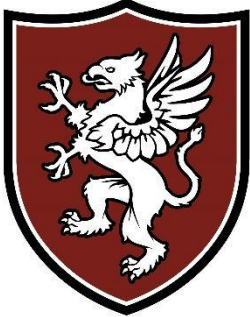


GreatHearts

Northern Oaks



Distance Learning Packet

May 4 – 8, 2020

1st Grade

Mrs. Albertson

Mrs. Borden

Mrs. Brogan

Mrs. McIntosh

Student Name: _____ Section: _____



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Graded Review – Week 7 (includes Reading Log)

Specials Student Instruction Sheet

WEEKLY ASSIGNMENTS 5/04 - 5/08

SPANISH

(25 Minutes)

Spanish

Goal/Objective: Your student will review fruits in Spanish and express the feeling of being hungry.

Materials needed:

- [Teacher Notes](#)
- [Audio file](#)
- Caterpillar and strawberry art project from previous week
- [Swivl video](#); La oruga muy hambrienta – The Very Hungry Caterpillar by Eric Carle.

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

- (PA or I)** You will need your student's art project from the previous week.
- (PA or I)** Swivl video of La oruga muy hambrienta – The Very Hungry Caterpillar by Eric Carle.
- (PA)** Remind your student how hungry the caterpillar was in the story. Tell your student, Yo, tengo hambre tambien, rub your tummy as if you were hungry. Have your student repeat the phrase with the gesture.
- (PA)** Then ask your student, ¿Tienes hambre tu?, rub your belly as you ask the question. Help your student respond by saying, Si, yo tengo hambre or No, yo no tengo hambre. Have your student repeat the phrases.
- (PA)** Show your student the copy of the strawberry and say, Yo tengo hambre. Then take an imaginary bite out of the strawberry where the hole is.
- (PA)** Hold up the strawberry and the caterpillar and say, Ella tiene hambre. Then have the caterpillar take an imaginary bite out of the strawberry where the hole is.
- (PA)** Then hold up the strawberry and ask your student, ¿Tienes hambre tu? If your student says he or she is hungry, guide your student to respond Si, yo tengo hambre or No, yo no tengo hambre. If your student responds Si, yo tengo hambre; then say, Come la fresa. Let your student bite out of the strawberry.
- (PA)** Repeat as many times as you wish. You may also substitute for other fruits.
- (PA)** Optional Activity:
 - (PA or I)** Your student may glue the caterpillar eating through the strawberry in your Spanish journal.
 - (PA or I)** Have your student write the title of the book above the cut out in their Spanish journal.

Specials Student Instruction Sheet

	<p style="text-align: center;"><input type="checkbox"/> (PA or I) Have your student draw a speech bubble for the caterpillar. Inside the speech bubble write, Tengo hambre.</p> <p>DUE on MONDAY- Turn in Teacher Notes digitally through Google classroom OR turn in to the school.</p>
<p>MUSIC (25 Minutes)</p>	<p><u>MUSIC</u> Goal/Objective: The student will learn about Ostinatos.</p> <p>Materials needed: Teacher's Notes/Assignment Sheet, Ostinato Video</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Read over the Teacher's Notes several times <input type="checkbox"/> (PA) Watch the video explaining Ostinato and follow along with Ms. Widdowson! (Optional, but highly encouraged!) <input type="checkbox"/> (PA) Sing the song "We Will Rock You" with your family, or Ms. Widdowson's video and perform the Ostinato (repeating rhythm) "Stomp, Stomp, Clap" <input type="checkbox"/> (PA) Now sing "Lucy Locket" and perform the same Ostinato! <input type="checkbox"/> (PA) Think of two other songs you can perform the "Stomp, Stomp, Clap" Ostinato to and write them on your Ostinato Assignment Sheet. <input type="checkbox"/> (PA) Complete the Assignment Sheet in your best handwriting; include your NAME, NUMBER, and SECTION on the top! <input type="checkbox"/> (PA) Can you create your own Ostinato to "Lucy Locket?" Email me a video if you come up with something interesting! <p>OSTINATO ASSIGNMENT SHEET DUE MONDAY: to Google Classroom or School</p>
<p>ART (25 Minutes)</p>	<p><u>ART</u></p> <p>Goal/Objective:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw the tree in the painting by Giuseppe Castiglione (A.K.A. <i>Lang Shining</i>). as directed in the video and Step by Step Instruction page. <input type="checkbox"/> For an extra challenge: Draw the dog in the painting. <p>Materials needed:</p> <ul style="list-style-type: none"> ● Pencil ● Paper ● Small Eraser ● Patience, Grit and Gusto ● JUST FOR GIGGLES, IF DESIRED: Here are Research Links: #1 and #2, for scholars/parents interested in learning more about the artist's work ● Art Image and Directions Page #1 ● Step by Step Drawing Directions Page #2 ● Image Address ● Step by Step Video with Mrs. Northway <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (IW) Draw the tree in the painting by G. Castiglione.

Specials Student Instruction Sheet

	<ul style="list-style-type: none"> <input type="checkbox"/> (PA) Follow along with the Step by Step Directions page and/or the video with Mrs. Northway. <input type="checkbox"/> (IW) STUDENT CHALLENGE: Draw the dog, in addition to the tree. <input type="checkbox"/> (PA) FAMILY CHALLENGE: SEE the end of the video for directions. <p><u>DUE ON MONDAY</u> - Submit the <u>digital Image</u> of the <u>TREE DRAWING</u> for a grade, 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.</p>
<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/aaa13f3b4dc7c33a498b3f10532f5820 <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical) <input type="checkbox"/> Leap in the air and yell BINGO! <p>DUE ON MONDAY - Turn in Bingo Sheet digitally through Google classroom OR turn in to the school</p>

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Student's Name _____

Section _____

My child has completed the assignment.

Parent signature _____

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

Vocabulary and Phrases

W7 Spanish Teacher Notes

oruga
caterpillar

fresa
strawberry

¿Tienes hambre tu?
Are you hungry?

Si, yo tengo hambre.
Yes, I'm hungry.

No, yo no tengo hambre.
No, I'm not hungry.

Ella tiene hambre.
She is hungry.

Come la fresa.
Eat the strawberry.

Tengo hambre.
I'm hungry.

la manzana
apple

la pera
pear

la ciruela
plum

la naranja
orange

el platano
banana

Come _____. (insert the name of a food or fruit)
Eat _____.

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Name: _____ Number: _____ Class Section: _____

Teacher Notes on Ostinato

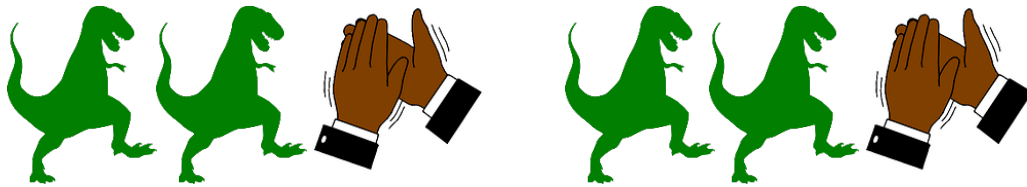
W7: May 4-8

Due Monday, May 11th

- An **ostinato** is a repeating pattern.
- If you hear a repeating pattern or recurring rhythm in the bass line of a song, you are hearing an ostinato. Many composers use ostinatos in their compositions to add interest to their music.

The chant, “We will, we will rock you!” has an **ostinato** that we are all familiar with:

Stomp, Stomp, Clap! Stomp, Stomp, Clap! Stomp, Stomp, Clap! Stomp, Stomp, Clap!



- Sing “We will, we will rock you” with your family, or Ms. Widdowson! (in the video)
- Now add the repeating pattern “Stomp, Stomp, Clap” as you sing!
- Next, sing “Lucy Locket” with your family, or Ms. Widdowson! (in the video)
- We can add the **ostinato** from the first song to “Lucy Locket” to make it more interesting!

Ostinato Assignment

Define Ostinato: _____

What are two other songs that fit with the ostinato from “We Will Rock You:”

1. _____

2. _____

Try creating your very own **ostinato**! You can use your body to create a new repeating rhythm. Try patting your head or shoulders, beating on a pot with a wooden spoon like a drum, or clapping your hands and slapping your thigh!

If you come up with an interesting ostinato you can email me a video of your creation!

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Looking for “**NEGATIVE SPACE**” in a dogs’ tail.....(and a little bit of history)

This painting of a Tibetan Mastiff, by Giuseppe Castiglione, is something that I discovered, quite by accident. A few months ago, I was doing some research on the type of dog that I have. (I was trying to figure out why she is such a little stinker).

Iris, below, is half Tibetan Mastiff and half Husky--very independent, smart.....and difficult to train.



One of the things that I do love about my sweetie dog, is that perfect little circle of **NEGATIVE SPACE** in her curled up tail.

Cangni (苍猊), a Tibetan Mastiff

By Giuseppe Castiglione (1688-1766).....and *Iris* (2020). O.K. Now, back to painting.

Traditional painting from China is familiar to me. However, there are more **intricate and realistic DETAILS** in Giuseppe Castiglione’s dog painting than I had recalled seeing before in traditional Chinese painting. This made me curious. I learned that the artist was Italian, not Chinese. However, he also had a second, Chinese name - *Lang Shining*.

Lang Shining lived in China for 50 years as a court painter. He influenced the style of painting in China. By combining an artistic style of the Italian Renaissance with that of traditional Chinese painting, he combined Renaissance **shading and fine details** with the types of **LINES** found in Chinese brush and ink painting.

In this lesson, we will be copying the tree in Giuseppe Castiglione’s painting (A.K.A. *Lang Shining*) and looking carefully for triangular **SHAPES of negative space**. For an extra challenge, you may draw the dog.....choose either dog to draw! **Cangni OR Iris** :)

When you are all finished with your artwork and have some leisure time, you might like the following links.

If you are curious, like I was, to learn more about this very unique artist, you will discover that he also painted horses beautifully. HINT: Look for the horses hiding in the negative spaces of the trees.

LINK: to Giuseppe Castiglione’s DRAFT (drawing) for the painting, **LINK:** *One Hundred Horses* (百駿圖)

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1. ○ ellipse
○ cylinder
○ negative space

3. Stack four cans of beans
(any variety: pinto, black, butter - I ♥ them all!)

2. Draw the hill and the mountain in the correct place.

1. (Practice) Draw a can of beans:
○ 2 ellipses
○ 2 vertical lines

2.

3. Outline the negative space shape to the right of the tree.
(Look carefully at picture of the painting).

2. Stack 2 toilet paper tubes on top of bean tower.

1. (Practice) Draw a toilet paper tube.
○ ellipses, ○ vertical lines

3. 1. Add lumps, bumps + knots.

3. Continue to outline the triangular negative space shapes between the BRANCHES.

2. Draw two paper towel tubes

1. (practice) Draw a paper towel tube.

4. CHALLENGE: Draw Cangni or Iris

4. Add your initials inside the square.

3. Shade the darkest values first.

2. Draw some leaves.

(challenge) Erase some of the mountain and hill to draw the dog.

1. Draw more tree branches.

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Physical Education BINGO



Student Name: _____

1 minute planks	35 squats	25 burpees	5 minutes jump rope	Swim in a river
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	Try holding a cup of water with your arm outstretched in front of you for 2 minutes.	Lie down outside and look at the sky (Don't look at the sun!!) 5 minutes	15 Lunges	10 Bridge Lifts Lie on your back with your knees bent and feet flat on the floor , slightly apart. ... Slowly push through your heels, lifting your hips off the floor until your body forms a straight line from knees to shoulders.
15 Squats	20 Knee Highs	 Free Space	Wall Sit for 30 seconds 5 times	Balance on one foot for 10 seconds then the other
10 High Jumps Squat down low and jump up as high as you can go	Crab walk down your hall and back	20 Scissor Jumps	Try a new fruit or veggie	Lay on your back with legs together in the air and spell Go Griffins!
Volley or bump a ball or balloon with a family member	Race a family member across the yard by: galloping, skipping, and running.	Play a game of leapfrog with a family member	Play an indoor or outdoor game of hide-and-seek	Play a game of kickball

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

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

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

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First Grade Daily Student Instruction Sheet - MONDAY

MONDAY– 5/4/20

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: **or, ir, ay, ow, oi**

(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"> • 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
² w <u>or</u> ds r. 8	How many new words will we learn today?	My base word is "word." My ending is /z/. I must write "word" and add my ending /z/ to make the word "words." (r. 8) The phonogram <i>or</i> may say /er/ when it follows "w".
trust	Always be honest so others trust you.	
³ ex tra r. 20	I have an extra pencil to share.	(r. 20) The letter "s" never follows "x."
dress r. 17	She wore a fancy dress to the concert.	(r. 17) We often double "s" following a single vowel at the end of a one-syllable word.
be <u>si</u> <u>d</u> e r. 4	I will sit beside my mother at the concert.	My base word is "side." My prefix is "be". Write "be" and add "side" to make the word "beside."

(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

First Grade Daily Student Instruction Sheet - MONDAY

read it as a whole word)

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

Literature

Goal/Objective: Students will build reading comprehension by defining new vocabulary based on text context, answering comprehension questions, and checking their predictions, as we begin reading our final classic, My Father's Dragon.

Materials needed:

- [Digital Copy of My Father's Dragon Ch. 1](#)
- [Teacher Read Aloud](#)

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

- (PA) (2 min)** Q: Look over the cover carefully, what do you predict the story will be about? A: It looks like it will be about a boy and a dragon.
- (PA) (10 min)** Listen as the teacher reads chapter 1.
- (PA) (3 min)** Q: Why do you think Elmer wanted to help the cat? A: The cat looked old and hungry Q: Would you bring a cat from an alley home? Why or why not? Q: If you were Elmer, would you believe the cat about being able to fly? A: I would have a difficult time believing that I could fly.Q: What do you think the cat saw on Wild Island that made her want to weep? A: Things that make me cry are either really happy or very sad.

Grammar/Writing

Goal/Objective:

Students will

- learn the definition of an adverb
- practice identifying them by reviewing and completing sentences with the best option.

Materials needed:

- [Farming for Adverbs Worksheet](#)
- [Farming for Adverbs Teacher Copy](#)
- [Parts of Speech Poem](#)
- [Video of teacher reciting poem](#)

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

- (PA) (1 min) Review:** An ADVERB is a word that tells HOW things are done. In the following examples the **nouns** are RED and the **Adverbs** are

First Grade Daily Student Instruction Sheet - MONDAY

in blue.

- Ex. The **baby** giggled **loudly**.
- Ex. The **car** **carefully** drove by.

- (I) (4 min)** Complete the Farming for Adverbs worksheet by reading each sentence and selecting the best fit adverb and writing it neatly on the line provided.

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 using RAZ-Kids or provided separately by the 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
- Subtract a one-digit number from 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
- [W7 Monday Math Video: 2-digit - 1-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**

First Grade Daily Student Instruction Sheet - MONDAY

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.
 - $54 - 8 = 46$
- Student will follow Mrs. McIntosh as she solves two more problems with a marker.
 - $42 - 7$ (35)
 - $87 - 9$ (78)

OR

- Parent will ask student to solve the equation $42 - 7 =$
- 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 a subtraction problem.
- Parent will ask, "What will we do next? Draw more or take away some?"
- Student should answer that we will take 7 away.
- Parent will draw attention to the ones place. Parent will ask, "are there enough ones in the ones place to take away 7 ones?"
- Student will discover that there are not enough ones to take away 7.
- Parent will ask student where we could get more ones so we can take away 7.
- Parent will lead student to discover that we can break a ten into ones so we have enough ones to subtract 7.
- Student will erase a ten and say while erasing, "we can break a ten"
- Student will draw ten ones while saying in a small voice, "into ten tiny little ones."
- Parent will direct student to count the tens and ones again. Do we still have 42? Yes! Do we have enough ones to subtract 7 now? Yes!
- Student will erase or cross off 7 ones.
- Student will complete the number bond.
- Student will write solution to the equation at the top of the graphic organizer. $42 - 7 = 35$
- Student will practice another problem using the same procedures above
 - $87 - 9$ (78)

(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.
 - $43 - 6$ (37)

First Grade Daily Student Instruction Sheet - MONDAY

- 72 - 9 (63)
- 84 - 6 (78)
- 61 - 4 (57)
- 45 - 6 (39)
- 92 - 8 (84)

- Extra time? Make up your own problems with regrouping.
 - 2-digit - 1-digit
 - Don't go over 100!

HISTORY (20 Minutes)

History

Goal/Objective:

- Students will be able to locate the Appalachian Mountains on a map.
- Students will be able to recall basic facts about Daniel Boone.
- Students will be able to identify what the Wilderness Road refers to.

Materials needed:

- ["Daniel Boone and the Opening of the West" text](#)
- ["Daniel Boone and the Opening of the West" read aloud by Mrs. Albertson](#)
- [Daniel Boone graphic organizer](#)
- [Daniel Boone graphic organizer \(teacher example\)](#)

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

(PA) (I) (3 min)

- Before reading, review vocabulary your student will hear in today's history reading. Your student may watch the teacher video where vocabulary will be explained or review this with your student before reading "Daniel Boone and the Opening of the West."
 - barrier** - Something that prevents or blocks movement from one place to another.
 - claimed** - To say something belongs to you, even if others might not agree.
 - settlements** - Places where people make their homes, often in new areas.
 - woodsmen** - People who live or work in the forest.
 - passes** - Ways through mountains, with areas of lower land.
 - pioneers** - People who explore or travel to unknown places to study unknown subjects.
 - trailblazer** - A person that blazes or makes a trail through unknown places for others to follow.
 - wilderness** - An area of land that has many wild plants and animals and is often inhabited by people.

(PA) (I) (15 min)

First Grade Daily Student Instruction Sheet - MONDAY

- ❑ **Watch or Read:** Your student may watch the teacher video or you may read to your scholar, “Daniel Boone and the Opening of the West.”
- ❑ Your scholar may take notes on the Daniel Boone graphic organizer by writing single words, short phrases or simple pictures to help them remember important details.

(I) (2 min)

- ❑ Have your student retell all they remember about Daniel Boone and the Wilderness Road by reviewing the notes they took during the reading.
*See teacher sample for an example of notes your student may have taken.
- ❑ Optional video: <https://safeYouTube.net/w/vtm9>

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Phonogram flashcards – Monday, May 4, 2020

or

ir

ay

ow

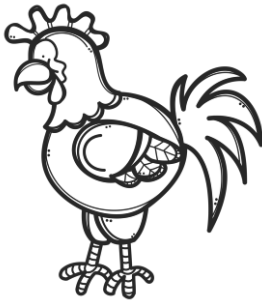
oi

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NAME: _____

FARMING FOR ADVERBS

Directions: Read the sentence. Pick the adverb that best completes the sentence. Write the word on the blank.



quickly
sadly
loudly

The rooster crowed _____.



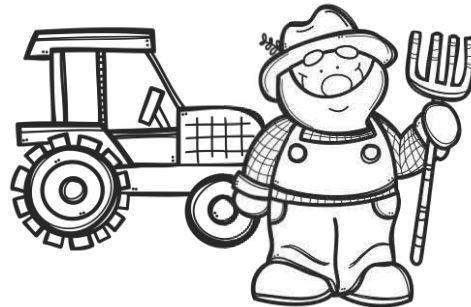
daily
almost
very

The horse eats hay _____.



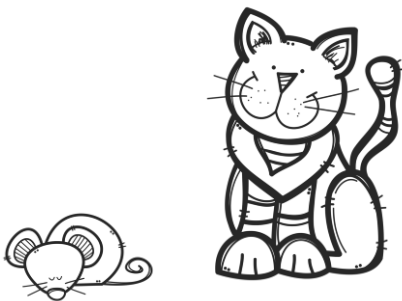
always
later
outside

A goose waddled _____.



fearfully
always
softly

He _____ works hard.



almost
angrily
quietly

The cat _____ sneaks up.



early
carefully
softly

The boy _____ picks the corn.

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Name _____ # _____

History – Monday, May 4, 2020



Daniel Boone

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First Grade Daily Student Instruction Sheet - TUESDAY

TUESDAY – 5/5/20

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 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: **ch, ear, ew, ar, oa**

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

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

Word	Example sentence	Rules / Notes
<u>te</u> ach	Mom will teach you how to tie your shoes.	
hap <u>pen</u> r. 29	What will happen at the end of the story?	(r. 29) We split the word between the double consonants.
<u>be</u> gun r. 4	The movie had already begun when we arrived.	(r. 4) "e" may say /ee/ at the end of a syllable.
col <u>lect</u> r.29	I collect baseball cards.	(r. 29) We split the word between the double consonants.
<u>fi</u> le	I will keep your papers in this file .	

(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)

First Grade Daily Student Instruction Sheet - TUESDAY

Literature

Goal/Objective: Students will build reading comprehension by defining new vocabulary based on text context, answering comprehension questions, and checking their predictions, as we continue reading My Father's Dragon.

Materials needed:

- [Digital Copy of My Father's Dragon Ch. 2](#)
- [Teacher Read Aloud](#)

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

- (PA) (2 min)** Imagine that you were going on an adventure to a deserted island and you could bring 3 items with you? What would you bring and why?
- (PA) (10 min)** Listen as the teacher reads chapter 2.
- (PA) (3 min)** Q: Do you think it is a good idea for Elmer to run away? Why or why not? A: Running away from your home or parents is not safe. Q: What is Elmer bringing with him? A: He took chewing gum, two dozen, pink lollipops, a package of rubber bands, black rubber boots, a compass, a tooth brush and a tube of toothpaste, six magnifying glasses, a very sharp jackknife, a comb and a hairbrush, seven hair ribbons of different colors, an empty grain bag with a label saying "Cranberry," some clean clothes, and he took twenty-five peanut butter and jelly sandwiches and six apples. Q: What do you think he will use these items for?

Grammar/Writing

Goal/Objective: Students will review the definition of an Adverb, by reviewing and completing sentences with the best Adverb.

Materials needed:

- [Picking Adverbs Worksheet](#)
- [Picking Adverbs Teacher Copy](#)
- [Parts of Speech Poem](#)
- [Video of teacher reciting poem](#)

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

- (PA) (1 min) Review:** An ADVERB is a word that tells HOW things are done. In the following examples the **nouns** are RED and the **Adverbs** are in blue.

First Grade Daily Student Instruction Sheet - TUESDAY

- Ex. Mrs. Borden clapped quickly.
- Ex. Mrs. Borden ran slowly.

- (I) (4 min) Complete the Picking Adverbs worksheet by reading each sentence and selecting the best fit adverb and writing it neatly on the line provided.

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 using RAZ-Kids or provided separately by the 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
- Subtract a one-digit number from a two-digit number within 100 with regrouping

Materials needed:

- [W7 Tuesday Math Video: 2-digit - 1-digit with regrouping](#)
- [W7 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

First Grade Daily Student Instruction Sheet - TUESDAY

- 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 - 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.

HISTORY (20 Minutes)

History

Goal/Objective:

- Students will be able to locate the Mississippi River and Rocky Mountains on a map.
- Students will be able to explain why Thomas Jefferson wanted to purchase New Orleans.

Materials needed:

- ["Jefferson and Monroe" text](#)
- ["Jefferson and Monroe" video read aloud by Mrs. Albertson](#)
- [Westward Expansion Map](#)
- [Westward Expansion Map \(teacher example\)](#)

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

(PA) (5 min)

- Review by having your scholar tell you all they remember from yesterday's reading about Daniel Boone.
- Have your student add **green** mountain peaks to show where the Appalachian Mountains are located on the Westward Expansion Map.
- Have your student add the name **Daniel Boone** beside the stick figure standing by the Appalachian Mountains on the map.
- Explain to your student that today's read-aloud takes place about 30 years after Daniel Boone made the Wilderness Road allowing people to expand farther west past the Appalachians. The colonies have declared independence from Great Britain and now Thomas Jefferson is the 3rd president of the United States.

(PA) (I) (3 min)

- Before reading, review vocabulary your student will hear in today's history reading. Your student may watch the teacher video where

First Grade Daily Student Instruction Sheet - TUESDAY

vocabulary will be explained or review this with your student before reading "Jefferson and Monroe."

- emperor** - The ruler of a vast area of land or empire.
- intelligent** - Very smart; quick to learn and understand
- loyal**- Faithful to an idea, person, place or thing.
- mouth** - The part of a stream or river that empties into a larger body of water.

(PA) (I) (10 min)

- Watch or Read:** Your student may watch the teacher video or you may read to your scholar, "Jefferson and Monroe."

(I) (3 min)

Using the Westward Expansion map:

- Have your student trace a **dark blue** line to show the flow of the Mississippi River down to New Orleans and the Gulf of Mexico.
- Have your student add **brown** mountain peaks to show the location of the Rocky Mountains.

Phonogram flashcards – Tuesday, May 5, 2020

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NAME: _____

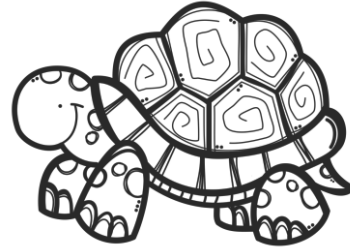
PICKING ADVERBS

Directions: Read the sentence. Pick the adverb that best completes the sentence. Write the word on the blank.



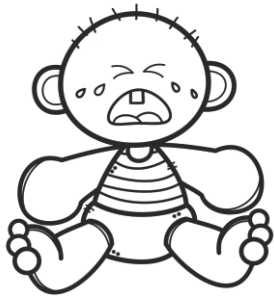
quickly
quietly
softly

The car drove _____.



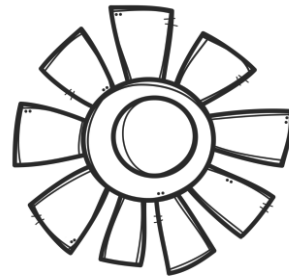
happily
slowly
inside

The turtle walked _____.



nearly
there
loudly

A baby cried _____.



neatly
wildly
brightly

The sun shone _____.



here
sadly
early

Let's play _____.



always
carefully
very

I carried the vase _____.

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Math: Tuesday, May 5
Solving Subtraction WITH Regrouping Equations
Independent Practice (side 1)

Name _____ # _____

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

- Subtraction with regrouping:
 1. Draw tens and ones for the first number in the equation.
 - Remember to draw small open circles for ones to make crossing off easier to see.
 2. If there are not enough ones to solve, cross of 1 ten and write 10 ones below the dotted line in the ones place.
 3. Show subtraction by crossing off ones and tens for the second number in the equation.
 4. Write the solution in the box.

51 - 6 =	Solution:						
<table border="1"><tr><td>T</td><td>O</td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>-----</td><td>-----</td></tr></table>	T	O	_____	_____	-----	-----	
T	O						
_____	_____						
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63 - 5 =	Solution:						
<table border="1"><tr><td>T</td><td>O</td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>-----</td><td>-----</td></tr></table>	T	O	_____	_____	-----	-----	
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84 - 8 =	Solution:						
<table border="1"><tr><td>T</td><td>O</td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>-----</td><td>-----</td></tr></table>	T	O	_____	_____	-----	-----	
T	O						
_____	_____						
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96 - 9 =	Solution:						
<table border="1"><tr><td>T</td><td>O</td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>-----</td><td>-----</td></tr></table>	T	O	_____	_____	-----	-----	
T	O						
_____	_____						
-----	-----						

Solving Subtraction WITH Regrouping Equations

Independent Practice (side 2)

Name _____ # _____

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

- Subtraction with regrouping:
 1. **Draw simple graphic organizer (using example from side 1 or from video).**
 2. Draw tens and ones for the first number in the equation.
 - Remember to draw small open circles for ones to make crossing off easier to see.
 3. If there are not enough ones to solve, cross off 1 ten and write 10 ones below the dotted line in the ones place.
 4. Show subtraction by crossing off ones and tens for the second number in the equation.
 5. Write the solution in the box.

$44 - 7 =$

Solution:

$75 - 6 =$

Solution:

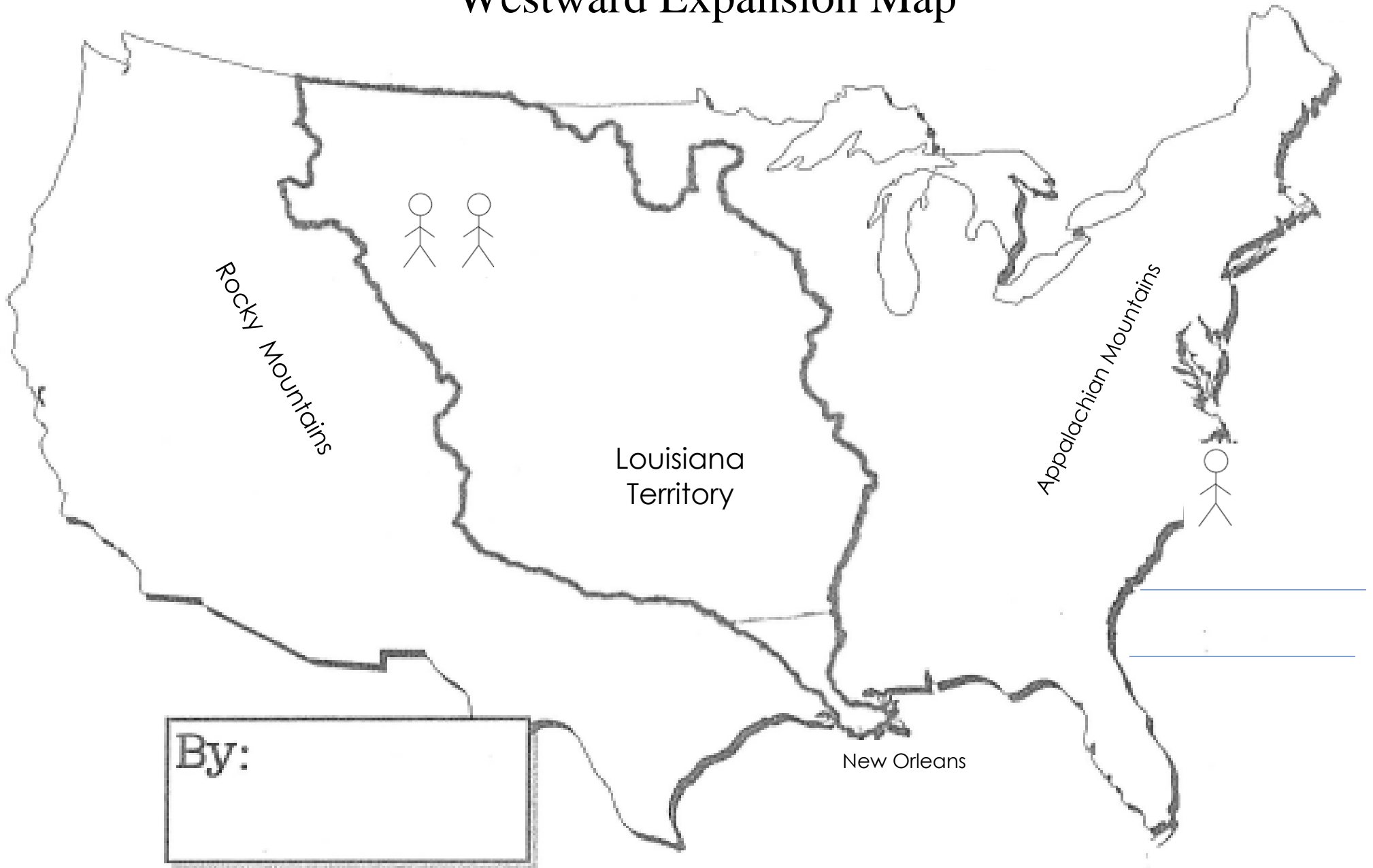
$62 - 9 =$

Solution:

$91 - 2 =$

Solution:

Westward Expansion Map



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First Grade Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 5/6/20

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](#) (Wednesday)
- [Wednesday Phonogram Cards](#)
- [Spalding phonogram sounds resource](#)
- [Spalding markings resource](#)
- [Spalding spelling rules resource](#)

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

(PA) (3 min)

- Oral Phonogram Review (OPR):
 - Parent will show one phonogram card to student.
 - Student will say the sounds (in order) made by that phonogram and the related cue, if any.
 - If student says correct sounds/cue, parent will show the next card. If student does not say correct sounds/cue, parent says correct sounds and student repeats.
 - Repeat process so that each card is reviewed orally two times.
 - Phonograms to review today: **igh, oo, ed, ph, gn**

(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.

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"> 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.

Word	Example sentence	Rules / Notes
pro <u>vi</u> d <u>e</u> r. 4	I will provide the paper you need.	(r. 4) "o" may say /ō/ at the end of a syllable.
s <u>igh</u> t	Eagles have better sight than humans.	
² st <u>oo</u> d	The soldier stood at attention during the pledge.	
fix	Dad will fix the flat tire today.	
³ f <u>ix</u> ed	Dad fixed the flat tire yesterday.	(r.28) The phonogram /ed/ is used to form regular past tense verbs.

(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 build reading comprehension by defining new

First Grade Daily Student Instruction Sheet - WEDNESDAY

vocabulary based on text context, answering comprehension questions, and checking their predictions, as we continue reading My Father's Dragon.

Materials needed:

- [Digital Copy of My Father's Dragon Ch. 3](#)
- [Teacher Read Aloud](#)

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

- (PA) (2 min)** Q: Elmer is hiding in the hold of the ship among some bags of wheat. How do you think he is feeling as he prepares to make his voyage? A: Nervous, maybe afraid.
- (PA) (10 min)** Listen as the teacher reads chapter 3.
- (PA) (3 min)** Q: What important resource does Elmer find when he wakes up under a tree? A: Tangerines Q: How would you describe Elmer? A: Brave, and independent. Q: What did we learn about him in this chapter? A: I Learned that Elmer isn't afraid of much, he is a clever boy. Q: Which of the items in Elmer's backpack has he used so far and for what purpose? A: Grain bag – To hide inside while on the ship, Rubber band – To seal the top of the bag

Grammar/Writing

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

Materials needed:

- [Amazingly Awesome Adverbs Part I Worksheet](#)
- [Amazingly Awesome Adverbs Part I Teacher Copy](#)
- Red crayon
- Blue 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 ADVERB – An adverb tells how something is done.
- (I) (4 min)** Your student will complete the Amazing Adverbs worksheet. Your student will circle every NOUN with a **red crayon** AND BOX the **ADVERBS** in blue.

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 using RAZ-Kids or provided separately by the 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
- Subtract a two-digit number from 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
- [W7 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.
 - $52 - 28 = 24$
- Student will follow Mrs. McIntosh as she solves two more problems with a marker.
 - $65 - 27$ (38)
 - $81 - 34$ (47)

OR

First Grade Daily Student Instruction Sheet - WEDNESDAY

- Parent will ask student to solve the equation $65 - 27 =$
- 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 a subtraction problem.
- Parent will ask, "What will we do next? Draw more or take away some?"
- Student should answer that we will take 27 away.
- Parent will draw attention to the ones place. How many ones will we take away?
- Student will answer, "we will take away 7 ones."
- Parent will ask, "are there enough ones in the ones place to take away 7 ones?"
- Student will discover that there are not enough ones to take away 7.
- Parent will ask student where we could get more ones so we can take away 7.
- Parent will lead student to discover that we can break a ten into ones so we have enough ones to subtract 7.
- Student will erase a ten and say while erasing, "we can break a ten"
- Student will draw ten ones while saying in a small voice, "into ten tiny little ones."
- Parent will direct student to count the tens and ones again. Do we still have 65? Yes! Do we have enough ones to subtract 7 now? Yes!
- Student will erase or cross off 7 ones.
- Were we only taking away 7 ones? No! We also need to take away 2 tens (27)
- Student will erase or cross off 2 tens.
- Student will complete the number bond.
- Student will write solution to the equation at the top of the graphic organizer. $65 - 27 = 38$
- Student will practice another problem using the same procedures above
 - $81 - 34$ (47)

(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.
 - $67 - 38$ (25)
 - $75 - 16$ (59)
 - $96 - 29$ (65)
 - $82 - 64$ (18)
 - $53 - 46$ (7)

First Grade Daily Student Instruction Sheet - WEDNESDAY

- Extra time? Make up your own problems with regrouping.
 - 2-digit + 2-digit
 - Don't go over 100!

HISTORY (20 Minutes)

History

Goal/Objective:

- Students will be able to identify and locate the Louisiana Territory on a map.
- Students will be able to explain the significance of the Louisiana Territory and Purchase.

Materials needed:

- ["The Louisiana Purchase" text](#)
- ["The Louisiana Purchase" video read aloud by Mrs. Albertson](#)
- [Westward Expansion Map](#)(from Tuesday)
- [Westward Expansion Map \(teacher example\)](#)

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

(PA) (4 min)

- Review by having your student locate and explain the features they drew on the Westward Expansion Map yesterday (Appalachian Mountains, Daniel Boone, Mississippi River, New Orleans, Rocky Mountains)
- Ask your student why Thomas Jefferson wanted to purchase New Orleans from the French. (He wanted to make sure that Americans would always be able to go through New Orleans on their way to or from the Mississippi River and the ocean.)

(PA) (I) (3 min)

- Before reading, review vocabulary your student will hear in today's history reading. Your student may watch the teacher video where vocabulary will be explained or review this with your student before reading "The Louisiana Purchase."
 - brilliant** - Very bright or smart with original ideas
 - clever** - Able to quickly and easily solve problems
 - mansion** - A large, impressive house
 - purchase** - to buy
 - territory** - Land that is controlled by a specific country

(PA) (I) (10 min)

- Watch or Read:** Your student may watch the teacher video or you may read to your scholar, "The Louisiana Purchase."

(I) (3 min)

First Grade Daily Student Instruction Sheet - WEDNESDAY

- | | |
|--|--|
| | <ul style="list-style-type: none">❑ Have student retell all they remember about the History lesson read today while shading in the <u>Louisiana Territory</u> in orange on the Westward Expansion Map.❑ Have student write "Lewis and Clark" beside the two stick figures shown in the Louisiana Territory. |
|--|--|

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Phonogram flashcards – Wednesday, May 6, 2020

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Amazingly Awesome Adverbs

Directions: Circle the noun(s) with a RED crayon and BOX the adverb with a BLUE crayon.

Example: The tree is growing slowly.

1. A cat crouched sneakily.
2. The puppy is sleeping snugly.
3. The turtle moved steadily.

Optional Additional Practice

4. The flowers bloomed beautifully.
5. My brother fell quickly.

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First Grade Daily Student Instruction Sheet - THURSDAY

THURSDAY – 5/7/20

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"> • 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 on the Thursday Spalding paper - first column.

First Grade Daily Student Instruction Sheet - THURSDAY

words	How many new words will we learn today?
trust	Always be honest so others trust you.
extra	I have an extra pencil to share.
dress	She wore a fancy dress to the concert.
beside	I will sit beside my mother at the concert.
teach	Mom will teach you how to tie your shoes.
happen	What will happen at the end of the story?
begun	The movie had already begun when we arrived.
collect	I collect baseball cards.
file	I will keep your papers in this file .
provide	I will provide the paper you need.
sight	Eagles have better sight than humans.
stood	The soldier stood at attention during the pledge.
fix	Dad will fix the flat tire today.
fixed	Dad fixed the flat tire yesterday.

(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 build reading comprehension by defining new vocabulary based on text context, answering comprehension questions, and checking their predictions, as we continue reading My Father's Dragon.

Materials needed:

- [Digital Copy of My Father's Dragon Ch. 4](#)
- [Teacher Read Aloud](#)

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

- (PA) (2 min) Q: How many tangerines did Elmer collect in Ch. 3? A: 38
Q: How many did he eat? A: 7 Record math facts on a piece of paper.
- (PA) (10 min) Listen as the teacher reads chapter 4.
- (PA) (3 min) Record Tangerine Math from Ch. 4. (Elmer eats 8 more on

First Grade Daily Student Instruction Sheet - THURSDAY

p. 25, and then 3 more on p. 26.) How many tangerines does Elmer have now?

- ❑ Q: What did Elmer overhear the boars talking about? A: That there has been a recent invasion. Q: What were the signs of the recent invasion? A: There were tangerine peels found. Q: What lesson did Elmer learn? A: After eating to save the peels.

Grammar/Writing

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

Materials needed:

- [Amazingly Awesome Adverbs Part II Worksheet](#)
- [Amazingly Awesome Adverbs Part II Teacher Copy](#)
- Red crayon
- Blue 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 ADVERB – An adverb tells how something is done.
- ❑ **(I) (4 min)** Your student will complete the Amazing Adverbs worksheet. Your student will circle every NOUN with a **red crayon** AND BOX the **ADVERBS** in blue.

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 using RAZ-Kids or provided separately by the 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

First Grade Daily Student Instruction Sheet - THURSDAY

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:

- [W7 Thursday Math Video: 2-digit - 2-digit with regrouping](#)
- [W7 Thursday math independent practice sheet](#)- subtract a two-digit number from 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.

HISTORY (20 Minutes)

History

Goal/Objective:

- Students will be able to explain the reasons that Lewis and Clark went on their expedition.

Materials needed:

- ["Lewis and Clark" text](#)
- ["Lewis and Clark" video read aloud by Mrs. Albertson](#)
- [Lewis and Clark graphic organizer](#)
- [Lewis and Clark graphic organizer \(teacher example\)](#)

First Grade Daily Student Instruction Sheet - THURSDAY

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

(PA) (4 min)

- Review by having your student locate the Louisiana Territory (colored orange on the Westward Expansion Map yesterday) and explain how the United States doubled in size with the purchase of the Louisiana Territory.
- Who were the important participants in the purchase of the Louisiana Territory? (Thomas Jefferson - president of the United States, Napoleon Bonaparte - French Emperor, James Monroe - friend of Thomas Jefferson sent to France to buy New Orleans)

(PA) (I) (2 min)

- Before reading, review vocabulary your student will hear in today's history reading. Your student may watch the teacher video where vocabulary will be explained or review this with your student before reading "Lewis and Clark."
 - assistant**- A person who helps someone in a higher position
 - brave** - Showing courage and doing something even if it may be dangerous or frightening.
 - co-captain** - Someone who shares responsibility as captain or leader

(PA) (I) (10 min)

- Watch or Read:** Your student may watch the teacher video or you may read to your scholar, "Lewis and Clark."

(I) (4 min)

- Have your student retell all they remember about the History lesson read today by reviewing the notes they took on the Lewis and Clark graphic organizer. *See teacher sample for an example of notes your student may have taken.

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Amazingly Awesome Adverbs

Directions: Circle the noun(s) with a RED crayon and BOX the adverb with a blue crayon.

Example: The tree is growing slowly.

1. She always sleeps in.

2. He asked for the cookie nicely.

3. I pet the dog gently.

Optional Additional Practice

4. You laugh often.

5. The boys ran wildly.

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Math: Thursday, May 7
Solving Subtraction WITH Regrouping Equations
Independent Practice (side 1)

Name _____ # _____

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

- Subtraction with regrouping:
 1. Draw tens and ones for the first number in the equation.
 - Remember to draw small open circles for ones to make crossing off easier to see.
 2. If there are not enough ones to solve, cross of 1 ten and write 10 ones below the dotted line in the ones place.
 3. Show subtraction by crossing off ones and tens for the second number in the equation.
 4. Write the solution in the box.

46 - 17 =	Solution:						
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54 - 38 =	Solution:						
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61 - 26 =	Solution:						
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73 - 29 =	Solution:						
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Solving Subtraction WITH Regrouping Equations

Independent Practice (side 2)

Name _____ # _____

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

- Subtraction with regrouping:
 1. **Draw simple graphic organizer (using example from side 1 or from video).**
 2. Draw tens and ones for the first number in the equation.
 - a. Remember to draw small open circles for ones to make crossing off easier to see.
 3. If there are not enough ones to solve, cross of 1 ten and write 10 ones below the dotted line in the ones place.
 4. Show subtraction by crossing off ones and tens for the second number in the equation.
 5. Write the solution in the box.

$54 - 17 =$

Solution:

$92 - 36 =$

Solution:

$97 - 29 =$

Solution:

$82 - 58 =$

Solution:

Name _____ # _____

History – Thursday, May 7, 2020



Lewis and Clark

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Name: _____ #: _____ Grade/Section _____



Graded Review – Week 7

First Grade Reading Log

Week of: May 4th	Book Title	Tricky Words	Minutes read	Parent Initials
Monday Date: 5/4	Title: Comprehension: Tell one event or fact from the beginning of the text.			
Tuesday Date: 5/5	Title: Comprehension: Tell one event or fact from the middle of the text.			
Wednesday Date: 5/6	Title: Comprehension: Tell one event or fact from the end of the text.			
Thursday Date: 5/7	Title: Comprehension: Retell the story in order in your own words.			
Weekend Date: 5/8 – 5/10	Graded Review Assessment Day – No Reading Log Assignment Read for FUN!			

Comments: _____

Total Minutes:
(Min. 80)

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First Grade Daily Student Instruction Sheet - FRIDAY

FRIDAY – 5/8/20	
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>
ELA Spalding (10 minutes) Literature (10 minutes) Grammar/Writing (10 minutes) Reading	<p><i>Graded Review for Week 7</i></p> <p>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.)</p> <p>This review only covers material from this week.</p> <p>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.</p> <p>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.</p> <p>Due date: Monday, May 11th</p> <p>Students must turn in:</p> <ol style="list-style-type: none">1. Graded Review for Week 7 (includes Reading Log)2. One assignment for each Specials class: Art, Music, P.E., and Spanish <p>Options for Returning Graded Work:</p>

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 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 (Friday - Page 2 of Graded Review for Week 7)
- Spalding spelling word list (below)

First Grade Daily Student Instruction Sheet - FRIDAY

words	How many new words will we learn today?
trust	Always be honest so others trust you.
extra	I have an extra pencil to share.
dress	She wore a fancy dress to the concert.
beside	I will sit beside my mother at the concert.
teach	Mom will teach you how to tie your shoes.
happen	What will happen at the end of the story?
begun	The movie had already begun when we arrived.
collect	I collect baseball cards.
file	I will keep your papers in this file .
provide	I will provide the paper you need.
sight	Eagles have better sight than humans.
stood	The soldier stood at attention during the pledge.
fix	Dad will fix the flat tire today.
fixed	Dad fixed the flat tire yesterday.

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:

The student will recall events from Chapters 1-4 of My Father's Dragon

Materials needed:

- Page 3 of Graded Review for Week 7
- Digital copy of My Father's Dragon Ch. 1-4
- Week 7 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 this week when answering questions.
 - Parent may guide student when using resources, if necessary.

Grammar/Writing

Goal/Objective:

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

Materials needed:

- Page 4 of Graded Review for Week 7
- Red crayon
- Blue 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.
 - Box in the Adverb(s) with **Blue** 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.
 - End with an end mark.
 - Reflect finger-spacing between words.

First Grade Daily Student Instruction Sheet - FRIDAY

- Reflect student's neatest handwriting.

Reading

- Ensure Reading Log is complete
(Cover Sheet of Graded Review for Week 7)
- Read for fun!

MATH

(10 minutes)

Math

Goal/Objective:

The student will solve 2-digit subtraction problems within 100 with regrouping.

- Subtraction: 2-digit minus 1-digit
- Subtraction: 2-digit minus 2-digit

Materials needed:

- Page 5 of Graded Review for Week 7

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

- (I)** Student will solve 4 subtraction problems using the place value strategy.
 - Draw tens and ones to represent both numbers.
 - If there are not enough ones, student will break a ten and write ten ones in the ones place.
 - Complete subtraction procedures.
 - Write the solution in the box provided.

HISTORY

(10 minutes)

History

Goal/Objective:

The student will recall facts about Westward Expansion learned this week.

Materials needed:

- Page 6 of Graded Review for Week 7
- Week 7 History materials

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

- (PA)** Parent will read question to the student, if student requires reading support
- (I)** Student will circle the correct answer
 - Student may refer to any materials from week 7

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Spalding – Distance Learning Week 7: May 8, 2020

Name _____ # _____ Date _____

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

Literature Graded Review

1. What did Elmer say the first time he saw the old alley cat?
 - a. “Wouldn’t you like to come home with me?”
 - b. “I don’t feed stray cats.”
 - c. “Have you ever been to the Island of Tangerina?”
-

2. The cat says the animals of Wild Island are _____.
 - a. kind
 - b. brave
 - c. lazy
-

3. How did the baby dragon get to Wild Island?
 - a. The dragon flew there.
 - b. The dragon fell from a cloud.
 - c. The cat gave the baby dragon a ride there.
-

4. While on the ship, Elmer hid inside a _____.
 - a. knapsack
 - b. grain bag
 - c. closet
-

5. The boars thought there had been an invasion because they saw _____.
 - a. tangerine peels
 - b. banana peels
 - c. watermelon seeds

Grammar Graded Review

Directions: Circle any **nouns** (person, place, thing) with a **RED** crayon and box any **adverbs** (tell how something is done) with a **BLUE** crayon in the sentences below.

Example: The sun will melt ice quickly.

1. A sloth moves lazily.
2. The girl squealed excitedly!

Writing

Instruct your student to copy the following sentence from My Father's Dragon exactly as it appears.

Remind them to use their best handwriting and to include all punctuation and capital letters.

He didn't look just exactly like the other bags, but it was the best he could do.

Math: Friday, May 8
Solving Subtraction WITH Regrouping Equations
Graded Review

Use of Place Value Strategy / Work Shown	1 pt
Correct Solution	1 pt

Name _____ # _____

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

- Subtraction with regrouping:
 1. Draw tens and ones for the first number in the equation.
 - Remember to draw small open circles for ones to make crossing off easier to see.
 2. If there are not enough ones to solve, cross off 1 ten and write 10 ones below the dotted line in the ones place.
 3. Show subtraction by crossing off ones and tens for the second number in the equation.
 4. Write the solution in the box.

62 - 6 =	Solution:						
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91 - 7 =	Solution:

83 - 46 =	Solution:						
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76 - 28 =	Solution:

History Review – Westward
Expansion Friday, May 8, 2020

Name _____ # _____

1. The mountains that Daniel Boone crossed are called the _____.
- a. Boonesboros
 - b. Appalachians
 - c. Rockies



2. Daniel Boone blazed a trail that became a road into Kentucky. This road is called the _____.
- a. Wilderness Road
 - b. Louisiana Road
 - c. Shoshone Road
3. The Mississippi River is a large river that flows down through the United States into which city?
- a. San Antonio
 - b. Washington, DC
 - c. New Orleans
4. Who was the president that wanted to buy New Orleans?
- a. George Washington
 - b. Thomas Jefferson
 - c. Abraham Lincoln
5. The United States bought the Louisiana Territory from which country?
- a. France
 - b. Great Britain
 - c. Mexico