**First Baptist Christian School First Grade Home Learning Grid Week 10: May 25-29, 2020**

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| **Monday: 10-10:30am** | **Tuesday: 10-10:30am** | **Wednesday: 10-10:30am** | **Thursday: 10-10:30am** | **Friday: 10-10:30am** |
| Please watch this week’s Chapel from the YouTube link (No live Zoom today)  <https://youtu.be/POZxadj7NbE> | (see Literacy plan for details)  1A – Zoom Show & Tell | Zoom Story time with Mrs Wade | (see Literacy plan for details)  1B – Zoom Show & Tell | Catch-Up Day (see Literacy plan - no Zoom session today) |

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| **Spelling Words**  **Please only do each list in the week that it is due.** | **Test date: May 15**  **(out of 10)** | **Test date: May 22**  **(out of 10)** | **Test date: May 29**  **(out of 10)** |
| put  could  house  old  too  by  day  made  time  I’m | if  help  Mrs  called  here  off  asked  saw  make  an | Choose any 10 words from a mix of May 15 & May 22 |

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| **BIBLE** | **Lesson Objective** | **Activities** | **Resources** |
| **Monday** | To learn about serving God and others through the story of how Paul and Barnabas listened to God. | **Watch this week’s story: Paul and Barnabas were two missionaries.**  <https://www.youtube.com/watch?v=HuQN9F1lA9M>  **Bible Workbook:** Page 129- Draw a line to match the first part of each sentence to its ending. | \*Access to YouTube  \* Bible student book  \* Pencil  \* Crayons  \* Camera/device  \* Thursday’s Reading: A missionary named Lottie |
| **Tuesday** | **Bible Workbook:** Page: 130- Crack the Code and then write how you lovingly serve others. |
| **Wednesday** | **Bible Workbook:** Page: 131- Color the hearts that tell ways First Graders can serve God. |
| **Thursday** | **Bible Workbook:** Read the true story about a missionary named Lottie, attached to this week’s blog.  Page 132- Use the picture key to name the person that each sentence tells about. |
| **Friday** | **Catch up Day -** No Quiz this week. |

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| **LITERACY** | **Lesson Objective** | **Activities** | **Resources** |
| **Monday** | To decode and blend sounds correctly.  To read non-fiction information and record ideas. | **Phonics – please download your child’s group PowerPoint (Starfish or Turtles)**  Click on each slide to move to the next slide. Children will need either a whiteboard and marker or paper and pencil. Complete ‘Day 1’ – the blue slides.  Starfish – slides 1-10  Turtles – slides 1-9  **Writing**  1. Last week, we learnt about an emperor penguin and prairie dogs and created information webs. Today, you are going to learn about an animal that flies – a bat.  2. Download ‘Writing Project – Step 3’ and go through it with an adult. Click on the link in the PowerPoint to read the online book “All About Bats”. You might need some help with reading it.  3. Complete a ‘Web sheet’ for bats. Remember to put the main idea in the middle oval and write supporting facts in the surrounding ovals. You may add more ovals if needed.  4. Write your name and date on your sheet and upload a photo of it to Seesaw. | \* Starfish/Turtles PowerPoint  \* Whiteboard/ marker or Paper/pencil  \*Access to Writing Project – Step 3 PowerPoint  \*Access to internet to read online book “All About Bats”  \*Web sheet x1  & pencil |
| **Tuesday** | To decode and blend sounds correctly.  To use speaking and listening skills.  Reading / Fluency assessment | **Phonics – please use your child’s group PowerPoint (Starfish or Turtles)**  Complete ‘Day 2’ – the pink slides.  Starfish – slides 11-18  Turtles – slides 10-17  **Communication Activity – Show & Tell**  **10:00am –** **1A Zoom meeting**: Use your senses to describe an animal. It must be alive today but can live in any country – what does it look like? What does it sound like? What does it feel like? What does it eat?  **Reading – Fluency assessment for 1A & 1B**  Please video record your child reading out loud the Grade 1 fluency passage uploaded to the Blog. **Please do not help with any words.** I will be grading accuracy, phrasing and expression when reading aloud.  1. Give your child a copy of the fluency passage. They should not see/practice this before as it will be graded as an “unseen piece”. This will be used towards their reading grade this quarter.  2. You can tell them: *Read it as well as you can. I cannot help, so if you come to a word you don’t know, just try your best. After you read, I will ask you three questions about it.*  3. If your child stops at a word and does not continue, wait approximately five seconds and then prompt by saying: *Please try to go on.* (Do not give them the word.) After reading, ask your child the 3 questions at the bottom of the page.  4. Upload the video to Seesaw. If the file is too large, please email to Mrs Wade ([hwade@fbcs.edu.ky](mailto:hwade@fbcs.edu.ky)). | \* Starfish/Turtles PowerPoint  \* Whiteboard/ marker or Paper/pencil  **1A** - access to Zoom  **Both classes** –  \*Fluency passage (printed or displayed on screen)  \*Camera to record reading |
| **Wednesday** | To decode and blend sounds correctly.  To use listening skills. | **Phonics – please use your child’s group PowerPoint (Starfish or Turtles)**  Complete ‘Day 3’ – the yellow slides.  Starfish - slides 19-29  Turtles – slides 18-27  **Listening Activity**  Listen to Mrs Wade continue our chapter book on Zoom at 10am. If you are unable to join us, please use this time to access your Epic reading account and listen to/read a story from there. (You are welcome to access your Epic account anytime on top of normal learning activities.) **Class code: eyi6460** | \* Starfish/Turtles PowerPoint  \* Whiteboard / marker or Paper/pencil  \*Access to Zoom/Epic |
| **Thursday** | To decode and blend sounds correctly.  To use speaking and listening skills.  Grammar assessment | **Phonics – please use your child’s group PowerPoint (Starfish or Turtles)**  Complete ‘Day 4’ – the green slides.  Starfish - slides 30-36  Turtles – slides 28-37  **Communication Activity – Show & Tell**  **10:00am –** **1B Zoom meeting**: Use your senses to describe an animal. It must be alive today but can live in any country – what does it look like? What does it sound like? What does it feel like? What does it eat?  **Grammar (Both classes – please do not help your child with the answers)**  Go to Seesaw Activities. There are 2 short grammar activities on singular and plural nouns. Please complete both as these will form part of your child’s writing grade this quarter.   |  |  | | --- | --- | |  | 1. Singular and Plural nouns – drag and drop the nouns into the correct column, then record yourself reading the words. | |  | 1. Plurals – Use the pen or **T** tool to write each word as a plural noun. Then place it in the correct ending category. | | \* Starfish/Turtles PowerPoint  \* Whiteboard/ marker or Paper/pencil  **1B** - access to Zoom  **Both classes** – \*Access to Seesaw for Grammar assessments |
| **Friday** | To spell words accurately. | **Spelling Test (see words for May 22 at beginning of this document)**  Choose 10 words from the last 2 weeks. Child should spell all 10 words on a piece of paper with no help. Remind them to write their name and the date on the paper. Please take a photograph of the test and upload it to Literacy folder in Seesaw.  **Catch-Up Day: Optional Reading activity**  Choose a sound and use your reading skills to find the words in the phonics wordsearches. Play as many times as you like: <http://www.ictgames.com/hybrid.html> | \* Spelling words  \* Paper  \* Pencil  \*Optional: access to internet |

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| **MATH** | **Lesson Objective** | **Activities** | **Resources** |
| **Monday** | To count in tens. To revise graphs and practice creating and interpreting a Pictograph. | **Let’s recap together and look at the week ahead:** <https://youtu.be/9RKUyxeSkKc>  Video Outline:   * Welcome to a new week! * Counting tens. * What have we learnt about graphs? * For the next 3 days, you are going to complete activities in Seesaw to practice using graphs and then on Thursday you will be ready for a Quiz. * Instructions for today’s activity in Seesaw. | \* Access to YouTube  \*Access to Seesaw |
| **Tuesday** | To practice counting in twos. To practice reading tally marks to create and interpret a Bar Graph. | **Come join me:** <https://youtu.be/UE_ofQ7N-Oc>  Video Outline:   * Counting in twos. * Explanation of today’s Seesaw Activity: Use the tally marks to create a Bar Graph about the favorite pets in 3rd Grade and then answer 3 questions about the graph. | \* Access to YouTube  \*Seesaw Activity |
| **Wednesday** | To practice counting in fives.  To practice creating and interpreting a Bar Graph. | **Come join me:** <https://youtu.be/eFbaOrqOoV8>  Video Outline:   * Counting in fives. * Explanation of Seesaw Activity: Spring Day Graphing | \* Access to YouTube  \*Seesaw Activity |
| **Thursday** | End of topic assessment | **Graph Quiz**  **Quizizz:** <https://quizizz.com/join?gc=8459654>  Code: 8459654 | \*Access to internet  \*Access to Quizizz |
| **Friday** |  | **Catch-up Day: please complete any work remaining** |  |

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| **SCIENCE** | **Lesson Objective** | **Activities** | **Resources** |
| **Week 10**  **This lesson can be done on any day between May 25th and 29th.** | The students will identify what natural resources are. They will investigate and understand that natural resources can be used responsibly as most natural resources are limited and should be conserved. | Welcome to our new topic! **Earth Resources**  Come join me outside and let’s identify some natural resources: <https://youtu.be/A9Q74ihIMD8>  Video Outline:   * In the next 4 weeks, we will be learning all about Natural Resources. What are Natural Resources? Natural resources are found in nature and can be used by people. * Examples for natural resources are plants, animals, water, air, land, forest, minerals, light and soil. * People need some of these to survive. Can you identify them? * Most natural resources are limited so we need to look after them and not waste them. We will talk more about how we can do that next week. * Go into Seesaw and find your assigned task in the Activity section. It looks like this: * First you will watch the video and then do a sorting activity on Seesaw by dragging the pictures to ‘Natural Resources’ or ‘Not Natural Resources’. Then you will answer one question using the microphone or by typing. | \*Access to the Internet and YouTube.  \*Seesaw |

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| **SOCIAL STUDIES** | **Lesson Objective** | **Activities** | **Resources** |
| **Choose one day this week to complete lesson** | To understand Cayman heritage. | **Read pages 45-47 in your purple Social Studies textbook.**  **Activity page 37:**  1. Label the map of the Cayman Islands. Color the sea blue and the land green.  2. Draw your own map of the Cayman Islands. Draw lines on your map to show where the districts are and color each one a different color. Label each district. (Look at page 5 in your textbook to help).  **Activity page 38:**  Answer questions 1-6 and draw a picture of Columbus sailing towards the Cayman Islands.  **Activity page 39:**  Match the 3 words with their correct meaning.  **Optional extra:** Imagine you are Columbus and complete the ship’s log at the bottom of page 39. | \*Purple Social Studies Textbook  \*Activity pages 37, 38 and 39 printed or blank paper to work on  \*Pencil  \*Colored pencils |

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| **P.E.** | **Lesson Objective** | **Physical Education: Nutrition** | **Resources** |
| **Choose one day this week to complete lesson** | Explain the importance of hydration | Any questions, please email Coach Kring directly: [rkring@fbcs.edu.ky](mailto:rkring@fbcs.edu.ky)  **Activity**:   1. Log onto Seesaw and find the assignment entitled “Importance of Hydration.” 2. Click the attached link to view our lesson for today: <http://somup.com/cYhZh7jmZb> 3. Click ‘Add Response’ to find the worksheet to complete.   a. Make a goal for yourself of how much water you want to drink in a day.  b. Choose at least one day this week to record how much water you are drinking throughout the day. \*Sodas, juices, or other drinks do not count!  c. Then answer the two questions. | \*Access to Seesaw |

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| **MUSIC** | **Lesson Objective** | **Activities** | **Resources** |
| **Choose one day this week to complete lesson** |  | Please refer to Quaver for this week’s lesson.  Any questions, please email Ms Janelle directly: [janelle@sparkcayman.com](mailto:janelle@sparkcayman.com) | \*Access to Quaver Music website |

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| **SPANISH** | **Activities** | **Resources** |
| **Choose one day this week to complete lesson** | Please refer to Spanish lesson plans/activities uploaded to the Blog for this week’s lesson.  Any questions, please email Mrs Powell directly: [fpowell@fbcs.edu.ky](mailto:fpowell@fbcs.edu.ky) | \*Activity sheets or blank paper  \*Pencil |

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| **TECHNOLOGY** | **Activities** | **Resources** |
| **Choose one day this week to complete lesson** | Please refer to the ‘Activities’ section on Seesaw for this week’s lesson.  Any questions, please email Ms Kirsten directly: [**kirstenanthony0@gmail.com**](mailto:kirstenanthony0@gmail.com) | \*Access to Seesaw |