

Paramount Academy

1st Grade Packet

Week of 4/6/20-4/10/20 (Due 4/15/20)

Please reach out with any questions you may have:

Mrs. McCormick (jmccormick@paramountacademy.com) and Mrs. Collins (ecollins@paramountacademy.com) are available via e-mail during the hours of 9am-1pm Monday-Friday. *These hours/days are subject to change.* *** Teachers will reply within one business day.

Both teachers will also be available through Microsoft Teams daily. This will allow use of a chat feature for questions as well. First Grade teachers will hold Microsoft Teams meetings daily from 9:30am-10:30am. These should be helpful for students to understand new concepts for the week.

Instructions for weekly packet completion:

Spelling

Spelling List 21- *Beginning this week, the students will only be required to write the list words #1-12 one time each. Weekly spelling tests will not be administered. An at-home spelling test is optional, but not required.

Phonics

Homework 116-Trigraph tch- The keyword picture: patch helps students remember that the 't' in trigraph tch is silent. Please have him/her read the paragraphs and answer questions #1-#4. Then have him/her read the high-frequency words.

Homework 117- Trigraph dge- The keyword picture: bridge helps students remember that the 'd' and 'e' are silent and the 'g' makes the soft sound. Your child also should recognize the sight words "every" and "very." Please have him/her use words from the box to write as many complete sentences about the picture as possible. Then have him/her read the high-frequency words.

Homework 118-Spelling with dge and tch

- *dge* or *tch* after a short vowel
- *ge* or *ch* after anything else

Please have your child use this rule to finish spelling #1-#20. Then have him/her read the high-frequency words.

*****Refer to example on front side**

Homework 119- Digraph ie- The keyword picture: pie helps students understand that *ie* can say the *long i* sound and *shield* helps students understand digraph *ie* can also say the *long e* sound. Please have him/her use words from the box to write as many complete sentences about the picture as possible. Then have him/her read the high-frequency words.

Decodable 42 'Tough Enough'- To keep up with the students' reading fluency and comprehension, please have your child code and read their story. Please ask the comprehension questions found at the end of the text. This is a great way for your child to practice just-learned sounds and their reading abilities. This is for practice only.

Assessment 23- For the reading passage and comprehension questions in Section VI please have your child attempt to independently read the passage and answer the questions. Section VII, have your child

use words from the box to write as many complete sentences about the picture as possible. (Use the lined paper provided. Have them try to use all the word bank words.)

Math

Homework 116B- Please read directions for your child. If students lack supplies for worksheet completion, have them mark 'br' for brown. Number 3 includes the three coins that have been introduced. Use spare change around the house for students to practice counting, if possible.

Fact Homework 116B- Have students look and say each new fact: $8+3=11$, $3+8=11$, $8+4=12$, and $4+8=12$. These facts do not follow a particular strategy. They should start to memorize them using the Look-Say, Write—Say (3 times), and then Cover—Write—Check process to commit them to memory. ***Refer to example on front side**

Homework 117B- Please read directions for your child. If students lack supplies for worksheet completion, have them mark 'b' for blue and 'r' for red.

Homework 118B- Please read directions for your child. If students lack supplies for worksheet completion, have them mark 'b' for blue, 'r' for red, and 'g' for green.

Homework 119B- Please read directions for your child. Allow them to mark 'g' for green, if needed.

Science

Study of Space Reading Assignment: "Day and Night Sky" Please read this text to/with your child and explain the highlighted vocabulary words:

moon-an object that moves around Earth

planet- an object in the sky that does not give off light

rotation- Earth turning around and around

star- a big ball of hot gas

Sun- a big ball of hot gas that gives Earth light

telescope- a tool that makes things that are far away look closer

Lesson 1 Review (page 116A)- Have your child complete the sentence with a word from the box for 1-4. For number 5, write two important details you learned about the daytime sky.

Lesson 2 Review (page 117A)- Have your child complete the sentence with a word from the box for 1-4. For number 5, have your child look at the picture and tell they *Know* and then have them *Conclude* that Either: *Earth is facing the sun.*

Or: *Earth is not facing the sun.*

Extension Activity- *OPTIONAL* If possible, have the students explore the answer to the question: Why does the Sun look small? Follow the instructions on the Guided Inquiry page 316.

Language Arts

Peekaboo! (page 57)- Have your child read each sentence, then write a ., ?, or ! in each box. Then allow them to color each sentence by following the color code found at the top right of the page.

Name _____

Spelling Words

1. how

1. _____

2. round

2. _____

3. dishes

3. _____

4. blue

4. _____

5. argue

5. _____

6. diver

6. _____

7. enjoy

7. _____

8. overpay

8. _____

9. afternoon

9. _____

10. vacation

10. _____

11. early*

11. _____

12. learn*

12. _____

Note: The words followed by an asterisk are sight words and need to be memorized.

Matt and Mitch play on a team named the Sluggers. Matt is a pitcher and can throw a great curve pitch. Mitch is the team's catcher. He rarely misses a pitch. Sometimes they switch places just for fun. Both boys can run really fast. They make home runs if they get hard hits.

The team plays on a patch of ground near a deep ditch that attracts chiggers. In the springtime of the year, the boys itch and scratch from all the chigger bites they get playing on that lot. Many of their hits go into the nearby ditch if the boys can't catch them. They have been trying hard this year to be the best. If they play well this year, they are sure to win the round robin.

1. What is the name of the team? _____
2. What happens if Matt and Mitch get hard hits?
 - curved pitches
 - They get out.
 - They make home runs.
3. What makes the boys itch?
 - home runs
 - chiggers
 - robins
4. Where do their hits go if the boys can't catch them?

High Frequency Word Box

enough

where

tough

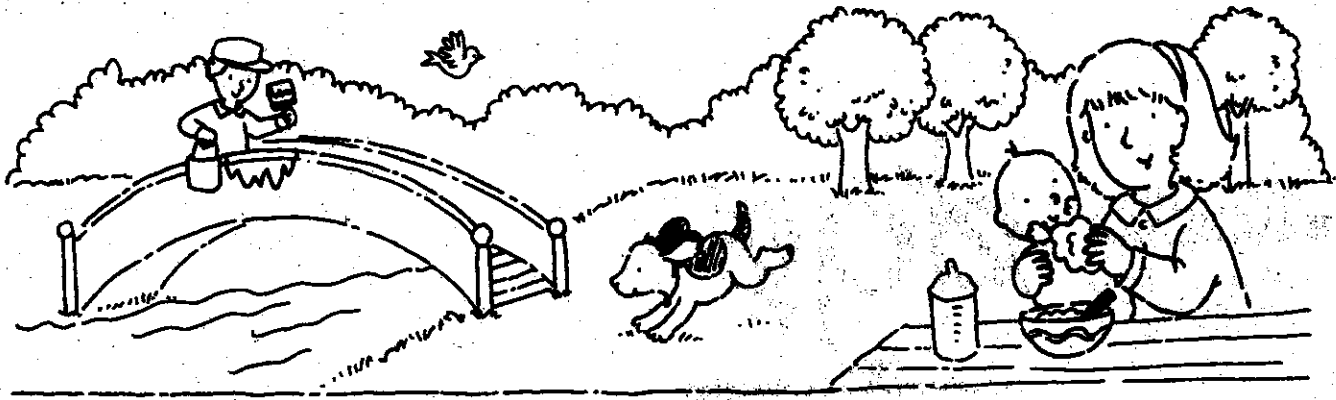
because

before

friend

Dear Parent/Guardian:

Today your child learned the following for trigraph **tch**: name, sound, written form, and keyword (patch). Please have him/her read the paragraphs and answer questions #1-#4. Then have him/her read the high-frequency words. Please return the paper to school.



smudge	bridge	mother	dog
park	baby	bird	flying
face	painting	wiping	running

Handwriting practice lines consisting of three sets of solid top and bottom lines with a dashed middle line.

High Frequency Word Box

every	strange
very	rough
often	said

Dear Parent/Guardian:
 Today your child learned the following for trigraph **dge**: name, sound, written form, and keyword (bridge). Your child also learned the sight words "every" and "very" and to code *dge* by underlining it, dotting the *g*, and crossing out the silent letters (d*g*e). Please have him/her use words from the box to write as many complete sentences about the picture as possible. Then have him/her read the high-frequency words. Please return the paper to school.

Name Example**Spelling with *dge* and *tch****dge* or *tch* after a short vowel*ge* or *ch* after anything else**/j/ sound**

1. cā ge
2. brī dge
3. hū ge
4. nū dge
5. gor ge
6. plūn ge
7. hē dge
8. wē dge
9. ver ge
10. lō dge

/ch/ sound

11. ea ch
12. thā tch
13. swī tch
14. pou ch
15. scrā tch
16. būn ch
17. fē tch
18. hā tch
19. clū tch
20. bea ch

Spelling with *dge* and *tch*

dge or *tch* after a short vowel

ge or *ch* after anything else

/j/ sound

/ch/ sound

1. ě_____
2. bǎ_____
3. ā_____
4. rĭ_____
5. bar_____
6. jū_____
7. stoo_____
8. twin_____
9. dō_____
10. plě_____

11. rea_____
12. crū_____
13. poo_____
14. skě_____
15. bă_____
16. cou_____
17. ě_____
18. tea_____
19. nō_____
20. strě_____

High Frequency Word Box

animal

do

enough

into

stranger

who

Dear Parent/Guardian:

Today your child learned when to use trigraphs *dge* and *tch* to spell the /j/ and /ch/ sounds: *dge* and *tch* are used after short vowels, and *ge* and *ch* are used after anything else. Please have him/her use this rule to finish spelling #1-#20. Then have him/her read the high-frequency words. Please return the paper to school.



elephant

chimpanzee

reading

tiger

shaving

bear

juggling

dancing

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line.

High Frequency Word Box

America

write

very

every

tough

you

Dear Parent/Guardian:

Today your child learned the following for digraph **ie**: name, sounds, written form, and keywords (pie, shield). Your child learned to code **ie** by underlining it, crossing out the silent letter, and placing a macron over the remaining letter (ie, ie). Please have him/her use words from the box to write as many complete sentences about the picture as possible. Then have him/her read the high-frequency words. Please return the paper to school.

Tough Enough



written by Marilee Robin Burton
illustrated by Rick Brown

SAXON



"Are you tough enough to hike this trail?" Dad asked.

"I am!" answered Rozell.

"I'm tough enough too!" added Suzann.

1



"It's a tough trail," Mom said. "It's not the little trail we took last July. I know this backpack trip will be tough. It could get a little rough!"

2



"I'm strong," said Rozell.

"It won't be too rough for me! I'm a tough kid. And I know how to backpack. I have done that before!"

3



Suzann said, "We carry our backpacks. Then we set up our camp. Before long, it's time to eat. We cook and eat outside."

4



"No hotel rooms for us!" said Rozell. "No motel beds! Sleeping bags are good enough for us. Our room is a tent."

5



"It's a tough trek," said Dad. "The hike is rough and quite long. Before we go, we should study this map."

6



"We are tough enough," said Suzann. "This will be our best July trip! It will be superb! Don't you think so, Snap?"

7



"I wish it were July now,"
said Rozell. "And so does Snap!
He's been on a hike before. He's
tough enough to come with us!"

The End

Understanding the Story

Questions are to be read aloud by a teacher or parent.

1. When will the family take a hiking trip?
2. Which two children think they are tough enough for the hiking trip?
3. How does Suzann know about backpack trips?

Answers: 1. In July 2. Rozell and Suzann 3. Possible answer: because she's taken them before

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Published by Harcourt Achieve Inc.

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Printed in China
ISBN-10: 1-59141-004-5
ISBN-13: 978-1-59141-004-1
35 36 37 38 0940 21 20 19 18
4500711704

Section VI

Dusty and Shelby are going to attend Camp Paddle Trails. They get to stay there in the cabins for two weeks. They hope to meet many friends. During the days, they plan to be involved in sports. This includes swimming, sailing, skin diving, and fishing. At night, they will get to take hikes in the woods and sit by a campfire with their friends. They can hardly wait until Sunday.

20. Where are Dusty and Shelby going?

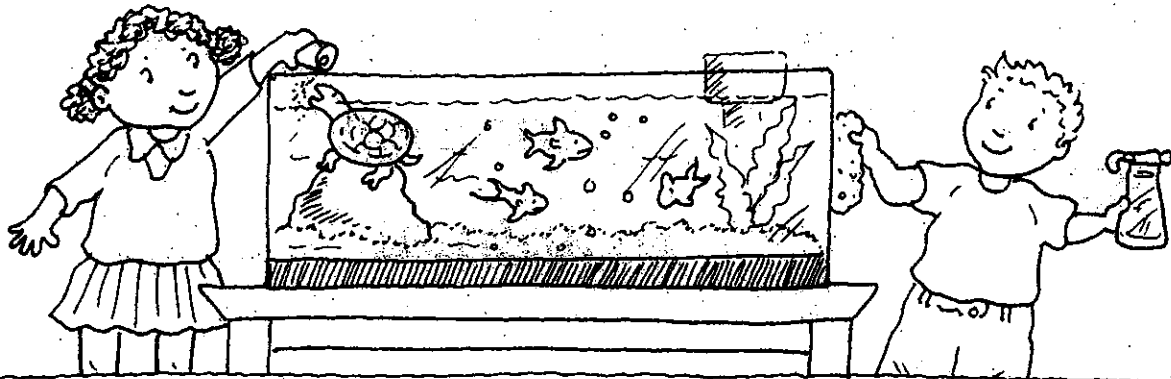
21. How long will they stay?

- two weeks
- until Sunday
- until the evening

22. They hope to meet many ____.

- fish
- skin divers
- friends

Section VII



girl	swimming	feeding	fish	turtle
rock	tank	cleaning	boy	eating

Use with Phonics-Assessment 23-
Section VII

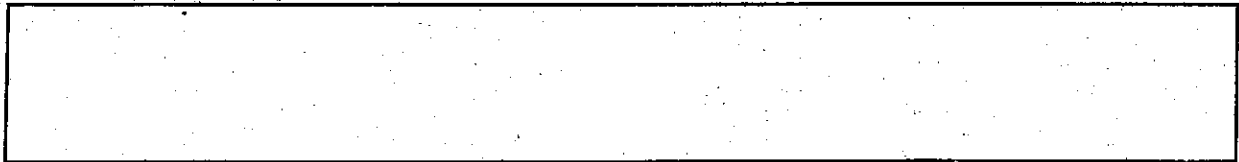
The page contains 15 sets of handwriting lines. Each set consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

Name _____

1. Circle the congruent shapes. (Congruent shapes are the same size and shape.)



2. Katie counted 27 linking cubes. She put them in trains of 10. Draw the linking cubes.



Jane gave her 10 more linking cubes. Draw the linking cubes Jane gave Katie. Write a number sentence to show how many linking cubes Katie has now.

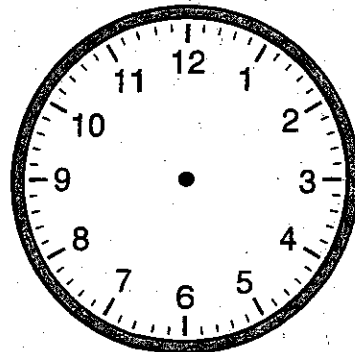
Number sentence _____

How many linking cubes does Katie have now? _____ linking cubes

3. Color the pennies brown. How much money is this? _____



4. Show half past six on both clocks.



5. Fill in the answers on the receipts.

	dimes	pennies	
	1	4	¢
+	6	4	¢
<hr/>			
			¢

	dimes	pennies	
	7	3	¢
+	2	4	¢
<hr/>			
			¢

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Name _____

Saxon Math 1 (for use with Lesson 116)

Set 18: $3 + 8$, $4 + 8$, $5 + 8$, and $6 + 8$; Review Addition Facts

Look—Say	Write—Say (3 times)	Cover—Write—Check
$\begin{array}{r} 8 \\ + 3 \\ \hline 11 \end{array}$	<hr/> <hr/> <hr/>	<hr/>
$\begin{array}{r} 3 \\ + 8 \\ \hline 11 \end{array}$	<hr/> <hr/> <hr/>	<hr/>
$\begin{array}{r} 8 \\ + 4 \\ \hline 12 \end{array}$	<hr/> <hr/> <hr/>	<hr/>
$\begin{array}{r} 4 \\ + 8 \\ \hline 12 \end{array}$	<hr/> <hr/> <hr/>	<hr/>

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Name _____

Saxon Math 1 (for use with Lesson 117)

1. Circle all the numbers that are between 42 and 55.

41 59 47 21 53 43 56

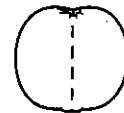
2. Fill in the next three shapes and numbers on the calendar.

What is the date of the first Thursday in April?

What is the date of the second Wednesday in April?

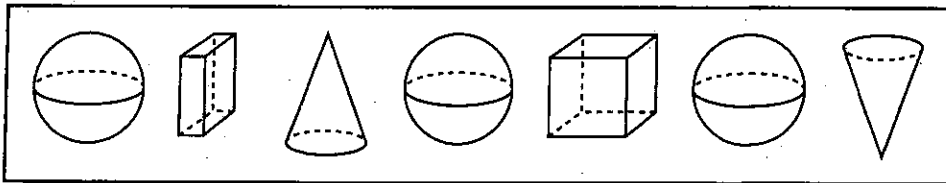
April						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15				

3. The tomato is cut into how many equal pieces? _____
Color one of the pieces.



_____ out of _____ pieces are colored.

4. Color the cones blue. Color the spheres red.



5. Color the graph to show how many cones and spheres you colored.

How many more spheres than cones did you color? _____

Cones						
Spheres						

6. Find the answers.

$6 + 2 + 2 =$ _____

$7 + 1 + 7 =$ _____

Name _____

Saxon Math 1 (for use with Lesson 119)

1. Finish these number patterns.

100, 90, 80, 70, _____, _____, _____, _____, _____

4, 6, 8, 10, _____, _____, _____, _____, _____, _____

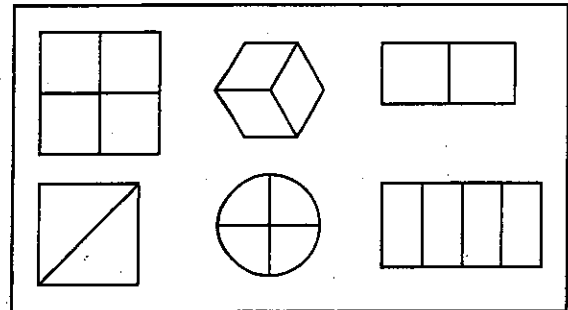
2. Alex had seven dimes and three pennies. He gave his brother two dimes. Draw the coins.



How many dimes does Alex have now? _____ dimes

How much money does he have altogether? _____

3. Circle all the shapes divided into halves using a green crayon. Color one half of each circled shape green.



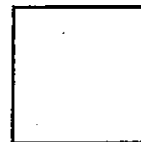
4. The line segment below is 10 centimeters long.



Find something at home that is about 10 centimeters long. What did you find?



5. Draw lines to show how to divide the squares into fourths in two different ways. Color two fourths of each square.



6. Find the answers.

$21 + 10 = \underline{\hspace{2cm}}$

$18 + 10 = \underline{\hspace{2cm}}$

$42 + 10 = \underline{\hspace{2cm}}$

$2 + 5 + 8 = \underline{\hspace{2cm}}$

$6 + 3 + 9 = \underline{\hspace{2cm}}$

What is in the day sky?

The **Sun** is a big ball of hot gas.

Light from the Sun warms Earth.

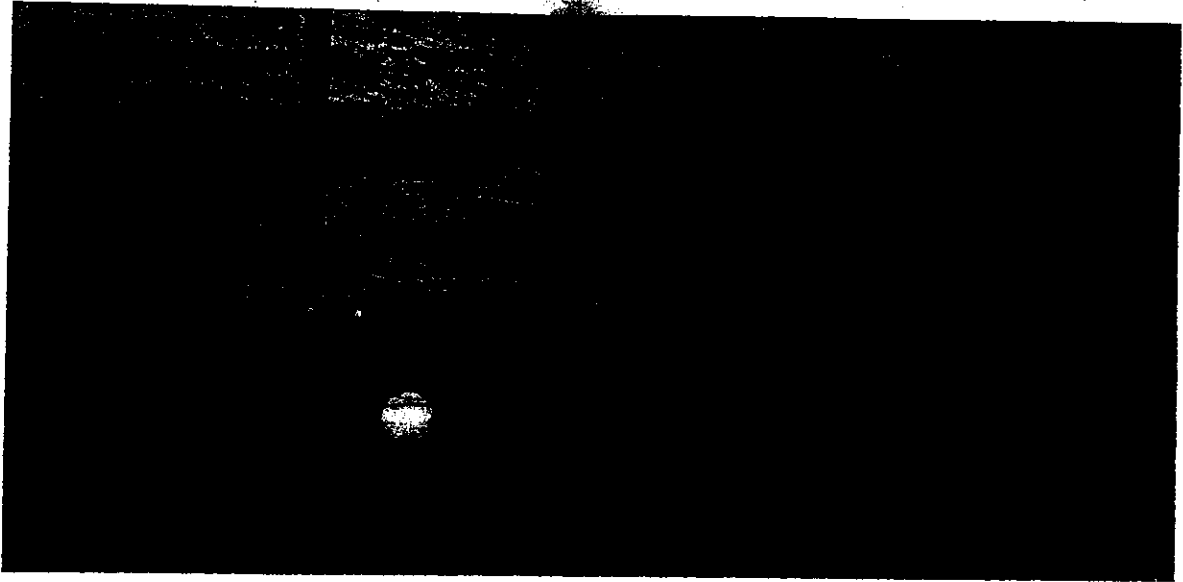
The Sun makes the day bright.

What can you see in the day sky?

You may see clouds.

You may see the Moon too.

You can see the Moon more at night.



The Bright Sun

The Sun lights Earth.

This light keeps Earth warm.

Living things need this light.



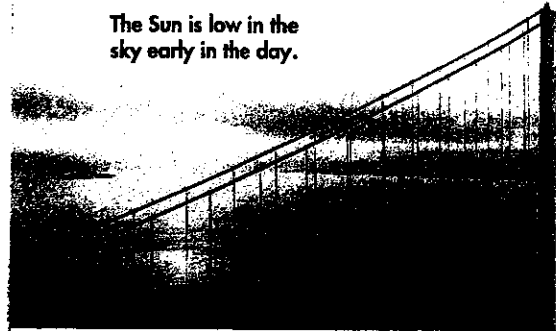
The Sun is bigger than Earth.

It looks small.

It is far away.

It seems to move across the sky.

The Sun is low in the sky early in the day.

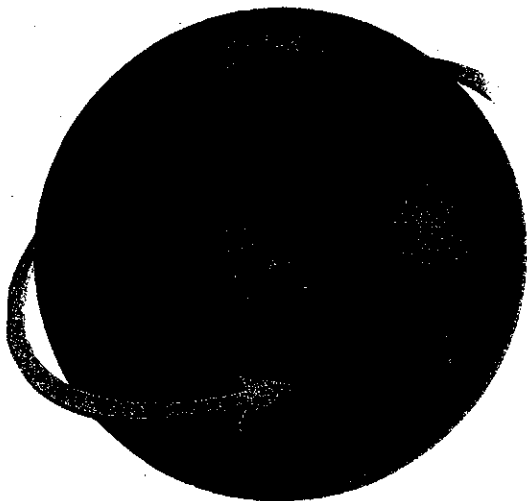


The Sun is above you at noon.



What causes day and night?

Earth is always moving.
Earth turns around and around.
This is called **rotation**.
Earth makes one rotation each day.

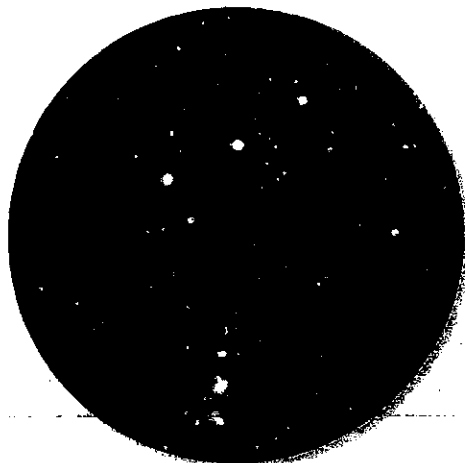


Part of Earth faces the Sun.
Then it is day.
Part of Earth faces away from the Sun.
Then it is night.
Rotation makes day and night.



What is in the night sky?

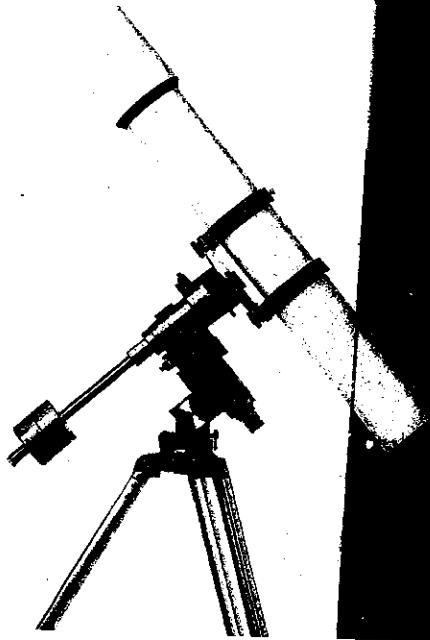
Stars are in the sky.
A **star** is a big ball of hot gas.
Stars give off light.
Stars seem to move across the sky.



Earth is a **planet**.
Nine planets move around the Sun.
Planets do not give off light.



Most planets are hard to see.
You can use a telescope.
A **telescope** makes things that are far away look closer.



Stars look small.
They are far away.
The Sun is the closest star to Earth.



The Moon at Night

The **Moon** moves around Earth.
The Moon is round.
The Moon looks small.
It is far away.



The Moon is not like Earth.
It has no air.
It has no living things.



The Sun shines light on the Moon.

We only see the part that is lit.

The Moon looks different each night.

It looks the same again in about

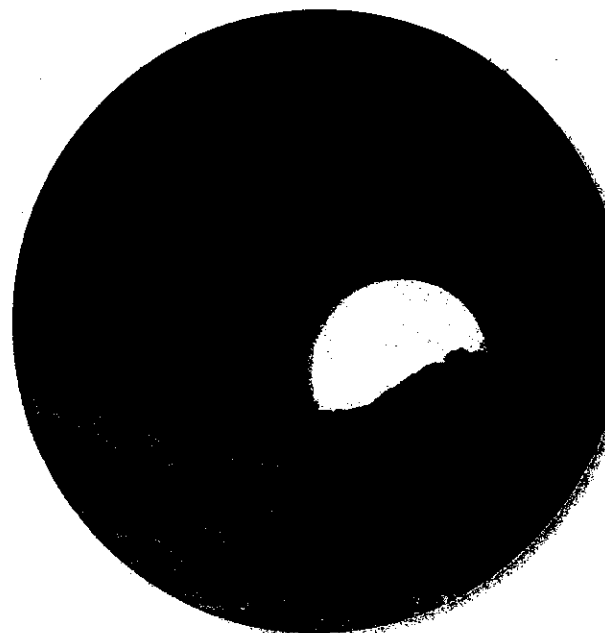
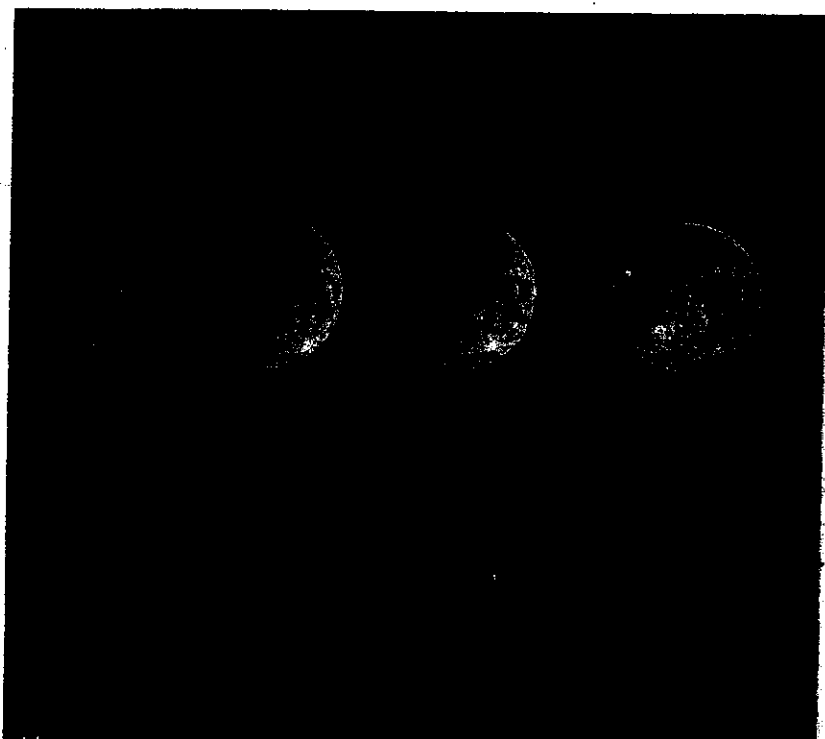
29 days.

Look at the sky in the day.

Look at the sky at night.

How are they different?

What can you see in the sky?



Name _____

Complete the Sentence

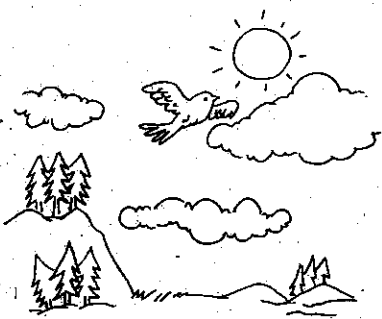
Write the word that completes each sentence.

star	Sun	grow	Moon
------	-----	------	------

1. The _____ makes light in the daytime sky.
2. A hot ball of gas is called a _____.
3. You can see the _____ at night and sometimes in the day.
4. Living things _____ because of light from the Sun.

Important Details

5. Write two important details you learned about the daytime sky.

Name _____

Complete the Sentence

Write the word that completes each sentence.

day	moving	rotation	night
-----	--------	----------	-------

1. Earth never stops _____.
2. It is called _____ when Earth turns around and around.
3. When Earth faces the Sun, it is _____.
4. When Earth does not face the Sun, it is _____.

Draw Conclusions

5. Look at the picture and tell if Earth is or is not facing the Sun.



I know

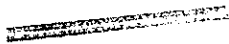


I conclude

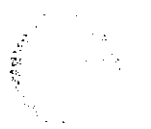
Directed Inquiry

Explore Why does the Sun look small?

Materials



ruler

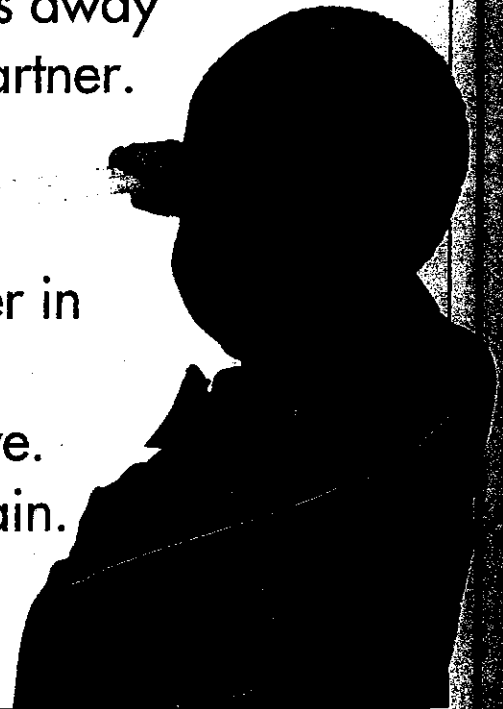


paper plate



What to Do

- 1 Measure across a plate. Label the plate **Sun**.
- 2 Have your partner hold the plate.
- 3 Move 5 steps away from your partner.
- 4 Hold the ruler in front of you. Close one eye. Measure again.



Process Skills

You can **communicate** how the size of the plate seems to change.

Explain Your Results

Communicate What seems to happen to the size of the plate when you move away?

Name _____

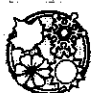
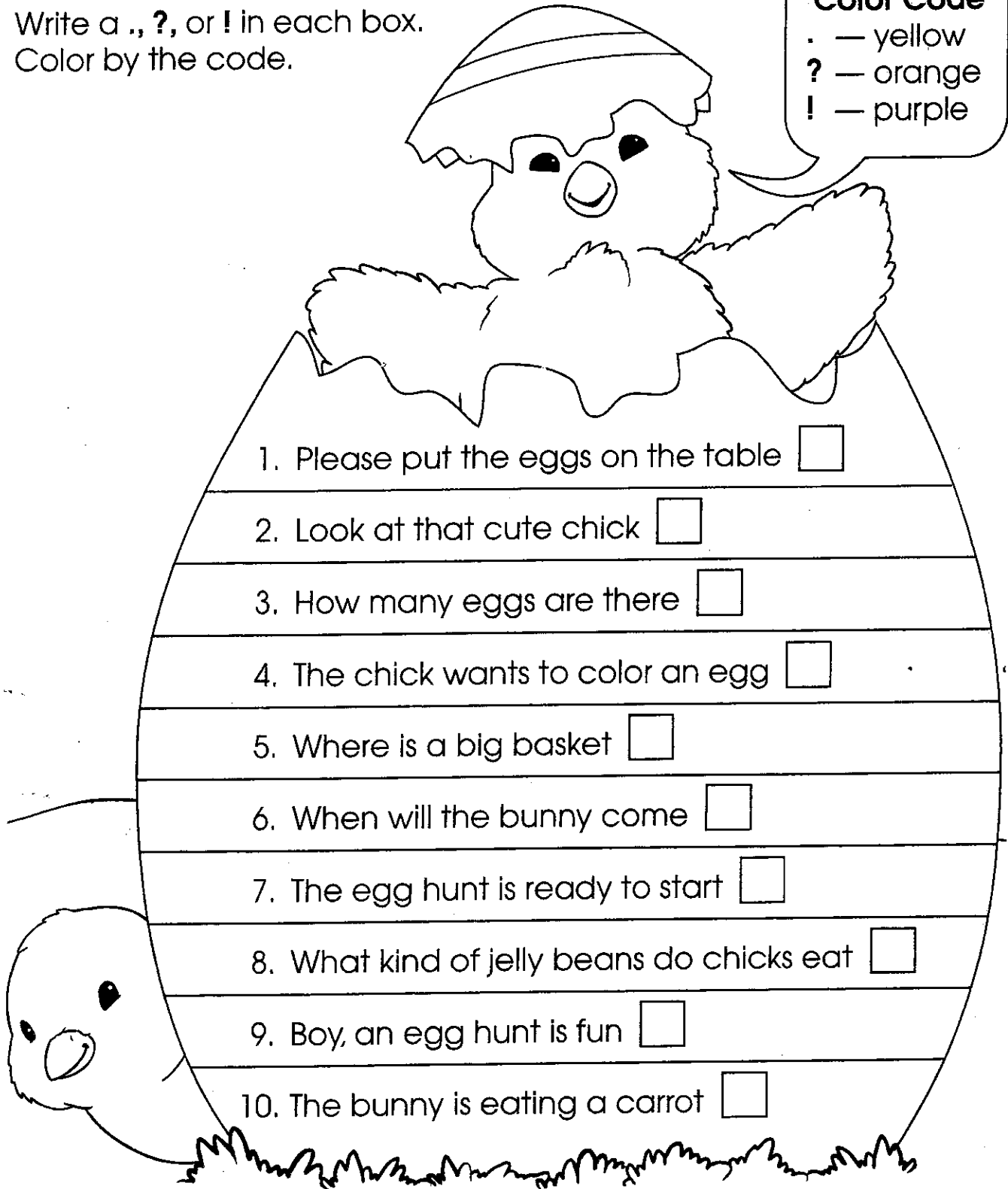
Easter
Ending punctuation

Peekaboo!

Read.
Write a ., ?, or ! in each box.
Color by the code.

Color Code

- . — yellow
- ? — orange
- ! — purple



PE 7-Day Food Diary

- Each log will be kept for 1 week, taken about one minute after every meal to write down what you ate.
- At the end of the day write an estimated amount of cups of water that you drank. (8oz=1 cup)
- At the end of the day write an estimated amount of time that you spent active that day.
- For each log write a short description of the food you ate and a rough estimate of how Many cups of food you ate in one sitting. (2 handfuls= 1cup)
- Please write your name, the through date (4/8-4/15 for example), and your teachers' name before turning it in.

Name _____ Teachers Name _____
Week Starting _____ Physical education week 3

7-Day Food Diary

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Snacks							
Lunch							
Snacks							
Dinner							
Snacks							
Physical Activity							
Water							

Week 3 Lesson and Activity Packet- As a specials teacher I do not see your children every day but usually 2 to 3 times a week. There is a separate file for **Actor Wellness Activity**. Incorporate **2 options** per week from that file and then complete these small activities for this week. I will provide more activities next week.

Below each activity is questions. Please respond using this document and use a different color font when responding. No yellow or lighter shades please. Or you may write out and submit physically.

This will be counted as a Project/Performance grade.

Activity 1 : Mask Making

Step 1 - Use household items paper plates, paper, fabric, cardboard etc.

Step 2 - Make a face mask that can actually fit your face

Step 3 – Send me a picture of your work

Activity 2: Story Telling

On Monday in the live class I will have an activity where we will find a house hold item and tell a story about it.

Find another item this time something that has purple or red or both in it and needs to be something that fits in your hand. Tell me what the item is and tell me a story about the item. You may send me a video of your story telling or write it down.