

Activities Plus
Jumbo Resource
Guide

Activities Plus

First Grade

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A NOTE TO THE TEACHER

ACTIVITIES PLUS is a teacher's resource guide containing a multitude of classroom-tested activities and reproducibles which will enable you to provide review, reinforcement, and enrichment of the basic skills taught at the first grade level. Whether you are an experienced teacher or just entering the profession, the wealth of materials found in this guide is certain to enhance your classroom instruction.

Language arts, social studies, science, and mathematics activities are presented in individual sections for your convenience. Each activity includes a stated purpose and a list of necessary materials, many of which are readily available in the classroom or can be easily obtained.

Complete step-by-step procedures are provided for each activity, and when applicable, suggestions are included for adapting an activity to another discipline or for use with less advanced or more accelerated students. In addition, a follow-up section accompanies many of the activities in this guide, allowing you to expand upon the concepts being taught in the lesson.

Each of the four main sections also contains a variety of creative reproducibles. These reproducibles are designed to supplement specific activities found in this guide, thus providing your students with additional "hands-on" learning opportunities. Please note that the majority of the activities and reproducibles in this book can be easily adapted for classroom use at other grade levels as well.

Milliken Publishing Company is always interested in how to best serve your professional needs, and we appreciate any comments or suggestions regarding the activities presented in our instructional guides.

LANGUAGE ARTS

INTRODUCTION

The activities in this section have been divided into two major categories: **COMMUNICATION SKILLS** (listening, speaking, writing) and **LANGUAGE SKILLS**.

The art of communication, particularly the art of listening, is an essential skill required in all phases of one's life. The activities provided in this section help to refine the skills necessary to ensure academic and social achievement. The **COMMUNICATION SKILLS** exercises are designed to enable children to:

- follow directions given in sequence;
- improve auditory recall;
- utilize their ability to be selective listeners;
- develop a greater awareness of the relationship between emotions and behavior;
- demonstrate critical and creative thinking abilities;
- practice expressing themselves in front of a group;
- increase their sense of self-worth.

The **LANGUAGE SKILLS** activities are designed as tools to strengthen phonics skills and to introduce children to beginning rules of grammar. These exercises have been developed to provide children with the opportunity to:

- recognize consonant and vowel sounds and blends;
- extend their reading vocabulary;
- expand upon their knowledge of singular and plural words;
- distinguish between upper- and lowercase letters;
- understand rules of capitalization;
- recognize different types of sentences and be able to apply proper sentence punctuation;
- gain self-confidence in deciphering and decoding new materials.

As you consider the academic levels and individual sensitivities within the group, you may find it necessary to adapt some of the activities to better accommodate the needs of your students.

PIRATE'S GOLD

Purpose: To develop listening skills and to refine the ability to follow directions in sequence.

Materials: any small object which can be easily hidden (Candy or other treats may be substituted on special days.)

Procedure:

Step 1: Either you or one of the children should hide the object somewhere in or near the classroom.

Step 2: Then provide four specific directions to at least one or two children. For example, first go to the window; next walk to the door; then open the door; and last, walk down the hall to the drinking fountain. At that point, the object should be situated so that it can be easily seen by the players.

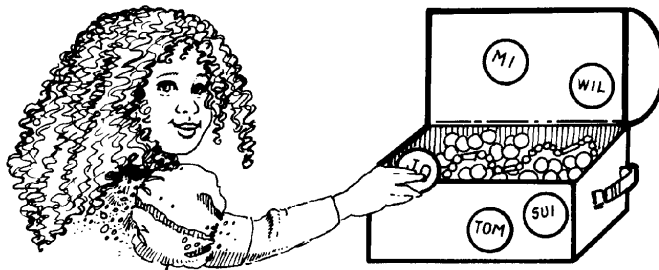
Step 3: After you have provided the players with the directions, they should follow them in the order in which they were given.

Step 4: If the directions are not followed in their proper sequence, other players are chosen, and the original players lose their turn.

Step 5: The object should be found after the players complete the last direction.

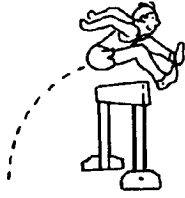




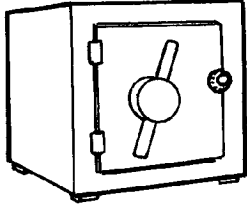

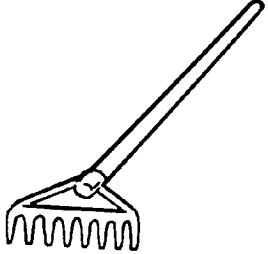
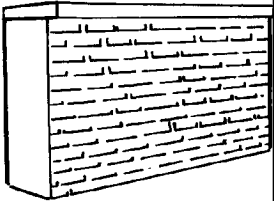
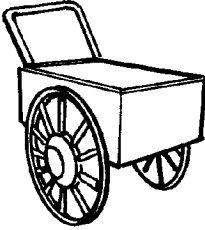
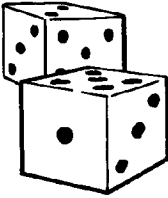

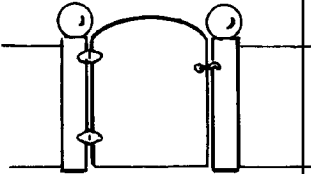
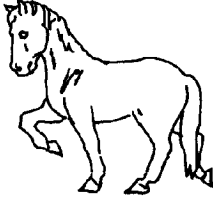
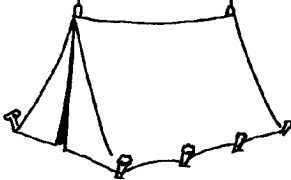
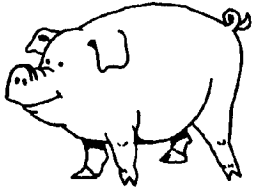
Follow-up:

To increase interest in this activity, cut a piece of heavyweight tagboard or cardboard into the shape of a treasure chest. As children successfully accomplish their direction tasks, they may put their names on coins (gold or yellow circles) and place them on the treasure chest.



For less advanced students, simplify and shorten directions at the beginning of the activity. Increase directions gradually as listening ability improves.

For accelerated students, include north, south, east, and west in the directions.

			
ump	ock	ask	urse
			
ase	afe	arn	ake
			
all	art	ice	oot
			
ate	orse	ent	ig

SOCIAL STUDIES

INTRODUCTION

The activities in this section emphasize self-awareness in the child. From this self-awareness springs an awareness of living experiences in the larger spiraling community to which the child belongs. The child moves through experiences of self, family, street, and neighborhood living, and touches on city, state, and country experiences. The exercises in this portion of the guide are designed to help children to:

- become more aware of themselves and their relationship to others;
- become active observers so as to utilize the skills of comparison, contrast, and classification;
- appreciate the various ways in which our senses help us to communicate;
- become more aware of the different services people in the community may provide;
- learn how they can productively contribute to their environment;
- develop a sense of pride in their community.

These activities are designed to help the child define and understand personal thoughts and feelings well enough to share them with others. Several of the exercises are “walk around and record” activities. Save cardboard backs from old writing tablets. Attach two paper clips to the top of the cardboard to make excellent clipboards for the children to use with these activities.

JOB HUNTERS

Purpose: To teach children about the many ways people serve each other for a salary.

Materials:

old magazines
large sturdy cards for mounting
15" (38 cm) strips of yarn

Procedure:

Step 1: Gather the children around for a discussion about jobs. What is a job? (*A job is a way in which people serve one another for salaries.*) The outcome of a job is that life flows more smoothly for the people who receive the service.

Step 2: Ask the children about the kinds of jobs they have noticed around school, such as custodian, principal, or teacher. Mention jobs they have noticed as they go home from school, such as storekeeper, mail carrier, or truck driver. List some of the jobs suggested on the board, and encourage them to add to the list by coming up with additional occupations.

Step 3: Then divide the children into groups of two, explaining that you will give each twosome a magazine and several 15" (38 cm) yarn strips. They are to carefully look through their magazines, spotting pictures of people. If they can identify the kinds of jobs the people have, the children are to put a yarn marker on that page.

Step 4: Spread out the twosomes, and walk around helping those who are having trouble with the Job Hunt.

Step 5: Call the Job Hunters back together after a given time to discuss the jobs they found in pictures.

Follow-up:

At another session, you and the children may cut out these pictures, mount them on sturdy cards, and label each job on the back. When the cards are prepared, keep them in a box for children to use individually or in small groups for a Job Hunter Guessing Game.



STREET-STRAIGHT-SCOOP

Purpose: To become aware of and take pride in certain features of our surroundings, and to gain practice in fact-finding.

Materials:
one Street-Straight-Scoop reproducible sheet on page 79 per child
one cardboard clipboard and pencil per child

Procedure:

Step 1: Duplicate the Street-Straight-Scoop sheet on page 79, and distribute one to each child along with a pencil and a clipboard.

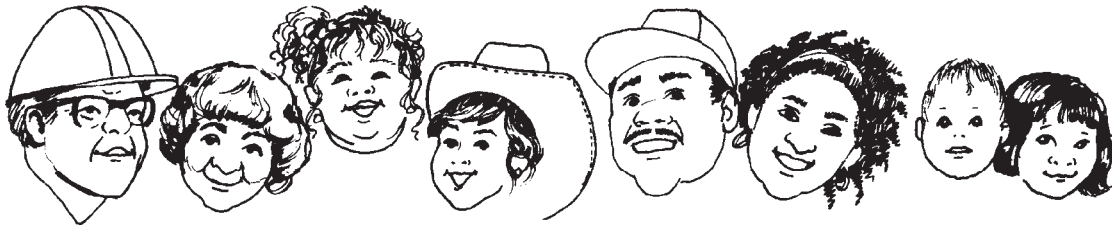
Step 2: Discuss with the children the specific things on their street. Do they “look” without “seeing”? Most children will feel they know everything about their street until they are faced with questions concerning specifics.










Step 3: Review the items on the sheet with the children. Have the children respond to the question count under the “I THINK” column.

Step 4: When they have completed this part of the survey, have the children take the sheet home and actually count the items, recording this count in the “I KNOW” column.

Step 5: At the next class discussion, compare the “I THINK” results with the “I KNOW” results.

You will notice that there is some blank space at the bottom of the Street-Straight-Scoop sheet so that you can include questions which are particularly appropriate to your area. No question should be posed which you think might cause embarrassment to a child or a child’s family. A child may live in an area which does not include items from a specific category, so be sure to inform the children that some categories may be left blank.



STREET-STRAIGHT-SCOOP		I THINK	I KNOW
How many houses?			
How many trees?			
How many streetlights?			
How many stop signs?			
How many doors?			
How many fire hydrants?			
How many bushes?			
How many dogs?			
How many cats?			
How many _____?			
How many _____?			

SCIENCE

INTRODUCTION

The following projects are useful supplementary activities in a first grade science curriculum. They are designed to be fun, inexpensive, and easy to organize. The exercises in this section will enable children to:

- understand how plants and animals receive nourishment, grow, change, and protect themselves;
- recognize how temperature differences affect the state of solids, liquids, and gases;
- become aware of how elements in our environment affect the well-being of various living things;
- learn about the nature of air and water;
- identify various sources of food and their value to human growth;
- become acquainted with some characteristics of magnets and their ability to attract certain objects.

These classroom-tested activities will assist you in presenting basic facts that are within the interest and experience of your students. These exercises should also provide concepts that can be used as the basis of classroom discussions and additional, related, small-group activities.

PLANTS GIVE OFF WATER

Purpose: To prove that plants give off water.

Materials:

two identical flowerpots—one with a living plant and one with soil but no plant
two clear, plastic bags

Procedure:

Step 1: Ask the class why they like to sit under a tree or go into the woods during the summer. Most of the responses will include the ideas that shade is cooler, and that it is cooler under the trees than it is away from them. One reason for this is that the tree gives off moisture (water) which absorbs some of the heat, and thus, makes it cooler near the tree.

Most children will not be able to understand that trees give off moisture until you can provide some sort of demonstration to prove it. Conduct the demonstration with the flowerpots.

Step 2: Water the flowerpots, and completely cover each one with a clear plastic bag.

Step 3: Put the pots in a place where the plant will grow (the windowsill is fine), and have the children observe the pots from time to time. The flowerpot with the plant will show much more moisture in the bag than the one that contains only soil.

Step 4: Discuss with the children the reason for the greater amount of moisture in the bag which covered the potted plant.

Follow-up:

You may vary this experience by putting a cactus in a similar bag, and compare the moisture given off by the cactus with another plant of about the same height. The cactus will give off almost no moisture. Explain that this is a protective device against the lack of water in the desert where it is found.

This is an excellent opportunity to discuss with students the need that all plants have for protection. Plants need protection from animals that eat them, from low temperatures, and from too little water, among other things. Discuss these points and the ways in which plants protect themselves. They protect themselves from animals by thorns (thistles), a bad taste (milkweed), or poison (hemlock); from drying out by having no leaves (cacti); from water loss by having a waxy coating (most plants); from low temperatures by scales that cover their buds (most leaf trees have these in winter); and from injury by having thick bark (most trees).

Ask the students to bring in samples of plants that they see in their neighborhood, and examine firsthand the varieties of their protective coverings.

MAKE A RAINBOW

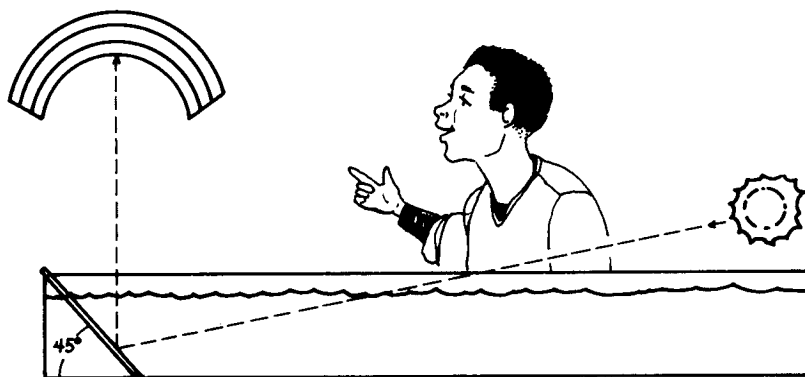
Purpose: To make a rainbow.

Materials:

pan of water
mirror
a bright source of light
drawing paper
crayons or markers

Procedure:

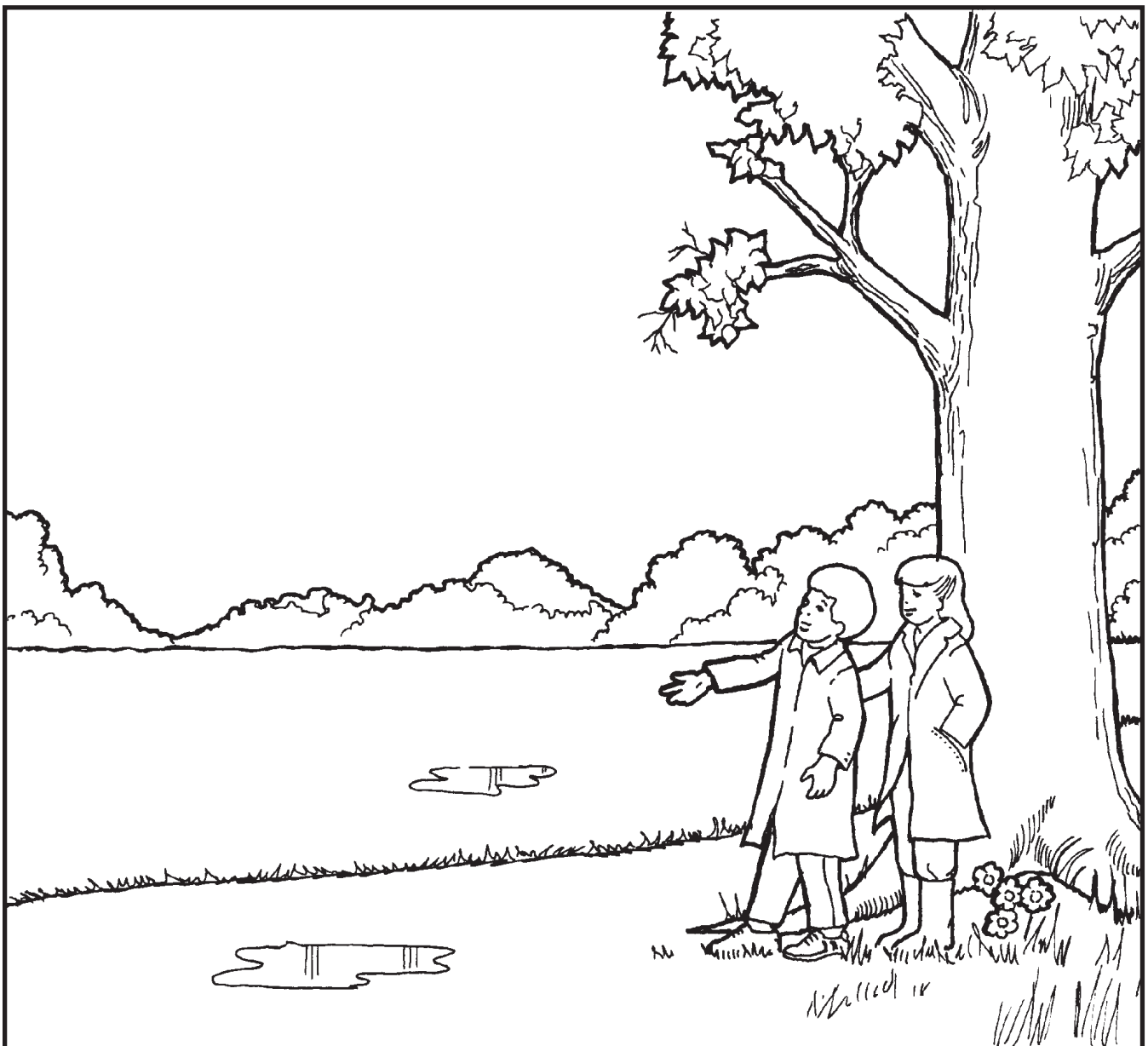
- Step 1:** Tell the children that rainbows are really light rays that are bent with the help of water, either as a liquid or as a vapor. Discuss with the children the stories about rainbows, and how many legends have been told about them. Discuss when and where you can find a rainbow.
- Step 2:** Ask the children what each rainbow has in common with other rainbows. They all have the same colors—red or orange at the top and violet at the bottom. They are also formed in the same way. That is, the light is refracted (broken up) and reflected by the water vapor, and the rainbow results.
- Step 3:** Take the pan of water, and set it in a bright light source. This can be a beam of sunlight or a bright light.
- Step 4:** Place the mirror at one end of the dish or against the side at about a 45-degree angle.
- Step 5:** Turn off the overhead lights. You may also have to pull down the shades. The rainbow will be found on the ceiling or near it. It will always be at the same angle from the mirror as the light is from the mirror.



- Step 6:** Take time to look at it, and ask the children to try to draw it and blend the colors as evenly as the rainbow blends them. This is a good test of the children's perceptions of the colors of the rainbow and their arrangement.

You need sunlight and water in the air to have a rainbow.
The sun shines through the water.
The colors of a rainbow are always in the same order. First is **red**. Then there are **orange, yellow, green, blue, and indigo**. The bottom color is **violet**.

Color a rainbow in the picture. Make sure to draw a sun and some drops of rain. Remember to put the colors in the right order!



MATHEMATICS

INTRODUCTION

The activities in this section are designed to stimulate interest in a variety of mathematical concepts appropriate to a first grade curriculum. These exercises will help children to:

- recognize equivalent and non-equivalent sets of numbered objects;
- understand the relationship between a given number and its corresponding numeral;
- obtain practice in determining quantities greater and less than a given number;
- acquire computing experience in both addition and subtraction problems;
- practice classifying geometric shapes;
- understand the basic principles of measurement;
- associate “clock time” with “real time.”













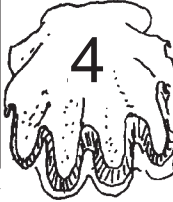











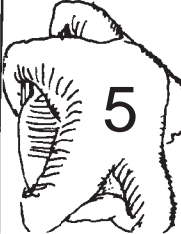











The use of cards for matching and flash card activities is a practical method for stimulating total class involvement in the drill process. Certain cards are basic to several activities, and their creation provides the nucleus for a class project with two results: the students will have further practice with the concepts involved, and the sets of cards needed for classroom activities will be complete.

The easily constructed combination of a spinner board and a nail board provides the classroom with another basic piece of equipment to be used with a number of these math activities. To make the spinner board, attach a cardboard pointer to a square of pegboard with a golf tee or brad. Remove the spinner from the pegboard and insert hooks to make the nail board.

Make an X on the number in each row that does not come next.

Write the correct number in the box.



						_____ _____ _____
						_____ _____ _____
						_____ _____ _____
						_____ _____ _____
						_____ _____ _____
						_____ _____ _____

BEAN BAG TOSS

Purpose: To practice addition facts.

Materials:
two bean bags
target

Procedure:

Step 1: Draw a target like the one shown below on the classroom floor, gym floor, or playground.

6	2	5
3	1	
4		

Step 2: Have the children stand about ten feet (three meters) from the target and toss both bean bags. Children then total their own scores.

Step 3: For further practice with addition facts, have the children keep a record of their scores. For children of differing abilities, provide targets with appropriate numerals.

Follow-up:

You can turn this activity into a fun team competition. Divide the class into two to four teams. Allow one person from each team to toss the two bean bags. Ask children who tossed the bean bags to add up their scores and then record the scores under each team name. After all children on each team have had an opportunity to toss the bean bags, have the children assist you in adding up the total scores. The team with the highest score is the winner.