

Hazelwood School District
First Grade Activities

Directions: Each day consists of reading and math activities that begin on the first day of school closures.
Due Date: Work will be due when school is back in session.

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Additional resources

- Red Bird Math <https://my.mheducation.com/login> Check Dojo for individual logins
- FunBrain: www.funbrain.com
- Prodigy: www.prodigy.com
- Epic: <https://www.getepic.com/sign-in> (email or dojo teacher for class code)
- Math-https://media.pk12ls.com/curriculum/math/gamecenter/en_US/enV2-grade-1.html

Monday, May 11	<p>Reading/Writing: ** <u>Plans at the end of this form.</u></p> <p>Math: ** <u>Plans at the end of this form.</u></p> <p>Science: Chapter 4- Lesson 6</p> <p>How are groups of living things doing? Pages 141-143</p> <p>https://drive.google.com/file/d/12qcMKg-RznXijbNtmz3Oqp4eh2SnyCtW/view</p> <p>Children can follow along in their workbook with the video link above. Children should read the pages aloud or follow along with their fingers. Children will answer all the questions in the workbooks as they come up.</p>
Tuesday, May 12	<p>Reading/Writing: ** <u>Plans at the end of this form.</u></p> <p>Math:** <u>Plans at the end of this form.</u></p> <p>Social Studies: Chapter 6 Work in the community. Lesson 5 Specialized Work. Please read and answer the questions on pages 210-212. .</p>
Wednesday, May 13	<p>Reading/Writing: ** <u>Plans at the end of this form.</u></p> <p>Math: ** <u>Plans at the end of this form.</u></p> <p>Science: Chapter 4 Review: Page 152-153</p> <p>Children can follow along in their workbook with the video link above. Children</p>

	should read the pages aloud or follow along with their fingers. Children will answer all the questions in the workbooks as they come up.
Thursday, May 14	<p>Reading/Writing: ** <u>Plans at the end of this form.</u></p> <p>Math: ** <u>Plans at the end of this form.</u></p> <p>Social Studies:Chapter 6 Work in the community. Please take the assessment on page 213 and 214.</p>
Friday, May 15	<p>Reading/Writing: ** <u>Plans at the end of this form.</u></p> <p>Math: ** <u>Plans at the end of this form.</u></p> <p>Science: Quiz over chapter 4 Quiz will be shared via google classroom.</p>

Reading Plans for the Week 5/11-5/15

Families,

Welcome to week 3 of our unit called Making History. This week we're going to read historical fiction.

Our high frequency words are: ***away, light, never, our, pretty***

Our academic vocabulary words are: ***experience, necessary, record, supply***

The vocabulary words for this story are: ***cattle, drive, railroad, ranch***

Day 1--Monday, May 11

Review the Essential Question for Unit 4: ***Why is the past important?***

- **Pgs-110-111** The Weekly Question is: How can technology change the world?
 - Explain to your student that the text on pp. 110 and 111 is meant teach them that they can get information through both words and pictures
 - Guide your discussion with the following questions:
 - Which kind of technology in the infographic do you think is the most helpful? Why?
 - Just like the self-driving car today, the very first cars that people drove were examples of technology. Why is this?
 - What are some uses you can think of for a three-dimensional (3D) printer?

- **Pages 122-123**
 - This week we're studying historical fiction. This is a type of fiction that is made-up, but could have happened in a real time and place in the past. Most of the characters are imaginary, but the events could be real or made-up.
 - As you read historical fiction:
 - Pay attention to the setting. When and where does the story take place? If it is set in the past, the text is historical.
 - Think about the characters. Do the characters seem like real people?
 - Think about the events in the story. Are some of them made up? If the events really happened to a real person, you may be reading a biography and not historical fiction. Fiction is made-up.

- What is the story about, and is it something that could have happened in real life?

- Page 112

- Point to the picture of the first elephant on page 112 in your student's book. Ask your student to name the animal.
- Point to the second elephant and compare the sizes. Say something like: **Let's compare these two elephants. Which elephant is bigger, the first one or the second one? Yes, the second elephant is bigger than the first one. Ask your student to say the sound that was added to the word big to make the word bigger. Continue with the third elephant, the word biggest, and the ending sound /est/. Brainstorm other words that you can add -er or -est to compare measurements. (small, large, etc)**

- Write the high-frequency words *our*, *never*, *away*, *pretty*, and *light*. Tell your student that some words we have to learn by remembering the letters instead of sounding them out.

- Point to each word as you read it.
- Then spell the word and read it again.
- Have your student spell and say the words with you.

- Page 139

- Review the academic vocabulary for this unit by completing this page.

- Page 143

- Complete this page on writing what happens first in a story

Day 2--Monday, May 12

The goals for today are:

- To use text evidence to support an appropriate response.
- To respond using newly acquired vocabulary as appropriate.

The expectation is that most students will need help with reading this selection.

- Pg 124

- Read and discuss the words: *drive*, *ranch*, *cattle*, and *railroad*

- Pgs 125-133

- Read the story with your student. Talk about the story, focusing on how the words and pictures are working together to help you understand the story.

- Pgs 134-135

- Have your student complete these pages to review the new words that were learned before reading the story and to check for understanding of the selection you read.

- Pgs 113-114

- Review what adding the endings -er and -est do to the meaning of words. Add the endings to the following words: fast, brave, calm, pretty, ugly, smelly. Complete pages 113 and 114.

Day 3--Monday, May 13

The goals for today are:

- To retell stories, including key details, and demonstrate understanding of their central message or lesson.

- **Pgs 125-133**
 - Today you'll revisit the selection you read yesterday on pages 125-133. Tell your student that theme is the big idea, or message, of a text.
 - Readers can use the topic of the text to help them determine the theme.
 - Think about the topic, or what the text is about.
 - Think about the characters, setting, and events. Text evidence can help you determine the theme, or message, of the text.
 - Use something from your own life to help you understand the theme.
 - Pg 127-Use "The Three Little Pigs" to model determining theme.
 - Retell the story. Say something like: **This story is about building different kinds of houses to stay safe. The third pig took his time to build a brick house.**
 - Help your student name specific story events or details that help them understand the theme like: hard work and patience pay off in the end.
 - Have your student look at the Close Read note on p. 127 in the Student Interactive.
 - Go through the story together and underline the details that help them figure out the story's theme.
- **Pg 136-Complete**
- **Pg 140--Complete**
- **Pg 115-Learning about the trigraph -dge**
 - Point to the picture of the bridge on p. 115 in your student's book. Say something like: **This is a picture of a bridge. Listen to the sounds in bridge: /b/ (pause) /r/ (pause) /i/ (pause) /j/. Say the word with me. Listen carefully to the ending sound. Now let's blend the sounds to make the word bridge.**
 - Then have your student repeat with the pictures for judge and badge.
 - Continue to practice with the following words: lodge, dodge, wedge, fudge, edge. Have your student complete this page.
- **Pg 116**
 - practice the high-frequency words.
- **Pg 144**
 - Complete this page on what will happen next in a story your student writes.

Day 4--Monday, May 14

The goals for today are:

- To make connections to personal experiences, ideas in other texts, and society with adult assistance.

- **Pgs 125-133**
 - Stress with your student today that readers make connections when they read. They can make connections to their own lives, to other texts, or to society.
 - Figure out the theme, or big idea, of the text.
 - Think about your personal experiences. Look for how the theme can connect to experiences in your life.
 - Think about other texts you have read. How does the theme relate to the theme in other texts?
 - Think about society, or the community. Are there similarities between the theme and your society?
 - Practice this skill on pages 130, 131, and 133.
- **Pg 136**
 - After reading the story and highlighting, complete this page.

- **Pg 137-Complete**
- **Pgs 117-118**
 - Continue to learn about the trigraph *dge*. Read and talk about the words *badge*, *judge*, *wedge*, and *edge*.
- **Pgs 119-121**
 - Practice the skills learned this week by reading *Cars by Bob*.
- **Pg 140**
 - Complete this page on Read Like a Writer, Write for a Reader
- **Pg 142**
 - Complete this page on verbs.

Day 5--Monday, May 15

- **Pg 138--complete**
- **Pg 145--complete**

Review the academic vocabulary words.

Review the Question of the Week.

Fill in the Independent Reading Log.

Math Unit 9 Lessons 3-6 and Unit 9 test

Monday: Lesson 9-3: Compare Numbers

Learning Target: I can use place-value blocks to compare two-digit numbers.

Vocabulary: compare, greater than, less than

Lesson Overview:

Lesson Components	Solve & Share	Visual Learning	Independent Practice	Problem Solving
Page Numbers	373	374	375	376
	Read the problem and have your child try to solve the problem on their own.	Read through the steps on the skill for the day. Do the guided practice problems while guiding your child to correct answers.	For independent problems, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	These problems are designed to extend your child's thinking using a story. Help may be required for most students.

Tuesday: Lesson 9-4: Compare Numbers with Symbols

Learning Target: I can compare two numbers using a greater than, a less than, or an equal to sign.

Vocabulary: compare, greater than, less than, equal to

Lesson Overview:

Lesson Components	Solve & Share	Visual Learning	Independent Practice	Problem Solving
Page Numbers	377 Read the problem and have your child try to solve the problem on their own.	378 Read through the steps on the skill for the day. Do the guided practice problems while guiding your child to correct answers.	379 For independent problems, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	380 These problems are designed to extend your child's thinking using a story. Help may be required for most students.

Wednesday: Lesson 9-5: Compare Numbers on a Number Line

Learning Target: I can compare and write two digit numbers that are greater than or less than other two digit numbers.

Vocabulary: compare, greater than, less than

Lesson Overview:

Lesson Components	Solve & Share	Visual Learning	Independent Practice	Problem Solving
Page Numbers	381 Read the problem and have your child try to solve the problem on their own.	382 Read through the steps on the skill for the day. Do the guided practice problems while guiding your child to correct answers.	383 For independent problems, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	384 These problems are designed to extend your child's thinking using a story. Help may be required for most students.

Thursday: Lesson 9-6: Make Sense and Persevere

Learning Target: I can make sense of a problem and find the best way to find it.

Vocabulary: compare, greater than, less than

Lesson Overview:

Lesson Components	Solve & Share	Visual Learning	Independent Practice	Problem Solving
Page Numbers	385 Read the problem and have your child try to solve the problem on their own.	386 Read through the steps on the skill for the day. Do the guided practice problems while guiding your child to correct answers.	387 For independent problems, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	388 These problems are designed to extend your child's thinking using a story. Help may be required for most students.

Friday: Math Unit 9 TEST

Learning Target:

Vocabulary: compare, greater than, less than

Lesson Overview:

Lesson Components	Solve & Share	Visual Learning	Independent Practice	Problem Solving
Page Numbers Test on pages 393-394.				