### 1st Grade AMI Assignments

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<th>Monday</th>
<th>Phonics</th>
<th>Writing</th>
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<td>Have students read then spell cvc words, words with blends, and words with digraphs. Ex: Parent writes “cat.” “Let’s tap the sounds we hear in “cat.” Touch a finger to your thumb for each sound. /c/ /a/ /t/. (Digraphs are 2 letters that make one sound: sh, ch, th, wh, ck Blends are two consonants together, but each consonant makes its own sound: gr, br, gl, st, etc.) Have students spell the word on their own by tapping each sound and writing it. Links for word lists: <a href="#">CVC Word List</a> <a href="#">Blends Word List</a> <a href="#">Digraph Word List</a></td>
<td>Write a paragraph about something that makes you happy. Remember to focus on capitalization, punctuation, spacing correct letter/sound for unknown words, and spelling trick words correctly. Make sure to include a topic sentence, 3 details, and a conclusion.</td>
<td>Imagine that there are 17 students in your class. How many students would there be if 10 new students joined your class? If all of the students were put into groups of 10, how many groups of 10 would there be? Be sure to show your thinking on a piece of paper.</td>
<td>Oh no! Someone has taken all of our coats and it’s cold outside! Observe the animals that are outside in the cold with no coats on. How do they stay warm? Can you think of a new way to stay warm like the animals do without a coat? Draw a picture of your idea.</td>
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<td>Have students read then spell cvc words, words with blends, and words with digraphs. Ex: Parent writes “cat.” “Let’s tap the sounds we hear in “cat.” Touch a finger to your thumb for each sound. /c/ /a/ /t/.</td>
<td>Write a paragraph about a fun time with a friend or with family. Remember to focus on capitalization, punctuation, spacing correct letter/sound for unknown words, and spelling trick words correctly.</td>
<td>Practice your math facts (addition and subtraction within 10) with a fun game of basketball! Ask an adult to write some addition and subtraction facts on different pieces of scratch paper. For each fact you answer correctly,</td>
<td>Ask an adult for a flashlight. Try holding different materials up to the light. Which materials let light pass through? Which materials block all of the light? Why do you think some materials let light pass through and others do not? Or</td>
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| Have students read then spell cvc words, words with blends, and words with digraphs.  
Ex:  
Parent writes “cat.”  
“We tap the sounds we hear in “cat.””  
Touch a finger to your thumb for each sound.  
/c/ /a/ /t/.  
(Digraphs are 2 letters that make one sound: sh, ch, th, wh, ck  
Blends are two consonants together, but each consonant makes its own sound: gr, br, gl, st, etc.)  
Have students spell the word on their own by tapping each sound and writing it.  
Links for word lists:  
CVC Word List  
Blends Word List  
Digraph Word List | Write a paragraph about your favorite place.  
Remember to focus on capitalization, punctuation, spacing correct letter/sound for unknown words, and spelling trick words correctly.  
Make sure to include a topic sentence, 3 details, and a conclusion.  
Find a small object (toy car, deck of cards, a spoon, etc.) and use it to measure the length of your parent’s arm from the shoulder all the way to the fingertips. Then ask your parent to measure your arm. Record how many “toy cars” long both your arms are and draw a picture to show the difference in the lengths. Make sure to label your measurement with the name of the object you used.  
Go outside, close your eyes, and listen carefully. Record 3 things you hear. Write a sentence to tell what you think could have caused those sounds |
| **Thursday** | Have students read then spell cvc words, words with blends, and words with digraphs.  
Ex:  
Parent writes “cat.”  
“Lets tap the sounds we hear in “cat.””  
Touch a finger to your thumb for each sound. /c/ /a/ /t/.  
(Digraphs are 2 letters that make one sound: sh, ch, th, wh, ck  
Blends are two consonants together, but each consonant makes its own sound: gr, br, gl, st, et  
)  
Have students spell the word on their own by tapping each sound and writing it.  
Links for word lists: [CVC Word List](#) [Blends Word List](#) [Digraph Word List](#) | Write a paragraph about your favorite game. Remember to focus on capitalization, punctuation, spacing correct letter/sound for unknown words, and spelling trick words correctly.  
Make sure to include a topic sentence, 3 details, and a conclusion. | Write the numbers 0 through 9 on small pieces of paper, fold them, put them in a pile, and mix them up.  
Close your eyes and choose 2. On a piece of paper, draw the amounts, then write how many there are in all. Write an equation to match.  
For example, if you draw 2 and 4, you would write the equation 2 + 4 = 6 with a drawing to show the amounts. Tell your parent the strategy you used. Refold the pieces of paper and mix them back in with the others. Repeat 4 times. | Close your eyes tight. What do you see? Do objects need light to be seen? Form a hypothesis (or testable statement) by completing the sentence: Objects (do/do not) need light to be seen. How could you test your hypothesis? Write a plan for how you could test your hypothesis. |