

**First Grade Choice Board**  
**Week: 2 Date: March 23 to March 27**

- Students need to do one activity from each subject area column every day.
- Place a check on the activities completed and have parent/guardian sign below when the activities are finished.
- Challenge activities are optional.
- If you have the internet, work on additional activities in the Technology Section.
- Students please return this sheet and any additional sheets to your teacher **within two days** of your return to school.
- Need support? Contact us!

Mr. Byrne: [kbyrne@d158.net](mailto:kbyrne@d158.net)

Mrs. Annicks: [bannicks@d158.net](mailto:bannicks@d158.net)

Mrs. Berridge: [lberridge@d158.net](mailto:lberridge@d158.net)

Mrs. Fuller: [jfuller@d158.net](mailto:jfuller@d158.net)

Miss Wazny: [swazny@d158.net](mailto:swazny@d158.net)

Miss Owczarzak: [jowczarzak@d158.net](mailto:jowczarzak@d158.net)

Mrs. Fitch: [bfitch@d158.net](mailto:bfitch@d158.net)

Mrs. Fies: [tfies@d158.net](mailto:tfies@d158.net)

Mrs. Friesema: [hriesema@d158.net](mailto:hriesema@d158.net)

Mrs. Mueller: [emueller@d158.net](mailto:emueller@d158.net)

Student Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

<b>Math (90 minutes)</b>	<b>Reading/Language Arts (45 minutes)</b>	<b>Writing (45 minutes)</b>	<b>Science / Social Studies (60 minutes)</b>	<b>Specials (60 minutes)</b>
<p>Practice doubles facts 1-12.</p> <p>Gather paperclips or a similar object and measure small objects around the house.</p> <p><b><u>Challenge:</u></b> Make flash cards for math facts 1-12 and have a math fact contest with another person in your home.</p>	<p>Read a book about animals. Write down two facts from your book.</p> <p>Make flashcards for <b>Fry words 11-20</b> (see posted Fry words list) and High Frequency Words: <b>along, behind, eyes, never, toward</b></p> <p><b><u>Challenge:</u></b> Read and follow a simple recipe with your family.</p>	<p>What is your favorite place in your school? Why?</p> <p><b><u>Challenge:</u></b> Write what a cool, dark night means to you.</p>	<p><b>(Week 1: Earth Science/Weather)</b></p> <p>Draw and label a picture of the four seasons.</p> <p><b><u>Challenge:</u></b> Keep a diary/log on the weather for the next week.</p>	<p><b><u>Physical Education</u></b> (Pick at least one activity) Make a sock ball and throw it into the air. Count how many times you can catch it without dropping it. Try to beat your own record!</p> <p>Lay on your back and do bicycles while singing a song.</p> <p>Go for a walk/take your pet for a walk, with a parent or older sibling.</p>

<p>Practice doubles facts 1-12.</p> <p>Measure books in the house with paperclips.</p> <p><b><u>Challenge:</u></b></p> <p>Create your own number story/word problem using three numbers.</p>	<p>Read a book and then illustrate it.</p> <p>Write a sentence for the words.</p> <p><b><u>Challenge:</u></b></p> <p>Grab a book and tally how many times you find one of the words.</p>	<p>When I am tired....</p> <p><b><u>Challenge:</u></b></p> <p>Describe a crazy birthday party.</p>	<p>Talk to your family about spring weather (thunderstorms, tornadoes, rain).</p> <p><b><u>Challenge:</u></b></p> <p>Create a family severe weather emergency plan.</p>	<p><b><u>Physical Education</u></b> (Pick at least one activity)</p> <p>Run in place during a commercial break during a television show or run in place to your favorite song. Repeat this three times throughout the day.</p> <p>Lay down on the floor and then stand up as quickly as you can. Repeat ten times.</p>
<p>Practice doubles facts plus one facts (1-12).</p> <p>Use paperclips or noodles, measure 5-8 different shoes in the house.</p> <p><b><u>Challenge</u></b></p> <p>With parent permission, use a tape measure and measure the counter in inches. Measure other objects around the house.</p>	<p>Read for 15 minutes. Ask yourself: Who are the main characters? What problem are they facing?</p> <p>Put flashcards in ABC order.</p> <p><b><u>Challenge:</u></b></p> <p>Turn the captions on your television and tally how many of the words you can find.</p>	<p>I feel like hiding when...</p> <p><b><u>Challenge:</u></b></p> <p>Describe some comfortable places to sleep.</p>	<p>Write about a special rainstorm. What would be falling from the clouds and why?</p> <p><b><u>Challenge:</u></b></p> <p>Draw a picture of a vegetable garden you would like to plant. List all the materials you will need to start your garden.</p>	<p><b><u>Art</u></b></p> <p>Using watercolor paints, chalk or crayons, mix blue and yellow. What color do you get? Mix red and yellow to get_____. Mix red and blue to get_____. Make a picture mixing colors.</p>
<p>Practice doubles plus one facts (1-12).</p> <p>Use one shoe to measure rugs, tables, doors, etc.</p> <p><b><u>Challenge:</u></b></p> <p>Create a new unit of measurement and explain what you are going to call it. List how</p>	<p>Read on a couch or comfy chair.</p> <p>Rainbow write words</p> <p><b><u>Challenge:</u></b></p> <p>Make your words with your finger in salt or sugar</p>	<p>Describe a perfect school.</p> <p><b><u>Challenge:</u></b></p> <p>What have you learned in math?</p>	<p>Draw a picture of a special rainstorm. What is going to be different about it? Label it!</p> <p><b><u>Challenge:</u></b></p> <p>Describe what plants need to grow.</p>	<p><b><u>Music</u></b></p> <p>Listen to music on the radio or television. Keep a steady beat by marching, clapping your hands, patting your legs, snapping your fingers or tapping your toes. Repeat for three songs.</p>

many inches your new unit of measurement is. Measure different object around your house.				
<p>Practice addition facts 1-10 and doubles facts 1-12.</p> <p>Use a new object to measure with. Measure five items with the object.</p> <p><b><u>Challenge:</u></b> Come up with three numbers that add up to 27.</p>	<p>Have someone read to you. Draw a picture about the story.</p> <p>Have someone in your house hide the words and try to find them.</p> <p><b><u>Challenge:</u></b> Hold a word up to your head and have someone give clues or play charades.</p>	<p>Think of a machine or tool. What does it do? What would you use it for?</p> <p><b><u>Challenge:</u></b> List some things that are quiet.</p>	<p>Draw a picture of what happens when there is too much rain and write about it. Do the same for what happens when there's too little rain.</p> <p><b><u>Challenge:</u></b> Make a list of living things that need rain to survive.</p>	<p><b><u>Technology</u></b> <a href="https://www.starfall.com/h/">https://www.starfall.com/h/</a> Grade level reading.</p>

Optional Technology Activities – Please use if the internet is available to your family.			
Name	Website	Login Information	Use
Scholastic News	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a>	Parents create an account.	Access to approximately three hours of learning opportunities per day including projects based on exciting articles and stories, virtual field trips, reading and geography challenges and more.
Math	<a href="https://www.abcya.com/">https://www.abcya.com/</a> <a href="https://jr.brainpop.com/math/">https://jr.brainpop.com/math/</a>	Login: Reavispop Password: poplearn	Brainpop: Click on Addition & Subtraction then fact families and basic addition and basic subtraction Do 3 activities and the quiz.
Student Links on D158 Website	<a href="https://www.d158.net/o/lsd158/page/student-links--71">https://www.d158.net/o/lsd158/page/student-links--71</a>		
LRC	<a href="https://www.symboloo.com/mix/learn/ingathome5">https://www.symboloo.com/mix/learn/ingathome5</a>		

**Fry Words** – Students should practice reading these words every week. These words are also referred to as sight words which means that students should be able to read the words without sounding out the word. These words are also known as high frequency words because the words are “frequently used” in reading for this grade level.

the	of	and	a	to	in	is	you	that	it
he	was	for	on	are	as	with	his	they	I
at	be	this	have	from	or	one	had	by	words
but	not	what	all	were	we	when	your	can	said
there	use	an	each	which	she	do	how	their	if
will	up	other	about	out	many	then	them	these	so
some	her	would	make	like	him	into	time	has	look
two	more	write	go	see	number	no	way	could	people
my	than	first	water	been	called	who	oil	sit	now
find	long	down	day	did	get	come	made	may	part

**Book Talk with Family: Choose a few questions to start the conversation about what your child is reading.**

**Before Reading:**

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be a problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you’ve read? If so, which one, and how do you think it will be similar?

**During Reading:**

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did \_\_\_\_\_?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?

- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?
- Make a list of words you do not know. Look for context clues to find the meanings of the words.

### **After Reading:**

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- What was the author's message?
- Look at the way the author ended the book. Do you think this is a good way to end? Why or why not?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this? To persuade, inform, or entertain? Why do you think that?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?
- How did the author let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.