

First Grade Teleschool Lesson Plans

Week 5

Manning Oaks Elementary School

Every day, students will complete 25 minutes of reading/ELA, 25 minutes of math, and 10 minutes of a special area activity. We understand that some students do not have access to technology and therefore are providing them with a variety of activities to choose from, some that require technology and others that do not.

In addition to the activities listed below, please encourage your student to go on iRead (reading) and iReady (math) through ClassLink: <https://launchpad.classlink.com/fcs>. Students can also access BrainPopJr. and MackinVIA through ClassLink.

Please help your child keep all work, labeled with his/her name and date.

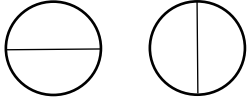
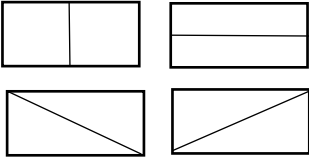
This work will be collected upon your child's return to school. Assignments are required to be completed.

	Monday 4/20/20	Tuesday 4/21/20	Wednesday 4/22/20	Thursday 4/23/20	Friday 4/24/20
Reading	<p>Today I want to teach you that it is important when your reading a story to pay attention to the character and what is happening in the story. These are called the events.</p> <p>Read the story <u>Maisy</u> and answer the comprehension questions that go with it. (See website for book and questions)</p>	<p>Today I want to teach you that it is important to pay attention to things that happen in the story and what caused them to happen!</p> <p>Listen to the story <u>If You Take a Mouse to School</u>. https://www.youtube.com/watch?v=JsPTlhR9gjE</p> <p>Then complete the "Cause and Effect" worksheet.</p>	<p>Today I want to teach you that when you read nonfiction books, they have text features.</p> <p>Text features are different tools that a nonfiction uses to help you learn, for example, table of contents, headings, maps, diagrams, and more.</p> <p>Watch the BrainPopjr video "Reading Nonfiction".</p>	<p>Today I want to teach you that when you read nonfiction books it's important to pay attention to what you're learning.</p> <p>Read the nonfiction passage called <u>Birds</u>. Then answer the comprehension questions. (See website for passage and questions)</p>	<p>Today I want to teach you that we can learn about the world when we read nonfiction books.</p> <p>On Wednesday it was Earth day.</p> <p>Today read the nonfiction passage called <u>Earth Day</u> and complete the questions and activity. (See website for passage and questions)</p>

	Complete the questions and upload in Seesaw.		Then complete the "Text Features Scavenger Hunt".		
Writing	<p>Today we are going to review writing a personal narrative or what we call a small moment story.</p> <p>Listen to the story, <u>Night of the Veggie Monster</u>. https://www.youtube.com/watch?v=tzr0ZXj7gU4 <i>Was this story about one whole day? How did the author take one small moment and make a whole story out of it? Make a list of ideas about small moments in your life (something that has happened to you or something you have done). Choose one of those small moments to start writing about. Use the How to Write a</i></p>	<p>Today I want to teach you that when writers want to write stories that come to life on the page, they tell their stories in small steps, bit by bit. Writers think about the main thing they did and then ask themselves, 'What exactly happened, step by step, bit by bit?'</p> <p>Remember- we don't want to write a big watermelon story! We are writing a tiny seed story.</p> <p>Listen to the story, <u>Roller Coaster</u>. https://www.youtube.com/watch?v=Sx_bMMZpksE <i>How does Marla Frazze tell her story step by step? Is she writing about a big</i></p>	<p>Today I want to teach you that just like published writers, you can make your stories come to life. You can 'unfreeze' the people in your stories by making them move and talk.</p> <p>Listen to the story again, <u>Night of the Veggie Monster</u>. https://www.youtube.com/watch?v=tzr0ZXj7gU4 <i>How did George McClements make his characters come to life? How did he unfreeze his characters? How did he show that they are moving and talking?</i></p> <p>Look back at the small moment stories you have written this week. Add speech bubbles and thought bubbles to make your characters talk! Add</p>	<p>Today I want you to think back to the books <u>Roller Coaster</u> and <u>Night of the Veggie Monster</u>. When you read books written by other authors and think, 'Oh my goodness! He just did something special in his book that I want to try in my own writing!' you go ahead and try it in your own writing!</p> <p>Think back to the story, <u>Night of the Veggie Monster</u>. https://www.youtube.com/watch?v=tzr0ZXj7gU4 <i>What is something that George McClements did in his writing that you could try in yours today?</i></p> <p>Think back to the story, <u>Roller Coaster</u>. https://www.youtube.com/watch?v=Sx_bMMZpksE <i>What is something that Marla Frazze did in her</i></p>	<p>Today I want to teach you that when writers are ready to publish, they make sure their writing is easy to read. One way they do this is to use an editing checklist that reminds you of all that you know about helping readers read your stories.</p> <p>Choose your favorite small moment writing from this week. Use the My Editing Checklist to help you make your writing easy to read!</p>

	<p>Story chart to help you get started!</p>	<p><i>watermelon topic like the whole day at the amusement park or did she choose a tiny seed moment?</i></p> <p>Continue writing about your tiny seed topic that you chose yesterday. If you are done with that story, start a new one! Make sure you are thinking of an idea, planning (touch and tell then sketch across the pages), then write-telling your story step by step.</p> <p>Use the How to Write a Story chart.</p>	<p>details in your pictures to make your characters move!</p> <p>Use the Ways to Bring Stories to Life chart!</p>	<p><i>writing that you could try in yours today?</i></p> <p>Try something in your small moment writing today that you noticed in George McClements or Marla Frazze’s writing!</p> <p>Use the Learning Craft Moves from a Mentor Author chart!</p>	
<p>Phonics</p>	<p>Today I want to teach you that when you want to learn something new you can expect that you’ll do some things right and some things that aren’t quite right yet. So, to keep getting better you can study and fix up your mistakes!</p>	<p>Today I want to teach you that when you learn something new, that learning sets you up for learning the next thing. For example, now that you have learned about which kinds of words start with capital letters you’re ready to learn that good</p>	<p>Learn the snap words everything, everyone, and myself using the steps described in the attachment “Make it a Snap Word”.</p>	<p>Today I want to point out to you that when you’re trying to get good at something you can play around to learn more.</p> <p>Play the game: Capital Categories</p> <p>To play you will pick one of the categories listed below. Set a timer for one minute. Then list as</p>	<p>Learn the snap words after, always, and soon using the steps described in the attachment “Make it a Snap Word”.</p>

	<p>Mistakes can also be called bloopers!</p> <p>Look at these sentences at decide what the blooper is.</p> <p>Sally is my Friend.</p> <p>I dressed up as a Super Hero.</p> <p>My Sisters are nice.</p> <p>I love Holidays.</p> <p>Do you have a favorite Weekday?</p> <p>You will visit your grandma in the Summer.</p> <p>Rewrite each of the sentences and fix the blooper.</p>	<p>writing often includes exactly those kind of words that need capital.</p> <p>Review your own writing for capitalization.</p> <p>Pull out a finished piece of writing. Read it slowly and think about the names of specific people, places, dates and things. Then be a brave speller and add in those details. Remember to use capital letters.</p>		<p>many things as you can in that category that start with capital letters. You only have one minute!</p> <p>Capital Categories</p> <p>books</p> <p>games</p> <p>stores</p> <p>snacks</p> <p>restaurants</p> <p>movies</p> <p>Ready.... Set.... Go!</p> <p>Play again by picking a new category!</p>	
<p>Math</p>	<p>This week we will begin learning about fractions.</p> <p>Note to parents: In first grade students will learn about the terms equal, whole, half, and fourth. See the attached</p>	<p>In math we partition shapes into equal shares. Partition means to split into smaller shares. We will work on partitioning circles and rectangles into halves and fourths.</p>	<p>Draw a circle and partition it in half. Color half of the circle. Write one-half underneath.</p> <p>Draw a second circle and color the whole circle. Write whole underneath. Explain</p>	<p>Today we will work on partitioning rectangles into two equal pieces, or two halves. Rectangles can be partitioned in many ways. Look at the rectangles below. How do you know they are partitioned in half?</p>	<p>Go on iReady math today!</p> <p>If you don't have access to technology, make your own book of shapes. Here's how to make it: Page 1 – Draw a circle and write one whole. Color the whole circle.</p>

	<p>Fractions Glossary for definitions and examples. We will use the written words one-half and one-fourth, but <u>do not</u> teach the numeric fraction $\frac{1}{2}$ or $\frac{1}{4}$.</p> <p>Today we will look at equal and unequal parts. Discuss the terms whole and equal parts. Equal parts are parts of the whole that are the same size. Unequal parts are parts of the whole that are not the same size.</p> <p>Complete the Equal or Not Equal sort.</p>	<p>Draw two circles on a paper and partition them into halves.</p>  <p>Explain that when a shape has two equal parts, the parts are called halves. Point to each half and say “one half” and write “one-half”. Two halves make a whole.</p> <p>Practice drawing circles and partitioning them in half. How many ways can you partition a circle in half? Make sure your pieces are equal!</p>	<p>that when you have a whole shape, it is not partitioned into smaller shares.</p> <p>To explain the concept of one whole shape, use the example of a pizza. When you buy a pizza you have one whole pizza. Then you can partition it into smaller, equal shares.</p> <p>Complete the Pizza Fractions Halves & Whole worksheet.</p>	<p>(because each rectangle has two <u>equal</u> pieces).</p>  <p>Practice drawing rectangles and partitioning them in half. Make sure your pieces are equal!</p>	<p>Page 2 – Draw a circle, partition it in half, and write one-half. Color half of the circle.</p> <p>Page 3 – Draw a circle, partition it in half <u>a different way</u>, and write one-half. Color half of the circle.</p> <p>Page 4 – Draw a rectangle and write one whole. Color the whole rectangle.</p> <p>Page 5 - Draw a rectangle, partition it in half, and write one-half. Color half of the rectangle.</p> <p>Page 5 - Draw a rectangle, partition it in half <u>a different way</u>, and write one-half. Color half of the rectangle.</p>
<p>Science</p>	<p>Today is the first day of our animals unit. We will begin by learning about how there are many different types of animals in the world. Some have similar characteristics, and</p>	<p>Every animal has a certain appearance, or way it looks. Some important aspects of an animal’s appearance are body coverings (fur, feathers, scales) and number of legs.</p>	<p>Just as every animal has a different appearance, animals also get from one place to another in a different way. This is called movement and the way an animal moves is based on its appearance.</p>	<p>Most living things change as they get older, just as humans do. Growth is a natural part of an animal’s life. Explain that pets such as dogs and cats usually grow bigger over time and may change in the color of their fur, but otherwise</p>	<p>Today we will look at another animal that goes through stages of growth. This animal is the butterfly!</p> <p>Watch the BrainPopJr. video “Butterflies”.</p> <p>After watching the video, give your child the Butterfly Life</p>

some look very different! Ask your child to think of his/her favorite animal. Have your child stand up if you name a characteristic that describes his/her animal. Some examples are: stand up if your animal is big, lives in the water, has a tail, has 4 feet, etc. Repeat the game with another animal. By playing this quick game, your child can see that animals fall into many different categories based on their characteristics.

Explain that animals with similar characteristics are put into a group. These groups are mammals, reptiles, amphibians, birds, fish, invertebrates, and insects.

Watch the BrainPopJr. video

Read pg 238 of the **Animals Text** (on the first grade website). Ask your child to look at the pictures and describe the animals that he/she sees.

Show more examples of animals and their appearance on the following site: http://www.sheppardsoftware.com/content/animals/kidscorner/classification/kc_classification_appearance.htm

Complete the “Animal Appearance” worksheet.

Read pg 239 of the **Animals Text**. Ask your child to explain why an elephant can’t fly (it doesn’t have wings) and why a snake can’t walk (it doesn’t have legs).

Have your child practice some animal movements! Show the following video: <https://www.youtube.com/watch?v=26guG6wr5so>

Complete the “Animal Movement” worksheet and upload in Seesaw.

they still look similar. There are some young animals that look like their parents, while other animals change in shape as they grow.

Read pg 240 of the **Animals Text**.

Today we are going to focus on animals that go through metamorphosis, or a transformation, as they grow.

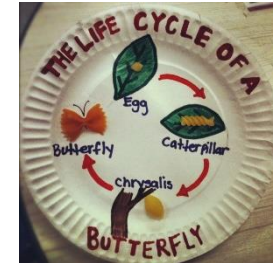
Watch the BrainPopJr. video “Frogs”.

A frog grows in stages, from egg, to tadpole, to a tadpole with legs, to a froglet, then to an adult frog. Ask your child to explain how this is different than the way a bear grows (refer back to picture on pg 240 of the **Animals Text**).

Complete the “Animal Life Cycles” worksheet.

Cycle Cards. Have him/her cut out the cards and put in order.

Create a butterfly life cycle project:



Materials needed: paper plate, markers, glue, a bead-like pasta (egg), rotini pasta (caterpillar/larva), shell pasta (chrysalis/pupa), and bowtie pasta (butterfly). If you don’t have these materials, then glue the 4 butterfly life cycle cards on a plate or paper instead, making sure they go in a circle.

	<p>“Classifying Animals”.</p> <p>Students do not need to be able to name these different categories but rather understand that animals are grouped based on their characteristics.</p>				
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