

Aloha,

Hope all is well!! We are so impressed with all the positive feedback we've received so far!! We applaud and admire your dedication to being awesome, loving, patient parents and teachers!!























We've sent home all online instruction codes and are so pleased to see so many students doing their work with great iready scores. Please keep doing 3-5 lessons (scores) in math and 3-5 lessons (scores) in reading. Have your keiki show you their score, that's how you know they are done. We can also see the scores and it helps us monitor their progress. Please have them use EPIC as a digital library to read a variety of books. Flash to pass is a great app for memorizing addition and subtraction facts to 20. IXL is leveled by grades...your keiki can do any grade level that ensures academic growth. IXL also has great word problems. The main online resource is iready...the rest are there if you need more practice in certain areas. These are all great online resources that are targeted at your keiki's level.

Offline daily routines are as important. Balance is key. Please have your keiki write 6 sentences daily about different topics. Have them edit their writing for capitals, punctuation, spaces, reversal, neat, and does it make sense. Have them illustrate their writing. Have your keiki read about 30 minutes daily. We've posted a health lesson to help motivate healthy hygiene. We've posted a daily plan with many offline activities that will enrich your keiki and keep the learning interesting. Have fun reading, writing, creating, exploring, playing, and just love learning. Show your keiki the offline plan and have them choose, they will love being in charge of their learning!







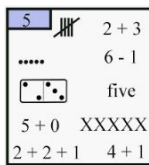


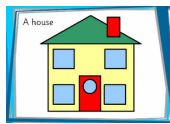

We are just trying to help in the best way we know how during this situation. Breathe and hang in there...let's do the best we can together. We know you all rock because it shines in your keiki!!! Please reach out to us if you need any help. Thank you so much for all you do!!! Hope to see you all again soon!! Stay healthy, safe, loving, kind, and oh so patient. Lots of love to you all!!! Please give a big hug to your keiki from us!! We miss them!!

Mrs. Fredericksen and Mrs. Paik , your first grade team:)









Directions: Review all activities. Place a check by the activities you complete. Share your choices and work with your parent/s. Modify writing activities as needed. Return your choice board and completed activities with your parent's signature to your teacher when you return to school.

<input type="checkbox"/> Must Do: Read for 15 minutes a selection of your choice and complete the reading log on the last page.										
Reading / Writing (Choose 1 activity)	Math (Choose 1 activity)	Science / Social Studies (Choose 1 activity)								
<input type="checkbox"/>  Read a story with a friend or family member. Write something that happened in the beginning, middle, and end. In the beginning of the story _____. In the middle of the story _____. At the end of the story _____.	<input type="checkbox"/> Draw a circle, square, rectangle, and triangle on your paper. Now, go on a shape hunt in your house and make tally marks to show your findings. Describe the shape using this sentence. This shape is a _____ because it has _____ sides and _____ corners. <div style="display: inline-block; border: 1px solid black; padding: 5px; margin-top: 10px;"> Shapes I See <table border="1" style="font-size: small;"> <tr><td></td><td> </td></tr> <tr><td></td><td> </td></tr> <tr><td></td><td> </td></tr> <tr><td></td><td> </td></tr> </table> </div>									<input type="checkbox"/>  Observe a plant outside. Draw the plant in its natural habitat.  Write what the plant needs to survive. I observed _____ outside. The plant needs _____ to survive.
										
										
										
										
<input type="checkbox"/>  Write sentences and draw pictures to tell what you did on your day off today. Today I _____.	<input type="checkbox"/> Write your numbers from 1-120. If you think you can write numbers higher than 120, see how high you can go.	<input type="checkbox"/>  Look outside your window. Make a list of all the living and nonliving things you see.								
<input type="checkbox"/>  Make a snack with a grown-up. Write down the steps using the words first, next, and then. I made _____. First I _____. Next I _____. Then I _____.	<input type="checkbox"/> Put these numbers in order from least to greatest (lowest to highest): 24, 59, 95, 64 _____	<input type="checkbox"/> Play a board game with friends or family. After the game, talk about why taking turns is important.								
<input type="checkbox"/>  Give a compliment to everyone in your family. Write the compliments down using your best handwriting. I like the way _____.	<input type="checkbox"/> Write the following numbers in word form: 5 _____ 7 _____ 16 _____	<input type="checkbox"/>  Create a map of your neighborhood on blank paper. Be sure to label your map.								
<input type="checkbox"/>  Draw a picture of your room. Write at least 3 sentences describing it. In my room, I have _____.	<input type="checkbox"/> Identify the missing operation in each problem: (+ or -) 5 ____ 4 = 9 16 ____ 4 = 12 2 ____ 9 = 11	<input type="checkbox"/>  Digital Choice: What is a community? Watch Getting to Know Your Community to find out. Write one or two sentences about something you learned. I learned _____.								






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Reading / Writing (Choose 1 activity)	Math (Choose 1 activity)	Science / Social Studies (Choose 1 activity)
<input type="checkbox"/>  You can make the ice cream dessert of your dreams. Draw a picture of your ice cream and write sentences describing your treat. My ice cream dessert has _____. I like _____ on my ice cream.	<input type="checkbox"/>  Make a book that has the following shapes: square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle. Draw and label each shape and describe it in words. This shape is a _____ because it has _____ sides and _____ corners.	<input type="checkbox"/>  Record sunrise and sunset times for today. Sunrise today was _____. Sunset today was _____.
<input type="checkbox"/>  Read a nonfiction book with an adult and talk about what it is mostly about. Write sentences about the 3 most interesting facts that you learned. I learned _____.	<input type="checkbox"/> Count to 120 (or higher if you can)! Also, try counting by 10s and see how high you can go.	<input type="checkbox"/>  Go outside and watch sunrise or sunset. Describe what you noticed. I watched the sun _____. I noticed _____.
<input type="checkbox"/> Be a great friend by making a card for someone who goes to your school. Include reasons why they are a great friend. You are a great friend because _____.	<input type="checkbox"/> Choose a board game or card game to play with your family member or caregiver.	<input type="checkbox"/> Use blocks or boxes to create your own community.
<input type="checkbox"/>  Draw a picture of somewhere that you would like to go. Write a letter to your family telling them where you want to go and why you want to go there. Include at least 3 sentences I would like to go to _____ because _____.	<input type="checkbox"/> On a piece of paper, create a name collection box for the number 12. Come up with as many ways as you can to make the number 12. 	<input type="checkbox"/>  It is important to follow rules. On blank paper, use words and pictures to tell why it is so important. It is important to follow rules because _____.
<input type="checkbox"/>  Pick a familiar book and read it in a special "reading spot" at home. Write at least 2 sentences about your favorite part of the story. The favorite part of my story was _____.	<input type="checkbox"/> Use paper shapes to create a picture. Write down how many of each shape you used. I used _____ squares. I used _____ circles. I used _____ rectangles. I used _____ triangles. 	<input type="checkbox"/>  Digital Choice: Watch Bean Time-Lapse- 25 Days . Draw what the plant looks like at day 5, day 15, and day 25.




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Reading / Writing (Choose 1 activity)	Math (Choose 1 activity)	Science / Social Studies (Choose 1 activity)
<input type="checkbox"/>  Read a story with a friend or family member. Write something that happened in the beginning, middle, and end. In the beginning of the story _____. In the middle of the story _____. At the end of the story _____.	<input type="checkbox"/> Sort your toys. Sort them by type of toy and then put them back together and sort them by another attribute (color, size, shape, etc.) Create a sentence that tells your teacher what you found. <i>Example: I sorted my toys by <u>color</u>. I have ____ yellow toys. I have ____ blue toys.</i>	<input type="checkbox"/>  Build a tower (any size or shape). Draw a prediction of what the shadow of the tower will look like when you take it outside. Take the tower outside and draw the tower and its shadow. Write down the time that you took it outside. It was _____ when I drew my tower and its shadow.
<input type="checkbox"/> Create a "How to be a Good Friend" book. Use words and pictures to show how you can be a good friend. You can be a good friend if _____.	<input type="checkbox"/> Choose 4 numbers from 0-100. Write the number down and show how to make that number as many ways as you can. <div style="display: inline-block; border: 1px solid black; padding: 5px; margin-top: 10px;"> $5 = 2 + 3$ $6 = 1 + 5$ $5 + 0 = 5$ $2 + 2 + 1 = 5$ $4 + 1 = 5$ </div>	<input type="checkbox"/> Take 3 different objects outside (example: a glass of water, a mirror, a crayon). Observe the shadows of the objects. Tell someone what you notice about the shadows.
<input type="checkbox"/>  Write at least 3 sentences and draw pictures to tell what you did on your day off today. Today I _____.	<input type="checkbox"/> Get a handful of beans or cereal. Separate them into 2 groups. Create a number sentence that shows how you added them together. Now, create a subtraction number sentence.	<input type="checkbox"/>  Create an "All about My Community" book on blank paper. Use words and pictures to tell about the people and places in your community.
<input type="checkbox"/>  Make a homemade gift for someone. Write a note to go with it.	<input type="checkbox"/> Have your caregiver or family member call out five different numbers between 0 and 99. Tell them how many tens and ones are in the number. If this is too easy, have them call out five different numbers between 0 and 999. Tell them how many hundreds, tens, and ones.	<input type="checkbox"/> Natural resources are things found in nature that we use in our everyday lives, like water, soil, plants and minerals. What natural resources can you find in and around your home?
<input type="checkbox"/>  Go on a treasure hunt outside. Write at least 2 sentences about what you found. When I went on my hunt, I found _____.	<input type="checkbox"/>  Find a penny, nickel, dime, and quarter in your house. Trace the coins and color them the correct color. Beside each, write the value of the coin using the ¢ symbol.	<input type="checkbox"/>  Digital Choice: There are many people in a community who keep us safe. Watch Who Keeps People Safe in Our Community? Write a letter to one of these people to thank him or her for keeping you safe.

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Reading / Writing (Choose 1 activity)	Math (Choose 1 activity)	Science / Social Studies (Choose 1 activity)
<input type="checkbox"/>  Draw a picture of somewhere that you would like to go. Write to your family telling them where you want to go and why you want to go there. Include at least 3 sentences I would like to go to _____ because _____.	<input type="checkbox"/> Find 3 items at your house that are <u>longer</u> than your foot. Find 3 items at your house that are <u>shorter</u> than your foot. Draw a picture of each item and then write a sentence to share what you found. _____, _____, and _____ are longer than my foot. _____, _____, and _____ are shorter than my foot.	<input type="checkbox"/> Go outside and look closely at the ground. Dig a little spot in the soil. What do you notice about the soil? What color is it? Is the soil hard to dig into? What does the soil feel like? Use words to describe the soil you observed.
<input type="checkbox"/>  Read a nonfiction book with an adult and talk about what it is mostly about. Write sentences about the 3 most interesting facts that you learned.	<input type="checkbox"/> Find 2 items in your house that you can put side by side and find which one is the <u>longest</u> . How did you know it was the longest? _____ was longer than _____ because _____.	<input type="checkbox"/> Take a cup of water outside. Pour it on the dirt. What happens to the water when it touches the soil? Use words or draw a picture to describe how the water moves on the ground.
<input type="checkbox"/> Make a card for a friend in school. Include reasons why they are a great friend. You are a good friend because _____.	<input type="checkbox"/> At three different times in the day, look at the clock and write down what time it is. Then, draw a clock to show the time. 	<input type="checkbox"/> Play a board game with friends or family. After the game, talk about why taking turns is important.
<input type="checkbox"/>  Give a compliment to everyone in your family. Write the compliments down using your best handwriting. I like the way that you _____.	<input type="checkbox"/> Compare the numbers 19 and 91. Are they the same or different? _____ Why do you think so?	<input type="checkbox"/> Jobs are an important part of communities. Talk with a family member about the different kinds of jobs in your community.
<input type="checkbox"/> Create a "How to be a Good Friend" book. Use words and pictures to show how you can be a good friend. You can be a good friend if _____.	<input type="checkbox"/> Write your own addition number story and have your parents or caregiver solve it. Ask them to explain how they solved it.	<input type="checkbox"/>  Digital Choice: Watch How to Make Shadow Puppets with your Hand . After watching, try to create your own shadow puppet. Teach someone how to create your shadow puppet.

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Reading / Writing (Choose 1 activity)	Math (Choose 1 activity)	Science / Social Studies (Choose 1 activity)
<input type="checkbox"/> Make a homemade gift for someone. Write a note to go with it.	<input type="checkbox"/> Write your own subtraction number story and have your parents or caregiver solve it. Ask them to explain how they solved it.	<input type="checkbox"/> Needs are things that people must have to live. Make a list of your family's needs.
<input type="checkbox"/> Go on a treasure hunt outside. Write at least 3 sentences about what you found. When I went on my hunt, I found _____.	<input type="checkbox"/> 24 red apples and 8 green apples are on the table. How many apples are on the table? Draw a ten frame and show how to solve the problem.	<input type="checkbox"/>  Design a new kind of flower. Name it. What does this flower need to survive? The name of my flower is _____. It needs _____ to survive.
<input type="checkbox"/> Use sentences and pictures to show what you did during your day off today.	<input type="checkbox"/> Practice your basic facts with your caregiver or family member. You can use cards, flashcards, dice, a game to practice.	<input type="checkbox"/> Help a family member with a chore around the house. Think about how it makes you feel.
<input type="checkbox"/> Perform an act of kindness for someone today. Write about what you did and how it made you feel. I _____. It made me feel _____.	<input type="checkbox"/> The snake handler is trying to put the snakes in order from shortest to longest. She knows the red snake is longer than the green snake. She also knows the green snake is longer than the blue snake. What order should she put the snakes? Draw a picture of what the order would look like.	<input type="checkbox"/> Hold a book up to the mirror and try to read from the book using reflection through the mirror to see the words. What do you notice about the words?
<input type="checkbox"/>  Read a story with a friend or family member. Write something that happened in the beginning, middle, and end. In the beginning of the story _____. In the middle of the story _____. At the end of the story _____.	<input type="checkbox"/> Digital: Go to http://www.abcy.com and work in the 1st grade math section for 15-20 minutes. (not iPad compatible) OR <input type="checkbox"/> Digital: Go to Khan Academy Kids and set up a free account. Work for 15-20 minutes. (compatible for all devices)	<input type="checkbox"/>  Digital Choice: There are schools in places all over the world. Read School Around the World to find how they are the same and how they are different.

Name: _____

Date: _____

Reading Log

☐ Read for 15 minutes a selection of your choice and write the title and author below. Write about your favorite part.

Day 1	Title: _____ _____ Author: _____	My favorite part was _____ _____ _____
Day 2	Title: _____ _____ Author: _____	My favorite part was _____ _____ _____
Day 3	Title: _____ _____ Author: _____	My favorite part was _____ _____ _____
Day 4	Title: _____ _____ Author: _____	My favorite part was _____ _____ _____
Day 5	Title: _____ _____ Author: _____	My favorite part was _____ _____ _____

Grades K-2

NHES and Performance Indicators

Standard 1: Comprehending Concepts

- NHES.1.2.1 Identify that healthy behaviors affect personal health.
- NHES.1.2.3 Describe ways to prevent communicable diseases.

Standard 7: Self-Management

- NHES.7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

Priority Risk Topic and Health Behavior Outcomes*

Personal Health and Wellness

- Practice appropriate hygiene habits.
- Practice behaviors that prevent infectious diseases.
- Seek out help for common infectious diseases.

Learning Objectives

Students will be able to:

- State why proper handwashing is important for staying healthy.
- Identify ways to prevent the spread of germs that can make people sick.
- Demonstrate the steps for proper handwashing.

Preparation

Background Information

- [CDC: When and How to Wash Your Hands](#)
- [DOH: Handwashing and Hand Hygiene](#)

Materials

- Soap, sink, and paper towels
- Spray bottle filled with water
- Tissues
- Visuals and handouts (pages 16-21)

Learning Experiences

Introduction: Discuss how germs spread

1. What are germs?
 - a. Talking points: Germs are tiny things that are so small that you cannot see them with your eyes. Germs are everywhere. Some germs can make you sick. You can help stop the spread of germs.
2. How do germs spread?
 - a. Ask students to share their observations of the image on *What is Happening in This Photo?* (page 16), facilitate the demonstration and discussion, and brainstorm other ways germs can spread.
 - b. Watch the [The Jim Henson Company: Sid the Science Kid - Susie's Song - The Journey of a Germ](#) video** (YouTube).
 - c. Show the [CDC: Germs are Everywhere!](#) poster (page 17) and discuss various ways that germs can spread from person to person when people touch each other or touch the same objects. Name things that students touch with their hands throughout the day. Answers will vary.
3. How can we protect ourselves and others from germs that can make people sick?
 - a. Watch the [CDC: Cover Coughs and Sneezes - Penguin](#) video** (YouTube).
 - b. Identify and discuss the strategies included in the video and additional ways to prevent the spread of germs, including:
 - i. Wash your hands often with soap and water for at least 20 seconds.
 - ii. Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

*Adapted from the [CDC HECAT](#).

**Use appropriate caution when showing streaming videos to avoid displaying advertisements and autoplaying unintended videos.

Learning Experiences (Continued)

Introduction: Discuss how germs spread (continued)

- iii. Avoid touching your eyes, nose, and mouth.
- iv. When you are sick, stay home.
4. When is it important to wash our hands?
 - a. Read the *Germs! Germs! Germs!* book by Bobbi Katz, 1996, Cartwheel Books.
 - b. Identify and discuss when it is important to wash hands, including:
 - i. Anytime your hands are dirty.
 - ii. After using the bathroom.
 - iii. Before and after eating and touching food.
 - iv. After you cough or sneeze.
 - v. After playing outside or sharing toys.
 - vi. After touching an animal.
 - vii. When you are around someone who is sick.
 - viii. Before and after cleaning cuts.

Model, Practice, and Feedback: Demonstrate proper handwashing technique

5. How do we wash our hands properly?
 - a. Display the [CDC: Wash Your Hands](#) poster (page 18) or watch the [CDC: Wash Your Hands](#) video** (YouTube).
 - b. Demonstrate and describe CDC's five steps for proper handwashing:
 - i. **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
 - ii. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
 - iii. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice, or sing the full "A-B-C" song once.
 - iv. **Rinse** your hands well under clean, running water.
 - v. **Dry** your hands using a clean towel or air dry them.
6. Have students practice proper handwashing technique using imaginary soap and water.
7. Have students demonstrate proper handwashing technique using soap and water at the sink.
8. Provide feedback to students on what they did well and how they can improve their technique.

Reinforcement: Apply proper handwashing technique

9. Provide opportunities for students to complete *Preventing the Spread of Germs* and *Washing Hands* student handouts (pages 19-20).
10. Reinforce proper handwashing technique at relevant times throughout the school day.

Home Connections

- Send the [CDC: Wash Your Hands](#) poster (page 18) and the [CDC: Stop Germs! Wash Your Hands](#) fact sheets (page 21) home for families to review with their children.
- Have students teach their families about proper handwashing technique.
- Encourage families to shop for soap and hand sanitizers together to find one that everyone will enjoy using at home.

Additional Resources

- [RMC Health Skills Models and Rubrics](#)

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What is Happening in This Photo?



Grades K-2

CDC/James Gathany - [CDC Public Health Image Library ID 11162](#)

Demonstration:

1. Using a new, clean water spray bottle (never used for chemicals, never left with stagnant water), explain that the bottle contains fresh, clean water and that the sprayed water represents a sneeze.
2. Hold the spray bottle near your nose. Point to nozzle away from your face.
3. As you say, "achoo," spray the water into the air.*
4. Ask students to share their observations.
5. Ask students for ways to block the sneeze. Desired responses: Cover your nose and mouth with a tissue. Use your elbow to block the sneeze.
6. Demonstrate both methods of covering your nose and mouth.
7. Ask students to share their observations on how well each method worked.

*Avoid spraying students if it will lead to behavior issues. Avoid spraying any students do not want to get wet.

Germs are everywhere!

You can pick up germs from things you do every day.



Wash your hands so you don't get sick.

Accessible version: www.cdc.gov/handwashing



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

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Grades K-2



This material was developed by CDC. The Life is Better with Clean Hands campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

Name _____ Date _____

Preventing the Spread of Germs

Draw and describe a picture to answer each question.

Note: Teachers may provide dictation as needed.

NHES.1.2.1 Identify that healthy behaviors affect personal health.

NHES.1.2.3 Describe ways to prevent communicable diseases.

How does washing your hands help you to stay healthy?

What are some ways you can protect yourself and others from germs that make people sick?

Grades K-2

Name _____ Date _____

Washing Hands

NHES.7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

How do you wash your hands properly?

Follow these steps in order when you wash your hands.
Write an "X" on each step that you completed.

Tip: Don't forget to wash the back of your hands, palms, between your fingers, under your fingernails, and wrists.



Take Home: Teach someone in your family all the steps for properly washing your hands.

_____ taught me the all the steps for proper handwashing.
Student Name

Signature _____ Date _____

Stop Germs! Wash Your Hands.

When?

- After using the bathroom
- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage



How?



Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.



Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.



Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.



Rinse hands well under clean, running water.



Dry hands using a clean towel or air dry them.

Keeping hands clean is one of the most important things we can do to stop the spread of germs and stay healthy.

LIFE IS BETTER WITH

CLEAN HANDS



www.cdc.gov/handwashing

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