



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Parent Packet: 1st Grade 1

Letter to Students/Families

Week of April 13-April 17, 2020

Dear Spartan First Grade Students and Families,

Our first-grade team hopes you are continuing to stay healthy, safe and enjoying your family and learning time together. We appreciate your help and support teaching and guiding your scholars while we are all quarantined at home. We welcome your questions as we continue this remote learning journey together and are thankful for your patience as we strive to make packets that are easy to read and directions to teach and guide your scholar are clear and helpful when working with your child.

Below is a brief daily overview of tasks that need to be completed while you and your scholar(s) are learning from home. These tasks are meant to fill an hour and twenty-five minutes in their entirety each day, Tuesday-Friday. However, you are more than welcome to spend more time on each task should you desire to.

Each day requires you to check off tasks on a “To Do” list. It replaces our homework and reading agenda for the time being. Check off each item as you complete it. If you have any questions, do not hesitate to reach out to your scholar’s teacher. We are happy to provide more directions/clarifications if needed.

Be safe, healthy, and studious!

Sincerely,

The GHWH First Grade Team

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Tuesday Daily Overview
4/14/20

Spalding	Teach new spalding words 1-10 with rules and markings. Spalding HW 2 times each (in student packet).
Literature	PA: Beatrix Potter 'The Tale of Johnny Town Mouse' pages 102-107 I: Reflection Writing
Poetry	I: 'Sing a Song of People' Journal Entry (blue spiral) Stanza 1 & 2 - Scholar will start a new page in blue journal to copy down poem. PA: Practice reciting stanzas 1 & 2 aloud to parents or siblings.
Grammar	PA: Subject Pronoun Jingle Practice : Scholar will listen to jingle a couple of times, sing along, and may come up with a dance. (https://www.youtube.com/watch?v=p-zJLZwfqQI) I: Subject Pronoun Journal Entry
Math	Tuesday Math Sprints WS (2-3 minutes) Please review the following "halves and fourths" video with your scholar: https://jr.brainpop.com/math/fractions/ Unit 16.1b "Fourths" <ol style="list-style-type: none"> 1. Make two copies of the circle (see circle below) and have S cut the circles out. 2. Make 6 copies of the square (see square below) and have S cut the squares out and put to the side). 3. Parent folds one of the large cut out circles so that the two folded edges match. Show the folded shape to the S and then fold it again to match the two corners. (See picture below date 4/14.) Then cut the paper into four pieces along the creases (fold lines). 3. Parent places the 4 pieces of paper together to form the original circular shape. Then stack the 4 pieces on top of each other, to show that the 4 pieces are of equal size. ** Point out that in the case of a pizza, 4 equal shares will have the shape of the cut pieces of paper. 4. Explain that when we make 4 <u>equal parts</u> from 1 whole, each part is called a <u>fourth</u>. 5. Parent allow S to put the 4 pieces of the whole circle back together into the whole circle and then have S stack the 4 pieces to show that they are equal in size. 6. Parent tell S to say: "A fourth is <u>one of four</u> equal parts of one whole.

	<ol style="list-style-type: none"> 7. Parent tell S to say: “Four <u>fourth</u> form one whole. 8. Parent and S read and discuss FN “Fourths.” 9. Parent and S discuss JN “Fourths,” S copies “Fourth” notes onto the next clean page of their red math journal neatly. 10. Parent give S pieces of square paper. Ask S to fold them and then cut them into four fourths in different ways. (See picture of squares with dotted lines below dated 4/14.) 11. After S makes and cuts the pieces of fourths, discuss the different methods of making fourths, e.g., making 4 small triangles to create a larger square, 4 small squares to create 1 larger square, etc. 12. Workbook PA on p. 111 Ex.2.1a,b and S completes p. 111 Ex.2c-f Independently. 13. WB PA on p. 112 2a,b and S completes(I) p. 112 2c-f (Answer key: p. 111 S colors $\frac{1}{2}$ of the shapes; on p. 112 S one of the four or $\frac{1}{4}$ of each shape.) 14. More practice Shape WS, S does WS independently and parent can review for accuracy. (Answer key: Parent to check that S has followed directions correctly.) <p>*Abbreviations Key for Math</p> <ul style="list-style-type: none"> ● PA- Parent Assistance if needed ● I- Scholar works independently without PA ● WS- Worksheet ● WB- Workbook ● Ex.- Exercise ● TB- Textbook ● e.g.- for example ● p.- page ● S- your scholar/child ● FN- Friendly Notes for math ● JN- Journal Notes
History	None
Science	<p>Subject: Cycle of Life- Food Chains</p> <p>Materials: Read aloud packet – Introduction to Food Chains (see student pages)</p> <p>What to do:</p>

	<ol style="list-style-type: none"> 1. Step 1- Identify the Topic- Cycle of Life- Food Chains 2. Step 2- PA (parent assisted) Read from text in the student packet 'Introduction to Food Chains' with your student, asking questions to check for comprehension as you go. 3. Step 3- Complete the (independent) cut and paste activity to build your own food chain.
Special	PE

I=Independent or PA=Parent Assisted

*Abbreviations Key for Math

- PA- Parent Assistance if needed
- I- Scholar works independently without PA
- WS- Worksheet
- WB- Workbook
- Ex.- Exercise
- TB- Textbook
- e.g.- for example
- p.- page
- S- your scholar/child
- FN- Friendly Notes for math
- JN- Journal Notes

Parent Pages: Spalding

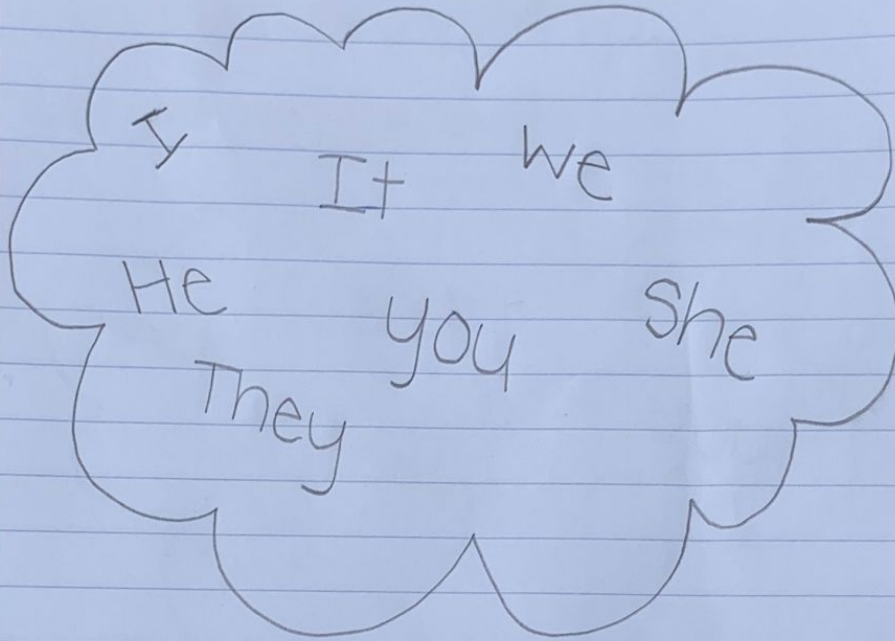
New Spelling Words

Please focus on the individual sounds in each word when helping your scholar. Please reach out to your child's teacher if needed.

1. own	I brought my own skates.	1 syllable. Underline "ow" 2 on top.
2. before	We left before they arrived.	2 syllables. BASEWORD: be PREFIX: fore. Underline "e" R. 4. Underline "o", underline "r" and underline "e" job. 1.
3. no	The answer is no.	1 syllable. Underline "o" R.4.
4. know	I know you like to eat chocolate.	1 syllable. Underline "kn". Underline "ow" 2 on top.
5. were	We were going to the beach.	1 syllable. Underline "er", underline "e" twice, job 5.
6. where	An adverb asks, How? when? and Where?	1 Syllable. Underline "wh", 1 on top of "e" to show that "e" and "r are not saying "er", underline second "e" twice, job 5.
7. there	Julietta and Alisson were there as well.	1 Syllable. Underline "th", 2 on top. 1 on top of "e" to show that "e" and "r are not saying "er", underline second "e" twice, job 5.
8. here	Please come here.	1 syllable. Underline "e" underline "r" underline second "e" job 1.
9. dead	The bird was not dead.	1 syllable. Underline "ea", 2 on top.
10. leave	He did not leave the keys to the car.	1 syllable, underline "ea", underline "v", underline "e", job 2.
11. early	The store opens early.	2 syllables. Underline "ear" R. 6
12. close	Please close the door.	1 syllable. Underline "o", underline "s" 2 on top of "s" underline "e", job 1.
13. close	Mom is close by.	1 syllable. Underline "o", underline "s" on top of "s" underline "e", job 1.
14. flower	My favorite flower is the sunflower,	2 syllables. Underline "ow" underline "er"
15. flour	We need flour to make bread.	1 syllable, underline "ou"
16. nothing	I have nothing to give you.	2 syllables. BASEWORD: No BASEWORD: Thing. Underline "th" underline "ng"
17. ground	The sweater is on the ground.	1 syllable. Underline "ou".
18. lead	Joaquin had to lead the way home.	1 syllable, underline "ea"
19. led	Sarina led us here.	1 syllable
20. lead	Ben has a lead pencil.	1 syllable. Underline "ea" 2 on top

Subject Pronoun

There are 7!



Subject pronouns replaces the subject noun in sentences!

Mary went to the store.

→ She went to the store.

X = "groups of"

Math Sprints 1

Tues. 4/14

123 A

Multiply.

First Half

1.	$2 \times 2 = 4$ <i>2 groups of 2 =</i>	16.	$0 \times 2 = 0$
2.	$2 \times 3 = 6$	17.	$8 \times 2 = 16$
3.	$2 \times 5 = 10$	18.	$6 \times 2 = 12$
4.	$2 \times 4 = 8$	19.	$9 \times 2 = 18$
5.	$2 \times 1 = 2$	20.	$7 \times 2 = 14$
6.	$2 \times 0 = 0$	21.	$10 \times 2 = 20$
7.	$2 \times 6 = 12$	22.	$2 \times 5 = 10$
8.	$2 \times 8 = 16$	23.	$4 \times 5 = 20$
9.	$2 \times 7 = 14$	24.	$3 \times 5 = 15$
10.	$2 \times 9 = 18$	25.	$5 \times 1 = 5$
11.	$2 \times 10 = 20$	26.	$5 \times 5 = 25$
12.	$3 \times 2 = 6$	27.	$7 \times 5 = 35$
13.	$5 \times 2 = 10$	28.	$9 \times 5 = 45$
14.	$4 \times 2 = 8$	29.	$5 \times 6 = 30$
15.	$1 \times 2 = 2$	30.	$8 \times 5 = 40$

4/14. Fourths

A fourth is one of four equal parts of one whole.

Four fourths make one whole.



Fourths

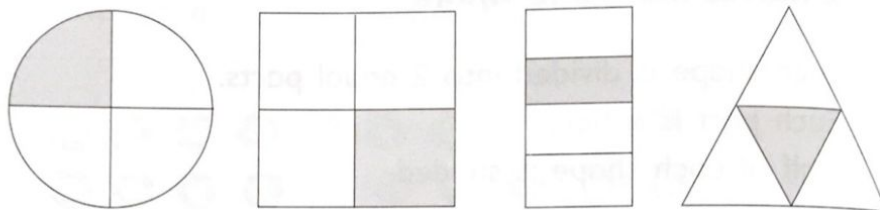
A **fourth** is 1 of 4 **equal** parts.
4 fourths make **one whole**.

Tuesday

Each shape is divided into 4 equal parts.

Each part is a fourth.

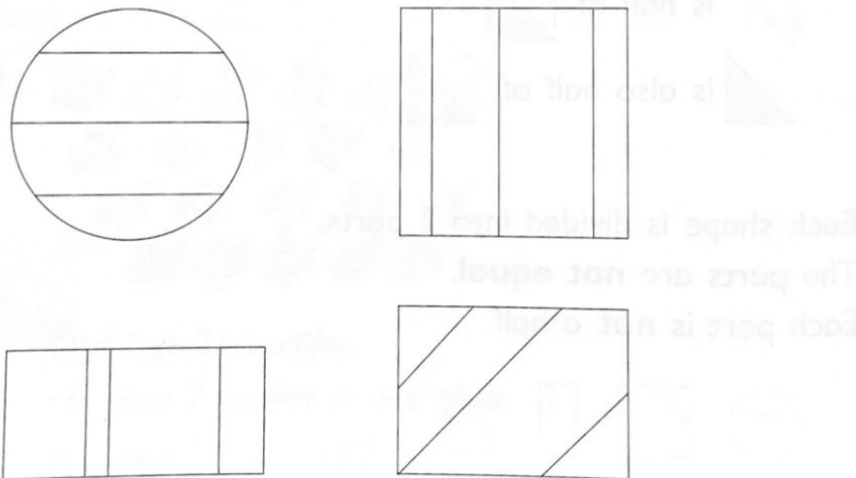
A fourth of each shape is shaded.



Each shape is divided into 4 parts.

The parts are **not equal**.

Each part is **not** a fourth.



Science Day 1-

Title: Cycle of Life- Food Chains

Instructions for Parents:

Read the text as your student reads along with you. Ask the questions to your child and check for understanding. Let the student articulate as many specifics as they can and help them along where they need help. Encourage your student to go back to their text to find answers they may not know.

Key Vocabulary:

- Energy, producers, consumers, decomposers, herbivores, carnivores, omnivores

Step 1: Identify the Topic-Cycle of Life- Food Chains

Cycle of Life 1: Food Chains focuses on the food chain by helping students understand that almost all kinds of animals' food can be traced back to plants and that the sun is the ultimate source of energy needed for all organisms to stay alive and grow.

This lesson gives students the opportunity to learn about food chains. Learning about a variety of food chains in various environments will help students learn to identify similarities and differences among them. For example, they will learn that materials can be recycled and used again, sometimes in different forms. Also, they will notice that substances may change form and move from place to place, but they never appear out of nowhere and never just disappear.

Step 2: Parent Assisted Read Aloud

Parent assisted read aloud from 'Introduction to Food Chains' of the read aloud packet

*Check for comprehension as you go by asking the following questions:

1. What passes from producers to consumers in a food chain?
2. What passes from one living thing to another in a food chain?
3. What does the eagle eat or consume to get energy from the food chain?
4. What does the frog eat to get energy from the food chain?
5. What does the grasshopper eat to get energy from the food chain?
6. What does the plant produce to produce energy for the food chain?
7. What are the 3 parts of a food chain?
8. What do you think must come first in a food chain?
9. What do plants use to make food from the sun?
10. Can you name one type of green plant?
11. Are producers like green plants found at the top or bottom of the food chain?
12. Remember your learning cards from last week? Name the three types of animals on your learning cards?
13. What kind of animals consume food?
14. Do you remember your learning cards from last week?
15. What kind of food do herbivores consume?
16. What kind of food do carnivores consume?

17. What kind of food do omnivores consume?

Step 3: Independent Activity.

Food Chain Cut and Paste Activity: Have your student work independently to cut and paste the word 'producer' or 'consumer' or match each picture. Ask yourself, how do you know if the picture is a 'producer' or a 'consumer'?

PE lesson plan for the week of April 13th- 17th

K-2

Here's a challenge for you all! Normally you would have PE two, maybe three times a week! You need exercise! You need to move. Moving will keep you healthy. These exercises will help you stay active and break up the monotony of having to be home so much. Getting exercise will help you LEARN!

Please only choose what you can do. If you can only do one activity a week, that is ok!

Find a sidewalk out in front of your house, or draw a line in chalk, or find a line of tiles in your home. Stand behind the line, and bunny hop back and forth across that line for 45 seconds. Your hops should be quick and small.

Using that same line, place one foot in front of the line and one foot behind. Now switch them, slowly at first. Now increase your speed and move for 45 seconds. Switch your feet quickly.

Turn your body sideways. Feet are together beside the line. Side hop back and forth across the line. Start slow, increasing your speed. Exercise for 45 seconds.

Last one. Standing sideways, criss cross your feet on either side of the line. Switch your feet. Go slow at first until you are comfortable. Increase your speed and exercise for 45 seconds.

Anytime you are feeling tired, or just tired of working, ask your parent or guardian to play "Do this, Do that". You are the leader. Remember this game is just like Simon Says. When you say DO THIS, they do it. When you say DO THAT, they SHOULDN'T do it. Try to catch them making a mistake. Here is an example: DO THIS (place hands on ears), DO THIS (place hands on nose), DO THIS (place hands on belly), DO THAT (place hands on knees), go ahead see who you caught watching you instead of listening. Only play a few rounds and then get back to work.

Ask your parent or guardian to play Red Light, Green Light with you. You can do this in the house if your parents approve, just be very careful and move slower than you would outside. Take turns. Only play a couple rounds, then it's back to work.

Feeling tired or restless, how about a quick round of cardio? 20 jumping jacks, 10 mountain climbers, 5 burpees. Now back to work.

Parents- please only do what you can with your child. Sometimes a quick burst of movement or laughter helps them focus enough to finish an assignment. These are all extra games to keep your scholar moving. If you have questions, or even ideas please reach out to me at kori.johnson@greatheartswesternhills.org

Wednesday Daily Overview

4/15/20

Spalding	Teach new spalding words 11-20 with rules and markings. Spalding HW 2 times each (in student packet).
Literature	PA: Beatrix Potter "The Tale of Johnny Town-Mouse" pages 108-113. I: Reflection Writing.
Poetry	I: 'Sing a Song of People' Journal Entry (blue spiral) Stanza 3 & 4 : Scholar will continue with the journal entry they started yesterday. PA: Practice reciting stanzas 3 & 4 aloud to parents or siblings.
Grammar	I: Subject Pronoun Practice Worksheet
Math	<p>Wednesday Math Sprints WS (2-3 minutes)</p> <p>Unit 16.1c Recognizing Halves and Fourths</p> <ol style="list-style-type: none"> 1. Parent begins lesson by discussing the FN (p. 154) "Fourth" with S 2. Next Parent and S discuss JN "Recognizing Halves and Fourths" and S copies JN onto the next clean page in the red math journal neatly. 3. Parent shows S 6 circular cutouts (S can cut out circles) with shaded areas (See shaded circles page dated 4/15) 4. Parent points to the shaded area in the first (top left; shaded half vertically) circle and asks S if this is a <u>half</u> circle. Parent indicates that the shaded half can fit the unshaded half (they are equal in size). 5. Parent repeats process for other 5 circular cutouts. In the last four cases the shaded area is NOT the same as the unshaded area and therefore those shaded areas are NOT <u>HALVES</u>. 6. Parent points to the shaded area in the second (bottom right of the shaded circle picture dated 4.15) circle and ask S if this is a <u>fourth</u> of the circle (yes). 7. Parent takes 3 separate cutouts of the size of <i>that shaded part</i> and shows that those 3, together, fit the <i>unshaded area</i>. Conclude that the shaded area is a fourth. 8. Repeat the process for the other five circular cutouts. For these, the 3 additional shaded areas do not match with the unshaded area and so those shaded areas are not <u>fourths</u>. 9. Parent see picture of shaded squares and fourths as before. 10. NOTE: The shaded area is a half when the dividing line passes through the center of the square. 11. Parent and S discuss TB p. 67, and S (I) completes Tasks 1, 2, 3.

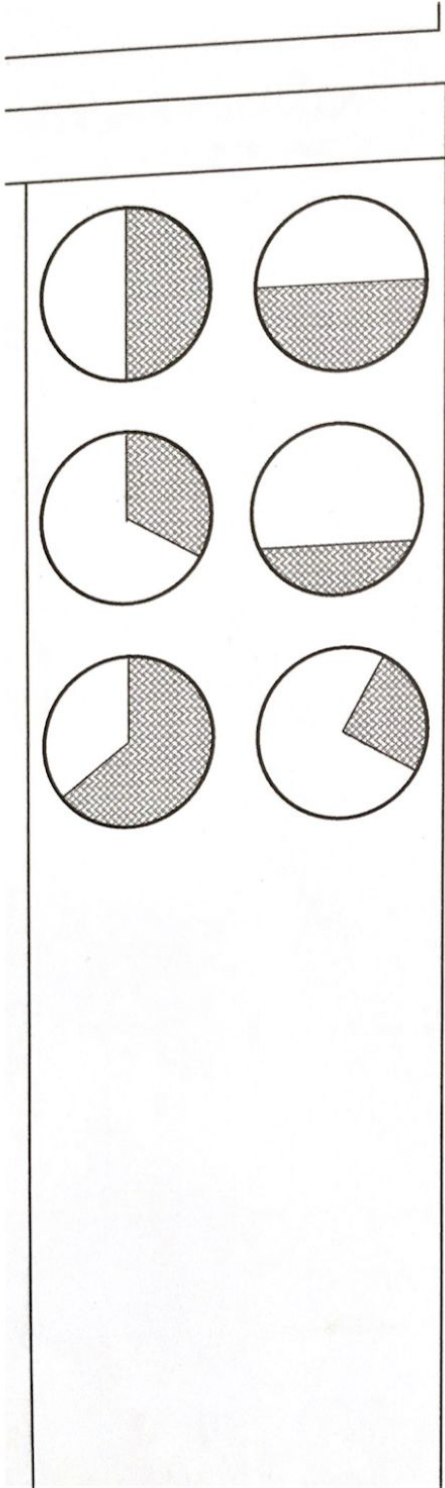
	<p>(Answer key: p. 67 1. 2, 4; 2. a, c; 3. a, b</p> <p>12. Workbook p. 109-110 Ex. 1 Parent shows S Ex. 1.1a, then S completes 1b-d independently. Parent assists on p. 110 1.e and S completes 1e-h independently. (Answer key WB p. 109 1.1a. Yes; b. No, c. Yes, d. No, p. 110 e. Yes, f. No, g. No, h. Yes</p> <p>13. Shape WS S will complete independently. PA with reading directions if needed. (Answer key: S colors the shapes showing 1 whole blue, S colors the shapes that are in halves red, S colors the shapes that are in fourths green.</p>
History	None
Science	<p>Subject: Cycle of Life- Food Chains- Continued</p> <p>Materials: Read aloud packet – Introduction to Food Chains (see student pages)</p> <p>What to do:</p> <ol style="list-style-type: none"> 1. Step 1- Identify the Topic 2. Step 2- PA (parent assisted) Read from text in the student packet Cycle of Life- Food Chains- Continued with your student, asking questions to check for comprehension as you go. 3. Step 3- Complete the (independent) Fill in the Blank assessment.
Special	Latin

I=Independent or PA=Parent Assisted





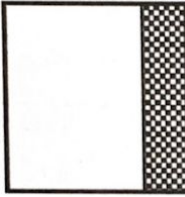

*Abbreviations Key for Math-See Tuesday page

X = "groups of" Math Sprints 1 Wed. 4/15

123 A		Multiply.		Second Half	
1.	$5 \times 1 = 5$ <i>5 groups of 1 =</i>	16.	$0 \times 2 = 0$		
2.	$5 \times 2 = 10$	17.	$5 \times 2 = 10$		
3.	$5 \times 3 = 15$	18.	$6 \times 2 = 12$		
4.	$5 \times 4 = 20$	19.	$9 \times 2 = 18$		
5.	$5 \times 5 = 25$	20.	$7 \times 2 = 14$		
6.	$5 \times 0 = 0$	21.	$10 \times 2 = 20$		
7.	$5 \times 7 = 35$	22.	$1 \times 2 = 2$		
8.	$5 \times 8 = 40$	23.	$2 \times 2 = 4$		
9.	$5 \times 6 = 30$	24.	$4 \times 2 = 8$		
10.	$5 \times 9 = 45$	25.	$3 \times 2 = 6$		
11.	$5 \times 10 = 50$	26.	$5 \times 2 = 10$		
12.	$3 \times 5 = 15$	27.	$7 \times 2 = 14$		
13.	$5 \times 5 = 25$	28.	$9 \times 2 = 18$		
14.	$4 \times 5 = 20$	29.	$5 \times 2 = 10$		
15.	$1 \times 2 = 2$	30.	$8 \times 2 = 16$		



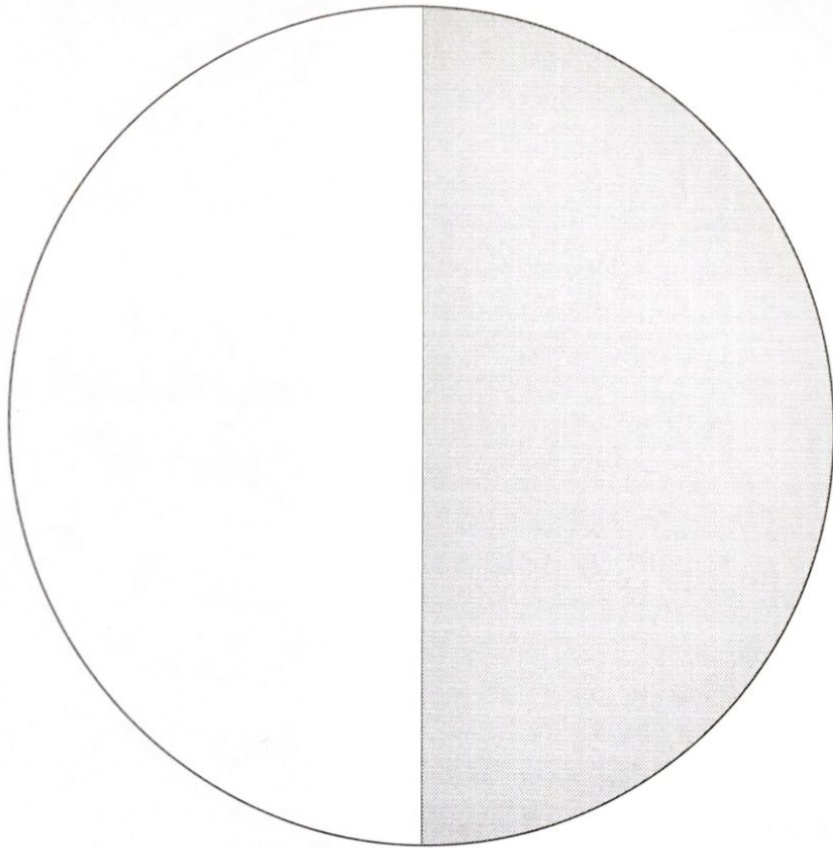
4/15

	
	
	
<p>Textbook p. 67</p> <p>1. 2, 4</p> <p>2. a, c</p> <p>3. a, b</p> <p style="text-align: right;"><i>Key</i></p>	

4/15

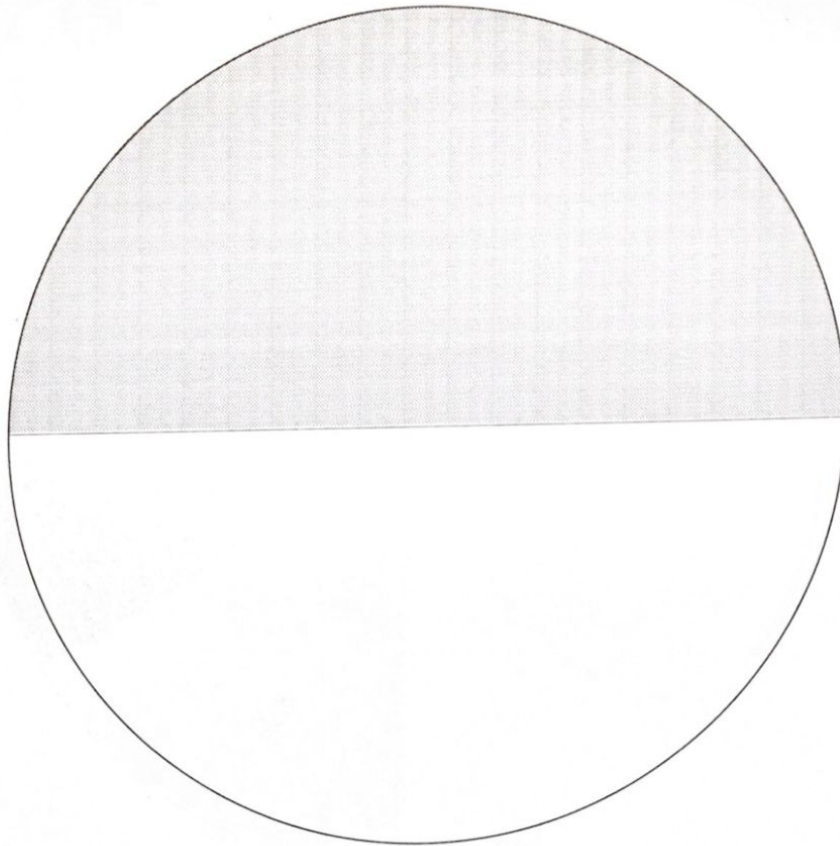
Appendix: 16.1a-1

Circular Cutout A



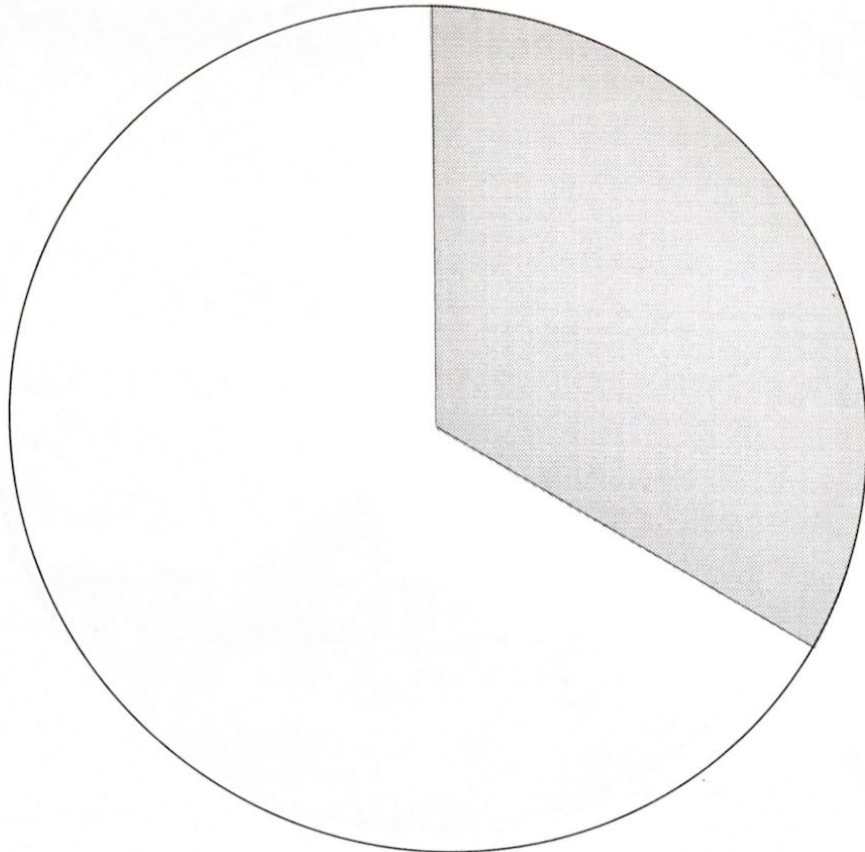
Appendix: 16.1a-2

Circular Cutout B



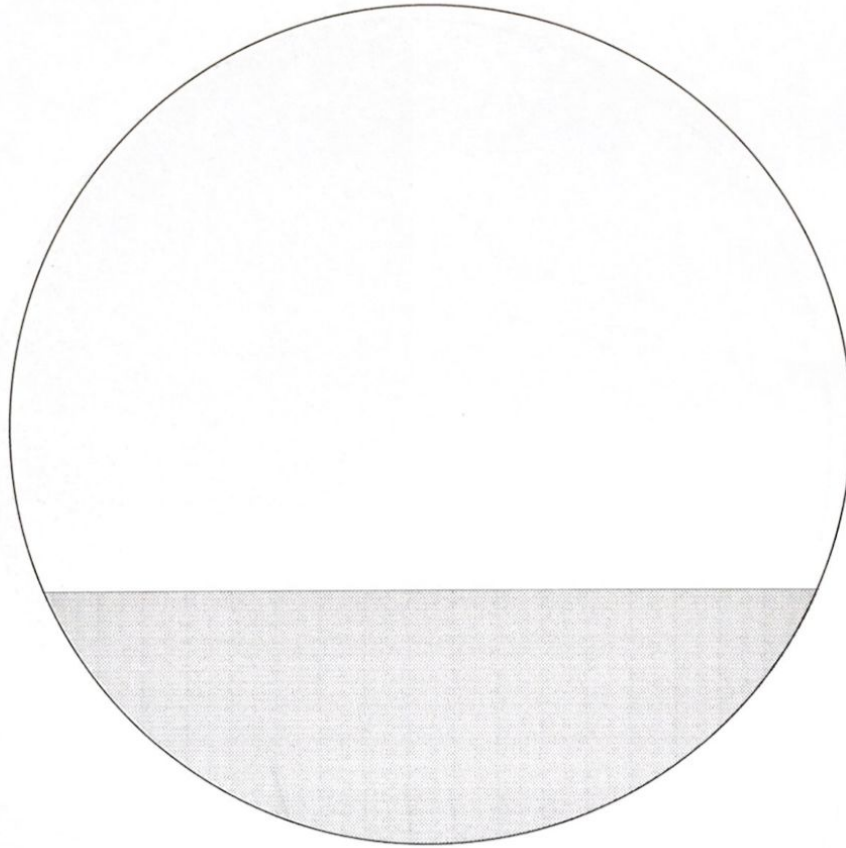
Appendix: 16.1a-3

Circular Cutout C



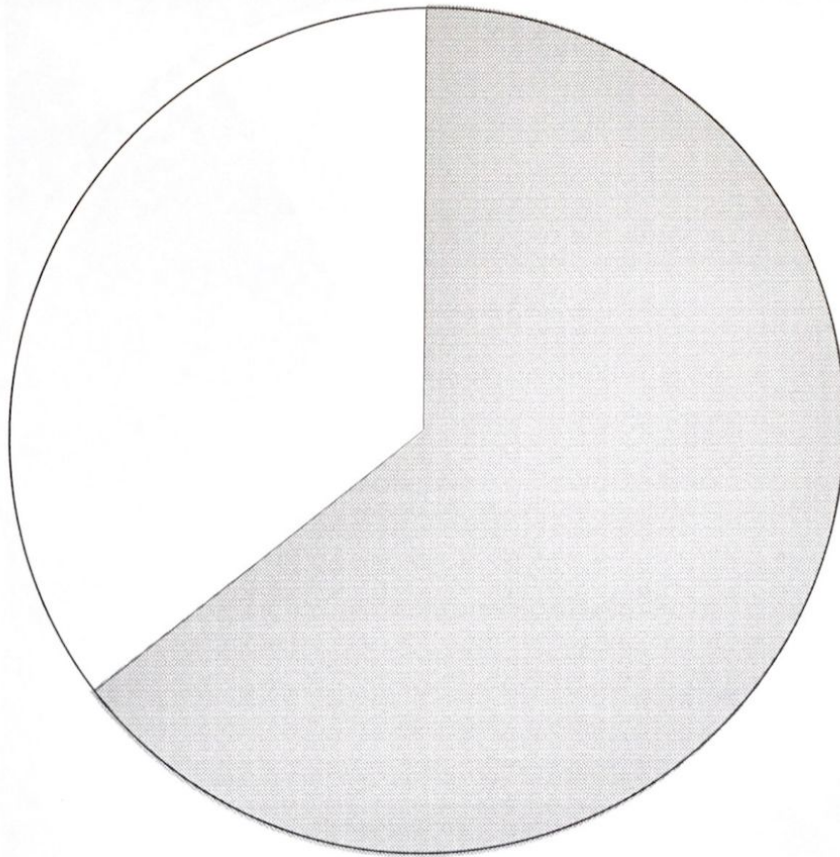
Appendix: 16.1a-4

Circular Cutout D



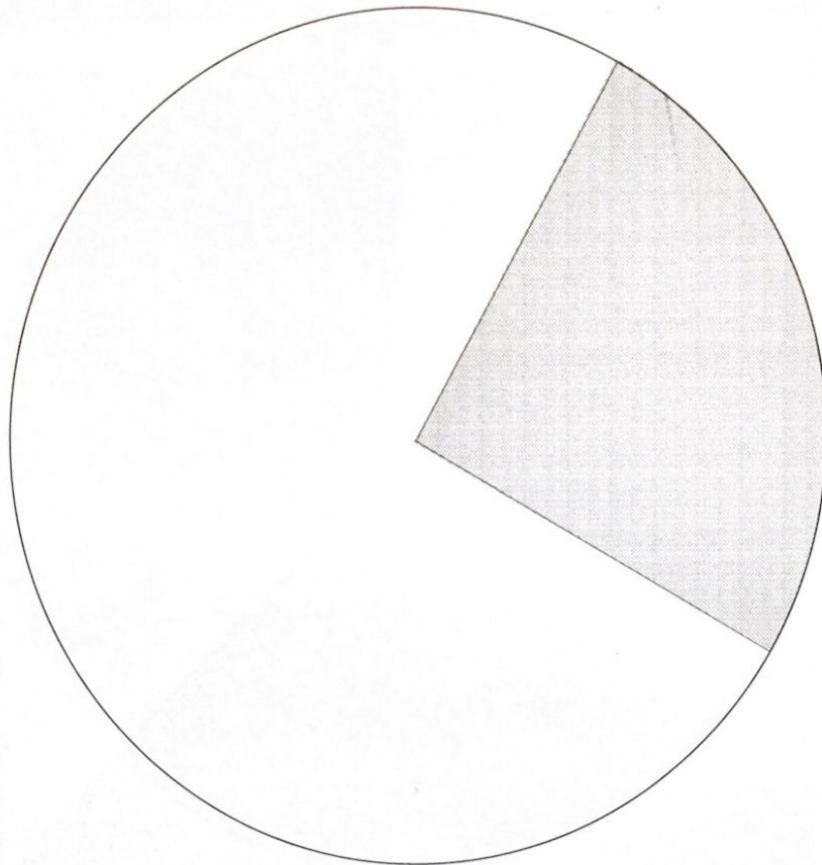
Appendix: 16.1a-5

Circular Cutout E



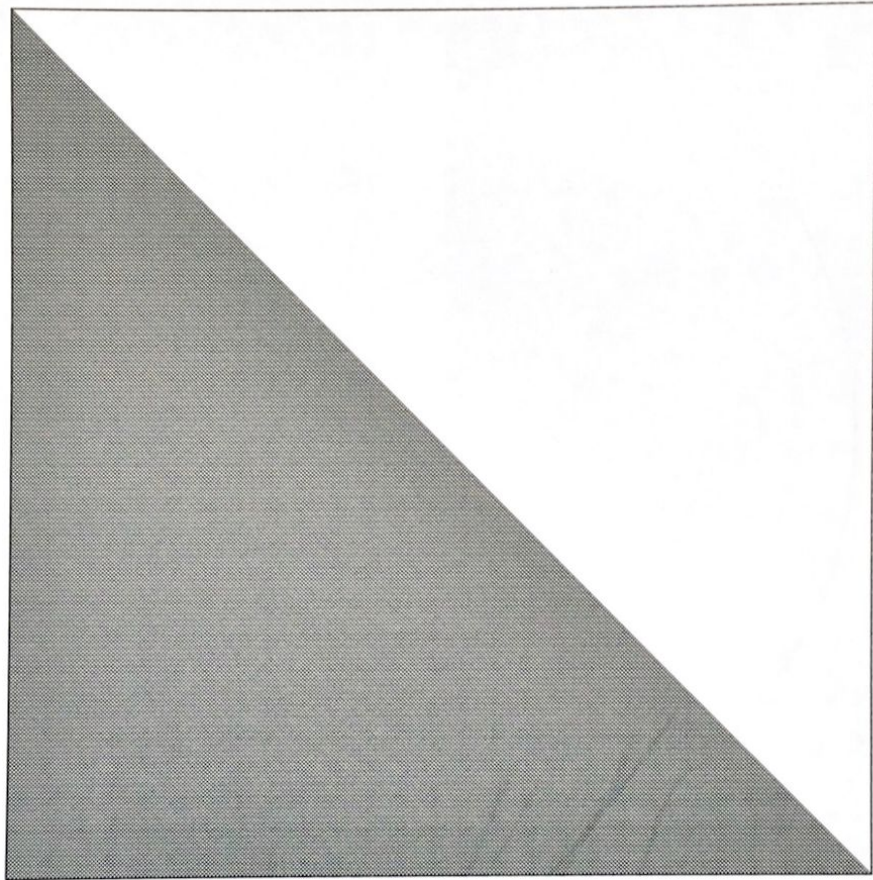
Appendix: 16.1a-6

Circular Cutout F



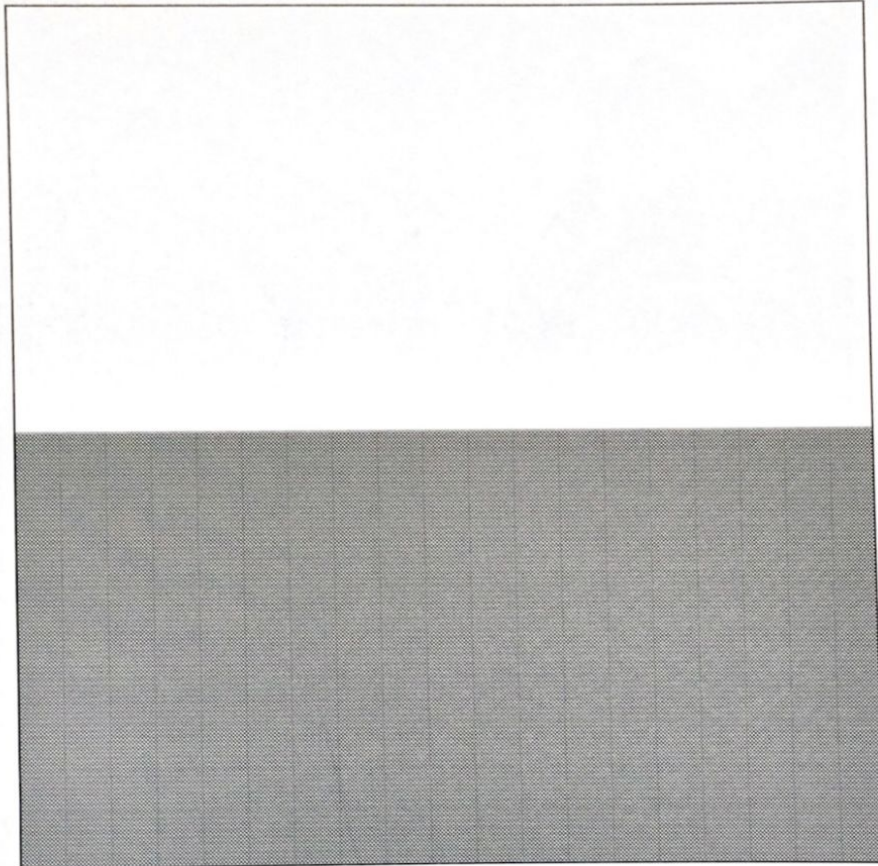
Appendix: 16.1b-1

Square Cutout A



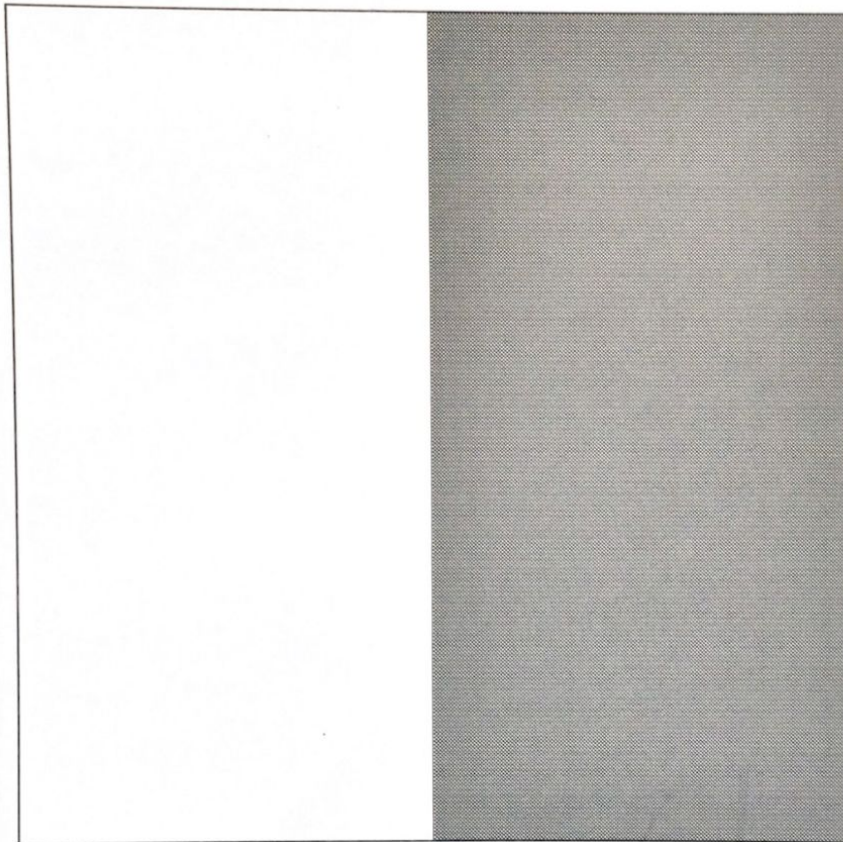
Appendix: 16.1b-2

Square Cutout B



Appendix: 16.1b-3

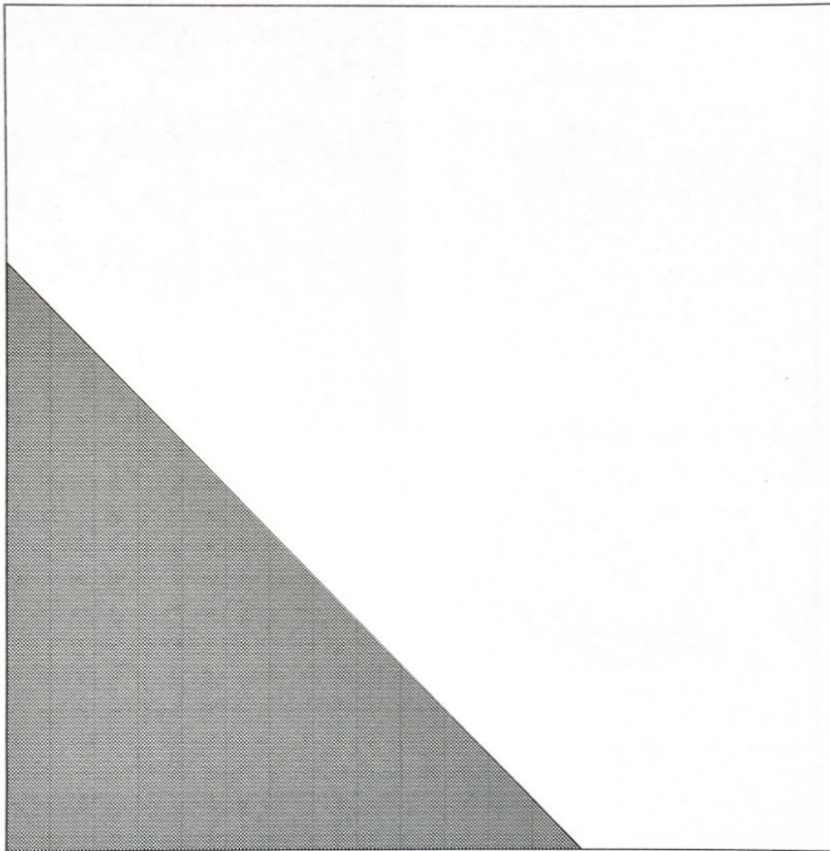
Square Cutout C



Appendix: 16.1b-4

4/15

Square Cutout D



Science Day 2

Title: Cycle of Life: Food Chains Continued

Materials: Read aloud packet – Introduction to Food Chains Continued (see student pages)

Instructions for Parents:

Read the text as your student reads along with you. Ask the questions to your child and check for understanding. Let the student articulate as many specifics as they can and help them along where they need help. Encourage your student to go back to their text to find answers they may not know.

Key Vocabulary:

- Energy, producers, consumers, decomposers, herbivores, carnivores, omnivores

Step 1: Identify the Topic-

Cycle of Life 1: Food Chains focuses on the food chain by helping students understand that almost all kinds of animals' food can be traced back to plants and that the sun is the ultimate source of energy needed for all organisms to stay alive and grow. This lesson gives students the opportunity to learn about food chains. Learning about a variety of food chains in various environments will help students learn to identify similarities and differences among them. For example, they will learn that materials can be recycled and used again, sometimes in different forms. Also, they will notice that substances may change form and move from place to place, but they never appear out of nowhere and never just disappear.

Step 2: Parent Assisted Read Aloud: Parent assisted read aloud from 'Introduction to Food Chains' of the read aloud packet

*Check for comprehension as you go by asking the following questions:

1. What do you think happens in a food chain?
2. What are the 3 parts of a food chain?
3. Are producers animals or plants?
4. What color are producers?
5. Can you name one animal that is a herbivore? What does that animal eat?
6. Can you name one animal that is a carnivore? What does that animal eat?
7. Can you name one animal that is an omnivore? What does that animal eat?
8. Name one type of decomposer?
9. What do decomposers like mushrooms break down?
10. What happens to the larger parts of animals and plants once the decomposers break it down?

Step 3: Independent Activity- Food Chain Fill in the Blank.

Have your student complete the Food Chain Fill in the Blank.

Answers:

1. Green plants
2. Herbivores
3. Producers
4. Consumers
5. Mushrooms
6. Decomposers

Latina Canta: Agite, agite!

***Instructions:** In this lesson, we will learn the names of some things you might find in your house.*

- 1. Say the Latin name for each picture aloud.*
- 2. Color the picture.*
- 3. Have a partner (a parent, sibling, or friend) show you each picture. Do the action of the picture shown. Try competing against someone else to see who can do the action first!*

Pro Parentibus

List of actions:

Sede: sit

Surge: stand

Scribe: write

Repete: repeat

Audi: listen

Tace: be silent

Aperi librum: open your book

Attolle manum: raise your hand

Thursday Daily Overview

4/16/20

Spalding	Review all words 1-20 with rules and markings.
Literature	PA: Beatrix Potter "The Tale of Johnny Town-Mouse" Pages 114-119 I: Reflection Writing
Poetry	I: 'Sing a Song of People' Journal Entry (blue spiral) Stanza 5 & 6 : Scholar will continue with the journal entry they started yesterday. PA: Practice reciting stanzas 5 & 6 aloud to parents or siblings.
Grammar	PA: Possessive Pronoun Jingle Practice : Have scholar listen to jingle, sing along. (https://www.youtube.com/watch?v=ZmfOIKKfTZc) I: Possessive Pronoun Journal Entry
Math	Thursday Math Sprints WS (2-3 minutes) Unit 16.1d Recognizing Patterns <ol style="list-style-type: none"> 1. See your child's 1B Workbook p. 113-114 for this lesson. Read the lesson first before working with your scholar. 2. Make and cut out paper triangle, square, circle, and square 3. Parent and S will discuss WB p. 113-114 Ex. 3 and then get S to complete the exercise. Use crayon or colored pencil to color in this exercise. 4. For each problem, display a cutout of the outer shape, e. G., a triangle for problem 1a. Make a colored cutout of the shaded area when going from the leftmost picture toward the right. 5. Notice that in the case of problem 1a, the shaded area needs to be flipped more than once about the center-line: first over to the right and then over to the left. (Basically, you are showing your S a "pattern" with a shaded side of triangle on one side then a different side, then the same as the first triangle in the row, etc. Notice that the last triangle is not shaded: that where your scholar will color the side which follows the "pattern.") 6. In the case of problem 2d, the shaded area follows a "stay-stay-flip" pattern for movement (or, "up-up-down" pattern for position. Up means the tip of the triangle is pointing up.) In this case, ask S to tell you: "stay-stay-flip-stay-stay-flip" (or "up-up-down-up-up-down") rhythmically to find the location of the shaded area in the last shape. 7. Extra practice WS pages 155-156, Ex. 1 "Making Halves and Fourths." Parent reads directions to S if needed and S completes both sides of WS independently. Parent check S's work for understanding. If you see problems with understanding, please email your S's teacher to help

	explain during a tutoring session.
History	None.
Science	<p>Subject: Cycle of Life- Food Chains- Continued</p> <p>Materials: The Food Chain Book (see student pages)</p> <p>What to do: PA: Watch Food Chain video on BrainPop Jr. (take the quiz afterwards for an added challenge) https://jr.brainpop.com/science/animals/foodchain/ PA: Read The Food Chain Book (see link below or in student pages) https://drive.google.com/file/d/13i0G6XTcoHORrtUNztqRwyzVNw7Uv7dT/view?usp=sharing PA: Use discussion cards to discuss The Food Chain Book I: Have students cut out the pictures and place them where they belong in the food chain and glue into your science notebooks when done.</p>
Special	Music

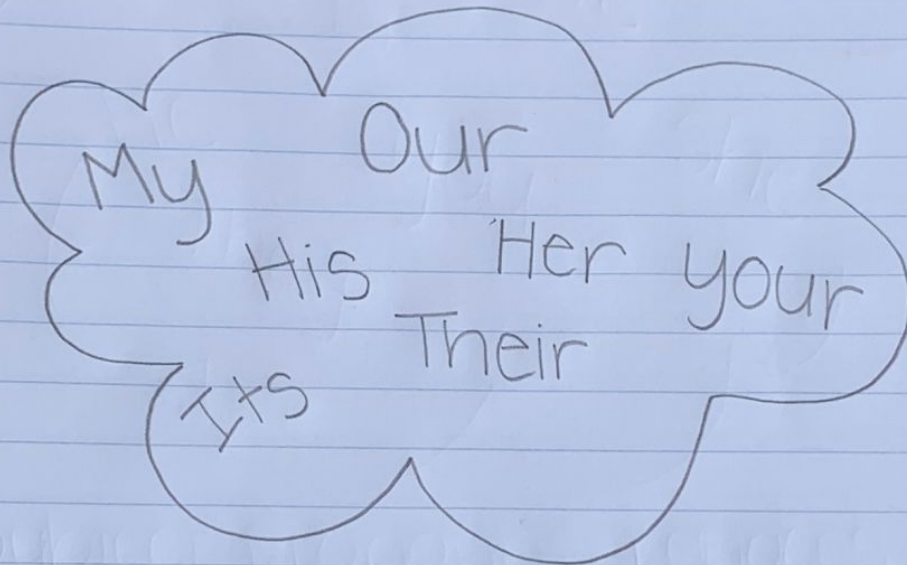
I=Independent or PA=Parent Assisted

*Abbreviations Key for Math-See Friday page

Possessive Pronoun

This pronoun replaces a noun to show ownership.

Their are seven!



That is my mug!

Is that your dog?

x = "groups of"

Math Sprints 1 *Thur, 4/16*

123 B

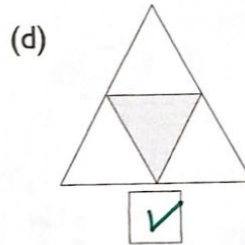
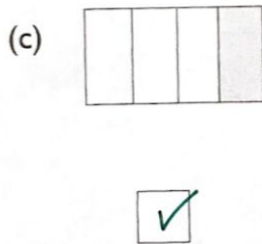
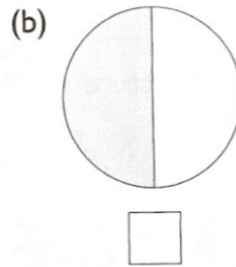
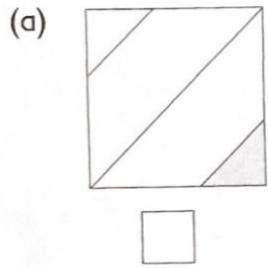
Fill in the blanks.

First Half

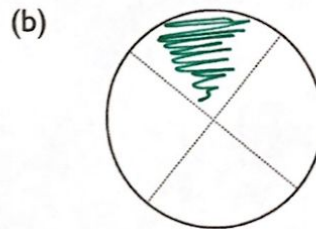
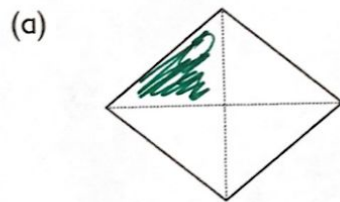
1.	$3 \times \underline{4} = 12$	16.	$2 \times 10 - 20 = \underline{0}$
2.	$1 \times \underline{6} = 6$	17.	$2 \times 10 - 4 = \underline{16}$
3.	$2 \times \underline{10} = 20$	18.	$2 \times 10 - 8 = \underline{12}$
4.	$\underline{8} \times 2 = 16$	19.	$2 \times 10 - 2 = \underline{18}$
5.	$3 \times \underline{2} = 6$	20.	$2 \times 7 = \underline{14}$
6.	$\underline{0} \times 2 = 0$	21.	$1 \times 10 + 5 + 5 = \underline{20}$
7.	$\underline{12} \times 2 = 24$	22.	$5 \times \underline{10} = 50$
8.	$4 \times 4 = \underline{16}$	23.	$4 \times 3 + 8 = \underline{20}$
9.	$\underline{14} \times 2 = 28$	24.	$5 \times 2 + 5 = \underline{15}$
10.	$\underline{18} \times 2 = 36$	25.	$6 \times 5 - 25 = \underline{5}$
11.	$\underline{20} \times 2 = 40$	26.	$5 \times 4 + 5 = \underline{25}$
12.	$\underline{6} \times 3 = 18$	27.	$5 \times 6 + 5 = \underline{35}$
13.	$10 \times \underline{10} = 100$	28.	$8 \times 5 + 5 = \underline{45}$
14.	$\underline{8} \times 4 = 32$	29.	$5 \times 5 + 5 = \underline{30}$
15.	$\underline{2} \times 11 = 22$	30.	$5 \times 5 + 15 = \underline{40}$

3. Check the shape that shows fourths.

4/16 p.2
Key



4. Color a fourth of each of the following shapes.



Name: _____

Class: _____

Date: 4/16

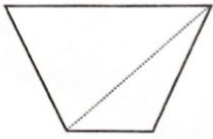
p.1

Exercise 1 : Making Halves and Fourths

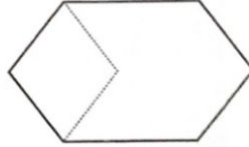
Key

1. Color the picture that shows halves.

(a)



(b)



(c)

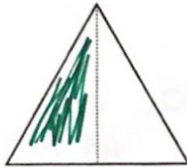


(d)



2. Color a half of each of the following shapes.

(a)



(b)



Science Day 3

Use the discussion cards to review the book; The Food Chain (see student packet)

The Food Chain Level F

What is this book mostly about?
Can you give an example of a detail?

Reading a-z Main Idea and Details

The Food Chain Level F

Would a grasshopper be in the plant eater or meat eater group?

Reading a-z Classify Information

The Food Chain Level F

Why does the author tell about both plant and meat eaters?

Reading a-z Analyze

The Food Chain Level F

Make a list of the foods you ate yesterday.
Are you mostly a plant eater or a meat eater?

Reading a-z Evaluate

Thursday Music:

We have a new composer for April. His name is Rachmaninof. He wrote a lot of songs for the piano. See if you could listen to some of his songs with your parents. Keep singing!

In our lesson this week, we're going to work with High and Low, and writing your very own song! This page will help you get ready to write your song.

If the empty space is higher write "So". If the empty space is lower write "Mi".

Friday Daily Overview
4/17/20

Spalding	Assess Spalding Test. NO RULES, NO MARKINGS.
Literature	PA: Beatrix Potter "The Tale of Johnny Town-Mouse" pages 116-127. I: Reflection Writing
Poetry	I: Poetry Assessment
Writing	I: Pronoun Assessment
Math	Math Assessment Parent reads test to S (if needed), S completes tests independently: Unit 16 Ch. 1 Test A, Units 1-16 Cumulative Test A Complete Challenge Problem Solve 16.r
History	None.
Science	Subject: Cycle of Life- Food Chains-Review Materials: Read aloud packet – Introduction to Food Chains (see student pages), Fill in the Blank assessment from Wednesday April 15, and answers to Fill in the Blank. What to do: <ol style="list-style-type: none"> 1. Step 1: Have students review their answers to the Fill in the Blank from Tuesday 2. Step 2: I- Give students the answers to the Fill in the Blank, and have them write down the correct answer where needed 3. Step 3: PA- Review the correct answers and wrong answers and review the comprehension questions to help your student better understand. 1. Step 4- Submit the corrected assessment.
Special	Art- See student packet

I=Independent or PA=Parent Assisted *Abbreviations Key for Math-See Friday page



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Student Packet 1st Grade 42

Student Packet Table of Contents

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2. Wednesday's Agenda.....pg. 58
3. Thursday's Agenda.....pg. 74
4. Friday's Agenda.....pg. 91

Tuesday Daily Agenda

4/14/2020

Spalding	<ul style="list-style-type: none"> <input type="checkbox"/> New learned words with parents in pink notebook <input type="checkbox"/> Spalding Homework 2 times each
Literature	<ul style="list-style-type: none"> <input type="checkbox"/> Beatrix Potter 'The Tale of Johnny Town Mouse' pages 102-107 <input type="checkbox"/> Reflection Writing
Poetry	<ul style="list-style-type: none"> <input type="checkbox"/> 'Sing a Song of People' Journal Entry (blue spiral) Stanza 1 & 2 <input type="checkbox"/> Practice reciting stanzas 1 & 2 aloud to parents or siblings.
Grammar	<ul style="list-style-type: none"> <input type="checkbox"/> Subject Pronoun Jingle Practice <input type="checkbox"/> Subject Pronoun Journal Entry
Math	<ul style="list-style-type: none"> <input type="checkbox"/> Monday Sprints (2-3 mins.) <input type="checkbox"/> Red Journal Notebook "Fourths" copy notes <input type="checkbox"/> 1B Workbook pages 111-112 <input type="checkbox"/> WS "Halves and Fourths"
History	None
Science	<ul style="list-style-type: none"> <input type="checkbox"/> Read aloud packet – Introduction to Food Chains Continued : <input type="checkbox"/> Step 1- Identify the Topic- Cycle of Life: Food Chains Continued <input type="checkbox"/> Step 2- Read aloud packet – Introduction to Food Chains Continued with the assistance of your parent. <input type="checkbox"/> Step 3- Do the cut paste activity.
Special	PE



Great Hearts Western Hills
Spalding Homework: K-2

Tuesday

Grade: ___1st___ Day of Week: _____ ()

Dear Parents,

Please dictate the following words/phonograms to your child. Say each word, then say it in a sentence, and then say the word again. Your child writes the *word* and *markings*, as seen below. He/she does not include the *rules* they learned in class, as rules are only done in classwork. You will then help your child make appropriate corrections, immediately, before moving on to the next word. When you complete all the words, your child will need to fold their blank sheet of paper so the words do not show. Repeat this entire process two more times, so each word has been practiced a total of 3 times, but the words have never been copied. Thank you!

own
be fore r.4
no r.4
know
were
where
there
here
dead
leave

Further Instructions:

Child should label his/her paper with the title *Spalding Homework*, as well as write his/her name, grade, and the date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as practice proper letter formation. Please instruct your child to use his/her best handwriting and to re-write any words that were not written with care.

Tuesday Literature Lesson

After reading pages 102-107 from Johnny Town Mouse, please respond to the question in a complete sentence. Please be sure to add details to your

How did Timmy Willie make it into the town?

X = "groups of"

Math Sprints 1

Tues. 4/14

123 A

Multiply.

First Half

1.	$2 \times 2 =$	16.	$0 \times 2 =$
2.	$2 \times 3 =$	17.	$8 \times 2 =$
3.	$2 \times 5 =$	18.	$6 \times 2 =$
4.	$2 \times 4 =$	19.	$9 \times 2 =$
5.	$2 \times 1 =$	20.	$7 \times 2 =$
6.	$2 \times 0 =$	21.	$10 \times 2 =$
7.	$2 \times 6 =$	22.	$2 \times 5 =$
8.	$2 \times 8 =$	23.	$4 \times 5 =$
9.	$2 \times 7 =$	24.	$3 \times 5 =$
10.	$2 \times 9 =$	25.	$5 \times 1 =$
11.	$2 \times 10 =$	26.	$5 \times 5 =$
12.	$3 \times 2 =$	27.	$7 \times 5 =$
13.	$5 \times 2 =$	28.	$9 \times 5 =$
14.	$4 \times 2 =$	29.	$5 \times 6 =$
15.	$1 \times 2 =$	30.	$8 \times 5 =$

Sing a Song 1
By Lois Lenski

2

Sing a song of people
Walking fast or slow;
People in the city,
Up and down they go.

People in talk buildings
And in stores below;
Riding elevators
Up and down they go.

People on the side walk,
People on the bus;
People passing, passing,
In back and front of us.

People walking singly,
People in a crowd
People saying nothing,
People talking loud.

People on the subway
Underneath the ground;
People riding taxis
Round and round and
round.

People laughing, smiling,
Grumpy people too;
People who just hurry
And never look at you!

People with their hats on,
Going in the doors;
People with umbrellas
When it rains and pours.

Sing a song of people
Who like to come and go;
Sing of city people
You see but never know!

Halves and Fourths

WS 4/14



$$\frac{1}{2} \quad \begin{array}{l} \text{1 part is shaded} \\ \text{2 parts in total} \end{array}$$



$$\frac{1}{4} \quad \begin{array}{l} \text{1 part is shaded} \\ \text{4 parts in total} \end{array}$$

Answer each question below with $\frac{1}{2}$ or $\frac{1}{4}$.



How much of the pizza is left?



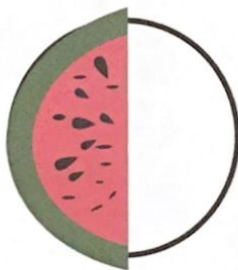
How much of the pizza is left?



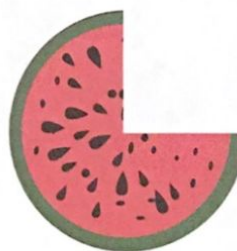
How much of the pizza is left?



How much of the watermelon is left?



How much of the watermelon is left?



How much of the watermelon is eaten?

Science Day 1



Introduction to Food Chains

FOOD CHAIN



Let's Look at a Food Chain

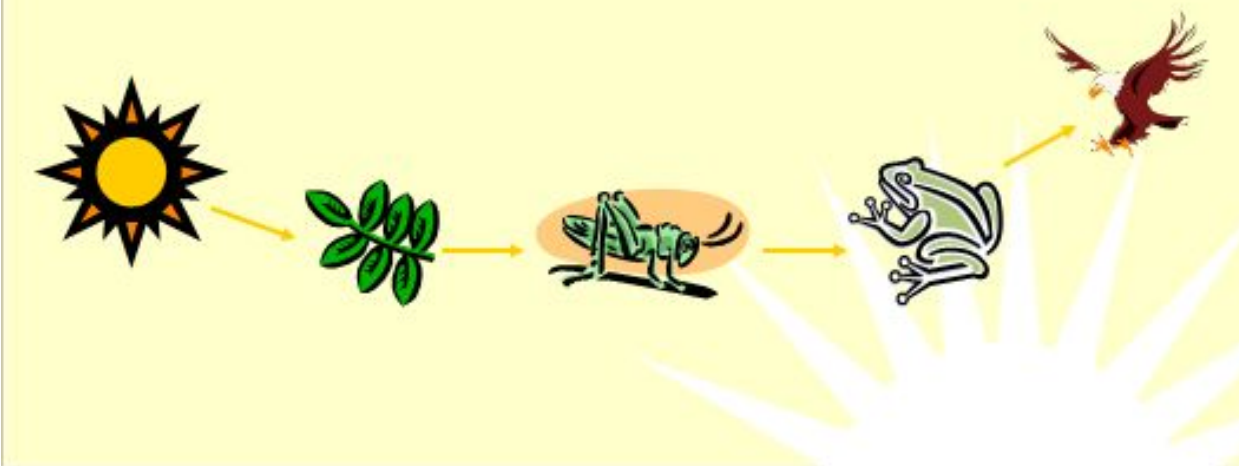
⊗ A food chain is a simplified way to look at the energy that passes from producers to consumers.

Key Questions:

1. What passes from producers to consumers in a food chain?

What is a Food Chain?

❁ A food chain is the path by which energy passes from one living thing to another.



Key Questions:

1. What passes from one living thing to another in a food chain?
2. What does the eagle eat or consume to get energy from the food chain?
3. What does the frog eat to get energy from the food chain?
4. What does the grasshopper eat to get energy from the food chain?
5. What does the plant produce to produce energy for the food chain?

What's in a Food Chain?

☼ Producers

☼ Consumers

☼ Decomposers

Key Questions:

1. What are the 3 parts of a food chain?
2. What do you think must come first in a food chain?

Producers

- ❖ **Producers make their own food**
- ❖ **Green plants use energy from the sun to make food**
- ❖ **Producers are on the bottom of the food chain**



Key Questions:

1. What do plants use to make food from the sun?
2. Can you name one type of green plant?
3. Are producers like green plants found at the top or bottom of the food chain?

Consumers

✿ **Consumers hunt, gather, and store food because they cannot make their own.**



Key Question:

1. Remember your learning cards from last week? Name the three types of animals on your learning cards?
2. What kind of animals consume food?

Three Types of Consumers

☼ Herbivores



☼ Carnivores



☼ Omnivores



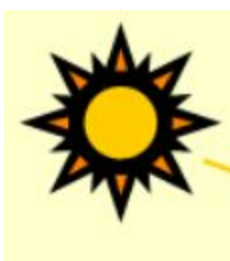
Key Questions:

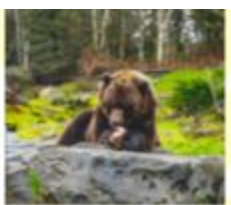
1. Do you remember your learning cards from last week?
2. What kind of food do herbivores consume?
3. What kind of food do carnivores consume?
4. What kind of food do omnivores consume?

Student Packet Activity

Title: Cycle of Life- Food Chains- Cut and Paste Activity

Directions: Food Chain Cut and Paste Activity: Work independently to cut and paste the word 'producer' or 'consumer' or match each picture. Ask yourself, how do you know if the picture is a 'producer' or a 'consumer'?





Cut out each word and paste it under the corresponding picture:

Producer	Consumer
Producer	Consumer
Producer	Consumer

Wednesday Daily Agenda

4/15/2020

Spalding	<input type="checkbox"/> New learned words with parents in pink notebook <input type="checkbox"/> Spalding Homework 2 times each
Literature	<input type="checkbox"/> Beatrix Potter "The Tale of Johnny Town-Mouse" pages 108-113. <input type="checkbox"/> Reflection Writing.
Poetry	<input type="checkbox"/> 'Sing a Song of People' Journal Entry (blue spiral) Stanza 3 & 4 <input type="checkbox"/> Practice reciting stanzas 3 & 4 aloud to parents or siblings.
Grammar	<input type="checkbox"/> Subject Pronoun Practice Worksheet
Math	<input type="checkbox"/> Wednesday Math Sprints <input type="checkbox"/> Red Journal Notes Copy "Recognizing Halves and Fourths" <input type="checkbox"/> 1B Textbook page 67, Tasks 1, 2, 3 <input type="checkbox"/> 1B Workbook pages 109-110 <input type="checkbox"/> Shapes WS
History	none
Science	<input type="checkbox"/> Read aloud packet – Introduction to Food Chains (see student pages) <input type="checkbox"/> Step 1- Identify the Topic <input type="checkbox"/> Step 2- PA (parent assisted) Read from text in the student packet Cycle of Life- Food Chains- Continued with your student, asking questions to check for comprehension as you go. <input type="checkbox"/> Step 3- Complete the (independent) Fill in the Blank assessment. You will turn this in on Friday.
Special	Latin



Great Hearts Western Hills
Spalding Homework: K-2

Grade: ___1st___ Day of Week: _____ (Wednesday)

Dear Parents,

Please dictate the following words/phonograms to your child. Say each word, then say it in a sentence, and then say the word again. Your child writes the *word* and *markings*, as seen below. He/she does not include the *rules* they learned in class, as rules are only done in classwork. You will then help your child make appropriate corrections, immediately, before moving on to the next word. When you complete all the words, your child will need to fold their blank sheet of paper so the words do not show. Repeat this entire process two more times, so each word has been practiced a total of 3 times, but the words have never been copied. Thank you!

ear ly r.6
close ²
close
flow er
flour
noth ing
ground
lead
led
lead ²

Further Instructions:

Child should label his/her paper with the title *Spalding Homework*, as well as write his/her name, grade, and the date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as practice proper letter formation. Please instruct your child to use his/her best handwriting and to re-write any words that were not written with care.

NAME: _____ DATE: _____

GRAMMAR WORKSHEET

SUBJECT PRONOUNS



he	she	it	they
----	-----	----	------

- Replace the underlined words with the appropriate pronouns in the box. Use capital letters when necessary.

They

1. The man went shopping and bought some books. The books were history books.
2. My sister is studying at the library because my sister has an exam tomorrow.
3. Jack lives in a city but Jack likes to go camping every summer.
4. I put the cookies on the table but now the cookies aren't there.
5. The cat looked at me and then then the cat started to meow.
6. Mrs. Simpson works at a hospital. Mrs. Simpson is a doctor.
7. We saw the movie but we stood in line a long time to watch the movie.
8. I like the weather in Spain. The weather is often warm and sunny in Spain.
9. I gave the report to Mr. Jones and Mr. Jones read it.
10. Where are the magazines? Are the magazines in the living room?
11. I tasted the coffee but I didn't like the coffee.
12. My grandmother is retired and my grandmother lives in Vancouver.

Wednesday Literature Lesson

After reading pages 108-113 from *Johnny Town Mouse*, please respond to the question in a complete sentence.

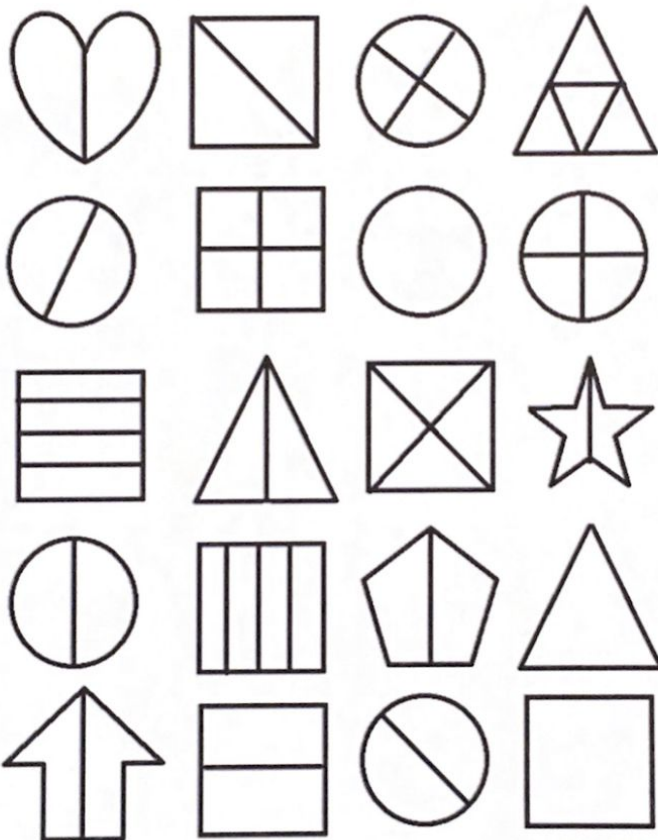
What virtue did Johnny show to Timmy-Willie?

Shape WS 4/15

Color the shapes showing 1 whole **BLUE**.

Color the shapes split into 2 equal shares, or halves **RED**.

Color the shapes split into 4 equal shares, or fourths **GREEN**.



\times = "groups of"

Math Sprints 1

Wed. 4/15

123 A

Multiply.

Second Half

1.	$5 \times 1 =$ <i>5 groups of 1 =</i>	16.	$0 \times 2 =$
2.	$5 \times 2 =$	17.	$5 \times 2 =$
3.	$5 \times 3 =$	18.	$6 \times 2 =$
4.	$5 \times 4 =$	19.	$9 \times 2 =$
5.	$5 \times 5 =$	20.	$7 \times 2 =$
6.	$5 \times 0 =$	21.	$10 \times 2 =$
7.	$5 \times 7 =$	22.	$1 \times 2 =$
8.	$5 \times 8 =$	23.	$2 \times 2 =$
9.	$5 \times 6 =$	24.	$4 \times 2 =$
10.	$5 \times 9 =$	25.	$3 \times 2 =$
11.	$5 \times 10 =$	26.	$5 \times 2 =$
12.	$3 \times 5 =$	27.	$7 \times 2 =$
13.	$5 \times 5 =$	28.	$9 \times 2 =$
14.	$4 \times 5 =$	29.	$5 \times 2 =$
15.	$1 \times 2 =$	30.	$8 \times 2 =$

Science Day 2



Food Chains- Continued

FOOD CHAIN



What is a Food Chain?

❁ A food chain is the path by which energy passes from one living thing to another.



Key Questions:

1. What do you think happens in a food chain?

What's in a Food Chain?

☼ Producers

☼ Consumers

☼ Decomposers

Key Questions:

1. What are the 3 parts of a food chain?

Producers

Producers



Key Questions:

1. Are producers animals or plants?
2. What color are producers?

Three Types of Consumers

☼ Herbivores



☼ Carnivores



☼ Omnivores



Key Questions:

1. Can you name one animal that is a herbivore? What does that animal eat?
2. Can you name one animal that is a carnivore? What does that animal eat?
3. Can you name one animal that is an omnivore? What does that animal eat?

Decomposers

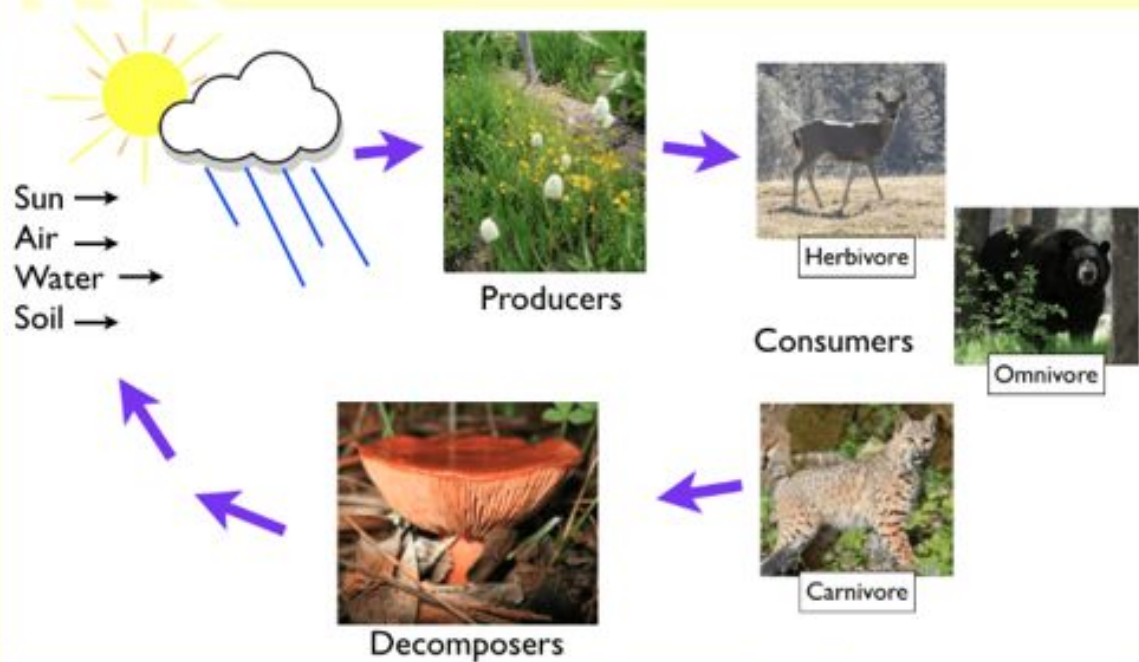
❖ **Mushrooms, worms and bugs break down large parts of animals and plants into smaller parts that become part of the soil**



Key Questions:

1. Name one type of decomposer?
2. What do decomposers like mushrooms break down?
3. What happens to the larger parts of animals and plants once the decomposers break it down?

Review- The Food Chain



Key Questions:

1. Does the sun make plants produce food for animals?
2. What do plants produce for animals?
3. What do herbivores eat? Name one animal that is a herbivore?
4. What do carnivores eat? Name one animal that is an omnivore?
5. What do decomposers like mushrooms break down?

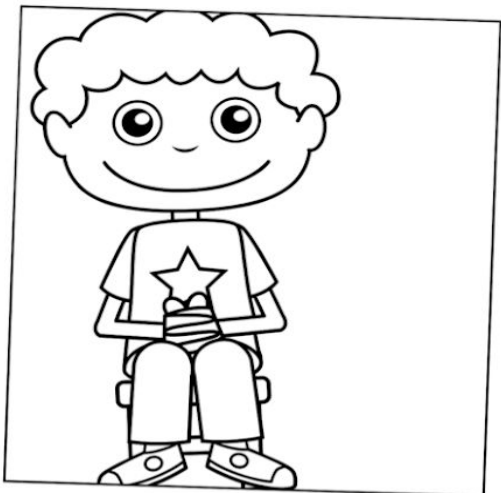
Student Packet Assessment**Title: Cycle of Life- The Food Chain Fill in the Blank**

Directions: Work independently to Fill in the Blank to complete each sentence. Refer back to the 'Review' slide if you need a hint.

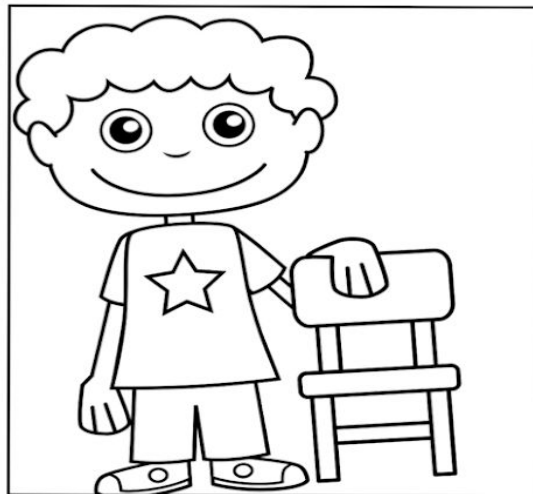
Producers	Consumers	Decomposers
Herbivores	Green Plants	Mushrooms

1. The sun helps _____ grow and make food for animals.
2. Deer are _____ that consume grass and other plants.
3. Plants are _____ that make food to feed animals.
4. Animals like deer, lions and bears are _____ that eat plants or animals, or both.
5. _____, worms and bugs help break down large parts of animals and plants into smaller parts to become soil.
6. _____ breaks down plants and animals into soil.

Latin



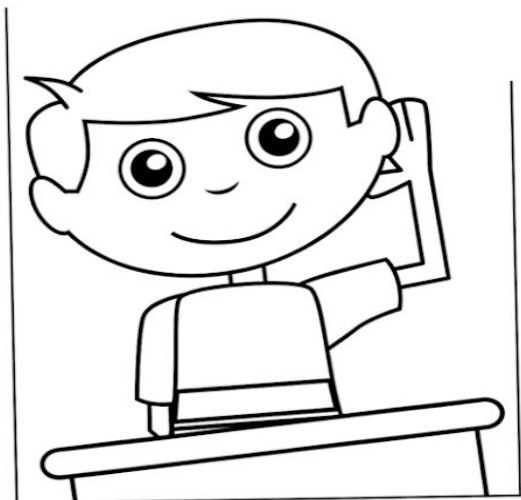
sede



surge



scribe



audi



repete

Thursday Daily Agenda

4/16/20

Spalding	<input type="checkbox"/> All New learned words with parents on Spalding Paper <input type="checkbox"/> Spalding Homework 1 time each
Literature	<input type="checkbox"/> Beatrix Potter "The Tale of Johnny Town-Mouse" Pages 114-119 <input type="checkbox"/> Reflection Writing
Poetry	<input type="checkbox"/> 'Sing a Song of People' Journal Entry (blue spiral) Stanza 5 & 6 <input type="checkbox"/> Practice reciting stanzas 5 & 6 aloud to parents or siblings.
Grammar	<input type="checkbox"/> Possessive Pronoun Jingle Practice <input type="checkbox"/> Possessive Pronoun Journal Entry
Math	<input type="checkbox"/> Thursday Math Sprints <input type="checkbox"/> 1B Textbook- none <input type="checkbox"/> 1B Workbook pages 113-114, Ex. 3 <input type="checkbox"/> Extra practice WS pages 155-156
History	none
Science	<input type="checkbox"/> PA: Read The Food Chain Book <input type="checkbox"/> PA: Use discussion cards to discuss The Food Chain Book <input type="checkbox"/> I: Have students cut out the pictures and place them where they belong in the food chain and glue into your science notebooks when done.
Special	Music



Great Hearts Western Hills
Spalding Homework: K-2

Grade: _____ Day of Week: Thursday

Dear Parents,

Please dictate the following 30 words to your child. Say each word, then say it in a sentence, and then say the word again. Your child writes the *word* only, as seen below. He/she does not include the *markings* or *rules* they learned in class. You will then help your child make appropriate corrections, immediately, before moving on to the next word. Please make sure your child is not copying the words from this homework page, but you are reading them to your child. Thank you!

own	early	
before	close	
no	close	
know	flower	
were	flour	
where	nothing	
there	ground	
here	lead	
dead	led	
leave	lead	

Further Instructions:

Child should label his/her paper with the title *Spalding Homework*, as well as write his/her name, grade, and the date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as practice proper letter formation. Please instruct your child to use his/her best handwriting and to re-write any words that were not written with care.

Thursday Literature Lesson

After reading pages 114-119 from Johnny Town Mouse, please respond question in a complete sentence.

How did Timmy-Willie make it back home?

Name: _____

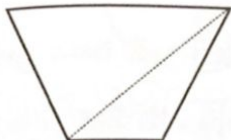
Class: _____

Date: 4/16

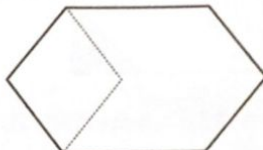
Exercise 1 : Making Halves and Fourths

1. Color the picture that shows halves.

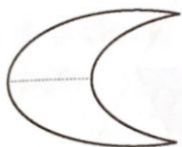
(a)



(b)



(c)



(d)

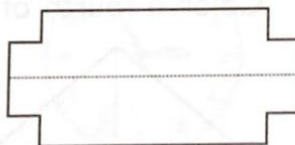


2. Color a half of each of the following shapes.

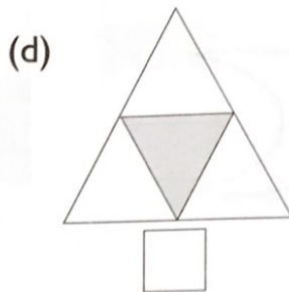
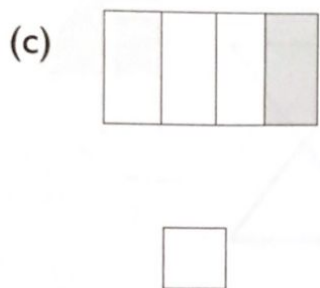
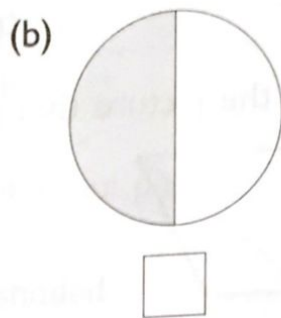
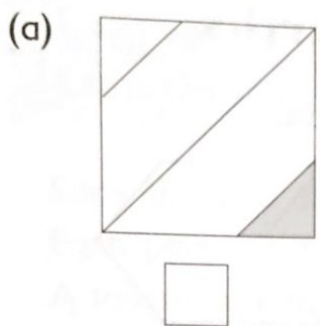
(a)



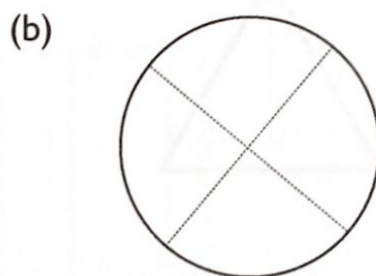
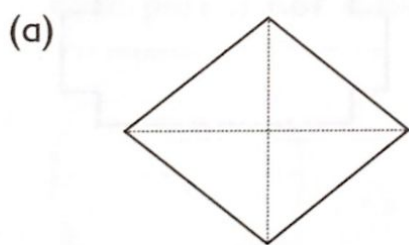
(b)



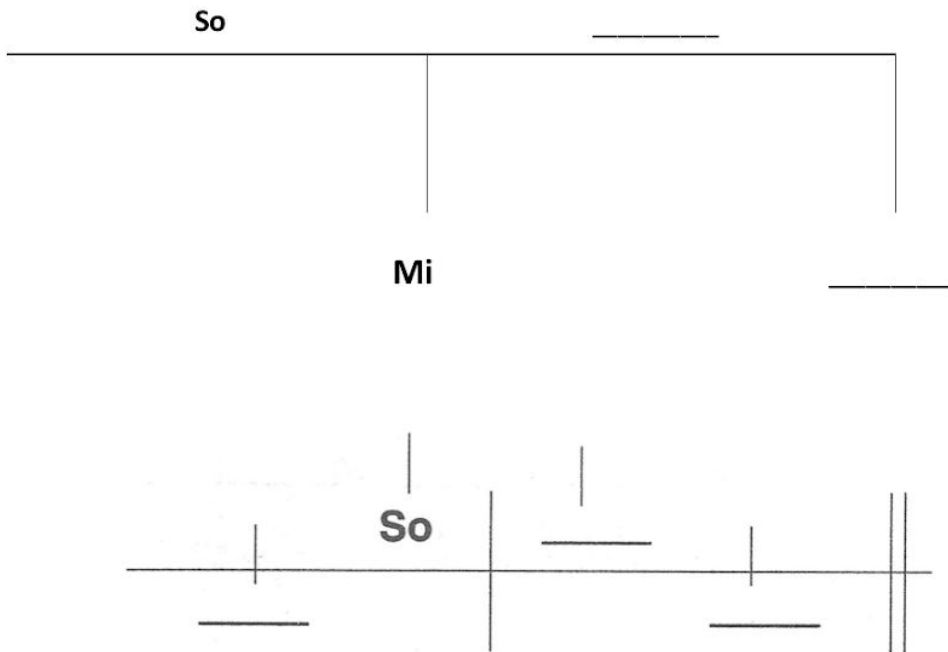
3. Check the shape that shows fourths. 4/16



4. Color a fourth of each of the following shapes.



Thursday Music:



Now you can write own song!

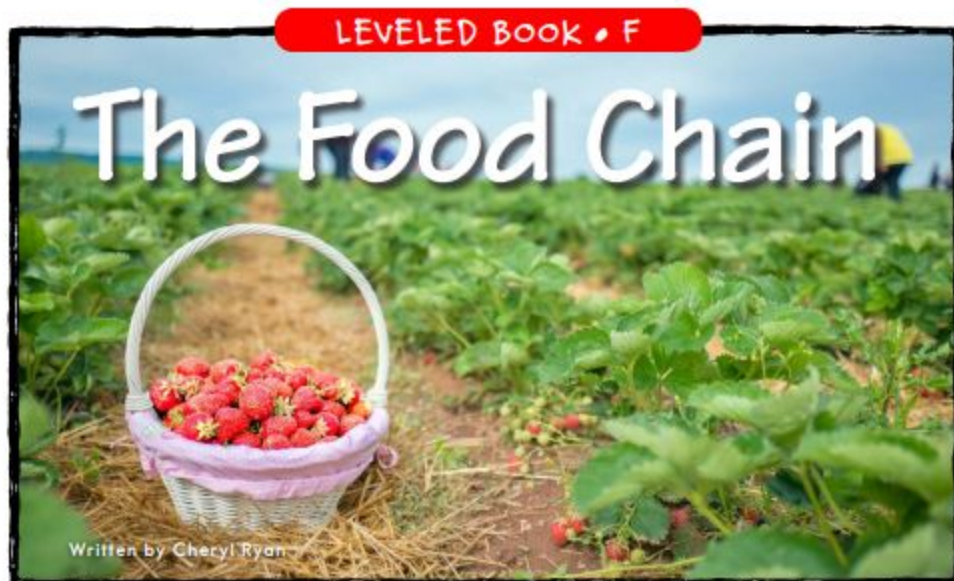
Song of

(Your Name)

Write a two-sentence song. Begin each sentence with a capital letter.

So	So
Mi	Mi

So	So
Mi	Mi



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All plants need food in order to live.
Green plants make food.
They need air, water, and sunlight
to make food.
Most plants need soil, too.



All animals need food in order to live.
These animals eat plants.
They are called plant eaters.

4



These animals eat other animals.
They are called meat eaters.



Plant eaters and meat eaters
are part of a food chain.
Most food chains begin with plants.
The plants make food, which animals eat.
Let's look at a food chain.

6



A grasshopper eats the leaves of a plant.
The grasshopper grows bigger.
A frog eats the grasshopper.
The frog grows bigger.

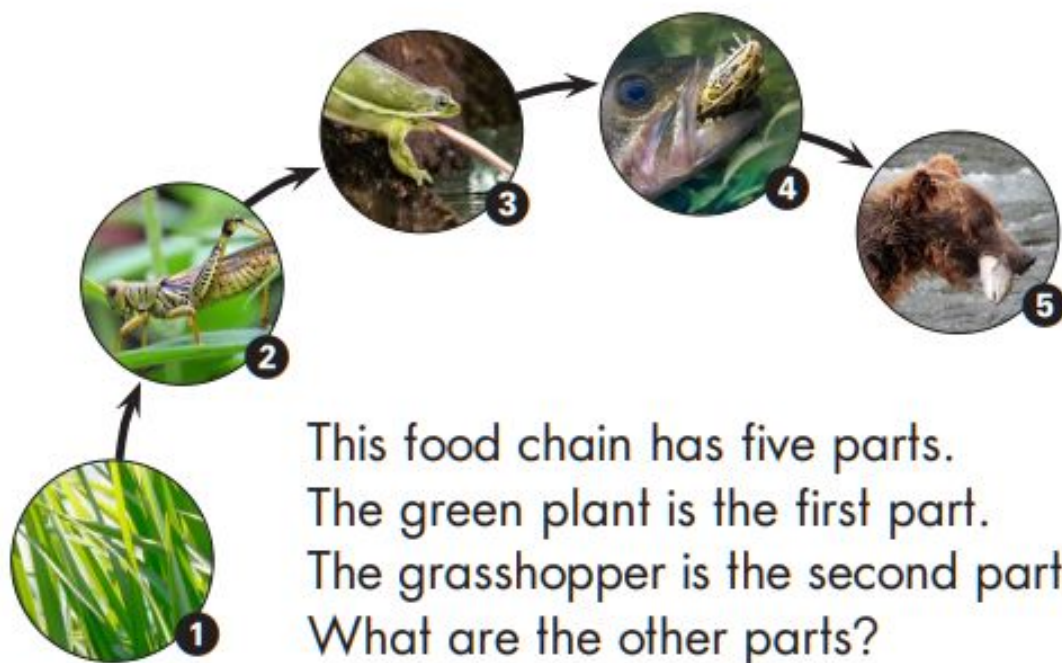


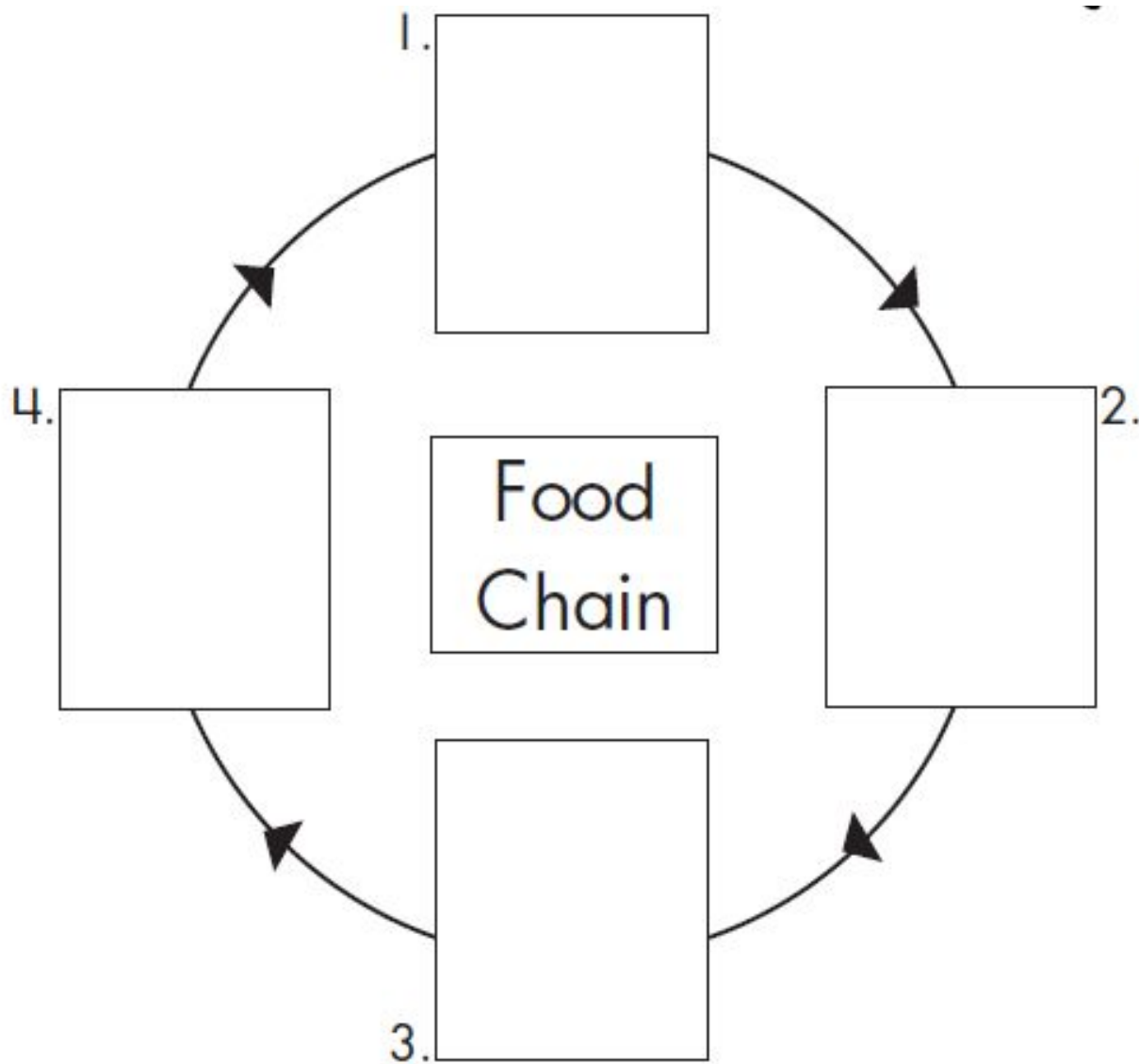
A fish eats the frog.
The fish grows bigger.

8







A small bear catches the fish.
The bear eats the fish.
The bear grows bigger.





THE FOOD CHAIN • LEVEL F • 1

✂

			
fish	grasshopper	plant	frog

SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students cut out the pictures and place them where they belong in the food chain.



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

8702 Ingram Road | San Antonio, Tx 78251 | Office: (210) 888-9488 | Fax: (210) 888-9484 | www.greatheartswesternhills.org

Student Attendance Affidavit

My Western Hills student attended to his/her distance learning studies on the following days:

Tuesday, April 14, 2020

Wednesday, April 15, 2020

Thursday, April 16, 2020

Friday, April 17, 2020

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach or review the content or directions with your student before allowing them to make a second attempt. Reach out to your scholar's teacher via email if you need further assistance.

My scholar has completed Friday's Assessments to the best of his/her abilities and I have directed these assessments with my child's academic integrity in mind.

Parent Signature: _____

I have completed Friday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section: _____

Friday Daily Agenda

4/17/20

Spalding	<input type="checkbox"/> Spalding Test
Literature	<input type="checkbox"/> Beatrix Potter “The Tale of Johnny Town-Mouse” pages 116-127. <input type="checkbox"/> Reflection Writing
Poetry	<input type="checkbox"/> Poetry Assessment
Grammar	<input type="checkbox"/> Pronoun Assessment
Math	<input type="checkbox"/> Unit 16 Test A “Halves and Fourths” <input type="checkbox"/> Units 1-16 Cumulative Test A <input type="checkbox"/> WS Problem Solving 16
History	none
Science	<input type="checkbox"/> Read aloud packet – Introduction to Food Chains <input type="checkbox"/> Step 1: Review your answers to the Fill in the Blank from Wednesday <input type="checkbox"/> Step 2: I- Get the answers to the Fill in the Blank from your parent, and write down the correct answer where needed <input type="checkbox"/> Step 3: PA- Review the correct answers and wrong answers and review the comprehension questions with your parents to better understand. <input type="checkbox"/> Step 4: Submit the corrected assessment.
Special	Art

NAME: _____ DATE: _____

GRAMMAR WORKSHEET

POSSESSIVE PRONOUNS

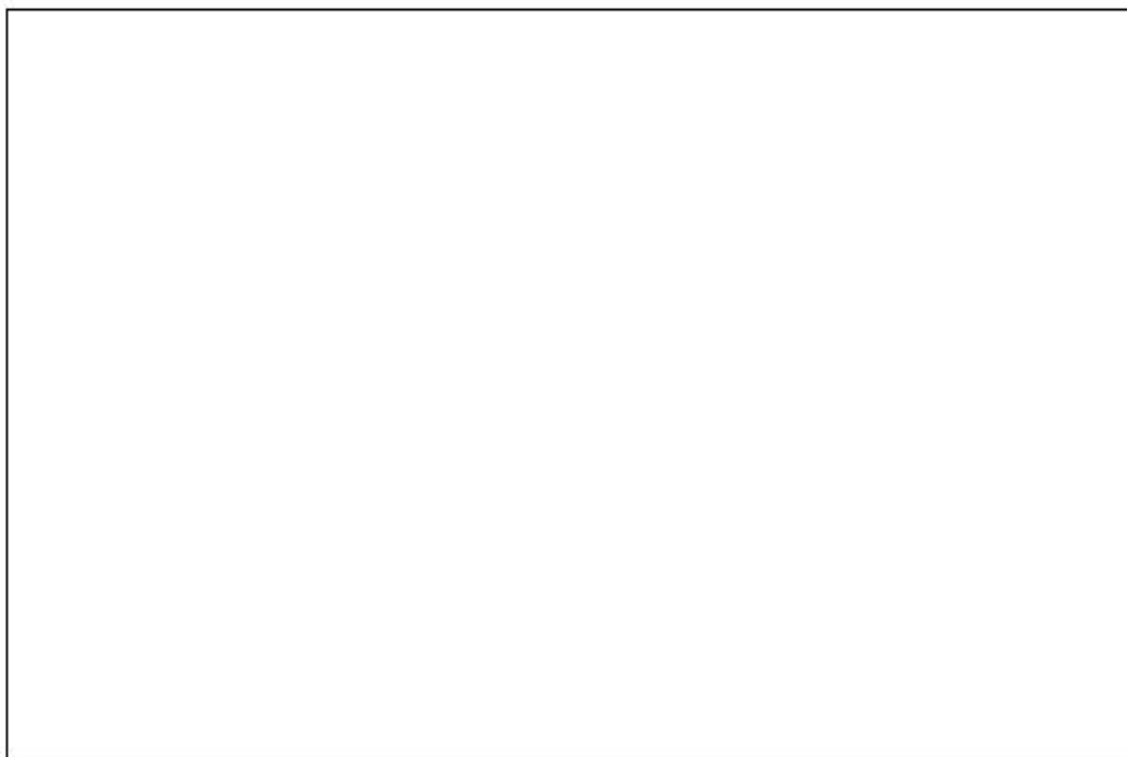


SUBJECT PRONOUNS	POSSESSIVE PRONOUNS
● <i>I</i> have a bicycle.	● The bicycle is <i>mine</i> .
● <i>You</i> have a bicycle.	● The bicycle is <i>yours</i> .
● <i>He</i> has a bicycle.	● The bicycle is <i>his</i> .
● <i>She</i> has a bicycle.	● The bicycle is <i>hers</i> .
● <i>It</i> has a bicycle.	X
● <i>We</i> have a bicycle.	● The bicycle is <i>ours</i> .
● <i>They</i> have a bicycle.	● The bicycle is <i>theirs</i> .

● *Fill in the blanks below to complete the sentences. Use the words in the above box.*

- We bought that house last year. It is _____.
- This car belongs to Mr. and Mrs. Smith. It is _____.
- I think I saw John drop this pen. I think it is _____.
- This book is _____. It has my name on it.
- My brother and I made that chair. It's _____.
- Excuse me. This phone is _____. You forgot to take it with you.
- Her sister drew the picture. It's _____.
- The little boy shouted, "Give the ball to me! It's _____!"
- That's _____. We bought it last night at the department store.
- The bicycles were _____, so they rode them home after school.
- A: Are you sure this book belongs to your mother? B: Yes, it's _____.
- This is _____ - you ordered the pizza. I ordered the spaghetti.
- A: Is this Robert's? B: No, it's not _____.
- I think these keys are _____. I left them on the table.
- Thomas can find his classroom, but Susan and Mary can't find _____.

Friday Poetry Lesson**What does this poem make you think of?**

What do you think the poem would look like as a picture? Draw it!

Friday Literature Lesson

After reading pages 116-127 from Johnny Town Mouse, please respond to the question and add an illustration. Please be sure to add details to your illustration that includes the setting and characters.

Would you rather be a town or a country mouse, and why??

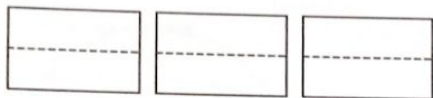
Appendix: 16.r

4/17

Problem Solving 16

Fill in the blanks.

1.



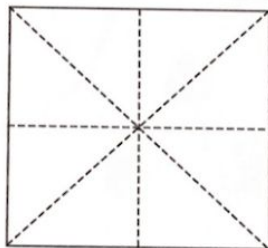
There are _____ halves in 3 rectangles.

2.

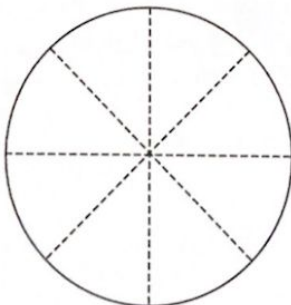


There are _____ fourths in 2 rectangles.

3. Color a half of the following shape.



4. Color a fourth of the following shape.



Name: _____

Class: _____

Date:

4/17

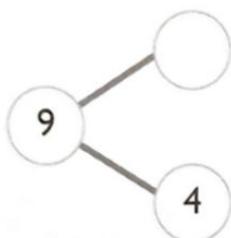
p.1

Points

20

Cumulative Test A Units 1-16

1. Write the missing number.



2. Write addition and subtraction sentences for the picture.



$$\underline{\quad\quad} + \underline{\quad\quad} = 6$$

$$\underline{\quad\quad} - \underline{\quad\quad} = 2$$

$$\underline{\quad\quad} - \underline{\quad\quad} = 4$$

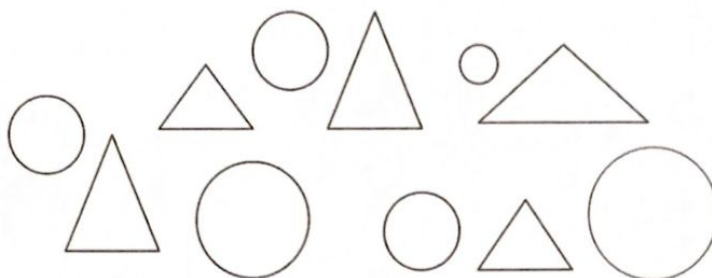
3. Circle the correct answer.



The (bird / flower / leaf) is next to the worm.

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4.

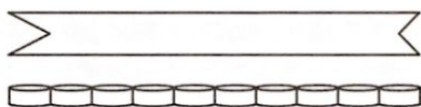



There are _____ triangles.

There are _____ circles.

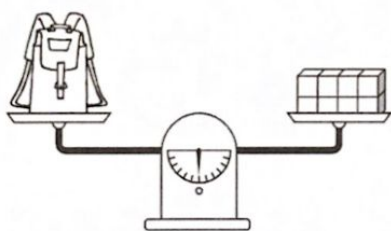
There are _____ shapes altogether.

5.



The ribbon is about _____  long.

6.



The bag weighs about _____ .

4/17 p. 3

7. 2 more than 35 is _____.

8. 25 and 4 make _____.

9. $15 + 7 =$ _____.



There are 4 trucks.

Each truck has 4 wheels.

There are _____ wheels altogether.



There are 4 boxes.

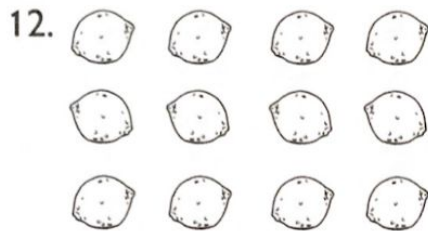
Each box has 5 tomatoes.

There are 20 tomatoes altogether.

$$4 \times 5 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$= 20$$

4/17 p. 4

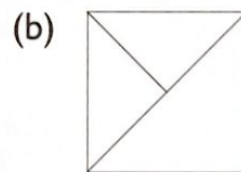
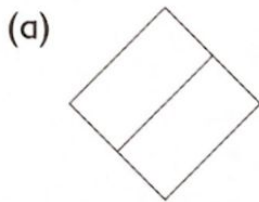


There are 12 lemons.

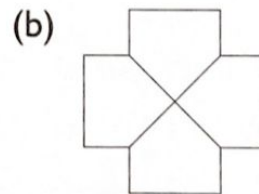
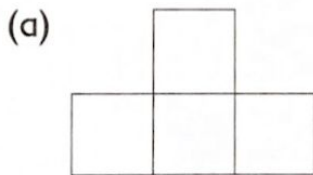
Jean puts 4 lemons into each basket.

She uses _____ baskets.

13. Color one half of each figure.



14. Color one fourth of each figure.



Name: _____

Class: _____

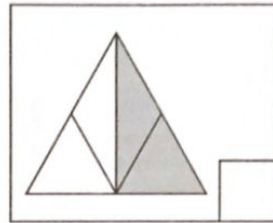
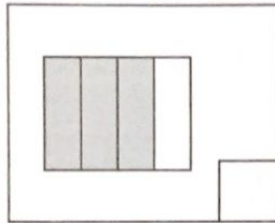
Date: 4/17

Points

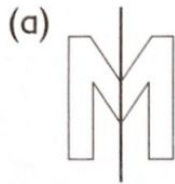
10

**Test
A****Unit 16: Halves and Fourths****Chapter 1: Making Halves and Fourths**

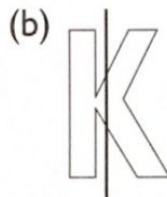
1. Check the figure that is half-shaded.



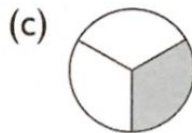
2. Write **Yes** or **No**.



The line cuts the letter 'M' into halves.



The line cuts the letter 'K' into halves.



The circle is half shaded.

4/17

(d)



The cake is cut into fourths.

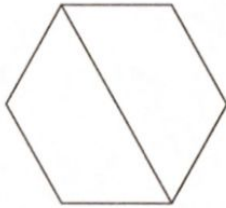
(e)



The shape is cut into fourths.

3. Color one half of each figure.

(a)

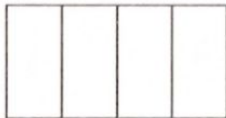


(b)



4. Color one fourth of each figure.

(a)



(b)



First Grade Art

Hello friends! Let's first review the artwork.....

Early Renaissance

Title: St. George and the Dragon

Artist: Raphael

Medium: Oil Paint

Location: Italy

Date: 1504 - 1506

This painting is inspired by the story of, "St. George and the Dragon." The story says that the dragon kidnapped a princess. The brave St. George came to her rescue and slayed the dragon.



Today, in your sketchbook you are going to be adding color to the dragon eye you drew last week.

1. Get out your sketchbook and open to the dragon eye you drew. If you lost it you can draw it again in your sketchbook. The step-by-step is in the packet.
2. Practice shading dark to light with your pencil, a crayon, or colored pencil.



Dark

Light

3. Complementary Colors

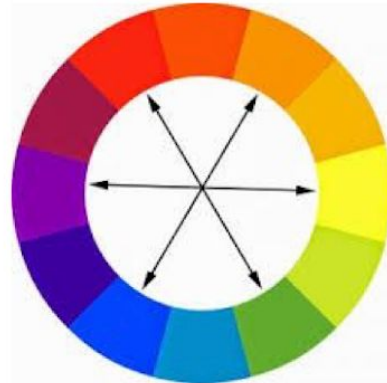
- a. Complementary colors are across from each other on the color wheel like this

Fill in the blank with the color across:

Blue is across from _____

Red is across from _____

Yellow is across from _____



Pick two colors that are across from each other to color in your eye.

4. Take a black crayon or colored pencil and trace the lines you have on your eye. Also, color in the pupil in the middle.
5. Using a crayon or colored pencil color in your eye like mine below. You are using the two colors you picked and also black for shadows or dark areas.
6. Challenge: try shading like mine!

