



CAMPBELL ELEMENTARY SCHOOL

1st GRADE REMOTE LEARNING

Week of April 27-May 1, 2020

*Parents, you may choose one or two tasks per subject.

Day 1														
READING														
Standard: ELAGSE1RI2 Identify the main topic and retell key details of a text.														
Extra Support	On Target	Enrichment												
View Video lesson Main Idea sentences worksheet	View Video lesson Main Idea short story worksheet	View Video lesson Main Idea short story worksheet												
PHONICS														
Standard: ELAGSE1RF3 Know and apply grade-level phonics and word analysis skills in decoding words.														
Extra Support	On Target	Enrichment												
Powerpoint Slides Word Sort Hard C & Soft C	Powerpoint Slides Word Sort Hard C & Soft C	Powerpoint Slides Word Sort Hard C & Soft C												
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clap	cent													
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clap	cent													
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clap	cent													
Day 2														
Math Standard: MGSE1.MD4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.														
<p style="text-align: center;">A pictograph uses pictures to show the data collected.</p>														
https://www.youtube.com/watch?v=GWoya4T37PU&t=166s														
Extra Support	On Target	Enrichment												

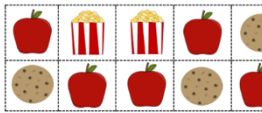
Assignment 1

Name: _____

Our Favorite Snack

Apple	
Cookie	
Popcorn	

- How many like ? _____
- How many like ? _____
- Which has the most? _____



Assignment 2-Graded

Performance Task-Use the data below to create a pictograph; and write and 3 questions about the graph.

Favorite Pets		
Pet	Tally Marks	Number
		5
		4
		4

Assignment 3-Technology

Brainpop Jr. Lesson: Pictographs

Assignment 1

Name: _____

I scream, you scream, we all scream for ICE!

Vanilla	
Cookie Dough	
Cookies n' Cream	
Mint Chocolate Chip	

= 1 Student

How many students does each ice cream cone represent? _____

How many students voted on their favorite ice cream? _____

Which flavor ice cream is the most favorite? _____

How many students like this flavor? _____

Which flavor ice cream is the least favorite? _____

How many students like this flavor? _____

How many more students like Cookie Dough ice cream than Vanilla ice cream? _____

Assignment 2-Graded

Performance Task-Use the data below to create a pictograph; and write and 3 questions about the graph.

Assignment 3 Technology

Type of Pet	Tally	Number
Dog		5
Cat		4
Goldfish		4
Budgie		4
Hamster		4
Lizard		4
Snake		4
Rabbit		4

Brainpop Jr. Lesson: Pictographs

4. Watch Video

Assignment 1

Name: _____

Favorite Ice Cream Pictograph

Mrs. French and Mr. Miskey are planning a party for their classes. The students are asked to vote for their favorite ice cream flavor. The list below are the results.

Chocolate - 8	Chocolate Chip - 13	Cookie Dough - 8	Strawberry - 5
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Use the information from the list to complete the pictograph below and answer the questions.

Flavor	Number of Votes
Chocolate	
Vanilla	
Chocolate Chip	
Cookie Dough	
Strawberry	

KEY
 = 2 votes

- What two flavors did the students like the least? 1. _____
- How many students voted for either cookie dough or strawberry? 2. _____
- How many more students voted for chocolate chip than vanilla? 3. _____
- How many votes were there in all? 4. _____

Super Teacher Worksheets - www.superteacherworksheets.com

https://www.superteacherworksheets.com/graphing/pictograph-simple-3_TWNTM.pdf?up=1466611200

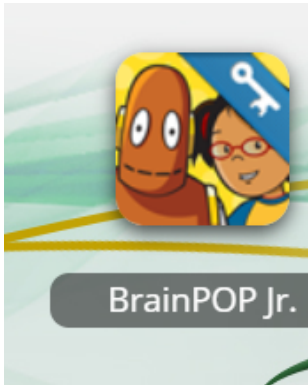
Assignment 2-Graded

Performance Task-Use the data below to create a pictograph; and write and 3 questions about the graph.

Favourite part of Christmas	Number of people
Decorating the tree	
Opening presents	
Playing in snow	
Carols and music	
Time with friends and family	
Christmas food	

Assignment 3-Technology

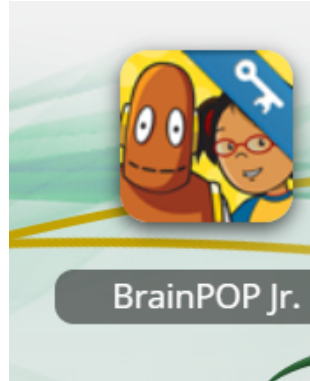
1. Watch Video
2. Take Easy Quiz
3. Complete the Write About It



Directions: Use link below to log into Classlink for IReady Lessons

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

5. Take Easy Quiz
6. Complete the Write About It

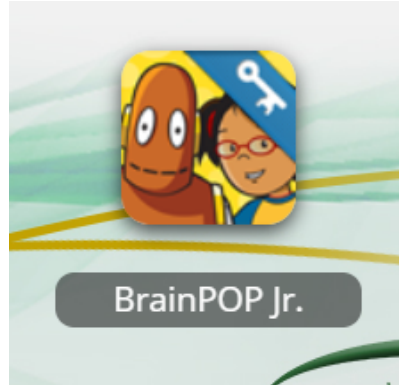


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Brainpop Jr. Lesson: Pictographs

7. Watch Video
8. Take Easy Quiz
9. Complete the Write About It



Directions: Use link below to log into Classlink for Brainpop

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CAMPBELL
ELEMENTARY SCHOOL

Day 3

Language Arts

Standard: ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding
f. Read words with inflectional endings.

Extra Support	On Target	Enrichment																														
<p>Inflectional endings are added to words and change the meaning. Some inflectional endings are ‘ed’ and ‘ing’.</p> <p>Read these words out loud.</p> <ul style="list-style-type: none"> ▪ For each word, create 2 new words. ▪ Add -ed to the end to create the first word. ▪ Add -ing to the end to create the second word. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr><td>play</td><td>laugh</td></tr> <tr><td>kick</td><td>push</td></tr> <tr><td>plant</td><td>toast</td></tr> <tr><td>show</td><td>help</td></tr> <tr><td>start</td><td>jump</td></tr> </table> <p>Additional resources https://www.education.com/download/lesson-plan/inflectional-endings-lesson-two-inged/inflectional-endings-lesson-two-inged.pdf</p>	play	laugh	kick	push	plant	toast	show	help	start	jump	<p>Inflectional endings are added to words and change the meaning. Some inflectional endings are ‘ed’ and ‘ing’.</p> <p>Read these words out loud.</p> <ul style="list-style-type: none"> ▪ For each word, create 2 new words. ▪ Add -ed to the end to create the first word. ▪ Add -ing to the end to create the second word. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr><td>play</td><td>laugh</td></tr> <tr><td>kick</td><td>push</td></tr> <tr><td>plant</td><td>toast</td></tr> <tr><td>show</td><td>help</td></tr> <tr><td>start</td><td>jump</td></tr> </table> <p>Additional resources https://www.education.com/download/lesson-plan/inflectional-endings-lesson-two-inged/inflectional-endings-lesson-two-inged.pdf</p>	play	laugh	kick	push	plant	toast	show	help	start	jump	<p>Inflectional endings are added to words and change the meaning. Some inflectional endings are ‘ed’ and ‘ing’.</p> <p>Read these words out loud.</p> <ul style="list-style-type: none"> ▪ For each word, create 2 new words. ▪ Add -ed to the end to create the first word. ▪ Add -ing to the end to create the second word. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr><td>play</td><td>laugh</td></tr> <tr><td>kick</td><td>push</td></tr> <tr><td>plant</td><td>toast</td></tr> <tr><td>show</td><td>help</td></tr> <tr><td>start</td><td>jump</td></tr> </table> <p>Additional resources https://www.education.com/download/lesson-plan/inflectional-endings-lesson-two-inged/inflectional-endings-lesson-two-inged.pdf</p>	play	laugh	kick	push	plant	toast	show	help	start	jump
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Day 4

Writing

Standard: ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
ELAGSE1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Extra Support	On Target	Enrichment
<p>Choose a type of vehicle. Think about the categories that you might write about. For example:</p> <ul style="list-style-type: none"> ▪ Way it looks ▪ How it moves - Where it is found ▪ Special things you need to know to drive it 	<p>Choose a type of vehicle. Think about the categories that you might write about. For example:</p> <ul style="list-style-type: none"> ▪ Way it looks ▪ How it moves - Where it is found ▪ Special things you need to know to drive it 	<p>Choose a type of vehicle. Think about the categories that you might write about. For example:</p> <ul style="list-style-type: none"> ▪ Way it looks ▪ How it moves -Where it is found ▪ Special things you need to know to drive it

<p>For each section, jot down information that explains those details. Then write.</p> <p>Remember to:</p> <ul style="list-style-type: none"> ▪ Begin in a way that grabs the reader’s attention. ▪ Include details. ▪ Use a closing statement. 	<p>For each section, jot down information that explains those details. Then write.</p> <p>Remember to:</p> <ul style="list-style-type: none"> ▪ Begin in a way that grabs the reader’s attention. ▪ Include details. ▪ Use a closing statement. 	<p>For each section, jot down information that explains those details. Then write.</p> <p>Remember to:</p> <ul style="list-style-type: none"> ▪ Begin in a way that grabs the reader’s attention. ▪ Include details. ▪ Use a closing statement.
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Day 5

Science/Social Studies Standard: S1L1. Obtain, evaluate, and communicate information about the basic needs of animals.

Extra Support	On Target	Enrichment
<p style="text-align: center;">How Do Body Parts Help Animals?</p> <ul style="list-style-type: none"> • Recorded Science Lesson • YouTube Video https://www.youtube.com/watch?v=5deGVC4USgk • PowerPoint Slides • Animal Body Parts Graphic Organizer 	<p style="text-align: center;">How Do Body Parts Help Animals?</p> <ul style="list-style-type: none"> • Recorded Science Lesson • YouTube Video https://www.youtube.com/watch?v=5deGVC4USgk • PowerPoint Slides • Animal Body Parts Graphic Organizer 	<p style="text-align: center;">How Do Body Parts Help Animals?</p> <ul style="list-style-type: none"> • Recorded Science Lesson • YouTube Video https://www.youtube.com/watch?v=5deGVC4USgk • PowerPoint Slides • Animal Body Parts Graphic Organizer