First Grade Remote Learning Options for March 30-April 3

Please see these as options and opportunities!

-Check Specials pages for learning opportunities from Specials Teachers-

Day 1: March 30

**Flipgrid Assignment**: Students will greet their friends in number order and tell them their bonus word. They may use it in a sentence, then spell the word. “Good Morning/Afternoon \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_!” “My bonus word is \_\_\_\_\_\_\_\_\_\_\_.”

**Wall Words**: too   more other   shall eat each   ate

-Make flashcards including the bonus word and arrange cards in an order that makes sense to you.

-Practice reading each word.

**Word Study**: Move on to the next Unit within the word study workbook. We will complete one feature per week which involves cutting, sorting, gluing and writing. Please do not work ahead. Look at the bottom of each page to see the lesson and feature.

- Day 1 cut and sort by feature, have someone check you as you read them aloud.

**Math**: Begin lesson 7-6 Focus is **Exploring Attributes and Fractions**

Assignments:

-Create multiple sized squares, triangles, circles, and rectangles out of paper. Color them using 4 different colors. For example: Make 4 triangles that are 3 different sizes and color each triangle a different color. Do the same with squares and circles. Sort the shapes by their different attributes, for example make a group with all red shapes, all small shapes, all shapes with 4 corners.

-Play Salute (see resource page for game directions)

- Math Journal pages 145-146. \*Do not worry if the math pages don’t all get finished in the same day. Students are used to running out of time and doing the pages the next day when more than two pages are assigned.

**Reading**: Do you have a favorite story or book you are reading? Create a book cover to show your friends. Be prepared to share why they would enjoy it.

**Writing**: Think of a favorite book or story. Write about why you like it and tell a little bit about it.

Be sure to include the name of the book, what the story is about, your favorite part and why you like it.

**Science**: Students will begin to practice reading their space report in a clear, conversational voice. Students will record these on Flipgrid beginning Tuesday.

 -[Mystery Science](https://mysteryscience.com/sky/mystery-5/stars-daily-patterns/128?code=NTU2MTQyMzc&t=student) Video about stars and the sky

Day 2: March 31

 *Mrs. Austin’s class, today is Addy’s Special Person Day, we will share her interview with you tomorrow! Think about why Addy is special to you and what you might like to learn about your friend.*

**Flipgrid Assignment:** Those students who are ready may record their space reports. The Flipgrid code will be sent by email.

**Wall Words:** Rainbow write (or paint) wall words and bonus word in your journal. Write each word three times across your page in one color, each word should be in a different color.

**Word Study:** glue by feature onto workbook page- adult check

**Math:** Lesson 7-7 Focus: **Defining and Non-defining Attributes**, A defining attribute of a shape is always true of that shape. A non-defining attribute are things that could change about a shape. For example: Show 3 triangles: 1 empty in the middle (no colors or shading), another shaded in, and the third with dots. Talk about how each has 3 sides and 3 vertices(corners). Ask: What attributes do these triangles have in common? Students should see the 3 sides, and 3 vertices. Mention also that they are closed. These are the defining attributes of all triangles. Sample observations of non-defining attributes would be sizes, colors, patterns, pointing in different directions. Students should make the connection that squares, rectangles, and triangles all have straight sides, vertices, and are closed. These are called polygons.

Assignments:

-Watch the Polygon Song video: <https://www.youtube.com/watch?v=TbR_rakilds>

-Math journal page 147.

-Play Penny, Dime, Dollar, Exchange (see form [here](https://www.camscanner.com/share/show?encrypt_id=MHg1ZmJmNTNhZQ%3D%3D&sid=7FA42471C5424215y7ANR76R) or resource page)

**Reading:** Take a nature walk with your book, find a shady spot and read aloud with expression and fluency. As you take your nature walk, look around for shapes in nature and discuss their attributes (from today's math option).

**Writing:** Write a story including two of your Specials Teachers (It can be realistic or imaginative). Plan first: Think of where you want to be, which teachers you are using, and  what you want to happen in the story. Your story should have a beginning, middle, and end. Use different words to start your sentences and include details to help the reader see the story. Use your sound spelling, and remember to reread it before showing it to an adult so that you can add missing words or sounds within words, punctuation and capitalization.

**Science:** Students should continue to practice reading their space report in a clear, conversational voice. Students may record these on Flipgrid.

Day 3: April 1

**Flipgrid Assignment**

 **Austin**: Listen to Addy’s Special Person Interview. Remember 2-3 things you learned about her and think about why she is special to you. Continue to record your space reports-Flipgrid code will be sent by email on Tuesday.

**Keating’s Flipgrid Assignment:** Continue to record your space reports-Flipgrid code will be sent by email on Tuesday.

**Mrs. Austin’s Class**: Mrs. Austin is inviting you to a Zoom meeting at 9:00 AM log on at: https://zoom.us/j/217771345  *Do you prefer rainy days or sunny days? Be prepared to answer  this question during our zoom meeting and tell us why!*

**Wall Words:** Bonus word illustration with sentence-paper included in word wall packet.

**Word Study:** Continue work with same feature- workbook page with the features (usually a writing activity)

**Math:** Lesson 7-8 **Finding Unknowns: “What’s My Rule**, Children will learn the “What’s My Rule?” routine and use it to practice finding unknown numbers in number sentences. A ‘function machine’ is very similar to work they have done before in finding and applying the rule when numbers are written across the page. They have experience with this type of problem: 4  6 8 \_\_\_\_, What is the rule? (counting by twos or add 2) Today’s lesson has the numbers in a ‘machine’. You put one number in and apply the rule then another number comes out. Ask the students, “Are the numbers getting bigger or smaller?” This helps them decide if they will be using an addition or subtraction rule. Most children can easily make the connection to what they did before. You can use HomeLink 7-8 to show them examples.

Assignments:

* Input & Output [video](https://www.youtube.com/watch?v=nkIUE_sK4zQ)

-Math Journal pages 148-149

 -Fill in the Facts Inventory Record-Part 4 Math Journal page 223

**Reading:** Read a non-fiction book or article in a magazine. Think of 1 question you have about what you read. For example, if I read a non-fiction book about the weather my question might be “I wonder how the different types of clouds are formed?”. Share your question with a family member. How might you find the answer?

**Writing:** If I were an astronaut, I would...Think of what you have learned about space. Please tell where you would want to work, what you would do, and why. This writing can be realistic or imaginary.

**Science: Record report if you haven’t done this yet.**

Watch an interview with scientist Jesse Shanahan who talks all things space, she specializes in black holes!  <https://www.youtube.com/watch?v=bRDF3pleCzc>(this is lengthy, about 45 minutes- remember this is purely optional).

Day 4: April 2 **\*Keating’s Class Zoom Meeting 1:00 PM: Email will be sent with details. \***

**Flipgrid Assignment**: Choose a writing to share. Greet everyone and read your writing. Show the picture if you have one.

**Wall Words**: Word Wall Decorate. Students should create WW flashcards w/o cutting, and decorate each word. For example, ‘too’, I might decorate the ‘t’ as a tree, and the ‘o’ as flowers. Letters should be visible and words must be readable. Have students read aloud when finished. Students can decorate outside with chalk, or inside with using finger paint- you are not limited!

**Word Study:** Word Study Poem: Adult reads the poem, students highlight features, then illustrates. Practice reading the poem aloud.

**Math:** Lesson 7-9/10  **Desks and Chairs** Focus: Children will find a rule for a real-world situation and use it to solve a problem. They will understand that when they fill in a missing rule in a “What’s My Rule?” problem, they are creating a rule and justifying it based on the information given in the in/out table.

Here is the problem posed: *Luka is setting up desks and chairs in the hall to make a craft area. He is pushing the desks against a wall and putting them right next to each other in a long row. After he lines up the desks, he is going to put chairs all the way around them.*

Explain and show what the craft area would look like with 3 desks. You can draw three squares touching in a line and then use triangles to show the chairs (one in front of each desk and one on each end using those sides). Say: *Luka will need to set up 18 desks in all. He wonders if there is a rule he can use to help him predict how many chairs he will need to go all the way around the 18 desks.* [Show Math Master page 210 to the student.](https://www.camscanner.com/share/show?encrypt_id=MHg1ZmJmNTNhZQ%3D%3D&sid=9F237B1B38E74F7818A2K7SS) Have them use it to figure out the pattern beginning with 3 desks, 4 desks, ect... This should help reinforce ‘function machines’ from the previous math opportunity.

Assignments:

 -You will need to print or replicate [this page](https://www.camscanner.com/share/show?encrypt_id=MHg1ZmJmNTNhZQ%3D%3D&sid=9F237B1B38E74F7818A2K7SS) (Math Master page 210). This can also be found under the Resource page of our blog.

-Math journal pages 150-151

**Reading:** Enjoy the book or story of your choice. Draw a picture of your favorite part and tell someone about your story.

**Writing:** I Spy Riddles: Find something in your house. Think of clues to help your parents or siblings find the object. Use descriptive details. Write at least 3 clues, then end with a question.

**Science:** Watch the other reports on Flipgrid, then think of two facts you learned from a friend. Write these in your journal and share with someone at home or over the phone.

Watch [this](https://www.youtube.com/watch?v=McVpXiSttnU) video and pick out a science experiment you’d like to try tomorrow or over the weekend.

Day 5: April 3 Catch up on Learning or Enrichment Day for First Graders

**Flipgrid Assignment:**

**Keating:** Greet your classmates and share one to two things you learned from listening to your classmate’s reports.

**Austin:** Tell our Special Person Addy why she is special to you. For example: “Addy you are special to me because you have a wonderful laugh.”

**Wall Words:** Do you have any ice cubes? Grab a few and go outside! Parents call out words and students “write” them with an ice cube on the sidewalk/driveway. No ice cubes? Grab a cup of water and a paint brush- students can “paint” words on the sidewalk. Please keep the flashcards for words the students still need to practice. It is important that the students gain confidence in reading these words, as they are high frequency words they will encounter in their books.

**Science:** Try an experiment you chose from yesterday’s video (seen [here](https://www.youtube.com/watch?v=McVpXiSttnU))