

Hembree Springs ES Continuous Learning Plan

Grade: 1st Grade Week of: August 31st

Weekly message/overview: We'll be using our office hours from 9:00-10:00am this week to check our emails and answer any questions you may have.

Weekly Learning Targets:	Day/Date	Math 8:00-8:30am	Reading/ Language Arts 10:00-11:00am	Science 11:45am-12:00pm	SEL lesson 12:00-12:30pm	To be turned in:
<p>Math: "I can read and write numbers to 120." NBT1</p>	<p>Monday 8/31/20</p>	<p>Live Lesson: Review how to write numbers 100-120. Give students a number and have them practice writing that number. Model as needed. Then give students a number (100-120) and have them practice reading it.</p> <p>Independent Work: Seesaw Activity- "I Can Read Numbers 100-120"</p>	<p>Live Lessons: <u>Phonics:</u> The teacher will review the short vowel rule. Then say the <u>short o</u> vowel sound. Then list <u>short o</u> words: <i>mop, sock, Bob, hot, clock, spot, top, lock, chop, block</i></p> <p><u>Reading:</u> The Teacher will review the 'Look, Think, Read' strategy. Then she will use this strategy to model how to learn more about the events on a given page. Then she will think out loud about the details that she notices in</p>	<p>Live Lesson: Read aloud "Seasons" booklet. Focus on how the trees look different from season to season.</p> <p><i>See stapled colored reading booklet</i></p>	<p>Live Lesson: Relationship Building Activity Me Too! Have learners share something about themselves and what they like to do. Continue to invite learners to share something and see who else has the same interests or facts. Time to share with one another</p>	<p>Seesaw Activity- "I Can Read Numbers 100-120"</p>

			<p>the picture, and what she is wondering about the events in the given picture. Then the teacher will explain how readers repeat this strategy on each page as they read the pictures and words.</p> <p><u>Independent work:</u> Choose a book from your house. Look at the pictures on each page and think "What do I see?" & "What do I think that means about the events in the story?"</p>			
	<p>Tuesday 9/1/20</p>	<p><u>Live Lesson:</u> Review the vocabulary "before" and "after." Introduce the terms: one more, one less, and in between. Use the 120 chart to help students understand what these words mean. Practice on whiteboards.</p>	<p><u>Live Lessons:</u> <u>Phonics:</u> The Teacher will model and practice stretching and blending <u>short o</u> words using the fluency list.</p> <p><u>Reading Lesson:</u> The Teacher will remind the students that they can read the book by talking</p>	<p><u>Live Lesson:</u> Review what trees look like during each season. Explain Seesaw activity, "Seasons."</p> <p><u>Independent Work:</u> Seesaw</p>	<p><u>Live Lesson:</u> <u>Trauma: Stress-Management</u> Teacher will play "What Can You Do?" video on ReThink ED.</p> <p>Teacher will discuss and ask questions with the class.</p>	<ul style="list-style-type: none"> ▫ Seesaw Activity, "Seasons" ▫ Seesaw Activity- "One More, One Less Practice 1"

		<p>Independent Work: Seesaw Activity- "One More, One Less Practice 1"</p>	<p>about the pictures as they read, review the 'Look, Think, Read' strategy while reading the beginning of a book, and talk out loud about the events in the story.</p> <p><u>Independent work:</u> Look at the pictures in the beginning of the same book from home. Practice thinking about what you see in the pictures, and what that means about the events in the story.</p>	<p>Activity, "Seasons" Students will draw what tree looks like during each season and label the season to match</p>	<p>(Activity is located on ReThink Ed via ClassLink)</p>	
<p>Reading: "I can describe the characters, setting and major events in a story, using key details." RL3</p>	<p>Wed. 9/2/20</p>	<p><u>Live Lesson-</u> Play "Find that Number." Teacher will read a riddle and students will use their counter chips to cover up the correct number on their 120 chart</p> <p>Independent Work- Seesaw Activity- Seesaw Activity-</p>	<p><u>Live Lessons:</u> <u>Phonics:</u> The teacher will teach the <u>short u</u> vowel sound and list <u>short u</u> words: <i>fuss, bug, cut, plum, stuck, puddle, gust, fudge, drum, mud</i></p> <p><u>Reading Lesson:</u> The Teacher will review the 'Look, Think, Read' strategy while</p>	<p><u>Live lesson:</u> Discuss the phrase, "weather pattern." What does it mean? (A weather pattern is what we use year to year to help predict what the weather will be</p>	<p><u>Live Lesson: Trauma: Stress-Management</u></p> <p>Teacher will present the video "Mindful of Our Bodies" on Rethink Ed.</p>	<p>Seesaw Activity- One More, One Less Practice 2"</p>

<p>"I can use the details in the pictures to describe the characters, setting and events." RL7</p> <p>Phonics: "I can use the phonics skills I learn to decode words." RF3</p>		<p>"One More, One Less Practice 2"</p>	<p>reading the middle of the same book, and talk out loud about what the details in the pictures mean about the events in the story.</p> <p><u>Independent work:</u> Look at the pictures in the middle of the same book from home. Practice thinking about what you see in the pictures, and what that means about the events in the story.</p>	<p>like during a specific season or time of year.)</p> <p>Discuss "Weather Patterns" probe (pg 18) Who do you think is correct and why?</p> <p><i>See page 18 for probe</i></p>	<p>Assign the breathing exercises (Practice 2 materials) to the Student Center. Choose the breathing exercises you want your students to practice and determine how they will practice.</p>	
<p>Science: "I can I can describe weather using observations of patterns in day-to-day weather and the seasons." S1E1</p>	<p>Thursday 9/3/20</p>	<p><u>Live Lesson:</u> The teacher will have a bag full of numbers. She will pull a number out, students will read it, and then write what number is one more/ one less than that number. Some cards may also have that have two numbers on it and students will write the number that comes in</p>	<p><u>Live Lesson:</u> The Teacher will model and practice stretching and blending <u>short u</u> words using the fluency list.</p> <p><u>Reading Lesson:</u> The Teacher will review the 'Look, Think, Read' strategy while reading the end of a book, and talk out loud about what the</p>	<p><u>Live Lesson:</u> Discuss what Spring and Summer look like (what we wear, what it looks like outside and how it feels outside)</p> <p><u>Independent Work:</u> Seesaw Activity- Spring and Summer</p>	<p><u>Live Lesson:</u> <u>Dive Deeper</u> Teacher will show students a journal option that allows students an opportunity to write and draw about managing their feelings, as well as an optional project designed to allow a class or school to extend the learning of the lesson.</p>	<p>Seesaw Activity- Spring and Summer</p> <p>Seesaw Activity- "One Less, One More, and In Between"</p>

		<p>between those two numbers.</p> <p>Independent Work: Seesaw Activity- “One Less, One More, and In Between”</p>	<p>details in the pictures mean about the events in the story.</p> <p><u>Independent work:</u> Look at the pictures in the end of the same book from home. Practice thinking about what you see in the pictures, and what that means about the events in the story.</p>			
<p>SEL: “I can manage my emotions.”</p>	<p>Friday 9/4/20</p>	<p><u>Live Lesson:</u> Review what we learned this week: how to write numbers 100-120, one more, one less, and in between</p> <p>Independent Activity- Seesaw Activity- “Missing Number with Self Check”</p>	<p><u>Live Lesson:</u> <u>Phonics:</u> The Teacher will model sorting <u>short o</u> and <u>short u</u> words, and chart out whole class on the white board.</p> <p><u>Reading Lesson:</u> The teacher will review the “Look, Think, Read” strategy, talk about the events throughout the story, and model / discuss how the events changed from the</p>	<p><u>Live Lesson:</u> Discuss what Fall and Winter look like (what we wear, what it looks like outside and how it feels outside)</p> <p><u>Independent Work:</u> Seesaw Activity- Fall and Winter</p>	<p>For this activity, students also share something about themselves. Unlike the Just Like Me game, however, students can share a bit more during this activity. Here’s what you do:</p> <ul style="list-style-type: none"> • Have your students sit in a circle. • Ask a non-academic question. (e.g. What’s your favorite 	<p>Seesaw Activity- Fall and Winter</p> <p>Seesaw Activity: “Story Sequence- Beginning, Middle and End” chart.</p> <p>Seesaw Activity- “Missing</p>

			<p>beginning to the end.</p> <p><u>Independent work:</u> Read the same book from home and use the “Beginning, Middle and End” chart on Seesaw to draw a picture of the beginning event, the Middle event and the last event of the story.</p>		<p>season? Why?)</p> <ul style="list-style-type: none"> Go around the circle and give every student the opportunity to answer the question while the rest of the class listens. <i>Optional:</i> If you want, you could give some other students a chance to make a comment or ask a question after each student shares. 	Number with Self Check”
Groupings		iReady Reading diagnostic time	iReady Reading diagnostic time	iReady Reading diagnostic time	iReady Reading diagnostic time	iReady Reading diagnostic time
RTI needs:		N/A	N/A	N/A	N/A	N/A

Assessments:		iReady Reading Diagnostic				