Day 2

1st Grade

Name __________________
The New Bicycle

Emma has a new bicycle. It is bright pink and shiny.

It was a gift from her uncle. He hid it behind a bush to surprise her.

When Emma looked behind the bush and saw the bicycle, she jumped for joy. It was just what she wanted. She gave her uncle a big hug.

She loves her new bicycle, and she loves her uncle.

Questions:

1. What color is the bicycle?

2. Who was it a gift from?

3. Where was it hidden?

4. What did Emma do when she saw the bicycle?
Circle the picture on each line that has the same meaning as the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
<th>Image 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>🌙</td>
<td>☀️</td>
<td>🐾</td>
<td>🐱</td>
</tr>
<tr>
<td>den</td>
<td>📚</td>
<td>🐕</td>
<td>🐣</td>
<td>🐦</td>
</tr>
<tr>
<td>pin</td>
<td>🧢</td>
<td>🐜</td>
<td>🐇</td>
<td>🛤️</td>
</tr>
<tr>
<td>box</td>
<td>📦</td>
<td>🐰</td>
<td>🚗</td>
<td>🚗</td>
</tr>
<tr>
<td>run</td>
<td>🏎️</td>
<td>🏃️</td>
<td>🏁</td>
<td>🏎️</td>
</tr>
<tr>
<td>dot</td>
<td>🪝</td>
<td>🎫</td>
<td>🎏️</td>
<td>🎏️</td>
</tr>
</tbody>
</table>
Sort words into categories
First Grade Vocabulary Worksheet

Read the words in the box. Sort and write them in the category boxes.

<table>
<thead>
<tr>
<th>word box</th>
</tr>
</thead>
<tbody>
<tr>
<td>wolf</td>
</tr>
<tr>
<td>seal</td>
</tr>
<tr>
<td>bear</td>
</tr>
<tr>
<td>whale</td>
</tr>
<tr>
<td>tiger</td>
</tr>
<tr>
<td>bee</td>
</tr>
<tr>
<td>owl</td>
</tr>
<tr>
<td>bat</td>
</tr>
<tr>
<td>shark</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>water</td>
</tr>
<tr>
<td>land</td>
</tr>
<tr>
<td>air</td>
</tr>
</tbody>
</table>
**Activity 1:**

**Farmers Market**

Help the farmer record how many vegetables he grew in the table below. First count how many of each type of vegetable he has and mark it in the table. Then write it in number form. Finally, answer the questions.

<table>
<thead>
<tr>
<th>Type of vegetable</th>
<th>Tally marks</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabbage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tomato</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bell pepper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Onion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What vegetable does the farmer have the fewest of?

2. What vegetables does he have the most of?

3. How many vegetables does the farmer have in total?
Activity 2:

Name _______________

**Little Hoopsters**

Use the graph to answer the questions below.

<table>
<thead>
<tr>
<th>Baskets Shot by Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Ryan</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Katie</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Mindy</td>
</tr>
</tbody>
</table>

1. How many baskets did Katie make? ______

2. Who made 5 baskets? ____________

3. How many baskets Katie and Mindy make altogether?
   ______

4. How many more baskets did Mindy make than Dan? ______
Boat Design Challenge

Name: ____________________________

Materials: aluminum foil, pennies, container of water (Alternatives may be used, but should be consistent.)

1) In the space below, students draw a boat design that they predict will float while holding at least 10 pennies.
2) Students test their design by putting the boat onto the water and adding pennies, one by one.
3) Students assess their design by reporting how many pennies the boat actually held before it sank.
4) Repeat steps 1-3 for two more trials with new designs each time.

<table>
<thead>
<tr>
<th>Trial 1</th>
<th>Trial 2</th>
<th>Trial 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of pennies held: | Number of pennies held: | Number of pennies held:
First Grade: Boat Building Extension

What was the most successful part of this challenge for you?

What was the most difficult part of this challenge?

Find two more items in your house that would improve your boat design. Draw a picture of the new designs below. Test the new designs if you have time!

<table>
<thead>
<tr>
<th>Design 1</th>
<th>Design 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LONG AGO versus TODAY
VENN DIAGRAM

Use the Venn Diagram to show which items were used LONG AGO and/or TODAY

DIRECTIONS:
Cut and paste the items below. Paste items from the past into the Long Ago circle and items used now into the Today circle. If they are used in both times, put them in the overlapping area in the middle.

LONG AGO

TODAY

- Typewriter
- Chair
- Smartphone
- Truck
- Camera
- Hammer
- Quill
- Wagon
How to Draw a Cartoon Giraffe

Use all of the shapes in the shape bank to draw a cartoon giraffe!

1) Draw a circle for the giraffe's head.

2) Draw the giraffe's two ears and erase the inside lines.

3) Draw the giraffe's horns on top of its head.

3) Draw the giraffe's eyes and nose.
How to Draw a Cartoon Giraffe

5) Draw the giraffe's neck.

6) Draw another circle for the giraffe's body.

7) Draw the giraffe's feet. Inside of his feet, draw his toes.

8) Draw in the giraffe's spots. Then color him in and he's ready to go!
Beat Match

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

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

monkey

hat

violin
Weather Beats

Directions: Count the number of beats in each sun. Draw that many sun rays.
Pitch Match

Directions: Trace the letters on the keyboard. Then draw a line from the letter to the matching note name on the staff.

C D E F G A B
PE DAY 2

10 Toe Touches
10 Arm Circles
10 Arm Curls
10 Jumping Jacks
10 Squats
10 Tuck Jumps
10 Seconds of Running in Place
10 Push Ups
10 High Knees
10 Deep Breaths
Grade 1, Unit 1
Lesson 2: Focusing Attention

What Is My Child Learning?
Your child is learning that you need to use your eyes, ears, and brain when you focus attention on something. Your child is also learning that saying things to yourself (self-talk) can help you pay attention.

Why Is This Important?
Being able to focus attention helps children be better learners.

Ask your child: What can you do to help you focus attention? Possible answers: Look at what you want to focus on. Use an attent-o-scope.

Can you show me how to make and use an attent-o-scope? (See directions at right.)

What words can you say to yourself to remind you to pay attention?
Possible answers: Focus, listen, pay attention, look carefully.

Practice at Home
Before giving your child important information, let your child know that you really need his or her focused attention. Then ask your child to repeat what you said. For example:

This is important. I need you to focus your attention. Pause for your child to focus. Please give this note to your teacher. It tells her that I’m picking you up early from school today to go to the dentist. Now please repeat what I said.

Activity
1. Have your child pick an object in the room without telling you what it is.
2. Have your child give you one hint at a time about the object. Try to guess what it is.
3. Between guesses, give your child time to focus attention on the object so he or she can think of another hint.
4. After you guess what it is, have your child write the word or draw a picture of the object in the box provided.