

Week 1, Friday 1st Grade Distance Learning

English Language Arts

- Phonogram Learning Activity: Test
 - Instructions: Orally give each phonogram for the week with cue from master test sheet provided (20 in total); your student should write the phonogram on the test sheet in the packet (or any lined paper can be substituted)
- Spalding Learning Activity: Test
 - Instructions: Read each word/sentence/word from master sheet provided; student should write word on test sheet (or any lined paper can be substituted) - markings ARE NOT necessary.
- Reading Learning Activity: 3 min solution
 - Instructions: Passage “New Year’s Day”
 - 1 minute – Student reads his/her passage for 1 minute
 - 1 minute – The listener shows the student his/her mistakes
 - 1 minute – Student re-reads his/her passage for 1 minuteScholar will graph his/her progress.
- Reading Learning Activity: Raz Kids
 - Instructions: Read “Story of the Statue”
- Reading Learning Activity: Read
 - Instructions: Use any remaining time reading a book or on Raz-Kids
- Poetry Learning Activity: Memorize lines 7 & 8.
 - Instructions: Memorize lines 7 & 8 and practice reciting all of the lines together with or without clapping. If needed, catch up on coloring and playing the Tuesday through Friday vocabulary matching game.

Mathematics

- Learning Activity: Math Journal
 - Instructions: See math instructions PDF
- Learning Activity: Math Puzzle
 - Instructions: See math instruction PDF
- Learning Activity: Math Activity
 - Instructions: See math instruction PDF
- Learning Activity: Math Facts
 - Instructions: See math instruction PDF

History

- Learning Activity: The Bald Eagle

- Instructions: Have your scholar read aloud the Bald Eagle page, write the copywork sentence, and color the bald eagle realistically.

Music

- Learning Activity 1: Show the Beat
 - Instructions: Play music for your student and have the student show the beat with his body (e.g. pat hands on lap, clap hands, march, hop, bounce, tap toes, etc.). For more ideas of movement prompts, refer to the documents “Movement Ideas”.
- Learning Activity 2: “Blackbird”
 - Instructions: Complete the “Blackbird” worksheet.

Spanish

- Learning Activity: Practice the days of the week
- Instructions:
 - Activity 1: Sing the days of the week in Spanish. 🎵
 - Activity 2: Complete the missing vowel and match the word, then write the days of the week in order. (In Spanish the days of the week do not start with capital letters).

My Number: Parent - Master Test

Date: 3 / 27 / 20

Phonogram Test

- | | |
|---------------|----------------|
| 1. <u>ch</u> | 11. <u>ay</u> |
| 2. <u>ou</u> | 12. <u>er</u> |
| 3. <u>ic</u> | 13. <u>oo</u> |
| 4. <u>ai</u> | 14. <u>ck</u> |
| 5. <u>u</u> | 15. <u>o</u> |
| 6. <u>ee</u> | 16. <u>ur</u> |
| 7. <u>ow</u> | 17. <u>a</u> |
| 8. <u>c</u> | 18. <u>k</u> |
| 9. <u>wor</u> | 19. <u>ear</u> |
| 10. <u>e</u> | 20. <u>ea</u> |

Spalding Test Master Sentences Fri., 3/27

<u>word</u>	<u>sentence</u>	<u>word</u>
upon	The book is upon the shelf.	upon
could	It could rain today.	could
street	The <u>street</u> is very busy.	street
live	A <u>live</u> rooster can be noisy.	live
stay	I will <u>stay</u> until bedtime.	stay
go	Will you <u>go</u> to the park?	go
black	He has <u>black</u> shoes on.	black
blue	Her favorite color is <u>blue</u> .	blue
live	Do you <u>live</u> near school?	live
spent	I <u>spent</u> the night at Grandma's.	spent
up	What is <u>up</u> in the tree?	up
would	He <u>would</u> like to go first.	would
little	My brother has a <u>little</u> toy.	little
five	I would like <u>five</u> cookies.	five
my	Where is <u>my</u> other sock?	my
track	We saw racecars at the <u>track</u> .	track
should	She <u>should</u> sing for everyone.	should
river	The <u>river</u> is cool is summer.	river
change	Mom will <u>change</u> the batteries.	change
town	Dad drove into <u>town</u> for work.	town

time	What <u>time</u> is lunch?	time
have	Do you <u>have</u> crayons?	have
gone	Where has the puppy <u>gone</u> ?	gone
chance	Is there a <u>chance</u> to win a prize?	chance
soft	I like a <u>soft</u> blanket.	soft
are	You <u>are</u> doing well on this test.	are
brown	Leaves turn <u>brown</u> in fall.	brown

Reading Homework

3-minute reading solution that practices leveled reading fluency.

Instructions:

1 minute – Student reads their passage for 1 minute

1 minute – The listener shows the student their mistakes

1 minute – Student re-reads their passage for 1 minute

Student graphs their progress.

Repeat each night.

New Year's Day

0 The first day of a new year is a holiday in many
12 countries. New Year's Day is a time to say good-bye to the
25 old year. It is a time to welcome the new year. People all
38 over the world celebrate New Year's in many ways.

47 In the U.S., New Year's Day is January 1. It is the first
60 day of the new calendar year. People celebrate by having
70 parties. They also watch parades and go to football games.

80 In Japan, New Year's Day is also January 1. Their
90 celebration lasts for three days. The date for the Chinese
100 New Year is different each year. Some years it starts in
111 January. In other years, it starts in February. The Chinese
121 celebration lasts for one month. The Jewish New Year
130 starts in either September or October. The celebration lasts
139 for ten days. It begins at sundown of the first day. It ends
152 at sundown of the last day.

158 People have been celebrating New Year's Day for
166 thousands of years. It is a time to reflect on the past and
179 look forward to the future.

184

Total Words Read _____

- Errors _____

= CWPM _____

170.3

The Story of the Statue

A Reading A-Z Level J Leveled Book

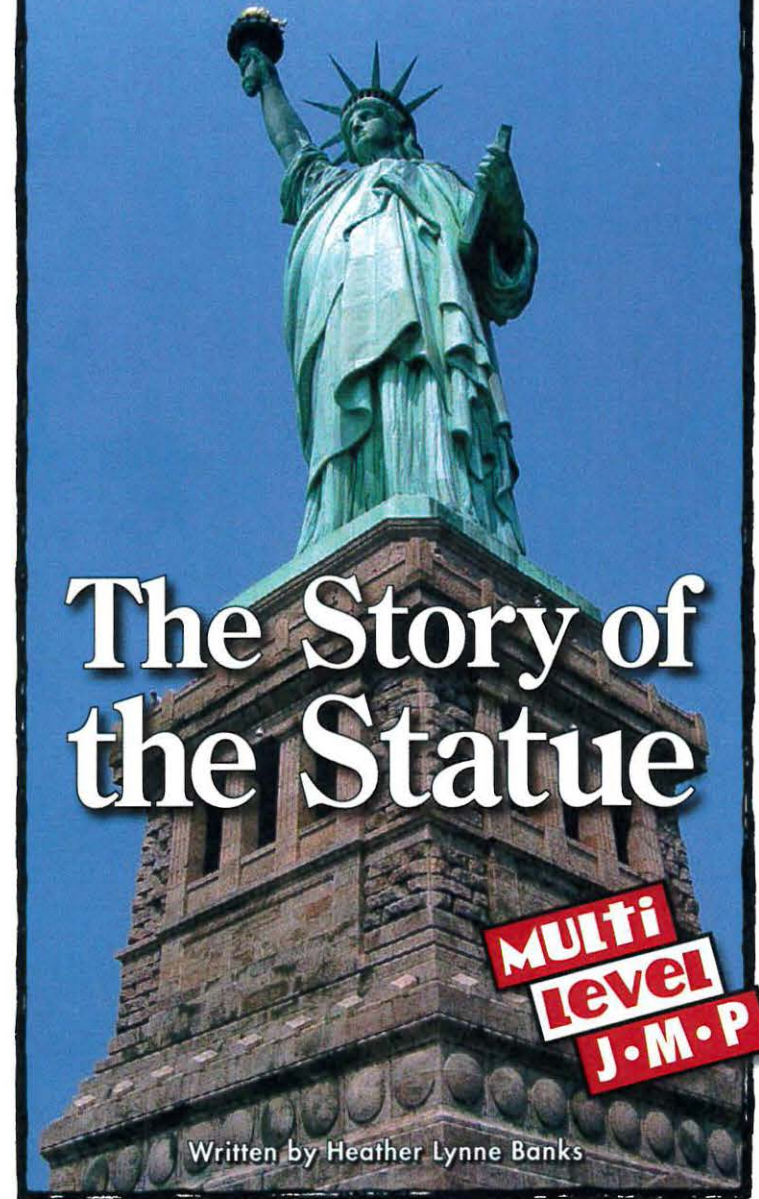
Word Count: 304



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The Story of the Statue

**Multi
level
J•M•P**

Written by Heather Lynne Banks

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The Story of the Statue



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The Story of the Statue
Level J Leveled Book
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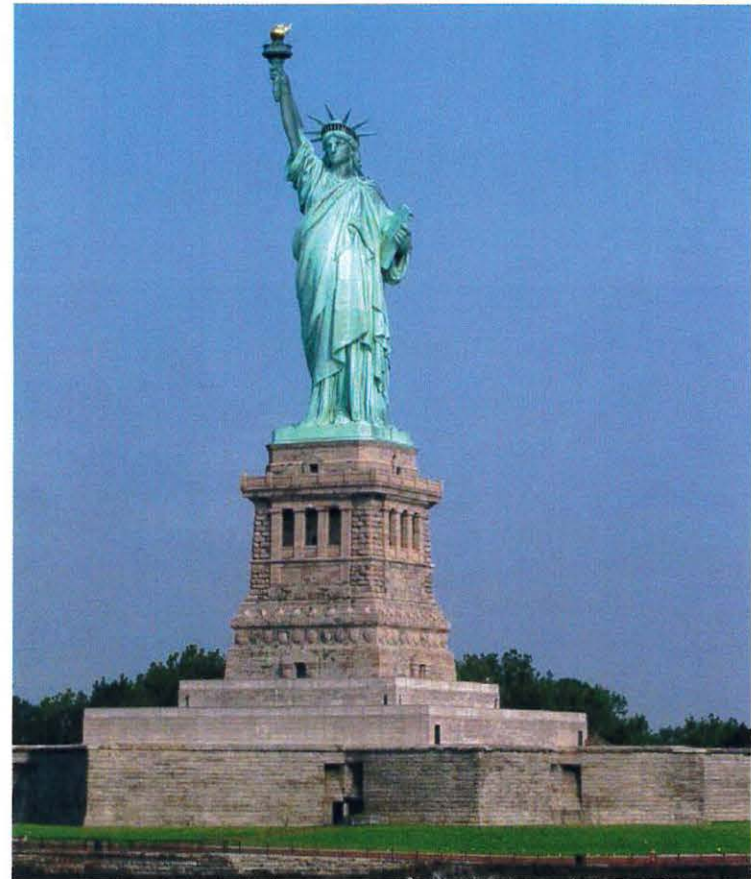
Correlation

LEVEL J	
Fountas & Pinnell	J
Reading Recovery	17
DRA	18



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The Statue of Liberty as seen today

Introduction

The **Statue of Liberty** is the tallest statue in the United States. It can be seen from far away. Where did such a big statue come from?



Edouard de Laboulaye, the Frenchman who came up with the idea of the Statue of Liberty

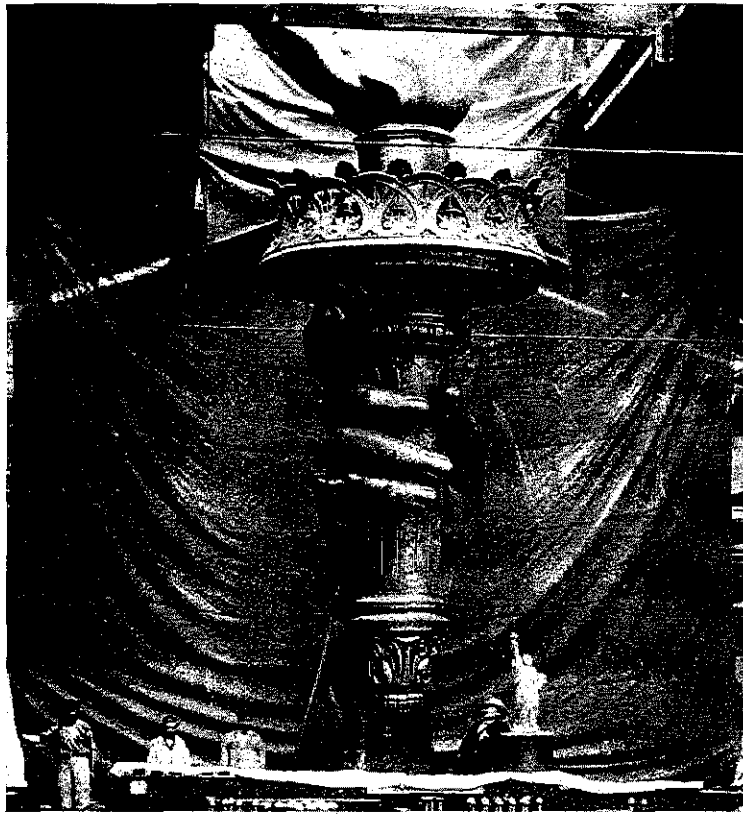
A Gift from France

In 1865, a man in France wanted to help America celebrate its 100th birthday. He said France should give America a gift. The gift was the Statue of Liberty.



Liberty Island, near New York City

First, the United States and France found a place to put the statue. They decided to put it on an **island** near New York.



A piece of the statue in the workshop in Paris, France, in 1883

Building the Statue

The United States built the base for the statue. France built the statue itself. It had to look good and last a long time. The inside was made of iron. The outside was made of copper.



The finished statue in Paris, France, in 1884

The statue was put together, but it was too big to move in one piece. So it was taken apart again! The pieces were sent to America on a big ship.



A painting of the celebration in 1886

The statue was finally done in 1886. The president of the United States spoke at a big celebration.



Workers fixing the statue in 1985

Big and Green

The Statue of Liberty now looks like a big green woman. It weighs as much as 115 cars. It is as tall as a 30-story building with the base.



The many colors of the copper on the statue

The statue started out the color of a new penny. Over the years, the air turned the copper green.



Children waving hello to their new home in the United States

What the Statue Means

The Statue of Liberty is a work of art. It is also a sign of friendship. It has welcomed many people who have moved to the United States.



July 4, 1776, as it is written on the tablet in the ancient Roman system of numbers

The Statue of Liberty also has special meaning. The **torch** in its right hand stands for **freedom**. The **tablet** in its left hand has July 4, 1776, written on it. The United States became its own country on this date.



One of the big boats that carries people to and from the Statue of Liberty

Visiting the Statue

Many people from around the world visit the Statue of Liberty each year.



Visitors on their way to see the statue



A girl being lifted to see out of a window in the statue's crown

They come to see the statue that stands for freedom.

Glossary

- freedom** (*n.*) the state of being free, or having the right and power to act and think as one wishes (p. 13)
- island** (*n.*) an area of land surrounded by water (p. 6)
- liberty** (*n.*) the right to believe and act independently of other people (p. 4)
- statue** (*n.*) a three-dimensional work of art, usually in the shape of a person or other animal (p. 4)
- tablet** (*n.*) a flat surface usually used for writing (p. 13)
- torch** (*n.*) a stick with material at one end that can be burned to provide light (p. 13)

Trees
by Sarah Coleridge

The Oak is called the king of trees.

The Aspen quivers in the breeze.

The Poplar grows up straight and tall.

The Peach tree spreads along the wall.

The Sycamore gives pleasant shade.

The Willow droops in watery glade.

The Fir tree useful in timber gives.

The Beech amid the forest lives.

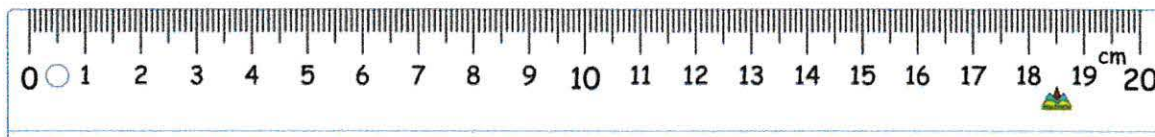
Tuesday- Friday Vocabulary Matching Game

<p>Droops</p>	<p>To tilt or hang downward</p>
<p>Pleasant</p>	<p>Having qualities that give pleasure</p>
<p>Glade</p>	<p>An open space surrounded by trees</p>
<p>King</p>	<p>A male ruler</p>
<p>Quivers</p>	<p>To move in a slightly shaking way</p>
<p>Timber</p>	<p>Wood that is good for building</p>

Friday Math Journal:

Would you Rather...

Have 3 pencils that are 9 cm each **OR** 5 pencils that are 6 cm each?

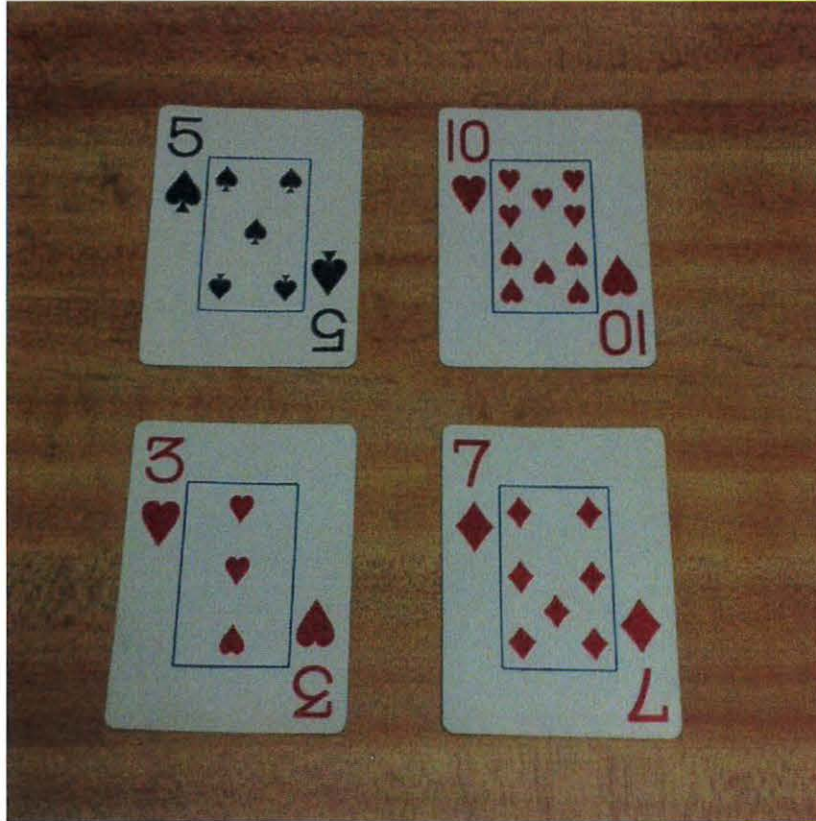


wouldyourathermath.com

Defend your answer.

Friday math puzzle

Find a reason each item does not belong. Defend and explain your answer.



Name _____



part part WHOIE

Fill in the part-part-whole boxes.

	5
	3

4	2

2	
	1

5	
	2

	3
	0

6	4

	4
	5

7	5

	2
	8

This was: Easy Just Right Hard
(Circle one)

Boxed Out

Stack the cards upside down.

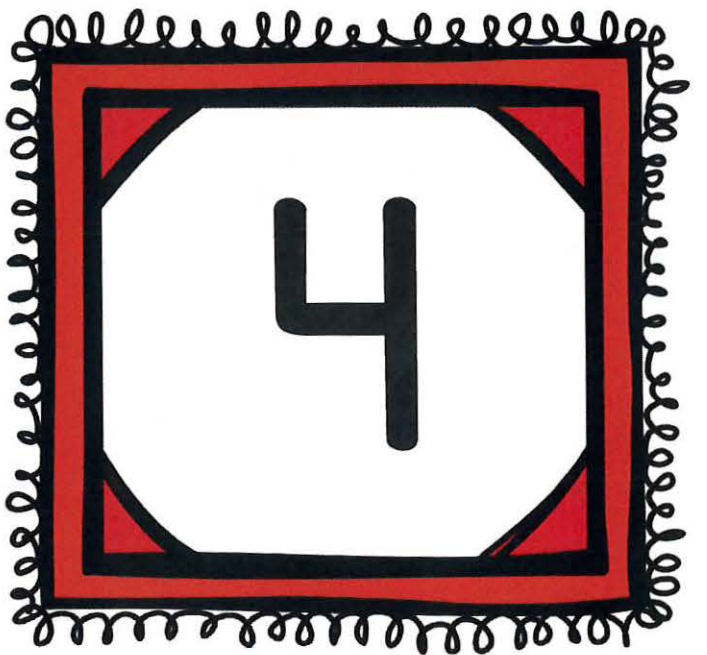
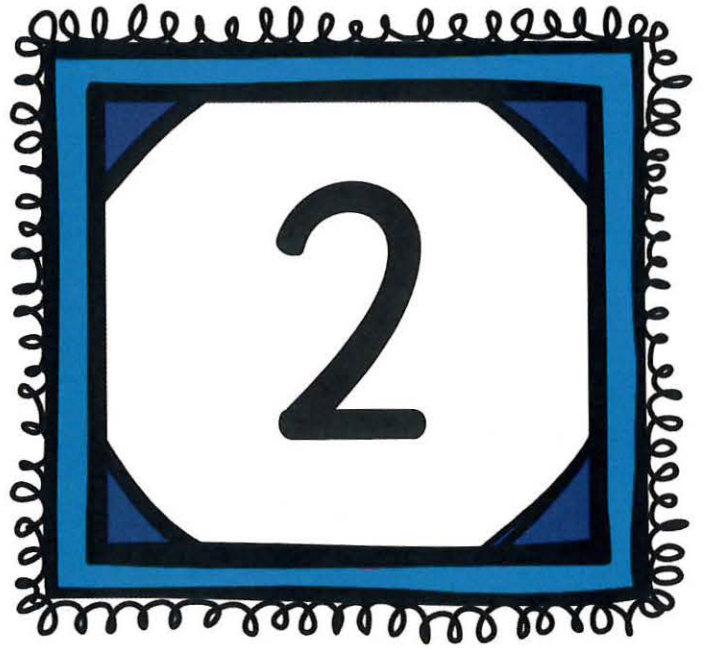
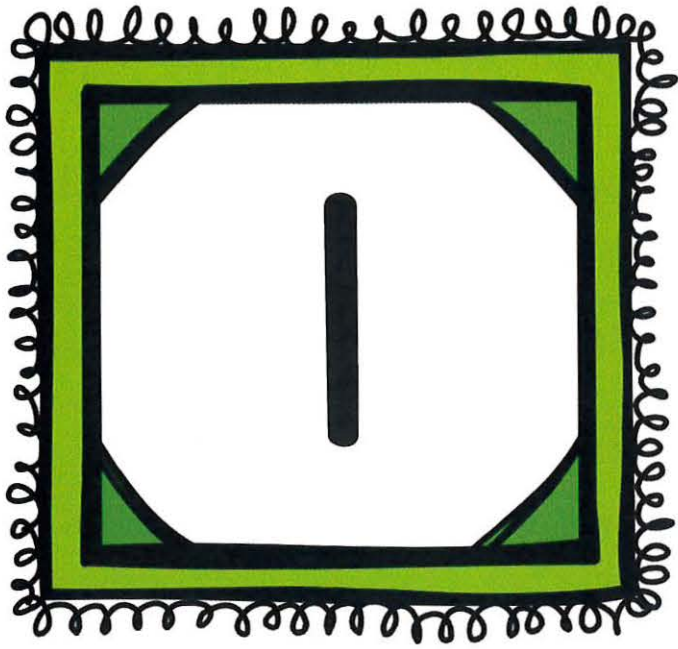
Take turns picking a card and covering that number with your marker.

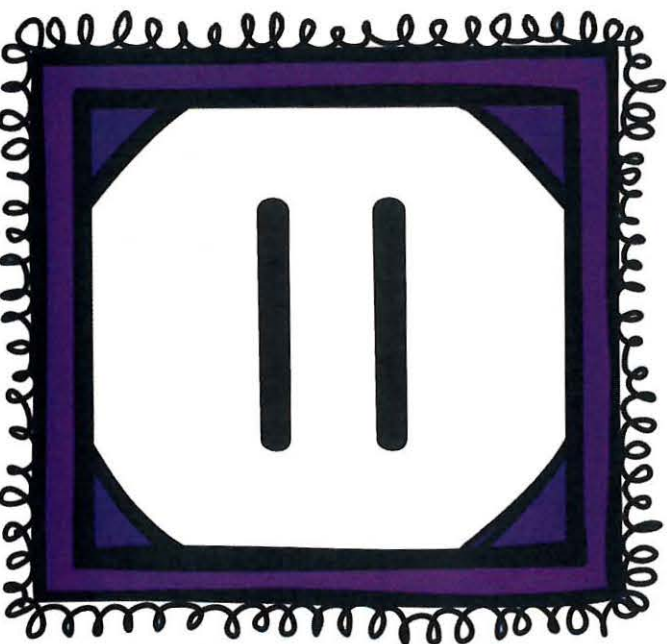
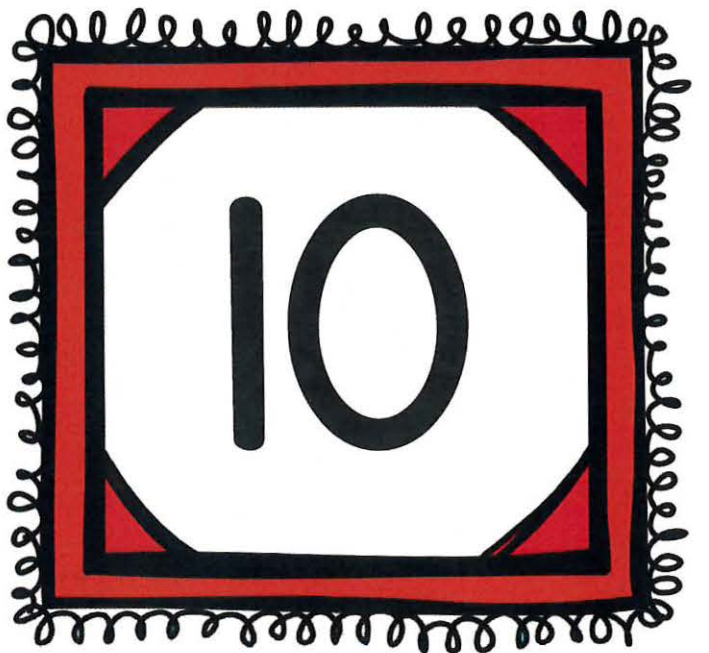
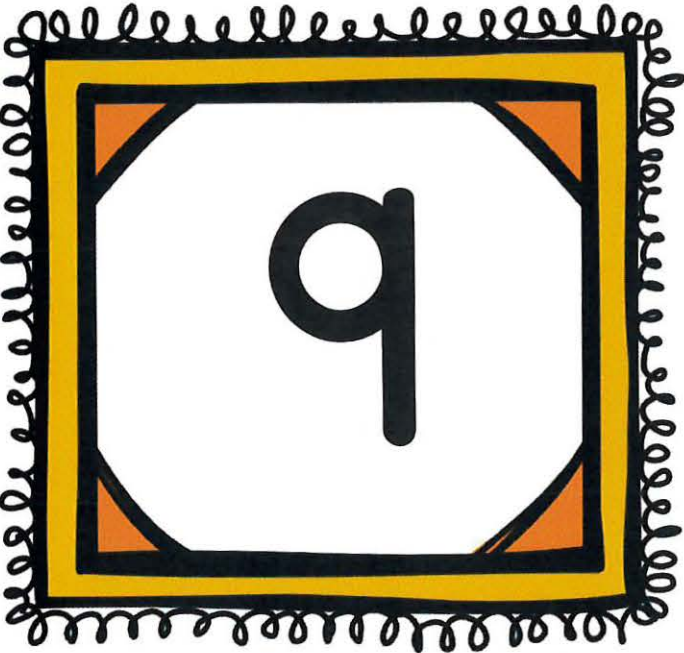
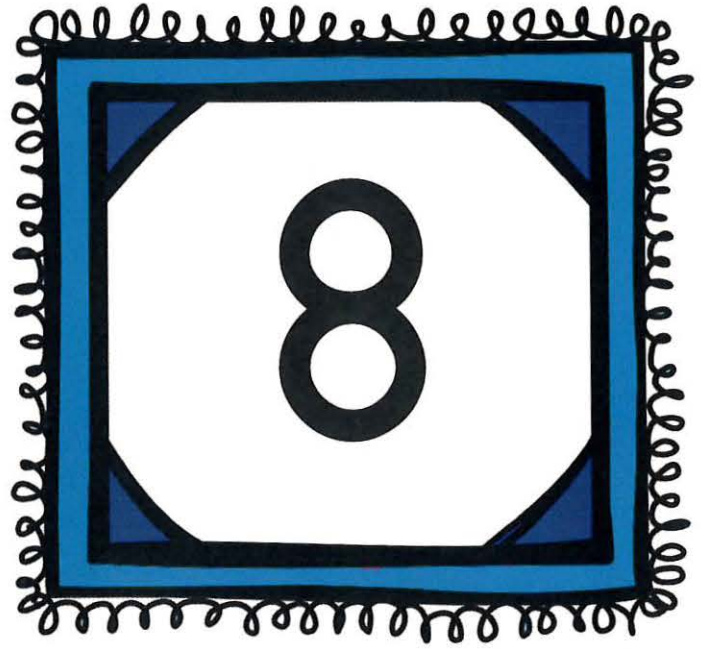
If the number is taken already, you can bump that person's marker off the spot and put yours on.

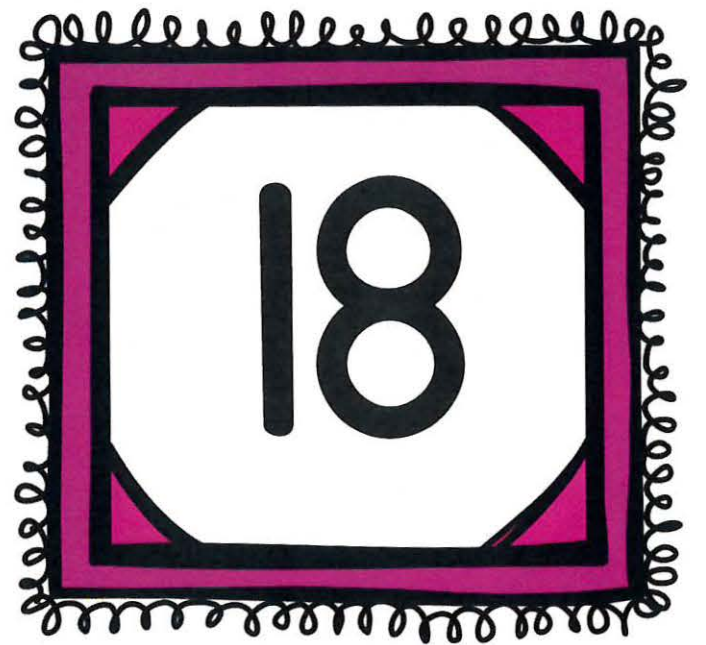
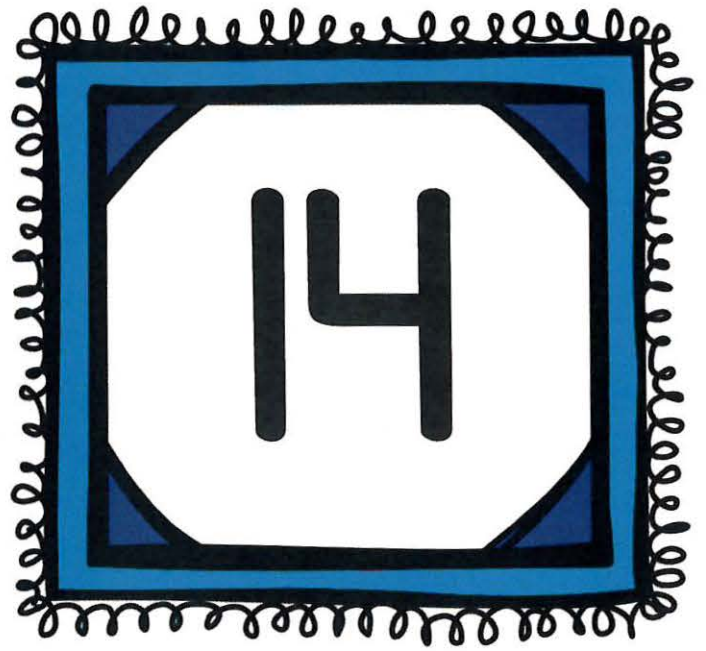
The first person to get five boxes in a row wins!

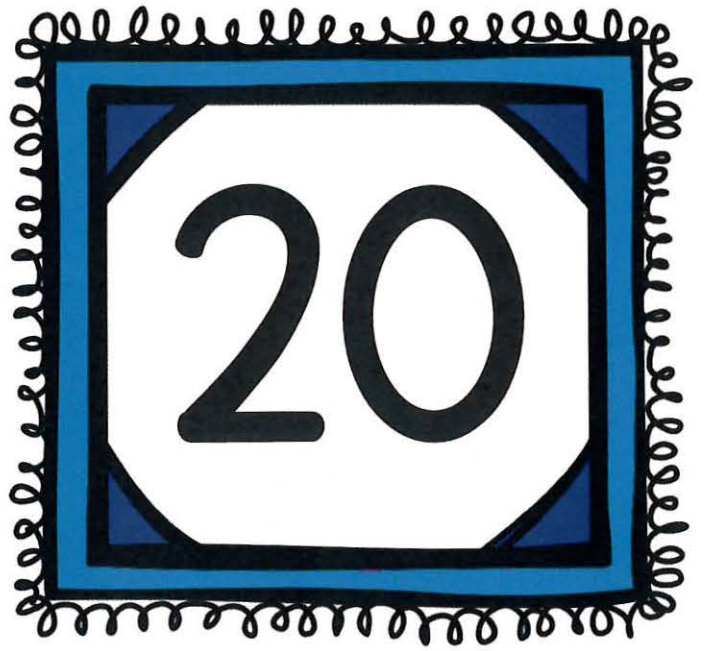
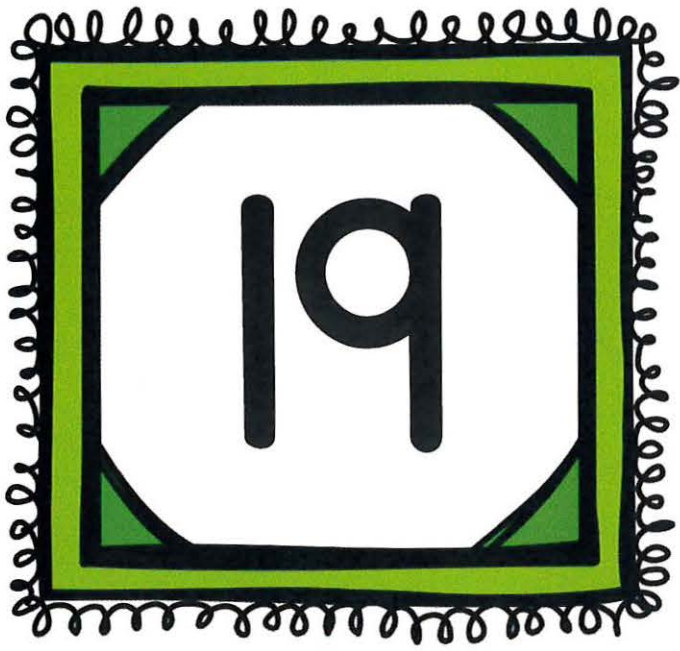
Boxed Out

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



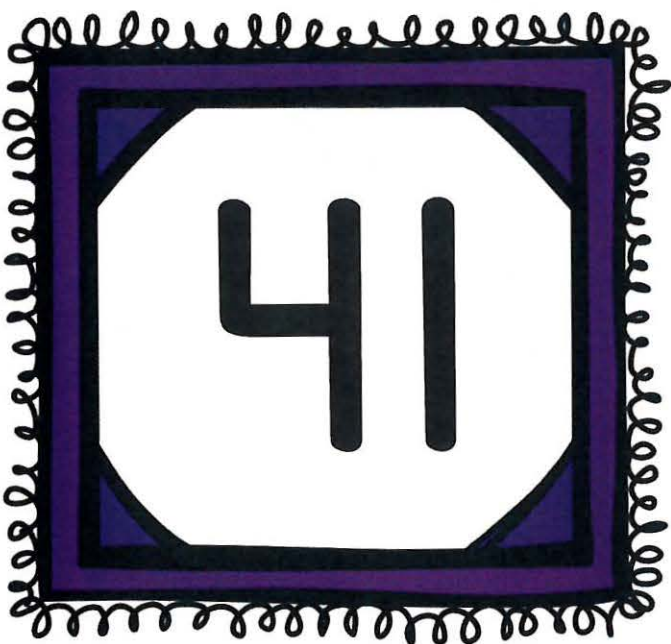
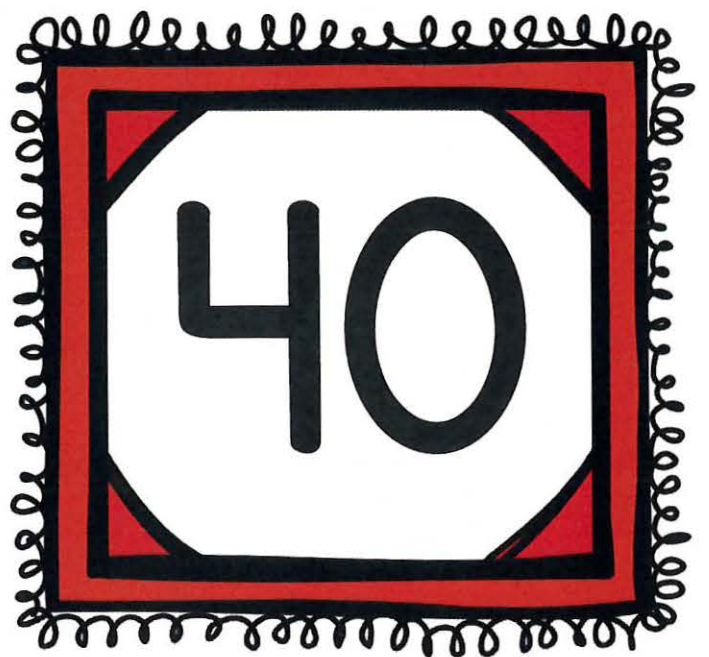


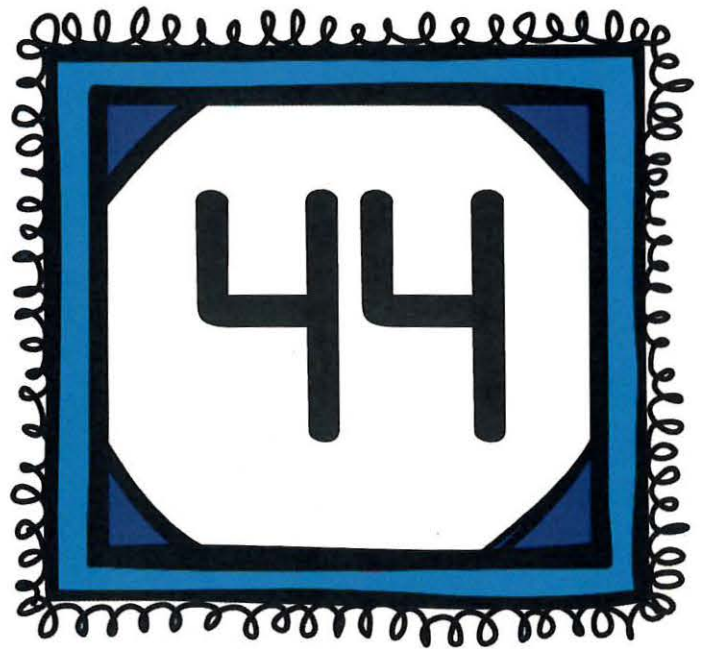








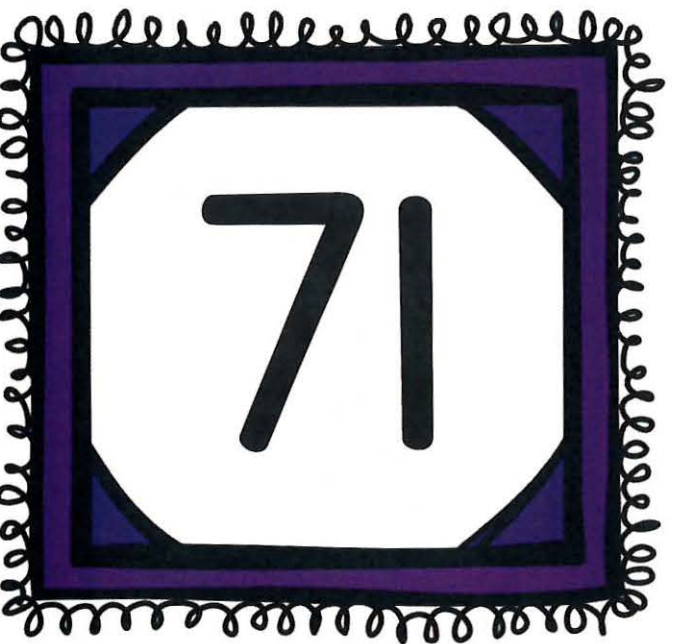
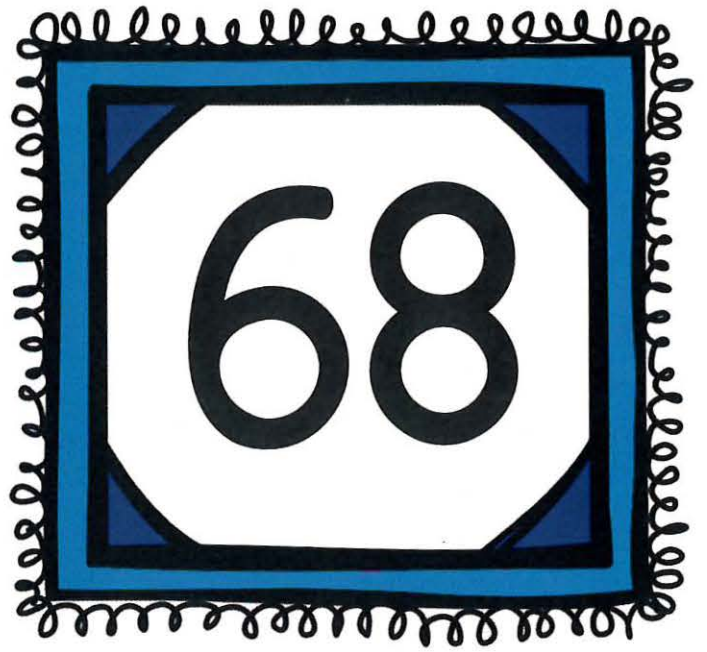




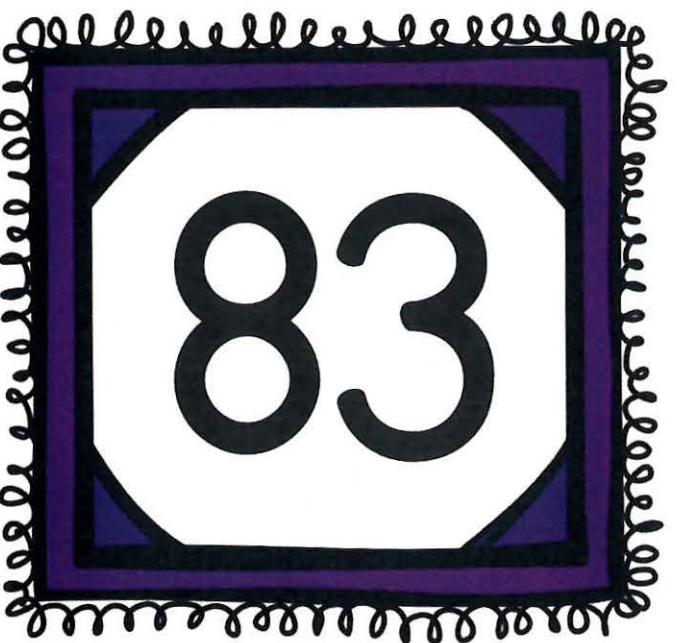
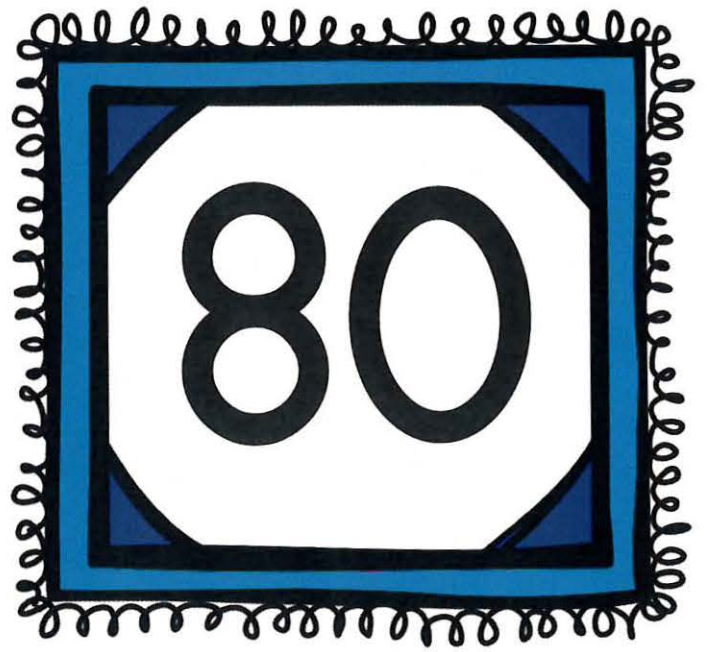


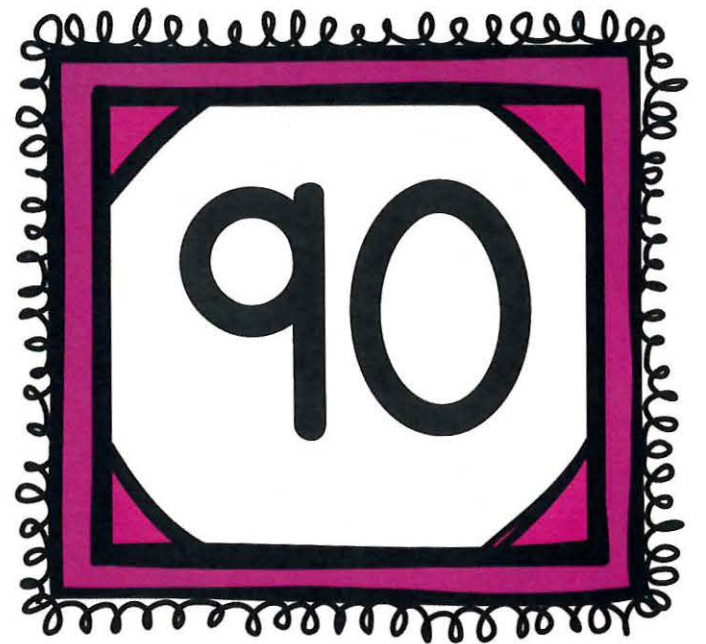
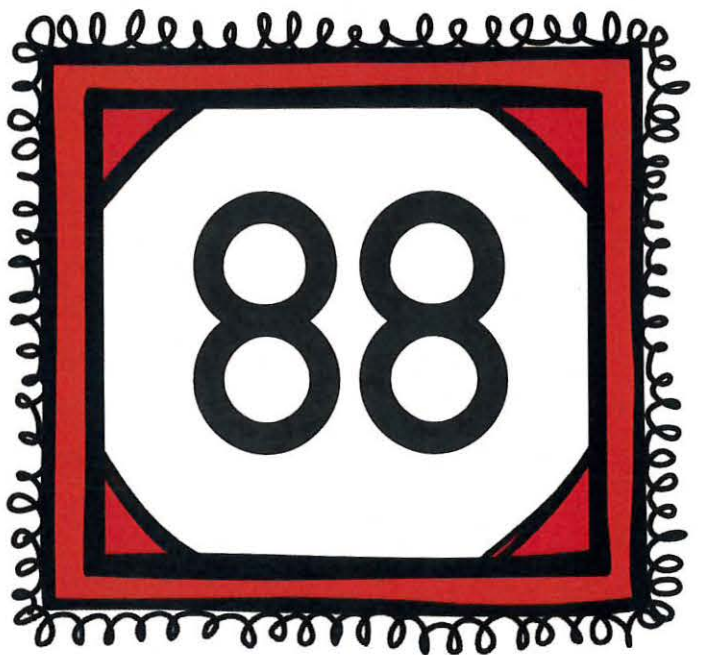
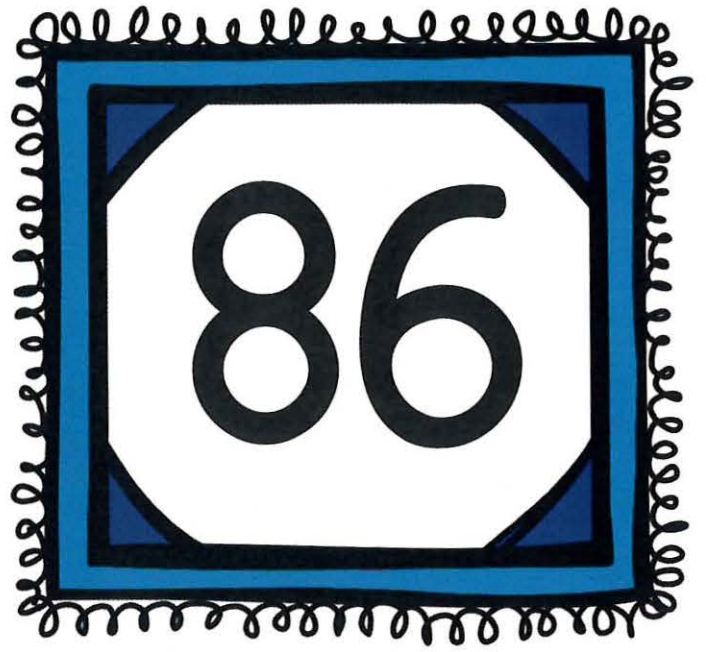
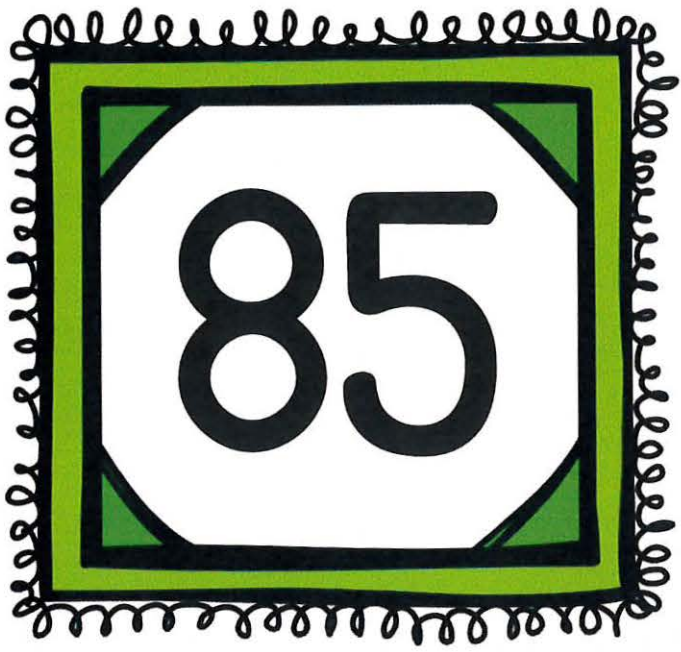


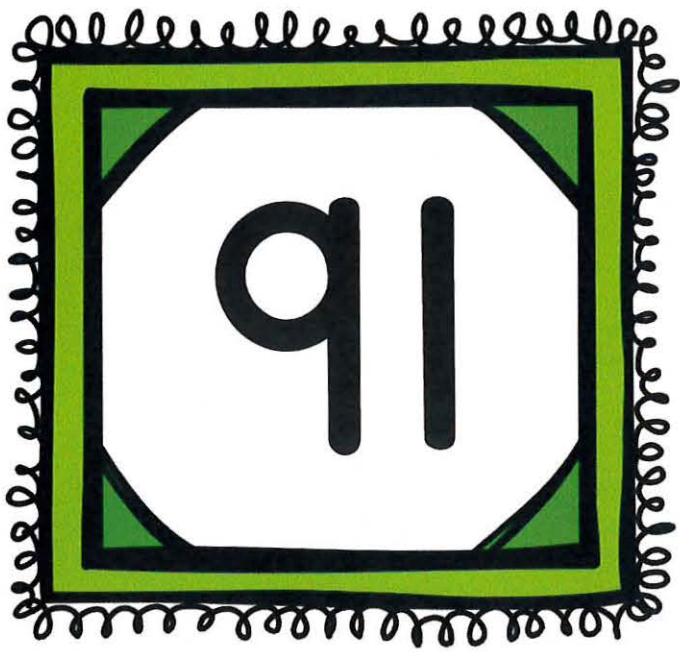


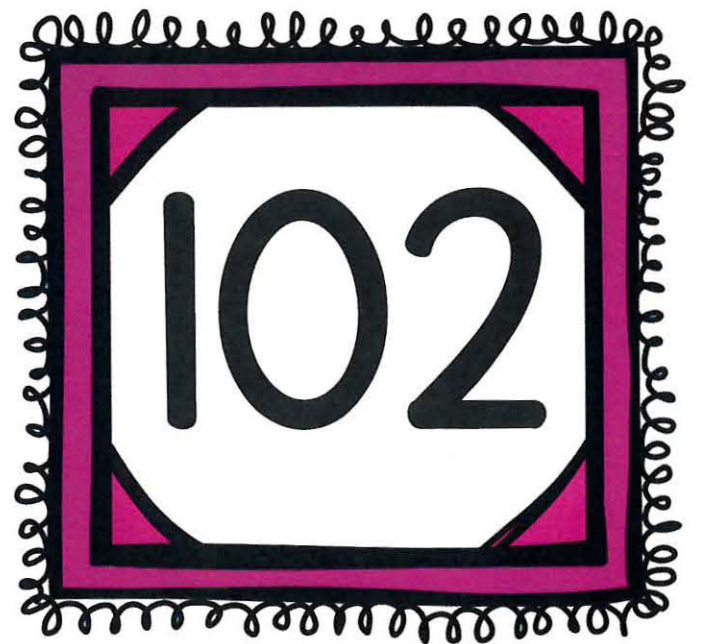
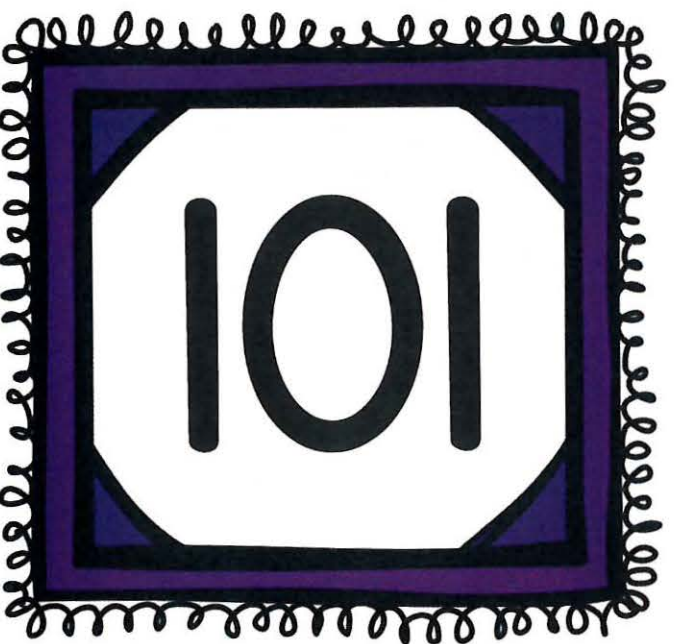
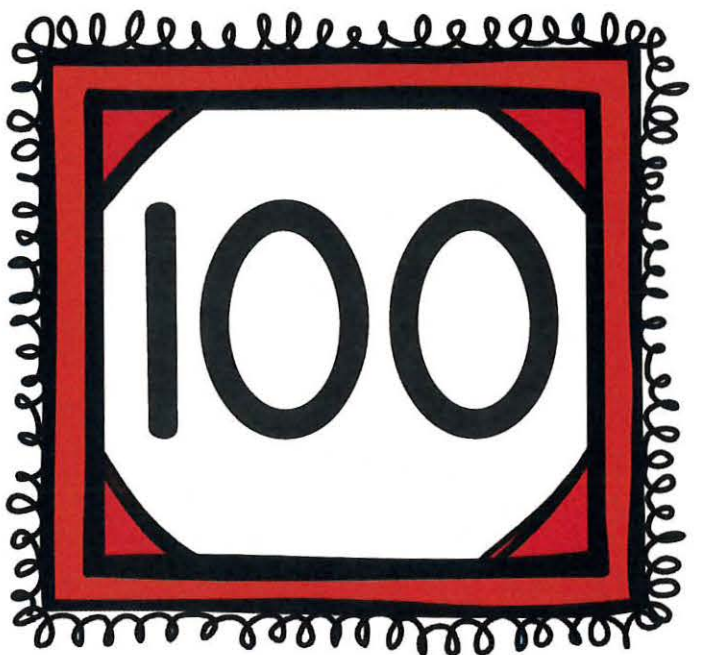
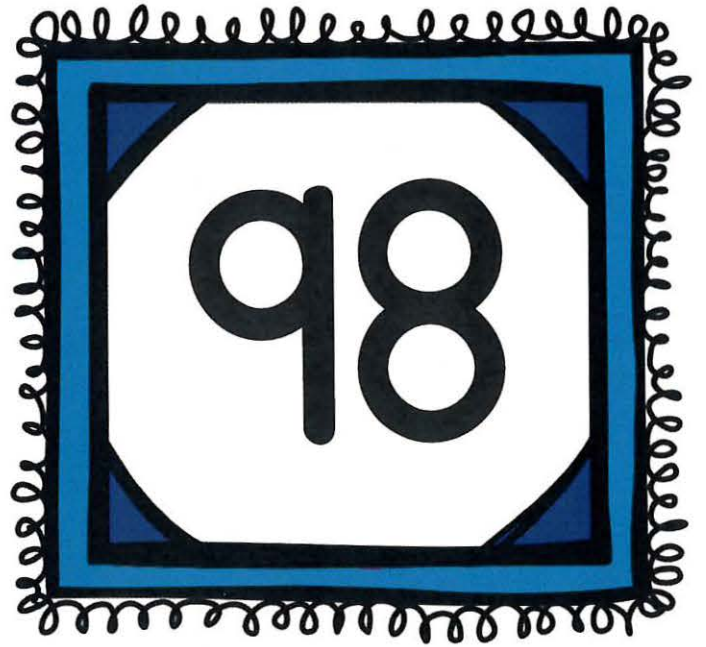


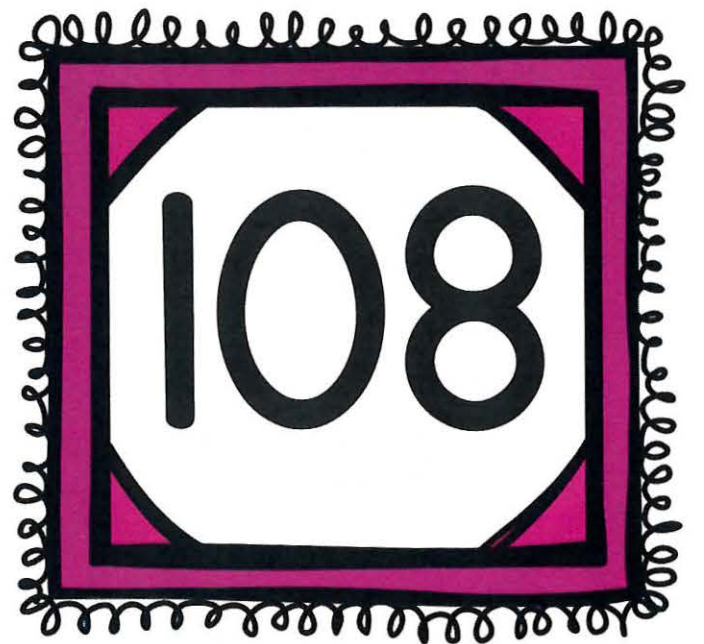
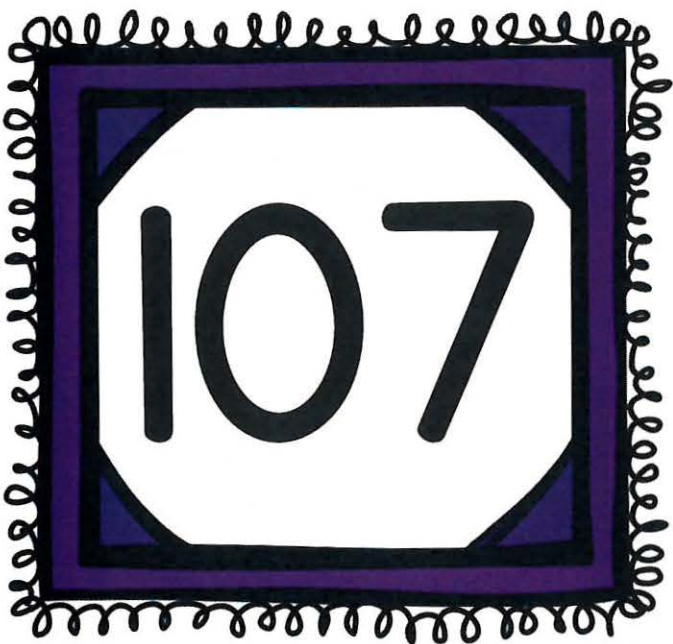
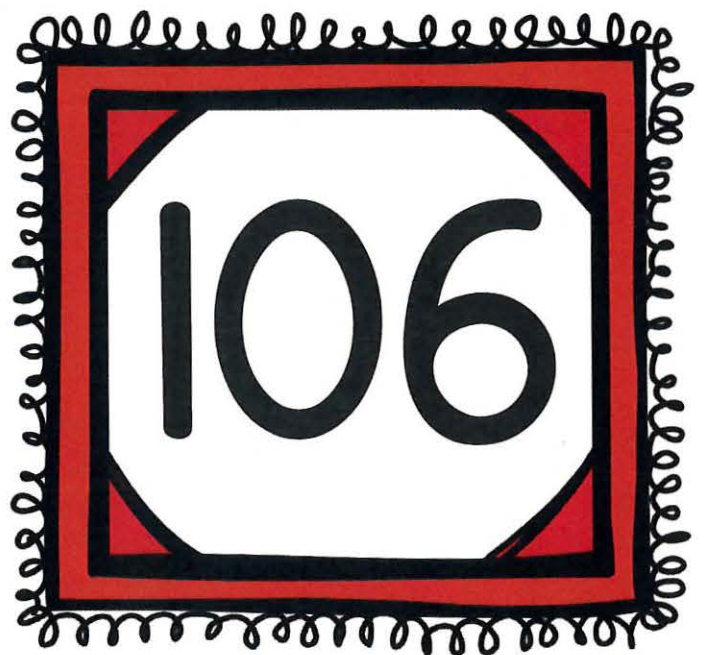


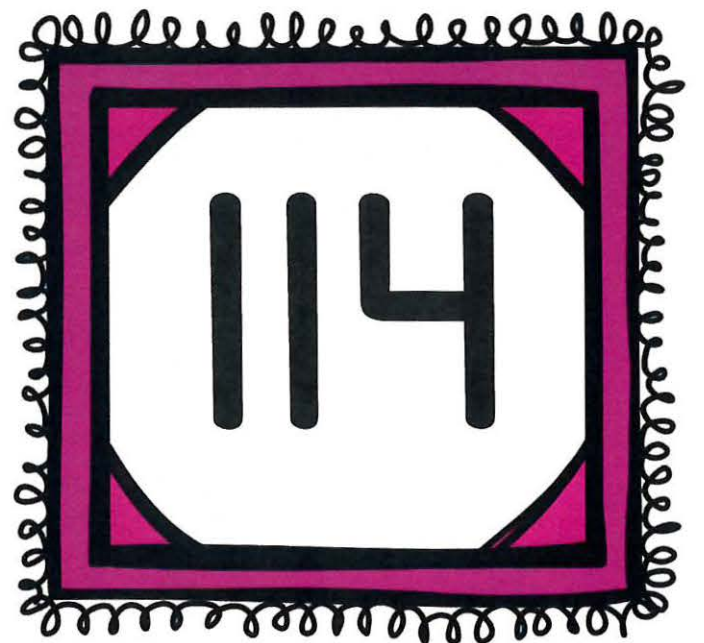
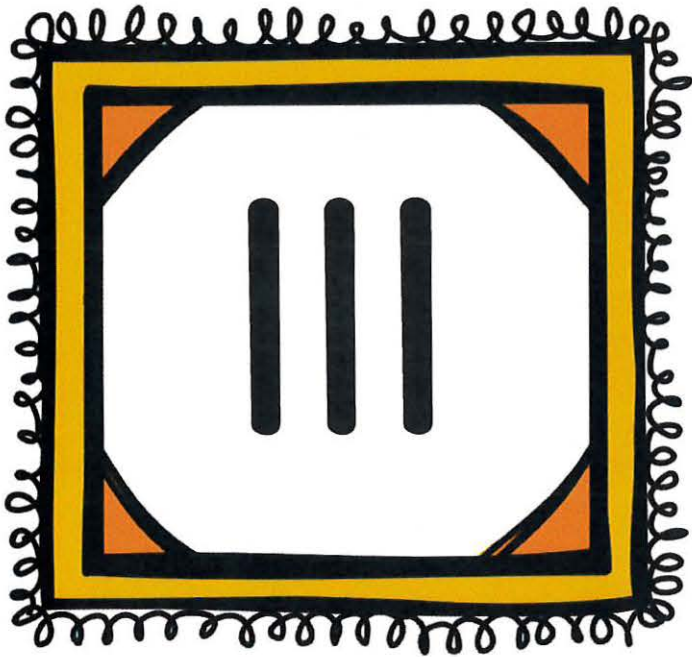
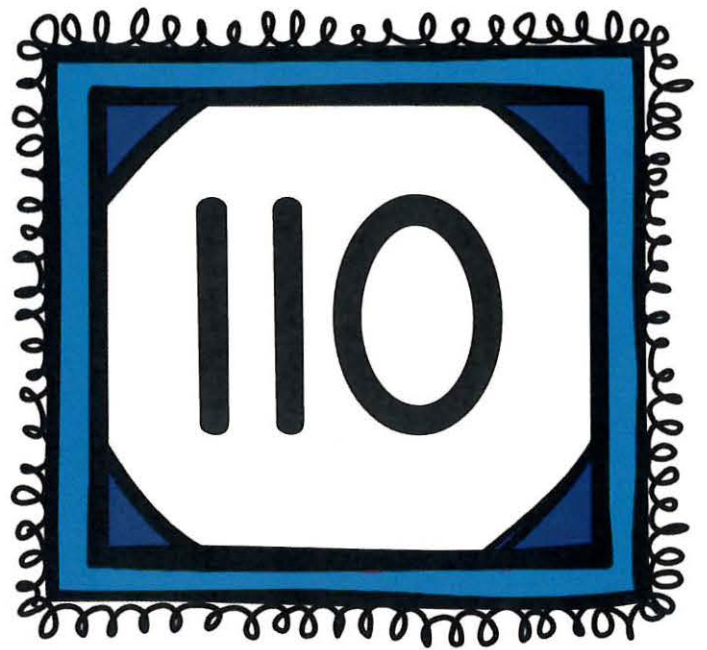
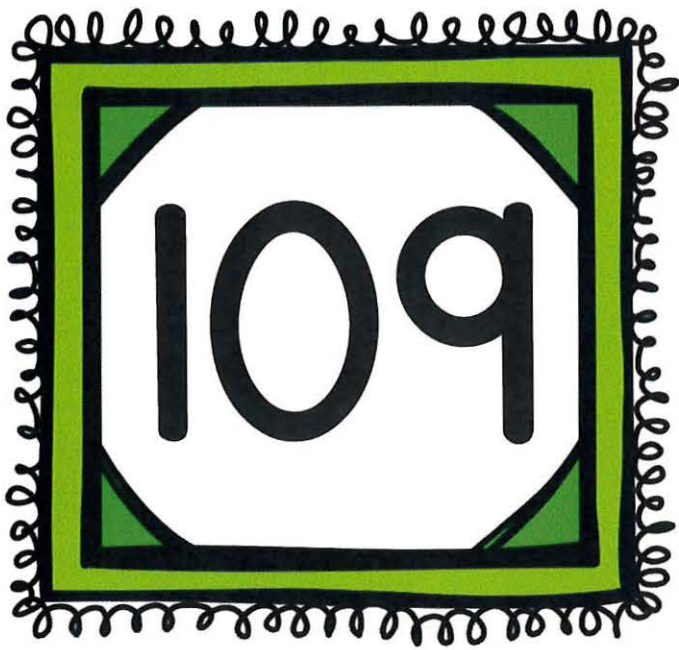


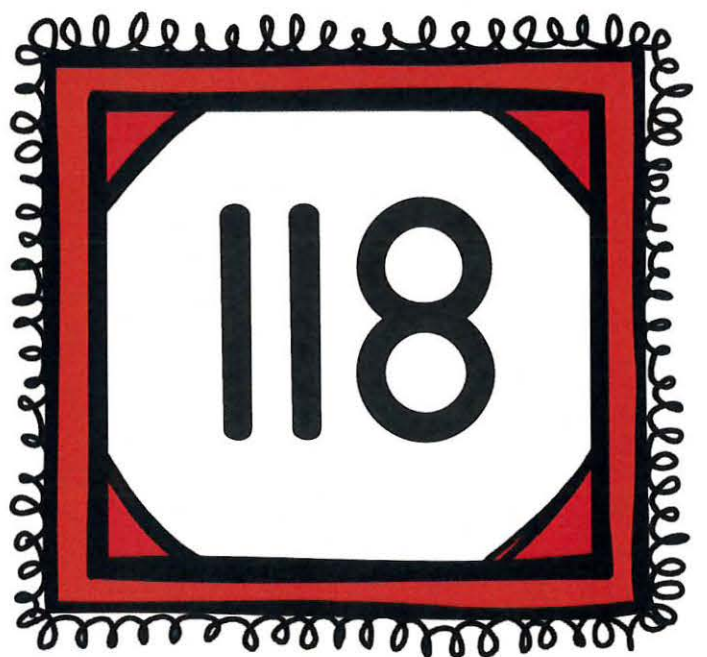
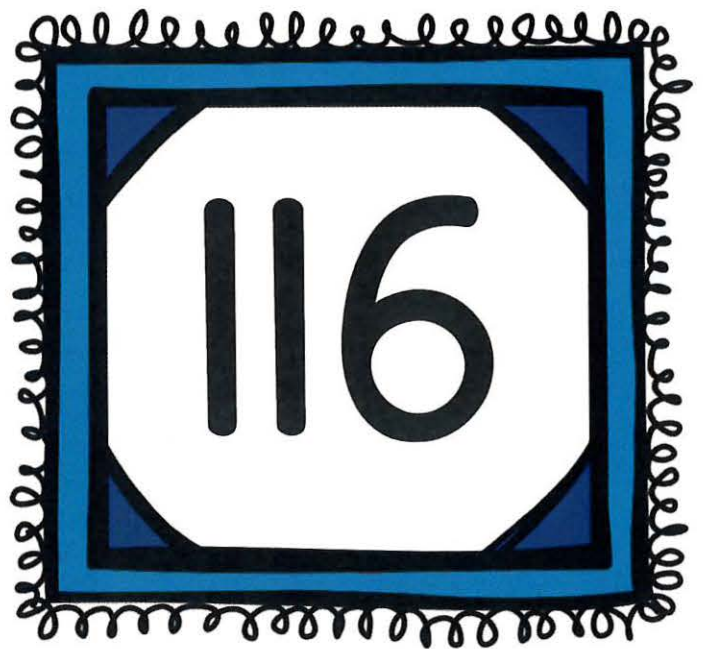
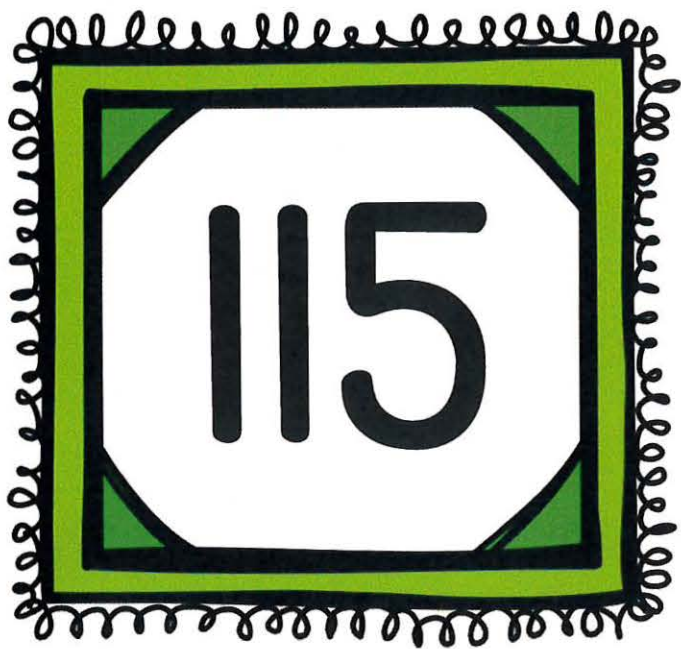












1st Grade History Assignments

Week of Mar. 23-27

Topic: Symbols of the United States of America

Mon. : The American Flag

Read aloud The American Flag page. Copy the copywork sentence in your nicest handwriting. Color the American flag with crayons, colored pencils, or markers. (The first stripe at the top of the flag is red.)

Wed. : The Liberty Bell

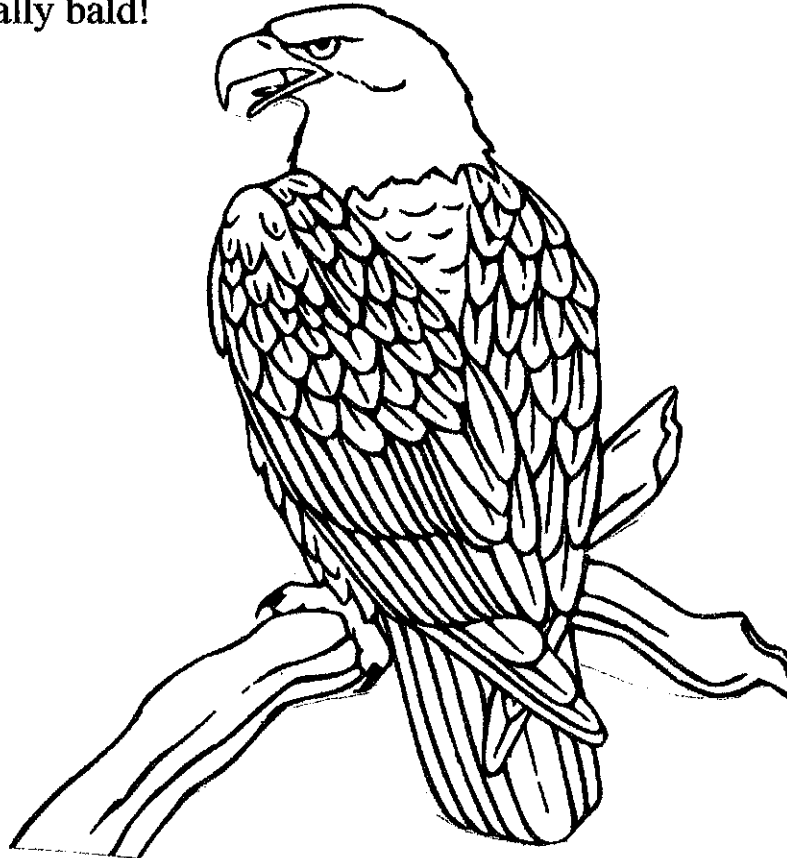
Read aloud The Liberty Bell page. Copy the copywork sentence in your nicest handwriting. Color the Liberty Bell with crayons, colored pencils, or markers.

Fri. : The Bald Eagle

Read aloud The Bald Eagle page. Copy the copywork sentence in your nicest handwriting. Color the bald eagle with crayons, colored pencils, or markers.

The Bald Eagle

The bald eagle became an American symbol in 1789. It lives in North America. The beautiful bald eagle is strong and it lives a long time. It soars freely through the skies. Bald eagles build very big nests. They are not really bald!



Copywork:

The bald eagle has white feathers on its tail and on its head.

Demonstrating the Beat

Instructions: Students, turn on some music and show the beat with your body (e.g. pat hands on lap, clap hands, march, hop, bounce, tap toes, etc.). Parents, for more ideas of movement prompts, refer to the documents below.

Suggesting Musical Selections: For the purpose of this exercise, any music with a steady beat will suffice. However, I have listed and linked some suggestions below that demonstrate beauty and virtue.

- Suite No. 3 in D, BWV 1068: Gigue (J.S. Bach)
<https://youtu.be/6MbI6ASrRAI>
- Suite No. 4 in D, BWV 1069: Gavotte (J.S. Bach)
<https://youtu.be/Ol29YJE8J-o>
- The Nutcracker: Overture (Peter Tchaikovsky)
<https://youtu.be/CtOzjI7giJc>
- Rodeo: Hoe-Down (Aaron Copland)
<https://youtu.be/LsReWx9XdNs>

Preschool to Early Elementary

Movement Ideas

Three- to seven-year-old children should begin experiencing the music on this CD with the activities suggested for toddlers. When they are successful maintaining beat motions when the beat is in duple meter (two beats) and triple meter (three beats), try the following:

- If the music is in duple meter, tap two times on one leg and chant "here," and then tap two times on the other leg and chant "there." Continue alternating between "here" and "there." If the music is in triple meter, chant "here" for every three taps and "there" for every three taps. When the children are able to maintain the beat and alternate between "here" and "there," stop chanting the words.
- Try tapping on the following parts of your body with both hands tapping in one location ("here") and then both hands tapping in a different location ("there"). Then try to alternate between "here" and "there" while tapping two or three times with one hand and then two or three times with the other hand.

-back of hand	-chest
-forearm	-tummy
-shoulder	-hip
-head	-bottom
-neck	-thigh
-cheek	-knee
-nose	-calf
-elbow	-foot

- Also try performing the following motions two times "here" and two times "there" when the music is in duple meter, and three times "here" and three times "there" when the music is in triple meter.

- Flap both hands to one side and then the other.
- Flap one hand and then the other.
- Shake your head "yes," looking to one side and then the other.
- Knock with both fists on an imaginary door in one place and then another.



- Twist at the waist to one side, bounce one more time, and then twist the other way and bounce one more time.
- Shrug one shoulder and then the other.
- Point to something with one hand and then the other.
- Push one hand out front and then above your head.
- Push one hand out front and then the other.
- Push one hand above your head and then the other.

• Ask individual children to demonstrate a "here" and "there," and have the other children imitate the motions.

• Distribute rhythm instruments and ask the children to discover two different ways to play them.

Have the children alternate between "here" and "there."

• *Oh Dear, What Can the Meter Be?*

Play various selections from the CD at random and have the children discover "here" and "there" by tapping out the meter. Then ask them to decide whether the music is in duple or triple meter.



Blackbird

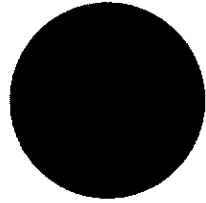
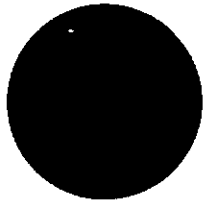
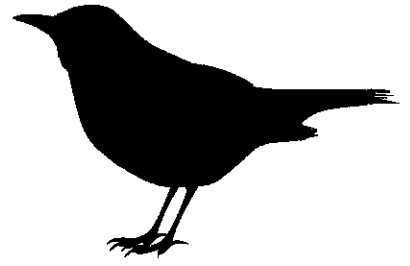
Instructions: Sing the song/game Blackbird that we sing in class. On the worksheet provided (or on a blank piece of paper) notate/draw the melody of the song (Parents, an example of how to do this is included on the second page of the worksheet). It does not matter what shape or color you use to draw the melody, I have used dots as an example to get you started.

If you finish quickly, draw the story of the whole song or how the game is played on the back of the worksheet (if you have siblings, teach your family how to play “Blackbird”).

Song Link: If you are having difficulty remembering the song (and you are able), have a parent play the link below to help refresh your memory.

- <https://youtu.be/WXxD04HnKcA> (The participants in this video sing “bluebird” but the melody is the same as we use in class.)

Blackbird



Blackbird,

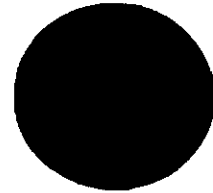
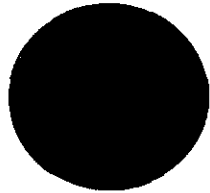
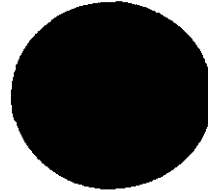
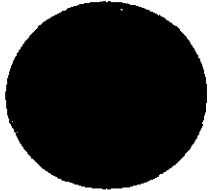
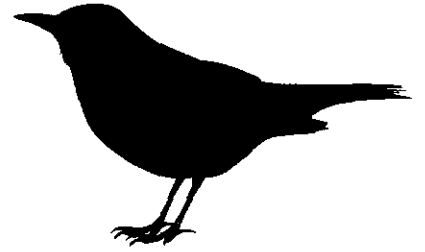
blackbird

through

my

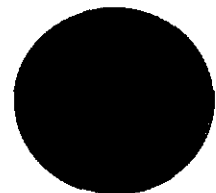
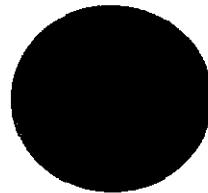
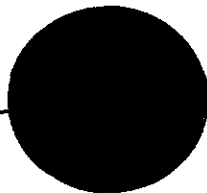
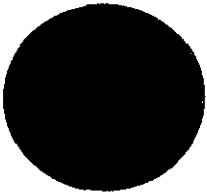
window.

Blackbird



Blackbird,

blackbird



through

my

window.

Answer Key

Nombre _____ Fecha _____

A. Completa y une.

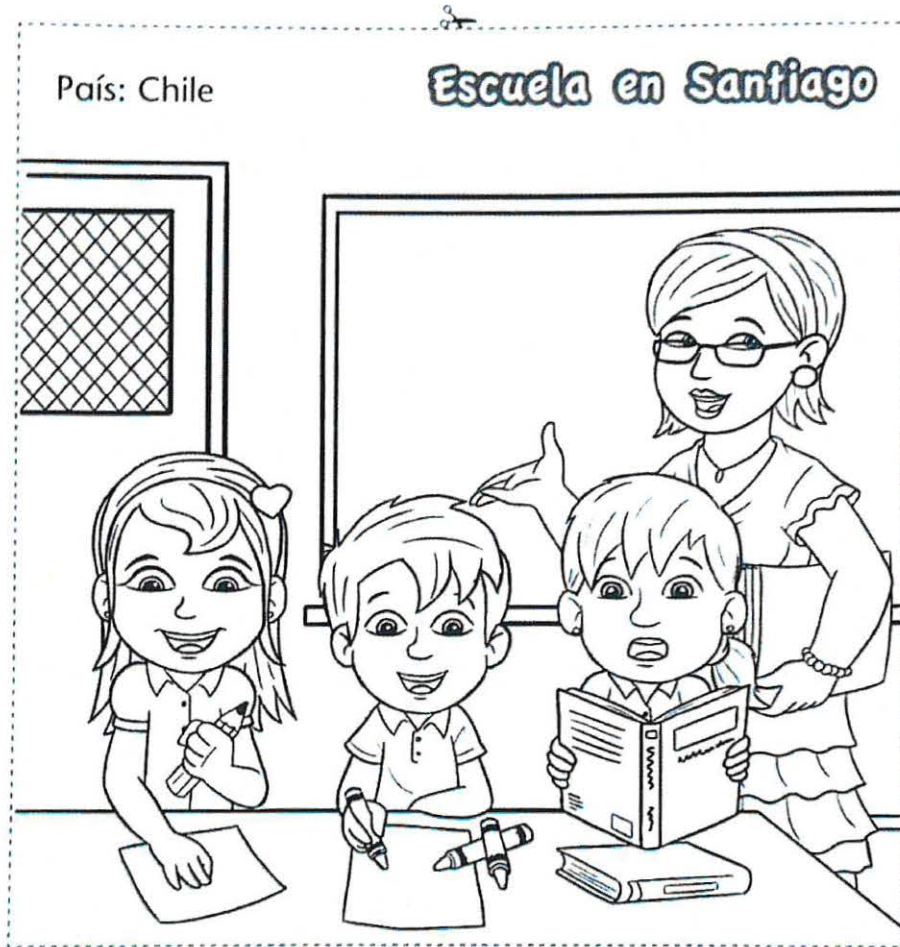
l <u>u</u> nes	domingo
m <u>ar</u> tes	miércoles
j <u>ue</u> ves	jueves
m <u>ie</u> ércoles	sábado
sáb <u>ad</u>	martes
vi <u>er</u> nes	lunes
d <u>om</u> ingo	viernes

B. Ordena y escribe los días de la semana.

1. <u>domingo</u>	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	

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Day 2: Bonus Activity (optional)



Yo tengo un lápiz.

Yo tengo tres crayones.

Yo tengo dos libros.

Directions: Cut out all the pieces and glue them in your *album de recuerdos*.