

TAKE 10!® First Grade

Curriculum Areas	Activity Cards	Worksheets (Supplement to Activity Cards)	Common Core State Standards	Delaware Standards
LA	Spelling for Good Health	TAKE 10! Spelling Heart Smart Foods	<p><b>CC.1.RF.3a</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>CC.1.RF.3b</b> Decode regularly spelled one-syllable words.</p> <p><b>CC.1.L.2d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	
LA	Conga Line Rhyme	Conga Line Rhyme	<p><b>CC.1.RF.2b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	
LA	Walk to School Day	Math and Reading You are Special	<p><b>CC.1.SL1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	
LA	Learning on the Move	Winter Word Fun Math and Reading	<p><b>CC.1.SL1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.1.SL1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	
LA	Sounds in Action	Sounds in Action Sound Life Fun	<p><b>CC.1.R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>CC.1.RF.3a</b> Know the spelling-sound correspondences for common consonant digraphs.</p>	

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LA	Stories in the Snow	Finishing Touches Snow Angel Fun!	<p><b>CC.1.SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.1.SL.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>CC.1.L.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	
LA/MA	A Healthy Week	A Healthy Week!	<p><b>CC.1.SL.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>CC.1.L.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>CC.1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	
LA	All About You	Who Said It? Healthy Reporter	<p><b>CC.1.SL.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>CC.1.SL.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	

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LA/HE	TAKE 10! Boot Camp	Basketball Fun!	<p><b>CC.1.SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.1.SL.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>HE 1:</b> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p>
LA	Jordan Says	Jordan Says Good Health Match-up	<p><b>CC.1.SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.1.SL.1a</b> Follow agreed-upon rules for discussions</p>	
LA/SCI/HE	The Hokey-Pokey	TAKE 10! Crew Opposites	<p><b>CC.1.SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.1.SL.1.a</b> Follow agreed-upon rules for discussions</p>	<p><b>Science Standard 6</b> Life Processes: Each plant or animal has different structures that serve different functions in growth, survival and reproduction.</p> <p><b>HE 1:</b> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p>
LA	Stories on the Move	TAKE 10! At the Park! Mixed Up!	<p><b>CC.1.SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.1.SL.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>CC.1.L.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	

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MA/LA	Flying Through Time	Flying Through Fall Keeping Time In Order	<p><b>CC.1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p><b>CC.1.SL.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>CC.1.L.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	
MA	Sums in Motion	Good Health Math	<p><b>CC.1.OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>CC.1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b>CC.1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	

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MA/HE	There was a Pyramid that had 5 Groups	Give Me 5! TAKE 10! - You Add it Up!	<b>CC.1.G.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	<b>HE 1:</b> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.E9
MA	TAKE 10! Fun	TAKE 10! Run	<b>CC.1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	
MA/LA	Aim For Fitness	Aim For Fitness Meeting Your Bones	<b>CC.1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  <b>CC.1.SL.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  <b>CC.1.L.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
MA	Lines, Triangles & Squares, Oh My!	Circles, Triangles & Squares All Different Shapes	<b>CC.1.G.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	

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MA	Real Life Math	Healthy Addition Real Life Math	<p><b>CC.1.OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>CC.1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	
MA	Invisible Jump Rope	TAKE 10! - You Add It Up The Magic Number	<p><b>CC.1.OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>CC.1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b>CC.1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written</p>	

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MA	TAKE 10! Patterns	Who Comes Next?	<p><b>CC.1.OA.3</b> Apply properties of operations as strategies to add and subtract. Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</p>	
SCI/LA	Animals in Action	Animal Habits	<p><b>CC.1.L.5b</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p><b>Science Standard 1.</b> Nature and Application of Science and Technology: Sort and group plants and animals based on the structures that enable them to function in their environment (e.g., animals that have fins for swimming versus animals that have legs for movement on land).</p> <p><b>Science Standard 6.</b> Life Processes: Sort and group plants and animals based on the structures that enable them to function in their environment.</p> <p><b>Science Standard 8.</b> Ecology: Describe how aquatic plants and animals interact with each other and their environment (e.g., fish use plants for food and shelter).</p>
SCI	Sound Off			<p><b>Science Standard 1.</b> Nature and Application of Science and Technology: Use mathematics, reading, writing, and technology when conducting an investigation and communicating the results.</p>
SCI	Health Smart All Year			<p><b>Science Standard 1.</b> Nature and Application of Science and Technology: Describe different weather conditions and discuss how these conditions affect plants, animals, and human activity.</p>

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SCI	The Living World: Living Things			<p><b>Science Standard 1.</b> Nature and Application of Science and Technology: Observe a variety of plants and animals and identify basic needs that are common to plants or animals of the same group, such as food, water, air, shelter, space and light (Also in Standard 6. Life Processes).</p> <p><b>Science Standard 8.</b> Ecology: Recognize that energy needed by all living things originates from the Sun.</p>
SCI	Meet Your Organs			<p><b>Science Standard 6.</b> Life Processes: Each plant or animal has different structures that serve different functions in growth, survival and reproduction.</p>
SS/LA	Let's See the World	World Travelers Something is Wrong	<p><b>CC.1.SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.1.SL.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>CC.1.L.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p><b>Geography Standard Four:</b> Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.</p>
SS/MA	Stories in Space	Blast Off! Space Travel Which Way Today	<p><b>CC.1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p><b>Geography Standard Four:</b> Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.</p>



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SS/MA	Year Round Fun	Holiday Fun! Round Fun	<b>CC.1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	<b>History Standard One:</b> Students will use clocks, calendars, schedules, and written records to record or locate events in time.
SS/HE	Heart Smart Activity			<b>Civics Standard Four:</b> Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.  <b>HE 1:</b> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.  <b>HE 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SS/LA	Word Buddies	What's Alike?	<b>CC.1.L.5a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  <b>CC.1.L.5b</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<b>Civics Standard Four:</b> Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.
SS/LA	Copy Cat		<b>CC.1.L.5a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  <b>CC.1.L.5b</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<b>Civics Standard Four:</b> Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

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SS/LA	Movin' & Groovin'	Row, Row, Row! Following Directions	<p><b>CC.1.SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.1.SL.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>CC.1.L.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p><b>Civics Standard Four:</b> Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.</p>
HE/LA	I Am Special!	Good Personal Health	<p><b>CC.1.SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.1.SL.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>CC.1.L.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p><b>HE 1:</b> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>HE 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>HE 8:</b> Students will demonstrate the ability to advocate for personal, family and community health.</p>

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HE/LA	Street Wise	Be Safe Safety Rap	<p><b>CC.1.SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.1.SL.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>CC.1.L.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p><b>HE 1:</b> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>HE 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
HE	Fruit & Veggie Fun!	Graphing 5 A Day		<p><b>HE 1:</b> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>HE 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>HE 8:</b> Students will demonstrate the ability to advocate for personal, family and</p>
HE	Five Food Fun!	You Be The Chef!		<p><b>HE 1:</b> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>HE 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>

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HE	Fuel Your Engine	Walking And Talking Give Your Heart A Hug!		<p><b>HE 1:</b> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>HE 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
HE	Excellent Eats	Healthy Foods		<p><b>HE 1:</b> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>HE 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
HE	If You're Hungry and You Know It	What Will Happen If...		<p><b>HE 1:</b> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>HE 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
HE	Stretching on the Farm	Good Personal Health		<p><b>HE 1:</b> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>HE 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>HE 8:</b> Students will demonstrate the ability to advocate for personal, family and community health.</p>