

**Grade 1 - Week 6 (Boggs, Gallego, Miyaji, Shimabukuro, Wong)**  
May 4 - May 8

[Click here for our recommendation on a daily lesson plan schedule](#)

| Subject |   | Monday 5/4  | Tuesday 5/5  | Wednesday, 5/6  | Thursday, 5/7  | Friday, 5/8   |
|---------|---|---|--|---|--|---|
|         |   | Font in BLUE indicates an ONLINE activity<br>Font in BLACK indicates and OFFLINE/PAPER PENCIL activity  |  |   |  |   |
| Skills  | Assignments on this row are for families that have online access        | <p><a href="#">Read words from Skills Tablet 5a- "ir"</a></p> <p><a href="#">Key word: bird</a></p> <p><a href="#">Click here to hear the correct pronunciation of the sound by Mrs Boggs</a></p>   | <p>Read words from Skills Tablet 5a- "ir"</p> <p>On a piece of paper write two sentences for these words:<br/>-hasn't<br/>-I've</p> <p>Make sure you capitalize and punctuate each sentence!</p> <p>Take a picture of your two sentences and record yourself reading the two sentences out loud on Seesaw and share it with your teacher.</p>                        | <p>Read words from Skills Tablet 5b- "au"</p> <p>Key word: auto</p> <p><a href="#">Click here to hear the correct pronunciation of the sound by Mrs Boggs</a></p>   | <p>Read words from Skills Tablet 5b- "au"</p> <p>On a piece of paper write two sentences for these words:<br/>- haven't<br/>-won't</p> <p>Make sure you capitalize and punctuate each sentence!</p> <p>Take a picture of your two sentences and record yourself reading the two sentences out loud on Seesaw and share it with your teacher.</p>                     | <p>1. On a piece of paper write the spelling words 5 times.<br/>Spelling Words:<br/>- hasn't<br/>- I've<br/>- haven't<br/>- won't</p> <p>2. Ask mom or dad to take a picture of your work using the Seesaw app to share and explain it to your teacher.</p> |
|         | Assignments on this row are for families that do not have online access | <p>Read words from Skills Tablet 5a- "ir"</p> <p><b>New Words to Read: "ir"</b><br/><b>Keyword: bird</b><br/><b>Rule:</b><br/>sir, fir, skirt, shirt, dirt, third, stir, squirm</p> <p><b>Review Words to Read:</b><br/>knot, knee, wood, space, knife, fence, knight, charge</p> <p><b>Dictation Sentences:</b><br/>-The first bird hasn't stopped to get the bread.<br/>- I've looked at all the shirts and skirts/</p> <p><b>Spelling Words:</b><br/>-hasn't<br/>-I've</p> | <p>Reread words from Skills Tablet 5a- ""</p> <p>On a piece of paper write two sentences for these words:<br/>- hasn't<br/>- I've</p> <p>Make sure you capitalize and punctuate each sentence!</p> <p><i>*If possible, take a picture of your two sentences and record yourself reading the two sentences out loud on Seesaw and share it with your teacher.</i></p> | <p>Read words from Skills Tablet 5b- "au"</p> <p><b>New Words to Read: "au"</b><br/><b>Keyword: auto</b><br/><b>Rule: In the beginning or middle of a word</b><br/>pause, cause, haunt, sauce, fault, launch, Paul, clause</p> <p><b>Review Words to Read:</b><br/>known, shirt, trace, swirl, bird, quirk, bulge, verge</p> <p><b>Dictation Sentences:</b><br/>-They haven't asked Paul for some sauce for their meat.<br/>-I won't launch the boat in the rain.</p> <p><b>Spelling Words:</b><br/>-haven't<br/>-won't</p> | <p>Reread words from Skills Tablet 5b- ""</p> <p>On a piece of paper write two sentences for these words:<br/>-haven't<br/>-won't</p> <p>Make sure you capitalize and punctuate each sentence!</p> <p><i>*If possible, take a picture of your two sentences and record yourself reading the two sentences out loud on Seesaw and share it with your teacher.</i></p> | <p>On a piece of paper write the spelling words 5 times.<br/><b>Spelling Words:</b><br/>- hasn't<br/>- I've<br/>- haven't<br/>- won't</p>   |

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| Reading & Writing  | Assignments on this row are for families that have online access  | <p>Choose a book from Raz-Kids that's at your current reading level.</p> <p><i>Step 1: Listen to the story by clicking on the headphone icon.</i></p> <p><i>Step 2: Read the story out loud to yourself or someone else.</i></p> <p><i>Step 3: Record yourself reading the story outloud using the recorder tool on the top of the screen.</i></p> <p><i>Step 4: Answer the 5 questions quiz by clicking on the question mark icon. Take your time and do your best. You'll have to retake the quiz if you get less than 4 correct!</i></p> <p><i>*You can click in this box to link to the videos on how to login to Raz-Kids and complete the 4 steps above.</i></p> | <p>Based on the story you read yesterday, choose an option to write about:</p> <p><b>Option 1:</b> On a piece of paper rewrite the story in your own words from the beginning, middle and end. (Fiction)</p> <p><b>Option 2:</b> On a piece of paper write down the main topic and 3 key details. (Non-Fiction)</p> <p>*Please Seesaw your answers and read them to your teacher.</p>                | <p>Choose a book from Raz-Kids that's at your current reading level.</p> <p><i>Step 1: Listen to the story by clicking on the headphone icon.</i></p> <p><i>Step 2: Read the story out loud to yourself or someone else.</i></p> <p><i>Step 3: Record yourself reading the story outloud using the recorder tool on the top of the screen.</i></p> <p><i>Step 4: Answer the 5 questions quiz by clicking on the question mark icon. Take your time and do your best. You'll have to retake the quiz if you get less than 4 correct!</i></p> <p><i>*You can click in this box to link to the videos on how to login to Raz-Kids and complete the 4 steps above.</i></p> | <p>Based on the story you read yesterday, choose an option to write about:</p> <p><b>Option 1:</b> On a piece of paper rewrite the story in your own words from the beginning, middle and end. (Fiction)</p> <p><b>Option 2:</b> On a piece of paper write down the main topic and 3 key details. (Non-Fiction)</p> <p>Please Seesaw your answers and read them to your teacher.</p>                 |                           |
|  | Assignments on this row are for families that do not have online access   | <ol style="list-style-type: none"> <li>Choose a book from your book bag (the books you took home from school) or books that you have from home.</li> <li>Practice reading the story to yourself and Check for Understanding (Ask Who? and What?).</li> <li>Read the same story to someone else to practice fluency (read smoothly).</li> </ol>   | <p>Based on the story you just read, choose an option to write about:</p> <p><b>Option 1:</b> On a piece of paper rewrite the story in your own words from the beginning, middle and end. (Fiction)</p> <p><b>Option 2:</b> On a piece of paper write down the main topic and 3 key details. (Non-fiction)</p> <p><i>*If possible, please Seesaw your answers and read them to your teacher.</i></p> | <ol style="list-style-type: none"> <li>Choose a book from your book bag (the books you took home from school) or books that you have from home.</li> <li>Practice reading the story to yourself and Check for Understanding (Ask Who? and What?).</li> <li>Read the same story to someone else to practice fluency (read smoothly).</li> </ol>   | <p>Based on the story you just read, choose an option to write about:</p> <p><b>Option 1:</b> On a piece of paper rewrite the story in your own words from the beginning, middle and end. (Fiction)</p> <p><b>Option 2:</b> On a piece of paper write down the main topic and 3 key details. (Non-Fiction)</p> <p><i>*If possible, please Seesaw your answers and read them to your teacher.</i></p> |                           |
| i-Ready Reading and Math Online Instructional Program            |   | <p>Complete one Math lesson.</p> <p><i>*Make sure they take their time and don't rush!</i></p> <p><i>*Parents, no help can be given to your child.</i></p>   | Complete one Reading lesson.   | Complete one Math lesson.  | Complete one Reading lesson.   | Complete one Math lesson. |
| Assignments on this row are for families that have online access | <p><b>This week's Math focus is telling Time (Hour and Half Hour) using Analog and Digital clocks</b></p> <p>This week's math assignments are the same for both <b>Online</b> and <b>Offline</b>. For those who have <b>online access</b>, you can click in the boxes with video links to watch videos to help you better understand about telling time to the half hour.</p> |  |  |  |  |                           |
|  | Click in this box to link to a video to learn about Analog Clocks   | Click in this box to link to a video to learn about Digital Clocks   | Click in this box to link to a video to learn about telling time to the Half Hour  |  |  |                           |

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| <p><b>Math</b></p>                      | <p>Assignments on this row are for families that do not have online access</p>     | <p>Topic: Telling time to the half hour. You can do these activities anytime this week.</p> <p><b>Activity 1:</b><br/> 1. On a piece of paper, write down the times and what you are doing during these times of the day. (example: 8:00am: sleeping)<br/> 2. 9:00am, 11:00am, 1:00pm, 3:00pm, 5:00pm, 7:00pm, 9:00pm</p> <p><b>Activity 2:</b><br/> 1. On another sheet of paper, have the students draw a picture of an analog clock and digital clock showing 9:00am, 11:00am, 1:00pm, 3:00pm, 5:00pm, 7:00pm, 9:00pm.<br/> 2. They should have a total of 7 analog and 7 digital clock pictures.</p> <p><b>Activity 3:</b><br/> 1. On a piece of paper, write down the times and list what you are doing during these times of the day. (example: 8:30am: eating breakfast)<br/> 2. 9:30am, 11:30am, 1:30pm, 3:30pm, 5:30pm, 7:30pm, 9:30pm</p> <p><b>Activity 4:</b><br/> 1. On another sheet of paper, have the students draw a picture of an analog clock and digital clock showing 9:30am, 11:30am, 1:30pm, 3:30pm, 5:30pm, 7:30pm, 9:30pm.<br/> 2. They should have a total of 7 analog and 7 digital clock pictures.</p> <p><i>*For Online access, please share your work via Seesaw and explain what the work is about. Offline users can also post on Seesaw:-)</i></p> |  |                         |                       |                              |
| <p><b>Science or Social Studies</b></p> |  |    | <p>This week's focus is <b>Boy's Day Celebration</b></p> <p>This week's Social Studies assignments are the same for both <b>Online</b> and <b>Offline</b>.</p>   |                         |                       |                              |
|   |  | <p><i>For those who have online access, you can click in this box to watch a slideshow and videos to learn about Boys Day.</i></p>  | <p><b>"Happy Boy's Day!"</b></p> <p>Tango no Sekku is celebrated on May 5th. In Japan, this day is called Boys' Festival. This holiday officially became known as Children's Day or Kodomo no hi. It's a day to celebrate the health and happiness of all children. Large carp windsocks, called koinobori, are displayed outside houses. There's one windsock for each child in the house. The largest windsock is for the dad. The carp is known to be strong. They're able to swim upstream against the flow of the water. Also warrior dolls and helmets, armor and swords are displayed in houses to show strength and courage. "</p> <p><b>Activity:</b><br/> 1. Using anything you have at home create your own Boy's Day carp. Be as creative as you can be! You can draw it, paint it, make it 3D and so much more!<br/> 2. Take a picture of your Boy's Day carp and share it on seesaw :)</p> |                         |                       |                              |
| <p><b>Cool Videos</b></p>               |  | <p><b>Antarctica</b></p>  | <p><b>Rainforest</b></p>   | <p><b>Desert</b></p>    | <p><b>Ocean</b></p>   | <p><b>Arctic Animals</b></p> |
|   |  | <p><b>Penguin</b></p>   | <p><b>Howler Monkey</b></p>  | <p><b>Fence Fox</b></p> | <p><b>Dolphin</b></p> |                              |
| <p><b>Art, EL, Guidance and PE</b></p>  |  | <p>Please see the sections on Art, English Learners (EL), Guidance and PE for lessons</p>   |  |                         |                       |                              |
| <p><b>Grade 1 Online Resources</b></p>  |  |    | <p><b>KES Virtual Spirit Week</b></p>  |                         |                       |                              |