



Remote Learning Packet

First Grade

May 18–May 22, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

May 18–May 22, 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 18, 2020
- Tuesday, May 19, 2020
- Wednesday, May 20, 2020
- Thursday, May 21, 2020
- Friday, May 22, 2020

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Student Name: _____ Teacher: _____

My Learning This Week

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

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

Monday, 5/18

Math

This week you will review most of the things you have learned in Math this year. Let's start with Graphs and Tally charts. Fill in the blanks below. Then, fill in the Bar Graph on the next worksheet.





Tally Charts

| Cookies Eaten | |
|---------------|-----------------|
| Kent | |
| Mike | |
| Matt | |
| Stan | |

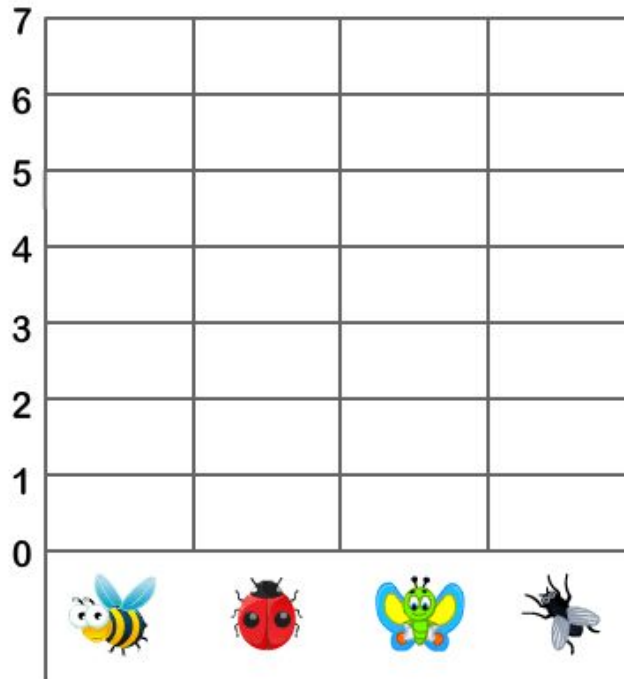
How many cookies did each boy eat?

- Kent ate _____ cookies.
- Mike ate _____ cookies.
- Matt ate _____ cookies.
- Stan ate _____ cookies.
- The boys ate _____ cookies altogether.
- _____ ate the most cookies.
- _____ ate the least cookies.
- _____ ate six cookies.
- Mike and Matt ate _____ cookies together.
- Stan ate _____ more cookies than Matt.
- Matt ate _____ more cookies than Mike.

Bar Graph

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

Count the tally marks for each insect. Color the correct number of boxes to make a bar graph that shows how many insects.



Spalding

Story Time (about 10 minutes):

Boys and girls, this year you have learned how to write many words with good spelling and beautiful handwriting. Now it is time to use some of those words to create a story. Do you remember the Spalding word for someone who writes stories? (Hint: The word starts with the phonogram "au.") _____

Directions:

1. Choose **five** Spalding words from the box below to help you write a story about what you think your teacher will do this summer.
2. Write your story on the Narration paper.

- When you have finished the story, read it aloud to a family member to make sure your capital letters and periods are in the right places.
- If possible, watch this video of Miss Borer reading the story she wrote with her Spalding words: <https://cloud.swivl.com/v/57b24a42fb8caa93edcd46dc0386da44>

Spalding Words:

| | | | | |
|--------|--------|-------|-------|---------|
| garden | clouds | wagon | bug | make |
| pool | ice | bird | June | summer |
| walk | camp | July | party | outside |

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...

- Be sure to read slowly and carefully. If you have to sound out many words, **go back** and read the sentence again.
- Make sure that your voice follows all **punctuation**.
- When you are finished reading, **tell one thing** you remember from the chapter. Speak in complete sentences!

Poetry

Begin by reciting the first six stanzas of “The Village Blacksmith” by Henry Wadsworth Longfellow (about 2 minutes):

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.

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.

Now we will learn stanzas seven AND eight of “The Village Blacksmith,” by Henry Wadsworth Longfellow:

| | |
|--|---|
| <p>Toiling,--rejoicing,--sorrowing, Onward through life he goes; Each morning sees some task begin, Each evening sees it close Something attempted, something done, Has earned a night's repose.</p> | <p>-<i>Toiling</i> means working hard. -<i>Rejoicing</i> is when your heart is filled with joy. (When did the Smith rejoice?) -<i>Sorrowing</i> is when your heart is filled with sadness. (When do you think the Smith was sorrowing?)</p> <p>Life has work, joy, and sorrow. The Smith uses perseverance to keep going, even when life is hard.</p> <p>He does his work every day to earn a good night's rest. <i>Repose</i> means rest.</p> |
| <p>Thanks, thanks to thee, my worthy friend, For the lesson thou hast taught! Thus at the flaming forge of life Our fortunes must be wrought; Thus on its sounding anvil shaped Each burning deed and thought.</p> | <p><i>Thee</i> is an old, old word for “you.” Mr. Longfellow is saying “thank you” to the Smith for teaching him about virtue.</p> <p><i>Worthy</i> means that there is something special about the smith that is <i>worth</i> noticing. The work to memorize this poem is <i>worth</i> it because we can learn more about virtue!</p> <p>Just like the Blacksmith works in his forge every day and makes metal into the right shapes, <i>we</i> are working every day to make <i>ourselves</i> into the right shapes. We need to make our thoughts and our actions into virtuous shapes. We can be blacksmiths too, and life is our flaming forge!</p> |

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

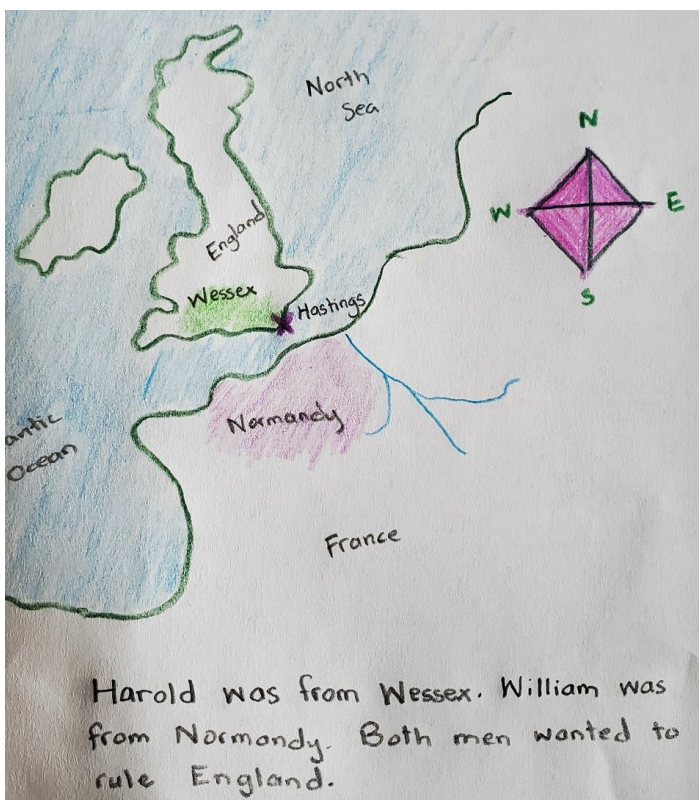
Review (about 2 minutes): Tell one thing you remember about **Alfred the Great**.

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

For more than 200 years after Alfred the Great died, the children of the Vikings and the children of the Anglo-Saxons lived side by side, trading with each other and marrying each other. England was becoming a mix of Anglo-Saxon and Viking, and the people stopped thinking of themselves as Anglo-Saxon or Viking -- they were just **English**. But soon, a whole new race of warriors would invade England.

The trouble began when **Edward the Confessor**, who ruled England for over twenty years, began to get old. He had no sons, so his advisors decided that Edward's brother-in-law named **Harold** should be king after him. Harold was a strong fighter, and he was from Wessex in the south of England, just like the great king Alfred.

But Edward's cousin **William** thought that *he* should inherit the English throne, because he was part of the king's family. William was French, and he lived in Normandy, the French kingdom of the Vikings. The English advisors refused to listen. They didn't want a Norman ruler.



In the year 1066, Edward the Confessor died. At once, William sent messengers to Harold, demanding that Harold let him come to take the throne. But Harold refused. "I will be the king of England!" he declared.

So the English noblemen held a grand ceremony to make Harold king. But as soon as Harold was crowned, bad news came. William and his army were ready to attack.

William had prepared carefully for his invasion. He landed his army at Hastings, far away from Harold's army, so that Harold would have to march a long way to face him. By the time Harold's soldiers arrived to fight William, they were exhausted. Harold had pushed them so quickly that

many soldiers had been left along the way. But William’s army was fresh and ready to fight.

Harold knew that his army needed a rest, so he camped for the night on a hill. He thought that William would wait for him to come down, rather than trying to climb up the hill to fight. But William decided that he would launch an attack, even though fighting uphill is very difficult. He told his troops, “Now is the time to show strength and courage. You fight not only for victory, but for survival!” The Normans charged up the hill towards the English camp, and the most famous battle in English history -- The Battle of Hastings -- had begun.

At first, the Norman attack seemed doomed to failure. The English army fought ferociously, and the Norman force began to weaken. William was knocked off his horse, and his soldiers began to shout, “The King is dead! The King is dead!”

But William struggled to his feet and yanked his helmet off. “I am still alive,” he bellowed. “And I will still conquer!” The relieved Norman soldiers threw themselves back into battle. They surrounded the English army and overwhelmed it. Harold was killed, and the English surrendered.

Harold was buried in purple robes, with the name “Harold the Unfortunate” carved on his tombstone. William was given a new name too: “William the Conqueror.” He became the new king of England, and his soldiers, who were French-speaking descendants of Vikings, settled down in England to live.

Copywork: (about 5 minutes):

1. Read the sentences aloud to yourself.
2. Point to the **quotation marks**.
3. What do quotation marks show us? (Quotation marks tell us that someone is talking.) Who is talking? Point to the mark that shows the first word that William says. Point to the mark that shows the last word that William says.
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:

William struggled to his feet and yanked his helmet off.
“I am still alive!” he bellowed.

Music

Bobby Shafto

- Ahoy! Sing the song THREE times while doing the motions below to the steady **beat**, but first, say what the beat means out loud: *The beat stays steady! The beat stays steady!*
 - 1) Marching in place or moving around

- ❑ 2) Doing jumping jacks
- ❑ 3) Bouncing or tossing a ball (or other soft object)

Bounce High, Bounce Low

- ❑ Sing the song while still bouncing or tossing the ball or soft object you used for “Bobby Shafto”
- ❑ Now, tap the **rhythm** into your hand - say what **rhythm** is out loud! *Rhythm is the way the words go!*
- ❑ Last week, you sang the song on **solfa** while using your body ladder - do you still remember how to do that? Start singing on *so* and start with your hands on your shoulder!
 - ❑ If you need help, here’s a video of Ms. Caranto:

<https://cloud.swivl.com/v/f09643c10bda5cbe62d588cabc76a71c>
- ❑ Now, sing the song on **solfa** again but with the correct hand signs! Here is a video of Ms. Caranto singing the solfa and here are some helpful tips. The music and solfa are below.

<https://cloud.swivl.com/v/98373b5c1f239adaf1d89ba5ac50810e>



so:



mi:



la:

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

s l s m s s l l s m

Latin

- Say each Latin word 2x.

-Use this Quizlet link to help with the pronunciation and for fun ways to practice. This week's words 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/>

| | |
|------------|-----------|
| scarabaeus | beetle |
| pulmō | jellyfish |
| arānea | spider |
| musca | fly |

| | |
|-------|------|
| agnus | lamb |
| bōs | ox |

Name: _____ Date: _____

Narration

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Name: _____ Date: _____

Copywork

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Tuesday Instructions and Resources

Tuesday, 5/19

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!

| | | | |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| $20 + 10 = \underline{\quad}$ | $6 \times 2 = \underline{\quad}$ | $19 - 10 = \underline{\quad}$ | $4 \times 6 = \underline{\quad}$ |
| $5 \times 8 = \underline{\quad}$ | $40 - 1 = \underline{\quad}$ | $7 \times 5 = \underline{\quad}$ | $13 + 8 = \underline{\quad}$ |

Tens and Ones: (about 15 minutes)

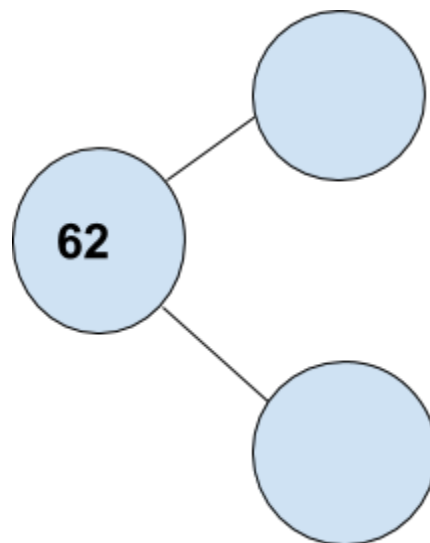
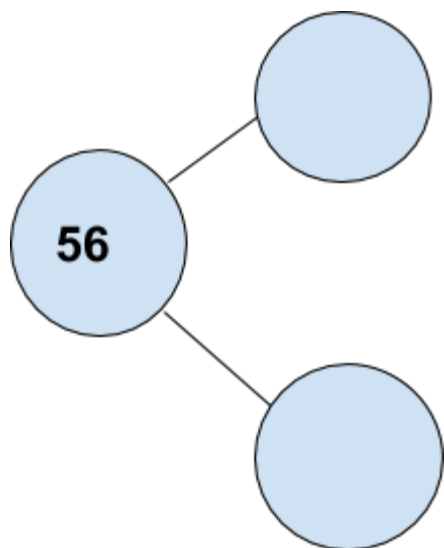
(Get your blueberries if you need them to help you!)

How many Tens and Ones are in the number **56**?

There are Tens in the number 56.

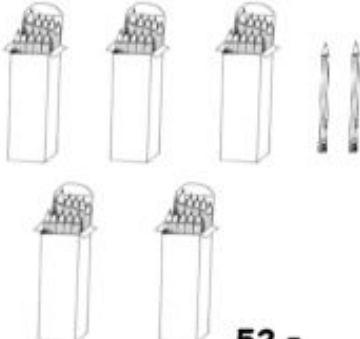
There are Ones in the number 56.

Now let's separate our Tens and Ones in a Number Bond. Fill in the 2 Number Bonds below.




Complete the worksheet below.

Fill in the amount of Tens and Ones you have in each picture. Then write how many you have altogether.

1. 

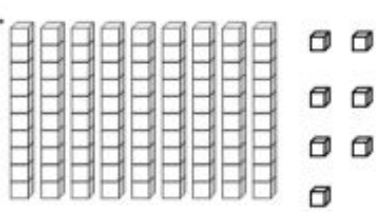
| tens | ones |
|------|------|
| | |

52 = ____ ten ____ ones

2. 

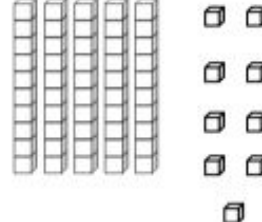
| tens | ones |
|------|------|
| | |

____ = ____ ten ____ ones

3. 

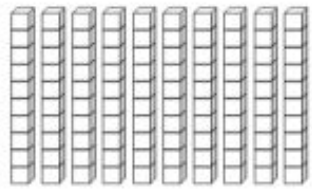
| tens | ones |
|------|------|
| | |

There are _____ cubes.

4. 

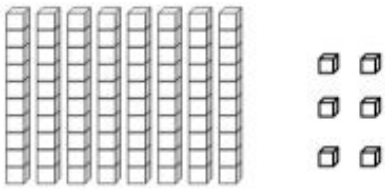
| tens | ones |
|------|------|
| | |

There are _____ cubes.

5. 

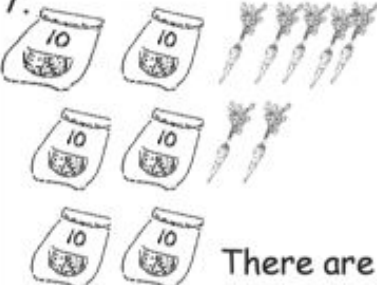
| tens | ones |
|------|------|
| | |

There are _____ cubes.

6. 

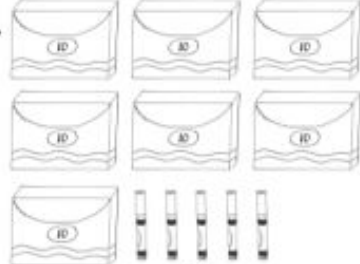
| tens | ones |
|------|------|
| | |

There are _____ cubes.

7. 

| tens | ones |
|------|------|
| | |

There are _____ carrots.

8. 

| tens | ones |
|------|------|
| | |

There are _____ markers.

Spalding

Rhyming Words (about 5 minutes):

We have practiced matching rhyming words this year. Now it is your turn to think of a word that rhymes with the Spalding word!

| | |
|----------------------------|--------------|
| Example: race, lace | may, _____ |
| right, _____ | sun, _____ |
| go, _____ | sold, _____ |
| set, _____ | bread, _____ |

Poetry

Memorize the seventh and eighth stanzas of “The Village Blacksmith” by Henry Wadsworth Longfellow (about 2 minutes):

Toiling,--rejoicing,--sorrowing,
 Onward through life he goes;
 Each morning sees some task begin,
 Each evening sees it close
 Something attempted, something done,
 Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
 For the lesson thou hast taught!
 Thus at the flaming forge of life
 Our fortunes must be wrought;
 Thus on its sounding anvil shaped
 Each burning deed and thought.

Science and Grammar/Writing

Review:

1. We have learned about a great many things in science this year! Can you think back all the way to the beginning of the year? What was the first thing we learned about? That's right: **rocks and rock weathering**.
2. To help you remember how rocks break down into sand, complete this fun activity!

Activity:

1. Find a glass jar with a lid, such as a mason jar, an old salsa jar, etc.
2. Ask your parents for some sugar cubes, and place them in the jar.
3. Go outside and collect some small rocks. Add these to the jar.
4. Shake your jar! Shake and shake and shake until your arm is tired!
5. Observe what is happening to the sugar cubes. (If you were unable to get sugar cubes, look carefully to see if the rocks themselves are changing.)
6. Keep shaking your jar over the next few days, and see how the sugar and rocks continue to change.

(If you are unable to complete this activity, you may draw a sketch of a boulder tumbling down a mountain and breaking apart into smaller and smaller pieces until it turns into tiny grains of sand.)

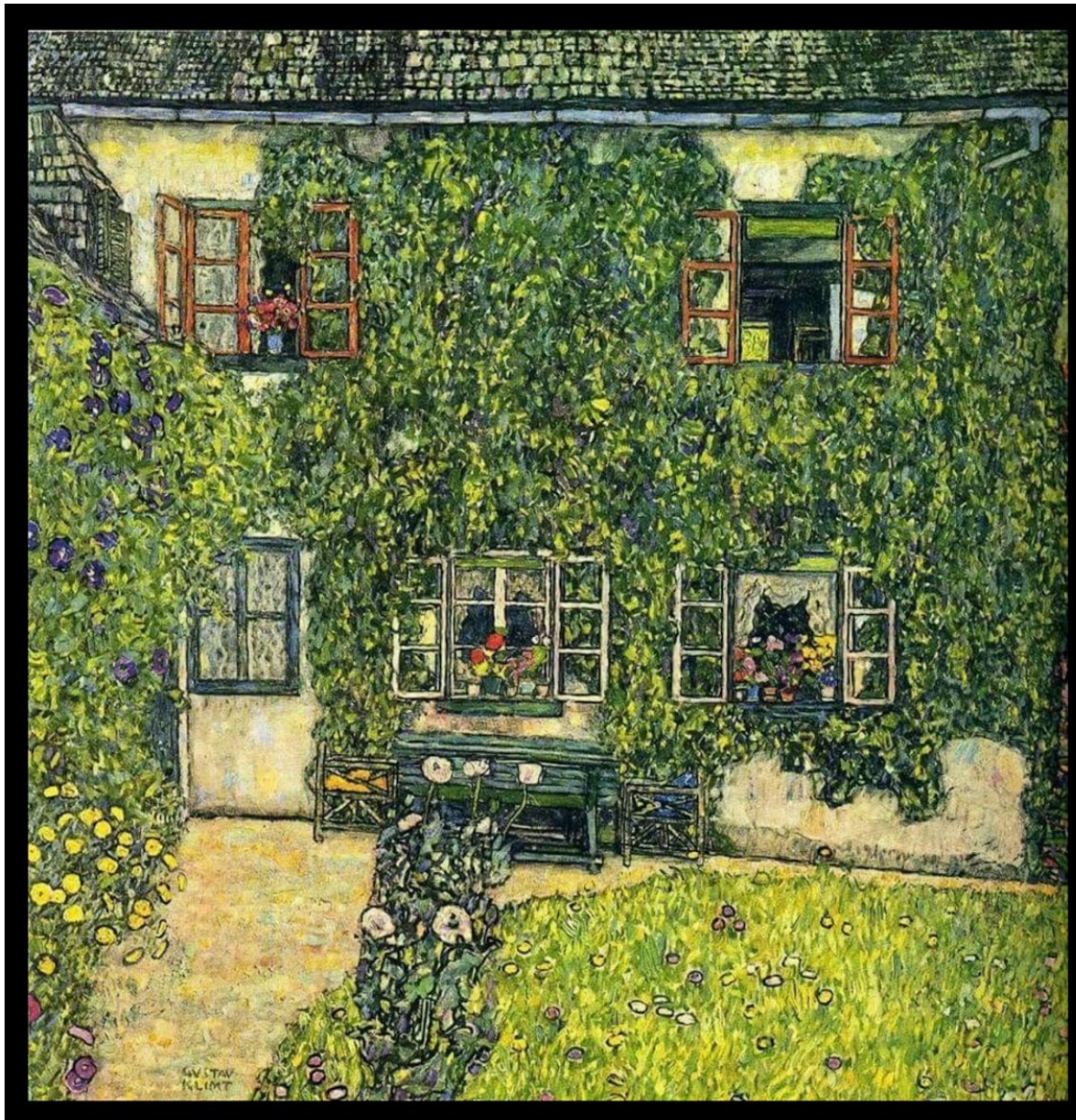
Narration (about 5 minutes):

1. Write 1-3 sentences about the process of rock weathering.
2. Here are some questions to help you get writing. . .
 - What did the rocks look like when you first collected them?
 - What did the rocks feel like?
 - Did the sugar cubes change as you shook the jar? What about the rocks?
3. **Illustrate with at least 3 details!**

Art

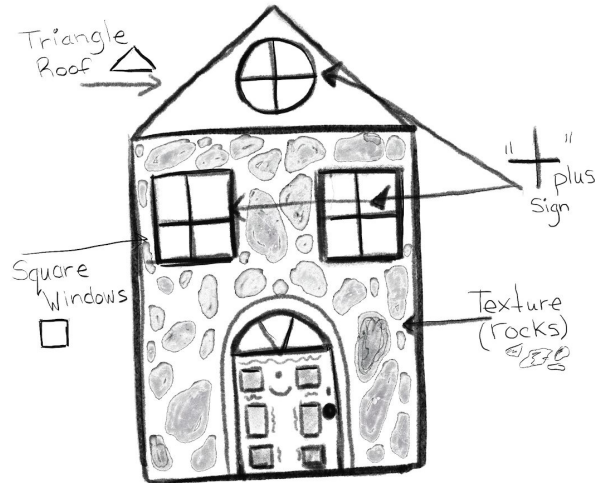
Please take out your artwork with the decorative front door and the sides of your house. Today we will finish your artwork of the house including the windows and roof and other details. Please observe artwork by Gustav Klimt below and notice the shapes of the

windows, the colors, and the texture of the roof and walls.



Now, on your house artwork you need to add a large triangle for a roof and one circle in the center. Add one large square to the right of the door and then do the same to the left of the door. Add window panes by adding a “plus” sign in the center of both squares. Add texture to the sides of your house as we have learned in class. You may choose to make your house stone, brick, or wood. The house artwork below shows you visually what you should do. At this time, add any other details (such as chimney, roof details, etc) and finish your house. Please save your artwork because we will be working on the landscape and

garden around your house for our next art session.



P.E.

Jumping Paper Challenge

Materials: 5 pieces of paper (or 5 items you can practice jumping over!)

Rules:

1. For this activity you fold your piece of paper longwise for level one (easiest), if you want it more challenging fold the paper in half widthwise (for level two), and for the most challenging level leave your paper as it.
2. Next you will space your 5 pieces of paper in a line (similar to a ladder laying on the floor), remember to leave enough room between each paper so your feet can fit between them!
3. Choose a side to start on and then complete the following challenges by jumping over your paper ladder 3 times each. Remember to jump over the paper and challenge yourself not to touch it the entire time!

- Jump with two feet
- Hop with right foot only
- Hop with left foot only
- Sideways two foot jump facing to your right
- Sideways two foot jump facing to your left
- Zig zag shuffle between each paper (you will between and around the papers for this one, not jumping over it)

- ❑ Around the World (For this you will only use one piece of paper. Start behind your paper, then jump to the right side of your paper, then to the front then to the left, then back to where you started. For an added challenge, see how FAST you can do this without touching your paper!)

I've attached the video link for today's lesson in the newsletter and on Google classroom.

Name: _____ Date: _____

Narration

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Wednesday Instructions and Resources

Wednesday, 5/20

Math

Review (about 5 minutes):

Word Problem: 50 adults are watching a baseball game together. 22 kids come to watch the game also. How many people are watching the game altogether?

_____ people are watching the baseball game together.

Write your number sentence below:

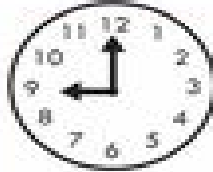
Now let's review **Telling Time**:

Look at the worksheet on the next page. Each clock has a different time. Draw a line and match the correct time to the clock.

.

Match the Time

View the time on the clocks. Draw a line from the time to the correct time on the clock.



3 o'clock

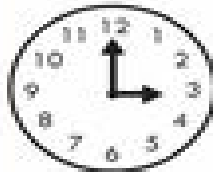


7 o'clock

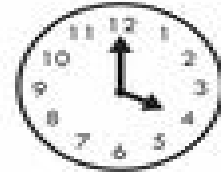


6 o'clock

10 o'clock



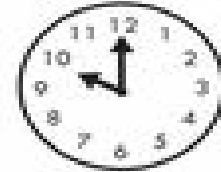
4 o'clock



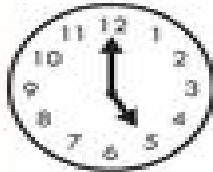
9 o'clock



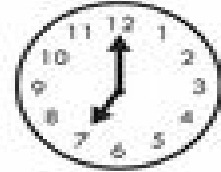
12 o'clock



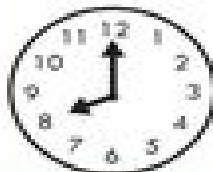
2 o'clock



11 o'clock



5 o'clock



1 o'clock



8 o'clock

Spalding

Present and Past Tense (about 10 minutes):

Write a sentence for each present and past tense Spalding word.

| Today I plant. | Yesterday I planted. |
|-----------------------|-----------------------------|
| plant: | |
| planted: | |

| Today I sing. | Yesterday I sang. |
|----------------------|--------------------------|
| sing: | |
| sang: | |

| Today I come. | Yesterday I came. |
|----------------------|--------------------------|
| come: | |
| came: | |

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 seventh and eighth stanzas of “The Village Blacksmith” by Henry Wadsworth Longfellow (about 2 minutes):

Toiling,--rejoicing,--sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought.

Bonus: Can you explain what is happening in the last stanza?

History and Grammar/Writing

Review (1 minute): Tell one thing you remember about **The Battle of Hastings**.

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

After William the Conqueror became king of England in the year 1066 A.D., the Normans poured into England, just as the Angles and the Saxons had long ago. The Normans changed the way the English lived. They changed the way the English built houses and farmed their land. And they even changed the way the English people spoke.

The English that you are hearing right now is a mix of several different languages. Do you remember when the Angles and the Saxons came to live with the Celts? We colored that map orange and green to show the people living together. As they lived together, their languages began to mix together: Celtic, with Germanic. The people began to learn words from each other's languages so that they could understand each other. Then, when the Vikings came to live in England (do you remember Halfdan and Alfred the Great?) the Vikings added their Scandinavian language to the mix. We could have shaded red in with the orange and green to show the three languages mixed together. Now, after the Normans settled in England, we could shade purple, to show the French language mixed in with the others! With all these colors mixed together, we would get a new, strange color -- and this color represents the English Language.

Let's look at some words from our mixed-up language. These words have similar meanings. The English language has kept both words, because they come from different languages.

| Anglo-Saxon Words Celts, Angles, and Saxons | Norse and Scandinavian Words Vikings |
|---|--|
| wish | want |
| craft | skill |
| bathe | bask |
| raise | rear |
| shatter | scatter |
| wrath | anger |

We can also recognize some patterns in spelling that can give us clues about where the words came from. For example, words that end in **—en** or **—le** usually come from the Norse languages that the Vikings spoke. Underline the **—en** or **—le** endings in these words:

happen
weaken
dangle
dazzle
drizzle

Many words that begin with the sound /sk/ are also from Scandinavian. Underline the /sk/ sound:

scab
scold
score
scrap
skull
sky

Some days of the week are named after Norse gods:

Tuesday — Tiew's day
Wednesday — Woden's day
Thursday — Thor's day
Friday — Fria's day

These words, and many others, were used so often that the Anglo-Saxons learned them too, and they became part of the English language.

The English Language is made up of six other languages: Celtic, Germanic (the language spoken by the Angles and the Saxons), **Scandinavian, French, Latin, and Greek.** Today, we talked about the first three. On Friday, we will finish the story so we can understand why we speak the way we do today!

Narration: (about 5 minutes):

1. With your best penmanship, write 1-3 sentences **telling why English is made up of many different languages.**
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!

Music

Warm-Up:

- Sing “Grizzly Bear” THREE times while tiptoeing around the room, yard, etc.:
 - 1) thinking voice (remember, this has no sound but show the words on your lips!)
 - 2) humming voice
 - 3) singing voice and remember to sing a beautiful **crescendo** - what does it mean? Say it out loud! **Crescendo** means “getting louder”!

Solfa Street:

- Last time, you sang “Bounce High, Bounce Low” in **solfa** while using your hand signs. Let’s see if you remember where the **solfa** live on Solfa Street! *So* is already on Solfa Street. Your job is to put Mr. *Mi* and Ms. *La* on the street. Write in their names above the house they chose! Here’s a great big clue and use your body ladder too:
 - So Mi* is a skip
 - So La* is a step



For fun:

- ❑ Teach someone how to play “This is the Poison” using this “poison” pattern, i.e. the pattern you don’t want to sing otherwise you’ll be out of the game: *so la mi*

Latin

-Say each Latin word 2x.

-Here is a video of Ms. Crimmins pronouncing the Latin words.

<https://cloud.swivl.com/v/ca931b901ab845c407cc758507b9c221>

| | |
|----------|--------|
| iānua | door |
| pōns | bridge |
| ager | field |
| autumnus | fall |

| | |
|-------------|--------|
| hiems | winter |
| calor/ardor | heat |
| frīgus | cold |
| lectus | bed |
| liber | book |

Name: _____ Date: _____

Narration

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

Thursday Instructions and Resources

Thursday, 5/21

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.

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| $60-10 =$ | $11+12 =$ | $14-14 =$ | $21+1 =$ | $80-1 =$ |
| $17-3 =$ | $70-10 =$ | $15-10 =$ | $40+40 =$ | $10+36 =$ |
| $25-10 =$ | $14-7 =$ | $16+25 =$ | $25-0 =$ | $18-8 =$ |

Review Money: (about 10 minutes)

Look at Textbook page 110 to help remind you of coins, bills, and their values.

Complete pages 193 and 194 in your Workbook to practice counting money.

Spalding

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

Word Search (15 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

Can you recite the whole poem, all eight stanzas? (Refer to the poem on Day 1 if you need help.) Practice for about 5 minutes.

Science

Review:

1. Check on your jar of rocks. Did the sugar cubes break down into “sand”? What about the pebbles?
2. **Sand** is one type of soil. The fine grains do not stick together. Water can move through it easily, but so can nutrients.
3. Another type of soil is **clay**. Clay sticks so close together that it’s difficult for water to move through it, or roots to grow in it.
4. If you mix sand and clay together, you get **loam**. Loam is the type of soil that most plants grow best in.

Activity:

1. Find three more glass jars, cups, clear plastic tupperware, etc.

2. Go outside and search for sand, clay, and loam. Put one type of soil into each container.
3. Plant a seed in each container, and see which one sprouts first. You may use any seeds you have on hand, even the seed from an apple or orange you might have eaten!

(If you are unable to complete the activity, write and illustrate a Narration about the three different types of sand on your own paper.)

Art

Please take out your house artwork saved from the last art session. Look at the empty area around your artwork of a house. Don't you think a garden would be beautiful to surround your house? Observe these beautiful garden paintings by Gustav Klimt (1862-1918). Please draw your garden around your house right now. Make sure to include plants to eat, plants that are beautiful, and plants that smell good. If you have a garden outside your home, draw things that are growing there right now. Draw a bench for you to sit on in your garden. Finish your artwork today.



Example of finished artwork:



<https://cloud.swivl.com/v/3d05be5d3225ceeb86036506984669cf>

P.E.

Obstacle Course:

For today's lesson you will need to find some items you can use to create your own obstacle course! Feel free to time this lesson and share your fastest time with me or challenge people in your family to see who can complete the challenge the fastest!

Find the following items:

- 10 items you can jump over (pillows, stuffed animals, cones, etc.)
- 2 items you can crawl under (maybe a chair)
- 3 items you can climb over
- One item you can throw (small ball)
- A basket of some kind for you to throw the ball into

One way to set up your obstacle course is like this:

1. 3 items to jump over
2. 1 item to crawl under
3. 2 items to jump over
4. 2 item to crawl over

5. 2 items to jump over
6. 1 item to crawl under
7. 2 items to jump over
8. 1 item to crawl over
9. 1 item to jump over
10. Use your ball to shoot in the basket (make sure it's at least a few feet away. Keep shooting until you make it and when you make it you've completed the obstacle!

Added challenge: If you're completing this outside, ask your parents if you can do it while holding a cup of water! Try not to spill the water while you're going through the obstacle!



19

MONEY

1 Bills and Coins

We use these coins and bills in the U.S.

Do you know their values?



penny



dime



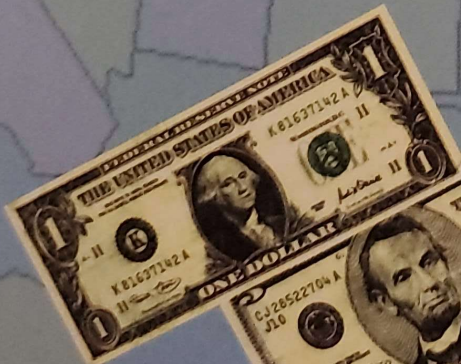
quarter



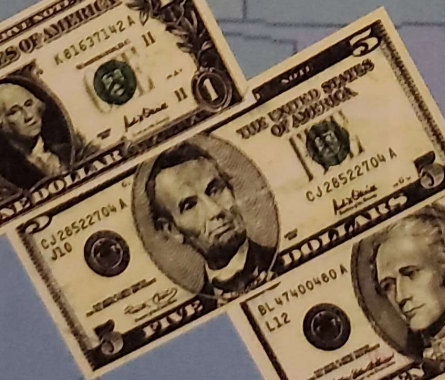
nickel



half dollar



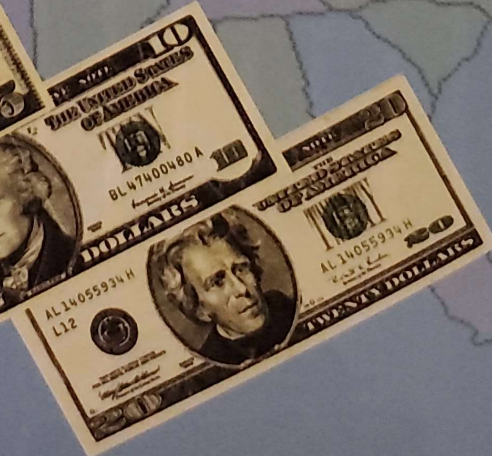
one dollar



five dollars



ten dollars



twenty dollars

EXERCISE 5

1. Is the amount of money enough to buy the item?
Write Yes or No.

(a)



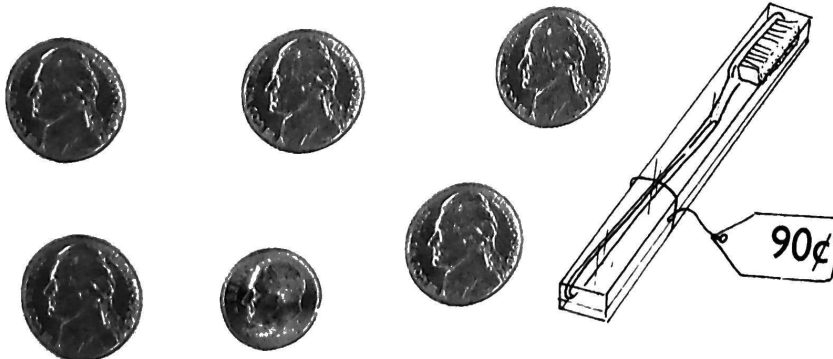
(b)



(c)



(d)



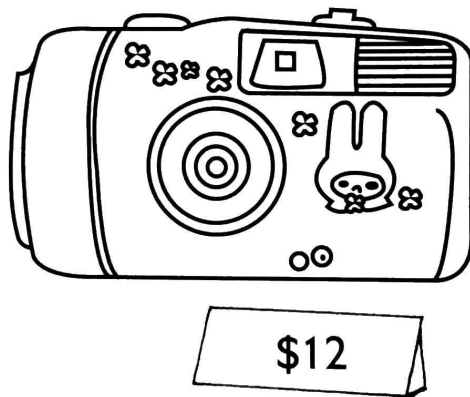
2. Mr. Brown has \$20.
He buys the watch.
How much money does he have left?



$$\$20 - \$13 =$$

He has \$_____ left.

3.



- Juan has \$9.
He wants to buy the toy camera.
How much more money does he need?

$$\$12 - \$9 =$$

He needs \$_____ more.

Friday Instructions and Resources

Friday, 5/22

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!

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

Let's continue to practice counting money:

Look at Textbook page 114 and 115. (You will have to remember how to count by fives and tens!)

Use the Textbook pages to help you complete pages 196 and 197 in your Workbook.

Spalding

Phonogram Challenge! (about 5 minutes):

Write one word that contains each phonogram.

a _____

g _____

p _____

t _____

ay _____

ee _____

oo _____

sh _____

Extra Challenge - optional

ou _____

ch _____

igh _____

oa _____

ng _____

ck _____

Now write a sentence using some of your words.

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 all eight stanzas of “The Village Blacksmith” by Henry Wadsworth Longfellow:

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.

Narration (about 5 min)

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

Well done, boys and girls. This is a very long poem, and you've shown perseverance and courage in memorizing it!

History

Warm-up (about 1 minute): What are the six languages that make up the English language? (see Wednesday's lesson if you cannot remember.)

Read (about 5 minutes):

Look at the map on the next page. Miss Estrada has begun some of the coloring for you, but now it is your job to finish! As you shade each color, think about the people that color is telling about, and how they came to be in England.

1. Take your **green** and color England to show that the **Celts** lived there first.
2. Shade **orange** on top of the green to show the Angles and the Saxons bringing their **Germanic** languages to Britain.
3. Shade **red** on top of the green and orange to show the Vikings bringing **Norse** language from the North. All mixed up, these colors show what we call **Old English**.
4. Shade **purple** on top of the green, orange, and red mix to show the **French** language coming after the Battle of Hastings.
5. The only languages we have not talked about are the languages of **Latin and Greek**. These are the languages that the first **Christians** spoke, so when Christ's disciples came to teach the English people about Christianity, they brought Greek and Latin words with them. Shade **yellow** on top of all the other colors to show the Christian words of Greek and Latin mixing with all the rest.

The History of the English Language



Here is a list of Old English words and French words that we still use today. Do you know what all these words mean? Look at the first two words: *shut*, and *close*. Why do you think we have two different words that have such similar meanings?

| Old English | French |
|-------------|---------|
| shut | close |
| answer | reply |
| smell | odor |
| yearly | annual |
| ask | demand |
| room | chamber |
| wish | desire |
| might | power |
| peace | quiet |

The French language also introduced new phonograms into the English language. Before the Normans came to England, the English people did not have the phonograms /v/ or /si/ or /oy/ (or /oi/, for that matter).

Old English was a mix of Latin, Celtic, and Anglo-Saxon. Now we are around the year 1066 A.D. and the French language has joined the mix. This new mix is no longer called Old English. It is called **Middle English**.

If you are enjoying these History lessons, there is a **special, bonus** lesson on Google Classroom! It is one of Miss Estrada's favorites, so if you have time, go to Google Classroom and keep reading about the story of the English language!

Music

Lucy Locket:

- Sing the song and tap the steady **beat** on your knees!

“Lucy Locket lost her pocket.
 Kitty Fisher found it.
 Not a penny was there in it,
 Only ribbon round it!”

- ❑ Sing the song and tap the **rhythm** on your elbow! Say and tap what **rhythm** is - ready? Go! *Rhythm is the way the words go!*
- ❑ Now, sing the **rhythm syllables (ta, ti-ti)** while you tap into your hand! Then give yourself a round of applause! The music is below and here is a video of Ms. Caranto to help: <https://cloud.swivl.com/v/f3a31666901bd5cef85cea7b0c7e43e4>

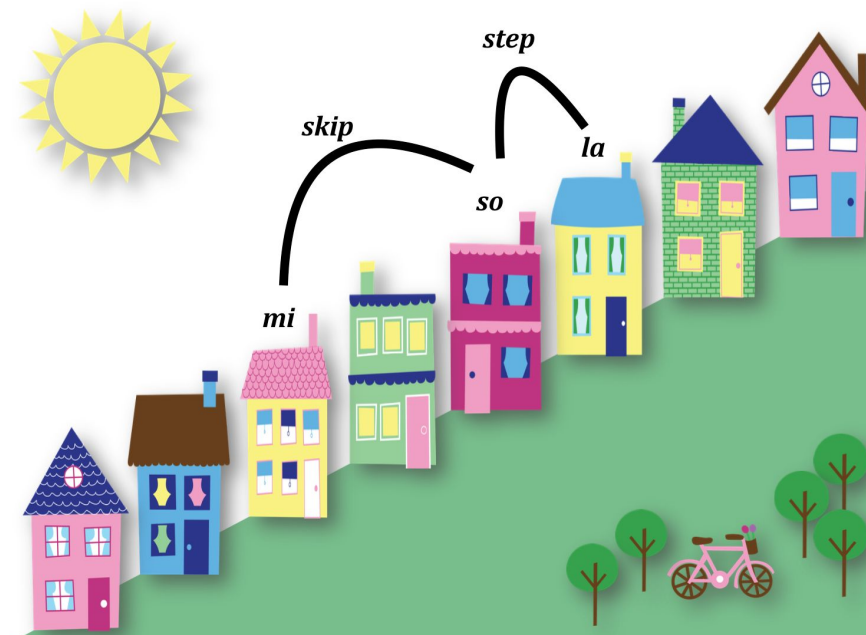


Lu - cy Lock - et lost her pock - et, Kit - ty Fish - er found it.

5
 Not a pen - ny was there in it, on - ly rib - bon 'round it.

For fun: play the singing game! Since you know the song, you can hide something in your house while someone is hiding their eyes. By singing *piano*, *forte*, and *crescendo*, help them find the missing object! Remember that you sing *piano* (soft) if they're far away and you sing *forte* (loud) as they get closer to the hidden object!

Here is the answer to Wednesday's question about Solfa Street:



Latin

-Memorize the first line of the Aeneid (stop after “ab orīs”)

-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.||

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

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

4.



5. How much money? Count by 5's.

(a) 2 nickels



cents



5, 10



(b) 7 nickels



cents



5, 10, 15, 20,
25, 30, 35



(c) 10 nickels



cents



5, 10, 15, 20,
25, 30, 35,
40, 45, 50



6. There are 20 nickels.



20 nickels =



cents =



dollar

7. Mary paid this amount of money for a notebook.

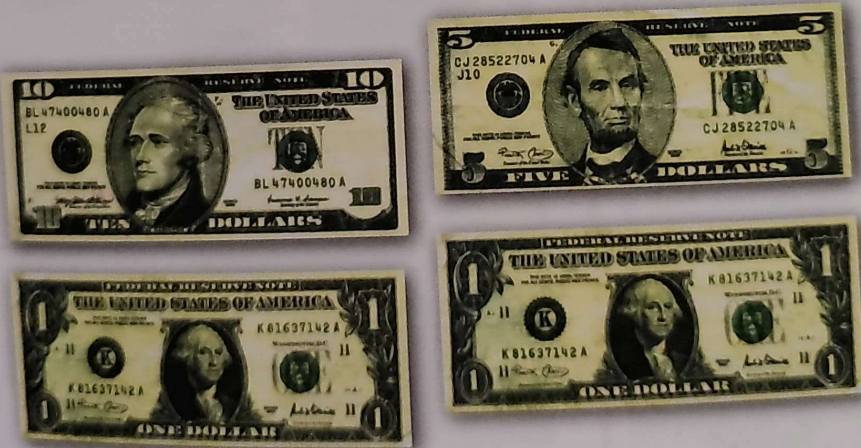


25, 50, 60, 70, 80, 90, 95 cents

The notebook cost ¢.



8. Maria paid this amount of money for a doll.



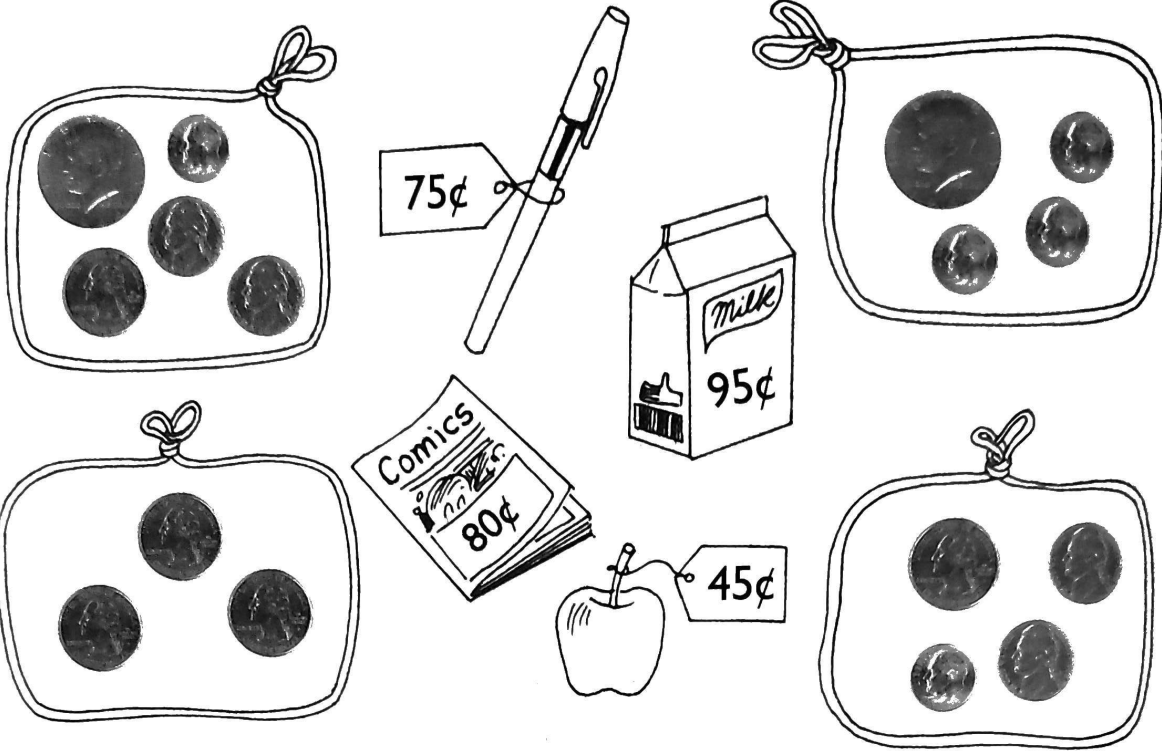
10, 15, 16, 17 dollars

The doll cost \$.

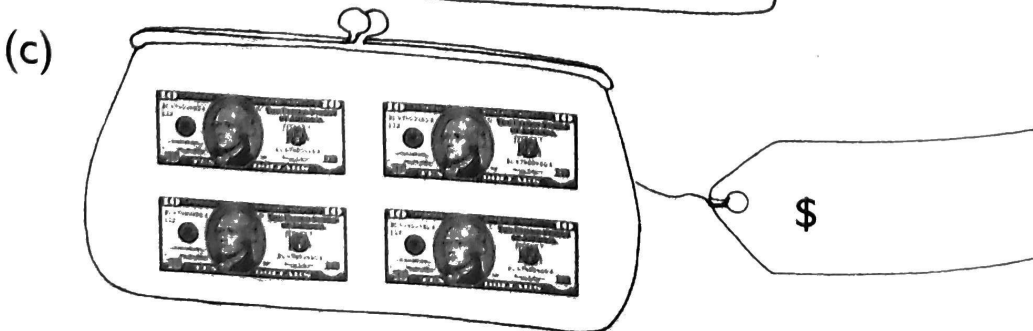
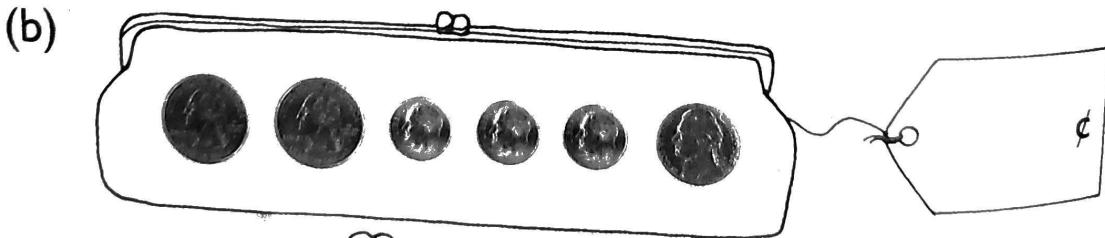
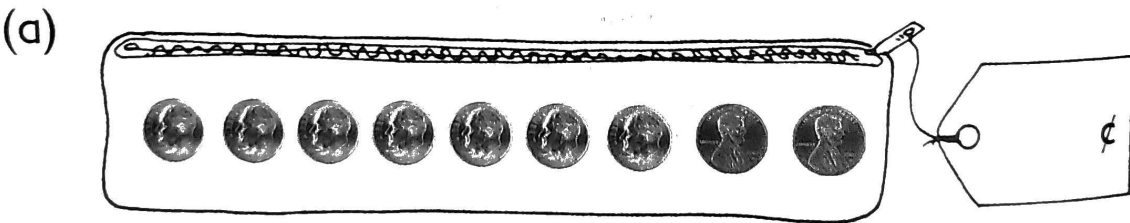


REVIEW 14

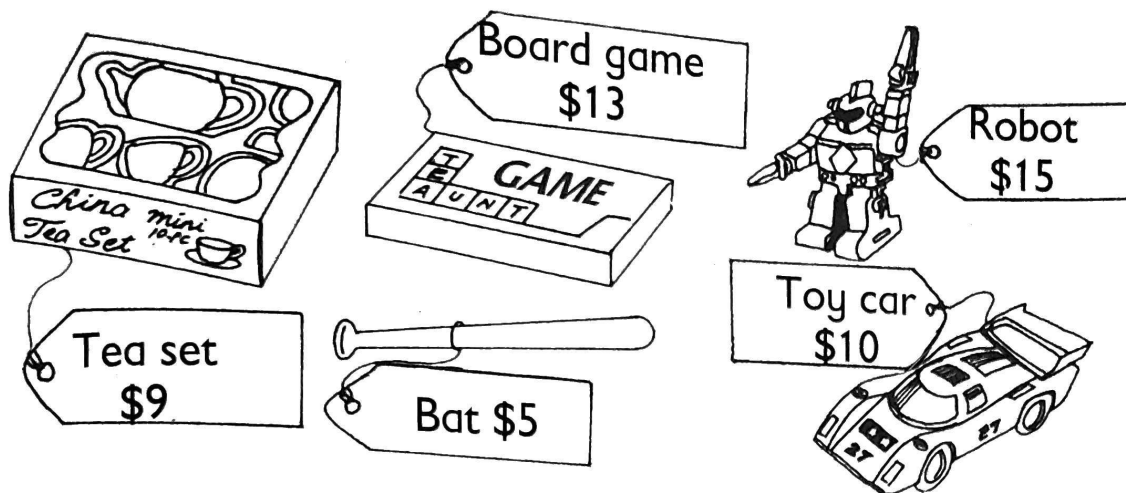
1. Match.



2. How much money is there in each set?



3.



(a) Which is cheaper, the tea set or the board game?
How much cheaper?

$$\square \bigcirc \square = \square$$

The _____ is \$_____ cheaper
than the _____.

(b) Ali has \$12.
He wants to buy the robot.
How much more money does he need?

$$\square \bigcirc \square = \square$$

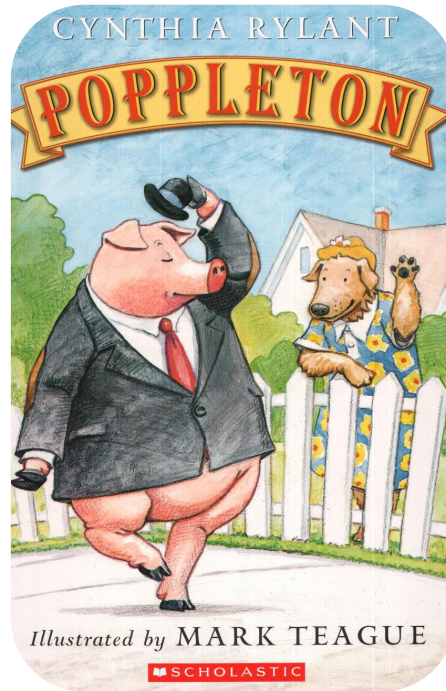
He needs \$_____ more.

(c) Pablo bought the bat and the toy car.
How much did he pay?

$$\square \bigcirc \square = \square$$

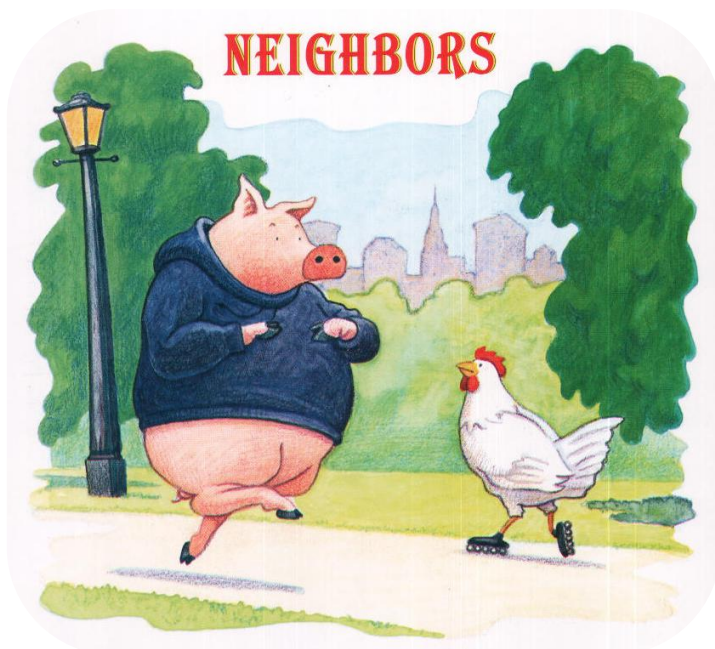
He paid \$_____

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.



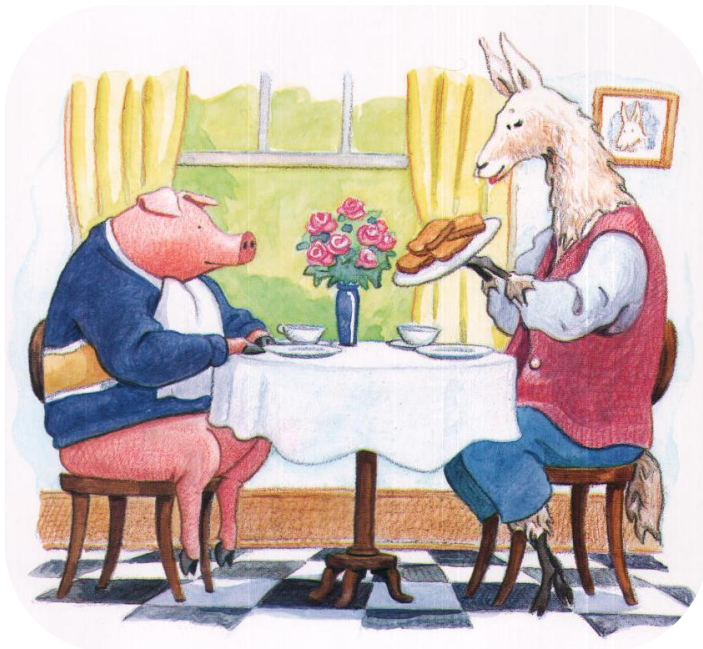
And it had Cherry Sue.

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.

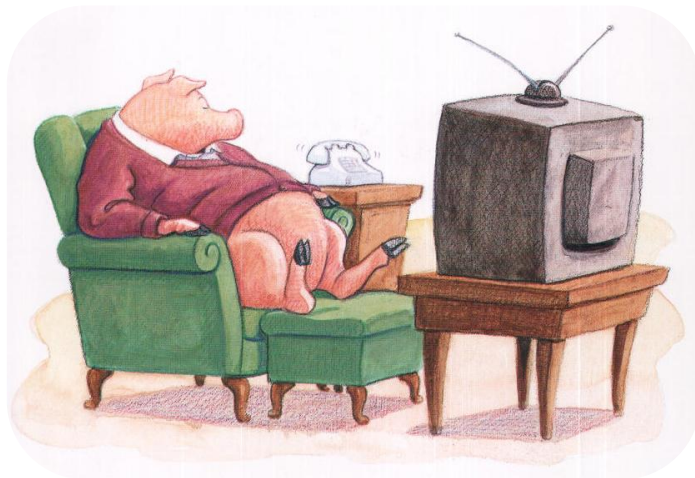
At first it was fun.

But not for long.



Some mornings Poppleton did not want oatmeal.

He wanted sleep.



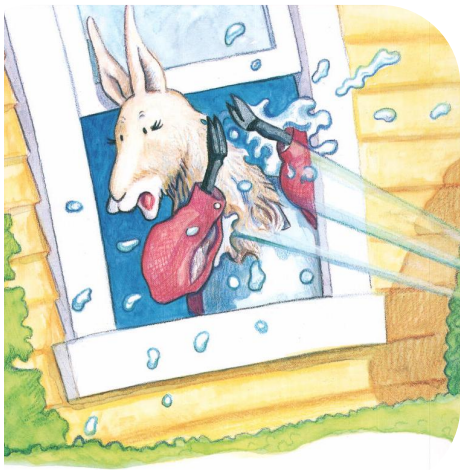
Some afternoons Poppleton did not want toasted cheese.

He wanted TV.

Some nights Poppleton did not want spaghetti.

He wanted to practice playing his harmonica.

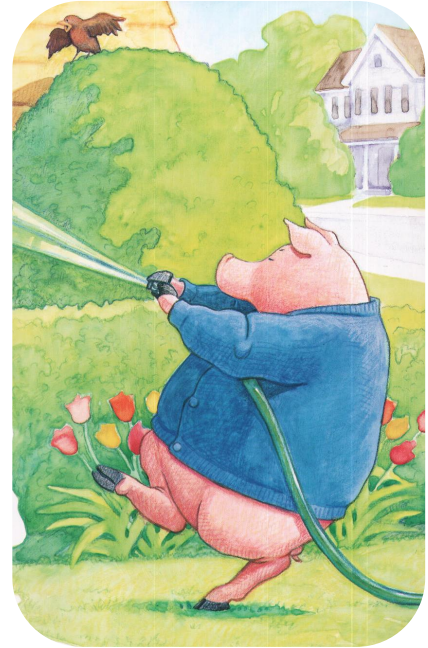
But Cherry Sue kept calling,
“Yoo-hoo! Poppleton!”



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.

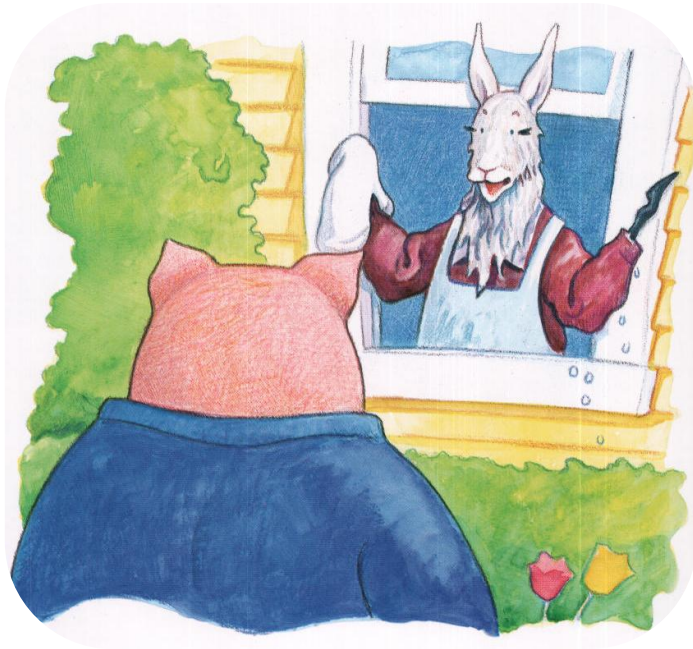


Poppleton felt awful.

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.”



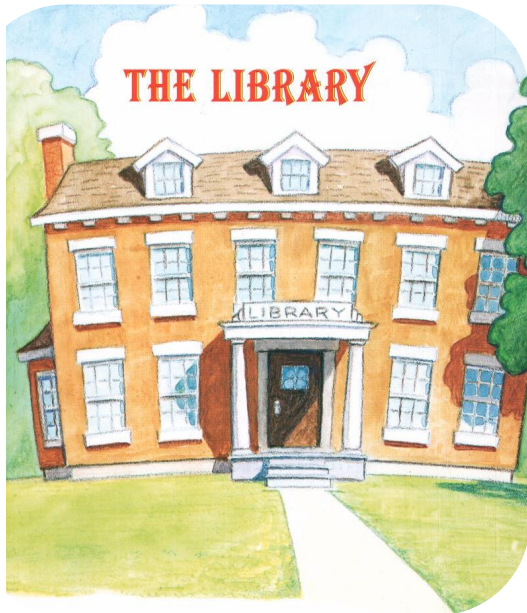
Then Poppleton soaked *himself* with the hose.

They laughed and laughed.

Poppleton and Cherry Sue were best friends from then on.

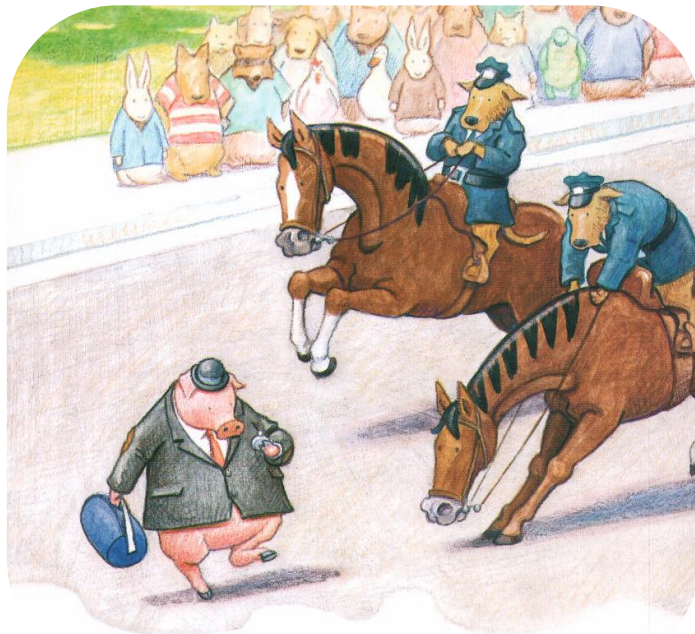
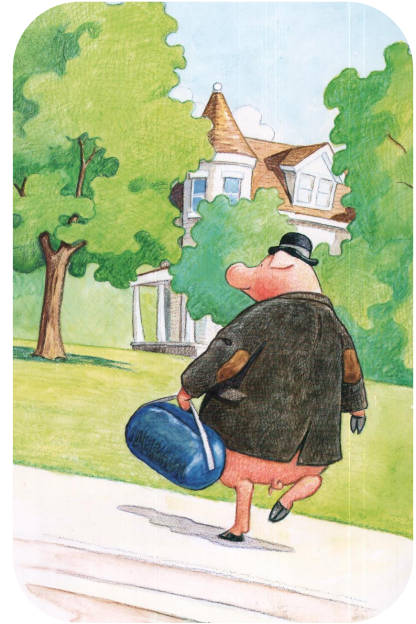


Chapter 2:
The Library



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."



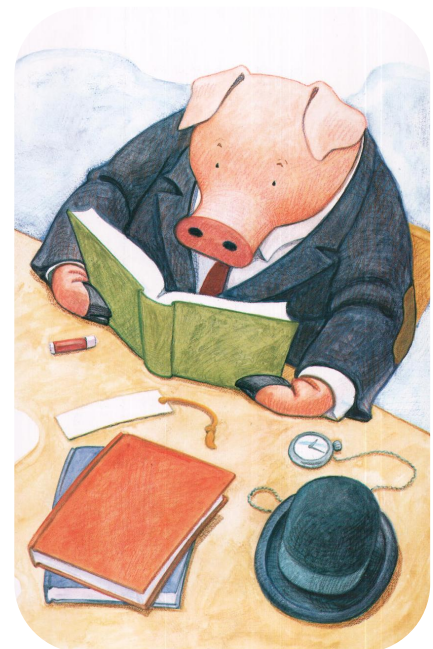
If there was a wonderful parade in town on Monday, Poppleton would say, "Too bad. Library day."

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.

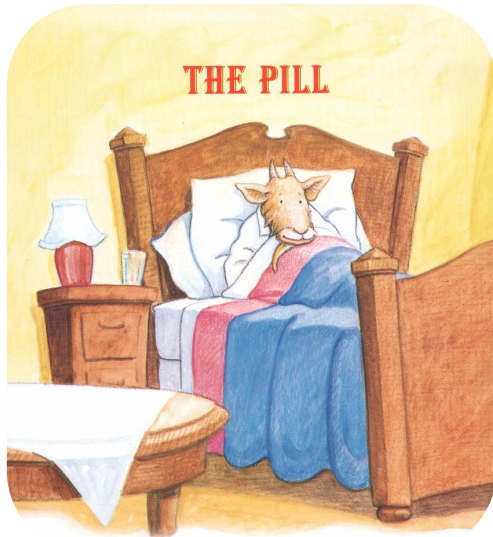


At the end of the day,
Poppleton finished the story.
He thanked the librarian and
packed up his things in his
duffel.



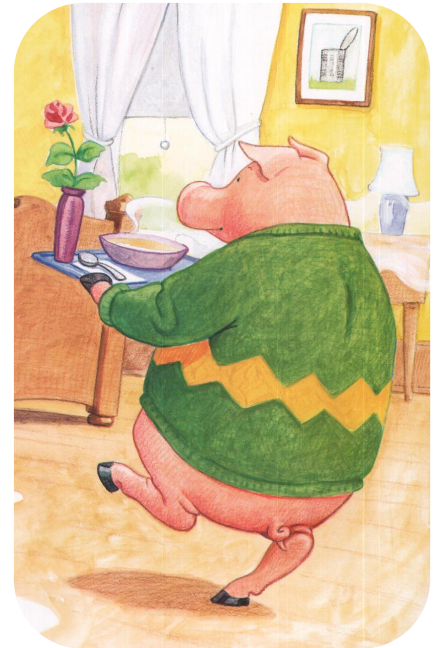
Then he slowly walked home, all
dreamy from so much
adventure.
Monday was Poppleton's
favorite day of all.

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.

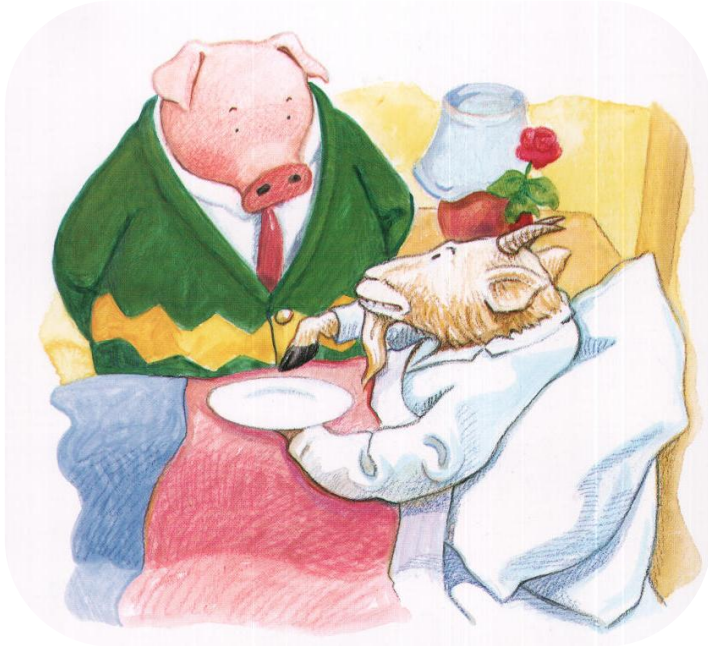
"Now I can hide your pill," said Poppleton.



"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.