

1st Grade
May 4 - May 8



The American Bird

by Susan LaBella



The bald eagle is a symbol of the United States. A symbol is something that stands for something else. The bald eagle stands for the country's strength. Here are some things we know about bald eagles.

Bald eagles have wonderful sight. This helps them find food. They have strong claws to eat a fish or snake.

Bald eagles are fast! Their powerful, wide wings help them fly very quickly.

Bald eagles build huge nests from sticks and grass. They build nests high in trees.

Baby eaglets hatch from eggs. Both parents bring the babies food. Soon the eaglets can fly and leave the nest.

Name: _____ Date: _____

1. Where do bald eagles build nests?

- A. underground
- B. in caves
- C. high in trees

2. The text describes several characteristics of bald eagles. What does a bald eagle have that helps it fly very quickly?

- A. wonderful sight
- B. strong, sharp claws
- C. powerful, wide wings

3. Mother and father bald eagles both take care of their baby eaglets. What part of the text tells us that this is true?

- A. Soon the eaglets can fly and leave the nest.
- B. Bald eagles build huge nests from sticks and grass.
- C. Both parents bring the babies food.

4. What is "The American Bird" mostly about?

- A. eaglets
- B. American symbols
- C. bald eagles

5. What do bald eagles have that helps them find food?

Bald eagles have

6. What did you learn from "The American Bird"?

7. Class Discussion Question: Use information from the text to explain why the bald eagle stands for the United States' strength.

8. Draw a picture of a bald eagle with food in its claws.

Name _____

Long *i*: *i*, *y*, *igh*, *ie*

The Bright Light

Did you see the bright light?

It seems to glide over me.

My dad says it's a plane flying high.

I sigh and say that he is quite right.

★ACTIVITY★

Draw a picture of what else the bright light could have been.

Name _____



My White Kite

My white kite went up in the sky.

I did not stop its flight.

I tried to hold on tight, but
it went way up high.

★ACTIVITY★

Write your own
story about a kite.

Unit 4 Writing Prompts

Choose one or two to write about each week

Write about how animals' bodies help them. For example, frogs' legs help them jump. Write 3 complete sentences about different animal body parts that help them. Remember to begin with a capital letter and end with a period. Don't forget finger spaces.

Write about how animals help each other. For example, penguins huddle together to stay warm. Write 3 complete sentences about how different animals help each other. Remember to begin each sentence with a capital letter and end with a period. Don't forget finger spaces.

Write about how animals survive in nature. For example, squirrels gather nuts to eat during the winter. Write 3 complete sentences about what animals do to survive. Remember to begin each sentence with a capital letter and end with a period. Don't forget finger spaces.

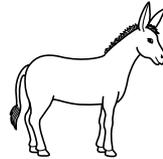
Write about what we know about insects. For example, caterpillars become butterflies. Write 3 complete sentences about insects. Use transition words like first, next, then, last. Remember to begin each sentence with a capital letter and end with a period. Don't forget finger spaces.

Write about how animals help people. For example, chickens lay eggs to help provide food for people. Here is a sample paragraph starter: Animals help people in many ways. First, ---, Next, ---. Then, ---, Last, ---, Write with complete sentences, proper capitalization, and punctuation. Don't forget your finger spaces.

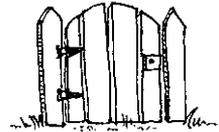
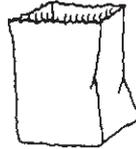
Name _____

Look at each picture. Say the name of each picture out loud. Say the middle sounds. Circle the picture whose name has a different middle sound.

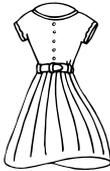
1.



2.



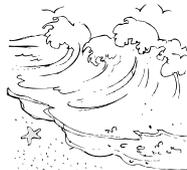
3.



4.



5.

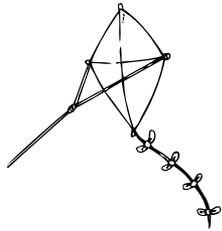


Teacher Directions: 1. Model: Listen to the middle sounds of these three words: cut, mule, and mug. Stress the difference between the long and short vowel sounds: /u/ and /ū/. The words cut and mug have the same short u vowel sound: /u/. The word mule has the long u vowel sound /ū/. Guide children to circle the picture whose name has a different middle sound: mule.

Name _____

Listen to the sounds your teacher says. Blend the sounds together. Circle the picture that goes with the word you made.

1.



2.



3.



4.



5.



Teacher Directions: Model item 1 by saying /k/ /a/ /t/. I will blend the sounds to make a word: /kaat/, cat. Guide children to circle the picture of the cat for item 1. For items 2-5, say the following sounds. Have students blend the sounds to say each word. Then have them circle the picture that shows it. 2. /j/ /u/ /m/ /p/; 3. /w/ /i/ /n/ /d/; 4. /b/ /o/ /l/; 5. /n/ /i/ /t/.

Name _____

The long *i* sound is the sound you hear in **wild**. The letters **i**, **y**, **igh**, and **ie** can make the long *i* sound.

find**sky****night****tie**

A. Read the words in (). Circle the long *i* word that completes each sentence. Write the word.

1. The baby will _____. (cry, sips)

2. We like _____. (cake, pie)

3. The Sun is out so there is a lot of _____.
(light, dim)

.....

B. Write *i*, *y*, *igh*, or *ie* to complete each word.



4. w _____ l d



5. f l _____

Name _____

A. Read each group of words. Circle the word in each group that has the long i sound. Write the word.

1. ring rip right

2. twist tie thin

3. child chill chip

4. drip dry dig

5. mist mitt might

B. Add two letters to make a new word with the long i sound. Then write the word.

1. sit _____

2. lit _____

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1.

1. find

2.

2. night

3.

3. by

4.

4. kind

5.

5. right

6.

6. pie

High-Frequency
Words

7.

7. caught



8.

8. listen

Name _____

A. Read the words in the box. Then sort the words.

by find right pie night kind

Words with <u>igh</u>	Words with <u>y</u>
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
Words with <u>ie</u>	Words with <u>i</u>
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

B. Think of new words to add to the chart.

Name _____

A. Read the words in the box. Then sort the words.

by find high kind night pie

Words with <u>igh</u>	Words with <u>y</u>
_____ - - - - - _____ _____ - - - - - _____	_____ - - - - - _____ _____ - - - - - _____
Words with <u>ie</u>	Words with <u>i</u>
_____ - - - - - _____ _____ - - - - - _____	_____ - - - - - _____ _____ - - - - - _____

B. Think of new words to add to the chart.

Name _____

A. Read the words in the box. Then sort the words.

by	dried	find	my
night	kind	right	pie

Words with <u>igh</u>	Words with <u>y</u>
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
Words with <u>ie</u>	Words with <u>i</u>
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

B. Think of new words to add to the chart.

Name _____

Choose a letter or spelling pattern from the box to complete each spelling word. Then write the word.

y oa igh i ie

1. k _____ nd

2. b _____

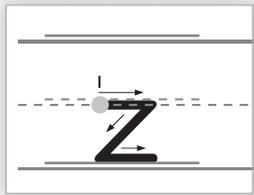
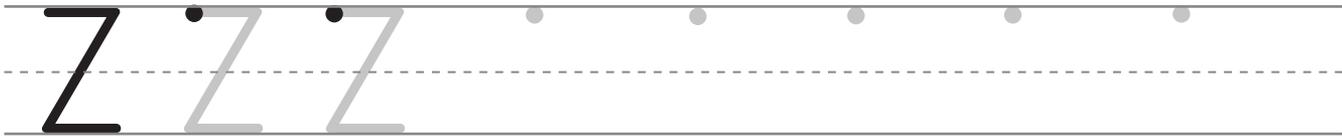
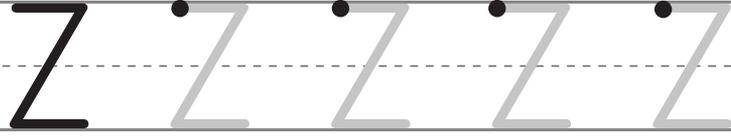
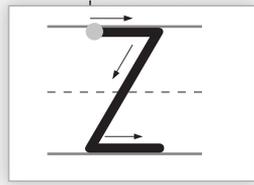
3. b _____ t

4. n _____ t

5. p _____

Name _____

Trace and write **Z** and **z**. Then copy the sentence.
 Make sure to leave spaces between words. Write neatly.



Zeke zips his zipper.

Name _____

To add the ending **-es** or **-ed** to a word that ends with long **i** spelled **y**, first change the **y** to **i**.

dry + es = dries **dry + ed = dried**

Do not change the **y** to **i** when adding **-ing**.

dry + ing = drying

Add the ending. Write the new word. Read the word you made out loud.

1. cry + es = _____

2. try + ed = _____

3. spy + es = _____

4. fly + ing = _____

Name _____

A. Circle the word that completes each sentence. Then read each sentence.

1. I am (trying, trieng) to win the game.

2. The baby (cryed, cried) a lot.

3. The plane (flys, flies) high in the sky.

B. Add the ending to the word. Write the new word.

4. fry + ing = _____

5. try + es = _____

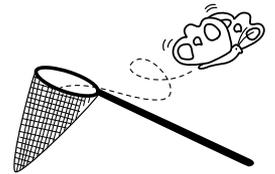
C. Use one of the words you circled or wrote above to write a new sentence.

Name _____

Read the words in the box out loud. Write the word from the box that completes each sentence.

caught flew know laugh listen were

1. The butterfly _____ away.



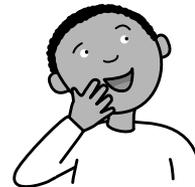
2. They _____ playing in mud.



3. He _____ a bug.



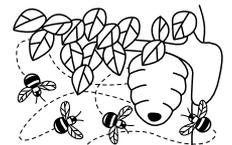
4. I _____ at jokes.



5. We must _____ in school.



6. Do you _____ where bees live?



Name _____

**A. Write a sentence that uses the word beautiful.
Then draw a picture to go with your sentence.**



B. Write a sentence that uses the word fancy.

C. Write a sentence that uses the word search.

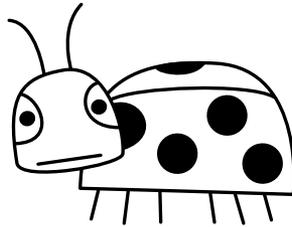
Name _____

Context clues are words that help you figure out the meaning of a new word. Look for context clues in the same sentence or in nearby sentences.

Use context clues to figure out the meaning of the word in bold. Fill in the circle next to the word's meaning.

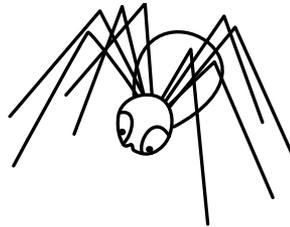
1. There are many kinds of bugs, but all **insects** have six legs.

- bugs
 legs



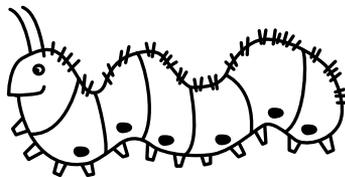
2. Most spiders are **harmless** and won't hurt you.

- safe
 dangerous



3. Some caterpillars have **bristles**, or short hairs.

- eyes
 hairs



Name _____

Use **see** when looking at something now.

I see the bugs. **You see** the bugs.

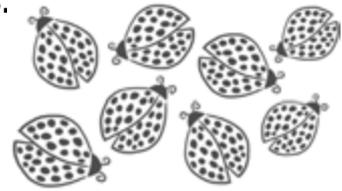
We see the bugs. **They see** the bugs.

Use **sees** when **he** or **she** is looking now.

She sees the bugs. **Joe sees** the bugs.

Use **saw** to tell about looking in the past.

Last week we **saw** the bugs.



A. Circle the verb that tells about the present.

1. Blake (see, sees, saw) a small ant.
2. Joe and Tate (see, sees, saw) some bees.
3. I (see, sees, saw) a bug on a leaf.

B. Circle the verb that tells about the past.

4. Last week we (see, sees, saw) a flea.
5. Matt (see, sees, saw) a white moth.
6. Jess and Nan (see, sees, saw) a tan snail.

Name _____

A. Read the draft model. Circle the verbs in the past tense. Underline the errors.

Draft Model

Kim saw a bluu bird.
She saw it flie above the trees.

B. Change the sentences to be in the present tense. Make sure to spell words with long i correctly. Rewrite the sentences below.

Connect to Writing

C. Look in your writer’s notebook. Check that you used see and saw correctly.

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Name _____

Use **see** and **sees** to tell about the present. Use **saw** to tell about the past. Underline book titles.

Circle the mistake in each sentence.

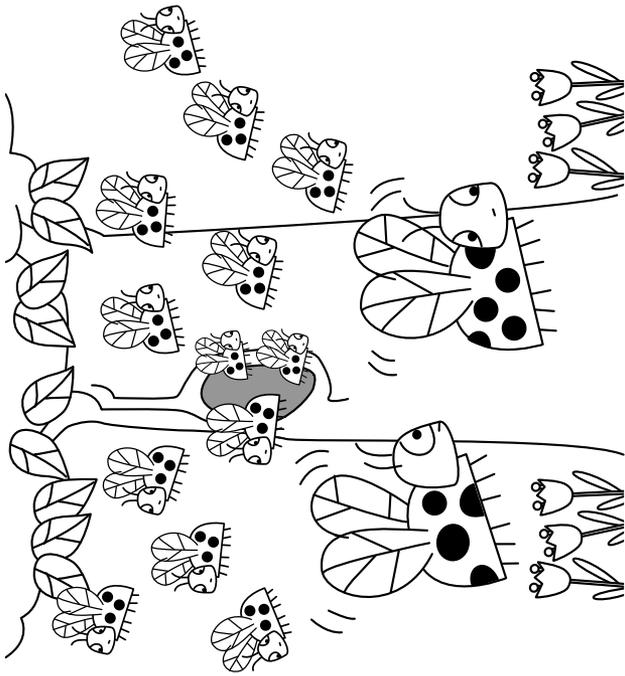
Write the sentence correctly on the line.

1. I sees a tan bug.

2. Last week Mom see a snail on the ledge.

3. I will read All About Bugs to find out more.

4. I will get a new book, A Snail's Pail, today.

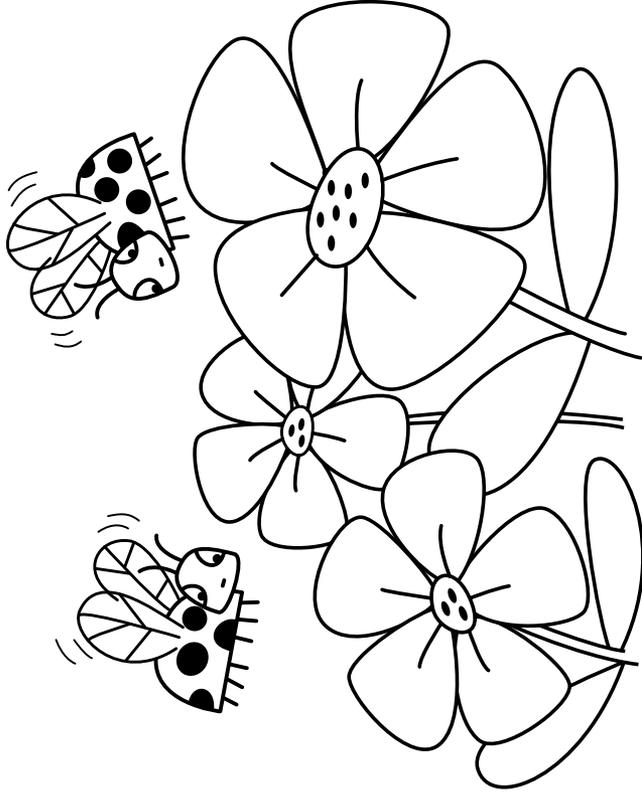


Eve and Pete slept in the tree.
Then one day, the bugs woke
up. It was warm! So Eve and
Pete left the tree. They flew
up to the sky.

Connect to Community: Have children talk to a family member about what they do when it's cold outside.

4

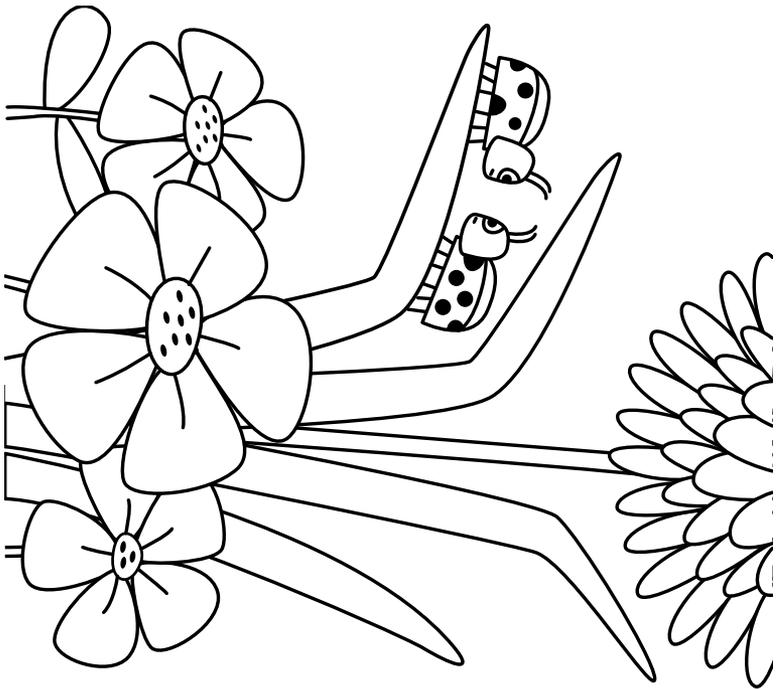
Eve and Pete



Eve and Pete were pals.
They flew and flew high and low.
They had so much fun together.

Teacher Directions: Have children establish a purpose for reading the take-home story.

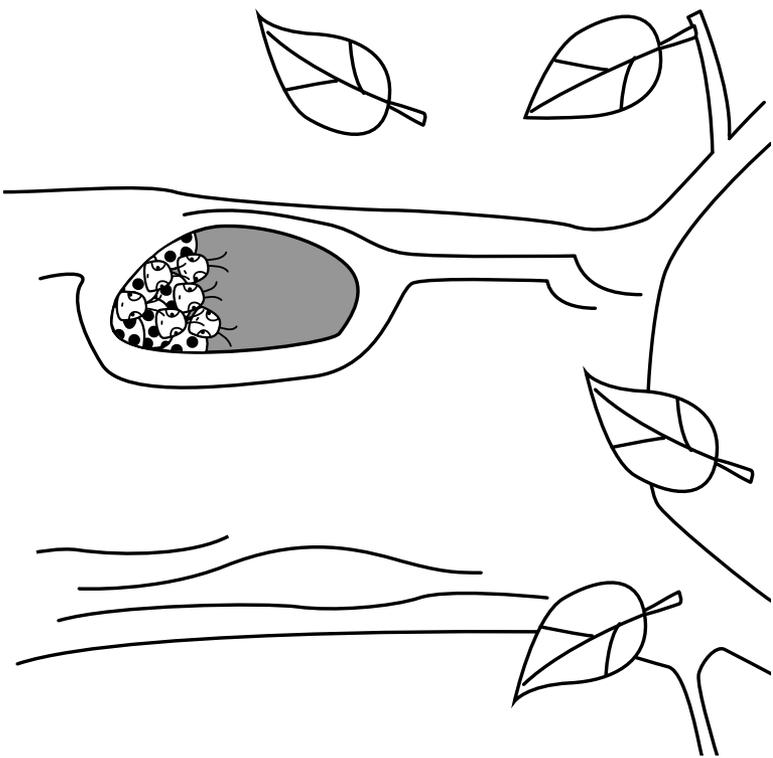
1



Then one day, Pete said, “It’s getting cold. We need to find a tree. We need to sleep.”

“Let’s look for one,” said Eve.

②



They spotted a huge tree.

There were lots of bugs in it.

“Hi! Stay with us,” the bugs

cried. “You will be warm here.”

③

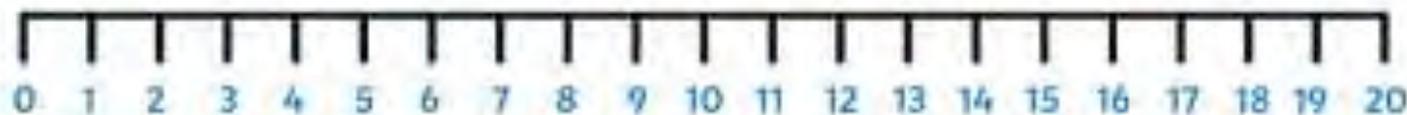


Name _____

Date _____

*Write the missing number.

1.	$2 - 2 = \square$		16.	$14 - 1 = \square$	
2.	$12 - 2 = \square$		17.	$14 - 2 = \square$	
3.	$2 - 1 = \square$		18.	$15 - 3 = \square$	
4.	$12 - 1 = \square$		19.	$15 - 4 = \square$	
5.	$3 - 3 = \square$		20.	$15 - 10 = \square$	
6.	$13 - 3 = \square$		21.	$18 - 5 = \square$	
7.	$3 - 2 = \square$		22.	$18 - 6 = \square$	
8.	$13 - 2 = \square$		23.	$18 - 10 = \square$	
9.	$13 - 10 = \square$		24.	$7 - \square = 5$	
10.	$6 - 5 = \square$		25.	$17 - \square = 15$	
11.	$16 - 5 = \square$		26.	$17 - \square = 13$	
12.	$16 - 10 = \square$		27.	$19 - \square = 13$	
13.	$4 - 2 = \square$		28.	$\square - 3 = 16$	
14.	$14 - 2 = \square$		29.	$17 - 4 = 16 - \square$	
15.	$14 - 10 = \square$		30.	$19 - 7 = \square - 6$	



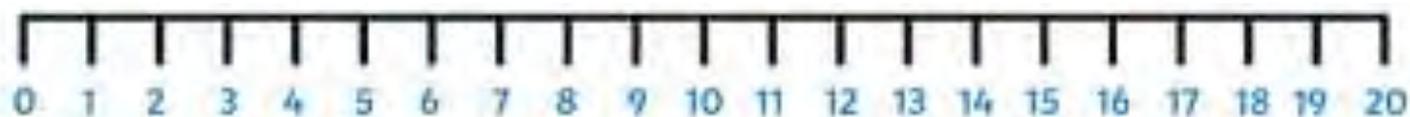


Name _____

Date _____

*Write the missing number. Pay attention to the + and - signs.

1.	$5 + 1 = \square$		16.	$12 + 7 = \square$	
2.	$15 + 1 = \square$		17.	$2 + 17 = \square$	
3.	$1 + 5 = \square$		18.	$18 - 2 = \square$	
4.	$11 + 5 = \square$		19.	$18 - 6 = \square$	
5.	$6 - 1 = \square$		20.	$3 + 16 = \square$	
6.	$16 - 1 = \square$		21.	$13 + 6 = \square$	
7.	$6 - 5 = \square$		22.	$17 - 4 = \square$	
8.	$16 - 5 = \square$		23.	$17 - 3 = \square$	
9.	$4 + 5 = \square$		24.	$12 + \square = 18$	
10.	$14 + 5 = \square$		25.	$\square - 6 = 12$	
11.	$5 + 4 = \square$		26.	$13 + \square = 19$	
12.	$15 + 4 = \square$		27.	$\square - 3 = 16$	
13.	$9 - 4 = \square$		28.	$\square - 3 = 17$	
14.	$19 - 4 = \square$		29.	$11 + 6 = 19 - \square$	
15.	$19 - 5 = \square$		30.	$19 - 5 = \square + 3$	

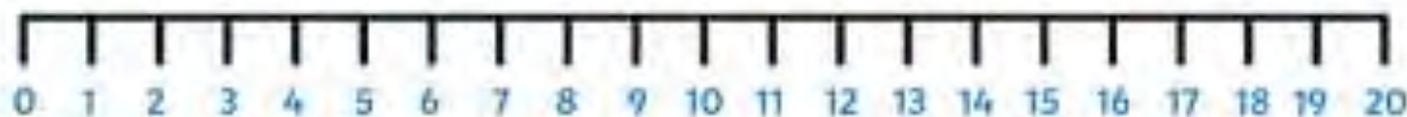


Name _____

Date _____

*Write the missing number.

1.	$16 - 1 = \square$		16.	$19 - 9 = \square$	
2.	$14 - 1 = \square$		17.	$18 - 9 = \square$	
3.	$18 - 1 = \square$		18.	$12 - 9 = \square$	
4.	$19 - 2 = \square$		19.	$19 - 8 = \square$	
5.	$17 - 2 = \square$		20.	$18 - 8 = \square$	
6.	$15 - 2 = \square$		21.	$17 - 8 = \square$	
7.	$15 - 3 = \square$		22.	$14 - 5 = \square$	
8.	$17 - 5 = \square$		23.	$13 - 5 = \square$	
9.	$19 - 5 = \square$		24.	$12 - \square = 7$	
10.	$16 - 5 = \square$		25.	$16 - \square = 10$	
11.	$16 - 6 = \square$		26.	$16 - \square = 9$	
12.	$19 - 6 = \square$		27.	$17 - \square = 9$	
13.	$17 - 6 = \square$		28.	$\square - 7 = 9$	
14.	$17 - 1 = \square$		29.	$19 - 4 = 17 - \square$	
15.	$17 - 6 = \square$		30.	$16 - 8 = \square - 9$	



Application Problem 1

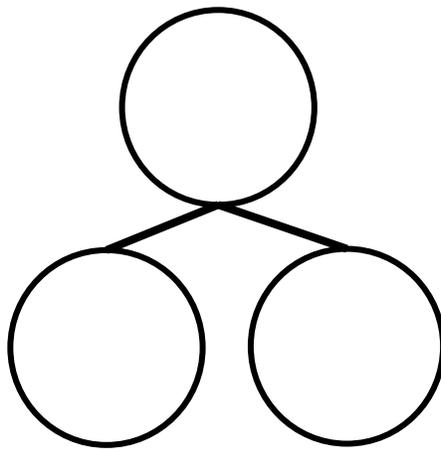
R read problem, circle important numbers, box/ highlight question

D draw a picture to show how you can get the answer/ draw a number bond

W write a number sentence

When Corey measures his new pencil, he uses 19 centimeter cubes. After he sharpens it, he needs 4 fewer centimeter cubes.

How long is Corey's pencil after he sharpens it?



Number sentence: _____

Statement:

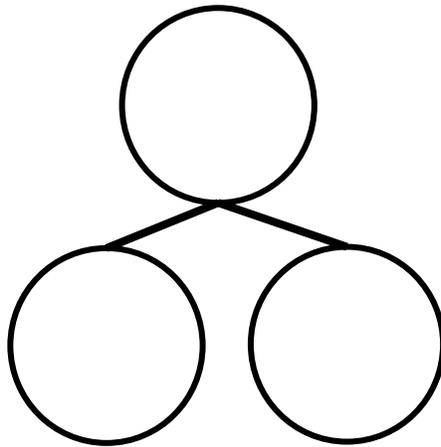
Application Problem 2

R read problem, circle important numbers, box/ highlight question

D draw a picture to show how you can get the answer/ draw a number bond

W write a number sentence

Each crayon is 9 centimeter cubes long. The paintbrush is the same length as 2 crayons. How many centimeter cubes long is the paintbrush?



Number sentence: _____

Statement:

Science
Studies WeeklyTM
Adventure

LIFE SCIENCE / WEEK 2

1
GRADE

Plants

Millions of different plants grow on Earth.
Different plants grow in different places.

See Primary-Source
Related Media...



www.s-w.co/S1-10

Plants



Trees can live in forests. Trees can live on city streets. How many trees can you count in this picture?



Each part of the plant helps it live. Roots take in water. Leaves take in sunlight.

Look & Learn

Look at the picture.
Draw a line from the
part of the plant to
its name.



Stems hold up the
plants. Flowers hold
the seeds.

leaf

root

flower

stem



Does a tree have a
stem? Yes. The stem of
a tree is called a trunk.



Make Your Own Plant

WHAT YOU NEED

- small cardboard tube (stem)
- green construction paper (leaves)
- colored construction paper (flower)
- small flower seeds
- string (roots)
- glue stick
- Scissors



WHAT TO DO

1. Cut leaves from the green construction paper. Glue them to the sides of the cardboard tube.
2. Cut out a large four-petal flower from the colored construction paper. Glue the flower to the top of the tube.
3. Cut several 3-inch pieces of string (roots). Glue them to the inside of the tube. Make sure they dangle from the bottom of the tube.
4. Glue several seeds to the center of the flower.

Fill in the blanks

1. Leaves take in _____.
2. Stems hold up the _____.
3. Roots take in _____.
4. Flowers hold _____.

WORD BANK

seeds
plants
sunlight
water

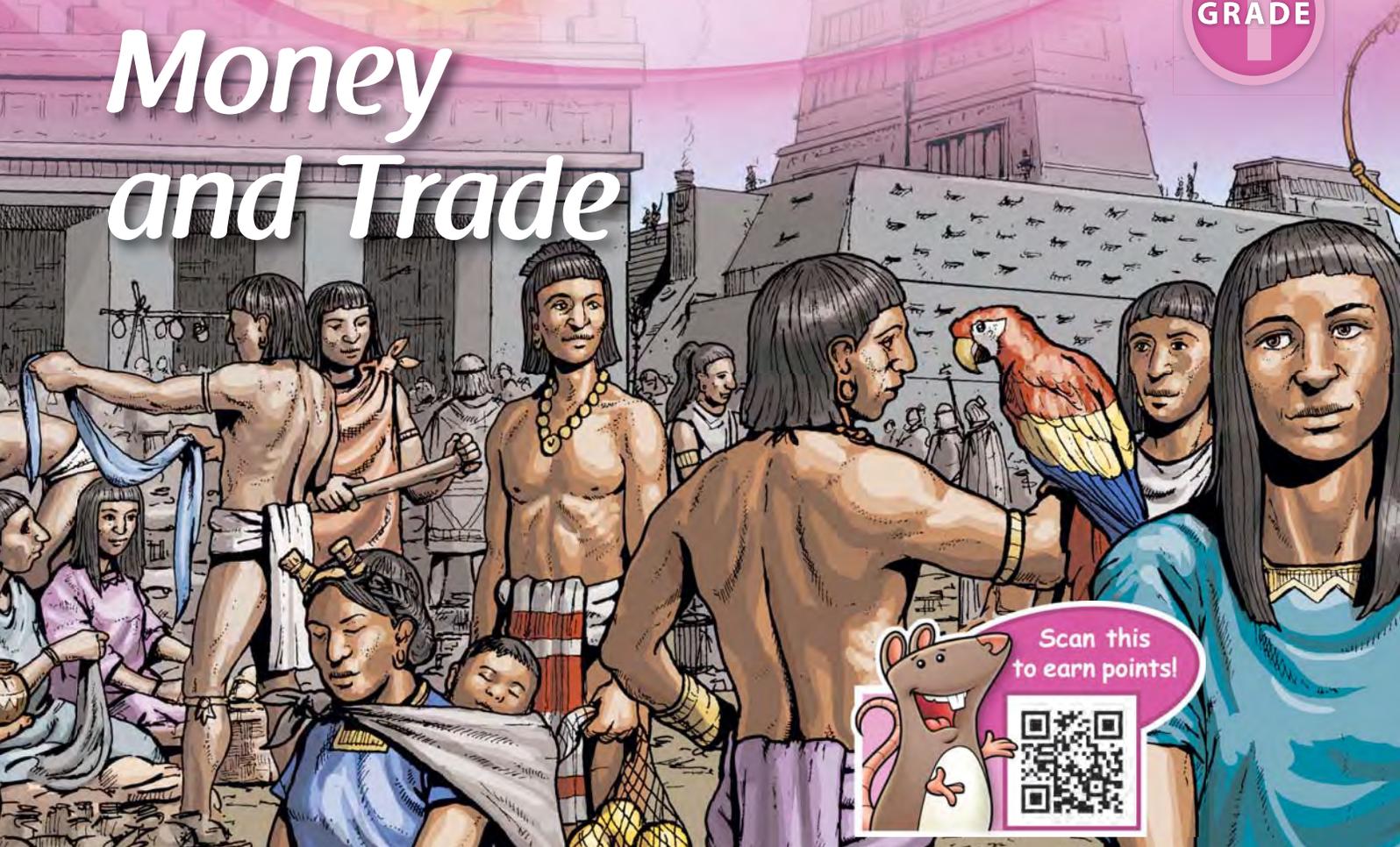
First Grade

FOURTH QUARTER • WEEK 23

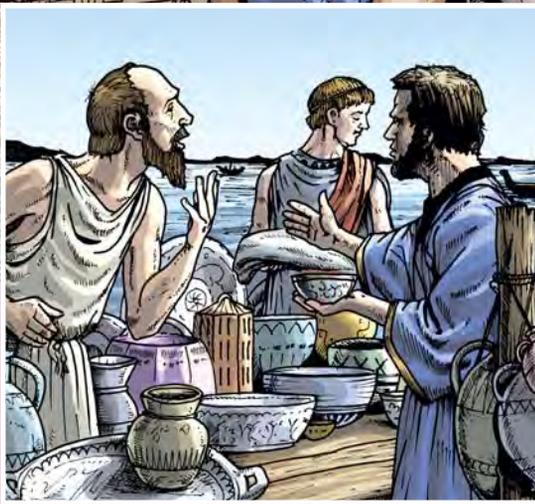
Studies Weekly™

GRADE
1

Money and Trade



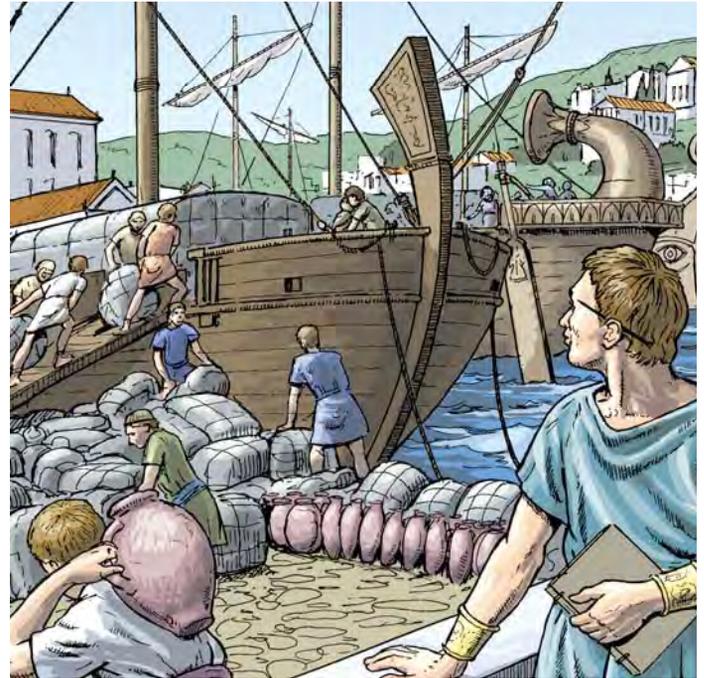
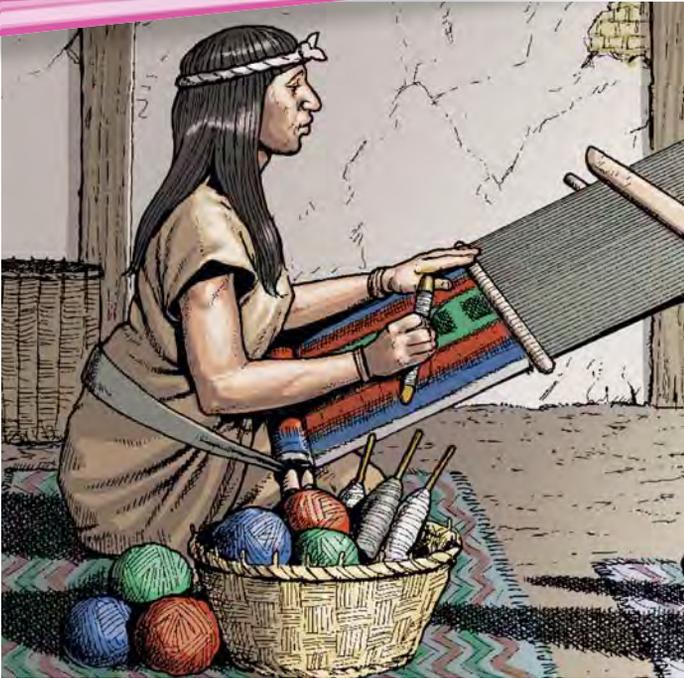
Scan this to earn points!



Long ago, people traded with each other to get things they needed and wanted. People in one community might have more rice than they needed. They could trade it for something they didn't have, like cloth.

Money was invented about 4,000 years ago. People used shells, stones, beads and even whales' teeth as money. Some people used coins made of silver or gold.

Money and Trade



People traded goods and services. People often traded with weavers (people who make cloth). They might give the weaver a tea kettle or some vegetables. Trading goods and services is called bartering.

Did people only trade with those who lived close to them? No. People often traveled hundreds of miles to trade. Some travelers rode on animals like camels or donkeys, and some sailed in canoes or ships.



Today, people still depend on others to get things they need and want. We send goods from the United States to countries around the world. Other countries send goods to us, too.

These standards are representative of common first grade social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at studiesweekly.com.

Page 2 • Recognize that money is a method of exchanging goods and services.
• Distinguish people as buyers, sellers, and producers of goods and services.

• Recognize the importance of saving money for future purchases.



Brazil grows more coffee than any other country in the world. Brazil sends coffee to people around the world. Every year, they send 28 million bags of coffee to other places.



Have you ever heard anyone say, "Save for a rainy day"? That means people should save some money in case of an emergency.



Many years ago, people saved money and other valuable things by burying them. Today, some people save coins in a jar or a piggy bank. Many people take their money to a bank to keep it safe.



In Mexico, paper money is called pesos. One peso is equal to 100 centavos. Five centavos, 10 centavos, 20 centavos and one peso are some Mexican coins.

Name _____

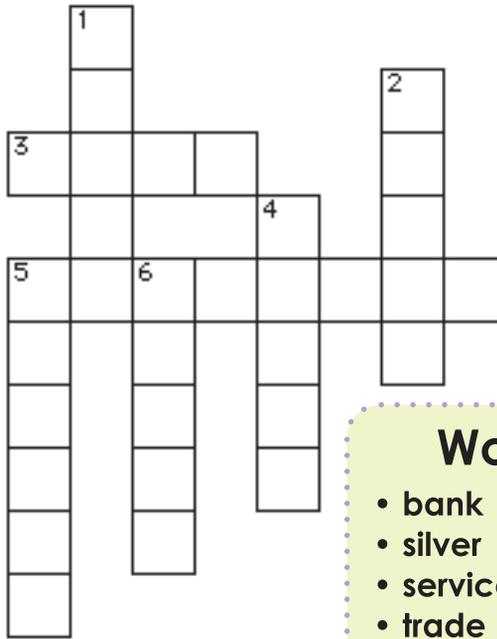
CROSSWORD PUZZLE

ACROSS

3. Many people take their money to a _____ to keep it safe.
 5. People traded goods and _____.

DOWN

1. People often traveled hundreds of miles to _____.
 2. About 4,000 years ago, _____ was invented.
 4. Some people save coins in a jar or a _____ bank.
 5. Some people used coins made of _____ or gold.
 6. "Save for a _____ day" means to save money in case of an emergency.



Word Bank

- bank
- silver
- services
- trade
- rainy
- money
- piggy



Where is Mexico? Use your favorite color to fill in Mexico on the map. What is paper money called in Mexico?

Circle **yes** if the sentence is correct. Circle **no** if the sentence is not correct.

1. One peso is equal to 100 centavos.

yes

no

2. Mexico grows more coffee than any other country in the world.

yes

no

3. Trading goods and services is called saving.

yes

no



Name: _____ Date: _____

Buy or Trade

Read each sentence.

Circle the word **buy** if the person is showing how to **buy**.

Circle the word **trade** if the person is showing how to **trade**.

1. Holly gives away her pencil for a new marker.

buy

trade

2. Juan spends his birthday money on a book.

buy

trade

3. April gets a bike for her radio.

buy

trade

4. Nick pays for a haircut at the barber shop.

buy

trade

5. Pam switches her chores with her brother's chores.

buy

trade

Name: _____

Date: _____

Weekly Literacy Connection

Use the words in the word bank to complete each sentence.

weavers

bartering

bank

1. People can save money in a _____.
2. People who make cloth are called _____.
3. Trading goods and services is called _____.

Put the following words in ABC order.

trade

save

buy

money

4. _____
5. _____
6. _____
7. _____

Correct the sentence. Rewrite it on the lines below.

8. save in case People can money emergency. of an

Name: _____

Date: _____

Fill in the circle next to the best answer.

1. Many people take their money to a _____ to keep it safe.

- Ⓐ doctor
- Ⓑ bank

2. People trade goods and _____.

- Ⓐ services
- Ⓑ names

3. About 4,000 years ago, _____ was invented.

- Ⓐ money
- Ⓑ coffee

4. Long ago, some people used coins made of _____ or gold.

- Ⓐ bronze
- Ⓑ silver

5. One peso is equal to 100 centavos.

- Ⓐ yes
- Ⓑ no

Write the answer on the line.

6. Write a sentence about trade.

7. What does "Save for a rainy day" mean?

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 4th

Move It Monday

Today we're gonna play Rock Paper Scissors with a twist! You can play this game with as many family members as you can find. Stand facing someone and play rock, paper, scissors. If you do not win the game, you have to do your favorite exercise five times, such as push ups, sit ups, squats, jumping jacks, running in place for 5 seconds, etc. If you have more than two people playing you can switch who you play every game. Keep track of how many exercises you end up doing!

Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

[Kids Workout Beginners](#)

Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

Team Spirit Thursday

Put on your favorite school t-shirt and do 10 push ups, 10 sit ups and 10 squats 3 different times throughout the day.

Fun Time Friday

Today you are going to be creative and build yourself an obstacle course. Find some outdoor space outside your home (or inside if the weather is bad), and use some items you may have at your house. Some items you may be able to use are hula hoops, jump ropes, sidewalk chalk to draw spaces to hop or jump in, pool noodles to curve and crawl under, buckets or boxes to run around or jump over, a basketball to dribble or shoot if you have a hoop or a soccer ball to dribble around a space you define. If you're inside you can use boxes, chairs with blankets, toys that you can set up to move around, you can add jumping jacks and push ups, climb up and down stairs, and you can draw arrows on paper so you know what direction to go. Have fun!

LIFE SKILLS Activities

Topic: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.

Kindergarten

Discuss what a bug and a wish is (the students should know!). Use the format “It bugs me when _____, I wish you would _____” to practice using a bug and a wish in situations that could frustrate a child such as cutting in line, not sharing, being too loud, etc.

1st Grade & 2nd Grade

Read/watch the [Berenstain Bears Trouble with Friends](#). Discuss what made the conflict between Sister and Lizzy and what made the conflict worse/better.

3rd Grade

Watch [The Day No One Played Together](#) and discuss how compromise was used.

4th Grade

Have the student choose a conflict scenario (they forgot their homework, them and a friend are in a fight, their mom or dad is upset with them for not doing their chores, etc.). Once a conflict is in mind, have them write a description of the conflict, why it's important to solve it, and two ways the conflict could be solved.

5th Grade

Discuss what cyberbullying is. Have they been affected by it? Do they know people who have? Why does it happen? How can we prevent it? How can we stand up to it?

All Grades:

Please feel free to play the games we do at the end of each class that help practice teamwork, communication, active listening, cooperation, etc. Even ask your child at the end of the game why the game is played in life skills and they'll have an answer for you!

Game Ideas:

Simon Says

Four Corners

Would You Rather

Telephone

Hot Potato

Pictionary
Charades

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/4/20

SHAPE OR FORM ROBOTS



SHAPE OPTION: Use Geometric 2-D and/or 3-D shapes to create a drawing of a robot. Think about what the purpose of your robot is, and how you can show that in your drawing. Hint there is a guided drawing link below if you would like to work alongside an artist!

FORM OPTION: Collect 3-D objects and build a Robot Sculpture using them! Remember that 3-D is "in the round" meaning that 3-D can be viewed from many different angles all the way around a Sculpture. Cereal boxes, soup cans, Pasta boxes, blocks, plastic cups are great places to start!

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project.

INSPIRATION:



Robots are a popular theme seen in Contemporary Artist Eric Joyner's artwork. In fact we're surrounded by robots! Robots help check out our groceries at the Grocery store, Robots dispense money at an ATM. Some people even have robots at home that clean their floors! Siri and Alexa are robots! Do you have a robot in your house? If you could pick any robot to do any job for you what would it be?

Do a guided drawing : <https://www.youtube.com/watch?v=UHX69T9bqCc>

Read story: *Robots, Robots, Everywhere!*

<https://www.youtube.com/watch?v=0wemSqCNfql>

Check out these other robot activities and inspirations:

<https://cassiestephens.blogspot.com/2020/03/robot-week-home-based-art-making.html>

SHAPE AND FORM RESOURCES:

YouTube Videos:

[Peep and the Big Wide World: Quack and the Amazing Sandy Magic](#)

[Peep and the Big Wide World: Quack's Square Deal](#)

[The Shape Song Swingalong](#)

[Shapes song for kids | The Singing Walrus](#)

[3D Shapes Song | Shapes for kids | The Singing Walrus](#)

[Volume Geometric Shapes with volume For Kids - Primary Vocabulary](#)

Books:

[Color, Line, & Storytime! Art themed books for kids.](#)

<https://www.storyjumper.com/book/read/19764748/The-Shape-Monster#page/16>

[Round is a Tortilla: A Book of Shapes](#)

Games:

[Magical Shape Hunt . Games . peg + cat](#)

[Shapes! A Geometry Activity for Children](#)

[Free Art Games for Kids- Complete Geometric Shapes Game](#)

[Free Art Game for Kids-- Shape Hunt](#)

We would love to see your creations! You can post photos of them to your Dojo story or email them directly to your art teacher!

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley WindleyA@wwcsd.net

Mr. Millett milletts@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

Kdg - 2nd Grade Media Choice Board

Please choose **ONE** activity to do **per WEEK**

These can be completed in any order - Just try to complete one box a week!

We Miss you!

Choose reading, letter, math, strategy or skills games:

<https://www.abcya.com/>

Practice mouse skills:

<http://mousepractice.altervista.org/>

Listen to online stories:

- <https://www.storylineonline.net/>
- <https://pbskids.org/games/reading/>
- https://www.weareteachers.com/storytime/?utm_source=WAT_MDR&utm_medium=CVEnews&utm_campaign=WAT_Enews03182020

Practice typing skills:

- [Typingclub.com](https://www.typingclub.com) (If you cannot remember your login for typing club, just click on **get started** and choose a lesson to practice your typing skills.)
- <https://typetastic.com/>
- <https://www.typing.com/student/game/keyboard-jump>
- <https://www.typing.com/student/game/keyboard-ninja>
- <https://www.typing.com/student/game/type-a-balloon>
- https://www.abcya.com/games/kids_typing_game
- https://www.abcya.com/games/cup_stack_typing_game

Internet Safety: Watch these videos on how to be safe using the internet.

- My Online Neighborhood

<https://www.youtube.com/watch?v=oPHOsCnjMU4>

- Faux Paws Adventures in the Internet

<https://www.youtube.com/watch?v=gPse7dcXwrU>

Extra Websites:

- www.roomrecess.com
- <https://kids.sandiegozoo.org/>
- <https://classroommagazines.scholastic.com/support/learnat-home.html>

1st and 2nd Grade:

Create a doc on any topic. Change font size, style and color. Add an image if you'd like.

Some examples...

- What is your favorite part about learning at home?
- What do you miss about school?
- Write about any special celebrations.
- Write about how you have been creative. What did you create?
- How have you helped your family?