

# Grade 1 Week 4- April 13

## Resources & Enhancement Activities

**Grade: 1**

**Week of: April 13 - April 17th**

**Guideline:**

We worked hard to ensure that the Learning Plan provides accessibility for all learners. We hope that you see that there are options to engage learners at all levels. *These activities are not intended to replace the normal school day. For the elementary level, students are to turn in one student chosen **At this time we are expecting you to turn in one activity of your choice to your Teacher.*** We want you to take time to enjoy family, be safe, stay healthy and find time within this week to engage in learning opportunities. Feel free to create a schedule that works for you and your family. We strongly encourage each student to participate in approximately two hours a day. We want your brain working and challenging yourself, while staying safe and having fun.


**Social Media Calendar for the week-**  
[Social Media Calendar April 13 - 17](#)



| Teachers   | Related Services  |
|--|---|
| Mrs. Patnaude <a href="mailto:apatnaude@fairhavenps.net">apatnaude@fairhavenps.net</a><br>Mrs. Taylor <a href="mailto:mtaylor@fairhavenps.net">mtaylor@fairhavenps.net</a><br>Mrs. Turner <a href="mailto:vturner@fairhavenps.net">vturner@fairhavenps.net</a> | Special Education- Dr. Biela <a href="mailto:sbiela@fairhavenps.net">sbiela@fairhavenps.net</a><br>ELL- Mrs. Pickup <a href="mailto:spickup@fairhavenps.net">spickup@fairhavenps.net</a><br>SLP- Ms. Neely <a href="mailto:ineely@fairhavenps.net">ineely@fairhavenps.net</a><br>School Counselor- Mrs. Nogueira <a href="mailto:pnogueira@fairhavenps.net">pnogueira@fairhavenps.net</a> |

**Links:**

(For Educators) <https://mass.pbslearningmedia.org/>

(For Educators/ Families) <https://www.wgbh.org/distancelearning>

| Subject:   | Resource and Enhancement   | Modifications/Accommodations  |
|--|--|---|
| <p><b><u>ELA-Reading</u></b><br/> <b>Read for at least 15 minutes everyday.</b><br/>           There are so many different ways to practice reading. Re-read books you are</p> | <p style="text-align: center;"><u>Online Reading Options</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Lexia</a> <ul style="list-style-type: none"> <li>○ Use Clever Badges OR Log in information sent</li> </ul> </li> <li>• <a href="#">Epic Books</a> <ul style="list-style-type: none"> <li>○ 1TA Class Code: <b>KKE2624</b></li> <li>○ 1TU Class Code: <b>KYV4954</b></li> <li>○ 1P Class Code: <b>KSM2319</b></li> </ul> </li> <li>• <a href="#">RazKids</a> -</li> </ul> | <p style="text-align: center;"><b><u>Language Support and Helpful</u></b></p> <p style="text-align: center;"><b><u>Reading Tips</u></b> </p> |

|   |  |   |
|---|--|---|
| <p>familiar with, read new books, read to a stuffed animal or another family member, or read online. You can also read with somebody or listen to parts of a story too.</p> | <p><b>Remember to take the quiz after reading each book.</b></p> <ul style="list-style-type: none"> <li>○ 1TA - Teacher Username: mtaylor275, Choose Name, Password: apple image</li> <li>○ 1P - Teacher Username: mtaylor275, choose name, Password: rabbit image</li> <li>○ 1TU - Teacher Username:ValTurner, choose name, Password: read</li> <li>● Read Alouds: <ul style="list-style-type: none"> <li>○ <a href="#">Wherever You Are, My Love Will Find You</a> - read by Mrs. Taylor</li> <li>○ <a href="#">When the Dragon Moves In</a> (YouTube read aloud)</li> </ul> </li> </ul>   | <p>Look for reading materials that contain some of these characteristics, especially for beginning readers:</p> <ul style="list-style-type: none"> <li>● Pictures or illustrations that help explain the text</li> <li>● Story plots that are action-based or interactive</li> <li>● Limited wording on each page</li> <li>● Text that is repetitive/predictable</li> <li>● High-frequency words and useful vocabulary</li> <li>● Text that shows simple sentence structures</li> </ul> <p><b>When Reading Together:</b></p> <ul style="list-style-type: none"> <li>● Model finger-point reading by following each word with your finger from left to right.</li> <li>● Practice patience! Beginning readers read slowly and require extra thinking time.</li> <li>● Encourage attention to letters and sounds.</li> <li>● Refer to pictures or illustrations often.</li> <li>● Talk about the story and ask questions before, during and after reading.</li> <li>● Let your reader know how proud you are and celebrate their efforts!</li> </ul> <p><a href="#">Special Education Accommodations and Modifications- Reading</a></p> |
| <p><b>ELA - WIN Activities</b></p> <p>Movements and processing can be mixed in with learning throughout the</p>   | <p style="text-align: center;"><u>Movements</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Swinging Leg Balance</a></li> <li>● <a href="#">Prying Squat</a></li> <li>● <a href="#">Stretching Cat</a></li> </ul> <p style="text-align: center;"><u>Processing</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Eye Tracking</a></li> <li>● <a href="#">Visual Discrimination</a> 1</li> <li>● <a href="#">Visual Discrimination</a> 2</li> </ul> <div style="text-align: right;">  <br/>  </div> |   |

day. These are brief activities that support student learning.

**ELA - Writing**  
**Write about your reading.**

Choose a comprehension question from the Comprehension Choice Board and write the answer in complete sentences.

**Write about Reading Choices**  
● [Comprehension Choice Board](#)

**Comprehension Choice Board**  
Complete 5 activities by the end of the week!

Sentence starters and frames provide scaffolding to help students get started in speaking or writing activities without the added pressure of thinking about how to correctly formulate a response. Use these sentence starters and frames to help you write about the book.

|   |  |   |   |
|---|--|---|---|
| Was this book fiction or nonfiction? How did you know?<br>This book is a _____ book. I know this because _____. | Which character do you like the most?<br>The character I liked the most was _____ because _____. | Did you like the ending?<br>The ending was _____ because _____.                                   | What did you learn about _____?<br>I learned about _____.   |
| What was the problem and how was it solved?<br>The problem in the story was _____.                              | What is the setting of the story?<br>The story takes place _____.                                | What was your favorite part of the book?<br>My favorite part of the book was _____ because _____. | What happened at the beginning of the story, the middle of the story, and the end of the story?<br>This story reminded me of _____. |
| Who are the characters in the story? Tell some details about them.<br>The characters in the story are _____.    | What is the main idea of the story?<br>The main idea of the story is _____.                      | What are some key details from the story?<br>The key details from the story are _____.            | What is the author's purpose for writing this book?<br>I think the author wrote this book to _____.                                 |
| Who are the characters in the story? Tell some details about them.<br>The characters in the story are _____.    | What is the main idea of the story?<br>The main idea of the story is _____.                      | What are some key details from the story?<br>The key details from the story are _____.            | What is the author's purpose for writing this book?<br>I think the author wrote this book to _____.                                 |



**Remember** to check your work for capital letters, periods, finger spaces, and spelling.

**Language Support and Helpful Writing Tips**  
*for Write about Reading Choices*

Do you remember the difference between **fiction** and **nonfiction**? Music can be a powerful tool for remembering concepts and important information. Watch the following video: [Fiction or Nonfiction](#) to help you remember and learn a new song!

[Special Education Accommodations and Modifications- Writing](#)

**ELA**  
**Sight Word Practice**

Mastering **sight words** allows readers to be able to understand at least half of the **words** in a particular text. Practice mastering sight words this week!

\*If you are already reading them well, practice writing sight words that have been tricky for you.

● Each day choose one way to practice your sight words from the [Sight Words Choice Board](#).

**Sight Words Choice Board**  
Complete 4 activities by the end of the week!

|   |  |   |
|---|--|---|
| <b>Write/Sound Sight Words</b><br>Write some sight words on some silly wavy paper (maybe the ones you are struggling with). Stick them in a wall or around the house. One person calls out a word and the other hits the word with a nail gun, kitchen spatula, or fly swatter.   | <b>Rainbow Write</b><br>Write sight words in rainbow colors.<br>Example: _____   | <b>Read Sight Words Lists</b><br>Use these lists:<br>• <a href="#">Sight Words Lists</a><br>• <a href="#">Sight Words Lists</a><br>• <a href="#">Sight Words Lists</a>  |
| <b>Sight Word Pathways</b><br>Use sight word cards to make a path to follow. The more routes the better! They can be made on a table or on the floor. Add a challenge by having the path end with the word on the first card and last. If they get it, reward them with a sticker or treat. If they get it wrong, they stop at the word and make the word with their hands. | <b>Playdough Spelling</b><br>Roll the playdough into skinny lines that can be shaped into the letters of a sight word.   | <b>Word Memory Game</b><br>MAKE 2 CARDS FOR EACH SIGHT WORD YOU WANT TO PRACTICE. THEN PUT SIGHT WORD MEMORY - THE SAME 10 WORDS IN EACH OF THE SIGHT WORD MEMORY CARDS. WITH THE ASSISTANCE OF THE PAPER HOLDING THE WORDS, SHUFFLE CARDS TO BEYOND THE SAME. THE GAME IS TO COLLECT AS MANY PAIRS OF MATCHING WORDS AS YOU CAN! |
| <b>Read Sight Words with Online Flashcards</b><br>• <a href="#">Sight Words Flashcards</a><br>• <a href="#">Sight Words Flashcards</a><br>• <a href="#">Sight Words Flashcards</a>  | <b>Sight Words Parking</b><br>Use sight word cards and then use modeling tape or pattern tape to create a "parking lot" on the floor or table. Or take it outside and use chalk on a driveway. The adult will give the word, the child will show their car in the word and roll the wheel. | <b>Wipe, Messes, Crayon, Pen</b><br>Make a column for each writing tool and practice writing a tricky sight word with each tool.  |



[Special Education Accommodations and Modifications- Sight Words](#)


**Phonics**  
**There are enough videos for five days of learning! Videos are between 8**

- Check out the [Fun Phonics Videos](#) with Dr. Biela for this week.
  - Watch a short phonics video that reviews words with r-controlled vowels (ar). Have paper or a whiteboard handy

[Special Education Accommodations and Modifications- Phonics](#)

|  |  |  |
|--|--|--|
| <p><b>and 15 minutes each.</b></p>   | <p>for some spelling practice!</p>   |  |
| <p><b>Math</b><br/>This week, we will work on adding doubles. Doubles problems involve adding the same number to itself. (Ex. 2+2=4)</p>  | <p>Pick a Video to Watch about Doubles</p> <ul style="list-style-type: none"> <li>• <a href="#">Watch Doubles Doubles</a></li> <li>• <a href="#">Watch Adding Doubles</a> with Jack Hartman</li> </ul> <p>Each day pick one doubles activity (about 30 minutes)</p> <ul style="list-style-type: none"> <li>• SplashMath doubles facts lesson assigned</li> </ul>  <p><b>Splash Math Class Codes:</b><br/> <b>1TU - OLUWA</b><br/> <b>1TA - TMWQQI</b><br/> <b>1P - KFYCVM</b><br/> <b>Password: 1234</b></p> <ul style="list-style-type: none"> <li>• Make ladybugs with doubles facts. Put the same number of dots on each wing, then the sum in the middle.<br/>Use this <a href="#">template</a> to print out or make them with materials you have at home (paper plates, construction paper, etc.)</li> </ul>  <ul style="list-style-type: none"> <li>• Notice doubles around you. Make a poster or list of all the doubles you can find.</li> </ul>  <ul style="list-style-type: none"> <li>• Play the <a href="#">Lady Bug Doubles Game</a></li> <li>• <a href="#">Doubles Worksheet - Greg Tang Math</a><br/>You can print these if you'd like paper and pencil practice.</li> </ul> | <p><a href="#">Special Education Accommodations and Modifications- Math</a></p>  |
| <p><b>Social Studies Community</b><br/>Explore the guiding questions from the MA state</p>   | <ul style="list-style-type: none"> <li>• Create, write and mail thank you notes to the police department, fire department hospital staff, or EMT workers.</li> <li>• Make a thank you poster to display on</li> </ul>  | <p><b>Language Support and Helpful Writing/Speaking Tips</b><br/><br/>Do you remember everything we have learned about communities and</p> |

|  |  |  |
|--|--|--|
| <p>Grade 1 SS Standards - "What makes a good community member?" and "How do we contribute to our community?"</p>   | <p>your front door or in a window which thanks healthcare community members.</p>    | <p>community members? Watch the following video: <a href="#">Communities for Kids</a> to help you remember. Think about all the ways we can contribute to the many communities we belong to. Turn and talk to a family member, a pet, or a stuffed animal and tell them what you have learned about communities and community members!</p> <p><a href="#">Special Education Accommodations and Modifications- Social Studies</a></p>   |
| <p><b>Science Observing and Recording Weather</b><br/>Students will observe and compare different weather phenomena and identify key characteristics of weather in each video. Then students go outside to observe and document evidence of the four factors that indicate what the weather was like earlier in the day.</p> | <p><b>My Weather Investigations Journal</b><br/>If you weren't able to begin last week, use this printable <a href="#">Journal</a> or staple paper together to create a journal.</p> <ol style="list-style-type: none"> <li>1. Watch this MysteryDoug video about observing weather: <a href="#">Observing Weather Conditions</a></li> <li>2. Continue recording the weather each day.</li> <li>3. Listen to the story <a href="#">Come on Rain by Karen Hesse</a></li> <li>4. On the last page of your journal write about what your favorite weather is and why.</li> </ol> <p>My favorite kind of weather is _____ because _____.</p> | <p><b>Need help with the Weather Journal?</b><br/>Before writing, help your child come up with ideas by <b>drawing</b> a picture of what they observe outside. What do they see, hear, feel or smell? Next, help them <b>label</b> their drawing to create a visual word bank. A <b>word bank</b> is a written list of words or phrases to support students with their writing. It is helpful for students to check off each word or phrase as it is used. This helps students stay organized and gain confidence in their writing abilities.</p> <p><a href="#">Special Education Accommodations and Modifications- Science</a></p>  |
| <p><b>Specialist:</b></p>  | <p><b>Resource and Enhancement</b></p>   | <p><b>Support</b></p>  |
| <p>Innovation</p>  | <p>Click the link to access this week's Innovation lessons on Paper and recycled materials projects. Have fun creating! I can't wait to see what you make!</p> <p><a href="https://docs.google.com/presentation/d/13TxA1tsWcZ1YLnKIHI8yOxo7tFqa0IVN3_AVAFQo">https://docs.google.com/presentation/d/13TxA1tsWcZ1YLnKIHI8yOxo7tFqa0IVN3_AVAFQo</a></p>  |  |

|   |   |  |
|---|---|--|
|   | <a href="#">0w/edit?usp=sharing</a>   |  |
| Physical Education  | <p><a href="https://docs.google.com/document/d/1PtcmqVvNEdeK0b7xDda_z8LhBINIoOeFzA1ekezQvRA/edit?usp=sharing">https://docs.google.com/document/d/1PtcmqVvNEdeK0b7xDda_z8LhBINIoOeFzA1ekezQvRA/edit?usp=sharing</a></p> <p><a href="https://docs.google.com/document/d/18q4LY0UYTJDyvfCjTanXjqcaXrpxh0AErZp2yXQQnq0/edit?usp=sharing">https://docs.google.com/document/d/18q4LY0UYTJDyvfCjTanXjqcaXrpxh0AErZp2yXQQnq0/edit?usp=sharing</a></p> <p><a href="https://docs.google.com/document/d/1EMqZE4h89TljoZPYh4DXcy8uqDJB1r8AbCfpSe9iBDE/edit?usp=sharing">https://docs.google.com/document/d/1EMqZE4h89TljoZPYh4DXcy8uqDJB1r8AbCfpSe9iBDE/edit?usp=sharing</a></p>  |  |
| Music   | <p>Click on the words below to access the music activities:</p> <p><a href="#">Music activities</a></p>   |  |
|  <p>Art</p> | <p>Send Me a picture of your Awesome Art Via Email <a href="mailto:hlong-roise@fairhavenps.net">hlong-roise@fairhavenps.net</a><br/>Or Make a video on flipgrid on your Clever site click on Mrs. Long-Roise site (view EFS ART TOO)</p> <p><a href="#">Mrs. Long-Roise's Week 4 Art Plans</a></p> <p><a href="#">Padlet for ideas</a></p>  |  |
| Social and Emotional (Mrs. Nogueira)  | <p><b>Lesson 1:</b> What are some fun things you are doing at home to stay busy. Draw, write or do a video of some activities you have done. Please share them if you can.</p> <p><b>Lesson 2:</b> Draw or write about how you are feeling this week. For grade 1, what zone are you in? <b>Green:</b> happy, <b>Blue:</b> sad, bored or sick, <b>Yellow:</b> silly, frustrated or <b>red:</b> mad<br/>Talk with a family member about your feelings.</p> <p><b>Lesson 3:</b> Remember the book that I read about the sea child. Try some of the breathing that she taught us to do. Remember how the sea animals joined her on the rock to do it with her. Breath in and out. Relax your body. Try it ten times. It feels so relaxing.</p> |  |

Here is a video that will give you some ideas to organize your workspace and make a schedule for learning and play. Please send me a copy of your schedule that you have designed with your family. I would love to see it.

<https://youtu.be/20pflnSuc1Q>