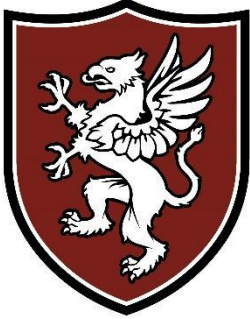


GreatHearts

Northern Oaks



Distance Learning Packet

April 20-23, 2020

1st Grade

Mrs. Albertson

Mrs. Borden

Mrs. Brogan

Mrs. McIntosh

Student Name: _____ Section: _____



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Daily Student Instruction Sheet - MONDAY

MONDAY– 4/20/20

ELA

Spalding
(15 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

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

Materials needed:

- [Spalding OPR/WPR Video - led by Mrs. Borden](#)
- [Spalding Word Video - led by Mrs. Borden](#)
- [Spalding paper](#) (Monday-Tuesday)
- [Monday 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: **ur, ai, wh, ar, ph**

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

Daily Student Instruction Sheet - MONDAY

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
<u>or</u> <u>der</u>	We will order pizza for dinner.	
<u>th</u> <u>ird</u>	She came in third place in the spelling bee.	
³ <u>push</u> r.13	I will push the cart up the hill.	(r. 13) The phonogram <i>sh</i> is used at the end of a base word.
<u>point</u>	Please point to the correct answer.	
² <u>with</u> <u>in</u>	The bus will arrive within ten minutes.	"My base word is 'with.' My base word is 'in.' I must write 'with' and add 'in' to make the compound word 'within.'"

(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: For students to be able to demonstrate listening comprehension and recall.

- Letter formation
- Capital letters
- Punctuation
- Neatness

Daily Student Instruction Sheet - MONDAY

- Identify Verbs

Materials needed:

- Copy of the book *Sam the Minuteman*
- OR the teachers notes digital copy of [Sam the Minuteman part II](#)
- [Sam the Minuteman Worksheet Video](#)
- [Sam the Minuteman Character Worksheet](#)
- [Sam the Minuteman Character Teacher Copy](#)

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

(PA) (5 min) Vocabulary review: You may watch the teacher instruction video **OR** Read the list of characters on the worksheet.

- [Sam the Minuteman Worksheet Video](#)

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

Grammar/Writing

Goal/Objective:

- Review Verbs
- Learn the next line of the Parts of Speech Poem

Materials needed:

- [Parts of Speech Poem](#)

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

- (PA) (1 min) Review:** Using the copy of the poem review the first to couplets with your student.
- (I) (4 min)** Read the third couplet about **VERBS** two times with your scholar. Then have them recite it back to you.

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

Daily Student Instruction Sheet - MONDAY

(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 two-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 the [2-digit addition place value strategy](#) using graphic organizer
- [Math workbook independent practice - pgs. 164-165](#)

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 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 the [2-digit addition place value strategy](#) in place of the steps below.**

- Parent will ask student to solve the equation $52 + 24 =$
- 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

Daily Student Instruction Sheet - MONDAY

- 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, "How many more?"
- Student should answer, "2 tens and 4 ones."
- Student will draw 2 more tens and 4 more in the space below the dotted line.
- 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.
- Parent will ask, "How many tens are there?"
- Student should answer "7."
- Parent will ask, "What is the value of 7 tens?"
- Student should answer, "The value of seven tens is 70."
- 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.
 - "70 and 6 is 76."
- 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:
 - $45 + 33$
 - $24 + 44$
 - $61 + 27$
 - $82 + 16$
 - $20 + 59$

(I) (15 minutes)

- Student will solve workbook pages 164-165 (use printed version in packet please).
 - Draw tens and ones
 - Write the solution in the box.

Daily Student Instruction Sheet - MONDAY

HISTORY

(20 Minutes)

History

Goal/Objective:

- Learn about Deborah Sampson; an unlikely American Patriot.

Materials needed:

- [Deborah Sampson - Soldier of the Revolution](#) (History - Read Aloud 5)
- [Deborah Sampson - Soldier of the Revolution \(History - Read Aloud 5\) video](#) read by Mrs. Albertson
- [Deborah Sampson graphic organizer](#) (for note taking)

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

(PA) (3 min)

- Discuss how society was very different during the time of the American Revolution. Discuss how living conditions were very different (ex. no electricity, no running water, no cars, etc.).
- Discuss the reality that women were not allowed to serve in the military like they are today.
- Today we will learn about a woman who broke those rules and served our country during the American Revolutionary War.

(PA) (I) (12 min)

- Read: [Deborah Sampson - Soldier of the Revolution](#) (History - Read Aloud 5) with your student or your student may listen to the story read by Mrs. Albertson (click link above in Materials list)

(I) (5 min)

- Have student review what they learned about Deborah Sampson by having them fill in the Deborah Sampson graphic organizer. *6Remind your student that this is note-taking and only words or short phrases are needed; no complete sentences. Your student may also include simple drawings in addition to or instead of writing words to take notes.

SPECIAL CLASSES

SPECIALS ARE NO LONGER OPTIONAL.

PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON MONDAY.

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Phonogram flashcards – Monday, April 20, 2020

ur

ai

wh

ar

ph

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Name: _____ Date: _____

Characters in Sam the Minuteman

Directions: Record important details about the characters in the story.

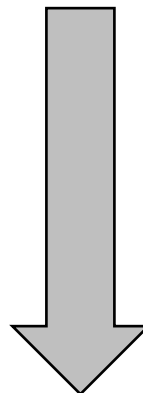
Character	Important Details About the Character
Sam	The main character, a young boy _____ _____.
Mother	Sam's mother made sure the house ran smoothly and _____.
Father	Sam's Father had a farm and was one _____ _____.
Captain Parker	The leader of all the _____ _____.
John Allen	Sam's very good friend who was also active in their _____.

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Math
Tuesday
Wednesday
Thursday

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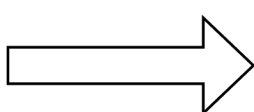
TENS	ONES



TENS

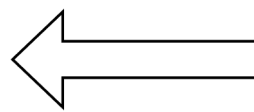
ONES

VALUE



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VALUE

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Name: _____ #: _____

Instructions: Following the example below, draw both numbers. Write the solution in the box.

$12 + 13 =$ Example

| • •

| • • •

25

$12 + 13$

/ \ / \

10 2 10 3

12 is 1 ten 2 ones.

13 is 1 ten 3 ones.



<p>(a) $23 + 11$</p> <div style="border: 1px solid purple; width: 100px; height: 40px; margin-left: auto; margin-right: auto;"></div>	<p>(b) $27 + 32$</p> <div style="border: 1px solid purple; width: 100px; height: 40px; margin-left: auto; margin-right: auto;"></div>
<p>(c) $31 + 46$</p> <div style="border: 1px solid purple; width: 100px; height: 40px; margin-left: auto; margin-right: auto;"></div>	<p>(d) $30 + 25$</p> <div style="border: 1px solid purple; width: 100px; height: 40px; margin-left: auto; margin-right: auto;"></div>

Math: Monday, April 20

Name: _____ #: _____

Instructions: Draw both numbers. Write the solution in the box.

(a) $33 + 33$

(b) $41 + 13$

(c) $37 + 12$

(d) $25 + 21$

(e) $62 + 21$

(f) $70 + 29$

Name _____ # _____

History – Monday, April 20, 2020

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Deborah Sampson

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Daily Student Instruction Sheet - TUESDAY

TUESDAY – 4/21/20

ELA

Spalding
(15 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

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

Materials needed:

- [Spalding OPR/WPR Video - led by Mrs. Borden](#)
- [Spalding Word Video - led by Mrs. Borden](#)
- [Spalding paper](#) (Monday-Tuesday from yesterday)
- [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: **oi, ti, eigh, oa, ei**

(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 5 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
bod y r. 6	Keep your body healthy and strong.	(r. 6) We use the phonogram "y" at the end of a word because English words don't end in "i."
f <u>i</u> eld r. 12	The field was full of bluebonnets.	(r. 12) Use "ie" because it is not after "c" and doesn't say /ay/.
be ² longs r. 4	That pencil belongs to me.	(r. 4) "e" may say /ee/ at the end of a syllable. My base word is "belong." My ending is /z/. I must write "belong" and add my ending /z/to make the word "belongs."
ch ² ee ² se ⁵	We will have cheese and crackers today.	Job 5 of silent e.
<u>ear</u> n	We will earn a treat for great behavior.	

(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 continue our Classic *Sam the Minuteman* to enrich our study of the American Revolution.

Daily Student Instruction Sheet - TUESDAY

Materials needed:

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

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

- ❑ **(PA) (2 min) Pre-reading review:** Q: Who is Captain Parker? A: Leader of the Minuteman Q: Who is John Allen? A: Sam's best friend Q: Where do the British soldiers want to go? A: to Concord to take guns and ammunition away from the colonists Q: Why did they want the guns and powder? A: to keep the colonies from fighting
- ❑ **(PA) (3 min) Review connections to history:** Q: What do you remember about Paul Revere? Q: Why was his ride so important? A: He was warning the people that the British soldiers were coming so that the Minutemen could be ready to fight.
- ❑ **(PA) (10 min) Watch or Read:** You may watch the teacher instruction video **or** read with your scholar. Read pages 32-49 in your copy or Part III of the digital teacher copy.
 - [Sam the Minuteman Part III read aloud LINK swivl](#)

Grammar/Writing

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

Materials needed:

- [Finding Nouns and Verbs Worksheet](#)
- [Finding Nouns and Verbs Teacher Copy](#)
- Red crayon
- Green crayon

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

- ❑ **(PA) (1 min)** Review the definition of a NOUN - A noun is a person, place, or thing.
- ❑ Review the definition of a VERB – A verb is an action word, something you can do.
- ❑ **(I) (4 min)** Student will complete the Finding nouns and verbs worksheet. Your student will circle every NOUN with a **red crayon** AND **underline every VERB** with a **green crayon**.

Daily Student Instruction Sheet - TUESDAY

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
- Subtract a two-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 the [2-digit subtraction place value strategy](#) using graphic organizer
- [Math workbook independent practice - pgs. 178-179](#)

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 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 the [2-digit subtraction place value strategy](#) in place of the steps below.**

- Parent will ask student to solve the equation $68 - 14 =$

Daily Student Instruction Sheet - TUESDAY

- 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.
- 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 away 1 ten and 4 ones.
- Student will cross off or erase 1 ten and 4 ones.
- Parent will ask, "How many ones are there now?"
- Student should answer "4."
- 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 "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.
- Parent will direct student to state what the whole for the number bond is and write the whole in the number bond.
 - "50 and 4 is 54."
 - 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:
 - $45 - 23$
 - $99 - 92$
 - $68 - 47$
 - $88 - 76$
 - $79 - 34$

(I) (15 minutes)

- Student will solve workbook pages 178-179 (use printed version in packet please).
 - Draw tens and ones for first number in the equation.
 - Cross off to show subtraction.
 - Write the solution in the box.

Daily Student Instruction Sheet - TUESDAY

HISTORY

(20 Minutes)

History

Goal/Objective:

- Learn about the life of George Washington and the important roles he played in helping America become its own country.

Materials needed:

- [George Washington by Clara Ingram Judson](#) (History Read Aloud 6)
- [George Washington by Clara Ingram Judson \(History Read Aloud 6\) video](#) read by Mrs. Albertson
- [George Washington graphic organizer](#) (for note taking)

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

(PA) (2 min)

- Ask your student to tell you everything they know already about George Washington.
- Today we will learn more about his life and the important roles he played in helping America become its own country.

(PA) (I) (13 min)

- Read: [George Washington](#) by Clara Ingram Judson (History Read Aloud 6) with your student or your student may listen to the story read by Mrs. Albertson (click link above in Materials list)

(I) (5 min)

- Have student review what they learned about George Washington by having them fill in the George Washington graphic organizer. *Remind your student that this is note-taking and only words or short phrases are needed; no complete sentences. Your student may also include simple drawings in addition to or instead of writing words to take notes.

SPECIAL CLASSES

SPECIALS ARE NO LONGER OPTIONAL.

PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON MONDAY.

Phonogram flashcards – Tuesday, April 21, 2020

oi

ti

eigh

oa

ei

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Finding Nouns and Verbs

Directions: Circle any *nouns* (person, place, thing) with a **RED** crayon and underline any *verbs* (action words) with a **GREEN** crayon in the sentences below.

Example: James rode his bike.

1. The girl sat.
2. Bob likes his toys.
3. Danny sees me.
4. The teacher is in the room.
5. Frogs like ponds.

Extra Practice: Spiders have eight legs.

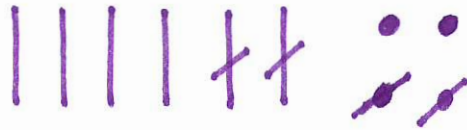
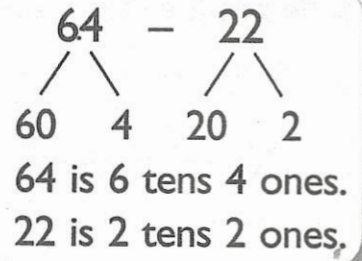
Pizza tastes good.

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Name: _____ #: _____

Instructions: Draw the first number in the equation. Following the example below, show subtraction by crossing off tens and ones that match the second number in the equation. Write the solution in the box.

$64 - 22 =$ Example



42



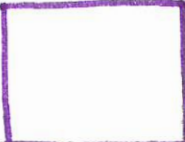

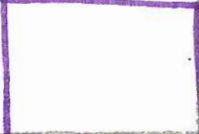
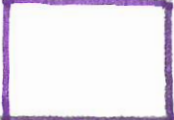


<p>(a) $45 - 20$</p> <div style="border: 1px solid purple; width: 100px; height: 40px; margin: 20px auto;"></div>	<p>(b) $57 - 31$</p> <div style="border: 1px solid purple; width: 100px; height: 40px; margin: 20px auto;"></div>
<p>(c) $69 - 25$</p> <div style="border: 1px solid purple; width: 100px; height: 40px; margin: 20px auto;"></div>	<p>(d) $77 - 44$</p> <div style="border: 1px solid purple; width: 100px; height: 40px; margin: 20px auto;"></div>

Math: Tuesday, April 21

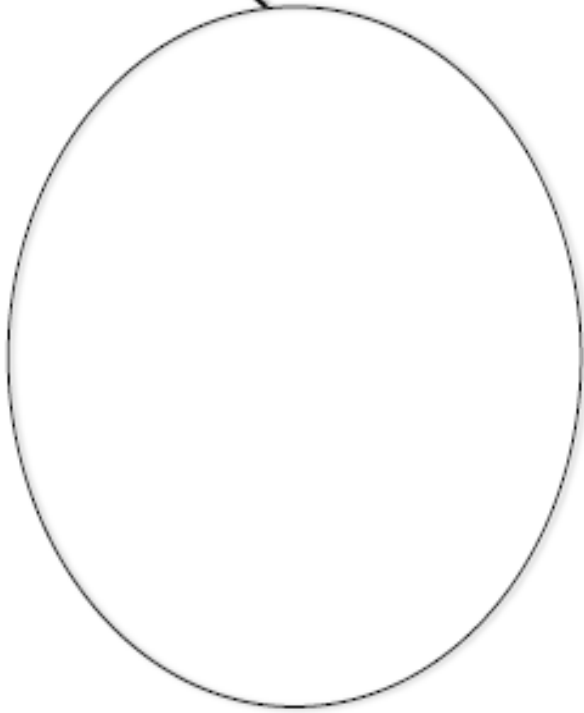
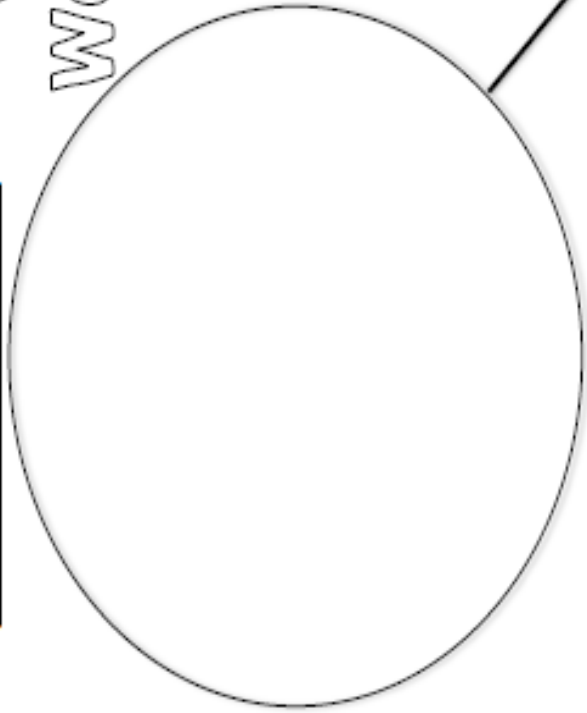
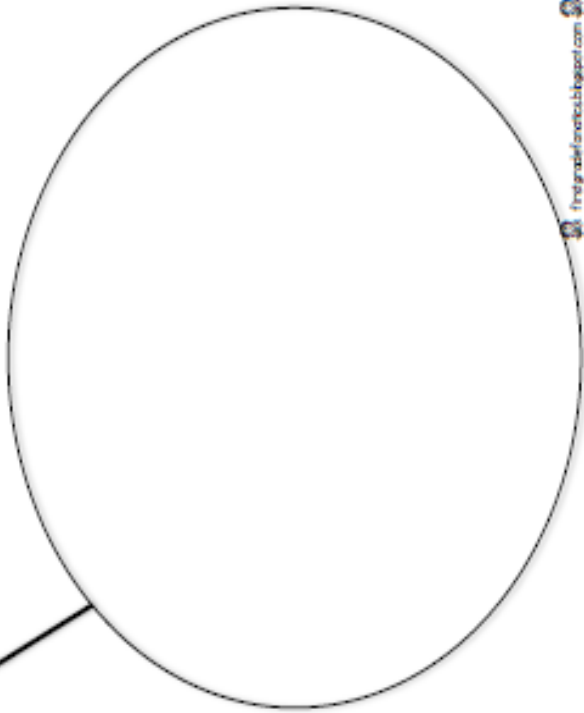
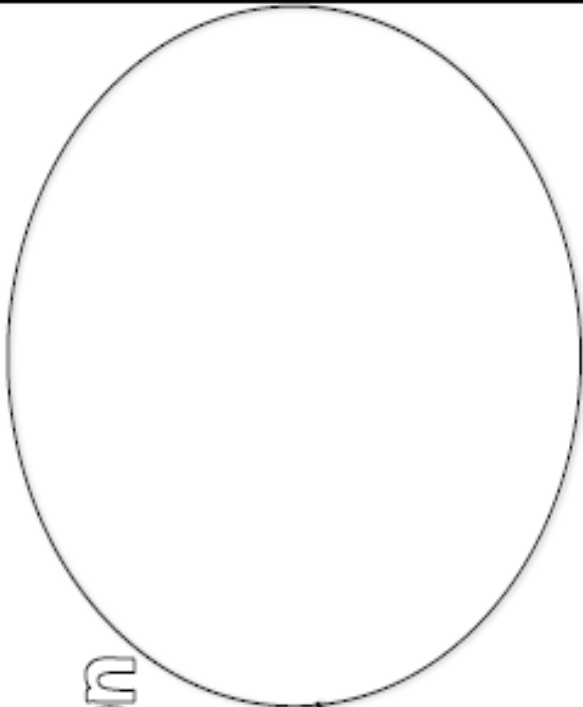
Name: _____ #: _____

Instructions: Draw the first number in the equation. Show subtraction by crossing off tens and ones that match the second number in the equation. Write the solution in the box.

(a) $47 - 21$	(b) $54 - 13$
	
(c) $49 - 23$	(d) $37 - 17$
	
(e) $62 - 20$	(f) $74 - 32$
	

Name _____

George Washington



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Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 4/22/20

ELA

Spalding
(15 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(5 Minutes)

Reading
(20+ minutes)

Spalding

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

Materials needed:

- [Spalding Word Video - led by Mrs. Borden](#)
- [Spalding paper](#) (Wednesday)

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

(PA) (15 min)

- Practice Spelling Test
 - Dictate this week's 10 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 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 this week's words in the Wednesday column.

Daily Student Instruction Sheet - WEDNESDAY

order	We will order pizza for dinner.
third	She came in third place in the spelling bee.
push	I will push the cart up the hill.
point	Please point to the correct answer.
within	The bus will arrive within ten minutes.
body	Keep your body healthy and strong.
field	The field was full of bluebonnets.
belongs	That pencil belongs to me.
cheese	We will have cheese and crackers today.
earn	We will earn a treat for great behavior.

(PA) Parent will guide student to write the correct spelling of any misspelled words in the second column of the Spalding paper.

- Do NOT change/correct any words in the first column.
- Student may refer to materials from earlier in the week to determine the correct spelling of any missed words.

Literature

Goal/Objective: Students will complete our 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 IIII](#)
- [Sam the Minuteman Part IIII read aloud](#)

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

- (PA) (2 min) **Pre-reading review:** Q: Who fired the first shot? A: No one knows Q: How many minutemen died? A: 8 Q: Imagine you are Sam right now, what was he doing? A: Helping those who are hurt Q: What did he see? A: People who are worried, and angry Q: How do you think he felt? A: Scared for his friend
- (PA) (10 min) **Watch or Read:** You may watch the teacher instruction video **or** read with your scholar. Read pages 50-end in your copy or Part IIII of the digital teacher copy.
 - [Sam the Minuteman Part IIII read aloud LINK swivl](#)
- (PA) (3 min) **Conclusion discussion:** Look at the picture on page 55.

Daily Student Instruction Sheet - WEDNESDAY

Explain to your student that even though the Minutemen had fewer men, they were very successful because they hid behind trees and rocks, rather than stay out in the open. Also, they knew the land a lot better than the Lobster Backs.

- ❑ Q: Why does it say about the British soldiers, “their hearts weren’t really in it”? (p. 55) A: They had a job to do but they didn’t want to fight the colonists. Q: What was the outcome? A: The minutemen won this second battle!

Grammar/Writing

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

Materials needed:

- [Finding Nouns and Verbs 2 Worksheet](#)
- [Finding Nouns and Verbs 2 Teacher Copy](#)

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

- ❑ **(PA) (1 min)** Review the definition of a NOUN - A noun is a person, place, or thing.
- ❑ Review the definition of a VERB – A verb is an action word, something you can do.
- ❑ **(I) (4 min)** Student will complete the Finding nouns and verbs worksheet. Your student will circle every NOUN with a **red crayon** AND underline every VERB with a **green crayon**.

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

Daily Student Instruction Sheet - WEDNESDAY

- Decompose and compose numbers using tens and ones within 100
- Practice 2-digit addition and subtraction within 100 without regrouping.

Materials needed:

- [Place value graphic organizer](#) in plastic sleeve (sent home with desk supplies)
- Dry erase marker
- Red crayon
- Green crayon

- [Mixed equations independent practice worksheet](#) (no regrouping)
 - Addition: 2-digit plus 1-digit
 - Addition: 2-digit plus 2-digit
 - Subtraction: 2-digit minus 1-digit
 - Subtraction: 2-digit minus 2-digit

 - Link to PDF of [Mixed Equations 2 sample problems](#)
 - Video showing how to solve [2 sample problems](#)

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

(PA) (10 mins)

- ❑ Using the place value graphic organizer, practice solving mixed equations within 100 without regrouping.
 - ❑ $45 + 3$
 - ❑ $74 - 9$
 - ❑ $48 + 50$
 - ❑ $76 - 50$
 - ❑ $62 + 27$
 - ❑ $88 - 56$

(20 minutes) Complete Mixed Equations independent practice sheet.

- ❑ **(PA)** Parent will guide student to use green and red crayons to identify addition and subtraction problems on the mixed equations practice sheet.
 - ❑ Using a green crayon, circle + sign in addition equations.
 - ❑ Using a red crayon, circle - sign in subtraction equations.
- ❑ **(I)** Student will solve problems on mixed equations practice sheet (both sides).
 - ❑ Click to see an example of two sample problems.
 - ❑ Click to watch Mrs. McIntosh solve [2 sample problems](#).
 - ❑ Addition problems:
 - ❑ Draw tens and ones
 - ❑ Write the solution in the box.
 - ❑ Subtraction problems:

Daily Student Instruction Sheet - WEDNESDAY

- Draw tens and ones for first number in the equation.
- Cross off to show subtraction.
- Write the solution in the box.

HISTORY (20 Minutes)

History

Goal/Objective:

- Identify important symbols representing the USA (US flag, the Liberty Bell and the bald eagle)

Materials needed:

- [“What Do a Flag, a Bell and an Eagle Have in Common?” text](#)
- [“What Do a Flag, a Bell and an Eagle Have in Common?” video](#) read by Mrs. Albertson
- [American Symbols independent practice sheet](#)

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

(PA) (2 min)

- Explain that a symbol is a sign that everybody recognizes and stands for something else.
- Discuss symbols we see on a day-to-day basis (ex. stop sign, handicap parking sign, McDonalds golden arches, etc.)
- Today we will learn about a few symbols that represent America.

(PA) (I) (13 min)

- Read: “What Do a Flag, a Bell and an Eagle Have in Common?” (History Read Aloud 7) with your student or your student may listen to the story read by Mrs. Albertson (click link above in Materials list)

(I) (5 min)

- Have your student review the American symbols discussed today by reading and coloring the American Symbols independent practice sheet

SPECIAL CLASSES

SPECIALS ARE NO LONGER OPTIONAL.

PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON MONDAY.

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Finding Nouns and Verbs 2

Directions: Circle any *nouns* (person, place, thing) with a **RED** crayon and underline any *verbs* (action words) with a **GREEN** crayon in the sentences below.

Example: James rode his bike.

1. Kevin skates to school.
2. The book has a blue cover.
3. The computer crashed.
4. The artist drew a picture.
5. Kate eats peas.

Extra Practice: Babies cry a lot.

Janie ate her lunch.

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Math: Wednesday, April 22
Solving Mixed Equations Independent Practice (side 1)

Name _____ # _____

Instructions: Solve problems the problems below using the following strategies:

- All problems:
 - Use green crayon to circle the plus sign for each addition equation
 - Use red crayon to circle the minus sign for each subtraction equation
- Addition problems:
 1. Draw tens and ones
 2. Write the solution in the box.
- Subtraction problems:
 1. Draw tens and ones for first number in the equation.
 2. Cross off to show subtraction.
 3. Write the solution in the box.

74 + 5 =	
Draw:	
	Solution:

31 + 20 =	
Draw:	
	Solution:

86 - 24 =	
Draw:	
	Solution:

56 + 32 =	
Draw:	
	Solution:

Solving Mixed Equations Independent Practice (side 2)

Name _____ # _____

$44 + 52 =$

Draw:

Solution:

$38 - 34 =$

Draw:

Solution:

$89 - 7 =$

Draw:

Solution:

$74 + 25 =$

Draw:

Solution:

$69 - 4 =$

Draw:

Solution:

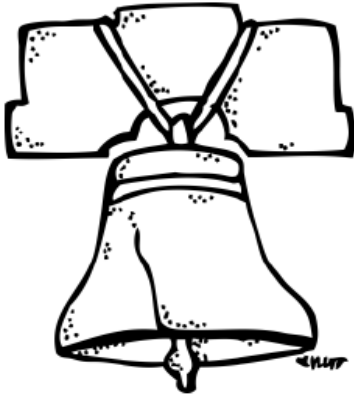
$41 + 6 =$

Draw:

Solution:

Symbols in Our Country

We have many different symbols in our country. Here are a few.



The Liberty Bell stands for freedom.

Our country's motto is "In God We Trust". A motto is a saying that people try to live by. Our country's motto stands for freedom and trust.



The U.S. Capitol is where the legislative branch of our government meets.



Symbols in Our Country

We have many different symbols in our country. Here are a few.

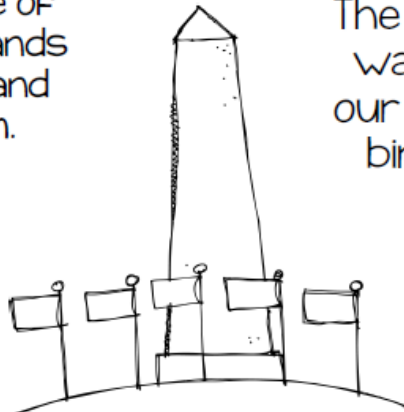
The Statue of Liberty stands for hope and freedom.



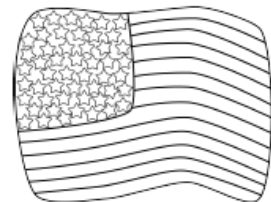
The bald eagle was named our country's bird in 1782.



Our country's flag is a famous symbol of freedom.



The Washington Monument honors our 1st president George Washington.



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Daily Student Instruction Sheet - THURSDAY

THURSDAY – 4/23/20

ELA

Spalding
(10 minutes)

Literature
(10 minutes)

Grammar/Writing
(10 minutes)

Reading

Graded Review for Week 5

Today is our first weekly graded review which will serve as the graded portion of this packet. While parent assistance will be necessary, we ask that it be limited to the reading of questions and guiding students to relevant resources from the current week's learning. We ask that students answer questions independent of adult help or collaboration with other students. However, students are welcome to use any of their readings, textbook pages, or work from Monday - Wednesday of this week (with the exception of Spalding.)

This review only covers material from this week.

Below are instructions for each portion of the graded review with a suggested time limit for each portion. The graded review is intended to take less than 1 hour on average. We recommend that students take a few breaks between subjects, rather than completing the graded review in one sitting.

This review should be completed in **pencil** with legible handwriting. As usual, handwriting is part of the Spalding grade. Please do not use pens or colored pencils.

Due date: Monday, April 27th

Students must turn in:

1. [Graded Review for Week 5](#) (includes Reading Log)
2. **One assignment for each Specials class:
Art, Music, P.E., and Spanish**

Options for Returning Graded Work:

- Hardcopy Return:** Turn-in the entire Graded Review (Pages 1-6) with written responses to school at the beginning of the next week

*Please note other assignments such as flash cards are for the student's use in their study and should not be turned in.

2. **Electronic Submission:** Turn in the entire Graded Review (Pages 1-6) electronically through your student's private Google Classroom account (detailed submission instructions will be given in your student's GC account in the "Friday Assignment" section,

Daily Student Instruction Sheet - THURSDAY

as well as on the GHTX Resource webpage
<https://www.greatheartsamerica.org/txresources/>

Spalding

Goal/Objective: Students will demonstrate understanding of this week's content.

Materials needed:

- Student distance learning materials from this week
- [Spalding Spelling Assessment Video](#)
- Spalding paper (Thursday - Page 2 of Graded Review for Week 5)
- Spalding spelling word list (below)

order	We will order pizza for dinner.
third	She came in third place in the spelling bee.
push	I will push the cart up the hill.
point	Please point to the correct answer.
within	The bus will arrive within ten minutes.
body	Keep your body healthy and strong.
field	The field was full of bluebonnets.
belongs	That pencil belongs to me.
cheese	We will have cheese and crackers today.
earn	We will earn a treat for great behavior.

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

Student should complete this assignment independently to the extent possible.

- (PA)** Parent will say the word, read the sentence provided above, and repeat the work.
- (I)** Student will write the word in the first column on the Spalding paper.
 - Student should not refer to any materials from this week to spell words for the first column.
- Repeat process for all words in the spelling list.

Daily Student Instruction Sheet - THURSDAY

- (PA)** Parent will guide student to write the correct spelling of any misspelled words in the second column of the Spalding paper.
 - Do NOT change/correct any words in the first column.
 - Do not write correctly spelled words a second time.
 - Student may refer to materials from earlier in the week to determine the correct spelling of any missed words.

Literature

Goal/Objective:

- Recall events from Sam the Minuteman

Materials needed:

- Page 3 of Graded Review for Week 5
- Book: Sam the Minuteman
- Week 5 Literature materials

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

- (PA)** Parent will read questions aloud to student.
- (I)** Student will circle the letter next to the correct answer.
 - Student may refer to the text or learning materials from Week 5 when answering questions.
 - Parent may guide student when using resources, if necessary.

Grammar/Writing

Goal/Objective:

- Identify nouns and verbs in a sentence.
- Sentence copywork - copy accurately and neatly.

Materials needed:

- Page 4 of Graded Review for Week 5
- Red crayon
- Green crayon

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

- Parts of Speech:**
 - (PA)** Parent will read sentences to the student, if student requires reading support
 - (I)** Student will:
 - Circle noun(s) with **red** crayon.
 - Underline verb with **green** crayon.

- Copywork:**

Daily Student Instruction Sheet - THURSDAY

	<ul style="list-style-type: none"><input type="checkbox"/> (PA) Parent will read sentence to the student, if student requires reading support<input type="checkbox"/> (I) Student will:<ul style="list-style-type: none"><input type="checkbox"/> Copy the sentence on the lines provided.<input type="checkbox"/> Copywork should:<ul style="list-style-type: none"><input type="checkbox"/> Start with a capital letter.<input type="checkbox"/> End with an end mark.<input type="checkbox"/> Reflect finger-spacing between words.<input type="checkbox"/> Reflect student's neatest handwriting. <p>Reading</p> <ul style="list-style-type: none"><input type="checkbox"/> Ensure Reading Log is complete (Page 1 of Graded Review for Week 5)<input type="checkbox"/> Read for fun!
<p>MATH (10 minutes)</p>	<p>Math</p> <p>Goal/Objective:</p> <ul style="list-style-type: none">• 2-digit addition and subtraction within 100 without regrouping.<ul style="list-style-type: none">○ Addition: 2-digit plus 1-digit○ Addition: 2-digit plus 2-digit○ Subtraction: 2-digit minus 1-digit○ Subtraction: 2-digit minus 2-digit <p>Materials needed:</p> <ul style="list-style-type: none">• Page 5 of Graded Review for Week 5 <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Student will solve 4 addition problems using the place value strategy.<ul style="list-style-type: none"><input type="checkbox"/> Draw tens and ones.<input type="checkbox"/> Write the solution in the box provided.<input type="checkbox"/> (I) Student will solve 4 subtraction problems using the place value strategy.<ul style="list-style-type: none"><input type="checkbox"/> Draw tens and ones for the first number in the equation.<input type="checkbox"/> Cross off to show subtraction.<input type="checkbox"/> Write the solution in the box provided.
<p>HISTORY (10 minutes)</p>	<p>History</p> <p>Goal/Objective:</p> <ul style="list-style-type: none">• Recall facts about the Revolutionary War

Daily Student Instruction Sheet - THURSDAY

	<p><u>Materials needed:</u></p> <ul style="list-style-type: none">• Page 6 of Graded Review for Week 5• Week 5 History materials <p><u>Specific Instructions (I=independent; PA=dependent):</u></p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) Parent will read question to the student, if student requires reading support<input type="checkbox"/> (I) Student will circle the correct answer<ul style="list-style-type: none"><input type="checkbox"/> Student may refer to any materials from week 5
SPECIAL CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON MONDAY.</p>

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Name: _____ #: _____ Grade/Section _____



Graded Review – Week 5

First Grade Reading Log

Week of: April 20th	Book Title	Tricky Words	Minutes read	Parent Initials
Monday Date: 4/20	Title: Comprehension: Tell one event or fact from the beginning of the text.			
Tuesday Date: 4/21	Title: Comprehension: Tell one event or fact from the middle of the text.			
Wednesday Date: 4/22	Title: Comprehension: Tell one event or fact from the end of the text.			
Thursday Date: 4/23	Graded Review Assessment Day – No Reading Log Assignment			
Weekend Date(s): 4/24 – 4/26	School Holiday			

Comments: _____

Total
Minutes:
(Min. 60)

_____/25 points

Spalding – Distance Learning Week 5: April 20-23, 2020

Name _____ # _____ Date _____

Thursday

spelling test -

write this week's 10 spelling words

Listening Comprehension

1. Who is the main character in Sam the Minuteman?

- a. Captain Parker
 - b. John Allen
 - c. Sam Brown
-

2. What is the setting for the story Sam the Minuteman?

- a. A castle
 - b. Lexington, Massachusetts
 - c. The mall
-

3. When did John Allen get shot?

- a. Beginning
 - b. Middle
 - c. End
-

4. Did Sam demonstrate the virtue of courage?

- a. Yes
 - b. No
-

5. Was this story fiction or non-fiction?

- a. Fiction
- b. Non-fiction

Grammar

Directions: Circle any **nouns** (person, place, thing) with a **RED** crayon and underline any **verbs** (action words) with a **GREEN** crayon in the sentences below.

Example: James rode his bike.

1. Frogs like ponds.
2. Kate eats peas.

Writing

Instruct your student to copy the following sentence exactly as it appears. Remind them to use their best handwriting and to include all punctuation and capital letters.

Then the bells began to ring again! The troops were coming back!

Math: Thursday, April 23

Solving Mixed Equations

Name _____ # _____

ADD

1. Draw tens and ones
2. Write the solution in the box.

$52 + 6 =$

Draw:

Solution:

$65 + 30 =$

Draw:

Solution:

$41 + 23 =$

Draw:

Solution:

SUBTRACT

1. Draw tens and ones for first number in the equation.
2. Cross off to show subtraction.
3. Write the solution in the box.

$78 - 5 =$

Draw:

Solution:

$62 - 30 =$

Draw:

Solution:

$84 - 43 =$

Draw:

Solution:

History – American Rev. Review 2
Thursday, April 23, 2020

Name _____ # _____

- 1.) Who was chosen commander to lead the American soldiers in fighting against the British Redcoats?
 - a.) George Washington
 - b.) Christopher Columbus
 - c.) Thomas Jefferson

- 2.) Who was the woman that disguised herself as a man so she could fight in the American Revolutionary War?
 - a.) Deborah Sampson
 - b.) Martha Washington
 - c.) Betsy Ross

- 3.) Who won the American Revolutionary War?
 - a. The British Redcoats
 - b. The American Patriots

- 4.) Who was the 1st President of the United States?
 - a.) Benjamin Franklin
 - b.) George Washington
 - c.) Paul Revere

- 5.) True or False

Each star on our American flag represents a state and the 13 stripes represent the original 13 colonies.



Specials Student Instruction Sheet

WEEKLY ASSIGNMENTS 4/20 - 4/24

SPANISH

(25 Minutes)

SPANISH

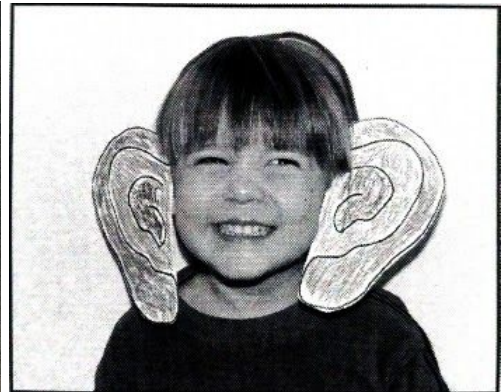
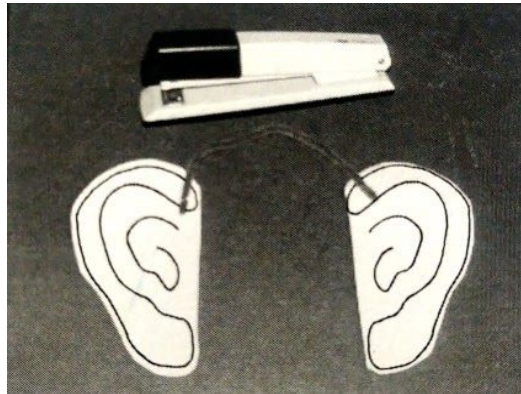
Goal/Objective: Your student will use the command for “listen” and play the game Simon Says.

Materials needed:

- [Teacher Notes](#) (cut out of large ears included)
- [Audio file](#)
- Crayons
- Optional; Stapler and pipe cleaner (string, yarn or any other material)

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

- (PA)** Have your student cut out the large ears.
- (PA)** Have your student color the large ears.
- (PA)** Optional: staple a piece of pipe cleaner to each ear so that your student will be able to wear the large ears on the head. You may have to cut and or/shape the pipe cleaner to fit your student’s head.



- (PA)** If you do not have a stapler or pipe cleaner, have your students hold up their large ears next to their ears.
- (PA)** When your student is finished, say escucha and escúchame. Alternate between the words. Have your student repeat the words
- (PA or I)** Let your student wear their large ears (optional).
- (PA)** Tell your student you are going to play a Spanish version of the game “Simon Says (Simon Dice).”
- (PA)** Repeat the game as many times as you wish.

DUE on FRIDAY- Turn in Teacher Notes digitally through google classroom OR turn in to the school on MONDAY.

MUSIC

(25 Minutes)

MUSIC

Goal/Objective: Your student will practice “active listening” skills and search for sounds around your home, or outside.

Specials Student Instruction Sheet

Materials needed: Scavenger Hunt list

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

- PA:** Help your child identify the following items on their Scavenger Hunt:
 - 2 items with a steady beat
 - 2 items without a steady beat
 - 1 fast sound
 - 1 slow sound
 - 1 high sound
 - 1 low sound
 - 2 long sounds
 - 2 short sounds
 - 2 loud sounds
 - 2 soft sounds

DUE on FRIDAY- Turn in [scavenger hunt checklist](#) digitally through google classroom **OR** turn in to the school on **MONDAY**.

ART

(25 Minutes)

ART

Goal/Objective:

- Scholars of all ages -- no age limit :) will venture outside for Nature Observation to collect a small plant to draw.
- Return indoors to draw a moth with Mrs. Northway, following along with video.

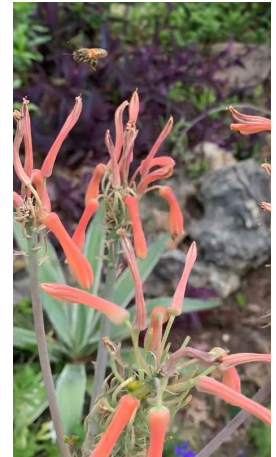
Materials needed:

- Pencil
- Paper: You may work directly in your **sketchbook**.
- A small plant found outdoors, or a house plant.
- **(OPTIONAL)** create a little [DIY "bug book/journal"](#) with brown paper sandwich bags.
- **OPTIONAL:** [Additional research link](#) about artist, scientist and explorer, Maria Sibylla Merian. **She often used a magnifying glass to draw small details**



To the left: Maria Sibylla Merian:
Carolina sphinx moth (Manduca sexta)
sucking nectar from a peacock flower
(Caesalpinia pulcherrima)

To the right, is a picture that I took of a bee in my yard. It's hard to see, but this is an example of one way you can take a picture first and then look at it to draw. I made sure to include a lot of the plant in my picture.



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

- (PA)** Assist the scholar in finding an outdoor plant to draw.

Specials Student Instruction Sheet

	<ul style="list-style-type: none"> ❑ (PA) Assist the scholar in printing the image of the moth and the step by step drawing. ❑ (IW) Follow along with a STEPhttps://cloud.swivl.com/v/d1507aafdc39ed70fceb2b6be363bf1b BY STEP VIDEO of Mrs. Northway drawing a Carolina sphinx moth. ❑ DUE ON MONDAY - Submit digital Image of drawing to “Specials” folder within Google Classroom or turn in at school
<p>PE (25 Minutes)</p>	<p>PE Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Bingo Sheet (included in packet) ● Optional P.E. challenge videos brought to you by: Coach Corcoran Coach Walsh Coach Wilson https://cloud.swivl.com/v/ce1a9d2fc2fc126b919d22885ef01415 <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> ❑ (I) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical) ❑ Leap in the air and yell BINGO! <p>DUE ON FRIDAY - Turn in Bingo Sheet digitally through Google classroom OR turn in to the school on MONDAY</p>

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Student's Name _____

Section _____

My child has completed the assignment.

Vocabulary and Phrases

W5 Spanish Teacher Notes

Escucha.
Listen.

Escúchame.
Listen to me.

Simón dice... (Simon says...)

párate
stand up

para
stop

baila
dance

saltos de tijeras
jumping jacks.

aplaude
applaud

manos arriba
hands up

manos abajo
hands down

brazos arriba
arms up

brazos abajo
arms down

párate en una pierna
stand on one leg

tócate los pies
touch your feet

Siéntate
Sit down.

corre en sitio
run in place

canta
sing

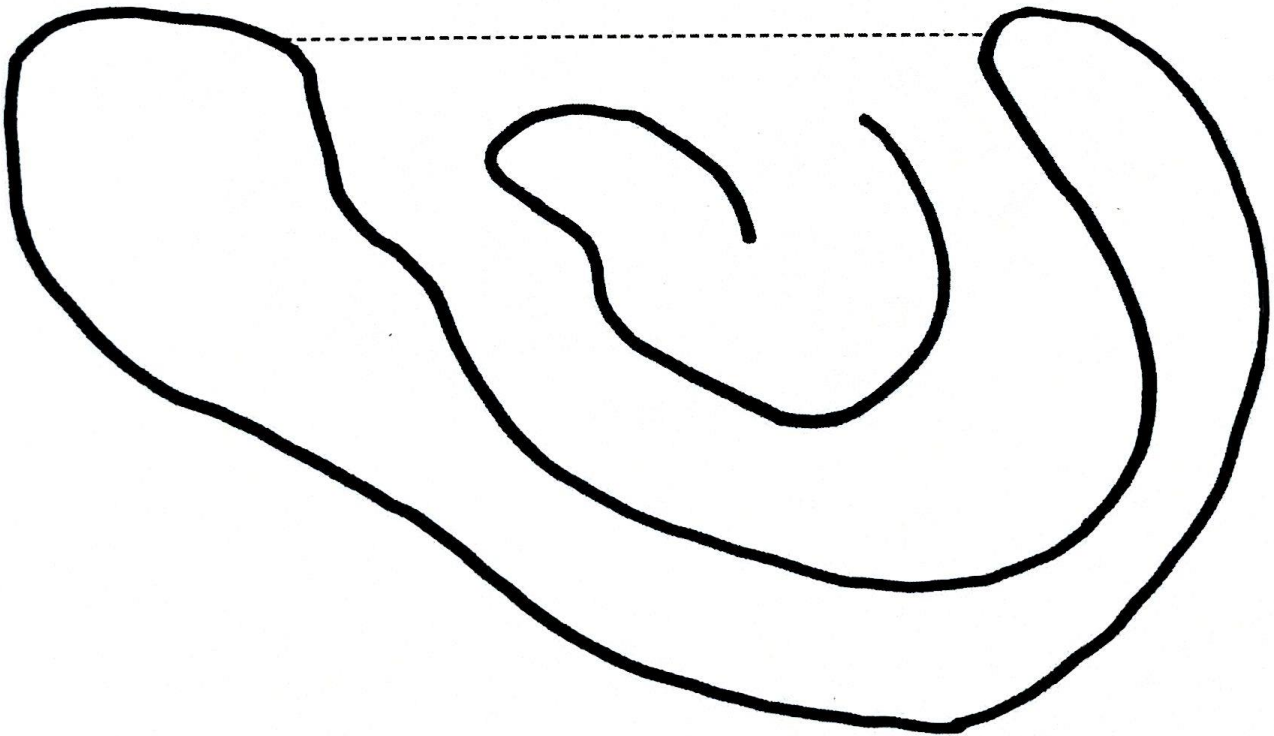
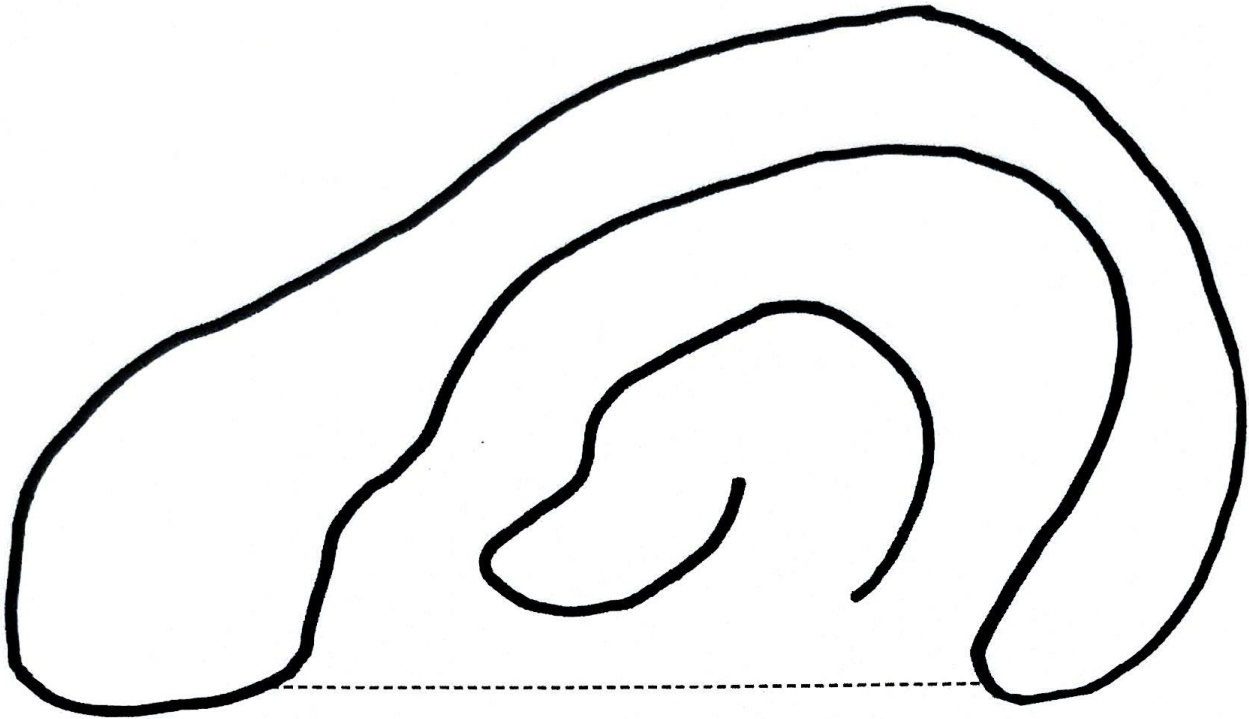
sonríe
smile

brinca
jump

toca tu nariz
touch your nose

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Large Ears cut out



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Name: _____

Class Section: _____

Parent Signature: _____

Do You Hear What I Hear?



a listening scavenger hunt

- 🎵 Listen for 2 items with a Steady Beat
- 🎵 Listen for 2 items without a Steady Beat
- 🎵 Listen for 1 fast sound
- 🎵 Listen for 1 slow sound
- 🎵 Listen for 1 high sound
- 🎵 Listen for 1 low sound
- 🎵 Listen for 2 long sounds
- 🎵 Listen for 2 short sounds
- 🎵 Listen for 2 loud sounds
- 🎵 Listen for 2 quiet sounds



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Physical Education BINGO



Student Name: _____

25 push ups	Climb a tree	Do a headstand against a wall for 15 seconds	Run a relay race around your house with your family	20 Jumping jacks counting
Arm wrestle your siblings or parents. Both arms. Best two out of three wins.	Go on a bike ride with your family	Balance on one foot for 20 seconds. Switch to the other foot.	10 Crunches	8 Star Jumps
Hop on one foot 5 times and then the other.	Jumping Jacks and spell of Griffins 2 times	 Free Space	Jump Rope for 2 minutes	FIGURE EIGHTS Walk/run in figure eights of varied sizes.
Mountain Climbers	TOUCH YOUR TOES hold for 5 seconds 3 times	Run in place for 1 minute	Jog with a family member	Hold a plank position for 30 seconds
Walk around your neighborhood with a family member	Gallop across your yard	15 Lunges	20 High Knees	15 Air Squats

Complete 5 spaces for a BINGO and enter the date of completion. Turn this page in on Friday.

Challenge: See if you can make more than 1 BINGO!

Mrs. Walsh challenge:

Mrs. Wilson challenge:

Mr. Corcoran challenge: