



# Remote Learning Packet

## First Grade

April 20–April 24, 2020

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





## Student Attendance Affidavit

April 20–April 24, 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 20, 2020
- Tuesday, April 21, 2020
- Wednesday, April 22, 2020
- Thursday, April 23, 2020
- Friday, April 24, 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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# Monday Instructions and Resources

Monday, 4/20

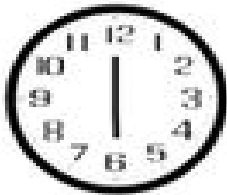
## Math

**Review: (about 2 minutes)**

Look at the clock below. Draw a line to match each clock to the correct time.

# Match the Clock

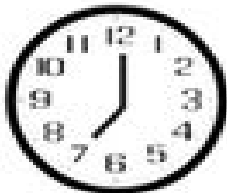
Draw a line to connect the matching times.



1:00



7:00



4:00



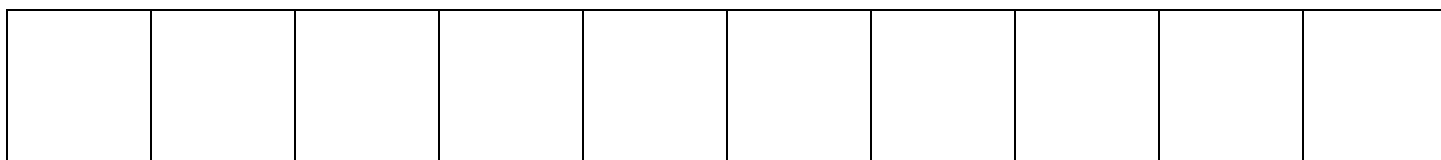
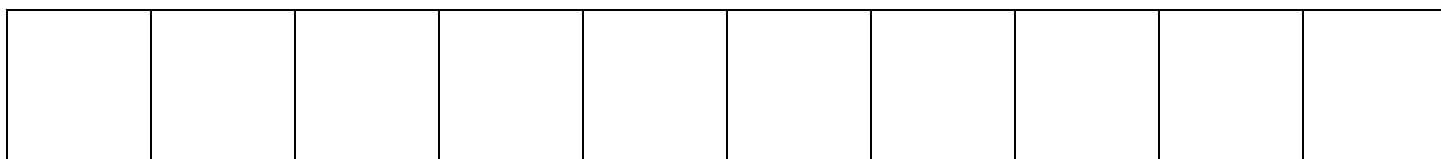
6:00



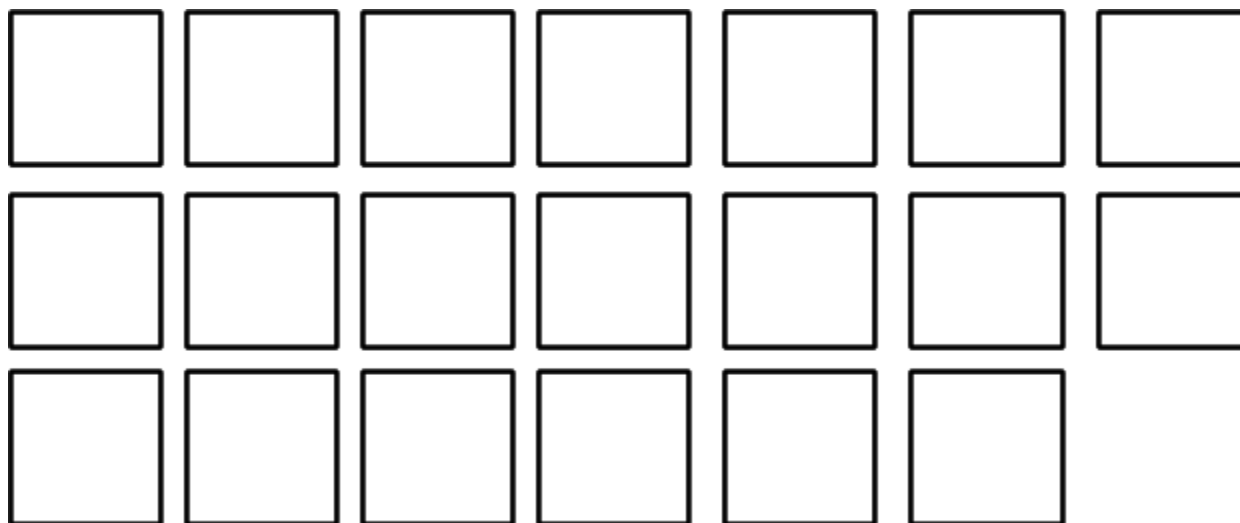








Color and cut out 20 ones.





# Spalding

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

<https://cloud.swivl.com/v/9b5fd94b8324c718caa56679dfec9ba>

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.

## WPR:

1. **If you cannot view the video, skip WPR and only write the words with your parents.**
2. After Ms. Borer says the phonogram, you say the phonogram as you write.
3. When you have written all the phonograms, put your pencil down and point to each phonogram with Ms. Borer. Say the sounds as you point.
4. If you need to fix a phonogram, do so!

## Words

1. Follow along with your syllable fists and finger-spelling for each word.
2. Write the word on the Spalding Review lines below and mark it correctly.
3. When you have finished the word list, read for spelling and for reading.
4. 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 on the next page.** Students, try not to copy! Do your best to sound out the words as you write.

## Write your phonograms for WPR.

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## Write and mark your Spalding Words.


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

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

**Spalding Words for this Week**

watch

fell r. 17

[ buy r. 5, 6  
by r. 5, 6

dash r. 13

**Spalding Rules for the Week**

Rule 5: "y" may say "i" at the end of a syllable.

Rule 6: use "y," not "i," at the end of an English word.

Rule 13: use "sh" at the beginning of a base word or at the end of a syllable.

Rule 17: we often double "l" after a single vowel at the end of a base word.

## 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 *Frog and Toad* 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.*

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## Poetry

**Begin by reciting the first and second stanzas of “The Village Blacksmith” by Henry Wadsworth Longfellow** (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.

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.

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

Week in, week out, from morn till night,  
You can hear his bellows blow;  
You can hear him swing his heavy sledge,  
With measured beat and slow,  
Like a sexton ringing the village bell,  
When the evening sun is low.

### About the poem:

1. "Morn" is short for "morning."
2. "Bellows" are a tool made with handles and an airbag that the smith used to keep the fire going.
3. A "sledge" is a hammer.
4. "Measured" means "with a regular rhythm."
5. A "sexton" is a person who looks after a church and churchyard, sometimes acting as bell-ringer.



The bellows blow air into the fire to feed oxygen to the fire. The oxygen helps to make the fire VERY HOT.

## History and Grammar/Writing

**Review** (about 2 minutes): Emperor Constantine moved the capital away from Rome and into a new city in the east of the empire. **What was the city's name?**

Emperor Constantine built the city *Constantinople* to be the new city of Rome. He named it after himself! But the power of Rome and Constantinople did not last long. Let's find out why...

## Rome Divided in Two

**Read** the following excerpt from *Story of the World*, (about 5 minutes)

The Roman Empire didn't last forever. Today, if you go to Italy, you will see ruins of old Roman buildings. You will see the remains of old Roman roads. But you won't see any ancient Romans.

What happened to the Roman Empire? The Roman Empire got too big. Its borders were too long for one army to protect. The soldiers of Rome couldn't possibly keep all invaders out of Rome's territory. And more and more invaders started to wander into the Roman Empire.

Ruling Rome was a little bit like having the biggest candy bar in a group of very hungry people. Everyone wanted to take it away from everyone else. The emperors of Rome had to fight constantly against invaders. These invaders wanted Roman land and Roman wealth. They wanted to use the Roman roads and live in the Roman villages. But they didn't want to obey the Roman emperor or pay taxes to the Roman government. So they attacked Rome's borders with armies, hoping to take Rome's countries away. There was so much Roman land that the Roman army couldn't protect all of it at once.

We said that ruling Rome was like having a candy bar in a group of very hungry people. Well, ruling the whole Roman Empire was like having a candy bar as big as a bus. How could you keep the whole candy bar safe? While you are protecting one side of it, a hungry person could sneak up on the other side and take a bite! And if you ran around to protect *that* side, you would leave the first side without anyone to guard it!

How could you protect such a big candy bar? Here is one idea: You could break the candy bar in half and give the other half to someone you trust to guard it for you. That's exactly what happened to the Roman Empire. A wise emperor named Diocletian (say, "**Di-o-cle-sh-an.**" Do you remember the phonogram /ti/?) A wise emperor named Diocletian realized that no one ruler could keep all of Rome safe.

"This empire is too big for one man!" he exclaimed. "I will break it into two pieces, and ask someone else to rule the other half." So Diocletian asked another Roman leader to be his partner. This partner, Maximian (say, "**Max-i-mi-an,**" with the first sound of the phonogram /i/), ruled the western part of the Roman Empire (the capital city was the city of Rome). Diocletian ruled the eastern half (his capital city was Constantinople).

Now Rome had two emperors! Diocletian and Maximian worked hard to protect Rome. Each one had an army, and they recruited more and more soldiers to make their armies bigger. For a while, the Romans held off invaders.

But something strange began to happen to Rome. The Western Roman Empire grew poorer and poorer, while the Eastern Roman Empire became richer and richer. The people of the West even had trouble finding enough food for themselves. They had to buy food from the East. And Rome, which had once been the greatest city in the world, was looking old and rundown. But Constantinople was a shining beautiful city full of marble buildings with gold trim.

The Western Roman Empire had other problems, too. Invaders from the north kept attacking its borders, and the Western army was too weak to keep the invaders away. The people of the Western Roman Empire called these invaders *barbarians*, because they could not understand the language they spoke. And they were frightened of the barbarians, who seemed able to conquer anything in their path.

The armies of the Western Roman Empire tried to fight the barbarians off, but the barbarians just kept coming. They invaded Britain. They invaded Spain. They invaded Gaul, the land just north of the Alps. And soon, they invaded Italy, and the city of Rome itself.

**Copywork:** (about 5 minutes):

1. Read the sentences aloud to yourself.
2. Point to the **quotation marks**. Who is speaking? When does he begin speaking? When does he finish speaking?
3. Copy the sentence in your best Spalding letters.
4. Illustrate your sentence. Include **4 things** from the History story.

Sentence to copy:

“This empire is too big for one man to care for!” said Diocletian. “I will stay here and rule the eastern half, and I will ask Maximian to rule the western half.”

Extra: For Your Sense of Wonder



The word “**barbarian**” comes from the Greek word **βάρβαρος** (bárbaros). This Greek word was copying and making fun of the invaders’ languages, because it sounded like they were saying “**bar-bar**” all the time.

Later, the Romans borrowed the Greek word for their own language. The Latin word “**balbus**,” means “**stammering**.” When you stammer, your tongue trips over the words you are trying to say, and you cannot get the words to come out of your mouth properly.

The Romans and the Greeks called the invaders “barbarians” because they did not understand the foreign language. The Romans thought it sounded like the barbarians were “**balbus**,” or stammering!

## Latin

Say the following vocabulary words 3x each, 1x while standing, 1x while sitting, and 1x while standing on one leg.

Latin	English	Latin	English
prātum	meadow	ōceanus	ocean
sōlitūdo	desert	unda	wave
aqua	water	insula	island
flūmen	river	paeninsula	peninsula
lacus	lake	mare	sea

- Learn this new question about Rome. Ask your parents or a sibling to read you the question and answer 2x. Repeat the answer after them. Next have them just read the question and see if you can remember the answer! *According to legend, who founded Rome? According to legend, Romulus founded Rome.*

## Music

- Warm-Up Song:
  - ❑ Sing “Hey, Hey Look at Me” with **five** different motions, e.g. skipping, tapping, twirling, etc. Remember, you can ask someone in your house for help with some ideas!
  - ❑ Challenge: Sing the song with **so** and **mi** on your body ladder! If you need help remembering, look back at your Week 3 packet.

- Bobby Shafto

- ❑ Sing with the song with all the motions **two** times in a row!
  - ❑ First, sing the song **forte** (Say "**forte** means loud!" and show your "strong arms")
  - ❑ Then, sing the song **piano** (Say "**piano** means soft" and show your "whisper hands")
- ❑ Now, read the music below and sing the song on **ta** and **ti-ti**! These are your "rhythm syllables." Remember:

This is called **ta**:



This is called **ti-ti**:



- Do you remember what their "real" names are? Tap on your hand and say these out loud:
  - "Ta is a quarter note."
  - "Ti-ti is two eighth notes."

## Bobby Shafto

Folk song

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

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

bethsnotes.com

For fun: Play the "treasure hunt" game while singing this song! Find someone to play with you and they can search for the "treasure" (choose a pencil or any small object you have lying around) while you help them find the treasure by singing **forte** when they get closer and **piano** if they move away from the "treasure."

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

## Copywork


## Tuesday Instructions and Resources

Tuesday, 4/21

### Math

**Review** (about 3 minutes): **Set the timer 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!

$10 + 5 = \underline{\quad}$	$7 - 5 = \underline{\quad}$	$6 \times 3 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$
$8 + 9 = \underline{\quad}$	$12 - 10 = \underline{\quad}$	$9 \times 1 = \underline{\quad}$	$11 \times 2 = \underline{\quad}$

### Counting By Tens: (about 15 minutes)

1. Get the blueberries you cut out on Monday.
2. Take out 2 groups of TEN. How many blueberries do you have altogether?

Counting by **TENS** can help us to count items quickly.

When we count by Tens, we start with the number 10, and we add 10 more each time.

Try counting by Tens using your blueberries. How many groups of Ten do you have altogether?

**Directions:** Use your blueberries to help you fill in the chart below:

1 Ten =	10	Ten
2 Tens =		Twenty
___ Tens =		Thirty
4 Tens =	40	Forty
5 Tens =		Fifty
		Sixty
___ Tens =	70	Seventy
8 Tens =		Eighty
		Ninety
___ Tens =		____ - hundred

## 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 subject tells you what the sentence is about.**
3. Read your sentences back to yourself.

1. A \_\_\_\_\_ shows the time.
2. I saw Annie \_\_\_\_\_ across the street.
3. Mike sits \_\_\_\_\_ his brother.
4. Lilly \_\_\_\_\_ and hurt her leg.
5. I would like to \_\_\_\_\_ some ice cream.

dash	fell	watch	by	buy
------	------	-------	----	-----

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

1. \_\_\_\_\_ will buy some food for supper.
2. \_\_\_\_\_ wants to watch the T.V.
3. \_\_\_\_\_ put the knife by the spoon.

## Poetry

Memorize the third stanza of "The Village Blacksmith" by Henry Wadsworth Longfellow (about 2 minutes):

Week in, week out, from morn till night,  
You can hear his bellows blow;  
You can hear him swing his heavy sledge, With measured beat and slow,

Like a sexton ringing the village bell,  
When the evening sun is low.

## Science/Writing

### Review:

A carnivore has long, sharp incisors that help it catch and eat its prey. Carnivores' teeth are perfect for tearing and shredding meat.

### Observation (about 3 minutes):

1. If possible, watch this video of Ms. Ortiz visiting the goats on her family's farm:  
<https://cloud.swivl.com/v/b4871e5d0c5fb7bafda61ec71d5ea5fd>
2. Look closely at the teeth in the pictures below.
3. What do all these teeth have in common?
4. What kind of food do you think these animals eat?



(Goat Skull)



(Cow Skull)



(Horse Skull)

**Learning about Herbivores** (about 2 minutes):

1. Herbivores are animals that eat plants.
2. Their broad, flat molars (back teeth) are perfect for grinding tough plants.
3. Many herbivores have chisel-like front teeth that help them gnaw through hard plant materials, like wood (*i.e.* beavers) and seeds (*i.e.* hamsters).

**Narration** (about 5 minutes):

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

## Art

- Find a pencil in your home for your art study. Make sure it is a *different* pencil than the one you are using to draw with today!
- Observe it closely and look at the details and note the main shapes you see. Do you see a long cylinder and two ellipses? Look for these shapes.
- On a plain paper with a sharp pencil place your horizon line toward the top.
- Then place a light source symbol (sun) in the right corner in order to show the light direction. Place artwork aside for the next art session.
- Video of Lesson:  
<https://cloud.swivl.com/v/549c84af60454294bc63533cb40d24d6>



## P.E.

### Activity:

- 30 Jumping Jacks
- 1 minute of arm and leg stretches
- Go for a nice walk or a run! (see the challenge if you want to record how far you're walking/running each day!)

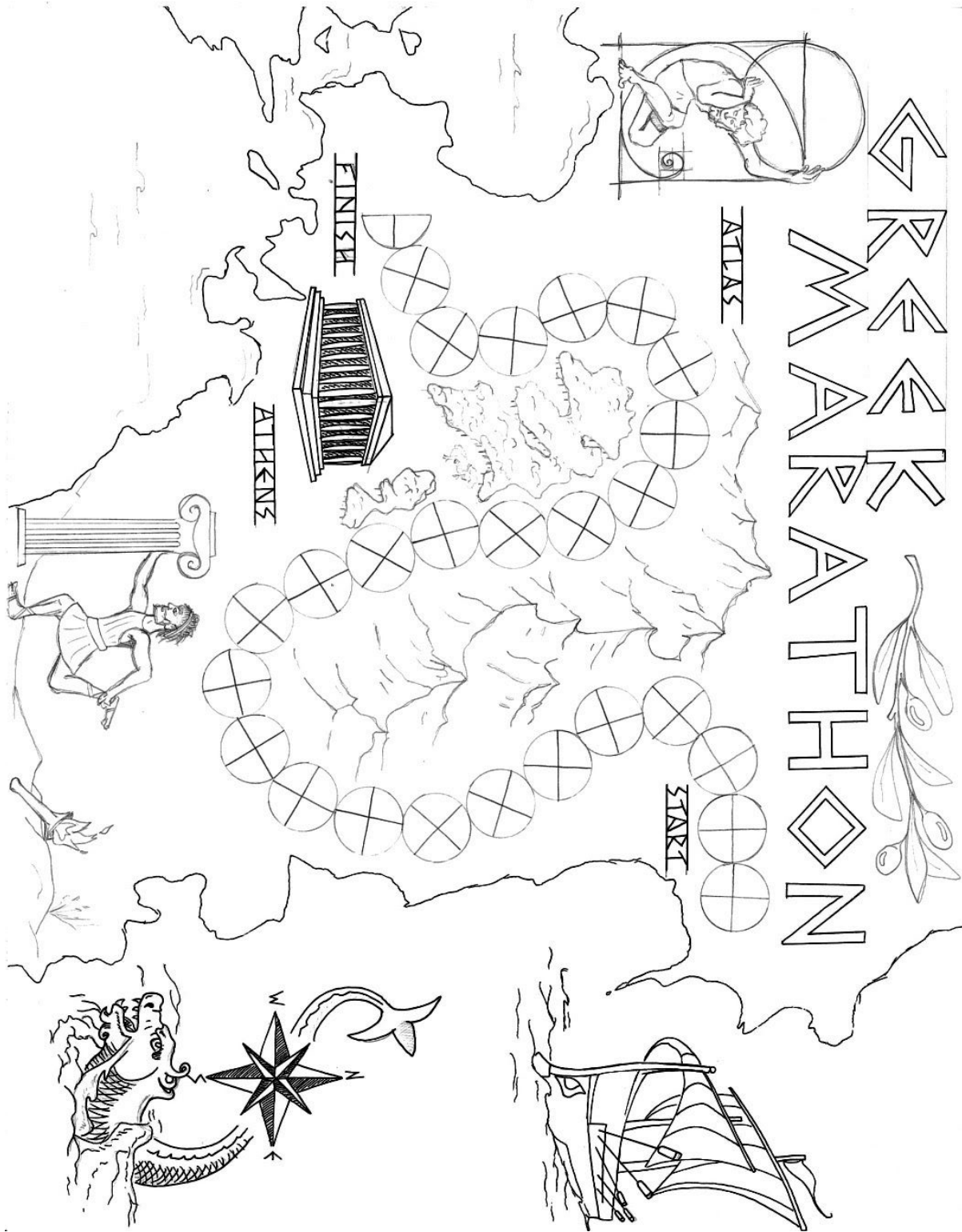
**Greek Marathon Challenge:** I'm challenging you to complete an entire marathon during the rest of this school year! That's 26.2 miles!

### Steps:

1. Have a hard copy of the greek marathon worksheet so you can color it in as you complete each mile!
2. Each time you go for a walk or run make sure to measure how far you go so you can color it in when you get back.
3. Be sure to begin at the START and then only color in the sections you've completed. Remember to show *honesty*!
4. Continue filling in the rest of the greek marathon map until you've colored in all 26.2 miles on the greek marathon worksheet!

### Tips:

1. Each circle = 1 mile, so if you run half a mile only color in  $\frac{1}{2}$  the circle. If you complete  $\frac{1}{4}$  of a mile, only color in one small section of the circle.
2. Make sure an entire circle is completed before you begin coloring the next circle, that way when you FINISH the entire map is filled.
3. For added fun, each time you shade in part of the map use a different color!
4. You can also color in all the images around the map!



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

## Narration


# Wednesday Instructions and Resources

Wednesday, 4/22

## Math

**Review** (about 2 minutes):

**Word Problem:** I have 4 groups of 10 blueberries. How many blueberries do I have altogether? (Use your cut out blueberries to help you)

I have \_\_\_\_\_ blueberries altogether.

**Counting Within 100** (about 10 minutes):

I have 20 blueberries. I add 3 more. How many blueberries do I have altogether?

How many groups of Ten do I have in the number **23**?

The single blueberries you have are called **Ones**. How many **Ones** do I have in the number **23**?

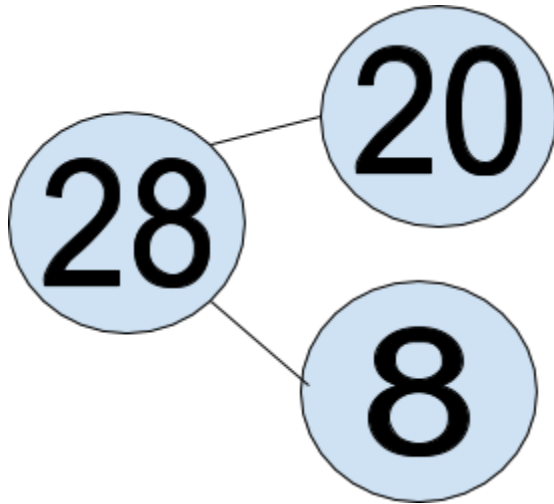
Practice separating your Tens and Ones using the chart below (use your blueberries to help you).

Fill in the chart with the numbers **56, 42, 33, 17**. Make sure you put your Tens and Ones in the correct place.

	<b>Tens</b>	<b>Ones</b>
56		
42		
33		
17		

Now let's practice separating your Tens and Ones in a number bond.

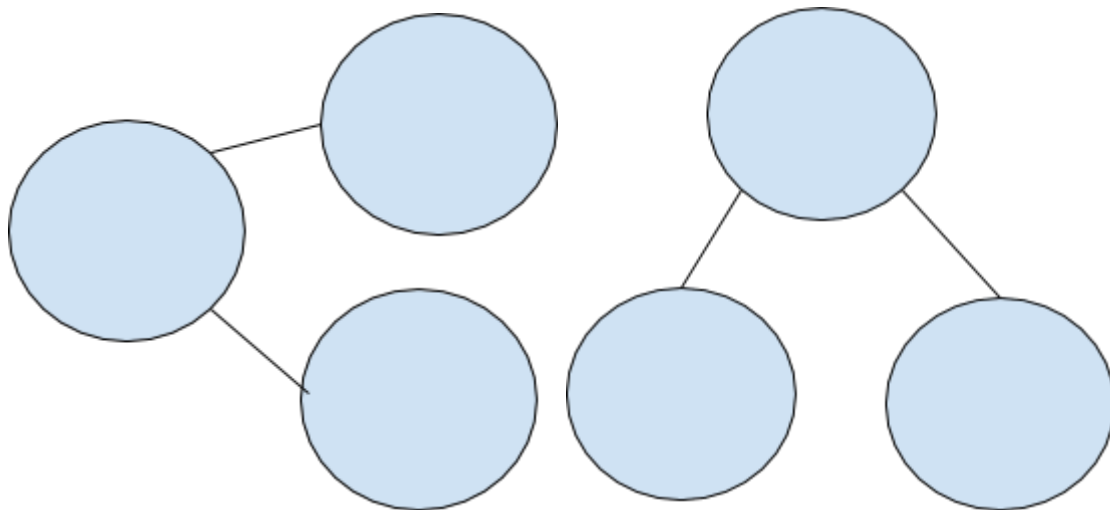
**Example:**



Notice that in the number 28 we have **2 Tens** and **8 Ones**. However, we write the number 20, not 2, because we know that **Part and Part make Whole**. ( $20+8=28$ )

You try it. Use the number bonds below to fill in the Tens and Ones.

Use the numbers **61** and **46**.



# Spalding

**Verb tenses: Use each one in a sentence.** (about 5 minutes)

Write a sentence with these words:	<b>Today I fall.</b>	<b>Yesterday I fell.</b>	<b>Tomorrow I will fall.</b>
<b>fall</b>			
<b>fell</b>			
<b>will fall</b>			
	<b>Today I dash.</b>	<b>Yesterday I dashed.</b>	<b>Tomorrow I will dash.</b>
<b>dash</b>			
<b>dashed</b>			
<b>will dash</b>			

## 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.

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## 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. Be an artist! Go on a hunt in your backyard for a plant with interesting lines or patterns. Sketch it!

## Poetry

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

Week in, week out, from morn till night,  
You can hear his bellows blow;  
You can hear him swing his heavy sledge,

With measured beat and slow,  
Like a sexton ringing the village bell,  
When the evening sun is low.

## History

**Review** (2 minutes): Tell one thing you remember about the problems that the Roman Empire was having when it split in two.

(See Monday's lesson if you need help remembering!)

**Read** (about 3 minutes): (Taken from *Story of the World, Volume 2*)

On Monday, we learned that Barbarians from the North were attacking the Roman Empire and trying to take bits of it for themselves. Rome grew weaker and weaker, and poorer and poorer, until finally, the Barbarians took over the city of Rome itself. The Roman Empire, the biggest, strongest empire in the world, had fallen.

When Western Rome fell, all of the countries that had once belonged to Rome were free. They did not have to obey the Romans any longer. One of these countries was **Britain**.

We read about Britain once before, when Julius Caesar took his army into Britain to show the Romans that he could be a hero. But Julius Caesar's army had a surprise waiting for them when they landed along the coast of Britain. The people who lived there were huge, fierce warriors who were painted blue. Do you remember who these people were? They were the **Celts**.

The Romans were never able to defeat the Celts, but they still set up camps and towns in the south part of Britain, and lived there. But when the Western Roman Empire fell, the Celts finally drove the last Roman soldiers out of their country. Now Britain was completely theirs again.

The Celts were proud of their fighting strength. They praised men who had courage in battle. They sang songs and told stories about great warriors. Specially trained singers called **bards** learned stories about the chieftains and battle heroes of long ago. The stories weren't written down; instead, bards learned them from each other and memorized them so that they could be told again and again. These stories told Celtic children that it was good to be strong and warlike. The Celts encouraged their children to be fierce. "If you are a fierce warrior when you grow up," they said, "the bards will write new stories and songs about you, to tell about the great battles you fight, and the victories you win."

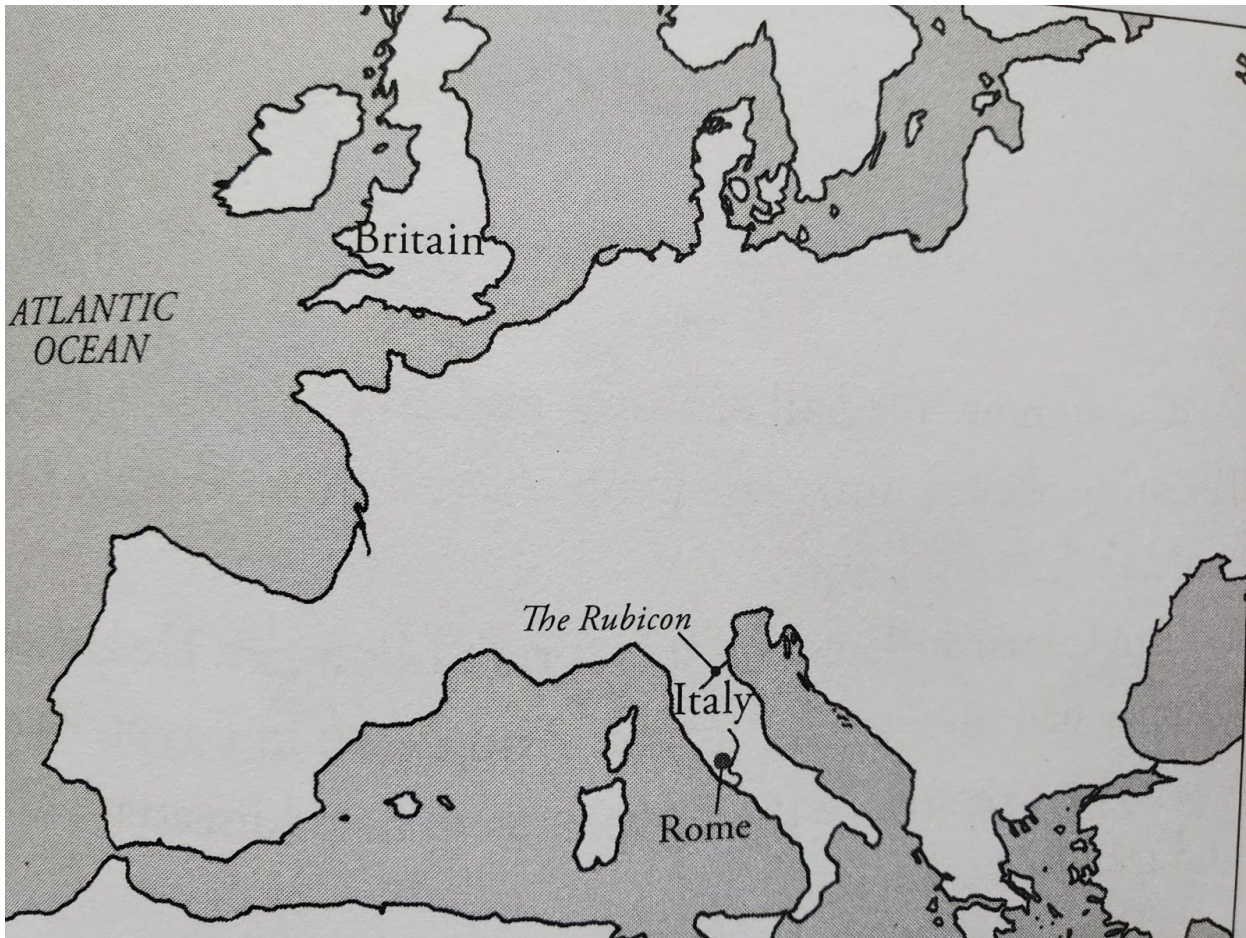
**Wrap-up** (about 3 minutes): Look at the map. Point to Rome with your finger. Point to Britain with your finger.



1. Lightly shade Britain green.
2. Lightly shade Italy green.

**Bonus Steps!**

3. Draw a Compass Rose
4. Lightly shade the water blue.
5. Label Spain



## Music

- Warm-Up:
  - ❑ Sing “Chocolate Cookie” four times!
    - ❑ First, sing it **allegro** and say what it means out loud. Hint: Pat your lap and say “*Allegro, allegro, allegro* means fast!”
    - ❑ Then, sing the song **largo** and say what it means out loud. Hint: Pretend you’re walking in slow-motion and say, “*Largo* means very slow.”
    - ❑ Next, sing the song and tap the steady **beat** on your lap. Say out loud: “The beat stays steady!”
    - ❑ Lastly, sing the song and tap the **rhythm** into your hands and say what rhythm means out loud: “Rhythm is the way the words go!”
  - ❑ Grizzly Bear
    - ❑ Sing the words and tap the steady **beat** on your lap.
      - ❑ Now, sing and tap the **rhythm** into your hand!
    - ❑ Circle the answer: Are beat and rhythm the **SAME** or **DIFFERENT**?

Griz - zly bear, oh griz - zly bear is slee - ping in a cave.

5 Please be ve - ry qui - et, ve - ry ve - ry qui - et.

9 If you wake him, if you shake him, he'll get ve - ry mad! (Roar!)

## Latin

- Say the following vocabulary words 3x each.
- Here is a video of Ms. Grimmins reviewing this week's flashcards for you to watch and say the words with her.

<https://cloud.swivl.com/v/17fe7662be6e72f6dc19e243b972b494>

litus	seashore (coast/beach)
portus	harbor
urbs	city
via	road
lux	light
tenebrae	darkness
aurum	gold
argentum	silver

# Thursday Instructions and Resources

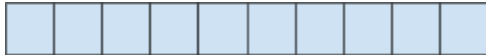
Thursday, 4/23

## Math

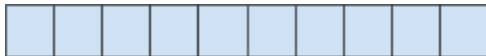
**Review:** Set the timer for **one minute**. See how many problems you can solve! Check your answers with cheerios, dried beans, or other countable objects.

$6-4 =$	$8-3 =$	$10+2 =$	$5-1 =$	$7+9 =$	$15-5 =$	$2+4 =$
$8+1 =$	$3-3 =$	$7-3 =$	$9-1 =$	$11-3 =$	$6-4 =$	$9-5 =$
$2-1 =$	$10-1 =$	$6-2 =$	$9-3 =$	$4-1 =$	$14+2 =$	$8-6 =$

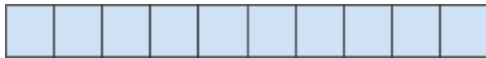
### More Than and Less Than: (about 10 minutes)



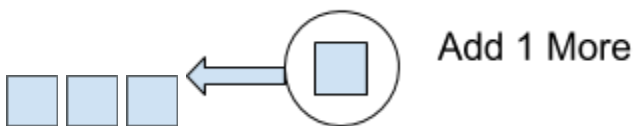
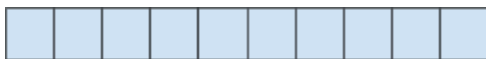
Look at the blueberries.



How many are there altogether?



How many Tens? How many Ones?



$$43 + 1 = 44$$

How many will there be if 1 more is added?

In order to add one more, we must count on. (40, 41, 42, 43, **44**)

1 more than 43 is 44.

If we take away one, there will be 1 less than 43.

1 less than 43 is 42.

**43 - 1 = 42**

Practice the problems below. Use your blueberries to help you answer each one.

1. 1 More than 50 is \_\_\_\_\_.

2. 2 Less than 10 is \_\_\_\_\_.

3. 10 More than 20 is \_\_\_\_\_.

4. 10 Less than 20 is \_\_\_\_\_.

For OPTIONAL extra practice, complete page **149** in your Math Workbook.

## Spalding

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

SETTING  
BLOCK  
MOVE  
PLANTED  
DOLL  
WIFE  
SEEM  
BARE  
ALIKE  
SPACE  
BUY  
HAPPY  
NICE  
SPENT  
MOUTH  
CLEAR  
DASH  
WATCH  
FELL  
ZERO

### 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.

---

## Grammar/Writing

**Narration** (about 5 minutes):

1. With your best penmanship, write 1-3 sentences **telling about one virtue you have used this week.**
2. Here are some questions to help you come up with sentences:
  - What virtue did you use?
  - Who was there? What were you doing?
  - What did you do to show that virtue?
  - How did the virtue feel?
3. Be sure to write the book title and character names with **proper capitalization!**
4. Illustrate your sentence with a colorful picture. In your picture, include 3 details from your sentence(s).

## Poetry

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

Week in, week out, from morn till night,  
You can hear his bellows blow;  
You can hear him swing his heavy sledge,  
With measured beat and slow,  
Like a sexton ringing the village bell,  
When the evening sun is low.

## Science

### Review (about 1 minute):

1. What is an herbivore?
2. Are goats herbivores?

### Learning About Herbivores (about 5 minutes):

1. If possible, watch this video of Mr. Tiffin observing a cow skull:  
<https://cloud.swivl.com/v/7be0d9c387aa9f7a78c02762a549f487>
2. Solve the “Animal Crisscross” crossword puzzle about herbivores and carnivores.

### Optional Activity:

1. With your parent’s permission, pretend you are an herbivore when you’re having a snack or lunch today. What types of food can you eat?

## P.E.

### Sprint Race Steps:

- Make a starting line and finish line (or find 2 objects you could use to mark at least 15 feet apart).
- Find someone to race against, or have someone time you!
- When they say “GO,” sprint down and back, or just straight to the finish line, depending how you set up the race.
- Try to do at least 3 races before stopping!

Video demonstration of sprint race:

<https://cloud.swivl.com/v/965e7d5a3366639125d90939333e4c76>

## Art

- Please bring out your artwork from the last art session.



- Please draw the basic shapes of the pencil *under* the horizon line and remember to draw the pencil its *actual* size - not bigger or smaller.
- Carefully draw in the values you observe in your pencil. Don't forget to include other details such as the pointed end, the smooth eraser, and the shadow. You will finish your art today.
- Video of Lesson:  
<https://cloud.swivl.com/v/78b33bf8381704d0d77479526de4ee96>



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

## Narration


# Animal Crisscross

mice

sheep

fox

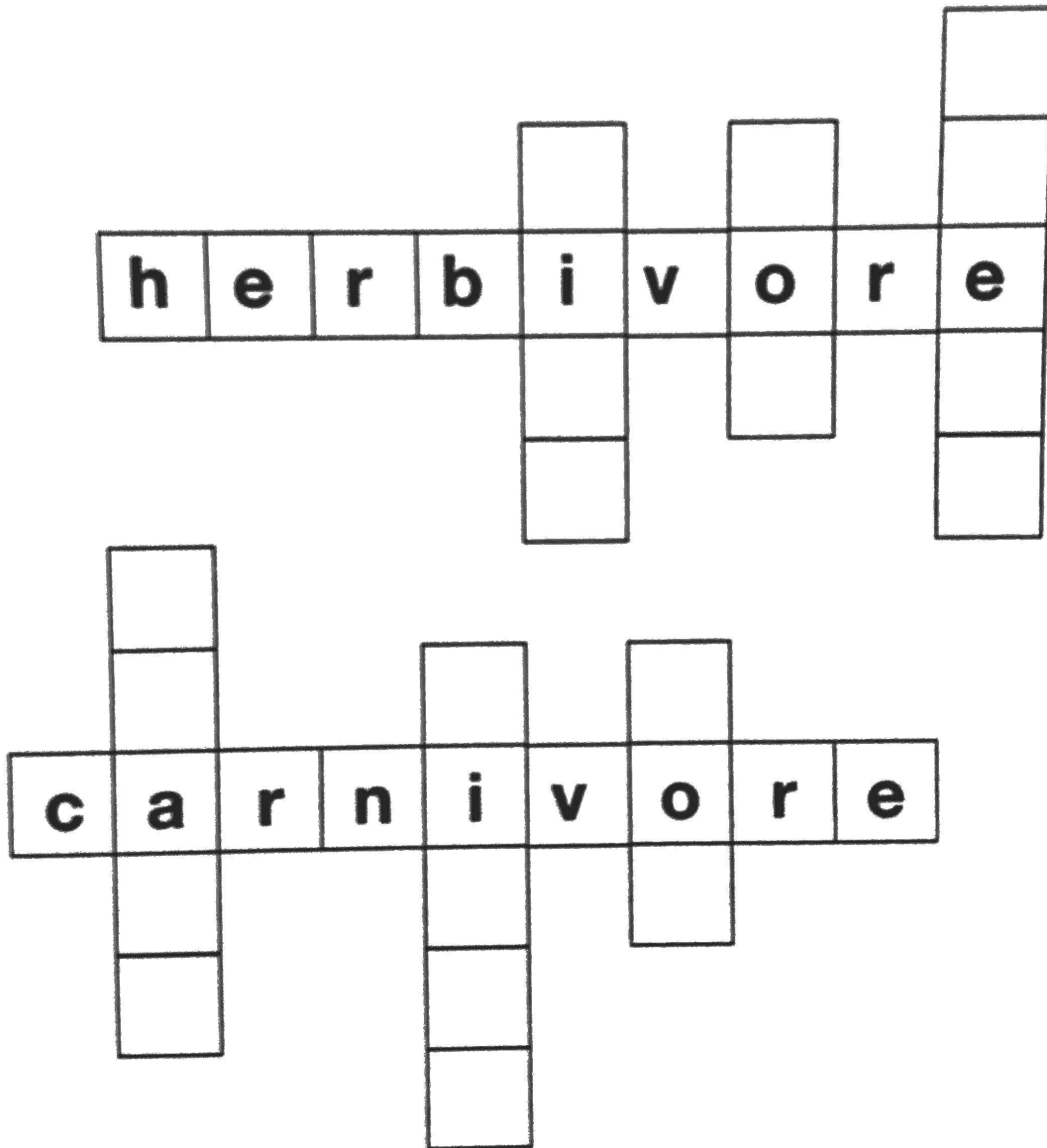
tiger

snake

pig

bear

you

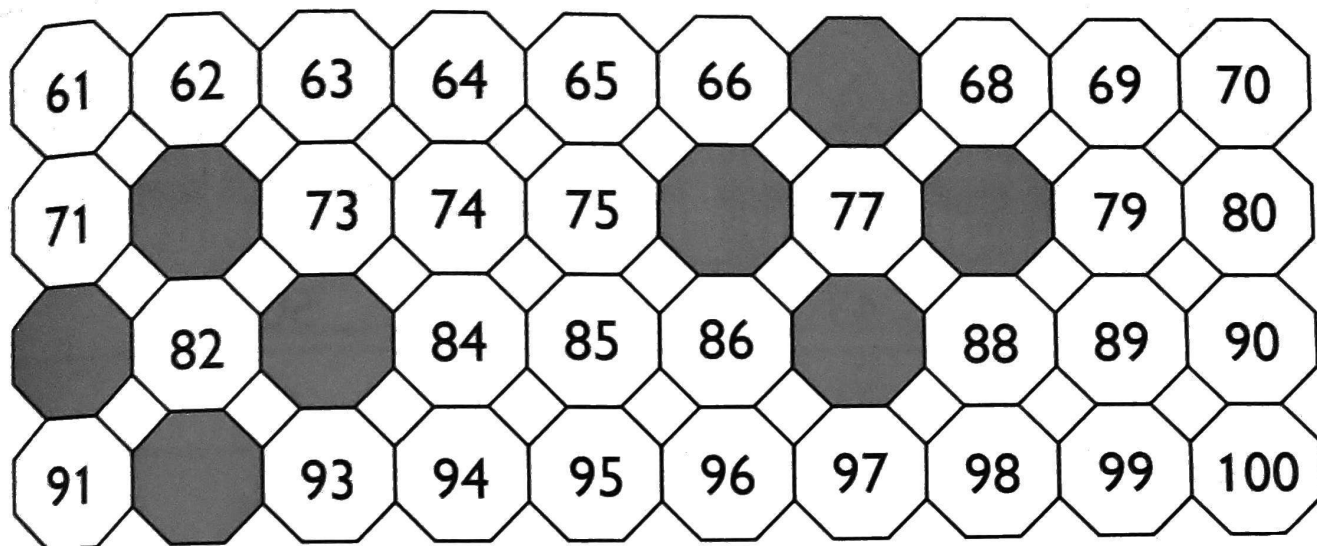


**Directions:** Read the words in the box and the crossword clue word with children. Guide children as needed to complete the crossword puzzle. Be sure they understand that one letter in each word they write is already given.

**Purpose:** To introduce or review concepts and vocabulary relating to what specific animals eat

# EXERCISE 12

1. Fill in the blanks.



- (a) 1 more than 77 is \_\_\_\_\_.
- (b) 10 more than 77 is \_\_\_\_\_.
- (c) 1 less than 82 is \_\_\_\_\_.
- (d) 10 less than 82 is \_\_\_\_\_.
- (e) 1 more than 80 is \_\_\_\_\_.
- (f) 2 less than 80 is \_\_\_\_\_.
- (g) 3 less than 84 is \_\_\_\_\_.
- (h) 10 less than 86 is \_\_\_\_\_.
- (i) 20 less than 98 is \_\_\_\_\_.
- (j) 30 more than 62 is \_\_\_\_\_.
- (k) 20 less than 96 is \_\_\_\_\_.

## Friday Instructions and Resources

Friday, 4/24

**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!

$50 - 20 = \underline{\quad}$	$90 - 5 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$18 + 10 = \underline{\quad}$
$3 \times 4 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$	$71 - 10 = \underline{\quad}$	$1 \times 20 = \underline{\quad}$

**Comparing Two Numbers** (about 10 minutes)

**3      7**

Look at the 2 numbers above. Which number is greater?

Which number is smaller? How do you know?

**(Hint: Use a number line to help you. You can draw it right above from 1-10)**

Now look at the next 2 numbers below. Which one is greater?

Which one is smaller?

How many Tens are in each number? Are there any Ones?

**30      70**

Look at the next 2 numbers.

How many Tens and Ones are in each number?

Notice that the ONES are the same in both numbers.

How many Tens will I add to get from 34 to 74? (**Hint: try counting by Tens, 34, 44, 54....**)

$$34 \quad 74 \quad 34 + \underline{\quad} = 74$$

Now look at these 3 numbers:

**41    60    19**

Which number is the greatest?

Which number is the smallest?

**(Hint: think of a number line; which direction do the numbers go as they get bigger?)**

**Complete Workbook page 150 and 151 for practice.**

## Spalding

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

Ex. rope, hope

Use these Spalding words:	
small    best    suit    old    line    rain	
fruit, _____	tall, _____
train, _____	west, _____

gold, _____	fine, _____
-------------	-------------

## 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):

5. With your best penmanship, write 1-3 sentences **describing your favorite book**.
6. Here are some questions to help you come up with sentences:
  - What is the title of the book?
  - Who is the book about?
  - What happens in the story?
7. Be sure to write the book title and character names with **proper capitalization!**
8. Illustrate your sentence with a colorful picture. In your picture, include 3 details from your sentence(s).

## Poetry

**Recite the first three stanzas of “The Village Blacksmith” by Henry Wadsworth**

**Longfellow** (about 2 minutes):

Refer to Day 1 to see all three stanzas. 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 and Grammar/Writing

**Warm-up** (about 1 minute): What is a **bard**? Answer in a complete sentence.

(Look at Wednesday’s lesson if you cannot remember!)

**Read** (about 3 minutes): (Taken from *Story of the World, Volume 2*)

### Barbarians in Britain

The Celts who lived in Britain didn’t all belong to the same kingdom, and they didn’t all obey the same king. Britain was full of different tribes of Celts. And each tribe followed a different king.

Old, old stories tell us that one of these kings was named **Vortigern**. Vortigern ruled a wealthy, powerful tribe of Celts in the middle of Britain. His people obeyed him, and the warriors who fought for him followed his commands. But Vortigern still wasn’t happy. Other tribes of Celts from up north kept attacking his kingdom, and Vortigern was tired of fighting them off! He wanted help.

Vortigern sent a message across the North Sea, to barbarian tribes called the **Angles** and the **Saxons**. (Can you say Angles? Can you say Saxons?)

“Come and help me fight against my enemies!” he said. “If you do, I’ll give you land to live on, here in Britain.”

So the Angles and the Saxons came across the North Sea, into Britain, and helped Vortigern fight his enemies. They liked Britain, so they settled down and stayed there. They sent word back to their friends: “Come live in Britain with us! There’s plenty of room here.” So more and more Angles and Saxons sailed across the North Sea to Britain. The whole middle part of Britain filled up with Angles and Saxons.

The Celts didn’t like all these barbarians in their country. But now there were so many Angles and Saxons that they couldn’t drive them all out. Soon, the south and east part



of Britain was completely occupied by Angles and Saxons too. They divided the land into seven kingdoms. Today, we call this part of Britain England, a name that comes from the word Angle. We call the people who lived there Anglo-Saxon.

Poor Celts! First the Romans attacked them. Then, their neighbors attacked them. Now, the Anglo-Saxons had driven them out of their own land. Some of the Celts decided to make the best of it. They married the Anglo-Saxons and lived with them in peace. But other Celts retreated up into the north and the west of Britain, to live by themselves. Today, we call the countries where the Celts lived, Scotland, Ireland, and Wales.

**Mapwork** (about 1 minute):

1. Look at Miss Estrada's map. Put your finger on Britain. Travel south, and a little bit east with your finger to travel to **the land where the Angles and the Saxons lived**. Miss Estrada has colored their land orange.
2. **Britain is mostly green, to show that the Celts lived there.**
3. Take your finger, and follow the path the Angles and the Saxons took to get to Briton. There, they helped Vortigern defeat his enemies, and they settled down to live. **Why has Miss Estrada colored the south part of Britain orange and green mixed?**

Name: Miss E. #

Date: 4-15-19

# Celts



**Copywork:** (about 5 minutes):

1. Read the sentences aloud to yourself.
2. Point to the **capital letters**. Which capital letters show proper nouns? Which capital letters mean the beginning of a sentence?
3. Copy the sentence in your best Spalding letters.
4. Illustrate your sentence. Include **4 things** from the History story.

Sentence to copy:


Poor Celts! First the Romans attacked them.  
Then the Angles and the Saxons drove them out  
of Britain.

## Music

- Warm-Up:
  - ❑ Sing “Starlight, Starbright” four times!
    - ❑ First, sing it **allegro** and say what it means out loud. Hint: Pat your lap and say “*Allegro, allegro, allegro* means fast!”
    - ❑ Then, sing the song **largo** and say what it means out loud. Hint: Pretend you’re walking in slow-motion and say, “*Largo* means very slow.”
    - ❑ Next, sing the song and sing it **forte**. Show your strong arms and say this out loud: “**Forte** means loud!”
    - ❑ Lastly, sing the song **piano**. Show your hands as if you’re going to whisper and say out loud: “**Piano** means soft.”
- Grizzly Bear (*Look back to the music that was on Day 3 of this packet*)
  - ❑ Sing the song while you tiptoe around your room or house. Remember to sing **piano** until the very end of the song!
  - ❑ Answer this question. What happens at the end of the “Grizzly Bear” song? What is it called when you start *piano* and then end up singing *forte*?

Answer: crescendo

- ❑ Now, sing the song on **ta** and **ti-ti** (rhythm syllables) and tap into your hands.
  - ❑ Here is a video of Ms. Caranto singing the song on **rhythm syllables**:  
<https://cloud.swivl.com/v/cec8de7466ce74b3edd78f439ae7886d>
  - ❑ Do you remember what to do when you see this symbol and what is it

called?  Answer: quarter rest

For fun: Turn “Grizzly Bear” into a game of tag! Find someone in your house to play with you. Sing the song and at the end, the “bear” wakes up and has to tag someone else to be the next bear!

## Latin

- Say these Latin verbs while doing the motions.
- Here is a video of Ms. Crimmins saying these Latin verbs with the motions.

<https://cloud.swivl.com/v/8d400f7ba9819b1afdea4b25253ed008>

Verb	Translation:	Verb	Translation:
habitō, -āre	I live	moveō, -ēre	I move
videō, -ēre	I see	maneō, -ēre	I remain
audiō, īre	I hear	pugnō, -āre	I fight
sedeō, -ēre	I sit	fugiō, -ere	I flee
stō, -āre	I stand	habeō, -ēre	I have

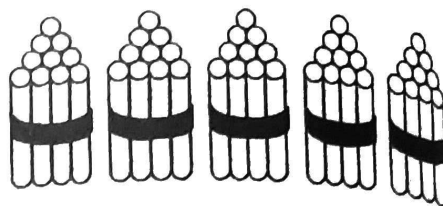
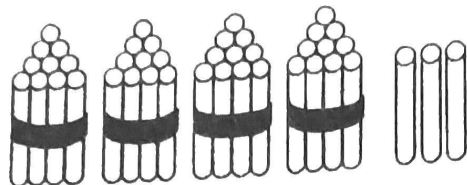
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Copywork

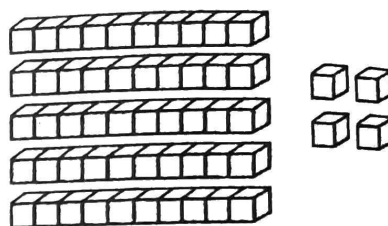
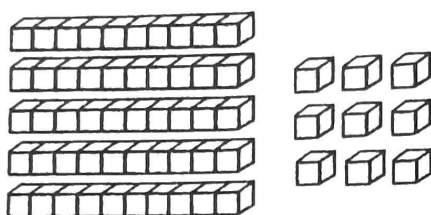

# EXERCISE 13

1. Circle the greater number.

(a)



(b)



(c) 28    26

(d) 70    65

(e) 78    87

(f) 99    100

2. Circle the greatest number.

(a) 43    45    42

(b) 78    87    85

(c) 63    60    62

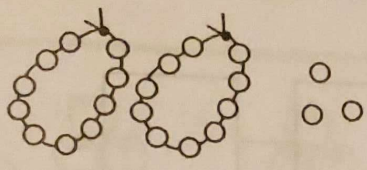
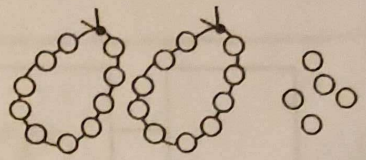
(d) 98    99    100

(e) 59    70    62

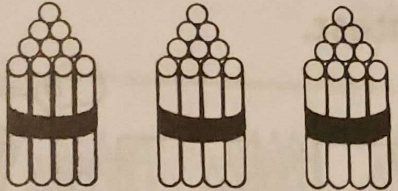
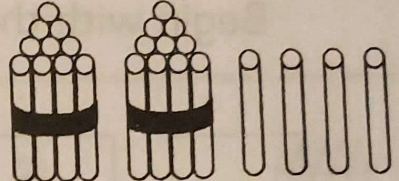
(f) 57    52    54

3. Circle the greater number.

(a)

 <b>23</b>	 <b>25</b>
--	---

(b)

 <b>30</b>	 <b>24</b>
--	---

- |        |    |        |     |
|--------|----|--------|-----|
| (c) 31 | 29 | (d) 78 | 87  |
| (e) 54 | 57 | (f) 89 | 87  |
| (g) 63 | 60 | (h) 98 | 100 |

4. Circle the greatest number.

- |        |    |    |        |    |    |
|--------|----|----|--------|----|----|
| (a) 35 | 31 | 32 | (b) 54 | 50 | 59 |
| (c) 45 | 50 | 47 | (d) 59 | 56 | 66 |
| (e) 15 | 23 | 26 | (f) 38 | 40 | 36 |

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 : \_\_\_\_\_



## *Tomorrow*

Toad woke up.

“Drat!” he said.

“This house is a mess.

I have so much work to do.”

Frog looked through the window.

“Toad, you are right,” said Frog. “It is a mess.”

Toad pulled the covers over his head.



“I will do it tomorrow,” said Toad.  
“Today I will take life easy.”



Frog came into the house.

“Toad,” said Frog, “your pants and jacket are lying on the floor.”

“Tomorrow,” said Toad from under the covers.

“Your kitchen sink is filled with dirty dishes,” said Frog.



"Tomorrow," said Toad.

"There is dust on your chairs."

"Tomorrow," said Toad.

"Your windows need scrubbing," said Frog.

"Your plants need watering."

"Tomorrow!" cried Toad.

"I will do it all tomorrow!"



Toad sat on the edge of his bed.  
“Blah,” said Toad.  
“I feel down in the dumps.”  
“Why?” asked Frog.

"I am thinking about tomorrow," said Toad.

"I am thinking about all of the many things that I will have to do."

"Yes," said Frog, "tomorrow will be a very hard day for you."

"But Frog," said Toad, "if I pick up my pants and jacket right now, then I will not have to pick them up tomorrow, will I?"

"No," said Frog.

"You will not have to."

Toad picked up his clothes.

He put them in the closet.



"Frog," said Toad, "if I wash my dishes right now, then I will not have to wash them tomorrow, will I?"

"No," said Frog.

"You will not have to."



Toad washed and dried his dishes.  
He put them in the cupboard.



“Frog,” said Toad, “if I dust my chairs and scrub  
my windows and water my plants right now, then

I will not have to do it tomorrow, will I?" "No," said Frog. "You will not have to do any of it." Toad dusted his chairs.



He scrubbed his windows.  
He watered his plants.





“There,” said Toad.  
“Now I feel better.  
I am not in the dumps anymore.”  
“Why?” asked Frog.

“Because I have done all that work,” said Toad.  
“Now I can save tomorrow for something that I really want to do.”  
“What is that?” asked Frog.  
“Tomorrow,” said Toad, “I can just take life easy.”  
Toad went back to bed.  
He pulled the covers over his head and fell asleep.



## *The Kite*

Frog and Toad went out to fly a kite.  
They went to a large meadow where the wind was strong.

“Our kite will fly up and up,” said Frog.

“It will fly all the way up to the top of the sky.”



“Toad,” said Frog, “I will hold the ball of string. You hold the kite and run.”

Toad ran across the meadow.

He ran as fast as his short legs could carry him.

The kite went up in the air.  
It fell to the ground with a bump.  
Toad heard laughter.  
Three robins were sitting in a bush.



“That kite will not fly,” said the robins.  
“You may as well give up.”



Toad ran back to Frog.

“Frog,” said Toad, “this kite will not fly.

I give up.”

“We must make a second try,” said Frog.

“Wave the kite over your head. Perhaps that will make it fly.”



Toad ran back across the meadow.  
He waved the kite over his head.  
The kite went up in the air and then fell down with  
a thud.  
“What a joke!” said the robins.  
“That kite will never get off the ground.”







Toad ran back to Frog.

“This kite is a joke,” he said.

“It will never get off the ground.”

“We have to make a third try,” said Frog.

“Wave the kite over your head and jump up and down.

Perhaps that will make it fly.”



Toad ran across the meadow again.  
He waved the kite over his head.  
He jumped up and down.  
The kite went up in the air and crashed down into  
the grass.  
“That kite is junk,” said the robins.  
“Throw it away and go home.”



Toad ran back to Frog.

“This kite is junk,” he said.

“I think we should throw it away and go home.”

“Toad,” said Frog, “we need one more try.

Wave the kite over your head. Jump up and down and shout UP KITE UP.”

Toad ran across the meadow.

He waved the kite over his head.

He jumped up and down.

He shouted, “UP KITE UP!”



The kite flew into the air.  
It climbed higher and higher.  
“We did it!” cried Toad.

“Yes,” said Frog.

“If a running try did not work, and a running and waving try did not work, and a running, waving, and jumping try did not work, I knew that a running, waving, jumping, and shouting try just had to work.”

The robins flew out of the bush.

But they could not fly as high as the kite.

Frog and Toad sat and watched their kite.

It seemed to be flying way up at the top of the sky.