



## Grade 1 eLearning Guide – Week 1

### Math: Computations and Algebraic relationships

- Student will add and subtract with numbers within 20

### Science: Interdependence

- Students will analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pets and their caregivers; AND gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter

### Language Arts:

- Students will listen to, enjoy, and talk about great books through an online read aloud.
- Students will read books independently and continue to practice familiar reading strategies. Read daily for at least 25 minutes to maintain stamina
- Students will practice familiar snap words and common word endings, like the -ed ending.
- Students will write a review on something they love: a place, an activity, a sport, etc

### Lectura/Escritura:

- Estudiantes escucharán, disfrutarán, hablarán/escribirán sobre libros a través de lecturas en línea
- Estudiantes leerán por lo menos 25 minutos al día y practicarán las estrategias de lectura.
- Estudiantes continuarán practicando palabras comunes y con combinación de consonantes “cr” y “pr”
- Estudiantes escribirán una crítica sobre algo que les fascina

### Social Studies: Social Studies Skills

- Students will distinguish among past, present, and future
- Students will describe and measure calendar time by days, weeks, months, and years
- Students will create a calendar and simple timeline

# Grade 1 eLearning - MATH

## Objectives

- The student represent word problems involving addition of whole numbers up to 20. Students can use concrete objects, draw a picture, or write a number sentence.
- The student will represent word problems involving subtraction of whole numbers up to 20. Students can use concrete objects, draw a picture, or write a number sentence.

**Note: Activities are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Guide your child through the following activities
  - **Activity 1-2: Pete the Cat and the Missing Cupcakes:** ([Activity & Material](#))
  - **Activity 3-4: Ten Little Ladybugs:** ([Activity & Material](#))
- Discuss what strategies with your child used to solve
- Revise work as needed
- Complete this process for all lesson activities

## For Students

### Pete the Cat and the Missing Cupcakes

- **Activity 1:** Listen to the read aloud of [Pete the Cat and the Missing Cupcakes](#)
- **Activity 2:** Solve word problems using the **Pete the Cat Mat** printed copy and counters.

### Ten Little Ladybugs

- **Activity 3:** Listen to the read aloud of [Ten Little Ladybugs](#)
- **Activity 4:** Solve word problems using the **Ladybug Mat** printed copy and counters.

## Resources

- If you can access your campus math adaptive software, please do!
- [Math Playground](#)
- [1st Grade Math Games](#)
- [Math Game Time](#)

# Grade 1 eLearning - Science

## Objectives

- Students will read and understand the interdependence between plants and animals.
- Students will extend their knowledge of interdependency through literacy.
- Students will demonstrate their understanding of how energy is transferred within a food chain.

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Read the, "STEMscopedia," with your child and work with them to use the, "Linking Literacy," document to illustrate their thinking during reading.
- Work with your child to read the, "Reading Science," and complete the "Concept Attainment Quiz."
- Have your child complete the, "Claim, Evidence, and Reasoning," (CER) scenario for interdependence.

## For Students

- Read the, "STEMscopedia," with an adult or sibling. As you're reading, draw and label two illustrations that represent each topic on the, "Linking Literacy," document.
  - Reading: [English STEMscopedia](#) [Spanish STEMscopedia](#)
  - Student work: [English Linking Literacy](#) [Spanish Linking Literacy](#)
- After reading, respond to the, "Look Out," sections on pages 3-4 (**in the STEMscopedia**).
- Read the, "Reading Science," passages (pgs. 1-7) with an adult or sibling (the multiple choice questions at the end are optional).
  - [English Reading Science](#)
  - [Spanish Reading Science](#)
- Work with an adult or sibling to complete the, "Concept Attainment Quiz."
  - [English Concept Attainment Quiz](#)
  - [Spanish Concept Attainment Quiz](#)
- Read the, "Claim, Evidence, and Reasoning," (CER) scenario
  - [English CER](#)
  - [Spanish CER](#)
- Using the CER model, write your claim and provide evidence and scientific reasoning to support your claim.

## Additional Resources

- [Brainpop: Food Chain](#)

# Grade 1 eLearning - LANGUAGE ARTS

## Objectives

- Students will listen to, enjoy, and talk about great books through an online read aloud.
- Students will read books independently and continue to practice familiar reading strategies. Read daily for at least 25 minutes to maintain stamina.
- Students will practice familiar snap words and common word endings, like the -ed ending.
- Students will write a review on something they love: a place, an activity, a sport, etc.

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Each day, choose an online read aloud for Grade 1: [Suggested Online Read Alouds](#)
  - Use the QR Code to Access
- Each day, help your child just-right books to read, enjoy, and practice familiar reading strategies.
- Each day, practice reading familiar snap words. You can use the snap word list to create flash cards.
- Each day, recite the -ed ending song and practice sorting based on sound: /t/, /id/, /d/
- Each day, Write a review about something you love: a place, an activity, a sport, etc.



## For Students

- Listen to read aloud online
  - [Suggested Online Read Alouds](#)
- Read independently
  - [Charts to support Independent Reading](#)
- Practice Snap Words
  - [Grade 1 Snap Words](#)
- Sort words with -ed endings
  - [-Ed Endings Word Sort Activity](#)
    - -Ed Endings Song
- Write a review about something you love
  - [Charts to support Writing Reviews](#)
    - Student Sample Included

The ending *-ed* makes three-*ee* sounds  
(To the tune of "The Wheels on the Bus")

The ending *-ed* makes three-*ee* sounds, three-*ee* sounds, three-*ee* sounds.

The ending *-ed* makes three-*ee* sounds,

/id/, /d/, /t/.

When you see *-ed* think, "What would sound right? What would sound right? What would sound right?"

When you see *-ed* think, "What would sound right?"

## Resources

- [K-1 Reading Log](#)
- [What Successful Readers Do](#)

How Many Books Should I Read Each Week?	
Levels A-I	10-12 books
Levels J-K	8-10 books
Levels L-M	4-6 books
Levels N-Q	2-4 books
Levels R-T	1-4 books
Levels U+	50-70 pages

# Grade 1 eLearning - LECTURA/ESCRITURA

## Objetivos

- Estudiantes escucharán, disfrutarán, hablarán/escribirán sobre libros a través de lecturas en línea.
- Estudiantes leerán por lo menos 25 minutos al día y practicarán las estrategias de lectura.
- Estudiantes continuarán practicando palabras comunes y con combinación de consonantes "cr" y "pr".
- Estudiantes escribirán una crítica sobre algo que les fascina.

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## Para padres

- Elija títulos de la lista de lecturas en voz alta de segundo grado.  
[Sugerencias de lectura en voz alta](#)
- Ayude a su hijo encontrar un lugar para leer y disfrutar libros independientemente mientras practica estrategias de lectura.
- Ayude a su hijo practicar palabras comunes y la combinación de consonantes. Puede usarlas para crear tarjetas interactivas. (Las listas son para kinder y primero, pero puede usarlas para práctica.)
- Ayude a su hijo escribir cartas dando su opinión sobre libros que haya leído o escuchado.



## Para estudiantes

- Escucha una lectura en voz alta
  - [Sugerencias de lecturas en voz alta](#)
- Lee independientemente
  - [Gráficas interactivas](#)
- Estudia palabras comunes
  - [Palabras comunes de kinder](#)
  - [Palabras comunes de primer grado](#)
- Clasifica imágenes de acuerdo a la combinación de consonante correspondientes.
  - [Combinación consonante](#)
  - [Tabla de combinación de consonantes](#)
- Escribe una crítica de algo que te fascina.
  - [Escribe una reseña sobre algo que te fascina](#)
- [Revisa tu escritura](#)

## Recursos

- [K-1 Registro de lectura](#)
- [Lo que hacen los lectores exitosos](#)

¿ Cuántos libros debe leer cada semana?	
Niveles A-I	10-12 libros
Niveles J-K	8-10 libros
Niveles L-M	4-6 libros
Niveles N-Q	2-4 libros
Niveles R-T	1-4 libros
Niveles U+	50-70 páginas

# Grade 1 eLearning - Social Studies

## Objectives

- Students will distinguish among past, present, and future.
- Students will describe and measure calendar time by days, weeks, months, and years.
- Students will create a calendar and simple timeline.

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Day 1:
  - Have your student review Day 1 vocabulary words(see below).
  - Login to BrainPop Jr.
    - Login: springbranchisd\_12
    - Password: sbisdhp
    - Search and Play Video: Calendars and Dates
  - At the end of the video have your student take the Easy Quiz
- Day 2:
  - Review vocabulary:
    - days, weeks, months, years
  - Create a calendar with your student.
- Day 3-4:
  - Login to BrainPop Jr.
    - Search and Play Video: Sequence
  - Help student go to YouTube.com
  - Assist your student in creating a timeline of Abraham Lincoln's life
- Day 5
  - Assist your student in creating a timeline of their life



## For Students

- Day 1:
  - Vocabulary Review:

past- an event that already happened	present- an event that is happening now	future- an event that will happen at a later time
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- Day 1:
  - Watch: [Calendars and Dates](#)
- Day 2:
  - Create a calendar with your parents!
    - Include: holidays, birthdays, and/or appointments

travel plans,

- Days 3-4:
  - Watch: [Sequence](#)
  - Watch: [Timelines](#)
  - Read: [Abraham Lincoln](#)



- Days 3-4:
  - QR Codes will link to all videos
  - Create a timeline of Abraham Lincoln's life
- Day 5:

- Create a timeline of your life and share with your family.
- Be sure to include: important dates, important events, be sure it is in sequential order
  - Share your timeline with your family

## Resources

- No Additional Resources Needed