

**Grade: 1 - Mrs. Hackett**  
**School: Tiogue**  
**Plan Duration: 10 Days (10 School Day Maximum)**

**Elementary Distance Learning Plan - Daily Lesson Plans**

Dear Coventry Elementary Families,

Distance learning plans are developed to mitigate learning loss for an extended amount of time. The plan you will find below was written by your child’s teachers and reviewed by us. We have presented you with 2 options. Given that we do not know if all of our students have access to the computer, we have created paper based and computer based plans. Option 1 is usually the preferred method by the teacher. However, option 2 is either the same with the option being paper or electronic or with some changes but still addressing the same goals. Not all grades and subjects have two options. Feel free to decide which option your child will do. You can switch back and forth between the two options. Student work done on the computer will be easier for teachers to see quickly and score. Work that is paper based will need to be put in the drop box at school. The box will be available in front of the school door from Friday (3/27) until further notice. You can place your child’s work back in the envelope it came in and deposit it in the box. Teachers will periodically pick up the work and correct it.

Teachers will have office hours. These hours are detailed below for each teacher. Please send the teacher a phone number he/she can call you at or the questions you have and then a response will follow in the order they receive the requests. These requests could range from explanations, assistance with problems, extra help or clarifications. When a teacher calls you it may show as a “blocked call”. Feel free to reach out to them whenever you need it.

Finally, this is uncharted waters. The teachers worked very hard to provide comprehensive and rigorous lesson plans given the short amount of time. It is our first attempt and we will learn from this process. Please check your emails for more information if we need to extend the distance learning plans. We will be looking for your feedback and preferences. It is imperative that all of our students participate in this work. These days are intended to be “distance learning school days” and the work will count towards proficiency evaluations. Thank you for your patience as we navigate these new situations.

Take care everyone!

Mrs. Anzalone, Mrs. Mandese, Mrs. Bogden, Mr. Giusti, Mrs. Tancrelle, Mrs. Jacquard

<b>Teacher: Susan Hackett</b> <b>Room: 14 Grade: 1</b>	<b>Teacher:_____</b> <b>Room:___ Grade:_____</b>	<b>Teacher:_____</b> <b>Room:___ Grade:_____</b>
<b>Available from: 9 - 11 am</b> <b>Evenings from 5 - 6 pm</b> Email: <a href="mailto:hackettsusan@outlook.com">hackettsusan@outlook.com</a> Home phone 397-8485	<b>If you have an urgent question, please leave a message and I will return your call as soon as possible.</b>	

**Intent:** Plan is designed so that students do not fall significantly behind during the period away from school. Activities are interactive and students should complete assignments, but not necessarily in the

presence of an adult. The goal is to ensure academic progress in the core academic areas. The sample home schedule will show you an example of a predictable day (next page).

- **Responsibility of the parent/guardian:** Have a designated school work time in a space that is free of distraction. Have the student ready for instruction at the time designated as academic time and make every effort to complete school assignments. Notify teachers of difficulty and or concerns by email. Make sure you send your phone number. The teacher will respond in the order that they receive the requests.
- **Responsibility of the students:** To do the work provided by their teachers to the best of their ability.
- **Daily Structure:** Many families have asked what the days at home should look like. A predictable day will help students stay on track and feel secure. The plans from teachers are put together using the daily sample set-up shown below to help provide a routine to multiple learning days with family at home. **Of course this schedule is just a suggestion.** We do recommend some type of schedule so students know what their role is during a distant learning day.

## Sample Home Schedule

<b>Before 9:00am</b>	Wake up - Eat your breakfast, make your bed, get dressed, put your PJs in the laundry
<b>9:00-9:30</b>	Morning Exercise - Phys. Ed activity, yoga, walk the dog
<b>9:30-11:00</b>	Academic Time - Work on daily lessons
<b>11:00-12:00</b>	Creative Time - Art or music activity, cook or bake, outside play, legos or building activity
<b>12:00-12:30</b>	Lunch
<b>12:30-1:00</b>	Intervention or Chore Time - If your child has reading, math, speech, OT or other related services. This time can be used for time to do the supplemental service provider work or as chores such as; Wiping down tables, door knobs, desk tops, cleaning up bedroom, etc.
<b>1:00-2:00</b>	Quiet Time - Library activity, puzzles, independent reading, nap
<b>2:00-3:30</b>	Academic Time - work on daily lessons
<b>3:30-5:00</b>	Afternoon fresh air - bikes, walk, play outside
<b>5:00-6:00</b>	Dinner
<b>6:00-8:00</b>	Free TV time/electronics (bath, books)
<b>8:00</b>	Bed (parents need free time too)

Student Name: \_\_\_\_\_

Daily Lesson Plans from your teacher(s):

**Date: Monday, March 23, 2020**

	Option 1 (online)	Option 2 (paper)
<b>ELA/SS Reading</b>	<p><b><u>Objective:</u></b> To identify and state the changes that occur during different seasons.</p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special direction:</u></b></p>	<p>1) <b>Journeys</b> pgs 76-77 Read Words to Know, discuss meaning, choose 2 and use in sentences (oral). 2) (adult) Discuss pg. 78 Cause and Effect 3) pg. 79 preview the topic (adult) 4) (adult) read aloud <b><u>Seasons</u></b></p>
<b>Phonics/sight words/grammar /fluency</b>	<p><b><u>Objective:</u></b></p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	<p>1. Drill: R-controlled vowels Say letter, picture, sound, ex. a r /car/ ar 2. Complete Bossy R word worksheet. /ir/ 3. PALS folder. Page 83 word review. Read words fluently and accurately. Make sure to “back-up” if you make an error.</p>
<b>Writing</b>	<p><b><u>Objective:</u></b></p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	
<b>Math</b>	<p><b><u>Objective:</u></b></p> <p><b><u>Special directions:</u></b> Go to <a href="https://www-k6.thinkcentral.com/">https://www-k6.thinkcentral.com/</a> You may want to create a shortcut for future reference. You will be directed to fill out some user info the first time Username: last name/first name (no spaces - lowercase) Password: abc123 Ex. smithjohn - abc123</p>	<p>On menu page go to “<b>My Library</b>” then click on “<b>Math on the spot Video Tutorial</b>”...watch</p> <p>Then go to “<b>INTERACTIVE STUDENT EDITION</b>” Click on <b>Chapter 6.4</b>... watch.</p> <p><b>Do pages 350, 351, 353</b> <b><u>**Tear pages out so they can be returned to me for correction</u></b></p>

<p><b>Science</b></p>	<p><b><u>Objective:</u></b></p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	
<p><b>Itinerant: Physical Ed.</b></p> <p>Alicia DelSanto</p> <p><a href="mailto:delsantoalicia@coventryschool.s.net">delsantoalicia@coventryschool.s.net</a></p> <p>Ryan Silva</p> <p><a href="mailto:silvaryan@coventryschools.net">silvaryan@coventryschools.net</a></p>	<p><b><u>Objective:</u></b> Students will be able to perform an activity and recognize the value of physical activity.</p> <p><b><u>Standard 3:</u></b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b><u>Assignment:</u></b> Fill in the log week by week with the physical activity performed.</p> <p><b><u>Special directions:</u></b> Be creative! The exercises provided are just examples! Any movement you do add it to the log!!!</p>	<p><a href="https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing">https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing</a></p> <p>Hard copy also available if needed.</p>
<p><b>Other:</b></p> <p>Reading Intervention: Mrs. Lukowicz Please contact: <a href="mailto:lukowiczlisa@coventryschools.net">lukowiczlisa@coventryschools.net</a></p> <p>Mrs. Toohey Kaye Please contact <a href="mailto:tooheykayesusan@coventryschools.net">tooheykayesusan@coventryschools.net</a></p>	<p><b><u>Assignment:</u></b> Raz-Kids: follow link <a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a> We will be monitoring Raz-Kids daily so if you need help please ask.</p> <p>Complete all assignments for one book. Orally read the book to another person at home. If you need help, remember to click on the word for it to be read to you.</p> <p>Tell someone at home about</p>	

	what you read today.	
--	----------------------	--

**Date: Tuesday, March 24, 2020**

	Option 1	Option 2
<b>ELA/SS Reading</b>	<p><b>Objective:</b> To identify and state the changes that occur during different seasons.</p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p>1) Read <b>Seasons</b> pg 81(student)</p> <p>2) Pg. 100 and 101 Dig Deeper and sound words(Parent)</p> <p>3) Pg. 102 Discuss Seasonal Changes</p>
<b>Phonics/sight words/grammar /fluency</b>	<p><b>Objective:</b></p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p>1. Drill: R-controlled vowels Say letter, picture, sound, ex. a r /car/ ar</p> <p>2. Complete Bossy R word work sheet /or/</p> <p>3. PALS folder. Page 83 word review. Read words fluently and accurately. Make sure to “back-up” if you make an error.</p>
<b>Writing</b>	<p><b>Objective:</b></p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	
<b>Math</b>	<p><b>Objective:</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p>On menu page go to “<b>My Library</b>” then click on “<b>Math on the spot Video Tutorial</b>”...watch</p> <p>Then go to “<b>INTERACTIVE STUDENT EDITION</b>” Click on <b>Chapter 6.5</b>... watch. <b>Tear out pages 355-357. Complete and put in a safe place for me to correct.</b></p>

<b>Science</b>	<p><b><u>Objective:</u></b></p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	
<b>Itinerant: Art</b>	<p><b><u>Objective:</u></b> Grade 1 VA:Cr2.1.1 Explore uses of materials and tools to create works of art or design.</p> <p><b><u>Assignment:</u></b></p> <ul style="list-style-type: none"> <li>● Create a flag that represents your School!</li> <li>● Remember to include the school mascot.</li> <li>● Do not forget to include: a background, lots of details, and fill up the page!</li> </ul> <p>Below are some ideas to inspire you!</p>	<p><b><u>Directions:</u></b> Use any of the following materials to complete one lesson on your usual art day each week.</p> <p><b>You can use:</b></p> <ul style="list-style-type: none"> <li>● Any Paper: construction paper, computer paper, lined paper or any other paper large enough to draw on</li> <li>● Pencil (or pen if a pencil is not available)</li> <li>● Crayons</li> <li>● Markers or sharpie</li> <li>● Colored pencils</li> <li>● Any art materials available to you such as recycled objects, magazines, cardboard ,or plastic bottles!</li> </ul>

**Other:**

Mrs. Hemendinger  
[hemendingersarah@coventryschools.net](mailto:hemendingersarah@coventryschools.net)

Available for email  
M-F  
9am-3pm

Mrs. McKay  
[mckayalexandria@coventryschools.net](mailto:mckayalexandria@coventryschools.net)



**More ART Lessons:**

[https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn\\_hY/edit?usp=sharing](https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing)

**Reading Intervention:**

**Mrs. Lukowicz**  
**Please contact:**  
[lukowiczlisa@coventryschools.net](mailto:lukowiczlisa@coventryschools.net)

**Mrs. Toohey Kaye**  
**Please contact**  
[tooheykayesusan@coventryschools.net](mailto:tooheykayesusan@coventryschools.net)

**Assignment:**

**Take Home Book Bag**

Read two stories from your book bag. Practice reading the book to yourself softly first, making sure to read for accuracy. Next, read the book to someone else. Practice reading the story until you are ready to read it with phrasing.

**Date: Wednesday, March 25, 2020**

	Option 1	Option 2
<b>ELA/SS Reading</b>	<p><b>Objective:</b> To identify and state the changes that occur during different seasons.</p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p>3rd Read: <u>Seasons</u> (Independently) (see writing for follow up activity)</p>
<b>Phonics/sight words/grammar /fluency</b>	<p><b>Objective:</b> Students will decode regularly spelled one syllable words.</p> <p>Know and apply grade level phonics and word analysis skills.</p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p>1. Drill: R-controlled vowels Say letters, pictures, sounds, ex. a r /car/ ar</p> <p>2. Complete Bossy R word worksheet. /er/</p> <p>3. PALS folder. Page 83 word review. Read words fluently and accurately. Make sure to “back-up” if you make an error.</p>
<b>Writing</b>	<p><b>Objective:</b> Describe the connection between ideas. Ask and answer questions about key details.</p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p><b>Lesson 13: Reader’s Notebook</b> Pages 187 and 188 Use the story/text in Seasons to complete the pages. Make sure to cite evidence from the pages to complete your writing.</p> <p>Use complete sentences, capitals and end marks.</p>
<b>Math</b>	<p><b>Objective:</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p>Complete Page 358 <b>MID CHAPTER CHECKPOINT</b></p> <p><i>**Parents, you may go over the directions item-by-item with your child. You may also rephrase in another way to help them understand. Please do not lead them to the answers. These will be graded. If you feel that more review is needed, then please do so before the quiz is given. TY</i></p>



<p><b>Science</b></p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	
<p><b>Itinerant:</b> Library/Media</p> <p>Ms. Wolk <a href="mailto:wolkesther@coventryschools.net">wolkesther@coventryschools.net</a> Available for emails M-F 9am-3pm</p>	<p><u>Objective:</u> AASL V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p><u>Assignment:</u> If you have a copy of The Cat in the Hat at home read it with someone in your family.</p> <p>In the book, Sally and her brother were stuck inside on a rainy day. They could not think of anything to do. Make a list of things you could do if you were stuck indoors on a rainy day. Draw a picture of your favorite thing to do on a rainy day. You can use a plain piece of paper or the worksheet that should be part of your packet.</p> <p><u>Special directions:</u> Drop off your finished work at school with the rest of your assignments.</p> <p>Keep reading!</p>	<p><u>Objective:</u> AASL V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p><u>Assignment:</u> If you have a copy of The Cat in the Hat at home read it with someone in your family.</p> <p>In the book, Sally and her brother were stuck inside on a rainy day. They could not think of anything to do. Make a list of things you could do if you were stuck indoors on a rainy day. Draw a picture of your favorite thing to do on a rainy day.</p> <p>You can print this worksheet or use a plain piece of paper: <a href="https://drive.google.com/file/d/1AqNFMf5wrvBOVeOZho5MyyXf8YyBxwF2/view?usp=sharing">https://drive.google.com/file/d/1AqNFMf5wrvBOVeOZho5MyyXf8YyBxwF2/view?usp=sharing</a></p> <p>Try some of the activities on the Dr. Seuss website: <a href="https://www.seussville.com/">https://www.seussville.com/</a></p> <p><u>Special directions:</u> You can take a picture of your finished work and share it with me via email <a href="mailto:wolkesther@coventryschools.net">wolkesther@coventryschools.net</a></p> <p>Keep reading!</p>

<p><b>Other:</b>  <b>Reading Intervention:</b>  <b>Mrs. Lukowicz</b>  <b>Please contact:</b>  <a href="mailto:lukowiczlisa@coventryschools.net">lukowiczlisa@coventryschools.net</a></p> <p><b>Mrs. Toohey Kaye</b>  <b>Please contact</b>  <a href="mailto:tooheykayesusan@coventryschools.net">tooheykayesusan@coventryschools.net</a></p>	<p><i>**These assignments are only for students who see Mrs. Lukowicz or Mrs. Toohey Kaye</i></p> <p><b>Assignment:</b>  Read from your PALS packet Unit 3</p> <p>Use your Foundations Sound poster to check letter sounds.</p> <p>Select a row of real words to read fluently to someone else</p>	
--	--	--

**Date: Thursday, March 26, 2020**

	Option 1	Option 2
<p><b>ELA/SS</b>  <b>Reading</b></p>	<p><b>Objective:</b> To identify and state the changes that occur during different seasons.  <b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p><b>Read:</b> <i><b>Four Seasons for Animals</b></i> (indep)  <b>Readers Notebook:</b> Complete pages 180 and 186</p>
<p><b>Phonics/sight words/grammar /fluency</b></p>	<p><b>Objective:</b> Students will decode regularly spelled one syllable words.  <b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p>PALS folder. Page 83 word review. Read words fluently and accurately. Make sure to “back-up” if you make an error.</p> <p>Set a timer. Mark page with the time it takes you to read the words accurately and fluently.</p>

<p><b>Writing</b></p>	<p><u><b>Objective:</b></u></p> <p><u><b>Assignment:</b></u></p> <p><u><b>Special directions:</b></u></p>	
<p><b>Math</b></p>	<p><u><b>Objective:</b></u> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p><u><b>Assignment:</b></u></p> <p><u><b>Special directions:</b></u></p>	<p>On menu page go to “<b>My Library</b>” then click on “<b>Math on the spot Video Tutorial</b>”...watch</p> <p>Then go to “<b>INTERACTIVE STUDENT EDITION</b>” Click on <b>Chapter 6.6</b> ... watch.</p> <p><b>Tear out pages 361-363. Complete and put in a safe place for me to correct.</b> Practice your 10 Friends and doubles</p>
<p><b>Science</b></p>	<p><u><b>Objective:</b></u></p> <p><u><b>Assignment:</b></u></p> <p><u><b>Special directions:</b></u></p>	
<p><b>Itinerant:</b> Health Mrs. Del Santo</p> <p><a href="mailto:delsantoalicia@coventryschools.net">delsantoalicia@coventryschools.net</a></p> <p>Mr. Silva</p> <p><a href="mailto:silvaryan@coventryschools.net">silvaryan@coventryschools.net</a> Available for emails Mon-Fri 9am-3pm</p>	<p><u><b>Objective:</b></u> Students will be able to identify the importance of drinking water and the negative effects of salt on the body. S1.2.1 Identify that healthy behaviors impact personal health.</p> <p><u><b>Assignment:</b></u> Read about the importance of drinking water and answer the questions. Read and learn all about salt! Answer the questions in the space provided.</p> <p><u><b>Special directions:</b></u> Do your best to complete the questions by using the short article provided! If you have any questions email Mr. Silva or Mrs. DelSanto</p>	<p><a href="https://www2.heart.org/khc-assets/g1-aha-thirsty.pdf">https://www2.heart.org/khc-assets/g1-aha-thirsty.pdf</a></p> <p><a href="https://www2.heart.org/khc-assets/g1-aha-too-much-salt.pdf">https://www2.heart.org/khc-assets/g1-aha-too-much-salt.pdf</a></p> <p>Hard copies provided as well</p>

<p><b>Other:</b></p> <p><b>Reading Intervention:</b></p> <p><b>Mrs. Lukowicz</b> Please contact: <a href="mailto:lukowiczlisa@coventryschools.net">lukowiczlisa@coventryschools.net</a></p> <p><b>Mrs. Toohey Kaye</b> Please contact <a href="mailto:tooheykayesusan@coventryschools.net">tooheykayesusan@coventryschools.net</a></p>	<p><i>**These assignments are only for students who see Mrs. Lukowicz or Mrs. Toohey Kaye.</i></p> <p><b><u>Assignment</u></b></p> <p><b>Raz-Kids:</b> <a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a></p> <p><b>We will be monitoring Raz-Kids daily so if you need help please ask.</b></p> <p>Complete 1 story: listen, read, and take the quiz. Share an important fact from the story with someone else. Tell why you think it's important to the text.</p>	
--	--	--

**Date: Friday, March 27, 2020**

	Option 1	Option 2
<p><b>ELA/SS</b> <b>Reading</b></p>	<p><b><u>Objective:</u></b> To identify and state the changes that occur during different seasons.</p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	<p>Complete the Assessment for Seasons (independently)</p> <p><b>**a grownup may read the <u>questions and choices</u> for you on the <u>Comprehension section only</u>. You are expected to read the rest on your own.</b></p>

<p><b>Phonics/sight words/grammar /fluency</b></p>	<p><b><u>Objective:</u></b> Students will decode regularly spelled one syllable words.</p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	<p>PALS folder. Page 83 word review. Read words fluently and accurately. Make sure to “back-up” if you make an error.</p> <p>Time yourself again. See if you can beat your time from yesterday</p>
<p><b>Writing</b></p>	<p><b><u>Objective:</u></b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p> <p>hackettsusan@coventryschools.net</p>	<p>Have a grownup help you get on to a computer and put in my email address.</p> <p>I would like you to send me an email today. It doesn't have to be long. But I'd like to hear from you. Tell me how you are doing with your school work? I miss you so much! I'll even write back! xoxo</p>
<p><b>Math</b></p>	<p><b><u>Objective:</u></b> The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	<p>On menu page go to “<b>My Library</b>” then click on “<b>Math on the spot Video Tutorial</b>”...watch</p> <p>Then go to “<b>INTERACTIVE STUDENT EDITION</b>” Click on <b>Chapter 6.7</b>... watch. <b>Tear out pages 367-369. Complete and put in a safe place for me to correct.</b></p>
<p><b>Science</b></p>	<p><b><u>Objective:</u></b></p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	<p>If it's a nice day, go outside and take a look around. Look for signs of spring. What do you notice, hear, smell? Share your thoughts with someone in your household during dinner. Ask if they have noticed anything.</p>

<p><b>Itinerant: Music</b></p>	<p><b><u>Objective:</u></b></p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	<p><b>**See folder</b></p>
<p><b>Other: Reading Intervention: Mrs. Lukowicz Please contact: <a href="mailto:lukowiczlisa@coventryschools.net">lukowiczlisa@coventryschools.net</a></b></p> <p><b>Mrs. Toohey Kaye Please contact <a href="mailto:tooheykayesusan@coventryschools.net">tooheykayesusan@coventryschools.net</a></b></p>	<p><i>**These assignments are only for students who see Mrs. Lukowicz or Mrs. Toohey Kaye</i></p> <p><b><u>Assignment:</u></b> Read two stories from your bookbags</p> <p>Describe what you read to someone else.</p> <ul style="list-style-type: none"> <li>● What happened at the beginning, middle and end?</li> <li>OR</li> <li>● What were 3-5 important facts/details you learned?</li> </ul>	<p>Option: Select one part of a story you read. Draw and write about it and share your work with someone else.</p>

Daily Lesson Plans from your teacher(s):

Date: Monday, March 30, 2020

	Option 1	Option 2
<b>ELA/SS Reading</b>	<p><b>Objective:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p>1) <b>Journeys</b> pgs. 120-121 Read Words to Know, discuss meaning, choose 2 and use in sentences (oral).</p> <p>2) (adult) Discuss pg. 122. Talk about the word conclusion and what it means</p> <p>3) pg. 123 Preview the topic (adult)</p> <p>4) (adult) read aloud <b><i>The Big Race</i></b> Is this story real or not real? How do you know? What do you think the lesson is in this story.</p>
<b>Phonics/sight words/grammar /fluency</b>	<p><b>Objective:</b> Read grade appropriate, irregularly spelled words.</p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p>1. Cut apart vocabulary word cards. Read them aloud 3 times. Put them in alphabetical order.</p> <p>2. Complete page 6 Words to Know. Use neat handwriting please.</p>
<b>Writing</b>	<p><b>Objective:</b></p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p><b>Make a list of the things you noticed on your spring walk on Friday. A list looks like this...</b></p> <p>I saw ... _____</p> <p>I heard... _____</p> <p>I smelled... _____</p>
<b>Math</b>	<p><b>Objective:</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p>On menu page go to “My Library” then click on “<b>Math on the spot Video Tutorial</b>”...watch</p> <p>Then go to “<b>INTERACTIVE STUDENT EDITION</b>”</p> <p>Click on <b>Chapter 6.8...</b> watch. <b>Tear out pages 373-375. Complete and put in a safe place for me to correct.</b></p>



<p><b>Science</b></p>	<p><b><u>Objective:</u></b></p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	<p>Eat a piece of fruit today. When you cut it open, look for the seeds. Examine them closely.</p>
<p><b>Itinerant: Physical Ed.</b></p> <p>Alicia DelSanto</p> <p><a href="mailto:delsantoalicia@coventryschool.s.net">delsantoalicia@coventryschool.s.net</a></p> <p>Ryan Silva</p> <p><a href="mailto:silvaryan@coventryschools.net">silvaryan@coventryschools.net</a></p>	<p><b><u>Objective:</u></b> Students will be able to perform an activity and recognize the value of physical activity.</p> <p><b><u>Standard 3:</u></b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b><u>Assignment:</u></b> Fill in the log week by week with the physical activity performed.</p> <p><b><u>Special directions:</u></b></p> <p><b>Be creative! The exercises provided are just examples! Any movement you do add it to the log!!!</b></p>	<p><a href="https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing">https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing</a></p> <p><b>Hard copy also available if needed.</b></p>
<p><b>Other: Reading Intervention: Mrs. Lukowicz Please contact: <a href="mailto:lukowiczlisa@coventryschools.net">lukowiczlisa@coventryschools.net</a> Mrs. Toohey Kaye Please contact <a href="mailto:tooheykayesusan@coventryschools.net">tooheykayesusan@coventryschools.net</a></b></p>	<p><i>**These assignments are only for students who see Mrs. Lukowicz or Mrs. Toohey Kaye</i></p> <p><b><u>Assignment:</u></b></p> <p>Read from Unit 4 PALS folder</p> <p>Be sure to use your Foundations Resource Posters to check your sounds. Tap words if you need to and be sure to reread for fluency.</p>	



Date: Tuesday, March 31, 2020

	Option 1	Option 2
<b>ELA/SS Reading</b>	<p><b>Objective:</b> With prompting and support, read prose and poetry of appropriate complexity for grade level</p> <p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<ol style="list-style-type: none"><li>1. Read <b><i>The Big Race</i></b> pg (student)</li><li>2. Pg. 144 and 145 Dig Deeper (Parent)</li><li>3. Pg. 146 Discuss Why it's important to have rules.</li></ol>
<b>Phonics/sight words/grammar /fluency</b>	<p><b>Objective:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p>(Adult) teach your child about the “soft sound of c and g”</p> <p>Soft c sounds like /s/ Soft g sounds like /j/ (dge) also sounds like /j/</p> <p>(Indep.) student completes page 14 and 18 (using the new knowledge of these letter sounds)</p>

<b>Writing</b>	<u><b>Objective:</b></u>  <u><b>Assignment:</b></u>  <u><b>Special directions:</b></u>	
<b>Math</b>	<u><b>Objective:</b></u>  <u><b>Assignment:</b></u>  <u><b>Special directions:</b></u>	On menu page go to <b>“My Library”</b> then click on <b>“Math on the spot Video Tutorial”</b> ...watch  Then go to <b>“INTERACTIVE STUDENT EDITION”</b> Click on <b>Chapter 6.9</b> ... watch. <b>Tear out pages 379-382.</b> <b>Complete and put in a safe place for me to correct.</b>
<b>Science</b>	<u><b>Objective:</b></u>  <u><b>Assignment:</b></u>  <u><b>Special directions:</b></u>	

<p><b>Itinerant:</b> Art</p>	<p><b>Objective:</b> Grade 1 VA:Cr2.1.1 Explore uses of materials and tools to create works of art or design.</p> <p><b>Assignment:</b> Pretend your family has won the lottery, and you get to design your new house!</p> <ul style="list-style-type: none"> <li>• What will your house look like?</li> <li>• How many rooms will there be?</li> <li>• What will the rooms be used for?</li> <li>• Draw your new house and include: a background, lots of details, and fill up the page!</li> <li>• You could even create a collage or 3D model of your new house using recycled objects at home!</li> </ul> <p>Below are some ideas to inspire you!</p>	<p><b>Directions:</b> Use any of the following materials to complete one lesson on your usual art day each week.</p> <p><b>You can use:</b></p> <ul style="list-style-type: none"> <li>• Any Paper: construction paper, computer paper, lined paper or any other paper large enough to draw on</li> <li>• Pencil (or pen if a pencil is not available)</li> <li>• Crayons</li> <li>• Markers or sharpie</li> <li>• Colored pencils</li> <li>• Any art materials available to you such as recycled objects, magazines, cardboard ,or plastic bottles!</li> </ul>
<p><b>Other:</b> Mrs. Hemendinger <a href="mailto:hemendingersarah@coventryschools.net">hemendingersarah@coventryschools.net</a> Available for email M-F 9am-3pm</p> <p>Mrs. McKay <a href="mailto:mckayalexandria@coventryschools.net">mckayalexandria@coventryschools.net</a></p>	 	<p><b>More ART Lessons:</b></p> <p><a href="https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing">https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing</a></p>

<p><b>Reading Intervention:</b>  <b>Mrs. Lukowicz</b>  <b>Please contact:</b>  <a href="mailto:lukowiczlisa@coventryschools.net">lukowiczlisa@coventryschools.net</a></p> <p><b>Mrs. Toohey Kaye</b>  <b>Please contact</b>  <a href="mailto:tooheykayesusan@coventryschools.net">tooheykayesusan@coventryschools.net</a></p>	<p><i>**These assignments are only for students who see Mrs. Lukowicz or Mrs. Toohey Kaye.</i></p> <p><b><u>Assignment:</u></b></p> <p><b>Raz-Kids:</b>  <a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a>  <b>We will be monitoring Raz-Kids daily so if you need help please ask.</b></p> <p>Complete 1 story: listen, read, and take the quiz. Discuss what you read with someone. Have them listen to you read it aloud.</p>	
---	--	--

**Date: Wednesday, April 1, 2020**

	Option 1	Option 2
<p><b>ELA/SS Reading</b></p>	<p><b><u>Objective:</u></b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	<p>1. Read Words to Know word cards that you cut out on Monday.  2. Say a sentence aloud using each word.  3. 3rd Read:(Indep.) <b><i>The Big Race</i></b></p>
<p><b>Phonics/sight words/grammar /fluency</b></p>	<p><b><u>Objective:</u></b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	<p>Complete page 22 phonics page (soft c, g, dge)</p>

<p><b>Writing</b></p>	<p><u><b>Objective:</b></u></p> <p><u><b>Assignment:</b></u></p> <p><u><b>Special directions:</b></u></p>	<p>Independently: Write a journal entry...April Fools - Has anyone ever played an April Fools joke on you? Or perhaps you've played one on someone else. Tell me about it. What happened? I'm looking forward to hearing your responses!</p>
<p><b>Math</b></p>	<p><u><b>Objective:</b></u> Understand that the two digits of a two-digit number represent amounts of tens and ones</p> <p><u><b>Assignment:</b></u></p> <p><u><b>Special directions:</b></u></p>	<p>On menu page go to <b>"My Library"</b> then click on <b>"Math on the spot Video Tutorial"</b>...watch</p> <p>Then go to <b>"INTERACTIVE STUDENT EDITION"</b> Click on <b>Chapter 6.10</b>... watch. <b>Tear out pages 385-387. Complete and put in a safe place for me to correct.</b></p>
<p><b>Science</b></p>	<p><u><b>Objective:</b></u></p> <p><u><b>Assignment:</b></u></p> <p><u><b>Special directions:</b></u></p>	
<p><b>Itinerant:</b> Library/Media Ms. Wolk <a href="mailto:wolkester@coventryschools.net">wolkester@coventryschools.net</a> Available for emails M-F 9am-3pm</p>	<p><u><b>Objective:</b></u>AASL V.D.3 Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p><u><b>Assignment:</b></u> Help plan dinner. Look through a cookbook and find a recipe to try. Help an adult make the recipe. You can also decorate paper to use as placemats for your family.</p>	<p><u><b>Objective:</b></u>AASL V.D.3 Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p><u><b>Assignment:</b></u> Help plan dinner. Use these websites and find a recipe to try: <a href="https://tasty.co/article/melissaharrrison/cooking-with-kids">https://tasty.co/article/melissaharrrison/cooking-with-kids</a> <a href="https://www.tasteofhome.com/colection/easy-recipes-for-kids-to-">https://www.tasteofhome.com/colection/easy-recipes-for-kids-to-</a></p>

	<p><b>Special directions:</b>  <b>Safety first, make sure that an adult is helping with tasks like cutting and using the stove.</b></p> <p><b>Keep reading!</b></p>	<p><a href="#"><u>make-by-themselves/</u></a></p> <p><a href="https://www.foodnetwork.com/recipes/packages/recipes-for-kids/cooking-with-kids/recipes-kids-can-make"><u>https://www.foodnetwork.com/recipes/packages/recipes-for-kids/cooking-with-kids/recipes-kids-can-make</u></a></p> <p><b>Help an adult make the recipe. You can also decorate paper to use as placemats for your family.</b></p> <p><b>Special directions:</b>  <b>Safety first, make sure that an adult is helping with tasks like cutting and using the stove.</b></p> <p><b>Keep reading!</b></p>
<p><b>Other:</b></p> <p><b>Reading Intervention:</b>  <b>Mrs. Lukowicz</b>  <b>Please contact:</b>  <a href="mailto:lukowiczlisa@coventryschools.net"><u>lukowiczlisa@coventryschools.net</u></a></p> <p><b>Mrs. Toohey Kaye</b>  <b>Please contact</b>  <a href="mailto:tooheykayesusan@coventryschools.net"><u>tooheykayesusan@coventryschools.net</u></a></p>	<p><b>Assignment:</b></p> <p><b>Take Home Book Bag</b>  Read two stories from your book bags. Practice reading the book to yourself softly first, making sure to read for accuracy. Next, read the book to someone else. Practice reading the story until you are ready to read it with phrasing.</p>	

Date: Thursday, April 2, 2020

	Option 1	Option 2
<b>ELA/SS Reading</b>	<p><b>Objective:</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>Identify the main topic and retell key details of a text.</p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p><b>Read :</b> <i>Rules and Laws</i> pgs. 148 - 154 (indep)</p>
<b>Phonics/sight words/grammar /fluency</b>	<p><b>Objective:</b></p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p><b>Phonics page 17 -</b> <b>Silent e Long a</b></p>
<b>Writing</b>	<p><b>Objective:</b></p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p><b>Journeys book page 155</b></p> <p>Text to Self: Write a list of rules the runners should follow for the Big Race. Tell why the rules make sense.</p>
<b>Math</b>	<p><b>Objective:</b></p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p>Log onto <a href="http://www.abcya.com">www.abcya.com</a> Go to <b>Grade 1</b> Play <b>Base Ten Fun</b> Or <b>Base Ten Bingo</b> **Spend at least ½ hour online playing and counting tens</p> <p><b>Then you can go on to any math games of your choice for 15</b></p>

		minutes or more!!! Have fun!
<b>Science</b>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	
<b>Itinerant:</b> Health	<p><u>Objective:</u> Students will be able to identify various foods by cutting and pasting in the correct food group.</p> <p><u>Assignment:</u> 1. Use the article provided on the food groups. Read the passages to better understand the food groups.</p> <p>2. On the back, write the names of the food group by copying the words from the breakfast example, onto Lunch and dinner.</p> <p>3. Copy and paste the foods from the bottom of the page and place them into the correct food group.</p>	<p><a href="https://drive.google.com/file/d/15hBN9Zxmof5NIUmSAVq52wd16iRlpCsZ/view?usp=sharing">https://drive.google.com/file/d/15hBN9Zxmof5NIUmSAVq52wd16iRlpCsZ/view?usp=sharing</a></p> <p>Hard copy also available</p>



	<p><b><u>Special directions:</u></b></p> <p>Be creative! If you do not have glue or tape, feel free to draw the different foods for each food group!</p>	
<p><b>Other:</b></p> <p><b>Reading Intervention:</b>  <b>Mrs. Lukowicz</b>  <b>Please contact:</b>  <a href="mailto:lukowiczlisa@coventryschools.net">lukowiczlisa@coventryschools.net</a></p> <p><b>Mrs. Toohey Kaye</b>  <b>Please contact</b>  <a href="mailto:tooheykayesusan@coventryschools.net">tooheykayesusan@coventryschools.net</a></p>	<p><b><u>Assignment:</u></b>  Pick either Unit 3 or 4 to reread in your PALS folder.</p> <p>Once you've practiced and read accurately, reread to someone else for fluency.</p>	

**Date: Friday, April 3, 2020**

	Option 1	Option 2
<p><b>ELA/SS</b>  <b>Reading</b></p>	<p><b><u>Objective:</u></b></p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions</u></b></p>	<p><b>Complete the Assessment for <i>The Big Race</i> (independently)</b></p> <p><b>**a grownup may read the questions and choices for you on the <u>Comprehension section only</u>. You are expected to read the rest on your own.</b></p>

<p><b>Phonics/sight words/grammar /fluency</b></p>	<p><b>Objective:</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Read with sufficient accuracy and fluency to support comprehension. Assignment:</p> <p><b>Special directions:</b></p>	<p>Drill all sounds in your Student Notebook - Foundations Including digraphs, glued sounds.</p> <p>PALS: page 81 practice “phrasing” reading the phrases very fluently. Then time yourself. See how far you can get in 2 minutes. Practice doing this for ½ hour. See how much you can improve the amount of words you can read in 2 minutes. Good luck!</p>
<p><b>Writing</b></p>	<p><b>Objective:</b></p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	
<p><b>Math</b></p>	<p><b>Objective:</b></p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	<p><b>Pages 391-392</b> <b>Chapter 6 review test (indep.)</b></p> <p><b>Please read the directions (item-by-item if necessary) Have your student complete the test independently. Correct it. Please contact me over the weekend if you feel your child needs extra support from me.</b></p>
<p><b>Science</b></p>	<p><b>Objective:</b></p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	

<p><b>Itinerant: Music</b></p>	<p><b><u>Objective:</u></b></p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	
<p><b>Other:</b></p> <p>Reading Intervention: Mrs. Lukowicz Please contact: <a href="mailto:lukowiczlisa@coventryschools.net">lukowiczlisa@coventryschools.net</a></p> <p>Mrs. Toohey Kaye Please contact <a href="mailto:tooheykayesusan@coventryschools.net">tooheykayesusan@coventryschools.net</a></p>	<p><b><u>Assignment:</u></b></p> <p><b>Raz-Kids:</b> <a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a> <b>We will be monitoring Raz-Kids daily so if you need help please ask.</b></p> <p>Complete all assignments for one book: listen, read, take the quiz. Orally read the book to another person at home for extra practice. If you need help, remember to click on the word for it to be read to you.</p> <p>Explain to someone what you read (What was important? What happened at the beginning, middle and end?What did you learn?)</p>	