

Week of March 30, 2020

**Math**

	<b>Standard</b>	<b>HMH Lesson Number</b>	<b>Worksheet Attachment (this is the same as the digital resource)</b>										
<b>Monday</b>	<p>Students will draw the following numbers using tens and one cubes. Then they will write 5 number sentences comparing the numbers using <math>&lt;</math>, <math>&gt;</math>, or <math>=</math> symbol and explain. (EX. <math>17 &lt; 35</math>, 17 is less than 35 because 17 have 1 ten and 35 has 3 tens)</p> <table border="1"> <tr><td>17</td><td>20</td></tr> <tr><td>35</td><td>12</td></tr> <tr><td>86</td><td>76</td></tr> <tr><td>44</td><td>93</td></tr> <tr><td>39</td><td>58</td></tr> </table>	17	20	35	12	86	76	44	93	39	58		<p>Place value/tens and ones video</p> <p><a href="https://www.youtube.com/watch?v=dHu5TFxPtk">https://www.youtube.com/watch?v=dHu5TFxPtk</a></p> <p>Greater than/less than video</p> <p><a href="https://www.youtube.com/watch?v=ka9zbPcqXBI">https://www.youtube.com/watch?v=ka9zbPcqXBI</a></p>
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35	12												
86	76												
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<b>Tuesday</b>	<p>Students will draw the following numbers using tens and one cubes. Then they will write 5 number sentences comparing the numbers using <math>&lt;</math>, <math>&gt;</math>, or <math>=</math> symbol and explain. (EX. <math>17 &lt; 35</math>, 17 is less than 35 because 17 have 1 ten and 35 has 3 tens)</p> <table border="1"> <tr><td>34</td><td>47</td></tr> <tr><td>14</td><td>10</td></tr> <tr><td>8</td><td>39</td></tr> </table>	34	47	14	10	8	39		<p>Place value/tens and ones video</p> <p><a href="https://www.youtube.com/watch?v=1F3AycEDksY">https://www.youtube.com/watch?v=1F3AycEDksY</a></p> <p>Greater than/less than video</p> <p><a href="https://www.youtube.com/watch?v=SIIR3UjG-zl">https://www.youtube.com/watch?v=SIIR3UjG-zl</a></p>				
34	47												
14	10												
8	39												

	<table border="1"> <tr> <td>21</td> <td>18</td> </tr> <tr> <td>63</td> <td>26</td> </tr> </table>	21	18	63	26								
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28	15												
55	67												
40	96												
78	36												
84	80												
<b>Friday</b>	<p>Students will look around the house or take a walk and use the mailbox numbers to make 2-digit nubers and find 5-two</p>		<a href="https://www.youtube.com/watch?v=Ldz0POzBoU">https://www.youtube.com/watch?v=Ldz0POzBoU</a>										

	digit numbers and draw them using ones and tens cubes. (They can even cut numbers out of newspapers an ads and glue them to a piece of paper )		
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### Science

	<b>Standard</b>	<b>HMH Lesson Number</b>	<b>Worksheet Attachment (this is the same as the digital resource)</b>				
	<p>S1L1.b</p> <p>Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter)</p>						
<b>Monday</b>	<p>This week students will learn about living and nonliving things. We will also compare/contrast the needs of plants and animals.</p> <p>We will begin by learning the difference between living and non-living things.</p> <p>SW go to: <a href="http://www.nearpod.com">www.nearpod.com</a></p> <p>Enter code: KNLBF</p> <p>Title: Living and Non-living Things</p> <p>Join Session</p> <p>Once Nearpod is complete, students should copy the T-chart onto a separate sheet of paper to have as a reference.</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">LIVING</th> <th style="text-align: center;">NON-LIVING</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Grows and changes</li> <li>• Moves on its own</li> <li>• Reproduces (has babies or makes seeds)</li> <li>• Needs water, food, and air</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Does not grow</li> <li>• Does not move on its own</li> <li>• Does not reproduce</li> <li>• Does not need water, food or air</li> </ul> </td> </tr> </tbody> </table>	LIVING	NON-LIVING	<ul style="list-style-type: none"> <li>• Grows and changes</li> <li>• Moves on its own</li> <li>• Reproduces (has babies or makes seeds)</li> <li>• Needs water, food, and air</li> </ul>	<ul style="list-style-type: none"> <li>• Does not grow</li> <li>• Does not move on its own</li> <li>• Does not reproduce</li> <li>• Does not need water, food or air</li> </ul>
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<b>Tuesday</b>	<p>We will continue learning the difference between living and non-living things.</p> <p>Students should find something <b>living</b> in his/her house or backyard. Students should explain by writing why they believe the object they've found is</p>		<b>Student Product</b>				

	<p><u>living</u>. Be sure to draw a picture of the object and label.</p>										
<p><b>Wednesday</b></p>	<p>We will continue learning the difference between living and non-living things.</p> <p>Students should find something <u>non-living</u> in his/her house or backyard. Students should explain by writing why they believe the object they've found is <u>non-living</u>. Be sure to draw a picture of the object and label.</p>		<p><b>Student Product</b></p>								
<p><b>Thursday</b></p>	<p>We will focus on living things and discover what living things need to survive.</p> <p>SW go to Classlink and go to Discovery Education</p> <p>Search: What Do Living Things Need?</p> <p>Select K-2</p> <p>Select Full Video</p> <p>Once video ends, students will discuss what they've learned and complete the assignment on a separate sheet of paper. Draw the T-chart and draw and color the pictures in the column that they belong in.</p>		<p>The worksheet is titled "LIVING or NON-LIVING" and includes the instruction "Cut, sort, and paste." It features a T-chart with two columns: "LIVING" and "NON-LIVING". Below the T-chart is a grid of 12 icons: a tree, a potted plant, a hammer, a person, a window, a cow, a banana, a dog, a plate of food, and a cloud.</p>								
<p><b>Friday</b></p>	<p>We will focus on living things and discover what living things need to survive.</p> <p>SW go to Classlink and go to Discovery Education</p> <p>Search: Living and Nonliving Things</p> <p>Select K-2</p> <p>Select Full Video</p> <p>Once video ends, students will discuss what they've learned and complete the</p>		<p>The worksheet is titled "LIVING or NON-LIVING" and includes the instruction "Cut, sort, and paste." It features a T-chart with two columns: "LIVING" and "NON-LIVING". Below the T-chart is a grid of 2 icons: a cat and a lamp. At the bottom of the worksheet is a classification key:</p> <table border="1"> <tr> <td>Grows and changes</td> <td>Doesn't move</td> <td>Moves</td> <td>Has needs</td> </tr> <tr> <td>Does not grow</td> <td>Doesn't reproduce</td> <td>Reproduces</td> <td>Doesn't have needs</td> </tr> </table>	Grows and changes	Doesn't move	Moves	Has needs	Does not grow	Doesn't reproduce	Reproduces	Doesn't have needs
Grows and changes	Doesn't move	Moves	Has needs								
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	assignment on a separate sheet of paper. Draw the T-chart and write the words or phrases in the correct column.		
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### Social Studies

	<b>Standard</b>	<b>HMH Lesson Number</b>	<b>Worksheet Attachment (this is the same as the digital resource)</b>
	SS1E3 Describe how people are both producers and consumers. SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend	Optional Extension work: login through classlink to HMH and select Social studies in dropdown box	
<b>Monday</b>	Unit Guided Questions <ul style="list-style-type: none"> <li>● How can you be both a consumer and a producer?</li> <li>● When do you have to make choices about saving and spending?</li> <li>● What are some different ways that we as students</li> </ul>	HMH Magazine 10 Topic 11 Recall and Retell	N/A

	<p style="text-align: center;"><b>can earn income</b></p> <p>Begin by re-watching the video below and discuss the guided questions</p> <p><a href="https://www.youtube.com/watch?v=-k-nKtQ2Baw">https://www.youtube.com/watch?v=-k-nKtQ2Baw</a></p> <p>Have students begin by making a list of 5 everyday needs and 5 things they want</p> <p>Students should pick one item from their want list. How much is it (best guess) and how will I earn money to save for it?</p> <p>After, discuss if the student still wants that item after coming up with their plan to save for it.</p>		
<p style="text-align: center;"><b>Tuesday</b></p>	<p><b>Unit Guided Questions</b></p> <ul style="list-style-type: none"> <li>● How can you be both a consumer and a producer?</li> <li>● When do you have to make choices about saving and spending?</li> <li>● What are some different ways that we as students can earn income</li> </ul> <p>Needs and Wants scavenger hunt</p> <p>Begin by finding an old newspaper, magazine or even an online printout. Make a big circle and label it "Needs", go through the magazines,</p>	<p style="text-align: center;">HMH</p> <p style="text-align: center;">Magazine 10</p> <p style="text-align: center;">Topic 12</p> <p style="text-align: center;">Chart and Graph Skill</p>	<p style="text-align: center;">N/A</p>

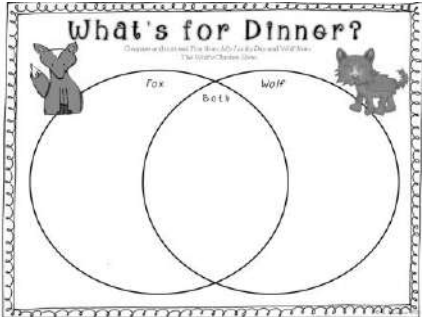
	<p>newspapers etc and cut and paste at least 5 items you think you need. Repeat for Wants in their own circle</p>		
<b>Wednesday</b>	<p><b>Unit Guided Questions</b></p> <ul style="list-style-type: none"> <li>• How can you be both a consumer and a producer?</li> <li>• When do you have to make choices about saving and spending?</li> <li>• What are some different ways that we as students can earn income</li> </ul> <p>Click the link to go to Nearpod.com</p> <p><a href="https://nearpod.com/library/preview/needs-and-wants-L32679263">https://nearpod.com/library/preview/needs-and-wants-L32679263</a></p> <p>The lesson is called Needs and Wants by Stephanie Froemming, its has 49 slides Select student-paced and enter code JTQNB</p>	<p>HMH Magazine Topic 13 Critical Thinking Skill</p>	N/A
<b>Thursday</b>	<p><b>Unit Guided Questions</b></p> <ul style="list-style-type: none"> <li>• How can you be both a consumer and a producer?</li> <li>• When do you have to make choices about saving and spending?</li> <li>• What are some different ways that we as students can earn income</li> </ul>	<p>HMH Magazine 10 Pick a Topic to review</p>	N/A

	<p>Go to Nearpod.com or follow the link <a href="https://nearpod.com/library/preview/spending-and-saving-1-L42760859">https://nearpod.com/library/preview/spending-and-saving-1-L42760859</a></p> <p>The lesson is titled Spending and Saving and is 10 slides</p> <p>Select student paced and enter code LYWEA</p>		
<b>Friday</b>	<p><b>Unit Guided Questions</b></p> <ul style="list-style-type: none"> <li>• How can you be both a consumer and a producer?</li> <li>• When do you have to make choices about saving and spending?</li> <li>• What are some different ways that we as students can earn income</li> </ul> <p>Have students play Producers and Consumer quiz on Kahoot <a href="https://create.kahoot.it/details/consumers-and-producers/986f1a71-3dd4-4367-b715-8df9d629ce59">https://create.kahoot.it/details/consumers-and-producers/986f1a71-3dd4-4367-b715-8df9d629ce59</a></p>	<p>HMH</p> <p>Magazine 10</p> <p>Pick a Topic to Review</p>	N/A

### Reading

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




	<p style="text-align: center;"><b>Standard</b></p> <p style="text-align: center;">RL7</p> <ul style="list-style-type: none"> <li>● I can use illustrations in a story to describe its characters, setting, or events.</li> <li>● I can use details in a story to describe its characters, setting, or events. .</li> </ul> <p style="text-align: center;">RL9</p> <ul style="list-style-type: none"> <li>● I can identify characters in stories.</li> <li>● I can identify adventures and experiences in stories.</li> <li>● I can determine similarities in the adventures and experiences of characters in stories.</li> <li>● I can determine differences in the adventures and experiences of characters in stories.</li> </ul>	<p style="text-align: center;"><b>Early Literacy Mode 1 Lesson #</b></p>	<p style="text-align: center;"><b>Worksheet Attachment (taken from the ELM digital platform)</b></p>
<p><b>Monday</b></p>	<p>Today the focus is on comparing and contrasting stories. SW listen to the stories “My Lucky Day(<a href="https://www.youtube.com/watch?v=vdEyveo4iBY">https://www.youtube.com/watch?v=vdEyveo4iBY</a>)” &amp; “The Wolf’s Chicken Stew to Share(<a href="https://www.youtube.com/watch?v=ZSWEHwD377c">https://www.youtube.com/watch?v=ZSWEHwD377c</a>)”</p> <p>SW then recreate and complete the Venn Diagram(See Below).</p> 		<p>PDF of worksheet</p>

<p><b>Tuesday</b></p>	<p>Today the focus will be a short discussion with your child of how characters can change from the beginning to the end of a story.</p> <p>SW listen to the story “Julius, Baby of the World(<a href="https://www.youtube.com/watch?v=LYwvKhx_fo">https://www.youtube.com/watch?v=LYwvKhx_fo</a>).”</p> <p>SW then make a chart of how Lilly felt in the beginning about her baby brother(left side of the paper). Then a chart on how she felt about him at the end(on the right side of the paper). In the middle of the chart write why she changed.</p>	<p>PDF of worksheet</p>
<p><b>Wednesday</b></p>	<p>Today the focus will be comparing &amp; contrasting stories. The practice will be using illustrations in a story to describe its characters, setting, or events.</p> <p>SW listen to the stories The Boy Who Cried Wolf by B.G. Hennessy(<a href="https://www.youtube.com/watch?v=QFD4KoyXuu8">https://www.youtube.com/watch?v=QFD4KoyXuu8</a>) &amp; The Boy Who Cried Bigfoot! by Scott Magoon(<a href="https://www.youtube.com/watch?v=DJLBy7htbgY&amp;t=39s">https://www.youtube.com/watch?v=DJLBy7htbgY&amp;t=39s</a>).</p> <p>Please ask and discuss with your student what were some similarities and differences of the two stories.</p>	<p>PDF of worksheet</p>

SW complete the worksheet(see below) and write the details they notice from the picture using complete sentences.

Name: \_\_\_\_\_ RL.7

### USING ILLUSTRATIONS



What details do you notice in this illustration?


**Thursday**

Today the focus will be comparing & contrasting stories. The practice will be using illustrations in a story to describe its characters, setting, or events.

Jack and the Beanstalk - Trust Me, Jack's

Beanstalk Stinks by Eric Braun (<https://www.youtube.com/watch?v=eSvX6CDgJtQ>) & Jack and the Beanstalk(<https://www.youtube.com/watch?v=4IkRJHJsnoE>).

Please ask and discuss with your student what were some

PDF of worksheet

similarities and differences of the two stories.

SW complete the worksheet(see below) and write the details they notice from the picture using complete sentences.

Name: \_\_\_\_\_

RL.7

## USING ILLUSTRATIONS



What details do you notice in this illustration?


**Friday**

Today the focus will be comparing & contrasting in a story. The practice will be using illustrations in a story to describe its characters, setting, or events.

SW listen to the similarities and the differences in the story *Tops and Bottoms* By Janet Stevens(<https://www.youtube.com/watch?v=sm5nAcqWmJU>).

Please ask and discuss with your student what were some


PDF of worksheet

similarities and differences of the story.

SW complete the worksheet(see below) and write the details they notice from the picture using complete sentences.

Name: \_\_\_\_\_ RL.7

**USING ILLUSTRATIONS**



What details do you notice in this illustration?


### Phonics

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

	Standard	Early Literacy Model Lesson #	Worksheet Attachment (taken from the ELM digital platform)
<b>Monday</b>	RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Unit 10 Lesson 1 Day 2 <a href="https://www.youtube.com/watch?v=2BCyvxzdWxE">https://www.youtube.com/watch?v=2BCyvxzdWxE</a>	No PDF of worksheet  Review /long i/


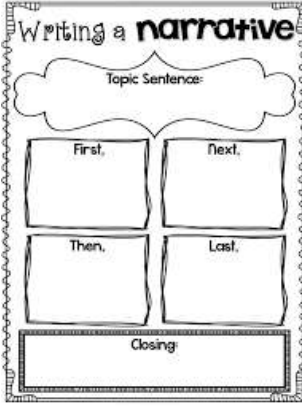

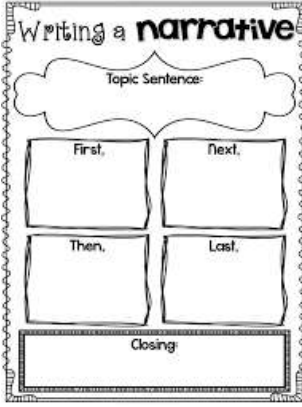
	<p>RF.1.3.B Decode regularly spelled one-syllable words.</p> <p>**RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RR.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.</p>		<p>Write 5 sentences using the long i words listed below.</p> <p>fry fried try tried</p> <p>pine hide</p>
<b>Tuesday</b>	<p>**RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>Unit 10 Lesson 1 Day 4</p>	<p>No PDF of worksheet</p> <p>Review /long i/</p> <p>Decodable 106</p> <p>Informal assessment e-activities and e-games</p>
<b>Wednesday</b>	<p>**RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>Unit 10 Lesson 1 Day 5</p> <p><b><u>STOP the video after the /i/ sound. It will go on to long e.</u></b></p> <p><a href="https://www.youtube.com/watch?v=dBoSzOCbN2c">https://www.youtube.com/watch?v=dBoSzOCbN2c</a></p>	<p>No PDF of worksheet</p> <p>Write 5 sentences using the long i words listed below.</p> <p>High right bright frightened (Optional)</p> <p>Lesson Review Long i/.</p>
<b>Thursday</b>	<p>**RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>Unit 10 Lesson 2 Day 1</p> <p><a href="https://www.youtube.com/watch?v=NZHn2UhrLZM">https://www.youtube.com/watch?v=NZHn2UhrLZM</a></p>	<p>No PDF of worksheet</p> <p>Reviewing Long /o/</p> <p><b>Developing Oral Language (section)</b></p> <p>Complete the sentences using the words</p> <p>Review /long o/on a sheet of paper <b>(Optional)</b></p>
<b>Friday</b>	<p>**RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>Unit 10 Lesson 2 Day 2</p>	<p>No PDF of worksheet</p>

		<a href="https://www.youtube.com/watch?v=vjj_eK5fAt8">https://www.youtube.com/watch?v=vjj_eK5fAt8</a>  S Top video after long o	Review /long o/
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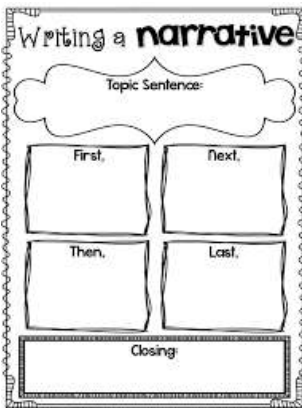

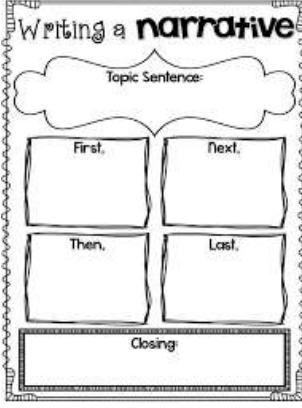
### Writing

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

	<b>Standard</b>  ELAGSE1W3: I can write narratives that recall two or more sequenced events.	<b>Anchor Charts/</b>  <b>Supporting Materials</b>	<b>Worksheet Attachment</b>
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<p><b>Monday</b></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: If you could have any superpower, what would it be? How would you use it? What would your superhero name be?</p>		
<p><b>Tuesday</b></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: Write a story about your best friend. What is he or she like? What is his or her favorite toy?</p>		



<p><b>Wednesday</b></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: Write about a time you got to stay up late. What did you do with that extra time?</p>		
<p><b>Thursday</b></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: Write a story about your grandparents. What is your favorite thing to do with them? Do they live nearby?</p>		

**Friday**

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!

Topic: FREE WRITE FRIDAY!!! Students may choose a narrative topic of their choice to write about.



Writing a **narrative**

Topic Sentence:

First,	Next,
Then,	Last,
Closing:	