

Mrs. Teems' First Grade Class 2020-2021

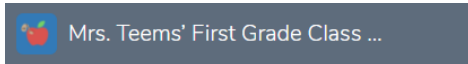
REMOTE LEARNING- WEEK 19


****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...**



March 8th -March 12th	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY Teacher Workday- No School
<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>	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 1st Grade lessons for week of March 8-11 (no classes on Fri)					
		Art (Strom)	Art (Rizzo)	Music (LeSaicherre)	PE (Karatassos/ Braddock)	Spanish
	Lesson Focus	Finish Monet Bridge/ Guided drawing lesson	Kusama pumpkins	Form	Fitness	Physical Descriptions
	Materials for In-Person Learning	• none	• Pencils, crayons •	• None	• none	• none
	Materials for At-home Learning	• Paper • Pencil • Coloring supplies	• Paper, Pencils, crayons •	• None	• 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	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. Independent Math Practice • iREADY Math- 10-20 mins (total of 45 mins a week)				
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9:15-9:40 LIVE MATH- ON Click here to join the meeting	Materials: Base 10 blocks, coins (dimes & pennies) Problem of the Day:	Materials: dice, coins (dimes & pennies), Money 4 Ways Template	10 More, 10 Less, 1 More, 1 Less Review 100s chart (page 3) . What happens to the	10 More, 10 Less, 1 More, 1 Less Materials: Dice, Base 10 blocks, 1 More 1 Less 10 More 10 Less	Teacher Workday- No School
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March 8th -March 12th	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY Teacher Workday- No School
	<p>Davis has 45 cents (show in dimes in pennies only) and Eli has 54 cents (show in dimes and pennies only). Who has more money? How many more? Show your work.</p> <p>SW complete Seesaw Activity- Money Word Problems.</p>	<p>TW roll dice to form a 2-digit number. As a class, students will work together to show 4 ways to make this number 4 different ways.</p> <p>SW independently roll dice to form another 2-digit number. SW use dimes and pennies to make the number 4 different ways. (SW can use other coins if they are familiar, i.e., nickels and quarters.</p>	<p>numbers when you move horizontally? What place value is affected? What happens to the numbers when you move vertically? What place value is affected?</p> <p>TW display at backward 100s chart. How is this chart different? What happens to the numbers when you move horizontally? What place value is affected? What happens to the numbers when you move vertically? What place value is affected?</p> <p>Watch video, Ten More Ten Less (TW stop periodically for</p>	<p>Worksheet (pages 2 & 3)</p> <p>Watch video, First Grade Ten More/Less Math Lessons</p> <p>**Page 3- TW roll dice to form a 2-digit number. As a class, students will use base 10 blocks or mental math or identify 10 more, 10 less, 1 more, 1 less for each number. (Students can use the 100s chart provided, but TW encourage students to try other strategies.)</p> <p>SW complete page 2.</p>	

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			students to respond.) SW complete Seesaw Activity- 10 More, 10 Less, 1 More, 1 Less		Teacher Workday- No School
9:45- 10:10 LIVE MATH- ACC Click here to join the meeting **Only for students who have been identified as Accelerated. **Log onto IReady Math for 20 mins, then join Mrs. Teems for small group at 9:45-10:10	Unit 4 Review **FOR A GRADE-PARTICIPATION**	Unit 4 Review **FOR A GRADE-PARTICIPATION**	Unit 4 Post Assessment (pages 1-10) **FOR A GRADE- 22 POINTS**	Unit 4 Post Assessment (pages 1-10) **FOR A GRADE- 22 POINTS**	Teacher Workday- No School
READING BLOCK **11:00-11:30- LUNCH	When students are not meeting with me LIVE , students will work independently. Independent Reading Practice <ul style="list-style-type: none"> iREADY Reading- 10-20 mins (total of 45 mins a week) Independent Reading (Epic or Raz-Kids)- 20 mins 				

March 8th -March 12th	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>10:30-11:00 LIVE READING (& PHONICS) Join Microsoft Teams Meeting</p>	<p>Session 1</p> <p>“Today I want to teach you that one-way readers understand stories more deeply to put themselves into the role of the character. You can reread part of a story & try to put yourself in the character’s shoes.”</p> <p>*character traits</p>	<p>Session 2</p> <p>“Today I want to teach you that when you read you can always be aware of the places where the main character has strong feelings. You can mark these places so that later, you can reread and act them out to better understand exactly how the character is feeling and what he or she might be experiencing.”</p> <p>*Understanding Characters</p>	<p>Session 3</p> <p>“Today I want to teach you that characters can experience different shades or degrees of feelings, and often the author never comes right out and tell you exactly how the character feels. Readers can use clues from what is happening in the story to figure out exactly how the character feels. One way is to use 2-3 different ways to describe how a character feels.”</p>	<p>Session 4</p> <p>“Today I want to teach you that once readers have identified strong feelings in a character, they analyze those feelings to understand more about that character. They ask themselves questions like, “Why does this character have this emotion?” They can also think about what that emotion says about the character. Do the feelings seem exaggerated? Is the character acting in ways that display his or her feelings, or trying to hide them?”</p>	<p>Teacher Workday- No School</p>

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	<p><u>Consonant le</u></p> <p>Teacher will show the <u>following poster</u> and brainstorm a list of consonant le words with the class.</p> <p>SW complete the <u>picture dictionary and word search</u> as they begin to familiarize themselves with consonant le words.</p>	<p><u>Consonant le</u></p> <p>SW complete Seesaw Activity- Syllables C + le Word Sort.</p>	<p><u>Consonant le</u></p> <p>TW stop video to practice reading words consonant le words.</p> <p>SW complete the <u>cut and paste</u> for consonant le.</p>	<p><u>Consonant le</u></p> <p><u>SW complete the fill in the blank activity for consonant le</u> **FOR A GRADE-10 POINTS, ONLY PAGE 1**</p>	<p>Teacher Workday- No School</p>
<p>11:30-12:00</p> <p>LIVE</p> <p>READING SMALL GROUP</p>	<p>Check the Teams' calendar. Join by clicking on the invite.</p>				
<p>12:30-1:00</p> <p>LIVE</p>	<p>Goods and Services Pt.1</p>	<p>Goods and Services Pt. 2</p>	<p>Goods and Services Pt.3</p>	<p>International Inquirer- Ethiopia</p>	<p>Teacher Workday- No School</p>

March 8th -March 12th	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY Teacher Workday- No School
<p>IB/SOCIAL STUDIES/SCIENCE Join Microsoft Teams Meeting</p>	<p>Complete Page 58 in Social Studies Workbook.</p> <p>Watch BrainPop Video on Good and Services:</p> <p>Take quiz.</p> <p>SW complete Seesaw Activity- Goods and Services.</p>	<p>Strega Nona Meets Her Match: On a blank piece of paper SW fold the paper hotdog style and label one side "Goods" and the other side "Services". "Services!"</p> <p>SW listen to the book and record as many goods/services as they hear throughout the book. SW share their list.</p> <p>Complete Page 56 in Social Studies Workbook.</p> <p>SW complete Goods and Services activity. SW draw 3 things that are goods and 3 things that are services.</p>	<p>Jobs Inquiry Video: SW make predictions about each job. After the job is revealed, SW discuss whether the job produces a good or service.</p> <p>Complete Page 57 in Social Studies Workbook.</p> <p>SW complete Goods and Services activity. SW list 5 goods that is used by their family and 5 occupations/jobs that provide a service to their family. **FOR A GRADE- 10 POINTS**</p>	<p>National Animals, National Flower, National Parks</p> <p>Continue working on "I'm Learning about ... Ethiopia" Booklet – page 7</p>	

