



Remote Learning Packet

First Grade

April 13–April 17, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

April 13–April 17, 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 13, 2020
- Tuesday, April 14, 2020
- Wednesday, April 15, 2020
- Thursday, April 16, 2020
- Friday, April 17, 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. |
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Day 1 Instructions and Resources

Monday, 4/13

Math

Review: Set the timer for **one minute**. See how many problems you can solve! Check your answers with cheerios, dried beans, or other countable objects.

| | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|
| $6-4 =$ | $7-6 =$ | $6-3 =$ | $7-3 =$ | $5-2 =$ | $6-5 =$ | $7-5 =$ |
| $5-4 =$ | $5-2 =$ | $6-2 =$ | $7-2 =$ | $7-3 =$ | $7-4 =$ | $6-5 =$ |
| $7-4 =$ | $5-1 =$ | $7-2 =$ | $5-3 =$ | $6-1 =$ | $6=2 =$ | $7-7=$ |

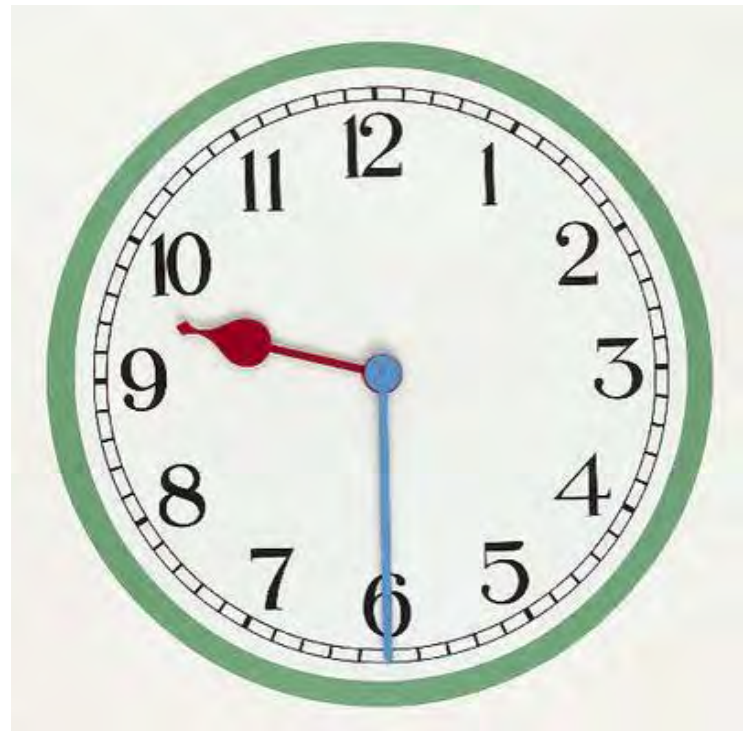
Introducing the Clock (about 10 minutes)

Look at the clock.

What do you notice about it?

What numbers does the clock have?

Do they go in order?



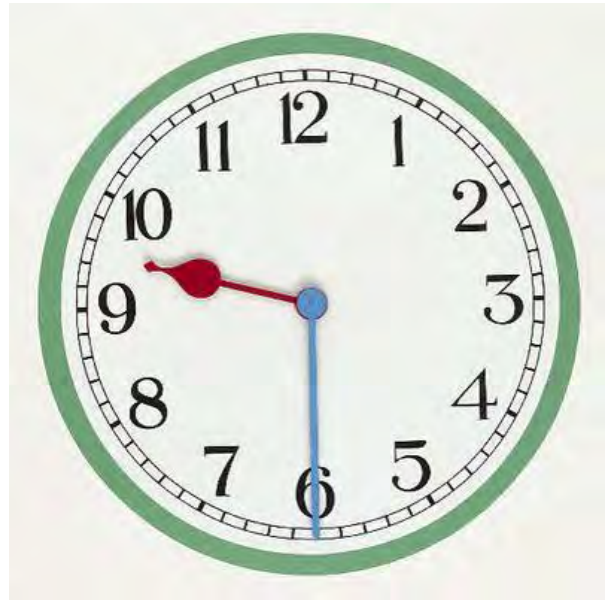
We use funny words to talk about clocks. We talk about a clock like it is a person.

Clocks have a face, and clocks have hands. It is easy to see this clock's face and hands. But real clocks do not look like this.

Look again at the green clock. This is a real clock.

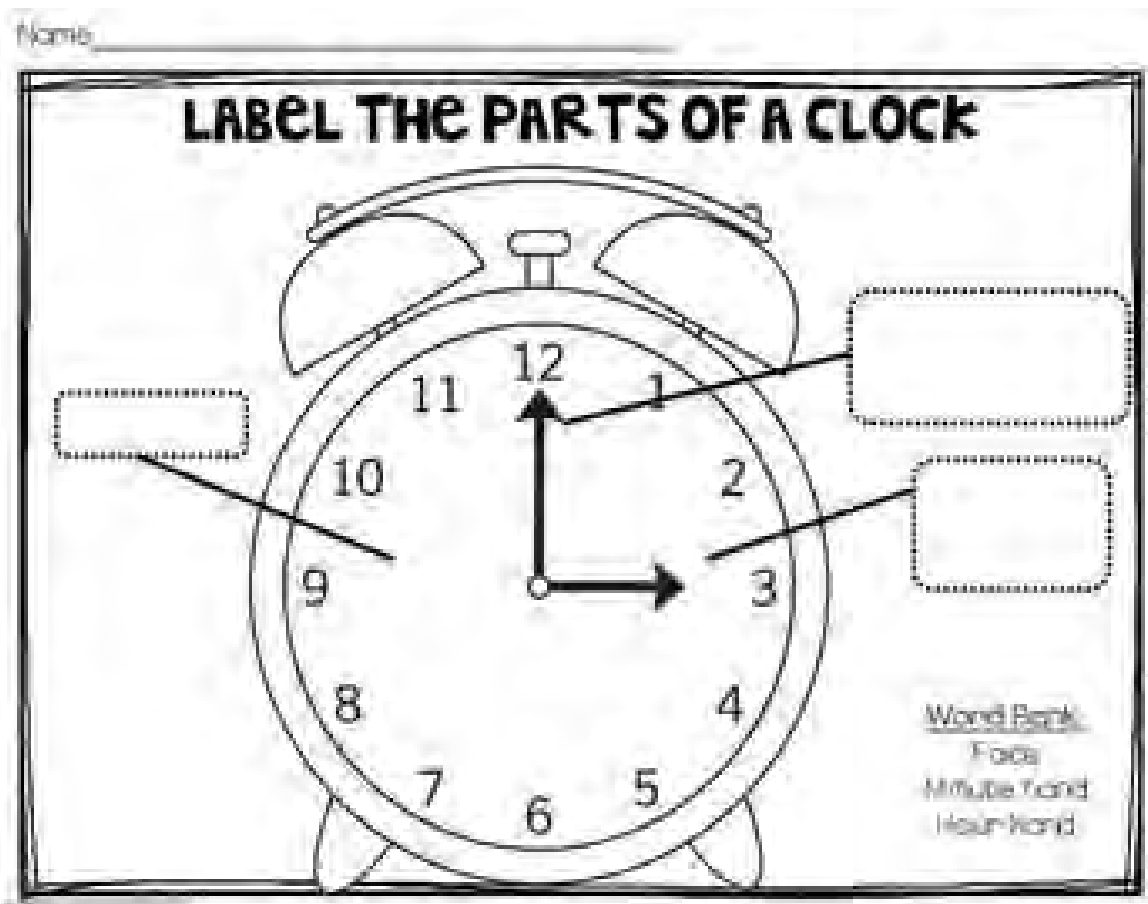
The **red** and **blue** lines on the clock are called **hands**. They point to the numbers on the clock to show what time it is.

1. When the **short red** hand points to a number, it tells you the **hour**. An hour is a long time, but it has a short hand! We also call this the **hour hand**.
2. When the **long blue** hand points to a number, it tells you the **minute**. A minute is a short time, but it has a long hand! We also call this the **minute hand**.



it

Use the picture to label the parts of the clock.



Spalding

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

<https://cloud.swivl.com/v/080d6b71055e17b709d1fc38c4be57fd>

If you are unable to watch the video, **you can see the words on the next page.** Find someone to dictate them to you so you can finger-spell them.

Remember:

1. Follow along with your syllable fists and finger-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 finished the word list, read for spelling (read only individual sounds in each word).
6. Read for reading (read the whole word).
7. After you finish learning the words with Ms. Borer, choose 3 of the words, and write a sentence for each one.

See this week's Spalding words at the bottom of this page. Students, try not to copy! Do your best to sound out the words as you write.

Write and mark your Spalding Words

| | |
|--|--|
| | |
| | |
| | |

Choose 3 words. Write a sentence with each word.

1. _____
2. _____
3. _____

Spalding Words For This Week

*Rule 4 says: “o” may say “o” at the end of a syllable.

*Rule 25 says: Use 2-letter /ck/ after a single vowel at the end of a base word.

[go r. 4
gone₌₅

[do³
done₌₅

track₌₅ r. 25

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 home 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.

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 the **quotation marks**. Where does the quote begin and end?
3. Copy the sentence in your best Spalding letters.
4. Illustrate your sentence. Include **4 things** from the story.

Sentence to copy:

Constantine read the fiery letters that
burned words into the sky. They said, “By
this sign you will be victor.”

Poetry

Begin by reciting the first stanza from last week (about 1 minute):

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.

Now we will learn stanza two of “The Village Blacksmith,” by Henry Wadsworth Longfellow (about 2 minutes):

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can;
And he looks the whole world in the face,
For he owes not any man.

About the poem:

1. What is **the tan**? You know that **tan** can be a color. The color tan is named after **leather**. When we say the blacksmith's skin is like "the tan," this means that his skin is the color of leather, and it looks thick and strong, like leather.
2. Why is the sweat on his **brow** (or forehead) "**honest sweat**?" He is sweating because of all of his hard work.
3. If you have time, watch a real blacksmith working with his fiery forge and his heavy sledge to make a horseshoe! <https://www.youtube.com/watch?v=BeIO9UR2L7M>

History

Review (about 2 minutes): We left last week on a *cliffhanger*! Tell one thing you remember about the new emperor of Rome. What was his name? Was he kind or evil?

The Emperor Constantine

Read (about 5 minutes): taken from *Story of the World*

The new emperor's name was Constantine. He was a fair emperor. He did not think that people should be arrested because of the god they worshiped. So, he told his people to stop **persecuting** the Christians. He himself continued to worship the Roman god Apollo. But then, one day, something strange happened to him. Different ancient writers tell us different stories about Constantine. Some say that he had a dream. Others say he was awake and had a vision. But whatever Constantine saw, everyone agrees about what happened next: The emperor himself became a Christian.

So what did Constantine see?

One Roman writer tells this story: (*see attached pages from Story of the World*)

Discuss (about 2 minutes):

1. What did Constantine see in the sky before the battle of Milvian Bridge?
2. What did he and his soldiers do after they saw the sign?
3. What did the Roman people do after their emperor became a Christian?



Wrap-up (about 5 minutes): Look at this old, Byzantine painting of Constantine's soldiers. They have the Greek letters that stood for Christ's name painted on their shields.

Tell one thing you remember about the story. Speak in complete sentences!

P.E.

- Warm-Up:
 - Jump up and down 20 times in the same spot.
 - Grab an *imaginary jump rope* and practice turning the rope and jumping over it 10 times
- Jump Rope Lesson:
 - Find a jump rope or find something around the house that can be used as a jump rope (a long rope, a long piece of fabric, etc.).
 - Start with one handle/end of the rope in each hand, and the rope behind you with it touching your heels.
 - When you're ready, try swinging the rope from behind you, to over your head, then having it brush the ground in front of you.
 - When the rope hits the ground in front of you try and jump over it.
 - Then continue swinging it around until it comes back in front of you again!

Jumping rope can be extremely challenging and you will have to practice **perseverance**! When you start to get the hang of it see how many you can do in a row!

Art

1. Find one fruit to use for our art study (banana, apple, tangerine, etc).
2. Observe closely! Look at the details and note any shapes you see.
3. Practice drawing shapes that are in this fruit. Do you see a circle? Do you see a rectangle? Do you see a triangle?

***Save this fruit in a safe place for our next session where we will complete a drawing of our fruit.

<https://cloud.swivl.com/v/b962b0e672bf388f44780ea72c058715>

Name: _____ Date: _____

Copywork

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Constantine was marching towards the most important battle of his life. He had fought the enemy for months now, and had not been able to triumph. The coming battle was his last hope. Would he win? Would the Roman Empire remain safe? Or would his soldiers be defeated, driven backwards by the enemy and forced to surrender? He would know tomorrow, when they met the enemy at the Milvian Bridge.

He looked behind him at his army. They had fought hard against invaders and won. But now they were so tired they could barely drag themselves along. Their feet hurt; their heels were blistered in their shoes, and their armor was heavy on their shoulders.

Constantine glanced up at the gray, cloudy sky. On top of everything else, he thought, it was going to rain on them. They would be tired, discouraged, and soaking wet. They would have to set up camp in the pouring rain, and no one would sleep well before the next morning's battle.

"Look," the soldier beside him said. "The sun is coming out."

Constantine squinted at the sky. It did look brighter. But —

"That's not the sun," he said. "What is it? It ... it looks like a cross!"

Constantine and his soldiers stared with open mouths. Above them in the sky hovered a cross of light, growing larger and brighter by the moment. The golden light from the cross fell across their

weary faces until they were forced to blink and shield their eyes with their hands. The grass around them glittered with light!

Underneath the cross, fiery letters burned themselves across the sky. Constantine read them out, one by one: *By this sign you will be victor.*

"It is the cross of Christ!" Constantine gasped.

"What does it mean?" the soldiers asked.

"It means that we must fight for God," Constantine answered. "The God of the Christians!"

When they set up camp that night, Constantine sent out an order to his men. "Every soldier must have the sign of Christ on his shield!" he ordered. "Until that is done, we will not go into battle!"

So each soldier painted onto his shield the Greek letters standing for Christ's name. When they went into battle, Constantine led the charge under a banner bearing the name of the Christian God. And Constantine's army won the Battle of Milvian Bridge. When he stood victorious on the bridge, Constantine raised his sword to the sky. "The God of the Christians gave me this victory!" he announced. "From now on, I will always fight under his banner. And I will only worship him!"

After he won this battle, Constantine became a Christian. He claimed that the Christian God had helped him to beat the enemy. He made Sunday a holiday all over Rome, so that people could go to church. Soon, many more people in the Roman Empire became Christians, following the example of their emperor.

Day 2 Instructions and Resources

Tuesday, 4/14

Math

Review (about 3 minutes): **Set the time for 3 minutes.** Use cheerios, dried beans, or other countable objects to help you solve the problems. See how many questions you can answer in 3 minutes!

| | | | |
|-----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|
| $46 + 10 = \underline{\quad}$ | $85 - 5 = \underline{\quad}$ | $8 \times 3 = \underline{\quad}$ | $14 + 30 = \underline{\quad}$ |
| $2 \times 15 = \underline{\quad}$ | $3 \times 12 = \underline{\quad}$ | $63 - 13 = \underline{\quad}$ | $11 \times 2 = \underline{\quad}$ |

Telling Time on the Hour

Remember yesterday's lesson about the clock?

See if you can answer these questions aloud:

1. What is the name of the **short** hand?
2. What does that hand tell you?
3. What is the name of the **long** hand?
4. What does that hand tell you?

Whenever the **short (hour)** hand points exactly to a number, the **long hand will point to 12**. The **hour** hand is telling you what hour it is.



Look at the **hour hand** on this clock. What **hour** is it? **It is the 2 o'clock hour.**

If the **hour hand is pointing exactly to the number 2** and the **minute hand is pointing to the number 12**, we would say it is **2 o'clock**. It is the 2nd hour.

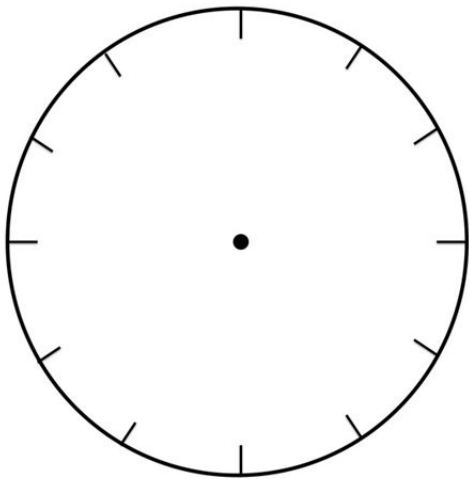
The hands on the clock move as time passes. After the minute hand makes one full circle around the clock, the hour changes. (Remember, an hour is LONG.)

What is the hour now?

It is the 3rd hour. The time is 3 o'clock.

The next hour is the 4th hour.

Fill in the numbers on the blank clock. Then draw a **blue minute hand** and a **red hour hand** to show **4 o'clock**.



The **minute hand** moves around the clock to show the minutes in the hour.

The **minute hand** follows the numbers around the clock when it moves.

It moves from the smallest number to the biggest number.

Now, draw a **blue arrow** around the clock to show which way the hands on the clock move.

Put your finger on the **minute hand**. Follow the blue arrow around the clock. Answer out loud: **which hour will come next?**

Spalding

Directions (5-10 minutes)

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 subject to complete each sentence. **Remember, a predicate tells what the subject is, or what the subject does.**
3. Read your sentences back to yourself.

1. The cars raced around the _____.
2. Have you _____ to the store?
3. Mary will _____ the dishes after dinner.
4. Bill has _____ all of his chores.
5. Let's _____ play outside!

| | | | | |
|----|------|----|------|-------|
| go | gone | do | done | track |
|----|------|----|------|-------|

Next, write a subject for each predicate. Please use neat Spalding letters.

1. _____ wants to go to the seaside.
2. _____ has done all of his homework.
3. _____ have gone for the winter.

Poetry

Practice the second stanza of “The Village Blacksmith” by Henry Wadsworth Longfellow (about 2 minutes):

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can;
And he looks the whole world in the face,
For he owes not any man.

Science/Writing

Review:

A mammal is a warm-blooded vertebrate with four legs who is covered in hair or fur. A mammal breathes air through its lungs. Female mammals nurse their babies.

Observation (about 5 minutes):

1. If possible, watch the video of Fern's teeth:
<https://cloud.swivl.com/v/40b724b4f5bcc011d5b9e25694c44a29>
2. Look closely at the teeth in the pictures below.
3. What do all these teeth have in common? What kind of food do you think these animals eat?
4. Look at your teeth in the mirror. Run your finger along the edge of your teeth. Do you think *you* are a carnivore?



(Wolf Skull)



(Dog Skull)



(Cat Skull)

Learning about Carnivores

1. Carnivores are animals that eat meat.
2. Their long, sharp teeth help them catch their prey, and are perfect for ripping and tearing flesh.

Narration (about 5 minutes):

1. Write 1-3 sentences about a carnivorous mammal (an animal that eats meat), such as a cat or dog. To help compose a sentence, think about these questions...
 - What do their teeth look like?
 - How do those teeth help them eat meat?
2. Illustrate your sentences with a careful and detailed sketch.

Latin

- Say the following vocabulary words 3x each.
- Go outside and see if you can name any of these objects in Latin.

| Latin | English |
|--------|---------|
| sōl | sun |
| lūna | moon |
| stēlla | star |
| terra | earth |

| | |
|------------------------|----------|
| mōns | mountain |
| vallēs (alter. vallis) | valley |
| silva | forest |
| arbor | tree |

Music

Sing and review known songs (about 5 minutes):

- Warm-Up: Sing either the “Hello Song” or “Chocolate Cookie” while doing the motions
 - This time, sing the song with combinations of *forte* and *piano*
 - What does *forte* mean? _____
 - What does *piano* mean? _____
- Sing “Hey, Hey Look at Me” while reading the music below.
 - First, fill-in-the-blank with the word, “singing.”
 - Then, fill-in-the-blank with your own words and do the motions at the same time, e.g. running, jumping, hopping, etc.
 - Sing with at least **five** different ideas! Challenge: Ask someone in your family to give you an idea for a motion.
 - Next, sing on **ta** and **ti-ti** (rhythm syllables) while tapping into your hand.
 - Finally, sing on **so** and **mi** with their hand signs. Remember that:



“so” looks like this:



and “mi” looks like this:

HEY HEY LOOK AT ME

FOLK SONG

bethsnotes.com

 A musical score for the song "Hey Hey Look at Me". It is written on a single staff in treble clef, with a key signature of one sharp (F#) and a time signature of 2/4. The melody consists of quarter and eighth notes. Below the staff, the lyrics are: "Hey hey, look at me, I am ____ ing, can you see!".

Answers: *forte* means “loud,” *piano* means “soft”

Name: _____ Date: _____

Narration

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Day 3 Instructions and Resources

Wednesday, 4/15

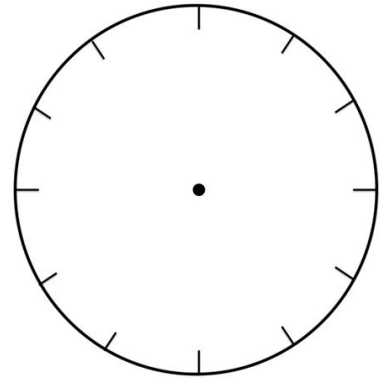
Math

Review (about 2 minutes):

Word Problem: I go to school at 8 o'clock. I have to wait one hour to have a snack. What time do I get to have a snack?

I get to have snack at _____ o'clock.

Draw the time on the pictured clock.



Practice Telling Time (about 8 minutes):

Think about everything you have learned about time this week. See if you can answer the questions below. Speak in complete sentences.

1. What is the short hand on a clock called?
2. What is the long hand on a clock called?
3. If the short hand points exactly to a number on the clock's face, what number does the long hand point to?

Directions:

1. Look at the worksheet on the next page. Notice the time that is shown below each clock. The first time says **7:00**. This is the short way to write **7 o'clock**.
2. Draw the hour and minute hands to match the time for each clock. Make sure your **short** (hour) and **long** (minute) hands point to the correct numbers.



Clock Hour Digital

Name _____ Date _____

Read the time and draw the hands on the clock.



7:00



6:00



3:00



2:00



12:00



9:00



4:00



1:00



5:00

Spalding

Irregular verbs: Use each one in a sentence. (about 5 minutes)

| Write a sentence with these words: | Today I do . | Yesterday I did . | Every day I have done . |
|------------------------------------|---------------------|---------------------------|--------------------------------|
| do | | | |
| did | | | |
| have done | | | |
| | Today I go . | Yesterday I went . | Every day I have gone . |
| go | | | |
| went | | | |
| have gone | | | |

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. Tell one thing you remember from the chapter. Speak in complete sentences!

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

Grammar/Writing

Take this time today (about 5-10 minutes) to catch up on something you have not finished yet.

If you have done all your work, you may take this time to . . .

1. Practice a virtue. Play with your little sibling, unload the dishwasher, or clean up your toys. Way to go!
2. Go on a nature hunt in your backyard. What creatures or plants can you find?

Poetry

Work on memorizing the second stanza of “The Village Blacksmith” (about 2 minutes):

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,

He earns whate'er he can;
 And he looks the whole world in the face,
 For he owes not any man.

History

Review (about 1 minute): Tell one thing you remember about the Emperor Constantine. Be sure to speak in complete sentences!

Read (about 1 minute): taken from *Story of the World*

After he became a Christian, Constantine decided that the new center of the Roman Empire should no longer be in Rome. After all, Rome was an old city, beginning to look shabby and run-down. Constantine moved the capital of the empire to another city. He named this city after himself: **Constantinople**. From now on, Constantinople, not Rome, would be the center of Roman power. But that power would not last long.

Mapwork (about 8 minutes): Look at the map below. See how many places you can recognize. Point to those places and say their names. Then follow the directions below.

1. Complete the **Compass Rose**.
2. Lightly shade the **Mediterranean Sea** blue.
3. Trace the **Nile River** blue.
4. Lightly shade the **Red Sea** blue.
5. Lightly shade the **Black Sea** blue.

Wrap-up (about 1 minute):

1. Point to the water that you have colored. Say the names of each body of water as you point to it.
2. See if you can find any other places on the map that you recognize from class!
3. Put your map somewhere safe. **You will finish it on Friday!**

Art

1. Place fruit (same from the last session) on the table and observe.
2. With a sharp pencil, draw a horizon line on your plain paper.
3. Draw the main shapes that are in your fruit.
4. Place a light source symbol in the right corner (sun or light bulb).

***Please save your artwork for the next art session.

P.E.

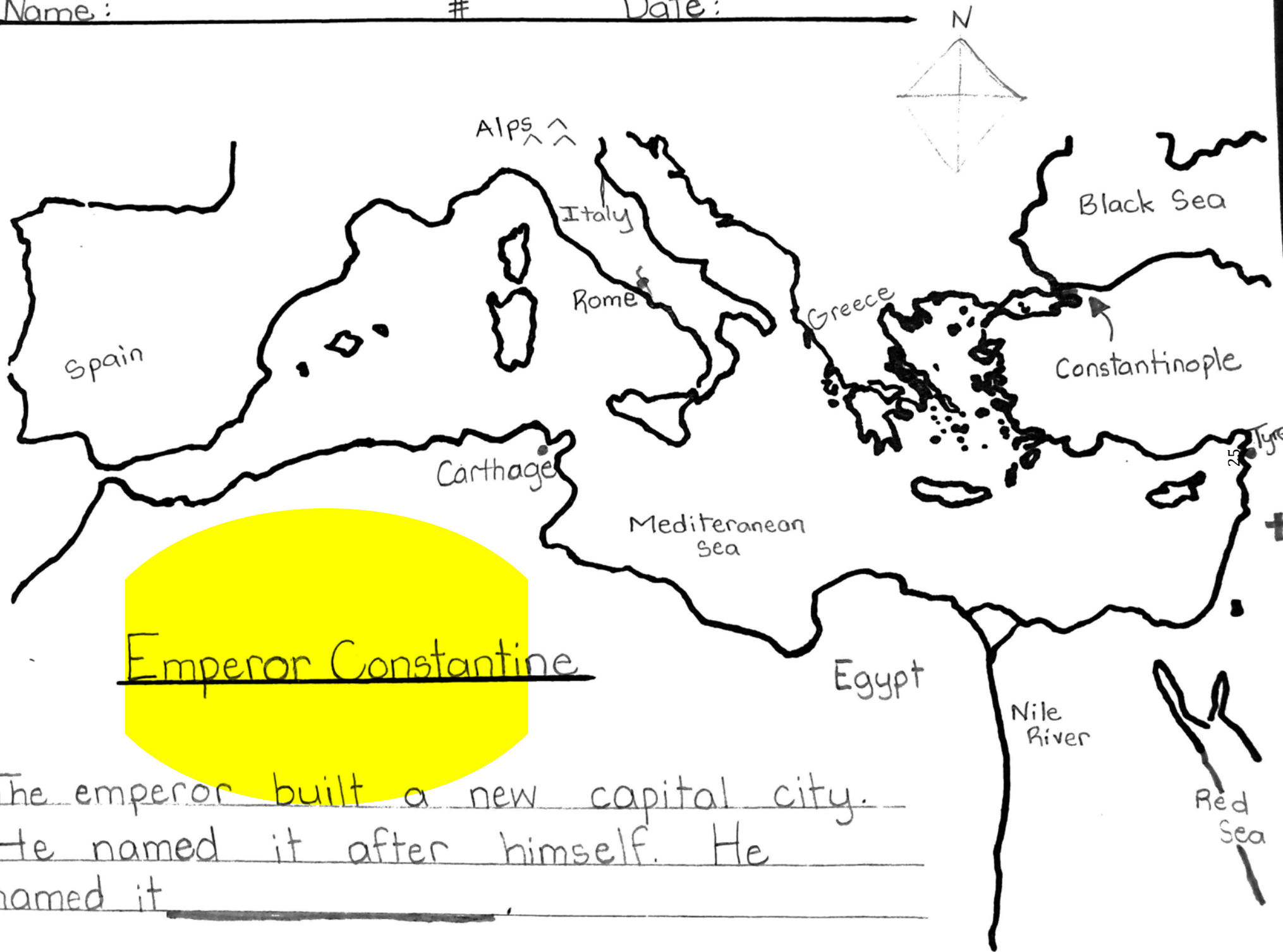
Warm-Up:

- 25 Jumping Jacks
- Leg and Arm Stretches

This quarter we are learning about track and field! Today I want you to try and run for 4 minutes without stopping. You can either do this outside if you are able or set up a safe area in your home for you to run without injuring yourself or others. Use **perseverance** during this activity because you will get tired, but I don't want you to give up! (Tip: start jogging, not sprinting so you don't get tired too quickly)

Name: _____

Date: _____



Emperor Constantine

The emperor built a new capital city.
He named it after himself. He
named it _____.

Day 4 Instructions and Resources

Thursday, 4/16

Math

Review: Set the timer for **one minute**. See how many problems you can solve! Check your answers with cheerios, dried beans, or other countable objects.

| | | | | | | |
|----------|---------|---------|---------|---------|---------|---------|
| $10-4 =$ | $9-6 =$ | $6+2 =$ | $7-3 =$ | $5+2 =$ | $9-5 =$ | $7+1 =$ |
| $5+4 =$ | $5-3 =$ | $6-1 =$ | $9-2 =$ | $4-3 =$ | $4-4 =$ | $5-5 =$ |
| $8-4 =$ | $1-1 =$ | $6-2 =$ | $5-3 =$ | $9-1 =$ | $4+2 =$ | $7-6 =$ |

Telling Time



Look at the clock on the left. What time is it?

The time is 1 o'clock.

One hour after 1 o'clock will be **2 o'clock**.

Which hour comes next?

One hour after 2 o'clock will be **___ o'clock**.

The short way to write 1 o'clock is **1:00**.

The 1 shows which hour you are counting.

The two zeros show that we have counted zero minutes in the hour.

What is the short way to write 2 o'clock? Write it here: **___:_____**

Directions: Color the time that matches the hour on the clock.



Which Clock is it?

Name:

5:00
12:00
3:00

9:00
12:00
3:00

5:00
12:00
3:00

11:00
12:00
3:00

5:00
6:00
3:00

4:00
12:00
2:00

8:00
12:00
3:00

5:00
12:00
10:00

5:00
12:00
4:00

5:00
7:00
3:00



Color the correct time shown on the clock.



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Spalding

Spalding Review

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| O | C | A | F | T | E | R | N | O | O | N | I | S | R |
| T | T | W | O | U | L | D | C | R | N | H | A | I | L |
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| W | E | L | W | E | I | T | O | R | T | K | C | E | R |
| E | A | S | S | D | S | S | N | D | Y | D | A | L | D |
| N | D | R | L | W | N | E | E | T | I | N | H | E | N |
| T | O | T | R | O | H | S | T | N | E | C | W | N | N |
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| W | O | C | N | E | H | C | T | I | K | W | Y | E | S |
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TRACK
CITY
LADY
SHORT
HEAD
WARM
RAIN
WEEK
AFTERNOON
HORSE
KITCHEN
CENT
TWO
DID
GONE
CLASS
DONE
WOULD
LOST
WENT

Play this puzzle online at : <https://thewordsearch.com/puzzle/1013104/>

Word Search (10 minutes):

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. Tell one thing you remember from the chapter. Speak in complete sentences!

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

Poetry

Work on memorizing stanza two of “The Village Blacksmith” (about 2 minutes):

Practice reciting stanzas one and two. As you recite...

1. Recite with good volume.
2. Speak clearly so that your audience can understand the words you are saying.

Science/Writing

Review (about 1 minute):

1. What is a carnivore?
2. Is a dog a carnivore?

Learning About Carnivores (about 2 minutes):

1. On Tuesday you may have watched a video of Mrs. Treece showing Fern’s teeth, and learned that dogs were carnivores.
2. Cats are another type of carnivore. Most of you have probably pet a housecat -- but you shouldn’t pet a wild “big cat,” such as a lion or tiger!
3. **Lions** are the **loudest** of the big cats.
4. **Tigers** are the **largest** of the big cats.
5. **Cheetahs** are the **fastest** of the big cats.

Activity (about 2 minutes):

1. Pretend you are a lion and ROAR as loud as you can.
2. Pretend you are a cheetah and RUN as fast as you can.

Copywork (about 5 minutes):

1. Read the sentence out loud.
2. Point to the capitalized words. Why are they capitalized?
3. Copy the sentence in your most beautiful handwriting.
4. Illustrate the sentence with a careful drawing of at least one carnivore.

The English word “carnivore” comes from the Latin word “carnivora,” which means “flesh devourers.”

Latin

- Say each Latin word in a different voice 3x.
- For extra practice you may use this quizlet link to practice your vocabulary. The password is FirstGrade (password is case sensitive) .
<https://quizlet.com/500840721/flashcards>

| Latin | English |
|-------|---------|
| canis | dog |
| fēlēs | cat |
| leō | lion |

| | |
|----------|--------|
| vacca | cow |
| equus | horse |
| avis | bird |
| serpēns | snake |
| mūs | mouse |
| columbus | dove |
| sīmius | monkey |
| lupus | wolf |
| apis | bee |

Music

Sing and review known songs (about 5 minutes):

- Warm-Up: Sing either the “Hello Song” or “Chocolate Cookie” while doing the motions
 - This time, sing the song with combinations of *allegro* and *largo*.
 - Remember that *allegro* means “fast” and *largo* means “slow,” and always sing beautifully!
- Sing “Bobby Shafto” with the motions. Here’s a video in case you need help remembering: <https://cloud.swivl.com/v/d8a702e1767bb1e6e702cb0128aafa9d>
 - “Bobby Shafto’s ...” - salute and tap steady beat
 - “Silver buckles ...” - tap knees to the steady beat
 - “Sailed his ship ...” - use arm to look like a wave of the sea
 - “Lucky ...” - swing arms
- Challenge: Sing two times! The first time, sing *piano* (what does it mean?). The second time, sing *forte* (what does it mean?).

Bobby Shafto

Folk song



Bob - by Shaf - to's gone to sea, Sil - ver buck - les on his knee.

The first line of music is written on a single staff in treble clef, with a key signature of one sharp (F#) and a 4/4 time signature. It consists of two measures. The first measure contains the notes G4, A4, B4, and C5. The second measure contains the notes B4, A4, G4, and F#4.



Sailed his ship to It - a - ly, Luck - y Bob - by Shaf - to!

Sailed his ship to It - a - ly, Luck - y Bob - by Shaf - to!

The second line of music is written on a single staff in treble clef, with a key signature of one sharp (F#) and a 4/4 time signature. It consists of two measures. The first measure contains the notes G4, A4, B4, and C5. The second measure contains the notes B4, A4, G4, and F#4. The line ends with a double bar line. The text "bethsnotes.com" is written in the upper right corner of the staff.

Name: _____ Date: _____

Copywork

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Day 5 Instructions and Resources

Friday, 4/17

Review (about 3 minutes): **Set the time for 3 minutes.** Use cheerios, dried beans, or other countable objects to help you solve the problems. See how many questions you can answer in 3 minutes!

| | | | |
|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|
| $44 - 20 = \underline{\quad}$ | $87 - 5 = \underline{\quad}$ | $3 \times 4 = \underline{\quad}$ | $14 + 10 = \underline{\quad}$ |
| $2 \times 8 = \underline{\quad}$ | $3 \times 9 = \underline{\quad}$ | $51 - 40 = \underline{\quad}$ | $1 \times 15 = \underline{\quad}$ |

Telling Time (about 8 minutes)

We have learned many things about time this week. See if you can answer the questions below.

1. What is the short hand on a clock called?

The short hand is called _____.


2. What is the long hand on a clock called?

The long hand is called _____.

3. If the short hand points exactly to a number, what number does the long hand point to?

The long hand will point to the number _____.

Directions: Set your timer for **3 minutes**. See how many clocks you can complete in that time! (Make your clock hands neat and tidy so that your teachers can tell which is the hour hand, and which is the minute hand.)












CLASS PLAYGROUND

Clock Hour Digital

Name _____ Date _____

Read the time and draw the hands on the clock.

| | | |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|  _____ 7:00 _____ |  _____ 6:00 _____ |  _____ 3:00 _____ |
|  _____ 2:00 _____ |  _____ 12:00 _____ |  _____ 9:00 _____ |
|  _____ 4:00 _____ |  _____ 1:00 _____ |  _____ 5:00 _____ |

Spalding

Write the Spalding word that rhymes with each word! (about 5 minutes):

Ex. rope, hope

| Use these Spalding words: | |
|------------------------------------------------|--------------|
| track done reach hop night draw | |
| none, _____ | black, _____ |
| law, _____ | stop, _____ |
| peach, _____ | light, _____ |

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):

1. With your best penmanship, write 1-3 sentences **describing what you see out your window.**
2. Illustrate your sentence with a colorful picture. In your picture, include 3 details from your sentences.

Poetry

Practice the first and second stanzas of “The Village Blacksmith” by Henry Wadsworth Longfellow (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. Think about your expression so that your audience can feel the meaning of the words.

History

Review (about 1 minute): Tell one thing you remember about the Emperor Constantine. Be sure to speak in complete sentences!

Mapwork (about 8 minutes): Take out your map from Wednesday.

1. Make an **orange dot** for **Rome**.
2. Find **Constantinople**. Make another **orange dot**.
3. Lightly shade all the **land green**.

4. **Say the names of the places** as you shade them. Notice when you shade Carthage, Spain, Egypt, Jerusalem, Greece, Tyre...

Wrap-up (about 1 minute): Fill in the blank to complete the sentence under your map.

Art

1. Using the same paper and fruit from the last session, place fruit on table and observe.
2. Keep in mind the art elements of shape and value as you carefully and neatly finish your drawing today.
3. Include *all details* such as the shadow line and any highlights on your fruit.

P.E.

For this incredibly fun relay you will need a few materials:

- 2 plastic bowls or cups
- 1 piece of paper torn into 10 strips
- 10 stuffed animals or pillows or pairs of socks, etc.... (anything you can find)
- Some sort of stop-watch (a parent will do)

You can play this game inside or outside, though outside is best. Here are the rules!

Place your two bowls as far apart from each other as you like (at least 10 feet).

1. In one of the bowls, place all of the torn strips of paper and stack all of the stuffed animals in a pile, right next to that same bowl.
2. Start the relay by the opposite bowl.
3. You have 60 seconds to get all 10 strips of paper into the other bowl, while holding the stuffed animals before the clock runs out.
4. When your parents yell "Go!," run and grab one stuffed animal, and then grab one strip of paper.
5. After you have **both**, run back to the bowl you started at. Drop the strip of paper into the bowl (but keep holding on to the stuffed animal) and then repeat the process!

6. Remember, you must continue holding every stuffed animal you pick up until the end of the game. If you drop one of the animals, you cannot continue until you pick it up.
7. By the end of the game, you should be holding an incredible 10 stuffed animals!

Respectfully ask your parents to take a picture of you holding all of your animals and email it to Coach Taft so she can be amazed!

SPECIALS PARTICIPATION ACKNOWLEDGMENT

Name of student _____

Date _____

By signing this page I confirm my scholar completed the assigned activities this week for the specials classes listed.

Art : _____

Music : _____

Latin : _____

P.E : _____

Name: _____ Date: _____

Narration

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TEAR-WATER TEA

Owl took the kettle
out of the cupboard.
“Tonight I will make
tear-water tea,” he said.
He put the kettle on his lap.
“Now,” said Owl,
“I will begin.”
Owl sat very still.
He began to think of
things that were sad.

“Chairs with broken legs,”
said Owl.
His eyes
began to water.



“Songs that cannot be sung,”
said Owl,
“because the words
have been forgotten.”

Owl began to cry.
A large tear
rolled down
and dropped
into the kettle.



“Spoons that have fallen
behind the stove
and are never seen again,”
said Owl.



More tears dropped down
into the kettle.

“Books that cannot
be read,” said Owl,
“because some of the pages
have been torn out.”



“Clocks that have stopped,”
said Owl,
“with no one near
to wind them up.”

Owl was crying.
Many large tears
dropped into the kettle.
“Mornings nobody saw
because everybody
was sleeping,”
sobbed Owl.





“Mashed potatoes
left on a plate,” he cried,
“because no one
wanted to eat them.
And pencils
that are too short to use.”



Owl thought about
many other sad things.
He cried and cried.



Soon the kettle
was all filled up
with tears.



“There,” said Owl.
“That does it!”
Owl stopped crying.
He put the kettle
on the stove
to boil for tea.

Owl felt happy
as he filled his cup.
“It tastes
a little bit salty,”
he said,
“but tear-water tea
is always very good.”





UPSTAIRS AND DOWNSTAIRS

Owl's house had an upstairs
and a downstairs.

There were twenty steps
on the stairway.

Some of the time
Owl was upstairs
in his bedroom.

At other times

Owl was downstairs
in his living room.

When Owl was downstairs
he said, "I wonder
how my upstairs is?"
When Owl was upstairs
he said, "I wonder
how my downstairs
is getting along?
I am always missing
one place or the other.
There must be a way," said Owl,
"to be upstairs
and to be downstairs
at the same time."

"Perhaps if I run
very very fast,
I can be
in both places at once."

Owl ran up
the stairs.

"I am up," he said.



Owl ran down the stairs.

"I am down,"
he said.



Owl ran
up and down
the stairs
faster and faster.



“Owl!” he cried.

“Are you downstairs?”

There was no answer.

“No,” said Owl.

“I am not downstairs
because I am upstairs.

I am not running fast enough.”

“Owl!” he shouted.

“Are you upstairs?”

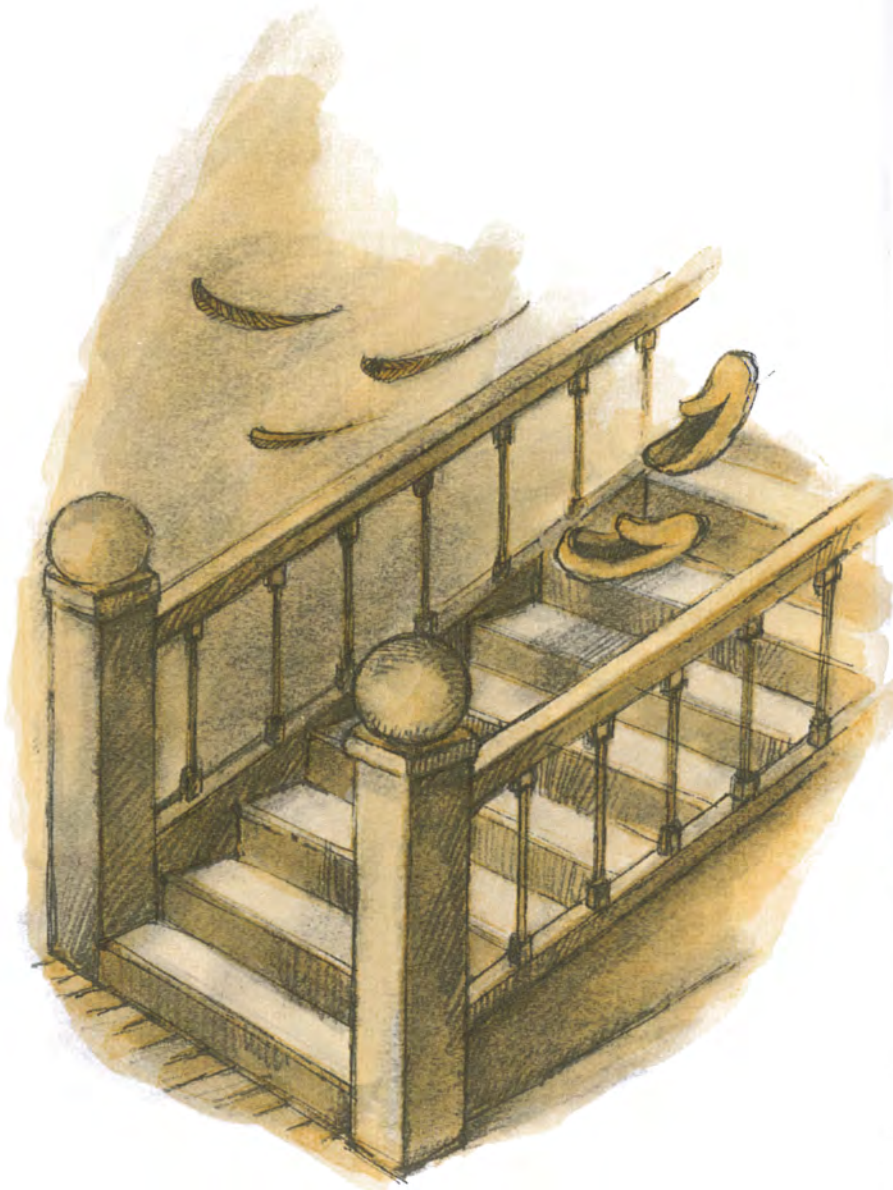
There was no answer.

“No,” said Owl.

“I am not upstairs
because I am downstairs.

I must run even faster.”





“Faster, faster, faster!”
cried Owl.

Owl ran upstairs
and downstairs
all evening.

But he could not be
in both places at once.



“When I am up,” said Owl,
“I am not down.
When I am down
I am not up.
All I am is very tired!”
Owl sat down to rest.
He sat on the tenth step
because it was a place
that was
right in the middle.



OWL AND THE MOON

One night
Owl went down
to the seashore.
He sat on a large rock
and looked out at the waves.
Everything was dark.
Then a small tip
of the moon
came up
over the edge of the sea.

Owl watched the moon.

It climbed higher and higher
into the sky.

Soon the whole, round moon
was shining.

Owl sat on the rock
and looked up at the moon
for a long time.



“If I am looking
at you, moon,
then you must be
looking back at me.
We must be
very good friends.”

The moon did not answer,
but Owl said,
“I will come back
and see you again, moon.
But now I must go home.”
Owl walked down the path.
He looked up at the sky.
The moon was still there.
It was following him.



“No, no, moon,” said Owl.

“It is kind of you
to light my way.

But you must stay up
over the sea

where you look so fine.”

Owl walked on a little farther.

He looked at the sky again.



There was the moon
coming right along with him.

“Dear moon,” said Owl,

“you really must not
come home with me.

My house is small.

You would not fit
through the door.

And I have nothing
to give you for supper.”



Owl kept on walking.

The moon

sailed after him

over the tops of the trees.

“Moon,” said Owl,

“I think that

you do not hear me.”

Owl climbed

to the top of a hill.

He shouted

as loudly as he could,

“Good-bye, moon!”





The moon went behind some clouds.
Owl looked and looked.
The moon was gone.
“It is always
a little sad
to say good-bye to a friend,”
said Owl.

Owl came home.
He put on his pajamas
and went to bed.
The room was very dark.
Owl was still feeling sad.



All at once,
Owl's bedroom
was filled with silver light.
Owl looked out of the window.
The moon was coming
from behind the clouds.
“Moon, you have followed me
all the way home.
What a good, round friend
you are!” said Owl.





Then Owl put his head
on the pillow
and closed his eyes.
The moon was shining
down through the window.
Owl did not
feel sad at all.

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