



# GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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

*Parent Packet: 1st Grade*

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## Letter to Students/Families

Week of April 6-April 10, 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



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## Monday Daily Overview

4/6/20

Spalding	Teach new spalding words 1-10 with rules and markings. See words pg. 4-5 See student Monday HW page for guidance. Spalding HW 2 times each (in student packet).
Literature	PA: Beatrix Potter "The Tale of the Pie and the Patty-Pan" pages 68-75 I: The Tale of the Pie and the Patty Pan Coloring Worksheet
Poetry	PA: Parents will listen to scholar recite poem and mark rubric accordingly. Poem is on rubric to ensure scholar is reciting the poem accurately.  I: Scholar will recite poem.
Grammar	No Grammar
Math	Monday Math Sprints WS (2-3 minutes) Unit 15.1a Division "Sharing Concept of Division" <ol style="list-style-type: none"><li>1. Use manipulatives (beans, buttons, etc.) and lay 6 items on table</li><li>2. Tell S that "Jane" and "Joe" are to <u>share these items equally</u>. Encourage S to say how to distribute these equally:<ol style="list-style-type: none"><li>a. One way is to keep giving one to Jane and then one to Joe until all are given away. Then count to check if they have received equal amounts.</li><li>b. Another way is to give some amount to Joe (e.g. 4) and the rest (2) to Jane. Ask S to count how much either Jane or Joe has. Joe has more so he has to give one to Jane. Repeat until they both have the same amount.</li></ol></li><li>3. Rearrange the items into 2 <u>equal groups</u>: ooo ooo (o=items) and draw box around items.</li><li>4. S counts the number of groups and items per group. Guide S to see that the 6 items are <u>divided</u> into two parts equally.</li><li>5. Guide S to say: "6 are <b>shared</b> between 2 and each gets 3."</li><li>6. Guide them to write what he/she has said on a piece of paper: 6 <u>shared between 2</u> 3 (make arrow on line pointing towards the 3)</li><li>7. Parent and S discuss contents on Textbook p. 60-62 . PA with TB p. 63-64 tasks 1, 2 and 3 (Answers TB p. 60-64: p. 61: 5, p. 62: 5, task 1:</li></ol>



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	<p>5, task 2: 6, task 3: 7)</p> <p>8. Parent and S discuss JN “Divide by Sharing,” S copies JN into red math journal on the next clean page of his/her journal.</p> <p>9. Parent and S read and discuss FN “Division.”</p> <p>10. Workbook PA on p. 101 Ex.1.1a, S completes p. 101 Ex.1b-c Independently. S completes(I) p. 101 #1b, c; p. 102 #2a,c; p. 103 #s4, 5; p. 104 #s6, 8; p. 105 PA on Ex. 2.; 1, S (I) 2.2; p. 106 S (I) #4 (Answer key: p. 101 Ex.1.1a 3,4 bananas; 1.1b 4, 2 pears; 1.1c 2, 10 kiwis; 2a 5 eggs, 2c 3 glasses; #4 7 cookies; #5 3 pencils; p. 104 #6 8 pencils, #8 5 fish; p. 105 Ex. 2.1 5 beads, 2.2 3 crackers; p. 106 #4 5)</p>
History	none
Science	<p>Subject: Introduction of Herbivore, Carnivore, Omnivore Study (see parent notes page)</p> <p>What to do: PA (parent assisted) Read introduction and learning cards with students followed by I (independent) glue learning cards into science notebooks activity.</p> <p>Step 1: Identify the topic</p> <p>Step 2: PA- Read introduction and learning cards. Complete venn diagram with student. (see student pages)</p> <p>Step 3: I- Glue learning cards into science notebooks.</p>
PE	See instructions in student packet

I=Independent or PA=Parent Assisted HW=Homework

\*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



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## Parent Pages: Spalding

### New Spelling Words

Please focus on the individual sounds in each word when helping your scholar. Remember to say the word, use it in a sentence and then go over rules and markings. Please reach out to your child's tea

1. four	The number four is between three and five.	1 syllable, underline "ou", 2 on top.
2. herself	My grandma does not live by herself.	2 syllables. BASEWORD: her BASEWORD: self. Underline "er"
3. power	The power went out in my house.	2 syllables, underline "ow" underline "er"
4. wish	She made a wish for her birthday.	1 syllable. Underline "sh" R. 13
5. cause	Germs can cause you to get sick.	1 syllable. Underline "au", 2 on top of "s", underline "e" twice, job 5.
6. because	She was late because of the rain.	2 syllables, BASEWORD: cause PREFIX: be. underline "e" R. 4. Underline "au", 2 on top of "s" underline "e" twice, job 5.
7. world	I would like to travel the world.	1 syllable. Underline "or" R. 8
8. country	What country do you live in?	2 syllables. Underline "ou" 4 on top. R. 6
9. meat	I enjoy like to eat meat.	1 syllable. Underline "ea" like EAT
10. meet	We will meet at the restaurant.	1 syllable. Underline "ee" like in SEE
11. another	I will have another piece of chocolate.	3 syllables. BASEWORD: an BASEWORD: other. Underline "th" 2 on top. Underline "er"
12. trip	We will be going on a field trip.	1 syllable. No rules no markings
13. tripped	He tripped over the cord.	1 syllable. BASEWORD: trip ENDING: "t". underline second "p" twice, R.9. underline "ed" 3 on top. R 28.
14. list	Dalton provided a list of his books.	1 syllable, no rules or markings
15. people	The people were cheering him on.	3 syllables. Underline "e" R. 4. Underline "o" twice (it is silent). Underline second "e" twice, job 4.
16. ever	I do not know if I could ever sky dive.	2 syllables. Underline "er"



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17. held	Gage held a goat.	1 syllable. No rules or markings.
18. church	We will go to church on Wednesday.	1 syllable. Underline "ch" underline "ur" and underline second "ch".
19. one	I have one ticket left.	1 syllable. No rules or markings.
20. once	Once upon a time a princess lived in a castle.	1 syllable. Underline "c", underline "e" twice, job 3.



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## Poetry Rubric

Name: \_\_\_\_\_

Date: April 6, 2020

Poem: **The Swing**

Author: **Robert Louis Stevenson**

Name of title and author \_\_\_\_\_/2

Poetry position \_\_\_\_\_/2

(Standing straight, arms behind back, legs together)

Eye Contact \_\_\_\_\_/1

Loud speaking voice \_\_\_\_\_/2

Recites poem correctly \_\_\_\_\_/4

### The Swing

By Robert Louis Stevenson

How would you like to go up in a swing,

Up in the air so blue?

Oh, I do think it the pleasantest thing

Ever a child can do!

Up in the air and over the wall,

Till I can see so wide,

Rivers and trees and cattle and all

Over the country side-

Till I look down on the garden green,

Down on the roof so brown-

Up in the air I go flying again,

Up in the air and down!



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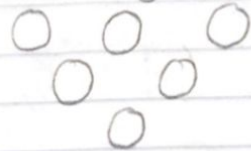
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4/20 Divide by Sharing

Divide by Sharing



How can we share these between 2 people?

- count one at a time
- count two at a time
- separate randomly and then move till equal

6 are shared between 2 and each gets 3.

$$6 \xrightarrow[2]{\text{shared between}} 3$$





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Name:



Monday  
Key

## Subtracting a 1-digit number from a 2-digit number, no regrouping

### Grade 1 Subtraction Worksheet

Find the difference.

1)  $60 - 0 = 60$       2)  $70 - 10 = 60$

3)  $12 - 0 = 12$       4)  $28 - 5 = 23$

5)  $36 - 6 = 30$       6)  $40 - 10 = 30$

7)  $50 - 0 = 50$       8)  $69 - 7 = 62$

9)  $41 - 1 = 40$       10)  $22 - 1 = 21$

11)  $97 - 1 = 96$       12)  $84 - 2 = 82$

13)  $11 - 1 = 10$       14)  $69 - 2 = 67$

15)  $95 - 10 = 85$       16)  $71 - 0 = 71$

17)  $46 - 3 = 43$       18)  $19 - 8 = 11$

19)  $9 - 2 = 7$       20)  $40 - 0 = 40$



## Unit 15 : Division

### Friendly Notes

Monday, Tuesday

### Meaning of Division

We share things in equal groups when we divide.

(a) There are 12 carrots.

We divide 12 carrots into 3 equal groups.

How many carrots are there in each group?

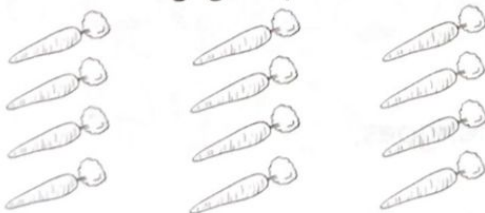


There are **4** carrots in each group.

We can also find how many equal groups there are when we divide.

We divide 12 carrots into groups of 4.

How many groups are there?



There are **3** groups of 4.



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*Monday, Tuesday*

- (b) We divide 12 candles into groups of 3.  
How many groups are there?



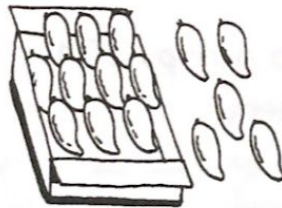
There are 4 groups.

- (c) Pedro has 12 apples.  
He wants to put 6 apples in one bag.  
How many bags does he need?



He needs 2 bags.

- (d) Share 15 mangoes equally among 3 girls.  
How many mangoes does each girl get?



Each girl gets 5 mangoes.



## Science: Monday- Herbivores, carnivores and omnivores

### 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.

### Step 1: Identify the Topic-

Today we are starting our study of herbivores, carnivores and omnivores! Read the following to your student:

Every animal in the world has at least one thing in common: They must eat. Animals have a wide variety of foods to choose from, but some animals will eat only other animals or animal flesh, and some animals eat only plant-based foods, and then there are some that will eat just about anything.

The diet of each animal species determines whether they are herbivores, carnivores, or omnivores. Animals that eat only plants are called **herbivores**, animals that eat animal flesh or meat are called **carnivores**, and animals that eat both plants and animals are omnivores. Most human beings are **omnivores**. In addition, scientists can study an animal's teeth or eye position to determine if it eats meat only, plants only, or both.

### Step 2: Read aloud

Parent assisted read aloud. Read the herbivore, carnivore and omnivore learning cards to your student. Read the learning cards with your student a second time or have them read them to you.

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

- What do herbivores eat?
- How often do herbivores need to eat?
- What do carnivores eat?
- How often do herbivores need to eat?
- What do omnivores eat?
- Are humans herbivores, carnivores or omnivores?

### Step 3: Independent Activity.

Students will cut and glue the learning cards into their science notebook.



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## Tuesday Daily Overview

4/7/20

Spalding	Teach new spalding words 11-20 with rules and markings. See words pg. 4-5 See student Tuesday HW page for guidance. Spalding HW 2 times each (in student packet).
Literature	PA: Beatrix Potter “The Tale of The Pie and The Patty-Pan” pages 77-83 PA: The Tale of The Pie and The Patty-Pan Character Worksheet
Poetry	No Poetry
Grammar	PA: Pronoun Jingle Practice : Parents.. Please have your scholar listen to this jingle ( <a href="https://www.youtube.com/watch?v=QmYU5XEduMw">https://www.youtube.com/watch?v=QmYU5XEduMw</a> ), sing along, and even make up dance moves to it. We usually come up with dance moves in class.  I: Pronoun Journal Entry: Please show your scholar the Journal entry page in parent packet, and have them copy it into their blue spiral.
Math	Tuesday Math Sprints WS (2-3 minutes) Unit 15.1b Grouping Concept of Division <ol style="list-style-type: none"> <li>1. Use countable items such as buttons, cubes, paper clips, pretzels</li> <li>2. Parent lays on table 15 items such as paper clips and has S count them</li> <li>3. Parent tells S a story about how the items need to be grouped into fives. Ask S how many groups of these items will there be. For example, The paper clips will be sold in packages containing 5 paper clips each. How many packages can be made from these paper clips?</li> <li>4. Parent counts 5 paper clips and moves them away into a group. Next count out 2 more “groups” of 5 (Separate the groups). Guide S to verbally express the <u>division</u> here. For example: The paper clips are in packages of 5 each. Fifteen paper clips are in 3 packages.</li> <li>5. On piece of paper, parent will write the sentence: “<i>15 can be divided into 3 groups of five.</i>”</li> <li>6. S will write the sentence in italics above in their red math notebook at the bottom of the page after they copy the “Division by Grouping” notes into their red notebook. See #8 below.</li> <li>7. Parent draws the diagram <math>15 \underline{\hspace{1cm}} \text{Make groups of } 5 \quad 3</math> (make arrow pointing towards the 3 on line). S will make arrow in JN after notes are copied.</li> </ol>



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	<p>8. Parent and S discuss JN "Division by Grouping." S will copy JN into their red math journal (I).</p> <p>9. 9. Parent and S discuss TB p. 64-65 while S completes tasks 4, 5, 6 (PA), (Answer key TB p. 64-64 task 4: 2, task 5: 4, task 6: 4)</p> <p>10. WB p. 107 Ex. 3 1a (PA), 1b,c S (I), p. 108 2a (PA), 1b S(I) (Answer key: p. 107 1a: Circle groups of 2, 5; 1b: Circle groups of 3, 6; 1c: Circle groups of 4, 6; p. 108 2a: 5 plates, 2b: 6 strings)</p> <p>11. Extra practice WS p. 151-152 Ex. 1, S (I) completes pages. 1b: Draw 4 candles on each cake, 4; 1c: Circle 4 trees in 5 groups, 5 trees. p. 152 1d: Circle 8 groups of 3, 8; 1e: 5 shirts, 1f: 3 tanks (Answer key: p. 151 Ex. 1 Sharing and Grouping 1a: 3, 5 ladybugs; Challenge problem (optional) 15.r WS (Answer key: 1. 3 groups of lollipops each; 2 3 groups of 5 apples each.</p>
History	none
Science	<p>Subject: Continuation of Herbivore, Carnivore, Omnivore Study (see parent notes page)</p> <p>What to do: PA (parent assisted) Review herbivore, carnivore and omnivore learning cards with your student, and (independent) complete the herbivore, carnivore, omnivore sort. See student page for directions.</p> <p>Step 1: Identify the topic Step 2: PA- Review learning cards with your student from Monday Step 3: I- Complete the herbivore, carnivore, omnivore sort. See student page for directions.</p>
Art	

I=Independent or PA=Parent Assisted HW=Homework

\*Abbreviations Key for Math-See Monday page



## Pronouns

what do they do?

- Take the place of a noun!

Pronouns: I, you, he, she, they  
his, her... & more!

→ Tom went to the store.

→ He went to the store.



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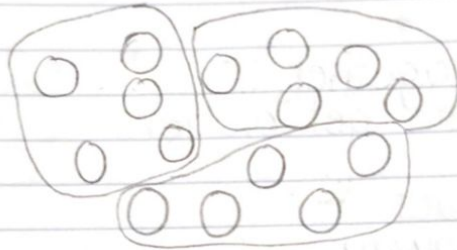
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Division by Grouping 4/20



How many groups of 5 can we make?

We can make 3 groups of 5.

$$15 \xrightarrow[\text{of } 5]{\text{Make groups}} 3$$





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Tuesday  
Key

## Subtracting a 1-digit number from a 2-digit number, no regrouping

### Grade 1 Subtraction Worksheet

Find the difference.

1)  $56 - 5 =$  51      2)  $21 - 0 =$  21

3)  $36 - 3 =$  33      4)  $56 - 4 =$  52

5)  $78 - 2 =$  76      6)  $31 - 1 =$  30

7)  $60 - 0 =$  60      8)  $59 - 8 =$  51

9)  $12 - 1 =$  11      10)  $72 - 2 =$  70

11)  $70 - 0 =$  70      12)  $76 - 5 =$  71

13)  $26 - 5 =$  21      14)  $66 - 5 =$  61

15)  $51 - 0 =$  51      16)  $29 - 6 =$  23

17)  $80 - 0 =$  80      18)  $89 - 3 =$  86

19)  $69 - 2 =$  67      20)  $52 - 1 =$  51



## Science: Tuesday- Herbivores, carnivores and omnivores 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.

### Step 1: Identify the Topic-

Today we are continuing our study of herbivores, carnivores and omnivores! Read the following to your student:

Every animal in the world has at least one thing in common: They must eat. Animals have a wide variety of foods to choose from, but some animals will eat only other animals or animal flesh, and some animals eat only plant-based foods, and then there are some that will eat just about anything.

The diet of each animal species determines whether they are herbivores, carnivores, or omnivores. Animals that eat only plants are called **herbivores**, animals that eat animal flesh or meat are called **carnivores**, and animals that eat both plants and animals are omnivores. Most human beings are **omnivores**. In addition, scientists can study an animal's teeth or eye position to determine if it eats meat only, plants only, or both.

### Step 2: Read aloud

Parent assisted read aloud. Read the herbivore, carnivore and omnivore learning cards to your student. Read the learning cards with your student a second time or have them read them to you.

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

- What do herbivores eat?
- How often do herbivores need to eat?
- What do carnivores eat?
- How often do herbivores need to eat?
- What do omnivores eat?
- Are humans herbivores, carnivores or omnivores?

Step 3: Independent Activity Complete the herbivore, carnivore, omnivore sort. See student page for details.



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## First Grade Art

Hello friends! Let's first review the artwork we learned about last week...

### Early Renaissance

Title: St. George and the Dragon

Artist: Raphael

Medium: Oil Paint

Location: Italy

Date: 1504 - 1506

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



Today, in your sketchbook you are going to be drawing a dragon eye step by step. **Do not color** in the eye today or color anything in with your pencil. Next time, I will show you how to color in the eye.

Step 1. Open your sketchbook

Step 2: Make sure you have a pencil and eraser.

Step 3: Follow along with the directions on the next page step by step. Make sure to draw the eye big.. You want the eye to fill the sketchbook page. Remember, everyone's drawing is going to look different so just do your best!

Step 4: Remember the eyes you drew last week? If you want to add some of those details to your eye you may. So, if you want to change the shape of his pupil - go ahead! Do you want to add different scales? Try it!



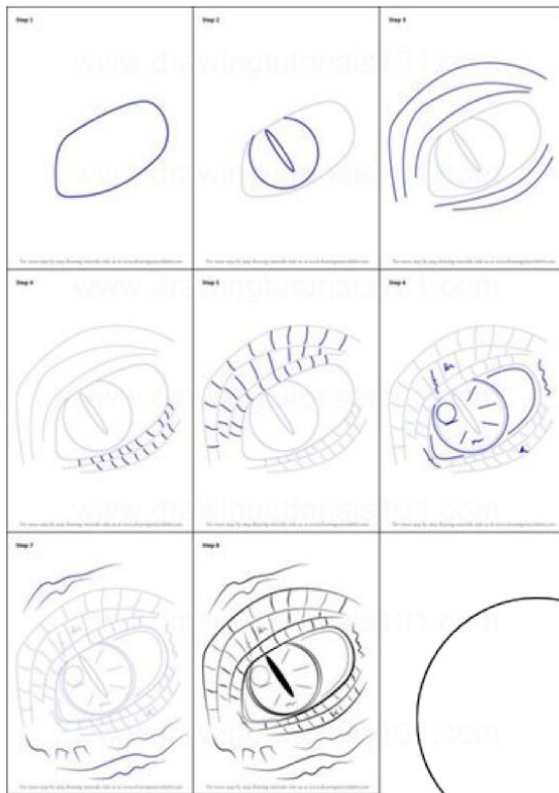
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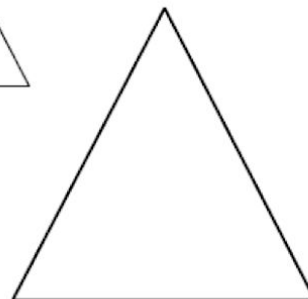
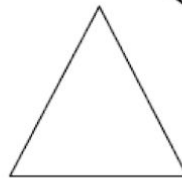
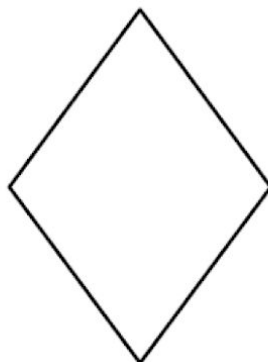
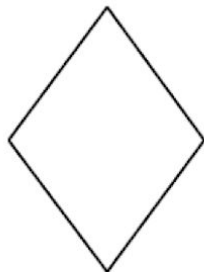
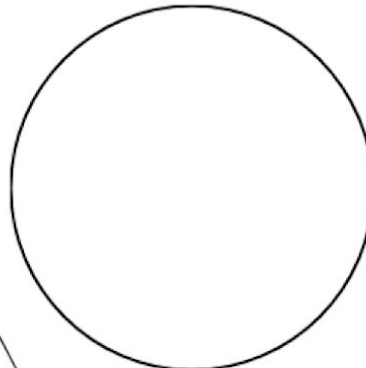
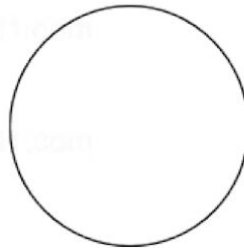
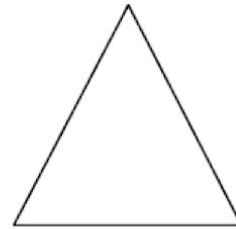
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[www.drawingtutorials101.com](http://www.drawingtutorials101.com)

When finished with the eye, if you would like to keep making art...

1. Color in the shapes
2. Cut them out
3. Glue into sketchbook
4. Be creative - try to make the shapes into something
5. Add more shapes if you want!
6. Have fun!





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## Wednesday Daily Overview

4/8/20

Spalding	Review all Spalding words 1-30 with rules and markings. See words pg. 4-5 See student Monday-Tuesday HW pages for guidance. Spalding HW 2 times each (in student packet).
Literature	PA: Beatrix Potter "The Tale of the Pie and the Patty-Pan" pages 84-91.
Poetry	No Poetry
Grammar	I: Pronoun Practice Worksheet.  Your Scholar will read each sentence and choose the correct pronoun from the word bank to replace the underlined noun in each sentence.
Math	Wednesday Math Sprints WS (2-3 minutes) Unit 16.1a Halves <ol style="list-style-type: none"><li>1. Use geometrical shapes (S will cut out circle, square, rectangle, triangle for this task-if you are able to make 2 circles, 4 rectangles, and 6 squares, if possible)</li><li>2. Parent shows S a large paper circle. Tell S that circle represents a cake which needs to be cut into 2 equal pieces.</li><li>3. Parent folds the paper circle carefully so that the 2 folded edges match.</li><li>4. Parent shows the folded shape to S and then cuts it along the crease (fold-line).</li><li>5. Parent places the 2 pieces of paper together to show the original circle shape. Then put the pieces one on top of the other to show that the 2 pieces are of equal size. Point out that in the case of a circular cake, cutting it into 2 equal shares will result in the same shape of the cut pieces of paper.</li><li>6. Parent explains that when we make 2 <u>equal parts</u> from 1 whole, each part is called a <u>half</u>.</li><li>7. Parent passes 2 pieces of circle to S and let them match up the pieces.</li><li>8. Guide S to say: "A <u>half</u> is <u>one of two</u> equal parts of one whole."</li><li>9. Guide S to say: "Two <u>halves</u> form one whole."</li><li>10. Next, parent gives S 1 of the cut out squares and ask him/her to fold it and cut it in 2 halves (options: fold to make 2 triangles, fold to make 2 rectangles lengthwise or horizontally, S may use extra cut out squares</li></ol>



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	<p>to fold them into the different halves, then cuts them on the fold)</p> <p>11. Parent gives S a rectangular piece of paper and ask them to fold and cut it into two halves (options: make 2 triangles, fold in half lengthwise and also like a small card). After S has completed and cut pieces in half, show that the 2 pieces are equal by placing one piece over the other.</p> <p>12. Parent and S read and discuss FN “Halves” p. 153.</p> <p>13. Parent and S read and discuss JN “Halves” and have S copy the notes neatly onto the next clean page in their red math journal.</p> <p>14. Challenge WS page 28, Practice #22- if time.</p>
History	<p>Subject: Celebrations in Mexico (Read aloud packet pg. 16-19)</p> <p>What to do: (PA) Read aloud followed by( independent) fill in the blank assessment</p> <p>Step 1: Identify the topic          Step 2: Read aloud pg. 16-19          Step 3: Complete and submit the independent fill in the blank assessment.</p>
Science	None.
Music	

I=Independent or PA=Parent Assisted HW=Homework

\*Abbreviations Key for Math-See Monday page



## Unit 16 : Halves and Fourths

Wednesday

### Friendly Notes

#### Halves

Half is 1 of 2 **equal** parts.  
2 halves make **one whole**.

Each shape is divided into 2 equal parts.  
Each part is a half.  
Half of each shape is shaded.



+ make one whole square.

is half of

is also half of

Each shape is divided into 2 parts.  
The parts are **not equal**.  
Each part is **not** a half.





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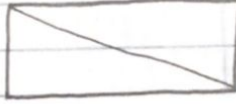
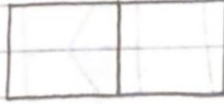
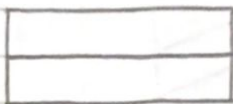
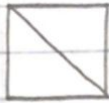
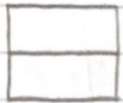
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Halves

3/7/16

A half is one of two equal parts of a whole.

Two halves form one whole.







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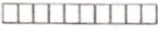
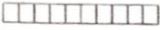
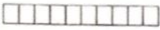

Place Value: Counting Tens and Ones

Wednesday Challenge

## Practice 22

1.  = 10 squares (A) 80 (B) 70 (C) 7 (D) 77

How many squares?

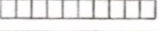

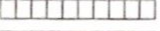
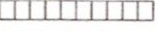
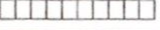
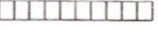


2.  = 10 squares (A) 2 (B) 22 (C) 20 (D) 30

How many squares?

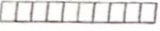
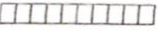

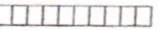
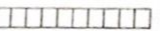


3.  = 10 squares (A) 90 (B) 88 (C) 80 (D) 8

How many squares?

4.  = 10 squares (A) 6 (B) 66 (C) 60 (D) 70

How many squares?



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Wednesday  
Key

## Adding a 2-digit number and a 1-digit number (no regrouping)

Grade 1 Addition Worksheet

Find the sum.

1)  $63 + 6 = 69$       2)  $60 + 0 = 60$

3)  $27 + 1 = 28$       4)  $2 + 4 = 6$

5)  $12 + 6 = 18$       6)  $17 + 1 = 18$

7)  $22 + 6 = 28$       8)  $56 + 0 = 56$

9)  $70 + 6 = 76$       10)  $1 + 2 = 3$

11)  $72 + 6 = 78$       12)  $23 + 6 = 29$

13)  $25 + 1 = 26$       14)  $15 + 2 = 17$

15)  $12 + 1 = 13$       16)  $5 + 2 = 7$

17)  $58 + 0 = 58$       18)  $47 + 2 = 49$

19)  $51 + 2 = 53$       20)  $85 + 0 = 85$



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## History: Wednesday - Celebrations in Mexico

### Essential Vocabulary:

- Independence, Viva Mexico, Fire works, Parades, Celebrate, Costumes, Graves, Fiesta, Cinco de Mayo, Pinata, Mariachi

### 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.

### Step 1: Identify the Topic- Celebrations in Mexico- Independence Day

Explain that independence is freedom from the control of others. The people in Mexico were once controlled by another country, called Spain. That means the people in Spain, a country far away from Mexico, made the rules and laws in Mexico, telling the people who lived in Mexico what they could and could not do. The Mexican people did not like this. Independence Day, celebrated on September 16th, is a holiday that celebrates Mexico's freedom from Spanish control.

### Step 2: Read aloud

Parent assisted read aloud from pg. 16-19 of the read aloud packet

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

- What country was in control of Mexico before Mexico gained independence?
- What happens on September 16 in Mexico?
- What does the Mexican President say "Viva Mexico" on Sept. 16 every year?
- Mexico gained Independence from what country?
- How long did the Mexican War for Independence last?
- How do the people of Mexico celebrate their Independence every year?
- How do people celebrate the Day of the Dead?
- What do people celebrate the Day of the Dead?
- What do people wear to celebrate the Day of the Dead?
- When do families visit the graves of their loved ones?
- What do people do as they visit the graves of their loved ones who have passed away?
- What do people eat during the two days of remembrance and celebration?

### Step 3: Independent Assessment

Complete the Fill in the Blank Assessment on Celebrations in Mexico.

Submit the assessment by the deadline.

See Student Packet for '**History Fill in the Blank- April 1- Celebrations in Mexico.**'



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## Thursday Daily Overview

4/9/20

Spalding	Assess Spalding Test. NO RULES OR MARKINGS
Literature	PA: Beatrix Potter "The Tale of the Pie and the Patty-Pan" Pages 92-99 I: The Tale of the Pie and the Patty-Pan "My favorite part" worksheet PA: Beatrix Potter "The Tale of the Pie and the Patty-Pan" Read and Recall Quiz
Poetry	No Poetry.
Grammar	I: Single v. Plural Journal Entry I: Grammar Quiz.
Math	Thursday Math Sprints (2-3 minutes) Parent reads test to S (if needed), S completes tests independently Unit 15 Ch. 1 Test, Units 1-15 Cumulative Test
History	Subject: Celebrations in Mexico (Read aloud packet pg. 20-22)  What to do: PA Read aloud followed by cut and paste assessment.  Step 1: Identify the topic Step 2: Read aloud pg. 20-22 Step 3: Complete and submit the independent cut and paste assessment.
Science	None.
Latin	

I=Independent or PA=Parent Assisted HW=Homework



### Singular v. Plural Pronouns

- We use a singular pronoun to replace a singular noun.
- We use a plural pronoun to replace a plural noun.

Singular	Plural
I	we
you	<del>you</del>
he	they
she	us
it	them
him	
her	



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## History: Thursday - Celebrations in Mexico Continued

### All Essential Vocabulary:

- Independence, Viva Mexico, Fire works, Parades, Celebrate, Costumes, Graves, Fiesta, Cinco de Mayo, Pinata, Mariachi

### 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.

### Step 1: Identify the Topic- Celebrations in Mexico- Cinco de Mayo, Birthdays, Mariachi Music

Explain that on the fifth of May people in Mexico have a fiesta with colorful parades. People celebrate Cinco de Mayo to remember a victory in a battle between Mexico and France. People also celebrate birthdays in Mexico with pinatas filled with treats. Kids take turns trying to hit the pinata with a stick to get the treats to fall out. Mariachi is a popular style of music in Mexico. Musicians play stringed instruments, such as guitars and violins.

### Step 2: Read aloud

Parent assisted read aloud from pg. 20-22 of the read aloud packet

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

- Why is Cinco de Mayo special?
- What do people celebrate on Cinco the Mayo?
- What country did Mexico fight in a battle after Mexico became independent?
- What is the purpose of hitting a Pinata with a stick?
- What is a Mariachi band?
- What kind of instruments do they play?

### Step 3: Independent Assessment

Complete the cut and paste assessment on Celebrations in Mexico.  
Submit the assessment by the deadline.

See Student Packet for '**History Cut and Paste Assessment- April 2- Celebrations in Mexico.**'



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Thursday  
Key

## Adding a 2-digit number and a 1-digit number (no regrouping)

Grade 1 Addition Worksheet

Find the sum.

1)  $54 + 3 =$  57      2)  $83 + 6 =$  89

3)  $68 + 0 =$  68      4)  $41 + 2 =$  43

5)  $40 + 4 =$  44      6)  $42 + 3 =$  45

7)  $55 + 4 =$  59      8)  $55 + 3 =$  58

9)  $35 + 2 =$  37      10)  $84 + 3 =$  87

11)  $45 + 3 =$  48      12)  $20 + 2 =$  22

13)  $66 + 3 =$  69      14)  $31 + 4 =$  35

15)  $12 + 5 =$  17      16)  $32 + 1 =$  33

17)  $52 + 2 =$  54      18)  $4 + 4 =$  8

19)  $70 + 3 =$  73      20)  $74 + 5 =$  79



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## Monday Daily Agenda

**4/6/20**

Spalding	<input type="checkbox"/> New learned words with parents in pink notebook <input type="checkbox"/> Spalding Homework 2 times each
Literature	<input type="checkbox"/> Beatrix Potter "The Tale of the Pie and the Patty-Pan" pages 68-75 <input type="checkbox"/> The Tale of the Pie and the Patty Pan Coloring Worksheet
Poetry	<input type="checkbox"/> Recite Poem - See Parent Page
Grammar	<input type="checkbox"/> No Grammar
Math	<input type="checkbox"/> Monday Math Sprint <input type="checkbox"/> 1B Textbook pages 60-62 <input type="checkbox"/> 1B Workbook pages 101-106 <input type="checkbox"/> Red Journal Notebook-copy notes
History	none
Science	<input type="checkbox"/> Read Herbivore, Omnivore, Carnivore Learning Card with a parent <input type="checkbox"/> Glue learning cards into science notebook
PE	



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

four <sup>2</sup>
her self
pow er
wish r.13
cause <sup>2</sup>
be cause <sup>2</sup> r.4
world <sup>5</sup> r.8
coun try <sup>4</sup> r.6
meat
meet

**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.



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**What virtues did the characters display in the pages you read?**




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Name:

Monday



## Subtracting a 1-digit number from a 2-digit number, no regrouping

Grade 1 Subtraction Worksheet

Find the difference.

1)  $60 - 0 =$  \_\_\_\_\_ 2)  $70 - 10 =$  \_\_\_\_\_

3)  $12 - 0 =$  \_\_\_\_\_ 4)  $28 - 5 =$  \_\_\_\_\_

5)  $36 - 6 =$  \_\_\_\_\_ 6)  $40 - 10 =$  \_\_\_\_\_

7)  $50 - 0 =$  \_\_\_\_\_ 8)  $69 - 7 =$  \_\_\_\_\_

9)  $41 - 1 =$  \_\_\_\_\_ 10)  $22 - 1 =$  \_\_\_\_\_

11)  $97 - 1 =$  \_\_\_\_\_ 12)  $84 - 2 =$  \_\_\_\_\_

13)  $11 - 1 =$  \_\_\_\_\_ 14)  $69 - 2 =$  \_\_\_\_\_

15)  $95 - 10 =$  \_\_\_\_\_ 16)  $71 - 0 =$  \_\_\_\_\_

17)  $46 - 3 =$  \_\_\_\_\_ 18)  $19 - 8 =$  \_\_\_\_\_

19)  $9 - 2 =$  \_\_\_\_\_ 20)  $40 - 0 =$  \_\_\_\_\_



## Science: Learning Cards



herbivore

**Herbivores** are animals that **eat only plants**.

Herbivores often have wide big teeth which help them grind up leaves and grasses.

Guinea pigs, rabbits, snails and butterflies are examples of small sized herbivores. Medium sized herbivores include cows, goats and sheep. Large sized herbivores include giraffes and elephants.

Since **plants are low energy food**, some herbivores **must eat continuously throughout the whole day to survive**.



carnivore

**Carnivores** are animals that **eat only meat**. Most of the time, carnivores are often called predators. Animals that carnivores hunt to feed on are called prey.

Carnivores often have sharp teeth, fangs or beaks to help tear the flesh of prey they have caught.

Spiders and frogs are examples of small carnivores. Eagles, hawks and owls are medium sized carnivores. Large sized carnivores include tigers, wolves, crocodiles and anacondas.

Since **animal flesh and blood contain a lot of energy**, carnivores can survive a long period of time **before their next meal**, as opposed of herbivores.



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omnivore

**Omnivores** are animals that **eat both meat and plants.**

Omnivores have the ability to feed on anything that is edible in any environment. This allows them to live in all kind of habitats. **Some omnivores have the characteristics of both carnivore and herbivore, for example brown bear has sharp teeth to catch and tear apart salmon fish and at the same time has the ability to digest food like berries and honey.**

Housefly and cockroach are examples of small omnivores. Raccoons, pigs and chickens are medium sized omnivores. Large sized omnivores include humans and bears.

## Animal names to be used with Venn diagram/pictures

grasshopper	lion	chimpanzee
giraffe	tiger	parakeet
sheep	lemon shark	squirrel
koala	jellyfish	raccoon
rabbit	bald eagle	hedgehog
butterfly	polar bear	human



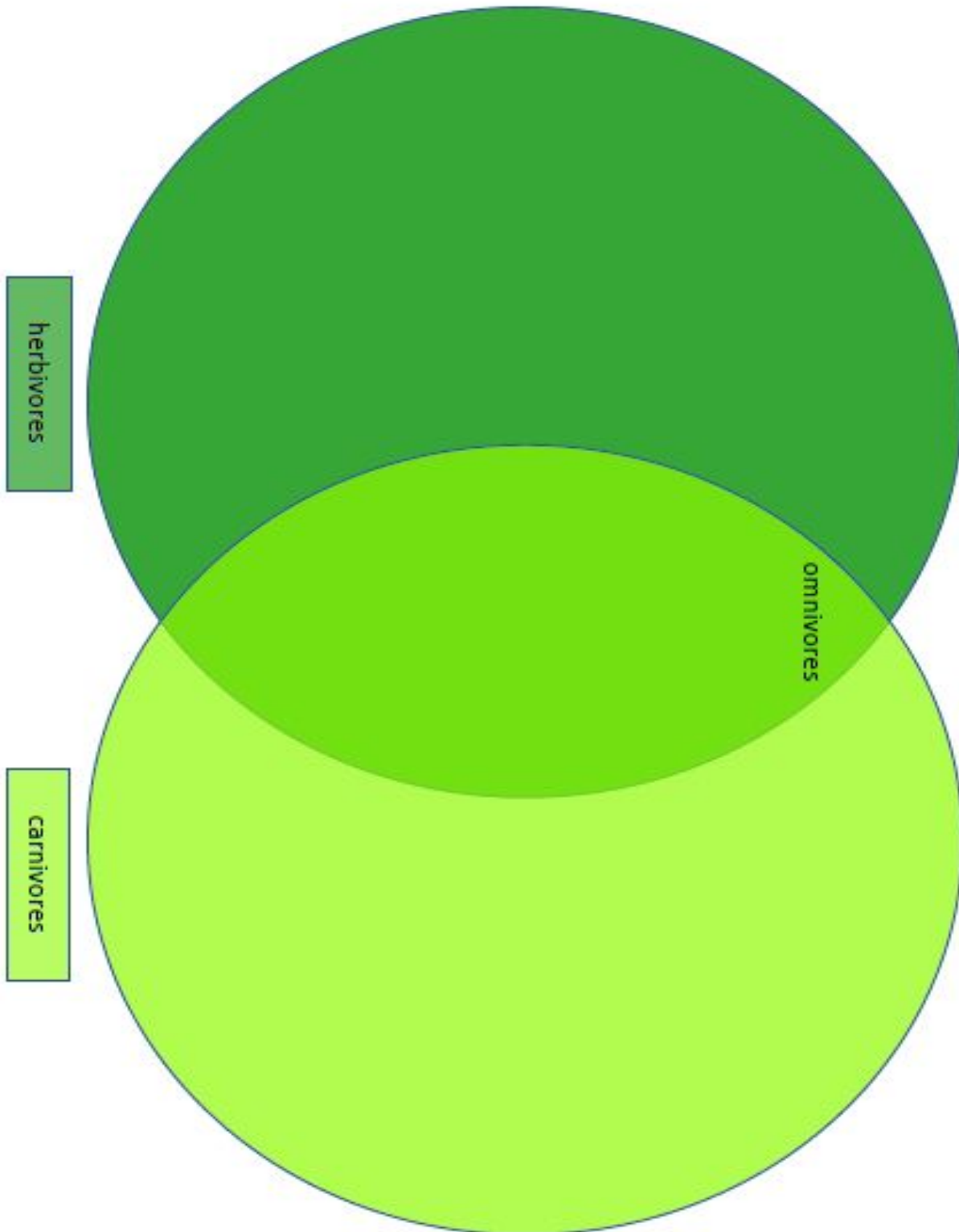
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**Science Venn Diagram: Work with your parents to add animal names into the venn diagram.**







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## PE lesson plan for the week of April 6th

K-2

\_\_\_\_\_ Do 30 jumping jacks

\_\_\_\_\_ Run in place for 45 seconds

\_\_\_\_\_ Challenge your siblings to a scavenger hunt. You need to find these items as fast as you can!

- A small stuffed animal
- Something with wheels
- Something green
- A pair of glasses
- A sock
- A crayon

Good Job! Now put everything back as fast as you can!

\_\_\_\_\_ Do a plank for as long as you can

\_\_\_\_\_ Wall sit 30 seconds

\_\_\_\_\_ 15 Cobras



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## Tuesday Daily Agenda

**4/7/20**

Spalding	<input type="checkbox"/> New learned words with parents in pink notebook <input type="checkbox"/> Spalding Homework 2 times each
Literature	<input type="checkbox"/> Beatrix Potter "The Tale of The Pie and The Patty-Pan" pages 77-83 <input type="checkbox"/> The Tale of The Pie and The Patty-Pan Character Worksheet
Poetry	<input type="checkbox"/> No Poetry
Grammar	<input type="checkbox"/> Pronoun Jingle Practice <input type="checkbox"/> Pronoun Journal Entry
Math	<input type="checkbox"/> Tuesday Math Sprints <input type="checkbox"/> 1B Textbook pages-64-65 <input type="checkbox"/> 1B Workbook pages-107-108 <input type="checkbox"/> Red Journal Notebook <input type="checkbox"/> Extra Practice WS pages 151-152
History	none
Science	<input type="checkbox"/> Review learning cards <input type="checkbox"/> Do Herbivore, Carnivore, Omnivore Sorts
Art	



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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!

an oth <sup>a</sup> er
trip
tripped <sup>3</sup> r.9,28
list <sup>=</sup>
pe o ple r.4
ev er <sup>=4</sup>
held
church
one
once <sup>=3</sup>

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.



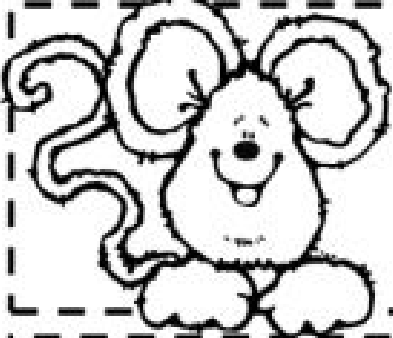


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	Name _____
	Title _____
	Author _____
Characters	Setting
Beginning	Middle
	End



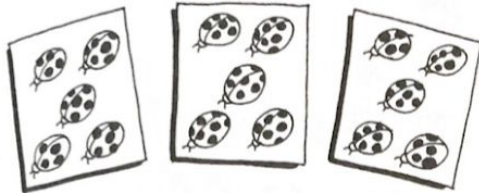
Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### Exercise 1 : Sharing and Grouping

Fill in the blanks.

1.

(a)



The ladybugs are put equally in \_\_\_\_\_ groups.

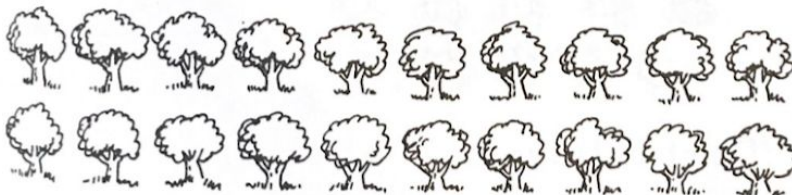
There are \_\_\_\_\_ ladybugs in each group.

(b) Draw an equal number of candles for each cake.



There are \_\_\_\_\_ candles on each cake.

(c) Put 20 trees equally in 5 groups.



There are \_\_\_\_\_ trees in each group.



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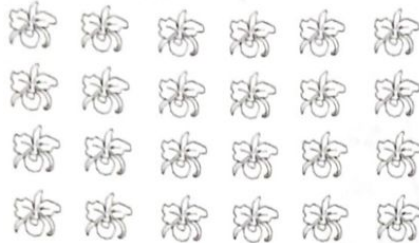
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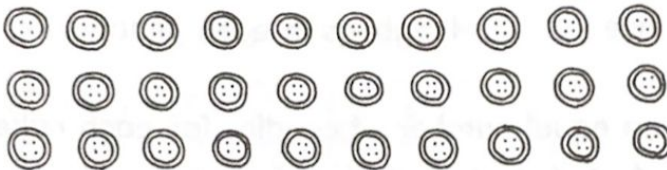
(d) There are 24 orchids.

Circle the orchids in groups of 3.



There are \_\_\_\_\_ groups of 3.

(e)

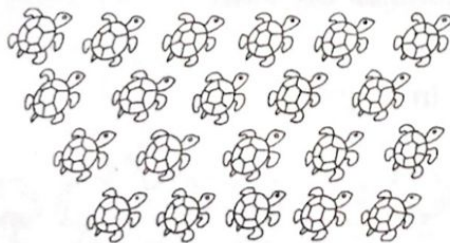


There are 30 buttons.

Lindsey uses 6 buttons on one shirt.

She makes \_\_\_\_\_ shirts.

(f)



Dan has 21 turtles.

He puts 7 turtles in one tank.

He uses \_\_\_\_\_ tanks.



Tuesday

### Subtracting a 1-digit number from a 2-digit number, no regrouping

#### Grade 1 Subtraction Worksheet

Find the difference.

1)  $56 - 5 =$  \_\_\_\_\_ 2)  $21 - 0 =$  \_\_\_\_\_

3)  $36 - 3 =$  \_\_\_\_\_ 4)  $56 - 4 =$  \_\_\_\_\_

5)  $78 - 2 =$  \_\_\_\_\_ 6)  $31 - 1 =$  \_\_\_\_\_

7)  $60 - 0 =$  \_\_\_\_\_ 8)  $59 - 8 =$  \_\_\_\_\_

9)  $12 - 1 =$  \_\_\_\_\_ 10)  $72 - 2 =$  \_\_\_\_\_

11)  $70 - 0 =$  \_\_\_\_\_ 12)  $76 - 5 =$  \_\_\_\_\_

13)  $26 - 5 =$  \_\_\_\_\_ 14)  $66 - 5 =$  \_\_\_\_\_

15)  $51 - 0 =$  \_\_\_\_\_ 16)  $29 - 6 =$  \_\_\_\_\_

17)  $80 - 0 =$  \_\_\_\_\_ 18)  $89 - 3 =$  \_\_\_\_\_

19)  $69 - 2 =$  \_\_\_\_\_ 20)  $52 - 1 =$  \_\_\_\_\_

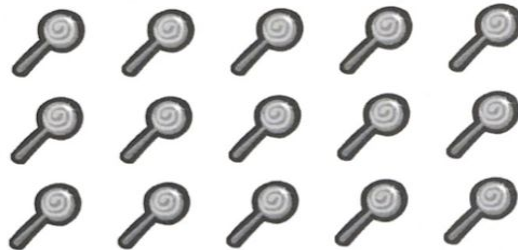




Appendix: 15.r

### Problem Solving 15

1. Divide the lollipops into 3 equal groups.



2. Divide the apples into groups of 3.





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## Science: Tuesday

Directions: Cut out the pictures of the animals. Sort the animals into 3 groups; carnivores, omnivores, herbivores using the carnivore, omnivore, herbivore tables. Ask a parent to check your answers. When you have sorted them correctly glue them into the table and glue the tables into your science notebook.





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## Sorting mats for science

		herbivores



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		carnivores



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		omnivores



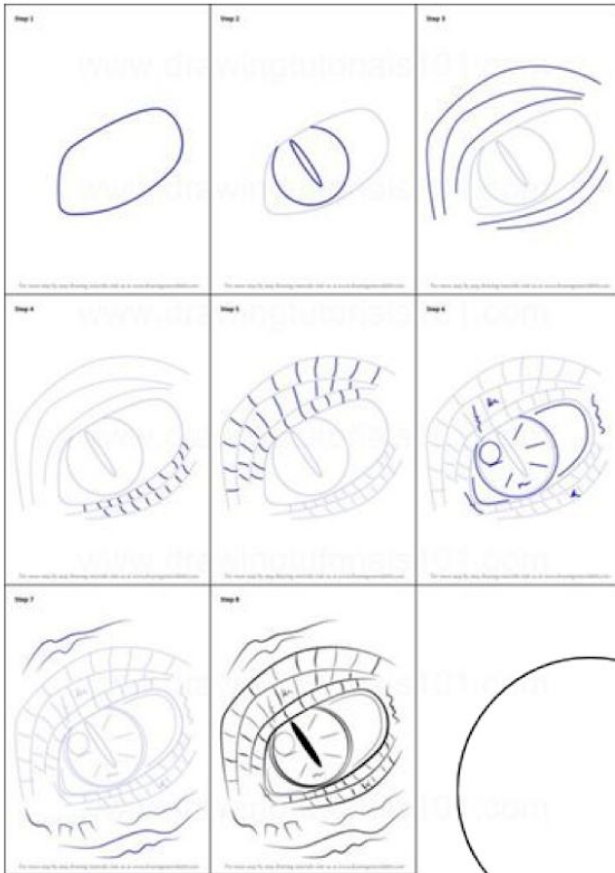


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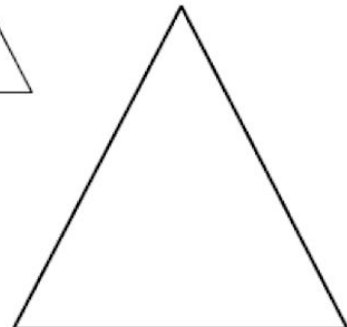
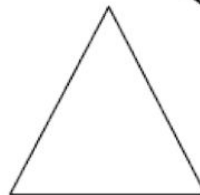
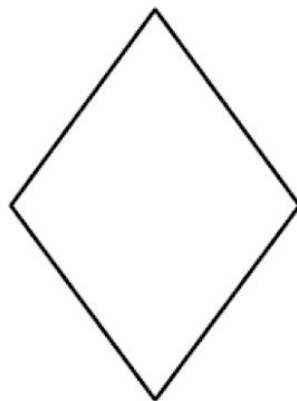
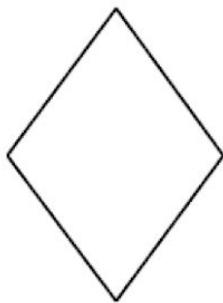
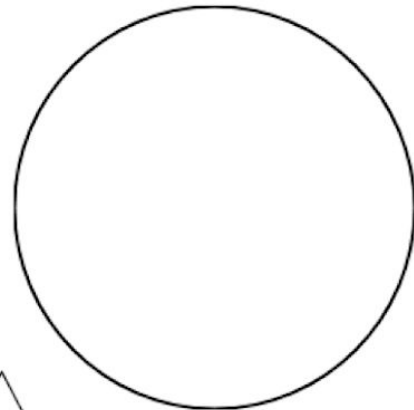
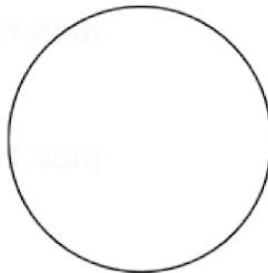
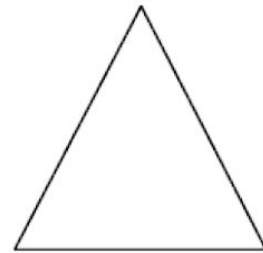
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[www.drawingtutorials101.com](http://www.drawingtutorials101.com)

When finished with the eye, if you would like to keep making art...

1. Color in the shapes
2. Cut them out
3. Glue into sketchbook
4. Be creative - try to make the shapes into something
5. Add more shapes if you want!
6. Have fun!





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## Wednesday Daily Agenda

**4/8/20**

Spalding	<input type="checkbox"/> Review all learned words with parents with rules and markings. Spalding HW 1 times each.
Literature	<input type="checkbox"/> Beatrix Potter "The Tale of the Pie and the Patty-Pan" pages 84-91.
Poetry	<input type="checkbox"/> No Poetry.
Grammar	<input type="checkbox"/> Pronoun Practice Worksheet.
Math	<input type="checkbox"/> Wednesday Math Sprints <input type="checkbox"/> 1B Textbook pages <input type="checkbox"/> 1B Workbook pages <input type="checkbox"/> Red Journal Notes
History	<input type="checkbox"/> Read pages 16-19 in the student reader with your parent <input type="checkbox"/> Complete the fill in the blank quiz for celebrations in Mexico
Science	none
Music	



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Great Hearts Western Hills  
**Spalding Homework: K-2**

Grade: \_\_\_\_\_ Day of Week: Thursday

Dear Parents,

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

four	another	
herself	trip	
power	tripped	
wish	list	
cause	people	
because	ever	
world	held	
country	church	
meat	one	
meet	once	

**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.



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Choose the correct pronoun for the underlined noun :

He

They

She

1. Bryan is going to the store,

\_\_\_\_\_ is going to the store.

2. Amy is eating chocolate ice cream.

\_\_\_\_\_ is eating chocolate ice cream.

3. Amy, Bryan, and Taylor are playing a game together.

\_\_\_\_\_ are playing a game together.



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Wednesday

## Adding a 2-digit number and a 1-digit number (no regrouping)

---

Grade 1 Addition Worksheet

Find the sum.

1)  $63 + 6 =$  \_\_\_\_\_ 2)  $60 + 0 =$  \_\_\_\_\_

3)  $27 + 1 =$  \_\_\_\_\_ 4)  $2 + 4 =$  \_\_\_\_\_

5)  $12 + 6 =$  \_\_\_\_\_ 6)  $17 + 1 =$  \_\_\_\_\_

7)  $22 + 6 =$  \_\_\_\_\_ 8)  $56 + 0 =$  \_\_\_\_\_

9)  $70 + 6 =$  \_\_\_\_\_ 10)  $1 + 2 =$  \_\_\_\_\_

11)  $72 + 6 =$  \_\_\_\_\_ 12)  $23 + 6 =$  \_\_\_\_\_

13)  $25 + 1 =$  \_\_\_\_\_ 14)  $15 + 2 =$  \_\_\_\_\_

15)  $12 + 1 =$  \_\_\_\_\_ 16)  $5 + 2 =$  \_\_\_\_\_

17)  $58 + 0 =$  \_\_\_\_\_ 18)  $47 + 2 =$  \_\_\_\_\_

19)  $51 + 2 =$  \_\_\_\_\_ 20)  $85 + 0 =$  \_\_\_\_\_



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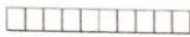
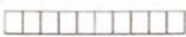

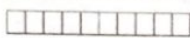
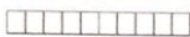
Place Value: Counting Tens and Ones

Wednesday Challenge

## Practice 22

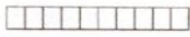

1.  = 10 squares (A) 80 (B) 70 (C) 7 (D) 77

How many squares?

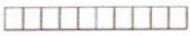
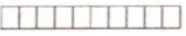

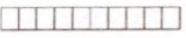




2.  = 10 squares (A) 2 (B) 22 (C) 20 (D) 30

How many squares?


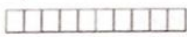
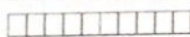

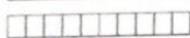
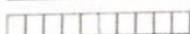
3.  = 10 squares (A) 90 (B) 88 (C) 80 (D) 8

How many squares?

4.  = 10 squares (A) 6 (B) 66 (C) 60 (D) 70

How many squares?



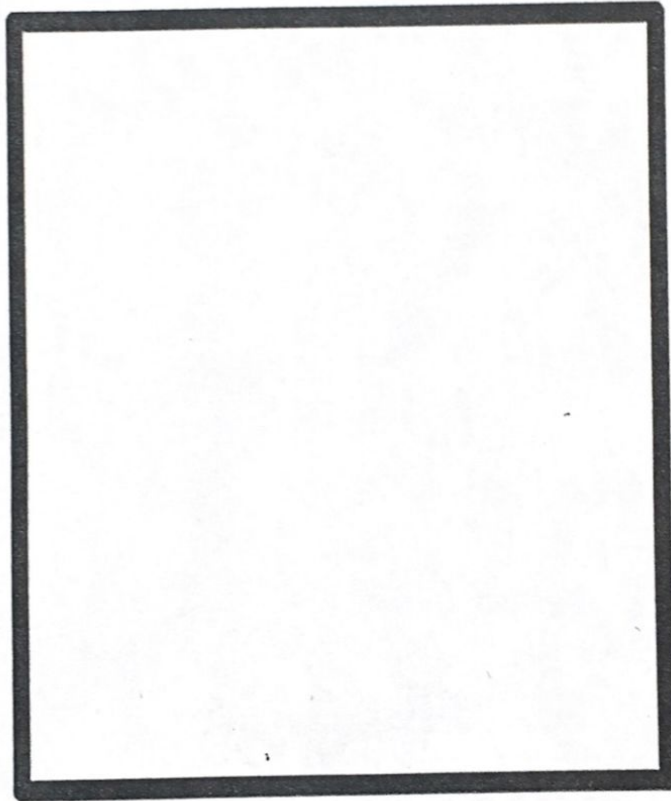


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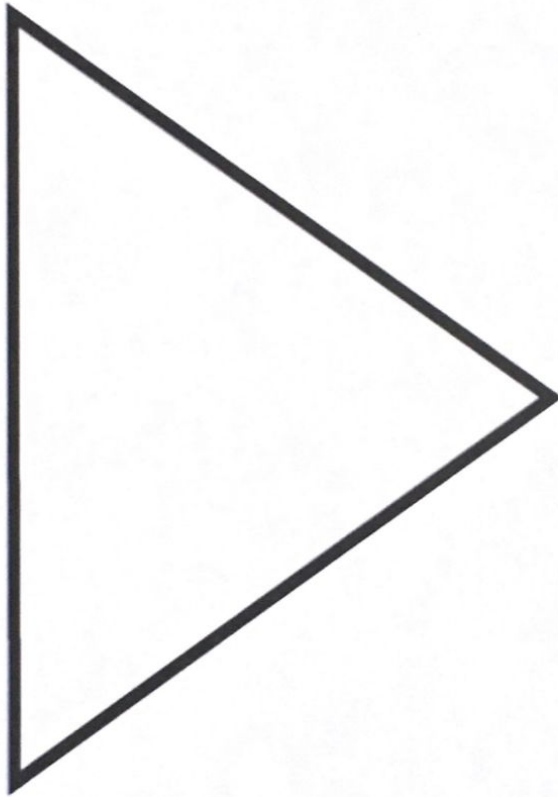
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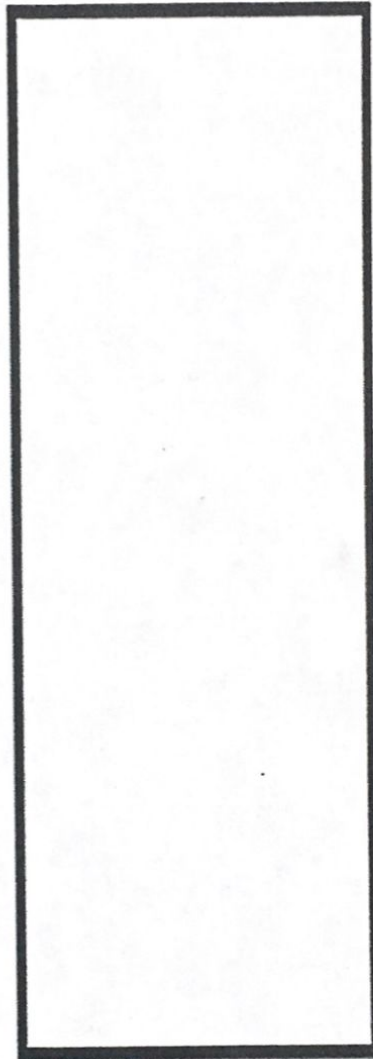


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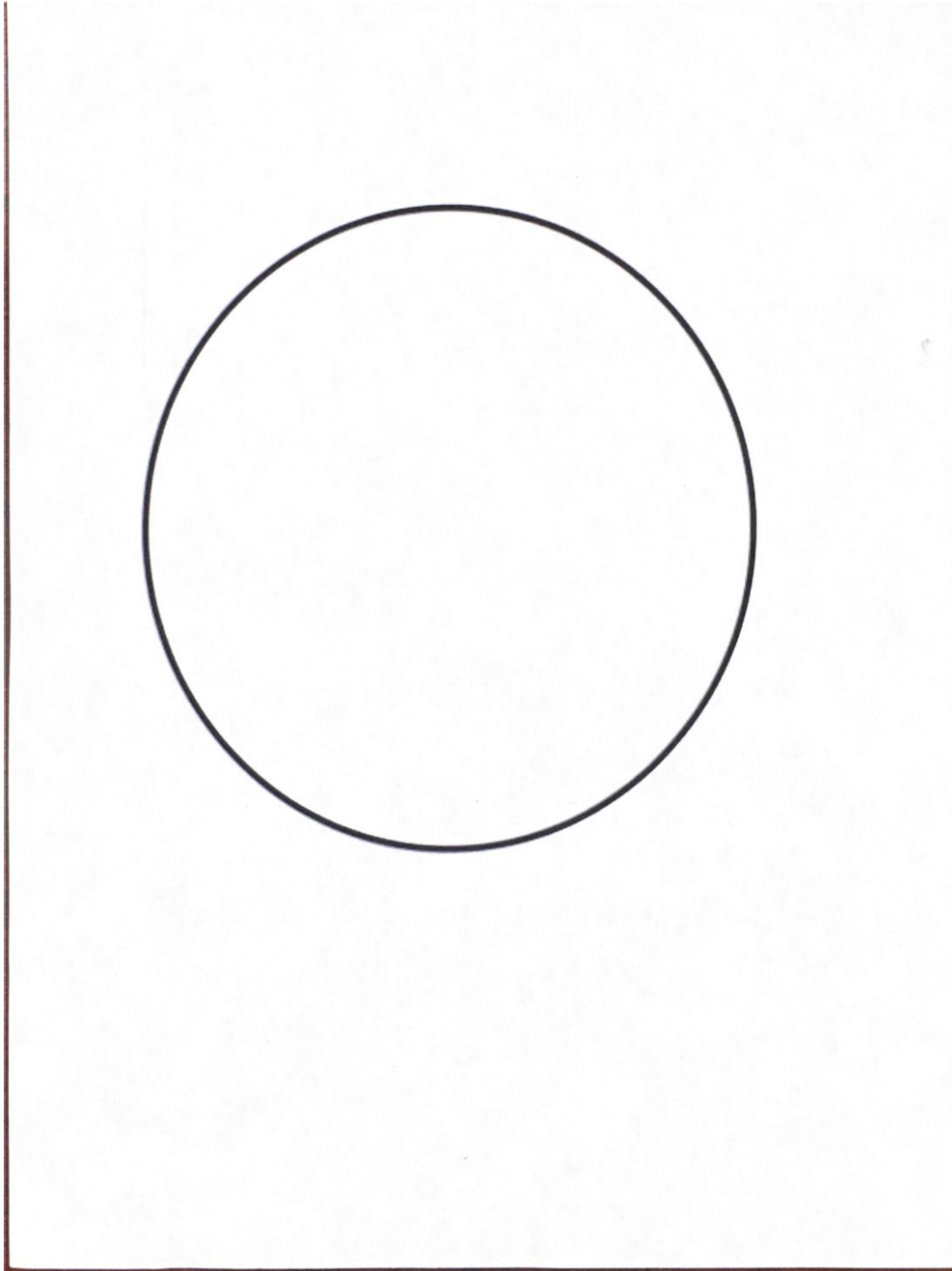


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CHAPTER  
**3**

## Celebrations in Mexico

Every year, on September 16, the president of Mexico stands on the balcony of the National Palace in Mexico City. He shouts, "Viva Mexico! Viva la independencia!" In English this means, "Long live Mexico! Long live independence!" The president does this to remind people of Mexico's fight for independence from Spain. Mexicans celebrate their independence on this day.



16

### Key Questions:

- What country was in control of Mexico before Mexico gained independence?
- What happens on September 16 in Mexico?
- What does the Mexican President say "Viva Mexico" on Sept. 16 every year?
- Mexico gained Independence from what country?



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The war for independence lasted eleven years. Finally, in 1821, Mexico won independence from Spain. Now, Independence Day is celebrated with red, white, and green fireworks, as well as parades and the ringing of church bells.



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## Key Questions:

- How long did the Mexican War for Independence last?
- How do the people of Mexico celebrate their Independence every year?



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*Student Packet 1st Grade*

70

Mexicans celebrate the Day of the Dead on November 1 and 2. On those days, they remember their family members and friends who have died. They dress up in incredible costumes and wear makeup!



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## Key Questions:

- How do people celebrate the Day of the Dead?
- What do people celebrate the Day of the Dead?
- What do people wear to celebrate the Day of the Dead?



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On the evening of November 1, families visit the graves of their loved ones. They bring food and candles. They clean the graves and put flowers on them. At six p.m., church bells begin to ring, and they continue to ring every thirty seconds all through the night.



Mexicans eat skull-shaped candy during the two days of remembrance and celebration. They bring the candy to the graves as gifts.



19

## Key Questions:

- When do families visit the graves of their loved ones?
- What do people do as they visit the graves of their loved ones who have passed away?
- What do people eat during the two days of remembrance and celebration?





### History Fill in the Blank- Wednesday- Celebrations in Mexico

Match each word to the correct blank space in each sentence.

Viva Mexico	Day of the Dead	1821
Fireworks	Eleven	Costumes

1. Every year on Mexican Independence Day, the President of Mexico shouts from his balcony and says \_\_\_\_\_ !
2. In \_\_\_\_\_ Mexico finally won independence from Spain.
3. Mexican Independence Day is celebrated with red, white and green \_\_\_\_\_.
4. The war of independence lasted \_\_\_\_\_ years.
5. On November 1 and 2, Mexicans celebrate the \_\_\_\_\_ of the \_\_\_\_\_ to remember their family members who have passed away.
6. To celebrate the Day of the Dead on November 1 and 2, the people of Mexico dress up in incredible \_\_\_\_\_ and wear makeup.



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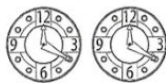
73

We are going to do more work with so and mi, and with rhythm (tahs, tah-dees, rests)

Underneath each clock, write "so" if it's above the line and "mi" if it's below the line.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

On the next page you will be working with a new rhyme.

Pease Porridge Hot  
Pease Porridge Cold  
Pease Porridge in the Pot  
Nine Days Old

In the spaces write a tah, if it's one bowl, tah-dee if it's two bowls, and a rest if there is no bowl. Before you begin, be sure to trace the rests.

Remember:

I = tah

□ = tah-dee



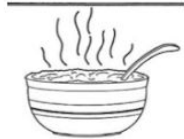
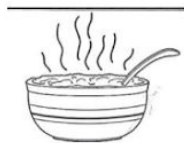
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## The Rest



Other Fun Ideas:

Create your own song or rhyme. Make up a story to go along with it! Create your own music game. Listen to a song played by an orchestra and conduct to it.



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## Thursday Daily Agenda

4/9/20

Spalding	<input type="checkbox"/> Test
Literature	<input type="checkbox"/> Beatrix Potter "The Tale of the Pie and the Patty-Pan" Pages 92-99 <input type="checkbox"/> The Tale of the Pie and the Patty-Pan "My favorite part" worksheet <input type="checkbox"/> Beatrix Potter "The Tale of the Pie and the Patty-Pan" Read and Recall Quiz
Poetry	<input type="checkbox"/> No Poetry
Grammar	<input type="checkbox"/> Single v. Plural Journal Entry <input type="checkbox"/> Grammar Quiz
Math	<input type="checkbox"/> Thursday Math Sprints <input type="checkbox"/> 1B Textbook- none <input type="checkbox"/> 1B Workbook-none <input type="checkbox"/> Unit 15 Ch. 1 Test <input type="checkbox"/> Cumulative Test Units 1-15
History	<input type="checkbox"/> Read pages 20-22 in the student reader with your parent <input type="checkbox"/> Cut and Paste Mexican Celebrations (this is what you will send to your teacher)
Science	none
Latin	



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## Student Attendance Affidavit

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

Monday, April 6, 2020

Tuesday, April 7, 2020

Wednesday, April 8, 2020

Thursday, April 9, 2020

Friday, April 10, 2020 No School

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: \_\_\_\_\_



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Thursday

## Adding a 2-digit number and a 1-digit number (no regrouping)

---

Grade 1 Addition Worksheet

Find the sum.

1)  $54 + 3 =$  \_\_\_\_\_ 2)  $83 + 6 =$  \_\_\_\_\_

3)  $68 + 0 =$  \_\_\_\_\_ 4)  $41 + 2 =$  \_\_\_\_\_

5)  $40 + 4 =$  \_\_\_\_\_ 6)  $42 + 3 =$  \_\_\_\_\_

7)  $55 + 4 =$  \_\_\_\_\_ 8)  $55 + 3 =$  \_\_\_\_\_

9)  $35 + 2 =$  \_\_\_\_\_ 10)  $84 + 3 =$  \_\_\_\_\_

11)  $45 + 3 =$  \_\_\_\_\_ 12)  $20 + 2 =$  \_\_\_\_\_

13)  $66 + 3 =$  \_\_\_\_\_ 14)  $31 + 4 =$  \_\_\_\_\_

15)  $12 + 5 =$  \_\_\_\_\_ 16)  $32 + 1 =$  \_\_\_\_\_

17)  $52 + 2 =$  \_\_\_\_\_ 18)  $4 + 4 =$  \_\_\_\_\_

19)  $70 + 3 =$  \_\_\_\_\_ 20)  $74 + 5 =$  \_\_\_\_\_



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On the fifth of May—el Cinco de Mayo—Mexicans have a big celebration, or fiesta. There are colorful parades and marching bands. Men, women, and children dance in the streets. There are delicious holiday foods. But why is this day special?

After Mexico became independent from Spain, Mexico fought a battle with France, and won!

France was a powerful country. This was a big victory for Mexico!



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## Key Questions:

- Why is Cinco de Mayo special?
- What do people celebrate on Cinco the Mayo?
- What country did Mexico fight in a battle after Mexico became independent?



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A popular birthday party game in Mexico includes a piñata and a stick. A piñata is a colorful, fun model made from paper and glue, filled with candy, toys, or other treats. The idea of the game is to take turns trying to hit the piñata with the stick until it breaks open and the treasures inside fall out. This may seem easy, but each person is blindfolded as they try!



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### **Key Questions:**

- What is the purpose of hitting a Pinata with a stick?





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Mariachi is a popular style of music in Mexico. Musicians play mostly stringed instruments, such as guitars and violins, but trumpets can be included too. Often, male mariachi musicians wear sombreros and short jackets. For many people, mariachi has a happy, cheerful sound.



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## Key Questions:

- What is a Mariachi band?
- What kind of instruments do they play?



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## History: Cut and Paste Mexican Celebrations

Directions: Cut out the word boxes and match them to the correct picture. Have your parent check that you have the right answers. When your matches are correct glue them into your History notebook.

September 16th - Mexican Independence

November 1st - Day of the Dead

May 5th- Cinco de Mayo

Birthdays

General musical celebrations





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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.



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Write a complete sentence for each of the following pronouns:

1. They :

---

---

2. She:

---

---

3. He

---

---

4. You:

---



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Points

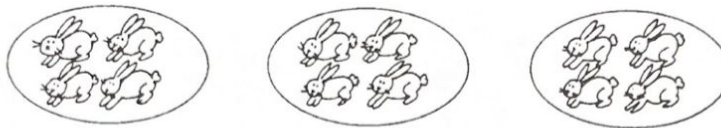
5

**Test  
A**

### Unit 15: Division

### Chapter 1: Sharing and Grouping

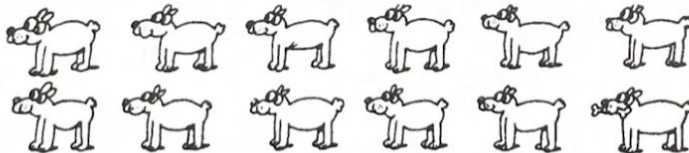
1.



The toy rabbits are put equally in \_\_\_\_\_ groups.

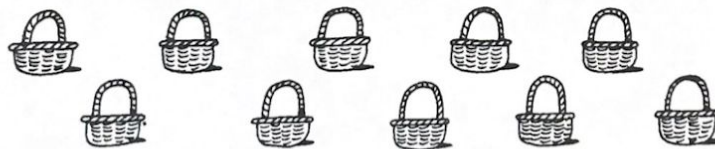
There are \_\_\_\_\_ rabbits in each group.

2. Circle groups of 3.



There are \_\_\_\_\_ groups.

3. Circle groups of 5.



There are \_\_\_\_\_ groups.



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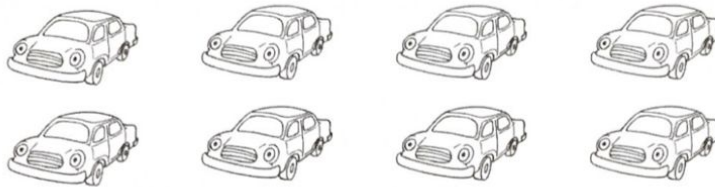
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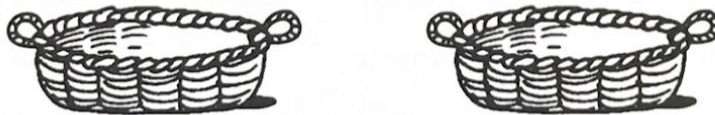
85

4. Circle groups of 2.



There are \_\_\_\_\_ groups.

5. Put the 6 oranges equally into 2 baskets.  
Draw the oranges in the baskets.





Name: \_\_\_\_\_

Class: \_\_\_\_\_





Date: \_\_\_\_\_

Points

15

### Cumulative Test A Units 1-15

1.

			
Bears	Rabbits	Cats	Dogs

- (a) There are \_\_\_\_\_ more bears than rabbits.
- (b) There is/are \_\_\_\_\_ more cat(s) than dogs.
- (c) There are \_\_\_\_\_ animals altogether.



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2. There are 18 boxes of fish and chips.

Mother makes another 7 boxes of fish and chips.

$$18 + 7 = \underline{\hspace{2cm}}$$

There are            boxes of fish and chips altogether.

3. 26 and            make 30.

4. Find two pairs of numbers that make 40.

**10**    **38**    **30**    **2**

           and            make 40.

           and            also make 40.

5. Make two number sentences using the numbers below.

**16**    **9**    **31**    **20**    **2**

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 29$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 25$$





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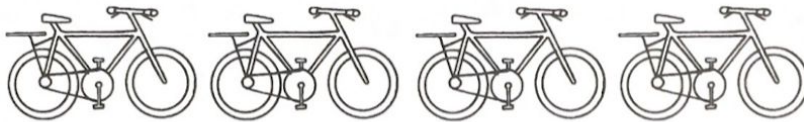
88

6. There are 38 cupcakes.

Jill eats 9 of them.

There are \_\_\_\_\_ cupcakes left.

7.



There are 4 bicycles.

Each bicycle has 2 wheels.

There are \_\_\_\_\_ wheels altogether.

8. Write the number sentence.



\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_



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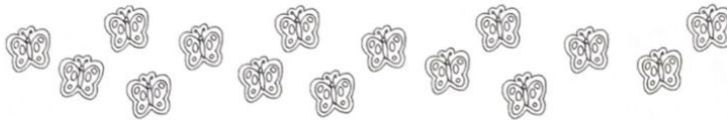
89

9.



There are \_\_\_\_\_ groups of \_\_\_\_\_.

10.



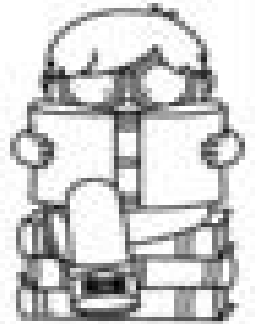
Share 15 stickers equally among 3 children.

How many stickers does each child get?

Each child gets \_\_\_\_\_ stickers.



# My Favorite Part



Title: \_\_\_\_\_

Author: \_\_\_\_\_

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---

---

---

---

---

---

Name: \_\_\_\_\_



# Read & Recall

Name \_\_\_\_\_ I read to \_\_\_\_\_

Title: \_\_\_\_\_

What is the story mostly about?

Tell me 2 things you remember from the story:

1. \_\_\_\_\_

2. \_\_\_\_\_

Draw something that happens from each part of the story.

Beginning	Middle	End



## **Latina Canta: Around the House**

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

- 1. Say the Latin name for each picture aloud.*
- 2. Color the picture.*
- 3. Try and find all of these things in your own house!*

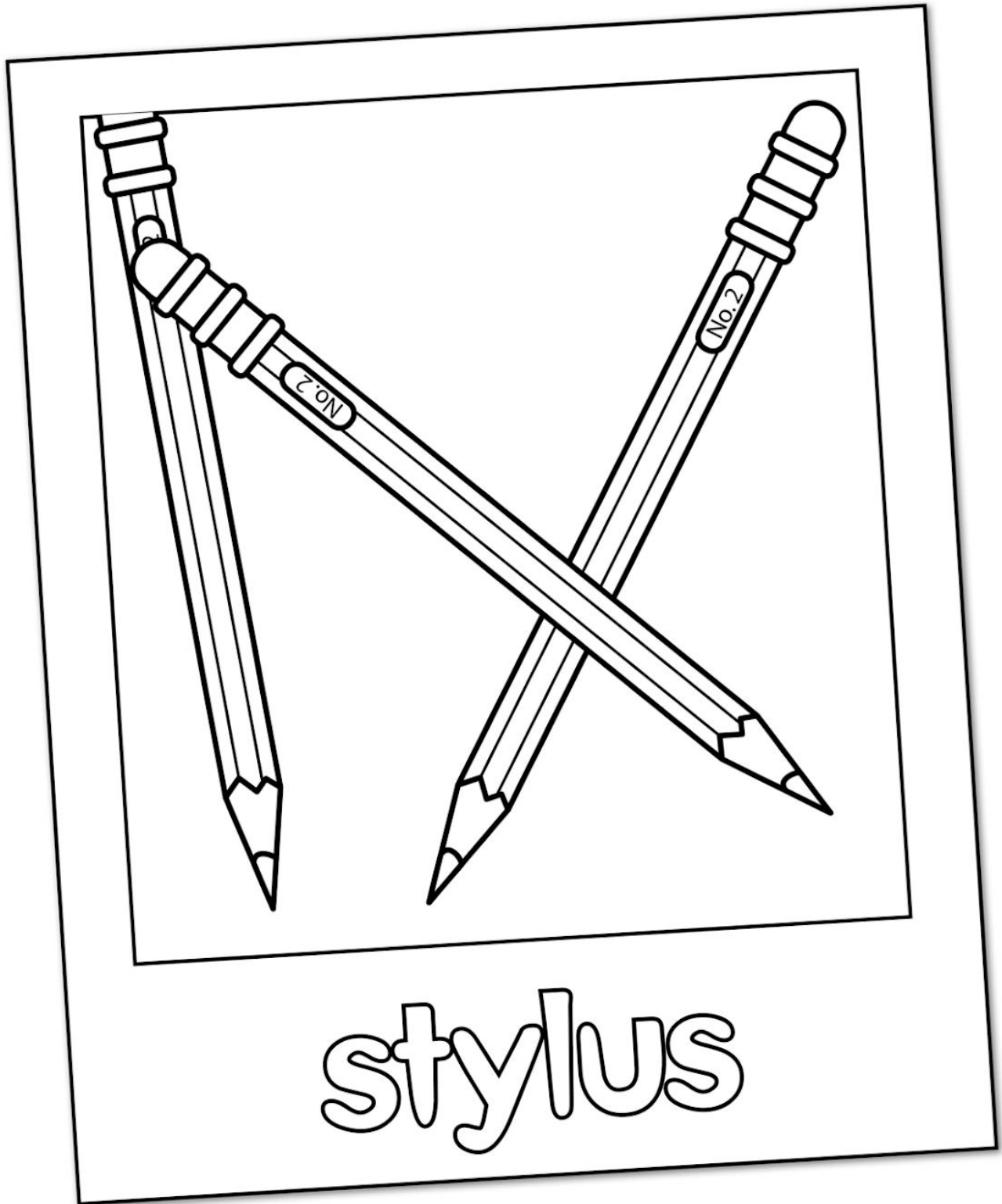


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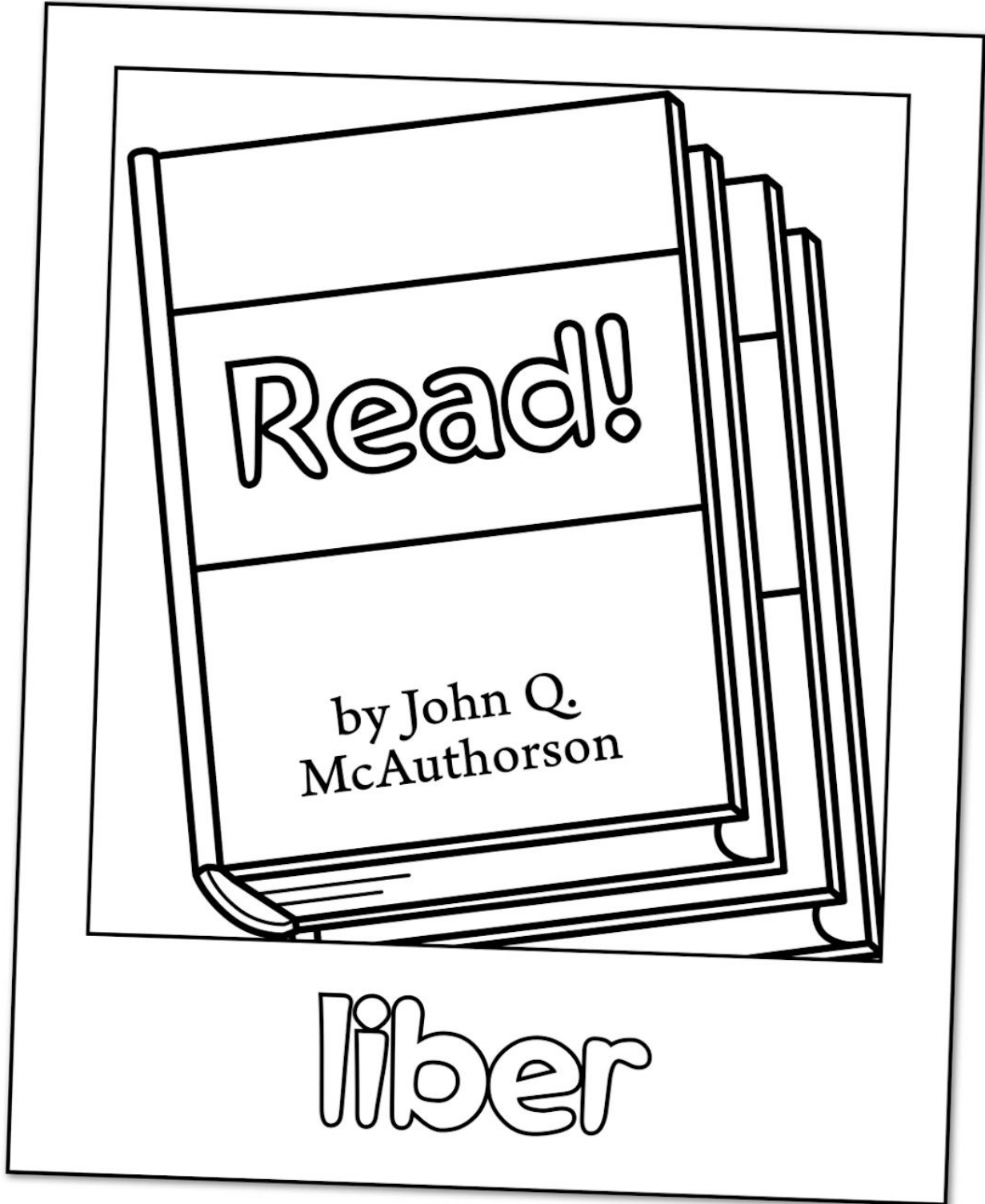


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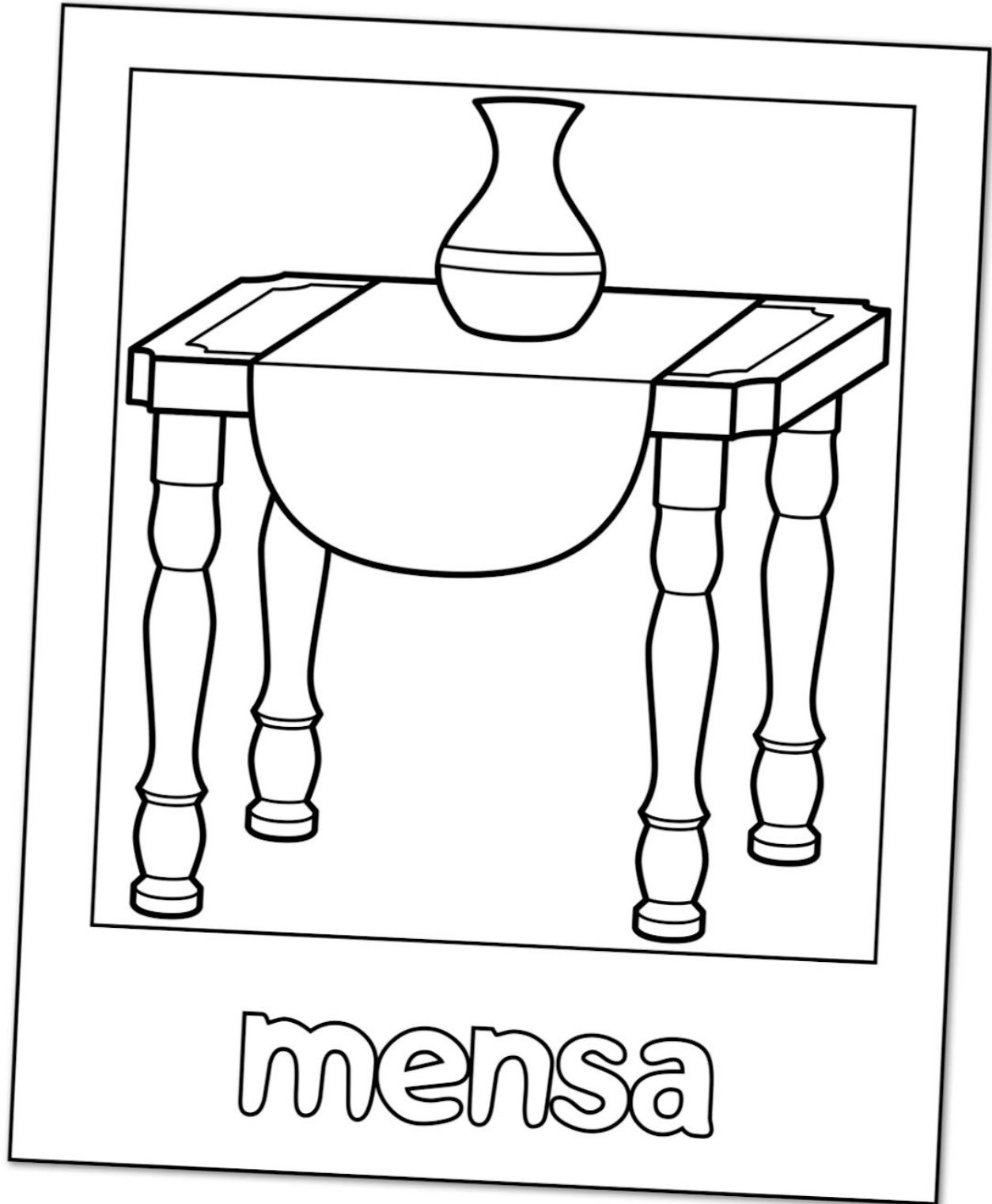
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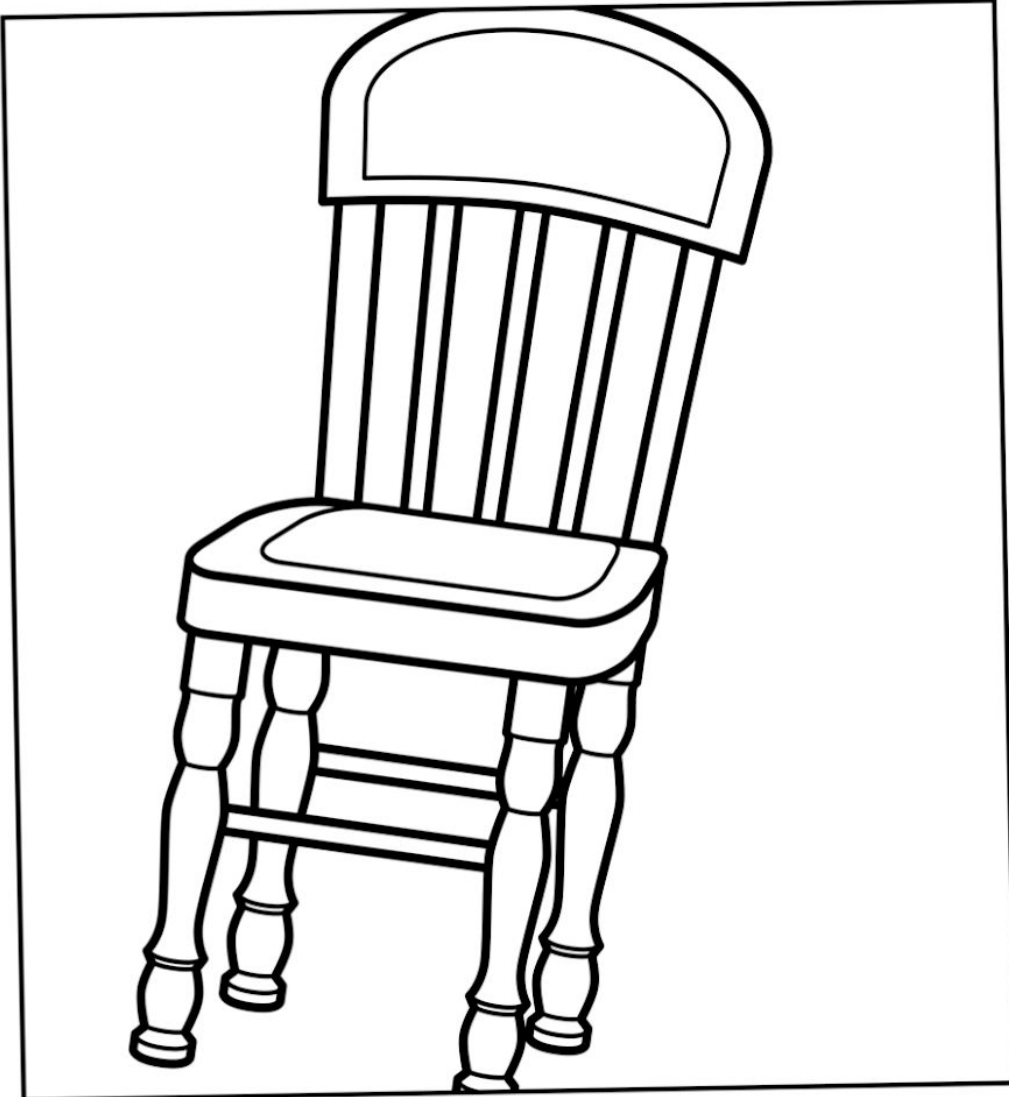
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