

GreatHearts

Northern Oaks



Distance Learning Packet

March 30 - April 3, 2020

1st Grade

Mrs. Albertson

Mrs. Borden

Mrs. Brogan

Mrs. McIntosh

Student Name: _____ Section: _____



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Week 2 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.**"

NEW - moving to a more digital based packet & teacher made videos!

This week you will notice that the packet is MUCH lighter! That is because we have NOT included all of the readings necessary for each lesson. The contents of your child's desk/locker that you received today will allow them to use some of their own books. Unfortunately, we were not able to send all of the textbooks we use at school, because students usually pair up to follow along with readings from the science and history readers or it is typically done as a read aloud for students. For those things that need to be read that we did not provide in hard copy form, you will find digital links to on the SIS sheets. Also, if you are currently reading from a hard copy packet, the deadline for sending it to the print shop was Wednesday night ... between Thursday and Sunday night, your teachers were working to enhance the learning by adding more links to resources and videos to the SIS sheets. For the most up-to-date SIS sheet with ALL resource links, please go to your GRADE LEVEL blog. All of the daily SIS sheets are posted there with all the hyperlinks included. The hard

copy packet includes EVERY sheet your child needs to record their work on and eventually turn in.

How will I juggle giving access to digital documents & videos to all of my children working from home?

We do understand that this may mean staggering the times your children will have access to the computer, ipad, E-reader or smart phones available. Please look over the SIS sheets for all your children and work a schedule that is best for you. Here is a sample with one computer and one smart phone:

Time	Junebug	Samuel	Grayson
9-9:30	Independent 20 minutes reading	Spalding: (computer) watching teacher video with 5 new words, stopping between each one to write	Listening to teacher read aloud (smart phone) Chapter 1 of <i>Where the Red Fern Grows</i> while following along and annotating
9:30-10	Listening to teacher read aloud (smart phone) Chapter 1 of <i>Charlotte's Web</i> while following along and annotate	Science: (computer) follow link to science reading and read on screen & do activity sheet	Answer literature questions using C to K
10-10:30	Walk the dog	Walk the dog	Walk the dog
10:30-11	Answer literature questions (no tech)	Latin: (smart phone) Watch Dr. Lee's video and	Spalding: (computer) watching teacher video with 5 new words,

	using the book	do activity	stopping between each one to write
11-11:30	Spalding: (computer) watching teacher video with 5 new words, stopping between each one to write	Math: 1. Do warm up/RM 2. Parent assist or watch short teacher video (smart phone)with new concept 3. Independent practice	Independent 20 minutes reading

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

Beginning March 30th, your teacher is available 8-4pm by email. Your teacher will also be setting up “office hours” through Zoom meeting. They will communicate to you when those times are, how to access them and what to do if none of the times work for you.

Instructions for turning in completed packets:

For now, please plan on dropping off completed packets when you come to get a new weekly packet on Mondays.

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Student Attendance Affidavit

March 30 - April 3, 2020

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

Monday, March 30, 2020

Tuesday, March 31, 2020

Wednesday, April 1, 2020

Thursday, April 2, 2020

Friday, April 3, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____

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MONDAY - 1st Grade Daily Student Instruction Sheet

MONDAY - March 30, 2020

ELA

Spalding
(15 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review 5 phonograms and learn 3 new spelling words.

Materials needed:

- Spalding paper (Monday - Tuesday)
- Phonogram Cards resource
- Spalding Phonogram Sounds resource (provided last week in Appendix)
- Spalding markings resource (provided last week in Appendix)
- Spalding rules resource (provided last week in Appendix)

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

(PA) (3 min)

- Oral Phonogram Review (OPR):
 - Parent will show one phonogram card to student.
 - Student will say the sounds (in order) made by that phonogram and the related cue, if any.
 - 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: **ur, ai, aw, ph, wor**

(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)

- Dictate the 3 words (one at a time) to your child. For each word,

MONDAY - 1st Grade Daily Student Instruction Sheet

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 in the Monday column.

Word	Example sentence	Rules / Notes
list	Read your spelling list .	
ev <u>er</u>	Have you ever gone fishing?	
held	He held the pencil correctly.	

(PA) (2 min)

- Reading – Give your student today's word list. Students will not write these words. This list is for the reading activity below only.
 - Read for spelling (sound out each phonogram and then blend to read it as a whole word)
 - Read for reading (try to read the word as a whole word)

Literature

Goal/Objective: Students will continue our study of Beatrix Potter as we read the story "The Tale of Timmy Tiptoes".

Materials needed:

- Copy of the book The Selected Tales from Beatrix Potter
 - OR the teachers notes digital copy of *The Tale of Timmy Tiptoes* part I
 - https://drive.google.com/open?id=1k0h78F8W7PP-Rug5kzGgSm_nT32QOW1z
- Timmy Tiptoes coloring page

MONDAY - 1st Grade Daily Student Instruction Sheet

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

(PA) (3 min)

- Pre-reading questions:** Ask students how they would describe the season of winter? How do animals prepare and how do they survive during winter? **Answer-** They fly south, hibernate, or store food. Today our story today is about squirrels who are getting ready for winter and they are storing up acorns.

(PA) (2 min)

- Explain the vocabulary word **Prudent-** Which means to act with, or showing care for the future.

(PA) (10 min)

- Read p.40-51 of the classic to keep, or p.1-12 of the digital copy.

(I) (as time allows, or while story is being read)

- Color "*The Tale of Timmy Tiptoes*" coloring page for their Beatrix Potter Unit Packet and then save.

Grammar/Writing

Goal/Objective:

- Review common nouns
- Identify noun a person, place, thing and idea

Materials needed:

- Find the common nouns worksheet
- Highlighter or pencil

Specific Instructions (I=independent; PA=dependent):

(PA) (5 min)

- Read the sentences numbered 1-4 and highlight or circle all of the common nouns. The number at the end of each sentence shows you how many common nouns you should find.
- Only complete sentences 1-4 and save the worksheet to complete tomorrow.

Reading

Goal/Objective: 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)

MONDAY - 1st Grade Daily Student Instruction Sheet

	<p><u>Specific Instructions</u> (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (I) (20 min) Read aloud to an adult for at least 20 minutes<input type="checkbox"/> (I) (3 min) Retell the story in order in your own words.<input type="checkbox"/> (PA) (5 min) Complete reading log.
<p>MATH (30 Minutes)</p>	<p>Math</p> <p><u>Goal/Objective:</u> Identify single coins by name and value.</p> <ul style="list-style-type: none">•• Distinguish between pennies and dimes.• Distinguish between nickels and quarters. <p><u>Materials needed:</u></p> <ul style="list-style-type: none">• Coin flash card TN sheet (save for each day this week)<ul style="list-style-type: none">○ https://drive.google.com/open?id=1rwY68-GMBP31AsKYLRrtfHcsRvvp_dtG• Spot the Pennies IP sheet• Spot the Nickels IP sheet• Gray and brown crayons• Optional: Actual pennies, nickels, dimes, and quarters for students to observe <p><u>Specific Instructions</u> (I=independent; PA=Parent Assisted):</p> <p>(PA) (15 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Review the name, appearance, and value of a penny, nickel, dime, and quarter using the coin flash cards, (Optional: Use actual coins in place of flash cards.)<ul style="list-style-type: none"><input type="checkbox"/> Point to penny flash card or coin.<input type="checkbox"/> Parent will ask “What coin is this?”<input type="checkbox"/> Student will answer “That is a penny.”<input type="checkbox"/> Parent will ask “What is the value of a penny?”<input type="checkbox"/> Student will answer “The value of a penny is one cent.”<ul style="list-style-type: none"><input type="checkbox"/> Student will answer in complete sentences.<input type="checkbox"/> We practice this a lot in class, so they should know exactly what to say.<input type="checkbox"/> Repeat above procedure for each coin: nickel, dime, quarter<input type="checkbox"/> Student will look at flash cards (or actual coins) and identify defining characteristics of and differences between each:<ul style="list-style-type: none"><input type="checkbox"/> size, pictures on coins, color of coins if using online packet<input type="checkbox"/> if using actual coins: thickness, color, differing appearances of newer and older coins

MONDAY - 1st Grade Daily Student Instruction Sheet

(I) (7 minutes)

- Complete “Spot the Pennies” independent practice sheet. (note: reference picture for penny is at the top of the page.)
 - Color the pennies brown.
 - Optional enrichment: Find the value of all the pennies found on the page by counting by ones. Write the total value under your name. Don’t forget the ¢ sign!

(I) (8 minutes)

- Complete “Spot the Nickels” independent practice sheet. (note: reference picture for nickel is at the top of the page.)
 - Color the nickels gray.

Optional: (I) (3 minutes)

- Video: Coins! by ABCMouse.com
<https://www.youtube.com/watch?v=aajLkveG750>

HISTORY (20 Minutes)

History

Goal/Objective:

- Review the early settlements of America
- Locate the thirteen original colonies.

Materials needed:

- First Four Colonies Song sheet
 - <https://drive.google.com/open?id=1QaAiRg62HKDsQEOT4jJwyMjsmO30yay1>
- “The New World” (Read Aloud 1)
 - <https://drive.google.com/open?id=1SpD2vtFe1a7DSIP2ZXy2yrc9vAU2g0f>

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

(PA) (5 min)

- Ask your student to think way back to November when we learned about Christopher Columbus and the early explorers. To help jog their memory, show them the First Four Colonies Song sheet and practice singing together to the tune of “Row, Row, Row Your Boat” . I bet you will see an instant smile as they remember the fun we had singing this together in class. They will be very excited to “teach” you this song to sing with them.
- Optional: Sing it with Mrs. McIntosh!
 - Our apologies - there is no link available for the song this week.

(PA) (10 min)

MONDAY - 1st Grade Daily Student Instruction Sheet

	<ul style="list-style-type: none"> ❑ Read: “The New World” (Read Aloud 1) with your student. <p>Something fun you can do to make the reading more interactive is to ask your student to give you signals as you read to indicate they are actively listening. For example, I ask students to put their fist on top of their head and lift their pointer finger each time they hear a fact that they’ve already learned in a previous lesson (showing the “light bulb going off”). I also ask them to place their fist on their cheek and tap their pointer finger on their temple twice to indicate this is a new, interesting fact they didn’t already know.</p> <p>(PA) 5 min)</p> <ul style="list-style-type: none"> ❑ Ask your student to retell all they remember from the story read to them today. ❑ If time allows, have them sing the First Four Colonies Song again. Tomorrow we will be learning a new song to help us remember the 13 original colonies.
<p>OPTIONAL</p> <p>Spanish (10 Minutes)</p> <p>Music (15 Minutes)</p>	<p><u>Spanish</u></p> <p><u>Goal/Objective:</u></p> <ul style="list-style-type: none"> ● Describe something as está arriba (up above) or está abajo (down below). <p><u>Materials needed:</u></p> <ul style="list-style-type: none"> ● Doll or puppet (paper cut out or sock puppet) ● Teacher notes <ul style="list-style-type: none"> ○ https://drive.google.com/open?id=1H5JJzawdAUhA-c81oPFcxLx1QH4wldEu <p><u>Specific Instructions</u> (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> ❑ (PA) Introduce a doll or puppet to your student. ❑ (PA) Pretend that the doll or puppet is walking up some stairs to reach the top of a chair or table. ❑ (PA) When the doll or puppet reaches the top, ask your student, ¿Está arriba o abajo? (Is it up above or down below?) ❑ (PA) As you ask your student, point upwards when you say arriba and downwards when you say abajo (down below) so that it is clear which is which. ❑ (PA) When your student answers, reinforce your student’s response with Si, está arriba. (Yes, it’s up above.) ❑ (PA) Repeat the process as many times as you like using different furniture in your home.

MONDAY - 1st Grade Daily Student Instruction Sheet

- ❑ Optional Activity: Let your student take a turn with the doll or puppet walking up. Each time ask the appropriate question and reinforce your student's responses. You can repeat the process as many times as you like, using different furniture in your home.

<https://ghnospanishk-2.blogspot.com/2020/03/kindergarten-and-first-grade-march-30.html>

Music

Goal/Objective:

- Review **Crescendo, Decrescendo**
- Practice reading **Quarter Rest**

Materials needed:

- Articulation Reading/Rhythm Pattern print out
 - <https://drive.google.com/open?id=1ZL7yUK0Ud08ACnBLLlqexfMbDT6mRrRw>

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

- ❑ **PA:** Please state the following sentence and ask your scholar to fill in the blank: "When we sing soft and gradually get louder, or go from *piano* to *forte*, we call it a _____." (**Crescendo [kreh-shehn-doe]**)
 - ❑ Re-state as necessary, allow time for the student to think. You can support the probing question by showing a small shape with your hands when you say *piano* and a large shape when you say *forte*
- ❑ **PA:** State the second review question: "When we sing loud and gradually get softer, or go from *forte* to *piano*, we call it a _____." (**Decrescendo [dey-kreh-shehn-doe]**)
- ❑ **PA:** Next, have your student sing "Lucy Locket" and follow the articulation markings on the Articulation Reading print out
 - ❑ Repeat the activity with "Bobby Shafto"
- ❑ **PA:** Please point to the rhythm while your student reads the included rhythm examples and claps. Remind them to say the rhythm syllables, show the rest with their hands and stay silent on the rest.

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Phonogram flashcards – Monday, March 30, 2020

ur

ai

aw

ph

wor

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THE TALE OF TIMMY TIPTOES Part I



Once upon a time there was a little fat comfortable grey squirrel, called Timmy Tiptoes. He had a nest thatched with leaves in the top of a tall tree; and he had a little squirrel wife called Goody.

By

BEATRIX POTTER

Author of "The Tale of Peter Rabbit," etc.



Timmy Tiptoos sat out, enjoying the breeze; he whisked his tail and chuckled—"Little wife Goody, the nuts are ripe; we must lay up a store for winter and spring." Goody Tiptoos was busy pushing moss under the thatch—"The nest is so snug, we shall be sound asleep all winter." "Then we shall wake up all the thinner, when there is nothing to eat in spring-time," replied prudent Timothy.



When Timmy and Goody Tiptoos came to the nut thicket, they found other squirrels were there already.

Timmy took off his jacket and hung it on a twig; they worked away quietly by themselves.



Every day they made several journeys and picked quantities of nuts. They carried them away in bags, and stored them in several hollow stumps near the tree where they had built their nest.



When these stumps were full, they began to empty the bags into a hole high up a tree, that had belonged to a wood-pecker; the nuts rattled down—down—down inside.

"How shall you ever get them out again? It is like a money-box!" said Goody.

"I shall be much thinner before spring-time, my love," said Timmy Tiptoes, peeping into the hole.



They did collect quantities—because they did not lose them! Squirrels who bury their nuts in the ground lose more than half, because they cannot remember the place.

The most forgetful squirrel in the wood was called Silvertail. He began to dig, and he could not remember. And then he dug again and found some nuts that did not belong to him; and there was a fight. And other squirrels began to dig,—the whole wood was in commotion!



Unfortunately, just at this time a flock of little birds flew by, from bush to bush, searching for green caterpillars and spiders. There were several sorts of little birds, twittering different songs.

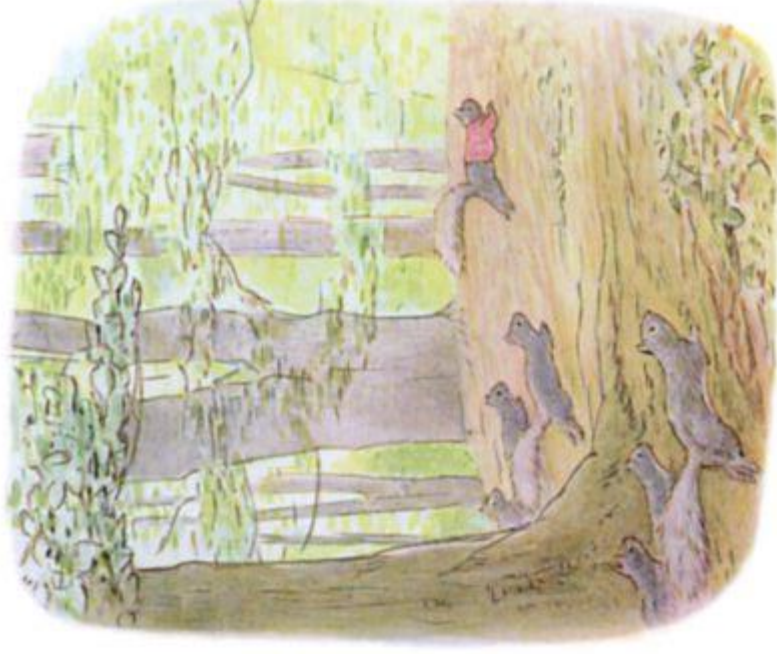
The first one sang—"Who's bin digging-up *my* nuts? Who's-been-digging-up *my* nuts?"

And another sang—"Little bita bread and-*no*-cheese! Little bit-a-bread an' -*no*-cheese!"



The squirrels followed and listened. The first little bird flew into the bush where Timmy and Goody Tiptoos were quietly tying up their bags, and it sang—"Who's-bin digging-up *my* nuts? Who's been digging-up *my*-nuts?"

Timmy Tiptoos went on with his work without replying; indeed, the little bird did not expect an answer. It was only singing its natural song, and it meant nothing at all.



But when the other squirrels heard that song, they rushed upon Timmy Tiptoos and cuffed and scratched him, and upset his bag of nuts. The innocent little bird which had caused all the mischief, flew away in a fright!

Timmy rolled over and over, and then turned tail and fled towards his nest, followed by a crowd of squirrels shouting—"Who's-been digging-up *my*-nuts?"



They caught him and dragged him up the very same tree, where there was the little round hole, and they pushed him in. The hole was much too small for Timmy Tiptoos' figure. They squeezed him dreadfully, it was a wonder they did not break his ribs. "We will leave him here till he confesses," said Silvertail Squirrel, and he shouted into the hole—

"Who's-been-digging-up *my-nuts*?"



Timmy Tiptoos made no reply; he had tumbled down inside the tree, upon half a peck of nuts belonging to himself. He lay quite stunned and still.



Goody Tiptoes picked up the nut bags and went home. She made a cup of tea for Timmy; but he didn't come and didn't come.

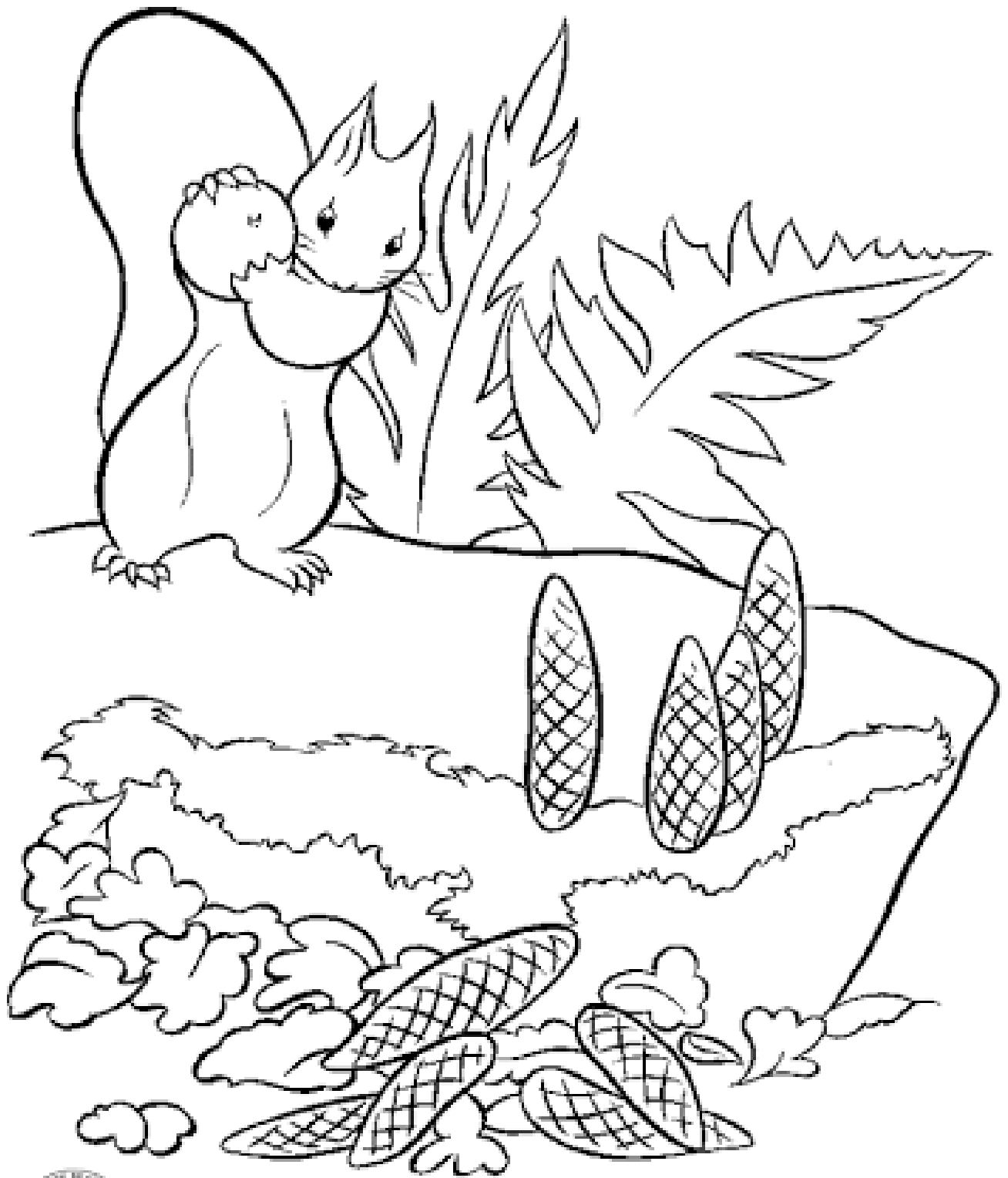
Goody Tiptoes passed a lonely and unhappy night. Next morning she ventured back to the nut-bushes to look for him; but the other unkind squirrels drove her away.

She wandered all over the wood, calling—

"Timmy Tiptoes! Timmy Tiptoes! Oh, where is Timmy Tiptoes?"

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The Tale of Timmy Tiptoes



Published by Frederick Warne
Copyright © Frederick Warne & Co., 2003

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Name: _____

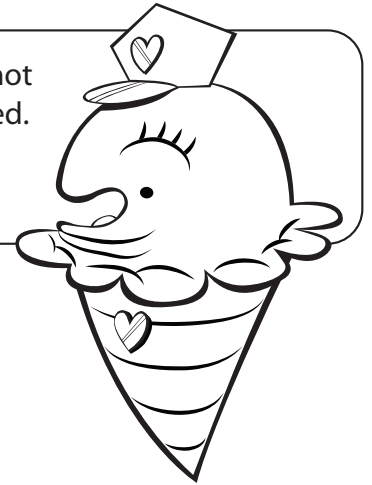
Date: _____

Find the Common Nouns

Directions: Read the sentences below and highlight all of the **common nouns** that you find. The number at the end of the sentence shows you how many common nouns you should find.

A **common noun** is a noun that names any person, place, or thing. It does not name a particular person, place, or thing, and does not need to be capitalized.

Example: girl, school, company



1. I loved staying at your house this week. (2)
2. I am lucky to spend time with my friend! (2)
3. We saw one alligator in the pond. (2)
4. I enjoyed going to the park to play on the playground. (2)
5. We ate good food all week, too. (2)
6. In the future, I hope we can visit the aquarium to see the fish. (3)
7. I hope you had a great time. (1)
8. Please come visit my house soon. (1)

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Math: Monday - Friday
Coin Flash Cards



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Name _____



SPOT

the pennies



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Name _____



SPOT

the nickels



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Monday - History

The First Four Colonies Song

To the tune of "Row, Row, Row Your Boat."

Christopher Columbus
sailed the ocean blue,
from Spain to find the Indies
in 1492



Queen Elizabeth sent Sir Raleigh
to Ro-Ro-Roanoke, of gold is what she dreamed.
Ro-Ro-Roanoke 1585
When they ran out of food, many of them died.

Jamestown was the next,
filled with people brave.
They grew tobacco on their farms
Using the first slaves.



Pilgrims sailed to Plymouth
Wanting to be free
To worship God – the king was MAD-
So they had to flee.

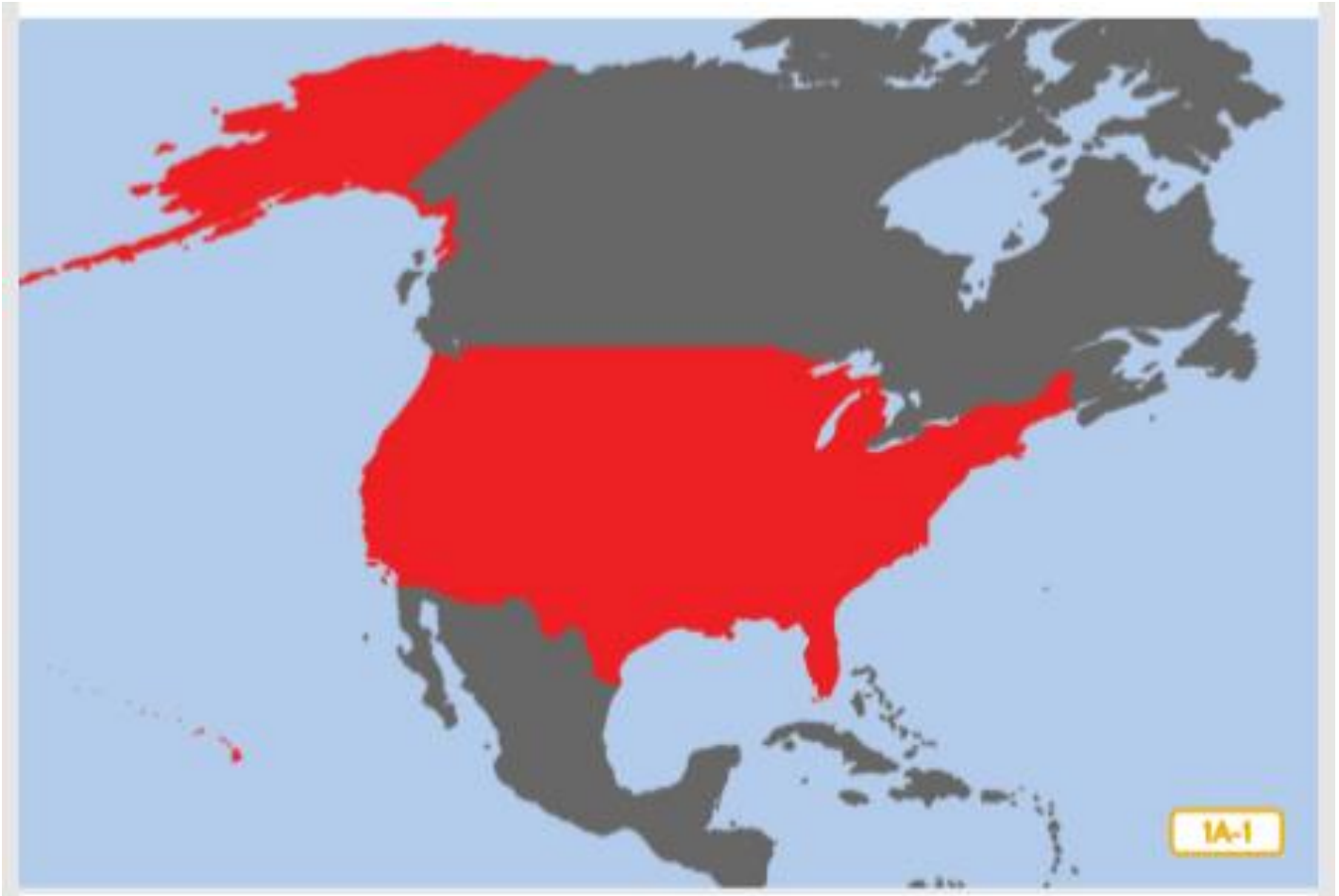
Squanto helped them hunt and plant
There was food for all!
They were first to celebrate
Thanksgiving in the fall.



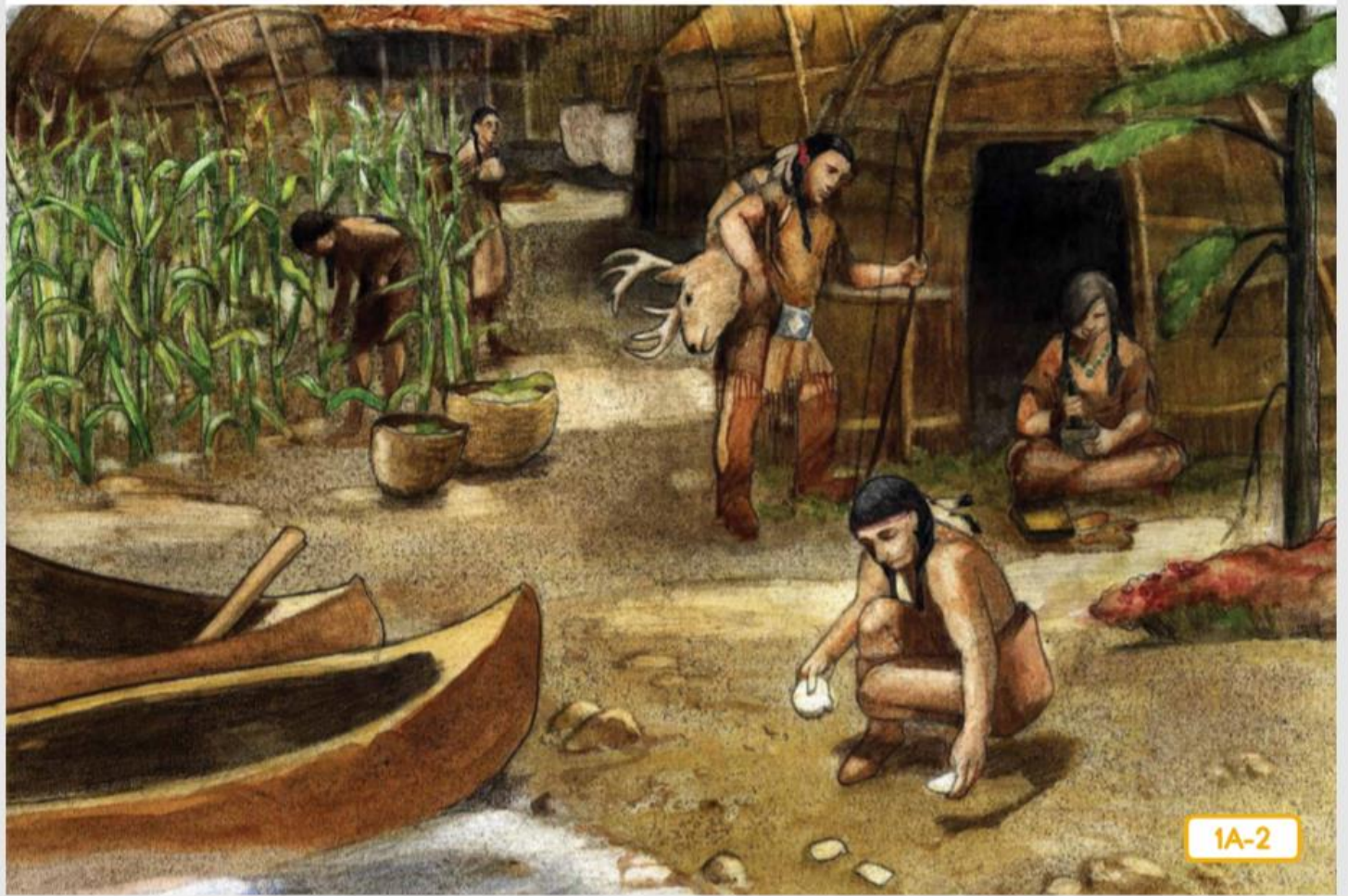
The Puritans built Boston
Into a great city.
This is the story of
The first three colonies!

The New World

Read Aloud 1 (History)
Monday, March 30, 2020



This is the North American continent, where we live today.¹
Many hundreds of years ago, life in North America was very
different than it is today.



1A-2

The first people who lived in North America are known as Native Americans. The Native Americans lived in groups called tribes in different regions of North America. There were no stores like we have now, so they had to find or make everything they needed to survive, whether it was food to eat, clothing to wear, or a house in which to live.



Hundreds of years later, a European explorer by the name of Christopher Columbus³ sailed and reached North America, but that was not where he had planned to go.⁴ Columbus set sail from Europe, hoping to find a quicker way to reach India and China, where spices, gold, and other riches were plentiful.



But in 1492, when Columbus actually reached land, after he “sailed the ocean blue,” he and his crew did not arrive in India or China. They landed instead in North America where they met the native people who lived there.⁵

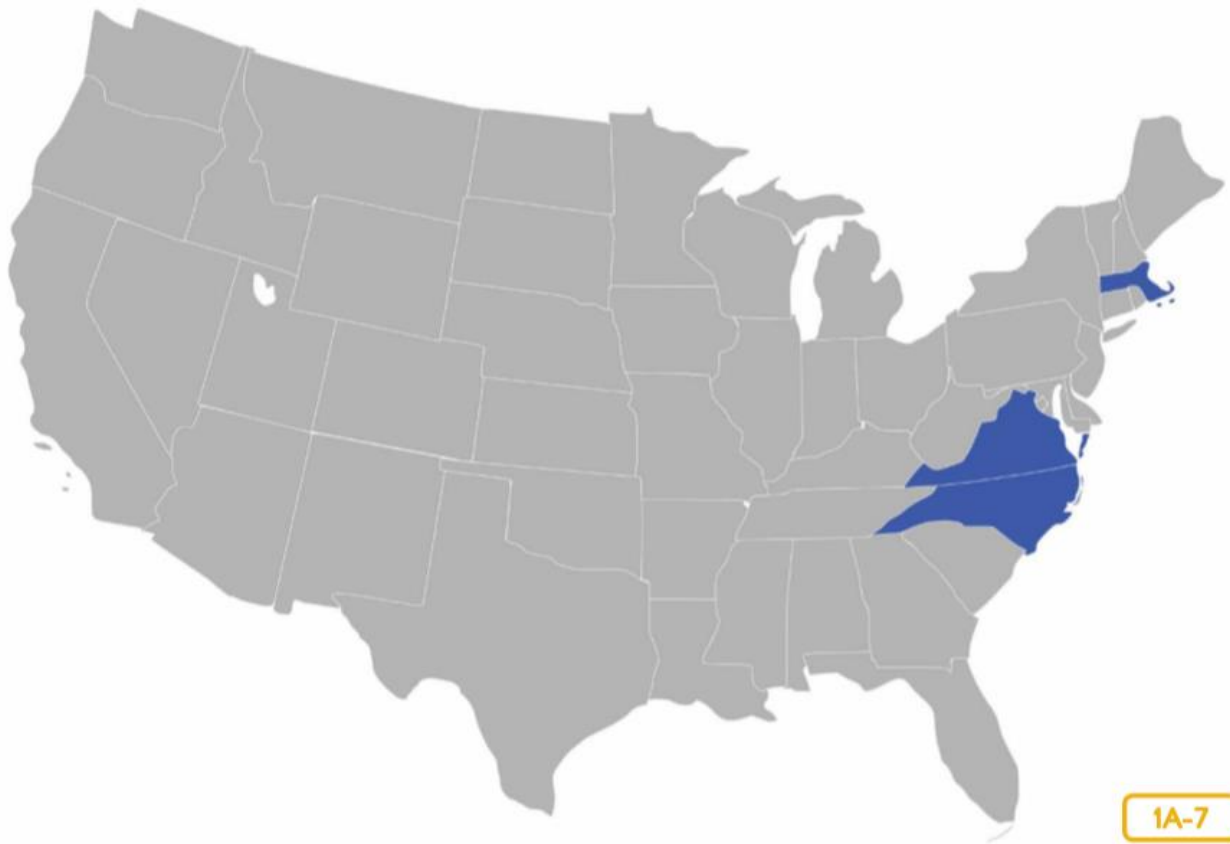


1A-5

After Columbus, sailors from different countries in Europe traveled to North America. Portugal, Holland, Spain, France, and England all sent explorers to North America, continuing to hope to find riches and goods that they might bring back to trade and sell in Europe.⁶ Everyone was interested in this “New World.”⁷



The English did not want to just visit the New World. They were interested in starting **settlements** in order to live there.⁹ They wanted a place for their people to spread out from their small island country, England, across the Atlantic Ocean. You probably remember that English Pilgrims landed at Plymouth Rock in the 1600s, about a hundred years after Columbus. The Pilgrims had great difficulty adjusting to their life in the New World because it was very different from the city life they knew in Europe. The Native Americans that the Pilgrims met helped them survive, especially during that first year.



The Pilgrims were not the only English people to start settlements in North America. In fact, before the Pilgrims ever arrived at Plymouth,¹⁰ other English men and women had settled in two other places. The first English **colony** was on Roanoke Island,¹¹ followed by a colony at Jamestown.¹² A colony is a place that is ruled by a faraway country. So, the English men and women who moved to and settled Roanoke Island and Jamestown did not make their own rules or laws. The English king and **government** ruled the colonies.¹³



The first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare.¹⁴

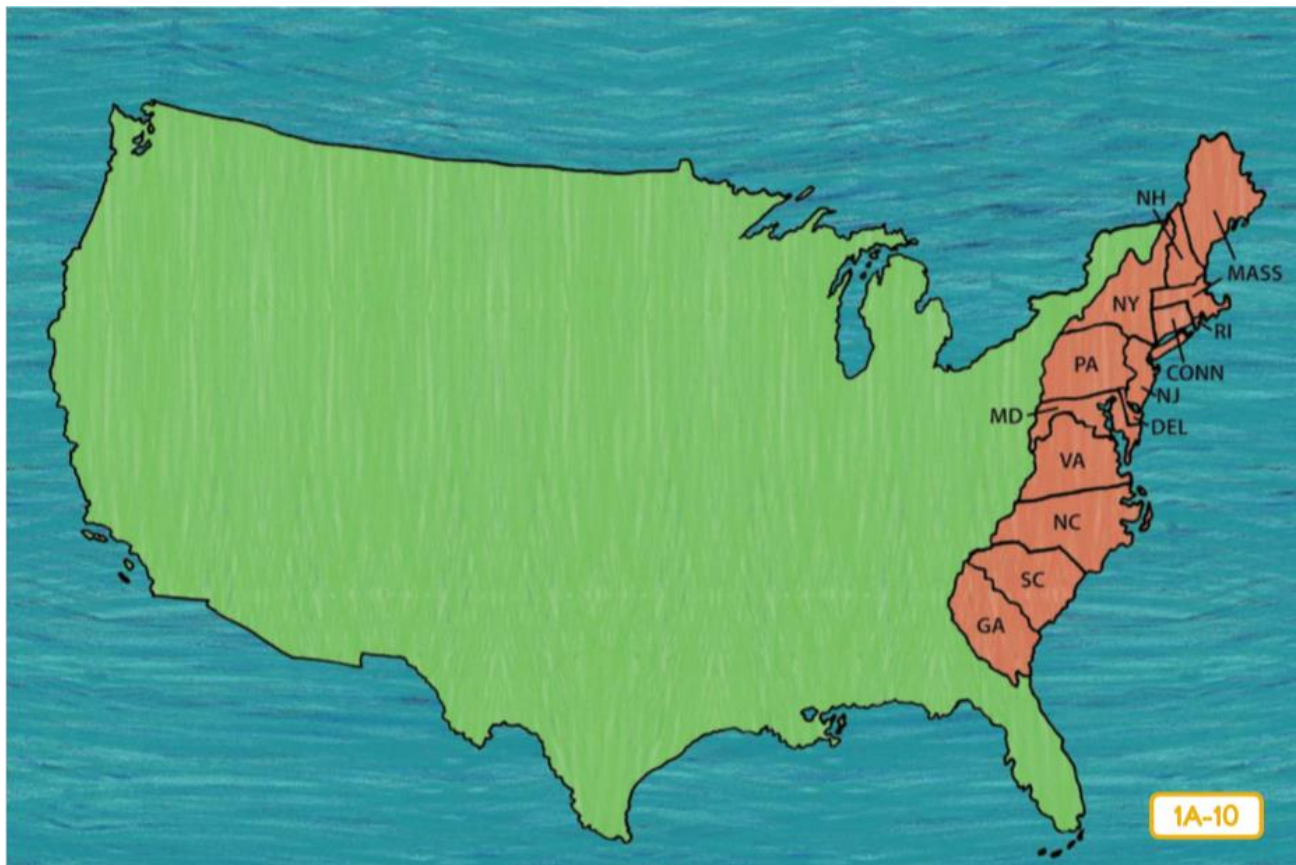
We don't really know what happened to Virginia Dare or the other English settlers living on Roanoke Island, because they mysteriously disappeared several years after they arrived. For this reason, Roanoke Colony is often called "The Lost Colony."¹⁵ Some people think life was so difficult on Roanoke Island that the colonists left their settlement and went to live with some of the Native American tribes in the area. Remember, the Pilgrims had difficulty, too, and depended upon the Native Americans to help them grow and find food. Some people think the Roanoke Island settlers may have gone to live with the Native Americans since they may have run out of food.



1A-9

It was another twenty years after the Roanoke Colony before the English tried to settle again in North America. When they did, one hundred English men and boys sailed up a river from the Atlantic Ocean and named the river “James” in honor of the king of England. The settlement they founded was called “Jamestown.”

Like the other English settlers, the people who came to Jamestown met the Native Americans who were already living in this area. The English wanted to trade goods with them and were especially interested in acquiring the Native Americans’ beaver and deer skins to send back to England, where they were able to sell them for a high price.



As time passed, more and more settlers from Great Britain arrived in North America.¹⁶ All up and down the East Coast of North America they formed more colonies, where they started new lives for themselves. By 1732, there were thirteen British colonies in North America: Massachusetts, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.¹⁷



The British did not accomplish the hard work of setting up colonies all by themselves. They especially needed lots of helpers to clear and farm the land. European ships brought people taken from the continent of Africa to work in the New World.¹⁸ The first Africans to arrive at Jamestown were probably **indentured servants**. This meant that they were forced to work with no pay for the English colonists for a certain number of years. During this time, the Africans were not free to live or work anywhere else until they had finished working for the agreed-upon number of years. After that time, they were free to live and work where they wanted, and to be paid for that work.

As the British colonies grew, more and more workers were needed. Before long, many people from Africa were forced to come to North America and were no longer treated as indentured servants. They were **slaves**. The slaves did not share the **freedoms** enjoyed by the colonists.¹⁹ They could not leave their farms without permission, and it was against the law for anyone to teach a slave to read or write.

As the colonists settled in the colonies, more changes were to come.

Vocabulary and Phrases

¿Dónde está?

[¿Dohn-deh ehs-tah?]
(Where is _____?)

Está arriba.

[Ehs-tah ah-rree-bah.]
(It's up above.)

Está abajo.

[Ehs-tah ah-bah-hoh.]
(It's down below.)

Si, está arriba.

[See, ehs-tah ah-rree-bah.]
(Yes, it's up above.)

Activity está arriba [ehs-tah ah-rree-bah] (up above):

1. Introduce a doll or puppet (paper cut out or sock puppet) to your student.
2. Pretend that the doll or puppet (paper cut out or sock puppet) is walking up some stairs to reach the top of a chair or table.
3. When the doll or puppet reaches the top, ask your student,

¿Está arriba o abajo?

[Ehs-tah ah-rree-bah o ah-bah-hoh.]

(It's up above or below?)

4. As you ask your student, point upwards when you say **arriba** [ah-rree-bah] (up above) and downwards when you say **abajo** [ah-bah-hoh] (down below) so that it is clear which is which.
5. When your student answers, reinforce your student's response with **Si, está arriba.** See, ehs-tah ah-rree-bah.] (Yes, it's up above.)
6. Repeat the process as many times as you like using different furniture in your home.

Optional Activity:

Let your student take a turn with the doll or puppet (paper cut out or sock puppet) walking up. Each time ask the appropriate question and reinforce your student's responses. You can repeat the process as many times as you like, using different furniture in your home.



Lucy Locket lost her pocket,
Bobby Shafto's gone to sea,



Kitty Fischer found it.
Silver buckles on his knees.



Not a penny was there in it,
Sailed his ship to Italy,



only ribbon round it.
lucky Bobby Shafto.

Write in your own **articulation markings!** Below draw a crescendo and a decrescendo over the phrases that make sense to you!

Doggie, doggie, where's your bone?

Someone stole it from your home.

Who stole your bone?

I stole your bone!

Rhythm Patterns

$\frac{4}{4}$ J J J ♯ | J J ♯ J ♯ | J J J J J | J ♯ J ♯ J ♯ ||

$\frac{4}{4}$ J J J ♯ | J J J J J | J J J ♯ J ♯ | J J J ♯ J ♯ ||

$\frac{4}{4}$ J ♯ J J | J J J J J | J ♯ J J J ♯ | J J J ♯ J ♯ ||

TUESDAY 1st Grade Daily Student Instruction Sheet

TUESDAY – March 31, 2020

ELA

Spalding
(15 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review 5 phonograms and learn 3 new spelling words.

Materials needed:

- Spalding paper (Use Spalding paper printed yesterday labeled with columns for Monday and Tuesday)
- Phonogram Cards resource
- Spalding Phonograms Sounds resource (provided last week in Appendix)
- Spalding markings resource (provided last week in Appendix)
- Spalding rules resource (provided last week in Appendix)

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

(PA) (3 min)

- Oral Phonogram Review (OPR):
 - Parent will show one phonogram card to student.
 - Student will say the sounds (in order) made by that phonogram and the related cue, if any.
 - 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: **ir, ay, oi, wh, ui**

(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 Tuesday column.
 - Immediately correct any errors observed.

(PA) (6 min)

- Dictate the 3 words (one at a time) to your child. For each word,

TUESDAY 1st Grade Daily Student Instruction Sheet

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 in the Tuesday column.

Word	Example sentence	Rules / Notes
<u>ch</u> <u>ur</u> <u>ch</u>	We will go to church today.	
² <u>ow</u> n	I own a blue car.	Use ow, o before /n/ at the end of a word
<u>be</u> <u>for</u> e r. 4	Brush your teeth before you go to bed.	(r. 4) "e" may say /ee/ at the end of a syllable.

(PA) (2 min)

- Reading – Give your student today's word list. Students will not write these words. This list is for the reading activity below only.
 - Read for spelling (sound out each phonogram and then blend to read it as a whole word)
 - Read for reading (try to read the word as a whole word)

Literature

Goal/Objective: Students will continue our study of Beatrix Potter as we read the story "The Tale of Timmy Tiptoes" practicing their reading comprehension skills.

Materials needed:

- Copy of the book The Selected Tales from Beatrix Potter
 - OR the teachers notes digital copy of *The Tale of Timmy Tiptoes* part II
 - https://drive.google.com/open?id=1Szk5EGm3CNn_PiMUT_ILbs4fuRagLoS

TUESDAY 1st Grade Daily Student Instruction Sheet

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

- (PA) (2 min) Pre-reading questions:** Ask students what happened yesterday to Timmy Tiptoes? **Answer-** Some angry squirrels looking for their nuts heard a bird mention something and they shoved Timmy into a hole in a tree.
- (PA) (3 min)** What does it mean to be Prudent? **Answer-** to act with, or showing care for the future. Explain the word **gossip**, which is to talk about someone behind their back, at times saying things that are not true.
- (PA) (10 min)** Read p. 52-65 of the classic to keep, or p. 13-26 of the digital copy.

Grammar/Writing

Goal/Objective:

- Review common nouns
- Identify noun a person, place, thing and idea

Materials needed:

- Find the common nouns worksheet (from Monday)
- Highlighter or pencil

Specific Instructions (I=independent; PA=dependent):

- (PA) (5 min)** Read the sentences numbered 5-8 and highlight or circle all of the common nouns. The number at the end of each sentence shows you how many common nouns you should find.
- Complete sentences 5-8 and save to be graded.

Reading

Goal/Objective: 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)

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

- (PA) (I) (20 min)** Read aloud to an adult for at least 20 minutes
- (I) (3 min)** Retell the story in order in your own words.
- (PA) (5 min)** Complete reading log.

MATH

Math

TUESDAY 1st Grade Daily Student Instruction Sheet

(30 Minutes)	<p><u>Goal/Objective:</u></p> <ul style="list-style-type: none">● Identify single coins by name and value.● Distinguish between pennies and nickels.● Count mixed coin sets of pennies and nickels.● Distinguish between pennies and dimes. <p><u>Materials needed:</u></p> <ul style="list-style-type: none">● Coin flash card TN sheet (from Monday)<ul style="list-style-type: none">○ https://drive.google.com/open?id=1rwY68-GMBP31AsKYLRrtfHcsRvvp_dtG● Counting Nickels and Pennies IP Sheet● Spot the Dimes IP sheet● Gray and brown crayons● Optional: Actual pennies, nickels, dimes, and quarters <p><u>Specific Instructions</u> (I=Independent; PA=Parent Assisted):</p> <p>(PA) (7 minutes)</p> <ul style="list-style-type: none">❑ Review the name and value of a penny, nickel, dime, and quarter using the coin flash cards, (Optional: Use actual coins in place of flash cards.)<ul style="list-style-type: none">❑ Point to penny flash card or coin.❑ Parent will ask “What coin is this?”❑ Student will answer “That is a penny.”❑ Parent will ask “What is the value of a penny?”❑ Student will answer “The value of a penny is one cent.”<ul style="list-style-type: none">❑ Student will answer in complete sentences.❑ We practice this a lot in class, so they should know exactly what to say.❑ Repeat above procedure for each coin: nickel, dime, quarter <p>(I) (13 minutes)</p> <ul style="list-style-type: none">❑ Complete Counting Nickels and Pennies independent practice sheet. (Optional: Mirror worksheet using actual coins)<ul style="list-style-type: none">❑ Color the pennies brown and the nickels gray.❑ Write the value of each individual coin on the line under each coin.❑ Count by nickels by 5s and pennies by 1s to determine total.❑ Write total in the box. Don’t forget the ¢ sign! <p>(I) (10 minutes)</p> <ul style="list-style-type: none">❑ Complete “Spot the Dimes” independent practice sheet. (note: reference picture for dime is at the top of the page.)<ul style="list-style-type: none">❑ Color the dimes gray. <p>Optional: (I) (3 minutes)</p> <ul style="list-style-type: none">❑ Video: Coins! by ABCMouse.com https://www.youtube.com/watch?v=aaJLkveG750
HISTORY	<u>History</u>

TUESDAY 1st Grade Daily Student Instruction Sheet

(20 Minutes)

Goal/Objective:

- Learn what a colony is.
- Identify the original 13 colonies.

Materials needed:

- The 13 British Colonies teacher master
 - <https://drive.google.com/open?id=18FDN47Nr9fPTirxMKI3v3vN4JuoYw3n9>
- The 13 British Colonies independent practice sheet
- 13 Colonies song sheet
 - <https://drive.google.com/open?id=1DqSUcN1Xk4OmJR1Zryz0FG-BnNNERevt>
 - Need to hear the tune? <https://youtu.be/jpC3ghfsiqI>

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

(PA) (2 min)

- ❑ Ask your student to tell you anything they remember about yesterday's History lesson (i.e. Columbus, Native Americans, Pilgrims, Jamestown, 13 colonies, etc.)
- ❑ Remind your scholar that after the Pilgrims settled at Plymouth, many more people came to America from Europe and set up more colonies. Today we will locate those original 13 colonies.

(I) (10 min)

- ❑ Copy the definition of colony in the top corner of The 13 British Colonies worksheet. A colony is a ***land ruled by another country that is far away.***
- ❑ Write the colony names in the blanks on The 13 British Colonies worksheet. Students will copy the parent master provided.

(I) (10 min) - additional activity - NOT required

- ❑ IF time allows and crayons or colored pencils are available, have your student color or mark the 13 colonies to match the teacher master copy.
 - ❑ New Jersey – brown
 - ❑ Georgia – purple stripes
 - ❑ Delaware – gray
 - ❑ New York – green
 - ❑ North Carolina – green stripes
 - ❑ South Carolina – yellow stripes
 - ❑ New Hampshire – orange stripes
 - ❑ Virginia – red stripes
 - ❑ Pennsylvania – purple

TUESDAY 1st Grade Daily Student Instruction Sheet

	<ul style="list-style-type: none"><input type="checkbox"/> Connecticut – orange<input type="checkbox"/> Rhode Island – yellow<input type="checkbox"/> Maryland – pink<input type="checkbox"/> Massachusetts – red <p>(PA) (3 min)</p> <ul style="list-style-type: none"><input type="checkbox"/> After students have completed filling in the 13 colonies, practice the 13 colonies song with them (to the tune of Yankee Doodle). Have students point to each colony as they sing the song. (link listed in materials section for today)
<p>OPTIONAL</p> <p>Art (15-20 Minutes)</p>	<p>ART <u>Week 2 Art Project</u>: <i>Overlapping Houses</i></p> <p>Goal/Objective: (PA) & (IW)</p> <ul style="list-style-type: none"><input type="checkbox"/> Students will practice drawing overlapping shapes. Note: Shapes further away will be behind objects that are closer; objects further away will also be smaller in the distance with less details and muted colors (colors aren't as bright). <p>Materials needed:</p> <ul style="list-style-type: none"><input type="checkbox"/> Paper: 8 ½ " x 11" (approximately) thick paper such as cardstock, inside of cereal box, poster board (backside of old project), inside lid of shoebox...etc.<input type="checkbox"/> Colored pencils Only--NO graphite pencils<input type="checkbox"/> Fine point sharpie markers<input type="checkbox"/> Choose Chalk OR Crayons to color in shapes of buildings<input type="checkbox"/> Link to Mrs. Northway's Blog: https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html<input type="checkbox"/> Tuesday/Thursday Lesson Instruction Sheet<ul style="list-style-type: none"><input type="checkbox"/> https://drive.google.com/open?id=1Rk5L90iAOQbrlEPILJOM8zZtM55K4EaE <p>Specific Instructions: (I=independent; PA=parent assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) View Packet Documents and the Step by Step instructions with your scholar: Video instructions, slide instructions, and images to print out may be found in my Week 2 BLOG (<i>link listed in "materials needed"</i>).<input type="checkbox"/> (PA) Assist students in preparing their piece of paper before drawing. (<i>Please refer to the video in Week 1 BLOG, on how to prepare paper and image</i>).<input type="checkbox"/> (IW) Parents, please do NOT draw; Please only direct scholars on how to fill the entire page and give constant reminders to press lightly with colored pencils.

TUESDAY 1st Grade Daily Student Instruction Sheet

<p>PE (10 Minutes)</p>	<p><input type="checkbox"/> (PA) Parents may help with ideas for “FOREGROUND” - take a picture of a family pet to copy into the drawing; Go for a nature walk and collect something to draw BIG in the foreground.</p> <p><u>PE</u></p> <p>Goal/Objective: Students will participate in a variety of exercises to increase flexibility, strength, and endurance.</p> <p>Materials needed: 2 by 2 Fitness Sheet</p> <ul style="list-style-type: none">• https://drive.google.com/open?id=1YOAtwKdAkT49dZEqngIM3DKL8NIZOa0d <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Students may perform warm-up exercises they have done in P.E. (ex.skipping, galloping, bell jumps, skier jumps,high knees, mountain climbers, butterflies, stretches)<input type="checkbox"/> (PA) Parents will read and show students exercise sheet.<input type="checkbox"/> (PA or I) Students will begin 2 by 2 Fitness Sheet. Students may do exercises with a parent or sibling.
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Phonogram flashcards – Tuesday, March 31, 2020

ir

ay

oi

wh

ui

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THE TALE OF TIMMY TIPTOES

Part II



By
BEATRIX POTTER

**Tuesday, Wednesday
Literature**



In the meantime Timmy Tiptoes came to his senses. He found himself tucked up in a little moss bed, very much in the dark, feeling sore; it seemed to be under ground. Timmy coughed and groaned, because his ribs hurted him. There was a chirpy noise, and a small striped Chipmunk appeared with a night light, and hoped he felt better?

It was most kind to Timmy Tiptoes; it lent him its night-cap; and the house was full of provisions.



The Chipmunk explained that it had rained nuts through the top of the tree—"Besides, I found a few buried!" It laughed and chuckled when it heard Timmy's story. While Timmy was confined to bed, it 'ticed him to eat quantities—"But how shall I ever get out through that hole unless I thin myself? My wife will be anxious!" "Just another nut—or two nuts; let me crack them for you," said the Chipmunk. Timmy Tiptoes grew fatter and fatter!



Now Goody Tiptoes had set to work again by herself. She did not put any more nuts into the woodpecker's hole, because she had always doubted how they could be got out again. She hid them under a tree root; they rattled down, down, down. Once when Goody emptied an extra big bagful, there was a decided squeak; and next time Goody brought another bagful, a little striped Chipmunk scrambled out in a hurry.



"It is getting perfectly full-up down-stairs; the sitting-room is full, and they are rolling along the passage; and my husband, Chippy Hackee, has run away and left me. What is the explanation of these showers of nuts?"

"I am sure I beg your pardon; I did not know that anybody lived here," said Mrs. Goody Tiptoes; "but where is Chippy Hackee? My husband, Timmy Tiptoes, has run away too." "I know where Chippy is; a little bird told me," said Mrs. Chippy Hackee.



She led the way to the woodpecker's tree, and they listened at the hole.

Down below there was a noise of nut crackers, and a fat squirrel voice and a thin squirrel voice were singing together—

"My little old man and I fell out,
How shall we bring this matter about?
Bring it about as well as you can,
And get you gone, you little old man!"



"You could squeeze in, through that little round hole," said Goody Tiptoes. "Yes, I could," said the Chipmunk, "but my husband, Chippy Hackee, bites!"

Down below there was a noise of cracking nuts and nibbling; and then the fat squirrel voice and the thin squirrel voice sang—

"For the diddlum day

Day diddle dum di!

Day diddle diddle dum day!"



Then Goody peeped in at the hole, and called down—"Timmy Tiptoes! Oh fie, Timmy Tiptoes!" And Timmy replied, "Is that you, Goody Tiptoes? Why, certainly!"

He came up and kissed Goody through the hole; but he was so fat that he could not get out.

Chippy Hackee was not too fat, but he did not want to come; he stayed down below and chuckled.



And so it went on for a fortnight; till a big wind blew off the top of the tree, and opened up the hole and let in the rain.

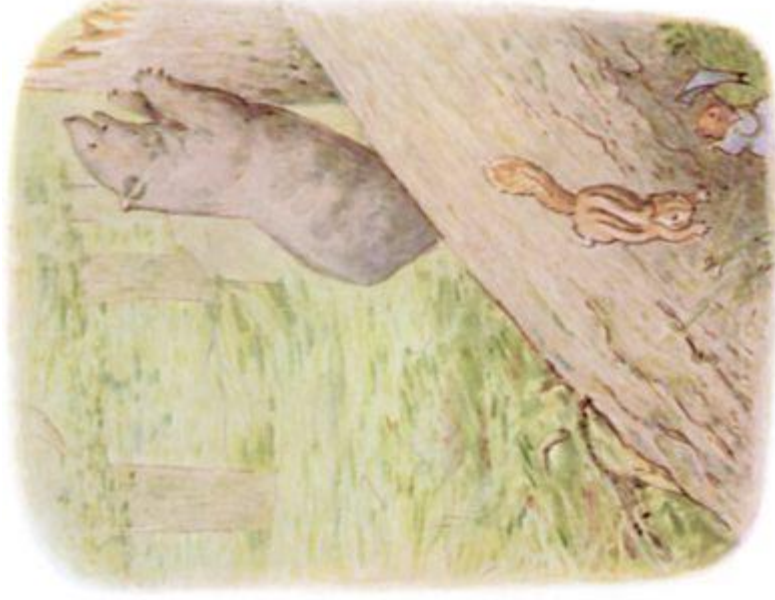
Then Timmy Tiptoes came out, and went home with an umbrella.



But Chippy Hackee continued to camp out for another week, although it was uncomfortable.



At last a large bear came walking through the wood. Perhaps he also was looking for nuts; he seemed to be sniffing around.



Chippy Hackee went home in a hurry!



And when Chippy Hackee got home, he found he had caught a cold in his head; and he was more uncomfortable still.



And now Timmy and Goody Tiptoes keep their nut-store fastened up with a little padlock.



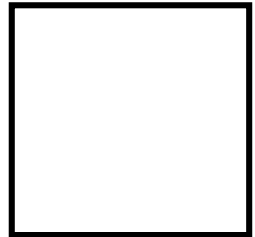
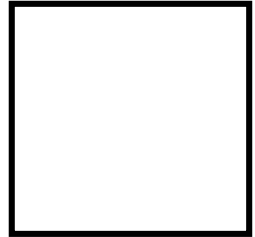
And whenever that little bird sees the Chipmunks, he sings—
"Who's-been-digging-up *my*-nuts? Who's been digging-up *my*-
nuts?" But nobody ever answers!

THE END

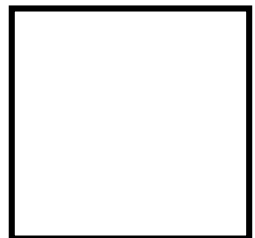
COUNTING

Nickels and Pennies

Name _____



COUNT
The coins



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Name _____



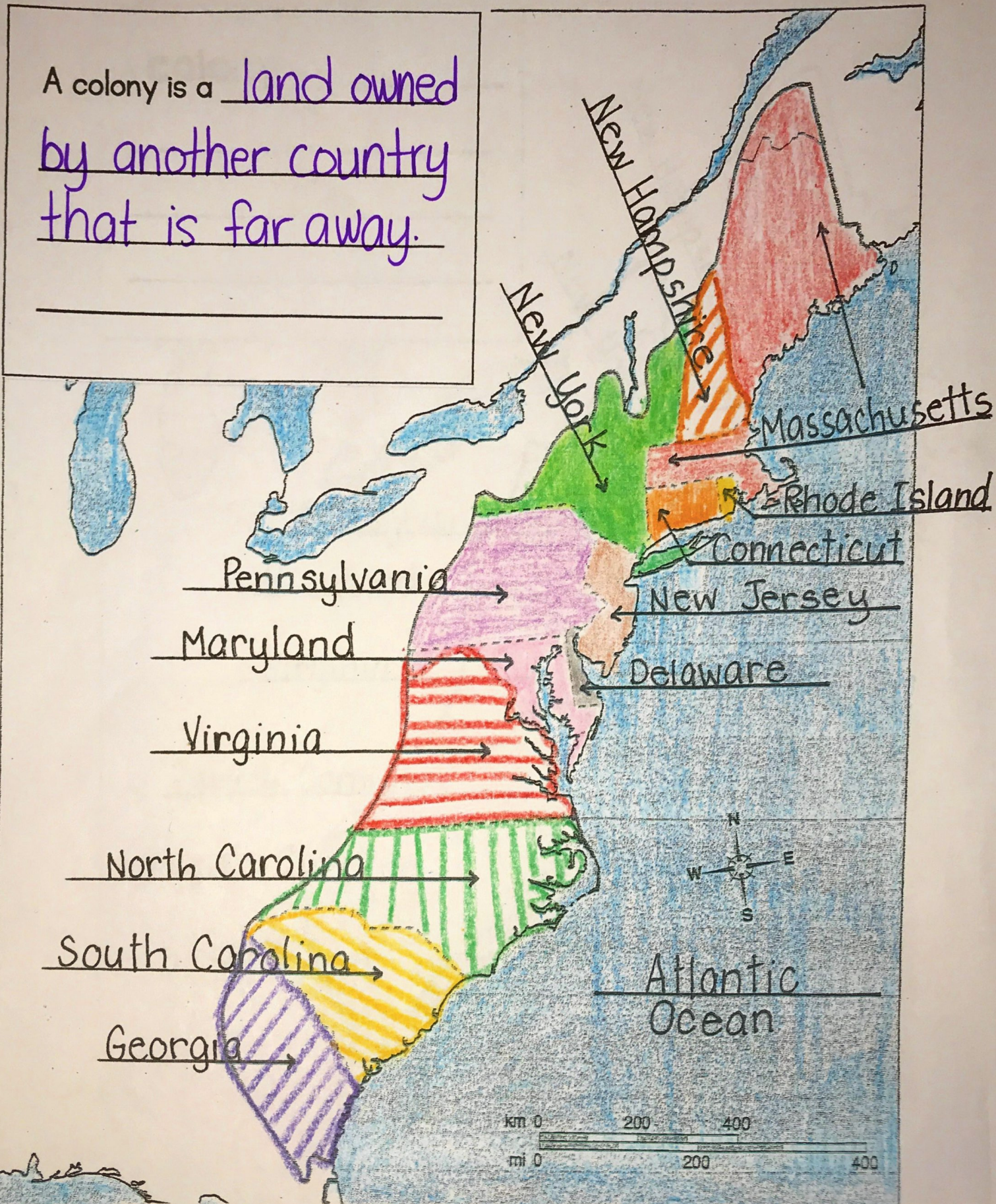
SPOT the dimes



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The 13 British Colonies

A colony is a land owned
by another country
that is far away.



Pennsylvania

Maryland

Virginia

North Carolina

South Carolina

Georgia

New Hampshire

New York

Massachusetts

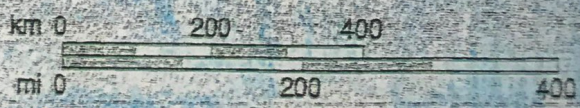
Rhode Island

Connecticut

New Jersey

Delaware

Atlantic Ocean

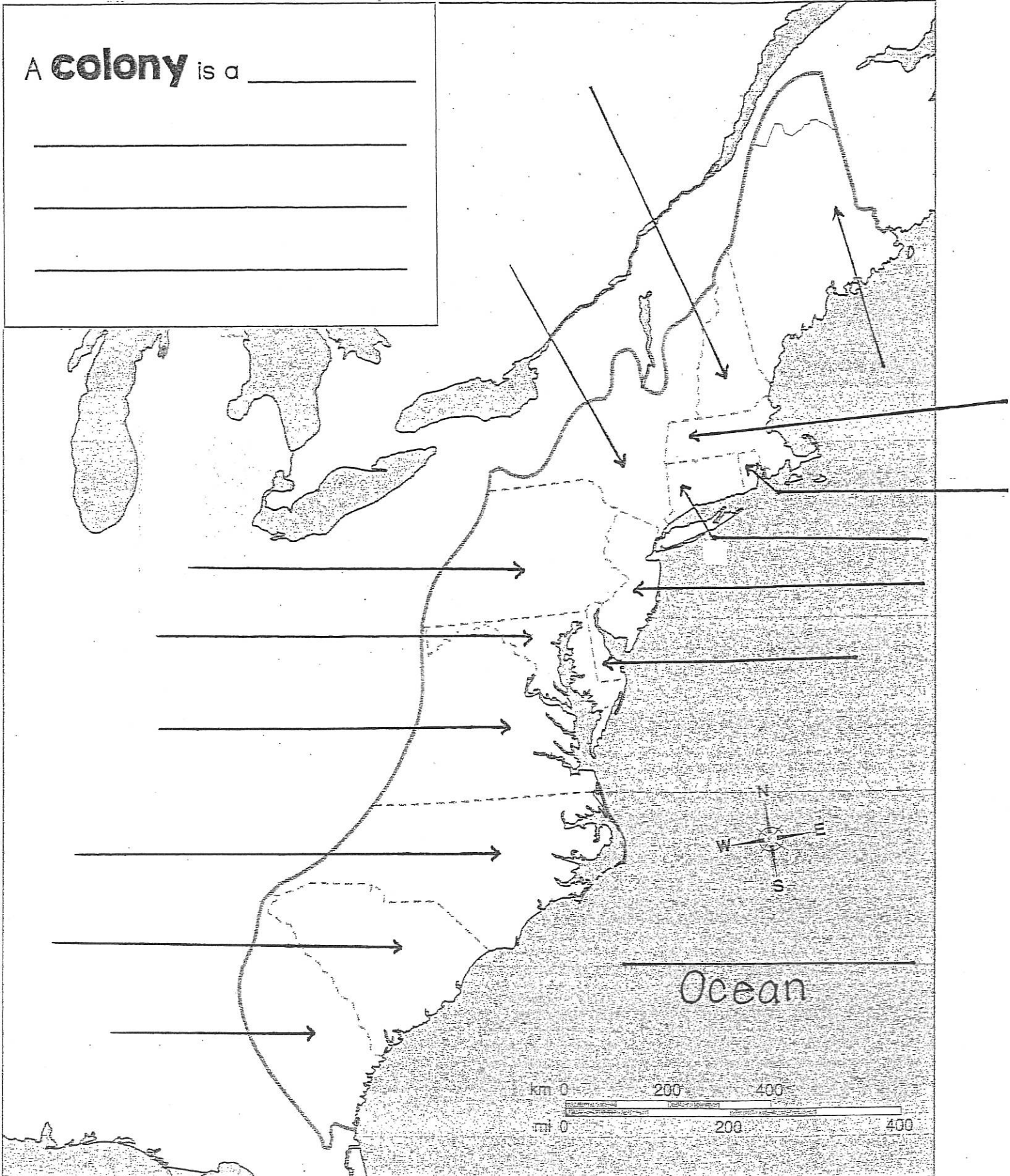


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The 13 British Colonies

History - Tuesday, March 31, 2020

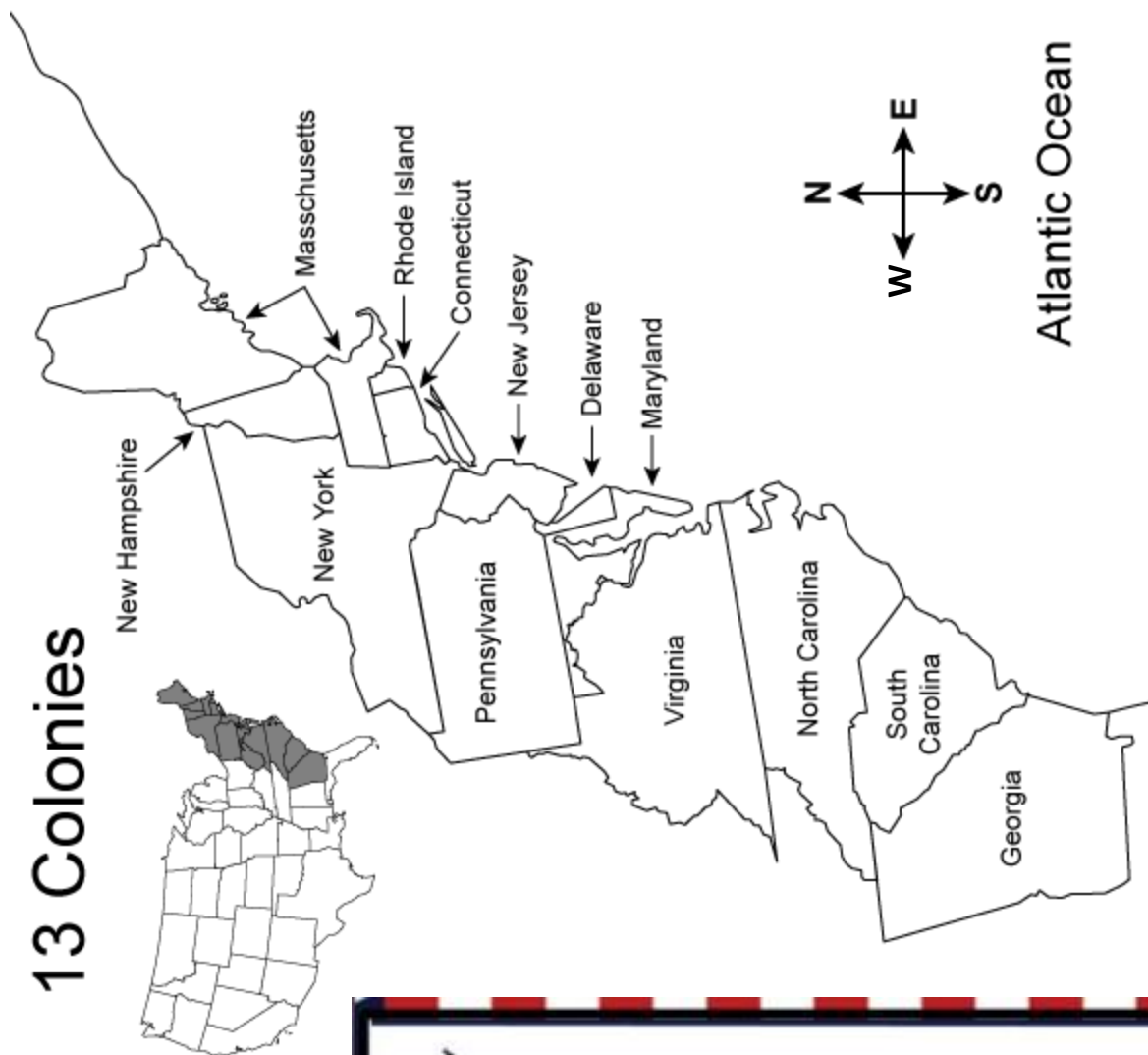
A **colony** is a _____



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Tuesday, Wednesday History

13 Colonies



the 13 colonies song

**TO THE TUNE OF
YANKEE DOODLE:**


**MASSACHUSETTS,
NEW HAMPSHIRE,
RHODE ISLAND,
NEW YORK!**

**CONNECTICUT,
PENNSYLVANIA,
NEW JERSEY,
DELAWARE,**

**MARYLAND,
VIRGINIA,
NORTH CAROLINA,
SOUTH CAROLINA,
AND GEORGIA!**

THOSE WERE THE 13 COLONIES!

FIRST GRADE ART – T. NORTHWAY

<p>Distance Learning: Week 2 2020 T. Northway</p>	<p style="text-align: center;"><u>Tuesday/ Thursday, March 31- April 2</u></p> <p>Goal/Objective: (PA) & (IW)</p> <ul style="list-style-type: none">❑ Students will practice drawing overlapping shapes.❑ Note: Shapes further away will be behind objects that are closer; objects further away will also be smaller in the distance with less details and muted colors (colors aren't as bright).
	 <p style="text-align: center;">The Allegory of Good and Bad Government <i>Fresco by Ambrogio Lorenzetti</i></p>
<p style="text-align: center;">(PA) Step 1:</p> <p>Open the link or Google an image of:</p> <p style="text-align: center;">“The Allegory of Good and Bad Government Fresco by Ambrogio Lorenzetti”</p> <p>- Look at the image silently with your Art Scholar for at least 1 minute. Set a timer for one minute. They are already very familiar with this image.</p>	<p style="text-align: center;">Image Address: c3d0f785af62fe3e81061cfb7f701b15.jpg</p> <p>Notice: <i>The Elements of Art - Line, Shape, Space, Texture, Form, Value, Color</i></p> <p style="text-align: center;"><i>Look for how the artist uses the following “elements”:</i></p> <ul style="list-style-type: none">● Line--many straight vertical, diagonal and horizontal lines● Shape-- Rectangles, squares...Notice how the windows are smaller in the buildings further away.● Texture...Smooth? Rough? How is the paint applied? Do you see individual brushstrokes at all?● Form- Cubes?● Value- Dark areas vs. Light areas--WHY are some areas light and dark? Do you see that the artist used Primary colors? Primary colors are very cheerful together; Very playful.● Color-Do these colors make you feel happy? Relaxed? Are they dark or light colors?<ul style="list-style-type: none">○ How could the artist use colors that would NOT make you feel happy and relaxed by looking at this picture?

FIRST GRADE ART – T. NORTHWAY

<p><u>(PA) Step 2</u></p> <p>Gather Materials and set up work space.</p>	<ul style="list-style-type: none">- Packet Documents<ul style="list-style-type: none"><input type="checkbox"/> Print these directions.- Set up work table with the following materials:<ul style="list-style-type: none"><input type="checkbox"/> Paper: 8 ½ “ x 11” (approximately) thick paper such as cardstock, inside of cereal box, poster board (backside of old project), inside lid of shoebox....etc.<input type="checkbox"/> Colored pencils Only--NO graphite pencils<input type="checkbox"/> Fine point sharpie markers<input type="checkbox"/> Choose Chalk OR Crayons to color in shapes of buildings<input type="checkbox"/> Link to Mrs. Northway’s Blog: https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html<input type="checkbox"/> Instruction sheet included in packet.- Open computer window with:<ul style="list-style-type: none"><input type="checkbox"/> Image Address: c3d0f785af62fe3e81061cfb7f701b15.jpg<ul style="list-style-type: none"><input type="checkbox"/> You will not draw this picture again. However, your new drawing will be similar to the one you made in class. The difference is that you will be drawing your own neighborhood.- Open computer window with:<ul style="list-style-type: none"><input type="checkbox"/> Mrs. Northway’s Blog https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html- Open computer window with:<ul style="list-style-type: none"><input type="checkbox"/> PHOTOS YOU WILL TAKE OF BUILDINGS IN YOUR NEIGHBORHOOD.<ul style="list-style-type: none"><input type="checkbox"/> Take a little walk up and down the block with a camera and look for overlapping buildings and shapes. Here are some examples near my home:<input type="checkbox"/> (These examples are in my Blog directions as well) <div data-bbox="591 1486 1378 1696" data-label="Image"></div>
<p><u>(PA) Step 3</u></p> <p><u>PROJECT SEQUENCE:</u></p>	<ul style="list-style-type: none">Open computer window with:<ul style="list-style-type: none"><input type="checkbox"/> (IW) (PA) View Blog Video:<ul style="list-style-type: none"><input type="checkbox"/> Student will draw along with Mrs. Northway, following the slides or slides with video/voice.<input type="checkbox"/> Divide the project work between Tuesday and Thursday as it fits into your daily schedule.<input type="checkbox"/> Have fun! :)

2 BY 2 FITNESS!

This activity sheet is set up to do with a sibling, guardian, or anyone else :) Feel free to complete it by yourself also! Check off the exercise when completed.

- Do 10 up-downs together**

- Bear walk from one wall to the other.**

- Pretend to jump rope for 1 minute.**

- Hold a plank position together and count to 30.**

- Complete 50 jumping jacks.**

- Teach each other a dance move, or make up your own!**

- Do 10 partner high five push-ups, if completing alone perform as many push-ups as possible.**

- Back to back wall sit together for 30 seconds. Or use a wall for more stability.**

- Wheelbarrow from one wall to another and switch.**

- Make up one activity to do together or make up one for yourself!**

WEDNESDAY 1st Grade Daily Student Instruction Sheet

WEDNESDAY - April 1, 2020

ELA

Spalding
(15 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review 5 phonograms and learn 3 new spelling words.

Materials needed:

- Spalding paper (Wednesday-Thursday)
- Phonogram Cards resource
- Spalding Phonograms Sounds resource (provided last week in the Appendix)
- Spalding markings resource (provided last week in the Appendix)
- Spalding rules resource (provided last week in the Appendix)

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

(PA) (3 min)

- Oral Phonogram Review (OPR):
 - Parent will show one phonogram card to student.
 - Student will say the sounds (in order) made by that phonogram and the related cue, if any.
 - 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: **kn, ei, ti, oa, dge**

(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 Tuesday column.
 - Immediately correct any errors observed.

WEDNESDAY 1st Grade Daily Student Instruction Sheet

(PA) (6 min)

- ☐ Dictate the 3 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 in the Wednesday column.

Word	Example sentence	Rules / Notes
no _{r. 4}	No you may not have a cookie.	(r. 4) "o" may say /o/ at the end of a syllable.
kn ² ow	I know you.	
were ₅	Were you in class today?	Job 5 of silent e.

(PA) (2 min)

- ☐ Reading – Give your student today's word list. Students will not write these words. This list is for the reading activity below only.
 - ☐ Read for spelling (sound out each phonogram and then blend to read it as a whole word)
 - ☐ Read for reading (try to read the word as a whole word)

Literature/Writing

Goal/Objective:

- Build reading comprehension skills
- Identify the characters, setting and moral of a story
- Practice using capital letters, end marks and proper letter formation.

WEDNESDAY 1st Grade Daily Student Instruction Sheet

Materials needed:

- Copy of the book The Selected Tales from Beatrix Potter
 - OR the teachers notes digital copy of *The Tale of Timmy Tiptoes* part I and II
 - Part I
https://drive.google.com/open?id=1k0h78F8W7PP-Rug5kzGgSm_nT32QOW1z
 - Part II
https://drive.google.com/open?id=1Szkb5EGm3CNn_PiMUT_ILbs4fuRagLoS
- Timmy Tiptoes teacher master
 - https://drive.google.com/open?id=1Xpf2VuhHt7YSVHV_CTH7KOfE_C4s-AoF
- Timmy Tiptoes independent practice sheet
- Crayons

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

- (PA) (4 min)** What were the main characters in the Tale of Timmy Tiptoes? Write a list of draw pictures to represent each in the top left box.
- (PA) (4 min)** What was the setting of the Tale of Timmy Tiptoes? Write or draw a picture of the setting in the top right box.
- (PA) (4 min)** What was the problem in the Tale of Timmy Tiptoes? Draw a picture of what happened to Timmy Tiptoes in the large center box.
- (PA) (8 min)** What is the moral or lesson we learn from this story? Remind scholars to use their very best Spalding handwriting. Have them recite “A beautiful sentence will always start with a capital letter and end with a mark.” Then have them copy the sample sentence given on the TN sample.

Reading

Goal/Objective: 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)

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

- (PA) (I) (20 min)** Read aloud to an adult for at least 20 minutes

WEDNESDAY 1st Grade Daily Student Instruction Sheet

	<ul style="list-style-type: none"><input type="checkbox"/> (I) (3 min) Retell the story in order in your own words.<input type="checkbox"/> (PA) (5 min) Complete reading log.
MATH (30 Minutes)	<p>Math</p> <p><u>Goal/Objective:</u></p> <ul style="list-style-type: none">● Identify single coins by name and value.● Distinguish between dimes and pennies.● Count mixed coin sets of dimes and pennies.● Distinguish between quarters and nickels. <p><u>Materials needed:</u></p> <ul style="list-style-type: none">● Coin flash card TN sheet (from Monday)<ul style="list-style-type: none">○ https://drive.google.com/open?id=1rwY68-GMBP31AsKYLRrtfHcsRvvp_dtG● Counting Dimes and Pennies IP Sheet● Spot the Quarters IP sheet● Gray and brown crayons● Optional: Actual pennies, nickels, dimes, and quarters <p><u>Specific Instructions (I=independent; PA=Parent Assisted):</u></p> <p>(PA) (5 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Teach/review the name and value of a penny, nickel, dime, and quarter using the coin flash cards, (Optional: Use actual coins in place of flash cards.)<ul style="list-style-type: none"><input type="checkbox"/> Student will say Money Chant, pointing to the flash cards as they name coins and their related values. <u>Money Chant:</u> I have a little song and it sounds kinda funny. It's all about coins and it's all about MONEY. A penny's worth one, a nickel's worth five, a dime is worth ten and a quarter twenty-five. <p>(I) (12 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete Counting Dimes and Pennies independent practice sheet. (Optional: Mirror worksheet using actual coins)<ul style="list-style-type: none"><input type="checkbox"/> Color the pennies brown and the dimes gray.<input type="checkbox"/> Write the value of each individual coin on the line under each coin.<input type="checkbox"/> Count dimes by 10s and pennies by 1s to determine total.<input type="checkbox"/> Write total in the box. Don't forget the ¢ sign! <p>(I) (8 minutes)</p>

WEDNESDAY 1st Grade Daily Student Instruction Sheet

- Complete “Spot the Quarters Independent practice sheet. (note: reference picture for quarter is at the top of the page.)
- Color the quarters gray.

(I) (5 minutes)

- Teach / practice Counting Quarters Song:
(to the tune of One Little, Two Little, Three Little Indians)
(student puts up one finger at a time for each number)
(Optional: Display four actual quarters. As student to point to a new quarter as they count/sing.)

25, 50, 75, 100

25, 50, 75, 100

25, 50, 75, 100

Four quarters make one dollar

- Optional: Sing it with Mrs. McIntosh!
<https://youtu.be/YOyT0YDQH1Y>

HISTORY (20 Minutes)

History

Goal/Objective:

- Learn what a tax is.
- Understand the colonist’s feelings about paying taxes to King George III of England.

Materials needed:

- 13 Colonies song sheet (from Tuesday)
 - <https://drive.google.com/open?id=1DqSUcN1Xk4OmJR1Zryz0FG-BnNNERevt>
 - Need to hear the tune? <https://youtu.be/jpC3ghfsiqI>
- “A Taxing Time: The Boston Tea Party” (Read Aloud 2)
 - https://drive.google.com/open?id=13yQ-975r3gCcLqe-VYSAv0IOEK1Tc_WT
- American Revolution - Review 1 independent practice sheet
- Boston Tea Party coloring sheet

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

(PA) (2 min)

- Review the 13 colonies by having your student sing the 13 Colonies Song (tune: Yankee Doodle). Have student point to each colony on the song sheet or The 13 British Colonies worksheet as they sing the song.
- Here is a great online resource to hear the 13 colonies song:

WEDNESDAY 1st Grade Daily Student Instruction Sheet

	<p>13 Colonies Song (tune: Yankee Doodle)</p> <p>(PA) (8 min)</p> <ul style="list-style-type: none">❑ Read: "A Taxing Time: The Boston Tea Party" (Read Aloud 2) with your student. <p>(PA) (5 min)</p> <ul style="list-style-type: none">❑ Have student complete American Revolution - Review 1 <p>(I) (5 min)</p> <ul style="list-style-type: none">❑ Have student color the Boston Tea Party coloring sheet
<p>OPTIONAL</p> <p>Spanish (10 Minutes)</p> <p>Music (10-15 Minutes)</p>	<p><u>Spanish</u></p> <p><u>Goal/Objective:</u></p> <ul style="list-style-type: none">● Describe something as está arriba (up above) or está abajo (down below). <p><u>Materials needed:</u></p> <ul style="list-style-type: none">● Doll or puppet (paper cut out or sock puppet)● Teacher notes<ul style="list-style-type: none">○ https://drive.google.com/open?id=1lapDPR47IqWk6OsY5vtolw_YvNXVk2yj <p><u>Specific Instructions</u> (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none">❑ (PA) Introduce a doll or puppet to your student.❑ (PA) Pretend that the doll or puppet is walking down some stairs to reach the bottom of a chair or table.❑ (PA) When the doll or puppet reaches the bottom, ask your student, ¿Está arriba o abajo? (Is it up above or below?)(PA)❑ (PA) As you ask your student, point upwards when you say arriba (up above) and downwards when you say abajo (down below) so that it is clear which is which.❑ (PA) When your student answers, reinforce your student's response with Si, está abajo.(Yes, it's down below.)❑ (PA) Repeat the process as many times as you like using different furniture in your home.❑ Optional Activity: Let your student take a turn with the doll or puppet walking down. Each time ask the appropriate question and reinforce your student's responses. You can repeat the process as many times as you like, using different furniture in your home. <p>https://ghnospanishk-2.blogspot.com/2020/03/kindergarten-and-first-grade-march-30.html</p> <p><u>Music</u></p>

WEDNESDAY 1st Grade Daily Student Instruction Sheet

Goal/Objective:

- Review **Crescendo**, **Decrescendo**
- Practice reading **Quarter Rest**

Materials needed:

- Articulation Reading/Rhythm Pattern print out (from Monday)
 - <https://drive.google.com/open?id=1ZL7yUK0Ud08ACnBLLlqexfMbDT6mRrRw>

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

- PA:** “A **crescendo** describes when we sing gradually from *piano* to *forte*, or soft to loud.”
- PA:** “A **decrescendo** describes when we sing gradually from *forte* to *piano*, or loud to soft.”
- PA:** Next, have your student sing “Doggie, Doggie” and follow the articulation markings on the Articulation Reading print out
 - I:** Have your student draw in their own articulation markings for **crescendo** and **decrescendo** and then have them perform their creation!
- PA:** Please point to the rhythm while your student reads the included rhythm examples and claps. Remind them to say the rhythm syllables, show the rest with their hands and stay silent on the rest.

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Phonogram flashcards – Wednesday, April 1, 2020

kn

ei

ti

oa

dge

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The Tale of Timmy Tiptoes Sample

Characters

You can draw pictures
or write.

Timmy

Goody

Chippy Hackee

Silvertail

Setting

You can draw pictures
or write.

In the woods or tree

What happens to Timmy Tiptoes?

Draw a picture of Timmy being pushed into the whole
of the tree used to store his nuts.

What do we learn from Timmy Tiptoes?

You shouldn't believe everything you hear, Just because someone
says it, that does not make it true.

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The Tale of Timmy Tiptoes

10 CW

Characters

Setting

--	--

What happens to Timmy Tiptoes?

--

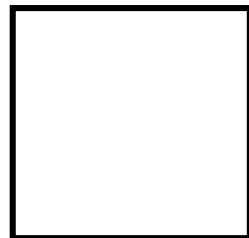
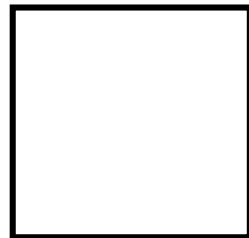
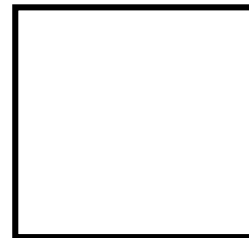
What do we learn from Timmy Tiptoes?

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Name _____

COUNTING

Dimes and Pennies



COUNT
The coins



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Name _____



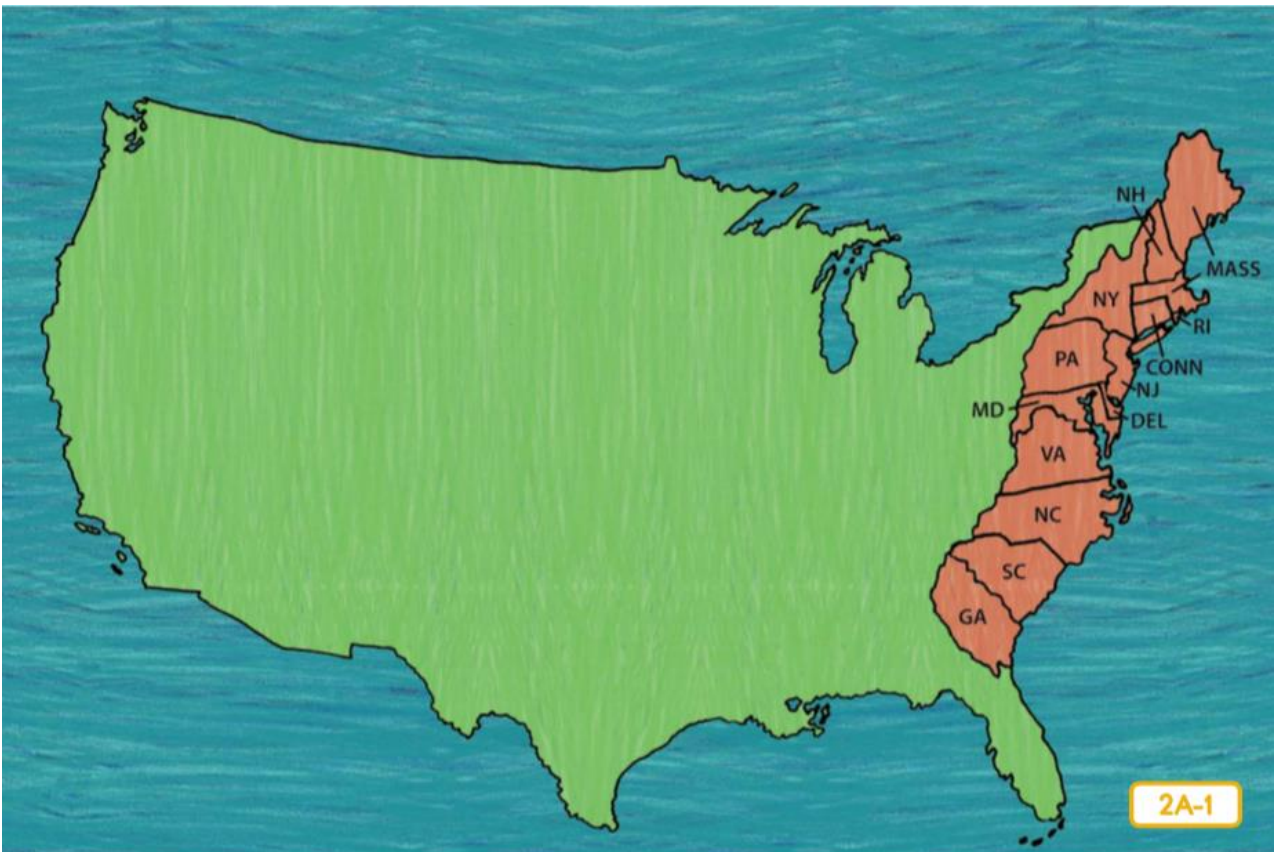
SPOT the quarters



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A Taxing Time: The Boston Tea Party

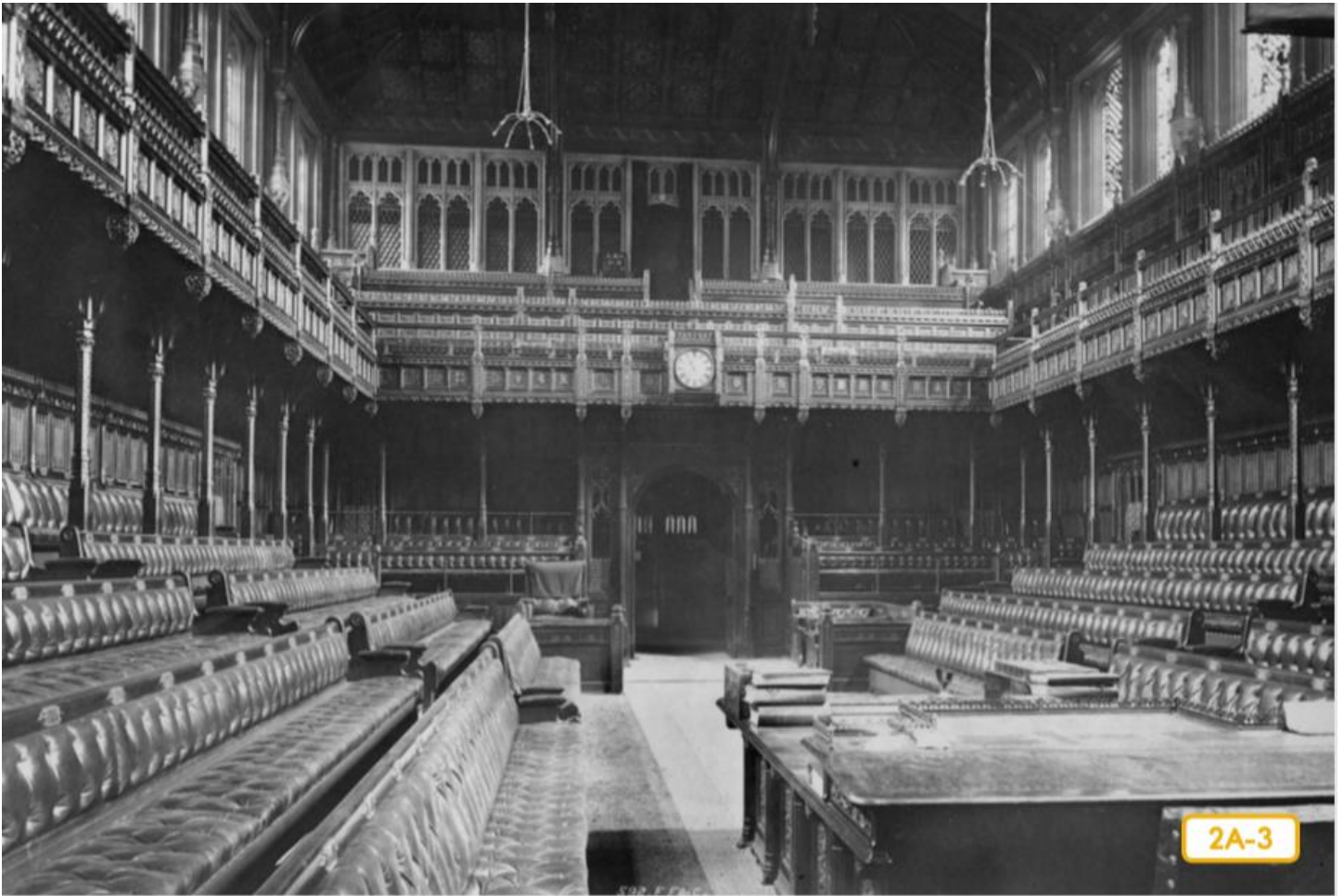
Read Aloud 1 (History)
Wednesday, April 1, 2020



For a long time, almost everyone who lived in America was proud to be a British citizen, ruled by the king of Great Britain. But then things began to change. The king and the British government, or Parliament, had spent a lot of money helping to set up and protect the colonies. To help pay for these expenses, Parliament decided to make the colonies in America pay **taxes** to Great Britain.



Taxes are extra money people pay when they buy certain things. For example, today, we may pay taxes when we buy clothes at a department store, food in a restaurant, or gasoline for the car. Depending on the state where you live, you might have to pay a dollar or two more for your new shirt than what's listed on the price tag, or a few extra cents for your sandwich than the price listed on the menu. But these stores do not keep this extra money. They must give the extra money, or taxes, to the government. These days, we vote and elect **representatives**, or people to represent us in government. These people make decisions about how to best spend the taxes to provide public services that benefit all who live here.¹ The government uses the taxes to help pay for things that everybody needs, like schools, public transportation, roads, water and garbage service, police and fire protection, and other public services. Many people agree that it is a good use of their money, and they don't mind paying taxes for a good cause.



But back in the time when the colonies were first established, the people who lived in the colonies were not permitted to vote and elect representatives or people to represent them in the British Parliament on the other side of the ocean.² So, many people who lived in the American colonies in the 1700s felt that it was unfair for the British king to ask them to pay taxes. The colonists were asked to pay extra for stamps, sugar, and other things.³ Because the colonists could not voice their opinions to the British government through representatives, why, they wondered, should they have to pay taxes? It just didn't seem fair to them.



2A-4

All over the colonies, people grew more and more angry, but it was in the colony of Massachusetts that tempers flared the most. King George of Great Britain sent troops to try to keep the peace in Boston, but it did not help very much.⁴ Then, in 1773, the British Parliament did something that the colonists could not stand. They passed a law called the Tea Act and tried to force the colonists to buy tea from one British company only, charging a large tax for the tea. The colonists did not think it was fair to force them to pay more for tea, and they refused to pay taxes on tea, one of their favorite drinks.

They began sending shiploads of tea back to Britain and ordering tea from Holland instead. This made the king even angrier. He told them that they could not send any more tea back to Great Britain without paying the tax. Because of this, the colonists of Massachusetts revolted, or rose up, against the British king. They decided that they would not accept the king's decision.⁵



Shiploads of British tea continued to enter the **port** of Boston, Massachusetts.⁶ On a December night in 1773, a group of men known as the Sons of Liberty planned a most unusual “tea party.”⁷ Smearing their faces with soot, grease, and streaks of red paint, they stuck feathers in their hair. Disguised as Mohawk Native Americans, a common symbol of freedom at the time, they made their way down to the **harbor**.⁸ Climbing aboard three British ships, they dumped 342 chests of valuable tea into the Boston Harbor. This meant that the British lost tea *and* money. This event became known as the Boston Tea Party.



Furious, King George of Great Britain closed the port of Boston, one of the American colonies' most important ports. He told them that they would not receive any more **goods** from Britain until they paid for the tea that they had destroyed.⁹ With no supplies coming from Great Britain, there was nothing for the colonists to sell in their shops, so people had to close their shops.¹⁰ Many people lost their jobs. Food was scarce. Colonists from up and down the East Coast helped out, sending money and supplies to Massachusetts.

What were the colonists to do? What should they say to the British king?

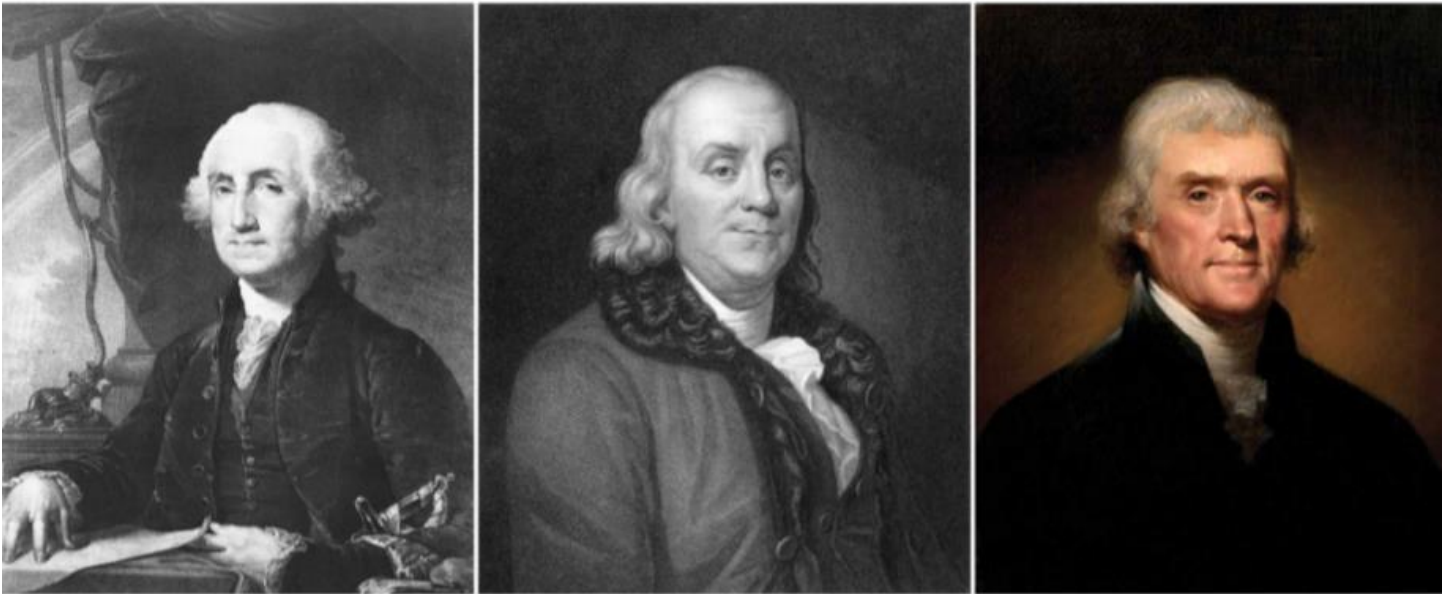
The people of Boston began to talk of war against Great Britain and its king, but other colonists warned them not to act so quickly. "Wait a bit," they suggested. "It is never a good idea to fight back without cooling off a bit first."



2A-7

All thirteen colonies decided to come up with a plan together. They held a big meeting in Philadelphia, Pennsylvania, about midway between the farthest New England colonies and the farthest Southern colonies.¹¹ Each colony elected representatives to attend the meeting.¹² It was the first time that representatives from all the colonies (except Georgia) met together in one place. They called themselves the Continental Congress.

Leaders in the colonies were divided. Some remained loyal, or faithful, to Great Britain and the king. They were called Loyalists. "After all," they said, "we're British, too!" Others were beginning to think of themselves not as British citizens, but as Americans. They wanted to rule themselves instead of being ruled by a faraway king. These people were called Patriots.



2A-8

Members of the Continental Congress included George Washington from Virginia, a young army commander who had helped protect the colonies. Benjamin Franklin was there too, a Philadelphian known for his ability to get people to work together. Though unable to attend, Thomas Jefferson, known as an excellent writer, was elected as a representative from Virginia.¹⁴

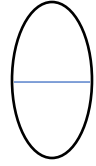
At that first Continental Congress, the representatives decided to approach the king in a friendly way. They sent him a letter, telling him that they wanted to work things out peacefully. They asked the British Parliament to stop making laws or rules for them. “We feel that we should create our own laws since we are not able to vote for laws in Parliament,” they said. In the meantime, while they waited for an answer from the king, the colonists decided to stop selling goods *to* Great Britain and to stop buying goods *from* Great Britain.



At the end of the meeting, the colonists were still split in their opinions about what to do. The Loyalists hoped that the king would grant their requests, letting them make their own laws while still remaining British. The Patriots kept things stirred up, talking of going to war and breaking away from Britain altogether.¹⁶ It certainly was not a calm time!

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American Revolution – Review (1)



- 1.) Most of the people in the 13 colonies came from _____.
- a.) Mexico
 - b.) England
 - c.) Spain

- 2.) Circle items that King George III of England taxed. (4 pts)



stamps



toys



- 3.) Colonists that participated in the Boston Tea Party dressed up as _____.





King George III



Mohawk Indians



British Soldiers

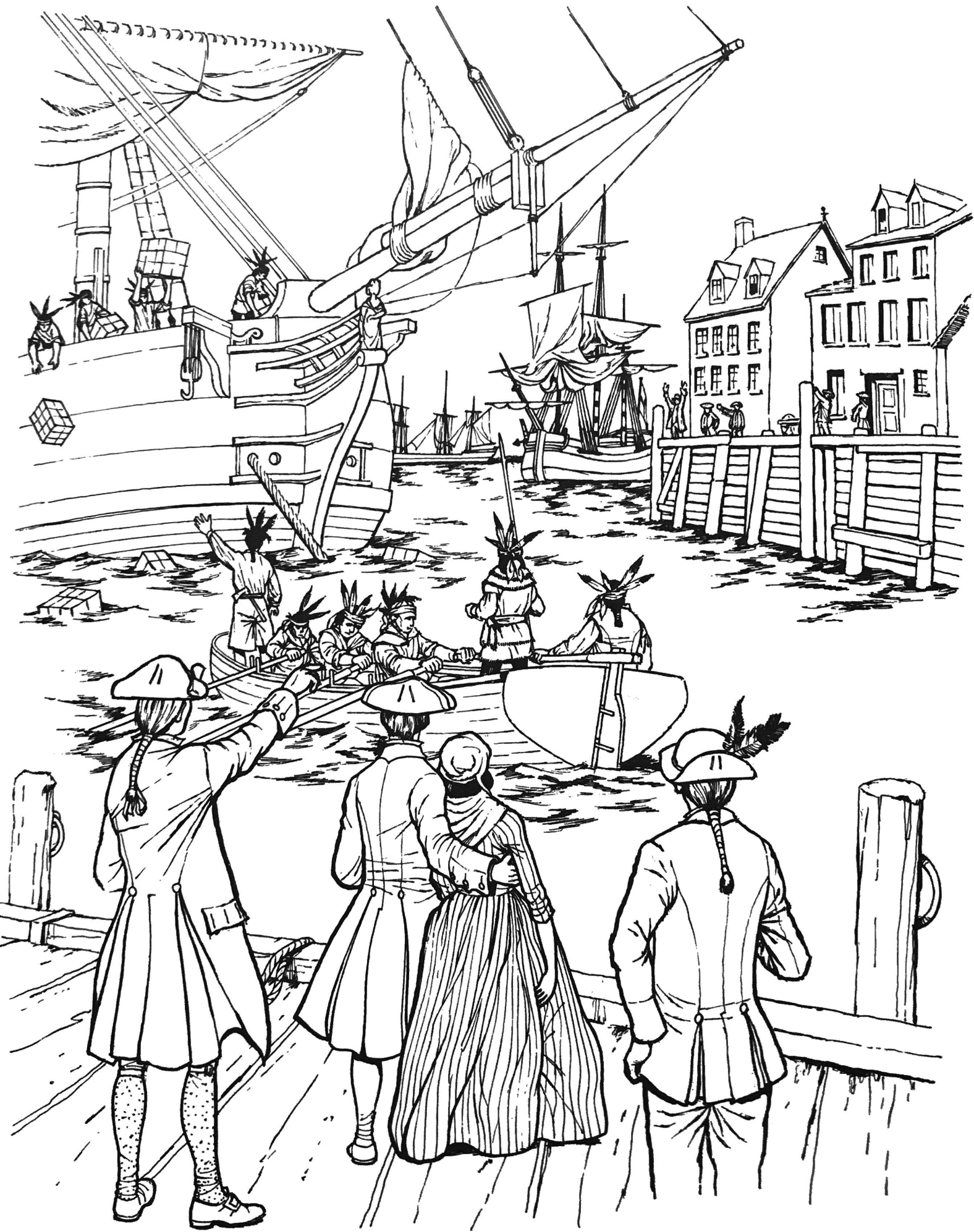
- 4.) The colonists were  or  about being taxed.
- happy angry

- 5.) True or False

Texas was one of the original 13 colonies.



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The Boston Tea Party. Relations with England deteriorated. On the night of December 16, 1773, a band of Bostonians, angered by the British tax on tea, disguised themselves as Indians and raided three tea-laden ships in Boston harbor, dumping 342 cases of tea into the water. The English retaliated with the harsh Intolerable Acts.

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Vocabulary and Phrases

¿Dónde está?

[¿Dohn-deh ehs-tah?]
(Where is _____?)

Está arriba.

[Ehs-tah ah-rree-bah.]
(It's up above.)

Está abajo.

[Ehs-tah ah-bah-hoh.]
(It's down below.)

Activity está abajo [ehs-tah ah-bah-hoh] (down below):

1. Introduce a doll or puppet (paper cut out or sock puppet) to your student.
2. Pretend that the doll or puppet is walking down some stairs to reach the bottom of a chair or table.
3. When the doll or puppet (paper cut out or sock puppet) reaches the bottom, ask your student,

¿Está arriba o abajo?

[Ehs-tah ah-rree-bah o ah-bah-hoh.]

(Is it up above or below?)

4. As you ask them, point upwards when you say **arriba** [ah-rree-bah] (up above) and downwards when you say **abajo** [ah-bah-hoh] (down below) so that it is clear which is which.
5. When your student answers, reinforce your student's response with **Si, está abajo.** [See, ehs-tah ah-bah-hoh.] (Yes, it's down below.)
6. Repeat the process as many times as you like using different furniture in your home.

Optional Activity:

Let your student take a turn with the doll or puppet (paper cut out or sock puppet) walking down. Each time ask the appropriate question and reinforce your students' responses. You can repeat the process as many times as you like, using different furniture in your home.

THURSDAY - 1st Grade Daily Student Instruction Sheet

THURSDAY - April 2, 2020

ELA

Spalding
(15 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review 5 phonograms and learn 3 new spelling words.

Materials needed:

- Spalding paper (Use Spalding paper printed yesterday labeled with columns for Wednesday and Thursday)
- Phonogram Cards resource
- Spalding Phonograms Sounds resource (provided last week in the Appendix)
- Spalding markings resource (provided last week in the Appendix)
- Spalding rules resource (provided last week in the Appendix)

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

(PA) (3 min)

- Oral Phonogram Review (OPR):
 - Parent will show one phonogram card to student.
 - Student will say the sounds (in order) made by that phonogram and the related cue, if any.
 - 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: **wr, ar, ed, oe, ear**

(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 Thursday column.
 - Immediately correct any errors observed.

THURSDAY - 1st Grade Daily Student Instruction Sheet

(PA) (6 min)

- ☐ Dictate the 3 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 in the Thursday column.

Word	Example sentence	Rules / Notes
^{2 1} <u>there</u> _s	My book is there on the table.	Mark "e" with a 1 on top to indicate it is making its first sound.
<u>here</u>	Here is my book.	Job 1 of silent final e. "e" <u>lets</u> "e" say /ee/
² <u>dead</u>	The mouse was dead .	

(PA) (2 min)

- ☐ Reading – Give your student today's word list. Students will not write these words. This list is for the reading activity below only.
 - ☐ Read for spelling (sound out each phonogram and then blend to read it as a whole word)
 - ☐ Read for reading (try to read the word as a whole word)

Literature

Goal/Objective:

- Continue our study of Beatrix Potter as we read the story "The Pie and the Patty-Pan"
- Practice reading comprehension skills

Materials needed:

THURSDAY - 1st Grade Daily Student Instruction Sheet

- Copy of the book The Selected Tales from Beatrix Potter
 - or the teachers notes digital copy of *The Pie and the Patty Pan* part I
 - <https://drive.google.com/open?id=1bHX4gdyqaFtnyxPChiSxJb3tXVp-t0H6>

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

- ☐ **(PA) (5 min) Pre-reading vocabulary:** Please review these unusual traditional English words.
 - Patty-pan – scalloped tin pan at the bottom of a pie
 - Punctually – to be on time
 - Hearth-rug – rug in front of the fire
 - Marmalade – a type of jam
 - Embroidered – stitched pattern
 - Muslin – a type of fabric
 - Tippet – shawl to wear around the shoulders
- ☐ **(PA) (10 min)** Read p.68-82 of the classic to keep, or part I of the digital copy.

Grammar/Writing

Goal/Objective:

- Review proper nouns.

Materials needed:

- X Marks the spot teacher master
 - <https://drive.google.com/open?id=1wqLrTcAJ7QJ-Z35esMjydiwQR02fS63E>
- X Marks the spot independent practice sheet
- Red crayon

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

- ☐ **(PA) (5 min)** Read each word in row one. Students will then circle each proper noun and then put a RED X over any lowercase letters that need to be corrected and write the uppercase letter just above it. Continue through the following four lines. Save to be graded.

Reading

Goal/Objective: 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)

THURSDAY - 1st Grade Daily Student Instruction Sheet

	<p><u>Specific Instructions</u> (I=independent; PA=Parent Assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (I) (20 min) Read aloud to an adult for at least 20 minutes<input type="checkbox"/> (I) (3 min) Retell the story in order in your own words.<input type="checkbox"/> (PA) (5 min) Complete reading log.
<p>MATH (30 Minutes)</p>	<p><u>Math</u></p> <p><u>Goal/Objective:</u></p> <ul style="list-style-type: none">● Identify single coins by name and value.● Count sets of quarters.● Distinguish between quarters and nickels.● Distinguish between quarters and pennies.● Count mixed coin sets of quarters and pennies. <p><u>Materials needed:</u></p> <ul style="list-style-type: none">● Coin flash card TN sheet (from Monday)<ul style="list-style-type: none">○ https://drive.google.com/open?id=1rwY68-GMBP31AsKYLRrtfHcsRvvp_dtG● Counting Quarters IP Sheet● Counting Quarters and Pennies IP Sheet● Gray and brown crayons● Optional: Actual pennies, nickels, dimes, and quarters <p><u>Specific Instructions</u> (I=independent; PA=Parent Assisted):</p> <p>(PA) (8 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Review the name and value of a penny, nickel, dime, and quarter using the coin flash cards, (Optional: Use actual coins in place of flash cards.)<ul style="list-style-type: none"><input type="checkbox"/> Student will say Money Chant, pointing to the flash cards as they name coins and their related values.<p style="margin-left: 40px;"><u>Money Chant:</u> I have a little song and it sounds kinda funny. It's all about coins and it's all about MONEY. A penny's worth one, a nickel's worth five, a dime is worth ten and a quarter twenty-five.</p><input type="checkbox"/> Review Counting Quarters Song (sing 2-3 times): (to the tune of One Little, Two Little, Three Little Indians) (student puts up one finger at a time for each number) (Optional: Display four actual quarters. As student to point to a new quarter as they count/sing.)<p style="margin-left: 40px;">25, 50, 75, 100 25, 50, 75, 100</p>

THURSDAY - 1st Grade Daily Student Instruction Sheet

25, 50, 75, 100
Four quarters make one dollar

- Optional: Sing it with Mrs. McIntosh!
 - <https://youtu.be/YOyT0YDQH1Y>

(I) (10 minutes)

- Complete Counting Quarters independent practice sheet.
(Optional: Mirror worksheet using actual coins)
 - Top section:
 - Color the quarters gray.
 - Use the “Counting Quarters Song” (above) to count by 25s.
 - Write total on the line next to the quarters. Don’t forget the ¢ sign!
 - Bottom section:
 - Color the quarters gray.

(I) (12 minutes)

Complete Counting Quarters and Pennies independent practice sheet.
(note: reference picture for each coin is at the top of the page.)

- Color the quarters gray.
- Color the pennies brown.
- Count quarters by 25s and pennies by 1s to determine total.
- Write total online next to the coins.. Don’t forget the ¢ sign!

SCIENCE

(20 Minutes)

Science

Goal/Objective:

- Learn about the digestive system
- Location of digestive system
- How food moves through the body

Materials needed:

- What Happens to My Food? teacher master for copywork
 - <https://drive.google.com/open?id=1yjTnAGLrFRv25LJ1v6JPf7ULzvNL6Zzo>
- What Happens to My Food? independent practice sheet

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

(PA) (5 minutes)

- Read the paragraph from “What Happens to My Food?” independent practice sheet 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.

THURSDAY - 1st Grade Daily Student Instruction Sheet

	<p>(PA) (15 minutes)</p> <ul style="list-style-type: none">❑ 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. Write in complete sentences please. 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.❑ Optional: Watch Brain Pop Jr. resource on digestive system. There is a “Request Free Access” link at the top of the screen above the login menu. https://jr.brainpop.com/health/bodies/digestivesystem/
<p>OPTIONAL</p> <p>Art (15-20 Minutes)</p>	<p>ART <u>Week 2 Art Project: Overlapping Houses</u></p> <p>Goal/Objective: (PA) & (IW)</p> <ul style="list-style-type: none">❑ Students will practice drawing overlapping shapes. Note: Shapes further away will be behind objects that are closer; objects further away will also be smaller in the distance with less details and muted colors (colors aren't as bright). <p>Materials needed:</p> <ul style="list-style-type: none">❑ Paper: 8 ½ “ x 11” (approximately) thick paper such as cardstock, inside of cereal box, poster board (backside of old project), inside lid of shoebox....etc.❑ Colored pencils Only--NO graphite pencils❑ Fine point sharpie markers❑ Choose Chalk OR Crayons to color in shapes of buildings❑ Link to Mrs. Northway’s Blog: https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html❑ Tuesday/Thursday Lesson Instruction Sheet (from Tuesday)<ul style="list-style-type: none">❑ https://drive.google.com/open?id=1Rk5L90iAOQbrIEPILJOM8zZtM55K4EaE <p>Specific Instructions: (I=independent; PA=parent assisted)</p> <ul style="list-style-type: none">❑ (PA) View Packet Documents and the Step by Step instructions with your scholar: Video instructions, slide instructions, and images to print out may be found in my Week 2 BLOG (<i>link listed in “materials needed”</i>).❑ (PA) Assist students in preparing their piece of paper before drawing. (<i>Please refer to the video in Week 1 BLOG, on how to prepare paper and image</i>).❑ (IW) Parents, please do NOT draw; Please only direct scholars on how to fill the entire page and give constant reminders to press lightly with colored pencils.

THURSDAY - 1st Grade Daily Student Instruction Sheet

<p>PE (10 Minutes)</p>	<ul style="list-style-type: none">❑ (PA) Parents may help with ideas for “FOREGROUND” - take a picture of a family pet to copy into the drawing; Go for a nature walk and collect something to draw BIG in the foreground. <p><u>P.E.</u></p> <p>Goal/Objective: Students will participate in a variety of exercises to increase flexibility, strength, and endurance.</p> <p>Materials needed: 2 by 2 Fitness Sheet (from Tuesday)</p> <ul style="list-style-type: none">○ https://drive.google.com/open?id=1YOAtwKdAkT49dZEqngIM3DkL8NIZOa0d <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none">❑ (I) Students may perform warm-up exercises they have done in P.E. (ex.skipping, galloping, bell jumps, skier jumps,high knees, mountain climbers, butterflies, stretches)❑ (PA) Parents will read and show students exercise sheets.❑ (PA or I) Students will begin 2 by 2 Fitness Sheet. Students may do exercises with a parent or sibling.
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Phonogram flashcards – Thursday, April 2, 2020

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BUTTER AND MILK FROM THE FARM

THE TALE OF

THE PIE AND

THE PATTY-PAN

Part I

BY

BEATRIX POTTER



Once upon a time there was a Pussy-cat called Ribby, who invited a little dog called Duchess, to tea.

"Come in good time, my dear Duchess," said Ribby's letter, "and we will have something so very nice. I am baking it in a pie-dish—a pie-dish with a pink rim. You never tasted anything so good! And *you* shall eat it all! *I* will eat muffins, my dear Duchess!" wrote Ribby.

Duchess read the letter and wrote an answer:—"I will come with much pleasure at a quarter past four. But it is very strange. *I* was just going to invite you to come here, to supper, my dear Ribby, to eat something *most delicious*."

"I will come very punctually, my dear Ribby," wrote Duchess; and then at the end she added—"I hope it isn't mouse?"



THE INVITATION

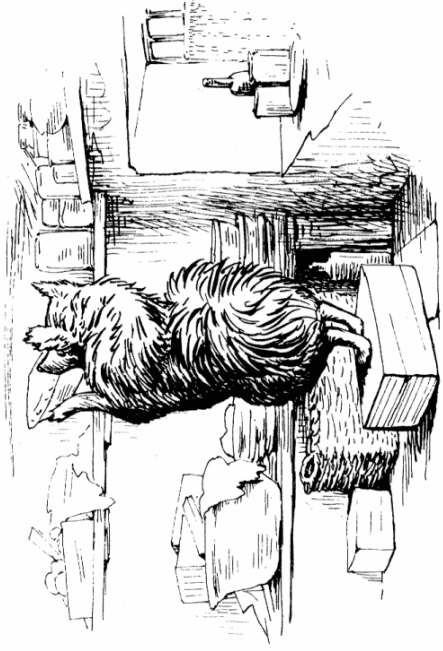
And then she thought that did not look quite polite; so she scratched out "isn't mouse" and changed it to "I hope it will be fine," and she gave her letter to the postman.

But she thought a great deal about Ribby's pie, and she read Ribby's letter over and over again.

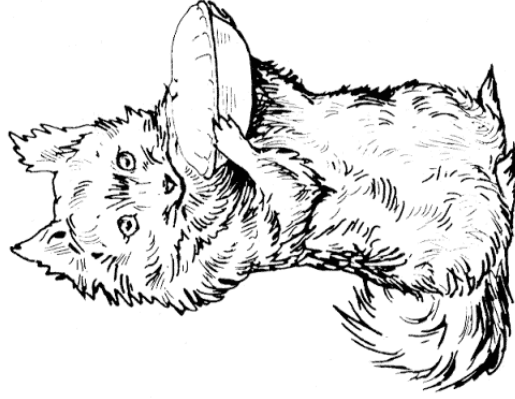
"I am dreadfully afraid it *will* be mouse!" said Duchess to herself—"I really couldn't, *couldn't* eat mouse pie. And I shall have to eat it, because it is a party. And *my* pie was going to be veal and ham. A pink and white pie-dish! and so is mine; just like Ribby's dishes; they were both bought at Tabitha Twitchit's."

Duchess went into her larder and took the pie off a shelf and looked at it.

"It is all ready to put into the oven. Such lovely pie-crust; and I put in a little tin patty-pan to hold up the crust; and I made a hole in the middle with a fork to let out the steam—Oh I do wish I could eat my own pie, instead of a pie made of mouse!"



Duchess considered and considered and read Ribby's letter again—"A pink and white pie-dish—and *you* shall eat it *all*. 'You' means me—then Ribby is not going to even taste the pie herself? A pink and white pie-dish! Ribby is sure to go out to buy the muffins.... Oh what a good idea!



Why shouldn't I rush along and put my pie into Ribby's oven when Ribby isn't there?"

Duchess was quite delighted with her own cleverness!

Ribby in the meantime had received Duchess's answer, and as soon as she was sure that the little dog could come—she popped *her* pie into the oven. There were two ovens, one above the other; some other knobs and handles were only ornamental and not intended to open. Ribby put the pie into the lower oven; the door was very stiff.

"The top oven bakes too quickly," said Ribby to herself. "It is a pie of the most delicate and tender mouse minced up with bacon. And I have taken out all the bones; because Duchess did nearly choke herself with a fish-bone last time I gave a party. She eats a little fast—rather big mouthfuls. But a most genteel and elegant little dog; infinitely superior company to Cousin Tabitha Twitchit."



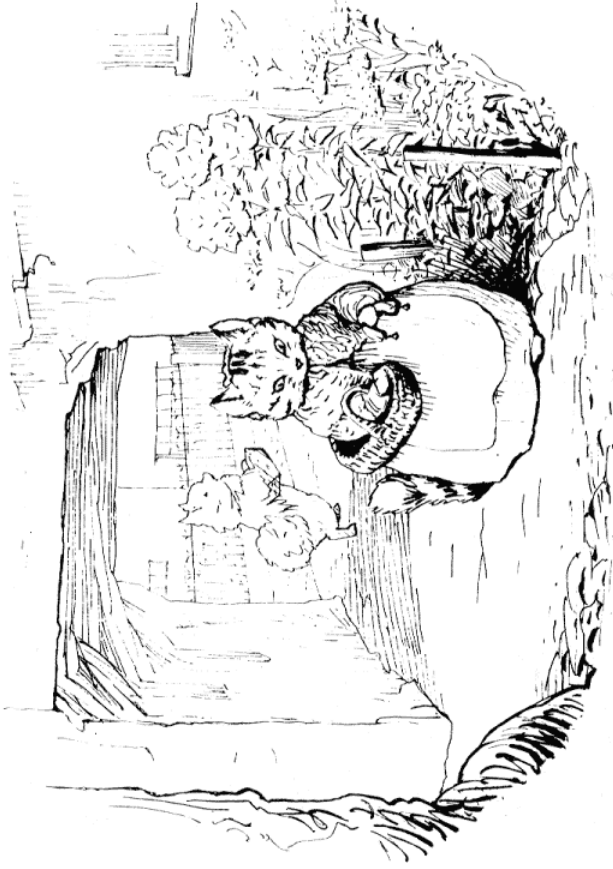
THE PIE MADE OF MOUSE

Ribby put on some coal and swept up the hearth. Then she went out with a can to the well, for water to fill up the kettle.

Then she began to set the room in order, for it was the sitting-room as well as the kitchen. She shook the mats out at the front-door and put them straight; the hearthrug was a rabbit-skin. She dusted the clock and the ornaments on the mantelpiece, and she polished and rubbed the tables and chairs.

Then she spread a very clean white table-cloth, and set out her best china tea-set, which she took out of a wall-cupboard near the fireplace. The tea-cups were white with a pattern of pink roses; and the dinner-plates were white and blue.





When Ribby had laid the table she took a jug and a blue and white dish, and went out down the field to the farm, to fetch milk and butter.

When she came back, she peeped into the bottom oven; the pie looked very comfortable.

Ribby put on her shawl and bonnet and went out again with a basket, to the village shop to buy a packet of tea, a pound of lump sugar, and a pot of marmalade.

And just at the same time, Duchess came out of *her* house, at the other end of the village.



THE VEAL AND HAM PIE

Ribby met Duchess half-way down the street, also carrying a basket, covered with a cloth. They only bowed to one another; they did not speak, because they were going to have a party.

As soon as Duchess had got round the corner out of sight—she simply ran! Straight away to Ribby's house!



Ribby went into the shop and bought what she required, and came out, after a pleasant gossip with Cousin Tabitha Twitchit.

Cousin Tabitha was disdainful afterwards in conversation—

"A little *dog* indeed! Just as if there were no *CATS* in Sawrey! And a *pie* for afternoon tea! The very idea!" said Cousin Tabitha Twitchit.

Ribby went on to Timothy Baker's and bought the muffins. Then she went home.

There seemed to be a sort of scuffling noise in the back passage, as she was coming in at the front door.

"I trust that is not that Pie: the spoons are locked up, however," said Ribby.



WHERE IS THE PIE MADE OF MOUSE?

But there was nobody there. Ribby opened the bottom oven door with some difficulty, and turned the pie. There began to be a pleasing smell of baked mouse!

Duchess in the meantime, had slipped out at the back door.

"It is a very odd thing that Ribby's pie was *not* in the oven when I put mine in! And I can't find it anywhere; I have looked all over the house. I put *my* pie into a nice hot oven at the top. I could not turn any of the other handles; I think that they are all shams," said Duchess, "but I wish I could have removed the pie made of mouse! I cannot think what she has done with it? I heard Ribby coming and I had to run out by the back door!"

Duchess went home and brushed her beautiful black coat; and then she picked a bunch of flowers in her garden as a present for Ribby; and passed the time until the clock struck four.



Ribby—having assured herself by careful search that there was really no one hiding in the cupboard or in the larder—went upstairs to change her dress.

She put on a lilac silk gown, for the party, and an embroidered muslin apron and tippet.

"It is very strange," said Ribby, "I did not *think* I left that drawer pulled out; has somebody been trying on my mittens?"

She came downstairs again, and made the tea, and put the teapot on the hob. She peeped again into the *bottom* oven, the pie had become a lovely brown, and it was steaming hot.



READY FOR THE PARTY

She sat down before the fire to wait for the little dog. "I am glad I used the *bottom* oven," said Ribby, "the top one would certainly have been very much too hot. I wonder why that cupboard door was open? Can there really have been someone in the house?"



Very punctually at four o'clock, Duchess started to go to the party. She ran so fast through the village that she was too early, and she had to wait a little while in the lane that leads down to Ribby's house.

"I wonder if Ribby has taken *my* pie out of the oven yet?" said Duchess, "and whatever can have become of the other pie made of mouse?"

X MARKS THE SPOT SAMPLE

Directions: First read each word. If the noun is a proper noun then **circle** it.

Then, place an X on the lowercase letter and write a **CAPITAL** letter above it.

Example cat ^J
 ~~x~~ames city

1. man ^{M S}
 ~~x~~mr. ~~x~~mith mainstreet

^T
2. ~~x~~exas tissue lunch

3. paper ^{U S}
 ~~x~~nited ~~x~~ates supermarket

4. hair school ^S
 ~~x~~arah

5. name ^W
 ~~x~~almart five

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X MARKS THE SPOT

Directions: First read each word. If the noun is a proper noun then **circle** it.

Then, place an X on the lowercase letter and write a **CAPITAL** letter above it.

Example cat ^J
 city

1. man mr. smith mainstreet

2. texas tissue lunch

3. paper united states supermarket

4. hair school sarah

5. name wal-mart five

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Name _____



COUNTING quarters

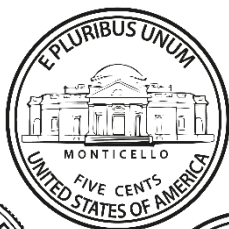








COLOR the quarters



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Name _____

COUNTING

Quarters and Pennies













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Mrs. Brogan #99
04/02/20

What Happens to My Food?

Cars need gas to run. I need food to live. My body can't use food the way I eat it. It has to be changed first.

I put food into my mouth. I chew. Chewing breaks the food into smaller pieces. Saliva (spit) mixes with the food to make it softer. I swallow and the food goes down my esophagus (food tube). The food goes to my stomach. ¹My stomach is made of muscle. ²It mixes up the food.

The food becomes soupy. It goes into a small tube called the small intestines. Here the digested food goes into my blood. ³My blood takes it to all parts of my body to use for energy.

Some food is not used in my body. The waste goes into a large tube called the large intestine. ⁴When I go to the toilet, the waste is pushed out of my body.

1. What is my stomach?

My stomach is made of muscle.

2. What does my stomach do?

It mixes up the food.

3. What takes the food to all parts of my body?

My blood takes my food to all parts of my body.

4. What happens to the food my body does not use?

Waste is pushed out of my body.

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What Happens to My Food?

Cars need gas to run. I need food to live. My body can't use food the way I eat it. It has to be changed first.

I put food into my mouth. I chew. Chewing breaks the food into smaller pieces. Saliva (spit) mixes with the food to make it softer. I swallow and the food goes down my esophagus (food tube). The food goes to my stomach. My stomach is made of muscle. It mixes up the food.

The food becomes soupy. It goes into a small tube called the small intestines. Here the digested food goes into my blood. My blood takes it to all parts of my body to use for energy.

Some food is not used in my body. The waste goes into a large tube called the large intestine. When I go to the toilet, the waste is pushed out of my body.

1. What is my stomach?

2. What does my stomach do?

3. What takes the food to all parts of my body?

4. What happens to the food my body does not use?

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FRIDAY - 1st Grade Daily Student Instruction Sheet

FRIDAY - April 3, 2020

ELA

Spalding
(15 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review spelling words learned this week.

Materials needed: Spalding paper (Friday)

(PA) (15 min)

- Practice Spelling Test
 - Dictate this week's 12 spelling 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 the way they would see it in a book (no markings or rules) 	<ul style="list-style-type: none"> • After the practice test is complete, look at the student's practice spelling test together and discuss corrections that need to be made. • Practice writing any misspelled words 2 more times correctly.

- 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 this week's words in the Friday column. See the following page for this week's words.

FRIDAY - 1st Grade Daily Student Instruction Sheet

☐ This week's words:

list	Read your spelling list .
ever	Have you ever gone fishing?
held	He held the pencil correctly.
church	We will go to church today.
own	I own a blue car.
before	Brush your teeth before you go to bed.
no	No you may not have a cookie.
know	I know you.
were	Were you in class today?
there	My book is there on the table.
here	Here is my book.
dead	The mouse was dead .

Literature

Goal/Objective:

- Continue our study of Beatrix Potter as we read the story "The Pie and the Patty-Pan"
- Practice reading comprehension skills

Materials needed:

- Copy of the book The Selected Tales from Beatrix Potter
 - or the teachers notes digital copy of *The Pie and the Patty Pan* part II
 - https://drive.google.com/open?id=1b1sc9pUv7b4LmIR_YqwgSTY4HkLGLy6C

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

☐ **Vocabulary for reference:**

- Patty-pan – scalloped tin pan at the bottom of a pie
- Punctually – to be on time
- Hearth-rug – rug in front of the fire
- Marmalade – a type of jam
- Embroidered – stitched pattern
- Muslin – a type of fabric
- Tippet – shawl to wear around the shoulders

FRIDAY - 1st Grade Daily Student Instruction Sheet

	<ul style="list-style-type: none"><input type="checkbox"/> (PA) (10 min) Read p.83-99 of the classic to keep, or part II of the digital copy. <input type="checkbox"/> (PA) (5 min) Discussion Questions: What did Duchess do to avoid eating the mouse pie? Why is Duchess anxious that she cannot find the patty-pan? Was it right for Duchess to swap the pies? What lesson did she learn? <p><u>Grammar/Writing</u></p> <p><u>Goal/Objective:</u></p> <ul style="list-style-type: none">● Review proper nouns. <p><u>Materials needed:</u></p> <ul style="list-style-type: none">● Proper noun mystery puzzle independent practice sheet● One crayon <p><u>Specific Instructions (I=independent; PA=Parent Assisted):</u></p> <ul style="list-style-type: none"><input type="checkbox"/> (I) (5 min) Instruct students to ONLY color the PROPER nouns, when they are finished they will see an image. Check for understanding when they have completed it. <p><u>Reading</u></p> <p><u>Goal/Objective:</u> Read aloud to an adult for at least 20 minutes.</p> <p><u>Materials needed:</u> “Right fit” reading book (on your student’s reading level, will be provided separately by your student’s classroom teacher)</p> <p><u>Specific Instructions (I=independent; PA=Parent Assisted):</u></p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (I) (20 min) Read aloud to an adult for at least 20 minutes <input type="checkbox"/> (I) (3 min) Retell the story in order in your own words. <input type="checkbox"/> (PA) (5 min) Complete reading log.
MATH (30 Minutes)	<p><u>Math</u></p> <p><u>Goal/Objective:</u></p> <ul style="list-style-type: none">● Identify single coins by name and value.● Practice trading equivalent sets of coins. <p><u>Materials needed:</u></p> <ul style="list-style-type: none">● Coin flash card TN sheet (from Monday)

FRIDAY - 1st Grade Daily Student Instruction Sheet

- https://drive.google.com/open?id=1rwY68-GMBP31AsKYLRrtfHcsRvvp_dtG

- The Coin Exchange Game master - print 2 game boards
- Die (dice, number cube)
- Coins: 5 pennies, 2 nickels, 2 dimes, and 1 quarter
- Paper Coins sheet (to use if actual coins are not available)

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

(PA) (5 minutes)

- ☐ Review the name and value of a penny, nickel, dime, and quarter using the coin flash cards, (Optional: Use actual coins in place of flash cards.)
 - ☐ Student will say Money Chant, pointing to the flash cards as they name coins and their related values.

Money Chant:

I have a little song and it sounds kinda funny.
It's all about coins and it's all about MONEY.
A penny's worth one, a nickel's worth five,
a dime is worth ten and a quarter twenty-five.

- ☐ Review Counting Quarters Song (sing 2 times):
(to the tune of One Little, Two Little, Three Little Indians)
(student puts up one finger at a time for each number)
(Optional: Display four actual quarters. As student to point to a new quarter as they count/sing.)

25, 50, 75, 100

25, 50, 75, 100

25, 50, 75, 100

Four quarters make one dollar

- ☐ Optional: Sing it with Mrs. McIntosh!
 - ☐ <https://youtu.be/YOyT0YDQH1Y>

(PA) (10 minutes)

- ☐ Explain The Coin Exchange Game to your student using the instructions in the box at the top, right side of the game board.
- ☐ Optional: Watch Mrs. McIntosh show you how to play the game.
 - ☐ https://youtu.be/p_O-TL562MY
- ☐ Play a sample game on one game board together.
- ☐ Use academic language to speak about equivalent coin sets: "trade," "equal to," "the same value," etc.

(PA) (15 minutes)

- ☐ Play The Coin Exchange Game with your student.
- ☐ Optional: Print additional game boards and play with other family members.

FRIDAY - 1st Grade Daily Student Instruction Sheet

SCIENCE (20 Minutes)	<p>Science</p> <p><u>Goal/Objective:</u></p> <ul style="list-style-type: none">• Learn about the digestive system• Learn how small and large intestines work together to absorb nutrients. <p><u>Materials needed:</u></p> <ul style="list-style-type: none">• <u>What Your First Grader Needs to Know</u> “The Digestive System” resource sheet<ul style="list-style-type: none">○ https://drive.google.com/open?id=19AFYxkwN53OBsdOujpAFXd6PkRur6pAz○ Digestive system read aloud by Mrs. Brogan https://youtu.be/HAjtgs67N9M• Digestive System teacher master<ul style="list-style-type: none">○ https://drive.google.com/open?id=1PGjnqu8iNzzYJfriuOnsb9AGew6eENzb• Digestive System independent practice sheet <p><u>Specific Instructions</u> (I=independent; PA=Parent Assisted):</p> <p>(PA) (10 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Read the paragraph titled “The Digestive System” from the <u>What Your First Grader Needs to Know</u> resource sheet.<input type="checkbox"/> Discuss comprehension questions:<ul style="list-style-type: none"><input type="checkbox"/> What is the function of our digestive system?<input type="checkbox"/> What parts make up the digestive system? <p>(PA) (10 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Read the directions on digestive system independent practice sheet: label the digestive system parts, use words from the word bank and color the parts of the digestive system.<input type="checkbox"/> Optional: Please watch this 2 minute video with your student about the digestive system_ and how it functions. https://www.youtube.com/watch?v=sysfVUfswAA
OPTIONAL	Any optional specials activity from this week not yet completed, or revisit a favorite lesson from this week.

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At a quarter past four to the minute, there came a most genteel little tap-tappity. "Is Mrs. Ribston at home?" inquired Duchess in the porch.

**THE TALE OF
THE PIE AND
THE PATTY-PAN**

Part II

BY

BEATRIX POTTER



DUCHESS IN THE PORCH

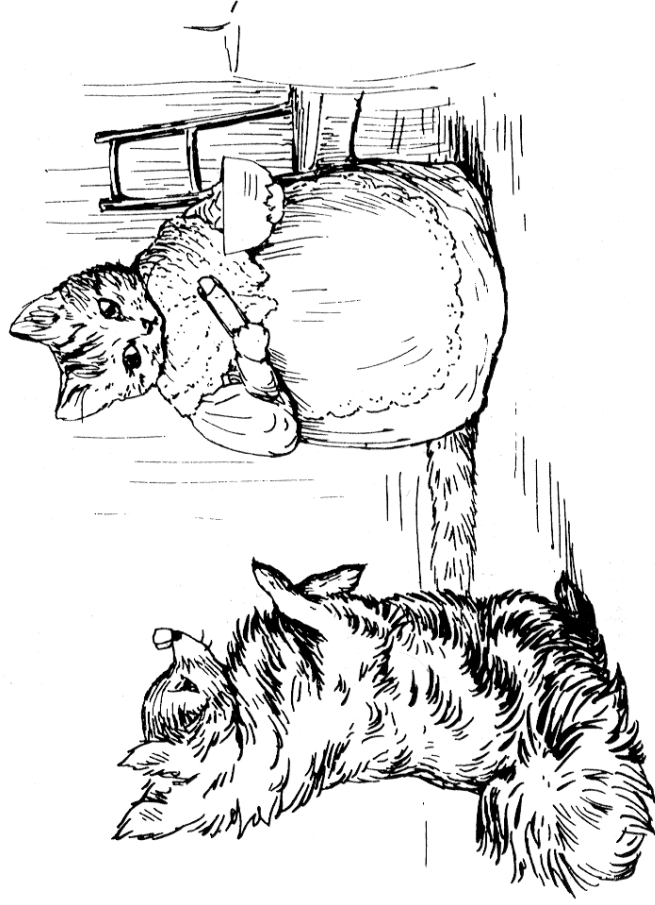
"Come in! and how do you do, my dear Duchess?" cried Ribby.
"I hope I see you well?"

"Quite well, I thank you, and how do *you* do, my dear Ribby?" said Duchess. "I've brought you some flowers; what a delicious smell of pie!"

"Oh, what lovely flowers! Yes, it is mouse and bacon!"

"Do not talk about food, my dear Ribby," said Duchess; "what a lovely white tea-cloth!... Is it done to a turn? Is it still in the oven?"

"I think it wants another five minutes," said Ribby. "Just a shade longer; I will pour out the tea, while we wait.



Do you take sugar, my dear Duchess?"

"Oh yes, please! my dear Ribby; and may I have a lump upon my nose?"

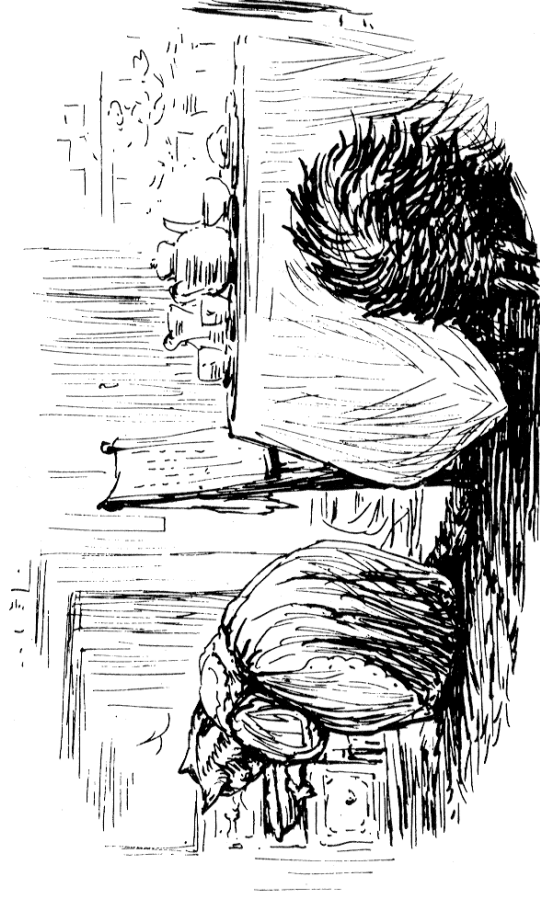
"With pleasure, my dear Duchess; how beautifully you beg! Oh, how sweetly pretty!"

Duchess sat up with the sugar on her nose and sniffed—

"How good that pie smells! I do love veal and ham—I mean to say mouse and bacon—"

She dropped the sugar in confusion, and had to go hunting under the tea-table, so did not see which oven Ribby opened in order to get out the pie.

Ribby set the pie upon the table; there was a very savoury smell.



Duchess came out from under the table-cloth munching sugar, and sat up on a chair.

"I will first cut the pie for you; I am going to have muffin and marmalade," said Ribby.

"Do you really prefer muffin? Mind the patty-pan!"



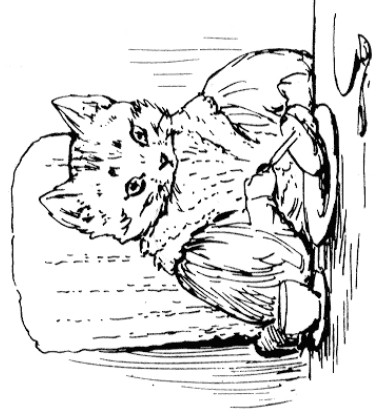
"I beg your pardon?" said Ribby.

"May I pass you the marmalade?" said Duchess hurriedly.

The pie proved extremely toothsome, and the muffins light and hot. They disappeared rapidly, especially the pie!

"I think"—(thought the Duchess to herself)—"I *think* it would be wiser if I helped myself to pie;

though Ribby did not seem to notice anything when she was cutting it. What very small fine pieces it has cooked into! I did not remember that I had minced it up so fine; I suppose this is a quicker oven than my own."



"How fast Duchess is eating!" thought Ribby to herself, as she buttered her fifth muffin.

The pie-dish was emptying rapidly! Duchess had had four helps already, and was fumbling with the spoon. "A little more bacon, my dear Duchess?" said Ribby.

"Thank you, my dear Ribby; I was only feeling for the patty-pan."

"The patty-pan? my dear Duchess?"

"I don't think that it is necessary in pies made of mouse." Duchess fumbled with the spoon—"I can't find it!" she said anxiously.

"There isn't a patty-pan," said Ribby, looking perplexed.



"Yes, indeed, my dear Ribby; where can it have gone to?" said Duchess.

"There most certainly is not one, my dear Duchess. I disapprove of tin articles in puddings and pies. It is most undesirable—(especially when people swallow in lumps!)" she added in a lower voice.

Duchess looked very much alarmed, and continued to scoop the inside of the pie-dish.



WHERE IS THE PATTY-PAN ?

"The patty-pan that held up the pie-crust," said Duchess, blushing under her black coat.

"Oh, I didn't put one in, my dear Duchess," said Ribby;

"My Great-aunt Squintina (grandmother of Cousin Tabitha Twitchit)—died of a thimble in a Christmas plum-pudding. *I* never put any article of metal in *my* puddings or pies."

Duchess looked aghast, and tilted up the pie-dish.

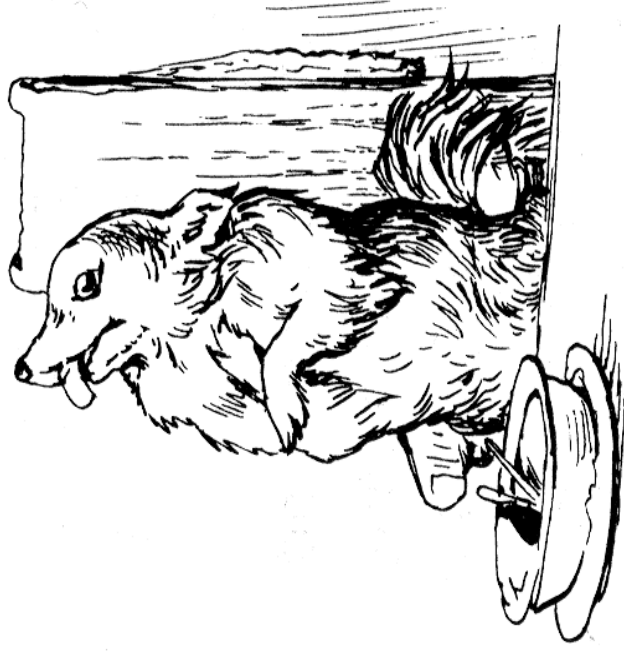
"I have only four patty-pans, and they are all in the cupboard."

Duchess set up a howl.

"I shall die! I shall die! I have swallowed a patty-pan! Oh, my dear Ribby, I do feel so ill!"

"It is impossible, my dear Duchess; there was not a patty-pan."

Duchess moaned and whined and rocked herself about.



"Oh I feel so dreadful, I have swallowed a patty-pan!"

"There was *nothing* in the pie," said Ribby severely.

"Yes there *was*, my dear Ribby, I am sure I have swallowed it!"

"Let me prop you up with a pillow, my dear Duchess; where do you think you feel it?"

"Oh I do feel so ill *all over* me, my dear Ribby; I have swallowed a large tin patty-pan with a sharp scalloped edge!"

"Shall I run for the doctor? I will just lock up the spoons!"

"Oh yes, yes! fetch Dr. Maggotty, my dear Ribby: he is a Pie himself, he will certainly understand."

Ribby settled Duchess in an armchair before the fire, and went out and hurried to the village to look for the doctor.

She found him at the smithy.

He was occupied in putting rusty nails into a bottle of ink, which he had obtained at the post office.

"Gammon? ha! HA!" said he, with his head on one side. Ribby explained that her guest had swallowed a patty-pan.



DR. MAGGOTTY'S MIXTURE

"Spinach? ha! HA!" said he, and accompanied her with alacrity.

He hopped so fast that Ribby had to run. It was most conspicuous. All the village could see that Ribby was fetching the doctor.

"I *knew* they would over-eat themselves!" said Cousin Tabitha Twitchit.

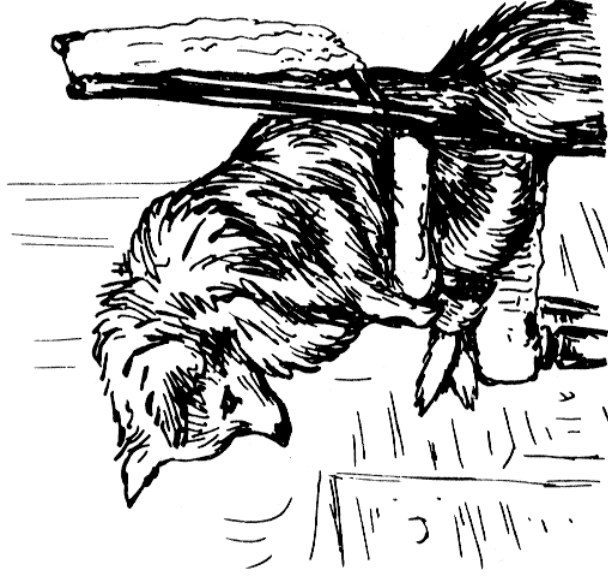


But while Ribby had been hunting for the doctor—a curious thing had happened to Duchess, who had been left by herself, sitting before the fire, sighing and groaning and feeling very unhappy.

"How *could* I have swallowed it! such a large thing as a patty-pan!"

She got up and went to the table, and felt inside the pie-dish again with a spoon.

"No; there is no patty-pan, and I put one in; and nobody has eaten pie except me, so I must have swallowed it!"

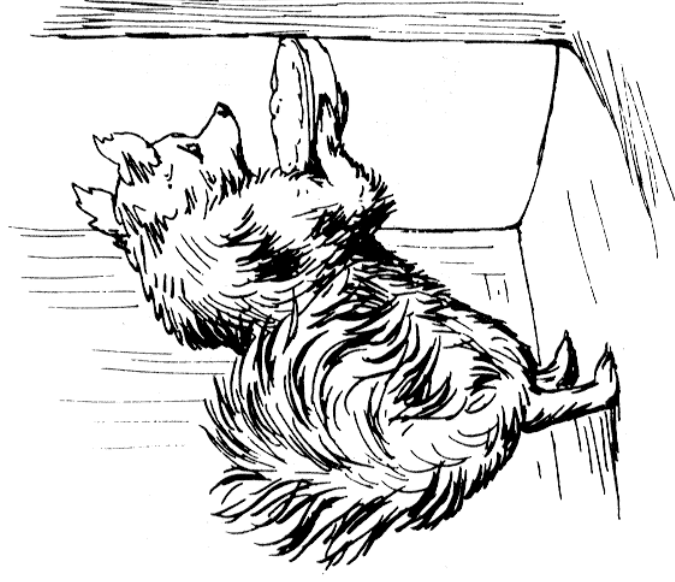


She sat down again, and stared mournfully at the grate. The fire crackled and danced, and something sizz-z-zled!

Duchess started! She opened the door of the *top* oven; out came a rich steamy flavour of veal and ham, and there stood a fine brown pie,—and through a hole in the top of the pie-crust there was a glimpse of a little tin patty-pan!

Duchess drew a long breath—

"Then I must have been eating **MOUSE!**... No wonder I feel ill.... But perhaps I should feel worse if I had really swallowed a patty-pan!" Duchess reflected—"What a very awkward thing to have to explain to Ribby!"



I think I will put *my* pie in the back-yard and say nothing about it. When I go home, I will run round and take it away." She put it outside the back-door, and sat down again by the fire, and shut her eyes; when Ribby arrived with the doctor, she seemed fast asleep.

"Gammon, ha, HA?" said the doctor.

"I am feeling very much better," said Duchess, waking up with a jump.

"I am truly glad to hear it! He has brought you a pill, my dear Duchess!"

"I think I should feel *quite* well if he only felt my pulse," said Duchess, backing away from the magpie, who sidled up with something in his beak.

"It is only a bread pill, you had much better take it; drink a little milk, my dear Duchess!"

"Gammon? Gammon?" said the doctor, while Duchess coughed and choked



"Don't say that again!" said Ribby, losing her temper—"Here, take this bread and jam, and get out into the yard!"

"Gammon and Spinach! ha ha HA!" shouted Dr. Maggotty triumphantly outside the back door.

"I am feeling very much better my dear Ribby," said Duchess. "Do you not think that I had better go home before it gets dark?"

"Perhaps it might be wise, my dear Duchess. I will lend you a nice warm shawl, and you shall take my arm."

"I would not trouble you for worlds; I feel wonderfully better. One pill of Dr. Maggotty—"

"Indeed it is most admirable, if it has cured you of a patty-pan! I will call directly after breakfast to ask how you have slept."

Ribby and Duchess said goodbye affectionately, and Duchess started home. Half-way up the lane she stopped and looked back; Ribby had gone in and shut her door. Duchess slipped through the fence, and ran round to the back of Ribby's house, and peeped into the yard.

Upon the roof of the pig-stye sat Dr. Maggotty and three jackdaws. The jackdaws were eating pie-crust, and the magpie was drinking gravy out of a patty-pan.

"Gammon, ha, HA!" he shouted when he saw Duchess's little black nose peeping round the corner.

Duchess ran home feeling uncommonly silly!

When Ribby came out for a pailful of water to wash up the tea-things, she found a pink and white pie-dish lying smashed in the middle of the yard. The patty-pan was under the pump, where Dr. Maggotty had considerably left it.



SO THERE REALLY WAS A PATTY-PAN

Ribby stared with amazement—"Did you ever see the like! so there really *was* a patty-pan?... But *my* patty-pans are all in the kitchen cupboard. Well I never did!... Next time I want to give a party—I will invite Cousin Tabitha Twitchit!"

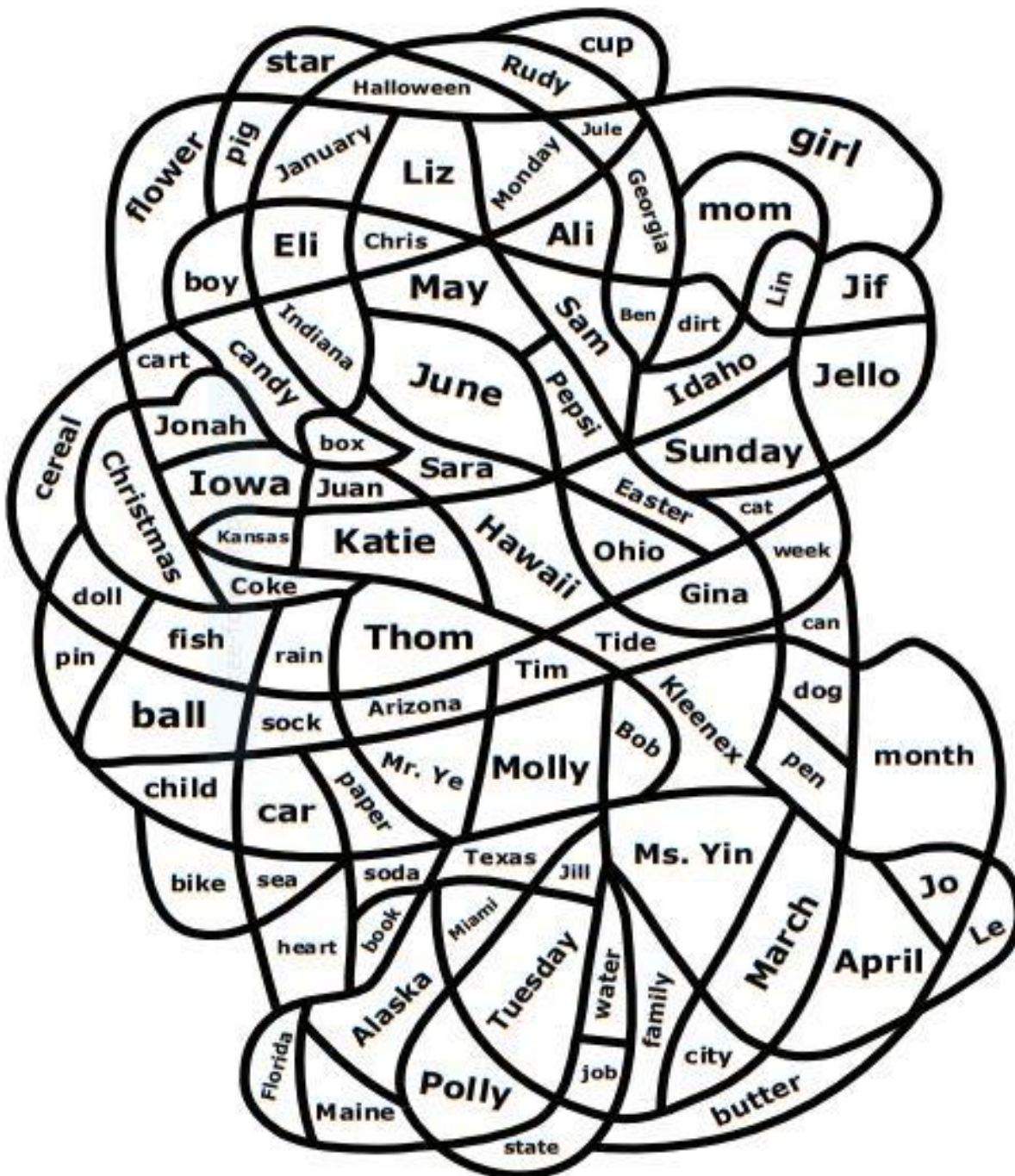


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MYSTERY PUZZLE



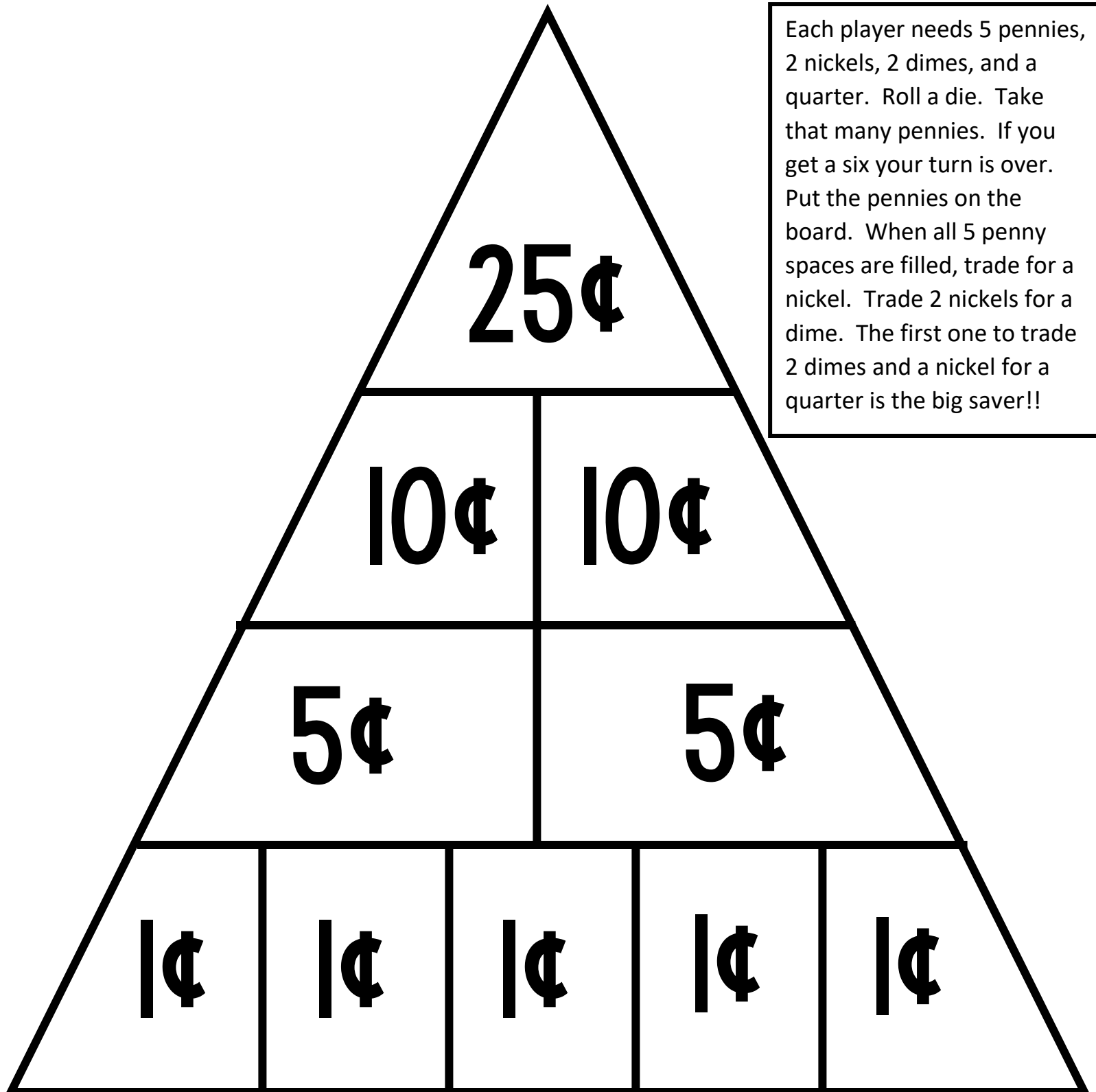
Directions: Color all of the proper nouns in the puzzle to see a surprise.



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The Coin Exchange Game

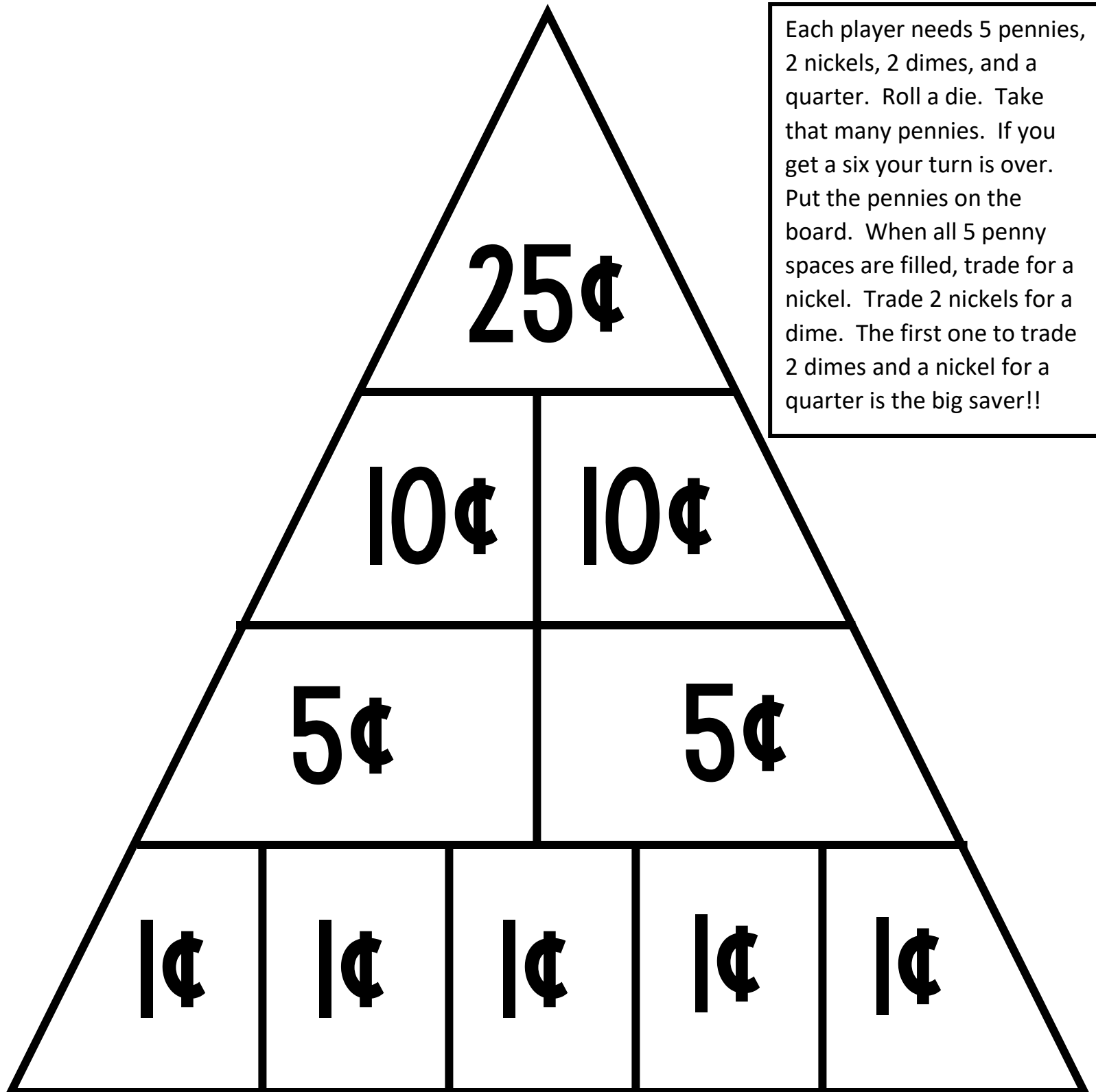
Each player needs 5 pennies, 2 nickels, 2 dimes, and a quarter. Roll a die. Take that many pennies. If you get a six your turn is over. Put the pennies on the board. When all 5 penny spaces are filled, trade for a nickel. Trade 2 nickels for a dime. Trade 2 dimes and a nickel for a quarter. The first one to trade 2 dimes and a nickel for a quarter is the big saver!!



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The Coin Exchange Game

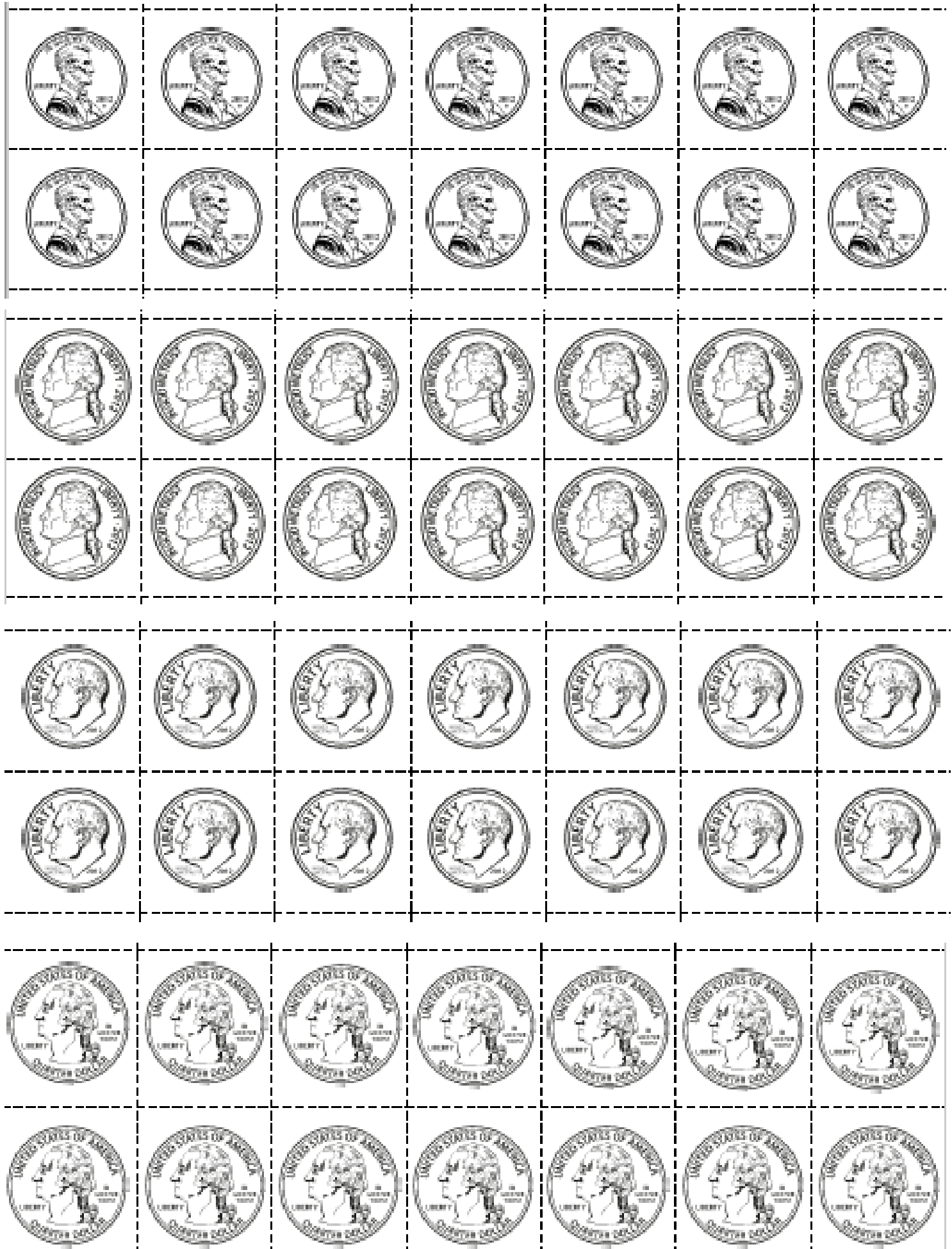
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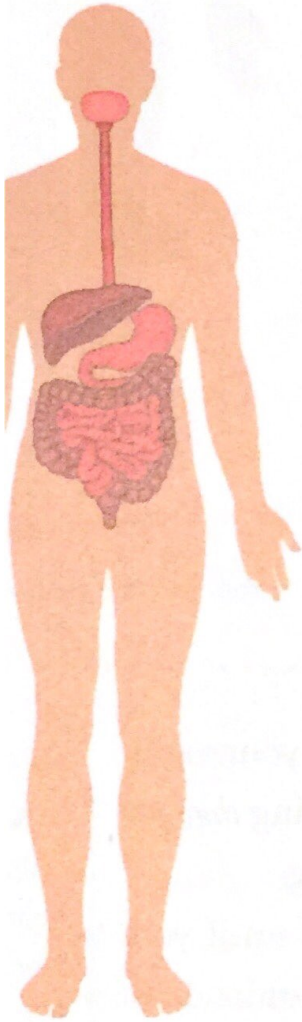
Math: Friday

Paper Coins (cut and use if actual coins are not available)



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The Digestive System



stive system breaks your
n so your body can use it.

The food you eat helps your body grow and stay healthy and strong. You know what happens to your food—you put it into your mouth, eat it, and swallow it. But lots more happens after that, inside your body.

When you chew your food with your teeth, the food breaks down into little pieces. You can feel it getting softer. The inside of your mouth makes saliva, or spit, which also helps break down the food. When you swallow, the softened food goes down a tube and into your stomach. When you drink something and swallow, the liquid goes down the same tube to your stomach too.

That same work of turning the food soft and squishy keeps happening inside your body. Have you ever heard your stomach make some gurgling noises after you eat? That's the noise of your insides continuing the work of digesting your food.

Finally, the food has been broken down into very tiny bits. Some go into your blood and give you the energy you need to grow and think and do all the things you like to do. Some are extra bits of food your body cannot use. They come out of your body when you go to the bathroom.

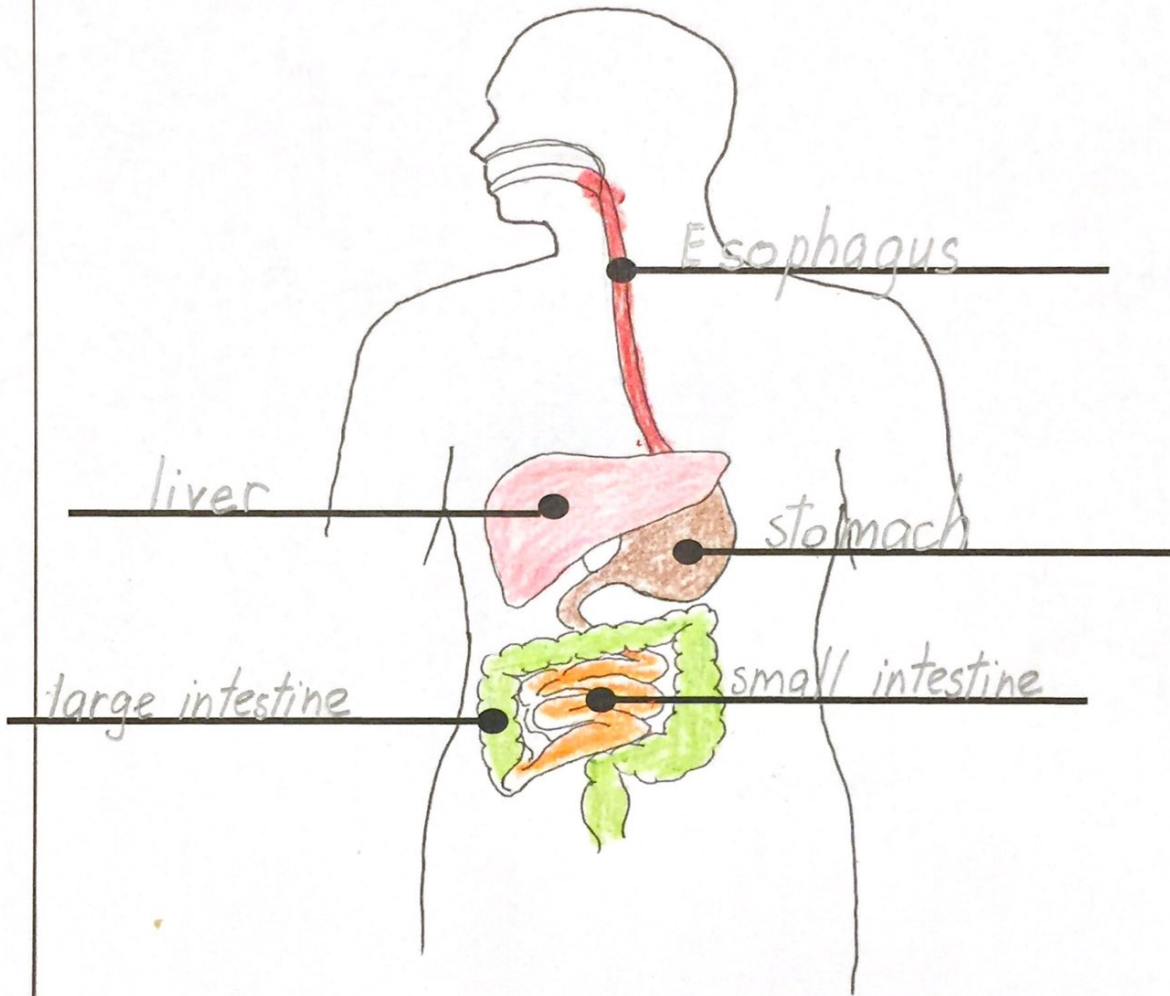


Friday Science

Name Mrs. Brogan, # 99, Date: 04/03/20

Digestive System

Label the digestive system parts. Use words from the word bank below.



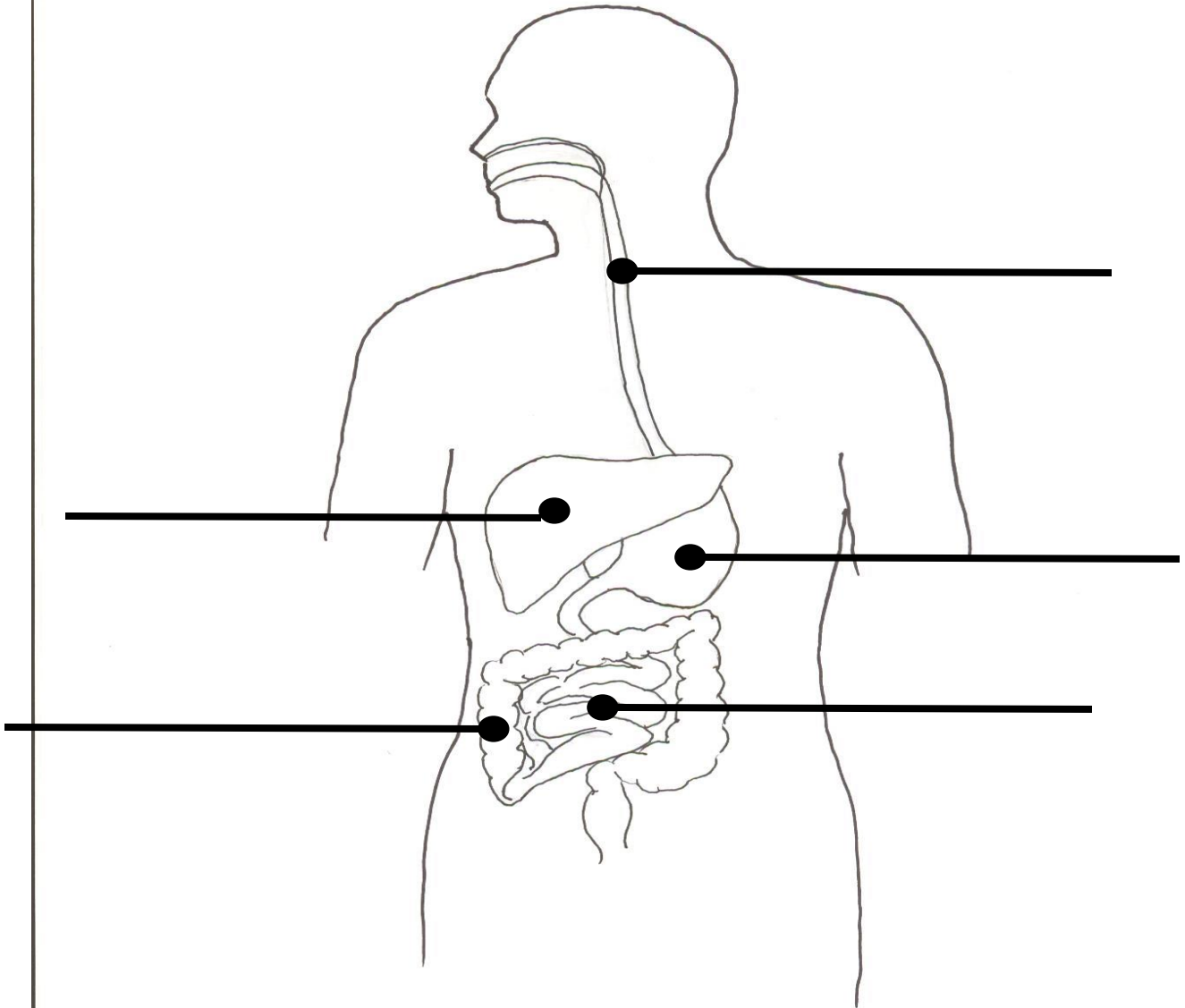
Word Bank

Stomach, Large Intestine, Liver,
Small Intestine, Esophagus

Name _____, # _____, Date: _____

Digestive System

Label the digestive system parts. Use words from the word bank below.



Word Bank

*Stomach, Large Intestine, Liver,
Small Intestine, Esophagus*

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Name: _____ #: _____ Grade/Section _____



First Grade Minute Reading

Week of: Mar. 30 th	Book Title	Tricky Words	Minutes read	Parent Initials
Monday Date: 3/30	Title: Comprehension: Tell one event or fact from the beginning of the text.			
Tuesday Date: 3/31	Title: Comprehension: Tell one event or fact from the middle of the text.			
Wednesday Date: 4/1	Title: Comprehension: Tell one event or fact from the end of the text.			
Thursday Date: 4/2	Title: Comprehension: Tell me everything you can about the story you just read.			
Weekend Date(s): 4/3-4/5	Title: 			

Comments: _____

Total Minutes:
(Min. 100)

DUE every Monday.

_____/25 points