

Distance Learning Activities – May 20

Methods of Communication: 2 Options for Completing Work:

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

	<p style="text-align: center;">Visit Dr. Leatherbarrow's Distance Learning Page to hear today's announcements!</p> <p style="text-align: center;">https://www.cbsd.org/Page/49332</p>
Morning Check In	<p>Seesaw Activity Titled: Favorite Recess Game</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. This activity, like all the others, should be completed at a time in the day that works best with your family's schedule.</p>
Writing	<p>Overview: Grammar Lesson: Possessive Nouns Est. Time: 30 minutes Quick Things to Know:</p> <ol style="list-style-type: none"> 1. Singular nouns name ONE person, place, thing while Plural nouns name MORE THAN ONE person, place or thing. 2. Possessive nouns name a person place or thing that owns something or has something belonging to them. <p>Activity Explanation: Applying reviewed knowledge to various activities in Seesaw.</p> <p>Task</p> <ol style="list-style-type: none"> 1. Look for Seesaw Activity: Grammar: Possessive Nouns 2. Students will watch a Brainpop video on Possessive Nouns. 3. Students will apply the new knowledge to various tasks in the Seesaw Activity on Slides 1-2. 4. Anyone who wishes to print the activities to complete at home and then upload to the Seesaw Activity please click here.
Phonics	<p>Overview: Practice reading and writing CVCe words Est. Time: 10 minutes Explanation: Practice accurately identifying and reading words that follow a CVCe pattern Quick Things to Know:</p> <ol style="list-style-type: none"> 1. When a silent e is added to the end of a CVC word, the vowel makes the long vowel sound 2. This activity will focus on CVCe words <p>Task</p> <ol style="list-style-type: none"> 1. Log on to Seesaw 2. Find the activity titled Magic E. 3. In this activity students are adding an e to the end of the word, then reading and identifying the word.

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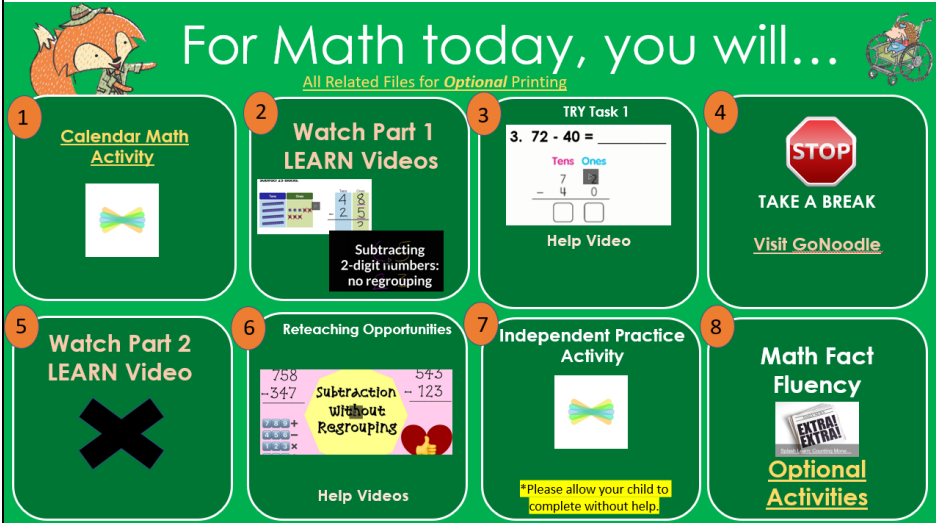
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Independent Reading	<p>Overview: Participate in Read to Self for 10 to 15 minutes (optional: Nonfiction text feature hunt).</p> <p>Est. Time: 15 Minutes</p> <p>Explanation: Students will read independently for 10 to 15 minutes.</p> <p>Things to Know</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) <p>Tasks</p> <ol style="list-style-type: none"> 1. Students will select a 3 to 5 “just right” books to read. 2. Read independently for 10-15 minutes. Your child can whisper read (saying the words quietly aloud) or silently read. <p>Optional: Students can use the document “Nonfiction Text Feature Hunt” when reading a nonfiction book, magazine, article, or website (i.e. Pebble Go) to notice and identify different nonfiction text features.</p>
Reading	<p>Overview: Students will notice nonfiction text features and then use text features to answer questions about the topic of the text.</p> <p>Est. Time: 30 Minutes</p> <p>Explanation: Students will identify and use nonfiction text features to answer questions about skin and sunburns.</p> <ol style="list-style-type: none"> 1. Your child will use the Seesaw activity Day 2 Using Nonfiction Text Features to Understand a Text to listen to instruction. 2. Work will be completed through Seesaw or your child can log into Scholastic News to complete page 4 of the March issue title <i>Don’t Mess with Dad</i>. Then your child will need to take a screenshot or photo of their work to upload on Seesaw. 3. Scholastic News Class Code: doc123 <p>Tasks</p> <ol style="list-style-type: none"> 1. Listen to video instruction on pages 1 - 7. 2. On page 8, it’s your turn to identify and use nonfiction text features to answer questions about groups of frog eggs. Students can use the caption button to listen to the questions again. 3. On page 9, listen to my final ideas. 4. On page 10, students find out how to explore the magazine and topic further. 5. On page 11, 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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Math	<p>Overview: Students will complete a lesson on Subtraction WITHOUT Regrouping</p> <p>Estimated Time: 60 minutes</p> <p>Explanation: Students will watch videos about adding with re-grouping 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.</p> <p>Things to Know:</p> <p>*Look for Seesaw Activity: Sway May 20 Math Lesson: Subtraction WITHOUT ReGrouping Learn TRY IP</p> <p>*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:</p> 
Special	<p style="text-align: center;">QUEST https://www.cbsd.org/Page/45881</p> <p style="text-align: center;">You can use the link above to find an activity planned by Mr. Sidelinker for QUEST.</p>