

1st Grade Digital Learning


March 30 – April 3, 2020 (Week 3)

Message from Dr. Cheatham:

Hey there Colts,

Let's make next week fun and creative in how we dress and have a Teleschool!

Dr. C. is challenging all students, CCES teachers, and even parents who are at home to participate!! We may be stuck at home right now, but let's have some fun while we are at it! Don't forget to have your parents post your pictures.

Monday	Tuesday	Wednesday	Thursday	Friday
Wear YELLOW in honor of Spring 	TaCkY Day Tuesday 	WACKY Hair Wednesday! 	Sports Team Day 	Favorite Shirt Friday! 

Please complete the reading, writing and math* activities daily. You may turn in your work digitally on SeeSaw or turn in all paperwork when we return to school. You will have 2 weeks after returning to school to turn in complete work. Your teacher is available for feedback or question regarding the activities.

*1.2 Math teachers- Berric, Etten, Sanders, Smotherman, Walker

*2.1 Math teachers- Brown and Sanders

Day 1 March 30:

Pennies for Patients Theme: Wear **YELLOW** today to celebrate SPRING!



Reading:

Parent says:

"Today I want to teach you that it's important to get ready for your reading adventures. Readers take a sneak peek to find out where they'll go and what they'll do."

- Watch the first chapter from the read aloud of **Iris and Walter and the Field Trip** (about to the 1:35 minute mark), by Elissa Haden Guest
<https://www.youtube.com/watch?v=z6SjHPverEE>
- Think about where the story takes place and what happens in the story.
- Make a list of the characters and setting (when and where the story takes place).



Independent Reading

- Select a fiction book of your choice and independently read for 10 minutes.
- Retell the story (beginning, middle, end) to an adult or sibling.

Writing:

Write a poem about your favorite animal. **Remember to think about how a poem looks & sounds differently from a story!

Math

1.2 Math: Login to ClassLink to watch 'Place Value' on BrainPop Jr. Use the search option to find the video or go to Math, then Number Sense, then Place Value.

<https://jr.brainpop.com/math/numbersense/placevalue/>

Once the video is finished, go to the 'Write About It' icon at the bottom and complete the writing activity.

2.1 Math: Complete My Math pgs.242-244 on notebook or journal paper – *Subtract From a Two-Digit Number*.

- Log into ClassLink <https://launchpad.classlink.com/fcs>.
- Click on McGraw-Hill ConnectEd.
- Click on launch.
- Click on ebook.
- At bottom of the page, type in the page number 243. You will be directed to workbook pages 242 and 243 (on right).
- Please complete pages 242-244 using the forward and backwards arrows.
- **STOP working after 30 minutes if you haven't completed it.**
- **Remember you do not have to work EVERY problem.** 😊

Be creative – Show how you work the problems with sidewalk chalk, use Legos to build base ten blocks/rods/ones, candies such as Starbursts or Skittles, beans/macaroni, craft sticks/beans, whatever you having laying around your house, etc.

- Please load completed work into your Seesaw folder for Brown Math.
- Complete MH 'My Homework' pages for an **optional** CHALLENGE sometime this week.

Day 2 March 31:

Pennies for Patients Theme: Tacky Day Tuesday!



Reading:

Parent says:

"Today I want to teach you that when you read stories, you're not just tagging along behind the character. You're also looking ahead and imagining what's next. You think about what's already happened to predict what might happen next."

- Watch the second chapter from the read aloud of *Iris and Walter and the Field Trip* (from 1:35 to 2:45), by Elissa Haden Guest
<https://www.youtube.com/watch?v=z6SjHPverEE>
- Think about what might happen next in the story.
- Write down your prediction.



Independent Reading

- Select a fiction book of your choice and independently read for 10 minutes.
- Pause in the middle of the story and tell an adult or sibling what you think will happen next.

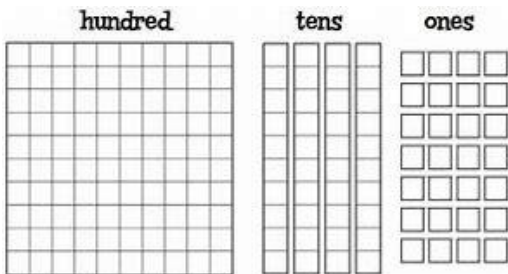
Writing:

Write a small moment story about something that has happened in your life. Use tips in the chart below to bring your story to life!



1.2 Math:

- Count the silverware in your house and express the number using tens and ones.
- Draw the place value blocks (ten rods and ones) to represent each number.



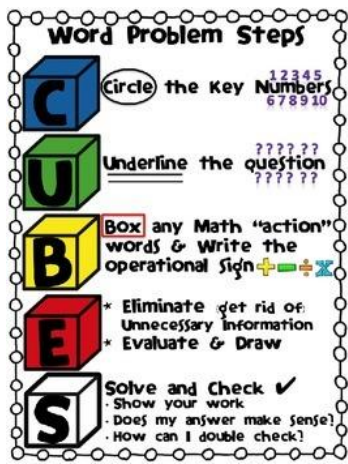
- Write number sentences to compare how many items you have of each category. For example:

6 forks > 4 spoons

4 spoons < 10 knives

***Make sure you have parental permission/supervision with the silverware.**

2.1 Math: Use CUBES to solve. Remember to show all work.



- 1.) Forty-six students are riding two buses to the museum. 21 of the students are on the first bus. How many students are on the other bus?
- 2.) Calley has 81 marbles in her collection. Kiera gives her 29 more marbles. How many marbles does Calley have altogether?
- 3.) Quinn has 50 skittles. She eats 27. How many skittles does Quinn have left?



Day 3 April 1:

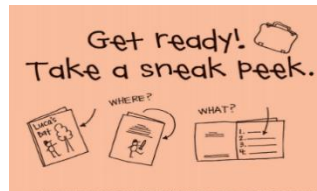
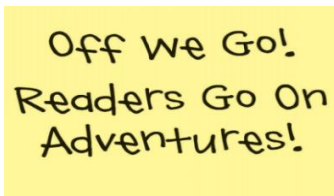
Pennies for Patients Theme: Wacky hair Wednesday!

Reading:

Parent says:

"Today I want to teach you that the best way to remember a book forever and ever is to tell someone else about it. After you read a great book, you can take it to a friend and say, 'Can I tell you about this book?' If you've marked some of the important parts, it will help you retell what happened."

- Finish watching *Iris and Walter and the Field Trip* by Elissa Haden Guest
<https://www.youtube.com/watch?v=z6SjHPverEE>
- Think about what the important events of the story are.

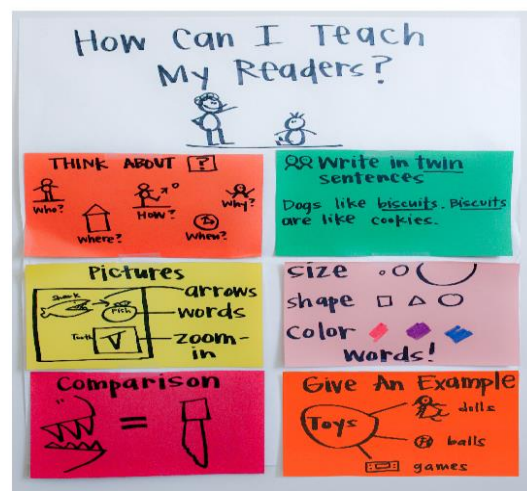


Independent Reading

- Select a fiction book of your choice and independently read for 10 minutes.
- Mark the important parts of the book with a sticky note.
- Retell the story using the words first, next, then, last to an adult or sibling.
- Write or record your summary.

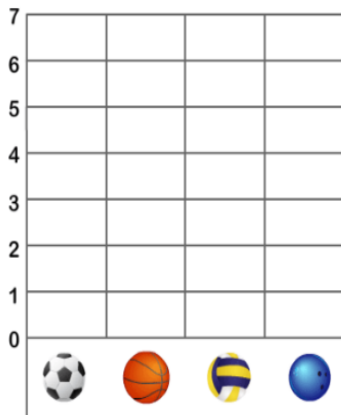
Writing:

Write an All About book to teach your readers about your favorite animal. Try and include 5 facts! Use tips in the chart below.



1.2 Math:

- Make a graph about your toys and create 4 questions that can be answered using your data.



Example questions:

1. How many toys do you have all together?
2. How many more ___ do you have than ___?

2.1 Math:

- Login to ClassLink to watch 'Solving Words Problem' on BrainPop Jr. Use the search option to find the video or go to Math, then Math Strategies, then Solving Words Problems.
- Once the video is finished, go to the 'Write About It' icon at the bottom and complete the writing activity.
<https://jr.brainpop.com/math/mathstrategies/solvingwordproblems/>
- Complete My Math pgs. 88-90 on notebook or journal paper. *Two-Step Word Problems*
- Log into ClassLink <https://launchpad.classlink.com/fcs>.
- Click on McGraw-Hill ConnectEd.
- Click on launch. Click on ebook.
- At bottom of the page, type in the page number 89.
- You will be directed to workbook pages 88 and 89 (on right).
- Please complete pages 88-90 using the forward and backwards arrows.
- **STOP working after 30 minutes if you haven't completed it. Remember you do not have to work EVERY problem. 😊**

Be creative – Show how you work the problems with sidewalk chalk, use Legos to build base ten blocks/rods/ones, candies such as Starbursts or Skittles, beans/ macaroni, craft sticks/beans, whatever you having laying around your house, etc.

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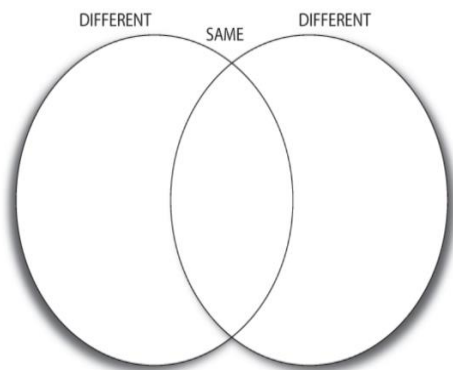
Day 4 April 2:

Pennies for Patients Theme: Sports Team Day!



Reading:

- Investigate the 'Animal Communication' PebbleGo resource found through CCES Symbaloo. <https://www.symbaloo.com/mix/ccesinformationcenter>
- Pick 2 different animals and read to discover how they communicate.
- Create a Venn Diagram to show how their communication is similar and different.



Writing:

- Think of a favorite tune, like 'Twinkle, Twinkle, Little Star', or 'You Are My Sunshine'.
- Use the song to help you write a poem with a similar rhythm.

1.2 Math: Practice some of the following skills on IXL for 20 minutes.

IXL Access

Classlink: <https://launchpad.classlink.com/fcs> then 

or

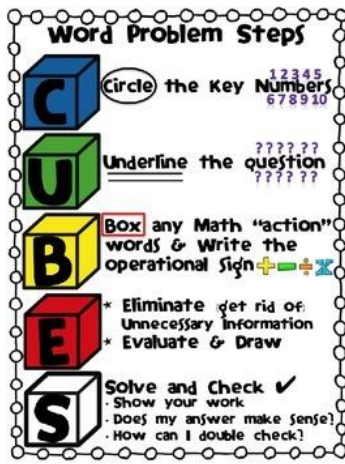
IXL Link: <https://www.ixl.com/signin/crabapple>



- Addition Activities: D.17 – D.22
- Addition Strategies Activities: E.8 – E.12
- Subtraction Strategies Activities: I.3 – I.4
- Mixed Operations Activities: J.8 – J.10
- Place Value Activities: M.1 – M.5
- Comparing Activities: K.1 – K.6
- Data & Graphs Activities: O.1 – O.9

2.1 Math:

Use CUBES to solve. Show all Work.



Hint: Remember to answer ALL questions. There are two steps in solving this problem.

- 1.) In the morning, there are 66 cars in the parking lot. Twelve cars exit the parking lot. At the end of the day, there are 16 cars in the parking lot. How many more cars left the parking lot?
- 2.) Charlize wants to make a book of her artwork. She started with 50 pages in her book. She took away the 15 pages that were missing color. She then added 23 pages.
 - a.) How many pages are there in her art book? Explain your reasoning.
 - b.) How many more pages will she need if she wants her art book to be 100 pages?



Day 5 April 3:

Pennies for Patients Theme: Favorite shirt day!

Reading:














- Select and read about a mammal on Pebble Go.
<https://www.symbaloo.com/mix/ccesinformationcenter>
- Write 2-3 facts to describe your animal and its basic needs.



Writing:

- Locate 5-10 items around your house that contain blends or digraphs.
- Write them down on a sheet of paper and have an adult check your spelling!

Blends and Digraphs

s	r	l	h
sc 	br 	bl 	ch 
sk 	cr 	cl 	ph 
sm 	dr 	fl 	sh 
sn 	fr 	gl 	th 
sp 	gr 	pl 	wh 
st 	tr 	sl 	
sw 	★ _____ Name		

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1.2 Math:

- Create 3 word problems using family members names and pets in your problem.
- Write down your word problems or act out your word problem and video it for the class to see when we return to school!
- Example: Bob and his mother, father, and pet dog Fluffy went to the back yard to play Frisbee. A few minutes later, brothers Tim and Jim joined them. How many family members are in the backyard now?
- Answer: $4 + 2 = 6$ family members

2.1 Math:

- Solve the problem. Remember to show all work.
 - Use coins from the family's change jar or draw or model coins to explain your thinking.
1. While at the toy store, David noticed an action figure that he wanted to buy with his own money. He reached into his pocket and pulled out 2 quarters, 3 pennies, 2 dimes, and 1 nickel. If the action figure costs 87 cents, does he have enough to buy the action figure? Will he have money left over or will he need more? Explain you thinking.
 2. Maddox has 2 twenty-dollar bills, a ten-dollar bills, 2 five-dollar bills, and 5 one-dollar bills. He would like to buy a video game which costs \$75. How much more money does he need in order to buy the video game?
 3. Solve the problem. Remember to answer all questions. Draw a model to show your thinking.

a. Parker has 1 quarter, 8 dimes and 2 pennies. How much money does Parker have?	b. Ben has 3 quarters, 2 dimes, and 8 pennies. How much money does Ben have?
Parker has _____¢.	Ben has _____¢.

c. Ben says he has more money. Is he correct? _____ Why or why not?