

RCSA Elementary Summer Project – 1st Grade

Student Name: _____

PROJECT DUE DATE: Monday, August 15th

**Projects should be submitted to student's homeroom teachers.*

**Your student is required to complete the tasks indicated on the Choice Board pages.*

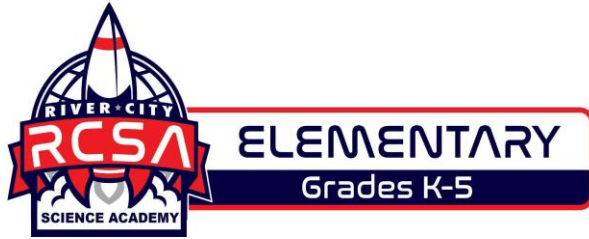
Grade Level Expectations (Upcoming 1st Graders should be able to...)

<p>ELA/SS</p> <ul style="list-style-type: none"> fluently read 44 words per minute by August read, write, and name all 26 letters in the alphabet Understand basic concepts of print (letters represent sounds, read left to right and top to bottom, words are separated by spaces) read and write common kindergarten level high frequency words and CVC (consonant-vowel-consonant pattern) words ask and answer questions about the main idea and details in informational text identify characters, setting, and main events in fictional text 	<p>Math</p> <ul style="list-style-type: none"> count to 100 by ones and tens read and write numerals from 0-20 numbers 11-19 are made up of ten ones and 1-9 further ones relationship between numbers and quantity; be able to count items using 1-1 correspondence add and subtract within 5, use strategies (objects, drawings, fingers) to solve for addition and subtraction within 10
<p>STEM</p> <ul style="list-style-type: none"> think creatively think critically persevere through challenges collaborate effectively with peers and adults be flexible and willing to try new things, suggestions, and ideas 	<p>Social Emotional Skills</p> <ul style="list-style-type: none"> follow directions the first time maintain and organize own materials tie own shoes ask for and use the restroom independently communicate respectfully with peers and adults



Recommended Reading List

Title	Author
<i>A Mother for Choco</i>	Kasza, Keiko
<i>Brown Bear, Brown Bear</i>	Martin Jr., Bill
<i>Chicka Chicka Boom Boom</i>	Martin, Bill and Archambault, John
<i>Corduroy</i>	Freeman, Don
<i>Curious George</i>	Rey, H.A
<i>Hop on Pop</i>	Dr. Seuss
<i>I am Jackie Robinson</i>	Meltzer, Brad
<i>Mission to Space</i>	Herrington, John
<i>Now We Are Six</i>	Milne, A.A.
<i>On a Farm</i>	Andrews, Alexa
<i>Red is Best</i>	Stinson, Kathy
<i>Rumble in the Jungle</i>	Andreae, Giles
<i>Swimmy</i>	Lionni, Leo
<i>The Bald Eagle</i>	Pearl, Norman
<i>The Carrot Seed</i>	Krauss, Ruth and Crockett Johnson
<i>The Sky Painter: Louis Guertes, Bird Artist</i>	Engle, Margarita
<i>The Very First Americans</i>	Ashrose, Cara
<i>Two Ways to Count to Ten: A Liberian Folktale</i>	Dee, Ruby
<i>Wandering Whale Sharks</i>	Shingu, Susumu
<i>We Have a Little Garden</i>	Potter, Beatrix
<i>Where the Wild Things Are</i>	Sendak, Maurice



Supporting Summer Reading

Keeping children reading over the summer is the key to preventing the “summer slide!” Here are some ways you can keep your children motivated to read and engaged in literacy-related activities over vacation.

Tip 1 - Read with your child every day. Take advantage of the nice weather by reading outside on the front steps, patio, at the beach, or park. Be sure to keep a basket of books in the car for any trips near and far. Also, it is helpful to set aside a consistent time each day for reading and to try to stick to it, whenever possible.

Tip 2 - Visit the library. The Jacksonville Public Library will be hosting a variety of fun and engaging activities this summer. Visit <http://events.jaxpubliclibrary.org/> for a list of the events.

Tip 3 - Keep books fresh and interesting. Trade out books weekly at the library and let your child choose what he/she would like to read. Allow popular fiction, graphic novels, magazines, etc. - whatever it is (age appropriate, of course) that keeps your child interested and motivated. Let your child also choose if he or she wants to read electronically or with a hard copy.

Tip 4 - Encourage listening. Listen to stories using audiobooks or podcasts.

Tip 5 - Talk to your child about what he or she is reading. Ask questions and have discussions. Talk about interesting vocabulary or use the book talk questions below.

Tip 6 - Read aloud to your reader. As school-aged children become better readers, parents often stop reading aloud to them. However, by reading more difficult books aloud to your child, you help them learn new vocabulary words, concepts, and ways of telling stories or presenting information. You also enjoy the closeness of sharing a book with your child.

Book Talk Questions:

- ❖ What is the book about?
- ❖ Why did you like the book?
- ❖ What is the problem? What is the solution?
- ❖ Who is your favorite character? Why are they your favorite?
- ❖ If you could trade places with any character in the book who would you choose?
- ❖ Did you learn anything new? What did you learn?
- ❖ If you could ask the author one question about the book what would it be?
- ❖ Did anything surprise you about the book?
- ❖ If you could rewrite the ending to this book how would you change it?
- ❖ Why do you think the author wrote the book?
- ❖ Would you recommend this book to a friend? Why?
- ❖ What would you do in this situation?
- ❖ Make connections such as, “this reminds me of...”



ELEMENTARY Grades K-5



ELA CHOICE BOARD

Complete the tasks indicated in each column. Each task should be put on a separate sheet of paper with the subject and number as the header. (i.e. ELA: Reading Task #2)

Foundations	Reading	Communication (Writing)	Vocabulary
<p>1. <u>High Frequency Words</u></p> <p>Sight word knowledge plays a huge role in boosting reading fluency. Children should be able to identify the word in 3 seconds or less. Make your own flash cards with the words on the attached list and practice. Then, be a word "detective" and look for these words in your surroundings or books that you read.</p> <p>High Frequency Word List</p> <p>ELA.K.F.1.4</p>	<p>1. <u>Story Map</u></p> <p>Reading great stories can take you on imaginative adventures right along with the characters. Pick a story with adventure and complete the attached story "map" using words or pictures. In 1st grade, we recommend reading a book 3 times to really get to know it.</p> <p>Story Map</p> <p>ELA.K.R.3.2</p>	<p>1. <u>Letter Writing</u></p> <p>Handwriting and correct letter formation is very important in 1st grade. Trace and write ALL (A-Z) letters of the alphabet. Use the content column to the right to select each letter.</p> <p>Letter Writing Practice</p> <p>ELA.K.C.1.1</p>	<p>1. <u>Identify and Categorize</u></p> <p>Using magazines, printed stories, newspapers, clipart, etc. cut out pictures of related topics/objects. Glue these pictures to a piece of paper, then give the category a title. Complete 5 categories with 3 or more in each.</p> <p>ex. Land Animals – lion, dog, monkey</p> <p>ELA.K.V.1.3</p>
<p>2. <u>Word Family Scavenger Hunt</u></p> <p>Choose a "word family name" from the list below and write it in the roof of the house. Then, be a word "detective". Find words that rhyme in books, items around your home, or in nature and send them</p>	<p>2. <u>The Same & Different</u></p> <p>Read two books or stories on a similar topic or that have the same character(s). Talk with someone about how the two are the same and how they are different. With help from an adult, record your thoughts on a Venn Diagram. In 1st</p>	<p>2. <u>Author and Illustrator</u></p> <p>Create your own story using words and pictures telling the events in chronological order. This could be real or make-believe. Fold some blank paper in half to create a booklet. Design the front and back covers, including the title of</p>	<p>2. <u>What Does it Mean</u></p> <p>Use the attached i-Ready word list to review words from kindergarten. Choose 5 words, write what the word means, draw a picture to represent the meaning, and use it in a sentence. Complete each word on a separate page.</p>

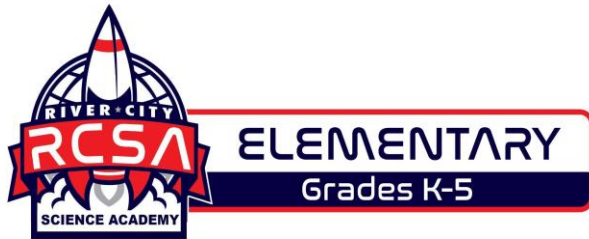


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<p>"home" by adding them to the correct word family house. bat, can, cap, ham, bag, cab, tack, sell, red, big, dip, will, fit, bin, sing, job, rock, lot, pop, bug, duck</p> <p>Word Family Houses</p> <p>ELA.K.F.1.2</p>	<p>grade, we recommend reading a book 3 times to really get to know it.</p> <p>Venn Diagram</p> <p>ELA.K.R.3.3</p>	<p>your story.</p> <p>ELA.K.C.1.2</p>	<p>Vocabulary Word List</p> <p>Vocabulary Template</p> <p>ELA.K.V.1.1</p>
<p>3. <u>Digraph Booklet</u></p> <p>Create a booklet using words that contain the sh, th, ph, ch, and wh digraphs. Choose three words for each digraph. Put one word on each page and draw a picture that matches that word. When you are finished, you should have a total of 15 pages.</p> <p>ELA.1.F.1.3</p>	<p>3. <u>BIG FOX Nonfiction</u></p> <p>Choose a nonfiction text and use the BIG FOX strategy to comprehend and learn about nonfiction text features.</p> <p>BIG FOX Instructions</p> <p>BIG FOX template</p> <p>ELA.1.R.2.1</p>	<p>3. <u>Pet Paragraph</u></p> <p>Write a paragraph about how to take care of a pet using the first grade quarter 1 writing rubric.</p> <p>Q1 Writing Rubric</p> <p>ELA.1.C.1.4</p>	<p>3. <u>Vocabulary Hunt</u></p> <p>While reading though the summer reading list, look for unfamiliar words. When you come across an unfamiliar word, look up the definition, part of speech, and any synonyms/ antonyms it has. You must have at LEAST 5 words.</p> <p>Vocabulary Template</p> <p>ELA.1.V.1.3</p>



MATH CHOICE BOARD

Complete the tasks indicated in each column. Each task should be put on a separate sheet of paper with the subject and number as the header. (i.e. MATH: Measurement Task #2)

Number Sense & Operations	Algebraic Reasoning	Measurement	Geometric Reasoning	Data Analysis & Probability
<p>1. <u>100 Pieces</u></p> <p>Fold 3 pieces of paper in half to create a counting book. Design a cover page with a title and the author (you!). Collect 100 items from nature or your home in groups of ten. On each page of your book, paste photo or draw pictures of these items, then label them (ex. 10 leaves).</p> <p>MA.K.NSO.1.1</p>	<p>1. <u>Math Facts</u></p> <p>Create your own flash cards for practice. Gather 20 index cards, or cut 5 pieces of paper into fourths. Make 10 addition and 10 subtraction equations using numbers 0-10 with a sum/difference of 10 or less. Write the equation and draw a picture to represent the problem on the front and write the answer on the back.</p> <p>MA.K.AR.1</p>	<p>1. <u>Measurement</u></p> <p>Explore measurement from your own home; no tools needed. Choose a location in your home, such as a hallway or your bedroom. Use 4 different units (hands, feet, whole body, etc.) to measure the length of the space. Record your measurements on the paper, then answer the questions.</p> <p>Measurement</p> <p>MA.K.M.1</p>	<p>1. <u>Shapes Flip Book</u></p> <p>Shapes are everywhere. Choose 5 2-dimensional shapes. Look for these shapes in your home, magazines, or newspapers. Create a foldable flipbook to show each shape. Write a title on the top flap. Sort and draw, or glue, pictures on to the remaining flaps and label each shape.</p> <p>Flipbook Tutorial</p> <p>Shapes. Shapes. Shapes</p> <p>MA.K.GR.1</p>	<p>1. <u>Collect and Sort</u></p> <p>Collect 3 items from your house (toys, socks, etc.) and sort objects into categories (shapes, color, size, etc.) and compare the categories by counting the objects in each category. Report the results with a written numeral and with drawings on 8 X 11 paper.</p> <p>MA.K.DP.1</p>
<p>2. <u>Number Comparisons Booklet</u></p> <p>Students will create a booklet of at least 10 pages by drawing two sets of items (up to 20) on a page and identify which set is greater than, less than, or equal. Students need to use the terms less than, greater than, or equal.</p> <p>Example</p> <p>MA.K.NSO.1.4</p>	<p>2. <u>Make 10</u></p> <p>Students roll a die and write that number down on the paper. They will then use a manipulative (beans or another counting item), number line, models, or drawings to find the number they need to make 10.</p> <p>Making 10</p> <p>MA.K.AR.1</p>	<p>2. <u>Object Comparison</u></p> <p>Find two items in your house to show the comparisons below. Illustrate or take pictures of each comparison then place it on paper and label.</p> <ul style="list-style-type: none"> - Short and shorter - Long and longer - Has more and has less - Holds more and holds less - Full and empty - Heavy and heavier - Weighs more and 	<p>2. <u>Triangles, Rectangles, and Squares oh my!</u></p> <p>Students need to create a town, castle, or house using triangles, rectangles, and squares. They will place their creation on an 8.5 X 11-inch piece of paper. Students will then write down how many of each shape was used in their creation.</p> <p>Shapes. Shapes.</p>	<p>2. <u>Collect and Sort</u></p> <p>Collect 3 items from your house (toys, socks, etc.) and sort objects into categories (shapes, color, size, etc.). Compare the categories by counting the objects in each category. Report the results with a written numeral and with drawings on 8 X 11 paper, and use greater than, less than, equal to for comparison.</p>



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		<p>weighs less - Light and lighter</p> <p>MA.K.M.1</p>	<p>Shapes</p> <p>MA.K.GR.1</p>	MA.K.DP.1
<p>3. <u>Number Decomposing Booklet</u></p> <p>Students will create a booklet of at least 10 pages by choosing ten 2-digit numbers and decomposing each number three different ways.</p> <p>MA.1.NSO.1.3</p>	<p>3. <u>Make 20</u></p> <p>Students roll a die and write that number down on the paper. They will then use a manipulative (beans or another counting item), number line, models, or drawings to find the number they need to make 20.</p> <p>MA.1.AR.1</p>	<p>3. <u>Object Comparison</u></p> <p>Find two items in your house and measure in inches and centimeters and show the comparisons below. Illustrate or take pictures of each comparison then place it on paper and label.</p> <ul style="list-style-type: none"> - Short and shorter - Long and longer - Has more and has less - Holds more and holds less - Full and empty - Heavy and heavier - Weighs more and weighs less - Light and lighter <p>MA.1.M.1</p>	<p>3. <u>Triangles, Rectangles, and Squares oh my!</u></p> <p>Students need to create a town with a minimum of four buildings using 2D shapes and 3D model. They will place their creation (3D model) on a small flat surface and take a picture of it. Students will then write down how many of each shape was used in their creation. They will turn in the picture along with their data collected.</p> <p>MA.1.GR.1</p>	<p>3. <u>Collect and Sort</u></p> <p>Collect 3 items from your house (toys, socks, etc.) and sort objects into categories (shapes, color, size, etc.). Compare the categories by counting the objects in each category. Report the results with a number chart, tally chart, and a pictograph on an 8 X 11 paper, and use greater than, less than, equal to for comparison.</p> <p>MA.1.DP.1</p>



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SCIENCE CHOICE BOARD

Complete the tasks indicated in each column. Each task should be put on a separate sheet of paper with the subject and number as the header. (i.e. Science: Nature of Science Task #1)

Nature of Science	Life Science	Physical Science	Earth & Space Science
<p>1. <u>BUBBLES</u></p> <p>Research bubbles with the links provided. Make your own homemade bubble solution and three different types of bubble makers. Test each bubble maker in each solution. Create a chart to record your observations. Explain which bubble maker was the best and why. Include pictures or drawings of this activity.</p> <p>Pop! A Book About Bubbles</p> <p>Bubble in a Bubble</p> <p>Fabulous Bubble Makers</p> <p>Large Bubbles</p> <p>SC.K2.CS-CP.1.3</p>	<p>1. <u>Seed Book</u></p> <p>With help from an adult, cut open 3-5 types of fruit. Take out all the seeds and set them aside to dry. Fold a few pieces of paper in half to create a book. Design a cover page with a title and the author (you!). On each page, draw a diagram of the fruit and glue down the seeds. Label the picture with the fruit name and parts. Write a sentence to go with your diagram (ex. The apple has 4 seeds).</p> <p>Seeds, Seeds, Seeds</p> <p>SC.K.L.14.3</p>	<p>1. <u>Ice Cream in a Bag</u></p> <p>Did you know that cooking and preparing food are a type of science? Be a chef for a day and make your own ice cream. Complete the attached "recipe" page.</p> <p>Ice Cream Recipe</p> <p>How To Video</p> <p>How To Video 2</p> <p>SC.K2.CS-CP.1.3</p>	<p>1. <u>Weather & Moon</u></p> <p>With adult supervision, go outside and observe the sky. What do you see? Do not look directly at the sun, this is harmful to your eyes. How does the weather feel? Weather determines how we dress and can change our daily plans. Be like the weather person on TV and let us know what the day is like. Use the attached chart to record your daily observations.</p> <p>Observation Chart</p> <p>Farmer's Almanac</p> <p>SC.K.E.5.4</p>
<p>2. <u>Sandwich Time</u></p> <p>Research sandwiches using the links</p>	<p>2. <u>Amazing Animals</u></p> <p>Choose one or more live web-cams. Choose</p>	<p>2. <u>Move It, Move It</u></p> <p>Look for 5 moving items in your house,</p>	<p>2. <u>Shadow Measuring</u></p> <p>Choose a bright, sunny day that will not</p>



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provided. Create a "how to" book on making a sandwich. Create a cover page with a title and the author (you!). First, list all the ingredients. Then, give step-by-step instructions. Include drawings or photographs of you making the sandwich. Be very creative!

[Different Ways to Make a Sandwich](#)

[Let's Make a Sandwich](#)

[Sam's Sandwich](#)

SC.K2.CS-CP.2.2

different times and days. Record what you observe. Then conduct research about the animals observed. Create a scrapbook of your findings. Must be at least 10 pages. Page 1 is your title page. Pages 2-6, details of your web-cam observations including the time and day. Pages 7-9, include the facts you learned about your animal/animals; please write in complete sentences and include illustrations. Page 10, would you recommend doing this project to another first grader? Explain why or why not?

[Live Bird Feeder](#)

[Live Animal Cams](#)

[Scrapbook Ideas](#)

[Nat Geo - Animal Research](#)

[10 Animal Research Sites](#)

SC.K.N.1.2

playground, or rides at a park. Create a chart of the ways items can move using the following: round and round, up and down, straight lines, zig-zags, and back-and-forth. Draw or take a picture of the 5 items and label how they move.

[Force and Motion Video 1](#)

[Force and Motion Video 2](#)

[Roller Coaster Video](#)

SC.K.P.12.1

rain in the afternoon. Then choose four different times of the day to draw your child's shadow with chalk on the sidewalk. Then each time you comeback record how the next shadow has changed. Predict each time if the shadow will be smaller or larger. Take pictures of each shadow and label the time of day.

[Shadow Science](#)

[Light and Shadows Video](#)

[Fun With Shadows](#)

[The Day I Met My Shadow](#)

SC.K.N.1.4

3. Sink or Float

Conduct a sink-or-float experiment using three

3. Living or Nonliving

With adult supervision, take a nature walk.

3. Physical Changes

How can the physical properties of an object

3. Seasons

Use the attachments and videos below to



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categories: fruits and vegetables, toys and household items (no batteries or electric parts), candies and snacks. Record your observations on the attached chart or make your own.

[Sink or Float Experiment Chart](#)

[Why Do Some Things Float/Sink](#)

[Sesame Street: Sink or Float](#)

[What Sinks, What Floats](#)

[Who Sank the Boat](#)

[Guessing Game](#)

SC.K2.CS-CP.1.1

Find examples of living and non-living things during the walk. Using paint chips from the local hardware store, find items that are the same color as one of the colors on your paint chips. Draw a map of your walk. Identify where you found those items and whether they are living or non-living. Then draw or take pictures of the items with the paint chip close to it to compare.

[Paint Chip Picture Walk](#)

[Colors of Nature](#)

[Walk and See Colors](#)

[Why Is Blue So Rare In Nature](#)

[Virtual Hike](#)

SC.K.N.1.3

change? Get four pieces of paper of the same size. Cut one paper, tear one paper into small pieces, roll one paper, and crumple the last paper. Record how the physical properties of the paper changed. The student will then take clay or play-dough and record how many ways they can change the physical properties of the clay or play-dough.

[Physical Properties Video](#)

[Matter Video](#)

SC.K.P.9.1

learn all about season. Create a book that explains the reason Earth has seasons.

[Kids Science: Earth's Seasons](#)

[What is a Season](#)

[Four Seasons with Jack Hartmann](#)

[Why are there Seasons](#)

[A Tree for All Seasons](#)

[Seasons Poem](#)

SC.K.E.5.2