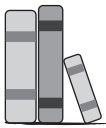




✓ Activity Checklist

- Complete Getting Started Activities
- ✓ **Cycle 1**
 - Watch reading video: *Adam Apple*
 - Complete 1st reading activity on page 1 of the Activities Book
 - Complete math activity on page 2 of the Activities Book
 - Complete 2nd reading activity on page 3 of the Activities Book
- ✓ **Cycle 2**
 - Watch science video: *What's the Matter?*
 - Complete science activity on page 4 of the Activities Book
 - Complete 3rd reading activity on page 5 of the Activities Book
- ✓ **Cycle 3**
 - Watch 2nd reading video: *Fun with Letters: M, C, T, S, P*
 - Complete 4th g reading activity on page 6 of the Activities Book
 - Complete social studies activity on page 7 of the Activities Book
 - Complete handwriting activity on page 8 of the Activities Book
- ✓ **Cycle 4**
 - Watch writing video: *Matter: It Really Does Matter!*
 - Complete writing activity on page 9 of the Activities Book
 - Complete 5th reading activity in the Guide Book
 - Read a sight word book



Books

Week 1 Activities Book
Arthur's Family Vacation by Marc Brown
 Student's favorite story book



Materials

- | | |
|---------------------------|-------------------------------|
| Scissors | Glue |
| Crayons | Pencils |
| Markers | Highlighters |
| Highlighter tape-2 colors | Scrap paper |
| Paper punch | Chalkboard or dry erase board |
| Ribbon or yarn | Chalk or dry erase markers |
| Eraser for board | 100 paperclips |
- 9x12" white construction paper, folded in half- enough for 1 page for each family member
 Digital camera and printer, if possible
 OR
 Camera with film to be developed and cut



Videos

- Reading:** *Adam Apple*
Science: *What's the Matter?*
Reading: *Fun with Letters: M,C,T,S,P*
Writing: *It Really Does Matter!*

Getting Started Activities



Newsletter

Write a newsletter to your student on large lined paper. Leave some blanks so your student can complete the newsletter while you work on your Getting Started Activities. You should write the responses for any blank space this week. Point to each word in the newsletter as you read it aloud.

Dear _____,

Welcome back to school! You are a first grader this year! I hope you are excited to learn and have fun. Today is _____. We will read a story together. We will also talk about family. I hope you have a marvelous Monday in school!

Your teacher, _____

Read this newsletter to your student. Say 'blank' when you come to a blank space. Ask your student to find the capital letters and end marks that show sentences. Have him circle the capitals letters at the beginning of sentences and the end marks. Tell your student that you will need his help to finish the rest of the newsletter. You can finish it as you complete the rest of the Getting Started Activities.



Calendar

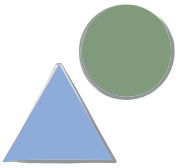
Use the magnetic calendar.

- Tell your student that he will be learning how to use the calendar.
- Show him the days of the week at the top of the calendar. Explain that there are seven days in the week; Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.
- Teach your student to sing the "Days of the Week Song" to the tune of "The Addams Family." If you are unfamiliar with the tune, you may search for it on the Internet.
 - *There's Sunday and there's Monday,*
 - *There's Tuesday and there's Wednesday,*
 - *There's Thursday and there's Friday,*
 - *And then there's Saturday!*
 - *Days of the Week (finger snap, finger snap)*
 - *Days of the Week (snap, snap)*
 - *Days of the Week, Days of the Week, Days of the Week (snap, snap)*
- Tell your student that you need his help to fix the calendar. First, you have to say the name of the month. Point to the month on the calendar. Say the letter the month begins with and the sound it makes. Example: if the month is September, you will say "This month begins with the letter S. S makes the sound /s/. Look, the S is bigger than the other letters. It is an uppercase letter. This month is called September." Ask your student to say September. If he has difficulty, break the word into syllables. Sep-tem-ber. Have your student say the syllables and then say the whole word.
- Next, point to the year. Tell your student the year. Ask him to repeat the year.
- Then, tell your student to look for today's date. Put your finger on the date for today and read the number, then say, "Today's date is the first. The number 1 represents the first when we write the date."

- Now tell your student that he will find the day of the week. Put your finger on the date again and slide your finger up to the day of the week. Tell your student what the day of the week is. You can say, "I put my finger on the date for today and slide my finger up. This tells me what day it is today. I see a day that begins with the letter M. M makes the sound /m/. Monday. Say that with me...Monday. Today is _____." (Leave the word Monday off and see if your student can complete the sentence by saying Monday.)
- Tell your student that you need to write the word *Monday* in the newsletter. Point to the sentence in the newsletter as you read it. "Today is Monday." Say the letters as you spell them. Capital M-o-n-d-a-y.
- Follow the same format to find yesterday. Put your finger on the date for yesterday and tell him the number. Then slide your finger up to tell him what day of the week it was yesterday.
- Repeat the same format to find tomorrow. Put your finger on the date for tomorrow and tell him the number. Then slide your finger up and tell your student what day of the week tomorrow will be.



Patterns



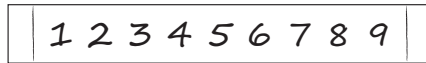
You will use an ABAB pattern this week, meaning two alternating colors. On a sentence strip, draw a red square, a blue square, a red square, and a blue square. Tell your student that each day he will tell you what color square will go on the chart to continue the pattern. Ask your student what color square will go on the chart today. He should answer that a red square will be used. You or your student may draw the colored square on the sentence strip. Have him repeat the pattern up through today; red, blue, red, blue, red.

1 Days in School

2
3

Show your student the Days in School Chart.

- You will have three containers marked "ones," "tens," and "hundreds."
- You also need sentence or number strips, which are long thin pieces of paper. You will write a number for each day of school on the paper. Hang the strip where your student can see it every day.

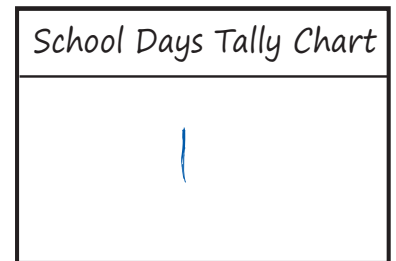


- Explain that you will add one item (straw, bean, Popsicle stick, etc.) for each day your student is in school.
- Ask him to put the very first item in the ones container. Explain that this container is labeled ones. We put one item in this container everyday we are in school.
- Write the number 1 on the number strip. Help your student make a connection between the object and the number by asking him to count the ones. He should reply 1. If he has difficulty, you can model by saying we have 1 (straw, bean, etc.). Tell him that since we have 1 item in the ones section, we need to write the number 1.



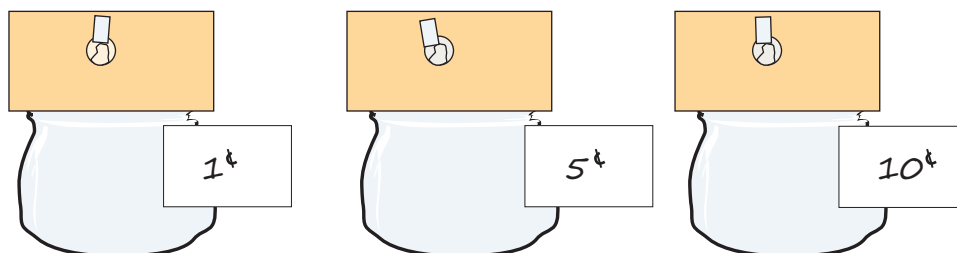
Tally Chart:

You will keep track of the days in school by using a tally chart. Fold a plain piece of 8½" x 11" paper into four horizontal sections. Write the title, "School Days Tally Chart" at the top of the page. Then put the page inside of a clear plastic page holder, which will act as a dry erase board. This chart will be kept with the other Getting Started Activities. Using a dry erase marker, begin today by putting one tally mark in the top section of the paper. Each day you or your student will add a tally mark and count the days of school = 1 day.



Money:

Each day you will count a penny to mark the day. As you go along, you will trade the pennies for nickels, dimes and quarters. Right now, you will need three plastic snack-size bags to tape or staple next to the rest of the morning activities. Above each bag, fasten an index card with the coin type taped onto the card; penny, nickel, dime. Next to the bag, you will fasten a piece of paper on which to write the amount for the day. Today, ask your student to put the first penny in the bag under the penny card. Write on the paper, "1 ¢". Read the money amount and have your student repeat the amount: "Today we have 1 cent."





Math Journal

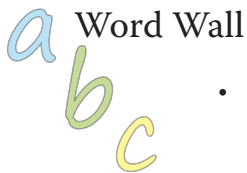
Each day, you will give your student a math “Question of the Day” to write and work out in a composition book. Your student may decorate the cover of his journal. For today, ask your student to draw a picture of the problem you will read to him: “Two ladybugs were sitting on a leaf. One more ladybug came to join them. How many ladybugs are there altogether?” Your student should begin the problem by drawing a picture of two ladybugs on a leaf. The next step is to draw one more ladybug on the leaf. Then Have him count all the ladybugs together to get an answer of 3. Your student should then write the number three next to the picture of the three ladybugs. This activity may take the whole page if needed. Your student will start a new page every day.



Weather Report

Have your student use the chart in the Activities Book to keep track of his predictions. The weather chart is available at the beginning of the Week 1 Activities Book. After removing this page, keep it with the other Getting Started Activities to track the weather for the next two weeks. *Do the following activities with your student:*

- Show the weather chart to your student. Tell him, “We will color in a block for the type of weather we have each day.”
- What is today’s weather?
- Have your student color a block in the weather chart for today’s weather.
- Explain to your student that, “We will predict or guess what the weather will be like tomorrow. It is fun to make predictions each day and then check to see if we were right.” Today, you and your student should predict the weather for tomorrow. You may want to write your predictions down so you can remember them tomorrow.



Word Wall

- Point out the Word Wall to your student. Explain that you will fill the wall with many words that he learns this year. To start the Word Wall, have your student write his name on an index card. You can help if needed. You can also write your name on a card. Make a big production about putting the first two words on the Word Wall. Put the words just below the letter they begin with. Example: The name Mary belongs under the letter M.