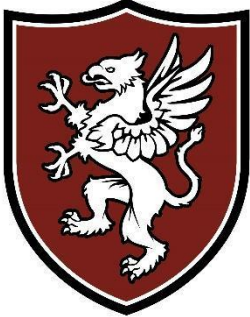


GreatHearts

Northern Oaks



Distance Learning Packet

March 30-April 3, 2020

Kindergarten

Mrs. Hildebrand

Mrs. Siller

Ms. Boes

Mrs. Welch

Student Name: _____ Section: __

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Student Attendance Affidavit

March 30-April 3, 2020

My GHNO student, _____, to the best of my knowledge attended to his/her distance learning studies on the following days:

Monday, March 30, 2020

Tuesday, March 31, 2020

Wednesday, April 1, 2020

Thursday, April 2, 2020

Friday, April 3, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____



Week 2 Packet Instructions for Parents

In this packet you will find all of the activities and readings necessary for your student to access and complete this week's lessons. The packet is specifically arranged by days of the week, so that both parent and student can easily pace out the work needing to be done. It is up to the parent to decide the daily schedule and chunk how much of the work to do in one sitting (see sample schedule below). As much as possible and depending on the grade level, the teachers have designed the activities to be done independently. Each activity will be coded either as an **I=independent activity** OR **PA=parent assistance** needed. Additionally, each activity/assignment will have a suggested amount of time it should take to complete.

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach or review the content or directions with your student before allowing them to make a second attempt. If you do need to do that, please mark the page "**completed with PA.**"

NEW - moving to a more digital based packet & teacher made videos!

This week you will notice that the packet is MUCH lighter! That is because we have NOT included all of the readings necessary for each lesson. The contents of your child's desk/locker that you received today will allow them to use some of their own books. Unfortunately, we were not able to send all of the textbooks we use at school, because students usually pair up to follow along with readings from the science and history readers or it is typically done as a read aloud for students. For those things that need to be read that we did not provide in hard copy form, you will find digital links to on the SIS sheets. Also, if you are currently reading from a hard copy packet, the deadline for sending it to the print shop was Wednesday night ... between Thursday and Sunday night, your teachers were working to enhance the learning by adding more links to resources and videos to the SIS sheets. For the most up-to-date SIS sheet with ALL resource links, please go to your GRADE LEVEL blog. All of the daily SIS sheets are posted there with all the hyperlinks included. The hard copy packet includes EVERY sheet your child needs to record their work on and eventually turn in.

How will I juggle giving access to digital documents & videos to all of my children working from home?

We do understand that this may mean staggering the times your children will have access to the computer, ipad, E-reader or smart phones available. Please look over the SIS sheets for all your children and work a schedule that is best for you. Here is a sample with one computer and one smart phone:

Time	Junebug	Samuel	Grayson
9-9:30	Independent 20 minutes reading	Spalding: (computer) watching teacher video with 5 new words, stopping between each one to write	Listening to teacher read aloud (smart phone) Chapter 1 of <i>Where the Red Fern Grows</i> while following along and annotating
9:30-10	Listening to teacher read aloud (smart phone) Chapter 1 of <i>Charlotte's Web</i> while following along and annotate	Science: (computer) follow link to science reading and read on screen & do activity sheet	Answer literature questions using C to K
10-10:30	Walk the dog	Walk the dog	Walk the dog
10:30-11	Answer literature questions (no tech) using the book	Latin: (smart phone) Watch Dr. Lee's video and	Spalding: (computer) watching teacher video with 5 new words,

		do activity	stopping between each one to write
11-11:30	Spalding: (computer) watching teacher video with 5 new words, stopping between each one to write	Math: 1. Do warm up/RM 2. Parent assist or watch short teacher video (smart phone)with new concept 3. Independent practice	Independent 20 minutes reading

How to reach out to your child’s teacher for instructional help:

Beginning March 30th, your teacher is available 8-4pm by email. Your teacher will also be setting up “office hours” through Zoom meeting. They will communicate to you when those times are, how to access them and what to do if none of the times work for you.

Instructions for turning in completed packets:

For now, please plan on dropping off completed packets when you come to get a new weekly packet on Mondays.



"Promise me you'll remember; you're braver than you believe, stronger than you seem, and smarter than you think."

Christopher Robin to Winnie the Pooh, A.A. Milne

To our Kindergarten Scholars,

Hello everyone!

We are really impressed by your hard work last week! You are experiencing a different way of learning than being in the classroom. Your parents have been sending us e-mails about the terrific job you are doing. You are truly showing the virtues of courage and perseverance! Way to go Griffins! Show your parent's the "Roller Coaster Cheer" for yourself and a job well done!

Speaking of roller coasters, we have some fun and interesting lessons this week, so buckle up and enjoy the ride! We will: explore rocks and do a science experiment as well as enjoy a read aloud by an author you already know, Eric Carle. He wrote another very popular book about a very hungry insect... Can you name that book? We will also learn a new phonogram, which means we only have 2 more to learn. Then you will have learned ALL 70 phonograms! Math will be a challenge that we know you can conquer, as we count, read, and write our numbers up to 30!

We are aware that you have been very busy keeping up with your homework and reading. As teachers, we have been busy with schoolwork, too. However, we are also making time for things we enjoy. Mrs. Welch is enjoying time with her doggies and, of course, her hamster Jay Jay. Ms. Boes is trying to teach her cat Yiddles to walk on a leash, which usually ends up with Ms. Boes dragging Yiddles around, telling her how much fun it is. Mrs. Hildebrand is as goofy as ever, making all the teachers laugh during our conference calls on the computer where we can talk and see each other's faces. Lastly, Mrs. Siller is playing fun games with her own children (and her silly husband).

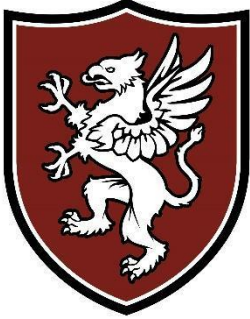
We love you all, miss you, and think about each of you as we prepare your lessons. Your parents and loved ones are proud of you, and so are we! From us to you, here's a cheer! "Cock-a-doodle do! We're so proud of you!"

Warmly,

The Kindergarten Team

GreatHearts

Northern Oaks



Monday

Kinder Daily Student Instruction Sheet

MONDAY March 30, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students will learn 1 new phonogram, review 4 previously learned phonograms, learn 2 new spelling words, and review 1 previously learned spelling word.

Materials needed: Phonogram cards (from home), [Spalding Mon./Tues.](#) paper, pencil, [Word List #6](#), leveled reader (from reading bag) and [reading log](#) (in Appendix).

Specific Instructions :(I=independent; PA=Parent Assisted):

(PA) (3 min) Oral Phonogram Review (OPR):

- Introduce the new phonogram **'ti' (tall)**. Use the Spalding phonogram video from the Great Hearts parent resources page to hear the sound and see its formation. [Phonogram sound videos](#)
- Phonograms/cards to review today: **ti (tall), ar, ou, aw, kn (2 letters, beginning)**
 - Parents will show the phonogram card to student one a time.
 - Student will say the sounds (in order) made by that phonogram.

Note: This is slightly different from our regular classroom procedure. Encourage students to be flexible. If they insist that this is incorrect, have them "teach" you how we do it in class. If student says correct sound(s)/cue, parent will show the next card. If student does not say correct sounds/cue, parent says correct sounds and student repeats.

- Repeat process so that each card is reviewed orally two times.

(PA) (5 min) Written Phonogram Review (WPR):

- Phonograms to write today: **ti (tall), ar, ou, aw, kn (2 letters, beginning)**
- Parent says sounds of one phonogram card (hide card so student cannot see)
- Student repeats sounds back to parent and then writes the phonogram. Students will write today's phonograms in the Monday column.
- Immediately correct any errors observed.

Spalding continued on the next page.

Kinder Daily Student Instruction Sheet

(PA) (6 min) Spelling

- ❑ Students will fingerspell and write words along with [Ms. Boes' Spalding lesson](#), OR parents will dictate the 3 words (one at a time) to your child. For each word,

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none"> ● Says the word ● Says the word in a sentence ● Says the word again 	<ul style="list-style-type: none"> ● Repeats the word ● Determines the base words (and prefix/suffix, if applicable) ● Shows syllables with fists and sounds with fingers ● Writes the word in syllables while saying it aloud ● Writes the markings and the rules that apply 	<ul style="list-style-type: none"> ● Make the appropriate corrections before moving on the next word

Note: 1. Remind students to use their phonogram knowledge and spelling rules.

2. Remind students to practice proper letter formation and to use their best handwriting.

- ❑ Students will write today's words **once** in the Monday column.

Word	Example sentence	Rules / Notes
ma <u>k</u> e	I will <u>make</u> a sandwich.	The /e/ lets the /a/ say /a/, job 1 of silent final e.
street	I ran down the <u>street</u> .	Underline the 2-letter phonogram 'ee'.
am	I <u>am</u> a great scholar.	No markings.

Reading-The time it takes to read today's Word List counts towards the student's overall 20 minutes of daily reading time.

- ❑ **(PA) (5 min.)** Give your student today's Word List #6 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, [read along with Ms. Boes \(at 4:15 in the video\)](#).
- ❑ **(I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log.

Kinder Daily Student Instruction Sheet

Literature

Goal/Objective: Students will learn a new poem, identify **personification**, and begin to memorize the poem. Students will learn about the **author's purpose** and identify a **narrative**, with the author's purpose to **entertain**.

Materials needed: [April Rain Song](#) poem worksheet, [A House for Hermit Crab](#) by Eric Carle

Specific Instructions: (I=independent; PA=parent assisted):

- (PA) (5mins)** Read the poem to your student, read it by stanza or line and have your student repeat it after you, then read it together and create motions together if you want to help with memorization.
- Optional (PA) (5mins):** Ask your student about **personification**-it is when an object is doing something or speaking like a person.
 1. What in this poem is acting like a person? *The rain. It kisses and sings a lullaby.*
 2. What does the author want us to know about rain? How does the author feel about rain? *He loves the rain, and uses words to make rain sound like a good, gentle thing to be enjoyed.*
 3. Close your eyes as I read the poem again. How do you feel when you hear these words?
- (PA) (2mins)** Read this to your student: Throughout the year, we read many different types of books. Some of these books are entertaining us and read just to enjoy. These books have characters, use lots of emotions, and may tell a make-believe story. This is **narrative text**. The **author's purpose** in these books is to **entertain** us. There are other books, such as the books you read for your Independent Study project, called **informational texts**. Unlike narrative texts, information texts are to teach you information about a topic (a thing or idea), and do more than just entertain you. These books have facts and statements, have an organized way to tell the information, and do not have characters. The **author's purpose** in these books is to **inform**, or teach.
- (PA) (1min)** Say to your student: We will read a book today, and I would like you to keep in mind what we just heard about the **author's purpose**, and when we finish, I will ask you which type of story you think this is.
- (PA) (10mins)** Read [A House for Hermit Crab](#) by Eric Carle or [hear Mrs. Siller](#) read the book to you!
- (PA) (2mins)** Ask your student the following questions:
 1. Is this a narrative or an informational text? *Narrative.*
 2. How do you know? *This story has characters, it seems make-believe with talking animals, and it did not teach us any information.*
 3. What is the author's purpose? *The author wrote this story to entertain us.*

Kinder Daily Student Instruction Sheet

<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Students will be able to represent and write numbers up to 30 in tens and ones.</p> <p>Materials needed: Ten Frame sheet (to count up to 30)(you will be using this all week so keep it for each day), Textbook B p. 96 and 97, 30 small items to use as counters (ex. beans, macaroni, mini erasers, etc.), pencil</p> <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA)(15 minutes) Parents should count out ahead of time 24 items (counters). Mrs. Hildebrand introduces the lesson here. Without counting, place the 24 counters onto the Ten Frame sheet, one item in each box. Discuss with your child how many there are. If they count them out individually at first, guide them to notice that each frame makes a group of ten and you are able to count complete frames as 10. (Ex. 24 would be two complete ten frames and 4 counters in the third frame). Repeat placing items on the Ten Frame sheet with the numbers 21, 25, and 29. <input type="checkbox"/> (PA)(10 minutes) Have your child look at textbook p. 96. What do they notice about the necklaces and the beads? (Each necklace is 10 beads). Complete pg. 96 together. <input type="checkbox"/> (I)(5 minutes) Have your child look at textbook p. 97 and complete independently.
<p>SCIENCE/ HISTORY (15 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will learn that the natural world includes earth materials: rocks, soil, and water. They will also see that rocks have properties of size, shape color and texture</p> <p>Materials needed: Science book chapter:How Are Rocks Different?, My Rock worksheet, rocks found outside or rocks you already have at home, My Pet Rock worksheet (optional)</p> <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) (1 minute) Tell your student that the Earth has natural resources that are very important. We are going to learn about the Earth materials of rocks, water, and soil. Watch Mrs. Welch's video about the Properties of Rocks. <input type="checkbox"/> (PA) (5 minutes) Parent will read Science Chapter on Rocks: How Are Rocks Different? (pages 47-52) <input type="checkbox"/> (PA) (10 minutes) Go outside and find a rock. Fill out My Rock worksheet to turn in. <input type="checkbox"/> Optional: My Pet Rock worksheet: Student can find a rock and make it a "Pet Rock." They can give it a name, glue googly eyes on it, give it a face with a Sharpie, or paint it.
<p>OPTIONAL Spanish (10 Minutes)</p>	<p><u>Spanish</u> Goal/Objective: Your student will describe something as está arriba (up above) or está abajo (down below).</p>

Kinder Daily Student Instruction Sheet

Music (5-10
Minutes)

Materials needed: Doll or puppet (paper cut out or sock puppet) and [teacher notes](#).

Specific Instructions: (I=independent; PA=parent assisted):

- (PA)** Introduce a doll or puppet to your student.
- (PA)** Pretend that the doll or puppet is walking up some stairs to reach the top of a chair or table.
- (PA)** When the doll or puppet reaches the top, ask your student, ¿Está arriba o abajo? (Is it up above or down below?)
- (PA)** As you ask your student, point upwards when you say arriba and downwards when you say abajo (down below) so that it is clear which is which.
- (PA)** When your student answers, reinforce your student's response with **(PA)** Si, está arriba. (Yes, it's up above.)
- (PA)** Repeat the process as many times as you like using different furniture in your home.
- Optional Activity:** Let your student take a turn with the doll or puppet walking up. Each time ask the appropriate question and reinforce your student's responses. You can repeat the process as many times as you like, using different furniture in your home.

<https://ghnospanishk-2.blogspot.com/2020/03/kindergarten-and-first-grade-march-30.html>

Music

Goal/Objective: Explore **head voice**, practice keeping the **steady beat**, **improvise** text/motion

Materials needed: Roller Coaster, [Beat Chart](#), and [Bee Bee Bumble Bee/Teddy Bear lyrics printout](#)

Specific Instructions: (I=independent; PA=parent assisted):

- PA:** Using your index finger, point to the Roller Coaster track and trace it with your voice. Singing on an "Oooooo" vowel, first trace from left to right, then from right to left; make sure your voice matches! You can try this activity slow and fast too!
- PA:** Please ask your student to perform "Teddy Bear." This will be EXTRA fun if you can find a Teddy Bear somewhere in your house!
- PA:** Next, ask your student to perform the song again, but on **Phrase 6** have your student improvise the activity (Teddy Bear, Teddy Bear brush your teeth, comb your hair, make your bed, say your prayers, etc)
 - Your student should be able to come up with a motion to match the words they choose!
- PA:** Have your student point to the Beat Chart while they chant "Bee Bee Bumble Bee" This is practice keeping the **steady beat**.

Name _____

Word List #6

can

see

run

the r. 4

in

so r. 4

no r. 4

now

man

bed

April Rain Song

By Langston Hughes

Let the rain kiss you.

Let the rain beat upon your head with silver liquid drops.

Let the rain sing you a lullaby.

The rain makes still pools on the sidewalk.

The rain makes running pools in the gutter.

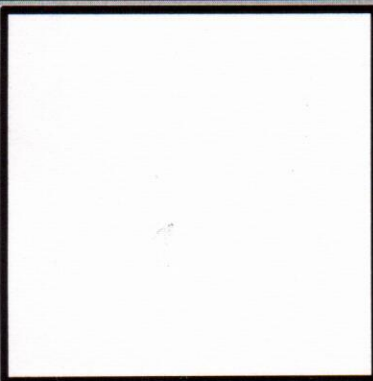
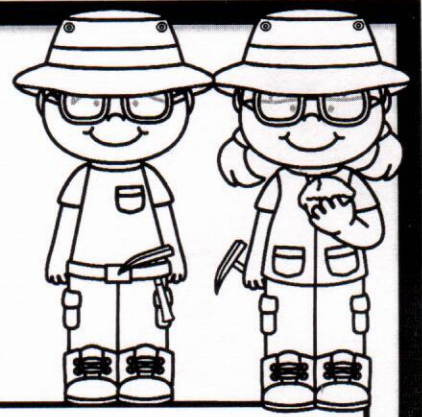
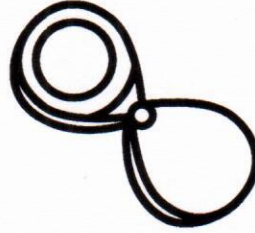
The rain plays a little sleep-song on our roof at night -

I love the rain.



Ten Frame Sheet

MY ROCK



Color:

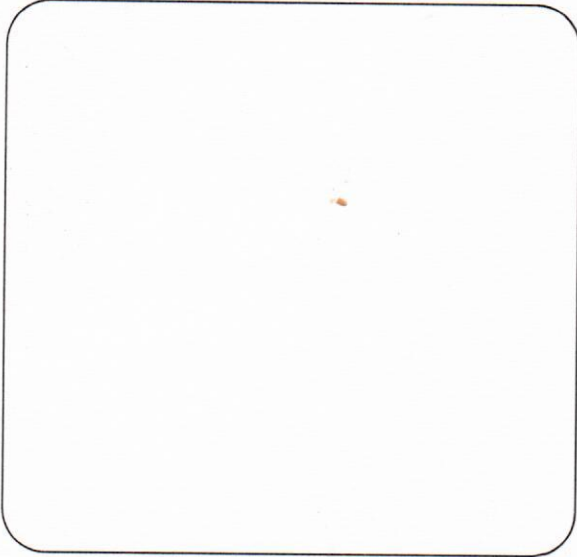
Shape:

Texture:

Size:

Name _____

My Rock



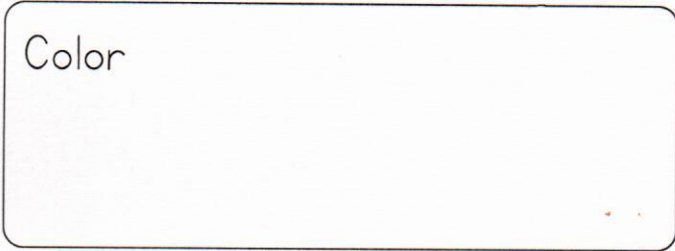
My Pet Rock

My rock's name is

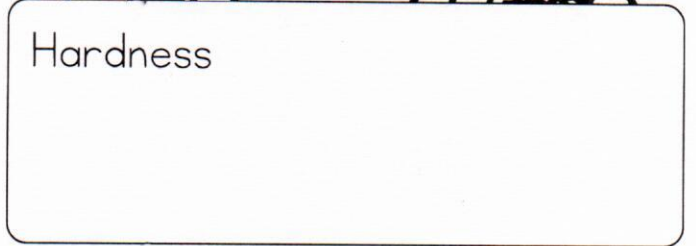


My Observations

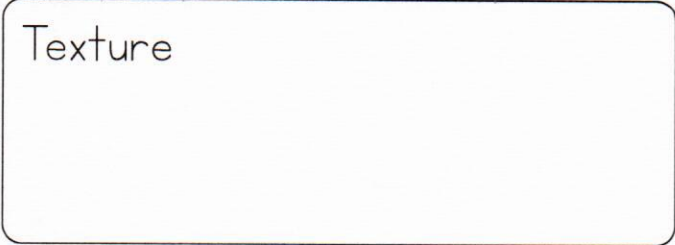
Color



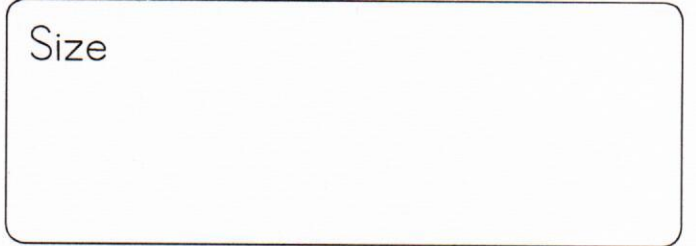
Hardness



Texture



Size



Luster



Shape



Vocabulary and Phrases

¿Dónde está?

[¿Dohn-deh ehs-tah?]
(Where is _____?)

Está arriba.

[Ehs-tah ah-rree-bah.]
(It's up above.)

Está abajo.

[Ehs-tah ah-bah-hoh.]
(It's down below.)

Si, está arriba.

[See, ehs-tah ah-rree-bah.]
(Yes, it's up above.)

Activity está arriba [ehs-tah ah-rree-bah] (up above):

1. Introduce a doll or puppet (paper cut out or sock puppet) to your student.
2. Pretend that the doll or puppet (paper cut out or sock puppet) is walking up some stairs to reach the top of a chair or table.
3. When the doll or puppet reaches the top, ask your student,

¿Está arriba o abajo?

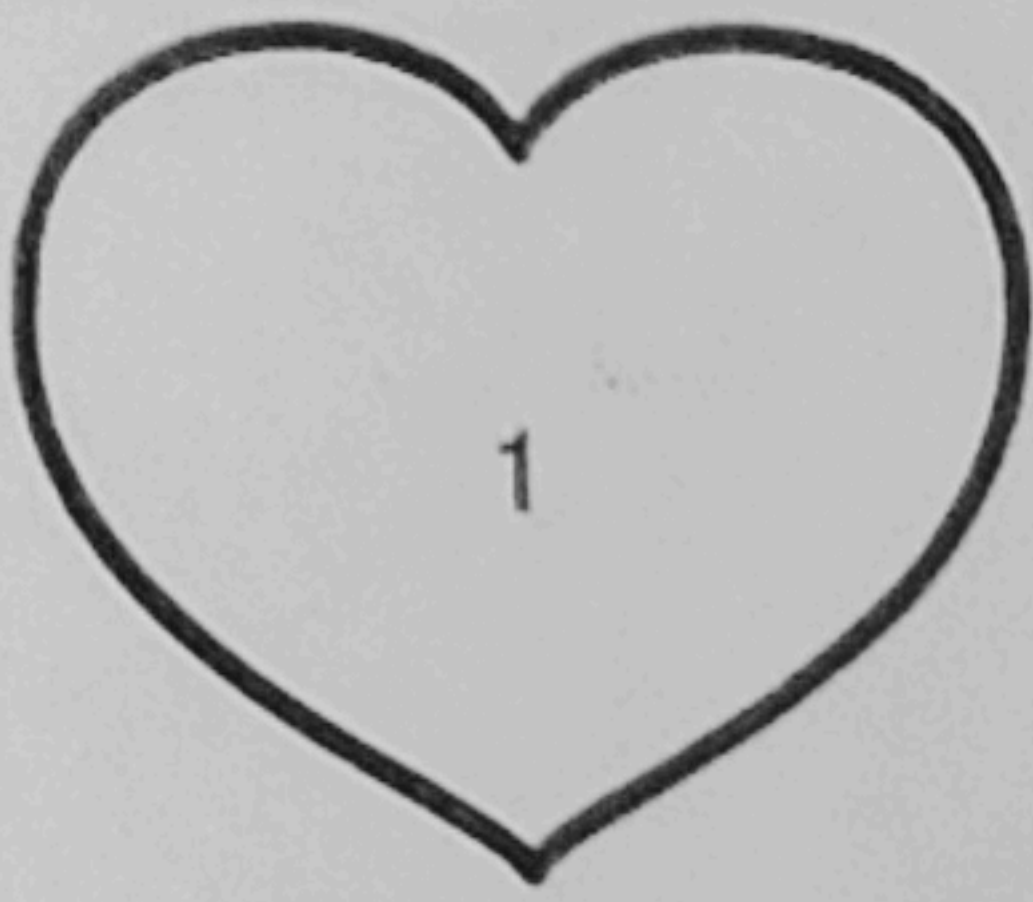
[Ehs-tah ah-rree-bah o ah-bah-hoh.]

(It's up above or below?)

4. As you ask your student, point upwards when you say **arriba** [ah-rree-bah] (up above) and downwards when you say **abajo** [ah-bah-hoh] (down below) so that it is clear which is which.
5. When your student answers, reinforce your student's response with **Si, está arriba.** See, ehs-tah ah-rree-bah.] (Yes, it's up above.)
6. Repeat the process as many times as you like using different furniture in your home.

Optional Activity:

Let your student take a turn with the doll or puppet (paper cut out or sock puppet) walking up. Each time ask the appropriate question and reinforce your student's responses. You can repeat the process as many times as you like, using different furniture in your home.



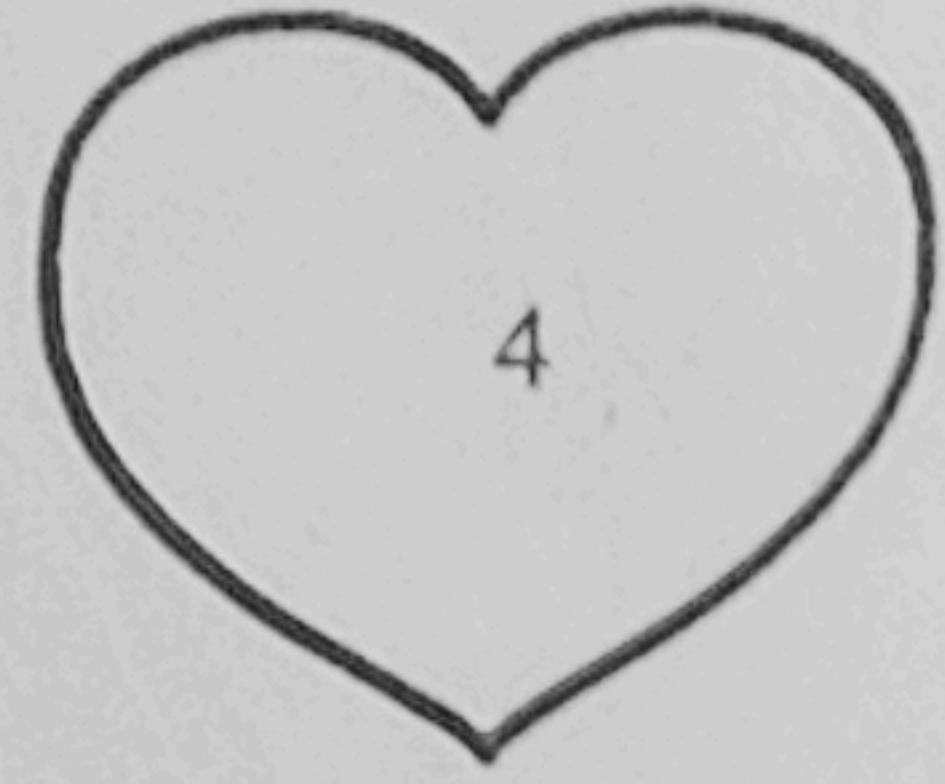
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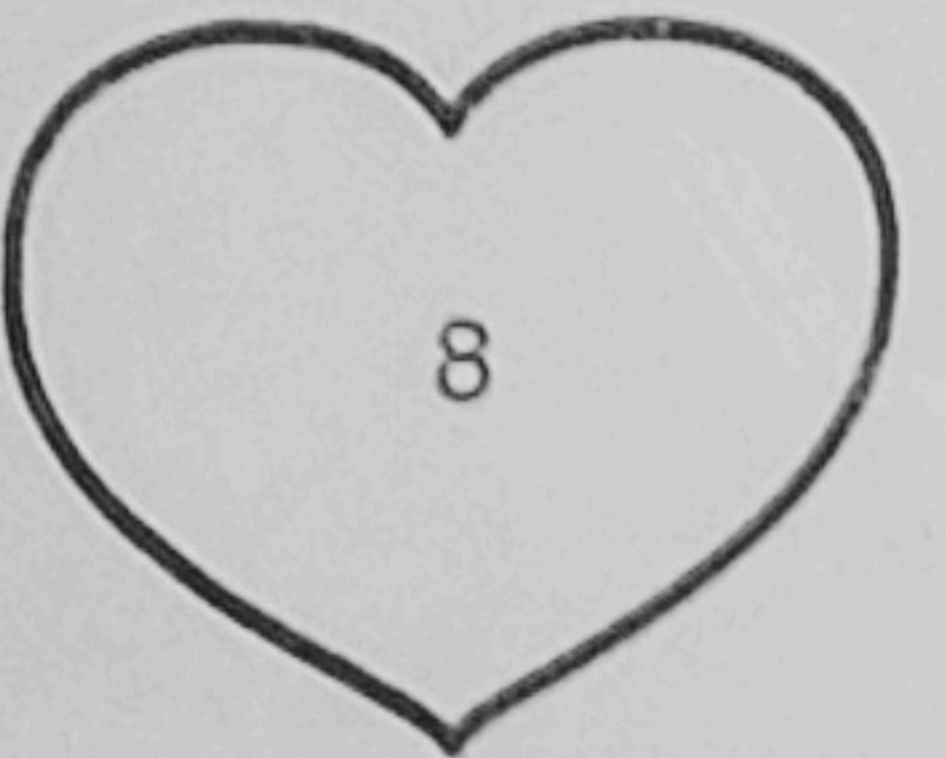
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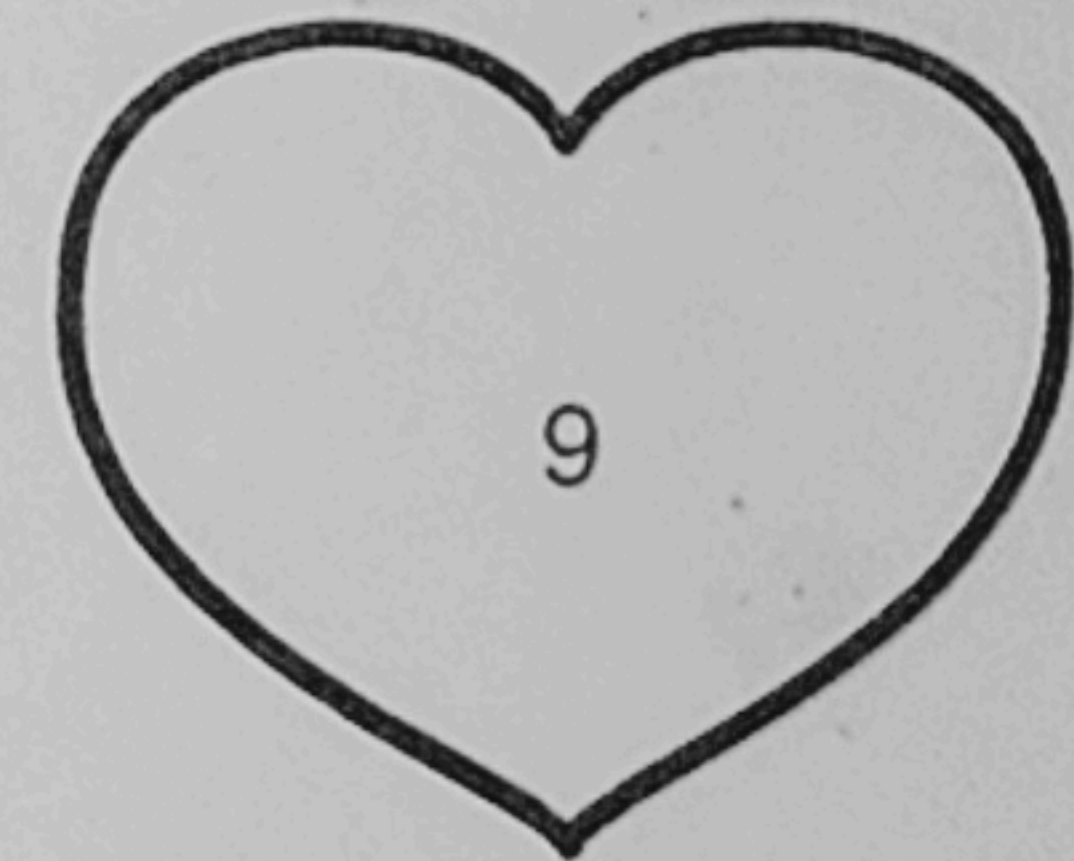
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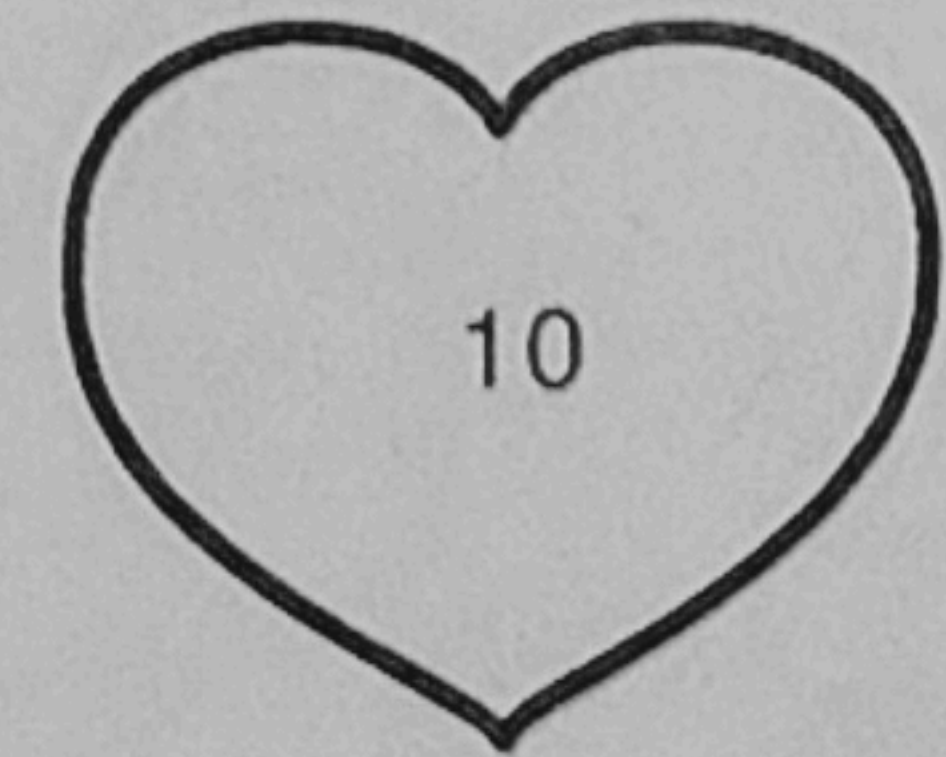
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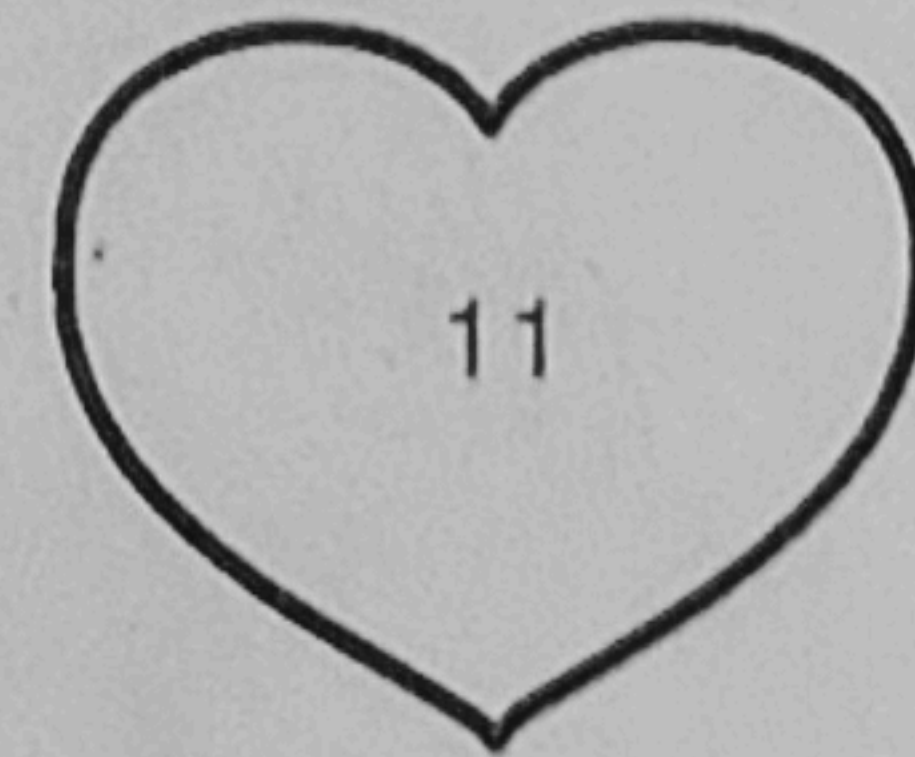
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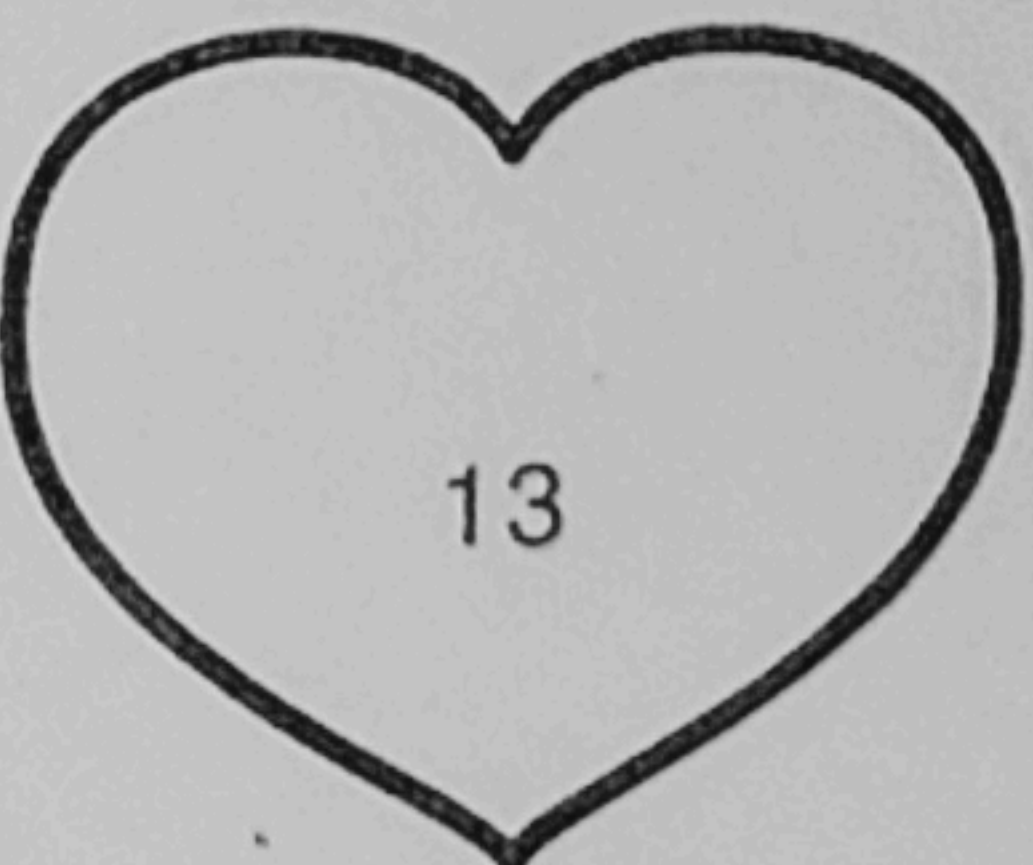
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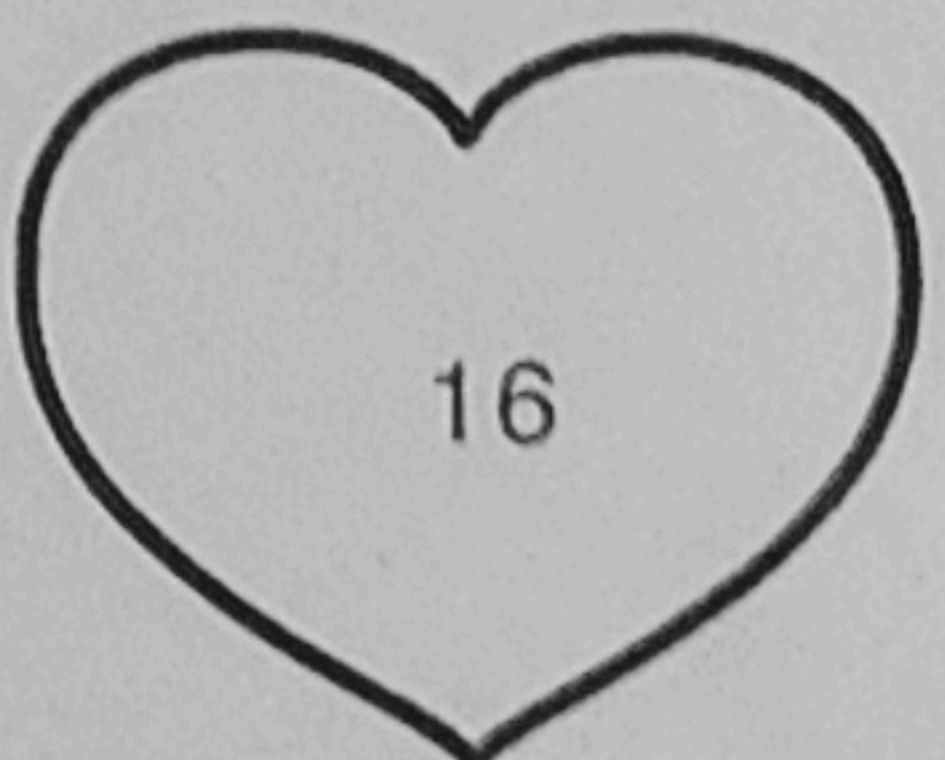
13



14



15



16



- Trace the Roller Coaster with your finger and make your voice go up and down. You can even use your “extendable pointer finger!”

Teddy Bear- First Time!

Teddy bear, teddy bear, turn around
Teddy bear, teddy bear, touch the ground
Teddy bear, teddy bear, go upstairs
Teddy bear, teddy bear, say good night.

Teddy Bear- Second Time w/improv. on Phrase 6!

Teddy bear, teddy bear, turn around
Teddy bear, teddy bear, touch the ground

Teddy bear, teddy bear, brush your teeth,
comb your hair,
make your bed,
say your prayers,

Teddy bear, teddy bear, say good night.

Bee, Bee, Bumble Bee

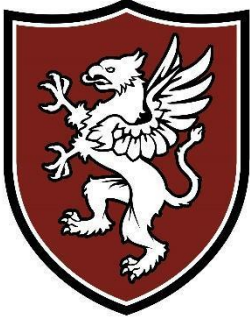
Bee, bee, bumble bee
Stung a man upon his knee
Stung a pig upon his snout
I declare that you are out!

Johnny Works With One Hammer

Johnny works with one hammer, one hammer, one hammer
Johnny works with one hammer, then he works with two.
Johnny works with two hammers, two hammers, two hammers, two hammers,
Johnny works with two hammers, then he works with three.
Repeat each verse until you use up all the body parts!

GreatHearts

Northern Oaks



Tuesday

Kinder Daily Student Instruction Sheet

TUESDAY March 31, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students review 5 previously learned phonograms, learn 2 new spelling words, and review 1 previously learned spelling word.

Materials needed: Phonogram cards (from home), Spalding Mon./Tues. paper (from Monday), pencil, [Word List #7](#), leveled reader (from reading bag) and reading log.

Specific Instructions (I=independent; PA=Parent Assisted):

(PA) (3 min) Oral Phonogram Review (OPR):

- Phonograms/cards to review today: **ar, ur (nurse), ey, ie, ay**. Refer to phonogram sound videos if needed. [Phonogram sound videos](#)
- Parent will show one phonogram card to student. Student will say the sounds (in order) made by that phonogram. Note: this is slightly different from our regular procedure. Encourage students to be flexible. If they insist that this is incorrect, have them “teach” you how we do it in class. If student says correct sounds/cue, parent will show the next card. If student does not say correct sounds/cue, parent says correct sounds and student repeats.
- Repeat process so that each card is reviewed orally two times.

(PA) (5 min) Written Phonogram Review (WPR):

- Phonograms to write today: **ar, ur (nurse), ey, ie, ay**.
- Parent says sounds of one phonogram card (hide card so student cannot see).
- Student repeats sounds back to parent and then writes the phonogram. Students will write today’s phonograms under the Tuesday column.
- Immediately correct any errors observed.

Spalding continued on the next page.

(PA) (6 min) Spelling

Kinder Daily Student Instruction Sheet

- Students will fingerspell and write words along with [Ms. Boes' Spalding lesson](#), OR parents will dictate the 3 words (one at a time) to your child. For each word,

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none"> ● Says the word ● Says the word in a sentence ● Says the word again 	<ul style="list-style-type: none"> ● Repeats the word ● Determines the base words (and prefix/suffix, if applicable) ● Shows syllables with fists and sounds with fingers ● Writes the word in syllables while saying it aloud ● Writes the markings and the rules that apply 	<ul style="list-style-type: none"> ● Make the appropriate corrections before moving on the next word

Note: 1. Remind students to use their phonogram knowledge and spelling rules.

2. Remind students to practice proper letter formation and to use their best handwriting.

- Students will write today's words **once** in the Tuesday column.

Word	Example sentence	Rules / Notes
say r. 18	What did you <u>say</u> ?	Rule 18: /ay/ may say /a/ at the end of a base word.
Com <u>e</u> s	<u>Come</u> to my house.	Job 5 of silent final e, "no job".
² book	This is a great <u>book</u> !	Underline the 2-letter phonogram and mark with a 2 to show 2 nd sound.

Reading - The time it takes to read today's Word List counts toward student's overall 20 minutes of daily reading time.

- (PA) (5 min.)** Give your student today's Word List #7 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, [read along with Ms. Boes](#) (at 4:45 in the video).
- (I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log.

Literature

Kinder Daily Student Instruction Sheet

Goal/Objective: Students will listen to the book Hermit Crabs read aloud and identify this as **informational** text and the author's purpose is to **inform**.

Materials needed: Hermit Crabs book

Specific Instructions: (I=independent; PA=parent assisted):

- (PA) (2mins)** Remind your student of yesterday's lesson on the **author's purpose** (either to **entertain** or **inform**).
- (PA) (1min)** Say to your student: We will read a book today, and I would like you to keep in mind what we know about the **author's purpose**. When we finish, I will ask you which type of story you think this is.
- (PA) (2mins)** Before we begin, let's take a look at this book and see if we notice anything that may be a clue about what type of book it is. (Draw attention to the organization-table of contents, chapters, headings-of the book, the diagrams, pictures, and bolded vocabulary words.)
- (PA) (10mins)** Read Hermit Crabs by Amy S. Hansen. (This is a leveled reader, but it is 2nd grade reading level. Your scholar will need this read to them.)
- (PA) (2mins)** Ask your student:
 1. Is this a narrative or an informational text? *Informational.*
 2. How do you know? *This book is organized with chapters, has diagrams, real pictures, and teaches information.*
 3. What is the author's purpose? *The author wrote this book to **inform** or **teach** us.*
- (I) (3mins)** Practice poem memorization: *April Rain Song* (from Monday)

MATH

(30 Minutes)

Math

Goal/Objective: Students will be able to represent and write numbers up to 30 in tens and ones.

Materials needed: Ten Frame sheet from Monday (to count up to 30), Textbook B p. 98 and 99, 30 small items to use as counters (ex. beans, macaroni, mini erasers, etc.), pencil

Specific Instructions: (I=independent; PA=parent assisted):

- (PA)(15 minutes)** Similar to Monday, parents should count out ahead of time 22 items (counters). Without counting, place the 22 counters onto the Ten Frame sheet, one item in each box. Discuss with your child how many there are. If they count them out individually at first, guide them to notice that each frame makes a group of ten and you are able to count complete frames as 10. (Ex. 22 would be two complete ten frames and 2 counters in the third frame). Remember to prompt them to count by tens with the full ten frames and then count the ones. Repeat placing items on the Ten Frame sheet with the numbers 27, 24, and 28.
- (PA)(10 minutes)** Have your child look at textbook p. 98. What do they notice about the branches with leaves? (Each branch is 10 leaves). Complete pg. 98 together.

Kinder Daily Student Instruction Sheet

	<p><input type="checkbox"/> (I)(5 minutes) Have your child look at textbook p. 99 and complete independently.</p>
<p>SCIENCE/ HISTORY (15 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will learn that the natural world includes earth materials including water</p> <p>Materials needed: Science Chapter: Where is Water Found?, Strong Water Experiment and Record Sheet printout, pennies, water, bowl</p> <p>Specific Instructions: (I=independent PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) (10 minutes) Ask your student where they think that water can be found on Earth. After some discussion, read Science Chapter, Where Is Water Found (pages 72-79). <input type="checkbox"/> (PA) (10 minutes) Strong Water Experiment: Follow direction to the Strong Water Experiment, using a bowl of water and some pennies. As the experiment is conducted, have student fill out Record Sheet to be turned in.
<p>OPTIONAL ART</p> <p><u>Week 2 Project</u> (10-15 Minutes)</p>	<p><u>ART</u> <u>Week 2 Art Project: Monet: Japanese Bridge</u> Goal/Objective: Copy Monet Painting; Identify Foreground, Middleground, and Background in a work of art; Consider how objects far away, appear smaller and objects close up appear larger on the page.</p> <p>Materials needed: Packet Documents; View Video on Blog ;8 ½ x 11” THICK paper such as cardstock, inside of cereal box, poster board....watercolor or mixed media paper, if possible; Colored Pencils, Crayons, Watercolors</p> <p>Specific Instructions: (I=independent; PA= Parent assistance):</p> <p>(PA=Parent assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents will assist scholars in “marking up” the image with dots, so that scholars may copy work onto paper and it is proportional to original painting. <input type="checkbox"/> Remind Scholar to use colored pencils only for lines and shapes--NO graphite pencils please; Fine point sharpie for SOME of the darkest value lines and shapes; crayons for coloring in. <p>(I=independent)</p> <ul style="list-style-type: none"> <input type="checkbox"/> All drawing is done by students. Parents only assist in reminding scholars to fill the space of paper to match that of the image. <input type="checkbox"/> See Packet documents and Mrs. Northway’s Blog for Step by Step instructions and videos. Mrs. Northway has a video to help you! <input type="checkbox"/> Additional Step by Step instructional video, slides, and instruction PDF may be found on Mrs. Northway’s Blog link: https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html

Kinder Daily Student Instruction Sheet

PE (10 Minutes)	<p><u>PE</u></p> <p>Goal/Objective: Students will participate in a variety of exercises to increase flexibility, strength, and endurance.</p> <p>Materials needed: 2 by 2 Fitness Sheet. (included in packet)</p> <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Students may perform warm-up exercises they have done in P.E. (ex.skipping, galloping, bell jumps, skier jumps,high knees, mountain climbers, butterflies, stretches)<input type="checkbox"/> (PA) Parents will read and show students exercise sheet.<input type="checkbox"/> (PA or I) Students will begin 2 by 2 Fitness Sheet. Students may do exercises with a parent or sibling.
-----------------	--

Name _____

Word List #7

chance₃

charge₃

lit tle₄

are₅

a go r. 4

old r. 19

bad

red

of

be r. 4

Strong Water

Properties of Earth Materials

Water has different physical properties.

Students discover that surface tension allows water to rise above the rim of a container.

Doing the Experiment

1. Fill the bowl all the way to the top with water.
2. Slowly slide a penny into the water.
3. Continue to add pennies one at a time. Count how many you add. Record the number on the record sheet.

Sharing the Results

Ask, "How many pennies were added before the water overflowed? What did you notice about the surface of the water?"

Just before the water overflows, you will be able to see how the surface tension pulls the surface of the water together so it curves above the rim of the container.

Making Connections

Ask students if they have ever seen a drip forming on a faucet. The drip bulges out of the faucet before it falls. Ask, "What makes the drip bulge?"



Materials

- bowl
- pennies
- record sheet on page 151, reproduced for individual students
- water

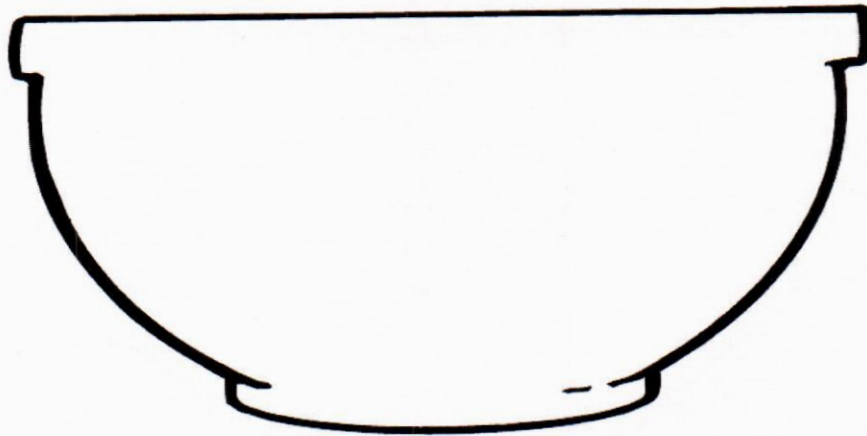
Name _____



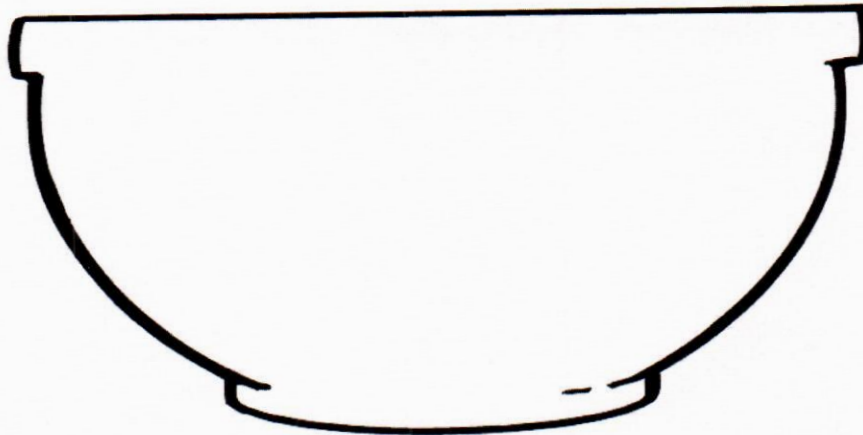
Strong Water

Draw the water in the bowl.

This is my bowl.




After I added a few pennies, the water looked like this.



I added _____ pennies before the water spilled.

KINDER ART – T. NORTHWAY

<p>Distance Learning: Week 2 2020 T. Northway</p>	<p style="text-align: center;"><u>Tuesday/ Thursday, March 31- April 2</u></p> <p>Goal/Objective: Copy Monet Painting; Identify Foreground, Middleground, and Background in a work of art; Consider how objects far away, appear smaller and objects close up appear larger on the page.</p>
	<div style="text-align: center;"></div> <p style="text-align: center;">Claude Monet, Water Lilies and the Japanese bridge, 1897-99 National Gallery https://www.nga.gov/collection/highlights/monet-the-japanese-footbridge.html</p>
<p style="text-align: center;"><u>(PA) Step 1:</u></p> <p>Open the link or Google Claude Monet Japanese Bridge:</p> <p>- Look carefully that you have the same image as shown. He painted many variations on this theme.</p> <p>- Look at the image silently with your Art Scholar for at least 1 minute. Set a timer for one minute.</p>	<p style="text-align: center;"><u>Image Address:</u></p> <p style="text-align: center;">Claude-Monet-Waterlilies-and-Japanese-Bridge-1899 HIGH-RES.jpg</p> <p>Notice: <i>The Elements of Art - Line, Shape, Space, Texture, Form, Value, Color</i></p> <ul style="list-style-type: none">● Negative Space:<ul style="list-style-type: none">- Notice the rectangle shapes created between the lines of the bridge.● Scale/Size of Waterlilies as they go back further in space. They become smaller.● Form - “clumps” of trees like small spheres in the far right distance.● Texture - Different types of trees; Use different types of lines and art materials to draw texture.● Value- Darkest and Light areas....and everything in between!● Foreground, Middleground, Background-Notice how the size of the lily pads become smaller further back beyond the bridge.

KINDER ART – T. NORTHWAY

<p><u>(PA) Step 2</u></p> <p>Gather Materials and set up work space.</p>	<ul style="list-style-type: none">- Packet Documents<ul style="list-style-type: none"><input type="checkbox"/> Print these directions.- Set up work table with the following materials:<ul style="list-style-type: none"><input type="checkbox"/> 8 ½ x 11” THICK paper such as cardstock, inside of cereal box, poster board....watercolor or mixed media paper, if possible; Colored Pencils, Crayons, Extra Fine Sharpie Marker, Watercolors- Open computer window with:<ul style="list-style-type: none"><input type="checkbox"/> Image Address: <i>Claude-Monet-Waterlilies-and-Japanese-Bridge-1899_HIGH-RES.jpg</i>- Open computer window with:<ul style="list-style-type: none"><input type="checkbox"/> Mrs. Northway’s Blog https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html
<p><u>(PA) Step 3</u></p> <p><u>PROJECT SEQUENCE:</u></p>	<ul style="list-style-type: none"><input type="checkbox"/> (PA) View Blog Video:<ul style="list-style-type: none"><input type="checkbox"/> Teacher Video Reading of: <i>The Magical Garden of Claude Monet</i><input type="checkbox"/> (IW)<ul style="list-style-type: none"><input type="checkbox"/> Student copies the drawing while following Mrs. Northway’s slides or slides with video/voice.<input type="checkbox"/> Divide the project work between Tuesday and Thursday as it fits into your daily schedule.<input type="checkbox"/> Have fun! :)

2 BY 2 FITNESS!

This activity sheet is set up to do with a sibling, guardian, or anyone else :) Feel free to complete it by yourself also! Check off the exercise when completed.

- Do 10 up-downs together**

- Bear walk from one wall to the other.**

- Pretend to jump rope for 1 minute.**

- Hold a plank position together and count to 30.**

- Complete 50 jumping jacks.**

- Teach each other a dance move, or make up your own!**

- Do 10 partner high five push-ups, if completing alone perform as many push-ups as possible.**

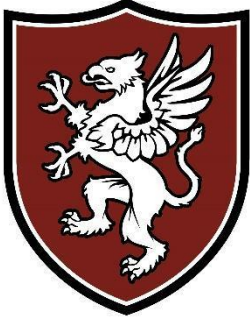
- Back to back wall sit together for 30 seconds. Or use a wall for more stability.**

- Wheelbarrow from one wall to another and switch.**

- Make up one activity to do together or make up one for yourself!**

GreatHearts

Northern Oaks



Wednesday

Kinder Daily Student Instruction Sheet

WEDNESDAY April 1, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students review 5 previously learned phonograms, learn 2 new spelling words, and review 1 previously learned spelling word.

Materials needed: Phonogram cards (from home), [Spalding Wed./Thurs.](#) paper, pencil, [Word List #2](#), leveled reader (from reading bag) and reading log.

Specific Instructions (I=independent; PA=Parent Assisted):

(PA) (3 min) Oral Phonogram Review (OPR):

- Phonograms/cards to review today: **eight (4 letters), ph (2 letters), gu, qu, ew.** Refer to phonogram sound videos if needed. [Phonogram sound videos](#)
 - Parent will show one phonogram card to the student at a time.
 - Student will say the sounds (in order) made by that phonogram.

Note: This is slightly different from our regular procedure. Encourage students to be flexible. If they insist that this is incorrect, have them “teach” you how we do it in class. If student says correct sound(s)/cue, parent will show the next card. If student does not say correct sound(s)/cue, parent says correct sounds and student repeats.

- Repeat process so that each card is reviewed orally two times.

(PA) (5 min) Written Phonogram Review (WPR):

- Phonograms to write today: **eight (4 letters), ph (2 letters), gu, qu, ew.**
- Parent says sounds of one phonogram card (hide card so student cannot see).
- Student repeats sounds back to parent and then writes the phonogram. Students will write today’s phonograms under the Wednesday column.
- Immediately correct any errors observed.

Spalding continued on the next page.

Kinder Daily Student Instruction Sheet

(PA) (6 min) Spelling

- ❑ Students will fingerspell and write words along with [Ms. Boes' Spalding lesson](#), OR parents will dictate the 3 words (one at a time) to your child. For each word,

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none"> ● Says the word ● Says the word in a sentence ● Says the word again 	<ul style="list-style-type: none"> ● Repeats the word ● Determines the base words (and prefix/suffix, if applicable) ● Shows syllables with fists and sounds with fingers ● Writes the word in syllables while saying it aloud ● Writes the markings and the rules that apply 	<ul style="list-style-type: none"> ● Make the appropriate corrections before moving on the next word

Note: 1. Remind students to use their phonogram knowledge and spelling rules.

2. Remind students to practice proper letter formation and to use their best handwriting.

- ❑ Students will write today's words **once** in the Wednesday column.

Word	Example sentence	Rules / Notes
hand	My <u>hand</u> is small.	No markings.
ring	She wore a pretty <u>ring</u> .	Underline the 2-letter phonogram.
li <u>k</u> e	I <u>like</u> to play tag.	Job 1 of silent final e lets the /i/ say /i/.

Reading - The time it takes to read today's Word List counts toward student's overall 20 minutes of daily reading time.

- ❑ **(PA) (5 min.)** Give your student today's Word List #2 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). [Or, read along with Ms. Boes](#) (3:55 in the video).
- ❑ **(I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log.

Literature

Kinder Daily Student Instruction Sheet

Goal/Objective: Students will listen to the book Walter the Baker read aloud and identify this as **narrative** text and the author's purpose is to **entertain**.

Materials needed: [Walter the Baker](#) by Eric Carle

Specific Instructions: (I=independent; PA=parent assisted):

- (PA) (2mins)** Remind your student of Monday's lesson on the **author's purpose**(either to **entertain** or **inform**) .
- (PA) (1min)** Say to your student: We will read a book today, and I would like you to keep in mind what we know about the **author's purpose**, and when we finish, I will ask you which type of story you think this is.
- (PA) (2mins)** Before we begin, let's take a look at this book and see if we notice anything that may be a clue about what type of book it is. (Do we see the same things as yesterday's book? Table of Contents? Diagrams? Headings? Vocabulary words?)
- (PA) (10mins)** Read Walter the Baker by Eric Carle, or [listen to Mrs. Siller read to you!](#)
- (PA) (2mins)** Ask your student the following:
 1. Is this a narrative or an informational text? *Narrative.*
 2. How do you know? *This story has characters, it seems make-believe, and it did not teach us any information.*
 3. What is the author's purpose? *The author wrote this story to entertain us.*
- (I) (3mins)** Practice poem memorization: *April Rain Song* (from Monday)

MATH

(30 Minutes)

Math

Goal/Objective: Students will be able to represent and write numbers up to 30 in tens and ones.

Materials needed: [Ten frame sheet](#) from Monday (to count up to 30), Textbook B p. [101](#), 30 small items to use as counters (ex. beans, macaroni, mini erasers, etc.), [Base Ten Block Aquarium Worksheet](#), pencil

Specific Instructions: (I=independent; PA=parent assisted):

- (PA)(10 minutes)** Similar to Monday, parents should count out ahead of time 29 items (counters). Without counting, place the 29 counters onto the Ten Frame sheet, one item in each box. Discuss with your child how many there are. If they count them out individually at first, guide them to notice that each frame makes a group of ten and you are able to count complete frames as 10. (Ex. 29 would be two complete ten frames and 9 counters in the third frame). Remember to prompt them to count by tens with the full ten frames and then count the ones. Repeat placing items on the Ten Frame sheet with the numbers 23, 26, and 30.
- (PA)(10 minutes)** Have your child look at textbook p. 101. What do they notice about the carton with eggs? (Each carton is 10 eggs). Complete pg. 101 together.

Kinder Daily Student Instruction Sheet

	<ul style="list-style-type: none"> <input type="checkbox"/> (I)(10 minutes) Have your child look at Base Ten Block Aquarium. Assist them in completing the top 3 problems and then let them complete the rest of the worksheet independently.
<p>SCIENCE/ HISTORY (15 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will learn that the natural world includes earth materials including soil</p> <p>Materials needed: Soil Poster, Soil Sort worksheet, soil samples (optional)</p> <p>Specific Instructions: (PA=parent assisted): (I=independent)</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) (5-10 minutes) Ask your student what they think soil is made of. If you can, it would be helpful to have soil samples for them to look at and explore. Show them the Soil Poster and read from the poster what soil is made of. <input type="checkbox"/> (PA) (5-10 minutes) Complete with PA the Soil Sort worksheet cut and paste to turn in. Discuss if each item may be found in soil.
<p>OPTIONAL Spanish (10 Minutes)</p> <p>Music (10-15 Minutes)</p>	<p><u>Spanish</u> Goal/Objective: Your student will describe something as <i>está arriba</i> (up above) or <i>está abajo</i> (down below).</p> <p>Materials needed: Doll or puppet (paper cut out or sock puppet) and teacher notes.</p> <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Introduce a doll or puppet to your student. <input type="checkbox"/> (PA) Pretend that the doll or puppet is walking down some stairs to reach the bottom of a chair or table.. <input type="checkbox"/> (PA) When the doll or puppet reaches the bottom, ask your student, ¿Está arriba o abajo? (Is it up above or below?) <input type="checkbox"/> (PA) As you ask your student, point upwards when you say <i>arriba</i> (up above) and downwards when you say <i>abajo</i> (down below) so that it is clear which is which. <input type="checkbox"/> (PA) When your student answers, reinforce your student's response with <i>Si, está abajo.</i>(Yes, it's down below.) <input type="checkbox"/> Repeat the process as many times as you like using different furniture in your home. <input type="checkbox"/> Optional Activity: Let your student take a turn with the doll or puppet walking down. Each time ask the appropriate question and reinforce your student's responses. You can repeat the process as many times as you like, using different furniture in your home. <p>https://ghnospanishk-2.blogspot.com/2020/03/kindergarten-and-first-grade-march-30.html</p> <p><u>Music</u></p>

Kinder Daily Student Instruction Sheet

Goal/Objective: Explore **head voice**, practice keeping the **steady beat**, play a singing game

Materials needed: A rubber band, [Beat Chart](#) and [Johnny Works with One Hammer lyrics print out](#)

Specific Instructions (I=independent; PA=parent assisted): PA

- PA:** Hold a rubber band or hair elastic in front of your child and challenge them to make their voice stretch up as far as your stretch the rubber band.
 - At first only stretch it a little and then gradually stretch it more until you are stretching the full capacity of the rubber band. Your student is following with their voice to show that they can control their **head voice!**
- PA:** Have your student sit and perform the song “Johnny Works with One Hammer” for you. This is a song that should demonstrate their mastery of the **steady beat**. At first, your student will tap an imaginary hammer on their shoe, then they will wiggle both feet, then both feet and an elbow, then feet and both elbows, add the head, tuckus (bottom), and tongue!
 - This is a silly activity they love to do as a class, if you have other children this is a great thing to do as a group!
- PA:** Have your student point to the [Beat Chart](#) while they chant “Bee Bee Bumble Bee” This is practice keeping the steady beat.

Name _____

Word List #2

me r. 4

do³

and

go² r. 4

at

on

a r. 4

it

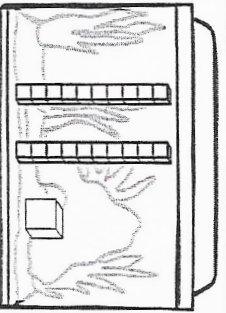
is²

she r. 4

Name: _____

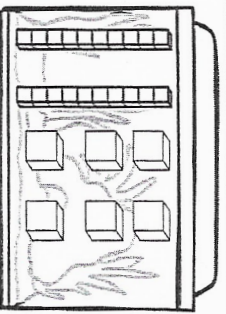
Base Ten Block Aquarium

Directions: Peek inside the aquarium.
Find the tens and ones. Then, write
the whole number.



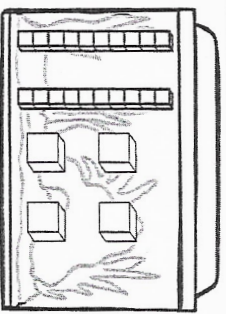
Tens	Ones

Number



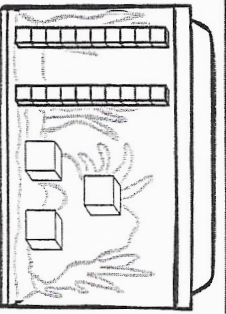
Tens	Ones

Number



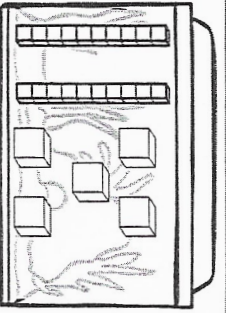
Tens	Ones

Number



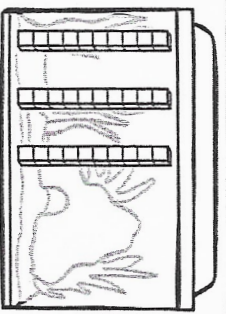
Tens	Ones

Number



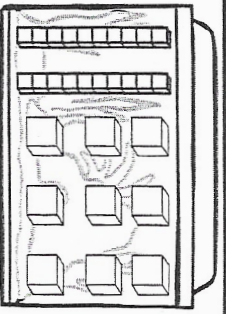
Tens	Ones

Number



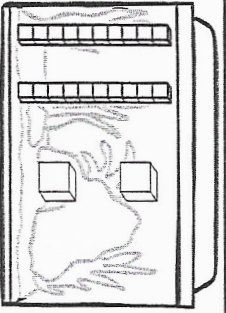
Tens	Ones

Number



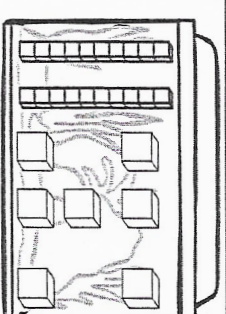
Tens	Ones

Number



Tens	Ones

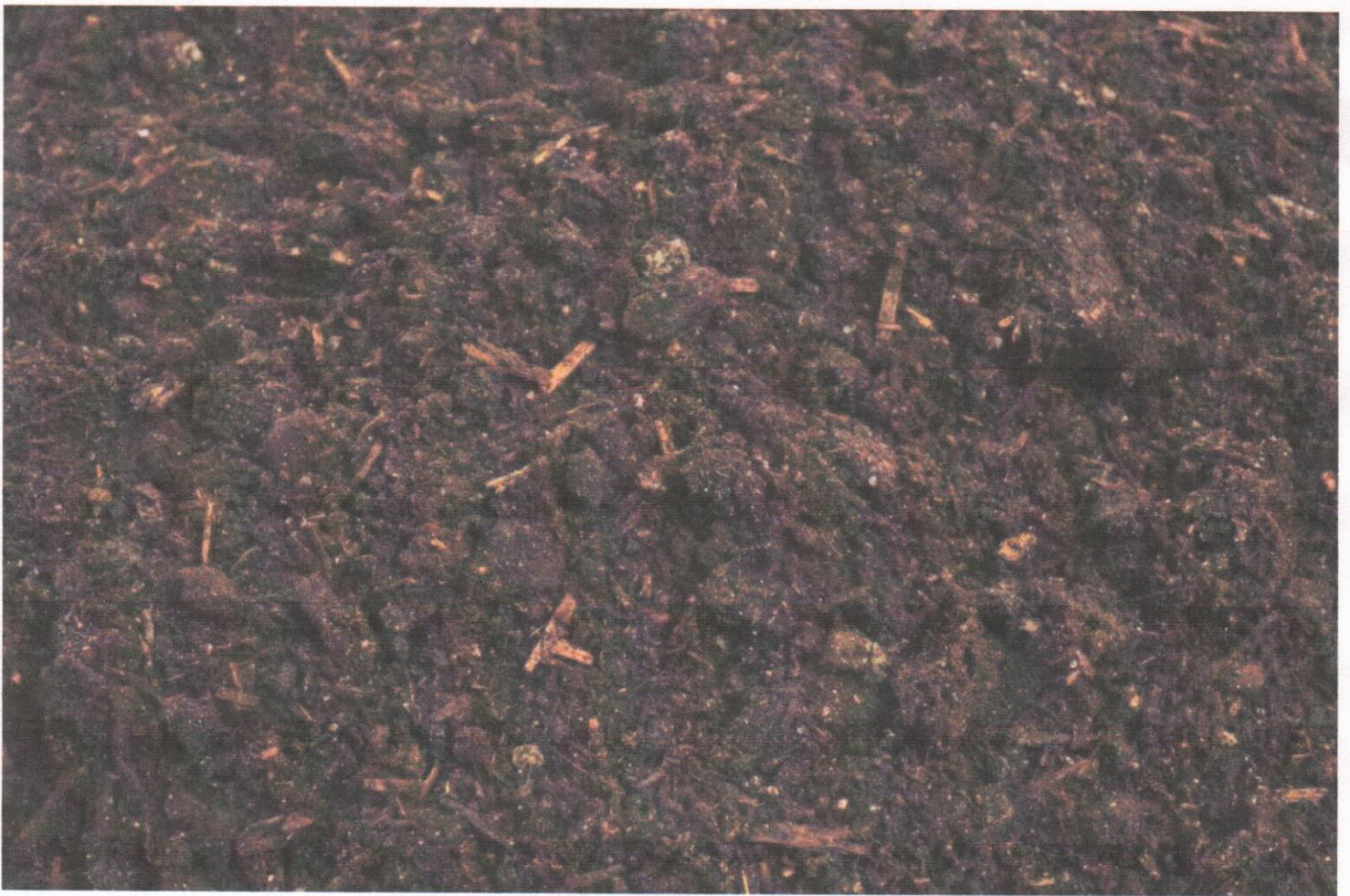
Number



Tens	Ones

Number

Soil



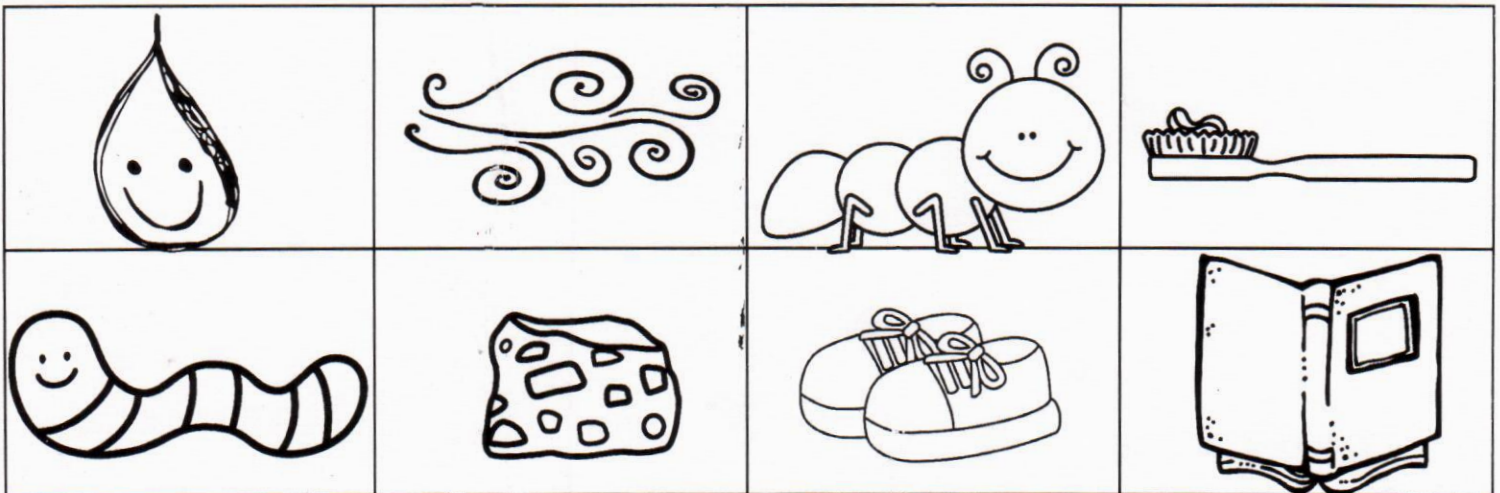
Soil is made from air, water, minerals, and dead plants and animals. It is important to many living things.

Name _____

Soil Sort

Found in Soil

Not Found in Soil



Vocabulary and Phrases

¿Dónde está?

[¿Dohn-deh ehs-tah?]
(Where is _____?)

Está arriba.

[Ehs-tah ah-rree-bah.]
(It's up above.)

Está abajo.

[Ehs-tah ah-bah-hoh.]
(It's down below.)

Activity está abajo [ehs-tah ah-bah-hoh] (down below):

1. Introduce a doll or puppet (paper cut out or sock puppet) to your student.
2. Pretend that the doll or puppet is walking down some stairs to reach the bottom of a chair or table.
3. When the doll or puppet (paper cut out or sock puppet) reaches the bottom, ask your student,

¿Está arriba o abajo?

[Ehs-tah ah-rree-bah o ah-bah-hoh.]

(Is it up above or below?)

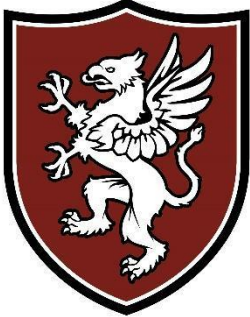
4. As you ask them, point upwards when you say **arriba** [ah-rree-bah] (up above) and downwards when you say **abajo** [ah-bah-hoh] (down below) so that it is clear which is which.
5. When your student answers, reinforce your student's response with **Si, está abajo.** [See, ehs-tah ah-bah-hoh.] (Yes, it's down below.)
6. Repeat the process as many times as you like using different furniture in your home.

Optional Activity:

Let your student take a turn with the doll or puppet (paper cut out or sock puppet) walking down. Each time ask the appropriate question and reinforce your students' responses. You can repeat the process as many times as you like, using different furniture in your home.

GreatHearts

Northern Oaks



Thursday

Kinder Daily Student Instruction Sheet

THURSDAY April 2, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students review 5 previously learned phonograms, learn 2 new spelling words, and review 1 previously learned spelling word.

Materials needed: Phonogram cards (from home), Spalding Wed./Thurs. paper, pencil, [Word List #4](#), leveled reader (from reading bag) and reading log.

Specific Instructions (I=independent; PA=Parent Assisted):

(PA) (3 min) Oral Phonogram Review (OPR):

- Phonograms/cards to review today: **sh, ai (not used), oi (not used), ui (not used), ch.** Refer to phonogram sound videos if needed.
[Phonogram sound videos](#)
 - Parent will show one phonogram card at a time to student.
 - Student will say the sounds (in order) made by that phonogram.

Note: This is slightly different from our regular procedure. Encourage students to be flexible. If they insist that this is incorrect, have them “teach” you how we do it in class. If student says correct sound(s)/cue, parent will show the next card. If student does not say correct sound(s)/cue, parent says correct sounds and student repeats.

- Repeat process so that each card is reviewed orally two times.

(PA) (5 min) Written Phonogram Review (WPR):

- Phonograms to write today: **sh, ai (not used), oi (not used), ui (not used), ch.**
- Parent says sounds of one phonogram card (hide card so student cannot see).
- Student repeats sounds back to parent and then writes the phonogram. Students will write today’s phonograms under the Thursday column.
- Immediately correct any errors observed.

Spalding continued on the next page.

Kinder Daily Student Instruction Sheet

(PA) (6 min) Spelling

- Students will fingerspell and write words along with [Ms. Boes' Spalding lesson](#), OR parents will dictate the 3 words (one at a time) to your child. For each word,

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none"> • Says the word • Says the word in a sentence • Says the word again 	<ul style="list-style-type: none"> • Repeats the word • Determines the base words (and prefix/suffix, if applicable) • Shows syllables with fists and sounds with fingers • Writes the word in syllables while saying it aloud • Writes the markings and the rules that apply 	<ul style="list-style-type: none"> • Make the appropriate corrections before moving on the next word

- Note:** 1. Remind students to use their phonogram knowledge and spelling rules.
2. Remind students to practice proper letter formation and to use their best handwriting.

- Students will write today's words **once** in the Thursday column.

Word	Example sentence	Rules / Notes
l i _ v e	We saw a live snake at the park!	Job 1 of silent final 'e', the 'e' lets the /i/ say /i/.
live ₂	We live in San Antonio.	The 'i' does not say it's name but the silent 'e' is needed because English words do not end in a 'v', job 2.
did	He did not like the spinach.	No markings.

Reading - The time it takes to read today's Word List counts toward student's overall 20 minutes of daily reading time.

- (PA) (5 min.)** Give your student today's Word List #4 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, [read along with Ms. Boes](#) (3:40 in the video).
- (I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log.

Literature

Kinder Daily Student Instruction Sheet

Goal/Objective: Students will listen to the book How Bread is Made read aloud and identify this as **informational** text and the author's purpose is to **inform**.

Materials needed: [How Bread is Made](#) book

Specific Instructions (I=independent; PA=parent assisted):

- (PA) (2mins)** Remind your student of Monday's lesson on the **author's purpose** (either to **entertain** or **inform**).
- (PA) (1min)** Say to your student: We will read a book today, and I would like you to keep in mind what we know about the **author's purpose**, and when we finish, I will ask you which type of story you think this is.
- (PA) (2mins)** Before we begin, let's take a look at this book and see if we notice anything that may be a clue about what type of book it is. (Draw attention to the organization-headings-of the book, the steps, pictures, and bolded vocabulary words.)
- (PA) (10mins)** Read How Bread is Made by Oldrich Ruzicka.
- (PA) (2mins)** Ask your student the following questions:
 1. Is this a narrative or an informational text? *Informational.*
 2. How do you know? *This book has diagrams, realistic pictures, and teaches information.*
 3. What is the author's purpose? *The author wrote this book to **inform** or **teach** us.*
- (I) (3mins)** Practice poem memorization: *April Rain Song* (from Monday)

MATH

(30 Minutes)

Math

Goal/Objective: Students will be able to represent and write numbers up to 30 in tens and ones.

Materials needed: [Ten Frame sheet](#) from Monday (to count up to 30), Textbook B p. [104](#) & [105](#), 30 small items to use as counters (ex. beans, macaroni, mini erasers, etc.), Trace & Count Worksheet, pencil

Specific Instructions (I=independent; PA=parent assisted):

- (PA)(5 minutes)** Similar to Monday, parents should count out ahead of time 26 items (counters). Without counting, place the 26 counters onto the Ten Frame sheet, one item in each box. Discuss with your child how many there are. If they count them out individually at first, guide them to notice that each frame makes a group of ten and you are able to count complete frames as 10. (Ex. 26 would be two complete ten frames and 6 counters in the third frame). Remember to prompt them to count by tens with the full ten frames and then count the ones. Repeat placing items on the Ten Frame sheet with the numbers 20 and 27.
- (PA)(10 minutes)** Assist your child in completing textbook pg. 104 and 105. What do they notice? How are the items grouped? How many items are there?
- (I)(10 minutes)** Have your child look at the Trace & Count Worksheet. Assist them in completing problems 25 and 28 and then let them complete the rest of the worksheet independently.

Kinder Daily Student Instruction Sheet

<p>SCIENCE/ HISTORY (15 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will learn that the earth materials of rocks, soil, and water are very useful.</p> <p>Materials needed: Science Chapter: How are Rocks, Soil, and Water Used?, How We Use Rocks, Water, and Soil Flip book printout</p> <p>Specific Instructions (I= independent PA=parent assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) (5 minutes) Ask your student why they think that the Earth materials of rocks, water, and soil are important. After some discussion, read Science Chapter: How are Rocks, Soil, and Water Used? (pages 53-58). <input type="checkbox"/> (I) (10 minutes) How We Use Rocks, Water, and Soil Flip Book: Students draw a way that rocks, water, and soil are used. Mrs. Welch shows you how to setup your book. Save to turn in.
<p>OPTIONAL</p> <p>ART <u>Bell work</u> (10-15 Minutes)</p> <p><u>Concurrent Ongoing Project</u> (10-15 Minutes)</p>	<p>ART <u>Week 2 Art Project: Monet: Japanese Bridge</u></p> <p>Goal/Objective: Copy Monet Painting; Identify Foreground, Middleground, and Background in a work of art; Consider how objects far away, appear smaller and objects close up appear larger on the page.</p> <p>Materials needed: Packet Documents; View Video on Blog ;8 ½ x 11” THICK paper such as cardstock, inside of cereal box, poster board....watercolor or mixed media paper, if possible; Colored Pencils, Crayons, Watercolors</p> <p>Specific Instructions: (I=independent; PA= Parent assistance):</p> <p>(PA=Parent assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents will assist scholars in “marking up” the image with dots, so that scholars may copy work onto paper and it is proportional to original painting. Mrs. Northway has a video to help you! <input type="checkbox"/> Remind Scholar to use colored pencils only for lines and shapes--NO graphite pencils please; Fine point sharpie for SOME of the darkest value lines and shapes; crayons for coloring in. <p>(I=independent)</p> <ul style="list-style-type: none"> <input type="checkbox"/> All drawing is done by students. Parents only assist in reminding scholars to fill the space of paper to match that of the image. <input type="checkbox"/> See Packet documents and Mrs. Northway’s Blog for Step by Step instructions and videos. <input type="checkbox"/> Additional Step by Step instructional video, slides, and instruction PDF may be found on Mrs. Northway’s Blog link: https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html

Kinder Daily Student Instruction Sheet

PE (10 Minutes)	<p><u>PE</u></p> <p>Goal/Objective: Students will participate in a variety of exercises to increase flexibility, strength, and endurance.</p> <p>Materials needed: 2 by 2 Fitness Sheet. (included in packet from Tuesday)</p> <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Students may perform warm-up exercises they have done in P.E. (ex.skipping, galloping, bell jumps, skier jumps,high knees, mountain climbers, butterflies, stretches)<input type="checkbox"/> (PA) Parents will read and show students exercise sheet.<input type="checkbox"/> (PA or I) Students will begin 2 by 2 Fitness Sheet. Students may do exercises with a parent or sibling.
-----------------	--

Name _____

Word List #4

t³ o day r. 18

l² o o k

d i d

l i k e

s i x

b o y

b² o o k

b y r. 5, 6


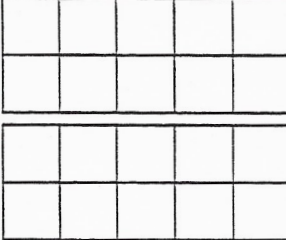
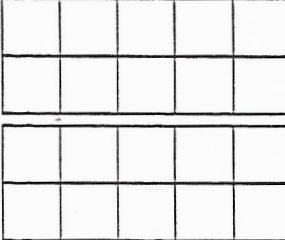

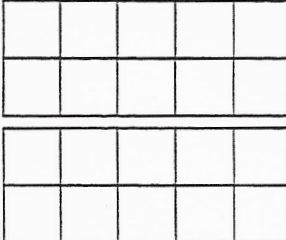
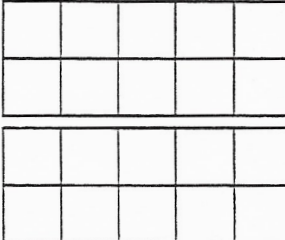

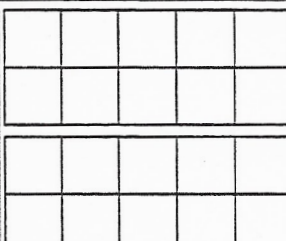
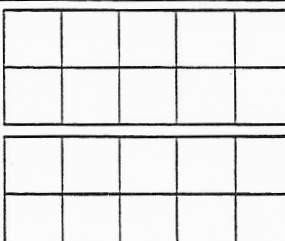

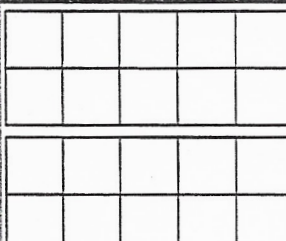
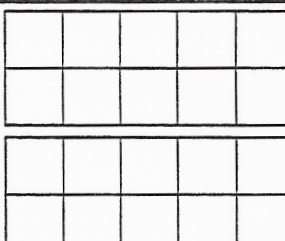

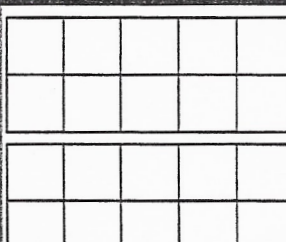
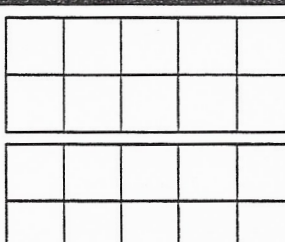
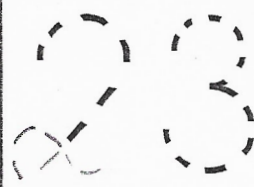
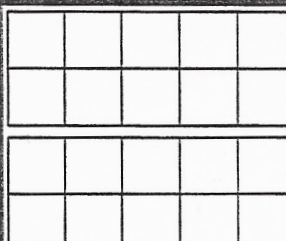
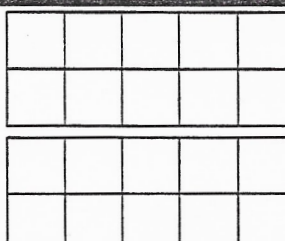
h a v e₂

a r e₅

Thurs.

Name _____

Use what you know about ten frames to fill out the columns below.

Trace the number	Fill In the Ten Frames to Match		Count the parts
			____ tens ____ ones
			____ tens ____ ones
			____ tens ____ ones
			____ tens ____ ones
			____ tens ____ ones
			____ tens ____ ones

HOW WE USE ROCKS, WATER, AND SOIL

Name _____

How We Use Rocks, Water, and Soil

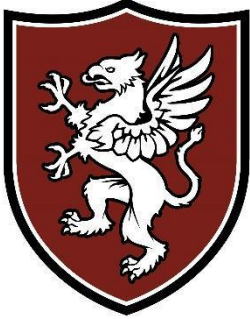
**Rocks
are
useful...**

**Water
is
useful...**

**Soil is
useful...**

GreatHearts

Northern Oaks



Friday

Kinder Daily Student Instruction Sheet

FRIDAY April 3, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (25 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students will review 8 previously taught spelling words.

Materials needed: [Spalding Fri. paper](#), pencil, [Word List #1](#), leveled reader (from reading bag) and reading log.

Specific Instructions (I=independent; PA=Parent Assisted):

(PA) (15 min) Spelling

- Students will fingerspell and write words along with [Ms. Boes' Spalding lesson](#), OR parents will dictate the 3 words (one at a time) to your child. For each word, say the word, use it in a sentence, and the student will write each word **once** without marking the word. Please use the dictation charts from Monday-Thursday for example sentences.

Note: 1. Remind students to use their phonogram knowledge and spelling rules.

2. Remind students to practice proper letter formation and to use their best handwriting.

- Students will write today's words in the Friday column.

Words to dictate to student:

1. come
2. street
3. make
4. live (We saw a live snake.)
5. live (I live in San Antonio.)
6. did
7. hand
8. ring

Reading - The time it takes to read today's Word List counts toward student's overall 20 minutes of daily reading time.

- (PA) (5 min.)** Give your student today's Word List #1 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, [read with Ms. Boes](#) (5:00 in the video).
- (I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log.

Literature

Kinder Daily Student Instruction Sheet

	<p>Goal/Objective: Students will review the author's purpose and demonstrate understanding the difference between texts that entertain and inform. Students will review this week's poem.</p> <p>Materials needed: Author's purpose: Inform or Entertain worksheet; Author's purpose answer key (in Appendix)</p> <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) (3mins) Review Monday's lesson on the author's purpose (either to entertain or inform). <input type="checkbox"/> (PA) (10mins) Using the Author's purpose: Inform or Entertain worksheet, read through the text excerpt for each numbered line OR view Mrs. Siller's video. Ask your student-Do you think this sentence came from a book to entertain us or inform/teach us? Did you hear a character speak? <i>That's an entertaining text</i>. Did you learn something or hear a fact? <i>That's an informational text</i>. Help your student circle with pencil the appropriate answer for each excerpt, #1-6. <input type="checkbox"/> (PA and I) (10mins) Continue reading the excerpts to your student OR viewing Mrs. Siller's video, but for #7-12 have your student circle their answer choices <i>independently</i> with pencil. If they are confused, leave their original answers and you may go back to reteach and discuss the correct answer, marking the page "Completed with PA" and marking their corrected answer with a different colored pen. Answer key is provided in the Appendix. <input type="checkbox"/> (I) (2mins) Review poem memorization: <i>April Rain Song</i>
<p>MATH (30 Minutes)</p>	<p><u>Math</u></p> <p>Goal/Objective: Students will be able to represent and write numbers up to 30 in tens and ones.</p> <p>Materials needed: Ten Frame sheet from Monday (to count up to 30), Textbook B p. 106 & 107, 30 snack items to use as counters (ex. raisins, goldfish, cereal, etc.), pencil</p> <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA)(15 minutes) Using the 3 sets of ten frame page, give your child the snack items and ask them to figure out how many items they have. Ask them how they figured it out? How did they use the ten frame worksheet to help them? Then change the number of the snack items that they have by inviting them to eat 1 or 2 pieces. Then repeat the exercise. <input type="checkbox"/> (PA)(10 minutes) Have your child look at textbook p. 106. Work together to complete the page emphasizing grouping items into groups of 10. <input type="checkbox"/> (PA)(5 minutes) Have your child look at textbook p. 107. Work together to complete the page emphasizing grouping items into groups of 10.
<p>SCIENCE/ HISTORY</p>	<p><u>Science</u></p>

Kinder Daily Student Instruction Sheet

(15 Minutes)	<p>Goal/Objective: Students will learn the importance of conserving Earth's materials. They will learn what it means to reduce, reuse, and recycle our natural resources.</p> <p>Materials needed: Reduce, Reuse, and Recycle poster, Reduce, Reuse, and Recycle sort worksheet, Optional Song</p> <p>Specific Instructions (I=independent; PA=parent assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (5 to 10 minutes) Ask your student why they think that being careful and conserving Earth materials is important. After some discussion, show them the Reduce, Reuse, and Recycle posters. Take time to discuss each poster. Mrs. Welch has some questions and a song to help!<input type="checkbox"/> (PA) (5 minutes) Assist your student in completing the Reduce, Reuse, and Recycle sort worksheet to turn in.<input type="checkbox"/> Optional: Teach your student the Reduce, Reuse, and Recycle song.
	<p style="text-align: center;">Congratulations on finishing Week 2! We're so proud of your hard work, and we miss you!</p> <p style="text-align: center;">Have a wonderful weekend!</p>

Name _____

Friday

1.

2.

3.

4.

5.

6.

7.

8.

Name _____

Word List #1

ten

tan

tin

ton

top

he r. 4

you³

will r. 17

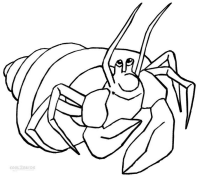
we r. 4

an

Name: _____

Date: _____

Author's Purpose: INFORM or ENTERTAIN?



1. "Now my house is perfect!" cheered Hermit Crab.

a. Inform



b. Entertain



2. Some species of hermit crabs put anemones on their shells for extra protection.

a. Inform



b. Entertain



3. It's dark in here," thought Hermit Crab. "How dim it is," murmured sea anemone. "How gloomy it is," whispered the starfish. "It's like a nightmare!" cried sea urchin.

a. Inform



b. Entertain



4. "Time to move," said Hermit Crab in January. "I've grown too big for this little shell."

a. Inform



b. Entertain



5. The crab protects its soft abdomen by pushing it into the abandoned shells of certain sea snails, such as whelks.

a. Inform



b. Entertain



6. The hermit crab is very different from other crabs. It has a long, twisted abdomen, which lacks a protective shell.


a. Inform



b. Entertain




7. Bread is an everyday food that many people consume. It was first created at least 30,000 years ago.

a. Inform 

b. Entertain




8. In a fit of anger, he grabbed the last piece of dough and flung it against the ceiling, “Stick there!” he yelled at the dough.

a. Inform 

b. Entertain




9. Now you and I may not be able to tell the difference between a roll made with water and one made with milk. But the Duke and especially the Duchess could tell the difference. “Ugh” cried the Duchess after she took a bite.

a. Inform 

b. Entertain




10. In the 1700s England would punish bakers who sold bad bread by forcing them to sit in a chair and dunking them in water.

a. Inform 

b. Entertain



11. “Walter beat, pulled, pushed, and pounded the dough. But it was all in vain. He could not come up with a roll that would please the Duke.

a. Inform 

b. Entertain



12. The bakery takes all the ingredients and turns it into bread. To make bread you need flour, yeast, salt, and water. These are the main ingredients to make good bread.

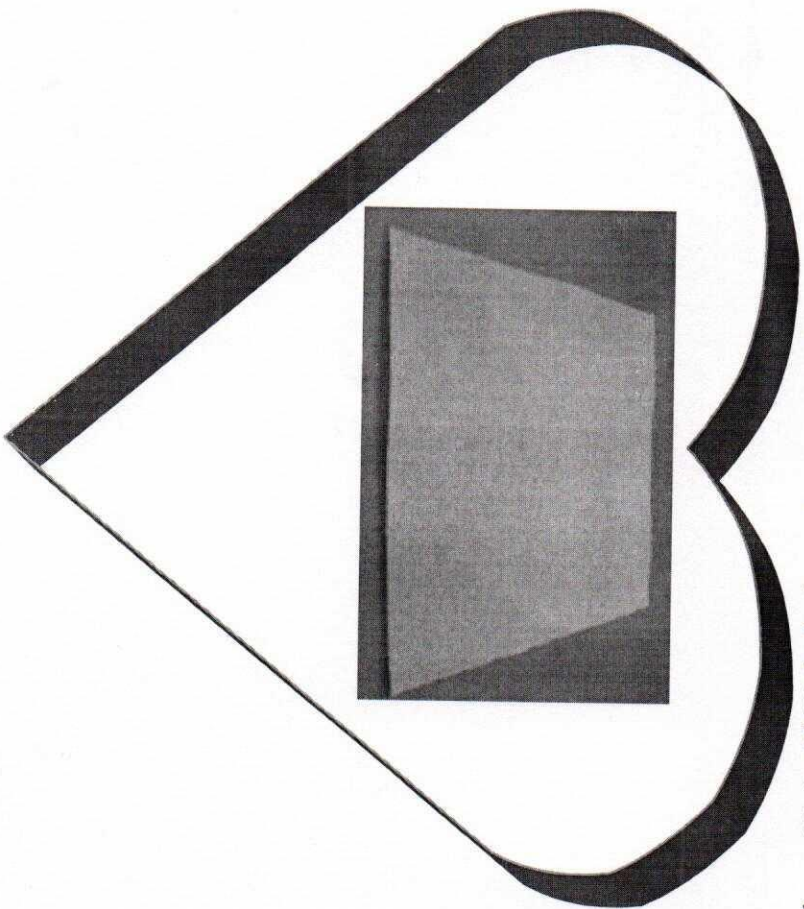
a. Inform 

b. Entertain



Reduce:

Using less of something so we
don't make lots of trash.



NO!



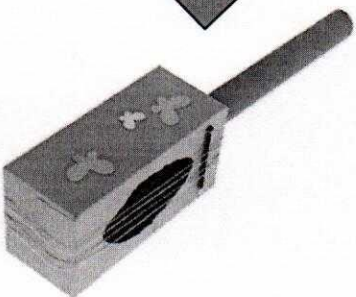
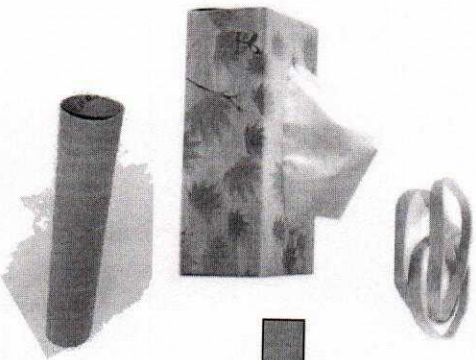
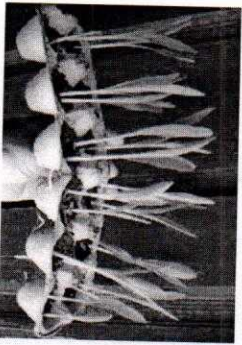
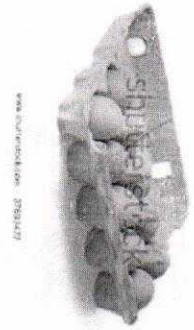
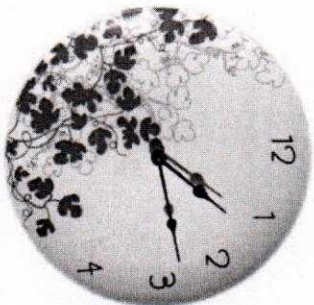
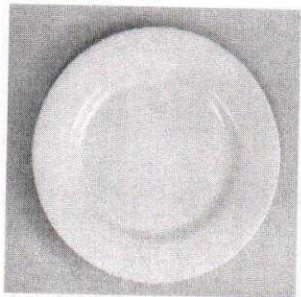
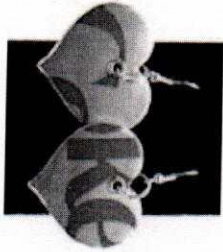
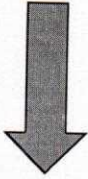
Reuse:

Instead of throwing something away,
you use it again.





Turning used things into new things.



Reduce, Reuse, and Recycle

to the tune of Take Me Out to the Ballgame

Reduce, Reuse, and Recycle.

This is what we should do;

Protect our planet, reduce our trash.

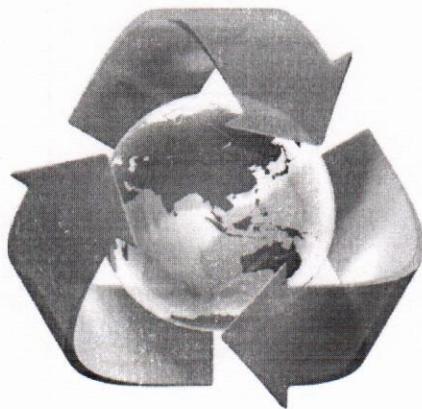
Reuse containers, recycle for cash.

Reduce, Reuse, and Recycle.

Yes, we can make it clean!

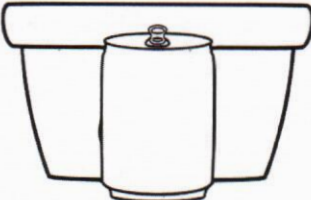
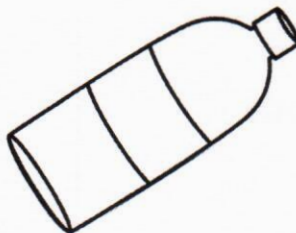
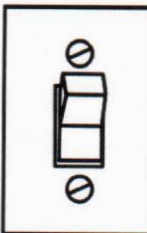






For it's up to us to help out.

We can keep Earth green!



Name _____

I can sort ways to help the environment.

reduce	reuse	recycle
 <p>metal</p>	 <p>use bottle again</p>	 <p>turn off lights</p>
 <p>turn off water</p>	 <p>glass</p>	 <p>use paper again</p>
 <p>use bag again</p>	 <p>write on both sides</p>	 <p>plastic</p>

Appendix Pages

Kindergarten Reading

Week of 3/30/20	Which teacher provided book are you reading? (Title) or (S_B_)	Tell me your tricky words.	Student page #'s read in ___ mins	Parent minutes read	Daily total minutes read	Parent initials
Monday Date:			___ pages in ___ mins			
Tuesday Date:			___ pages in ___ mins			
Wednesday Date:			___ pages in ___ mins			
Thursday Date:			___ pages in ___ mins			
Weekend Date:			___ pages in ___ mins			

Comments:

Weekly
Total
Minutes
(Student
+
Parent):

100 Minutes for full credit, due every Monday

Points: ____/10

Name: Answer Key

Date: _____

Author's Purpose: INFORM or ENTERTAIN?



1. "Now my house is perfect!" cheered Hermit Crab.

a. Inform



b. Entertain



2. Some species of hermit crabs put anemones on their shells for extra protection.

a. Inform



b. Entertain



3. It's dark in here," thought Hermit Crab. "How dim it is," murmured sea anemone. "How gloomy it is," whispered the starfish. "It's like a nightmare!" cried sea urchin.

a. Inform



b. Entertain



4. "Time to move," said Hermit Crab in January. "I've grown too big for this little shell."

a. Inform



b. Entertain



5. The crab protects its soft abdomen by pushing it into the abandoned shells of certain sea snails, such as whelks.

a. Inform



b. Entertain



6. The hermit crab is very different from other crabs. It has a long, twisted abdomen, which lacks a protective shell.

a. Inform



b. Entertain



7. Bread is an everyday food that many people consume. It was first created at least 30,000 years ago.

a. Inform



b. Entertain



8. In a fit of anger, he grabbed the last piece of dough and flung it against the ceiling, "Stick there!" he yelled at the dough.

a. Inform



b. Entertain



9. Now you and I may not be able to tell the difference between a roll made with water and one made with milk. But the Duke and especially the Duchess could tell the difference. "Ugh" cried the Duchess after she took a bite.

a. Inform



b. Entertain



10. In the 1700s England would punish bakers who sold bad bread by forcing them to sit in a chair and dunking them in water.

a. Inform



b. Entertain



11. "Walter beat, pulled, pushed, and pounded the dough. But it was all in vain. He could not come up with a roll that would please the Duke.

a. Inform



b. Entertain



12. The bakery takes all the ingredients and turns it into bread. To make bread you need flour, yeast, salt, and water. These are the main ingredients to make good bread.

a. Inform



b. Entertain

