



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Parent Packet: 1st Grade 1

Letter to Students/Families

Week of April 20 -April 24, 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, Monday-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

Table of Contents

- 1. Greeting to Familiespg. 1
- 2. Table of Contents..... pg. 2
- 3. Parent Packet.....pgs. 3-39
 - a. Monday-Friday Directions for Parents
- 4. Student Packet.....pgs. 40- 96
 - a. Monday-Friday Activities to Complete
 - b. Leveled Reader Log
- 5. Friday Assessment Packet.....pg. 80
 - a. Student Affidavit.....pg. 79
 - b. Student Assessments.....pgs. 81-94

Monday Daily Overview

4/20/20

Spalding	Teach new spalding words 1-10 with rules and markings. Spalding HW 2 times each (in student packet)
Literature	Sam the Minuteman pages 9-14 Sam the Minuteman Journal writing- answers in 2-3 complete sentences. Journal example attached.
Poetry	Practice Reciting Poem 1 time
Grammar	Shurley Grammar Workbook WB36 Exercise 1&2
Math	<p>Monday Math Sprints WS</p> <p>Please review “The Face of a Clock” Swivl Video with your scholar:</p> <p>Unit 17.1a “Telling Time on the Hour”</p> <ol style="list-style-type: none"> 1. Watch Swivl Video, first, about clock parts. 2. <i>Keep this handmade clock for your lessons all week.</i> S makes a clock (out of paper, paper plate, whatever you have available) using patterns provided PA, if needed. If you do not have a “brad” to hold the “hands” of the clock together to make them moveable, just cut out the hands, then put them in place when activity calls for hands to be in specific position. 3. Parent explains that the numbers 1 to 12 on the clock face show what <u>time</u> it is by being pointed to by the “hands” of the clock. <ol style="list-style-type: none"> a. The short hand is the one that tells you the <u>hour</u>, when it points to a number. b. The long hand keeps track of the time between one hour and the next hour. c. Whenever the short hand points exactly to a number, the long hand will be pointing to 12. 3. Parent and S discuss TB p. 68. Lead S to conclude that the boy in the picture is getting up in the <u>morning</u> to the sound of the wall clock signaling the hour. Get S to notice the different timekeeping devices in

the room.

4. Have S set the hands of the homemade clock to that of the wall clock on p. 68 and say: 6 o'clock. Ask S at what time the boy gets up in the morning. (6 o'clock)
5. Parent discuss how the hands of the clock would move as time passes. Move the long hand one full circle and set the short hand pointing to the 7. Say: 7 o'clock.
6. On piece of paper, Parent writes the numeral displayed on the digital clock in the picture on TB p. 68, "6:00"
 - a. Explain: The number before the sign ":" on the display tells the hour.
 - b. Guide S to say: "The time is 6 o'clock."
 - c. Explain: "o'clock" means "on the clock" and "6 o'clock" means "6 on the clock."
7. Parent and S discuss the pictures and Task 1 in TB p. 69.orm one (Answer key: 1. 7 o'clock, 9 o'clock, 11 o'clock, 2 o'clock, 6 o'clock, 9 o'clock.)
8. Please review the following "Time to the Hour" video with your scholar:
9. <https://jr.brainpop.com/math/time/timetothour/>
10. Parent and S read and discuss FN "Unit 17 - Time." Use for the week as reference.
11. Parent and S discuss JN "Fourths," S copies "Time on the Hour" notes neatly onto the next clean page of their red math journal.
12. WB p. 115-117, PA on p.115 first 2 clocks on left and right top of page, match clocks with correct times in the box; S complete rest of matches (I). PA on p. 116 2 a, S completes p. 116-117 2b-f, (Key:p. 115 **Clocks on left side** - 1st clock = 1 o'clock, 2nd-3 o'clock, 3rd-7 o'clock, 4th-9 o'clock. **Clocks on right side** - 1st= 8 o'clock, 2nd - 5o'clock, 3rd - 10 o'clock, 4th - 11 o'clock. **P. 116** 2a-1:00, 2b- 3:00, 2c- 5:00, **p.117** 2d- 7:00, 2e- 8:00, 2f- 10:00)

*Abbreviations Key for Math

- PA- Parent Assistance if needed
- I- Scholar works independently without PA
- WS- Worksheet
- WB- Workbook

	<ul style="list-style-type: none"> ● Ex.- Exercise ● TB- Textbook ● e.g.- for example ● p.- page ● S- your scholar/child ● FN- Friendly Notes for math ● JN- Journal Notes
History	<p>Subject: Señor Coyote and the Cheese: A Mexican Folktale</p> <p>Materials: Read aloud packet pg. 23-25</p> <p>What to do:</p> <ol style="list-style-type: none"> 1. Step 1- Identify the topic- A Mexican Folktale 2. Step 2- PA (parent assisted) Read from text in the student packet pages 23-25 with your student, asking questions to check for comprehension as you go. 3. Step 3- Complete the (independent) question and answer activity.
Science	None
Special	PE

I=Independent or PA=Parent Assisted

*Abbreviations Key for Math-See Friday page

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. such	Elias is such a nice boy.	1 syllable. Underline "ch"
2. morning	It is a lovely morning.	2 syllables. BASEWORD: morn (definition: dawn) ENDING: ing Underline "or" underline "ng"
3. however	I like eggs; however I cannot eat them.	3 syllables. BASEWORD: how BASEWORD: ever I must write how and add ever to make the compound word HOWEVER. Underline "ow" underline "er"
4. mind	Do you mind serving me a glass of water?	1 syllable. R. 19- I may say I before 2 consonants at the end of a base word.
5. shall	What time shall we start dinner?	1 syllable. Underline "sh" R. 13, R.17(We often double the /l/ after a single vowel at the end of a one syllable base word).
6. alone	He went to the store alone.	2 syllables. BASEWORD: lone PREFIX: a. Underline "a", R.4. Underline "o", underline "n" Underline "e". job 1.
7. order	My mom will order my uniform.	2 syllables. Underline "or" Underline "er"
8. third	Enea's team got third place in the race.	1 Syllable. Underline "th", Underline "ir".
9. push	Please do not push.	1 syllable. 3 on top of "u", Underline "sh", R. 13
10. point	That is a good point.	1 syllable, underline "oi"
11. within	Within seconds, it had flooded.	2 syllables. BASEWORD: with BASEWORD: in. Underline "th" 2 on top (making its second sound).
12. body	My body is sore from the jumping jacks.	2 syllables. R.6
13. field	Olivia is playing in the football field.	1 syllable. Underline "ie". R. 12.
14. belongs	This sweater belongs to Samuel.	2 syllables. BASEWORD: belong ENDING: "z". Underline "e" R. 4. Underline "ng". 2 on top of "s" (second sound)
15. cheese	Gage likes to eat cheese.	1 syllable, underline "ch" underline "ee", 2 on top of "s" (second sound), Underline second "e" twice, job. 5.
16. earn	You earned it!	1 syllable. Underline "ear"
17. edge	She sat on the edge of the cliff.	1 syllable. Underline "dge", R.23.
18. feather	Anvita found a bird feather.	2 syllables. Underline "ea" 2 on top. Underline "th" 2 on top. Underline "er"
19. fence	Allison jumped the fence.	1 syllable Underline "c", Underline "e" twice job 3.
20. funny	The boy is funny.	2 syllables. BASEWORD: fun ENDING: "i" Write fun and double the /n/ because BASEWORD: fun is a 1,1,1 word and ending "i" (/y/) starts with a vowel. Underline second "n" twice.

Unit 17 : Time

Parent
Monday 4/20

Friendly Notes

Telling and Estimating Time

We can tell the time by looking at the numbers on these clocks.

It is **3 o'clock**.

It is 3:00.



It is **not** 3 o'clock yet.

It is **almost** 3 o'clock.

It is **about** 3 o'clock.

It is **close** to 3 o'clock.

It is a **little before** 3 o'clock.



Parent
Wed. 4/22

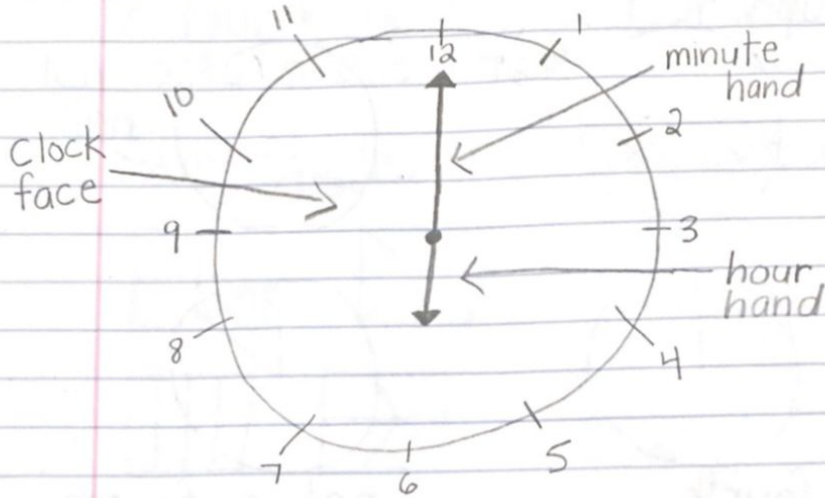
It is **after** 3 o'clock.

It is a **little after** 3 o'clock.



Parent P.
M.
4/20/20

Time on the Hour

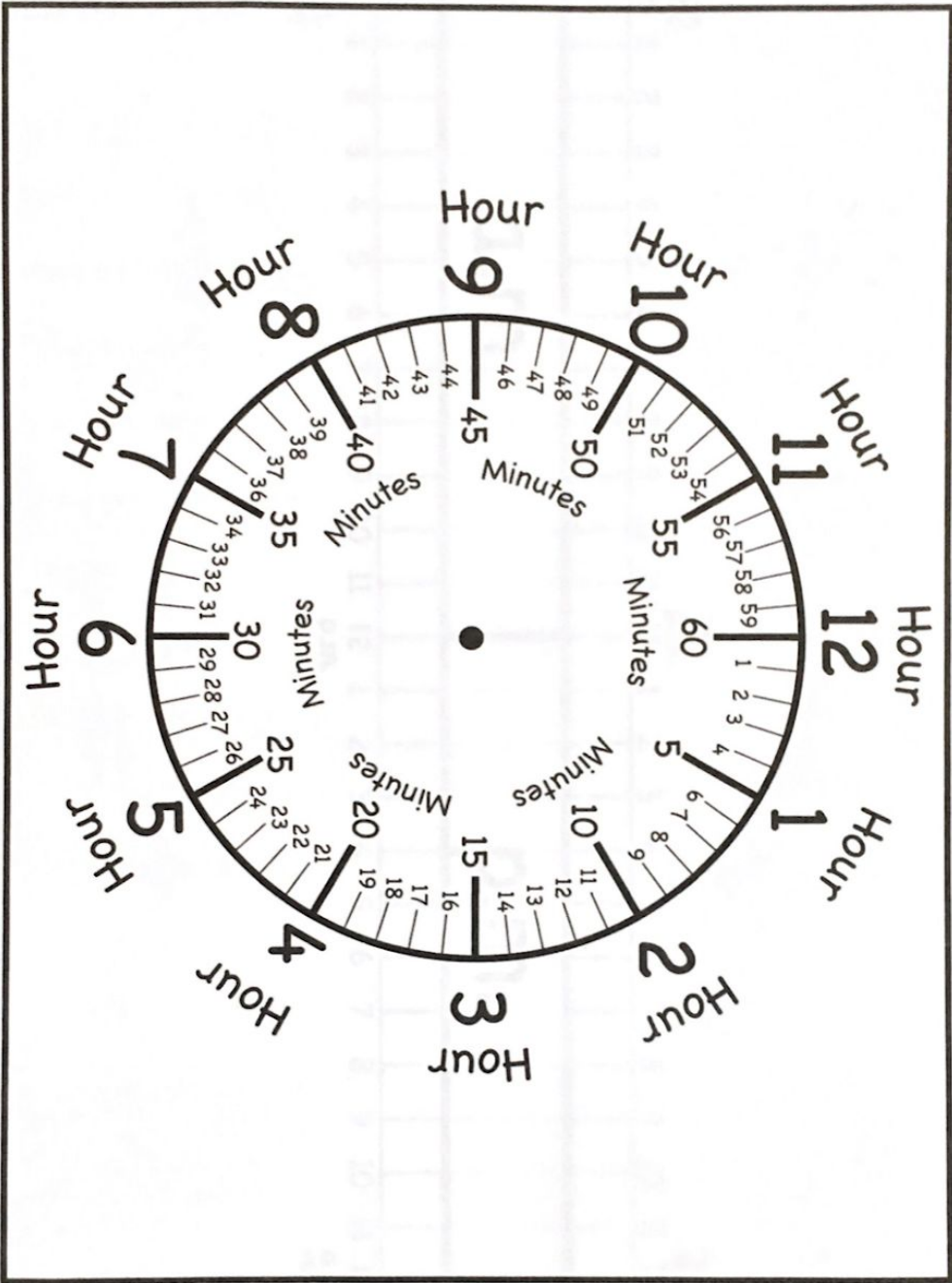


6:00

hour minutes

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Parent Resource
Wk. 4/20



www.worksheetfun.com

www.worksheetfun.com M 4/20 Key

Draw hands on the clock face to show the time.



12:00



9:00



11:00



2:00



5:00



4:00



8:00



3:00



10:00

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www.worksheetfun.com M 4/20 key

Draw hands on the clock face to show the time.



2:00



8:00



6:00



7:00



5:00



4:00



9:00



3:00



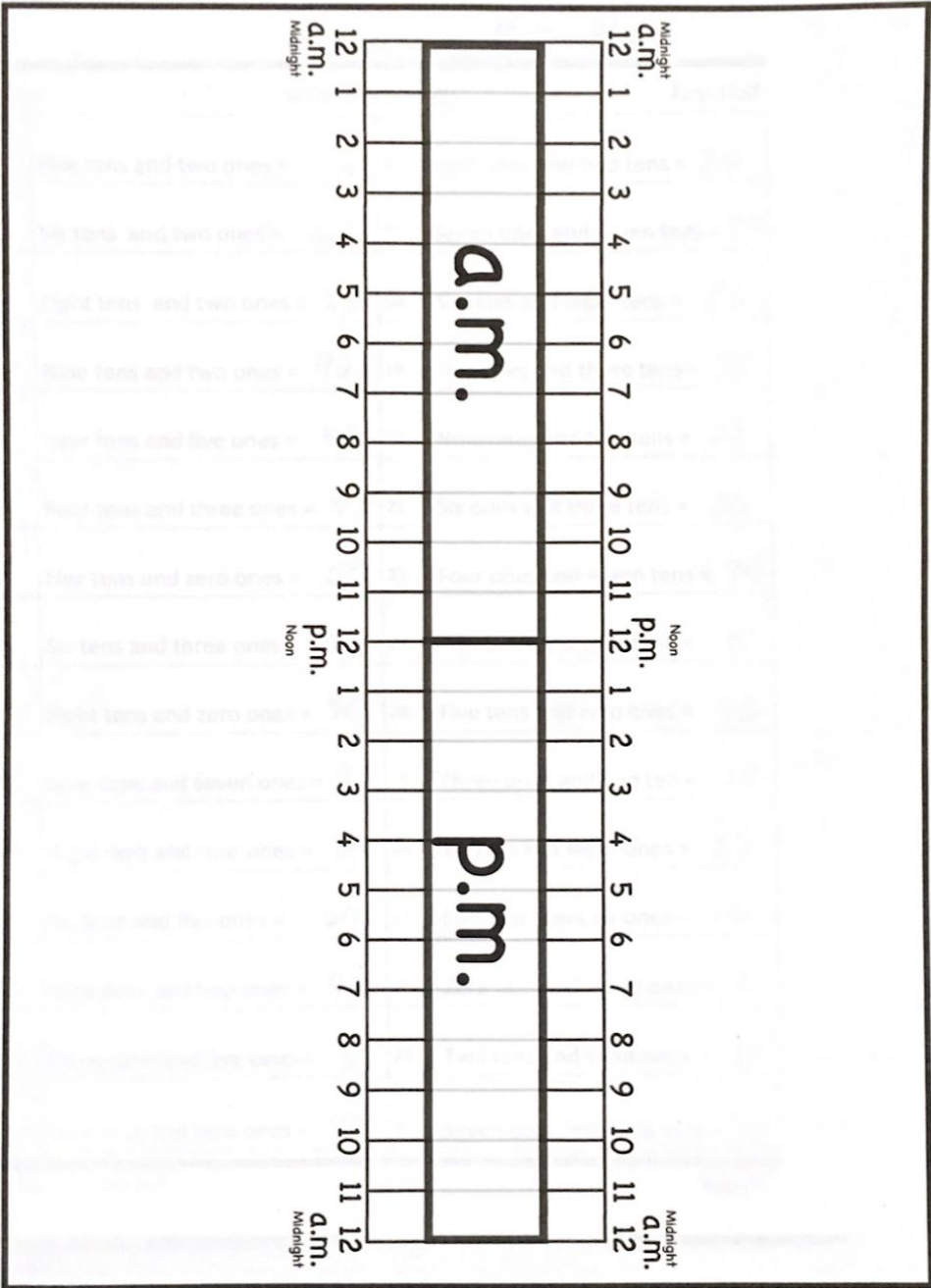
1:00

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Math Sprints 1 Mon. 4/20

124 A		Write the answer.		First Half	
1.	Five tens and two ones = 52	16.	Four ones and two tens = 24		
2.	Six tens and two ones = 62	17.	Seven ones and seven tens = 77		
3.	Eight tens and two ones = 82	18.	Six ones and eight tens = 86		
4.	Nine tens and two ones = 92	19.	Five ones and three tens = 35		
5.	Four tens and five ones = 45	20.	Nine ones and two tens = 29		
6.	Four tens and three ones = 43	21.	Six ones and three tens = 36		
7.	Five tens and zero ones = 50	22.	Four ones and seven tens = 74		
8.	Six tens and three ones = 63	23.	Five ones and zero tens = 5		
9.	Eight tens and zero ones = 80	24.	Five tens and zero ones = 50		
10.	Nine tens and seven ones = 97	25.	Three ones and one ten = 13		
11.	Eight tens and four ones = 84	26.	Six tens and eight ones = 68		
12.	Six tens and five ones = 65	27.	Eight tens and six ones = 86		
13.	Nine tens and two ones = 92	28.	Zero tens and three ones = 3		
14.	Three tens and five ones = 35	29.	Two tens and eight ones = 28		
15.	Four tens and zero ones = 40	30.	Seven ones and eight tens = 87		

www.worksheetfun.com Parent Resource Wk. 4/20



www.worksheetfun.com

*Journal example *

Sam The Minuteman

Mon. How is Sam's life different than yours?

Tues. Would you be scared to live in Sam's time?

Wed. Would you want to be a minute man? Why or why not?

Classroom Practice 31

Name: _____

GRAMMAR:

Exercise 1: Classify each sentence. Use these labels: SN, V, Adv, Adj, A, P, OP, SP

- SP V P A Adj OP
 1. We laughed at the funny clowns.
- SP V P A Adj OP P A OP Adv
 2. They swam in the warm water at the lake yesterday.
- SN V Adv P A OP P OP Adv
 3. Tom worked hard in the yard after lunch today.

Exercise 2: Use **Sentence 2** above to complete the chart below.

List the Noun.	Tell how the noun is used.	Is it Singular (S) or Plural (P)?	Is it Common (C) or Proper (P)?
water	OP	S	C
lake	OP	S	C

SKILLS:

Exercise 3: Write the topic for each group of words.

Choose from these topics: **Desserts** **Drinks** **Chores**

1. Chores
 make bed
 take out trash
 feed pets
2. Desserts
 ice cream
 cake
 candy
3. Drinks
 water
 milk
 tea

Exercise 4: In each set, cross out the one idea that *does not* support the underlined topic.

1. School Supplies
 pencils
 crayons
~~ice cream~~
2. Camping Supplies
~~tawn mower~~
 tent
 sleeping bag
3. Baking Supplies
 pan
 measuring cup
~~paint~~

Exercise 5: Read the paragraph below. Cross out the sentence that *does not* support the topic.

Topic: **Music Class**

I love music class. ~~I like math class, too.~~ My music teacher, Mr. Turner, teaches us silly songs that are lots of fun. We also sing songs about our country that make me feel proud.

History Day 1

Title: Señor Coyote and the Cheese: A Mexican Folktale

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:

- Crept, scratched, delicious, suggested, tortillas

Step 1: Identify the Topic- A Mexican Folktale

Explain that Mexico has a variety of cultures which came from European and indigenous cultures. This mix of cultures led to the creation of traditional stories better known as myths and legends. Myths are stories that tell us about the origin of gods, of the creation of our world and space. Legends are stories created by anonymous authors with some basis in history but with many embellishments. They talk about facts that occurred in the near past and with characters that can or cannot be human. Legends show us the vision of the world and the life that people had from a historical, political, philosophical, or cultural perspective.

A folktale is a form of a story that has been passed on by word of mouth. For many centuries people would create legends and myths called oral traditions that soon became known as a folktale. An example is the "3 little pigs" the author is unknown, but the folktale was passed on by word of mouth. Folktales can teach us about the values of the culture they come from.

Step 2: Parent Assisted Read Aloud

Parent assisted read aloud from pages 23-25 of the read aloud packet

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

1. What did the Coyote say to the moon?
2. What do you think the Coyote was thinking when he saw the rabbit?
3. Where was the rabbit sitting when the Coyote crept over?
4. What did the Coyote say to the rabbit?
5. What does the rabbit mean when he says there is cheese in the lake?
6. Is it really cheese in the water? What is in the water?
7. Is the Coyote a good swimmer? How do you know?
8. Do you think the rabbit will really go get tortillas for the feast?

Step 3: Independent Activity.

Have your student work independently to complete the question and answer. Make sure they write two sentences to answer each question.

PE

Shuttle runs-

Grab two cones or two shoes and put them about 10 steps apart.

You can do this in the front or back yards (if your parents give you permission) or even in your house, just make it smaller and BE careful.

Start at one cone, sprint to the other cone, walk back. DO this 5 times.

Next, skip to one cone, walk back. Do this 5 times.

Gallop to the cone, walk back. Do this 5 times.

Bear crawl to the cone, walk back. Do this 5 times.

Crab walk to the cone, walk back. Do this 5 times.

Here are some other ideas: Find a line and hop over it, switching feet, etc.

Do this, Do that.

<https://cloud.swivl.com/v/ceb7a62d0e02fb5f9e47ef00a270fbb7>

Tuesday Daily Overview

4/21/20

Spalding	Teach new spalding words 11-20 with rules and markings. Spalding HW 2 times each (in student packet).
Literature	Sam the Minuteman pages 15-22 Sam the Minuteman Journal writing- answers in 2-3 complete sentences. Journal example attached.
Poetry	Practice Reciting Poem 1x
Writing	Shurley Grammar Workbook WB 36 exercises 3& 4
Math	<p>Tuesday Math Sprints WS (2-3 minutes)</p> <p>Unit 17.1b Telling Time at Half Past the Hour</p> <ol style="list-style-type: none"> 1. Parent and S review TB p. 68 and demonstrate analog clock using the homemade paper clock. Set the clock at <u>6:00 o'clock</u>. Remind S that the time shown on the clock is 6 o'clock. 2. Remind S that one <u>hour</u> after 6 o'clock it will be 7 o'clock. Move the hands of the clock until it shows 7 o'clock. <ol style="list-style-type: none"> a. Explain the movement of the hands: During that one hour, the short hand moves from 6 to 7. The long hand will move a full circle. 3. Call S's attention to the halfway point between 6 o'clock and 7 o'clock. This point divides the one hour between 6 o'clock and 7 o'clock into two half-hours. 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. 5. Parent point out that the long hand sweeps a full circle during the one hour from 6 o'clock to 7 o'clock. At the halfway point, the long hand sweeps half a circle from 6 o'clock. 6. Parent shows a large paper circle (cutout) and fold it into 2 halves. Shade one half and remind S that the shaded part shows a half of the circle.

7. Parent demonstrate with the long hand would move from the position at 12 o'clock to the position at 6 o'clock as it sweeps a half-circle. Therefore the time taken for the long hand to move from the position at 12 to the position at 6 is half an hour.
8. Illustrate that during such a half hour, the short hand will move half the distance between 6 and 7.
9. Parent set the hands of the clock to 6:30 and say: "half past 6."
10. Set the hands to 7 o'clock and say: "7 o'clock."
11. Continue moving the clock hands to show 7:30, 8:00, 8:30, and so on till 12:00.
12. On a piece of paper, write a series of events your child would do in a day: (Your child only sees the events on the paper!)

E.g.,

Events

Time - DO NOT CHILD SEE

THE TIMES

Waking up	6:00 o'clock in the morning
Breakfast	Half past 6 in the morning
Arrival at school	8 o'clock in the morning
Recess	Half past 10 in the morning
Lunch	12:00 o'clock (noon)
Dinner	Half past 7 in the evening
Going to bed	9 o'clock in the evening

13. Next, ask your S to write an appropriate time for each event using

"o'clock" and "half past." If your child writes an unlikely time, talk about

What would be a more accurate time or realistic time for that event

To occur. Go through each event and put the right time on the homemade clock.

14. Parent and S discuss Tasks 2, 3, 4 in TB p. 70-72. S completes tasks with

PA if needed.

(Answer key: p. 70 #2. 5, 7, 11, p. 71 #3. Half past 9, 10 o'clock, half past

11, 12 o'clock, p. 72 4a. Yes 4b. No)

	<p>15. WB p. 118 PA first clock top left, S completes rest of page. P. 119 Parent and S discuss pictures then S independently writes time for each of the 4 pictures. P. 120 S only completes clock times on left side of page independently. P. 121 and 122 Parent and S discuss items on page then S independently matches pictures with correct clocks.</p> <p>(Answer Key: p. 118 clocks on left side of page: 2:30 clock goes with “half past 2” in box, 5:00 clock goes with 5 o’clock box, 6:00 o’clock goes with 6 o’clock box; right side clocks: 6:30 clock goes with half past 6 box, 10:30 clock goes with half past 10 clock, 7:30 clock goes with half past 7 clock. P. 119 9 o’clock, half past 9, half past 12, half past 2. P. 120 3 o’clock, half past 1, half past 11, half past 8, half past 4, 12 o’clock. P. 121 1. 11 o’clock, half past 2, half past 5. P. 122 half past 1, No, Yes)</p> <p>16. <i>Test A Unit 17 “Telling Time” Please submit with Friday tests.</i></p> <p>17. If time, or save for later your S may complete Ex. 1A: Telling Time WS #s 1 & 2 & 3 independently, parent may check for accuracy. (<i>Ex. 1A: Telling Time may be done tomorrow on Wednesday, if needed.</i>)</p>
History	<p>Subject: Señor Coyote and the Cheese: A Mexican Folktale-Continued</p> <p>Materials: Read aloud packet pg. 26-28</p> <p>What to do:</p> <ol style="list-style-type: none"> 1. Step 1- Identify the Topic- A Mexican Folktale 2. Step 2- PA (parent assisted) Read from text in the student packet page 26-28 with your student, asking questions to check for comprehension as you go. 3. Step 3: Complete the (independent) quiz assessment.
Science	None
Special	Latin- see student packet.

I=Independent or PA=Parent Assisted

*Abbreviations Key for Math-See Friday page

It is **half past 3**.
It is 3:30.



Parent
4/21
Tues.

It is not half past 3 yet.
It is almost half past 3.
It is a little before half past 3.



Parent
Wed.
4/22

It is about half past 3.
It is a little after half past 3.



Study these clocks. What time is it?



The time is 3:00.



The time is not 3:00.
It is after 12:00.



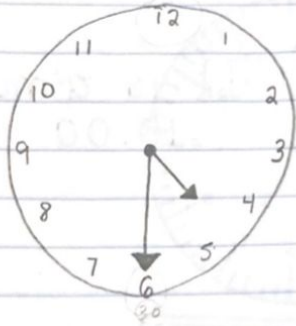
The time is 3:30.



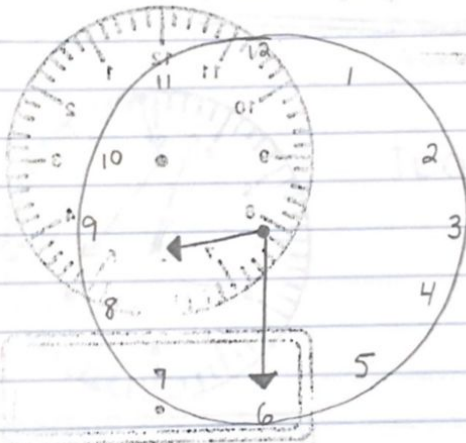
The time is not 3:30.
It is after 6:00.

Parent P.
Tues.
4/21/20

Half past the hour

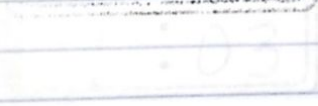


4:30
four thirty
half past 4



hour minutes
8:30

eight thirty
half past 8



Who has longer? Eva

Math Sprints 1 Tue, 4/21

124 A

Write the answer.

Second Half

1.	Four tens and two ones = 42	16.	Four ones and three tens = 34
2.	Seven tens and two ones = 72	17.	Eight ones and seven tens = 78
3.	Eight tens and one = 81	18.	Three ones and eight tens = 83
4.	Nine tens and three ones = 93	19.	Five ones and three tens = 35
5.	Four tens and four ones = 44	20.	Nine ones and two tens = 29
6.	Five tens and three ones = 53	21.	Six ones and three tens = 36
7.	Four tens and zero ones = 40	22.	Four ones and seven tens = 74
8.	Six tens and two ones = 62	23.	Five ones and zero tens = 5
9.	Eight tens and zero ones = 80	24.	Five tens and zero ones = 50
10.	Eight tens and four ones = 84	25.	Three ones and one ten = 13
11.	Six tens and five ones = 65	26.	Six tens and eight ones = 68
12.	Five tens and six ones = 56	27.	Eight tens and six ones = 86
13.	Nine tens and two ones = 92	28.	Zero tens and three ones = 3
14.	Three tens and five ones = 35	29.	Two tens and eight ones = 28
15.	Four tens and zero ones = 40	30.	Seven ones and eight tens = 81

History Day 2

Title: Señor Coyote and the Cheese: A Mexican Folktale- Continued

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: Dipped, nodded, munch.

Step 1: Identify the Topic- A Mexican Folktale- Continued

Explain that Mexico has a variety of cultures which came from European and indigenous cultures. This mix of cultures led to the creation of traditional stories better known as myths and legends. Myths are stories that tell us about the origin of gods, of the creation of our world and space. Legends are stories created by anonymous authors with some basis in history but with many embellishments. They talk about facts that occurred in the near past and with characters that can or cannot be human. Legends show us the vision of the world and the life that people had from a historical, political, philosophical, or cultural perspective.

A folktale is a form of a story that has been passed on by word of mouth. For many centuries people would create legends and myths called oral traditions that soon became known as a folktale. An example is the "3 little pigs" the author is unknown, but the folktale was passed on by word of mouth. Folktales can teach us about the values of the culture they come from.

Step 2: Parent Assisted Read Aloud

Parent assisted read aloud from pg. 26-28 from the read aloud packet.

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

1. Why does the Coyote believe the rabbit will be there when he gets back?
2. Do you think that the rabbit will wait for the Coyote to come back? Why or why not?
3. Why do you think the Coyote could not reach the cheese as he was swimming toward it?
4. Why did the Coyote swallow the water and not the cheese?
5. How many times did the Coyote try to grab the cheese?
6. Was the Coyote successful in getting the cheese?
7. Why wasn't the rabbit waiting for the Coyote when he came back to shore?
8. Why did the rabbit trick the Coyote into believing the reflection of the moon on the lake was actually a piece of cheese?
9. What lesson should the Coyote learn from his experience with the rabbit?

Step 3: Independent Activity.

Have your student complete the “Senor Coyote Quiz”

Answers:

1. Rabbit
2. Cheese
3. Tortillas
4. Water
5. Yellow moon

Wednesday Daily Overview

4/22/20

Spalding	Review all learned words with rules and marking. Homework 1 time.
Literature	Sam the Minuteman pages 23-32 Sam the Minuteman Journal writing- answers in 2-3 complete sentences. Journal example attached.
Poetry	Practice Reciting Poem 1x
Grammar	Shurley Grammar Workbook WB 36 exercise 5
Math	<p>Wednesday Math Sprints WS</p> <p>Unit 17.2a Before and After</p> <ol style="list-style-type: none"> 1. Parent begins lesson by showing S on homemade clock, the clock set for 9 o'clock. Ask S what this "analog" clock says: S responds "9 o'clock." 2. Change time on clock to approximately 9:05. Ask S what is the time shown. Guide S to express that it is <u>after</u> 9 o'clock. 3. Change the time shown to approximately 9:50. Ask S if it is 10 o'clock. Guide S to say that it is "<u>not yet</u>" 10 o'clock. 4. Change the time shown to approximately 9:57. Ask S if it is 10 o'clock. Guide S to say that it is "<u>a little before</u>" 10 o'clock. 5. Change the time shown to approximately 9:59. Ask S if this is 10 o'clock. Guide them to say it is "<u>about</u>" 10 o'clock. 6. Change the time shown to approximately 10:01. Ask S if it is 10 o'clock. Guide S to say that it is still about 10 o'clock. 7. Following a similar approach, demonstrate the scenarios for the remaining phrases shown on TB p. 73. 8. Parent and S discuss JN "Estimating Time-Before and After" and S neatly copies notes into red math journal on the next clean page. 9. Parent and S discuss Task 1 in TB p. 74. S with PA complete TB p. 74 1a-e. (Answer key: TB p. 74 Task 1 a-8, b-3, c-3, d-half past 6, e-12) 10. If S needs to complete previous days math work, may do that today.
History	<p>Subject: Early Explorers and Settlers- The Conquistadors</p> <p>Materials: Read aloud packet pg. 2-5</p>

	<p>What to do:</p> <p>Step 1- Identify the topic- Early Explorers and Settlers- The Conquistadors</p> <p>Step 2- PA (parent assisted) Read from text in the student packet pg.2-5 with your student, asking questions to check for comprehension as you go.</p> <p>Step 3- Complete the (independent) 'Match and Draw' activity.</p>
Science	None
Special	Music

I=Independent or PA=Parent Assisted

*Abbreviations Key for Math-See Friday page

Parent A.
Wed.
4/22/20

Estimating Time - Before & After



It is almost
10:00



It is about
12:30



Math Sprints 1

Wed. 4/22

124 B

Write the answer.

First Half

1.	Four tens and two ones + 10 = 52	16.	Four ones and one ten + 5 + 5 = 24
2.	Five tens and two one + 10 = 62	17.	Seven ones and five tens + 20 = 77
3.	Seven tens and two ones + 10 = 82	18.	Five ones and eight tens + 1 = 86
4.	Eight tens and two ones + 10 = 92	19.	Two ones and three tens + 3 = 35
5.	Three tens and five ones + 10 = 45	20.	Five ones and two tens + 4 = 29
6.	Three tens and three ones + 10 = 43	21.	Three ones and three tens + 3 = 36
7.	Five tens and zero ones + 0 = 50	22.	Four ones and six tens + 10 = 74
8.	Five tens and three ones + 10 = 63	23.	Five ones and zero tens - 0 = 5
9.	Nine tens and zero ones - 10 = 80	24.	Five tens and zero ones + 0 = 50
10.	Nine tens and five ones + 2 = 97	25.	Two ones and one ten + 1 = 13
11.	Eight tens and six ones - 2 = 84	26.	Five tens and eight ones + 6 + 4 = 68
12.	Six tens and three ones + 2 = 65	27.	Seven tens and six ones + 3 + 7 = 86
13.	Eight tens and two ones + 10 = 92	28.	Zero tens and zero ones + 3 = 3
14.	Three tens and three ones + 2 = 35	29.	Two tens and zero ones + 4 + 4 = 28
15.	Four tens and zero ones - 0 = 40	30.	Six ones and seven tens + 11 = 87

History

Title: Early Explorers and Settlers- The Conquistadors

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:

Explorers; Voyage, The Americas; Riches; Conquerors; Diseases; Colonies

Step 1: Identify the Topic- Christopher Columbus and the The Conquistadors

Christopher Columbus

Christopher Columbus, who had grown up in Genoa, Italy, and had long dreamed of adventure at sea, approached King Ferdinand and Queen Isabella of Spain, asking them to fund a voyage to Asia to bring back spices and silk. He told them that he could find a new and potentially more lucrative route to Asia by sailing west, thus circumventing the Arab merchants who controlled existing routes, as well as the Portuguese, who had recently discovered a route to the Indies by first sailing around the tip of Africa and then east to the Indies.

Presented with the prospect of a new trade route to the Indies, Ferdinand and Isabella were eventually persuaded to fund Columbus's expedition. He sailed with three ships, the Niña, the Pinta, and the Santa Maria, setting out on August 3, 1492. Land was finally sighted on October 12, 1492. Columbus and his men went ashore and encountered the indigenous people who lived there. Columbus believed he had sailed to the East Indies—a set of islands east of India—and so he mistakenly called the people he met, the Taino, "Indians."

In fact, he had sailed to one of the islands in the Bahamas. What Columbus did not realize was that the continents of North and South America stood between his ships and Asia. Years later, when the riches of Asia failed to materialize, the Europeans realized Columbus's mistake but continued to refer to the indigenous people he had met as "Indians."

The Conquistadors

Columbus thought that he had found the outer islands of the Indies, and so, at first, did the Spanish monarchs, Ferdinand and Isabella. They sent soldiers, administrators, and colonists to settle these islands and find gold. They also sent Catholic missionaries to convert the Indians to Christianity. Some of the men who went were adventurers known as conquistadors, intent on finding and taking the riches of the Indies. They came from many different occupations and were not professional soldiers. They saw themselves as volunteers serving their country.

The leader of each group of conquistadors signed an agreement with the Spanish government, which recognized the authority of the expedition in exchange for one-fifth of all treasure found. Each member of the expedition would get a share of whatever the expedition took. These shares might consist of gold and silver, or they might be enslaved indigenous people whom the Spanish seized. The Spanish used enslaved indigenous people as forced laborers to work on their farms and in their mines.

By 1520, the Spanish had given up their pursuit of treasure on the Caribbean islands and looked to the mainland. They set out from the Caribbean to explore what we know today as Mexico, Central America, and South America.

The Aztec and Inca Empires provided vast storehouses of silver and gold, but those sources were limited. The real wealth of the Spanish colonies lay in the huge deposits of silver discovered in Mexico and Peru between 1545 and 1565. The Spanish mine owners made fortunes, as did the Spanish government, because the monarchy received one-fifth of all the silver mined.

Hernán Cortés and the Aztec

In 1519, Hernán Cortés, a Spanish explorer who had taken part in the conquest of Cuba a few years earlier, set out with some five hundred conquistadors, leaving Cuba for the mainland and landing on the Yucatán Peninsula. His goal was to gain control of the wealth of the mighty Aztec Empire.

With the help of an Aztec woman named Malinche, who had been sold as a slave and later served as a translator, Cortés persuaded various groups of Aztec subjects to support the Spanish. Gaining allies was not difficult because the Aztec had conquered and treated people cruelly, forcing them to pay tribute. Cortés burned his ships so that his men could not desert. Then he turned and marched on the great Aztec city of Tenochtitlán (/tay*nawch*tee*tlahn/). The Aztec emperor, Moctezuma II, was waiting for him. News had traveled quickly to Moctezuma about Cortés. According to an Aztec prophecy, when the god Quetzalcoatl (/ket*sar*ko*at*I/) reappeared, the empire would collapse. Moctezuma feared that Cortés was this god, who according to Aztec belief had once lived among the Aztec. Cortés made Moctezuma his prisoner and ruled through him. In a later rebellion against the Spanish, Moctezuma was killed, and Cortés and his forces retreated.

In 1521, Cortés returned and, after a siege that lasted three months, succeeded in capturing Tenochtitlán. Cortés was aided by a terrible epidemic that killed many thousands of the Aztec. He destroyed Tenochtitlán and established Mexico City in its place, using stone from the Aztec temples to build Catholic churches. Mexico City became the center of the Spanish province of New Spain. Cortés went on to conquer central Mexico and the northern area of Central America. Cortés never received the recognition that he believed he deserved from the Spanish king. He died in Spain in 1540.

Tell students that in the first chapter, they will hear about some of the first European explorers who came to the Americas after Columbus. Tell students to listen carefully to find out why these explorers came to the Americas.

Tell students that you are going to pretend that you have a special machine so that you can all travel back in time to visit the Americas of long ago.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to the Americas of long ago,” and then ask students to open their eyes.

Step 2: Parent Assisted Read Aloud- pg. 2-5

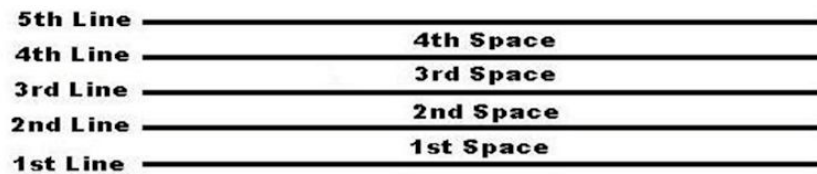
*Check for comprehension as you go by asking the following questions:

1. Who was Christopher Columbus?
2. What did King Ferdinand and Queen Isabella hope to find in the Americas?
3. Why might the Americas have been unknown to Europeans?
4. What is meant by the word ‘riches’?
5. What did the Spanish and Portuguese discover about some places in Central and South America and in Mexico?
6. Why were conquerors sent to these places?
7. Who were Hernán Cortés and Francisco Pizarro? What did they do?
8. What happened to the people whom Cortés and Pizarro conquered?
9. Why were other European kings and queens jealous of the Spanish and Portuguese?
10. What else were Spain and Portugal doing in the Americas?

Step 3: Independent Activity- ‘Match and Draw’

Have your student complete the independent ‘Match and Draw’ activity.

This week we are taking another step towards writing music on a staff. For our lesson you will need the information below:



Quarter
Note



Half
Note



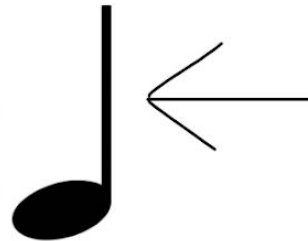
Dotted Half
Note



Whole
Note



When we write notes, the stick is called the stem. From here on out we will call it the stem. The arrow points to the stem.



There is a rule about whether a stem goes up or goes down. It's called The Stem Rule.

The Stem Rule

Notes below line 3 on the staff have stems that go up on the right. Notes above line 3 have stems that go down on the left.

Thursday Daily Overview

Assessment Day
4/23/20

Spalding	Assess Spalding Test. NO RULES NO MARKINGS
Literature	McCall Harby 23
Poetry	Practice Reciting Poem 1x
Writing	Shurley Grammar Workbook WB 37 Exercise 1
Math	<p>Thursday Math Sprint</p> <ol style="list-style-type: none"> Lesson Unit 17.2b Longer and Shorter Using a homemade clock, parent shows S clock set to 7 o'clock. Remind S that the <u>time</u> shown on the clock is 7 o'clock. Tell S: "A child, David, starts brushing his teeth at 7 o'clock. At the same time, his sister starts drawing a picture. When David finishes brushing his teeth, the clock shows that it is a little after 7o'clock, but his sister is still drawing her picture." Change the time on the clock to 7:03. Tell S: "When David's sister finishes her picture, it is <u>about</u> half past seven. Change the time on the clock to 7:30. Ask S: "Who takes longer?" Guide S to say: "David's sister takes longer to finish her picture. David takes a shorter time to brush his teeth." Parent and S discuss Task 2, TB p. 75 and S independently answers tasks 2a-c. (Answer key: TB p. 75 2a-cooking, 2b-eating, 2c-bedtime stories) Parent and S discuss JN "How Much Time" and S neatly copies in red JN on the next clean page. WB p. 123-124 PA on p.123 first clock, S completes p. 123-124 independently. (Answer key: p. 123 clocks going down are matched in order to: close to 6, a little after 11, almost 3, about 8, about half past 2, a little before 4; p. 134 #2. Watching movie, #2. School day)

	<p>Math Assessment</p> <p>Parent reads test to S (if needed), S completes tests independently:</p> <p>Unit 17 Ch. 2 Test A, Units 1-17 Cumulative Test A</p> <p>Complete Challenge Problem Solve 17.r</p>
History	<p>Subject: Early Explorers and Settlers- Queen Elizabeth and the Lost Colony</p> <p>Materials: Read aloud packet pg. 6-8</p> <p>What to do:</p> <p>Step 1- Identify the Topic- Queen Elizabeth and the Lost Colony</p> <p>Step 2- PA (parent assisted) Read from text in the student packet pg. 6-8 with your student, asking questions to check for comprehension as you go.</p> <p>Step 3: Complete the (independent) quiz assessment.</p>
Science	None
Special	Art- see student packet

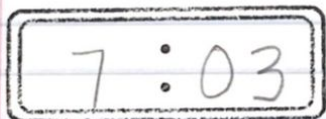
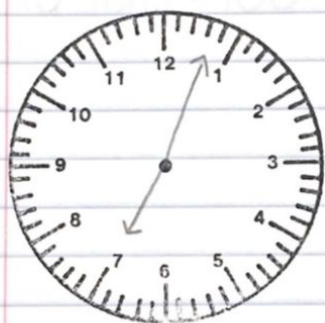
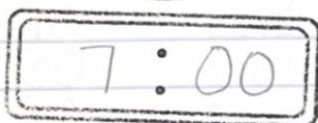
I=Independent or PA=Parent Assisted *Abbreviations Key for Math-See Friday page

Parent P.
Thurs.
4/23/20

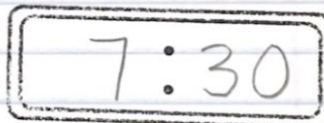
How much Time?



Start



Teresa
ends



Eva
ends

Who took longer? Eva

Math Sprints 1

Thurs. 4/23

124 B

Write the answer.

Second Half

1.	Four tens and two ones = 42	16.	Four ones and two tens + 5 + 5 = 34
2.	Five tens and two ones + 20 = 72	17.	Eight ones and five tens + 20 = 78
3.	Seven tens and one + 10 = 81	18.	Three ones and eight tens = 83
4.	Six tens and three ones + 30 = 93	19.	Two ones and three tens + 3 = 35
5.	Three tens and four ones + 10 = 44	20.	Five ones and two tens + 4 = 29
6.	Three tens and three ones + 20 = 53	21.	Three ones and three tens + 3 = 36
7.	Four tens and zero ones + 0 = 40	22.	Four ones and six tens + 3 + 7 = 74
8.	Six tens and two ones = 62	23.	Five ones and zero tens - 0 = 5
9.	Eight tens = 80	24.	Five tens and zero ones + 0 = 50
10.	Nine tens and five ones - 11 = 84	25.	Two ones and one ten + 1 = 13
11.	Seven tens and six ones - 11 = 65	26.	Five tens and eight ones + 6 + 4 = 68
12.	Five tens and nine ones - 3 = 56	27.	Seven tens and six ones + 3 + 7 = 86
13.	Eight tens and two ones + 10 = 92	28.	Zero tens and zero ones + 3 = 3
14.	Three tens and three ones + 2 = 35	29.	Two tens and zero ones + 4 + 4 = 28
15.	Four tens and zero ones - 0 = 40	30.	Six ones and seven tens + 11 = 87

History

Title: Early Explorers and Settlers- Queen Elizabeth and the Lost Colony

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:

New World, Ruler, Settlers

Step 1: Identify the Topic-

Using the images on pages 6-8 of the read along packet, guide students in summarizing what they learned in the last Read Aloud about the exploration of the Americas by conquerors from Spain and Portugal:

- Christopher Columbus came to the Americas in 1492.
- Spain and Portugal sent conquerors to the Americas to take control of the land and people; the Spanish conquerors were called conquistadors.
- The Spanish and Portuguese wanted riches from the Americas.
- Conquistador Hernán Cortés conquered the Aztec, and conquistador Francisco Pizarro conquered the Inca.
- The people of the Americas were forced to dig for gold and silver. Many were also killed by European guns, swords, or diseases.
- Other European kings and queens became jealous and began sending their own people to set up colonies in the Americas.

Tell students that when Queen Elizabeth of England heard about the gold from the Americas that the conquistadors were bringing back to Spain, she decided to send English explorers to the Americas to look for gold and to take land.

Explain that in today's Read Aloud, students will hear about the first English explorers to come to the Americas.

Step 2: Parent Assisted Read Aloud- pg. 6-8

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

1. Why did European countries send traders and fishermen to the New World?
2. Why did Queen Elizabeth send Sir Walter Raleigh to the New World?
3. Why did Sir Walter explore the eastern coast of North America?
4. What island did Sir Walter choose to settle?
5. Why didn't the first group of settlers sent to Roanoke Island last long?
6. Who was the child born on Roanoke Island?

Step 3: Independent Activity.

Have your student work independently to complete the quiz assessment.



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Student Packet 1st Grade

40

Table of Contents

1. Monday's Agenda..... pg. 41
2. Tuesday's Agenda.....pg. 52
3. Wednesday's Agenda.....pg. 67
4. Thursday's Agenda.....pg. 80

Monday Daily Agenda

4/20/20

Spalding	<input type="checkbox"/> New learned words with parents in pink notebook <input type="checkbox"/> Spalding Homework 2 times each
Literature	<input type="checkbox"/> Sam the Minuteman pages 9-14 <input type="checkbox"/> Sam the Minuteman Journal writing
Poetry	<input type="checkbox"/> Practice Reciting Poem 1 time
Grammar	<input type="checkbox"/> Shurley Grammar Workbook WB36 Exercise 1&2
Math	<input type="checkbox"/> Monday Math prints <input type="checkbox"/> Red Journal Notebook "Time on the Hour," S copies notes <input type="checkbox"/> 1B TB p. 68-69 <input type="checkbox"/> 1B Workbook pages 115-117 <input type="checkbox"/> 2 "Time" WS <input type="checkbox"/> WS 17r
History	<p>Subject: Señor Coyote and the Cheese: A Mexican Folktale</p> <p>Materials: Pages 23-25 of the read aloud packet</p> <p>What to do:</p> <ol style="list-style-type: none"> 1. Step 1- Identify the Topic- A Mexican Folktale 2. Step 2- Read Señor Coyote and the Cheese: A Mexican Folktale with the assistance of your parent pages 23-25. 3. Step 3- Do the question and answer activity independently.
Science	None
Special	PE



Great Hearts Western Hills
Spalding Homework: K-2

Grade: ____ 1st ____ Day of Week: _____ (Monday)

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 times, but the words have never been copied. Thank you!

such	
morn ing	
how ev er	
mind	r.19
shall	r.13,17
a lone	r.4
or der	
third	
³ push	r.13
point	

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.

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 tall 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!

www.worksheetfun.com M 4/20

Draw hands on the clock face to show the time.



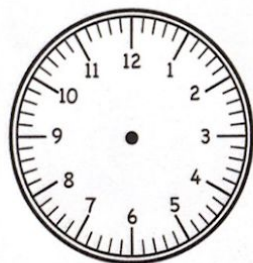
12:00



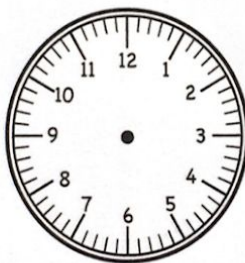
9:00



11:00



2:00



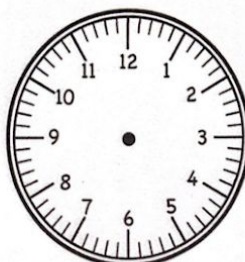
5:00



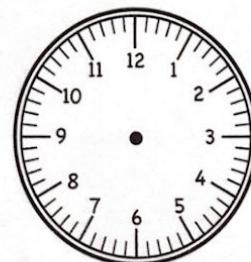
4:00



8:00



3:00



10:00

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Draw hands on the clock face to show the time.



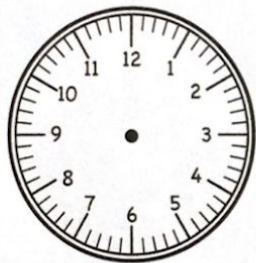
2:00



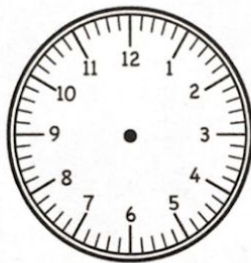
8:00



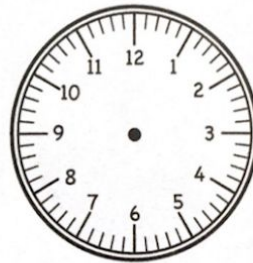
6:00



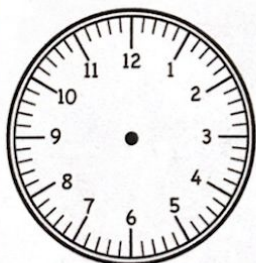
7:00



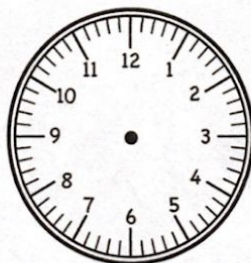
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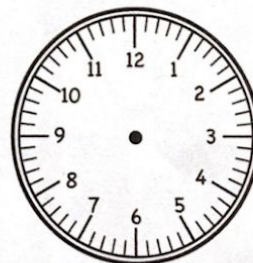
4:00



9:00



3:00



1:00

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Math Sprints 1 Mon. 4/20

124 A

Write the answer.

First Half

1.	Five tens and two ones =	16.	Four ones and two tens =
2.	Six tens and two ones =	17.	Seven ones and seven tens =
3.	Eight tens and two ones =	18.	Six ones and eight tens =
4.	Nine tens and two ones =	19.	Five ones and three tens =
5.	Four tens and five ones =	20.	Nine ones and two tens =
6.	Four tens and three ones =	21.	Six ones and three tens =
7.	Five tens and zero ones =	22.	Four ones and seven tens =
8.	Six tens and three ones =	23.	Five ones and zero tens =
9.	Eight tens and zero ones =	24.	Five tens and zero ones =
10.	Nine tens and seven ones =	25.	Three ones and one ten =
11.	Eight tens and four ones =	26.	Six tens and eight ones =
12.	Six tens and five ones =	27.	Eight tens and six ones =
13.	Nine tens and two ones =	28.	Zero tens and three ones =
14.	Three tens and five ones =	29.	Two tens and eight ones =
15.	Four tens and zero ones =	30.	Seven ones and eight tens =

History Day 1

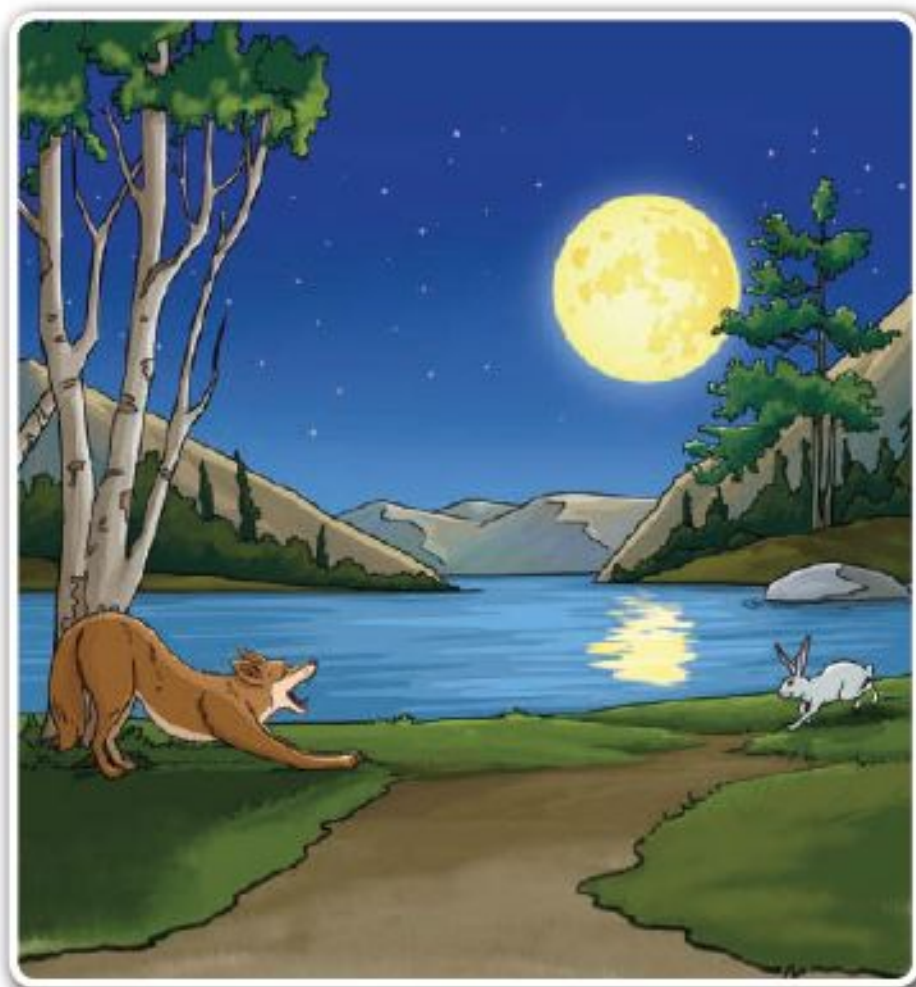
Subject: Señor Coyote and the Cheese: A Mexican Folktale- pg. 23-25

Señor Coyote and the Cheese: A Mexican Folktale

Señor Coyote stared up at the beautiful, bright moon in the sky and yawned. Then he scratched his tummy.

"I'm hungry!" said Coyote to the moon.

It was then that he saw a little white rabbit.



23

Key Questions:

1. What did the Coyote say to the moon?

2. What do you think the Coyote was thinking when he saw the rabbit?

Señor Coyote crept toward the little white rabbit who was sitting on the edge of a small lake.

"Ha! I think you will fill my tummy quite nicely," said Coyote to the rabbit.

"Oh!" said the little white rabbit. "I have something even better. Can you see the delicious, yellow cheese in the lake? It's just waiting for someone to eat it. Sadly, I cannot reach it."



24

Key Questions:

1. Where was the rabbit sitting when the Coyote crept over?
2. What did the Coyote say to the rabbit?
3. What does the rabbit mean when he says there is cheese in the lake?

Coyote looked out across the lake. He saw yellow cheese in the water. Coyote licked his lips. He loved cheese.

"But perhaps you can't swim," said the little white rabbit.

"Why, I am an excellent swimmer," said Coyote proudly.

"Then you must swim out and get the cheese," suggested the little white rabbit. "While you are doing that, I will get some tortillas, and when you get back we will have a feast!"



25

Key Questions:

1. Is it really cheese in the water? What is in the water?
2. Is the Coyote a good swimmer? How do you know?
3. Do you think the rabbit will really go get tortillas for the feast?

Student Packet Activity

Title: Señor Coyote and the Cheese: A Mexican Folktale

Directions: Write 1-2 complete sentences to answer the questions.

1. Imagine that you are **Señor Coyote**. Would you jump in the lake to get the cheese or would you just eat the **rabbit**? Why?

2. Now imagine that you are the rabbit. If you were the **rabbit**, would you run away or play a trick on **Señor Coyote**? Why?

Tuesday Daily Agenda

4/21/20

Spalding	<input type="checkbox"/> New learned words with parents in pink notebook <input type="checkbox"/> Spalding Homework 2 times each
Literature	<input type="checkbox"/> Sam the Minuteman pages 15-22 <input type="checkbox"/> Sam the Minuteman Journal Writing
Poetry	<input type="checkbox"/> Practice Reciting Poem 1x
Grammar	<input type="checkbox"/> Shurley Grammar Workbook WB 36 exercises 3& 4
Math	<input type="checkbox"/> Tuesday Sprints <input type="checkbox"/> Red Journal Notebook "Half Past the Hour" copy notes <input type="checkbox"/> 1B TB Review p. 68, p. 70-72 <input type="checkbox"/> 1B Workbook pages 118-112 <input type="checkbox"/> Ex. 1A & 1B Telling Time <input type="checkbox"/> Unit 17 Ch. 1 Test A - This test will be turned in with the rest of your tests this Thursday.
History	<p>Subject: Señor Coyote and the Cheese: A Mexican Folktale- Continued</p> <p>What to do:</p> <ol style="list-style-type: none"> 1. Step 1- Identify the Topic- A Mexican Folktale Continued 2. Step 2- Read Señor Coyote and the Cheese: A Mexican Folktale with the assistance of your parent pages 26-28.. 3. Step 3- Do the Señor Coyote quiz independently. Include the page numbers where you found each word.
Science	None
Special	Latin



Great Hearts Western Hills
Spalding Homework: K-2

Grade: ___1st___ Day of Week: _____ (Tuesday)

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!

with ² in
bod y r.6
field r.12
be longs ² r.4
cheese ² ₌₅
earn
edge r.23
feath ² er
fence ₌₃
fun ny r.9,6

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.

Math Sprints 1 *Tue, 4/21*

124 A

Write the answer.

Second Half

1.	Four tens and two ones =	16.	Four ones and three tens =
2.	Seven tens and two ones =	17.	Eight ones and seven tens =
3.	Eight tens and one =	18.	Three ones and eight tens =
4.	Nine tens and three ones =	19.	Five ones and three tens =
5.	Four tens and four ones =	20.	Nine ones and two tens =
6.	Five tens and three ones =	21.	Six ones and three tens =
7.	Four tens and zero ones =	22.	Four ones and seven tens =
8.	Six tens and two ones =	23.	Five ones and zero tens =
9.	Eight tens and zero ones =	24.	Five tens and zero ones =
10.	Eight tens and four ones =	25.	Three ones and one ten =
11.	Six tens and five ones =	26.	Six tens and eight ones =
12.	Five tens and six ones =	27.	Eight tens and six ones =
13.	Nine tens and two ones =	28.	Zero tens and three ones =
14.	Three tens and five ones =	29.	Two tens and eight ones =
15.	Four tens and zero ones =	30.	Seven ones and eight tens =

Name: _____

Class: _____

Date: 4/21 T

Exercise 1A : Telling Time

1. Match.



12 o'clock



2 o'clock



6 o'clock



4 o'clock

2. Match.



half past 1



half past 7



half past 9

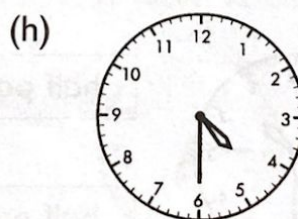
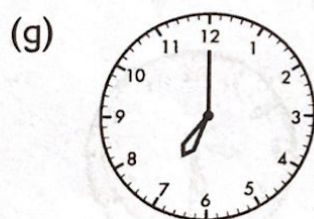
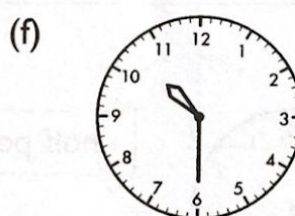
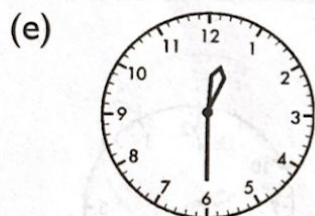
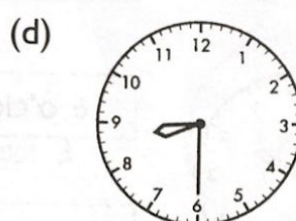
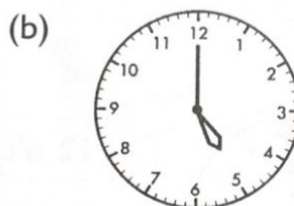


half past 6

3. Write the time shown on each clock.



3 o'clock



Name: _____

Class: _____

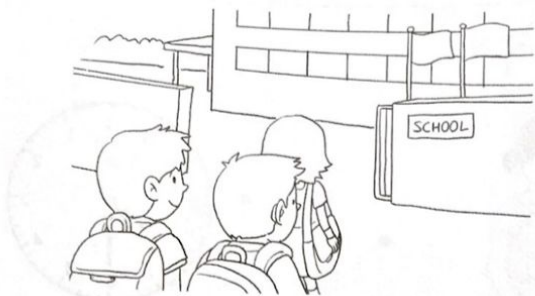
Date: 4/21 Tues.

Exercise 1B : Telling Time

1. Match.



2. Match.



Name: _____

Class: _____

Date: 4/21

Points

T. p. 1

10

**Test
A****Unit 17: Time****Chapter 1: Telling Time**

1.



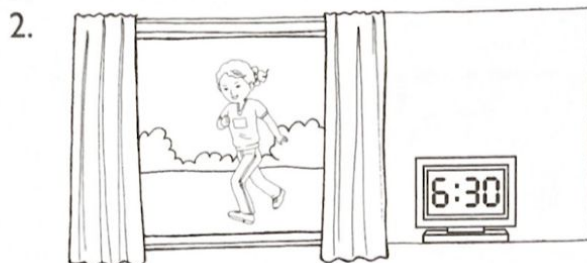
(a) The time is _____ o'clock.



(b) It is half past _____.








(c) It is _____ o'clock.

4/21 T
P.2

Nina jogs every morning at half past _____.

3. This is Mark's diary.

				
wake up	go to school	library	lunch	playground

(a) Mark wakes up at half past _____.

(b) He goes to school at half past _____.

(c) He goes to school **after** _____ o'clock.

(d) He goes to the library at _____ o'clock.

(e) He has his lunch at _____ o'clock.

(f) He plays at the playground at _____ o'clock.

History Day 2

Subject: Señor Coyote and the Cheese: A Mexican Folktale- Continued- pg. 26-28

Coyote dipped a paw in the water.

"Wait! How can I be sure you will be here when I get back?" he asked.

"I have been dreaming about tasting that cheese for hours," said the little white rabbit. "I will be right here when you get back!"

Coyote nodded and then jumped into the lake.



26

Key Questions:

1. Why does the Coyote believe the rabbit will be there when he gets back?
2. Do you think that the rabbit will wait for the Coyote to come back? Why or why not?

Coyote kept his eyes on the cheese as he swam through the water. But for some strange reason he could not quite reach it. The cheese was always just ahead of him. Coyote even tried twice to grab the cheese, but he could not. Instead he swallowed lots of water, and eventually grew tired. In the end, he swam back to the shore.



27

Key Questions:

1. Why do you think the Coyote could not reach the cheese as he was swimming toward it?
2. Why did the Coyote swallow the water and not the cheese?
3. How many times did the Coyote try to grab the cheese?
4. Was the Coyote successful in getting the cheese?

"At least there's the little white rabbit to munch on," thought Coyote as he shook the water from his fur.

But the little white rabbit was nowhere to be found. All that Coyote could see was a beautiful, round, yellow moon in the night sky.



28

Key Questions:

1. Why wasn't the rabbit waiting for the Coyote when he came back to shore?
2. Why did the rabbit trick the Coyote into believing the reflection of the moon on the lake was actually a piece of cheese?
3. What lesson should the Coyote learn from his experience with the rabbit?

Student Packet Assessment**Title:** Senor Coyote Quiz

Directions: Fill in the blanks with the words from the box. Write down the page number where you found the answer at the end of each sentence.

Senor Coyote Quiz

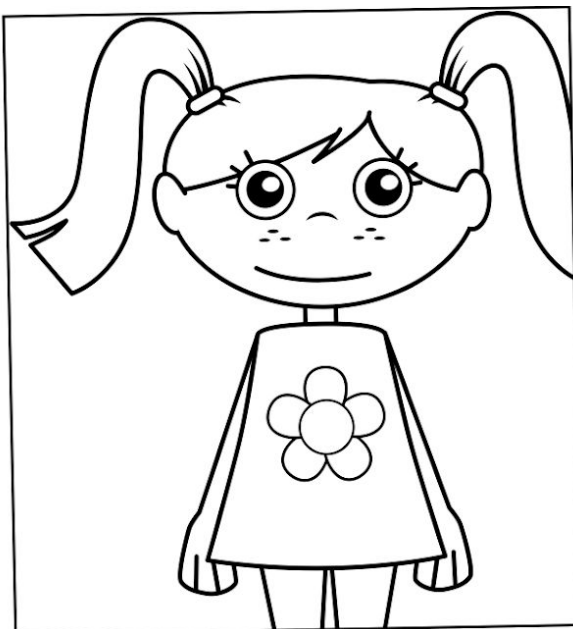
Yellow Moon	Water	Tortillas
Rabbit	Cheese	

1. Senor Coyote was hungry and thought that the _____ might fill his tummy quite nicely. Pg. _____
2. The Rabbit made the Coyote believe that the moon's reflection in the water was a piece of _____. Pg. _____
3. The Rabbit was going to get _____, while the Coyote was swimming in the water looking for the Cheese. Pg. _____
4. The Coyote tried to grab the cheese twice while he was swimming, but in the end swallowed only _____. Pg. _____
5. All the Coyote had at the end of the story was a beautiful, round, _____ . Pg. _____

Latin



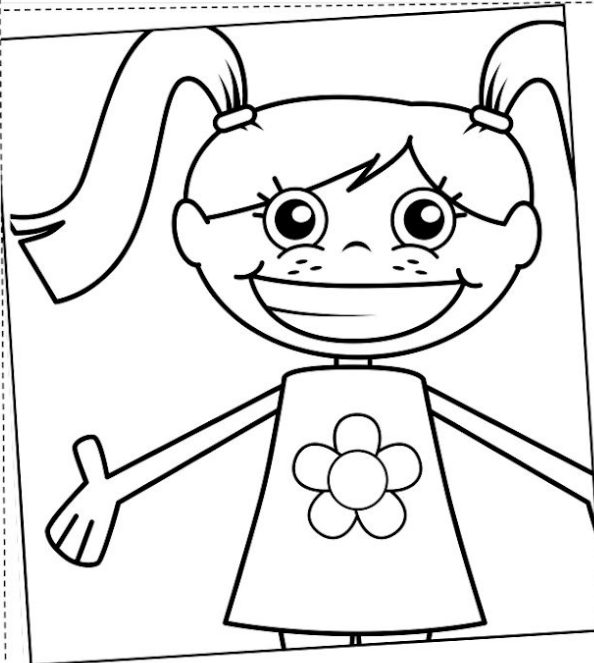
Quid agis?



sum bene



sum pessime



sum optime

Wednesday Daily Agenda

4/22/20

Spalding	<input type="checkbox"/> New learned words with parents in pink notebook <input type="checkbox"/> Spalding Homework 2 times each
Literature	<input type="checkbox"/> Sam the Minuteman pages 23-32 <input type="checkbox"/> Sam the Minuteman Journal Writing
Poetry	<input type="checkbox"/> Practice Reciting Poem 1x
Grammar	<input type="checkbox"/> Shurley Grammar Workbook WB 36 exercise 5
Math	<input type="checkbox"/> Wednesday Math Sprints <input type="checkbox"/> Red Journal Notes Copy "Estimating Time-Before and After" <input type="checkbox"/> 1B Textbook page 73-74 Task 1 <input type="checkbox"/> Finish work from Tuesday if you need extra time.
History	<p>Subject: Early Explorers and Settlers- The Conquistadors</p> <p>Materials: Read aloud packet pg. 2-5</p> <p>What to do:</p> <p>Step 1- Identify the Topic- Early Explorers and Settlers- The Conquistadors</p> <p>Step 2- Read about The Conquistadors with the assistance of your parent pg. 1-5.</p> <p>Step 3- Do the 'Match and Draw' activity independently.</p>
Special	Music



Great Hearts Western Hills
Spalding Homework: K-2

Grade: _____ Day of Week: Wednesday

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!

such	within	
morning	body	
however	field	
mind	belongs	
shall	cheese	
alone	earn	
order	edge	
third	feather	
push	fence	
point	funny	

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.

Math Sprints 1 *Wed. 4/22*

124 B

Write the answer.

First Half

1.	Four tens and two ones + 10 =	16.	Four ones and one ten + 5 + 5 =
2.	Five tens and two one + 10 =	17.	Seven ones and five tens + 20 =
3.	Seven tens and two ones + 10 =	18.	Five ones and eight tens + 1 =
4.	Eight tens and two ones + 10 =	19.	Two ones and three tens + 3 =
5.	Three tens and five ones + 10 =	20.	Five ones and two tens + 4 =
6.	Three tens and three ones + 10 =	21.	Three ones and three tens + 3 =
7.	Five tens and zero ones + 0 =	22.	Four ones and six tens + 10 =
8.	Five tens and three ones + 10 =	23.	Five ones and zero tens - 0 =
9.	Nine tens and zero ones - 10 =	24.	Five tens and zero ones + 0 =
10.	Nine tens and five ones + 2 =	25.	Two ones and one ten + 1 =
11.	Eight tens and six ones - 2 =	26.	Five tens and eight ones + 6 + 4 =
12.	Six tens and three ones + 2 =	27.	Seven tens and six ones + 3 + 7 =
13.	Eight tens and two ones + 10 =	28.	Zero tens and zero ones + 3 =
14.	Three tens and three ones + 2 =	29.	Two tens and zero ones + 4 + 4 =
15.	Four tens and zero ones - 0 =	30.	Six ones and seven tens + 11 =

History

Student Packet Materials

CHAPTER 1

The Conquistadors

Christopher Columbus was an explorer who sailed across the Atlantic Ocean and arrived in the Americas in 1492. King Ferdinand and Queen Isabella of Spain had paid for his voyage. The fact that Christopher came upon land mostly unknown to Europeans made the king and queen happy. They hoped to find many riches in the Americas.



2

Key Questions:

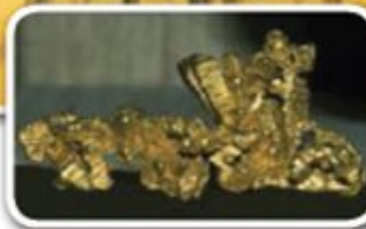
1. Who was Christopher Columbus?

2. What did King Ferdinand and Queen Isabella hope to find in the Americas?
3. Why might the Americas have been unknown to Europeans?
4. What is meant by the word 'riches'?

The Spanish, and the Portuguese who followed, soon discovered that some places in Central and South America, as well as in Mexico, were rich in gold and silver. People just had to dig it out of the ground. The Spanish and the Portuguese sent conquerors to take control of the land and the people. Spanish conquerors were called conquistadors.



This is what gold looks like when it is first taken out of the ground.



3

Key Questions:

1. What did the Spanish and Portuguese discover about some places in Central and South America and in Mexico?
2. Why were conquerors sent to these places?

Hernán Cortés and Francisco Pizarro were Spanish conquistadors. They helped to make Spain rich. Hernán Cortés conquered the Aztec of Mexico and took their land. Francisco Pizarro conquered the Inca of Peru. The Spanish killed many people with their swords and guns. Some also died from diseases the Spanish brought with them, while others were forced to dig for gold and silver.



Key Questions:

1. Who were Hernán Cortés and Francisco Pizarro? What did they do?
2. What happened to the people whom Cortés and Pizarro conquered?

Spanish ships in particular, sailed across the Atlantic with gold and silver taken from Mexico, and Central and South America. This made some European kings and queens jealous. They wanted their countries to become rich too! And Spain and Portugal were not only searching for riches in the Americas, they were setting up colonies there also.



Key Question:

1. Why were other European kings and queens jealous of the Spanish and Portuguese?
2. What else were Spain and Portugal doing in the Americas?

Student Packet Activity/ Assessment**Title:** Match and Draw Activity**Directions:**

Step 1: Cut and paste: Work independently to cut out each partial sentence. Match the first part of each sentence with the correct ending. Assemble each complete sentence and paste in our notebook.

Step 2: Choose one complete sentence from the cut and paste activity, and write it by hand on the lines provided. Draw a picture below to show what is happening in the sentence.

Content: Match and Draw Activity

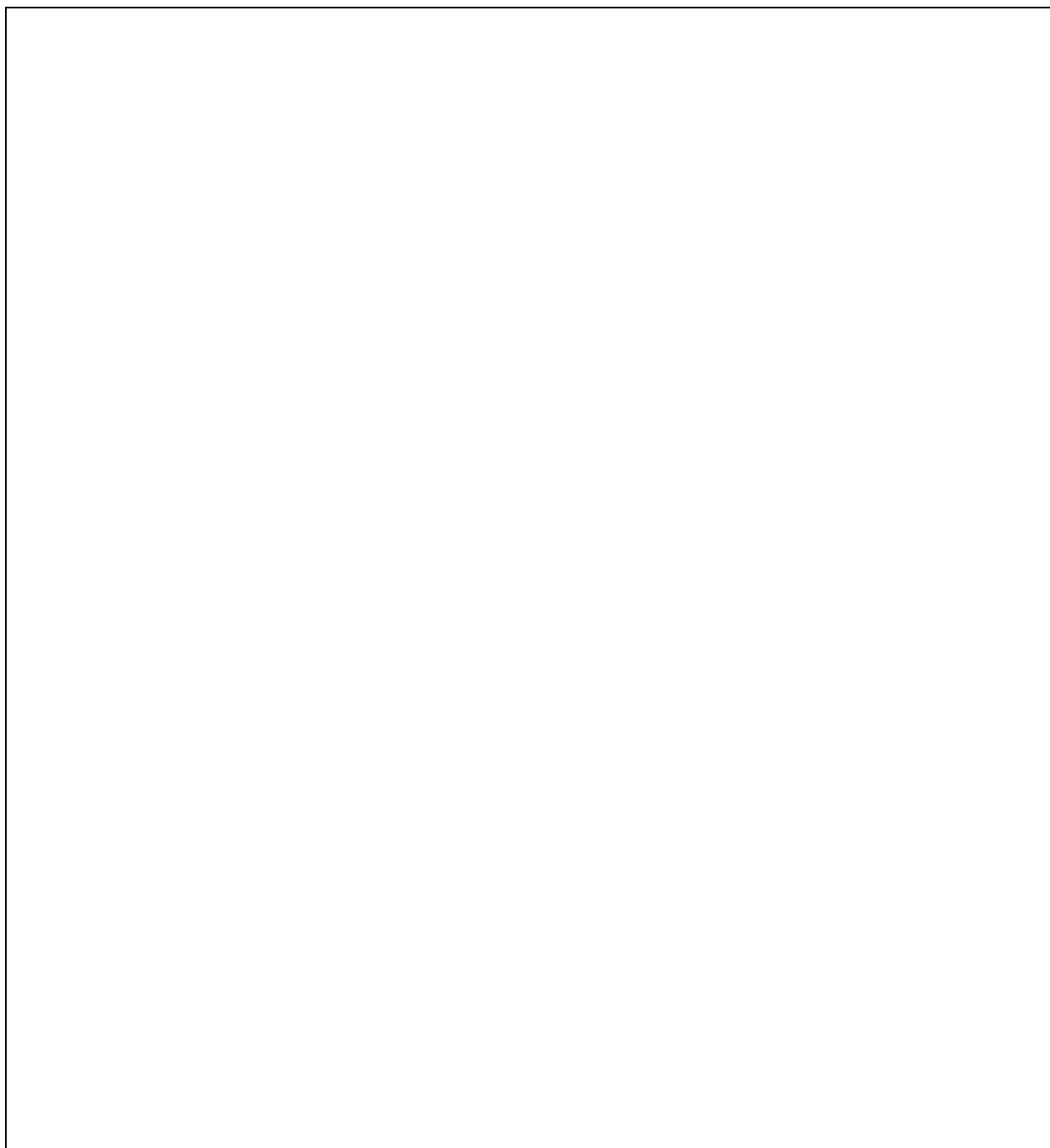
Step 1: Cut and paste.

First Part	Second Part
Spain and Portugal were not only searching for riches in the Americas, they were	sailed across the Atlantic Ocean in 1492.
Christopher Columbus was an explorer who	were Spanish Conquistadors.
Hernán Cortés and Francisco Pizarro	setting up colonies there also.

Step 2: Write and draw

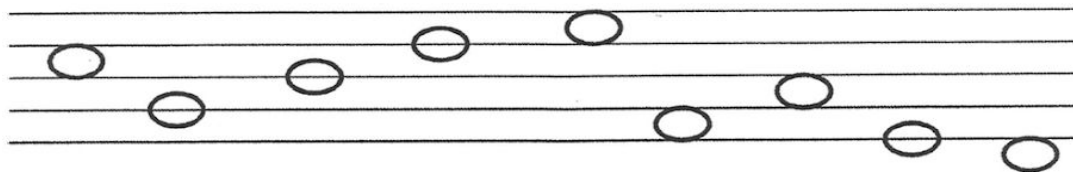
Choose one complete sentence from the cut and paste activity, and write it by hand on the lines provided.

Draw a picture below to show what is happening in the sentence.

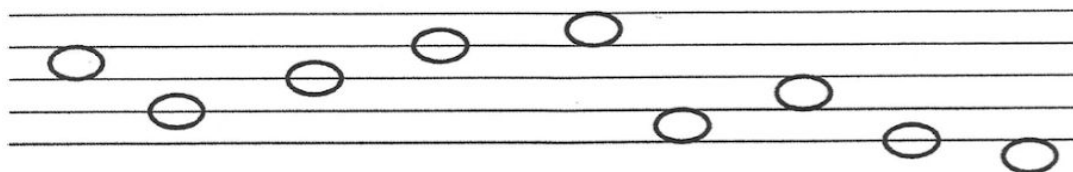


First, take a highlighter, (or anything that colors), and color just line three.

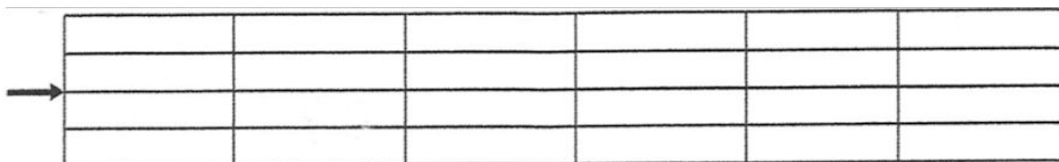
Next, draw stems up on the notes below line three.



Draw stems down on the notes above line three.



Draw the indicated note on the correct line or space. Remember the stem rule.



			Dotted		
Whole note	Half note	Half note	Half note	Quarter note	Quarter note
Line 2	Space 4	Line 1	Space 3	Line 4	Space 1



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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www.greatheartswesternhills.org

79

Student Attendance Affidavit

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

Monday, April 20, 2020

Tuesday, April 21, 2020

Wednesday, April 22, 2020

Thursday, April 23, 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:

Thursday Daily Agenda

Assessment Day

4/23/20

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"/> McCall Harby 23
Poetry	<input type="checkbox"/> Practice Reciting Poem 1x
Grammar	<input type="checkbox"/> Shurley Grammar Workbook WB 37 Exercise 1
Math	<input type="checkbox"/> Thursday Math Sprints <input type="checkbox"/> Copy Journal Notes "How Much Time" <input type="checkbox"/> 1B TB p. 75 Task 2 <input type="checkbox"/> 1B WB p. 123-124 <input type="checkbox"/> Only turn in 3 math tests today. <input type="checkbox"/> Unit 17 Test A Ch. 1 "Telling Time" if you have not completed this test. <input type="checkbox"/> Unit 17 Test A Ch. 2 "Estimating Time" <input type="checkbox"/> Units 1-17 Cumulative Test
History	<p>Subject: Early Explorers and Settlers- Queen Elizabeth and the Lost Colony</p> <p>What to do:</p> <p>Step 1- Identify the Topic- Early Explorers and Settlers- Queen Elizabeth and the Lost Colony</p> <p>Step 2- Read about Queen Elizabeth and the Lost Colony with the assistance of your parent pg. 6-8.</p> <p>Step 3- Do the quiz assessment independently.</p>
Science	None
Special	Art

Math Sprints 1

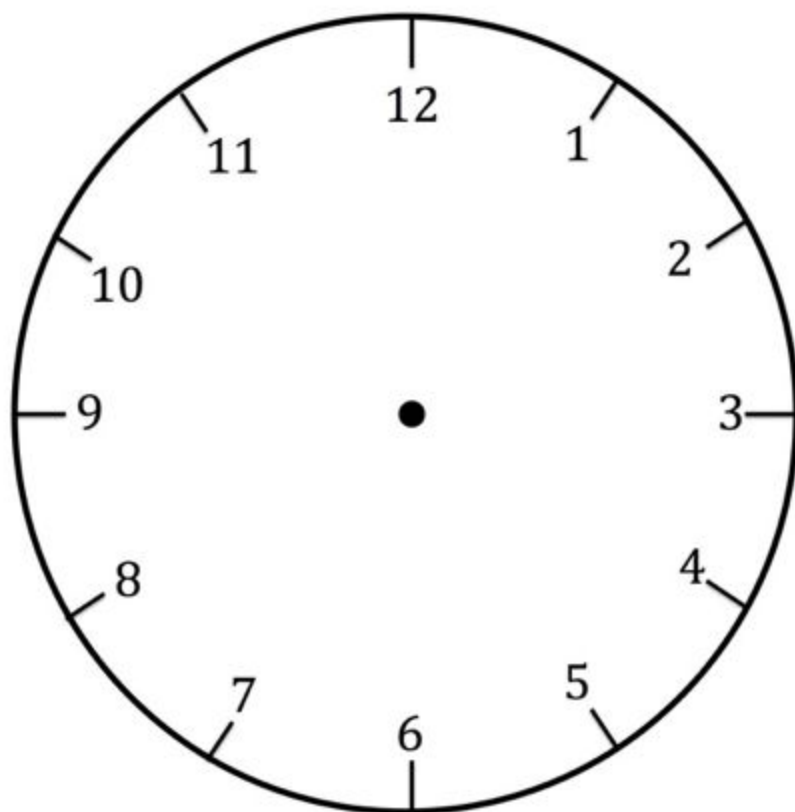
Thurs. 4/23

124 B

Write the answer.

Second Half

1.	Four tens and two ones =	16.	Four ones and two tens + 5 + 5 =
2.	Five tens and two ones + 20 =	17.	Eight ones and five tens + 20 =
3.	Seven tens and one + 10 =	18.	Three ones and eight tens =
4.	Six tens and three ones + 30 =	19.	Two ones and three tens + 3 =
5.	Three tens and four ones + 10 =	20.	Five ones and two tens + 4 =
6.	Three tens and three ones + 20 =	21.	Three ones and three tens + 3 =
7.	Four tens and zero ones + 0 =	22.	Four ones and six tens + 3 + 7 =
8.	Six tens and two ones =	23.	Five ones and zero tens - 0 =
9.	Eight tens =	24.	Five tens and zero ones + 0 =
10.	Nine tens and five ones - 11 =	25.	Two ones and one ten + 1 =
11.	Seven tens and six ones - 11 =	26.	Five tens and eight ones + 6 + 4 =
12.	Five tens and nine ones - 3 =	27.	Seven tens and six ones + 3 + 7 =
13.	Eight tens and two ones + 10 =	28.	Zero tens and zero ones + 3 =
14.	Three tens and three ones + 2 =	29.	Two tens and zero ones + 4 + 4 =
15.	Four tens and zero ones - 0 =	30.	Six ones and seven tens + 11 =



Name: _____

Class: _____

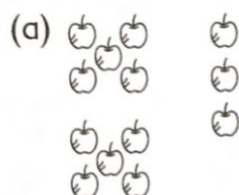
Date: 4/23

Points

15

Cumulative Test A Units 1-17

1. Write the missing numbers.

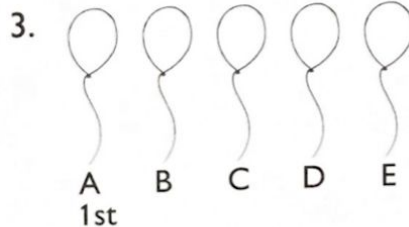
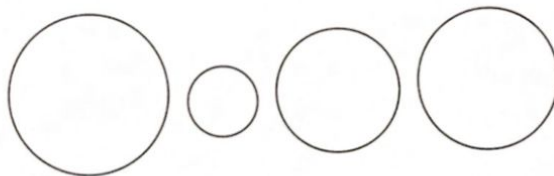


$$10 + \underline{\quad\quad} = 13$$



$$10 + 6 = \underline{\quad\quad}$$

2. Color the smallest circle.



The last balloon is Balloon _____.

Cum. 4/23 Th.
P. 2

4.



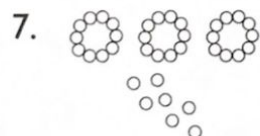
Bucket _____ holds more water than Bucket _____.

5. David has 29 marbles.
His brother has 7 marbles.

They have _____ marbles altogether.

6. Ann baked 35 cookies.
She ate 8 cookies.

She has _____ cookies left.



37 is _____ tens _____ ones.

Cum. 4/23 Th. p. 3

8. Draw 3 flowers in each square.



4 groups of 3 = _____ flowers

- 9.



Share 20 stickers equally among 5 children.

How many stickers does each child get?

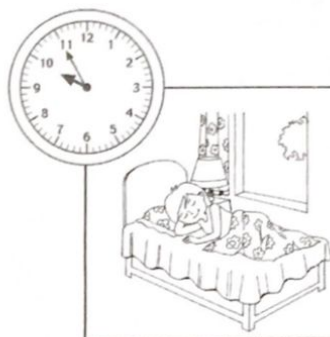
Each child gets _____ stickers.

10. Color one fourth of the circle.



Cum. 4/23 Th.
p. 4

11.



- (a) Jean wakes up at half past _____ in the morning.
- (b) She has lunch at _____ o'clock.
- (c) She watches the sun set a **little after** half past _____.
- (d) She goes to bed a **little before** _____ o'clock.

Name: _____

Class: _____

Date: 4/23

Points

Th. p.

10

**Test
A****Unit 17: Time****Chapter 2: Estimating Time**

1.

It is a **little after** _____ o'clock.

2.

It is **almost half past** _____.

3.

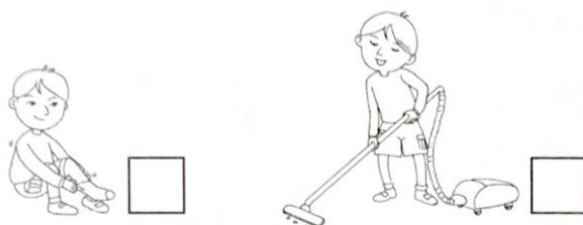
It is **about** _____ o'clock.

4.

It is a **little before half past** _____.

4/23
Th p.2

5. Check the activity that takes longer.



6. This is Emma's diary.

wake up	read	lunch	iron clothes	bathe

- (a) Emma wakes up a **little after** _____ o'clock.
- (b) She reads the papers at **almost** _____ o'clock.
- (c) She has her lunch at **about** half past _____.
- (d) She irons her clothes a **little before** _____ o'clock.
- (e) She takes a bath at **about** half past _____.

❁ 23 ❁

Patty and her baby sister were all ready to go out for a walk. When Patty's mother went to get her coat to go out with them, Patty had an idea. She cut off one of the curls from her head and tucked it up under the baby's hat. When her mother came back, she didn't see the curl, and they all went out for a walk. A friend came along and stopped to look at the baby. She said, "What pretty curls the baby has." She touched the curl, and it came right off in her hand. Patty laughed and laughed. Do you think her mother laughed too?

- | | | |
|--|-----|----|
| 1. Is the story about a curl? | YES | NO |
| 2. Did the girl have a baby sister? | YES | NO |
| 3. Was Patty the name of the baby? | YES | NO |
| 4. Was the girl's father in the story? | YES | NO |
| 5. Were the girls going out to play? | YES | NO |
| 6. Did Patty have curls on her head? | YES | NO |
| 7. Did the baby have curls? | YES | NO |
| 8. Did Patty cut the baby's curl? | YES | NO |
| 9. Was the curl tucked under the hat? | YES | NO |
| 10. Did the friend like the curl? | YES | NO |

History

CHAPTER 2

Queen Elizabeth and the Lost Colony

Some of the other European countries, including England, sent their traders and fishermen to the "New World" to make money. One ruler, Queen Elizabeth of England, wanted English settlers to go there and also take land, just as the Spanish and Portuguese had done.



To do this, Queen Elizabeth needed someone brave enough to set off on a dangerous voyage to find land that could be settled on. She chose Sir Walter Raleigh.



6

Key Questions:

1. Why did European countries send traders and fishermen to the New World?
2. Why did Queen Elizabeth send Sir Walter Raleigh to the New World?

Sir Walter set sail to explore the eastern coast of North America. He needed to find the perfect place to build an English colony. Sir Walter found just the spot! When he returned, he sent a group of men to Roanoke Island, just off the coast of what is today North Carolina.



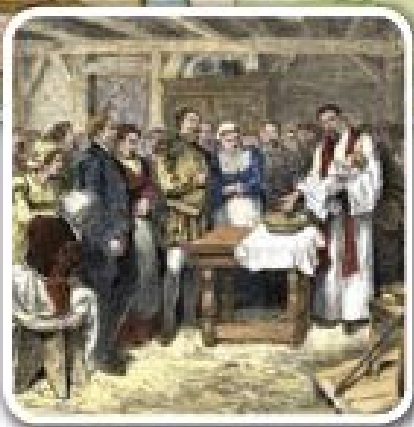
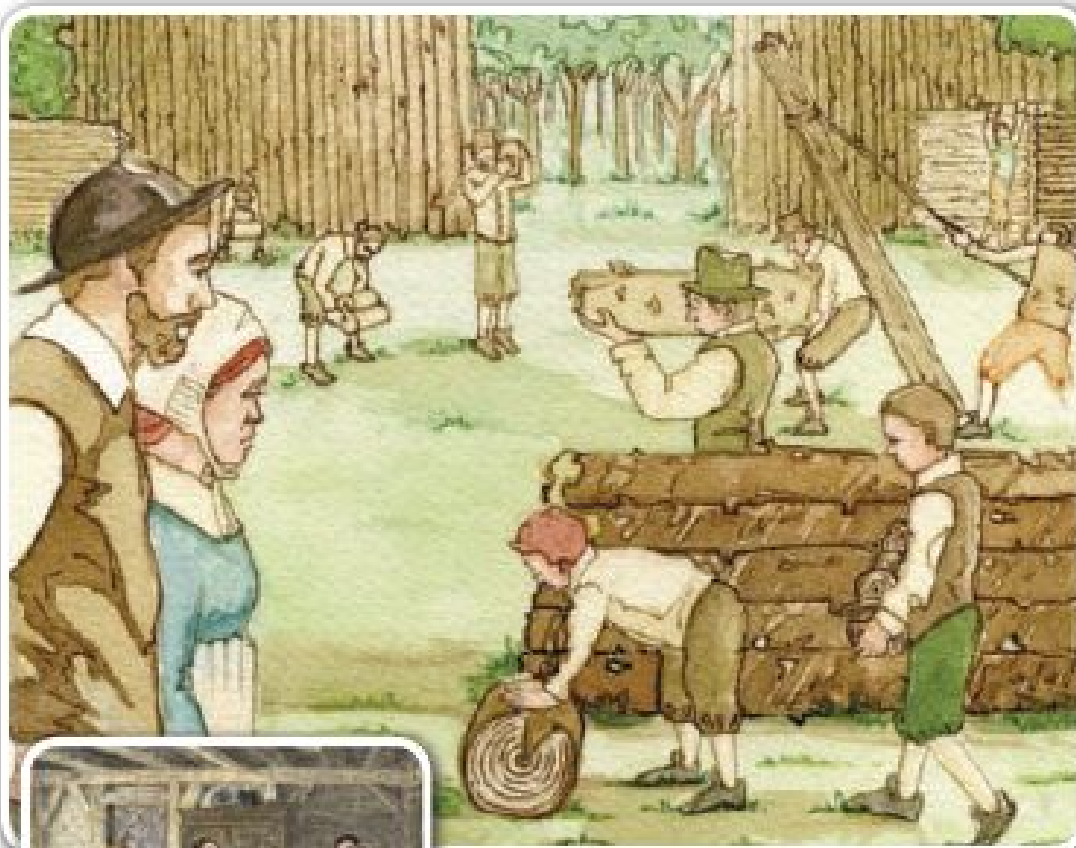
Sir Walter felt sure that they would be able to set up an English colony on this small island.

7

Key Questions:

1. Why did Sir Walter explore the eastern coast of North America?
2. What island did Sir Walter choose to settle?

The first group of English settlers sent to Roanoke Island did not last long. Life there was too difficult, and they returned to England, leaving only fifteen men behind. Sometime later, Sir Walter sent a second group of English men, women, and children to Roanoke Island to try again. For a while, things went well.



A child, named Virginia Dare, was born there. But less than three years after they arrived, these settlers had all disappeared. No one knows for sure what happened to them.

Key Questions:

1. Why didn't the first group of settlers sent to Roanoke Island last long?
2. Who was the child born on Roanoke Island?

Student Packet Activity/ Assessment

Title: Early Explorers and Settlers- Queen Elizabeth and the Lost Colony

Directions: Work independently to complete the quiz.

Content: Early Explorers and Settlers- Queen Elizabeth and the Lost Colony Quiz

Fill in the blank with the correct word.

Sir Walter Raleigh	English	Settlers
Voyage	Queen Elizabeth	

1. _____, of England, sent traders and fishermen to the New World to make money and take land.
2. Queen Elizabeth needed someone brave enough to set off on a dangerous _____ across the Atlantic Ocean to find land that could be settled.
3. Roanoke Island, off the coast of North Carolina, was settled by _____.
4. Life on Roanoke Island was too difficult for many _____ settlers.
5. Less than three years after arriving on Roanoke Island the English _____ had all disappeared.

First Grade Art

Hello friends! This week we are starting a new art period and artwork! We are moving on to the Northern Renaissance. Let's take a look at the new artwork...



What do you see?

Why do you think the artist painted the man?

Circle your favorite part of the painting and write down why you like it.

Bonus question: Why do you think he is standing like that?

This painting is of King Henry VIII. VIII means 8 in Roman numbers. So he is King Henry the Eighth. He stands strong and tall showing how powerful a ruler he was. The artist is Hans Holbein the Younger and it was painted in 1536.

Today you are going to be drawing his face and hat with a pencil. When you have finished, color in his face and hat just like the original using colored pencil or crayons. You can then cut out his head and either put it up in your house or glue it into your sketchbook. Have fun!

Reminder of how to draw a face:

