

First Grade Instructional Packet

Reading Course of Study:

- 21.b: Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- 21.d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- 22: Know and apply grade-level phonics and word analysis skills in decoding words.

Math Course of Study-

- Use place value understanding and properties of operations to add and subtract.

Directions for Completing the Packet-

Use the directions in the lesson plans and on the top of each page to complete the practice sheets. **The corresponding videos are listed on the lesson plan and can be found by visiting 1st grade YouTube playlist at the link listed at the top of the lesson plans.**

Reading Assessment-

Each Friday your student will complete a Reading test. In the fourth nine weeks you child reads everything on their own. Your child will read the questions and answer choices by themselves and select an answer by themselves. Use the typed story- Henry and Mudge to answer the written response question at the end of the test.

1st grade Lesson Plans

<p>1st Grade Playlist</p>	<p>https://www.youtube.com/playlist?list=PL_XTzpfJVMInEgiSnEi6KF9QE Oxf9dz7T</p> <p>**Click on this link to find each day's lessons for each subject.**</p>
<p>Reading</p> <p>Critical Standards: 1, 20, 21, 22, 27</p> <p>Students will need paper and pencil for each lesson.</p>	<p><u>Monday</u> Click on the link above for Monday's reading lesson.</p> <ul style="list-style-type: none"> • Introduce our new High-frequency words: across, only, told, dance, shoes, opened, because • Suffixes: -ly, -ful <ul style="list-style-type: none"> -ly means in a _____ way -ful means full of _____ <p>Examples: sadly, brightly, slowly, Helpful, peaceful, painful -slowly would mean in a slow way -painful would mean full of pain</p> <ul style="list-style-type: none"> • Examples to write on paper and read aloud: <ul style="list-style-type: none"> *quickly *wonderful *neatly *hopeful • Do practice sheet-Spelling Fun • Read "Helpful Advice" on the Decodable Stories <p><u>Tuesday</u> Click on link above for Tuesday's lesson</p> <ul style="list-style-type: none"> • Review high-frequency words: across, only, told, dance, shoes, opened, because • Introduce the Vowel Sound in moon <ul style="list-style-type: none"> oo /u/ <p>Examples: fool boot spoon pool</p> <ul style="list-style-type: none"> • Write the following words on your paper and read them aloud: <ul style="list-style-type: none"> broom, boost, droop • Do practice sheet- Complete the Sentence • Read "Zoom, Zoom!" on the Decodable Stories <p><u>Wednesday</u> Click on link above for Wednesday's lesson</p> <ul style="list-style-type: none"> • Review high-frequency words: across, only, told, dance, shoes, opened, because • Review Suffixes -ly, -ful, Vowel Sound in moon <ul style="list-style-type: none"> -Examples: kindly, hopeful, neatly • Review Vowel Sound in moon <ul style="list-style-type: none"> -Examples: stool, tool, pool • Write the following words on your paper and read them aloud: <ul style="list-style-type: none"> sadly quickly, wonderful • Read the story "Henry and Mudge" • Complete the comprehension questions about Henry and Mudge- 2 pages in packet <p><u>Thursday</u> Click on link above for Thursday's lesson</p> <ul style="list-style-type: none"> • Review high-frequency words: across, only, told, dance, shoes, opened, because • Review Suffixes -ly, -ful, <ul style="list-style-type: none"> -Examples: kindly, hopeful, neatly • Review Vowel Sound in moon <ul style="list-style-type: none"> -Examples: stool, tool, pool • Complete Reading Test on "Henry and Mudge"
<p>Language Arts</p>	<p><u>Spelling:</u> Please practice writing your new spelling words 2X each day. slowly careful quickly useful</p>

	<p>painful playful wonderful sadly gladly nicely</p> <p>**Complete the Phonics Word Sort</p> <p>Grammar: Adjectives That Compare -er (compares 2 people, places or things -est (compares 3 or more people, places or things)</p>
<p>Math <u>You will need a Paper and Pencil for Videos</u></p> <p>Critical Standards: 10, 12, 13</p> <p>Each day watch YouTube video for instruction.</p>	<ul style="list-style-type: none"> Monday-Adding Tens (Click on the link above for Monday's lesson) 3 tens + 4 tens=7 tens is the same as 30+40=70 The word "tens" is replaced by a zero and the tens place is the only thing added. Complete the practice sheet labeled 10-1. Tuesday-Adding Using a 100s Chart-Hundreds Chart Needed (Click on the link above for Tuesday's lesson) 14+30=___ The number 30 tells you that using a hundred chart you can find your number and then move down 3 times to find your answer. For example: start at 14 and go down to 24, 34, and then 44. Complete the two practice sheets labeled 10-2. Wednesday and Thursday-Adding Groups of Tens/ 2 Digit Numbers (Click on the link above for Wednesday's and Thursday's lessons) If you are unable to view video, examples are listed below: 3 Steps to adding 2-digit numbers: Step One-Line up your numbers on top of each other Step Two-Start in the back Step Three-Add it up (first the back then the front) <p>Complete the top section of the worksheet- A Present for You. Complete the bottom section on Thursday for the Math Assessment.</p>
<p>Science</p> <p>Critical Standards: 7 and 9</p>	<ul style="list-style-type: none"> Monday - students will watch Power Point of Mrs. Cook's Signs of Spring video. (Click on YouTube link above) Tuesday - Students will work on the spring scavenger hunt page. The children will color the pictures of the items they find during the hunt. Wednesday- the students will watch a video (Click YouTube link above) of Mrs. Cook reading a book about spring or read the page in the packet about Spring. Thursday- the students will use the directed draw page to create their own bunny for a spring craft on another sheet of paper.
<p>Social Studies: Critical Standard: 2</p>	<p>We will learn how our community leaders are helping to keep us safe during the Covid-19 pandemic. What is social distancing?</p> <ul style="list-style-type: none"> Watch the Social Studies video for week of 4-6-20. (Click on YouTube link above) Read the story in your packet with your family.

1st grade- Mrs. Martin's Groups

Please access the playlist on YouTube at the following website. Look for the Videos titled **Martin and the date**. These videos will follow the pages in your packet to help you continue learning during this time.

1st grade Playlist- https://www.youtube.com/playlist?list=PL_XTzpfJVMInEgiSnEi6KF9QEOxf9dz7T

This playlist can also be accessed on the Pine Level website- www.pinelevelelem.com

**Your teachers are available to help you Monday-Friday 8:00-3:00. Please reach out to them if you need assistance. You may also e-mail me at Kristal.martin@acboe.net if you have any questions for me. Thank you for helping us teach your children during this time! We miss you all!!

Instructions-

1. **Video- Martin 4/6/20- Introduction**

2. Practice sounding out the /e/ sound and saying the letter. Practice reading the story at the bottom of the page and the words on the back. **Video- Martin 4/7/2020**

3. Use the video for the dictation page. Your students are familiar with how to do this. If you don't have access to the video, use the words and sentence below to call out to your students. **Video- Martin 4/8/2020**

1. Ben
2. bet
3. get
4. leg
5. fed
6. Sentence- Meg let the pet beg.

Spelling Words Unit 5

Parents please write your initials in the space under the dates to let me know your child has practiced all the words for that week.

4.6 Apr. 6-10 Parent Initials=	5.1 Apr. 13-17 Parent Initials=	5.2 Apr. 20-24 Parent Initials=	5.3 Apr. 27-May 1 Parent Initials=	5.4 May 4-8 Parent Initials=	5.5 May 11-15 Parent Initials=	5.6 May 18-22 Parent Initials=
slowly	how	mouth	book	oil	saw	unhappy
careful	town	house	food	soil	draw	undo
quickly	down	found	zoo	voice	crawl	untie
useful	now	our	foot	boy	law	repay
painful	brown	out	moon	boil	jaw	unkind
playful	cow	cloud	look	coin	paw	undress
sadly	clown	ouch	noon	oink	lawn	retell
gladly	frown	shout	took	toy	yawn	reopen
nicely	crowd	round	pool	join	hawk	rewind
wonderful	growl	count	good	point	straw	refill
because	eyes	should	instead	against	through	different
across	never	loved	another	heavy	science	carry

High Frequency Words

opened	along	poor	among	goes	built	answered
shoes	behind	loved	another	kinds	early	poor
dance	eyes	wood	instead	today	learn	different
told	never	should	none	against	through	carry
only	pulling			heavy	science	
because	toward					



Spelling Fun

Write the spelling word that matches each meaning.

sadly gladly slowly careful
playful painful quickly useful
wonderful nicely

1. in a slow way = _____
2. full of care = _____
3. in a quick way = _____
4. full of use = _____
5. full of pain = _____
6. full of play = _____
7. in a sad way = _____
8. in a nice way = _____
9. full of wonder = _____
10. in a glad way = _____



Find the Word that
Completes the Sentence.

Name _____

room moon food pool zoo
broom bloom spoon school

1. I like to go to the _____ to see animals.
2. The baby eats with a _____.
3. Jim will jump in the _____ to cool off.
4. The _____ was very bright last night.
5. I learn to read at _____.
6. Drew has a T.V. in his _____.
7. Mom will sweep with a _____.
8. Is that _____ too hot?
9. The flowers are beginning to
_____.

Decodable Stories

<p>Henry and Mudge Decodable Reader 24A Skills: Suffixes- ly and ful Helpful Advice</p>	<p>Henry and Mudge Decodable Reader 24B Skills: Vowel sound in moon - oo Zoom! Zoom!</p>
<p>Prue sighed deeply. "What can I do?" Mom was helpful. "Take a class," she said. Prue tried an art class. Her paintings were all blue and frightful. Clearly, art was not for Prue. Prue tried an acting class. When she got on stage, she felt fearful. Plainly, acting was not for Prue. Prue tried to ride a horse. The horse cruised wildly, and the ride was painful. Sadly, horses were not for Prue. Mom wisely chose Prue's next class. Would Prue like it? Mom and Prue felt hopeful. Coach Newt showed Prue a dive. Prue's dive was graceful. It hardly made a splash. Prue wanted to do a few more dives in her new suit. Hurray! Dives were for Prue! Prue and Mom felt grateful.</p>	<p>Luke is fast. He walks so fast that he misses many things. Luke went to the zoo. Luke went past apes. Other kids stopped. Luke zoomed on. Luke sped past snakes. They were huge! Other kids stayed to look. Luke zoomed on. Luke zipped past birds. "Coo, coo," called bright birds. Luke did not stop. He zoomed on. At noon a man gave food to the fish. Fish swim fast for food! Luke zoomed on. Seals threw balls in hoops. All the kids thought it was fun. Luke missed the show. "What did you see at the zoo?" Mom asked. "I do not remember!" cried Luke. "It all went by too fast!"</p>

Phonics Word Sort

Cut out the words. Sort them by the suffix spelling pattern. Glue them on the Word Sort Recording Sheet.

slowly	wonderful	useful	quickly
bigger	lightest	sadly	highest
timely	painful	joyful	sadder
wider	wisest	brighter	playful
brightest	higher	wiser	widest

Name _____

Phonics Word Sort

er

est

ly

ful

er	est	ly	ful

"Henry and Mudge and Mrs. Hopper's House"

because dance across only shoes told opened

A Sweetheart Dance

Valentine's Day was coming. Henry and his big dog Mudge love Valentine's Day because of the candy. They like the little candy hearts that said "You're swell" and "Oh, dear" and things like that. Henry read the words and Mudge licked them off. They were a good team. On Valentine's Day Henry's father and Henry's mother were going to a Sweetheart Dance. Henry and Mudge would be staying with Mrs. Hopper. Mrs. Hopper lived across the street in a big stone house with droopy trees and dark windows, and a gargoyle on the door. Henry liked Mrs. Hopper. But he did not like her house. "Are you sure Mudge and I can't come to the sweetheart Dance?" Henry asked his father. "Only if you both promise to wear a tuxedo and shiny black shoes and waltz to 'The Blue Danube', said Henry's father. Henry looked at Mudge and tried to imagine him in a tuxedo and shiny black shoes, waltzing to "The Blue Danube". "I think we better go to Mrs. Hopper's" Henry said. "Good idea, said Henry's father because Mudge only knows how to tap-dance." Henry said with a grin.

Mrs. Hopper

On Valentine's night Henry's parents got all dressed up. Henry looked at them, "Wow!" he said. "I bet you didn't know I was this handsome," said Henry's dad. "I did," said Henry's mother, giving him a kiss. "Ugh, too much mushy stuff," Henry said to Mudge. "Let's get to Mrs. Hopper's house quick!" At Mrs. Hopper's house Mudge licked the gargoyle on the front door. Henry giggled. "He didn't scare you, Mudge," Henry said. When Mrs. Hopper opened the door, she had a violin in her hand. She smiled at Henry. She petted Mudge. She said good-bye to Henry's parents, and Henry and Mudge went inside. "Wow!" said Henry. He had never been inside Mrs. Hopper's house before. It was like a castle. There were big chandeliers and tall paintings and a grand piano. And lucky for Mudge, cats everywhere! "How many cats do you have, Mrs. Hopper?" asked Henry. "Eleven," said Mrs. Hopper. "All girls." Mudge looked at the cats and wagged. "Mudge loves cats," Henry told Mrs. Hopper. Mrs. Hopper petted Mudge again. "Mudge loves everything," she said. Henry smiled. Mrs. Hopper's house wasn't bad. It was wonderful. Maybe his parents would dance all night long.

Costumes

Mrs. Hopper wasn't like anyone Henry had ever met. She played the violin for him. She served him tea. She told him about her father, who had been a famous actor. She was very kind to Mudge. She cooked him a bowl of oatmeal and gave him his own loaf of bread. After the tea and music and oatmeal, Mrs. Hopper took them upstairs. She opened a room that had been her father's. "Wow!" said Henry. The room was full of costumes. There were silk capes and tall hats and shiny coats. There were canes and swords and umbrellas. There were wigs. Mrs. Hopper put a wig on Mudge. "you look like a poodle, Mudge!" said Henry. Mudge wagged and wagged. Henry and Mudge and Mrs. Hopper spent most of the evening in the costume room. They had a wonderful time. And when Henry's parents came back from the dance, were they ever surprised. Mudge was a poodle, and Henry was a man! Henry wore a tuxedo and a hat and shiny black shoes. "I bet you didn't know I was this handsome," Henry told his dad. And everyone laughed and laughed

Realistic Fiction
Listen to
"Henry and Mudge".
Then answer the questions.

Name _____



1. Where did Mother and Father go
in this story?

2. Who are the characters in this
story?

1. _____ 2. _____

3. _____ 4. _____

5. _____

3. Where did Henry and Mudge stay while Mother and Father went to the dance?

4. Name three things that Mrs. Hopper did for Henry and Mudge.

1. _____

2. _____

3. _____

Name 4 costumes that Henry and Mudge saw in Mrs. Hopper's Costume Room and draw a picture of the costume.

1. _____



2. _____



3. _____



4. _____



Name _____

HIGH-FREQUENCY WORDS**D**irections

Fill in the circle next to the word that fills the blank.

1 Jim _____ his dog to sit.

- opened
 big
 told

2 My _____ are red.

- sit
 shoes
 have

3 We play ball _____ it is fun.

- before
 come
 because

4 Mary can _____ well.

- day
 dance
 glass

5 Mark lives _____ the street.

- across
 like
 only



PHONICS

Directions

Fill in the circle next to the answer.

6 The moon is so bright.

Which word has the same sound as the oo in moon?

- sun
- blow
- food

7 My room is cold.

Which word has the same sound as the oo in room?

- noon
- road
- for

8 They will be here soon.

Which word has the same sound as the oo in soon?

- won
- run
- hoop

Directions

Fill in the circle next to the word that fills the blank.

9 The flowers are _____.

- beautifully
- beauty
- beautiful

10 He played the music _____.

- sadder
- sadly
- sadful



Name _____

COMPREHENSION

Meg Makes a Mess

Meg wanted to make a pie. It was a surprise for her mother.

Meg got everything she needed for the pie. She cut up some peaches.

Her mother thought peaches were the best fruit!

Meg got out the eggs. Then she stirred them. The spoon fell from

Meg's hand. Oh, no! It made a mess on her shoes.

Meg turned on the oven. Soon it was warm. Meg put the pie in the oven.

Now it was going to cook.

Meg did not cook the pie for long. She took it out of the oven. It was a mess.

Her mother was very surprised when she saw the mess that Meg had made!

Directions

Fill in the circle next to the answer.

11 Why does Meg make the pie?

- to surprise her mother
- to sell at a bake sale
- to give to her friend Sue

12 Why does Meg use peaches for the pie?

- She has a peach tree outside.
- The peaches were on sale at the store.
- It is her mother's favorite fruit.

13 How does Meg make a mess on her shoes?

- An egg fell on them.
- The spoon fell on them.
- A peach fell on them.

14 Why is the pie a mess?

- The pie fell on the floor.
- Meg forgot to cook the pie.
- Meg did not cook the pie for long.

15 When Meg's mother saw the mess that Meg made, she

- was surprised.
- was sad.
- was mad.

Name _____

WRITTEN RESPONSE TO THE SELECTION

Look Back and Write Look back at pages 214–216. What costumes do Henry and Mudge try on? Write about them.

REMEMBER—YOU SHOULD

- tell about the costumes that Henry and Mudge try on.
- use details about the costumes in your answer.
- try to use correct spelling, capitalization, punctuation, grammar, and sentences.


Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.


100's Chart use if needed to find your answers


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Guided Practice

Write the numbers to complete each number sentence.


1.  $\underline{3}$ tens + $\underline{4}$ tens = $\underline{7}$ tens
 $\underline{30} + \underline{40} = \underline{70}$


2.  $\underline{1}$ ten + $\underline{4}$ tens = $\underline{5}$ tens
 $\underline{10} + \underline{40} = \underline{50}$

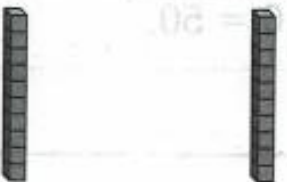
3.  $\underline{2}$ tens + $\underline{2}$ tens = $\underline{4}$ tens
 $\underline{20} + \underline{20} = \underline{40}$

Independent Practice

Write the numbers to complete each number sentence.

4.  $\underline{4}$ tens + $\underline{3}$ tens = $\underline{7}$ tens
 $\underline{40} + \underline{30} = \underline{70}$

5.  $\underline{3}$ tens + $\underline{1}$ ten = $\underline{4}$ tens
 $\underline{30} + \underline{10} = \underline{40}$

6.  $\underline{1}$ ten + $\underline{1}$ ten = $\underline{2}$ tens
 $\underline{10} + \underline{10} = \underline{20}$

Name _____

Reteaching

10-2

Adding Tens on a Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

When you add tens on a hundred chart, you skip count by tens. The ones digit in each number is the same as the ones digit in the number you started from.

The tens digit of each number is one more than the tens digit of the number before it.

Use the hundred chart to add tens to 16.

1. $\begin{array}{r} 16 \\ + 10 \\ \hline 26 \end{array}$

2. $\begin{array}{r} 16 \\ + 20 \\ \hline \end{array}$

3. $\begin{array}{r} 16 \\ + 30 \\ \hline \end{array}$

4. $\begin{array}{r} 16 \\ + 40 \\ \hline \end{array}$

5. What numbers did you skip count on the hundred chart to find the answers? _____

Algebra

6. Fill in the missing digits to complete the pattern.

5 _____, 62, _____ 2, _____ 2

Name _____

Adding Tens on a Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Use the hundred chart to add tens.

1. $24 + 30 = \underline{\quad}$ $56 + 20 = \underline{\quad}$ $13 + 70 = \underline{\quad}$

2. $11 + 80 = \underline{\quad}$ $67 + 10 = \underline{\quad}$ $39 + 40 = \underline{\quad}$

Algebra

3. Which number sentence is equal to $24 + 10$?

- (A) $14 + 10$
- (B) $14 + 20$
- (C) $24 + 20$
- (D) $34 + 10$

Wednesday

Name _____

Directions * solve from the right first
Skill: Two-digit addition without regrouping

A Present For You!

Number of problems 27

Problems correct _____



$$\begin{array}{r} 15 * \\ + 10 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 45 * \\ + 23 \\ \hline 68 \end{array}$$

$$\begin{array}{r} 65 * \\ + 32 \\ \hline 97 \end{array}$$

$$\begin{array}{r} 16 * \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 11 * \\ + 62 \\ \hline \end{array}$$

$$\begin{array}{r} 12 * \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 35 * \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 20 * \\ + 71 \\ \hline \end{array}$$

$$\begin{array}{r} 32 * \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 51 * \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 12 * \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 43 * \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 23 * \\ + 62 \\ \hline \end{array}$$

$$\begin{array}{r} 56 * \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 24 * \\ + 15 \\ \hline \end{array}$$

Assessment

$$\begin{array}{r} 37 * \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 31 * \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 64 * \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 70 * \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 21 * \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 54 * \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 76 * \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 38 * \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 55 * \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 57 * \\ + 32 \\ \hline \end{array}$$

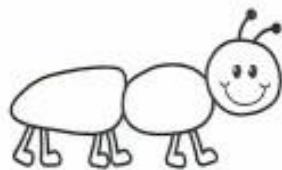
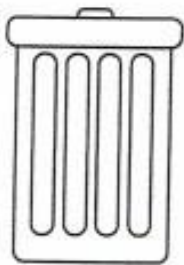
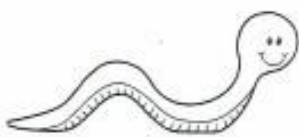
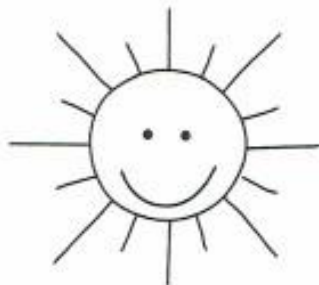
$$\begin{array}{r} 42 * \\ + 20 \\ \hline \end{array}$$

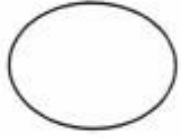
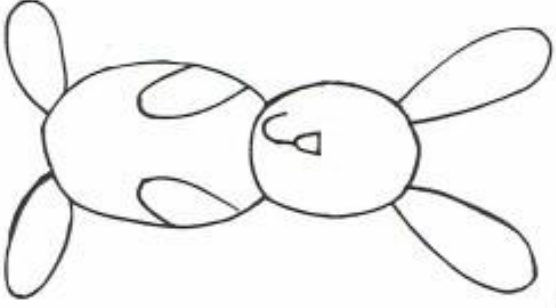
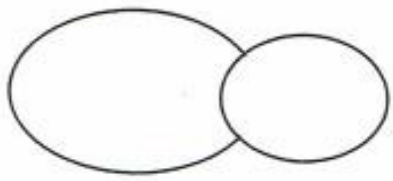
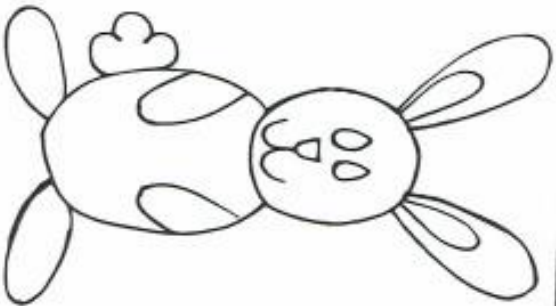
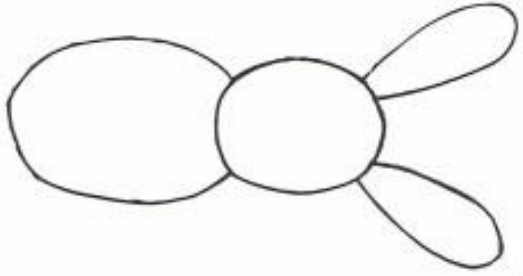
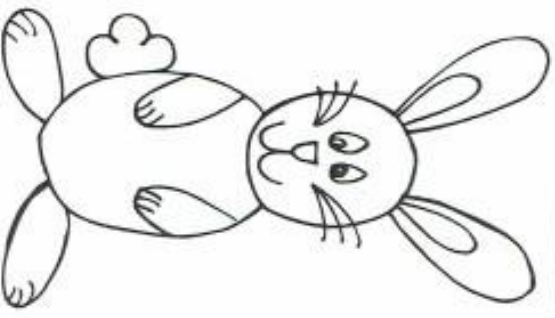
$$\begin{array}{r} 52 * \\ + 33 \\ \hline \end{array}$$

Thursday

Nature Scavenger Hunt

Go on a nature scavenger hunt outside. Carry some of your crayons or map pencils along. As you find each of the items below, color them in!



<p>1.</p> 	<p>4.</p> 
<p>2.</p> 	<p>5.</p> 
<p>3.</p> 	<p>6.</p> 



What's the Coronavirus?

The coronavirus is a new type of virus, or illness. Some people call it COVID-19. A virus can make people feel sick.



When someone has the coronavirus, they may cough and have a fever. Just because someone is sick doesn't mean they have the coronavirus. Other viruses, like the cold or flu, can also make people cough or have a fever.



Most people with the coronavirus can stay at home and rest to get better. They will need to stay home for awhile so that they don't get other people sick.



A few people with the coronavirus may need to go to a hospital so a doctor can help them feel better.



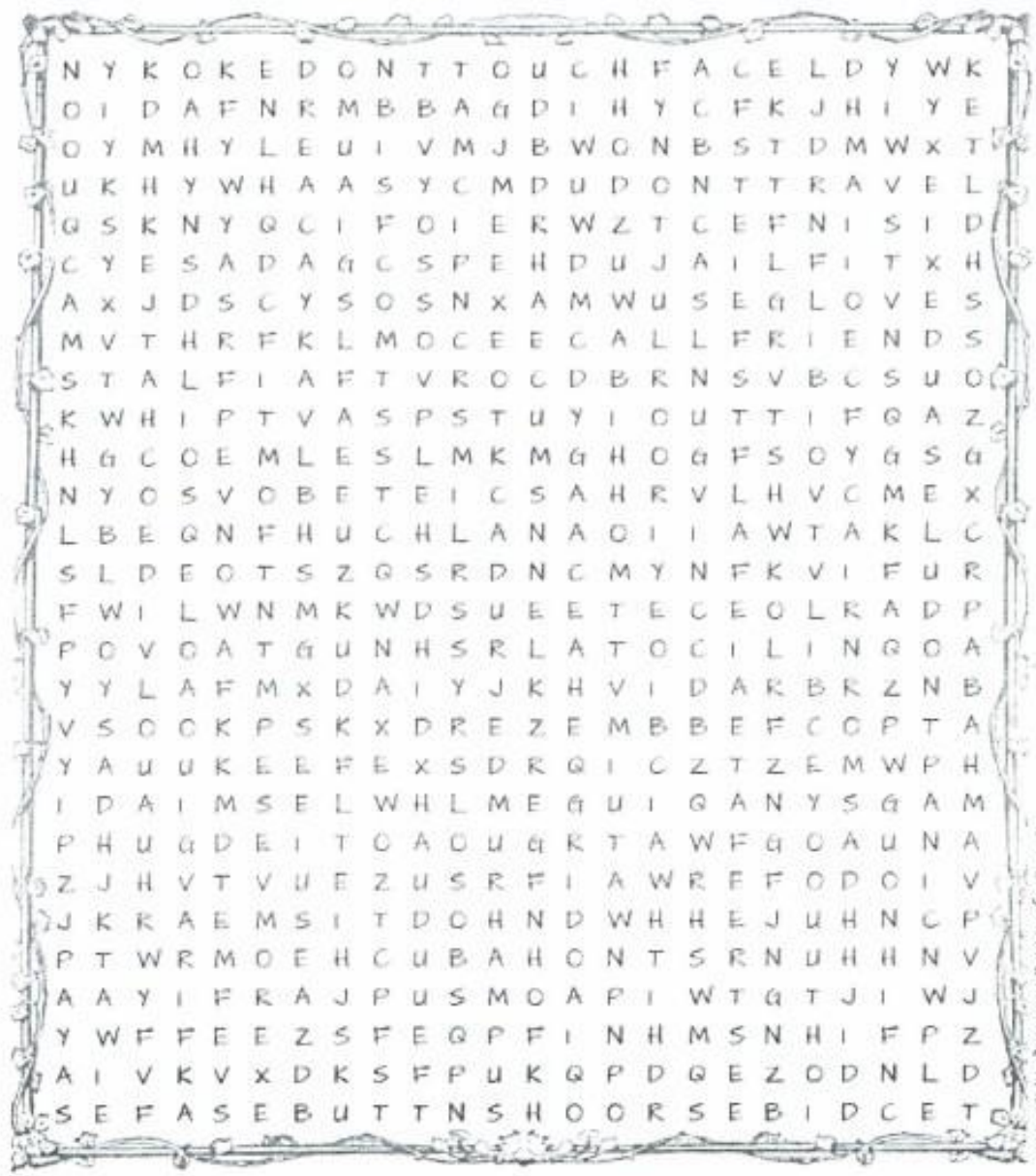
The coronavirus usually doesn't make kids very sick. But there are still some things I should do to keep myself and other people healthy!



I should wash my hands often. I take my time and scrub the soap between my fingers and all over my hands before I wash it off. If I can't wash my hands, then I can use hand sanitizer. By keeping my hands clean, I can help get rid of germs that make people sick!



← SOCIAL DISTANCING →



- NO HUGS
- NO HANDSHAKES
- SIX FEET AWAY
- BE SAFE
- WASH HANDS
- COVER MOUTH
- COUGH IN ELBOW
- AVOID BIG GROUPS
- AVOID EXPOSURE
- ISOLATE SELF
- DON'T BITE NAILS



- DISINFECT
- SLOW THE SPREAD
- DON'T TOUCH FACE
- DON'T TRAVEL
- USE SANITIZER
- VIDEO CHAT
- USE GLOVES
- BE MINDFUL
- DON'T PANIC
- YOU'RE NOT ALONE
- GROCERY DELIVERY