`Teacher Name: 1st Grade

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| Lesson Description(s) | | Est. Time to Complete | Work to be Submitted |
| **MONDAY**  **Online Learning**:  1.Log into your classlink and access “Connect Ed”.  2.While timing yourself, read “Unit 4 Week 4: *Creep Low, Fly* High Day 1&2  3. Watch YouTube video titled “Author’s Point of View for kids”  https://www.youtube.com/watch?v=YM\_R7PkysYg  4. On our class webpage, view ELA videos for this week.  **Paper-Based Learning**:  1.Complete vocabulary sheet  2. Write spelling words 3x each.  3. Read decodable book titled “*Eve and Pete*” located on page 191 of reading packet and complete graphic organizer on page 190.  4. Complete pages 187, and 188.  5. Inside your Reading/Writing Workshop story book packet, read *Creep Low, Fly High* pgs. 78-87. | | 30 minutes- 1 hour | **Online Learning**:  **Paper-Based Learning**:  Vocabulary sheet  Write spelling words 3x each  Pages 187, 188,190, and 191 of reading packet |
| **TUESDAY**  **Online Learning**:  1.Log into your classlink and access “Connect Ed”.  2. Do assignment titled “Unit 4 Week 4 :Comprehension Practice: Day 2”.  3. Do “Unit 4 Week 4: Structural Analysis Activity: Inflectional Endings: Day 2".  4. While timing yourself, reread “Unit 4 Week 4: *Creep Low, Fly* High 1&2”. You should have beat yesterday’s time.  5. Review essential question, spelling and vocabulary videos on class webpage.  **Paper-Based Learning**:  1. Orally review vocabulary words  2.Complete pages 183& 189 of reading packet  3. Write a sentence using each spelling word.  5. Inside your Reading/Writing Workshop story book packet, reread *Creep Low, Fly High* pgs. 78-87. | 30 minutes- 1 hour | **Online Learning**:  Unit 4 Week 4 :Comprehension Practice: Day 2  Unit 4 Week 4: Structural Analysis Activity: Inflectional Endings :Day 2  **Paper-Based Learning**  Pages 183& 189 of reading packet  Spelling words in sentences  Journal response to What’s the same about a butterfly and a caterpillar? What’s different? | |
| **WEDNESDAY**  **Online Learning**:   1. Review oral vocabulary words with a parent or guardian. 2. Watch the YouTube video “espark Learning: Inflectional Endings”   https://www.youtube.com/watch?v=nipQ0bNcpBg&list=PLQyNbM3u7IyMRYYBcOd4Q\_bproM\_4t1AG&index=2   1. Read “Unit 4 Week 4: *Hi Fly Guy* Day 3&4” and discuss key details with a parent/guardian. 2. Rewatch Youtube video on Author’s Point of View for kids. 3. https://www.youtube.com/watch?v=YM\_R7PkysYg   **Paper-Based Learning**:   1. Review oral vocabulary 2. Write spelling words in ABC order. 3. Complete pages 194-196 in reading packet. 4. Inside your Literature Anthology story book packet, read *Hi! Fly Guy* pgs. 92-123. | | 30 minutes- 1 hour | **Online Learning**:  **Paper Based Learning**:  Spelling words written in ABC order.  Pages 194-196 in reading packet. |
| **THURSDAY**  **Online Learning**:   1. Review oral vocabulary words with a parent/guardian. 2. Review spelling words with a parent/guardian. 3. In a Word Document, respond to the following question: How is fly guy like most flies? How is he different? 4. Review inflectional endings and point of view through assigned YouTube videos or previously assigned assignments. 5. Reread “Unit 4 Week 2: *Hi Fly Guy* Day 3&4”. What was the main idea of the story?   **Paper-Based Learning**:  1.Review oral vocabulary.  2. Write spelling words in rainbow letters.  3. Finish any uncomplete pages in reading packet.  4. In your journal respond to the following question: Journal response to: How is fly guy like most flies? How is he different?  5. Inside your Literature Anthology story book packet, reread *Hi! Fly Guy* pgs. 92-123. Answer comprehension questions at the end of the story. | | 30 minutes- 1 hour | **Online Learning**:   1. Journal response to: How is fly guy like most flies? How is he different?   **Paper-Based Learning**:  Spelling words written in ABC order.  Prefix pre- worksheet  Journal response to:  Journal response to: How is fly guy like most flies? How is he different? |
| **FRIDAY**  **Paper-Based Learning**:   1. Take Reading assessment titled “Gus the Grasshopper”. Good luck! | | 30 minutes- 1 hour | Reading assessment |
|  | | SOAR Intervention/ Enrichment:  Review Fry’s 1st 100 words | |