

4/13-4/17 1st Grade Online Learning Work

All work in the **yellow column** should be completed daily. If you have any questions about any of the work, please contact the teacher for that subject. Thank you!

Subject	Daily Work
<p>ELA</p>	<p>Monday: Writing journal - What are you doing to stay busy during the school closures? (CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.)</p> <p>Tuesday: Phonics activity - Sorting soft g/hard g; soft c/hard c sounds (CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.)</p> <p>Wednesday: Reading/quiz - Reading about sloths and answering questions about the passage (CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.)</p> <p>Thursday: Writing journal - What would you like to say to the community workers helping with the virus? (CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.)</p> <p>Friday: Phonics activity - Vowel teams work (CCSS.ELA-LITERACY.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.)</p>
<p>Math</p>	<p>Monday: Learning how to tell time to the half hour. There will be a video introducing the concept and then the students will practice reading an analog clock and enter that time in digital form. (CCSS.MATH.CONTENT.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks)</p> <p>Tuesday: Telling time to the half hour. Students will be able to read an analog clock and enter that time in digital form. (CCSS.MATH.CONTENT.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks)</p> <p>Wednesday: Reviewing telling tell to the hour and half hour. They learned how to tell time to the hour the previous week. (CCSS.MATH.CONTENT.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks)</p> <p>Thursday: Reviewing how to create picture graphs. (CCSS.MATH.CONTENT.1.MD.C.4 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>Friday: Reviewing how to analyze picture graphs, tally graphs, and bar graphs. (CCSS.MATH.CONTENT.1.MD.C.4 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>STEAM</p>	<p>Monday-Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. 1-LS3-1.</p> <p>Tuesday- Students will listen to and read “Where's the Joey?” This nonfiction book is broken into sections for easy reading, with photographs and maps providing supporting information. Emergent readers will ask and answer questions as they discern the</p>

	<p>main idea and details of the book. 1-LS3-1.</p> <p>Wednesday- Students will listen to and read “Animal Dads”. Students will learn about the creative ways different dads take care of their babies. This book provides the opportunity to teach students how to identify the main idea and details and to visualize different animal dads with their young. 1-LS3-1.</p> <p>Thursday-Students will read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. Students will observe pictures of animals helping their babies and discuss observations and categorization of the pictures. 1-LS1-2.</p> <p>Friday-STEAM DIY Bird Caller Project. Make a device to simulate a baby duck calling for its parents. Students must follow step by step instructions to complete the device. 1-LS1-2.</p>
<p>Creative Movement (Gym with Ms. Warner)</p>	<p>- Healthy Goal Setting (by Friday) (20.C.1 Identify a realistic health-related goal.)</p> <p>- Neighborhood Scavenger Hunt (by Friday) (22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).)</p>
<p>Music</p>	<p>Daily Song/Lyric Video https://www.youtube.com/channel/UCDem6nGQehCYr1IpvNyS4ow? Standards: MU:Pr6.1.1.a - MU:Pr6.1.1.b - MU:Pr4.1.1.b</p>
<p>ELL Lesson & Accommodations</p>	<p>WIDA ELD Standard 2 - The Language of Language Arts English Language Learners <i>communicate</i> information, ideas, and concepts necessary for academic success in the content area of Language Arts in:</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening <p>Language Objective: <u>Read</u> and <u>write</u> words by breaking words apart and crashing them back together using their knowledge of word families, digraphs, blends and vowel teams.</p> <p>Weekly ESL Lesson: Watch “hunk & chunk” video, video lesson on “ee, ea,” daily assignments on sorting, reading & matching, writing sentences for words with ee, ea.</p>

13/4-17/4 Trabajo de Aprendizaje en Línea Para Primer Grado

Todo el trabajo en la **columna amarilla** debe completarse diariamente. Si tiene alguna pregunta sobre alguno de los trabajos, comuníquese con la maestra de esa materia. ¡Gracias!

Clases	Trabajo diario
Lectura/Escritura	<p>Lunes: Redacción de un diario: ¿qué haces para mantenerte ocupado durante el cierre de la escuela? (CCSS.ELA-LITERACY.W.1.8)</p> <p>Martes: Actividad fonética - Clasificación de sonidos: g suave / g duro; c suaves / c duros (CCSS.ELA-LITERACY.RF.1.3)</p> <p>Miércoles: Lectura / cuestionario - Leer sobre perezosos y responder preguntas sobre el lectura (CCSS.ELA-LITERACY.RL.1.1)</p> <p>Jueves: Redacción de un diario: ¿qué le gustaría decir a los trabajadores comunitarios que ayudan con el virus? (CCSS.ELA-LITERACY.W.1.8)</p> <p>Viernes: Actividad de fonética - Tarea sobre los equipos de vocales (CCSS.ELA-LITERACY.RF.1.3.C)</p>
Matemáticas	<p>Lunes: Aprender a decir la hora a la media hora. Habrá un video que presenta el concepto y luego los estudiantes practicarán la lectura de un reloj analógico e ingresarán esa hora forma digital.</p> <p>Martes: Decir la hora a la media hora. Los estudiantes podrán leer un reloj analógico e ingresar esa hora en forma digital.</p> <p>Miércoles: Revisión de contar la hora y media hora. Aprendieron a decir la hora a la hora de la semana anterior.</p> <p>Jueves: Repaso de cómo crear gráficos de imágenes.</p> <p>Viernes: Repaso sobre cómo analizar gráficos de imágenes, gráficos de conteo y gráficos de barras.</p>
STEAM	<p>Lunes: Haga observaciones para construir una cuenta basada en la evidencia de que las plantas y los animales jóvenes son como sus padres, pero no exactamente como ellos. 1-LS3-1.</p> <p>Martes: Los estudiantes escucharán y leerán "¿Dónde está el Joey?" Este libro de no ficción se divide en secciones para facilitar la lectura, con fotografías y mapas que proporcionan información de apoyo. Los lectores emergentes harán y responderán preguntas a medida que discernen la idea principal y los detalles del libro. 1-LS3-1.</p> <p>Miércoles - Los estudiantes escucharán y leerán "Papás animales." Los estudiantes aprenderán sobre las formas creativas en que diferentes padres cuidan a sus bebés. Este libro brinda la oportunidad de enseñar a los estudiantes cómo identificar la idea principal y los detalles y visualizar diferentes padres animales con sus crías. 1-LS3-1.</p> <p>Jueves: Los estudiantes leerán textos y usarán medios para determinar los patrones de comportamiento de los padres y los hijos que ayudan a los hijos a sobrevivir. Los estudiantes observarán imágenes de animales que ayudan a sus bebés y discutirán observaciones y categorización de las imágenes. 1-LS1-2.</p> <p>Viernes-STEAM DIY Proyecto de llamadas de aves. Haga un dispositivo para simular un pato bebé llamando a sus padres. Los estudiantes deben seguir las instrucciones paso a paso para completar el dispositivo. 1-LS1-2.</p>