GREAT HEARTS WESTERN HILLS
A Great Hearts Academy
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Letter to Students/Families

Week of April 27 - May 1, 2020

Dear Spartan First Grade Students and Families,

Scholars, thank you for working diligently to complete your assignments. Remember to always strive to do your best work including your best printing on all your papers. Parents, thank you for working with us as we strive to provide a rich, meaningful classical education during this time of quarantine.

Below is a brief daily overview of tasks that need to be completed while you and your scholar(s) are learning from home. Don't forget to log into our google classrooms so that you can see the Spalding, literature, poetry, math and science videos your teachers have made for you this week! 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

Monday 4.27.20

Spalding	❏ Teach new spalding words 1-10 with rules and markings. Watch Spalding Video posted in google classroom. Students will write words in their pink notebooks as they watch the video. Pause video as needed. Check your students pink notebook,if needed, read words and example sentences from the parent Spalding page. Allow students to use spalding hands with them doing all of the leading in syllable count and well as finger spellings. Discuss the meaning of the words along the way.
Literature	❏ Sam the Minuteman pages 33-40.
Poetry	❏ 'Poetry Voices' practice with motions. Materials: voices sheet, used for all week. - Cut out the different 'voices' squares, fold them up, and place inside bag - Shake the bag up, have your scholar choose one folded square at random. - Scholars have to practice saying poem in the voice they chose.
Math	**Math Facts** - Using index cards, scratch paper or any other paper you have at home have your scholar make math fact family cards for "12." For example, 1+11=12, 11+1=12, 12-1=11, 12-11=1; 2+10=12, 10+2=12, 12-2=10, 12-10=2; 3+9=12, 9+3=12, 12-3=9, 12-9=13; 4+8=12, 8+4=12, 12-4=8, 12-8=4; 5+7=12, 7+5=12, 12-5=7, 12-7=5; 6+6=12, 12-6=6. Your scholar will study these math facts everyday this week. Unit 18.1a Counting by Tens **Materials**: counters such as beans, beads, buttons, tens, 10, 20, 30, to 100, etc., number cards (index cards or paper cut in squares or rectangles with tens up to 100 and 1-9 written on the cards.), number word cards "ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one-hundred." ****Keep these materials for all the lessons this week.** 1. Parent and S discuss the contents in Textbook p. 76-78. S will count the number of string beans in several of the string bean bundles. 2. Point out that the numbers of string beans in each bundle is the same; that is, they are equal groups. Therefore, by counting the bundles, we can find out how many individual string beans there are. 3. Student will count the number of bundles shown at the bottom of TB p. 76. 4. Parent, point out that we can count the string beans in terms of tens because each bundle has ten string beans. Parent and S and discuss the following list. Introduce the number words for the numbers 50, 60, 70, 80, 90 and 100 at the same time. 5. List: 1 ten = 10 ten 2 tens = 20 twenty 3 tens = 30 thirty 4 tens = 40 forty 5 tens = 50 fifty 6 tens = 60 sixty 7 tens = 70 seventy 8 tens = 80 eighty

	9 tens = 90 ninety 10 tens = 100 one hundred 6. Parent shows a dot card that has ten dots and ask S to count the dots. Then show 3 such cards and ask students how many dots are there Altogether. Encourage S to count by tens. 7. Repeat the exercise using a different number (up to 10) of ten-dot cards. 8. Repeat the exercise using small paper rectangles and beads (or other countable objects) grouped in tens. 9. Parent draws the number of sequence from 0 to 100 on a piece of paper: 0 10 20 30 40 50 60 70 80 90 100, then ask S to point to different numbers: 70, 50, 30, 90, 60, 100 10. Parent and S discuss JN "Counting by Tens," S copies "Counting by Tens" notes neatly onto the next clean page of their red math journal. 11. 1B TB p. 79, Task 1: discuss with S. PA Task 1a, then S completes 1b-c (I). (Answer key: 1a 5, 50; 1b 6, 60; 1c 9, 90) 12. 1B WB Ex. 1 p. 130-132. Parent models Ex. 1 on p. 130 problem with dotted line, S completes rest of page (I) independently. Parent models first problem on p. 131, S completes rest of page (I). PA if needed on p. 132, if needed. *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
History	None.
Science	**Subject**: Food Chains, Food Webs & Energy Pyramids- Review of Food Chains **What to do**: Step 1- Identify the Topic-Food Chains, Food Webs & Energy Pyramids Step 2- PA (parent assisted) Read from text in the student packet with your student, asking questions to check for comprehension as you go. Step 3- Complete the Scavenger Hunt activity.
Special	PE

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

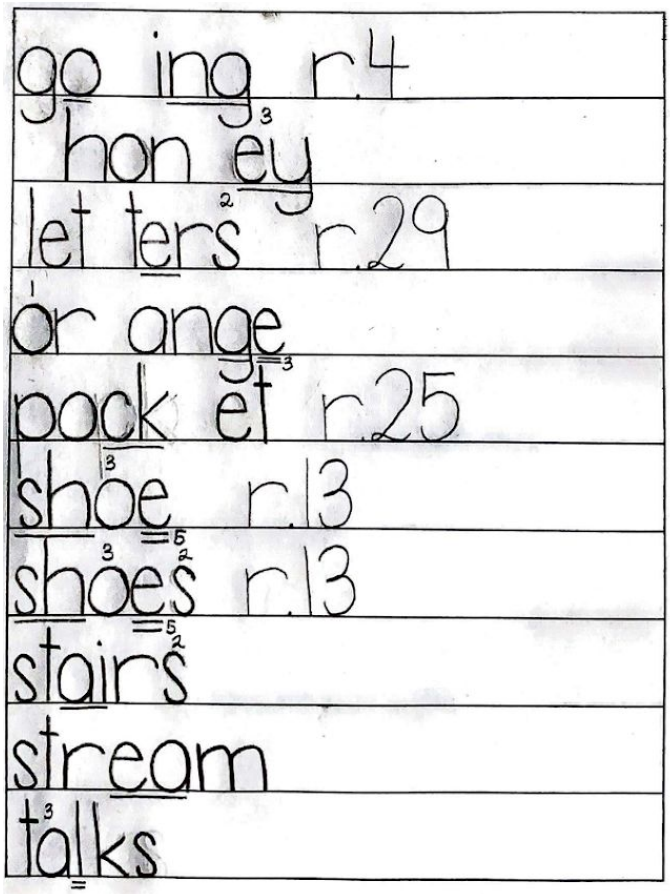
Spalding

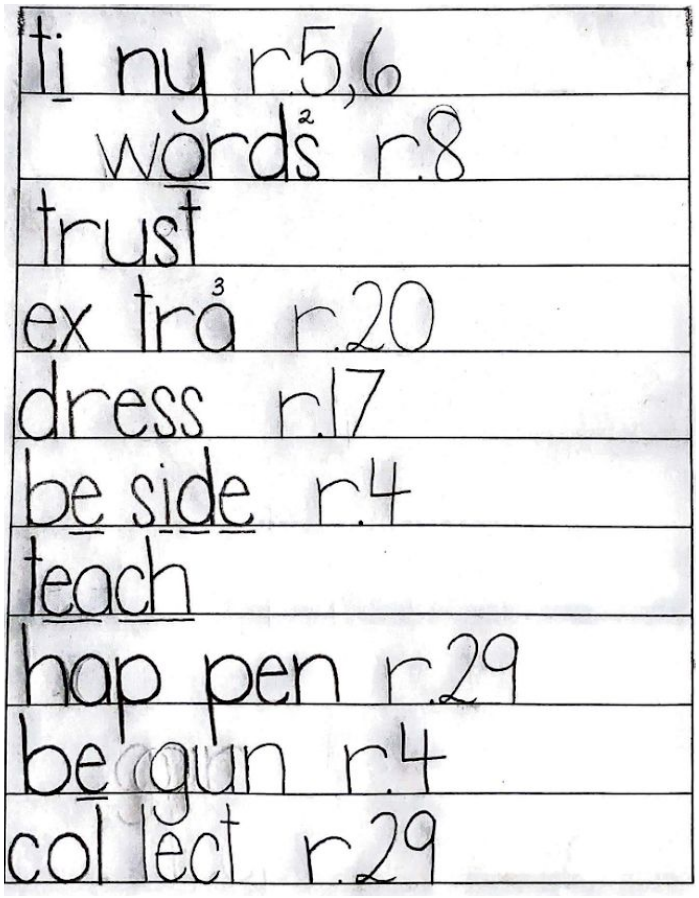
New Spelling Words

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

1. going	We are going to the store.	syllables. BASEWORDS: go, ENDING: ing Underline "o" R. 4. Underline "ng"
2. honey	Would you like honey in your tea?	2 syllables. Underline "ey" 3 on top.
3. letters	Zachary received many letters.	2 syllables. BASEWORDS: letter, ENDING: "z". after sounding out second "t" R. 29. Underline "er" 2 on top of "s"
4. orange	Dylan has an orange.	2 syllables. 1 on top of "o" because we are not using the phonogram "or". Underline "g", Underline "e" twice, job, 3.
5. pocket	I have one cent in my pocket.	2 syllables. Underline "ck" R. 25.
6. shoe	Where is my other shoe?	1 syllable. BASEWORD: shoe. Underline "sh" R. 13. 3 on top of "o", underline "e" twice, job 5.
7. shoes	I like your new shoes, Thiago.	1 syllable. BASEWORD: shoe. ENDING: "z" Underline "sh" R. 13. 3 on top of "o", underline "e" twice, job 5.
8. stairs	Be careful going down the stairs.	1 syllable. BASEWORD: stair ENDING: "z". Underline "ai" 2 on top of 's'
9. stream	He waded through the bubbling stream.	1 syllable. Underline "ea"
10. talks	She talks to all her friends.	1 syllable. BASEWORD: talk, ENDING: "s" 3 on top of a, underline "l" twice because it is making an unusual sound
11. tiny	This is a tiny flower.	2 syllables. Underline "I", R. 5. After sounding 'Y" R.6
12. words	Ann-Marie read the words aloud.	1 syllable. BASEWORD: word ENDING "z". Underline "or" R.8. 2 on top of "s'
13. trust	I trust you.	1 syllable. NO RULES, NO MARKINGS
14. extra	I have an extra napkin.	2 syllables. After sounding the letter "s" R. 20. 3 on top of "a"
15. dress	Sarina is wearing a beautiful dress.	1 syllable. R. 17
16. beside	Devin was standing beside Julietta.	2 syllables. BASEWORD: side, PREFIX- be. Underline "e" R. 4. Underline "I" Underline "d" Underline "e" job 1.
17. teach	I like to teach.	1 syllable. Underline "ea" Underline "ch"
18. happen	I made this happen.	2 syllables. R. 29.
19. begun	They had just begun making donuts.	2 syllables. Underline "e" R. 4.
20. collect	Ben likes to collect rocks.	2 syllables. . R. 29
21. file	Place it in her file.	1 syllable. Underline "I", Underline "I", underline "e", job 1.
22. provide	I will provide you with a new worksheet.	2 syllables. Underline "o", R.4. Underline "I", Underline "d", underline "e" job 1.

23. sight	We lost sight of the ball.	1 syllable. Underline "igh"
24. stood	She stood in the doorway.	1 syllable. Underline "oo" 2 on top.
25. fix	He will fix your bike.	1 syllable. NO RULES, NO MARKINGS
26. fixed	Shannon fixed the broken toy.	1 syllable. Underline "ed" 2 on top, R. 28
27. born	Adrianna's baby was born.	1 syllable. Underline "or".
28. goes	He goes to tutoring weekly.	1 syllable. BASEWORD: go. 2 on top of "o" Underline "e" and "s" twice (making unusual sounds).
29. does	Does he have a pencil?	1 syllable. BASEWORD: do. Underline "e" and "s" twice as they are making unusual sounds.
30. Tuesday	We have tutoring on Tuesday.	2 Syllables, "T" r. 26, 2 on top on "u", underline "ay" R. 18





file

pro vide r.4

sight

stood (2)

fix

fixed (3) r.28

born

goes (2)

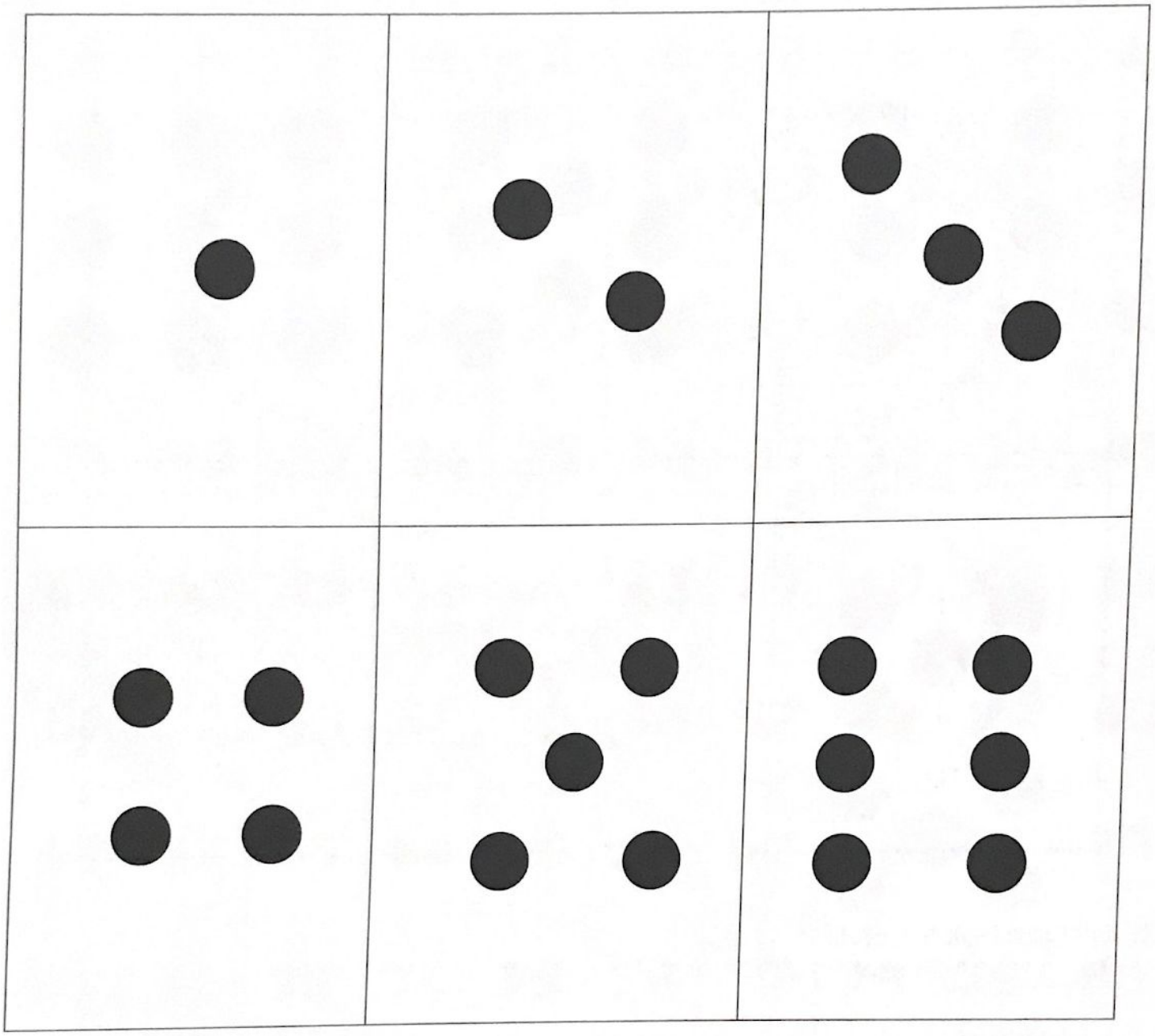
does

Tues day (2) r.18,26

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

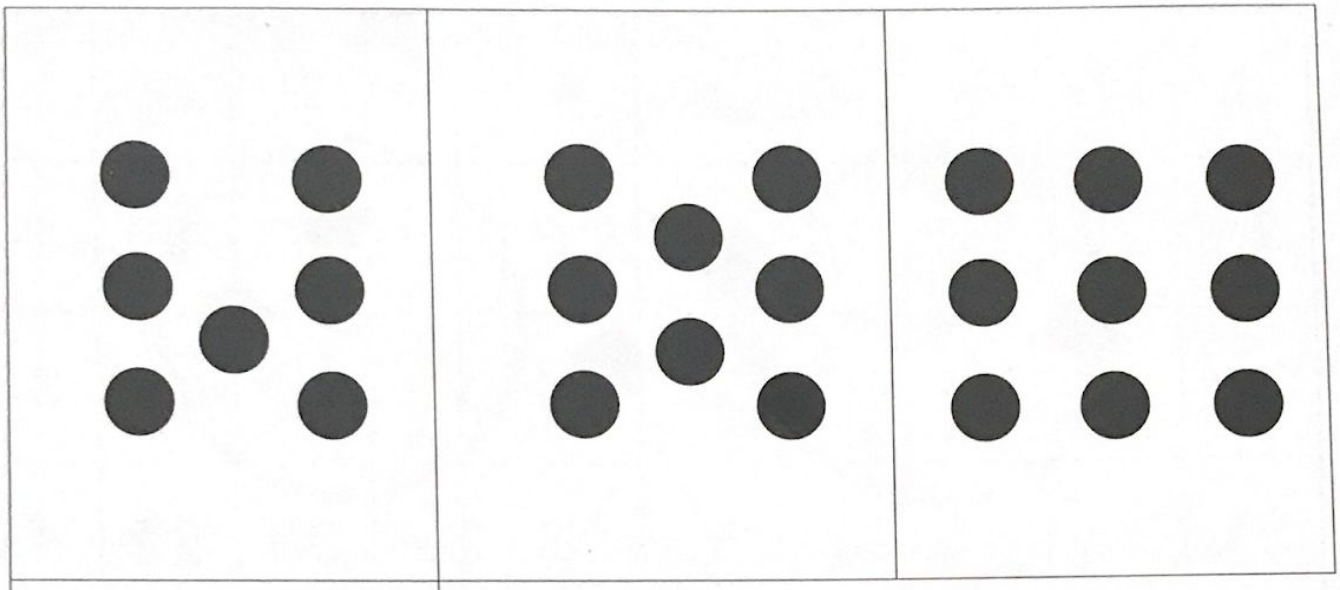
Dot Cards

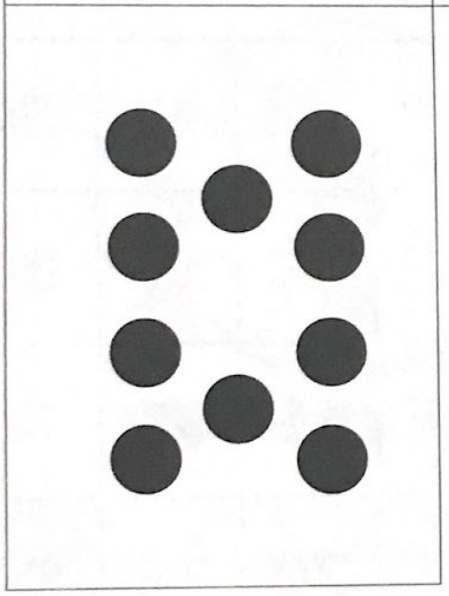
Wk 4/27



* If possible print and cut out each card
or
make dot cards as shown.

Dot Cards wk 4/21





* If possible, print and cut out each card
or
make dot cards as shown.

Counting by Tens

4/27/20

1 ten = 10	ten
2 tens = 20	twenty
3 tens = 30	thirty
4 tens = 40	forty
5 tens = 50	fifty
6 tens = 60	sixty
7 tens = 70	seventy
8 tens = 80	eighty
9 tens = 90	ninety
10 tens = 100	one hundred

Science Day 1- Parent Packet- April 27

Title: Food Chains, Food Webs & Energy Pyramids- Review of 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:

- Food chain, food web, producers, consumers, energy, herbivore, carnivore, omnivore

Step 1: Identify the Topic- Review of Food Chains

A **food chain** shows the sequence of transfers of energy in the form of food from organism to organism. Food chains intertwine locally into a food web because most organisms consume more than one type of animal or plant. Plants, which convert energy from the sun to food are the primary food source. In a predator chain, a plant-eating animal is eaten by a flesh-eating animal. In a parasite chain, a smaller organism consumes part of a larger host and may itself be parasitized by even smaller organisms.

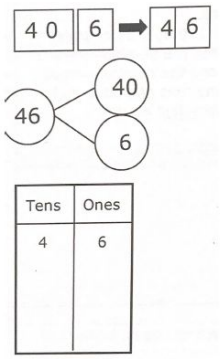
Step 2: Parent Assisted Read Aloud- Pages 1-6

Step 3: Independent Activity.

Help your student complete the Scavenger Hunt activity.

Tuesday 4.28.20

Spalding	❏ Teach new spalding words 11-20 with rules and markings. Watch Spalding Video posted in google classroom. Students will write words in their pink notebooks as they watch the video. Pause video as needed. Check your students pink notebook,if needed, read words and example sentences from the parent Spalding page. Allow students to use spalding hands with them doing all of the leading in syllable count and well as finger spellings. Discuss the meaning of the words along the way.
Literature	❏ Sam the Minuteman pages 40-49.
Poetry	❏ 'Poetry Voices' practice with motions. Materials: voices sheet, used for all week. - Cut out the different 'voices' squares, fold them up, and place inside bag - Shake the bag up, have your scholar choose one folded square at random. - Scholars have to practice saying poem in the voice they chose.
Math	Practice Math Facts using flash cards made on Monday. Unit 18.1b "Counting Within 100" **Materials**: counters such as beans, beads, buttons, tens, 10, 20, 30, to 100, etc., number cards (index cards or paper cut in squares or rectangles with tens up to 100 and 1-9 written on the cards.), number word cards "ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one-hundred." ****Keep these materials for all the lessons this week.** 1. Parent shows S a handful of counters that you have counted beforehand. Make sure the total is less than 100 (e.g., 46). Get S to discuss how to count the manipulatives. The first method is to count 1 by 1. The second method is to group the counters into tens, count the tens and then count the remainder (any ones left over). Get S to count the counters following the second method: 2. * 3. Give S a handful of counters (fewer than 100). Have S count their counters in groups of tens and then leftover ones. S tells you total of counters. E.g., "There are 4 tens and 6 ones. This makes a total of 46 beans." 4. Show the number cards for the number of beans (counters) in tens and ones: 40 + 6 ---------- 46. 5. Write the tens and ones in the number bond form: 6. See number bond resource for Tuesday. 46 goes in circle by itself, 40 goes in the circle on top of another circle, 6 goes in bottom of circle representing 46=40+6 7. Draw a tens and ones chart on a piece of paper: <u>Tens</u> <u>Ones</u>

	4 6  8. Parent and S discuss 1B TB p. 80-82 Tas- 6, 2, Tasks 2, 3, 4. Parent models #2a. P. 80.. S completes 2b (I). Parent models #3a, p. 81, S completes 3b, c (I), S completes #4a-c (I) on p. 82. (Answer key: 2a- 7, 4; 2b- 6, 3; 3a 5, 3, 53; 3b- 6, 2, 62; 3c- 4, 2, 42; 4a- 71; 4b- 6, 76; 4c- 8, 88) 9. 1B WB p. 133-136. (Answer key: Ex. 2.1 answers for boats on left side of page, top one already given, 2nd boat matches with 34, 3rd boat matches with 44, 4th boat matches with 75. Right side boats- 1st boat matches with 92, 2nd boat matches with 64, 3rd boat matches with 80, 4th boat matches with 76. Page 134 Check that scholar has colored the correct number of squares. Page 135 1st problem- 4 tens, 4 ones; 5 tens 2 ones; 6 tens, 3 ones; 8 tens, 5 ones. Page 136 2b- 6 tens, 8 ones, 68; 2c- 8 tens, 3 ones, 83.)
History	None.
Science	**Subject**: Food Chains, Food Webs & Energy Pyramids- Food Webs **Materials:** Student packet pgs 1-7 **What to do**: Step 1- Identify the Topic- Food Webs Step 2- PA (parent assisted) Read from text in the student packet pgs. 1-7 with your student, asking questions to check for comprehension as you go. Step 3- Complete the (independent) Cut and Paste activity.
Special	Latin Pro Parentibus - For the Parents Have your scholar practice singing the song 'Agricoloa had a farm' (old mcdonald had a farm, but substituting Latin names for animals). I will have a video of this posted on Google Class in the K-2 Specials classroom. Canis (kah-nees): dog Feles (fey-leys): Cat Piscis (pees-kees): fish Avis (aw-wees): bird Agnus (awn-yoos)*: lamb Also pronounced 'ag-noos'

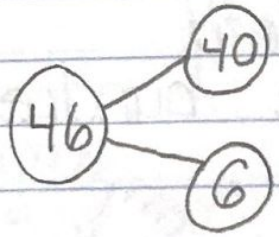
I=Independent or PA=Parent Assisted
*Abbreviations Key for Math-See Monday page

4/28/20

Counting Within 100

The fastest way to count a large group of items is to make groups of 10.

46
4 tens and 6 ones
40 + 6



Science Day 2- Parent Packet- April 28

Title: Food Chains, Food Webs & Energy Pyramids- Food Webs

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:

- Food chain, food web, complex

Step 1: Identify the Topic- Food Webs

A **food web** consists of all the food chains in a single ecosystem. Each living thing in an ecosystem is part of multiple food chains. Each food chain is one possible path that energy and nutrients may take as they move through the ecosystem. All of the interconnected and overlapping food chains in an ecosystem make up a food web.

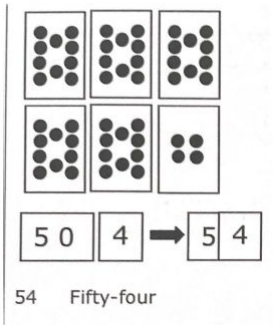
Step 2: Parent Assisted Read Aloud

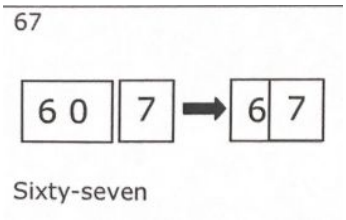
- Read the student packet

Step 3: Independent Activity.

- Complete the Cut and Paste Activity.

Wednesday 4.29.20

Spalding	❏ Teach new spalding words 21-30 with rules and markings. Watch Spalding Video posted in google classroom. Students will write words in their pink notebooks as they watch the video. Pause video as needed. Check your students pink notebook,if needed, read words and example sentences from the parent Spalding page. Allow students to use spalding hands with them doing all of the leading in syllable count and well as finger spellings. Discuss the meaning of the words along the way.
Literature	❏ Sam the Minuteman 50-55. ❏ Journal Entry: Students must answer the following questions in complete sentences in their literature notebooks; 1. If I were Sam the Minuteman I would…. 2. My favorite part of the story is...
Poetry	❏ 'Poetry Voices' practice with motions. Materials: voices sheet, used for all week. - Cut out the different 'voices' squares, fold them up, and place inside bag - Shake the bag up, have your scholar choose one folded square at random. - Scholars have to practice saying poem in the voice they chose.
Math	Practice Math Facts using flash cards made on Monday. Unit 18.1c Number Symbols and Number Words **Materials**: counters such as beans, beads, buttons, tens, 10, 20, 30, to 100, etc., number cards (index cards or paper cut in squares or rectangles with tens up to 100 and 1-9 written on the cards.), number word cards "ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one-hundred." ****Keep these materials for all the lessons this week.** 1. Parent shows a set of ten-dot cards and also a dot card which has less than 10 dots. Tell S to <u>count</u> the dots in terms of <u>tens</u> and ones. Then show the number cards for the number of dots: 50 4 --------54. On a piece of paper write the number "54" and "fifty-four" or show the corresponding number words card.  2. Next, on a piece of paper write the two-digit number: 67. Show the number cards: 60 7 ------- 67. Ask S what number it is and show the number cards (60 and 7). Parent

	writes the number word: sixty-seven. S can copy this number on a piece of paper. You may repeat the process with several other two-digit numbers: 40 2-------42, 80 1------81, 90 8-------98.  3. Next, Parents write a number word for a two-digit number on a piece of paper: seventy-eight. Ask S to tell the number of tens and ones in that number you wrote: "7 tens and 8 ones." Write the number on the paper next to the number words "seventy-eight." Tell S to copy the number word and number on a piece of paper. Parents may repeat this process with other number words, e.g., fifty-two, eighty-four, sixty, etc. 4. Paren and S discuss JN "Number Words," S neatly copies notes into the next clean page of red math journal. 5. 1B WB Ex. 4 & 5 p. 137-140. Parent models Ex. 4.1 first problem. S completes rest of p. 137 independently. Student completes p. 138 independently. Parent models Ex. 5.1 first problem on p. 139, S completes rest of page independently. Parent models #2, first problem on p. 140 and S completes rest of page independently. (Answer key: p. 137 #1 down: 44; 55; 71; 100; 59; 43; 68; 90; 87. P. 138 #2 down: 93; 51; 28; 82; 85; 74; 39; 12; 47. P. 139 #1 45; 57; 64; 72. P. 140 #2 53; 46; 66; 57; 62; 84.) 5. Extra Practice Worksheet - Exercise 1, p. 175-178 (optional) (Answer key: S makes correct match with number, picture with items and number word. #2a- 8,80; 2b- 7, 2, 72. #3 S makes the correct match with number word to number. #4a- 44-, 4b- 52, 4c- 36. #5a- 27, 5b- 48, 5c- 50, 5d- 36 5e- 75, 5f- 83, 5g- 64, 5h- 39, 5i- 100, 5j- 91. #6a- 43,6b- 50. #7a- 6,5, 65; 7b- 9, 4, 94; 7c- 3, 4, 34.)
History	None.
Science	**Subject**: Food Chains, Food Webs & Energy Pyramids- Energy Pyramid **Materials:** Student Packet pgs. 1-7 **What to do**: Step 1- Identify the Topic- Energy Pyramids Step 2- PA (parent assisted) Read from text in the student packet pgs. 1-7 with your student, asking questions to check for comprehension as you go. Step 3- Complete the (independent) drawing activity.
Special	Music

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

Number Words

4/29/20

number → 39

thirty-nine ← The number's name

3 tens and 9 ones

30 + 9

Number symbol → 39

Number word → thirty-nine

Science Day 3- Parent Packet- April 29

Title: Food Chains, Food Webs & Energy Pyramids- Energy Pyramid

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, ecosystem, pyramid, herbivores, carnivores, predator

Step 1: Identify the Topic- Energy Pyramids

An **energy pyramid** (sometimes called a trophic pyramid or an ecological pyramid a graphical representation, showing the flow of energy at each feeding (or trophic) level in an ecosystem.

Step 2: Parent Assisted Read Aloud

Student packet pgs. 1-7

Step 3: Independent Activity

Draw Your Own Energy Pyramid.

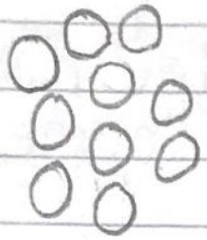
Thursday 4.30.20

Spalding	❑ Pretest: Review all learned words from the week. Read all words and example sentences.
Literature	❑ "Let the cat out of the bag" Explain to scholars 'letting the cat out of the bag" is another way of saying 'letting a secret out' - Have scholars title the page"Let the cat out of the bag' - Have your scholar give an example, or write a sentence of the time they 'let the cat out of the bag' - Draw a picture to go with their writing.
Poetry	❑ 'Poetry Voices' practice with motions. Materials: voices sheet, used for all week. - Cut out the different 'voices' squares, fold them up, and place inside bag - Shake the bag up, have your scholar choose one folded square at random. - Scholars have to practice saying poem in the voice they chose.
Math	Practice Math Facts using flash cards made on Monday. Unit 18.2a More Than and Less Than: One and Ten **Materials**: Counters (such as beans, buttons, etc.), 2 transparent jars (or bottles), each of which can hold at least 30 counters. 1. Parents count out 10 counters without involving your S. Leave the counters in a pile on the table. Prepare 2 more piles, one with 11 counters and the other with 9 counters. Ask S to count the number of items in the 1st pile. Then ask S to guess the amount of counters in the 2nd pile and the 3rd pile. Encourage them to guess there are <u>about</u> 10 items in each pile. Now ask S to count the actual number of counters in the piles. Tell S: "There are <u>exactly</u> 11 counters in the 2nd pile and exactly 9 in the 3rd pile. Our guesses are quite good because both 11 and 9 are close to 10." 2. Parents move one counter from the 2nd pile to the 3rd pile and get S to confirm there are 10 counters now in each pile. Put the 1st pile of counters into a transparent jar. Tell S: "There are 10 counters in the jar." Put the 2nd pile of counters into another similar empty jar. Ask S how many counters there are in this jar. Now add the 3rd pile of counters into the 2nd jar. Ask S how any counters there are in this jar now. Guide S to say that here are 2 tens of counters or that there are 20 counters. Point out that the 2nd jar has twice as much as the 1st jar. Now transfer the contents of the 2nd jar to the 1st jar. Ask S how many counters there are in this jar now. Guide S to say that there are 3 tens of counters or that there are 30 counters. 3. 1B TB p. 83-84, Tasks 1, 2, 3 Parent and S and work out the task - 20, 3b-19. **Note**: Accept all <u>reasonable answers</u> for tasks 1, 2, 3, TB p. 83-84. The answers given above are only some possible answers.) 4. Parent and S discuss JN "Estimate More and Less," and S neatly copies notes onto the next clean page in their red math journal.

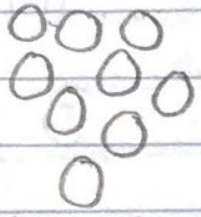
	5. 1B WB Ex. 6, p. 141, S completes page with PA. (Answer key: 1. 22 pots, 2. Accept all reasonable answers within 10, 24 fish.) 6. Extra Practice WS Ex. 2, p. 179-180 (optional) S completes (I) (Answer key: Accept all reasonable answers.)
History	None.
Science	**Subject**: Food Chains, Food Webs & Energy Pyramids-Review and assessment **Materials:** Student packet review materials pgs. 1-3 **What to do**: Step 1- Identify the Topic- Food Chains, Food Webs & Energy Pyramids-Review and assessment Step 2- PA (parent assisted) Read from text in the student packet pgs. 1-3 with your student, asking questions to check for comprehension as you go. Step 3- Complete the (independent) Fill in the Blank activity.
Special	Art

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

1/30/20 Estimate More and Less

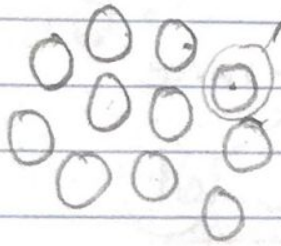


exactly 10

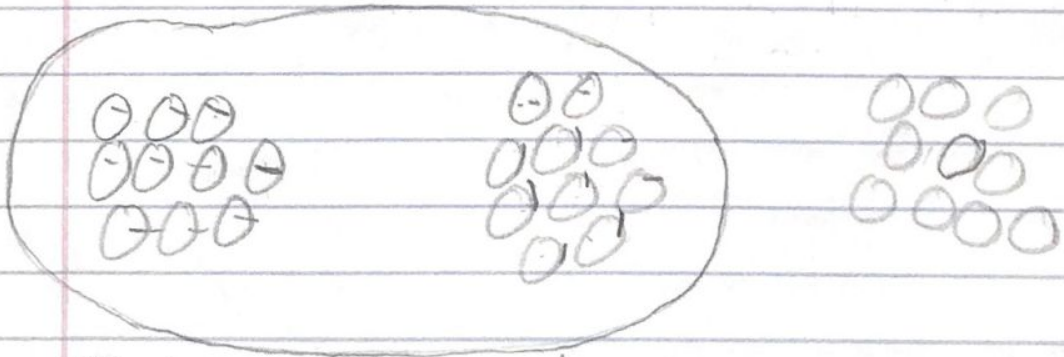


about 10

equal groups



about 10



Twice as much

Science Day 4- Parent Packet- April 30

Title: Food Chain, Food Webs & Energy Pyramids-Review and assessment

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:

- Food chain, food web, energy pyramid

Step 1: Identify the Topic- Review and assessment

Remember what you have already covered this week:

A **food chain** shows the sequence of transfers of energy in the form of food from organism to organism. Food chains intertwine locally into a food web because most organisms consume more than one type of animal or plant. Plants, which convert energy from the sun to food are the primary food source. In a predator chain, a plant-eating animal is eaten by a flesh-eating animal. In a parasite chain, a smaller organism consumes part of a larger host and may itself be parasitized by even smaller organisms.

A **food web** consists of all the food chains in a single ecosystem. Each living thing in an ecosystem is part of multiple food chains. Each food chain is one possible path that energy and nutrients may take as they move through the ecosystem. All of the interconnected and overlapping food chains in an ecosystem make up a food web.

An **energy pyramid** (sometimes called a trophic pyramid or an ecological pyramid a graphical representation, showing the flow of energy at each feeding (or trophic) level in an ecosystem.

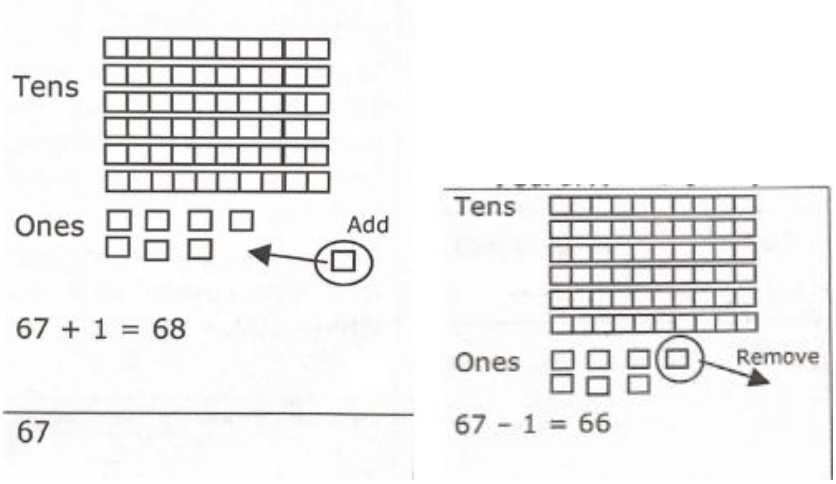
Step 2: Parent Assisted Read Aloud

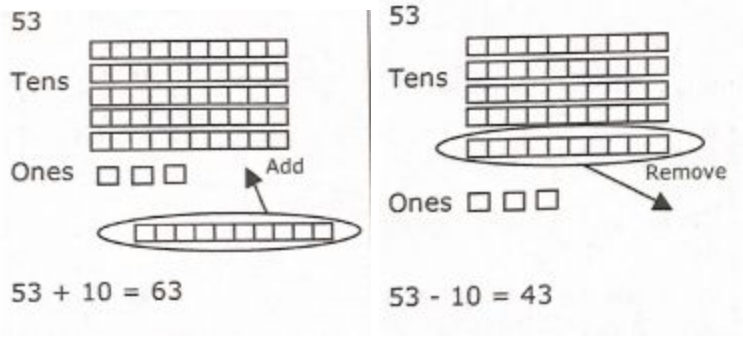
- Review student packet pgs. 1-3

Step 3: Independent Activity.

- Complete the Fill in the Blank activity to review the material covered this week.

Friday 5.1.20

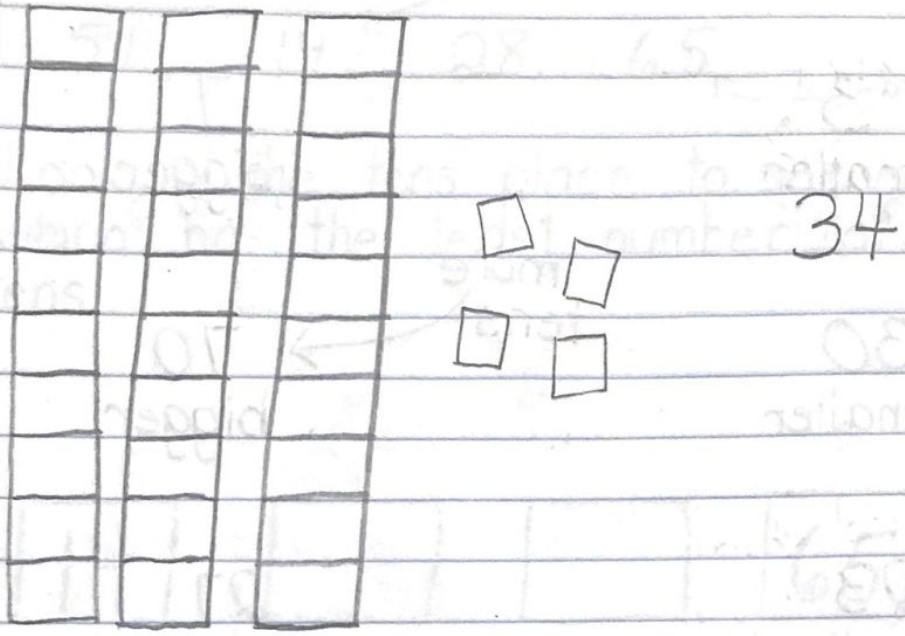
Spalding	❏ Spalding Test. NO RULES, NO MARKINGS.
Literature	❏ Turn in all assignments from the week
Poetry	❏ Poetry Assessment - Have your scholar recite the poem and fill out the form to turn in.
Math	Lesson: Unit 18.3a More Than and Less Than: One and Ten Materials: 80 Counters or 80 small rectangles cut up by by scholar 1. Parents write “67” on a piece of paper. Ask S to say the number that is 1 more than 67. Guide S to count on, “67, 68.” Show the concept of “1 more” by using counters or cut up small rectangles (put in rows of 10, plus left over 1’s below rows of 10) to represent 67 and then adding one cutout or counter. Write addition sentence “67 + 1 = 68” on paper. Repeat the count on process with several other numbers within 100. 2. Write “67” again on paper and ask S to say what number is 1 less than 67. Guide S to count back, “67, 66.” 3. Show the concept of “1 less” by using the rectangle cutouts or counters to represent 67 and then taking away a rectangle or cutout. Write the subtraction sentence “67 - 1 = 66” on the paper. Repeat the count back process with several other numbers within 100.  4. Write “53” on the paper. Show the number using the rectangles or counters. Ask S to tell the number that is 10 more than the number on the board. Add 10 rectangles or counters to represent 10 more. Write the addition sentence “53 + 10 = 63” on the paper. Point out that 53 is 5 tens and 3 ones, and when a ten is added to it, 53 becomes 6 tens and 3 ones. Repeat the above process for “10 more” with several other numbers within 100. 5. Write “53” again on the paper. Show the number using the rectangles or counters. Ask S to tell the number that is 10 less than 53. Remove a set of 10 rectangles or counters to illustrate the subtraction of 10. Write the subtraction sentence “53 - 10 = 43” on the

	paper. Point out that when a ten is subtracted from 5 tens and 3 ones, the result is 4 tens and 3 ones. Repeat the above process for “10 less” with several other numbers within 100.  6. Parent and S discuss JN “More and Less: Tens and Ones” and S neatly copies JN onto the next clean page in their red math journal. 7. 1B TB p. 88, Ex. 1 Parent and S discuss and S completes task 1 p. 88 (Answer key: 1a- 65, 1b- 63, 1c- 74, 1d- 54) 8. 1B WB Ex. 9 to 10, p. 144-146. Parent models first problem p. 144, S independently completes next 2 problems (does not do last 2 problems on page). Parent models first problem on p.145 and S independently completes next 2 problems (does not do last 2 problems), p.146 S completes page independently. Assessment Unit 18 Numbers to 100-Tens and Ones, Estimation Test (5 questions)
History	None.
Science	❏ Turn in all assignments from the week
Special	

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

More and Less: Tens and Ones

5/1/20



34

1 more than 34 is 35.
34 + 1 = 35

1 less than 34 is 33.
34 - 1 = 33.

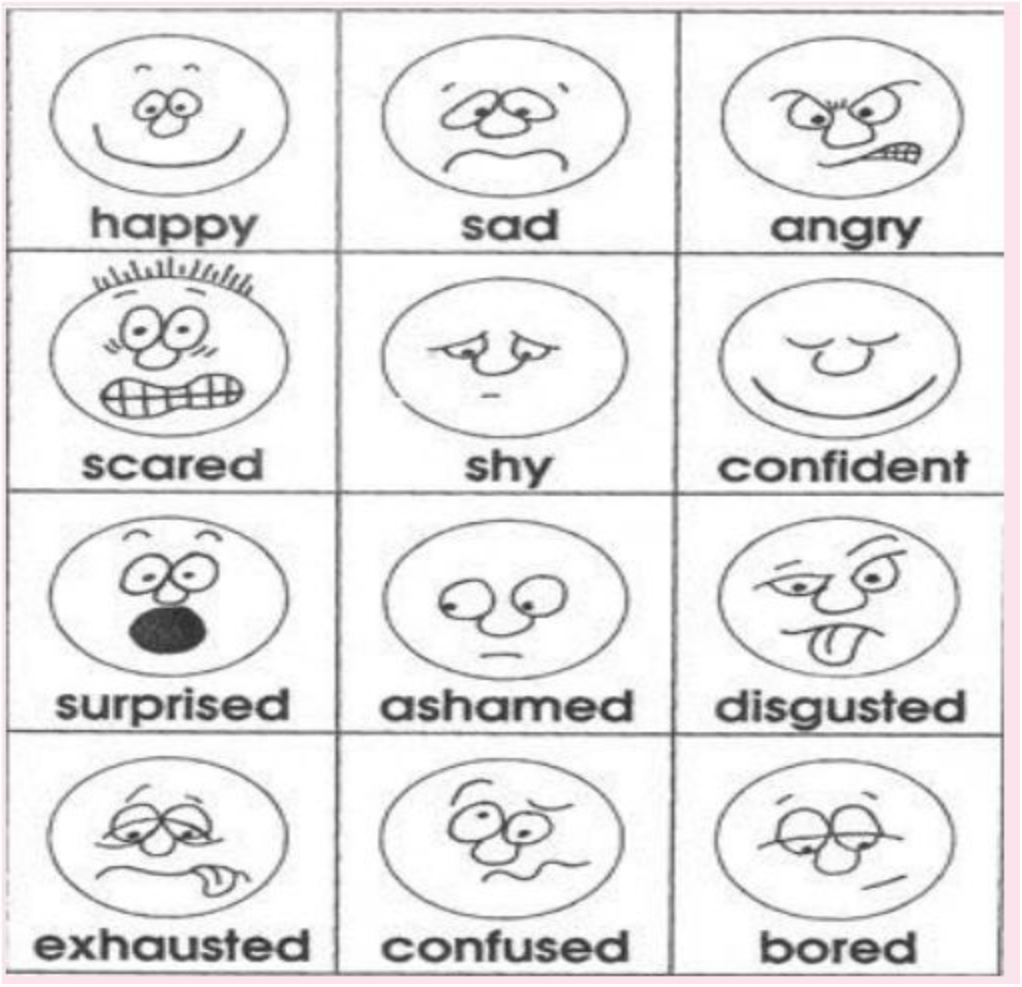
10 more than 34 is 44.
34 + 10 = 44.

10 less than 34 is 24.
34 - 10 = 24.

Monday

Poetry

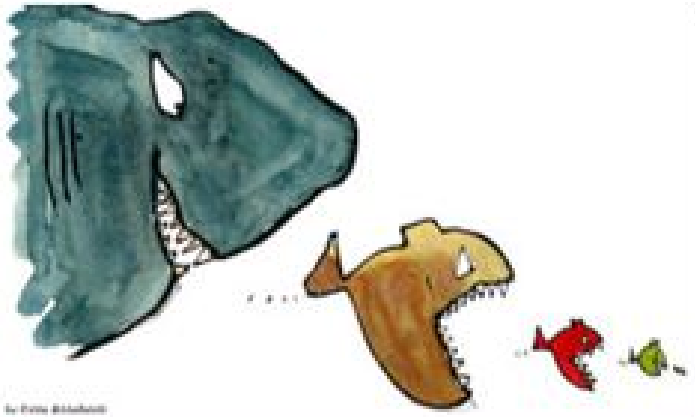
- Cut out the different ‘voices’ squares, fold them up, and place inside bag
- Shake the bag up, have your scholar choose one folded square at random.
- Scholars have to practice saying poem in the voice they chose.



Science Day 1- Student Packet- April 27

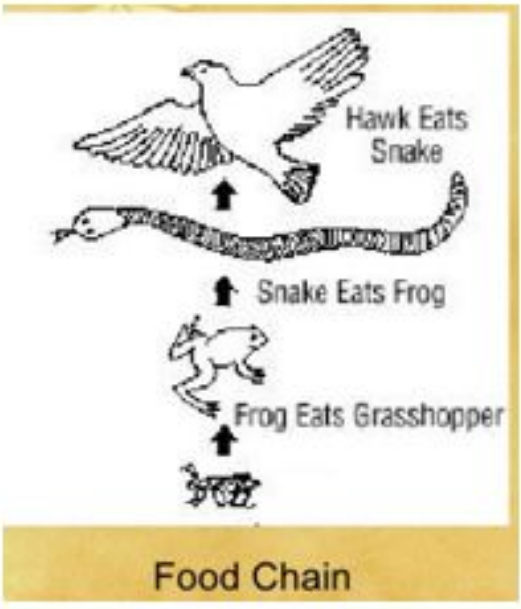
Food Chains, Wood Webs & Energy Pyramids

BIG things usually eat smaller things.



Food Chain

- In a food Chain, ENERGY passes from one living thing to another.



Do you remember what a **Food Chain** is? Think about it for a few seconds. Can you say out loud what your definition of a **Food Chain** is to someone at home who is listening to you?

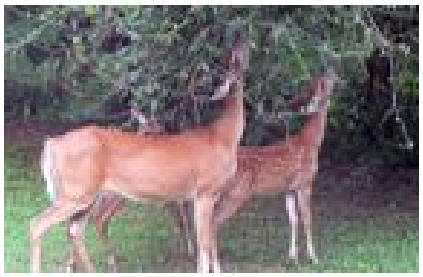
A **Food Chain** is the path by which energy passes from one living thing to another.

Hint: The Sun > Grass > Zebra > Lion

OR

What happens to the energy from the Sun after it makes the grass grow?

A **Food Chain** is a simplified way to look at how energy passes from *producers* to *consumers*.



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

Producers vs. Consumers

- Consumers hunt, gather, and store food because they cannot make their own food.
- Consumers include herbivores, carnivores and omnivores, like you!

Student Packet Activity/ Assessment

Title: Consumer Scavenger Hunt

Directions:

1. Imagine that you are a **herbivore**. With the help of your mom or dad, go on a scavenger hunt in your own kitchen to search for food that you can eat as a **herbivore**. List the types of food that you found here:

   _____

   _____

   _____

   _____

2. Do it again! This time imagine you are a **carnivore**. What kind of food do you have in your kitchen that a **carnivore** can eat?

   _____

   _____

   _____

   _____

3. One more time! This time imagine you are an **omnivore**. What kind of food do you have in your kitchen that an **omnivore** can eat?

   _____

   _____

   _____

   _____

4. Choose one item from the list, and with the permission of your mom or dad, help your parent cook that item for dinner. Write down below 1-2 sentences to tell me what did you make? How did it taste?

   _____

   _____

   _____

   _____

PE

Hi everyone,
I am missing you all so much. I hope you are taking care of yourselves and working hard. This week, we are going to a fun activity online. There is also a video from me on Google classroom. If you can't access the links, then I will post what I would like you to do in written form.

If you need anything, please feel free to email me at Kori.Johnson@greatheartswesternhills.org

Coach Johnson

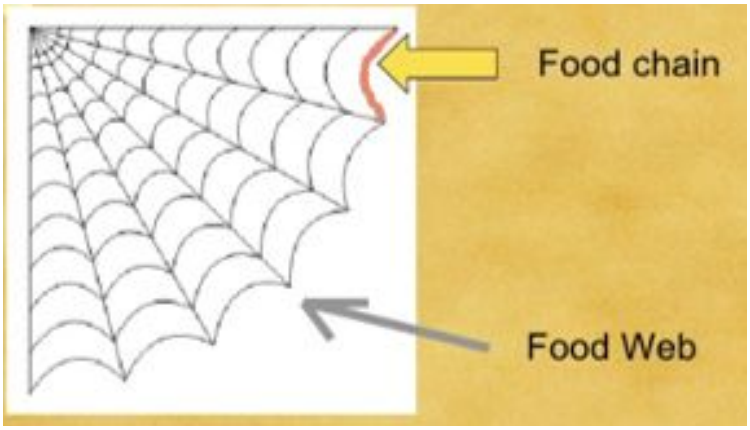
50 Jumping jacks
10 burpees
10 mountain climbers
Run in place for 45 seconds
Hop like a bunny for 30 seconds.

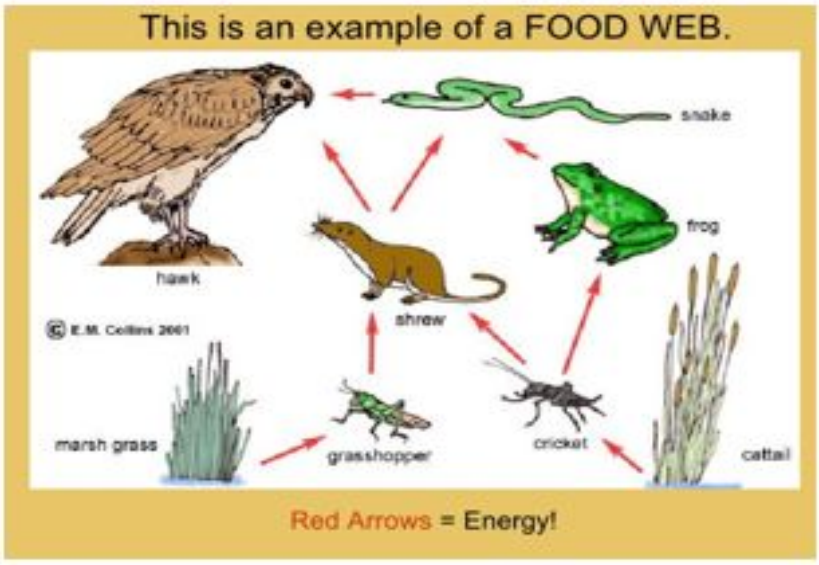
Tuesday

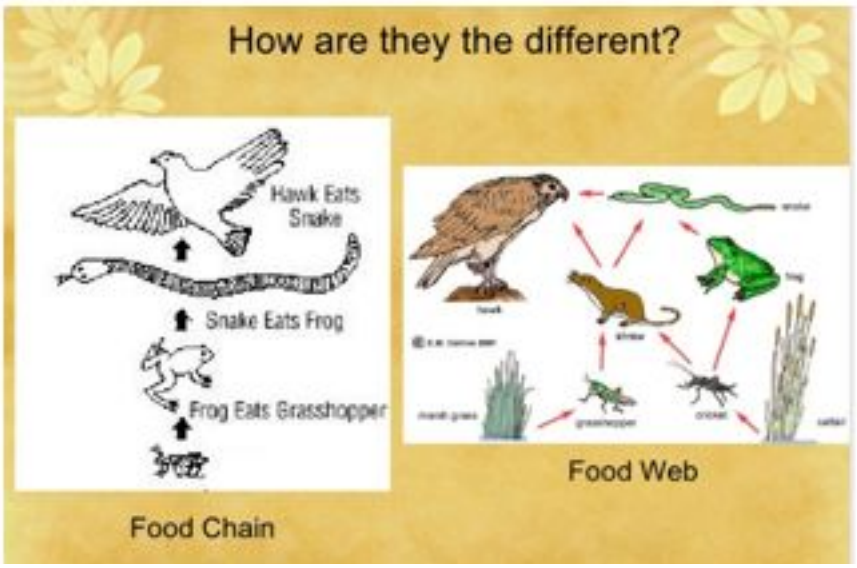
Science Day 2- Student Packet- April 28

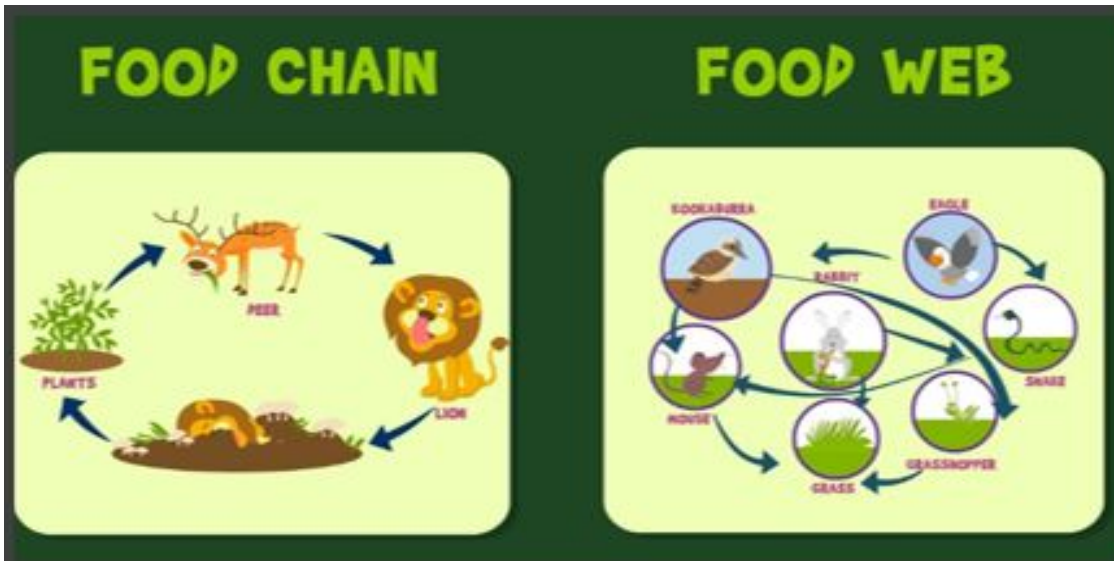
What is the difference between a food chain and food web?

Food Chain-A food chain shows one path of how energy moves through an ecosystem (who eat who)
Food Web-A food web shows many paths of how energy moves through an ecosystem (who eats who). A food web is made up of many different food chains.
Energy Pyramid-An energy pyramid is a model that shows the flow of energy from one feeding level to the next in an ecosystem.




This is an example of a FOOD WEB.
snake
hawk
frog
shrew
© E.M. Collins 2001
marsh grass
grasshopper
cricket
cattail
Red Arrows = Energy!


How are they the different?
Hawk Eats Snake
Snake Eats Frog
Frog Eats Grasshopper
Food Chain
Food Web



Student Packet Activity/ Assessment

Title: Cut and Paste- Food Webs

Directions:

1. Cut out each word (or write them out)and paste them in your science notebook with room between each one.
2. Draw arrows to show the connections between animals and plants in a Food Web. Think about which animals eat other animals, which animals eat plants, and which animals give energy back to plants. Use as many arrows as needed for all the connections in the Food Web.

Content:

GRASS	**BUSHES**	**FLOWERS**
GRASSHOPPER	**DEER**	**RABBITS**
FROG	**SNAKE**	**HAWK**

Latin

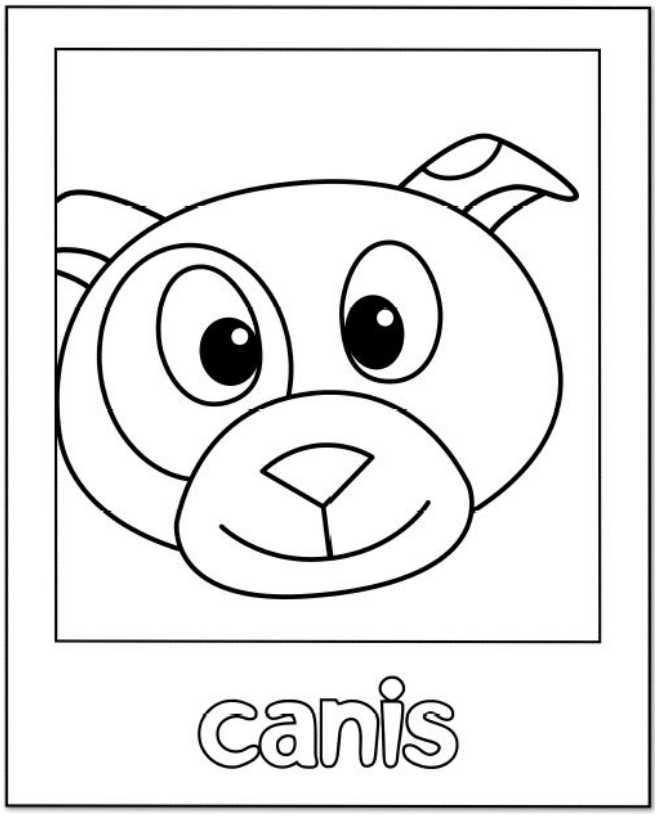
Latina Canta: Animalia

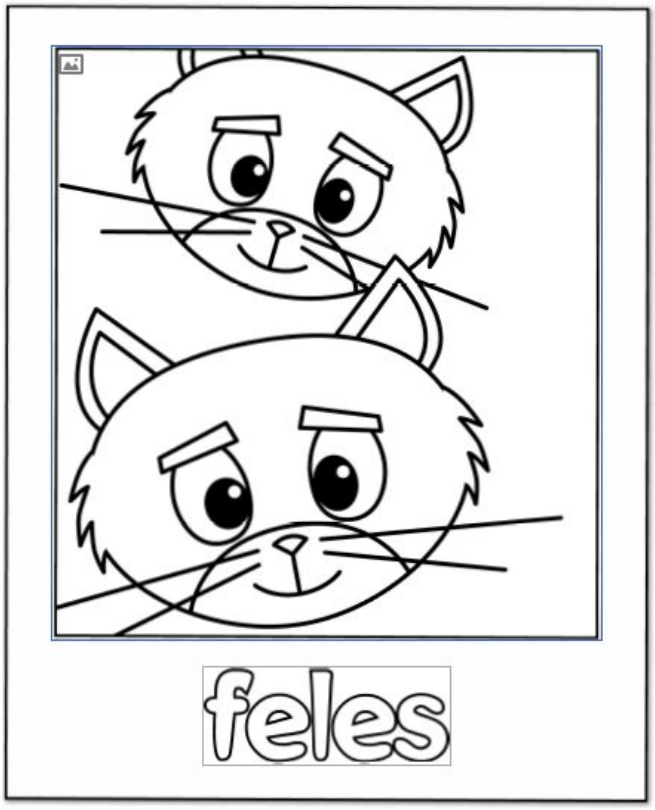
Instructions: In this lesson, we will review the Latin names for some of the animals.

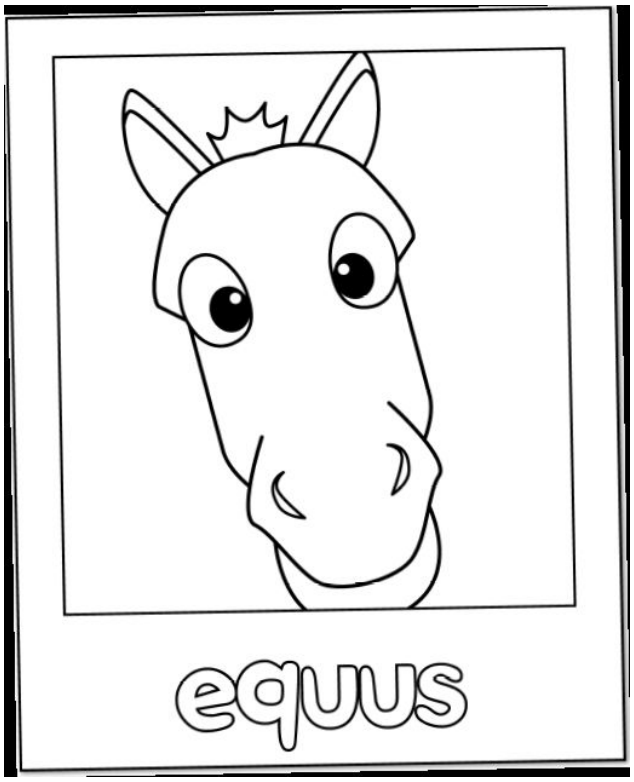
1. Say the Latin name for each picture aloud.

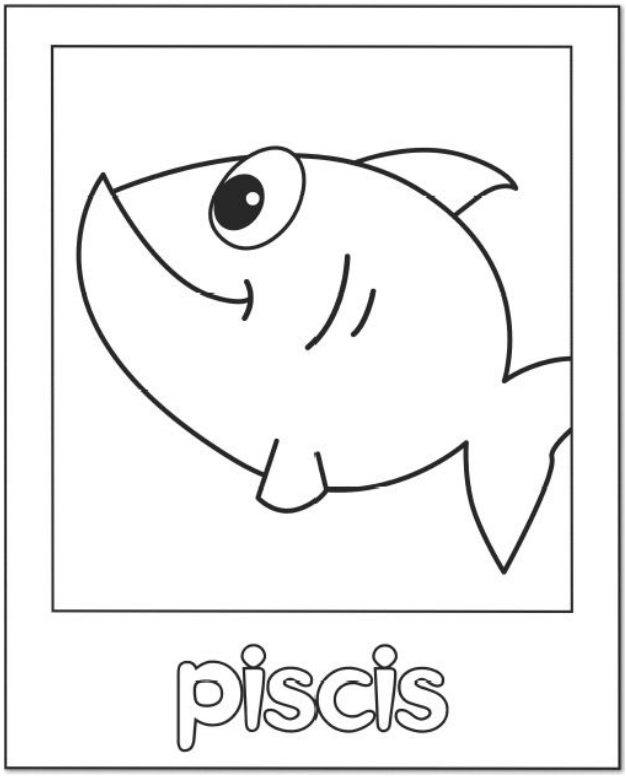
2. Color the picture.

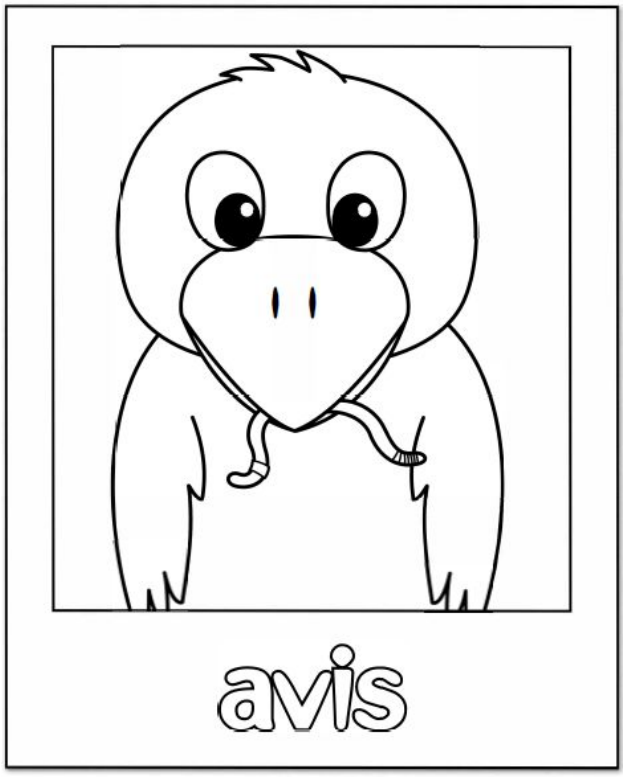
3. Sing the song ‘Agricola had a farm,’ with these animals.

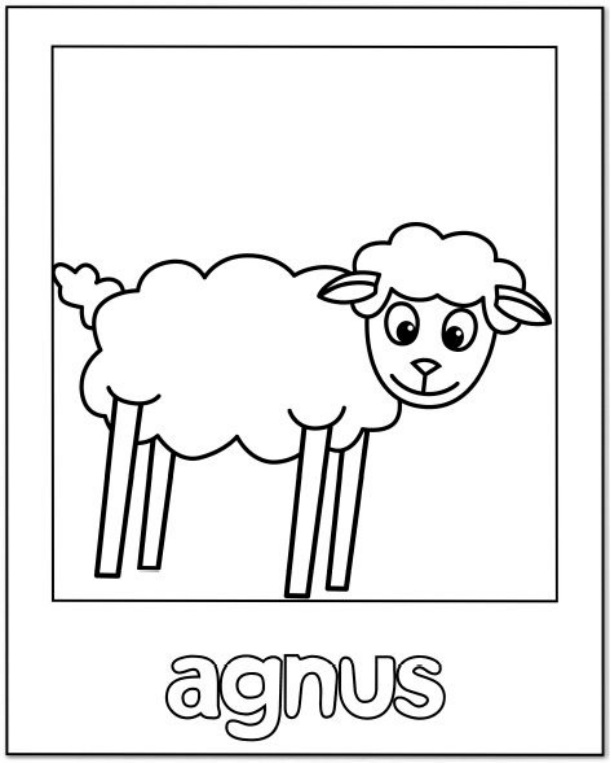





equus


piscis


avis


agnus

Wednesday

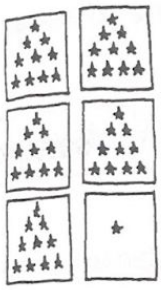
Extra Practice Worksheet - Exercise 1, p. 175-178

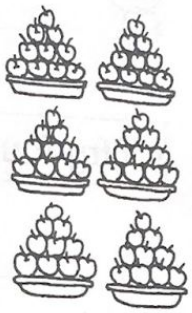
Name: _____ Class: _____ Date: _____

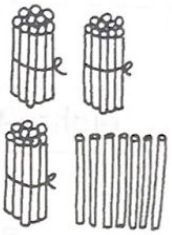
Exercise 1 : Tens and Ones

1. Match.

51	37	60



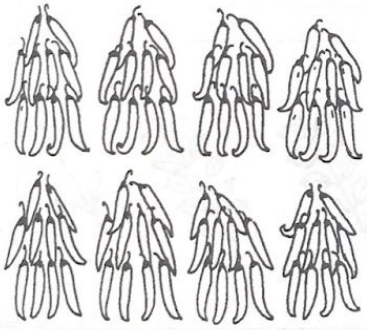




thirty-seven	sixty	fifty-one

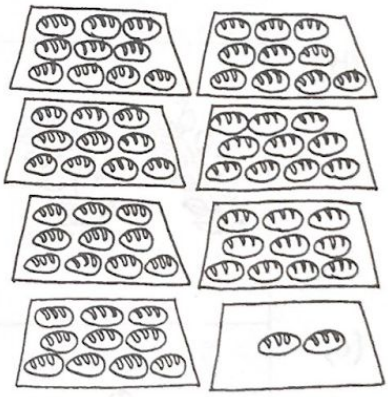
2. Fill in the boxes.

(a)



☐ tens ⇨ ☐

(b)



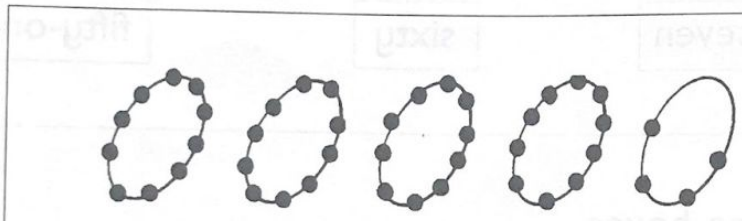
☐ tens ☐ ones ⇨ ☐

3. Match.

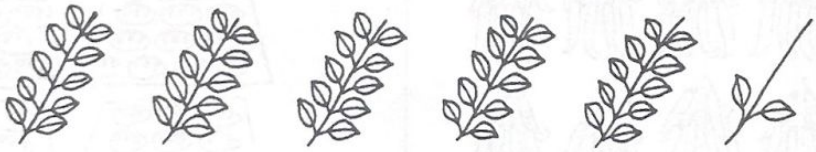
forty-five	ninety-nine	seventy-three
61	54	82	73	45	99
eighty-two	fifty-four	sixty-one

4. Write the correct number.

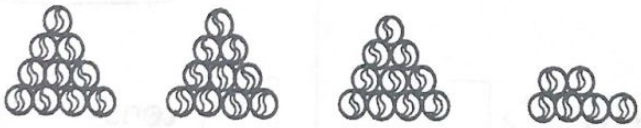
(a)



(b)



(c)



5. Write the numbers.

(a) twenty-seven _____ (b) forty-eight _____

(c) fifty _____ (d) thirty-six _____

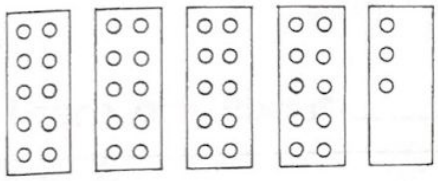
(e) seventy-five _____ (f) eighty-three _____

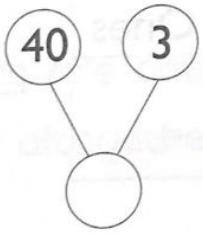
(g) sixty-four _____ (h) thirty-nine _____

(i) one hundred _____ (j) ninety-one _____

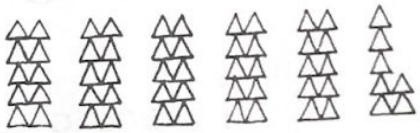
6. Fill in the missing numbers in the number bonds.

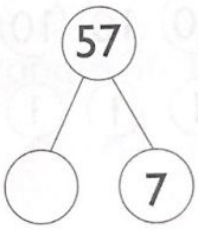
(a)



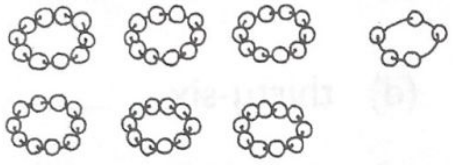


(b)





7. Write how many tens and ones.
Then, write the number in the box.

(a) 

Tens	Ones

(b) 10 10 10 10 10
10 10 10 10
1 1 1 1

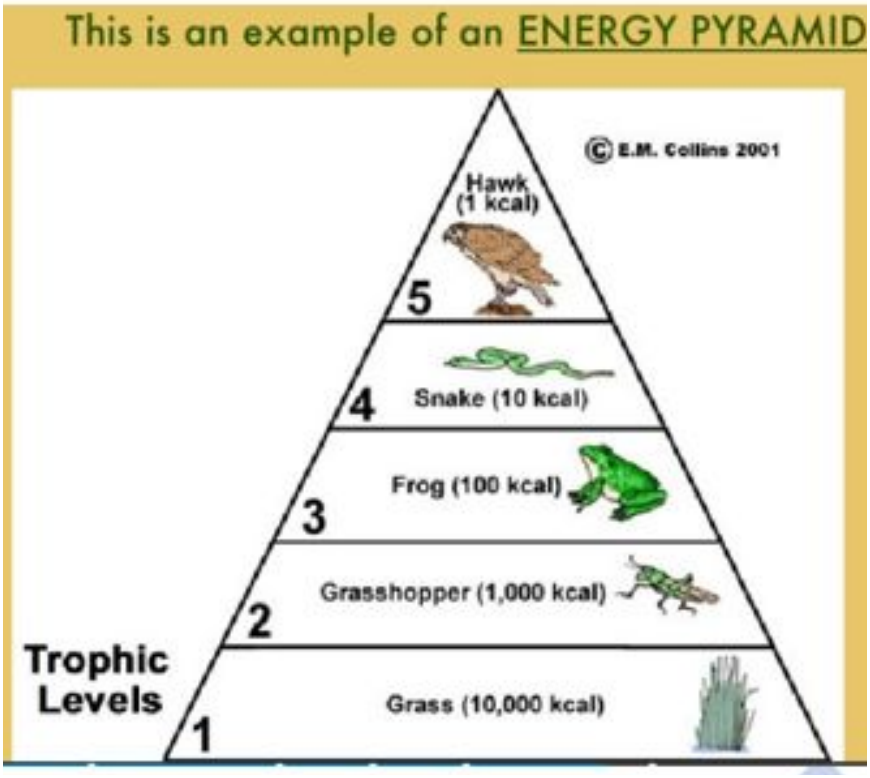
Tens	Ones

(c) 10 10 10
1 1 1 1

Tens	Ones

Science Day 3- Student Packet- April 29

Energy Pyramid-An energy pyramid is a model that shows the flow of energy from one feeding level to the next in an ecosystem.



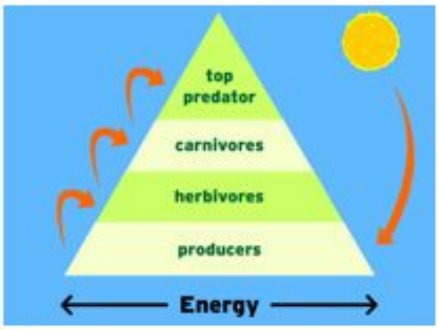
What direction does the energy travel in a Food Pyramid?

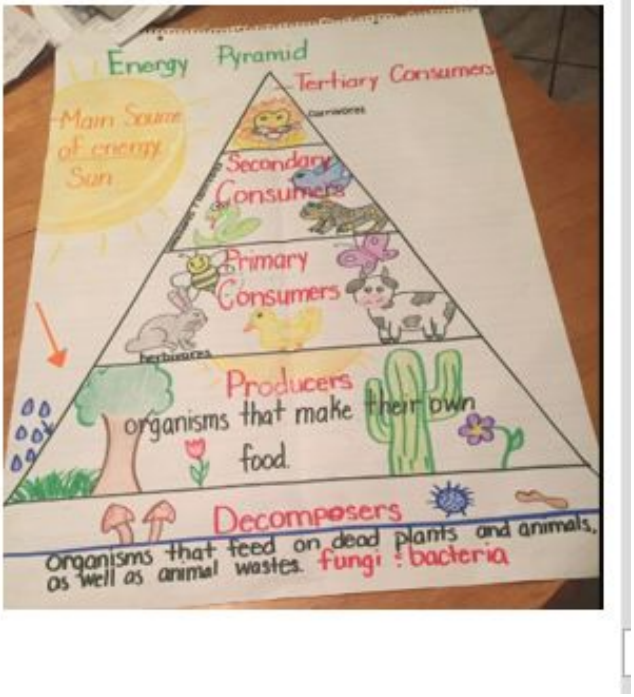
- 1. Notice that the largest area of the Food Pyramid is at the bottom where the Sun helps **Producers,** green plants**,** to grow.
- 2. The next level is not as big. This is where **Herbivores** eat the plants so that they can have energy in their bodies.
- 3. **Carnivores** are in the third level which is an even smaller space than the first and second levels.
- 4. The top of the Food Pyramid is reserved for the **Top predator,** or an **Omnivore**.

What direction does the energy travel in a Food Pyramid?

Take a look at these three **Energy Pyramids**. Each one in very creative. Can you create your own Energy Pyramid on the next page?

Make Sure that the energy in your **Food Pyramid** travels from the *bottom to the top*.





Student Packet Activity/ Assessment

Title: Draw your own Energy Pyramid

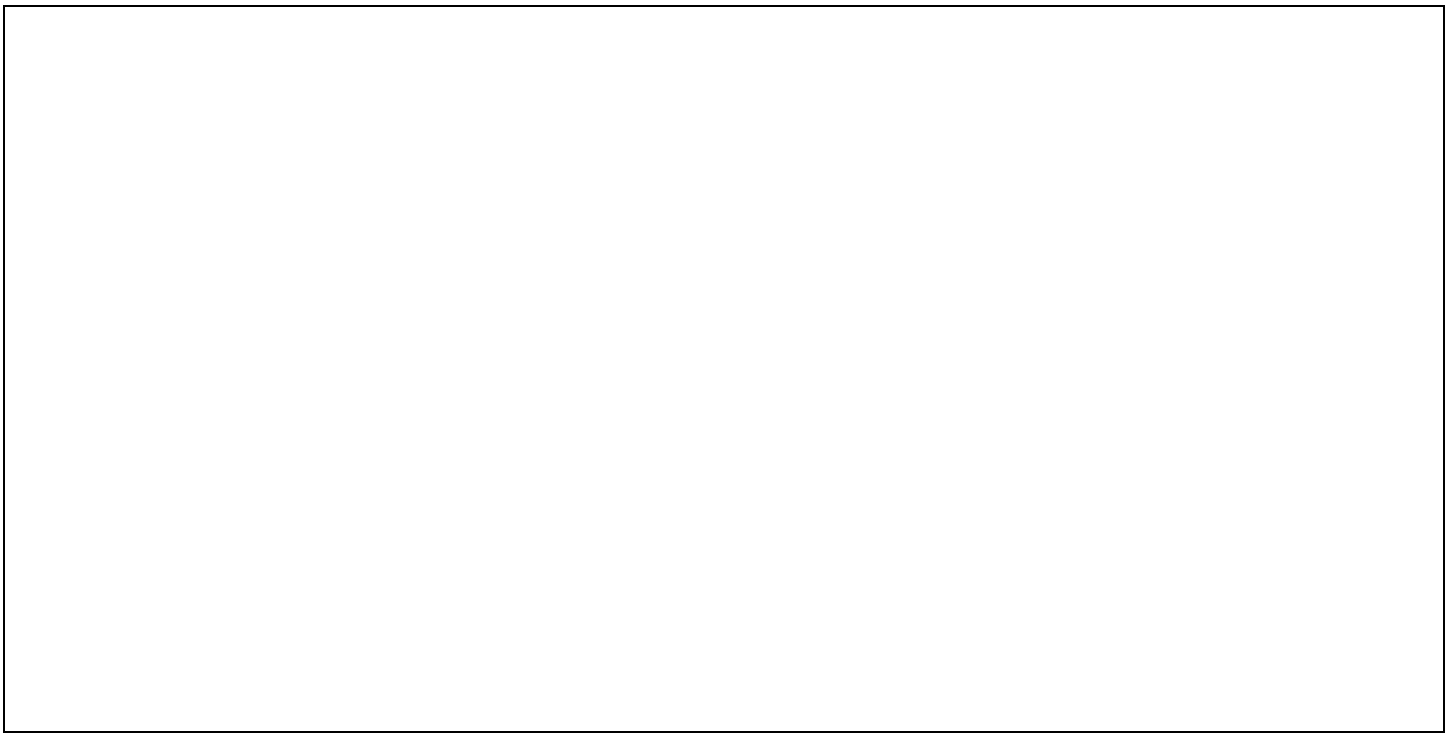
Directions: In the space provided below draw your own Energy Pyramid.

1. Draw a pyramid with 4 or more layers. Leave enough space in each layer to draw the plants or animals that live in that layer. You should have *at least 4* layers for plants, herbivores (primary consumers), carnivores (secondary consumers), and omnivores.
2. Draw 1-2 examples of the plants or animals that live in each later.

Draw your pyramid here:

Literature

Title:_____



_____

_____

_____

_____

_____

_____

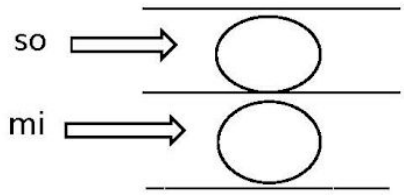
Music

Skips When Notes Are On Spaces

so and mi are skips. They can be written line to line, or space to space.

Rule:

When so is on a space, mi is on the space below it.
When mi is on a space, so is on the space above it.



On the staffs below, draw a whole note on the top space if it says so, and a whole note on the bottom space if it says mi.

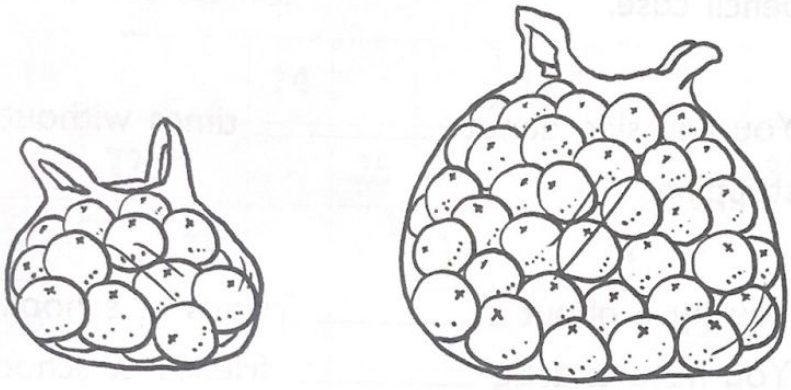
so mi mi mi so

mi so so mi so

Thursday

1. Extra Practice WS Ex. 2, p. 179-180

1.



A B

There are 16 oranges in Bag A.

(a) There are about _____ oranges in Bag B.

(b) There are about _____ oranges in both bags altogether.

2.

(a) You can put about _____ pencils in your pencil case.

(b) You can skip about _____ times without stopping.

(c) You have about _____ friends at school.
You have exactly _____ friends at school.

Science Day 4- Student Packet- April 30

Review

Food Chain-A food chain shows one path of how energy moves through an ecosystem (who eat who)

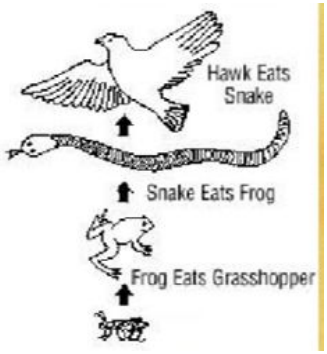
Food Web-A food web shows many paths of how energy moves through an ecosystem (who eats who). A food web is made up of many different food chains.

Energy Pyramid-An energy pyramid is a model that shows the flow of energy from one feeding level to the next in an ecosystem.

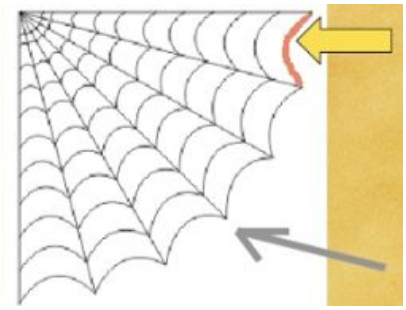
Student Packet Activity/ Assessment

Title: Food Chains, Food Webs & Energy Pyramids-Review and assessment

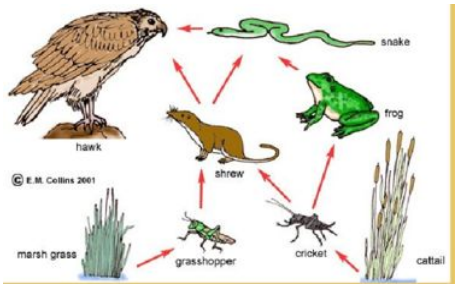
Directions: Look at each picture. On the line below, write either **'food chain', 'food web',** or **'energy pyramid'** to identify each picture.



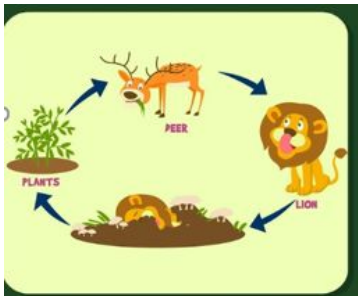
_____



_____

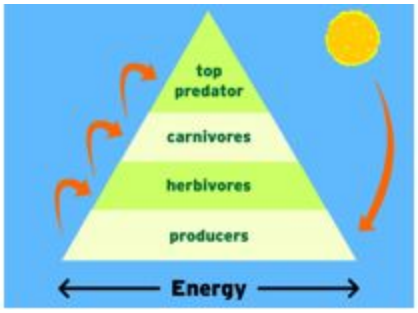


_____



_____

_____



_____

First Grade Art

(Warning - there are pictures of snakes and bugs in today's lesson)

Hello friends! This week we are starting a new art period and artwork! We are moving onto *Baroque* artwork. Baroque artwork was traditionally filled with lots of drama, dark shadows, and bright highlights. There were other artists during this time period focusing on a scientific style. The artist you are going to learn about today was a nature illustrator. He went into nature and studied plants, bugs, and animals. Then he would paint what he saw and share the artwork with scientists. Let's take a look at the new artwork…

Name all the bugs you can that are in the painting.

_____

_____

_____

_____

The artist, Jan Van Kesseler, was very different from other nature illustrators of the time. Kesseler liked to place bugs in other ways than just in rows. This makes his artwork very fun to look at it. Let's look at another one of his…

Title: Autograph, made with Insects and Caterpillars

Artist: Jan Van Kessel the Elder

In the painting we just saw the artist uses animals to write his name in cursive. Today, you are going to do the same thing in your sketchbook! You do not have to use cursive. You can do your first name and last name or just your first name. It's up to you! I have pictures below you can look at and draw from. You can also color using crazy colors, but remember to color in the lines.

Parents/Guardians, if you have access to technology this would be a fun time to monitor your scholar using google to search different animals!

Friday

Student Attendance Affidavit

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

Monday, April 27, 2020 ☐

Tuesday, April 28, 2020 ☐

Wednesday, April 29, 2020 ☐

Thursday, April 30, 2020 ☐

Friday, May 1, 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: _____

Name _____ Date: _____

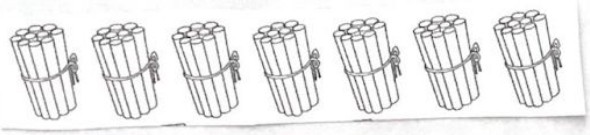
Spelling Test

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

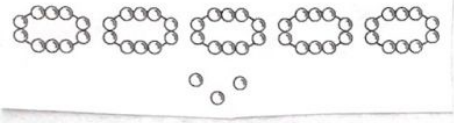
Unit 18 Numbers to 100 Tens and Ones/Estimation Quiz

Name: _____ Date: 5/1/20

Fill in the blanks.



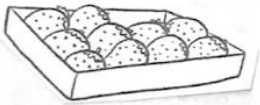
1. 7 tens is _____



2. 50 + _____ = _____

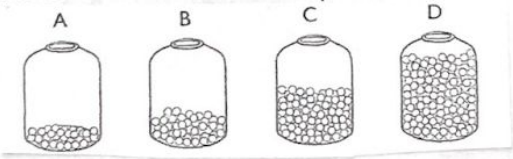
3. 80 + 7 = _____

4. Mrs. Gomez bought a box full of strawberries.



She bought about _____ strawberries.

5. Container A has about 20 peas.



(a.) Container B has about _____ peas.

(b.) Container C has about _____ peas.

(c.) Container D has about _____ peas.