



Home Learning Packets

# First Grade

Online resources are also available:

[www.btcs.org](http://www.btcs.org)

# Week 3

## First Grade Distance Learning Packet

**Tennessee Department of Education announces partnership with PBS to deliver daily instructional content for Tennessee students starting April 6<sup>th</sup>**  
**10:00 am – 12:00 pm CST**

### Suggestions for Learning Experiences – use as many or as few activities as works for your family











Week 3	Suggestions for Learning Experiences – use as many or as few activities as works for your family			
<b>Reading</b>	Read or listen to a story daily (digital links listed below in this chart)  ~Respond to reading (choices attached)	Read or listen to a story daily (digital links listed below in this chart)  ~Respond to reading (choices attached)	Read or listen to a story daily (digital links listed below in this chart)  ~Respond to reading (choices attached)	Read or listen to a story daily (digital links listed below in this chart)  ~Respond to reading (choices attached)  *Students are able to take AR tests from home.
<b>Skill Practice</b>	~Continue to practice handwriting with letters and numbers ~Sight words (attached)	~Continue to practice handwriting with letters and numbers ~Sight words (attached)	~Continue to practice handwriting with letters and numbers ~Sight words (attached)	~Continue to practice handwriting with letters and numbers ~Sight words (attached)
<b>Calendar</b>	~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (chart attached)	~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (chart attached)	~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (chart attached)	~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (chart attached)
<b>Learning about our World</b> *The activities listed are suggestions and can be done any day.	~Go for a walk in your neighborhood (with a grown-up) ~Notice any plants, insects, or animals ~Draw a picture of a plant and animal that you saw (attached) when you get home	~Using your picture from yesterday, label the parts of the plant that you observed (roots, stem, leaves, and flowers)	~Using the picture from Monday, draw a picture of an animal that you observed (head, body, legs, wings, etc.)	~Find a solid in your home and draw a picture ~Find a liquid in your home and draw a picture ~Label the drawings *Matter is anything that takes up space and has weight. A solid keeps its shape. (Example: chair, plate, ice, etc.) A liquid takes the shape of its container. ~Complete solid and liquid sort (attached)

**Good Friday**

Please refer to [www.btc.s.org](http://www.btc.s.org) or your child's school webpage for additional information and digital resources.

Week 3		Mathematics			
Math	<b>Fact Family</b> Materials: Use a deck of playing cards, Uno cards, dice, or make your own cards. Choose 2 cards or roll 1 die twice or 2 dice. Add the numbers together to create a fact family. Record the fact family. For example, if you roll a 3 and 4, write: $3 + 4 = 7$ $4 + 3 = 7$ $7 - 4 = 3$ $7 - 3 = 4$	<b>Fishing for 10s</b> Material: Playing cards 1 – 9, Aces are 1s. Play this game like Go Fish except instead of pairs, fish for numbers that add together to make 10. Each person has 5 cards and the rest of the cards are face down in the middle. Example: Player A says, “Do you have a 6?” If Player B has a 6, player one takes the 6 and makes a 10. If they make 10, they can go again. If not, they choose a card from the middle stack. Then Player B takes a turn. Play continues until one player has matched all of their cards. Challenge: Collect cards to make 15, 20, or any other number.	<b>Making 10s</b> Materials: playing cards 1-10, face cards = 0. Lay out 20 cards on the table. Take out face cards or change them to equal 0, while aces equal 1. Match sets of cards that make a 10. *When all 10's are found, add up all numbers that are left and find the total. Challenge: Take pairs of cards equal to 10, turn them face down in a 4 x 5 rectangle. Play Making 10 Concentration. Challenge: Make 10 using more than 2 numbers.	<b>Race to 100</b> Materials: Die or stack of playing cards 1-10, hundreds grid, pawn. Take turns rolling a die or turning over a card. Move that many spaces on the hundreds chart. The first person to land exactly on 100 wins.	Good Friday
	<b>Creativity</b>	Draw a self-portrait – use lots of details (attached)	Design a fish tank – use lots of details for the fish who lives there (attached)	Use magazines to create a face. Cut out eyes, nose, eyebrows, mouth, ears, etc. Glue/tape together or draw with pencil or crayons. (attached)	

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<p><b>Physical Activity</b></p>	<p>Ask a grown-up to take you for a walk</p>	<p>~Make an obstacle course with your toys ~Have an adult time you to see how long it takes to go through the obstacle course</p>	<p>~Hop like a bunny or frog or waddle like a duck while counting by 10s to 100</p>	<p>~Do sit-ups while counting by 10s to 100</p>	<p>Good Friday</p>
<p><b>Digital Links for Reading</b></p>	<p> <a href="https://www.myon.com/school/bristolreaders">https://www.myon.com/school/bristolreaders</a> username: Bristol password: Bristol</p>	<p> <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></p>	<p> <a href="https://www.getepic.com/">https://www.getepic.com/</a></p>	<p> <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></p>	<p> <a href="http://toytheater.com/cat-egory/language-arts/">http://toytheater.com/cat-egory/language-arts/</a></p>
<p><b>Digital Links for Math</b></p>	<p> Access through Classlink @ <a href="https://www.btcgs.org/">https://www.btcgs.org/</a></p>	<p> <a href="http://toytheater.com/cat-egory/math-games/">http://toytheater.com/cat-egory/math-games/</a></p>	<p> Access BrainPop Jr. through Classlink @ <a href="https://www.btcgs.org/">https://www.btcgs.org/</a></p>	<p> <a href="https://www.abcya.com/games/k/numbers">https://www.abcya.com/games/k/numbers</a></p>	<p> Access MobyMax through Classlink @ <a href="https://www.btcgs.org/">https://www.btcgs.org/</a></p>

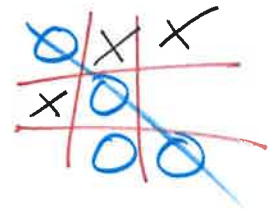
Please refer to [www.btcgs.org](http://www.btcgs.org) or your child's school webpage for additional information and digital resources.

Reading



# Reading Response Tic Tac Toe

Do one of the activities below in your reading binder and mark it off with an **X**. The next time you do an activity, mark it with a **O**. Switch back and forth between **X** and **O** until you have a tic tac toe!



Why did you choose this book to read?



Write a three sentence summary of what you read today. Write the details in order.



If you could ask your main character one question, what would it be?



What character in your story would you like to invite over to your house? Explain why.



If you were the author, what's one thing you would change about the book and why?



If you wrote a sequel to this book, what title would you give it and why?



Describe the setting in your book including time and place.



You are going to give one character in your book an award for one of their character traits. What would the award be and why?



What lesson do you think the author wants you to learn from reading this story?



# Book Review

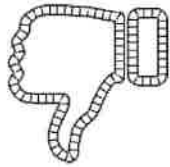
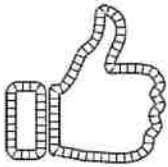
Title: \_\_\_\_\_

Author: \_\_\_\_\_

Nonfiction

Fiction

Would you recommend this book to a friend?



Why or why not?

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How many stars do you think this book should receive?



Why did you give the book this many stars?

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What was your favorite part of the book? Why was it your favorite?

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This review was completed by \_\_\_\_\_



# Summary of \_\_\_\_\_

First

Next

Then

Last



Summary Paragraph:

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Name: \_\_\_\_\_

*RI.1.3- Good readers can describe characters, settings, and major events in a story, using key details.*

Title \_\_\_\_\_

Characters

Setting

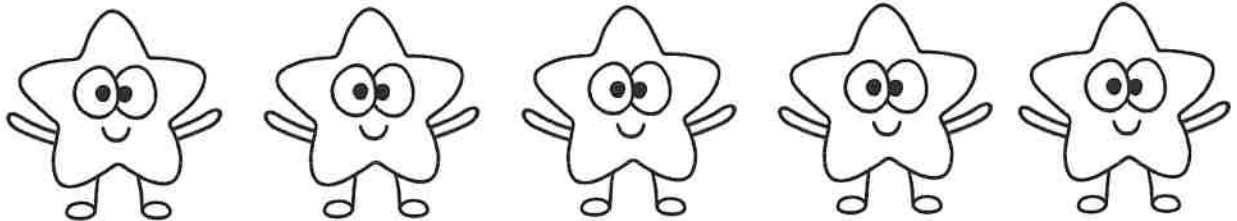
Problem

Solution

# Book Review

Title: \_\_\_\_\_

I give this book \_\_\_\_\_ stars.



I think you \_\_\_\_\_ read this book.

I feel this way because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

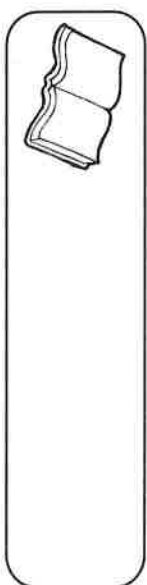
\_\_\_\_\_

\_\_\_\_\_

Reviewed by: \_\_\_\_\_

Name \_\_\_\_\_

# Story Map



Setting

Characters

Beginning

Middle

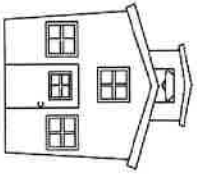
End

# Story Map

Book Title: \_\_\_\_\_



The main character is...



The setting is...

Beginning

Middle

End

# Story Map

Book Title: \_\_\_\_\_



The main character is...



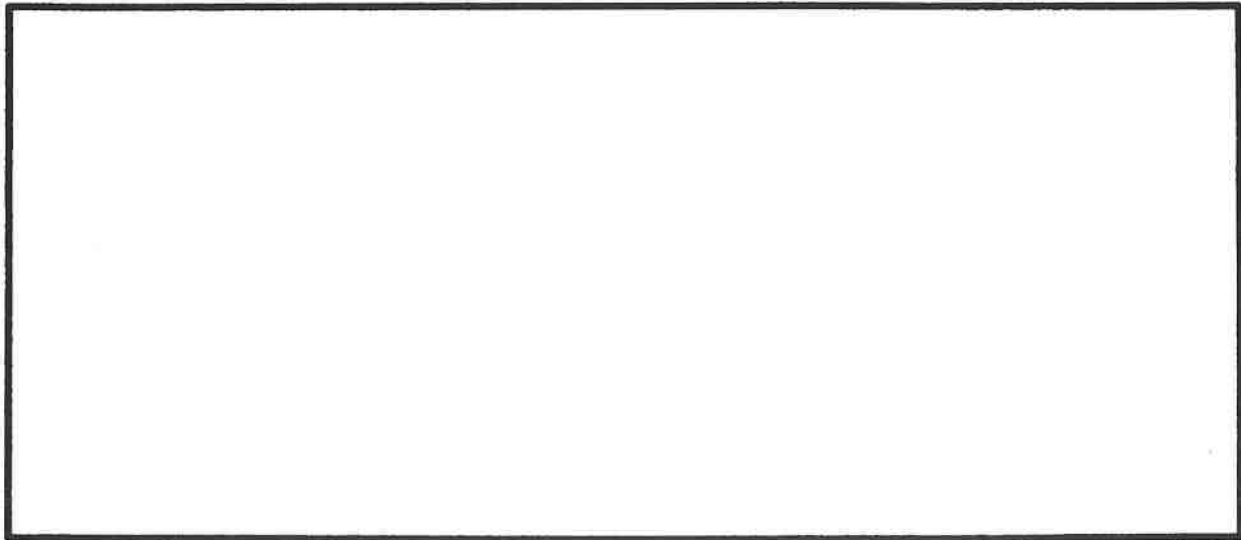
The setting is...

Beginning

Middle



End

Name: \_\_\_\_\_



Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed midline, and a solid bottom line.

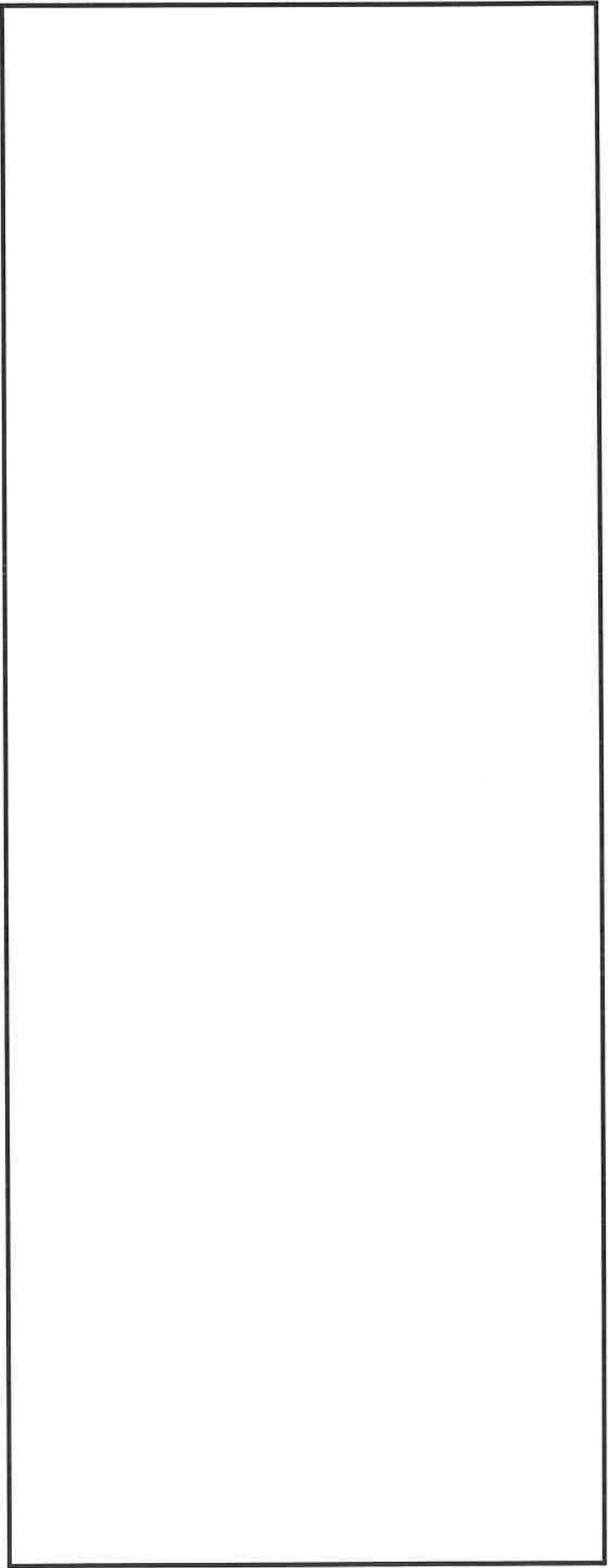
A dashed rectangular box containing four checkboxes and their corresponding labels:

- CAPITAL LETTER 1<sup>ST</sup>
- finger spaces 
- punctuation . ? !
- neat handwriting 

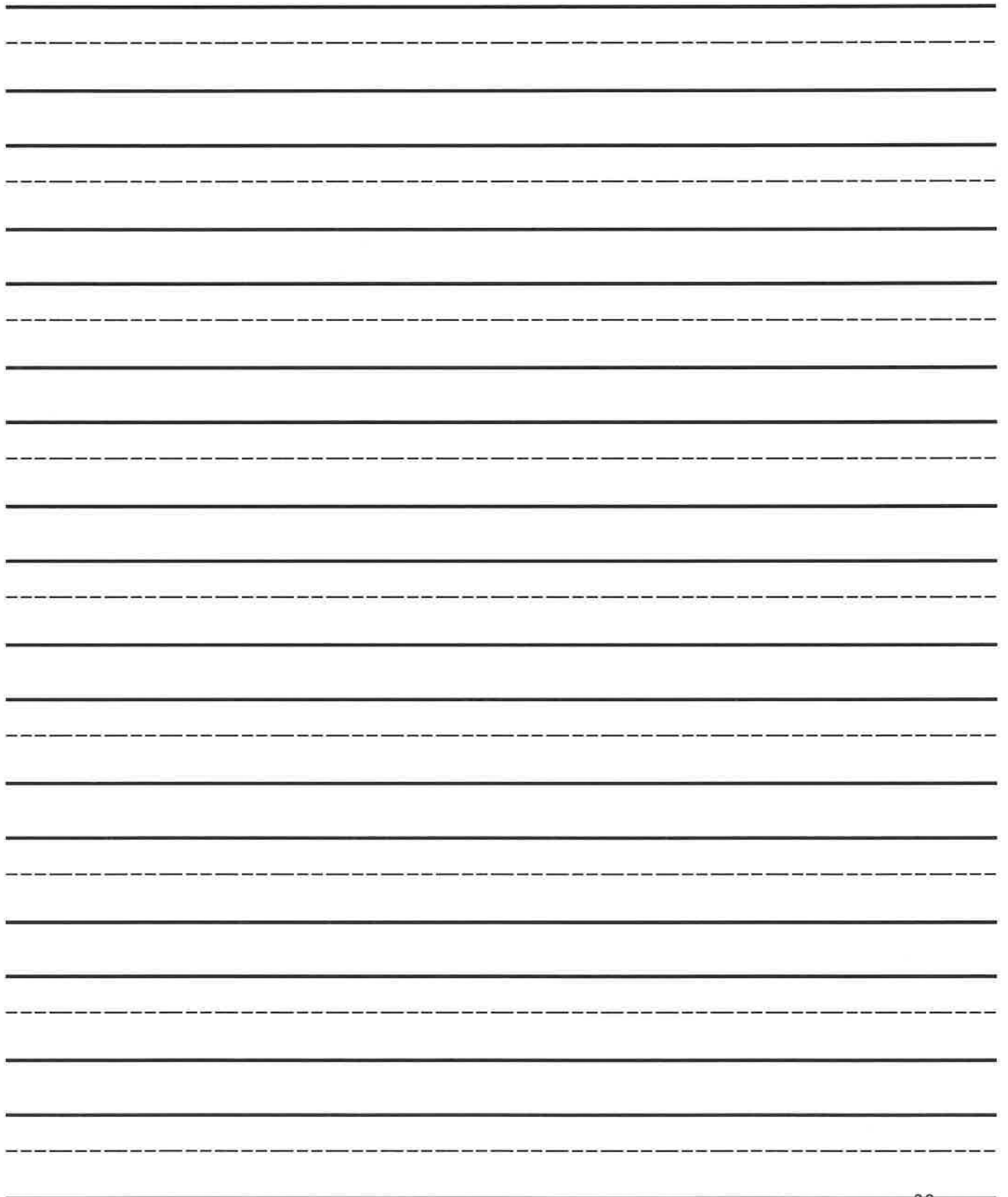


Name: \_\_\_\_\_

Date: \_\_\_\_\_



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are four such sets of lines stacked vertically on the left side of the page.











# Skill Practice

# Manuscript Alphabet and Numbers

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

1 2 3 4 5 6 7 8 9 10



# Alphabet Rhymes

Letter A says, "Apple, ant!"  
Looks like a tent and that is that!

Letter B says, "Bear, bee, ball!"  
It has two humps and that is all!

Letter C says, "Cat, cup, candy!"  
Just half a circle is so handy!

Letter D says, "Day, dog, dish!"  
Straight line, one hump, if you wish!

Letter E says, "Egg and eel!"  
Three short lines is such a deal!

Letter F says, "Food, fish, fun!"  
Looks like the E but minus one!

Letter G says, "Girl, go, gate!"  
Add shelf to C, it looks just great!

Letter H says, "Hat, help, he!"  
It has a bridge for you and me.

Letter I says, "Ice cream, ink!"  
One line, two short, now give a wink!

Letter J says, "Jam, jump, jack!"  
It's like a hook, so don't look back!

Letter K says, "Key, king, kite!"  
Without a doubt, it's fun to write!

Letter L says, "Look, leaf, lie!"  
Around the corner, just say "Hi!"

Letter M says, "Milk, me, mice!"  
Up and down, it looks so nice!

Letter N says, "Nuts, nose, nest!"  
Not quite a M, it's surely best!

Letter O says, "Octopus and old!"  
Just like a circle, it looks so bold!

Letter P says, "Pig, pink, pan!"  
Only half a B, if you can!

Letter Q says, "Queen, quilt, quit!"  
Put a tail on O, now you've made it!

Letter R says, "Red, rug, ring!"  
Short line on P is just the thing!

Letter S says, "Sock, sun, snake!"  
Draw a snake and S you make!

Letter T says, "Time, top, two!"  
One line with a hat, that's what you do!

Letter U says, "Up and under!"  
Like a horseshoe, do you wonder?

Letter V says, "Van, vest, vine!"  
Down then up, it looks so fine!

Letter W says, "Water, wind!"  
An upside down M is now your friend!

Letter X says, "X ray" and that's it!  
Two lines that cross, it's such a fit!

Letter Y says, "Yarn, yes, yup!"  
You'll look like Y with both arms up!

Letter Z says, "Zebra, zoo!"  
Zorro made it just for you!

Teacher: Use each stanza of this poem to introduce the upper case letters. Have students recite the rhymes to help teach phonological awareness as you demonstrate proper letter formation.

the

of

and

a

to

in

is

you

that

it

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for

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