Dear Families of Kindergarten through Second Graders,

Attached to this letter you will find a collection of learning handouts to be used by your student in the event of an extended school closure. These learning handouts include material in the following subjects areas:

- English Language Arts
- Math
- Science
- Social Studies
- Social and Emotional Learning/Health
- Special Areas: Art, Music, and PE (School Librarians will include resources starting on Day 3)

The attached handouts, in addition to independent reading, will be used for the first day of learning. A second packet of handouts will be provided for the second day. Some of the learning activities may require scissors, glue, or additional supplies. If these supplies are not readily available in your home, please modify the activity so that it works for your child. Starting on Day 3, learning handouts will be available for printing from your child’s homeroom teacher’s Canvas page, via email from your child’s teacher, or hard copies can be picked up from your child’s school. Assignments will be due two weeks after our return to school date. To log into Canvas, follow the steps below.

2. Click on Canvas.
3. Log into Canvas as your student using their MCCSC username and password. If you are unsure of your student’s username, you may find it on Skyward. The password is your child’s lunch number. For password assistance, please contact your child’s teacher.
4. In Canvas, click on your student’s homeroom course.
5. Click on the linked resources in the Day 3 module to print.

If you have any questions, please contact your child’s teacher via email or through the Canvas Inbox. Teachers will be available during regular school hours. If your child receives Special Education or English as a New Language (ENL) instructional services and you need additional support, please reach out to your child’s Special Education or ENL teacher. Please be sure to check the MCCSC website for the most up-to-date information regarding school closures and our Contingency Learning Plan.

Thank you,

The Monroe County Community School Corporation
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Day 1

1st Grade

Name__________
Beginning and ending sounds

Write a letter to show the beginning sound of each picture.

__ater  __all

__oor  __ouse

Write a letter to show the ending sound of each picture.

10  te__  bo__

gir__  bir__

Now play the alphabet game. Say two words that start with a, such as ant and as. Next, say two words that start with b, then c. Say two words for each letter of the alphabet, ending with z.
A story

Complete the story by filling in the missing letters. The picture clues will help you.

One day the s_n was shining. The
d_g was sleeping. The c_t was sleeping. But the h_n saw a f_x.

“Help! Help!” she cried.

The _at and the _og hid in a b_n. The _en flew into a h_t. The fo__ jumped into a b___, and the _ _n went on shining.
Questions

Always write a question mark at the end of a sentence that asks a question. A question mark takes the place of a period.

Write a question mark or a period at the end of each of these sentences.

<table>
<thead>
<tr>
<th>What time is it</th>
<th>Will you help me</th>
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<tbody>
<tr>
<td>Can I play with you</td>
<td>Read quietly</td>
</tr>
<tr>
<td>I live on Old Road</td>
<td>Will you please be quiet</td>
</tr>
<tr>
<td>Where do you live</td>
<td>Who wants a chip</td>
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<tr>
<td>When will you be seven</td>
<td>Stand in a line, please</td>
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</tbody>
</table>

Some questions begin with these words: what where when who

    The dog is in bed. Where is the dog?

Change the sentences below into questions.
Remember: Sentences that are questions end with a question mark.

A chick is a baby hen.

Jon's birthday is in May.

The cat is up the tree.

Miss Jones is my teacher.
A Visit to the Water Park

There is a new water park in town. We go there on the first day of summer.

It has pools and water slides. There are sprinklers too. The slides are scary at first. After the first ride, we love the water slides.

The sprinklers are cool on hot days. One of the pools makes its own waves. All the kids try to surf the waves. It is really fun.

The water park can be very crowded. There are many kids and adults, but they do not allow pets.

We really like the ice cream at the snack bar. They also sell pop and donuts.

We all love the new water park.

Questions:

1. What is new in town?

2. What is scary at first?

3. What is cool on a hot day?

4. What do they love at the snack bar?
Name: ___________________________  Date: ______________

 Hundreds Chart Review: 1-120

Complete the chart and answer the questions below.

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1. Which number is 10 more than 88? _____
2. Which number is 10 less than 63? _____
3. Which number is 10 more than 91? _____

Additional work: Practice counting by 10’s when starting from any number.
Use the following graphic organizer and pictures to help students keep track of which objects float and which objects sink. You may want to create your own larger graphic organizer to include more items.

1. Using the page of pictures, ask students to predict whether each item will sink or float.

2. Ask students to cut out the pictures of the things they are testing. If you are using additional items, provide a similar sheet with pictures of those items or ask students to draw each item on the finished piece.

3. Once students have tested an item, they should glue or tape the picture of that item in the appropriate place above or below the water line. Some objects will float at the top of the water, some will be partially submerged, and some will sink to the bottom.

4. When students have finished, they should have a piece of paper with pictures of things that float at the top of the water line, things that are partially submerged, and things that sink to the bottom. The graphic organizer should reflect where each item falls along the water line.

5. Ask students to think about why some things float and other things sink.
   - What do the items that float have in common?
   - What do the items that sink have in common?
   - What did they learn about things that sink and things that float?
<table>
<thead>
<tr>
<th>Rubber Band</th>
<th>Shampoo</th>
<th>Conditioner</th>
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<tbody>
<tr>
<td>Orange</td>
<td>Lava Rock</td>
<td>Marble</td>
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<tr>
<td>Nail</td>
<td>Paperclip</td>
<td>Pencil</td>
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<tr>
<td>Carrot</td>
<td>Leaf</td>
<td>Soap</td>
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<tr>
<td>Sponge</td>
<td>Rock</td>
<td>Stick or Twig</td>
</tr>
<tr>
<td>Sinker</td>
<td>Rubber Ducky</td>
<td>Boat</td>
</tr>
<tr>
<td>Apple</td>
<td>Penny</td>
<td>Crayon</td>
</tr>
</tbody>
</table>

3
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First Grade: Sink or Float Extension

What do the items that float have in common?

______________________________________________

______________________________________________

What do the items that sink have in common?

______________________________________________

______________________________________________

Find two more items that sink and two more items that float in your house. Draw them below.

<table>
<thead>
<tr>
<th>Sink</th>
<th>Float</th>
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<tbody>
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</tbody>
</table>
STATE DIRECTIONS

LABEL the compass rose with NORTH, EAST, SOUTH, WEST.

1. What state are you living in? ____________________________
2. What borders your state to the North? ___________________
3. What borders your state to the South? ___________________
4. What borders your state to the East? ____________________
5. What borders your state to the West? ____________________
6. From your state, what direction is the Pacific Ocean? ______
7. From your state, what direction is the Atlantic Ocean? ______
8. From your state, what direction is Mexico? ______________
9. From your state, what direction is Canada? ______________
DRAWING A TREE

All plants have patterns to how they grow. A tree does too and it is a simple one. The rule is every new branch is thinner than the one it came from.

The branches from this tree always split into two smaller branches. We can draw it using the letter Y.

Try drawing a tree from your imagination using this rule.
DRAWING A TREE

Real trees always look different from the one we drew before, but they keep the same rule. The bigger branch always splits into thinner ones.

This is a tree that has had some branches chopped off.

Go outside and find a tree to draw. Does the tree follow the rule?
Beat Match

Directions: Color. Draw a line from the notes to the matching number of beats.

Name ________________________________

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Directions: Draw a line from the picture word to its correct rhythm. Trace the words.

- kite
- watermelon
- apple
- octopus
Weather Beats

Directions: Count the number of beats in each cloud. Draw that many lightening bolts.
Music Math

Directions: Add the total number of beats. Circle the correct total from the box. Trace the numbers.

\[
\begin{align*}
\text{\begin{tikzpicture}
\draw[thick] (0,0) -- (0.5,0);
\draw[thick] (0,0) -- (0,0.5);
\end{tikzpicture}\quad +\quad \begin{tikzpicture}
\draw[thick] (0,0) -- (0.5,0);
\draw[thick] (0,0) -- (0,0.5);
\end{tikzpicture} &= \begin{cases}
3 & \quad \text{if 3 \quad 5 \quad 4 \quad 4} \\
5 & \quad \text{if 5 \quad 4 \quad 3 \quad 3} \\
4 & \quad \text{if 4 \quad 5 \quad 3 \quad 3} \\
3 & \quad \text{if 3 \quad 4 \quad 5 \quad 5}
\end{cases}
\end{align*}
\]
PE DAY 1

10  Jumping Jacks
9   Lunges
8   Crab Walks
7   Frog Jumps
6   Push Ups
5   Tuck Jumps
4   Toe Touches
3   Sets of 10 Arm Circles
2   Laps of High Knees
1   Deep Breath
What Is My Child Learning?
Your child is learning rules for how to be a good listener.

Why Is This Important?
Being good listeners helps children be better learners. Following the Listening Rules helps children listen and pay attention in class.

Ask your child: What are the Listening Rules in your class? (Read each rule below and do the action along with your child.)

- **Eyes watching**: Point to the corners of your eyes.
- **Ears listening**: Cup your ears with your hands.
- **Voice quiet**: Put your finger to your lips.
- **Body still**: Hug your torso with both arms.

Why is it important to follow the Listening Rules? Possible answers: It helps you learn. It is respectful.

Practice at Home
Before giving directions for daily activities, such as getting ready for school, setting the table, or getting ready for bed, remind your child to use the Listening Rules. For example:

*You need to use your Listening Rules now.* Do the actions for each rule along with your child, then give the directions: *Please put a placemat and a knife and fork on the table for each person.*

Activity
Go through each of the Listening Rules with your child. Then tell your child to use these rules for this activity. When your child is ready, read the following riddle: *I’m round. I’m red. You can pick me off a tree and eat me. What am I?* Have your child write or draw the answer below.