

Mrs. Teems' First Grade Class 2020-2021  
REMOTE LEARNING- WEEK 15


**\*\*All completed assignments will be posted to Seesaw in the correct folder, i.e.Math folder**

**\*\*Graded items will be highlighted yellow**

**\*\*Resources to gather before Monday will be highlighted blue**

**\*\*Upload Seesaw assignments to...**



February 8 <sup>th</sup> - February 12 <sup>th</sup>	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY Teacher Workday
<p>7:40- 8:00  <b>LIVE</b>  <b>MORNING MEETING</b>  <a href="#">Join Microsoft Teams Meeting</a></p> <p><b>**Students should not be left unattended in the lobby.</b></p> <p>When joining...</p> 	<ul style="list-style-type: none"> <li>• Norms</li> <li>• Announcements               <ul style="list-style-type: none"> <li>◦ <a href="#">Watch Heards Ferry Live</a></li> </ul> </li> <li>• Class Dojo</li> </ul>				
<p>8:15-9:00  <b>LIVE</b></p>	PE with Coach K	Spanish with Ms. Murdock	PE with Coach K	Art with Ms. Strom	Music with Ms. LeSaicherre

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**SPECIALS**

**\*\*Specials are now LIVE on Teams every**

Special Areas 1 <sup>st</sup> Grade lessons for week of Feb 8-11					
	Art (Strom)	Art (Rizzo)	Music (LeSaicherre)	PE (Karatassos/ Braddock)	Spanish
<b>Lesson Focus</b>	Catch up day: catch up on incomplete assignments or do guided drawing lesson if all work is completed	Chinese 3-D paper dragon	Peter and the Wolf	Fitness	Monday: Foods Tuesday-Friday: Clothing
<b>Materials for In-Person Learning</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil, crayons</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• none</li> </ul>	Monday: <ul style="list-style-type: none"> <li>• Crayons</li> <li>• Pencils</li> </ul> Tuesday-Friday: <ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Materials for At-home Learning</b>	<ul style="list-style-type: none"> <li>• Any incomplete work</li> <li>• Drawing/ coloring supplies</li> <li>• Drawing paper</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil, crayons</li> <li>• Colored paper, scissors, glue stick or glue</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• none</li> </ul>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Virtual Teams Channel</b>	T216-Strom 1 <sup>st</sup> Grade Art (In Art Team, find Homeroom Channel by teacher's name and day of the week) @ 8:15-9:00	T216-Rizzo 1 <sup>st</sup> Grade Art (In Art Team, find Homeroom Channel by teacher's name and day of the week) @ 8:15-9:00	T216-LeSaicherre 1st Grade Music Team (In Music Team, find Homeroom Channel by teacher's name and day of the week) @ 8:15-9:00	T216- 1st PE Coach K Find Homeroom channel by day of the week and teacher's name. @ 8:15-9:00	T216 1 <sup>st</sup> Grade Spanish (In 1st Grade Spanish Team, find Homeroom Channel by teacher's name and day of the week) @ 8:15-9:00

**MATH BLOCK**

When students are not meeting with me **LIVE**, students will work independently.

Independent Math Practice

- iREADY Math- 10-20 mins
- Seesaw (1-2 activities)

February 8<sup>th</sup>-  
February 12<sup>th</sup>

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Teacher Workday

9:15-9:40

LIVE

MATH- ON

[Click here to join the meeting](#)

[Valentine's Graphing Activity \(print pages 2 and 3\)](#) \*\*FOR A GRADE\*\*

Introduction to Odd and Even Numbers

TW display T-chart below. On a [100s chart \(print page 3\)](#), students will color odd numbers blue and even numbers red for numbers 1-10.

Odd	Even
1, 3, 5, 7, 9	0, 2, 4, 6, 8

TW ask students to share patterns they notice. (Every other number is even or odd.)

Students will color code the entire 100s chart.

Students will complete [Seesaw Activity- Odd and Even](#)

Watch video, [Even and Odd Numbers Song for Kids](#)


TW demonstrate how even numbers always have a "partner" and odd numbers do not.



Students will write their name on a piece of paper and circle pairs of letters to identify if their name is even or odd.

Nearpod with Ms. Severson \*\*Practice identifying odd and even numbers \*\*FOR A GRADE-PARTICIPATION\*\*

Teacher Workday

February 8 <sup>th</sup> - February 12 <sup>th</sup>	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY Teacher Workday
		<p><u>Numbers</u> (using their 100s chart). TW ask students to identify numbers as even or odd using their 100s chart: 31, 22, 53, 16, 35, 84, 15, 27, 66, 87, 98.</p>	 <p>Students will complete <a href="#">Seesaw Activity- Odd Number Hop</a></p>		
<p><b>9:45- 10:10</b> <b>LIVE</b> <b>MATH- ACC</b> <a href="#">Click here to join the meeting</a></p> <p><b>**Only for students who have been identified as Accelerated.</b></p> <p><b>**Log onto IReady Math for 20 mins,</b></p>	<p><a href="#">Adding 3 Digit Numbers: Word Problems</a></p> <p>Workbook vol 1, page 386 (#20,21)</p> <p>Give students time to answer #22 and "Write Math" independently.</p>	<p><a href="#">Mystery Number (3-digit and 4-digit place value practice)- print page 4</a></p> <p>Students will independently complete <a href="#">Color by Numbers- Understanding Place Value 1000-</a></p>	<p><a href="#">Rewriting 3 Digit Addition:</a> *Discuss lining problems up vertically to align HTO places.</p> <p>Workbook vol 1, page 389 and 390 (only #1 and 2.</p>	<p>Nearpod <b>**Practice Adding &amp; Subtracting within 1000 **FOR A GRADE-PARTICIPATION**</b></p> <p>Students will complete workbook vol 1, My Review: 3 Digit Addition Pages 402-403.</p>	<p><b>Teacher Workday</b></p>

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then join Mrs. Teems for small group at 9:45-10:10	Then discuss as a class.  Students will independently complete <b>Place Value Practice (Expanded Form, Word Form, Base 10)- print pages 27 &amp; 30.</b>	<b>print one activity of student's choice</b>	Students will independently complete <b>workbook vol 1, page 390- 392.</b>		
<b>READING BLOCK</b>  <b>**11:00-11:30- LUNCH</b>	When students are not meeting with me <b>LIVE</b> , students will work independently.  Independent Reading Practice <ul style="list-style-type: none"> <li>iREADY Reading- 10-20 mins</li> <li>Independent Reading (Raz-Kids)- 20 mins</li> </ul>				
<b>10:30-11:00 LIVE READING (&amp; PHONICS)</b> <a href="#">Join Microsoft Teams Meeting</a>	Session 5: <a href="#">Readers Get Help When They Need It.</a> P. 27	Session 6: <a href="#">Readers Think About the Story to Problem Solve.</a> P. 36	Session 7: <a href="#">Readers Think About What Kind of Word Would Fit.</a> P. 43	Session 8: <a href="#">Readers Slow Down to Break Up Long Words.</a> P. 50	<b>Teacher Workday</b>
	<b><u>OU &amp; OW</u></b> **OU when the sound is at the beginning or in the middle of a word.	<b><u>OU &amp; OW</u></b> **OW when followed by a single n, l, er, el  Read the <b>OW reading comprehension</b> pas	OU & OW **OU when the sound is at the beginning or in the middle of a word. **OW when followed by a single n, l, er, el	OU & OW **OU when the sound is at the beginning or in the middle of a word. **OW when followed by a single n, l, er, el	<b>Teacher Workday</b>

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	Read the <a href="#">OU reading comprehension</a> passage as a class, making sure to highlight and identify the OU words. Students will then read the passage independently and answer the accompanying questions.	sage as a class, making sure to highlight and identify the OU words. Students will then read the passage independently and answer the accompanying questions.	<a href="#">Teacher Knows Best: ou/ow Spelling Game</a>  Students will independently complete <a href="#">ou/ow Find and Color Activity</a> .	Students will independently complete <a href="#">Seesaw Activity- Highlight a Word **FOR A GRADE, Due 2/12**</a>	
<b>11:30-12:00</b> <b>LIVE</b> <b>READING SMALL GROUP</b>	<b>Check the Teams' calendar. Join by clicking on the invite.</b>				
<b>12:30-1:00</b> <b>LIVE</b> <b>IB/SOCIAL STUDIES/SCIENCE</b> <a href="#">Join Microsoft Teams Meeting</a>	Inventions Project Presentations are due this week on Flipgrid. (The link will open on Monday, 2/08 and close on Monday, 2/15) <a href="#">Submit your presentations here!</a>				
	Cookies for Character: Caring  In whole group setting, have students brainstorm and give	BHM Research Part 1- Jackie Robinson  TW will introduce their class's BHM project. <a href="#">Art for Kids</a>	BHM Research Part 2- Jackie Robinson  Take quiz for BrainPOP Jr. Jackie	Black History Month Virtual Field Trip- Ruby Bridges	<b>Teacher Workday</b>

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	<p>examples/non-examples of what it means to be caring. Record student thoughts on an anchor chart.</p> <p><a href="#">Valentine's Day Introduction Video</a></p> <p>Discuss how Valentine's Day is a good opportunity to be caring towards others. Have student brainstorm different ways they can show they are caring this valentine's day season.</p> <p><a href="#">Valentine's Day Song</a></p> <p>Students will complete Seesaw Activity- <a href="#">Create a virtual Valentine on Seesaw</a>.</p>	<p><a href="#">Hub- Jackie Robinson</a></p> <p>TW will engage students in videos and books to help them learn more about their assigned person.</p> <p>Watch <a href="#">BrainPOP Jr. on Jackie Robinson</a>.</p>	<p>Robinson video from previous day.</p> <p>TW read-aloud a book about <a href="#">Jackie Robinson</a>.</p> <p>As a class, students will list and record 4 facts that they have learned about Jackie Robinson on a <a href="#">graphic organizer</a>.</p> <p>Students will independently complete the graphic organizer by writing 4 new facts after listening to the story Jackie Robinson: Baseball Legend on Epic.</p> <p>See Seesaw Activity- Jackie Robinson <b>**FOR A GRADE, Due 2/12)</b></p>		

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