



Cedar Falls Community Schools Continuous Learning Plan

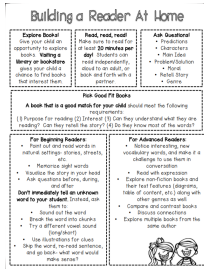
[Link to CF Learning at Home](#)

Grade: First Grade	Teacher(s): Mrs. Ireland, Mrs. PirkI and Mrs. Wilkinson												
Week of: May 4th	<i>Suggested time of Engagement / Day: 60-90 minutes</i>												
Helpful Login Information: BrainPop Jr Username: lescf Password: brainpop IXL Username: studentnumber@cflincoln Password: 123456 Ebooks site (Epic, Tumblebooks, BookFlix, TrueFlix, PebbleGo and more! Most set to auto-login students!)													
Table of Contents <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%; text-align: center; padding: 5px;">Weekly Check-In</td> <td style="width: 16.6%; text-align: center; padding: 5px;">Reading / ELA</td> <td style="width: 16.6%; text-align: center; padding: 5px;">Writing</td> <td style="width: 16.6%; text-align: center; padding: 5px;">Math</td> <td style="width: 16.6%; text-align: center; padding: 5px;">Science</td> <td style="width: 16.6%; text-align: center; padding: 5px;">Social Studies</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Phonics</td> <td style="text-align: center; padding: 5px;">Art</td> <td style="text-align: center; padding: 5px;">Music</td> <td style="text-align: center; padding: 5px;">Physical Education</td> <td style="text-align: center; padding: 5px;">Guidance</td> <td style="text-align: center; padding: 5px;">Library</td> </tr> </table>		Weekly Check-In	Reading / ELA	Writing	Math	Science	Social Studies	Phonics	Art	Music	Physical Education	Guidance	Library
Weekly Check-In	Reading / ELA	Writing	Math	Science	Social Studies								
Phonics	Art	Music	Physical Education	Guidance	Library								

SUBJECT	LEARNING TARGET	ONLINE ACTIVITIES	UNPLUGGED ACTIVITIES
Weekly Check-In	I can stay connected to my class and others!	- Record a video for your classmates on Seesaw to show them something you have been doing/created at home! - Visit your classroom Zoom meetings! - Ireland-Tuesdays @ 2:00 (link in Seesaw!) - PirkI- Tuesdays @ 10:30 am, Thursdays @ 5:30 pm (link in Seesaw) - Wilkinson- (See Seesaw for times!) - Each teacher has parent office hours on Monday evening from 8:00-8:30! Watch this Brainpop Video about Mindfulness and think about how you're doing! - Join us (Mrs. Kowalski and Mrs. Droë) for 10 minutes of Yoga (all ages welcome) sign up with this link: https://forms.gle/c6eRQ3ggaiibCsQX7 Ukuzoomle (ukulele +zoom) will be held every Friday beginning May 8 from 4:30-5:00. If you don't have a ukulele you can join us to sing! All ages welcome. Please sign up using this link: https://forms.gle/TTLpJiu5KwUmspWg7	Write a letter to connect with someone from school or Facetime/chat with a friend. Feelings Check-In How am I feeling?  My Favorite New Activity Inside: Outside: I Really Miss 1. 2. 3. Things I'm looking forward to: 1. 2. 3. Today I will do this because it brings me joy:



Reading / ELA



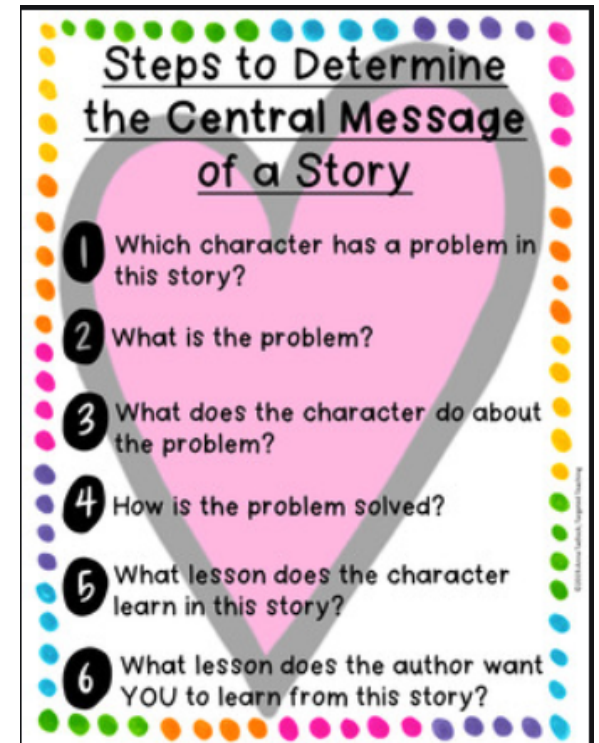
This is posted on Seesaw in the At home learning folder!

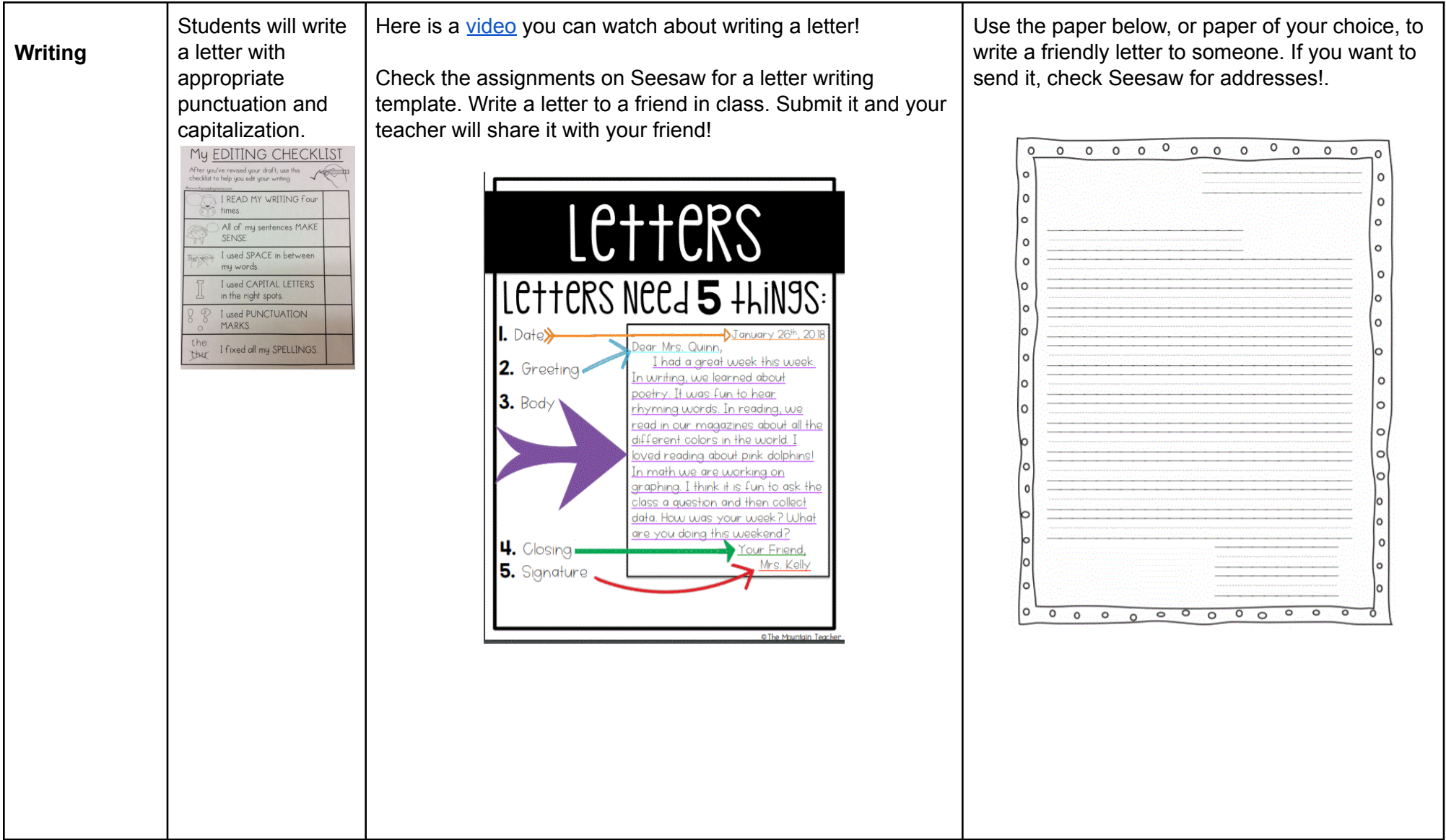
Students will read every day for 15-30 minutes.

Students will retell stories, including details and identify the message or lesson in the story.

- Students will read a good fit book independently every day for 15-30 minutes.
- Find a book each day to read or listen to on Epic or any of the shared online reading sites and use the questions from the unplugged activities column to guide your discussion! .
- Monday morning check Seesaw at 8:00 to listen to the story Rainbow Fish and share what you think the author is trying to teach us (the central message of the story) by completing the activity on Seesaw!!
- Update the diagnostic in the Language Arts section of IXL (this can be completed over a couple days.)

- Students will read a good fit book independently every day for 15-30 minutes.
- Look at this chart together to tell someone what the central message was in your story!



This is a template for a piece of lined paper. It features a thick black border decorated with a series of small circles. The interior of the page is filled with horizontal ruling lines. There are three sets of lines at the top, followed by a larger section with many more lines, and a final set of three lines at the bottom right. The paper is otherwise blank, with no text or other markings.



Math

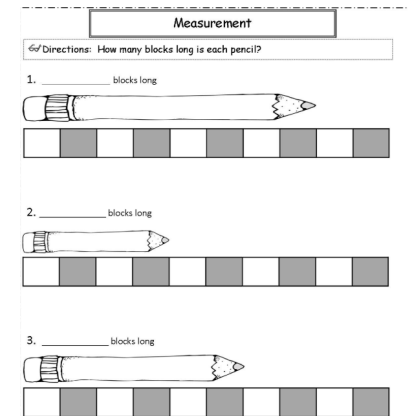
Students will work with addition and subtraction facts.

Students will measure using nonstandard units of measurement.

- Watch this video from Brainpop Jr. about [Nonstandard Measurement](#)
- Do these IXL skills. Be sure that you are in the 1st grade skills before doing these. You can do skills more than once if they have already completed one.:
 - Measurement: Section P:
 - Lesson 2: compare objects: length and height
 - Lesson 7: measure length with objects
 - Lesson 8 : measure length with cubes
 - Lesson 9: measure height with cubes
 -
- Update your IXL diagnostic by going to the diagnostic tab in IXL. This can be done in chunks.
- Complete XtraMath daily.
- Log into Seesaw and show how you solved the assigned word problems.
- Check Seesaw Monday morning at 8:00 for some measurement activities.

Solve these word problems on a piece of paper at home!

1. Gail has 61 short ribbons and 24 long ribbons. How many ribbons does Gail have in all?
2. There were 14 melons in the garden. 77 more melons were planted. How many melons are in the garden now?
3. There are 29 birds on the pond. How many could be geese and how many could be swans?
4. Lucas has 48 more ribbons than Lucy. Lucas has 75 ribbons. How many ribbons does Lucy have?
5. There are 68 girls and 54 boys in the lunchroom. How many fewer boys are there than girls?



Use this example of measuring with alike items (cubes, paperclips, same size legos, blocks, forks, etc.) and have your student measure items around the house! Have them estimate and then measure. For example, how many legos long is this paper? How many forks long is the kitchen table?



Science

Students will investigate spring weather.

Watch this [video](#) about noticing changes in the weather. In the activity, Be a Weather Watcher, they learn the different factors involved in describing the weather, then observe and draw the weather around them.

Observe and draw the weather around you! Use this sheet and go outside or look through the window to complete this activity.

When students are drawing, you may need to remind them to pay attention to the four aspects of the weather that are discussed in this mystery: what you see in the sky, the temperature, the wind, and rain/snow. We've included icons in the corner of the drawing sheet as a reminder.

Consider having students repeat this activity when the weather changes. Drawing gives them a tool that will help them pay attention to changes in the weather that they may otherwise overlook.

Name: _____
Date: _____





Social Studies	Students will learn about different jobs in our world.	Watch this video about community helpers. Think about a dream job you would want to have. Famous singer? Astronaut? Professional Sports Player? Artist? Search Epic for books about your dream job! Tell someone at home about why you think that would be a great job to have! If you aren't sure yet about what you want to be when you grow up, search jobs or careers on Epic! There are a lot of jobs to read about! Check Seesaw on Monday morning at 8:00 for an activity where you can take a selfie and draw yourself as what you want to be when you grow up!	Think about a dream job you would want to have. Famous singer? Astronaut? Professional Sports Player? Artist? Ask someone at home what they know about that job. What would you need to do to be able to get that job when you grow up? Tell someone at home about why you think that would be a great job to have! If you aren't sure yet what you want to be when you grow up, think about things you love to do now. What job could you have when you grow up that lets you do some of those same things? Talk to someone at home about it! Draw a picture of yourself doing the job you want to have when you grow up!
-----------------------	--	--	--



Phonics

Students can practice reading and writing snap words.

Students will work with blends and digraphs.

-Login to [IXL](#)
-Click on Language Arts (also be sure that you are in 1st grade)
-Practice these skills on IXL: F1-10 to practice blends and digraphs in the Language Arts tab.

-Go on a word hunt around your home or in your books! Can you find any words with some blends or digraphs? Write them down on a piece of paper and keep track! Which ones did you find the most? How about the least? You can take a picture of the pages and circle the words on Seesaw! Remember, you can do a document with multiple pages and look on more than one page.

-Check Seesaw at 8:00 on Monday morning! We assigned 5 blend and digraph activities. You could choose to do 1 each day!

Go on a word hunt around your home or in your books! Can you find any words with blends or digraphs? Write them down on a piece of paper and keep track! Which ones did you find the most? How about the least? You can circle them with your finger in your books!

CREATIVE WAYS TO PRACTICE WORDS AT HOME

WATER WORDS	DIP PAINT BRUSH IN WATER AND WRITE THE WORDS OUTSIDE ON CONCRETE
SIDEWALK CHALK	WRITE WORDS OUTSIDE OR ON BLACK PAPER USING SIDEWALK CHALK
STAIN GLASS WORDS	TAPE PAPER TO A WINDOW. WRITE THE WORDS WITH PAINT OR MARKERS.
WORD HUNT	HIDE THE WORDS AROUND THE HOUSE AND FIND THEM.
HOPSCOTCH	TAPE THE WORDS TO THE FLOOR OR WRITE THEM OUTSIDE AND READ THE WORD WHEN LANDED ON.
RAINBOW WRITE	WRITE THE WORDS ON PAPER AND TRACE THEM WITH THE COLORS OF THE RAINBOW.
BUILD IT	BUILD THE WORDS USING SMALL ITEMS AROUND THE HOUSE SUCH AS BEANS OR BUTTONS.
COLD WORDS	BUILD THE WORDS ON THE REFRIGERATOR USING MAGNETIC LETTERS.
PLAY DOUGH	BUILD THE WORDS USING PLAY DOUGH (FORM THE PLAY DOUGH TO CREATE EACH LETTER!)
Q-TIP PAINTING	DIP A Q-TIP IN PAINT AND DOT THE WORDS ON PAPER TO WRITE THEM.
SHAVING CREAM	WRITE THE WORDS IN SHAVING CREAM.
SALTY WORDS	POUR SALT, SAND, OR SPRINKLES IN A BOWL OR PLATE AND WRITE THE WORDS WITH FINGERS OR PAINT BRUSH.
COLLAGE	CUT OUT THE LETTERS FROM A GROCERY AD OR MAGAZINE TO SPELL THE WORDS. GLUE TO PAPER.
MAGIC WORDS	WRITE THE WORD WITH A WHITE CRAYON. PAINT OVER THE WORD WITH WATER COLORS.
FLASHLIGHT WORDS	TAPE THE WORDS TO A WALL OR CEILING. SHINE A FLASHLIGHT ON THE WORD AND READ THEM.



Art	I CAN describe what the artwork is about <u>Reflection Questions:</u> *Tell someone in your family what your artwork is about. *Bonus: Facetime with a relative and describe your piece to them too! *Share your work to the Cedar Falls Elementary Art Facebook Page!	Carmen Lomas Garza (K-6) Memory & Tradition Artists <u>Read Alouds:</u> We Are Family by Patricia Hegarty This is the Rope by Jacqueline Woodson 	Artists create work from their memories and traditions they have. Think of a memory or tradition and create a piece of art based on it! Here are some ideas to get you started: <i>*Memory of family member (Mother's/ Father's Day idea)</i> <i>*Celebrations you have with your family.</i> <i>*Best memory from quarantine</i> <i>*Best memory from school this year.</i>  Alayna Nottger-3rd Grade SD
Music	I can use eighth notes, quarter notes, and quarter rests to perform and compose rhythms.	Watch the following YouTube videos to practice rhythm reading. Then, create your own rhythm pattern using materials such as sticks, crayons, or pencil & paper. Speak and clap your rhythm for a family member, or send a video and picture to your music teacher. Rockin' Rhythm Echoes: https://youtu.be/2dH_YTHyzh4 Rhythm Play-Along:	Create a rhythm pattern using eighth notes, quarter notes, and quarter rests. Use materials such as sticks, crayons, or pencil & paper. Speak and clap your rhythm for a family member, or send a



		https://www.youtube.com/watch?v=u3DjMiz7oVs	video and picture to your music teacher.    
Physical Education	Students will improve their throwing and catching of	Scoop Catching https://www.youtube.com/watch?v=Vcied5YQFV0&t=2s Underhand Toss to a Target	See if you can move through each of these catching challenges.

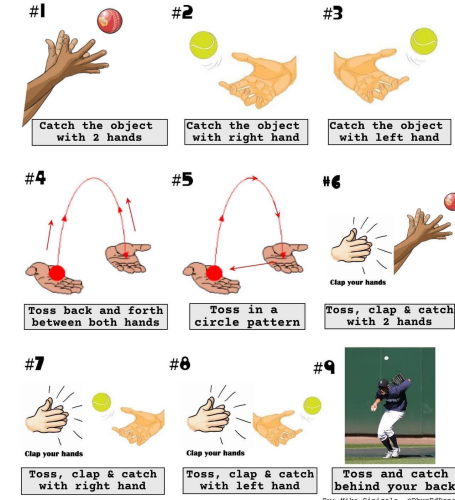


objects.

<https://www.youtube.com/watch?v=d1Wwy0UN7QY&t=17s>

AT HOME CATCH QUEST

Try every challenge 20 times each, mistakes count too! You can use a ball, rolled up sock, stuffed animal, or anything you have around the house!



<https://docs.google.com/presentation/d/1LvzYLIA d9ymTsvlYykCBsuk2CCfenZD1tKhQMOEMObo/edit?usp=sharing>

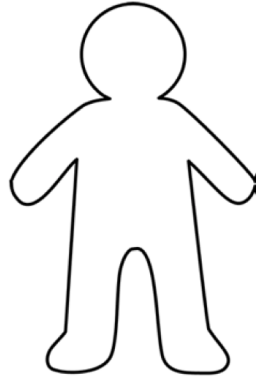
Can you toss a ball in the air...

- at a low, medium, high level
- and clap and catch
- turn around and catch
- touch the ground, and catch the ball

Can you...

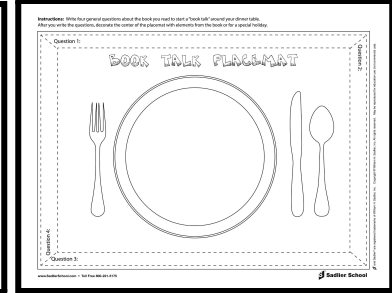
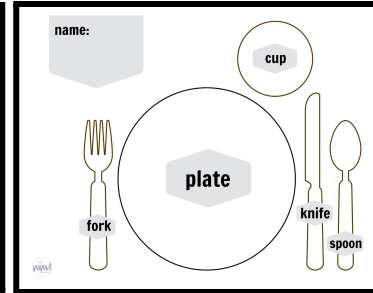
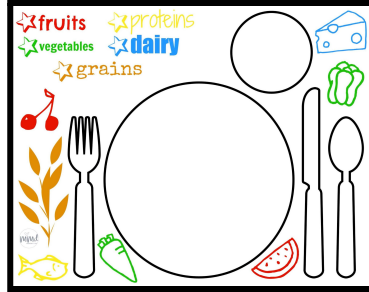
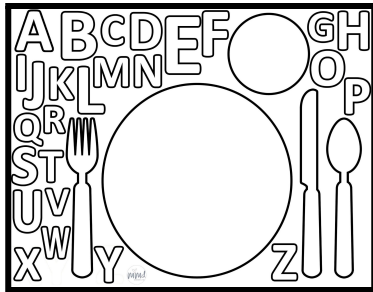
- move the ball around your waist
- move the ball around your legs (figure eight)
- bounce a ball with right and left hand
- bounce a ball back and forth from hand to hand
- underhand/overhand toss into a hula hoop or



			bucket -play catch with a partner - How many times can you catch the ball in a row?
Guidance	I can.... make a safe and healthy choice when I feel angry (K-2).	Watch this video about Howard B. Wigglebottom: https://youtu.be/QxSKKtUdAjU Think or talk about: 1. How did Howard learn to listen to his body when he was angry? 2. What were some of the things Howard learned to do when his body told him he was angry? 3. Brainstorm what makes you angry. 4. Talk or write about what helps you when you feel angry. Watch this video and practice belly breathing: https://www.youtube.com/watch?v=7zxBRBhxbNo	Discuss with your family some of the things that make you angry. Draw a picture of your body when you are angry. Color in red the parts of the body where you notice clues that you are feeling angry.  Talk or write about what helps when you feel angry. Practice belly breathing by pretending to smell hot soup. Then, blow on the soup.
Library	Part of our digital citizenship unit in library class is spent learning how tech use affects us physically & mentally. We also learn about the importance of balancing time online & offline. This week's activity is to have a screen free dinner or screen free Saturday! To learn more about screen free time click here.		



This learning target is so important we cover it in every grade! So if you have multiple children, they will all have the same activity this week for library. AND in the spirit of being screen free there is no online activity this week! Instead we encourage students to create a placemat for each member of the family and have a device-free dinner. OR students can plan a device free activity for the family to do on Saturday. Some example placemats are posted below. Clicking on the images will open them full size. If you want to share a photo on Seesaw of your placemat, or of your family's device free activity feel free! - Mrs. Nelson





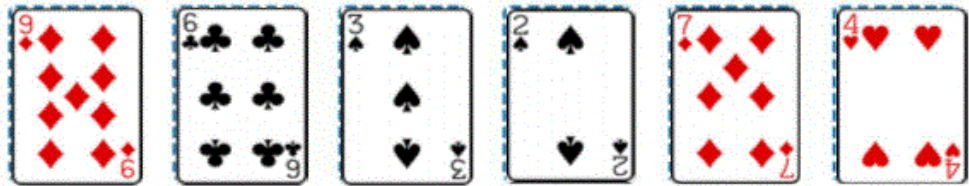
CLOSE TO 100



Use cards 1 (Ace) through 10.

Deal out six cards face up.

Use any four cards to make two 2-digit numbers with a sum as close to 100 as possible.



		+		
----------------------	----------------------	---	----------------------	----------------------



PLACE VALUE NUMBER BATTLE



Use cards 1 (Ace) through 9.

Deal out all the cards evenly among players.

Decide whether to play the game building numbers in the tens, hundreds, or thousands place.

To begin, each player turns over enough cards to build a number to the designated place value. Use the cards to build a number with the greatest possible value. The player who has the greatest value wins the round. That player takes all the cards from the round as theirs.

If the values are the same, flip over another set of cards and compare their values to determine the winner of the round.

Continue with rounds in this way until one person has all of the cards and wins the game.

