


Mrs. Teems' First Grade Class 2020-2021

REMOTE LEARNING- WEEK 2

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

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

Oct 19-23	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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SPECIALS
LIVE

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

Special Areas 1 st Grade lessons for week of Oct 19-23							
	Art (Strom)	Art (Rizzo)	Music (LeSaicherre)	Music (Badovinac)	PE (Karatassos)	PE (Braddock)	Spanish
Lesson Focus	Frida Kahlo	Van Gogh Secondary pumpkin landscapes	Creating Rhythms	Unit 2 Melody – High and Low Pitches Melody – Sol, Mi	Soccer/Fitness	Soccer/Fitness	Classroom Objects
Materials for In-Person Learning	<ul style="list-style-type: none"> • Sketchbook and artwork from home • Pencil • Crayons 	<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"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Pencil
Materials for At-home Learning	<ul style="list-style-type: none"> • Pencil • White paper • Crayons 	<ul style="list-style-type: none"> • Pencil, crayons • Paper 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • A ball 	<ul style="list-style-type: none"> • A ball 	<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 1 st 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 1 st 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- 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 1 st Grade Spanish Team, find Homeroom Channel by teacher's name and day of the week) @ 8:15-9:00

9:15-9:45
LIVE
MATH- ON
[Join Microsoft Teams Meeting](#)

Graphing Activity:
"What would you do as a principal?"

TW collect data from the class onto a tally chart. SW use the tally chart to create a **bar graph** and answer questions about the bar graph.

Graphing Activity:
"What superpower would you want?"

TW collect data from the class onto a tally chart. SW use the tally chart to create a **bar graph** and answer questions about the bar graph.

Unit 3 Pre-test

****After completing post assessment****
McGraw-Hill My Math, Volume 2- pgs. 542-543

Review Nonstandard Measurement
<https://www.youtube.com/watch?v=q8o7n-AOSCO>

TW stop video periodically for students to answer the questions.

Brain Pop Jr.

SW brainstorm objects that can be measured, brainstorm objects that can be used to measuring.

TW record students' responses on a T-chart.

Watch video [Longer or Shorter \(Grades K-1\)](#) on Epic

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	<p><i>Questions:</i> -How many students chose 'No Homework' and 'more recess'? -Which choice had the most? Which choice had the least? Were there any ties? -'Pets welcome' had more/less than 'Kids teach'? -If you could add another option for this graph, what would it be?</p>	<p><i>Questions:</i> -How many students chose 'Talk to animals' and 'Be invisible'? -Which choice had the most? What had the least? Were there any ties? -'Super Strength' had more/less than 'X-ray vision'? -If you could add another option to this graph, what would it be?</p>		<p>Nonstandard Measuring https://jr.brainpop.com/math/measurement/nonstandardmeasurement/ Take the Hard Quiz.</p>	<p>SW practice Comparing Length & Height **For a Formative Grade**</p>
<p>MATH- ACC **Only for students who have been identified as Accelerated.</p>	<p>Log onto IReady Math for 20 mins, then join Mrs. Munsell for small group at 9:45-10:00 (join through the calendar invite)</p>	<p>Log onto IReady Math for 20 mins, then join Mrs. Munsell for small group at 9:45-10:00 (join through the calendar invite)</p>	<p>Log onto IReady Math for 20 mins, then join Mrs. Munsell for small group at 9:45-10:00 (join through the calendar invite)</p>	<p>Log onto IReady Math for 20 mins, then join Mrs. Munsell for small group at 9:45-10:00 (join through the calendar invite)</p>	<p>Log onto IReady Math for 20 mins, then join Mrs. Munsell for small group at 9:45-10:00 (join through the calendar invite)</p>
<p>9:45-10:30 INDEPENDENT MATH PRACTICE</p>	<ul style="list-style-type: none"> • IREADY MATH- 20 mins • Seesaw (1-2 activities) 	<ul style="list-style-type: none"> • IREADY MATH- 20 mins • Seesaw (1-2 activities) 	<ul style="list-style-type: none"> • IREADY MATH- 20 mins • Seesaw (1-2 activities) 	<ul style="list-style-type: none"> • IREADY MATH- 20 mins • Seesaw (1-2 activities) 	<ul style="list-style-type: none"> • IREADY MATH- 20 mins • Seesaw (1-2 activities)

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<p>**Check the calendar for math small group meetings</p>					
<p>10:30-11:00 LIVE READING (& LANGUAGE ARTS) Join Microsoft Teams Meeting</p>	<p>Session 10: Readers Learn New Words as They Read</p> <p>Good Habits for Solving Hard Words anchor chart</p> <p>SW set goals for solving hard words using the anchor chart.</p>	<p>Session 11: Readers Find and Think about Key Words</p> <p>TW read the Owls book. SW listen for key words: beak, hatch, keen, nest, nocturnal, prey, talon.</p> <p>**TW show words in the Glossary before reading.</p>	<p>Session 12: Rereading a Page to Find the Just-Right Sound</p> <p>Final Consonant Blends Practice- SW identify the blends used for the picture.</p>	<p>Session 13: Finding Interesting Things to Share</p> <p>TW read the Owls book. TW demonstrate marking pages to share or chat about.</p>	<p>Read “How’s the weather in Fall?” on Epic</p> <p>Take the Quiz.</p> <p>Final Consonant Blend- SW will spell words with final consonant blends.</p>
<p>11:30-12:15 INDEPENDENT READING PRACTICE **Check the calendar for reading small group meetings</p>	<ul style="list-style-type: none"> • IREADY READING- 20 mins • Independent Reading (Raz-Kids)- 20 mins 	<ul style="list-style-type: none"> • IREADY READING- 20 mins • Independent Reading (Raz-Kids)- 20 mins 	<ul style="list-style-type: none"> • IREADY READING- 20 mins • Independent Reading (Raz-Kids)- 20 mins 	<ul style="list-style-type: none"> • IREADY READING- 20 mins • Independent Reading (Raz-Kids)- 20 mins 	<ul style="list-style-type: none"> • IREADY READING- 20 mins • Independent Reading (Raz-Kids)- 20 mins
<p>12:30-1:00 LIVE IB/SOCIAL STUDIES/SCIENCE Join Microsoft Teams Meeting</p>	<p>Step 1: Show students the following picture of Thomas Jefferson and have them share their observations.</p> <p>Step 2: After observations,</p>	<p>Step #1: Show the picture of Thomas Jefferson and ask students retell what they learned the day before in the BrainPOP video. Why is he important and what does he</p>	<p>Step #1: Begin with asking students “What do you believe are qualities of a good writer? Why is it important to know how to write well?”</p>	<p>Step #1: Show a picture of the White House. Ask students to share their observations and thoughts about the building. Ask students to try to think of the connection between</p>	<p>Step #1: Show students a picture of the Louisiana Purchase and ask students “Why do you believe this map was created? What information do you</p>

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	<p>introduce him as Thomas Jefferson and show the Thomas Jefferson Brain Pop!</p> <p>Step #3: Take BrainPOP Quiz in a whole group setting.</p> <p>Step #4: Have students brainstorm ideas about the connection between Thomas Jefferson and our Unit #2 central idea.</p>	<p>have to do with our central idea?</p> <p>Step #2: Complete Pages 27 and 28 in 1st Grade Social Studies: Our American Heritage workbook.</p>	<p>Step #2: Show picture of the Declaration of Independence and have students make observations.</p> <p>Step #3: Show BrainPOP video on the Declaration of Independence.</p> <p>Step #4: Complete page 29 in 1st Grade Social Studies: Our American Heritage workbook.</p>	<p>the building and Thomas Jefferson.</p> <p>Step #2: Watch BrainPOP video on President.</p> <p>Step #3: Complete page 30 in 1st Grade Social Studies: Our American Heritage workbook.</p> <p>Step #4: If time permits, take the Brain Pop Quiz as a class.</p>	<p>think it is trying to tell us?"</p> <p>Step #2: Watch the video on the Louisiana Purchase. (STOP AT THE THREE MINUTE MARK & tell kids we will begin learning about Lewis and Clark next week)</p> <p>Step #3: Complete Page 31 and 32 in 1st Grade Social Studies: Our American Heritage workbook.</p>

****I will begin scheduling small groups and 1-on-1 conferences this week. Check the calendar for invites.****