



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Parent Packet: 1st Grade 1

Letter to Students/Families

Week of May 4, - May 8, 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

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Monday 05/04/20

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	Read Sam the MinuteMan pages 56-62. Read Aloud video is available in google classroom.
Poetry	Read Stanza 1 of the new poem 'Wynken, Blynken,and Nod' with your scholar. Interactive read aloud video with motions on google classroom.
Math	<p>Math Facts - Using index cards, scratch paper or any other paper you have at home have your scholar make math fact family cards for "13." For example, $1+12=13$, $12+1=13$, $13-1=12$, $13-12=1$; $2+11=13$, $11+2=13$, $13-2=11$, $13-11=2$; $3+10=13$, $10+3=13$, $13-3=10$, $13-9=4$; $4+9=13$, $9+4=13$, $13-4=9$, $13-9=4$; $5+8=13$, $8+5=12$, $13-5=8$, $13-8=5$; $6+7=13$, $7+6=13$, $13-6=7$, $13-7=6$.</p> <p>Your scholar will study these math facts everyday this week.</p> <p>Unit 18.3b Comparing Two Numbers</p> <p>Vocabulary: Between, greater, greatest, smaller, smallest</p> <ol style="list-style-type: none"> 1. Parent has S complete WB Ex. 7, p. 142. Parent assist S if needed. 2. On a piece of paper, Parent writes a number 3 and the number 7: 3 7 Ask S which number is <u>greater</u>. (7) Ask S which number is <u>smaller</u>. (3) Repeat the comparison with several other pairs of single-digit numbers: 4, 8 2, 5 6, 9 3. Parent writes on a piece of paper: 30 70 Ask S which number is greater. (70) Ask S which number is smaller. (30) Repeat the comparison with several other pairs of two-digit numbers: 20, 60 40, 50 10, 80 4. Parent writes on a piece of paper two two-digit numbers that have the same tens digit: write 23 27 Ask S which number is greater. (27) Ask S which number is smaller. (23) 23 = 2 tens 3 ones 27 = 2 tens 7 ones Highlight the number of tens and ones in 23 and 27. Point out that the number of <u>tens</u> is the <u>same</u> and therefore any <i>difference</i> is due to the number of <u>ones</u>. Repeat the comparison with other pairs of two-digit numbers that have the same tens digit: 32, 35; 65, 66; 81, 89 5. 1B TB p. 85 Parent and S discuss contents on p. 85. Use the picture there when discussing the following comparisons. On a piece of paper Parent writes 2 two-digit numbers that have the same ones digit: 46 16 6. Ask S which number is greater. (46) Ask S which number is smaller. (16) Highlight the number of tens and ones of each number. Point out that the number of tens is different and therefore the number with more tens is greater: 46 = 4 tens 6 ones; 16

	<p>= 1 ten 6 ones. Repeat the comparison with several other pairs of two-digit numbers that have the same ones digit: 25, 35; 67, 87</p> <ol style="list-style-type: none"> 7. Use the picture on TB p. 85 when discussing the following comparisons. 8. Parent writes 2 two-digit numbers where the number with the larger tens digit has a smaller ones digit: 63 57 9. Ask S which number is greater. (63) Ask S which number is smaller. (57) Highlight the number of tens and ones of each number. Point out that the number with more tens is greater than the other number. 63 = 6 tens and 3 ones, 57 = 5 tens 7 ones 10. Repeat the comparison with other pairs of two-digit numbers: 77, 81; 42, 54 11. Parent and S discuss JN "Comparing Two Numbers" and S neatly copies JN onto next clean page in red math journal. <p>*Abbreviations Key for Math</p> <ul style="list-style-type: none"> ● PA- Parent Assistance if needed ● I- Scholar works independently without PA ● WS- Worksheet ● WB- Workbook ● Ex.- Exercise ● TB- Textbook ● e.g.- for example ● p.- page ● S- your scholar/child ● FN- Friendly Notes for math ● JN- Journal Notes
History	<p>Subject: The English Travel to Virginia</p> <p>Materials: Student Read Aloud Packet pgs. 9-13</p> <p>What to do:</p> <p>Step 1- Identify the topic</p> <p>Step 2- PA (parent assisted) Read from text in the student packet pgs. 9-13 with your student, asking questions to check for comprehension as you go.</p> <p>Step 3- Complete the (independent) activity- color the picture of King James.</p>
Science	None.
Special	PE

I=Independent or PA=Parent Assisted

hold	Please hold my jacket.	R. 19- "o" may say "o" followed by two consonants.
drill	We had a fire drill.	Rule 17- we often double the /l/ after a single vowel at the end of one syllable word.
ar my	Alejandro's dad is in the army.	R. 6- we use "y" not "I" at the end of English words
pret ty	Camila has a pretty headband on.	The e is not saying it e. R 29- In multi-syllable words, double consonants should be sounded for spelling but not for reading. R.6 we us "y" not "I" at the end of English words.
stole	Who stole the cookie from the cookie jar?	
in come	He has a decent income.	My base word is "in", my ending is "come". I must write "in" and add "come" to make the compound word income
brought	My mom bought fruit.	5 on top of "ough" it is saying its 5 th sound.
paid	He paid the musician.	My base word is "pay", my ending is "ed(second sound) I write pay BUT change "ay" to partner "ai" and add /d/.
laid	Mr. Jackson laid his head back and closed his eyes.	My base word is "lay", my ending is "ed(second sound) I write lay BUT change "ay" to partner "ai" and add /d/.
said	Mrs. Molder said not to run in the halls.	My base word is "say", my ending is "ed(second sound) I write say BUT change "ay" to partner "ai" and add /d/.

5/4/20 Comparing Two Numbers

3
smaller

7
bigger

30
smaller

more
tens →

70
bigger

23
smaller
2 tens and 3 ones

27
bigger
2 tens and 7 ones

Look at the ones place if the
tens place is the same.

History Day 1- Parent Packet- May 4

Title: The English Travel to Virginia

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:

Trade, traders, furs, lumber, pearls, supplies, passengers, on board

Step 1: Identify the Topic- The English Travel to Virginia

After the failure on Roanoke Island, a permanent English colony was not established in North America until 1607, when colonists sailing under a charter from King James I planted the English flag at Jamestown. Rather than shoulder all the potential losses from an expedition, some London merchants decided to combine into a joint-stock company to finance another colonization attempt.

The merchants named their venture the Virginia Company and sought a charter from King James I. At that time, all land that explorers came upon was claimed in the name of the nation under whose flag they sailed. As a result, anyone who wanted to settle on that land needed the monarch's permission— whether it was the king and/or queen of Spain, France, or England. The Virginia Company was granted a charter to settle along the coast of an area that stretched from what is modern-day North Carolina through Virginia and Maryland to Delaware.

Tell students that in today's Read Aloud, they will learn several different reasons why the English continued to travel to the New World.

Step 2: Parent Assisted Read Aloud

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

1. What did English traders bring back from the New World?
2. What did the English traders want the new settlers to do?
3. What did King James do?
4. How many ships sailed to the New World from England?
5. What happened after the English settlers set out for the New World?
6. What did the colonists do while they waited?
7. What happened after strong winds arrived?
8. How long after leaving England did the settlers arrive in Virginia?
9. What did King James and the English traders hope to find in Virginia?

Step 3: Independent Activity.

Have your student color the picture of King James. Do not turn it in.

<p>Spalding</p>	<p>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.</p>
<p>Literature</p>	<p>Have your scholar answer the following questions in their journal:</p> <p>How do you think Sam felt walking home with his dad?</p> <p>Why was he worried about John?</p> <p>Do you think Sam will be a minuteman in the American Revolution? Why or Why not?</p>
<p>Poetry</p>	<p>Read Stanza 2 of the new poem 'Wynken, Blynken,and Nod' with your scholar.</p> <p>Interactive read aloud video with motions on google classroom.</p>
<p>Math</p>	<p>Math Facts - Using index cards, scratch paper or any other paper you have at home have your scholar make math fact family cards for "13." See Monday Your scholar will study these math facts everyday this week.</p> <p>Unit 18.3c Order</p> <p>Vocabulary: Between, greater, greatest, smaller, smallest</p> <p>1. Parent write four two-digit numbers on a piece of paper: 51, 14, 28, 65 Highlight the number of tens and ones of each number: 51 = 5 tens 1 one 14 = 1 ten 4 ones 28 = 2 tens 8 ones 65 =6 tens 5 ones Ask S which is the <u>smallest</u> number. (14) Guide S to look for the number with the least number of tens. When there are two or more numbers with the same lowest number of tens, then get S to look for the number with the lowest number of ones among them. Ask S which is the <u>greatest</u> number. (65) Guide S to look for the number with the most number of tens, then get S to look for the number of ones among them. Parent draw four squares (represented by lines below) on a piece of paper and write the smallest number in the leftmost square (line) and the greatest number in the rightmost square (line): <u> 14 </u> <u> </u> <u> </u> <u> 65 </u></p> <p>Compare the remaining two numbers: 28, 51 and fill in the middle squares (lines) to form a sequence in ascending order: <u> 14 </u> <u> 28 </u> <u> 51 </u> <u> 65 </u></p> <p>Repeat the process with several other sets of two-digit numbers. In some cases, form the number sequence in descending order.</p>

	<p>Ascending order: 67, 33, 72, 15; 83, 95, 77, 98 Descending order: 12, 46, 25, 62; 59, 33, 69, 22 Parent and S discuss JN "Number Order" and S neatly copies JN onto next clean page in red math journal. 1B WB Ex. 8, p. 143 Parent models first problem. S independently completes the rest of the problems on p. 143. (Answer key: 12, 17, 36, 43; smallest #12, greatest #43; 52, 50, 38, 29; smallest #29, greatest #52; 93, 86, 84, 68; smallest #68, greatest #93; 58, 60, 72, 95; smallest #58, greatest #95.)</p>
History	<p>Subject: John Smith and the Powhatan Materials: Read Aloud Packet pgs. 14-16 What to do: Step 1- Identify the Topic- John Smith and the Powhatan Step 2- PA (parent assisted) Read from text in the student packet pgs. 14-16 with your student, asking questions to check for comprehension as you go. Step 3: Complete the (independent) activity- Color in picture of John Smith.</p>
Science	None.
Special	Latin

I=Independent or PA=Parent Assisted

*Abbreviations Key for Math-See Monday page

en ter	Benjamin stepped back and let Azria enter first.	
rail road	A new railroad is under construction.	My base word is "rail", my base word is "road". I must write "rail" and add "road" to make my compound word "railroad".
un able	I am unable to take your call.	My base word is "able", my prefix is "un", I must write "un" and add "able" to make the word unable. Rule 4: a may say a at the end of a syllable.
tick et	We have one ticket left.	R-25: We use /ck/ after a single vowel saying its first sound, only at the end of a syllable.
ac count	She closed her bank account.	R-29: In multisyllable words, double consonants should be sounded for spelling, but not for reading.
driv en	I know you have not driven in two years.	My base word is drive; my suffix is "en" I must write "drive" WITHOUT the silent final "e". because the suffix "en" begins with a vowel. Rule 11- Silent final e words are written without the "e" when adding a suffix that begins with a vowel.
re al	He saw a mermaid, but it was not real.	Rule 4: a may say a at the end of a syllable.
re cov er	The doctor said Bella would recover quickly.	Rule 4: a may say a at the end of a syllable.
moun tain	Bella Star and her family climbed a mountain.	
spea k	Ms. Grell would like to speak with you.	

History Day 2- Parent Packet- May 5

Title: John Smith and the Powhatan

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:

Adventurer, natural leaders, equal, swampland, mosquitos, malaria, survived, crops

Step 1: Identify the Topic- John Smith and the Powhatan

Powhatan is pronounced (/pow*at*an/).

Jamestown

In April 1607, the first one hundred English colonists—men and boys only—dropped anchor in a river they named “James” in honor of the English king. After a search for a site that was accessible for trade with the local people and out of sight of Spanish ships, the colonists established their settlement and named it Jamestown. Unfortunately, the area was marshland and filled with mosquitoes. Farming such land would prove difficult.

However, many of the men who came in the first three years of the colony were not interested in farming. They were there to search for gold and silver and to trade with the Native Americans for beaver and deer skins. These trade goods were luxuries that would bring high prices in Europe.

The quest for riches made it difficult to get the men to work together. Finally, Captain John Smith took charge and told the men that those who did not work would not eat. Reluctantly, the men began to farm. Smith remained in charge until 1609, when he returned to England because of an injury.

Between 1607 and 1609, more colonists, including a few women, arrived, but the difficulties of farming, disease (malaria and dysentery), and malnutrition devastated the population. Some nine hundred colonists came during those years, but only three hundred were left at the end of a crisis that came to be known as the “starving time.”

Step 2: Parent Assisted Read Aloud

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

1. What did King James want the settlers to do?
2. What did the settlers name their colony?
3. Who was John Smith?
4. Why didn't the other chosen leaders like John Smith?
5. What did the other leaders do to John Smith?
6. Why was it a mistake to leave John Smith tied up on one of the ships?
7. What kinds of problems did settling on swampland cause?
8. Why were the Powhatan unhappy with the settlers?

Step 3: Independent Activity.

Color in picture of John Smith. Do not turn in.

Wednesday 05/06/20

Spalding	<p>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.</p>
Literature	<p>Finish any pages from Sam the Minuteman that you may be behind on. Review videos available on google classroom.</p> <p>Book Review:</p> <p>Have your scholar go through the book or videos of Sam the Minuteman and in their journals answer the following;</p> <ul style="list-style-type: none"> -Name all of the characters that we met in this book. -What is the setting of the story? -Summarize the book. Break the story down into three parts, the beginning, middle and end. Write a complete sentence for each part.
Poetry	<p>Read Stanza 3 of the new poem 'Wynken, Blynken,and Nod' with your scholar.</p> <p>Interactive read aloud video with motions on google classroom.</p>
Math	<p>Study math fact family cards for "13."</p> <p>Your scholar will study these math facts everyday this week.</p> <p>Unit 18.3d Game - Count on and Count back</p> <p>Materials: Game board, 2 number cubes (homemade or use dice from home. If using dice from home please use a little piece of paper with the + and - numbers that follow and tape them on your dice for this game.), one cube or die will be the "ones" cube with the numbers +1, -1, +2, -2, +3, -3. The other cube or die will be the "tens" cube with the numbers +10, -10, +20, -20, +30, -30.</p> <p>How to make a paper cube: https://www.youtube.com/watch?v=5YfeJjsew3A</p> <p>Vocabulary: ones, tens, count on, count back</p> <p>Game instructions: Place the game board (100's chart) between Adult and S (more people can play!)</p> <p>Choose game pieces such as beans, buttons, paper clips, or game pieces from another game at home.</p>

If 2 people are playing or if teams are playing:

Place the game pieces at “50” on the chart. This is the start position.

Take turns to play. A sequence of playing order for everyone has to be determined in advance.

If only 2 people are playing, the **first person** rolls tens cube. The person calls out the number(e.g., “3 tens forward” for “+30” and “3 tens backward” for “-30”) and moves his/her game piece up or down on the board to the correct number (on 50, if rolls +30 game piece goes to “80,” if rolls -30 game piece goes to “20”) Next the **second player** rolls the tens cube and follows same procedure a above.

For the next round, the **first player** rolls the “ones cube” and calls out the number in ones, indicating forward or backward, depending on the sign of the number. (e.g. “2 ones forward” for “+2” and “2 ones backward” for “-2.”) The player moves his/her game piece to its new location by moving the piece to the right or to the left, by the corresponding number of squares. (E.g., if piece is on 80, rolls +2, moves piece to “82” and if rolls -2 moves piece left to “78.”) Next, the **second player** rolls the “ones” cube and moves his/her game piece accordingly.

This game can be played by teams of people, also. The **first team (shares a game piece)** rolls the “tens” cube, then the **second team (shares a game piece)** rolls the “tens cube” then teams roll the “ones cube” and follows rules/procedures above.

Next, the first team throws the “ones cube” and calls out the number in ones, indicating forward or backward, depending on the sign of the number. (e.g. “2 ones forward” for “+2” and “2 ones backward” for “-2.”) The player moves his/her game piece to its new location by moving the piece to the right or to the left, by the corresponding number of squares.

****If one of the players lands on the other person’s/team’s occupied “number” (where their game piece is), the person/team who WAS there has to move back to “50.”**

Any game piece forced to “move off” the board by exceeding 100 or going below 1, is out of the game. The game ends when only one game piece is left on the board.

The person or team whose game piece is left on the board wins.

1. Parent and S discuss 1B TB p. 85-87 and S completes answers in orange boxes. (Answer key: p. 86. 56, 25; p. 87. 62, 39.) Parent and S work together in TB p. 88 Task 1 answering questions then S independently completes Tasks 2 and 3. (Answer key: Task 1a- 65, 1b- 63, 1c-74, 1d- 54. Task 2a- 50, 60, 80; Task 3a-62, 3b-72, 3c- 86, 3d- 76)
2. 1B WB Ex. 11 and 12 p. 147-149. Parent models Ex. 11.1a $45 + 10 = 55$ (Count on 1 ten from 45.) S completes 11.1b-c independently on p 147. On p. 148 S independently completes Ex. 11.1d, e, g, h. On p. 149 S independently

	<p>completes Ex. 12. 1a, b, c, d, e, g, i, j (Answer key: p. 147 11.1b- 69, c- 75; p. 148. 11.1d- 66, e- 74, g- 84, h- 84. P. 149 Ex.12.1a- 78, b- 87, c- 81, d- 72, e- 81, g- 81, i- 78, j- 92.)</p> <p>3. Extra practice WS Ex. 3: Order of Numbers, p. 181-182. S completes Ex.3.1 independently, PA, if needed, with S on Ex. 3.2a and 3.2c on p. 181. On p 182, S independently works 3.a, b and PA, if needed on 4a-f. (Answer key: p. 181 3.1 Check for accuracy on filled numbers on number chart. 3.2a- 42, 44, 46, smallest # 40, greatest # 46; 3.2c-74, 64, 54, smallest # 54, greatest # 84. P. 182 #3a- 40, 31, 3.b- 64, 73; 4.a- 75, b- 90, c- 97, d- 74, e- 92, f-77.)</p> <p>Ask S which is the <u>greatest</u> number. (65)</p> <p>Guide S to look for the number with the most number of tens, then get S to look for th#43; 52,</p>
History	<p>Subject: John Smith and the Powhatan Continued</p> <p>Materials: Read aloud packet pgs. 17-20</p> <p>What to do:</p> <p>Step 1- Identity the topic- John Smith and the Powhatan Continued</p> <p>Step 2- PA (parent assisted) Read from text in the student packet pgs. 17-20 with your student, asking questions to check for comprehension as you go.</p> <p>Step 3- Complete the (independent) matching activity.</p>
Science	None.
Special	Music

I=Independent or PA=Parent Assisted

*Abbreviations Key for Math-See Monday page

past	Emma ran past the classroom.	
might	Alexander might go swimming.	
con tract	She will renew her contract.	
deal	We have a deal!	
³ all	The scholars did all of their work.	R-17: We often double the "l" after a single vowel at the end of a one syllable word.
³ al most	We are almost home.	My base word is "all", my base word is "most". I must write "all" and add "most" to make the compound word BUT when "all is part of a compound word; we only write one // (R.21) R. 19- vowel "o" may say its 2 nd sound followed by two consonants.
bring	Maddy will bring donuts.	
⁵ brought	Siobhan brought cookies.	
less	Jack has less apples than Malachi.	R-17: We often double the "s" after a single vowel at the end of a one syllable word.
<u>e</u> vent	We enjoyed the school event.	Rule 4: a may say a at the end of a syllable.

History Day 3- Parent Packet- May 6

Title: John Smith and the Powhatan Continued

Instructions for Parents:

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

Key Vocabulary:

Adventurer, natural leader, equal, swampland, mosquitos, malaria, survived, crops

Step 1: Identify the Topic-

The Powhatan Confederacy and Pocahontas

The poor relations between the colonists and Native Americans in the area only made the colonists' situation worse. The Native Americans and the colonists had differing opinions on land use, which continued to cause conflict between the groups. The Native Americans did not seek to own land exclusively, as the colonists did. The English had expected to be able to subdue and exploit the indigenous populations, as the Spanish had. However, unlike the Spanish Crown, the English did not send an army to support the colonists. Instead, the colonists were left to figure out for themselves how to deal with the Native Americans.

Powhatan was the name of a tribe, but the English called both the tribe and their leader (Wahunsonacock) by the name Powhatan. Chief Powhatan was the leader of both the Powhatan and a confederacy, or loose organization, of Native American groups dispersed over most of the Virginia coast and into Maryland.

In the beginning, the Powhatan aided the colonists of Jamestown as much as the Wampanoag would later help the Pilgrims in Plymouth Colony in 1621. The Powhatan showed the colonists new plants that would grow well in their fields and gave them food. However, when the colonists still failed to grow enough food by the second year, Smith tried to force the Powhatan to give them food by burning the Native Americans' fields and villages. In response, the Powhatan attacked. Warfare broke out and continued through much of the first half of the 1600s. By 1667, there were only about two thousand left of the twenty thousand or so Powhatan in the region where Jamestown was first settled.

Step 2: Parent Assisted Read Aloud

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

1. What eventually happened to John Smith?
2. What happened to half of the settlers?
3. What did John Smith persuade the remaining settlers to do?
4. Why was the first winter difficult for the settlers?
5. What did John Smith decide to do?
6. Who were Chief Powhatan and Pocahontas?
7. What did the Powhatan agree to do?
8. How did the trade help the settlers?
9. How did Pocahontas help the settlers?

Step 3: Independent Activity.

Complete the matching activity. Do not turn in.

Spalding	Review all 30 words with rules and markings.
Literature	<p>Scholar will complete a worksheet on “Land of Nod” saying.</p> <p>Explain to your scholar that to be in the ‘land of nod’ means to be asleep.</p> <p>Have your scholar label the title: Land of Nod</p> <p>Have them write sentences of what they dream about when they sleep, and draw pictures of their dream/dreams.</p>
Poetry	<p>Read Stanza 4 of the new poem ‘Wynken, Blynken, and Nod’ with your scholar.</p> <p>Interactive read aloud video with motions on google classroom.</p>
Math	<p>Math Facts - Using index cards, scratch paper or any other paper you have at home have your scholar make math fact family cards for “13.” See Monday Your scholar will study these math facts everyday this week.</p> <p>Unit 18.4a More Than and Less Than</p> <p>Vocabulary: ones, tens, greater than, less than, greater, greatest, smaller, smallest</p> <p>Materials: 50 paper rectangle cutouts</p> <ol style="list-style-type: none"> Parent write “48” on a piece of paper. Ask S to tell you what number is 1 more than 48 (49). Guide S to count on: “48, 49.” Present one cluster with 48 cutouts and another with 49 cutouts using the rectangle cutouts: <p>Tens ***** ***** ***** *****</p> <p>Ones * * * * * * * *</p> <p>Tens ***** ***** ***** *****</p> <p>Ones * * * * * * * * *</p> <p>On the paper, Parent writes the addition sentence “48 + 1 = 49 Ask S to identify the cluster with more cutouts. Guide the S to say: “49 is <u>greater than</u> 48.”</p> <p>Write on the paper “49 > 48” and guide S to say: “49 is greater than 48.”</p>

	<p>Write on the paper “48 < 49” and guide S to say: “48 is <u>less than</u> 49.”</p> <ol style="list-style-type: none"> Add 2 more rectangle cutouts to the “48” cluster on the left side of the cluster on your paper and write the sentence “48 + 2 = 50” next to the cluster. Point out that the quantity of 50 is the same as 5 <u>tens</u>. <p>***** ***** ***** ***** *****</p> <p>Guide S to recognize that “50 is greater than 49” and “49 is less than 50.” 50 > 49 49 < 50 Write this on your paper.</p> <ol style="list-style-type: none"> 1B TB p. 89 Parent and S discuss contents on page. Get S to complete Tasks 1, 2, and 3 in TB on p. 90 and write their answers in their TB. (Answer key: p. 90 1a- >, b- <, c- >, d- <, e- <, f- >. 2a- 39, b-30, c- 56, d- 98. 3. 50, 59, 90, 95) Parent and S discuss JN “More Than and Less Than” and S neatly copies JN onto the next clean page in the red math journal. 1B WB Ex. 13, p. 150-152. Parent models Ex. 13.1a, 2.a, 3.a, 4.a, 5.a, 6.a. S independently completes Ex. 13.1b, 1c, 1e; 2.b, c, e; 3.b, c, e, f, h; 4.c, d, f; 5.b, 6.b, d, f, h, j (Answer key: Ex. 13 p. 150 1a- 50, 1b- 59, 1c- 45, 1.e- 87; 2.a 45, 2.b- 87, 2.c- 63, 2.e- 70; 3.a 25, 3.b- 30, 3.c- 31, 3.e- 57, 3.f- 89, 3.h- 100; 4.a- 35, 4.c- 50, 4.d- 66, 4.f- 40; 5.a-67, 76, 78, 87; 5.b- 90, 82, 79, 66; 6.a->, 6.b- <, 6.d-<, 6.f->, 6.h-<, 6.j->) Extra Practice WS Ex. 4 p. 183-184 S completes independently Ex. 4.1a-f; 2.a-b, and #s 3 and 4. (Answer key: 4.1a->, b. <, c. >, d. <, e. >, f. <; 2.a- 20 is smallest, 2.b- 78 is greatest; #3- 40, 35, 26, 12; #4- 29, 36, 63, 92)
History	<p>Subject: Enslaved People in the Colonies Materials: Read Aloud Packet pgs. 21-23 What to do: Step 1- Identify the Topic- Enslaved People in the Colonies Step 2- PA (parent assisted) Read from text in the student packet pgs. 21-23 with your student, asking questions to check for comprehension as you go. Step 3: Complete the (independent) fill in the blank assessment.</p>
Science	None.
Special	Art

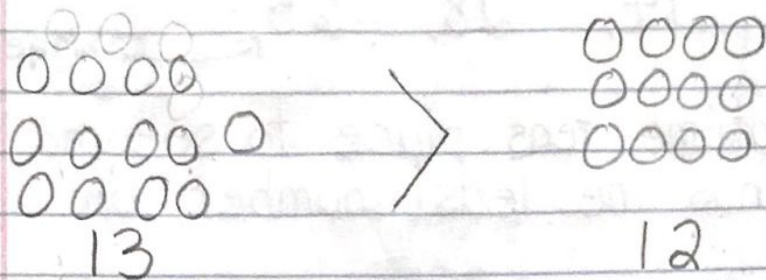
I=Independent or PA=Parent Assisted

*Abbreviations Key for Math-See Monday page

Thursday Spalding- Please use Monday-Wednesday pages for assistance.

hold	en <u>ter</u>	past
drill	ra <u>il</u> ro <u>ad</u>	mi <u>ght</u>
ar <u>my</u>	un <u>a</u> ble <u>=4</u>	con tract
pre <u>t</u> ty	ti <u>ck</u> et	de <u>al</u>
sto <u>le</u>	ac <u>count</u>	³ all
in come	driv en	³ al most
⁵ br <u>ought</u>	re <u>a</u>	bring
pa <u>id</u>	re <u>co</u> <u>ve</u> <u>r</u>	⁵ br <u>ought</u>
la <u>id</u>	moun <u>ta</u> <u>in</u>	less
sa <u>id</u>	spea <u>k</u>	e <u>ve</u> <u>n</u> t

5/7/20 More Than and Less Than



less
than



greater
than

13 is greater than 12

$$12 < 13$$

12 is less than 13

History Day 4- Parent Packet- May 7

Title: Enslaved People in the Colonies

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:

Enslaved, tobacco plants, pipes, plantations

Step 1: Identify the Topic- Enslaved People in the Colonies

The first slaves in the Americas were indigenous people enslaved by the Spanish in the late 1400s. By the early 1500s, the Spanish had begun to import enslaved Africans. The first Africans in the English colonies arrived at Jamestown in 1619, a year before the *Mayflower*. By the 1660s, Africans brought to America were definitely enslaved for life. By then, it was difficult to find enough workers to farm the large tobacco plantations that settlers were starting in the colony, so bringing captured and enslaved Africans provided a steady supply of labor.

The owners of the plantations lived in large houses separate from their slaves, who lived in small cabins that served as slave quarters. The slaves had to work from sunup to sundown in the fields. Many had their own gardens to supplement the food they were given by their owners.

Enslaved Africans were not paid for their work, so they could not buy clothes or other necessities. In most instances, slaves could not leave the plantation without permission, nor were they permitted to learn to read and write.

Step 2: Parent Assisted Read Aloud

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

1. What did the settlers learn about the Powhatan?
2. What did the settlers realize after their discovery about tobacco?
3. What began to happen after the colonists learned how to grow tobacco?
4. What did the farmers need to grow more tobacco?
5. Who was brought to work on the tobacco farms in the English colonies?
6. How do we know that enslaving Africans is a sad part of our history?

Step 3: Independent Activity.

Fill in the blank assessment- to be turned in on Friday.

Friday 05/08/20

Spalding	Assess: Spalding Test
Literature	Sam the Minuteman Test
Poetry	Have your scholar read the entire poem. What does it mean to them, what does it make them think of? Students will draw a picture of what they think the scene would look like, turn in.
Math	Assessments Unit 18, Ch. 3, p. 137 Orders of Numbers (Completed on Tuesday, turn in by Saturday at 8 p.m. along with quiz below.) Unit 18, Ch. 4 Comparing Numbers Quiz
History	Subject: Review this week Materials: Assessment from Thursday and answers. What to do: Step 1: Have students review their answers to the quiz from Thursday Step 2: I- Give students the answers to the quiz, and have them write down the correct answer where needed. Step 3: PA- Review the correct answers and wrong answers and review the comprehension questions to help your student better understand.
Science	None.

I=Independent or PA=Parent Assisted

*Abbreviations Key for Math-See Monday page

History Day 5- Parent Packet- Friday- May 8

Subject: Review this week

Materials: Assessment from Thursday and answers.

What to do:

Step 1: Have students review their answers to the quiz from Thursday

Step 2: I- Give students the answers to the quiz, and have them write down the correct answer where needed.

Fill in the Blank Answer key:

1. Tobacco; 2. Carved; 3. Jamestown; 4. England; 5. Plantations; 6. Free

Step 3: PA- Review the correct answers and wrong answers and review the comprehension questions to help your student better understand.

Remember to turn in the Thursday assessment, including the corrected answers. The Thursday assessment is the only item to be turned in this week.


Monday 05/04/20

History Day 1- Student Packet- May 4

CHAPTER
3

The English Travel to Virginia

For a while, the English did not send any more settlers to the New World, though they did continue to trade and fish there. These English traders brought back many valuable goods, such as furs, lumber, and pearls. They became rich.



9

Key Questions:

1. What did English traders bring back from the New World?

Eventually, some of these traders went to the new ruler of England, King James, with a plan. They wanted to try again to set up an English colony in the New World. And they wanted to send settlers to search for gold and silver. King James agreed. The traders hurried off to find ships, supplies, and men.



10

Key Questions:

1. What did the English traders want the new settlers to do?
2. What did King James do?

Just before Christmas in 1606, three ships sailed into the Atlantic Ocean. They were named the *Susan Constant*, the *Godspeed*, and the *Discovery*. One hundred and five male passengers and thirty-nine sailors were on board. Also on board was a letter from King James telling the settlers what to do and how to behave when they arrived in the New World.



Soon after these English settlers set out, the winds died down and the sailing ships went nowhere. For six weeks, the three ships sat in the Atlantic Ocean, waiting for a wind to fill the sails and take them west.



As they waited, the settlers ate food they had planned to use in their new home. They drank the water they had brought with them. And as the weeks went by, they became sick.



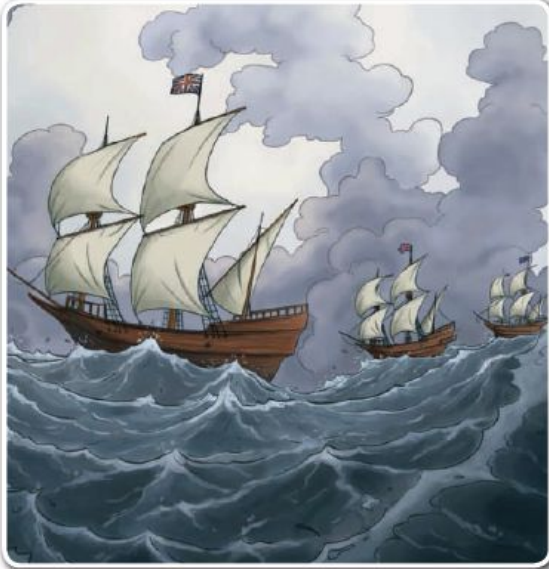
Key Questions:

1. How many ships sailed to the New World from England?

Key Questions:

1. What happened after the English settlers set out for the New World?
2. What did the colonists do while they waited?

Finally, strong winds did arrive. But the winds were so strong that they blew the ships in the wrong direction. Bad storms swept across the ocean, and enormous waves pounded the ships. Eventually, four months after leaving England, the three ships reached what is today Virginia.



13

Key Questions:

1. What happened after strong winds arrived?
2. How long after leaving England did the settlers arrive in Virginia?
3. What did King James and the English traders hope to find in Virgin

Student Packet Optional Activity- Do not turn in

Title: Coloring Activity- Color King James

Directions: Color in the picture of King James. Make sure to make him look like a King.



Wynken, Blynken, and Nod

BY EUGENE FIELD

Wynken, Blynken, and Nod one night
Sailed off in a wooden shoe--
Sailed on a river of crystal light,
Into a sea of dew.

"Where are you going, and what do you
wish?"

The old moon asked of the three.

"We have come to fish for the herring fish
That live in this beautiful sea;
Nets of silver and gold have we!"
Said Wynken,
Blynken,
And Nod.

The old moon laughed and sang a song,
As they rocked in the wooden shoe,
And the wind that sped them all night long
Ruffled the waves of dew.

The little stars were the herring fish
That lived in that beautiful sea--

"Now cast your nets wherever you wish--
Never afeard are we!"

So cried the stars to the fishermen three:
Wynken,
Blynken,
And Nod.

All night long their nets they threw
To the stars in the twinkling foam---
Then down from the skies came the
wooden shoe,
Bringing the fishermen home;
'T was all so pretty a sail it seemed
As if it could not be,
And some folks thought 't was a dream
they 'd dreamed
Of sailing that beautiful sea---
But I shall name you the fishermen three:
Wynken,
Blynken,
And Nod.

Wynken and Blynken are two little eyes,
And Nod is a little head,
And the wooden shoe that sailed the skies
Is a wee one's trundle-bed.
So shut your eyes while mother sings
Of wonderful sights that be,
And you shall see the beautiful things
As you rock in the misty sea,
Where the old shoe rocked the fishermen
three:
Wynken,
Blynken,
And Nod.

PE

This week in PE, we will be refreshing what we know about soccer! I know this is one of your favorite sports to play, and it's easy to practice alone or with your siblings or parents. You can use any ball you have around the house. It doesn't have to be a soccer ball. I will be posting a video on Google classroom but if you can't access GC, then you will see what I'd like you to do in a written format.

Lesson plan:

Find an area that is level so that the ball can't roll away from you. Using first your right foot, tap the top of the ball gently. Alternate feet so that you are using your right foot, then switching to your left foot. Do this for one minute. These are called toe taps.

Next, you will stand over the ball and gently touch the ball back and forth between your feet. Your knees should be bent and not stiff like a robot. Do this for a minute. This is called Fast Feet.

Now go find two shoes, or cones, or cups. Place them about 15 feet apart. Start at one end and dribble the ball quickly with only your right foot. Stop the ball exactly at the cone. Turn around and dribble back. Use **ONLY YOUR RIGHT FOOT**. Increase your speed but make sure to slow down enough to stop it at the cone. Do this 10 times.

Do the exact same thing but only use your **LEFT FOOT**.

Next, use both feet to dribble the ball to the cone. Try to take little quick touches and keep the ball very close to your body. Stop the ball at the cone and then come back. **DO** this 10 times.

CHALLENGE YOURSELF! Try this one. Using the tops of your feet, lock your ankle down (think laces) and dribble the ball to the other side in quick steps. Try using both feet. Do this 10 times.

If this was easy, then juggle the ball with your feet. Try to keep the ball off the ground using only your feet, knees and head! You can let it bounce if you need to. How many can you get? Can you guess my high score?

Tuesday 5/5/20

Name: _____

Class: _____

Student
Date: Tues. points

5/5/20

10

Turn in
on Friday 5/8.

Test A

Unit 18: Numbers to 100

Chapter 3: Order of Numbers

- _____ is 1 more than 13.

_____ is 10 more than 28.

_____ is 10 less than 95.

_____ is 1 less than 90.
- 20 more than 52 is _____.

20 less than 86 is _____.
- The numbers are placed in a regular pattern.
Write the missing numbers.

(a) 32, 42, 52, 62, _____

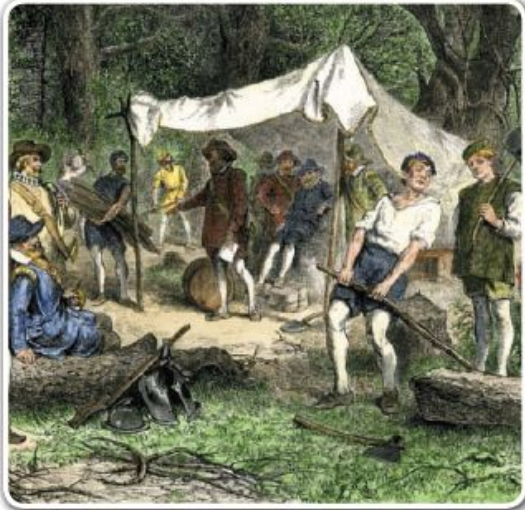
(b) 76, 66, 56, 46, 36, _____
- 2 tens less than 27 is _____.
- 1 ten more than 22 is _____.

History Day 2- Student Packet- May 5

CHAPTER 4

John Smith and the Powhatan

Shortly after arriving in Virginia, the king's letter was read out loud. The king wanted the settlers to find a good place to settle, where they would not be seen by passing Spanish ships. The land should also be near a wide, deep river.



This colony was to be named Jamestown, after King James. The settlers were to search for gold and silver as soon as they could.

14

A number of men had been chosen to run the colony. One of them was a young adventurer named John Smith. John Smith was a natural leader. But the other chosen leaders of the colony didn't like John Smith. He was not rich and powerful. They refused to treat such an ordinary person as an equal. Instead, they left John Smith tied up on one of the ships.



15

Key Questions:

1. What did King James want the settlers to do?
2. What did the settlers name their colony?

Key Questions:

1. Who was John Smith?
2. Why didn't the other chosen leaders like John Smith?
3. What did the other leaders do to John Smith?

This was a big mistake. The other leaders chose swampland to settle on. The land was also bad for farming. The damp swampland was good for one thing though—mosquitoes that carried a disease called malaria. The settlers were also not near clean drinking water.



To add to their problems, the Powhatan—the Native Americans whose land the settlers had taken—were not happy that they had arrived.

16

Key Questions:

1. Why was it a mistake to leave John Smith tied up on one of the ships?
2. What kinds of problems did settling on swampland cause?
3. Why were the Powhatan unhappy with the settlers?

Student Packet Activity- **Optional Do Not Turn In**

Title: Color in picture of John Smith. **Directions:** Color in picture of John Smith.



Latin

Instructions: In this lesson, we will review the Latin names for the parts of the body.

1. Say the Latin name for each picture aloud.
2. Color the picture.
3. Point to each of these body arts on yourself while saying their Latin name.

Pro Parentibus

For the Parents

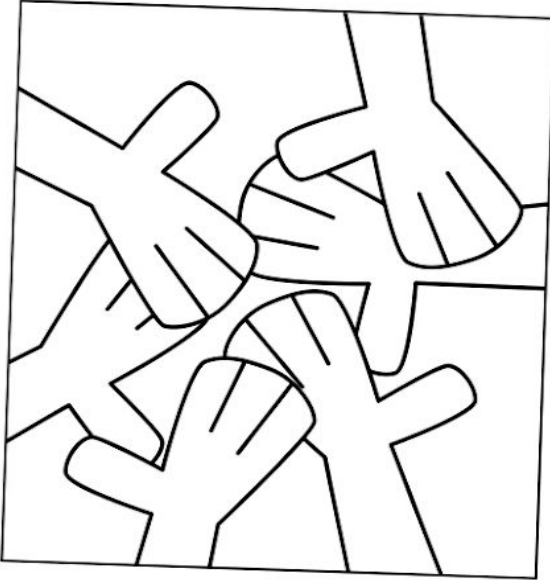
To help your scholars practice these words, you can play the game 'magister dicit,' substituting an action for one of these body parts alternatively, you can sing the song 'Caput, umeri, genua, digit' with them. They have learned this song in class, but I will have a video of this posted on Google Class in the K-2 Specials classroom.

Manus (*ma-noos*): hand

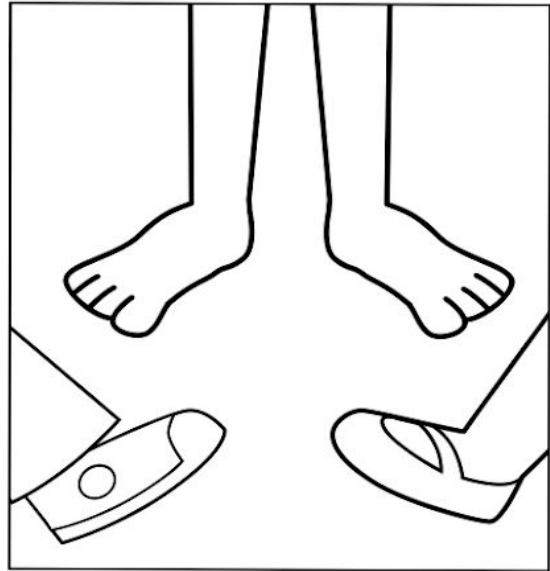
Pes (*like the english 'pace'*): foot

Corpus (*kor-poos*): body

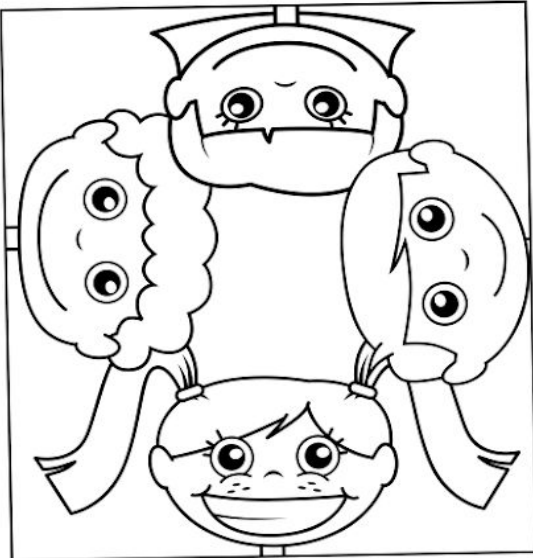
Caput (*Kaw-poot*): head



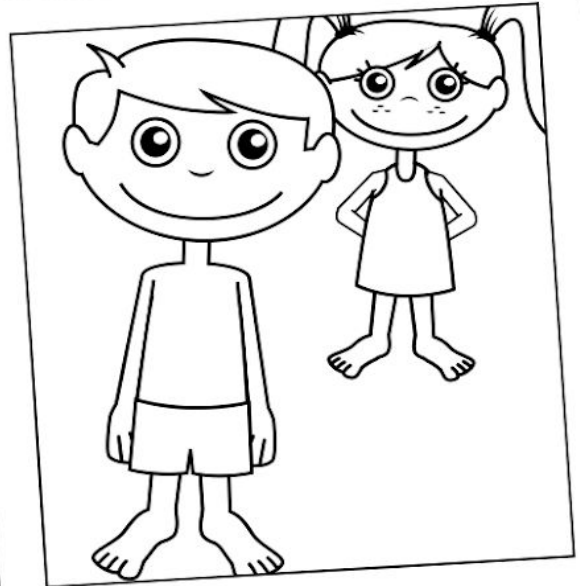
manus
(plural is *manūs*)



pes
(plural is *pedes*)



caput
(plural is *capita*)



corpus
(plural is *corpora*)

Wednesday 5/6/20

Appendix: 18.3a

Wednesday 5/6

Game Board

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

Name: _____

Class: _____

Date: 5/6/20 Wed.

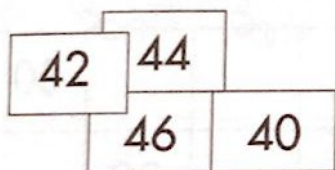
Exercise 3 : Order of Numbers Student p.1

1. Fill in the blanks.

11			14			17		
	22			25				30
		33			36		38	
41			44					49
	52			55		57		
		63			66			70

2. Write the numbers in order. Begin with the given number.

(a)

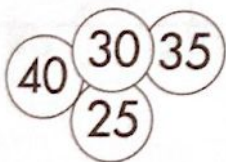


40 , , ,

The smallest number is _____.

The greatest number is _____.

(b)



25 , , ,

The smallest number is _____.

The greatest number is _____.

(c)



84 , , ,

The smallest number is _____.

The greatest number is _____.

Wed. 5/6/20 student p.2

3. Fill in the blanks.

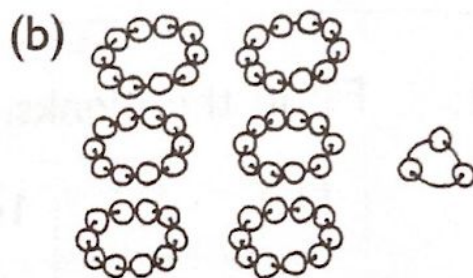
(a)

1 less than 41

is _____.

10 less than 41

is _____.



1 more than 63

is _____.

10 more than 63

is _____.

4. Fill in the missing numbers in the table.

Then fill in the blanks.

	72			75	76				80
81			84		86			89	
91		93		95			98		

(a) 1 more than 74 is _____.

(b) 1 less than 91 is _____.

(c) 10 more than 87 is _____.

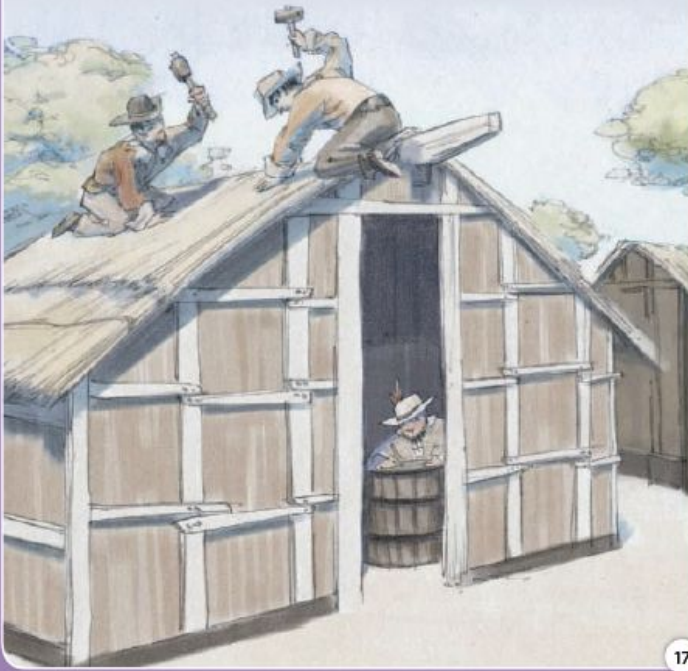
(d) 10 less than 84 is _____.

(e) 2 more than 90 is _____.

(f) 20 less than 97 is _____.

History Day 3- Student Packet- May 6

Eventually, John Smith became the leader of the colony. Even though half the settlers died in the first few months, John Smith persuaded those who survived to get to work. They chopped down trees, and they built homes. A strong log wall was built around the settlement.



17

That first winter was very difficult for the settlers. They were all cold and very hungry. John Smith knew they would have to make peace with the Powhatan. They needed to trade with the Native Americans for food. John Smith set off to do just that.



18

Key Questions:

1. What eventually happened to John Smith?
2. What happened to half of the settlers?
3. What did John Smith persuade the remaining settlers to do?

Key Questions:

1. Why was the first winter difficult for the settlers?

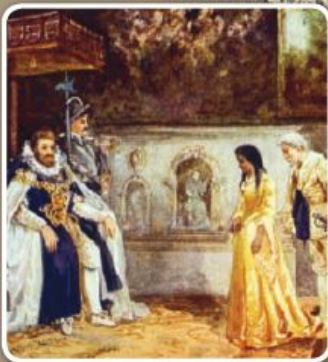
John Smith became friends with Chief Powhatan, the leader of the Powhatan, and with his daughter Pocahontas. The Powhatan agreed to trade corn and meat for axes and blankets. The food the Powhatan gave to the settlers was enough to last them through the winter. In the spring, those who had survived were able to plant their own crops.



Key Questions:

1. Who were Chief Powhatan and Pocahontas?
2. What did John Smith decide to do?
3. What did the Powhatan agree to do?
4. How did the trade help the settlers?

Pocahontas helped the settlers a lot. She encouraged her father to give the starving settlers food. And she may even have saved John Smith's life. After she married a settler by the name of John Rolfe, Pocahontas traveled all the way to England and met King James.



Key Questions:

1. How did Pocahontas help the settlers?

Student Packet Matching Activity- Do not turn in

Title: Matching activity- John Smith and the Powhatan

Directions: Draw an arrow from the first part of the sentence on the left to match the second part of the sentence on the right.

First Part of Sentence

Second Part of Sentence

John Smith became a leader

Powhatan.

They settlers needed to trade with the

and very hungry.

The first winter the settlers were cold

of the Jamestown colony.

A strong wall was built

Native Americans for food.

John Smith became friends with Chief

around the settlement.

The Powhatan agreed to trade corn and meat

and met King James.

Pochahontas traveled all the way to England

for axes and blankets.

Music 5/6/20

Skips When Notes Are On Lines.
Skips When Notes Are On Spaces.

If so is on a line, mi is on the space below it. If mi is on a line, so is on the line above it. Write a whole note on the correct line.

1.

so mi so mi mi so

2.

If so is on a space, mi is on the space below it. If mi is on a space, so is on the space above it. Write a whole note on the correct space.

mi so mi mi so

Thursday 5/7/20

Name: _____

Class: _____

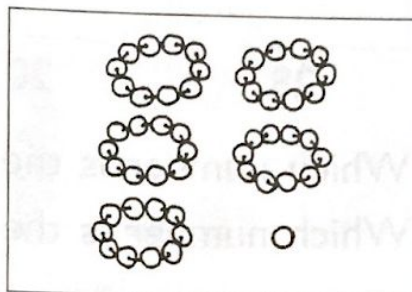
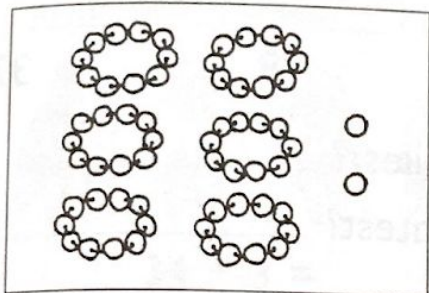
Date: Th. 5/7/20

student p.1

Exercise 4 : Comparing Numbers

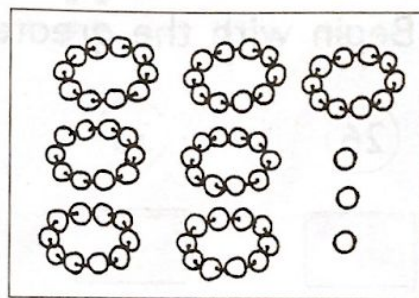
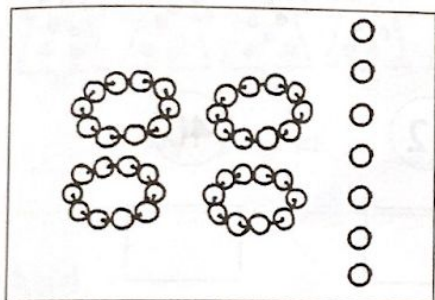
1. Fill in the circle with $>$ or $<$.

(a)



$$62 \bigcirc 51$$

(b)



$$47 \bigcirc 73$$

(c) $88 \bigcirc 29$

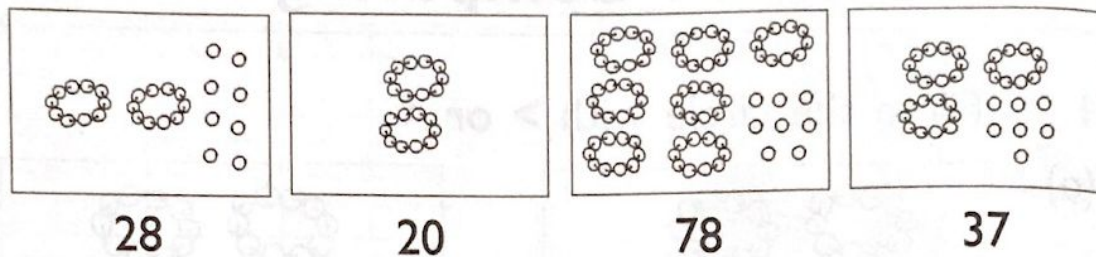
(d) $25 \bigcirc 52$

(e) $95 \bigcirc 89$

(f) $44 \bigcirc 64$

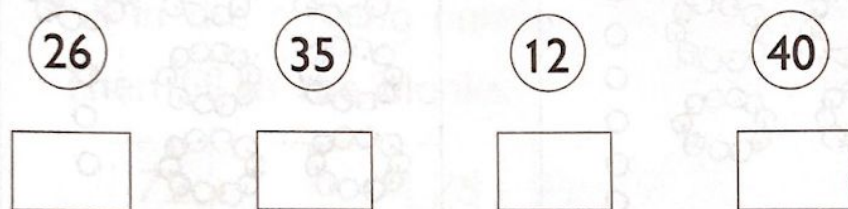
Th. 5/7/20 student p.2

2. Fill in the blanks.

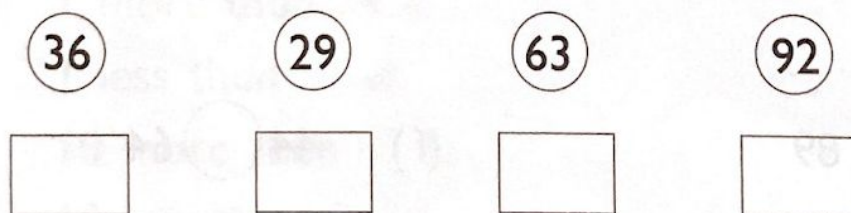


- (a) Which number is the smallest? _____
- (b) Which number is the greatest? _____

3. Arrange the numbers in order.
Begin with the greatest.



4. Arrange the numbers in order.
Begin with the smallest.

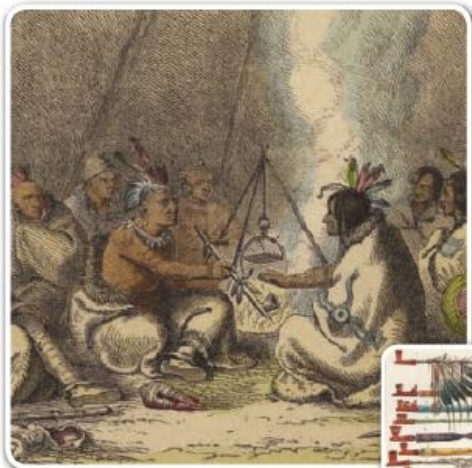


History Day 4- Student Packet- May 7

CHAPTER 5

Enslaved People in the Colonies

As the settlers got to know the Powhatan, they saw that they grew tobacco plants and smoked tobacco in pipes. The English settlers had not found gold, but they had found a plant that could make England rich. They realized that if they grew their own tobacco, they could ship it back to England and sell it.



Many different Native American groups smoked tobacco. They made beautifully carved tobacco pipes.



21

Before long, people in England were smoking lots of tobacco from Virginia. In fact, Jamestown was making so much money that the colony's farmers wanted to grow even more tobacco. To grow more tobacco, they needed more people. Some people came from England to do this hard work, but before long, there was a need for many more workers.



22

Key Questions:

1. What did the settlers learn about the Powhatan?
2. What did the settlers realize after their discovery about tobacco?

Key Questions:

1. What began to happen after the colonists learned how to grow tobacco?
2. What did the farmers need to grow more tobacco?

Over a period of time, people were enslaved and brought from Africa to work on large farms, called plantations. These plantations were mostly in English colonies in the South. Enslaved Africans were not free. They did not choose to plant tobacco. These enslaved people were bought and sold like the tobacco they were growing. This is a sad part of our history.



Key Questions:

1. Who was brought to work on the tobacco farms in the English colonies?
2. How do we know that enslaving Africans is a sad part of our history?

Student Packet Fill in the Blank Assessment- To be turned in on Friday

Title: Enslaved People in the Colonies

Directions: Complete the Fill in the Blank Assessment by writing in the correct word to complete each sentence.

Turn it in on Friday after reviewing and writing in any corrected answers.

This is the only thing that needs to be turned in from History.

Tobacco	Jamestown	England
Plantations	Carved	Free

1. The English settlers realized that if they grew _____, they could ship it back to England, sell it, and get rich.
2. Many Native American groups made beautifully _____ pipes.
3. The _____ Colony was making a lot of money from farming tobacco.
4. Many people from _____ came to Jamestown to help farm tobacco.
5. People from Africa were brought over to the English Colonies to work on large farms called _____.
6. The African people were not _____. They did not choose to plant tobacco.

Title _____

A large rectangular box with a thin black border, occupying most of the page. Inside the box, there are seven horizontal lines spaced evenly, providing a template for writing. The lines are slightly curved, following the shape of the box.

First Grade Art

Hello friends! This week we are starting a new art period and artwork! We are moving onto *Impressionism!* Impressionism is all about moving away from traditional painting styles and focusing on light, movement, and color. Let's explore our new artwork...



Find the...

3 Boats

Sun

Standing Man

Sun's Reflection

Artist's Name

What colors do you see? _____

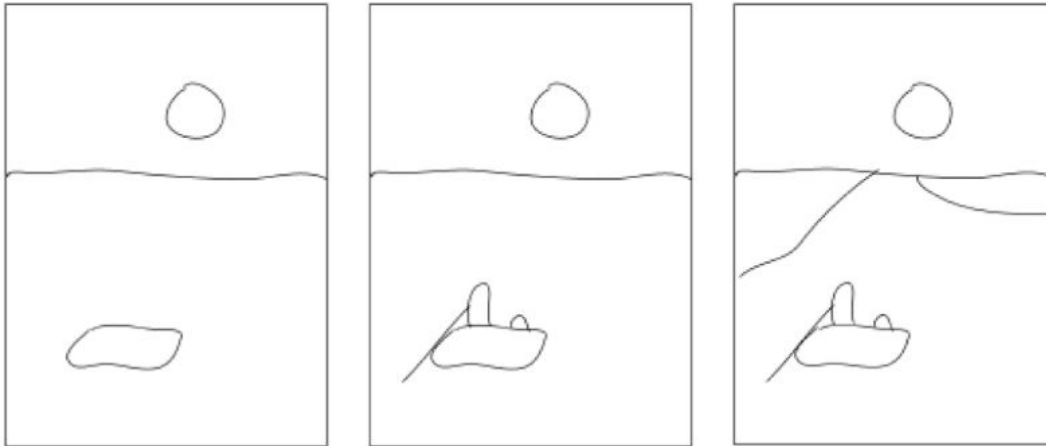
This painting was created by the artist Claude Monet and was the inspiration for the name of the art period, "Impressionism,". Monet doesn't worry about painting every tiny detail. Instead he looks at the colors, shadows, and movement of the painting. Here Monet focuses on the movement of the water.

Today you will need:

- Sketchbook or piece of paper
- Pencil
- Eraser

Today you are drawing the artwork and coloring it in!

Follow along with the step by step below and fill your whole page - draw big!



When you finish drawing, find something to color with to finish the artwork.

Directions:

- You are going to color in the draw as close as you can to the one above.
- You may also add more details if you would like.
- For more details on how to color in the artwork watch the video on the specials google classroom page.

If you would like to keep making art you may draw and color one (or all of them) in your sketchbook.

- Draw something that flies
- Draw something you love
- Design a maze
- Draw something using only triangles
- Write out the alphabet and draw a picture for each letter

Friday 5/8/20

Send the following assignments to your scholars teacher by Saturday at 8 p.m.

Submission Checklist
<input type="checkbox"/> Student Affidavit
<input type="checkbox"/> Spalding Test
<input type="checkbox"/> Sam the Minuteman Test
<input type="checkbox"/> Poetry Reflection Illustration
<input type="checkbox"/> Math Tests (Tues. 5.5 Unit 18.3 Test and Friday 5.8 Quiz)
<input type="checkbox"/> History- Fill in the Blank Assessment from Thursday (04/23)



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Student Attendance Affidavit

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

Monday, May 4, 2020

Tuesday, May 5, 2020

Wednesday, May 6, 2020

Thursday, May 7, 2020

Friday, May 8, 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 DT. 6Date: 6/16

Spelling Test

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Sam the Minuteman

Name: _____

Date: May 8, 2020

1. What is a minuteman?
 - a. A man who delivers mail
 - b. A man who must be ready for war in a minute's notice
 - c. A man who eats in a minute
 - d. A man who bakes bread
2. Who was Sam's friend in the story?
 - a. John
 - b. Brian
 - c. Grant
 - d. George
3. What did the people call the soldiers?
 - a. Red coats
 - b. Sleepyheads
 - c. Lobster-backs
 - d. Red faces
4. What did Sam do when he got home from fighting?
 - a. Sleep
 - b. Eat
 - c. Play
 - d. Read

