

# **LeARNING**

# **FROM HOME**

A Supplement for First Grade

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# INTRODUCTION



Hello! My name is Kelsey O'Banion, and I am a licensed Oregon teacher currently at home with my two young kids, Bowen, age 3.5 and Crosby, almost 2. Before kids, I earned my Masters Degree in Early Childhood Education and spent five years teaching in the Lake Oswego School District, in kindergarten, 3rd and 4th grade classrooms. I left the classroom in 2017 when Bowen was born. Since then I've kept my license active and stayed up to date with current best teaching practices, worked as an Artist in Residence and created a homeschool plan for kids 2- to 5-years old.

In this supplemental packet, I've taken a handful of Common Core Standards (CCSS) in reading, writing and math, broken them down into a simple language, and linked activities and lessons to help you practice these specific standards with your child.

**This is by no means a complete list of what your child needs to know by the end of the year.** This is also not an alternative to what they're learning through their school. This *is* a resource to help you better understand a handful of the standards they are expected to meet, and an opportunity for you to further challenge your child and supplement what they're learning during this time. For all of the common core state standards, please visit <http://www.corestandards.org/>



Enjoy. Have fun. You've got this!

# HOW TO SET YOUR CHILD UP FOR SUCCESS

## LEARNING AT HOME:

1. **Stick to a routine.** Most schools have done a great job establishing schedules for your child to help ensure they have a routine of some sort. Stick to this routine. Be prepared for that morning check-in and each lesson that follows. Your child is learning accountability and reliability, very valuable traits.
2. **Pick a location** without distractions where school will happen. Keep it stocked with all the supplies they need, and keep it in that place.
3. **Just add water...and food.** Feed yourself and feed your child before school. Everyone will be happier and more successful.
4. **We can do hard things.** Learning virtually is new for your child, it's new for your child's teacher, it's new for you, and change is *hard*. Give it time. Let everyone feel frustrated, but stay optimistic! Take breaks. Reassure everyone that you're in this together. It *will* get easier.

## STATE ASSESSMENT PRACTICE:

The link below will take you to the Oregon Department of Education sample state test. While it's unknown if state testing will take place during the 2020-2021 school year, it never hurts to introduce the format to your child, and work through some practice questions together. The link will take you to a page where it asks you to "sign in," simply click the "sign in" button and select your grade level - you do not need to enter any information or create an account of any sort to take this sample test:

[https://login11.cloud1.tds.airast.org/student/V470/Pages/LoginShell.aspx?c=Oregon\\_PT&a=student](https://login11.cloud1.tds.airast.org/student/V470/Pages/LoginShell.aspx?c=Oregon_PT&a=student)

# WHAT DOES MY FIRST GRADER NEED TO KNOW?

In 2010, Oregon adopted the [Common Core State Standards \(CCSS\)](#), along with 41 US states, the District of Columbia, and four US territories. CCSS are college- and career-ready standards and learning goals for what students should know and be able to do at each grade level. It is not a curriculum, but it is what school curriculums (determined by district) teach.

On the following pages, you will find a handful of standards for four subject areas, reading and writing in the English and Language Arts (ELA) category, math, and science. As mentioned before, this is by no means a complete list of what your child needs to know by the end of the school year. This is a resource to help you better understand *some* of the standards that your child is expected to meet, and an opportunity for you to further challenge your child within these standards and supplement what they're learning through their schooling. For a complete list of the standards, visit the [CCSS](http://www.corestandards.org/) website: <http://www.corestandards.org/>

<b>Reading</b>		
<b>Common Core Standard</b>	<b>What does this mean? "I can" statement</b>	<b>What does this look like?</b>
<b>Reading: Literature (i.e. Fiction)</b>		
CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	I can tell the important parts of a story and the story's message or lesson.	After reading a fictional text, have your child retell the important parts, and discuss the lesson or the moral.
CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.	I can name the characters, setting and events in a story.	While reading with your child, pause every so often and point out character names, where the story takes place, and what's happening. At the end of the story, ask about characters they remember, details about the setting and an event that took place.
CCSS.ELA-LITERACY.RL.1.5 Explain major differences	I can tell the difference between fiction and non-fiction texts.	Fiction is from the writer's imagination. Non-fiction is true - or

<p>between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>		<p>factual. After reading a text, ask your child if they think the text was real or made up. What are some clues they can give that made them think one way or another?</p>
<p><b>Reading: Informational Text (i.e. Nonfiction)</b></p>		
<p>CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.</p>	<p>I can retell important details and identify the main topic of a text.</p>	<p>After reading a nonfiction text, have your child tell you what the text was about and ask them to share some facts they learned.</p>
<p>CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>I can use text features to find important facts in a text.</p>	<p>Point out the table of contents, headings, tables, glossaries, etc. in non-fiction texts, and explain their importance.</p>
<p><b>Reading: Foundational Skills</b></p>		
<p>CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>I can break words into syllables to make individual sounds.</p>	<p>Sound words out with your child, breaking the words into syllables. Start with shorter words and work on longer words as he or she gains confidence.</p>
<p>CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>I can read with accuracy and expression, self correct, and understand first grade text.</p>	<p>Let your child read aloud to you.</p>

# Writing

Common Core Standard	What does this mean? “I can” statement	Activity
<p>CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>I can write an opinion piece with an introduction, reasons for my opinion, and a conclusion.</p>	<p>Opinion writing prompts:</p> <ol style="list-style-type: none"> <li>1. Write about your favorite food.</li> <li>2. Write about your favorite place.</li> <li>3. Write about the best sport.</li> <li>4. Write about your favorite movie.</li> <li>5. Write about your favorite animal.</li> </ol> <p>Opinion writing template on page 13.</p>
<p>CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>I can give information or explain something by writing a piece with a topic and facts.</p>	<p>Expository writing prompts:</p> <ol style="list-style-type: none"> <li>1. Write about an animal.</li> <li>2. Explain three ways people can be kind to each other.</li> <li>3. Choose an important tool in your home and explain why it’s important.</li> <li>4. Think about one of your best friends and explain why you like him or her.</li> <li>5. Think about something you’re really good at. Explain how to do that to someone who doesn’t know how.</li> </ol> <p>Expository writing template on page 14.</p>
<p>CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>I can write a story with at least two events, details in order, and a conclusion. (e.g. first, next, then, last.)</p>	<p>Narrative writing prompts:</p> <ol style="list-style-type: none"> <li>1. Write a story about the best day ever.</li> <li>2. Write a story about a time you got hurt.</li> <li>3. Write a story about a time when you learned something new.</li> <li>4. Write a story about a time you were scared.</li> <li>5. Write a story about your earliest memory. What happened?</li> </ol> <p>Narrative writing template on page 15.</p>

# Math

Common Core Standard	What does this mean? "I can" statement	Activity
<p>CCSS.MATH.CONTENT.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>I can use models, pictures and number sentences to solve addition and subtraction problems up to 20.</p>	<p>*Important note* When we were in first grade, we learned one, maybe two ways to solve addition or subtraction problems. Now students are taught multiple strategies for solving these problems. Some resonate with one strategy, while others turn toward completely different strategies- but they're all correct! So when you're helping your frustrated child and they say, "That's not how my teacher showed me," they're probably telling the truth. Hang on, and open your mind to these new strategies for adding and subtracting. You might find a method you like better than what you learned growing up!</p> <p>Addition strategies:  <a href="https://www.mathsisfun.com/numbers/addition-tips-tricks.html">https://www.mathsisfun.com/numbers/addition-tips-tricks.html</a></p> <p>Subtraction Strategies Poster:  <a href="https://www.pinterest.com/pin/145241156712577631/">https://www.pinterest.com/pin/145241156712577631/</a></p> <p>Ways I can Do Math Poster:  <a href="https://www.pinterest.com/pin/203436108148952677/">https://www.pinterest.com/pin/203436108148952677/</a></p> <p>Add a penguin game:  <a href="https://s7d9.scene7.com/is/content/OCProduction/content/worksheets/addPenguinGame.pdf">https://s7d9.scene7.com/is/content/OCProduction/content/worksheets/addPenguinGame.pdf</a></p>
<p>CCSS.MATH.CONTENT.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p>	<p>I can identify the tens and ones in a two digit number.</p>	<p>Tens and ones worksheets  <a href="https://www.k5learning.com/free-math-worksheets/first-grade-1/place-value/tens-ones">https://www.k5learning.com/free-math-worksheets/first-grade-1/place-value/tens-ones</a></p>
<p>CCSS.MATH.CONTENT.1.MD.A.1</p>	<p>I can compare three objects, and</p>	<p>Ordering and comparing objects:</p>

<p>Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p>order the objects from longest to shortest and shortest to longest.</p>	<p><a href="https://www.teacherspayteachers.com/Product/Ordering-and-Comparing-Length-of-Objects-4322201?st=71580e8f2907342714e8bbf9eaf46676">https://www.teacherspayteachers.com/Product/Ordering-and-Comparing-Length-of-Objects-4322201?st=71580e8f2907342714e8bbf9eaf46676</a>  Measurement Activities  <a href="https://www.teacherspayteachers.com/Product/First-Grade-Math-FREEBIE-Nonstandard-Measurement-Worksheet-5722158?st=dd34d70d76af79184a08b78653cbd1a5">https://www.teacherspayteachers.com/Product/First-Grade-Math-FREEBIE-Nonstandard-Measurement-Worksheet-5722158?st=dd34d70d76af79184a08b78653cbd1a5</a></p>
<p>CCSS.MATH.CONTENT.1.MD.B.3  Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>I can tell time to the hour and half hour on digital and analog clocks.</p>	<p>Telling Time Puzzle:  <a href="https://s7d9.scene7.com/is/content/OCProduction/content/worksheets/timePuzzles.pdf">https://s7d9.scene7.com/is/content/OCProduction/content/worksheets/timePuzzles.pdf</a></p>
<p>CCSS.MATH.CONTENT.1.G.A.2  Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>	<p>I can make a 2-D or 3-D shape into a new shape by combining shapes or cutting apart other shapes.</p>	<p>Tangram Activities:  <a href="https://www.education.com/slideshow/tangrams/">https://www.education.com/slideshow/tangrams/</a>  Putting shapes together:  <a href="https://www.k-5mathteachingresources.com/support-files/putting-shapes-together.pdf">https://www.k-5mathteachingresources.com/support-files/putting-shapes-together.pdf</a>  Virtual Pattern Blocks:  <a href="https://www.didax.com/apps/pattern-blocks/">https://www.didax.com/apps/pattern-blocks/</a></p>

# Science

Focus	Activity
Physical Sciences	Sink or float: <a href="https://www.teacherspayteachers.com/Product/Sink-or-Float-1491808?st=14fbc5a14f44fc6c8a71c5e2fb550db4">https://www.teacherspayteachers.com/Product/Sink-or-Float-1491808?st=14fbc5a14f44fc6c8a71c5e2fb550db4</a> Liquid or solid activity: <a href="https://www.youtube.com/watch?v=qYzjg5nRMOg&amp;ab_channel=HomeschoolPop">https://www.youtube.com/watch?v=qYzjg5nRMOg&amp;ab_channel=HomeschoolPop</a> Liquid/solid education video: <a href="http://www.mrreguinho.com/home/science/solids-and-liquids">http://www.mrreguinho.com/home/science/solids-and-liquids</a>
Life sciences	Lifecycle of a plant - multiple resources: <a href="https://superstarworksheets.com/science-worksheets/plant-life-cycle-worksheets/">https://superstarworksheets.com/science-worksheets/plant-life-cycle-worksheets/</a> Pond Life activity: <a href="http://scholastic.com/parents/kids-activities-and-printables/printables/science-worksheets/minibook-who-lives-pond.html">scholastic.com/parents/kids-activities-and-printables/printables/science-worksheets/minibook-who-lives-pond.html</a> Classifying Animals: <a href="https://s7d9.scene7.com/is/content/OCProduction/content/worksheets/classifyingAnimals.pdf">https://s7d9.scene7.com/is/content/OCProduction/content/worksheets/classifyingAnimals.pdf</a>
Earth and Space	Water Cycle in a Bag: <a href="https://www.mobileedproductions.com/blog/how-to-make-a-water-cycle-in-a-bag">https://www.mobileedproductions.com/blog/how-to-make-a-water-cycle-in-a-bag</a>
Engineering Design	Hour of Code: <a href="https://hourofcode.com/us/learn">https://hourofcode.com/us/learn</a>

# FIRST GRADE SIGHT WORDS

The Dolch Sight Words list is the most commonly used set of sight words. Educator Dr. Edward William Dolch developed the list in the 1930s-40s by studying the most frequently occurring words in children's books.

<https://sightwords.com/sight-words/dolch/>

after	again	an	any	as
ask	by	could	every	fly
from	give	going	has	had
her	him	his	how	just
know	let	live	may	of
old	once	open	over	put
round	some	stop	take	thank
them	then	think	walk	were
when				

# FUN READING BINGO!

Read to complete your BINGO card! Spend at least 10 minutes on each square. When you finish a square, color it in!

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Read in your pajamas	Read to a pet or a stuffed animal	Read poetry Title:_____	Read to someone younger than you.	Read in a blanket or couch fort
Read outside	Read with socks on your hands!	Read a book with a number in the title	Read a magazine Title:_____	Read under a table
Read a picture book	Read a chapter book Title:_____	Read by the light of a flashlight	Read in the kitchen	Read a book for the second time Title:_____
Read a book with a color in the title	Read a non-fiction book Title:_____	Read about something on the internet	Read with your clothes on backwards!	Read on the floor
Read on a big pile of pillows	Read to yourself in the mirror	Read to someone older than you	Read in your bed before you go to sleep.	Read in the car (the car can be turned off)

**TITLE:** \_\_\_\_\_

(Opinion writing shares an opinion with reasons.)

**I THINK** \_\_\_\_\_

\_\_\_\_\_

**BECAUSE** \_\_\_\_\_

\_\_\_\_\_

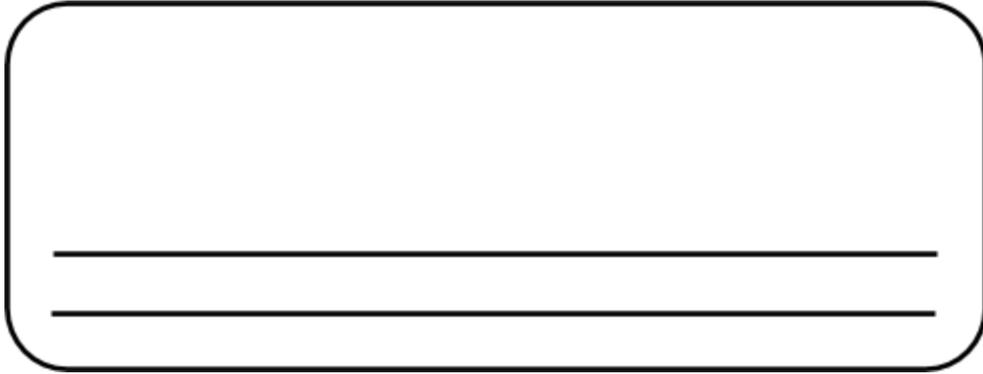
**AND** \_\_\_\_\_

\_\_\_\_\_

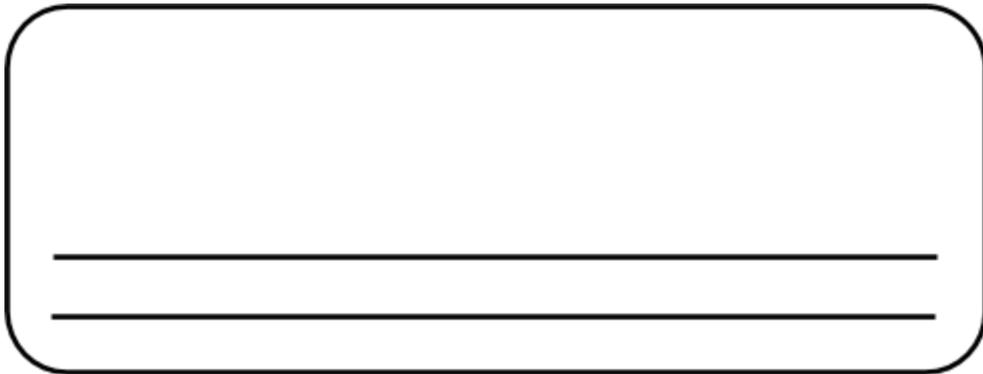
# HOW TO \_\_\_\_\_

(Expository writing explains)

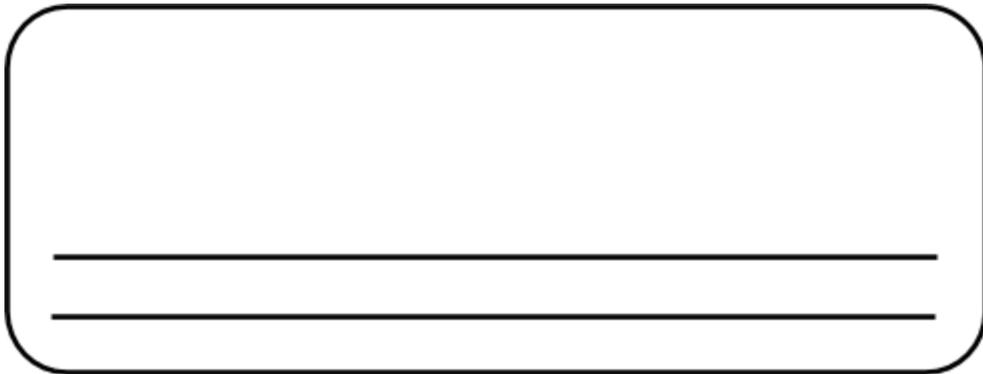
**FIRST**



**NEXT**



**THEN**



**FIRST GRADE NARRATIVE WRITING**

**TITLE:** \_\_\_\_\_

(Narrative writing tells a story)

**INTRODUCTION (EXAMPLE: THE BEST DAY EVER WAS...)**

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**FIRST...**

**NEXT...**

**THEN...**

<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
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**CONCLUSION (EXAMPLE: IN THE END...)**

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