First Grade Blizzard Bags

Day 1:

Complete all of the activities below. In order for the work to count as a school day, please return all finished work in the folder.

- **Reading**
  - Read for 20 minutes. Choose a book from your book bag or one you have at home.
  - After reading, tell someone about the story and then fill out a story map page for one of the stories that you read. Make sure you include all the important parts.

- **Writing**
  - Write a short story. Then, act it out! (See writing packet for more directions)

- **Phonics**
  - Complete syllables graph. See sheet for directions.

- **Math**
  - Fill in the missing numbers on the 100 chart. For an extra challenge, fill in the blank chart!
  - Play the How Many Am I Hiding? game with a partner. See attached directions.

- **Science**
  - Do the Ice Cube Experiment! See attached directions and recording sheet.
Write and Act!

Directions: Using the blank book, write a story about a pretend character. Be sure to think about the problem for the middle of your story and the solution at the end! Think about the setting and how your character is feeling in each part of the story.

After you finish writing, act it out! Use materials from around your house to create the setting of your story. Have fun!

Be sure to use your best handwriting, tap out words, and mark each word for digraphs, bonus letters, glued sounds, and buddy letters!
Beginning
Middle
Phonological Awareness

PA9
Syllable Graph

Objective
The child will segment syllables in words.

Materials
- Syllable Picture Cards (Activity Master) - Write number of syllables on the back of the card for self-check.
- Child Sheet (Activity Master)
- Scissors
- Glue

Activity
After teacher introduction, children count syllables in words and graph them.
1. Place scissors and glue at the center. Provide the child with a Child Sheet and place the Picture Cards in a stack.
2. Child selects the top card from the stack and names it. Child says it again while finger tapping to syllables.
3. Glue the picture above the corresponding number on the graph.
4. Continue until child sheet is complete.
5. Teacher evaluation.

Adaptations and Extensions
- Add four syllable words to segment.
- Use an instrument such as a tambourine or musical sticks to tap syllables.
- Sort words by number of phonemes. (e.g., c-a-t)
- Make other syllable pictures to graph.
- Use child pictures to graph.
## Phonological Awareness

**PA9**  
**Syllable Graph**

**Syllables**

**Benchmarks:** A.2a, F.2d, F.2e

**Name**

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## Phonological Awareness

### Syllable Graph

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<th>Syllables</th>
<th>Benchmarks: A.2a, F.2d, F.2e</th>
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2014 Office of Early Learning
## Missing Numbers

Fill in missing numbers on 100's chart

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How Many Am I Hiding?

Directions

You Need:
- 8 - 12 objects, such as coins or legos
- Recording sheet

Play with a partner.

1. Decide how many coins or legos to play with. Write this number on your recording sheet.
2. Player 1 hides some of the coins/legos.
3. Player 2 tells how many are hidden.
4. Player 1 shows the hidden amount.
5. Both players count how many were hidden and then record the number on the recording sheet.
6. Keep playing with the same amount of coins/legos. Take turns being Player 1 and Player 2.
7. The game is over when the recording sheet is full.

More Ways to Play
- Play with 5 coins/legos of one color and 5 legos/coins of another color.
- To play and make addition problems with three addends, make three groups of the objects. Show two of the groups of coins/legos and hide one group.
# How Many Am I Hiding? Recording Sheet

Total Number ______

<table>
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<th>Not Hidden</th>
<th>Hidden</th>
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<tbody>
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<td><img src="image2.png" alt="Image" /></td>
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The Ice Cube Challenge Experiment

Your challenge:
Make one ice cube melt faster than normal.
Make one ice cube melt slower than normal.

Find things from the kitchen or around the house that you think will help melt the ice cubes faster or slower. Some examples are: plastic wrap, tin foil, wax paper, paper towel, containers, utensils, fabric, wood... You can also try various ingredients from the kitchen such as flour, sugar, oil...

Your ice must stay in the kitchen for the entire experiment.
- You may not put it outside
- You may not use a microwave, toaster, or oven
- You may not put it back in the freezer or refrigerator

Directions:
1. Think of what materials/ingredients you want to use and make a plan
2. Make a few guesses about what you think will happen and write them in the predictions part of your recording sheet
3. Take 3 ices cubes out of the freezer -make sure they are the same size-
   - Write down the exact time that you took them out of the freezer on your recording sheet
   - Put one ice cube on a small dish and leave it alone. This is your 'normal' melting ice
4. Quickly prepare your other 2 ice cubes following your plan for melting one slower and one faster.

Observe:
Watch all 3 ice cubes carefully. Notice how they are changing. Think about these questions:

- What is the same about them?
- What is different?
- Does your plan appear to be working?
- If yes, why is it working?
- If no, why isn't it working?
Ice Cube Melting Experiment

What can make ice melt more **quickly** than normal? __________

What can make ice melt more **slowly** than normal? __________

**Predictions**

The **fastest** melting in the class will be caused by __________

The **slowest** melting in the class will be caused by __________

<table>
<thead>
<tr>
<th>Quick melting</th>
<th>Control (don’t touch)</th>
<th>Slow melting</th>
</tr>
</thead>
</table>

Start time - _______  Start time - _______  Start time - _______

Finish time - _______  Finish time - _______  Finish time - _______

**Results**

The **fastest-melting** sample in the class melted in _______ minutes. It was fast because ________________________

The **slowest-melting** sample in the class melted in _______ minutes. It was slow because ________________________