



Riverside Traditional School (May 2020)

Megan Cathey
4 Weeks Packet
1st Grade

May 4	May 5	May 6	May 7	May 8
<p>Phonics: Pg. 1 Review reading short and long vowel sounds using the video titled "May 4 Phonics".</p> <p>Reading: Pg. 4 Create a graphic organizer with Ms. Cathey using the video titled "May 4 KWL".</p> <p>Writing: Review the journaling process using the video titled "April 6 Writing". Pg. 5 Answer the prompt using the journaling process.</p> <p>Online practice Ms. Cathey's Instructional Videos: Apx. 15 minutes</p>	<p>Phonics:</p> <ul style="list-style-type: none"> Pg. 1 Practice reading short and long vowel sounds with an adult. <p>Reading:</p> <ul style="list-style-type: none"> Pg. 4 Listen to Ms. Cathey read excerpts from a book and complete your graphic organizer using the video titled "May 5 Reading" Pg. 7 Read for 20 minutes <u>twice</u> a day. <p>Writing:</p> <ul style="list-style-type: none"> Pg. 8 Answer the prompt using the journaling process. <p>Online practice</p> <ul style="list-style-type: none"> Ms. Cathey's Instructional Video: Apx. 5 minutes Reading Horizons: 30 minutes 	<p>Phonics:</p> <ul style="list-style-type: none"> Pg. 2 Practice reading short and long vowel sounds with an adult. <p>Reading:</p> <ul style="list-style-type: none"> Pg. 4 Listen to Ms. Cathey read excerpts from a book and complete your graphic organizer using the video titled "May 6 Reading" Pg. 7 Read for 20 minutes <u>twice</u> a day. <p>Writing:</p> <ul style="list-style-type: none"> Pg. 10 Answer the prompt using the journaling process. <p>Online practice</p> <ul style="list-style-type: none"> Ms. Cathey's Instructional Video: Apx. 5 minutes Epic: 20 minutes 	<p>Phonics:</p> <ul style="list-style-type: none"> Pg. 2 Practice reading short and long vowel sounds with an adult. <p>Reading:</p> <ul style="list-style-type: none"> Pg. 12 Read for 20 minutes <u>twice</u> a day. <p>Writing:</p> <ul style="list-style-type: none"> Pg. 13 Answer the prompt using the journaling process. <p>Online practice</p> <ul style="list-style-type: none"> Reading Horizons: 30 minutes Epic: 20 minutes 	<p>Phonics:</p> <ul style="list-style-type: none"> Pg. 3 Practice reading short and long vowel sounds with an adult. <p>Reading:</p> <ul style="list-style-type: none"> Pg. 12 Read for 20 minutes <u>twice</u> a day. <p>Writing:</p> <ul style="list-style-type: none"> Pg. 15 Answer the prompt using the journaling process. <p>Online practice</p> <ul style="list-style-type: none"> Reading Horizons: 30 minutes Epic: 20 minutes
<p>Math:</p>	<p>Math:</p> <ul style="list-style-type: none"> Pg. 9 Review fractions with an adult. 	<p>Math:</p>	<p>Math:</p> <ul style="list-style-type: none"> Pg. 14 Practice fractions on your own. 	<p>Math:</p> <ul style="list-style-type: none"> Pg. 16 Fractions quiz.

<p>Pg. 6 Practice fractions using the video titled "May 4 Math".</p> <p>Online practice Ms. Cathey's Instructional Video: Apx. 5 minutes</p>	<p>Online practice</p> <ul style="list-style-type: none"> • Xtra Math: 10 minutes 	<ul style="list-style-type: none"> • Pg. 11 Practice fractions with an adult. <p>Online practice</p> <ul style="list-style-type: none"> • Xtra Math: 10 minutes 	<ul style="list-style-type: none"> • Ask an adult to check your work. <p>Online practice</p> <ul style="list-style-type: none"> • Xtra Math: 10 minutes 	<ul style="list-style-type: none"> • Ask an adult to check your work and give you a score. • DO NOT correct your work until you send me a picture of it. <p>Online practice</p> <ul style="list-style-type: none"> • Xtra Math: 10 minutes
<p>STEM:</p> <p>Online practice See the Sunday Snapshot on Class Tag for optional activities</p> <p>Print practice 4/20 Page 18 Continue collecting data about the moon</p>	<p>STEM:</p> <p>Online practice</p> <ul style="list-style-type: none"> • See the Sunday Snapshot on Class Tag for optional activities <p>Print practice</p> <ul style="list-style-type: none"> • 4/20 Page 18 Continue collecting data about the moon 	<p>STEM:</p> <p>Online practice</p> <ul style="list-style-type: none"> • See the Sunday Snapshot on Class Tag for optional activities <p>Print practice</p> <ul style="list-style-type: none"> • 4/20 Page 18 Continue collecting data about the moon 	<p>STEM:</p> <p>Online practice</p> <ul style="list-style-type: none"> • See the Sunday Snapshot on Class Tag for optional activities <p>Print practice</p> <ul style="list-style-type: none"> • 4/20 Page 18 Continue collecting data about the moon 	<p>STEM:</p> <p>Online practice Choose something you're feeling curious about. Research it using Google or Epic with the help of an adult.</p> <p>Print practice</p> <ul style="list-style-type: none"> • Page 17 Complete the Wonder Sheet. • 4/20 Page 18 Continue collecting data about the moon until 5/17.
<p>Home-School Connection: Watch the instructional videos posted on Class Tag. <u>Check-in on Zoom at 3:00.</u> Be ready to share something you know or want to know about the seasons.</p>	<p>Home-School Connection:</p> <ul style="list-style-type: none"> • Contact me if you have any questions or concerns. 	<p>Home-School Connection:</p> <ul style="list-style-type: none"> • Contact me if you have any questions or concerns. 	<p>Home-School Connection:</p> <ul style="list-style-type: none"> • Contact me if you have any questions or concerns. 	<p>Home-School Connection:</p> <ul style="list-style-type: none"> • <u>Check-in on Zoom at 3:00.</u> • Be ready to share • What you learned about the seasons, what you were

				curious about, or something about the person you interviewed
	Submit a picture of: <ul style="list-style-type: none">• Page 1			Submit a picture of: <ul style="list-style-type: none">• One journal page on Class Tag or email.• The math quiz on Class Tag or email.• This week's moon research (page 18 from 4/20).

Monday: With Ms. Cathey code and read the following words.

**** Watch the video to learn to code "silent e" words. ****

cap hop shin twin

cape hope shine twine

Tuesday: With an adult code and read the following words. Watch Monday's video again if you need a review of coding "silent e" words.

fad not spin not

fade note spine note

Wednesday: With an adult code and read the following words and nonsense words. Remember that a * before the word means it is not a real word. Watch Monday's video again if you need a review of coding "silent e" words.

*lat cot *lin can
late *cote line cane

Thursday: With an adult code and read the following words and nonsense words. Remember that a * before the word means it is not a real word. Watch Monday's video again if you need a review of coding "silent e" words.

*tak *spok snip *pav
take spoke snipe pave

Friday: With an adult code and read the following words and nonsense words. Remember that a * before the word means it is not a real word. Watch Monday's video again if you need a review of coding "silent e" words.





Sam lot strip cod

Same *lote stripe code

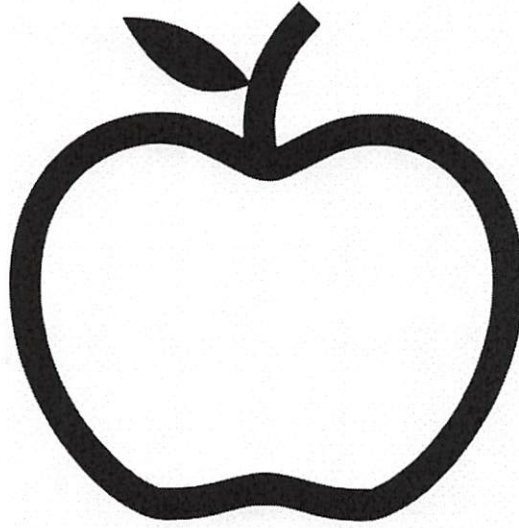
Create a graphic organizer with Ms. Cathey using this week’s “Reading” videos.

Know	Want to Know	Learned

Use the journal process to write **two** or more sentences about your favorite season.

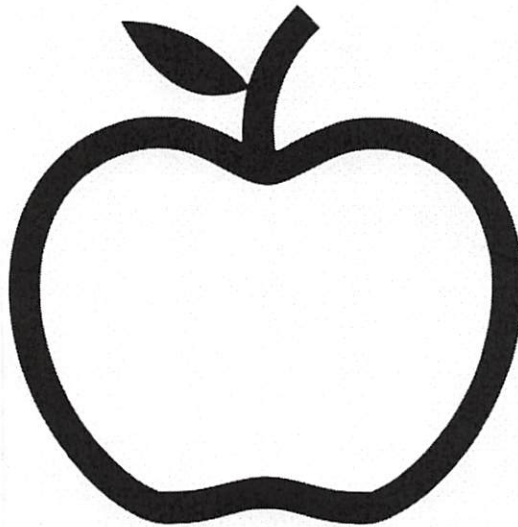
<p>Picture:</p> 	<p>Draw lines and period:</p> 	<p>Finger Space:</p> 	<p>Capital letter</p> 	<p>Flash words Beginning sounds</p> <table border="1"><tr><td>l</td><td>a</td></tr><tr><td>lee</td><td>the</td></tr><tr><td>he</td><td>go</td></tr><tr><td>see</td><td>have</td></tr></table> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-top: 5px;">M</div>	l	a	lee	the	he	go	see	have	<p>4 W:</p> <p>When Who What Where</p>
l	a												
lee	the												
he	go												
see	have												

half



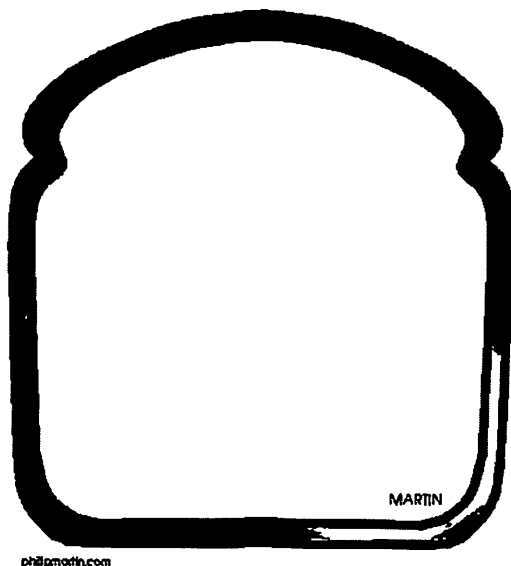
$\frac{1}{2}$

fourths or quarters



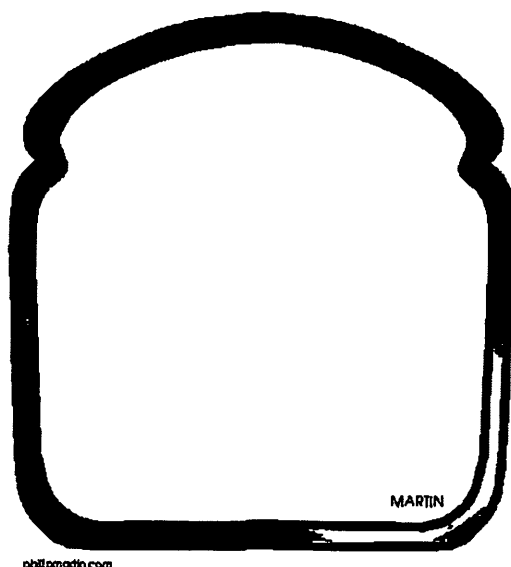
$\frac{1}{4}$

half



$\frac{1}{2}$

fourths or quarters



$\frac{1}{4}$




Tuesday: Record what you read during your two 20-minute reading sessions.

Book(s)	
	<input type="checkbox"/> I read to myself. <input type="checkbox"/> I read aloud to an adult. <input type="checkbox"/> An adult read aloud to me.
	<input type="checkbox"/> I read o myself. <input type="checkbox"/> I read aloud to an adult. <input type="checkbox"/> An adult read aloud to me.

Wednesday: Record what you read during your two 20-minute reading sessions.

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Draw a picture of your choice and write at least two sentences to go with it. Use the journaling process to write your sentences.

Picture: 	Draw lines and period: -----●	Finger Space: 	↓ Capital letter C	Flash words Beginning sounds I to tea the to go see face 	4 W: When Who What Where
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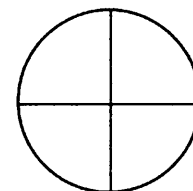
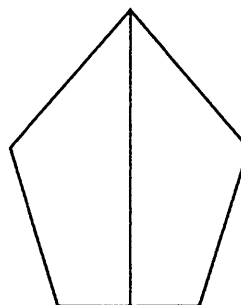
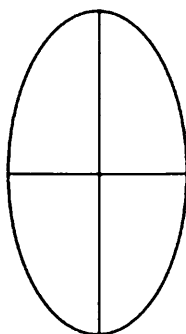
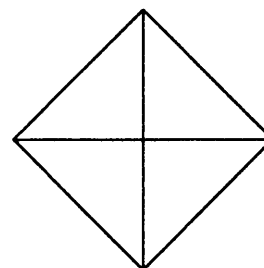
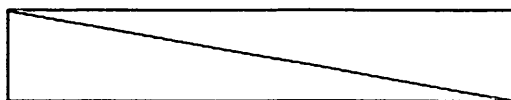
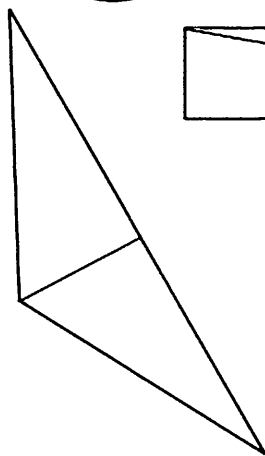
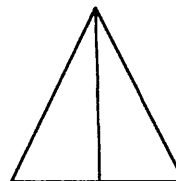
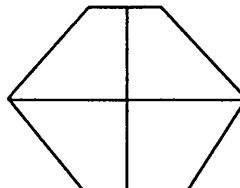
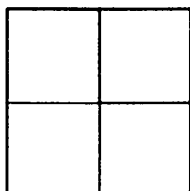
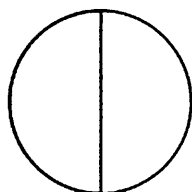


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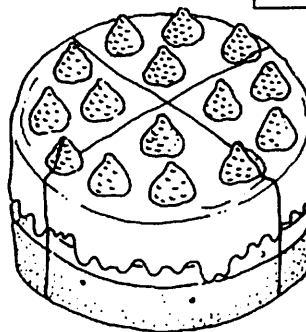
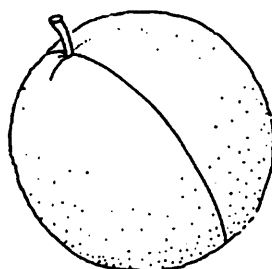
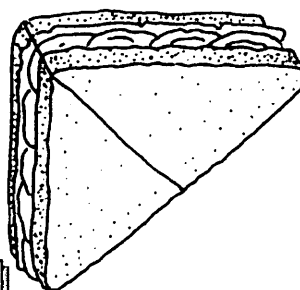
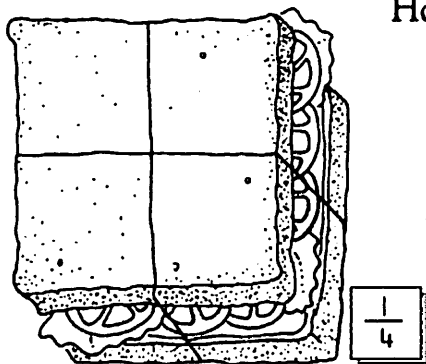
Halves and fourths








For each shape color one half red or one fourth yellow.




Halves or fourths?



Use the journal process to write two or more sentences about what you have learned about the seasons.

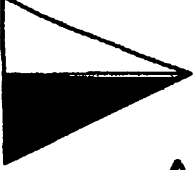
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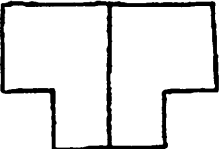
Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

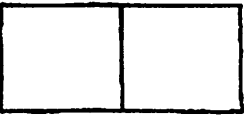


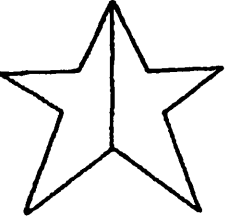
Halves

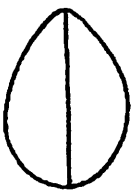
Color one half ($\frac{1}{2}$) of each shape.

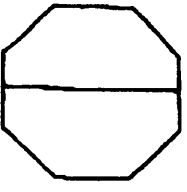




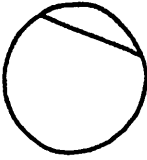


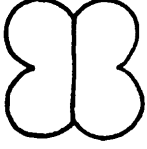


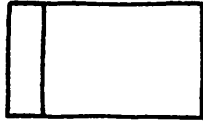


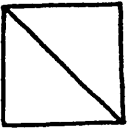


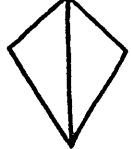
Write a in the box if $\frac{1}{2}$ the figure is shaded and a if less than $\frac{1}{2}$ is shaded.

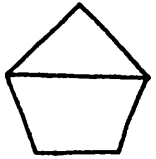




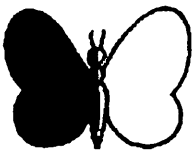


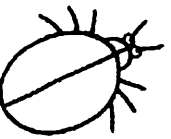


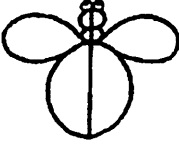


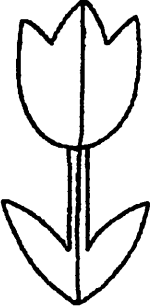


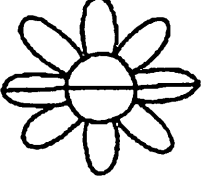
Color one half ($\frac{1}{2}$) of each figure.

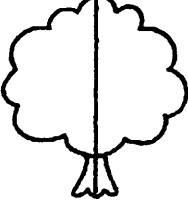

















Thursday: Record what you read during your two **20-minute** reading sessions.

Book(s)	
	<input type="checkbox"/> I read to myself. <input type="checkbox"/> I read aloud to an adult. <input type="checkbox"/> An adult read aloud to me.
	<input type="checkbox"/> I read o myself. <input type="checkbox"/> I read aloud to an adult. <input type="checkbox"/> An adult read aloud to me.

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Draw a picture of your choice and write at least **two** sentences to go with it. Use the journaling process to write your sentences.

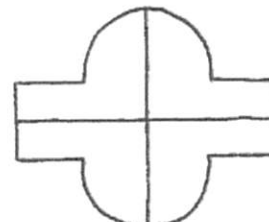
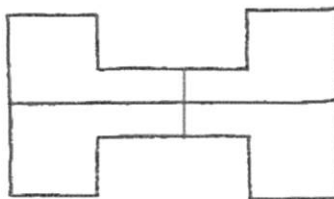
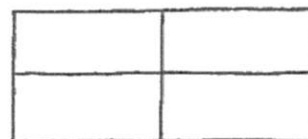
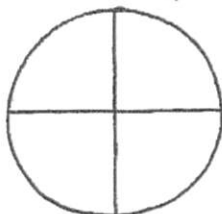
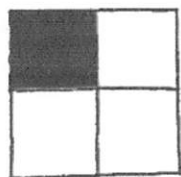
<p>Picture:</p> 	<p>Draw lines and period:</p> 	<p>Finger Space:</p> 	<p>Capital letter</p> 	<p>Flash words Beginning sounds</p> <table border="1"><tr><td>I</td><td>a</td></tr><tr><td>like</td><td>the</td></tr><tr><td>to</td><td>go</td></tr><tr><td>see</td><td>have</td></tr></table> 	I	a	like	the	to	go	see	have	<p>4 W:</p> <p>When Who What Where</p>
I	a												
like	the												
to	go												
see	have												

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

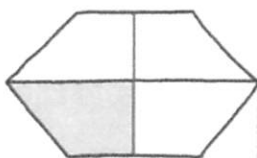
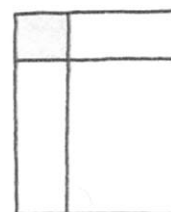
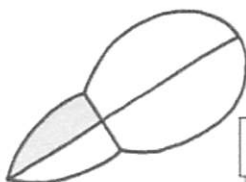
Quarters



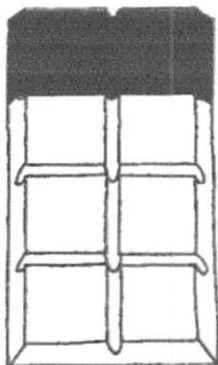
Color one quarter ($\frac{1}{4}$) of each shape.







Write a ✓ in the box if $\frac{1}{4}$ of the figure is shaded and a ✗ if less than $\frac{1}{4}$ is shaded.



Color one quarter ($\frac{1}{4}$) of each picture.



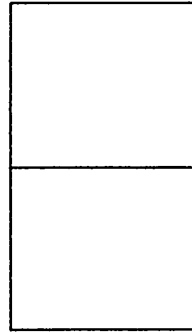
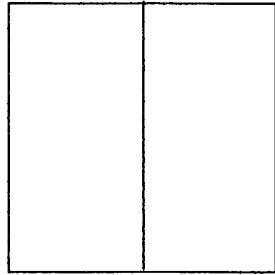
Using the journaling process to write a short story with your **least** favorite season as the setting and you as the main character.

<p>Picture:</p> 	<p>Draw lines and period:</p> 	<p>Finger Space:</p> 	<p>Capital letter</p> 	<p>Flash words Beginning sounds</p> <table border="1"> <tr> <td>I</td> <td>it</td> <td rowspan="4">M</td> </tr> <tr> <td>like</td> <td>this</td> </tr> <tr> <td>to</td> <td>go</td> </tr> <tr> <td>see</td> <td>five</td> </tr> </table>	I	it	M	like	this	to	go	see	five	<p>4 W:</p> <p>When Who What Where</p>
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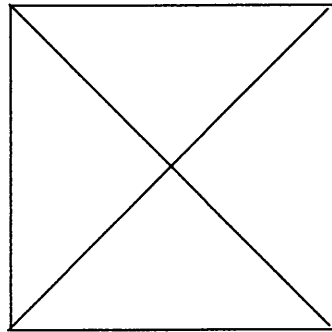
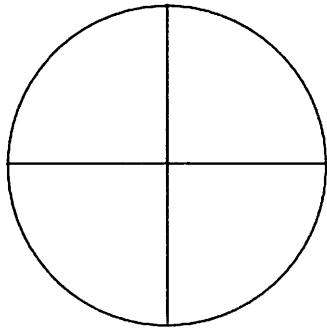
Fractions Quiz

Complete without any help.

Color and label half.



Color and label one fourth.



Ask an adult to check your work and record your score.

Correct _____ out of 4

Send your score to Ms. Cathey.

I wonder...

I learned...



Riverside Traditional School (May 2020)

Megan Cathey
4 Weeks Packet
1st Grade

May 11	May 12	May 13	May 14	May 15
<p>Phonics: Pg. 1 Review reading short and long vowel sounds using the video titled "May 4 Phonics". (From last week.)</p> <p>Reading:</p> <ul style="list-style-type: none">Pg. 4 Review making connections using the video titled "April 11 Reading".With an adult watch "Patricia Polacco Reads Thunder Cakes" on YouTubeWrite and draw about any connections you made as you listened to the story. <p>Writing: Review the journaling process using the video titled "April 6 Writing". Pg. 5 Answer the prompt using the journaling process.</p> <p>Online practice</p>	<p>Phonics:</p> <ul style="list-style-type: none">Pg. 1 Practice reading short and long vowel sounds with an adult. <p>Reading:</p> <ul style="list-style-type: none">Pg. 7 Read for 20 minutes <u>twice</u> a day.Practice making connections.Discuss your connections with an adult. <p>Writing:</p> <ul style="list-style-type: none">Pg. 8 Answer the prompt using the journaling process. <p>Online practice</p> <ul style="list-style-type: none">Epic: 20 minutesReading Horizons: 30 minutes	<p>Phonics:</p> <ul style="list-style-type: none">Pg. 2 Practice reading short and long vowel sounds with an adult. <p>Reading:</p> <ul style="list-style-type: none">Pg. 7 Read for 20 minutes <u>twice</u> a day.Practice making connections.Discuss your connections with an adult. <p>Writing:</p> <ul style="list-style-type: none">Pg. 10 Answer the prompt using the journaling process. <p>Online practice</p> <ul style="list-style-type: none">Reading Horizons: 30 minutesEpic: 20 minutes	<p>Phonics:</p> <ul style="list-style-type: none">Pg. 2 Practice reading short and long vowel sounds with an adult. <p>Reading:</p> <ul style="list-style-type: none">Pg. 12 Read for 20 minutes <u>twice</u> a day.Practice making connections.Discuss your connections with an adult. <p>Writing:</p> <ul style="list-style-type: none">Pg. 13 Answer the prompt using the journaling process. <p>Online practice</p> <ul style="list-style-type: none">Reading Horizons: 30 minutesEpic: 20 minutes	<p>Phonics:</p> <ul style="list-style-type: none">Pg. 3 Practice reading short and long vowel sounds with an adult. <p>Reading:</p> <ul style="list-style-type: none">Pg. 12 Read for 20 minutes <u>twice</u> a day.Practice making connections.Discuss your connections with an adult. <p>Writing:</p> <ul style="list-style-type: none">Pg. 15 Answer the prompt using the journaling process. <p>Online practice</p> <ul style="list-style-type: none">Reading Horizons: 30 minutesEpic: 20 minutes

<p>Ms. Cathey's Instructional Videos and YouTube Read Aloud: Apx. 15 minutes</p>				
<p>Math: With an adult watch "Telling Time to the Half Hour and Hour Song 1st Grade & 2nd Grade" on YouTube Page 6 Draw or write about what you learned</p> <p>Online practice YouTube Video: Apx. 5 minutes</p>	<p>Math:</p> <ul style="list-style-type: none"> Pg. 9 Review telling time with an adult. <p>Online practice</p> <ul style="list-style-type: none"> Xtra Math: 10 minutes 	<p>Math:</p> <ul style="list-style-type: none"> Pg. 11 Practice telling time with an adult. <p>Online practice</p> <ul style="list-style-type: none"> Xtra Math: 10 minutes 	<p>Math:</p> <ul style="list-style-type: none"> Pg. 14 Practice telling time on your own (if you're ready). Have an adult check your work. <p>Online practice</p> <ul style="list-style-type: none"> Xtra Math: 10 minutes 	<p>Math:</p> <ul style="list-style-type: none"> Pg. 16 Telling time quiz. Ask an adult to check your work and give you a score. DO NOT correct your work until you send me a picture of it. <p>Online practice</p> <ul style="list-style-type: none"> Xtra Math: 10 minutes
<p>Print practice</p> <p>Online practice</p> <ul style="list-style-type: none"> With an adult watch "Baking a Cake with Sciencel" on YouTube <p>Print practice</p> <p>Pg. 18 Write or draw about what you learned 4/20 Page 18 Continue collecting data about the moon</p>	<p>STEM:</p> <p>Print practice</p> <ul style="list-style-type: none"> 4/20 Page 18 Continue collecting data about the moon Page 19 With an adult bake a Cake in a Mug 	<p>STEM:</p> <p>Print practice</p> <ul style="list-style-type: none"> 4/20 Page 18 Continue collecting data about the moon Page 20 Write about baking a cake using at least three words from the word bank. 	<p>STEM:</p> <p>Print practice</p> <ul style="list-style-type: none"> 4/20 Page 18 Continue collecting data about the moon Page 21 With an adult watch "How to Draw a Birthday Cake Tower (Folding Surprise) on YouTube. Follow along with our friends from Art for Kids Hub. 	<p>STEM:</p> <p>Online practice</p> <p>Choose something you're feeling curious about. Research it using Google or Epic with the help of an adult.</p> <p>Print practice</p> <ul style="list-style-type: none"> Page 17 Complete the Wonder Sheet. 4/20 Page 18 Continue collecting data about the moon until 5/17.

<p>Home-School Connection: Watch the phonics, reading, writing, and math videos posted on Class Tag. <u>Check-in on Zoom at 3:00.</u> Be ready to share a connection you made to the story.</p>	<p>Home-School Connection:</p> <ul style="list-style-type: none"> • Contact me if you have any questions or concerns. 	<p>Home-School Connection:</p> <ul style="list-style-type: none"> • Contact me if you have any questions or concerns. 	<p>Home-School Connection:</p> <ul style="list-style-type: none"> • Contact me if you have any questions or concerns. 	<p>Home-School Connection:</p> <ul style="list-style-type: none"> • <u>NO ZOOM TODAY</u> • RTS Parade Day!!
	<p>Submit a picture of:</p> <ul style="list-style-type: none"> • Page 1 on Class Tag or email. • A drawing for the Nurse. (Tomorrow is School Nurse Day) 			<p>Submit a picture of:</p> <ul style="list-style-type: none"> • One journal page on Class Tag or email. • The math quiz on Class Tag or email. • This week's moon research (page 18 from 4/20).

Monday:

*** Watch the video from last week to review how to code "silent e" words. ***

cap hop shin twin

cape hope shine twine

Tuesday: With an adult code and read the following words. Watch the video again if you need a review of coding "silent e" words.

fad not spin not

fade note spine note

Wednesday: With an adult code the words in bold and read the sentences.

Kate told **quite** a **joke**.

Mike had a **shake**.

Thursday: With an adult code the words in bold and read the sentences.

Jade rode her **bike** on a **slope**.

Would you **like** a pet **snake**?

Thursday: With an adult code the words in bold and read the sentences.

Pete and **Mike** are best friends.

Take nine bites of cake.

Watch the video titled “Reading May 11” to review making connections.
With an adult watch “Patricia Polacco Reads Thunder Cakes” on You Tube.
Draw or write about any connections you make as you listen to the story.
Share your connections with an adult.

With an adult watch “Telling Time to the Half Hour and Hour Song | 1st Grade & 2nd Grade” on YouTube.

Draw and write about what you learned.





Tuesday: Record what you read during your two 20-minute reading sessions.

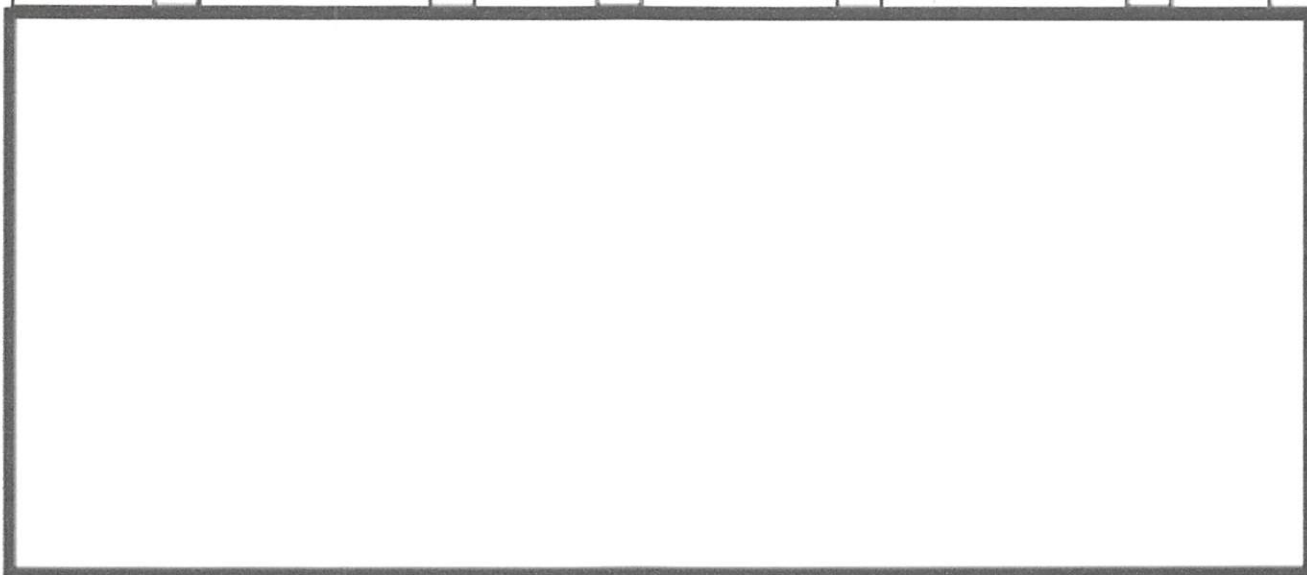
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	<input type="checkbox"/> I read o myself. <input type="checkbox"/> I read aloud to an adult. <input type="checkbox"/> An adult read aloud to me.

Wednesday: Record what you read during your two 20-minute reading sessions.

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Draw a picture of your choice and write at least two sentences to go with it. Use the journaling process to write your sentences.

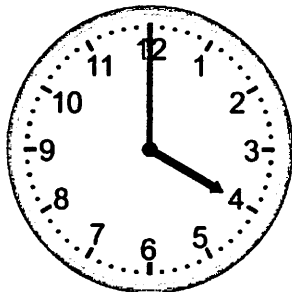
<p>Picture:</p> 	<p>Draw lines and period:</p> 	<p>Finger Space:</p> 	<p>Capital letter</p> 	<p>Flash words Beginning sounds</p> <table border="1"><tr><td>i</td><td>o</td></tr><tr><td>oo</td><td>th</td></tr><tr><td>to</td><td>gn</td></tr><tr><td>ee</td><td>tr</td></tr></table> <p>M</p>	i	o	oo	th	to	gn	ee	tr	<p>4 W:</p> <p>When Who What Where</p>
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oo	th												
to	gn												
ee	tr												



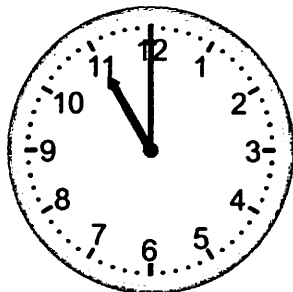
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Write the time below each clock.

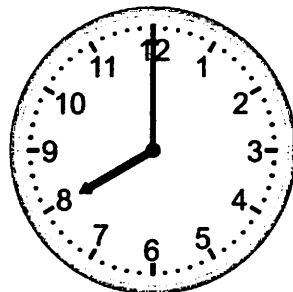
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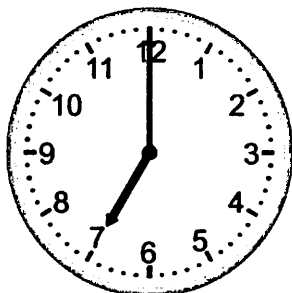
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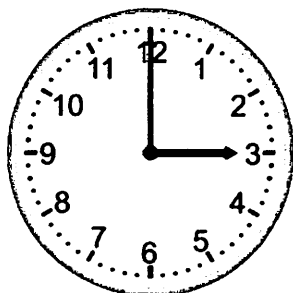
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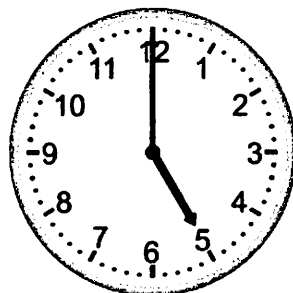
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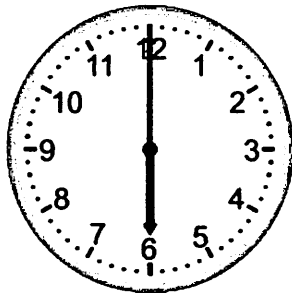
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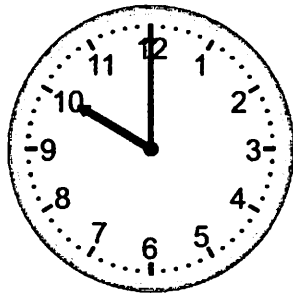
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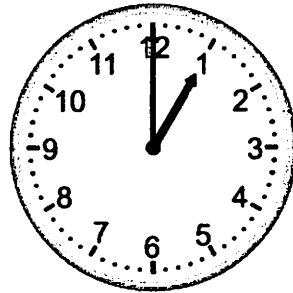
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8.



9.



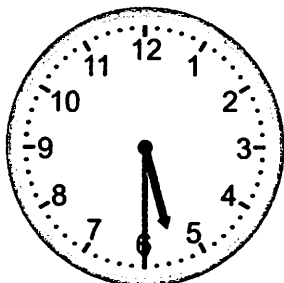
Use the journal process to write two or more sentences about a connection you made while reading this week.

<p>Picture:</p> 	<p>Draw lines and period:</p> 	<p>Finger Space:</p> 	<p>Capital letter</p> 	<p>Flash words Beginning sounds</p> <table border="1"><tr><td>l</td><td>o</td></tr><tr><td>like</td><td>the</td></tr><tr><td>to</td><td>go</td></tr><tr><td>see</td><td>five</td></tr></table> 	l	o	like	the	to	go	see	five	<p>4 W:</p> <p>When Who What Where</p>
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like	the												
to	go												
see	five												

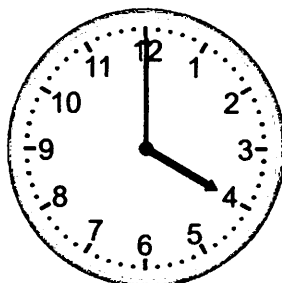
Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Write the time below each clock.

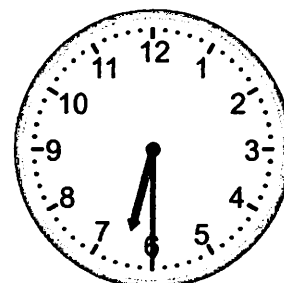
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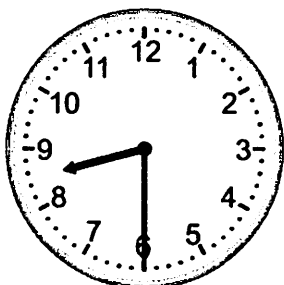
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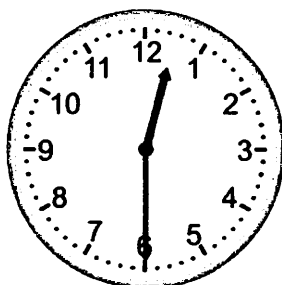
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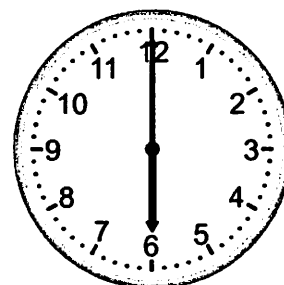
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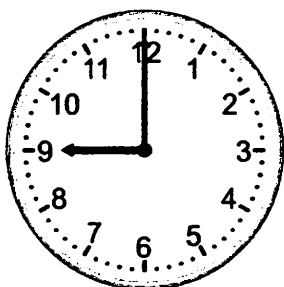
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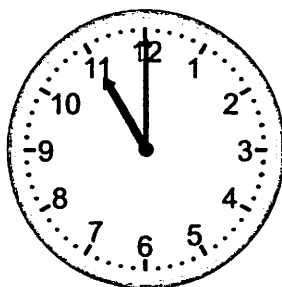
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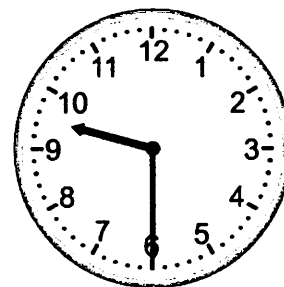
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9.







Thursday: Record what you read during your two 20-minute reading sessions.

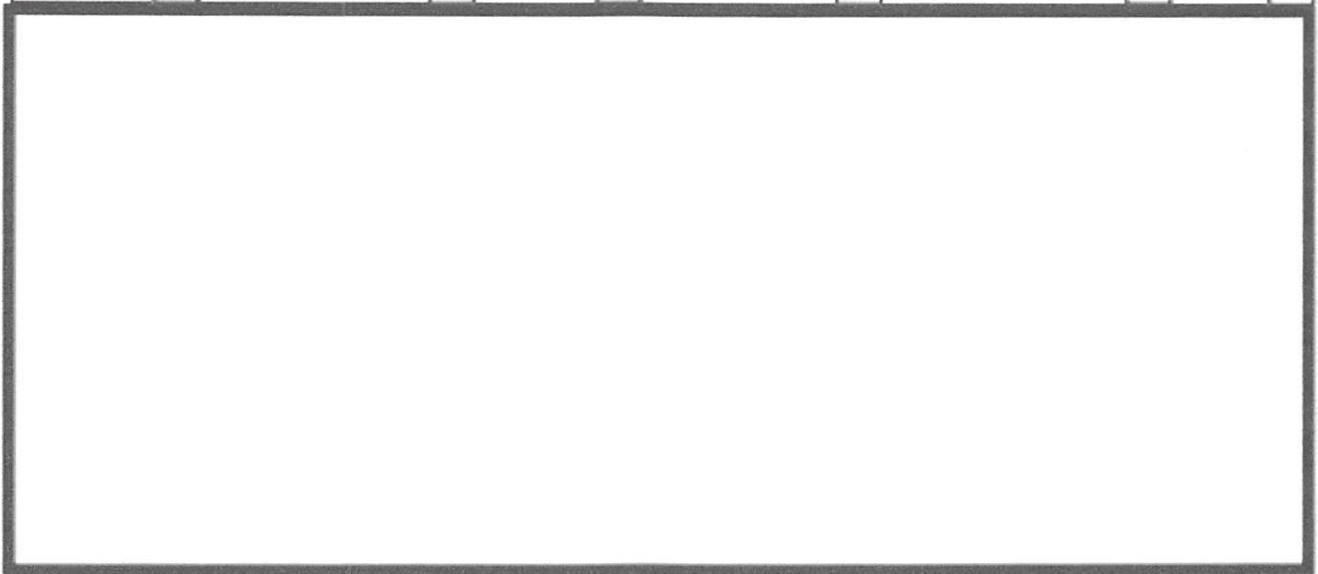
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Friday: Record what you read during your two 20-minute reading sessions.

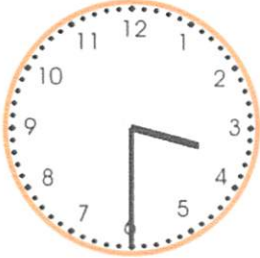


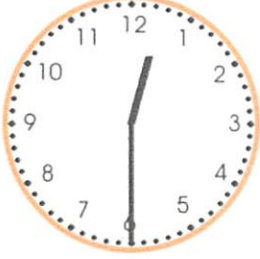


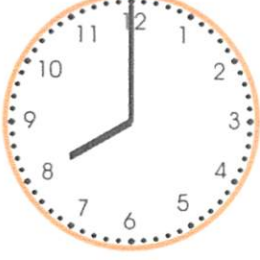
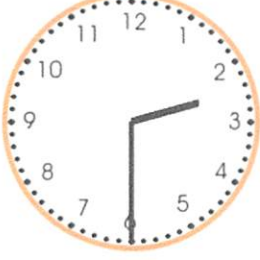
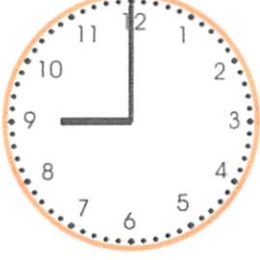


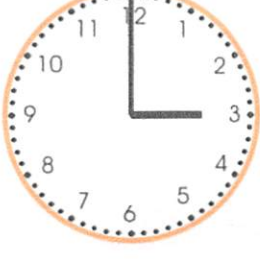
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Draw a picture of your choice and write at least **two** sentences to go with it. Use the journaling process to write your sentences.





<p>Picture:</p> 	<p>Draw lines and period:</p> 	<p>Finger Space:</p> 	<p>Capital letter</p> 	<p>Flash words Beginning sounds</p> <table border="1"><tr><td>i</td><td>a</td></tr><tr><td>the</td><td>the</td></tr><tr><td>to</td><td>go</td></tr><tr><td>see</td><td>have</td></tr></table> <p>M</p>	i	a	the	the	to	go	see	have	<p>4 W:</p> <p>When Who What Where</p>
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the	the												
to	go												
see	have												



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

<p>1 a.</p>  <p>_____ : _____</p>	<p>1 b.</p>  <p>_____ : _____</p>	<p>1 c.</p>  <p>_____ : _____</p>
<p>2 a.</p>  <p>_____ : _____</p>	<p>2 b.</p>  <p>_____ : _____</p>	<p>2 c.</p>  <p>_____ : _____</p>
<p>3 a.</p>  <p>_____ : _____</p>	<p>3 b.</p>  <p>_____ : _____</p>	<p>3 c.</p>  <p>_____ : _____</p>
<p>4 a.</p>  <p>_____ : _____</p>	<p>4 b.</p>  <p>_____ : _____</p>	<p>4 c.</p>  <p>_____ : _____</p>

Use the journaling process to write a at least two sentences about a connection you may while reading this week.

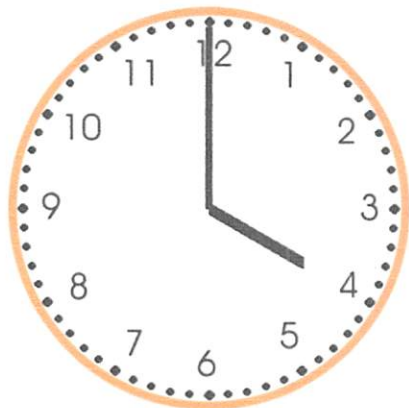
<p>Picture:</p> 	<p>Draw lines and period:</p> 	<p>Finger Space:</p> 	<p>Capital letter</p> 	<p>Flash words Beginning sounds</p> <table border="1"><tr><td>l</td><td>o</td></tr><tr><td>the</td><td>the</td></tr><tr><td>to</td><td>go</td></tr><tr><td>see</td><td>five</td></tr></table> <p>M</p>	l	o	the	the	to	go	see	five	<p>4 W:</p> <p>When Who What Where</p>
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Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Telling Time Quiz

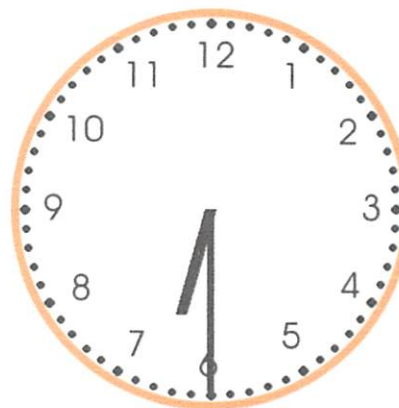
Complete without any help.

2 a.



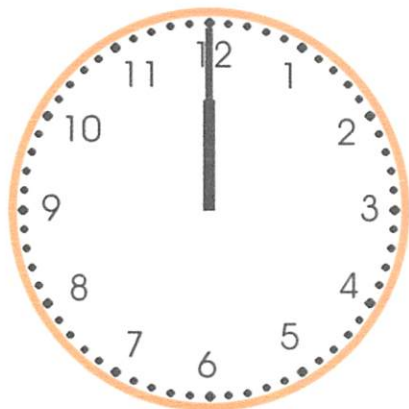
____ : ____

2 b.



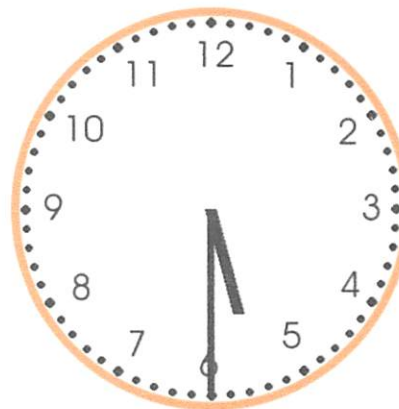
____ : ____

3 a.



____ : ____

3 b.



____ : ____

Correct _____ out of 4

Send your score to Ms. Cathey.

I wonder...

I learned...

With an adult watch "Baking a Cake with Science!" on YouTube.
Draw or write about what you learned.

With an adult use this recipe, or Google your own, to make Chocolate Cake in a Mug.

Chocolate Cake in a Mug



Recipe courtesy of Ree Drummond

Show: The Pioneer Woman Episodes: Dorm Room Dining and Best of Chocolate Lovers

Level: Easy

Total: 15 min

Active: 10 min

Yield: 1 serving

Ingredients:

3 tablespoons all-purpose flour
3 tablespoons sugar
2 tablespoons cocoa powder
1/4 teaspoon baking powder
Pinch of salt, optional
3 tablespoons milk
3 tablespoons vegetable oil
Splash vanilla extract, optional
3 tablespoons chocolate chips

Directions:

- 1** Special equipment: a 12-ounce microwave-safe ceramic mug and a microwave oven
- 2** Put the flour, sugar, cocoa powder, baking powder and salt if using in a 12-ounce microwave-safe ceramic mug. Blend thoroughly with a fork. Add the milk, vegetable oil and vanilla if using and blend until smooth. Stir in the chocolate chips.
- 3** Microwave on high for 90 seconds. Do not overcook or the cake will be dry. Let cool for 2 to 3 minutes before eating.



Write about baking a cake. Use at least three of the following words:

First,	Next,	Then,
After that,	Finally,	Last,

With an adult watch “How to Draw a Birthday Cake Tower (Folding Surprise) on YouTube. Use the next page to follow along with our friends from Art for Kids Hub.



Riverside Traditional School (May 2020)

Megan Cathey
4 Weeks Packet
1st Grade

May 18	May 19	May 20	May 21	May 22
<p>Phonics: Pg. 1 Review reading short and long vowel sounds using the video titled "May 4 Phonics".</p> <p>Reading:</p> <ul style="list-style-type: none"> Pg. 4 Review connecting using the video titled "April 11 Reading". Watch "No more pencils, no more books, no more teacher's dirty looks" on You Tube. Write and draw about any connections you made while listening to the story. <p>Writing: Review the journaling process using the video titled "April 6 Writing". Pg. 5 Answer the prompt using the journaling process.</p> <p>Online practice</p>	<p>Phonics:</p> <ul style="list-style-type: none"> Pg. 1 Practice reading short and long vowel sounds with an adult. <p>Reading:</p> <ul style="list-style-type: none"> Pg. 7 Read for 20 minutes twice a day. Practice making connections. Discuss your connections with an adult. <p>Writing:</p> <ul style="list-style-type: none"> Pg. 8 Answer the prompt using the journaling process. <p>Online practice</p> <ul style="list-style-type: none"> Reading Horizons: 30 minutes Reading Horizons: 30 minutes 	<p>Phonics:</p> <ul style="list-style-type: none"> Pg. 2 Practice reading short and long vowel sounds with an adult. <p>Reading:</p> <ul style="list-style-type: none"> Pg. 7 Read for 20 minutes twice a day. Practice making connections. Discuss your connections with an adult. <p>Writing:</p> <ul style="list-style-type: none"> Pg. 10 Answer the prompt using the journaling process. <p>Online practice</p> <ul style="list-style-type: none"> Reading Horizons: 30 minutes Epic: 20 minutes 	<p>Phonics:</p> <ul style="list-style-type: none"> Pg. 2 Practice reading short and long vowel sounds with an adult. <p>Reading:</p> <ul style="list-style-type: none"> Pg. 12 Read for 20 minutes twice a day. Practice making connections. Discuss your connections with an adult. <p>Writing:</p> <ul style="list-style-type: none"> Pg. 13 Answer the prompt using the journaling process. <p>Online practice</p> <ul style="list-style-type: none"> Reading Horizons: 30 minutes Epic: 20 minutes 	<p>Phonics:</p> <ul style="list-style-type: none"> Pg. 3 Practice reading short and long vowel sounds with an adult. <p>Reading:</p> <ul style="list-style-type: none"> Pg. 12 Read for 20 minutes twice a day. Practice making connections. Discuss your connections with an adult. <p>Writing:</p> <ul style="list-style-type: none"> Pg. 15 Answer the prompt using the journaling process. <p>Online practice</p> <ul style="list-style-type: none"> Reading Horizons: 30 minutes Epic: 20 minutes

<p>Ms. Cathey's Instructional Video and You Tube Read Aloud: Apx. 15 minutes</p>				
<p>Math: With an adult watch "Counting Coins Song for Kids Learning About Money Song For Kids" on YouTube. Page 6 Draw and write about what you learned</p> <p>Online practice You Tube Video: Apx. 5 minutes</p> <p>Print practice Page</p>	<p>Math:</p> <ul style="list-style-type: none"> • Pg. 9 Practice identifying coins with an adult. <p>Online practice</p> <ul style="list-style-type: none"> • Xtra Math: 10 minutes <p>Print practice</p> <ul style="list-style-type: none"> • Page 9 	<p>Math:</p> <ul style="list-style-type: none"> • Pg. 11 Practice counting coins with an adult. <p>Online practice</p> <ul style="list-style-type: none"> • Xtra Math: 10 minutes <p>Print practice</p> <ul style="list-style-type: none"> • Page 11 	<p>Math:</p> <ul style="list-style-type: none"> • Pg. 14 Practice counting coins with an adult. <p>Online practice</p> <ul style="list-style-type: none"> • Xtra Math: 10 minutes <p>Print practice</p> <ul style="list-style-type: none"> • Page 14 	<p>Math:</p> <ul style="list-style-type: none"> • Pg. 16 Counting money quiz. • Ask an adult to check your work and give you a score. • DO NOT correct your work until you send me a picture of it. <p>Online practice</p> <ul style="list-style-type: none"> • Xtra Math: 10 minutes <p>Print practice</p> <ul style="list-style-type: none"> • Page 16
<p>STEM:</p> <p>Print practice</p> <p>Page 18-21 Create four art projects this week. Each project should focus on one of the following... what you:</p> <ul style="list-style-type: none"> ○ LOVED this year ○ Want to LEAVE BEHIND this year ○ What you LEARNED 	<p>STEM:</p> <p>Print practice</p> <ul style="list-style-type: none"> • Page 18-21 Create four art projects this week. Each project should focus on one of the following... what you: <ul style="list-style-type: none"> ○ LOVED this year 	<p>STEM:</p> <p>Print practice</p> <ul style="list-style-type: none"> • Page 18-21 Create four art projects this week. Each project should focus on one of the following... what you: <ul style="list-style-type: none"> ○ LOVED this year 	<p>STEM:</p> <p>Print practice</p> <ul style="list-style-type: none"> • Page 18-21 Create four art projects this week. Each project should focus on one of the following... what you: <ul style="list-style-type: none"> ○ LOVED this year 	<p>STEM:</p> <p>Online practice</p> <p>Choose something you're feeling curious about. Research it using Google or Epic with the help of an adult.</p> <p>Print practice</p> <ul style="list-style-type: none"> • Page 17 Complete the Wonder Sheet.

<ul style="list-style-type: none"> ○ What you are LOOKING FORWARD to for next year 	<ul style="list-style-type: none"> ○ Want to LEAVE BEHIND this year ○ What you LEARNED ○ What you are LOOKING FORWARD to for next year 	<ul style="list-style-type: none"> ○ Want to LEAVE BEHIND this year ○ What you LEARNED ○ What you are LOOKING FORWARD to for next year 	<ul style="list-style-type: none"> ○ Want to LEAVE BEHIND this year ○ What you LEARNED ○ What you are LOOKING FORWARD to for next year 	
<p>Home-School Connection: Watch the instructional videos posted on Class Tag. <u>Check-in on Zoom at 3:00.</u> Be ready to talk about the year:</p> <ul style="list-style-type: none"> ○ Learned ○ Loved ○ Leave behind ○ Looking forward 	<p>Home-School Connection:</p> <ul style="list-style-type: none"> ● Contact me if you have any questions or concerns. 	<p>Home-School Connection:</p> <ul style="list-style-type: none"> ● Contact me if you have any questions or concerns. 	<p>Home-School Connection:</p> <ul style="list-style-type: none"> ● Contact me if you have any questions or concerns. 	<p>Home-School Connection:</p> <ul style="list-style-type: none"> ● <u>Check-in on Zoom at 3:00.</u> ● Be ready to share your final LLLL art project. ● This will be our LAST meeting!!!
	<p>Submit a picture of:</p> <ul style="list-style-type: none"> ● Page 1 on Class Tag or email. 			<p>Submit a picture of:</p> <ul style="list-style-type: none"> ● One journal page on Class Tag or email. ● The math quiz on Class Tag or email. ● A picture of their art projects.

Monday:

*** Watch the video from last week to review how to code "silent e" words. ***

lap top bin spin

tape rope slime fine

Tuesday: With an adult code and read the following words. Watch Monday's video again if you need a review of coding "silent e" words.

lad pot twin cot

wade tote twine rote

Wednesday: With an adult code the words in bold and read the paragraph.

Mike's favorite dessert is candy **cane** flavored ice cream. "**Mike**, this is not a race, please slow down or you'll get a tummy ache," his mom says. **Mike** does the **same** as **Pete** and does not listen.

Thursday: With an adult code the words in bold and read the paragraph.




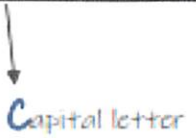
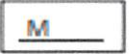
When there is a **pile** of cookies on the counter, guess who grabs a huge **plate** of them? **Mike** and **Pete** do! They **take** the cookies and **hide** them from their mothers to **save** for later.

Friday: With an adult code the words in bold and read the paragraph.

Then, when it is **time** for dinner **Mike** and **Pete** are not hungry. Their moms say, “Open **wide!**” But **Mike** and **Pete** do not feel **fine**. **Pete pokes** his tummy and **mopes**, “Oh no.” **Mike** looks around and says, “I want to go **home.**”

Watch the video titled "Reading May 11" to review making connections.
With an adult watch "No more pencils, no more books, no more teacher's dirty looks" on You Tube. Draw or write about any connections you make as you listen to the story. Share your connections with an adult.

Use the journal process to write two or more sentences about something you **learned** this year.

<p>Picture:</p> 	<p>Draw lines and period:</p> 	<p>Finger Space:</p> 	<p>Capital letter</p> 	<p>Flash words Beginning sounds</p> <table border="1"><tr><td>I</td><td>o</td></tr><tr><td>like</td><td>the</td></tr><tr><td>to</td><td>go</td></tr><tr><td>see</td><td>five</td></tr></table> 	I	o	like	the	to	go	see	five	<p>4 W:</p> <p>When Who What Where</p>
I	o												
like	the												
to	go												
see	five												

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

With an adult watch “Counting Coins Song for Kids Learning About Money Song For Kids” on YouTube. Draw and write about what you learned.





Tuesday: Record what you read during your two 20-minute reading sessions.

Book(s)	
	<input type="checkbox"/> I read to myself. <input type="checkbox"/> I read aloud to an adult. <input type="checkbox"/> An adult read aloud to me.
	<input type="checkbox"/> I read o myself. <input type="checkbox"/> I read aloud to an adult. <input type="checkbox"/> An adult read aloud to me.

Wednesday: Record what you read during your two 20-minute reading sessions.

Book(s)	
	<input type="checkbox"/> I read to myself. <input type="checkbox"/> I read aloud to an adult. <input type="checkbox"/> An adult read aloud to me.
	<input type="checkbox"/> I read o myself. <input type="checkbox"/> I read aloud to an adult. <input type="checkbox"/> An adult read aloud to me.

Draw a picture of your choice and write at least two sentences to go with it. Use the journaling process to write your sentences.

<p>Picture:</p> 	<p>Draw lines and period:</p> 	<p>Finger Space:</p> 	<p>Capital letter</p>  <p>Capital letter</p>	<p>Flash words Beginning sounds</p> <table border="1"><tr><td>f</td><td>o</td></tr><tr><td>like</td><td>the</td></tr><tr><td>to</td><td>go</td></tr><tr><td>see</td><td>five</td></tr></table> <p>M</p>	f	o	like	the	to	go	see	five	<p>4 W:</p> <p>When Who What Where</p>
f	o												
like	the												
to	go												
see	five												

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Ask an adult if you can borrow some coins.

Sort the coins by type.

With an adult talk about the name and value of each coin.

Draw a line from the picture of each coin to its name.



Dime



Quarter





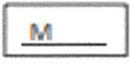


Nickel



Penny

Use the journal process to write **two** or more sentences about something you are happy to “leave behind” this year (least favorite part of the year).

<p>Picture:</p> 	<p>Draw lines and period:</p> 	<p>Finger Space:</p> 	<p>Capital letter</p> 	<p>Flash words Beginning sounds</p> <table border="1"><tr><td>l</td><td>a</td></tr><tr><td>tea</td><td>the</td></tr><tr><td>to</td><td>go</td></tr><tr><td>see</td><td>have</td></tr></table> 	l	a	tea	the	to	go	see	have	<p>4 W:</p> <p>When Who What Where</p>
l	a												
tea	the												
to	go												
see	have												

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Ask an adult if you can borrow some coins.
 With an adult review the name and value of each coin.
 Match real coins to the pictures shown below.
 Have an adult model how to count the real coins.
 Write the amount on the line beside each picture.

Add the coins.


1)  = _____

2)  = _____

3)  = _____

4)  = _____

5)  = _____

6)  = _____





Thursday: Record what you read during your two 20-minute reading sessions.

Book(s)	
	<input type="checkbox"/> I read to myself. <input type="checkbox"/> I read aloud to an adult. <input type="checkbox"/> An adult read aloud to me.
	<input type="checkbox"/> I read o myself. <input type="checkbox"/> I read aloud to an adult. <input type="checkbox"/> An adult read aloud to me.

Friday: Record what you read during your two 20-minute reading sessions.

Book(s)	
	<input type="checkbox"/> I read to myself. <input type="checkbox"/> I read aloud to an adult. <input type="checkbox"/> An adult read aloud to me.
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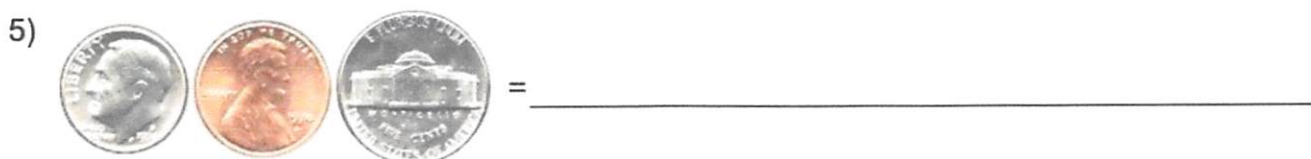
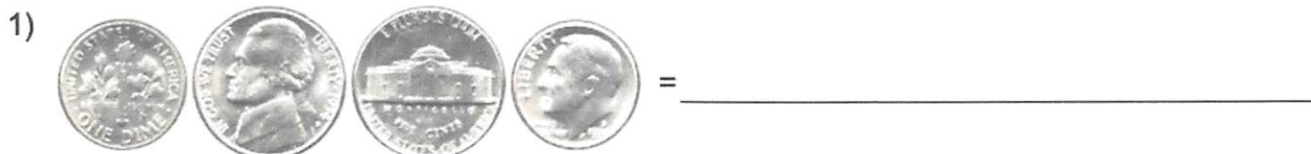
Draw a picture of your choice and write at least **two** sentences to go with it. Use the journaling process to write your sentences.

<p>Picture:</p> 	<p>Draw lines and period:</p> 	<p>Finger Space:</p> 	<p>Capital letter</p> 	<p>Flash words Beginning sounds</p> <table border="1"><tr><td>l</td><td>o</td></tr><tr><td>wa</td><td>th</td></tr><tr><td>to</td><td>gr</td></tr><tr><td>see</td><td>have</td></tr></table> <p>M</p>	l	o	wa	th	to	gr	see	have	<p>4 W:</p> <p>When Who What Where</p>
l	o												
wa	th												
to	gr												
see	have												





Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Ask an adult if you can borrow some coins.
 With an adult review the name and value of each coin.
 Match real coins to the pictures shown below.
 With the help of an adult count the real coins.
 Write the amount on the line beside each picture.

Add the coins.



Use the journal process to write two or more sentences about something you loved about this year.

<p>Picture:</p> 	<p>Draw lines and period:</p> 	<p>Finger Space:</p> 	<p>Capital letter</p> 	<p>Flash words Beginning sounds</p> <table border="1"><tr><td>I</td><td>it</td></tr><tr><td>the</td><td>the</td></tr><tr><td>to</td><td>go</td></tr><tr><td>see</td><td>five</td></tr></table> <p>M</p>	I	it	the	the	to	go	see	five	<p>4 W:</p> <p>When Who What Where</p>
I	it												
the	the												
to	go												
see	five												

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Telling Time Quiz

Complete without any help.

Ask an adult if you can borrow some coins.

Match real coins to the pictures shown below.

Count the real coins.

Write the amount on the line beside each picture.

Add the coins.

1)  = _____

2)  = _____

3)  = _____

4)  = _____

Correct _____ out of 4

Send your score to Ms. Cathey.

I wonder...

I learned...

Use the next four pages (or your own paper if you choose) to create four separate art projects. Each project should focus on one of the following... what you:

- **LOVED this year**
- **Want to LEAVE BEHIND this year**
- **What you LEARNED this year**
- **What you are LOOKING FORWARD to for next year**

Be ready to share them on Zoom on day this week and/or send me a picture of what you created!