

1st Grade Student eLearning Activities Log Day 7

Student Name _____ Grade _____

Teacher _____

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 7

| Language Arts | Math | Social Studies | Science | Specials |
|--|--|---|---|--|
| Engage in Reading activities with RazKids, Lexia, or Imagine Espanol accessed via Clever. (www.clever.com/in/maywood89) | Engage in Math activities using Imagine Math via Clever <u>or</u> write 4 word problems. | Read "Tunnels" on RAZ kids via Clever and then complete the online quiz. Do the "Connections Writing Activity" when you are done. Design a tunnel to help people travel from one place to another. Draw your tunnel and write about its purpose. | Read "What is Wind". Answer the question after the reading. | PE: Exercise along with this video: Guardians of the Galaxy Workout https://www.youtube.com/watch?v=y2nURI5xOWU Practice throwing with Target Throwing Practice |
| Wonders/Maravillas Activities | | | | Music: Dance and sing along to a favorite song. |
| Read a story and retell using beginning, middle and end. | Complete Math handout - Standards Practice CC.1.NBT.3 and return them to school. | Complete the "Tunnels" on RAZ Kids. Do the "Connections Writing Activity" and then retell the story to a family member. Design a tunnel to help people travel from one place to another. Draw your tunnel and write about its purpose. | Read "What is Wind". Answer the question after the reading. | Art: Draw a picture of your classroom. It might include your teacher and friends. Use crayons, markers, or pencils. |

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 7: Grado 1

Nombre _____ Grado _____

Maestro/a _____

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electronico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Dia 7

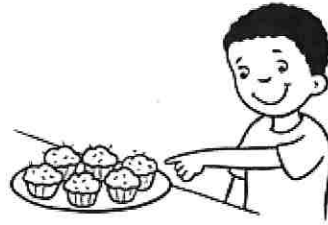
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Firma de Padres _____ Fecha _____

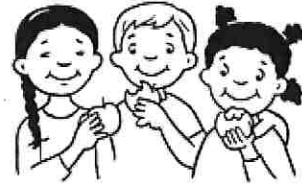
Name _____

Circle the word that completes each sentence.
Write the word on the line.

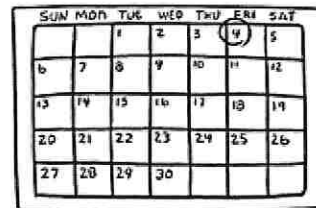
1. Do you _____ one?
 want all



2. They _____ eat a snack.
 her all



3. What _____ is this?
 call day



4. She has dots on _____ socks.
 her want



5. I will _____ Dad.
 day call



Nombre _____

Los **verbos en futuro** cuentan cosas que van a ocurrir.

Ejemplo: Iremos al parque mañana.

Lee las oraciones. Encierra en un círculo los verbos en futuro y escríbelos abajo.

1. Tomaremos una foto.
2. Camila canta muy bonito.
3. Nadaremos en el río.
4. El niño da pasitos pequeños.
5. Comeremos en casa de Susi.



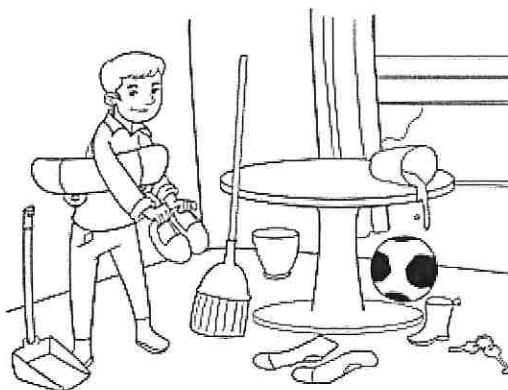
Nombre _____

Los **verbos en futuro** cuentan cosas que van a ocurrir.

Subraya el verbo en futuro para completar las oraciones.

1. Oscar (dio, dará) un paseo.
2. Vanesa (cose, coserá) un vestido.
3. Cati (corría, correrá) en el parque.
4. Carlos (cantará, canta) mañana en la escuela.
5. Esta tarde (ordeno, ordenaré) mi casa.

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Nombre _____

Las frases exclamativas comienzan y terminan con signos de exclamación.

Ejemplo: ¡Qué bien!

signos de exclamación

Coloca los signos de exclamación que faltan.

1. _____ Qué abeja enorme _____
2. _____ Vamos a correr _____
3. _____ Qué carro tan rápido _____
4. _____ Me encantan las uvas _____
5. _____ Qué grande es este perro _____

Nombre _____

Los **verbos en futuro** cuentan cosas que van a ocurrir.

Subraya los verbos en presente de las oraciones.
Luego, escribe los verbos en futuro.

1. Carla toma un helado. _____

2. Voy al parque. _____

3. Hoy comemos todos juntos. _____

4. Estamos en casa todo el día. _____

5. Yo paseo al perro. _____

Nombre _____

A. Lee las oraciones. Subraya el verbo en futuro.

1. Mañana (visitamos, visitaremos) a la tía Ana.
2. Mi perrito (nada, nadará) en el mar.
3. Malena y yo (íbamos, iremos) al parque.
4. Rafa (estuvo, estará) en la escuela toda la tarde.
5. Dani (ordenó, ordenará) la sala.

B. Escribe dos oraciones contando algo que harás el próximo fin de semana. Escribe verbos en futuro.

6.

7.



1. Corrige los errores de ortografía.

El dentista le harreglara el dientes.

2. Escribe en el espacio provisto el nombre de un pueblo o una ciudad.

El consultorio de su dentista está en

_____.

3. Escribe un antónimo de la palabra subrayada.

La distancia al consultorio es corta.

4. Corrige la oración.

Arturo y su papá llega hayá a tiempo.



1. Corrige los errores de ortografía.

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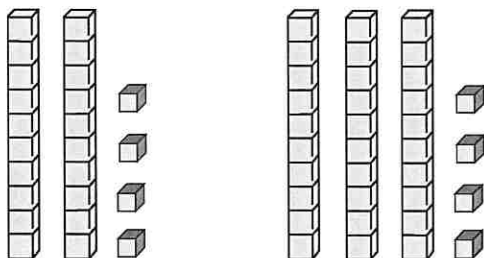
La distancia al consultorio es corta.

4. Corrige la oración.

Arturo y su papá llega hayá a tiempo.

CC.1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

1. Which symbol can you use to compare the numbers?



$$24 \bigcirc 34$$

☐ $>$

☐ $=$

☐ $<$

2. Which symbol makes the statement true?

$$63 \bigcirc 59$$

☐ $>$

☐ $=$

☐ $<$

Name _____

3. Which symbol makes the statement true?

$$80 \bigcirc 80$$

☐ $>$

☐ $=$

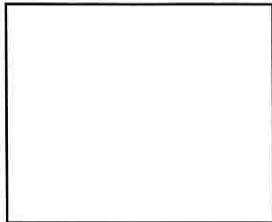
☐ $<$

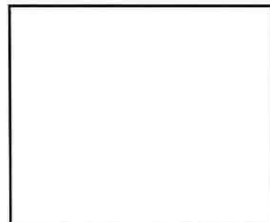
4. Think of two numbers to compare.

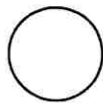
Write each number below each box.

Draw tens and ones to show each number.

Write $<$, $=$, or $>$ in the \bigcirc to compare.







Tunnels

A Reading A-Z Level F Leveled Book
Word Count: 109

LEVELED BOOK • F

Tunnels

Connections

Writing and Art

Design a tunnel to help people travel from one place to another. Draw your tunnel and write about its purpose.

Science

Think of the different materials that tunnels can be made of. Why are tunnels made from different materials? Share your ideas with a partner.

Reading A-Z

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Written by Elizabeth Jane Pustilnik

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Tunnels



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Focus Question

How are tunnels the same and different?

Words to Know

| | |
|--------|----------|
| avoid | passages |
| hidden | pipes |
| narrow | safely |

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Tunnels

Level F Leveled Book

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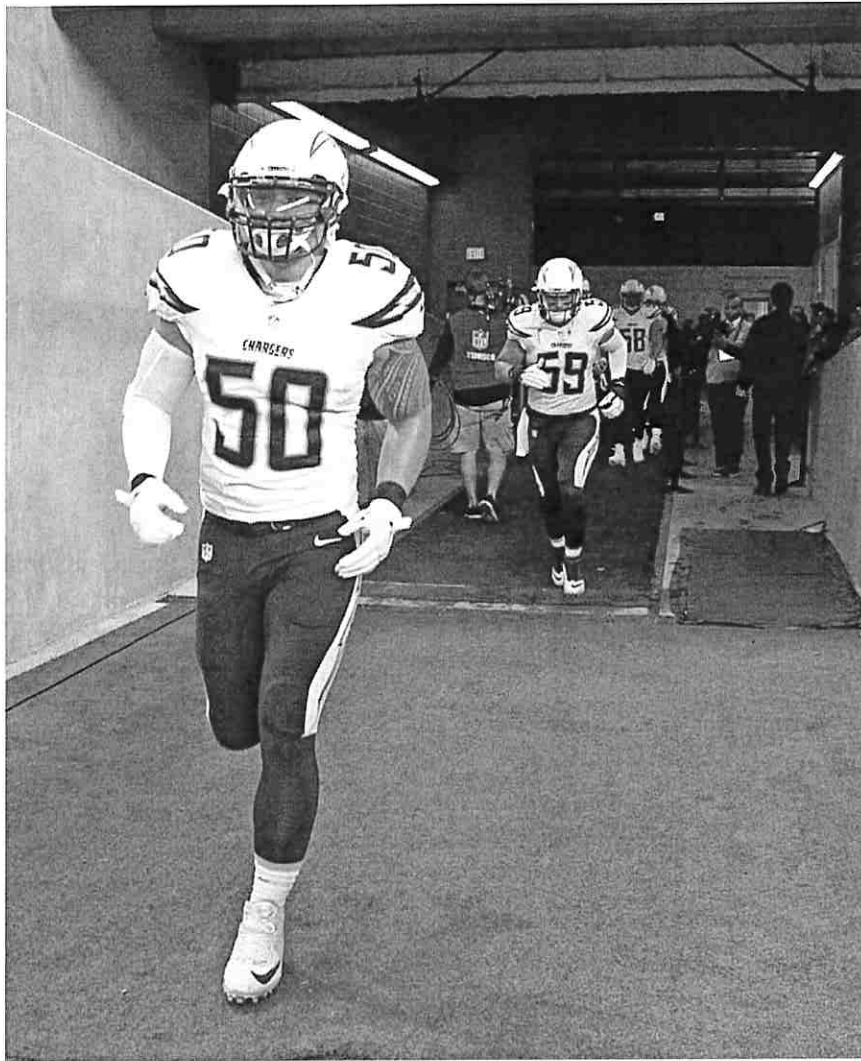
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Correlation

LEVEL F

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



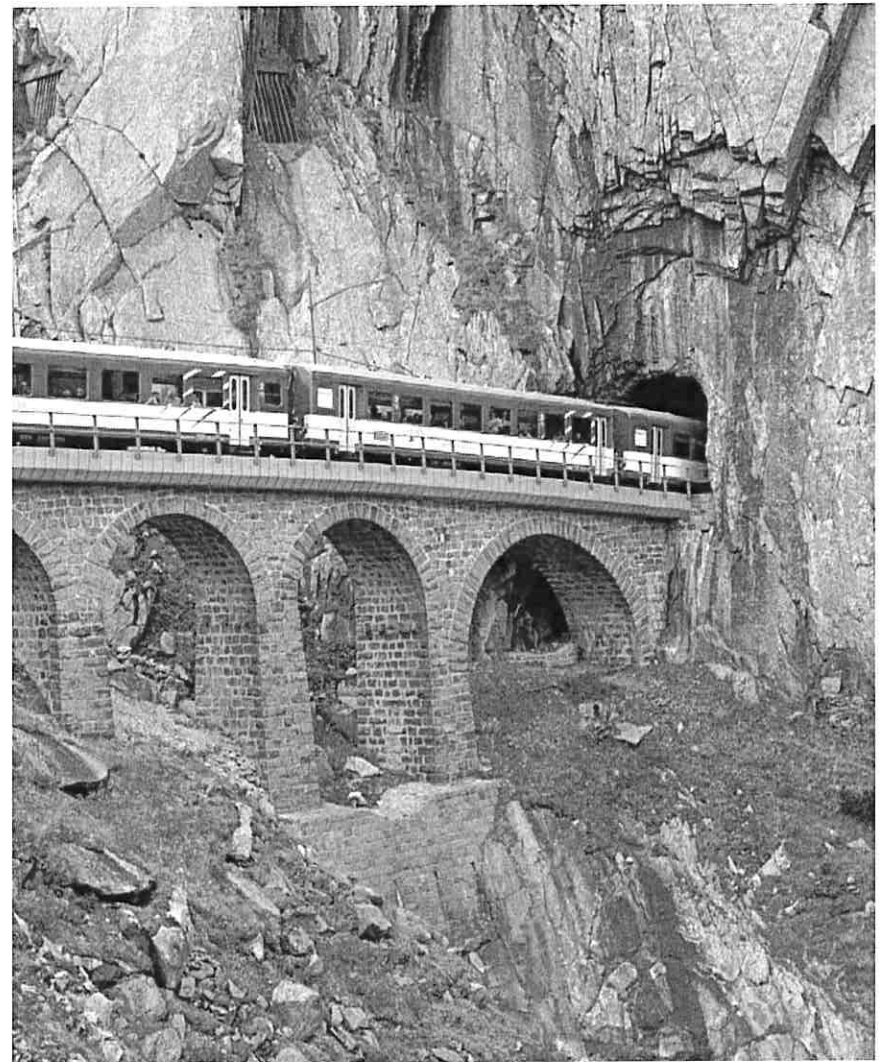
Tunnels are long, narrow, covered passages. People use many kinds of tunnels.



Some tunnels go underground. They help people avoid traffic.



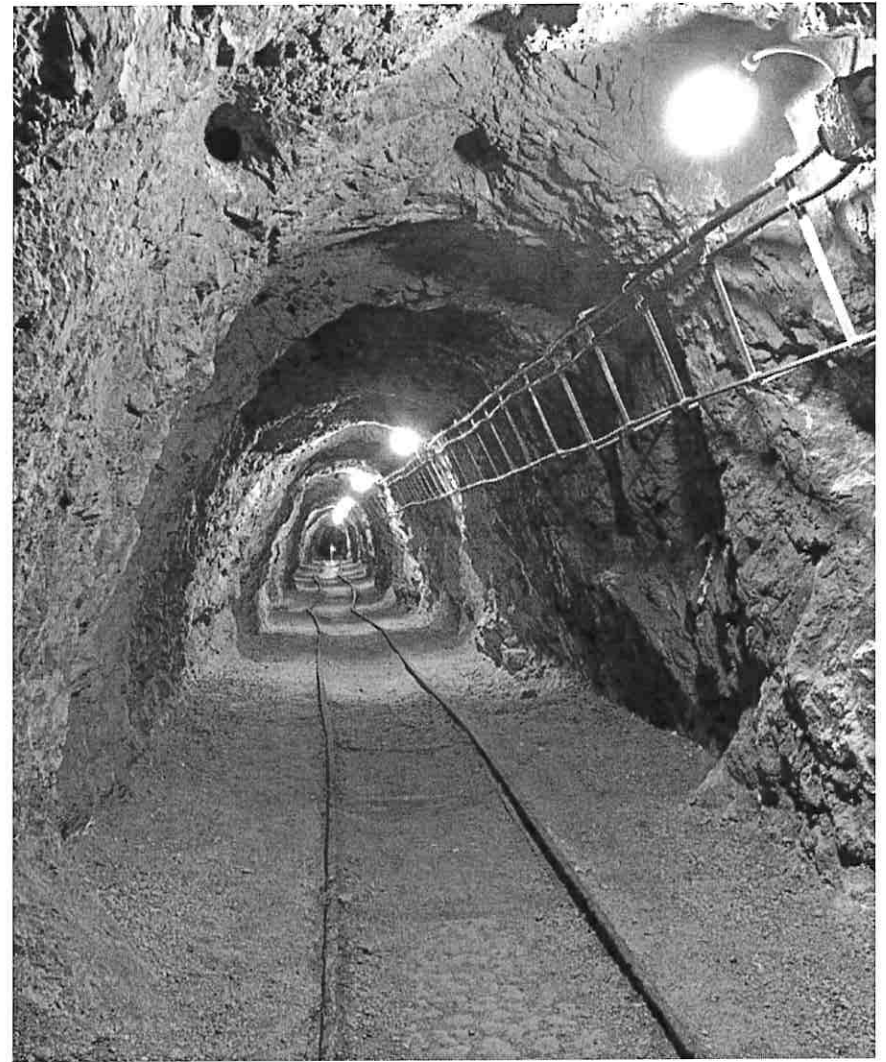
Some tunnels go underwater.
They help people avoid taking
boats.



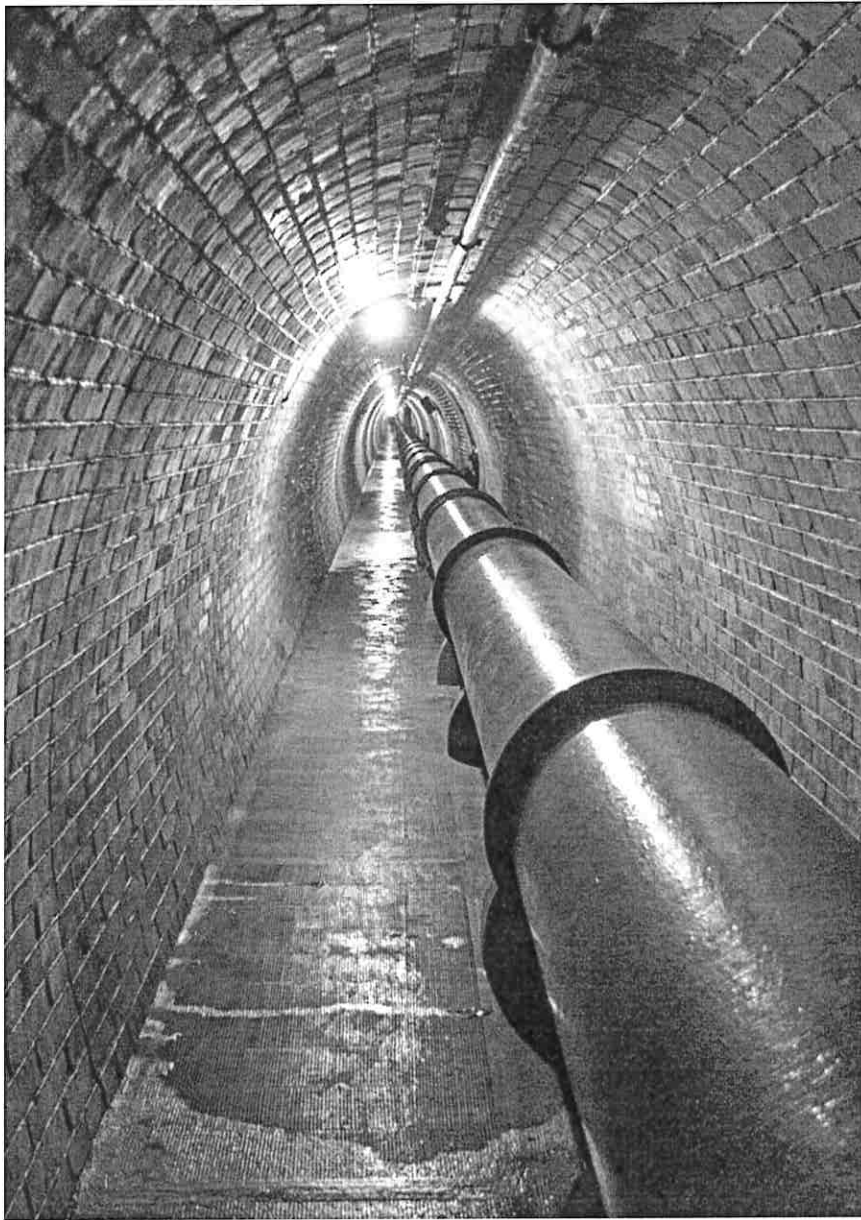
Some tunnels go through
mountains.
They help people avoid going
around or over mountains.



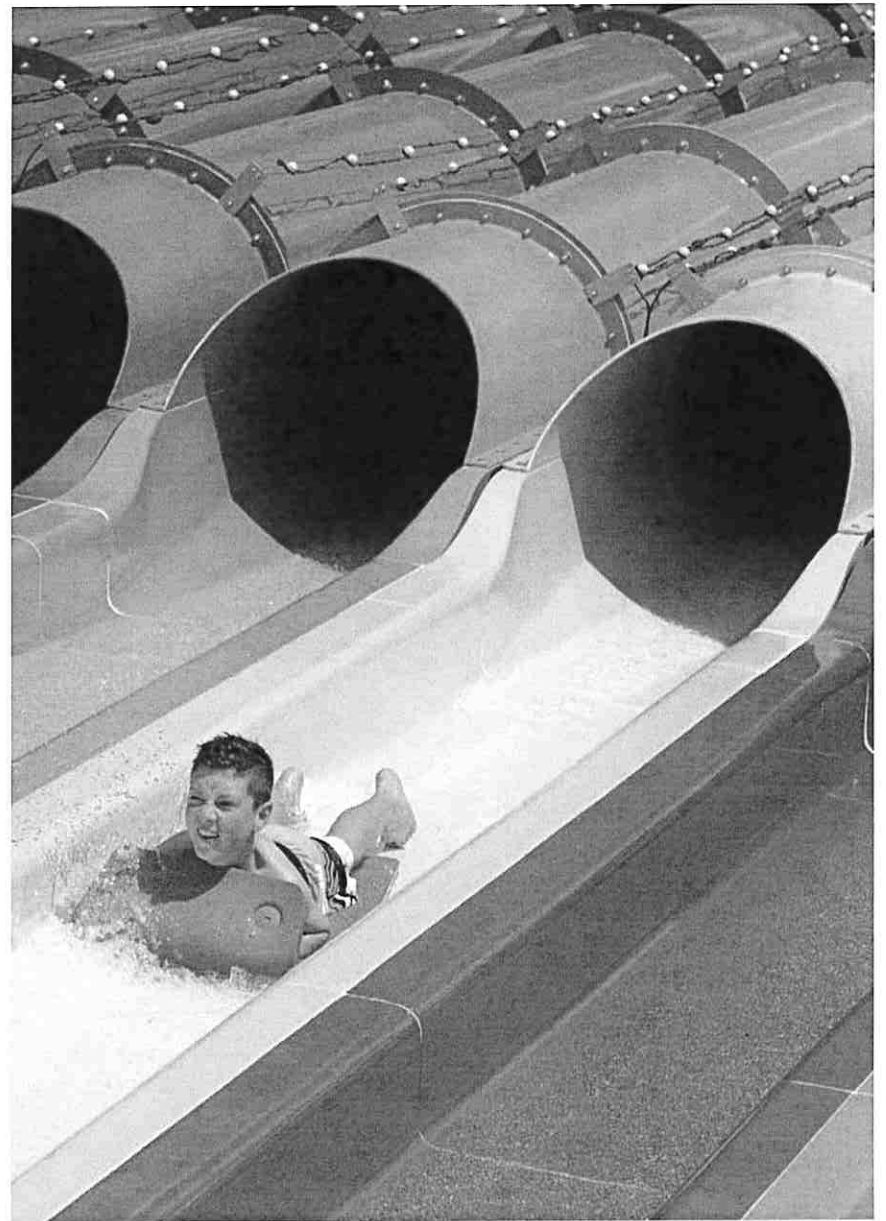
Some tunnels go under roads.
They help people walk and
bike safely.



Some tunnels go deep
into the Earth.
They help people get rocks
and metals.



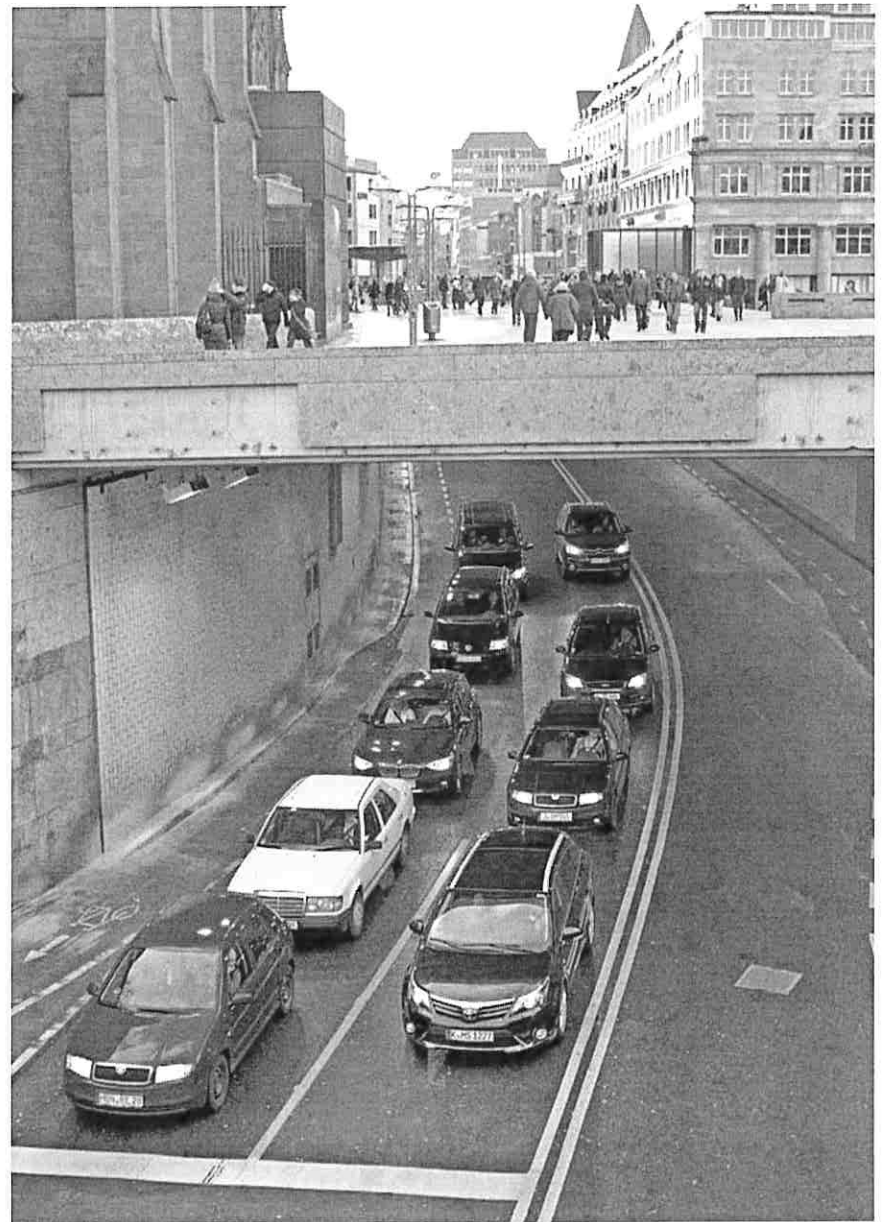
Some tunnels have pipes.
They help people get water.



Some tunnels are slides.
They help people have fun.



Some tunnels are hidden.
They help people travel
in secret.



Tunnels help people and things
move from place to place.

Túneles

Un libro de lectura de Reading A-Z, Nivel G
Número de palabras: 161

Conexiones

Escritura y arte

Diseña un túnel para ayudar a las personas a trasladarse de un lugar a otro. Dibuja tu túnel y escribe sobre su propósito.

Ciencias

Piensa en los distintos materiales de los que pueden estar hechos los túneles.

¿Por qué se hacen túneles de distintos materiales? Comparte tus ideas con un compañero.

Libro original en inglés de nivel F

Libro de nivel • G

Túneles

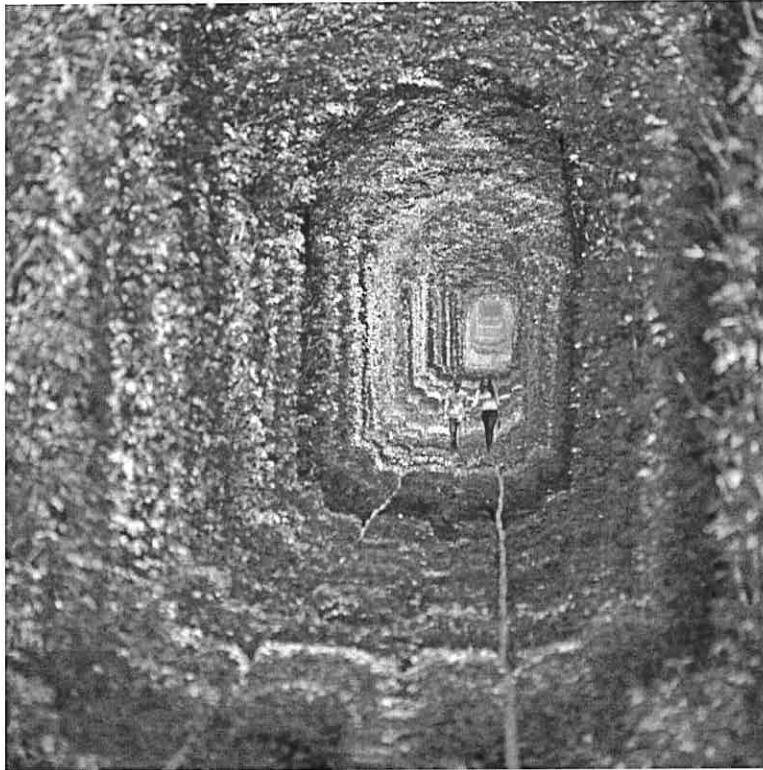
Reading A-Z

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para obtener miles de libros y materiales.

Escrito por Elizabeth Jane Pustilnik

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Túneles



Escrito por Elizabeth Jane Pustilnik

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Pregunta principal

¿En qué se parecen y en qué se diferencian los túneles?

Palabras para aprender

| | |
|------------------|----------|
| angostos | evitar |
| de manera segura | pasajes |
| escondidos | tuberías |

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Túneles

Libro de lectura Nivel G

Tunnels

Libro original en inglés, Nivel F

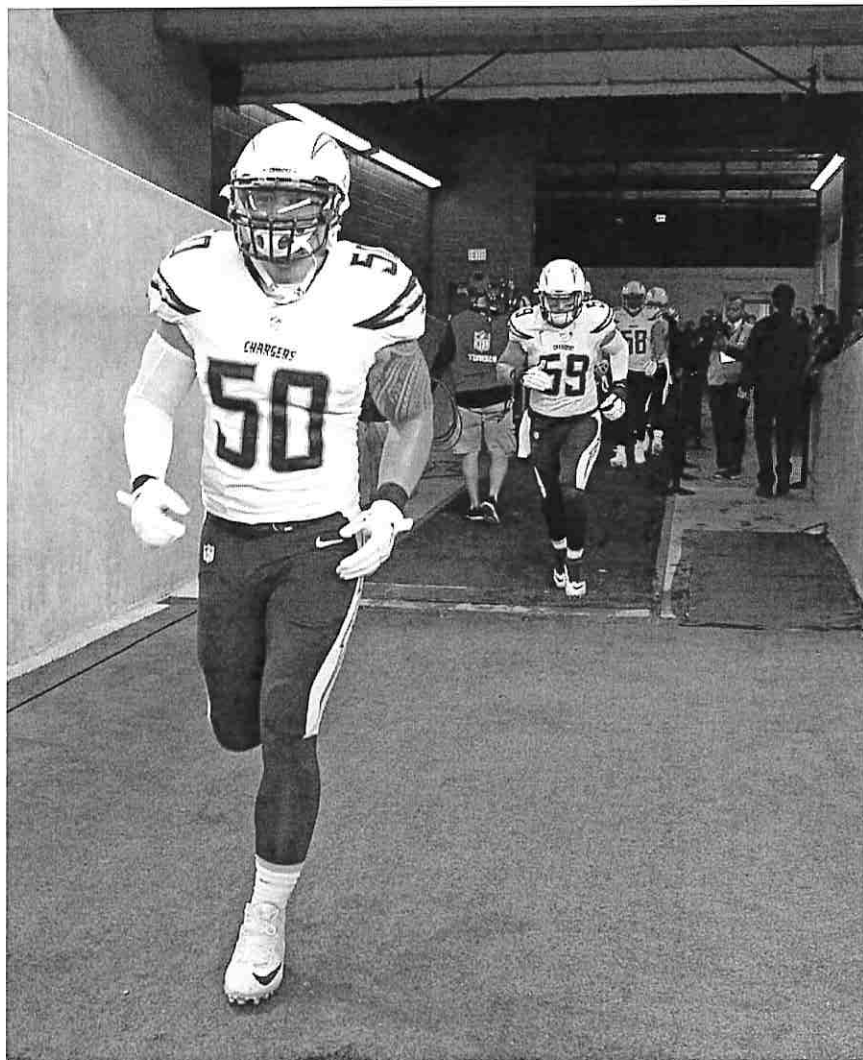
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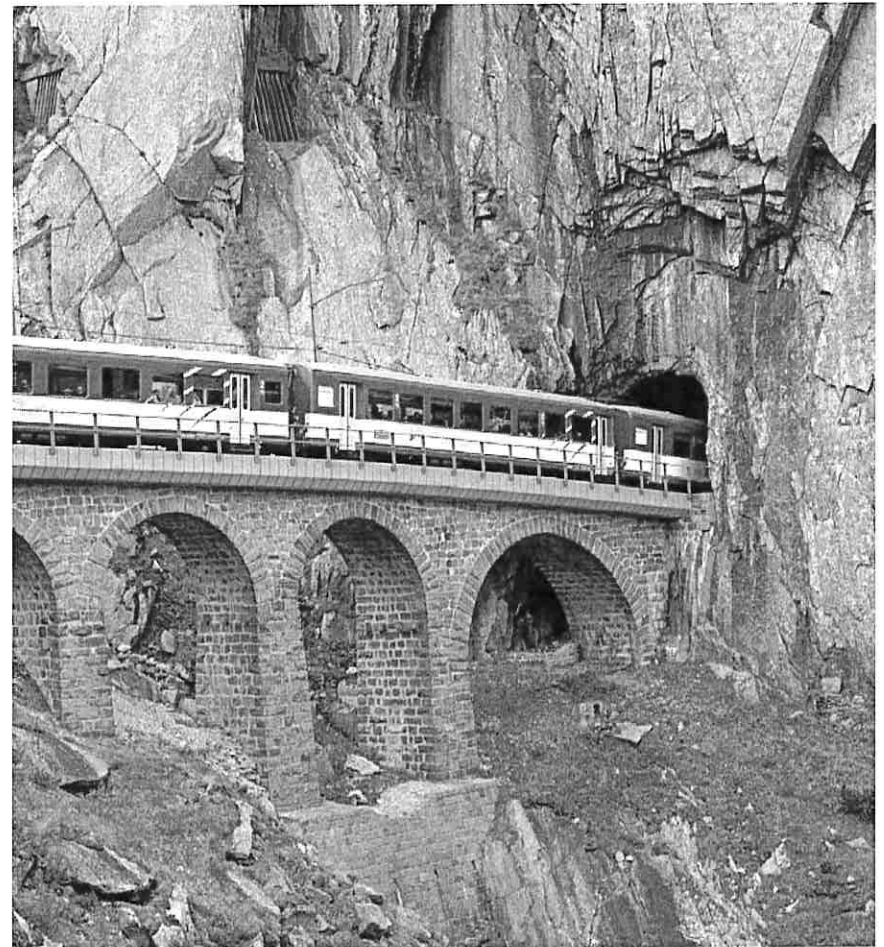
Los túneles son pasajes cubiertos
largos y angostos.
Las personas usan muchos tipos
de túneles.



Algunos túneles pasan
por debajo de la tierra.
Ayudan a las personas a evitar
el tráfico.



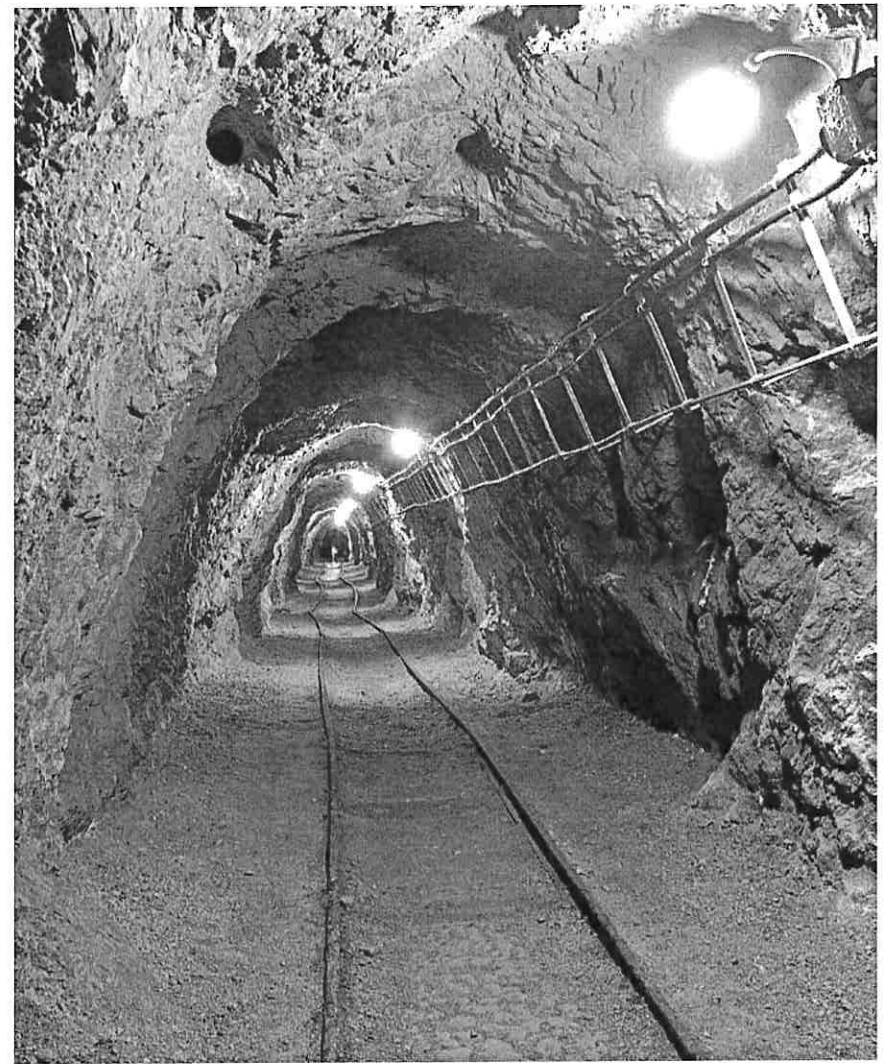
Algunos túneles pasan
por debajo del agua.
Ayudan a las personas
a evitar tomar botes.



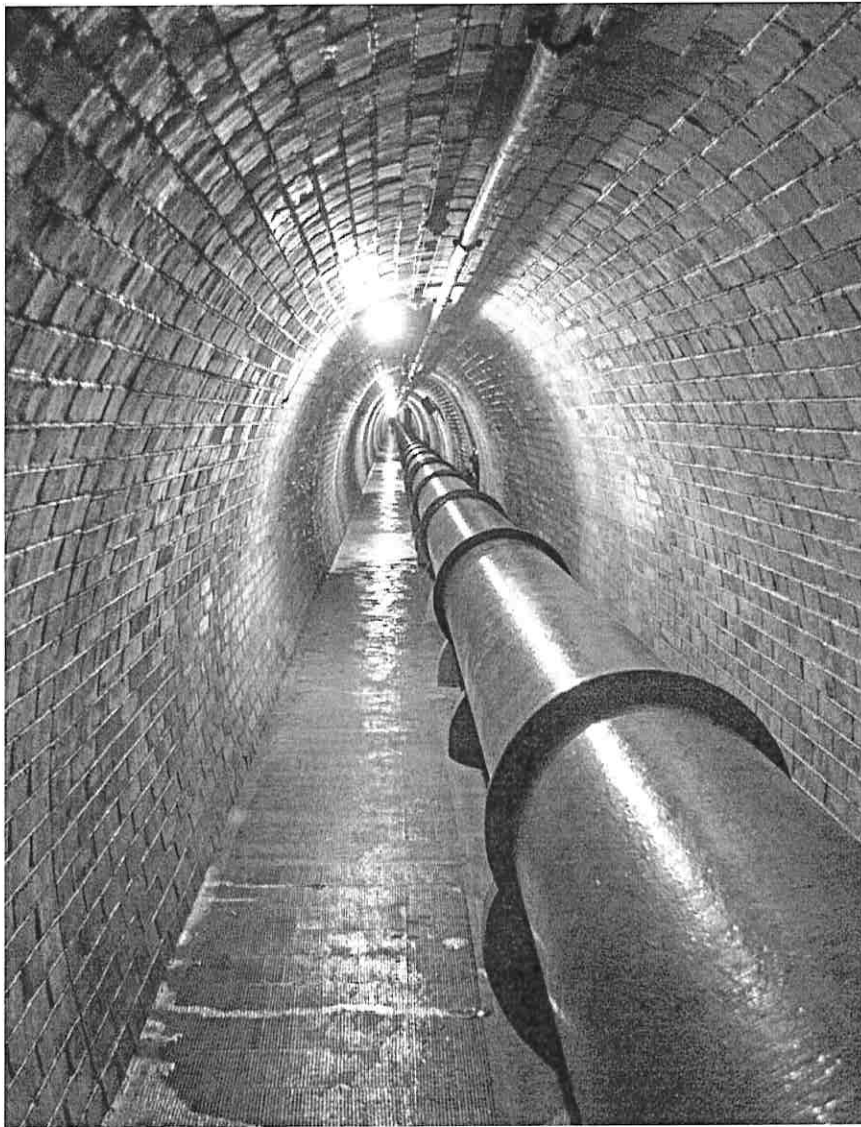
Algunos túneles atraviesan
montañas.
Ayudan a las personas
a evitar rodear y a pasar
por encima de las montañas.



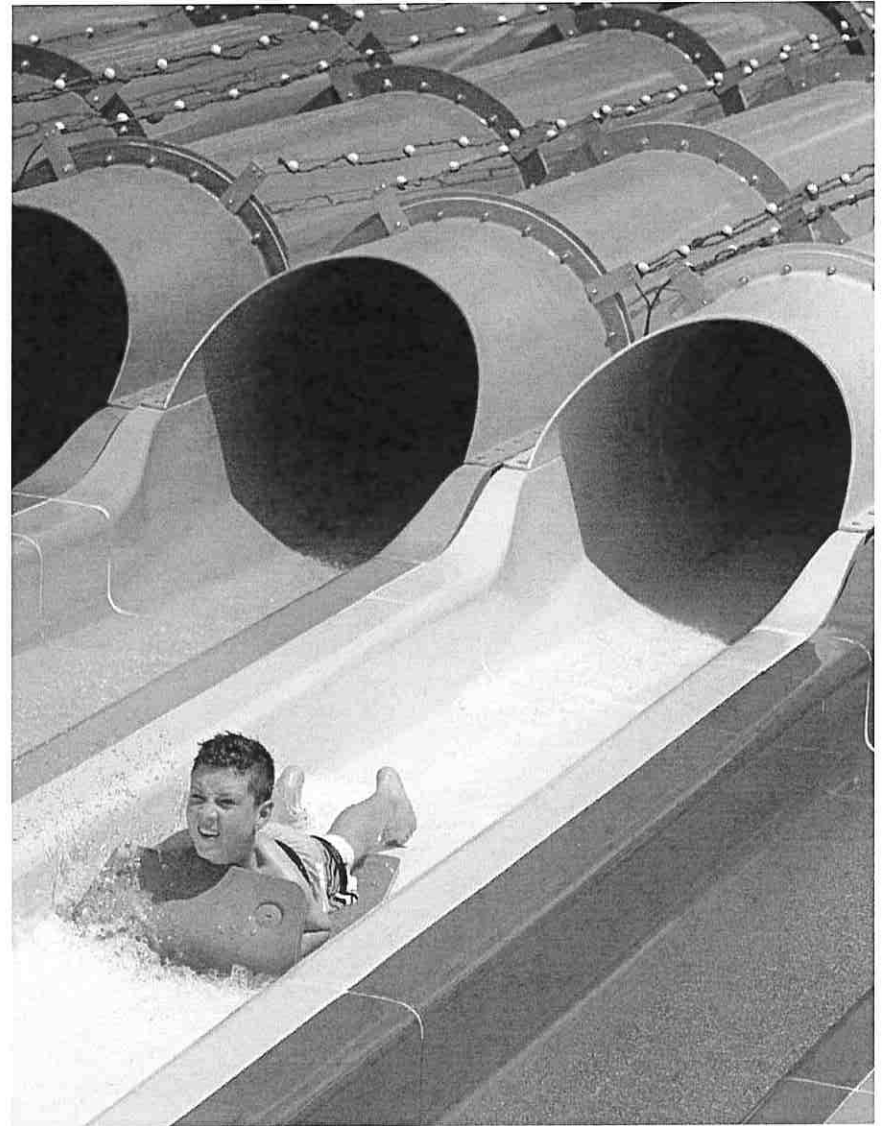
Algunos túneles pasan por debajo de los caminos. Ayudan a las personas a caminar y a andar en bicicleta de manera segura.



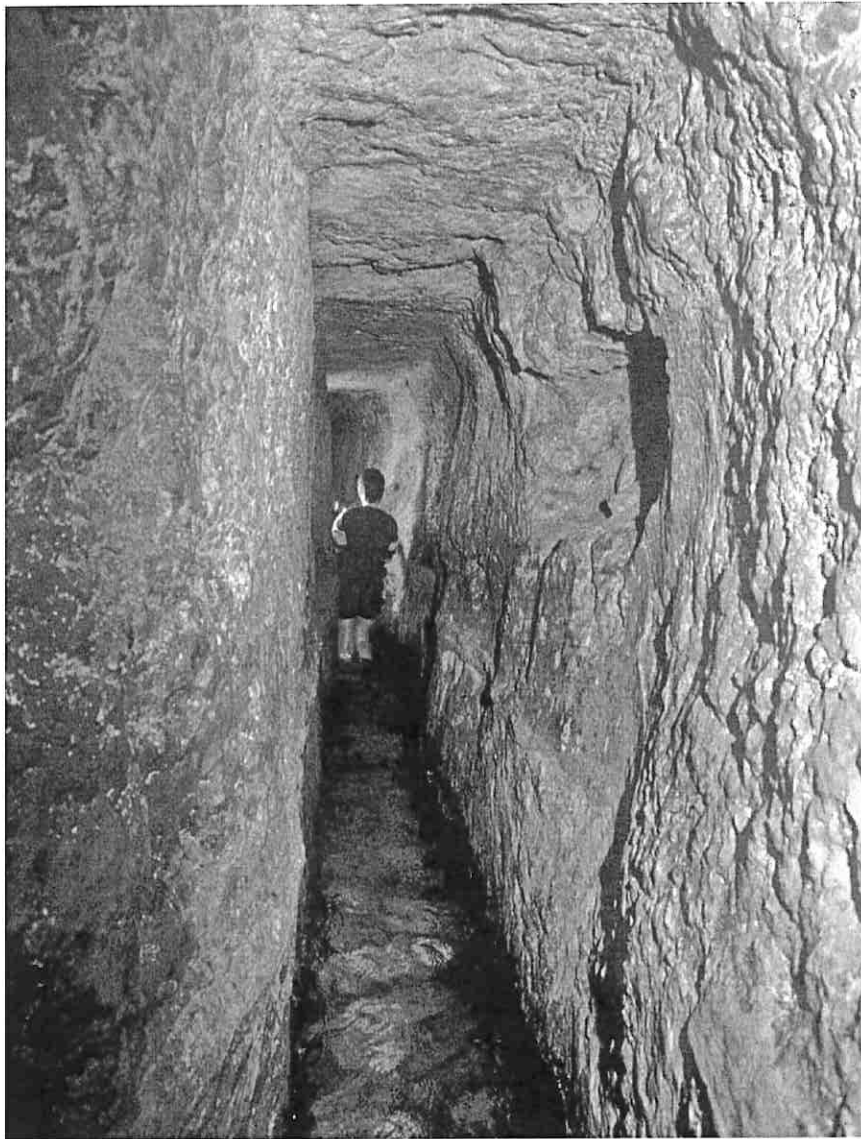
Algunos túneles llegan a las profundidades de la Tierra. Ayudan a las personas a obtener rocas y metales.



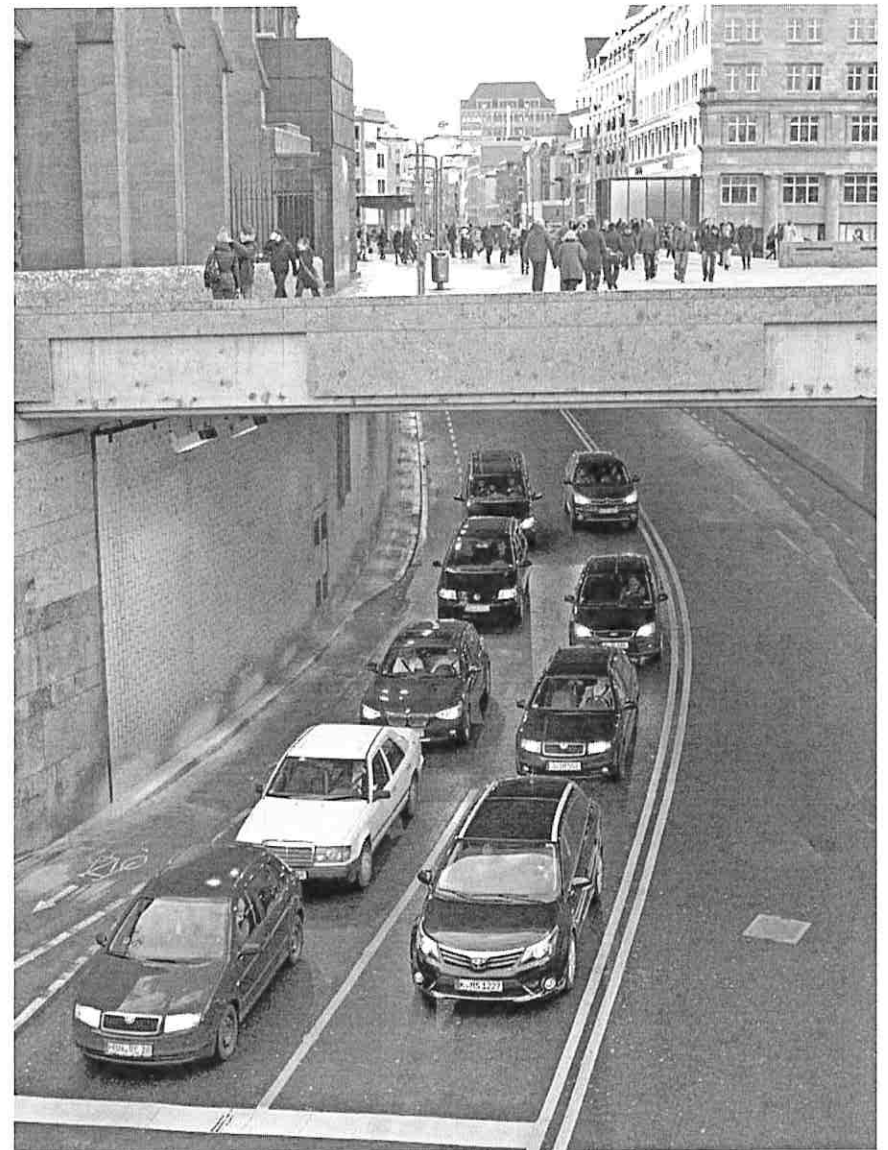
Algunos túneles tienen tuberías.
Ayudan a las personas
a obtener agua.



Algunos túneles son toboganes.
Ayudan a las personas
a divertirse.



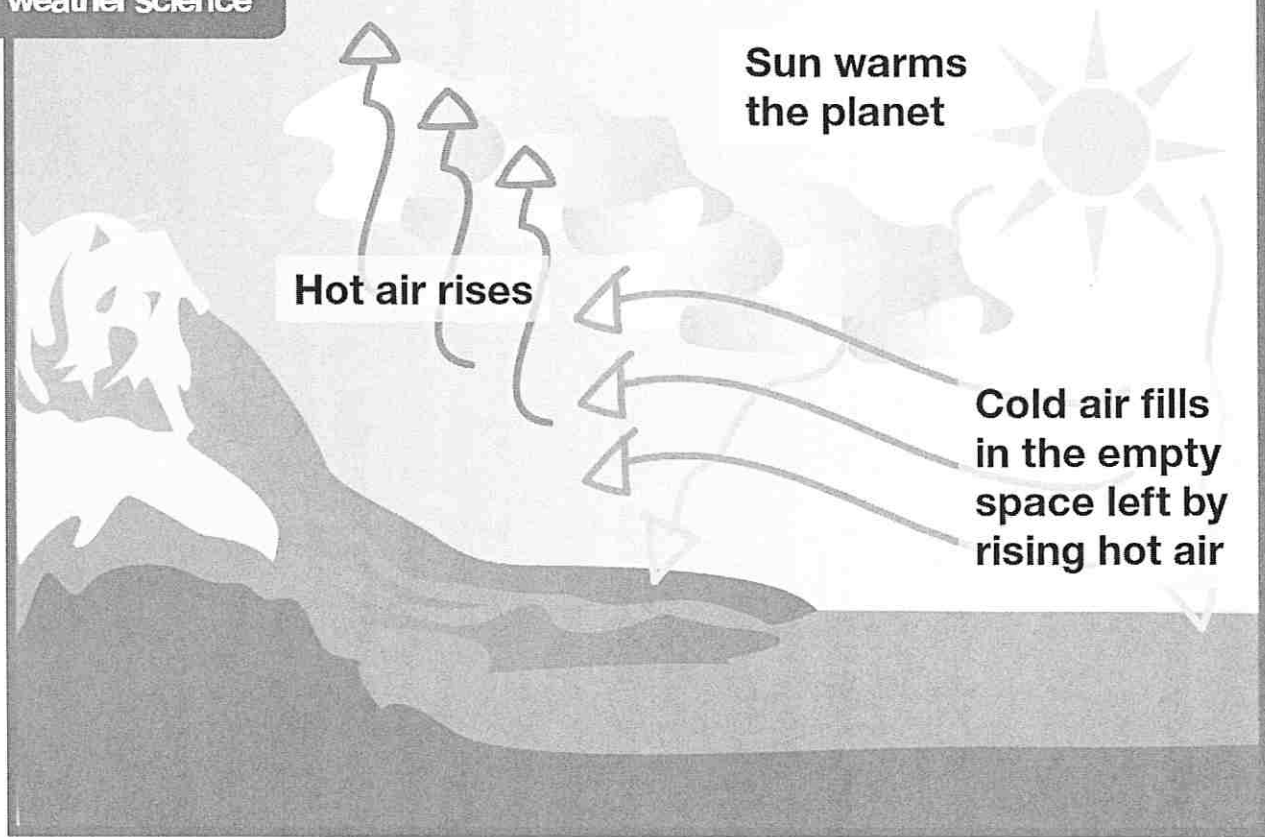
Algunos túneles están escondidos.
Ayudan a las personas
a trasladarse en secreto.



Los túneles ayudan a las personas
y a las cosas a desplazarse
de un lugar a otro.

What is Wind?

weather science



Wind is a great reminder of how the sun and the earth connect! Did you ever wonder where all that wind comes from and where it's going?

For wind to form, the sun must heat up the ground. Lots of tiny molecules and atoms make up the air, so when the air heats up, these atoms bounce around and become much lighter as they move. The warm air is then pushed up by colder air

from elsewhere, such as the Arctic poles. This rising, pushing, and moving action is what creates our planet's **wind currents**.

Since the Earth is constantly rotating around the sun, the winds get pushed in different directions and never stop moving!

Now that you've learned all about wind, answer the question below.

What do you think would happen if the wind stopped moving?

Overhand Throw

Directions: Hang the target on a wall. Throw a ball at the target 10 times, count how many times you hit the target, record your score. Try to beat your score each round.

If you don't have a ball, roll up a pair of socks.

ROUND 1

ROUND 2

ROUND 3

ROUND 4

Underhand Throw

Directions: Hang the target on a wall. Throw a ball at the target 10 times, count how many times you hit the target, record your score. Try to beat your score each round.

If you don't have a ball, roll up a pair of socks.

ROUND 1

ROUND 2

ROUND 3

ROUND 4

