

First Grade Teleschool Lesson Plans

Week 7

Manning Oaks Elementary School

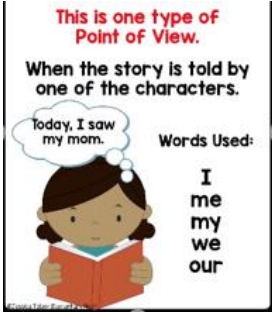
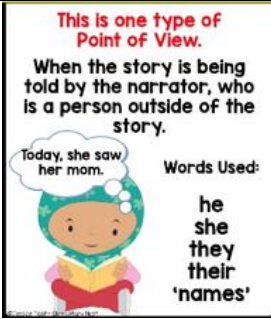
Every day, students will complete 25 minutes of reading/ELA, 25 minutes of math, and 10 minutes of a special area activity. We understand that some students do not have access to technology and therefore are providing them with a variety of activities to choose from, some that require technology and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

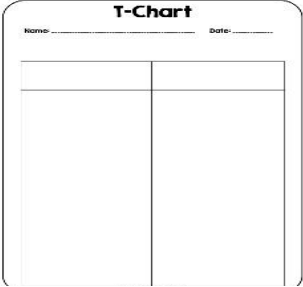
	Monday 5/4/20	Tuesday 5/5/20	Wednesday 5/6/20	Thursday 5/7/20	Friday 5/8/20
Reading	<p>Today, I want to teach you that it is important to identify who is telling a story as you are reading it. The view from which a story is told is called point of view. The point of view we will be learning about today is when the story is told by one of the characters from the story. When a story is told from the character's point of view, you might see words</p>	<p>Today, I want to teach you that some stories are told by a narrator who is not a character in the story. When a story is told from the narrator's point of view, you might see words such as he, she, they, their, or the character's names.</p>	<p>Listen to the book <i>The Day the Crayons Quit</i>. https://www.youtube.com/watch?v=ZttMDho5HMw</p> <p>This fiction book is told from the point of view of several different crayons. Sometimes, when we read books like this one, the point of view can change as we read the story. It is important to keep track of which character is telling the story.</p>	<p>Read the passage entitled "Point of View Passage" found on the first grade website. Answer the questions that follow and upload to Seesaw.</p>	<p>Read the following stories on Tumblebooks (The login can be found on the first grade website under the "websites" tab):</p> <p>Enemy Pie: https://www.tumblebooklibrary.com/book.aspx?id=4172</p> <p>Biscuit: https://www.tumblebooklibrary.com/book.aspx?id=4229</p> <p>Complete the "Point of View Graphic Organizer" worksheet for both stories.</p>

	<p>such as I, me, my, we, or our in the story.</p>  <p>Listen to Mrs. Nunnally read the story <i>A Tale of Two Beasts</i>. (see first grade website for the video)</p> <p>Tell someone about the story. Which characters are telling this story? Compare and contrast part 1 and part 2 of the story. Whose point of view was your favorite and why?</p>	 <p>Read the book <i>Harry the Dirty Dog</i> on Bookflix. https://bookflix.digital.scholastic.com/pair/detail/bk0031pr/story?authCtx=U.642726498</p> <p>Is this story told by a character in the story or narrator? How do you know? Write down your answers on a piece of paper.</p>	<p>Work on retelling the story <i>The Day the Crayons Quit</i>. As the point of view changes in the story, practice changing your voice to sound like the character. Retell the story to someone in your family.</p>		
<p>Writing</p>	<p>This week we are reviewing informational writing.</p> <p>Lesson:</p>	<p>Lesson:</p> <p>Now that you have planned your story and sketched across the pages, it's time for our next</p>	<p>Lesson:</p> <p>Writers, you already know how to write in details. You just sometimes forget to do it. Now today I</p>	<p>Lesson:</p> <p>Today I want to remind you that writers put detail into their teaching books to help their readers understand.</p>	<p>Lesson:</p> <p>When a writer edits his or her piece of writing, this involves pulling in to work on things like hearing all the sounds in a word or writing with capital</p>

	<p>Today I want to remind you that before you write a teaching book, you plan how your book will go. And guess what? You already know how to plan your teaching books! You plan your teaching books by saying your information across your fingers and then quickly sketching something you'll write on each of the pages. As you say information across your fingers, think about the topic of each page. For example, if my book is about sharks, the first page could be about shark pups, the second about shark's bodies, and the third about what sharks do.</p> <p>You do: Make a list of a few things that you know a lot about-</p>	<p>step...writing! Once an author has planned her book, she gets to work writing it.</p> <p>You do: Think about the different topics you came up with yesterday – what you will write about on each page. Write the first page of your teaching book. Pick at least 1 strategy from the How Can I Teach My Readers? anchor chart and include it on this page.</p> <p>Resources: Use the How to Write a Teaching Book anchor chart and How Can I Teach My Readers? anchor chart to help you today.</p>	<p>want to teach you that you don't just tell a fact (a detail). You help readers to picture the fact (the detail) and to understand why it matters. One way you do that is by using comparisons. For example, in my book about sharks I am describing the parts of a shark's body. I can write "A shark has many teeth. Its teeth are as sharp as a knife". I am comparing a shark's tooth to a knife because they are both very sharp.</p> <p>You do: Write the second page of your teaching book. This should be about the same big topic (ex./ Sharks) but should be a smaller idea (ex./ All about shark's bodies). Pick at least 1 strategy from the How Can I Teach My Readers? anchor chart and include it on this page (one</p>	<p>Writers add details in the words and pictures. Using size, shape, and color in your words and pictures can help add detail! When describing a shark pup, I want to include information about its size, and show this in my picture. I should also label my picture and add a caption.</p> <p>You do: Write the rest of your teaching book (at least one more page). Pick at least 1 strategy from the How Can I Teach My Readers? anchor chart and include it on these pages (one strategy is to add size, shape, and color words, though you can try out a different strategy).</p> <p>Resources: Use the How to Write a Teaching Book anchor chart and How Can I Teach My Readers? anchor chart to help you today.</p>	<p>letters and then it involves pulling back to reread and think, "What else?" Painters do this, too. They pull in to work, then stand back to scan their work, then pull in again. So writers, like painters, stand back to look over their work, then pull in again to fix things, then stand back again.</p> <p>You do: It's time to edit your teaching book. Look carefully at the punctuation, capitalization, and spelling in your book.</p> <p>Resources: Use the Ways to Spell Words chart to help you today.</p>
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	<p>something you feel like you could teach to someone. Choose your favorite idea, then start planning your informational book!</p> <p>Resources: Use the How to Write a Teaching Book anchor chart to help you get started!</p>		<p>strategy is to make a comparison, though you can try out a different strategy).</p> <p>Resources: Use the How to Write a Teaching Book anchor chart and How Can I Teach My Readers? anchor chart to help you today.</p>								
<p>Phonics</p>	<p>Today I want to remind you that there are sounds that can be spelled in different ways, like /ər/. The /air/ sound is also spelled many different ways. To spell well, you'll need to rely on your eyes as well as your ears, using them to notice which parts of a word look wrong.</p> <p>Ways the /air/ Sound Can Be Spelled</p> <table border="1" data-bbox="310 1385 581 1505"> <tr> <td>air</td> <td>pair</td> </tr> <tr> <td>are</td> <td>stare</td> </tr> <tr> <td>ear</td> <td>wear</td> </tr> </table>	air	pair	are	stare	ear	wear	<p>Today I want to teach you that just as you can share and learn from your writing bloopers, you can also share and learn from your <i>reading</i> bloopers and think, 'What sort of mess-ups am I making over and over? How can I figure out tricky words?'"</p> <p>When you're reading today remember to look out for words where that bossy R changes the vowel sound before it.</p>	<p>Today I want to teach you that it's good to find the words that you often mess up and to pay attention to them. If you keep messing up the same word over and over again, you can try to invent a way- a trick or a little rhyme or story or song- to help remember how to spell that tricky word.</p> <p>Study these three words. Try and make up a little story or a little way to remember how to spell them.</p>	<p>Today I want to remind you that the easiest way to learn a word is to figure out why the word is spelled as it is. Lots and lots of the spellings up here make perfect sense. I also want to teach you that the spellings that <i>don't</i> make sense are often tricky in just one little place.</p> <p>Think about the word <i>from</i>. Most of the spelling of <i>from</i> makes perfect sense. It's only the <i>O</i> that's tricky.</p> <p>Look at these snap words. Study them part by part and then sort</p>	<p>Today I want to teach you that writers can put some snap words together to make longer words when they are writing. These are called compound words! Some snap words combine well, but not all of them. It's like a puzzle!</p> <p>Use the kindergarten and first grade word walls to practice combining different snap words to make longer compound words. When you find a new compound word, write it on a whiteboard or piece of paper.</p> <p>Try making sentences with your new compound words!</p>
air	pair										
are	stare										
ear	wear										

	<table border="1" data-bbox="310 100 579 139"> <tr> <td>ere</td> <td>there</td> </tr> </table> <p>Fix the bloopers in these sentences.</p> <p>When I went camping I saw a huge bere.</p> <p>Be careful going up the stears!</p> <p>After you get up from your seat, push in your chare.</p> <p>When we shair, things are fare.</p>	ere	there	<p>Are you ready for a Bossy R dance party?</p> <p>Listen to Electric Company's Bossy R music video!</p> <p>https://www.youtube.com/watch?v=Q1bpT3YNN50</p>	<p>here there where</p> <p>Share your little story or way to remember each word with a family member or sent it to your teacher!</p>	<p>them into "Spelled like it sounds" and "Tricky" columns. Mark the parts of tricky words that are not spelled as they sound.</p> <p>for look like they you</p> <table border="1" data-bbox="1230 604 1560 803"> <tr> <td>Spelled Like it Sounds</td> <td>Tricky</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Spelled Like it Sounds	Tricky			<p>(Links to the kindergarten and first grade word walls are on the digital learning website.)</p>
ere	there										
Spelled Like it Sounds	Tricky										
<p>Math</p>	<p>This week we will review out Unit 6 Math Unit.</p> <p>Lesson: Today we will review tally charts and bar graphs. We know that when we are doing tally charts, one tally mark represents the number 1. We also know that one box in a bar graph represents the number 1.</p>	<p>Lesson: Today we will review the way shapes look, number of sides, number of vertices, comparing shapes, defining attributes of shapes, and partitioning shapes into halves and fourths. We will complete numbers 1-4 on our Unit 6 Study Guide together.</p> <p>You do:</p>	<p>Lesson: Today we will review shading partitioned shapes, being able to tell which one shaded shape is more, and answering questions based on a bar graph. We will complete numbers 5-8 on our Unit 6 Study Guide.</p> <p>You do: Complete numbers 5, 6, 7 and 8 on the Unit 6 Study Guide.</p> <p>Resources:</p>	<p>Lesson: You've learned so much about 2D shapes, 3D shapes, defining attributes of shapes, partitioning shapes, tally charts, and bar graphs. Today you are going to show everything you know on your Unit 6 Test! Good luck and you can do this!</p> <p>You do: Start Unit 6 Math Test.</p>	<p>Lesson: Today you will complete the Unit 6 Math Test. Remember everything that you have learned and try your best!</p> <p>You do: Complete Unit 6 Math Test. Upload the test on Seesaw or email a picture to your teacher.</p>						

	<p>You do: Complete the activity, <u>Snacks for Sale Tally Chart and Graphing</u> in SeeSaw.</p>	<p>Complete numbers 1, 2, 3 and 4 on the Unit 6 Study Guide.</p> <p>Resources: Watch <u>Week 7 Math Study Guide- Part 1 (#1-4)</u> video on our first-grade website for help on the study guide or to check your answers! http://moefirstgrade.weebly.com/video-lessons.html</p>	<p>Watch <u>Week 7 Math Study Guide- Part 2 (#5-8)</u> video on our first-grade website for help on the study guide or to check your answers! http://moefirstgrade.weebly.com/video-lessons.html</p>		
<p>Social Studies</p>	<p>For the next two weeks we are going to learn about personal finance, saving and spending money along with goods and services.</p> <p>Watch the BrainPopJr. video “Spending and Saving”.</p> <p>Discuss these questions and answers with an adult:</p>	<p>Listen to the book <i>Alexander Who Used to be Rich Last Sunday</i> https://www.youtube.com/watch?v=t80NiN5wN8Y</p> <p>Think about how much Alexander spent on each item. Do you think he spent his money wisely or not? Explain why or why not.</p>	<p>Watch BrainPopJr. video “Needs and Wants”</p> <p>Complete the Needs and Wants Worksheet.</p>	<p>Listen to the video Lily Learns About Wants and Needs https://www.youtube.com/watch?v=dtkpzpv4VUo</p> <p>Make a t chart like this one on a piece of paper.</p>  <p>One side label Needs Other side label Wants</p>	<p>Listen to the book <i>Those Shoes</i> https://youtu.be/zUUtkgZGbE8</p> <p>What does the main character learn? What does he want? Why does he want them? What was the solution to his problem?</p>

	<ul style="list-style-type: none">• What are some ways adults can earn money?• What is something you are or could be saving for?• What can you do to earn money for what are or could be saving for?• Can you get everything that you want? Why not?			<p>Write or draw 3 or more needs you have and 3 or more wants you have. Remember needs are something you HAVE to have to stay healthy and safe.</p>	
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