**First Baptist Christian School First Grade Home Learning Grid Week 7: May 4-8, 2020**

**Please attend the daily Zoom sessions if you can. They are not mandatory, but we would love to see as many of you as possible. Both classes are invited on Mondays, Wednesdays and Fridays. Tuesdays are for 1A and Thursdays are for 1B. Log in details are saved in the ‘Activities’ section on Seesaw.**

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| **Monday: 10-10:30am** | **Tuesday: 10-10:30am** | **Wednesday: 10-10:30am** | **Thursday: 10-10:30am** | **Friday: 10-10:30am** |
| Morning devotion/songsWatch Bible story together & discuss | (see Literacy plan for details)1A – Zoom Show & Tell1B – Art activity at home | Story time with Mrs Wade | (see Literacy plan for details)1A – Art activity at home1B – Zoom Show & Tell | Class discussion / subjects as needed each week |

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| **Spelling Words for the next 3 weeks****Please only do each list in the week that it is due.** | **Test date: April 24****(out of 10)** | **Test date: May 1****(out of 10)** | **Test date: May 8****(out of 10)** |
| lookdon’tcomewillintobackfromchildrenhimMr | getjustnowcameohaboutgottheirpeopleyour | Choose any 10 words from a mix of April 24 & May 1 |

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| **BIBLE** | **Lesson Objective** | **Activities** | **Resources** |
| **Monday** | To learn about the early church and about being a good leader through the story of Stephen. | **Worship:**  Every move I make, I make in You. <https://www.youtube.com/watch?v=MPvnZILn6EY>**Bible Workbook: The Early Church** During our Zoom this morning, we will watch the video together and then discuss it: <https://www.youtube.com/watch?v=rms6KePjIZ8>. Now complete page 117 - Underline the correct words. | \* Bible student book\* Pencil\* Crayons\* Access to Quizizz\* Camera/device\*Bible reading attachment from Blog |
| **Tuesday** | **Bible Workbook:** Acts 6:1-8 (refer to attachment on Blog ‘Bible – Tuesday’s Reading’Page118 – Write a sentence for each picture |
| **Wednesday** |  **Bible Workbook: Stephen**Watch: <https://www.youtube.com/watch?v=Dhn7MKFguec>Page 119 – Circle the things that made Stephen a good leader and write how you can be a godly servant-leader.  |
| **Thursday** | **Bible Workbook:** Page 120 – Choose the correct picture(Children can refer back in their Bible workbooks if they need to) |
| **Friday** | **Quiz**5 questions to answer on Quizizz: <https://quizizz.com/join?gc=052611>Code: 052611 |

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| **LITERACY** | **Lesson Objective** | **Activities** | **Resources** |
| **Monday** | To decode and blend sounds correctly.To understand and use pronouns correctly. | **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 1-9Turtles – slides 1-7**Grammar – Pronouns****Recap: A noun is a naming word.**A pronoun takes the place of a noun. Pronouns are words such as: I, me, she/he, her/his, you, they, we, it. Example:* ***Tom*** has a new dog. ***Tom*** has named ***the dog*** Max and ***Tom*** lets ***the dog*** sleep by ***Tom'***s bed.

It is easier to say,* **Tom** has a new dog. **He** has named **it** Max and **he** lets **it** sleep by **his** bed.

Watch the short grammar video on using I and me: <https://link.brightcove.com/services/player/bcpid908623496001?bckeyAQ~~,AAAB7-FLLaE~,9V55-HsOf9ztIL6zPDzzkKGU4dcoiNtT&bctid=ref:txgs_g1_pos_prn_003&secureConnections=true&secureHTMLConnections=true>**Use your Journeys Reader’s Notebook Volume 2, Lesson 22. Please upload to Seesaw.**Page 97 – ‘Naming Yourself Last’ – Circle the correct words to finish the sentence.Page 103 – ‘Naming Yourself with I’ – Write the sentences correctly. | \* Starfish/Turtles PowerPoint\* Whiteboard / marker or Paper/pencil\*Journeys Reader’s Notebook Vol 2\*Pencil\*Access to internet for GrammarSnap video |
| **Tuesday** | To decode and blend sounds correctly. | **Phonics – please use your child’s group PowerPoint (Starfish or Turtles)**Complete ‘Day 2’ – the pink slides.Starfish – slides 10-18Turtles – slides 8-14 | \* Starfish/Turtles PowerPoint\* Whiteboard/ marker or Paper/pencil |
| **Tuesday** | To use speaking and listening skills. | **Communication Activity – Show & Tell****10:00am –** **1A Zoom meeting**: Choose an object that could be brought to school that fits in a small paper bag. Think of some adjectives that could describe your object. The rest of the class will try and guess what is in the bag from your adjectives! (You do not actually need a paper bag for this activity.)**1B – Art activity**Choose one (or more!) to learn to draw:How to draw a cute unicorn: <https://www.youtube.com/watch?v=r6cJl89axqY>How to draw a puffin: <https://www.youtube.com/watch?v=Vq5vU9mrH-E>How to draw a shark folding surprise puppet: <https://www.youtube.com/watch?v=wy2-3BxdtYY> | 1A - access to Zoom and a small object to describe1B – paper, pencil, eraser, colored pencils/crayons/markers |
| **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 19-26Turtles – slides 15-22**Listening Activity**Listen as Mrs Wade starts our new 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.) | \* 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. | **Phonics – please use your child’s group PowerPoint (Starfish or Turtles)**Complete ‘Day 4’ – the green slides.Starfish - slides 27-33Turtles – slides 23-30**Communication Activity – Show & Tell****10:00am –** **1B Zoom meeting**: Choose an object that could be brought to school that fits in a small paper bag. Think of some adjectives that could describe your object. The rest of the class will try and guess what is in the bag from your adjectives! (You do not actually need a paper bag for this activity.)**1A – Art activity**Choose one (or more!) to learn to draw:How to draw a cute unicorn: <https://www.youtube.com/watch?v=r6cJl89axqY>How to draw a puffin: <https://www.youtube.com/watch?v=Vq5vU9mrH-E>How to draw a shark folding surprise puppet: <https://www.youtube.com/watch?v=wy2-3BxdtYY> | \* Starfish/Turtles PowerPoint\* Whiteboard/ marker or Paper/pencil1B - access to Zoom and a small object to describe1A – paper, pencil, eraser, colored pencils/crayons/markers |
| **Friday** | To answer comprehension questions.To spell words accurately. | **Listening Skills & Comprehension**Listen to ‘The Monster Problem’. Now go to Quizizz to answer the 5 comprehension questions.Listen to the story by clicking on this link: <https://www.youtube.com/watch?v=_IW1oAFULG0>Quizizz comprehension: <https://quizizz.com/join?gc=348466> Code: 348466**Spelling Test (see words for May 8 at beginning of this document)**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. | \*Access to story video (Youtube)\*Access to Quizizz\* Spelling words\* Paper\* Pencil |

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| **MATH** | **Lesson Objective** | **Activities** | **Resources** |
| **Monday** | To revise all shapes previously learned and be introduced to a Trapezium. | Come and recap with me: <https://www.youtube.com/watch?v=30IyxSzNeCA>Video outline:* All shapes so far and how to describe them
* A few shapes in real life
* Closed and open shapes
* Introducing the Trapezium or the Trapezoid
* What are parallel lines? They are always the same distance apart and never touch.

**Activity: Do you know your shapes?** (attached to the blog)If you don’t have a printer, write the names of the shapes on the piece of paper and tell me how many of each shape there are. Color the squares red.Color the circles blue.Color the triangles green.Color the trapezoids purple.Color the hexagons yellow. Color the diamonds pink.Color the rectangles orange.**How many Trapeziums/Trapezoids are there?** **Which shape is seen the most?****Which shape is seen the least?** Upload to Seesaw. | \* Access to YouTube\* Activity sheet or a blank piece of paper \* Pencil\* Eraser |
| **Tuesday** | To know how to name shapes by their sides and corners. | Get your books out and turn to page 174. Then press on the link. **Ready Math Workbooks page 174-177**Play the video explanation and pause it to give your child time to complete a question before moving onto the next one. Watch Mrs. E demonstrate: <https://www.youtube.com/watch?v=Fr5SH6QDlkw>**Important note:** * On page 174 and 175, they refer to ‘Square corners’. This means right angles
* Draw a shape 3 different ways (how are they different? How are they alike?)

Upload to Seesaw  | \* Access to YouTube\* Ready Math workbooks\* Ruler\* Pencil \* Eraser |
| **Wednesday** | To know how to put shapes together. | **Ready Math page 180-183****How can we put shapes together?**Watch Mrs. E demonstrate: <https://www.youtube.com/watch?v=psy92J7fIRg>Play the video explanation and pause it to give your child time to complete a question before moving onto the next one: **New word:** Tessellation: when shapes fit together and there are no gaps**Optional extension activity.** Cut out your own set of shapes and see how you can put them together. | \* Access to YouTube\* Ready Math Workbooks\* Ruler\* Pencil \* Eraser |
| **Thursday** | To learn the Heptagon and Octagon shapes. | **The Heptagon and the Octagon**Note to parents: These are not shapes that the children need to know in Grade 1. But I do like to extend and challenge them. They will not be assessed on them.Watch Mrs. E: <https://www.youtube.com/watch?v=JTfN0J_iaYg>Video outline:* The Heptagon: 7 sides, 7 vertices and 7 angles.
* The Octagon: 8 sides, 8 vertices and 8 angles.
* Ask your mom or dad to help you Google images of these shapes in real life.

Activity:1. On a piece of paper, describe a Heptagon by its number of sides, angles and vertices. You can try to draw one too.
2. Complete the Octagon activity sheet

Upload both activities to Seesaw. | Access to internet\* Octagon Activity sheet or you can use a piece of paper\* Ruler\* Pencil \* Eraser |
| **Friday** | RevisionAssessment and Computation practice. | **Go through the PowerPoint (emailed separately) to revise our shapes and then complete the Quiz on Quizizz.**The Quizzes have been simple so far. I hope this one makes you think a little more.**Shape Quiz****Quizizz:** [**https://quizizz.com/join?gc=288356**](https://quizizz.com/join?gc=288356)Code: 288356 **Computation practice: Additional OPTIONAL CHALLENGE: Combining measurement, shapes and addition.**<https://www.youtube.com/watch?v=cQlmoe4evJs>Don’t forget the games we have been playing to practice our addition and subtraction. Here are the video explanations from last week. **Imagine how exciting your sums could be using our new shapes!!!*** Addition: <https://www.youtube.com/watch?v=lNGixuxXaSc>

(Remember to challenge yourself by adding more than 2 numbers.)* Subtraction: <https://www.youtube.com/watch?v=ARJwe5iC4VY>
 | \*Access to Quizizz\*Shape Power Point\*Paper and pencil |

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| **SCIENCE** | **Lesson Objective** | **Activities** | **Resources** |
| **Choose one day this week to complete lesson** | The students will investigate the type and amount of material needed to determine how much light can pass through an object. | MatterWatch Mrs. E on Youtube: <https://www.youtube.com/watch?v=k6vdln2_Sg4>Video outline:* Recap what we have learnt about Matter so far.
* Objects can be described and compared by their properties.
* Physical properties include color, shape or form, texture, weight and size.
* Objects are made of one or more materials with different physical properties and can be used for a variety of purposes. For example: waterproof/ not waterproof toys.
* When material is changed in size, most physical properties remain the same. In Kindergarten, you learnt about the 3 common states of matter: solid, liquid and gas.
* **New learning:** Some materials allow light to pass through them, others allow only some light through, and others block all the light. For materials that allow light to pass through, adding more of that material can change the amount of light that passes through.

The type and amount of material needed to determine how much light can pass through an object.* Examples: sunglasses blocked out some light, car sun visor blocked out all the light. How about a thick pillow, thick paper, thin paper, tissue, clear plastic, glass?

Explanation of task:* *Students are not required to know the terms translucent, transparent and opaque however, if you feel that they are ready to understand them, please feel free to use those terms as you investigate with them.*

Task: Complete the activity sheet ‘Science Investigation’ attached to the Blog and upload a picture of it to Seesaw. | \*Access to the Internet\*Variety of materials to investigate with\*Paper and pencil\*Science investigation sheet |

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| **SOCIAL STUDIES** | **Lesson Objective** | **Activities** | **Resources** |
| **Choose one day this week to complete lesson** | To identify the groups that help us in our community. | Read pages 41-42 in your purple Cayman Primary Social Studies Textbook. Talk about the two questions at the bottom of the page with an adult. Now answer the questions on page 34 ‘People Who Help Us’ document uploaded to the Blog. Please take a photo and upload to Seesaw. | \*Purple Social Studies textbook\*Page 34 worksheet\*Pencil |

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| **P.E.** | **Lesson Objective** | **Physical Education: Balance, Stunts, and Tumbling Unit** | **Resources** |
| **Choose one day this week to complete lesson** | To demonstrate balance and coordination through various animal walks. | **Warm Up Video:** Elementary Dance Warm Up<https://www.youtube.com/watch?v=_swUGtEpazY>**Activity Guidelines**: 1. Log onto Seesaw and find the assignment entitled “Animal Walks”.
2. Look over the attached spark cards to see the skills for today.
3. Click on this link to begin the exercise. <https://www.youtube.com/watch?v=XbV5tZ98JoA>
4. The lady in the video will describe and demonstrate each walk. **Please pause the video after each walk is shown and practice that walk for at least 30 seconds**.
5. Here are the exercises you will be doing.
6. Bear Walk – with variations
7. Frog Jump
8. Donkey Kick
9. Gorilla Walk (She does a different form than we do in class – so feel free to follow her or the cards.)
10. Seal Walk
11. Snake Crawl
12. Crab Walk
13. Inchworm
14. **Choose one favorite animal walk and post a video on Seesaw of your child completing that walk for 5 seconds.**

\**Additional activity if desired*: Play Zookeeper with your family. * Choose one person to be the zookeeper and have them stand a distance away from everyone else. (about 30 feet if possible.)
* The zookeeper will call out an animal. (any animal)
* Everyone else will move towards the zookeeper – walking and sounding like the animal that was announced.
* When they reach the zookeeper, he will choose which person did the best job and that person will be the new zookeeper.
* Then start over again by calling a new animal. (continue for as long as desired)
 | Device with camera and connection to internet |

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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** |  |

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| **TECHNOLOGY** | **Lesson Objective** | **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** |  |

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| **SPANISH** | **Lesson Objective** | **Activities** | **Resources** |
| **Choose a time this week to complete the two lessons** |  | Please see ‘Spanish lesson plans and activities’ document attached to weekly Blog.Any questions, please email Mrs Powell directly**:** **FPowell@fbcs.edu.ky** |  |