

Mrs. Teems' First Grade Class 2020-2021

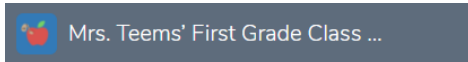
REMOTE LEARNING- WEEK 17


****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...**

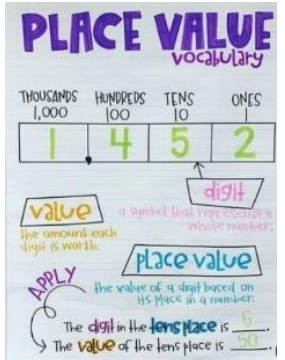


February 22 nd - February 26 th	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>7:40- 8:00 LIVE MORNING MEETING Join Microsoft Teams Meeting</p> <p>**Students should not be left unattended in the lobby.</p> <p>When joining...</p> 	<ul style="list-style-type: none"> • Norms • Announcements <ul style="list-style-type: none"> ○ Watch Heards Ferry Live • Class Dojo 				
<p>8:15-9:00 LIVE</p>	<p>PE with Coach K</p>	<p>Spanish with Ms. Murdock</p>	<p>PE with Coach K</p>	<p>Art with Ms. Strom</p>	<p>Music with Ms. LeSaicherre</p>

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<p style="text-align: center;">SPECIALS</p> <p>**Specials are now LIVE on Teams every</p>	Special Areas 1st Grade lessons for week of Feb 22-26						
		Art (Strom)	Art (Rizzo)	Music (LeSaicherre)	Music (Badovinac)	PE (Karatassos/ Braddock)	Spanish
	Lesson Focus	Paint background for Monet's water garden	Chinese paper dragons	Form	Form	Fitnessgram	Monday: Clothing Tuesday-Friday: Members of the Family
	Materials for In-Person Learning	<ul style="list-style-type: none"> • none 	<ul style="list-style-type: none"> • Pencil, crayons • 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • none 	Monday, Wednesday, Thursday: <ul style="list-style-type: none"> • none Tuesday, Friday: <ul style="list-style-type: none"> • pencil
	Materials for At-home Learning	<ul style="list-style-type: none"> • Paper • Paintbrush • Blue, green, purple, white tempera paint* • Water cup • Paper towels • Messy mat or newspaper to put under painting <p><i>*if you do not have paint, color markers or crayons may be used instead</i></p>	<ul style="list-style-type: none"> • Pencil, crayons, paper, glue stick, scissors • 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • none 	<ul style="list-style-type: none"> • none
Virtual Teams Channel	T216-Strom 1 st Grade Art (In Art Team, find Homeroom Channel by teacher's name and day of the week) @ 8:15-9:00	T216-Rizzo 1 st 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	Seesaw T216Friday Ms. Miles 1st Music Team, 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 st 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.
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Independent Math Practice <ul style="list-style-type: none"> iREADY Math- 10-20 mins Seesaw (1-2 activities) 					
9:15-9:40 LIVE MATH- ON Click here to join the meeting	Math Unit 4 Summative **FOR A GRADE- 30 POINTS**	Math U5 Pretest	Watch video, Place Value Song for Kids  <p>Introduce vocabulary for place values.</p> <p>Number Sense</p> <p>TW highlight 3 numbers on the 100s chart: 62, 67, 69 **Build each number using base 10 blocks.</p>	Watch video, Place Value-First Grade Number Sense TW highlight 3 numbers on the 100s chart: 8, 38, 58. **Build each number using base 10 blocks. <ul style="list-style-type: none"> How are the numbers alike? How are they different? Which two are closest? Why? Which is closest to 50? To 100? Have the students name a number between two of the numbers you have chosen. 	Watch video, Place Value: Ones and Tens Number Sense TW highlight 3 numbers on the 100s chart: 94, 96, 99. **Build each number using base 10 blocks. Discuss the value of each digit. <ul style="list-style-type: none"> How are the numbers alike? How are they different? Which two are closest? Why? Which is closest to 50? To 100? Have the students name a number between two of the

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			<ul style="list-style-type: none"> • How are the numbers alike? How are they different? • Which two are closest? Why? • Which is closest to 50? To 100? • Have the students name a number between two of the numbers you have chosen. • Name a number that is more than all the numbers chosen. • Name a number that is less than all the numbers chosen. <p>Students will independently complete Seesaw Activity- Place Value, Tens and Ones.</p>	<ul style="list-style-type: none"> • Name a number that is more than all the numbers chosen. • Name a number that is less than all the numbers chosen. <p>Students will independently complete Seesaw Activity- Place Value</p>	<p>numbers you have chosen.</p> <ul style="list-style-type: none"> • Name a number that is more than all the numbers chosen. • Name a number that is less than all the numbers chosen. <p>Students will independently complete Seesaw Activity- Place Value to 100 **FOR A GRADE-6 POINTS**</p>
9:45- 10:10 LIVE	Watch video, Example of Solving 3	Watch video, Number Rock:	Watch video,	3 Digit Subtraction Word Problems:	3 Digit Subtraction Word Problems:

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<p>MATH- ACC Click here to join the meeting</p> <p>**Only for students who have been identified as Accelerated.</p> <p>**Log onto IReady Math for 20 mins, then join Mrs. Teems for small group at 9:45-10:10</p>	<p>Digit Subtraction With Regrouping</p> <p>Teacher with model how to solve: 1) 432-279 = 2) 741-584 = **Using base 10 blocks.</p> <p>Students will independently complete Correct or Incorrect.</p>	<p>Subtraction with Regrouping</p> <p>As a class, students will complete Subtraction to 1,000: Secret Code Set 1. **TW demonstrate and encourage students to check with addition.</p> <p>Students will independently complete Set 2.</p>	<p>3 Digit Subtraction Regrouping Twice</p> <p>Teacher will review shapes in assignment below. Teacher will model how to solve #1-2</p> <p>Students will complete #3-6 on Shape Subtraction **FOR A GRADE- 6 POINTS**</p>	<p>Discuss key words in word problems. Addition: altogether, in all Subtraction: How many more, how many less, difference, left</p> <p>Model how to solve subtraction word problem: <i>Tory has 635 rubber bands in a plastic bag. She makes bracelets with 387 of the rubber bands. How many rubber bands does she have left?</i></p> <p>Students will independently complete My Math, Volume 1, page 442.</p>	<p>Discuss key words in word problems. Addition: altogether, in all Subtraction: How many more, how many less, difference, left</p> <p>Model how to solve subtraction word problem: <i>Jonny and Tommy went on a nature walk. Tommy found 204 rocks and Jonny found 118 rocks. How many more rocks did Tommy find than Jonny?</i></p> <p>Students will independently complete Color by Code: Subtraction to 1,000 (Student choice, 1 page).</p>
READING BLOCK	When students are not meeting with me LIVE , students will work independently.				

February 22 nd - February 26 th	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
**11:00-11:30- LUNCH	Independent Reading Practice <ul style="list-style-type: none"> • iREADY Reading- 10-20 mins • Independent Reading (Raz-Kids)- 20 mins 				
10:30-11:00 LIVE READING (& PHONICS) Join Microsoft Teams Meeting	Session 12: Readers Work to Understand, Rereading If They Don't Get It.	Session 13: Readers Make Mind Movies to Picture What's Happening. P. 82	Session 14: Readers Keep Track of Who's Talking as They Read. P. 88	Session 15: Readers Don't Just Read Words, They Understand Words P. 91	CATCH UP
	Review Beginning Blends Students will complete the following activity on L Blends.	Review Beginning Blends Students will complete the following activity on S Blends. **Students will need a paperclip for this activity. TW demonstrate.	Review Ending Blends Students will complete the following activity on -nk endings (think, pink, drink).	Review Inflectional Endings Review the rules of ed Students will complete Seesaw Activity- Inflectional Endings.	Review ed & ing Endings Students will complete the following activity on inflectional endings.
11:30-12:00 LIVE READING SMALL GROUP	Check the Teams' calendar. Join by clicking on the invite.				

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<p>12:30-1:00 LIVE IB/SOCIAL STUDIES/SCIENCE Join Microsoft Teams Meeting</p>	<p>Dissect Unit 5 Central Idea: "Economic choices impact communities." See, Think, Wonder: TW Display the following picture. SW use the template to record their observations and thoughts before sharing. <i>What do they think happened? How might these events affect the lives of those who live there?</i> Watch and Discuss Introduction to Earth's Water: How does this video relate to our photo from the beginning of class?</p>	<p>Watch this Scarcity Introduction Video Read-aloud: "The Giving Tree". SW discuss the connection between the boy, the tree, and scarcity. Scarcity Song</p>	<p>Watch video on Scarcity Scarcity Song Challenge students to brainstorm items that became scarce at the beginning of the pandemic. How did the scarcity of these items affect their daily lives? Students will complete Seesaw Activity- Scarcity on the Farm.</p>	<p>Think & Share: Is water a need or a want? Why or why not? Water Scarcity Map : Have students share their initial observations about the map. Encourage students to make predictions about how scarcity affects different parts of the world. **Have students pinpoint Ethiopia. Does the country experience water scarcity? Listen to read-aloud: The Water Princess. Discuss how scarcity relates to the book.</p>	<p>International Inquirers- Ethiopia TW shares some images of Lucy and read parts of "Lucy Long Ago". Continue working on "I'm Learning about... Ethiopia Booklet- page 8</p>

