



LAKE LOCAL SCHOOLS

March 19, 2020

Dear Parents,

Due to the longevity of this break, we will be sending curriculum for your child to complete during the week of March 30-April 5th! The animal research information and math work should be completed together with an adult. There is an outline of each day which will assist you and your child through the daily expectations for both math and reading. Your child's login information has been sent home for you to have readily available (RAZ Kids, Lexia, IXL, etc.).

There is a graphic organizer that will need to be completed for the animal research project. Please see the guidelines included in this packet regarding researching your child's animal. During this time, your child will also create their animal habitat box. Please do not return the habitat box to school until you have been notified by your child's teacher.

Thank you for helping your child continue to grow as a learner these next few weeks! We appreciate your understanding and support. If you have any questions or concerns, please do not hesitate to reach out to your classroom teacher. 😊

Thank you,

First Grade Teachers

Curriculum Outline March 30th - April 3rd

Monday, March 30th

Reading:

- Research your animal (focus on #1: a-d) on the outline.
- **Online resource:** <http://bit.ly/animals1st>
- Work on animal habitat box

Math:

Lesson 1 Module 5

- Problem Set pg. 27
- Exit Ticket pg. 29

Online Resources:

- Lexia (15-20 minutes)
- IXL (15-20 minutes)

Section V: Two-Dimensional Shapes Activities

Tuesday, March 31st

Reading:

- Research your animal (focus on #2 & 3) on the outline.
- **Online resource:** <http://bit.ly/animals1st>
- Work on animal habitat box

Math:

Lesson 2 Module 5

- Problem Set pg. 40
- Exit Ticket pg. 42

Online Resources:

- RAZ Kids (15-20 minutes)
- IXL (15-20 minutes)

Section V: Two-Dimensional Shapes Activities

Wednesday, April 1st

Reading:

- Research your animal (focus on #4-5) on the outline.
- **Online resource:** <http://bit.ly/animals1st>
- Work on animal habitat box

Math:

Lesson 3 Module 5

- Problem Set pg. 56
- Lesson 3 HW pg. 59

OnlineResources:

- Lexia (15-20 minutes)
- IXL (15-20 minutes)

Section W: Three-Dimensional Shapes Activities

Thursday, April 2nd

Reading:

- Research your animal (focus on #6-8) on the outline.
- **Online resource:** <http://bit.ly/animals1st>
- Work on animal habitat box

Math:

Lesson 7 Module 5

- Problem Set pg. 106 & 107

Online Resources:

- RAZ Kids (15-20 minutes)
- IXL (15-20 minutes)

Section X: Fractions

Friday, April 3rd

Reading:

- Research your animal (focus on A, B, C - interesting facts) on the outline.
- **Online resource:** <http://bit.ly/animals1st>
- Work on animal habitat box

Math:

Lesson 8 Module 5

- Problem Set pg. 117 & 118
- HW pg. 120

Online Resources:

- Lexia (15-20 minutes)
- IXL (15-20 minutes)

Section X: Fractions

Dear Parents,



Each child will be learning about different animals and the habitats they live in these next few weeks. Your child has chosen or has been assigned a wild animal to study and make a habitat on. **Research on your child's animal will be done at home!** If you would like to help your child gather information on their animal via the internet, books, etc... please feel free! If your child needs additional resources on their animal, please reach out to your child's classroom teacher. Information will be put on the attached graphic organizer. The organizer will assist your child with which information they will need to find in order to write their final research copy when they return! **Please return the COMPLETED graphic organizer when your child returns to school. We will be writing our final copies together at that time.**

During this time, please continue to be working on your child's habitat box. It will be due shortly after we return to school. Please cover the outside of the shoebox with paper in a color that is in the animal's habitat. Then decorate and add materials on the inside to create the animal's habitat. Please let your child do most of the work, but you may assist them as needed. This should not be a stressful assignment, but rather an opportunity for your child to have fun and be creative. Good materials include: colored rocks, fake grass or trees, sticks, plastic animals, etc., or anything that your child will need for his/her own habitat.

If you have any questions, please feel free to ask! Below are a few good sites to check out for research. This is a fun learning experience for the students!

<https://sites.google.com/lakelocal.org/animal-research/home>

<https://www.coolkidfacts.com/animals/>



Thank You!
First Grade Teachers



Name _____ Name of animal _____

1. What does your animal look like?

a. Color? _____

b. Fur, feathers, scales, smooth skin? _____

c. Size (inches or feet) _____

d. Weight (pounds) _____

2. What does your animal eat?

3. Is your animal a carnivore, herbivore, or omnivore?

4. What habitat does your animal live in? (forest, desert, ocean, jungle, etc.)

5. What country does your animal live in?

6. How long does your animal live? (life span) years

Handwriting practice lines for question 6, consisting of two sets of three horizontal lines each (top solid, middle dashed, bottom solid).

7. Does your animal lay eggs or have babies?

Handwriting practice lines for question 7, consisting of two sets of three horizontal lines each (top solid, middle dashed, bottom solid).

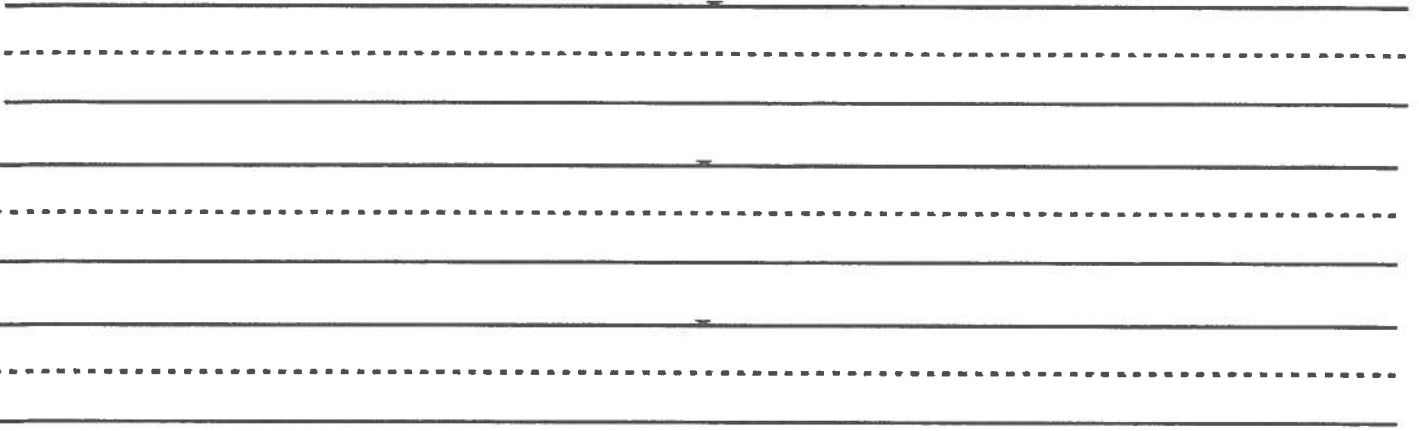
8. What are the babies called?

Handwriting practice lines for question 8, consisting of two sets of three horizontal lines each (top solid, middle dashed, bottom solid).

A. What are some interesting facts about your animal?

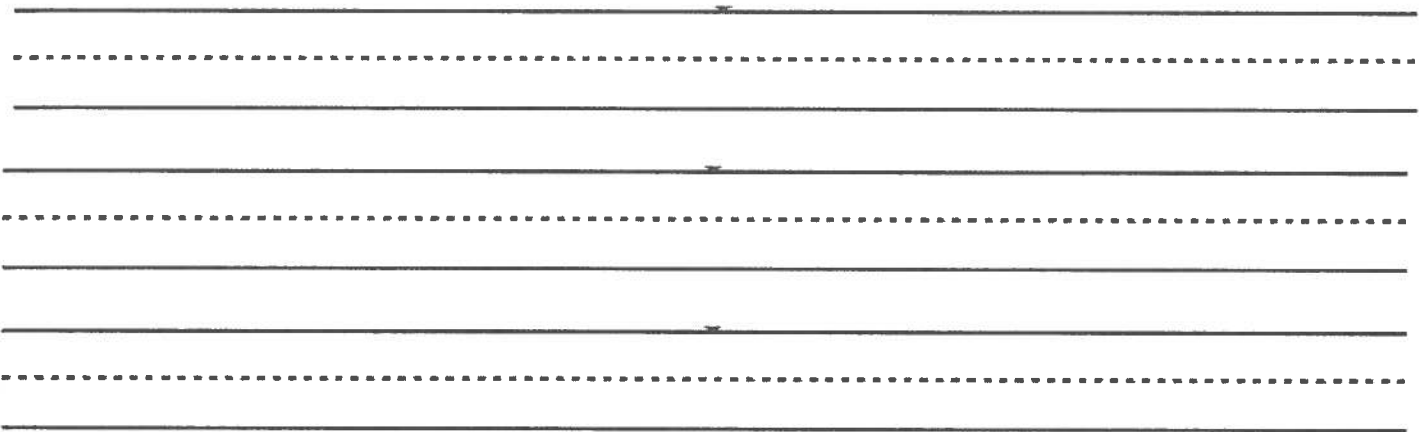
Handwriting practice lines for question A, consisting of two sets of three horizontal lines each (top solid, middle dashed, bottom solid).

B.



Handwriting practice lines for section B, consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

C.



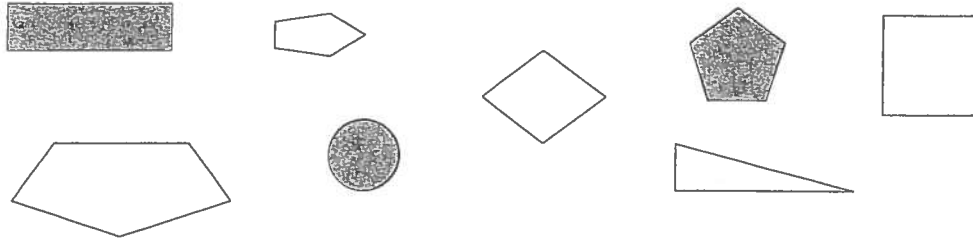
Handwriting practice lines for section C, consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



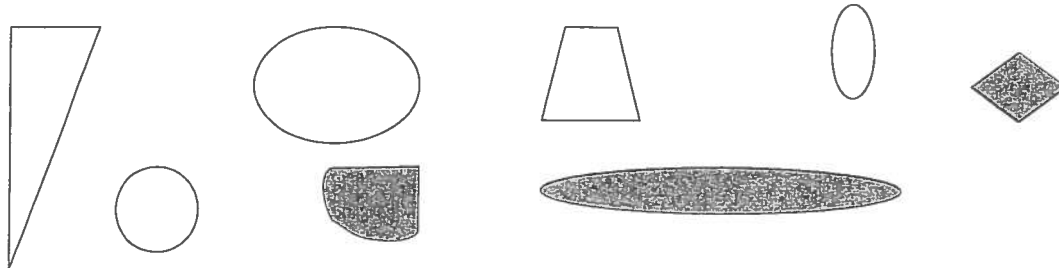
Name _____

Date _____

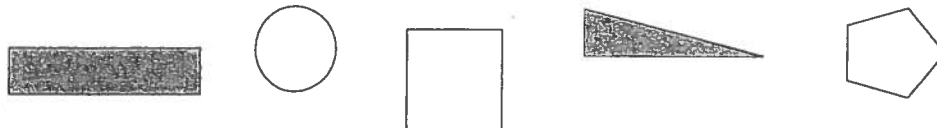
1. Circle the shapes that have 5 straight sides.



2. Circle the shapes that have no straight sides.



3. Circle the shapes where every corner is a square corner.



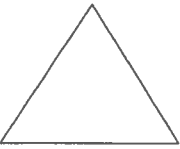
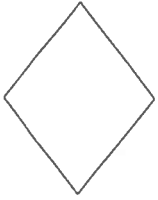
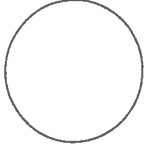
4. a. Draw a shape that has 3 straight sides.

b. Draw another shape with 3 straight sides that is different from 4(a) and from the ones above.

Name _____

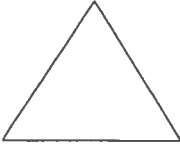
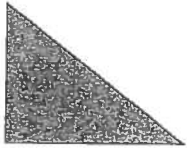

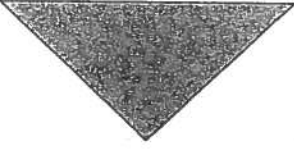
Date _____

1. How many corners and straight sides does each of the shapes below have?


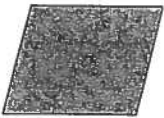
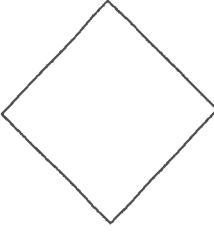
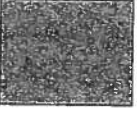
<p>a.</p>  <p>_____ corners _____ straight sides</p>	<p>b.</p>  <p>_____ corners _____ straight sides</p>	<p>c.</p>  <p>_____ corners _____ straight sides</p>
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2. Look at the sides and corners of the shapes in each row.

a. Cross off the shape that does not have the same number of sides and corners.

b. Cross off the shape that does not have the same kind of corners as the other shapes.

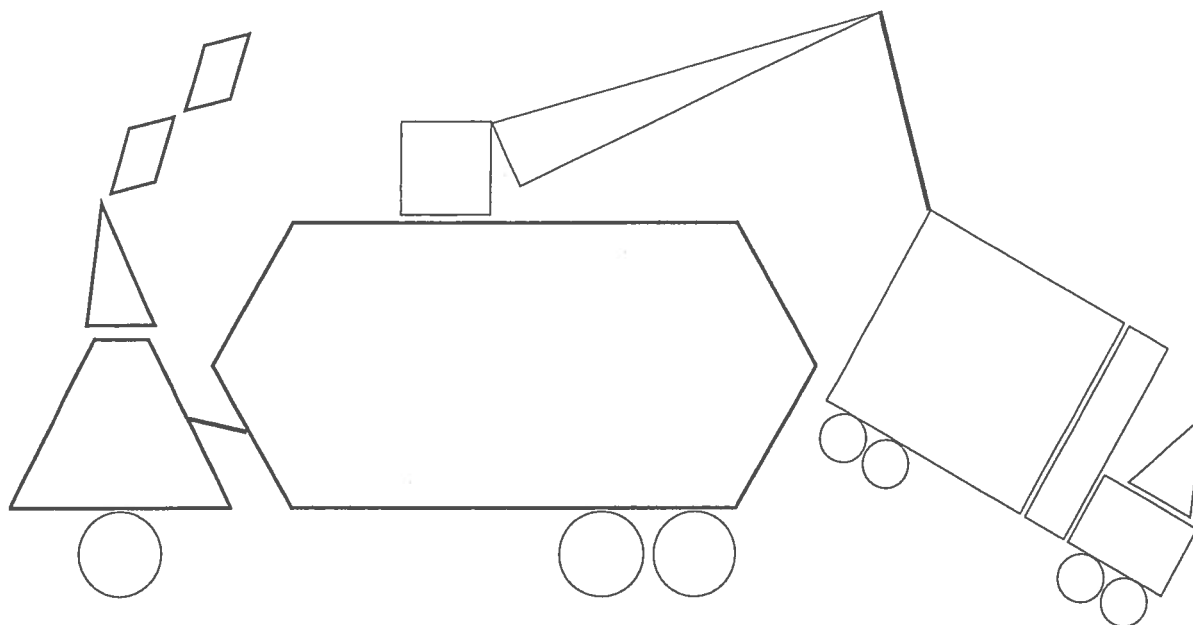







Name _____

Date _____

1. Use the key to color the shapes. Write how many of each shape are in the picture. Whisper the name of the shape as you work.



a. RED—4-sided shapes: _____

b. GREEN—3-sided shapes: _____

c. YELLOW—5-sided shapes: _____

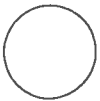
d. BLACK—6-sided shapes: _____

e. BLUE—shapes with no corners: _____

Name _____


Date _____

Write the number of corners and sides that each shape has. Then, match the shape to its name. Remember that some special shapes may have more than one name.


1. 
 ___ corners
 ___ straight sides

triangle


circle

2. 
 ___ corners
 ___ straight sides

rectangle

3. 
 ___ corners
 ___ straight sides

hexagon

4. 
 ___ corners
 ___ straight sides

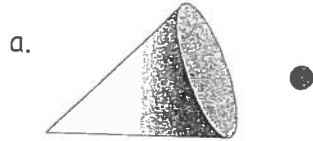
square

rhombus

Name _____

Date _____

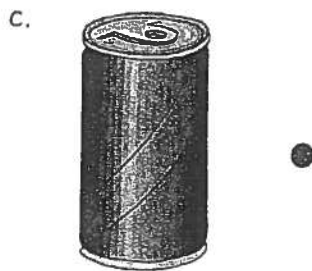
1. On the first 4 objects, color one of the flat faces red. Match each 3-dimensional shape to its name.



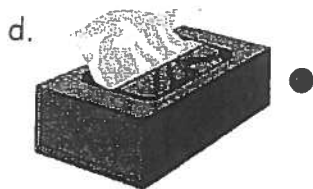
Rectangular prism



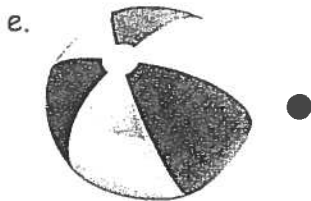
Cone



Sphere



Cylinder



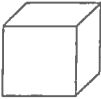

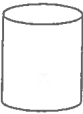


Cube



Name _____

Date _____

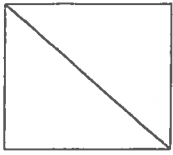
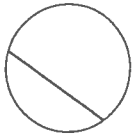
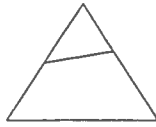
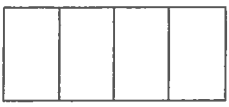
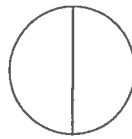
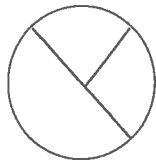
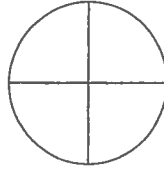

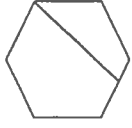
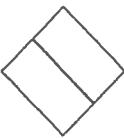
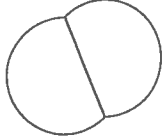




- Go on a scavenger hunt for 3-dimensional shapes. Look for objects at home that would fit in the chart below. Try to find at least four objects for each shape.

Cube 	Rectangular Prism 	Cylinder 	Sphere 	Cone 


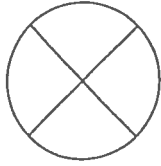
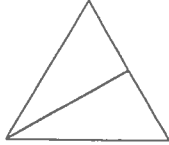
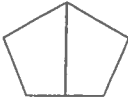
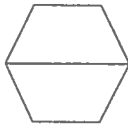
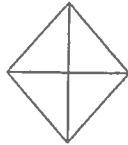
Name _____

Date _____

1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts on the line. The first one has been done for you.

<p>a. </p> <p><u> y </u> <u> 2 </u></p>	<p>b. </p> <p>_____</p>	<p>c. </p> <p>_____</p>
<p>d. </p> <p>_____</p>	<p>e. </p> <p>_____</p>	<p>f. </p> <p>_____</p>
<p>g. </p> <p>_____</p>	<p>h. </p> <p>_____</p>	<p>i. </p> <p>_____</p>
<p>j. </p> <p>_____</p>	<p>k. </p> <p>_____</p>	<p>l. </p> <p>_____</p>
<p>m. </p> <p>_____</p>	<p>n. </p> <p>_____</p>	<p>o. </p> <p>_____</p>

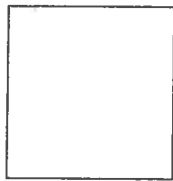
2. Write the number of equal parts in each shape.

<p>a.</p>  <p>_____</p>	<p>b.</p>  <p>_____</p>	<p>c.</p>  <p>_____</p>
<p>d.</p>  <p>_____</p>	<p>e.</p>  <p>_____</p>	<p>f.</p>  <p>_____</p>

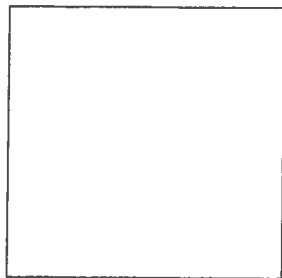
3. Draw one line to make this triangle into 2 equal triangles.



4. Draw one line to make this square into 2 equal parts.



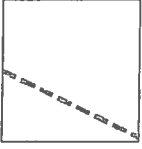




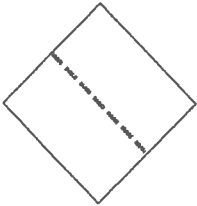
5. Draw two lines to make this square into 4 equal squares.



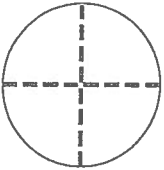
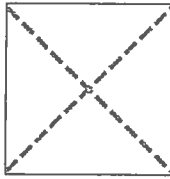
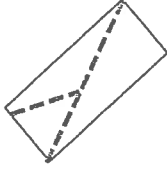

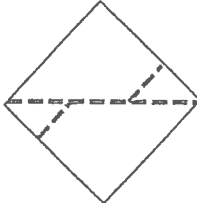
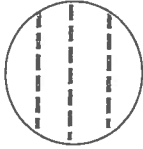
Name _____

Date _____

1. Are the shapes divided into halves? Write yes or no.

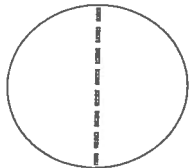
<p>a. </p> <p>_____</p>	<p>b. </p> <p>_____</p>	<p>c. </p> <p>_____</p>
<p>d. </p> <p>_____</p>	<p>e. </p> <p>_____</p>	<p>f. </p> <p>_____</p>

2. Are the shapes divided into quarters? Write yes or no.

<p>a. </p> <p>_____</p>	<p>b. </p> <p>_____</p>	<p>c. </p> <p>_____</p>
<p>d. </p> <p>_____</p>	<p>e. </p> <p>_____</p>	<p>f. </p> <p>_____</p>

3. Color half of each shape.

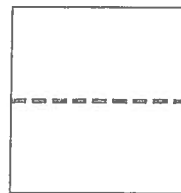
a.



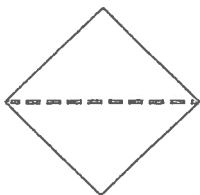
b.



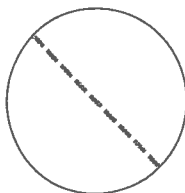
c.



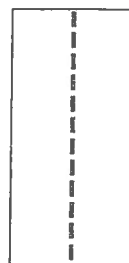
d.



e.



f.

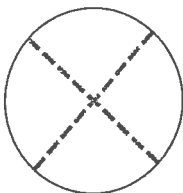


4. Color 1 fourth of each shape.

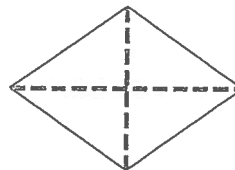
a.



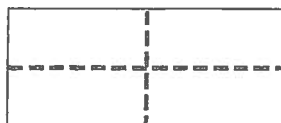
b.



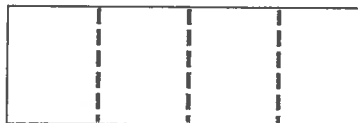
c.



d.



e.

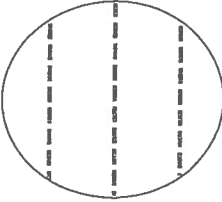
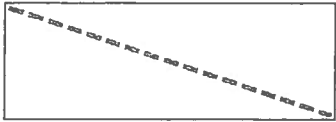
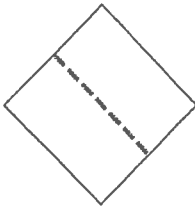

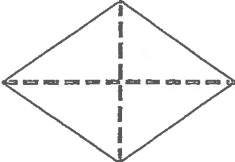
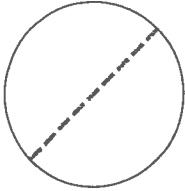
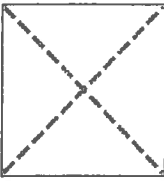





Name _____

Date _____

1. Circle the correct word(s) to tell how each shape is divided.

<p>a.</p>  <p>equal parts unequal parts</p>	<p>b.</p>  <p>equal parts unequal parts</p>
<p>c.</p>  <p>halves fourths</p>	<p>d.</p>  <p>halves quarters</p>
<p>e.</p>  <p>halves quarters</p>	<p>f.</p>  <p>fourths halves</p>
<p>g.</p>  <p>quarters halves</p>	<p>h.</p>  <p>halves fourths</p>