

1st Grade FUESD Study Plan - April 27

Week 6 April 27 Monday	Tuesday	Wednesday	Thursday	Friday
ELA - Read 20 minutes, Reading Log (linked) 1 Lexia/or Reading Plus Lesson - Practice Sight Words, List _____ - Read: On My Way to School (Anthology, pg. 12) Writing: Using the sentence frame, answer the question: What makes the boy late first? What makes him late next? - Optional Stories: Late for School, Clem Goes to School, Magnets, Jane is Late! ELD Verbs (linked) Math 1 Dreambox or ST Math Lesson Monday Homework (linked) Math Fluency Practice: 6-2 (M-F linked) Well-Being Mindfulness and Wellness Tools-Please choose three activities to do this week PE - Choose 3 PE Tasks	ELA - Read 20 minutes, Reading Log 1 Lexia/or Reading Plus Lesson - Practice Sight Words, List _____ - Reread: On My Way to School Using the sentence frame, answer the question: Have you ever been late for school? Tell what happened. - Optional Stories: Late for School, Clem Goes to School, Magnets, Jane is Late! ELD - Verbs Math 1 Dreambox or ST Math Lesson Tuesday Homework Math Fluency Practice: 10-2 Well-Being - Answer the first writing prompt PE - PE Tasks	ELA - Read 20 minutes,, Reading Log 1 Lexia/or Reading Plus Lesson - Practice Sight Words, List _____ - Reread: On My Way to School Using the sentence frame, answer the question: Could this story really happen? Tell why or why not. - Optional Stories: Late for School, Clem Goes to School, Magnets, Jane is Late! ELD - Verbs-Present Tense Math 1 Dreambox or ST Math Lesson Wednesday Homework Math Fluency Practice: 10-3 Well-Being - Choose one new activity from Mindfulness and Wellness Tools PE - PE Tasks	ELA - Read 20 minutes, Reading Log 1 Lexia/or Reading Plus Lesson - Practice Sight Words, List _____ - Read: Jane and Wade Using the sentence frame, answer the question: Why did Jane bring Wade to school? - Optional Stories: Late for School, Clem Goes to School, Magnets, Jane is Late! ELD - Verbs-Past Tense Math 1 Dreambox or ST Math Lesson Thursday Homework Math Fluency Practice: 7-4 Well-Being - Answer the second writing prompt. PE - PE Tasks	ELA - Read 20 minutes, Reading Log 1 Lexia/or Reading Plus Lesson - Practice Sight Words, List _____ - Reread: Jane and Wade Using the sentence frame, answer the question: Why is Wade able to have fun in the fishbowl? - Optional Stories: Late for School, Clem Goes to School, Magnets, Jane is Late! ELD - Verbs-Past Tense Math 1 Dreambox or ST Math Lesson Math Fluency Practice: 10-5 Well-Being - Choose one new activity from Mindfulness and Wellness Tools PE - PE Tasks

Plan de Estudio Independiente de FUESD para primer grado - 27 de abril

Semana 6 27 de abril Lunes	Martes	Miércoles	Jueves	Viernes
Lenguaje/Literatura - Leer 20 minutos, (enlace) Registro de Lectura - Lexia - lección de Lexia - Practicar las palabras de uso frecuente Sight Words, Lista_____ - Leer: On My Way to School (Anthology, pg. 12) Escritura: Usando el marco de la oración, responda la pregunta: ¿Qué hace que el niño llegue tarde primero? ¿Qué lo hace llegar tarde después? - Historias Opcionales: Late for School, Clem Goes to School, Magnets, Jane is Late! ELD Verbos (enlace) Matemáticas 1 Dreambox o lección matemática de ST Tarea del lunes Práctica de fluidez matemática 6-2 (enlace para toda la semana) Bienestar Herramientas de atención plena y bienestar: Por favor escoge tres actividades para hacer esta semana. Educación Física - Escoge 3 tareas de educación física (enlace)	Lenguaje/Literatura - Leer 20 minutos, Reading Log (enlace) - Lexia - lección de Lexia - Practicar las palabras de uso frecuente Sight Words, Lista_____ - Leer: On My Way to School Usando el marco de la oración, responde la pregunta: ¿Alguna vez has llegado tarde a la escuela? Cuenta lo que pasó. - Historias opcionales: Late for School, Clem Goes to School, Magnets, Jane is Late! ELD - Verbos Matemáticas 1 Dreambox o lección matemática de ST Tarea del Martes Práctica de fluidez matemática: 10-2 Bienestar - Por favor escoge tres actividades para hacer esta semana. Educación Física - Escoge 3 tareas de Educación Física	Lenguaje/Literatura - Leer 20 minutos, Reading Log (enlace) - Lexia - lección de Lexia - Practicar las palabras de uso frecuente Sight Words, Lista_____ - Leer: On My Way to School Usando el marco de la oración, responde la pregunta: ¿Podría esta historia realmente suceder? Di por qué o por qué no. - Historias opcionales: Late for School, Clem Goes to School, Magnets, Jane is Late! ELD - Verbos-Tiempo Presente Math 1 Dreambox o lección matemática de ST Tarea del Miércoles Práctica de fluidez matemática: 10-3 Bienestar - Por favor escoge tres actividades para hacer esta semana. Educación Física - Escoge 3 tareas de Educación Física	Lenguaje/Literatura - Leer 20 minutos, Reading Log (enlace) - Lexia - lección de Lexia - Practicar las palabras de uso frecuente Sight Words, Lista_____ - Leer: Jane and Wade Usando el marco de la oración, responde la pregunta: ¿Por qué Jane trajo a Wade a la escuela? - Historias opcionales: Late for School, Clem Goes to School, Magnets, Jane is Late! ELD - Verbos-Tiempo Pasado Math 1 Dreambox o lección matemática de ST Tarea del Jueves Práctica de fluidez matemática: 7-4 Bienestar - Por favor escoge tres actividades para hacer esta semana. Educación Física - Escoge 3 tareas de Educación Física	Lenguaje/Literatura - Leer 20 minutos, Registro de Lectura (enlace) - Lexia - lección de Lexia - Practicar las palabras de uso frecuente Sight Words, Lista_____ - Leer: Jane and Wade Usando el marco de la oración, responde la pregunta: ¿Por qué Wade puede divertirse en la pecera? - Historias opcionales: Late for School, Clem Goes to School, Magnets, Jane is Late! ELD - Verbos-Tiempo Pasado Math 1 Dreambox o lección matemática de ST Práctica de fluidez matemática: 10-5 Bienestar - Por favor escoge tres actividades para hacer esta semana. Educación Física - Escoge 3 tareas de Educación Física

Name _____

Word List- Unit 3.1

make

take

came

game

gate

late

shop

with

why

school

I am on sight word list # _____

Reading Log

1) Read 20 mins a day

2) Write book title

1. _____

2. _____

3. _____

4. _____

5. _____

First Grade Sight Words

1 <i>Red</i>	2 <i>Orange</i>	3 <i>Yellow</i>	4 <i>Green</i>	5 <i>Dark Blue</i>	6 <i>Purple</i>
a are can do for go has have he here I is like little look 15	me my play said see she the this to you was we what where with 30	jump not up it over too be ride run come good pull down help now 45	use very her our they two eat no of some who live many out place 60	again could make one then three all put show together under want away school today 75	way why call funny how more so there every from into people soon your after 90
7 <i>Pink</i>	8 <i>Light Green</i>	9 <i>Light Blue</i>	10 <i>Bright Blue</i>	11 <i>Peach</i>	12 <i>Gray</i>
done find new old work any boy by does friends girl water across carry eight 105	once saw upon walked about give pretty says were write better buy change move ball 120	head never should shout also because blue or other until another climbed full poor through 135	grew house knew would great know sound their warm against below fall orange sure yellow 150	air enough eyes learn open always father four love mother along early instead nothing thought 165	build goes laugh only before been gone searching around begin brought certain minutes straight idea 180

CA Comprehension

Genre

In a **Rhyming Story**, some words end with the same sounds.

Visualize

Retell

Use your Retelling Chart.

Retelling Chart

1	→	2
3	→	4
5	→	6

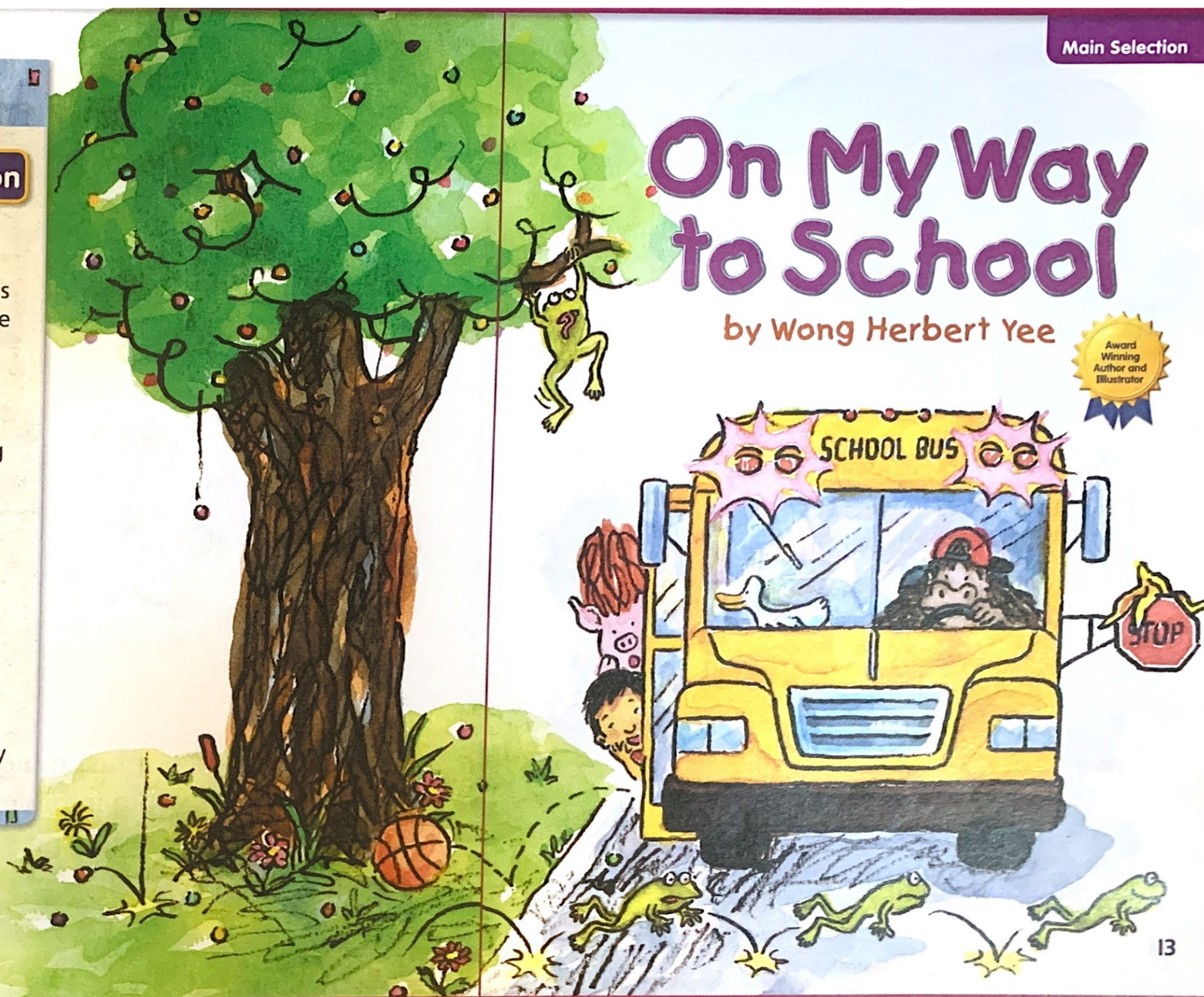
Read to Find Out

What happens to the boy on his way to school?

On My Way to School

by Wong Herbert Yee

Award
Winning
Author and
Illustrator





On my way to school today,
a pig asks me to come and play.



It's not just a pig.
It's a pig in a wig!
We run for the bus,
just the two of us. 1

Pig and I run fast, fast, fast!
We get on the bus at last.
Huff, puff! The bus zips **away**.
Pig makes me late for school today! **2**



On my way to school, we pass
a trash truck that ran out of gas.
On top of that truck,
sit two apes and a duck! **3**





Apes and a duck hop in the bus.
They sit down with the rest of us.



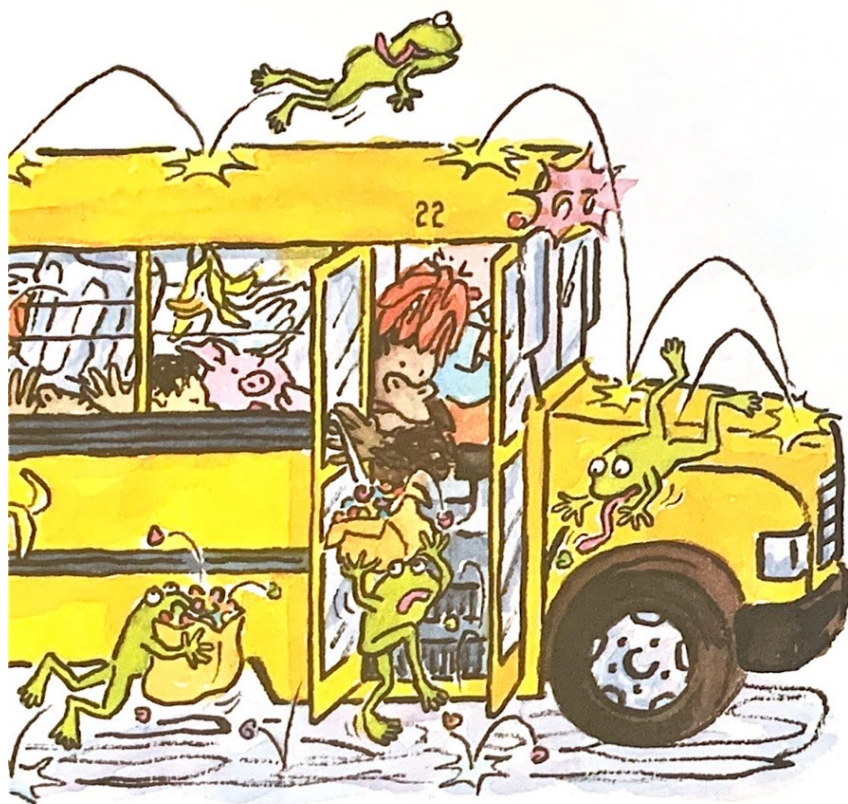
Slip, flip! The bus zips away.
Apes make me late for school today! **4 5**



On my way to school, I see
frogs up in a gumdrop tree. **6**



Plip, plop! The gumdrops drop.
Two frogs cut. Two frogs mop. **7**



Frogs hop in the bus.
 They sit down with the rest of us.
 Hip! Hop! The bus zips away.
 Frogs make me late for school today!



Here we go, just one last stop.
 Frogs hop in the lake. Plip, plop!

Duck is off to get some gas.
Apes fish and nap in the grass. **10**



Tick, tock! The bus zips away.
It looks like I am late today! **11**





Now the bus drops me off at school.
I see a crocodile slink out of a pool!



I think it slid under the gate.
And that, Miss Blake, is **why** I am late!

READ TOGETHER

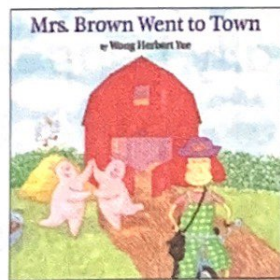
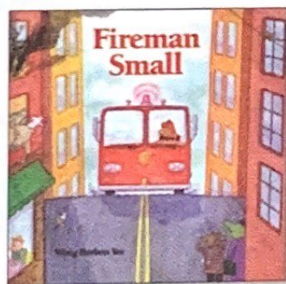
On the Way with Wong Herbert Yee

Wong Herbert Yee says, "No bus picked me up at the corner. I walked a mile to get to school! When I write, I use things that really happened. My imagination fills in the rest. Remember what you see, read, and hear. You may write a funny story, too!"



Other books

by Wong Herbert Yee



LOG
ON

Find out more about
Wong Herbert Yee at
www.macmillanmh.com.



Author's Purpose

Wong Herbert Yee wanted to write a funny story about getting to school. Draw how you get to school. Write about it.



CA Critical Thinking

Retell the Story

Use the Retelling Cards to retell the story in order.



Retelling Cards

Think and Compare

1. What makes the boy late first? What makes him late next?
2. Have you ever been late for school? Tell what happened.
3. Could this story really happen? Tell why or why not.
4. How are *On My Way to School* and "Jane is Late!" the same?

Retelling Chart	
1	→ 2
3	→ 4
5	→ 6



Name _____

1st Grade, Week 6

Directions: Using complete sentences, proper capitalization, and punctuation, answer the questions to the story, *On My Way to School*.

Monday:

First, the boy is late because _____

Next, the boy is late because _____

Tuesday: (choose and circle **have**, or **have never**)

I have/have never been late to school. I was late because

Wednesday: (choose and circle **think**, or **don't think**)

I think/don't think this could really happen because _____

Name _____

1st Grade, Week 6

Directions: Using complete sentences, proper capitalization, and punctuation, answer the questions to the story, *Jane and Wade*.

Thursday:

Jane brought Wade to school because_____

Friday:

Wade was able to have fun in the fishbowl because _____



Jane and Wade

We will put on a pet show.
It is at the Tate School.
It's in Miss Hale's class.



Gale came with pet fish.
Shane came with his
dog. Dave came with a
snake!



Jane came with a frog.
"His name is Wade," said Jane.
"Wade is the best pet."



"Why?" Gale asked.
Just then Wade jumped up.
Jane yelled, "Get Wade!"
We all helped together.



But Jane's frog got away!
Where did Wade end up?
He jumped in the fish tank.
What a way to have fun!





Magnets

A magnet can pick up a pin.
It can pick up a clip too.



Why? The pin and clip are iron.

Iron is a metal.



Use a magnet to make a note stick.
The note stick will not slip away.



A magnet can be big.
It can be any shape, too.



A magnet can't pick up glass.
It can't pick up a jump rope.



They are not made of metal.
Is a sock? Is a vase?



What can a magnet pick up?
Try it at school today!



Remember: **VERBS** are words that show action. These words show something you can do.



Push



Run



Sit



Think



Sleep



Read

Monday: Read the sentences. Circle the verb in each sentence.

1. The cats and dogs jump.
2. The hens lay eggs.
3. The rabbit hops in the yard.
4. The box sits on the desk.
5. The boy walks to school.

Tuesday: Read the sentences. Choose the verb that makes each sentence complete, and write it in the blank.

pull

jumps

play

wins

run

1. My pals and I _____ games.
2. We _____ to the gate.
3. Jeff _____ over the blocks.
4. One, two, three, _____ !
5. Jane _____ the big race.

Remember: When Verbs are in the **Present-Tense**, they tell about an action that is happening **now**.

When Verbs are telling about one person, they usually end in **-s**.



She walks home.

When Verbs are telling about more than one person (or if you are using the word "I"), they usually don't end in -s



They walk home.



I walk home.

Wednesday: Choose the correct Present-Tense Verb, and write it in the blank.

1. The girls _____ together. (*skips, skip*)
2. The man _____ cakes. (*bakes, bake*)
3. Seth _____ down the lane. (*walks, walk*)
4. The cats _____ on the fence. (*sits, sit*)
5. Jane _____ the cake. (*eats, eat*)
6. The frogs _____ in the pond. (*jumps, jump*)

Remember: When Verbs are in the **Past-Tense**, they tell about an action that has already happened.

Many Verbs end in **-ed** to show past-tense: walk  walkeded

Thursday & Friday: Read each sentence. Add **-ed** to the end of each verb to make it past-tense, and write it in the blank space.

1. I _____ up the mask. *pick*
2. Mom and Dad _____ at me. *look*
3. I _____ the mask on my face. *hook*
4. We _____ to my teacher. *talk*
5. The kids _____ to make a doll. *want*
6. I _____ at the sun in my face. *blink*
7. They _____ me for a game. *ask*
8. We _____ the box blue. *paint*
9. She _____ me the kitten. *show*
10. My dad _____ the paper. *fold*

First Grade Homework



Name _____

FUESD 2016

Trimester 2, Week 6: _____

1.OA.3, 1.OA.6, 1.OA.7

Monday: Find the sum.

1. $17+1=$ ____ 2. ____= $12+4$ 3. ____= $9+9$ 4. $6+6=$ ____ 5. $8+3=$ ____

1.OA.3, 1.OA.6, 1.OA.7

Tuesday: Find the difference

1. $16-4=$ ____ 2. ____= $11-8$ 3. ____= $18-1$ 4. $18-9=$ ____ 5. $12-6=$ ____

1.OA.1, 1.OA.2, 1.OA.7, 1.OA.8

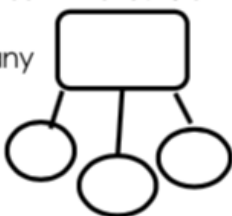
Wednesday: Solve the story problems using number bonds, tens frames and drawings.

10 rocks by the street. 2 roll in. Then, 3 more roll in. How many rocks are by the street now?

____ + ____ + ____ = 

6 cakes on the mat. Jan adds 4 more. Sid adds some cakes, too. Now there are 13. How many cakes did Sid add?

____ + ____ +  = ____



There were some fish in a lake. 7 more fish swam in. Then, 8 more fish swam in. Now there are 19 fish. How many were in the lake at first?

 + ____ + ____ = ____

1.NBT.2c

Thursday: Solve. Draw sticks for tens 'rods,' and squares for ones 'units.' Complete the T-chart.

18= ____tens and ____ones

tens	ones

30= ____tens and ____ones

tens	ones

11= ____tens and ____ones

tens	ones

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Level A 10-2

Name _____

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Level A 10-3

Name _____

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Level A 7-4

Name _____

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Level A 10-5

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$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$



TABATA



1. MOUNTAIN CLIMBERS



10 SEC REST

20 SEC MOVE

2. SQUATS



10 SEC REST

20 SEC MOVE

3. SIT-UPS



10 SEC REST

20 SEC MOVE

4. ARM CIRCLES



10 SEC REST

20 SEC MOVE

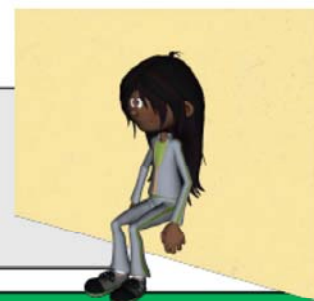
5. GROUND DIPS



10 SEC REST

20 SEC MOVE

6. WALL SIT



10 SEC REST

20 SEC MOVE

2

HIGH INTENSITY INTERVAL TRAINING



AMRAP

(AS MANY ROUNDS AS POSSIBLE)



20
SKIER
JUMPS

12 PUSH
UPS



20
ARM CIRCLES



15 TRICEP
DIPS

R
E
P
E
A
T

20 VERTICAL
JUMPS



JOG
3 LAPS

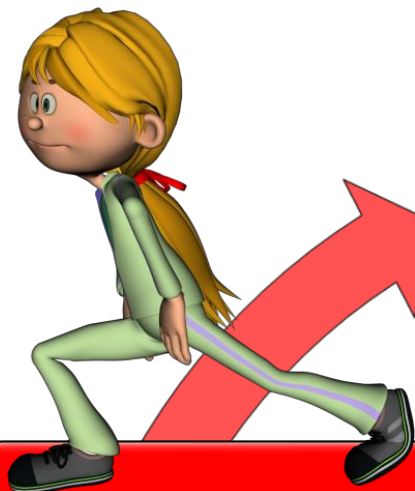


NAVY BLUE WORKOUT



AMRAP

(AS MANY ROUNDS AS POSSIBLE)



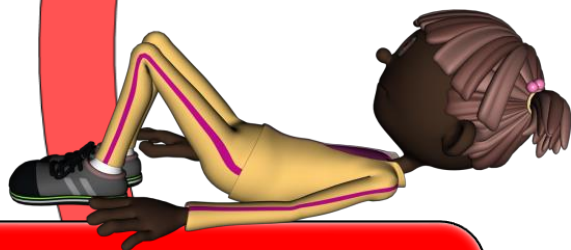
10 LUNGES



**10
DIPS**



**10 STRADDLE
JUMPS**



**15
CURL-UPS**

**R
E
P
E
A
T**



**SKIP
2 LAPS**



**WALL-SIT
20 SEC.**



CANDY RED WORKOUT

©Pete Charrette (Cap'n Pete), 2017

Bop It!

Here is a PE At-home activity that you can play with little to no equipment. This game is called “Bop it” and it improves your hand-eye coordination. Get an unneeded sheet of paper and crumble it up into a ball. Bop the paper ball in the air ONLY using your hands. How many times can you keep it? What is your personal best? Try with another player(s), maintaining your social distance. How many times can you keep the paper ball in the air without touching the ground? See if you can beat your record. Variation: If you want an added challenge, you can try using other body parts such as your foot or knee. Good luck and have fun!



Dear Parents and Guardians,

The FUESD Counseling Team is committed to providing families with social-emotional resources and support during school closures. This week we are sharing different activities such as journaling and coping strategies to support students.

For more social-emotional information and parent/guardian resources online you can visit:
sites.google.com/fuesd.org/counseling

Our website is updated weekly with activities, videos, lessons, and resources for you and your child(ren). Being pulled from your usual routine, friends, family, and extracurriculars are incredibly confusing for children and adults alike. We hope to be a resource for all of you as we navigate these waters together. Let's start with Four Key Tips:

1. **Address Curiosity** - Your student(s) may be getting curious about what's going on and asking some tough questions regarding what COVID-19 is all about. The CDC and FUESD website has information on how to communicate with students about COVID-19.
2. **It's okay to be Anxious or Worried** - The confusion mentioned above can lead to some more difficult days ahead. In the face of anxious feelings and/or worry, please find several resources on our website with detailed coping strategies for parent/guardian and students.
3. **Create a Routine**- Parent/Guardian involvement is key to success in virtual courses. With the help of parents and caregivers, students need a routine to follow on a daily basis in order to effectively manage their time and to stay on track. Having a well-thought-out, specific daily schedule is key.
4. **Set Up a Designated Workspace**- For everyone, surroundings make a huge difference in one's mindset and ability to focus. One of the best ways to encourage your child to complete their assignments is to create a homework/class space that's all their own. First, consider your child's study style. If they are easily distracted, a secluded, quiet spot is best, but if they're more comfortable working with other people around, choose a corner of the living room or kitchen. Make sure the area is free of clutter and that other family members respect "homework time."

Please know your school counselors are dedicated to continuing to provide support to students, families, and the community during this unprecedented time. We look forward to connecting with you soon!

Take care!

FUESD School Counseling Team



Estimados Padres y Tutores,

El Equipo de Consejería de FUESD se compromete a proporcionar a las familias recursos socio-emocionales y apoyo durante el cierre de la escuela. Esta semana estamos compartiendo diferentes actividades como un diario y estrategias de afrontamiento para apoyar a los estudiantes.

Para obtener más información social-emocional y recursos para padres/guardianes en línea, puede visitar:

<https://sites.google.com/fuesd.org/counseling-espanol>

Nuestro sitio web se actualiza cada semana con actividades, videos, lecciones y recursos para usted y su(s) hijo/a(s). Ser sacado de su rutina habitual, amigos, familiares y extracurriculares son increíblemente confusos para los niño(s) y adultos por igual. Esperamos ser un recurso para todos ustedes mientras navegamos estas aguas juntos. Comencemos con Cuatro Sugerencias Claves:

1. **Responda a la curiosidad** - Es posible que su(s) estudiante(s) se sientan curiosos sobre lo que está sucediendo y hagan algunas preguntas difíciles con respecto al COVID-19. El sitio web de CDC y del distrito FUESD tiene información sobre cómo comunicarse con los estudiantes sobre COVID-19.
2. **Está bien estar ansioso o preocupado** - La confusión mencionada anteriormente puede llevar a algunos días difíciles. Ante sentimientos de ansiedad y/o preocupación, por favor encuentre varios recursos en nuestro sitio web con estrategias de afrontamiento detalladas para padres/tutores y estudiantes.
3. **Crear una rutina** - La participación de los padres/tutores es clave para el éxito en los cursos virtuales. Con la ayuda de los padres y tutores, los estudiantes necesitan una rutina a seguir a diario con el fin de administrar su tiempo de manera efectiva y mantenerse en el camino correcto. Tener un horario diario específico y bien pensado es clave.
4. **Establezca un espacio de trabajo designado** - Para todos, el ambiente hace una gran diferencia en la mentalidad y la capacidad de enfoque. Una de las mejores maneras de animar a su hijo/a a completar sus tareas es crear un espacio de tarea/clase. Primero, considere el estilo de estudio de su hijo/a. Si se distraen fácilmente, lo mejor es un lugar apartado y tranquilo, pero si se sienten más cómodos trabajando con otras personas, elija un rincón de la sala o la cocina. Asegúrese de que el área esté libre de desorden y que otros miembros de la familia respeten el "tiempo de tarea."

Tenga en cuenta que los consejeros de su escuela están dedicados a continuar brindando apoyo a los estudiantes, las familias y la comunidad durante este tiempo sin precedentes. ¡Esperamos comunicarnos pronto con usted!

¡Cúidese!

Equipo de Consejería Escolar de FUESD



Best Wishes, from your Counseling Team



We Miss you!

Dear Student,

Your school counselor is still here to help and provide fun activities during school closures! This week we are sharing coping tools including journals and activities.

For more videos and activities from your counselors you can visit:

sites.google.com/fuesd.org/counseling

Every week we post a new video of us!

Please know that we miss you very much! We look forward to connecting with you soon!

Take care!

Mrs. Latham -Live Oak and La Paloma
Mrs. Hernandez - Fallbrook STEM Academy
Mr. Estrada -William H. Frazier and Maie Ellis

Mrs. Finkle -San Onofre & Mary Fay Pendleton
Ms. Medrano - Potter Jr. High School
Mr. Beato - Potter Jr. High School

Fallbrook Union
Elementary School District



Nuestros Mejores Deseos, de su Equipo de Consejería



¡Te extrañamos!

Querido estudiante,

¡Tu consejero escolar todavía está aquí para ayudar y proporcionar actividades divertidas durante el cierre de la escuela! Esta semana estamos compartiendo herramientas de afrontamiento, como diarios y actividades.

Para obtener más vídeos y actividades de los consejeros, puedes visitar:
sites.google.com/fuesd.org/counseling-espanol

¡Cada semana publicamos un nuevo video de nosotros!

¡Los extrañamos mucho! ¡Esperamos comunicarnos pronto!

¡Cuídate!

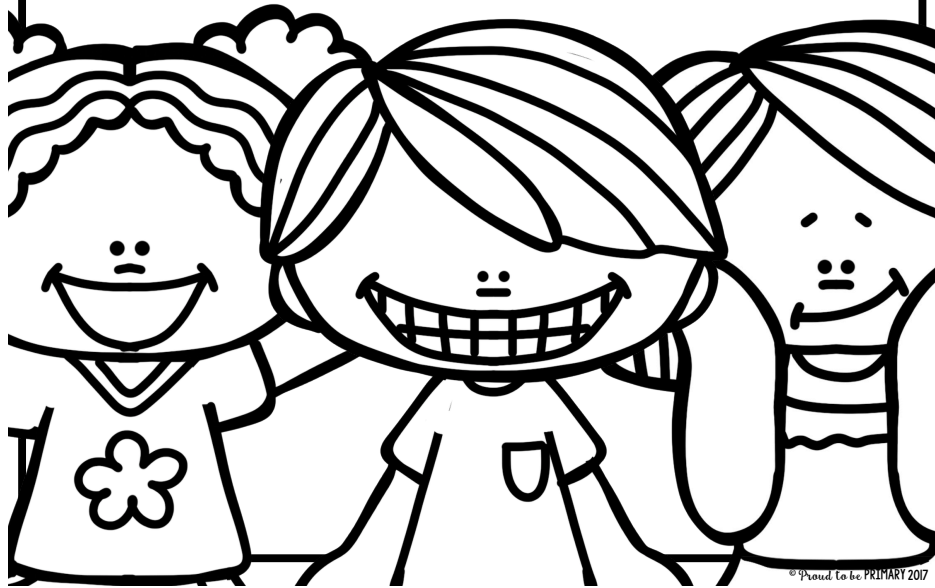
Mrs. Latham -Live Oak and La Paloma
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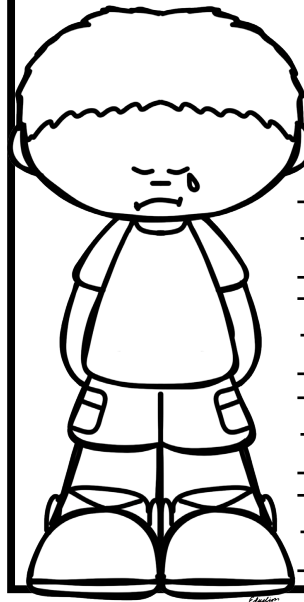
My Feelings & Me

JOURNAL



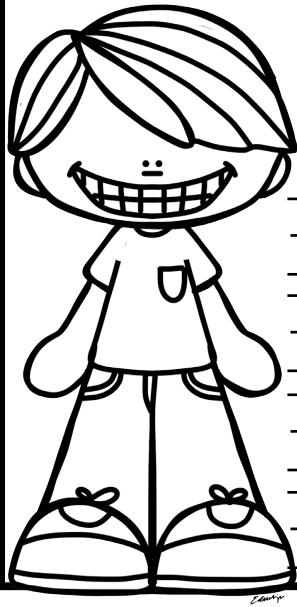
© Proud to be PRIMARY 2017

I feel sad when...



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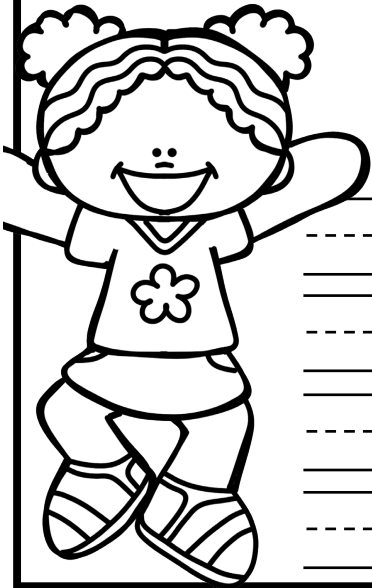
I feel happy when...



I feel mad when...

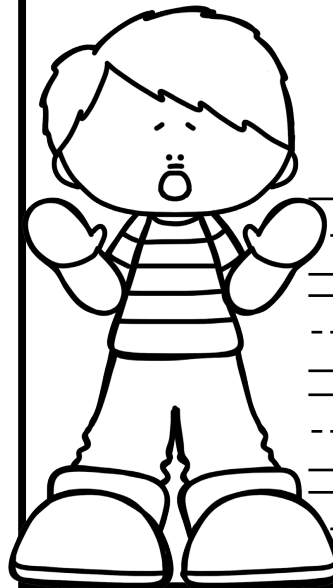


I feel excited when...



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, with four sets of these lines for writing.

I feel surprised when...



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, with four sets of these lines for writing.

I feel scared when...



I feel confused when...

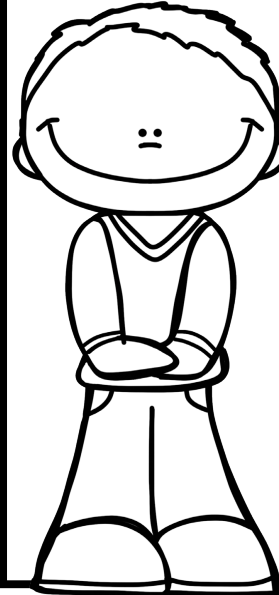


I feel embarrassed when...



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

I feel proud when...



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.