



# SCHOOL DISTRICT 149

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*Berger-Vandenberg • Diekman • New Beginnings Learning Academy • Caroline Sibley • Carol Moseley-Braun  
• Creative Communications Academy • School of Fine Arts • S.T.E.M. Academy*

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May, 2020

Dear Parents, Guardians and Students:

I hope that you and your family are healthy and well. Enclosed with this letter are the Remote/E-Learning instructional materials that will be used to support at home learning for the remainder of the 2019-2020 school year. The last day of school for this school year will be June 2, 2020. The purpose of these materials is to support continuous learning and to reinforce the skills that students were taught when they were physically able to attend class.

Each student is receiving an instructional packet according to their grade level. Student learning opportunities have been organized into “choice boards” or “activity boards”. Directions appear on each board so that the student will know how many assignments they need to complete and how frequently to work on a particular subject area. On most boards, students have the option to pick and choose which assignments they would like to complete. Assignments were created for every grade level to support learning in the areas of English Language Arts, Mathematics, Science, Social Studies and Health. In addition, included are activities that support our Special Area classes (Art, Music, Technology, Physical Education and Business Education). As a reminder, students normally participate in special area classes throughout the course of a school year. Therefore, students may choose to do special area activities that they would have participated in during 4th quarter. Students can submit assignments through phone conferences with their teachers, taking screenshots and uploading through email, text messages or Class Dojo.

Our goal this school year was to promote a “Love, Joy and Passion for Reading” within our students. As a result, the district experienced tremendous growth in students wanting to read. Therefore, we strongly urge parents to keep this momentum going by encouraging your child to read every day. On a daily basis, students are encouraged to participate in read alouds, the Bedtime Story Project, and to spend time reading independently or with a family member.

All administrators and teachers will continue to be available Monday - Friday from 9:00 a.m. – 2:00 p.m. to support student learning. Teachers are committed to making at least one phone call to their students each week. In addition, teachers remain in contact with students through emails, text messages and Class Dojo.

Due to the large volume of students that special area teachers instruct, teacher contact to all students is not always possible. However, please feel free to contact these teachers with any questions or concerns.

Students that receive special services (i.e. special education, ESL, speech or other therapies) will continue to receive support in accordance with their needs. Those teachers (or service providers) will work directly with their students to make sure that choice board assignments are appropriately modified for success. An accommodations list is also included in this packet which may be used for all students (as needed).

We encourage every student to continue learning by making an effort to complete the activities in this packet. However, we understand that parents may need to make modifications in what their child is able to complete based upon their household situations. The classroom teacher will strive to make this a positive learning experience for you and your child.

In closing, we want to thank each and every family for partnering with us during this unexpected journey. We are equally appreciative of the work and dedication our educators have provided throughout this process. Although the COVID-19 pandemic impacted everyone in many different ways, we are confident that our students were able to continue their engagement in valuable learning experiences. Please continue to visit our district website at [www.sd149.org](http://www.sd149.org) for important updates. Thank you again for allowing us the privilege of serving you and your students this school year.

Sincerely,

*Carolyn Franklin*

Director of Curriculum, Instruction and Assessment

## Accommodation List

The following is a list of accommodations that may be helpful for your child. Use the accommodations that will best meet the needs of your child.

### Assignments

- Extra time to complete assigned work
- Simplify directions
- Limit homework to a timeframe that is tolerable for student
- Permit assignments to be printed or typewritten • Allow breaks as necessary and offer opportunities for movement

### Learning style

- Provide oral directions
- Provide visual directions, demonstrations and representations
- Use tactile and manipulative aides
- Provide short break between assignments
- Provide fidget object for manual activity (e.g. Koosh ball, clay, worry beads, etc.)
- Repeat oral instructions
- Pair written instructions with oral instructions

### Reading

- Encourage sustained silent reading
- Provide visual breaks while reading
- Fold paper or cover paper so that only part is visible • Encourage oral reading

## Math

- Model correct computational procedure
- Encourage self-talk
- Encourage turning lined paper sideways to maintain column alignment

## Organizational/ Planning Skills

- Remind student to check over work product
- Give assignments one at a time
- Supervise student in writing full assignment in book or provide written instructions

## Positive Reinforcement

- Provide reassurances and encouragement
- Focus on student strengths
- Compliment positive behavior and work • Cue students to stay on task
- Provide positive reinforcement
- Present verbal encouragement and prompts

# Social Emotional Learning for Primary Students

## I CAN

Building confidence is important! A positive self-image is vital when it comes to overcoming life challenges. Please take this time to help build up your child's self-confidence. Below is a fun activity that each member of the family can do!

- Make an "I Can" can or jar with your child. Cover a clean can with paper and decorate it. Each week write a new skill on a strip of paper (I can hop on one foot; I can feed the dog; I can help cook dinner; etc.) and place it in the can. Later, you can pull the jar out and go over all the new things they've learned during this time.

## Play Therapy Home Edition

### Puppet Play

You can learn a lot about your child's emotions, perceptions and feelings by simply playing with them. The next suggested activity is to play dolls or puppets with your little one. Ask questions such as how does "Molly" (the doll) feel today? Does she have friends? Are her friends nice?

Some social and emotional benefits of puppet play are:

- Children 'adopt' new personalities. They explore different perspectives as well as discover new insights into their own personality.
- It's easier for children to project the *strength* of a puppet and speak out. This is a huge asset for children that are reserved.
- Children learn to express feelings safely. Whether they are feelings of frustration, anxiety, excitement or fear, puppets help children express them in an appropriate way. Sometimes role-playing with puppets requires an adult to help process which steps to take for a situation. For example, role-playing is invaluable for situations involving how to manage bullying.

## FIRST GRADE ELA CHOICE BOARD

**Directions:** Every Monday, Wednesday, and Friday select at least 1 activity from the **choice board** below to complete after reading a text of your choice. Submit evidence of your finished product to your teacher. Be sure to also participate in a daily **read aloud**. If possible, please continue utilizing Stride Academy for at least 15 minutes per day to practice additional skills.

<p>1) Select at least 5 vocabulary words that you found interesting. Draw the meaning of the words as they were used in the story. Explain in words why you chose those words.</p>	<p>2) Read a story. Tell someone in your home who wrote the story, who the characters are, what is the setting (where the story takes place), what is the problem, and what is the solution of the story.</p>	<p>3) Write a letter to a friend. Tell them what you have been doing during the Coronavirus (Covid-19) stay at home quarantine.</p>	<p>4) Draw a picture of this sentence: <b>Look at the lion's big mane.</b>  Now make up a story about your picture.</p>	<p>5) Read a story. Think about the main character in the story. What kind of person is the main character?  <i>Example:</i> nice, funny...</p>
<p>6) Take a picture of a story/book that you've enjoyed reading. Post it on Class Dojo. Write a review or give it a thumbs up or a thumbs down.</p>	<p>7) Create an acrostic poem using the first letters of your name.  <i>Example:</i> N – nice I – imaginative A – awesome  <i>(An acrostic is a poem (or other form of writing) in which the first letter (or syllable or word) of each line spells out a word, message or the alphabet.)</i></p>	<p>8) Look at the word <b><u>best</u></b>: Change the first letter and add an r, n, and p to make three new words. Now make up your own words by changing the first letter in the word <b><u>lamp</u></b>.</p>	<p>9) Read a story. Explain your favorite part of the story and draw a picture to go with your explanation.</p>	<p>10) Read a story. Find a sentence that has quotation marks. Practice reading exactly like the character's voice who is talking in the story.</p>
<p>11) Interview your family members. Find out what is their favorite book, food, and song. Look for similarities and differences. Talk about them during lunch or dinner.</p>	<p>12) Read a story. Which of the characters in the story would you most like to meet and why? Share your thoughts with a family member.</p>	<p>13) Read a story with someone in your home and work together to come up with a <u>Part 2</u> of the story.</p>	<p>14) Find a brush to use as a microphone. Re-read one of your favorite books as though you were an actor or actress on stage.</p>	<p>15) Think about one of the stories you have read. Tell what the main idea of the story is and why you think so.</p>

## ADDITIONAL FIRST GRADE ELA CHOICE BOARD ACTIVITIES

<p>16) Start writing in a daily journal telling about your experience during the Covid-19 (coronavirus) Pandemic. Keep it so that you can look at it when you are an adult.</p>	<p>17) Compare yourself to a character in a story. How are you alike and how are you different? Share your answer with someone at home.</p>	<p>18) Read a nonfiction book. Tell why the author wrote the selection. Write three facts you learned.</p>	<p>19) Think about a story you have already read. Create a new ending to the story and write it down.</p>	<p>20) List six words that rhyme with <b><u>Clock</u></b>: Then use the words in sentences.</p>
<p>21) Read a story. Write a short summary of the story explaining what happened in the beginning, middle, and the end.</p>	<p>22) Read a story. What is the problem in the story? How would you solve the problem if you were a character in the story? Share your answer with someone at home.</p>	<p>23) Find a nonfiction text and a fiction text in your home. Explain to someone the difference between the two.</p>	<p>24) Draw a picture of your <i>dream bedroom</i>. Label what's in the inside of your room.</p>	<p>25) Pretend that you were a fish stuck in a fish tank at someone's house. Write how you would escape.</p>
<p>26) Re-read a story. What things in the story could not have happened in real life? Make a list.</p>	<p>27) Using illustrations only, draw a problem and a solution that might happen at a beach.</p>	<p>28) Read a nonfiction text. Recite the information in the text as if it were <i>Breaking News!</i></p>	<p>29) Add details to this sentence: <b><i>I saw a dog.</i></b> Now turn it into a story and share it with someone.</p>	<p>30) Add an <b><u>e</u></b> to the end of each of these words and draw a picture of them: <b>pol_</b> <b>bik_</b> <b>dim_</b> <b>lak_</b></p>

## FIRST GRADE MATH CHOICE BOARD

**Directions:** Every Monday, Wednesday, and Friday select at least 1 activity from the **choice board** below to complete. Submit evidence of your finished product to your teacher. Each activity can only be used once. If possible, please continue utilizing BlueStreak Math for at least 15 minutes per day to practice your math fact fluency.

<p>Find the missing addend in these problems:</p> <p><math>14 + \underline{\quad} = 20</math></p> <p><math>17 + \underline{\quad} = 22</math></p> <p><math>19 + \underline{\quad} = 25</math></p> <p><math>12 + \underline{\quad} = 18</math></p>	<p>Write the numbers from 1 - 120 on a sheet of paper.</p> <p>Now circle the numbers that end in 0 or 5.</p>	<p>Write a turn-around fact.</p> <p><math>8 + 2 = 10</math></p> <p><math>\underline{\quad} + \underline{\quad} = 10</math></p> <p><math>6 + 4 = 10</math></p> <p><math>\underline{\quad} + \underline{\quad} = 10</math></p>	<p>Write less than <math>&lt;</math>, greater than <math>&gt;</math>, or equal to <math>=</math>.</p> <p>45 <math>\underline{\quad}</math> 10</p> <p>What is 10 less than 90?</p> <p><math>\underline{\quad}</math></p>	<p>Jill has 4 cups. She got 8 more cups. How many cups does she have now?</p> <p>Write a number sentence.</p>
<p>Draw Base 10 blocks for each number.</p> <p>74 <math>\underline{\quad}</math></p> <p>35 <math>\underline{\quad}</math></p>	<p>Circle yes or no.</p> <p><math>5 + 3 = 8</math>      yes or no</p> <p><math>5 + 1 = 51</math>      yes or no</p> <p><math>15 - 5 = 20</math>      yes or no</p> <p><math>13 - 3 = 10</math>      yes or no</p>	<p>Write greater than <math>&gt;</math>, less than <math>&lt;</math>, or equal to <math>=</math>.</p> <p>12 <math>\underline{\quad}</math> 6      5 <math>\underline{\quad}</math> 30</p> <p>22 <math>\underline{\quad}</math> 26      34 <math>\underline{\quad}</math> 43</p> <p>84 <math>\underline{\quad}</math> 84      56 <math>\underline{\quad}</math> 76</p> <p>91 <math>\underline{\quad}</math> 19      67 <math>\underline{\quad}</math> 67</p>	<p>Make a fact family using these numbers 15, 7, 8</p> <p><math>\underline{\quad} + \underline{\quad} = \underline{\quad}</math></p> <p><math>\underline{\quad} + \underline{\quad} = \underline{\quad}</math></p> <p><math>\underline{\quad} - \underline{\quad} = \underline{\quad}</math></p> <p><math>\underline{\quad} - \underline{\quad} = \underline{\quad}</math></p>	<p>Write 4 addition number sentences that have the sum of 20.</p> <p><math>\underline{\quad} + \underline{\quad} = \underline{\quad}</math></p>
<p>Find the difference.</p> <p><math>13 - 7 = \underline{\quad}</math></p> <p><math>16 - 6 = \underline{\quad}</math></p> <p><math>11 - 5 = \underline{\quad}</math></p> <p><math>10 - 2 = \underline{\quad}</math></p>	<p>Fill in the missing numbers.</p> <p>66, 67, <math>\underline{\quad}</math>, <math>\underline{\quad}</math>, <math>\underline{\quad}</math></p> <p>19, 20, <math>\underline{\quad}</math>, <math>\underline{\quad}</math>, <math>\underline{\quad}</math></p> <p>88, 89, <math>\underline{\quad}</math>, <math>\underline{\quad}</math>, <math>\underline{\quad}</math></p> <p>68, 69, <math>\underline{\quad}</math>, <math>\underline{\quad}</math>, <math>\underline{\quad}</math></p>	<p>Mark had 12 cows. 5 cows were sold. How many cows does he have now?</p> <p>Write a number sentence.</p>	<p>Circle odd or even for each number below.</p> <p>22      odd or even</p> <p>33      odd or even</p> <p>55      odd or even</p> <p>66      odd or even</p>	<p>Fill in the missing numbers.</p> <p><math>7 - 2 = 10 - \underline{\quad}</math></p> <p><math>9 - 1 = 12 - \underline{\quad}</math></p> <p><math>10 - \underline{\quad} = 12 - 4</math></p> <p><math>12 - \underline{\quad} = 8 - 2</math></p>

# ADDITIONAL FIRST GRADE MATH CHOICE BOARD ACTIVITIES

<p>Find the missing addend.</p> <p><math>10 + \underline{\quad} = 14</math></p> <p><math>15 + \underline{\quad} = 19</math></p> <p><math>12 + \underline{\quad} = 18</math></p> <p><math>7 + \underline{\quad} = 14</math></p>	<p>Solve the problem using circles to count.</p> <p><math>12 + 7 = \underline{\quad}</math></p> <p>Draw circles below.</p>	<p>Bill had 5 cats. He got 9 more cats. How many cats does he have now?</p> <p>Write a number sentence below.</p>	<p>Draw Base 10 Blocks.</p> <p>45 <u>                    </u></p> <p>67 <u>                    </u></p>	<p>Fill in the missing numbers.</p> <p>54, 55, <u>      </u>, <u>      </u>, <u>      </u></p> <p>12, 13, <u>      </u>, <u>      </u>, <u>      </u></p> <p>15, 16, <u>      </u>, <u>      </u>, <u>      </u></p> <p>87, 88, <u>      </u>, <u>      </u>, <u>      </u></p>
<p>Write less than <math>&lt;</math>, greater than <math>&gt;</math>, or equal to <math>=</math>.</p> <p>67 <u>      </u> 55</p> <p>What is ten more than 56?</p> <p><u>                    </u></p>	<p>Fill in the missing number.</p> <p><math>9 + 1 = 1 + \underline{\quad}</math></p> <p><math>8 + 4 = \underline{\quad} + 8</math></p> <p><u>      </u> <math>+ 6 = 6 + 7</math></p> <p><math>10 + \underline{\quad} = 4 + 10</math></p>	<p>Circle yes or no.</p> <p><math>10 - 3 = 6</math>      yes or no</p> <p><math>6 - 4 = 2</math>      yes or no</p> <p><math>2 + 3 = 5</math>      yes or no</p> <p><math>4 + 7 = 12</math>     yes or no</p>	<p>Write the numbers from 1 - 120 on another sheet of paper.</p> <p>Now circle the numbers that end in 0.</p>	<p>Make a fact family using these numbers.</p> <p>3, 12, and 9</p> <p><u>      </u> <math>+ \underline{\quad} = \underline{\quad}</math></p> <p><u>      </u> <math>+ \underline{\quad} = \underline{\quad}</math></p> <p><u>      </u> <math>- \underline{\quad} = \underline{\quad}</math></p> <p><u>      </u> <math>- \underline{\quad} = \underline{\quad}</math></p>
<p>Mark has 15 birds. Five birds flew away. How many birds does he have now?</p> <p>Write a number sentence below.</p> <p>If you need to, draw a picture on another sheet of paper.</p>	<p>Circle odd or even for each number below.</p> <p>56      odd or even</p> <p>23      odd or even</p> <p>7        odd or even</p> <p>2        odd or even</p>	<p>Write greater than <math>&gt;</math>, less than <math>&lt;</math>, or equal to <math>=</math>.</p> <p>3 <u>      </u> 7      15 <u>      </u> 20</p> <p>7 <u>      </u> 0      27 <u>      </u> 27</p> <p>6 <u>      </u> 4      36 <u>      </u> 44</p> <p>2 <u>      </u> 2      82 <u>      </u> 28</p>	<p>Write four addition number sentences that have the sum of 15.</p> <p><u>      </u> <math>+ \underline{\quad} = 15</math></p>	<p>Fill in the missing numbers.</p> <p>48, 49, <u>      </u>, <u>      </u>, <u>      </u></p> <p>62, 63, <u>      </u>, <u>      </u>, <u>      </u></p> <p>25, 26, <u>      </u>, <u>      </u>, <u>      </u></p> <p>34, 35, <u>      </u>, <u>      </u>, <u>      </u></p>

## First Grade Science, Social Studies and Health Choice Board

Every Tuesday or Thursday select at least 1 activity from the **choice board** below to complete. Submit evidence of your finished product to your teacher. Each activity can only be used once.

<p>Write 3-5 sentences describing what a virus is and how it spreads.</p> <p>Draw a picture of what you think a germ might look like.</p>	<p>Write 5-7 sentences describing ways to prevent the spread of germs.</p>	<p>Write the vocabulary/descriptive words for symptoms of an illness and learn to use this vocabulary to describe how you might feel when you have a cold or feel under the weather.</p>
<p>Write 3-5 facts about tornados.</p> <p>-or-</p> <p>Write a short story about a tornado. (Draw a picture of a tornado giving description to what you might see right before, during a tornado or after a storm.)</p>	<p>Write 3-5 facts about a blizzard.</p> <p>-or-</p> <p>Write a short story about a blizzard. (Draw a picture of a blizzard giving description to what it looks like outside during a blizzard or after a snow storm.)</p>	<p>Write 3-5 facts about hurricanes.</p> <p>-or-</p> <p>Write a short story about a hurricane. (Draw a picture of a hurricane showing what it would like from above or a picture of what happens to trees and street signs during a hurricane.</p>
<p>Write 3-5 facts about thunderstorms.</p> <p>-or-</p> <p>Write a short story about a thunderstorm. (Draw a picture of a thunderstorm giving description to what the sky might look like and what you see during this type of storm.)</p>	<p>Write 2-3 sentences about the functions of the heart and how you can keep it strong and prevent heart disease.</p>	<p>Write 2-3 sentences about the functions of the lungs and ways you can keep them clear and functioning properly.</p>
<p>Write 2-3 sentences about the functions of the muscles and ways you can keep them healthy and strong.</p>	<p>Choose 2 of the 5 following foods to describe, using the 5 senses:  an apple, popcorn, ice cream, ice and chewing gum.  (5 senses: taste, sight, smell, sound, and touch)</p>	<p>Write 2-3 sentences describing each of the four seasons:  Spring, Summer, Fall, and Winter  Draw a picture of the seasons.</p>

## Special Area Choice Board

### **P.E-Choose 1 activity to do on Mondays, Wednesdays and Fridays.**

Balance and walk in a straight line.	Run in place while counting to 50.	Do 10 sit ups.	Play "Simon Says" with your family.
Race a family member.	Challenge a family member to a race.	Take a walk with someone.	Do 25 Jumping Jacks.
Dance to your favorite song.	Invent your own physical activity game.	Play catch with someone.	Play tag with a family member.
Count to 50 while jumping rope.	March in place while counting to 100 and do 10 cartwheels.	Hop on 1 foot for 2 minutes. Hop on the other one for 2 minutes.	Stretch 3 muscles for 3 minutes each.

### **Choose 1 activity to do every Wednesday.**

<b>ART/BUSINESS EDUCATION</b>	<b>MUSIC</b>	<b>TECHNOLOGY</b>
Create a picture. Color it. Cut it into 8 pieces. Have someone put it back together.	Write a "Washing My Hands" song to the tune of a nursery rhyme and teach it to your family.	Work on Stride Academy (Reading) for 30 min (without games).
Design your own t-shirt. Draw a picture or use a pattern in your shirt. Color it.	Make an instrument out of household items.	Work on BlueStreak Math ~ 30 min.
Create a mask using a Dr. Seuss, Super Hero or book character.	Interview a friend or family member about their music tastes. What are their favorite songs, artists, or instruments?	Identify your 3 favorite websites. Explain why they are your favorites.
Draw a Spring or Summertime picture. Color it. Label 4 things in your picture.	Create an original dance routine to your favorite song.	Create a poster of technology items in your bedroom.
Draw your favorite meal. Color it. Label 3 things in your picture.	Make up a silly song about your favorite foods. Share your song with a friend on facetime or a phone call.	Create/Draw an emoji. What is its name? When would you use it?
Draw three things that you can see out of your window. Color your picture.	Make a list of rhyming words and turn them into song lyrics.	Write 3 "I Can" teach statements about technology. (Ex. I can teach someone to type a web address.)

