

## First Grade Week 14: June 15-19

The following suggestions support closing Unit 4 and the end of the school year. Some resources may also be shared with families as part of a summer learning (virtual) packet.

Previous weeks' resources: [Week 13](#), [Week 12](#), [Week 11](#), [Week 10](#), [Week 9](#), [Week 8](#), [Week 7](#), [Week 5](#), [Week 4](#)

Weekly Question: How do new ideas contribute to our community?

### Text Talk

*The Lizard and the Sun* ([video](#)), Read 1: full text (**RL.1.1, RL.1.2, RL.1.3**)

What happened in this folktale? Retell the most important events, including the problem and the resolution.

What was different about how the lizard responded to the problem than all the other animals?

How did the lack of sun affect the people in the city? Use details from the text to describe 2 ways that the city was impacted by the lack of sun.

*The Lizard and the Sun* ([video](#)), Read 2: full text (**RL.1.2, W.1**)

What natural phenomenon does this folktale explain?

In your opinion, what message does this folktale teach? Use details from the story to support your opinion. Write and draw your ideas.

*Follow the Moon Home* ([video](#), [slides with audio](#)), Read 1: full text (**RL.1.3**)

What is the problem that Vivien wants to solve?

How does she respond to the problem?

What happened at the end of the story? How was the problem resolved?

*Follow the Moon Home* ([video](#), [slides with audio](#)), Read 2: page 13 to end (**RL.1.2, RL.1.3, RI.1.9**)

What kinds of work did the students do in the "loggerhead lab?"

How did Vivien and her classmates communicate their message and convince the community to turn off their house lights?

Vivien and her classmates were **activists**. Based on their actions in the story, what do

you think an **activist** is?

What information about sea turtles was similar to what you already knew and what was new information?

### **Social emotional learning and current events**

- Life Is Good Playmakers [School Age Manual\\_ELG 6.1.13](#) (games list on page 19 and instructions following)
- The Early Childhood [wakelet](#) has many resources for talking with children about complex topics.
- [Talking to Young Children About Covid-19 and Other Difficult Topics](#)
- [Sesame Street / CNN Town Hall on Racism](#)
- [Books for Discussing Race with Young Children](#)
- [Social Emotional Book Library](#), includes books in Spanish
- [Yoga Pretzels](#) slides

First and second grade teachers at Mildred Ave. put together this simplified list to share with families: [How to talk with children about recent events: racism, protests, and police brutality](#)

### **Foundational literacy**

Offer skill-building and review activities as appropriate.

See the [decodables website](#) for content-rich decodables.

### **Online books for reading practice and listening**

- [Circle Round](#)
- [Audible](#)
- [Tumble Books](#)
- [Epic](#)
- [BPS virtual learning commons- ebooks](#)

### **Studios**

Designing Tools to Send Messages

Continue to pursue the project: Design a tool that uses light or sound to communicate with someone at home. (The idea is really to design a tool, not pick up and use an already existing tool, instrument, or device.)

This week try to plan time for children to share their projects. Children might share them live, write and draw about them, or send photos or video.

*Previous guidance:*

Launch the project with a series of questions to support planning. Allow children time to consider and, if possible, discuss each one with at least one other classmate.

[Template for planning](#) (editable)

Examples of questions:

What message would you like to send to someone in your home or have someone in your home send to you?

What kind of message is it? For example, is it a warning, a request for help, a direction, an announcement, a message of love?

How far do you want your message to travel?

Where does the message need to travel—inside, outside, inside to outside, or outside to inside?

How will you try to send your message—using sound, or using light? Which will be more effective for the kind of message and where it needs to travel?

How will you know if someone has received the message?

Do you want the receiver to be able to respond with another message?

Encourage children to draw a diagram of at least one idea, including labels to indicate possible materials.

Materials

Invite children to gather and try any materials they can find around their homes. Suggest that they consider materials they have already tried during Science and Engineering experiences and previous Studios work, reflecting on the properties of those materials and the qualities of light or sound they can produce.

### [Science Learning Resources](#)

All FOSSweb Next Gen and Carolina Science units will be available via Clever until August 31, 2020.

### **Math Activities**

[First Grade Math Games All Summer Long](#)

Make sure children know how to play these games so they can continue to explore them with families.

### [Virtual Field Trips](#)

## First Grade Week 13: June 8-12

Please view the early childhood "[wakelet](#)" page, with resources for talking with young children about complex topics. Consider leaving more time than usual for SEL activities, with sensitivity for children's varying experiences with current events.

The following resources are organized to help you populate your child-facing google classrooms. This week's resources are from *Focus on First*, Unit 4, Weeks 6 and 7 and include a question that introduces the topic and guides the content for the week.

This week includes only two days of Science and Engineering and three days of Studios. In Studios, children are challenged to design a tool that can be used to send a message, using either sound or light, from one person to another in a child's home. This project will unfold over the course of the remaining school days, according to time available and structures established. If possible, have children follow a process of envisioning/planning, collecting materials and building, receiving feedback, improving, and presenting their communication tools.

Note that prerequisite standards are in **bold**.

See the [decodables website](#) for content-rich decodables. These texts can be assigned to all students or assigned to students based on need as a way to reinforce the Foundational Reading standards.

Learn about Unit 4: Communicating with Sound and Light with these [interactive slides](#).

Additional resources can be found on the family-facing website.

You can find [virtual field trips](#) curated by the BPS History And Social Studies dept [here](#) and [interactive social studies](#) games [here](#).

Here are two helpful online resources for planning for remote learning: [Wide Open School](#) and [Project Based Remote Learning](#).

### Monday, June 8

Weekly Question: How can people use light and sound to communicate?

#### **Vocabulary and Language (L.1.5c)**

To prepare for the week:

Choose 4 words to teach and practice during the week.

[Week 13 Vocabulary slides](#)

Today: Use the [Weekly Words routine](#) to introduce 1 word.

### **Text Talk (RL.1.1, RL.1.3)**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided slides with audio.

*Rosie Revere, Engineer* ([slides](#), [video](#))

What inspired Rosie to create each of her inventions?

Based on the information in the text, what do you think it means to be an engineer?

What makes Rosie an engineer?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

### **Foundational Literacy (RF.1.3)**

Foundations lesson pacing: Unit 13, Week 1

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. Here are videos to review important phonics skills children have learned:

[Video: suffix review](#) (Keisha Cook, BPS)

[Video: adding the -es suffix](#) (Melissa Downey, BPS)

[Video: silent e](#) (Keisha Cook, BPS)

[Video: syllables, suffixes, marking up words](#) (Melissa Downey, BPS)

[Video: Magic e](#) (online resource)

[Video: silent e](#) (Electric Company)

Here is a word list for children to apply specific sound-spelling patterns by decoding words:

[Word List: Magic e](#)

Ongoing Assessment:

- Listen to children read during live zooms
- Invite children to record themselves reading word lists or texts
- Conduct a dictation during a small group live zoom using the recommended word list
- Use the [decodables](#) to conduct running records during a live zoom

### **Stations (RF.1.3d, e and RF 1.4b)**

Teacher-facilitated Shared Reading: "Garrett Morgan" ([lesson](#), [slides](#), [child copy](#))

Practice reading the poem with phrasing and expression and identify the number of syllables in compound words and other multisyllabic words.

**Science and Engineering (STE 1-PS4-3)**

Share the Week 13 [slides](#).

**Writing**

Each week's slides include lessons day by day. You may choose to teach these lessons live, or to assign them to children.

This week's lessons focus on writing and revising explanations and end with a post-assessment. Note that this is a condensed week, and that Writing lessons will not be offered for next week. You may choose to extend the writing over two weeks. You might want to make a copy of the slides and add in class-specific information, such as how you would like children to submit their work.

Monday: Children use their research notes to begin writing their explanations. [Week 13 slides](#)

I can use research to write an explanation. (**W.1.2, W.1.4, W.1.8**)

Ongoing Assessment:

Review children's work using the [Explanation Observation Tool](#).

Provide feedback for children to incorporate into their revisions.

**Math (1.NBT A1, MD. A2)**

[Start With/Get To  
Measuring Shadows](#)

Embed [story problems](#) throughout the week. The document has a variety of story problem types for you to create other problems.

[Empezamos en ... vamos al  
Medimos sombras.](#)

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a recording sheet of the work.

**Tuesday, June 9**

Weekly Question: How can people use light and sound to communicate?

**Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RL.1.2, RL.1.4)**

This is a close read of some pages of the book. You can read these pages of the physical book aloud, share your screen and read slides, or use the provided slides with audio.

*Rosie Revere, Engineer* ([slides](#)), pages 19-28

What was great-great-aunt's message to Rosie? What did she mean by "Life might have its failures, but this was *not* it. The only true failure can come if you quit."

How did Rosie change in the story?

How did great-great-aunt Rose impact Rosie?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts. Consider children's understanding of reflections as well as their ideas about using art in public spaces.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

### **Foundational Literacy (RF.1.3, RF.1.3g)**

Foundations lesson pacing: Unit 13, Week 1

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Monday, June 8.

### **Stations (RF.1.3d, e and RF 1.4b)**

Shared Reading: "Garrett Morgan" ([lesson](#), [slides](#), [child copy](#))

Practice reading the poem with phrasing and expression.

Ongoing Assessment:

Listen to children read the poem and note progress toward fluent reading.

### **Science and Engineering (STE 1-PS4-3, RI.1.2)**

Share the Week 13 [Choice Board](#).

Ongoing Assessment:

Review work in children's science journals.

Make notes during class conversations to assess children's understanding of the big idea.

### **Writing**

Children use their research notes to complete their explanation steps and to write their phenomenon statement. [Week 13 slides](#)

I can use research to write an explanation. (**W.1.2, W.1.4, W.1.8**)

Ongoing Assessment:

Review children's work using the [Explanation Observation Tool](#).  
Provide feedback for children to incorporate into their revisions.

**Math (1.NBT A1, B2, C7)**

[Missing Numbers, 3](#)

[Roll Tens](#) (online) or [Roll Tens](#) (video). You will need: [Making Towers of Ten](#)

[Encuentra los números, 3](#)

[Lanzar decenas](#) (en línea) o [Lanzar decenas](#) (video). Material necesario para el juego:  
[Hacemos tiras de 10](#)

**Ongoing Assessment:**

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards.  
If you are not doing a live session for Math, ask children to send you an image of a recording sheet.

**Wednesday, June 10**

Weekly Question: How can people use light and sound to communicate?

**Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RL.1.2, RI.1.5, RI.1.7)**

This text is a book read aloud on video. (Note: This is the full version of the trade book, rather than the big book provided to classrooms.)

*Now and Ben* ([video](#))

Use the illustrations and the text to answer the following questions:

What are some of the inventions that Ben Franklin made?

Choose two of the inventions that you think are the most useful. What makes them useful, and how did these inventions impact our world?

Why do you think the author decided to organize the book with "Now" and "Ben" pages? Why was that an effective way to communicate her message?

**Ongoing Assessment:**

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

**Foundational Literacy (RF.1.3, RF.1.3g)**

Foundations lesson pacing: Unit 13, Week 1



You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Monday, June 8.

### **Stations (SL.1.5)**

Listening & Speaking: Talk, Draw, Talk ([slides](#))

### **Studios**

#### Designing Tools to Send Messages

Introduce the challenge of the final project for the unit and the year: Design a tool that uses light or sound to communicate with someone at home. (The idea is really to design a tool, not pick up and use an already existing tool, instrument, or device.) This project will unfold over the next few days or two weeks, as time and end of year activities allow.

Reread *Sending Messages with Light and Sound* ([slides with audio](#)).

Launch the project with a series of questions to support planning. Allow children time to consider and, if possible, discuss each one with at least one other classmate.

[Template for planning](#)

Examples of questions:

What message would you like to send to someone in your home or have someone in your home send to you?

What kind of message is it? For example, is it a warning, a request for help, a direction, an announcement, a message of love?

How far do you want your message to travel?

Where does the message need to travel—inside, outside, inside to outside, or outside to inside?

How will you try to send your message—using sound, or using light? Which will be more effective for the kind of message and where it needs to travel?

How will you know if someone has received the message?

Do you want the receiver to be able to respond with another message?

Encourage children to draw a diagram of at least one idea, including labels to indicate possible materials.

#### **Materials**

Invite children to gather and try any materials they can find around their homes. Suggest that they consider materials they have already tried during Science and Engineering experiences and previous Studios work, reflecting on the properties of those materials and the qualities of light or sound they can produce.

#### **Ongoing Assessment:**

Host large or small group Thinking and Feedback sessions. Focus on just one or two pieces of work and use the five steps of the routine. ([slides](#)) Alternately, have children exchange feedback in pairs.

Prompt children to show and describe their tools at any stage of development, from plans, to consideration of materials, to construction.

Make notes about the projects children share and about what other children's comments and feedback reveal about their own understandings about how sound and light can be used as communication tools. Note how they apply what they have learned about properties and behaviors of sound and light to a real world problem.

### **Writing**

Children review the verbs in explanations and revise the verbs in their explanations. [Week 13 slides](#)

I can revise my explanation to include present tense action verbs. (L.1.1d, W.1.5, W.1.2)

Ongoing Assessment:

Review children's work using the [Explanation Observation Tool](#).

Provide feedback for children to incorporate into their revisions.

### **Math (1.NBT A1, B2, C7)**

[How Many Am I Hiding?](#) Use up to 20 objects.

[Adding Within 100 Hundred](#) (online) or [Adding Within 100 Hundred](#) (video)

[¿Cuántos escondo?](#) Usar hasta 20 objetos.

[Sumar con números hasta 100](#) (en línea) o [Sumar con números hasta 100](#) (video)

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a recording sheet.

### **Thursday, June 11**

Weekly Question: How can people use light and sound to communicate?

### **Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

### **Text Talk (**

Today's text is slides with audio. Share your screen and read aloud, or click through the slides and play the audio recording on each one.

"Inventors!" ([slides with audio](#))

What problem did Garrett Morgan solve with his invention of a traffic signal?

What impact did Lewis Latimer have on our lives today?

How did Roberto Landell de Moura, Guillermo Gonzalez Camarena and Shirley Jackson

|  |
|--|
| <p>each impact the way we communicate?</p> <p>Ongoing Assessment:<br/>Listen to children’s responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.</p> <p>Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.</p>  |
| <p><b>Foundational Literacy (RF.1.3, RF.1.3g)</b><br/>Foundations lesson pacing: Unit 13, Week 1<br/>You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Monday, June 8.</p>   |
| <p><b>Stations</b><br/>Word Work: <a href="#">Fluent Reader’s Challenge</a></p>  |
| <p><b>Studios</b><br/>Refer to the activity for Wednesday, June 10. Refer to the Text Talk slides as appropriate to children’s plans.<br/>Prepare for children to share their projects-in-process with classmates.</p>   |
| <p><b>Writing</b><br/>Children review the nouns in explanations and revise the nouns in their explanations. They also publish their explanations. <a href="#">Week 13 slides</a><br/>I can revise my explanation to include general nouns. (<b>L.1.1c</b>, W.1.5, <b>W.1.2</b>)<br/>I can prepare my explanation for an audience. (<b>W.1.2</b>, <b>W.1.4</b>)<br/>Ongoing Assessment:<br/>Review children’s work using the <a href="#">Explanation Observation Tool</a>.</p>  |
| <p><b>Math (1. NBT. B2, C7, MD.A 2)</b><br/><a href="#">Measuring Shadows</a><br/><a href="#">Adding Within 100 Hundred</a> (online) or <a href="#">Adding Within 100 Hundred</a> (video)<br/><a href="#">Medimos sombras</a><br/><a href="#">Sumar con números hasta 100</a> (en línea) o <a href="#">Sumar con números hasta 100</a> (video)<br/>Ongoing Assessment:<br/>Listen to children’s responses and discussion during video conference sessions. Take notes to document children’s understanding of key ideas and concepts as stated in the standards.<br/>If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.</p> |
| <p><b>Friday, June 12</b><br/>Weekly Question: How can people use light and sound to communicate?</p>  |

**Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (**

Today's text is slides with audio. Share your screen and read aloud, or click through the slides and play the audio recording on each one.

"Inventors!" ([slides with audio](#))

Watch Ayah Bdeir's video:

Which projects inspired you the most? What inspired you about them?

Select one inventor that you found to be inspiring and answer the following questions.

What did he or she invent and when was it invented?

What problem did the inventor solve?

How do you think the invention impacted the way we live today?

What inspired you about the inventor?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

**Foundational Literacy (RF.1.3, RF.1.3g)**

Foundations lesson pacing: Unit 13, Week 1

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Monday, June 8.

**Stations (L.1.5c)**

Vocabulary: [Draw for Meaning](#)

Have children choose from the week's vocabulary slides and follow the Draw for Meaning routine.

Ongoing Assessment:

Review children's drawings for confirmation or misconception of word meanings and use.

**Studios**

Refer to the activity for Wednesday, June 10.

Continue to support development of children's tools for sending messages.

Prepare for children to share their projects with classmates.

### **Writing**

Children take the Explanation Post-Assessment. [Week 13 slides](#)

I can write to explain how crayons are made. (W.1.2)

Assessment:

Score children's work using the [Explanation Rubric](#).

Reflect and make notes about the unit.

What did children understand about the purpose, structure, and language of explanation?

What is still challenging?

What could be done differently next year?

### **Math (1. NBT. A1, B2, C7, MD. A2)**

Invite children to choose from the activities offered throughout the week.

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.

## **First Grade Week 12: June 1-5**

### **Monday, June 1**

Weekly Question: How does light change?

### **Vocabulary and Language (L.1.5c)**

To prepare for the week:

Choose 4 words to teach and practice during the week.

[Week 12 Vocabulary slides](#)

Today: Use the [Weekly Words routine](#) to introduce 1 word.

### **Text Talk (RI.2.1, RI.2.3)**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided slides with audio. This book is near grade level. Plan for children to read along.

*All About Light* ([slides with audio](#))

Reread pages 12-15.

What did you learn about light beams?

How does a beam of light change with a mirror?

Reread pages 20-25.

Why does a straw look broken when it's in a glass of water?

What did you learn about rainbows?

What questions do you have about how light changes after reading *All About Light*?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

### **Foundational Literacy (RF.1.3)**

Foundations lesson pacing: Unit 12, Week 3

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. Here are videos to review important phonics skills children have learned:

[Video: oo and ou](#) (Keisha Cook, BPS)

[Video: suffixes ed and ing](#) (Keisha Cook, BPS)

[Video: ed suffix, past tense verbs](#) (online resource)

[Video: 3 sounds of -ed](#) (online resource)

[Video: reading words with suffixes](#) (Dwayne Nunez, BPS)

Here is a word list for children to apply specific sound-spelling patterns by decoding words:

[Word List: suffixes](#)

Ongoing Assessment:

- Listen to children read during live zooms
- Invite children to record themselves reading word lists or texts
- Conduct a dictation during a small group live zoom using the recommended word list
- Use the [decodables](#) to conduct running records during a live zoom

### **Stations (RF.1.3d, e and RF 1.4b)**

Teacher-facilitated Shared Reading: "Shadow Race" ([lesson](#), [slides](#), [child copy](#))

Practice reading the poem with phrasing and expression and identify the number of syllables in compound words and other multisyllabic words.

**Science and Engineering (STE 1-PS4-3)**

Share the Week 12 [slides](#).

**Writing**

Each week's slides include lessons day by day. You may choose to teach these lessons live, or to assign them to children.

This week's lessons focus on the language of Explanations. You might want to make a copy of the slides and add in class-specific information, such as how you would like children to submit their work.

Monday: Children continue to retell and write the steps in the process of turning wool into sweaters. [Week 12 slides](#)

I can retell and write the steps in an explanation. (RI.1.3, W.1.2)

Ongoing Assessment:

Review children's work using the [Explanation Observation Tool](#).

**Math (1.NBT A1, B2 a,c, C7)**

[Missing Numbers, 2](#)

[Cube Conversations](#)

[Plus or Minus Ten](#) (online) or [Plus or Minus Ten](#) (video).

Making materials: [Making Towers of Ten](#)

Embed [story problems](#) throughout the week. The document has a variety of story problem types for you to create other problems.

[Encuentra los números, 2](#)

[Cube Conversations](#)

[Más o menos 10](#) (en línea) [Más o menos 10](#) (video)

Material necesario para el juego: [Hacemos tiras de 10](#)

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a recording sheet of the work.

**Tuesday, June 2**

Weekly Question: How does light change?

**Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RI.1.6)**

Today's text is a series of slides with an embedded video.

"The Shiny Sculptures of Anish Kapoor" ([slides](#))

What do you think Anish Kapoor is trying to communicate by using reflection in his works of art?

What else do you think he might be trying to do in the communities where he places his sculptures?

What would these sculptures be like if they did not reflect and redirect light?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts. Consider children's understanding of reflections as well as their ideas about using art in public spaces.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

### **Foundational Literacy (RF.1.3, RF.1.3g)**

Foundations lesson pacing: Unit 12, Week 3

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Monday, June 1.

### **Stations (RF.1.3d, e and RF 1.4b)**

Shared Reading: "Shadow Race" ([lesson](#), [slides](#), [child copy](#))

Practice reading the poem with phrasing and expression.

Ongoing Assessment:

Listen to children read the poem and note progress toward fluent reading.

### **Science and Engineering (STE 1-PS4-3, RI.1.2)**

Share the Week 12 [Choice Board](#).

Ongoing Assessment:

Review work in children's science journals.

Make notes during class conversations to assess children's understanding of the big idea.

### **Writing**

Children write a phenomenon statement. [Week 12 slides](#)

I can write a phenomenon statement for an explanation. (W.1.2, W.1.4)

Ongoing Assessment:

Review children's work using the [Explanation Observation Tool](#).

### **Math (1.NBT A1, B2, C7)**



[Start With/Get To](#)

[Roll Tens](#) (online) or [Roll Tens](#) (video). Material you will need for the game: [Making Towers of Ten](#) [Empezamos en ... vamos al](#)

[Más o menos 10](#) (en línea) [Más o menos 10](#) (video)

Material necesario para el juego: [Hacemos tiras de 10](#)

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a recording sheet.

### Wednesday, June 3

Weekly Question: How does light change?

#### Vocabulary and Language (L.1.5c)

Use the [Weekly Words routine](#) to introduce 1 word.

#### Text Talk (RL.1.1, RL.1.3, RL.1.4, RL.1.7)

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided slides with audio.

*Keep the Lights Burning Abbie* ([slides](#), [video](#)), to page 23 (slide 12, minute 5:42)

What was life like for Abbie at the lighthouse? Use details from the text and illustrations to describe her life.

Return to page 10. What does the author mean by Abbie's legs "felt too heavy to race?" How is Abbie feeling?

Based on the events in the story, what do you predict will happen next?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

#### Foundational Literacy (RF.1.3, RF.1.3g)

Foundations lesson pacing: Unit 12, Week 3

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Monday, June 1.

#### Stations (SL.1.5)

Listening & Speaking: Talk, Draw, Talk ([slides](#))

## Studios

### Playing with Shadows

This activity continues from Week 11.

Invite children to continue working with shadow puppets, using what they are learning about light, light sources, and shadows.

Making Shadow Puppets [directions](#)

Once you have made your puppets, what stories can you tell with them?

What can you discover about shadows by using your puppets?

Ongoing Assessment:

Host a Thinking and Feedback session. Focus on just one or two pieces of work and use the five steps of the routine. ([slides](#))

Prompt children to show and describe any of these:

- their shadow puppets
- challenges and strategies in making and using puppets
- new discoveries about shadows
- information about light and shadow children used to make puppets and/or to develop stories
- stories children have told with their puppets

Make notes about the projects children share and about what other children's comments and feedback reveal about their own understandings about light and shadow.

## Writing

Children learn about the verbs in explanations and revise the verbs in their explanations.

[Week 12 slides](#)

I can identify the verbs in explanations. (**W.1.2**)

I can revise my explanation to include present tense action verbs. (**L.1.1d**, **W.1.5**, **W.1.2**)

Ongoing Assessment:

Review children's work using the [Explanation Observation Tool](#).

## Math (1.NBT A1, B2, C7)

[How Many Am I Hiding?](#) Use up to 20 objects

[Adding Within 100 Hundred](#) (online) or [Adding Within 100 Hundred](#) (video)

[¿Cuántos escondo?](#) Usar hasta 20 objetos

[Sumar con números hasta 100](#) (en línea) o [Sumar con números hasta 100](#) (video)

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a recording sheet.

**Thursday, June 4**

Weekly Question: How does light change?

**Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RL.1.1, RL.1.3, RL.1.7)**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*Keep the Lights Burning Abbie* ([slides](#), [video](#)), **page 23** (slide 13, minute 5:43) **to end**

What challenge is Abbie faced with? Use details from the text and illustrations to describe the challenge.

How does Abbie respond to the challenge?

After reading the story about Abbie, visit [this website](#) to learn more about the real history of Abbie Burgess Grant.

What parts of the book were based on the history from almost 200 years ago?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

**Foundational Literacy (RF.1.3, RF.1.3g)**

Foundations lesson pacing: Unit 12, Week 3

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Monday, June 1.

**Stations**

Word Work: [Fluent Reader's Challenge](#)

**Science and Engineering (STE 1-PS4-3)**

Read two sections of the FOSS student resources book.

*Sound and Light: "Reflections" and "Seeing the Light"* [slides](#)

How is a reflection different from a shadow?

What did you learn about eyes?

**Writing**

Children learn about the nouns in explanations and revise the nouns in their explanations.

[Week 12 slides](#)

I can identify the general nouns in explanations. **(W.1.2)**

I can revise my explanation to include general nouns. **(L.1.1c, W.1.5, W.1.2)**

Ongoing Assessment:

Review children's work using the [Explanation Observation Tool](#).

**Math (1. NBT. B2, C7, 1.OA A1, B4, C6)**

[Anno's Counting House, Part 3](#) (story problems are embedded)

[Adding Within 100 Hundred](#) (online) or [Adding Within 100 Hundred](#) (video)

[La casa de contar de Anno, parte 3](#)

[Sumar con números hasta 100](#) (en línea) o [Sumar con números hasta 100](#) (video)

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.

**Friday, June 5**

Weekly Question: How does light change?

**Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RI.1.1, RI.1.3)**

Read the focus pages during a live zoom, or use the provided slides with audio.

*Keep the Lights Burning, Abbie*, pages 26-29 ([slides for close reading](#))

**Perseverance** means to keep trying even in the face of an obstacle.

How does Abbie show perseverance in this scene from the story?

What motivates Abbie to persevere?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

**Foundational Literacy (RF.1.3, RF.1.3g)**

Foundations lesson pacing: Unit 12, Week 3

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Monday, June 1.

**Stations (L.1.5c)**

Vocabulary: [Draw for Meaning](#)

Have children choose from the week's vocabulary slides and follow the Draw for Meaning routine.

Ongoing Assessment:

Review children's drawings for confirmation or misconception of word meanings and use.

**Studios**

Refer to the activity for Wednesday, June 3.

Host and facilitate the Thinking and Feedback routine.

**Writing**

Children prepare for writing explanations by researching how sound travels. [Week 12 slides](#)

I can recount and record information found in texts to answer a research question. (RI.1.3, W.1.2, W.1.7, W.1.8)

Ongoing Assessment:

Review children's research notes.

What do they understand about how sound travels?

What are their misconceptions?

How will you clarify misconceptions?

**Math (1. NBT. A1, B2, C7, 1.OA A1, B4, C6)**

Invite children to choose from the activities offered throughout the week.

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.

**First Grade Week 11: May 26-29**

*Monday, May 25 is a holiday.*

**Tuesday, May 26**

Weekly Question: What is light?

**Vocabulary and Language (L.1.5c)**

To prepare for the week:

Choose 4 words to teach and practice during the week.

[Week 11 Vocabulary slides](#)

Today: Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RI.1.6)**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided slides with audio. This book is near grade level. Plan for children to read along.

*Sending Messages with Light and Sound:* [slides with audio](#)

How are light and sound used to communicate messages?

What information do we get from the photographs?

What information do we get from the text?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

**Foundational Literacy (RF.1.3)**

Foundations lesson pacing: Unit 12, Week 1

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. Here are videos to review important phonics skills children have learned:

[Video: vowel teams review](#) (Unit 10, Week 1) (Elisa Feng, BPS)

[Video: reading words with 5 sounds](#) (Maresa Scordino, BPS)

[Video: blending up to 5 sounds](#) (Unit 10, Week 1) (Elisa Feng, BPS)

[Video: Dictation](#) (Elisa Feng, BPS)

[Video: vowel teams ue, ew](#) (Melissa Downey, BPS)

Here are word lists for children to apply specific sound-spelling patterns by decoding words:

[Word List: eu, ew and words with 5 sounds](#)

Ongoing Assessment:

- Listen to children read during live zooms
- Invite children to record themselves reading word lists or texts
- Conduct a dictation during a small group live zoom using the recommended word list
- Use the [decodables](#) to conduct running records during a live zoom

**Stations (RF.1.3d, e and RF 1.4b)**

Teacher-facilitated Shared Reading: “Golden Sun ([lesson](#), [slides](#), [child copy](#))

Practice reading the poem with phrasing and expression and identify the number of syllables in compound words and other multisyllabic words.

**Science and Engineering (STE 1-PS4-3, RI.1.2)**

Share the Week 11 [slides](#).

Read a section of the FOSS student resources book.

*Sound and Light*: “Playing in the Light” [slides](#)

What did you learn about shadows from the text?

Ongoing Assessment:

This section will also be used for the Reading Informational Formative Assessment. Children should encounter the text prior to the assessment.

**Writing**

Today you will begin teaching Explanation (the last genre of the year). Each week’s slides include lessons day by day. You may choose to teach these lessons live, or to assign them to children.

This week’s lessons begin with a pre-assessment of Explanation, followed by a focus on the purpose and stages of Explanation. You might want to make a copy of the slides and add in class-specific information, such as how you would like children to submit their work.

Tuesday: Children take the Explanation Pre-Assessment. [Week 11 slides](#)

I can write to explain how sneakers are made. (W.1.2)

Assessment:

Score children’s work using the [Explanation Rubric](#).

Use the [Explanation Pre-Assessment Reflection](#) to plan for next steps.

**Math (1.OA C6, 1.NBT B2c)**

[Tens Go Fish](#) (online) or [Tens Go Fish](#) (video)

[Plus or Minus Ten](#) (online) or [Plus or Minus Ten](#) (video).

Playing at home: [Making Towers of Ten](#)

[Pescar 10](#)

[Más o menos 10](#) (en línea) [Más o menos 10](#) (video)

Material necesario para el juego: [Hacemos tiras de 10](#)

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards. If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.

### **Wednesday, May 27**

Weekly Question: What is light?

#### **Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

#### **Text Talk (RI.1.1, RI.1.2)**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided slides with audio. This book is near grade level. Plan for children to read along.

*All About Light:* [slides with audio](#)

What did you learn about light?

What are you wondering about light?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

#### **Foundational Literacy (RF.1.3, RF.1.3g)**

Foundations lesson pacing: Unit 12, Week 2

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Tuesday, May 26.

#### **Stations (RF.1.3, RF.1.4)**

Shared Reading: "Golden Sun"

[Lesson](#), [slides](#), [child copy](#)

Practice reading the poem with phrasing and expression.

Ongoing Assessment:

Listen to children read the poem and note progress toward fluent reading.

#### **Studios**

Playing with Shadows



Invite children to make shadow puppets, using what they are learning about light, light sources, and shadows.

Making Shadow Puppets [directions](#)

Once you have made your puppets, what stories can you tell with them?

As making puppets will be challenging and children's understandings will continue to develop, this activity will continue in Week 12.

Ongoing Assessment:

Host a Thinking and Feedback session. Focus on just one or two pieces of work and use the five steps of the routine. ([slides](#))

Prompt children to show and describe any of these:

- their shadow puppets
- challenges and strategies in making and using puppets
- information about light and shadow children used to make puppets and/or to develop stories
- stories children have told with their puppets

Make notes about the projects children share and about what other children's comments and feedback reveal about their own understandings about light and shadow.

### Writing

Children read *From Sheep to Sweater* and learn the purpose of Explanation. [Week 11 slides](#)

I can identify the main purpose of a text. (RI.1.6)

Ongoing Assessment:

What do children understand about the purpose of Explanation?

### Math (1.NBT A1, B2, C7)

[Start With/Get To](#), [Missing Numbers](#)

[Roll Tens](#) (online) or [Roll Tens](#) (video)

[Empezamos en ... vamos al](#), [Encuentra los números](#)

[Lanzar decenas](#) (en línea) o [Lanzar decenas](#) (video)

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.

### Thursday, May 28

Weekly Question: What is light?

### Vocabulary and Language (L.1.5c)

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RI.1.1, RI.1.2, RI.1.7)**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*Oscar and the Moth* ([slides](#), [video](#))

What kinds of natural light does Oscar learn about? Use the illustrations and words in the text.

What kinds of human-made light does he learn about? Use the illustrations and words.

What do you think are some of the most important facts that Oscar learns about light?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

**Foundational Literacy (RF.1.3, RF.1.3g)**

Foundations lesson pacing: Unit 12, Week 2

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Tuesday, May 26.

**Stations (SL.1.5)**

Listening & Speaking: Talk, Draw, Talk ([slides](#))

**Science and Engineering (STE 1-PS4-3)**

Share the Week 11 [Choice Board](#).

Ongoing Assessment:

Review work in children's science journals.

Make notes during class conversations to assess children's understanding of the big idea.

**Writing**

Children learn the stages of Explanation. [Week 11 slides](#)

I can name explanation stages. (W.1.2)

I can recount the order of steps in an explanation. (RI.1.3)

Ongoing Assessment:

What do children understand about the stages of Explanation?

**Math (1. NBT. 2a,b. 1.OA A1, B4, C5,6)**

[Quick Images](#)

[Anno's Counting House, Part 2](#)

[La casa de contar de Anno, parte 2](#)

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards. If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.

**Friday, May 29**

Weekly Question: What is light?

**Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RI.1.1, RI.1.3)**

Today's text is a close reading of two pages of yesterday's book.

*Oscar and the Moth*, pages 20-21 ([slides](#))

What is similar about how fireflies and Malaysian land snails use light at night?

Why do many ocean creatures produce their own light?

How do a swordfish and jellyfish use their light to survive?

The anglerfish and the millipede use their light for different purposes. What's different about how they use light?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

**Foundational Literacy (RF.1.3, RF.1.3g)**

Foundations lesson pacing: Unit 12, Week 2

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Tuesday, May 26.

**Stations (L.1.5c)**

Vocabulary: [Draw for Meaning](#)

Have children choose from the week's vocabulary slides and follow the Draw for Meaning routine.

Ongoing Assessment:

Review children's drawings for confirmation or misconception of word meanings and use.

**Studios**

Refer to the activity for Wednesday, May 27.

Host and facilitate the Thinking and Feedback routine.

**Writing**

Children retell and write some of the steps in the process of turning wool into sweaters. [Week 11 slides](#)

I can retell and write the steps in an explanation. (RI.1.3, W.1.2)

Ongoing Assessment:

Review children's work using the [Explanation Observation Tool](#).

**Math (1. NBT. A1, B2a,b,c., 1.OA A1,B4, C5,6,7)**

Invite children to choose from the activities offered throughout the week.

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions. Take notes to document children's understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.

## First Grade Week 10: May 18-22

**Monday, May 18**

Weekly Question: How do people and other animals use sound?

**Vocabulary and Language (L.1.5c)**

To prepare for the week:

Choose 5 words to teach and practice during the week.

[Week 10 Vocabulary slides](#)

Today: Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RL.1.5)**

Today's text is a folktale told on video. (Read 1 of 2)

*The First Music:* [video](#)

What sounds do we hear in this story? Act them out as we listen and read.

Folktales have certain elements, and one of those is that they explain a phenomenon, or how something came to be.

What phenomenon is explained in this story?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

### **Foundational Literacy (RF.1.1a and RF.1.3g)**

Foundations lesson pacing: Unit 12, Week 1

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. Here are videos that align to this week's skills:

[Video](#): oi and oy review (Maressa Scordino, BPS)

[Video](#): vowel teams oo and ou (Melissa Downey, BPS)

[Video](#): vowel teams oa, oe, ow (Melissa Downey, BPS)

[Video](#): vowel teams oa, oe, ow (Maressa Scordino, BPS)

[Video](#): long o (youtube)

Here are word lists for children to apply specific sound-spelling patterns by decoding words:

[Word List: oo](#)

[Word List: ow](#)

[Word List: oa, oe, ou](#)

Ongoing Assessment:

- Listen to children read during live zooms
- Invite children to record themselves reading word lists or texts
- Conduct a dictation during a small group live zoom using the recommended word list
- Use the [decodables](#) to conduct running records during a live zoom

### **Stations (RF.1.3d, e and RF 1.4b)**

Teacher-facilitated Shared Reading: "Way Down in the Music" ([Lesson](#), [slides](#), [child copy](#))

Practice reading the poem with phrasing and expression and identify the number of syllables in compound words.

### **Science and Engineering (STE 1-PS4-1)**

Share the Week 10 [slides](#).

### **Writing**

Each week's slides include lessons day by day. You may choose to teach these lessons live, or to assign them to children.

This week's lessons focus on receiving feedback and revising, editing, and publishing procedures. You might want to make a copy of the slides and add in class-specific information,

such as where you would like children to write their procedures, or how you would like them to submit their work. (For example, you could make a copy of the Procedure Feedback sheets for each child to write into, or you could simply have them write on a piece of paper or in a notebook at home.)

Monday: Children read their procedures to someone at home, who tries it out and provides feedback. [Week 10 slides](#)

Objective:

I can use feedback to plan for revising my procedure. (W.1.5, **W.1.2**, **W.1.4**)

Ongoing Assessment:

Have children submit their Procedure Feedback.

What feedback are children given? Does it match your assessment?

What next steps do children set for themselves?

Are there any trends emerging?

Review children's work using the [Procedure Observation Tool](#). Provide children feedback that they can incorporate while revising this week.

### **Math (1.NBT A1)**

[Start With, Get To](#) (cards up to 120 or limit to 60, as needed)

[Making Towers of Ten](#)

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions and take notes that document their understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.

### **Tuesday, May 19**

Weekly Question: How do people and other animals use sound?

### **Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

### **Text Talk (RL.1.2)**

Today's text is a folktale told on video (Read 2 of 2)

*The First Music:* [video](#)

Frog identifies a problem. What is it?

How is the problem resolved?

What is the central message of this story?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

### **Foundational Literacy (RF.1.3, RF.1.3g)**

Foundations lesson pacing: Unit 12, Week 1

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Monday, May 18.

### **Stations (RF.1.3, RF.1.4)**

Shared Reading: "Way Down in the Music"

[Lesson](#), [slides](#), [child copy](#)

Practice reading the poem with phrasing and expression.

Ongoing Assessment:

- Listen to children read the poem and note progress toward fluent reading.

### **Science and Engineering (RI.1.1, RI.1.7)**

Read a section of the FOSS student resources book.

*Sound and Light: "Animal Ears and Hearing"* [slides](#)

How do animals' body structures help them receive sound?

What else are you wondering about how different animals receive sound?

Ongoing Assessment:

Review work in children's science journals. Make notes during class conversations to assess children's understanding of the big idea.

### **Writing**

Children add missing materials and add adjectives as needed to make materials more precise.

[Week 10 slides](#)

I can revise the materials needed for my procedure. (W.1.5, **W.1.2**, **W.1.4**)

I can include adjectives in materials to make them more precise. (**L.1.1a**, **L.1.1g**, **W.1.2**)

Ongoing Assessment:

Review children's work using the [Procedure Observation Tool](#), focusing on Materials. Provide feedback necessary before publishing Materials.

### **Math (1.OA C6, 1.NBT B2c)**

[Tens Go Fish](#) (online) or [Tens Go Fish](#) (video)

[How Many Now?](#)

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions and take notes that document their understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.

### **Wednesday, May 20**

Weekly Question: How do people and other animals use sound?

#### **Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

#### **Text Talk (RI.1.1, RI.1.3)**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*Amazing Sound*, pages 18-23: [video](#)

What sounds do I hear?

What does each sound travel through to reach my ear?

How far does each sound travel?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

#### **Foundational Literacy (RF.1.3, RF.1.3g)**

Foundations lesson pacing: Unit 12, Week 1

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Monday, May 18.

#### **Stations (SL.1.5)**

Listening & Speaking: Talk, Draw, Talk ([slides](#))

#### **Studios**

Playing and Writing about Our Musical Instruments

Invite children to continue playing their musical instruments alone or with family members.

If children are excited and confident about writing procedures, you can invite them to write a second one, such as:

- playing one of their instruments to make different sounds
- using a body to make sounds
- composing a piece of music



- making and playing with a band

Ongoing Assessment:

Host a Thinking and Feedback session. Focus on just one or two pieces of work and use the five steps of the routine. ([slides](#))

Prompt children to show and describe

- their instruments, how they produce sound, what materials they have used, and how they have made decisions. Ask them to share any dilemmas they have faced or successful strategies they have discovered.
- their procedures

Make notes about the projects children share and about what other children's comments and feedback reveal about their own understandings about sound and how it is produced.

## Writing

Children add missing steps and ensure that steps begin with imperative verbs. [Week 10 slides](#)

I can revise the steps in my procedure. (W.1.5, **W.1.2**, **W.1.4**)

I can use imperative verbs in my steps. (**L.1.1d**, **W.1.2**)

Ongoing Assessment:

Review children's work using the [Procedure Observation Tool](#), focusing on Steps. Provide feedback necessary before publishing the Steps.

## Math (1 OA A1, 1.NBT B2c)

[Five in a Row Subtraction with 3 Cubes](#) (online) or [Five in a Row Subtraction With 3 Cards](#) (video)

[Plus or Minus Ten](#) (online) or [Plus or Minus Ten](#) (video)

Ongoing Assessment:

Listen to children's responses and discussion during video conference sessions and take notes that document their understanding of key ideas and concepts as stated in the standards.

If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.

## Thursday, May 21

Weekly Question: How do people and other animals use sound?

## Vocabulary and Language (L.1.5c)

Use the [Weekly Words routine](#) to introduce 1 word.

## Text Talk (RI.1.1, RI.1.3)

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*Sounds All Around*, pages 16-26 [video](#)

How do people use sound to survive?

|  |
|--|
| <p>How do animals such as bats, snakes and whales use sound to survive?</p> <p>Ongoing Assessment:<br/>Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.</p> <p>Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.</p>   |
| <p><b>Foundational Literacy (RF.1.3, RF.1.3g)</b><br/>Foundations lesson pacing: Unit 12, Week 1<br/>You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Monday, May 18.</p>   |
| <p><b>Stations</b><br/>Word Work: <a href="#">Fluent Reader's Challenge</a></p>  |
| <p><b>Science and Engineering (STE 1-PS4-1)</b><br/>Share the Week 10 <a href="#">Choice Board</a>.</p> <p>Ongoing Assessment:<br/>Review work in children's science journals.<br/>Make notes during class conversations to assess children's understanding of the big idea.</p>   |
| <p><b>Writing</b><br/>Children add adverbs as needed to make steps more precise. They revise their goals, as needed. <a href="#">Week 10 slides</a></p> <p>I can revise the steps and goal in my procedure. (W.1.5, <b>W.1.2</b>, <b>W.1.4</b>)<br/>I can add adverbs to steps to make them more precise. (<b>L.1.1a</b>, <b>L.1.1g</b>, <b>W.1.2</b>)</p> <p>Ongoing Assessment:<br/>Review children's work using the <a href="#">Procedure Observation Tool</a>, focusing on Step and Goal.<br/>Provide feedback necessary before publishing the Steps and Goal.</p> |
| <p><b>Math (1.OA C6, 1.NBT B2c)</b><br/><a href="#">Anno's Counting House</a><br/><a href="#">Plus or Minus Ten</a> (online) or <a href="#">Plus or Minus Ten</a> (video)</p> <p>Ongoing Assessment:<br/>Listen to children's responses and discussion during video conference sessions and take notes that document their understanding of key ideas and concepts as stated in the standards.<br/>If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.</p>                       |

**Friday, May 22**

Weekly Question: How do people and other animals use sound?

**Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RI.1.2, RI.1.5, RI.1.6)**

Today's text is a set of slides with embedded sounds.

How Animals Use Sound [slides](#)

What information do the headings in the text provide?

What information do the images provide?

What information do the sound clips provide?

What are some of the most important ways that animals use sound?

Ongoing Assessment:

Listen to children's responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.

Invite children to record their responses to Talk, Draw, Write through video, audio, drawing, and writing.

**Foundational Literacy (RF.1.3, RF.1.3g)**

Foundations lesson pacing: Unit 12, Week 1

You can teach Foundations lessons live via video, or use videos of your colleagues teaching foundational literacy lessons. See videos listed on Monday, May 18.

**Stations (L.1.5c)**

Vocabulary: [Draw for Meaning](#)

Have children choose from the week's vocabulary slides and follow the Draw for Meaning routine.

Ongoing Assessment:

Review children's drawings for confirmation or misconception of word meanings and use.

**Studios**

Refer to the activity for Wednesday, May 20.

Host and facilitate the Thinking and Feedback routine.

**Writing**

Children publish their procedures. [Week 10 slides](#)

I can prepare my procedure for an audience. (W.1.2, W.1.4)

Ongoing Assessment:

Reflect and make notes about the unit.

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| <p>What did children understand about the purpose, structure, and language of procedure?</p> <p>What is still challenging?</p> <p>What could be done differently next year?</p>  |
| <p><b>Math</b> (1.NBT A1, 1.NBT B2c, 1.OA C6)</p> <p>Invite children to choose from the activities offered throughout the week.</p> <p>Ongoing Assessment:</p> <p>Listen to children’s responses and discussion during video conference sessions and take notes that document their understanding of key ideas and concepts as stated in the standards.</p> <p>If you are not doing a live session for Math, ask children to send you an image of a task related to standards addressed during the week.</p> |

## First Grade Week 9: May 11-15

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| <p><b>Monday, May 11</b></p> <p>Weekly Question: How does sound change?</p>   |
| <p><b>Vocabulary and Language</b> (L.1.5c)</p> <p>To prepare for the week:</p> <p>Choose 5 words to teach and practice during the week.</p> <p><a href="#">Week 9 Vocabulary slides</a></p> <p>Today: Use the <a href="#">Weekly Words routine</a> to introduce 1 word.</p>   |
| <p><b>Text Talk</b> (RI.1.2, RI.1.6)</p> <p>Today’s text is a video.</p> <p>“Feeling Sound with Evelyn Glennie”: <a href="#">video</a></p> <p>Show the video to 2:30 or beyond.</p> <p>What did you notice in the video? How does Evelyn Gennie make sound change?</p> <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> <li>- Listen to children’s responses and discussion during live zooms and take notes that document their understanding of key ideas and concepts.</li> <li>- Invite children to record their responses to Talk, Draw, Write through video, audio, drawing and writing</li> </ul> |
| <p><b>Foundational Literacy</b> (RF.1.1a and 1.3g)</p> <p>Foundations lesson pacing: Unit 11, Week 3</p>  |

Here are videos that align to this week's skills:

[open and closed syllables \(BPS\)](#)

[oi sound](#)

[oi and oy](#)

[oi and oy](#)

[oi/oy rap](#)

Here is a [Word list](#) for children to apply specific sound-spelling patterns by decoding words.

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

Ongoing Assessment:

- Listen to children read during live zooms
- Invite children to record themselves reading word lists or texts
- Conduct a dictation during a small group live zoom
- Use the [decodables](#) to conduct running records during a live zoom

**Stations** (RF.1.3b, c and RF 1.4b)

Teacher-led Shared Reading: [Noise Day](#) ([slides](#))

## **Science and Engineering**

Share the Week 9 [slides](#).

## **Writing**

Each week's slides include lessons day by day. You may choose to teach these lessons live, or to assign them to children.

This week's lessons focus on building instruments and writing procedures. You might want to make a copy of the slides and add in class-specific information, such as where you would like children to write their procedures, or how you would like them to submit their work. (For example, you could make a copy of the Procedure Materials and Steps sheets for each child to write into, or you could simply have them write on a piece of paper or in a notebook at home.)

Monday: Children prepare for writing procedures by building the instruments they will write about and sketching their plans. [Week 9 slides](#)

Objective:

I can plan for my procedure. (W.1.2, W.1.4)

Ongoing Assessment:

Review children's plans.

Do they sketch their instruments?

What notes do they take to prepare for writing?

**Tuesday, May 12**

Weekly Question: How does sound change?

**Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RI.1.2, RI.1.3)**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*Amazing Sound:* [slides](#), videos: [full text](#), [through page 17](#)

What causes sound to happen? What causes sound to change?

**Foundational Literacy (RF.1.3c)**

Foundations lesson pacing: Unit 11, Week 3

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

**Stations (RF.1.4)**

Child reads Shared Reading text: [Noise Day](#)

**Science and Engineering**

Read two sections of the FOSS student resources book.

*Sound and Light:* “Strings in Motion” and “More Musical Instruments” [slides](#)

How does an instrument’s structure cause sound to change?

**Writing**

Children review adjectives and write the materials for their procedures. [Week 9 slides](#)

I can write the materials needed for my procedure. (W.1.2, W.1.4)

I can include adjectives in materials to make them more precise. (L.1.1a, L.1.1g, W.1.2)

Ongoing Assessment:

Review children’s work using the [Procedure Observation Tool](#), focusing on Materials

**Wednesday, May 13**

Weekly Question: How does sound change?

**Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RL.1.1, RL.1.4)**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

Way Down in the Music”: [text](#), [slides](#)

What does the poet mean by, “I get way down in the music?”

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| <p>How does the poet feel about music?<br/>What words in the poem show the poet's feelings?</p>   |
| <p><b>Foundational Literacy</b> (RF.1.3c)<br/>Foundations lesson pacing: Unit 11, Week 3<br/>You can teach Foundations lessons live via video, or use <a href="#">videos</a> of your colleagues teaching foundational literacy lessons.</p>   |
| <p><b>Stations</b> (SL.1.5)<br/>Listening &amp; Speaking: Talk, Draw, Talk (<a href="#">slides</a>)</p>   |
| <p><b>Studios</b><br/>Making More Musical Instruments<br/>Invite children to continue making musical instruments from objects they can find around their homes. Encourage them to think about ways to use their bodies to make sounds, as well.<br/>Can you make different sounds on one instrument?<br/>How can you use your body to make sounds?<br/>How can you change the sounds you are making with your instruments and with your body?</p> |
| <p><b>Writing</b><br/>Children review imperative verbs and write the steps for their procedures. <a href="#">Week 9 slides</a><br/>I can write the steps in my procedure. (W.1.2, W.1.4)<br/>I can write imperative verbs in my steps. (L.1.1d, W.1.2)<br/>Ongoing Assessment:<br/>Review children's work using the <a href="#">Procedure Observation Tool</a>, focusing on Steps</p>   |
| <p><b>Thursday, May 14</b><br/>Weekly Question: How does sound change?</p>  |
| <p><b>Vocabulary and Language</b> (L.1.5c)<br/>Use the <a href="#">Weekly Words routine</a> to introduce 1 word.</p>  |
| <p><b>Text Talk</b> (RI.1.6, RI.1.9)<br/>Today's texts are an informational article and a video.<br/>"How Marimbas Make Sound" <a href="#">article</a><br/>"Hillcrest College - Marimba Challenge Cup Winner" <a href="#">video</a><br/>What information do we get from the written text?<br/>What information do we get from the video?<br/>What is different and the same about the information from these two texts?</p>                       |
| <p><b>Foundational Literacy</b> (RF.1.3c)<br/>Foundations lesson pacing: Unit 11, Week 3</p>  |

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| <p>You can teach Foundations lessons live via video, or use <a href="#">videos</a> of your colleagues teaching foundational literacy lessons.</p>   |
| <p><b>Stations</b><br/> Word Work: <a href="#">Fluent Reader’s Challenge</a></p>  |
| <p><b>Science and Engineering</b><br/> Share the Week 9 <a href="#">Choice Board</a>.</p>   |
| <p><b>Writing</b><br/> Children review adverbs and write the steps for their procedures. <a href="#">Week 9 slides</a><br/> I can write the steps in my procedure. (W.1.2, W.1.4)<br/> I can add adverbs to steps to make them more precise. (L.1.1a, L.1.1g, W.1.2)<br/> Ongoing Assessment:<br/> Review children’s work using the <a href="#">Procedure Observation Tool</a>, focusing on Steps</p> |
| <p><b>Friday, May 15</b><br/> Weekly Question: How does sound change?</p>   |
| <p><b>Vocabulary and Language</b> (L.1.5c)<br/> Use the <a href="#">Weekly Words routine</a> to introduce 1 word.</p>   |
| <p><b>Text Talk</b> (RI.1.7)<br/> This text is slides with a text excerpt and audio/video clips. Share your screen.<br/> “Amazing Sound: How does this music make us feel?” <a href="#">slides</a><br/> What do you feel when you listen to music?<br/> What about the music makes you feel that way?</p>   |
| <p><b>Foundational Literacy</b> (RF.1.3c)<br/> Foundations lesson pacing: Unit 11, Week 3<br/> You can teach Foundations lessons live via video, or use <a href="#">videos</a> of your colleagues teaching foundational literacy lessons.</p>   |
| <p><b>Stations</b> (L.1.5c)<br/> Vocabulary: <a href="#">Draw for Meaning</a><br/> Have children choose from the week’s vocabulary slides and follow the Draw for Meaning routine.</p>  |
| <p><b>Studios</b><br/> Refer to the activity for Wednesday, May 13. Challenge children to make sounds using parts of their bodies other than their voices (stomping, clapping, snapping, patting, etc.)</p>   |
| <p><b>Writing</b></p>   |



Children write the goal for their procedures and complete any unfinished work on Materials and Steps. [Week 9 slides](#)

I can write the goal for my procedure. (W.1.2, W.1.4)

Ongoing Assessment:

Review children's work using the [Procedure Observation Tool](#), focusing on Goal and adding to Materials and Steps

## First Grade Week 8: May 4-8

### Monday, May 4

Weekly Question: What is sound?

#### Vocabulary and Language (L.1.5c)

To prepare for the week:

Choose 5 words to teach and practice during the week.

[Week 8 Vocabulary slides](#)

Today:

Use the [Weekly Words routine](#) to introduce 1 word.

#### Text Talk (RL.1.2, RL.1.3, RL.1.4, RI.1.2, RI.1.3, RI.1.4)

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*The Sound of Silence*: [slides](#), [video](#); Water Music [sound clip](#); Rain Spell [sound clip](#)

What sounds do you hear in Toru Takemitsu's music? What words can you use to describe them? How do they make you feel?

What sound words does the author use to describe the sounds Yoshio hears? Where does each sound come from?

#### Foundational Literacy (RF.1.3b, c and d, RF.1.4b)

Foundations lesson pacing: Unit 11, Week 2

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

#### Stations (RF.1.3b, c and RF 1.4b)

Teacher-led Shared Reading: [Tapping Tate](#) ([slides](#))

#### Science and Engineering

Share the Week 8 [slides](#).

**Writing (RI.1.6)**

For the next 3 weeks, you will be teaching Procedure! Each week will include a set of slides with lessons day by day. You may choose to teach these lessons live, or to assign them to children.

This week's lessons focus on learning about the purpose, stages, and language of Procedure through Deconstruction and practice. The next two weeks of the unit will focus on writing procedures.

[Week 8 slides](#)

**Tuesday, May 5**

Weekly Question: What is sound?

**Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk (RL.1.2, RL.1.3, RL.1.4, RI.1.2, RI.1.3, RI.1.4)**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*The Sound of Silence:* [slides](#), [video](#)

Why was Yoshio trying to find silence? What inspired him to think about this?

What adjectives can you use to describe silence?

**Foundational Literacy (RF.1.3c)**

Foundations lesson pacing: Unit 11, Week 2

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

**Stations (RF.1.4)**

Child reads Shared Reading text: [Tapping Tate!](#)

**Science and Engineering**

Share the Week 8 [Choice Board](#). Invite children to choose 2 activities to complete this week.

**Writing (W.1.2)**

Continue work using the [Week 8 slides](#).

**Wednesday, May 6**

Weekly Question: What is sound?

**Vocabulary and Language (L.1.5c)**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk** (RL.1.2, RL.1.3, RL.1.4, RI.1.2, RI.1.3, RI.1.4)

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*Max Found Two Sticks:* [slides](#), [video](#)

How does Max use his environment to make sounds?

Max uses sticks to make music. Why else does Max drum?

**Foundational Literacy** (RF.1.3c)

Foundations lesson pacing: Unit 11, Week 2

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

**Stations** (SL.1.5)

Listening & Speaking: Talk, Draw, Talk ([slides](#))

**Studios**

Making Musical Instruments

Invite children to make musical instruments from objects they can find around their homes. They may find containers to hit, stick-like objects to use as mallets (for hitting), similar objects of different sizes (such as plastic cups), and strings or elastic bands. They may also find objects that make sounds on their own, such as crinkly paper.

What can they use to attach different objects together? (tape, paperclips, or clothespins, stapler)

**Writing** (W.1.2, L.1.1a, L.1.1g)

Continue work using the [Week 8 slides](#).

**Thursday, May 7**

Weekly Question: What is sound?

**Vocabulary and Language** (L.1.5c)

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk** (RL.1.2, RL.1.3, RL.1.4, RI.1.2, RI.1.3, RI.1.4)

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*Sounds All Around:* [slides](#), [video](#)

How does the human body work to make or produce sound?

How do people receive sound?

**Foundational Literacy** (RF.1.3c)

Foundations lesson pacing: Unit 11, Week 2

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching

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| foundational literacy lessons.  |
| <b>Stations</b><br>Word Work: <a href="#">Fluent Reader's Challenge</a>   |
| <b>Studios</b><br>Refer to the activity for Wednesday, May 6. Invite children to continue making instruments and to begin to discover what kinds of music they can make.  |
| <b>Writing</b> (W.1.2, L.1.1d)<br>Continue work using the <a href="#">Week 8 slides</a> .   |
| <b>Friday, May 8</b><br>Weekly Question: What is sound?   |
| <b>Vocabulary and Language</b> (L.1.5c)<br>Use the <a href="#">Weekly Words routine</a> to introduce 1 word.  |
| <b>Text Talk</b> (RL.1.2, RL.1.3, RL.1.4, RI.1.2, RI.1.3, RI.1.4)<br>Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.<br><i>Sounds All Around:</i> <a href="#">slides</a> , <a href="#">video</a><br>What does the word vibrate mean? Explain the meaning of the word and provide an example of how something that vibrates to produce sound. |
| <b>Foundational Literacy</b> (RF.1.3c)<br>Foundations lesson pacing: Unit 11, Week 2<br>You can teach Foundations lessons live via video, or use <a href="#">videos</a> of your colleagues teaching foundational literacy lessons.  |
| <b>Stations</b> (L.1.5c)<br>Vocabulary: <a href="#">Draw for Meaning</a><br>Have children choose from the week's vocabulary slides and follow the Draw for Meaning routine.   |
| <b>Science and Engineering</b><br>Read one short section of the FOSS student resources book.<br><i>Sound and Light:</i> Vibrations and Sound <a href="#">slides</a><br>What did you discover when you were making instruments that helps you understand how vibrations make sound?  |
| <b>Writing</b> (W.1.2, L.1.1a, L.1.1g)<br>Continue work using the <a href="#">Week 8 slides</a> .   |

## First Grade Week 7: April 27-May 1

### Monday, April 27

Weekly Question: How do we make choices as consumers, and how do those choices impact our communities?

#### Vocabulary and Language

To prepare for the week:

Choose 5 words to teach and practice during the week.

Copy these slides into a new slide deck.

[Unit 3 Vocabulary slides](#)

Today:

Use the [Weekly Words routine](#) to introduce 1 word.

#### Text Talk

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*A Chair for My Mother:* [slides](#), [video](#)

Why did the characters start putting money into a jar? How did they fill it up?

Why is the chair important to each member of the family?

Is the chair in this story a **want** or a **need**? Give reasons for your argument. You could say and write: *I think the chair is a \_\_\_\_\_ because \_\_\_\_\_.*

#### Foundational Literacy

Foundations lesson pacing: Unit 11, Week 1

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

#### Stations

Teacher-led Shared Reading: [Farmworkers](#) ([slides](#))

#### Science and Engineering

Share the Week 7 Lesson 1 [slides](#).

#### Writing

Introduce the following writing task.

Think about a time when you or your family made a choice about what to buy. Tell, and then write, a personal recount about that experience.

Be sure to include an orientation to introduce your story (who is in the story, where and when it happened, and an introduction to what happened); the sequence of

events; and a conclusion, which could be the final event, a feeling, or a reflection on why the experience was important.

## **Tuesday, April 28**

Weekly Question: How do we make choices as consumers, and how do those choices impact our communities?

### **Vocabulary and Language**

Use the [Weekly Words routine](#) to introduce 1 word.

### **Text Talk**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*Something Special for Me:* [slides](#), [video](#)

What steps does Rosa take when she's trying to decide whether to buy something?

How does Rosa feel when she's trying to decide? Why do you think she feels this way?

How are Rosa's friends and family important in helping her make her decision?

### **Foundational Literacy**

Foundations lesson pacing: Unit 11, Week 1

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

### **Stations**

Child reads Shared Reading text: [Farmworkers child copy](#)

### **Science and Engineering**

Share the Week 7 Lesson 2 [slides](#).

### **Writing**

Support children to continue writing their personal recounts. Invite children to share their work.

## **Wednesday, April 29**

Weekly Question: How do we make choices as consumers, and how do those choices impact our communities?

### **Vocabulary and Language**

Use the [Weekly Words routine](#) to introduce 1 word.

### **Text Talk**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*Something Special for Me:* [slides](#), [video](#)

How are the two Rosa stories the same and different?  
How does Rosa's family's experience impact how they use their savings?

### **Foundational Literacy**

Foundations lesson pacing: Unit 11, Week 1

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

### **Stations**

Listening & Speaking: Talk, Draw, Talk ([slides](#))

### **Studios**

Ask children to revisit the market they have been building at home over the last few weeks (The Market Project).

Prompts for reflecting on and sharing the market with teachers and classrooms:

- Have you built a market?
- What kind of market was it?
- What was it like to work there, and to shop there?
- Did you make a supply chain?
- Did you write about yourself learning to provide a service?

To share their projects with you and the class, ask children to record a video, do some writing and drawing, send photos, or have customers write reviews.

### **Writing**

Guide children to go back to their work to make sure they included all of the stages of personal recount.

- Orientation: introduces who the story is about, where and when it happened, and what happened
- Sequence of Events: includes all events, written in order
- Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling

### **Thursday, April 30**

Weekly Question: How do we make choices as consumers, and how do those choices impact our communities?

### **Vocabulary and Language**

Use the [Weekly Words routine](#) to introduce 1 word.

### **Text Talk**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

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| <p><i>Dolores Huerta: A Hero to Migrant Workers</i>: <a href="#">slides</a>, <a href="#">video</a></p> <p>What has Dolores done in her life to make her a hero?</p>  |
| <p><b>Foundational Literacy</b></p> <p>Foundations lesson pacing: Unit 11, Week 1</p> <p>You can teach Foundations lessons live via video, or use <a href="#">videos</a> of your colleagues teaching foundational literacy lessons.</p>  |
| <p><b>Stations</b></p> <p>Word Work: <a href="#">Fluent Reader’s Challenge</a></p>   |
| <p><b>Studios</b></p> <p>Refer to the activity for Wednesday, April 29.</p>  |
| <p><b>Writing</b></p> <p>Guide children to revise the language in their personal recounts.</p> <p>Do they use phrases of time to introduce events? (for example, “The next day...,” rather than “next”)</p> <p>Guide them to introduce each event precisely with an adverbial phrase of time.</p>  |
| <p><b>Friday, May 1</b></p> <p>Weekly Question: How do we make choices as consumers, and how do those choices impact our communities?</p>  |
| <p><b>Vocabulary and Language</b></p> <p>Use the <a href="#">Weekly Words routine</a> to introduce 1 word.</p>   |
| <p><b>Text Talk</b></p> <p>Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.</p> <p><i>Dolores Huerta: A Hero to Migrant Workers</i>: <a href="#">slides</a>, <a href="#">video</a></p> <p>How does Dolores Huerta help people make choices as consumers?</p> <p>Use details from the text and illustrations to support your ideas.</p> <p>Excerpt <a href="#">slides</a> to support children’s response.</p> |
| <p><b>Foundational Literacy</b></p> <p>Foundations lesson pacing: Unit 11, Week 1</p> <p>You can teach Foundations lessons live via video, or use <a href="#">videos</a> of your colleagues teaching foundational literacy lessons.</p>  |
| <p><b>Stations</b></p> <p>Vocabulary: <a href="#">Draw for Meaning</a></p> <p>Have children choose from the week’s vocabulary slides and follow the Draw for Meaning</p>   |



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| routine.   |
| <b>Studios</b><br>Refer to the activity for Wednesday, April 29.   |
| <b>Writing</b><br>Have the children share their personal recounts with family members, and with the class. |

## First Grade Week 5: April 13-17

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| <b>Monday, April 13</b><br>Weekly Question: What services do people provide and use?  |
| <b>Vocabulary and Language</b><br>To prepare for the week:<br>Choose 5 words to teach and practice during the week.<br>Copy these slides into a new slide deck.<br><a href="#">Unit 3 Vocabulary slides</a><br><br>Today:<br>Use the <a href="#">Weekly Words routine</a> to introduce 1 word.  |
| <b>Text Talk</b><br>This week's texts are provided in slides. Share your screen and read the slides aloud.<br>Service Workers in Our Community <a href="#">slides</a><br>Why are the people who do these jobs called <b>essential</b> workers?<br>Do you know anyone who does any of these service jobs?<br>What would it be like if people stopped doing these jobs? |
| <b>Foundational Literacy</b><br>Foundations lesson pacing: Unit 10, Week 3<br>You can teach Foundations lessons live via video, or use <a href="#">videos</a> of your colleagues teaching foundational literacy lessons.  |
| <b>Stations</b><br>Teacher-led Shared Reading: <a href="#">Firefighters decodable text</a> (slides)<br>See the <a href="#">decodables website</a> for more content-rich decodables  |
| <b>Science and Engineering</b><br>Share the Week 5 Lesson 1 <a href="#">slides</a> .  |

**Writing**

Introduce the following writing task.

Think about a time when you benefited from the work of a service worker in your community. Tell, and then write, a personal recount about that experience.

Be sure to include an orientation to introduce your story (who is in the story, where and when it happened, and an introduction to what happened); the sequence of events; and a conclusion, which could be the final event, a feeling, or a reflection on why the experience was important.

**Tuesday, April 14**

Weekly Question: What services do people provide and use?

**Vocabulary and Language**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk**

Share your screen and read the slides aloud.

Curley School Nurses [slides](#)

How do school nurses benefit the community?

How are they different from and the same as other nurses who work in health care centers and hospitals?

**Foundational Literacy**

Foundations lesson pacing: Unit 10, Week 3

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

**Stations**

Child reads Shared Reading text: [Firefighters decodable text](#) (slides)

**Science and Engineering**

Share the Week 5 Lesson 2 [slides](#).

**Writing**

Support children to continue writing their personal recounts. Invite children to share their work.

**Wednesday, April 15**

Weekly Question: What services do people provide and use?

**Vocabulary and Language**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk**

Share your screen and read the slides aloud.

Dentist [slides](#)

How does Dr. Michelle Anderson benefit the community? Remember to use details from her interview to support your ideas.

### **Foundational Literacy**

Foundations lesson pacing: Unit 10, Week 3

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

### **Stations**

Listening & Speaking: Talk, Draw, Talk: Choose one Service Workers in Our Community [slide](#) to look at closely and follow this [prompt](#).

### **Studios**

Introduce and model or assign this activity for the remainder of the week:

Continue creating a place where important services happen. This does not have to be an essential service, but something that is important to you and your family—maybe a library, hair salon or barbershop, garbage collection, delivery, cook, nurse, post office, bus or subway...

Collect some materials from around your home to create the place where that service happens.

Act out being the producer—the person who provides the service.

Act out being the consumer—the person who uses the service.

### **Writing**

Guide children to go back to their work to make sure they included all of the stages of personal recount.

- Orientation: introduces who the story is about, where and when it happened, and what happened
- Sequence of Events: includes all events, written in order
- Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling

### **Thursday, April 16**

Weekly Question: What services do people provide and use?

### **Vocabulary and Language**

Use the [Weekly Words routine](#) to introduce 1 word.

### **Text Talk**

Share your screen and read the slides aloud.

Bikes Not Bombs [slides](#)

|  |
|--|
| How does Elijah Evans benefit the community?   |
| <b>Foundational Literacy</b><br>Foundations lesson pacing: Unit 10, Week 3<br>You can teach Foundations lessons live via video, or use <a href="#">videos</a> of your colleagues teaching foundational literacy lessons.   |
| <b>Stations</b><br>Word Work: <a href="#">Fluent Reader's Challenge</a>  |
| <b>Studios</b><br>Refer to the activity for Wednesday, April 15.   |
| <b>Writing</b><br>Guide children to revise the language in their personal recounts.<br>Do they use phrases of time to introduce events? (for example, "The next day...", rather than "next")<br>Guide them to introduce each event precisely with an adverbial phrase of time.   |
| <b>Friday, April 17</b><br>Weekly Question: What services do people provide and use?   |
| <b>Vocabulary and Language</b><br>Use the <a href="#">Weekly Words routine</a> to introduce 1 word.  |
| <b>Text Talk</b><br>Share your screen and read the slides aloud.<br>Service Workers in Our Community <a href="#">slides</a><br>Now that we have met some of the people who provide services in Boston, think about what service you are inspired to provide someday.<br>On a piece of paper, draw yourself as an essential service worker. What work are you doing? Why is it essential?<br>Write about what a day on the job might be like. |
| <b>Foundational Literacy</b><br>Foundations lesson pacing: Unit 10, Week 3<br>You can teach Foundations lessons live via video, or use <a href="#">videos</a> of your colleagues teaching foundational literacy lessons.   |
| <b>Stations</b><br>Vocabulary: <a href="#">Draw for Meaning</a><br>Have children choose from the week's vocabulary slides and follow the Draw for Meaning routine.   |

**Studios**

Refer to the activity for Wednesday, April 15.

**Writing**

Have the children share their personal recounts with family members, and with the class.

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## First Grade Week 4: April 6-9

This week's resources are from *Focus on First*, Unit 3, Week 6 and include a question that introduces the topic and guides the content for the week.

**Monday, April 6**

Weekly Question: What services do people provide and use?

**Vocabulary and Language**

To prepare for the week:

Choose 4 words to teach and practice during the week.

Copy these slides into a new slide deck.

[Unit 3 Vocabulary slides](#)

Today:

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*Quinito's Neighborhood*: [slides](#), [video](#)

What are some ways the neighbors' work is connected?

How do service jobs benefit a community?

**Foundational Literacy**

Foundations lesson pacing: Unit 10, Week 2

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

**Stations**

Teacher-led Shared Reading: [The Bread Song](#) ([slides](#), [audio for reference](#))

**Science and Engineering**

Have children watch the following video and look for signs of Spring.

[City Sprouts video intro](#)

### **Writing**

Introduce the following writing task.

Think about a time when you used a service in your community, such as going to the barbershop or the dentist. Tell, and then write, a personal recount about that experience.

Be sure to include an orientation to introduce your story (who is in the story, where and when it happened, and an introduction to what happened); the sequence of events; and a conclusion, which could be the final event, a feeling, or a reflection on why the experience was important.

### **Tuesday, April 7**

Weekly Question: What services do people provide and use?

### **Vocabulary and Language**

Use the [Weekly Words routine](#) to introduce 1 word.

### **Text Talk**

For today, you can share your screen and read slides 1-7.

People in Our Neighborhoods: [slides](#)

How are Mike, TeeAra, and Cheryl connected?

How does Mike and Cesar's work benefit the community?

### **Foundational Literacy**

Foundations lesson pacing: Unit 10, Week 2

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

### **Stations**

Child reads Shared Reading text: [The Bread Song child copy](#)

### **Science and Engineering**

Introduce and model or assign this activity:

Choose a plant that lives either inside or outside your home, maybe a houseplant or a tree.

Draw the plant. Pay attention to how big it is. Is it bigger than you? Is it bigger than your building? If the plant has leaves, look at them as closely as you can. What shape and color are they? If this plant does not have leaves, why not? Will leaves grow?

### **Writing**

Support children to continue writing their personal recounts. Invite children to share their work.

**Wednesday, April 8**

Weekly Question: What services do people provide and use?

**Vocabulary and Language**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk**

For today, you can share your screen and read slides 8-13.

People in Our Neighborhoods: [slides](#)

Choose one person from the slides who interests you.

How does that person's service benefit the community?

What inspired you about the service work in the slide?

**Foundational Literacy**

Foundations lesson pacing: Unit 10, Week 2

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

**Stations**

Listening & Speaking: Talk, Draw, Talk ([slides](#))

**Studios**

Introduce and model or assign this activity:

Think about a service you use—library, hair salon or barbershop, garbage collection, delivery, cook, nurse, post office, bus or subway... Collect some materials from around your home to create the place where that service happens.

Keep the service shop open for business tomorrow.

**Writing**

Guide children to go back to their work to make sure they included all of the stages of personal recount.

- Orientation: introduces who the story is about, where and when it happened, and what happened
- Sequence of Events: includes all events, written in order
- Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling

**Thursday, April 9**

Weekly Question: What services do people provide and use?

**Vocabulary and Language**

Use the [Weekly Words routine](#) to introduce 1 word.

**Text Talk**

Texts are provided in various formats. You can read a physical book aloud, share your screen and read slides, or use the provided video.

*Bippity Bop Barbershop*: [slides](#), [video](#)

Why is the barbershop an important place in this community? How do you know?

How do Miles' feelings change through the story? What makes them change?

**Foundational Literacy**

Foundations lesson pacing: Unit 10, Week 2

You can teach Foundations lessons live via video, or use [videos](#) of your colleagues teaching foundational literacy lessons.

**Stations**

Vocabulary: [Draw for Meaning](#)

Have children choose from the week's vocabulary slides and follow the Draw for Meaning routine.

**Studios**

Introduce and model or assign this activity:

Go back to the business you set up yesterday. Take turns with family members acting out being the producer (the person who provides the service) and the consumer (the person who uses the service).

**Writing**

Have the children share their personal recounts with family members, and with the class.