

Brunswick School Department Home Learning Plans

Week 9
Grade 1

Your teachers have created this plan to help you stay organized and engaged in learning. Activities do not need to stay tied to a certain day - do what works for your family! Check out our [first grade website](#) to access supplemental materials, including read alouds from us!

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading -Spend at least 30 min./day reading	<ul style="list-style-type: none"> ❑ This is a repeated idea because it is a favorite. Grab a flashlight and some blankets. Read inside your "Fort". 	<ul style="list-style-type: none"> ❑ Make sure you or a grown-up read the entire front and back cover of your book before you begin. You may learn a lot about what is inside! 	<ul style="list-style-type: none"> ❑ If it is not raining or SNOWING, read while sitting or laying on a piece of outdoor equipment (such as a slide, a trampoline, a lawn chair, a swing). <i>Optional: take a picture and send it to your teacher.</i> 	<ul style="list-style-type: none"> ❑ Read a nonfiction book about an animal. Use what you have learned to complete the writing activity for today. 	<p>Everytime you read or listen to a read aloud, keep a growing list of words that are tricky for you to read or hard to understand. Then cross the words off as you problem solve the words with your grownups!</p>
Writing -Spend at least 30 min./day writing	<ul style="list-style-type: none"> ❑ Write a story about having a pet dragon. Be sure your story has a Beginning, middle and ending <p>Extension: reread your story to check for punctuation and capitalization and spelling!</p>	<ul style="list-style-type: none"> ❑ Make a list of things that make you happy. See if you can list 10 or more things!! ❑ Make a list of things you are grateful for. <p>Extension: Ask someone in your family the same two questions and write down their answers.</p>	<ul style="list-style-type: none"> ❑ Choose one of the items from the list you created yesterday and write a story about why it makes you happy. Give examples using specific moments from your life. 	<ul style="list-style-type: none"> ❑ Write 5 facts (more if you want) about your family or about an animal you know a lot about. Draw an illustration to go with each of your facts. 	<ul style="list-style-type: none"> ❑ Hide 5 toys around your house. Create a scavenger hunt with clues for someone to find them. <p>Example: Clue # 1 The first item is hidden under a word that rhymes with red.... (Toy is hidden under your bed).</p>
Math -Spend at least 30 min./day on math	<ul style="list-style-type: none"> ❑ Use the <i>Number Line Fun!</i> printout to make a number line. ❑ Color the even numbers one color and the odd numbers a different color. ❑ Use the number line to solve the number sentences. <p>Keep your number line to use with other math activities!</p>	<ul style="list-style-type: none"> ❑ You are the math teacher today! ❑ First, set up a school for your stuffies or family. ❑ Use what you know to make the following: <ul style="list-style-type: none"> ● Addition sentence ● Subtraction sentence ● Number bond ● Story problem ❑ Teach your student(s) how to use the number line and help them solve your math problems! 	<ul style="list-style-type: none"> ❑ The answer to the story problem is 23. ❑ Write three different story problems with this answer and have someone in your family solve them. ❑ Extension: Pick your own answer and write more story problems. 	<ul style="list-style-type: none"> ❑ Practice your subtraction facts by writing the answers on the math coloring page. Use your number line to help and be sure to double check your work! ❑ Strengthen your finger muscles by using the key to color the picture. Do your best work! ❑ Extension: Create your own color by number picture! 	<ul style="list-style-type: none"> ❑ Make a math monster! ❑ Draw a circle in the middle of your paper to create the monster's stomach. ❑ Roll dice (or use a spinner or numbers in a cup) to get your number. Use that number to draw the following parts on your monster: <ul style="list-style-type: none"> ● Heads ● Arms ● Legs ● Eyes ● Ears ● Tails ❑ How many body parts did you draw in all?

<p>Science 20 min.+ /day</p>	<p>❑ Scientists use their senses to help them make observations. This week, you will use your senses to observe plants.</p> <p>❑ Day 1 (Sight): With an adult, look in your backyard or near your house for a plant you will observe this week. Show them the plant you have chosen. Look carefully at the plant, noticing its size, shape, and color. Draw the plant and label it in your science journal.</p>	<p>❑ Day 2 (Touch): Visit the plant you observed yesterday. Use your sense of touch to observe it. How does it feel? Think of words like smooth, bumpy, soft, fuzzy, and more to describe it in your science journal. You can add to your picture from yesterday. Make sure to touch the plant gently and observe how its different parts feel (stem, leaves, flower).</p>	<p>❑ Day 3 (Smell): Go back to your plant with your science journal. Today, smell your plant carefully. Does it remind you of any other smells you know? Record your observations in your science journal.</p>	<p>❑ Day 4 (Sound): This is a tricky one! Most plants don't make sound. Think of things that might interact with the plant and make sound when they meet it. How would the wind sound when it blows on your plant? How would an animal sound if it ate one of your plant's leaves? How would rain sound if it dropped on your plant? Draw something that could happen to your plant in your science journal.</p>	<p>❑ Day 5 (Taste): Some plants are not healthy to eat, and yours might not be. There are some plants that we do eat, though. Talk to your family about some plants that you eat for dinner. What part of the plant are you eating when you eat carrots, broccoli, tomatoes, or peas? Can you think of more plants that you eat? Draw your favorite plant you can eat in your science journal and describe how it tastes.</p>
<p>Phonics + Word Study -Spend at least 15 min./day</p>	<p>❑ Look for words with these beginning blends in your books: fr, bl, cl, br, sc. Try to find 3 of each. Make a list of what you find.</p> <p>❑ Sort your words by each blend.</p> <p>❑ Extension: Put your words in alphabetical order.</p>	<p>❑ Using your blend words from yesterday, write 2-3 more words that have the same blend in them.</p> <p>❑ Extension: Make a list of other blends that you know.</p>	<p>❑ Look for words with these ending blends in your books: mp, nk, st, nd. Try to find 3 of each. Make a list of what you find.</p> <p>❑ Sort your words by each blend.</p> <p>❑ Extension: Put your words in alphabetical order.</p>	<p>❑ Using your ending blend words from yesterday, choose 4-5 (<i>more if you want</i>) words and write a sentence that includes those words. Be sure your sentence has at least 7 words in it.</p> <p>❑ Extension: Cover your blend words and practice spelling them out loud.</p>	<p>❑ Scavenger Hunt</p> <p>❑ Go on a word hunt around your house.</p> <p>❑ Find at least 5 things around your house that have a blend in them.</p> <p>❑ Sort these words by blend.</p> <p>❑ Examples of things you might find to put on your list: lamp, blanket, clock, broom, sink, etc.</p>

Diversified Arts

Art: Be like Kate Furbish! Observe flowers or plants in nature, draw them carefully, and color. Try to draw them exactly the way you see them - if there are ripped leaves or bugs, draw those, too!



Music: Using the paper included in the packet, create a water xylophone and spend time exploring the different sounds that can be made. If you have a questions, pictures or video, feel free to email me at dmurphy@brunswick.k12.me.us

☐ **PE:** To keep healthy we need to get 60 minutes of exercise every day. Keep track of how you get 60 minutes on the chart. How do you get exercise? Ride a bike, play tag, clean your room, walk your dog, jump rope, climb trees, play catch, run, walk, kick a ball, shoot hoops? So many to choose from! Have fun and get moving!

☐ **Library:** You are a researcher. That means you carefully find real information. Find out more about the childhood of an adult in your family. What were their favorite toys? Favorite games? Favorite books? Favorite sports? Favorite playmates or friends? Favorite TV show or movie? Favorite place? Favorite foods? What did they do after school? (This adult becomes your primary source. A person who shares information directly about his or her real life experiences.)

☐ **Second Step:** Explore pages 1-15

