

Distance Learning Activities – April 14th

Methods of Communication: 2 Options for Completing Work:

1-Complete Seesaw Activities OR 2-Complete Paper Versions & Upload to Seesaw

<p align="center">Morning Check-In</p>	<p>Seesaw Activity Titled: How Are You Feeling Today?</p> <p>Visit the posted activity in Seesaw Monday through Thursday that will act as a virtual Morning Meeting. Students are asked to tag ALL their classmates for this activity so that everyone in our classroom community can see and hear each other.</p> <p>This activity, like all the others, should be completed at a time in the day that works best with your family's schedule.</p>
<p align="center">Writing</p>	<p>Overview: Poetry Writing Est. Time: 30 minutes Quick Things to Know:</p> <ol style="list-style-type: none"> Poems make us feel and think. Poems can have many different attributes and styles. Authors of any age can write a poem about any topic. Poems can include sentences, but are used differently than in a narrative piece. <p>Activity Explanation: Noticing author craft in poetry and applying some of those crafts to our own poetry.</p> <p>Task</p> <ol style="list-style-type: none"> Open the Seesaw Activity: April 14 Writing: Poetry Noticings Watch the video link highlighting poetry from the past 2 lessons. Click Add Response to follow these steps: *Slide 1: Press PLAY as Ms. Dougherty reviews Purposes of Poetry *Slide 2-3: Press PLAY as Ms. Dougherty reviews noticings from former lessons. *Slide 4: Press PLAY as Ms. Dougherty notices craft used in a poem called "A Pattern of My Favorites." *Slide 5: Press PLAY as we notice the differences in using sentences in poems vs. narrative writing. *Slide 6: Press PLAY for directions on today's poetry writing task. *Slide 7: Press PLAY and listen as Ms. Dougherty models writing a poem about a food item. *Slide 8: Students write their own poem. Illustrate it. Record voice reading it. *Slide 9 is available if student needs more lines to write on. Click Green Check to upload to Seesaw Journal <p><u>*Optional Printable Poetry Paper</u></p>
<p align="center">Phonics</p>	<p>Overview: Practice sorting a variety of Preconsonantal nasals (-ng, -nd, -nk endings) Est. Time: 10 minutes Explanation: Practice accurately sorting and reading words that end with -ng, -nd, -and nk Quick Things to Know:</p> <ol style="list-style-type: none"> This activity will focus on nd, nk, and ng endings. <p>Task</p> <ol style="list-style-type: none"> Log on to Seesaw Find the activity titled -ng, -nd, -nk In this activity students are sorting words based on the endings and then reading the words aloud.

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Independent Reading	<p>Overview: Participate in Reading to Self for 10-15 minutes to build reading stamina.</p> <p>Est. Time: 15 Minutes</p> <p>Explanation: Students will read independently for 10-15 minutes and work to stay on task during the entire time. Students will reread books if they finish their selections early.</p> <p>Things to Know</p> <ol style="list-style-type: none"> 1. Choose “just right” books to read from home. “Just right books” are books your child can read and comprehend independently. OR 2. Use https://getepic.com (Class Code: zew4315) 3. Set a timer if your child is having difficulty maintaining focus for the entire time. <p>Tasks</p> <ol style="list-style-type: none"> 1. Students will select a 3 to 5 “just right” books. 2. Read independently for 10-15 minutes. Your child can whisper read (saying the words quietly aloud) or silently read. 3. Think about your stamina: <i>How long did you read today before you felt tired or off task?</i> <p>Optional: Use the “My Reading Stamina” chart to help track your reading stamina each day. Make a small goal to increase your reading by 30 seconds. If you don’t make it, try again the next day! 😊</p>
Reading Lesson	<p>Overview: Students will identify the main idea of a passage.</p> <p>Est. Time: 25 Minutes</p> <p>Explanation: Students will practice using the title, picture/photograph clues, and supporting details to identify the main idea of a passage.</p> <p>Things to Know</p> <ol style="list-style-type: none"> 1. Your child will use Seesaw to watch a clip of a <i>Brainpop Jr.</i> video. 2. Your child will use Seesaw to listen to instruction. 3. Work can be completed using the Main Idea in a Passage Seesaw Activity or printing pages 9 and 11 from “Main Idea in a Passage” 4. If you print...your child needs to photograph the work and then upload it to Seesaw for teachers to review. <p>Tasks</p> <ol style="list-style-type: none"> 1. Listen to video instruction on pages 1 – 7. 2. On page 9, use the title, photograph, and supporting details to identify a main idea. 3. On page 11, sort the passage’s sentences into the supporting details and the main idea. 4. Listen to the lesson review on page 12. 5. On page 13, complete the “How much help did I need?” chart to give your teacher insight into how the lesson went at home.

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Social Studies	<p>Overview: Identifying the features of United States, State, and Community Maps.</p> <p>Est. Time: 40 Minutes</p> <p>Explanation: Students will watch a BrainPopJr. Video and interact with recorded lessons in order answer questions about types of maps, and use directional terms to answer questions about a Community Map.</p> <p>Things to Know:</p> <ol style="list-style-type: none"> 1. Students will need to login to Brainpop Jr in order to view the video. 2. The Brainpop Jr. <i>username:</i> warwickel <i>password:</i> brainpop 3. Students will watch and interact with recorded lessons on Seesaw. 4. Students can complete the questions on Slide 8 in Seesaw or by printing the Map Options and Questions. 5. If you print the activity from Slide 8 you will need to take a photo of it and upload it to Seesaw for teachers to review. <p>Tasks:</p> <ol style="list-style-type: none"> 1. Log on to Seesaw and locate the Activity titled April 14 State and Community Maps 2. Click the Brainpop Jr. link, login, and watch the attached Reading Maps video 3. Listen and interact with the recorded lessons on slides 1-7 of the Seesaw activity. 4. Complete the fill in the blank question activity on slide 8. Optional PDF version to print instead is in the links above. 5. Answer questions about a Community Map using directional terms on slide 9. There will be more answers than questions so you should have some words leftover at the end. 6. Fill in the “How much help did I need?” box on slide 10 to share how you completed this activity. 7. Click the Green Check to upload to your Seesaw Journal for your teacher’s review.
Special	<p style="text-align: center;">Music https://www.cbsd.org/Page/45977</p> <p style="text-align: center;"><i>You can use the link above to find an activity planned by Mrs. Kelly for Music.</i></p>
Math Fact Fluency	<p>Overview: Fluency Practice of Addition and Subtraction Facts to 20</p> <p>Est. Time: 10 to 15 minutes</p> <p>Explanation: Students will use XtraMath App to practice math fact fluency of addition and subtraction to 20.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Log on to XtraMath https://xtramath.org (homeroom teachers provided log in information) 2. Complete the fact fluency practice until you are asked to sign out. <div style="text-align: right;">  </div>