

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 4	Reading/Writing: <u>**Plans at the end of this form.</u> Math:**Plans at the end of this form. Social Studies: Chapter 6 Work in the community. Lesson 3 Producers and consumers. Please read and answer the questions on pages 196-199.
Tuesday, May 5	Reading/Writing: <u>**Plans at the end of this form.</u> Math: **Plans at the end of this form. Science: Chapter 4- Lesson 4 https://drive.google.com/file/d/1IkCA7B4o_8dZ3EKINoUJpk4S6CWfGqYz/view Animal Life Cycles: Pages 130-135 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.
Wednesday, May 6	Reading/Writing: <u>**Plans at the end of this form.</u> Math: **Plans at the end of this form.

	<p>Social Studies:Chapter 6 Work in the community. Lesson 4 We spend, Budget, and Save. Please read and answer the questions on pages 200-205.</p>
<p>Thursday, May 7</p>	<p>Reading/Writing: ** <u>Plans at the end of this form.</u></p> <p>Math: **Plans at the end of this form.</p> <p>Science: Chapter 4- Lesson 5</p> <p>https://drive.google.com/file/d/1MdXGpfj-Zc0G7-PDWgpSINbKOf3NlaQ/view</p> <p>How are living things like their parents? Pages 137-139</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>
<p>Friday, May 8</p>	<p>Reading/Writing: ** <u>Plans at the end of this form.</u></p> <p>Math: **Plans at the end of this form.</p> <p>Social Studies:Chapter 6 Work in the community. Lesson 5 Specialized Work. Please read and answer the questions on pages 206-209.</p>

Reading Plans for the Week 5/4-5/8

Families,

Welcome to week 2 of our unit called Making History. This week we're going to read a biography.

Our high frequency words are: **any, every, pull, very, were**

Our academic vocabulary words that carry over from last week are: **experience, necessary, record, supply**

The vocabulary words for this story are: **admired, allowed, cheered, loved**

Day 1--Monday, May 4

- Review the Essential Question for Unit 4: **Why is the past important?**
- **Pages 64-65** in the student book.
 - The Weekly Question is: How can a person's actions change the world?
 - Explain to your student that the text on pp. 64–65 is meant to look like a Web site. A Web site has digital features, such as an address bar, a cursor, and video buttons. A Web site can also be multimedia, or a combination of words, pictures, sounds, and videos.
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- Read the selection about Martin Luther King and ask:
 - What are some things that Martin Luther King, Jr. believed?
 - What important prize did Martin Luther King, Jr. receive?
 - How did the actions of Martin Luther King, Jr. change the world?
- **Page 66**
 - Tell your student that the letters er, ir, and ur spell the vowel sounds in the words her, dirt, and burn. Write the words on a piece of paper and underline the three spellings of /êr/. Tell your student the sound /êr/ in burn is spelled ur. Write the words stir, curb, clerk, and fur, and have students decode them. Complete page 66 with your student.
- Write the high-frequency words *any, pull, very, were, and every*. 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.
- **Pages 76-77**
 - Tell your student a biography is the story of a person's life. It is a true story about a real person. It takes place in a specific time in history. A biography is written about a person who has done

something special, perhaps something that changed the world. The author usually writes a biography in chronological order, or time order.

- Ask yourself, what is the first thing that happens?
- Look for what happens next.
- Ask yourself, then what happens?
- Pay attention to what happens last.

- **Page 103**

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

- **Page 107**

- Complete this page on writing the setting for a story.

Lesson 2-May 5

The goals for today are:

- To generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. To demonstrate understanding of the organization and basic features of print.
- To make connections to personal experiences, ideas in other texts, and society with adult assistance.
- The expectation is that most students will need help with reading this selection.
- **Page 78**
 - Read and discuss the words: *admired, allowed, cheered, loved*
- **Pages 79-97**
 - 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.
- **Pages 98-99**
 - 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.
- **Pages 67-68**
 - Continue the work you started yesterday words with the of the sound /ér/.
 - Write the words fern, germ, bird, swirl, first, skirt, fur, blur, and curl in random order. Have your student decode and read the words. Then have them sort the words by the spelling of the sound /ér/.
- **Page 105**

Lesson 3-May 6

- **The goals for today are:**
 - To recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.
- Today you'll revisit the selection you read yesterday on **pages 79-97**. Tell you student that informational texts can be organized in different ways, such as chronological order or description. The text structure of a biography is usually chronological, or in time order. That means that important events are in the order they actually happened. Authors of biographies often include important dates in a person's life. Tell your student to:

- Pay attention to words that tell about order, such as first or then.
- Look for dates to help you understand the order of events.

Feel free to re-read the entire selection. Pay special attention to pages 82, 83, 86, 89, 91, 94, and 95. These pages ask your students to underline text evidence. They should underline right in their book.

- Complete **Page 100**.
- Complete page 104.
- Pages 69-70

Today you'll introduce doubling the final consonant to add the endings -ed and -ing. Write the word **flip** on a piece of paper. Say the word and have your student repeat it with you. Then write the word **flipped**. Tell your student when a word has a short vowel sound and ends in a consonant, the consonant is doubled before the inflectional ending -ed or -ing is added. Give your student a coin to flip and use the words **flip, flipped, flipping** in sentences as the coin is flipped. Do the same with the word **hug**. **Complete pages 69 and 70.**

Lesson 4--May 7

- **The goals for today are:**
- To synthesize information to create new understanding with adult assistance.
- Revisit **pages 79-97** once again. Today focus on pages 81, 93, and 97. Have your student highlight right in the book as directed. If you don't have a highlighter, circling with a pencil is fine.
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- **Page 101**
 - After reading the story and highlighting, complete this page.
- **Pages 71- 72**
- Continue to learn about doubling the final consonant of short vowel words by writing and discussing: stop/stopped/stopping; chat/ chatted/chatting; plug/plugged/plugging. Practice the skills learned this week by reading **Kurt Can Help** on **pages 73-75**.
- **Page 106**
 - Complete this page on adding an -ed ending.
- **Page 108**
 - Have your student complete this page as the narrator of a story.

Lesson 5-May 8

- Complete page 102
- Complete page 109 on writing a personal narrative.
- Review the academic vocabulary words.
- Review the Question of the Week.
- Fill in the Independent Reading Log.

Math Unit 8 Lessons 6-7

Math Unit 9 Lessons 1-3

Monday: Lesson 8-6: Different Names for the Same Number

Learning Target: I can decompose numbers in multiple ways.

What students should Understand: Numbers can be named in many ways.

Vocabulary: break apart

Lesson Overview:

Lesson Components	Solve & Share	Visual Learning	Independent Practice	Problem Solving
Page Numbers	345 Read the problem and have your child try to show different ways to make 28.	346 Read through the steps on how to break apart numbers. Do problem 1 while guiding your child to correct answers.	347 For problems 2-5, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	348 The problems 6-11 are designed to extend your child's thinking using a story. Help may be required for most students.

Tuesday: Lesson 8-7: Look For and Use Structure

Learning Target: I can use tens and ones to make different numbers in different ways.

What students should Understand: To know that good math thinkers look for patterns in math to help solve problems.

Vocabulary: Tens, Ones, break apart

Lesson Overview:

Lesson Components	Solve & Share	Visual Learning	Independent Practice	Problem Solving
Page Numbers	349 Use the table to show different ways to make 42.	350 Read through the steps on how to show different ways to make a number. Guide the child through solving problems 1-2.	351 For problems 3-5, let your child try it on their own. If they are struggling, they can put their best answer and then ask for assistance.	352 The problems 6-7 are designed to extend your child's thinking using a story. Help may be required for most students.

Wednesday: Unit 8 Test

Learning Target: I can show my understanding of tens and ones.

What students should Understand:

Vocabulary: Tens, Ones

Lesson Overview:

Lesson Components	Solve & Share	Visual Learning	Independent Practice	Problem Solving
Page Numbers 357-358				

Thursday: Lesson 9-1: 1 more 1 less, 10 more, 10 less

Learning Target: I can find numbers that are more or less than a given number.

What students should Understand: That 1 more, 1 less and 10 more, 10 less express a relationship between two numbers

Vocabulary: Less

Lesson Overview:

Lesson Components	Solve & Share	Visual Learning	Independent Practice	Problem Solving
Page Numbers	365 Read the problem and determine how many more or less the children have.	366 Read through the steps on how to show 1 more, 1 less, 10 more, 10 less. Guide the child through 1-2.	367 For numbers 3-9, have your child complete on their own. If they need help, have them put their best answer first.	368 The problems 10-13 are designed to extend your child's thinking using a story. Help may be required for most students.

Friday: Lesson 9-2: Find Numbers on a hundred chart

Learning Target: I can a hundred chart to find 1 more, 1 less, 10 more, 10 less

What students should Understand: To understand that place value relationships can be represented on a hundred chart.

Vocabulary: Less

Lesson Overview:

Lesson Components	Solve & Share	Visual Learning	Independent Practice	Problem Solving
Page Numbers	369 Use the hundreds chart to find more or less.	370 Read through how to use a hundred chart.. Guide the child through problems 1-2.	371 For numbers 3-9, have your child complete on their own. If they need help, have them put their best answer first.	372 The problems 10-12 are designed to extend your child's thinking using a story. Help may be required for most students.