



Remote Learning Packet

First Grade

April 27–May 1, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

April 27–May 1, 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 27, 2020
- Tuesday, April 28, 2020
- Wednesday, April 29, 2020
- Thursday, April 30, 2020
- Friday, May 1, 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.
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Monday Instructions and Resources

Monday, 4/27

Math

Review: (about 5 minutes)

Complete the Worksheet below

Name _____ Date _____ **Counting Coins Practice**

Directions: Add up the total value of the coins and write the number in the space.



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2

More/Less Than

Last week you learned about comparing numbers. You practiced counting Tens and Ones within a number. You also practiced circling numbers that were greater and smaller.

Look at the numbers below:

24 15

Which number is greater?

How many Tens and Ones are in each number?

When we compare 2 numbers and want to write which one is greater than or less than, we use these two symbols: $<$, $>$

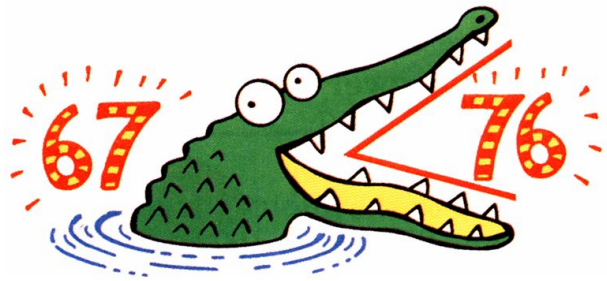
The 2 symbols are called GREATER and LESS THAN signs

We can write **24 > 15**

This means 24 is greater than 15.

24 > 15

This means 15 is less than 24.



You can remember these signs by pretending they are alligators! Alligators are greedy and they like lots of food. **The alligator's mouth will open to eat the bigger number.**

Practice using your Greater and Less Than signs in your workbook on **page 152**.

Spalding

We will learn new words on Monday, Tuesday, and Wednesday this week.

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

<https://cloud.swivl.com/v/9525057186916c000850a762136bbc7a>

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 today'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.

--	--	--	--	--

Write and mark your Spalding Words.

Choose 3 words. Write a sentence with each word.

1. _____
2. _____
3. _____

Spalding Words

fight

[stop

[stop ping r. 9

grant

Spalding Rules

Rule 9: My base word is stop. My ending is **-ing**. I must write stop and double the “p” because my base word stop is a **one-one-one word**, and my ending -ing starts with a vowel.

A **one-one-one word** is a word that has **one syllable, one vowel, and one consonant after the vowel**.

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!

Poetry and Grammar/Writing

Begin by reciting the first three 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.

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.

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

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly

Like chaff from a threshing-floor.

About the poem:

1. The “forge” is the furnace where the blacksmith softens metals so he can shape them. The fire in the forge is *very* hot so that the metal can begin to melt and get soft.
2. “Chaff” refers to the dried leaves and seed-coat that comes off of the wheat during threshing.
3. *Optional*: watch this video to see what thrashing looked like!
<https://www.youtube.com/watch?v=b4Kj960o Co>

Copywork: (about 5 minutes):

1. Read the sentences aloud to yourself.
2. Point to the **apostrophe**.
3. What does “apostrophe s” show us? (“Apostrophe s” shows possession.)
4. Copy the sentence in your best Spalding letters.
5. Illustrate your sentence. Don’t forget to draw the brawny blacksmith!

Sentence to copy:

Children love to see the blacksmith’s flaming forge,
and to hear the bellows roar.

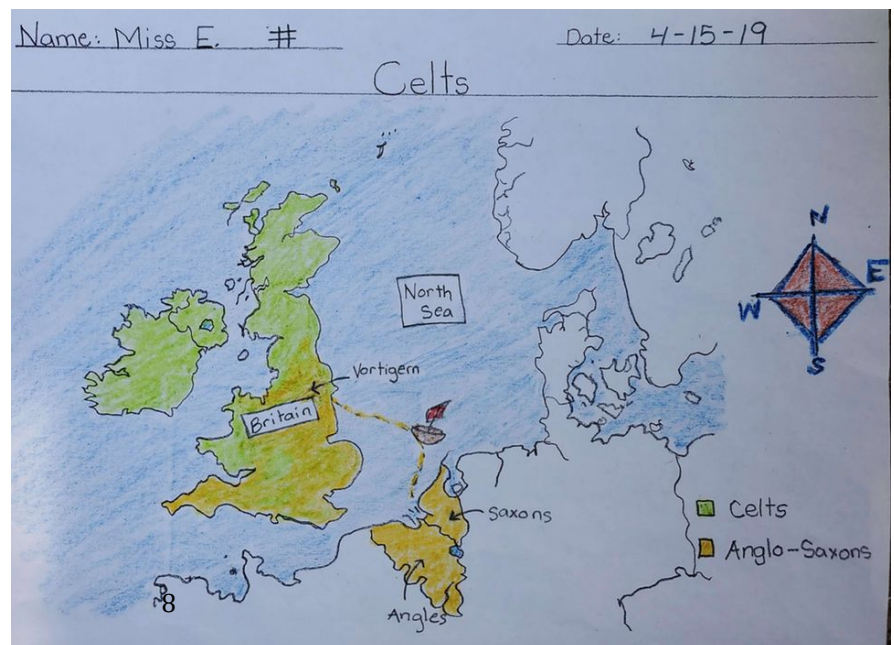
History

Review (about 2 minutes): Tell one thing you remember about **Vortigern** and his Celtic kingdom in **Britain**.

Mapwork and Reading (taken from *Story of the World, Volume 2*): (about 10 minutes)

Do you remember looking at Miss Estrada’s map last week? Miss Estrada drew the path that the Angles and the Saxons took across the North Sea when they came to help Vortigern defeat his enemies.

Step 1: On your own map (on the next page), draw a little boat to show the



Angles and the Saxons traveling across the North Sea.

After the fighting was done, the Angles and the Saxons settled down to live in Britain with the Celts. They even invited their friends and families to come join them!

The Celts didn't like all these barbarians in their country. But there were so many Angles and Saxons that they couldn't drive them all out. Soon, the south and the east part of Britain was completely occupied by Angles and Saxons. Today, we call this part of Britain England, a name that comes from the word Angle. We call the people who lived there *Anglo-Saxons*.

Step 2: Fill in your Compass Rose.

Step 3: Lightly shade the south and east parts of Britain **green**, to show that the **Celts** lived there in Vortigern's kingdom. Then, lightly shade **orange** over the **green**, to show that the **Angles and the Saxons** settled down there and lived with the **Celts**. Now the Angles-Saxons-Celts people are called *Anglo-Saxons*. You can check your work by looking at Miss Estrada's map.

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 west of Britain, to live by themselves. Today, we call the countries where the Celts lived, Scotland, Ireland, and Wales.

Step 4: Shade the north and the west parts Britain **green** to show the **Celts** lived there by themselves.
Your map is done!

Name: _____

The Celts

Date: _____



P.E

“Ski-Jump Basketball-shot” game:

Hello! This game will mix a new exercise with some old basketball skills. You will need:

- 1 laundry basket (or any kind of basket or box)
- 1 chair
- 5 items, such as stuffed animals or other small items for you to jump over
- 1 foam ball (a pair of rolled-up socks will do!)

Here is how you set up!

- First, offer to help with the laundry so that you can use the laundry basket. Once this is done, place the basket on top of the chair.
- Now, take three huge steps away from the basket-chair and place your first item on the ground. Take two more steps back and place the next item on the ground (remember the stuffed animals stay where they are, you're not shooting them!). Place all the rest of the items two steps apart, in a straight line.
- To play, you will start next to the item that is closest to the chair. You are going to do two “ski-jumps” over the item, and then quickly take a shot at the basket. To do a ski-jump, pretend that you have skis on and jump sideways over the item. Remember that both feet should jump at the same time.
- If you make the shot, go grab the ball, move to the next item, and try again. If you miss from a certain spot, then you have to try again until you make it. Once you have the rules down, then make it timed! For example, ask your parents to count to 60 seconds to see if you can complete the whole course. Have fun!

Art

We will begin our teacup art study today. Please use your finger to trace the tea cups in this artwork and any other interesting shapes you see. What shapes did the artist use to create these? What objects do you see in the painting and why do you think the artist placed them in the scene? What do you think is happening in this painting? Are these two people family or friends?

The Tea Mary Cassatt 1880

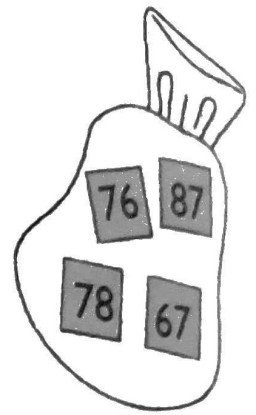


Name: _____ Date: _____

Copywork

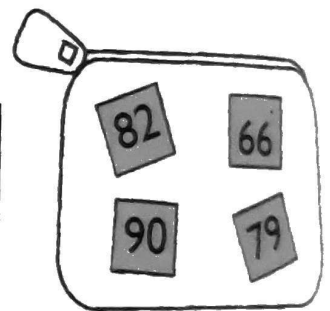
5. (a) Arrange the numbers in order.
Begin with the smallest.

□ — □ — □ — □



- (b) Arrange the numbers in order.
Begin with the greatest.

□ — □ — □ — □



6. Write $>$ (greater than) or $<$ (less than).

(a) 44 ○ 40

(b) 50 ○ 65

(c) 62 ○ 61

(d) 70 ○ 77

(e) 39 ○ 49

(f) 58 ○ 57

(g) 73 ○ 69

(h) 65 ○ 66

(i) 24 ○ 30

(j) 47 ○ 39

Tuesday Instructions and Resources

Tuesday, 4/28

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!

$10 + 1 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$	$16 - 10 = \underline{\quad}$	$2 \times 10 = \underline{\quad}$
$3 \times 8 = \underline{\quad}$	$20 - 1 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$5 + 8 = \underline{\quad}$

Adding a 2-Digit and 1-Digit Number: (about 15 minutes)

(Get the blueberries you cut out on Monday to help you)

Look at the 2 numbers below:

50

7

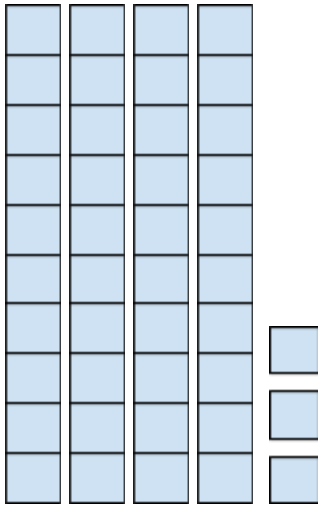
Use your blueberries to show both of the numbers. Make sure you have the correct amount of TENS and ONES.

Now let's add these two numbers together: **$50 + 7 = ?$**

How many do you have altogether?

Now look at the next two numbers:

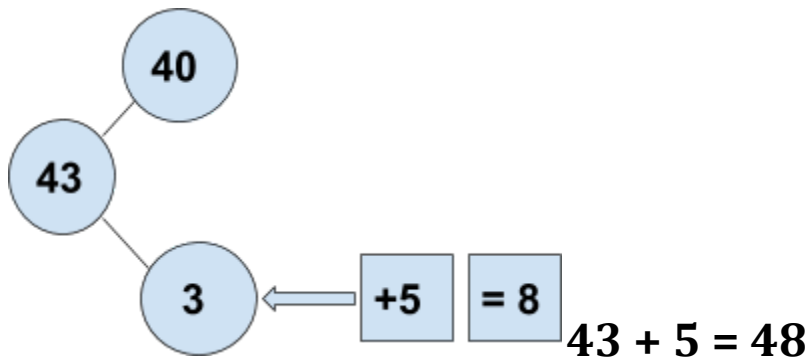
43



5

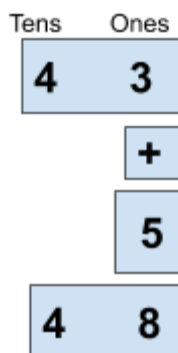


If we write this as a number sentence, we would write $43 + 5 = ?$



Remember that we keep our Tens with our Tens and our Ones with our Ones.

Use the picture below to help you separate your Tens and Ones when adding.



Complete the Worksheet below for practice.

Adding a two digit number to a one digit number

Name: _____

1	4
+	4

8	5
+	2

5	3
+	4

4	2
+	7

4	4
+	2

8	4
+	3

5	4
+	4

4	2
+	3

2	5
+	3

3	3
+	1

8	1
+	5

4	7
+	2

4	0
+	2

6	8
+	0

7	6
+	3

2	7
+	1

7	3
+	0



1

Spalding

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

<https://cloud.swivl.com/v/69111c59829c4befd56b30d822ada174>

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:

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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 today'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.

--	--	--	--	--

Write and mark your Spalding Words.

Choose 3 words. Write a sentence with each word.

1. _____
2. _____
3. _____

Spalding Words

walk

talk

chalk

soap

Poetry

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

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

Science and Grammar/Writing

Review: Say the following sentence out loud three times.

An herbivore has flat, broad teeth that help it grind the plants it eats.

Observation (about 3 minutes):

1. A few primates are omnivores. If possible, watch this video of primates at the Dallas Zoo. <https://cloud.swivl.com/v/f7e82a228091de8a24e9eea4e6dd2008>

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?



(Chimpanzee Skull)



(Raccoon Skull)



(Human Skull)

Learning about Omnivores (about 2 minutes):

1. Omnivores are animals that can eat both plants and meat.
2. They have both long, sharp teeth for tearing, and flat, broad teeth for grinding.

Narration (about 5 minutes):

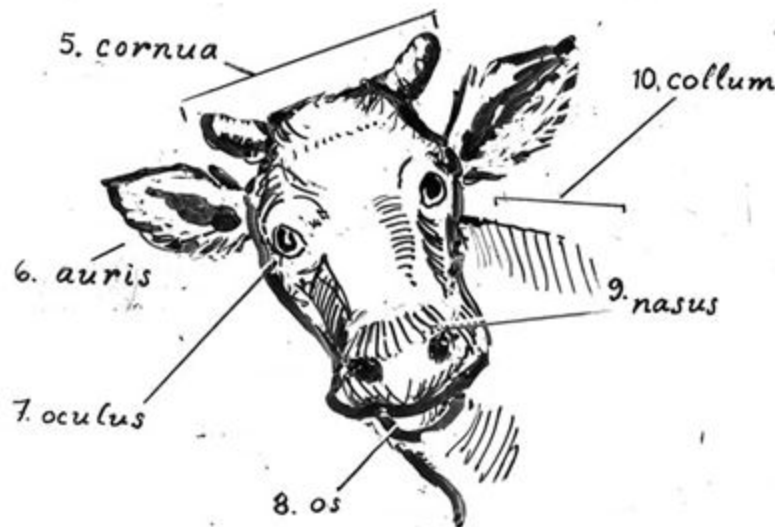
1. **Write 1-3 sentences about your teeth, and how they help you eat.**
2. Run the tip of your finger over the edges of your teeth. . .
 - Are some of them longer and sharper than others?
 - What do your teeth look like?
 - How do your teeth help you eat different types of foods?
3. Read your sentences back to yourself. Do you have the correct punctuation? Do you have the correct capital letters? Do your Spalding letters sit on the baseline and reach the midpoint?

Latin

❖ Please say each vocabulary word two times:

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

❖ Study the picture of the vacca below. Next cover up the Latin words and see if you can remember to name for each part of the vacca.



Music

Warm-Up:

- ❑ Sing “Chocolate Cookie” **piano** with all the motions. Do you remember what **piano** means? *If you need help remembering, here’s a helpful video that has other musical words too:* <https://cloud.swivl.com/v/ab8552eb627501d8da233f99495712a1>
- ❑ Now, sing “Chocolate Cookie” with a **crescendo** at the very end of the song. Do you remember what this word means? Say what it means out loud and show it with your

„Crescendo means ‘getting louder!’

hands!

- ❑ Then, sing the song **allegro** - what does it mean? - and do the **crescendo** again!

All Around the Buttercup:

- ❑ Sing the song and tap the steady **beat** on your head! Here is a video of Ms. Caranto singing the song:
<https://cloud.swivl.com/v/bf8cdb02445f4db309b460316bebdbc5>
 - ❑ What does the beat do? Say it out loud! If you need help remembering what some words mean, here’s a helpful video:
<https://cloud.swivl.com/v/ab8552eb627501d8da233f99495712a1>
- ❑ Sing the song and tap the **rhythm** on your elbow. What is **rhythm**? Say it out loud!
- ❑ How many **quarter rests** are in the song? Does a **quarter rest** have sound? Point to them in the music and count them! *Answer: two quarter rests, no sound*

All Around the Buttercup

All a - round the but - ter - cup, one, two, three,
If you want a nice young friend Just choose me.

Name: _____ Date: _____

Narration

Wednesday Instructions and Resources

Wednesday, 4/29

Math

Review (about 5 minutes):

Word Problem: I have 53 cupcakes for my birthday party. I need 10 more for all of my guests. How many cupcakes will I have altogether?

I have _____ cupcakes altogether.

How many Tens do I have altogether? _____

How many Ones do I have altogether? _____

Write your number sentence below:

Adding a Two-digit Number and Tens (about 10 minutes):

60

20

Look at the 2 numbers above

How many Tens are in the number 60?

How many Tens are in the number 20?

I want to add both of the numbers together $60 + 20 = ?$

Try counting on to find the answer. Start with 60 and add 2 more Tens.

(Hint: count by Tens)

Now look at the next number sentence

$$63 + 20 = ?$$

How many Tens are in the number 63? How many Ones?

(Notice that the number 63 has Tens and Ones)

Try counting on again to find your answer. This time, start with the number 63 and add 2 more Tens. (63, 73, ?)

Practice adding groups of 10 on your own. Complete page **158 in your Workbook**.

Use your blueberries to help you count.

Spalding

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

<https://cloud.swivl.com/v/20df1670db5f9a03fc59dd3255ec20cb>

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:

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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 today'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.

--	--	--	--	--

Write and mark your Spalding Words.

Choose 3 words. Write a sentence with each word.

1. _____
2. _____
3. _____

Spalding Words

²
 [new
^{2 2}
 [news

war

sum mer r. 29

Spalding Rules

Rule 29: I hear the "m" in syllable two but add "m" to syllable one so that the "u" does not say its name.

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!

Poetry

Continue memorizing the fourth stanza of “The Village Blacksmith” (about 2 minutes):

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

History and Grammar/Writing

Review (2 minutes): Tell one thing you remember about the *Anglo-Saxon* people. (See Monday’s lesson if you need help remembering.)

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

Last week, we learned a little bit about the Celtic people -- what they were like and how they lived. I’m sure you remember talking about the fighting strength of the Celts. 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. One of the most important jobs a man could have (besides being a warrior!) was to be a **bard**. Do you remember what a bard is?

Bards were specially-trained musicians and story-tellers who sang songs and poems that told 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. Most stories were told in poetry, or in song, because poems and songs helped the bards to remember the stories just right, so they could perform them for other people.

The Angles and the Saxons never did much writing either. They didn't write down their history. They didn't write down their stories. And they didn't keep records of what they did every day. So although we know that the Celts, the Angles, and the Saxons lived in England for a long time, we don't know what they did during all those years!

This time in England is called the **Middle Ages**, or the **Dark Ages**. It is a "dark" time to us because we can't "see" (or read about) what happened in the Anglo-Saxon kingdoms. The only stories that we have from this time are stories that people memorized for years and years -- stories that were passed down from one bard to the next by **word of mouth**.

Copywork: (about 5 minutes):

1. Read the sentences aloud to yourself.
2. Point to the **comma**.
3. Read the sentence aloud again, and make sure that your voice pauses with the comma.
4. Copy the sentence in your best Spalding letters.
5. Illustrate your sentence.

Sentence to copy:

Bards told stories in poetry, or in song,
because poems and songs helped the bards to
remember the stories just right.

Wrap-up: If possible, watch the video of Miss Estrada reading a story about bards.

<https://safeYouTube.net/w/K2i8>

*Note: This story is a little long! If you like, you may save it for when you finish your work, or even for a bedtime story.

P.E

Warm Up:

- 25 jumping jacks
- Take one minute to stretch your arms and legs
- 5 push ups (if you can do more, try and do as many good ones as you can!)
- 10 Sit ups

Running: Set a timer for at least 3 minutes and try to keep jogging the entire time without stopping! If you're keeping track on the marathon map, be sure to color in how far you are going!

Art

If possible, find a teacup and saucer in your home to observe.

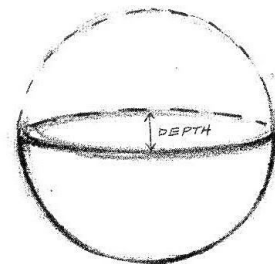
<https://cloud.swivl.com/v/69f7fe9689b7ced4789a60dc85009c07>

1. Begin by putting a horizon line toward the top of your paper and then *lightly* drawing a circle below it.
2. Put a horizontal line through the center of the circle.
3. Then, erase the top half of the circle.
4. Add a curved line slightly below the semi circle (this will be the base of the saucer).
5. Finally, add a light direction symbol in the upper right corner.(sun). Please save your artwork for the next art session.

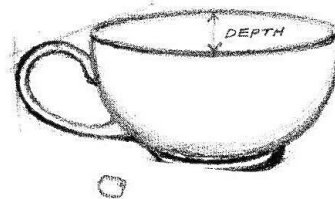


Tea Cup

1. Some objects have only a part of a sphere in their structure. Even so, begin by drawing the complete sphere, as indicated by the broken line. Notice how the artist's ellipse here establishes the depth of the sphere, giving it volume.



2. Now proceed to add the modifications to the sphere that can turn it into a cup. Here, the artist omitted the broken line and worked only with the bottom half of the sphere.

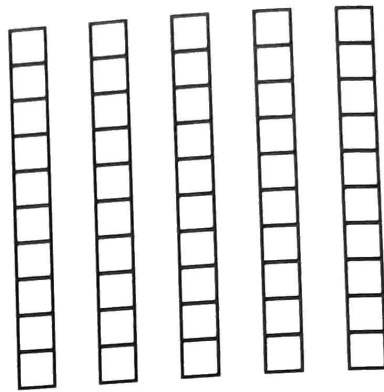
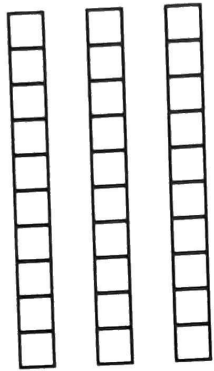


6.

Name: _____ Date: _____

Copywork

2. Add.



$$3 \text{ tens} + 5 \text{ tens} = \underline{\quad\quad} \text{ tens}$$

$$30 + 50 = \underline{\quad\quad\quad}$$

$$2 \text{ tens} + 3 \text{ tens} = \underline{\quad\quad} \text{ tens}$$

$$20 + 30 = \underline{\quad\quad\quad}$$

$$1 \text{ ten} + 5 \text{ tens} = \underline{\quad\quad} \text{ tens}$$

$$10 + 50 = \underline{\quad\quad\quad}$$

$$3 \text{ tens} + 4 \text{ tens} = \underline{\quad\quad} \text{ tens}$$

$$30 + 40 = \underline{\quad\quad\quad}$$

$$6 \text{ tens} + 2 \text{ tens} = \underline{\quad\quad} \text{ tens}$$

$$60 + 20 = \underline{\quad\quad\quad}$$

$$2 \text{ tens} + 7 \text{ tens} = \underline{\quad\quad} \text{ tens}$$

$$20 + 70 = \underline{\quad\quad\quad}$$

$$3 \text{ tens} + 3 \text{ tens} = \underline{\quad\quad} \text{ tens}$$

$$30 + 30 = \underline{\quad\quad\quad}$$

$$8 \text{ tens} + 1 \text{ ten} = \underline{\quad\quad} \text{ tens}$$

$$80 + 10 = \underline{\quad\quad\quad}$$

$$5 \text{ tens} + 4 \text{ tens} = \underline{\quad\quad} \text{ tens}$$

$$50 + 40 = \underline{\quad\quad\quad}$$

Thursday Instructions and Resources

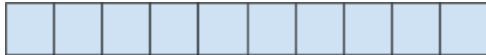
Thursday, 4/30

Math

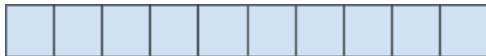
Review: Set the timer for **one minute**. See how many problems you can solve! Check your answers with cheerios, dried beans, or other countable objects.

$19-10 =$	$10+2 =$	$12-1 =$	$10+1 =$	$11-1 =$
$3-3 =$	$21-10 =$	$11-10 =$	$10+10 =$	$10+11 =$
$10-1 =$	$16-10 =$	$10+12 =$	$20-9 =$	$20-19 =$

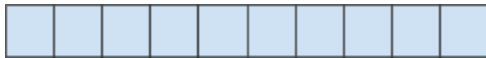
Review Adding 2 One-Digit Numbers and Tens: (about 10 minutes)



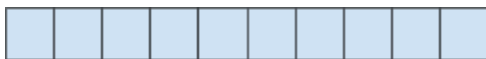
Look at the blueberries.



How many are there altogether?



How many Tens?



How many will there be if 10 more are added?

In order to add ten more, we must count on. (Remember to count by Tens)

$40 + 10 = 50$

If we add 20 more blueberries, how many will there be altogether $40 + 20 = ?$ (Remember to count on by Tens (40, 50, ?))

Continue practicing by completing page 160 in your Workbook. For **optional** extra practice, you can complete page 159 also.

Spalding

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

PHONE
WALK
NEWS
SMALL
WAR
COULD
GRANT
FIGHT
EYE
SUNG
STOPPING
FEMALE
SUMMER
FORM
CHALK
TOE
TWENTY
SOAP
MANY
TALK

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!

Grammar/Writing

Catch-up (5- 10 minutes):

Use this time today to **catch up** on something you might not have finished this week.

If you are done with all of your work, you may choose one of the following:

- Write a **letter** to a friend or family member. Ask your parents to help you mail it!
- Collect **Virtue Nuts** from your backyard. Then, you and your siblings can put a Nut in the Jar when you use virtue! *(If you have trouble finding Virtue Nuts, you might search for Virtue Pebbles.)*

Poetry

Continue memorizing the fourth stanza of “The Village Blacksmith” (about 2 minutes):

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

Can you say the first three stanzas, too? (Refer to the poem on Day 1 if you need help.)

Science

Review (about 1 minute):

1. What is a carnivore?
2. What is an herbivore?

Learning About Omnivores (about 10 minutes):

1. Many different primates, such as chimpanzees, are omnivores.
2. Follow the instructions to color in the chimpanzee below.

Optional Videos:

- Mrs. Treece observes flowers, bees, and butterflies:
<https://cloud.swivl.com/v/2d40ef1c2adf7413c2b2011a46d5ba80>
- Mrs. Treece observes a turtle sunning itself:
<https://cloud.swivl.com/v/2e1bbd02739d516a262b631f4d1b1a9a>

Optional Activity: With your parent's permission, pretend you are a chimpanzee and climb a tree! Would it be easier to swing from branch to branch if you had feet like a chimp's?



Chimpanzees learn easily and can be taught to do many tricks. Color: black, lighter in front, with flesh colored hands, face, and feet.

Latin

- ❖ Say this quote three times. Carpe diem = “Seize the day.”
- ❖ Count from 0-20 using your counting fists.

nihil	0	ūndecim	11
ūnus	1	duodecim	12
duo	2	tredecim	13
trēs	3	quattuordecim	14
quattuor	4	quīndecim	15
quīnque	5	sēdecim	16
sex	6	septendecim	17
septem	7	duodēvigintī	18
octō	8	ūndēvigintī	19
novem	9	vīgintī	20
decem	10		

Music

Warm-Up:

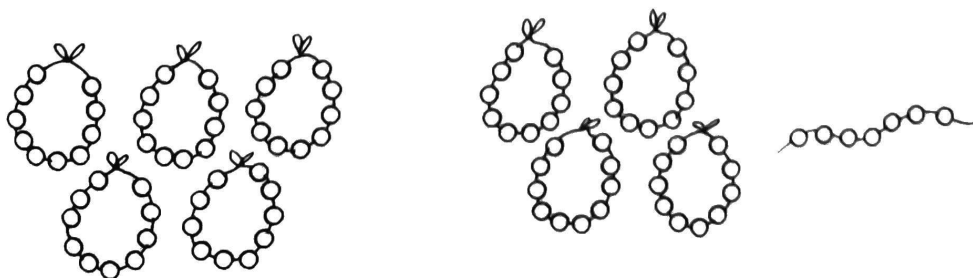
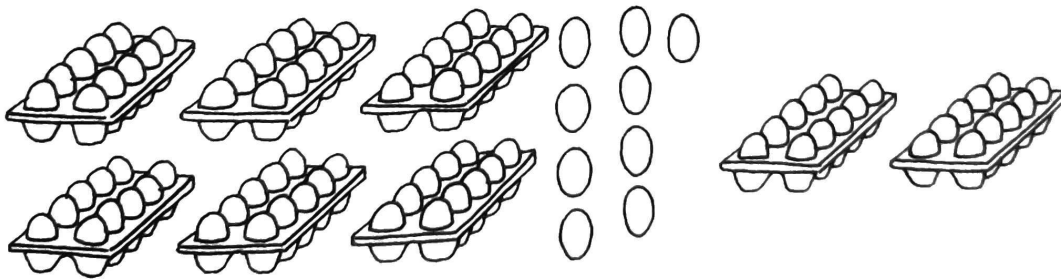
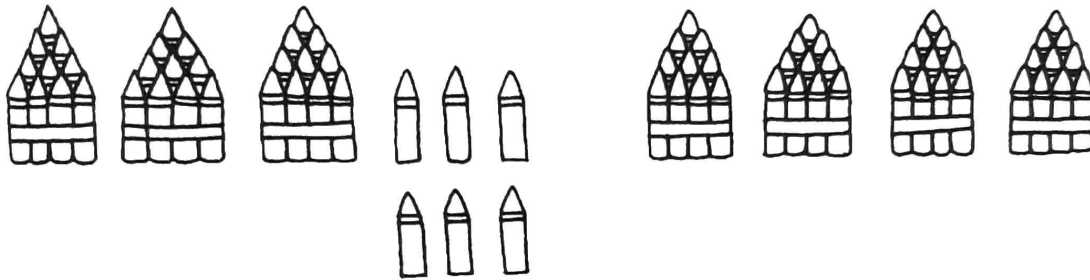
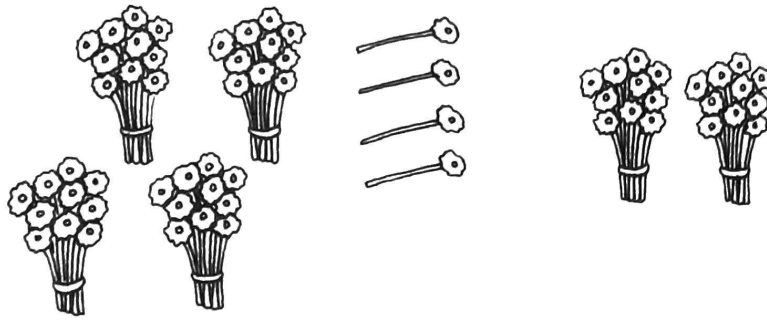
- Sing “Grizzly Bear” ***largo*** while you tiptoe around, and make sure you sing a ***crescendo*** at the end of the song to wake the bear up!
 - Say what ***largo*** and ***crescendo*** mean out loud! Refer to the video link in the previous lesson for help.

All Around the Buttercup (please refer to music included in Tuesday’s lesson):

- Sing the song while you march to the steady **beat**. Say what the **beat** means out loud!
- Now, sing the song and put the **rhythm** in your feet - this is fun but tricky! Remember that the beat and rhythm are different! Say what the **rhythm** is out loud to help you.
- Now, sing the song using your **rhythm syllables** (ta, ti-ti) while you read the music that was in the previous lesson. Remember to tap the rhythm into your hand as you read! What will you do when you see the **quarter rests** you found last time? For rhythm syllable help, see this video: <https://cloud.swivl.com/v/79c56634661df3a5381c45eeb10f42a9>
- For fun: Find some people to play the game with you! It’s like “Duck Duck Goose.”

EXERCISE 17

1. Add.



2. Add.

$40 + 20 = 60$

$42 + 20 =$

42 + 20
40 2

$40 + 30 =$	$20 + 70 =$
$40 + 36 =$	$28 + 70 =$
$10 + 60 =$	$50 + 30 =$
$17 + 60 =$	$50 + 35 =$
$50 + 20 =$	$20 + 60 =$
$54 + 20 =$	$21 + 60 =$

Friday Instructions and Resources

Friday, 5/1

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!

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

Adding 2 Two-Digit Numbers:

Look at the two number sentence below

$$55 + 40 = ?$$

How many Tens am I adding to the number 55?

I can find my answer by counting by Tens. (Remember to count on by TEN, use your blueberries to help you)

I can start with the number **55** and add **4** groups of 10.

(55, 65, 75, 85, 95)

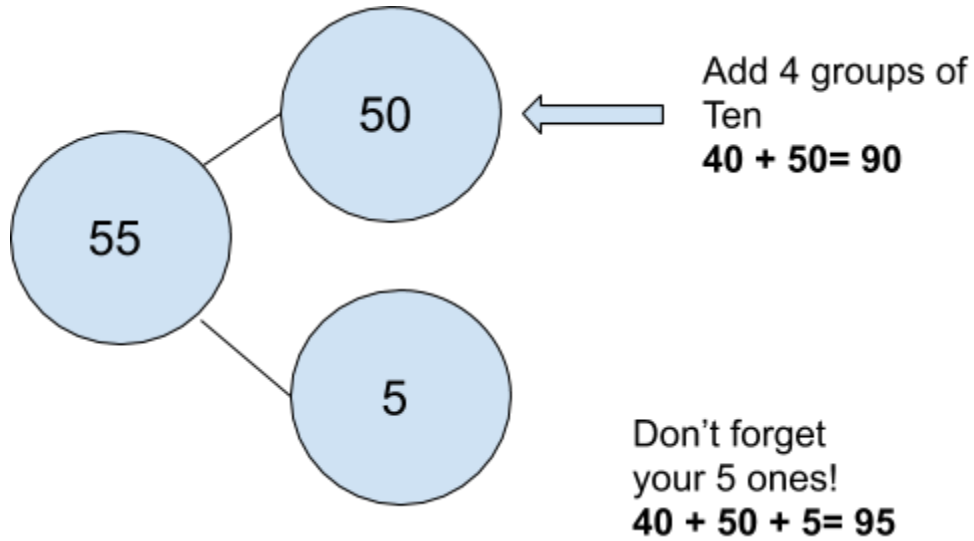
OR

I can start with the number **50** and add **4** groups of 10 **PLUS 5 more.**

(50, 60, 70, 80, 95)

Notice that you had to add 5 more to the number 90. Why did we add 5 more?

Look at the picture below to help you



Continue practicing and complete page **161** in your Workbook.

Spalding

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

Ex. rope, hope

Use these Spalding words:	
soap walk fight hang mouse stop	
shop, _____	sight, _____
chalk, _____	hope, _____
house, _____	sang, _____

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!

Poetry

Recite the first four stanzas of “The Village Blacksmith” by Henry Wadsworth Longfellow (about 2 minutes):

Refer to Day 1 to see all four 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

Warm-up (about 1 minute): What were the “**Dark Ages?**” Why were they called “dark?” (Look at Wednesday’s lesson if you cannot remember!)

Read (about 8 minutes): (Taken from *Story of the World, Volume 2*)

On Wednesday we talked about **bards**. See if you can speak in a complete sentence to tell what a bard is! (*If you cannot remember, turn back to Wednesday’s lesson for help.*) The bards told many great stories about their kings and their famous warriors. Many of

these stories were true things that happened to real people. Some stories were about real people, but the events in the story were made-up. Sometimes the stories were about made-up people and made-up events. Bards memorized these stories for years, and years and years, until much later, people began to write them down. This happened so long ago, that now we do not always know which stories had true people in them. We do not even know if the stories were memorized properly year after year!

One of the most famous stories from the Dark Ages was about a monster named **Grendel**, and a great warrior named **Beowulf**. The story of Beowulf is one of the oldest stories in the English language. It was told and retold for years before it was finally written down. The story is told in poetry -- can you remember why? (*See Wednesday's lesson.*) It is so old, that it is from the days when the "**Retired e**" from Spalding still had a job. The English language sounded much different then because many of the patterns that we see in our spelling rules had not settled down yet.

The whole story of Beowulf is very long and complicated. But here is a shorter version that tells one part of the story for you to listen to...

Hrothgar was king of a whole host of men,
 Who fought for King Hrothgar again and again.
 Their strength and their courage was well-known to all,
 So Hrothgar decided to build them a hall.
 It was hung all with tapestries, roofed all with slate,
 Heated by fires enormously great.
 Each night of the week, his men gathered there,
 To feast and to sing and to put away care.
 Then they unrolled their blankets, slept next to the fire,
 While torchlight streamed out from the hall's highest spire.
 Now, this hall of the king stood on high solid ground,
 With safe friendly fields and great houses all 'round.
 But far, far away, over swampland and heath,
 Lived a monster named Grendel, with sharp claws and teeth.
 He was hairy and hideous, tall as two trees,
 The biggest of men only came to his knees!
 He crawled up to the hall while the weary men slept,
 Eased open the door, and through it he crept.
 He picked up a warrior and ate him right there,
 Then seized fifteen more and ran off like a hare.
 The men tried to follow his tracks on the ground,
 But soon came to a river where none could be found.

In the morning, the warriors mourned their dead friends,
And swore they would bring these attacks to an end....

We'll end there for today, but on Monday, we'll finish the story about the brave warrior who fought to save the men from being eaten by the monster!

Narration (about 5 min)

1. With your best penmanship, write 1-3 sentences **telling something from the story of Hrothgar, his men, and Grendel.**
2. Read your sentences back to yourself to check that your periods and your capital letters are correct. **Bonus:** can you use an exclamation mark?
3. Illustrate your sentences. Include 3 details from the story in your picture!

P.E.

Warm up:

- 35 Jumping jacks
- 1 minute of arm and leg stretches
- 10 push ups
- 5 tuck jumps (remember these are when you jump straight up and try to bring your knees to your chest!)

Ice Skating

- For this activity you will need 2 paper plates (or something similar that you can slide with) and your imagination! Pretend you are in the mountains and it's freezing with snow falling all around you!
- Set both of the plates on the ground next to each other and then step one foot on to the center of each plate.
- Then in an ice skating motion, push one foot at a time behind you and you will start to skate!
- I want you to practice skating all over your home. Feel free to get creative (make it a race with your family, or make play hide and seek with your "skates" on, maybe even come up with your own ice skating moves and routine!).

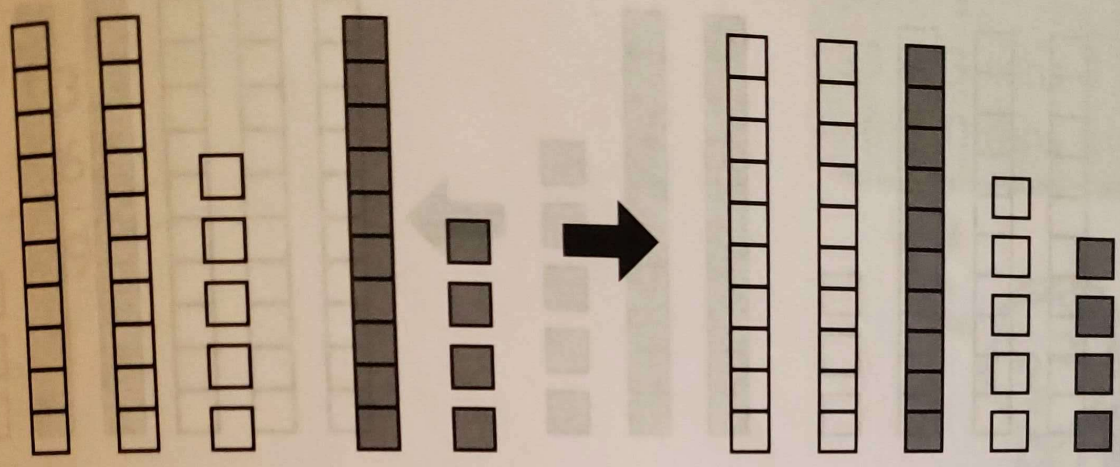
Art

Please take out your teacup and saucer (or use my teacup photo from Wednesday). Then, take out your artwork from the last art session. On the top of the semicircle (that you have already drawn) please add a thin ellipse (or a thin oval). Add the shadow, form, highlight, values, and any other details that make your teacup look real. Finish your artwork today.

<https://cloud.swivl.com/v/60a621c7fc307eb88664513da4408889>

Example:





$$25 + 14 =$$

$$25 + 10 + 4$$



$45 + 10 + 3 =$ $45 + 13 =$	$24 + 10 + 2 =$ $24 + 12 =$
$37 + 10 + 3 =$ $37 + 13 =$	$76 + 10 + 4 =$ $76 + 14 =$
$25 + 10 + 7 =$ $25 + 17 =$	$48 + 10 + 6 =$ $48 + 16 =$

Shivers

The night was cold and dark.

"Listen to the wind howling in the trees," said Frog.

"What a fine time for a ghost story."

Toad moved deeper into his chair.

"Toad," asked Frog, "don't you like to be scared?"

"Don't you like to feel the shivers?"

"I am not too sure," said Toad.



Frog made a fresh pot of tea.

He sat down and began a story.



"When I was small," said Frog, "my mother and father and I went out for a picnic. On the way home we lost our way. My mother was worried. 'We must get home,' she said. 'We do not want to meet the Old Dark Frog.' 'Who is that?' I asked. 'A terrible ghost,' said my father. 'He comes out at night and eats little frog children for supper.'"



Toad sipped his tea.
"Frog," he asked, "are you making this up?"
"Maybe yes and maybe no," said Frog.



"My mother and father went to search for a path," said Frog.
"They told me to wait until they came back. I sat under a tree and waited. The woods became dark. I was afraid. Then I saw two huge eyes. It was the Old Dark Frog."



He was standing near me.”

“Frog,” asked Toad, “did this really happen?”
“Maybe it did and maybe it didn’t,” said Frog.



Frog went on with the story.
“The Dark Frog pulled a jump rope out of his pocket.
‘I am not hungry now,’ said the Dark Frog.
‘I have eaten too many tasty frog children.
But after I jump rope one hundred times, I will be hungry again.
Then I will eat YOU!’”



32

"The Dark Frog tied one end of the rope to a tree.
'Turn for me!' he shouted.
I turned the rope for the Dark Frog.
He jumped twenty times.
'I am beginning to get hungry,' said the Dark Frog.
He jumped fifty times.
'I am getting hungrier,' said the Dark Frog.
He jumped ninety times.
'I am very hungry now!' said the Dark Frog."



33



"What happened then?" asked Toad.
"I had to save my life," said Frog.
"I ran around and around the tree with the rope.
I tied up the Old Dark Frog.
He roared and screamed."



I ran away fast."
"I found my mother and father," said Frog.
"We came safely home."



"Frog," asked Toad, "was that a true story?"
"Maybe it was and maybe it wasn't," said Frog.
Frog and Toad sat close by the fire.
They were scared.
The teacups shook in their hands.
They were having the shivers.
It was a good, warm feeling.



The Hat

On Toad's birthday Frog gave him a hat.
Toad was delighted.
"Happy birthday," said Frog.
Toad put on the hat.
It fell down over his eyes.
"I am sorry," said Frog.
"That hat is much too big for you.
I will give you something else."



"No," said Toad. "This hat is your present to me.
I like it.
I will wear it the way it is."



Frog and Toad went for a walk.
Toad tripped over a rock.
He bumped into a tree.
He fell in a hole.
“Frog,” said Toad, “I can’t see anything.
I will not be able to wear your beautiful present.
This is a sad birthday for me.”

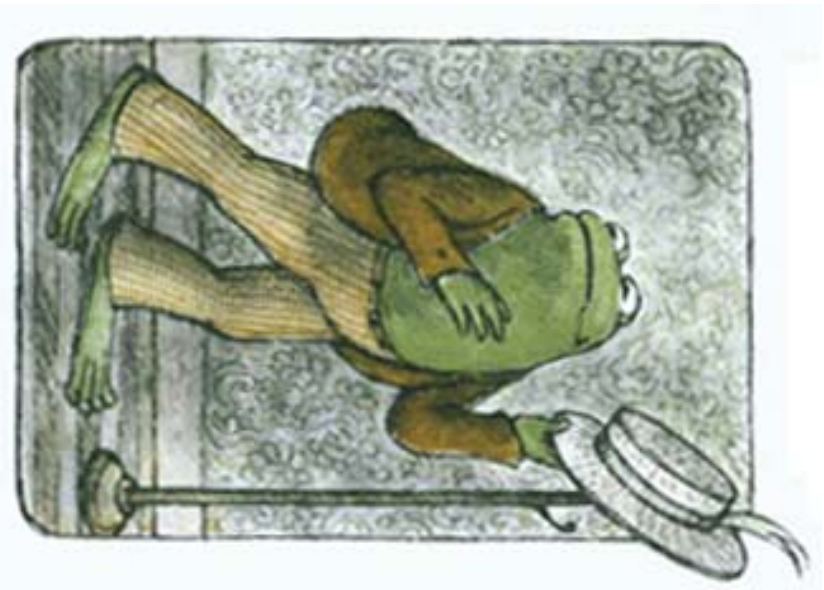


Frog and Toad were sad for a while.
Then Frog said, “Toad, here is what you must do.
Tonight when you go to bed you must think some
very big thoughts.
Those big thoughts will make your head grow
larger.
In the morning your new hat may fit.”
“What a good idea,” said Toad.
That night when Toad went to bed he thought the
biggest thoughts that he could think.
Toad thought about giant sunflowers.
He thought about tall oak trees.
He thought about high mountains covered with
snow.



Then Toad fell asleep.

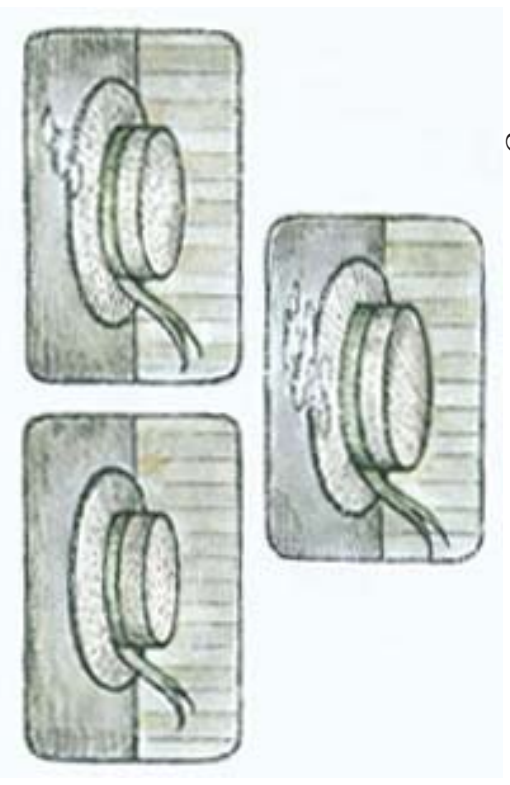
Frog came into Toad's house.
He came in quietly.



Frog found the hat and took it to his house.



Frog poured some water on the hat.
He put the hat in a warm place to dry.
It began to shrink.
That hat grew smaller and smaller.



Frog went back to Toad's house.
Toad was still fast asleep.

Frog put the hat back on the hook where he found it.
When Toad woke up in the morning, he put the hat on his head.



It was just the right size.
Toad ran to Frog's house.
"Frog, Frog!" he cried.
"All those big thoughts have made my head much larger.
Now I can wear your present!"
Frog and Toad went for a walk.
Toad did not trip over a rock.
He did not bump into a tree.
He did not fall in a hole.

It turned out to be a very pleasant day after Toad's birthday.



Alone

Toad went to Frog's house.
He found a note on the door.
The note said, "Dear Toad, I am not at home.
I went out. I want to be alone."
"Alone?" said Toad.
"Frog has me for a friend.
Why does he want to be alone?"



Toad looked through the windows.
He looked in the garden.
He did not see Frog.
Toad went to the woods.
Frog was not there.
He went to the meadow.

Frog was not there.
Toad went down to the river.
There was Frog.
He was sitting on an island by himself.



"Poor Frog," said Toad.
"He must be very sad.
I will cheer him up."
Toad ran home.
He made sandwiches.
He made a pitcher of iced tea.



He put everything in a basket.
Toad hurried back to the river.
"Frog," he shouted, "it's me.
It's your best friend, Toad!" Frog was too far away
to hear.
Toad took off his jacket and waved it like a flag.
Frog was too far away to see.
Toad shouted and waved, but it was no use.



Frog sat on the island.
He did not see or hear Toad.

50



A turtle swam by.
Toad climbed on the turtle's back.
"Turtle," said Toad, "carry me to the island.
Frog is there.
He wants to be alone."

51



"If Frog wants to be alone," said the turtle, "why don't you leave him alone?"

"Maybe you are right," said Toad.

"Maybe Frog does not want to see me. Maybe he does not want me to be his friend anymore."

"Yes, maybe," said the turtle as he swam to the island.

"Frog!" cried Toad.

"I am sorry for all the dumb things I do.

I am sorry for all the silly things I say.

Please be my friend again!" Toad slipped off the turtle.

With a splash, he fell in the river.



Frog pulled Toad up onto the island.

Toad looked in the basket.

The sandwiches were wet.

The pitcher of iced tea was empty.

"Our lunch is spoiled," said Toad.
"I made it for you, Frog, so that you would be happy."
"But Toad," said Frog.
"I *am* happy. I am very happy.
This morning when I woke up I felt good because the sun was shining.
I felt good because I was a frog.
And I felt good because I have you for a friend.
I wanted to be alone.
I wanted to think about how fine everything is."



"Oh," said Toad.
"I guess that is a very good reason for wanting to be alone."
"Now," said Frog, "I will be glad *not* to be alone.
Let's eat lunch."



Frog and Toad stayed on the island all afternoon.
They ate wet sandwiches without iced tea.
They were two close friends sitting alone together.

PARTICIPATION ACKNOWLEDGMENT

Student's Name: _____ Date: _____

By signing for each subject, I confirm my scholar completed the assigned activities this week for the classes listed.

Parents, please sign on the lines below.

LITERATURE

10 minutes of daily reading practice: _____

SPECIALS CLASSES

Art : _____

Music : _____

Latin : _____

P.E : _____