Dear Families,
As you start this unprecedented time of supporting your student’s education from home, here are a few guidelines to help you through.

Cut yourselves some slack and simply do the best you can. Set your priorities for your own home. The times given in this schedule are suggestions. If you have already set up a schedule that works for your family, please feel free to continue using it!

Teachers are here to support you through SeeSaw, telephone, Zoom, and email. Please keep in contact with your child’s teacher in the way that works best for you. The most important thing for you right now is to support your student’s emotional health.

We are here for you,
Your Mt. Baker First Grade Team

### Daily Schedule Guidelines

<table>
<thead>
<tr>
<th>Subject</th>
<th>Tasks</th>
<th>Approximate Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics/Spelling</td>
<td>Spelling Tic Tac Toe</td>
<td>10 min. daily</td>
</tr>
<tr>
<td>Reading</td>
<td>Decodable Reader</td>
<td>10 min. daily</td>
</tr>
<tr>
<td>Sight Words</td>
<td>Games and Poems</td>
<td>10 min. daily</td>
</tr>
<tr>
<td>Writing</td>
<td>Prompts</td>
<td>10 min. daily</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Module 4: Lessons 1 - 3 plus math facts</td>
<td>20 min. daily</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Family Tree</td>
<td>30 min. weekly</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Shadow Exploration</td>
<td>30 min. weekly</td>
</tr>
<tr>
<td><strong>P.A. Th.S.</strong></td>
<td>Review Feelings: scared/afraid and safe</td>
<td>20 min. weekly</td>
</tr>
<tr>
<td><strong>Online</strong></td>
<td>Imagine Learning</td>
<td>15 min. daily</td>
</tr>
</tbody>
</table>
|                 | [https://api.imaginelearning.com/signin](https://api.imaginelearning.com/signin)  
User Name: firstname.lastname  
Password: lunch number  
Site Code: 5305310  
| **Online**      | Imagine Math                       | 15 min. daily    |
|                 | [https://math.imaginelearning.com/users/sign_in](https://math.imaginelearning.com/users/sign_in)  
User Name: firstname.lastname  
Password: lunch number  
Site Code: 5305310  
| **Other School Programs** | Supplement with other activities that work for your family! |                  |
**Spelling Tic-Tac-Toe**

**Directions:** Pick a spelling word activity from the Tic-tac-toe board below each day and complete on another paper. Mark the activity you do with an X or an O. Try to get 3 in a row!

**Phonics focus:**

<table>
<thead>
<tr>
<th>phonetic</th>
<th>play</th>
<th>grain</th>
<th>pain</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>grain</td>
<td>pain</td>
<td></td>
</tr>
<tr>
<td>sail</td>
<td>mail</td>
<td>may</td>
<td></td>
</tr>
<tr>
<td>rain</td>
<td>way</td>
<td>main</td>
<td></td>
</tr>
<tr>
<td>hay</td>
<td>day</td>
<td>stay</td>
<td></td>
</tr>
<tr>
<td>* paint</td>
<td>* spray</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tic-Tac-Toe Board**

- **Silly Sentences**
  Put your words in silly sentences.

- **Squiggly Words**
  Write your words with squiggly letters.

- **Choo-Choo Train**
  Write each word with no spaces. Use a different color for each word.

- **Sort it Out**
  Sort your words by categories. Write them down in the categories.

- **Pyramids**
  Create a pyramid with your words.

- **Color Pattern**
  Write each word with an AB color pattern.

- **3x Each**
  Write each word 3 times.

- **Bubble Letters**
  Write your words with bubble letters.

- **Across and Down**
  Write each word across and then down.
| Day 1 | ○ Read “Ray Trains Dex” to a family member. Have your family member time you as you read the first time. ○ Reflect: Who are the characters? |
| Day 2 | ○ Read “Ray Trains Dex” and underline the phonics sound (ai) or (ay). ○ Reflect: Have you ever trained an animal? What kind of animal would you want to train? |
| Day 3 | ○ Read “Ray Trains Dex” and circle words that are tricky for you. ○ Reflect: Dex’s Dad helps him. Who helps you? |
| Day 4 | ○ Read “Ray Trains Dex” to a stuffed animal or a pet. **Underline** the parts in the story where someone is speaking. ○ Reflect: How did you know they were speaking in the story? |
| Day 5 | ○ Read “Ray Trains Dex” to a family member. Have them time you as you read it! ○ Reflect: Were you faster than the first time? Why or why not? |
But then, Dex will not sit and wait. He runs.

Dex runs fast. Ray and Dad run as fast as Dex.
“Stop, Dex,” yells Ray. “Sit! Sit!” Dex sits and waits.

“I think I hear a dog whine,” Dad tells Ray. “Maybe it needs help.”

Dex sees a dog. The dog’s tail is going thump, thump. She is glad to see Dex. Dex sniffs, sniffs, sniffs.

“This dog has a cut,” Dad tells Ray. “It is not a bad cut.”
Ray sees a rock on the ground.
“I think she got cut on this rock. Do you think so, Dad?” asks Ray.
Dad nods as he checks the cut.

“Call Kay if you find this dog. 555-1234

“She is not a stray dog,” Dad tells Ray. “She has a tag. We will get her food. Then we will call and tell Kay to get her dog.”
**Sight Word Games**  
**Week 1**

**Directions:** Practice your sight words at home! You can make your own game or pick from the ideas below!

**Game Ideas**
- Make a double set of sight words and play memory!
- Go on a sight word scavenger hunt by hiding cards around the house!
- Play sight word race - each player turns over a sight word and whoever reads the sight word first wins both cards!

<table>
<thead>
<tr>
<th>around</th>
<th>carry</th>
<th>about</th>
<th>don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>sometimes</td>
<td>done</td>
<td>soon</td>
</tr>
<tr>
<td>door</td>
<td>try</td>
<td>because</td>
<td>could</td>
</tr>
<tr>
<td>light</td>
<td>there</td>
<td>right</td>
<td>your</td>
</tr>
<tr>
<td>paper</td>
<td>work</td>
<td>old</td>
<td>wash</td>
</tr>
<tr>
<td>before</td>
<td>sure</td>
<td>show</td>
<td>car</td>
</tr>
<tr>
<td>under</td>
<td>ground</td>
<td>were</td>
<td>laugh</td>
</tr>
<tr>
<td>want</td>
<td>mother</td>
<td>bring</td>
<td>think</td>
</tr>
<tr>
<td>by</td>
<td>maybe</td>
<td>food</td>
<td>these</td>
</tr>
<tr>
<td>great</td>
<td>talk</td>
<td>more</td>
<td>use</td>
</tr>
</tbody>
</table>
Springtime in the Garden

Under the ground, the worms wake up.
They look for some food, oh what luck!
Your old banana peel and a big broccoli stem.
These morsels are plenty; the worms will share them.
Sometimes when you’re ready to toss your leftover lunch.
Ask yourself first, “Is this just right for a worm to munch?”

Day 1:  ☐ Read the poem 3 times!

Day 2:  ☐ Read the poem 2 times! Circle the high frequency words in the poem.

ground    food       these     first
sometimes  right      under    your

Day 3:  ☐ Read the poem 2 times! Draw a picture for the poem.

Day 4:  ☐ Read the poem once! Cut the sentence strips below. Mix up the sentence strips and rebuild the poem!

Day 5:  ☐ Cut out each word from the sentence strips and then rebuild the poem!
### Opinion Writing Prompts

**Day 1**

**In your opinion what is the best insect and why?**

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Imagine you were invisible for a day. What would you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 3</td>
<td>Would you rather catch butterflies or fly a kite? Why?</td>
</tr>
<tr>
<td>Day 4</td>
<td>What’s your favorite movie and why?</td>
</tr>
<tr>
<td>Day 5</td>
<td>What is your favorite room in your house and why?</td>
</tr>
</tbody>
</table>
This is a tip sheet that can help you as you help your child with their math at home. Thank you for all that you do!

Lesson 1 Tips

1. Circle groups of 10. Write the number to show the total amount of objects.

   ![Image with groups of 10]

   There are 34 peanuts. There are 23 carrots.

   I circle groups of ten. I count the tens first and then the ones. 2 tens 3 ones is 23.

Lesson 2 Tips

Write the tens and ones. Complete the statement.

1. ![Image with tens and ones]

   There are 16 flowers.

   In the number 16, the 1 stands for 1 ten. The 6 stands for 6 ones.

Lesson 3 Tips

Fill in the missing numbers.

2. 27

   ![Diagram with tens and ones]

   The number 27 doesn't have 7 ones. It has 27 ones!

3. 38

   8 ones 3 tens

   ![Diagram with tens and ones]

   There are 38 ones. Or I can say 38 has 3 tens 8 ones. Each ten is made of 10 ones. So, I can count on by tens to get to 30 and then by ones to get to 38.

4. 30

   ![Diagram with tens and ones]
Focus: Students will practice place value.

Directions: Complete lesson 1 (pages 1-2).

Name ___________________________________________ Date __________________

Circle groups of 10. Write the number to show the total amount of objects.

1. Circle groups of 10. Write the number to show the total amount of objects.
   There are _____ grapes.

2. There are _____ carrots.

3. There are _____ apples.

4. There are _____ peanuts.

5. There are _____ grapes.

6. There are _____ carrots.

7. There are _____ apples.

8. There are _____ peanuts.
Focus: Students will practice place value.

Directions: Complete lesson 1 (pages 1-2).

Make a number bond to show tens and ones.

9. Make a number bond to show tens and ones.
   Circle tens to help.

10. Make a number bond to show tens and ones.
    Circle tens to help.

11. Make a number bond to show tens and ones.
    Circle tens to help.

12. Make a number bond to show tens and ones.
    Circle tens to help.

13. Make a number bond to show tens and ones.
    Circle tens to help.

14. Make a number bond to show tens and ones.
    Circle tens to help.

15. Make a number bond to show tens and ones.
    Circle tens to help.

16. Make a number bond to show tens and ones.
    Circle tens to help.
Focus: Students will practice place value.
Directions: Complete lesson 2 (page 3).

Write the tens and ones and say the numbers. Complete the statement.

1. \[17 = \phantom{0} \text{ten} \phantom{0} \text{ones}\]

2. \[26 = \phantom{1} \text{tens} \phantom{0} \text{ones}\]

3. \[28 = \phantom{0} \text{tens} \phantom{0} \text{ones}\]

4. \[\phantom{0} \text{tens} \phantom{0} \text{ones} = 33\]

5. There are \phantom{0} balloons.

6. There are \phantom{0} flowers.

7. There are \phantom{0} marbles.

8. There are \phantom{0} peanuts.
Focus: Students will practice place value.

Directions: Complete first page of lesson 3 (page 4).

Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

1. 
   ____ ten ____ ones is the
   same as _____ ones.

2. 
   ____ tens ____ ones is the
   same as _____ ones.

3. 
   ____ tens ____ ones is the
   same as _____ ones.

4. 
   ____ tens ____ ones is the
   same as _____ ones.

5. 
   ____ tens ____ ones is the
   same as _____ ones.

6. 
   ____ ten ____ ones is the
   same as _____ ones.
Match.

7. 3 tens 2 ones

8. 

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

9. 37 ones

10. 4 tens

11. 

12. 9 ones 2 tens

Fill in the missing numbers.

13. 15 

14. ____ 

39 ones
**Focus:** Math addition facts within 10.

**Directions:** Complete fluency review page (page 6).

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**Core Addition Fluency Review**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2 + 0 = ____</td>
<td>16.</td>
</tr>
<tr>
<td>2.</td>
<td>2 + 1 = ____</td>
<td>17.</td>
</tr>
<tr>
<td>3.</td>
<td>2 + 2 = ____</td>
<td>18.</td>
</tr>
<tr>
<td>4.</td>
<td>4 + 0 = ____</td>
<td>19.</td>
</tr>
<tr>
<td>5.</td>
<td>0 + 4 = ____</td>
<td>20.</td>
</tr>
<tr>
<td>6.</td>
<td>0 + 3 = ____</td>
<td>21.</td>
</tr>
<tr>
<td>7.</td>
<td>0 + 0 = ____</td>
<td>22.</td>
</tr>
<tr>
<td>8.</td>
<td>3 + 1 = ____</td>
<td>23.</td>
</tr>
<tr>
<td>9.</td>
<td>1 + 3 = ____</td>
<td>24.</td>
</tr>
<tr>
<td>10.</td>
<td>1 + 4 = ____</td>
<td>25.</td>
</tr>
<tr>
<td>11.</td>
<td>1 + 5 = ____</td>
<td>26.</td>
</tr>
<tr>
<td>12.</td>
<td>5 + 1 = ____</td>
<td>27.</td>
</tr>
<tr>
<td>13.</td>
<td>1 + 7 = ____</td>
<td>28.</td>
</tr>
<tr>
<td>14.</td>
<td>7 + 1 = ____</td>
<td>29.</td>
</tr>
<tr>
<td>15.</td>
<td>1 + 8 = ____</td>
<td>30.</td>
</tr>
<tr>
<td>31.</td>
<td>5 + 3 = ____</td>
<td>32.</td>
</tr>
<tr>
<td>33.</td>
<td>3 + 4 = ____</td>
<td>34.</td>
</tr>
<tr>
<td>35.</td>
<td>4 + 4 = ____</td>
<td>36.</td>
</tr>
<tr>
<td>37.</td>
<td>4 + 6 = ____</td>
<td>38.</td>
</tr>
<tr>
<td>39.</td>
<td>2 + 8 = ____</td>
<td>40.</td>
</tr>
<tr>
<td>41.</td>
<td>5 + 5 = ____</td>
<td>42.</td>
</tr>
<tr>
<td>43.</td>
<td>2 + 6 = ____</td>
<td>44.</td>
</tr>
<tr>
<td>45.</td>
<td>3 + 7 = ____</td>
<td></td>
</tr>
</tbody>
</table>
Make a picture of your own family tree!
Directions:
Watch the video if you can.
Color and cut out the paper gnome. Fold and tape it together so that it stands up. Get a flashlight and try to make the shadow of the gnome hit each number in order.

Write your observations here:
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

Does your shadow change during the day?
- You can go outside in the morning and trace your shadow or the gnome’s and write the time.
- Then do it again throughout the day. Does it change?
- Why do you think it changes?
1st Grade PATHS Home Lesson 1

Objective: To review the feelings of scared/afraid and safe. To review the idea that feelings can change.

Circle the way you feel right now.

happy  sad  angry  calm  something else (draw your own!)

Read:

We all have many feelings every day. Some of these feelings are comfortable and some are uncomfortable. Scared is an uncomfortable feeling. Another word for scared is afraid. We feel scared or afraid when we feel frightened about something.

Practice: This is a picture of a student who feels scared because she saw something scary on TV. 1) Circle the parts of her face or body that help you know that she feels scared.

2) Now practice making your own scared face in the mirror!

Read:

Safe is a comfortable feeling. Safe is the way we feel when we feel like everything is OK and we are not in danger.

Practice: This is a picture of a girl who feels safe because she is in her bedroom and she knows her family is close by. 1) Circle the parts of her face or body that help you know that she feels safe.

2) Now practice making your own safe face in the mirror!

Questions? Ask your School Counselors: Mrs. Beckel- Kendall: jbeckel@mtbaker.wednet.edu
Mrs. Keskey- Acme: jkeskey@mtbaker.wednet.edu
Ms. Losser- Harmony: hlosser@mtbaker.wednet.edu
Read: **Safe** and **scared** are opposite feelings, like **happy** and **sad**. Feeling **safe** is the opposite of feeling **scared** or **afraid**. Sometimes our feelings change. Here is a story about a kid whose feelings changed.

<table>
<thead>
<tr>
<th>1) Once upon a time, there was a first grader named Taylor. One night, Taylor got ready for bed and went to sleep.</th>
<th>2) Then Taylor had a bad dream. She woke up. Taylor yelled, &quot;Help, help!&quot; and started to cry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice: Taylor is feeling (circle one): scared / safe</td>
<td>Practice: Taylor is feeling (circle one): scared / safe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3) Her mom ran into her room. She turned on the lights and said, &quot;Oh Taylor, you had a bad dream. But everything is really fine.&quot; Taylor’s mom gave her a big hug.</th>
<th>4) Taylor went back to sleep and had a very good dream.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice: Taylor is feeling (circle one): scared / safe</td>
<td>Practice: Taylor is feeling (circle one): scared / safe</td>
</tr>
</tbody>
</table>

Read: In this story, you learned about Taylor and her feelings. Taylor’s feelings changed during the story. Feelings can change.

How about you? Are you feeling the same way right now that you felt when you woke up this morning? Tell a person at home how you are feeling right now. Tell them if you are feeling the same or different as you were when you woke up this morning.

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