



Remote Learning Packet

First Grade

May 26-May 29, 2020

Student Name: _____ Teacher: _____

Student Name: _____ Teacher: _____

My Learning This Week

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

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

Monday Instructions and Resources

Monday, 5/25

No School. Happy Memorial Day!

Memorial Day is the day that we take to remember all the courageous men and women who serve in the military to help to keep our country safe. Here are some things to think about today...

1. Do you know any adults who work in the military? Do you know their stories?
Miss Estrada has a great-uncle who used to work in the Air Force. He was in charge of testing airplanes to make sure they worked. Sometimes there would be something wrong with the airplane and it would crash. He has broken so many bones that the doctors had to put titanium around his bones to keep his skeleton strong.
2. Can you think of someone from History class who worked to keep his country safe?
3. What virtues did these men and women need to use while they were working and fighting so that their people could be safe and free?



Tuesday Instructions and Resources

Tuesday, 5/26

If we were at school, we would be enjoying our **Nature Studies Celebration** this week. Since we are not at school, we have provided some Science activities for you to work on at home! In order to have a Remote Learning Science Celebration, your teachers have planned mostly Science lessons for Tuesday and Thursday this week. We hope you have fun! Remember to take pictures!

Science

Celebrate the Earth and its Rocks with a Baking Soda and Vinegar Volcano

If possible, do this experiment outside! If you need to do it inside, however, make sure to place the “volcano” in the sink, tub, or a larger container so you don’t make a mess when it erupts.

Supplies

- Plastic cup, or any type of small container
 - Water
 - 6 teaspoons baking soda
 - 1 teaspoon dish soap
 - 1 cup (8 oz.) white vinegar
1. Fill the cup $\frac{3}{4}$ full with water
 2. Stir in the baking soda and dish soap
 3. If possible, use dirt or pebbles to build a “volcano” mound around the cup.
 4. Slowly pour in the vinegar, and watch your volcano ERUPT!



Here’s a video of Mrs. Treece’s volcano experiment:

<https://cloud.swivl.com/v/e00e292fdf6213b09ef60bce17eb884f>

Celebrate the Beauty of Birds in a Step-by-Step Cardinal Drawing

Get a blank piece of paper and a pencil, and follow along with Mr. Lane as he guides you in sketching a cardinal!

<https://cloud.swivl.com/v/49234897b93d946ac7213ebb1da70dd6>

If you are unable to watch the video, take your paper outside and find a bird to observe and sketch. Take time to listen to the bird's songs!

Music

Teddy Bear Jump Rope Challenge:

Materials: a jump rope (or make your own with a long piece of cord like Ms. Caranto did in the video below)

- ❑ First, sing the song while doing the motions:

“Teddy bear, teddy bear - turn around
Teddy bear, teddy bear - touch the ground
Teddy bear, teddy bear - show your shoe
Teddy bear, teddy bear - that will do.

Teddy bear, teddy bear - go upstairs,
Teddy bear, teddy bear - say your prayers
Teddy bear, teddy bear - turn out the light *click*
Teddy bear, teddy bear - say good night. ... Gooooood night!”

- ❑ Sing the song again, but this time, instead of singing “teddy bear,” sing it on solfa (*so so mi*) with hand signs and then the rest of the words (the music notation below is

slightly different from how we learned it).

Teddy Bear Folk song



1. Ted - dy bear, ted - dy bear, turn a - round,
2. Ted - dy bear, ted - dy bear, climb the stairs,

Ted - dy bear, ted - dy bear, touch the ground.
Ted - dy bear, ted - dy bear, say your prayers.

Ted - dy bear, ted - dy bear, tie your shoe,
Ted - dy bear, ted - dy bear, turn out the light,

Ted - dy bear, ted - dy bear, that will do.
Ted - dy bear, ted - dy bear, say "good - night."

- ❑ Now for the jump rope challenge! Sing the song while you're jump-roping and see if you can make it through the whole song without stopping the rope! Good luck and have fun!

- ❑ Here's a video of Ms. Caranto doing all three steps:

<https://cloud.swivl.com/v/631968f90a573ae39471c768399795b9>

Latin

-Memorize lines 1 and 2 of the Aeneid (stop after "venit")

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

General pronunciation rules:

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

-Here is a video of Ms. Crimmins reciting all seven lines, but you only need to work on the first line this week. <https://cloud.swivl.com/v/97b74063044bb0454f2045ac771f07f6>

The first seven lines of The Aeneid, By Vergil

Arma virumque cano, || Troiae quī prīmus ab orīs ||

Italiam, fato profugus, || Laviniaque venit

litora, || multum jille et terrīs || iactatus et alto ||
vī superum saevae memorem || Iunonis ob iram; ||
multa quoque et bello passus, || dum conderet urbem, ||
inferretque deos Latio, || genus unde Latīnum, ||
Albanīque patrēs, || atque altae moenia Romae.||



Wednesday Instructions and Resources

Wednesday, 5/27

Math

Make your own dice to play this game!

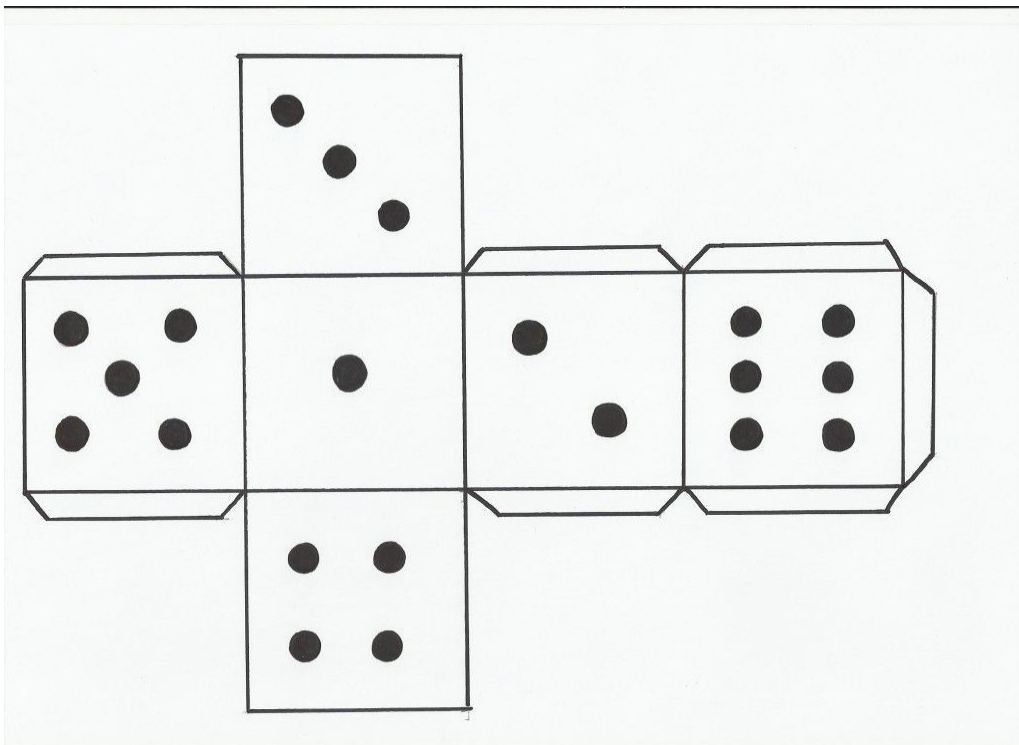
Using the game board below you are going to play a game that will help you practice multiplication. This game can be played with 2 or more people.

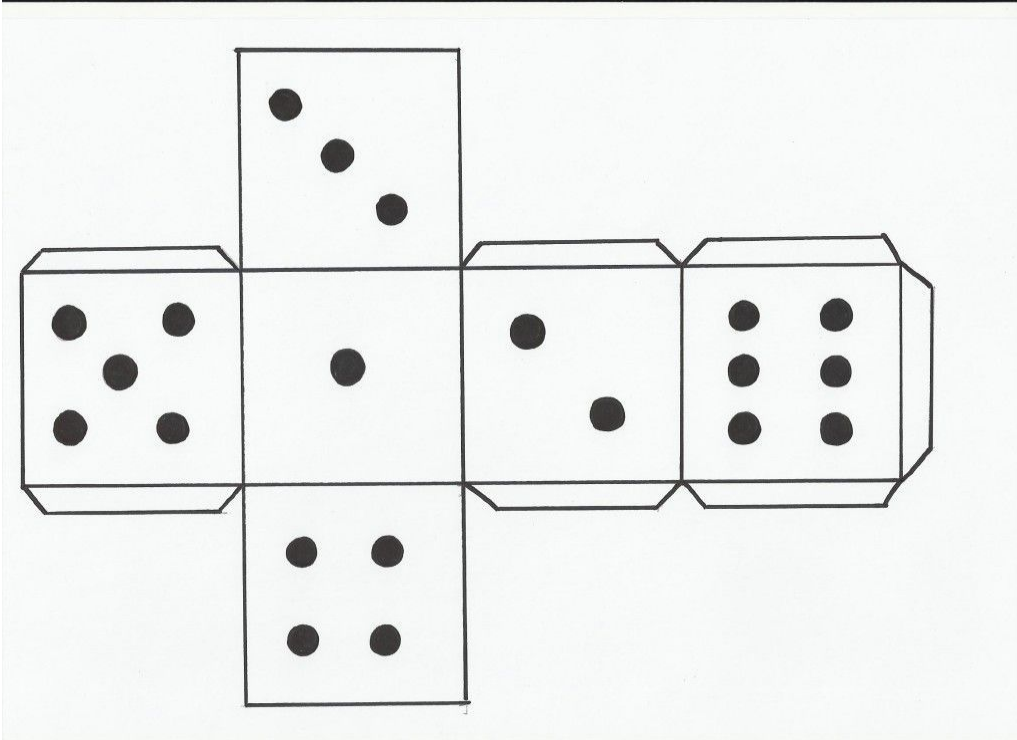
Instructions:

1. Make a die that has 6 sides.

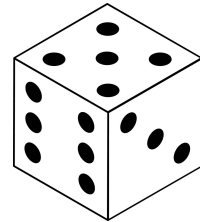
Cut out the template below and **fold** along the lines to make your die. *(You will only need one die today but you will need two for your game on Friday.)*

You will need some **glue** (or tape) to make your sides stay together as you roll it.





When you are done your dice should look like this:



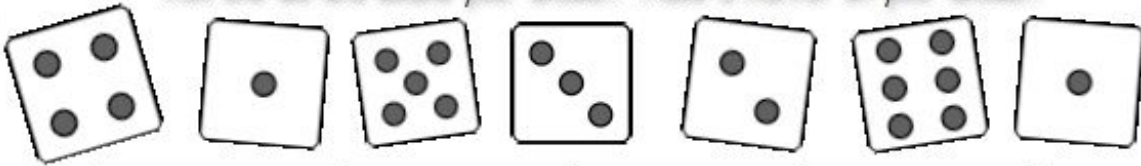
2. You and one other person will take turns rolling one of the dice.
3. After you roll the die, look at the number and **double it**. This means you will need to use the number that you rolled, and **pretend there are two of that number**. For example, if you roll a 4, you would add $4+4$. If you roll a 6, you would add $6+6$.
4. Once you double your number, use something to mark that number on your game board. (You can use cheerios, beans, or anything small you may have at home).
5. The first person to get Four Doubles in a row wins the game. (Your 4 in a row can be diagonal or horizontal.)
6. You and your friend may use the same Doubles Paper, or you may copy the paper so you can each have your own.

For your sense of wonder:

- What is something you notice about all of the numbers on the game board?
- What is another way you could make this game more challenging?
- Try making your own game board and think of your own rules! **Have fun!**

DOUBLES AREN'T TROUBLE!

Roll one die and double your answer. Place a marker on your answer!



2	8	12	4
6	10	2	12
8	4	10	2
4	2	8	6
12	6	4	10
10	12	6	8

first grade blue skies 2013

Spalding

Linguistics Review (about 5 minutes)

Last week in history, you learned how the English language is made up of six different languages. Do you remember what they were? Try to remember at least three of them:

The six languages that helped to make the English language are: Celtic, Germanic, Scandinavian (or Norse because they are from the north), French, Latin, and Greek. Most of the time, when an English word comes from another language, the English word we speak today does not look exactly like the other word. Today, I am going to show you some words from the six languages that helped to make English. Your job is to write the Spalding word that comes from each word. The answers are at the bottom!

<p>Germanic word: mōnandæg <i>Hint: "the day of the moon"</i></p> <p>Spalding word: _____</p>	<p>French word: fleur <i>Hint: Your mother may use this to bake.</i></p> <p>Spalding word: _____</p>
<p>Greek word: phōnē <i>In Ancient Greek, this word would actually look like this: φωνή. The Greek language uses a different alphabet from English!</i></p> <p>Spalding word: _____</p>	<p>Celtic word: karros <i>Hint: This word means "war chariot." Your parents may not drive a chariot, but they probably do drive a...</i></p> <p>Spalding word: _____</p>
<p>Scandinavian word: gefa <i>Hint: This word is something you can do for someone.</i></p> <p>Spalding word: _____</p>	<p>Latin word: Julius <i>Hint: We learned about this word in history.</i></p> <p>Spalding word: _____</p>

mōnandæg, Monday	karros, car	fleur, flour
gefa, give	phōnē, phone	Julius, July

Literature

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

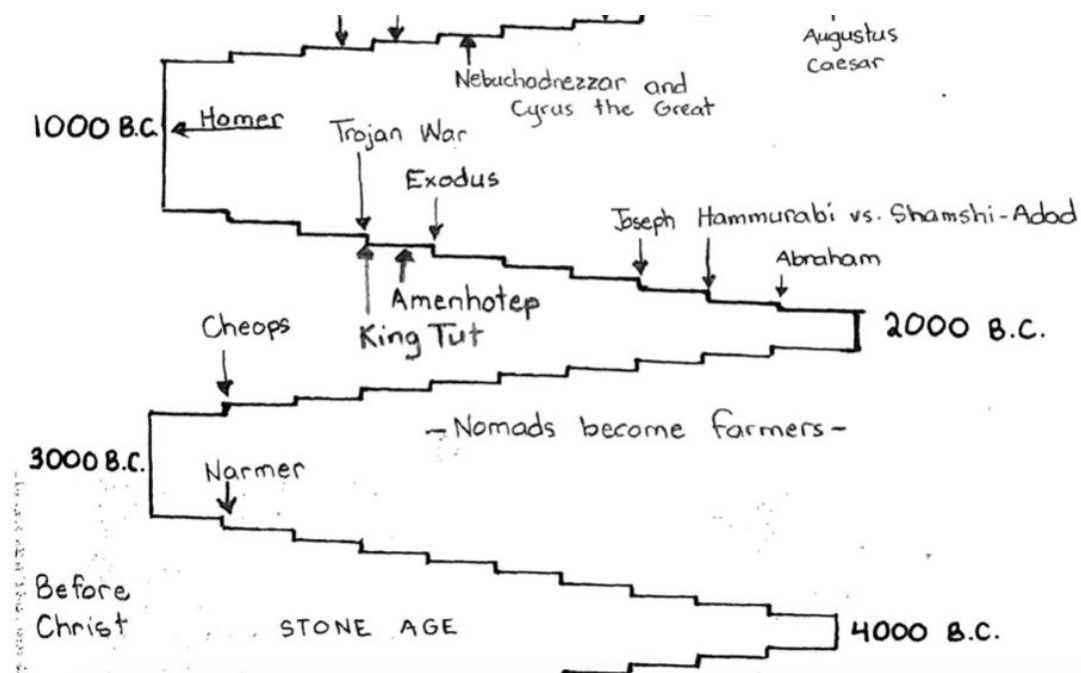
As you read...

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!

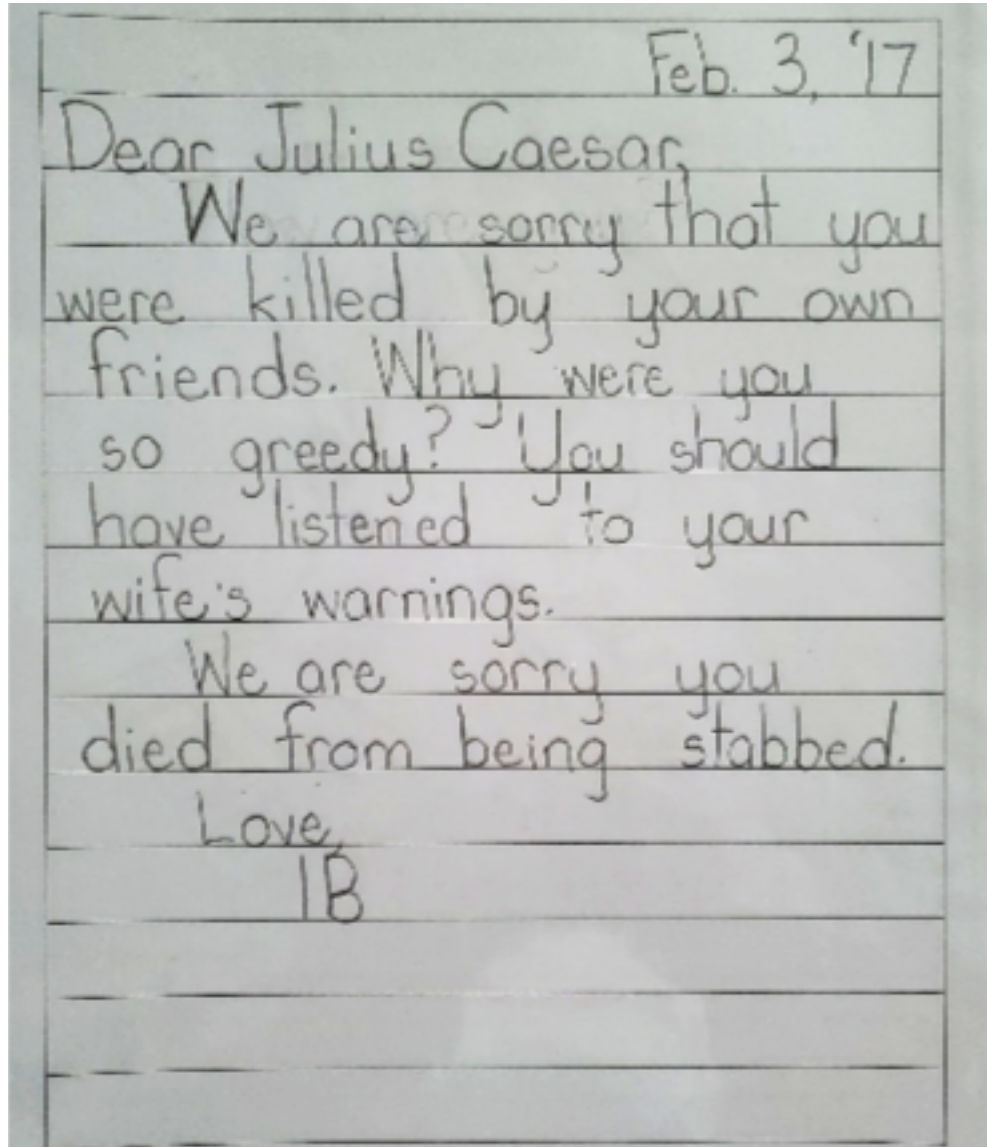
History and Grammar/Writing

We have enjoyed some wonderful stories and some wonderful discussions together. Let's look at the Staircase of time from the very beginning of the year, and see if we can remember some of the things we have talked about together!

Do you remember the Nomads who wandered around the Fertile Crescent, looking for food? Climb up the Staircase and see if you can remember one little thing about each person labeled there. You can use your Book of Centuries to help you!



Here is your History assignment for today: Choose a person from the Staircase of Time above, and write him or her a letter! You may see a letter that one of my old classes wrote to Julius Caesar to give you an idea of how your letter should look.



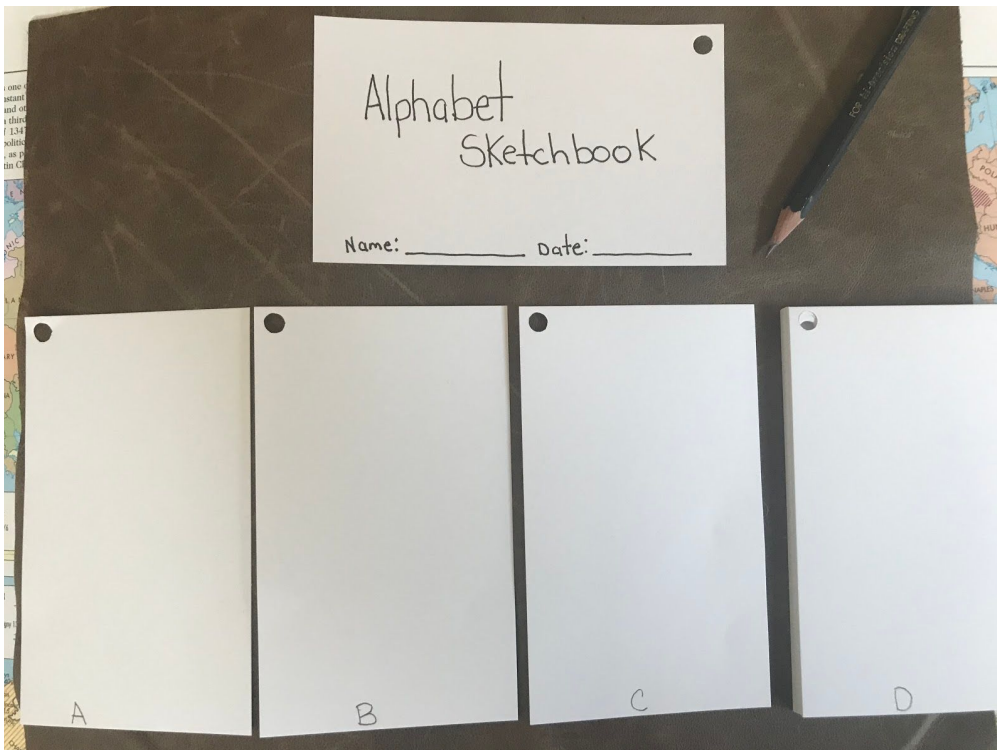
Art

This is our final week in our remote learning art lessons! Today, I will show you how to put together an Alphabet Sketchbook in order to keep up your drawing skills throughout the summer. Please take out 28 white note cards, or 28 pieces of white paper (if you would like, you may use paper that is used and only has printing on one side).

Steps to make a sketchbook:

1. Place 28 papers in a nice and neat pile.
2. Hole punch the paper or note cards in one corner or put three staples on the side in a line.
3. Attach a string or ribbon through the hole in the corner (disregard this step if you stapled the sides).
4. Put one small-sized letter of the alphabet on the *very bottom* of the front of each page (26 letters!)
5. Place a title on the front of your sketchbook. Write your name and date underneath.
6. Plan to sketch this summer! Two or three times a week, draw one subject that begins with each letter.

Note: In our final art session, we will begin drawing in our sketchbook something that begins with the letter "A".



P.E.

Foursquare

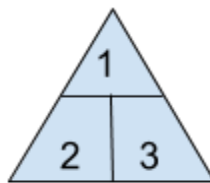
Steps:

- You will need one ball that can bounce
- Set up the game by creating separate sections for each person (use rope, chalk, tape, or even just the cracks in the sidewalk!) Be sure to number the sections 1-4. For the purpose of the game you want to be in box number 1, also known as the king!

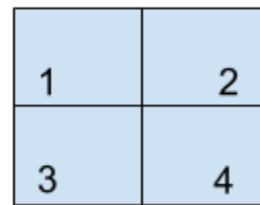
Set up:



2 people



3 people



4 people

Rules:

- The person with the highest number serves the ball (or tosses it into another square) to start the round.
- The ball can only bounce in each square one time and it **MUST** bounce!
- You can underhand hit the ball with two hands into another box. If that's too challenging then you can catch the ball and toss it into another square, but you will only have two seconds to catch and throw.
- If the ball hits any of the lines or someone is not able to play the ball you will rotate. The person that made the error will go to the highest number square (4 if you're playing with 4 people, 2 if you're playing with 2 people, which just means you'll switch squares) and everyone else will rotate to a new spot that advances them. Once everyone moves, or is in the correct spot, the person in the highest number box will toss the ball to another square and you will keep playing! If the person in the 4th box is the one that makes an error, then nobody will move.
- You can set a timer for 5 minutes and the person that finishes in box number 1 wins! You can also just play to see how many you can get in a row without the ball hitting the ground multiple times or touching the lines between squares.
- Good luck and have fun!

Thursday Instructions and Resources

Thursday, 5/28

Welcome to Day Two of our Science Celebration! Before we go into our experiments, let's do a little Language Arts work...

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!

Spalding

Word Search (15 minutes):

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

Spalding Word Search

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

HERE
YELLOW
EATS
SEASON
YARD
PAGE
WHAT
PHONE
DEAR
ABOUT
CHILD
AWAY
FIRE
TENTH
TWELVE
RING
ALONE
BALL
OIL
GOOD

Science

Nature Items Scavenger Hunt

Going on a scavenger hunt is an excellent way to pay close attention to all the different types of nature in your own backyard or neighborhood! You probably won't be able to find everything on the list, but challenge yourself to find as many of these nature items as you can. This is a great opportunity to practice perseverance!

A Few Notes:

1. You do not need to collect the items. Simply check the boxes to mark what you've found!
2. If you want to collect the items, be sure to bring a basket or a tote bag!
3. Miss Estrada found many things that were not on the list! You can collect extra items for your nature collection, or you can take pictures and videos to send to your teachers of beautiful things that you find.

4. See Miss Estrada's Scavenger Hunt Video here:

<https://cloud.swivl.com/v/74a8825835424cdd7bd03d8584717be0>

- | | |
|--|--|
| <input type="checkbox"/> Brown leaf | <input type="checkbox"/> Fish |
| <input type="checkbox"/> Yellow leaf | <input type="checkbox"/> Dandelion |
| <input type="checkbox"/> Green leaf | <input type="checkbox"/> Clovers |
| <input type="checkbox"/> Pebble | <input type="checkbox"/> Pink flower |
| <input type="checkbox"/> Acorn | <input type="checkbox"/> Purple flower |
| <input type="checkbox"/> Pine cone | <input type="checkbox"/> White flower |
| <input type="checkbox"/> Roots | <input type="checkbox"/> Blue Jay |
| <input type="checkbox"/> Sticks or Twigs | <input type="checkbox"/> Robin |
| <input type="checkbox"/> Bird feather | <input type="checkbox"/> Cardinal |
| <input type="checkbox"/> Turtle | <input type="checkbox"/> Squirrel |
| <input type="checkbox"/> Goose | <input type="checkbox"/> Earthworm |
| <input type="checkbox"/> Duck | <input type="checkbox"/> Beetle |

Bird Feeder Craft

If possible, follow along with Miss Borer as she makes her own pinecone feeder:

<https://cloud.swivl.com/v/7900a1356b7df7f5fb2f1869e39c1db5>

Materials

Pinecone

Peanut Butter

Breakfast Cereal (Cheerios, corn flakes, crispy rice - no sugary cereals!)

Dull knife or spoon

Two small bowls

String or yarn (optional)

1. Put a small amount of peanut butter into one bowl and some cereal into another.



2. If you wish to tie a string to your pinecone for hanging, it is best to do this before it is covered in peanut butter!
3. Use your knife or spoon to spread the peanut butter onto your pinecone. Be careful not to break too many of the pinecone's scales.
4. Once your pinecone is covered with peanut butter, place it in the bowl of cereal and roll it around until it is covered.
5. If you have a porch with a railing, that may be a good place to put your pinecone feeder. You may also wish to tie a string or piece of yarn to your pinecone and hang it in a tree.
6. If you see a bird eating at your bird feeder, see if you can take a picture or draw a sketch!

Music

Sasha Folk Dance:

Hello, hello singers! This dance would have been so much fun to do with your classmates, but you can still have fun with your family!

For this Russian folk dance, it will be very helpful if you have access to the music at this link: https://dancingmasters.com/?attachment_id=33

It will also be very helpful if you watch Ms. Caranto teach the "Sasha" dance in this video: <https://cloud.swivl.com/v/73751230f75713c57d215d78c426e648>

There are four parts to this fun dance:

- 1) Wag your finger at your partner while you say "Sasha, sasha! Raz dva tri!" which translates to "Sasha, sasha! One, two, three!" in Russian.
- 2) With your partner, you're going to clap their hands in this pattern two times in a row:
"Right, right, right
Left, left, left
Both, both, both (hands)
Knees, knees, knees (pat your own)"
- 3) Link arms with your partner and turn in a circle while you sing the phrase and then raise your opposite fist up in the air and say "Hey!" Then switch arms and repeat!
- 4) Walk around while the music plays and then find your partner (or a new partner) and repeat the whole thing! Enjoy and have fun!
 - Here is a video of Ms. Caranto and Ms. Crimmins doing the dance together (Note: they have been quarantined together throughout remote learning):
<https://cloud.swivl.com/v/8b4c0695ea12d363e4a81e84b082b233>

Latin

-Memorize and review lines 1 – 3 of the Aeneid (stop after “alto”). Recite the first 3 lines of the Aeneid to your family and then enjoy your summer!

-Here is a video of Ms. Crimmins reciting all seven lines, but you only need to work on the first line this week: <https://cloud.swivl.com/v/97b74063044bb0454f2045ac771f07f6>

The first seven lines of

The Aeneid

By Vergil

Arma virumque cano, || Troiae quī prīmus ab orīs ||

Italiam, fato profugus, || Laviniaque venit

litora, || multum ille et terrīs || iactatus et alto ||

vī superum saevae memorem || Iunonis ob iram; ||

multa quoque et bello passus, || dum conderet urbem, ||

inferretque deos Latio, || genus unde Latīnum, ||

Albanīque patrēs, || atque altae moenia Romae.||

Friday Instructions and Resources

Friday, 5/29

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!

$90 - 20 = \underline{\quad}$	$100 - 10 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$13 + 10 = \underline{\quad}$
$5 \times 4 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$	$71 - 10 = \underline{\quad}$	$30 \times 0 = \underline{\quad}$

The Game of Greed: Today's game will help you practice addition. You will need your dice from Wednesday and the scoresheet below. This game can be played with 2 to 4 people. (If you want more people to play, just make another scoresheet with more columns).

Instructions:

Player 1 goes first!

1. Roll the dice.
2. Add your numbers together and write the number in your square. For example, if you roll a 4 and a 2, you would add $4+2=6$.
3. Write the number 6 on your score sheet underneath "Player 1" .

Player 2's turn! Player 2 should follow the same steps above.

After all the players have taken a turn, Player 1 goes again. It is now **Round 2**.

1. Player 1 already has a 6 on the scoresheet. Let's say that this time, Player 1 rolls a 5 and a 3.
2. Player 1 must add $5+3=8$.
3. Write down 8 for Round 2.
4. Now how many points does Player 1 have altogether? Add $6+8=14$. Player 1 has 14 points altogether.

Each player will continue to add his or her points together. Repeat this process for as many times as needed. The first person to reach 100 wins!

Rounds	Player 1	Player 2	Player 3	Player 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Spalding

Spelling Challenge (5 minutes)

You have learned many words in Spalding this year. How many can you remember how to spell? Below is a list of words. Ask someone to choose some words to dictate to you. Try to write each word from memory! There are also some “challenge” words - see if you can figure them out with our Spalding rules!

Spalding Words

Can you remember these words?	Challenge Words! Spell one syllable at a time.
She Mother Chance What Said Gold Hopping World	Pitcher Tripped Refrigerator Opportunity Vocabulary

Secret Code (5-10 minutes):

Can you read the secret message your teacher wrote for you? Your teacher wrote you a good-bye message, but she used numbers instead of letters to write her words! You will have to change the numbers back to letters so that you can read her sentence.

In the box below, you can see what number goes with each letter.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Write the correct letter under each number to find what your teacher has to tell you!

If there ever comes a day when we can't be together,

11 5 5 16 13 5 9 14 25 15 21 18 8 5 1 18 20

9 12 12 19 20 1 25 20 8 5 18 5 6 15 18 5 22 5 18

-Winnie the Pooh

Literature

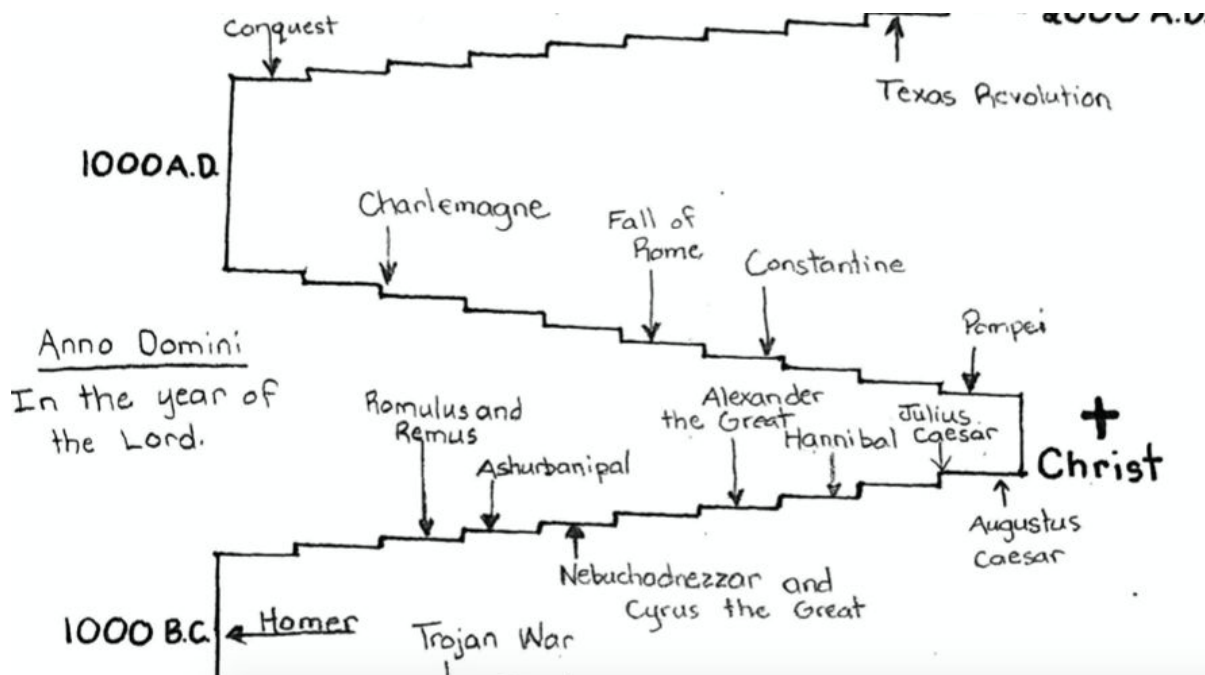
Read aloud for 10 minutes from the book your teacher provided, or from another book of an appropriate level (about 10 minutes):

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!

History

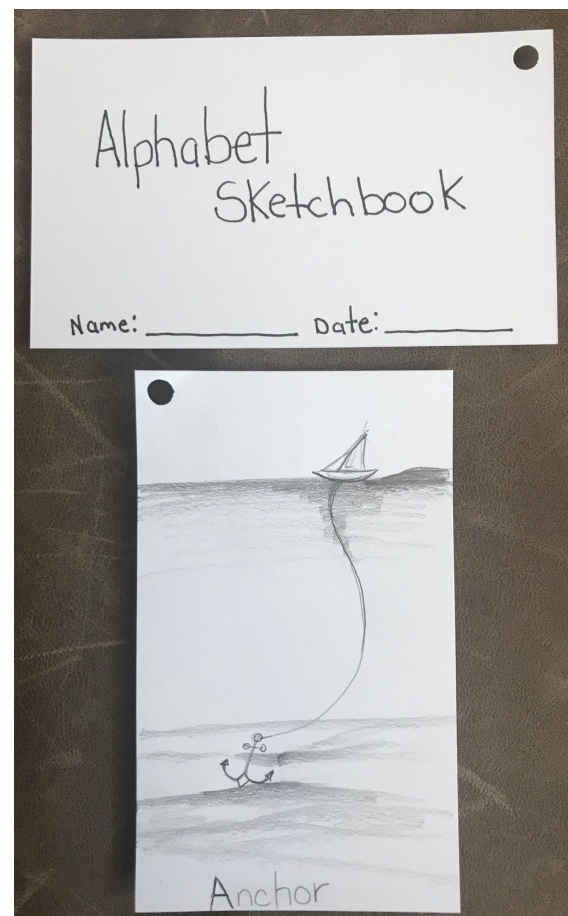
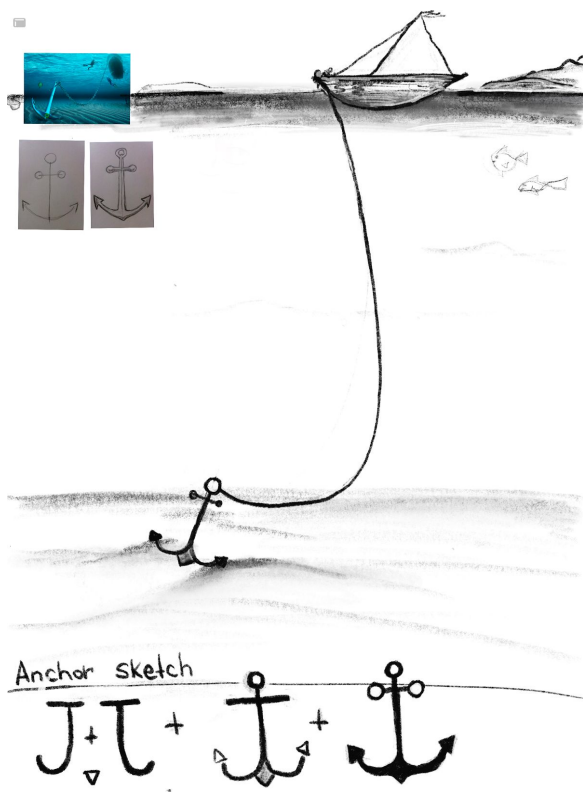
Just like on Wednesday, choose a person from the Staircase of Time and write him or her a letter! Today, we will look at the top part of the Staircase and review what happened after Christ was born.



Art

Please take out your new Alphabet Sketchbook that you created in our last art session.. Open to the "A" page. On the bottom of the page where you have put the letter "A" please put the word Anchor. On the very top of the page put a line all the way across. On the top put a tiny boat and a long rope(a curved line) going straight down to the bottom. Put a J on the end and then a backward J on its back. Then put a circle with a little "minus" sign to attach it to the "rope." Then, add arrow ends to the points of the two "J." Add any other details such as sand or fish to complete your anchor sketch-page. On your first day of summer, sketch something on the "B" sketchpage such as Bee, Balloon, Banana, Beetle, etc. If you are able, please see my video below where I am saying farewell to you for the summer! You have been wonderful art students and I will miss you!

<https://cloud.swivl.com/v/79daf0f262a24bd5f8d0f0773f7a00b9>



P.E.

Hello boys and girls! I'm so sad that this will be our last P.E. class of the school year. Since we can't continue P.E. the entire summer, I've made a list of some active things you can do! After you complete your exercises for the day, I want you to put a check mark next to which activities you would like to complete this summer. Then add a star next to the ones you're most excited about doing!

Exercises:

- 1 minute of stretching arms and legs
- 30 Jumping jacks
- 15 sit ups
- 10 push up
- 25 squats
- Lastly, try to jump rope as many times as you can! If you're still learning you can use an imaginary rope.

- | | | |
|--|---|---|
| <input type="checkbox"/> Ride a bike | <input type="checkbox"/> Continue learning how to jump rope | Write any other physical activities you want to do this summer in the following spots
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> |
| <input type="checkbox"/> Learn to ride a bike | <input type="checkbox"/> Sprint races | |
| <input type="checkbox"/> Go camping | <input type="checkbox"/> Play tag | |
| <input type="checkbox"/> Play soccer | <input type="checkbox"/> Go hiking | |
| <input type="checkbox"/> Play tennis | <input type="checkbox"/> Explore somewhere new | |
| <input type="checkbox"/> Complete another marathon | <input type="checkbox"/> Go swimming | |
| <input type="checkbox"/> Play volleyball | <input type="checkbox"/> Learn to swim | |
| <input type="checkbox"/> Play throw and catch | <input type="checkbox"/> Hula hoop | |
| <input type="checkbox"/> Play football | <input type="checkbox"/> Play foursquare | |
| <input type="checkbox"/> Play basketball | <input type="checkbox"/> Make a fort | |
| <input type="checkbox"/> Practice bowling | <input type="checkbox"/> Play hopscotch | |
| <input type="checkbox"/> Jump rope | <input type="checkbox"/> Play Sharks and Minnows | |
| <input type="checkbox"/> Play baseball | <input type="checkbox"/> Play kickball | |
| <input type="checkbox"/> Ride a scooter | <input type="checkbox"/> Play cricket | |
| <input type="checkbox"/> Run a mile | <input type="checkbox"/> Do 500 jumping jacks in a day | |

First Grade Memories

We shared many special memories together in first grade. We celebrated our favorite books at the Storybook Festival and Betsy-Tacy celebration. We nurtured our own bean plants and butterflies, and had visits from bees, snakes, birds, and lizards. We climbed the Staircase of Time, wrote beautiful narrations, and created math sentences and stories with our blueberries. We showed perseverance to finish our jumping jacks in P.E., courage in singing for our families at the Winter Concert, friendship in our play at recess, and integrity through doing what is right, even when no one is watching. Your teachers are very proud of all your hard work this year!

On the following page, write about some of your favorite memories from first grade. Keep it in a special place so when you are grown, you can read about your favorite things!

Here are some ideas you might want to include:

Who are your teachers?

What was your favorite subject or lesson? What is something you learned that you did not know before?

Who are some of your friends? What did you enjoy playing at recess?

What was your favorite Specials class? What did you like best about music, art, Latin, P.E., or chess?

What was your favorite story or poem we read together?

What was your favorite thing about first grade?

Draw a picture of what you will remember about first grade.

When you finish, ask your parents to send a picture of your memory page to your teachers so they can see your beautiful work!

Summer Activity Ideas

- Play outside
- Go for a walk
- Make a nature journal
- Collect nature items like flowers and pebbles
- Watch the squirrels and birds
- Sing
- Learn/practice an instrument
- Write a story and illustrate it
- Paint rocks
- Cook with your family
- Conduct science experiences
- Write letters
- Build a fort
- Write a poem or song
- Play with your siblings
- Be active (see Coach Taft's suggestion list)
- Put together a puzzle
- Draw with chalk
- Have a picnic in your living room or backyard
- Make an obstacle course
- Learn something new from your parents or an older sibling
- Teach your younger sibling or parent something you have learned
- Run through the sprinklers
- Play chess with your family
- Learn origami (paper folding)
- Make friendship bracelets
- Read books
- Start a collection (rocks, coins, buttons, etc.)
- Watch the sunrise. How many colors can you see?
- Stargaze from your backyard. Can you find any constellations?
- Do something kind for a family member, friend, or neighbor



PARTICIPATION ACKNOWLEDGMENT

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

Student's Name: _____ Date: _____

Parents, please sign on the lines below.

LITERATURE

10 minutes of daily reading practice: _____

SPECIALS CLASSES

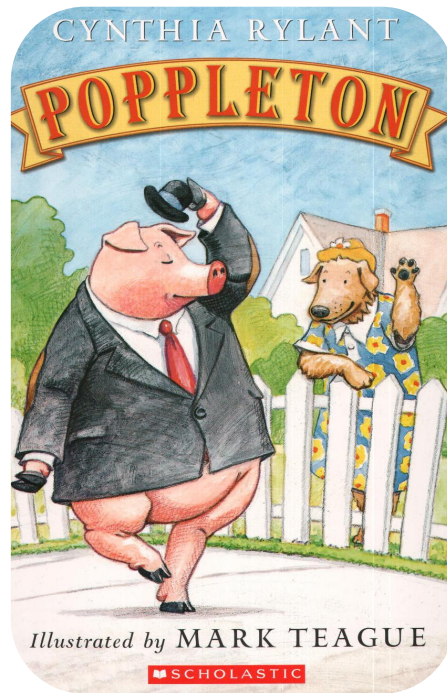
Art : _____

Music : _____

Latin : _____

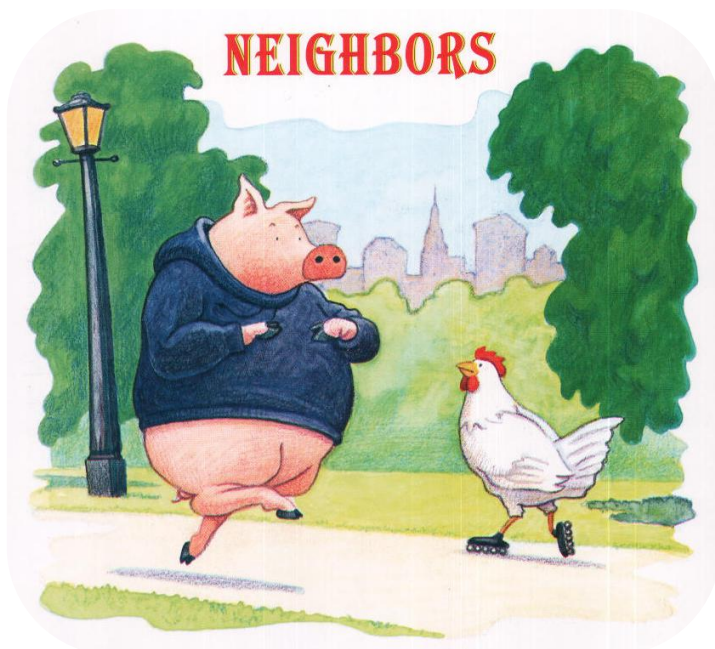
P.E : _____

Poppleton:
Book One



By: Cynthia Rylant

Chapter 1:
Neighbors



Poppleton used to be a city pig.
He did city things.
He took taxis.
He jogged in the park.
He went to museums



Then one day Poppleton
got tired of city life.

He moved to a small house
in a small town.



Poppleton's small house
was charming.

It had a little sunroom
where Poppleton took naps.



It had lots and lots of shelves
where Poppleton kept things.

It had a little garden
where Poppleton planted corn.



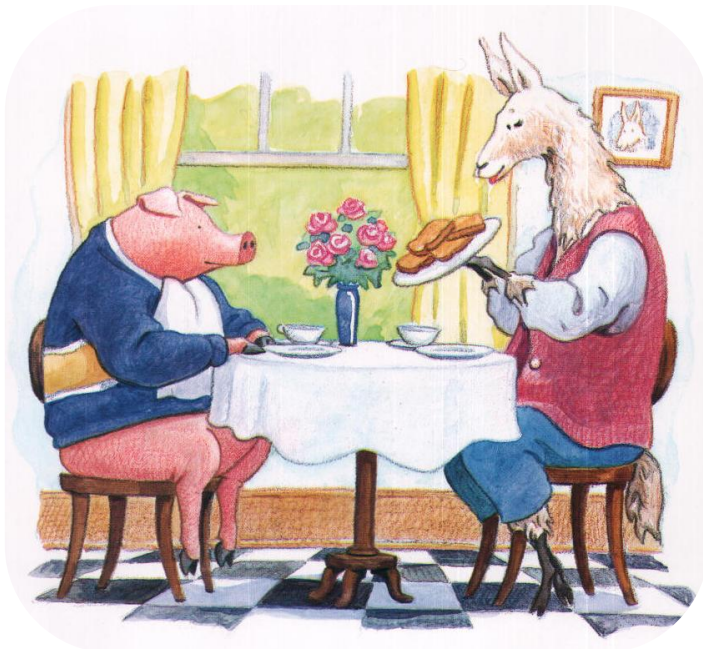
And it had Cherry Sue.

Cherry Sue was Poppleton's new
neighbor.



Cherry Sue was very friendly.
In the mornings she called out,
“You-hoo! Poppleton! Would you
like some oatmeal?”

So Poppleton had oatmeal with
Cherry Sue.



In the afternoons she called out,
“Yoo-hoo! Poppleton! Would you
like a toasted cheese?”

So Poppleton had toasted cheese
with Cherry Sue.



At night she called out,
“Yoo-hoo! Poppleton! Would you
like spaghetti?”

So Poppleton had spaghetti with
Cherry Sue.



This went on day after day.

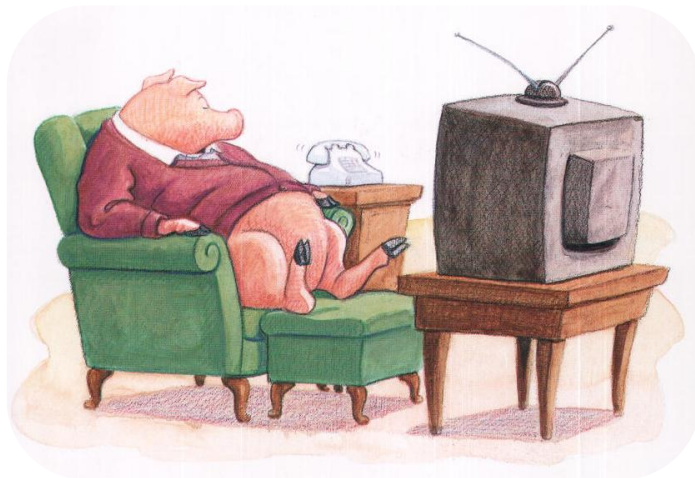
At first it was fun.

But not for long.



Some mornings Poppleton did not want oatmeal.

He wanted sleep.



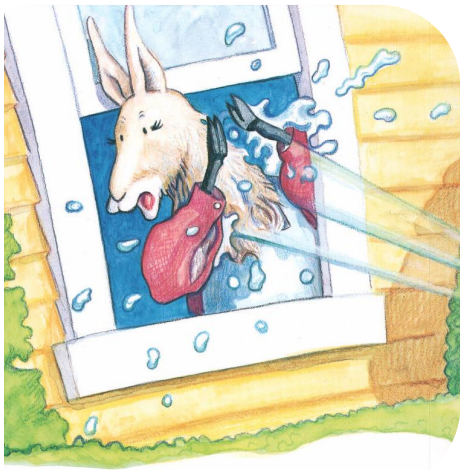
Some afternoons Poppleton did not want toasted cheese.

He wanted TV.

Some nights Poppleton did not want spaghetti.

He wanted to practice playing his harmonica.

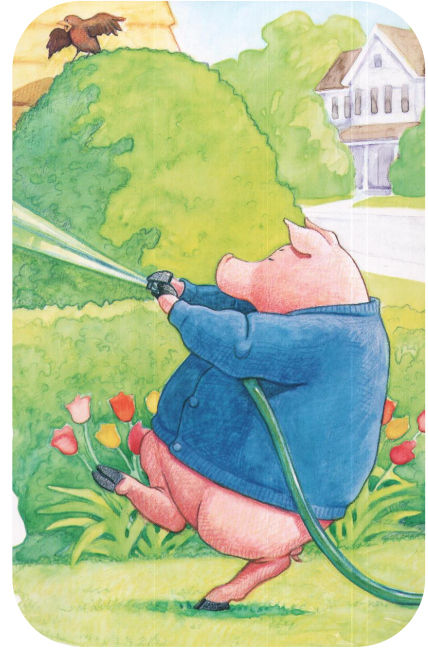
But Cherry Sue kept calling,
“Yoo-hoo! Poppleton!”



One day when he was watering his lawn, Poppleton couldn't take it anymore.

When Cherry Sue stuck her head out the window and yelled "Yoo-hoo!" Poppleton soaked her with the hose.

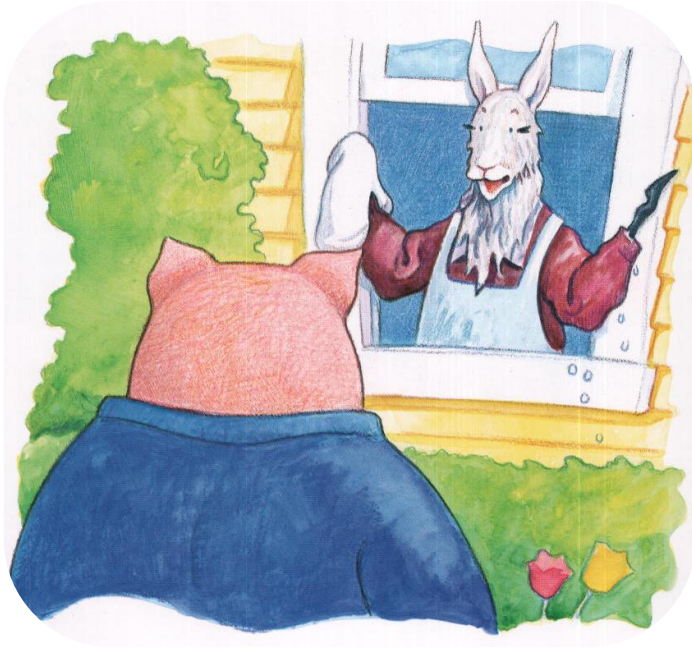
"Poppleton!" cried Cherry Sue, dripping.



Poppleton felt awful.

He ran to get a towel for Cherry Sue.

"I'm sorry, Cherry Sue," said Poppleton. "I just so sick of toasted cheese and spaghetti and oatmeal. Sometimes I just like to be alone."



“You too?” said Cherry Sue.
“I kept inviting you over because I didn’t know how to *stop* inviting you over,” she said. “I thought it might hurt your feelings.”



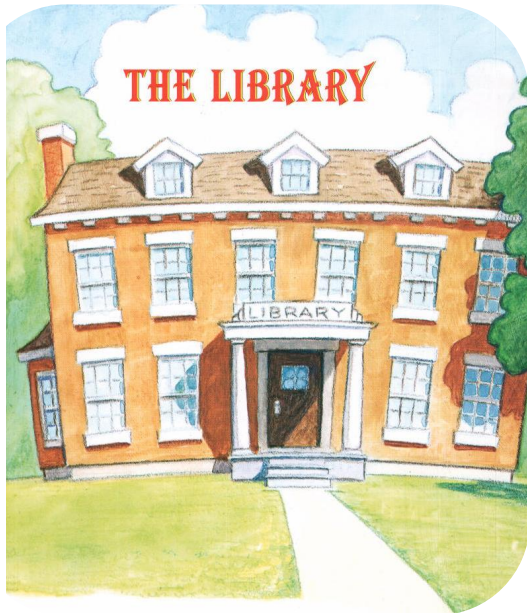
Then Poppleton soaked *himself* with the hose.

They laughed and laughed.

Poppleton and Cherry Sue were best friends from then on.

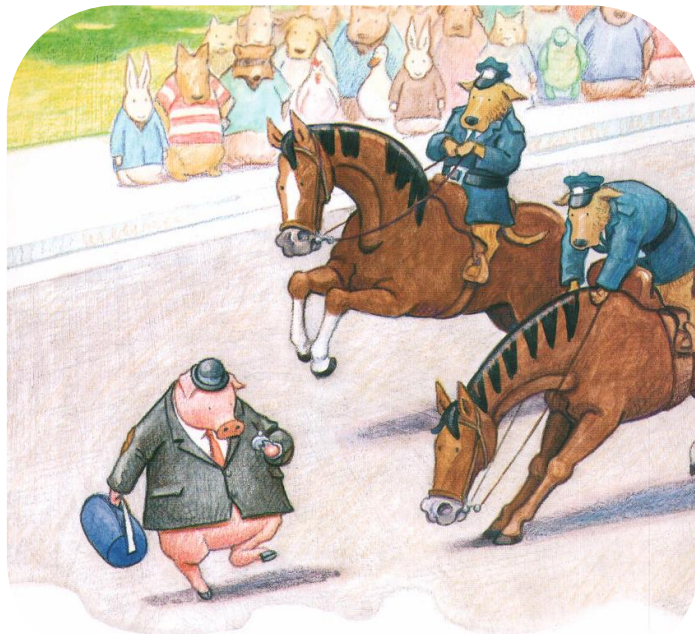
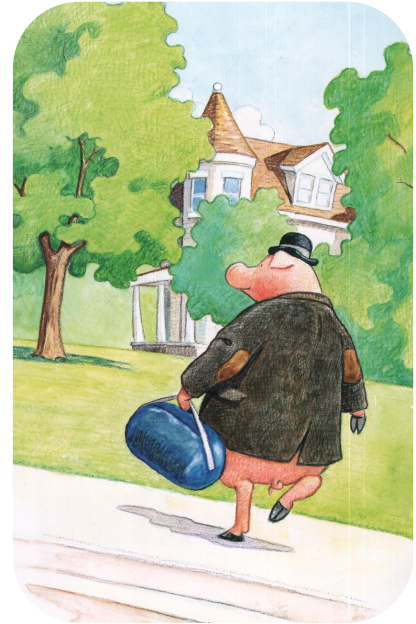


Chapter 2:
The Library



Poppleton went to
the library every
Monday.

Monday was *always*
Poppleton's library
day.



If Cherry Sue invited him to tea
on Monday, Poppleton would say,
"Sorry. Library day."



If there was a wonderful parade in town on Monday, Poppleton would say, “Too bad. Library day.”

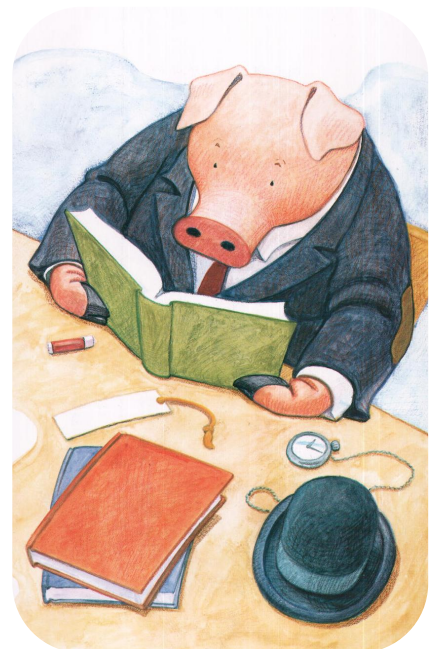
Poppleton took library day very seriously.



At the library Poppleton always got a table all to himself.

He spread out each of his things on the table: his eyeglasses, his tissues, his lip balm, his pocket watch, his book marker, and his duffel.

Then he began to read.





Poppleton liked adventure stories.

He buried his head in an adventure book every Monday and left it there all day long.



Sometimes he needed a tissue for a sad part.

Sometimes he needed lip balm for a dry part.



Sometimes he needed his pocket watch for a slow part.

But he loved his adventure.

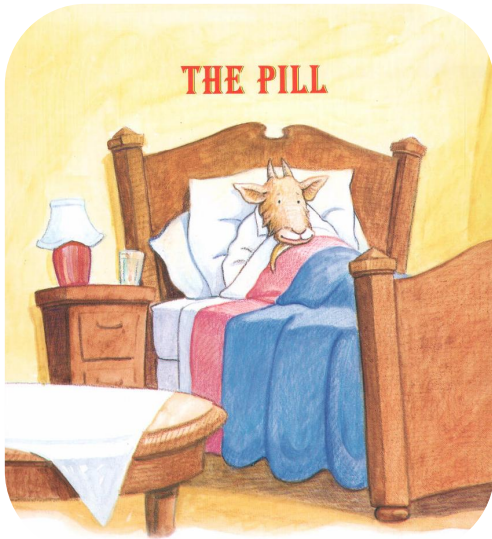


At the end of the day,
Poppleton finished the story.
He thanked the librarian and
packed up his things in his
duffel.



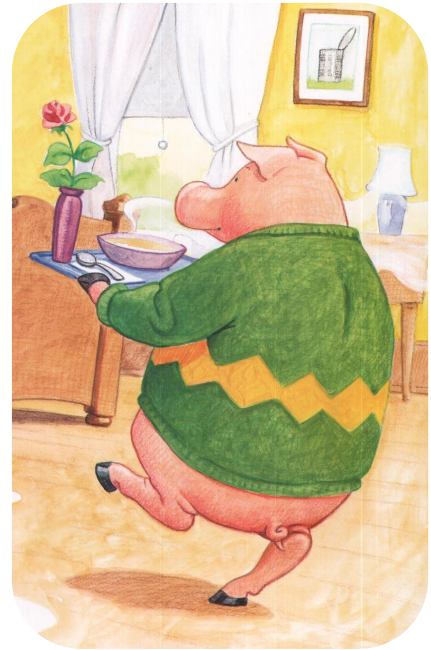
Then he slowly walked home, all
dreamy from so much
adventure.
Monday was Poppleton's
favorite day of all.

Chapter 3:
The Pill



Poppleton's friend
Fillmore was sick in
bed.

Poppleton brought
Fillmore some
chicken soup.



"I feel terrible, Poppleton,"
said Fillmore.

"Have a bowl of soup," said
Poppleton.



“First I have to take my pill,”
said Fillmore.

“Where is it?” asked Poppleton.

“Over there on the table,” said
Fillmore.



Poppleton brought Fillmore
his pill.

“I can’t take it like that,”
said Fillmore.

“You have to hide it.”



“Hide it?” asked Poppleton.

“You have to hide it in my food,”
said Fillmore.



“I’ll put it in the soup,” said
Poppleton.

“No, it has to be in something
sweet,” said Fillmore.

“Sweet?” asked Poppleton.



“Sweet and soft,” said Fillmore.

“Sweet and soft?” asked Poppleton.

“Sweet and soft with raspberry filling,” said Fillmore.



“Sweet and soft with raspberry filling?” asked Poppleton.

“And chocolate on top,” said Fillmore.

“Chocolate on... Fillmore, are you talking about Cherry Sue’s Heavenly Cake?” asked Poppleton.

Fillmore smiled.



Poppleton went away.

Soon he came back with Cherry Sue's Heavenly Cake.

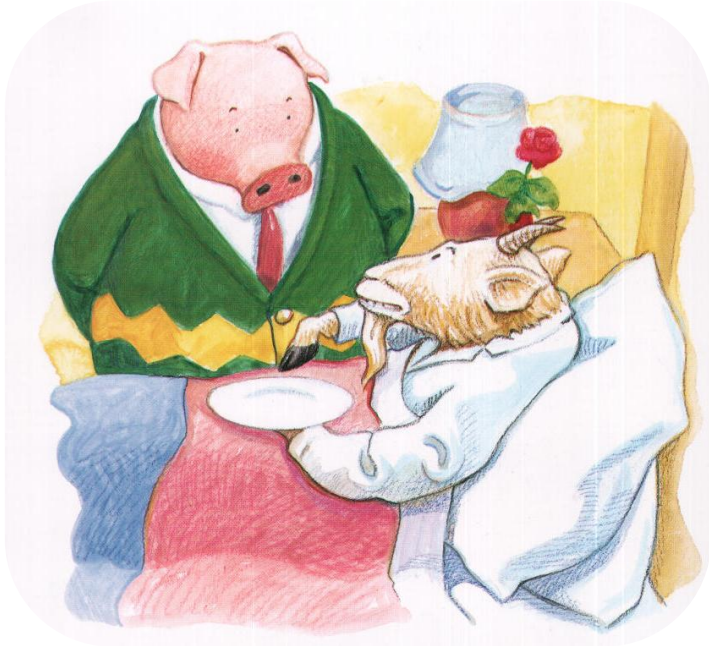
"Now I can hide your pill," said Poppleton.



"Don't tell me which piece of cake it's in," said Fillmore.

Poppleton sliced the cake into ten pieces.

He hid Fillmore's pill in one of them.



Fillmore had the first piece.

“Yum,” said Fillmore.

“Did I take my pill?”

Poppleton shook his head.



Fillmore had another piece.

“Yum, said Fillmore.

“Did I take it?”

Poppleton shook his head.



Fillmore ate piece after piece after piece.

“Did I take it?”

Poppleton kept shaking his head.

Finally there was only one piece of cake left.

“Thank goodness,” said Poppleton.



Fillmore looked at the piece of cake.

“I can’t eat that one,” he said,
“It has the pill.”



“WELL, WHAT CAN YOU EAT?” shouted Poppleton.

“Something lemony,” said Fillmore. “With coconut.”

“I feel sick,” said Poppleton. “Move over.”



Poppleton and Fillmore were sick in bed for three days.

They took *lots* of pills.

It took twenty-seven cakes to get them down.