



# Remote Learning Packet

## First Grade

April 6–April 10, 2020

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





## Student Attendance Affidavit

April 6–April 10, 2020

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

- Monday, April 6, 2020
- Tuesday, April 7, 2020
- Wednesday, April 8, 2020
- Thursday, April 9, 2020

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

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

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.
	<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.
	<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.

## First Grade Remote Learning Plan 4/6–4/10

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

Subject		Mon. 4/6	Tue. 4/7	Wed. 4/8	Thu. 4/9	Fri. 4/10
<i>Math</i> ~10–20 min.		<b>Halves</b>	<b>Halves/ Fourths</b>	<b>Halves/Fourths</b>	<b>Review</b>	<b>No School</b>
<i>English Language Arts</i> ~10–20 min. total	<i>Spalding</i> ~5 min	Follow the instructions for your Spalding Review Page with this week’s words.	Follow the instructions for your Spalding Review Page with this week’s words.	Follow the instructions for your Spalding Review Page with this week’s words.	Follow the instructions for your Spalding Review Page with this week’s words.	
	<i>Literature</i> ~10 min	Read your assigned pages aloud to a family member.	Read your assigned pages aloud to a family member.	See the Science plans for today.	Read your assigned pages aloud to a family member.	
	<i>Grammar/ Writing</i> ~ 5 min	<b>Copywork</b>	<b>Narration</b>	<b>Copywork</b>	<b>Narration</b>	

	<i>Poetry</i> ~ 2 min	“The Village Blacksmith,” by Henry Wadsworth Longfellow  Stanza 1	“The Village Blacksmith,” by Henry Wadsworth Longfellow  Stanza 1	“The Village Blacksmith,” by Henry Wadsworth Longfellow  Stanza 1	“The Village Blacksmith,” by Henry Wadsworth Longfellow  Stanza 1	
	<i>History</i> or <i>Science</i> ~10 min.	<b>History</b>  The Evil Emperor	<b>Science</b>  Mammals	<b>History</b>  A New Emperor	<b>Science</b>  Mammals	
	<i>Art</i> or <i>Music</i> ~5 min.	Music: Sing warm-up song, read music and sing “Starlight, Starbright”	Art: combined with poetry. Draw a chestnut tree.	Music: Sing “Starlight, Bright” with body ladder and draw a skip on the musical staff	Art: combined with PE and Science. Farmyard landscape drawing.	
	<i>Latin</i> or <i>P.E.</i> ~5 min.	Latin: Review of quotes and Latin body parts	P.E.: 60 Seconds Workout (new exercises)	Latin: Review of Latin of more Latin body parts and Head, shoulders, knees and toes song in Latin	P.E.: Food Groups. See the Science plans for today.	

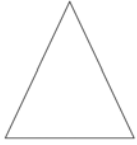


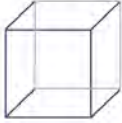

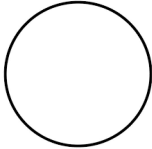
# Monday Instructions and Resources

Monday, 4/6

## Math

**Review** (about 5 minutes): Use the words from the Word List to help you write the name of each shape.

**Word List:** circle, cube, rectangle, square, triangle, sphere

	_____		_____
	_____		_____
	_____		_____

### Introducing Halves (about 10 minutes)

1. Cut out one of the circles below. Pretend that this is your birthday cake and you want to share it with your best friend.
2. Fold your circle so that the two edges match. There should be a line going down the middle of the circle. Now cut along that straight line.
3. Put the two pieces together to show one whole circle. Then put the pieces on top of each other to show that they are **EQUAL** in size. Equal means they are the **SAME**.  
Because your cake is a circle, cutting it into two equal pieces means you have two of the same shapes. When you take a whole and make two equal parts, each part is called a **HALF**.
4. Read the definition and repeat it out loud three times: **"A half is one out of two equal parts of one whole."**
5. Repeat the following three times: **"Two halves make one whole."**

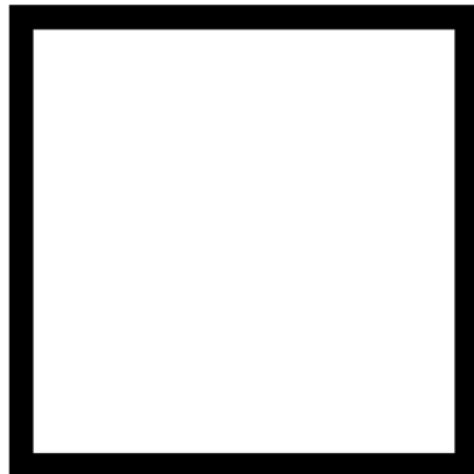
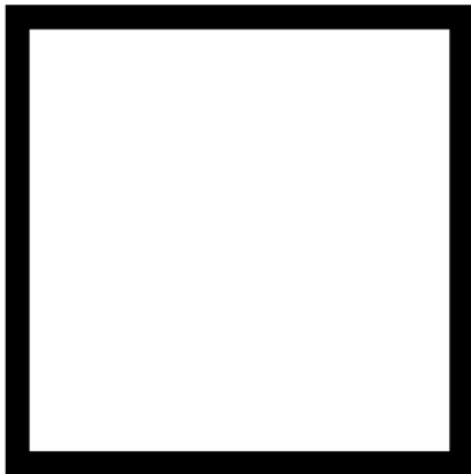
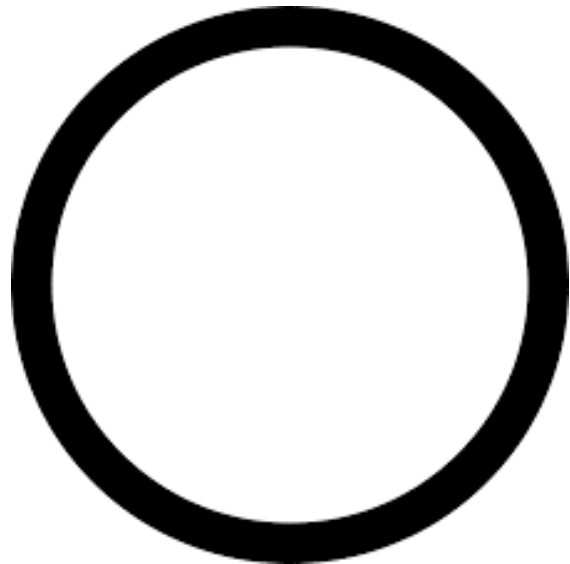
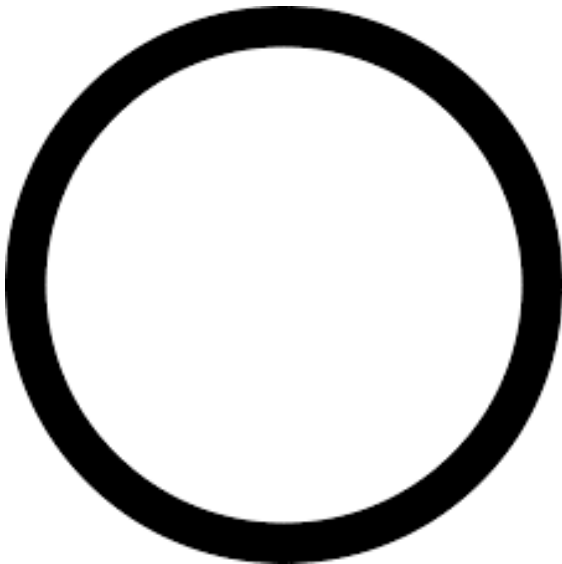




6. Now complete the same task with the squares. Can you make two equal parts in more than one way? **\*Extra challenge:** can you make your own rectangles and find their halves? What about a heart, or a triangle?
7. During your lunch today, try cutting your food into **TWO EQUAL PARTS**.  
(Ex. Cut your sandwich in half or break half of your fruit bar.)



**Directions:** Read the lesson above and follow the instructions.  
See how many ways you can find to make halves!





# Spalding

If possible, learn this week's new words with Ms. Borer.

<https://cloud.swivl.com/v/b8d6116f76101cb1c973be8325e48f32>

If you are unable to watch the video, **you can see the words at the end of the packet.** Find someone to dictate them to you so you can inger-spell them.

**Remember:**

1. Follow along with your syllable ists and inger spelling for each word.
2. Write the word on the Spalding Review lines below. *Remember to say the phonograms aloud as you write.*
3. Mark the word with the correct spelling rules.
4. Repeat for each assigned word.
5. When you have inished the word list, read for spelling (read only individual sounds in each word).
6. Read for reading (read the whole word).
7. After you inish learning the words with Ms. Borer, choose 3 of the words, and write a sentence for each one.

**Today's words:** clothe, clothes, clothing, able, suit\*

\*See Spalding word list at the end of the packet for complete markings, rules, and syllable spaces.

**Write and mark your Spalding Words**

1.	4.
2.	5.
3.	6.

**Choose 3 words. Write a sentence with each word.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Literature

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

Choosing a book: *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.*

If your child has a book he or she brought back from school, this is the time to read it!

If your child does not have a book, please see the pages from *Owl at Home* attached at the end of this packet.

You may also check your emails at the beginning of each week. A separate email will be provided with options for texts to read during Literature time.

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. When you are finished reading, tell one thing you remember from the chapter. Speak in complete sentences!

Parents, please sign when your children have completed their reading.

---

## Grammar/Writing

**\*Read your History lesson first!**

**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 **exclamation marks**? What feelings do they show you?
5. Are there **quotation marks**? Who is talking? Who is he talking to? Point to the quotation marks that show that he *begins speaking*. Point to the quotation marks that show he is *inished speaking*.
6. Copy the sentence in your best Spalding letters.
7. Read your writing back to yourself. Did you write all the correct phonograms and the correct punctuation? Is your writing neat and tidy?
8. Illustrate your sentence. Include **4 things** from the story.

**Sentence to copy:**

The messenger came to Nero's house in the country. "Your majesty!" he cried. "Your city is burning! You must come save Rome!"

## Poetry

Our new poem is the longest poem you will learn in First Grade. It is *eight stanzas* long! We will learn one stanza at a time, and we will practice it for many weeks, until we know and understand the whole poem quite well.

**Begin learning stanza one of "The Village Blacksmith," by Henry Wadsworth Longfellow** (about 2 minutes):

1. Find someone to read the stanza aloud to you. Listen to the words. Are there words that you do not know? Can you tell what the poem is about?
2. Listen to the poem twice. Then repeat the first two lines until you have them memorized.

Under a spreading chestnut-tree  
The village smithy stands;  
The smith, a mighty man is he,  
With large and sinewy hands;  
And the muscles of his brawny arms  
Are strong as iron bands.

**About the poem:**

1. What is a **blacksmith**? *A blacksmith is a person who makes or fixes things with iron. ("Smith" is a nickname for "blacksmith.")*
2. What is a **smithy**? *A smithy is a blacksmith's workshop.*
3. What is **sinewy**? *"Sinewy" means strong and muscular.*
4. What is **brawny**? *"Brawny" also means strong and muscular.*

## History

**Review** (about 2 minutes): Tell one thing you remember about the review of the Ancient Empires.

### Nero, the Evil Emperor

**Read** (about 5 minutes): See attached pages (289-291) from *Story of the World*.

**Discuss** (about 2 minutes):

1. What did Nero do when the city of Rome was burning?
2. Did Nero build new houses for the people? What did he build instead?
3. What did Nero do to distract the people from being angry at him?

**Wrap-up** (about 5 minutes): Look at the portrait of Nero, painted by Abraham Janssens.

1. Use your observation skills to notice as many details in the picture as you can.
2. Look at Nero's face. What do you see about his face that gives you clues to know what kind of person he was?



## Latin

Please use the following pronunciation guide when practicing with your students:

General pronunciation rules:

- C and G are always hard, like “cat” and “great”
- V is pronounced like W (there is no W in the Roman alphabet).
- Vowels are never silent.

1. Say these quotes in three different voices (ex. Loud, soft, singing etc...).

- *cum laude* (with praise) and *vēnī, vīdī, vīcī* (I came, I saw, I conquered)

2. Say each Latin body part in Latin and English three times:

Latin	English
corpus	body
caput	head
oculus	eye
auris	ear
ōs	mouth
nāsus	nose

Parents: please sign here when students have finished their Latin work: \_\_\_\_\_

## Music

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

- Warm-Up: Sing either the “Hello Song” or “Chocolate Cookie” while doing the motions
- Sing “Starlight, Starbright” while reading the music below:
  - Then, sing on **ta** and **ti-ti** (rhythm syllables) while tapping into your hand.
  - Next, sing on **so** and **mi** with their hand signs. Remember that:

■ “so” looks like this:



and “mi” looks like this:





# Star Light, Star Bright

Folk song



Star light, star bright, first star I see to - night,



Wish I may, wish I might, have the wish I wish to - night.

bethsnotes.com

- Circle the correct answer to this question: *so-mi* is a SKIP or STEP ?

Parents: Please sign here when students have finished their Music work :

\_\_\_\_\_

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

## Copywork


## CHAPTER THIRTY-NINE

## Rome and the Christians

## Nero, the Evil Emperor

Augustus Caesar was a good and fair ruler of Rome. His people loved him, and his army obeyed him. His reign was a good time for the city of Rome, and for all of the lands that Rome controlled.

But after Augustus Caesar died, Rome had other emperors who weren't fair and just. They were cruel to their subjects. They got richer and richer and spent more and more money on themselves, while the people of Rome got poorer and poorer. The emperor of Rome was supposed to tell the army how to fight, but the emperors after Augustus Caesar were such bad generals that the army refused to obey them! One Roman emperor even made his horse a consul, and told all the people of Rome to do whatever the horse said.

The worst Roman emperor of all was named Nero. Nero had everyone who disagreed with him murdered. His favorite pastime was playing the lyre; he was a very bad lyre player, but everyone was afraid to tell him so. So they all praised his terrible music. "When I die," Nero used to say, "what a loss I shall be to the art of music!" And the Romans in the royal court all agreed with him, because they were afraid for their lives.

After Nero had been emperor of Rome for ten years, he decided to take a vacation from Rome. He went out to his house in the country and invited his favorite friends to go with him. They had a party that went on for days and days.

Meanwhile, Rome was burning.

The fire began late at night, in a rickety wooden building in a dark and dirty Roman street. No one knows exactly how it started. But the poor families who lived in that part of town often built small fires to keep warm. Perhaps a coal fell out of one of these fires, onto the dry wooden floor. It smoldered away until the floorboard caught fire. The fire spread to a wall, and then to the entire building. And then the flames leapt to the building next door.

Soon a whole section of Rome was on fire. The fire roared along until it came up against a stone wall. The rich people of Rome had built the wall to keep fires from spreading into the wealthy part of town. But this fire was stronger than the wall. The flames leapt right over the wall and kept on burning.

The people of Rome realized that this was the worst fire in Roman history. They sent a messenger to Nero to tell him what was happening. The messenger galloped hard until he reached the country house where Nero and his friends were celebrating.

"Your Majesty!" the messenger cried. "Your city is burning!"

But Nero didn't even answer the messenger. He ordered him taken away, before he ruined the party. And he didn't return to Rome for days more.

When he finally did come back to Rome, he found his people waiting for him. Hundreds of families had been driven out of their homes. Everything they owned had been burned. They were cold and hungry. They begged Nero for help. "Remember

your great ancestor, Augustus Caesar!" they cried. "He gave money to every poor family in Rome! Surely you can help us out of your great wealth!"

Nero did give some money to the poor and the homeless. But he made a big mistake. He announced, "The fire has cleared away ugly, broken-down houses and left space for my new building projects! I will take the land where those houses used to stand and build myself a new and bigger palace."

The people of Rome were furious. Nero had been unpopular even before the fire. Now they hated him even more. Soon, Nero realized that the Romans were on the edge of rebelling and taking his throne away. He had to find someone to blame for the fire—right away.

"I know who set the fire to Rome!" he told the Romans. "It was those Christians! They set the fire on purpose!"



Nero was an unpopular emperor

Of course, the Christians hadn't set the fire. But many people believed Nero's lies. The Romans began to persecute the Christians. Christians were arrested and executed. Some of them were forced to fight in gladiator shows. Others were killed by wild animals. Nero's cruelty to the Christians drew attention away from his own selfishness.

## Christians in the Catacombs

The Romans punished runaway slaves, criminals, and Christians by making them fight wild animals. But what was wrong with being a Christian?

In the Roman Empire, it was a crime to be a Christian, because Christians would not sacrifice to the emperor. The Roman emperors kept control over their people by saying, "Obey us, because we are gods!" The emperors claimed to be descended from Jupiter, the king of the gods. Special feast days were held every year in honor of the emperors. At these celebrations, all Romans were supposed to worship the emperor and promise to obey only him.

But Christians refused to do this. "We only worship our God!" they told other Romans. "We refuse to bow down to someone who is only a man! The emperor is not God. We will pray for him, but we will not worship him."

The Roman emperors were furious. If the Christians disobeyed them, other Romans might be brave enough to do the same. So the emperors ordered Christians to be executed.

## Tuesday Instructions and Resources

Tuesday, 4/7

### Math

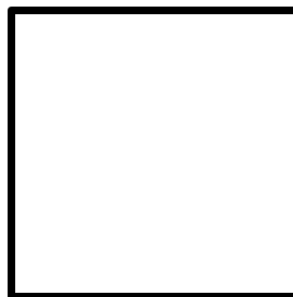
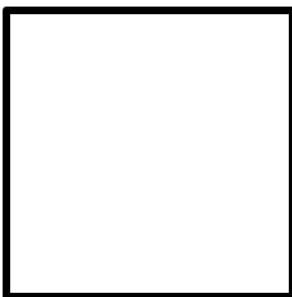
**Review** (about 5 minutes): **Math Facts**

#### 1. Math Facts

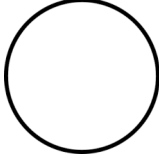

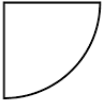
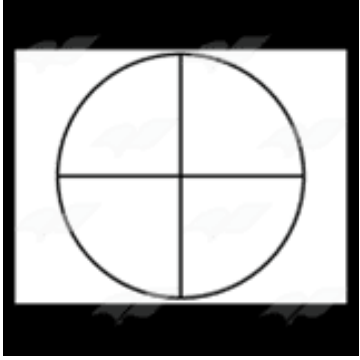
Directions: Use cheerios, coins, dried beans, or another countable object to show what the number sentences mean. Then, write the answer.

$15 + 10 = \underline{\quad}$	$3 + 20 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$	$15 + 20 = \underline{\quad}$
$30 - 5 = \underline{\quad}$	$1 \times 12 = \underline{\quad}$	$25 - 20 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$

**2. Halves:** How can I make two halves with the following shape? Draw a line to show where the shape should be cut in half. Is there more than one way I can make two halves?



### Introduce Fourths (about 10 minutes)

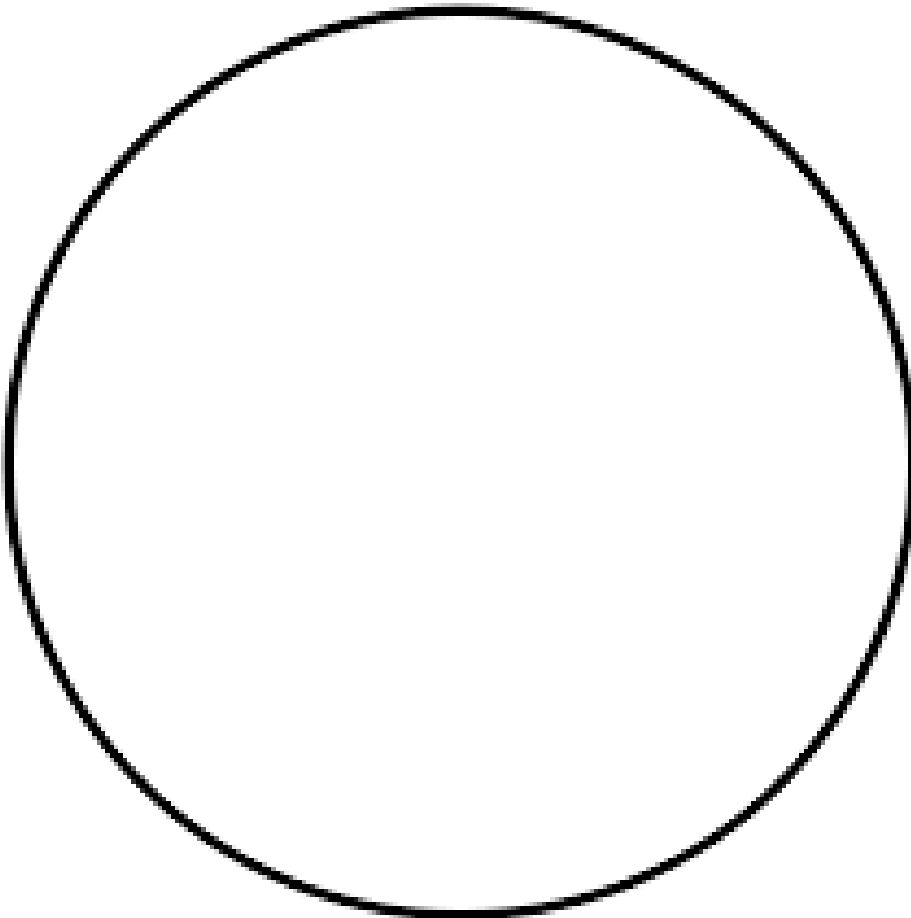
<p>1. Cut out the circle on the next page. It looks like this:</p>	
<p>2. Pretend that your circle is a pizza. Fold your pizza in half. It looks like this:</p>	
<p>3. Take your folded pizza and fold it AGAIN. Match your corners. It looks like this:</p>	
<p>4. Unfold your pizza. How many parts do you have now? 5. Cut out your parts. (Make sure you cut along the straight folded lines.) 6. Place your pieces together to form one circle. Then place them on top of each other to show that they are <b>EQUAL</b>. What does equal mean? When we make four equal parts from one whole, each part is called a <b>FOURTH</b>.</p>	

7. Read the definition and repeat it out loud three times: **“A fourth is one out of four equal parts of one whole.”**
8. Repeat the following three times: **“Four fourths make one whole.”**

**Bonus: Sense of Wonder Questions**

1. What other shapes can you cut into fourths?
2. See if you can cut your lunch into fourths!
3. Can all shapes make four **equal** parts? What about a rectangle? A heart?
4. A half is one out of two equal parts of a whole. A fourth is one out of four equal parts of a whole. *What is a third?*

**Use this circle to make your pizza. Follow the instructions above.**







## Spalding

**Worksheet** (5-10 minutes):

Complete the attached worksheet for Tuesday 4/7.

1. Fill each blank with one of your Spalding words to make the sentence make sense.
2. At the bottom of the page, fill in a predicate to complete each sentence. **Remember, a predicate tells what the subject is, or what the subject does.**
3. Read your sentences to a family member.

## 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 details** from the story in your picture.

**Narration Topic:**

Write 1-3 sentences in your best Spalding letters. **Tell what, or who, our new poem is about. What do we know so far?**

## Poetry and Art

**Practice “The Village Blacksmith” by Henry Wadsworth Longfellow** (about 2 minutes):

1. Find someone to read the poem to you. (Look at Monday’s lesson to read the poem!)
2. Practice repeating the stanza until you have it memorized. You can memorize just a few words at a time to make it easier!

About the poem:

1. A **chestnut tree** is a beautiful, huge, “sinewy” tree that grows chestnuts. People in England love to roast chestnuts over a fire so they can crack them open and eat them.
2. What do you think it means for a tree to “**spread?**”
3. Draw a large chestnut tree. Remember your **art** lessons on drawing trees. Begin a tree by using the letter “Y” and adding more “Y’s” to its ends. Repeat over and over until you have a large tree. Add leaves, chestnuts, and especially the element of texture for wood grain when finishing your chestnut tree.

## Science and Literature

**Observation** (about 3 minutes):

If possible, observe a pet mammal (dog, cat, gerbil, etc.) and/or watch the video of how Mrs. Treece takes care of her dog, Fern.

<https://cloud.swivl.com/v/1033ba5523897438198a6966599c0986>

<https://cloud.swivl.com/v/11bd33bd9eb69d0990c4c20a54a08068>

If you do not have a pet mammal, look for one outside. Is anyone walking his dog? Is there a cat in the neighbor’s front yard?

**Learning about Pets**

1. Read the following and repeat three times: **Domestic means “relating to the running of a home or family.”**
2. Domestic mammals are raised for human use, and so they are the ones we’re most familiar with. Can you think of any examples?
3. Pets are domestic animals that people keep for companionship. Can you think of different benefits people who own pets can experience? Speak in complete sentences!




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

1. Read the story *The Pet Gets Wet* (attached). Be sure to follow the usual instructions for reading aloud! Make your voice follow the punctuation, and read slowly and carefully.

2. Using your loveliest handwriting, answer the comprehension questions about the story. You may read the story again to help you find the answers.

P.E. (5 minutes)

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 of the third column.

Exercise	Fill in the blank with the number you were able to do in 60 seconds.
<p data-bbox="321 779 448 810">Push-Ups</p> 	<p data-bbox="607 930 1333 961">In 60 seconds, I was able to do _____ push-ups.</p>
<p data-bbox="354 1146 415 1167">Sit-ups</p> 	<p data-bbox="607 1276 1295 1308">In 60 seconds, I was able to do _____ sit ups.</p>
<p data-bbox="305 1436 467 1467">High Knees</p> 	<p data-bbox="607 1587 1352 1619">In 60 seconds, I was able to do _____ high knees.</p>

Tuesday 4/7

Fill in the blanks. Some words may fit in more than one blank!

1. Are you \_\_\_\_\_ to find the book?
2. My mother will \_\_\_\_\_ me in a green skirt.
3. The man's \_\_\_\_\_ is black.
4. Don't get your \_\_\_\_\_ dirty!
5. The king's \_\_\_\_\_ was made of silk.

clothes      able      clothing      suit      clothe

Write a predicate for each subject! Please use good Spalding letters.

My clothes \_\_\_\_\_.

The tan suit \_\_\_\_\_.

Father's clothing \_\_\_\_\_.

## The Pet Gets Wet

Focus: Words in the -et family

This is a girl and her pet.  
Her pet is a dog.  
Her pet needs a bath.  
She puts her pet into the tub.



She gets her pet wet.  
She washes her pet.  
Then it is time to let him get out.



She likes her wet pet.  
Oh, no! Now she is wet, too!  
The girl and her pet are both wet.  
She let him get her wet.  
They sit in the sun to get dry.

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

1) What does the girl's pet need?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What does the girl get wet?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) How do they get dry?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

## Narration


## Wednesday Instructions and Resources

Wednesday, 4/8

### Math

**Review** (about 5 minutes):

1. **Word Problem:** Marcy has 5 cookies. Each cookie has 4 chocolate chips. How many chocolate chips are there altogether?

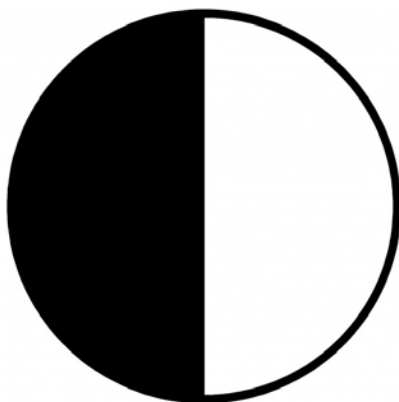
Write a number sentence to show your answer AND draw a picture to match.

Number Sentence: \_\_\_\_\_

2. **Complete Workbook Exercise 2, pages 109-110.**

#### Recognizing Halves and Fourths

Look at the picture. Then, speak in complete sentences to answer the questions.



1. Is this half of a circle or a fourth of a circle?
2. How do you know if it is half or fourth?

## Spalding

**Worksheet** (about 5 minutes):

Complete the attached worksheet for Wednesday 4/8.

1. Unscramble the mixed-up letters to make your Spalding words.
2. At the bottom of the page, fill in a subject to complete each sentence. **Remember, a subject tells us what the sentence is about.**
3. Read your sentences to a family member.

## Literature

**Read out loud 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!

Parents, please sign when your children have completed their reading.

---

## Grammar/Writing

**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 **commas**. Decide if the comma shows that there will be quotation marks, if it means there is a list, or if the comma shows you that your voice should pause.
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.

**Sentence to copy:**

Domestic mammals, like pigs and cows, are born and raised on a farm. Unlike wild mammals, they are cared for by humans.

## Poetry

**Work on memorizing Stanza One of “The Village Blacksmith”** (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): Answer the question, *Why were the Roman people angry with Nero?* Be sure to speak in complete sentences!

### **A New Emperor**

**Read** (taken from *Story of the World*; about 3 minutes):

When Nero saw how angry the Roman people were, he was afraid they would start a rebellion, and try to take the throne away from him. So he thought up a clever lie. “The Christians started the ire!” he said. “It was their fault!”

The people believed his lies. Instead of getting rid of Nero, they decided they had to get rid of all the Christians. The Roman people began to capture Christians. They were arrested and executed. Some of them were forced to fight in gladiator shows. (*Do you remember learning about the gladiators?*) Nero encouraged the Romans to be cruel to the Christians in order to distract them from his own selfishness.

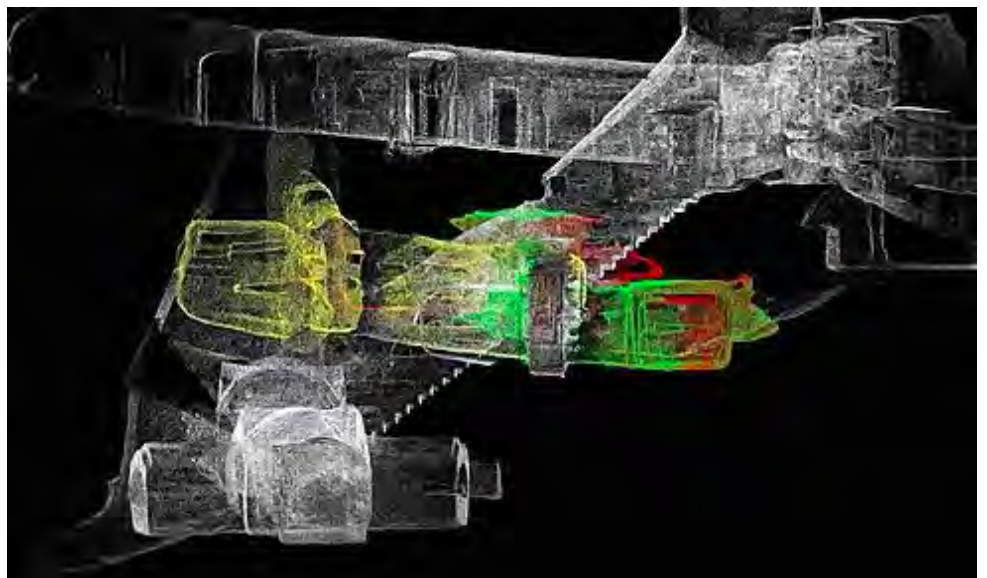
The Romans continued to **persecute** the Christians for many, many years. Soon it was against the law to be a Christian. The Christians were scared, and sad, because they wanted to be able to worship God without being punished. So they began to build secret, underground tunnels where they could meet and worship God without being discovered. These secret churches were called **catacombs**. If you go to Rome, you can still go down into the catacombs today.

The Roman emperors kept on persecuting the Christians for years and years, until an emperor named Constantine came to the throne. Constantine was a fair man. He worshiped the Roman god Apollo, but he didn't think it was right to kill people or to put people in jail because of the god they worshiped. So he ordered the Roman people to stop persecuting the Christians. No one was allowed to arrest the Christians just for being Christians anymore.

Constantine himself went on praying to the Roman god Apollo. But then, one day, something strange happened to him...

**Wrap-up** (about 8 minutes): You will find out what happened to Emperor Constantine next week! For now, look at the pictures of the Catacombs below, and follow the directions.

**This is an x-ray of the catacomb of Domatilla. You can see the tunnels going down, down, deep into the ground.**



**Here is the inside of the chapel of Domatilla. This is the room at the very bottom of all the tunnels, where the Christians would worship God in secret.**



1. On your Catacomb paper, draw a picture of the Christians sneaking through the streets in the middle of the night to get to the opening of the tunnel that would lead down into the catacombs. Remember to draw the Roman guards the Christians had to hide from!
2. One year, there was a little boy in my class who said, "I would have a really hard time being quiet and sneaky in the Catacombs!" **Choose one virtue the Christians had to use to sneak to the catacombs in the middle of the night. Why did you choose that virtue?** On your history paper, write 1-3 sentences to answer the question.

## Music

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

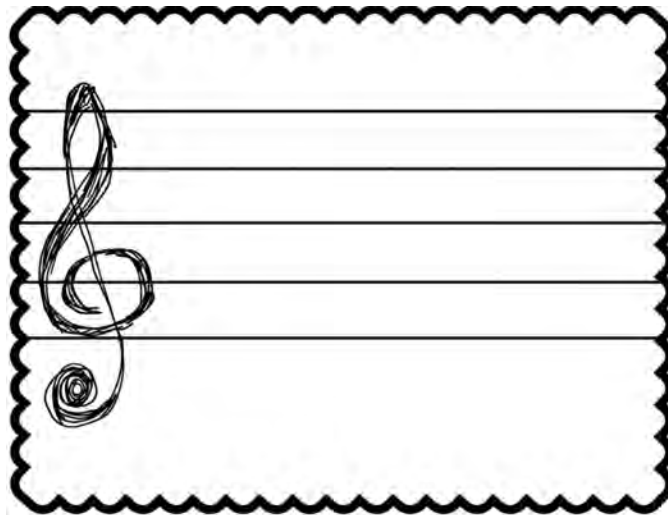
- Warm-Up: Sing either the "Hello Song" or "Chocolate Cookie" while doing the motions
- Sing "Starlight, Starbright" and use your body ladder. For example:



“Star - light, Star - bright, etc.”

- Now sing with your body ladder with **so** and **mi**
- Then sing on **so** and **mi** with their hand signs (go to Monday’s work to see pictures of the hand signs)

**Draw two notes on the musical staff below that are a skip away:**



Parents: Please sign here when students have finished their Music work :

\_\_\_\_\_

## Latin

-Say each of these Latin words in Latin and English three times:

- Find your Latin words from Monday and sing the song “head, shoulders, knees and toes” in Latin.

umerus	shoulder
--------	----------

genū	knee
pēs	foot

Parents: please sign here when students have finished their Latin work:

---

## The Catacombs

Choose one virtue the Christians had to use to sneak to the catacombs in the middle of the night. What virtue did you choose? Why did you choose that virtue?

---

---

---

---

---

---

---

---

Wednesday 4/8

Unscramble the Spalding word.

ecothl \_\_\_\_\_

ngolcithe \_\_\_\_\_

setholc \_\_\_\_\_

labe \_\_\_\_\_

uits \_\_\_\_\_

Pick a Spalding word to use as the subject of the sentence!

Mother's \_\_\_\_\_ was white and pink.

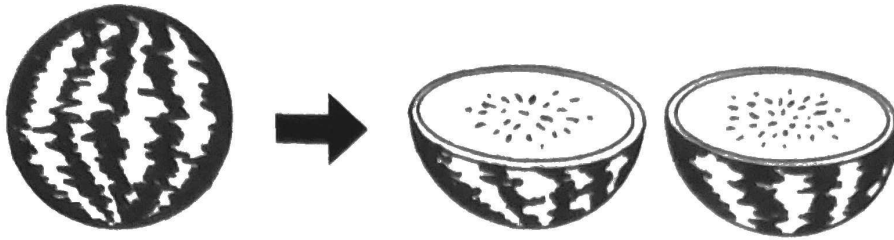
Tom's \_\_\_\_\_ had a rip.

Glory's \_\_\_\_\_ fit perfectly.

# EXERCISE 1

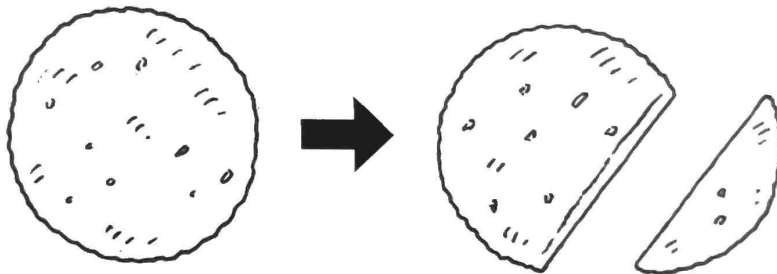
1. Write Yes or No.

(a)



The watermelon is cut into halves.

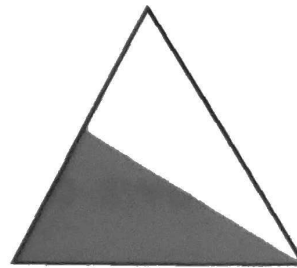
(b)



The cookie is cut into halves.

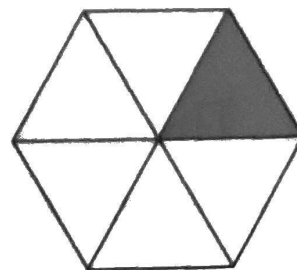
(c)

The shaded part shows a half of the shape.



(d)

The shaded part shows a fourth of the shape.





(e)



The line divides the letter N into halves.

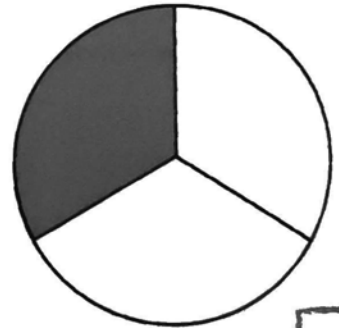
(f)



The line divides the letter Q into halves.

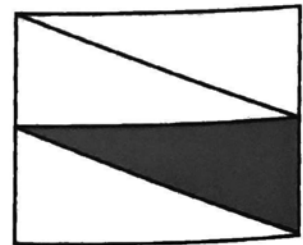
(g)

The shaded part shows a half of the shape.



(h)

The shaded part shows a fourth of the shape.



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

## Copywork


# Thursday Instructions and Resources

Thursday, 4/9

## Math

**Review** (about 5 minutes): Fill in the blanks to answer the questions.

Remember to use \$ or ¢ to show the correct value.

1. What is the value of a nickel? A nickel is worth \_\_\_\_\_.
2. What is the value of a quarter? A quarter is worth \_\_\_\_\_.
3. What is the value of a half dollar? A half dollar is worth \_\_\_\_\_.

Ask if you can borrow some change from your parents to help with the next questions.

4. What coins can I put together to make 35 cents?

I can use \_\_\_\_\_.

5. What coins can I put together to make 20 cents?

I can use \_\_\_\_\_.

### Answer in Complete Sentences:

What is a half? \_\_\_\_\_

\_\_\_\_\_

What is a fourth?

\_\_\_\_\_

\_\_\_\_\_

**Complete Workbook pages 111-112.**

## Spalding

**Word Search** (10 minutes):

Complete the attached worksheet for Thursday 4/9.

When you find each word, say the sounds that come together to make the word. Then, read the whole word.

## 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!

Parents, please sign when your children have completed their reading.

---

## 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:**

Tell about one fun or amazing thing you have done at home this week. Write 1-3 sentences in your best Spalding letters.

## Poetry

**Work on memorizing Stanza One of “The Village Blacksmith”** (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. Listen to the words as you recite. Think about when to slow down, when to speed up, when to speak quietly, and other expressions we have discussed in class.

## Science/Art / P.E.

**Review** (about 2 minutes):

1. What is a domestic mammal?
2. What are three things you learned about caring for pets?

### **Learning About Farm Animals**

1. A farm is a piece of land used to grow plants and/or raise animals for food.
2. A long time ago, farms were relatively small and produced a variety of things, often growing crops such as wheat and barley, while also raising animals.

3. Today farms tend to be much larger and usually specialize in one or two products. For example, dairy farms only have cows and chicken farms raise chickens.
4. What farm animals can you think of?

**Activity Instructions** (about 8 minutes):

1. Using the Step-by-Step guide, practice drawing cows on scratch paper.
  - a. Draw a carefully rendered cow in front of a horizon line on new paper.
  - b. Add a farmyard *behind* the cow and draw in important details such as fences.

**Note: when adding new subjects look for the light source and add shadows to the ground on one side.**
2. Play Farmyard Charades with your sibling(s) or parent(s). **Without** making a sound, act out different farm animals, such as chickens, cows, and pigs. Take turns!
3. At meals today, think about where your food came from. For example, what type of animal makes the milk we drink? What about the eggs we eat?
4. Using the 5 food groups you've learned in P.E. (protein, vegetables, fruits, grains, and dairy), answer the questions in complete sentences.
  - a. What food group do eggs belong in?

Eggs belong in the \_\_\_\_\_ group.

- b. What food group does milk belong in?

Milk belongs in the \_\_\_\_\_ group.

- c. How many food groups can come from an animal?
- 

Happy early weekend!

Thursday 4/9

## Spalding Review

T	H	T	U	O	S	E	A	I	E	C	B	N	U
C	O	E	C	T	O	D	A	Y	S	N	I	S	R
S	U	O	H	O	C	O	C	P	O	R	R	C	O
E	T	A	T	S	V	C	H	A	R	O	D	T	T
B	S	G	D	T	A	E	R	I	H	D	T	E	A
R	I	S	T	R	H	G	R	N	I	Y	E	C	L
T	D	C	O	O	L	A	E	T	R	R	S	P	O
L	E	G	L	D	A	G	S	B	T	T	S	W	E
A	E	H	E	R	N	N	A	S	N	C	A	Y	W
T	O	N	N	A	C	I	I	U	S	A	E	I	O
E	T	U	U	C	R	R	D	T	H	O	A	O	R
H	T	O	O	T	T	T	A	A	S	U	I	T	M
S	E	H	T	O	L	C	H	T	B	C	S	I	S
T	R	P	E	A	A	G	E	L	B	A	N	M	H

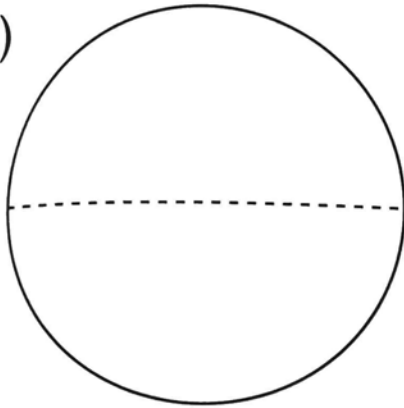
COOL  
STREET  
RING  
CANNOT  
CARD  
BIRD  
TOOTH  
EARTH  
TODAY  
COVER  
SUIT  
WORM  
AGE  
ABLE  
SOUTH  
CLOTHES  
SAID  
PAINT  
OUTSIDE

Play this puzzle online at : <https://thewordsearch.com/puzzle/989214/>

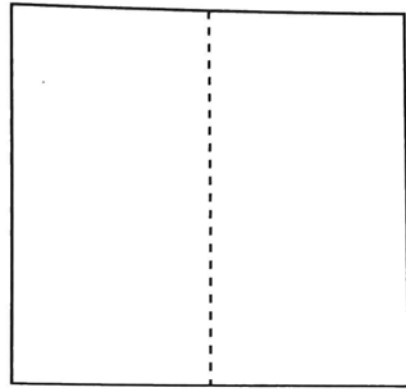
# EXERCISE 2

1. Color a half of each of the following shapes.

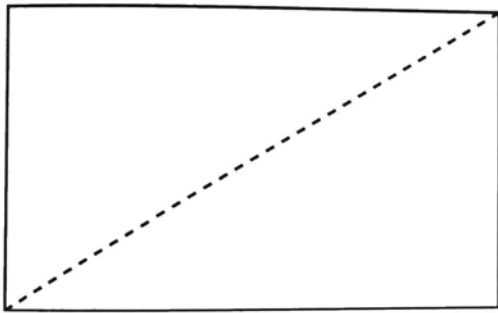
(a)



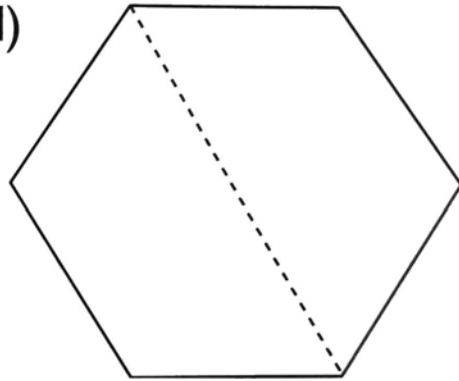
(b)



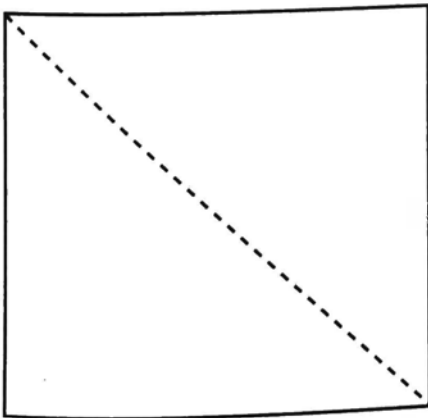
(c)



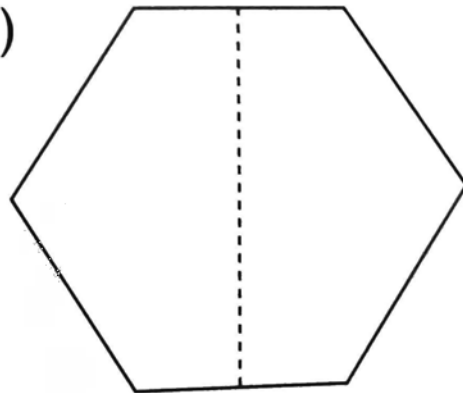
(d)



(e)



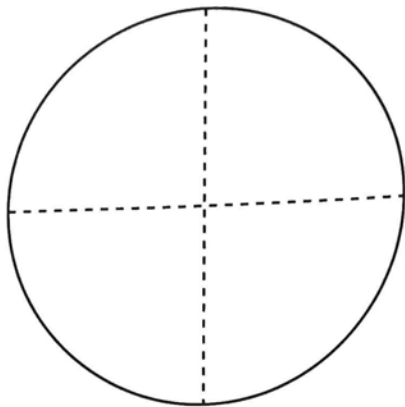
(f)



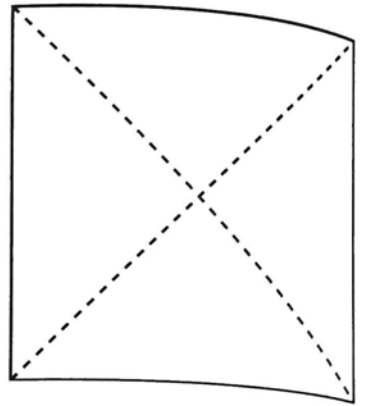


2. Color a fourth of each of the following shapes.

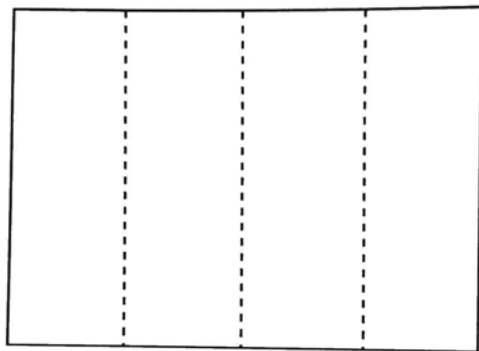
(a)



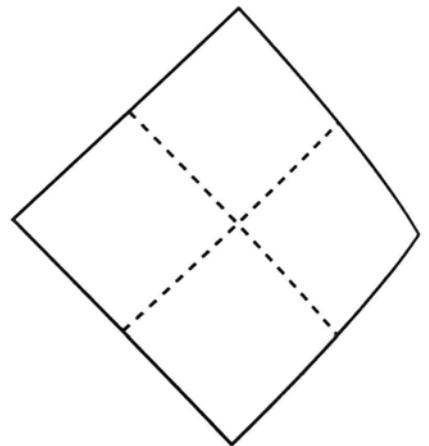
(b)



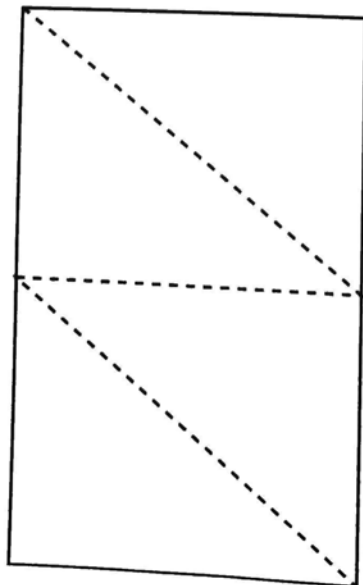
(c)



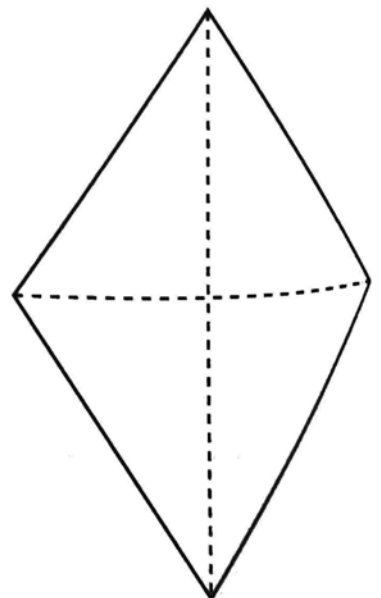
(d)



(e)



(f)



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

## Narration


# Cow

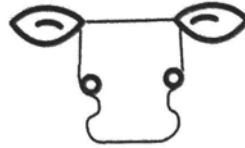
Teaching Tip on page 64

Question answered on page 32

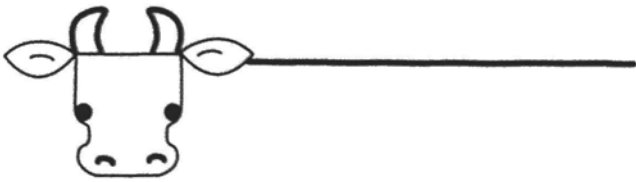
1.



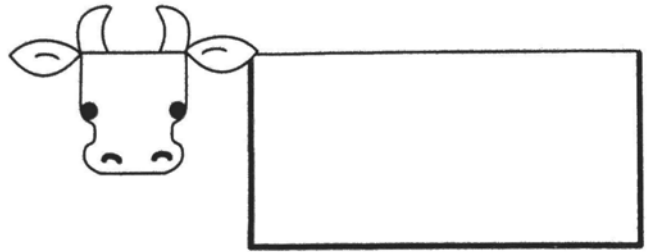
2.



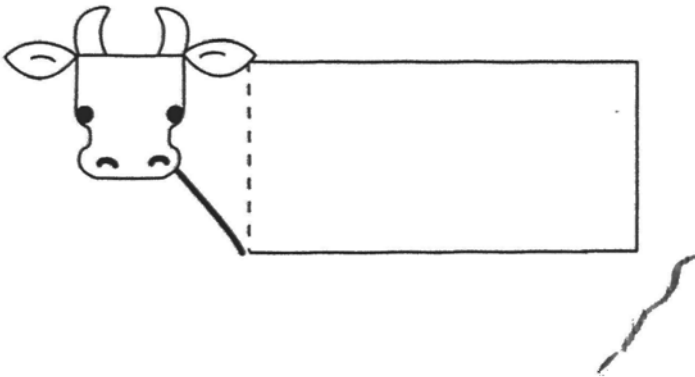
3.



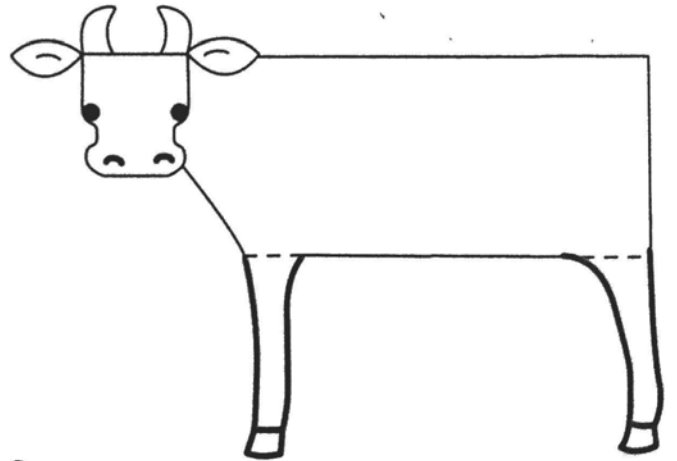
4.



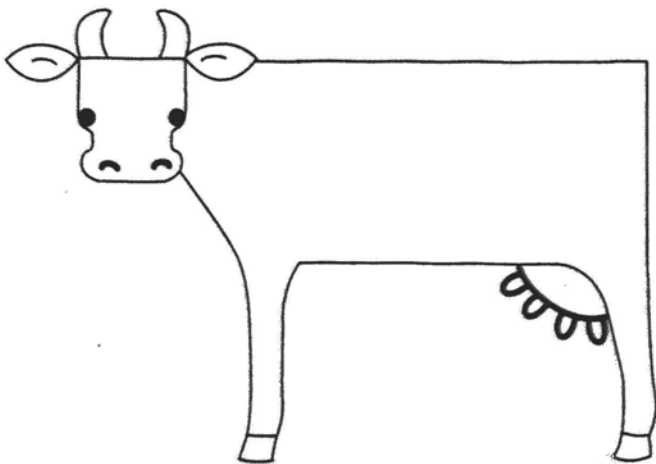
5.



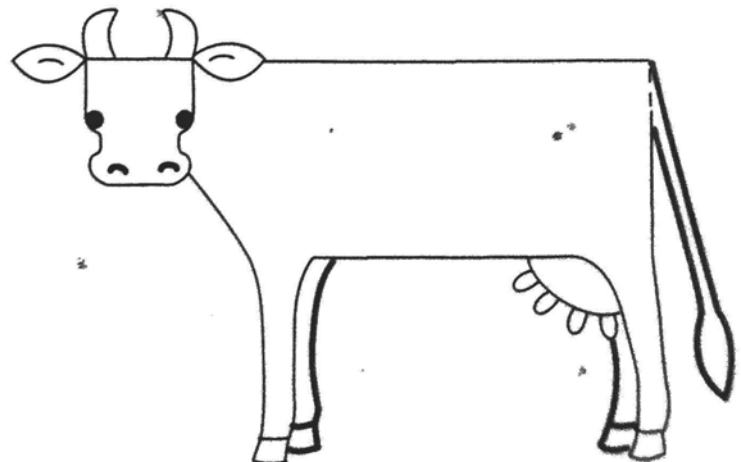
6.



7.



8.



## Spalding Words Week of April 6-10

clo<sup>2</sup>the  
clo<sup>2</sup>th<sup>2</sup>es  
cloth<sup>2</sup>ing r. 11\*

abl<sub>=4</sub> r. 4

sui<sup>2</sup>t

\*My base word is clothe. My ending is ing. I must write clothe without the silent final e because my ending ing starts with a vowel.

**Dear Parent:**  
***Your child's love of reading starts here!***

Every child learns to read in a different way and at his or her own speed. Some go back and forth between reading levels and read favorite books again and again. Others read through each level in order. You can help your young reader improve and become more confident by encouraging his or her own interests and abilities. From books your child reads with you to the first books he or she reads alone, there are I Can Read Books for every stage of reading:

My  
First

**SHARED READING**

Basic language, word repetition, and whimsical illustrations, ideal for sharing with your emergent reader

1

**BEGINNING READING**

Short sentences, familiar words, and simple concepts for children eager to read on their own

2

**READING WITH HELP**

Engaging stories, longer sentences, and language play for developing readers

3

**READING ALONE**

Complex plots, challenging vocabulary, and high-interest topics for the independent reader

4

**ADVANCED READING**

Short paragraphs, chapters, and exciting themes for the perfect bridge to chapter books

**I Can Read Books** have introduced children to the joy of reading since 1957. Featuring award-winning authors and illustrators and a fabulous cast of beloved characters, I Can Read Books set the standard for beginning readers.

A lifetime of discovery begins with the magical words  
**"I Can Read!"**

Visit [www.icanread.com](http://www.icanread.com) for information on enriching your child's reading experience.

# OWL AT HOME



by **ARNOLD LOBEL**

An I CAN READ Book®

HarperCollins Publishers

9 780064 144034 91  
ISBN 978-0-06-444034-9  
USA \$4.99 / \$5.99 CAN  
www.harpercollinschildrens.com  
BOOK NEWS, GAMES, CONTESTS, AND MORE  
5 0 4 9 9  
19 52



## THE GUEST

Owl was at home.  
“How good it feels  
to be sitting  
by this fire,” said Owl.  
“It is so cold  
and snowy outside.”  
Owl was eating  
buttered toast  
and hot pea soup  
for supper.

Owl heard a loud sound  
at the front door.

“Who is out there,  
banging and pounding  
at my door  
on a night like this?”  
he said.

Owl opened the door.  
No one was there.  
Only the snow  
and the wind.



Owl sat near the fire again.  
There was another loud noise  
at the door.

“Who can it be,” said Owl,  
“knocking and thumping  
at my door on a night like this?”  
Owl opened the door.

No one was there.  
Only the snow  
and the cold.  
“The poor old winter  
is knocking at my door,”  
said Owl.  
“Perhaps it wants to sit  
by the fire.  
Well, I will be kind  
and let the winter come in.”



Owl opened the door very wide.  
“Come in, Winter,”  
said Owl.  
“Come in and warm yourself  
for a while.”





Winter came into the house.  
It came in very fast.  
A cold wind  
pushed Owl against the wall.



Winter ran around the room.  
It blew out the fire  
in the fireplace.



The snow whirled  
up the stairs  
and whooshed down the hallway.  
“Winter!” cried Owl.  
“You are my guest.  
This is no way to behave!”  
But Winter did not listen.  
It made the window shades  
flap and shiver.  
It turned the pea soup  
into hard, green ice.





Winter went into all the rooms  
of Owl's house.

Soon everything  
was covered with snow.

"You must go, Winter!"  
shouted Owl.

"Go away, right now!"

The wind blew  
around and around.  
Then Winter rushed out  
and slammed the front door.  
"Good-bye," called Owl,  
"and do not come back!"



Owl made a new fire  
in the fireplace.  
The room became  
warm again.  
The snow melted away.  
The hard, green ice  
turned back  
into soft pea soup.  
Owl sat down in his chair  
and quietly  
finished his supper.





## STRANGE BUMPS

Owl was in bed.

“It is time  
to blow out the candle  
and go to sleep,”  
he said with a yawn.

Then Owl saw two bumps  
under his blanket  
at the bottom of his bed.

“What can those strange bumps  
be?” asked Owl.



Owl lifted up the blanket.  
He looked down into the bed.  
All he could see was darkness.  
Owl tried to sleep,  
but he could not.

“What if those  
two strange bumps  
grow bigger and bigger  
while I am asleep?”  
said Owl.

“That would not be pleasant.”



Owl moved his right foot  
up and down.

The bump on the right  
moved up and down.

“One of those bumps  
is moving!” said Owl.

Owl moved his left foot  
up and down.

The bump  
on the left  
moved up and down.

“The other bump is moving!”  
cried Owl.



Owl pulled  
all of the covers  
off his bed.

The bumps were gone.

All Owl could see  
at the bottom of the bed  
were his own two feet.

“But now I am cold,”  
said Owl.

“I will cover myself  
with the blankets again.”

As soon as he did,  
he saw the same two bumps.

“Those bumps are back!”  
shouted Owl.

“Bumps, bumps, bumps!  
I will never sleep tonight!”







Owl jumped  
up and down  
on top of his bed.



“Where are you?  
What are you?” he cried.  
With a crash and a bang  
the bed came falling down.



Owl ran  
down the stairs.

He sat in his chair  
near the fire.

“I will let those two strange bumps  
sit on my bed  
all by themselves,”  
said Owl.

“Let them grow  
as big as they wish.  
I will sleep right here  
where I am safe.”



And that is what he did.