

GreatHearts

Northern Oaks



Distance Learning Packet

April 14-17, 2020

1st Grade

Mrs. Albertson

Mrs. Borden

Mrs. Brogan

Mrs. McIntosh

Student Name: _____ Section: _____



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Student Attendance Affidavit

April 14-17, 2020

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

Tuesday, April 14, 2020

Wednesday, April 15, 2020

Thursday, April 16, 2020

Friday, April 17, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____

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Daily Student Instruction Sheet - TUESDAY

TUESDAY – 4/14/20

ELA

Spalding
(15 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review 5 phonograms and learn 4 new spelling words.

Materials needed:

- [Spalding Instructional Video - led by Mrs. Brogan](#)
- [Spalding paper \(Tuesday - Wednesday\)](#)
- [Tuesday Phonogram Cards](#)
- [Spalding phonogram sounds resource](#)
- [Spalding markings resource](#)
- [Spalding spelling rules resource](#)

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

(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, ew, ea, ow, ay**

(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 4 words (one at a time) to your child. For each word,

Daily Student Instruction Sheet - TUESDAY

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
2 <u>lead</u> (th <u>e</u> way)	I will lead the way to recess today.	
2 <u>led</u> (th <u>e</u> way)	I led the way to recess yesterday.	
2 <u>lead</u>	My pencil lead broke.	
<u>morn</u> ing	I brush my teeth each morning before school.	"My base word is 'morn.' My ending is 'ing.' I must write 'morn' and add my ending 'ing' to make the word 'morning.'

(PA) (2 min)

- Reading – After student finishes writing today's spelling words, have them go back to the list they wrote and:
 - 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 begin our next Classic *Sam the Minuteman* to enrich our study of the American Revolution.

Materials needed:

- Copy of the book *Sam the Minuteman*
- OR the teachers notes [digital copy of Sam the Minuteman Part I](#)
- [Sam the Minuteman Part I read aloud](#)

Daily Student Instruction Sheet - TUESDAY

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

- ❑ **(PA) (2 min) Pre-reading introduction:** Today we are going to start our first historical fiction story, which is a fictional story based on real events that occurred during a specific period of time. Preview the cover of the book Sam the Minuteman. What do you notice? Can you make any predictions?
- ❑ **(PA) (3 min) Review connections to history:** We remember the colonists were angry by the unfair taxes. They threw the tea in the Boston Harbor! They also showed their anger by forming small private armies to train to be ready to fight. They were dressed in normal clothes (no uniforms), kept guns, and were ready to fight in a minute's notice! They were called minutemen.
- ❑ **(PA) (5 min) Vocabulary review:** You may watch the teacher instruction video OR discuss on your own the following vocabulary.
 - [Sam the Minuteman Instructional Video](#)
 - **Riots** – When a large group of people who are upset get together in a public place and cause trouble.
 - **Lobster Backs** – They called the British soldiers this because of their red coats
 - **Minutemen** – Men who were ready to fight in a minute's notice.
 - **Tavern** – A place where people gathered to eat and socialize.
 - **Bayonets** – A knife that it attached to the end of a musket.
 - **Disperse** – Means to separate and go your separate ways.
 - **Battle** – When there is active fighting between two or more groups of people.
- ❑ **(PA) (10 min) Watch or Read:** You may watch the teacher instruction video **or** read with your scholar. Read pages 1-16 in your copy or Part I of the digital teacher copy.

Grammar/Writing

Goal/Objective: For the student to be able to identify a verb in a sentence.

Materials needed:

- [Animal Action Worksheet](#)
- [Animal Action Teacher Master](#)

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

- ❑ Teach the definition of a VERB – A verb is an action word, something you can do.

Daily Student Instruction Sheet - TUESDAY

- Parent will tell the student, "Listen carefully to the following sentences. Can you tell me what the verb, or action word, in each sentence is?"
- Parent will read orally: "Mrs. Borden **ate** a cookie."
- Student will state the verb in the sentence.
- Parent will read orally: "Mrs. Borden **baked** more cookies."
- Student will state the verb in the sentence.

(I) (3 min)

- Student will complete the Animal Actions worksheet.
- Student will write one verb in each box to match the action the animal is doing or is capable of.

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

(30 Minutes)

Math

Goal/Objective:

- Use expanded form to represent numbers up to 100
- Decompose and compose numbers using tens and ones within 100
- Add a one-digit number to a two-digit number within 100 without regrouping

Materials needed:

- [Place value graphic organizer](#) in plastic sleeve (sent home with desk supplies)
- Dry erase marker
- [Video instruction of addition place value strategy](#) using graphic organizer
- [Math workbook independent practice - pgs. 153-154](#)

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

Note: This process promotes number sense, the overall understanding of numbers and their relationships. For some parents it may be tempting to focus on "procedural math" (stacking equations to add/subtract, for instance). However, in an effort to promote and strengthen number sense we ask that your

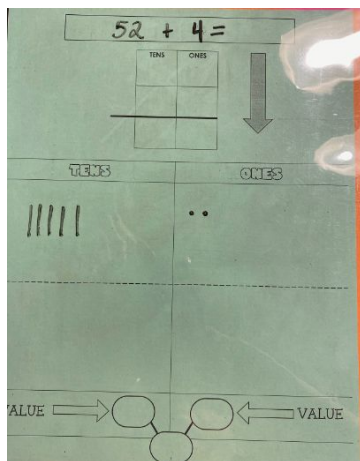
Daily Student Instruction Sheet - TUESDAY

first grade student use the place value strategies described below for problem solving.

(PA) (15 mins)

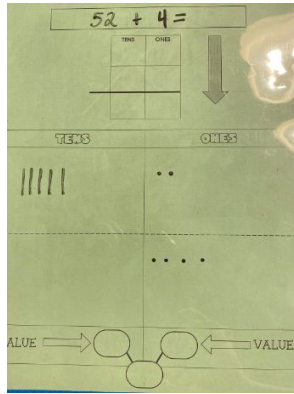
Note: The steps below are very detailed for the benefit of families who cannot or choose not to use technology-based lesson content. **For those with access to technology, please access this [Video instruction of addition place value strategy](#) in place of the steps below.**

- Parent will ask student to solve the equation $52 + 4 =$
- Student will
 - Write equation at the top of the graphic organizer
 - Skip the vertical equation (we will use this part of the graphic organizer next week)
- Parent will ask, "What number does the equation start with?"
- Parent will direct student to show that number using their dry erase marker on the graphic organizer.
 - Rules for drawing on graphic organizer:
 - tens should be tall enough to be clear sticks, but not so tall they go top to bottom
 - ones should be drawn with dots - large enough and spaced out enough to count clearly but not so large that they take a long time or waste a lot of ink to draw
 - The first number in the equation goes above the dotted line on the place value chart. The second number in the equation goes below the dotted line on the place value chart.
- Student sleeve should look like this:

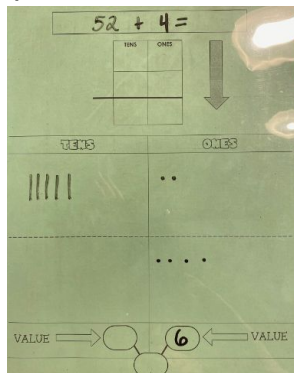


- Parent will ask, "What is the operation in this equation? What kind of problem is it?"
- Student should answer that it is an addition problem.
- Parent will ask, "What will we do next? Draw more or take away some?"
- Student should answer that we will draw 4 more.
- Student will draw 4 more in the space below the dotted line. The sleeve should now look like this:

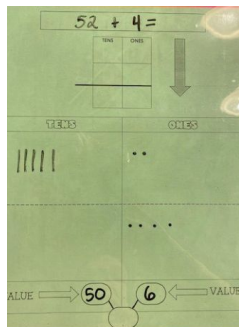
Daily Student Instruction Sheet - TUESDAY



- Parent will ask, "How many ones are there now?"
- Student should answer "6."
- Parent will ask, "What is the value of 6 ones?"
- Student should answer, "The value of the ones place is 6."
- Parent will direct student to write the value of the ones place in the related part of the number bond. The sleeve should now look like this:

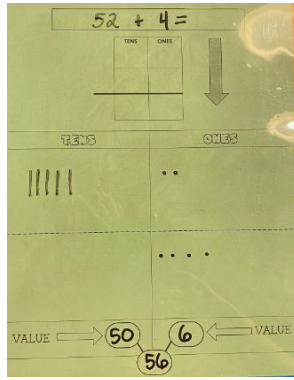


- Parent will ask, "How many tens are there?"
- Student should answer "5."
- Parent will ask, "What is the value of five tens?"
- Student should answer, "The value of five tens is 50."
- Parent will direct student to write the value of the tens place in the related part of the number bond. The sleeve should now look like this:

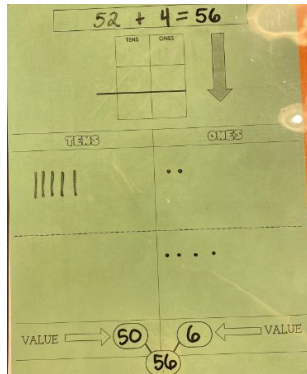


- Parent will direct student to state what the whole for the number bond is and write the whole in the number bond.
 - "50 and 6 is 56."
 - The sleeve should now look like this:

Daily Student Instruction Sheet - TUESDAY



- Student will write solution to the equation at the top of the graphic organizer. The sleeve should now look like this:



- Parent will lead students through the procedures above to practice solving the following equations:

- $45 + 3$
- $74 + 4$
- $61 + 7$
- $82 + 6$
- $90 + 9$

(I) (15 minutes)

- Student will solve workbook page 153 (use printed version in packet please) using pictures provided on the workbook page.
- Students will solve workbook page 154 (use printed version in packet please) using place value graphic organizer in sleeve.

HISTORY
(20 Minutes)

History

Goal/Objective:

- Learn who George Washington, Thomas Jefferson and Benjamin Franklin were and the important roles they played in America's journey to independence from Britain.
- Identify the Declaration of Independence and the Fourth of July.

Materials needed:

- [13 Colonies song sheet](#)

Daily Student Instruction Sheet - TUESDAY

- [13 Colonies Song](#)
- ["Declaring Independence" \(Read Aloud 4\) text](#)
- ["Declaring Independence" \(Read Aloud 4\) video](#) read aloud by Mrs. Albertson
- [Second Continental Congress coloring sheet](#)

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

(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 as they sing the song.

(PA) (3 min)

- ❑ Before reading, review vocabulary your student will hear in today's history reading.
 - ❑ **commander in chief** - The commander or head of the entire army
 - ❑ **Continental Army** - The army created by the Continental Congress during the time period in which the thirteen British colonies existed
 - ❑ **Declaration of Independence**- A document that explained why the thirteen American colonies no longer wanted to be controlled by Great Britain
 - ❑ **Fourth of July**- The day that the Declaration of Independence was adopted by the Continental Congress; the national holiday to celebrate this event.

(PA) (10 min)

- ❑ Read: "Declaring Independence" (Read Aloud 4) with your student.

(I) (5 min)

- ❑ Have student retell all they remember about the History lesson read today. If time allows, your student may color the Second Continental Congress coloring page after their retell.

ART

OPTIONAL:

Bellwork (10 Minutes)

GRADED

WORK:

2 WEEK PROJECT (40 min. per week)

Art

Goal/Objective:

- ❑ **Daily Drawing Bell work (optional) and Week 4 Art Project (Graded):**
- ❑ **Copy of Albrecht Durer's "The Little Owl"**
- ❑ [ART IMAGE](#)

Materials needed for **optional** Bellwork:

- ❑ Pencil and Paper

Materials needed for Week 4 **GRADED** Project:

Daily Student Instruction Sheet - TUESDAY

LINKS TO MATERIALS ARE PROVIDED AS A COURTESY NOT A REQUIREMENT. USING READILY AVAILABLE MATERIALS IS AN OPTION AND I PROVIDE MORE DETAIL FOR THIS IN MY VIDEO LINK IN THE ADDITIONAL RESOURCES. IF NO ACCESS TO TECHNOLOGY, I HAVE PROVIDED A COLOR PRINT OF THE IMAGE TO THE WEEKLY PAPER PACKET. YOU MAY APPROACH THE WEEKLY GRADED PROJECT AS "BELL WORK" WITH ONLY PENCIL AND PAPER IF NECESSARY.

- 7" x 10" **THICK** paper such as cardstock, inside of cereal box or poster board ([watercolor](#) or [mixed media paper](#). **if readily available**)
- [Small, round, soft brush](#)
- Q-tip cotton swabs
- [Colored Pencils](#)
- [Extra Fine Sharpie Marker](#)
- [Watercolors](#)

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

[Art Project Instruction Sheet LINK](#)

WEEK 4 PROJECT: (Graded)

Copy of Albrecht Durer's "The Little Owl"

ART IMAGE

GRADED WORK:

Due Friday, April 24th

FOR GRADING: *Email pic of finished work to theresa.northway@greatheartsnorthernnoaks.org (or return drawing in paper packet for grading)*

(PA=Parent assisted)

- Assist in helping the student prepare for drawing. Parent helps to "grid" using dots (as explained in Week 1 Blog Video) paper to match the image.

(IW=independent Work)

- Scholar is doing the actual drawing, NOT the parent. Parent only assists by guiding student in placement of marking dots for correct proportions.

PE

PE (10 Minutes)

Goal/Objective: Students will perform proper underhand throwing technique for skee- ball game.

Materials needed:

- [Skee-ball Worksheet](#) (included in packet)
- household items
- a ball or a pair of rolled up socks

Specific Instructions: (I=independent; PA=parent assisted):

Daily Student Instruction Sheet - TUESDAY

- | | |
|--|---|
| | <ul style="list-style-type: none">❑ (PA) Show your scholar the skee-ball worksheet on how to set up the game.❑ (PA) Review proper underhand throwing technique cues: Face the target, step with the opposite foot, and swing your arm back then forward releasing the ball.❑ (PA or I) Help your student gather household items to use for the game. (If a student does not have a ball a rolled up pair of socks would work as well.)❑ (I) Student will begin playing a skee-ball game and will keep track of their points.❑ (I) Once a student is done with the game they can write their name on their worksheet along with their point totals. Please turn in the worksheet with their packet. |
|--|---|

Spalding – Distance Learning Week 4: April 14-16, 2020

Name _____ # _____ Date _____

Tuesday

(write Tuesday phonograms
& spelling words in this column)

Wednesday

(write Wednesday phonograms
& spelling words in this column)

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Phonogram flashcards – Tuesday, April 14, 2020

ir

ew

ea

ow

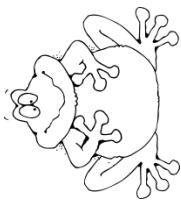
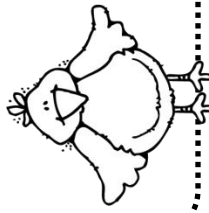
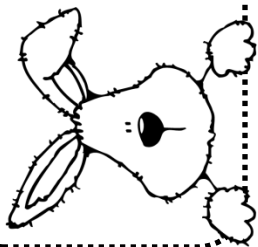
ay

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Name _____

Animal Action

Record at least one action verb for each animal.

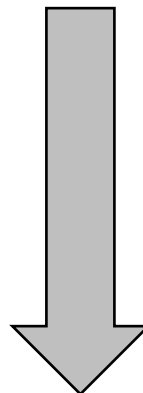


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Math
Tuesday
Wednesday
Thursday

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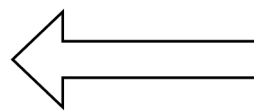
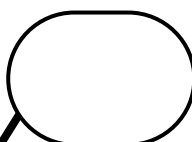
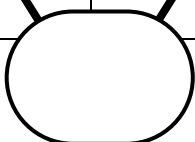
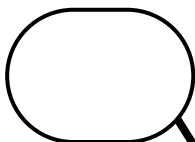
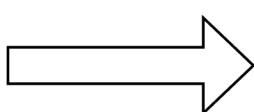
TENS	ONES



TENS

ONES

VALUE



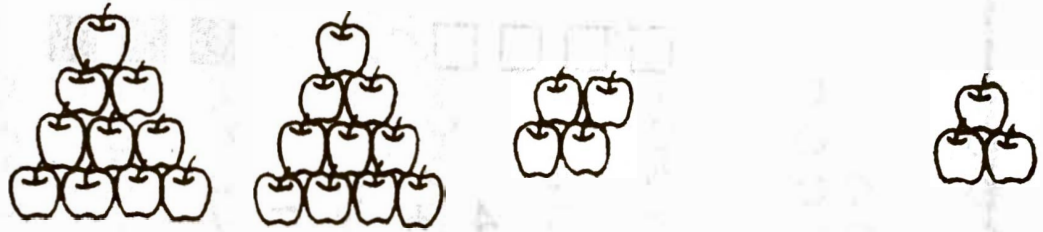
VALUE

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1. Add.

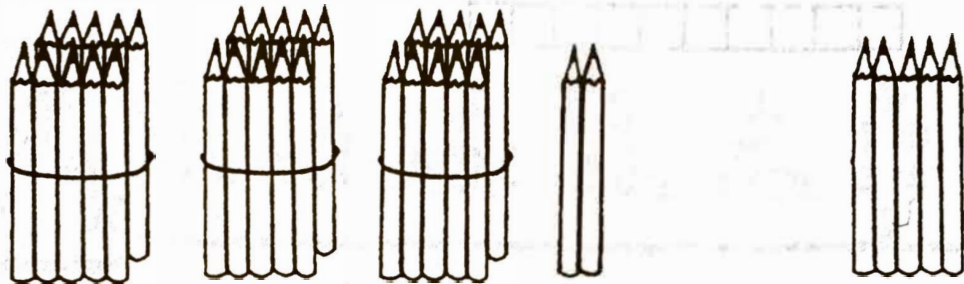
Name: _____ #: _____

(a)



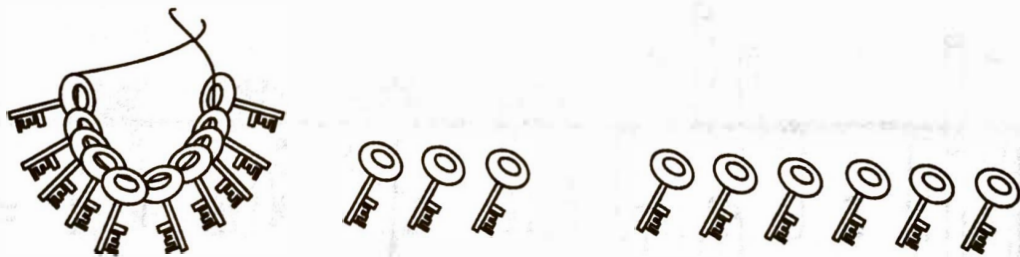
$$24 + 3 =$$

(b)



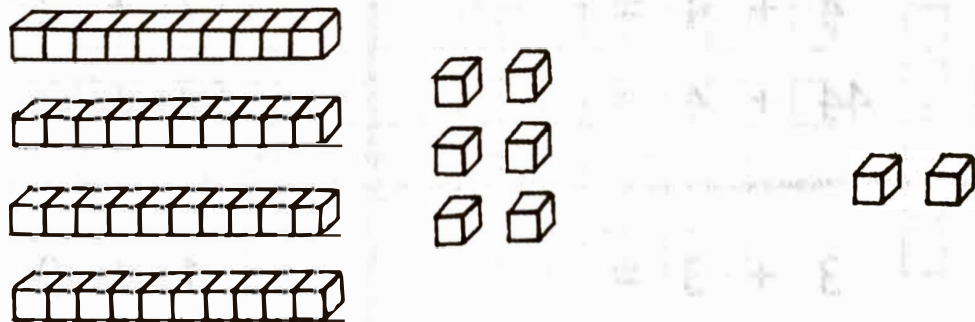
$$32 + 5 =$$

(c)



$$13 + 6 =$$

(d)



$$46 + 2 =$$

2. Add.

Name: _____ #: _____

$4 + 3 = 7$

$34 + 3 =$

34	$+$	3
/ \ 30 4		



$5 + 2 =$ $25 + 2 =$	$6 + 1 =$ $36 + 1 =$
$4 + 4 =$ $44 + 4 =$	$7 + 2 =$ $57 + 2 =$
$3 + 3 =$ $63 + 3 =$	$1 + 8 =$ $71 + 8 =$



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Skee Ball

Directions: Find 6 buckets, pots, pans, bowls, or anything else you can throw a ball into . Set-up the objects in a triangle pattern and assign points to each object. Play against yourself by trying to improve your score each round, or against a partner. After 10 underhand tosses count up your total. Play again!

Example Set-up:



3
P
O
I
N
T

2
P
O
I
N
T

1
P
O
I
N
T



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Name: _____ #: _____ Grade/Section _____



First Grade Minute Reading

Week of: April 13th	Book Title	Tricky Words	Minutes read	Parent Initials
Monday Date: 4/13	No School			
Tuesday Date: 4/14	Title: Comprehension: Tell one event or fact from the middle of the text.			
Wednesday Date: 4/15	Title: Comprehension: Tell one event or fact from the end of the text.			
Thursday Date: 4/16	Title: Comprehension: Tell me everything you can about the story you just read.			
Weekend Date(s): 4/17- 4/19	Flex Day			

Comments: _____

Total Minutes:
(Min. 60)

DUE every Monday.

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Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 4/15/20

ELA

Spalding
(15 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review 5 phonograms and learn 4 new spelling words.

Materials needed:

- [Spalding Instructional Video - led by Mrs. Brogan](#)
- [Spalding paper \(Tuesday - Wednesday\)](#) (from yesterday)
- [Wednesday Phonogram Cards](#)
- [Spalding Phonogram Sounds resource](#)
- [Spalding markings resource](#)
- [Spalding spelling rules resource](#)

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

(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: **or, ng, er, ey, oe**

(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 Wednesday column.
 - Immediately correct any errors observed.

(PA) (6 min)

- Dictate the 4 words (one at a time) to your child. For each word,

Daily Student Instruction Sheet - WEDNESDAY

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
<u>h</u> ow <u>e</u> ver	I will help however I can.	"My base word is 'how.' My base word is 'ever.' I must write 'how' and add 'ever' to make the compound word 'however.'"
mind r. 19	My mind is full of wonderful ideas.	(r. 19) "i" may say /i/ when followed by two consonants at the end of a base word.
<u>sh</u> all r. 13, 17	We shall go to the park today.	(r. 13) The phonogram "sh" is used at the beginning of a base word. (r. 17) We often double "l" following a single vowel at the end of a one-syllable word.
<u>a</u> lone r. 4	He sat alone at the table.	(r. 4) "a" may say /ay/ at the end of a syllable.

(PA) (2 min)

- Reading – After student finishes writing today's spelling words, have them go back to the list they wrote and:
 - 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)

Daily Student Instruction Sheet - WEDNESDAY

Literature/Grammar/Writing

Goal/Objective:

- Demonstrate listening comprehension and recall.
- Letter formation
- Capital letters
- Punctuation
- Neatness
- Identify Verbs

Materials needed:

- Copy of the book Sam the Minuteman
- OR the teachers notes digital copy of Sam the Minuteman Part I
- Sam the Minuteman Part I read aloud
- Sam the Minuteman Vocabulary Worksheet
- Sam the Minuteman Vocabulary Teacher Master
- Sam the Minuteman Instructional Video

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

- (PA) (5 min) Vocabulary review:** You may watch the Teacher Instructional Video **OR** Read the list of vocabulary words on the worksheet.

- (PA) (15 min)** Complete the definitions: Using the sentence stems provided for each definition, help your scholar complete the worksheet.

- (PA) (5 min)** Identify the verbs: Using your green crayon lightly shade the vocabulary words that are also a verb. Remembering that “a VERB means action, something done, to read, to write, to jump, to run.”

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
(Minutes)

Math

Goal/Objective:

- Use expanded form to represent numbers up to 100

Daily Student Instruction Sheet - WEDNESDAY

- Decompose and compose numbers using tens and ones within 100
- Subtract a one-digit number from a two-digit number within 100 without regrouping

Materials needed:

- [Place value graphic organizer](#) in plastic sleeve (sent home with desk supplies)
- Dry erase marker
- [Video instruction of subtraction place value strategy](#) using graphic organizer
- [Math workbook independent practice - pgs. 167-168](#)

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

(PA) (15 mins)

Note: The steps below are very detailed for the benefit of families who cannot or choose not to use technology-based lesson content. **For those with access to technology, please access this [Video instruction of subtraction place value strategy](#) in place of the steps below.**

- Parent will ask student to solve the equation $68 - 4 =$
- Student will
 - Write equation at the top of the graphic organizer
 - Skip the vertical equation (we will use this part of the graphic organizer next week)
- Parent will ask, "What number does the equation start with?"
- Parent will direct student to show that number using their dry erase marker on the graphic organizer.
 - Rules for drawing on graphic organizer:
 - tens should be tall enough to be clear sticks, but not so tall they go top to bottom
 - ones should be drawn with dots - large enough and spaced out enough to count clearly but not so large that they take a long time or waste a lot of ink to draw
 - The first number in the equation goes above the dotted line on the place value chart. The second number in the equation goes below the dotted line on the place value chart.
- Parent will ask, "What is the operation in this equation? What kind of problem is it?"
- Student should answer that it is a subtraction problem.
- Parent will ask, "What will we do next? Draw more or take away some?"
- Student should answer that we will take 4 ones away.
- Student will cross off or erase 4 ones.
- Parent will ask, "How many ones are there now?"
- Student should answer "4."

Daily Student Instruction Sheet - WEDNESDAY

- Parent will ask, "What is the value of 4 ones?"
- Student should answer, "The value of the ones place is 4."
- Parent will direct student to write the value of the ones place in the related part of the number bond.
- Parent will ask, "How many tens are there?"
- Student should answer "6."
- Parent will ask, "What is the value of six tens?"
- Student should answer, "The value of six tens is 60."
- Parent will direct student to write the value of the tens place in the related part of the number bond.
- Parent will direct student to state what the whole for the number bond is and write the whole in the number bond.
 - "60 and 4 is 64."
 - Student will write solution to the equation at the top of the graphic organizer.

- Parent will lead students through the procedures above to practice solving the following equations:
 - 45 - 3
 - 79 - 4
 - 68 - 7
 - 88 - 6
 - 99 - 9

- (I) (15 minutes)**
 - Student will solve workbook page 167 (use printed version in packet please) using pictures provided on the workbook page.
 - Students will solve workbook page 168 (use printed version in packet please) using place value graphic organizer in sleeve.

HISTORY
(20 Minutes)

History

Goal/Objective:

- Review what we learned yesterday about: The Continental Congress, Thomas Jefferson, the Declaration of Independence and the Fourth of July.

Materials needed:

- [13 Colonies song sheet](#)
- ["Colonial Leaders Meet Again" text](#)
- ["Colonial Leaders Meet Again" video](#) read by Mrs. Albertson
- [Thomas Jefferson independent practice sheet](#)

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

(PA) (2 min)

Daily Student Instruction Sheet - WEDNESDAY

- 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 as they sing the song.

(PA) (8 min)

- To review what we learned yesterday, read: "Colonial Leaders Meet Again" (Ch. 6 pg. 21-26)

(PA) (I) (10 min)

- Have student complete Thomas Jefferson independent practice sheet

Spanish (10
Minutes)

Music (15-20
Minutes)

Spanish

Goal/Objective: Your student will use the command for "jump."

Materials needed:

- Any object
- Crayons
- [Teacher Notes \(frog cutout included\)](#)
- [Audio File for Wednesday Spanish](#)

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

- (PA)** Place any object on the floor.
- (PA)** Say, ¡Salta!, as you jump over the object. Have your student repeat the command and when they do, jump over the object again.
- (PA)** Say, ¡Salta!, as your student jumps over the object. Repeat the command together and have your student jump over the object.
- (PA)** Repeat as many times as you want.
- (PA)** Salta, ranita, salta Activity:
 - Have your student color and cut out the frog.
 - Place an object on a table.
 - Say, Salta, ranita, salta, as you motion the paper frog jumping over the object.
 - Have your student repeat the command and when they do, have the paper frog jump over the object again.
 - Give the paper frog to your student.
 - Say Salta, ranita, salta, ask your student to have the paper frog jump over the object. Repeat the command together as the paper frog jumps over the object.
 - Repeat as many times as you want.

Music

Goal/Objective: Learn about a **composer** named Igor Stravinsky

Materials needed:

- [Facts about Stravinsky](#)

Daily Student Instruction Sheet - WEDNESDAY

- [Story of Stravinsky](#)
- [Stravinsky Word Search](#)

Specific Instructions (I=independent; PA=parent assisted): PA

- PA: Please spend a few minutes reading about the music of Stravinsky to your child. The most important part of this is that you are together and sharing an experience, not that your student will be able to recite facts about the composer. The famous composers were real people who lived real lives and also had struggles like we do.
- IP: Please watch the video I have created about Stravinsky [here](#).
- IP: Then watch this performance of Stravinsky's famous work:
 - [The Firebird ballet performance](#)
- PA: Supervise/Assist with the included Stravinsky Word Search.

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Phonogram flashcards – Wednesday, April 15, 2020

or

ng

er

ey

oe

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Name: _____ Date: _____

Sam the Minuteman Vocabulary

Directions: Use context clues or a dictionary to define each word from the text.

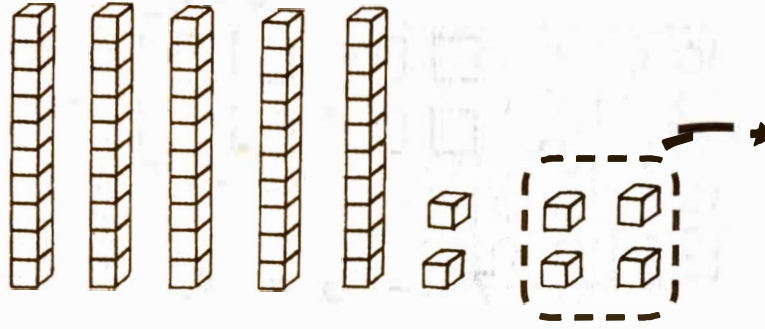
Word	Definition
riots	When a large group of people who are upset gather together _____ _____.
Lobster Backs	They call the British soldiers this because _____ _____.
Minuteman	Men who were ready to fight _____ _____.
tavern	A place where people gather _____ _____.
bayonets	A knife that is attached to the _____ _____.
disperse	Means to separate and _____ _____.
battle	Fighting between two or more _____ _____.

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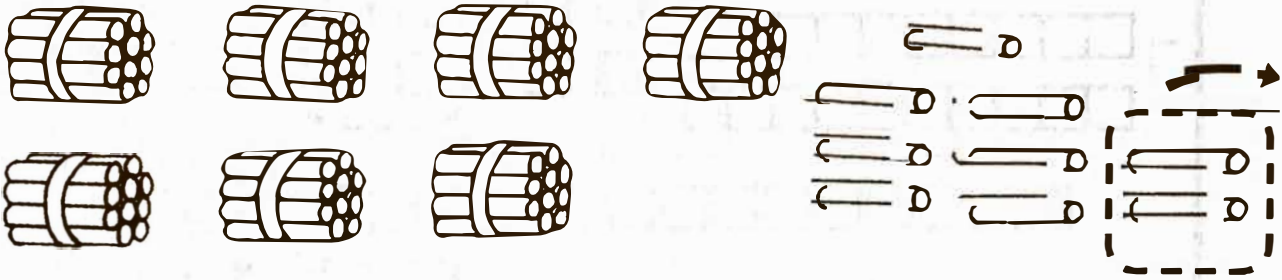
EXERCISE 20

Name: _____ #: _____

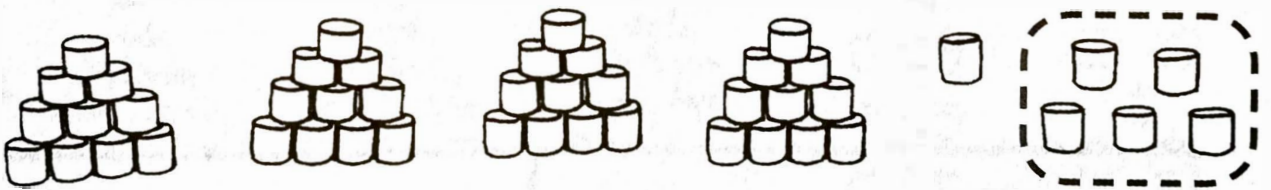
1. Subtract.



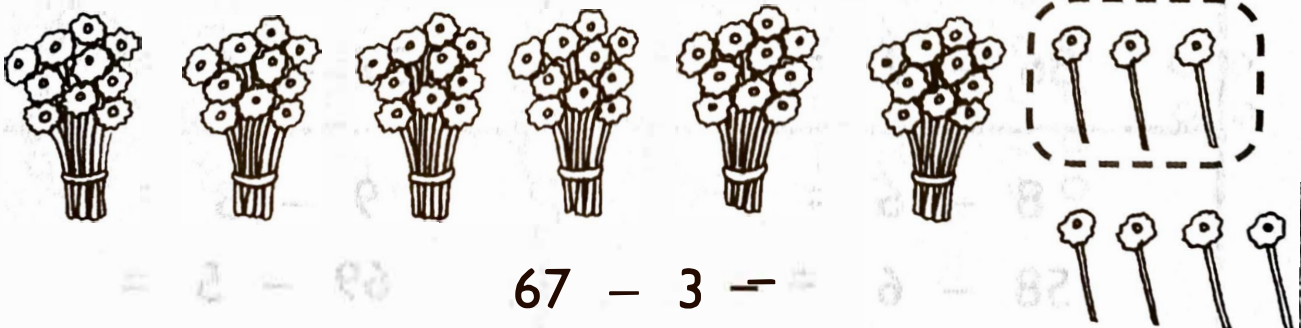
$$56 - 4 =$$



$$79 - 2 =$$



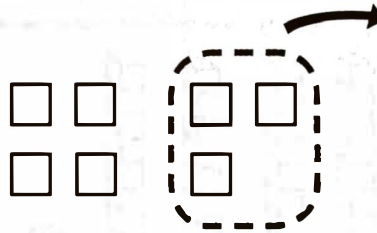
$$46 - 5 =$$



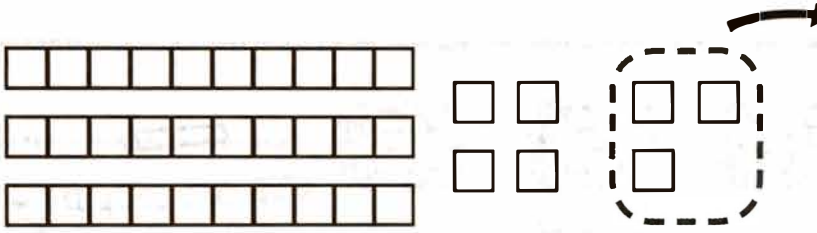
$$67 - 3 =$$

2. Subtract.

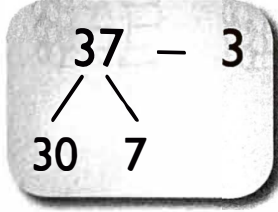
Name: _____ #: _____



$7 - 3 = 4$



$37 - 3 =$




$5 - 3 =$	$8 - 5 =$
$65 - 3 =$	$78 - 5 =$
$6 - 2 =$	$7 - 4 =$
$86 - 2 =$	$37 - 4 =$
$8 - 6 =$	$9 - 5 =$
$58 - 6 =$	$69 - 5 =$

Name _____ # _____

Reading Comprehension



THOMAS JEFFERSON

Thomas Jefferson was born in Virginia. He was the 3rd child out of 10. He was a lawyer and a Founding Father of the U.S.A. He was the main author of the Declaration of Independence. He was an ambassador to France and the Vice President for John Adams. He was the 3rd President of the U.S.A. He expanded it with the Louisiana Purchase. He is on the nickel. He lived in a mansion named Monticello. It is on the back of the nickel.

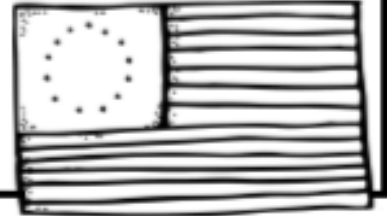


History – Wednesday, April 15, 2020

THOMAS JEFFERSON

1. He was the _____ President of the U.S.A.

- (A) 1st
- (B) 2nd
- (C) 3rd



2. He was the main _____ of the Declaration of Independence.

- (A) author
- (B) illustrator
- (C) signature

3. He was the Vice President to _____ Adams.



- (A) Jim
- (B) Jack
- (C) John



4. He is on the _____.

- (A) penny
- (B) nickel
- (C) quarter



5. The Jefferson Memorial is in _____.

- (A) Washington State
- (B) Washington D.C.
- (C) Wishington



CHALLENGE TASK (optional – NOT required)

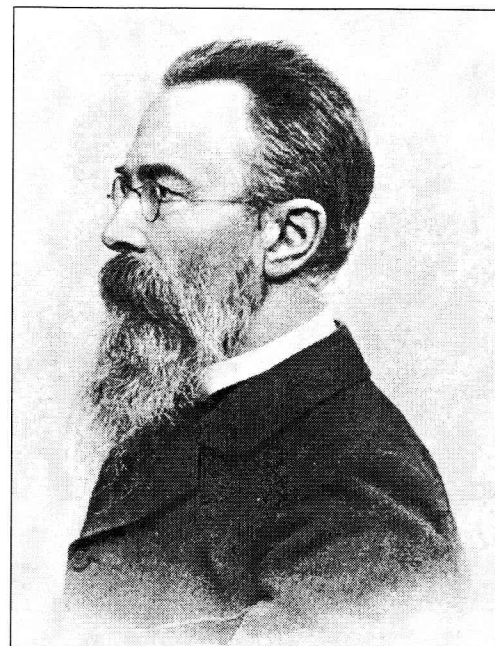
1. Go on a phonogram hunt on the Thomas Jefferson Reading Comprehension passage. Underline all the multi-letter phonograms you can find.
2. **Highlight** where you found the answers to each of the Thomas Jefferson questions in the reading comprehension passage.

Stravinsky Word Search

Look down, across and diagonally to find words that will complete the sentences below. Circle the words.

R	B	F	I	R	E	F	S	G	R	W	C
J	U	W	N	K	R	I	T	P	S	J	E
M	A	S	T	E	A	R	M	Q	P	F	W
E	L	U	S	K	B	E	N	X	R	N	Y
H	O	P	Y	I	N	B	E	F	I	J	U
L	C	U	R	T	A	I	Q	A	N	D	R
A	I	M	K	R	H	R	J	C	G	A	K
W	O	N	G	V	P	D	L	A	B	Y	K
Y	D	X	C	M	U	K	Y	Z	T	G	E
E	D	K	O	R	S	A	K	O	V	H	S
R	L	R	N	E	W	Y	O	R	K	M	A

1. Stravinsky was born in _____ in 1881.
2. Stravinsky's father wanted him to be a _____.
3. As a young man, Stravinsky was influenced and guided by Rimsky-_____.
4. Stravinsky became an instant success after the premiere of his ballet *The* _____.
5. Stravinsky's ballet *The Rite of* _____ caused a riot at its first performance in Paris.
6. Stravinsky died in _____ in 1971.



This Composer became Stravinsky's mentor.

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Daily Student Instruction Sheet - THURSDAY

THURSDAY – 4/16/20

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 Instructional Video - led by Mrs. Brogan](#)
- [Spalding paper \(Thursday\)](#)

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

(PA) (15 min)

- Practice Spelling Test
 - Dictate this week's 8 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 Thursday column. See the following page for this week's words.
- This week's words:

Daily Student Instruction Sheet - THURSDAY

lead	She will lead the way to the playground today.
led	She led the way to the playground yesterday.
lead	My pencil lead broke.
morning	I brush my teeth each morning before school.
however	I will help however I can.
mind	My mind is full of wonderful ideas.
shall	We shall go to the park today.
alone	He sat alone at the table.

Literature

Goal/Objective: Students will continue our next Classic Sam the Minuteman to enrich our study of the American Revolution.

Materials needed:

- Copy of the book [Sam the Minuteman](#)
- OR the teachers notes [digital copy of Sam the Minuteman Part II](#)
- [Sam the Minuteman Part II read aloud](#)

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

- (PA) (3 min) Review:** What is the setting for our story? Where does Sam Brown live? Why did the King send British soldiers? Is there a problem?
- (PA) (10 min) Watch or Read:** You may watch the teacher instruction video or read with your scholar. Read pages 19-31 in your copy or Part II of the digital teacher copy.
- (PA) (3 min) Post reading Questions:** Who is Captain Parker? John Allen? Where do the British soldiers want to go? Why? Make predictions about what will happen next.

Grammar/Writing

Goal/Objective:

- Review Verbs
- Be able to differ between a noun and a verb

Daily Student Instruction Sheet - THURSDAY

Materials needed:

- [Verb Action Worksheet](#)
- [Verb Action Teacher Master](#)
- One crayon

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

- (PA) (1 min) Review:** A “verb means action, something done, to read, to write, to jump, to run.” Read the page of words to your scholar.
- (I) (4 min)** Using their crayon instruct them to lightly shade over each word that is a VERB.

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
(Minutes)

Math

Goal/Objective:

- Use expanded form to represent numbers up to 100
- Decompose and compose numbers using tens and ones within 100
- Add tens to and subtract tens from a two-digit number within 100 without regrouping

Materials needed:

- [Place value graphic organizer](#) in plastic sleeve (sent home with desk supplies)
- Dry erase marker
- [Video instruction of +/- 10 place value strategy](#) using graphic organizer
- [Math workbook independent practice - pgs. 160 & 174](#)

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

(PA) (15 mins)

Note: The steps below are very detailed for the benefit of families who cannot or choose not to use technology-based lesson content. **For those with**

Daily Student Instruction Sheet - THURSDAY

access to technology, please access this [Video instruction of +/- 10 place value strategy](#) in place of the steps below.

- Parent will ask student to solve the equation $68 + 20 =$
- Student will
 - Write equation at the top of the graphic organizer
 - Skip the vertical equation (we will use this part of the graphic organizer next week)
- Parent will ask, "What number does the equation start with?"
- Parent will direct student to show that number using their dry erase marker on the graphic organizer.
 - Rules for drawing on graphic organizer:
 - tens should be tall enough to be clear sticks, but not so tall they go top to bottom
 - ones should be drawn with dots - large enough and spaced out enough to count clearly but not so large that they take a long time or waste a lot of ink to draw
 - The first number in the equation goes above the dotted line on the place value chart. The second number in the equation goes below the dotted line on the place value chart.
- Parent will ask, "What is the operation in this equation? What kind of problem is it?"
- Student should answer that it is an addition problem.
- Parent will ask, "What will we do next? Draw more or take away some?"
- Student should answer that we will draw more.
- Parent will ask, "Will we draw more tens or more ones?"
- Student should answer, "We will draw 2 tens."
- Student will draw 2 tens below the dotted line..
- Parent will ask, "How many ones are there now?"
- Student should answer "8."
- Parent will ask, "What is the value of 8 ones?"
- Student should answer, "The value of the ones place is 8."
- Parent will direct student to write the value of the ones place in the related part of the number bond.
- Parent will ask, "How many tens are there?"
- Student should answer "8."
- Parent will ask, "What is the value of eight tens?"
- Student should answer, "The value of eight tens is 80."
- Parent will direct student to write the value of the tens place in the related part of the number bond.
- Parent will direct student to state what the whole for the number bond is and write the whole in the number bond.
 - "80 and 8 is 88."
 - Student will write solution to the equation at the top of the graphic organizer.

Daily Student Instruction Sheet - THURSDAY

	<ul style="list-style-type: none"><input type="checkbox"/> Parent will lead students through the procedures above to practice solving the following equations:<ul style="list-style-type: none"><input type="checkbox"/> $45 + 20$<input type="checkbox"/> $39 + 40$<input type="checkbox"/> $68 + 30$<input type="checkbox"/> $86 - 20$<input type="checkbox"/> $99 - 50$<input type="checkbox"/> $73 - 70$ <p>(I) (15 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Student will solve workbook page 160 (use printed version in packet please) using place value graphic organizer in sleeve.<input type="checkbox"/> Student will solve workbook page 174 (use printed version in packet please) using place value graphic organizer in sleeve.
<p>SCIENCE (20 Minutes)</p>	<p>Science</p> <p>Goal/Objective:</p> <ul style="list-style-type: none">• Learn about germs• How we get sick• How we can prevent the spread of germs <p>Materials needed:</p> <ul style="list-style-type: none">• Look Out For Germs! text resource• Look Out For Germs! read aloud by Mrs. Brogan• Germs Do Now independent practice sheet <p>Specific Instructions (I=independent; PA=Parent Assisted):</p> <p>(PA) (10 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Listen to “Look Out For Germs!” read aloud and follow along. Discuss how we can prevent the spread of germs and steps we can take if we are sick. <p>(PA) (10 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Have students complete Germs Do Now independent practice sheet. Circle answers to questions 1 and 2. Draw three places where germs can be found in question 3. <p><input type="checkbox"/> Optional: Watch Brain Pop Jr. resource on germs and importance of washing our hands. https://jr.brainpop.com/health/bewell/washinghands/</p>
<p>ART</p> <p>OPTIONAL: Bellwork (10 Minutes)</p>	<p>Art</p> <p>Goal/Objective:</p> <ul style="list-style-type: none"><input type="checkbox"/> Daily Drawing Bell work (optional) and Week 4 Art Project (Graded):<ul style="list-style-type: none"><input type="checkbox"/> Copy of Albrecht Durer’s “The Little Owl”<input type="checkbox"/> ART IMAGE

Daily Student Instruction Sheet - THURSDAY

GRADED

WORK:

2 WEEK
PROJECT (40
min. per week)

Materials needed for **optional** Bellwork:

- Pencil and Paper

Materials needed for Week 4 **GRADED** Project:

LINKS TO MATERIALS ARE PROVIDED AS A COURTESY NOT A REQUIREMENT. USING READILY AVAILABLE MATERIALS IS AN OPTION AND I PROVIDE MORE DETAIL FOR THIS IN MY VIDEO LINK IN THE ADDITIONAL RESOURCES. IF NO ACCESS TO TECHNOLOGY, I HAVE PROVIDED A COLOR PRINT OF THE IMAGE TO THE WEEKLY PAPER PACKET. YOU MAY APPROACH THE WEEKLY GRADED PROJECT AS "BELL WORK" WITH ONLY PENCIL AND PAPER IF NECESSARY.

- 7" x 10" **THICK paper such as cardstock, inside of cereal box or poster board** ([watercolor](#) or [mixed media paper](#). ***if readily available***)
- [Small, round, soft brush](#)
- Q-tip cotton swabs
- [Colored Pencils](#)
- [Extra Fine Sharpie Marker](#)
- [Watercolors](#)

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

- [Art Project Instruction Sheet LINK](#)

- WEEK 4 PROJECT: (Graded)**

- Copy of Albrecht Durer's "The Little Owl"*

- [ART IMAGE LINK](#)

- GRADED WORK:**

- Due Friday, April 24th**

- FOR GRADING:** *Email pic of finished work to theresa.northway@greatheartsnorthernnoaks.org (or return drawing in paper packet for grading)*

PE (10 Minutes)

PE

Goal/Objective: Students will perform proper overhand throwing technique for skee- ball game.

Materials needed:

- [Skee-ball Worksheet](#) (included in packet for Tuesday)
- household items
- a ball or a pair of rolled up socks

Specific Instructions: (I=independent; PA=parent assisted):

- (PA)** Show your scholar the skee-ball worksheet on how to set up the game.

Daily Student Instruction Sheet - THURSDAY

- (PA)** Review proper overhand throwing technique cues: Side to target, bring arm back behind head, step with the opposite foot, release ball and follow through.
- (PA or I)** Help your student gather household items to use for the game. (If a student does not have a ball a rolled up pair of socks would work as well.)
- (I)** Student will begin playing a skee-ball game and will keep track of their points.
- (I)** Once a student is done with the game they can write their name on their worksheet along with their point totals. Please turn in the worksheet with their packet.

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Spalding – Distance Learning Week 4: April 14-6, 2020

Name _____ # _____ Date _____

Thursday

(practice spelling test -
write this week's 8 spelling words
in this column)

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Verb Action

Name _____

Color each of the verbs.

hair	dress	blue	cereal	run
cry	jar	laugh	hop	door
house	plate	doctor	sneeze	milk
dog	orange	measure	smile	movies
ring	spoon	hot	stir	sit

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2. Add.

Name: _____ #: _____

$40 + 20 = 60$

$$\begin{array}{r} 42 + 20 \\ \swarrow \quad \searrow \\ 40 \quad 2 \end{array}$$

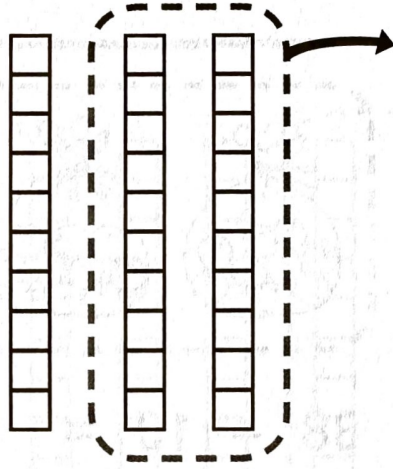
$42 + 20 =$



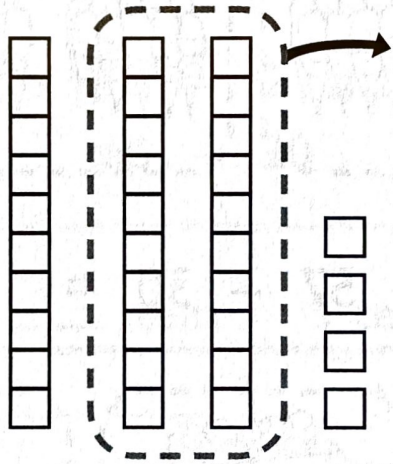
$40 + 30 =$	$20 + 70 =$
$40 + 36 =$	$28 + 70 =$
$10 + 60 =$	$50 + 30 =$
$17 + 60 =$	$50 + 35 =$
$50 + 20 =$	$20 + 60 =$
$54 + 20 =$	$21 + 60 =$

2. Subtract.

Name: _____ #: _____



$$30 - 20 = 10$$



$$34 - 20 =$$

$$\begin{array}{r} 34 - 20 \\ \swarrow \quad \searrow \\ 30 \quad 4 \end{array}$$



$40 - 30 =$

$49 - 30 =$

$30 - 10 =$

$36 - 10 =$

$50 - 40 =$

$57 - 40 =$

$60 - 20 =$

$62 - 20 =$

$80 - 40 =$

$83 - 40 =$

$90 - 80 =$

$95 - 80 =$

Germs Do Now

YES

NO

1. Do **GERMS** make people sick?



2. Can you see **GERMS**?



Where can germs be found? Draw three places.

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Skee Ball

Directions: Find 6 buckets, pots, pans, bowls, or anything else you can throw a ball into . Set-up the objects in a triangle pattern and assign points to each object. Play against yourself by trying to improve your score each round, or against a partner. After 10 underhand tosses count up your total. Play again!

Example Set-up:



3
P
O
I
N
T

2
P
O
I
N
T

1
P
O
I
N
T



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Daily Student Instruction Sheet - FRIDAY

FRIDAY – 4/17/20

ELA

Spalding

Literature

Grammar/Writing

Reading

MATH

HISTORY

SCIENCE

SPECIALS

