

1st Grade

May 11 - May 15



What Is a Bird?

by Rachelle Kreisman



A bird is an animal with feathers and wings. Most birds can fly. Birds have two legs. They can walk, run, or hop.

All birds have a backbone. It is also called a spine. Birds have many hollow bones. Hollow bones have empty space inside. They make a bird's body lighter. That helps birds fly.

Birds are warm-blooded. They make their own body heat.

Birds lay eggs. The shells are hard. Birds keep the eggs warm. How? They sit on them until the eggs hatch! Then the bird takes care of its chicks.

Name: _____ Date: _____

1. What makes a bird's body lighter?

- A. two legs
- B. feathers and wings
- C. hollow bones with empty space

2. How does the text describe birds?

- A. Birds are colorful and noisy, and they are messy pets.
- B. Birds are cold-blooded and have scales.
- C. Birds have feathers, wings, two legs, and a backbone.

3. Baby birds are called chicks, and they come from bird eggs. What part of the text tells us that this is true?

- A. Birds have many hollow bones.
- B. When a bird's eggs hatch, the bird has chicks to take care of.
- C. Birds keep their eggs warm by sitting on them.

4. What is "What Is a Bird?" mainly about?

- A. how birds have babies
- B. the characteristics of birds
- C. bird backbones

5. What do birds have that help them walk, run, or hop?

Birds have

6. What did you learn from "What Is a Bird"?

7. Class Discussion Question: Use information from the text to explain how birds keep their eggs warm.

8. Draw a picture of a bird.

Name _____



Roy, Joy, and Koy

Roy and Joy had to make a house for Koy the Pup.

“Let’s get to work!” said Joy.

Roy got nails. Joy got foil.

Roy and Joy made a house.

“Here, boy!” Roy called.

Roy showed Koy his neat house!

★ACTIVITY★

Write your own story about Roy, Joy, and Koy.

Name _____



Sandbox Toys

Troy said, "Boy, oh boy!
I can't wait to play with toys in
the sandbox."

"That sounds like fun," said Lil.

"Can I join you?"

"Sure," said Troy.

"Join me but do not spoil my
mound of sand!"

★ACTIVITY★

Write as many
words as you can
that rhyme
with *boy*.

Unit 4 Writing Prompts

Week 1:

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.

Week 2:

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.

Week 3:

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.

Week 4:

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.

Week 5:

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 _____

Listen to the sounds your teacher says. Blend the sounds together. Draw a picture of the word you made.






| | |
|----|----|
| 1. | 2. |
| 3. | 4. |

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Teacher Directions: Model item 1 by saying /s/ /n/ /ō/. Listen as I blend these sounds together: /snōōō/, snow. Model drawing falling snow in the first box and have children copy. For items 2–4, have children listen to the sounds and blend them to form a word. 2. Say: /b/ /ûr/ /d/; 3. Say: /k/ /l/ /ow/ /d/; 4. Say: /k/ /oy/ /n/.

Name _____

Say the name of each picture. Count the sounds in each word. Then draw an X in one box for each sound.

| | | | | | |
|---|--|--|--|--|--|
| 1.  | | | | | |
| 2.  | | | | | |
| 3.  | | | | | |
| 4.  | | | | | |
| 5.  | | | | | |

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Teacher Directions: Model item 1 by saying *bus*. Say: *I can say the sounds in the word bus. The word bus has three sounds: /b/ /u/ /s/. Say the sounds with me: /b/ /u/ /s/.*

Name _____

The letters **oi** and **oy** can stand for the sound you hear in the middle of **noise** and at the end of **joy**.

Read the words in the box. Use the words in the box to complete each sentence. Then read the sentences out loud.

enjoys boil Roy toy point coin

1. This _____ is a dime.



2. My name is _____.



3. This is the baby's _____.




4. She _____ painting.




Name _____

A. Write oi or oy to complete each word. Then write the word. Read the word you made out loud.

1.  b _____ l _____

2.  p _____ n t _____

3.  c o w b _____

4.  c _____ n _____

B. Add the letter y or i to make a new word with the sound you hear at the end of boy. Then write the word.

1. to _____ 2. nose _____

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. spoil

2.

2. coin

3.

3. join

4.

4. joy

5.

5. toy

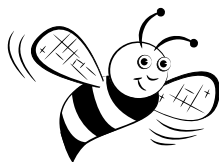
6.

6. boy

High-Frequency
Words

7.

7. build



8.

8. fall

Name _____

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

boy coin join joy spoil toy

[illegible]

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

Name _____

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

boy coin join joy oil toy

| Words with <u>oi</u> | Words with <u>oy</u> |
|----------------------|----------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

B. Think of words that have the same word endings. Add them to the chart.

boy coin enjoy join joy spoil toy voice

| Words with <u>oi</u> | Words with <u>oy</u> |
|---------------------------------------|---------------------------------------|
| <hr/> | <hr/> |
| <hr style="border-top: 1px dashed;"/> | <hr style="border-top: 1px dashed;"/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
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408B Grade 1 • Unit 5 • Week 5

Name _____

A. Mark an X on the line next to the word that is spelled correctly.

- | | | | |
|----|-------------|-------------|-------------|
| | _____ | _____ | _____ |
| | ----- | ----- | ----- |
| 1. | coen _____ | coyn _____ | coin _____ |
| | _____ | _____ | _____ |
| | ----- | ----- | ----- |
| 2. | billd _____ | build _____ | biuld _____ |
| | _____ | _____ | _____ |
| | ----- | ----- | ----- |
| 3. | town _____ | toun _____ | tawn _____ |
| | _____ | _____ | _____ |
| | ----- | ----- | ----- |
| 4. | joy _____ | jooy _____ | joi _____ |
| | _____ | _____ | _____ |
| | ----- | ----- | ----- |

B. In each row, put an X on the word that does not belong. Then write the spelling word.

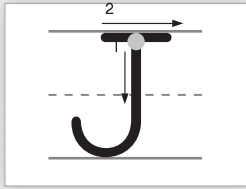
5. head spoil broil

6. house rope mouse

7. late fall small

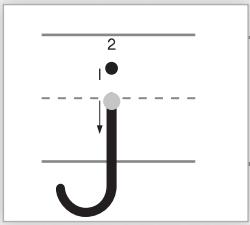
Name _____

Trace and write J and j. Then copy the sentence.
 Make sure to leave spaces between words. Write neatly.



J J J J J

J J J



j j j j j j j j

j j j

Jan and Jim jump.

Name _____

Many two-syllable words end with a **consonant + le**.
The **consonant + le** always stay together in the last syllable.

tum/**ble** = tumble sim/**ple** = simple
puz/**zle** = puzzle

Read the word. Draw a line between the syllables
in each word. Write the two syllables.

1. title

| | |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

2. bubble

| | |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

3. handle

| | |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

4. crumble

| | |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

5. turtle

| | |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

Name _____

A. Read each word out loud. Draw a line between the syllables in each word.

1. table

2. puddle

3. apple

4. marble

5. tumble

6. candle

B. Circle the word in each sentence that has a consonant + le syllable.

7. The turtle is very slow.

8. Becky thinks the test is simple.

9. Brad and I like to do puzzles.

C. Use one of the words from above to write a sentence.

Name _____

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

above build fall knew money toward

1. The rain is going to _____ !



2. We _____ how to fix it.



3. They are walking _____ the bus.



4. I save my _____ in a bank.



5. They will _____ something.



6. I see stars _____ me.



Name _____

balance: A thing can **balance** if it can stay in one place without falling.

section: A **section** is a small part of something bigger.

A. Write a word from the box to finish each sentence.

balance section

1. That _____ of the sky has too many stars to count!



2. Can Mike _____ all those books?



B. Read the words in the box out loud. Write a new sentence using one of the words.

suddenly scrambled

Name _____

An action word with the ending **-ed** means the action happened in the past.

An action word with the endings **-s** or **-ing** means the action is happening now.

If you see a new word, look for the ending **-ed** or **-ing** and a root word. Use the meanings of the word parts to figure out the meaning of the new word.

A. Underline the ending. Circle the root word. Then match the words to the pictures.

1. jumping



2. packed



3. points



4. cleaned



Name _____

A **preposition** comes before a noun or a pronoun.
Together they make a prepositional phrase.

Some prepositions include **toward, in, of, on, above, for, during, and beyond.**

Examples: The picture is **on** the wall.

We will walk **toward** the park.

Complete the sentences with a preposition from the box.

for during off beyond

1. We had a fire drill _____ gym.

2. We jumped _____ the step.

3. The field was built _____ our team.

4. We went to the park way _____ the soccer field.

417

Name _____

Words such as **toward**, **in**, **of**, **on**, **above**, **for**, **during**, and **beyond** link nouns to other words in a sentence.

Name titles begin with capitals and end with periods.

Examples: **Mr.** Chen, **Mrs.** Mills, **Dr.** Don

Write C if the sentence is correct. If the sentence is incorrect, write X and circle the mistakes.

1. My dentist is dr. Mike. _____

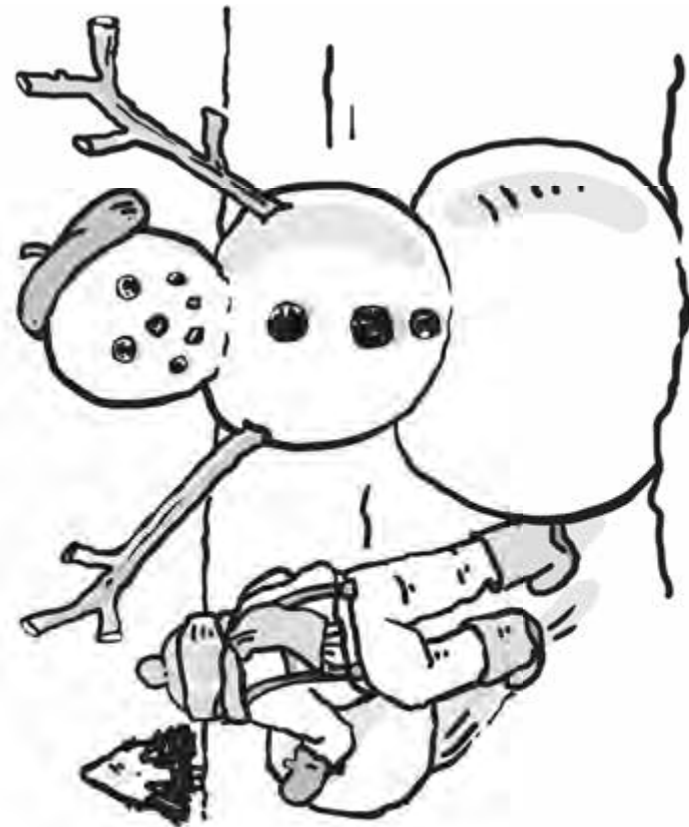
2. I went there on Tuesday. _____

3. I got a cleaning beyond the visit. _____

4. Mrs. wall took me to the dentist. _____

5. It was mr. hopewell's turn after me. _____

How to Build a Snowman



Next, make a head. Use stones or coins to make a face. Stick in branches for arms. Give him a hat and a pointy nose. Enjoy!

Connect to Community: Have children talk to a family member about games they might play in the snow.

4



Look! Do you see wet, heavy snow fall from above? That means fun. You can build a snowman!

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

1



First, roll some snow into a ball. It will get big and round. Next, roll a smaller snowball.

②



It is wet and heavy. What do you do next? Hoist it on top. Now, your snowman has a body.

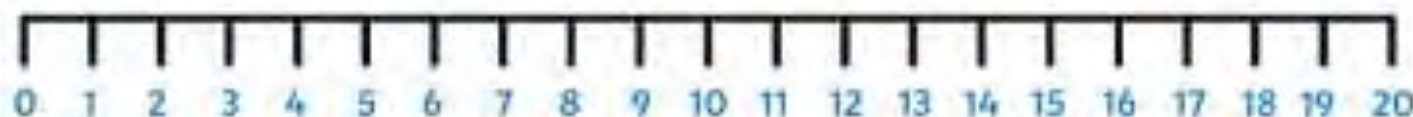
③

Name _____

Date _____

*Write the missing number.

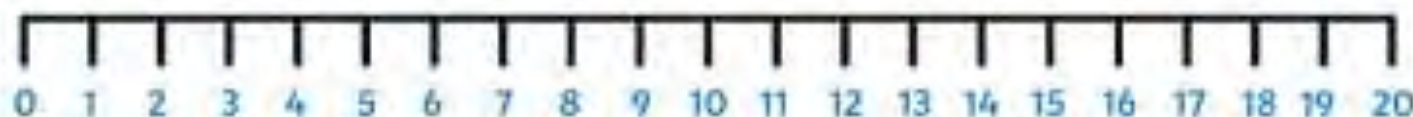
| | | | | | |
|-----|--------------------|--|-----|------------------------|--|
| 1. | $17 + 1 = \square$ | | 16. | $11 + 9 = \square$ | |
| 2. | $15 + 1 = \square$ | | 17. | $10 + 9 = \square$ | |
| 3. | $18 + 1 = \square$ | | 18. | $9 + 9 = \square$ | |
| 4. | $15 + 2 = \square$ | | 19. | $7 + 9 =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





*Write the missing number.

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

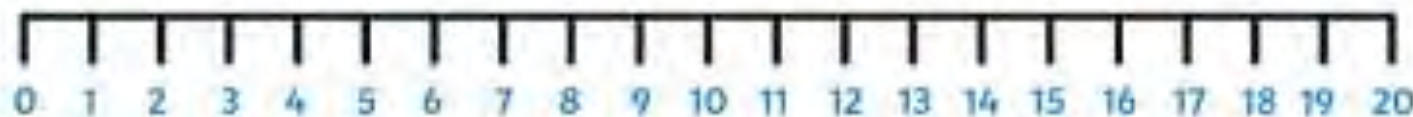


Name _____

Date _____

*Write the missing number.

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



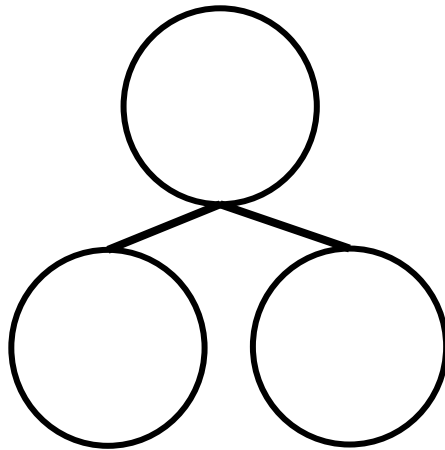
Application Problem 1

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

Joy is holding 10 marbles in one hand and 10 marbles in the other hand. How many marbles does she have in all?



Number sentence: _____

Statement:

Application Problem 2

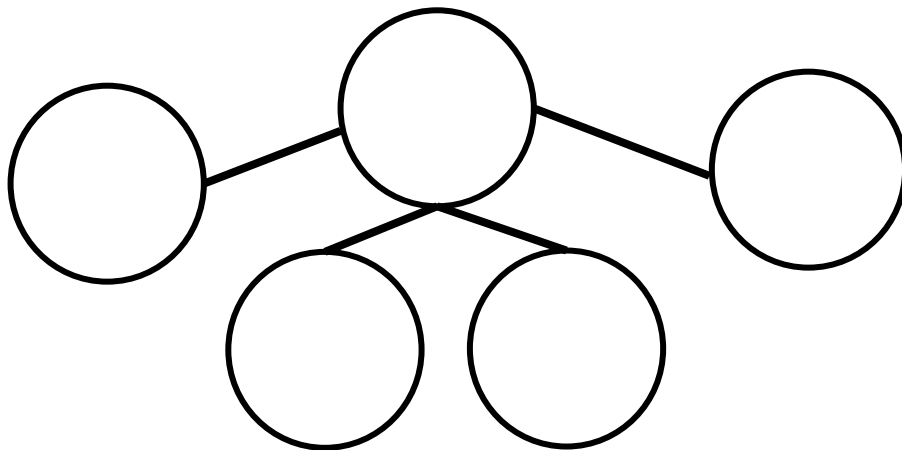
R read problem, circle important numbers, box/ highlight question

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

W write a number sentence

Ted has 4 boxes of 10 pencils.

How many pencils does he have altogether?



Number sentence: _____

Statement:

Science

1. *es Weekly*™ ature

GRADE
1

Animals

See Primary-Source
Related Media...



www.s-w.co/S1-11

Millions of different animals live on Earth. All animals on Earth need food, water, air and shelter. How do animals get the things they need?

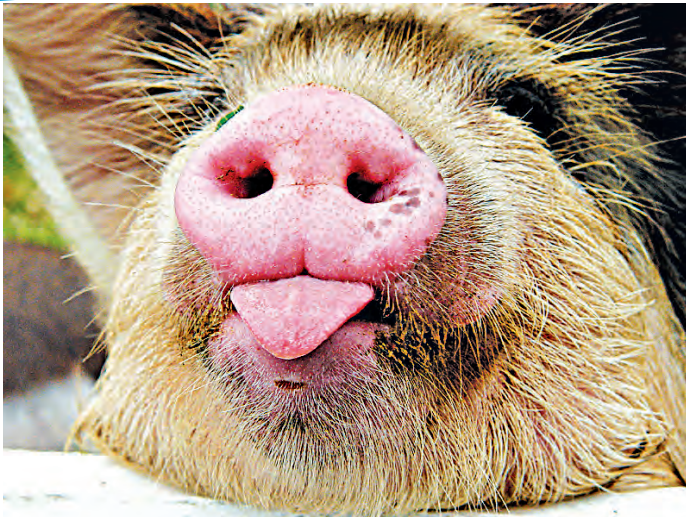
Animals

Some animals eat plants. Some animals eat other animals. Mouths and stomachs help them eat and drink.



Bones and muscles help animals get food and make a home.

Look & Learn



Noses and lungs help animals breathe. All of the parts work together to keep the animals alive.



The fastest animal on Earth is a falcon. It can dive out of the sky at almost 200 miles an hour.

**This dog has puppies.
How many puppies
do you see?**



**How are the puppies
like their mother?
How are they
different?**

Write an Animal Book

WHAT YOU NEED

- one piece of paper for each letter of your name
- something to write with



WHAT TO DO

1. Write one letter of your name at the top of each piece of paper.
2. Think of an animal whose name starts with each letter. If your name is Tom, you could pick turkey, octopus and mole.
3. Look for facts about your animals in books. What do they eat? What type of home do they live in?
4. On each piece of paper, write the name of the animal. Draw a picture of the animal. Write a sentence for each fact you learned about the animal.
5. Share your book with your friends.

Put the words in ABC order.

food

1. _____

water

2. _____

air

3. _____

shelter

4. _____

habitat

5. _____

First Grade

FOURTH QUARTER • WEEK 24

Studies WeeklyTM

GRADE
1

Spend or Save?



People spend money for goods like food and services like haircuts. When you spend money on goods or services, you are a buyer. A person who gives you goods or services for your money is a seller. People who make the goods or provide the services are called producers.

What if a good or service costs more money than you have?
You can save your money until you have enough.



Spend or Save?



Most people do not have enough money to buy everything they want and need. They have to make responsible choices about how to use their money. Most people spend money to pay bills and buy things their families need. They save some money, too.



Saving money is very important. People save money to buy things in the future. Many families save money to buy a car or a house. Some families save money to go on a vacation. The more something costs, the more you have to work to save enough money to buy it. It is not always easy to save money.



One way to be responsible with money is to buy the things you need before you buy the things you want. Before you spend money, ask yourself, "Do I need this or do I want this?" It's OK to spend money on something you want, as long as you don't have to give up something you need.

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.

- Recognize that money is a way of exchanging goods and services.
- Define opportunity cost as giving up one thing for another.
- Distinguish between examples of goods and services.
- Distinguish people as buyers, sellers, and producers of goods and services.

- Recognize the importance of saving money for future purchases.
- Identify that people need to make choices because of scarce resources.
- Show respect and kindness to people and animals.



If you want to save money to buy something, you need to know how much it costs. You need to know how much money you already have. Then you can start saving.

When you decide to start saving, you will probably have to give up something else. If you save to buy a bicycle, you might have to give up buying a treat each week with your allowance. Do you remember what we call something we give up to get something else? If you said it's an opportunity cost, you are right!



Many people also share some of their money to help others. Sharing money is called donating.



Your money can help build houses for people with no homes or help take care of dogs and cats in shelters. Can you think of other ways your money can help?



Name _____

Math and Money

Use the money pictures to help you solve these problems.



1. Matt wants to buy a teddy bear for his sister's birthday. The teddy bear costs 3 dollars. Matt has 2 dollars. How many more dollars does Matt need?

Write your answer on the line. _____

2. When Matt gets his allowance each week, he spends part of it on an ice cream cone. He will give up ice cream cones until he has saved enough money for the teddy bear. What do we call the ice cream cones he is giving up?

an opportunity cost

a producer

3. Kay has one quarter, one dime, two nickels and three pennies. She wants to buy a ball that costs 60 cents. Does she have enough money?

Write yes or no on the line. _____



4. What can Kay do? Circle your answer.

buy the ball now

save money to buy the ball

Draw a picture of something you would like to save your money to buy.



Name: _____ Date: _____

Save, Share or Spend

Read each sentence. Then cut out the words **save**, **share** and **spend**. Glue the word at end of the sentence that it matches.

1. Greg finds a nickel and puts it in his piggy bank.
2. Lois buys pencils to take for school.
3. Wendy donates money to help sick animals.
4. Max collects money for his class trip.
5. Abby donates money to save the whales.
6. Hank just bought a new car.



save spend share

save spend share

1.

2.

3.

4.

5.

6.

Name: _____

Date: _____

Weekly Literacy Connection

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

buyer donating Producers

1. Sharing money is called _____.
2. A _____ spends money on goods and services.
3. _____ are people who make goods or provide services.

Put the following words in ABC order.

seller money bank saving

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

Correct the sentence. Rewrite it on the lines below.

8. money very Saving is important.

Name: _____

Date: _____

Fill in the circle next to the best answer.

1. People _____ money to buy things in the future.

Ⓐ save

Ⓑ lose

2. You should buy the things you want before you buy the things you need.

Ⓐ yes

Ⓑ no

3. Before you save money to buy something, you _____.

Ⓐ need to tell a friend about it

Ⓑ need to know how much it costs

4. Sharing money to help others is called _____.

Ⓐ donating

Ⓑ bartering

5. A person who gives you goods or services for your money is a _____.

Ⓐ consumer

Ⓑ seller

Write the answer on the line.

6. How can people help take care of dogs and cats in shelters? Write your answer in a complete sentence.

7. How can you be responsible with your money?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/11/20

ASSEMBLAGE WITH PATTERN



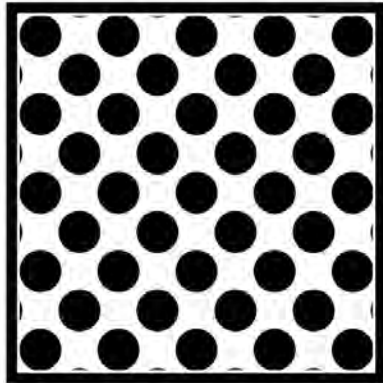
Coins and Mason jar rings were used to add pattern to the shark.

DIRECTIONS:

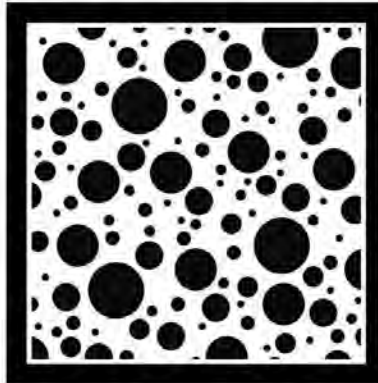
Create a work of art by assembling and layering household items together to create an image that incorporates pattern (*see more information below about patterns.*) It could be a small-scale design created on a tabletop or other surface, using coins, silverware or other small items to create an image, or it could be a large-scale design created on the floor using larger household items. The items used could be random and unrelated, or they could be themed, such as; only using kitchen utensils to create the image, or only using clothing, or stuffed animals, etc.

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.

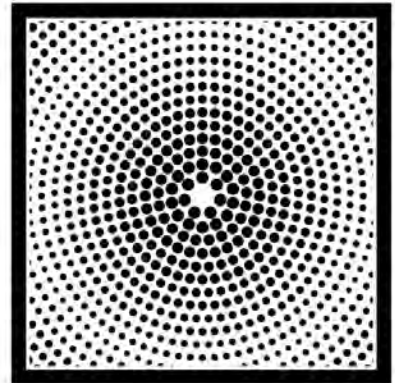
DEFINITION: Pattern in visual arts is the repetition of design elements (lines, shapes, forms, textures, colors, values.)



ORGANIZED



RANDOM



RADIAL

PATTERN RESOURCES:

YouTube Videos:

[Robot Art School - Elements & Principles of Art - Pattern](#) A short, fun video featuring examples of many types of patterns.

[Peep and the Big Wide World: The Road Not Taken Part 2](#) Short movie about Pattern

[Julia and Grover Search for Patterns | #SeeAmazing](#)

[Sesame Street: Elmo and Craig Robinson See a Pattern](#)

Books:

[Read Aloud: A-B-A-B-A---a Book of Pattern Play by Brian P. Cleary](#)

[Pattern Fish](#)

<https://www.storyjumper.com/book/read/3632612/The-Pattern-Hunt#page/22>

<https://www.storyjumper.com/book/read/29541906/THE-BOOK-OF-ILLUSIONS-#page/28>

<https://www.storyjumper.com/book/read/47296826/Oh-the-Patterns-of-the-Zoo#page/18>

Games:

[Patterns for Children](#)

<https://www.tynker.com/ide/v3?type=course&slug=activity:pattern-maker&chapter=0&lesson=0>

[Splash and Bubbles . Games . Sand Art Spectacular](#)
[1 P K Shape Patterns](#)

[Silk – Interactive Generative Art](#)

[The Color Cube Art Game | Interactive Arts Game for Kids | Paint Online](#)

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

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 11th

Move It Monday

Today is a planking challenge!!! Use the link below and scroll down to the Solid Core challenge. Level I (K-1) Level II (2-3) Level III (4-5). After you're done with that, feel free to try any of the workouts!

[Darebee Planking Challenge](#)

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!

[Zumba Kids \(22 Short Videos\)](#) - Pick 4 of your favorites !!!

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

So, let's get this dance party started – a great way to keep blood pumping and energy levels high. Not to mention a fun and easy way to get your family movin' and groovin'!

Today, take a moment to learn the video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

[Jazz Routine](#)

Topic: Use personal, ethical, safety, and cultural factors in making decisions.

Kindergarten Read [How to Lose All Your Friends](#) by Nancy Carlson. Talk about what happened and how it could have been stopped.

1st Read [Tease Monster](#) by Julia Cook. Give examples of teasing vs not teasing and ask the student to explain if it is teasing or not.

2nd Discuss bullying behaviors and what we can do to prevent/end them.

3rd Repeat 2nd grade lesson.

4th Discuss how saying “I was just kidding!” or “It was just a joke!” doesn’t make unkind words excusable. There is a huge difference between harmless teasing and hurtful language. Discuss the differences and situations that are examples of both.

5th Repeat 4th grade lesson.

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

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?