



Grade 1 Weekly Plan

April 12-16th

SPECIAL ANNOUNCEMENTS

Please check your emails daily. Please access the Resource section of this document and click on the blue links so that your child may practice the relevant skills daily until homework is placed on Seesaw.

Assessments

Math Assessment Thursday April 16th

Upcoming: [Sightword List 5A](#) test Tuesday, April 30th

Phonics

The students will view and practice sound cards.

This Week: **Week 2:** ph as /f/ soft c, soft g

Grammar Practice:

[Grammar](#)

[Book](#)

Jolly Phonics Book 3

Week 3: ai as a_e, ay ee as e_e, ea

Week 4: ie as i_e, y, igh oa, o_e, ow ue, u_e, ew as /oo/






















Week 5: ue, u_e, ew as /oo/ ou, ow, oi, oy

[Sound Card Video](#)

[Jolly Phonics Book 1](#)

[Jolly Phonics Book 2](#)

[Jolly Phonics Book 3](#)^{New}

<p>Reading</p>	<p>Students will continue guided reading incorporating Reading Strategy Animals posters and story mapping. In term 2, students will also practice making connections in stories, identifying character traits, and building comprehension skills.</p> <p>Practice Sight Word List 5A</p> <p>Vocabulary: “Good Readers”, concepts of print, front cover, back cover, spine, words, spaces, sentences, making connections (i.e. text to self, text to text, text to world), character traits.</p>	<p>Vowels Game <small>new</small></p> <p>Sight Word Spelling Lists</p> <p>Sight word Presentation Practice <small>new</small></p> <p>Sight Word Safari <small>new</small></p> <p>Sight Word Smash <small>new</small></p>										
<p>Writing</p>	<p>Students will review their 5 STAR writing and will begin narrative writing. Students will create opening and closing sentences and use transition words: First, Next, Then, Last.</p> <p><input type="checkbox"/> 5 Star Writing</p> <p><input type="checkbox"/> Upcoming: Narrative Writing</p> <div data-bbox="574 1157 1149 1482" data-label="Complex-Block"> <p style="text-align: center;">5 Star Writing</p> <table border="1"> <tr> <td style="text-align: center;"></td> <td>Capital letter to start my sentence. → I see a dog.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Punctuation to end my sentence. 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 & 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. → I see a dog.		Punctuation to end my sentence. Where is the dog? ↗		Use Finger spaces. The dog is brown.		Use neat handwriting & phonemic spelling. Kk 		My sentence makes sense. 	<p>Grammar Book</p> <p>Narrative Writing</p>
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<p>Math</p>	<p>Students will be learning subtraction within 20.</p> <p>Students will review all skills taught up until this point: patterns, number sense, place value, and addition.</p> <p>Vocabulary words: Counting forward counting backwards within 20, Number ID within 10, ones, tens, place value, digit, adding, altogether, more</p>	<p>Counting to 100</p> <p>Numbers in the teens</p> <p>Adding within 10 <small>new</small></p> <p>Counting Tens & Ones</p> <p>Tens & Ones (Place Value)</p> <p>Jump math 1.1</p>
<p>Socials/ Science</p>	<p>Students will learn about recycling.</p>	<p>What if we stoped recycling?</p> <p>Importance of Recycling</p>