

# 1st Grade Student Learning Plan

## Week of April 13 - 17

[Click here to access ClassLink](#)

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

### Reading and Writing:

#### Reading Comprehension: Poetry

### Module 9: Grow, Plants Grow!

(all activities can be completed with any book your child reads)

Read the poems all located in the **MyBook** section of Ed: Your Friend in Learning **Plant Pairs**

**Which Part Do We Eat?**

**Yumm! Mmmm! Qué Rico**

[Click here for a video on how to access this week's texts.](#)

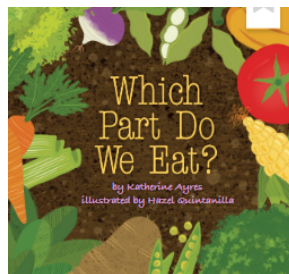
### Elements of Poetry



#### Plant Pairs: Plant Pairs



#### Which Part Do We Eat?



#### Yum! Mmmm! Qué Rico!



Poets use **elements** such as rhythm, rhyme, alliteration, and sensory words to help express their ideas and feelings. **From the collections/texts above complete the [Elements of Poetry Graphic Organizer](#), with at least one example of each element.**

This collection of traditional poems is paired with facts.

- **After reading:** Write a response to the question: *Which poem is your favorite? Why?*

A collection of poems about edible plants that grow in a garden.

- **After reading:** Choose two vegetables. How are they alike and different? Use information from the words and pictures to create a T-Chart that is labeled "Alike" and "Different"

This collection of poems celebrates food native to the Americas.

- **After reading:** Choose one of your favorite foods. Make a list of sensory words you could use to describe your food.

#### Writing Focus: Poetry

**Poetry** is a form of writing that expresses a feeling or tells a story through the arrangement and sound of words.

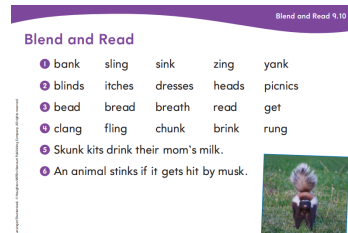
**THINK** about a topic you are really interested in and know a lot about.

**WRITE** a poem about the topic. Make sure your poem has a message and uses the **elements** you have been learning about.

- Read this [model text](#) for two example poems.
- [Brainstorm](#) and [organize](#) your ideas about your topic.
- Write and illustrate your poem (you can use this [paper](#)).
- Share your poem.

## Building Foundational Literacy Skills:

1. **Choice Reading** 20 minutes daily - read with and to your child daily from any book resources you have.
2. **Word Work:** -ng/-nk word sort - Your child will read and sort words according to their spelling pattern. [Click here for ng/-nk word work pages.](#)
3. **Practice reading** the -ng/-nk words [on this card](#). Have your child find words that rhyme and notice patterns of words that end in -ng or -nk.
4. **Computer Program Options:**
  - a. iRead computer program (found in Ed: Your Friend in Learning): This program works at each child's individual level and provides precise phonological and phonics practice for them.
  - b. Imagine Learning - Access Imagine Language & Literacy, an adaptive learning program, from your ClassLink account. [Click here to get started if this program is new for your child](#)



## Extension Opportunities:

- Use [this document](#) to practice spelling and handwriting with these high frequency words: *above, blue, knew, number, push, sure, took, watch*
- Write different types of poems using the [Poetry Machine](#)
- 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:

- Time (measurement): Students will use traditional (analog) and digital clocks to read time to the hour and half-past the hour.
- Addition: Students will apply strategies to add two one-digit numbers.

## Origo Opportunities:

[Click here to take a virtual trip with our district through the Origo at Home option and hear some tips for navigating the site...or simply follow the steps below and explore:](#)

[Click to access Origo at Home Week 2](#)



Click United States at the bottom of the screen.



Select Grade 1 at the bottom of the screen.



Click the green, Week 2 button.



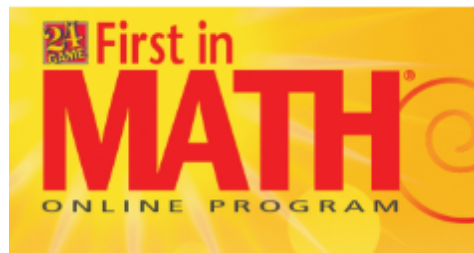
Students can build fluency with addition strategies and work with time on analog clocks by engaging in thinking and computational games through First In Math and/or a few of the other selected resources below.

### Fluency Practice with First in Math:

→ Students *must* access First in Math through [Clever](#) or [ClassLink](#) first.

#### First in Math Games:

- Equal Time...round 1 only! (Working with clocks)
- Skill Set 1 (Addition and Subtraction)
- K-2 World:
  - K2 Just the Facts (Addition and Subtraction)
  - You Rule (Working with clocks)
  - 3 to 9 (Addition or Subtraction)
- Click the video link to see how to access this week's games in First in Math: [Week 4 FIM instructions](#)



### Fluency Sprints:

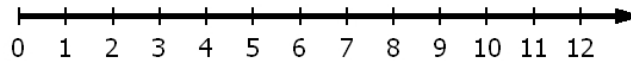
- [Number Bond Dash](#)
- [Adding 1 More](#)
  - \*Give your child 60 seconds to complete as many as possible. Use the same sprint several times during the week to see their growth.

### Games and Fluency Opportunities:

- ❖ [Time Barrier Game](#)
  - See if your student can demonstrate their listening and describing abilities in order to write the correct "time" into the grid!
- ❖ [Time Match](#)
  - Can your child find all of the matches between the digital and analog clocks?
- ❖ [Target Practice](#)
  - Find the target, roll the dice, and let your student's number sense do the rest! You can draw boxes on paper without the targets if you are unable to print.
    - Click here for a [virtual die](#), if needed
- ❖ [Shake Those Disks](#)
  - Give your child 6 coins (or two different colored items or anything with 2 different sides). Shake the coins and toss them on the table. Count how many heads and tails (or different colors). Record your roll on the recording sheet. Ask: Which one do you predict will happen most often?
- ❖ [Splat](#)
  - Show your student the Splat pictures. Ask them to determine how many dots are hiding behind the Splat (the number in the box is the total). You can also create your own Splats with different numbers, or hide a portion of items being counted behind a piece of paper or your hand.
- ❖ [Counting with Coins](#)
  - Have your child sort change into pennies, dimes, etc.. Ask them to skip count to determine the value of the pennies by 2s, 5s or 10s; the value of the nickels or quarters by 5s; and the value of the dimes by 10s.
  - Ask you student: What if Carol had 3 dimes and 5 pennies. How many different ways could you show this amount? (Repeat with other amounts)

### ❖ Number Line Race

- Draw the number line below. Roll two dice and place a sticker, M&M, etc. on the total. Ask your child: how many different ways could you make jumps on the number line from the sticker to get to 12? Now you get a turn to roll and explain. The winner of each round is whoever can find the most ways to get from their sticker to 12.



### Additional Video Support:

#### ★ [Using Discourse to Promote Understanding](#)

- Click here to get a few ideas of what kinds of questions to ask your little mathematician.

## Science:

**Standard:** TEKS 1.5A: Classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, texture.

**The questions we want the students to be able to answer:** What information is important to record when making observations of objects?

### [Parent Background Information](#)

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

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

### Activities:

1. Claim Evidence Reasoning ([English](#)) ([Spanish](#))
2. Science Today ([English](#)) ([Spanish](#))
3. Concept Review Game



### Extension Opportunities:

1. Science Art ([English](#)) ([Spanish](#))
2. Science Applied ([English](#)) ([Spanish](#))
3. Video: [https://www.youtube.com/watch?v=\\_7vbRetZnXQ](https://www.youtube.com/watch?v=_7vbRetZnXQ)

## Social Studies:

### Standards:

B.17C Sequence and categorize information.

B.8A Identify examples of goods and services in the home, school, and community.

B9 B Explain why wanting more than they can have requires that people make choices.

### Questions to be answered:

*People in every community have needs and wants. Some of the things they need and want are called goods. Can you think of some goods?*

### Week 24--Goods and Services:

Students will know the differences among buyers, sellers and producers and between goods and services. They will recognize that money can be used in the exchange of goods and services.



### Activities:

[Opportunity Cost](#)

[Nouns](#)

## Specials:

- [Click here for Art Learning Plans](#)
- [Click here for Music Learning Plans](#)

## GT Challenges:

- [This Week's Challenges](#)

## Extra Opportunities:

- <https://www.cmhouston.org/page/virtual-learning> The Children's Museum of Houston
- Try this [link](#) for additional books to read!

*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.*