

1st Grade Student Learning Plan

Week of March 23 - 27

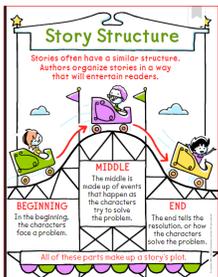
[Click here to access ClassLink](#)

[*Click here for a video link for accessing Class Link*](#)

Reading and Writing:

Reading Comprehension: ([Click here for a video to show you how to access Ed: My Friend in Learning](#))

Watch the Get Curious Video to introduce the module topic: **Module 9:** Grow, Plants Grow! - [Click here for Video](#)
Read the stories **The Curious Garden** and **The Talking Vegetables**

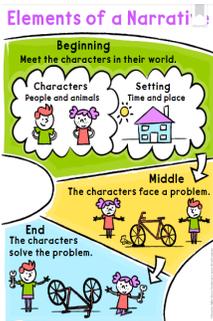


Complete the following activities for each story:

1. After reading the story, have your child [retell](#) the story ensuring they include characters, setting, and events that create the problem and resolution (solution) of the story.
2. Authors often include a theme or message in the story to teach us a lesson. What did the spider learn in the story *The Talking Vegetables*? How do you think spider will act differently in the future?

Writing Focus: Imaginative Story

[Click here for larger image](#)



An **imaginative story** includes characters or settings that do not exist in the real world or events that could not happen in real life

THINK about an interesting setting and character.

WRITE an imaginative story that tells about a problem your character faces and how they resolve the problem.

- Click here for a [model text](#) to review.
- Click here for an [example graphic organizer](#) to organize your ideas.
- Click here for [paper](#) you can use to write.

Building Foundational Literacy Skills:

1. Choice Reading 20 minutes daily - read with and to your child daily from any book resources you have.
2. Write the Room - Have your child walk around and write down items that start with the same sound as their name. [Click here for sample writing response page.](#)
3. iRead computer program (found in classlink): This program works at each child's individual level and provides precise phonological and phonics practice for them.

Extension Activity (optional):

- Enjoy a play as a family using this script. [Click here for script](#)
- Edit your writing using this [example checklist](#).
- Preview this document to help your students practice their handwriting strokes, the last pages show you the correct formations. [Click here for handwriting support.](#)
- Handwriting Without Tears is our district curriculum and they are offering free online support. [Click here for their website for more information.](#)

Math:

This week we will be working on:

- 1.2(G): Represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.
- 1.6(G): Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.

Comparing Two-Digit Numbers (with Symbols)

- Origo Lesson 9.8
 - [Practice 9.8](#)
 - [Practice 9.8 Spanish](#) La instrucción de matemáticas es en inglés, esta hoja es para su apoyo en casa.
 - [Problem Solving 2](#)
 - [Open Practice](#)
 - You can complete just one-half of the sheet.

Consolidating One-Half and One-Fourth (Area Model)

- Origo Lesson 9.11
 - [Journal page 9.11](#)
 - [Journal Page 9.11 Spanish](#) La instrucción de matemáticas es en inglés, esta hoja es para su apoyo en casa.

Representing One-Half and One-Fourth (Area Model)

- Origo Lesson 9.12
 - [Journal page 9.12](#)
 - [Journal Page 9.12 Spanish](#) La instrucción de matemáticas es en inglés, esta hoja es para su apoyo en casa.

Optional Lesson Support:

- [Introducing Comparison Symbols-Presentation](#)
- Gem Stones [One-half, One-fourth](#)

Extension Opportunities:

- ❖ Which shape can you fold into fourths in the greatest number of different ways? [Here are the shapes](#)
 - ❖ [Problem Solving 3](#)
 - ❖ [Problems Solving Spanish](#) La instrucción de matemáticas es en inglés, esta hoja es para su apoyo en casa.
 - ❖ Challenge sheet [One-half, One-fourth](#)
 - Click "Go To Site" once the webpage connects
- Have your child tell you two different two-digit numbers. Ask them: "How can you compare those numbers? How do you know you're correct? Can you prove it?"
- Play: "Guess my number!" For example, "I am thinking of a number that is greater than 32. My number has 5 tens. My number has less than 3 ones. My number is odd. What is my number?" (Give one clue at a time)

Science:

Standard: TEKS 1.10B: Identify and compare the parts of a plant.

The questions we want the students to be able to answer: What are the parts of a plant? What are the functions of the parts of the plants?

Please access STEMscopes via the student's class link account.

This is what the icon for STEMscopes looks like in Class Link.



After you click on it, it will take you to the Assignment page.

Activities:

1. Content Connection Video--Parts of a Plant (3.06)
2. [Stemscopedia--Plant Parts](#) (English)
[Stemscopedia--Partes de las Plantas](#) (Spanish)
3. Optional video: [Parts of a Plant for kids || Parts of a Plant](#)

Extension Opportunities: Go on a Plant Hike

To help your child learn more about plant characteristics, take a walk outdoors and search for plants. Look for both small plants, such as ones in pots or gardens, as well as large plants, such as trees. Be sure to point out any plants that are not native to the area and require special care to survive. Discuss with your child what would happen to that plant if a person did not care for it. As you find each plant, discuss the parts of the plant, focusing on the following:

- The roots, which you may not be able to see at all: Point out the kind of soil the plant is in (sandy, clay-like, etc.) and talk about the environment in which you live. For example, if you live in an area with lots of rain, plants you find outside will not require a root structure that is very deep as there is ample water near the surface of the soil. If, however, you live in a dry environment, outdoor plants will need to be drought-tolerant or have a deep root structure.
- The stem: Discuss the different kinds of stems—hard or woody stems versus soft stems. Encourage your child to think about the reasons why stems might be different.
- The leaves: Point out differences and similarities in the leaves of the plants that you see. Ask your child to determine whether the leaves are the same thickness. Discuss how the environment in which you live might dictate the types of leaves you are seeing.

Here are some questions to ask students:

- Which plants have edible roots, stems, leaves, or flowers? Make a list.
- Did any of the plants contain seeds? Can we eat the seeds?
- Which plant part do you most often eat? What is the function of that part?

Extra Opportunities:

- Take [virtual tours](#) of National Parks, Museums, and landmarks across the globe.
- [Click here to watch the animals at the Houston Zoo](#)
- [Click here to watch a time-lapse video of a plant growing](#)

Learning independently will naturally come with its challenges — for teachers, students, and parents. While we understand that remote learning differs greatly from traditional classroom instruction, it is critically important that we continue to engage and communicate with our students in instruction and learning. As we grow through this process, please do not hesitate to contact your child's teacher with celebrations or concerns.