

GreatHearts

Northern Oaks



Distance Learning Packet

March 23-27, 2020

1st grade

Mrs. Albertson

Mrs. Borden

Mrs. Brogan

Mrs. McIntosh

Student Name: _____ Section: _____



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General Packet Instructions for Parents

In this packet you will find all of the activities and readings necessary for your student to access and complete this week's lessons. The packet is specifically arranged by days of the week, so that both parent and student can easily pace out the work needing to be done. It is up to the parent to decide the daily schedule and chunk how much of the work to do in one sitting (see sample schedule below). As much as possible and depending on the grade level, the teachers have designed the activities to be done independently. Each activity will be coded either as an **I=independent activity** OR **PA=parent assistance** needed. Additionally, each activity/assignment will have a suggested amount of time it should take to complete.

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach or review the content or directions with your student before allowing them to make a second attempt. If you do need to do that, please mark the page "**completed with PA.**"

We know that in no way is this an ideal situation and that you, as the parent, may be juggling not only working from home, but managing your student's distance learning. We applaud what you are doing! As much as possible, try to set up a routine that works for both your schedule and the ability for your child to work his/her way through the curriculum. Make a schedule of some sort - they are used to having a daily schedule posted that they always follow! Here is a suggestion ...

Sample Daily Schedule:

8 am Wake up & follow the typical school morning routine (minus the uniform!) - get dressed, comb hair, eat breakfast, brush teeth and make their bed

8:30 am Spalding (get it done right away!)

8:50 am Walk the dog

9:10 am Math

9:40 am Do the dishes, fold laundry, read to younger sibling

10 am Grammar/Writing

10:20 am Snack

10:30 am Recess - run around outside or build something

10:45 am History or Science

11 am Go outside and pick a piece of a plant or find or cool bug to draw in a nature journal

Noon Participate in making your own lunch and then clean up afterward

12:45 pm Answer your literature questions or do the activity assigned - be sure to use complete sentences and your best handwriting!

1:15 pm Curl up with a good book and get your Classics to Keep reading done (don't forget to record it on your reading log)

2:00 pm (4-6) Work on Latin assignment, (K-3) choose a "Specials" activity to do

2:15 pm You are done for the day!

How to reach out to your child's teacher for instructional help:

Beginning March 23rd, your teacher is available 8-4pm by email.

Instructions for turning in completed packets:

For now, we are asking that each student plan to keep his/her completed packet(s) until school resumes. If school closures persist, we will find alternate ways to collect packets for grading.



Student Attendance Affidavit

March 23-27, 2020

My GHNO student, _____, to the best of my knowledge attended to his/her distance learning studies on the following days:

☐ Monday, March 23, 2020

☐ Tuesday, March 24, 2020

☐ Wednesday, March 25, 2020

☐ Thursday, March 26, 2020

☐ Friday, March 27, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____



“Employ your time in improving yourself by other men's writings, so that you shall gain easily what others have labored hard for.” Socrates

To our First Grade Griffins,

Oh, how you are dearly missed! During our time apart we are doing our best to provide you with the good, the true, and the beautiful gems for you to discover within the walls of your own home. To that end, we have created a packet for you that is filled with the most important content to continue your learning while we are separated.

This week our activities and topics are mostly a review of topics we studied before the break. Starting with a review will help all of us adjust to learning in a different way while building new study habits. We always say that our classroom procedures are the key to helping us work together to accomplish much each day, so it is important to follow the routine and structure set by your parents. Help your parents make a list of the things that you have to do every day, (brush your teeth, math, literature, reading, eat lunch, etc.), planning a time for everything.

This is new to all of us and will have its challenges, so let us remember that as Great-Hearted scholars our efforts are to grow in virtue as we gain new knowledge. So, take time to serve others, listen to beautiful music, practice skills learned in art, and read, read, read. This week will be all about growing in the virtue of responsibility - doing the right thing at the right time, even when you might prefer to be doing something else. Be sure to give your teacher at home your very best attention, behavior, and hard work just as you would if we were together in the classroom. We are trusting you to do your very best - we know you can do it! We look forward to hearing all of your stories and “ah-ha” moments when we meet again.

We are here to help you! Although we cannot work through examples in person, we are available to answer your questions. No question is too small, and all feedback from you and your parents is crucial as we will continue to refine this process. Your teachers miss you and invite you to email us (please use a parent email account) - feel free to share a note, a drawing, or some of the work you have completed. May you find peace, rest, and comfort during this time apart, knowing that you are never far from our hearts. There are over 120 fellow first grade Griffins learning at home, so let us unite and work together, remembering as we work diligently, “We don’t have to, WE GET TO!”

Together for our children,
The First Grade Team

Name: _____ #: _____ Grade/Section _____



First Grade Minute Reading

Week of: Mar. 23 rd	Book Title	Tricky Words	Minutes read	Parent Initials
Monday Date: 3/23	Title: Comprehension: Tell one event or fact from the beginning of the text.			
Tuesday Date: 3/24	Title: Comprehension: Tell one event or fact from the middle of the text.			
Wednesday Date: 3/25	Title: Comprehension: Tell one event or fact from the end of the text.			
Thursday Date: 3/26	Title: Comprehension: Tell me everything you can about the story you just read.			
Weekend Date(s): 3/27-3/29	Title: 			

Comments: _____

Total
Minutes:
(Min. 100)

DUE every Monday.

_____/25 points

1st Grade Daily Student Instruction Sheet

MONDAY - March 23, 2020

ELA

Spalding
(10 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review 8 phonograms previously learned.

Materials needed: Phonogram cards, Spalding paper (Monday-Tuesday), pencil, 70 Phonogram Sounds Reference Sheet (Appendix 1)

Specific Instructions (I=independent; PA=Parent Assisted):

☐ Oral Phonogram Review (OPR):

- Parent will show one phonogram card to student.
- Student will say the sounds (in order) made by that phonogram.
Note: this is slightly different from our regular procedure. Encourage students to be flexible. If they insist that this is incorrect, have them “teach” you how we do it in class.
- If student says correct sounds/cue, parent will show the next card. If student does not say correct sounds/cue, parent says correct sounds and student repeats.
- Repeat process so that each card is reviewed orally two times.
- Phonograms to review today: **ea, ch, ew, ow, ee, oy, ey, oo** (PA) (4 min.)

☐ Written Phonogram Review (WPR):

- Parent says sounds of one phonogram card (hide card so student cannot see).
- Student repeats sounds back to parent and then writes the phonogram. Students will write today’s phonograms under the Monday column.
- Immediately correct any errors observed.
(PA) (6 min)

Literature

Goal/Objective: Students will be introduced to the author Beatrix Potter. They will come to know her audience and motivation for writing her beloved tales.

Materials needed: Autobiography of Beatrix Potter and coloring sheet

Specific Instructions (I=independent; PA=Parent Assisted):

- ☐ **(PA) 5 min** Discuss what your scholar knows about authors. Ask them to define fiction and non-fiction.
- ☐ **(PA) 8 min** Read the autobiography of Beatrix Potter.
- ☐ **(PA) 2 min** Ask if they have ever written a letter to a friend or family member who is not feeling well, or that lives far away.
- ☐ **(I)** Have scholars color their cover page for their Beatrix Potter Unit Packet and then save.

1st Grade Daily Student Instruction Sheet

	<p><u>Grammar/Writing</u> Goal/Objective: Students will review nouns. Can they identify a person, place, thing and idea?</p> <p>Materials needed: Objects around the house.</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Play eye-spy around the house. Be sure to include a variety of nouns, after your student has correctly identified what you spy ask them what kind of noun it is, i.e. person, place or thing. <p><u>Reading</u> Goal/Objective: Student will read aloud to an adult for at least 20 minutes.</p> <p>Materials needed: “Right fit” reading book (on your student’s reading level, will be provided separately by your student’s classroom teacher)</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read aloud to an adult for at least 20 minutes. (PA) (I) (20 minutes) <input type="checkbox"/> Retell the story in order in your own words. (I) (3 minutes) <input type="checkbox"/> Complete reading log (PA) (5 minutes)
<p>MATH (30 Minutes)</p>	<p><u>Math</u></p> <p><u>Goal/Objective</u>: Students will use objects to create sets of 10 and count by 10s to identify the total number of objects, using no more 100 objects.</p> <p><u>Materials needed</u>: Any small objects (objects don’t have to match). For example, any small crafting objects such as sequins or beads, small toys, small household items, small objects from outside (such as leaves, acorns, rocks), or small dry goods (such as cereal, beans, pasta). Optional materials: Sidewalk chalk, paper, pencil</p> <p><u>Specific Instructions</u> (I=independent; PA=Parent Assisted):</p> <p>(PA) (5 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain to student that they will be making groups of 10 objects. Parent will demonstrate by making two groups of 10. Count by tens to count objects. Notes: <ul style="list-style-type: none"> ○ These should be complete sets of 10, with no remaining ones. ○ When deciding which objects to use, keep in mind that we will use these objects again. ○ Save/keep the objects handy for Wednesday’s lesson. <p>(I) (15) minutes</p>

1st Grade Daily Student Instruction Sheet

	<p><input type="checkbox"/> Student makes their own groups of 10 and count by 10 to identify the total number of objects. Students should make no more than 10 groups of 10, keeping the total to 100 or less. Student should make and count sets of 10 that represent at least three different numbers (i.e. 80, 30, 50).</p> <p>(PA, I) (10 minutes)</p> <p><input type="checkbox"/> Parent will dictate a number that is a multiple of 10 to their student, taking care to choose a number the student did not represent in the previous activity. Student will use objects to represent the dictated number in groups of 10. Student will count by tens to confirm the correct total. Repeat for as many numbers as time allows.</p>
<p>SCIENCE (20 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will learn about the skeletal system and how bones work to move our bodies.</p> <p>Materials needed: My Skeleton teacher master for copywork, My Skeleton independent practice sheet</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <p>(PA) (5 minutes)</p> <p><input type="checkbox"/> Read the paragraph from “My Skeleton” printout to the student. Read and discuss comprehension questions at the bottom. It’s OK if the student doesn’t remember all the details. This discussion is to help them attune to facts for the second read.</p> <p>(PA) (15 minutes)</p> <p><input type="checkbox"/> Read the text a second time to the student. Ask the student to underline the evidence supporting the answer to question 1 and write “1” with a circle around it above the first word of the underlined text (see teacher master for example). Answer question 1 in the space provided. <u>Write in complete sentences please.</u> Students may copy the teacher notes page to ensure correct spelling. Repeat these steps for the remaining questions, annotating with underlining and circled numbers for each question and writing the answers to each question in the blank provided.</p> <p>(PA) (extra time)</p> <p><input type="checkbox"/> Optional: Read and watch Scholastic resource about bones. You can read the book to your student “You have heathy bones!” or watch the story “Dem bones”. Ask them questions: How many bones do adults have? What is the function of our skeleton? How we can keep our bones strong? Here is the link to the Scholastic resource: https://classroommagazines.scholastic.com/support/learnathome/grades-1-2.html</p>

1st Grade Daily Student Instruction Sheet

OPTIONAL

Spanish
(10 Minutes)

Music
(15 Minutes)

Spanish

Goal/Objective: Students will use the adjectives limpio (clean) and sucio (dirty) to describe something.

Materials needed: Items or articles of clothing, paper, pencil and crayons, Vocabulary and Phrases instruction sheet

Specific Instructions (I=independent; PA=Parent Assisted):

- ☐ Show students a clean article of clothing and say
Esta limpio.
- ☐ Have students repeat,
Esta limpio.
- ☐ Then show a dirty article of clothing and say
Esta sucio.
- ☐ Have students repeat,
Esta sucio.
- ☐ Then go around the house pointing at different items or articles of clothing and asking if they are limpio or sucio.
- ☐ Optional Activity

Have the students draw themselves wearing clean pants. When they are finished. Point to the drawing and ask the question; ¿Estan limpios o sucios? Then have them label the drawing “pantalones limpios.”

Music

Goal/Objective: Review **Quarter Rest**

Materials needed: rhythm patterns/sheet music example

Specific Instructions (I=independent; PA=Parent Assisted):

- ☐ Please state the following sentence and ask your scholar to fill in the blank: “A beat with no sound is called a _____.” (**Rest**)
Encourage the answer as organically as possible. Re-state as necessary, allow time for the student to think.
- ☐ If after a few re-statements of the prompt the student is not producing the answer (Rest), please restate the prompt as follows: “A **rest** is a beat with no_____.” (Sound)
- ☐ Have your student read the included rhythm examples and clap the rhythm. Remind them to say the rhythm syllables, show the rest with their hands and stay silent on the rest.
- ☐ After performing the rhythm examples, ask your student to **sing** “Hot Cross Buns” on words **and clap** the rhythm. You can also ask your student to **sing** “Pease Porridge Hot” on words **and clap** the rhythm.

ea

ch

ew

ow

ee

oy

ey

oo

Spalding – Distance Learning Week 1: March 23-27

Name _____ # _____ Date _____

Monday

[illegible]

Tuesday

[illegible]

Beatrix Potter Biography (1866–1943)

British author Beatrix Potter wrote and illustrated more than 20 children's books starring Peter Rabbit, Jemima Puddle-Duck and Benjamin Bunny.

Who Was Beatrix Potter?

Beatrix Potter spent a solitary childhood with long holidays in the country. She loved to sketch animals and later invented stories about them. In 1902, Potter published *The Tale of Peter Rabbit*, which launched her career as a children's author. More than 20 other books for young audiences soon followed. Potter's tales of Peter Rabbit, Jemima Puddle-Duck, Benjamin Bunny and others have become children's classics.

Early Years

Born Helen Beatrix Potter on July 28, 1866, in London, England, Potter is one of the most beloved children's authors of all time. She was the daughter of Rupert and Helen Potter, both of whom had artistic interests. Potter got to know several influential artists and writers through her parents, including painter John Everett Millais.

Potter, along with her young brother Bertram, developed an interest in nature and animals at an early age. The pair often roamed the countryside during family vacations to Scotland and England's Lake District. Potter demonstrated a talent for sketching as a child with animals being one of her favorite subjects. In the late 1870s, she began studying at the National Art Training School.

Peter Rabbit and Other Tales

Potter first tasted success as an illustrator, selling some of her work to be used for greeting cards. One of her most famous works, *The Tale of Peter Rabbit*, started out as a story she wrote for the children of a former governess in a letter. Potter later transformed this letter into a book, which she published privately.

In 1902, Frederick Warne & Co. brought this delightful story to the public. Their new edition of *The Tale Of Peter Rabbit* quickly became a hit with young readers. More animal adventures soon followed with *The Tale of Squirrel Nutkin* (1903) and *The Tale of Benjamin Bunny* (1904) among other stories. Norman Warne worked as her editor on many of these early titles. Potter suffered a great personal loss in 1905 when Warne died. He passed away just weeks after he proposed to her. Her parents, however, had objected to the match. She bought Hill Top Farm in the Lake District that same year and there she wrote such books as *The Tale of Tom Kitten* (1907) and *The Tale of Samuel Whiskers* (1908).

Later Life and Death

In 1913, Potter married local lawyer William Heelis. She only produced a few more books after tying the knot. Potter published *The Fairy Caravan* in 1926, but only in the United States. She thought the book was too autobiographical to be released in England. *The Tale of Little Pig Robinson* (1930) proved to be her final children's book.

Potter died on December 22, 1943, in Sawrey, England. Potter left behind a mystery—she had written a journal in code. The code was finally cracked and the work published in 1966 as *The Journal of Beatrix Potter*. To this day, generation after generation are won over by her charming tales and illustrations.

In 2016, Beatrix Potter fans received welcome news. A previously unpublished story, *The Tale of Kitty-in-Boots*, would be making its way to bookstore shelves that fall. An unedited manuscript for the work had been discovered by children's book editor Jo Hanks. Potter had only done one illustration for the book so Quentin Blake created the images to accompany this tale.

Selected Tales from Beatrix Potter



Enjoyed By: _____ # _____

My Skeleton

There are many things inside of me that I cannot see. Some things I can feel.

Feel my head. Feel my fingers. Feel my knees. ^{1.} They are hard. They are bones. My body has many bones. ^{2.} These bones are called a skeleton. ^{3.} My skeleton gives my body its shape and holds me up. If I had no bones, I would be like a rag doll!

Some of the bones have special jobs. ^{4.} Bones protect the soft parts inside of me. My skull protects my brain. My ribs protect my lungs and heart.

Bones can't bend. The joints in my body help me to bend, turn, and twist. There are joints where bones come together. Bones can break if they are bent too far. A doctor will take an x-ray to see where the break is. The doctor will fit the broken bone back together. A cast is put on to keep the bone from moving while it is healing.

When I am all grown up, I will have 206 bones in my skeleton.

1. How do bones feel?

They are hard.

2. What do bones make up?

They are a skeleton.

3. What does my skeleton give me?

It gives my body its shape.

4. What kind of parts does it protect?

It protects the soft parts inside.

My Skeleton

There are many things inside of me that I cannot see. Some things I can feel.

Feel my head. Feel my fingers. Feel my knees. They are hard. They are bones. My body has many bones. These bones are called a skeleton. My skeleton gives my body its shape and holds me up. If I had no bones, I would be like a rag doll!

Some of the bones have special jobs. Bones protect the soft parts inside of me. My skull protects my brain. My ribs protect my lungs and heart.

Bones can't bend. The joints in my body help me to bend, turn, and twist. There are joints where bones come together. Bones can break if they are bent too far. A doctor will take an x-ray to see where the break is. The doctor will fit the broken bone back together. A cast is put on to keep the bone from moving while it is healing.

When I am all grown up, I will have 206 bones in my skeleton.

1. How do bones feel?

2. What do bones make up?

3. What does my skeleton give me?

4. What kind of parts does it protect?

Students will use the adjectives *limpio* [leem-pyoh] (clean) and *sucio* [soo-syoh] (dirty).

Activity limpio [leem-pyoh] (clean) and sucio [soo-syoh] (dirty):

1. Show students a clean article of clothing and say

Esta limpio.

[Ehs-tah leem-pyoh]

(It's clean)

Have students repeat

Esta limpio.

2. Then show a dirty article of clothing and say

Esta sucio.

[Ehs-tah soo-syoh]

(It's dirty.)

Have students repeat

Esta sucio.

3. Then go around the house pointing at different items or articles of clothing and asking if they are limpio or sucio.

Vocabulary and Phrases

limpio [leem-pyoh] (clean)

sucio [soo-syoh] (dirty)

¿Esta limpio o sucio?

[¿Ehs-tah leem-pyoh o ehs-tah soo-syoh?]

(Is it clear or dirty?)

Esta limpio.

[Ehs-tah leem-pyoh]

(It's clean.)

or

Esta sucio.

[Ehs-tah soo-syoh]

(It's dirty.)

Optional Activity

Have the students draw themselves wearing clean pants. When they are finished. Point to the drawing and ask the question;

¿Estan limpios o sucios?

[¿Ehs-tahr leem-pyohs o soo-syohs?]

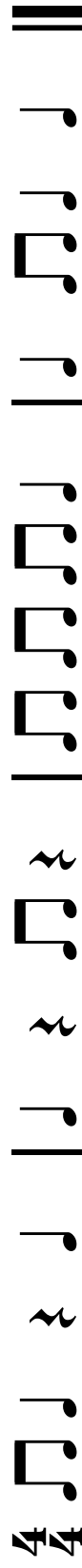
(Is it clear or dirty?)

Then have them label the drawing “*pantalones limpios*”

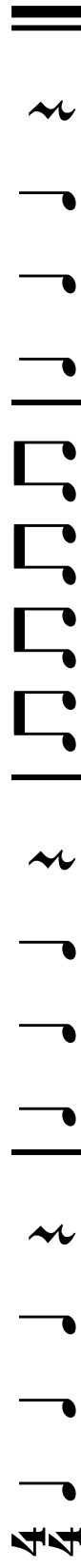
[pãṇ-ta-'lo-nēs leem-pyohs]

(clean pants)

Rhythm Patterns



Hot Cross Buns

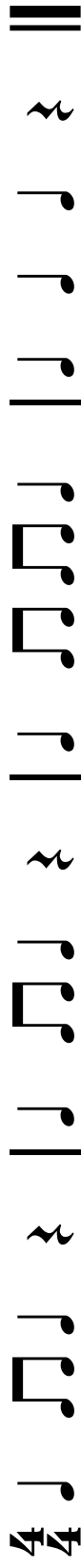


Hot cross buns

hot cross buns

1-a penny 2-a penny hot cross buns.

Pease Porridge



Pease porridge hot

Pease porridge cold

Pease porridge in the pot nine days old.

1st Grade Daily Student Instruction Sheet

TUESDAY - March 24, 2020

ELA

Spalding
(10 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review 8 phonograms previously learned.

Materials needed: Phonogram cards, Spalding paper (Monday-Tuesday), pencil, 70 Phonogram Sounds Reference Sheet (Appendix 1)

Specific Instructions (I=independent; PA=Parent Assisted):

Oral Phonogram Review (OPR):

- ☐ Parent will show one phonogram card to student.
- ☐ Student will say the sounds (in order) made by that phonogram.
Note: this is slightly different from our regular procedure. Encourage students to be flexible. If they insist that this is incorrect, have them “teach” you how we do it in class.
- ☐ If student says correct sounds/cue, parent will show the next card. If student does not say correct sounds/cue, parent says correct sounds and student repeats.
- ☐ Repeat process so that each card is reviewed orally two times.
- ☐ Phonograms to review today: **au, ng, ck, ou, er, th, igh, sh**

(PA) (4 min.)

Written Phonogram Review (WPR):

- ☐ Parent says sounds of one phonogram card (hide card so student cannot see).
- ☐ Student repeats sounds back to parent and then writes the phonogram.
*Student will use the same Spalding paper used yesterday, writing the phonograms under the Tuesday column.
- ☐ Immediately correct any errors observed.

(PA) (6 min)

:

Literature

Goal/Objective: Students will build reading comprehension

Materials needed: Beatrix Potter, “Peter Rabbit,” (p.1-16 from the digital copy, OR p.6-22 from the classics to keep)

Specific Instructions (I=independent; PA=Parent Assisted):

- ☐ **(PA) 1 min** Remind students that good readers pay close attention to the details of the story. Remind students that good readers can recall the events of the story in sequence (or order).
- ☐ **(PA) 2 min Pre-reading question:** Have you ever really wanted to do something, even though your mother or father told you not to? Did you obey your parents’ wishes?

1st Grade Daily Student Instruction Sheet

	<ul style="list-style-type: none"><input type="checkbox"/> (PA) 10 min Read aloud the first half of “Peter Rabbit” (p.1-16 from the digital copy, OR p.6-22 from the classics to keep)<input type="checkbox"/> (PA) 2 min Discussion Questions: Why does Mrs. Rabbit warn the children not to go into Mr. McGregor’s garden? What do Flopsy, Mopsy, and Cottontail do? What does Peter do? What happens after Peter squeezes under the gate? Why is the watering can not a good place for Peter to hide? <p><u>Grammar/Writing</u></p> <p>Goal/Objective: Students will review different types of nouns.</p> <p>Materials needed: Noun worksheet and a blue, green, and red crayon.</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) Review yesterday’s conversation and game of eye-spy<input type="checkbox"/> (PA) read instructions to complete the noun worksheet<input type="checkbox"/> (I) 5 min students will color in person, place or thing to correctly identify each picture on the worksheet. Save page to be graded. <p><u>Reading</u></p> <p>Goal/Objective: Student will read aloud to an adult for at least 20 minutes.</p> <p>Materials needed: “Right fit” reading book (on your student’s reading level, will be provided separately by your student’s classroom teacher)</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> Read aloud to an adult for at least 20 minutes. (PA) (I) (20 minutes)<input type="checkbox"/> Retell the story in order in your own words. (I) (3 minutes)<input type="checkbox"/> Complete reading log (PA) (5 minutes)
MATH (30 Minutes)	<p><u>Math</u></p> <p><u>Goal/Objective:</u> Students will draw simple pictures to create sets of 10 and count by 10s to identify the total number of objects, using no more 100 objects.</p> <p><u>Materials needed:</u> Making Groups of 10 Independent Practice Sheet</p> <p><u>Specific Instructions</u> (I=independent; PA=Parent Assisted):</p> <p>(PA) (5 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Parent will review example problem with student. Count by tens to count the total number of objects and compare to the written number. <p>(I) (15) minutes</p> <ul style="list-style-type: none"><input type="checkbox"/> Student will draw simple pictures to create sets of 10, using no more than 100 objects.

1st Grade Daily Student Instruction Sheet

	<ul style="list-style-type: none"> ○ Student should draw sets of 10 that represent three different numbers (i.e. 80, 30, 50) ○ Students should draw only one kind of object for each problem. (for example, use all stars for one problem, all circles for another problem) ○ Ideas for simple pictures: x, o, +, -, numbers, letters, simple shapes, tally marks. <ul style="list-style-type: none"> <input type="checkbox"/> Student will count by 10s to identify the total number of objects. <input type="checkbox"/> Student will write matching number in the space provided. <p>(PA, I) (10 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent will dictate a number that is a multiple of 10 to their student, taking care to choose a number the student did not represent in the previous activity. <input type="checkbox"/> Student will draw simple pictures to represent the dictated number in groups of 10. Student will count by tens to confirm the correct total and write the matching number in the space provided. Repeat for as many numbers as time allows.
<p>SCIENCE (20 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will learn about the muscles and how they work together to move our bodies.</p> <p>Materials needed: My Muscles teacher master for copywork, My Muscles independent practice sheet</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <p>(PA) (5 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the paragraph from “My Muscles” printout to the student. Read and discuss comprehension questions at the bottom. It’s OK if the student doesn’t remember all the details. This discussion is to help them attune to facts for the second read. <p>(PA) (15 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the text a second time to the student. Ask the student to underline the evidence supporting the answer to question 1 and write “1” with a circle around it above the first word of the underlined text (see teacher master for example). Answer question 1 in the space provided. <u>Write in complete sentences please.</u> Students may copy the teacher notes page to ensure correct spelling. Repeat these steps for the remaining questions, annotating with underlining and circled numbers for each question and writing the answers to each question in the blank provided. <input type="checkbox"/> Optional: Check the first grade blog or search online for additional web resources similar to the Scholastic online resources referenced in yesterday’s Science lesson.

1st Grade Daily Student Instruction Sheet

<p>OPTIONAL</p> <p>Art (15-20 Minutes)</p> <p>PE (10 Minutes)</p>	<p><u>Art</u> Goal/Objective: Continue to practice dividing the space of the image, marked with a grid of 4 to 6 dots--marking center of artwork as the first measurement. Corresponding dots in a grid pattern are to be drawn on drawing paper. This assists in correct proportions and placement during the drawing process. Students are looking for large shapes first; the directions of lines; darkest values; final small details.</p> <p>Materials needed:Pencil-NO ERASER 4"x 6" or 5" x 8" index card in lieu of cardstock Optional: Colored Pencils(practice coloring with light pressure-no scribbles); Extra fine sharpie marker to trace over pencil lines before coloring in. Bellwork Directions for Observations instruction sheet Image: Pieter Bruegel, <i>The Tower of Babel</i> (1563)</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA=Parent Assisted) Student observations; See, Think, Wonder process of observing artwork - "Formal Analysis"; Preparation of correct proportions of drawing paper to match proportions of image; Discussion of artwork preceding copying/drawing of artwork <input type="checkbox"/> (I=independent) Student drawing of artwork, only with parent/guardian supervision, so as to keep scholars "on task"NO fast scribbles, only careful observations and drawing as a fully engaged scholar. <p><u>PE</u> Goal/Objective:Students will be able to perform a variety of exercises to strengthen muscles and increase heart rate.</p> <p>Materials needed: Mission Possible Task Sheet</p> <p>Specific Instructions (I=independent; PA=Parent Assisted): Can be I or PA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete missions outdoors <input type="checkbox"/> After completing a task, check off the task box on the Mission Possible Task Sheet

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THE TALE OF PETER RABBIT

BY

BEATRIX POTTER

First published 1902



This edition published by
<http://www.freekidsbooks.org>

Once upon a time there were four little Rabbits,
and their names were—

Flopsy,

Mopsy,

Cotton-tail,

and Peter.

They lived with their Mother in a sand-bank,
underneath the root of a very big fir-tree.



'Now my dears,' said old Mrs. Rabbit one morning, 'you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor.'



'Now run along, and don't get into mischief. I am going out.'



Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.



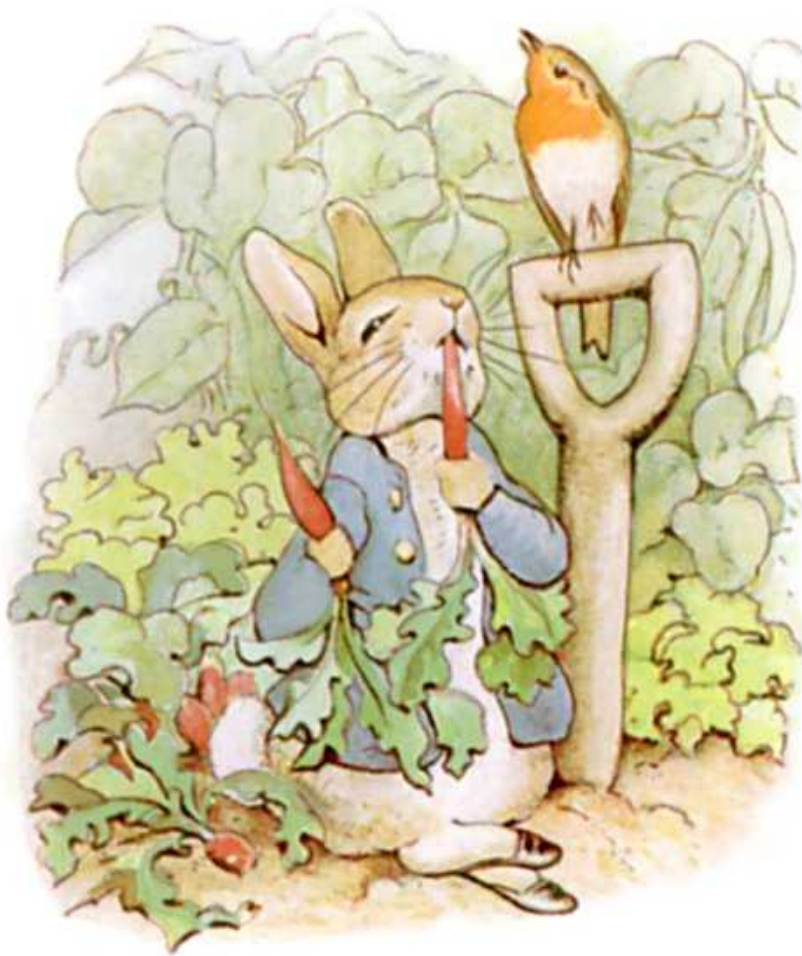
Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries;



But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate!



First he ate some lettuces and some French
beans; and then he ate some radishes;



And then, feeling rather sick, he went to look for some parsley.



But round the end of a cucumber frame, whom
should he meet but Mr. McGregor!



Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, 'Stop thief!'



Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate.



He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes.

After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.



Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself.



Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him.



And rushed into the tool-shed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.



Mr. McGregor was quite sure that Peter was somewhere in the tool-shed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each.



Presently Peter sneezed—'Kertyschoo!'

Mr. McGregor was after him in no time.

And tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.



Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can.



After a time he began to wander about, going lippity—lippity—not very fast, and looking all round.

He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath.



An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry.

Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some gold-fish, she sat very, very still, but now and then the tip of her tail



twitched as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny.



He went back towards the tool-shed, but suddenly, quite close to him, he heard the noise of a hoe—scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!

Peter got down very quietly off the wheelbarrow; and started running as fast as he could go, along a straight walk behind some black-currant bushes.



Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden.

Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds.



Peter never stopped running or looked behind him till he got home to the big fir-tree.



He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight!

I am sorry to say that Peter was not very well during the evening.



His mother put him to bed, and made some camomile tea; and she gave a dose of it to Peter!

'One table-spoonful to be taken at bed-time.'

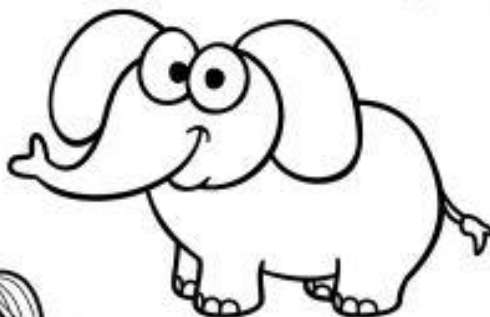
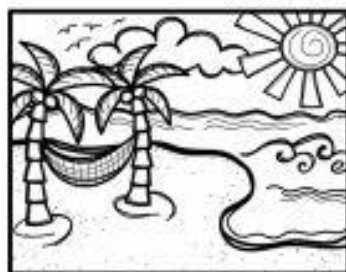
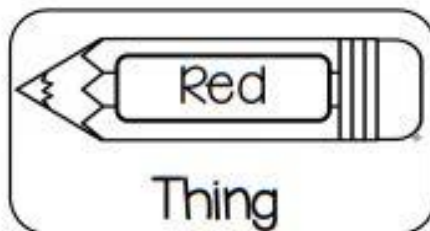
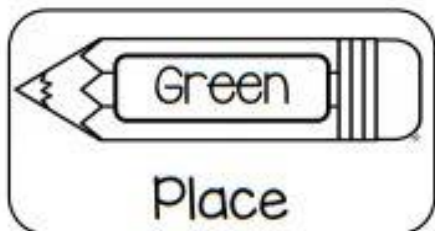
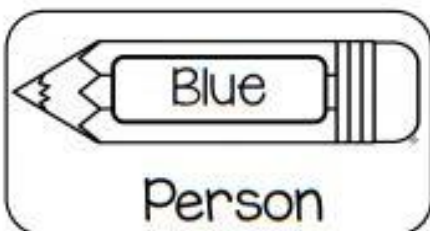


But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

Name: _____

Color the Nouns

Color the nouns using the key below.

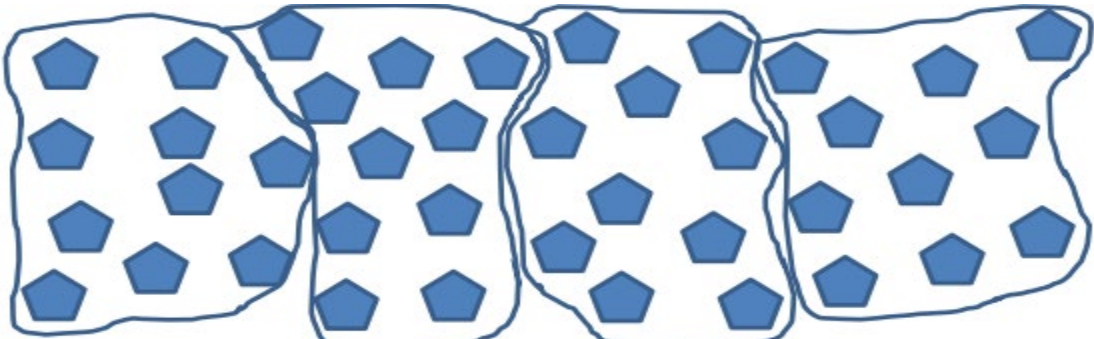


Math Distance Learning – Tuesday, March 24, 2020

Independent Practice – Making Groups of 10

Name _____ # _____ Date _____

Student will draw simple objects, circled in groups of 10. Student chooses how many objects to draw. Student will count by 10s and write the number.

<p>Draw</p> 	<p>Write the number</p> <p>40</p>
<p>Draw</p>	<p>Write the number</p>
<p>Draw</p>	<p>Write the number</p>
<p>Draw</p>	<p>Write the number</p>

Student will draw simple objects, circled in groups of 10. Parent chooses how many objects to draw. Student will count by 10s and write the number.

Draw	Write the number
Draw	Write the number

My Muscles

My skeleton cannot move. It needs help. ^{1.} Muscles are the helpers. They move my bones. I have more than 600 muscles in my body. Each muscle has a job to do. Without muscles I couldn't run, work, or play.

^{2.} Muscles move by pulling. They pull my bones. Some muscles pull my leg up. Other muscles pull my leg down. ^{3.} Muscles cannot push. Muscles help me wink, smile, bend, and kick a ball.

I can keep my muscles strong by getting healthy exercise. I need to run and play hard. ^{4.} This makes my muscles strong.

1. What moves me?

Muscles move my bones.

2. How do they move me?

Muscles move by pulling.

3. What can't muscles do?

Muscles cannot push.

4. Why should I play hard?

It makes me strong.

My Muscles

My skeleton cannot move. It needs help. Muscles are the helpers. They move my bones. I have more than 600 muscles in my body. Each muscle has a job to do. Without muscles I couldn't run, work, or play.

Muscles move by pulling. They pull my bones. Some muscles pull my leg up. Other muscles pull my leg down. Muscles cannot push. Muscles help me wink, smile, bend, and kick a ball.

I can keep my muscles strong by getting healthy exercise. I need to run and play hard. This makes my muscles strong.

1. What moves me?

2. How do they move me?

3. What can't muscles do?

4. Why should I play hard?

Hello K-3 parents,

In the coming weeks, I hope that you will be able to enjoy this special “Specials” time with your children. Despite these unusual circumstances, I love the idea that you will be doing these art observations together with your child. I look forward to hearing stories about your art making when we can all meet once again. Please photograph and save those drawings for me to see.

I hope that integrating a little art into your daily routine will be an enriching experience for both you and your child.

Listed below, are some guidelines for continuing our classroom “Bellwork” routine.

I will provide more specific guidance for you with each assignment.

The beginning of Bellwork is a **Parent Assisted Assignment** to ensure student stays “on task”.

To begin “bellwork”

SEE

- Begin by setting a timer for 1-2 minutes of uninterrupted, completely silent looking. I do this at the start of each and every class (K-3), so your student is very familiar with this. Remind your child -- ***This is silent looking time for only one minute.***
- Ask your child to sit quietly and just LOOK in order to **SEE** what is in the picture. They are **not** to voice any questions just yet. They must keep questions/comments to themselves until the one silent minute is up.
- Once they have settled in, quietly suggest that they **search** for different types of:
 - **LINE** - horizontal, vertical, diagonal, straight, curved.....
 - **SHAPE** - geometric or organic shapes made up of what kind of lines?
 - **COLOR**- warm or cool colors, primary colors, complementary colors.....
 - **VALUE**- darker and lighter areas, creating contrast, shadows and form.
 - **FORM**- What things in the picture look like you could pick them up? Forms have volume and are not flat like drawn shapes on paper.
 - **TEXTURE**- What would it feel like to touch what is in the painting/sculpture? How do you imagine something feeling if you could touch it?
 - **SPACE**- Are there shapes in the “negative space” of the image? Where can you find some shapes that are somewhat hidden? What shapes do you notice first? Are most of the shapes similar or are there many different types of shapes?
(These are the “Elements of Art”)
- ***You may quietly guide them through the image....by hinting at some of the things that you happen to be noticing as well. Ask that they not verbally respond, but just to continue looking and listening to your quiet guidance through the image; speaking to guide and not converse during this silent minute of looking. Statements could be as simple as “what shape do you see in the top right corner of this picture?”.....Do you see similar shapes anywhere else in the picture?”***
- ***You will be setting an example on how to look without judgement or formulation of a story or projecting a meaning, but to instead just look at what it is that you actually SEE in front of you.***

THINK

- **THE SILENT MINUTE IS OVER.....**
- This is the time to share with one another discoveries and observations from their silent looking time.
- The title of the work may be read and discussed as to how it relates to the image.
- Considering the ***elements of art*** mentioned above, ask your child how the artists' choices affect the artwork and why.
- If the artist made different choices, how might that create a very different work of art with different feelings/meaning/message?
- How do the elements of art work together to guide your eye through the work?
- What do you **THINK** the artist wants you to notice first? What are some of the smallest details that are more difficult to notice right away?

WONDER

- All of those questions that you and your child may have about the artwork--Now is the time to research and compare your own discoveries and ideas about the work with the others.
- What was the artists' intent in the work of art? Why did he/she make this work of art? Who is the artwork made for?
- Along with the weekly images of artwork, I will provide some additional links for further research -- videos and readings for you and your child to learn more about the artist and his/her artwork together.

(Independent Work)

CREATE - Specific Instructions given along with the image document.

After looking at and discussing artwork, allow a minimum of 15 minutes of drawing time; copy the image as accurately as possible; with as much detail as possible.

I will provide more specific instructions with each image.

Materials needed will be very basic:

- Index cards (draw on the blank backside) The larger, 4" x 6" size, if possible.
- Pencils, Black ball point pens
- Extra fine black Sharpie (for 2nd, 3rd)
- No erasers please. I emphasize drawing lightly and then cover up "mistakes" with other lines and shading.
- Materials to gather for the coming weeks:
 - Pan watercolors
 - Sidewalk Chalk
 - Q-tips (to rub graphite and chalk into paper)

Daily Bellwork Image #1-Tuesday

Directions for daily bellwork Observations (**Parent Assisted**) and Drawing (**Independent Work**):

1. Display the image below on a computer or print it out in color.

- You may also do a web search for the image (**Pieter Bruegel-*The Tower of Babel (1563)***) and print out these directions separately.

2. To assist in drawing the image in proportion to the original artwork:

- Cut down a large index card to approximately the same rectangular shape as the painting.
- Ask your scholar to find the center of the image by measuring from corners with fingers-they have been shown how to do this in class many times.
- Put a dot in the very center of the image using an Expo marker, directly on the computer monitor or print out and mark the center (You could also use the computer drawing tool to “mark up” the center of the image on the screen).
Normally, I'd “mark up” the image projected onto the whiteboard.
- After they mark the center of the image, then mark the center of the blank PAPER INDEX CARD.
- Ask your scholar to continue to divide up the space between the center dot to the top edge.....and mark with a dot; From the center dot to the bottom edge of paper....and mark with a dot. Continue dividing the space to the right and left of the center dot.
- Ask your student to notice what lines and shapes are near the dots they have just made. **All dots on the image should correspond to a dot on their blank paper.**
- This method will help them to **fill their page** with the image in the correct proportions.

3. Continue drawing as many details with pencil only. **NO ERASER**

- Please do not allow your scholar to use an eraser. This drawing exercise is all about process and practice.
- Students are practicing to develop the ability to adjust the amount of pressure necessary to the paper; Students are practicing working in a relaxed manner; a calm attitude free from stress. I don't want them to spend their entire drawing time erasing.....
- Remind students that they may cover up any mistakes with darker values later as they continue to work on their drawing.
 - Begin coloring in, with a pencil, the darkest areas. Remember to squint your eyes to find the **shapes** of the darkest areas....the darkest **values**.
 - **Draw any people last.....No stick figures. What are the shapes?? Ovals,rectangles, triangles?**

Scholarly Article for further independent study: (optional)

<https://jhna.org/articles/come-let-us-make-a-city-and-a-tower-pieter-bruegel-the-elder-tower-of-babel-creation-harmonious-community-antwerp/>

Khan Academy Video Link: *(optional)*

<https://www.khanacademy.org/humanities/renaissance-reformation/northern/antwerp-bruges/v/pieter-bruegel-the-elder-the-tower-of-babel-1563>

Pieter Bruegel
The Tower of Babel (1563)



Mission Possible - Task Sheet

Complete	Missions
	Do 8 sit-ups in each corner of the room.
	Skip one lap around the room.
	Do 12 jumping jacks.
	Touch all 4 walls of the room.
	Hop on one foot from one end of the room to the other.
	Do 15 pretend basketball shots. Nothing but net!
	Crab walk and touch 3 chairs
	Jog on the spot and sing "Row, Row, Row Your Boat".
	Pretend to jump rope for 1 minute.
	Do a wall push-up on each wall in the room.
	Do any dance move for 30 seconds.
	Complete 20 bunny hops.
	Grapevine or shuffle across the room and back 2 times.

Complete these tasks alone or do missions together as a team.

Complete the missions in any order.

When you are done with the missions, do a star jump and yell "Mission Accomplished!"

1st Grade Daily Student Instruction Sheet

WEDNESDAY - March 25, 2020

ELA

Spalding
(10 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will syllabicate, spell, write, and mark Spalding review words.

Materials needed: Spalding paper (Wednesday - Friday), pencil, Spalding markings resource (Appendix 1), Spalding rules resource (Appendix 1)

☐ Dictate the 5 words (one at a time) to your child. For each word,

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Determines the base words (and prefix/suffix, if applicable) Shows syllables with fists and sounds with fingers Writes the word in syllables while saying it aloud Writes the markings and the rules that apply 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on the next word

- ☐ Remind students to use their phonogram knowledge and spelling rules.
- ☐ Remind students to practice proper letter formation and to use their best handwriting.
- ☐ Students will write today's words under the Wednesday column.

Word	Example sentence	Rules / Notes
<u>block</u> r. 25	We live on the same block.	(r. 25) We may use <u>ck</u> at the end of a base word to make the /k/ sound if <u>ck</u> follows a single vowel making its first sound.
<u>bring</u>	Bring me a new book.	When spelling, the "i" is pronounced with the short sound as in "it." The short i sound is distorted when followed by <u>ng</u> .
<u>glass</u> r. 17	The glass broke.	(r. 17) Often, double "s" at the end of a base word if "s" follows a single vowel.
³ <u>your</u>	Your paper is torn.	"My base word is 'you.' My ending is 'r.' I must write 'you' and add my ending 'r' to make the word 'your.'"
<u>gone</u> s	They have been gone an hour.	Job 5 of silent final e.

(PA) (10 min)

1st Grade Daily Student Instruction Sheet

Literature

Goal/Objective: Students will build reading comprehension and understand the author's purpose

Materials needed: Please refer to Tuesday's copy of "Peter Rabbit," (p.17-27 from the digital copy, OR p.23 to the end from the classics to keep)

Specific Instructions (I=Independent; PA=Parent Assisted):

- ☐ **(PA)** Remind students that good readers pay close attention to the details of the story. After they read, can tell the sequence (or order) of events.
- ☐ **(PA) 5 min Pre-reading questions:** What do you remember from our story yesterday? What is the setting of our story? What are the main characters? What is the problem in this story?
- ☐ **(PA) 10 min** Read aloud the second half of "Peter Rabbit" (p.17-27 from the digital copy, OR p.23 to the end from the classics to keep)
- ☐ **(PA) 5 min Discussion Questions:** What happens to Peter's shoes? His jacket? What does Mr. McGregor do with Peter's coat? What happens when Peter returned home? What do you think is the lesson of the story?

Grammar/Writing

Goal/Objective: Students will review the difference between common and proper nouns.

Materials needed: Common and Proper Nouns independent practice sheet

Specific Instructions (I=Independent; PA=Parent Assisted):

- ☐ **(PA)** Remind students we use capital letters at the beginning of a sentence and when we have a proper noun.
 - ☐ Ask student to identify the difference between the noun man, and Mr. Brogan.
 - ☐ Ask the student to identify the difference between H.E.B. and a store.
- ☐ **(PA)** Common nouns refer to a large group or population, while proper nouns refer to a specific person or business.
- ☐ Complete Common and Proper Nouns independent practice sheet.
 - ☐ **(PA)** Read all nouns on the worksheet once.
 - ☐ **(I)** Write a P for proper and a C for common next to each word.
 - ☐ **(PA)** Review and check for understanding.

Reading

Goal/Objective: Student will read aloud to an adult for at least 20 minutes.

1st Grade Daily Student Instruction Sheet

	<p>Materials needed: “Right fit” reading book (on your student’s reading level, will be provided separately by your student’s classroom teacher)</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read aloud to an adult for at least 20 minutes. (PA) (I) (20 minutes) <input type="checkbox"/> Retell the story in order in your own words. (I) (3 minutes) <input type="checkbox"/> Complete reading log (PA) (5 minutes)
<p>MATH (30 Minutes)</p>	<p><u>Math</u></p> <p><u>Goal/Objective:</u> Students will use objects to represent numbers within 100 in sets of 10s and ones.</p> <p><u>Materials needed:</u> Any small objects (objects don’t have to match). For example, any small crafting objects such as sequins or beads, small toys, small household items, small objects from outside (such as leaves, acorns, rocks), or small dry goods (such as cereal, beans, pasta). Optional materials: Sidewalk chalk, paper, pencil</p> <p><u>Specific Instructions</u> (I=independent; PA=Parent Assisted):</p> <p>(PA) (5 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain to student that they will be making groups of 10s and 1s using objects. Parent will demonstrate by making two groups of ten and one group of 4. Count by tens first and then by ones to count objects. <p>(I) (15) minutes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student makes their own groups of 10s and 1s. Student will count by 10s and then by 1s to identify the total number of objects, keeping the total to 100 or less. Student should make and count at least three different numbers (i.e. 42, 68, 31). <p>(PA, I) (10 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent will dictate a number within 100 to their student, taking care to choose a number the student did not represent in the previous activity. Student will use objects to represent the dictated number, making groups of 10s and a group of 1s. Student will count first by tens and then by ones to confirm the correct total. Repeat for as many numbers as time allows.
<p>SCIENCE (20 Minutes)</p>	<p><u>Science</u></p> <p><u>Goal/Objective:</u> Students will learn about the heart, where it is located and how it moves blood through the body.</p>

1st Grade Daily Student Instruction Sheet

	<p>Materials needed: My Heart teacher master for copywork, My Heart independent practice sheet</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <p>(PA) (5 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the paragraph from “My Heart” printout to the student. Read and discuss comprehension questions at the bottom. It’s OK if the student doesn’t remember all the details. This discussion is to help them attune to facts for the second read. <p>(PA) (15 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the text a second time to the student. Ask the student to underline the evidence supporting the answer to question 1 and write “1” with a circle around it above the first word of the underlined text (see teacher master for example). Answer question 1 in the space provided. <u>Write in complete sentences please.</u> Students may copy the teacher notes page to ensure correct spelling. Repeat these steps for the remaining questions, annotating with underlining and circled numbers for each question and writing the answers to each question in the blank provided. <input type="checkbox"/> Optional: Check the first grade blog or search online for additional web resources similar to the Scholastic online resources referenced in yesterday’s Science lesson.
<p>OPTIONAL</p> <p>Spanish (10 Minutes)</p> <p>Music (10-15 Minutes)</p>	<p><u>Spanish</u> Goal/Objective: Students will use the adjectives limpio (clean) and sucio (dirty) to describe something.</p> <p>Materials needed: Items or articles of clothing, paper, pencil and crayons, Vocabulary and Phrases instruction sheet</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show students a clean article of clothing and say, Esta limpio. <input type="checkbox"/> Have students repeat, Esta limpio. <input type="checkbox"/> Then show a dirty article of clothing and say, Esta sucio. <input type="checkbox"/> Have students repeat, Esta sucio. <input type="checkbox"/> Then go around the house pointing at different items or articles of clothing and asking if they are limpio or sucio.

1st Grade Daily Student Instruction Sheet

☐ Optional Activity

Have the students draw themselves wearing pants. When they are finished, tell students they are going to make this pair of pants all dirty. Point to the drawing and ask the question; ¿Estan limpios o sucios? Then have them label the drawing “pantalones sucios.”

Music

Goal/Objective: Review **Quarter Rest**

Materials needed: rhythm patterns/sheet music example

Specific Instructions (I=independent; PA=Parent Assisted):

- ☐ “A beat with no sound is called a _____.” (**Rest**)
- ☐ Have your student read the included rhythm examples and clap the rhythm. Remind them to say the **rhythm syllables**, show the rest with their hands and stay silent on the rest.
- ☐ After performing the rhythm examples, ask your student to **sing** “Hot Cross Buns” on rhythm syllables **and clap** the rhythm. You can also ask your student to **sing** “Pease Porridge Hot” on rhythm syllables **and clap** the rhythm.

Spalding – Distance Learning Week 1: March 23-27

Name _____ # _____ Date _____

Wednesday

Thursday

Friday

Common and Proper Nouns

Write C in the blank next to the common nouns.

_____ mother

Write P in the blank next to the proper nouns.

_____ shoes

Example:

_____ Samuel

 C friend

_____ Texas

 P Jane Smith

_____ teacher

_____ car

_____ Ms. Widdowson

_____ Target

_____ father

_____ Issun Boshi

_____ Great Hearts

_____ city

_____ Nike

_____ Mrs. Northway

_____ Headmaster Keffer

_____ cat

_____ San Antonio

_____ policeman

_____ park

_____ Jane Banks

_____ Sea World

_____ store

_____ mailman

03-25-20

My Heart

Blood flows all through my body. What makes it move? ^{1.} My heart! My heart is made of muscle. It is a very strong pump. My blood moves because it is being pushed by my heart. ①

Every part of my body needs food and oxygen. These two things are carried around my body by blood. The beating of my heart makes the blood flow. ^{2.}

My heart is the size of my fist. ^{3.} It has four "rooms". It has two pumps. No one can live without a heart. My heart pumps blood through pipes called blood vessels. ②

There are two kinds of blood vessels. ^{4.} Arteries take fresh blood away from my heart. Veins take used blood back to my heart. ③

1. What moves my blood?

My heart is a very strong pump.

2. How big is my heart?

My heart is the size of my fist.

3. How many "rooms" does it have?

It has four rooms.

4. What is the job of blood vessels?

Arteries take fresh blood away

and veins take used blood back.

My Heart

Blood flows all through my body. What makes it move? My heart! My heart is made of muscle. It is a very strong pump. My blood moves because it is being pushed by my heart.

Every part of my body needs food and oxygen. These two things are carried around my body by blood. The beating of my heart makes the blood flow.

My heart is the size of my fist. It has four "rooms". It has two pumps. No one can live without a heart. My heart pumps blood through pipes called blood vessels.

There are two kinds of blood vessels. Arteries take fresh blood away from my heart. Veins take used blood back to my heart.

1. What moves my blood?

2. How big is my heart?

3. How many "rooms" does it have?

4. What is the job of the blood vessels?

Students will use the adjectives *limpio* [leem-pyoh] (clean) and *sucio* [soo-syoh] (dirty).

Activity limpio [leem-pyoh] (clean) and sucio [soo-syoh] (dirty):

1. Show students a clean article of clothing and say

Esta limpio.

[Ehs-tah leem-pyoh]

(It's clean)

Have students repeat

Esta limpio.

2. Then show a dirty article of clothing and say

Esta sucio.

[Ehs-tah soo-syoh]

(It's dirty.)

Have students repeat

Esta sucio.

3. Then go around the house pointing at different items or articles of clothing and asking if they are limpio or sucio.

Vocabulary and Phrases

limpio [leem-pyoh] (clean)

sucio [soo-syoh] (dirty)

¿Esta limpio o sucio?

[¿Ehs-tah leem-pyoh o ehs-tah soo-syoh?]

(Is it clear or dirty?)

Esta limpio.

[Ehs-tah leem-pyoh]

(It's clean.)

or

Esta sucio.

[Ehs-tah soo-syoh]

(It's dirty.)

Optional Activity

Have the students draw themselves wearing pants. When they are finished, tell students they are going to make this pair of pants all dirty. Point to the drawing and ask the question;

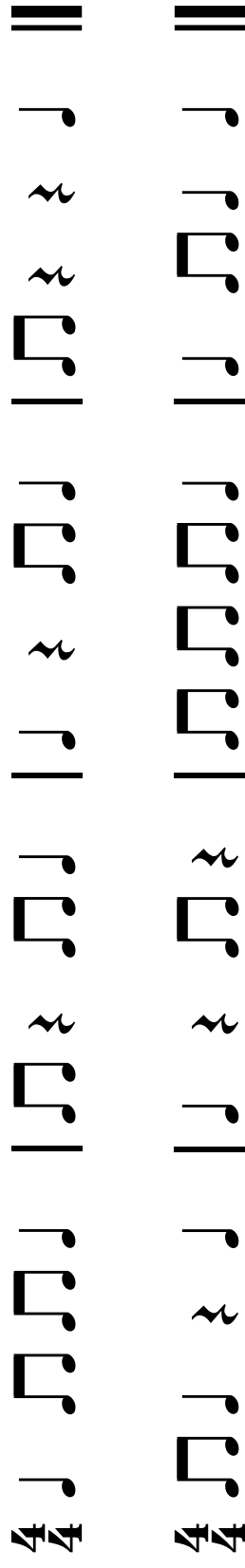
¿Estan limpios o sucios?

[¿Ehs-tahr leem-pyohs o soo-syohs?]

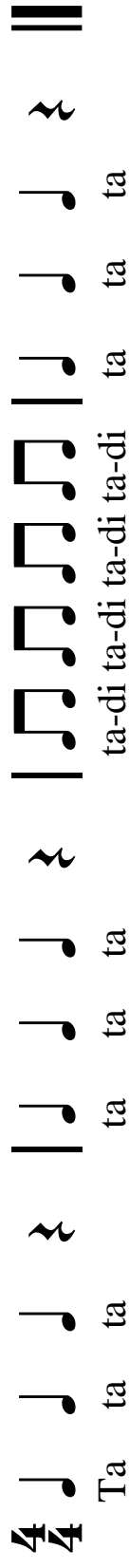
(Is it clean or dirty?)

Then have them label the drawing “*pantalones sucios*”

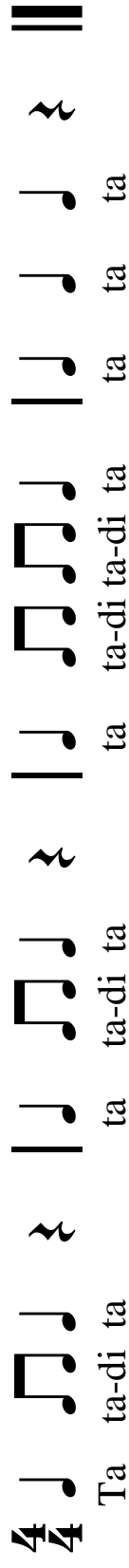
Rhythm Patterns



Hot Cross Buns



Pease Porridge



1st Grade Daily Student Instruction Sheet

THURSDAY - March 26, 2020

ELA

Spalding
(10 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will syllabicate, spell, write, and mark Spalding review words.

Materials needed: Spalding paper (Wednesday - Friday), pencil, spelling word list, Spalding markings resource (Appendix 1), Spalding rules resource (Appendix 1)

- ☐ Dictate the 5 words (one at a time) to your child. For each word,

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Determines the base words (and prefix/suffix, if applicable) Shows syllables with fists and sounds with fingers Writes the word in syllables while saying it aloud Writes the markings and the rules that apply 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on the next word

- ☐ Remind students to use their phonogram knowledge and spelling rules.
☐ Remind students to practice proper letter formation and to use their best handwriting.
☐ Students will write today's words under the Thursday column.

Word	Example sentence	Rules / Notes
² <u>blow</u>	Blow out the candle.	
<u>a</u> ² bo <u>ve</u> r. 4	The fan is above my head.	(r. 4) "a" may say /ay/ at the end of a syllable. Job 2 of silent final e: English words don't end in "v."
² <u>cau</u> <u>ses</u>	The cause of the accident was slippery streets.	Job 5 of silent final e.
² <u>be</u> <u>cau</u> <u>ses</u> r. 4	The accident happened because the streets were slippery.	"My base word is 'be.' My base word is 'cause.' I must write 'be' and add my base word 'cause' to make the compound word 'because.'" Job 5 of silent final e.
<u>blue</u> ²	His shirt is blue.	Job 2 of silent final e: English words don't end in "u."

1st Grade Daily Student Instruction Sheet

	<p>(PA) (10 min)</p> <p><u>Literature</u> Goal/Objective: Students will practice story sequencing, using the words first, next, then and finally.</p> <p>Materials needed: The Tale of Peter Rabbit story sequence chart - Teacher master (see sentences at the bottom) The Tale of Peter Rabbit story sequence chart - Independent Practice sheet</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) 3 min Have students retell the story of “Peter Rabbit” <input type="checkbox"/> (PA) 7 min Guide them as they draw a picture for what happened for each box, first, next, then and finally. Remind students to use their best handwriting, with correct letter formation. <input type="checkbox"/> (PA) 5 min Remind student of the moral or lesson of the story from yesterday and use the teacher copy (TN) to use to complete the copy work on the bottom writing lines. <p><u>Grammar/Writing</u> Goal/Objective: Students will continue review of proper and common nouns.</p> <p>Materials needed: Common and Proper nouns worksheet, crayons and pencil</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Review the concept of proper and common nouns with your student (refer to Grammar/Writing section of Wednesday’s Student Instruction Sheet, if needed) <input type="checkbox"/> (PA) Guide student as they brainstorm a matching Proper noun for each given common noun listed on the worksheet. <p><u>Reading</u> Goal/Objective: Student will read aloud to an adult for at least 20 minutes.</p> <p>Materials needed: “Right fit” reading book (on your student’s reading level, will be provided separately by your student’s classroom teacher)</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read aloud to an adult for at least 20 minutes. (PA) (I) (20 minutes) <input type="checkbox"/> Retell the story in order in your own words. (I) (3 minutes) <input type="checkbox"/> Complete reading log (PA) (5 minutes)
MATH	<u>Math</u>

1st Grade Daily Student Instruction Sheet

<p>(30 Minutes)</p>	<p><u>Goal/Objective</u>: Students will draw simple pictures to create sets of 10s and 1s. Students will count by 10s and then by 1s to identify the total number of objects, using no more 100 objects.</p> <p><u>Materials needed</u>: Making Groups of 10s and 1s Independent Practice Sheet</p> <p><u>Specific Instructions</u> (I=independent; PA=Parent Assisted):</p> <p>(PA) (5 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent will review example problem with student. Count first by tens and then by 1s to count the total number of objects and compare to the written number. <p>(I) (15 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student will draw simple pictures to create sets of 10 and one set of 1s, using no more than 100 objects. <ul style="list-style-type: none"> o Student should draw three different numbers (i.e. 82, 39, 51) o Students should draw only one kind of object for each problem. (for example, use all stars for one problem, all circles for another problem) o Ideas for simple pictures: x, o, +, -, numbers, letters, simple shapes, tally marks. <input type="checkbox"/> Student will count first by 10s and then by 1s to identify the total number of objects. <input type="checkbox"/> Student will write matching number in the space provided. <p>(PA, I) (10 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent will dictate a number within 100 to their student, taking care to choose a number the student did not represent in the previous activity. <input type="checkbox"/> Student will draw simple pictures to represent the dictated number in groups of 10 and one group of 1s. Student will count first by tens and then by 1s to confirm the correct total and write the matching number in the space provided. Repeat for as many numbers as time allows.
<p>HISTORY (20 Minutes)</p>	<p><u>History</u></p> <p><u>Goal/Objective</u>: Students will learn about Sam Houston and the important role he played in Texas history.</p> <p><u>Materials needed</u>: Sam Houston informational text, Texas Fun Facts Sam Houston copy work teacher master, Texas Fun Facts Sam Houston independent practice sheet</p> <p><u>Specific Instructions</u> (I=independent; PA=Parent Assisted):</p> <p>(PA) (5 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask your student what they remember about all we've learned about the state of Texas.

1st Grade Daily Student Instruction Sheet

	<p>It's been a while since our last lesson so please don't be concerned if they don't remember many (or any) details. You may want to get them started with a few questions to jog their memory:</p> <ol style="list-style-type: none"> 1. Do you remember what the colors of our state flag represent? (red – bravery, white – purity, blue – loyalty) 2. Do you remember the habitats we find in Texas? (forest, wetlands, plains, desert) 3. Do you remember the six flags that have flown over the state of Texas? (Spain, France, Mexico, Republic of Texas, Confederacy, USA) 4. Do you remember the state symbols we discussed? (state tree – pecan, state bird – mockingbird, state flower – bluebonnet, state large animal – longhorn, state small animal – armadillo, state insect – monarch butterfly, state motto - friendship) <p>(PA) (2 min)</p> <ul style="list-style-type: none"> ❑ Read the informational text on Sam Houston <p>(PA) (3 min)</p> <ul style="list-style-type: none"> ❑ Ask students to retell 2 to 3 things they learned about Sam Houston from the article read aloud to them. Then have students read (with parent help) the Fun Facts about Texas - Sam Houston copy work page (master copy provided) <p>(I) (10 min.)</p> <ul style="list-style-type: none"> ❑ Have students write notes about Sam Houston on the blank Fun Texas Facts page by completing copy work. Students will copy the notes exactly as written on the Sam Houston copy work master. Remind your student to take their time to show their very best work, remembering to begin all sentences with a capital letter, finger space between each word and an end mark at the end of each sentence. Once your student has completed the copy work, ask them to read their notes to you.
<p>OPTIONAL</p> <p>Art (15-20 Minutes)</p> <p>PE (10 Minutes)</p>	<p>Art Goal/Objective: Continue to practice dividing the space of the image, marked with a grid of 4 to 6 dots--marking center of artwork as the first measurement. Corresponding dots in a grid pattern are to be drawn on drawing paper. This assists in correct proportions and placement during the drawing process. Students are looking for large shapes first; the directions of lines; darkest values; final small details.</p> <p>Materials needed:Pencil-NO ERASER 4"x 6" or 5" x 8" index card in lieu of cardstock</p>

1st Grade Daily Student Instruction Sheet

Optional: Colored Pencils(practice coloring with light pressure-no scribbles);
Extra fine sharpie marker to trace over pencil lines before coloring in.
Bellwork Directions for Observations instruction sheet
Image: Pieter BruegelLandscape with the Fall of Icarus (1558)

Specific Instructions (I=independent; PA=Parent Assisted):

- ☐ (PA=Parent Assisted) Student observations; See, Think, Wonder process of observing artwork - “Formal Analysis”; Preparation of correct proportions of drawing paper to match proportions of image; Discussion of artwork preceding copying/drawing of artwork
- ☐ (I=independent) Student drawing of artwork, only with parent/guardian supervision, so as to keep scholars “on task”....NO fast scribbles, only careful observations and drawing as a fully engaged scholar.

PE

Goal/Objective:Students will be able to perform a variety of exercises to strengthen muscles and increase heart rate.

Goal/Objective:Students will be able to perform a variety of exercises to strengthen muscles and increase heart rate.

Materials needed: Mission 2 Possible Task Sheet

Specific Instructions (I=independent; PA=Parent Assisted): Can be I or PA

- ☐ Complete missions outdoors
- ☐ After completing a task, check off the task box on the Mission Possible Task Sheet



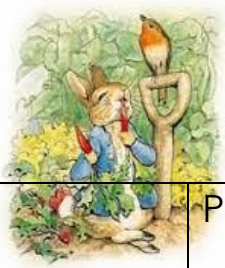
The Tale of Peter RabbitSAMPLE

Story Sequence Chart

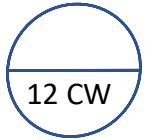
First ...	
Next ...	
Then ...	
Finally ...	

The moral of this story is ...

Listen carefully to your parents,
being obedient means to do as
they say.



The Tale of Peter Rabbit



Story Sequence Chart

Pictures	
First ...	
Next ...	
Then ...	
Finally ...	

The lesson of this story is ...

Name: _____

Common and Proper Nouns

Write a proper noun for each common noun.
Remember to use a capital letter.

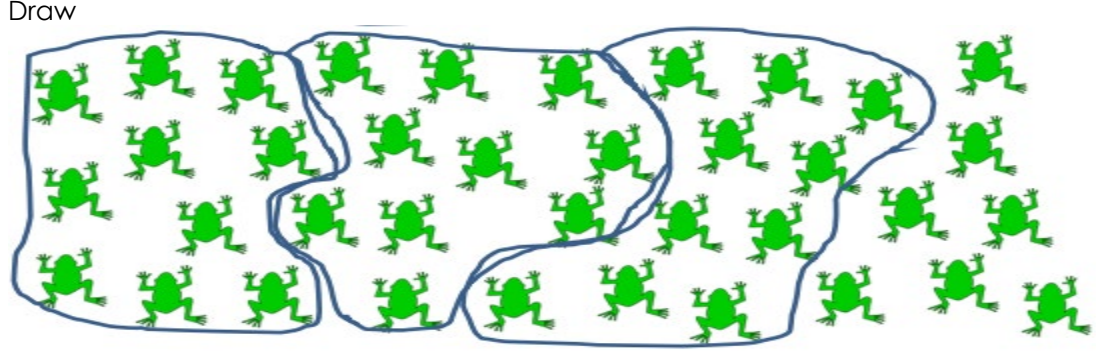
Common Noun	Proper Noun
car	Jeep
school	
movie	
restaurant	
park	
book	
teacher	
girl	
boy	
store	



Math Distance Learning – Thursday, March 26, 2020
Independent Practice – Making Groups of 10s and 1s

Name _____ # _____ Date _____

Student will draw simple objects and circle groups of 10. Student chooses how many objects to draw. Student will count by 10s and 1s and write the number.

Draw		Write the number 37
Draw		Write the number
Draw		Write the number
Draw		Write the number

Student will draw simple objects and circle groups of 10. Parent chooses how many objects to draw. Student will count by 10s and 1s and write the number.

Draw	Write the number
Draw	Write the number
Draw	Write the number

Sam Houston



Sam Houston played an important role in Texas history. He was born in Virginia, on March 2, 1793. Sam Houston moved from Virginia to Tennessee. As a young child, he spent much time and enjoyed with young Native Americans that belonged to the Cherokee tribe.

Sam Houston fought in the second war with England and was wounded three times at the Battle of Horseshoe Bend. He was ranked at a first lieutenant and then resigned in 1818 to study law.

When Sam Houston moved to Texas he was elected delegate from Nacogdoches to the Convention of 1833. This convention met at San Felipe. He became an important figure in Texas during this time. He became a member of the Consultation of 1835, and a member of

the Convention that joined together at Washington on the Brazos in 1836, to declare independence from Mexico. It was at this convention he was elected commander-in-chief of the Texas armies.

Houston was now in control of the Texas forces after the fall of the Alamo. It was then that he retreated his armies to the historic site of the Battle of San Jacinto. Sam Houston and his forces defeated Santa Anna on April 21, 1836.

Sam Houston was elected the first President of the Republic of Texas. He held this position for two terms. After Texas became a state, Houston was elected as a Senator from Texas to the United States Congress.

Next, Sam Houston was elected governor of Texas. Sam Houston did not want Texas to secede from The United States. His opinion was the minority, and this led him to be removed from office in 1861.

Houston retired to his home in Huntsville. Sam Houston played a major role in Texas history. It was in Huntsville that he died in July 1863. He is also buried in Huntsville.

Fun Facts I learned about Texas

Texas Pledge:

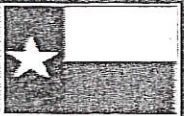
"Honor the Texas flag; I pledge allegiance to thee,
Texas, one state under God, one and indivisible."



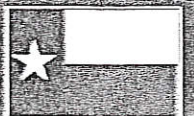
Fun Facts about Texas

Sam Houston

He defeated Mexico at the
Battle of San Jacinto. He
was the first president of
the Republic of Texas.



Fun Texas Facts



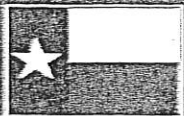
Fun Facts I learned about Texas

Texas Pledge:

"Honor the Texas flag; I pledge allegiance to thee,
Texas, one state under God, one and indivisible."



Fun Facts about Texas



Fun Texas Facts



Daily Bellwork Image #2 - Thursday

Directions for daily Bellwork Observations and Drawing:

1. Display the image below on a computer or print it out in color.

- You may also do a web search for the image (**Pieter Bruegel-*Landscape with the Fall of Icarus (1558)***) and print out the following directions separately.

2. To assist in drawing the image in proportion to the original artwork:

- Cut down a large index card (4" x 6" or 5" x 8") to approximately the same rectangular shape as the painting.
- Ask your scholar to find the center of the image by measuring from corners with fingers -- they have been shown how to do this in class many times.
- Put a dot in the very center of the image using an Expo marker, directly on the computer monitor or print out and mark the center (You could also use the computer drawing tool to "mark up" the center of the image on the screen). *Normally, I'd "mark up" the image projected onto the whiteboard.*
- After they mark the center of the image, then mark the center of the blank PAPER INDEX CARD.
- Ask your scholar to continue to divide up the space between the center dot to the top edge.....and mark with a dot; From the center dot to the bottom edge of paper....and mark with a dot. Continue dividing the space to the right and left of the center dot.
- Ask your student to notice what lines and shapes are near the dots they have just made. **All dots on the image should correspond to a dot on their blank paper.**
- This method will help them to **fill their page** with the image in the correct proportions.

3. Continue drawing as many details with pencil only. **NO ERASER**

- **AS YOUR SCHOLAR IS DRAWING, YOU MAY DISCUSS THE STORY OF ICARUS:**
 - <https://www.dltk-kids.com/world/greece/m-story-icarus.htm>

- **Scholarly Article for further independent study: (optional)**
 - <https://www.bl.uk/collection-items/landscape-with-the-fall-of-icarus#>
- **Museum Video Link: (optional)**
 - <https://artsandculture.google.com/exhibit/landscape-with-the-fall-of-icarus-%C2%A0-royal-museums-of-fine-arts-of-belgium/MglyXpmuNdcLJg?hl=en>

Pieter Bruegel
Landscape with the Fall of Icarus (1558)



Mission 2 Possible - Task Sheet

For Mission 2 try to accomplish these tasks outside. Good luck and have Fun!

Complete	Missions
	Do 5 skier jumps in each corner of your yard
	Gallop one lap around your yard.
	Do 12 high knees.
	Do 10 arm circles forward.
	Jump using both feet from one side of your yard to the other.
	Do 8 pretend baseball pitches
	Walk a lap around your yard
	Jog a lap around your yard
	Pretend to jump rope for 1 minute.
	Stretch and touch your toes.
	Do any dance move for 30 seconds.
	Complete 10 frog jumps
	Grapevine or shuffle across your yard and back 2 times.

*Complete these tasks alone or do missions together as a team.

*Complete the missions in any order.

*When you are done with the missions, do a frog jump and yell "Mission Accomplished!"

1st Grade Daily Student Instruction Sheet

FRIDAY - March 27, 2020

ELA

Spalding
(10 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will syllabicate, spell, write, and mark Spalding review words.

Materials needed: Spalding paper (Wednesday - Friday), pencil, spelling word list, Spalding markings resource (Appendix 1), Spalding rules resource (Appendix 1)

☐ Dictate the 5 words (one at a time) to your child. For each word,

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Determines the base words (and prefix/suffix, if applicable) Shows syllables with fists and sounds with fingers Writes the word in syllables while saying it aloud Writes the markings and the rules that apply 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on the next word

- ☐ Remind students to use their phonogram knowledge and spelling rules.
- ☐ Remind students to practice proper letter formation and to use their best handwriting.
- ☐ Students will write today's words under the Friday column.

1st Grade Daily Student Instruction Sheet

Word	Example sentence	Rules / Notes
<u>a</u> n y r. 6	Do you have any pets?	For finger-spelling, the “y” in this word is pronounced as a short “i.” (r. 6) We use the phonogram “y” at the end of a word because English words don’t end in “i.”
ma <u>n</u> y r. 6	I have many pets.	For finger-spelling, the “y” in this word is pronounced as a short “i.” (r. 6) We use the phonogram “y” at the end of a word because English words don’t end in “i.”
² broth <u>er</u>	My brother is a Griffin.	
be <u>l</u> ong r. 4	Do you belong to a club?	(r. 4) “e” may say /ee/ at the end of a syllable.
¹ <u>wh</u> er <u>e</u> s	Where is my shoe?	Mark “e” with a 1 on top to indicate that the “e” is making its first sound (not <u>er</u>). Job 5 of silent final e.

(PA) (10 min)

Literature & Grammar/Writing

Goal/Objective: Students will familiarize themselves with how to write a letter, and will understand the moral of the story “Peter Rabbit” as they write an apology letter to Mr. McGregor.

Materials needed: Apology letter teacher master, Apology letter independent practice sheet.

Specific Instructions (I=independent; PA=Parent Assisted):

- ☐ **(PA) 5min** Start by explaining that letters usually contain three things. The date the letter is written, the name of the person it is written too, and a signature line at the end. Explain that today we are writing a letter to Mr. McGregor as if we are Peter to say we are sorry for the trouble we caused in his garden. Talk through what you would say or apologize for and how you would feel if you were Mr. McGregor.
- ☐ **(PA) 10min** Students will then use the teacher copy **(TN)** of the letter to complete their own letter.

Reading

Goal/Objective: Student will read aloud to an adult for at least 20 minutes.

Materials needed: “Right fit” reading book (on your student’s reading level, will be provided separately by your student’s classroom teacher)

1st Grade Daily Student Instruction Sheet

	<p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> Read aloud to an adult for at least 20 minutes. (PA) (I) (20 minutes)<input type="checkbox"/> Retell the story in order in your own words. (I) (3 minutes)<input type="checkbox"/> Complete reading log (PA) (5 minutes)
MATH (30 Minutes)	<p><u>Math</u></p> <p><u>Goal/Objective:</u> Students will circle sets of 10, count by 10s and 1s, and write numbers. Students will draw and write 10 more, 10 less, 1 more, and 1 less than a given number.</p> <p><u>Materials needed:</u> Making Groups of 10s and 1s, 10 more/less, 1 more/less Independent Practice Sheet</p> <p><u>Specific Instructions</u> (I=independent; PA=Parent Assisted):</p> <p>(PA) (5 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Parent will review example problem with student. Point out how groups of 10 are circled. Count first by tens and then by 1s to count the total number of objects and compare to the written number. <p>(I) (10 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Student will complete side 1 of worksheet.<input type="checkbox"/> Student will circle groups of 10.<input type="checkbox"/> Student will count first by 10s and then by 1s to identify the total number of objects.<input type="checkbox"/> Student will write matching number in the space provided. <p>(PA) (5 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Parent will review example problem with student. Point out where a simple 10 and 1 were drawn and where a 10 and a 1 were crossed off. For all four items, count first by tens and then by 1s to count the total number of objects and compare to the written number. <p>(I) (10 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Student will complete side 2 of worksheet.<input type="checkbox"/> Student will draw a simple 10 (refer to example problem), count, and write number that is 10 more in the space provided.<input type="checkbox"/> Student will cross off 10 (refer to example problem), count, and write number that is 10 more in the space provided.<input type="checkbox"/> Student will draw a simple 1 (refer to example problem), count, and write number that is 10 more in the space provided.<input type="checkbox"/> Student will cross off a simple 1 (refer to example problem), count, and write number that is 10 more in the space provided.

1st Grade Daily Student Instruction Sheet

HISTORY (20 Minutes)	<p><u>History</u></p> <p>Goal/Objective: Students will learn about Stephen F. Austin and the important contributions he made to growing Texas.</p> <p>Materials needed: Texas Map worksheet, Stephen F. Austin informational text, Texas Fun Facts Stephen F. Austin copy work teacher master, Stephen F. Austin student independent practice sheet.</p> <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <p>(PA) (5 min) Give your student the map worksheet showing a world map and US map. Have them circle the continent where Texas is located and then color the state of Texas on the US map.</p> <p>(PA) (2 min)</p> <ul style="list-style-type: none">☐ Read the informational text on Stephen F. Austin <p>(PA) (3 min)</p> <ul style="list-style-type: none">☐ Ask students to retell 2 to 3 things they learned about Stephen F. Austin from the article read aloud to them. Then have students read (with parent help) the Fun Facts about Texas – Stephen F. Austin copy work page (master copy provided) <p>(I) (10 min.)</p> <ul style="list-style-type: none">☐ Have students write notes about Stephen F. Austin on the blank Fun Texas Facts page by completing copy work. Students will copy the notes exactly as written on the Stephen F. Austin copy work master. Remind your student to take their time to show their very best work, remembering to begin all sentences with a capital letter, finger space between each word and an end mark at the end of each sentence. Once your student has completed the copy work, ask them to read their notes to you.
OPTIONAL	Any optional specials activity from this week not yet completed or revisit a favorite lesson from this week.

Pretend you are Peter Rabbit. What would you say to apologize to Mr. McGregor.

SAMPLE

Date 3-27-2020

Dear Mr. McGregor,

I am sorry for getting in to your beautiful
garden and eating all your vegetables.

I will make it up to you by cleaning up the mess I
made in your green house and helping you plant
New cabbages.

Sincerely,

Peter Rabbit

Pretend you are Peter Rabbit. What would you say to apologize to Mr. McGregor.

10 CW

Date _____

Dear _____,

I am sorry for _____

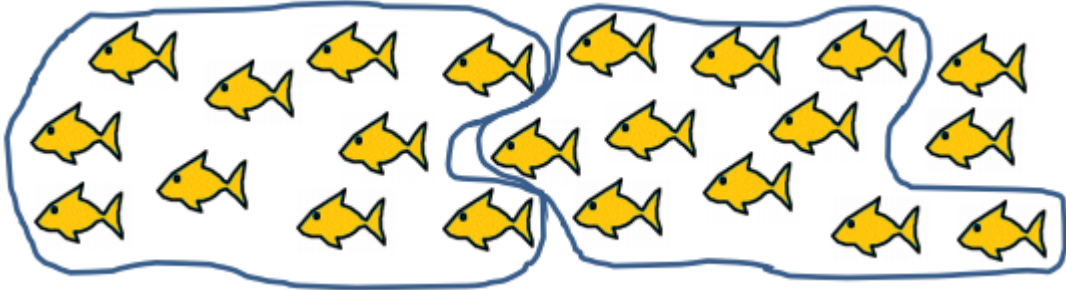
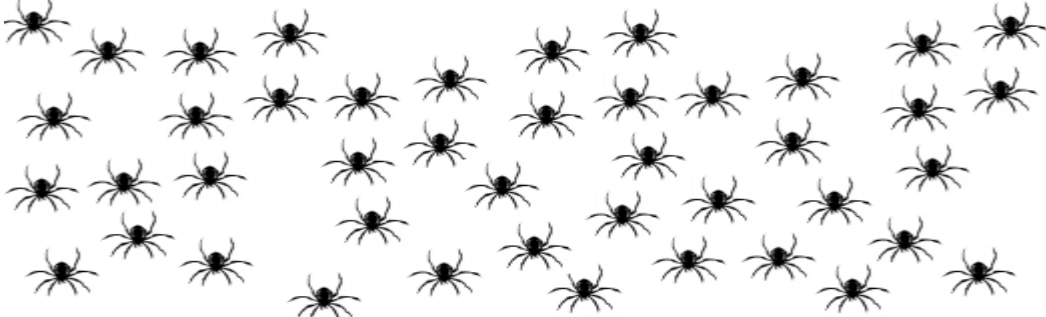

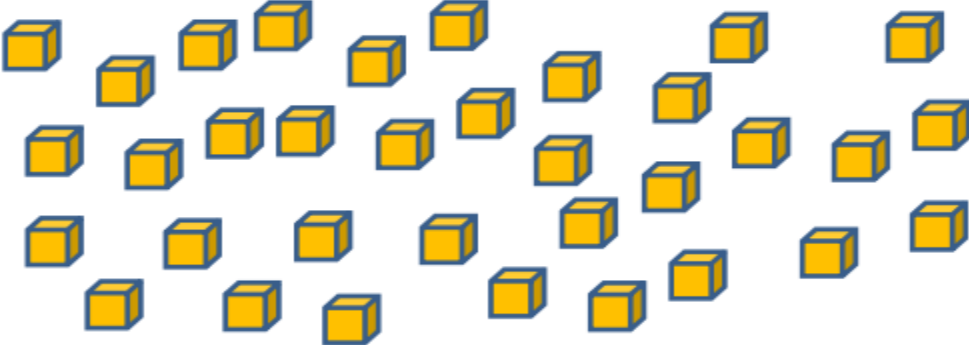
I will make it up to you by _____

Sincerely,

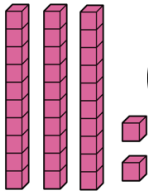

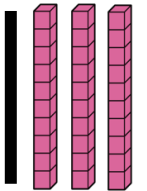
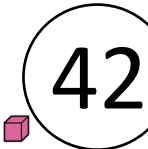
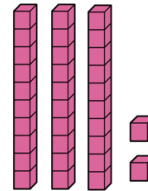
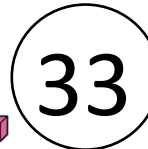
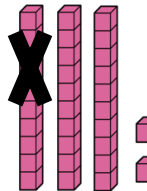
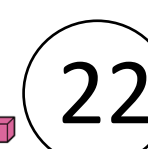
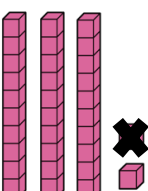

Math Distance Learning – Friday, March 26, 2020
Independent Practice – Making Groups of 10s and 1s

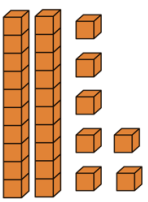
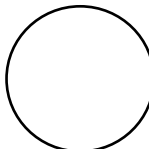
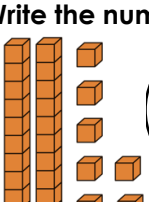
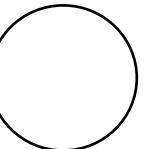
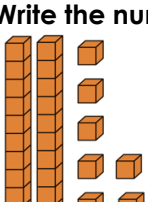
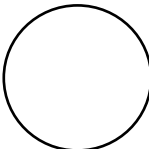
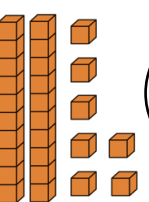
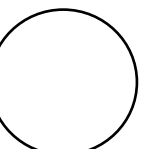
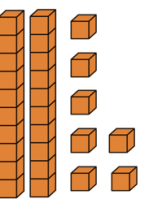
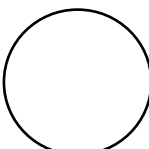
Name _____ # _____ Date _____

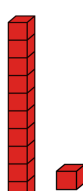
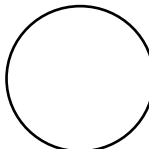
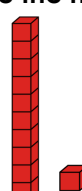
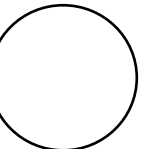
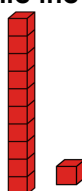
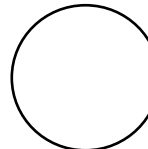
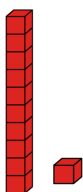
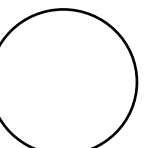
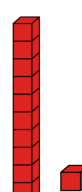
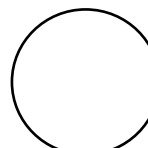
Student will circle groups of 10. Student will count by 10s and 1s and write the number.

	<p>Write the number</p> <p>22</p>
	<p>Write the number</p>
	<p>Write the number</p>
	<p>Write the number</p>

Student will draw and write the number that is 10 more, 10 less, 1 more, and 1 less.

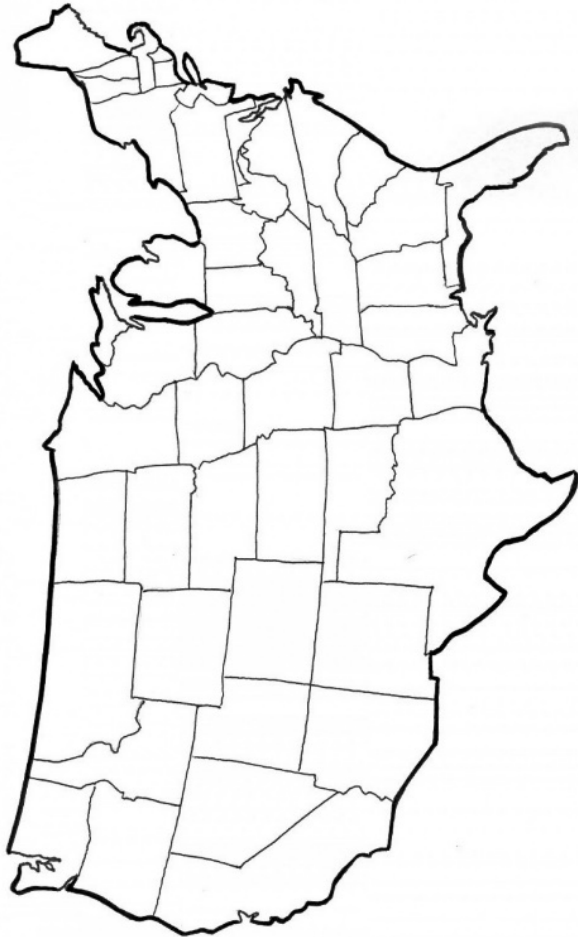
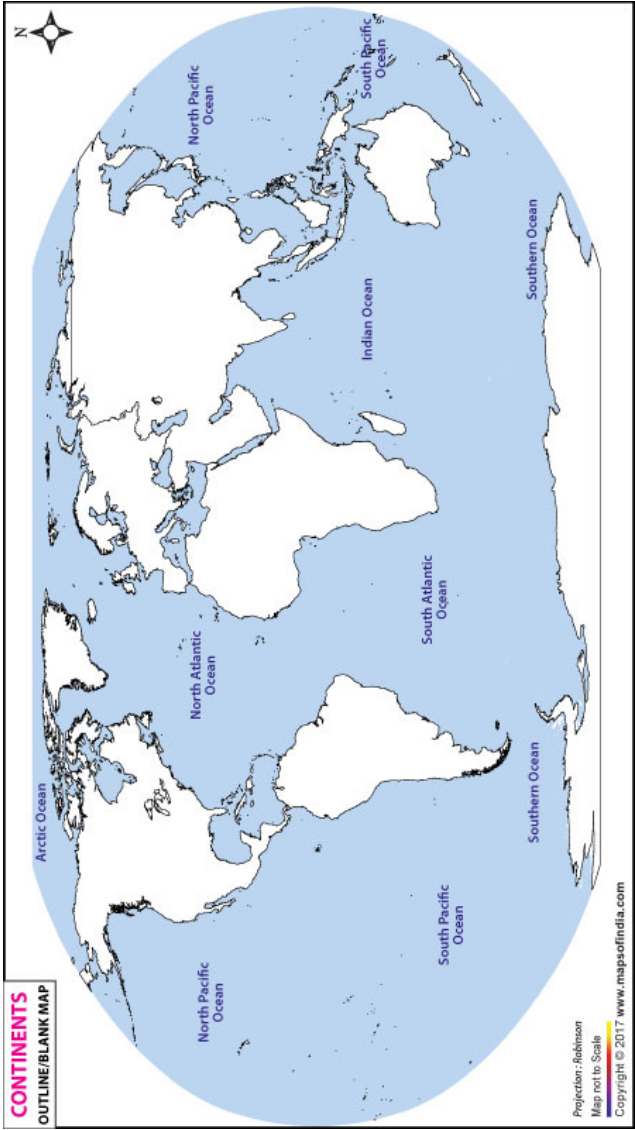
<p>Write the number.</p>  	<p>Show 10 more. Write the number.</p>  	<p>Show 1 more. Write the number.</p>  
	<p>Show 10 less. Write the number.</p>  	<p>Show 1 less. Write the number.</p>  

<p>Write the number.</p>  	<p>Show 10 more. Write the number.</p>  	<p>Show 1 more. Write the number.</p>  
<p>Show 10 less. Write the number.</p>  	<p>Show 1 less. Write the number.</p>  	

<p>Write the number.</p>  	<p>Show 10 more. Write the number.</p>  	<p>Show 1 more. Write the number.</p>  
<p>Show 10 less. Write the number.</p>  	<p>Show 1 less. Write the number.</p>  	

Name: _____ # _____

Color the continent where Texas is located.



Color the state of Texas on the US map.

Stephen F. Austin



Stephen F. Austin, known as the founder of Anglo-Texas, was born in Wythe County, Virginia, the son of Moses Austin, an entrepreneur in lead mining, and Maria Brown. At age five Austin moved with his family to Potosi, Missouri, a town founded by his father. Moses Austin sent his son to various schools in Connecticut (1804-1808) and to Transylvania University (1809-1810) in Lexington, Kentucky. Stephen joined his father's business ventures in the spring of 1810, managing the lead-mining operation as well as working in the family store.

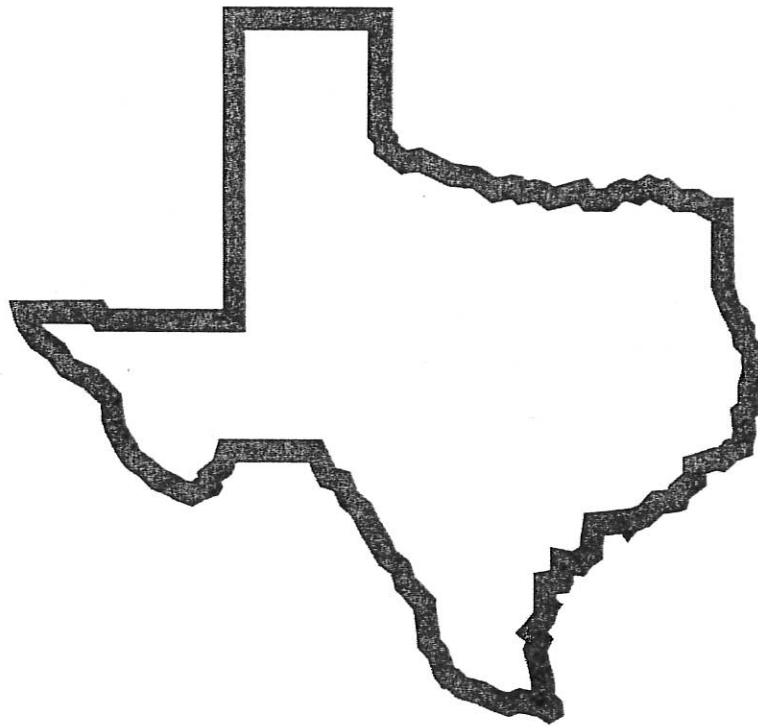
Moses Austin, who had witnessed a decline in lead mining with the end of the War of 1812, suffered further reversals of fortune when the Bank of St. Louis collapsed. In December 1820, Moses went to San Antonio de Bexar seeking a grant from the Spanish Crown to settle 300 families in Texas. He received notice in March 1821 that the Spanish had approved his grant, but the trip back to Missouri had weakened his already frail health, and he

died in June. Stephen Austin reluctantly decided to support his father's colonization adventure. When news of Moses' death reached him, partially out of loyalty to his father's memory, Stephen went to San Antonio in August 1821 and negotiated with Governor August Maria Martinez for the right to continue the venture. He returned to New Orleans and advertised for settlers, purchased the schooner *The Lively*, and sent it on to Texas with supplies and a few settlers, and then he left for Texas.

Stephen F. Austin is often referred to as the Father of Texas. He is named this because he brought hundreds of families into Texas. Stephen F. Austin was very successful in recruiting families to move to Texas. On the death of his father, Moses Austin, he took over a grant to bring U.S. settlers into Spanish Texas. Under the terms of a special act in 1824 and additional contracts in 1825, 1827, and 1828 - all granted by the newly independent Mexican government - the colonizer was responsible for the settlement of more than 1,200 American families in Mexican Texas. In 1835, following a period of imprisonment in Mexico City, Austin urged Texans to join federalists in Mexico, in revolt against

the centralist dictatorship of Antonio Lopez de Santa Anna. During the Texas Revolution, Austin briefly commanded Texas volunteers and then went to the United States to gain support for the Texan cause. He served as secretary of state of the republic.

Stephen F. Austin dedicated the best years of his life to the development of Texas. Disease overcame Austin, and on December 27, 1836, Austin died at the early age of forty-three.



Fun Facts I learned about Texas

Texas Pledge:

"Honor the Texas flag; I pledge allegiance to thee,
Texas, one state under God, one and indivisible."

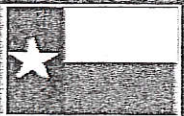


Fun Facts about Texas

Stephen F. Austin

He is known as the Father
of Texas. He brought
many people to Texas.

The capitol is named after
him.



Fun Texas Facts



Fun Facts I learned about Texas

Texas Pledge:

"Honor the Texas flag; I pledge allegiance to thee,
Texas, one state under God, one and indivisible."



Fun Facts about Texas



Fun Texas Facts



Appendix 1

Spalding Phonogram Sounds

Spalding Markings

Spalding Rules

70 Spalding Phonograms

The child is to say the sounds of phonograms in the order they are given.
The key words are for your use only. Please **do not** teach these words to the child.

Phonogram	Phonogram Sound(s)	Key Word
a	ă	as in at
	ā	as in navy
	ah	as in father
b	b	as in rib
c	k	as in can
	s	as in cent
d	d	as in lid
e	ě	as in end
	ē	as in me
f	f	as in if
g	g	as in bag
	j	as in gem
h	h	as in him
i	ĩ	as in big
	ī	as in silent
j	j	as in jam
k	k	as in ink
l	l	as in log
m	m	as in ham
n	n	as in win
o	ö	as in odd
	ō	as in open
	oo	as in do
p	p	as in pig
qu	kw	as in quit
r	r	as in rat
s	s	as in us
	z	as in as
t	t	as in top
u	u	as in up
	ū	as in music
	öö	as in put
v	v	as in vivid
w	w	as in wit
x	x	as in box
y	y	as in yet
	ĩ	as in gym
	ī	as in my
z	z	as in zoo

Phonogram	Phonogram Sound(s)	Key Word
-----------	--------------------	----------

sh	sh	as in dish
ee	ē	as in see
th	th	as in thin (air only)
	th	as in this (voiced)
ow	ow	as in how
	ō	as in low
ou	ow	as in round
	ō	as in soul
	oo	as in you
	ŭ	as in country
oo	oo	as in boot
	öö	as in foot
ch	ch	as in much
	k	as in school
	sh	as in chef
ar	ar	as in far
ay	ay	as in day
ai cue: “not used”	ai	as in paint
oy	oy	as in boy
oi cue: “not used”	oi	as in point
er cue: “as in her”	er	as in her
ir cue: “as in first”	ir	as in first
ur cue: “as in nurse”	ur	as in nurse
wor	wor	as in works
ear cue: “as in early”	er	as in early
ng	ng	as in rang
ea	ē	as in eat
	ě	as in head
	ā	as in break
aw	aw	as in law
au cue: “not used”	au	as in author
or	or	as in for
ck cue: “2 letters”	k	as in neck
wh	wh	as in when
ed	ěd	as in graded
	d	as in loved
	t	as in wrecked
ew	oo	as in grew
	ū	as in new
ui cue: “not used”	oo	as in fruit
	ū	as in suit
oa cue: “boat”	ō	as in boat
gu	g	as in guess
ph cue: “2 letters”	f	as in phone
Phonogram Cue	Phonogram Sound(s)	Key Word

ough		ō	as in though
		oo	as in through
		ŭf	as in rough
		ōf	as in cough
		aw	as in thought
		ow	as in bough
oe		ō	as in toe
ey		ā	as in they
		ē	as in key
		ĭ	as in valley
igh		ī	as in sigh
kn	cue: “2 letters, beginning”	n	as in knot
gn	cue: “2 letters”	n	as in sign
wr	cue: “2 letters”	r	as in wrap
ie		ē	as in conceit
		ī	as in pie
		ĭ	as in lilies
dge	cue: “3 letters”	j	as in bridge
ei		ē	as in field
		ā	as in veil
		ĭ	as in forfeit
eigh	cue: “4 letters”	ā	as in weigh
ti	cue: “tall”	sh	as in nation
si		sh	as in session
		zh	as in vision
ci	cue: “short”	sh	as in facial

Spalding MARKINGS

This is a list of several common Spalding markings and their explanation.

The Marking:	The Reason:
bath	Underline a phonogram that has more than one letter to show that the letters together make one sound.
he r. 4	Underline a vowel saying its name at the end of a syllable (rule 4).
do ³	If a phonogram is saying any sound other than its first sound AND there is not a rule to explain the sound being made (i.e. rule 4), write a number above the phonogram to indicate which sound the phonogram is making.
you ³	Underline a phonogram that has more than one letter. Write a number above the phonogram if it is not saying its first sound.
of ₌	Underline a phonogram twice if it does not say its typical sound or if we do not hear the phonogram in the word.
let ter	Insert a clock space to show where words are broken into syllables.
time ₋₋₋	Marking for job 1 of silent final e: The silent final e lets the vowel say its name.
love ₌₂ blue ₌₂	Marking for job 2 of silent final e: English words don't end in "u" or "v."
charge ₌₃ dance ₌₃	Marking for job 3 of silent final e: The silent final e lets "c" say "s" or "g" say "j."
lit tle ₌₄	Marking for job 4 of silent final e: Every syllable must have at least one vowel.
are ₌₅	Marking for job 5 of silent final e: "No job e." The silent final e is not helping any other letter in the word say its sound. This silent final e is usually a remnant of a word used in an earlier version of English (i.e. come/cometh or are/aren).
[sits sit	Bracket words to show a connection between them.

Great Hearts Northern Oaks

Spalding Spelling Rules

1. The letter q is the only letter that cannot be alone for its sound (qu).
2. The letter c before e, i, or y says s (cent, city, cycle).
3. The letter g before e, i, or y may say j (page, giant, gym).
4. Vowels a, e, o, and u may say ā, ē, ō, ū at the end of a syllable (na vy, me, o pen, mu sic).
5. The letters i and y may say ī at the end of a syllable (si lent, my). They usually say ĭ (big, gym).
6. The letter y, not i, is used at the end of an English word.
7. There are five kind of silent final e's. In short words, such as me, she, and he, the e says ē, but in longer words where a single e appears at the end, the e is silent. We retain the first four kinds of silent e's because we need them. The fifth kind is probably a relic from Old English. The abbreviation for rule 7 is not written in student notebooks, but the job of the silent final e is marked for each word as encountered.
8. The phonogram or may say er when it follows w (work).
9. For one-syllable words that have one vowel making its first sound and end in one consonant (hop), write another final consonant (hop + ped) before adding suffixes (endings) that begin with a vowel. (Referring to rule 9 as the one-one-one rule helps students remember the criteria for applying the rule. This rule does not apply to words ending in x because x has two sounds.)
10. Words of multiple syllables (begin) in which the second syllable (gin) is accented and ends in one consonant, with one vowel making its first sound before it, need another final consonant (be gin' + ning) before adding a suffix (ending) that begins with a vowel. (Refer to rule 10 as the two-one-one rule. This rule is applied more consistently in American English than in British English.)
11. Words ending with a silent final e (come) are written without the silent final e when adding a suffix (ending) that begins with a vowel.
12. After c we use ei (receive) to make the long e sound. If we say a, we use ei (vein). In the list of exceptions, we use ei.
13. The phonogram sh is used at the beginning of the base word (she) or at the end of a syllable (dish, finish).

Great Hearts Northern Oaks

Spalding Spelling Rules

14. The phonograms ti, si, and ci are used to say sh at the beginning of a syllable but not the first syllable (na tion, ses sion, fa cial).
15. The phonogram si is used to say sh when the syllable before it ends in an s (ses sion) or when replacing /s/ in a base word (tense → ten sion).
16. The phonogram si may say zh (vi sion).
17. We often double l, f, and s following a single vowel at the end of a one-syllable word (will, off, miss). Rule 17 sometimes applies to s in two-syllable words like recess.
18. We often use the phonogram /ay/ to say ā at the end of a base word, never the phonogram /a/ alone or /ai/.
19. Vowels i and o may say ī and ō if followed by two consonants at the end of a base word (kind, old).
20. The letter s or z never follows x (for example, expect).
21. All, written alone, has two l's, but when it is written in a compound word, only one l is written (al so, al most).
22. Full, written alone, has two l's, but when written as an ending, only one l is written (beau ti ful).
23. The phonogram /dge/ may be used at the end of a base word only after a single vowel that says ā, ě, ĭ, ō, or ŭ (badge, edge, bridge, lodge, budge).
24. When adding a suffix (ending) to a word that ends with y, change y to i before adding the ending (baby → babies, try → tries).
25. The phonogram ck may be used at the end of a base word only after a single vowel that says ā, ě, ĭ, ō, or ŭ. (back, neck, lick, rock, duck).
26. Words that are the names or titles of people, places, books, days, or months are capitalized (Mary, Honolulu, Monday, July).
27. Words beginning with the sound z are usually spelled with z, never s (zoo).
28. The phonogram /ed/ is used to form past tense verbs.
29. Words are usually divided between double consonants within a base word. We hear the consonant in syllable two but add it to syllable one because the vowel in syllable one does not say its name (app le, bet ter, com mon, sup per).