See page 46 for an extra phonics lesson.

Math: NBT.2

1. Watch the Counting By Tens video
<https://www.youtube.com/watch?v=6bh-h-GEHw>
2. Complete “How many cubes? How many towers of 10?” on pages 10 and 11.

*Contact your teacher if you can't view the links.

Name _____

Read the words in the box. Say each word.

moon

tune

flew

blue

fruit

soup

enough

door

A. Use the clues to write a spelling word on the line.1. starts like **blast** + ends like **due**

2. starts like **toy** + ends like **June**

3. starts like **frog** + ends like **suit**

4. starts like **make** + ends like **soon**

5. starts like **flag** + ends like **new**

**B. Write your own sentence. Use a word from the box.
Check that there are spaces between words.**

6.

NAME _____

DATE _____

(PAGE 1 OF 2)

How Many Cubes? How Many Towers of 10?

Solve each problem. Show your work.

- 1 Kim has 6 towers.
Each tower has 10 cubes.
How many cubes does Kim have?



- 2 Max has 40 cubes, in towers of 10.
How many towers of 10 does
he have?

NAME _____

DATE _____

(PAGE 2 OF 2)

How Many Cubes? How Many Towers of 10?

Solve each problem. Show your work.

- 3** Sam has 8 towers.
Each tower has 10 cubes.
How many cubes does Sam have?



- 4** Rosa has 50 cubes, in towers of 10.
How many towers of 10 does
she have?

Wednesday, April 22, 2020

Day 13

Reading: R.L.1.6

1. Get your copy of the point of view organizer from page 13 and a pencil.
2. Watch the read aloud of Giggle, Giggle, Quack and whole group reading lesson. <https://youtu.be/m0m6Bn4aQa8>
3. Watch as Mrs. Mims helps you begin your graphic organizer. Then, finish completing the organizer on your own.
https://www.youtube.com/watch?v=-BX_2qGfdKw

Math NBT.2

1. Get your Place Value worksheet on page 14 and a pencil.
2. Watch the modeling video to help you get started on the worksheet "Place Value: Tens and Ones". <https://youtu.be/wDfICwdu9Fc>
3. Complete "Place Value: Tens and Ones" worksheet.

*Contact your teacher if you can't view the links.

Name: _____

Title: _____



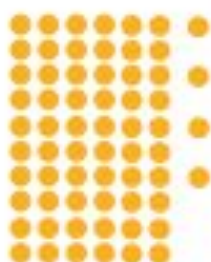
Whose point of view is the story from?

How would the story change if the story was written from another character's point of view?

Place Value: Tens and Ones

Place value is all about the position of a digit in a number.

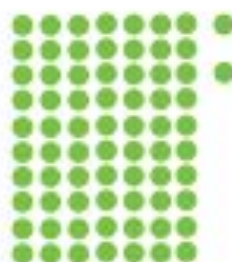
Directions: Count the tens and ones in the image below.
Write the numbers in the boxes below.



Tens

Ones

Tens Ones =



Tens

Ones

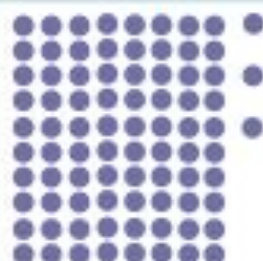
Tens Ones =



Tens

Ones

Tens Ones =



Tens

Ones

Tens Ones =



Tens

Ones

Tens Ones =



Tens

Ones

Tens Ones =



Thursday, April 23, 2020

Day 14

Reading: L.1.1

1. Get your copy of the pronouns worksheet on page 16 and a pencil
2. Watch the Pronoun video.

<https://www.youtube.com/watch?v=T1qHfwz8XU4>

3. Complete the pronoun worksheet

Math NBT.2 & NBT.4

1. Complete “How many cubes? How many towers of 10?” on page 17

*Contact your teacher if you can't view the links.

Name _____

Mark the correct pronoun to take the place of the underlined word or words.

1. Pete and his dad went to the big game.

- They It You

2. Pete found a cap under his seat.

- We He It

3. Jane lost her cap last week.

- They It She

4. The cap fell off her head while Jane was cheering for her team.

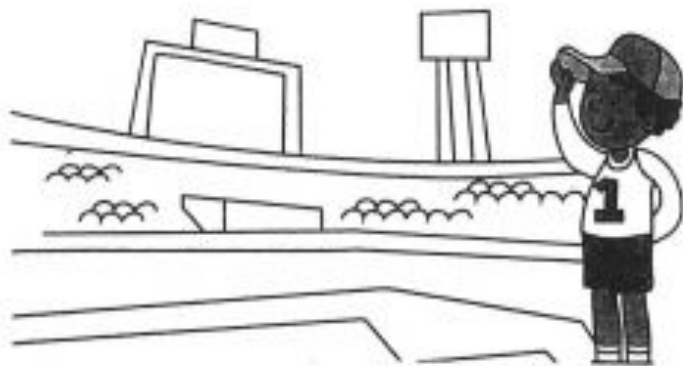
- It I We

5. Will Pete give the cap back to Jane?

- She They He

6. Soon Pete and Jane will be friends.

- They She We



How Many Cubes? How Many Towers of 10? 2

Solve each problem. Show your work.

- 1 Max has 3 towers.
Each tower has 10 cubes.
How many cubes does Max have?



- 2 Rosa has 70 cubes, in towers of 10.
How many towers of 10 does
Rosa have?

NOTE

Students use what they know about groups of 10 to solve story problems.

Friday, April 24, 2020
Day 15

Reading R.I.1.5

1. Read the Scholastic News on pages 19-21.
2. Complete the questions on page 22.

Math 1.OA.1

1. Watch the video “Word problems with Multiples of 10”.
https://youtu.be/ZwP_jzOto0s
2. Complete the word problems on page 23.

*Contact your teacher if you can't view the links.

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 SCHOLASTIC

News

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1



Forest Helpers

Have you heard of **tapirs** [TAY-puhrs]?
These animals have a big job.



Rainforest Helpers

Tapirs live in the rainforest. They help the forest grow!

As You Read

Think about how tapirs help the rainforest.

Hungry, Hungry Tapirs

A baby tapir and its mom stroll through the **rainforest**. They are so hungry! They munch on twigs and leaves. They munch on fruit too.

The fruit has **seeds** in it. The seeds go through their bodies and end up in their poop!

New plants grow from the seeds. That's a big help to the rainforest.

Helping the Forest Grow

Tapirs eat a lot of fruit! They have many different kinds of seeds in their bellies. They walk all around the rainforest. They drop poop in different places.

All kinds of trees and plants ²⁰ sprout up from the poop.

They grow in all the places where the tapirs walked and pooped.

Tapirs in Trouble

But tapirs have a big problem. People are cutting down the forests where tapirs live. They cut down fruit trees to build farms and roads. Tapirs can't always find enough to eat.

Now, some kinds of tapirs are **endangered**. There aren't many of them left in the world.

Tapirs Need Our Help

What's the good news? People are working to make laws that protect the forest. That would give tapirs a safe place to live and eat.

The rainforest gives tapirs food to eat. The tapirs help the rainforest grow. They need each other!

—Keri Acer



Go, Tapirs, Go!

How do tapirs help the rainforest?



1 They eat fruits. These are palm fruits.



2 They walk around the rainforest and poop.



3 New plants grow from seeds in the poop!

A Tapir Diagram

A baby tapir is called a **calf**. Look at the diagram below.
Then ~~click~~ the correct answers.

Calf

brown fur with
white stripes

It weighs about
15 pounds
when first born.

long snout

Adult

It can
weigh 500
pounds!

long snout

brown fur,
no stripes

1. Which one can weigh 500 pounds?

calf

adult

both

2. Which one has a long snout?

calf

adult

both

3. A calf's fur _____ when it becomes an adult.

stays the same

changes

gets whiter

★ Bonus

Tapirs have short tails. This tapir calf is missing its tail! Draw it on the tapir. Then color the calf.



Math Word Problems

Remember to show your work.

1. Jack built 5 towers of ten. Then he built 3 more towers of ten. How many towers does Jack have now? How many cubes does he have in all?

_____ towers

_____ cubes

2. Jill has 60 cubes. She gave Bob 3 towers of ten. How many cubes does she have left?

_____ cubes

Monday, April 27, 2020

Day 16

Reading RL.1.6

1. Get your Author's Purpose graphic organizer on page 25 and a pencil.
2. Watch the whole group reading lesson about author's purpose.
<https://www.youtube.com/watch?v=mcDBjzzvtug>
3. Watch the video of Mrs. Smith beginning the "Author's Purpose" graphic organizer if you need help.
<https://youtu.be/TnzZ102RdX0>

Math NBT.6

1. Watch the video for adding and subtracting groups of 10.
<https://youtu.be/dKnSHJRvi30>
2. Watch as Mrs. Smith models the "Subtracting Towers of 10" worksheet on page 26 and then finish it on your own.
<https://youtu.be/RgkGX3m1aNM>

*Contact your teacher if you can't view the links.



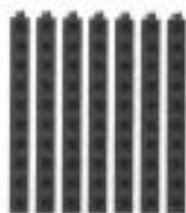
NAME _____

DATE _____

Subtracting Towers of 10

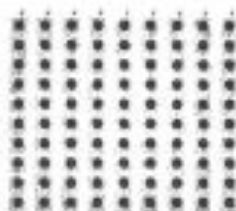
Record the total number of cubes shown.
Then solve the problem.

1



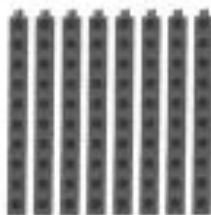
$$\underline{\hspace{2cm}} - 40 = \underline{\hspace{2cm}}$$

2



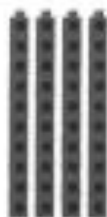
$$\underline{\hspace{2cm}} - 20 = \underline{\hspace{2cm}}$$

3



$$\underline{\hspace{2cm}} - 30 = \underline{\hspace{2cm}}$$

4



$$\underline{\hspace{2cm}} - 20 = \underline{\hspace{2cm}}$$

Tuesday, April 28, 2020
Day 17

Reading RF.1.3

1. Get your Phonics worksheet on page 28 and a pencil.
2. Watch video for blending and building words with /au/ spelled al, au, aw, and augh. <https://youtu.be/ndotrxDhX5o>
3. Complete the phonics worksheet.

*See page 46 for an extra phonics lesson.

Math

1. Watch the modeling video to help you get started on the worksheets “How Many Now?”
<https://youtu.be/Z0nLEdGXlvs>
2. Complete worksheets “How Many Now?” on pages 29 and 30.

*Contact your teacher if you can't view the links.

haul	cause	saw	claw
paw	dawn	love	friend

A. Read the spelling words in the box. Fill in the blanks below with spelling words that match each spelling pattern.

aw

au

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

B. Write the spelling word that begins with l.

7. _____

Write the spelling word that ends with nd.

8. _____

NAME _____

DATE _____

(PAGE 1 OF 4)

How Many Now?

Solve the problems.

1 Build 20.
Remove 10.
How many now?
_____ - _____ = _____

2 Build 30.
Add 10.
How many now?
_____ + _____ = _____

3 Build 60.
Add 30.
How many now?
_____ + _____ = _____

4 Build 50.
Remove 20.
How many now?
_____ - _____ = _____

5 Build 30.
Add 20.
How many now?
_____ + _____ = _____

6 Build 50.
Remove 30.
How many now?
_____ - _____ = _____

NAME _____

DATE _____

(PAGE 2 OF 4)

How Many Now?

Solve the problems.

7 Build 40.
Add 30.
How many now?
_____ + _____ = _____

8 Build 70.
Remove 30.
How many now?
_____ - _____ = _____

9 Build 60.
Add 20.
How many now?
_____ + _____ = _____

10 Build 60.
Remove 40.
How many now?
_____ - _____ = _____

11 Build 70.
Remove 20.
How many now?
_____ - _____ = _____

12 Build 30.
Add 30.
How many now?
_____ + _____ = _____

Wednesday, April 29, 2020
Day 18

Reading RL.1.6

1. Get your Author's Purpose worksheet on page 32 and a pencil.
2. Watch the read aloud of Ribbit and whole group reading lesson with Mrs. Squire. <https://youtu.be/Uc0CsKa37Ic>
3. Complete the "Author's Purpose" graphic organizer.

Math

1. Complete the "10 more/10 less" worksheet on page 33.

10 More, 10 Less

Name: _____

Use a counting chart to find 10 more, 10 less.

10 Less		10 More
	56	
	89	
	13	
	22	
21		
		87

10 Less

100	88	18	94	75

10 More

Thursday, April 30, 2020

Day 19

Reading L.1.4

1. Get your suffix worksheet on page 35 and a pencil.
2. Watch the suffix video:
<https://youtu.be/AaAPJzF7LW8>
3. Complete the worksheet on page 35.

Math NBT.3

1. Get your worksheet on page 36 and a pencil.
2. Watch the Greater Than/Less Than video.
https://youtu.be/dh_XOm8mXm4
3. Complete the “Count and Compare” worksheet.

Name _____

A **suffix** is a word part you can add to the end of a word to change its meaning.

The suffix **-ful** means **full** or **full of**.

The word **helpful** means **full of help**.

The suffix **-less** means **without**.

The word **helpless** means **without help**.



Circle the suffix in each word.

1. useless

2. joyful

3. fearless

4. painless

5. hopeful

6. useful

7. senseless

8. fearful

9. painful

10. pointless

Count & Compare

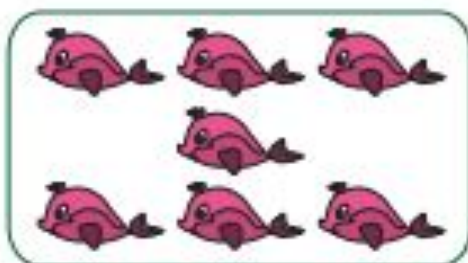
Sheet 1

Use $<$, $>$, or $=$ in each box.

1



2



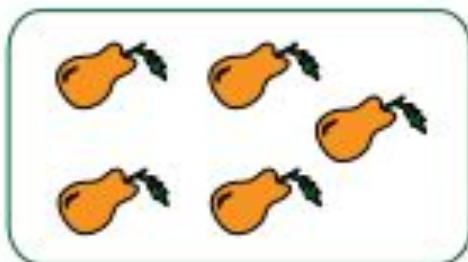
3



4



5



Friday, May 1, 2020
Day 20

Reading R.F.1.4

1. Read the scholastic news on pages 38-40.
2. Complete the questions on page 41.

Math NBT.3

1. Watch the “Comparing Word Problems” video by Mrs. Darko.
<https://youtu.be/dle0u7-OW2Q>
2. Complete the two word problems on page 42.

*Contact your teacher if you can't view the links.

SCHOLASTIC

News

edition
1Mo
Doesn't
Give Up!

Mo Willems is an author and illustrator. He has made more than 60 books! How does he do it?

**As You Read**

Think about the work habits that Mo has that you can have too.



Good W

1 Mo Takes His Time.

Mo made up the **characters** Elephant and Piggie. It took him a long time. He wanted two animals that were just right together.

He drew a lot of pictures. He wrote down a lot of ideas. He did not rush. Finally, he had it! Elephant and Piggie were the perfect pair.



2 Mo Knows Mistakes Are OK.

Mo's books aren't perfect on the first try. He makes mistakes. That's OK!

"A pencil has an eraser for a reason," he says. You can erase a mistake and try again!

Mo makes a lot of changes on each book. "I make many **drafts**," he says. Here is a draft and the final page from his book *A Big Guy Took My Ball!*



ork, Mo!

How does Mo make a book?
He has great work habits!

Don't
Let the
Pigeon
Drive
the
Bus!



words and pictures by mo willems

3 Mo Doesn't Give Up!



Mo wasn't always a famous author. His first book was *Don't Let the Pigeon Drive the Bus!* Mo sent it to book companies. No one wanted it.

He didn't give up. He thought his book was good. Finally, after two years, someone **published** it!



4 Mo Believes in Himself.

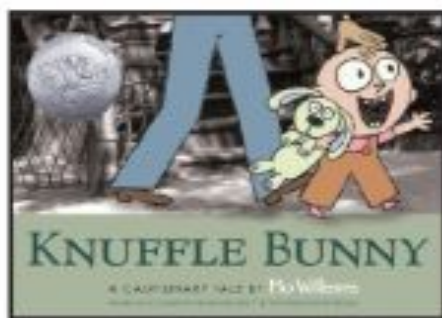
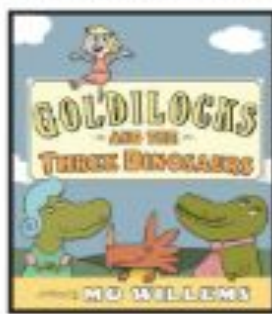
Mo thinks his stories are good. He thinks your stories are good too! He says that the stories you write are just as important as the ones he writes.

"There's no difference between what a first-grader is doing and what I am doing," he says.



Write the Titles in Order!

Look at the Mo Willems books below. Type or write the titles in ABC order on the lines. We did the first one for you.



1. Don't Let the Pigeon Drive the Bus!

2.

3.

4.

5.

6.

Math Word Problems

1. Anthony collected 24 rocks. Maleah collected 42 rocks. Who collected the greater amount of rocks? How do you know?

2. Jax saw 12 birds when he took a walk on Monday. He saw 8 birds on his walk on Tuesday. Which day did he see the least amount of birds? How do you know?



100's Chart



Created By: www.kindergartenkidsatplay.blogspot.com

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	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Writing Tips

Remember to use neat handwriting, spaces between your words, and check for capitalization and punctuation.

C.O.P.S.



Capitalize

Do you have a capital letter?

Overall

How does your handwriting look? Neat? Spacing?

Punctuation

Do you have an end mark?

Spelling

Look back and check your spelling.

Sight words for spelling help

First 100 Words (#1-100)

the
of
and
a
to
in
is
you
that
it
he
was
for
on
are
as
with
his
they
I
at
be
this
have
from

or
one
had
by
words
but
not
what
all
were
we
when
your
can
said
there
use
an
each
which
she
do
how
their
if

will
up
other
about
out
many
then
them
these
so
some
her
would
make
like
him
into
time
has
look
two
more
write
go
see

number
no
way
could
people
my
than
first
water
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Extra Phonics Videos

Mrs. Carter offers extra practice for phonics each week.

Day 12: <https://youtu.be/wWIFTX4nCyY>

Day 17: <https://youtu.be/Es0-evM2H7c>

Lexia and SuccessMaker Login Help

This letter is designed to help you help your student access these resources while at home. Our preferred web browser is Google Chrome but other browsers should work as well.

Google Drive <https://drive.google.com/drive> serves as the gateway to SuccessMaker and Wonders. To access Google Drive students will need to enter their complete FCPS email address/Google username and password. The username for your student follows this pattern:

firstname.lastname@stu.fayette.kyschools.us

The password is: password1 .

Once logged into Google Drive, there is an icon we call 'The Waffle' That icon opens a menu that allows students access to the full suite of Google Tools as well as district tools once you scroll to the bottom. SuccessMaker is our online math program. To access it from Google Drive look for the Pearson Easy Bridge button. It should log your student in automatically as long as they are logged into Google Drive

Lexia is the online reading program and your student should already have their login information.

Extra Resources

[ABCya Educational Website](#)

Additional practice for letters, sounds, reading, and math

[Mystery Science](#)

Watch fun interactive videos about science topics.

[Go Noodle](#)

Movement Activities

[Seussville](#)

Dr. Seuss books and games

[Sight Word Practice](#)

Create your own sight word games for extra practice

[National Geographic Kids](#)

National Geographic activities for kids.

[Scholastic at Home](#)

[Scholastic at Home Parent Information](#)

Free Scholastic learning activities.

Special Area Links

Please refer to slide 47 for information on how to log-on to your child's google account. This information is needed to access your students google classroom for certain special area classes.

Spanish:

http://bit.ly/SAN_1st

PE: Go to Mr. Baxter's Google Classroom for fun activities. The code is **vyg5ptx**.

MUSIC: Go to Parris Music 'Google Classroom' for fun music activities. The code is: **5i5urgg**

Art: Please join Mrs. Willett's Google Classroom to view assignments for NTI!

To join Google Classroom:

Type in Mrs. Willett's code: **pdkzr57**



Sandersville STEM Lab

Hello 1st Grade Sharks!

I miss seeing you all so much and wish that we were still able to see each other in our lab every week. I am excited to open up our STEM Lab Google classroom to you for these next few weeks of instruction.

The assignments and assignment directions with support are located in the Google classroom. Work can be completed by printing out the assignments and completing them or using notebook paper for completion. You also may be able to take pictures of your work and submit them through our Google classroom, depending on the assignment.

To access our classroom, use the following steps:

1. Go to **classroom.google.com** and click Sign In. Sign in with your Google student account.
1. At the top, click Add (the + sign). **Join** class.
2. Enter the class code, **sxa5ahj** and click **Join**.
3. That's it!

I will be available Monday-Friday, 8:00-3:00, to answer questions should you need help. Please do not hesitate to reach out with any questions or concerns using my email address provided below. Keep yourself and your families safe and we hope to see you all soon!

Mrs. Guskey
abbie.guskey@fayette.kyschools.us