

Please see the standards-based activities to complete with your child on the eLearning Day. Have your child select activities to complete at home for each area to count as attendance for the day we would have spent at school.

Child's Name: _____ **Teacher:** _____

First Grade English Language Arts Activities: Please choose 3 of the activities listed to



complete. Check and initial the items your child completes.

I Can Statements

- I can identify community helpers.
- I can state-specific evidence using a text.
- I can identify punctuation in a sentence and use it appropriately.

_____ **Activity 1: Think, Collaborate, and Discuss-** Read the story to your child, or listen to your child, read the story "Community Workers." Using the paper provided below, identify the punctuation needed and create two questions you still have after reading the text.

_____ **Activity 2: Compare and Contrast-** Reread the story to your child, or listen to your child, read the story "Community Helpers." Explain the difference between community helpers for safety and community helpers for health services. Write about one helper for health and one for safety. Sort the picture cards attached.

_____ **Activity 3: Writing Response-** Would you rather: Would you rather be a health community worker or a safety community worker? Why? (4 complete sentences)

_____ **Activity 4: Sh diagraph**
<https://www.youtube.com/watch?v=HfMtsRVZWfE> (video on the Sh sound)

Sort the word cards below depending on if the word has a "sh" sound or no "sh" sound.

_____ **Activity 5 (Optional):** Access LexiaCore5 and complete a minimum of 15 minutes of instruction.

Please refer to login information sent home previously.

Reading Standards

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

Writing Standards

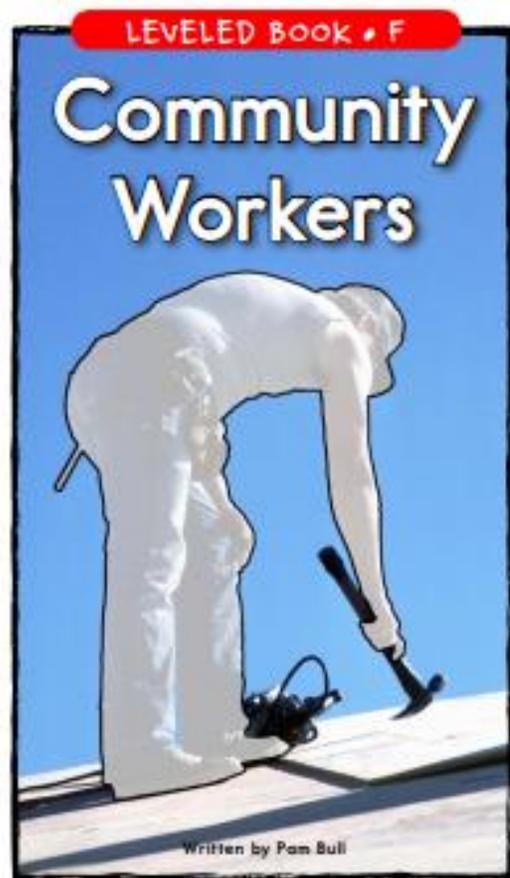
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Community Workers

A Reading A-Z Level F Leveled Book
Word Count: 84




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Written by Pam Bull

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Social Studies Standards:

1-4 The students will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.

1-4.3 Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.

Community Workers

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Table of Contents

Introduction	4
Keeping People Healthy	5
Keeping People Safe	7
Communication	9
Conclusion	11
Index	12

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Community Workers
Level F Leveled Book
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Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



Community Workers • Level 1

3



Introduction

Community workers are people who work in a community.

4



Keeping People Healthy
Who is this community worker?
She uses a **thermometer**.

Community Workers • Level F

5



She is a **doctor**.
She helps people keep healthy.

6



Keeping People Safe

Who is this community worker?
She uses a hose.



She is a **firefighter**.
She helps put out fires.



Communication

Who is this community worker?
He uses a bag to **deliver** mail.



He is a **mail carrier**.
He helps people keep in touch.



Conclusion

Community workers help people everywhere. Who are some workers in your community?

Glossary

community	group of people who live together in one area (p. 4)
deliver	to bring something to someone (p. 9)
doctor	person trained to take care of sick people (p. 6)
firefighter	person trained to put out fires (p. 8)
mail carrier	person trained to deliver the mail (p. 10)
thermometer	a device used to measure temperature (p. 5)

Index

community workers, 4, 11
doctor, 6
firefighter, 8
mail carrier, 10

Name _____

- ① A doctor helps keep people healthy ____
- ② Who helps put out fires ____
- ③ A mail carrier helps people keep in touch ____
- ④ Who helps you learn at school ____
- ⑤ Who helps you in your community ____



My Questions:

Instructions: Have students read each sentence and write a question mark or a period on the line to complete the sentence. Then, have them write two questions of their own on the lines.

Skill: Question Marks

Name _____

Health

Safety

--	--

Community Workers + Level B + 1



Skill: Classify Information

Instructions: Have students cut out the pictures of the workers and paste them in the appropriate column.

cash	shut	wish	chip
stop	wasp	shed	dress
sheet	fast	rat	push
send	show	mash	spin
lost	she	stay	ship
trash	shout	mess	shy

First Grade Math Activities: Please choose 3 of the activities listed to complete. Check and initial the items your child completes.

I Can Statements

- I can decompose numbers in a variety of ways.
- I can write numbers from 1-120.
- I can identify and draw 2-D shapes around my house.

Activity 1:

Students will write their numbers from 1-120 on a piece of paper.

Activity 2:

Play an addition game to practice adding. Collect a small pile of objects (cereal, pennies, toys, etc.). Split the objects into three groups. Say or write an equation to represent the groupings of objects. For example, "I have 16 beans. I can split the beans into groups of 5, 7, and 4. So, $5+7+4=16$." Put the piles back together and split the objects again in a different way. Repeat until all possible combinations are found.

Activity 3:

Go on a 2-dimensional shape scavenger hunt around the house. Draw and label the shapes found.

Activity 4 (Optional): Access Dreambox Learning and complete a

minimum of 15 minutes of instruction. Please refer to login information sent home previously.



Math Standards:

1.NS.B.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.

1.NS.B.2 Understand place value through 99 by demonstrating that: c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.

1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).

First Grade Science Activities: Please choose 1 Science activity to complete. Check and initial the item your child completes.

I Can Statement:

- I can show an understanding of the properties and uses of Earth's natural resources/stuff that comes from the ground, air, water. (not made by man)

_____ **Activity 1:** Write a paragraph explaining which type of soil is best for growing plants. Use the lined paper to write your paragraph.

_____ **Activity 2:** Read and complete the activities on pages 92-93 in the Interactive Science book located in the Science Resource section of this document.

Science Standard:

Standard: 1.E.4: The student will demonstrate an understanding of the properties and uses of Earth's natural resources.

Indicators: 1.E.4A.1: Analyze and interpret data from observations and measurements to compare the properties of Earth materials (including rocks, soils, sand, and water).

My child has completed the required learning activities during the eLearning day. This paper must be returned to your child's teacher within 3 school days of the eLearning day.

Parent Signature

Date

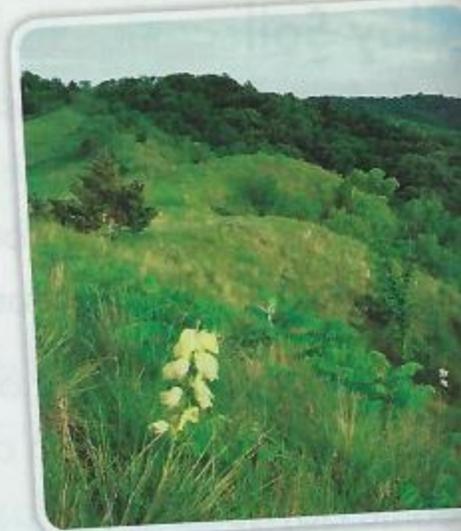
Soil with Silt and Sandy Soil

Some soil is mostly made of silt.
Soil with silt can feel smooth.
Soil with silt is often brown.
Plants often grow well in soil
with silt.

Sandy soil is mostly made of sand.
Sandy soil feels dry and rough.
Often sandy soil is tan.
Sandy soil does not hold water well.
Most plants do not grow well
in sandy soil.

Compare and Contrast

Write one way that soil with silt is
different from sandy soil.



These hills have
soil with silt.



This desert has sandy soil.

Loam soil is best for gardens.



loam

Loam

Loam has clay, silt, and sand.
Loam has humus too.
Loam feels wet.
Loam is often dark brown.
Loam has the right amount of water and air.
Plants grow well in loam soil.

Circle what is in loam.

Draw how you could use loam.