

FIRST GRADE WEEK TWO

Date: _____

| Skills This Week: circle/sphere; verbal expression; illustrating; non-standard measurement; graduation of sizes | | | |
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| Suggested Reading: <i>Me on the Map; Corduroy; A House is a House for Me</i> | | | |
| Materials: globe; <i>My Spelling Dictionary</i> ; Appendix 1-1 ; newspaper; index cards; clay | | | |
| MATH | LANGUAGE ARTS | SCIENCE | SOCIAL STUDIES |
| <p>Follow online pacing guides for the curriculum you are using.</p> | <p>Monday: TE pages 7-8</p> <p>Tuesday: TE page 8</p> <p>Wednesday: TE page 8-9; student page 7</p> <p>Thursday: TE page 9; student pages 9-10</p> <p>Friday: TE pages 10-11</p> <p>Part 1 Lesson 2 Skills covered this week:</p> <ul style="list-style-type: none"> • Left to right progression • Comprehension • Making lists • Auditory discrimination • Sequencing events • Moral of a story | <p>Day One: Locate five objects from nature and bring them inside and lay them on a table. Discuss the physical characteristics of each object.</p> <ul style="list-style-type: none"> • How does it look? • How does it feel? • Largest/smallest? • How does it smell? • Smooth/rough • Color <p>Begin your science journal. Guide your child so they can draw each of the objects found in nature. Count down 10 lines and draw a line across the middle of the page. The child should draw one object on each page above the line and write one sentence naming the object below the line. I.e. <i>This is a leaf</i>. Have your child spell each word. After they have finished write the sentence with the correct spelling under your child's sentence.</p> | <p>Day One: Collect 4-5 items around your house that are spheres: types of ball, round candy, marbles, etc.</p> <p>Holding the globe explain to the child that the globe is a sphere. Draw a circle on a piece of paper and explain to the child that the globe is a sphere and the picture on the paper is a circle. Discuss the difference between a circle and a sphere. (Parent: If you picture the middle of a sphere is it the same distance from the middle of the sphere to all outside surfaces of the sphere. A circle is round and flat.)</p> <p>Show your child the 4-5 items you have collected and show the child why these items are spheres.</p> <p>Guide your child to name other examples of circles: steering wheel, edge of a glass, edge of a lampshade, coaster, etc.</p> <p>Extended activity (EA): Name five foods that are spheres and five foods that are circles. Circles: pizza, baloney, cracker, etc. Spheres: orange, grape, etc.</p> <p>Extended Activities: On your next trip outside the house have your child find more examples of spheres and circles.</p> |

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| | | <p>Day Two: Have your child take a clipboard outside with a piece of paper and pencil. Sit under a tree with your child and have them name the parts of a tree. Your discussion should include new vocabulary:</p> <ul style="list-style-type: none"> • Truck • Leaves • Bark • Twigs • Branches • Roots • Etc. <p>After you have talked about the vocabulary words, “companion draw” a picture of the tree. (Companion drawing involves the parent/teacher drawing a picture of the tree and the child draws/copies a picture of a tree.)</p> <p>Introduce the word adjective as a word that describes. Have the child give three or four adjectives that describe the tree. (tall, green, rough, thin, etc.)</p> <p>Go back to the science journal and have the child draw <u>another</u> picture of a tree. (This time without help.) Under the tree the child should write a sentence – this</p> | <p>Go back to the globe and explain that the globe represents the earth where we live. Briefly discuss that the globe shows land and water. The water is blue and the land is brown/green. The top and bottom of the globe have white for the North and South Pole.</p> <p>Help your child see where they live by moving from large to small: earth, continent, country, state/province, approximate location of city. Teach your child’s that street are found within cities and teach the child their street address.</p> <p>Day Two: Review your address and ask, “What type of home do we live in?” Discuss different types of houses (apartment, mobile home, duplex, single-family). Lead into a discussion of types of rooms in a home. Ask the child, “Where do you sleep?” and discuss the types of furniture in the room where they sleep. Pretend you are a fly on the ceiling and using a flat piece of paper, help your child draw a map of his/her room showing what a fly might see. Use different shapes for each piece of furniture. Have the child write the word map and draw a picture of a simple map <u>in pencil</u> in <i>My Spelling Dictionary</i>. The child may color the picture after they draw with a pencil. Read your child the story <i>Corduroy</i> by Don</p> |
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| | | <p>time using an adjective to describe the tree. <i>This is a tall tree.</i> Once again, have the child write the sentence under their picture and the parent/teacher writes the sentence correctly under the child's sentence. Do not spell words for your child or they will not try to sound out words they do not know.</p> <p>Go back outside with a ball of yarn/string and a pair of scissors. Introduce the term circumference. Instruct your child to measure the circumference of the tree by wrapping the yarn around the tree and cutting the yarn to show the width of the tree. Repeat this process with 4-5 trees of different sizes.</p> <p>On a long piece of masking tape have your child attach one end of each piece of yarn to the tape in order of length – from longest to shortest.</p> <p>Logic: Ask your child what they learned from the yarn experiment.</p> | <p>Freeman.</p> <p>Introduce the word 'symbol.' Using Appendix 1-1 have your child draw symbols on the map that represent objects Lisa might see along the way (lake, church, swing set, etc.) Using a black crayon have your child draw the route that Lisa might take to the department store to get Corduroy. Draw the department store.</p> |
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