# 1st Grade Social Studies
# Lesson Plans for April 20 - May 1

Your teacher will look over your work for each lesson to provide you feedback.

- If you are writing your answers on paper, remember to put your name and date on the paper and save it for your teacher.
- If you are submitting your answers electronically, please follow your teacher's directions and process. (Examples: Google classroom, make a Google Doc to record answers, or email answers.)
    - Additionally, with this electronic document you could go up top and click “File” and “Make a Copy” to make your own copy of this document and type the answers right on your copy.****

| **Lesson 1** |
|---|
| **Topic:** Human and Natural Resources |
| **Student Activities:**<br>1. Review with your child what **natural resources** are. Go back to the list you created last week for the resources used to make butter.<br>2. Look at this list of resources and name the **human resources** that would be needed for you to get the resources to make butter.<br>○ Remember that human resources are the people who supply services or produce goods. Examples could include: truck driver, sales clerk, farmer, etc.<br>3. Read, **A Pretzel Factory,** and circle or highlight the human resources that are needed to make pretzels<br>○ If writing answers on paper, just make a list of the human resources you find. Talk to your child about what the job is. (Ex: “some put pretzels in the oven”...they are bakers) |
| **Save for your teacher or submit electronically:** Answers for activities 2 and 3. |
| **Optional Extension Activities:** What natural resources do you think are used to make paper? Watch **YouTube –** How is Paper Made?, to find the resources that are used. When your child sees a natural resource in the video, have them stand up. Discuss the natural resources used to make paper. Were these resources the ones that you thought of before watching the video? Finally, what human resources did you find in the paper making process? |
| **Parent Considerations:** Considerations are included in the activities above |

**Resources for Lesson 1:**

Activity 2. Human Resource List to Make Butter

- 
- 
- 

Activity 3. A Pretzel Factory

Long ago, pretzels were made by hand. Today, machines make them faster. In a pretzel factory, one machine can make 245 pretzels every minute. Machines don’t do all the work. Workers have jobs in the factory. Some pour flour into mixers. Some put pretzels into the oven. Some pack pretzels into bags. Then truck drivers deliver the pretzels to be sold. Today, you can buy soft pretzels or hard pretzels. One thing is the same. They both taste good.

| Lesson 2 |
|---|
| **Topic:** Human and Natural Resources in the Production Process |
| **Student Activities:**<br>1. You have been learning about human and natural resources. Share with someone what these words mean.<br>2. These resources are used to make things. **This process of making things is called the production process.**<br>3. Let's see how it works. Complete activity 3 that is described in the Resources below.<br>4. Now talk about the following questions. What resources were used in this process? What type of resources were used to make your drawing? How long did it take to make the drawings?<br>5. With this activity, you were a part of the **production process**! Human and natural resources coming together to make something.<br>6. Exit ticket: answer the three questions in the Resources below. |
| **Save for your teacher or submit electronically:** Answers to activity 6 |
| **Optional Extension Activities:** Watch YouTube How Do they Make Potato Chips? As you watch, look for resources that are used in the production process. |
| **Parent Considerations:**<br>Activity 3 - The drawing should be simple. (Ex: a square with a triangle on top. Give it a window and a door.) If you like, feel free to be more creative.<br>Activity 4 - Possible answers: Types of resources used? - paper, pencil, etc…...Type of resource used to make the drawing? - you are human, ….How long did it take to make? - answers will vary…. **Hang on to your drawings for the next lesson** |

**Resources for Lesson 2:**

Activity 3. You will need 3-4 sheets of paper (you can use half sheets) and something to write with. Grab a partner (sister, grandparent, parent). Together you will draw 4 houses of your design. (2 hours by each of you) Each person will draw their own houses. Decide on a simple design and draw.

Activity 6. In your own words, what is the production process? When you drew your houses, how long did it take? Is there a way to make production faster?

| Lesson 3 |
|---|
| **Topic:** Human and Natural Resources in the Production Process |
| **Student Activities:**<br>1. Discuss with someone what you remember about the production process from last time.<br>2. How long did it take you to draw your houses last time? There is a way to make things faster, it is called an assembly line.<br>3. Read the short article below about assembly lines with your student |

4. Now draw 4 houses again using the same materials and design. This time give each person a job.
5. Talk about the following questions: How long did it take this time? Was it faster or slower than last time? What made it challenging? What made it easier?
6. List two positives of assembly lines, and list two negatives of assembly lines

**Save for your teacher or submit electronically:** Answers to activity 6

**Optional Extension Activities:** Watch YouTube Assembly Line Turns 100. Make a list of the human resources that were used in production, or just watch the video to see how an assembly line works and the benefits.

**Parent Considerations:**
Activity 4 - One person may draw the square base and the door. Another person may draw the triangle roof and window.

**Resources for Lesson 3:**

Activity 3. An assembly line consists of a single worker or small team of workers carrying out one step of a manufacturing process repeatedly. One team passes a partly finished object along to the next worker or team for the next step. The assembly line produces products faster than other methods. in 1913 by Henry Ford [American: 1863–1947]. Instead of having one worker assemble one auto part, he moved the part along a conveyor belt while several workers in turn put it together, cutting assembly time by more than two-thirds. This success prompted Ford to use the same technique for entire automobiles, cutting assembly time from 12.5 hours to 1.5 hours per car.

Although the assembly line speeds up manufacture and reduces cost, it does have some negative effects. Endless repetition is boring and often causes workers to be unhappy and lack of concentration. Mistakes due to not paying attention are also multiplied by the repetition. Such repetition can also be physically harmful to a worker.

Activity 6:
Positives of Assembly Lines
1.
2.
Negatives of Assembly Lines
1.
2.

**Lesson 4**

**Topic:** Technology's role in the production of goods

**Student Activities:**
1. In the last lesson you looked at how an assembly line can speed up the production of goods. Today you will look at how technology can speed up the production of goods, specifically on farms.
2. Read the PebbleGo selection called " Farming Then and Now" Talk about the examples of how technology has changed and sped up the farming process.
    a. For Pebble Go - use the following username and password
        i. Username - caes
        ii. Password - caes

| |
|---|
| 1. **<u>If you do not have internet access the reading is found in the resources</u>**<br>3. After reading the text, what are three ways that technology has changed in farming to speed up the production of goods? |
| **Save for your teacher or submit electronically:** Answers to activity 3 |
| **Optional Extension Activities:** Show the Youtube video Kids React to Typewriters. Discuss what they noticed about the typewriter and how it works. How is the typewriter the same and different from a computer? |
| **Parent Considerations:**<br>Activity 2 - The text in PeebleGo is the same as the text below. However, PeebleGo has pictures, video and the ability for students to have the text read to them. |

**<u>Resources for Lesson 4:</u>**

<u>Activity 2.</u> People in the 13 colonies had to clear land for fields. Colonists planted and picked crops by hand. They grew corn, wheat, tobacco, and other crops. American Indians grew corn, beans, and squash. In the 1800s, people moved west and set up farms, Thick grass with tangled roots covered the plains. Horse and oxen pulled plows through hard ground. Framers planted wheat, oats and corn by hand. By the 1900s more than half of Americans lived on farms. Farmers now used large machines to do work. Tractors pulled plows and planters through fields. Farmers also raised cows, pigs and sheep. Farms were larger in the 1950s but there were fewer of them. Machines helped farmers grow more food. Farmers worked more land thanks to powerful tractors. Combines made it easier to harvest crops. Today less than 2 percent of Americans live on farms but technology helps farmers get more work done. GPS helps farmers map fields for planting. They use computers to keep track of crops and livestock

Colonists picked tobacco by hand.

early tractor, 1918

<u>Activity 3:</u> What are three ways that technology has changed in farming to speed up the production of goods?

1.
2.
3.

# Elementary ELA Grade 1
# Lesson Plans for April 20 - May 1

- Two specific reading/writing lessons are planned for each week. The lessons are designed to take 25 minutes with children being supported by someone at home. If you find the lesson is taking longer than 25 minutes, please stop and continue the lesson next time. We all work at a different pace, and it is important to find the right pace for your child. There is an optional third lesson each week: Literacy Bingo.
- Please provide the level of reading support that you feel your child needs: reading aloud, shared reading, or independent reading. Your child may be able to read the text to themselves or may need your help. If your child needs support, encourage him/her to read along with you if they can. Point to the words as you read. Reading the text aloud several times will help with their understanding and with fluency.
- Some teachers might ask to have work submitted through Google classroom if that is appropriate and accessible. Answers and student work can also be handwritten on notebook paper. Keep your work:)
- Most importantly, continue to engage your child in reading and talking about what they are reading!

| **Lesson 1** |
| --- |
| **Topic:** Describing connections between events and ideas in a nonfiction text, “Play Ball!” |
| **Student Activities:**<br>1. Read/reread “Play Ball!” You might have read this text last week. Rereading will help you understand the text and help you with fluency.<br>2. Think about how Pok-ta-Pok is similar to basketball and soccer. Share your ideas with someone at home. Write your ideas by finishing these sentences.<br>1. Pok-ta-Pok is similar to basketball because in both games _____.<br>2. Pok-ta-Pok is similar to soccer because in both games _____. |
| **Save for your teacher or submit electronically:** Your teacher will look over your work in Google classroom and give you feedback. If your answers are on paper, remember to put your name and date on the paper and save it for your teacher. |
| **Optional Extension Activities:**<br>1. Think about how Pok-ta-Pok is similar to basketball and different from basketball. Make a chart and write down all of the similarities and differences that you can. Also, think about how Pok-ta-Pok is similar to soccer and different from soccer. Make a chart and write down all of the similarities and differences.<br>2. Complete an activity on the Literacy Bingo card. |
| **Parent Considerations:**<br>1. Ask your child about how the game of Pok-ta-Pok is similar to basketball and soccer. |

You may need to explain the meaning of similar: how 2 things are like each other. Share your ideas, too. Talking about ideas before writing is helpful.

| **Lesson 2** |
| --- |
| **Topic:** Describing illustrations in a nonfiction text, “Play Ball!” |
| **Student Activities:**<br>1. Reread “Play Ball!”<br>2. Next, answer the following questions:<br>1. Who is the author of this text?<br>2. Why do you think the author used illustrations?<br>3. What information did you learn from the illustrations in “Play Ball”? Choose 2 illustrations and write down a detail that you learned from each one. |
| **Save for your teacher or submit electronically:** Your teacher will look over your work in Google classroom and give you feedback. If your answers are on paper, remember to put your name and date on the paper and save it for your teacher. |
| **Optional Extension Activities:**<br>1. Research how other games such as tennis and football actually began. Write down what you learned. Draw pictures to illustrate what you learned.<br>2. Complete an activity on the Literacy Bingo card. |
| **Parent Considerations:**<br>1. Read the questions aloud to your child. Encourage them to look back into the text and choose 2 illustrations. Talk about what details the illustrations provide. Talking through their answers aloud before writing them down will help. |

| **Lesson 3** |
| --- |
| **Topic: Optional Literacy Bingo** |
| **Student Activities:**<br>1. Complete one or two activities on the Literacy Bingo card. |
| **Save for your teacher or submit electronically:** You do not need to submit anything to your teacher, but you can share your work with your teacher through Google Classroom if you can. If your choice involves writing, put your name and date on your paper and save your work. |
| **Optional Extension Activities:**<br>1. Make your own Literacy Bingo card. Complete some of the activities. Be creative and have fun! |

2. Complete any optional activities provided by your teacher.

**Parent Considerations:** This is an optional activity.

**Lesson 4**

**Topic:** Describe the setting (where and when) of the fictional text, “David and the Sea Turtles.”

**Student Activities:**

1. Review/reread “Describing Setting” together. You used this page in a previous lesson.
2. Next, read “David and the Sea Turtles.” Think about the setting of the story as you are reading
3. Talk about the setting of the story - when it takes place and where the action happens. Share your ideas with someone at home.

**Save for your teacher or submit electronically:** There is no assignment to submit for this lesson.

**Optional Extension Activities:**

1. Think about the setting in the story. Make a list of things that you would see if you were there or make a drawing of the setting and label your drawing.
2. Complete an activity on the Literacy Bingo card.

**Parent Considerations:**

1. Read “Describing Setting” with your child. This page sets the purpose for reading today’s story..
2. Talk about the setting and encourage your child to talk about where and when the story takes place.

**Lesson 5**

**Topic:** Describe the setting (where and when) of the fictional text, “David and the Sea Turtles.”

**Student Activities:**

1. Reread “David and the Sea Turtles.”
2. Use your own paper or the form provided by your teacher in Google classroom to complete the following activities:

    1. This is **where** the story takes place: _____.
    2. These words in the story help me know where the story takes place: _____.
    3. This is **when** the story happens: _____.
    4. These words in the story help me know when the story happens: _____.

5. David wanted to draw a picture as he sat on the sand. What do you think he drew? **Draw and label a picture** that David might have drawn in this story.

**Save for your teacher or submit electronically:** Your teacher will look over your work in Google classroom and give you feedback. If your answers are on paper, remember to put your name and date on the paper and save it for your teacher.

**Optional Extension Activities:**

1. Research sea turtles. Write down what you learn. Draw a diagram of a sea turtle to go with your research. Share your research with someone at home. Share your research and diagram with your teacher if you can.
2. Complete an activity on the Literacy Bingo card.

**Parent Considerations:**

1. Read the questions aloud to your child. Remind them to look back through the text for the answers.Talking through their answers aloud with you before writing them down may also help.
2. Children will need paper and coloring tools for question #3.

| **Lesson 6** |
| --- |
| **Topic: Optional Literacy Bingo** |
| **Student Activities:**<br>1. Complete one or two activities on the Literacy Bingo card. |
| **Save for your teacher or submit electronically:** You do not need to submit anything to your teacher, but you can share your work with your teacher through Google Classroom if you choose. If your choice involves writing, put your name and date on your paper and save your work. |
| **Optional Extension Activities:**<br>1. Make your own Literacy Bingo card. Complete some of the activities. Be creative and have fun!<br>2. Complete any optional activities provided by your teacher. |
| **Parent Considerations:** This is an optional activity. |

Listen and Learn

# Describing Setting

The **setting** is where and when a story takes place, or happens. Details in the story tell you about the setting.

**Here are some questions you can ask about the setting of a story:**

- Where does the story take place?
- When does the story take place?

  **Think about:**

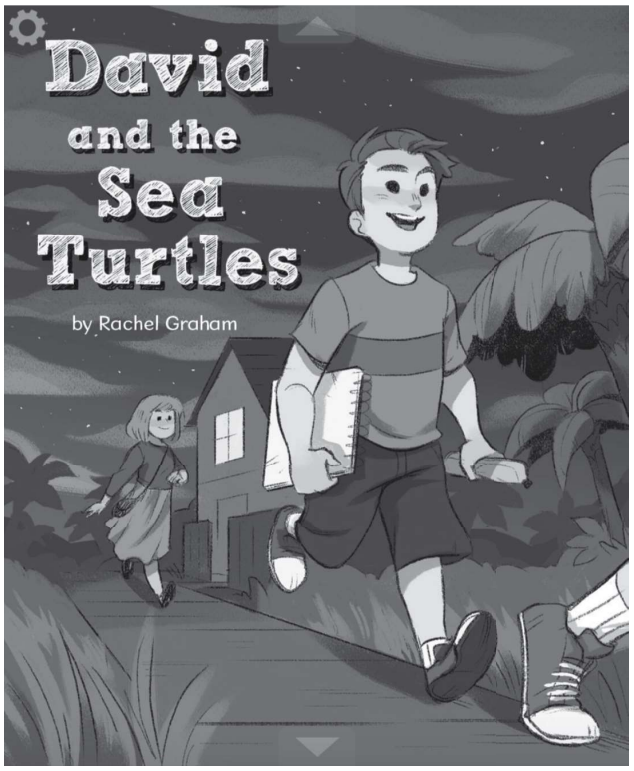
  | | |
  |---|---|
  | season of the year | time of day |
  | now or long ago | day of the week |

- What does the setting look like?

Understanding where and when a story happens helps you to make connections between important story details.












David wanted to go to the beach with his friends. They wanted to see the baby sea turtles come out of their eggs. David's parents said he could go.

They went to the beach when it was still dark. They waited for sunrise. David knew that the turtle eggs open when the sun comes up.





David walked up a hill made of sand. It felt soft and wet on his feet. He had paper and pens. He wanted to make a picture as he sat. Then he saw a hole in the sand. He knew there were eggs in the hole.

David could not see the water. It was too dark. But he could smell it. He could hear it. The water was loud when it hit the sand.

The sun came up a little. David could see the water. Birds flew in the sky nearby.

Suddenly, a turtle dug out of the sand. David made pictures as more turtles came out. Ten, fifteen, twenty ... so many babies.





David heard a loud noise. He saw a bird. It flew down. It wanted to eat a turtle!

David ran closer. He wanted to help, but he did not want to get in the way. He was glad when the bird left.

The turtles swam into the sea. David still had his turtle drawings.

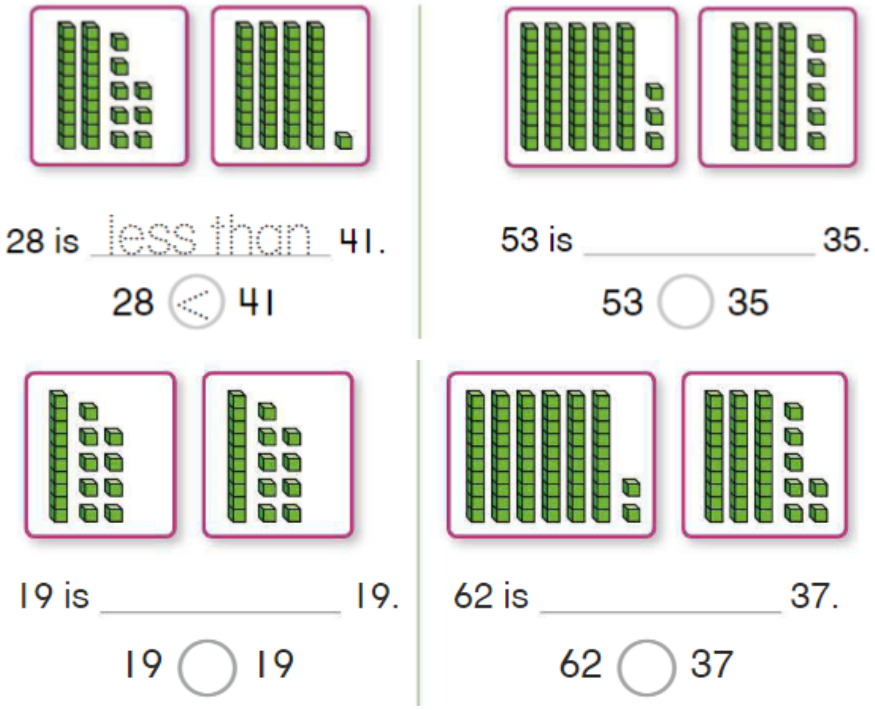
**Grade 1 Elementary Math**
**Week of April 20, 2020**

| **Lesson 1** |
|---|
| **Topic 9: Compare Two-Digit Numbers** |

**Student Activities:**

1. Watch Visual Learning Video for lesson 9-4 (will be assigned by the teacher).
2. Answer the following: (Independent Practice problems)
   *Complete each sentence below. Write **greater than**, **less than**, or **equal to** in the blank. Then write <, >, or = in the circle.*

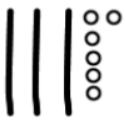
Example:



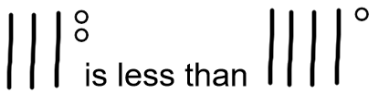

**Save for your teacher or submit electronically**: Your teacher will look over your work in Google Classroom and give you feedback. If your answers are on paper, remember to put your name and date on the paper and save it for your teacher.

**Optional Extension Activities:**

- Give students 2 two-digit numbers. Have students draw sticks and circles to represent the amount of tens and ones in each of the two numbers (sticks = tens and circles = ones).

  *For example, 36 can be shown with 3 sticks and 6 circles:* 

- Have students explain how they know that they're correct. For example, "I know that 32 is less than 41 because 32 only has 3 tens but 41 has 4 tens."




32 is less than 41

- Students can practice basic addition facts: https://www.mathsisfun.com/numbers/math-trainer-addition.html

**Parent Considerations:**

1. If a student has access to the internet, the Visual Learning Video will be assigned by the teacher. The video is interactive and may pause for students to respond.
2. Students can respond on a sheet of paper (or online).

   *Note: Discuss why 28 is less than 41 in the example problem. Look at the tens first. 2 tens is less than 4 tens, so 28 is less than 41. If the numbers have the same tens, you must look at the ones to see which number is larger. If the tens and ones are the same, then the two numbers are equal. When placing the symbol (< or >), the open side points towards the greater number.*

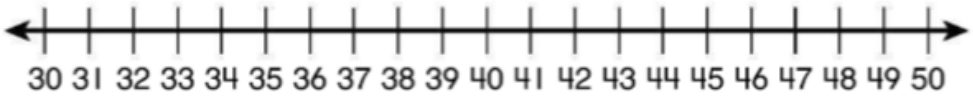
## Lesson 2

**Topic 9: Compare Two-Digit Numbers**

**Student Activities:**

1. Watch Visual Learning Video for lesson 9-5 (will be assigned by the teacher).
2. Answer the following: (Independent Practice problems)
   *Write a number on the blank to make each correct. Use the number line to help.*

Example:




31 < 32 | 40 > ____

35 > ____ | ____ < 37

**Save for your teacher or submit electronically**: Your teacher will look over your work in Google Classroom and give you feedback. If your answers are on paper, remember to put your name and date on the paper and save it for your teacher.

**Optional Extension Activities:**

- Continue "Optional Extension Activities" found in Lesson 1.
- Students can play addition/subtraction games: https://www.topmarks.co.uk/maths-games/5-7-years/addition-and-subtraction

**Parent Considerations:**

1. If a student has access to the internet, the Visual Learning Video will be assigned by the teacher. The video is interactive and may pause for students to respond.

2. Students can respond on a sheet of paper (or online).

   *Note: Have student point to "32" on the number line. Explain that all numbers to the left of 32 are less than 32 and all numbers to the right of 32 are greater than 32. 31 was written as a possible answer because 31 is to the left of 32 on the number line, which means it is less than 32. There are other possible answers, such as 30 (which is shown on the number line) and 23 (which is not shown on the number line but would appear to the left of 32 if we were to list all numbers on the number line).*

| **Lesson 3 - Optional** |
|---|
| **Topic 9: Compare Two-Digit Numbers** |
| **Optional Student Activities:**<br>Students can use various items (cereal, uncooked noodles, beans, buttons, etc.) to...<br>1. ...build 2 two-digit numbers. Then students can compare the two amounts using these sentence starters "___ is greater than ___", "___ is less than ___", or "___ is equal to ___". *This works on counting and comparing, both of which are important for 1st graders.*<br>2. ...count up to 120. Encourage the student to put items into groups of 10. Count by 10s to count the items.<br>3. ...compare number of items. One person counts out a certain number of objects. The student counts out 10 more or 10 less. Ask the student questions about the amounts: Whose amount is greater? Whose amount is fewer? |
| **Save for your teacher or submit electronically**: This work is optional and does not need to be turned in. |
| **Optional Extension Activities:**<br>Have students complete fluency practice problems that fall within the expectation for 1st grade:<br>● Addition: Students are expected to add whole numbers within 100 including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 *(i.e. 78 + 9 or 45 + 50)*.<br>● Subtraction: Students are expected to subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 *(i.e. 90 - 50 or 30 - 20)*. |
| **Parent Considerations:**<br>1. The Optional Extension Activities list the expectations for math fluency for first grade. Fluency refers to speed and accuracy in calculation. |

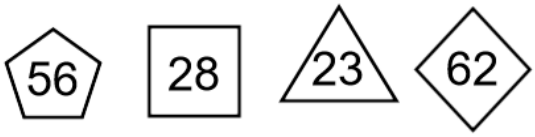
**Week of April 27, 2020**

## Lesson 1

**Topic 9: Compare Two-Digit Numbers**

**Student Activities:**

1. Watch Visual Learning Video for lesson 9-6 (will be assigned by the teacher).
2. One person writes down numbers on a sheet of paper. Then the person puts shapes around the numbers. For example:

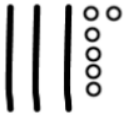



   Choose a "secret number" for the student to guess using clues about the number: "My number is between 20 and 30. It is inside a shape with 4 sides. What is my secret number?" OR "My number has a 2 in the tens place. It is greater than 25. What is my secret number?"
3. Switch roles. Have the student choose a "secret number" and give clues about the number.

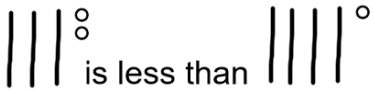
**Save for your teacher or submit electronically**: Your teacher will look over your work in Google Classroom and give you feedback. If your answers are on paper, remember to put your name and date on the paper and save it for your teacher.

**Optional Extension Activities:**

- Give students 2 two-digit numbers. Have students draw sticks and circles to represent the amount of tens and ones in each of the two numbers (sticks = tens and circles = ones).

  *For example, 36 can be shown with 3 sticks and 6 circles:* 

- Have students explain how they know that they're correct. For example, "I know that 32 is less than 41 because 32 only has 3 tens but 41 has 4 tens."




32 is less than 41

- Choose an addition or subtraction game to play online: https://www.mathplayground.com/grade_1_games.html

**Parent Considerations:**

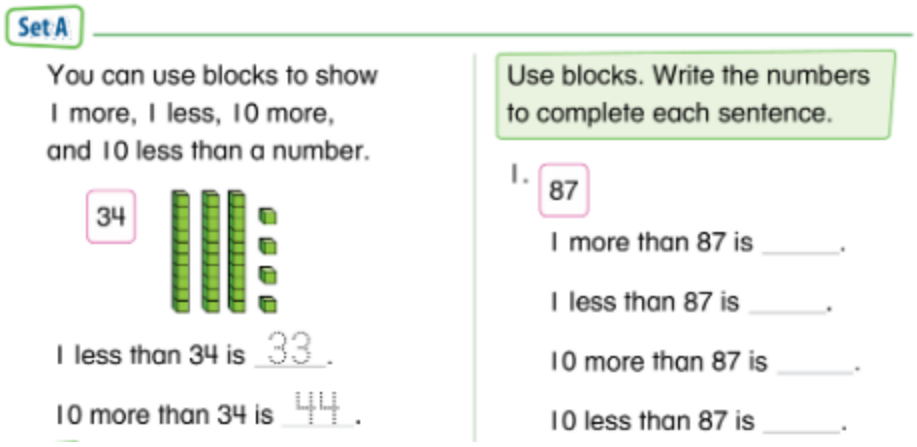
1. If a student has access to the internet, the Visual Learning Video will be assigned by the teacher. The video is interactive and may pause for students to respond.
2. Students can respond orally to the activities in this lesson.

## Lesson 2

**Topic 9: Compare Two-Digit Numbers**

**Student Activities:**

1. There are 6 lessons in Topic 9 that have been covered in the previous lessons. Review lesson 9-1 by completing Set A below:



Set A

You can use blocks to show 1 more, 1 less, 10 more, and 10 less than a number.

34



1 less than 34 is 33.

10 more than 34 is 44.

Use blocks. Write the numbers to complete each sentence.

1. 87

1 more than 87 is _____.

1 less than 87 is _____.

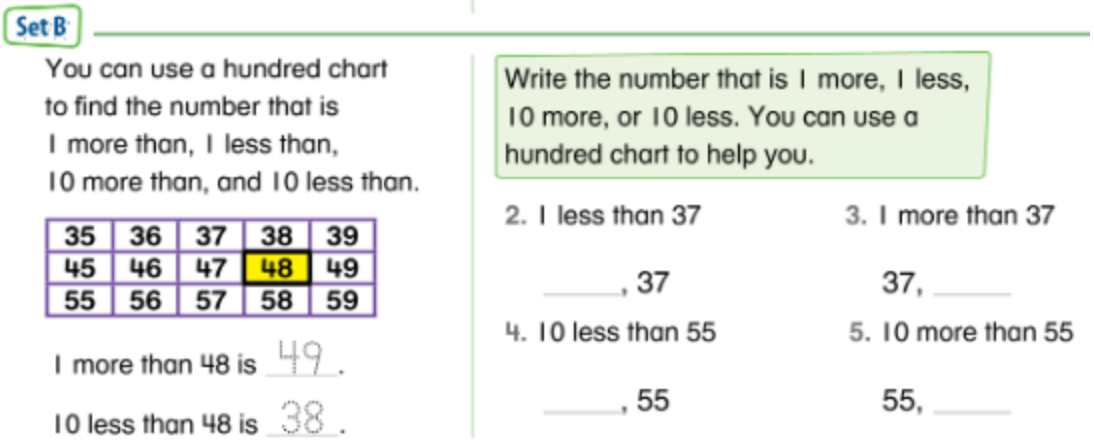
10 more than 87 is _____.

10 less than 87 is _____.

**Save for your teacher or submit electronically**: Your teacher will look over your work in Google Classroom and give you feedback. If your answers are on paper, remember to put your name and date on the paper and save it for your teacher.

**Optional Extension Activities:**

- Review lesson 9-2 by completing Set B below:



Set B

You can use a hundred chart to find the number that is 1 more than, 1 less than, 10 more than, and 10 less than.

| | | | | |
|---|---|---|---|---|
| 35 | 36 | 37 | 38 | 39 |
| 45 | 46 | 47 | 48 | 49 |
| 55 | 56 | 57 | 58 | 59 |

1 more than 48 is 49.

10 less than 48 is 38.

Write the number that is 1 more, 1 less, 10 more, or 10 less. You can use a hundred chart to help you.

2. 1 less than 37

_____, 37

3. 1 more than 37

37, _____

4. 10 less than 55

_____, 55

5. 10 more than 55

55, _____

- Play a fluency game online: https://media.pk12ls.com/curriculum/math/gamecenter/english/A0311847/index.html

**Parent Considerations:**

1. Since this lesson is a review of previously covered material, consider reviewing content from previous lessons that the student needs instead.
2. Students can respond on a sheet of paper (or online).

| Lesson 3 - Optional |
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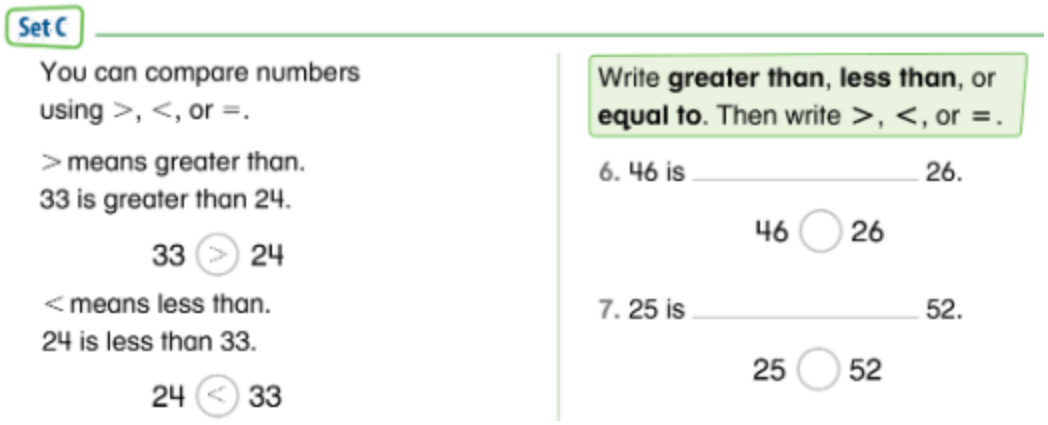
| **Topic 9: Compare Two-Digit Numbers** |
| **Optional Student Activities:**<br>1. There are 6 lessons in Topic 9 that have been covered in the previous lessons. Review lessons 9-3 through 9-5 by completing Set C below:<br>  <br>Set C<br>You can compare numbers using >, <, or =.<br>> means greater than.<br>33 is greater than 24.<br>33 > 24<br>< means less than.<br>24 is less than 33.<br>24 < 33<br>Write **greater than**, **less than**, or **equal to**. Then write >, <, or =.<br>6. 46 is _____ 26.<br>46 ◯ 26<br>7. 25 is _____ 52.<br>25 ◯ 52<br>2. Independent Practice problems (will be assigned by the teacher) |
| **Save for your teacher or submit electronically**: This work is optional and does not need to be turned in. |
| **Optional Extension Activities:**<br>Have students complete fluency practice problems that fall within the expectation for 1st grade:<br>● Addition: Students are expected to add whole numbers within 100 including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 *(i.e. 78 + 9 or 45 + 50)*.<br>● Subtraction: Students are expected to subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 *(i.e. 90 - 50 or 30 - 20)*. |
| **Parent Considerations:**<br>1. Since this lesson is a review of previously covered material, consider reviewing content from previous lessons that the student needs instead.<br>2. The Optional Extension Activities list the expectations for math fluency for first grade. Fluency refers to speed and accuracy in calculation. |