

# **OAKVIEW ELEMENTARY SCHOOL**

*350 DuBois Avenue*

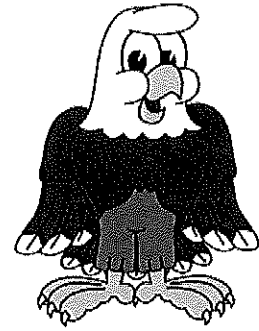
*WEST DEPTFORD, NEW JERSEY 08096*

**Mrs. Laura Sandy, Principal**

*Ms. Jennifer Gilman, Assistant Principal*

**PHONE: 856-845-1856 FAX: 856-845-3241**

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Day 5

Dear parents/guardians,

The activities attached have been created by our first grade teachers to provide your child with assignments that cover concepts taught in math, language arts literacy, and science. We at Oakview Elementary School believe that through communication and cooperation between the school and parents/guardians we can enhance students chances for success. If you have any questions regarding the assignments please don't hesitate to reach out to your child's teacher via email or myself.

Sincerely,

Laura Sandy  
Principal, Oakview Elementary School  
[lsandy@wdeptford.k12.nj.us](mailto:lsandy@wdeptford.k12.nj.us)

# First Grade Language Arts - Day 5

## Word Work

Choose 10 trick words from the list and complete 1 menu activity each day

## Reading

Log on to <https://www.raz-kids.com/>

Select a story to read.

Complete the comprehension questions.

Please contact your teacher if you need login and password information.

## Listening Comprehension

Listen and respond to today's story: Just a Little Luck

## Writing

Select one writing prompt from the list below. Remember to use your best handwriting, capitalization, and punctuation. Your writing should be a minimum of 5 sentences.

1. While I was walking I found a...
2. If I won \$100 I would...
3. My best friend is...
4. The best part of summer/winter is...
5. My favorite thing in my classroom is...
6. If I was in a toy store and I could pick a free toy...
7. For breakfast, I like to eat...
8. Would you rather have a dog or a cat? Why?
9. The best part of school is...
10. If I lived in an amusement park....

Choose 10 trick words and complete 1 activity today!

|  |  |   |
|--|--|---|
| <p><b>MARKER MAGIC</b></p> <p>Write your words with a white crayon. Color over your words with a marker or watercolors until the words magically appear! Let it dry and bring it to class!</p> | <p><b>CHALK TALK</b></p> <p>Write your words in chalk on the sidewalk! Take a picture or have a parent sign!</p>   | <p><b>RAINBOW WORDS</b></p> <p>Write your words in pencil then trace over each words in three different colors!</p>   |
| <p><b>PLAY-DOH PRACTICE</b></p> <p>Use Play-Doh to spell your words! Take a picture or have a parent sign!</p>   | <p><b>MAKE A MASTERPIECE</b></p> <p>Use watercolors, finger paint, markers, and/or crayons to create a piece of art using your spelling words!</p>   | <p><b>TALENTED TYPING</b></p> <p>Use a computer to type your words! You can change the fonts, colors, and sizes and add clip art! Email or print and bring to class!</p>  |
| <p><b>SILLY SENTENCES</b></p> <p>Write a silly sentence with your spelling words!</p>  | <p><b>TEACHER'S ORDERS!</b></p> <p>Write your words in ABC order and reverse ABC order!</p>  | <p><b>WE'RE GOING ON A WORD HUNT!</b></p> <p>Draw a picture, then hide all of your spelling words somewhere on the page. Bring this to class and challenge your teacher to find your words!</p>   |
| <p><b>FANCY NANCY SPELLING</b></p> <p>Write your words using curly, swirly, or bubble letters! Be creative!</p>  | <p><b>BUILD A PYRAMID</b></p> <p>Choose a spelling word. Write the first letter of the word, then on the next line write the first two letters of your word. Continue with this pattern until you have spelled the entire word.</p> <p>T<br/>Tr<br/>Tre<br/>Tree</p> | <p><b>MEMORY MATCH</b></p> <p>Make two flashcards for each spelling word and mix them up. Place them face-down on a table or the floor. Turn over two cards. If they are a match, put them in a pile. If they are not a match, turn them back over and try again. Try to remember where the words are! Continue until you have all the matches.</p> |

# FIRST GRADE FUNDATION TRICK WORDS BY UNIT

|               |
|---------------|
| <u>Unit 2</u> |
| the           |
| a             |
| and           |
| is            |
| his           |
| of            |
| <u>Unit 3</u> |
| as            |
| has           |
| to            |
| into          |
| we            |
| he            |
| she           |
| be            |
| me            |
| for           |
| or            |
| <u>Unit 4</u> |
| you           |
| your          |
| I             |
| they          |
| was           |
| one           |
| said          |

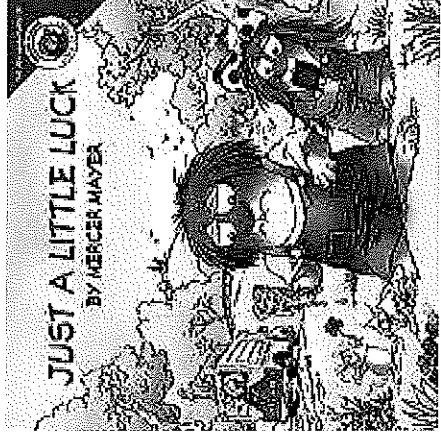
|               |
|---------------|
| <u>Unit 5</u> |
| from          |
| have          |
| do            |
| does          |
| <u>Unit 6</u> |
| were          |
| are           |
| who           |
| what          |
| when          |
| where         |
| there         |
| here          |
| <u>Unit 7</u> |
| why           |
| by            |
| my            |
| try           |
| put           |
| two           |
| too           |
| very          |
| also          |
| some          |
| come          |
| <u>Unit 8</u> |

|                |
|----------------|
| would          |
| could          |
| should         |
| her            |
| over           |
| number         |
| <u>Unit 9</u>  |
| say            |
| says           |
| see            |
| between        |
| each           |
| <u>Unit 10</u> |
| any            |
| many           |
| how            |
| now            |
| down           |
| out            |
| about          |
| our            |
| <u>Unit 11</u> |
| friend         |
| other          |
| another        |
| none           |
| nothing        |

|                |
|----------------|
| <u>Unit 12</u> |
| people         |
| month          |
| little         |
| been           |
| own            |
| want           |
| Mr.            |
| Mrs.           |
| <u>Unit 13</u> |
| work           |
| word           |
| write          |
| being          |
| their          |
| first          |
| look           |
| good           |
| new            |
| <u>Unit 14</u> |
| water          |
| called         |
| day            |
| may            |
| way            |

# Today's Story:

## Just A Little Luck

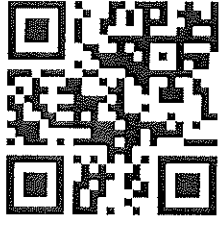
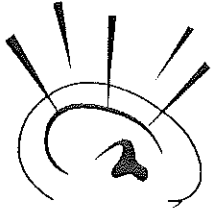
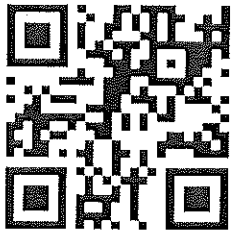
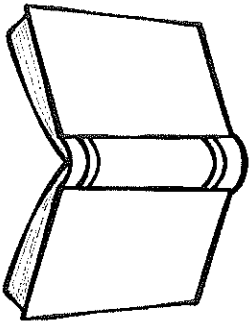


### DIRECTIONS:

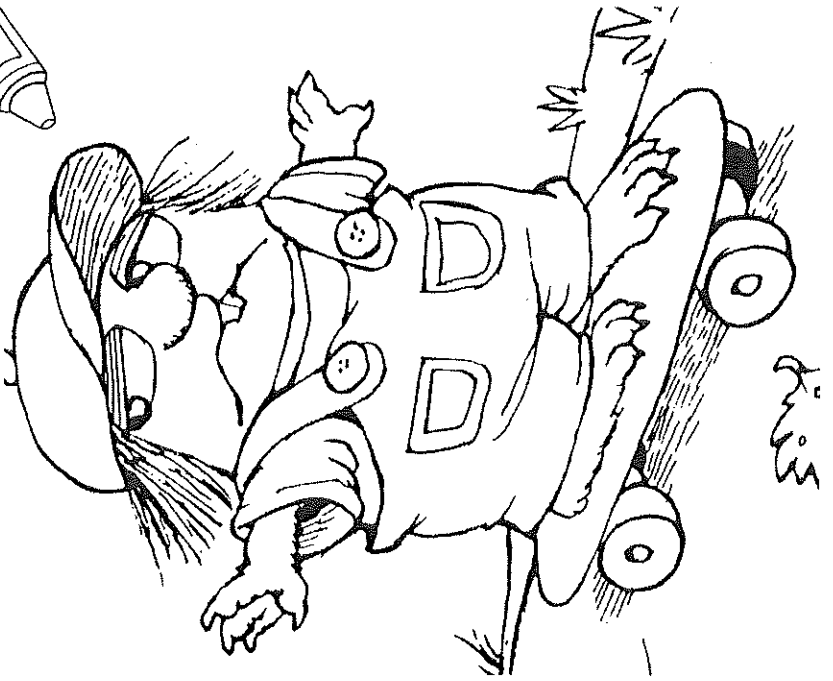
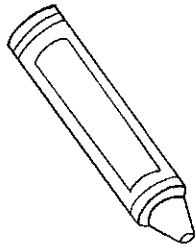
- To **listen** to the story please **copy** and **paste** the following link into your web browser:  
  
<http://safeshare.tv/w/pBBJVuMsHD>
- After listening to the story. Please respond to the story by choosing one of the two activities.

# Just a Little Luck

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

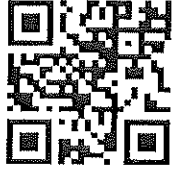
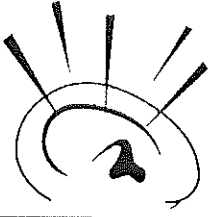
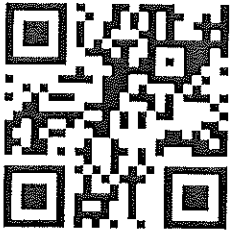
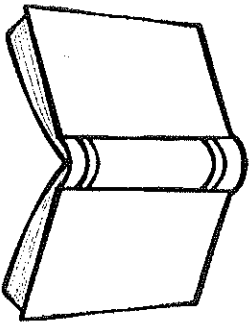


Draw your favorite part of the story.

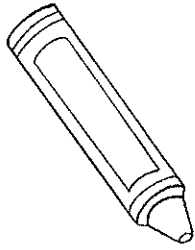


# Just a Little Luck

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

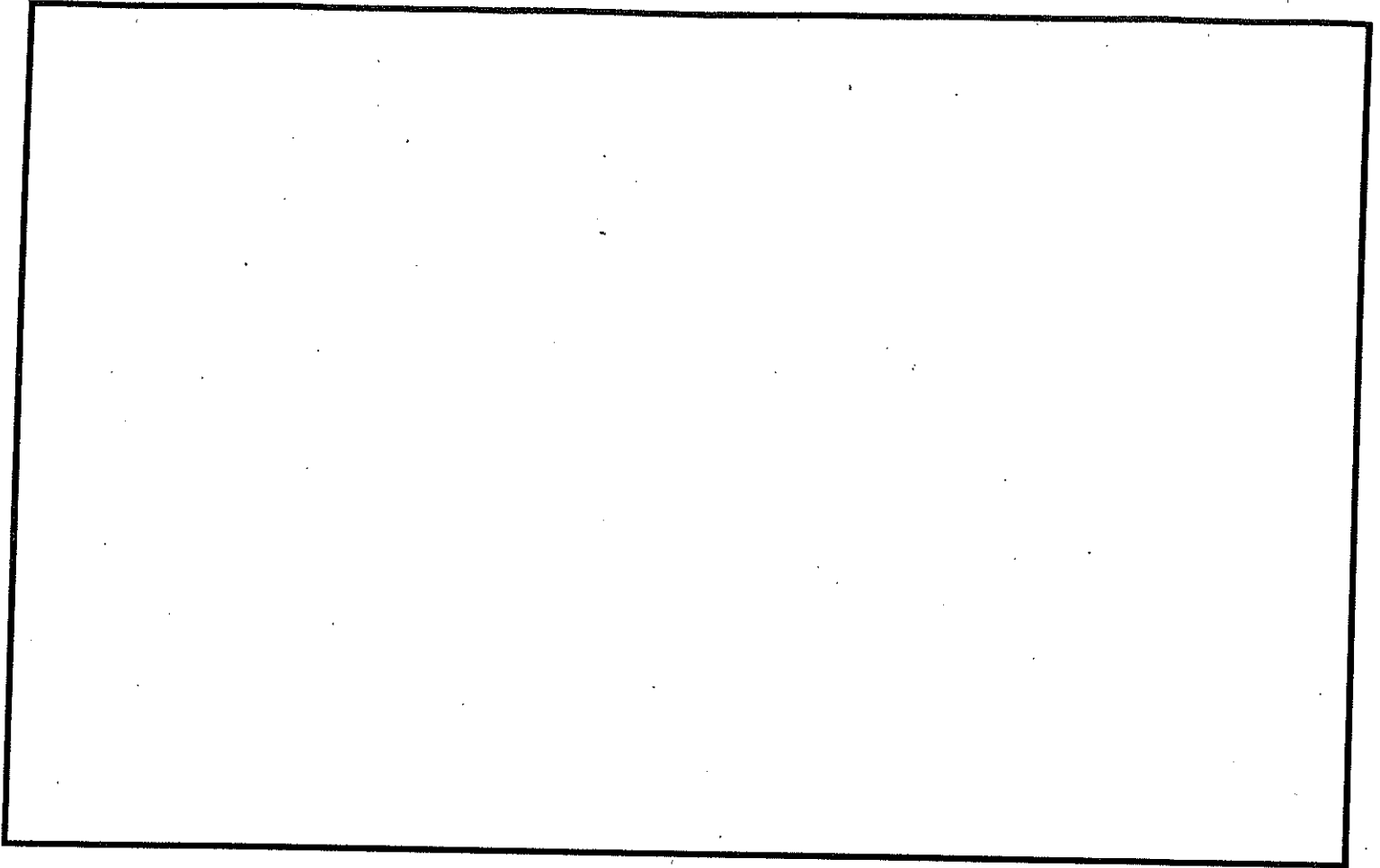


Write about a time  
when you felt like  
you had bad luck.



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

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



Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Capital Letters     Spaces     Punctuation     Neat Handwriting



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

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Capital Letters  Spaces  Punctuation  Neat Handwriting

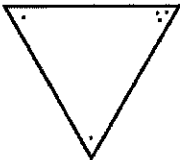
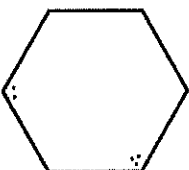
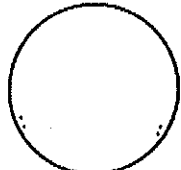
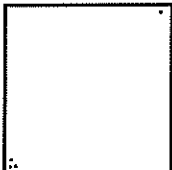

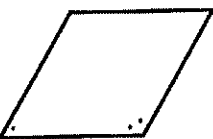
For math, please watch the following shape song then play 2-D shape memory game

Shape Song

Or visit <https://www.youtube.com/watch?v=pQ5mZlInE6s>

## 2-D Shape Memory Game

Cut out the cards.  
Turn them over.  
Work with a partner to find a match.

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
|  |  | triangle   | rectangle   |
| square  | rhombus   | hexagon  | circle  |

Science  
Sense of Taste Experiment

**Question:** How does our sense of taste affect our daily lives?

**Materials:**

- Blind Fold or Mask
- Scientific Method Record Keeping Chart
- Foods with Various Types of Tastes (salty, sweet, sour, bitter)

**\*Please use your Scientific Method Record Keeping Chart as you complete these steps.\***

**Directions:**

1. Have a quick discussion with your child about why they think their sense of taste is important. Ask them what their world would be like if they didn't have this sense.
2. Explain to your child that they will be doing an experiment to see how well their mouth/tongue can identify different tastes... sweet, sour, salty, bitter
3. Blindfold your child (or have them close their eyes) and put an item of food into their mouth. Have them suck on, chew and swallow the food. Ask them what they think they are eating. Record each answer that your child gives to you. (Use the "Tastes" Recording Sheet)
4. Once you have covered several tastes, have your child take off their blindfold. Compare your child's answers to the actual items of food.
5. Discuss your child's results. Ask your child to talk about their favorite and least favorite taste. Discuss how our sense of taste has an effect on all our other senses. (Smell, Sight, Sound, Touch) Ask your child if they would want to eat something that didn't taste appetizing? This is a great opportunity to talk about the taste buds on your tongue.
6. Feel free to let your child blindfold you, and then repeat the same exercise! Have fun and be creative with the things you ask your child to taste!

# What's That Taste?



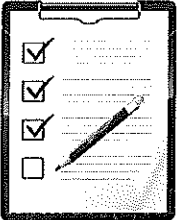

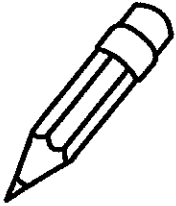
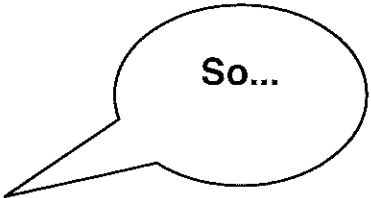
## Recording Sheet

| My Prediction<br>After I Have<br>Tasted the Food<br>Is... | The Actual Food<br>Was... |
|---|---------------------------|
|   |                           |
|   |                           |
|   |                           |
|   |                           |
|   |                           |

Name \_\_\_\_\_

Date \_\_\_\_\_

## Scientific Method

|   |                                |
|---|--------------------------------|
| <p>Ask a Question</p>              |                                |
| <p>Make a Prediction</p>           |                                |
| <p>Make a Plan and Follow it</p>  |                                |
| <p>Observe</p>                   | <p>Draw what you observed.</p> |
| <p>Record the Results</p>        |                                |
| <p>Draw a Conclusion</p>          |                                |