

First Grade Week 7 Daily Lessons

Please be sure to visit the [Morning Meeting Padlet](#) daily!

All pre-recorded lessons are also located [here](#).

[Specials](#) are optional for grades K-2; Recommended grades 3-5.

Teacher availability throughout the day:

10:00-11:30 Teacher available for check in, video calls, questions and/or concerns

11:30-1:00 Lunch/No Technology- Teacher not available

1:00-2:30 Teacher available for check in, video calls, questions and/or concerns

2:30-3:30 Virtual Team Meetings- Teacher not available

Monday

Reading: Main Topic

Pre-Recorded Lesson:

[Main Topic and Key Details](#)

Extra resources:

[BrainPOP Jr.- Main Idea](#)

^ Can access through your child's ClassLink OR

Username: Barnwell

Password: Bears

Seesaw Activities:

- **REQUIRED** Week 7- Becoming Famous
- Week 7- Main Topic with Details- RI 1.2
- Week 7- What Fits Best?

Additional Daily Activities:

Choice board: 1 RELA activity and 1 math activity

IReady Reading or Math for 20 minutes

Read for 20 minutes

Tuesday

Math- On-Level: Fractions

Pre-Recorded Lesson:

[More Fractions](#)

Extra resources:

<https://apps.mathlearningcenter.org/fractions/>

Seesaw Activities:

- **REQUIRED** Week 7- Sharing Snacks with Fractions
- Week 7 – Fraction Pizza
- Week 7 – Fractions in Action

Math- Advanced: Telling Time

Pre-Recorded Lesson:

[Time to the five minute intervals](#)

Extra resources:

My Math Volume 2:

Time to the hour 593-596

Time to the Half Hour: 599-602

Time to the Quarter Hour: 613-616

Time to the Five-Minute Intervals: 619-622

Seesaw Activities:

- **REQUIRED** Week 7- Telling Time
- Week 7- Telling Time to the Hour and Half Hour
- Week 7- Telling Time to Five Minutes

Math- Accelerated: Even and Odd

Pre- Recorded Lesson:

[Even and Odd](#)

Extra resources:

[Number Ninja](#)

[Number Blocks Odd and Even](#)

Seesaw Activities:

- **REQUIRED** Week 7- Odd and Even Numbers
- Week 7- Even and Odd Addition
- Week 7- Odd or Even?
- Week 7- Even or Odd Drag and Sort

Additional Daily Activities:

Choice board: 1 RELA activity and 1 math activity

IReady Reading or Math for 20 minutes

Read for 20 minutes

Wednesday

Phonics: Suffixes

Lesson:

[Suffixes](#)

Extra resources:

[Suffixes for Kids](#)

Seesaw Activities:

- Week 7- Suffixes –ly and –ful
- Week 7- Suffixes –ful and –less
- Week 7- Prefix and Suffix Review

Additional Daily Activities:

Choice board: 1 RELA activity and 1 math activity

IReady Reading or Math for 20 minutes

Read for 20 minutes

Thursday

Writing: Comma Review

Lesson:

[Commas](#)

Extra resources:

[Brain Pop Jr. Commas](#)

^ Can access through your child's ClassLink OR

Username: Barnwell

Password: Bears

Seesaw Activities:

- Week 7- Add the Commas
- Week 7- Commas in a List When Describing Yourself
- Week 7- Commas

Additional Daily Activities:

Choice board: 1 RELA activity and 1 math activity

IReady Reading or Math for 20 minutes

Read for 20 minutes

Friday

FIELD DAY!

Grade 1 RELA

Please note: if you are unable to print the activities, your child can write them on a blank piece of paper, or do the activity digitally on Seesaw (through notes/drawing/photo etc.) Otherwise your child can write their responses on the choice board.

<p>Watch the Read Aloud: Weather</p> <p>https://www.youtube.com/watch?v=bbEbF6zsbUo</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. Why did the author write this book? 2. What are some key words? 3. List 3 non-fiction text features you see. 4. What question do you still have after listening to this book? 	<p>Comparing Two Reading Passages</p> <p>Read the two passages below and answer the questions.</p>	<p>Reading</p> <p>Read or listen to a just right fiction book. Before reading, take a sneak peek. What do you think the book is going to be about? Then, write down 2 questions you have about the book. While reading, see if you can answer your 2 questions. Make a prediction what you think will happen next. After reading, retell the story and name the characters and setting. Do you still have any questions after reading?</p>																					
<p>Phonics Review: H Brothers</p> <p>Write sentences using the following words:</p> <p>Brother Child Wish Chick Thunder Whale Shark Check</p>	<p>Suffixes</p> <p>What do the following words mean?</p> <p>Hopeless: _____</p> <p>Wonderful: _____</p> <p>Happily: _____</p> <p>Worker: _____</p> <p>Homeless: _____</p> <p>Singer: _____</p> <p>Perfectly: _____</p>	<p>Suffixes</p> <p>Fill in this chart:</p> <table border="1" data-bbox="1029 789 1425 961"> <thead> <tr> <th>-ly</th> <th>-ful</th> <th>-er</th> </tr> </thead> <tbody> <tr> <td>-surely</td> <td>-wonderful</td> <td>-teacher</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	-ly	-ful	-er	-surely	-wonderful	-teacher	-	-	-	-	-	-	-	-	-						
-ly	-ful	-er																					
-surely	-wonderful	-teacher																					
-	-	-																					
-	-	-																					
-	-	-																					
<p>Poetry</p> <p>Write either an acrostic poem or cinquain poem about an animal!</p> <p><i>See lessons from weeks 4 and 5 if you need a reminder.</i></p>	<p>Verb Tense Review</p> <p>Fill in this chart:</p> <table border="1" data-bbox="630 1184 1013 1360"> <thead> <tr> <th>Past</th> <th>Present</th> <th>Future</th> </tr> </thead> <tbody> <tr> <td></td> <td>walking</td> <td></td> </tr> <tr> <td>cooked</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>will talk</td> </tr> <tr> <td></td> <td>chewing</td> <td></td> </tr> <tr> <td>turned</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>will jump</td> </tr> </tbody> </table>	Past	Present	Future		walking		cooked					will talk		chewing		turned					will jump	<p>Go on iReady reading for 20 minutes (2 separate times this week).</p> <p>https://launchpad.classlink.com/fcs</p> <p>*See reflection sheet attached*</p>
Past	Present	Future																					
	walking																						
cooked																							
		will talk																					
	chewing																						
turned																							
		will jump																					

All About Money
by ReadWorks



Money can be coins. Money can also be paper. People use money to buy things. That is called spending.

People don't spend all their money at the same time. They keep some for another time. That is called saving.

Many people keep their money at a bank. A bank is a place that keeps money safe.

Here are some names for money in the United States:

- A penny equals one cent.
- A nickel equals five cents.
- A dime equals 10 cents.
- A quarter equals 25 cents.
- A half-dollar equals 50 cents.
- One dollar equals 100 cents.

ReadWorks.org · © 2013 ReadWorks®, Inc. All rights reserved.

What Can I Buy?
by ReadWorks



People use money to buy things. They can buy goods and services.

Goods are things. You can touch them. Clothes and food are goods. Toys are goods. Books are goods.

Services are things people do for you. Having your teeth cleaned is a service. Getting a haircut is a service. Getting your car cleaned at a car wash is a service.

Sometimes a good can be part of a service. If you go to a diner, a person cooks for you. That is a service. You also get food. Food is a good.

Can you name any other goods and services?

ReadWorks.org · © 2013 ReadWorks®, Inc. All rights reserved.

Name: _____ Date: _____

Use the article "All About Money" to answer questions 1 to 3.

1. People use money to buy things. What is that called?
2. What does it mean to save money?
3. How is saving money different from spending money?

Use the article "What Can I Buy?" to answer questions 4 to 6.

4. Describe goods. Use two details from the article.
5. What are services?
6. What do people use to buy goods and services?

Use the articles "All About Money" and "What Can I Buy?" to answer questions 7 to 8.

7. Is buying goods and services an example of spending money or saving money? Support your answer with information from both texts.
8. Would someone who likes to save money be likely to buy goods and services? Support your answer with information from both texts.

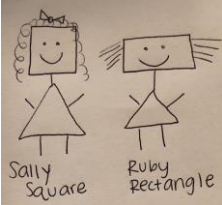
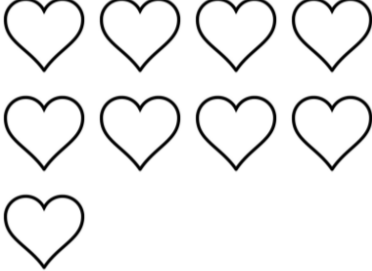
iReady Reflections

READING

Date	Name of Lesson	Something I Learned

Grade 1 Math

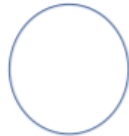
Please note: if you are unable to print the activities, your child can write them on a blank piece of paper, or do the activity digitally on Seesaw (through notes/drawing/photo etc.) Otherwise your child can write their responses on the choice board.

<p>Play Ten Frame Mania</p> <p>https://www.gregtangmath.com/tenframe/mania</p>	<p>Go on Reflex for twenty minutes. Write down a fact family you learned.</p> <p>https://www.reflexmath.com/</p> <p>See below for your teacher's login: Mrs. Robson: Robsonk Mrs. Sanford: Sanfordd Mrs. Shelton: Sheltonca Ms. Siegel: Siegeln Ms. Silverboard: Silverboard</p>	<p>Go on iReady math for twenty minutes (2 separate times this week).</p> <p>https://launchpad.classlink.com/fcs</p> <p>*See reflection sheet attached*</p>																								
<p>Tally Chart and Bar Graph</p> <p>Use the information below to fill in the tally chart. Then create a bar graph.</p> <p><i>Favorite Math Topic:</i></p> <p>Addition- 4 votes</p> <p>Subtraction- 3 votes</p> <p>Shapes- 6 votes</p> <p>Graphs- 2 votes</p> <p>Tally Chart:</p> <table border="1" data-bbox="204 951 599 1056"> <tr><td>Addition</td><td></td></tr> <tr><td>Subtraction</td><td></td></tr> <tr><td>Shapes</td><td></td></tr> <tr><td>Graphs</td><td></td></tr> </table> <p>Create the bar graph on a piece of paper or on Seesaw.</p>	Addition		Subtraction		Shapes		Graphs		<p>Part-Part Total</p> <p>Fill in the missing numbers</p> <table border="1" data-bbox="618 674 1013 726"> <tr><td colspan="2">?</td></tr> <tr><td>32</td><td>40</td></tr> </table> <table border="1" data-bbox="618 768 1013 821"> <tr><td colspan="2">55</td></tr> <tr><td>?</td><td>20</td></tr> </table> <table border="1" data-bbox="618 863 1013 915"> <tr><td colspan="2">100</td></tr> <tr><td>70</td><td>?</td></tr> </table> <table border="1" data-bbox="618 957 1013 1010"> <tr><td colspan="2">?</td></tr> <tr><td>16</td><td>50</td></tr> </table>	?		32	40	55		?	20	100		70	?	?		16	50	<p>Fraction Worksheets</p> <p>Complete the fraction worksheet below.</p>
Addition																										
Subtraction																										
Shapes																										
Graphs																										
?																										
32	40																									
55																										
?	20																									
100																										
70	?																									
?																										
16	50																									
<p>Place Value Review</p> <p>Draw the following numbers using base ten blocks. You can even do them outside using chalk and post a picture on Seesaw:</p> <p>37 120 45 231 80 14 301 22</p> <p><i>Bonus: list the numbers in order from least to greatest</i></p>	<p>Shapes</p> <p>Write a fiction story about a group of friends that are all shapes. Can you add in attributes about the shapes in your story? Draw a picture to go along with your story.</p> <p><i>Example: Sally Square and Ruby Rectangle were best friends. They both had 4 sides and they always wore triangle dresses. But one day Ruby Rectangle found out Sally Square's sides are all the same length!</i></p> 	<p>Fractions</p> <p>Use the hearts below to answer the questions: Color 3 hearts purple. What fraction of the hearts is purple? Color 2 hearts green. What fraction of the hearts is green? Color the rest of the hearts red. What fraction of the hearts is red?</p> 																								

Name: _____

MGSE1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares

- 1.) Ted and his 3 friends want to share the pizza below.
- a. Show how the pizza can be shared equally among Ted and his 3 friends.



b. Each person will get _____ of the pizza.

- 2.) Jill ate one half of her graham cracker. Color one half of her graham cracker blue. Sara ate one-fourth of her graham cracker. Color one-fourth of her graham cracker green. Who ate more graham cracker?



Jill's cracker



Sara's cracker

Explain: _____

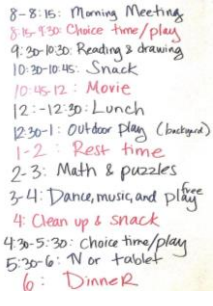

iReady Reflections

MATH

Date	Name of Lesson	Something I Learned

Grade 1 ADV Math

*Please note: if you are unable to print the activities, your child can write them on a blank piece of paper, or do the activity digitally on Seesaw (through notes/drawing/photo etc.) Otherwise your child can write their responses on the choice board. *

<p>Create your Own Word Problems</p> <p>Write three story problems and then solve them showing your math work!</p>	<p>Go on Reflex for twenty minutes. Write down a fact family you learned. https://www.reflexmath.com/</p> <p>See below for your teacher's login: Mrs. Robson: Robsonk Mrs. Sanford: Sanfordd Mrs. Shelton: Sheltonca Ms. Siegel: Siegeln Ms. Silverboard: Silverboard</p>	<p>Go on iReady math for twenty minutes (2 separate times this week). https://launchpad.classlink.com/fcs</p> <p>*See reflection sheet attached*</p>																		
<p>My Dream Day</p> <p>Create a schedule of your dream day (to the hour and half hour). What would you do?</p>  <p>8-8:15: Morning Meeting 8:15-9:30: Choice time/play 9:30-10:30: Reading & drawing 10:30-10:45: Snack 10:45-12: Movie 12-12:30: Lunch 12:30-1: Outdoor play (backyard) 1-2: Rest time 2-3: Math & puzzles 3-4: Dance, music, and play 4: Clean up & snack 4:30-5:30: Choice time/play 5:30-6: TV or tablet 6: Dinner</p>	<p>Lunch Time</p> <p>Draw the grid below to show start time and end time for you lunch each day. Each day should have a different time.</p> <table border="1" data-bbox="467 667 971 751"> <tr> <td></td> <td>M</td> <td>T</td> <td>W</td> <td>T</td> <td>F</td> </tr> <tr> <td>Start</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>End</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		M	T	W	T	F	Start						End						<p>My Math Workbook</p> <p>Complete the following lessons in your Volume 2 My Math workbook or online on Launch Pad > McGraw Hill</p> <p>My Math Volume 2: Time to the hour 593-596</p> <p>Time to the Half Hour: 599-602 Time to the Quarter Hour: 613-616 Time to the Five-Minute Intervals: 619-622</p>
	M	T	W	T	F															
Start																				
End																				
<p>A.M. or P.M.</p> <p>Brainstorm a list of activities that are normally done in the A.M. and a list of activities normally done in the P.M.</p>	<p>Time</p> <p>Watch Brain Pop Jr. Time to the Quarter and Half Hour</p> <p>https://jr.brainpop.com/math/time/timetothequarterandhalfhour/</p> <p>Login: Barnwell</p> <p>Password: Bears</p> <p>Complete the activity and the hard quiz</p>	<p>Chalk Clock</p> <p>Draw digital and analog clocks with chalk showing time to the hour, half hour, and quarter hour. Take a picture and upload to Seesaw</p> 																		

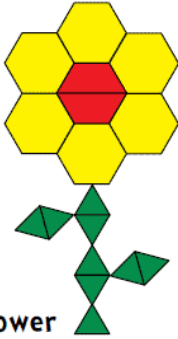
iReady Reflections

MATH

Date	Name of Lesson	Something I Learned

Grade 2 Math (ACC)

Please note: if you are unable to print the activities, your child can write them on a blank piece of paper, or do the activity digitally on Seesaw (through notes/drawing/photo etc.) Otherwise your child can write their responses on the choice board.

<p>Watch Brain Pop Jr.</p> <p>https://jr.brainpop.com/math/numbersense/e/venanodd/</p> <p>Login: Barnwell Password: Bears</p> <p>Complete the easy and hard quizzes</p>	<p>Go on Reflex for twenty minutes. Write down a fact family you learned.</p> <p>https://www.reflexmath.com/</p> <p>See below for your teacher's login: Mrs. Robson: Robsonk Mrs. Sanford: Sanfordd Mrs. Shelton: Sheltonca Ms. Siegel: Siegeln Ms. Silverboard: Silverboard</p>	<p>Go on iReady math for twenty minutes (2 separate times this week).</p> <p>https://launchpad.classlink.com/fcs</p> <p>*See reflection sheet attached*</p>
<p>Sorting Everyday Objects</p> <p>Collect objects from around your house (books, socks, crayons, pencils, etc). Put them in groups of even and odd numbers. Take a picture of the groups and label them even or odd and upload to Seesaw.</p> <p><i>*You could also go outside and do this with rocks, pinecones, etc.</i></p>	<p>Worksheet Practice</p> <p>Fill out the two worksheets below (Greg Tang Gridlock and Graphing with Shapes)</p>	<p>Even or Odd Game</p> <p>Before the game starts, decide if you will be playing for odd or even. Each partner will flip over 1 card. If you picked this round to be even, whoever has an even card keeps both cards. If you both have even cards, you keep your card. If you picked the round to be odd, whoever has the odd card keeps both cards. Continue playing and see who has the most cards!</p> <p><i>You can use a deck of cards, dice, or numbers written on sticky notes/index cards.</i></p>
<p>2D Shapes and Fractions</p> <p>Use the picture below to answer the questions:</p>  <p>flower</p> <p>What fraction of the flower is made up of triangles?</p> <p>What fraction of the flower is made up of trapezoids?</p> <p>What fraction of the flower is made up of hexagons?</p>	<p>Even or Odd Names</p> <p>Write your name on a piece of paper. Circle groups of 2 letters. Is your name even or odd? How do you know?</p> <p>Bonus: Do this activity with your middle and last name!</p>	<p>Even or Odd?</p> <p>Solve the following addition problems. Are the sums even or odd? Do you notice a pattern or rule?</p> <p>1+1 = 2+2= 3+3= 4+4= 2+6= 3+5= 9+2= 10+3= 14+12= 15+15=</p> <p>Even + Even = Even + Odd = Odd + Odd =</p>

Name: _____

TANGY TUESDAY™

GRIDLOCK

PACK	LEVEL	WEEK
3	C	1

Complete the grid, using each item in the bank once. Use column and row clues to determine the correct position for each item.

Step-by-step examples at: gregtangmath.com/tutorials

Number Bank

3 4 5 7 8 13 15 16 20

	ODD NUMBER	EVEN NUMBER	ENDS WITH LETTER N
TWO SYLLABLES			
STARTS WITH LETTER F			
FIVE LETTERS			

Licensed for 2019-20 school year



© Copyright Tang Math LLC

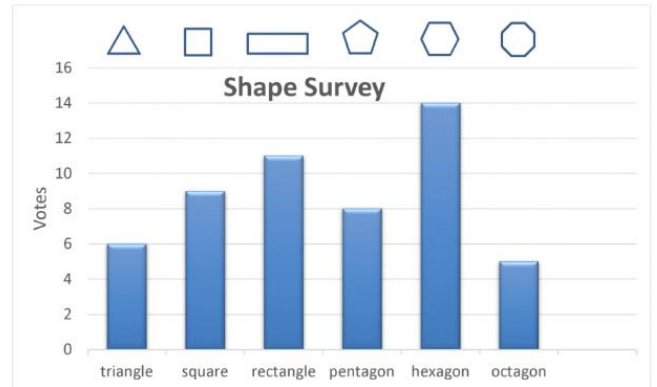
Name

Date



BAR GRAPHS SHEET 2A - SHAPE SURVEY

The children in Salamander Class had a vote to find their most popular shape. Each child had 2 votes.



- 1) What was the most popular shape? _____
- 2) What was the least popular shape? _____
- 3) How many voted for the pentagon? _____
- 4) How many voted for the triangle? _____
- 5) How many voted for the rectangle? _____
- 6) How many voted for the octagon? _____
- 7) How many voted for the square? _____



iReady Reflections

MATH

Date	Name of Lesson	Something I Learned