



SBCE TeleSchool: First Grade

Dates: May 4 – 8, 2020

- Each day spend 30 minutes on literacy learning and 30 minutes on math learning.
- Must Do tasks should be completed before moving on to the May Do tasks of your choosing if there is time.
- Keep any paper tasks for this week together.
- Check off tasks as you complete them and get a parent/guardian signature at the end of each week.
- Additional information and resources can be found on our SBCE TeleSchool page at <https://www.fultonschools.org/domain/6836>.

Parent/Guardian(s): I certify that my child completed 30 minutes of literacy learning and 30 minutes of math learning daily. We have checked off the tasks completed and attached completed assignments to this page. I understand that my child is expected to complete graded assignments within 2 weeks of returning to normal school operations.

Parent/Guardian Signature: _____

LITERACY MAY DO: for all levels

- IREAD or IReady Reading
- Read a book of your choice
- Make a card or write a letter to healthcare workers. You can drop off the card or letter in the basket at the front doors of SBCE.

MATH MAY DO: for all levels

- iREADY

***All Areas that have green lettering/ are underlined are clickable (hyperlinks).

LITERACY- ON Level

MUST DO

Standard of the week:
ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Day 1

Go to join.nearpod.com
Type the code:
LCBKR

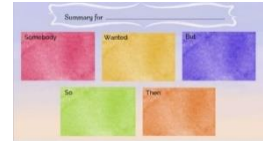
*To play the matching game at the end, click on "somebody" then click who was the somebody in the story. If you are correct, it will make a match. Then do the same with "wanted, but, so, then".

Day 2

Watch this video for the book Stellaluna.
[Stellaluna Read Aloud](https://bit.ly/2VHJY00)
<https://bit.ly/2VHJY00>

Go to [Classlink](#):
Click on [SeeSaw](#).

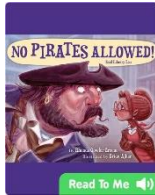
Fill out the "Somebody Wanted But So Then" sheet on [SeeSaw](#).



*You can always use the text feature to add text instead of writing with the pen.

Day 3

Go to [Getepic](#)
Read the story: No Pirates Allowed



Go to [Classlink](#):
Click on [SeeSaw](#).
Fill out the "Somebody Wanted But So Then" sheet on [SeeSaw](#).

Summarize the story...

Somebody	_____
Wanted	_____
But	_____
So	_____
Then	_____

Day 4

Go to [Getepic](#)
Read the story: Splat the Cat



Go to [Classlink](#):
Click on [SeeSaw](#).
Fill out the "Somebody Wanted But So Then" sheet on [SeeSaw](#).

Summarizing	
Somebody Who is the main character or person?	
Wanted What did the character or person want?	
But What was the problem?	
So How did the character or person try to solve the problem?	
Then What was the resolution or solution? How did the story end?	

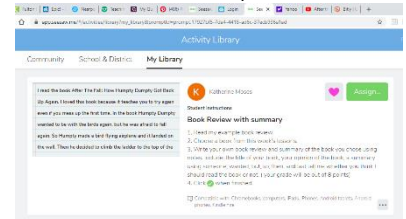
**Assignment will be taken as a grade. One point for each box- 5 points total.

Day 5

Watch this video: [After the Fall How Humpty Dumpty got Back Up Again](#)
<https://bit.ly/2XX8Rbs>

Go to [Classlink](#):
Click on [SeeSaw](#).

Write your own book review including a summary.



**Assignment will be taken as a grade.

LITERACY- Advanced Level

MUST DO

Standard of the week:

ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central or lesson.

**For SeeSaw, please note you can use the text feature instead of using the pen to write.

Day 1

Go to join.nearpod.com

Type the code:

LCBKR

*To play the matching game at the end, click on "somebody" then click who was the somebody in the story. If you are correct, it will make a match. Then do the same with "wanted, but, so, then".

Day 2

Go to Getepic

*Your teacher can provide your class code.

Read the story "I Need My Monster"



Go to Classlink:

Click on SeeSaw.

Fill out the "Somebody Wanted But So Then" sheet on SeeSaw.

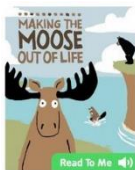


*You can always use the text feature to add text instead of writing with the pen.

Day 3

Go to Getepic

Read the story "Making the Moose Out of Life"



Go to Classlink:

Click on SeeSaw.

Fill out the "Somebody Wanted But So Then" sheet on SeeSaw.

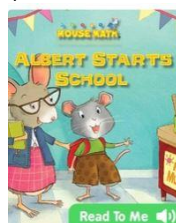
Summarizing	
Somebody Who was the main character or person?	
Wanted What did the character or person want?	
But What was the problem?	
So How did the character or person try to solve the problem?	
Then What was the resolution or outcome? How did the story end?	

** Assignment will be taken as a grade. One point for each box- 5 points total.

Day 4

Go to Getepic

Read the story "Albert Starts School"



**Quiz at the end of this book is optional. click "Finish Book" for your progress to be counted.

Assessment:

Your teacher will provide a quiz code for this book. Please take this quiz instead of the one at the end of the book.

**Quiz will be taken as a grade.

Day 5

Go to Classlink:

Click on SeeSaw.

Read the story: "The Garden"



Fill out the template attached to the story: Draw a picture of a plant you've grown or one you WISH you could grow.



After drawing a picture of your plant, use your text tool to write 2 sentences about which plant you grew/ wish you could grow.

LITERACY- Accelerated Level

MUST DO

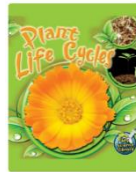
In first grade we do a science unit about the life cycle of a plant. This week we will read some informational books about plants, focusing on the main idea and supporting details as we read.

Learning standards this week:

- *Ask questions to compare and contrast the basic needs of plants and animals.
- *Obtain, evaluate, and communicate information about the basic needs of plants and animals.
- *Develop models to identify the parts of a plant - root, stem, leaf, and flower.
- *Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Day 1

1. Go to Brain Pop Jr. and watch the video, "Plant Life Cycle."
2. When you are finished watching the video, take the hard quiz.
3. Go to Epic Reading and read the book that has been assigned to you, *Plant Life Cycles*. After reading this book take the quiz. This quiz is found at the end of the book - click a blue button that says, "Start Quiz."



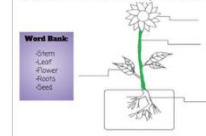
4. In SeeSaw, do the lesson for Monday, 5/4 - "Plant Needs."



Day 2

1. Go to Brain Pop Jr. and watch the video, "Parts of a Plant."
2. When you are finished watching the video, take the hard quiz.
3. In SeeSaw, do the lesson for Tuesday, 5/5 - "Parts of a Plant."

Directions: Use the label tool to label the parts of the flower.

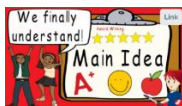


4. Go to Epic Reading and read the book that has been assigned to you, *Plants We Wear*. After reading this book take the quiz. This quiz is found at the end of the book - click a blue button that says, "Start Quiz."



Day 3

1. In SeeSaw, do the lesson for Wednesday, 5/6 - "Healing Plants Main Idea and Details." You will be watching a video about how to identify the main idea and supporting details of an informational text.



2. As part of this lesson you will also need to go to Epic Reading and read the book that has been assigned to you, *Healing Plants*.



3. For the final part of this lesson you will fill out this template. Be sure to upload it to your SeeSaw journal. **A grade will be taken.**

Day 4

1. In SeeSaw, do the lesson for Wednesday, 5/7 - "Poisonous Plants Main Idea and Details." You will be watching another video about how to identify the main idea and supporting details of an informational text.



2. As part of this lesson you will also need to go Epic Reading and read the book that has been assigned to you, *Poisonous Plants*.



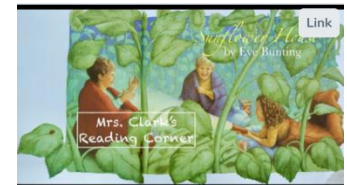
3. For the final part of this lesson you will fill out this template. Be sure to upload it to your SeeSaw journal. **A grade will be taken.**

Day 5

1. In SeeSaw, do the lesson for Friday, 5/8 - "Plants Vs. Animals." Be sure to upload your work to your SeeSaw journal.



2. In SeeSaw, do the second lesson for Friday, 5/8 Friday - "Sunflower House."



Math - ON Level

MUST DO

Standard of the week:
MGSE1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions,

IXL:

<https://www.ixl.com/signin/statebridge>

Classlink:

<https://launchpad.classlink.com/fcs>

Day 1

Go to [Nearpod](#)

Use code:

YWDPVH

*Watch the video and then complete both "draw it" pages.

Day 2

Go to [Classlink](#)

Click on Brainpop Jr.

Watch the video: Solving Word Problems.



Complete the activity shown below in Seesaw

Draw a picture and write an equation to solve the word problem.

14 butterflies were in the garden. 5 butterflies were orange, and the rest were yellow. How many butterflies were yellow?

Equation:

Picture:

Day 3

1. Watch this [video](#)

<https://safeYouTube.net/w/F53>

2. Go to [IXL](#)

Complete D.7

[Addition sentences for word problems - sums up to 10](#)

3. Go to [Classlink](#)

Click on Seesaw Complete the activity shown below in Seesaw.

Show your work using objects, drawings, and equations with a symbol for the unknown number to represent the problem below.

A pet store had 20 fish in a tank. The owner sold some fish and now there were 12 fish in the tank. How many fish did the pet store sell?

A teacher bought 20 pencils for her class. One week later some pencils were missing. 14 pencils were left. How many pencils were missing?

10 birds sat in a tree. A cat climbed the tree and some birds flew away. 3 birds stayed in the tree. How many birds flew away?

14 children were at the playground. All one club and some children went home for lunch. 7 children stayed at the playground. How many children went home for lunch?

Day 4

1. Watch the [video](#)

<https://safeYouTube.net/w/fJ38>

2. Go to [IXL](#)

Complete H.7

[Subtraction word problems - up to 10](#)

3. Go to [Classlink](#)

Click on Seesaw Complete the activity shown below in Seesaw.

Show your work using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Dad cooked 3 large pizzas. Then he cooked 6 small pizzas. How many pizzas did dad cook in all?

6 trains pull into the train station. 7 more trains arrive. How many trains are at the train station?

A monkey eats 4 bananas for breakfast. The monkey eats 8 more bananas for lunch. How many bananas does the monkey eat?

12 bees fly into the hive. 5 more bees fly into the hive. How many bees fly into the hive in all?

Day 5

Assessment:

Take the quiz using the code given to you by your teacher.

Math- Advanced Level

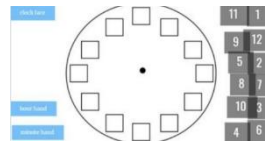
MUST DO

MGSE2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Brainpop jr
Username - sbce
Password- learn

Day 1

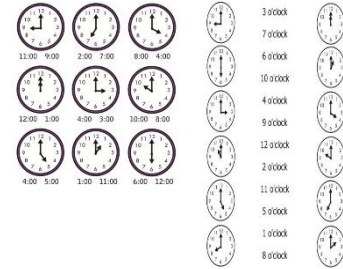
1. Watch BrainPOP Jr.
<https://jr.brainpop.com/math/time/partsofaclock/>
Watch and take the easy and hard quiz.
2. [Introduction](#) telling time.
<https://bit.ly/2VLOkE3>
3. Go to the Seesaw activity posted below



4. Do [IXL](#) Q1
[Match digital clocks and times](#)

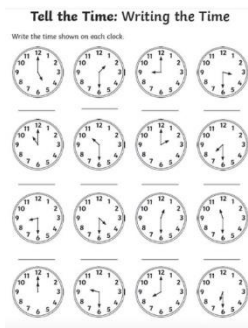
Day 2

1. Watch BrainPOP Jr.
<https://jr.brainpop.com/math/time/timetotheclock/>
Do the easy and hard quiz.
2. Go to the 2 Seesaw activities posted below



Day 3

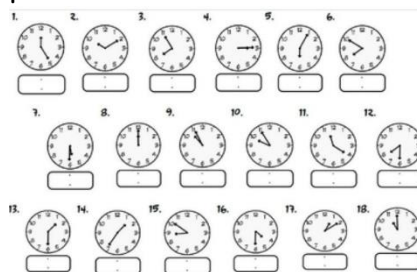
1. Watch BrainPOP Jr.
<https://jr.brainpop.com/math/time/timetotheclock/>
2. Watch this [video](#) time to the half hour.
<https://bit.ly/2yuu2a4>
3. Do the following activity on Seesaw.



4. Go to grade 2 IXL and do Q2
[Match analog clocks and times](#)

Day 4

1. Watch BrainPop Jr.
<https://jr.brainpop.com/math/time/timetotheminute/>
2. Watch the [video](#) to tell time to 5 minutes.
<https://bit.ly/34SQwh7>
3. Do the Seesaw activity posted below



4. Go to IXL and do Q3
[Match analog and digital clocks](#)

Day 5

Quiz - Telling Time code will be sent by your teacher.

Play this [game](#)
<https://bit.ly/3eEHR6h>
Scroll down till you see image and then play.



Math- Accelerated Level

MUST DO

This week we will begin our final unit of the school year - a unit that focuses on number sense and a basic understanding of multiplication. I have also included some review work as part of some lessons this week so that our kids' brains stay sharp about concepts such as adding and subtracting three-digit numbers. I'm so proud of everyone's hard work during this hard time!

Learning Standards this Week:

- *Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s.
- *Write an equation to express an even number as a sum of two equal addends.

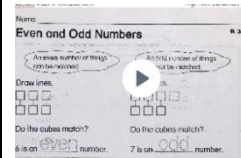
Day 1

1. In SeeSaw, do the lesson for 5/4, Monday - "Monday Math Lesson."



Day 2

1. In SeeSaw, do the lesson for 5/5, Tuesday - "Tuesday Math Lesson."



2. In SeeSaw, do the second lesson for 5/5 Tuesday - "Even Steven and Odd Todd."



Day 3

1. In SeeSaw, do the lesson for 5/6, Wednesday - "Wednesday Math Lesson."



2. In SeeSaw, do the second lesson for 5/6, Wednesday - "Fall Into Even or Odd."



Day 4

1. In SeeSaw, do the lesson for 5/7, Thursday - "Thursday Math Lesson."



2. In SeeSaw, do the second lesson for 5/7, Thursday - "Three Digit Addition Review."

Three Digit Addition Review			
555	399	682	302
+ 16	+ 766	+ 82	+ 668
262	681	444	164
+ 496	+ 92	+ 92	+ 24
856	321	539	134
+ 72	+ 78	+ 195	+ 176

Day 5

1. In SeeSaw, do the lesson for 5/8, Friday - "Friday Math Review of Odd and Even Numbers for a Grade."



2. In SeeSaw, do the second lesson for 5/8, Friday - "Three Digit Subtraction Review."

Three Digit Subtraction Review			
671	798	986	377
- 475	- 508	- 64	- 180
336	979	336	542
- 42	- 418	- 238	- 12
719	338	202	192
- 425	- 292	- 165	- 42