



# Grade 1 Weekly Plan

Jan 21-25

## SPECIAL ANNOUNCEMENTS

### Online Resources:



**Seesaw:** <https://web.seesaw.me/>



<https://www.kidsa-z.com/main/Login/teacherUsername/>



<https://ca.ixl.com/signin/hayatuni>



[www.education.com/games/play](http://www.education.com/games/play) (optional)









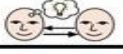






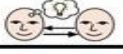






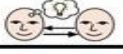
<https://wow.boomlearning.com/> (optional)

### Assessments

View Resource section to identify the skills that will be on the assessments  
All assessments will be on Thursday unless otherwise noted.

**Thursday, Jan 25th – Math assessment**

| Subject               | Learning Objective   | Resources   |
|-----------------------|--|---|
| <p><b>Phonics</b></p> | <p>The students will view and practice sound cards. Assessments will be over any sounds learned. Please view below.</p> <p>Please click on the <a href="#">Sound Card Video</a> and practice with your child daily for the length of the video (6 minutes)</p> <p><b>Jolly Phonics Book 2</b><br/> <b>Review all basic alphabet sounds plus:</b><br/> y as /ee/ &amp; short vowels (example: happy, daisy)</p> <p><b>Current:</b><br/> Short vowels, /ck/ &amp; double letters</p> <p><b>Upcoming:</b><br/> Long vowels/ magic e</p> | <p><a href="#">Sound Card Video</a></p> <p><a href="#">Jolly Phonics Book 1</a></p> <p><a href="#">Jolly Phonics book 2</a> (current)</p> <p><a href="#">January Jolly Phonics Pacing Calendar</a></p> <p><a href="#">February Jolly Phonics Pacing Calendar</a></p> <p><b>NEW!!!!</b><br/> <a href="#">Florida Educational Resources</a></p> |
| <p><b>Reading</b></p> | <p>Teachers will be focused on completing beginning of year assessments</p> <p>Read Aloud Options<br/> Teacher's choice<br/> Focus on starting guided reading groups</p> <p>Continue <a href="#">Reading Strategy Animals</a></p> <p>Continue comprehension and retell practice</p> <p><b>Vocabulary: "Good Readers", concepts of print, front cover, back cover, spine,</b></p>   | <p><b>NEW!!!!</b><br/> <a href="#">Sight word Slides</a></p> <p><a href="#">Reading Strategies Animals</a></p> <p><a href="#">Characters &amp; Setting</a></p> <p><a href="#">Problem &amp; Solution</a></p>  |

|   |   |  |  |   |  |   |   |   |  |   |   |  |
|---|---|--|--|---|--|---|---|---|--|---|---|--|
|   | <p><b>words, spaces, sentences</b><br/> <a href="#">Sight words List 3B</a></p>   | <p><a href="#">Sight words List 3A &amp;3B</a></p>   |  |   |  |   |   |   |  |   |   |  |
| <p><b>Writing</b></p>   | <p>Students will learn procedural / “How to” writing</p> <p><b>Ongoing: 5 Star Writing</b></p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>5 Star Writing</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 15%;"></td> <td>Capital letter to start my sentence.<br/>→ I see a dog.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Punctuation to end my sentence.<br/>Where is the dog? ↗</td> </tr> <tr> <td style="text-align: center;"></td> <td>Use finger spaces.      The dog is brown. ↘</td> </tr> <tr> <td style="text-align: center;"></td> <td>Use neat handwriting &amp; phonemic spelling.      Kk </td> </tr> <tr> <td style="text-align: center;"></td> <td>My sentence makes sense. </td> </tr> </table> </div> |   | Capital letter to start my sentence.<br>→ I see a dog. |  | Punctuation to end my sentence.<br>Where is the dog? ↗ |  | Use finger spaces.      The dog is brown. ↘ |  | Use neat handwriting & phonemic spelling.      Kk  |  | My sentence makes sense.  | <p><a href="#">Grammar Book</a></p> <p><a href="#">Nouns Video</a></p> <p><a href="#">Verbs Video</a></p> <p><a href="#">Adjectives</a></p> <p><a href="#">The Sentence Song</a></p> |
|  | Capital letter to start my sentence.<br>→ I see a dog.  |  |  |   |  |   |   |   |  |   |   |  |
|  | Punctuation to end my sentence.<br>Where is the dog? ↗  |  |  |   |  |   |   |   |  |   |   |  |
|  | Use finger spaces.      The dog is brown. ↘   |  |  |   |  |   |   |   |  |   |   |  |
|  | Use neat handwriting & phonemic spelling.      Kk   |  |  |   |  |   |   |   |  |   |   |  |
|  | My sentence makes sense.    |  |  |   |  |   |   |   |  |   |   |  |
| <p><b>Math</b></p>  | <p><b>Students will add within 10.</b></p> <p>Vocabulary words: <b>Friends of 10, Number ID, Counting, ones, tens, patterns, counting on, counting backwards, “how many?”, more, less, place value, tens, ones</b></p> <p><b>Number sense:</b> Identifying, writing &amp; counting numbers within 20, writing number names to 20. Learning place value. Groups of ten.</p>  | <ul style="list-style-type: none"> <li>● <a href="#">Counting to 100</a></li> <li>● <a href="#">Numbers in the teens</a></li> <li>● <a href="#">Friends of 10</a></li> <li>● <a href="#">Counting Backwards from 20</a></li> <li>● <a href="#">Patterns Video</a></li> <li>● <a href="#">Jump math Book 1.1</a></li> </ul> |  |   |  |   |   |   |  |   |   |  |
| <p><b>Socials/ Science</b></p>  | <p>The students will learn about States of Matter.<br/> <a href="#">What is a Solid? Video</a><br/> <a href="#">What is Liquid?</a><br/> <a href="#">What is a gas?</a></p> <p>Ongoing- planting a garden at HUBS</p>   | <p>Hayat High 5 Theme:</p> <p><a href="#">Be Safe</a><br/> <a href="#">Be Safe Video</a></p>   |  |   |  |   |   |   |  |   |   |  |