

## Asynchronous Learning Opportunities: 1<sup>st</sup> Grade

### Reading and Writing

**Directions:** Read or listen to a story or a nonfiction book. As you read, pay close attention to the details in the book that help you make pictures in your head.

**When you are done:**

1. Draw a picture to show one thing that happened in the story or one thing you learned from the book.
2. Write words to describe what you drew in your picture.
3. If you can, talk to someone about your picture, what you wrote, and a question or something you wonder about your book.

### Vocabulary

**Directions:** Think about the story or nonfiction book that you read. Choose one word from the book that you want to teach to someone else.

1. Draw a picture to teach the meaning of the word to someone else. For example, to teach the word *wag* you might draw a picture of a dog moving its tail.
2. Write a sentence about your picture using the word.

Family Supports: Talking about books and sharing ideas together at home is an important part of reading for students. Below are suggestions for engaging in reading conversations with your child that will help them better understand what they read. Ask your child:

- “What do you think about what you just read?”
- “What new information did you learn?”
- “What do you already know about this topic?”

Visit the SPS and Seattle Public Library Online Resources page to access online books:

<https://www.seattleschools.org/student-portal/technology-supports-for-families/online-student-resources/>

### Mathematics

This is a great time to share with your student that math is everywhere. K-2 students should spend 10 minutes/day for math games and/or workbook practice.

- Count Everything: Counting is a powerful activity that students can do anywhere.
- Count in different ways, by 2's, 5's, 10's. Start counting from different numbers, not just at zero. Celebrate landmark numbers – Clap or jump when you get to multiples of 10 like 10, 20, 30 etc.
- Play store! Count while you stock shelves or exchange and count pretend money.
- Talk about Shapes: Find, classify and sort shapes in your home. How many circles can you find, how many rectangles – and how many of those are squares.
- Measure everything. Use nonstandard tools like a shoe or even your hand to measure how tall a table is or how far you can jump.
- Point out fractions: Share things - like a can of soup - between people. Each person gets a  $\frac{1}{2}$  or  $\frac{1}{3}$ . Note how this new kind of number is less than one but more than none!
- Read Stories! Mathematize reading time. Most children's books are ripe with opportunities to notice shapes, count objects, compare two things, notice how things change and grow, and to make predictions about what is going to happen based on the information we already have!
- Look at coins and determine how old they are using the date. Sort them from oldest to newest coin. If you have a large collection of coins arrange them into a bar graph based on year or the location, they were minted. What is the most common date or location?

- Practice Mental Math. Given a two-digit number, mentally find 10 more or 10 less than the number (Gr 1). Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- Look for real life word problems involving addition and subtraction in everyday life. Examples: “How many crackers do you have on your plate? If you eat 5 crackers, how many do you have left?”; “Your box of crayons says it has 64 crayons. How many are you using for your picture? How many are still in the box?” Problems should range within 10 for PreK & K, within 20 for Gr 1 and within 100 for Gr 2.
- Play board games and card games. The vast majority of games involve some kind of math, logic and/or strategy. While playing the game find opportunities to pose questions about math or numbers.

### Social Studies-Since Time Immemorial

- Storytelling - Listen to and learn from Native storytelling with Since Time Immemorial Elementary Curriculum: [\*Stories and Histories of Our Place\*](#). Science, geography, literacy, and social emotional learning all wrapped in several stories and videos.
- Create Your Own Story - Listen to Native stories and learn about the structure of stories to create your own stories about time and how living relatives came to be. Since Time Immemorial: Elementary Curriculum: [\*Native Stories of How Things Came to Be\*](#).

### Science

- Go outside and make observations. Look for evidence of animal habitats (i.e.: spider webs, bird nests, animal tracks, or leaves with insect bite marks, etc.)
- Look for evidence of fall in the plants (i.e.: flowers, buds, new leaves, etc.)
- Collect rocks or leaves from outside and let students think of creative ways to put the objects into groups. (i.e.: size, color, shape, texture) Ask students to explain why they chose the grouping they chose.

### Library

- What are the differences between fiction, nonfiction and biography?
- Do you know the parts of a book? Can you identify the spine, the title page and the front and back covers? Does your nonfiction book have a glossary, a table of contents and an index? How does this help you find information quickly?
- Can you arrange your books in alphabetical order by the author’s last name? Can you group your nonfiction books by subject?
- Build a reading fort! Use pillows, blankets, and more to cozy up with a good book.
- Read in your PJs!
- Find online books:  
Seattle Public Schools:  
<https://www.seattleschools.org/student-portal/technology-supports-for-families/online-student-resources/>
  - PebbleGo for K-2 students
  - TumbleBooks
  - Teaching Books
- Seattle Public Library:  
<https://www.spl.org/online-resources/a-z-online-resources>
  - BookFlix: Find a story pairing about winter weather

### Physical Education

- Aerobic: brisk walking, running, climbing stairs, jumping jacks, playing basketball, and dancing.
- Muscle-strengthening: squats, leg lifts, and sit-ups.
- Bone-strengthening: push-ups, push-ups against a wall, and jumping.

- Dance: Build a playlist and dance for at least 20 minutes. Play freeze dance and try freezing in different shapes and levels when the music stops. Choreograph a story dance with a beginning, middle and end. Dance your favorite story.

#### Resources for Physical Activity Boosts:

- <https://letsmove.obamawhitehouse.archives.gov/get-active>
- <https://www.gonoodle.com/>
- <http://www.openphysed.org/>
- <https://openphysed.org/activeschools/activehome>

### General Music

- Demonstrate loud-quiet through movement, such as making big motions when the music is loud and small motions when it is quiet.
- Listen to a piece of music and tell why you like it.
- Perform songs that have tempo changes, such as *Head, Shoulders, Knees, and Toes*. Experiment with different tempos while singing/moving.
- Move and dance to show the emotions of a piece of music.
- Create a musical instrument from something found (examples: plastic container, straw, whistle).
- Create an instrument ensemble using items in your home. Create a new musical work and put on a performance!
- Draw your favorite musical instrument.

### Theatre

- Create a costume drawing.
- Perform a play using shadow puppets.
- Act out your favorite fairytale.
- Write and perform a script based on your favorite book.
- Act out your favorite storybook and put on a play for your family.
- Mirror Exercise: Pair up actors. One actor is the mirror and must copy everything the other actor does
- Keep an actor's journal. Everyday write down how you are feeling.
- Fairy Tale, or short story, in a Minute: The actors pick a fairy tale and then act out the story in one minute. Then they must act out the same thing in 30 seconds. THEN they must act it out in 20 and 10 seconds.

### Visual Art

**Recyclable projects:** Take everyday items like cardboard tubes, lids, egg cartons, boxes and plastic packaging, tape and/or glue and make a sculpture.

#### Drawing & Painting/writing prompts:

- Create one still life or self-portrait every day looking in a mirror and practicing observation techniques.
- Illustrate a daily journal
- Draw a picture that visually illustrates a piece of music.
- Take a walk through the neighborhood or park and make scientific observations.
- Go to a window in your home. Draw everything you see out the window. Remember that things up close are bigger than things far away. Remember about overlapping, too!
- Trace around something small and circular, such as a toilet paper tube, or yogurt container. Trace 20 circles. Make each circle into something different- a pizza, a flower, a happy face, etc.
- Take a box or can from your cupboard. Wrap paper around the outside to cover the label. Then draw your own new label. Think of something new, funny, disgusting or delightful that you wish were in the

box or can. Advertise it well on the outside so people will want it! (ex. Noodle Worm Soup with Muddy Meatballs)

- Observe a pet or wild animal, or one on a video. Invent a home for this animal. Draw, build or paint it. Make a paper animal to live inside it, too.
- Set up a still-life for yourself. Use toys, plants, books, etc. Leave it up for a while and go back to it again and again. (Don't finish it in one try.)
- Make an 8 page book (also known as a poof book) <https://www.youtube.com/watch?v=21qi9ZcQVto>
- Make a flip book <https://www.youtube.com/watch?v=29SCiHN9zCI> Or <https://www.youtube.com/watch?v=Un-BdBSOGKY&t=224s>

**Design a Big Building:** Use recycled materials from the recycle bin/ or draw it/ or build it with blocks or Legos. Make figures to place inside of it.

#### **Invent:**

- What can this become? Start with any shape (hand, circle, square, even just a mark) and use your imagination to turn the shape or mark into something
- Paper airplanes anyone? <https://www.thisiscolossal.com/2020/03/john-collins-paper-airplane/>
- Fold, crease, repeat. Make many of the same folded creation (crane, heart, fortune teller, paper airplane) and turn it into a paper sculpture. <https://www.youtube.com/watch?v=Z-BIL6p1Te8>
- Make a paper hat. Make one for an animal and /or pet.  
[https://www.google.com/search?q=how+to+make+a+paper+hat&rlz=1C1GCEB\\_enUS850US850&oq=how+to+make+a+paper+hat&aqs=chrome..69i57j4598j0j4&sourceid=chrome&ie=UTF-8#kpvalbx=\\_im1pXvb3Ftyz0PEP\\_Kk8Ac68](https://www.google.com/search?q=how+to+make+a+paper+hat&rlz=1C1GCEB_enUS850US850&oq=how+to+make+a+paper+hat&aqs=chrome..69i57j4598j0j4&sourceid=chrome&ie=UTF-8#kpvalbx=_im1pXvb3Ftyz0PEP_Kk8Ac68) or <https://www.youtube.com/watch?v=eoNe8jALqAg>

#### **Mindfulness Activities**

- Practice kind thoughts by prompting your child to think of 5 people they'd like to send kind wishes to.
- Bang on a pot/pan and invite your child to signal to you when they no longer hear the sound 'hanging' the air.
- Squeeze and let go, tensing different muscles in the body for 5 seconds and then slowing releasing.
- Explore textures in nature, take a walk to collect several different objects and observe/describe how each feels.
- Have your child give you the 'weather report' on how they're feeling, "I'm dark and cloudy with some raindrop tears coming out".
- Take a mindful walk pointing out sights and sounds along the way.
- Explore touch by choosing several objects, then comparing the difference in how they feel dry vs. wet.
- Slow down by having a snack in 'slow motion' and taking notice of the taste throughout.
- Try 'buddy breathing' and invite your child to grab a toy/stuffed animal to place on their tummy while they lay down and take slow breaths, in through the nose and out through the mouth.
- Explore emotion by prompting your child to scan their body when experiencing a feeling, and describe where they feel it the most.
- Sit down with your child and 'color your feelings' together depicting each emotion with a new color.
- Listen to some music and see how many different instruments you can each hear.

#### **Health**

- Practice washing hands thoroughly by singing the "Happy Birthday" song twice.
- Name foods you have in your house. Identify names of vegetables and fruits.
- Host a "tea party" and serve colorful foods.
- Have kids move their bodies in creative ways to get from one place to another- hop, slither, wiggle, bounce, etc.

### Social Emotional Learning Skills

- Be an emotion scientist and say how you feel! You and the people you are with can use the Mood Meter to help figure out how you feel. To figure out how you feel you can pay attention to:
  - How your body feels
  - Your thoughts
  - Your emotions
- Solve problems with kindness! As you play and learn there will be problems. Problems give you a chance to be your “best self”. When you are being your “best self” you and the people around you might feel better and have more fun!
- To be your best self you can:
  - Notice how you and others feel
  - Listen to other people’s ideas
  - Say your ideas and ask for help with kindness

### Supporting Multilingual Speakers

- Allow students to respond, orally or in writing, in their home language
- Find key vocabulary in your (students’) home language and utilize the **Immersive Reader function in Microsoft Word**
- Find videos, photographs and online stories to build background and connect to prior knowledge and experiences (in home language, when appropriate)
- Use sentence stems for your oral or written (can include a drawing for prewriters) response. Encourage your child to explain their thinking, moving beyond one word or sentences ideas:
  - Based on \_\_\_\_\_, I can infer that \_\_\_\_\_.
  - I know this because\_\_\_\_\_.
- **Use the Immersive Reader function in Microsoft Word** or for younger kids have students use Tumble Books or Epic! both programs highlight the words as it reads aloud to the child.
- Use a text that you are being asked to use for another subject area and use Immersive Reader to have it read aloud to you in a language that is comfortable for you.