

**Distance Learning Activities – April 15th**

**Methods of Communication:** 2 Options for Completing Work:

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

<b>Morning Check-In</b>	<p><b>Seesaw Activity Titled: Good Morning! Share Your Favorite TV Show!</b></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><b>This activity, like all the others, should be completed at a time in the day that works best with your family's schedule.</b></p>
<b>Writing</b>	<p><b>Overview:</b> Poetry Noticing: Line Breaks and White Space</p> <p><b>Est. Time:</b> 30 minutes</p> <p><b>Quick Things to Know:</b></p> <ol style="list-style-type: none"><li>1. Poems make us feel and think.</li><li>2. Poems can have many different attributes and styles.</li><li>3. Authors of any age can write a poem about any topic.</li><li>4. Line breaks and white space contribute to how a poem looks and sounds.</li></ol> <p><b>Activity Explanation:</b> Noticing author craft of line breaks and white space in poetry and applying that to our own poems.</p> <p><b>Task</b></p> <ol style="list-style-type: none"><li>1. <b>Open the Seesaw Activity: April 15 Writing: Line Breaks &amp; White Space</b></li><li>2. Watch video on Line Breaks &amp; White Space</li><li>3. Click Add Response to follow these steps:<ul style="list-style-type: none"><li>*Slide 1: Press PLAY and listen as Ms. Dougherty notices how a 1<sup>st</sup> grader revises his poem about a friend to sound and look different by changing line breaks and using the white space.</li><li>*Slide 2: Press PLAY and listen as Ms. Dougherty revises a poem written by a 1<sup>st</sup> grader.</li><li>*Slide 3: Press PLAY and listen as Ms. Dougherty models writing a poem about lima beans and notice how she revises it while paying attention to line breaks and white space.</li><li>*Slide 4: Students choose any topic to write a poem and experiment with line breaks and white space.</li><li>*Slide 5 is available if student needs more lines to write on.</li></ul></li><li>4. Click Green Check to upload to Seesaw Journal</li></ol> <p><a href="#">*Optional Printable Poetry Paper</a></p>

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<b>Word Work</b>	<p><b>Overview:</b> Practice new first grade spelling words: <b>over, old, been, use, because, first, would, slow</b></p> <p><b>Est. Time:</b> 15 minutes</p> <p><b>Explanation:</b> Practice accurately spelling the new first grade word wall words provided this week by selecting one or two different activities on the “Word Work Activities” list.</p> <p><b>Quick Things to Know:</b></p> <ol style="list-style-type: none"> <li>1. First graders will now receive 8 new words every 2 weeks. Since students are not graded for Spelling on the report card, there will not be any formal Friday Spelling Tests.</li> <li>2. If your child masters the 8 new words, consider practicing the words on the inside cover of your child’s green Word Work Homework Book or any other 1<sup>st</sup> &amp; 2<sup>nd</sup> Trimester words that have been tricky for your child.</li> <li>3. Do not choose more than 7 to 10 words to practice a day. Our memory struggles to recall more than 7 to 10 unique pieces of information at a time.</li> </ol> <p><b>Task</b></p> <ol style="list-style-type: none"> <li>1. Practice these new Word Wall Words: <b>over, old, been, use, because, first, would, slow</b></li> <li>2. Choose one or two activities from the “Word Work Activities” list.</li> <li>3. Practice spelling words accurately.</li> <li>4. Upload a photo of the activity completed to your child’s Seesaw Journal.</li> </ol>
<b>Independent Reading</b>	<p><b>Overview:</b> Participate in Reading to Self for 10-15 minutes to build reading stamina.</p> <p><b>Est. Time:</b> 15 Minutes</p> <p><b>Explanation:</b> 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><b>Things to Know</b></p> <ol style="list-style-type: none"> <li>1. Choose “just right” books to read from home. “Just right books” are books your child can read and comprehend independently. OR</li> <li>2. Use <a href="https://getepic.com">https://getepic.com</a> (Class Code: zew4315)</li> <li>3. Set a timer if your child is having difficulty maintaining focus for the entire time.</li> </ol> <p><b>Tasks</b></p> <ol style="list-style-type: none"> <li>1. Students will select a 3 to 5 “just right” books.</li> <li>2. Read independently for 10-15 minutes. Your child can whisper read (saying the words quietly aloud) or silently read.</li> <li>3. Think about your stamina: <i>How long did you read today before you felt tired or off task?</i></li> </ol> <p><b>Optional:</b> Make a <b>prediction</b> before you start reading. You can do this with a fiction or nonfiction book. Remember to read the title, look at the cover, and then take a picture walk before making your prediction. Try to use the phrase “I predict...” when sharing your prediction.</p>

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Reading Lesson

**Overview:** Students will identify the main idea of a nonfiction text.

**Est. Time:** 35 Minutes

**Explanation:** Students will practice using the title, photograph clues, and supporting details to identify the main idea of a Scholastic News article.

### Things to Know

1. Your child will use Seesaw to listen to a *Brainpop Jr.* video clip and listen to instruction.
2. Work can be completed using the **Main Idea in a Nonfiction Text** Seesaw Activity or printing “Nonfiction Main Idea Organizer.”
3. If you print...your child needs to photograph the work and then upload it to Seesaw for teachers to review.

### Tasks

1. Listen to video instruction on pages 1 – 8.
2. On page 10, use the title, photographs, and supporting details to identify a main idea.
3. On page 12, complete the graphic organizer **TIP: You may want your child to record the supporting details before determining the main idea.**
4. Listen to the review of the lesson on page 13.
5. On page 14, complete the “How much help did I need?” chart to give your teacher insight into how the lesson went at home.

Math

**Overview:** Students will complete a Calendar Math Activity and then learn about Picture Graphs and Tally Marks


**Estimated Time:** 60 minutes

**Explanation:** Students will watch videos about creating picture graphs and using tally marks to collect information then practice the newly learned skills. In the end, they will use newly learned skills to show what they learned in an Independent Practice activity.


### Things to Know:

\*Click on this [PDF](#) to take you to this **Clickable Board** (or your homeroom teacher might provide it to you.) This will also be available in the Seesaw Activity. Follow the steps on this board to take your child through today’s math lesson:

[\\*All Related Files for Lesson \(optional printing\)](#)



## For Math today, you will...



All Related Files for Optional Printing

<b>1. Complete the Calendar Math Activity in Seesaw:</b> <small>Full April 15 Math Lesson (Slides 2-5)</small>	<b>2. Picture Graph “Learn” Videos:</b> <a href="#">Video 1</a> <a href="#">Video 2</a>	<b>3. Complete “Try 1” on Slide 8 of Seesaw Activity:</b> <small>Watch this “Try” video if you need help.</small> <b>Complete “Try 2” on Slide 9 of Seesaw Activity:</b> <small>Full April 15 Math Lesson</small> <small>Watch this “Try” video if you need help.</small>	<div style="background-color: white; color: red; width: 30px; height: 30px; margin: 0 auto; line-height: 30px; text-align: center;">STOP</div> <p style="margin: 5px 0;">TAKE A BREAK</p> <p style="margin: 0;">Visit <a href="#">GoNoodle</a></p>
<b>4. Tally Marks “Learn” Videos:</b> <a href="#">Video 1</a> <a href="#">Video 2</a>	<b>5. Complete “Try 3” on Slide 13 of Seesaw Activity:</b> <small>Full April 15 Math Lesson</small> <small>Watch this “Try” video if you need help.</small> <b>Complete “Try 4” on Slide 14 of Seesaw Activity:</b> <small>Full April 15 Math Lesson</small> <small>Watch this “Try” video if you need help.</small>	<b>6. Complete the “Independent” Activity in Seesaw:</b> <small>Full April 15 Math Lesson (Slides 14-18)</small> <small>*Please allow your child to complete without help.</small>	
<b>7. Practice Your Math Fact Fluency</b>			<b>8. Optional Activities</b>

**\*Seesaw Activity Title to Complete in Seesaw:** **April 15 Math Lesson Picture Graphs and Tally Marks**

**\*PARENTS:** Follow this link to learn How to Use the Clickable Board and the Seesaw Math Activity: <https://screencast-o-matic.com/u/2b69/april8mathseesawparents>

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Special	<p><b>QUEST</b> <a href="https://www.cbsd.org/Page/45881">https://www.cbsd.org/Page/45881</a></p> <p><i>You can use the link above to find an activity planned by Mr. Sidelinker for QUEST</i></p>
Math Fact Fluency	<p><b>Overview:</b> Fluency Practice of Addition and Subtraction Facts to 20</p> <p><b>Est. Time:</b> 10 to 15 minutes</p> <p><b>Explanation:</b> Students will use XtraMath App to practice math fact fluency of addition and subtraction to 20.</p> <p><b>Tasks:</b></p> <ol style="list-style-type: none"><li>1. Log on to <b>XtraMath</b> <a href="https://xtramath.org">https://xtramath.org</a> (homeroom teachers provided log in information)</li><li>2. Complete the fact fluency practice until you are asked to sign out.</li></ol> 