



Remote Learning Packet

First Grade

May 4–May 8, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

May 4–May 8, 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 4, 2020
- Tuesday, May 5, 2020
- Wednesday, May 6, 2020
- Thursday, May 7, 2020
- Friday, May 8, 2020

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Student Name: _____ Teacher: _____

My Learning This Week

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

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

Monday, 5/4

Math

Review: (about 5 minutes)

Use your blueberries to help you practice counting by Tens and fill in the number that will come next.

Example:

10, 20, 30, ____, ____, ____.

Fill in the following blanks by counting by Tens:

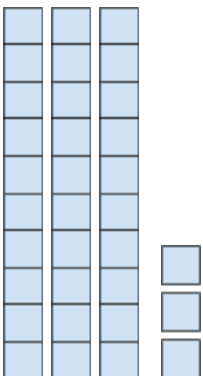
65, 75, ____, ____, ____.

40, 50, 60 ____, ____, ____.

21, 31, 41, ____, ____, ____.

Adding a 2 Digit Number and Tens

Look at the blueberries below. How many Ones and Tens do you see?



Now add 5 more blueberries.



How many blueberries will you have altogether?

I have _____ blueberries altogether.

Complete the following Textbook page and fill in the answers.

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>

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

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

<https://cloud.swivl.com/v/396431c7f785f719ca364d8f5522bfeb>

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

a bove r. 4

ex press r. 20, 17

turn

les son r. 29

Spalding Rules

Rule 4: “a” may say its name at the end of a syllable.

Job 2: English words may not end in “v.”

Rule 20: “s” never follows “x.”

Rule 17: we usually double “s” after a single vowel at the end of a base word.

Rule 29: I hear the “s” in syllable two but add it to syllable one so the “e” does not say its name.

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

Literature

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

Choosing a book: *Parents, your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*

If your child has a book he or she brought home from school, this is the time to read it!

If your child does not have a book, please see the pages from *Frog and Toad* attached at the end of this packet.

As you read...

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

sentences!

Poetry and Grammar/Writing

Begin by reciting the first four 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.

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

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.

About the poem:

1. “Parson” is another word for a priest, a pastor, or preacher.
2. To “rejoice” is to feel your heart fill up with joy.
3. A “choir” is a group of people singing together.

History and Grammar/Writing

Review (about 2 minutes): Tell one thing you remember about **the story of Beowulf and Grendel**.

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

Last week we read about the monster **Grendel**, who attacked **King Hrothgar**'s hall each night, and ate his men. King Hrothgar and his men were unable to defend their hall and keep Grendel away. So Hrothgar sent for help...

So Beowulf, mightiest man on the earth,
A fierce famous fighter, of very great worth,
Heard that Grendel attacked Hrothgar's hall every night,
And that Hrothgar's strong fighters were too scared to fight.
He gathered his clan, with their sharp swords and spears
And set off for the hall where the men nursed their fears.
Hrothgar was glad to see all those strong men!
He thanked them for coming again and again.
He said to them, “Welcome, Beowulf and all!
Tonight all of you can sleep in my hall.
When the monster arrives with his heart set on sin,

He will find you in there with all of your kin.
You can fight with him then. Do you need anything?
Sharper swords?" But Beowulf said to the king,
"Don't worry! We'll stay here with never a care.
As a matter of fact, it wouldn't be fair
To use swords to conquer this beast from the heath,
He doesn't have weapons -- just claws and his teeth.
So I'll take off my armor and leave off my sword,
And fight with bare hands. Otherwise I'd be bored!"
Beowulf and his men then lay down on the floor,
Turned out all the lights, and locked the great door.
They waited for Grendel, pretending to sleep.
Then out of the darkness, so thick and so deep,
Came the sound of the monster, approaching the hall.
He howled and brought fear to the hearts of them all.
The door, made of iron, was closed, locked, and barred,
But the monster destroyed it without breathing hard.
He grabbed a plump warrior, got ready to feast --
But Beowulf seized the arm of the beast,
And started to twist it with all of his might.
So then Grendel turned on him ready to fight,
But Beowulf twisted the arm yet again,
While Grendel howled out with the terrible pain.
He screamed and he howled, but he still couldn't flee --
Beowulf's muscles were something to see!
The Beowulf pulled once again on the arm,
And it *popped off* at once, causing Grendel great harm!
Yelping, he galloped right out of the door,
Leaving his arm lying there on the floor.
When the warriors saw what their leader had done,
They cheered. Then they followed where Grendel had run.
The monster's great tracks led them down to a pool,
Where the dank mists had settled, all slimy and cool,
O'er the water's black surface. Engulfed there, they found
The body of Grendel, who'd jumped in and drowned.
"He is dead!" they rejoiced. "Let's have a great feast!
No more will we dread the approach of the beast!"
So with mirth and great glee they brought food to the hall,
And they hung Grendel's arm way up high on the wall,

And they ate, drank, and sang till the evening grew old,
Then Hrothgar gave Beowulf armor of gold,
And a bard lauded Beowulf, mighty of hand,
And his fame was eternally sung in that land.

For Your Sense of Wonder

If possible, you may take a moment to listen to a minute of this English Professor reciting *Beowulf* the way it would have sounded when the **bards** performed it so long ago. You can even hear the little harp that the bards would play as they told the story!

<https://www.youtube.com/watch?v=CH-Gwo04xl>

The **English language** sounded different back then, but it looked different too! This is the beginning of the story of Beowulf when it was first written down.



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 Beowulf. What belongs to Beowulf?
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:

Grendel screamed and he howled, but he still could not flee. Beowulf's muscles were something to see!

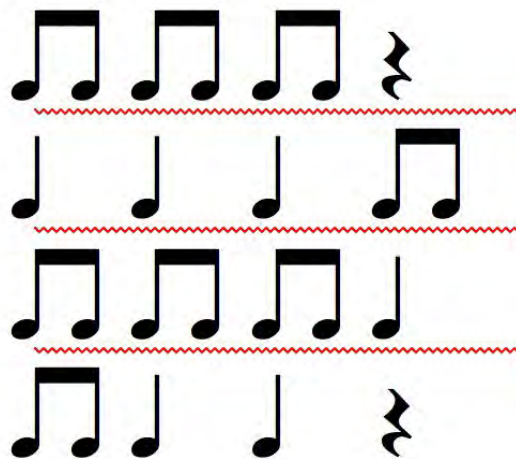
Music

Warm-Up:

- Sing “Chocolate Cookie” with all the motions and make a beautiful *crescendo* at the end. Here is a video of Ms. Caranto singing the song and reminding you what *crescendo* means:
<https://cloud.swivl.com/v/0acdeef4a8f749107ae693f7f7737844>
- Sing “Chocolate Cookie” while doing jumping-jacks to the steady **beat**! What does the beat do? *The beat stays steady!*
- Sing “Chocolate Cookie” while stomping the **rhythm** with your feet. What is rhythm? Tell me - go!
Rhythm is the way the words go!

All Around the Buttercup:

- Sing the song and march to the steady **beat** around the room, house, or yard - make sure you keep an eye out for safety!
- Sing it again and this time tap the **rhythm** - the way the words go - into your hand!
- Now, it’s time to be a music detective! Sing the song and tap the **rhythm** while you look at the music below and see if you can find the THREE mistakes in the rhythm.
 - Clue: There are no mistakes in Phrase 3! Circle each mistake you find and put the correct answer beside it! ***Correct answer is provided after today’s Latin assignment.***



Latin

- Please say each quote 2x.
- Here is a Quizlet to help you with the pronunciation of the quotes and some fun ways to practice.

Password is LatinQuotes (case sensitive)

<https://quizlet.com/503857270/latin-quotes-flash-cards/>

Quotes

Ē plūribus ūnum = “out of many, one”

Cavē canem = “Beware of the dog”

Semper fidēlis = “Always faithful”

Dum spīrō, spērō = “While I breathe, I hope” (Cicero; motto for the state of South Carolina)

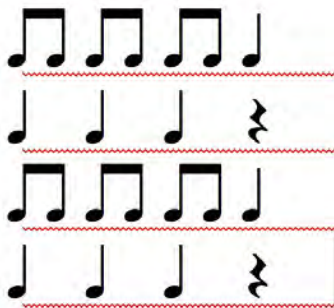
Ex librīs = “from the books”

Ante bellum = “before the war”

P.S., post scrīptum = “written afterwards”

Vērum, bonum, pulchrum = “the true, the good and the beautiful”

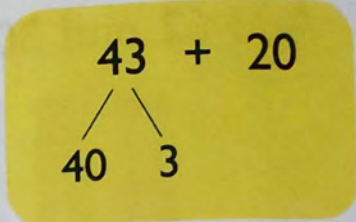
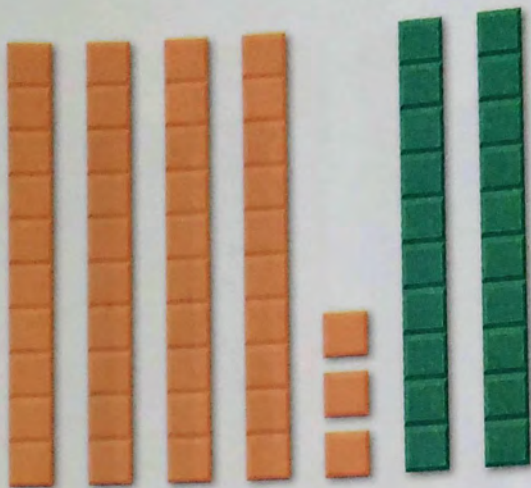
Answer for Music:



Name: _____ Date: _____

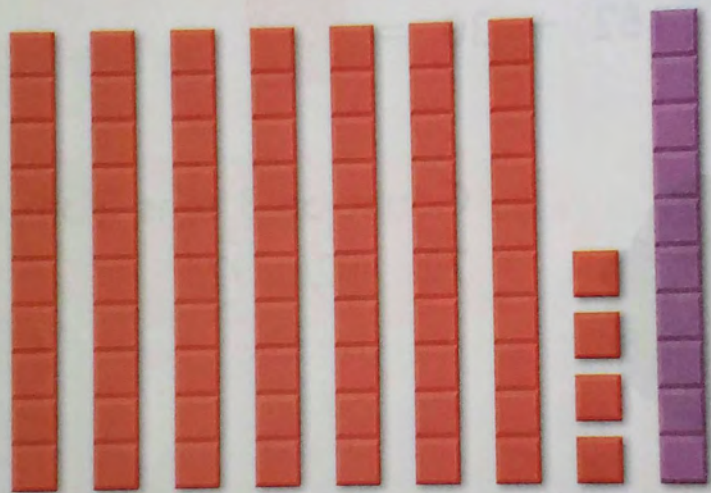
Copywork

4. (a)



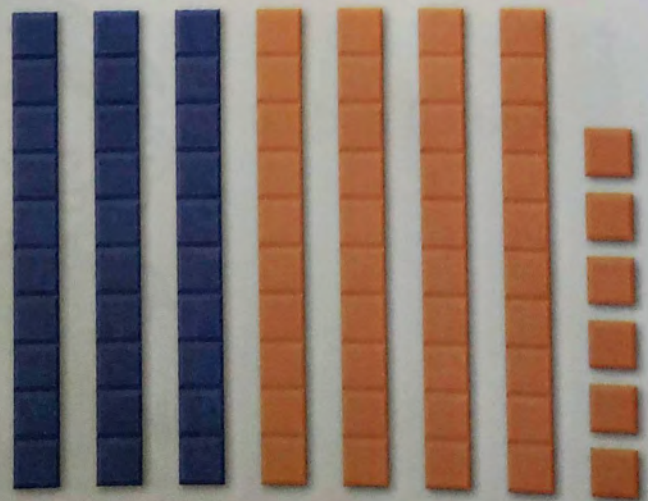
$43 + 20 =$

(b)



$74 + 10 =$

(c)



$30 + 46 =$

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!

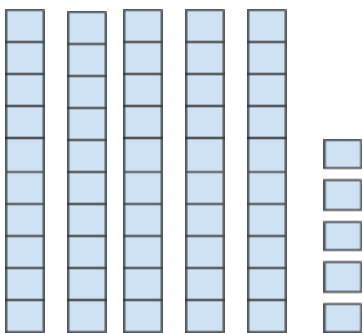
$20 + 1 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$18 - 10 = \underline{\quad}$	$5 \times 10 = \underline{\quad}$
$2 \times 8 = \underline{\quad}$	$50 - 1 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$15 + 8 = \underline{\quad}$

Adding 2-Digit Numbers: (about 15 minutes)

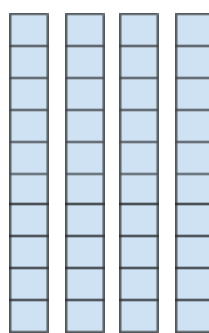
Look at the numbers below. How many Tens are in the number **55**? How many Ones?

How many Tens are in the number **40**?

55



40



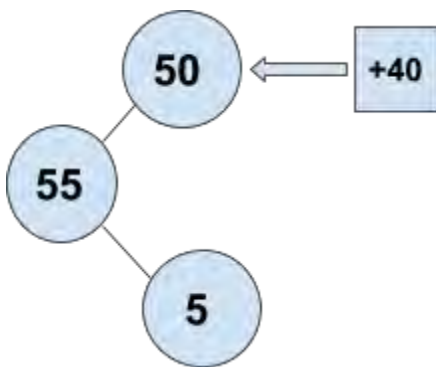
If we write this as a number sentence, we would write **$55 + 40 = ?$**

How many Tens and Ones do you have altogether?

There are _____ Tens.

There are _____ Ones.

I have _____ blueberries altogether?



$$55 + 40 = 95$$

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

If we changed our number sentence to $55 + 42 = ?$, then how many Tens and Ones would we have?

Complete Workbook page 160 for practice.

Spalding

Oral Phonogram Review: If you have time, review your phonograms with Miss Estrada.

<https://cloud.swivl.com/v/b3b0e1c46dd0b4968c10ce19f104e257>

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

<https://cloud.swivl.com/v/a518b31d60d40b5ebf287c1b1d4cb3e1>

If you are unable to watch the video, **you can see the words on the next page.** Find someone to dictate them to you so you can finger-spell them.

WPR:

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2. After Ms. Borer says the phonogram, you say the phonogram as you write.
3. When you have written all the phonograms, put your pencil down and point to each phonogram with Ms. Borer. Say the sounds as you point.
4. If you need to fix a phonogram, do so!

Words

1. Follow along with your syllable fists and finger-spelling for each word.
2. Write the word on the Spalding Review lines below and mark it correctly.
3. When you have finished the word list, read for spelling and for reading.
4. After you finish learning the words with Ms. Borer, choose 3 of the words, and write a sentence for each one.

See today's Spalding words on the next page. Students, try not to copy! Do your best to sound out the words as you write.

Write your phonograms for WPR.

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Write and mark your Spalding Words.

Choose 3 words. Write a sentence with each word.

1. _____
2. _____
3. _____

Spalding Words

half

fa³ ther²an y thing r. 6ta ble₌₄ r. 4**Spalding Rules****Rule 6:** English words do not end in “y” (any).**Rule 4:** “a” may say its name at the end of a syllable.**Job 4:** every syllable must have a vowel.**Poetry**

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

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.

Science and Grammar/Writing

Review: Say the following sentences out loud two times each.

1. Carnivores eat meat.
2. Herbivores eat plants.
3. Omnivores eat both meat and plants.

Observation:

1. If possible, watch this video of Mrs. Treece walking through the woods near Grapevine Lake:
<https://cloud.swivl.com/v/6e4986e72ca43dab2d1308a419508da3>
2. Closely observe the photos below of a tropical forest and a deciduous forest.



Tropical Forest



Temperate Deciduous Forest

Learning about Forests:

1. There are three different types of forests: tropical, temperate (deciduous and coniferous), and boreal.
2. **Tropical forests** are rainforests. As you can see in the picture above, they have thick vegetation. They are found in wet, warm places, and get at least sixty inches of rain each year. Animals in tropical forests need to be able to live in the trees, and you will find species like birds, bats, and snakes, as well as *many* others!
3. **Deciduous forests**, like the one in Mrs. Treece's video, have four distinct seasons. The leaves of deciduous trees turn colors in the fall. Many animals make their homes in these forests, such as squirrels, chipmunks, deer, foxes, and birds.
4. We will learn about **coniferous and boreal forests** on Thursday!

Narration:

1. **Write 1-3 sentences describing tropical and/or deciduous forests.**
2. Here are some questions to help get you thinking. . .
 - What do the trees look like in the deciduous forest? What about in the tropical forest?
 - What animals live in these forests?
 - Have you ever visited a forest? What did it smell like?
3. Read your sentences back to yourself and check your work!
4. **Illustrate** with color and detail.

P.E.**Throw and Catch Challenge**

Link for today's lesson: <https://cloud.swivl.com/v/4171cdc1880d8aa0936d958c423c9417>

Materials:

- Empty juice/milk jug or something similar (best if plastic with a handle)
- Scissors
- A marker to mark where to cut
- A small ball (tennis ball, sock ball, or anything about that size)

***If you don't have these materials, please work on throwing and catching with your hands and incorporate clapping between throws to make it more challenging!

For this activity you should ask your parents for help before cutting the milk jug (which will be your catching device!)

Steps:

1. Clean out the jug and draw a line about an inch away from the bottom
2. Carefully, with your parents' help, cut all the way around the line until the bottom of the jug is removed
3. Now flip your jug so the bottom is open towards the sky and hold the jug in your non-dominant hand (the hand you don't throw with)
4. Hold the small ball in your throwing hand and toss it in the air
5. Then try and catch the ball inside the jug! Try and catch it at least 5 times

Optional Challenges:

- ★ Bounce the ball on the ground and then catch it in the jug!
- ★ Have someone else bounce it on the ground and you try and catch it in your jug!
- ★ Make two or more of these catching devices and play catch with your family! Find creative ways to throw and catch the ball or see how many you can do in a row without dropping the ball!

Art

We are going to begin our art study of shoes today. Shoes are interesting to look at in famous artwork; they look very different in different places and time. Shoes are also good for us to study as artists because of their fantastic shapes and designs. Please take some time to study this beautiful oil painting by Vincent Van Gogh. It is interesting to note that these are his actual shoes!



Pair of Shoes by Vincent Van Gogh 1886

Name: _____ Date: _____

Narration

2. Add.

$40 + 20 = 60$

$$\begin{array}{r} 42 + 20 \\ \swarrow \quad \searrow \\ 40 \quad 2 \end{array}$$

$42 + 20 =$



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

Wednesday Instructions and Resources

Wednesday, 5/6

Math

Review (about 5 minutes):

Word Problem: I bought 12 apples to share with 4 friends. I want all of my friends to have an EQUAL amount of apples. How many apples will each friend get?

Each friend will get _____ apples.

Write your number sentence below:

Adding Two-digit Numbers (about 10 minutes):

Yesterday you practiced adding 2-Digit Numbers together. Today you will practice adding more 2- Digit numbers.

45

30

Look at the 2 numbers above.

How many Tens are in the number 45?

How many Tens are in the number 30?

I want to add both of the numbers together. Write an ADDITION number sentence below using the 2 numbers above.

Try counting on to find the answer. Start with 45 and add 3 more Tens.

(Hint: count by Tens)

Now look at the number sentence below:

$$23 + 15 = ?$$

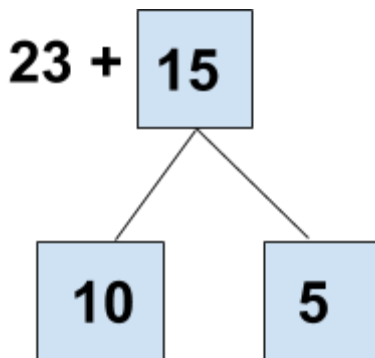
To answer this number sentence I can break it into Tens and Ones. (Use your blueberries to help you)

There are **2 Tens** and **3 Ones** in the number 23.

There is **One group of Ten** and **5 Ones** in the number 15.

If I write this as a number sentence I would write :

$$23 + 10 + 5 = ?$$



I found my Tens and Ones in the number 15. This makes it easier for me to count on.

I can start with the number **23. Add 10. Then add 5 more.**

What answer did you get? Write your answer below.

Optional: Complete Workbook page number 161 for more practice.

Spalding

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<https://cloud.swivl.com/v/089b29f7e92cf6a5853ad76d6e5eccd2>

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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

high

June r. 26

date

next

Spalding Rules

Rule 26: Proper nouns must be capitalized.

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 fifth stanza of “The Village Blacksmith” (about 2 minutes):

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.

History and Grammar/Writing

Review (2 minutes): How did Beowulf defeat Grendel? Be sure to speak in complete sentences when you answer.

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

We have spent the last few History lessons learning about the barbarians who lived outside of the old Western Roman Empire. We have talked about the Celts, the Angles, the Saxons, and today, we will learn about another group of barbarians who lived nearby.

Look at the map below. Put your finger on the boot, and pretend that you are in Italy. Tiptoe north, up to the top of the boot, to the icy mountain range. Do you remember what those mountains are called? They are the **Alps**. The land all around you was ruled by Rome until barbarians invaded. But a funny thing happened to those barbarians. When they came into Roman territory, they began to learn Roman customs. They built houses, like Roman houses, and lived in them, instead of roaming around on horseback like nomads. They discovered Roman customs, like shaving, and taking baths. Missionaries taught them about Christianity. They learned to speak Latin. They became *civilized*. The Roman people stopped calling them **barbarians**, because now they could understand the way that they lived, and the language that they spoke.



The barbarians-who-were-not-barbarians-any-more began to establish their own kingdoms all over the land that used to belong to the Romans.

Are you still in the Alps? Look to the west. There is Spain, where Julius Caesar wept, because he was not as famous as Alexander the Great. Look to the north. There is Britain, where the Celts had to learn how to get along with the Angles and the Saxons. Take your finger and travel north towards Britain, but stop before you get to the Atlantic Ocean. This land is the land of **Gaul**. At the very end of the Western Roman Empire, the land of Gaul was invaded by barbarians called the **Franks**.

The Franks were made up of several different tribes. These tribes had trouble getting along when they first settled in Gaul, but in the year **481 A.D.** a young leader named

Clovis set out to make all of Gaul into one empire. Eventually, Clovis ruled over all of Gaul, and united the different tribes into one empire -- the Frankish Empire. Today, we call this part of the world France, after the Franks.

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.

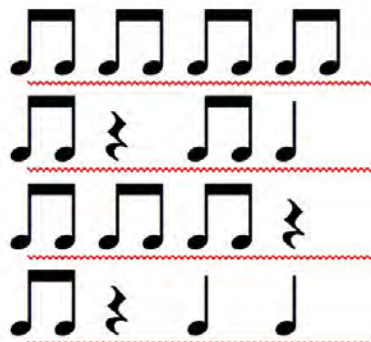
Sentence to copy:

In the year 481 A.D. a young man named Clovis set out to make all of Gaul into one empire. This was the beginning of the country we call France.

Music (5 min.)

Bobby Shafto:

- Sing the song with the motions and march to the steady **beat** around the room, house, or yard! If you need help remembering, here's a link of Ms. Caranto singing the song: <https://cloud.swivl.com/v/d8a702e1767bb1e6e702cb0128aafa9d>
- Time to be a music detective again! Can you find the FOUR mistakes in the rhythm below? Circle them and correct them! Remember to tap the **rhythm** into your hand while you look at the music to help you solve the mystery.
 - Clue: There is one mistake in each phrase! *Answer provided after Latin lesson today.*



- ❑ For fun: Find a plastic cup in your house and sing the song using the cup as an “instrument”! Here is a video to help you remember what to do! Now, find someone to pass your cup to and teach them the motions, too!

<https://cloud.swivl.com/v/87f3c4e9b30c21a1ab084caedd2d68ef>

Latin

- Please review the days of the week. Use this Quizlet to help with pronunciation! Password: LatinDays (case sensitive) <https://quizlet.com/504761687/flashcards>
- Have your parents or siblings ask you what day it is in Latin and see if you can give the correct answer.

Quid est hodiē?	= What day is it today?
Diēs Sōlis	= Sunday
Diēs Lūnae	= Monday
Diēs Martis	= Tuesday
Diēs Mercuriī	= Wednesday
Diēs Iovis	= Thursday
Diēs Veneris	= Friday
Diēs Saturnī	= Saturday

Answer for Music:



Name: _____ Date: _____

Copywork

EXERCISE 18

1. Add.

$25 + 14 =$

$25 + 10 + 4$



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

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.

$30-10 =$	$10+20 =$	$10-1 =$	$10+40 =$	$11-10 =$
$4-3 =$	$18-10 =$	$11-9 =$	$10+11 =$	$20+11 =$
$11-1 =$	$12-10 =$	$10+8 =$	$20-9 =$	$19-19 =$

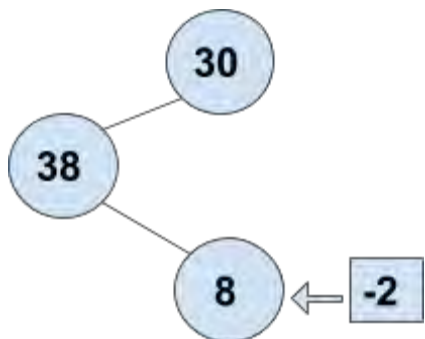
Subtracting One-Digit from Two-Digit Numbers: (about 10 minutes)

So far, you have learned how to add 2 Digit numbers. Now we are going to learn how to **SUBTRACT**.

Remember that SUBTRACTION means I am TAKING AWAY.

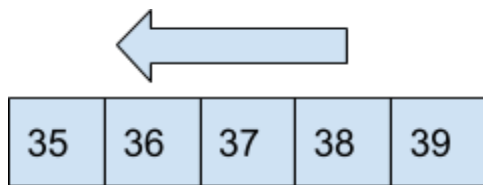
There are 38 birds in a tree. 2 of the birds fly away. How many birds are left?

If we write this number story as a number sentence we would write: $38 - 2 = ?$



The number **38** has 3 Tens and 8 Ones. Remember that we keep our TENS with our TENS and ONES with ONES, so we have to take 2 away from the Ones place.

We can also use the method of counting back. When we subtract, we count back because we are taking away.



We start at the number 38 and count back **2 numbers**.

38, 37, 36.

Optional: Complete Workbook page number 168 to practice your Subtraction.

Spalding

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

SEASON
JUNE
HIGH
HALF
BARE
ANYTHING
TABLE
ABOVE
LESSON
NEXT
CHARGE
COMING
BURN
EXPRESS
SIR
DATE
FATHER
LITTLE
TENTH
TURN

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 flowers and leaves from your backyard. Glue them on a piece of paper to create a picture!
- 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 fifth stanza of “The Village Blacksmith” (about 2 minutes):

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.

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

Science

Review:

1. Describe a **tropical forest**.
2. Describe a **deciduous forest**.

Observation:

1. If possible, watch this video of Miss Borer visiting the California Redwoods:
<https://cloud.swivl.com/v/3a9d777c91fe8886de0e99542f349d4a>
2. Carefully observe the photos of a **coniferous forest** and a **boreal forest**.



Temperate Coniferous Forest



Boreal Forest

Learning About Forests:

1. Conifers are cone-bearing trees with needle-like leaves. We also call these trees evergreens.
2. **Coniferous forests** are made up of conifers, and can be found across the Northern Hemisphere.
3. **Boreal forests** are in the far north, where it is very, very cold.
4. The animals in boreal forests must be adapted to surviving the harsh winters.

Activity:

1. Follow the directions on the “What Do You See in the Forest?” worksheet to color and cut out a forest scene!

P.E.

Leg Strengthening

Warm up: Jog in place while singing your ABC’s two times, then do 20 Jumping Jacks

Exercises:

- 30 squats (make sure you fully bend your knees and stand all the way up)
- 10 tuck jumps (bring your knees to your chest when you jump!)

- ❑ 50 calf raises (Keeping your legs straight, go all the way up on your toes and come back down with control. These should be done very slowly to make it more challenging.)
- ❑ 30 second wall sit (or sing your ABC's 1 time)
 - ❑ Find an empty wall to do this and put your back against the wall, then bend your knees until you look like you're sitting in an imaginary chair!



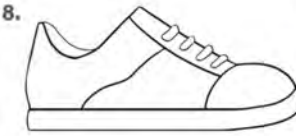
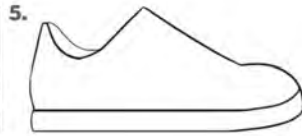
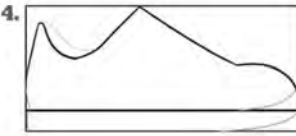
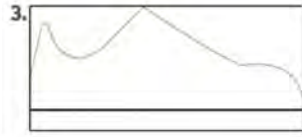
Art

Lesson video: *Link for Today's*

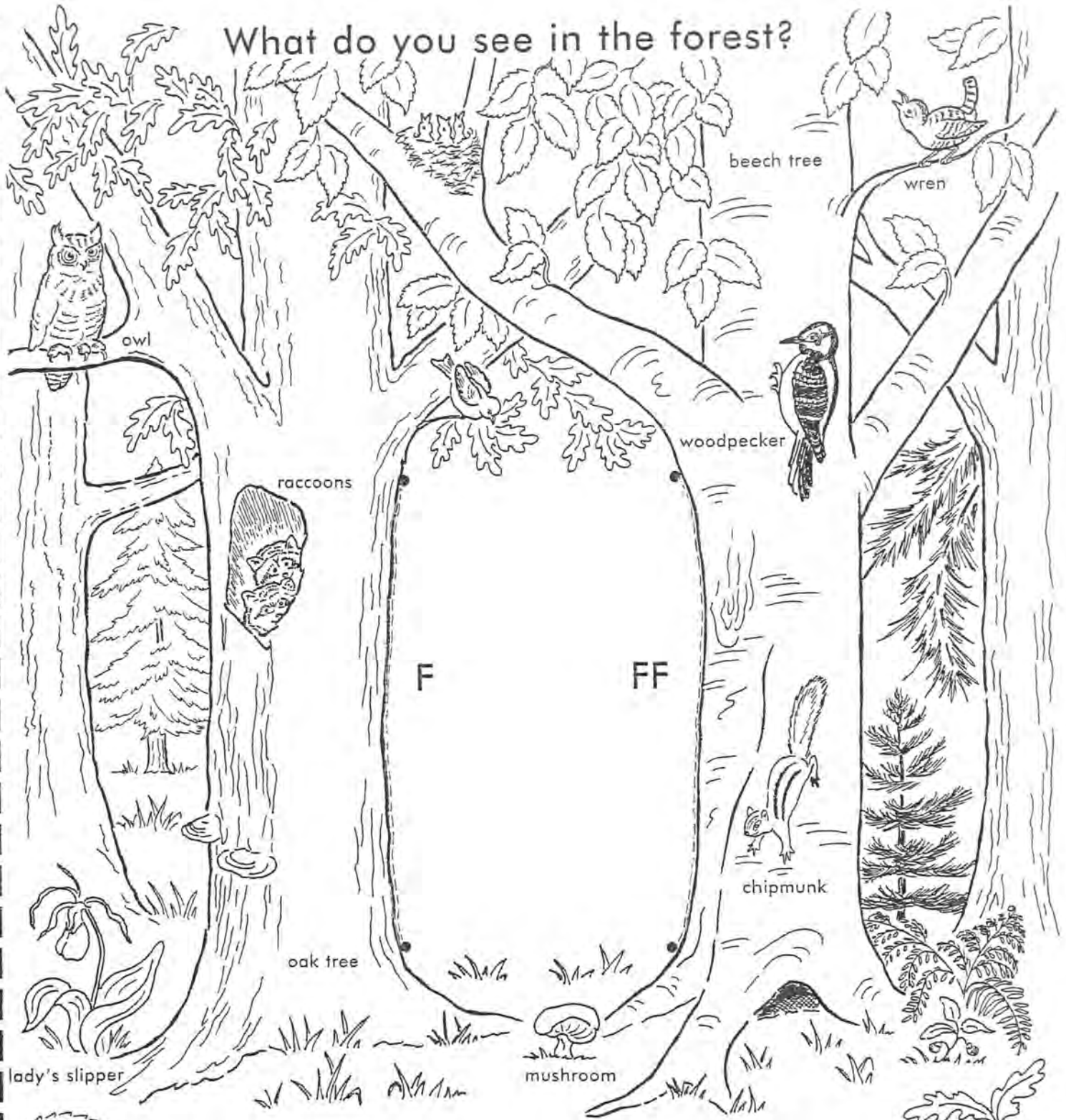
Lesson: <https://cloud.swivl.com/v/4571eb8130a57ee11f11b5785c3a438a>



Please find a shoe in your home and put it on a table so that you can observe it closely. Note any important shapes or lines. Draw a rectangle that is big enough to fit your shoe shape in. Follow the steps below to form the shoe inside the rectangle. Erase guidelines after you have completed the outline of the shoe. Finally, add values and shadows and other details in order to create a realistic shoe. Finish today.



What do you see in the forest?



I hear the rustling shrubs and leaves.
Whatever can it be?
If you will slowly pull the strip,
Then everyone can see!

Directions for pages 31 to 34

Child should cut on the heavy dotted lines on pages 31 and 33 and the heavy solid lines on page 31. Parent should cut on the lighter, vertical dotted lines between the dots on page 33.

The cutout strip may be colored on both sides before being used on pages 33 and 34 according to the directions for each scene. Pages 33 and 34 may also be colored.

The Forest

To view the forest scene, insert the cutout strip marked **F** forward through the **F** slit and back through the **FF** slit so that the forest animals are shown between the two center trees. The rhyme should encourage discussion about life in the forest.

Has your child had opportunity to take walks in a woods? If so, discuss together what he has seen. If not, be sure child understands what a forest is. Has he seen pictures of birds and animals that live in the forest?

Ask child questions such as "If you would sit very quietly on a stump in the woods, what animals or birds or plants might you see? What sounds might you hear?"

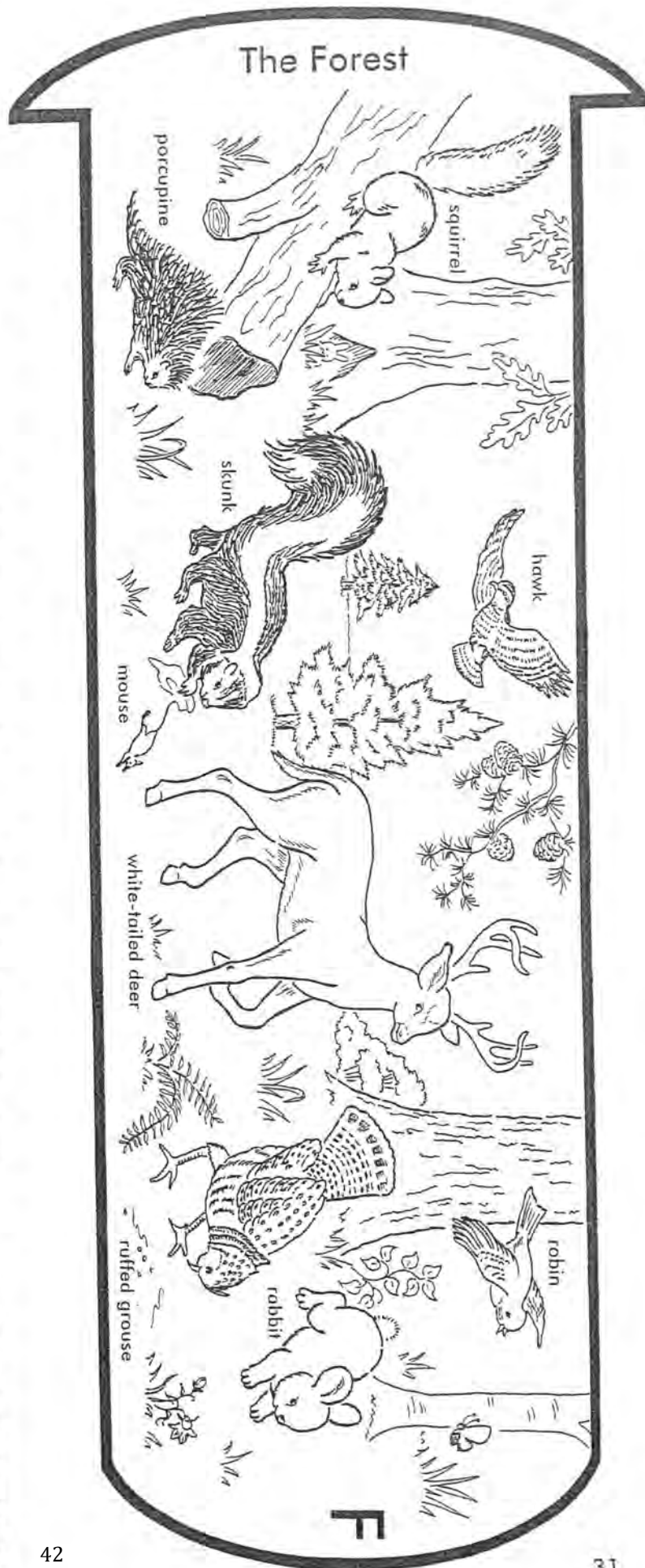
"Perhaps some animal may be on its way to a stream for a drink. What may happen if you try to follow it? Why do many animals bound out of sight when a person is near?"

"Maybe some mother animal will hunt food for her babies. What foods do the animals eat? Where do the babies hide?"

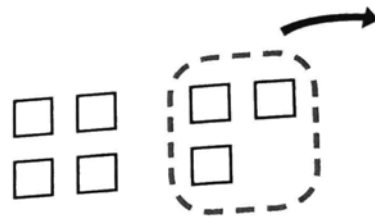
"Which animals climb trees? Sometimes there are holes in the trunk of a tree. Which animals sometimes live in holes in the trees?"

Use your own ideas and other sources of information for discussion of birds, animals, plants, and so forth found in the woods.

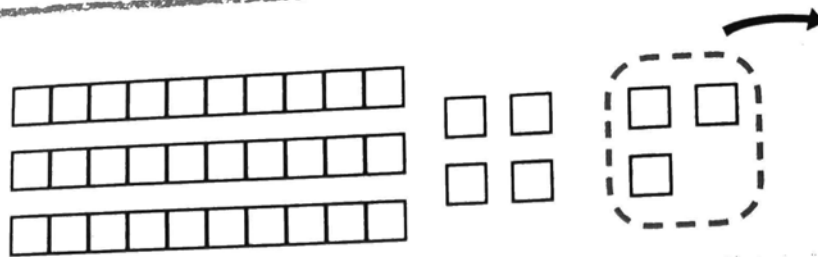
"Let them praise the name of the Lord: for he commanded, and they were created" (Psalm 148:5).



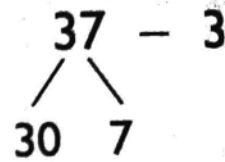
2. Subtract.



$$7 - 3 = 4$$



$$37 - 3 =$$



5 - 3 =	8 - 5 =
65 - 3 =	78 - 5 =
6 - 2 =	7 - 4 =
86 - 2 =	37 - 4 =
8 - 6 =	9 - 5 =
58 - 6 =	69 - 5 =

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!

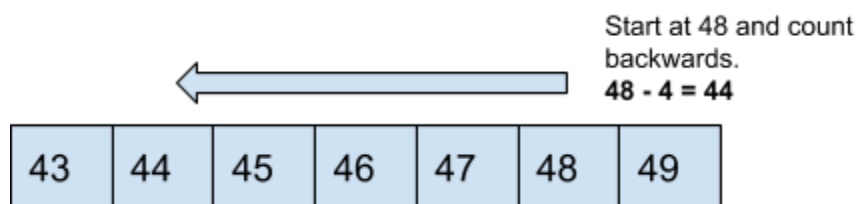
$20 - 20 = \underline{\quad}$	$40 - 5 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$19 + 10 = \underline{\quad}$
$4 \times 4 = \underline{\quad}$	$9 \times 2 = \underline{\quad}$	$81 - 10 = \underline{\quad}$	$1 \times 30 = \underline{\quad}$

Subtracting One-Digit From Two-Digit Numbers:

Yesterday, you practiced subtracting a one-digit number from a two-digit number. Today you will continue practicing. Look at the number sentence below:

$$48 - 4 = ?$$

To solve this quickly, I can count backwards. Start at the number 48 and count back 4 numbers. **48, 47, 46, 45, 44.**



Now let's change our number sentence to $48 - 14 = ?$

We could count backwards to find our answer but that might take too long. Instead, let's think of the number **14** and separate our TENS and ONES.

$$48 - \boxed{14} = ?$$

Now that we have separated our Tens and Ones, this makes it easier to subtract. I start with 48 and take away one group of 10. Then I take away 4.
What answer did you get? Write it below:

Optional: Continue practicing and complete page **170** in your Workbook.

Spalding

Unscramble the Spalding words. Then, use them to fill in the blanks! (about 5 minutes):

srsepex _____

etad _____

hfrate _____

etlab _____

gnanihyt _____

lhaf _____

1. Today's _____ is May 8, 2020.
2. Please set the _____ carefully.
3. In this book, my _____ meets a dragon.
4. Miss Borer wrote a poem to _____ her feelings.

5. You may eat _____ you like for lunch.

6. There will be no more school in _____.

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

Refer to Day 1 to see all five 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

Review (about 1 minute): King **Clovis** united the tribes of **Gaul** into one empire. What do we call their land today? (*See Wednesday’s lesson if you need help.*)

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

Clovis was a good leader to the Frankish people. After he died, there were many other great kings. We are going to move up the Staircase of Time to the year **771 A.D.**, to the greatest Frankish king of all. In the Middle Ages (the Dark Ages), many people thought he was the greatest king in the whole world. His name was Charles, and he became known as “Charles the Great” -- in Latin, *Charles Magnus*, or, **Charlemagne**.

Charlemagne became king in the year 771 A.D. He was worried about his kingdom, because he was afraid that the Franks were beginning to return to their old, barbarian ways. The children were not learning to read and write, and the people were forgetting about Christianity, and going back to worshiping idols.

So Charlemagne set out to make his kingdom prosperous. He paid hundreds of monks to copy out manuscripts of the Bible. (*Just like Columba in Miss Estrada’s read-aloud!*) Charlemagne built new roads and bridges so that teachers and priests could travel easily through the land of the Franks. He put a famous monk named Alcuin in charge of starting schools for boys all over the kingdom. And he tried to make the Franks cleaner and more civilized. He taught them better ways to farm. He reminded people to go to church. And he even scolded them for treading grapes into wine with their dirty bare feet. (*Does Charlemagne sound like a good king? What virtues is he trying to teach his people?*)

But most of all, Charlemagne fought wars. He spent thirty years fighting wars to make his kingdom bigger. He led his soldiers into battle himself, brandishing his great golden sword -- the sword’s name was **Joyeuse** -- over his head. (*Are these wars following the same virtues we saw Charlemagne using when he built schools and churches?*)

Charlemagne’s kingdom grew and grew. He fixed up the old, crumbling Roman roads so that they ran all through his new empire. He ordered new bridges and churches built. And he told his builders to copy the roman Arches and columns in the new buildings.

By the time Charlemagne was as old as your grandfather, he ruled over an empire that contained almost half of the land that used to belong to Rome.

Charlemagne was a great ruler, but his empire was never as powerful as the ancient empire of Rome. And although he wanted to be as educated and civilized as Julius Caesar, Charlemagne had never been taught to read and write properly, because he learned from the bards when he was young. He hired teachers to show him how to make his letters. Until he was an old man, he kept a writing tablet under his pillow. Whenever he woke during the night, he would sit up in bed and practice making letters on his tablet. But he never learned how to write sentences. As a matter of fact, *you* probably write better than Charlemagne, Charles the Great, the Emperor of the Middle Ages.

Narration (about 5 min)

1. With your best penmanship, write 1-3 sentences **telling something you remember about Charlemagne**.
2. Read your sentences back to yourself to check that your periods and your capital

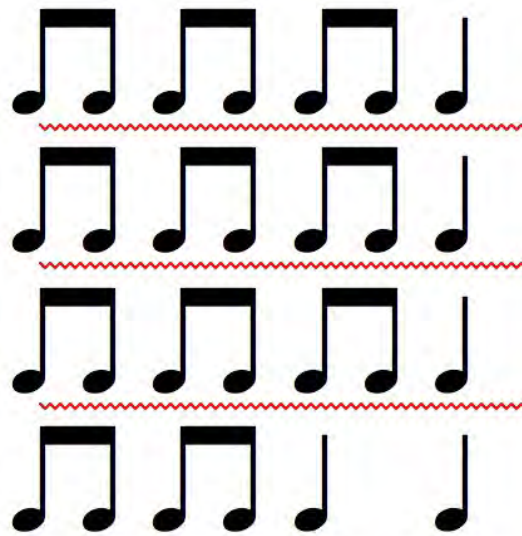
letters are correct.

- Illustrate your sentences. Include 3 details from the story in your picture!

Music (5 min.)

Bobby Shafto:

- Last time, you solved the mystery and figured out the correct rhythm for Bobby Shafto's song. Today, sing the song on **rhythm syllables (ta, ti-ti)** while you tap the rhythm on your knees this time!



- Challenge: Sing the **rhythm syllables** with your eyes closed! Give yourself a round of applause if you can do it!
- For fun, find a plastic cup and sing the song at least two times with the cup!

Bounce High, Bounce Low:

- Sing the song and bounce your pretend (or real!) ball to the steady **beat**. Say this out loud: The beat stays steady!



- Sing the song on **rhythm syllables** while tapping on your head!

- ❑ For fun, find a ball in your house and bounce or toss to the steady **beat** while you sing! Here's a video of Ms. Caranto reminding you how to bounce or toss the ball to the song: <https://cloud.swivl.com/v/0b925082489a920d2240727472ee2855>

Latin

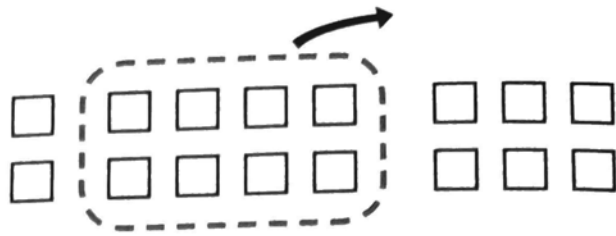
- Practice these Latin verbs 3x each. Make sure you are doing the correct action while you are saying the verbs. Here is a video to help you with the pronunciation and correct actions: <https://cloud.swivl.com/v/d617d09b307128d7557b39f6b1b4a9d4>

Verb	Translation:		
agō, -ere	I act	scribō, -ere	I write
legō, -ere	I read	cōgitō, -āre	I think
audiō, īre (Q1)	I hear	vertō, -ere	I turn
dīcō, -ere	I speak	surgō, -ere	I rise
edō, -ere	I eat	creō, -āre	I create
bibō, -ere	I drink	dormiō, -īre	I sleep

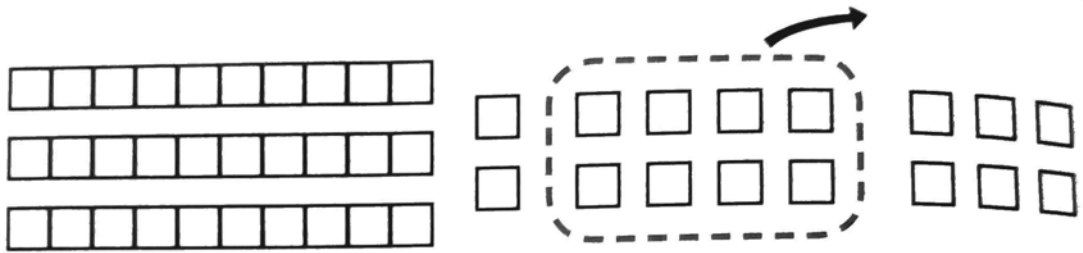
Name: _____ Date: _____

Narration

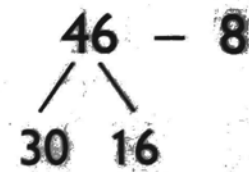
2. Subtract.



$$16 - 8 = 8$$



$$46 - 8 =$$



14 - 7 =	13 - 5 =
54 - 7 =	63 - 5 =
11 - 5 =	14 - 9 =
61 - 5 =	74 - 9 =
12 - 7 =	13 - 6 =
82 - 7 =	93 - 6 =

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 : _____

Spring

Frog ran up the path
to Toad's house.

He knocked on the front door.

There was no answer.

"Toad, Toad," shouted Frog,
"wake up. It is spring!"

"Blah," said a voice
from inside the house.

"Toad, Toad," cried Frog.



"The sun is shining!
The snow is melting. Wake up!"
"I am not here," said the voice.



Frog walked into the house.

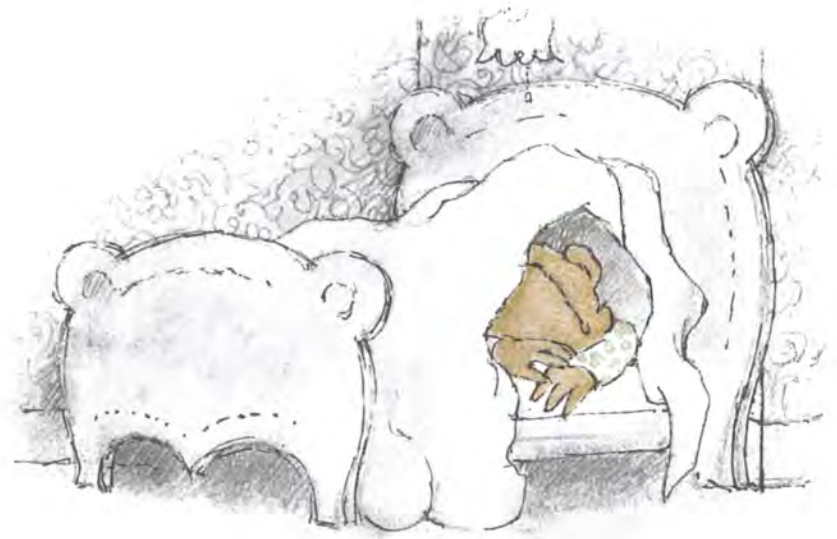
It was dark.

All the shutters were closed.

“Toad, where are you?” called Frog.

“Go away,” said the voice
from a corner of the room.

Toad was lying in bed.



He had pulled all the covers
over his head.

Frog pushed Toad out of bed.

He pushed him out of the house
and onto the front porch.

Toad blinked in the bright sun.

“Help!” said Toad.

“I cannot see anything.”

“Don’t be silly,” said Frog.

“What you see
is the clear warm light of April.
And it means
that we can begin
a whole new year together, Toad.
Think of it,” said Frog.

“We will skip through the meadows
and run through the woods
and swim in the river.

In the evenings we will sit
right here on this front porch
and count the stars.”



“You can count them, Frog,”
said Toad. “I will be too tired.
I am going back to bed.”

Toad went back into the house.

He got into the bed
and pulled the covers
over his head again.

“But, Toad,” cried Frog,

“you will miss all the fun!”

“Listen, Frog,” said Toad.

“How long have I been asleep?”



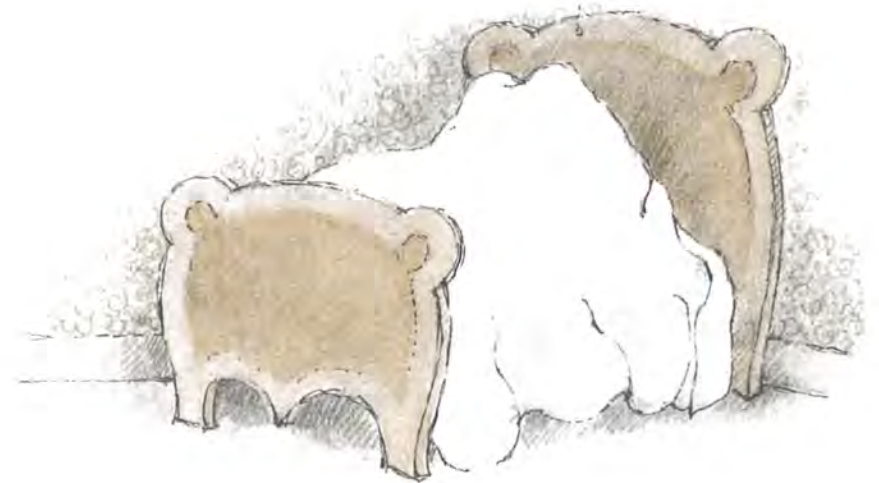
“You have been asleep
since November,” said Frog.

“Well then,” said Toad,

“a little more sleep
will not hurt me.

Come back again and wake me up
at about half past May.

Good night, Frog.”





“But, Toad,” said Frog,
“I will be lonely until then.”
Toad did not answer.
He had fallen asleep.
Frog looked at Toad’s calendar.
The November page was still on top.
Frog tore off the November page.

He tore off the December page.
And the January page,
the February page,
and the March page.
He came to the April page.
Frog tore off the April page too.



Then Frog ran back to Toad's bed.

"Toad, Toad, wake up. It is May now."

"What?" said Toad.

"Can it be May so soon?"

"Yes," said Frog.

"Look at your calendar."



Toad looked at the calendar.

The May page was on top.

"Why, it *is* May!" said Toad
as he climbed out of bed.

Then he and Frog

ran outside

to see how the world

was looking in the spring.



The Story

One day in summer
Frog was not feeling well.
Toad said, "Frog,
you are looking quite green."
"But I always look green,"
said Frog. "I am a frog."
"Today you look very green
even for a frog," said Toad.
"Get into my bed and rest."



Toad made Frog a cup of hot tea.
Frog drank the tea, and then he said,
"Tell me a story while I am resting."



“All right,” said Toad.

“Let me think of a story to tell you.”

Toad thought and thought.

But he could not think of a story

to tell Frog.

“I will go out on the front porch and walk up and down,” said Toad.

“Perhaps that will help me to think of a story.”

Toad walked up and down on the porch for a long time.

But he could not think of a story to tell Frog.





Then Toad went into the house
and stood on his head.

“Why are you standing
on your head?” asked Frog.

“I hope that if I stand on my head,
it will help me
to think of a story,” said Toad.



Toad stood on his head
for a long time.

But he could not think
of a story to tell Frog.

Then Toad poured a glass of water over his head.

“Why are you pouring water over your head?” asked Frog.

“I hope that if I pour water over my head, it will help me to think of a story,” said Toad.

Toad poured many glasses of water over his head.

But he could not think of a story to tell Frog.



Then Toad began to bang his head against the wall.



“Why are you banging your head against the wall?” asked Frog.

“I hope that if I bang my head against the wall hard enough, it will help me to think of a story,” said Toad.



“I am feeling much better now, Toad,” said Frog. “I do not think I need a story anymore.”

“Then you get out of bed and let me get into it,” said Toad, “because now I feel terrible.”

Frog said, “Would you like me to tell you a story, Toad?”

“Yes,” said Toad, “if you know one.”



“Once upon a time,” said Frog,
“there were two good friends,
a frog and a toad.
The frog was not feeling well.
He asked his friend the toad
to tell him a story.
The toad could not think of a story.
He walked up and down on the porch,
but he could not think of a story.
He stood on his head,
but he could not think of a story.
He poured water over his head,
but he could not think of a story.

He banged his head against the wall,
but he still could not think
of a story.

Then the toad did not feel so well,
and the frog was feeling better.

So the toad went to bed
and the frog got up
and told him a story.

The end.

How was that,
Toad?” said Frog.

But Toad did not answer.

He had fallen asleep.

