Department of Education

# Learn at Home
# Grade 1

May 2009
Version 2

## Dear First Grade Parents and Scholars,

We are facing difficult and unusual times right now with some schools closing for a week. We recognize that a break in school may be a challenge for you and your family. Even though your school is closed, this time can be used to continue learning.

Reading, writing and doing listening and speaking activities with your parents, in English or the language you speak at home, will help you to continue to develop your skills. Feel free to answer the questions, do the activities, and read books in English, your home language, or both. Enlist the help of siblings, grandparents, or other family members and friends to make your time learning at home fun.

On the following pages, you will find a day-to-day guide to help your child stay engaged. It includes a suggested schedule, activities, and educational TV shows and websites. Please use the guide and fill in the chart each day outlining your daily learning. You can also visit the following link for helpful tips on learning and literacy: http://schools.nyc.gov/Academics/LibraryServices/FamilyLiteracyGuideTranslations

All of these activities will require adult supervision.

For additional web resources and updated materials, go to: http://schools.nyc.gov/learnathome.

# Day 1 Schedule

| Subject | Minutes Per Day (At Least!) | Assignments | What Did I Learn Today? |
|---|---|---|---|
| Reading and Writing | 45 | • Learn new vocabulary words from the Vocabulary List and create a picture dictionary<br>• Activity 1: Reading<br>• Activity 2: Writing | • |
| Math | 45 | Complete at least one:<br>• Fill it Up activity<br>• Money's Worth activity | • |
| Science | 30 | Complete at least one of the following activities:<br>• Activity 1: The Cloud that Won't Go Away (English or Spanish)<br>• Activity 2: How Are Rocks Different? | • |
| Fitness and Health | 30 | • Exercise for 30 minutes. Choose from the Activity Calendars at the back of this packet | • |
| Arts | 30 | • Choose one or two activities from the Arts Activities at the back of this packet | • |
| TV Shows and Websites | 30 | • Choose TV shows and websites to further your learning at home | • |

# Day 1 Reading and Writing

## Vocabulary

Create your own picture dictionary in English or your native language. Each day this week, write new words you learn (from reading, listening, talking or the Vocabulary List in the back of this packet) next to the appropriate letter. Draw a picture of each word. Review your dictionary every day to see how the list of words is growing! You can use the handout in the following pages to create your picture dictionary or you can use a notebook or separate sheets of paper.

## Activity 1: *Reading*

- Read a book in English or your native language with your family. Write the title and author below.

Title: _____

Author: _____

- When you get to the middle of the book, stop and ask the following question: What do you think will happen in the rest of the story?

_____

_____

_____

- Now read the rest of the story. Was your guess about what would happen right?

_____

_____

_____

## Activity 2: *Writing*

- Write a different ending to the story.

_____

_____

_____

# Day 1 Mathematics

## Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- **Estimate -** When you estimate the answer to a problem it means that you give a pretty good guess at what the answer will be.
- **Savings –** The sum (amount) of money saved.

## Choose one of the following activities:

## Activity 1: *Fill It Up*

- Filling empty containers provides opportunities to explore comparisons, measurement, volume, estimation, and geometry. Complete the Activity on the following pages.

## Activity 2: *Money's Worth Activity*

- Coin games help children to learn the value of coins. They also teach counting, addition, subtraction, and multiplication. Coupons can help teach children money management, as well as subtraction and percentages.

**If you need Spanish activities** for the concept of measurement**,** please follow the steps below.

1. Go to tutorial site: http://destination.nycenet.edu

2. Login with the following user ID and PW:
   - User: studentnyc
   - Password: student

3. Click on the Exploration Icon to access the tutorial

4. Scroll down to Mastering Skills & Concepts: Course I- Spanish

5. Select the skill/concept to review (module 3):

Activity 1: 3.1.4 - Money

*Source: These activities are from math.com*
***http://www.math.com/parents/articles/mathhome.html***
***http://www.math.com/parents/articles/funmath.html***

# Day 1 Mathematics (continued)

## Fill It Up

**What you'll need**
A measuring cup, 4 glasses of equal size, and water

**What to do**

1. Pour water at different levels ( 1/3 cup, 1/2 cup, 3/4 cup and 1 cup) in each glass. Put the glasses next to each other. Ask your child: Are all the water levels the same or different?

2. Ask your child questions to encourage comparison, estimation, and thinking about measurement. Which glass has more water? Which has less? How many glasses of water do you estimate it will take to fill the container?

3. Pour more water into one of the glasses to make it equal to the amount of water in another glass. Move the glasses around so that the glasses that have the same amount of water are not next to each other. Ask your child: Which glasses do you think have the same amount of water?

4. As your child begins to understand more, do activities using different-shaped containers that hold the same amount of a substance (water, rice, and popcorn kernels). This helps your child see comparisons, as well as the various capacities of different-sized and -shaped containers.

**¼ cup** **½ cup** **¾ cup** **1 cup**

# Day 1 Mathematics (continued)

## Money's Worth

### What you'll need

Coins, grocery store coupons, and a pencil

### What to do

1. **Coin clues**. Ask your child to gather some change in his or her hand without showing what it is. Start with amounts of 25 cents or less (for first-graders, you can start with pennies and nickels). Ask your child to tell you how much money and how many coins there are. Guess which coins are being held. For example, "I have 17 cents and 5 coins. What coins do I have?" (3 nickels and 2 pennies).

2. **Clip and save**. Cut out grocery store coupons and tell how much money is saved with coins. For example, if you save 20 cents on detergent, say 2 dimes. Ask your child what could be purchased using the savings from the coupon. A pack of gum? A pencil? How much money could be saved with 3, 4, or 5 coupons? How could that money be counted out in coins and bills? What could be purchased with those savings? A pack of notebook paper? A magazine? How much money could be saved with coupons for a week's worth of groceries? How would that money be counted out? What could be purchased with those savings? A book? A movie ticket? What percentage of the original price is the coupon worth?

3. **Count the ways**. How many ways can you make 10 cents, 25 cents, 30 cents, 40 cents, or 50 cents? You can help your child add the coins in various ways to get different answers.

4. Try playing the coin games with coins from another country.

# Day 1 Science

## Choose one of the following activities.

## Activity 1: *The Cloud That Won't Go Away (English or Spanish)*

## Vocabulary

Learn the new vocabulary words below. You will use these vocabulary words in today's activity.

- **Breathe** (verb): to take in air and then let it out
- **Cough** (verb): to quickly push air out of the mouth

### Directions

- Read the article below and answer the questions that follow.
- Para Español clique aquí: http://SCHOOLS.NYC.GOV/Documents/teachandlearn/LearnatHome/ELL/1day1sp.pdf

### A Cloud That Won't Go Away

**SALT LAKE CITY, Utah** (Achieve3000, January 31, 2007). In Utah, many people cannot go outside. Why not? The air is too dirty.

What made the air dirty? Cars and factories gave off gases. The gases went into the air.
The air is not safe to breathe. It makes people cough. Many people are staying indoors.

The air was not so dirty last winter. Why not? The days were windy. The wind blew the dirty air away. This winter, the air has been still.

People are hoping for a big wind. The wind would blow the dirty air away.
Information for this story came from AP.

**Question 1:**What is the big idea in this news story?
1. Dirty air
2. Going outside
3. Windy days
4. Driving cars

**Question 2:** Why can't people in Utah go outside?
1. It is too cold.
2. The air is too dirty.
3. It rains all the time.
4. The roads are closed.

# Day 1 Science (continued)

**Question 3:** Think about the news story. What made the air dirty?
1. The ground was too wet.
2. People threw trash on the ground.
3. Too many people live in Utah.
4. Cars and factories gave off gases.

**Question 4:** The news story says: Cars and factories gave off gases.
A factory is a place where _____.
1. Animals live
2. Kids go to school
3. Something is made
4. People go shopping

**Question 5:** What is making people in Utah cough?
1. Rain
2. Dirty air
3. Snow
4. Windy days

**Question 6:** The air was not so dirty last year. Why not?
1. The days were windy.
2. Factories were closed.
3. The days were hot.
4. No one drove cars.

**Question 7:** Think about the news story. Dirty air must _____.
1. Look nice
2. Be only in Utah
3. Make people sick
4. Be easy to clean up

**Question 8**: What will make the dirty air go away?
1. A big wind
2. Many cars
3. A snowstorm
4. More factories

# Day 1 Science (continued)

**Thought Question**
What is the problem in Utah? How did it happen? Look at the news story for help. Write your answer below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**Achieve3000(www.kidbiz3000.com)**

# Day 1 Science (continued)

## Activity 2: *How Are Rocks Different?*

## Vocabulary

Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- **Texture:** the feel or appearance of the surface of an object
- **Luster:** the amount of light that an object reflects
- **Reflect:** the redirection of light that hits an object
- **Mass:** the amount of matter in an object

### Directions

- This activity helps students to understand that there are a many different types of rocks.
- The parent should read through the activity and collect six (6) different rocks and work with your child as he or she conducts the experiment.

## How are Rocks Different?

**Geologist**_____**Date**_____

| Rock | Colors | Feel (texture) | Shiny or dull (Luster) | Size (cm) | Mass (g) |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

*Thanks to Sandra Jenoure, NYCDOE Science Consultant, for the use of her work.*

# Day 2 Schedule

| Subject | Minutes Per Day (At Least!) | Assignments | What Did I Learn Today? |
|---|---|---|---|
| Reading and Writing | 45 | • Learn new vocabulary words from the Vocabulary List<br>• Activity 1: Read New Words<br>• Activity 2: Read a Story<br>• Activity 3: Writing | • |
| Math | 45 | Complete at least one of the following activities:<br>• In the News activity<br>• Treasure Hunt activity | • |
| Science | 30 | Complete at least one of the following activities:<br>• Activity 1: Water Worries (English or Spanish)<br>• Activity 2: Lost Rock | • |
| Fitness and Health | 30 | • Exercise for 30 minutes. Choose from the Activity Calendars at the back of this packet | • |
| Arts | 30 | • Choose one or two activities from the Arts Activities at the back of this packet | • |
| TV Shows and Websites | 30 | • Choose TV shows and websites to further your learning at home | • |

# Day 2 Reading and Writing

## Vocabulary

Learn new words (from reading, listening, talking or the Vocabulary List in the back of this packet) and add them to the picture dictionary you started on Day 1.

## Activity 1: *Read New Words*

- Read the words in the box.

| | | |
|---|---|---|
| like | give | thing |
| now | has | will |
| and | he | them |
| she | this | with |
| then | that | how |

## Activity 2: *Read a Story*

- Read a book in English or your native language with your family. Write the title and author.

Title: _____

Author: _____

Try to find as many of the words from the box as you can in your reading.
How many of the words from the box did you find in your reading? Circle them in the box.

# Day 2 Reading and Writing (continued)

## Activity 3: *Writing*

- Write a story about your favorite trip with your family.
- Give your story a title.
- Use as many of the words in the box as you can.

Title: _____

_____

_____

_____

_____

_____

_____

_____

# Day 2 Mathematics

## Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- **Counting Numbers –** The numbers used to count things. The set of counting numbers is (1, 2, 3, 4…)
- **Addition, subtraction, multiplication, and division stories –** Making up and/or acting out stories with numbers.

## Choose one of the following activities:

## Activity 1: *In the News*

- This newspaper activity helps children read and understand numbers and charts. Complete the Activity on the following pages.

## Activity 2: *Treasure Hunt*

- Organizing the "treasures" in one's house provides practice in addition, subtraction, multiplication, and division. Children can also graph data on shapes and sizes.

**If you need Spanish activities** for the concept of measurement**,** please follow the steps below.

1. Go to tutorial site: http://destination.nycenet.edu

2. Login with the following user ID and PW:
   - User: studentnyc
   - Password: student

3. Click on the Exploration Icon to access the tutorial

4. Scroll down to Mastering Skills & Concepts: Course I– Spanish

5. Select the skill/concept to review (module 3)

Activity 1: 3.1.3 – Clock and Calendar Time

*Source: These activities are from math.com*
***http://www.math.com/parents/articles/mathhome.html***
***http://www.math.com/parents/articles/funmath.html***

# Day 2 Mathematics (continued)

## In the News

**What you'll need**
Newspaper, scissors, pencil or crayon, glue, and graph paper

**What to do**

1. **Newspaper numbers.** Help your child look for numbers 1 to 100 in the newspaper. Cut the numbers out and glue them in numerical order onto a large piece of paper. For children who cannot count to 100 or recognize numbers that large, only collect up to the number they do know. Have your child say the numbers to you and practice counting up to that number.

***Or***

2. Collect only numbers within a certain range, like the numbers between 20 and 30. Arrange the numbers on a chart, grouping all the numbers with 2s in them, all the numbers with 5s, and so on.

3. **Counting book.** Cut out pictures from the newspaper and use them to make a counting book. Page 1 will have one thing on it, page 2 will have 2 things that are alike, page 3 will have 3 things that are alike, and so on. All the things on the each page have to be the same. At the bottom of each page, write the number of items on the page and the word for the item. Have your child tell you a story about what is on the page.

# Day 2 Mathematics (continued)

## Treasure Hunt

**What you'll need**
Large container, buttons, screws, bottle caps, old keys, anything else you can count, and graph paper (can be hand-drawn)

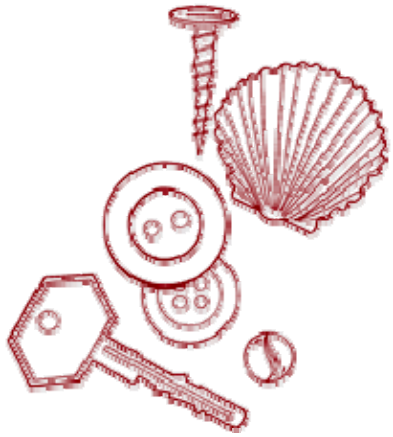
**What to do**

1. Find a container to hold the treasures.

2. Sort and classify the treasures. For example, do you have all the same-sized screws or keys? How are they alike? How are they different?

3. Use these treasures to tell addition, subtraction, multiplication, and division stories. For example, if we share 17 buttons among 3 friends, how many will we each get? Will there be some left over? Or if we have 3 shirts that need 6 buttons each, do we have enough buttons?

4. For older children, you can organize the treasures by one characteristic and lay them end to end. Compare and contrast the different amounts of that type of treasure. For example, there are 3 short screws, 7 long screws, and 11 medium screws. There are 4 more medium screws than long ones. Make a simple graph showing how many of each type of screw there are. This activity may also provide an opportunity to talk about fractions: 7/21 or 1/3 of the screws are long.



# Day 2 Science

## Choose one of the following activities

## Activity 1: *Water Worries (English or Spanish)*

## Vocabulary

Learn the new vocabulary words below. You will use these vocabulary words in today's activity.

- **fresh water** (noun): water, such as that in lakes and ponds, which is not salty
- **ocean** (noun): a very large body of water

### Directions

- Read the article below and answer the questions that follow
- Para Espanol, prime aquí: http://SCHOOLS.NYC.GOV/Documents/teachandlearn/LearnatHome/ELL/1day2sp.pdf

**Water Worries**

**WASHINGTON, D.C.** (Achieve3000, March 19, 2007). People, animals, and plants need water. However, some places have no clean water.

Earth Day is April 22. Read about Earth's water.

**Not Enough Water**

There is not enough water for people to use. Why not? There are many people on Earth. More are born each day. All these people use water. They drink it. They take baths in it. They use it for plants and animals.

**The Oceans**

There is lots of ocean water. Yet, people cannot drink ocean water. It is too salty. Drinking it makes people very sick.

Why is ocean water salty? When it rains, the water flows into rivers. The rivers flow into oceans. The flowing water picks up salt from the ground. This puts salt in the oceans.

**An Answer?**

People need more fresh water. How will they get it? They can take salt out of ocean water. They can clean dirty water. But, these things cost money. Many places do not have the money for this.

What can people do? They can use less water at home. They can grow crops that need less water.

Having fresh water is important. People are working hard to see that there is enough.

# Day 2 Science (continued)

**Question 1**: Look at the picture above. Think about the news story. Which thing from the news story is shown in the picture?
1. Rain
2. An ocean
3. Animals
4. A flowing river

**Question 2:** What is the big idea in this news story?
1. Water flowing into oceans
2. Using water in homes
3. Getting fresh water
4. Salty oceans

**Question 3:** Which of these would not need fresh water?
1. People
2. Earth's sun
3. Animals
4. Earth's plants

**Question 4:** Why isn't there enough fresh water for people to use?
1. The oceans are drying up.
2. Earth's animals get the water first.
3. The rivers have already dried up.
4. Earth's many people use a lot of water.

**Question 5:** Think about the news story. Clean fresh water would not be used _____.
1. To keep ocean fish alive
2. For taking baths
3. To water plants
4. For drinking

**Question 6:** Think about the news story. People should not drink ocean water because _____.
1. It could make them very tall.
2. There are too many ocean fish.
3. It could make them very sick.
4. There is not enough ocean water.

# Day 2 Science (continued)

**Question 7:** Where does the salt in the ocean come from?
1. The air
2. The sky
3. The plants
4. The ground

**Question 8:** The reader can tell that _____.
1. Everyone has fresh water.
2. Many people make fresh water at home.
3. Everyone needs fresh water.
4. Many people sell fresh water from home.

**Thought Question**

The world does not have enough clean water. What should be done to fix this problem? What is one good thing about this? What is one bad thing? Look at the news story for help. Write your answer below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

_____

*Achieve3000(www.kidbiz3000.com)*

# Day 2 Science (continued)

## Activity 2: *Lost Rock*

## Vocabulary

Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- **Texture:** the feel or appearance of the surface of an object
- **Luster:** the amount of light that an object reflects
- **Reflect:** the redirection of light that hits an object
- **Mass:** the amount of matter in an object

### Directions

- Use your imagination and your descriptive vocabulary to complete a writing assignment. Describe one of the rocks from the Day 1 science activity. Ask your parent or caretaker to read what you write to see if they can select the rock that you described from the rocks that were used in the Day 1 activity.

Lost Rock

_____

_____

_____

_____

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_____

_____

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_____

_____

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_____

*Thanks to Sandra Jenoure, NYCDOE Science Consultant, for the use of her work.*

# Day 3 Schedule

| Subject | Minutes Per Day (At Least!) | Assignments | What Did I Learn Today? |
|---|---|---|---|
| Reading and Writing | 45 | • Learn new vocabulary words from the Vocabulary List<br>• Activity 1: Reading<br>• Activity 2: Writing | • |
| Math | 45 | Complete at least one:<br>• Guess If You Can activity<br>• What Are My Chances? activity | • |
| Science | 30 | Complete at least one of the following activities:<br>• Activity 1: Keeping KFC's Secret Safe (English or Spanish)<br>• Activity 2: Bubble Wands | • |
| Fitness and Health | 30 | • Exercise for 30 minutes. Choose from the Activity Calendars at the back of this packet | • |
| Arts | 30 | • Choose one or two activities from the Arts Activities at the back of this packet | • |
| TV Shows and Websites | 30 | • Choose TV shows and websites to further your learning at home | • |

# Day 3 Reading and Writing

## Vocabulary

Learn new words (from reading, listening, talking or the Vocabulary List in the back of this packet) and add them to the picture dictionary you started on Day 1.

## Activity 1: *Reading*

- Read a book with your family in English or your native language. Write the title and author below.

Title: _____

Author: _____

Tell the story in your own words.

- What happened in the beginning of the story?
- What happened in the middle of the story?
- What happened in the end of the story?

## Activity 2: *Writing*

- Write a story about a birthday party you went to.

In the beginning of the story, tell whose birthday party it was, where it took place, and who went to the party.

_____

_____

_____

- In the middle of the story, tell what you did at the party.

_____

_____

_____

- At the end of the story, tell how this party ended.

_____

_____

_____

# Day 3 Mathematics

## Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- **Counting by… -** "Counting by" is to skip count.
- **Tally –** Using tally marks is one way for children to record data.

## Choose one of the following activities:

## Activity 1: *Guess If You Can*

It is important to help children develop an understanding of the characteristics and meanings of numbers. Complete the Activity on the following pages.

## Activity 2: *What Are My Chances?*

Understanding probability is essential in many areas of mathematics. Playing games that involve chance is one way to explore the laws of probability. Complete the Activity on the following pages.

**If you need Spanish activities** for the concept of number sense and operations**,** please follow the steps below.

1. Go to tutorial site: http://destination.nycenet.edu

2. Login with the following user ID and PW:
   - User: studentnyc
   - Password: student

3. Click on the Exploration Icon to access the tutorial

4. Scroll down to Mastering Skills & Concepts: Course I – Spanish

5. Select the skill/concept to review:
   - Activity 1: 1.3.3 - Counting from 50 to 100

*Source: These activities are from math.com*
*http://www.math.com/parents/articles/mathhome.html*
*http://www.math.com/parents/articles/funmath.html*

# Day 3 Mathematics (continued)

## Guess If You Can

### What to do

1. Let your child think of a number between a stated range of numbers while you try to guess the number by asking questions. Here is a sample conversation.

2. **Child**: I am thinking of a number between 1 and 100.
   **Parent**: Is it more than 50?
   **Child**: No.
   **Parent**: Is it an even number?
   **Child**: No.
   **Parent**: Is it more than 20 but less than 40?
   **Child**: Yes.
   **Parent**: Can you reach it by starting at zero and counting by 3's?
   **Child**: Yes.
   *(At this stage, your child could be thinking of 21, 27, 33, or 39.)*

3. Figure out the answers to your own questions.

4. After you have guessed your child's number, let your child guess a number from you by asking similar questions.

# Day 3 Mathematics (continued)

## What Are My Chances?

**What you'll need**
Two coins, paper, and pencil to keep score

**What to do**

Play these games with your child:

1. Flip one coin. Every time it comes up heads, your child gets 1 point. Every time it comes up tails, you get 1 point. Flip it 50 times. Tally by 5's to make it easier to keep track of scores. The person with the most points wins. If one person has 10 points more than the other person does, score an extra 10 points. Does this happen very often? Why not?

2. Flip two coins. If the coins come up two tails or two heads, your child scores 1 point. If it comes up heads and tails, you get 1 point. After 50 flips, see who has more points. Do you think the game is fair? What if one person received 2 points for every double heads and the other person received 1 point for everything else. Is this fair?

3. Flip one coin. Then flip the other. If the second coin matches the first coin, your child scores 1 point. If the second coin doesn't match the first coin, you receive 1 point. Try this 50 times. Is the result the same as in the previous game?

# Day 3 Science

## Choose one of the following activities.

## Activity 1: *Keeping KFC's Secret Safe (English or Spanish)*

## Vocabulary

Learn the new vocabulary words below. You will use these vocabulary words in today's activity.

- **filing cabinet** (noun): a box of drawers, often used to store papers
- **herb** (noun): a kind of plant used in cooking
- **recipe** (noun): something that tells a cook how to make food
- **spice** (noun): something added to food to make it taste better

### Directions

- Read the article below and answer the questions that follow
- Para Espanol, prime aquí: http://SCHOOLS.NYC.GOV/Documents/teachandlearn/LearnatHome/ELL/1day3sp.pdf

**Keeping KFC's Secret Safe**

LOUISVILLE, Kentucky (Achieve3000, September 8, 2008). Colonel Sanders started Kentucky Fried Chicken. He made a secret recipe. It had 11 herbs and spices. People have tried to copy it. But KFC says no one has. Why not? It has some surprises.

The recipe is 68 years old. Sanders wrote it on paper. He wrote in pencil. It's been at KFC offices for 20 years. It's in a locked filing cabinet. Only two people can get into it.

Now, the recipe is moving. Why? KFC is fixing its offices. The recipe will be even safer.

Information for this story came from AP.

**Question 1:** This news story talks mostly about _____.

1. The KFC recipe
2. Surprises
3. Herbs and spices
4. Papers

**Question 2:** Let's say you are retelling this news story. It is most important to tell _____.

1. KFC wants to keep its recipe safe.
2. The recipe is on a piece of paper.
3. The recipe has spices.
4. KFC uses herbs.

# Day 3 Science (continued)

**Question 3:** Think about the news story. Which took place last?
1. The recipe was moved.
2. Colonel Sanders made a recipe.
3. The recipe was written down.
4. Colonel Sanders wrote in pencil.

**Question 4:** Which of these is an opinion?
Hint: An opinion tells what a person thinks or feels. Others may not think this is right.
1. The chicken from KFC is good.
2. Colonel Sanders started KFC.
3. The chicken has herbs and spices.
4. Colonel Sanders made the recipe.

**Question 5:** The news story says:
Now, the recipe is moving. Why? KFC is fixing its offices.
Which must mean almost the opposite of moving?
1. Staying
2. Living
3. Making
4. Cutting

**Question 6:** Because KFC is fixing its office, then _____.
1. The recipe will be safer.
2. People will copy the recipe.
3. The recipe will have more spices.
4. People will change the recipe.

**Question 7:** The news story does not say:
1. The recipe is new.
2. Sanders started KFC.
3. The recipe has surprises.
4. Sanders wrote the recipe.

**Question 8:** The news story says: The recipe is 68 years old. Sanders wrote it on paper. He wrote in pencil. It's been at KFC offices for 20 years. It's in a locked filing cabinet.
Which must mean the opposite of locked?
1. Open
2. Deep
3. Older
4. Dirty

# Day 3 Science (continued)

**Thought Question**

What is the main idea of the story? Write your answer below.

_____

_____

_____

_____

_____

_____

_____

_____

*Achieve3000*

# Day 3 Science (continued)

## Activity 2: *Bubble Wands*

This activity will help you to create different shapes using pipe cleaners and see how these shapes affect the bubbles that you blow through the shapes. Your parent or caregiver should read through the activity and work with you as you conducts the experiment.

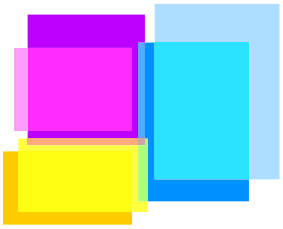
## Vocabulary

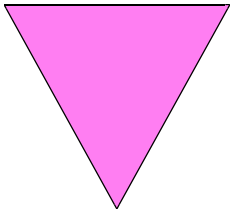
Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- **Wand:** a thin stick or rod that can be waved in the air
- **Bubble:** a thin dome-shaped film of soap and water that is filled with air
- **Solution:** two or more liquids mixed together

### Directions

1. Take a pipe cleaner and bend it into any shape bubble wand you want.
2. Dip your bubble wand into the bubble solution.
3. Blow into your bubble wand.
4. What is the shape of your bubble?
5. Try it again.
6. Bend your pipe cleaner into another shape.
7. What is the shape of your bubble?
8. Try different shapes.
9. What is the shape of your bubble each time?





*Thanks to Sandra Jenoure, NYCDOE Science Consultant, for the use of her work.*

# Day 4 Schedule

| Subject | Minutes Per Day (At Least!) | Assignments | What Did I Learn Today? |
|---|---|---|---|
| Reading and Writing | 45 | • Learn new vocabulary words from the Vocabulary List<br>• Activity 1: Reading<br>• Activity 2: Find Rhyming Words<br>• Activity 3: Illustrate the Poem | • |
| Math | 45 | Complete at least one:<br>• Money Match activity<br>• Problem Solvers activity | • |
| Science | 30 | Complete at least one of the following activities:<br>• Activity 1: Disney's Dream Home (English or Spanish)<br>• Activity 2: Ear Guitar | • |
| Fitness and Health | 30 | • Exercise for 30 minutes. Choose from the Activity Calendars at the back of this packet | • |
| Arts | 30 | • Choose one or two activities from the Arts Activities at the back of this packet | • |
| TV Shows and Websites | 30 | • Choose TV shows and websites to further your learning at home | • |

# Day 4 Reading and Writing

## Vocabulary

Name that picture! Cut out 10 interesting pictures from magazines or newspapers and name what the pictures are with your parent or caregiver. Keep the pictures in a picture file and sort them into categories (e.g., people, foods, animals, places where people live, etc.) Write any new words you learn in your picture dictionary.

## Activity 1: *Reading*

- Read the poem below.

Mirror, Mirror, by Linda Knaus and Kenn Nesbitt

Mirror, mirror, by the sink,
tell me what you truly think.
Am I fat or am I thin?
Will I lose or should I win?

Am I short? Perhaps too tall?
Are my ears a bit too small?
Is my nose exactly right?
Do I have an overbite?

Am I weak or super strong?
Is my hair too short or long?
Am I smart or rather dumb?
Can you say what I'll become?

Am I nerdy? Am I cool?
Am I awful? Do I rule?
Am I great or do I stink?
Mirror, mirror by the sink.

## Activity 2: *Find Rhyming Words*

- Circle the rhyming words in the poem. Write the rhyming words in the box below.

## Activity 3: *Illustrate the Poem*

- Illustrate (draw a picture of) the poem in the box below.

# Day 4 Mathematics

## Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- **Sum –** When adding numbers the sum is the answer.
- **Value –** When adding numbers the value is the answer, the amount.

## Choose one of the following activities:

## Activity 1: *Money Match*

- Counting money and batching in groups of 2's, 5's, or 10's teaches children matching skills and helps in the beginning stages of addition and multiplication. Children also learn how to identify coins and understand their values. Complete the Activity on the following pages.

## Activity 2: *Problem Solvers Activity*

- This card game helps children develop various ways to use numbers in different combinations and to see the many possibilities of arriving at the same sum by adding different sets of numbers.

**If you need Spanish activities** for the concept of number sense and operations, please follow the steps below.

1. Go to tutorial site: http://destination.nycenet.edu

2. Login with the following user ID and PW:
   - User: studentnyc
   - Password: student

3. Click on the Exploration Icon to access the tutorial

4. Scroll down to Mastering Skills & Concepts: Course I – Spanish

5. Select the skill/concept to review:
   - Activity 4: 1.4.2 - Comparing Numbers Within 100

## Additional Activity

Do you have more time? Complete the following activity:

- More Or Less Activity

*Source: These activities are from math.com*
*http://www.math.com/parents/articles/mathhome.html*
*http://www.math.com/parents/articles/funmath.html*

# Day 4 Mathematics (continued)

## Money Match

**What you'll need**
One number cube to roll; 10 of each coin (penny, nickel, dime, and quarter)

**What to do**

1. For young players (5 and 6 year olds) use only two different coins (pennies and nickels or nickels and dimes only). Older children can use all types of coins.

2. Explain that the object of the game is to be the first player to earn a set amount (10 or 20 cents is a good amount).

3. The first player rolls the number cube and gets the number of pennies shown on the cube. Keep all like coins in batches or stacks of 5 or 10.

4. As each player accumulates 5 pennies or more, the 5 pennies are traded for a nickel. Players take turns rolling the cube to collect additional coins.

5. The first player to reach the set amount wins.

6. Add the quarter to the game when the children are ready. As each player accumulates 5 nickels, they are traded for quarters.

# Day 4 Mathematics (continued)

## Problem Solvers

**What you'll need**
Enough sets of cards so that each player has a set of cards numbered 1 through 6.

**What to do**

1. **Super sums**. Each player writes numbers 1-12 on a piece of paper. The object of the game is to be the first one to cross off all the numbers on this list. Use only the cards 1-6. Each player picks two cards and adds up the numbers on them. The players can choose to mark off the numbers on the list by using the total value or crossing off two or three numbers that make that value. For example, if a player picks a 5 and a 6, the player can choose to cross out 11, or 5 and 6, or 7 and 4, or 8 and 3, or 9 and 2, or 10 and 1, or 1, 2, and 8. If a player cannot cross off a number, the player loses the turn. The first player to cross off all the numbers wins.

2. **Make the sum of 100.**Use only cards 1-6. Each player takes turns drawing a card and each player must take 6 cards from the deck. With each draw, a player decides whether to use the number on the card in the 10s place or the 1s place so that the numbers total as close to 100 as possible without going over. For example, suppose a player draws the following cards in this order: 1, 6, 3, 2, 3, 2, and chooses to use the numerals in the following way:

# Day 4 Science

## Choose one of the following activities.

## Activity 1: *Disney's Dream Home (English or Spanish)*

## Vocabulary

Learn the new vocabulary words below. You will use these vocabulary words in today's activity.

- **abode** (noun) a place where someone lives
- **future** (noun) a time that has not yet come
- **plastic** (noun) something used to make bags, toys, cups, and many other things
- **pretend** (verb) to make believe
- **technology** (noun) new tools that often work by using computers

### Directions

- Read the article below and answer the questions that follow
- Para Espanol, prime aquí: http://SCHOOLS.NYC.GOV/Documents/teachandlearn/LearnatHome/ELL/1day4sp.pdf

**Disney's Dream Home**

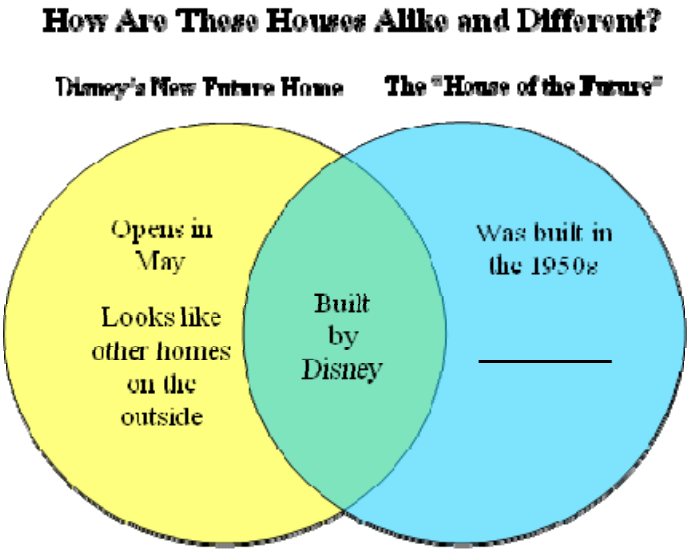
ANAHEIM, California (Achieve3000, February 28, 2008). Fifty years ago, Disney built the "House of the Future." The plastic house was filled with wonders. Millions of people went to see it.

Now, Disney is building a new future home. It will be part of Disneyland's Tomorrowland. Who is building it? Disney and companies that know a lot about technology. The new abode should open in May.

Outside, the house will look like other homes. But the inside will have the latest technology. Computers will say which clothes to wear. They will tell what to make for dinner. Who will live in the house? No one. Four actors will pretend to live there.

Information for this story came from AP.

# Day 4 Science (continued)




**Question 1:** Think about the news story. Which fits best on the empty line above?
1. Run by computers
2. Home to four actors
3. Made out of plastic
4. Will be torn down next year

**Question 2:** What is the big idea in this news story?
1. Tomorrowland is part of Disneyland.
2. Disney is building a new future home.
3. Four actors will pretend to live in a Disney home.
4. Disney built the "House of the Future" 50 years ago.

**Question 3:** Think about the news story. The reader can tell that _____.
1. Many people will likely visit Disney's new future house.
2. Disney is planning to build a house made of all plastic.
3. Many people are building homes run by computers.
4. Disney will tear down its new future house in a year.

**Question 4:** Which of these is an opinion?
Hint: An opinion tells what a person thinks or feels. Others may not think this is right.
1. Disney will open its new future home in May.
2. The new house will look like other homes on the outside.
3. Disney should build a new future house every 10 years.
4. Four actors will pretend to live in Disney's new future house.

**Question 5:** The news story says: Fifty years ago, Disney built the "House of the Future."
The opposite of future is _____.
1. Mountain
2. River
3. Machine
4. Past

# Day 4 Science (continued)

**Question 6:** Let's say you are retelling this news story. Which is most important to say?
1. Some companies know about technology.
2. Disney is building a new future home.
3. Four actors will pretend to live in the new house.
4. Disney built the "House of the Future" 50 years ago.

**Question 7:** The news story says: Outside, the house will look like other homes. But the inside will have the latest technology. Computers will say which clothes to wear. They will tell what to make for dinner.
Which must mean almost the same as latest?
1. Newest
2. Largest
3. Strangest
4. Friendliest

**Question 8:** Which is not talked about in the news story?
1. The new house will be in Disneyland.
2. The new house should open in May.
3. The new house is made of plastic.
4. The new house has computers.

**Thought Question**

What do you think homes will be like in the future? Look at the news story for help. Use your own ideas, too. Write your answer below.

_____

_____

_____

_____

_____

_____

_____

_____

*Achieve3000*

# Day 4 Science (continued)

## Activity 2: *Ear Guitar*

This activity will help you to understand the vibrations that cause sound. Your parent/caregiver should read through the activity.  Follow the directions below to conducts the experiment.

## Vocabulary

Learn the new science vocabulary words below.  You will use these vocabulary words in today's activity.

- **Sound:**  a vibration that travels through a solid, liquid or gas and can be hear by the ear
- **Vibration:**  the process of moving back and forth

### Directions

# Ear Guitar

**Share some secret sounds with a friend.**

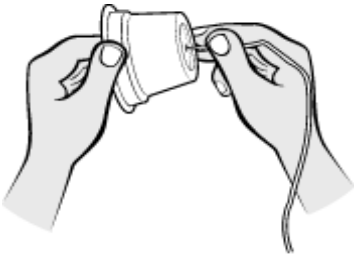
**Materials:**

- **nail**
- **two empty yogurt cups (you can also use two tin cans)**
- **scissors**
- **string**
- **bar of soap**
- **paper clips**
- **a friend, sibling or parent**

## What do I need?

**1** Use the nail to poke a hole in the center of the bottom of each yogurt cup. (If you use tin cans, have a grown-up make a hole with a hammer and the nail.)

**2** With your scissors, cut a piece of string that's about 15 feet long.



**3** Wet the bar of soap. Rub one end of the string on the soap, then roll the string in your fingers so it's pointy. Poke the end of the string through the hole into the cup.

# Day 4 Science (continued)

QUESTIONS:

1. Can you hear the sound through your “ear guitar”?

2. How do you think the sound is traveling?

*Thanks to © The Exploratorium on www.exploratorium.edu for this experiment*

# Day 5 Schedule

| Subject | Minutes Per Day (At Least!) | Assignments | What Did I Learn Today? |
|---|---|---|---|
| Reading and Writing | 45 | • Learn new vocabulary words from the Vocabulary List<br>• Activity 1: Reading<br>• Activity 2: Compare and Contrast<br>• Activity 3: Writing | • |
| Math | 45 | Complete:<br>• Let's Play Store activity<br>• Simply Symmetrical activity | • |
| Science | 30 | Complete at least one of the following activities:<br>• Activity 1: All About Dirt (English or Spanish)<br>• Activity 2: Reflecting Rainbows | • |
| Fitness and Health | 30 | • Exercise for 30 minutes. Choose from the Activity Calendars at the back of this packet | • |
| Arts | 30 | • Choose one or two activities from the Arts Activities at the back of this packet | • |
| TV Shows and Websites | 30 | • Choose TV shows and websites to further your learning at home | • |

# Day 5 Reading and Writing

## Vocabulary

Learn new words (from reading, listening, talking or the Vocabulary List in the back of this packet) and add them to the picture dictionary you started on Day 1.

## Activity 1: *Reading*

- Read a book with your family in English or your native language about friends or family. Write the title and author below.

Title: _____

Author: _____

- List the characters in the story (Characters are the people or animals in the story)

_____

_____

_____

_____

_____

- Choose one of the characters. Describe the character below. (How does the character act? What does he look like?)

_____

_____

_____

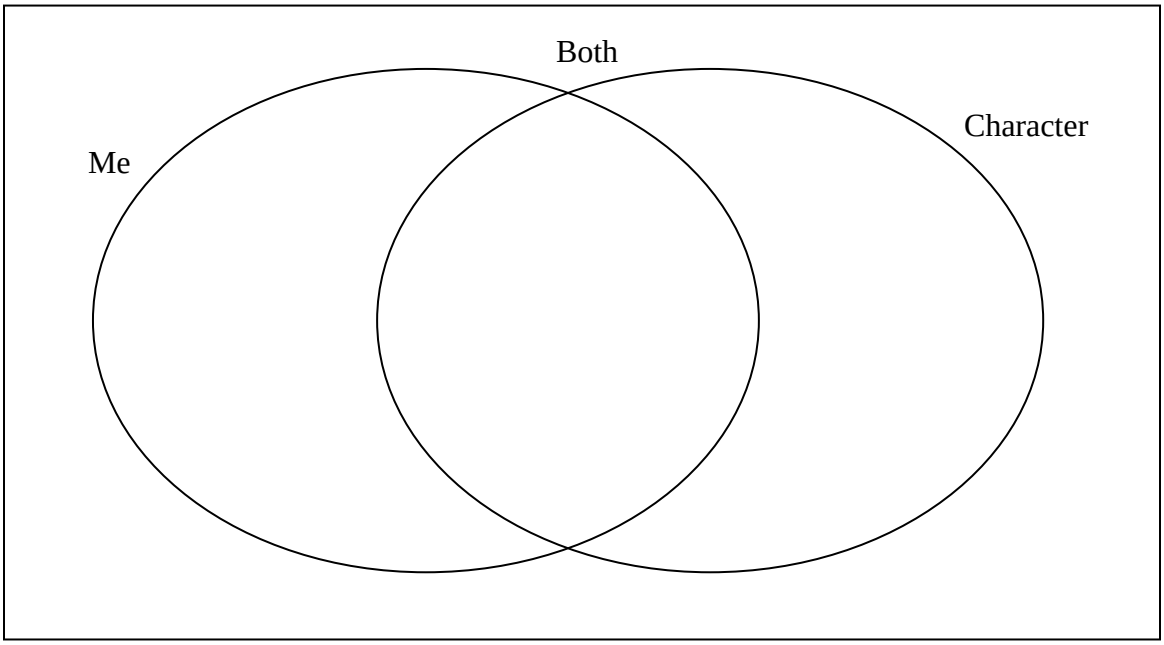
_____

_____

# Day 5 Reading and Writing (continued)

## Activity 2: *Compare and Contrast*

- In the Venn Diagram below compare and contrast yourself with the character. How are you similar, how are you different?




## Activity 3: *Writing*

- Write a paragraph that tells how you and the character are similar (the same) and different.

_____

_____

_____

_____

# Day 5 Mathematics

## Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- **Estimate -** When you estimate the answer to a problem it means that you give a pretty good guess at what the answer will be.
- + is the symbol used for adding and – is the symbol used for subtracting.
- **Symmetrical -** Having symmetry (or being symmetrical) means that something is a mirror image over a line in space.

## Activity 1: *Let's Play Store*

- Learning to use the calculator will help your child understand and apply estimation and reasoning skills, as well as learn addition, subtraction, division, and multiplication. Complete the Activity on the following page.

## Activity 2: *Simply Symmetrical Activity*

- A shape can be symmetrical when two parts of it are exactly alike. This exercise helps young children develop an understanding of symmetry and a sense of geometric patterns.

**If you need Spanish activities** for the concept of number sense and operations**,** please follow the steps below.

1. Go to tutorial site: http://destination.nycenet.edu

2. Login with the following user ID and PW:
   - User: studentnyc
   - Password: student

3. Click on the Exploration Icon to access the tutorial

4. Scroll down to Mastering Skills & Concepts: Course I – Spanish

5. Select the skill/concept to review:
   - Activity 5: 2.1.4 - Sums within 20

*Source: These activities are from math.com*
*http://www.math.com/parents/articles/mathhome.html*
*http://www.math.com/parents/articles/funmath.html*

# Day 5 Mathematics (continued)

## Let's Play Store

**What you'll need**
Empty containers (cartons or boxes), old magazines, books, newspapers, calculator, pencil or crayon, and paper

**What to do**

1. Help your child collect empty containers so that you can play as if you were shopping at the grocery store. Gather the items and put them on a table.

2. Help your child think of a price for each item. Mark the prices on the containers. You can even mark some items on sale.

3. Pretend to be the customer while your child is the cashier.

4. Teach your child the difference between the math symbols (+, -, ÷, x, and =) and how they are used when using the calculator. Help your child add the prices of each item on the calculator and total the amount using the (=) symbol. Have your child write the total on a piece of paper, which will be your receipt.

5. While you and your child play store, you can ask questions like how much would it cost to buy three cartons of eggs? How much does 1 box of soap cost, if they are 2 for $5.00? How much is my bill, if I don't buy the cereal? How much more will it cost if I buy this magazine? Have your child estimate the amounts of the items you are buying. Check to see if the estimation is correct on the calculator.

# Day 5 Mathematics (continued)

## Simply Symmetrical

**What you'll need**
Paper, pencil, marker or crayon, magazine pictures, scissors, and glue

**What to do**

1. Explore your house for symmetrical designs. See how many your child can find. Look at wallpaper, floor tiles, pictures, bedspreads, and appliances.

2. Cut out a magazine picture that is symmetrical. Cut it along the line of symmetry. Paste one half of the picture on the paper. Have your child draw the missing half.

3. Write your child's name in big block letters, then write your name. Which name has more letters with lines of symmetry? How many letters have one line of symmetry? How many of each letter have two? (a B has one line, an H has two). Does anyone have a name with all symmetrical letters? (BOB is one.) Can any letter be turned upside down and still look the same? (YesH, I, O, S, and X are symmetrical around a center point.) Go through the alphabet, making a list of the letters that look the same on both sides and those that look different.

4. Fold a sheet of paper in half lengthwise. Have your child draw half of a circle, heart, or butterfly from top to bottom along the fold on each side of the paper. Help your child cut out the shapes that were drawn. Unfold the paper to see the symmetrical figure. Have your child color and glue the full figure on another sheet of paper to display the design.

# Day 5 Science

## Choose one of the following activities.

## Activity 1: *All About Dirt (English or Spanish)*

## Vocabulary

Learn the new vocabulary words below. You will use these vocabulary words in today's activity.

- **exhibit** (noun) something that is shown
- **museum** (noun) a place where things are kept so people can come to look at them
- **Smithsonian** (noun) a large U.S.-owned place in Washington, D.C., where people can see and learn about many things from history and science
- **soil** (noun) the ground; the part of the earth in which plants grow

### Directions

- Read the article below and answer the questions that follow
- Para Espanol, prime aquí: http://SCHOOLS.NYC.GOV/Documents/teachandlearn/LearnatHome/ELL/1day5sp.pdf

### All About Dirt

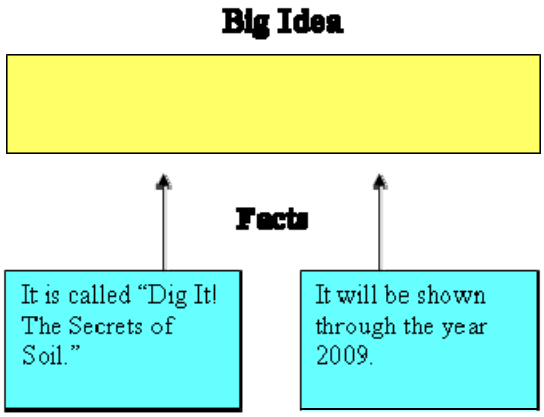
WASHINGTON, D.C. (Achieve3000, August 28, 2008). The Smithsonian has a new exhibit. It's called "Dig It! The Secrets of Soil." The exhibit will be shown at the museum through the year 2009.

Why have an exhibit about soil? Scientists want people to know that soil is important. It's more than just something in a garden. Soil is as important as air and water. All three are needed for life on Earth.

Visitors to the exhibit can learn about soil. They can see the 12 different types of soil. One kind is found in hot places. A different kind is in cold areas. Visitors can touch soil and even dig in it.

Information for this story came from AP.

# Day 5 Science (continued)




**Question 1:** Think about the news story. Which fits best in the empty box above?
1. One kind of soil is found in hot places.
2. The Earth has 12 different types of soil.
3. Some scientists study the soils on Earth.
4. The Smithsonian has an exhibit about soil.

**Question 2:** Why is the Smithsonian having an exhibit about soil?
1. Scientists want people to know that soil is important.
2. Visitors to the exhibit can buy different types of soil.
3. Some soil is found in hot places; some in cold places.
4. The exhibit will be shown through the year 2009.

**Question 3:** Let's say you are retelling this news story. It is most important to tell _____.
1. Where soil can be found
2. How many types of soil there are
3. What the exhibit is about
4. How long the exhibit will last

**Question 4:** The news story says: Visitors to the exhibit can learn about soil. They can see the 12 different types of soil. One kind is found in hot places. A different kind is in cold areas.
Which must mean almost the same as areas?
1. Soils
2. Visitors
3. Types
4. Places

**Question 5:** Think about the news story. The reader can tell that _____.
1. Everyone knows the names of the 12 types of soil.
2. Scientists must grow many gardens at the Smithsonian.
3. Scientists must think people will want to learn about soil.
4. Everyone who grows a garden will visit the exhibit.

# Day 5 Science (continued)

**Question 6:** The news story says: Why have an exhibit about soil? Scientists want people to know that soil is important. It's more than just something in a garden. Soil is as important as air and water. All three are needed for life on Earth.
These sentences help the reader to know _____.
1. Why the Smithsonian has an exhibit about soil
2. Why scientists think air and water are important
3. How many people grow their own gardens
4. How many visitors go to the Smithsonian

**Question 7:** A museum is a _____.
1. Visitor
2. Scientist
3. Place
4. Secret

**Question 8:** The news story does not say that _____.
1. Visitors to the exhibit can buy soil.
2. Visitors to the exhibit can touch soil.
3. One soil is found in hot places.
4. One soil is found in cold places.

**Thought Question**

There is a new exhibit on soil. Why is this important? Look at the news story for help. Use your own ideas, too. Write your answer below.

_____

_____

_____

_____

_____

_____

_____

_____

*Achieve3000 (www.kidbiz3000.com)*

# Day 5 Science (continued)

## Activity 2: *Reflecting Rainbows*

This activity will help you understand the reflective properties of light. Your parent or caregiver should read through the activity with you. Follow the directions below to conducts the experiment.

## Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activity today.

- **Reflect**: the redirection of light that hits an object
- **Pattern** : a repeated shape or marking

**Reflecting Rainbows**

**Decorate your white walls with rainbow colors!**

## What Do You Need?

- compact disc (also known as a CD) (If you don't own any CDs, you can buy an old one at a garage sale. Or ask at a record store if they will give you a CD that won't play.)
- sunshine (or a bright flashlight and a room that you can make dark)
- piece of white paper

## What Do I Do?

1. Take the CD out of its case and take a look at the blank side (the side that doesn't have any printing on it). You'll see bands of shimmering color. Tilt the CD back and forth and the colors will shift and change.
2. Hold the CD in the sunshine. Or if it's a cloudy day, turn out the lights and shine your flashlight at the CD. Hold your piece of white paper so that the light reflecting off the CD shines onto the paper. The reflected light will make fabulous rainbow colors on your paper.

**(Don't reflect the sunlight into your eyes or anyone else's eyes. The reflected sunlight is so bright that it can injure your eyes.)**

3. Tip the CD and see how that changes the reflections. Change the distance from the CD to the paper. What happens to the colors?
4. Take a close look at your CD. It's made of aluminum coated with plastic. The colors that you see on the CD are created by white light reflecting from ridges in the metal.

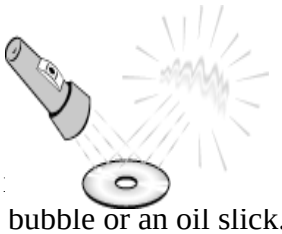
# Day 5 Science (continued)

## More Things To Do

When light reflects off or passes through something with many small ridges or scratches, you often get rainbow colors and interesting patterns. These are called interference patterns. Here are several other ways you can see interference patterns.

- Squint at a distant bright light at night. You'll see starburst patterns around the light. If you look closely, you can see colors in the patterns. These patterns form when light bends around your eyelashes and imperfections in the layers that make up the lens of your eye. Tilt your head to one side while watching the pattern and notice that the pattern moves with you.
- In a dark room, look at a bright light (maybe a candle flame) through a nylon stocking, a silk scarf, a feather, or a tea strainer. The pattern that you see depends on what you look through. Move the thing you're looking through and notice that the pattern moves with it.
- Buy a set of "rainbow glasses" in a toy store or a science shop. Through these glasses, all lights look like rainbows. The glasses are made with diffraction gratings, clear plastic that is etched with many lines.

## What's Going On?



### Why does a CD reflect rainbow colors?

Like water drops in falling rain, the CD separates white light into all the colors that make
see reflecting from a CD are interference colors, like the shifting colors you see on a soap bubble or an oil slick.

You can think of light as being made up of waves-like the waves in the ocean. When light waves reflect off the ridges on your CD, they overlap and interfere with each other. Sometimes the waves add together, making certain colors brighter, and sometimes they cancel each other, taking certain colors away.

*Thanks to © The Exploratorium on www.exploratorium.edu for this experiment*

# Vocabulary List: Grade 1

| ELA | Math | Science | Social Studies |
|---|---|---|---|
| author / illustrator | addition | balance | America |
| blends | backward/ forward | dinosaur | citizen |
| capitalization | between | earth gravity | city |
| chapter | chart | environment | community |
| character | coin | freezing | continent |
| complete | corner | heat | country |
| comprehension | digit | light | elections |
| consonants/consonant | direction | location | equality |
| blends | doubles | machine | flag |
| create | even/odd | magnet | globe |
| describe | greater than | mammoth | governor |
| direction | grouping | moon | independence |
| fantasy | guess | ocean | law(s) |
| final | half hour | position | map |
| illustrate | inch | prediction | mayor |
| initial | less than | properties of light | needs |
| language | lists | pulling | ocean |
| magazine | measure | pushing | past |
| order | minus | salt water | president |
| predict | minute | sand | respect |
| punctuation (basic) | numeral | shelter | responsibility |
| questions | plus | sky | rights |
| reality | pound | star | state |
| syllable | solve | sun's position | truth |
| symbol | subtraction | sun's size | veteran(s) |
| uppercase/lowercase | sum | thermometer | |
| vocabulary | temperature | weather patterns | |
| vowel (long/short) | total | (seasons) | |

*Source: http://jc-schools.net/tutorials/vocab/*

# Fitness and Health Activities

**Parents**: Help your child get **30 or more minutes** of daily physical activity by **choosing at least three activities** from the options below. Each one takes about 10 minutes. We have included lots of choices, so that there is something for everyone -- from activities that increase heart rate, improve flexibility, and build muscle strength!

If you have access to the Internet, you can help your child track her or his physical activity by going to http://www.bam.gov/sub_physicalactivity/cal_index.asp, where your child can create a customized physical activity calendar.

**Grades K-2**

- Activity Calendar (in English and Spanish) – online at
  - http://www.aahperd.org/naspe/Toolbox/pdf_files/May09/Calendar_EC_Eng.pdf (English)
  - http://www.aahperd.org/naspe/Toolbox/pdf_files/May09/Calendar_EC_Span.pdf (Spanish)
- Small Space Energizers – online at
  - http://www.ncpe4me.com/pdf_files/K-5-Energizers.pdf
- Get up and Move Game from "Lazy Town" – online only
  - http://www.noggin.com/games/lazytown/lazy_getup/

# May 2009

## Early Childhood Physical Activity Calendar

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|
| **31** Go back and repeat the activities that you really enjoyed this month! | | Duplicated with permission from the National Association for Sport and Physical Education (NASPE). To assess whether your child is receiving a quality physical education program, visit www.naspeinfo.org/observePE for an observation assessment tool. | | | **1** Take a walk – each time you see a sign of spring, do 10 jumps for joy. | **2** Motions of the Weather – Use your bodies to pretend to be different types of weather. Rain, wind, thunder, snow…get creative. |
| **3** Practice your throwing skills – find a big target and throw as hard as you can at it. Work on stepping right at the target with your "opposite" foot. | **4** Rainbow Run – talk about the colors of the rainbow - as you name colors, run & touch 3 things that are that color. | **5** Log rolls – find a safe space in your house and practice rolling in a straight, strong line. Use those muscles. | **6** Copy Me – take turns doing three movements, such as reach high, touch your nose, shake your foot – after one person does the movements the partner has to copy them. | **7** All Aboard –spread a big towel out on the floor. Stand on it, move on it, then fold it up. Can you still stand and move on it? Fold it again – move again. | **8** Do the Opposite – work on doing opposite movements such as run fast and slow, reach high and low, march soft and hard. | **9** Act out the movements of the animals you see in the spring. |
| **10** Roll up some socks and practice your self toss and catch skill. Can you clap before you catch it? How about touch your tummy before you catch? | **11** Read your favorite Nursery Rhyme and put actions to it so you can say it with your body. | **12** Say the ABC's by putting your body into the shape of each letter. | **13** Pretend that your elbow or your foot is a great big crayon and move all around your house coloring the most beautiful picture. | **14** Find a ball and a big target to practice your kicking skills. Kick as hard as you can. | **15** Take 5 minutes – go to every room in your house and do a funny dance that makes your mom or dad laugh. Make them do the dance with you. | **16** Get outside and run – try running in a straight line, a curvy line, and then a zig zag line. |
| **17** Get outside again and play catch. Follow the ball with your eyes and move to where the ball is going. | **18** Using paper plates ask someone to help you make a hopscotch pattern and then work on your hopping and jumping. | **19** Can you leap? Pretend that your house is full of puddles and your job is to leap over all of them. Don't get wet☺ | **20** Find an extra chore that will help you become a better mover. (sorting clothes to work on throwing skills; sweeping the floor to work on strength) | **21** Turn on some music and make your mom or dad dance with you. Tell them they have to dance for at least two whole songs. | **22** Statues Game – Put your body into a balanced position and hold it while you count to 10. Try a more challenging position. | **23** Practice your jumping jacks – can you do them standing up? How about lying on the floor? |
| **24** Go for a walk – breath in the air as you swing your arms and hold your head high. | **25** Can you skip? Give it a try – step, hop, step, hop. | **26** Practice your ball rolling skills by rolling a ball back and forth with someone. Each time you roll it back up a step | **27** Cut out a bunch of different shapes, put the shapes in a pile and then try putting your body into these odd shapes | **28** Find different kinds of shoes in your house. Pretend to move as if you were wearing each kind of shoe. Stomp in your boots, prance in your slippers, slide in your skates. | **29** Get outside and practice your running. When you run work on pumping your arms front and back, and moving in a straight line | **30** Get silly today and make up a new sound or word and then make up a new action to go along with that word or sound. |

# Arts Activities for Grades PreK-2

*A number of the activities listed reference specific works of art. If you are not familiar with them you may find them on the internet (even the performances). However, these are provided as examples, and you can substitute similar works of art with which you are familiar or to which you have access.*

All Arts Activities taken from the *Blueprints for Teaching and Learning in the Arts: Grades PreK-12.*

**DANCE**

- Practice structured warm-ups learned at school
- Explore and repeat movement.
- Improvise with props (e.g., balls, hoops, scarves).
- Explore images that suggest a beginning, middle and end; compose a short dance phrase—a movement sentence—with a beginning, middle and end.

**MUSIC**

- Visit public library and select a variety of recorded music selections for children.
- Perform music with repetitive or contrasting patterns.
- Perform music with a variety of dynamic levels.
- Sing songs in English and other languages with attention to feeling and musical interpretation.
- Play instruments with attention to feeling and musical interpretation.
- Narrate a story and create musical accompaniment using rhythm instruments. Perform the story and assign each student a role, such as: narrator, actor, musician, conductor, set/costume designer, tech/lighting/sound, composer, audience member, poster designer, usher, ticket maker and seller, etc.
- Draw a picture representing a person in the arts professions. Create a book with pictures and text that describes a particular career path.
- Sing songs about people's jobs, such as "I've Been Working on the Railroad," "Whistle While You Work," or "Working Together" by Carmino Ravosa. Make up original verses to reflect jobs students can identify in their lives.
- List places in the community where music is performed. Identify the function and role of music in their daily lives (school, home, place of worship, shopping mall, etc.). Describe or compare ways music is used at home and at school for holidays, celebrations, and traditions.
- Create a list of expected behaviors before attending a concert in the school or community. Discuss and model expectations.
- Listen to a CD containing soothing environmental sounds (e.g., the ocean, a rainforest, birds, the wind). Simulate the sounds orally using breath, long-sustained vowels, or short percussive sounds made at the front of the mouth.

**THEATER**

- Pantomime simple daily activities, including healthful practices in eating and hygiene.
- Demonstrate the sound and movements of animals and/or people in a story.
- Dramatize storytelling through use of body, voice and gesture.
- Listen to a story and create improvised dialogue to play a scene from the story.
- Use gesture and voice with a prop, mask or puppet to express character.
- Create or re-create a story using tableaux (frozen body pictures) with beginning-middle-end and who-what-where evidence.
- Create a five-panel storyboard or cartoon for an original story or improvisation, with notes describing the main action in each segment.

- Use a photograph as a prompt for asking and answering the “5 Ws” (who, what when, where and why?) about the characters in an imagined story.

- Draw a scene or design a costume from a story read in class.
- Use a children’s story such as *Goodnight Moon* or *Tar Beach* to generate drawings and a 3-D set model based on the illustrations in the book.
- Using a drawing of a character as a basis, create a stick puppet that demonstrates the characteristics of the puppet through costume.

**VISUAL ARTS**

- Create a painting that demonstrates:
    - personal observations about a place
    - control of paint media and various brushes
    - basic organization of space
    - experimentation with mixing colors
- Demonstrate the various ways that paints and brushes can be used:
    - paint – thick, thin
    - strokes – long, short, curved
    - colors – light, dark, dull, bright
    - shapes – big, small, layered
- Create a drawing that demonstrates:
    - experimentation with various drawing tools such as, oil pastels, pencils, colored pencils, crayons
    - use of varied lines and colors to convey expression
- Discuss how artists express themselves; note the use of different mediums, and the effects of black and white, and color.
- Create a collage that demonstrates experimentation with:
    - placement of shapes
    - color
    - pre-cut and torn paper
    - composition
    - textured materials
    - layering
- Discuss the role of color and placement of shapes in creating a sense of depth and balance.

# Educational TV Shows

| Channel | Show | Subject | Day | Time | Recommended Grades | Description |
|---|---|---|---|---|---|---|
| Disney Playhouse | Handy Manny | ELA, Spanish | Weekdays | 9:00 AM | Pre-K, K-1 | In the town of Sheetrock Hills everyone gets help from handyman Manny Garcia and his seven talking tools like Turner the screwdriver and Dusty the saw. The series teaches basic Spanish words and phrases and exposes kids to Latin culture. Other lessons focus on working together and problem solving as a team. |
| PBS-13 | Sid the Science Kid | Science | Weekdays | 9:00 AM | Pre-K, K-1 | Join Sid, his family and his friends as they make science fun! |
| Disney Playhouse | Imagination Movers | Science | Weekdays | 9:30 AM | Pre-K, K-1 | The popular New Orleans band introduces preschoolers to high-energy rock music while emphasizing creative problem-solving skills. |
| Nick Jr. | Go Diego, Go | ELA | Weekdays | 9:30 AM | K-1, 2-3 | Diego's mission is to help rescue an animal in trouble. Using observation skills and scientific tools like computers, a field journal, and cameras--and with help from young viewers at home--Diego succeeds in his goal while introducing kids to information about each animal's sound, movement, habitat, diet, family, and physical characteristics. |
| NYC TV - 25 | Zula Patrol | Science | Weekdays | 9:30 AM | Pre-K, K-1 | Delivers astronomy-based science education and character-building lessons in an entertaining format. |
| PBS-13 | Super WHY! | ELA | Weekdays | 9:30 AM | Pre-K, K-1 | Animated television series helps children learn key reading skills, including alphabet and rhyming |

| Channel | Show | Subject | Day | Time | Recommended Grades | Description |
|---|---|---|---|---|---|---|
| PBS-13 | Clifford the Big Red Dog | General | Weekdays | 10:00 AM | Pre-K, K-1 | Animated series about Clifford, a big red dog; his loving "human," Emily Elizabeth; and dog pals, T-Bone and Cleo. The series emphasizes good citizenship and the importance of community. |
| PBS-13 | WordGirl | ELA, Vocabulary | Weekdays | 4:30 PM | K-1, 2-3 | Each episode introduces up to four new vocabulary words in an engaging, humorous way. WordGirl is a superhero spoof so the storylines are funny and clever takes on familiar stories from that genre. |
| HBO OnDemand | Classical Baby Compilation | Music, Arts | OnDemand | 29 minutes | Pre-K, K-1, 2-3 | This Emmy-nominated animated special introduces children to works of music, painting and dance. |
| Nick Jr. | Dora the Explorer | ELA, Spanish | Weekdays | 8:30 AM | K-1, 2-3 | *Dora the Explorer* teaches children how to observe situations and solve problems as they explore Dora's world with her. Along the way, kids learn basic Spanish words and phrases, as well as math skills, music, and physical coordination. The show is highly interactive, and Dora's young viewers are encouraged throughout the show to respond to Dora and to actively participate in the adventure through physical movement. |
| Nick Jr. | Ni Hao Kai-lan | ELA, Chinese | Weekdays | 11:00 AM | Pre-K, K-1 | “Ni hao!” That means "hi" in Chinese--and that's how Kai-lan greets you every day! Kai-lan Chow is an exuberant Chinese-American preschooler, almost 6, who wants you to come play with her and her best friends. Kai-lan's world is infused with Chinese culture and is brimming with magical sights and sounds, and everywhere you turn there's something amazing and beautiful to see. Along the way, she and her bilingual buddies speak in English and Chinese, but they always need kids' help to find creative solutions to the daily dilemmas that come their way! |

| Channel | Show | Subject | Day | Time | Recommended Grades | Description |
|---|---|---|---|---|---|---|
| V-me | Plaza Sesamo | Spanish, General | Weekdays | 9:30 AM | Pre-K, K-1 | This is a landmark series set in an ethnically diverse urban neighborhood where every day is a sunny one. It features songs, skits, animation and, of course, Muppets to teach preschoolers basic educational and social concepts in Spanish. |
| PBS-13 | Sesame Street | General | Weekdays | 7:00 AM | Pre-K, K-1 | This is a landmark series set in an ethnically diverse urban neighborhood where every day is a sunny one. It features songs, skits, animation and, of course, Muppets to teach preschoolers basic educational and social concepts. |
| V-me | Los Supernumeros | Mathematics | Weekdays | 12:30 PM | Pre-K, K-1 | This animated series is based on mathematics in which numbers are superheroes solving everyday problems with mathematics. This program helps parents introduce numercy to children. This program is broadcasted in Spanish. |