

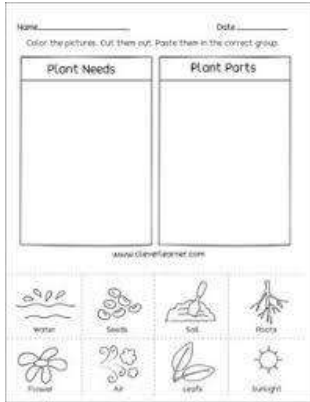
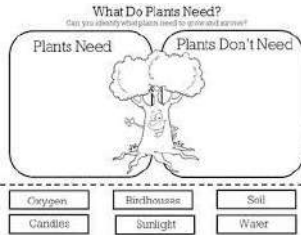
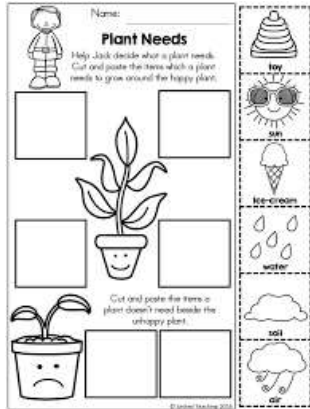
Week of March 23, 2020



Math

	Standard	HMH Lesson Number	Worksheet Attachment (this is the same as the digital resource)
Monday	<p>Students will read the time and draw a clock showing the same time and write it in digital form. Students will write a sentence and draw a picture to tell what they do at that specific time.</p> <ol style="list-style-type: none">1. Six o'clock pm2. Two o'clock am3. Four o'clock pm4. Eight o'clock am5. Eleven o'clock pm	<p>MODULE 18</p> <p>Lesson 1</p> <p>Pg 191- 192</p>	<p>https://www.youtube.com/watch?v=g6tJAY_7AL4</p>
Tuesday	<p>Students will read the time and draw a clock showing the same time and write it in digital form. Students will write a sentence to tell what they do at that specific time.</p> <ol style="list-style-type: none">1. One o'clock pm2. Nine o'clock am3. Ten o'clock am4. Seven o'clock pm5. Three o'clock pm	<p>Module 18</p> <p>Lesson 2</p> <p>Pg 193- 194</p>	<p>https://www.youtube.com/watch?v=TaFQslk37xg&t=51s</p>
Wednesday	<p>Students will read the time and draw a clock showing the same time and write it in</p>	<p>Module 18</p> <p>Lesson 3</p>	<p>https://www.youtube.com/watch?v=n_daAYx6krg</p>

	<p>digital form. Students will write a sentence to tell what they do at that specific time.</p> <ol style="list-style-type: none"> 1. Seven thirty pm 2. Three thirty am 3. One thirty pm 4. Four thirty am 5. Eight thirty pm 	Pg. 195-196	
Thursday	<p>Students will read the time and draw a clock showing the same time and write it in digital form. Students will write a sentence to tell what they do at that specific time.</p> <ol style="list-style-type: none"> 1. Two thirty pm 2. Five thirty pm 3. Nine thirty am 4. Eleven thirty am 5. Ten thirty am 	<p>Module 18</p> <p>Lesson 4</p> <p>Pg. 197-198</p>	https://www.youtube.com/watch?v=n_daAYx6krg
Friday	<p>Students will read the time and draw a clock showing the same time and write it in digital form. Students will write a sentence to tell what they do at that specific time.</p> <ol style="list-style-type: none"> 1. Five o'clock am 2. Six thirty pm 3. Twelve o'clock pm 4. Twelve thirty pm 5. Eight thirty am 		https://www.youtube.com/watch?v=n_daAYx6krg

Science

	Standard	HMH Lesson Number	Worksheet Attachment (this is the same as the digital resource)
Monday	<p>S1L1.1 can identify the basic needs of a plant</p> <p>How Plants Grow?</p> <p>SW log into Classlink and go to Discovery Education and Search - "Needs of Living Things" View this video Select K-2 & Full Video Students are to recreate the worksheet on a separate sheet of paper.</p>	<p>Unit 6</p> <p>Lesson 1</p> <p>Pgs. 185-189</p>	
Tuesday	<p>S1L1.1 can identify the basic needs of a plant</p> <p>What Do Plants Need to Grow?</p> <p>https://www.youtube.com/watch?v=gK70Y1z0oC8&t=400</p>	<p>Unit 6</p> <p>Lesson 1</p>	
Wednesday	<p>S1L1.1 can identify the basic needs of a plant</p> <p>How Do Plants Grow?</p> <p>https://www.youtube.com/watch?v=89QRrnnYPNw Students are to recreate the worksheet on a separate sheet of paper.</p>	<p>Unit 6</p> <p>Lesson 1</p>	

Thursday	<p>S1L1.1 can identify the basic needs of a plant</p> <p>What is a Plant?</p> <p>https://www.youtube.com/watch?v=qULkiDccCeY&t=1s</p> <p>Students are to recreate the worksheet on a separate sheet of paper.</p>	<p>Unit 6</p> <p>Lesson 1</p>	
Friday	<p>S1L1.1 can identify the basic needs of a plant</p> <p>Plant Needs</p> <p>https://www.youtube.com/watch?v=wmFbul-H9TQ</p> <p>Students are to recreate the worksheet on a separate sheet of paper.</p>	<p>Unit 6</p> <p>Lesson 1</p>	

Social Studies

	<p>Standard</p> <p>SS1E3 Describe how people are both producers and consumers.</p> <p>SS1E4 Explain that people earn income by working and that they</p>	<p>HMH Lesson Number</p> <p>Optional Extension</p>	<p>Worksheet Attachment (this is the same as the digital resource)</p>
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	must make choices about how much to save and spend	work: login through classlink to HMH and select Social studies in dropdown box	
Monday	<p>Unit Guided Questions</p> <ul style="list-style-type: none"> • How can you be both a consumer and a producer? • When do you have to make choices about saving and spending? • What are some different ways that we as students can earn income? <p>https://www.youtube.com/watch?v=AjTwcQYglSA</p> <p>Watch the video about money</p> <p>Discuss guided questions</p> <p>Assignment: Head a sheet of paper with first name last name and date</p> <p>1. Earning money: make a list of three ways to make money. For example #1. Lemonade stand. Have students</p>	<p>Module 10</p> <p>Topic 6 T-shirts</p>	n/a

	<p>describe each job and estimate how much money they would make.</p> <p>2. Draw a picture of each job</p>		
Tuesday	<p>Unit Guided Questions</p> <ul style="list-style-type: none"> • How can you be both a consumer and a producer? • When do you have to make choices about saving and spending? • What are some different ways that we as students can earn income? <p>Watch video and discuss how we should spend money by identifying our needs and wants. We may have a certain amount of money for spending but how can we choose what to buy?</p> <p>https://www.youtube.com/watch?v=h1z4-YiZopY</p> <p>Assignment: Pretend we are going to the store. Make a list of needs and wants. Write three- five sentences explaining your choices.</p> <p>2. Draw a picture of your trip to the store</p>	<p>Module 10</p> <p>Topic 7</p> <p>A business of their own</p>	n/a
Wednesday	<p>Unit Guided Questions</p> <ul style="list-style-type: none"> • How can you be both a consumer and a producer? • When do you have to make choices about 	<p>Module 10</p> <p>Topic 8</p> <p>Connections</p>	n/a

	<p>saving and spending?</p> <ul style="list-style-type: none"> • What are some different ways that we as students can earn income? <p>https://www.youtube.com/watch?v=-k-nKtQ2Baw</p> <p>Watch the video and discuss guided questions</p> <p>Assignment- Head paper with first and last name and today's date.</p> <ol style="list-style-type: none"> 1. When I grow up.... Have students write 5 sentences about the job they would like to have when they grow up. How will they be producers and consumers? How will they earn money? 		
Thursday	<p>Unit Guided Questions</p> <ul style="list-style-type: none"> • How can you be both a consumer and a producer? • When do you have to make choices about saving and spending? • What are some different ways that we as students can earn income? <p>https://www.youtube.com/watch?v=jt2q1cHsH6E</p> <p>Watch the video and discuss guided questions.</p>	<p>Module 10</p> <p>Topic 9</p> <p>Goods and Services activity</p>	n/a

	<p>Assignment: Head paper with first and last name and today's date.</p> <p>Have students select two helpers from the video and draw a venn diagram comparing how they are producers and consumers as well as what their job duties are and what they may do with their income</p>		
Friday	<p>Unit Guided Questions</p> <ul style="list-style-type: none"> • How can you be both a consumer and a producer? • When do you have to make choices about saving and spending? • What are some different ways that we as students can earn income? <p>Needs and Wants Kahoot https://create.kahoot.it/details/needs-and-wants/52809082-f856-4fad-9ec0-7b1203348898</p> <p>Have students play the computer in a Needs and Wants Kahoot.</p>	<p>Module 10</p> <p>Topic 10</p> <p>Citizenship Feature Working to Help Others</p>	n/a

Reading/Phonics

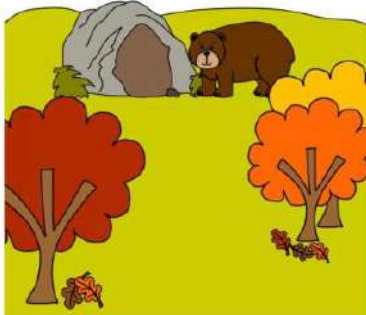
Please allow your child to read to you or listen to you read 15 minutes each day

	<p>Standard</p> <p>Reading:</p> <p>RL4</p> <ul style="list-style-type: none"> ● I can identify words and phrases in stories or poems that suggest feelings. ● I can identify words or phrases in stories or poems that appeal to the senses. <p>RL5</p> <ul style="list-style-type: none"> ● I can identify a text that tells a story. ● I can identify a text that gives information. <p>RL6</p> <ul style="list-style-type: none"> ● I can identify who is telling the story at various points in a text. 	<p>Early Literacy Model Lesson #</p>	<p>Worksheet Attachment (taken from the ELM digital platform)</p>
<p>Monday</p>	<p>SW watch Five Senses Review Video Quiz</p> <p>https://www.youtube.com/watch?v=bMybpK7j8MM</p> <p>SW write the word “SPRING” in an acrostic poem format(An acrostic is a poem in which the first letter of each line spells out a word, message or the alphabet) thinking about the 5 senses of spring.</p> <p>Acoustic Poem Example:</p>	<p>Unit 10</p> <p>Lesson 2 Day 3</p>	<p>Worksheet available at Wesley Lakes for pick up.</p> <p>Unit 10 Lesson 2 Day 3 page 261 Review</p>

FALL Acrostic Poem

By Leanne Guenther

Farmers bring in the harvest from the land.
Animals prepare for the winter chill.
Leaves fall from the trees - floating
Lightly to the ground.



Five Senses Example:

Name: _____

In Spring...

I see _____

I hear _____

I touch _____

I smell _____

I taste _____

I Love Spring !

Tuesday

SW listen to read aloud a mentor text that contains sensory phrases such as Abuela by Arthur

Dorros(<https://www.youtube.com/watch?v=zh-nQxOhrPO>)

TWICE. SW identify and write sensory phrases and/or words from the story.

Example of Sensory Words:
<https://34kiwis.files.wordpress>.

Unit 10
Lesson 2
Day 4

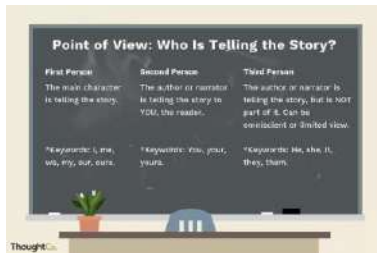
Worksheet available at Wesley Lakes for pick up. Review long and short vowels

Write 10 sentences using the following words

1. pin, pine
2. stem, steam
3. hop, hope
4. cut, cute
5. clock, cloak

	com/2013/09/sensory-word-list.pdf		
Wednesday	<p>SW review The Five Senses Video: https://www.youtube.com/watch?v=q1xNuU7gaAQ</p> <p>Afterwards, SW complete their own 5 Senses Poem on a topic of their choice on a notebook piece of paper using the template link below.</p> <p>https://www.education.com/download/lesson-plan/sensory-language-writing-a-five-senses-poem/attachments/file_1202388.pdf</p>	Unit 10 Lesson 3 Day 1	<p>Worksheet available at Wesley Lakes for pick up.</p> <p>Reading Passages</p> <p>Long u</p> <p>“June and the Flute”</p> <p>“Sisters”</p>
Thursday	<p>SW watch Point of View review Videos:</p> <p>https://www.youtube.com/watch?v=qSqN25dpPig</p> <p>&</p> <p>https://www.youtube.com/watch?v=zTjifteJUrU&t=125s</p>	Unit 10 Lesson 3 Day 2	<p>Worksheet available at Wesley Lakes for pick up.</p> <p>Reading Passage</p> <p>Long u</p> <p>“The Cruise” and</p> <p>I Can Write words Worksheets</p>

PARENT RESOURCE to Review with Student:



SW simply create a 3 frame comic strip(PLEASE SEE BELOW) that explains different characters' point of view. Please use **Parent Resource** above to review the pronouns to be used.

3 FRAME COMIC STRIP Example:



Friday

SW listen to the original The Princess and the Pea

<https://www.youtube.com/watch?v=ZJOEKqAECPS>

&

The Very Smart Pea and the Princess-to-be

<https://www.youtube.com/watch?v=yPA7ukAk44>

Unit 10
Lesson 3
Day 3


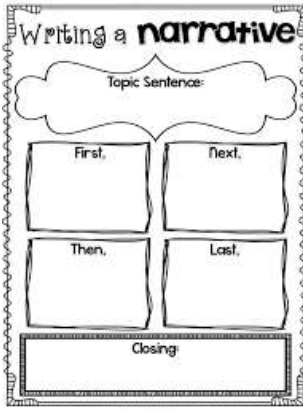
Worksheet available at Wesley Lakes for pick up.


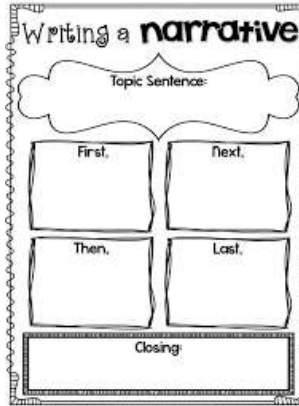

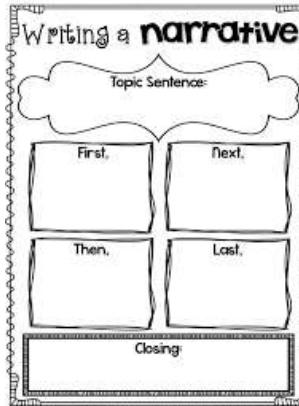
Phonic Guided Practice Unit
10 Lesson 3 Day 3 page
263-264


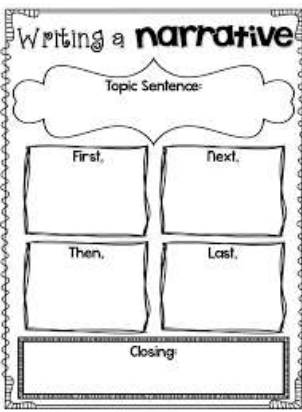
	<p><u>The Very Smart Pea and the Princess-to-be</u>>>This book tells the story of <u>The Princess and the Pea</u>, as told by the pea! The pea explains the part it played in helping the prince find a princess. In order to fully appreciate this story, students must be familiar with the original fairy tale(above).</p>		
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Writing

Please allow your child to read to you or listen to you read 15 minutes each day

	<p style="text-align: center;">Standard</p> <p style="text-align: center;">ELAGSE1W3: I can write narratives that recall two or more sequenced events.</p>	<p style="text-align: center;">Anchor Charts</p>	<p style="text-align: center;">Worksheet Attachment (taken from the ELM digital platform)</p>
<p style="text-align: center;">Monday</p>	<p>Students will write small narratives or personal stories on a given topic. Remind them about 5 star sentences (anchor chart for reference). They need to include a topic sentence, what happens first, next then and last. Don't forget a closing! After you complete your writing with lots of details, remember to draw a REALISTIC picture to match!</p>		

	<p>Topic: Tell me about a time you made a really big mess.</p>		
Tuesday	<p>Students will write small narratives or personal stories on a given topic. Remind them about 5 star sentences (anchor chart for reference). They need to include a topic sentence, what happens first, next then and last. Don't forget a closing! After you complete your writing with lots of details, remember to draw a REALISTIC picture to match!</p> <p>Topic: Tell me about a time you played a trick on someone.</p>		
Wednesday	<p>Students will write small narratives or personal stories on a given topic. Remind them about 5 star sentences (anchor chart for reference). They need to include a topic sentence, what happens first, next then and last. Don't forget a closing! After you complete your writing with lots of details, remember to draw a REALISTIC picture to match!</p> <p>Topic: Tell me about a time when you tried a new food and did not like it.</p>		

<p>Thursday</p>	<p>Students will write small narratives or personal stories on a given topic. Remind them about 5 star sentences (anchor chart for reference). They need to include a topic sentence, what happens first, next then and last. Don't forget a closing! After you complete your writing with lots of details, remember to draw a REALISTIC picture to match!</p> <p>Topic: Tell me a story about a talking dinosaur.</p>		
<p>Friday</p>	<p>Students will write small narratives or personal stories on a given topic. Remind them about 5 star sentences (anchor chart for reference). They need to include a topic sentence, what happens first, next then and last. Don't forget a closing! After you complete your writing with lots of details, remember to draw a REALISTIC picture to match!</p> <p>Topic: FREE WRITE FRIDAY!!! Students may choose a narrative topic of their choice to write about.</p>	