



# Remote Learning Packet

## First Grade

March 30–April 3, 2020

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



# GreatHearts

## Irving

Dear First Grade Parents,

While we firmly believe in the irreplaceable value of the person-to-person instruction and discussion that a classroom setting provides, this unprecedented situation requires us to provide for student learning to continue at home to the greatest extent possible. This packet is organized by day. Each day contains a collection of instructions and resources that you and your student will need to complete their at-home tasks. These may be completed in any order.

The next page of this packet is an Attendance Affidavit for you to sign and digitally return to the school. Please do so by scanning/taking a photo of the page and emailing it to [attendance@greatheartsirving.org](mailto:attendance@greatheartsirving.org). Also included is a page titled "My Learning This Week" which your child should complete at the end of his/her work each day. At the end of the week, please retain your child's completed packet. Further instructions about how to return at-home student work will be published soon.

As always, if you have questions about the materials you may reach your child's teacher by email and they will do their best to reply as quickly as they can during normal school hours (7:15–3:45). The most up-to-date information and answers to general questions regarding Great Hearts's response to the COVID-19 situation can be found at [greatheartamerica.org/coronavirus](http://greatheartamerica.org/coronavirus).

Sincerely,

Tali Treece, 1A Lead Teacher  
[natalie.treece@greatheartsirving.org](mailto:natalie.treece@greatheartsirving.org)

Shelby Underwood, 1B Lead Teacher  
[shelby.underwood@greatheartsirving.org](mailto:shelby.underwood@greatheartsirving.org)

Mary Estrada, 1C Lead Teacher and First Grade Team Lead  
[mary.estrada@greatheartsirving.org](mailto:mary.estrada@greatheartsirving.org)

Mara Borer, 1D Lead Teacher  
[mara.borer@greatheartsirving.org](mailto:mara.borer@greatheartsirving.org)



## Student Attendance Affidavit

March 30–April 3, 2020

My Great Hearts Irving Student, \_\_\_\_\_, to the best of my knowledge, attended to his/her remote learning assignments on the following days:

- Monday, March 30, 2020
- Tuesday, March 31, 2020
- Wednesday, April 1, 2020
- Thursday, April 2, 2020
- Friday, April 3, 2020

Parent Name (printed): \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Contents: Grade 1, Week of March 30

## **Monday Instructions and Resources**

Spalding Review Sheet  
Scanned pages from Mac and Tab  
Copywork Sheet  
"The Secret"  
*SOTW* pages: The Destruction of the Temple  
Narration Sheet for History

## **Tuesday Instructions and Resources**

Spalding Review Sheet  
Scanned pages from Mac and Tab  
Basic Shapes Worksheet  
Math Walk Observation Sheet  
Narration Sheet for Writing  
Narration Sheet for Science  
"The Secret" Sheet Music

## **Wednesday Instructions and Resources**

Spalding Review Sheet  
Scanned pages from Mac and Tab  
Patterns Worksheet  
Copywork Sheet  
Staircase of Time  
Maps from the Ancient Empires

## **Thursday Instructions and Resources**

Spalding Review Sheet  
Scanned pages from Mac and Tab  
3-D Shapes Worksheet  
Narration Sheet  
Mammal Observation Chart

## **Friday Instructions and Resources**

Spalding Review Page  
Math Sprints  
Math Workbook Pages  
Dictation Sheet

## **Additional Resources**

Spalding Words Answer Key  
Suggested Daily Schedule  
Suggested Enrichment Activities

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

## My Learning This Week

**Directions:** Write the date in the box on the left; then put a check mark in each box when all of your hard work is done. We miss you, and hope to see you at school again very soon!

Date	My Daily Learning
	<input type="checkbox"/> I spent between 40 and 60 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
	<input type="checkbox"/> I spent between 40 and 60 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
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## First Grade Remote Learning Plan 3/30–4/1

*At-home work for First Grade should last approximately 1 hour per day.*

Subject		Mon. 3/30	Tue. 3/31	Wed. 4/1	Thu. 4/2	Fri. 4/3
<i>Math</i> ~10–20 min.		<b>Basic Shapes</b>	<b>Basic Shapes</b>	<b>Patterns</b>	<b>3-D Shapes</b>	<b>Review</b>
<i>English Language Arts</i> ~10–20 min. total	<i>Spalding</i> ~5 min	Follow the instructions for your Spalding Review Page with the following words:  <b>garden</b> <b>new</b> <b>cloud</b> <b>sign</b> <b>smaller</b> <b>peach</b> <b>begin</b>	Follow the instructions for your Spalding Review Page with the following words:  <b>tenth</b> <b>window</b> <b>sir</b> <b>catcher</b> <b>gone</b> <b>watch</b> <b>stopping</b>	Follow the instructions for your Spalding Review Page with the following words:  <b>church</b> <b>where</b> <b>father</b> <b>queen</b> <b>knife</b> <b>goose</b> <b>drink</b>	Follow the instructions for your Spalding Review Page with the following words:  <b>draw</b> <b>ease</b> <b>soap</b> <b>summer</b> <b>morning</b> <b>alone</b> <b>feather</b>	Follow the instructions for your Spalding Review Page with the following words:  <b>next</b> <b>beginning</b> <b>four</b> <b>March</b> <b>maybe</b> <b>says</b> <b>finish</b>
	<i>Literature</i> ~10 min	Read one chapter aloud to a family member.	Read one chapter aloud to a family member.	Read one chapter aloud to a family member.	Read one chapter aloud to a family member.	Read one chapter aloud to a family member.

	<i>Grammar/ Writing ~ 5 min</i>	<b>Copywork</b>	<b>Narration</b>	<b>Copywork:</b>	<b>Narration</b>	<b>Dictation</b>
	<i>Poetry ~ 2 min</i>	Recite “The Secret,” by Anonymous.	Recite “The Secret,” by Anonymous.	Recite “The Secret,” by Anonymous.	Recite “The Secret,” by Anonymous.	Choose any previously learned poem to recite.
<i>History or Science ~10 min.</i>		<b>History</b> -The destruction of the Temple in Jerusalem  -Illustration	<b>Science</b>  Mammals	<b>History</b>  Summary of the Ancient Empires Part 1	<b>Science</b>  Mammals	<b>History</b> Summary of the Ancient Empires Part 2
<i>Art or Music ~5 min.</i>		Art: copy picture of Jewish temple. See History.	Music: Listen to “The Secret” and try to learn (combined with Poetry)	Art: Draw mammal family and habitat picture. See Grammar/Writing	Music: Sing “Hello Song” and “Chocolate Cookie”	Art: Draw picture of written sentence. See Grammar/Writing
<i>Latin or P.E. ~5 min.</i>		P.E.: Full Body Workout	Latin: Review Roman Dates and count to 30 in Latin	P.E.: Motor Movements	Latin: Date in Latin and vocabulary review	P.E.: 60 Seconds Workout



# First Grade Suggested Daily Schedule

A List of Things to Do Today

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15	<input type="checkbox"/> Eat breakfast <input type="checkbox"/> Get dressed <input type="checkbox"/> Tidy your room	<input type="checkbox"/> Eat breakfast <input type="checkbox"/> Get dressed <input type="checkbox"/> Tidy your room	<input type="checkbox"/> Eat breakfast <input type="checkbox"/> Get dressed <input type="checkbox"/> Tidy your room	<input type="checkbox"/> Eat breakfast <input type="checkbox"/> Get dressed <input type="checkbox"/> Tidy your room	<input type="checkbox"/> Eat breakfast <input type="checkbox"/> Get dressed <input type="checkbox"/> Tidy your room
7:45	<input type="checkbox"/> Calendar <input type="checkbox"/> Pledge	<input type="checkbox"/> Calendar <input type="checkbox"/> Pledge	<input type="checkbox"/> Calendar <input type="checkbox"/> Pledge	<input type="checkbox"/> Calendar <input type="checkbox"/> Pledge	<input type="checkbox"/> Calendar <input type="checkbox"/> Pledge
8:00	<input type="checkbox"/> Math	<input type="checkbox"/> Math	<input type="checkbox"/> Math	<input type="checkbox"/> Math	<input type="checkbox"/> Math
8:20	<input type="checkbox"/> Spalding	<input type="checkbox"/> Spalding	<input type="checkbox"/> Spalding	<input type="checkbox"/> Spalding	<input type="checkbox"/> Spalding
8:40	<input type="checkbox"/> Morning Recess	<input type="checkbox"/> Morning Recess	<input type="checkbox"/> Morning Recess	<input type="checkbox"/> Morning Recess	<input type="checkbox"/> Morning Recess
9:00	<input type="checkbox"/> Literature	<input type="checkbox"/> Literature	<input type="checkbox"/> Literature	<input type="checkbox"/> Literature	<input type="checkbox"/> Literature

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30	__ History	__ Science	__ History	__ Science	__ History
10:00	__ Activity Time	__ Activity Time	__ Activity Time	__ Activity Time	__ Activity Time
10:30	__ Writing and Grammar __ Poetry	__ Writing and Grammar __ Poetry	__ Writing and Grammar __ Poetry	__ Writing and Grammar __ Poetry	__ Writing and Grammar __ Poetry
11:00	__ Specials (if applicable)	__ Specials (if applicable)	__ Specials (if applicable)	__ Specials (if applicable)	__ Specials (if applicable)
11:20	__ Help make lunch __ Eat lunch	__ Help make lunch __ Eat lunch	__ Help make lunch __ Eat lunch	__ Help make lunch __ Eat lunch	__ Help make lunch __ Eat lunch
12:00	Citizenship Development Program	Citizenship Development Program	Citizenship Development Program	Citizenship Development Program	Citizenship Development Program
12:30	Afternoon Recess	Afternoon Recess	Afternoon Recess	Afternoon Recess	Afternoon Recess

## Suggested Activities

Choose from the following lists to complete Activity Time and Citizenship Development Program on your calendar.

Activity Time	Citizenship Development	Bonus: Acts of Kindness
Do a puzzle.	Sweep the floor.	Pick a flower for your mother.
Complete a dot-to-dot.	Wipe the kitchen counters.	Play with your little sibling. Let him or her choose the game!
Listen to an audiobook.	Unload the dishwasher.	Read to your little sibling.
Copy a famous work of art.	Fold the laundry.	Ask your dad how his day was.
Go on a Nature Walk and make a sketch of what you see.	Wipe the bathroom counters.	Ask your parents if they need help.
Do a wordsearch.	Wipe down the bathtub.	Ask your siblings if they need help.
Bake something delicious.	Tidy the living room.	Take care of your pet.
Make juice popsicles.	Take out the trash and recycling.	Set the dinner table without being asked.
Call your friend on the phone or skype.	Rake the leaves in the yard.	Bring your mom and dad a snack.
Practice a musical instrument.	Weed the garden.	Call your grandma or grandpa.
Write a letter.		

# Day 1 Instructions and Resources

Monday, 3/30

## Math

### **Review** (about 5 minutes):

Tell a story about the numbers below. Then use cheerios, dried beans, buttons, or other countable objects, to show the number story.

Bonus: If you would like an extra challenge, write the number sentence to match your story.

### **Example: 2 groups of 3**

“Once upon a time, there were 2 children. Each child had 3 cookies.  
They had 6 cookies altogether.”

1. 3 groups of 5
2. 7 groups of 6
3. 8 are shared between 4 and each gets \_\_\_\_\_

### **Introducing Shapes** (about 5 minutes)

Many things in our world have shapes.

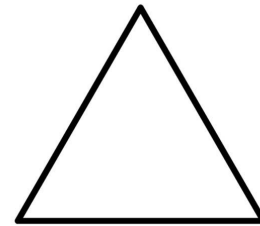
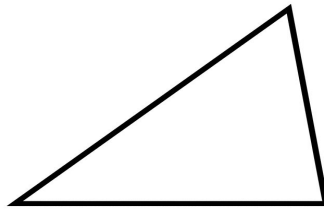
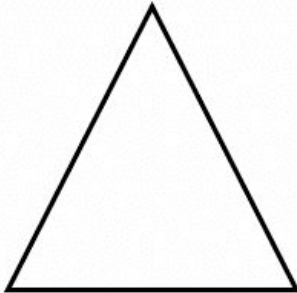
1. Look at a piece of paper. What shape is it? This paper is a **rectangle**.
2. Look at a plate in your kitchen. What is the shape around the edge called? This shape is a **circle**.
3. Can you find anything **square**?
4. Can you find any **triangles**?

Look at the shape on the next page. Trace the sides with your finger.



1. How many sides does it have? Point to them with your finger as you count.
2. Point to the corners with your finger. How many corners does it have?
3. Are all the sides exactly the same length? Yes, the sides are the same length.
4. If a shape has 4 sides that are exactly the same, do you know what it is called? It is called a **square**. Do all the sides have to be exactly the same in order to be a square? Yes, they do.

Look at the shapes below. Trace the sides with your fingers.



1. How many sides do they have? Point to them with your finger as you count.
2. Point to the corners with your finger. How many corners do they have?
3. If a shape has 3 sides and 3 corners, do you know what it is called? It is called a **triangle**. Do all the sides have to be exactly the same in order to be a triangle? No! The sides do not have to be the same length in a triangle.

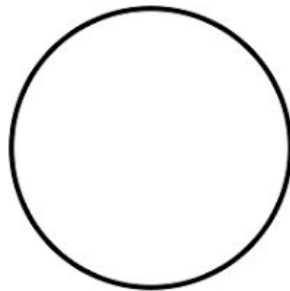
Sense of Wonder Question: Can you think of other words that have three things and start with *tri*? Make a list and email it to your teacher!

Look at the shape on the next page. Trace the sides with your fingers.



1. How many sides does it have? Point to them with your finger as you count.
2. Point to the corners with your finger. How many corners does it have?
3. Are all the sides exactly the same length? No! There are 2 long sides, and 2 short sides.
4. If a shape has 2 long sides and 2 short sides, do you know what it is called? It is called a **rectangle**. Do all the sides have to be exactly the same in order to be a square? No! But a rectangle must have two long sides opposite each other, and 2 short sides opposite each other.

Look at the shape below. Trace the shape with your finger.



1. Does this shape have sides? No, this shape does not have sides. Does this shape have corners? No, this shape does not have corners.
2. What is this shape called? A shape with no sides and no corners is called a circle.

Sense of Wonder Prompt: Think about a *cycle*. What is a *cycle*? What shape does it make? What is a *tri-cycle*? Why is it called a *tricycle*?

**Wrap-up:** In complete sentences, tell what a shape must have in order to be a rectangle.

## Spalding

**Review** (about 5 minutes):

On the attached Spalding Review page, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. *Remember to say the phonograms aloud as you write.*
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).
9. Choose 3 of the words, and write a sentence for each one.

**Today's words:** garden, new, cloud, sign, smaller, peach, begin\*

\*See Spalding word list for complete markings, rules, and syllable spaces.

## Literature

**Read aloud for 10 minutes from the book your teacher provided, or from another book of an appropriate level** (about 10 minutes):

As you read...

1. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
2. Make sure that your voice follows all punctuation!
3. Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
4. When you are finished reading, tell one thing you remember from the chapter. Speak in complete sentences!

## Grammar/Writing & Art

### Copywork (about 5 minutes):

1. Read the sentences aloud to yourself.
2. Point to all capital letters, and decide if they are capitalized because they are at the beginning of a sentence, or because they are names of people and places.
3. Point to all periods. Decide if the period means the end of a sentence, or if it means an abbreviation.
4. Are there commas? What do the commas tell your voice to do?
5. Copy the sentence in your best Spalding letters.
6. Read your writing back to yourself. Did you write all the correct phonograms and the correct punctuation? Is your writing neat and tidy?
7. Illustrate your sentence in a careful, detailed picture. Include **4 things** from the poem in your picture. Make sure you remember to include important elements of art such as the element of line in your artistically rendered picture. Remember when creating value with your pencil, go from dark to light.

### Sentence to copy:

The bird told the tree, and the tree  
told me, and nobody knows it but  
just us three.

## Poetry

### Practice reciting "The Secret" (about 2 minutes):

As you recite...

1. Recite with good volume.
2. Speak clearly so that your audience can understand the words you are saying.
3. See if you can remember when to slow down, when to speed up, when to speak quietly, and other expressions we discussed in class.



## History

**Review** (about 2 minutes): Tell one thing you remember about the reasons that the Romans and the Pharisees did not like Jesus.

### **The Destruction of the Temple in Jerusalem**

**Read** (about 5 minutes): See attached pages from *Story of the World*.

**Discuss** (about 2 minutes):

1. Why did the Jewish men attack the Roman soldiers?
2. Why did the Romans destroy the Jewish Temple?

**Wrap-up** (about 5 minutes): Use slow, careful lines to copy the picture of the Jewish Temple (from *Story of the World*, p. 283) on a Narration paper.

1. Begin by drawing the basic shapes of the building.
2. Add details, such as bricks, in sharp pencil. Remember to add relevant elements of art such as shape, line, texture, and value. Add a shadow to one side of the structure.
3. Write one sentence about the destruction of the Temple.

## P.E.

**Full Body Workout** (about 5 minutes):

- 1 minute of free stretching (focus on arms and legs)
- 30 jumping jacks
- 5 push ups (regular or knee push ups)
- Complete 15 of your best squats
- 10 sit-ups (have someone hold your feet, or find something in your home to help keep your feet on the ground)
- Challenge: Choose one foot to balance on and see how long you can balance on that foot without the other one touching the ground. When finished switch and try with your opposite foot! (Tip: focus on something that isn't moving!)

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

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

Write your Spalding words:

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

Use three words in a sentence

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Primary Phonics

Workbooks and Phonetic Storybooks  
for Kindergarten through Grade Four

by Barbara W. Makar

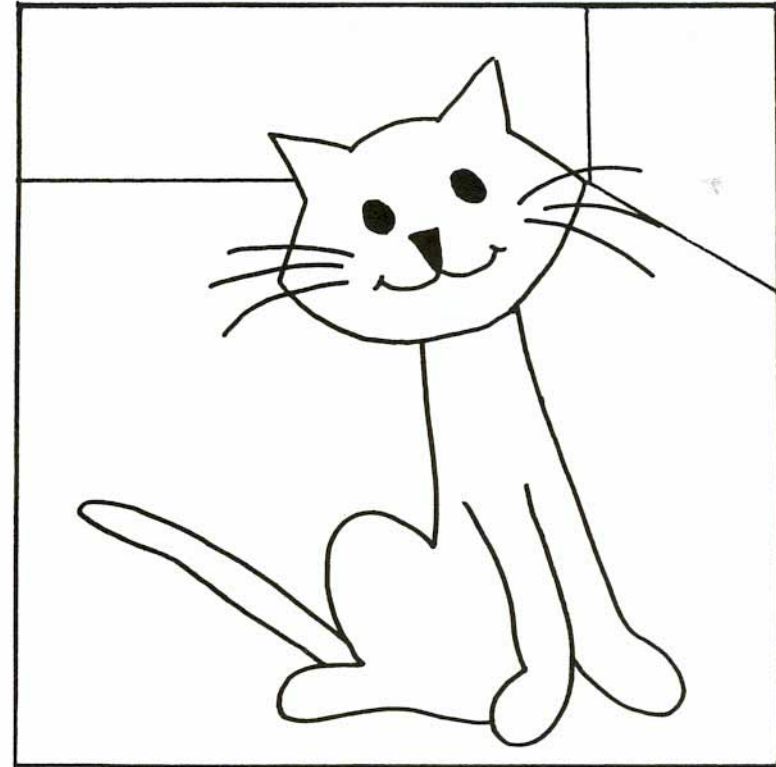
New Illustrations by Anslie G. Philpot

## Mac and Tab

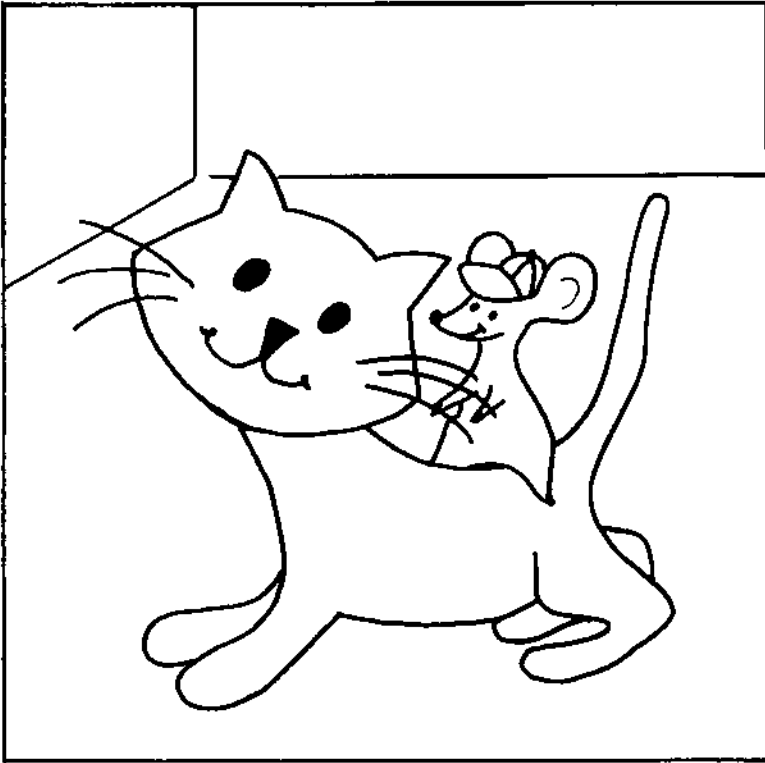
Storybook 1-1

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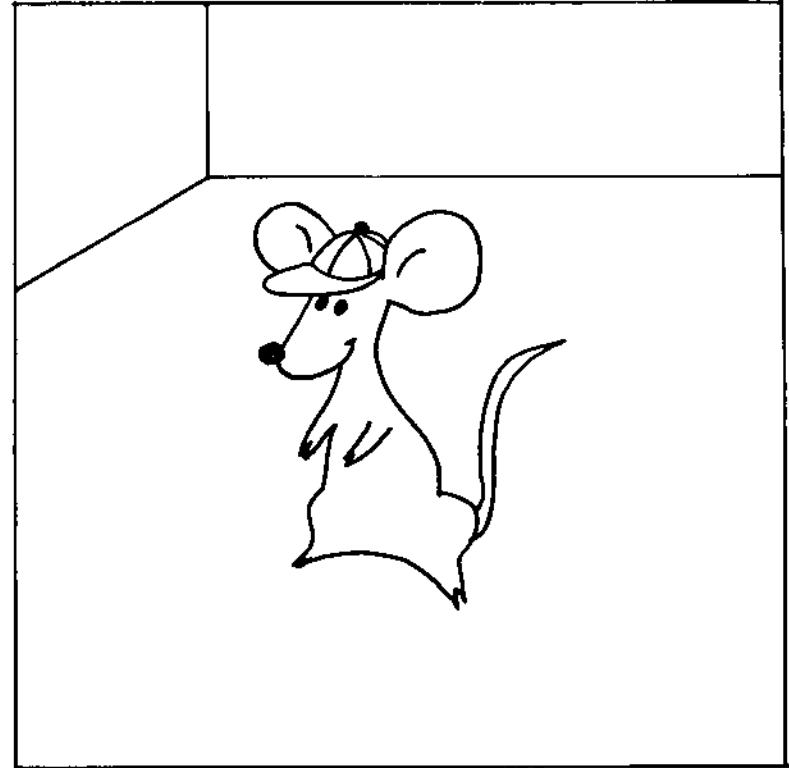
Printed in the U.S.A.  
ISBN 0-8388-0361-X



**Tab is a cat.**



Tab has a pal.  
The pal is Mac.



Mac is a rat.  
Mac has a cap.

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

## Copywork


# The Secret

Anonymous

We have a secret, just we three,  
The robin, and I, and the sweet cherry-tree;  
The bird told the tree, and the tree told me,  
And nobody knows it but just us three.

But of course the robin knows it best,  
Because she built the—I shan't tell the rest;  
And laid the four little—something in it—  
I'm afraid I shall tell it every minute.

But if the tree and the robin don't peep,  
I'll try my best the secret to keep;  
Though I know when the little birds fly about  
Then the whole secret will be out.

The followers of Jesus told this story all around Jerusalem. Then they spread it all the way to Rome itself! More and more people believed that Jesus had been *resurrected*, or brought back to life from the dead. They were careful to follow the teachings of Jesus. They believed that Jesus was the son of God. Soon, these people were called “Christians.”

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*Note to Parent: The actual year of Jesus' birth is probably closer to 3 BC/BCE than to the year 1.*

## CHAPTER THIRTY-EIGHT

# The End of the Ancient Jewish Nation

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## The Destruction of the Temple

Earlier, we read about Jesus, the founder of Christianity. The Romans put Jesus to death, because they were afraid that the Jewish people would follow Jesus and obey him, instead of obeying the rulers of Rome. They were always worried that the countries Rome ruled would rebel against the “First Citizen,” who was now known as *imperator*, or “emperor.” And the Jews hated Roman rule. They wanted to be free again!

The Jews had been ruled by other countries for many years. Do you remember who was the father of the Jewish people? Abraham left Haran and went to Canaan. There, he had a son named Isaac and Isaac had a son named Jacob. Jacob had twelve sons. And each one of Jacob’s sons had a family of their own. Now Abraham’s family was as big as a whole nation! And they were called “Israelites” or “Jews.”

Jacob loved his son Joseph more than his other sons. The other eleven brothers were jealous, and they sold Joseph as a slave. Joseph was taken to Egypt, and soon the rest of the Israelites came down to join him, because a famine had wiped out all their crops—and there was only grain in Egypt.

The Israelites lived in Egypt for a long time. But the pharaoh made them into slaves, until Moses came along and led them out of Egypt, back up to Canaan. The Israelites lived in Canaan until the Assyrians came along, captured them, and took them away, back to Assyria. The Assyrians were then conquered by the Babylonians—who took the Israelites from Assyria and moved them to Babylon. Then the good king of Persia and Babylon, Cyrus the Great, gave the Jews permission to move back to their own land—back to Canaan.

The Jews had been moved around the ancient world for hundreds of years. After Cyrus allowed them to go home, they hoped that they would finally get to stay in their own country and live in peace.

But now they were being ruled by Rome. The Romans were telling them what to do. The Romans were forcing them to pay high taxes.

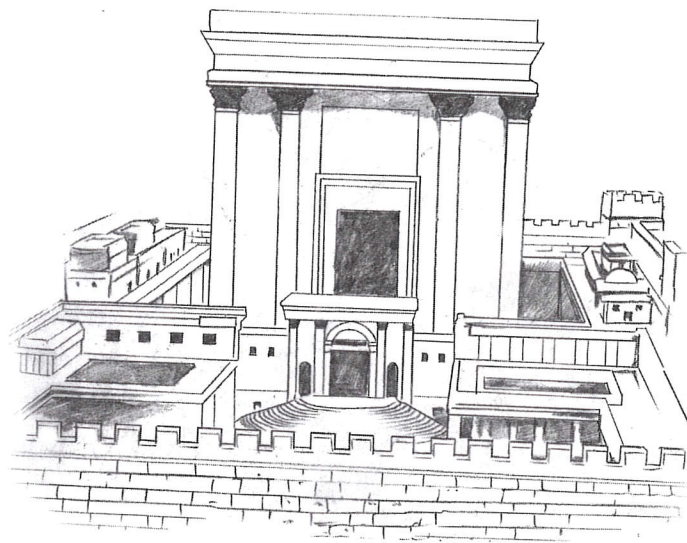
Finally, the Jews refused to obey any longer. They set fire to the house of the Roman ruler of Judea. Armed groups of Jewish men attacked Roman soldiers. Fighting between the Jews and the Romans in Jerusalem grew worse and worse.

When the emperor in Rome heard what was happening, he sent more Roman soldiers with orders to destroy Jerusalem, the capital city of the Jews.

Jerusalem was an important city to the Jews. Inside the city was the Temple, the place where they worshipped God. But when the Roman soldiers attacked, they burned down the Temple. Inside the temple were many beautiful decorations made of gold and silver. One ancient historian writes that, when the Temple burned down, the gold and silver melted and ran into the cracks between the huge stones of the Temple's foundation. The Roman soldiers, anxious to get at this wealth,

pried the stones apart with crowbars. This completely destroyed the Temple, all the way down to its foundation. And then the Romans drove the Jewish people away from Jerusalem.

Now the Jews had no Temple to worship God in, no capital city, and no country of their own. They were scattered throughout all the countries of the ancient world. The Jews didn't return to the land of Canaan until just a few years ago.



**Roman soldiers destroyed the Temple in Jerusalem**

*Note to Parent: The Temple was destroyed in AD/CE 70.*





## Day 2 Instructions and Resources

Tuesday, 3/31

### Math

**Review** (about 10 minutes):

Use your parents' extra change, or draw a picture of the correct coins to follow the directions below.

1. Use dimes and nickels to make 45 cents.
2. Use quarters to make 1 dollar.
3. Use nickels and pennies to make 37 cents.

### Practice with Shapes

Complete the attached worksheet to review “**Basic Shapes.**”

**Math Walk** (about 5 minutes):

1. Take your “Math Walk” page, and go for a walk (around the house, around the block, or in your backyard). See if you can find circles, squares, rectangles, and triangle shapes.
2. Use your “Math Walk” page to make tallies to keep track of how many of each shape you find.

**Wrap-up Discussion** (about 3 minutes):

1. Which shape has the most tallies?
2. Which shape has the least tallies?
3. How many shapes did you find altogether?
4. Did you find any hidden in other shapes?
5. Did you find any food that had these shapes?
6. Did you find anything in nature that had these shapes?
7. Did you find any other shapes that were not listed? What were they?

For fun: Find a star, a heart, and an oval.

## Spalding

**Review** (about 5 minutes): On your Spalding Review page, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. *Remember to say the phonograms aloud as you write.*
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).
9. Choose 3 of the words, and write a sentence for each one.

**Today's words:** tenth, window, sir, catcher, gone, watch, stopping\*

\*See Spalding word list for complete markings, rules, and syllable spaces.

## Literature

**Read aloud for 10 minutes from the book your teacher provided, or from another book of an appropriate level** (about 10 minutes):

As you read...

1. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
2. Make sure that your voice follows all punctuation!
3. Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
4. Tell one thing you remember from the chapter. Speak in complete sentences!

## Grammar/Writing

**Narration** (about 5 minutes):

\*complete steps 1 and 2 in your mind before writing the sentence.

1. Choose a subject from the story you read. Remember, the *subject tells who or what the sentence is about.*

2. To make a predicate, tell *what the subject is or what the subject does*.
3. Write your sentence in your best Spalding letters.
4. Read your sentence back to yourself. Check the subject and the predicate. Check your capital letters and punctuation. Check your phonograms.
5. Add another sentence or two to tell more about the story.
6. Illustrate your sentence in a careful, detailed picture. Include **4 things** from the story in your picture.

**Narration Topic:**

Write 1-3 sentences in your best Spalding letters. **Tell about what happened in the chapter you read for Literature.**

## Poetry and Music

**Practice reciting “The Secret”** (about 2 minutes):

As you recite...

1. Recite with good volume.
2. Speak clearly so that your audience can understand the words you are saying.
3. See if you can remember when to slow down, when to speed up, when to speak quietly, and other expressions we discussed in class.

**Listen** (about 8 minutes):

1. Listen to Ms. Rosevear sing “The Secret.”  
<https://www.youtube.com/watch?v=xo7q9LxrBSI>
2. Listen again, and this time, follow the music notes with your fingers. Watch the notes go up on the paper when Ms. Rosevear’s voice goes up. Watch the notes go down on the paper when Ms. Rosevear’s voice goes down.
3. Can you sing the song?

## Science

**Observation** (about 3 minutes):

Go on a nature walk through your neighborhood, or simply sit in your backyard, and quietly observe squirrels.

### Learning about Mammals

1. Did you notice that the squirrels were covered in fur and had four legs? These are two common characteristics of a mammal.
2. Mammals are animals who (typically) have a backbone, four legs, hair or fur, and give birth to live young. All mammals make milk to nurse their young.

#### Activity Instructions (about 7 minutes):

1. After observing a squirrel, draw a scientific sketch of that squirrel. Be sure to include careful detail!
2. Use a sharp pencil. Include some of the elements of art that we have been learning in art class. These include the elements of line, shape, and value.
3. Write 2-3 sentences describing the squirrel. What does it look like? Where is it? What is it doing?

### Latin (about 5 minutes)

**Roman Dates:** Ask your parents or a sibling to ask you the questions and see how well you can remember the answers.

1. When was Rome founded? Rome was founded in 753 BC.
2. When was Hannibal defeated? Hannibal was defeated in 202 BC.
3. When did Julius Caesar cross the Rubicon? Julius Caesar crossed the Rubicon in 49 BC.
4. When did Mount Vesuvius erupt? Mount Vesuvius erupted in 79AD.
5. When did the Roman Empire fall? The Roman Empire fell in 476AD.

#### Count to 30 in Latin:

- Using your counting fists count from 0-30, or as high as you can remember, in Latin.
- Close your eyes and count from 0-30, or as high as you can, in Latin again, but whisper it this time
- Challenge: count backwards in Latin from 10.

nihil	0
ūnus	1
duo	2
trēs	3
quattuor	4

quīnque	5
sex	6
septem	7
octō	8
novem	9
decem	10
ūndecim	11
duodecim	12
tredecim	13
quattuordecim	14
quīndecim	15
sēdecim	16
septendecim	17
duodēvīgintī	18
ūndēvīgintī	19
vīgintī	20
vīgintī ūnus	21
vīgintī duo	22
vīgintī trēs	23
vīgintī quattuor	24
vīgintī quīnque	25
vīgintī sex	26
vīgintī septem	27
duodētrīginta	28
ūndētrīginta	29
trīginta	30

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

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

Write your Spalding words:

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

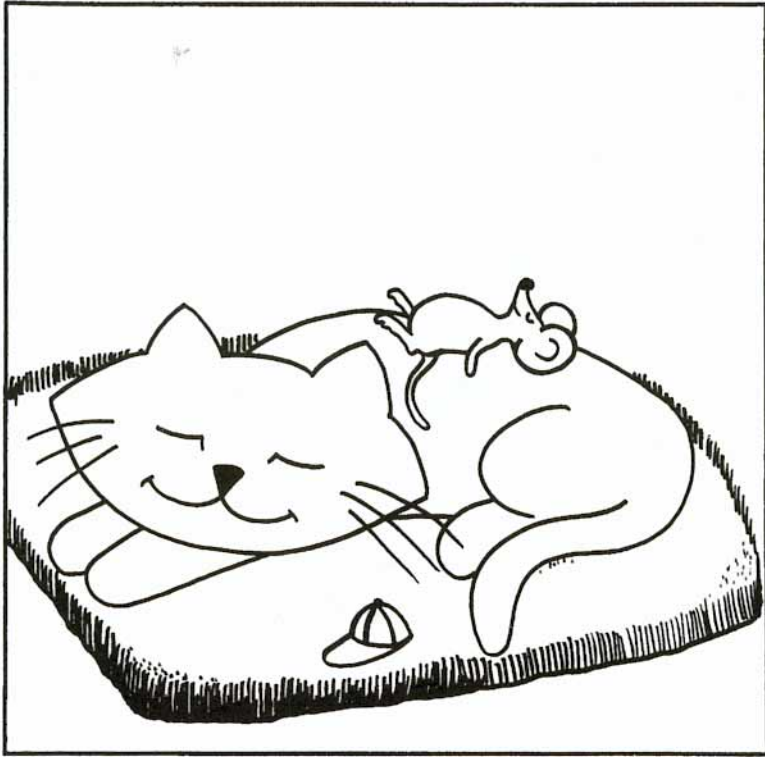
10. \_\_\_\_\_

Use three words in a sentence

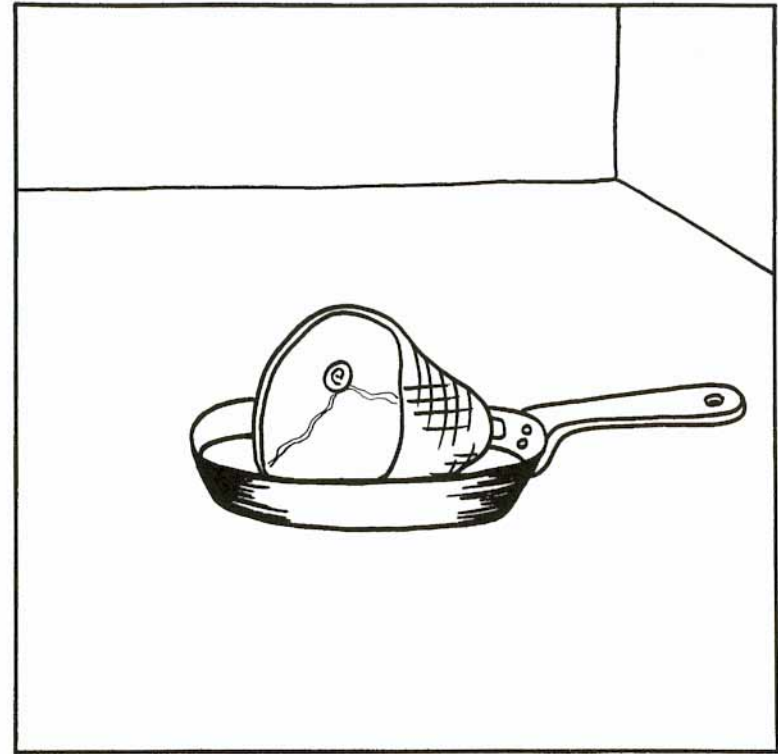
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



Tab has a nap on the  
mat.  
Mac has a nap on Tab.

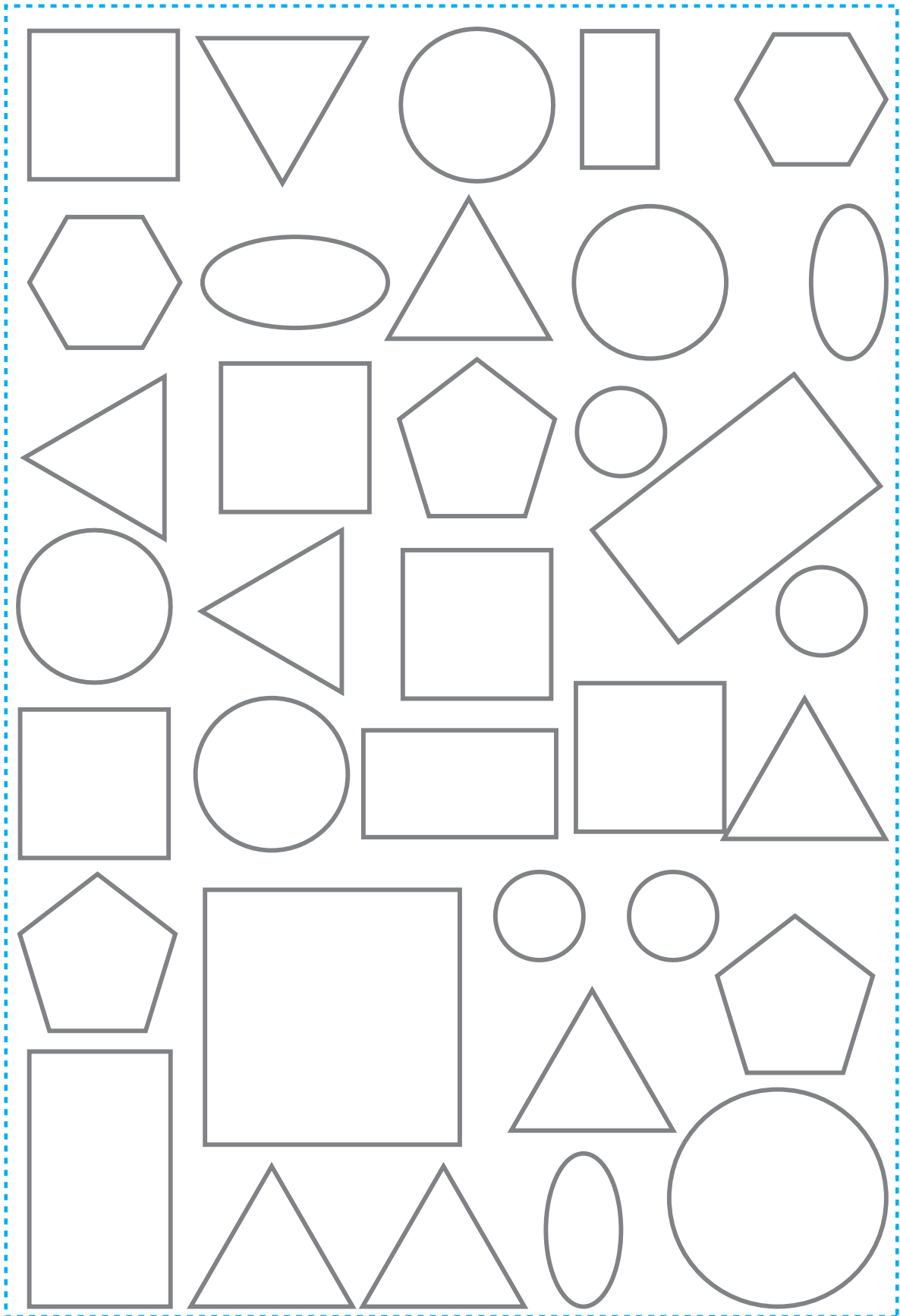


The ham is in the pan.  
The ham is for Tab.



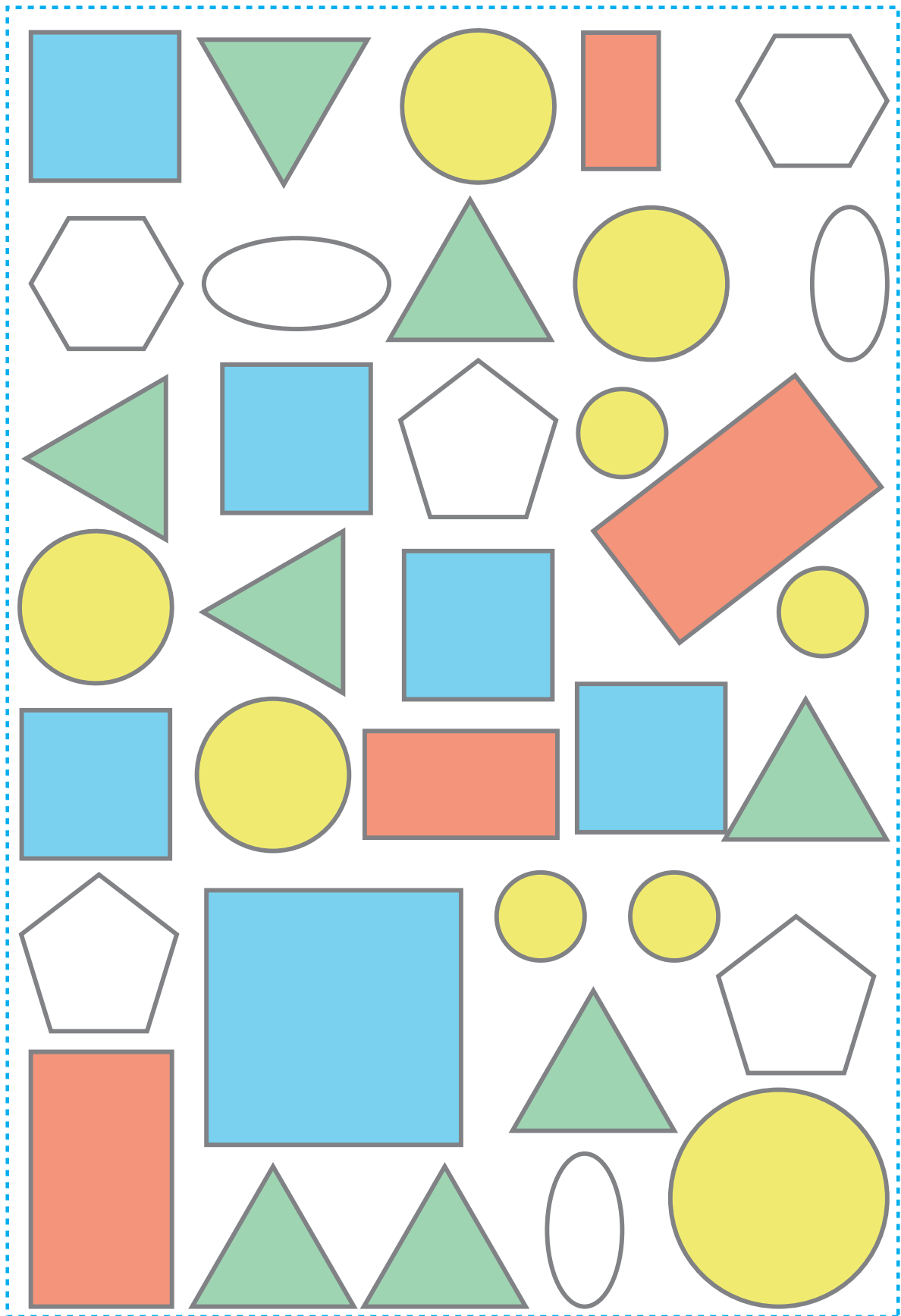
# Basic Shapes

Color all squares blue, rectangles red, triangles green and circles yellow.



# Basic Shapes

Color all squares blue, rectangles red, triangles green and circles yellow.



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

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


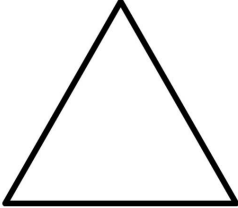

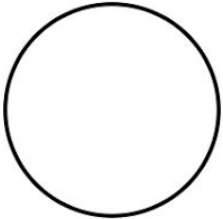
## Math Walk: Shapes

Today, I went for a walk.

Where did you walk? \_\_\_\_\_

\_\_\_\_\_

On my walk, I found many shapes. I counted the shapes with tally marks.

1. Where did you find your favorite triangle?

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

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

1. Where did you find your favorite circle?

---

---

2. Where did you find your favorite square?

---

---

3. Where did you find your favorite rectangle?

---

---

4. Where did you find your favorite triangle?

---

---

5. What other shapes did you find?

---

---

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

## Narration




# The Secret

Anonymous

Dany Rosevear



We have a se - cret, just we three, The rob-in, and I, and the sweet cher-ry tree; The



bird told the tree, and the tree told me, And no - bod-y knows it but just us three.



But of course the rob - in knows it best, Be-cause she built the (shh) I shant tell the rest;



And laid the four lit - tle some - thing in it, I'm a - fraid I shall tell it ev - ry min - ute.



But if the tree and the rob-in don't peep, I'll try my best the se - cret to keep; Though I



know when the lit - tle birds fly a - bout Then the whole se - cret will be out.

# Day 3 Instructions and Resources

Wednesday, 4/1

## Math

**Review** (about 5 minutes):

Tell a story about the numbers below. Then use cheerios, dried beans, buttons, or other countable objects, to show the number story. Be sure to find your groups of 10!

**Example:**  $22 + 34 = \underline{\quad}$

“Once upon a time, Miss Estrada picked 22 blueberries. Miss McIntire picked 34 blueberries. How many blueberries were there altogether?”

*Ones go with Ones and Tens go with Tens!*

$$22 + 34 = 20 + 2 + 30 + 4 = \text{five tens and 6 ones} = \mathbf{56}$$

1.  $63 - 51 = \underline{\quad}$
2.  $77 + 12 = \underline{\quad}$
3.  $81 - 5 = \underline{\quad}$

### Using Shapes to Make Patterns

1. Read the question and the answer three times. See if you can use your memory to say the question and the answer without looking at the paper.

**What is a pattern? A pattern is a design that repeats again and again.**

2. **Patron** is a Latin word for a person who protects others and shows them how to do things. The people are supposed to learn from the *patron* and *repeat* what he tells them, just like shapes repeat each other in a pattern. The latin word **patron** is also related to the word **father**. Is your father someone who teaches you? Should you watch what he does and what he says and *repeat* those things as you grow up?
3. Complete the Pattern worksheet.



## Spalding

**Review (about 5 minutes):** On your Spalding Review page, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. *Remember to say the phonograms aloud as you write.*
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).
9. Choose 3 of the words, and write a sentence for each one.

**Today's Words:** church, where, father, queen, knife, goose, drink\*

\*See Spalding word list for complete markings, rules, and syllable spaces.

## Literature

**Read one chapter out loud from the book your teacher provided, or from another book of an appropriate level (about 10 minutes):**

As you read...

1. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
2. Make sure that your voice follows all punctuation!
3. Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
4. Tell one thing you remember from the chapter. Speak in complete sentences!

## Grammar/Writing and Art

**Copywork** (about 5 minutes):

1. Read the sentences aloud to yourself.
2. Point to all capital letters, and decide if they are capitalized because they are at the beginning of a sentence, or because they are names of people and places.

3. Point to all periods. Decide if the period means the end of a sentence, or if they mean an abbreviation.
4. Copy the sentence in your best Spalding letters.
5. Read your writing back to yourself. Did you write all the correct phonograms and the correct punctuation? Is your writing neat and tidy?
6. Illustrate your sentence in a careful, detailed picture. Include **4 things** to show about a mammal family and their habitat. Add some of the elements of art to your picture that include the element of texture and the element of line. Add a sun symbol to the right corner to show light direction and make sure you add light and dark values to your picture!

**Sentence to copy:**

Female mammals have bodies that  
make milk for their babies. The  
word “mammal” comes from the  
same Latin word as “Mama.”

### Poetry

**Practice reciting/singing “The Secret”** (about 2 minutes):

As you recite...

1. Recite with good volume.
2. Speak clearly so that your audience can understand the words you are saying.
3. See if you can remember when to slow down, when to speed up, when to speak quietly, and other expressions we discussed in class.
4. If you sing the poem, follow the music notes with your finger so you can see the notes go up and down with your voice. Think about when to sing *piano*, and when to sing *forte*.

## History

**Review** (about 2 minutes): Tell one thing you remember from the story of the Romans destroying the Temple in Jerusalem. Be sure to speak in complete sentences!

### **Summary of the Ancient Empires, Part 1**

**Read** (about 2 minutes):

In First Grade so far, we have read about many greedy men who spent their lives trying to gain power and control more land. We have read about many wars that these men fought as they tried to conquer more land to control.

While Jesus' disciples travel around the world to share the Good News, we are going to go backwards down the Staircase of Time and review some of these wars. We will go back through the Roman Empire, through Alexander The Great's Grecian Empire, through Cyrus the Great's Persian Empire, all the way to the time when Assyria and Babylon were fighting for control over Mesopotamia.

#### **Activity Instructions:**

1. Look at the pictures to review the empires we have studied.
2. When you look at the maps as directed below, find the emperor's name on the staircase of time. Then, trace the outline of his empire with your finger.
3. (Optional: Write the name of the emperor at the top of the map. Trace the outline of the empire with a highlighter or a crayon.)
4. On each map, see if you can find: Mesopotamia, the Tigris River, the Euphrates River, the Fertile Crescent, the Nile River, the Red Sea, Ur, and Babylon. Point to any landmarks you can find with your finger.

**Look at the maps in order of most recent** (about 5 minutes):

1. Roman Empire, ruled by Julius Caesar, Augustus Caesar, and their descendents
2. Greek Empire, ruled by Alexander the Great
3. Persian Empire, ruled by Cyrus the Great
4. Babylonian Empire, ruled by Hammurabi and his descendents
5. Assyrian Empire, ruled by Ashurbanipal and his descendents

**When you get to the map of the Assyrian Empire, read...**

During the time of the Babylonian Empire, the Israelites lived in Canaan, the land that God led them to when they came out of Egypt with Moses. While they were in Canaan,

the Israelites lived in groups called “tribes.” The tribes were family groups that had cousins, aunts, uncles, grandmothers, and grandfathers. There were Twelve Tribes, one for each of Jacob’s twelve sons (Do you remember Joseph? He was one of the Twelve Sons).

The Israelites lived in Canaan until Ashurbanipal and the Assyrians became a strong empire and took control over Canaan. The Assyrians then told the Israelites that they could no longer live there in their Promised Land. Ms. Bauer tells us in *Story of the World* that the Assyrians “scattered the Israelites like dust.” But the Assyrians did not scatter all of the Israelites. They only scattered ten tribes. Two tribes, Judah and Benjamin, were able to escape a little bit south, to Jerusalem. (Do you remember Joseph’s brothers Judah and Benjamin? Judah was the kind one who did not want to kill Joseph; Benjamin was Joseph’s baby brother.) The ten tribes that Assyria scattered were never able to come home again. They are called the Ten Lost Tribes of Israel.

**Wrap-up** (about 2 minutes): Answer the questions below in complete sentences (orally).

1. Who are the Ten Lost Tribes of Israel?
2. Why are they called “lost”?

## P.E.

**Motor Movements:** (about 5 minutes) To practice the following motor movements you can go outside or find a large room. Complete each exercise at least **2 times each** by either going from one fence to another, around the entire room or back and forth between walls or any other marker you can find!)

- Jog (faster than walking)
- Shuffle (body and feet facing sideways)
- Gallop (body and feet face forward, one foot in front entire time)
- Hop (one foot only)
- Skip (if still learning: remember to step with the left foot, then hop on left foot, step with the right foot, then hop on the right foot and continue repeating)

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

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

Write your Spalding words:

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

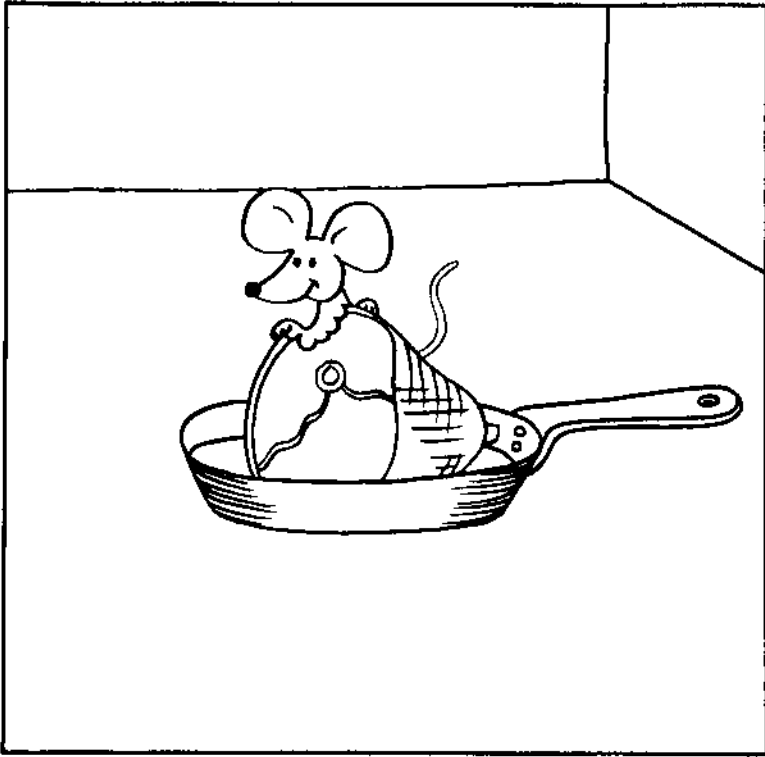
10. \_\_\_\_\_

Use three words in a sentence

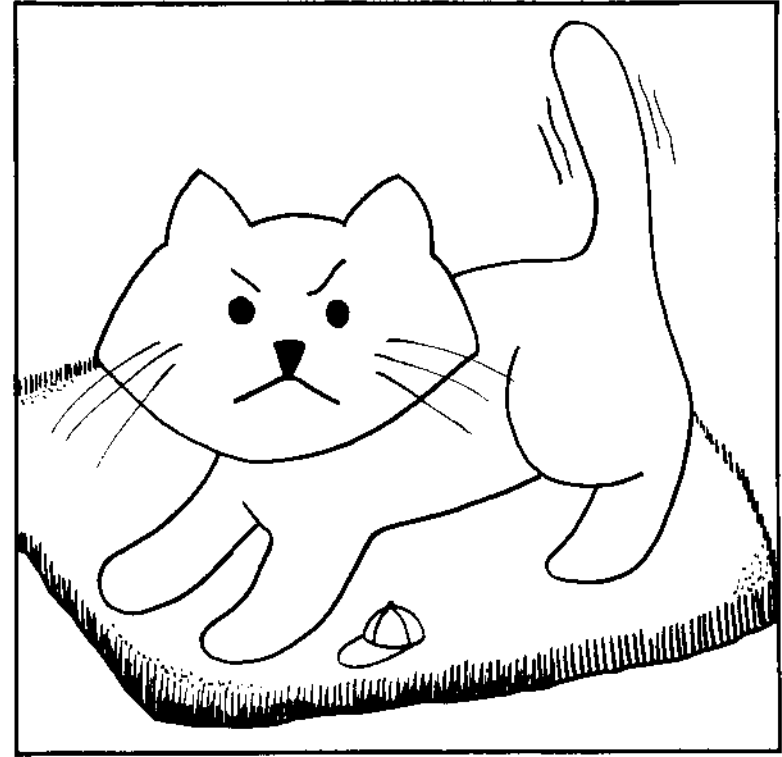
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



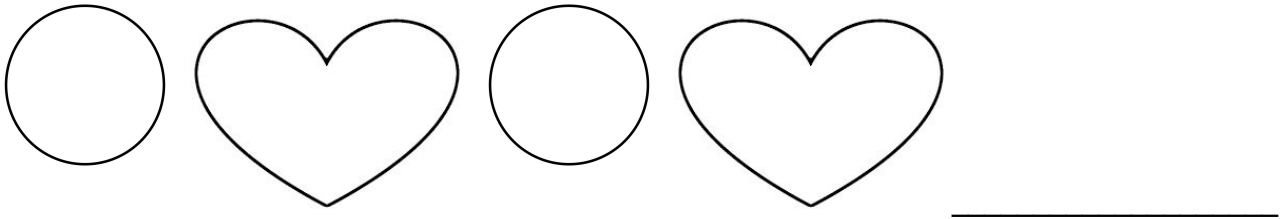
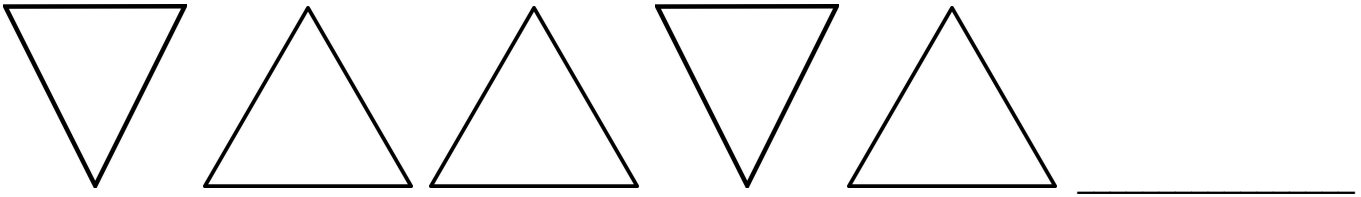
Tab has a nap.  
Mac has the ham.



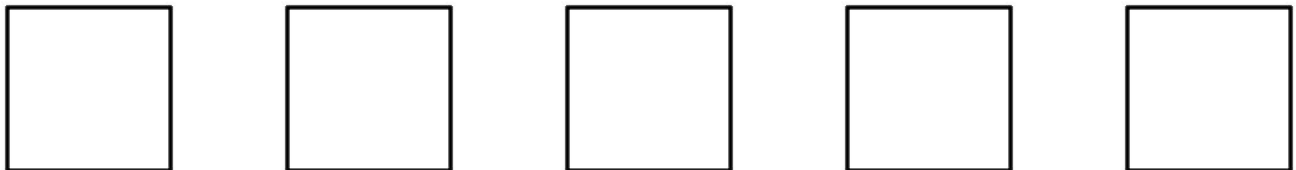
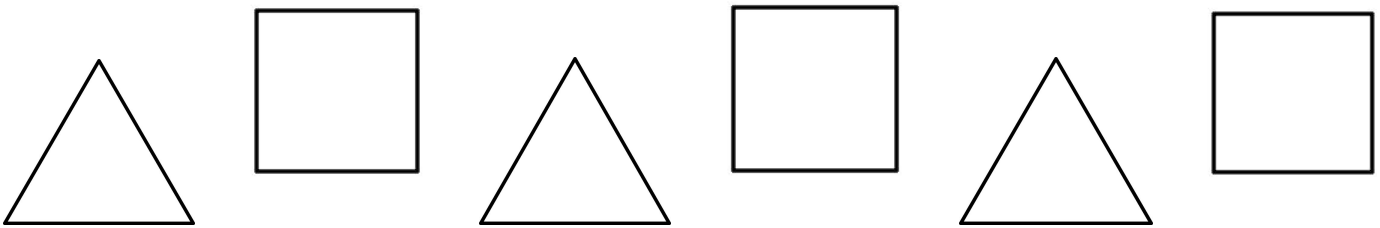
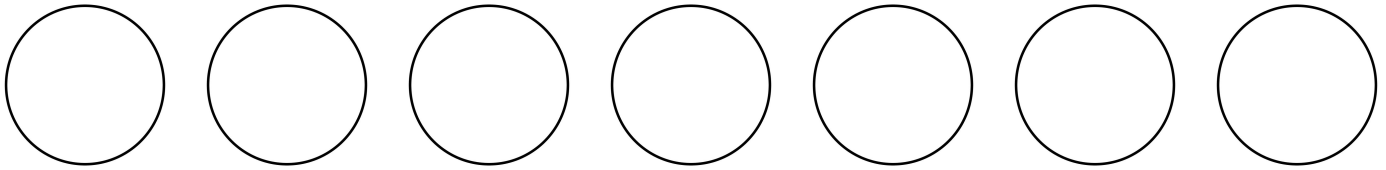
Tab is mad at Mac.  
Mac had the ham.

# Patterns

**Directions:** Fill in the missing shapes to complete the pattern.



**Directions:** Use colors to make a pattern.



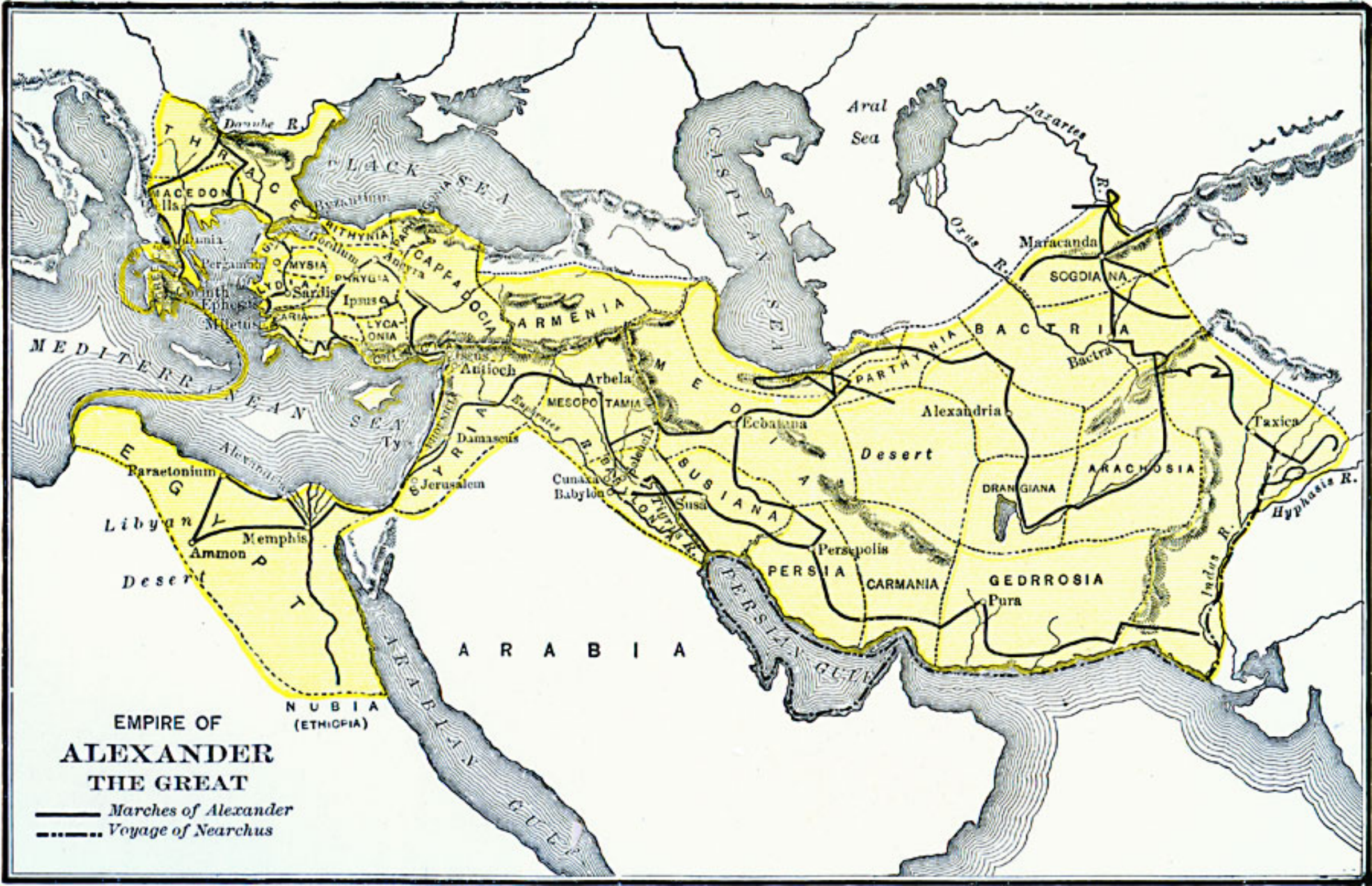
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# Copywork







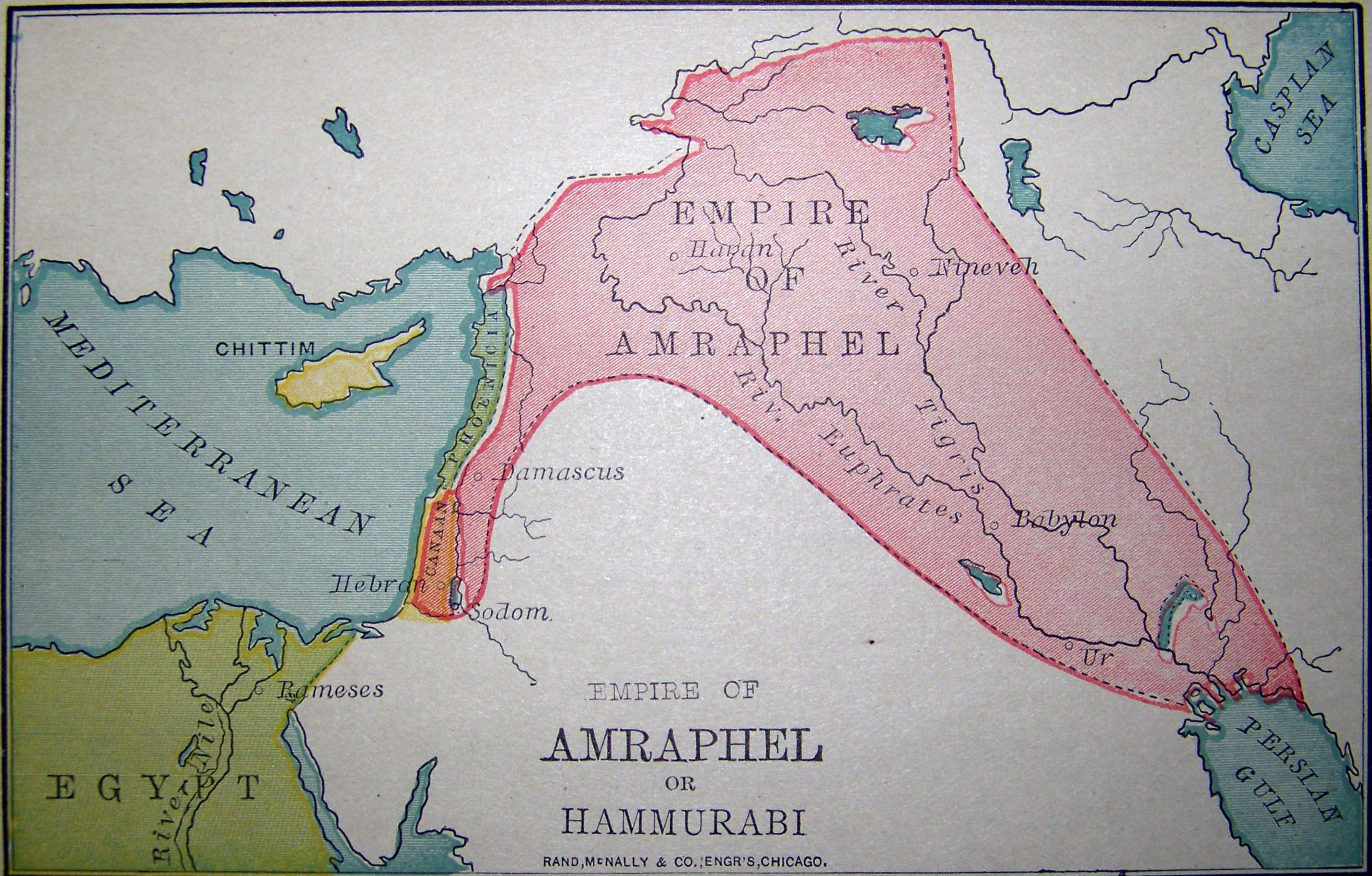
**EMPIRE OF  
ALEXANDER  
THE GREAT**

- *Marches of Alexander*
- - - - - *Voyage of Nearchus*









MEDITERRANEAN  
SEA

CASPIAN  
SEA

EGYPT

River Nile

PERSIAN  
GULF

EMPIRE

OF  
AMRAPHEL

EMPIRE OF  
AMRAPHEL  
OR  
HAMMURABI

RAND, McNALLY & CO., ENGR'S, CHICAGO.

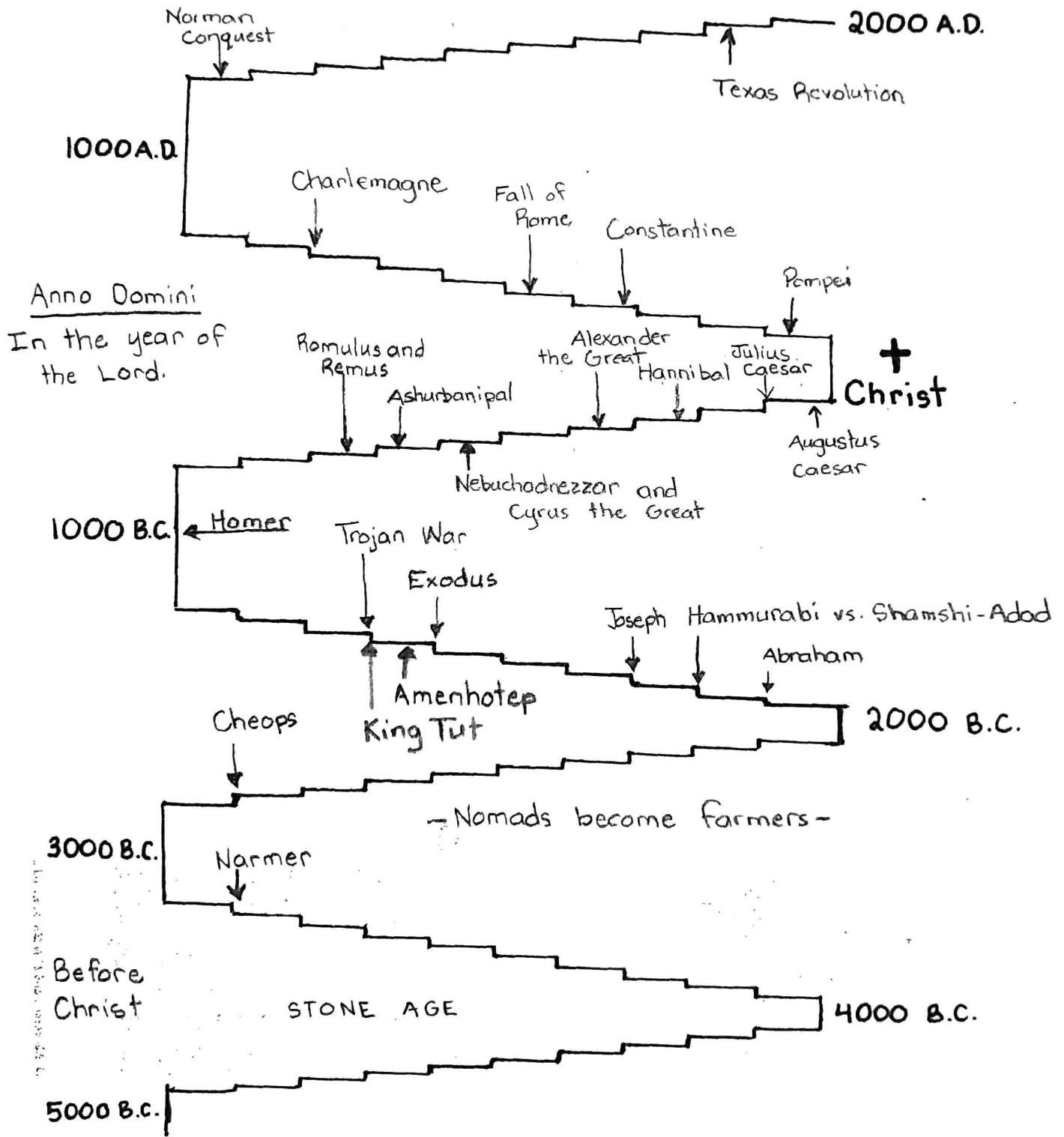


# Assyrian Empire, 650 B.C.



# The Staircase of Time

It will keep on rising up until it reaches high heaven.  
 From where we are now, let us look down the flights below us and listen to the story of what has happened in the long years gone by. - V.M. Hillier





## Day 4 Instructions and Resources

Thursday, 4/2

### Math

**Review** (about 5 minutes):

Tell a story about the numbers below. Then use cheerios, dried beans, buttons, or other countable objects, to show the number story.

**Example: 2 groups of 3**

“Once upon a time, there were 2 children. Each child had 3 cookies. They had 6 cookies altogether.”

1. 6 groups of 3
2. 7 groups of 5
3. 18 are shared between 2 and each gets \_\_\_\_\_

Bonus Question: 35 are shared between 7 and each gets \_\_\_\_\_

### 3-Dimensional Shapes

**Discussion:** (about 5 minutes)

We have learned the names of many different shapes. All the shapes we have learned so far are **2-dimensional**. This means they are flat. You can only measure their length and width.

Now let's look at **3-dimensional shapes**. Can you find a ball? Look at it very carefully. You can hold it in your hand. **A ball's 3-dimensional shape is called a sphere.**

Can you find dice in a game? **The dice's shape is called a cube.** These shapes have depth. You can measure their length, width, and depth.

Look at one side of the dice. One, flat side of the dice is shaped like a square. The square is just on one surface of the dice, but the whole dice is a cube. **How many squares can you find on the dice?**

Look at the ball again. The whole ball is a sphere. Just look at the outline shape. What

shape do you see? Just the outline is the shape of a circle.

**Activity:** (about 5 minutes)

Complete the attached 3-D shapes worksheet.

## Spalding

**Review** (about 5 minutes): On your Spalding Review page, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. *Remember to say the phonograms aloud as you write.*
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).
9. Choose 3 of the words, and write a sentence for each one.

**Today's words:** draw, ease, soap, summer, morning, alone, feather\*

\*See Spalding word list for complete markings, rules, and syllable spaces.

## Literature

**Read aloud for 10 minutes from the book your teacher provided, or from another book of an appropriate level** (about 10 minutes):

As you read...

1. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
2. Make sure that your voice follows all punctuation!
3. Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
4. Tell one thing you remember from the chapter. Speak in complete sentences!



## Grammar/Writing

**Narration** (about 5 minutes):

\*Complete steps 1 and 2 in your mind before writing the sentence.

1. Choose a subject from the story you read. Remember, the *subject tells who or what the sentence is about*.
2. To make a predicate, tell *what the subject is or what the subject does*.
3. Write your sentence in your best Spalding letters.
4. Read your sentence back to yourself. Check the subject and the predicate. Check your capital letters and punctuation. Check your phonograms.
5. Add another sentence or two to tell more about the story.
6. Illustrate your sentence in a careful, detailed picture. Include **4 things** from the story in your picture.

**Narration Topic:**

Write 1-3 sentences in your best Spalding letters. **Tell about one thing from the story of Daniel, Nebuchadnezzar, and the dream.**

## Poetry

**Practice reciting any previously-learned poem** (about 2 minutes):

As you recite...

1. Recite with good volume.
2. Speak clearly so that your audience can understand the words you are saying.
3. See if you can remember when to slow down, when to speed up, when to speak quietly, and other expressions we discussed in class.

## Science

### Review (about 2 minutes):

1. What is a mammal?
2. What makes a squirrel a mammal?

### Activity Instructions (about 8 minutes):

1. Observe two different types of mammals
2. Fill out the the Mammal Observation Chart, listing three details of physical appearance, a description of behavior, and completing a scientific sketch

## Music

### Sing and review known songs (about 5 minutes):

- Sing our “Hello Song” in as many languages as you can remember. If you can find someone to sing to, you can also practice doing “pat-clap-both” with them as you sing. Add another language if you can find another way to say “hello”! If you need help remembering, here’s the order we learned them in:
  - Hello - English
  - Salve [sahl-way] - Latin
  - Hola [oh-lah] - Spanish
  - Bonjour - French
  - Guten tag [goo-ten-tawg] - German
  - Konnichiwa [koh-nee-chee-wah]- Japanese
  - Jambo - Swahili
- Sing “Chocolate Cookie” with corresponding motions:
  - Clap 2X on each “chocolate”
  - Snap 1X on each “cookie”
  - Rub belly on “Yum, yum, yum”
  - Make an “O” with both arms on each “Oreo”
  - Here’s a link in case you need a reminder!  
<https://www.youtube.com/watch?v=msZdyt6tU2w>

## Latin (about 5 minutes)

- Say today's date in Latin: Dies Iovis Aprilis II, MMXX A.D.
- Say the following vocabulary words 3x each:
  - Point toward the proper direction when saying each word.

Latin	English
septentrio	north
merīdiēs	south
oriens	east
occidens	west

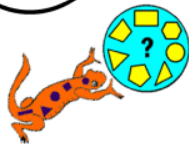
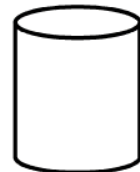
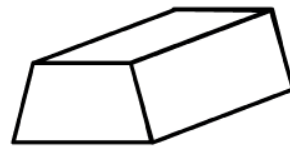
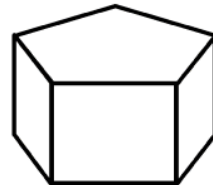
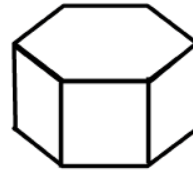
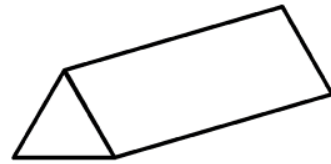
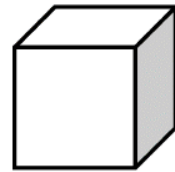
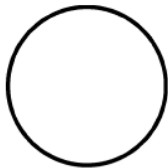
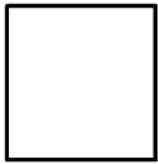
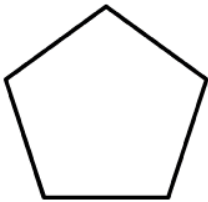
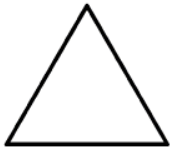
Name

Date



## MATCH THE 2D AND 3D SHAPES SHEET 1

Draw a line to match the 2d shape to the correct 3d shape.



Free Math Sheets, Math Games and Math Help

**MATH-SALAMANDERS.COM**

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

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

Write your Spalding words:

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

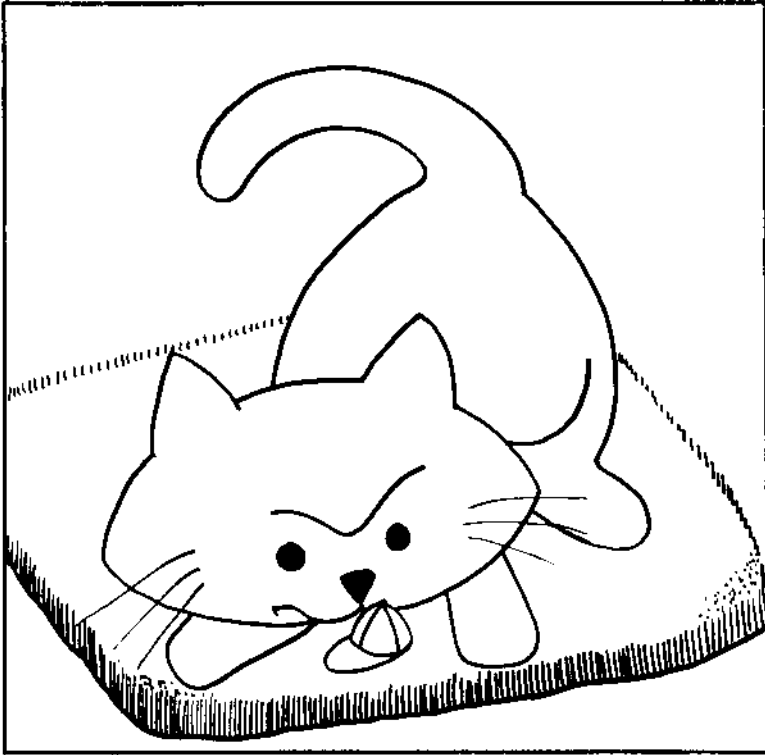
10. \_\_\_\_\_

Use three words in a sentence

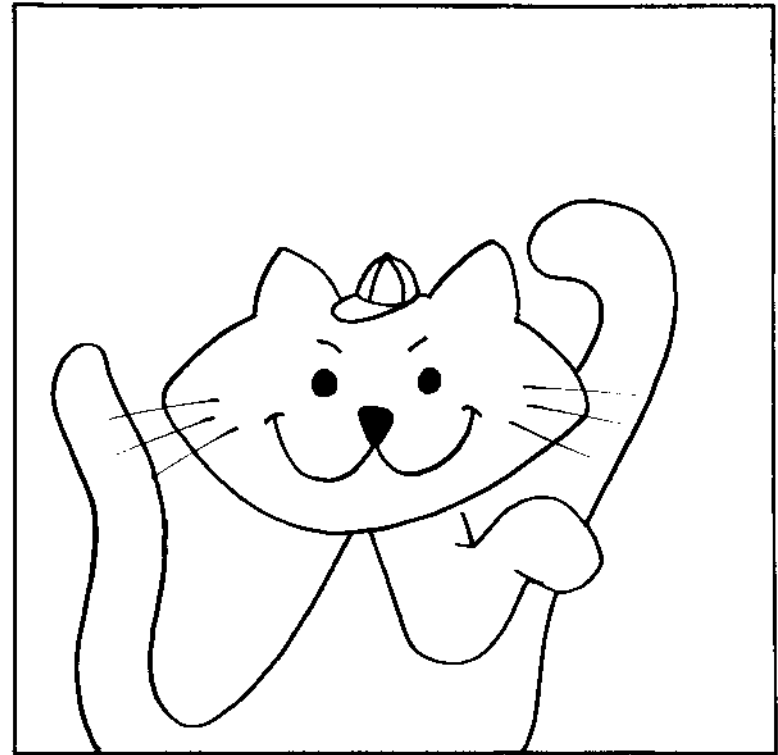
1. \_\_\_\_\_

2. \_\_\_\_\_

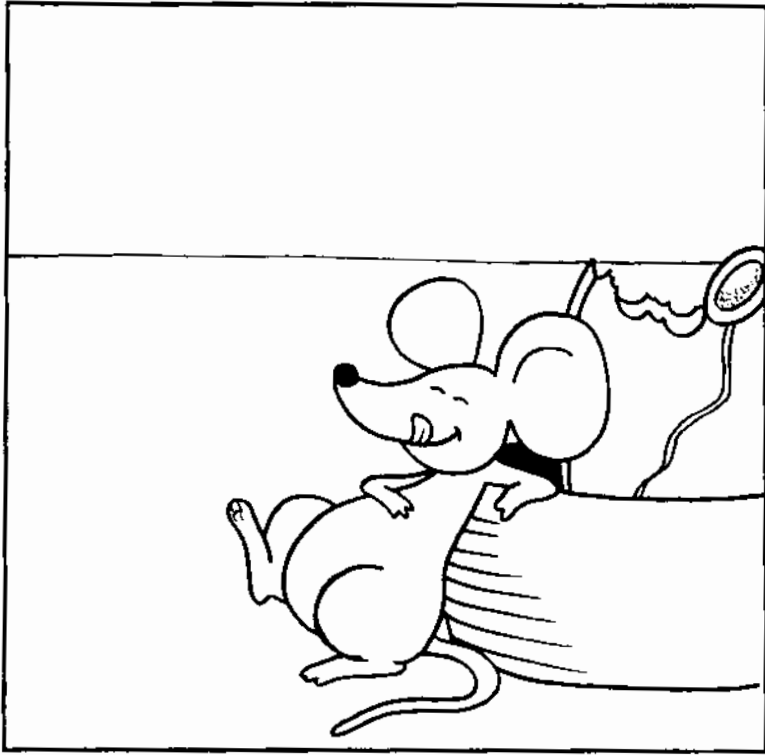
3. \_\_\_\_\_



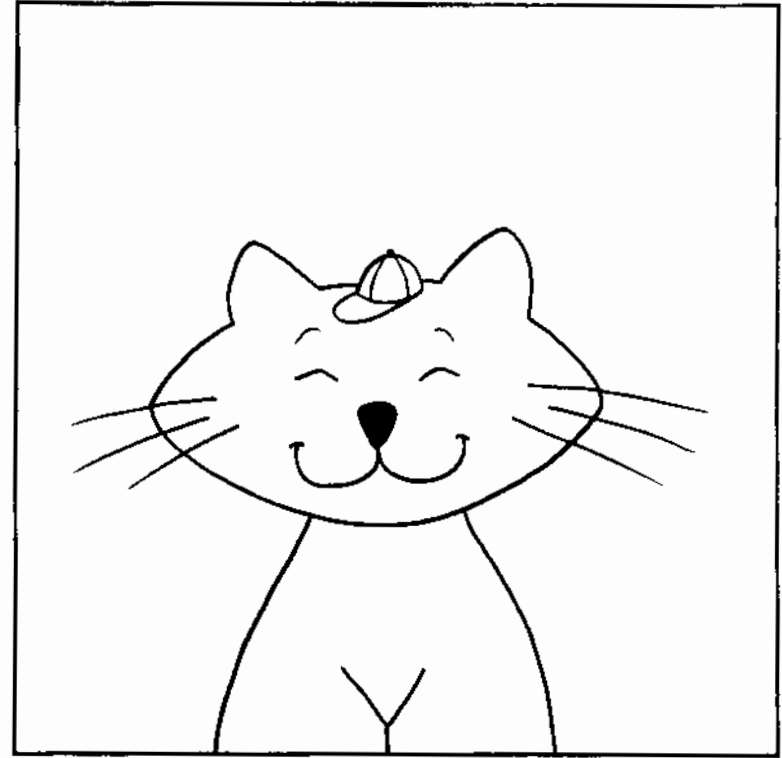
The cap is on the mat.



The cap is on Tab.



Mac had the ham.



Tab has the cap.





<b>Animal:</b>	<b>Animal:</b>
3 physical appearance details:	3 physical appearance details:
Description of behavior:	Description of behavior:
Animal sketch:	Animal sketch:

## Day 5 Instructions and Resources

Friday, 4/3

### Math

**Review** (about 5 minutes):

Complete the attached Timed Practice worksheet by following the instructions:

1. Set the timer for *one minute*. Complete side A.
2. Set the time for *one minute*. Complete side B.
3. Use your counters (cheerios, dried beans, etc) to check your answers. Finish any incomplete questions.

### Shapes Review

Complete your pages 113-114 from your workbook.

### Spalding

**Review** (about 5 minutes): On your Spalding Review page, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. *Remember to say the phonograms aloud as you write.*
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).
9. Choose 3 of the words, and write a sentence for each one.

**Today's words:** next, began, four, March, maybe, says, finish

## Literature

**Read aloud for 10 minutes from the book your teacher provided, or from another book of an appropriate level** (about 10 minutes):

As you read...

1. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
2. Make sure that your voice follows all punctuation!
3. Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
4. Tell one thing you remember from the chapter. Speak in complete sentences!

## Grammar/Writing and Art

**Note: Today's History lesson must be read first!**

**Dictation** (about 5 minutes):

1. A family member reads the sentence from the teacher's plans aloud while you sit in scholar position.
2. Listen well to the sentence and see if you can recognize where the punctuation and capital letters belong.
3. You repeat the sentence that you just heard.
4. You write the sentence. Show on your fingers when you are ready to hear the sentence a second and third time. *You may only hear the sentence three times!*
5. Read the sentence to yourself when you are finished in order to check spelling, pretty Spalding letters, and punctuation.
6. Draw an artistically rendered picture to illustrate your sentence. To create realism, add thick and thin lines, dark and light values, and also, please make sure your objects have accurate texture.

**Sentence to dictate:**

"King, you are the golden head."

**Discuss** (about 2 minutes):

Who said this? Who was he talking to? What did he mean?

## Poetry

**Practice reciting any previously-learned poem** (about 2 minutes):

As you recite...

1. Recite with good volume.
2. Speak clearly so that your audience can understand the words you are saying.
3. See if you can remember when to slow down, when to speed up, when to speak quietly, and other expressions we discussed in class.

## History

**Review** (about 2 minutes): Tell one thing you remember from yesterday's review of the ancient empires. Be sure to speak in complete sentences!

### Summary of the Ancient Empires, Part 2

**Read** (about 5 minutes):

Yesterday, we ended our lesson with the Assyrians scattering the Ten Lost Tribes of Israel "like dust." Soon after this happened, the Babylonians became more powerful, and they took over Assyria's land.

Look at the Staircase of Time, and find the Babylonian Empire, ruled by King Nebuchadnezzar. Around 597 B.C, Nebuchadnezzar and the Babylonians took control of Canaan and the lands to the south, where the tribes of Judah and Benjamin lived. These two last tribes were now in danger. Assyria had scattered the Israelites like dust, but the Babylonians decided that instead of making these last two tribes of Israelites leave, they would capture them and make them work.

The Babylonians took many, many, of the Israelites as prisoners and slaves back to Babylon where they worked for King Nebuchadnezzar. One of the prisoners was a young man named Daniel who was handsome and full of virtue. The King saw Daniel and chose him to be his own servant and advisor. Daniel did everything well, but all the time he never forgot about his God, even though the Babylonians worshiped other gods. Daniel prayed to God every day and God helped Daniel do his job well, even though Daniel missed his own home.

One night, King Nebuchadnezzar had a strange and frightening dream. He was so worried about the dream that he could not sleep, and he sent for his Babylonian wise men and advisors to come to him in the middle of the night to help him understand the dream.

Daniel was not there. The Babylonian advisors all said, “Yes, King Nebuchadnezzar, we will help you. Tell us your dream and we will tell you what it means.”

But Nebuchadnezzar said, “No, you all must tell me what the dream was and what it means, or else I will never trust that you really know the truth about what it means.”

The advisors all said, “King, oh King, we want to help you but this is impossible! How can we possibly know what you dreamed? Tell us the dream and we will explain it.”

King Nebuchadnezzar said, “If you cannot tell me what I dreamed, I will put you all to death. I am the King! Do as I say.”

When the advisors could not tell what the King had dreamed, Nebuchadnezzar ordered all of the wise men and advisors in Babylon to be killed — even Daniel. The Babylonian wise men ran back and told Daniel that they were all about to be killed. Daniel was amazed, and asked why. The Babylonian advisors told Daniel about the King’s dream, and how they could not tell what it was or understand what it meant. They told Daniel that King Nebuchadnezzar was angry and ready to put them all to death.

But Daniel had hope that God would help him. So he went to King Nebuchadnezzar and asked for time to think about the dream. The King agreed. So Daniel went home and began to pray and ask God for help. That night, God told Daniel the secret of the dream. Daniel thanked God, and in the morning, he went to King Nebuchadnezzar.

Daniel told the king, “God in Heaven can tell secret things. God gave you this dream to tell you what will happen now, and in the future. You saw, O King, in your dream, a frightening statue standing before you. Its head was made of gold. Its chest and arms were silver. Its belly was made of bronze. Its legs were made of iron, and its feet were made partly of iron and partly of clay. In your dream, you looked at the statue until a great stone that had not been touched by human hands flew toward the statue, and struck the statue on its feet of iron and clay. The stone crushed the statue’s feet. The clay, the iron, the bronze, the silver, and the gold all toppled down and were broken to pieces, and the wind carried the pieces away. The stone that struck the statue stayed there, and became a great mountain, as big as the whole earth.

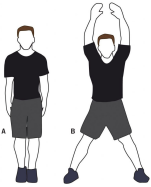


Then, Daniel explained that the head of gold represented King Nebuchadnezzar himself, and his Babylonian Empire. The silver arms stood for the kingdoms of the Medes and the Persians, led by King Cyrus, who was not born yet, but who would come after Nebuchadnezzar. The belly of bronze stood for the Greek Empire of Alexander the Great, who would defeat the Medes and Persians after Cyrus was gone. The legs of iron stood for the Roman Empire of Julius Caesar and Caesar Augustus. The feet that were iron mixed together with clay showed that the Roman Empire would grow weaker and separate into two parts. The rock that flew in to crush the statue, was God’s Kingdom. Daniel told the

king that the great rock grew into a mountain because God's Kingdom would be different from all the rest: it would grow stronger and stronger as more people learned about the Good News; and this Kingdom would never end.

**Wrap-up** (about 2 minutes): Tell what King Nebuchadnezzar dreamed. Remember to speak in complete sentences!

### P.E.

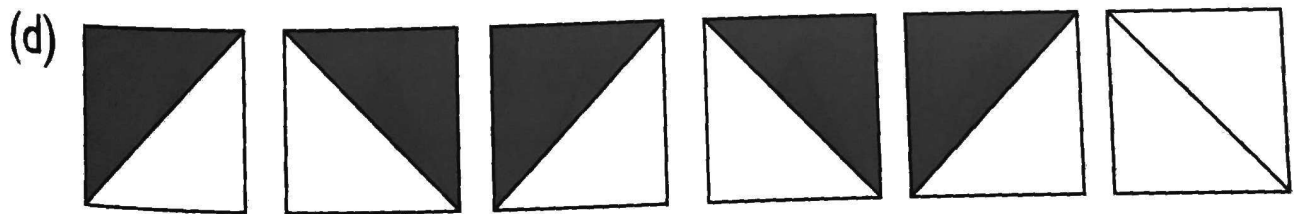
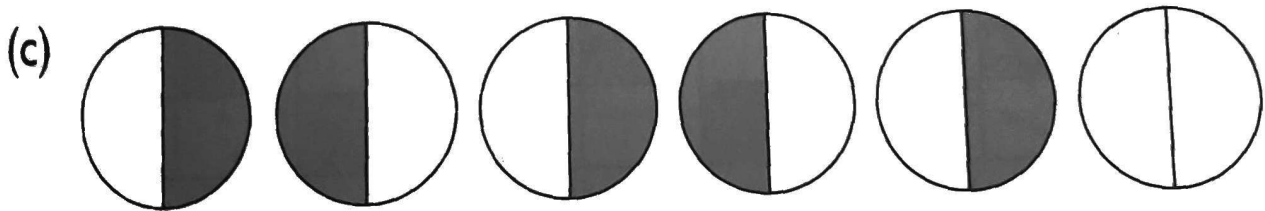
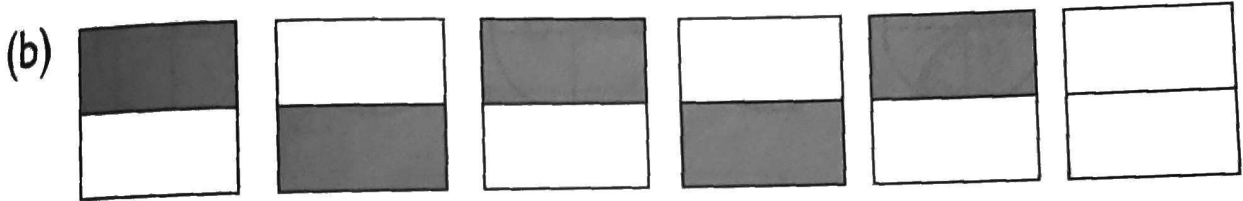
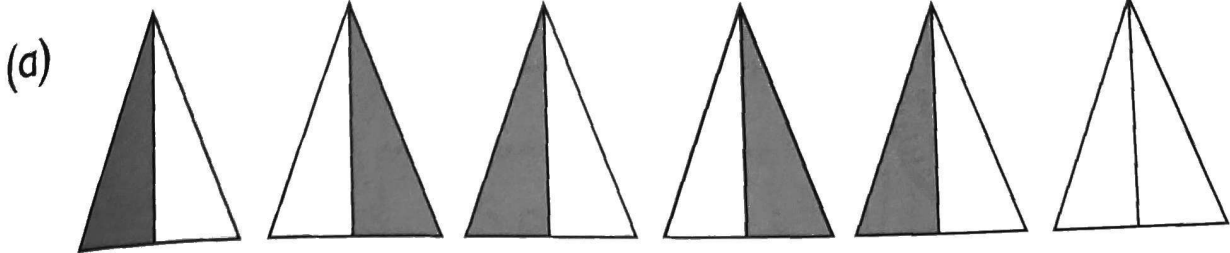
You will do each exercise for 60 seconds. Find a clock or have a sibling time you for 60 seconds (1 minute). While you do each exercise for one minute, you will count how many you were able to do! Remember to give your best effort and be honest, it's better to do 10 good squats in 60 seconds than 80 with a poor effort. Record the number you were able to do in the blank spot in the second column.

Exercise	Fill in the blank with the number you were able to do in 60 seconds.
<p data-bbox="289 823 483 852">Jumping Jacks</p> 	<p data-bbox="607 932 1383 961">In 60 seconds, I was able to do _____ jumping jacks.</p>
<p data-bbox="311 1138 457 1167">Calf Raises</p> 	<p data-bbox="607 1285 1328 1314">In 60 seconds, I was able to do _____ calf raises.</p>
<p data-bbox="337 1495 431 1524">Squats</p> 	<p data-bbox="607 1642 1282 1671">In 60 seconds, I was able to do _____ squats.</p>

# EXERCISE 3

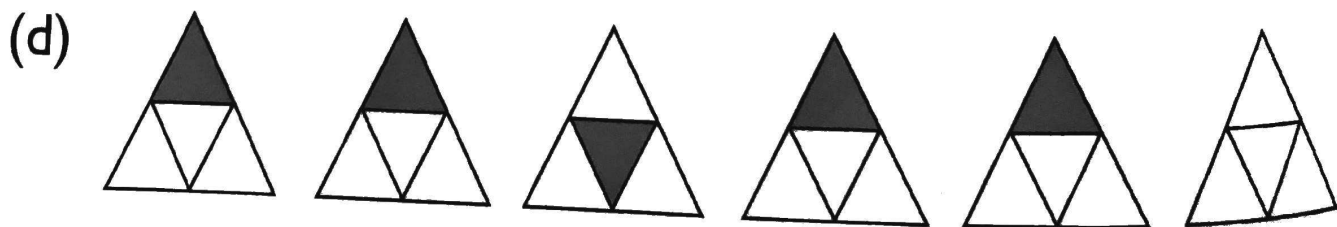
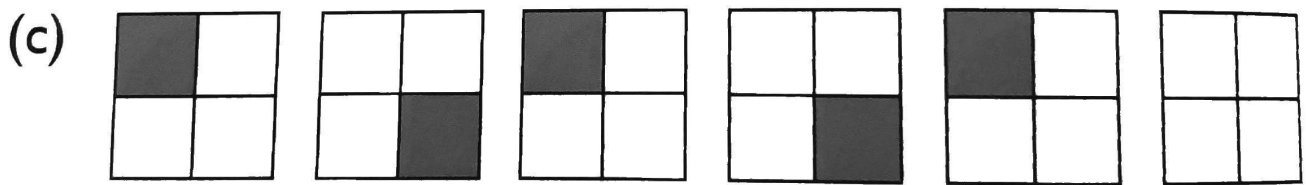
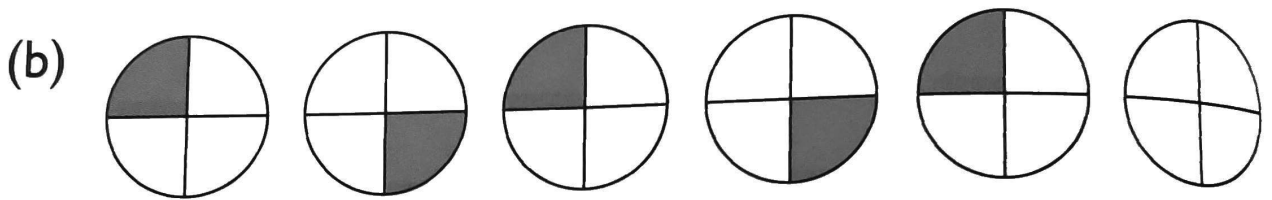
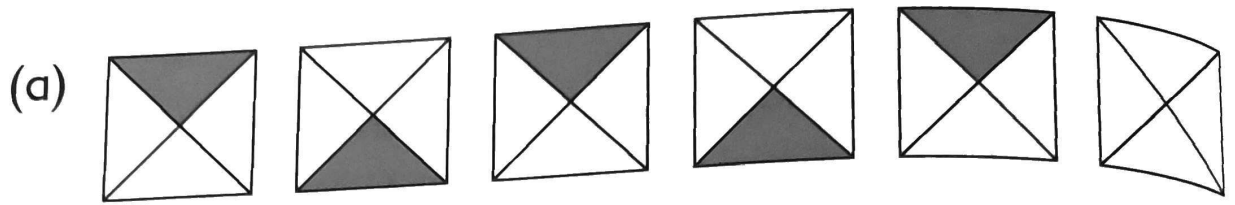
1. These are regular patterns of shapes.  
Find the pattern.

Color the last shape to complete the pattern.



2. Find the regular pattern.

Color the last shape to complete the pattern.





# Math Sprints 1

103 A

Add.

Second Half

1.	$1 + 1 =$	16.	$7 + 2 =$
2.	$2 + 1 =$	17.	$8 + 2 =$
3.	$4 + 1 =$	18.	$4 + 0 =$
4.	$6 + 1 =$	19.	$6 + 0 =$
5.	$5 + 1 =$	20.	$8 + 0 =$
6.	$7 + 1 =$	21.	$10 + 0 =$
7.	$8 + 1 =$	22.	$4 + 3 =$
8.	$6 + 1 =$	23.	$5 + 3 =$
9.	$1 + 1 =$	24.	$4 + 3 =$
10.	$4 + 1 =$	25.	$6 + 3 =$
11.	$4 + 2 =$	26.	$5 + 3 =$
12.	$4 + 3 =$	27.	$0 + 3 =$
13.	$5 + 2 =$	28.	$2 + 3 =$
14.	$5 + 3 =$	29.	$4 + 3 =$
15.	$6 + 2 =$	30.	$6 + 3 =$

# Math Sprints 1

103 B

Add.

First Half

1.	$1 + 2 =$	16.	$2 + 7 =$
2.	$1 + 3 =$	17.	$3 + 7 =$
3.	$2 + 3 =$	18.	$0 + 4 =$
4.	$5 + 3 =$	19.	$0 + 6 =$
5.	$1 + 5 =$	20.	$3 + 5 =$
6.	$8 + 2 =$	21.	$8 + 1 + 1 =$
7.	$2 + 7 =$	22.	$4 + 3 + 0 =$
8.	$2 + 5 =$	23.	$5 + 2 + 1 =$
9.	$0 + 2 =$	24.	$4 + 3 + 3 =$
10.	$1 + 4 =$	25.	$3 + 3 + 3 =$
11.	$2 + 4 =$	26.	$1 + 2 + 3 =$
12.	$3 + 4 =$	27.	$0 + 1 + 2 =$
13.	$1 + 6 =$	28.	$1 + 0 + 2 + 1 =$
14.	$1 + 7 =$	29.	$1 + 2 + 3 + 1 =$
15.	$2 + 6 =$	30.	$1 + 2 + 0 + 2 =$

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

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

Write your Spalding words:

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

Use three words in a sentence

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Spalding Words Week of March 30 to April 3

### Day 1

garden

new

cloud

sign r.19

small<sup>3</sup> er r. 17

pea ch

begin r. 4

### Day 2

tenth

win dow<sup>2</sup>er

sir

catch er

gone<sub>5</sub>

wach<sup>3</sup>

stop ping r. 9\*

\*My base word is stop. My ending is ing. I must write stop and double the p because my base word stop is a one-one-one word, and my ending ing starts with a vowel.

Day 3

ch ur ch

wh<sup>1</sup>ere<sub>=5</sub>

<sup>3</sup>fath<sup>2</sup>er

qu een

kn if e

goose<sub>=5</sub>

drink

Day 4

draw

<sup>2</sup>ease<sub>=5</sub>

soap

sum mer r. 29

morn ing

a lon e

<sup>2</sup>fea <sup>2</sup>th er

Day 5

next

be gan r. 4

<sup>2</sup>four

Mar ch r. 26

may be r. 18, 4

<sup>2</sup>says

fin ish r. 13

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

## Dictation
