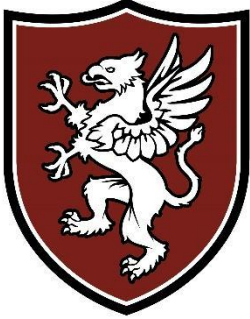


# GreatHearts

## Northern Oaks



# Distance Learning Packet

May 11 – 15, 2020

1st Grade

Mrs. Albertson

Mrs. Borden

Mrs. Brogan

Mrs. McIntosh

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



# Table of Contents

## Weekly Schedule

SPECIALS: Student Instruction Sheet  
Student Work Pages

Monday: Student Instruction Sheet  
Student Work Pages

Tuesday: Student Instruction Sheet  
Student Work Pages

Wednesday: Student Instruction Sheet  
Student Work Pages

Thursday: Student Instruction Sheet  
Student Work Pages

Friday: Student Instruction Sheet  
Graded Review – Week 8 (includes Reading Log)

# Specials Student Instruction Sheet

## WEEKLY ASSIGNMENTS 5/11 - 5/15

### SPANISH

(25 Minutes)

#### Spanish

**Goal/Objective:** Your student will provide information about what they see.

**Materials needed:**

- [Teacher Notes](#)
- [Audio file](#)
- Optional; toilet or paper towel cardboard roll
- [Swivl video](#); Oso pardo, oso pardo, ¿que ves ahí? – Brown Bear, Brown Bear, What do you see? by Bill Martin, Jr. and Eric Carle

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

- (PA or I)** Swivl video; Oso pardo, oso pardo, ¿que ves ahí? – Brown Bear and Friends by Bill Martin, Jr. and Eric Carle.
- (PA)** When your student is finished listening to the story, tell your student you are going to play a Spanish version of the game “I see with my little eye – I Spy, Veo, veo con mi ojo ...”
- (PA)** To make the game easier, limit what your student can spy to colors.
- (PA)** Explain to your student that you are going to look through your spyglass for a color, and that they then have to guess where that color is.
- (PA)** Start the game by looking around with your spyglass. Then say, “Veo, veo con mi ojo ... rojo”
- (PA)** Have your student try to guess where the color is.
- (PA)** When your student has guessed correctly, he or she may then take the spyglass, look for a color and say, “Veo, veo con mi ojo ... (color in Spanish).”
- (PA)** If you wish to challenge your student, you may say as you look around “Veo, veo con mi ojo...” Your student can respond **¿Que ves? (What do you see.)**, then you respond **Yo veo ... rojo. (I see red.)**
- (PA)** Repeat the game as many times as you wish.
- (PA)** Optional Activity:
  - (PA or I)** Your student may decorate their toilet or paper towel cardboard roll.

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

### MUSIC

(25 Minutes)

#### MUSIC

**Goal/Objective:** The student will learn about the composer **John Philip Sousa**.

**Materials needed:** [Biography on Sousa](#), [Worksheet: Sousa Match-up](#), [Sousa Video](#) (Optional)

## Specials Student Instruction Sheet

	<p><b>Specific Instructions</b> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (PA) Read the biography on John Philip Sousa with your student.</li> <li><input type="checkbox"/> (I) Watch the Sousa Video (Optional)</li> <li><input type="checkbox"/> (PA) Complete the Sousa Match-up worksheet</li> </ul> <p><b>SOUSA MATCH-UP WORKSHEET DUE MONDAY: to Google Classroom or School</b></p>
<p><b>ART</b> (25 Minutes)</p>	<p><b>ART</b></p> <p><b>Goal/Objective:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draw/Copy <b>TWO</b> of the flowers from the Leonardo sketch--25 min.</li> <li><input type="checkbox"/> For an <b>EXTRA CHALLENGE</b> (<i>OPTIONAL-extra minutes</i>): Follow along in the video to make paper flowers made from toilet paper and a paper cone basket. This could be a belated May Day gift for your neighbors. <b><i>(Make sure that you wash hands well before making flowers).</i></b></li> </ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>● Pencil</li> <li>● Paper</li> <li>● <u>For extra challenge only:</u> construction paper; cotton swabs; toilet paper to make flowers; scissors; glue; masking tape</li> <li>● Patience, Grit and Gusto</li> <li>● <b>JUST FOR GIGGLES, IF DESIRED:</b> Here is a <a href="#">Research Link</a> for scholars/parents interested in learning more about Leonardo and the art and science of botanical illustration.</li> <li>● <a href="#">Image Address</a></li> <li>● <a href="#">Drawing Directions</a></li> <li>● <a href="#">Video with Mrs. Northway</a></li> </ul> <p><b>Specific Instructions</b> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(IW) For grade:</b> Draw two flowers after Leonardo Da Vinci's drawing.</li> <li><input type="checkbox"/> You may change the scale, somewhat, to increase the overall size of the flower.</li> <li><input type="checkbox"/> <b>(IW) STUDENT CHALLENGE:</b> Paper flowers and cone basket to give to your neighbors as a belated May Day surprise.</li> <li><input type="checkbox"/> <b>(PA) OPTIONAL FAMILY CHALLENGE:</b> Continue working on "family tree" (or save this project for later, to paper mache this summer - SEE the end of week 7 video for directions.</li> </ul> <p><b>DUE ON MONDAY</b> - Submit the <u>digital Image of the Flower Drawings for a grade</u>, 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><b>PE</b> (25 Minutes)</p>	<p><b>PE</b></p> <p>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"> <li>● <a href="#">Bingo Sheet</a> (included in packet)</li> <li>● Optional P.E. challenge videos brought to you by: <a href="#">Coach Corcoran</a></li> </ul>

## Specials Student Instruction Sheet

[Coach Walsh](#)

Coach Wilson

<https://cloud.swivl.com/v/7874015a6cab651b154daed2e34d1a38>

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**

This page intentionally left blank.

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**

### **W8 Spanish Teacher Notes**

**¿Que ves tu?**  
What do you see?

**Yo, veo \_\_\_\_\_.**  
I see \_\_\_\_\_.

**Veo, veo con mi ojo ...**  
I see with my little eye....

**rojo**  
red

**azul**  
blue

**amarillo**  
yellow

**morado**  
purple

**anaranjado**  
orange

**blanco**  
white

**negro**  
black

**verde**  
green

**rosado**  
pink

**café**  
brown

This page intentionally left blank.





# John Philip Sousa

... a composer from  
the **UNITED STATES**  
who lived during the  
**ROMANTIC** period  
of music...

John Philip Sousa was born in Washington, D.C., in 1854.

His parents came from Portugal to live in America. They provided him with a happy home. His father and older sister taught him to read and write. When he was seven years old, he attended a nearby school.

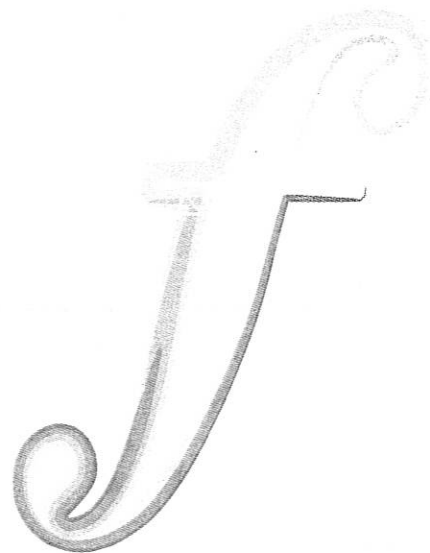
John Philip also went to music school where he studied violin. When he was 11 years old, he began his own dance band.

When he enlisted as an apprentice in the U.S. Marine Band, he studied composition and music theory.

He met his wife Jennie, a singer, while he was on a band tour. John wrote later, "We lived happily ever after."

Sousa's marches made Americans feel very patriotic. His performances inspired many towns to form bands. His distinctly American music was popular throughout the world.

Sousa died in 1932 at the age of 77.



# The March King

A large man in a uniform knocked on the door of the Sousa's home in a Washington, D.C. neighborhood. John Philip put down his violin and answered the door.

"Hello! Young man," said the stranger. "I have been listening to your playing for quite a while. You play the violin very well!"

"Thank you, sir," said John Philip. "I play other instruments too."

"Excellent!" said the stranger. "How would you like to play in a circus band?"

"Wow! I would love it!" exclaimed the surprised young boy. "Do you really mean it? A real circus band that travels everywhere?"

"Oh, yes," answered the stranger with a smile. "And we are a very good band too! Why don't you come to the circus grounds tomorrow night? Since we will be leaving town early the next morning, you should bring some clothes in a little suitcase."

"Oh, I know right where that is," said John. "Thank you so much! I'll see you tomorrow night!"

John ran up the stairs and began gathering his clothes together when his mother came into his room.

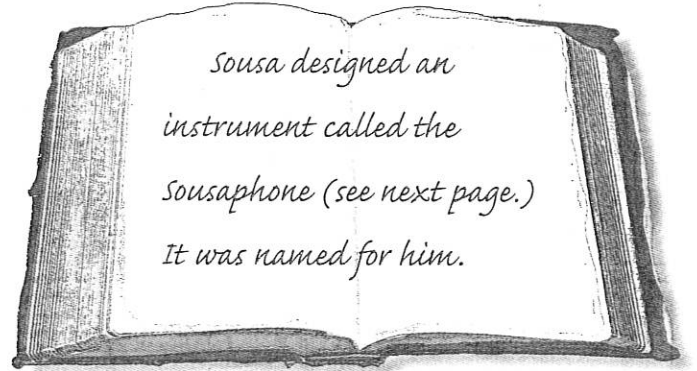
"And what is all the excitement about, young man? Are you planning to go somewhere?" she asked with a puzzled expression on her face.

"Oh mother, you will never guess! I am going to join the circus and play in the band!"

"Is that so?" asked his mother. "Of course you realize that you will be gone far away from your home and family for many years!"

"Well, I guess so," said John, a little more thoughtful now.

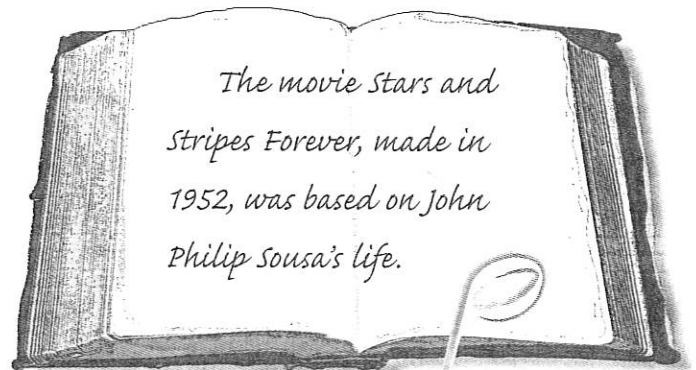
"We'll talk with your father tonight and see what he says," said his mother with a soft smile.



John Philip's father did not smile at all. He was upset to think of this young son leaving to go with the circus.

After talking to John about the hardships of circus life, his father said, "If you would really like to play in a band, I want you to come with me and play in the U.S. Marine Band."

"That is better yet!" said John Philip. "I can play in the band and be at home at the same time!"

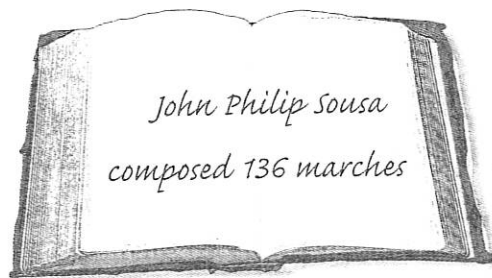


John Philip loved playing in the band. He was so good that by the time he was 23, he was named the 14<sup>th</sup> conductor of the U.S. Marine Band.

The U.S. Marine Band became famous. They played for presidents and kings. John Philip became known as the "March King."

One day, when he was much older, he saw the caravan of a circus traveling to another city. "How glad I am that I joined the marine band with my father, instead of running away with the circus band," he thought. "Had I joined the circus, I never would have become the 'March King'."

Sousa's marches are still played today by many high school, college and concert bands.



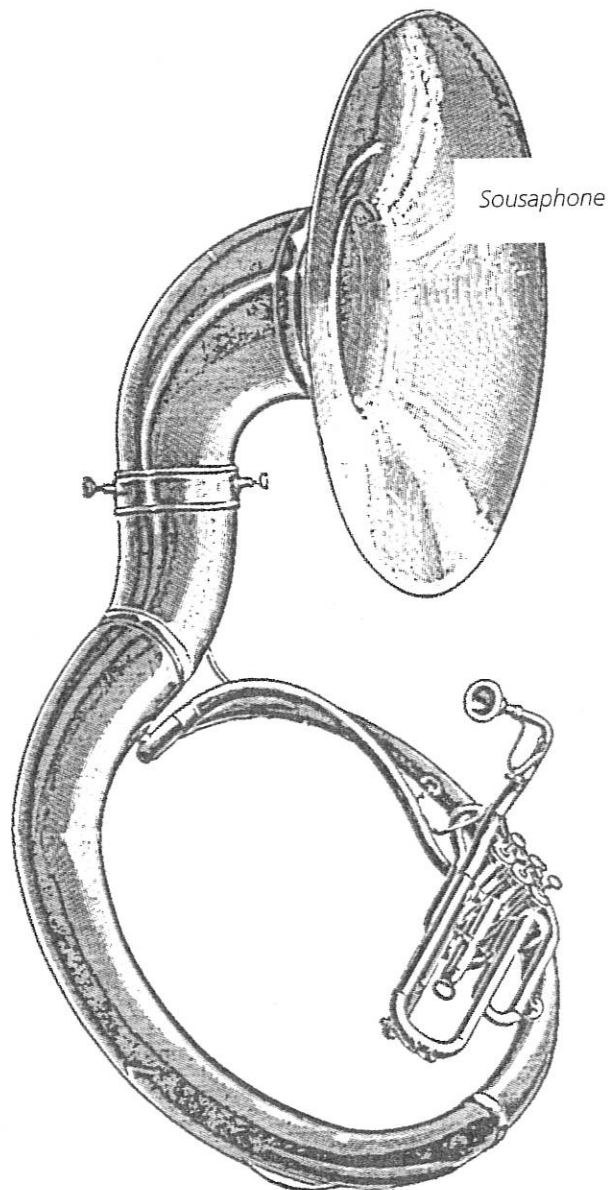
## Important Compositions



*Stars and Stripes Forever*

*Semper Fidelis*

*The Washington Post*



### *Stars and Stripes Forever*

This is one of the most popular marches ever written. In 1897, Sousa was visiting Italy when he got a letter saying a close friend had died. He decided to return home. During the trip home, the melody of this march kept going through his mind. As soon as he got home, he composed the piece.

This page intentionally left blank.

*Sousa Match* Name: \_\_\_\_\_ #: \_\_\_\_\_ Section: \_\_\_\_\_

Draw a line to connect the circle with the square that matches.

Washington, D.C.

Violin

The first instrument that Sousa learned to play

Sousaphone

Sousa's birthplace

the Circus

Sousa almost joined

Instrument named for Sousa



This page intentionally left blank.



***Flower Studies by Leonardo da Vinci - Metalpoint, Pen and Ink on slightly brownish paper***

- ❖ *“Metalpoint” is just what it sounds like----the drawing was made with a sharp, pointed piece of metal instead of a pencil. The paper was first covered with a smooth “ground” ---- which is a mixture of pigment, bone powder and animal glue!*

### LINE “WEIGHT”

- ❑ Notice how some lines are very **thin**--a light “weight”. These very delicate lines were drawn with a pointed piece of metal, oftentimes silver or gold. Silver will turn brown over time and gold stays a grey color.
- ❑ Do you see how some lines are a bit **thicker** and darker - “heavier weighted.” These lines may have been drawn with ink.
- ❑ Metalpoint **ONLY** creates soft, thin lines. So, darker **VALUES** are built up slowly, with layers of line.

This page intentionally left blank.



## DIRECTIONS:

- ★ Fold back the edges of the image above, to use as your template for a rectangular border on your sketchbook page.
- ★ Please choose **TWO** of the flowers **WITH leaves**, to copy.
  - Notice that not all of the flowers have leaves.
  - You may draw the flowers a bit larger than you see in the picture above.
  - Draw the flowers in the same place within the rectangle frame. This way, I know which ones you have copied. :)
- ★ Using a sharp pencil (or mechanical pencil), practice drawing very lightly for the entire drawing.
  - Using a regular pencil, now trace over your light lines in **some places** to create darker, slightly thicker, “heavier” lines, as Leonardo did with his pen and ink.



**CHALLENGE:** Follow along with me, in the video, to learn how to make paper flowers out of.....ummm.....toilet paper!



This page intentionally left blank.

# Physical Education BINGO



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

100 jumping jacks	Eat no sugar or foods with sugar for the whole day	Everytime you see a cardinal or a bluejay, do 5 burpees. (Compete with your family and friends if you like)	30 seconds headstands	Have a somersault race with families or friends
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	3 minutes planks	Balance on one foot for 30 seconds, then switch. If you fail for even a second, start over.	20 Crunches	<b>Bow Pose</b> Lie on your tummy, bend your knees, lift your chest, reach your arms back towards your toes, and hold onto your feet.
<b>Boat Pose</b> Balance on your buttocks with your legs up. Then rock in the water like a boat.	<b>Cat Pose</b> Come to an all-fours position, round your back, and tuck your chin into your chest. Pretend to be a kitty cat.	 <b>Free Space</b>	<b>Kangaroo Pose</b> Stand tall in Mountain Pose with your feet hip-width apart, bend your knees, and hop like a kangaroo.	<b>Butterfly Pose</b> Sit on your buttocks with a tall spine, bend your legs, place the soles of your feet together, and gently flap your legs like the wings of a butterfly.
<b>Mountain Pose</b> Stand tall in Mountain Pose, look up, and reach your arms up to the sky.	<b>Sail Boat Pose</b> From Triangle Pose, bend your front leg, rest your front elbow on your thigh, and reach your other arm straight up high to the sky. Look up. Repeat on the other side.	Do 10 Amazing Cartwheels	Do a jumping jack for every letter of the alphabet	Challenge someone to a sit-up competition
Play your favorite sport	Challenge someone to a push-up competition	Freeze Dance to your favorite song	Play a game of Freeze Tag	One day without T.V.

\*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!

This page intentionally left blank.

# First Grade Daily Student Instruction Sheet - MONDAY

**MONDAY– 5/11/20**

## **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: **oe, eigh, ci, aw, sh**

#### **(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>born</u>	He was <b>born</b> in Great Britain.	
hold      r. 19	Please <b>hold</b> your pencil correctly.	(r. 19) "o" may say /o/ when followed by two consonants at the end of a base word.
drill      r. 17	There is no talking during a fire <b>drill</b> .	(r. 17) We often double "l" following a single vowel at the end of a one-syllable word.
<u>ar</u> my      r. 6	The <b>army</b> was prepared for battle.	(r. 6) The letter "y", not "i" is used at the end of an English word.
pre <u>tt</u> y      r. 29, 6	She wore a <b>pretty</b> dress.	(r. 29) We split the word between the double consonants. (r. 6) The letter "y", not "i" is used at the end of an English word. We double underline the "e" because the phonogram does not make the sound we hear in the 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

# 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. 5](#)
- [Teacher Read Aloud](#)

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

- (PA) (2 min)** Q: Have you ever been lost? What happened? How did you feel?
- (PA) (10 min)** Listen as the teacher reads chapter 5.
- (PA) (3 min)** Q: Which items did Elmer use from his backpack in this chapter? A: (Compass, chewing gum) The compass to find his way in the jungle and chewing gum to distract the tigers. Q: What words would you use to describe Elmer in this chapter? A: Brave, resourceful, sneaky, and smart.

## **Grammar/Writing**

### **Goal/Objective:**

Students will:

- Review identifying nouns, adjectives, verbs and adverbs in a sentence.

### **Materials needed:**

- [Parts of speech vocabulary](#)
- [Color the beach Worksheet](#)
- [Color the beach Teacher Copy](#)
- Crayons: blue, red, yellow, and green
- [Parts of Speech Poem](#)
- [Video of teacher reciting poem](#)

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

- (PA) (1 min) Review:** Recite the Parts of Speech Poem. Then review the parts of speech vocabulary cards to help your scholar remember the difference between a noun, adjective, verb and adverb.

# First Grade Daily Student Instruction Sheet - MONDAY

- (I) (4 min) Using your crayons, color the nouns in the picture blue, the verbs should be red, adjectives green and adverbs green.

## ***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
- Add one-digit and two-digit numbers within 100 with and without regrouping.

**Materials needed:**

- [Place value graphic organizer](#) in plastic sleeve (sent home with desk supplies)
- Dry erase marker
- [W8 Monday Math video](#) - addition within 100, without regrouping using the vertical equation
- [Vertical Equations Independent Practice - Addition](#)

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

**NOTE: When the instructions state to use a “place value strategy,” use the procedure/strategy we have learned over the last 4 weeks: showing tens and ones on the place value chart to solve equations.**

**(PA) (10 mins)**

- Using today’s video, follow along with Mrs. McIntosh to solve problems within 100 with and without regrouping.

**OR**



# First Grade Daily Student Instruction Sheet - MONDAY

- Using place value graphic organizer in plastic sleeve, write the following equation at the top:
  - $52 + 36 =$
- This time, instead of skipping the vertical equation, guide student to transfer the horizontal equation into the vertical equation. Use language regarding tens and ones as numbers are transferred. Be sure to write the sign (+ or -)
- The “rules” when using vertical equations in first grade:
  - Always start with the ones place!
  - Go from top to bottom (follow the arrow). This will be important for subtraction using a vertical equation.
  - Does the ones place add up to more than 9?
    - If no, complete vertical equation and solve (no need to fill out the place value chart at the bottom).
    - If yes, cross off the vertical equation and say “uh oh!” Continue solving problem using the place value strategy.
    - Please do not show your student how to borrow or carry tens in the vertical equation.** They will learn that strategy in second grade, but students will build better number sense using the place value strategy in first grade. It is also important for students to practice “bundling” and “breaking” tens to conceptually support the procedure of borrowing and carrying.
- Practice solving 4 more problems:
  - $46 + 21 =$
  - $33 + 36 =$

\*\*The last two equations require regrouping in the ones place (“uh oh” equations). Use place value strategy to solve.

  - $78 + 5 =$
  - $36 + 46 =$

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

- Complete the Vertical Equations Independent Practice - Addition
  - Solve 4 vertical equations.
  - Solve 4 equations:
    - Use the vertical equation if there is no need to bundle ones.
    - Solve using the place value strategy if the ones place adds up to ten or more.
      - For these problems, write the vertical equation and then cross off showing that student checked for regrouping.
      - Show work using place value strategy.

**SCIENCE**

Science

# First Grade Daily Student Instruction Sheet - MONDAY

(20 Minutes)

**Goal/Objective:**

Students will learn about the stars in the solar system and their characteristics.

**Materials needed:**

- [Stars text resource](#)
- [Stars read aloud by Mrs.Brogan](#)
- [Stars independent practice sheet](#)
- [Stars Answer Key](#)

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

**(PA) (10 minutes)**

- Listen to “Stars” read aloud and follow along.
- Ask student to recall as many facts from the story as they can.

**(PA) (10 minutes)**

- Have students complete the Stars independent practice sheet.
  - Color the sun yellow, orange and red.
  - Fill in the blanks to make complete sentences.



This page intentionally left blank.

Phonogram flashcards – Monday, May 11, 2020

oe

eigh

ci

aw

sh

This page intentionally left blank.

Name \_\_\_\_\_

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

# COLOR THE...

**NOUNS:** Blue    **VERBS:** Red    **ADJECTIVES:** Yellow    **ADVERBS:** Green



This page intentionally left blank.



**Math: Monday, May 11**

**Solving Addition Equations WITH and WITHOUT Regrouping**


**Independent Practice (side 1)**

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

Instructions: Solve problems the problems below using the vertical equation:


**52 + 26 =**

TENS	ONES




**61 + 35 =**

TENS	ONES




**41 + 48 =**

TENS	ONES



**90 + 9 =**

TENS	ONES



# Solving Addition Equations WITH and WITHOUT Regrouping

## Independent Practice (side 2)


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

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

- Addition with and without regrouping:
  1. Solve 4 equations:
  2. Use the vertical equation if there is no need to bundle ones.
  3. Solve using the place value strategy if the ones place adds up to ten or more.
    - a. For these problems, write the vertical equation and then cross off showing that student checked for regrouping.
    - b. Show work using place value strategy.


**41 + 33 =**      **Solution:**

TENS	ONES
<hr/>	




**55 + 32 =**      **Solution:**

TENS	ONES
<hr/>	




**67 + 19 =**      **Solution:**

TENS	ONES
<hr/>	



**91 + 7 =**      **Solution:**

TENS	ONES
<hr/>	

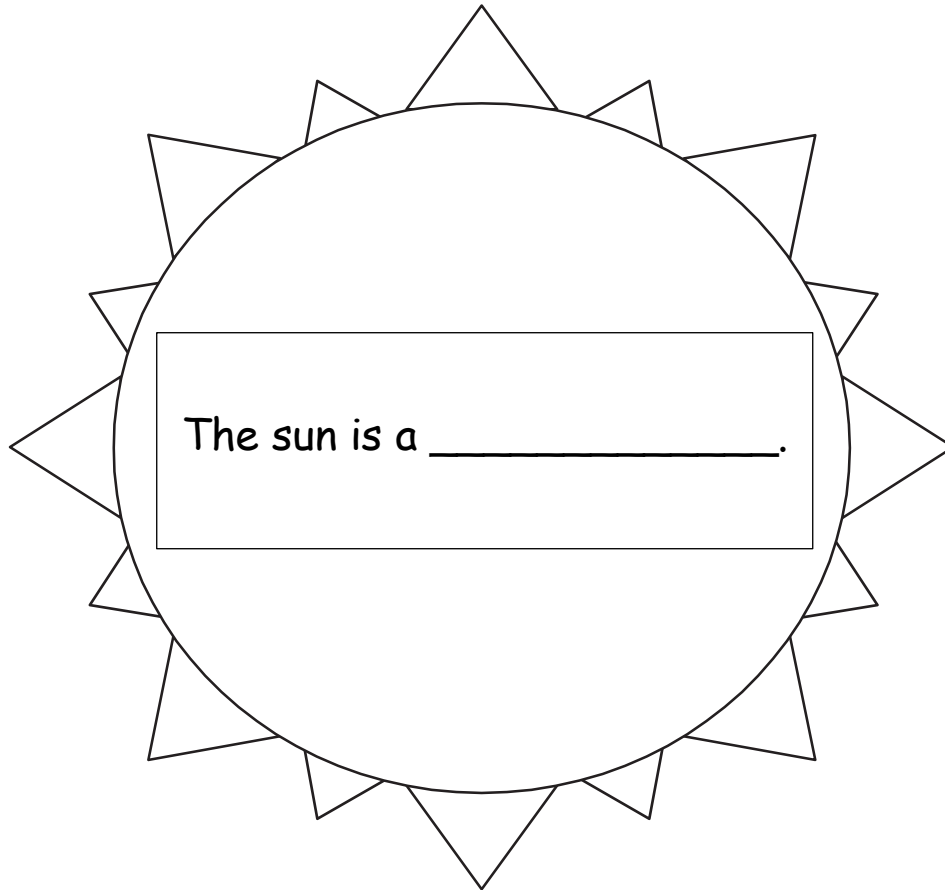


Name \_\_\_\_\_ # \_\_\_\_\_

Date \_\_\_\_\_

# ALL ABOUT STARS

Directions: 1) Color the sun orange, yellow, and red. 2) Fill in the blanks to make complete sentences.



1. There are many \_\_\_\_\_ visible in the night sky.

2. Stars are made out of hot \_\_\_\_\_.

3. Stars are the main sources of \_\_\_\_\_ and \_\_\_\_\_.

4. A galaxy is made out of many \_\_\_\_\_.

5. The closest star to Earth is the \_\_\_\_\_.

This page intentionally left blank.

# First Grade Daily Student Instruction Sheet - TUESDAY

**TUESDAY – 5/12/20**

## **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: **ai, oa, ough, ui, ee**

#### **(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"> <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
st <u>o</u> l <u>e</u>	He <b>stole</b> the money.	
in com <u>e</u> <sub>s</sub>	What was your <b>income</b> this year?	"My base word is 'in.' My base word is 'come.' I must write 'in' and add 'come' to make the compound word 'income.'
<sup>s</sup> b <u>o</u> u <u>g</u> h <u>t</u>	He <b>bought</b> a book with his allowance.	
en t <u>e</u> r	Please <b>enter</b> the room quietly.	
r <u>a</u> il r <u>o</u> ad	We drove over the <b>railroad</b> tracks.	"My base word is 'rail.' My base word is 'road.' I must write 'rail' and add 'road' to make the compound word 'railroad.'

### (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 - TUESDAY

- 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 continue reading My Father's Dragon.

**Materials needed:**

- [Digital Copy of My Father's Dragon Ch. 6](#)
- [Teacher Read Aloud](#)

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

- (PA) (2 min)** Q: What was it like in the jungle? A: It was sticky and difficult to get around in. Q: Have you ever seen a real rhino? What do you know about rhinos?
- (PA) (10 min)** Listen as the teacher reads chapter 6.
- (PA) (3 min)** Q: How was the rhino feeling? Why? A: He was sad because of the color of his tusk. Q: How does Elmer help to solve this problem? A: By giving him toothpaste and toothbrush. Q: Does this help Elmer also? A: yes, because the rhino forgets about him so he can get away. Q: What does the boar notice at the end of the chapter and what does this signify? A: He notices the toothpaste/brush, which must be a sign of invasion. Q: What items did Elmer use out of his pack and what for? A: Rubber boots to cross the brook, and the toothpaste/brush to clean the rhino's tusk.

## **Grammar/Writing**

**Goal/Objective:**

Students will

- Review identifying nouns, adjectives, verbs and adverbs in a sentence.

**Materials needed:**

- [Parts of speech vocabulary](#)
- [Guess the Adjective Worksheet](#)
- [Guess the Adjective Teacher Copy](#)
- [Parts of Speech Poem](#)
- [Video of teacher reciting poem](#)

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

- (PA) (1 min) Review:** Recite the Parts of Speech Poem, and review the

# First Grade Daily Student Instruction Sheet - TUESDAY

definition of a noun, adjective, verb and adverb.

- (I) (4 min) First read the sentence and answer the question with the correct noun. After writing the correct noun, under each question pick out the two adjectives in the sentence and rewrite them on the lines 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 one-digit and two-digit numbers within 100 with and without regrouping.

**Materials needed:**

- [Place value graphic organizer](#) in plastic sleeve (sent home with desk supplies)
- Dry erase marker
- [W8 Tuesday Math video](#) - subtraction within 100, without regrouping using the vertical equation
- [Vertical Equations Independent Practice - Subtraction](#)

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

**NOTE: When the instructions state to use a "place value strategy," use the procedure/strategy we have learned over the last 4 weeks: showing tens and ones on the place value chart to solve equations.**

**(PA) (10 mins)**

- Using today's video, follow along with Mrs. McIntosh to solve problems within 100 with and without regrouping.



## First Grade Daily Student Instruction Sheet - TUESDAY

OR

- Using place value graphic organizer in plastic sleeve, write the following equation at the top:
    - $68 - 24 =$
    - This time, instead of skipping the vertical equation, guide student to transfer the horizontal equation into the vertical equation. Use language regarding tens and ones as numbers are transferred. Be sure to write the sign (+ or -)
    - The “rules” when using vertical equations in first grade:
      - Always start with the ones place!
      - Go from top to bottom (follow the arrow).
      - Are there enough ones in the top number to take away the ones in the bottom number?
        - If yes, complete vertical equation and solve (no need to fill out the place value chart at the bottom).
        - If no, cross off the vertical equation and say “uh oh!” Continue solving problem using the place value strategy.
        - Please do not show your student how to borrow or carry tens in the vertical equation.** They will learn that strategy in second grade, but students will build better number sense using the place value strategy in first grade. It is also important for students to practice “bundling” and “breaking” tens to conceptually support the procedure of borrowing and carrying.
  - Practice solving 4 more problems:
    - $46 - 21 =$
    - $68 - 35 =$
- \*\*The last two equations require regrouping in the ones place (“uh oh” equations). Use place value strategy to solve.
- $72 - 5 =$
  - $86 - 48 =$

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

- Complete the Vertical Equations Independent Practice - Subtraction
  - Solve 4 vertical equations.
  - Solve 4 equations:
    - Use the vertical equation if there is no need to break a ten to solve..
    - Solve using the place value strategy if there are not enough ones on top to subtract the ones on the bottom. Be sure to watch that your student doesn’t try to start with the bottom number..
      - For these problems, write the vertical equation and then cross off showing that student checked for regrouping.

# First Grade Daily Student Instruction Sheet - TUESDAY

Show work using place value strategy.

## **SCIENCE**

(20 Minutes)

### Science

#### Goal/Objective:

Students will:

- Learn about stars
- Learn about constellations and their names

#### Materials needed:

- [Stargazers text resource](#)
- [Stargazers read aloud by Mrs.Brogan](#)
- [Constellations punch card](#)

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

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

- Listen to “Stargazers” read aloud and follow along. Discuss how patterns of stars make a constellation.

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

- Optional: Watch video on constellations.

<https://safeYouTube.net/w/I7Q7> (3:45)

- Have students complete activity with Constellations punch card.
- Use tack to safely punch a small hole on top of each dot.
  - Tip: place cardboard under the paper or have student kneel on carpet to punch.
- Place a constellation punch card over white paper and see how light passes through to paper to create the constellation!
- You can use a toilet paper roll as a telescope to help block out the surrounding light.

Phonogram flashcards – Tuesday, May 12, 2020

ai

oa

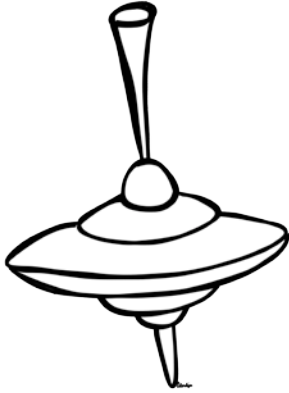
ough

ui

ee

This page intentionally left blank.

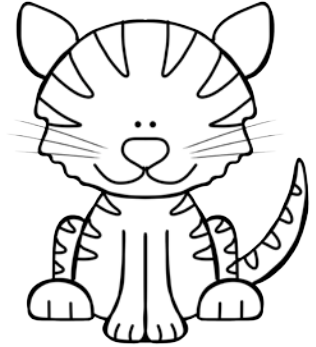
# Adjective Guesses



top



mop



cat

Answer each question. Write the adjectives on the line below.

1. What can be shiny and red? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What can be soft and fluffy? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What can be wet and dirty? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This page intentionally left blank.

Math: Tuesday, May 12

Solving Subtraction Equations WITH and WITHOUT Regrouping

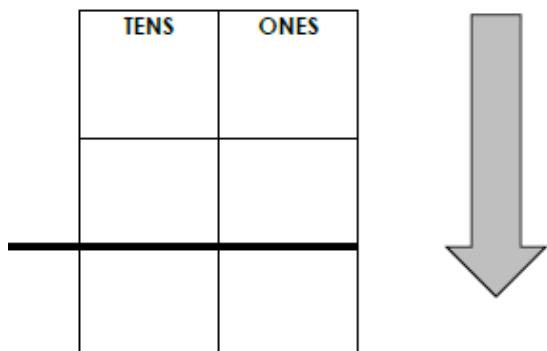
Independent Practice (side 1)

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

Instructions: Solve problems the problems below using the vertical equation:

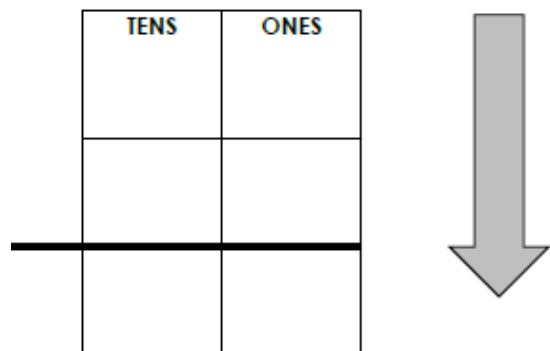
**58 - 34 =**

TENS	ONES



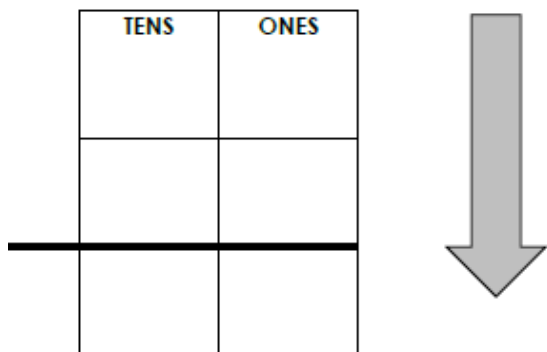
**67 - 35 =**

TENS	ONES



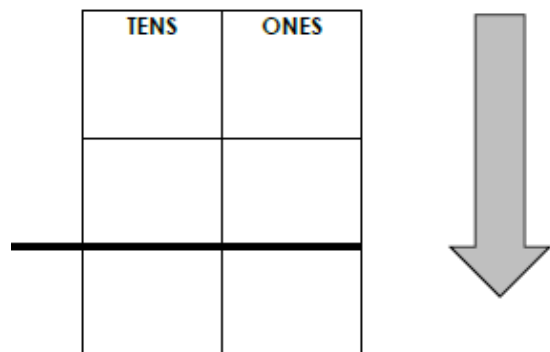
**99 - 6 =**

TENS	ONES



**85 - 5 =**

TENS	ONES



# Solving Subtraction Equations WITH and WITHOUT Regrouping

## Independent Practice (side 2)

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


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

- Addition with and without regrouping:
  1. Solve 4 equations:
  2. Use the vertical equation if there is no need to break a ten.
  3. Solve using the place value strategy if there are not enough ones on top to subtract the ones on the bottom. Be sure to watch that your student doesn't try to start with the bottom number.
    - a. For these problems, write the vertical equation and then cross off showing that student checked for regrouping.
    - b. Show work using place value strategy.

**86 - 33 =**

**Solution:**


TENS	ONES
<hr/>	



**55 - 32 =**

**Solution:**


TENS	ONES
<hr/>	



**62 - 28 =**

**Solution:**


TENS	ONES
<hr/>	



**79 - 3 =**

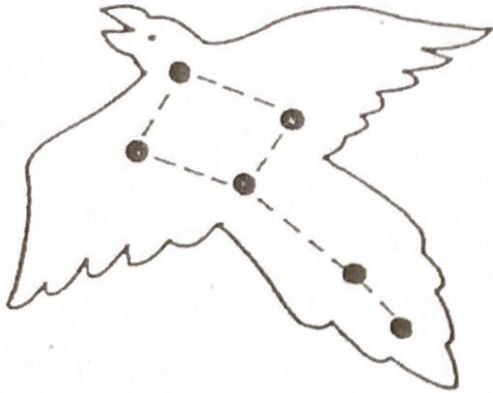
**Solution:**

TENS	ONES
<hr/>	

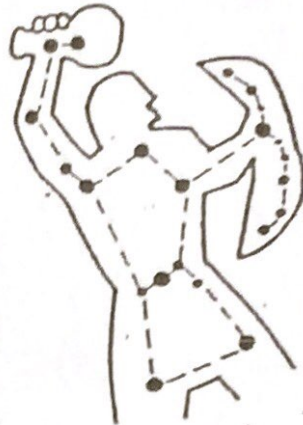




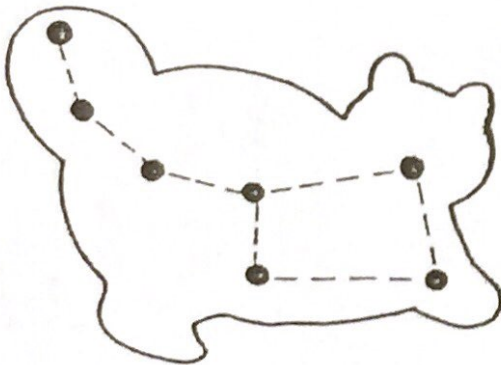
# Constellations



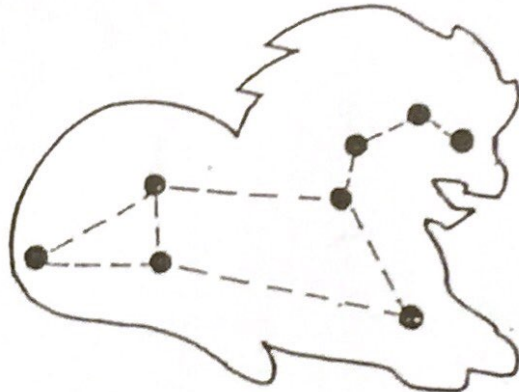
Aquila, the Eagle



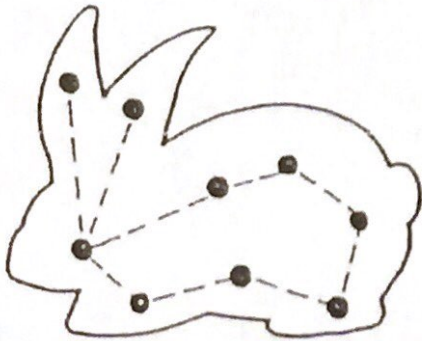
Orion, the Hunter



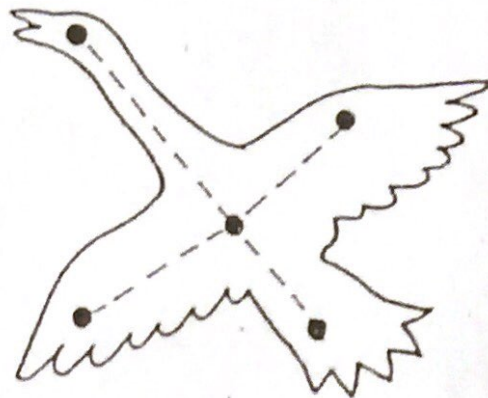
Ursa Minor, the Small Bear  
(Little Dipper)



Leo, the Lion



Lepus, the Rabbit



Cygnus, the Swan

This page intentionally left blank.

# First Grade Daily Student Instruction Sheet - WEDNESDAY

**WEDNESDAY – 5/13/20**

## **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, ck, er, ea, oy**

##### **(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"> <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
tick et r. 25	Do you have a <b>ticket</b> for the train ride?	(r. 25) The phonogram <i>ck</i> may be used at the end of a syllable after a single vowel that says /i/ (it's first sound)
spe <u>a</u> k	Please <b>speak</b> clearly.	
past	The ball flew <b>past</b> her head.	
mi <u>gh</u> t	We <b>might</b> go to the beach for vacation.	
de <u>a</u> l	Please <b>deal</b> the cards so we can play.	

## (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

# First Grade Daily Student Instruction Sheet - WEDNESDAY

**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. 7](#)
- [Teacher Read Aloud](#)

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

- (PA) (2 min)** Q: What were the boars worried about at the end of the last chapter? A: They are worried about an invasion. Q: What is an "invasion"? A: An invasion is when something or group of people that are not wanted find a way into a place or country. Q: Why do you think the "invasion" worries them?
- (PA) (10 min)** Listen as the teacher reads chapter 7.
- (PA) (3 min)** Q: How is the lion feeling when Elmer meets him and why? A: He is upset because his mane is messy and his mom will be upset. Q: What does Elmer do about this? A: He gives the lion a comb, brush, and ribbons. Q: Why do you think Elmer helped the lion? A: It was the only way to get away from the lion.

## **Grammar/Writing**

**Goal/Objective:**

Students will

- Review identifying nouns, adjectives, verbs and adverbs in a sentence.

**Materials needed:**

- [Parts of speech vocabulary](#)
- [Guess the Adverb Worksheet](#)
- [Guess the Adverb Teacher Copy](#)
- [Parts of Speech Poem video](#)

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

- (PA) (1 min) Review:** Recite the parts of Speech Poem, review the definition through vocabulary cards, you may print them and cut them out.
- (I) (4 min)** To complete the worksheet, read each sentence and then choose the correct adverb to finish the sentence correctly. Then rewrite the sentence on the line.

## **Reading**

# First Grade Daily Student Instruction Sheet - WEDNESDAY

	<p><b>Goal/Objective:</b> Students will read aloud to an adult for at least 20 minutes.</p> <p><b>Materials needed:</b> “Right fit” reading book (on your student’s reading level using RAZ-Kids or provided separately by the teacher).</p> <p><b>Specific Instructions (I=independent; PA=Parent Assisted):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> (PA) (I) (20 min) Read aloud to an adult for at least 20 minutes</li><li><input type="checkbox"/> (I) (3 min) Retell the story in order in your own words.</li><li><input type="checkbox"/> (PA) (5 min) Complete reading log.</li></ul>
<p><b>MATH</b> (30 Minutes)</p>	<p><b>Math</b></p> <p><b>Goal/Objective:</b> Students will:</p> <ul style="list-style-type: none"><li>• Use expanded form to represent numbers up to 100</li><li>• Decompose and compose numbers using tens and ones within 100</li><li>• Add and subtract one-digit and two-digit numbers within 100 with and without regrouping.</li></ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Place value graphic organizer</a> in plastic sleeve (sent home with desk supplies)</li><li>• Dry erase marker</li><li>• <a href="#">Vertical Equations Independent Practice - Addition &amp; Subtraction</a></li></ul> <p><b>Specific Instructions (I=independent; PA= Parent assistance):</b></p> <p><b>NOTE: When the instructions state to use a “place value strategy,” use the procedure/strategy we have learned over the last 4 weeks: showing tens and ones on the place value chart to solve equations.</b></p> <p><b>(PA) (5 mins)</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Watch the following BrainPop Jr. video: <a href="https://jr.brainpop.com/math/additionandsubtraction/addingwithregrouping/">https://jr.brainpop.com/math/additionandsubtraction/addingwithregrouping/</a> Username: GreatHeartsNO Password: GHNO2020</li></ul> <p><b>(PA) (I) (25 mins)</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Complete the Vertical Equations Independent Practice - Addition &amp; Subtraction<ul style="list-style-type: none"><li><input type="checkbox"/> (NOTE: Student may mark the sign using green and red crayons to indicate addition and subtraction, respectively, if they wish.)</li><li><input type="checkbox"/> Solve 6 vertical equations.</li></ul></li></ul>

# First Grade Daily Student Instruction Sheet - WEDNESDAY

	<ul style="list-style-type: none"><li><input type="checkbox"/> Solve 4 equations:<ul style="list-style-type: none"><li><input type="checkbox"/> Use the vertical equation if there is no need to break or bundle a ten to solve..</li><li><input type="checkbox"/> Solve using the place value strategy if breaking or bundling a ten would be required to solve.Be sure to watch that your student doesn't try to start with the bottom number.<ul style="list-style-type: none"><li><input type="checkbox"/> For these problems, write the vertical equation and then cross off showing that student checked for regrouping.</li><li><input type="checkbox"/> Show work using place value strategy.</li></ul></li></ul></li></ul>
<b>SCIENCE</b>  (20 Minutes)	<p><b>Science</b></p> <p><b>Goal/Objective:</b> Students will:</p> <ul style="list-style-type: none"><li>• Learn about moon and it characteristics</li><li>• Learn about phases on the moon</li></ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"><li>• <a href="#">The Moon Book text resource</a></li><li>• <a href="#">The Moon Book read aloud by Mrs.Brogan</a></li></ul> <p><b>Specific Instructions (I=independent; PA=Parent Assisted):</b></p> <p><b>(PA) (10 Minutes)</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Watch or Read:</b> Your student may watch the teacher video or you may read to your scholar, "The Moon Book." Answer the following questions:</li><li><input type="checkbox"/> Q: How many moons does Earth have? A: One</li><li><input type="checkbox"/> Q: How long does it take the Moon to travel around the Earth? A: about 1 month</li><li><input type="checkbox"/> Q: Why is the Moon often bright in the night sky? A: It reflects the sun's light.</li><li><input type="checkbox"/> Q: What is Moon made of? A: Rock and dust</li><li><input type="checkbox"/> Q: Does the Moon change shape? A: No. Different shapes that we see are called phases of the Moon. We see how much light is reflected from the Moon.</li><li><input type="checkbox"/> New vocabulary you might find in the text resource:</li></ul> <p><b>Waning:</b> the moon at any time after full moon and before new moon (so called because its illuminated area is decreasing)</p> <p><b>Waxing:</b> the moon at any time after the new moon and before full moon, so called because its illuminated area is increasing. The waxing moon opens toward the right, the waning moon toward the left.</p>

## First Grade Daily Student Instruction Sheet - WEDNESDAY

**Gibbous:** Any moon that appears more than half lighted but less than full is called a gibbous moon.

**Crescent:** A crescent is a thin, curved shape that's thicker in the middle and tapers to thin points at each end, like the little sliver of moon you might notice in the sky.

- Optional: Watch this video resource on Moon phases

<https://safeYouTube.net/w/JMQ7> (3:38)





This page intentionally left blank.

Phonogram flashcards – Wednesday, May 13, 2020

igh

ck

er

ea

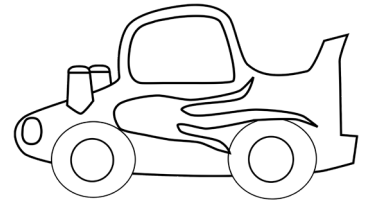
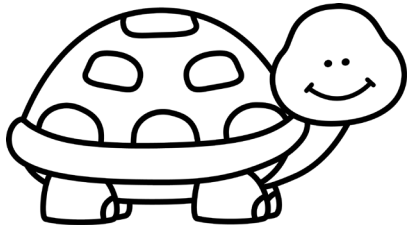
oy

This page intentionally left blank.

Name \_\_\_\_\_

Date \_\_\_\_\_

# I Can Use **Adverbs!**



slowly

carefully

quickly

Finish each sentence. Use the word bank. Rewrite the sentence.

1. The turtle walks \_\_\_\_\_.

2. The car races \_\_\_\_\_.

3. The boy pours \_\_\_\_\_.

This page intentionally left blank.

**Math: Wednesday, May 13**


**Solving Addition & Subtraction Equations WITH and WITHOUT Regrouping  
Independent Practice (side 1)**

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

Instructions: Solve problems the problems below using the vertical equation:


**23 + 34 =**

TENS	ONES




**76 - 35 =**

TENS	ONES




**95 - 23 =**

TENS	ONES




**75 + 22 =**

TENS	ONES




**68 - 6 =**

TENS	ONES



**82 + 4 =**

TENS	ONES



# Solving Addition & Subtraction Equations WITH and WITHOUT Regrouping

## Independent Practice (side 2)


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

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

- Addition with and without regrouping:
  1. Solve 4 equations:
  2. Use the vertical equation if there is no need to break a ten or bundle ones.
  3. Solve using the place value strategy if breaking or bundling a ten would be required to solve. Be sure to watch that your student doesn't try to start with the bottom number.
    - a. For these problems, write the vertical equation and then cross off showing that student checked for regrouping.
    - b. Show work using place value strategy.


**71 - 36 =**      **Solution:**

TENS	ONES
<hr/>	




**55 + 32 =**      **Solution:**

TENS	ONES
<hr/>	




**96 - 42 =**      **Solution:**

TENS	ONES
<hr/>	



**67 + 8 =**      **Solution:**

TENS	ONES
<hr/>	





# First Grade Daily Student Instruction Sheet - THURSDAY

## THURSDAY – 5/14/20

### 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

born	He was <b>born</b> in Great Britain.
hold	Please <b>hold</b> your pencil correctly.
drill	There is no talking during a fire <b>drill</b> .
army	The <b>army</b> was prepared for battle.
pretty	She wore a <b>pretty</b> dress.
stole	He <b>stole</b> the money.
income	What was your <b>income</b> this year?
bought	He <b>bought</b> a book with his allowance.
enter	Please <b>enter</b> the room quietly.
railroad	We drove over the <b>railroad</b> tracks.
ticket	Do you have a <b>ticket</b> for the train ride?
speak	Please <b>speak</b> clearly.
past	The ball flew <b>past</b> her head.
might	We <b>might</b> go to the beach for vacation.
deal	Please <b>deal</b> the cards so we can play.

(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. 8](#)
- [Teacher Read Aloud](#)

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

- (PA) (2 min) Review: Q: Why was the lion so upset about having a messy mane? A: He was trying to impress someone. Q: Do you remember who he wanted to impress? A: His mother! Q: What do you think his mother said when she saw his mane? Hint: Look on page 56

# First Grade Daily Student Instruction Sheet - THURSDAY

(PA) (10 min) Listen as the teacher reads chapter 8.

(PA) (3 min) Q: What did the gorilla threaten to do to Elmer when they first met? A: He said he would twist Elmer's arms like he twists the dragon's wings. Q: How did Elmer help the gorilla? A: He gave the monkey's magnifying glasses so they could see the fleas.

## ***Grammar/Writing***

### **Goal/Objective:**

Students will

- Review identifying nouns, adjectives, verbs and adverbs in a sentence.

### **Materials needed:**

- [Parts of speech vocabulary](#)
- [Label the Parts of Speech Worksheet](#)
- [Label the Parts of Speech Teacher Copy](#)
- Red crayon
- Blue crayon
- Yellow crayon
- Green crayon
- [Parts of Speech Poem video](#)

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

(PA) (1 min) **Review:** Recite the Parts of Speech Poem, use your parts of speech vocabulary cards to review the definition of a noun, adjective, verb and adverb.

(I) (4 min) This worksheet is excellent practice for the graded review tomorrow. Please help your scholar identify in each sentence the noun, adjective, verb and adverb.

- Circle any *nouns* (person, place, thing) with a RED crayon
- Highlight adjectives (describes a noun) with a YELLOW crayon
- Underline any *verbs* (action words) with a GREEN crayon
- BOX the adverbs (how something is done) with a BLUE 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 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

# First Grade Daily Student Instruction Sheet - THURSDAY

(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 and subtract one-digit and two-digit numbers within 100 with and without regrouping.

#### Materials needed:

- [Place value graphic organizer](#) in plastic sleeve (sent home with desk supplies)
- Dry erase marker
- [Vertical Equations Independent Practice - Addition & Subtraction](#)

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

**NOTE: When the instructions state to use a “place value strategy,” use the procedure/strategy we have learned over the last 4 weeks: showing tens and ones on the place value chart to solve equations.**

#### **(PA) (5 mins)**

- Watch the following BrainPop Jr. video:  
<https://jr.brainpop.com/math/additionandsubtraction/subtractingwithregrouping/>  
Username: GreatHeartsNO  
Password: GHNO2020

#### **(PA) (I) (25 mins)**

- Complete the Vertical Equations Independent Practice - Addition & Subtraction.
  - (NOTE: Student may mark the sign using green and red crayons to indicate addition and subtraction, respectively, if they wish.)
  - Solve 6 vertical equations.
  - Solve 4 equations:
    - Use the vertical equation if there is no need to break or bundle a ten to solve..
    - Solve using the place value strategy if breaking or bundling a ten would be required to solve. Be sure to watch that your student doesn't try to start with the bottom number..
      - For these problems, write the vertical equation and then cross off showing that student checked for regrouping.

# First Grade Daily Student Instruction Sheet - THURSDAY

Show work using place value strategy.

## SCIENCE

(20 Minutes)

### Science

#### Goal/Objective:

Students will:

- Review phases of the Moon

#### Materials needed:

- [Learning the Moon's phases independent practice sheet](#)
- [Learning the Moon's phases answer key](#)

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

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

- Review the 8 phases of the moon by watching an informative video.
  - This is a video that we watch in class as part of the lesson. It is not an optional teacher video. Instead it is a part of today's lesson.  
<https://safeYouTube.net/w/XSGB>
- Optional: Try to reproduce the experiment using a ball and a lamp without it's shade.

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

- Have students complete the "Learning the Moon's phases" independent practice sheet.
  - Read the paragraph with your student at the top of the worksheet.
  - In the empty circles, draw how the moon looks in that phase.
  - Color the lit side yellow and color the shadow side black.
  - Color the sun and earth.

This page intentionally left blank.



This page intentionally left blank.



## Identify the Parts of Speech

Directions: We will combine the last three weeks of learning as we identify four different parts of speech in the following sentences.

- Circle any **nouns** (person, place, thing) with a **RED** crayon
- Highlight **adjectives** (describes a noun) with a **YELLOW** crayon
- Underline any **verbs** (action words) with a **GREEN** crayon
- BOX the **adverbs** (how something is done) with a **BLUE** crayon.

Example: The **green** **tree** is **growing** **slowly**.

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

### Optional Additional Practice

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

This page intentionally left blank.

Math: Thursday, May 14


Solving Addition & Subtraction Equations WITH and WITHOUT Regrouping  
Independent Practice (side 1)

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

Instructions: Solve problems the problems below using the vertical equation:


$15 + 44 =$

TENS	ONES



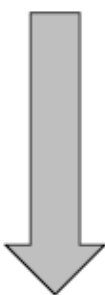
$56 - 31 =$

TENS	ONES



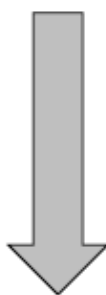
$98 - 26 =$

TENS	ONES



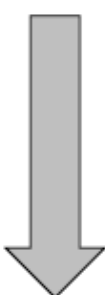
$35 + 62 =$

TENS	ONES



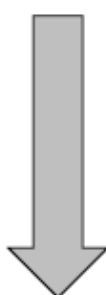
$89 - 6 =$

TENS	ONES



$61 + 7 =$

TENS	ONES



# Solving Addition & Subtraction Equations WITH and WITHOUT Regrouping

## Independent Practice (side 2)

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

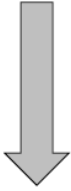
Instructions: Solve problems the problems below using the place value strategy:

- Addition with and without regrouping:
  1. Solve 4 equations:
  2. Use the vertical equation if there is no need to break a ten or bundle ones.
  3. Solve using the place value strategy if breaking or bundling a ten would be required to solve. Be sure to watch that your student doesn't try to start with the bottom number.
    - a. For these problems, write the vertical equation and then cross off showing that student checked for regrouping.
    - b. Show work using place value strategy.

**78 + 21 =**

**Solution:**


TENS	ONES
<hr/>	



**35 + 48 =**

**Solution:**

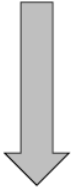
TENS	ONES
<hr/>	



**72 - 57 =**

**Solution:**


TENS	ONES
<hr/>	



**96 - 32 =**

**Solution:**

TENS	ONES
<hr/>	

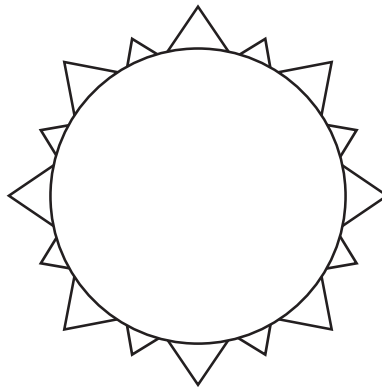


# Learning the Moon's Phases



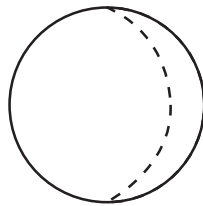
## Did you know?

The moon is different every night. It grows from a thin crescent to a full moon. Then it shrinks back to a crescent every month! That's because the moon rotates around the Earth, and the sun's light reflects off of the moon at different angles.

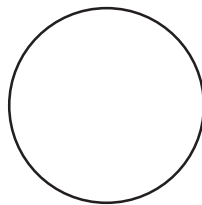


As the moon orbits the Earth, we can only see a portion of the lit up side. When we can see all of the moon lit up, it is called a **full moon**. When we can't see any of the moon lit up, this is called a **new moon**. Which moon phase do you like best?

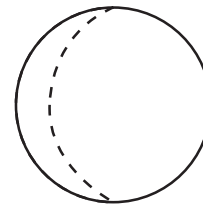
**Directions:** Each of the eight moon phases is labeled in the diagram below. In the empty circles, draw how the moon looks in that phase. Color the lit side yellow and color the shadow side black. Then, color the sun and Earth!



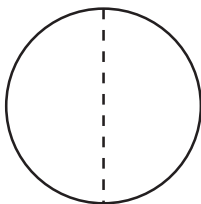
2. Waxing Crescent



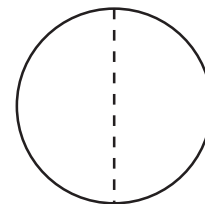
1. New Moon



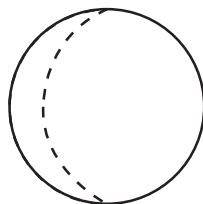
8. Waning Crescent



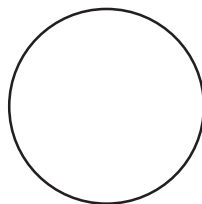
3. First Quarter



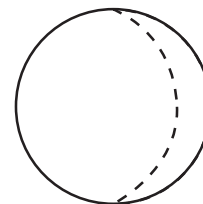
7. Last Quarter



4. Waxing Gibbous



5. Full Moon



6. Waning Gibbous

This page intentionally left blank.

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



# Graded Review – Week 8

## First Grade Reading Log

Week of: May 11th	Book Title	Tricky Words	Minutes read	Parent Initials
Monday Date: 5/11	Title:  Comprehension: Tell one event or fact from the beginning of the text.			
Tuesday Date: 5/12	Title:  Comprehension: Tell one event or fact from the middle of the text.			
Wednesday Date: 5/13	Title:  Comprehension: Tell one event or fact from the end of the text.			
Thursday Date: 5/14	Title:  Comprehension: Retell the story in order in your own words.			
Weekend Date: 5/15 – 5/17	Graded Review Assessment Day – No Reading Log Assignment  Read for FUN!			

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

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

This page intentionally left blank.



First Grade Daily Student Instruction Sheet - FRIDAY

**FRIDAY – 5/15/20**

**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 8***

This weekly graded review will serve as the graded portion of this week's packet. While parent assistance will be necessary, we ask that it be limited to the reading of questions and guiding of 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 18th**

**Students must turn in:**

1. **Graded Review for Week 8** (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 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)
- Spalding spelling word list (below)

born	He was <b>born</b> in Great Britain.
hold	Please <b>hold</b> your pencil correctly.
drill	There is no talking during a fire <b>drill</b> .
army	The <b>army</b> was prepared for battle.
pretty	She wore a <b>pretty</b> dress.
stole	He <b>stole</b> the money.
income	What was your <b>income</b> this year?
bought	He <b>bought</b> a book with his allowance.
enter	Please <b>enter</b> the room quietly.
railroad	We drove over the <b>railroad</b> tracks.
ticket	Do you have a <b>ticket</b> for the train ride?
speak	Please <b>speak</b> clearly.
past	The ball flew <b>past</b> her head.
might	We <b>might</b> go to the beach for vacation.
deal	Please <b>deal</b> the cards so we can play.

# First Grade Daily Student Instruction Sheet - FRIDAY

## **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.

## ***Literature***

### **Goal/Objective:**

The student will recall events from Chapters 5-8 of My Father's Dragon

### **Materials needed:**

- Page 3 of Graded Review
- [Digital copy of My Father's Dragon Ch. 5-8](#)
- This week's 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, adjectives, verbs and adverbs in a sentence.
- Sentence copywork - copy accurately and neatly.

### **Materials needed:**

- Page 4 of Graded Review

# First Grade Daily Student Instruction Sheet - FRIDAY

- 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.
  - Highlight the Adjective(s) with a **Yellow** crayon.
  - Underline the Verb(s) with a **Green** 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.
    - Reflect student's neatest handwriting.

## ***Reading***

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

## **MATH**

(10 minutes)

## ***Math***

### **Goal/Objective:**

The student will:

- Solve 2-digit addition and subtraction problems within 100 with and without regrouping.
- Solve 2-digit addition and subtraction problems using the vertical equation.

### **Materials needed:**

- Page 5 of Graded Review

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

- (I)** Student will solve 4 vertical equations - addition & subtraction
- (I)** Student will solve 4 mixed problems:

# First Grade Daily Student Instruction Sheet - FRIDAY

	<ul style="list-style-type: none"><li><input type="checkbox"/> Addition &amp; Subtraction</li><li><input type="checkbox"/> With and without regrouping</li><li><input type="checkbox"/> Using vertical equation or place value strategy.</li><li><input type="checkbox"/> Student will demonstrate understanding that any problem requiring regrouping (breaking or bundling 10) should not be solved using the vertical equation.</li><li><input type="checkbox"/> Student will demonstrate place value strategy to solve problems that require regrouping.</li></ul>
<b>SCIENCE</b> (10 minutes)	<p><b>Science</b></p> <p><b><u>Goal/Objective:</u></b> The student will recall facts about stars, constellations and phases of the Moon learned this week.</p> <p><b><u>Materials needed:</u></b></p> <ul style="list-style-type: none"><li>● Page 6 of Graded Review</li><li>● This week's Science materials</li></ul> <p><b><u>Specific Instructions (I=independent; PA=dependent):</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>(PA)</b> Parent will read question to the student, if student requires reading support</li><li><input type="checkbox"/> <b>(I)</b> Student will circle the correct answer<ul style="list-style-type: none"><li><input type="checkbox"/> Student may refer to any materials from this week</li></ul></li></ul>

This page intentionally left blank.



### Literature Graded Review

1. Why does Elmer put on his boots in the jungle?

- a. It is always raining.
  - b. There are snakes on the ground.
  - c. It is very thick and swampy.
- 

2. How many tigers did Elmer meet?

- a. 3
  - b. 7
  - c. 14
- 

3. “Nee meither. I mean, me neither.” Who said these lines?

- a. The mouse
  - b. The tortoise
  - c. The boar
- 

4. Why was the rhinoceros so sad he had his own weeping pool?

- a. He had no family.
  - b. He couldn't leave the island.
  - c. His tusk was dirty.
- 

5. Lion's mane was all tangled. Who was he anxious about meeting and seeing his messy mane?

- a. Lion's Mother
- b. Lion's Father
- c. Lion's Brother



## Grammar Graded Review

- Circle any **nouns** (person, place, thing) with a **RED** crayon
- Highlight the **adjectives** (describes a noun) with a **YELLOW** crayon
- Underline any **verbs** (action words) with a **GREEN** crayon
- BOX the **adverbs** (how something is done) with a **BLUE** crayon.

Example: The green tree is growing slowly.

1. The blue flowers bloomed quickly.
2. My big sister slept loudly.

## 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.

**My mother is coming over on the dragon this afternoon, and if she sees me this way I'm afraid she'll stop my allowance. – My Father's Dragon**


Solving Addition & Subtraction Equations WITH and WITHOUT Regrouping  
Graded Review

Use of Correct Strategy	1 pt.
Correct Solution	1 pt.


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

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

- Addition with and without regrouping:
  1. Solve 4 equations:
  2. Use the vertical equation if there is no need to break a ten or bundle ones.
  3. Solve using the place value strategy if breaking or bundling a ten would be required to solve. Be sure to watch that your student doesn't try to start with the bottom number.
    - a. For these problems, write the vertical equation and then cross off showing that student checked for regrouping.
    - b. Show work using place value strategy.


**78 - 23 =**      **Solution:**

TENS	ONES
<hr/>	




**46 + 28 =**      **Solution:**

TENS	ONES
<hr/>	




**32 + 57 =**      **Solution:**

TENS	ONES
<hr/>	



**63 - 37 =**      **Solution:**

TENS	ONES
<hr/>	



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

### Space Test

1. The sun is our closest \_\_\_\_\_ .
  - a. star
  - b. moon
  - c. galaxy
  
2. The moon orbits around the \_\_\_\_\_ .
  - a. Sun
  - b. Milky Way
  - c. Earth
  
3. The light on the moon comes from \_\_\_\_\_ .
  - a. planet
  - b. sun
  - c. Earth
  
4. When we see the entire lighted side of the Moon, we call it a \_\_\_\_\_ .
  - a. full moon
  - b. new moon
  - c. gibbous moon
  
5. A \_\_\_\_\_ is a picture formed by group of stars in the sky.
  - a. telescope
  - b. constellation
  - c. meteor