1st Grade

Dear Students and Families,

Welcome to the MCPS instructional resources for your child's grade level. All of the resources and materials in this course are available for students to work on while school is closed. Since these materials serve as review and practice of content, you may choose what experiences are most appropriate and meaningful for your child. Your child may work on any or all of the experiences, in any order. Feel free to modify the resources and provide your child with accommodations as necessary. Resources are intended to be completed with little or no adult support, but you are welcome to support your child as needed. Since these resources serve as review and practice, they do not need to be returned to school and will not be graded.

Literacy, mathematics, and science experiences have been designed for your child. A literacy experience requires students to engage with reading, writing, listening, speaking, and/or viewing and responding to literary or informational text. Mathematics experiences allow students to use multiple strategies in order to practice concepts that they have learned. Science experiences provide the opportunity for students to engage in a deeper exploration of real world phenomena, using the practices of scientists and engineers.

Literacy

Grade 1 Literacy Experiences #1-5

Literacy Experiences may be completed in one or multiple sittings. Keep track of the texts you are reading by filling in your Reading Log. You may record your responses to texts on paper, in a journal, or using a device.

Literacy Experience 1: Respond to Informational Text
Read or listen to an informational text and respond to the written response questions.

- Ask and answer questions about the text.
- Write questions before, during, and after reading.
- Use the text to answer your questions. Include key detail in your responses.
- Use the provided graphic organizer, Asking Questions to capture your response.

Literacy Experience 2: Respond Literary or Informational Text
Read any informational or literary text. Respond to the written response question below.

- What did you like or dislike about the text?
- Provide key details to support your ideas.
- Write your response on paper or inside of a journal.

Literacy Experience 3: Respond to Informational Text
Read or listen to an informational text and respond to the following prompt. Use text evidence to support your thinking.

- What is the main idea of the text?
- What key details support the main topic?
- Use this Main Idea Graphic Organizer to organize your ideas.

Literacy Experience 4: Respond to Informational Text
Read or listen to an informational text.

- Before reading the text, complete the K column of the KWL graphic organizer. List what you already know about the topic.
- Next complete the W column and write 1 or 2 questions about what you want to know about the topic.
- After reading or listening to the text, write what you learned in the L column.

Literacy Experience 5: Respond to Literary Text
Read or listen to a poem or story.

- What is the central message of the text?
- Use the important message task (Links to an external site.) graphic organizer to write your response. Include details from the text in your written response.

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

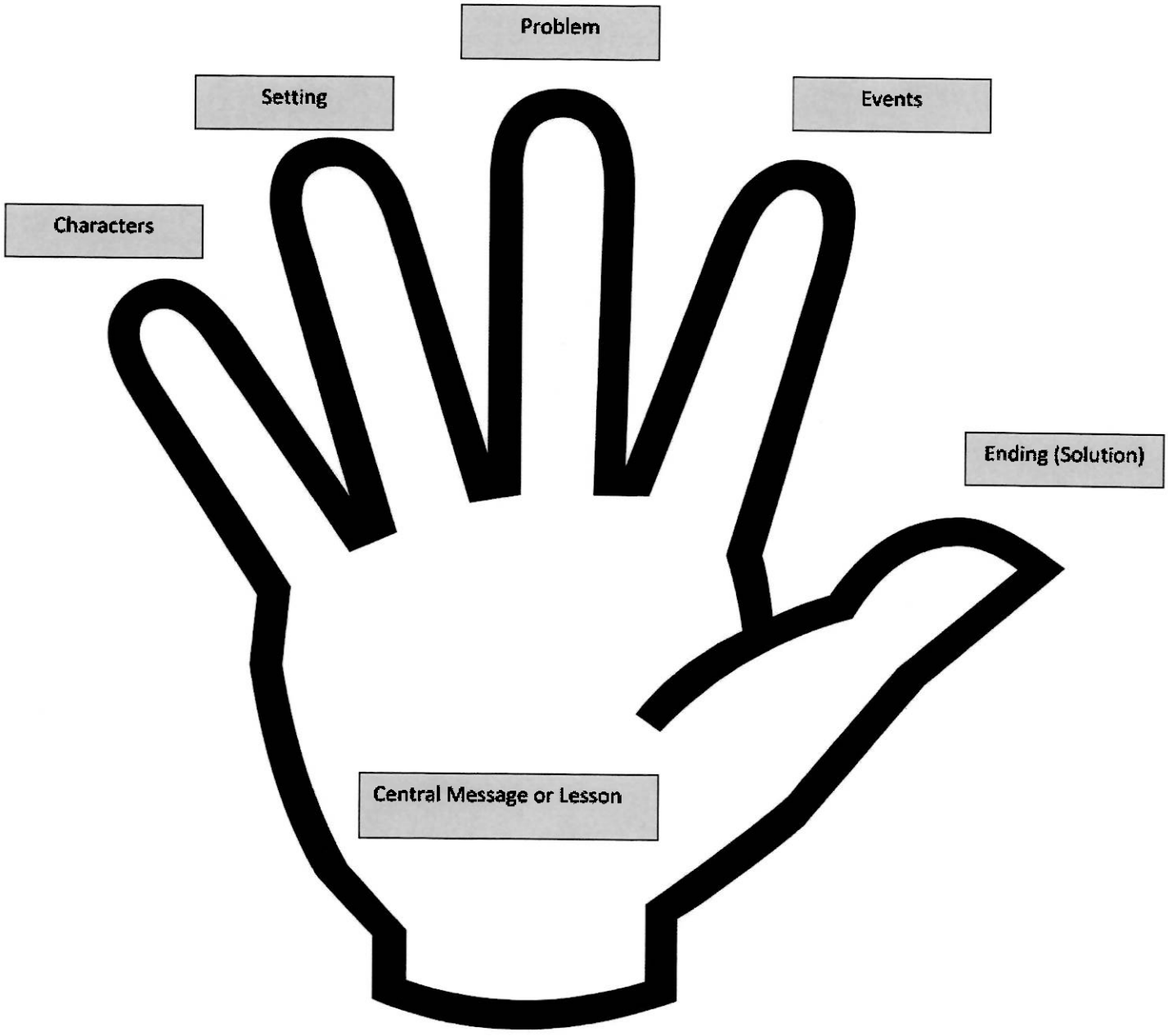
Key Detail

K-W-L Chart

Topic: _____

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

Five Finger Retell with Central Message



Grade 1 Literacy Experiences #6-10

Literacy Experiences may be completed in one or multiple sittings. Keep track of the texts you are reading by filling in your Reading Log. You may record your responses to texts on paper, in a journal, or using a device.

Literacy Experience 6: Respond to Informational Text
Read or listen to an informational text and respond to the following prompt. Use text evidence to support your thinking.

- What are the main ideas in the text?
- Use key details to support your answer.
- Use the main idea graphic organizer to plan your writing.

Literacy Experience 7: Respond to Literary Text
Read or listen to a literary text and respond to the following prompt. Use text evidence to support your thinking.

- Describe the problem and the solution of a story using key details and illustration from the text.
- Use the Problem and Solution graphic organizer to plan your writing.

Literacy Experience 8: Respond to Literary Text
Read or listen to a literary text and respond to the following prompt. Use text evidence to support your thinking.

- Describe the setting of the story.
- Explain why you think the author chose the setting.
- Use the Showing the Setting reading response organizer to plan your writing and answer the question.

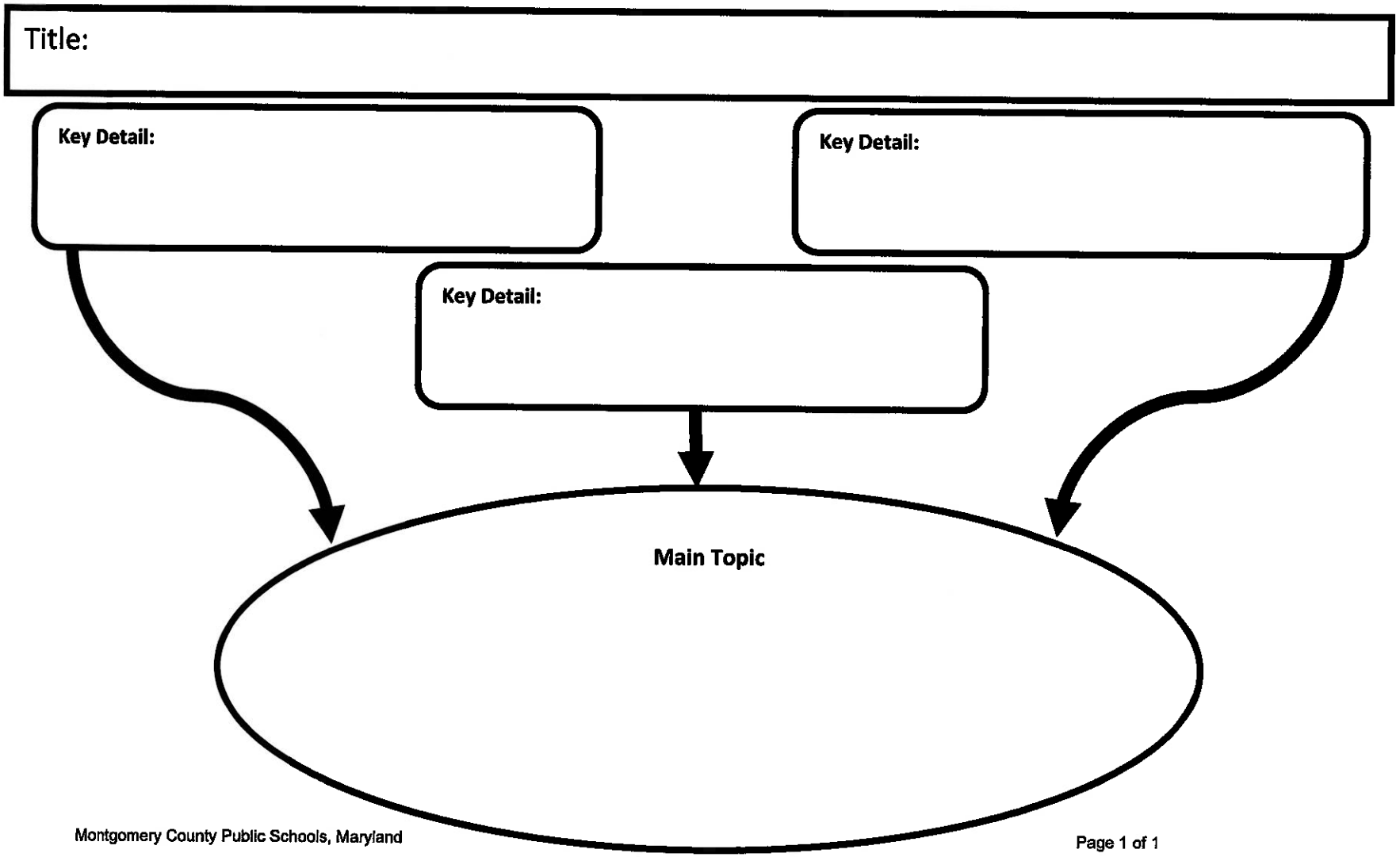
Literacy Experience 9: Opinion Writing
Write an opinion to respond to one of the questions below. Use the provided opinion writing graphic organizer as you plan your writing.

Possible Opinion Writing Topics
What is the best sport?
What is the best book?
What is the best school lunch?
What is the best school subject (reading, writing, mathematics, social studies, science)?
What is the best activity to do at recess?
What is the best animal to have as a pet?

Literary Experience 10: Respond to Literary Text
Read or listen to a literary text and respond to the following prompt. Use text evidence to support your thinking.

- Describe a character and the setting using key details and illustrations from the text.
- Use the Character and Setting graphic organizer to plan your writing.

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



Name _____

Date _____

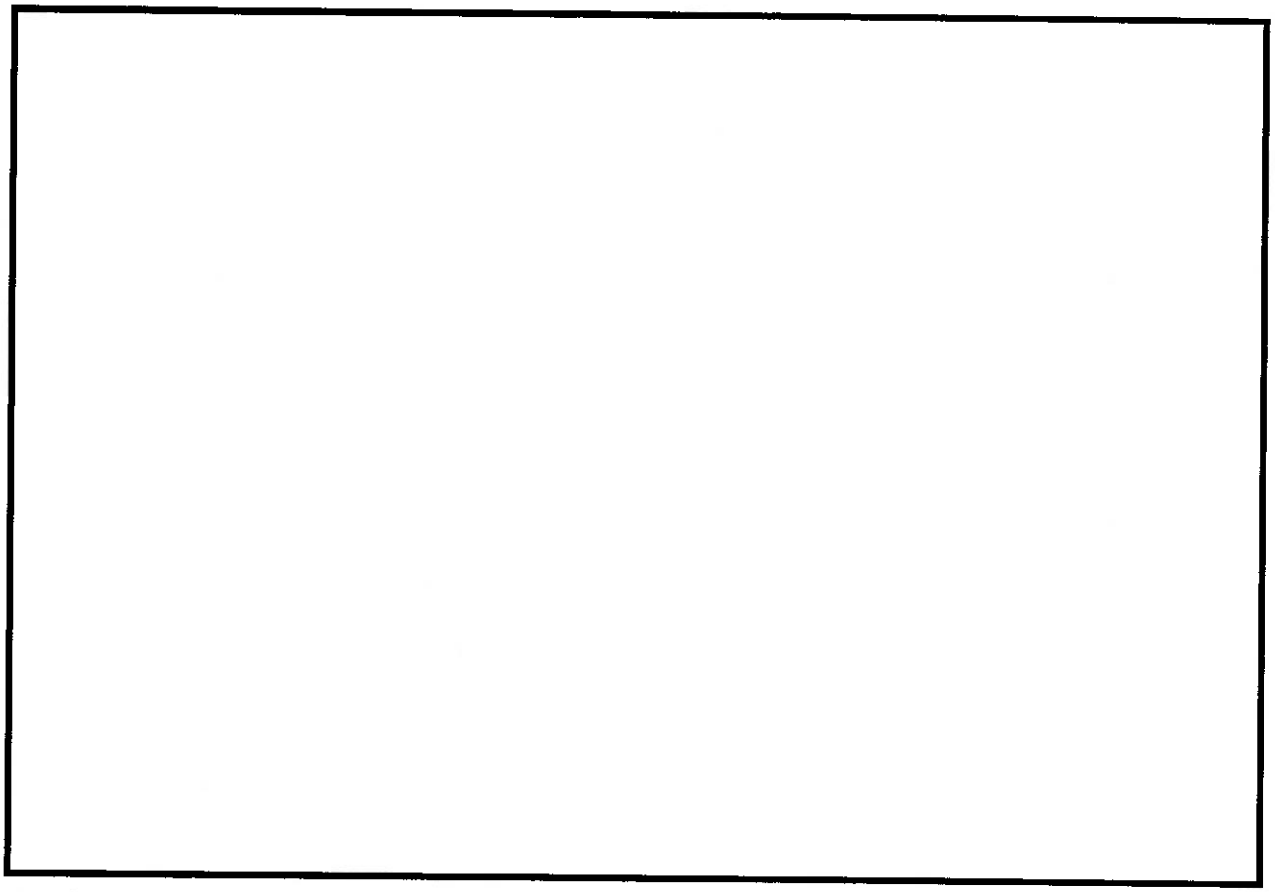
Text Title: _____

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



Grade 1 Literacy Experiences #11-15

Literacy Experiences may be completed in one or multiple sittings. Keep track of the texts you are reading by filling in your Reading Log. You may record your responses to texts on paper, in a journal, or using a device.

Literary Experience 11: Respond to Literary Text
Read or listen to a literary text and respond to the following prompt. Use text evidence to support your thinking.

- Describe a character and the setting using key details and illustrations from the text.
- Use the Character graphic organizer to plan your writing.

Literary Experience 12: Respond to Literary Text
Read or listen to a literary text and respond to the following prompt. Use text evidence to support your thinking.

- Describe the problem and the solution of a story using key details and illustration from the text.
- Use the Problem and Solution graphic organizer to capture your response.

Literary Experience 13: Narrative Writing
Write a narrative story.

- Include characters, setting, events, problem, and a solution in your story.
- Use the provided Beginning Middle End graphic organizer to organize your ideas.

Literary Experience 14: Respond to Informational Text
Read or listen to an informational text and respond to the following prompt. Use text evidence to support your thinking.

- What are the main ideas in this text?
- Use key details to support your answer.
- Use the main idea graphic organizer to capture your response.

Literacy Experience 15: Informative Writing
Write informative facts about a topic. You may use a topic from an informative text you have already read or you may use a new text. Use the retelling facts organizer as you plan your writing.

Character Graphic Organizer

Name of character:

What the character looks like:

How the character acts:

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

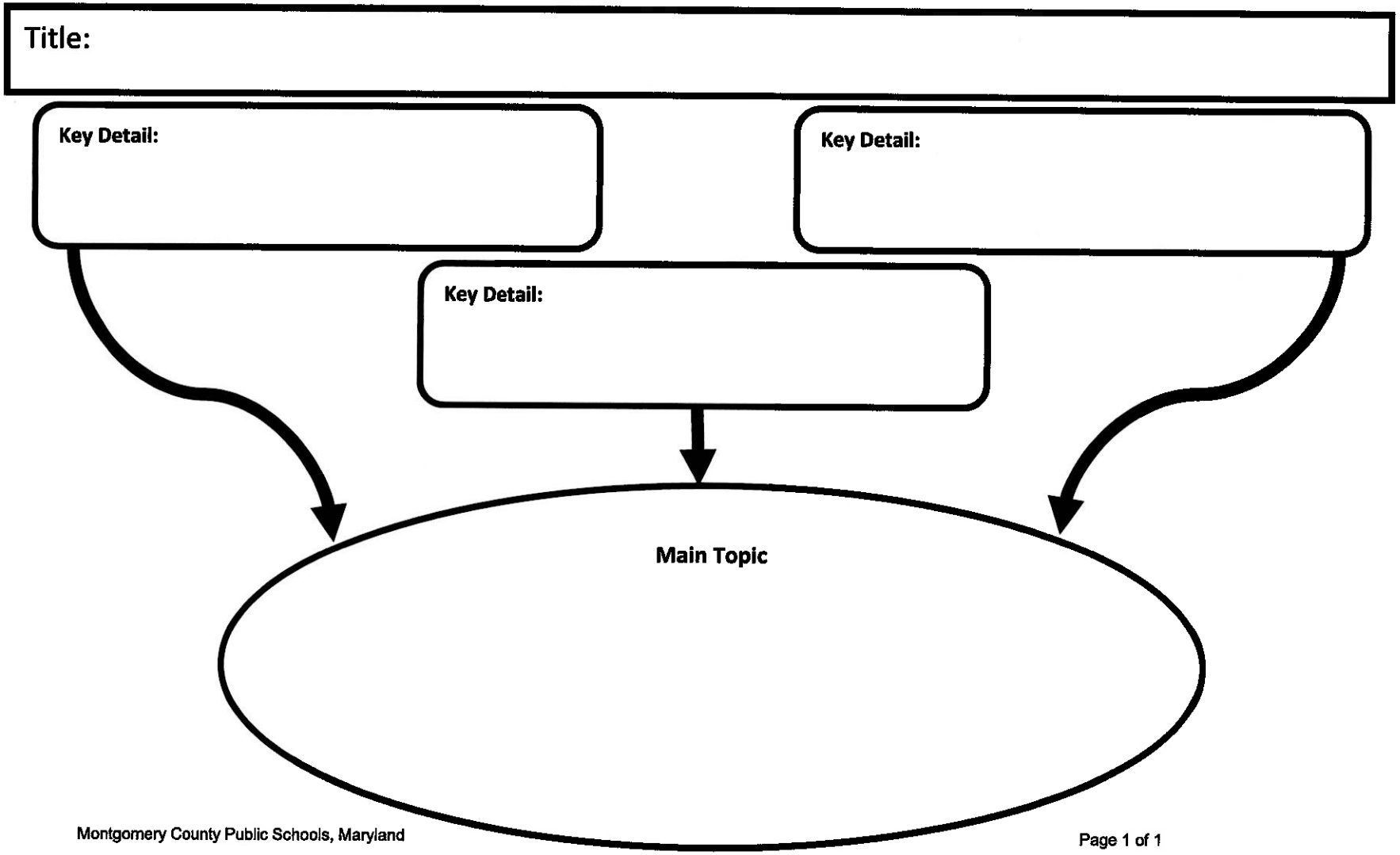
Problem or Topic

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:

_____

_____

_____

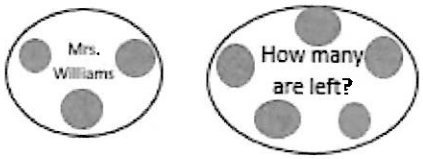
Mathematics

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.

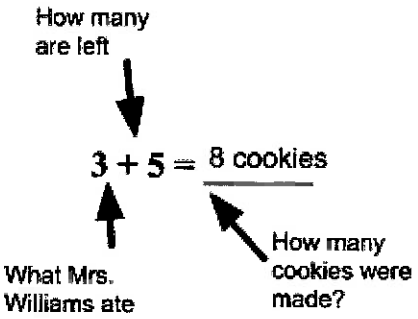
Sample Problem:
Mrs. Sampson made cookies for her friends. Mrs. Williams ate 3 cookies. Mrs. Sampson now has 5 cookies. How many cookies did Mrs. Sampson make first?

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.

Grade 1 Mathematics

Complete 2-3 boxes each day.

Practice your addition and subtraction facts within 10 for 15 minutes.	Can you use the strategy "make ten" to make this number sentence easier to solve? 3 + 5 + 7 =	Jackson has 12 books on his book shelf. Terry has 4 more books than Jackson. How many books does Terry have?	Elliot has 15 toy cars. Keon has 6 fewer toy cars. How many does Keon have?	Solve the following problems. Tell a family member your strategy in solving the problems. 3 + 3 = ? 7 = 2 + ? 4 + ? = 9
Josue has some pieces of candy. Allison has 7 more than Josue. Allison has 14 pieces of candy. How many pieces of candy does Josue have?	Write a word problem that would match the following equation. 12 + 6 =	Write the numbers 1-9 on slips of paper. Choose three of those slips of paper without looking. Add the numbers you selected. Write an equation to represent your problem.	Which is greater? • 72 or 27 • 35 or 53 How do you know?	Use doubles + 1 to solve the following problems. 7 + 8 = 3 + 4 = 8 + 9 =
Use doubles + 1 to solve the following problems: 6 + 7 = ___ = 5 + 4 9 + 8 = 7 + 8 =	Hannah had 7 cards. Her teacher gave her 5 more cards. Hannah needs 15 cards. Does she have enough? How many does she have?	Using the following numbers, write the addition and subtraction facts that are related. 6, 9, 3.	Take a paperclip and measure objects in your home. For example: How many paper clips long is a pencil?	Write your own word problem in which you must add three numbers. Write the equation and solve your problem.

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.

Grade 1 Mathematics

Complete 2-3 boxes each day.

Practice your addition and subtraction facts within 10 for 15 minutes.	Draw a picture showing how to add 17 + 23. What is your answer?	Use the counting back strategy to find each difference. 13—4 = 10—7 = 7—3 = 9—3 =	Matthew is 3 years old. Matthew is 5 years younger than Alex. How old is Alex?	Use doubles plus one to make this addition sentence easier to solve. 4 + 5 + 7 =
A. 8 + 3 + 5 = ___ B. 3 + 5 + 8 = ____ Is the answer the same for these two problems? Explain how you know.	Stand at one point and mark it as your starting point. Jump as far as you can! Mark where you land. Now take a pencil and measure how far you jumped.	Solve this riddle. I have 29 ones and 3 tens. What number am I?	Gloria jumped rope 22 times. Hadia jumped rope 17 times. How many more times did Gloria jump than Hadia?	Explain to someone at home how addition and subtraction are related. How does knowing how to add help you when you need to subtract?
Using the following numbers, write the addition and subtraction facts that are related. 3, 7, 4	Solve the following addition problems. 34 + 9 = 44 + 8 = 17 + 8 =	Write an equation using a ? for the unknown and solve. Dana had some flowers. Joey gave her 3 more flowers. She now has 12 flowers. How many did Dana have to start with?	Line up the people in your family from tallest to shortest. Where in line do you fit? Who are you taller or shorter than in your family?	Ms. Ludgin has 6 red cubes, 9 blue cubes, and 7 yellow cubes. How many cubes does she have in all?

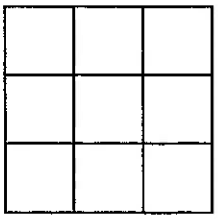
Illustrative Mathematics

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.

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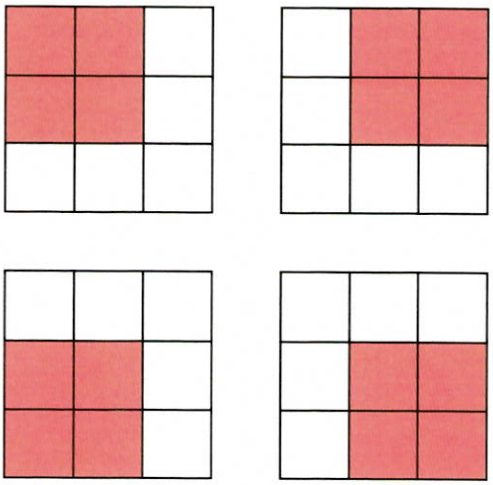
Solution

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.



Grade 1 Mathematics

Complete 2-3 boxes each day.

Practice your addition and subtraction facts within 10 for 15 minutes.	Jose had 18 apples. Sylvia gave him some more apples. He now has 21 apples. How many apples did Sylvia give Jose?	Solve the following problems. Tell a family member your strategy in solving the problems. 3 + 3 = ? 7 = 2 + ? 4 + ? = 9	Using the following numbers, write the addition and subtraction facts that are related. 7, 5, 2	Think about this equation: 9 = 11 – ___ What does the equal sign mean? How could you complete this equation? What number makes this equation true and why?
Use a paper clip to measure the length of three objects around your home. Line them up according to the length. Which one is the longest?	Ms. Denhard has 29 dominoes. She puts away some of her dominoes. Now she has 11 dominoes. How many dominoes does Ms. Denhard put away?	Can you fit your kitchen table through the doorway of your home? Use your hand to measure the doorway and the table to see if it will fit.	Use doubles + 1 to solve the following problems: 8 + 9 = ___ = 6 + 7 6 + 5 = 3 + 4 =	Write an equation using a ? for the unknown and solve. Erin has 3 dogs. Her friend brought some more dogs over to play. Now there are 8 dogs running around. How many dogs did her friend bring to play?
Trace your foot on a piece of paper. Cut it out. Use it to measure the length of your bed. How many "feet" is it? Measure the length of two other things using the cut out of your foot. Which is longer?	Write a word problem that would match the following equation. 7 + 4 = ?	Solve this riddle. I have 32 ones and 1 ten. What number am I?	Use building blocks or some other item to make towers of different lengths. Put them in order of size. Which one is the tallest?	Using the following numbers, write the addition and subtraction facts that are related. 13, 6, 7

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.

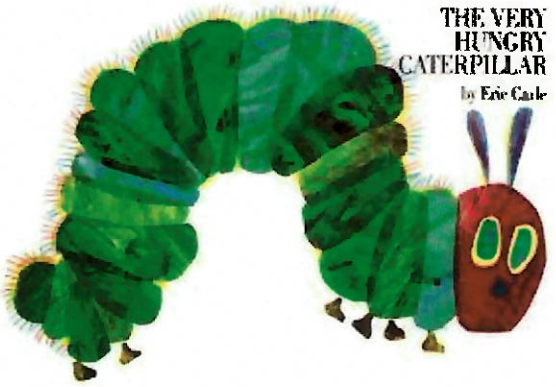
Illustrative Mathematics

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

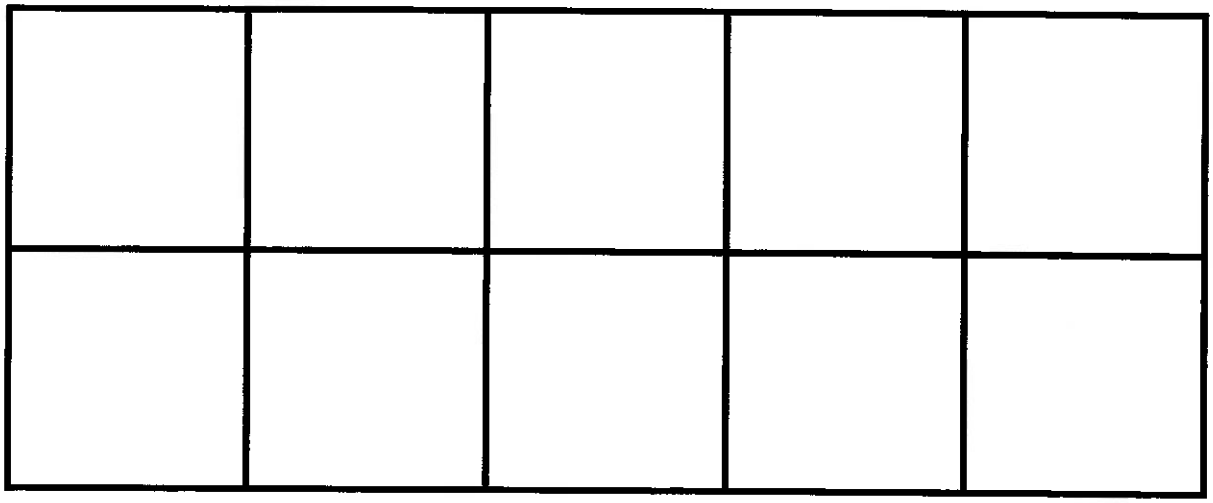
An example of what the students will be doing as the story is read:

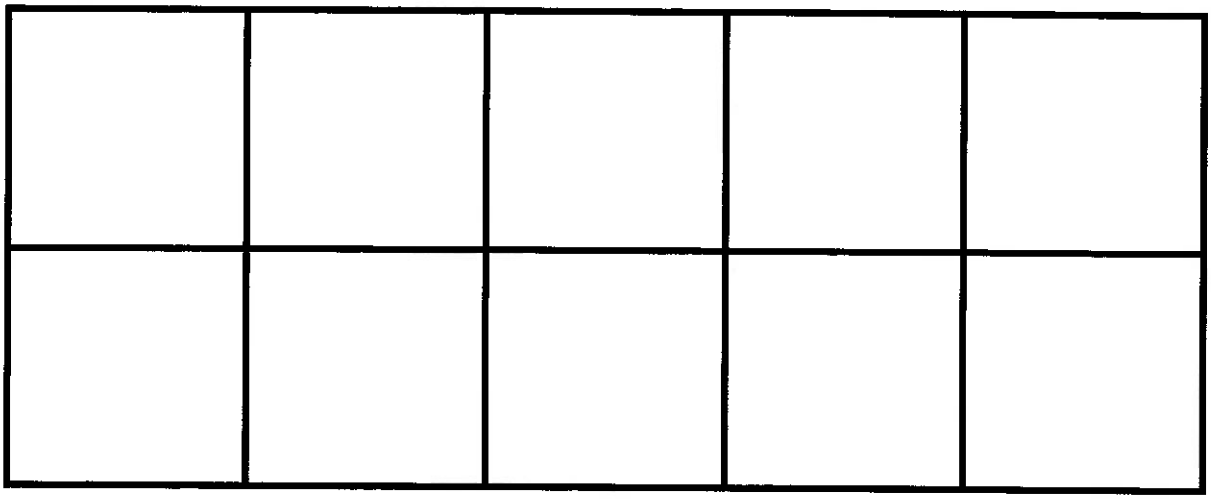
After 1 apple and 2 pears are eaten, there will be 3 counters on the ten-frame. The equation will be 1+2=3.

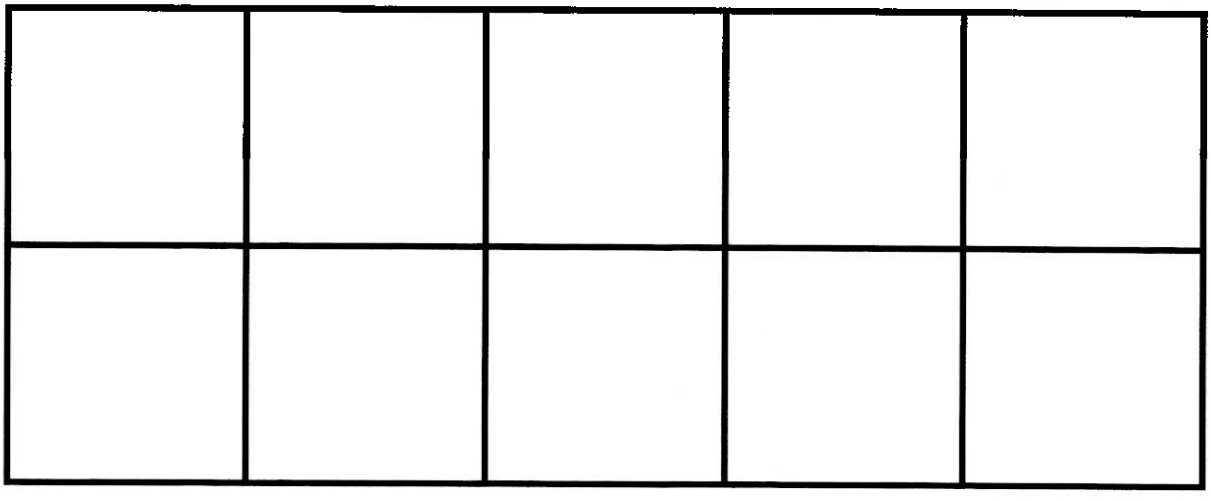
After 1 apple, 2 pears, and 3 plums are eaten, there will be 6 counters on the ten-frame. The equation could be either 3+3=6 or 1+2+3=6.

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

Name: _____

Grade One Science Experiences

Your child may complete one to two experiences per week.

Experience #1
Observe a bird nest outdoors. Make a picture of the nest.

Think about:
- Where is the nest?
- What is the nest made of?

Experience #2
Read or listen to a story about birds or their nests. Make a picture of the nest.
→ You may use any story you like. One example of a story is provided here in this packet.

Think about:
- Where is the nest?
- What is the nest made of?

Experience #3
Observe a plant or animal, indoors or outdoors. Make a picture of one part of the animal (for example, wing or tail), and show what this part does.

Think about:
- What does the part of the animal look like?
- What does this part of the animal do?

Experience #4
Read or listen to a story about an animal.
→ You may use any story you like. One example of a story is provided here: *https://www.tumblebooklibrary.com/Result.aspx?m=Title&key=meet%20the%20meerkat*

Think about:
- What are some different parts of this animal?
- What does one part of the animal do?

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

health.moves.minds.™

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!	