

Mrs. Teems' First Grade Class 2020-2021
REMOTE LEARNING- WEEK 20

****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...**



Mrs. Teems' First Grade Class ...

March 15 th - March 19 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> 	<p>Teacher Workday- No School</p>	<ul style="list-style-type: none"> • <i>Charlie and the Chocolate Factory</i> • 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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SPECIALS **Specials are now LIVE on Teams every	Special Areas 1st Grade lessons for week of March 16-19 (no classes on Monday)					
		Art (Strom)	Music (LeSaicherre)	Music (Badovinac)	PE (Karatassos/ Braddock)	Spanish
	Lesson Focus	Guided drawing lesson: Shamrocks and clovers	Expression	Form	Hockey	Rooms in the Home
	Materials for In-Person Learning	• none	• None	• None	• none	• none
	Materials for At-home Learning	• Paper • Pencil • Coloring supplies	• None	• 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-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. Independent Math Practice <ul style="list-style-type: none"> • 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	Teacher Workday- No School	Adding & Subtracting Multiples of 10 Watch video, BrainPOP Jr. Adding and Subtracting Tens Take the Easy Quiz. As a class, SW use the 100s chart to practice Adding Multiples of 10 . (1-5) SW complete the rest	Materials: Base 10 blocks, Adding and Subtracting Multiples of 10 (pages 2-5) SW continue practice adding and subtracting multiples of 10. As a class, TW demonstrate the first 3 on page 2 and the first 3 on page 4. SW complete the rest	Ordering 2-digit Numbers Watch video, Comparing Numbers to 100 Materials: Dice, Comparing 2-digit numbers (page 2 and 3) As a class, SW roll a pair of dice twice to create two 2-digit	Ordering 2-digit Numbers Watch video, Umigo: Greater than Less than Materials: Dry Erase board and marker TW display an unfinished equation, i.e., ___ > 45
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		<p>on their own (6-20). <u>TW review answers at the end of class.</u></p> <p><u>CFA- Base 10 & Expanded Form</u> **FOR A GRADE- 10 POINTS**</p>	<p>independently. **FOR A GRADE- 18 POINTS**</p>	<p>numbers. SW draw each number using Base 10 blocks. SW use the appropriate symbols to compare the 2 numbers. **Greater than, less than, equal to</p> <p>Repeat 2x.</p> <p>SW independently complete the rest of the activity.</p>	<p>**TW use numbers and Base 10 blocks in equation.</p> <p>SW fill in the blank to complete the equation. TW have students share their equation. **SW practice reading the equation correctly, i.e. $99 > 45$, <u>99 is greater than 45.</u></p> <p>Repeat 4x.</p> <p>SW independently complete Seesaw Activity- Scratch and Solve (Greater Than Less Than).</p>
<p>9:45- 10:10 LIVE 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</p>	<p>Teacher Workday- No School</p>	<p>Watch the videos, 2-D Shapes and Quadrilaterals</p> <p>As a small group, discuss attributes of 2-D shape using anchor chart.</p>	<p>Watch the video, Polygons</p> <p><i>Review 2-D shape attributes</i></p>	<p>Watch the video, 3-D Shapes</p> <p>As a small group, discuss attributes of 3-D shapes. *Only cube in standard</p>	<p>Watch the video, Classifying 3-D Shapes</p> <p>Review 3-D attributes</p>

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join Mrs. Teems for small group at 9:45-10:10

2D SHAPES

Triangle ▲	3 sides 3 corners/vertices 3 angles
Square □	4 equal sides 4 corners/vertices 4 right angles
Rectangle ▭	4 sides 2 are short, 2 are long 4 corners/vertices 4 right angles
Trapezoid ▭	4 sides/2 equal 4 corners/vertices 4 angles
Rhombus ▭	4 equal sides 4 corners/vertices 4 angles
Hexagon ⬡	6 sides 6 corners/vertices 6 angles
Circle ○	0 sides 0 corners/vertices

Student will independently complete **2-D Shape Attributes**

2D SHAPES

Triangle ▲	3 sides 3 corners/vertices 3 angles
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Trapezoid ▭	4 sides/2 equal 4 corners/vertices 4 angles
Rhombus ▭	4 equal sides 4 corners/vertices 4 angles
Hexagon ⬡	6 sides 6 corners/vertices 6 angles
Circle ○	0 sides 0 corners/vertices

As a small group, play Who Am I? Give the students clues about the number of sides and vertices and let the students guess the name of the shape.

Students will independently complete **2-D Shape Attributes 2 **FOR A GRADE- 6 POINTS****

3-D Shapes

Shape	Faces	Edges	Vertices
Sphere	0	0	0
Cube	6	12	8
Rectangular Prism	6	12	8
Cylinder	2	0	0
Cone	1	0	1
Pyramid	5	8	5

Use a 3-D model to discuss faces, edges, vertices.

Students will independently complete **3-D Shapes**

3-D Shapes

Shape	Faces	Edges	Vertices
Sphere	0	0	0
Cube	6	12	8
Rectangular Prism	6	12	8
Cylinder	2	0	0
Cone	1	0	1
Pyramid	5	8	5

As a small group, play Who Am I? Give the students clues about the number of sides and vertices and let the students guess the name of the shape.

Students will independently complete **Shape Hunt!**

READING BLOCK

****11:00-11:30- LUNCH**

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

Independent Reading Practice

- iREADY Reading- 10-20 mins (total of 45 mins a week)
- Independent Reading (Epic or Raz-Kids)- 20 mins

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10:30-11:00 LIVE READING (& PHONICS) Join Microsoft Teams Meeting	Teacher Workday- No School	<u>Session 5</u> “Today I want to teach you that readers try to make a picture in their mind of the world they are reading about- what does it look like, what does it feel like to live in that world, how is it the same and how is it different from the world we live in?”	<u>Session 6</u> “Today I want to teach you that one-way readers preserve their thinking about stories is by jotting it down as it occurs (on Post-its). They can use their Post-its as conversation starters when they discuss the passage later, This references book talks.	<u>Session 7</u> “Today I want to teach you that readers pay attention not only to what and why a character does things but also to how a character does these things. Does the book give you any clues about the character’s gestures? About the way a character walks or sits or closes the door? Readers also pay attention to the way characters talk: the dialogue, the words they choose, their tone of voice, and the cues the author gives through dialogue.” End of Bend 1	Read-aloud: <i>The Three Little Superpigs Once Upon a Time</i>
	Teacher Workday- No School	Y as a vowel Look at the poster and talk about the sounds of y as a vowel (e and l).	Y as a vowel As a class, SW practice identifying which sound y makes in each sentence.	Y as a vowel Spin & Search TW spin the spinner and SW find a picture with the matching sound (y as e or l).	Y as a vowel- Sentence Practice SW practice using words with y as a vowel in sentences. **Students are encouraged to add

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		As a class, SW practice identifying which sound y makes in each work. SW complete the cut and paste sort independently.	SW complete the cut and paste sort independently.		details to their sentence. Your sentence should have 6-7 words. (Student age = number words in sentences)
11:30-12:00 LIVE READING SMALL GROUP	Check the Teams' calendar. Join by clicking on the invite.				
12:30-1:00 LIVE IB/SOCIAL STUDIES/SCIENCE Join Microsoft Teams Meeting	Teacher Workday- No School	Supply and Demand Pt. 1 Supply and Demand Introduction: https://www.youtube.com/watch?v=JB1Kd6TGJao *Pause video throughout and have students share their thoughts about each scenario. In a whole group setting, SW create a list of items that might be high demand and low demand during the summertime.	Supply and Demand in One Minute: https://www.youtube.com/watch?v=GaeRnxSuLFI Optional: Read EPIC book and discuss each page (asking for examples) in a whole group format: https://www.getepic.com/app/read/48382 Supply and Demand - Disney Movies: https://www .	Read this book and discuss in whole group format: https://www.getepic.com/app/read/73785 *Optional: You can play the videos in the QR codes and discuss those as well! Play Peter Pig's Money Game in whole group format: https://www.practicalmoneyskills.com/play/peter_pigs_money_counter *Optional: You can send	Complete Page 61 in Social Studies Workbook. Explain to students that they will be doing a project about their favorite future career next week! Introduce this collection of books on EPIC: https://www.getepic.com/collection/29925685/jobs?utm_source=t2t&utm_medium=link&utm_campaign=collection&share=10873501432

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		<p>Extension: Ask students to consider what items went from low to high demand at the beginning of the pandemic. Ask students to consider what items went from being in high demand to low demand at the beginning of the pandemic. Ask students to consider how this effects our behaviors as consumers. How does it affect what companies and communities produce?</p> <p>Complete page 59 in the Social Studies Workbook.</p>	<p>youtube.com/watch?v=VHLxAjy5ztk *Pause video and ask students to identify the supply and demand. What problem does each movie have with supply and demand?</p> <p>Complete Page 60 in Social Studies Workbook.</p>	<p>students the link so they can practice on their own too!</p> <p>Complete Page 62 in Social Studies Workbook.</p>	<p>Explore a couple of "non-mainstream" careers in whole group. For the rest of class, allow students to explore the collection on their own and decide on their future career for next week's project. Allow students to share what they learned and their topic at the end of class. *Some books are read to me and others are not. Show students how to identify the read to me books and encourage students to read some of the harder books with their parents at home to learn more about each career.</p> <p>**FOR A GRADE – 4 POINTS, ALL WORKBOOK PAGES FOR THIS WEEK**</p>

