

Front Street Elementary School
14-Day Emergency Instructional Plan – Grade 1
Transdisciplinary Plans

| Subject | Day 1 (Monday) | Day 2(Tuesday) | Day 3 (Wednesday) | Day 4 (Thursday) | Day 5 (Friday) | Day 6(Saturday) | Day 7(Sunday) |
|----------------|---|---|---|--|--|-----------------|---------------|
| ELA | <p>Fundations: Add suffix s, es https://www.youtube.com/watch?v=jyoGmyx8ipw&list=PLr8_5HYa7f2J-vsr4YiuFGATRR2y4CVIQ&index=4</p> <p>https://www.youtube.com/watch?v=J1UwR97CUYY (Youtube video)</p> <p>Read Aloud: Animals Animals by Cheryl Ryan (Raz-Kids) Writing Activity: How are the animals in the book alike? What do they have in common? Write your response in complete sentences.</p> <p>Independent read: RAZ-KIDS (Students have their own reading level account)</p> | <p>Fundations: Add suffix s, es https://www.youtube.com/watch?v=jyoGmyx8ipw&list=PLr8_5HYa7f2J-vsr4YiuFGATRR2y4CVIQ&index=4</p> <p>https://www.youtube.com/watch?v=J1UwR97CUYY (Youtube video)</p> <p>Read Aloud: Animals Animals by Cheryl Ryan (Raz-Kids) Writing Activity: Camels can live a long time without food or water. How do you think the camel's body protects itself from lack of water and food? Write your response in complete sentences.</p> <p>Independent read: RAZ-KIDS (Students have their own reading level account)</p> | <p>Fundations: https://www.youtube.com/watch?v=jyoGmyx8ipw&list=PLr8_5HYa7f2J-vsr4YiuFGATRR2y4CVIQ&index=4</p> <p>https://www.youtube.com/watch?v=J1UwR97CUYY (Youtube video)</p> <p>Read Aloud: Animals Animals by Cheryl Ryan (Raz-Kids) Writing Activity: The giraffe is one of the most beautiful animals. Is this statement fact or opinion? Why? Write your response in complete sentences.</p> <p>Independent read: RAZ-KIDS (Students have their own reading level account)</p> | <p>Fundations: Add suffix s, es https://www.youtube.com/watch?v=jyoGmyx8ipw&list=PLr8_5HYa7f2J-vsr4YiuFGATRR2y4CVIQ&index=4</p> <p>https://www.youtube.com/watch?v=J1UwR97CUYY (Youtube video)</p> <p>Read Aloud: It's About Time by Mara Rockliff Writing Activity: Why do you think the author wanted you to know about the different ways people told time? Draw pictures and write your response in complete sentences.</p> <p>Independent read: RAZ-KIDS (Students have their own reading level account)</p> | <p>Fundations: Add suffix s, es https://www.youtube.com/watch?v=jyoGmyx8ipw&list=PLr8_5HYa7f2J-vsr4YiuFGATRR2y4CVIQ&index=4</p> <p>https://www.youtube.com/watch?v=J1UwR97CUYY (Youtube video)</p> <p>Read Aloud: It's About Time by Mara Rockliff Writing Activity: Why do people keep inventing new ways to measure time? Independent read: RAZ-KIDS (Students have their own reading level account)</p> | | |
| Math | GoMath 10.1 What do the pictures in a picture graph show? Watch GoMath Video. Answer page 575 & 576. | GoMath 10.1 Day 2 What do the pictures in a picture graph show? Watch GoMath Video. Answer page 577 & 578 | GoMath 10.1 Review. What do the pictures in a picture graph show? Watch GoMath Video. Answer page 579 & 580 | GoMath 10.2 I can make a picture graph to answer a question. Watch GoMath Video. Answer Page 581 & 582 | GoMath 10.2 I can make a picture graph to answer a question. Watch GoMath Video. Answer Page 583 & 584 | | |
| Social Studies | | | | | | | |
| Science | | | | | | | |

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| Subject | Day 8(Monday) | Day 9(Tuesday) | Day 10 (Wednesday) | Day 11(Thursday) | Day 12 (Friday) | Day 13 (Saturday) | Day 14 (Sunday) |
|----------------|--|---|---|--|---|-------------------|-----------------|
| ELA | <p>Phonemic Awareness: ed suffix https://www.youtube.com/watch?v=jxl28KQOOHy4 (Youtube video) Read Aloud : Ocean Animals by Paula Schricker (Raz-Kids) Writing Activity: Categorize the ocean animals in the story by mammals, reptiles and fish. Draw and Write your response in complete sentences.</p> <p>Independent read: RAZ-KIDS (Students have their own reading level account)</p> | <p>Phonemic Awareness: ed suffix https://www.youtube.com/watch?v=jxl28KQOOHy4 (Youtube video) Read Aloud: Ocean Animals by Paula Schricker (Raz-Kids) Writing Activity: Which animal in the book do you think faces the most danger? Why? Draw and Write your response in complete sentences.</p> <p>Independent read: RAZ-KIDS (Students have their own reading level account)</p> | <p>Phonemic Awareness: ed suffix https://www.youtube.com/watch?v=jxl28KQOOHy4 (Youtube video) Read Aloud: Ocean Animals by Paula Schricker (Raz-Kids) Writing Activity: How are a California sea lion and a walrus alike? How are they different? Draw and Write your response in complete sentences.</p> <p>Independent read: RAZ-KIDS (Students have their own reading level account)</p> | <p>Phonemic Awareness: ed suffix https://www.youtube.com/watch?v=jxl28KQOOHy4 (Youtube video) Read Aloud: Time of Day By Keith and Sarah Kortemartin (Raz-Kids) Writing Activity: Which activity from the book is your favorite. Which activity is your least favorite. Why? Write your response in complete sentences. Draw and Write your response in complete sentences.</p> <p>Independent read: RAZ-KIDS (Students have their own reading level account)</p> | <p>Phonemic Awareness: ed suffix https://www.youtube.com/watch?v=jxl28KQOOHy4 (Youtube video) Read Aloud: Time of Day By Keith and Sarah Kortemartin (Raz-Kids) Writing Activity: Is 9:00 o'clock a good time for children to go to bed? Why? Why not? <u>*1st grade team goes to virtual trip to the Aquarium.</u></p> <p>Independent read: RAZ-KIDS (Students have their own reading level account)</p> | | |
| Math | <p>GoMath 10.2 I Review can make a picture graph to answer a question. Watch GoMath Video. Answer Page 585 & 586</p> | <p>GoMath . 10.3 I can read a bar graph to find the number that a bar shows. Watch GoMath Video. Page 587 & 588</p> | <p>GoMath . 10.3 I Day 2 can read a bar graph to find the number that a bar shows. Watch GoMath Video. Page 589 & 590</p> | <p>GoMath . 10.3 Review. I can read a bar graph to find the number that a bar shows. Watch GoMath Video. Page 591 & 592</p> | <p>Go Math: 10.4 I can use a bar to help me compare information. Watch GoMath Video 593 & 594.</p> | | |
| Social Studies | | | | | | | |
| Science | | | | | | | |