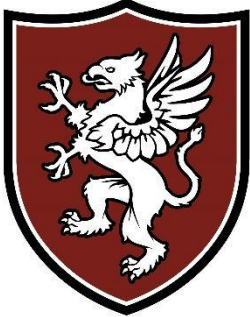


# GreatHearts

Northern Oaks



## Distance Learning Packet

April 27 – May 1, 2020

1st Grade

Mrs. Albertson

Mrs. Borden

Mrs. Brogan

Mrs. McIntosh

Student Name: \_\_\_\_\_ Section: \_\_\_\_\_



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Student Work Pages

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Friday: Student Instruction Sheet  
Graded Review – Week 5 (includes Reading Log)

# Specials Student Instruction Sheet

## WEEKLY ASSIGNMENTS 4/27 - 5/1

### SPANISH

(25 Minutes)

#### Spanish

Goal/Objective: Your student will review some parts of the body.

Materials needed:

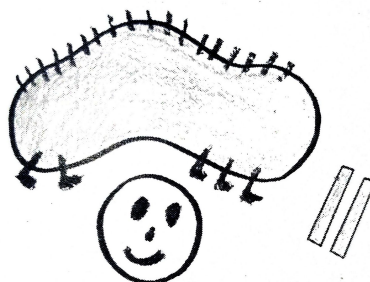
- [Teacher Notes](#) (cut out of strawberry and caterpillar)
- [Audio file](#)
- Crayons
- Scissors
- Glue stick

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

- (PA)** Show the illustration of the caterpillar.



- (PA)** Point to the eyes, nose, mouth, and antennae on the head of the caterpillar and say them in Spanish. Have your student repeat the words.
- (PA or I)** Model how to draw eyes, nose, and mouth on the head of the caterpillar. Have your student draw these on their own caterpillar.



- (PA)** Point to the little feet and hairs on the body of the caterpillar and say them in Spanish. Have your student repeat the words.
- (PA or I)** Then model how to draw the little feet and hair on the body of the caterpillar. Have your student draw these on their own caterpillar.
- (PA or I)** Have your student color and cut out the caterpillar body parts and glue them together.

## Specials Student Instruction Sheet

	<ul style="list-style-type: none"><li><input type="checkbox"/> <b>(PA)</b> Point to the strawberry and say, fresa. Have your student repeat the word.</li><li><input type="checkbox"/> <b>(PA)</b> Have your student color and cut out the hole in the center of the strawberry.</li><li><input type="checkbox"/> <b>Please save art project for next week.</b></li></ul> <p><b>DUE on MONDAY (Google classroom or school)</b></p>
<p><b>MUSIC</b> (25 Minutes)</p>	<p><b>MUSIC</b> <b>Goal/Objective:</b> The student will review musical concepts.</p> <p><b>Materials needed:</b> <a href="#">Musical Bingo Card</a>, <a href="#">Answer Sheet</a>, Pencil</p> <p><b>Specific Instructions</b> (I=independent; PA= Parent assistance): PA</p> <ul style="list-style-type: none"><li><input type="checkbox"/> (PA) Play Musical Bingo</li><li><input type="checkbox"/> (PA) You may yell “Bingo” when you have completed all the squares in a row vertically, or horizontally, or diagonally.</li><li><input type="checkbox"/> (PA) Don’t forget to put your name and section # on the card. I’m looking forward to reading what you did to “Bingo”!</li></ul> <p><b>BINGO CARD &amp; ANSWER SHEET DUE: to Google Classroom or School on Monday!</b></p>
<p><b>ART</b> (25 Minutes)</p>	<p><b>ART</b></p> <p><b>Goal/Objective:</b> Students of all ages --no age limit :) -- will draw a <u>seed pod</u> of a Magnolia Tree.</p> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"><li>● Pencil</li><li>● Paper</li><li>● Patience, Grit and Gusto</li><li>● <b>JUST FOR GIGGLES, IF DESIRED: Here is a research link for scholars interested in learning more about the botanical artist, <a href="#">Georg Dionysius Ehret</a></b></li></ul> <p><b>Specific Instructions</b> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>(PA)</b> Go outside to observe <b>TREES</b>. Be sure to look for leaves, buds, blossoms, acorns, fruits, seed pods, etc. -- anything that REALLY makes that tree UNIQUE.</li><li><input type="checkbox"/> <b>(PA)</b> Return indoors to draw a seed pod of a Magnolia Tree using the <a href="#">image of the magnolia blossom by G.D. Ehret</a> AND the <a href="#">step by step drawing page</a> by clicking on the links and printing the image OR follow along with Mrs. Northway, in a <a href="#">STEP BY STEP VIDEO</a></li></ul>

# Specials Student Instruction Sheet



Photograph of Magnolia seed pod

A Magnolia species (commonly called the Laurel Leaved Tulip Tree or Carolina Laurel): flowering stem with labelled floral segments, fruit and seed.  
Coloured etching by [Georg Dionysius Ehret](#), 1737

**DUE ON MONDAY** - Submit the **digital Image** of the drawing to the “Specials” folder within Google Classroom OR turn in at school, if you must. However, it would be best to keep those precious drawings at home.

**PE**  
(25 Minutes)

## **PE**

Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets

Materials needed:

- [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/feb1c2601819c76ec996bafc87fc43dc>

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

- (I) Complete any five 5 squares in a row. ( Diagonal, Horizontal, Vertical)
- Leap in the air and yell BINGO!

**DUE ON MONDAY** - Turn in [Bingo Sheet](#) digitally through Google classroom OR turn in to the school.

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Student's Name \_\_\_\_\_

Section \_\_\_\_\_

My child has completed the assignment.

Parent signature \_\_\_\_\_

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

**Vocabulary and Phrases**

**W6 Spanish Teacher Notes**

**oruga**  
caterpillar

**cara**  
face

**cabeza**  
head

**ojos**  
eyes

**nariz**  
nose

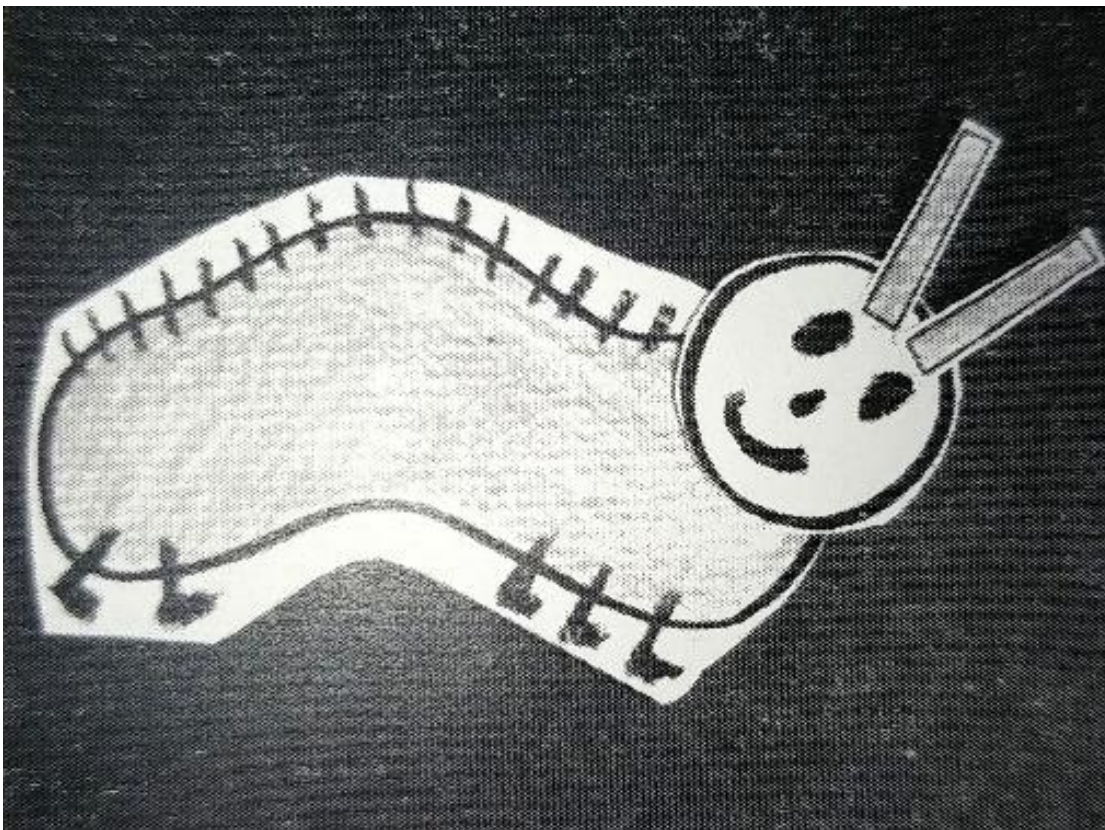
**boca**  
mouth

**pies**  
feet

**pelos**  
hairs

**antenas**  
antennae

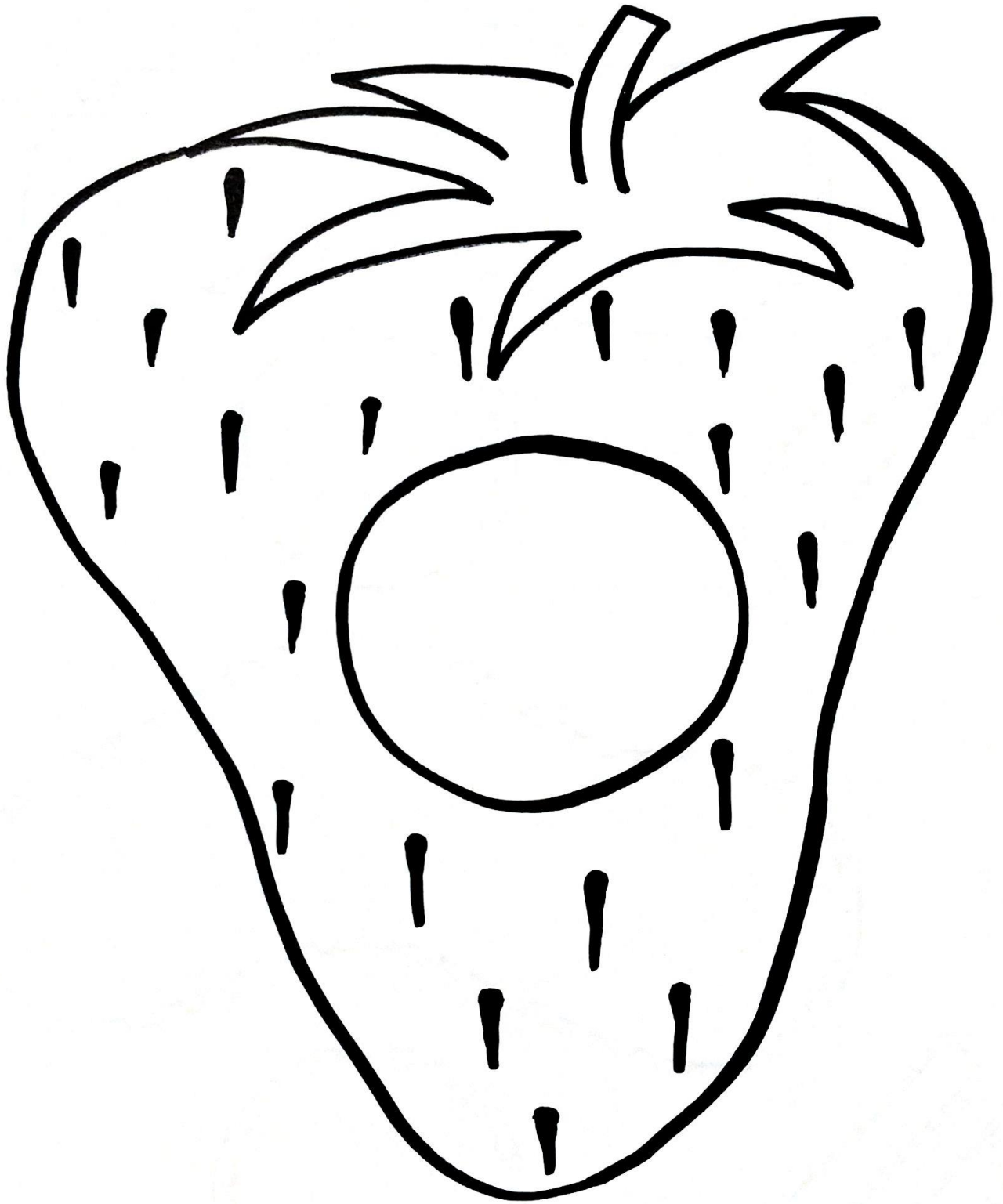
**fresa**  
strawberry



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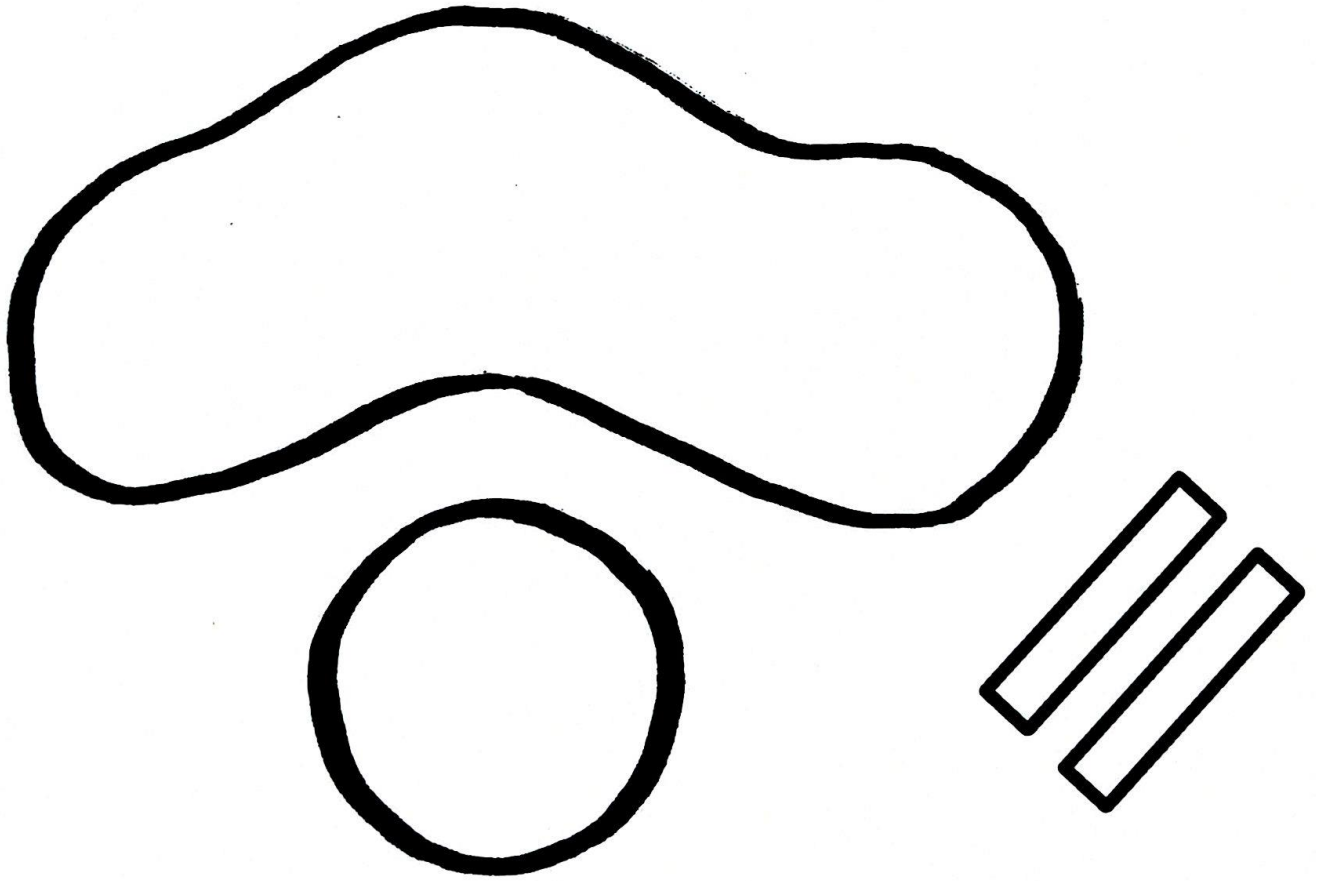


Strawberry



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Caterpillar



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# 1st grade Music Bingo



Name: \_\_\_\_\_

5 in a row wins! Make sure to have an adult initial when you complete a square and record your answers on the back.  
Due in Google Classroom on Friday, or at school on Monday!

1. Find music makers outside!  
Sticks, rocks, even leaves make sound!

Date: \_\_\_\_ Initial \_\_\_\_

2. Sing a song about the weather today!

Date: \_\_\_\_ Initial \_\_\_\_

3. Find 3 things in your house that make a high sound

Date: \_\_\_\_ Initial \_\_\_\_

4. Grab a stuffed animal and rock it to the steady beat in a song

Date: \_\_\_\_ Initial \_\_\_\_

5. Teach your family the 4 voices! Whisper, speak, sing, shout

Date: \_\_\_\_ Initial \_\_\_\_

6. Ask a family member to play their favorite song for you!

Date: \_\_\_\_ Initial \_\_\_\_

7. Write a song about an animal

Date: \_\_\_\_ Initial \_\_\_\_

8. Teach your family a song we've learned this year

Date: \_\_\_\_ Initial \_\_\_\_

9. Put on the radio and dance to the music!

Date: \_\_\_\_ Initial \_\_\_\_

10. Write a rhythm using ta and ta-di



Date: \_\_\_\_ Initial \_\_\_\_

11. Look for an instrument in your house!

Date: \_\_\_\_ Initial \_\_\_\_

12. Draw a picture of an instrument

Date: \_\_\_\_ Initial \_\_\_\_

Free  
Space

13. Find 3 things in your house with the "ta-di" rhythm  
(Example: "ham-ster" or "see-saw")

Date: \_\_\_\_ Initial \_\_\_\_

14. Use Legos or playdoh to make "J"

Date: \_\_\_\_ Initial \_\_\_\_

15. Think of a song that uses "ta-di"

Date: \_\_\_\_ Initial \_\_\_\_

16. Sing a song about food!

Date: \_\_\_\_ Initial \_\_\_\_

17. Sing to your pet or a stuffed animal

Date: \_\_\_\_ Initial \_\_\_\_

18. Make up a song about animals!

Date: \_\_\_\_ Initial \_\_\_\_

19. Turn on some music and draw a picture of what you hear!

Date: \_\_\_\_ Initial \_\_\_\_

20. Learn the theme song to a favorite TV show and perform it!

Date: \_\_\_\_ Initial \_\_\_\_

21. Make up a dance to your favorite song!

Date: \_\_\_\_ Initial \_\_\_\_

22. Find 3 things in your house that make a high sound

Date: \_\_\_\_ Initial \_\_\_\_

23. Teach your family a song we've learned this year

Date: \_\_\_\_ Initial \_\_\_\_

24. Find 3 things in your house that make a loud sound


Date: \_\_\_\_ Initial \_\_\_\_

# 1<sup>st</sup> grade Music Bingo



Name: \_\_\_\_\_

5 in a row wins! Due in Google Classroom on Friday, or at school on Monday!

1.	2.	3. 1. 2. 3.	4.	5.
6. Name of song:	7. Which animal?	8. Which song?	9.	10. Write your rhythm here:
11. What did you find?	12. Draw on a separate sheet and attach	Free Space 	13. 1. 2. 3.	14.
15. Which song?	16.	17.	18. Which animals did you choose?	19. Draw on a separate sheet and attach
20. Which show?	21.	22. 1. 2. 3.	23. Which song did you choose?	24. 1. 2. 3.



MAGNOLIA; *Allissima LAURO-CERASSI* Folio, flore argenti candido, caesp.  
Commonly call'd the LAUREL-LEAVE'D TULIP TREE or Carolina Laurel.



p







**1.** Make two dots near corners.

(1) **start** → **keep going** → (2) **divide (lines)** → (3)

To draw the arc line, place heel of hand where the arrow is pointing

**2.** Draw two more arcs.

- Draw two... "ellipse"

**3.** erase the top of this ellipse

**4.** Divide the bottom section.

Do you see where I drew the third ellipse?

(Add some details)

1. 2. 3.

**5.** Draw an "arc"

start here → keep going →

Place heel of hand where arrow is pointing

**6.** Draw 2nd arc.

Keep going →

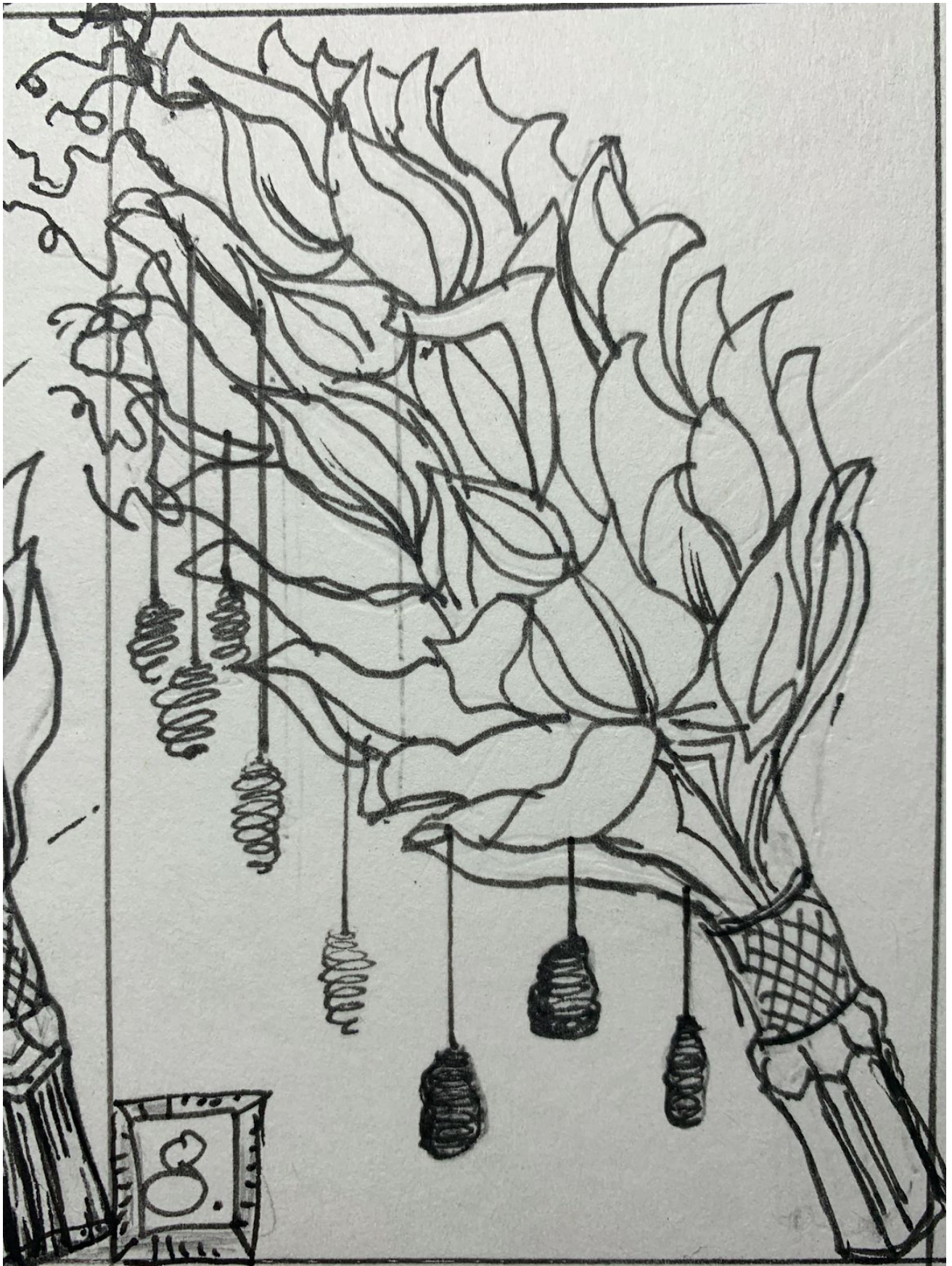
Place heel of hand where arrow is pointing

1. Start here →

**7.** Use a straight edge

**8.** Add some details





# Physical Education BINGO



Student Name: \_\_\_\_\_

30 seconds wall sits	2 minutes planks	20 hop squats	Sit down back to back with someone. Feet out. Try to stand up together without using your hands.	20 jumping jacks
Grab a pencil with your toes, and draw a circle. Try each foot.	Hang from a tree branch. Try to pull yourself up. If you can, hold it for 10 seconds.	Do a headstand against a wall for 15 seconds	15 Mountain Climbers	Jump rope for 3 minutes
Play freeze tag with your family	Jumping Jacks and spell of Griffins 2 times	 <b>Free Space</b>	Hopscotch Game	<b>BICYCLES:</b> Lay on backs with legs and feet in the air. Move legs like pedaling a bicycle.
Jog around your neighborhood	Go on a bike ride with your family	Play Catch	Dribble a ball 10 x with RH 10 x with LH 20 x crossovers	Play a game of soccer
20 skier jumps	Hold a plank position for 45 seconds	Challenge a family member to a running race	10 Burpees	Dance to your favorite song

\*Complete 5 spaces for a BINGO and enter the date of completion.

\*Turn this page in ON FRIDAY digitally through Google classroom OR turn in to the school on MONDAY.

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

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# First Grade Daily Student Instruction Sheet - MONDAY

**MONDAY– 4/27/20**

## **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.**

## **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: **ie, ee, ed, dge, ui**

#### **(PA) (4 min)**

- Written Phonogram Review (WPR):
  - Parent says sounds of one phonogram card (hide card so student cannot see).

# First Grade Daily Student Instruction Sheet - MONDAY

- 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,

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

- 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>edge</u> r. 23	Put your pencil on the <b>edge</b> of your desk.	(r. 23) The phonogram "dge" may be used at the end of a base word after a single vowel saying it's first sound.
<sup>2</sup> <u>feath</u> <sup>2</sup> <u>er</u>	The bird lost a <b>feather</b> .	
<u>fence</u> <sub>3</sub>	The deer jumped over the <b>fence</b> .	Job 3 of silent e.
<u>fun</u> <u>ny</u> r. 9,6	Miss Cornelius told a <b>funny</b> joke.	"My base word is 'fun.' My ending is 'y.' I must write 'fun' and double the /n/ because "fun" is a 111 word and the ending "i" (/y/) starts with a vowel. (r. 9) (r. 6) The letter "y", not "i" is used at the end of an English word.
<u>go</u> <u>ing</u> r. 4	We are <b>going</b> to the park tomorrow.	(r. 4) "o" may say /o/ at the end of a syllable. My base word is "go." My ending is "ing." I must write "go" and add my ending "ing" to make the word "going."

**(PA) (2 min)**



# First Grade Daily Student Instruction Sheet - MONDAY

- ❑ 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 enjoy the beauty of good poetry and make connections between a poem and our study of the American Revolution.

**Materials needed:**

- [Digital Copy of the poem \*Windy Nights\* by Robert Louis Stevenson](#)
- [Poem Discussion](#)
- [Poem read aloud](#)

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

- ❑ **(PA) (5 min)** Review the story of Paul Revere’s Midnight Ride. Q: Why did Paul Revere have to take a ride that late at night? A: He has a very important job to do. Q: Where did he ride too? A: Paul Revere rode from Boston to Lexington. Q What did the lanterns represent? A: They were a sign to let the Minutemen know that if there was one lit lantern the British were coming by land, and if there were two lit then they were coming by sea.
  - Watch the poem discussion (found in the materials section)
  
- ❑ The story of Paul Revere reminds us of the poem by Robert Louis Stevenson *Windy Nights*. Listen to the poem to make your own connections between the two.
  
- ❑ **(PA) (5 min)** Listen as the teacher reads the Poem *Windy Nights*
  - Poem read aloud (found in materials section above)
  
- ❑ **(PA) (5 min)** Your student will repeat the first stanza of the poem 3 times practicing until your time is up.

## **Grammar/Writing**

**Goal/Objective:** Students will be reintroduced to Adjectives

**Materials needed:**

- [Describing Words Worksheet](#)
- [Describing Words Teacher Copy](#)

# First Grade Daily Student Instruction Sheet - MONDAY

- [Parts of Speech Poem](#)
- [Parts of Speech Poem Practice Video](#)
- [Video of teacher reciting poem all together](#)

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

- ❑ **(PA) (1 min) Review:** An ADJECTIVE is a word that describes a noun. In the following examples the **nouns** are RED and the **adjectives** are yellow.
  - Ex. The **puppy** is **brown**.
  - Ex. The **teacher** is **happy**.
- ❑ **(I) (4 min)** Complete the Adjectives worksheet, using the boxes provided, fill in an adjective for each box to describe the nouns DOG and PIZZA.
- ❑ **Optional Extra Practice:** Create a sentence using each noun and at least one adjective.

## ***Reading***

**Goal/Objective:** Students will 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:**

Students will -

- 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 with regrouping

### **Materials needed:**

- [Place value graphic organizer](#) in plastic sleeve (sent home with desk supplies)
- Dry erase marker
- [W6 Monday Math Video: 2-digit + 1-digit with regrouping](#) using graphic organizer



# First Grade Daily Student Instruction Sheet - MONDAY

## 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 use the video listed in the materials section in place of the steps below.

- Student will watch Mrs. McIntosh solve one problem with cubes.
  - $54 + 8 = 62$
- Student will follow Mrs. McIntosh as she solves two more problems with a marker.
  - $68 + 7 = 75$
  - $85 + 9 = 94$

### **OR**

- Parent will ask student to solve the equation  $68 + 7 =$
- Student will
  - Write equation at the top of the graphic organizer
  - Skip the vertical equation
- 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 an addition problem.
- Parent will ask, "What will we do next? Draw more or take away some?"
- Student should answer that we will draw 7 more.
- Student will draw 7 more in the space below the dotted line.
- Parent will ask, "How many ones are there now?"
- Student should answer "15."
- Parent will ask, "When there are 10 or more ones in the ones place, what do we need to do?"
- Parent will guide student to discover that we can make another ten, using the language that when we have 10 or more ones we can bundle 10 ones into 1 ten.
- Parent will direct student to cross off or erase 10 ones and then draw another ten in the tens place.
- Student will complete the number bond.
- Student will write solution to the equation at the top of the graphic organizer.  $68 + 7 = 75$
- Student will practice another problem using the same procedures above
  - $85 + 9 = 94$

### **(PA) (I) (15 mins)**

# First Grade Daily Student Instruction Sheet - MONDAY

- Student will practice solving problems independently on the graphic organizer.
- Parent will supervise to ensure the correct procedures are being used.
  - $47 + 6$  (53)
  - $77 + 9$  (86)
  - $89 + 6$  (95)
  - $61 + 9$  (70)
  - $45 + 6$  (51)
  - $79 + 8$  (87)
- Extra time? Make up your own problems with regrouping.
  - 2-digit + 1-digit
  - Don't go over 100!

## SCIENCE

(20 Minutes)

### Science

#### Goal/Objective:

Students will learn about the solar system, focusing on the sun and its characteristics.

#### Materials needed:

- [The Sun: Exploring Space text resource](#)
- [The Sun: Exploring Space read aloud by Mrs. Brogan](#)
- [Video of demonstration of "rotation" vs. "orbiting" with Mrs. McIntosh](#)
- [Sun Do Now independent practice sheet](#)
  - [Sun Do Now Answer Key](#)

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

#### **(PA) (10 minutes)**

- Listen to "The Sun: Exploring Space" read aloud and follow along.
- Optional: Watch Brain Pop Jr. resource on sun in solar system.

<https://jr.brainpop.com/science/space/sun/>

Username: GreatHeartsNO

Password: GHNO2020

#### **(PA) (10 minutes)**

- Optional: Watch the video demonstration of "rotation" vs. "orbiting" with Mrs. McIntosh
- Have students complete the Sun Do Now independent practice sheet.
  - Circle the correct answers in questions 1 and 2, using the "The Sun: Exploring Space" text resource.

# First Grade Daily Student Instruction Sheet - MONDAY

	<input type="checkbox"/> Draw a picture of the Earth spinning around the Sun in question 3.
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Phonogram flashcards – Monday, April 27, 2020

ie

ee

ed

dge

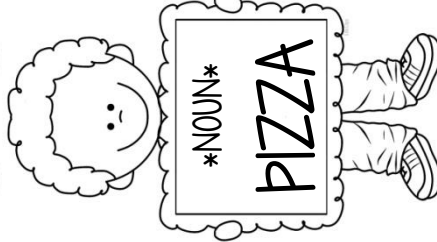
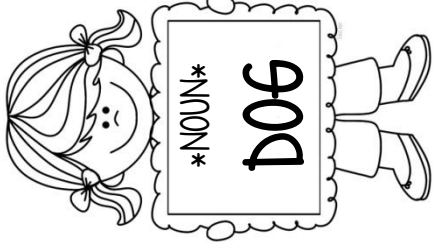
ui

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# ADJECTIVES

## DESCRIBING WORDS



LOOKS	SOUNDS	FEELS	ACTS

TASTES	LOOKS	SMELLS	FEELS

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## Sun Do Now

Directions: Circle the correct answers in questions 1 and 2, using the “The Sun: Exploring Space” text resource. Draw a picture of the Earth spinning around the Sun in question 3.

1. What is the center of solar system?
  - a. The Moon
  - b. The Earth
  - c. The Sun
  
2. What is the sun made out of?
  - a. The sun is made out of hot gases.
  - b. The sun is made out of a giant rock.
  - c. The sun is made out of a liquid ocean.

3. Draw a picture of the Earth spinning around the Sun.



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# First Grade Daily Student Instruction Sheet - TUESDAY

<b>TUESDAY – 4/28/20</b>	
<b>SPECIAL CLASSES</b>	<p><b><i>SPECIALS ARE NO LONGER OPTIONAL.</i></b></p> <p><b>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.</b></p>
<p><b>ELA</b></p> <p>Spalding (15 Minutes)</p> <p>Literature (15 Minutes)</p> <p>Grammar/Writing (5 Minutes)</p> <p>Reading (20+ minutes)</p>	<p><b><i>Spalding</i></b></p> <p><b><u>Goal/Objective:</u></b> Students will review 5 phonograms and learn 5 new spelling words.</p> <p><b><u>Materials needed:</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Spalding OPR/WPR Video - led by Mrs. Borden</a></li> <li>● <a href="#">Spalding Word Video - led by Mrs. Borden</a></li> <li>● <a href="#">Spalding paper</a> (Monday-Tuesday from yesterday)</li> <li>● <a href="#">Tuesday Phonogram Cards</a></li> <li>● <a href="#">Spalding phonogram sounds resource</a></li> <li>● <a href="#">Spalding markings resource</a></li> <li>● <a href="#">Spalding spelling rules resource</a></li> </ul> <p><b><u>Specific Instructions (I=independent; PA=Parent assistance):</u></b></p> <p><b>(PA) (3 min)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Oral Phonogram Review (OPR):             <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent will show one phonogram card to student.</li> <li><input type="checkbox"/> Student will say the sounds (in order) made by that phonogram and the related cue, if any.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Repeat process so that each card is reviewed orally two times.</li> <li><input type="checkbox"/> Phonograms to review today: <b>ey, ck, ai, ur, wh</b></li> </ul> </li> </ul> <p><b>(PA) (4 min)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written Phonogram Review (WPR):             <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent says sounds of one phonogram card (hide card so student cannot see).</li> </ul> </li> </ul>

## First Grade Daily Student Instruction Sheet - TUESDAY

- 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,

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

- 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
<sup>3</sup> hon <u>ey</u>	I like <b>honey</b> on my toast.	
<sup>2</sup> let <u>ters</u> r. 29	The students sent <b>letters</b> to their teachers.	My base word is "letter." My ending is /z/. I must write "letter" and add my ending /z/ to make the word "letters." (r. 29) Words are usually divided between double consonants within a base word.
<sup>1</sup> or <u>ange</u> <sub>3</sub>	I would like <b>orange</b> slices for snack.	Job 3 of silent e. <sup>1</sup> For spelling, say /o/, not <u>or</u>
pock <u>et</u> r. 25	I have coins in my <b>pocket</b> .	(r. 25) The phonogram <i>ck</i> may be used only at the end of a syllable after a single vowel saying its first sound.
<sup>2</sup> stair <u>s</u>	Do not run up the <b>stairs</b> .	My base word is "stair." My ending is /z/. I must write "stair" and add my ending /z/ to make the word "stairs."

### (PA) (2 min)

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

# First Grade Daily Student Instruction Sheet - TUESDAY

- 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 compare the book *George the Drummer Boy* to *Sam the Minuteman* as we hear the other side of the American Revolution story.

### **Materials needed:**

- [Digital copy of George the Drummer Boy Part I](#)
- [George the Drummer Boy Part I read aloud](#)

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

- (PA) (2 min) Pre-reading review:** Look over the cover, make predictions based on what you see. Q: What point of view did we learn from in *Sam the Minuteman*? A: We learned what the American Revolution looked like through the eyes of a colonist. Q: Is it important to examine, or understand history from more than one perspective? A: Yes, we all see the world differently and it is important to be able to respectfully view others' experiences.
  
- (PA) (13 min) Watch or Read:** You may watch the teacher instruction video or read with your scholar. Read Part I of the digital teacher copy.

## **Grammar/Writing**

**Goal/Objective:** Students will correctly identify the noun and adjectives in a sentence.

### **Materials needed:**

- [Amazingly Awesome Adjectives Part I Worksheet](#)
- [Amazingly Awesome Adjectives Part I Teacher Copy](#)
- Red crayon
- Yellow crayon
- [Parts of Speech Poem video](#)

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

- (PA) (1 min)** Review the definition of a NOUN - A noun is a person, place, or thing.

## First Grade Daily Student Instruction Sheet - TUESDAY

- Review the definition of an ADJECTIVE – An adjective is a word used to describe a noun.
- (I) (4 min)** Your student will complete the Amazing Adjectives worksheet. Your student will circle every NOUN with a red crayon AND highlight each adjective with a yellow crayon.

### ***Reading***

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

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

**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:**

Students will:

- 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 with regrouping

**Materials needed:**

- [W6 Tuesday Math Video: 2-digit + 1-digit with regrouping](#)
- [W6 Tuesday math independent practice sheet](#) - add a one-digit number to a two-digit number within 100 with regrouping

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

**(PA) (10 mins)**

- For those with access to technology, please use the video listed in the materials section in place of the steps below.
  - Mrs. McIntosh will demonstrate how to solve the first problem on paper, showing students what strategy to use when they don’t have a graphic organizer handy.
  - Student will follow along on independent worksheet with Mrs. McIntosh to practice.

**OR**

- Parent will guide student to draw a simple place value chart in the space provided for the first problem on the independent practice worksheet.
- Student will use a simple place value chart to solve the first problem.



# First Grade Daily Student Instruction Sheet - TUESDAY

## (PA) (I) (20 mins)

- Student will practice solving problems: 2-digit + 1-digit within 100 with regrouping.
  - Student will complete an independent practice sheet - Sides 1 **AND** 2.
  - Student will show work using place value strategy
- Parent will supervise to ensure the correct procedures are being used.

## SCIENCE

(20 Minutes)

### Science

#### **Goal/Objective:**

Students will:

- Learn about planets
- Learn the number of planets in our solar system
- Learn how we can remember the order of planets in solar system

#### **Materials needed:**

- [Planets text resource](#)
- [Planets read aloud by Mrs. Brogan](#)
- [Solar System Song Master](#)
- [Video of Solar System Song with Mrs. McIntosh](#)
- [Planets Order independent practice sheet](#)
- [Planets Order Answer Key](#)

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

#### **(PA) (10 minutes)**

- Listen to "Planets" read aloud and follow along. Discuss how many planets are in the solar system.

#### **(PA) (10 minutes)**

- Optional: Use the Solar System Song master or the video of the Solar System Song with Mrs. McIntosh to learn a song to help you remember the name and order of the planets in our solar system.
- Have students complete the Planets Order independent practice sheet.
  - Practice mnemonic with your student to help your student remember the order of the planets (starting with the planet closest to the sun).
  - Write planets in order.
  - Copy the mnemonic

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Phonogram flashcards – Tuesday, April 28, 2020

ey

ck

ai

ur

wh

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## Amazingly Awesome Adjectives 1

Directions: Circle the noun(s) with a RED crayon and highlight the adjective with a YELLOW crayon.

Example: The **tree** is **tall**.

1. I love pepperoni pizza.

2. Your blue coat is fluffy.

3. Snow is cold and wet.

### Optional Additional Practice

4. The bright sun is hot.

5. I like apple pie.

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**Math: Tuesday, April 28**  
**Solving Addition WITH Regrouping Equations**  
**Independent Practice (side 1)**

Name \_\_\_\_\_ # \_\_\_\_\_

Instructions: Solve problems the problems below using the place value strategy:

- Addition with regrouping:
  1. Draw tens and ones for both numbers.
    - Remember to draw small open circles for ones to make crossing off easier to see.
  2. Cross off 10 ones and group (or bundle) them into 1 ten. Draw new ten on the place value chart.
  3. Solve and write the solution in the box.

<b>68 + 6 =</b>	<b>Solution:</b>						
<table border="1"><tr><td><b>T</b></td><td><b>O</b></td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>-----</td><td>-----</td></tr></table>	<b>T</b>	<b>O</b>	_____	_____	-----	-----	
<b>T</b>	<b>O</b>						
_____	_____						
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<b>77 + 5 =</b>	<b>Solution:</b>						
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<b>T</b>	<b>O</b>						
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<b>86 + 9 =</b>	<b>Solution:</b>						
<table border="1"><tr><td><b>T</b></td><td><b>O</b></td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>-----</td><td>-----</td></tr></table>	<b>T</b>	<b>O</b>	_____	_____	-----	-----	
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<b>56 + 4 =</b>	<b>Solution:</b>						
<table border="1"><tr><td><b>T</b></td><td><b>O</b></td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>-----</td><td>-----</td></tr></table>	<b>T</b>	<b>O</b>	_____	_____	-----	-----	
<b>T</b>	<b>O</b>						
_____	_____						
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# Solving Addition WITH Regrouping Equations

## Independent Practice (side 2)

Name \_\_\_\_\_ # \_\_\_\_\_

Instructions: Solve problems the problems below using the place value strategy:

- Addition with regrouping:
  1. **Draw simple graphic organizer (using example from side 1 or from video).**
  2. Draw tens and ones for both numbers.
    - Remember to draw small open circles for ones to make crossing off easier to see.
  3. Cross off 10 ones and group (or bundle) them into 1 ten. Draw new ten on the place value chart.
  4. Solve and write the solution in the box.

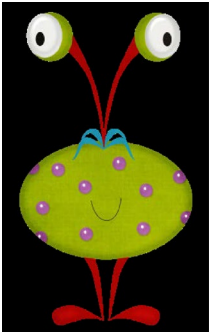
<b>24 + 7 =</b>	<b>Solution:</b>

<b>38 + 6 =</b>	<b>Solution:</b>

<b>76 + 9 =</b>	<b>Solution:</b>

<b>65 + 5 =</b>	<b>Solution:</b>





Name: \_\_\_\_\_ # \_\_\_\_\_ Date: \_\_\_\_\_

There are helpful ways to remember the order of the planets by using the first letters of the planets and putting them into a sentence. This is called a **"mnemonic."**

Here is an example:

My very excited mother just served us noodles.

Directions: Write planets in the order starting with the planet closest to the sun.

M \_\_\_\_\_  
(My)

V \_\_\_\_\_  
(very)

E \_\_\_\_\_  
(excited)

M \_\_\_\_\_  
(mother)

J \_\_\_\_\_  
(just)

S \_\_\_\_\_  
(served)

U \_\_\_\_\_  
(us)

N \_\_\_\_\_  
(noodles.)

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# First Grade Daily Student Instruction Sheet - WEDNESDAY

<b>WEDNESDAY – 4/29/20</b>	
<b>SPECIAL CLASSES</b>	<p><b><i>SPECIALS ARE NO LONGER OPTIONAL.</i></b></p> <p><b>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.</b></p>
<p><b>ELA</b></p> <p>Spalding (15 Minutes)</p> <p>Literature (15 Minutes)</p> <p>Grammar/Writing (5 Minutes)</p> <p>Reading (20+ minutes)</p>	<p><b><i>Spalding</i></b></p> <p><b><u>Goal/Objective:</u></b> Students will review 5 phonograms and learn 5 new spelling words.</p> <p><b><u>Materials needed:</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Spalding OPR/WPR Video - led by Mrs. Borden</a></li> <li>● <a href="#">Spalding Word Video - led by Mrs. Borden</a></li> <li>● <a href="#">Spalding paper</a> (Wednesday)</li> <li>● <a href="#">Wednesday Phonogram Cards</a></li> <li>● <a href="#">Spalding phonogram sounds resource</a></li> <li>● <a href="#">Spalding markings resource</a></li> <li>● <a href="#">Spalding spelling rules resource</a></li> </ul> <p><b><u>Specific Instructions (I=independent; PA=Parent assistance):</u></b></p> <p><b>(PA) (3 min)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Oral Phonogram Review (OPR):             <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent will show one phonogram card to student.</li> <li><input type="checkbox"/> Student will say the sounds (in order) made by that phonogram and the related cue, if any.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Repeat process so that each card is reviewed orally two times.</li> <li><input type="checkbox"/> Phonograms to review today: <b>sh, kn, ei, si, ea</b></li> </ul> </li> </ul> <p><b>(PA) (4 min)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written Phonogram Review (WPR):             <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent says sounds of one phonogram card (hide card so student cannot see).</li> <li><input type="checkbox"/> Student repeats sounds back to parent and then writes the phonogram. Students will write today's phonograms under the Tuesday column.</li> </ul> </li> </ul>

# First Grade Daily Student Instruction Sheet - WEDNESDAY

- Immediately correct any errors observed.

## (PA) (6 min)

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

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

- 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.

Word	Example sentence	Rules / Notes
<sup>3</sup> sh <u>oe</u> s     r. 13	I found my <b>shoe</b> under the bed.	(r. 13) The phonogram <i>sh</i> is used at the beginning of a base word.
<sup>3</sup> <sup>2</sup> sh <u>oe</u> s     r. 13	I will practice tying my <b>shoes</b> .	My base word is "shoe." My ending is /z/. I must write "shoe" and add my ending /z/ to make the word "shoes." (r. 13) The phonogram <i>sh</i> is used at the beginning of a base word.
stream	The <b>stream</b> may flood after a rainstorm.	
<sup>3</sup> talk <u>s</u>	She <b>talks</b> very loudly.	My base word is "talk." My ending is /s/. I must write "talk" and add my ending /s/ to make the word "talks."  For spelling say: "t-a-l-k-s"  For reading say "taks"
t <u>i</u> ny     r. 5, 6	The <b>tiny</b> mouse was hiding in the garage.	(r. 5) The letter "i" may say /i/ at the end of a syllable. (r. 6) The letter "y", not "i" is used at the end of an English word.

## (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)

# First Grade Daily Student Instruction Sheet - WEDNESDAY

- Read for reading (try to read the word as a whole word)

## **Literature**

**Goal/Objective:** Students will compare the book *George the Drummer Boy* to *Sam the Minuteman* as we hear the other side of the American Revolution story.

**Materials needed:**

- [Digital copy of \*George the Drummer Boy\* Part II](#)
- [George the Drummer Boy Part II read aloud](#)

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

- (PA) (2 min) Pre-reading review:** Why was George sent to Boston? He was sent to Boston to try and keep order for the King. Q: Why didn't people want to be friends with George in Boston? A: The colonists were not happy with how they were being treated by the King, and would not seek out friendships with soldiers.
- (PA) (13 min) Watch or Read:** You may watch the teacher instruction video or read with your scholar. Read Part II of the digital teacher copy.

## **Grammar/Writing**

**Goal/Objective:** Students will correctly identify the noun and adjectives in a sentence.

**Materials needed:**

- [Amazingly Awesome Adjectives Part II Worksheet](#)
- [Amazingly Awesome Adjectives Part II Teacher Copy](#)
- Red crayon
- Yellow crayon
- **Parts of Speech Poem video**

**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 an ADJECTIVE – An adjective is a word used to describe a noun.
- (I) (4 min)** Your student will complete the Amazing Adjectives worksheet. Your student will circle every NOUN with a **red crayon** AND **highlight each adjective with a yellow crayon.**

# First Grade Daily Student Instruction Sheet - WEDNESDAY

## ***Reading***

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

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

room 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:**

Students will:

- 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 with regrouping

**Materials needed:**

- [Place value graphic organizer](#) in plastic sleeve (sent home with desk supplies)
- Dry erase marker
- [W6 Wednesday Math Video: 2-digit + 2-digit with regrouping](#) using graphic organizer

**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 use the video listed in the materials section in place of the steps below.**

- Student will watch Mrs. McIntosh solve one problem with cubes.
  - $48 + 25 = 73$
- Student will follow Mrs. McIntosh as she solves two more problems with a marker.
  - $56 + 36$  (92)
  - $32 + 48$  (80)

**OR**

# First Grade Daily Student Instruction Sheet - WEDNESDAY

- Parent will ask student to solve the equation  $56 + 36 =$
- Student will
  - Write equation at the top of the graphic organizer
  - Skip the vertical equation
- 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 an addition problem.
- Parent will ask, "What will we do next? Draw more or take away some?"
- Student should answer that we will draw 36 more.
- Student will draw 3 tens and 6 ones in the space below the dotted line.
- Parent will ask, "How many ones are there now?"
- Student should answer "12."
- Parent will ask, "When there are 10 or more ones in the ones place, what do we need to do?"
- Parent will guide student to discover that we can make another ten, using the language that when we have 10 or more ones we can bundle 10 ones into 1 ten.
- Parent will direct student to cross off or erase 10 ones and then draw another ten in the tens place.
- Student will complete the number bond.
- Student will write solution to the equation at the top of the graphic organizer.  $56 + 36 = 92$
- Student will practice another problem using the same procedures above
  - $32 + 48$  (80)

**(PA) (I) (15 mins)**

- Student will practice solving problems independently on the graphic organizer.
- Parent will supervise to ensure the correct procedures are being used.
  - $27 + 36$  (63)
  - $75 + 15$  (90)
  - $36 + 39$  (75)
  - $14 + 68$  (82)
  - $45 + 26$  (71)
- Extra time? Make up your own problems with regrouping.
  - 2-digit + 2-digit
  - Don't go over 100!

**SCIENCE**  
(20 Minutes)

Science

Goal/Objective:

Students will:

- Learn about rocky planets/ inner planets: Mercury, Venus, Earth, Mars
- Learn about the characteristics of the rocky/inner planets

# First Grade Daily Student Instruction Sheet - WEDNESDAY

## **Materials needed:**

- [Rocky Planets text resource](#)
- [Rocky Planets read aloud by Mrs. Brogan](#)
- [Label Planets independent practice sheet](#)
- [Labels Planets Answer Key](#)

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

### **(PA) (10 minutes)**

- Have students complete the “Label Planets” independent practice sheet.
- Write in the names of planets (or cut the planet labels out) and place them in the correct order.
- Remember about the helpful sentence you learned on Tuesday about the planets’ order.

### **(PA) (10 Minutes)**

- Listen to “Rocky Planets” read aloud and follow along. Discuss characteristics of rocky planets.
- Optional: Watch Brain Pop Jr. resource on planet Mars (weather, atmosphere, surface, location and size)  
<https://jr.brainpop.com/science/space/mars/>

Username: GreatHeartsNO

Password: GHNO2020





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Phonogram flashcards – Wednesday, April 29, 2020

sh

kn

ei

si

ea



## Amazingly Awesome Adjectives 2

Directions: Circle the noun(s) with a RED crayon and highlight the adjective with a YELLOW crayon.

Example: The **tree** is **tall**.

1. I saw a black cat.
2. The puppy is cuddly and cute.
3. I like juicy, red strawberries.

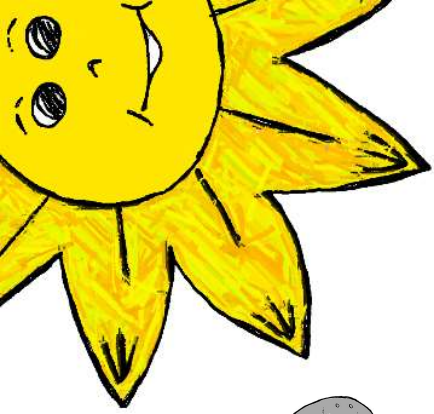
### Optional Additional Practice

4. This is a warm, red hat.
5. My brother is silly.

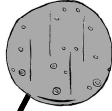
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Label the Planets!



1.



2.



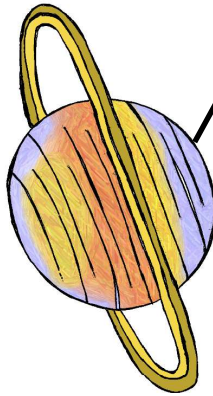
3.



4.

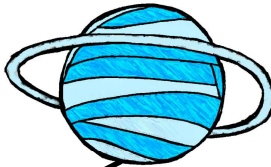


5.

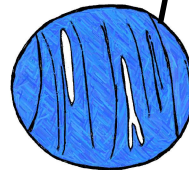


6.

7.



8.



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Uranus	Mars	Jupiter	Saturn
Mercury	Earth	Neptune	Venus

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# First Grade Daily Student Instruction Sheet - THURSDAY

## THURSDAY – 4/30/20

### 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.**

### 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](#) (Thursday)

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

**(PA) (15 min)**

- Practice Spelling Test
  - Dictate this week's 15 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"> <li>• Says the word</li> <li>• Says the word in a sentence</li> <li>• Says the word again</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats the word</li> <li>• Determines the base words (and prefix/suffix, if applicable)</li> <li>• Shows syllables with fists and sounds with fingers</li> <li>• Writes the word in syllables while saying it aloud</li> <li>• Writes the markings and the rules that apply</li> </ul>	<ul style="list-style-type: none"> <li>• Make the appropriate corrections before moving on the next word</li> </ul>

- 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 on the Thursday Spalding paper - first column.

# First Grade Daily Student Instruction Sheet - THURSDAY

edge	Put your pencil on the <b>edge</b> of your desk.
feather	The bird lost a <b>feather</b> .
fence	The deer jumped over the <b>fence</b> .
funny	Miss Cornelius told a <b>funny</b> joke.
going	We are <b>going</b> to the park tomorrow.
honey	I like <b>honey</b> on my toast.
letters	The students sent <b>letters</b> to their teachers.
orange	I would like <b>orange</b> slices for snack.
pocket	I have coins in my <b>pocket</b> .
stairs	Do not run up the <b>stairs</b> .
shoe	I found my <b>shoe</b> under the bed.
shoes	I will practice tying my <b>shoes</b> .
stream	The <b>stream</b> may flood after a rainstorm.
talks	She <b>talks</b> very loudly.
tiny	The <b>tiny</b> mouse was hiding in the garage.

**(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 compare *Sam the Minuteman* and *George the Drummer Boy* as we discuss the author's purpose and similarities between both sides of the American Revolution.

### **Materials needed:**

- [Compare and contrast Worksheet](#)
- [Compare and contrast Teacher Copy](#)
- [Teacher Instruction Video](#)

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

- (PA) (2 min) Pre-reading review:** Q: In what ways are Sam and George the same? A: They were both young boys, uncertain and unsure of what they should be doing. Q: In what ways are Sam and George different? Sam willingly chose to stand with his father as a Minuteman, while

# First Grade Daily Student Instruction Sheet - THURSDAY

George was enlisted to serve in the army as a soldier and he went where he was told to go.

- (PA) (10 min) Watch and complete:** You may watch the teacher instruction video as we complete the compare and contrast worksheet.
- (PA) (3 min) Conclusion discussion:** What did you learn from reading these two stories? Q: What makes a story historical fiction? A: A story that is based on true events that have happened with characters that are made up.

## ***Grammar/Writing***

**Goal/Objective:** For students to be able to correctly identify the noun and adjectives in a sentence.

**Materials needed:**

- [Amazingly Awesome Adjectives Part III Worksheet](#)
- [Amazingly Awesome Adjectives Part III Teacher Copy](#)
- Red crayon
- Yellow crayon
- **Parts of Speech Poem video**

**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 an ADJECTIVE – An adjective is a word used to describe a noun.
- (I) (4 min)** Your student will complete the Amazing Adjectives worksheet. Your student will circle every NOUN with a red crayon AND **highlight each adjective with a yellow 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.

# First Grade Daily Student Instruction Sheet - THURSDAY

## **MATH**

(30 Minutes)

### ***Math***

#### **Goal/Objective:**

Students will:

- 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 with regrouping

#### **Materials needed:**

- [W6 Thursday Math Video: 2-digit + 2-digit with regrouping](#)
- [W6 Thursday math independent practice sheet](#)- add a two-digit number to a two-digit number within 100 with regrouping

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

##### **(PA) (10 mins)**

- For those with access to technology, please use the video listed in the materials section in place of the steps below.
  - Mrs. McIntosh will demonstrate how to solve the first problem on paper, showing students what strategy to use when they don't have a graphic organizer handy.
  - Student will follow along on the independent worksheet with Mrs. McIntosh to practice.

##### **OR**

- Parent will guide student to draw a simple place value chart in the space provided for the first problem on the independent practice worksheet.
- Student will use a simple place value chart to solve the first problem.

##### **(PA) (I) (20 mins)**

- Student will practice solving problems: 2-digit + 2-digit within 100 with regrouping.
  - Student will complete the independent practice sheet.
    - Student will show work using place value strategy
  - Parent will supervise to ensure the correct procedures are being used.

## **SCIENCE**

(20 Minutes)

### **Science**

#### **Goal/Objective:**

Students will:

- Learn about the gas giants/outer planets: Jupiter, Saturn, Uranus, Neptune
- Learn about the characteristics of the gas giants/outer planets

#### **Materials needed:**

- [Giant Gas Planets text resource](#)

# First Grade Daily Student Instruction Sheet - THURSDAY

- [Giant Gas Planets read aloud by Mrs.Brogan](#)
- [Inner and Outer Planets independent practice sheet](#)
- [Inner and Outer Planets Answer Key](#)

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

### **(PA) (10 minutes)**

- Listen to “Giant Gas Planets” read aloud and follow along. Discuss how we can describe gas planets.

### **(PA) (10 minutes)**

- Have students complete the “Inner and Outer Planets” independent practice sheet.
  - Read the paragraph with your student at the top of the worksheet.
  - Sort planets into two categories: inner and outer planets.
  - Answer two questions at the bottom.
  - Write your answers in complete sentences.
- Optional: Watch Brain Pop Jr. resource on solar system, inner and outer planets.

<https://jr.brainpop.com/science/space/solarsystem/>

Username: GreatHeartsNO

Password: GHNO2020

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Compare and Contrast Venn Diagram: Sam the Minuteman and George the Drummer Boy

Directions: Use this Venn diagram to think about the differences between Sam the Minuteman and George the Drummer Boy.

**Contrast:** How is Sam the Minuteman different?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Compare:** How are Sam the Minuteman and George the Drummer Boy alike?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Contrast:** How is George the Drummer Boy different?

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## Amazingly Awesome Adjectives 3

Directions: Circle the noun(s) with a **RED** crayon and highlight the adjective with a **YELLOW** crayon.

Example: The **tree** is **tall**.

1. That is a slimy, green frog.

2. You are a noisy puppy!

3. Is that chocolate cake?

### Optional Additional Practice

4. Popcorn is buttery and salty.

5. The flower is purple.

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**Math: Thursday, April 30**  
**Solving Addition WITH Regrouping Equations**  
**Independent Practice (side 1)**

Name \_\_\_\_\_ # \_\_\_\_\_

Instructions: Solve problems the problems below using the place value strategy:

- Addition with regrouping:
  1. Draw tens and ones for both numbers.
    - Remember to draw small open circles for ones to make crossing off easier to see.
  2. Cross off 10 ones and group (or bundle) them into 1 ten. Draw new ten on the place value chart.
  3. Solve and write the solution in the box.

<b>46 + 37 =</b>	<b>Solution:</b>						
<table border="1"><tr><td><b>T</b></td><td><b>O</b></td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>-----</td><td>-----</td></tr></table>	<b>T</b>	<b>O</b>	_____	_____	-----	-----	
<b>T</b>	<b>O</b>						
_____	_____						
-----	-----						

<b>24 + 38 =</b>	<b>Solution:</b>						
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<b>T</b>	<b>O</b>						
_____	_____						
-----	-----						

<b>47 + 26 =</b>	<b>Solution:</b>						
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<b>T</b>	<b>O</b>						
_____	_____						
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<b>56 + 39 =</b>	<b>Solution:</b>						
<table border="1"><tr><td><b>T</b></td><td><b>O</b></td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>-----</td><td>-----</td></tr></table>	<b>T</b>	<b>O</b>	_____	_____	-----	-----	
<b>T</b>	<b>O</b>						
_____	_____						
-----	-----						

# Solving Addition WITH Regrouping Equations

## Independent Practice (side 2)

Name \_\_\_\_\_ # \_\_\_\_\_

Instructions: Solve problems the problems below using the place value strategy:

- Addition with regrouping:
  1. **Draw simple graphic organizer (using example from side 1 or from video).**
  2. Draw tens and ones for both numbers.
    - Remember to draw small open circles for ones to make crossing off easier to see.
  3. Cross off 10 ones and group (or bundle) them into 1 ten. Draw new ten on the place value chart.
  4. Solve and write the solution in the box.

$24 + 17 =$

Solution:

$38 + 26 =$

Solution:

$46 + 39 =$

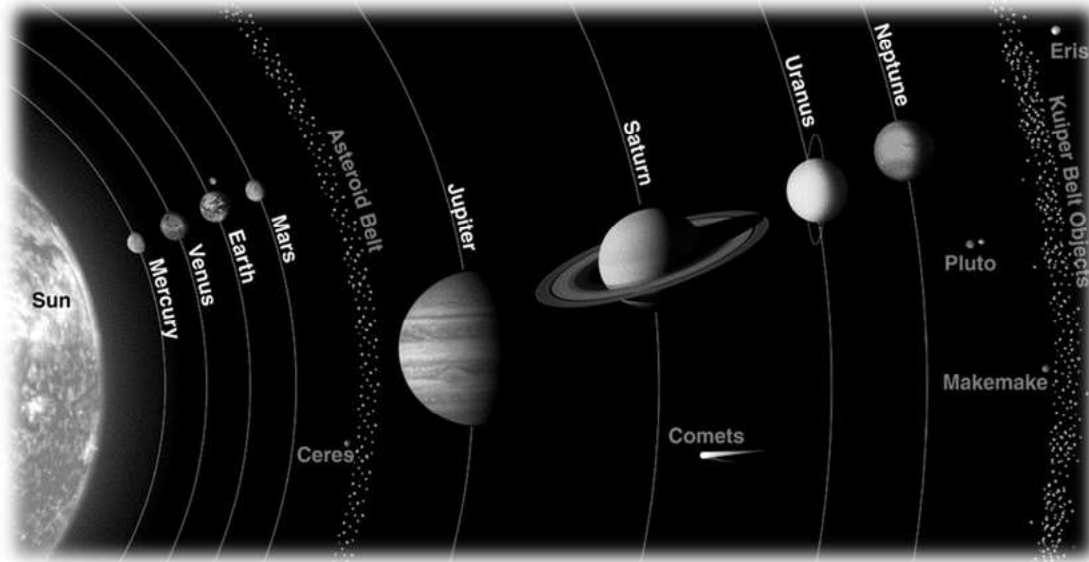
Solution:

$65 + 25 =$

Solution:

Name \_\_\_\_\_ **Inner and Outer Planets**

In our Solar System, astronomers often divide the planets into two groups — the Inner Planets and the Outer Planets. The inner planets are closer to the Sun and are smaller and rockier. The outer planets are further away, larger, and made up mostly of gas. They are separated by the Asteroid Belt.



Write the names of the planets under the correct heading.

<b>Inner Planets</b>	<b>Outer Planets</b>
----------------------	----------------------

Jupiter      Mercury      Mars      Neptune      Uranus  
Earth      Saturn      Pluto      Venus

How would you describe the inner planets? \_\_\_\_\_

How would you describe the outer planets? \_\_\_\_\_

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Name: \_\_\_\_\_ #: \_\_\_\_\_ Grade/Section \_\_\_\_\_



# Graded Review – Week 6

## First Grade Reading Log

Week of: April 27th	Book Title	Tricky Words	Minutes read	Parent Initials
Monday Date: 4/27	Title:  Comprehension: Tell one event or fact from the beginning of the text.			
Tuesday Date: 4/28	Title:  Comprehension: Tell one event or fact from the middle of the text.			
Wednesday Date: 4/29	Title:  Comprehension: Tell one event or fact from the end of the text.			
Thursday Date: 4/30	Title:  Comprehension: Retell the story in order in your own words.			
Weekend Date: 5/1 – 5/3	Graded Review Assessment Day – No Reading Log Assignment  Read for FUN!			

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Total Minutes:  
**(Min. 80)**

\_\_\_\_\_/25 points

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# First Grade Daily Student Instruction Sheet - FRIDAY

**FRIDAY – 5/1/20**

## **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.**

## **ELA**

Spalding  
(10 minutes)

Literature  
(10 minutes)

Grammar/Writing  
(10 minutes)

Reading

### ***Graded Review for Week 6***

This 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 any school day 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, May 4th**

#### **Students must turn in:**

1. **Graded Review for Week 6** (includes Reading Log)
2. **One assignment for each Specials class:**  
**Art, Music, P.E., and Spanish**

**Options for Returning Graded Work:**

## First Grade Daily Student Instruction Sheet - FRIDAY

- ❑ **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, as well as on the GTX 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 (Friday - Page 2 of Graded Review for Week 6)
- Spalding spelling word list (below)

# First Grade Daily Student Instruction Sheet - FRIDAY

edge	Put your pencil on the <b>edge</b> of your desk.
feather	The bird lost a <b>feather</b> .
fence	The deer jumped over the <b>fence</b> .
funny	Miss Cornelius told a <b>funny</b> joke.
going	We are <b>going</b> to the park tomorrow.
honey	I like <b>honey</b> on my toast.
letters	The students sent <b>letters</b> to their teachers.
orange	I would like <b>orange</b> slices for snack.
pocket	I have coins in my <b>pocket</b> .
stairs	Do not run up the <b>stairs</b> .
shoe	I found my <b>shoe</b> under the bed.
shoes	I will practice tying my <b>shoes</b> .
stream	The <b>stream</b> may flood after a rainstorm.
talks	She <b>talks</b> very loudly.
tiny	The <b>tiny</b> mouse was hiding in the garage.

## 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 word.
- (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.
- (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.

# First Grade Daily Student Instruction Sheet - FRIDAY

## ***Literature***

### **Goal/Objective:**

- Recall events from George the Drummer Boy

### **Materials needed:**

- Page 3 of Graded Review for Week 6
- Digital copy of George the Drummer Boy Part I
- Digital copy of George the Drummer Boy Part II
- Week 6 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 6 when answering questions.
  - Parent may guide student when using resources, if necessary.

## ***Grammar/Writing***

### **Goal/Objective:**

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

### **Materials needed:**

- Page 4 of Graded Review for Week 6
- Red crayon
- Yellow 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.
    - Highlight adjective
    - Adjective(s) with **yellow** crayon.
- Copywork:**
  - (PA)** Parent will read sentence to the student, if student requires reading support
  - (I)** Student will:
    - Copy the sentence on the lines provided.
    - Copywork should:
      - Start with a capital letter.

# First Grade Daily Student Instruction Sheet - FRIDAY

- End with an end mark.
- Reflect finger-spacing between words.
- Reflect student's neatest handwriting.

## **Reading**

- Ensure Reading Log is complete  
(Cover Sheet of Graded Review for Week 6)
- Read for fun!

## **MATH**

(10 minutes)

## **Math**

### **Goal/Objective:**

- 2-digit addition within 100 with regrouping.
  - Addition: 2-digit plus 1-digit
  - Addition: 2-digit plus 2-digit

### **Materials needed:**

- Page 5 of Graded Review for Week 6

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

- (I)** Student will solve 4 addition problems using the place value strategy.
  - Draw tens and ones to represent both numbers.
  - If there are 10 or more ones, bundle a ten and move it to the tens place.
  - Complete addition procedures.
  - Write the solution in the box provided.

## **SCIENCE**

(10 minutes)

## **Science**

### **Goal/Objective:**

- Recall facts about the planets in solar system

### **Materials needed:**

- Page 6 of Graded Review for Week 6
- Week 6 Science materials

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

- (PA)** Parent will read question to the student, if student requires reading support

# First Grade Daily Student Instruction Sheet - FRIDAY

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li><input type="checkbox"/> (I) Student will circle the correct answer</li><li><input type="checkbox"/> Student may refer to any materials from week 6</li></ul> |
|--|---|



**Spalding – Distance Learning Week 6: April 27 – May 1, 2020**

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

**Friday - Spelling Test**  
write this week's 15 spelling words


### Listening Comprehension

1. Who is the main character in *George the Drummer Boy*?

- a. Fred
  - b. George
  - c. General Gage
- 

2. What is the setting for the story *George the Drummer Boy*?

- a. Boston and Lexington, Massachusetts
  - b. A grocery store
  - c. The park
- 

3. When did Fred get shot?

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

4. Did George demonstrate the virtue of courage?

- a. Yes
  - b. No
- 

5. Was this story fiction or non-fiction?

- a. Fiction
- b. Non-fiction

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

## Grammar

Directions: Circle any **nouns** (person, place, thing) with a **RED** crayon and highlight any **adjectives** (describing words) with a **YELLOW** crayon in the sentences below.

Example: Milk is white.

1. This is a hot day.
2. My dog is brown.

---

## 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.

When it was over, America would be a country of its own.


**Math: Friday, May 1**  
**Solving Addition WITH Regrouping Equations**  
**Graded Review**

Name \_\_\_\_\_ # \_\_\_\_\_

Instructions: Solve problems the problems below using the place value strategy.

**\*\*Student must show work to demonstrate use of the place value strategy.\*\***

- Addition with regrouping:
  1. Draw tens and ones for both numbers.
    - Remember to draw small open circles for ones to make crossing off easier to see.
  2. Cross off 10 ones and group (or bundle) them into 1 ten. Draw new ten on the place value chart.
  3. Solve and write the solution in the box.

<b>58 + 9 =</b>	<b>Solution:</b>								
<table border="1"><tr><td><b>T</b></td><td><b>O</b></td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>	<b>T</b>	<b>O</b>							
<b>T</b>	<b>O</b>								

<b>65 + 7 =</b>	<b>Solution:</b>

<b>47 + 36 =</b>	<b>Solution:</b>								
<table border="1"><tr><td><b>T</b></td><td><b>O</b></td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>	<b>T</b>	<b>O</b>							
<b>T</b>	<b>O</b>								

<b>56 + 39 =</b>	<b>Solution:</b>

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

### Solar System Quiz

1. What is in the center of our Solar System?
  - a. the Earth
  - b. the Sun
  - c. an asteroid belt
  
2. Our Solar System has \_\_\_\_\_ planets.
  - a. six
  - b. eight
  - c. ten
  
3. The closest star to us is \_\_\_\_\_ .
  - a. the North star
  - b. the Sun
  - c. the Moon
  
4. Rocky planets are \_\_\_\_\_ the Sun.
  - a. close to
  - b. far from
  
5. Gas giant planets are \_\_\_\_\_ the Sun.
  - a. close to
  - b. far from