



# **Back to School Night Curriculum Information Grade 1**

**August 2020**

# Virtual Learning 2020-2021

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How does virtual learning this school year compare to the continuity of learning model in Spring 2020?

# Virtual Learning

Spring 2020	Fall 2020-2021
1 30-min ELA class check-in each week 1 30-min Math class check-in each week	4 15-min synchronous morning meetings/SEL each week 4 60-min synchronous ELA lessons each week 4 60-min synchronous Math lessons each week 2 50-min synchronous related arts lessons each week 2 50-min synchronous content lessons each week
8-9 Asynchronous assignments each week	8-9 hours of asynchronous assignments per week
Asynchronous assignments posted on Monday, due on Friday	Asynchronous assignments posted on Monday, due at start of class on following Monday
“Pass” based on student completion of assignments	Grading assignments
Optional “office hours”	Required Additional Synchronous Support Blocks

# Related Arts

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<b>Last Year (example)</b>	<b>This Year (example)</b>
Monday: PE (60 min)	Red Day: PE (2:50-3:40)
Tuesday: Art (60 min)	Orange Day: Art (2:50-3:40)
Wednesday: Media (60 min)	Yellow Day: Media (2:50-3:40)
Thursday: Technology (30 min) & PE (30 min)	Green Day: Technology (2:50-3:15) & PE (3:20-3:45)
Friday: Music (60 min)	Blue Day: Music (2:50-3:40)

# Related Arts: 5 Week Cycle

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1 related arts cycle = 5 weeks

- 2 synchronous (live) sessions of related arts
- 3 asynchronous sessions (can be done throughout the week, or on Wed.)

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting/ SEL 9:00-9:15	Morning Meeting/ SEL 9:00-9:15	Asynchronous Assignments (3 hrs): DreamBox and LexiaCore (15-20 min) Math Task (30 min) Health (30-45 min) Rel Arts #1 (30 min) Rel Arts #2 (30 min) Rel Arts #3 (30 min)  Small group supports could include : Reading Intervention Math Intervention ESOL Special Education	Morning Meeting/ SEL 9:00-9:15	Morning Meeting/ SEL 9:00-9:15
ELA Instruction 9:15-10:15	ELA Instruction 9:15-10:15		ELA Instruction 9:15-10:15	ELA Instruction 9:15-10:15
Asynchronous work: 10:20-11:15 Dreambox (15 min) LexiaCore (15 min) Content follow up (30 min)	Asynchronous work: 10:20-11:15 Dreambox task (15 min) LexiaCore (15 min) Writing Task (30 min)		Asynchronous work: 10:20-11:15 Dreambox task (15 min) LexiaCore (15 min) Content follow up (30 min)	Asynchronous work: 10:20-11:15 Dreambox task (15 min) LexiaCore (15 min) Writing Task (30 min)
Lunch & 15 min Independent Reading 11:15-12:45	Lunch & 15 min Independent Reading 11:15-12:45		Lunch & 15 min Independent Reading 11:15-12:45	Lunch & 15 min Independent Reading 11:15-12:45
Math Instruction 12:45-1:45	Math Instruction 12:45-1:45		Math Instruction 12:45-1:45	Math Instruction 12:45-1:45
Synchronous Support 1:50-2:40	Synchronous Support 1:50-2:40		Synchronous Support 1:50-2:40	Synchronous Support 1:50-2:40
Related Arts 2:50-3:50	Content 2:50-3:40		Related Arts 2:50-3:50	Content 2:50-3:40

# Virtual Learning Grade 1 Student Schedule

Student Day  
9:00am-3:50pm

# Creating a Healthy Learning Environment

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- Reassure your student(s) that although this learning at home experience is new for everyone, and that we are here to support them and help them be successful.
- Limit distractions (other devices) and create a space for completing school work that is separate from where eating and play occur, as much as possible.
- Work together to create a space that is comfortable, quiet, and dedicated to learning during instructional time.

# Synchronous Instructional Time

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- Students *are* expected to engage in lessons, using the chat box and/or their microphone.
- Camera use is encouraged, but not required
- Teachers **ARE** allowed to request a student turn on their camera, to see their “work” or have them demonstrate something, for a short period of time.
- Note the “additional synchronous support” time on the daily schedule, may or may not be used for *your* child each day



# K-5 Asynchronous Work

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- Most asynchronous tasks will be “weekly” assignments - posted on Monday and due the next Monday, to allow for flexibility in work completion (Related Arts, Math, Reading, Writing, Health)
- Science and Social Studies asynchronous tasks are directly connected to the lessons; therefore, they will be assigned after a lesson, and are to be completed prior to the next lesson.

# Curriculum in each Content Area

# Language Arts - Synchronous Lessons

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Whole group language arts instruction 4 days a week, that will include:

- Direct instruction of the reading and writing standards through modeled lesson and interactive read alouds;
- Differentiated small group instruction (which will occur each day during the ELA time, as well as the additional synchronous time for some reading groups). Each small reading group will be 20 minutes. **This will begin the week of October 12th.**

***Supports for reading instruction are available on the [HCPSS Family and Community Resource pages](#)***

# Language Arts - Asynchronous Tasks

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Asynchronous tasks will consist of Lexia Core5, independent reading, and writing.

- Students will be engaged in Lexia Core5 for 15-20 minutes daily.
- Independent reading will occur in the ELA time and is encouraged during/after lunch each day.
- There will be one assigned asynchronous writing lesson each week.

For more information about HCPSS Elementary Language Arts visit :

<https://www.hcpss.org/academics/english-language-arts/>



# Grade 1 Mathematics - Synchronous Lessons

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- Whole group instruction 60 minutes each, 4 days a week
- Standards-based instruction centered on big ideas in grade 1 including
  - Number relationships (place value and comparison)
  - Addition/subtraction
  - Problem solving
- Small group instruction will be part of this time as needed
- For more information about mathematics visit <https://www.hcpss.org/academics/mathematics/>

# Grade 1 Mathematics - Asynchronous Tasks

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- One DreamBox lesson per day (approx 15 minutes)
- One non-DreamBox additional practice activity on Wednesdays (approx 15 minutes)
- Note that additional practice on DreamBox is optional and that extensive additional practice should be avoided.

# Grade 1: Science Expectations

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- There are four units of instruction:
  - Q1 - Plant and Animal, Structure and Function
  - Q2 - Patterns in Space
  - Q3 - Light
  - Q4 - Sound
- For HCPSS Science information, visit:  
<https://www.hcpss.org/academics/elementary-science/>
- For more information about the Next Generation Science Standards, visit: <https://www.nextgenscience.org/parentguides>

# Grade 1: Science Virtual Learning

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- Each Science lesson has 3 parts in Canvas:
  - *Part 1: Synchronous page* (summary of the live lesson)
  - *Part 2: Asynchronous task* (independent work for students when assigned)
  - *Checking for Understanding* (page to submit assignments)
- There will be 8 two-part lessons each virtual quarter (8 synchronous live lessons, and 8 independent work tasks)
- Most synchronous lessons will be teacher demonstrations, to ensure student safety while at home



# Part 1: Synchronous page (summary of lesson)

**GRADE 1, UNIT 1**  
**LESSON 2 • PART 1**

*Note: This page serves as a summary of the synchronous instruction delivered during a live Google Meet session.  
No action is required on this page unless you were absent, or you choose to review the lesson.*

**OVERVIEW**

During our Google Meet together, we recorded and shared observations of our class seed. We also made predictions.

The **focus question** was: How can observations be recorded to share with others?

Remember that anytime you are at home you can ask questions, make observations, or use evidence to explain your thinking. You can use the practices of a scientist or engineer anytime of the day!

**LESSON & ACTIVITY (OUR GOOGLE MEET)**

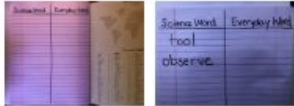
During our Google Meet lesson, we did the following:

First, we shared some of our recordings from the work in our science journals from Lesson 1.

Then, we talked about how to make sure our journal work is neat and organized so we can communicate our ideas clearly.

We made a class list to remind ourselves of how we should record information in our journal. **Teacher: update this step with details from your class discussion**

Next, we set up our vocabulary chart in the back of our journals. We added three words: "tool" and "observe".



Intended as a resource for all students:

- Those absent during live instruction
- Those that need to finish work from the lesson
- Those that want to review to support their independent task
- Family reference

# Part 2: Asynchronous Task page (follow up work)

KINDERGARTEN, UNIT 1  
LESSON 1 • PART 2

**OVERVIEW**

Today I will learn...

- the types of tools a scientist uses.
- how scientists use tools.


I will obtain, evaluate, and communicate information.

**LESSON**

**STEP 1**

During Part 1 we learned about some tools a scientist might use. Watch the video below of the [Science Tools slides](#) to remember some of the tools. You can pause and rewind to see and listen to parts again.

Science Tools



**STEP 2**

Now you get to make your science journal! Watch the video below of the [Let's Make a Science Journal slides](#) to start your very own journal! You can pause and rewind to see and listen to parts again.

**Let's Make a Science**

- Student independent work that follows the lesson
- May include online videos, google slides, simulations, and/or articles to read/research
- Students should work in science journals

# Grade 1: Science Virtual Learning Materials

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- Students will be using a Science Journal with every lesson
- Some lessons may ask students to go outdoors for an asynchronous task. **They are ALWAYS told to receive adult permission before going outdoors.** *There are also resources given, which they can use to complete the task if not able to go outdoors.*
- Some lessons will require students to gather household items for use, such as: *paper, paper towel tubes, flashlight, recyclable objects, etc.*

# Social Studies Expectations

- There are four units of instruction in each quarter.

<b>Kindergarten</b>	Home and School	It's a Busy World	My Country Tis of Thee	Maps and Me
<b>1st Grade</b>	Working Together	Our World of Cultures	Communities at Work	Our Changing World
<b>2nd Grade</b>	Comparing Communities	People and the Environment	Let's go Shopping	Citizens in a Community
<b>3rd Grade</b>	Communities Change	Location Matters	Our Relationship with the World	Project Citizen
<b>4th Grade</b>	The First People	Early Settlements	Colonial Life	Maryland and Business
<b>5th Grade</b>	American Revolution	Building a New Nation	Challenges of a New Nation	We The People

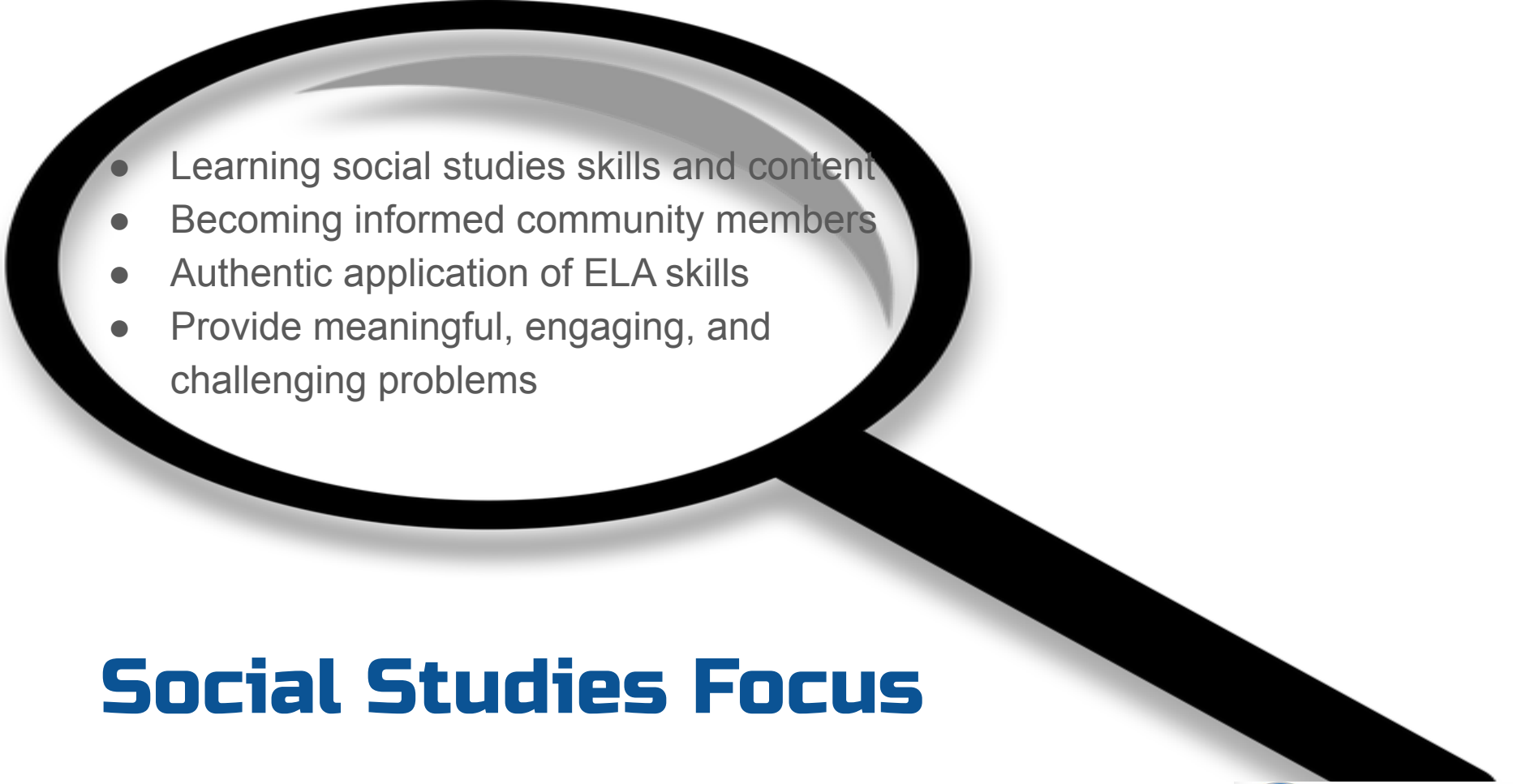
- For more details on the main concepts of each quarter, go to:

<https://tinyurl.com/2020-SocSt-Matrix>

# Social Studies Virtual Learning

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- Each Social Studies lesson has 3 parts in Canvas:
  - *Part 1: Synchronous (live) lesson with accompanying summary page* (for those that missed the synchronous lesson)
  - *Part 2: Independent task* (asynchronous work for students when assigned)
  - *Checking for Understanding* (turned in via Canvas or in journal)
- There will be 8, two-part lessons each virtual quarter (8 synchronous live lessons, and 8 independent work tasks)

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- Learning social studies skills and content
  - Becoming informed community members
  - Authentic application of ELA skills
  - Provide meaningful, engaging, and challenging problems

## **Social Studies Focus**

# Grade 1 - Health Education Virtual Learning

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- There are four units of instruction (begins 9/29 Asynchronously):
  - Q1 - Social & Emotional Health
    - Instruction will be all asynchronous tasks in Q1
  - Q2 - Safety & Injury Prevention
    - Two synchronous lessons in Q2, with additional asynchronous tasks
  - Q3 - Nutrition
  - Q4 - Disease Prevention
- Students will be using a Health Journal in most lessons
- For more information about the HCPSS Health Curriculum, visit:

<https://www.hcpss.org/academics/health-education/>

# Determining the Grade

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- Quarter grade will be determined by percentage of points earned.
- Assignments will be based on points.
- One grade will be given for each content (ELA, math, science, social studies)
- Learning behaviors will not be reported on the report card during virtual instruction.

I	67% - 100%
W	34% - 66%
N	0% - 33%



# GT Information

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**From Mr. Fisher:**

**GT Information Session will be on Wednesday at 6:30. The code will be cces-gt.**