



# Remote Learning Packet

## First Grade

May 11–May 15, 2020

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





## Student Attendance Affidavit

May 11–May 15, 2020

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

- Monday, May 11, 2020
- Tuesday, May 12, 2020
- Wednesday, May 13, 2020
- Thursday, May 14, 2020
- Friday, May 15, 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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# GreatHearts

## Irving

Dear First Grade Parents,

While we firmly believe in the irreplaceable value of the person-to-person instruction and discussion that a classroom setting provides, this unprecedented situation requires us to provide for student learning to continue at home to the greatest extent possible. This packet is organized by day. Each day contains a collection of instructions and resources that you and your student will need to complete their at-home tasks. These may be completed in any order.

The next page of this packet is an Attendance Affidavit for you to sign and digitally return to the school. Please do so by scanning/taking a photo of the page and emailing it to [attendance@greatheartsirving.org](mailto:attendance@greatheartsirving.org). Also included is a page titled “My Learning This Week” which your child should complete at the end of his/her work each day. At the end of the week, please retain your child’s completed packet. Further instructions about how to return at-home student work will be published soon.

As always, if you have questions about the materials you may reach your child’s teacher by email and they will do their best to reply as quickly as they can during normal school hours (7:15–3:45). The most up-to-date information and answers to general questions regarding Great Hearts’s response to the COVID-19 situation can be found at [greatheartamerica.org/coronavirus](http://greatheartamerica.org/coronavirus).

Sincerely,

Tali Treece, 1A Lead Teacher  
[natalie.treece@greatheartsirving.org](mailto:natalie.treece@greatheartsirving.org)

Shelby Underwood, 1B Lead Teacher  
[shelby.underwood@greatheartsirving.org](mailto:shelby.underwood@greatheartsirving.org)

Mary Estrada, 1C Lead Teacher and First Grade Team Lead  
[mary.estrada@greatheartsirving.org](mailto:mary.estrada@greatheartsirving.org)

Mara Borer, 1D Lead Teacher  
[mara.borer@greatheartsirving.org](mailto:mara.borer@greatheartsirving.org)

## Monday Instructions and Resources

Monday, 5/11

## Math

**Review:** (about 5 minutes)

Complete the Worksheet below.

Subtract the numbers and write down the correct answer.

$9 - 3 = \underline{\hspace{2cm}}$

$3 - 2 = \underline{\hspace{2cm}}$

$5 - 4 = \underline{\hspace{2cm}}$

$8 - 7 = \underline{\hspace{2cm}}$

$8 - 6 = \underline{\hspace{2cm}}$

$9 - 0 = \underline{\hspace{2cm}}$

$7 - 2 = \underline{\hspace{2cm}}$

$6 - 4 = \underline{\hspace{2cm}}$

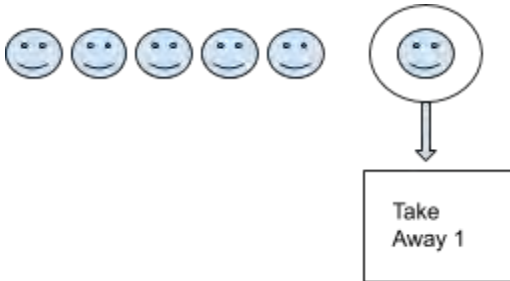
$4 - 3 = \underline{\hspace{2cm}}$

$4 - 1 = \underline{\hspace{2cm}}$

## Subtracting Tens from a Two-Digit Number

Look at the number sentence below.

$$6 - 1 = ?$$

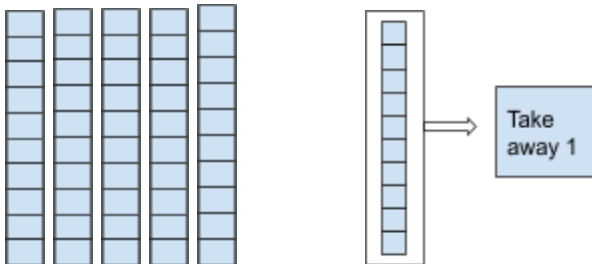


I have 6 smiley faces. I take away 1. How many do I have left?

6 smiley faces - 1 smiley face = 5 smiley faces.  $6 - 1 = 5$

Now let's replace our smiley faces with our TENS. Remember we had 6 smiley faces, so we will have 6 groups of Ten. How many blueberries do you have altogether?

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



$$6 \text{ tens} - 1 \text{ ten} = 5 \text{ tens}$$

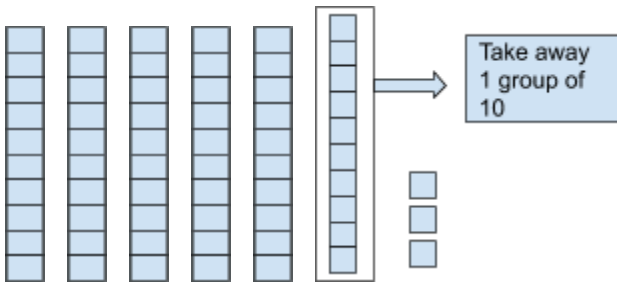


$$60 - 10 = 50$$

Now let's add 3 ones to the number 60. This will give us the number 63.

Let's subtract again. This time we will subtract 10 from 63.

$$63 - 10 = ?$$



$$63 - 10 = \underline{\quad}$$

Continue practicing on page 174 of your Workbook.

## Spalding

**Oral Phonogram Review:** We now have Oral Phonogram Review (OPR) videos available! If you have time, review your phonograms with Miss Estrada.

<https://cloud.swivl.com/v/5e1064288477aac6d46c54cf8ca60914>

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

<https://cloud.swivl.com/v/90b4c095f2cc6eb8e3bc48c2363a32bf>

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.**

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**Write and mark your Spalding Words.**


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

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

**Spalding Words**

[ right  
[ write  
[ wrote  
in deed

## 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 five 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.

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.

He goes on Sunday to the church,  
And sits among his boys;  
He hears the parson pray and preach,  
He hears his daughter's voice,  
Singing in the village choir,  
And it makes his heart rejoice.

**Now we will learn stanza six of "The Village Blacksmith," by Henry Wadsworth Longfellow:**

It sounds to him like her mother's voice,  
Singing in Paradise!  
He needs must think of her once more,  
How in the grave she lies;  
And with his hard, rough hand he wipes  
A tear out of his eyes.

**Don't forget about our Poetry Competition!** We're looking forward to seeing videos of everyone's recitations so we can choose the First Grade Bard.

## History and Grammar/Writing

**Review** (about 2 minutes): Tell one thing you remember about **Charlemagne**.

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

Charlemagne, the king of the Franks, ruled an empire that stretched all through Europe. His people called him the "Roman Emperor," because they said, "Charlemagne's kingdom is like the old Roman Empire, rebuilt! We can live in peace and prosperity, just like the time of ***Pax Romana***, long ago."

But do you remember what happened to the old Roman Empire? Barbarians attacked it. And soon, the Frankish Empire had its own "barbarians" to fight off. Fierce warriors came in ships from the north to try to take the Frankish lands for themselves. They attacked cities along the coast, and even sailed down the Rhine and the Seine rivers into the middle of the Frankish land. These invading warriors were called North-men, or ***Norsemen***.

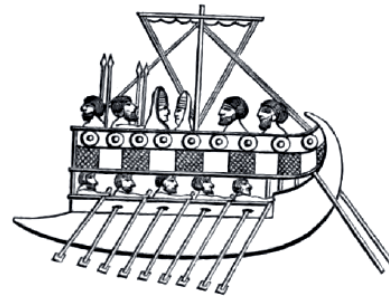
Look on the map, above the land of the Franks, and you'll see the North Sea, a cold, grey sea, often covered with clouds of mist. (The Angles and the Saxons sailed across the North Sea to get to Britain.) The Norsemen came from Scandinavia, which sticks out into the North Sea. Scandinavia includes the countries of Norway and Sweden. Point to Scandinavia with your finger.



Most Norsemen did not fight for a living. They were farmers who could no longer find good land to farm in Scandinavia. So they built ships and set out to find new homes. In the language of the Norsemen, a man who went adventuring by sea was said to have gone *“i viking.”* So sometimes these Norsemen were called **Vikings**.

The Viking ships were long and narrow, with fearsome dragon’s heads on the front to frighten enemies. The ships were built with unusual flat bottoms. Boat builders in other countries with round bottoms that stuck down into the water. With a round-bottom boat, you could only sail in deep water, or the bottom of your boat would scrape against the sand and the rocks. But the Viking’s flat-bottomed boats floated right on the water’s surface, so they could sail in shallow water and right up onto the sand of a beach!

*These are Phoenician ships. Look at the rounded part on the bottom of the ship that sticks down into the water:*



*These are Viking longships. Look at the flat bottoms that allow the ships to float on top of the water:*



Imagine that you are a Frank, and you have come down to the banks of the Rhine River with your water-buckets. It’s a cool, foggy morning. Your farm is right up the road, and you are getting water from the river for your animals to drink. The Rhine is shallow here, so you waded out knee-deep and bend down to scoop water into your buckets. Little waves splash gently around you. But there is another sound.

sound. Could it be the muffled sound of oars? You strain your eyes to see into the mist. Long, dark shapes are moving in the fog. Suddenly a carved dragon's head springs out of the mist -- it is a Viking longship! The ship is propelled forward, right onto the sand of the beach. You jump back as Viking warriors leap over the edge of the boat, waving battle-axes and swords. You have been invaded by Vikings!

**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 belonging.) Something belongs to a dragon. What belongs to a dragon in this sentence?
4. Copy the sentence in your best Spalding letters.
5. Illustrate your sentence. Be sure to draw 4 details from the story!

Sentence to copy:

The Viking ships were long and narrow, with dragon's heads on the front to frighten their enemies.

## Art

Today we are going to look at art by the children's book illustrator Jesse Wilcox Smith (1863-1934). Spend some time looking at this artwork and *thinking* about these questions. (You do not have to write your answers down.)

- 1) What colors did the artist use?
- 2) What interesting shapes do you see?
- 3) What do these artworks make you think about?
- 4) Which of these illustrations do you like better, and why?



## P.E.

### For “Paper-Plate Hockey” you will need:

- 2 paper plates or sheets of paper per player
- 2 players, at least (if you don't have someone you can play with then you can practice shooting into a goal with your “skates” on!)
- 2 sticks or brooms
- 1 sock ball or crumpled piece of paper
- 4 items such as stuffed animals or water bottles.

### Set up and rules:

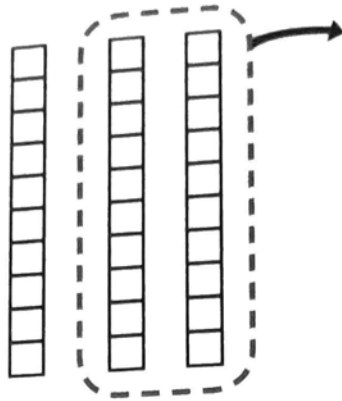
This game will be best played on a smooth surface, though carpet and grass will work as well. Set up a large area (at least 10 feet by 20 feet). You will make little goals, like soccer goals, at either end of your area by using two items per side. Make the goals about three feet wide. Now, how to play. You must never take your feet off of your two plates, but must use them like they are ice-skates. With your stick, you are going to try and shuffle the ball along the floor. Try and get the ball into your opponent’s goal before they can get it into yours. See how many points you can get! If you have more people, you can add them as other players or as goalies. Mostly you must make sure that, wherever you are, you do not scratch the floor. If you do scratch the floor, you get a point taken away. You must also scrub the spot later until it shines! Have fun!

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

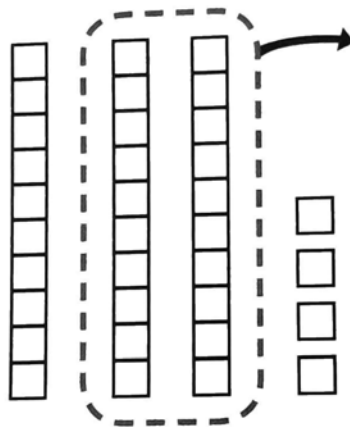
## Copywork



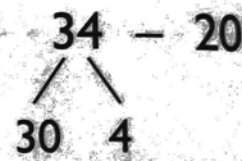

2. Subtract.



$$30 - 20 = 10$$



$$34 - 20 =$$



$40 - 30 =$

$49 - 30 =$

$30 - 10 =$

$36 - 10 =$

$50 - 40 =$

$57 - 40 =$

$60 - 20 =$

$62 - 20 =$

$80 - 40 =$

$83 - 40 =$

$90 - 80 =$

$95 - 80 =$

## Tuesday Instructions and Resources

Tuesday, 5/5

### 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!

$10 + 10 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$	$12 - 10 = \underline{\quad}$	$5 \times 6 = \underline{\quad}$
$4 \times 8 = \underline{\quad}$	$50 - 1 = \underline{\quad}$	$8 \times 5 = \underline{\quad}$	$15 + 8 = \underline{\quad}$

**Subtracting a 2-Digit Number from a 2-Digit Number:** (about 15 minutes)

(Get your blueberries if you need them to help you!)

Look at the number sentence below,

$$53 - 12 = ?$$

Let's think of some ways we can solve this number sentence.

**1. We can count backwards.**

We can start with the number 53 and count back **12 numbers**.

**53, 52, 51, 50, 49, 48, 47, 46, 45, 44, 43, 42, 41.**

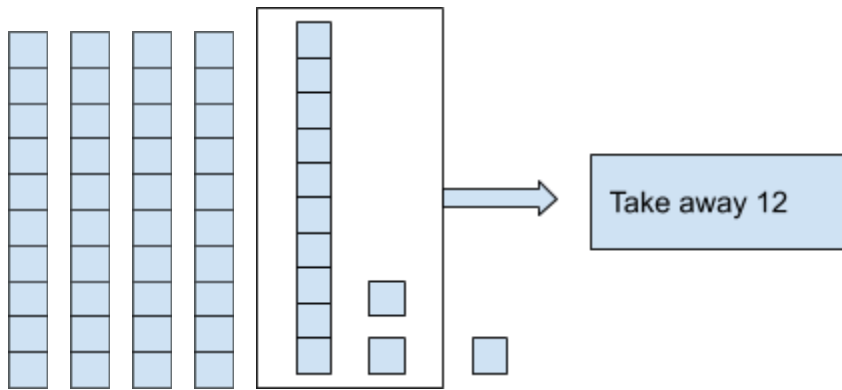
$$53 - 12 = 41$$

**2. We can think of our TENS and ONES**

The number 53 has **5 Tens and 3 Ones**.

The number 12 has **1 Ten and 2 Ones**.

To subtract, I can remove 1 Ten and 2 ones



$$53 \quad - \quad 12 \quad = \quad 41$$



**5 Tens and 3 Ones - 1 Ten and 2 Ones = 4 Tens and One**

Continue practicing and complete page 175 in your Workbook.

## Spalding

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

<https://cloud.swivl.com/v/b0d11dd277c02cdc781783217036d132>

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.

- If you need to fix a phonogram, do so!

### Words

- Follow along with your syllable fists and finger-spelling for each word.
- Write the word on the Spalding Review lines below and mark it correctly.
- When you have finished the word list, read for spelling and for reading.
- 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.

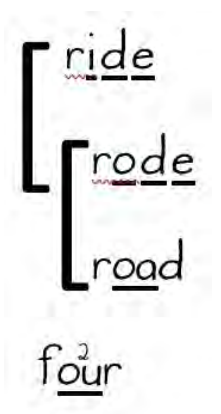
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### Write and mark your Spalding Words.


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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Spalding Words



## Poetry

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

It sounds to him like her mother's voice,  
Singing in Paradise!  
He needs must think of her once more,  
How in the grave she lies;  
And with his hard, rough hand he wipes  
A tear out of his eyes.

## Science and Grammar/Writing

### Review:

1. What is another name for a tropical forest?
2. Do the leaves change colors in deciduous forests?

### Observation (about 3 minutes):

1. Take a few minutes to carefully observe these different desert locations.
2. What are differences and similarities between the various deserts?



Chihuahuan Desert in Texas



Sahara Desert in Africa



Gobi Desert in China

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

1. Deserts are landscapes that get very little rain.
2. The plants and animals in deserts must adapt to survive with little moisture and lots of heat.
3. Cacti have a thick, waxy layer on the outside that keeps their moisture from evaporating.
4. Camels have two rows of eyelashes and can close their nostrils to help protect them from the sand.
5. Can you think of other desert plants and animals, and what they do to survive?

**Optional Activity:** With your parents' permission, create a desert landscape! You might fill a bucket with sand and sit next to a space heater as you run your fingers through the sand. What would it feel like to spend all day sitting next to the space heater (or out in the sun) without water?

**Narration** (about 5 minutes):

1. Write 1-3 sentences about the desert.
2. Here are some questions to help you get writing. . .
  - What does the desert look like?
  - What is the weather like in the desert?
  - What types of animals live there?
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?

4. Illustrate with at least 3 details!

## Latin

- ❖ Review these Latin animals by saying each word 2x.
- ❖ Here is a Quizlet link to help you with the pronunciation. They have been added to our First Grade Quizlet flashcards for Latin animals. You will have to scroll through the previous animals we have learned to find this week's vocabulary words. Password is FirstGrade (case sensitive)

<https://quizlet.com/500840721/first-grade-latin-animals-flash-cards/>

Latin	English
Anguilla	eel
crocodīlus	alligator
anas	duck
camēlus	camel
hippopotamus	hippo
ovis	sheep
bālaena	whale
pistrix	shark

## Music

Warm-Up:

- ❑ Sing “All Around the Buttercup” two times in a row:
  - ❑ First, sing the song *piano* while you tiptoe around the room to the steady **beat**. What does *piano* mean? Say it out loud and show the motion!
  - ❑ Then, sing the song *forte* while you jump to the steady **beat**. Say what *forte* means out loud and show the motion too!



- ❑ If you need help remembering, here's a helpful video that has other musical words too:

<https://cloud.swivl.com/v/ab8552eb627501d8da233f99495712a1>

- ❑ Sing the song again and this time, show how many phrases are in the song. How many are there?

Answer: Four phrases

- ❑ If you need help showing phrases, here's a helpful video: How Many Phrases?

<https://cloud.swivl.com/v/eec5facf57e96f99b51bd01d6effeef0>

### Bounce High, Bounce Low:

- ❑ Sing the song two times:
  - ❑ First, sing and pretend to bounce a ball to the steady **beat** (or use a real ball if you have one). Say what the **beat** means out loud before you sing. *The beat stays steady! The beat stays steady!*
  - ❑ Then, sing the song and put the **rhythm** in your feet. Say what **rhythm** is out loud first. *Rhythm is the way the words go!* You should be hopping around while you sing "Bounce the ball to Shiloh."
- ❑ Now, sing the song using your **body ladder**. Here are pictures to get you started:



Bounce

high,

bounce

low ...

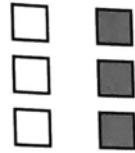
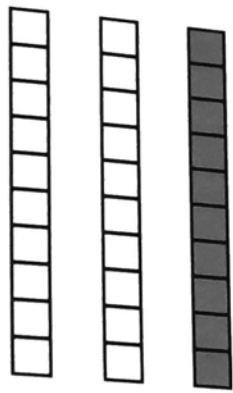
Can you do the rest?

- ❑ For fun: Challenge yourself! How many times can you sing the song while you bounce or toss a ball to the steady beat without making a mistake?

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

## Narration


1. Subtract.



$$36 - 13 =$$

$$36 - 10 - 3$$



$$47 - 10 - 2 =$$

$$47 - 12 =$$

$$67 - 10 - 5 =$$

$$67 - 15 =$$

$$58 - 10 - 8 =$$

$$58 - 18 =$$

$$60 - 10 - 4 =$$

$$60 - 14 =$$

$$43 - 10 - 7 =$$

$$43 - 17 =$$

$$61 - 10 - 3 =$$

$$61 - 13 =$$

## Wednesday Instructions and Resources

Wednesday, 5/6

### Math

**Review** (about 5 minutes):

**Word Problem:** I see 15 puppies in the park. 2 puppies run and jump in the water. 5 more puppies jump into the mud. How many puppies stayed clean and dry?

\_\_\_\_\_ puppies stayed clean and dry.

Write your number sentence below:

---

**Review Subtracting 2-Digit Numbers from 2-Digit Numbers** (about 10 minutes):

**70**

**30**

Look at the 2 numbers above.

How many Tens are in the number 70?

How many Tens are in the number 30?

I want to subtract 30 from 70. Write a number sentence below that will show what I am subtracting.

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Try counting backwards (by tens) to find the answer. Start with 70 and subtract 3 more Tens.

Now look at the next number sentence

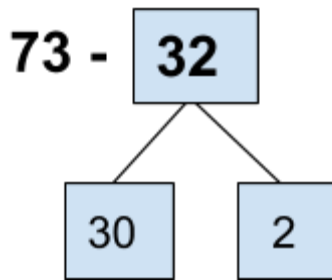
$$73 - 32 = ?$$

(Notice that now both numbers have Tens and Ones)

How many Tens are in the number 73? How many Ones?

How many Tens are in the number 32? How many Ones?

Let's solve this together by separating our Tens and Ones in the number 32.



$$73 - 30 - 2 = 41$$

$$73 - 32 = 41$$

Complete more number sentences like this in your Workbook on page 176.

Use your blueberries to help you subtract if you need to.

## Spalding

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

<https://cloud.swivl.com/v/4da7a491e73badb2abf0fe0657c97c1c>

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**

her self

pow er

wish            r. 13

world            r. 8

### Spalding Rules

Rule 13: Use the phonogram “sh” at the beginning of a word or at the end of a syllable.

Rule 8: “or” may say “er” after the letter “w.”

## 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 sixth stanza of “The Village Blacksmith” (about 2 minutes):**

It sounds to him like her mother's voice,  
Singing in Paradise!  
He needs must think of her once more,  
How in the grave she lies;

And with his hard, rough hand he wipes  
A tear out of his eyes.

## History and Grammar/Writing

**Review** (1 minute): Tell one thing you remember about the Vikings. Remember to speak in complete sentences!

**Read** (about 5 minutes): (Taken from *Story of the World, Volume 2*)

On Monday we learned about the Norsemen who went “**i viking**” to find new land for farming. They sailed south and tried to take Frankish land for themselves.

While Charlemagne was king, the Vikings only invaded occasionally. Charlemagne wasn’t afraid of the Vikings. He called them “worthless scamps.” His army was so well-organized that the Vikings couldn’t conquer them.

But after Charlemagne died, his kingdom was divided between his three grandsons. Now the Franks did not have a strong, united army, and the Vikings sailed again into France in their flat-bottomed longboats. They burned cities and stole treasure. They raided the western part of France so often that the king of the western Franks finally gave them a piece of land for their own. Now the Vikings had a new homeland. The Franks called it “*Northmen’s land*.” Soon it became known as **Normandy**. Can you find Normandy on the map?

Do you remember what happened to the barbarians who settled down in Rome? They became more and more like Romans. The same thing happened to the Vikings. After they settled down in Normandy, they learned to speak and dress like the French. Many of them became Christians. And they no longer went “**i viking**.” These Vikings had become **Normans**.

But only a small group of Vikings settled in Normandy -- other **Norsemen** went “**i viking**” to Britain, Scotland, and Ireland, looking for farmland. They were cruel to the Anglo-Saxons who lived there! They kidnapped women and children to be wives and slaves. They burned villages, stole treasures, and killed Christian priests and monks. Finally, they claimed some of the Anglo-Saxon land for themselves. (Do you remember that the Anglo-Saxon land was called *Angle-land*, or **England**?)

In the year 866 A.D., a huge band of Viking invaders called “The Great Army” landed in England. The army was led by two Viking brothers, named Halfdan and Ivar the Boneless. Ivar the Boneless got his name because he was so long and skinny that he looked



as though he had been stretched out -- like Silly Putty. These two brothers spent ten years raiding English farms. They made farms for themselves in the middle of England, but they wanted all of England, not just part of it. "Let's keep conquering the English land -- all the way down to the sea!" they said.

And without a strong king, the English people could not defend themselves.

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

1. Read the sentences aloud to yourself.
2. Point to the **capital letters**. Why are they capitalized?
3. Copy the sentence in your best Spalding letters.
4. Illustrate your sentence. In your picture, include 3 details from the story.

Sentence to copy:

A huge band of vikings called "The Great Army" landed in England. The band was led by two viking brothers named Halfdar, and Ivar the Boneless.

## P.E.

"Scavenger Hunt" rules:

Each time you are able to find something from the scavenger hunt list you need to do 10 jumping jacks! If you find all of the items from the scavenger hunt you will have done **100 jumping jacks!** Remember you can only use each item one time, so get creative.

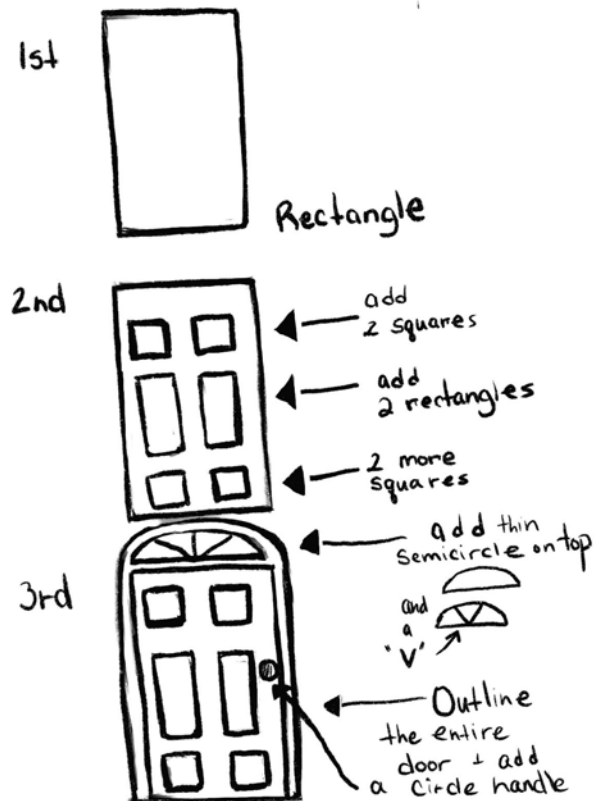
*Scavenger Hunt List:*

- Something soft
- Something that can grow
- Something rough
- Something beautiful
- Something round
- Something hard
- Something sticky
- Something red
- Something with a pattern

- ❑ Something that can bounce

## Art

Today we are going to begin our art study on doors. The artwork below is called *The Green Door* and is by Jesse Wilcox Smith. Doors are great for artists to draw and study because of their interesting lines, color, shape, and texture. Please observe the drawing sheet below and complete the step-by-step drawing of the door. **Save your door artwork for next session!**



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

# Copywork


2. Subtract.

$46 - 22 =$

$46 - 20 - 2$



$68 - 20 - 4 =$ $68 - 24 =$	$75 - 40 - 2 =$ $75 - 42 =$
$53 - 30 - 3 =$ $53 - 33 =$	$60 - 20 - 8 =$ $60 - 28 =$
$73 - 40 - 7 =$ $73 - 47 =$	$96 - 80 - 7 =$ $96 - 87 =$

# Thursday Instructions and Resources

Thursday, 5/7

## 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.

$50-10 =$	$10+12 =$	$16-14 =$	$15+1 =$	$13-1 =$
$12-3 =$	$20-10 =$	$13-12 =$	$30+30 =$	$10+31 =$
$25-1 =$	$18-9 =$	$10+22 =$	$25-5 =$	$17-7 =$

### Review Subtracting 2-Digit Numbers from 2-Digit Numbers: (about 10 minutes)

This week you have been practicing subtracting 2-Digit numbers from 2-Digit Numbers.

Use your blueberries or the method of counting backwards to help you complete the worksheet below.

Remember that you can also separate your number sentences into Tens and Ones.

Example:

$$81 - 22 = ?$$

$$81 - 20 - 2 = ?$$

**The number 22 has 2 Tens and 2 Ones. Separating makes it easier to count backwards. I can start with the number 81 and take away 2 groups of Ten. THEN, I could take away my 2 Ones.**

**What answer did you get? Write it below.**

$$81 - 22 = \underline{\quad}$$

Subtract the numbers and write down the correct answer.

$12 - 10 = \underline{\hspace{2cm}}$

$44 - 16 = \underline{\hspace{2cm}}$

$90 - 50 = \underline{\hspace{2cm}}$

$75 - 15 = \underline{\hspace{2cm}}$

$55 - 55 = \underline{\hspace{2cm}}$

$37 - 35 = \underline{\hspace{2cm}}$

$78 - 45 = \underline{\hspace{2cm}}$

$25 - 12 = \underline{\hspace{2cm}}$

$98 - 47 = \underline{\hspace{2cm}}$

$96 - 12 = \underline{\hspace{2cm}}$

## Spalding

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

HERSELF  
 STAND  
 ROAD  
 RIGHT  
 RIDE  
 BABY  
 SHOW  
 BRING  
 POWER  
 RODE  
 WORLD  
 HOUSE  
 INDEED  
 WRITE  
 WISH  
 CALL  
 WROTE  
 FOUR  
 OTHER  
 WAS

### 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 sixth stanza of “The Village Blacksmith”** (about 2 minutes):

It sounds to him like her mother's voice,  
Singing in Paradise!  
He needs must think of her once more,  
How in the grave she lies;  
And with his hard, rough hand he wipes  
A tear out of his eyes.

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

## Science

**Review** (about 1 minute):

1. What is a desert?
2. How do camels protect themselves from blowing sand?

**Observation:**



1. Carefully observe these three different grasslands.
2. What differences and similarities do you notice between these two pictures?



Serengeti Grasslands in Africa



The Great Plains in North America

**Learning About Grasslands** (about 10 minutes):

1. Grasslands are places that receive more rain than deserts, but less than forests. Most of the plants in this habitat are grasses.
2. The Serengeti is a large region of savannah (grassland) in East Africa.
3. Thousands of ungulates (hoofed mammals) live in the Serengeti, as well as the “Big Five”: Lions, leopards, elephants, rhinoceroses, and buffalo.
4. The Great Plains is flat land that stretches across the middle of North America, from Mexico up to Canada. This region is mostly grassland, and was once home to thousands and thousands of bison.

### Optional Video:

- Just for fun, you may watch this video of the gecko Mrs. Treece caught!  
<https://cloud.swivl.com/v/f6d30a71ec6b5a4b5ec51d6dee1f87aa>

## Latin

- Read through each of these questions and answers 2x.
  - Next ask a sibling or parent to read you the question and the answer. Repeat the answer. Then have your sibling or parent just read you the question and see how well you can remember the answer.
1. According to legend, who founded Rome? According to legend, Romulus founded Rome.
  2. Who was the last king of Rome? Tarquinius the Proud was the last king of Rome.
  3. What is a triumvirate? A triumvirate is three men who rule together.
  4. Who made up the first triumvirate? Caesar, Crassus, and Pompey made up the first triumvirate.
  5. Who was the first emperor of Rome? Augustus [Gaius Octavius] was the first emperor of Rome.

## Music

### Warm-Up:

- ☐ Sing “Chocolate Cookie” two times:
  - ☐ First, sing *largo* while you tiptoe around - make sure you sing a beautiful *crescendo* at the end of the song! Say what *largo* means out loud before you sing.
  - ☐ Then, sing the song *allegro* while you speed-walk around! Say what *allegro* means out loud first.

Bounce High, Bounce Low:

- ❑ Sing the song while you jump/bounce to the steady **beat** as if you were the ball!
- ❑ Now, sing the words of the song while using your **body ladder** like last time.
  - ❑ Do you remember what **solfa** belongs to each part of your body ladder?



- ❑ Here are the two **solfa** we learned first:

**So**

**Mi**

**?**

Do you remember what our newest solfa is called? What do we say when we touch our head?

*Answer: la*

- ❑ Now, sing the whole song using **solfa** and your body ladder! Here is the music and **solfa** to help:

Bounce high, bounce low, Bounce the ball to Shi - loh.

*s l s m s s l l s m*

- ❑ Now, give yourself a round of applause! For additional help, see the video of Ms. Caranto singing with **solfa**:  
<https://cloud.swivl.com/v/f09643c10bda5cbe62d588cabc76a71c>

## Friday Instructions and Resources

Friday, 5/8

**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!

$80 - 20 = \underline{\quad}$	$100 - 5 = \underline{\quad}$	$7 \times 5 = \underline{\quad}$	$19 + 10 = \underline{\quad}$
$4 \times 4 = \underline{\quad}$	$10 \times 2 = \underline{\quad}$	$61 - 10 = \underline{\quad}$	$1 \times 0 = \underline{\quad}$

### Review Subtraction and Addition:

Look at page **number 203 in your Workbook.**

Only complete the first page of Review 15. Use your blueberries to help you add AND subtract.

**Be sure to pay attention to the addition and subtraction signs!**

## Spalding

**Fill in the blanks!** (about 5 minutes):

1. The Roman \_\_\_\_\_ was made of stone.
2. Mr. Lewis \_\_\_\_\_ a book.
3. A globe is a sphere-shaped map of the \_\_\_\_\_.

4. The cowboy \_\_\_\_\_ a white horse.
5. You are going to \_\_\_\_\_ a story.
6. I will \_\_\_\_\_ my bike to school.
7. The \_\_\_\_\_ answer to  $5 + 5$  is 10.

Right	write	world	rode	ride	wrote	road
-------	-------	-------	------	------	-------	------

## 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 six stanzas of “The Village Blacksmith” by Henry Wadsworth Longfellow** (about 2 minutes):

Refer to Day 1 to see all six 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): Who were Halfdan and Ivar the Boneless? What did they do?

**Read** (about 5 minutes): (Taken from *Story of the World, Volume 2*)

The English kingdom of **Wessex**, down in the south of England, watched the Viking invasion with fear. The Vikings were coming closer -- they wanted to rule all the English land, all the way to the sea, and one of Halfdan's commanders, a warrior named Guthorm, was coming to destroy the kingdom of Wessex. So the people of Wessex appointed a nobleman named **Alfred** to be their leader.

Alfred started to train the farmers of Wessex to fight. But before they were ready, Guthorm decided to mount a surprise attack. He marched south with his warriors at Christime -- during the winter, when armies usually stayed quietly in their camps waiting for warmer weather.

The English people were terrified! Many of them left England and went to live in France. They were sure that Alfred would be killed by Guthorm. And Alfred himself was forced to flee into the countryside, where he begged shelter from a peasant and his wife. He lived there for a while, helping the peasants however he could, and pretending not to be the king.

But soon Alfred managed to think of a plan. He decided that he would stay in hiding until spring so that his soldiers (remember they were farmers!) could plant their crops before they started fighting. After all, the people would need their crops to grow so that there would be food to eat, whether they beat the Vikings or not. Alfred sent secret messages to his men: "Plant your crops, and then come to my headquarters. We will collect an army to fight against Guthorm and his Vikings!"

Finally Alfred collected a big enough army to face Guthorm. Meanwhile, Guthorm's army had shrunk! Many of his warriors had gotten bored, waiting around to fight. They had settled down to grow crops of their own instead. By the time Alfred and his men attacked Guthorm's army, the English were as strong as the Vikings. They fought an enormous battle at a place called **Salisbury Plain**, and the English drove the Vikings right off the battlefield. The Vikings surrendered, and Guthorm agreed to go away. He traveled back north and settled down to raise crops. Guthorm, the warrior, became a farmer, and Alfred truly became king.

**Narration** (about 5 min)

1. With your best penmanship, write 1-3 sentences **telling something you remember about Alfred.**
2. Read your sentences back to yourself to check that your periods and your capital letters are correct.
3. Illustrate your sentences. Include 3 details from the story in your picture!

## P.E.

### Stretching Lesson

Video link of today's lesson: <https://cloud.swivl.com/v/62e43d303f12a6c35ba6570b4a300d79>

Hold each stretch for 20 seconds

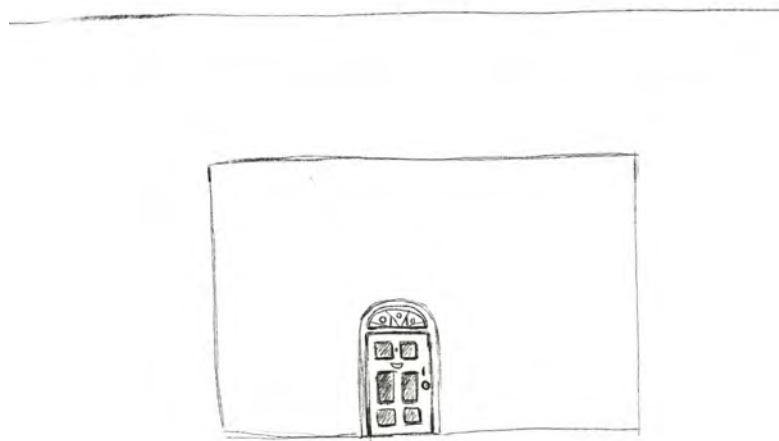
- Right arm across your body, then left arm across your body
- Right arm elbow to the sky and then left arm elbow to the sky (use your opposite hand to slightly pull elbow back)
- Feet together and try and touch your toes
- Cross your right foot over your left foot and try to touch your toes, repeat with your left foot crossing over your right foot. Remember to keep both feet flat on the ground and right next to each other (should look like your feet are backwards!)
- Clasp hands behind your back and try and raise your arms up behind you. Make sure to stand tall and look straight in front of you
- Clasp your hands in front of you and have them even with your shoulders, now press your hands as far forward as you can but make sure your still standing as tall as you can
- Clasp hands behind your back and this time bend over raising your hands towards the sky
- SLOWLY and CAREFULLY** do the following neck movements
  - Try and make your right ear touch your right shoulder. Keep your shoulders still and only move your neck. Only goes as far as it feels comfortable. Then do the same with your left ear to your left shoulder.
  - Neck rolls, you are going to go from the right side, to in front (chin touching your chest) then lean your neck to the left. Repeat this motion going back and forth as slow as you can. Make sure you're not leaning your neck backwards to this exercise.

## Art

Please take out your door drawing from last session.

1. We will begin drawing a house today. Take out a new piece of paper and a pencil and draw a horizon line toward the very top of your horizontal paper.
2. Draw a large square or large rectangle.
3. Please draw a door (just like the door we learned to draw from Wednesday's art session) in the bottom center of your large square or rectangle. Add new details such as wood texture, a door knocker, or even an intricate design onto your door today. You may draw your own front door or use one of the photos below.
4. **Keep this artwork in a safe spot for next week when we will be working on drawing windows and other house details onto your house.**

Video link: <https://cloud.swivl.com/v/1927dc3447c1e60e94de149ee31fbde5>





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 : \_\_\_\_\_

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

## Narration


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

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

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1

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4

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# Frog and Toad Are Friends



by **Arnold Lobel**

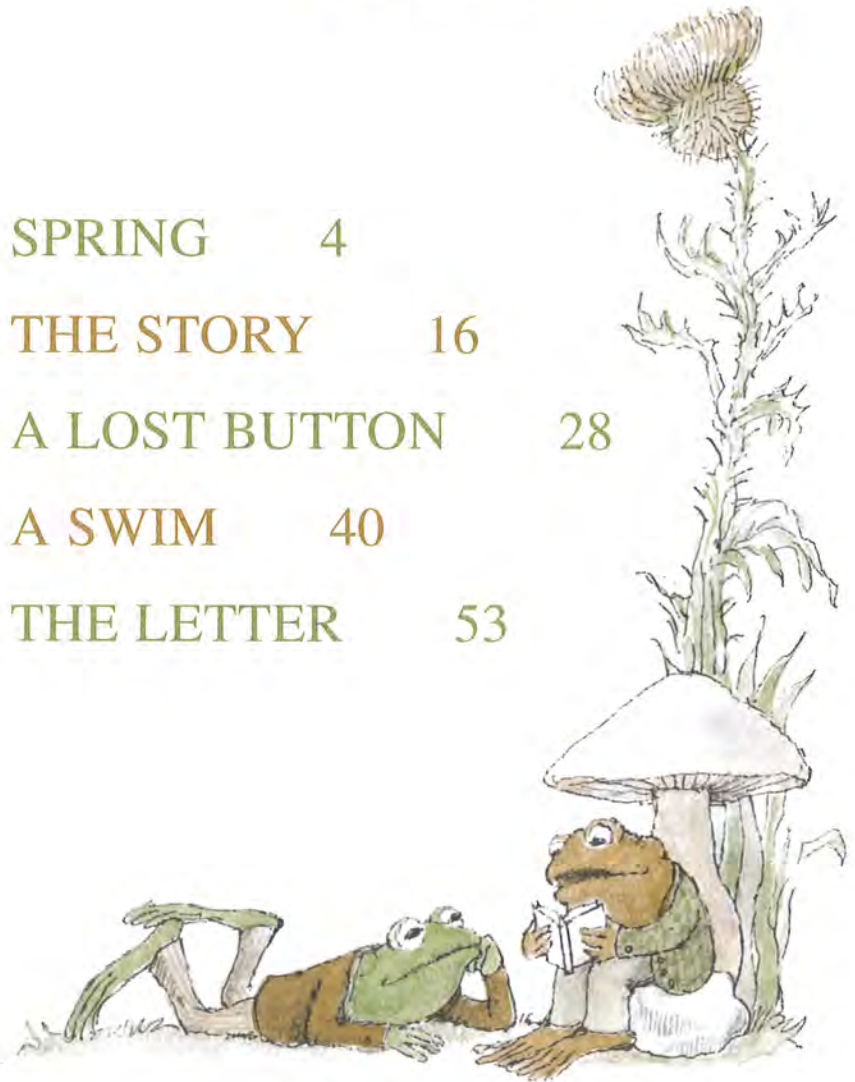
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*For Barbara Borack*

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◆  
14 15 16 17 18 PC/WOR 40 39 38 37 36

## **A Lost Button**

Toad and Frog  
went for a long walk.  
They walked across  
a large meadow.  
They walked in the woods.  
They walked along the river.  
At last they went back home  
to Toad's house.  
"Oh, drat," said Toad.



"Not only do my feet hurt,  
but I have lost  
one of the buttons on my jacket."

“Don’t worry,” said Frog.

“We will go back  
to all the places where we walked.  
We will soon find your button.”

They walked back to the large meadow.  
They began to look for the button  
in the tall grass.



“Here is your button!” cried Frog.

“That is not my button,” said Toad.

“That button is black.

My button was white.”

Toad put the black button  
in his pocket.





A sparrow flew down.

“Excuse me,” said the sparrow.

“Did you lose a button? I found one.”

“That is not my button,” said Toad.

“That button has two holes.

My button had four holes.”

Toad put the button with two holes  
in his pocket.

They went back to the woods  
and looked on the dark paths.

“Here is your button,” said Frog.

“That is not my button,” cried Toad.

“That button is small.

My button was big.”

Toad put the small button  
in his pocket.



A raccoon came out from behind a tree.

“I heard that you were looking for a button,” he said.

“Here is one that I just found.”

“That is not my button!” wailed Toad.

“That button is square.

My button was round.”

Toad put the square button in his pocket.



Frog and Toad went back to the river.

They looked for the button in the mud.

“Here is your button,” said Frog.

“That is not my button!” shouted Toad.

“That button is thin.

My button was thick.”



Toad put the thin button  
in his pocket. He was very angry.  
He jumped up and down  
and screamed,  
“The whole world  
is covered with buttons,  
and not one of them is mine!”



Toad ran home and slammed the door.  
There, on the floor,  
he saw his white, four-holed,  
big, round, thick button.  
“Oh,” said Toad.  
“It was here all the time.  
What a lot of trouble  
I have made for Frog.”





Toad took all of the buttons  
out of his pocket.

He took his sewing box  
down from the shelf.

Toad sewed the buttons  
all over his jacket.



The next day Toad gave  
his jacket to Frog.

Frog thought that it was beautiful.

He put it on and jumped for joy.

None of the buttons fell off.

Toad had sewed them on very well.

## **A Swim**

Toad and Frog  
went down to the river.  
“What a day for a swim,” said Frog.  
“Yes,” said Toad.  
“I will go behind these rocks  
and put on my bathing suit.”  
“I don’t wear a bathing suit,”  
said Frog.  
“Well, I do,” said Toad.



“After I put on my bathing suit,  
you must not look at me  
until I get into the water.”

“Why not?”  
asked Frog.



“Because I look funny  
in my bathing suit.

That is why,” said Toad.

Frog closed his eyes when Toad  
came out from behind the rocks.

Toad was wearing his bathing suit.

“Don’t peek,” he said.

Frog and Toad jumped  
into the water.

They swam all afternoon.

Frog swam fast  
and made big splashes.

Toad swam slowly  
and made smaller splashes.





A turtle came along the riverbank.

“Frog, tell that turtle  
to go away,” said Toad.

“I do not want him to see me  
in my bathing suit  
when I come out of the river.”  
Frog swam over to the turtle.



“Turtle,” said Frog,

“you will have to go away.”

“Why should I?” asked the turtle.

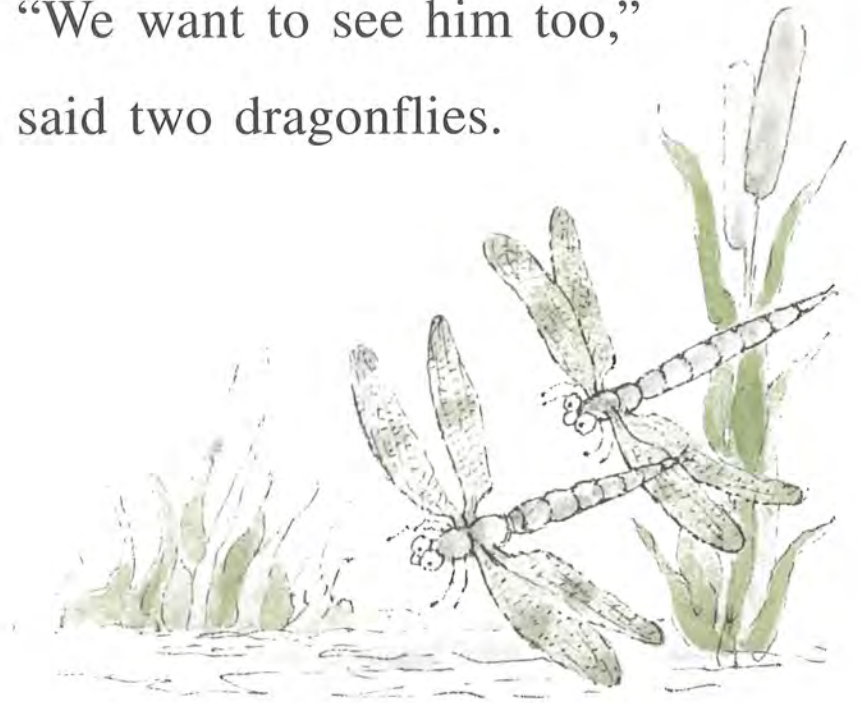
“Because Toad thinks that  
he looks funny in his bathing suit,  
and he does not want you to see him,”  
said Frog.



Some lizards were sitting nearby.  
“Does Toad really look funny  
in his bathing suit?” they asked.  
A snake crawled out of the grass.  
“If Toad looks funny  
in his bathing suit,” said the snake,  
“then I, for one, want to see him.”



“We want to see him too,”  
said two dragonflies.



“Me too,” said a field mouse.  
“I have not seen anything funny  
in a long time.”



Frog swam back to Toad.

“I am sorry, Toad,” he said. “Everyone wants to see how you will look.”

“Then I will stay right here until they go away,” said Toad.

The turtle and the lizards  
and the snake and the dragonflies  
and the field mouse  
all sat on the riverbank.

They waited for Toad to come  
out of the water.

“Please,” cried Frog, “please go away!”

But no one went away.



Toad was getting colder and colder.  
He was beginning to shiver and sneeze.  
“I will have to come out of the water,”  
said Toad. “I am catching a cold.”



Toad climbed  
out of the river.  
The water dripped  
out of his bathing suit  
and down onto his feet.



The turtle laughed.  
The lizards laughed.  
The snake laughed.  
The field mouse laughed,  
and Frog laughed.



“What are you laughing at, Frog?”  
said Toad.

“I am laughing at you, Toad,”  
said Frog,

“because you *do* look funny  
in your bathing suit.”

“Of course I do,” said Toad.

Then he picked up his clothes  
and went home.



## **The Letter**



Toad was sitting on his front porch.

Frog came along and said,

“What is the matter, Toad?

You are looking sad.”



“Yes,” said Toad.

“This is my sad time of day.

It is the time

when I wait for the mail to come.

It always makes me very unhappy.”

“Why is that?” asked Frog.

“Because I never get any mail,”

said Toad.



“Not ever?” asked Frog.

“No, never,” said Toad.

“No one has ever sent me a letter.

Every day my mailbox is empty.

That is why waiting for the mail  
is a sad time for me.”

Frog and Toad sat on the porch,  
feeling sad together.

Then Frog said,  
“I have to go home now, Toad.  
There is something that I must do.”  
Frog hurried home.



He found a pencil  
and a piece of paper.  
He wrote on the paper.

He put the paper in an envelope.  
On the envelope he wrote  
“A LETTER FOR TOAD.”  
Frog ran out of his house.  
He saw a snail that he knew.  
“Snail,” said Frog, “please take  
this letter to Toad’s house  
and put it in his mailbox.”  
“Sure,” said the snail. “Right away.”





Then Frog ran back to Toad's house.

Toad was in bed, taking a nap.

"Toad," said Frog,

"I think you should get up  
and wait for the mail some more."

"No," said Toad,

"I am tired of waiting for the mail."



Frog looked out of the window  
at Toad's mailbox.

The snail was not there yet.

"Toad," said Frog, "you never know  
when someone may send you a letter."

"No, no," said Toad. "I do not think  
anyone will ever send me a letter."



Frog looked out of the window.  
The snail was not there yet.  
“But, Toad,” said Frog,  
“someone may send you a letter today.”  
“Don’t be silly,” said Toad.  
“No one has ever sent me  
a letter before, and no one  
will send me a letter today.”

Frog looked out of the window.

The snail was still not there.

“Frog, why do you keep looking  
out of the window?” asked Toad.

“Because now I am waiting  
for the mail,” said Frog.

“But there will not be any,” said Toad.





“Oh, yes there will,” said Frog,  
“because I have sent you a letter.”  
“You have?” said Toad.  
“What did you write in the letter?”  
Frog said, “I wrote  
‘Dear Toad, I am glad  
that you are my best friend.  
Your best friend, Frog.’”



“Oh,” said Toad,  
“that makes a very good letter.”  
Then Frog and Toad went out  
onto the front porch  
to wait for the mail.  
They sat there,  
feeling happy together.



Frog and Toad waited a long time.  
Four days later  
the snail got to Toad's house  
and gave him the letter from Frog.  
Toad was very pleased to have it.

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