የተወደዳችሁ ተማሪዎች እና ቤተሰቦች፡-

ወደ ልጅዎ የክፍል ደረጃ ማስተማሪያ ሪሶርስ እንኳን ደህና መጡ። ትምህርት ቤት ዝግ በሚሆንበት ወቅት ተማሪዎች መሥራት እንዲችሉ በዚህ ኮርስ ላይ የሚገኙትን ሪሶርሶች እና ቁሳቁሶች-ማቴሪያሎች በሙሉ ማግኘት ይችላሉ። እነዚህ ማቴሪያሎች የሚያክትቱት ክለሳዎችን እና መልመጃዎችን ስለሆነ፣ ለእርስዎ ልጅ ይበልጥ ትርጉም ያላቸውን መምረጥ ይችላሉ። የእርስዎ ልጅ በየትኛውም -በሚችለው/በምትችለው እና በማንኛውም ቅደምተከተል ደረጃ ለመሥራት ይችላል/ትችላለች። በነፃነት ሪሶርሶቹን ለማሻሻል እና ለልጅዎ እንደአስፈላጊነቱ ለማመቻቸት ይችላሉ። ሪሶርሶቹ የተዘጋጁት በጥቂት ወይም ያለምንም የአዋቂ ሰው (ጎልማሳ ሰው) እርዳታ ለመሥራት እንደሚቻል ተደርገው ነው፣ ነገር ግን እርስዎ እንደአስፈላጊነቱ ልጅዎን ለመርዳት ይችላሉ። እነዚህ ሪሶርሶች ለክለሳ እና ለመለማመጃነት የሚረዱ ሲሆን፣ ወደ ትምህርት ቤት መመለስ አይኖርባቸውም እና ውጤት-ማርክ አይያዝባቸውም።

ለእርስዎ ልጅ ማንበብ እና መጻፍ፣ የሒሳብ፣ እና የሳይንስ መለማመጃነት የተነደፉ/ዲዛይን የተደረጉ ናቸው። የማንበብና የመጻፍ መልመጃዎች ላይ ተማሪዎች በምንባብ፣ በጽሑፍ፣ በማዳመጥ፣ በንግግር፣ እና/ወይም በመመልከት እና ለተጻፈው ነገር ወይም በ-ጽሑፍ ላይ ስለተገለጸው ነገር ምላሽ እንዲሰጡ ያስፈልጋል። የሒሳብ መልመጃዎች ላይ ተማሪዎች የተማሩትን ጽንሰሃሳብ ለመለማመድ በርካታ ስልቶችን/ስትራቴጂዎችን እንዲጠቀሙ ያደርጋል። የሳይንስ መልመጃዎች ላይ ተማሪዎች ስለ ነባራዊው ዓለም ሁኔታ የሳይንቲስቶችን እና የኢንጅነሮችን ሥራዎችና ልምዶችን በመጠቀም በጥልቀት የመመራመር እድል ይሰጣል።

ከልጅዎ ጋር ሪሶርሶቹን ለማሰስ እባክዎ ቀጥሎ ያሉትን አያያዥ-አገናኝ ምልክቶችን ይጠቀሙ።

Literacy

የ1ኛ ክፍል የማንበብ እና የመጻፍ መልመጃዎች #1-5

የማንበብ እና የመጻፍ መልመጃዎችን ለማጠናቀቅ በአንድ ጊዜ ወይም በርካታ ጊዜ ሊወስድ ይችላል። የምታነባቸውን-የምታነቢያቸውን ጽሑፎች የንባብ ጽሑፍ መያዣ ላይ ይከማቹ። ለጽሑፎቹ የእርስዎን መልሶች በወረቀት፣ በማስታወሻ ደብተር፣ ወይም በሌላ ዲቫይስ ሪኮርድ ያድርጉ።

የማንበብና የመጻፍ መልመጃ 1፦ የመረጃዊ/የኢንፎርሜሽን ጽሑፍ ምላሽ
የመረጃ ፅሑፍ በማንበብ ወይም በማዳመጥ በጽሑፍ ለቀረቡት የመልስ ጥያቄዎች መልስ ስጥ(ጪ)።

- ስለ ጽሑፉ ጥያቄ እየጠየቅህ(ሽ) መልስ ስጥ(ጪ)።
- ከምንባቡ በፊት፣ በምንባቡ ወቅት፣ እና ከምንባቡ በኋላ ጥያቄዎችን ጻፍ(ፊ)።
- ጥያቄዎችህ(ሽ)ን ለመመለስ ጽሑፉን ተጠቀም(ሚ)። በመልሶችህ(ሽ) ላይ ቁልፍ ዝርዝሮችን ጨምር(ሪ)።
- የተሰጠህ(ሽ)ን የስዕላዊ መግለጫ ማቀናበሪያ ተጠቀም(ሚ)ጥያቄዎችን መጠየቅመልስህ(ሽ)ን ለመዘገብ።

የማንበብ እና የመጻፍ መልመጃ 2፦ የሥነ-ፅሑፍ ወይም መረጃዊ ጽሑፍ መልስ(ሺ)
ማንኛውንም የሥነ-ፅሑፍ ወይም መረጃዊ ጽሑፍ አንብብ(ቢ)። ከዚህ በታች የሚገኘውን የጽሑፍ ጥያቄ መልስ(ሺ)።

- ከጽሑፉ ውስጥ የወደድከ(ሽ)ው እና የጠላኸ(ሽ)ው ምንድነው?
- ሃሳብህ(ሽ)ን የሚደግፉ ቁልፍ ዝርዝሮችን ስጥ(ጪ)።
- መልስህ(ሽ)ን በወረቀት ላይ ወይም ግለ ማስታወሻ/ጆርናል ላይ ጻፍ(ፊ)።

የማንበብና የመጻፍ መልመጃ 3፦ የመረጃዊ/የኢንፎርሜሽን ጽሑፍ ምላሽ
መረጃዊ/የኢንፎርሜሽን ጽሑፍ በማንበብ ወይም በማዳመጥ የሚከተለውን ፍንጭ መልስ(ሺ)። ያሰብከ(ሽ)ውን ለመደገፍ ከጽሑፉ ማስረጃዎችን ተጠቀም(ሚ) -ማስረጃ ጥቀስ(ሺ)።

- የጽሑፉ ዋና ሃሳብ ምንድነው?
- ዋናውን አርእስት የሚደግፉት ቁልፍ የሆኑ ዝርዝሮች ምንድናቸው?
- ሀሳቦችህ(ሽ)ን ለማቀናበር ይህንን የአስኳል ሃሳብ ስዕላዊ ማቀናበሪያ ተጠቀም(ሚ)።

የማንበብና የመጻፍ መልመጃ 4፦ የመረጃዊ/የኢንፎርሜሽን ጽሑፍ ምላሽ
የመረጃ/የኢንፎርሜሽን ጽሑፍ አንብብ(ቢ) ወይም አዳምጥ(ጪ)።

- ጽሑፉን ከማንበብህ(ሽ) አስቀድሞ ለ KWL ስዕላዊ መግለጫ ማቀናበሪያ ቁልፍ የሆነውን K አምድን አጠናቅ(ቂ)። ስለ አርእስቱ አስቀድመህ(ሽ) የምታውቀ(ቂ)ውን ዘርዝር(ሪ)።
- ቀጥሎ W ረድፍ-አምድ በማጠናቀቅ ስለ አርእስቱ ምን ለማወቅ እንደምትፈልግ(ጊ) 1 ወይም 2 ጥያቄዎች ጻፍ(ፊ)።
- ጽሑፉን ካነበብክ(ሽ) ወይም ካዳመጥክ(ሽ) በኋላ፣ ምን እንደተማርክ(ሽ) L ረድፍ-አምድ ላይ ጻፍ(ፊ)።

የማንበብና የመጻፍ መልመጃ 5፦ የማንበብና የመጻፍ ጽሑፍ ምላሽ
ግጥም ወይም ታሪክ አንብብ(ቢ) ወይም አዳምጥ(ጪ)።

- የጽሑፉ ዋና መልእክት ምንድነው?
- የጠቃሚ መልእክት ታስክ ተጠቀም/ሚ (ከውጭ የሚያገናኝ መረብ የራስህ(ሽ)ን መልስ ለመጻፍ ስዕላዊ ማቀናበሪያ። በጽሑፍ ከሰጠኸ(ሽ)ው መልስ ላይ ዝርዝሮቹን ጨምር(ሪ)።

Name: _____

Home Reading Log

Read for at least 10-15 minutes and fill in the log below. Reading could include having someone read to you, reading to someone else, reading to yourself, and/or listening to a book.

Date	Title of Text	Author	Time Spent Reading

Asking Questions

Name: _____

Before Reading	During Reading	After Reading

Main Idea and Supporting Details

My Topic:

Main Idea:

Key Detail

Key Detail

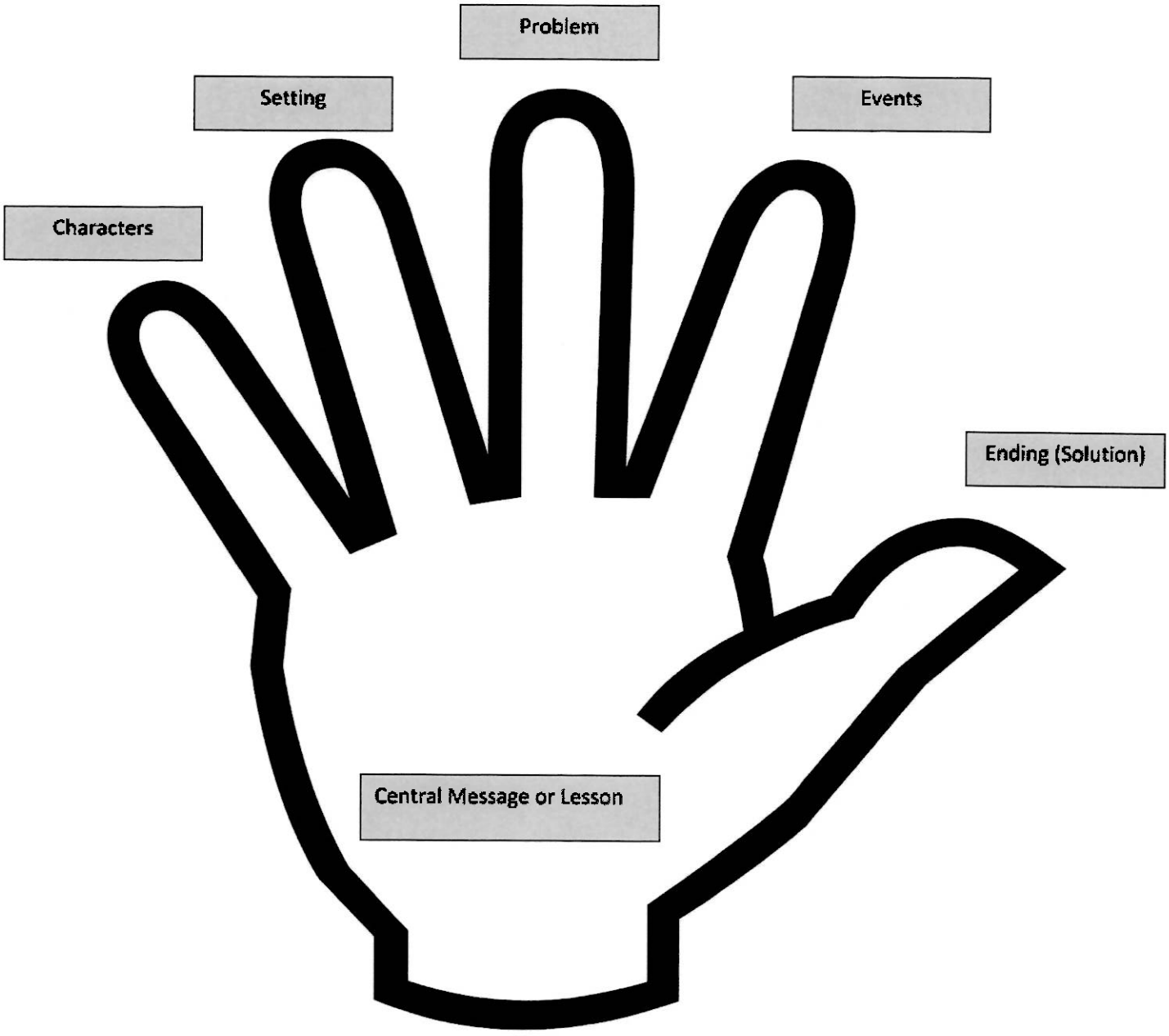
Key Detail

K-W-L Chart

Topic: _____

What I **Know**	What I **Want** to Know	What I **Learned**

Five Finger Retell with Central Message



የ 1ኛ ክፍል የማንበብና የመጻፍ መልመጃዎች #6-10

የማንበብ እና የመጻፍ መልመጃዎችን ለማጠናቀቅ በአንድ ጊዜ ወይም በርካታ ጊዜ ሊወስድ ይችላል። የምታነባቸውን-የምታነቢያቸውን ጽሑፎች [የንባብ ጽሑፍ መያዣ] ላይ ይከማቹ። ለጽሑፎቹ የእርስዎን መልሶች በወረቀት፣ በማስታወሻ ደብተር፣ ወይም በሌላ ዲቫይስ ሪኮርድ ያድርጉ።

የማንበብና የመጻፍ መልመጃ 6፦ የመረጃዊ/የኢንፎርሜሽን ጽሑፍ ምላሽ
መረጃዊ/የኢንፎርሜሽን ጽሑፍ በማንበብ ወይም በማዳመጥ የሚከተለውን ፍንጭ መልስ(ሺ)። ያሰብከ(ሽ)ውን ለመደገፍ ከጽሑፉ ማስረጃዎችን ተጠቀም(ሚ) - ማስረጃ ጥቀስ(ሺ)።

- የጽሑፉ ዋና ሃሳቦች ምንድናቸው?
- ለመልስህ(ሽ) ድጋፍ ቁልፍ ዝርዝሮችን ተጠቀም(ሚ)።
- ጽሑፍህ(ሽ)ን ለማቀድ የዋና ሃሳብ ግራፊክ ኦርጋናይዘር ተጠቀም(ሚ)።

የማንበብና የመጻፍ መልመጃ 7፦ የማንበብና የመጻፍ ጽሑፍ ምላሽ
ስነፅሁፋዊ ጽሑፍ ን በማንበብ ወይም በማዳመጥ ለሚከተሉት ፍንጮች ምላሽ ስጥ(ጪ)። ያሰብከ(ሽ)ውን ለመደገፍ ከጽሑፉ ማስረጃዎችን ተጠቀም(ሚ) - ማስረጃ ጥቀስ(ሺ)።

- ከመጽሐፉ ውስጥ ቁልፍ የሆኑ ዝርዝር ነጥቦችን እና ስዕላስእሎችን በመጠቀም ችግሩን እና መፍትሔውን ግለጽ(ጪ)።
- ጽሑፍህ(ሽ)ን ለማቀድ የችግር እና መፍትሔ ግራፊክ ኦርጋናዘር ተጠቀም(ሚ)።

የማንበብና የመጻፍ መልመጃ 8፦ የማንበብና የመጻፍ ጽሑፍ ምላሽ
ስነፅሁፋዊ ጽሑፍ ን በማንበብ ወይም በማዳመጥ ለሚከተሉት ፍንጮች ምላሽ ስጥ(ጪ)። ያሰብከ(ሽ)ውን ለመደገፍ ከጽሑፉ ማስረጃዎችን ተጠቀም(ሚ) - ማስረጃ ጥቀስ(ሺ)።

- ታሪኩ የተከናወነበትን ሁኔታና አካባቢ ግለጽ(ጪ)።
- ደራሲው(ዋ) ታሪኩ የተከናወነበትን ሁኔታና አካባቢ ለምን እንደመረጠ(ች) አስረዳ(ጂ)።
- ጽሑፍህ(ሽ)ን ለማቀድ እና ጥያቄ ለመመለስ "Showing the Setting reading response organizer" ተጠቀም(ሚ)።

የማንበብና የመጻፍ መልመጃ 9፦ ሀሳብን መጻፍ
ከዚህ በታች ያሉትን ጥያቄዎች ለመመለስ ሃሳብ/አስተያየት/ግምት ጻፍ(ፊ)። የተሰጠህ(ሽ)ን —ተጠቀም(ሚ)ሀሳብን ስለ መጻፍ ጽሁፍህ(ሽ)ን የማቀድ ስእላዊ ቅንብር።

<u>ሃሳብ/አስተያየት ለመጻፍ የሚመቹ አርእስቶች</u>
ምርጥ የሆነ ስፖርት ምንድነው?
ምርጥ የሆነ መጽሐፍ ምንድነው?
ምርጥ የትምህርት ቤት ምሳ ምንድነው?
ምርጥ የትምህርት ቤት ትምህርት ምንድነው (ማንበብ፣ መጻፍ፣ ሒሳብ፣ ማህበራዊ ጥናት/ሰሻል ስተዲስ፣ ሳይንስ)?
በእረፍት ወቅት ለመሥራት የሚመች ምርጥ የሥራ እንቅስቃሴ ምንድነው?
በቤት እንስሳነት እንዲኖረኝ ምርጥ እንስሳ ምንድነው?

የማንበብና መጻፍ መልመጃ 10፡ ስንጽሑፋዊ ጽሑፍን መልስ(ሺ)
ስነፅሁፋዊ ጽሑፍ ን በማንበብ ወይም በማዳመጥ ለሚከተሉት ፍንጮች ምላሽ ስጥ(ጪ)። ያሰብከ(ሽ)ውን ለመደገፍ ከጽሑፉ ማስረጃዎችን ተጠቀም(ሚ) - ማስረጃ ጥቀስ(ሺ)።

- ከጽሑፉ ላይ በመነሣት ቁልፍ ዝርዝሮችን እና አገላለጾችን በመጠቀም ስለ ገጸባህርይ፣ ሁኔታና አካባቢን ግለጽ(ጪ)።
- ጽሁፍህ(ሽ)ን ጥላን ለማድረግ የገጸባህርይ እና የቅንብር/Setting ግራፊክ ተጠቀም(ሚ)።

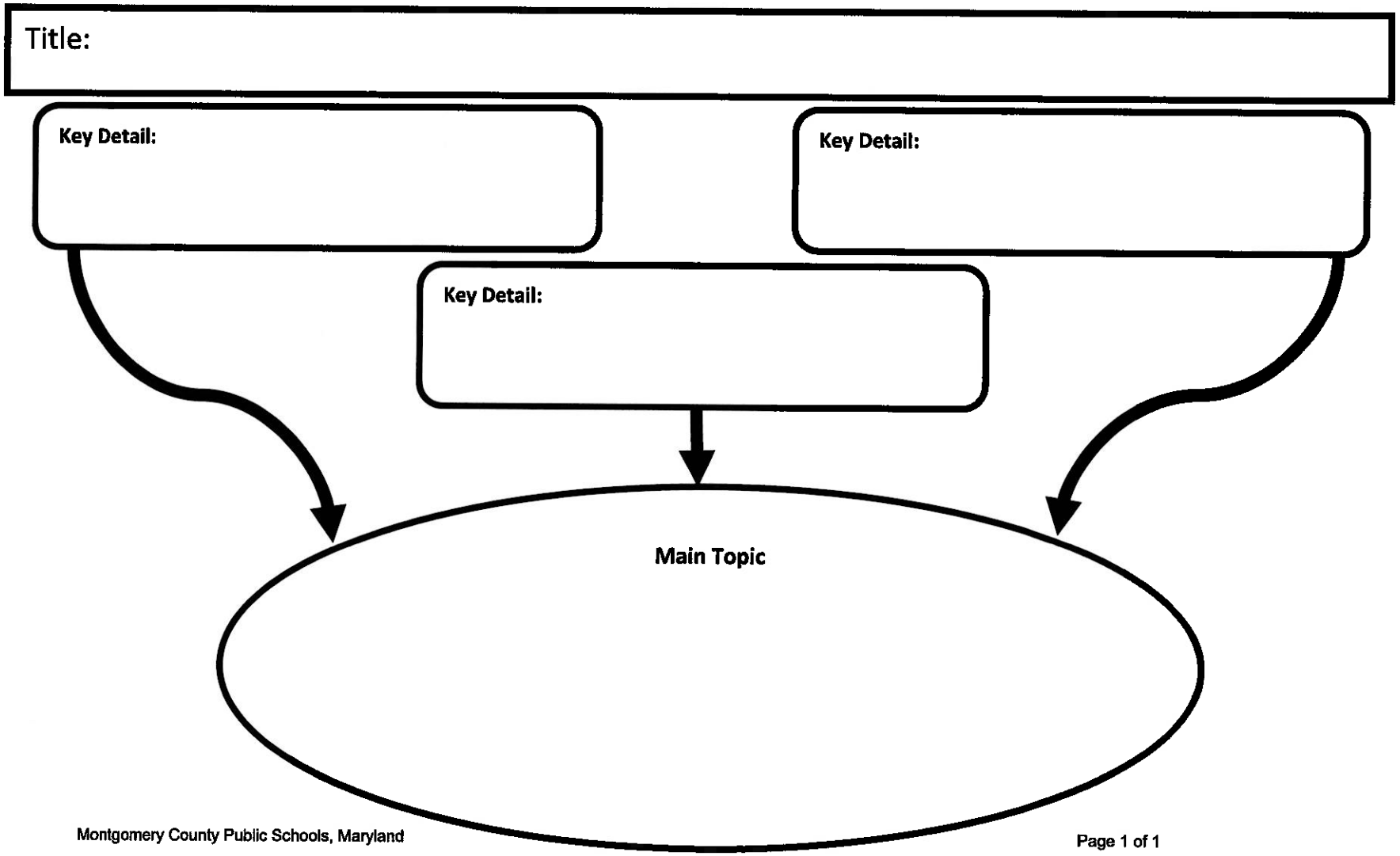
Character Graphic Organizer

Name of character:

What the character looks like:

How the character acts:

Using Key Details to Identify the Main Topic (Main Idea)



Name_____

Date_____

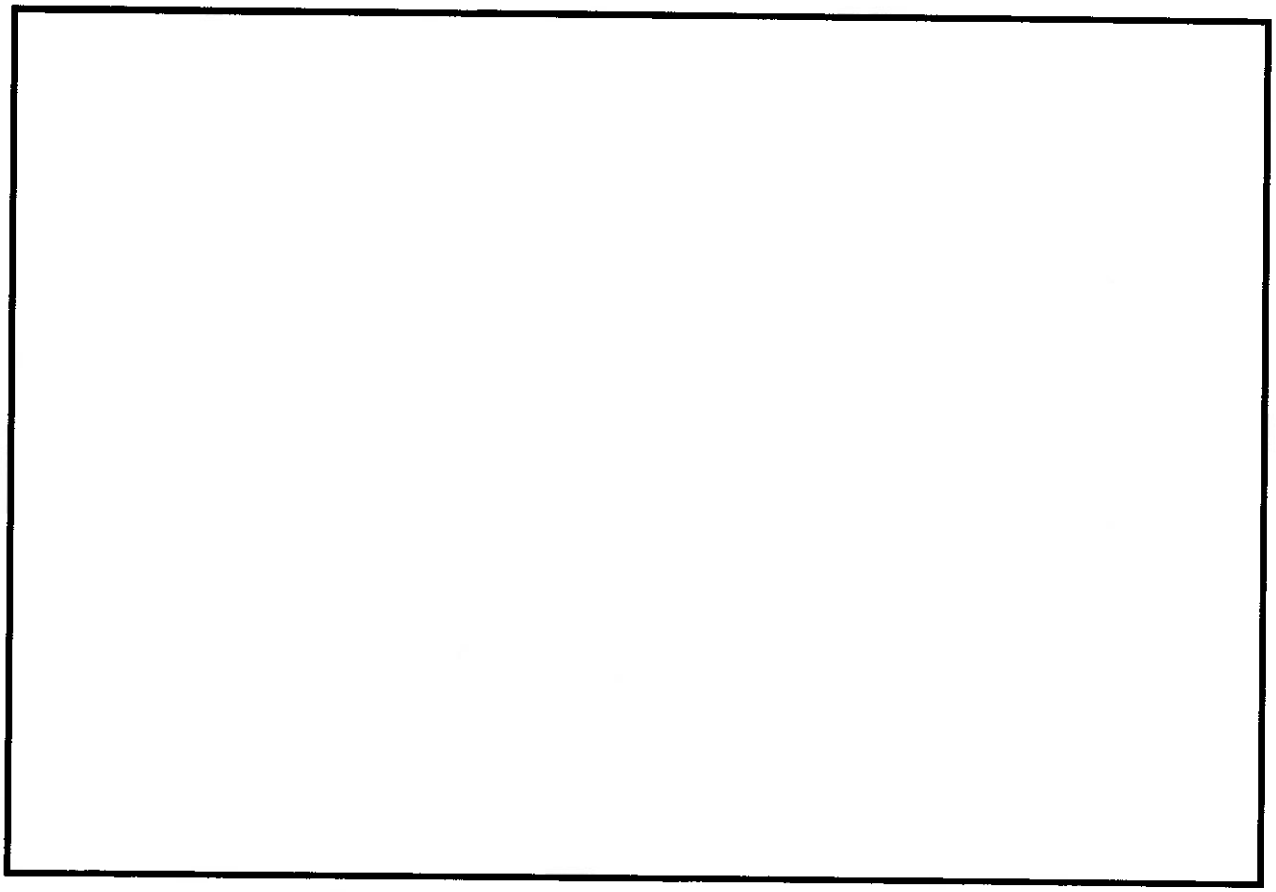
Text Title: _____

Identify the problem and solution from the story.

Draw the problem from the story.	Draw the solution from the story.
What was the problem?	What was the solution?

Showing the Setting

Draw a picture to show the place where the story you read mostly happens.



Why do you think the author chose this place for the story?

_____

_____

_____

_____

What's Your Opinion?

My Opinion:

Reasons to Support my Opinion:

Conclusion:

Name _____

Characters



Setting



የ1ኛ ክፍል የማንበብ እና የመጻፍ መልመጃዎች #1-15

የማንበብ እና የመጻፍ መልመጃዎችን ለማጠናቀቅ በአንድ ጊዜ ወይም በርካታ ጊዜ ሊወስድ ይችላል። የምታነባቸውን-የምታነቢያቸውን ጽሑፎች [የንባብ ጽሑፍ መያዣ](#) ላይ ይከማቹ። ለጽሑፎቹ የእርስዎን መልሶች በወረቀት፣ በማስታወሻ ደብተር፣ ወይም በሌላ ዲቫይስ ሪኮርድ ያድርጉ።

የስነ ጽሑፍ መልመጃ 11፦ ለስነ ጽሑፍ ቴክስት መልስ ስጥ(ጪ)
ስነፅሁፋዊ ጽሑፍ ን በማንበብ ወይም በማዳመጥ ለሚከተሉት ፍንጮች ምላሽ ስጥ(ጪ)። ያስብከ(ሽ)ውን ለመደገፍ ከጽሑፉ ማስረጃዎችን ተጠቀም(ሚ) - ማስረጃ ጥቀስ(ሺ)።

- ከጽሑፉ ላይ በመነሣት ቁልፍ ዝርዝሮችን እና አገላለጾችን በመጠቀም ስለ ገጸባህርይ፣ ሁኔታና አካባቢን ግለጽ(ጪ)።
- ጽሑፍህ(ሽ)ን ለማቀድ ስለ ገጸባህርይ ስዕላዊ ማቀናበሪያ ተጠቀም(ሚ)።

የማንበብና መጻፍ መልመጃ 12፡ ስንጽሑፋዊ ጽሑፍን መልስ(ሺ)
ስነፅሁፋዊ ጽሑፍ ን በማንበብ ወይም በማዳመጥ ለሚከተሉት ፍንጮች ምላሽ ስጥ(ጪ)። ያስብከ(ሽ)ውን ለመደገፍ ከጽሑፉ ማስረጃዎችን ተጠቀም(ሚ) - ማስረጃ ጥቀስ(ሺ)።

- ከመጽሐፉ ውስጥ ቁልፍ የሆኑ ዝርዝር ነጥቦችን እና ስዕላስእሎችን በመጠቀም ችግሩን እና መፍትሔውን ግለጽ(ጪ)።
- መልስህ(ሽ)ን ለመያዝ የችግር እና መፍትሔ ግራፊክ አርጋናይዘር ተጠቀም(ሚ)።

የስነጽሑፍ መልመጃ 13፦
የትረካ አጻጻፍ።

- በአንተ(ቺ) ታሪክ ላይ ገጸባህርይ፣ የቦታ ሁኔታ፣ ሁነቶችን፣ ፕሮብሌም-ችግር፣ እና መፍትሔ ጨምር(ሪ)።
- ሃሳብህ(ሽ)ን ለማቀናበር የተሰጠህ(ሽ)ን የመጀመሪያ፣ መካለኛ እና የመጨረሻ ግራፊክ አርጋናዘር ተጠቀም(ሚ)

ስነጽሑፍ መልመጃ 14፦ ለመረጃዊ ጽሑፍ መልስ
መረጃዊ/የኢንፎርሜሽን ጽሑፍ በማንበብ ወይም በማዳመጥ የሚከተለውን ፍንጭ መልስ(ሺ)። ያስብከ(ሽ)ውን ለመደገፍ ከጽሑፉ ማስረጃዎችን ተጠቀም(ሚ) - ማስረጃ ጥቀስ(ሺ)።

- በዚህ ጽሑፍ ውስጥ ዋናዎቹ ሃሳቦች ምንድናቸው?
- ለመልስህ(ሽ) ድጋፍ ቁልፍ ዝርዝሮችን ተጠቀም(ሚ)።
- መልስህ(ሽ)ን ለመያዝ የዋናውን ሃሳብ ግራፊክ አርጋናዘር ተጠቀም(ሚ)።

ስነጽሑፋዊ መልመጃ 15፦ ጥሩ መረጃ የሚሰጥ-ገላጭ አጻጻፍ
ስለ አርእስቱ ዝርዝር ማረጋገጫዎችን ጻፍ(ፊ)። በፊት ያነበብከውን-ያነበብሺውን መረጃዊ ጽሑፍ አርእስት መጠቀም ወይም ሌላ አዲስ ጽሑፍ መምረጥ ትችላለህ/ትችያለሽ። ጽሑፍህ(ሽ)ን ስታቅድ(ጂ) ተጨባጭ እውነታዎችን እንደገና መናገር-ሪቴሊንግ ፋክትስ አርጋናይዘር ተጠቀም(ሚ)።

Name _____

Date _____

Text Title: _____

Identify the problem and solution from the story

Draw the problem from the story.	Draw the solution from the story.
What was the problem?	What was the solution?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Beginning, Middle, End Story Map

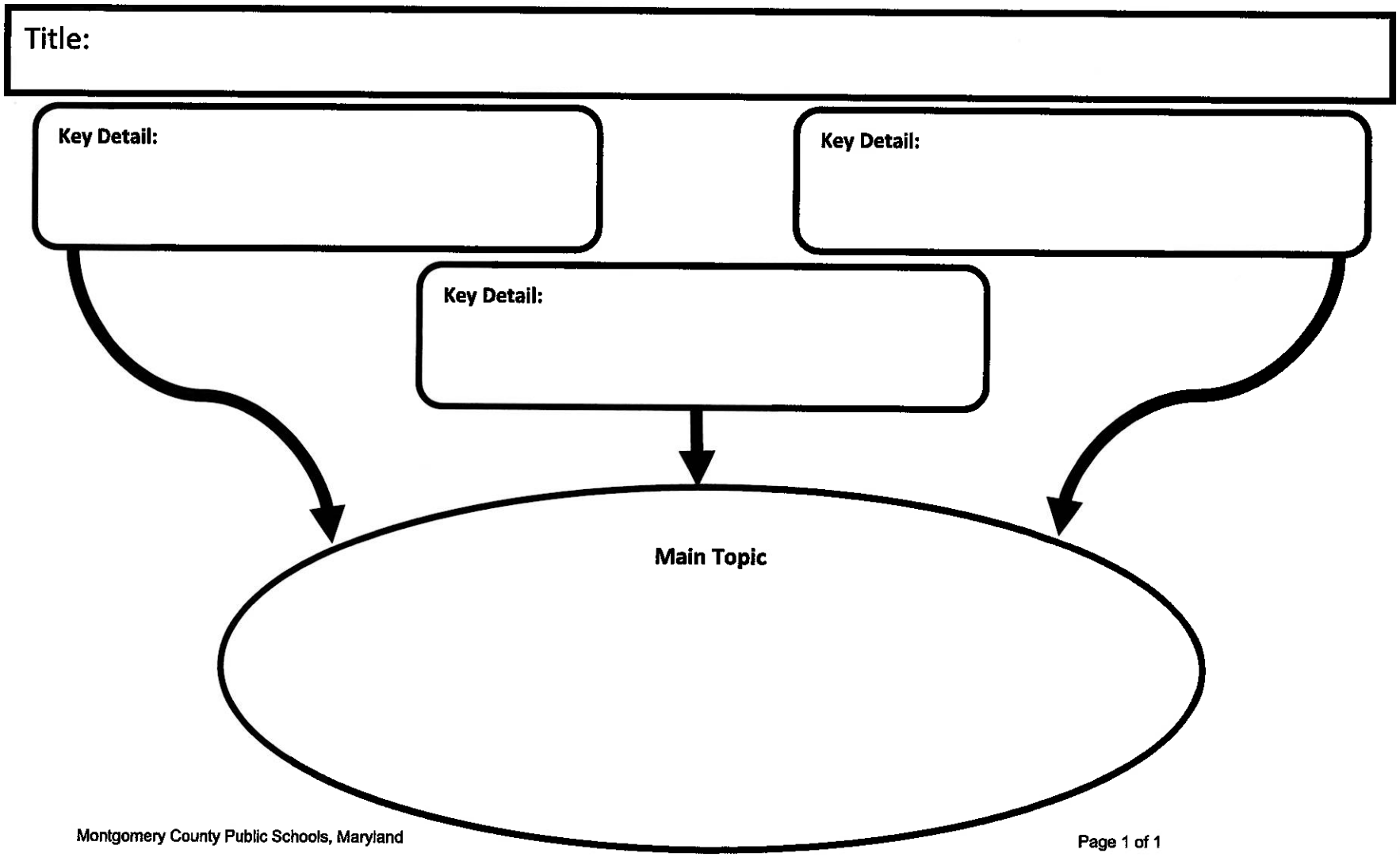
Problem or Topic

Beginning:
How does the story start?

Middle:
What happened next, after that?

End:
How was the problem solved?
How did you feel?

Using Key Details to Identify the Main Topic (Main Idea)



Name_____ Date_____

Writing to inform

Topic:_____

Topic sentence:

_____

_____

Fact 1. _____

_____

_____

Fact 2. _____

_____

_____

Fact 3. _____

_____

_____

Concluding Sentence:

_____

_____

_____

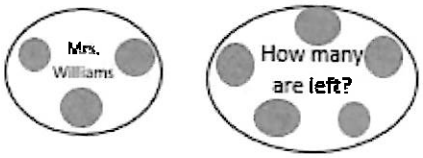
Mathematics

Grade 1 Math Experiences

During math instruction, students are expected to be able to use multiple strategies to solve problems. While completing the problems that follow at home, students should also use multiple strategies to show their complete understanding. An example of different strategies students should use to complete problems is provided below.

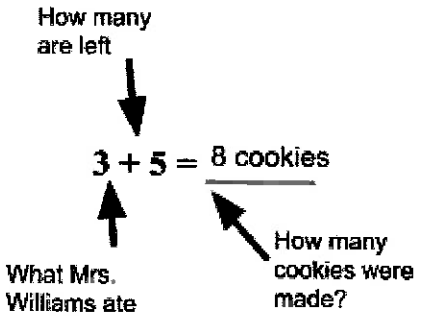
Sample Problem:
Mrs. Sampson made cookies for her friends. Mrs. Williams ate 3 cookies. Mrs. Sampson now has 5 cookies. How many cookies did Mrs. Sampson make first?

Strategy 1: Pictures



3 + 5 = 8 cookies

Strategy 2: Numbers



Strategy 3: Words

I know Mrs. Sampson made 8 cookies because Mrs. Williams ate 3, and she had 5 left. 3 + 5 = 8, so that means Mrs. Sampson had made 8 total cookies.

Additionally, it is important to discuss with your student the steps they take to solve the problem and why those steps are important. With the Common Core State Standards, students are expected to be able to talk about their understanding of mathematical concepts and their analysis of problems.

1ኛ ክፍል ሂሳብ

በ10 ቤት ውስጥ የሚገኙ ቁጥሮችን መደመር እና መቀነስ ለ15 ደቂቃዎች ሥራ(ሥሪ)።	ይህንን የቁጥር አረፍተ ነገር በቀላል ለመሥራት “make ten” ስልት/ስትራቴጂ መጠቀም ትችላለህ (ትችያለሽ)? 3 + 5 + 7 =	ጃክሰን/Jackson በመጽሐፍ መደርደሪያው ላይ 12 መጽሐፎች አሉት። ቴሪ/Terry ከጃክሰን/Jackson የበለጠ 4 መጽሐፎች አሉት። ቴሪ/Terry ስንት መጽሐፎች አሉት?	ኤሊኦት/Elliot 15 የመኪና አሻንጉሊቶች አሉት። ከኢን/Keon በ 6 የሚያንስ የመኪና አሻንጉሊቶች አሉት። ለኪኦን/Keon ያሉት ስንት አሻንጉሊቶች ናቸው?	የሚከተሉትን ፕሮብሌሞች ሥራ(ሪ)። ፕሮብሌሞቹን የሠራህ(ሽ)በትን ስልት/ስትራቴጂ ለቤተሰብ አባል ንገር(ሪ)። 3 + 3 =? 7 = 2 +? 4 +? = 9
ጆሱ/Josue ጥቂት ከረሜላ አለው/አሏት። አሊሰን/Allison ከጆሱ/Josue የበለጠ 7 አሉ(ሏ)ት። አሊሰን/Allison 14 ከረሜላ አለው/አላት። ጆሱ/Josue ያለው/ያላት ስንት ነው?	ከሚከተለው ጥያቄ ጋር የሚመሣሰል ዎርድ ፕሮብሌም ጻፍ(ፊ)። 12 + 6 =	በትናንሽ ወረቀቶች ላይ ከ 1 - 9 ቁጥሮችን ጻፍ(ፊ)። ምንም ሳትመለከት(ቺ) ከትናንሽ ወረቀቶች ሦስቱን ምረጥ(ጪ)። የመረጥካ(ሻ)ቸውን ቁጥሮች ደምር(ሪ)። ፕሮብሌሙን የሚገልጽ የስሌት አሠራር ጻፍ(ፊ)።	የትኛው ይበልጣል? ● 72 ወይስ 27 ● 35 ወይስ 53 እንዴት አወቅህ/ሽ?	የሚከተሉትን ፕሮብሌሞች ለመሥራት ድርቦችን + ነ ተጠቀም(ሚ)። 7 + 8 = 3 + 4 = 8 + 9 =
የሚከተሉትን ፕሮብሌሞች ለመሥራት ድርቦችን + ነ ተጠቀም(ሚ)። 6 + 7 = __ = 5 + 4 9 + 8 = 7 + 8 =	ሀና/Hannah 7 ካርዶች ነበራት። የእርሷ አስተማሪ 5 ተጨማሪ ካርዶች ሰጠቻት። ሀና/Hannah 15 ካርዶች ትፈልጋለች በቂ አላት? ያላት ስንት ነው?	የሚከተሉትን ቁጥሮች በመጠቀም፣ ተዛማጅ መደመር እና መቀነስ ጻፍ(ፊ)። 6, 9, 3	የወረቀት ሜትር በመያዝ እቤት ውስጥ እቃዎችን ለካ(ኪ)። ለምሳሌ፦ የእርሳስ ርዝመቱ ምን ያህል ነው?	የሦስት ቁጥሮች ድምር ያለበት የራስህን ዎርድ ፕሮብሌም ጻፍ(ፊ)። የስሌት እኩልነት ምልክት ጻፍ(ፊ) እና ፕሮብሌም ሥራ(ሪ)።

Illustrative Mathematics

1.OA Daisies in vases

Alignments to Content Standards: 1.OA.A.2

Task

Jasmine has eight daisies and three vases - one large, one medium-sized and one small.

She puts 5 daisies in the large vase, 2 in the medium vase and 1 in the small vase.

- Can you find another way to put daisies so that there are the most in the large vase and least in the small vase?
- Try to find as many ways as you can put the daisies in the vases with the most in the large vase and the least in the smallest vase. If you think you have found them all, explain how you know those are all the possibilities.

IM Commentary

This instructional task can be thought of as a sequel to K.OA.3, which asks students to consider all the decompositions of a number into two addends.

Because first grade students may have trouble reading this task even thought they are intellectual capable of working on this problem, it will help if the teacher reads the prompt to the students and then has them work together in pairs or small groups. Some students will interpret "most" to mean "strictly greater than" and some will allow for the possibility that "most" and "second most" are actually equal. Either interpretation of "most" is fine as long as the students are consistent with this interpretation throughout. Similarly, whether a vase can remain empty can be left to students and teachers.

The Standards for Mathematical Practice focus on the nature of the learning experiences by attending to the thinking processes and habits of mind that students need to develop in order to attain a deep and flexible understanding of mathematics. Certain tasks lend themselves to the demonstration of specific practices by students. The practices that are observable during exploration of a task depend on how instruction unfolds in the classroom. While it is possible that tasks may be connected to several practices, only one practice connection will be discussed in depth. Possible secondary practice connections may be discussed but not in the same degree of detail.

This particular task helps illustrate Mathematical Practice Standard 2, Reason abstractly and quantitatively. Students make sense of quantities and how they are related in a problem situation. In the task at hand, students first create a meaningful representation of the problem by using objects, pictures, or equations. Then, they manipulate the objects, pictures, or equations by finding different 3-number combinations of daisies in the vases totaling eight. Lastly, students periodically contextualize the problem by connecting the mathematical objects or symbols back to the context. Thus, students build meaning for the mathematical symbols by reasoning about the problem rather than memorizing an abstract set of rules or procedures. Problems that begin with a context and are represented with mathematical objects or symbols can also be examples of modeling with mathematics (MP.4).

Edit this solution

Solution

The full list is:

- 8 in the large, and none in the others, which we abbreviate as $8, 0, 0$.
- 7 in large, 1 in medium, 0 in small, which we abbreviate as $7, 1, 0$.
- $6, 2, 0$
- $6, 1, 1$
- $5, 3, 0$
- $5, 2, 1$
- $4, 4, 0$
- $4, 3, 1$
- $4, 2, 2$
- $3, 3, 2$

If students and the teacher decide to not allow empty vases or equal numbers, there

are only two possibilities, the other being $4, 3, 1$. It is likely that at least equal amounts will be allowed, in which case there are five possibilities.

One full solution strategy is to first decide how many are in the first vase, and then decide from there how many in the second and third vases.

ነኛ ክፍል ሂሳብ

በ10 ቤት ውስጥ የሚገኙ ቁጥሮችን መደመር እና መቀነስ ለ15 ደቂቃዎች ሥራ(ሥሪ)።	17 + 23 እንዴት እንደሚደመር የሚያሳይ ስእል ሥራ(ሪ) መልስህ(ሽ) ምንድነው?	የእያንዳንዱን ልዩነት ለማግኘት ወደኋላ የመቁጠር ስልት ተጠቀም(ሚ)። 13—4 = 10—7 = 7—3 = 9—3 =	ማቲው/Matthew 3 ዓመቱ ነው። ማቲው/Mathew በ 5 ዓመት ከ አለክስ/Alex ይበልጣል። የአሌክስ/Alex እድሜው ምን ያህል ነው?	ይህንን የመደመር አረፍተነገር በቀላል ለመሥራት ድርብ ሲደመር አንድ ተጠቀም(ሚ)። 4 + 5 + 7 =
A. 8 + 3 + 5 = ___ B. 3 + 5 + 8 = ___ የእነዚህ ሁለት ፕሮብሌሞች መልሱ አንድ አይነት ነው? እንዴት እንዳወቅህ(ሽ) አስረዳ(ጂ)።	አንድ ቦታ ላይ በመቆም ያንን የአንተ(ቺ) መነሻ አድርግ(ጊ)። የቻልከውን/የቻልሽውን ያህል ርቀት ዝለል(ይ)። ያረፍክ(ሽ)በትን ቦታ ምልክት አድርግ(ጊ)። አሁን እርሳስ በመውሰድ ምን ያህል ርቀት እንደዘለልክ(ሽ) ለካ(ኪ)።	ይህን እንቆቅልሽ ፍታ(ቺ)። እኔ 29 አንዶች እና 3 አሥሮች አሉኝ። እኔ ስንት ቁጥር ነኝ?	ግሎሪያ/Gloria ገመዱን 22 ጊዜ ዘለለች። ሀድያ/Hadia 17 ጊዜ ገመዱን ዘለለች። ግሎሪያ/Gloria ከ ሀድያ/Hadia ይልቅ ስንት ጊዜ አብልጣ ዘለለች?	መደመር እና መቀነስ እንዴት እንደሚገናኙ እቤት ውስጥ ለአንድ ሰው አስረዳ(ጂ)። መደመርን ማወቅ መቀነስን መሥራት ሲያስፈልግ እንዴት ይረዳል?
የሚከተሉትን ቁጥሮች በመጠቀም፣ ተዛማጅ የሆኑ መደመርን እና መቀነስን ጻፍ(ፊ)። 3, 7, 4	የሚከተሉትን የመደመር ፕሮብሌሞች ሥራ(ሪ)። 34 + 9 = 44 + 8 = 17 + 8 =	a ን በመጠቀም ስሌት ጻፍ(ፊ) ላልታወቀ ቁጥር እና አቃል/ሥራ(ሪ)። ዳና/Dana ጥቂት አበባዎች ነበሯት። ጆይ/Joey 3 ተጨማሪ አበባዎችን ሰጣት። እርሷ አሁን 12 አበባዎች አሏት። ዳና/Dana በመጀመሪያ ስንት ነበራት?	ቤተሰብህ(ሽ) ውስጥ ያሉትን ሰዎች ከረሻሙ እስከ አጭር በቁመት አሰለፍ(ፊ)። በሠለፉ ላይ የአንተ(ቺ) ቁመት የቱ ጋ ነው? ከቤተሰብ ውስጥ አንተ(ቺ) ከማን ትረዝማለህ ወይም ታጥራለህ - ትረዝሚያለሽ/ታጥሪያለሽ?	ወይዘሪት ሉድጅን/Ms. Ludgin 6 ቀይ ኩቦች (ስድስት እኩል ማእዘናት ያሉት ቅርጽ)፣ 9 ሰማያዊ ኩቦች፣ እና 7 ቢጫ ኩቦች አሏት። በጠቅላላ ስንት ኩቦች አላት?

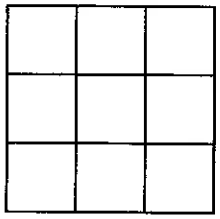
Illustrative Mathematics

1.G Counting Squares

Alignments to Content Standards: 1.G.A.2

Task

How many squares are in this picture?



IM Commentary

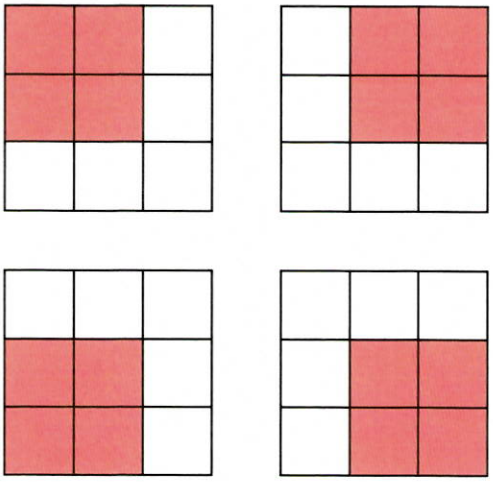
This task is intended to be a simpler form of 1.G.A.2 Overlapping Rectangles. The purpose of this task is to give students an opportunity to compose and decompose squares. This is a challenging problem for first graders and it would be inappropriate to use it as an assessment. However, if presented as a brainteaser it can be useful for giving the students practice in recognizing squares, and stimulate interest as students compete to try to find the most squares. Furthermore, older students may also benefit from such an exercise as well, which could be aligned with 2.G.1.

This task includes an experimental GeoGebra worksheet, with the intent that instructors might use it to more interactively demonstrate the relevant content material. The file should be considered a draft version, and feedback on it in the comment section is highly encouraged, both in terms of suggestions for improvement and for ideas on using it effectively. The file can be run via the free online application GeoGebra, or run locally if GeoGebra has been installed.

Edit this solution

Solution

In addition to the nine small squares, there are four 2×2 squares (shown below), and one 3×3 square, for a total of 14 squares.



1ኛ ክፍል ሂሳብ

በ10 ቤት ውስጥ የሚገኙ ቁጥሮችን መደመር እና መቀነስ ለ15 ደቂቃዎች ሥራ(ሥሪ)።	ጆሲ/Jose 18 አፕሎች አሉት። ሲልቪያ/Sylvia ጥቂት ተጨማሪ አፕሎችን ሰጠቸው። አሁን 21 አፕሎች አሉት። ሲልቪያ/Sylvia ለ ጆሲ/Jose የሰጠቸው ስንት አፕሎች ናቸው?	የሚከተሉትን ፕሮብሌሞች ሥራ(ሪ)። ፕሮብሌሞቹን የሠራህ(ሽ)በትን ስልት/ስትራቴጂ ለቤተሰብ አባል ንገር(ሪ)። 3 + 3 =? 7 = 2 +? 4 +? = 9	የሚከተሉትን ቁጥሮች በመጠቀም፣ ተዛማጅ የሆኑ መደመር እና መቀነስ ጻፍ(ፊ)። 7, 5, 2	ስለዚህ ስሌት አስብ(ቢ)፦ 9 = 11 − ___ የእኩል ምልክቱ ምን ማለት ነው? ይህንን ስሌት እንዴት ታጠናቅቃለህ/ታጠናቅቂያለሽ? ይህንን ስሌት ትክክል የሚያደርገው ቁጥር የትኛው ነው እና ለምን?
በቤታችሁ ዙሪያ የሚገኙ ሦስት ነገሮችን ለመላት ሜትር ተጠቀም(ሚ)። በቁመታቸው ልክ በመስመር አስቀምጥ(ጪ) የትኛው ይረዝማል።	ወ/ት ደንሃርድ/Ms. Denhard 29 ዶሚኖ አላት። ከዶሚኖቹ ጥቂቶቹን አስወገደች። አሁን ያሏት 11 ዶሚኖዎች ናቸው። ወ/ት ደንሃርድ/Ms. Denhard ያስቀመጠችው ስንት ዶሚኖዎች ናቸው?	የእናንተን የምግብ ጠረጴዛ በቤታችሁ በር መግቢያ ላይ ማስቀመጥ ትችላለህ/ትችያለሽ? የበር መግቢያውን እና ጠረጴዛውን ለመለካት እጅህ(ሽ)ን ተጠቀም(ሚ)።	--ለማቃለል ድርብ/doubles + 1 ተጠቀም(ሚ) የሚከተሉትን ፕሮብሌሞች፦ 8 + 9 = ___ = 6 + 7 6 + 5 = 3 + 4 =	a ን በመጠቀም ስሌት ጻፍ(ፊ) ላልታወቀው ቁጥር እና ፕሮብሌሙን ፍታ/ፍቺ። ዳና/Dana ጥቂት አበባዎች ነበሯት። ጆይ/Joey 3 ተጨማሪ አበባዎችን ሰጣት። እርሷ አሁን 12 አበባዎች አሏት። ዳና/Dana በመጀመሪያ ስንት ነበራት?
ወረቀት ላይ የእግርህ(ሽ)ን ኩቴ ተመልከት(ቺ)። ቁረጠ(ጪ)ው። የአልጋህ(ሽ)ን ርዝመት ለመለካት ተጠቀም(ሚ)። ስንት ጫማ/"feet" ነው? የእግርህ(ሽ) ኩቴ ያለበትን ቁራጭ ወረቀት በመጠቀም የሁለት ሌሎች ነገሮችን ርዝመት ለካ(ኪ)። የትኛው ይረዝማል?	ከሚከተለው ጥያቄ ጋር የሚመሣሰል ዎርድ ፕሮብሌም ጻፍ(ፊ)። 7 + 4 =	ይህን እንቆቅልሽ ፍታ(ቺ)። እኔ 32 አንዶች እና 1 አስር አለኝ። እኔ ስንት ቁጥር ነኝ?	የህንፃ መሥሪያ ጡቦችን ወይም ሌላ ነገር በመጠቀም የተለያየ ርዝመት ያላቸውን ሠግነቶች/ማማዎች ሥራ(ሪ)። እንደየመጠናቸው/እንደየልካቸው አስቀምጥ(ጪ)። የትኛው ይረዝማል?	የሚከተሉትን ቁጥሮች በመጠቀም፣ ተዛማጅ የሆኑ መደመር እና መቀነስ ጻፍ(ፊ)። 7, 5, 2.

The Very Hungry Caterpillar

Sample task from achievethecore.org
Task by Illustrative Mathematics, annotation by Student Achievement Partners

GRADE LEVEL First

IN THE STANDARDS 1.OA.A.2, 1.OA.C.5, 1.OA.D.7, 1.NBT.B.2

WHAT WE LIKE ABOUT THIS TASK

Mathematically:

- Develops students' understanding of the relationship between counting on and addition (1.OA.C.5),
- Builds toward understanding of the place value system (1.NBT.B).
- Engages students in several Standards for Mathematical Practice (see Additional Thoughts).

In the classroom:

- Presents an application in an engaging setting.
- Encourages students to talk about each other's thinking, in order to improve their mathematical understanding.
- Allows for group or individual work.

This task was designed to include specific features that support access for all students and align to best practice for English Language Learner (ELL) instruction. Go here to learn more about the research behind these supports. This lesson aligns to ELL best practice in the following ways:

- Provides opportunities for students to practice and refine their use of mathematical language.
- Allows for whole class, small group, and paired discussion for the purpose of practicing with mathematical concepts and language.
- Includes a mathematical routine that reflects best practices to supporting ELLs in accessing mathematical concepts.
- Provides opportunities to support students in connecting mathematical language with mathematical representations.

MAKING THE SHIFTS[1]

Focus	Belongs to the Major Work[2] of first grade
Coherence	Builds on kindergarten work with addition
Rigor[3]	Conceptual Understanding: secondary in this task Procedural Skill and Fluency: not targeted in this task Application: primary in this task

1 For more information read Shifts for Mathematics.
2 For more information, see Focus in Grade One.
3 Tasks will often target only one aspect of rigor.

For a direct link, go to: http://www.achievethecore.org/page/612/the-very-hungry-caterpillar-task

INSTRUCTIONAL ROUTINE

The steps in this routine are adapted from the Principles for the Design of Mathematics Curricula: Promoting Language and Content Development.

Engage students in the Compare and Connect Mathematical Language Routine. This will support students as they identify, compare, and contrast differing mathematical approaches and representations.

Begin this task by reading *The Very Hungry Caterpillar*, asking students to estimate how many things the caterpillar ate, and begin reading it again with students using the counters and ten-frames. Use the first few pages of the book to see that students are understanding the process of adding counters and writing an equation. After 1 apple, 2 pears, 3 plums, and 4 strawberries are eaten, look for any ten-frames with answers other than 10 and facilitate a discussion about what the sum should be at this point so that all the ten frames have 10.

Strategically select students who have used the following equations to share so that they can be publicly recorded by the teacher:
1+2+3+4=10
3+3+4=10
6+4=10
These equations attend to the mathematical goals of the task. Other equations should not be shared at this time as they will take attention away from the goal. As they share, ask students to restate responses while the teacher records. Ask students to look at each of these representations. Then ask: "What is the same in the equations?" and "What is different in the equations?" If possible demonstrate the ten-frame placement for each equation using different colors.
Think aloud if no one mentions the following:
"I noticed that Jose used the number 6, but the other students didn't use that number. What did they use instead of 6?"
"What number is the same in all of the equations? I wonder if everyone used a 10 in our equations?"
This question directly supports 1.OA.D.7.

Follow this same procedure after the oranges are eaten. Monitor and select students who use the following equations:
1+2+3+4+5=15
3+3+4+5=15
10+5=15
Make connections here to the filled ten frame and the five counters in the next frame. This example directly supports 1.NBT.B.2

In the story, the caterpillar eats a variety of items on Saturday. Before reading this section, ensure that all students' ten-frames show 15. If using two-color counters, use 15 of one color and then add on in the other color. Ten items were eaten on Saturday one at a time.
After students have added the 10 counters and written their equations, have them share their work with two other partners. Then ask a few students to share with the class the equations of their partners.

On the last day, the caterpillar eats one leaf. No need to share the equations, but you may need to discuss why that leaf counts as food.
Facilitate a discussion about the number 26. Ask students to make connections between the number 26 and their ten-frames attending to the place value (1.NBT.B.2). What does the 2 mean? What does the 6 mean?
Finally, compare the final answer of 26 to their original estimates. Which estimates were greater or less than 26? Which estimates were equal to 26?

LANGUAGE DEVELOPMENT

Ensure students have ample opportunities in instruction to read, write, speak, listen, and understand the mathematical concepts that are represented by the following terms and concepts:

- Tens
- Ones
- Equal
- Equation
- Estimate
- Ten-frames

Students should engage with these terms and concepts in the context of mathematical learning, not as a separate vocabulary study. Students should have access to multi-modal representations of these terms and concepts, including: pictures, diagrams, written explanations, gestures, and sharing of non-examples. These representations will encourage precise language, while prioritizing students' articulation of concepts. These terms and concepts should be reinforced in teacher instruction, classroom discussion, and student work

ELLs may need support with the following Tier 2 words during the classroom discussion:

- Represent
- Same
- Different

ADDITIONAL THOUGHTS

In this task, first graders have opportunities to engage with several Standards for Mathematical Practice. Students need to make sense of what is being asked and persevere through multiple steps in order to solve this problem (MP1). Students take something concrete (the story), represent it physically (with the counters or unifix cubes), and then represent it symbolically as an equation (MP2). These equations are mathematical models of the real-world situation described in the book (MP4).

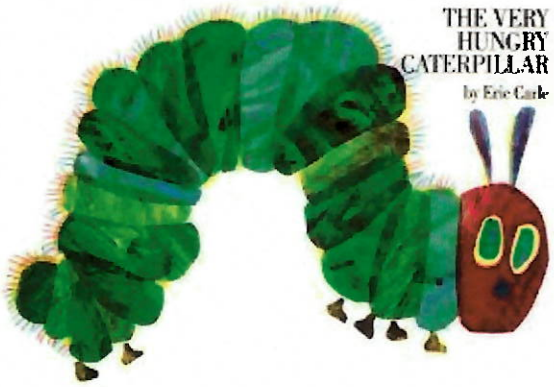
For the variety of addition and subtraction situations students should encounter in grades K–2, read Table 2 on page 9 of the progression document, *K Counting and Cardinality; K–5 Operations and Algebraic Thinking*, available at http://www.achievethecore.org/progressions.

1.OA, NBT The Very Hungry Caterpillar

Task

Materials

- *The Very Hungry Caterpillar* by Eric Carle



The students work individually or in pairs. Each student or pair needs:

- Three ten-frames for each student or pair of students (see PDF for black line master)
- 30 counters or unifix cubes per pair of students
- One small dry-erase board and dry-erase maker per pair of students

Actions

The teacher reads the book to the class and asks, "How many things do you think the caterpillar ate in this story?" The students take a minute to share their estimate with a partner. Next, the teacher reads *The Very Hungry Caterpillar* again. After each page, the teacher pauses so that the students can add counters or unifix cubes to the ten-frame to represent the number of things the caterpillar ate, and then write an equation on the dry-erase board connecting addition to the number of counters used. After each

ten-frame is filled in the students move to the next one. If the students are working in pairs, one student can add the counters/unifix cubes to the ten-frame while the other student writes the equation. By the end of the story, there should be a total of 25 food items eaten and 1 leaf eaten. (The students can decide as a class whether to count the leaf as a food). There will be two ten-frames completed with 5 or 6 counters/unifix cubes on the third ten-frame. If students come up with different, but correct, equations, then discuss the different equations and ask students, "Can all of these be correct?"

Commentary

The purpose of this task is for students to solve word problems that call for addition of three whole numbers (1.OA.2), to relate counting on to addition (1.OA.5), and to understand that the two digits of a two-digit number represent amounts of tens and ones (1.NBT.2). This task supports developing conceptions of counting on and base-ten structure, and is thus appropriate early in the school year.

There is the possibility that students may write different, but correct, equations. If this happens, then the teacher should take the opportunity to ask students whether the different equations are correct and how they know. An appropriate classroom discussion can help support students' understanding of the equals sign (1.OA.7). While the standard only calls for sums within 20, in instructional situations it is appropriate to go beyond that. This limit is most salient for assessment developers.

Note that if this task is to support all these different standards, the teacher needs to be aware of the various connections and take the opportunity to draw them out as necessary.

Solution: 1

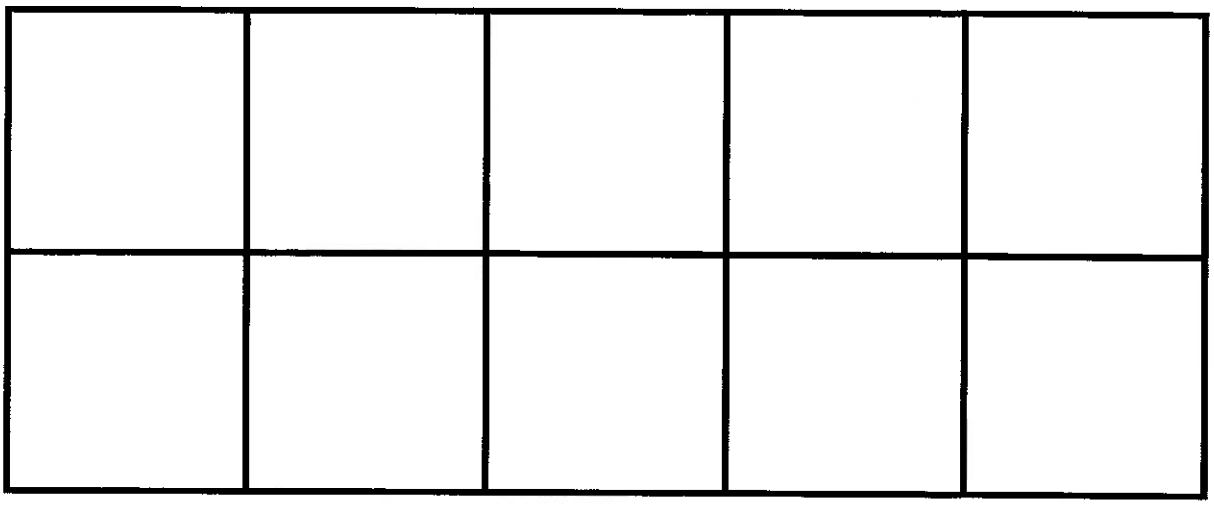
An example of what the students will be doing as the story is read:

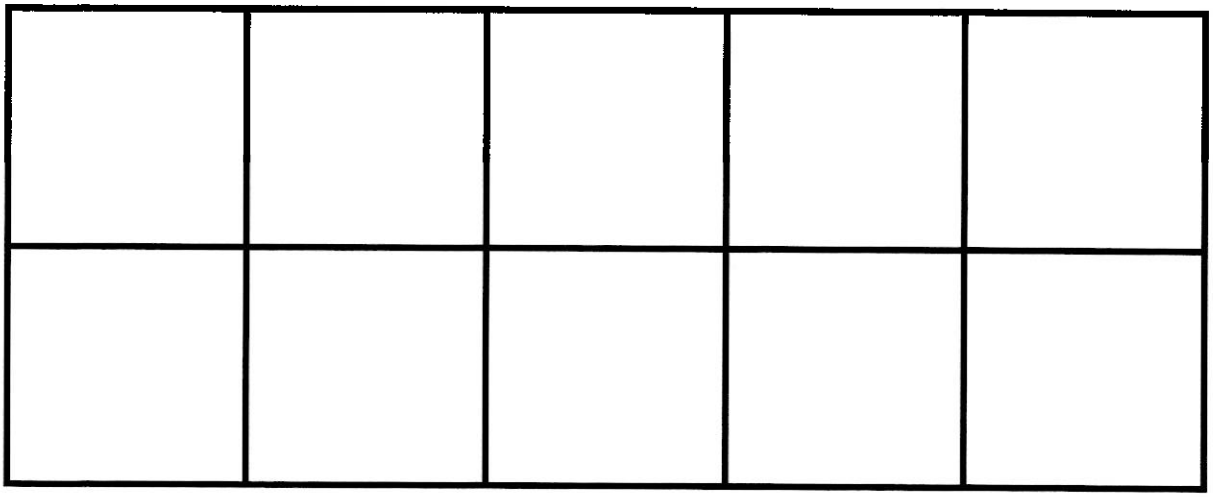
After 1 apple and 2 pears are eaten, there will be 3 counters on the ten-frame. The equation will be 1+2=3.

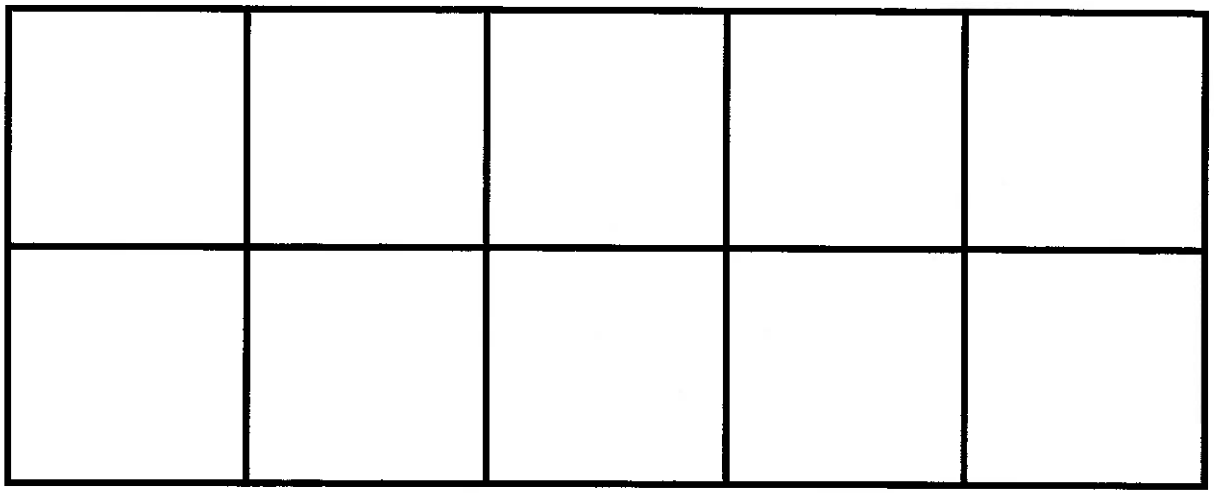
After 1 apple, 2 pears, and 3 plums are eaten, there will be 6 counters on the ten-frame. The equation could be either 3+3=6 or 1+2+3=6.

After 1 apple, 2 pears, 3 plums, and 4 strawberries are eaten, 4 more counters would be added to the ten-frame for a total of ten counters. The equation could be 6+4=10, 3+3+4=10, or 1+2+3+4=10.

And so on!







Science

ስም፡- _____

የአንደኛ ክፍል ሳይንስ

ከውጭ የወፍ ጎጆ ተመልከት(ቺ)። የጎጆውን ሥዕል ሥራ(ሪ)። ስለ-ጎጆው አስብ(ቢ)፡- ● የወፍ ጎጆው የት ነው? ● የወፍ ጎጆው የተሠራው ከምንድነው?
ስለ ወፎች ወይም ስለ እነርሱ ጎጆዎች ታሪክ አንብብ(ቢ) ወይም አዳምጥ(ጪ)። የጎጆውን ሥዕል ሥራ(ሪ)። ማያያዣ-ማገናኛ Pebble Go Bird readings ስለ-ጎጆው አስብ(ቢ)፡- ● የወፍ ጎጆው የት ነው? ● የወፍ ጎጆው የተሠራው ከምንድነው?
እቤት ውስጥ ወይም ከቤት ውጪ እፅዋት ወይም እንስሳ ተመልከት(ቺ)። የእንስሳውን አንድ ገፅታ - ክፍለ አካል ሥዕል በመሥራት ከሰውነቱ የትኛው ክፍል እንደሆነ አሳይ። ስለ-እንስሣው ክፍለ አካል አስብ(ቢ)፡- ● የእንስሳው ክፍለ አካል ምን ይመስላል? ● ይህኛው የእንስሳው ክፍለ አካል ምን ይሠራል/ሥራው ምንድነው?
ስለ እንስሳ ታሪክ አንብብ(ቢ) ወይም አዳምጥ(ጪ)። ማያያዣ-ማገናኛ Meet the Meerkat ስለ-እንስሳው አስብ(ቢ)፡- ● የዚህ እንስሳ የተለያዩ ክፍሎች ምንድናቸው? ● የእንስሳው አንደኛው ክፍል ሥራው ምንድነው?

Eagles

Body

Eagles are large birds.
They weigh 4 to 15 pounds
(2 to 7 kilograms).
An eagle has a curved beak
and strong talons.
Eagles have brown, black,
and white feathers.

Habitat

Eagles live all over the world,
except in very cold places.
They are found in deserts,
woodlands, and rain forests.
Eagles build nests in trees.

Food

Eagles eat fish, rabbits,
squirrels, and other small
animals. They use strong
talons to grab prey.
Their sharp beaks tear
into meat.

Life Cycle

Female eagles lay one to three eggs. Eaglets hatch six weeks later. They leave the nest when they are 12 weeks old. Eagles live 20 to 40 years in the wild.

Fun Facts

- The bald eagle is a symbol of the United States.
- Eagles have hollow bones that help them fly.
- Bald eagles are not bald. They have white feathers on their heads.

Glossary Terms

talon - a long sharp claw

hatch - to break out of an egg

prey - an animal hunted by another animal for food

eaglet - a young eagle

beak - the hard, pointed part of a bird's mouth

"Eagles." ***Animals.*** **Capstone, www.pebblego.com. Accessed 9 Mar. 2020.**

Health and Physical Education

SHAPE America

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March 2020

Elementary Mind & Body Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. Self-Injury Awareness Day	**2 Musical Frogs** This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	**3 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**4 Walking Race** Pick a distance and challenge a friend to a speed walking race. No running!	**5 Sidewalk Chalk Balance** Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.	**6 Bear Walk** With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	**7 Wild Arms** As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x
8 Sugarcane Pose Hold Sugarcane Pose for 30 seconds on each side. 	**9 Limbo** Grab a broom stick and have 2 people hold it. Take turns going under the stick arching backwards. Lower the stick after each successful pass. How low can you go?	**10 Crazy 8's** 8 jumping jacks 8 leaps 8 frog jumps 8 vertical jumps (as high as you can) Repeat 3 times	**11 Between the Knees** Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees.	**12 Happy Baby Pose** Straighten your legs for an added challenge. 	**13 Toe Fencing** With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.	**14 Chest Pass** Practice your chest passes against a brick wall. Remember to step towards your target.
15 Put a piece of tape on the ground and jump back and forth as quick as you can for 30 seconds.	**16 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**17 Code Words** While watching TV any time you hear the code words complete 10 jumping jacks. Code words: green, St. Patrick's Day, lucky, leprechaun	**18 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**19 Pretend!** Pretend to: -Sit In a chair for 10 seconds -Shoot a basketball 10 times - Ride a horse -Be a frog -Lift a car	**20 Commercial Stroll** During a commercial break take a walk around your entire house. Still a commercial? Go again this time speed walking so you don't miss a thing!	**21 Walking Race** Pick a distance and challenge a friend to a speed walking race. No running!
22 Dance, Dance Put on your favorite song or turn on the radio. Dance however you like during the entire song!	**23 Arm and Leg Tag** A regular game of tag, but if someone touches your arm/leg you can no longer use that body part. If both legs are tagged start a new round.	**24 Read & Move** Pick a book to read and select an "action word" that will be repeated often. When the "action word is read stand up and sit down.	**25 Army Crawl** Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.	**26 Do this:** -Hop on one leg 30 times, switch legs -Take 10 giant steps -Walk on your knees -Do a silly dance -Sprint for 10 seconds	**27 Set the Menu** Talk with who takes care of you about choosing the dinner menu. Pick whole grains and veggies.	**28 Vertical Jump** Jump as high as you can for 30 seconds. Repeat.
29 Ragdoll Pose Hold Ragdoll Pose for 30 seconds. Repeat. 	**30 Crabby Clean Up** Tidy up while walking like a crab! Carry items on your belly across the room to put them away.	**31 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**National Health Observances:** • National Nutrition Month • 1st- Self-Injury Awareness Day • 6th -7th National Day of Unplugging (sundown-to-sundown) • 13th National Good Samaritan Day Yoga pictures from www.forteyoga.com		SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!	