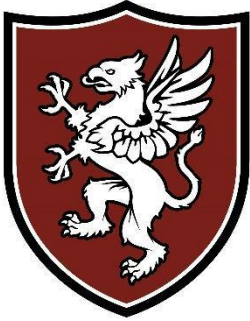


GreatHearts

Northern Oaks



Distance Learning Packet

March 23-27, 2020

Kindergarten

Mrs. Hildebrand

Mrs. Siller

Ms. Boes

Mrs. Welch

Student Name: _____ Section: __

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General 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.**"

We know that in no way is this an ideal situation and that you, as the parent, may be juggling not only working from home, but managing your student's distance learning. We applaud what you are doing! As much as possible, try to set up a routine that works for both your schedule and the ability for your child to work his/her way through the curriculum. Make a schedule of some sort - they are used to having a daily schedule posted that they always follow! Here is a suggestion ...

Sample Daily Schedule:

8 am Wake up & follow the typical school morning routine (minus the uniform!) - get dressed, comb hair, eat breakfast, brush teeth and make their bed

8:30 am Spalding (get it done right away!)

8:50 am walk the dog

9:10 am Math

9:40 am do the dishes, fold laundry, read to younger sibling

10 am Grammar/writing

10:20 am snack

10:30 am Recess - run around outside or build something

10:45 am History or Science

11 am Go outside and pick a piece of a plant or find a cool bug to draw in a nature journal

Noon participate in making your own lunch and then clean up afterward

12:45 pm Answer your literature questions or do the activity assigned - be sure to use complete sentence and your best handwriting!

1:15 pm Curl up with a good book and get your Classics to Keep reading done (don't forget to record it on your reading log)

2:00 pm (4-6) work on Latin assignment (K-3) choose a "Specials" activity to do

2:15 pm You are done for the day!

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

Beginning March 23rd, your teacher is available 8-4pm by email.

Instructions for turning in completed packets:

For now, we are asking that each student plan to keep his/her completed packet(s) until school gives further notice. If school closures persist, we will find alternate ways to collect packets for grading.



Student Attendance Affidavit

March 23-27, 2020

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

☐ Monday, March 23, 2020

☐ Tuesday, March 24, 2020

☐ Wednesday, March 25, 2020

☐ Thursday, March 26, 2020

☐ Friday, March 27, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____

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“If there ever comes a day when we can’t be together, keep me in your heart, I’ll stay there forever.” Winnie the Pooh, A.A. Milne

To our Kindergarten Scholars,

You are so missed! During our time apart we are doing our best to provide you with the good, the true, and the beautiful gems for you to discover within the walls of your own home. We have created a packet that is filled with the most important content for you to be reviewing and learning while we are separated.

This week our activities and topics are mostly a review of some things that we studied before the break. This is in an effort to help all of us adjust to learning in a new way while building new study habits. We know you, our Kindergarten scholars, really thrive off of consistent routines and schedules so it is very important that you have a routine and structure in your day. You can start by making a list of the things that you have to do every day, (brush your teeth, math, literature, reading, eat lunch, etc.) and plan a time for everything.

This is new to all of us and will have its challenges, so let us remember that as Great-Hearted scholars our efforts are to grow in virtue as we gain new knowledge. So, take time to serve others, listen to beautiful music, practice skills learned in art, read, read, read, and most of all this week will be all about growing in the virtue of responsibility. We know that you are going to do your best and we look forward to hearing all of your stories and “ah-ha” moments when we meet again!

We are here to support you! Although we cannot work through examples in person, we are here to help support any concerns and answer your questions. No question is too small, and all feedback is crucial as we will continually refine this process. Your teachers miss you, and welcome hearing from you, so feel free to have your parent help you type us a note or send pictures you draw! We would love to decorate our home work spaces with your art! May you find peace, rest, and comfort during this difficult time, knowing that you are not alone, as there are over 120 Kindergarten Griffins learning at home just as you are. Let us unite and work to show courage and perseverance!

Warmly,
The Kindergarten Team

Kinder Daily Student Instruction Sheet

MONDAY

ELA

Spalding (20 Minutes)

Literature/Poetry (10 Minutes)

Grammar/Writing (5 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students will review 5 phonograms and 3 spelling words previously learned

Materials needed: Phonogram cards (from home), Spalding M/T paper, pencil, spelling word parent instructions, W1D1 (Mon) spelling dictation list, word list #1, leveled reader (from reading bag) and reading log.

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

- ☐ Use the phonogram flashcards to review with your student (PA) (5 minutes)
- ☐ Dictate or use the online resource [Phonogram sound videos](#) (if needed) to play a phonogram sound and student writes it on Spalding paper. Today's 5 phonograms: **ur, igh, ei, ck (2 letters), ough.** (PA) (5 minutes)
- ☐ Spelling: Follow the Spelling Words Instructions and use today's Spelling List. (PA) (10 minutes)
- ☐ Reading – 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), Read the leveled reader (I), Read a book of choice and record minutes on reading log. (PA) (20 minutes)

Literature

Goal/Objective: Students will learn a new poem and identify the rhyming words along with beginning to memorize it.

Materials needed: *Rain* poem worksheet, blank paper and crayons (optional)

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

- ☐ Read the poem to your student, read it by stanza or line and have your student repeat it after you, then read it together (PA) and create motions together if you want to help with memorization. (5 minutes) Optional: Discuss the **speaker** in the poem by asking the following questions – How does the speaker feel towards the rain in this poem? Is it different or the same as *Rain, Rain Go Away*? (PA)
- ☐ Optional: Using a blank sheet of paper, students may draw a picture of the setting they imagine the poem words depict. As they draw and color, encourage them to practice the poem's words. (I)

Grammar/Writing

Goal/Objective: Students will complete copy work and identify the noun in the sentence.

Materials needed: Grammar writing worksheet (The dog ran.), pencil

Kinder Daily Student Instruction Sheet

	<p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the sentence with your student. Walk your student through how they will copy the sentence onto the Spalding lines below, taking note of capitalizing the first word, making a finger space between words, and finishing with a punctuation mark. (PA) <input type="checkbox"/> Students will copy the sentence. (I) (5 minutes) <input type="checkbox"/> Students will identify the noun in the sentence by circling it. A noun names a person, place, or thing. (PA) (1 minute) <input type="checkbox"/> Optional: Students may illustrate the sentence in the space below. (I)
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Students will be able to solve story problems that involve addition or subtraction.</p> <p>Materials needed: Textbook B p. 92, 10 small items to use as counters (ex. beans, legos, cubes, etc.), Orange and Strawberry story problem pages (1 addition problem, 1 subtraction problem), pencil, scissors, glue stick, crayons</p> <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have your child look at textbook p. 92. Present the two problems orally (the knights and the teddy bears) and have your child use their counters to model each story problem and write a number sentence to go along with it. (PA)(5 minutes) <input type="checkbox"/> Complete the color/cut/paste sheets with story problems about oranges and strawberries. One is addition and one is subtraction. Discuss with your child what is happening in each problem. They should cut out the starting number of objects in each problem and then glue them to their paper. (concrete) Then, they will add or cross out depending on what is happening in the story problem. (pictorial) Finally, they should write a number sentence to accompany the story problem. (abstract) (PA)(20 minutes) <input type="checkbox"/> Have your child color the oranges and strawberries on worksheets. (I)(5 minutes)
<p>SCIENCE/ HISTORY (15 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will see the predictable pattern of the seasons recognizing the trees and clothing in each season and how they are different .</p> <p>Materials needed: Seasons book printout, The Four Seasons Cut and Paste print out</p> <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the Seasons book and talk about each season in more detail using the following questions – What is the weather like in Summer/Winter/Spring/Fall? What do we wear in each season? What does each season look like? (10 minutes) (PA) <input type="checkbox"/> Students will complete The Four Seasons cut and paste worksheet. (5 minutes) (I)

Kinder Daily Student Instruction Sheet

OPTIONAL

Spanish (10
Minutes)

Music (5-10
Minutes)

Spanish

Goal/Objective: Students will use the adjectives limpio (clean) and sucio (dirty) to describe something.

Materials needed: Vocabulary and phrases instruction sheet, Items or articles of clothing, paper, pencil and crayons.

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

- ☐ Show students a clean article of clothing and say
Esta limpio.
- ☐ Have students repeat,
Esta limpio.
- ☐ Then show a dirty article of clothing and say
Esta sucio.
- ☐ Have students repeat,
Esta sucio.
- ☐ Then go around the house pointing at different articles of clothing and asking if they are limpio or sucio.
- ☐ Optional Activity

Have the students draw themselves wearing clean pants. When they are finished. Point to the drawing and ask the question; ¿Estan limpios o sucios? Then have them label the drawing “pantalones limpios.”

Music

Goal/Objective: Review **high** and **low** voice; practice keeping the **steady beat**

Materials needed: singing voice, speaking voice, two hands, sheet with words for songs (provided in resources)

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

- ☐ PA: Please ask your student to perform “Engine, Engine Number Nine” and perform the hand motions. (If they forget, simply help them improvise a new one!)
- ☐ Next, ask your student to perform the chant again using their healthy **high** voice while keeping the **steady beat** on their knees
- ☐ Lastly, ask your student to perform the chant a third time using their healthy **low** voice while keeping the **steady beat** on their shoulders
- ☐ Please repeat this process for “I Climbed Up the Apple Tree”
- ☐ Extra (if desired): Sing “Snail, Snail” and show the hand motions. Sing the song again and show the highs and lows on your head and shoulders. Ask your student to show you the highs and lows for “Snail, Snail” using a blank sheet of paper and a pencil, or crayons.

Name _____

Monday

Tuesday

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Spalding Spelling List (10 min)

Instructions are provided below.

Dictate the 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 word (and affix, 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

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

W1 Day 1 (MONDAY)

Word	Example Sentence	Notes
<u>you</u> ³	I love you very much.	Students will underline the 2 letter phonogram, mark with 3 to note 3 rd sound.
had	She had a great day.	No markings
<u>time</u>	What time is it?	Job 1 allows the vowel to say its name. SW underline /i/ /m/ /e/ one time each to show job 1 of silent final /e/.

Name _____

Word List #1

ten

tan

tin

ton

top

he r. 4

you³

will r. 17

we r. 4

an

This page is intentionally left blank.

Name: _____



Kindergarten Reading

Week of 3/23/20	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

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Rain

by Robert Louis Stevenson

**The rain is falling
all around,
It falls on field and tree,
It rains on the
umbrellas here,
And on the ships at sea.**



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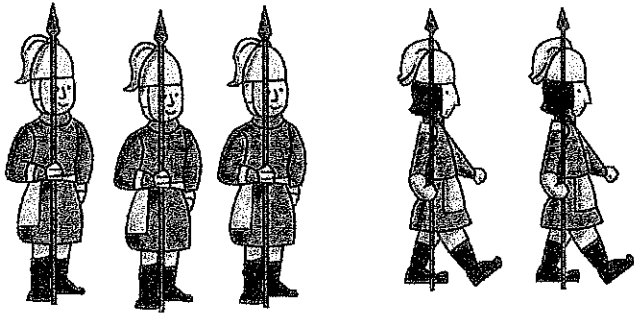
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Date: _____

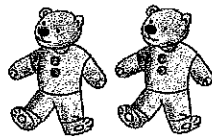
The dog ran.

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Listen. Add or subtract.
Then write the numbers.



are still here.



There are



now.



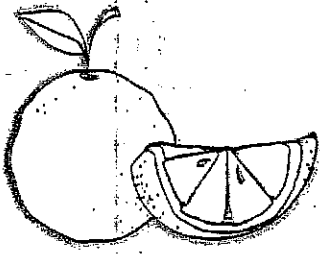
Introduction:

Get the students to talk about their favorite toys.

Development:

Present each problem situation orally. For the first picture, say, "There are 5 knights. 2 knights march away. How many knights are still here?" For the second picture, say, "There are 4 teddy bears. 2 join the group. How many teddy bears are there?"

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Color, cut and paste:

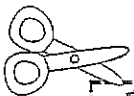
Scott had 7 oranges in his bag.

He picked 1 more and put it in his bag.

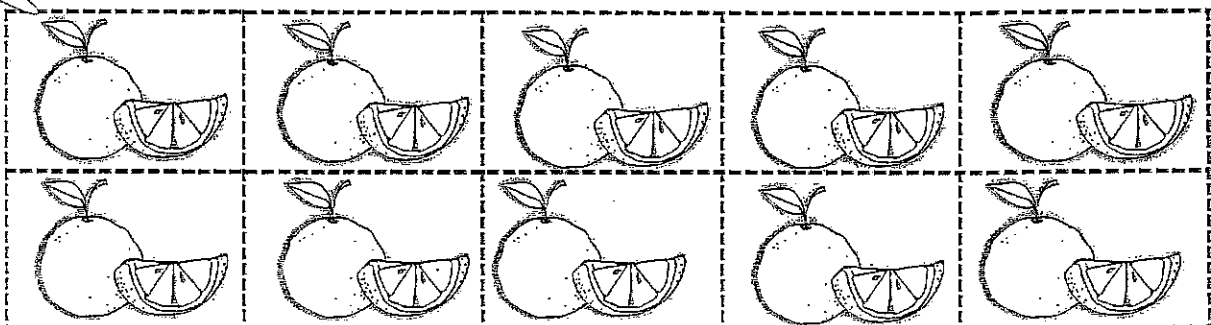
How many oranges does Scott have in all?

Write a number sentence about the picture.

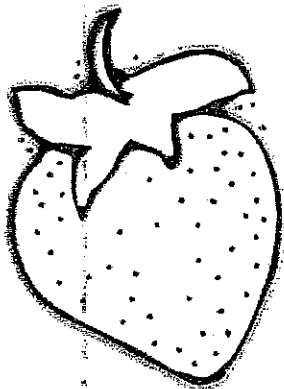
_____ + _____ = _____



Cut.



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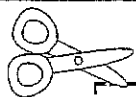
Color, cut and paste:

Mike picked 8 strawberries.

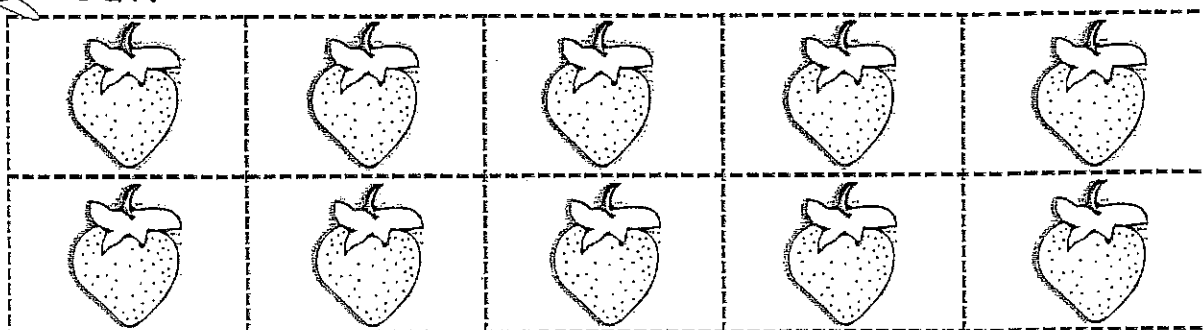
He ate 4 of his strawberries.

How many strawberries does he have left?

Write a number sentence about the picture.

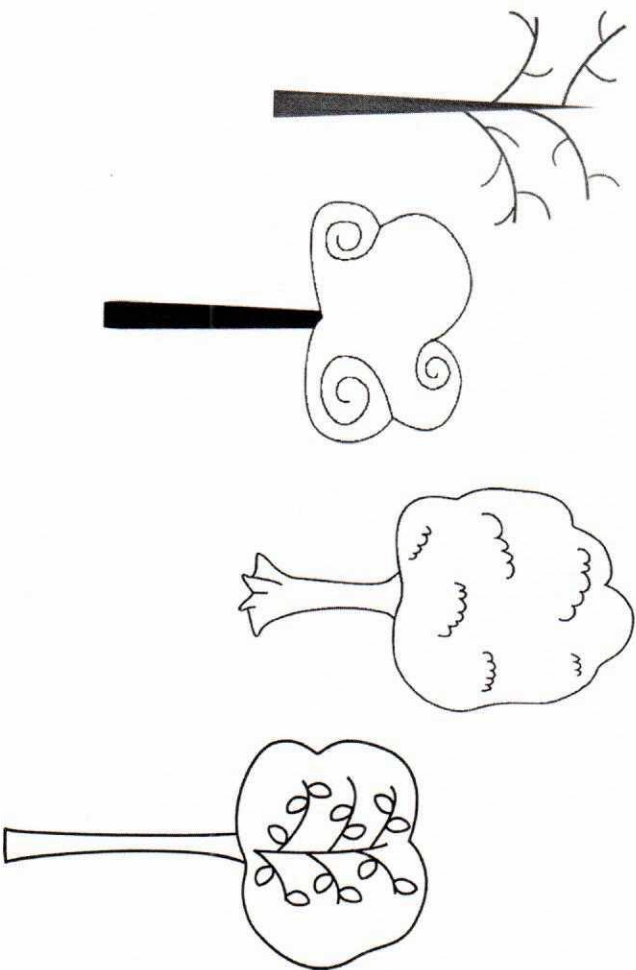


Cut.

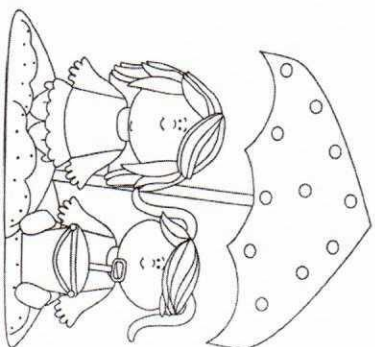
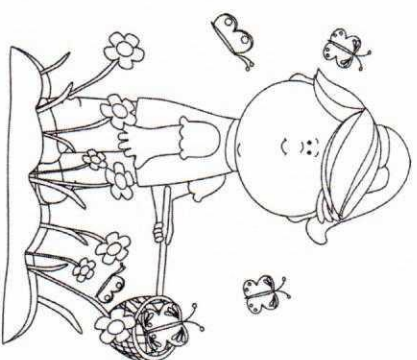
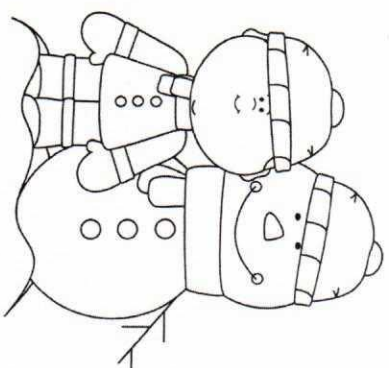
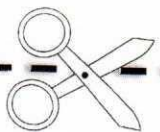


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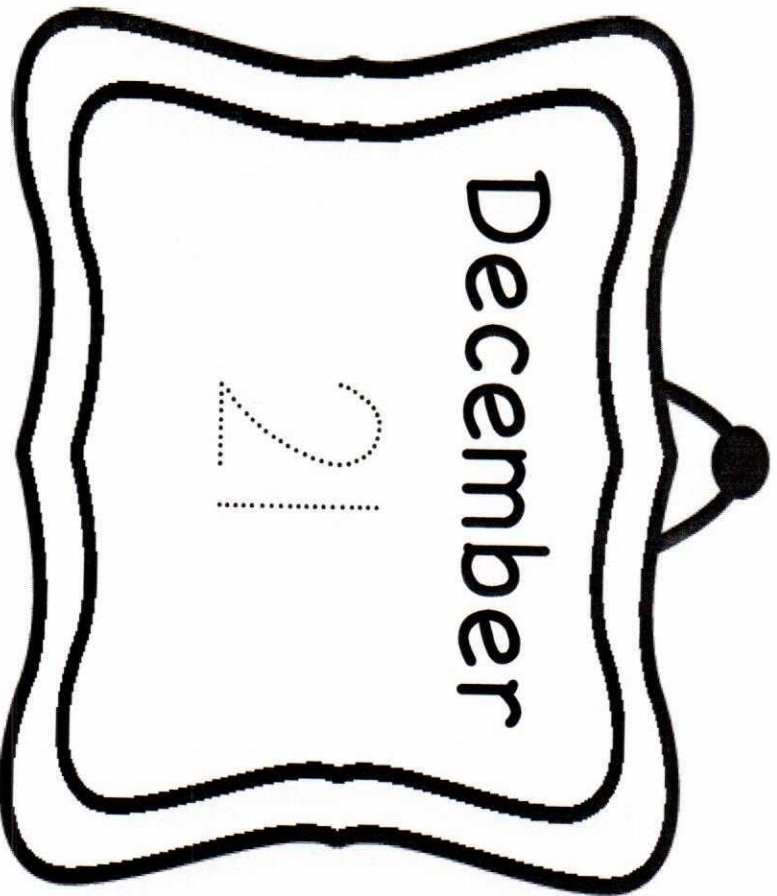
The Four Seasons



Name _____

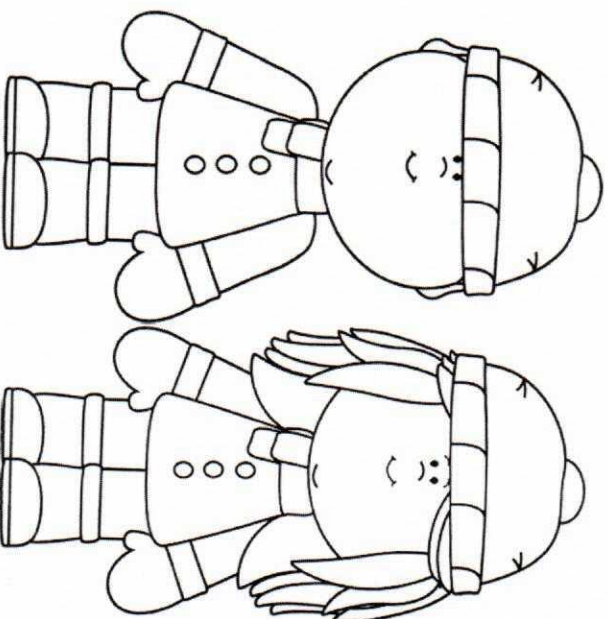
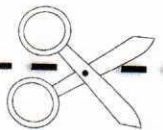


There are four seasons
in a year. They are
winter, spring, summer
and fall.



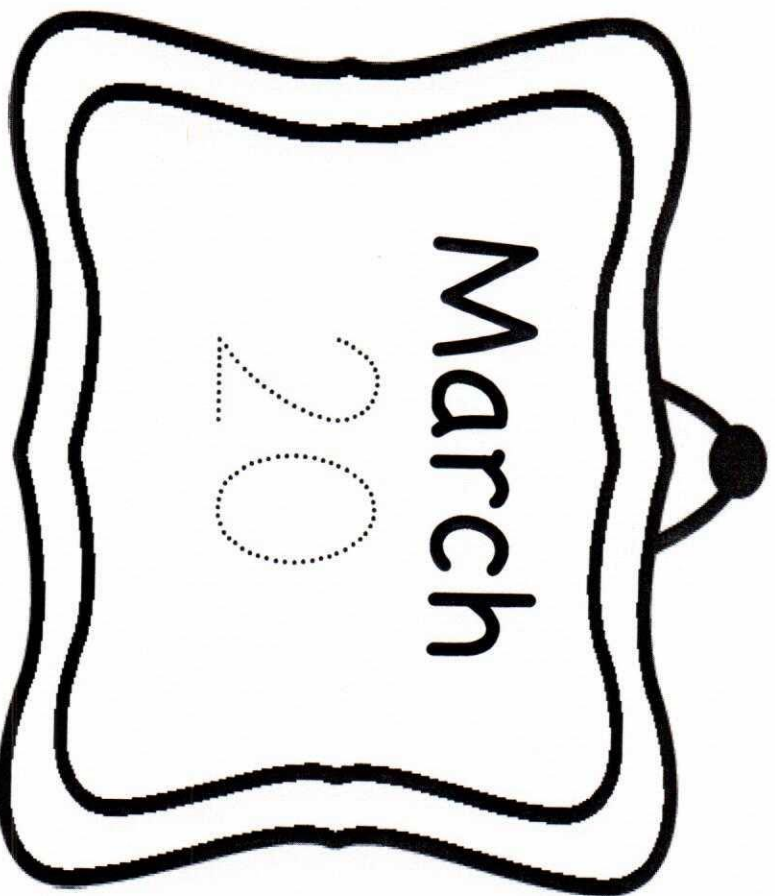
The season of winter
begins on December 21st.

2



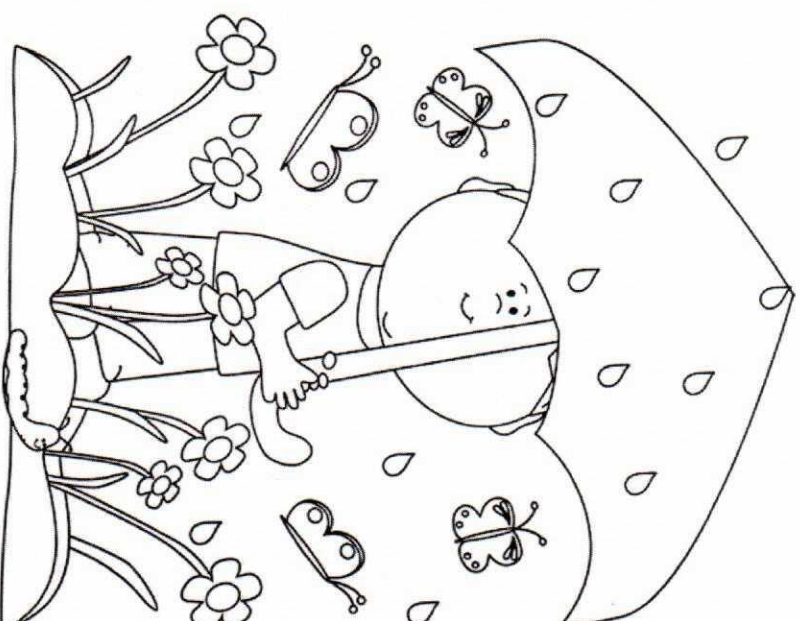
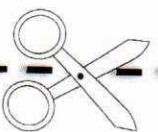
In winter, the weather
is cold. We wear hats,
gloves and jackets to
keep our bodies warm.

3



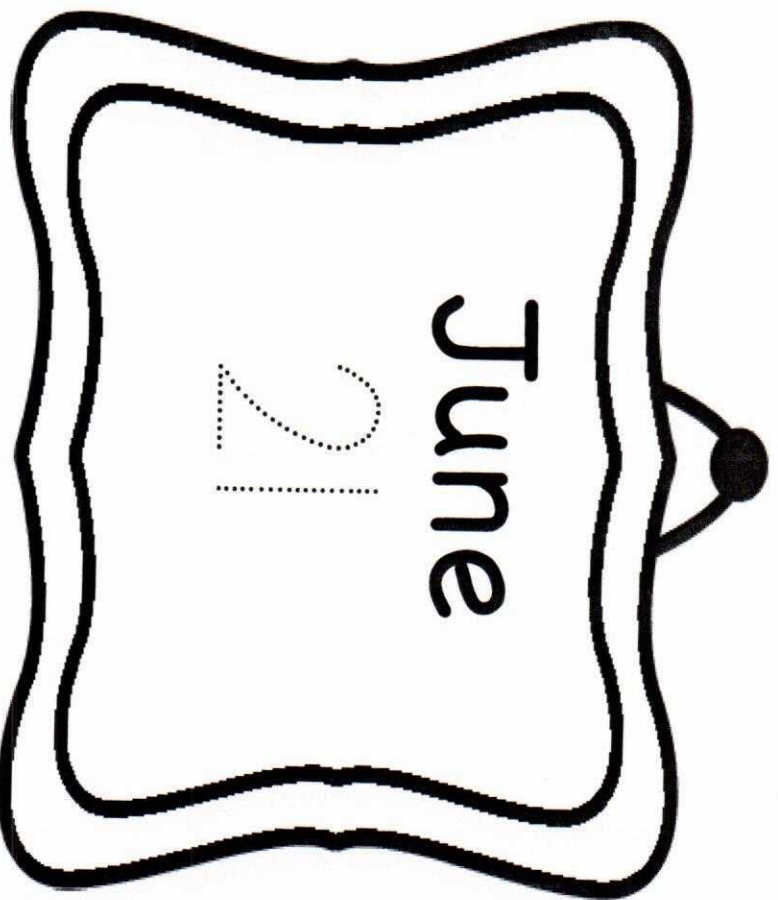
The season of spring
begins on March 20th.

4



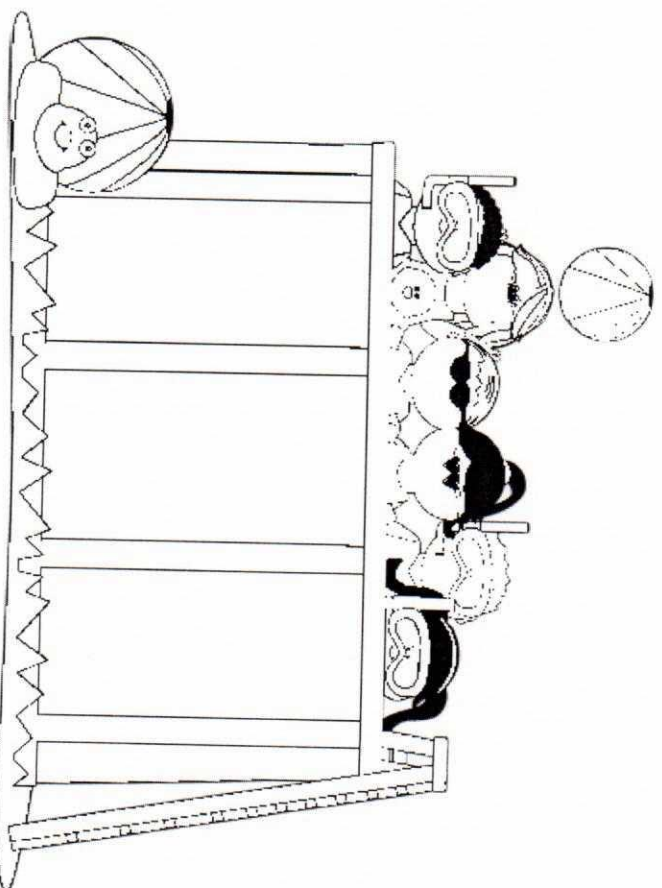
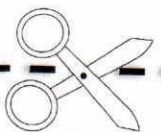
In spring, the weather
is warmer and wetter.
Plants grow and flowers
bloom!

5



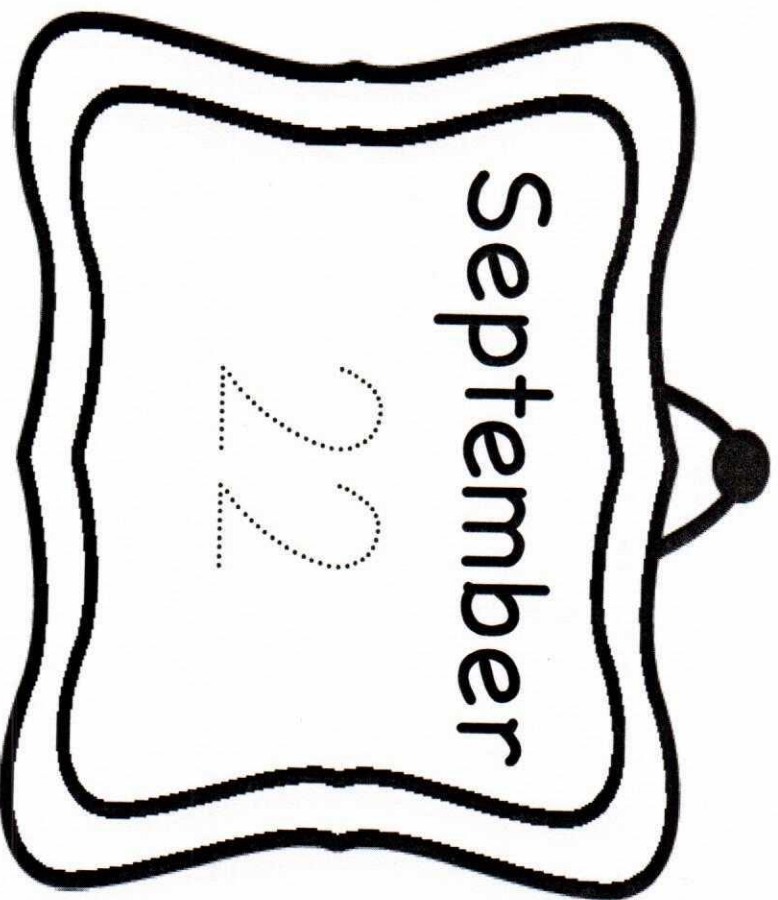
The summer season begins
on June 21st.

6



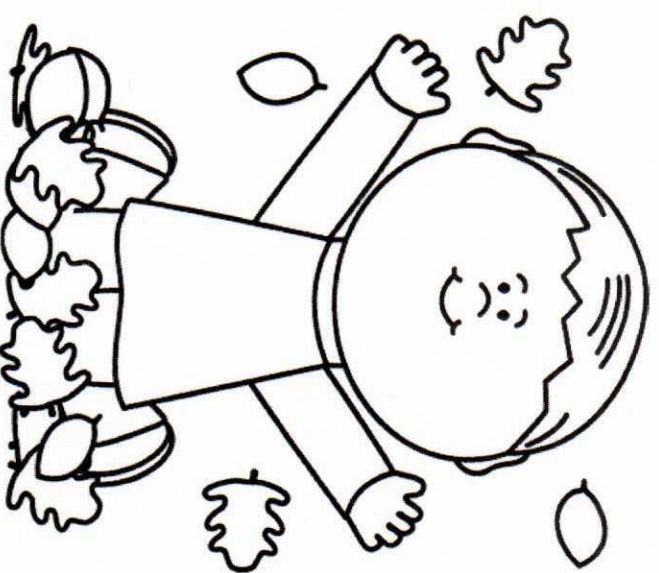
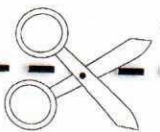
Summer is the hottest
season. Many people
enjoy swimming and
other summertime
activities.

7



The season of fall is also known as autumn. It begins on September 22nd.

8



In the fall, the weather begins to get cool again. Leaves fall and change color. Animals prepare for the coming winter, and the four seasons begin again!

9

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Name: _____

The Four Seasons

Color, cut, and paste the pictures to match the season.

Winter

Spring

Summer

Fall

© Mrs. Teachergarte



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Students will use the adjectives *limpio* [leem-pyoh] (clean) and *sucio* [soo-syoh] (dirty).

Activity limpio [leem-pyoh] (clean) and sucio [soo-syoh] (dirty):

1. Show students a clean article of clothing and say

Esta limpio.

[Ehs-tah leem-pyoh]

(It's clean)

Have students repeat

Esta limpio.

2. Then show a dirty article of clothing and say

Esta sucio.

[Ehs-tah soo-syoh]

(It's dirty.)

Have students repeat

Esta sucio.

3. Then go around the house pointing at different items or articles of clothing and asking if they are limpio or sucio.

Vocabulary and Phrases

limpio [leem-pyoh] (clean)

sucio [soo-syoh] (dirty)

¿Esta limpio o sucio?

[¿Ehs-tah leem-pyoh o ehs-tah soo-syoh?]

(Is it clear or dirty?)

Esta limpio.

[Ehs-tah leem-pyoh]

(It's clean.)

or

Esta sucio.

[Ehs-tah soo-syoh]

(It's dirty.)

Optional Activity

Have the students draw themselves wearing clean pants. When they are finished. Point to the drawing and ask the question;

¿Estan limpios o sucios?

[¿Ehs-tahr leem-pyohs o soo-syohs?]

(Is it clear or dirty?)

Then have them label the drawing “*pantalones limpios*”

[pãṇ-ta-'lo-nēs leem-pyohs]

(clean pants)

Engine, Engine Number Nine

Engine, engine number nine,
Going down Chicago line,
If the train falls off the tracks,
Will I get my money back?
Yes, no, maybe so?
Toot toot toot toot!

I Climbed Up the Apple Tree

I climbed up the apple tree,
All the apples fell on me,
Bake a pudding, bake a pie,
Did you ever tell a lie?

Snail, Snail

Snail, snail
Snail, snail
Go around and 'round and 'round

Snail, snail
Snail, snail
Go around and 'round and 'round

Kinder Daily Student Instruction Sheet

TUESDAY

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students will review 5 phonograms and 3 spelling words previously learned

Materials needed: Phonogram cards (from home), Spalding M/T paper, pencil, spelling word parent instructions (refer to Mon), W1D2 (Tues) spelling dictation list, word list #2, leveled reader (from reading bag) and reading log.

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

- ☐ Use the phonogram flashcards to review with your student (PA) (5 minutes)
- ☐ Dictate or use the online resource [Phonogram sound videos](#) (if needed) to play a phonogram sound and student writes it on Spalding paper. Today's 5 phonograms: **ar, v, ie, dge (3 letters), ui (not used)**. (PA) (5 minutes)
- ☐ Spelling: Follow the Spelling Words Instructions and use today's Spelling List. (PA) (10 minutes)
- ☐ Reading – 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), Read the leveled reader (I), Read a book of choice and record minutes on reading log. (PA) (20 minutes)

Literature

Goal/Objective: Students will listen to the book Make Way for Ducklings read aloud and identify the virtue of Wisdom in the mother duck character.

Materials needed: Make Way for Ducklings book printout; Wisdom worksheet, crayons

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

- ☐ Read Make Way for Ducklings to your student. Discuss the **characters, setting, and key events** in the story by asking the following questions – Who are the characters? Where does the story take place? Where are the ducks going and why? Could the ducklings survive without their mother? Why or why not? (10 minutes) (PA)
- ☐ Discuss what virtue the mother duck demonstrates (Wisdom-she knows what her ducklings will need and should avoid to stay safe.) (5 minutes) (PA)
- ☐ Discuss how your student can demonstrate wisdom. **Wisdom** is the quality of having experience, knowledge, and good judgment to make sound decisions. Is there an experience that taught your student to make a better choice the next time they're in that situation? Such as last time they rode their bike, they skipped wearing a helmet. They fell and bumped their head. Learning from their mistake and wearing a helmet next time shows **wisdom**. Students will illustrate wisdom, either using

Kinder Daily Student Instruction Sheet

	<p>the mother duck or their own personal example on the Wisdom worksheet. (I)(5 minutes)</p> <p><input type="checkbox"/> Practice poem memorization: <i>Rain</i> (I) (from Monday)</p>
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Students will be able to solve story problems that involve addition or subtraction.</p> <p>Materials needed: Textbook B p. 93, 10 small items to use as counters (ex. beans legos, cubes, etc.), Bees and Ladybugs story problem pages (1 addition problem, 1 subtraction problem), pencil, scissors, glue stick, crayons</p> <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review fact families with the daffodil and rose picture at the top of textbook p. 93 with your child. Review additional and subtraction story problems (pictorial) with the egg and necktie story problems at the bottom. <i>(You will need to read the prompts written at the bottom of the page.)</i> Have your child use counters to assist them as a concrete visual if needed (PA)(5 minutes) <input type="checkbox"/> Complete the color/cut/paste sheets with story problems about bees and ladybugs. One is addition and one is subtraction. Discuss with your child what is happening in each problem. They should cut out the starting number of objects in each problem and then glue them to their paper. (concrete) Then, they will add or cross out depending on what is happening in the story problem. (pictorial) Finally, they should write a number sentence to accompany the story problem. (abstract) (PA)(20 minutes) <input type="checkbox"/> Have your child color the bees and ladybugs on worksheets. (I)(5 minutes)
<p>SCIENCE/ HISTORY (15 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will learn that weather is a condition of the air outside, it can be described using words such as sunny, partly cloudy, rainy, or snowy, weather changes, and can be measured using various weather instruments.</p> <p>Materials needed: Weather chapter printout, What works for the weather today sort</p> <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the Weather Chapter (5 minutes) (PA) <input type="checkbox"/> Discuss with students, asking questions such as, "What kind of weather are we having today? How do you know? (using senses), What do we wear when it feels hot? etc." (5 minutes) (PA) <input type="checkbox"/> Students complete the sorting worksheet "What works for the weather today?" (I)(extra time) (5 minutes) (I)
<p>OPTIONAL Art (15-20 Minutes)</p>	<p><u>Art</u> Goal/Objective: Continue to practice dividing the space (modified grid with dots) of artwork being copied; Corresponding dot grid on drawing paper. This assists</p>

Kinder Daily Student Instruction Sheet

PE (10 Minutes)	<p>in correct proportions and placement during the drawing process. Looking for large shapes first; directions of lines; darkest values; final small details.</p> <p>Materials needed: Bellwork Explanation and Instruction sheet, Pieter Bruegel's <i>The Tower of Babel</i> (provided in resources), Pencil-NO ERASER, 4"x 6" or 5" x 8" index card in lieu of cardstock Optional: Colored Pencils (practice coloring with light pressure-no scribbles); Extra fine sharpie marker to trace over pencil lines before coloring in.</p> <p>Specific Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA=Parent assisted) Student observations; See, Think, Wonder process of observing artwork - "Formal Analysis"; Preparation of correct proportions of drawing paper to match proportions of image; Discussion of artwork preceding copying/drawing of artwork <input type="checkbox"/> (I=independent) Student drawing of artwork, only with parent/guardian supervision, so as to keep scholars "on task"....NO fast scribbles, only careful observations and drawing as a fully engaged scholar. <p><u>PE</u> Goal/Objective: Students will be able to perform a variety of exercises to strengthen muscles and increase heart rate.</p> <p>Materials needed: Mission Possible Task Sheet</p> <p>Specific Instructions (I=independent; PA=parent assisted): Either as a team with your family or by yourself, work on each task and check mark the column as you complete your mission! (PA or I)</p>
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W1 Day 2 (TUESDAY)

Word	Example Sentence	Notes
g <u>oo</u> d	The popsicle is good.	Students will underline the 2 letter phonogram and mark with 2 to note 2nd sound.
s <u>i</u> x	I am six years old.	No markings.
b <u>e</u> r. 4	Will you be my friend?	Underline /e/ and write r. 4; /e/ may say /e/ at the end of a syllable.

Name _____

Word List #2

me r. 4

do³

and

go² r. 4

at

on

a r. 4

it

is²

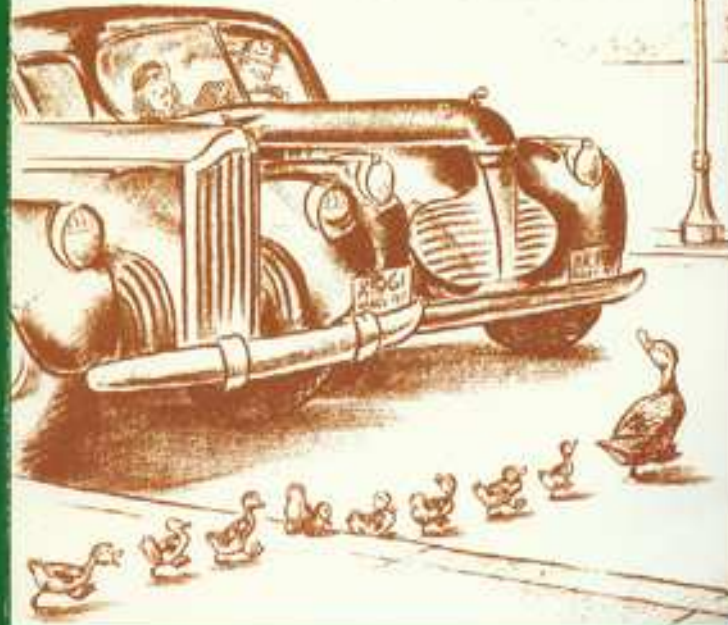
she r. 4

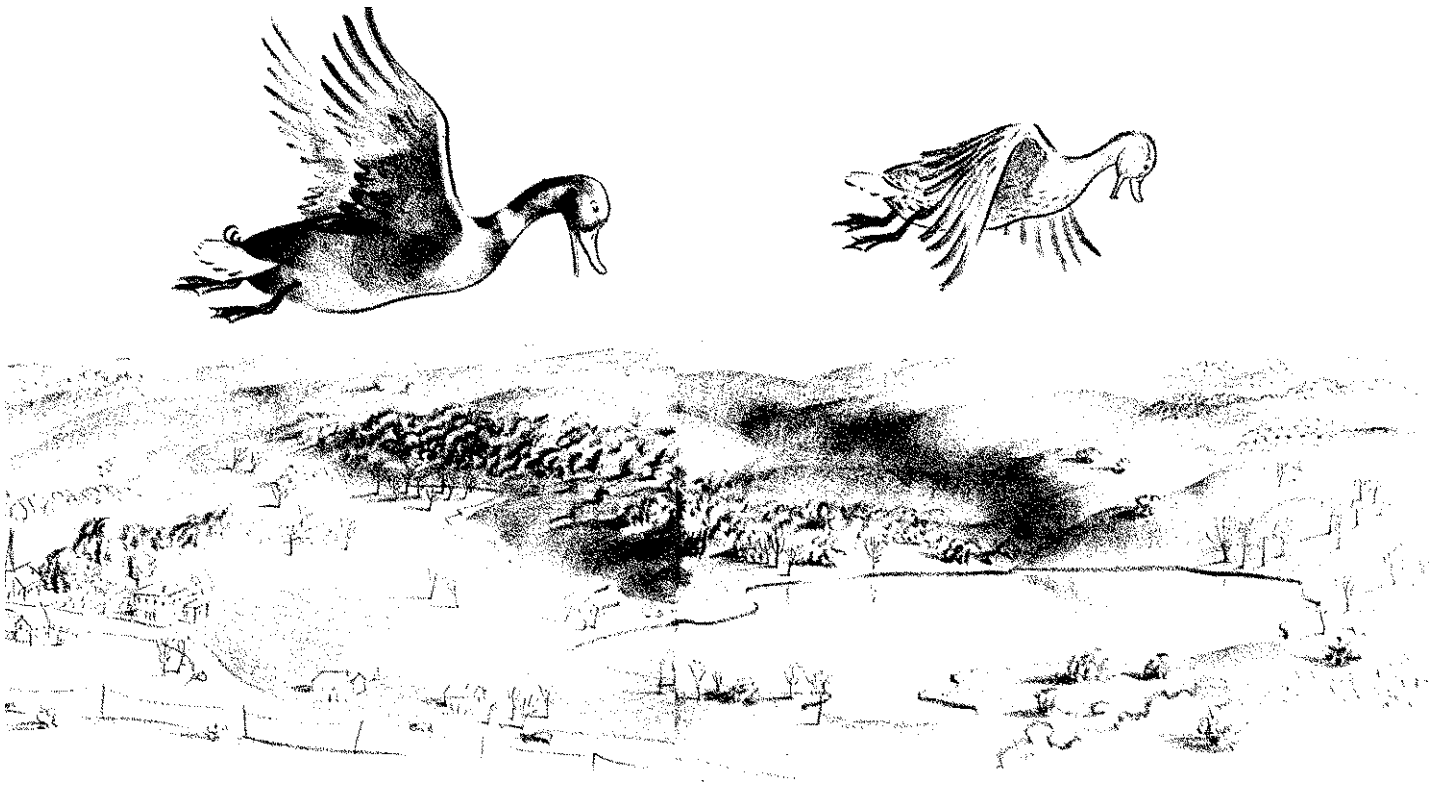


MAKE WAY FOR DUCKLINGS

Robert McCloskey

CALDECOTT AWARD BOOK





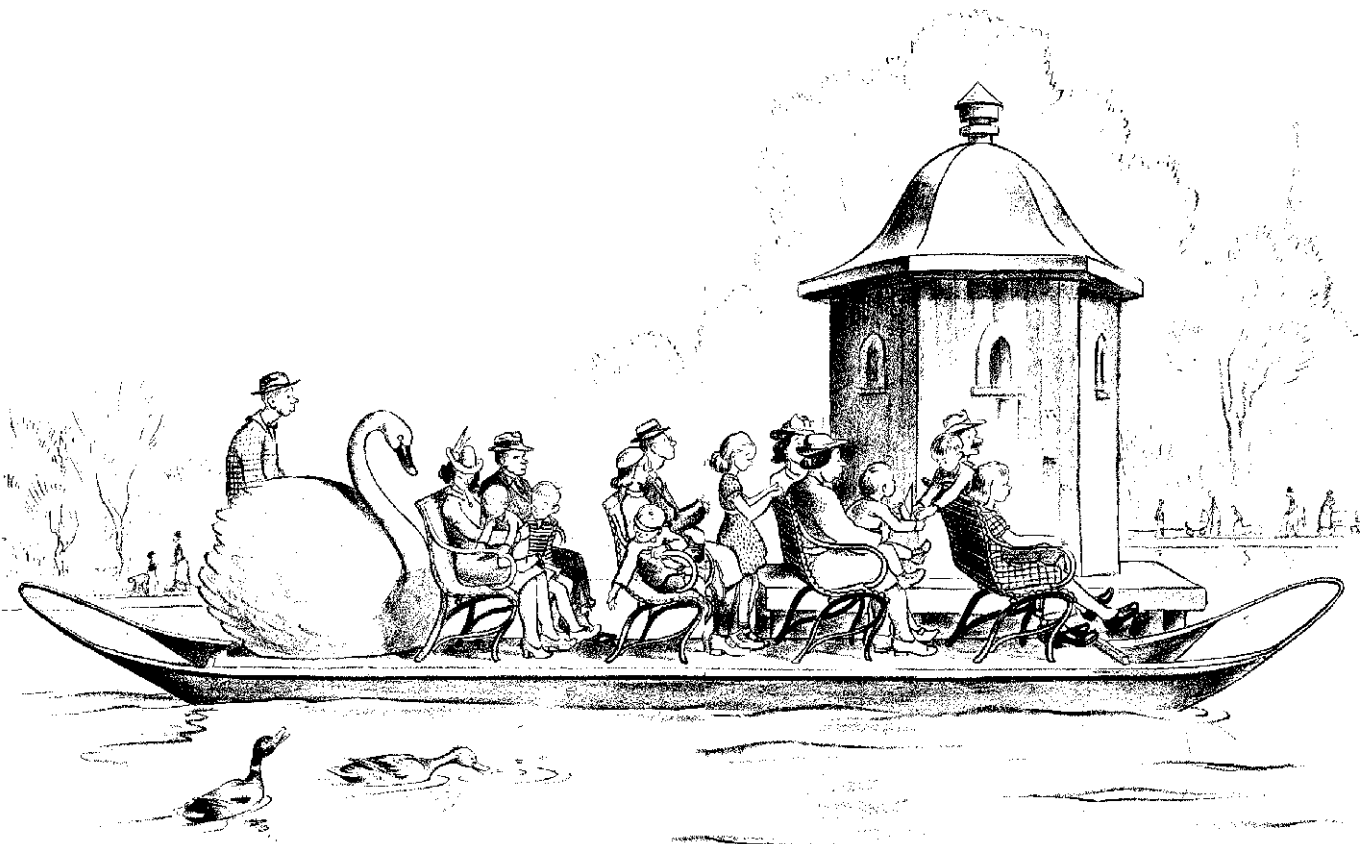
Mr. and Mrs. Mallard were looking for a place to live. But every time Mr. Mallard saw what looked like a nice place, Mrs. Mallard said it was no good. There were sure to be foxes in the woods or turtles in the water, and she was not going to raise a family where there might be foxes or turtles. So they flew on and on.



When they got to Boston, they felt too tired to fly any further. There was a nice pond in the Public Garden, with a little island on it. "The very place to spend the night," quacked Mr. Mallard. So down they flapped.



Next morning they fished for their breakfast in the mud at the bottom of the pond. But they didn't find much.



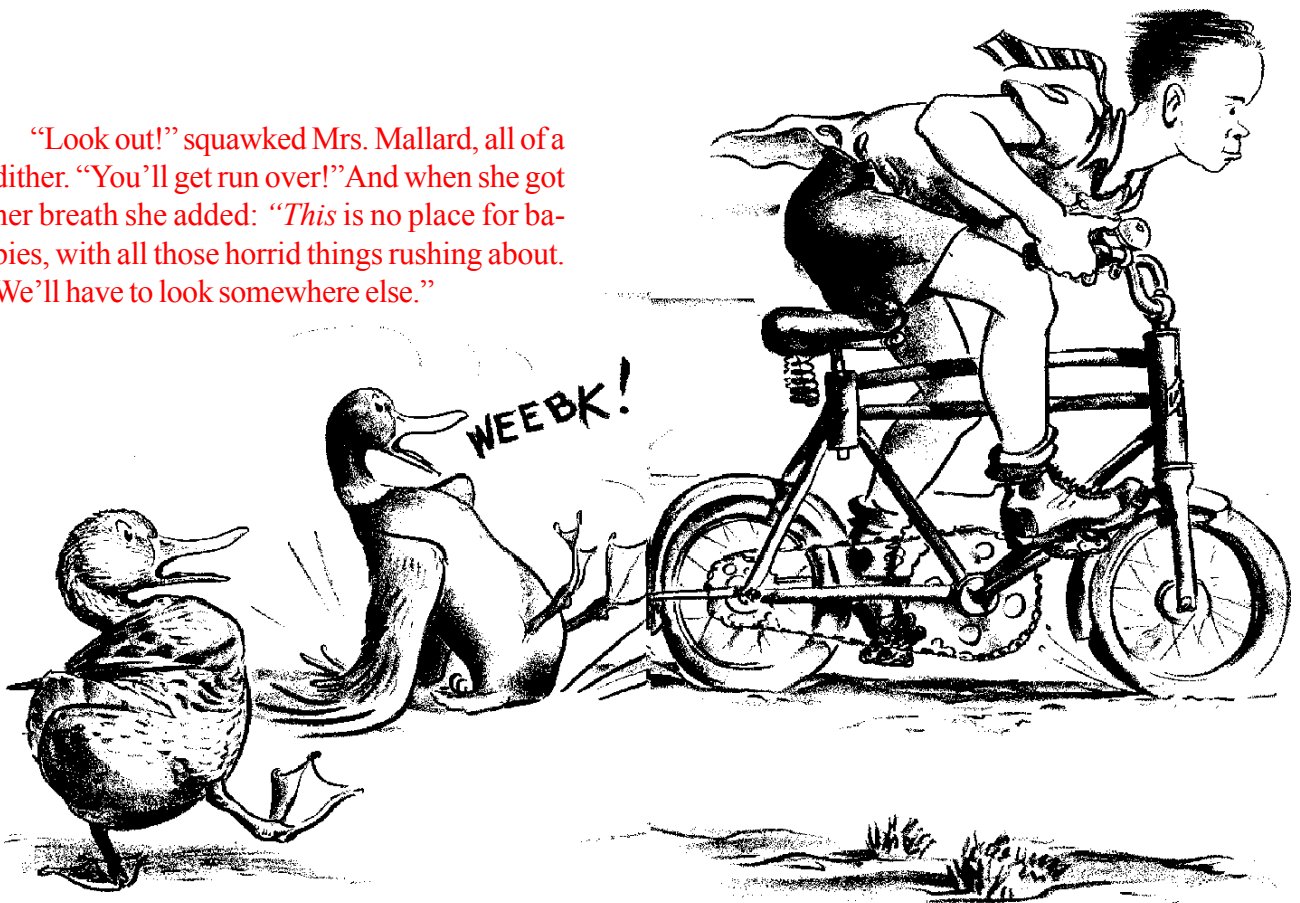
Just as they were getting ready to start on their way, a strange enormous bird came by. It was pushing a boat full of people, and there was a man sitting on its back. "Good morning," quacked Mr. Mallard, being polite. The big bird was too proud to answer. But the people on the boat threw peanuts into the water, so the Mallards followed them all round the pond and got another breakfast, better than the first.



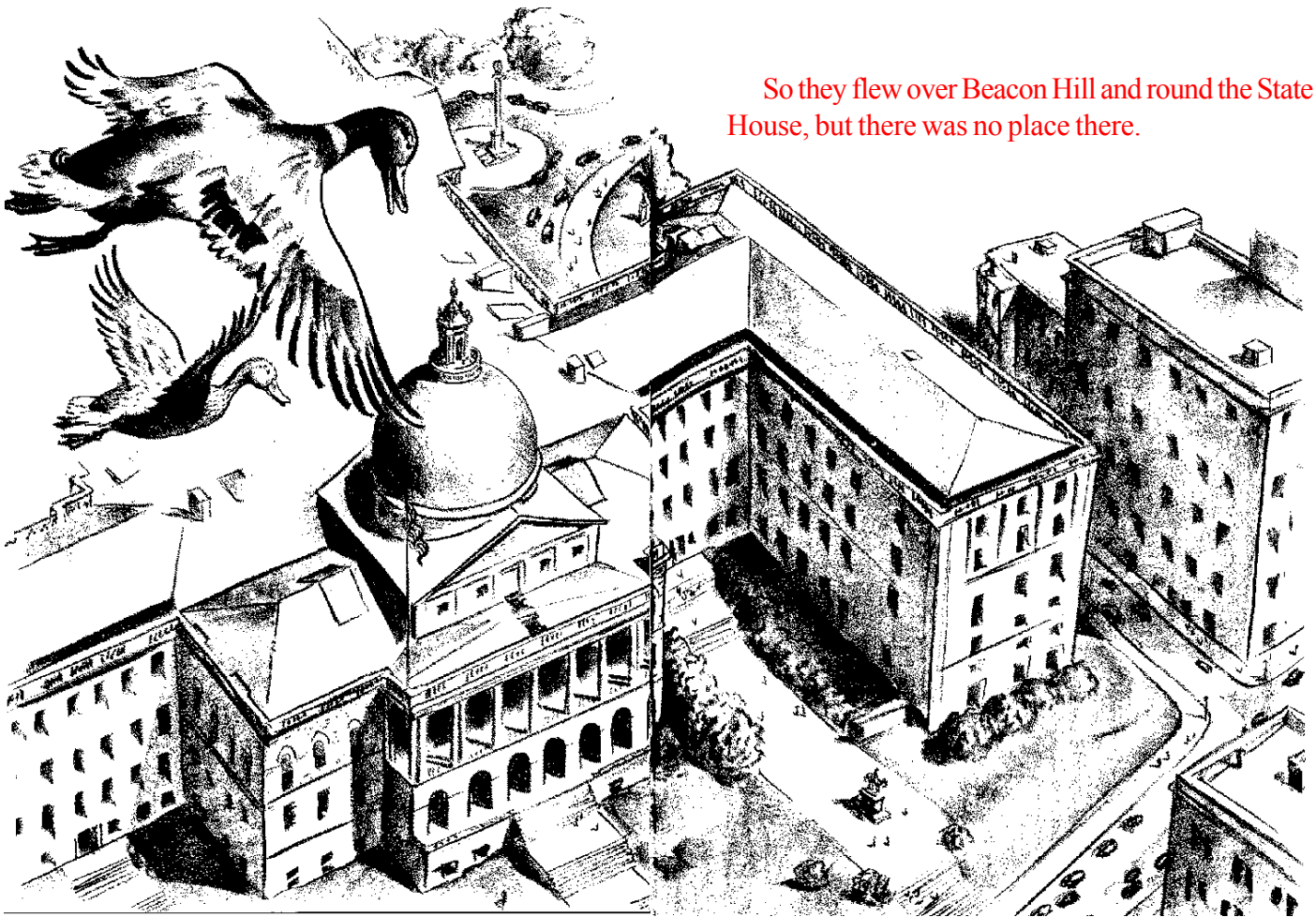
"I like this place," said Mrs. Mallard as they climbed out on the bank and waddled along. "Why don't we build a nest and raise our ducklings right in this pond? There are no foxes and no turtles, and the people feed us peanuts. What could be better?"

"Good," said Mr. Mallard, delighted that at last Mrs. Mallard had found a place that suited her. But—

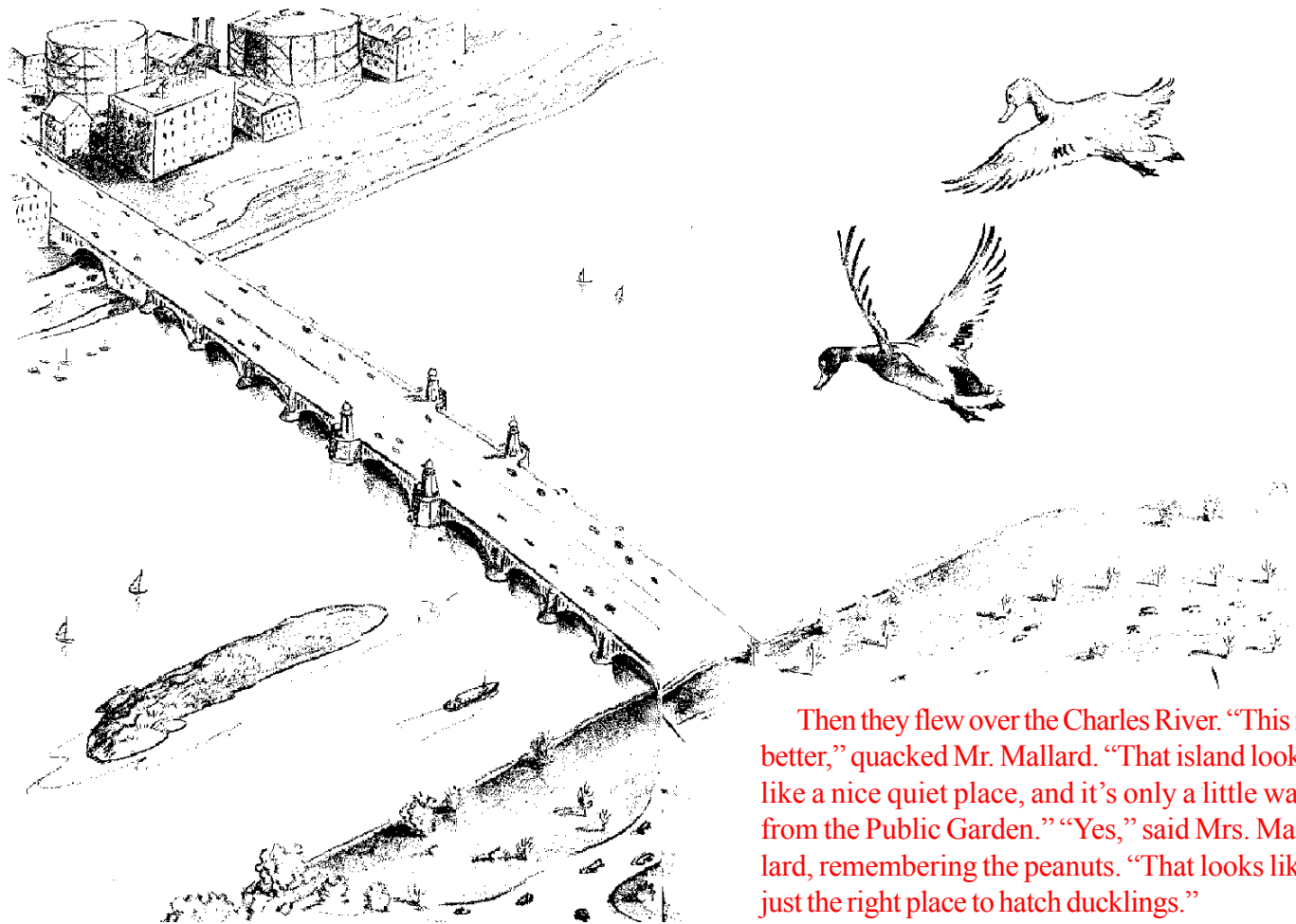
"Look out!" squawked Mrs. Mallard, all of a dither. "You'll get run over!" And when she got her breath she added: "*This* is no place for babies, with all those horrid things rushing about. We'll have to look somewhere else."



So they flew over Beacon Hill and round the State House, but there was no place there.

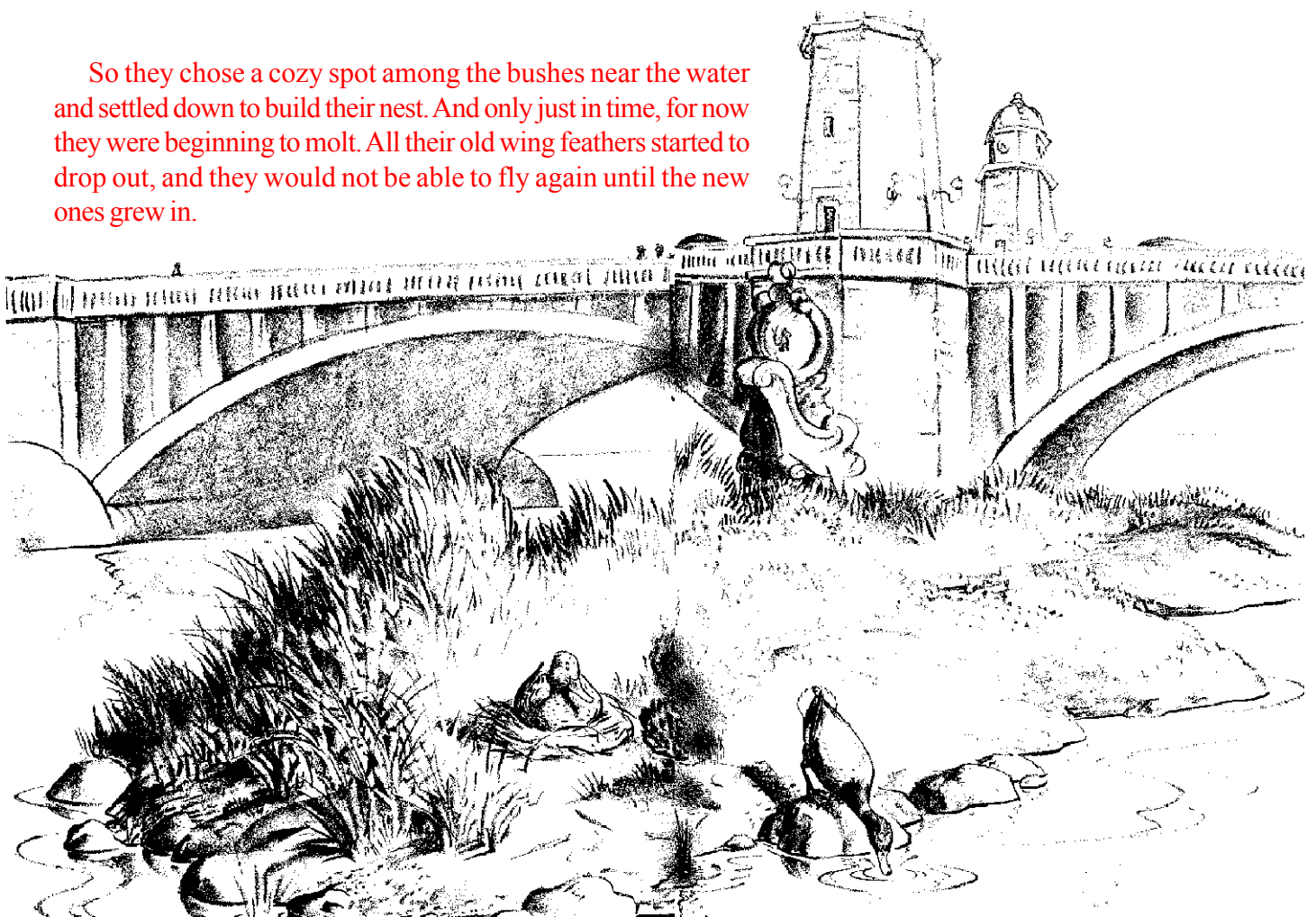


They looked in Louisburg Square, but there was no water to swim in.



Then they flew over the Charles River. "This is better," quacked Mr. Mallard. "That island looks like a nice quiet place, and it's only a little way from the Public Garden." "Yes," said Mrs. Mallard, remembering the peanuts. "That looks like just the right place to hatch ducklings."

So they chose a cozy spot among the bushes near the water and settled down to build their nest. And only just in time, for now they were beginning to molt. All their old wing feathers started to drop out, and they would not be able to fly again until the new ones grew in.

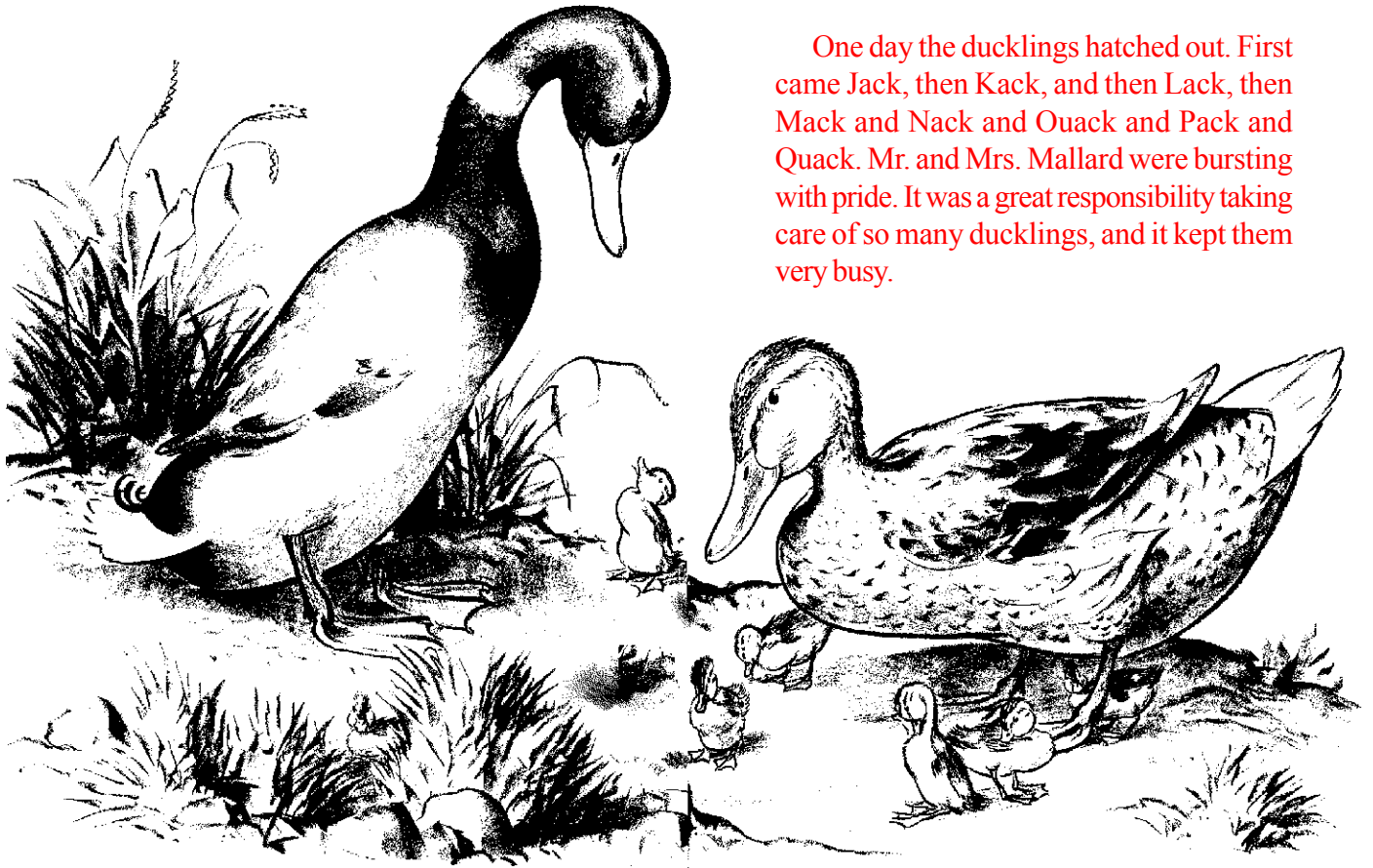


But of course they could swim, and one day they swam over to the park on the river bank, and there they met a policeman called Michael. Michael fed them peanuts, and after that the Mallards called on Michael every day.



After Mrs. Mallard had laid eight eggs in the nest she couldn't go to visit Michael any more, because she had to sit on the eggs to keep them warm. She moved off the nest only to get a drink of water, or to have her lunch, or to count the eggs and make sure they were all there.





One day the ducklings hatched out. First came Jack, then Kack, and then Lack, then Mack and Nack and Ouack and Pack and Quack. Mr. and Mrs. Mallard were bursting with pride. It was a great responsibility taking care of so many ducklings, and it kept them very busy.

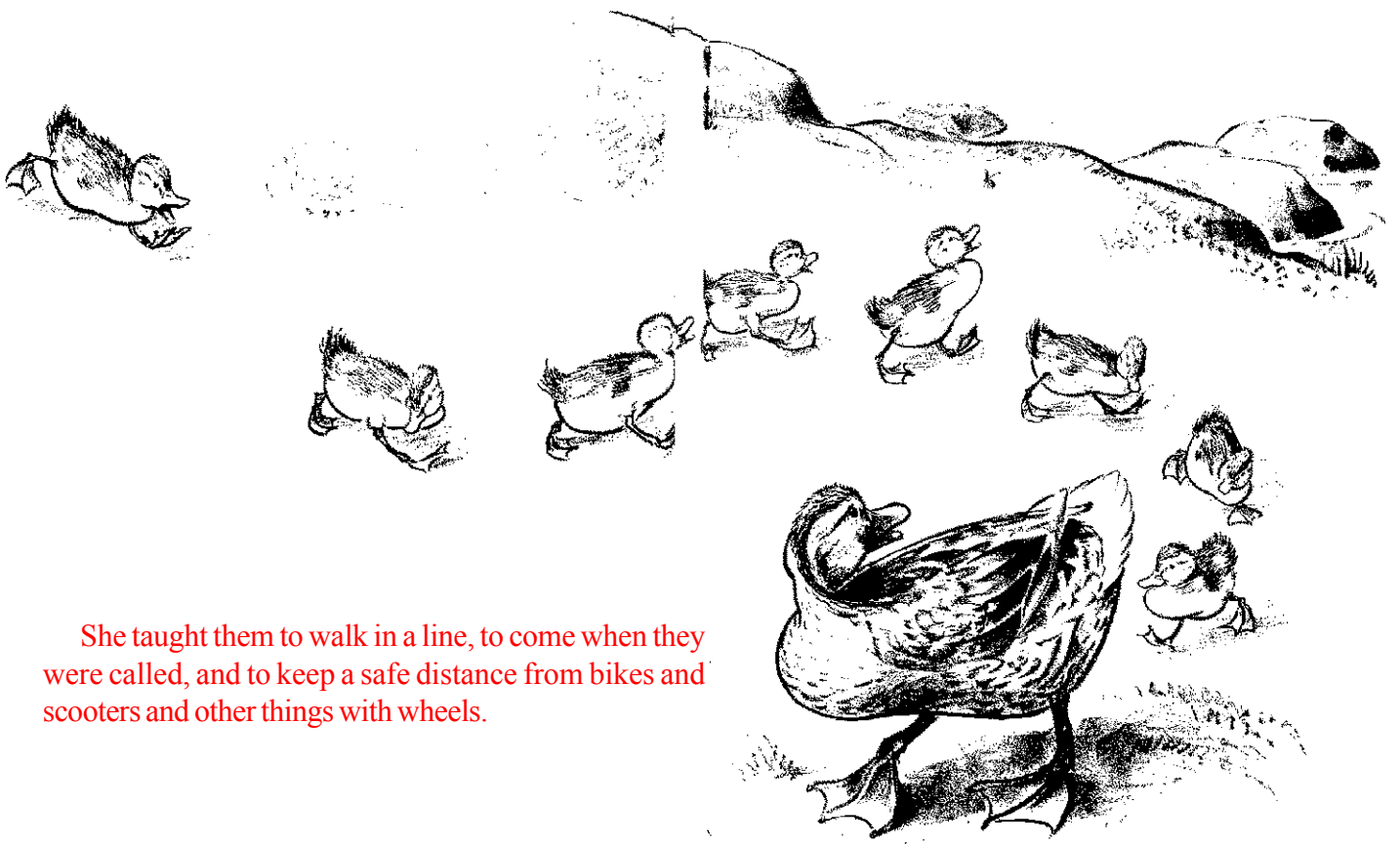


One day Mr. Mallard decided he'd like to take a trip to see what the rest of the river was like, further on. So *off* he set. "I'll meet you in a week, in the Public Garden," he quacked over his shoulder. "Take good care of the ducklings."

"Don't you worry," said Mrs. Mallard. "I know all about bringing up children." And she did.

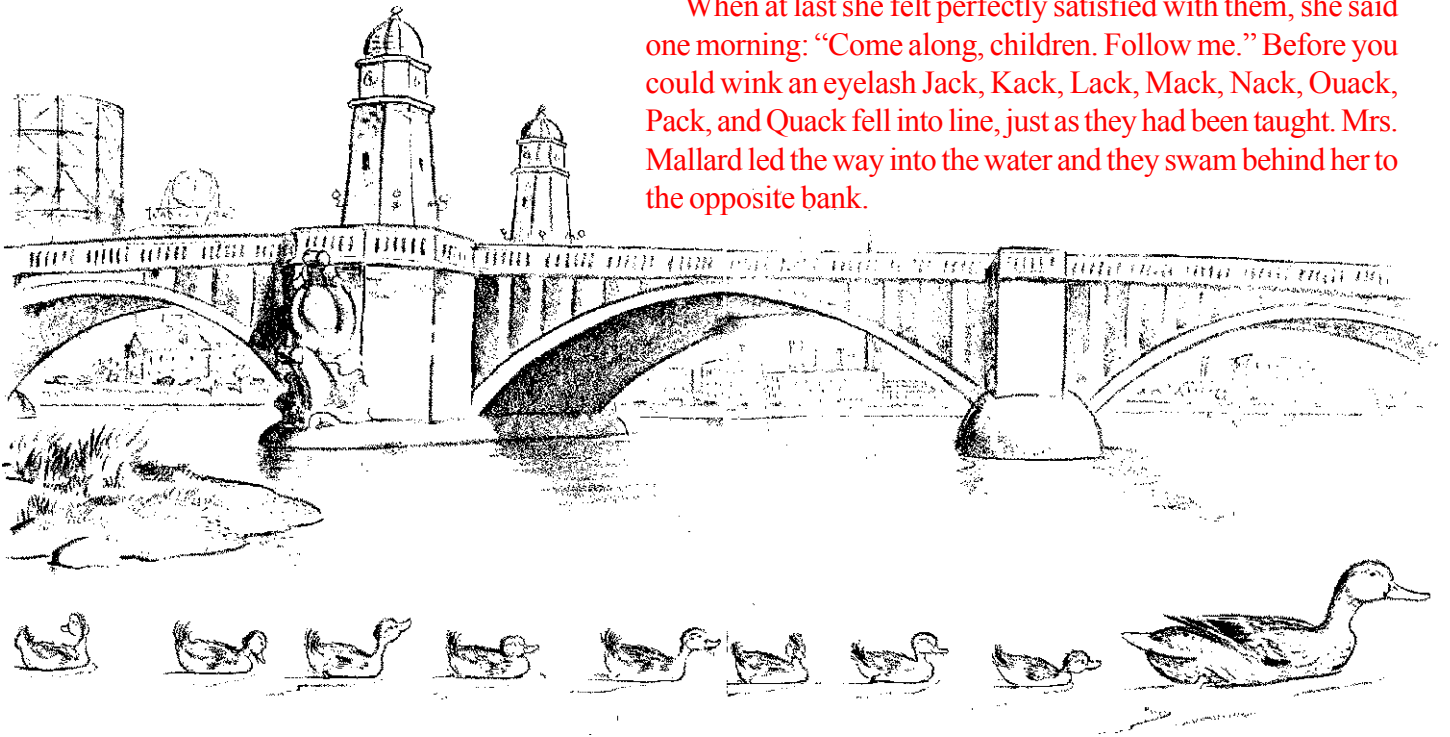


She taught them how to swim and dive.

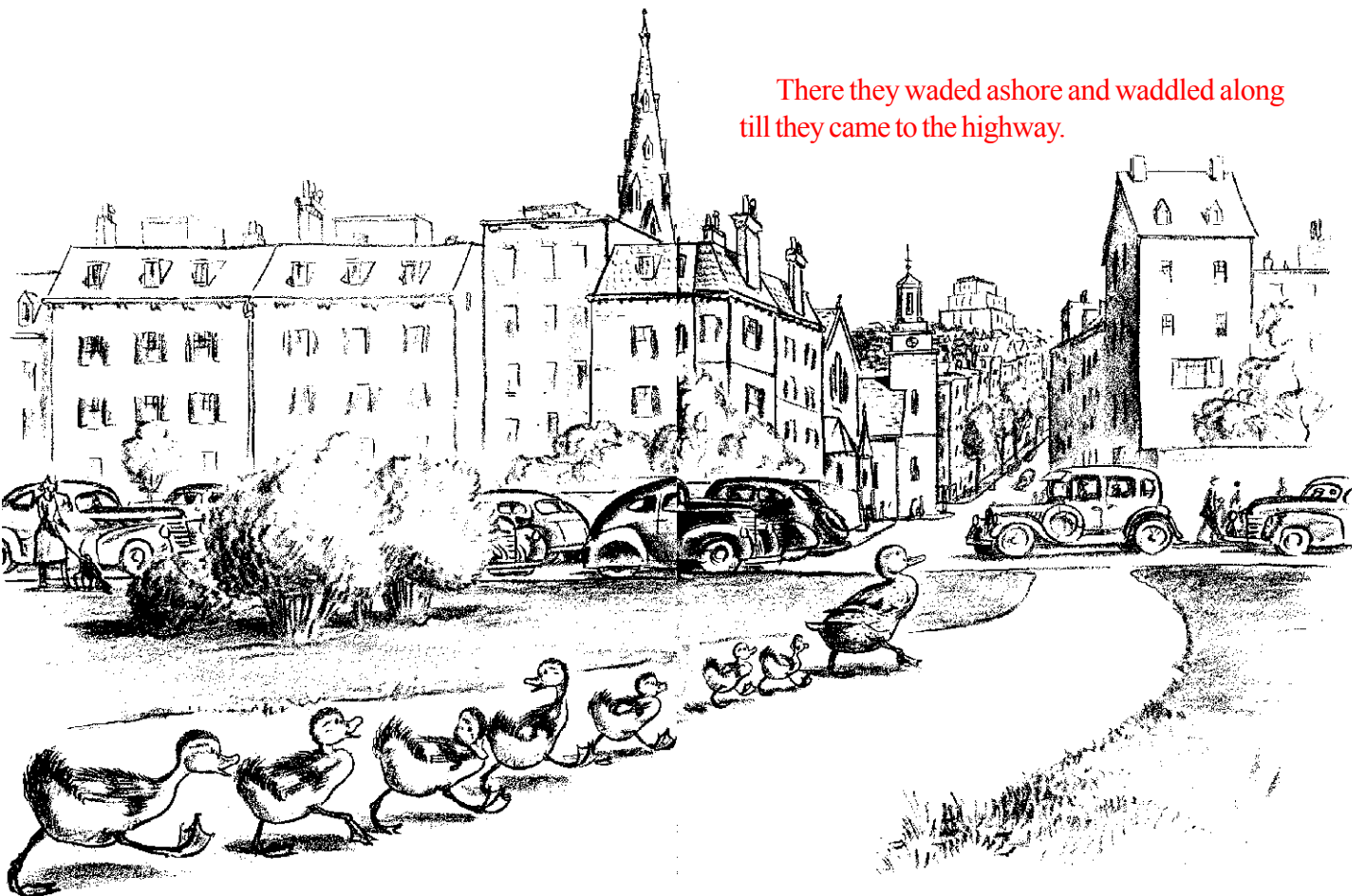


She taught them to walk in a line, to come when they were called, and to keep a safe distance from bikes and scooters and other things with wheels.

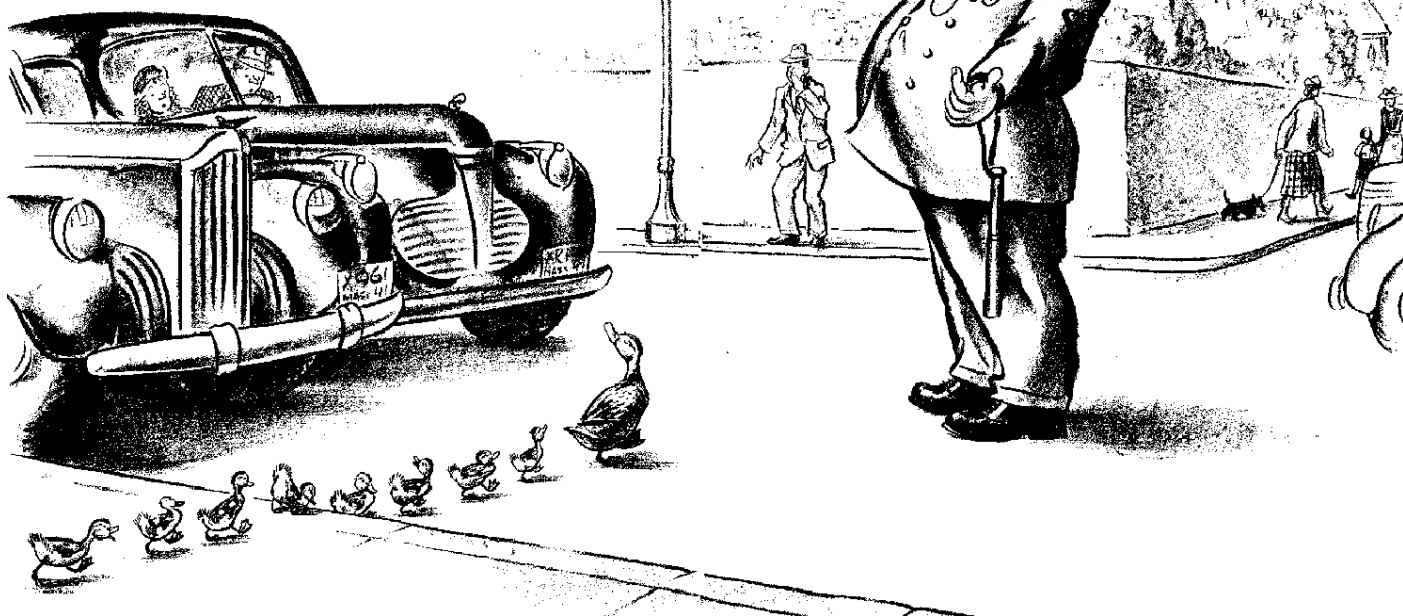
When at last she felt perfectly satisfied with them, she said one morning: "Come along, children. Follow me." Before you could wink an eyelash Jack, Kack, Lack, Mack, Nack, Ouack, Pack, and Quack fell into line, just as they had been taught. Mrs. Mallard led the way into the water and they swam behind her to the opposite bank.



There they waded ashore and waddled along till they came to the highway.



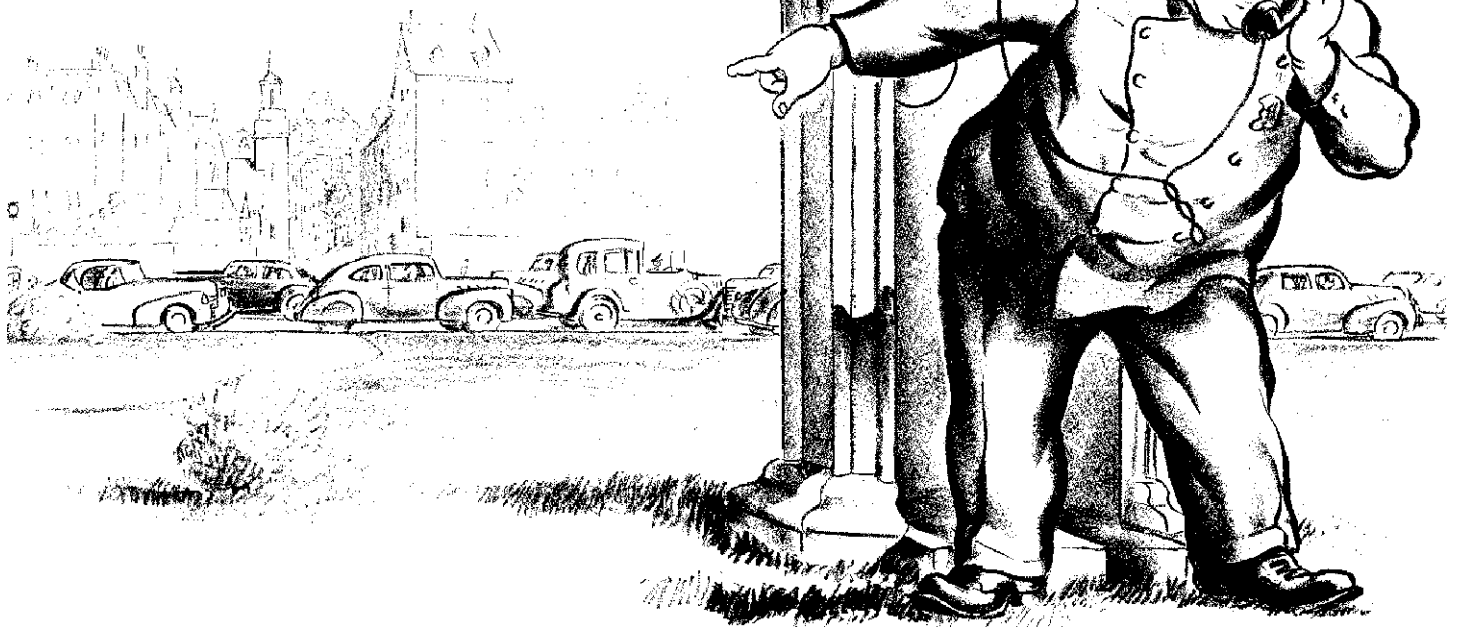
He planted himself in the center of the road, raised one hand to stop the traffic, and then beckoned with the other, the way policemen do, for Mrs. Mallard to cross over.



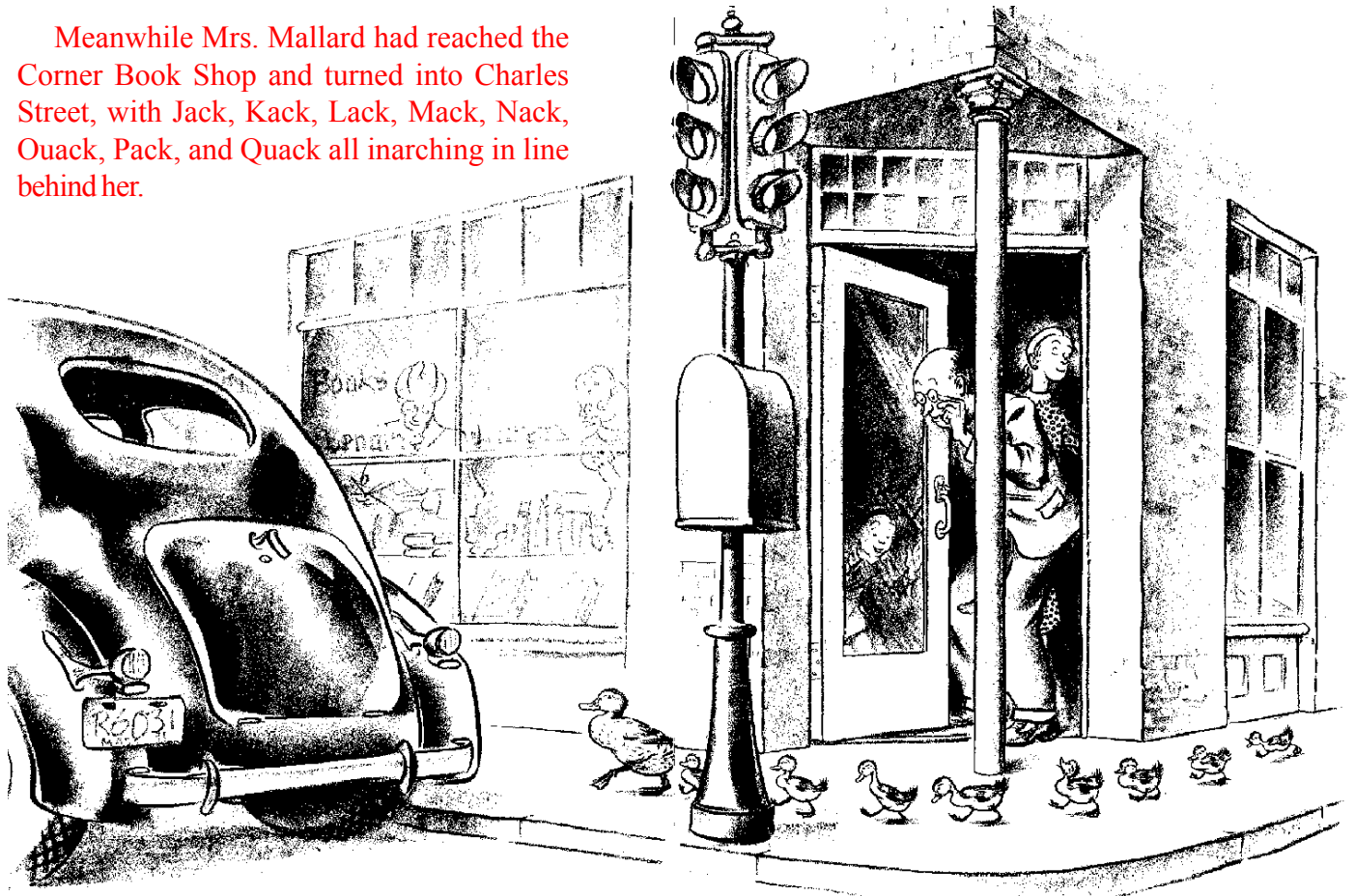
As soon as Mrs. Mallard and the ducklings were safe on the other side and on their way down Mount Vernon Street, Michael rushed back to his police booth.



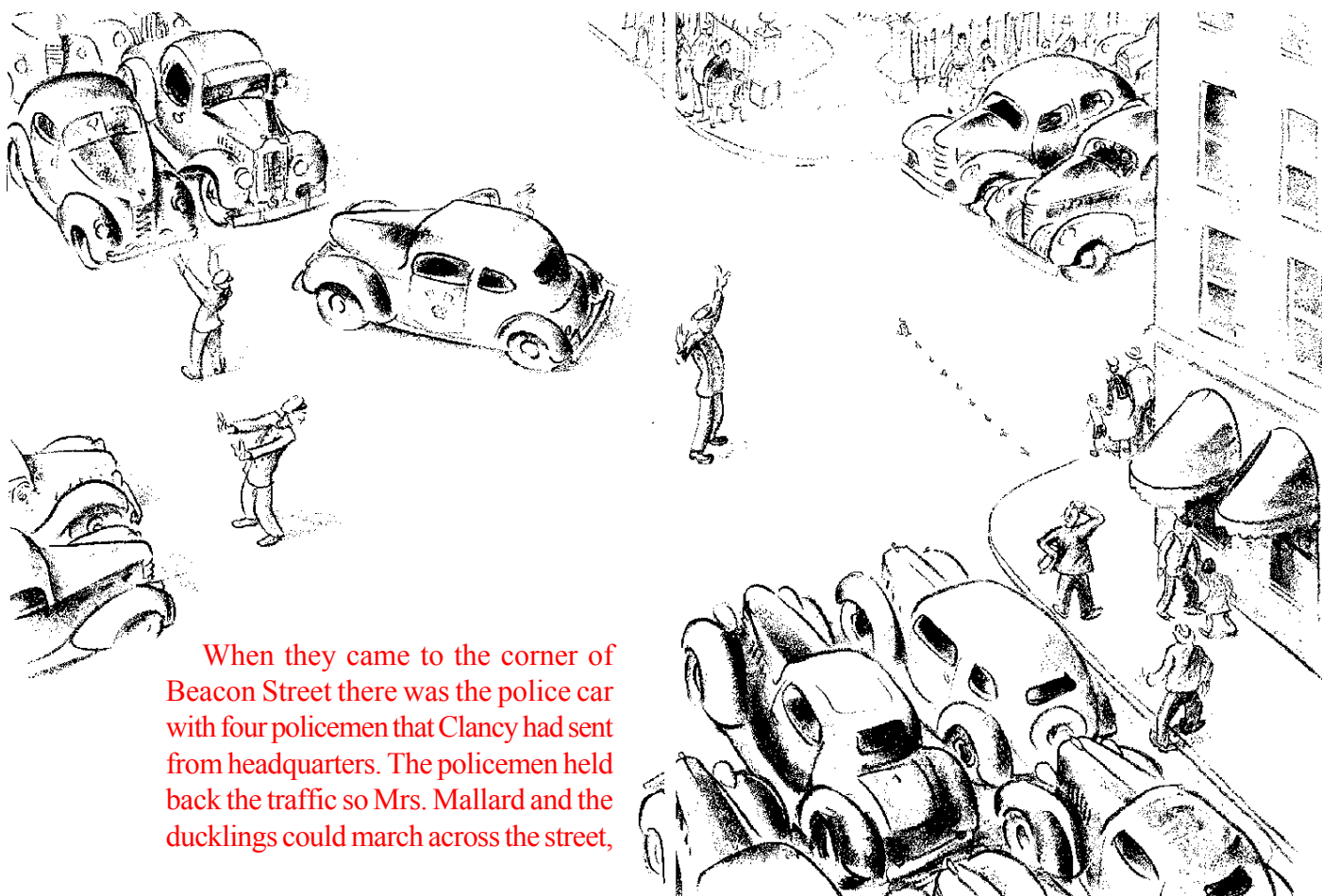
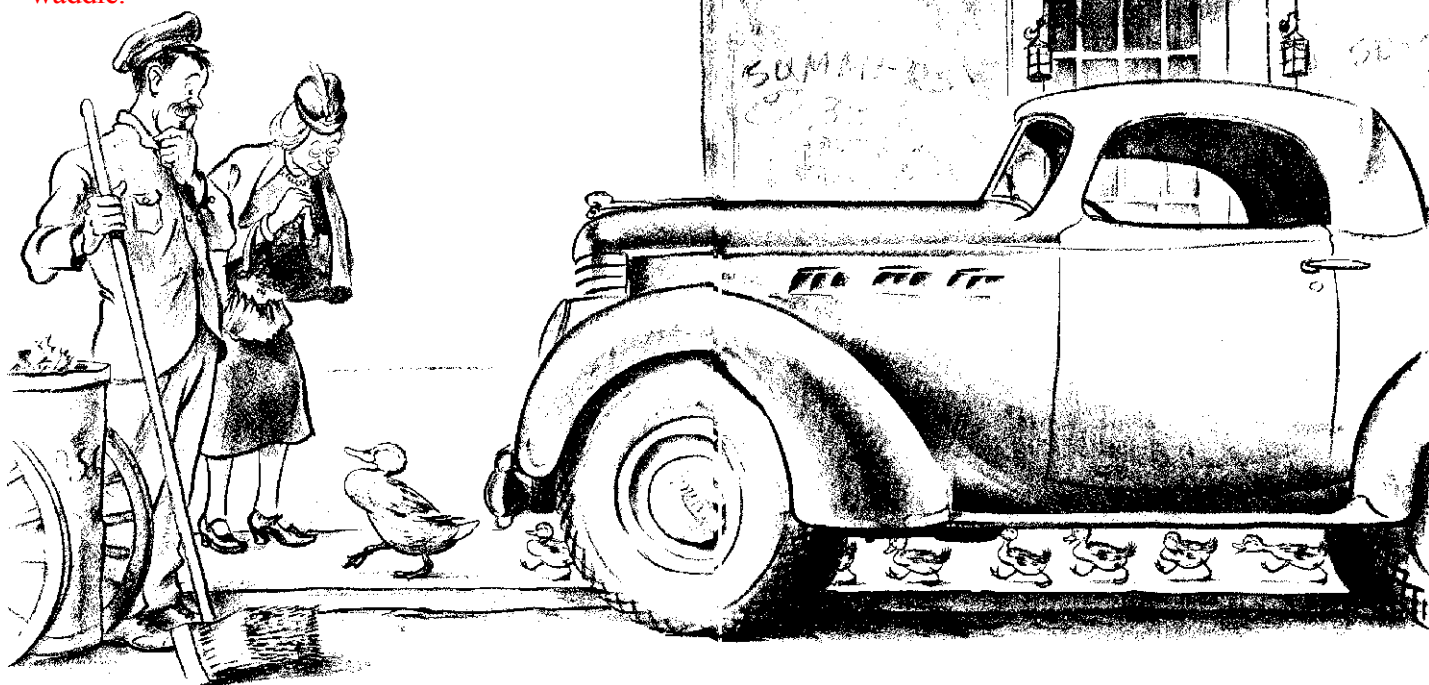
He called Clancy at headquarters and said: "There's a family of ducks walkin' down the street!" Clancy said: "Family of *what?*" "*Ducks!*" yelled Michael. "Send a police car, quick!"



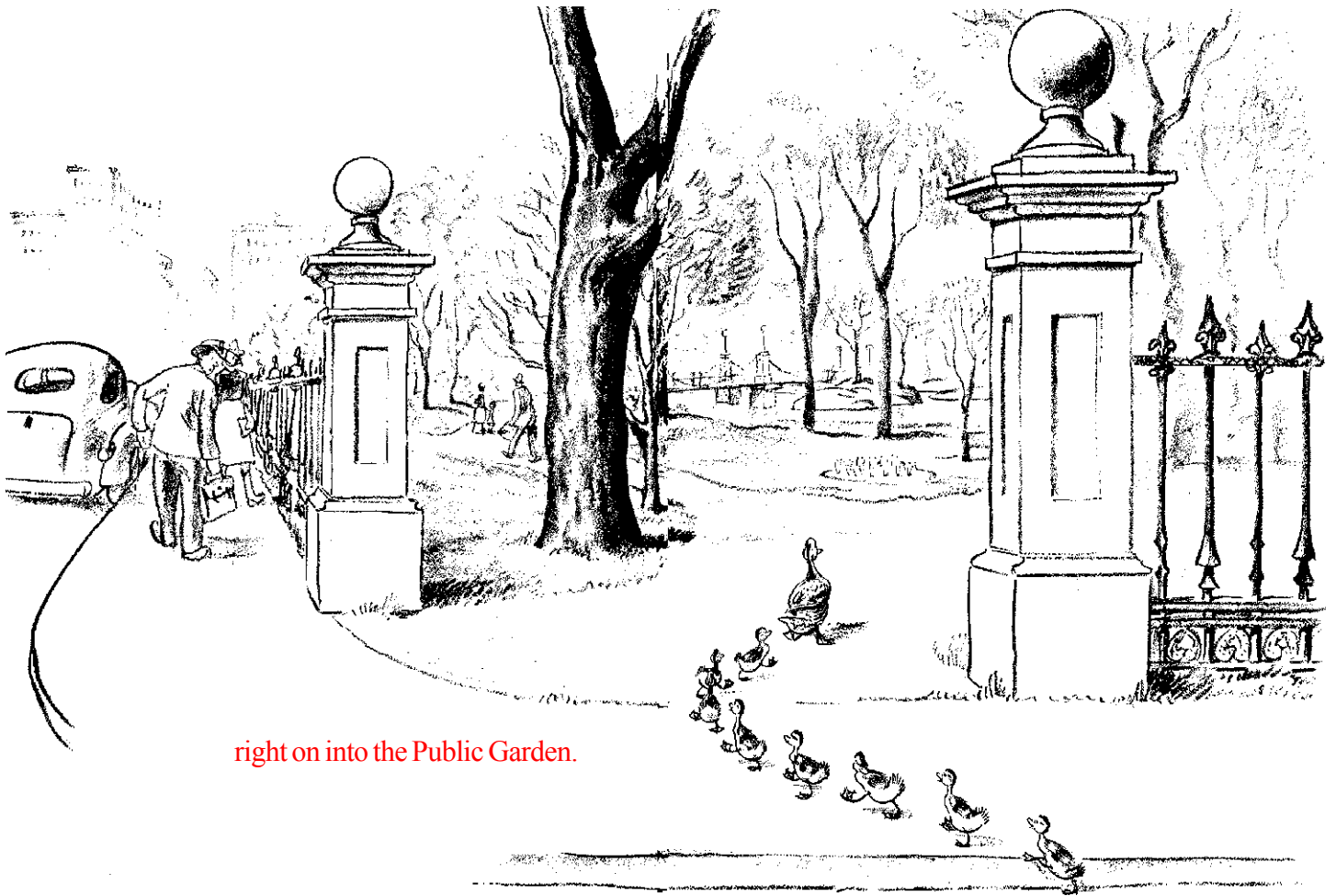
Meanwhile Mrs. Mallard had reached the Corner Book Shop and turned into Charles Street, with Jack, Kack, Lack, Mack, Nack, Ouack, Pack, and Quack all inarching in line behind her.



Everyone stared. An old lady from Beacon Hill said: "Isn't it amazing!" and the man who swept the streets said: "Well, now, ain't that nice!" and when Mrs. Mallard heard them she was so proud she tipped her nose in the air and walked along with an extra swing in her waddle.

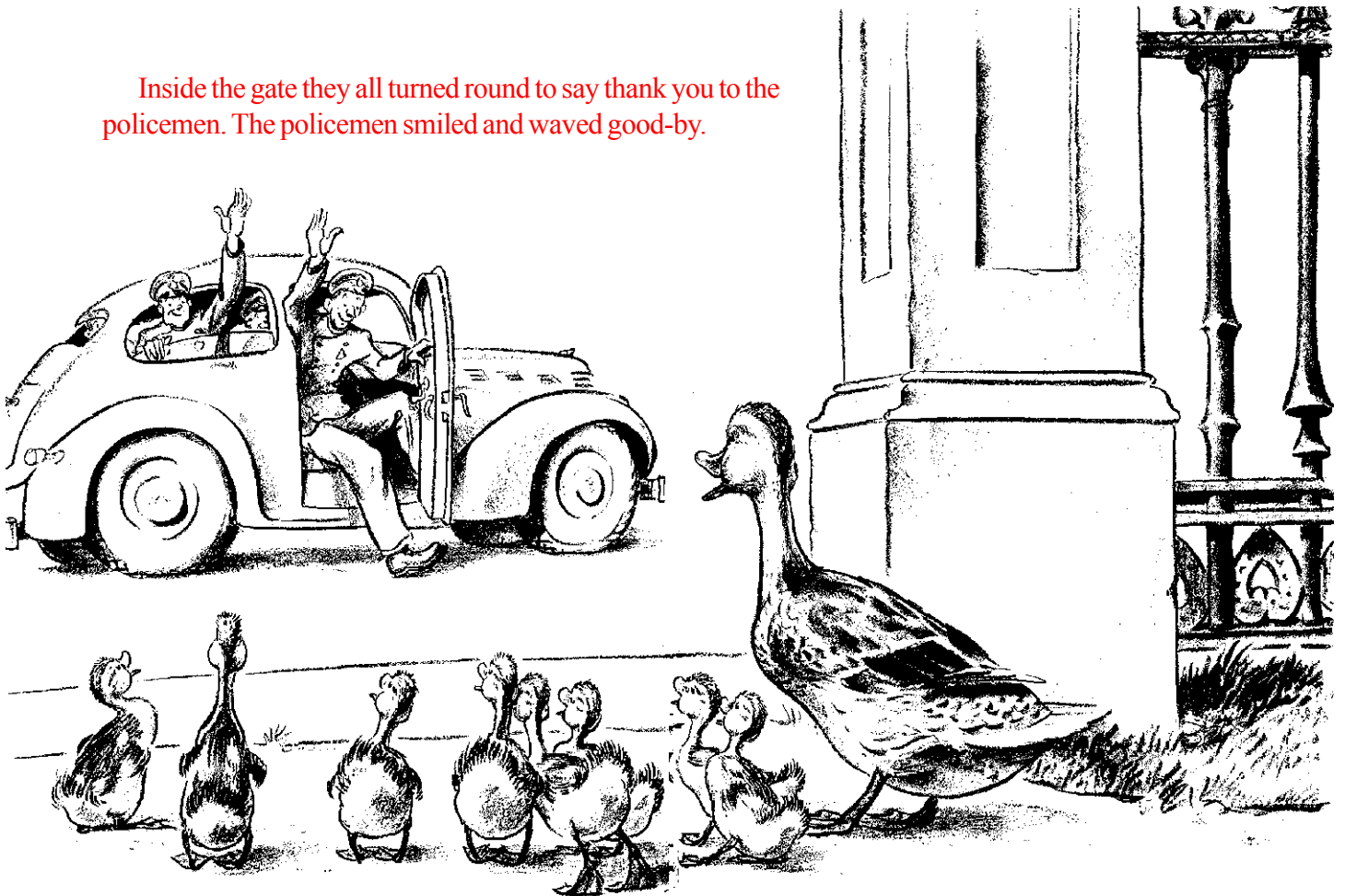


When they came to the corner of Beacon Street there was the police car with four policemen that Clancy had sent from headquarters. The policemen held back the traffic so Mrs. Mallard and the ducklings could march across the street,

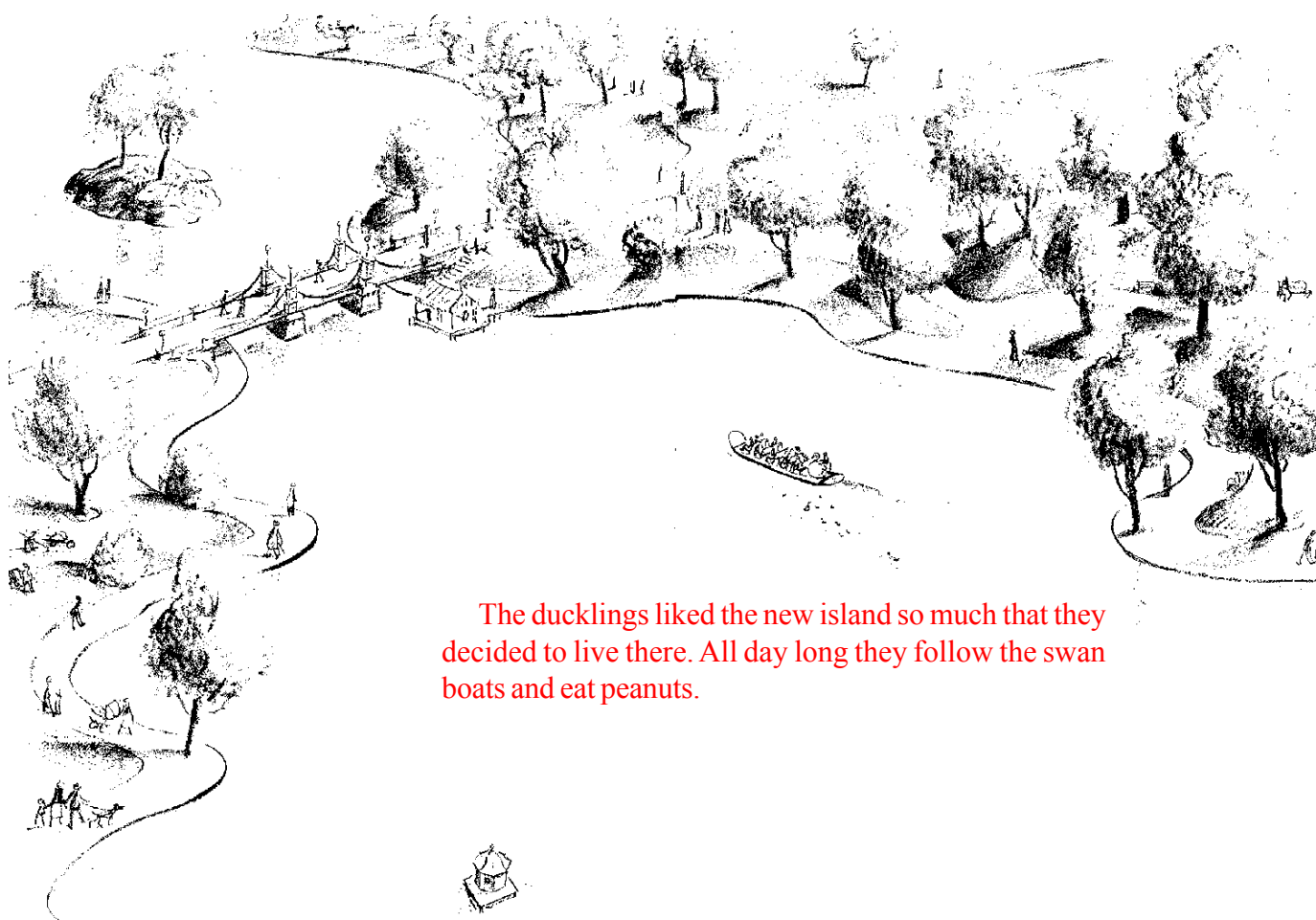
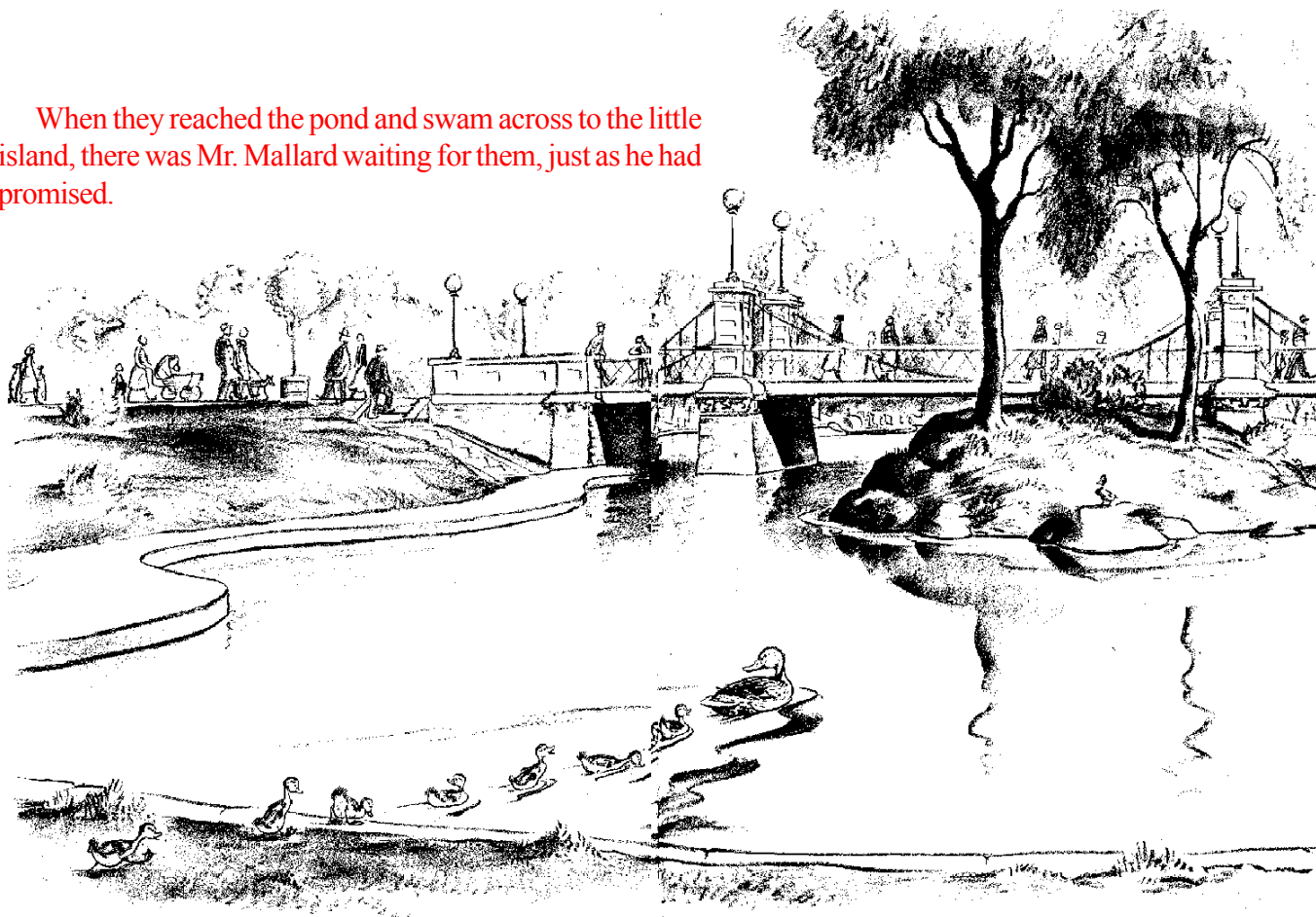


right on into the Public Garden.

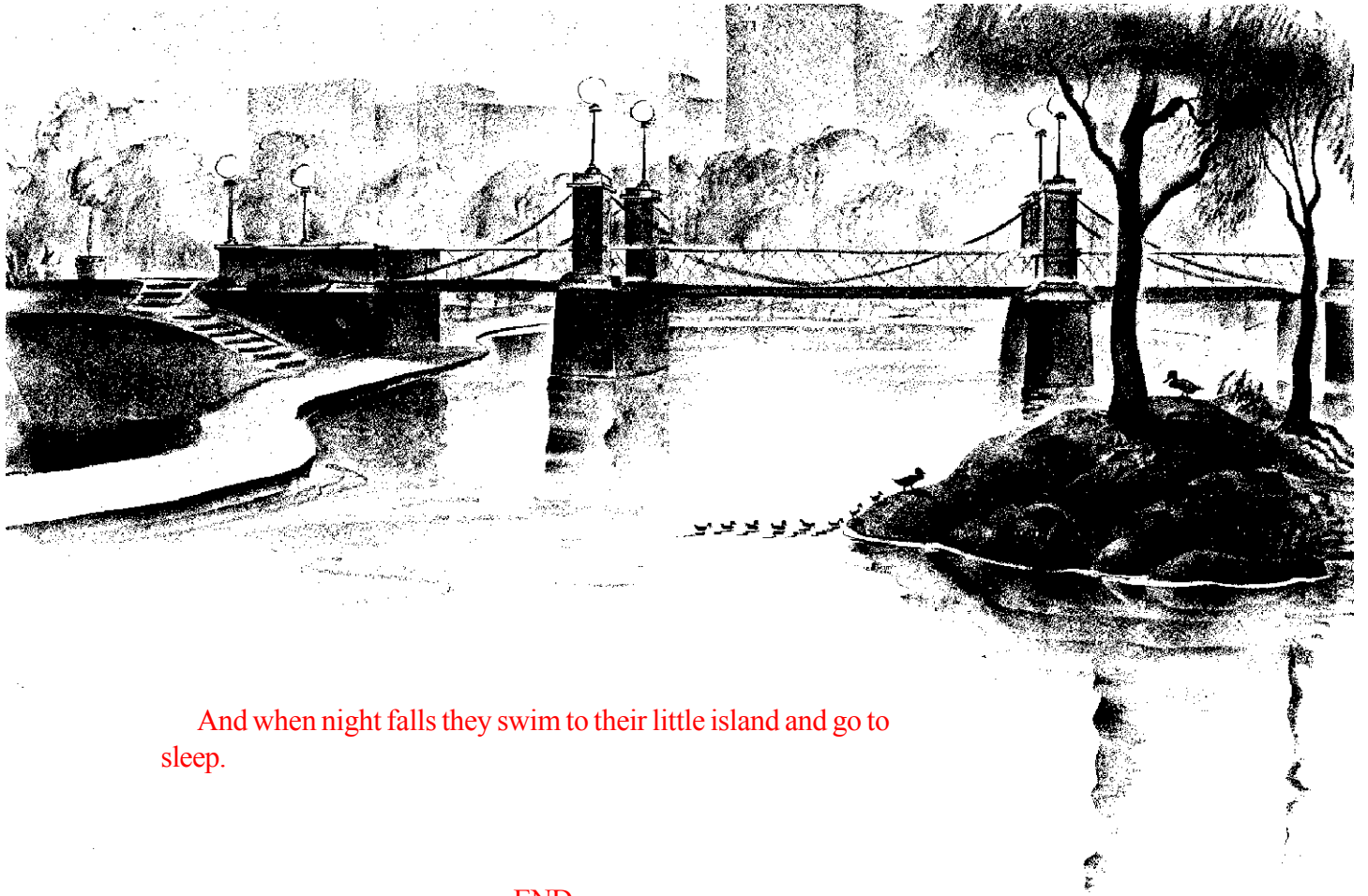
Inside the gate they all turned round to say thank you to the policemen. The policemen smiled and waved good-by.



When they reached the pond and swam across to the little island, there was Mr. Mallard waiting for them, just as he had promised.



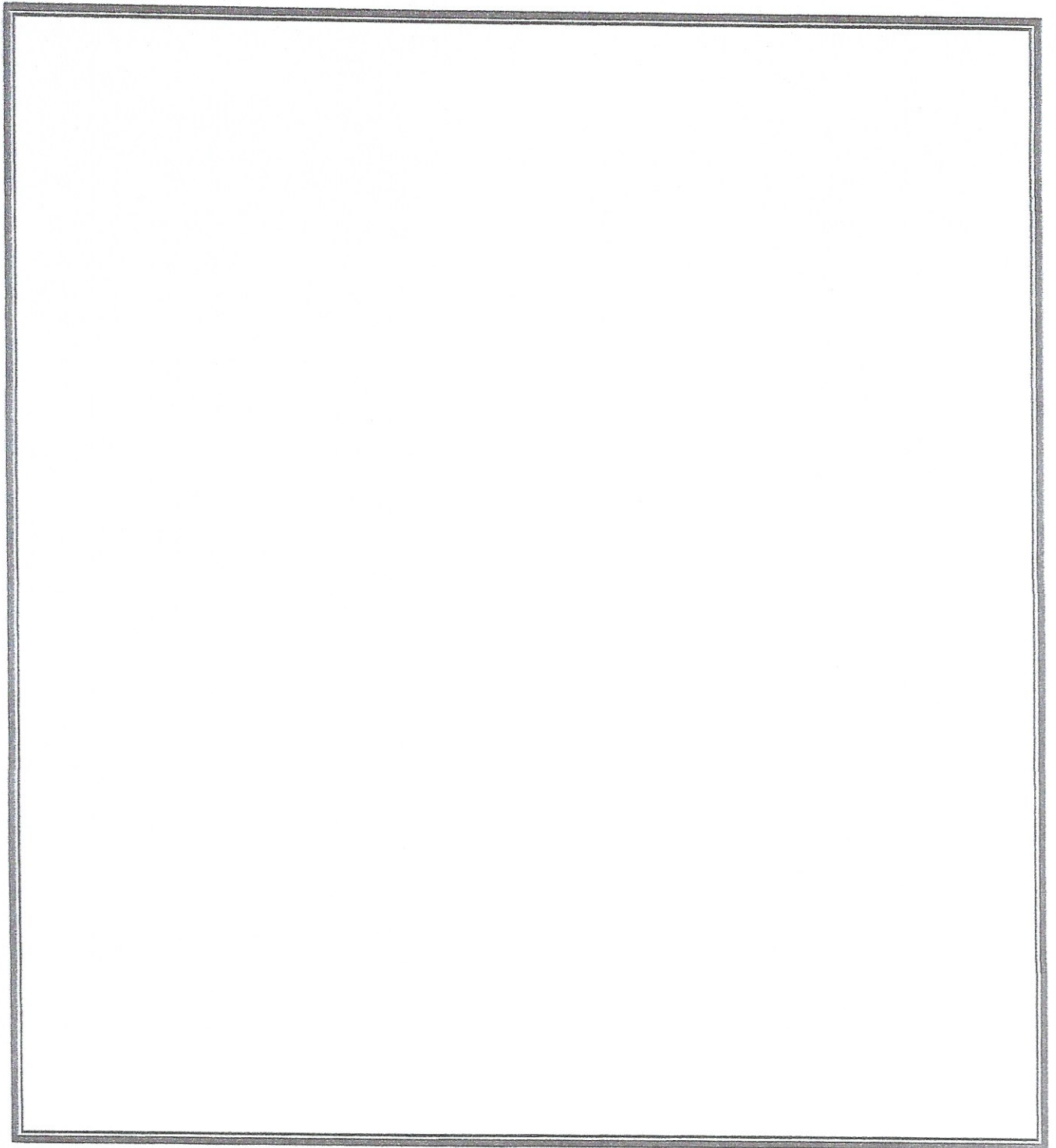
The ducklings liked the new island so much that they decided to live there. All day long they follow the swan boats and eat peanuts.



And when night falls they swim to their little island and go to sleep.

END

WISDOM



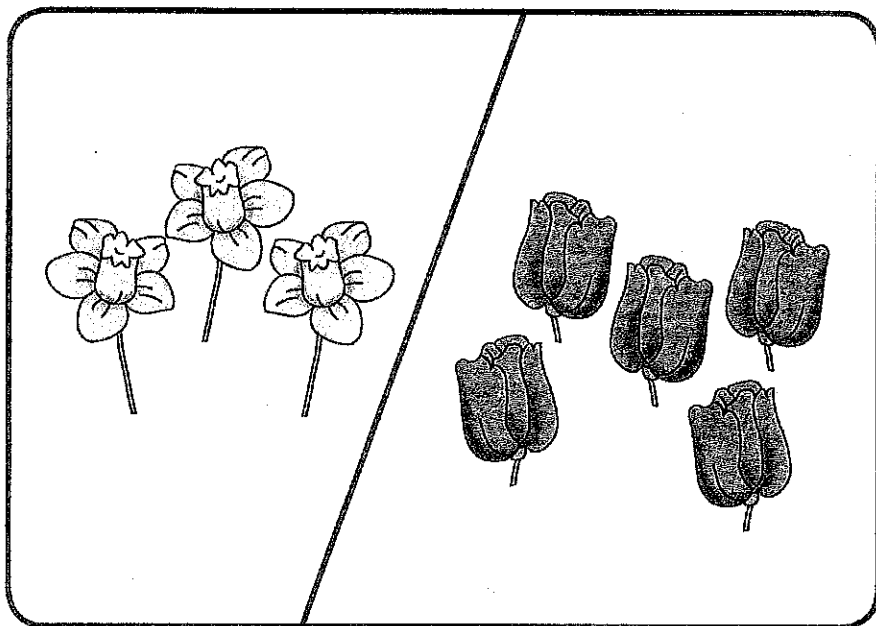
Wisdom

Know, then act

We understand that what is true and right leads to just judgment in accordance to our action

Review

Add or subtract.
Write the numbers.

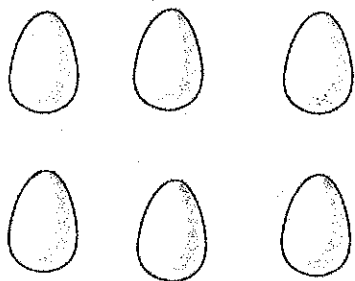


$$3 + 5 = \square$$

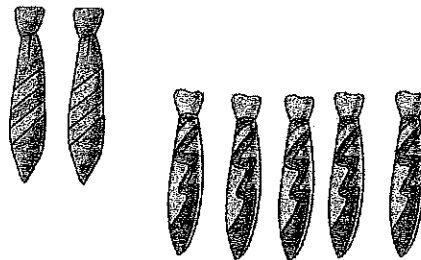
$$5 + 3 = \square$$

$$8 - 5 = \square$$

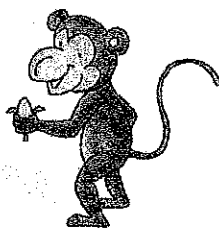
Listen. Add or subtract.
Then write the numbers.



eggs are left.



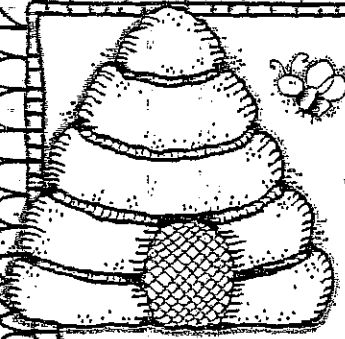
Mr. Wilson has ties.



Development:

Present the problem situations at the bottom of this page orally. For the second question, say, "Mother cooks 6 eggs. Jon eats 2 eggs. How many eggs are left?" For the third question, say, "Mr. Wilson has 2 red ties and 5 blue ties. How many ties does he have altogether?"

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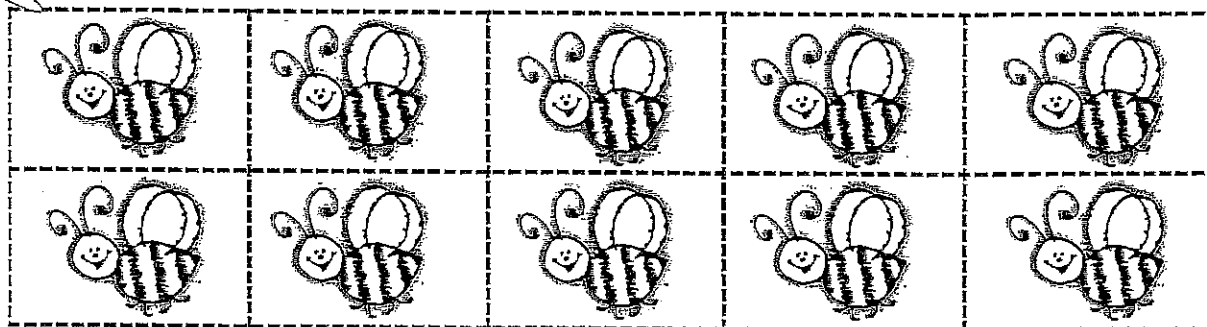
Color, cut and paste:
2 bees flew into the hive.
Then 5 more bees flew into the hive.
What is the **total** number of bees in the hive?

Write a number sentence about the picture.

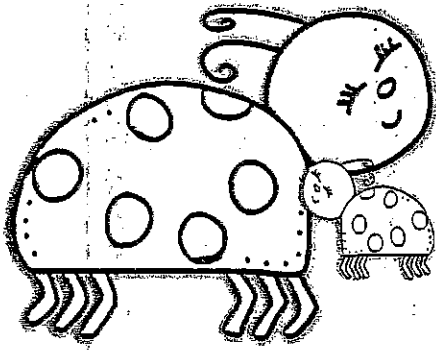
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



Cut.



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Color, cut and paste:

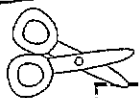
There were 10 ladybugs on a rose.

2 ladybugs went home.

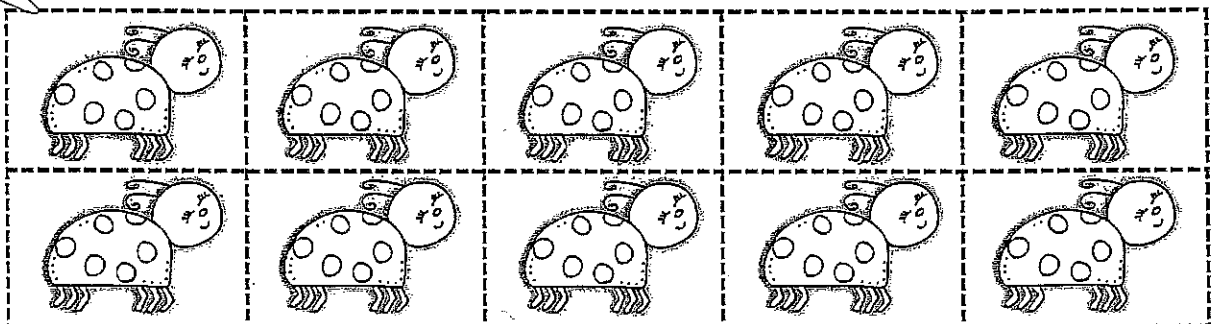
How many ladybugs still remain?

Write a number sentence about the picture.

_____ = _____



Cut.



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Weather

Weather is in the air. Sometimes the weather is hot. Sometimes the weather is cold.





Who is dressed for hot weather?
Who is dressed for cold weather?

Sometimes the weather is wet.
Sometimes the weather is dry.



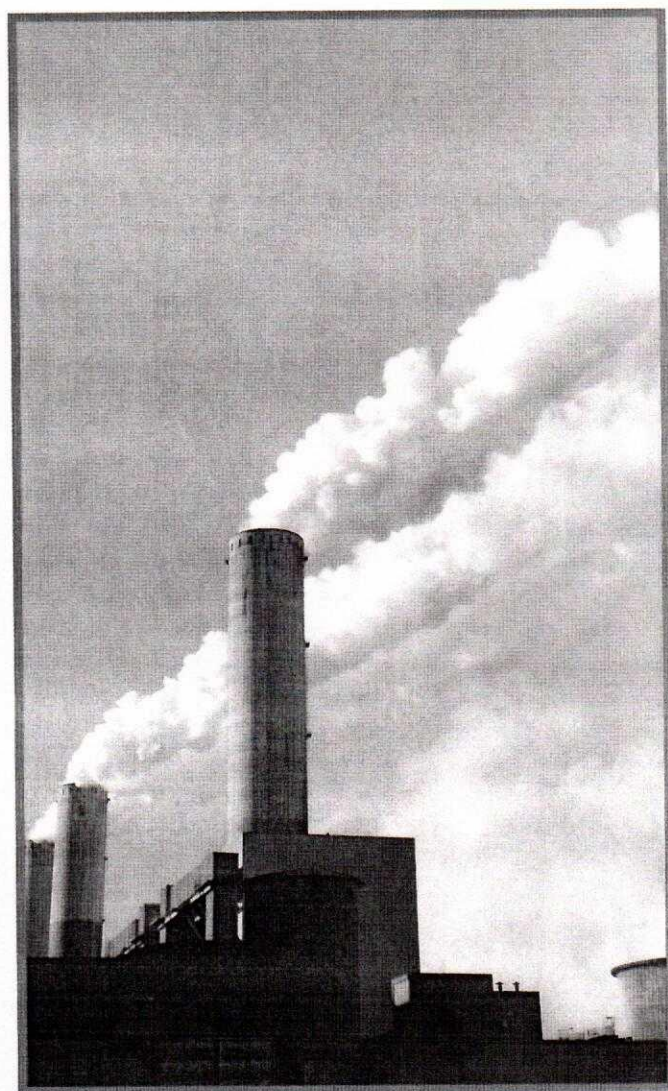
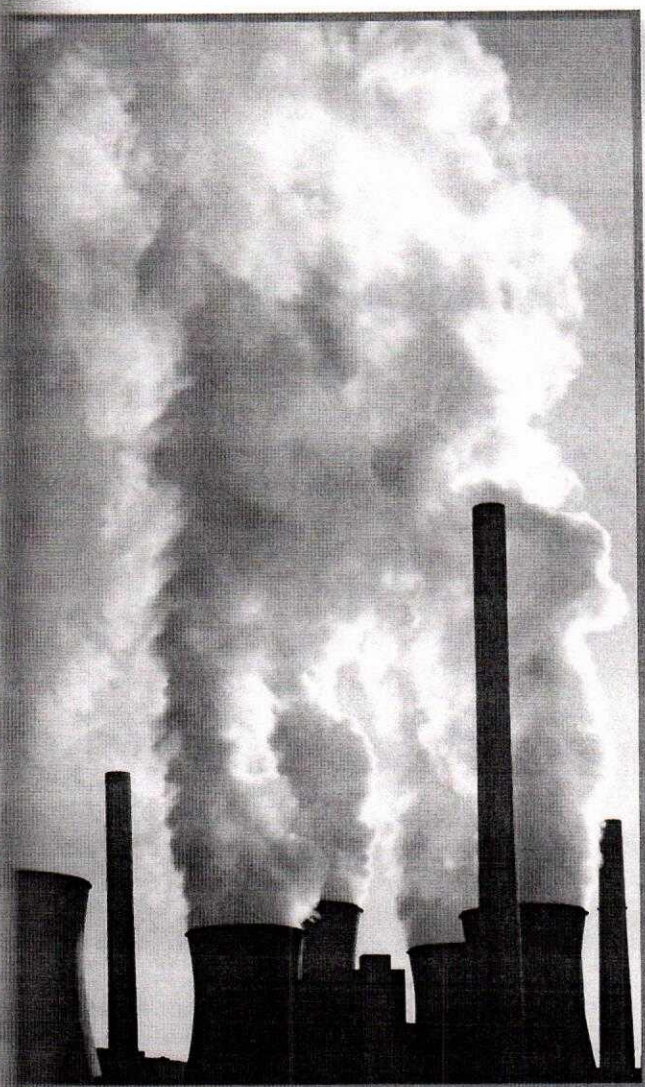


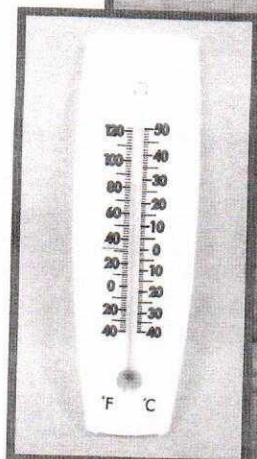
Who is ready for wet weather?
Who is ready for dry weather?



Sometimes the weather is windy.
Sometimes the weather is calm.

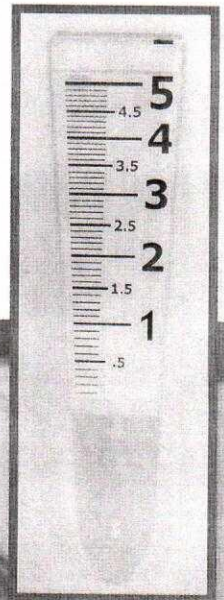
Factories make steam. Which factory shows a windy day? Which factory shows a calm day?





People use tools to measure weather.
Hot and cold weather can be
measured with a **thermometer**.

Wet weather can be measured
with a **rain gauge**.



Wind direction can be measured
with a **wind sock**.





Trees are in the weather all the time. Trees live in hot and cold weather. Trees stay calm, or they move in the wind.

What kind of weather is happening here?



Weather is in the air. You feel and see the weather every day. So go outside. Enjoy the weather.

It might change tomorrow.



What works for the weather today?

Name _____

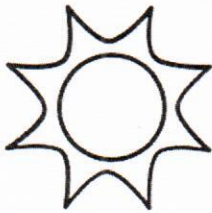
windy



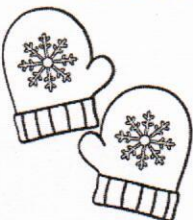
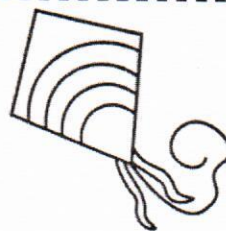
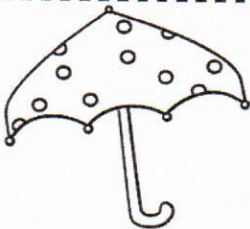
snowing



sunny



rainy



Cut and paste the items to match the weather.

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Hello K-3 parents,

In the coming weeks, I hope that you will be able to enjoy this special “Specials” time with your children. Despite these unusual circumstances, I love the idea that you will be doing these art observations together with your child. I look forward to hearing stories about your art making when we can all meet once again. Please photograph and save those drawings for me to see.

I hope that integrating a little art into your daily routine will be an enriching experience for both you and your child.

Listed below, are some guidelines for continuing our classroom “Bellwork” routine.

I will provide more specific guidance for you with each assignment.

The beginning of Bellwork is a **Parent Assisted Assignment** to ensure student stays “on task”.

To begin “bellwork”

SEE

- Begin by setting a timer for 1-2 minutes of uninterrupted, completely silent looking. I do this at the start of each and every class (K-3), so your student is very familiar with this. Remind your child -- ***This is silent looking time for only one minute.***
- Ask your child to sit quietly and just LOOK in order to **SEE** what is in the picture. They are **not** to voice any questions just yet. They must keep questions/comments to themselves until the one silent minute is up.
- Once they have settled in, quietly suggest that they **search** for different types of:
 - **LINE** - horizontal, vertical, diagonal, straight, curved.....
 - **SHAPE** - geometric or organic shapes made up of what kind of lines?
 - **COLOR**- warm or cool colors, primary colors, complementary colors.....
 - **VALUE**- darker and lighter areas, creating contrast, shadows and form.
 - **FORM**- What things in the picture look like you could pick them up? Forms have volume and are not flat like drawn shapes on paper.
 - **TEXTURE**- What would it feel like to touch what is in the painting/sculpture? How do you imagine something feeling if you could touch it?
 - **SPACE**- Are there shapes in the “negative space” of the image? Where can you find some shapes that are somewhat hidden? What shapes do you notice first? Are most of the shapes similar or are there many different types of shapes?
(These are the “Elements of Art”)
- ***You may quietly guide them through the image....by hinting at some of the things that you happen to be noticing as well. Ask that they not verbally respond, but just to continue looking and listening to your quiet guidance through the image; speaking to guide and not converse during this silent minute of looking. Statements could be as simple as “what shape do you see in the top right corner of this picture?”.....Do you see similar shapes anywhere else in the picture?”***
- ***You will be setting an example on how to look without judgement or formulation of a story or projecting a meaning, but to instead just look at what it is that you actually SEE in front of you.***

THINK

- **THE SILENT MINUTE IS OVER.....**
- This is the time to share with one another discoveries and observations from their silent looking time.
- The title of the work may be read and discussed as to how it relates to the image.
- Considering the ***elements of art*** mentioned above, ask your child how the artists' choices affect the artwork and why.
- If the artist made different choices, how might that create a very different work of art with different feelings/meaning/message?
- How do the elements of art work together to guide your eye through the work?
- What do you **THINK** the artist wants you to notice first? What are some of the smallest details that are more difficult to notice right away?

WONDER

- All of those questions that you and your child may have about the artwork--Now is the time to research and compare your own discoveries and ideas about the work with the others.
- What was the artists' intent in the work of art? Why did he/she make this work of art? Who is the artwork made for?
- Along with the weekly images of artwork, I will provide some additional links for further research -- videos and readings for you and your child to learn more about the artist and his/her artwork together.

(Independent Work)

CREATE - Specific Instructions given along with the image document.

After looking at and discussing artwork, allow a minimum of 15 minutes of drawing time; copy the image as accurately as possible; with as much detail as possible.

I will provide more specific instructions with each image.

Materials needed will be very basic:

- Index cards (draw on the blank backside) The larger, 4" x 6" size, if possible.
- Pencils, Black ball point pens
- Extra fine black Sharpie (for 2nd, 3rd)
- No erasers please. I emphasize drawing lightly and then cover up "mistakes" with other lines and shading.
- Materials to gather for the coming weeks:
 - Pan watercolors
 - Sidewalk Chalk
 - Q-tips (to rub graphite and chalk into paper)

Daily Bellwork Image #1-Tuesday

Directions for daily bellwork Observations and Drawing:

1. Display the image below on a computer or print it out in color.

- You may also do a web search for the image (**Pieter Bruegel-*The Tower of Babel (1563)***) and print out these directions separately.

2. To assist in drawing the image in proportion to the original artwork:

- Cut down a large index card to approximately the same rectangular shape as the painting.
- Ask your scholar to find the center of the image by measuring from corners with fingers-they have been shown how to do this in class many times.
- Put a dot in the very center of the image using an Expo marker, directly on the computer monitor or print out and mark the center (You could also use the computer drawing tool to “mark up” the center of the image on the screen).
Normally, I'd “mark up” the image projected onto the whiteboard.
- After they mark the center of the image, then mark the center of the blank PAPER INDEX CARD.
- Ask your scholar to continue to divide up the space between the center dot to the top edge.....and mark with a dot; From the center dot to the bottom edge of paper....and mark with a dot. Continue dividing the space to the right and left of the center dot.
- Ask your student to notice what lines and shapes are near the dots they have just made. **All dots on the image should correspond to a dot on their blank paper.**
- This method will help them to **fill their page** with the image in the correct proportions.

3. Continue drawing as many details with pencil only. **NO ERASER**

- Please do not allow your scholar to use an eraser. This drawing exercise is all about process and practice.
- Students are practicing to develop the ability to adjust the amount of pressure necessary to the paper; Students are practicing working in a relaxed manner; a calm attitude free from stress. I don't want them to spend their entire drawing time erasing.....
- Remind students that they may cover up any mistakes with darker values later as they continue to work on their drawing.
 - Begin coloring in, with a pencil, the darkest areas. Remember to squint your eyes to find the **shapes** of the darkest areas....the darkest **values**.
 - **Draw any people last.....No stick figures. What are the shapes?? Ovals,rectangles, triangles?**

Scholarly Article for further independent study: (optional)

<https://jhna.org/articles/come-let-us-make-a-city-and-a-tower-pieter-bruegel-the-elder-tower-of-babel-creation-harmonious-community-antwerp/>

Khan Academy Video Link: *(optional)*

<https://www.khanacademy.org/humanities/renaissance-reformation/northern/antwerp-bruges/v/pieter-bruegel-the-elder-the-tower-of-babel-1563>

Pieter Bruegel
The Tower of Babel (1563)



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Mission Possible - Task Sheet

Complete	Missions
	Do 8 sit-ups in each corner of the room.
	Skip one lap around the room.
	Do 12 jumping jacks.
	Touch all 4 walls of the room.
	Hop on one foot from one end of the room to the other.
	Do 15 pretend basketball shots. Nothing but net!
	Crab walk and touch 3 chairs
	Jog on the spot and sing "Row, Row, Row Your Boat".
	Pretend to jump rope for 1 minute.
	Do a wall push-up on each wall in the room.
	Do any dance move for 30 seconds.
	Complete 20 bunny hops.
	Grapevine or shuffle across the room and back 2 times.

Complete these tasks alone or do missions together as a team.

Complete the missions in any order.

When you are done with the missions, do a star jump and yell "Mission Accomplished!"

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Kinder Daily Student Instruction Sheet

WEDNESDAY

ELA

Spalding (20 Minutes)

Literature/Poetry (15 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students will review 5 phonograms and 3 spelling words previously learned

Materials needed: Phonogram cards (from home), Spalding W/Th paper, pencil, spelling word parent instructions (refer to Mon), W1D3 (Wed) spelling dictation list, word list #3, leveled reader (from reading bag) and reading log.

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

- ☐ Use the phonogram flashcards to review with your student (PA) (5 minutes)
- ☐ Dictate or use the online resource [Phonogram sound videos](#) (if needed) to play a phonogram sound and student writes it on Spalding paper. Today's 5 phonograms: **er (her), ng, aw, ed, ir (first)**. (PA) (5 minutes)
- ☐ Spelling: Follow the Spelling Words Instructions and use today's Spelling List. (PA) (10 minutes)
- ☐ Reading – Give your student today's word list #3 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), Read the leveled reader (I), Read a book of choice and record minutes on reading log. (PA) (20 minutes)

Literature

Goal/Objective: Students will discuss how the mother duck used Wisdom to find a good nesting site and make a connection to Science in knowing what all animals need to survive; list writing.

Materials needed: *What Makes a Good Nesting Site* model sheet and student copy work sheet; Make Way for Ducklings story text if needed for review (from Tues)

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

- ☐ Using mother duck's wisdom and remembering from the story, what makes a good nesting site for the ducks? Using our science knowledge, what do all animals need to survive? (food, safety, shelter, water) What are the things mother duck does not want nearby? (foxes, turtles, things with wheels) (PA) (5 minutes)
- ☐ Verbally create a list, then use the copy work model sheet to guide your student to write a list using bullet points. This is copy work and they should look at the model sheet to copy the writing to their page. (5 minutes) (PA)
- ☐ Students may illustrate a good nesting site at the bottom of the page. (I) (5 minutes)
- ☐ Practice poem memorization: *Rain* (I) (from Monday)

Kinder Daily Student Instruction Sheet

<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Students will be able to solve story problems that involve addition or subtraction.</p> <p>Materials needed: Rooster and Umbrella story problem pages (1 addition problem, 1 subtraction problem), pencil, scissors, glue stick, crayons</p> <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the color/cut/paste sheets with story problems about roosters and umbrellas. One is addition and one is subtraction. Discuss with your child what is happening in each problem. They should cut out the starting number of objects in each problem and then glue them to their paper. (concrete) Then, they will add or cross out depending on what is happening in the story problem. (pictorial) Finally, they should write a number sentence to accompany the story problem. (abstract) (PA)(25 minutes) <input type="checkbox"/> Have your child color the roosters and umbrellas on worksheets. (I)(5 minutes)
<p>SCIENCE/ HISTORY (15 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will learn that clouds come in various shapes and sizes and have certain types of weather associated with them.</p> <p>Materials needed: clouds mini-booklet</p> <p>Specific Instructions (PA=parent assisted): (I=independent)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask student what they think clouds are made of. Tell them that clouds are made of water and particles of dust too small to see. (3 minutes) <input type="checkbox"/> Read Cloud mini-booklet together and discuss along the way. (5 minutes) <input type="checkbox"/> Go outside and discuss the clouds that you see. Student will complete the last page in the booklet. (I) (7 minutes)
<p>OPTIONAL Spanish (10 Minutes)</p> <p>Music (10-15 Minutes)</p>	<p><u>Spanish</u> Goal/Objective: Students will use the adjectives limpio (clean) and sucio (dirty) to describe something.</p> <p>Materials needed: Vocabulary and phrases instruction sheet, Items or articles of clothing, paper, pencil and crayons.</p> <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show students a clean article of clothing and say, Esta limpio. <input type="checkbox"/> Have students repeat, Esta limpio. <input type="checkbox"/> Then show a dirty article of clothing and say, Esta sucio. <input type="checkbox"/> Have students repeat, Esta sucio. <input type="checkbox"/> Then go around the house pointing at different items or articles of clothing and asking if they are limpio or sucio.

Kinder Daily Student Instruction Sheet

☐ Optional Activity

Have the students draw themselves wearing pants. When they are finished, tell students they are going to make this pair of pants all dirty. Point to the drawing and ask the question; ¿Estan limpios o sucios? Then have them label the drawing “pantalones sucios.”

Music

Goal/Objective: Review **high** and **low** voice; practice keeping the **steady beat**

Materials needed: singing voice, speaking voice, two hands, sheet with words for songs (provided in resources)

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

- ☐ Please ask your student to perform “Pease Porridge” and perform the hand motions. (If they forget, simply help them improvise a new one- try to match them to the text!)
- ☐ Next, ask your student to perform the chant again using their healthy **high** voice while keeping the **steady beat** on their knees
- ☐ Lastly, ask your student to perform the chant a third time using their healthy **low** voice while keeping the **steady beat** on their shoulders
- ☐ Please repeat this process for “Bee, Bee Bumble Bee”
- ☐ Extra (if desired): Ask your student to sing “Head, Shoulders, Knees and Toes” with you. Start with very slow, slow, medium, fast, and very fast! Hopefully you’ll end up with a breathless, giggly Kinder-kid by the end!

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Name _____

Wednesday

Thursday

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W1 Day 3 (WEDNESDAY)

Word	Example Sentence	Notes
this	This is a lot of fun!	Underline the 2 letter phonogram and mark with a 2 to note 2nd sound.
him	Did you go to play with him?	No markings.
have	I have a cute kitten.	Underline /e/ twice to show job 2 of silent final /e/. English words do not end in a v or u.

Name _____

Word List #3

my r. 5, 6

up

last

not

us

am

good²

time

have₂

blue₂

Name: _____ #: _____ Date: _____

What Makes A Good Nesting Site?

Write about what makes a good nesting site for ducks and their ducklings.

A good nesting site has:

- food
- no foxes or turtles
- water
- no things with wheels

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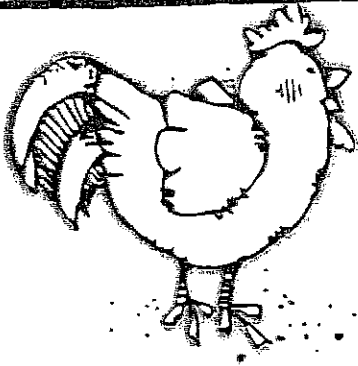
Name: _____ #: _____ Date: _____

What Makes A Good Nesting Site?

Write about what makes a good nesting site for ducks and their ducklings.

A good nesting site has:

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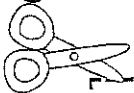
Jim had 4 roosters on his farm.

Then he bought 4 more roosters.

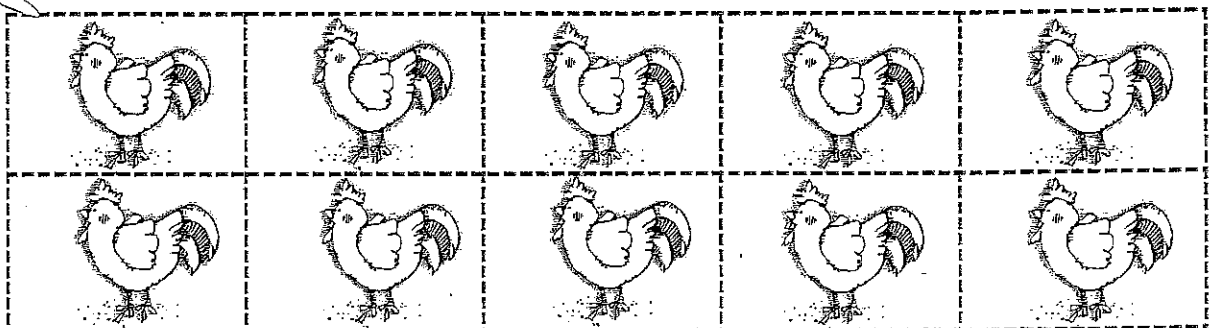
How many roosters did Jim have in all?

Write a number sentence about the picture.

_____ + _____ = _____



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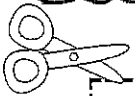
Joe had 10 umbrellas.

6 of Joe's umbrellas broke.

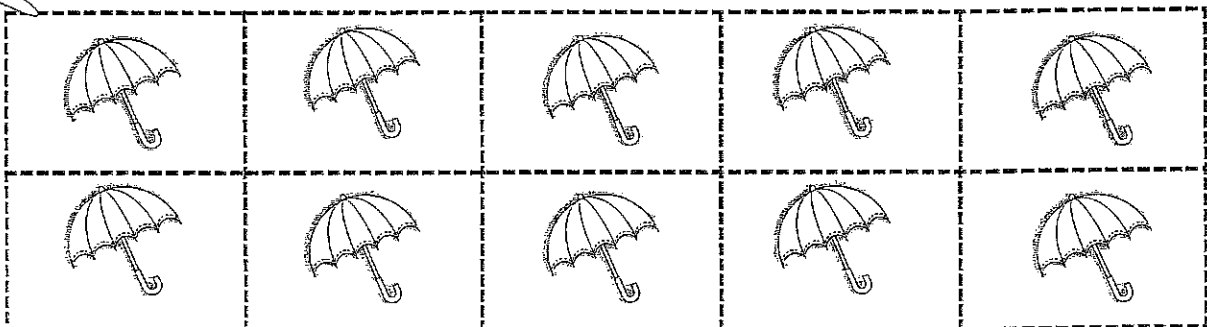
How many umbrellas does Joe have left?

Write a number sentence about the picture.

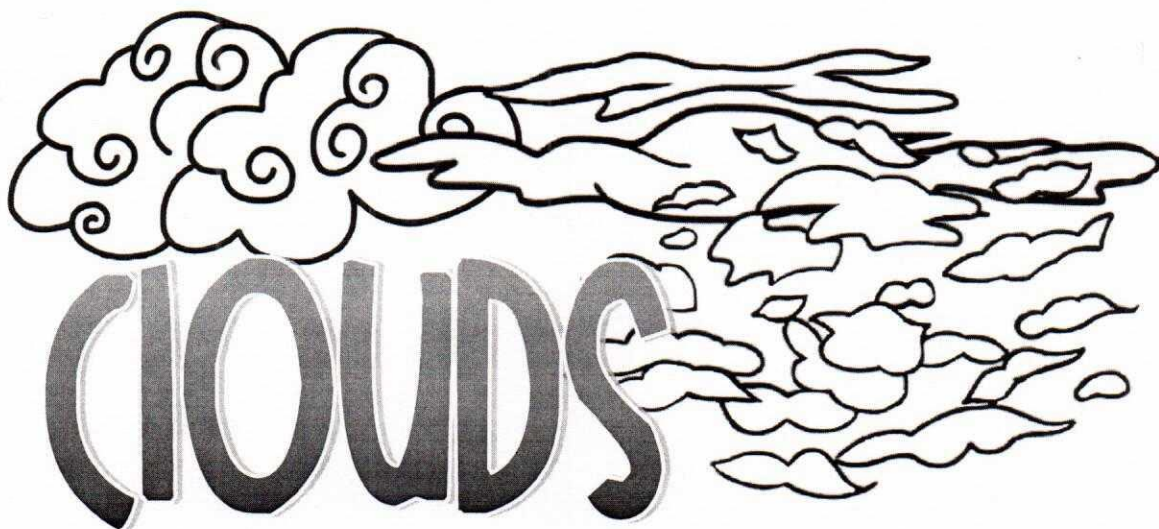
_____ - _____ = _____



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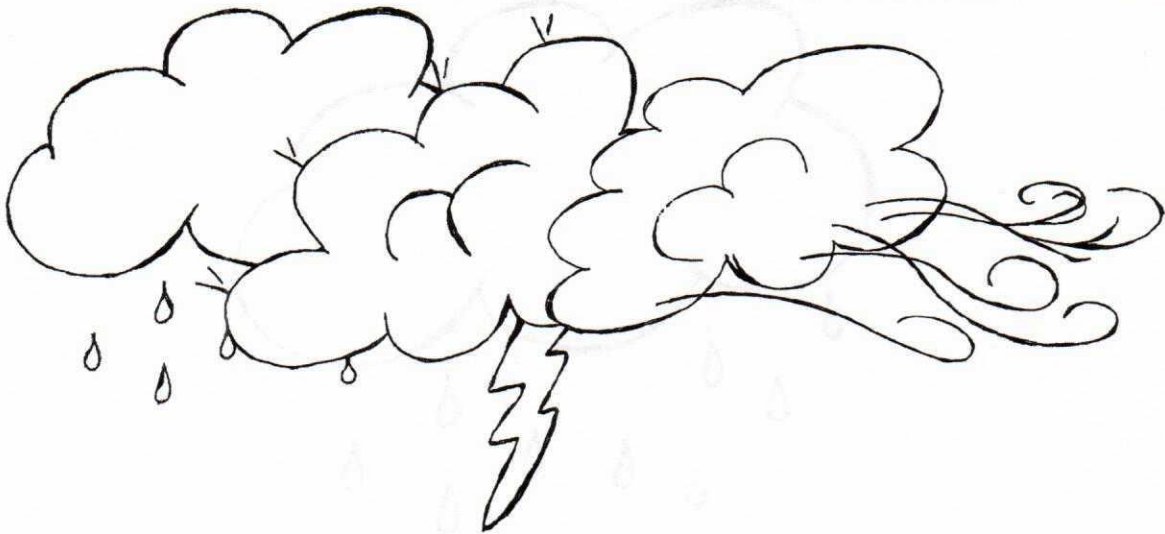
Written by Carrie Hanson
Illustrated by: Clip Art by Carrie & Edu-clips



I see clouds up in the sky.



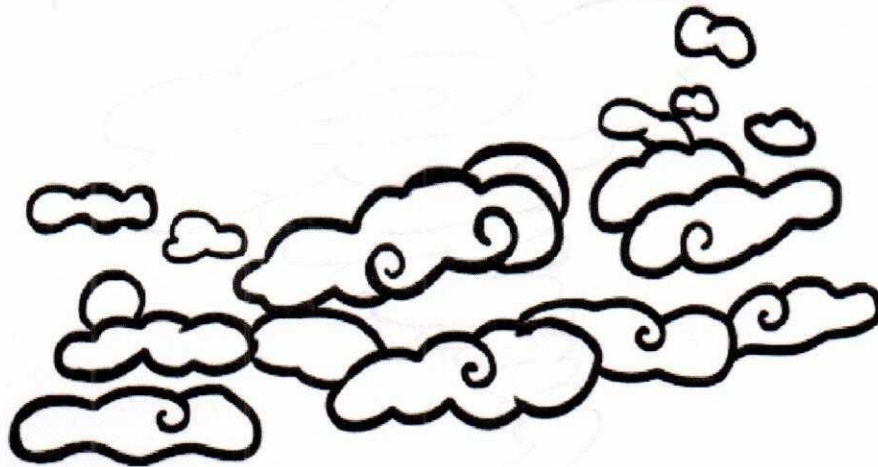
Some clouds bring rain.



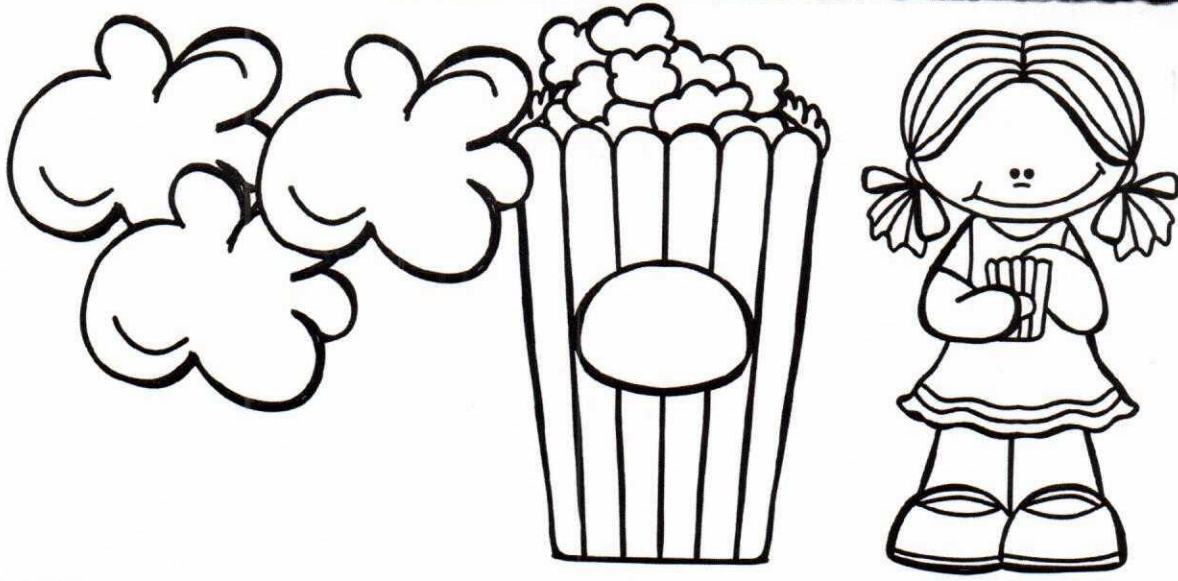
Some clouds bring storms.



Some clouds make tornados.



But some clouds make pictures
of things up in the sky.



Like yummy popcorn I'd like to try!

What do you see?

Students will use the adjectives *limpio* [leem-pyoh] (clean) and *sucio* [soo-syoh] (dirty).

Activity limpio [leem-pyoh] (clean) and sucio [soo-syoh] (dirty):

1. Show students a clean article of clothing and say

Esta limpio.

[Ehs-tah leem-pyoh]

(It's clean)

Have students repeat

Esta limpio.

2. Then show a dirty article of clothing and say

Esta sucio.

[Ehs-tah soo-syoh]

(It's dirty.)

Have students repeat

Esta sucio.

3. Then go around the house pointing at different items or articles of clothing and asking if they are limpio or sucio.

Vocabulary and Phrases

limpio [leem-pyoh] (clean)

sucio [soo-syoh] (dirty)

¿Esta limpio o sucio?

[¿Ehs-tah leem-pyoh o ehs-tah soo-syoh?]

(Is it clear or dirty?)

Esta limpio.

[Ehs-tah leem-pyoh]

(It's clean.)

or

Esta sucio.

[Ehs-tah soo-syoh]

(It's dirty.)

Optional Activity

Have the students draw themselves wearing pants. When they are finished, tell students they are going to make this pair of pants all dirty. Point to the drawing and ask the question;

¿Estan limpios o sucios?

[¿Ehs-tahr leem-pyohs o soo-syohs?]

(Is it clean or dirty?)

Then have them label the drawing “*pantalones sucios*”

Pease Porridge

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot,
Nine days old.

Some like it hot,
Some like it cold,
Some like it in the pot,
Nine days old!

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!

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes, knees and toes,
Head, shoulders, knees and toes, knees and tooooooooooes,
Eyes and ears and mouth and nose,
Head, shoulders, knees and toes, knees and toes!

Kinder Daily Student Instruction Sheet

THURSDAY

ELA

Spalding (20 Minutes)

Literature/Poetry (15 Minutes)

Grammar/Writing (5 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students will review 5 phonograms and 3 spelling words previously learned

Materials needed: Phonogram cards (from home), Spalding W/Th paper, pencil, spelling word parent instructions (refer to Mon), W1D4 (Th) spelling dictation list, word list #4, leveled reader (from reading bag) and reading log.

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

- ☐ Use the phonogram flashcards to review with your student (PA) (5 minutes)
- ☐ Dictate or use the online resource [Phonogram sound videos](#) (if needed) to play a phonogram sound and student writes it on Spalding paper. Today's 5 phonograms: **igh, wr (2 letters), gn (2 letters), au (not used), oe** (PA) (5 minutes)
- ☐ Spelling: Follow the Spelling Words Instructions and use today's Spelling List. (PA) (10 minutes)
- ☐ Reading – 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), Read the leveled reader (I), Read a book of choice and record minutes on reading log. (PA) (20 minutes)

Literature

Goal/Objective: Students will follow directions to place Make Way for Ducklings characters onto a map of Boston and trace their route.

Materials needed: Boston map worksheet, completed map to model, character pictures, scissors, glue, red, blue, and green crayons; Make Way for Ducklings story text if needed for review (from Tues)

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

- ☐ Reread the final portion of Make Way for Ducklings to review when the ducklings and Mrs. Mallard travel to meet Mr. Mallard. Ask your student if they remember the path or places the ducklings crossed to reach Mr. Mallard? (PA)
- ☐ Give your student the map of Boston and discuss what they see. Students should bubble cut to prepare the character pieces. They may color at the end of the activity. (5 minutes)
- ☐ (PA) (10 minutes) Students will follow these verbal directions: Glue the duckling picture to the starting point on the map. (Parents may use the model map to help determine this point-or refer to the story.)
- ☐ Glue the picture of a single duck (Mr. Mallard) onto the finishing point on the map. (Refer to the model map or story.)
- ☐ Glue the police officer picture on the corner where Michael helped them cross the street (between the pond and Mt. Vernon St.)

Kinder Daily Student Instruction Sheet

- ☐ Using a red crayon, trace the path the ducklings follow to reach Mr. Mallard. (Refer to the model map or story.)
- ☐ Using a blue crayon, draw blue dots where the police officers helped the ducklings across another road-how many blue dots will you need? (4) (diagonally across the intersection of Beacon St. and Charles St.)
- ☐ With a green crayon, circle the bicycle that almost hit the Mallards at the beginning of the story (in the park) and circle the big 'white swan' the ducks tried speaking to.
- ☐ Optional: Students may color the character pictures if they like, **taking care to not color over** the particular markings done the map activity.
- ☐ Practice poem memorization: *Rain* (I) (from Monday)

Grammar/Writing

Goal/Objective: Students will complete copy work and identify the **verb** in the sentence.

Materials needed: Grammar writing worksheet (The cat jumped.), pencil

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

- ☐ Read the sentence with your student. Walk your student through how they will copy the sentence onto the Spalding lines below, taking note of capitalizing the first word, making a finger space between words, and finishing with a punctuation mark. (PA)
- ☐ Students will copy the sentence. (I) (5 minutes)
- ☐ Students will identify the **verb** in the sentence by circling it. A **verb** tells what is happening in a sentence, or is the 'action word'. (PA) (1 minute)
- ☐ Optional: Students may illustrate the sentence in the space below. (I)

MATH (30 Minutes)

Math

Goal/Objective: Students will be able to solve story problems that involve addition or subtraction.

Materials needed: Acorn and Frog story problem pages (1 addition problem, 1 subtraction problem), pencil, scissors, glue stick, crayons

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

- ☐ Read the story problem to your child and have them attempt to independently complete the color/cut/paste sheets with story problems about acorns and frogs. One is addition and one is subtraction. Discuss with your child what is happening in each problem. They should cut out the starting number of objects in each problem and then glue them to their paper. (concrete) Then, they will add or cross out depending on what is happening in the story problem. (pictorial) Finally, they should write a number sentence to accompany the story problem. (abstract) (I)(25 minutes)
- ☐ Have your child color the acorns and frogs on worksheets. (I)(5 minutes)

Kinder Daily Student Instruction Sheet

<p>SCIENCE/ HISTORY (15 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will learn that rain, snow, sleet, and hail are all forms of precipitation.</p> <p>Materials needed: Precipitation anchor chart printout, Precipitation mini book</p> <p>Specific Instructions (PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain that water that falls to the Earth is called precipitation. Show student anchor chart and discuss what they see and observe from the chart. Ask which diagram shows rain, snow, hail, and sleet. Ask them why they think so. (PA)(5 minutes) <input type="checkbox"/> Read and complete mini-book discussing the difference between each kind of precipitation. (PA)(10 minutes)
<p>OPTIONAL</p> <p>Art (15-20 Minutes)</p> <p>PE (10 Minutes)</p>	<p><u>Art</u> Goal/Objective: Continue to practice dividing the space (modified grid with dots) of artwork being copied; Corresponding dot grid on drawing paper. This assists in correct proportions and placement during the drawing process. Looking for large shapes first; directions of lines; darkest values; final small details.</p> <p>Materials needed: Bellwork Explanation and Instruction sheet, Pieter Bruegel's <i>Landscape with the Fall of Icarus</i> (provided in resources), Pencil-NO ERASER, 4"x 6" or 5" x 8" index card in lieu of cardstock Optional: Colored Pencils(practice coloring with light pressure-no scribbles); Extra fine sharpie marker to trace over pencil lines before coloring in.</p> <p>Specific Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA=Parent assisted) Student observations; See, Think, Wonder process of observing artwork - "Formal Analysis"; Preparation of correct proportions of drawing paper to match proportions of image; Discussion of artwork preceding copying/drawing of artwork <input type="checkbox"/> (I=independent) Student drawing of artwork, only with parent/guardian supervision, so as to keep scholars "on task"....NO fast scribbles, only careful observations and drawing as a fully engaged scholar. <p><u>PE</u> Goal/Objective: Students will be able to perform a variety of exercises to strengthen muscles and increase heart rate.</p> <p>Materials needed: Mission2 Possible Task Sheet</p> <p>Specific Instructions (I=independent; PA=parent assisted): Either as a team with your family or by yourself, work on each task and check mark the column as you complete your mission! (PA or I)</p>

W1 Day 4 (THURSDAY)

Word	Example Sentence	Notes
boy	He is a very kind boy.	Underline the 2 letter phonogram.
red	My favorite color is red.	No markings.
must	You must read every day!	No markings.

Name _____

Word List #4

t³o day r. 18

l²ook

did

lie

six

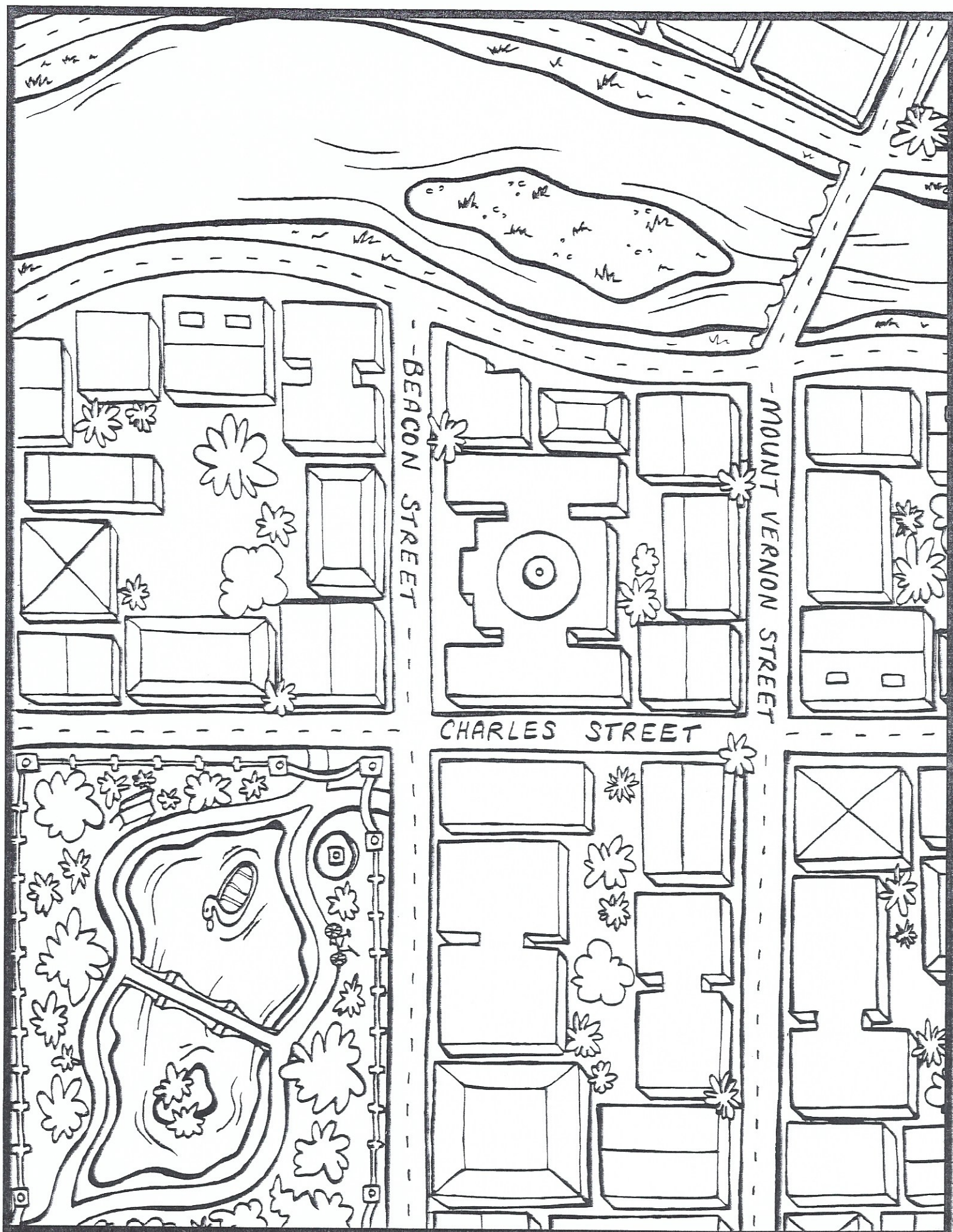
b¹oy

b²ook

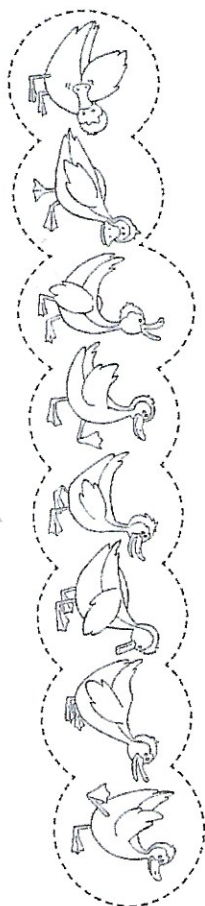
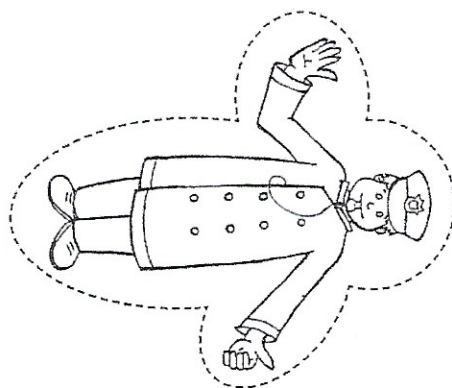
by r. 5, 6

have₂

are₅

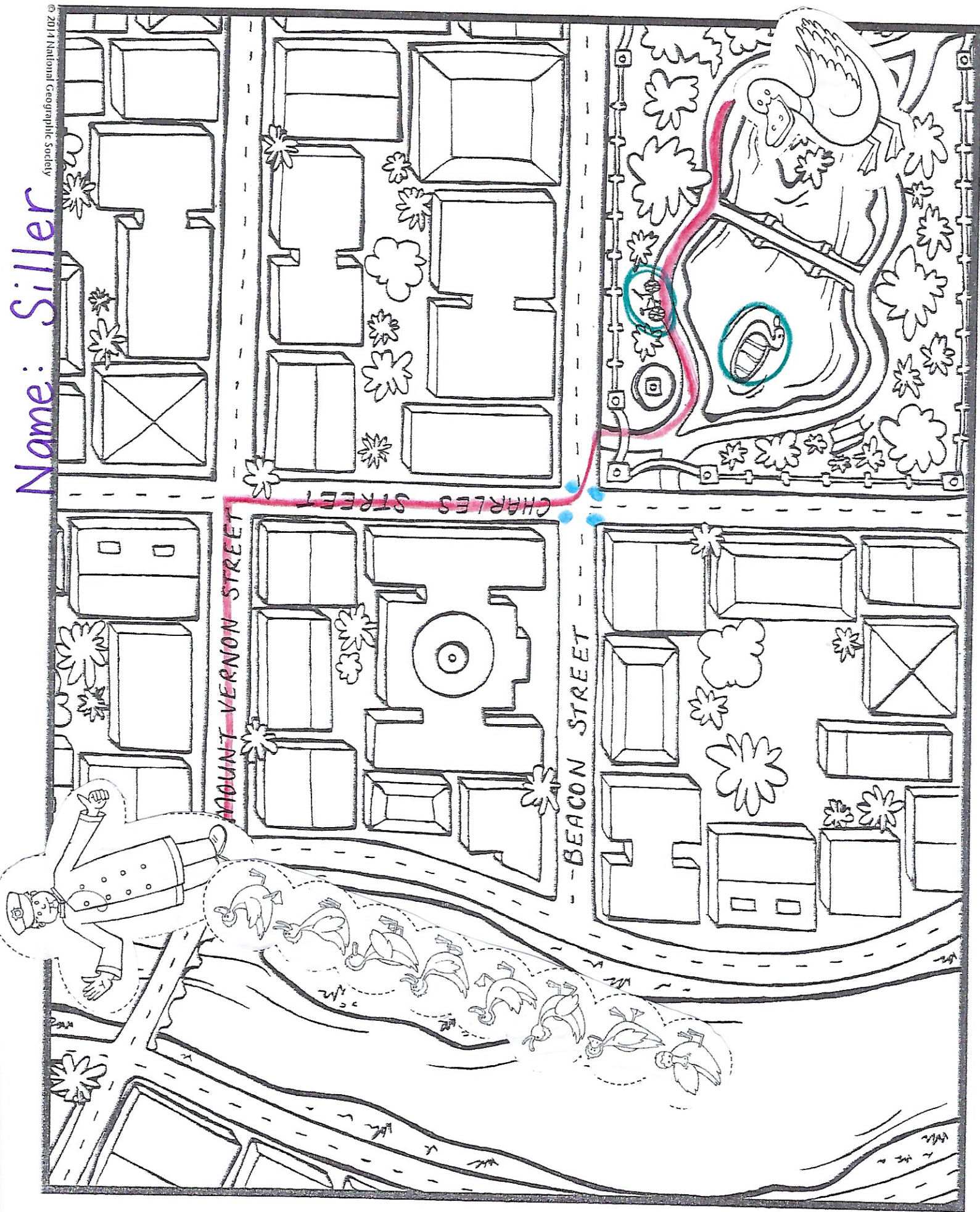


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Name: Siller



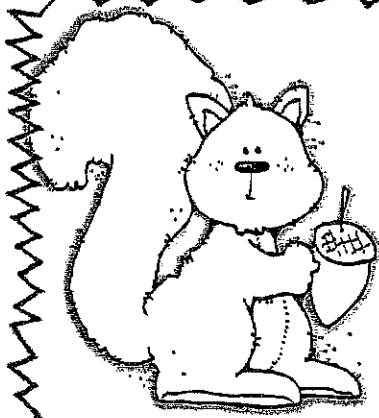
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Name: _____

Date: _____

The cat jumped.

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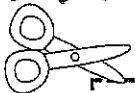
The squirrel found 3 acorns.

Then the squirrel found 6 more acorns.

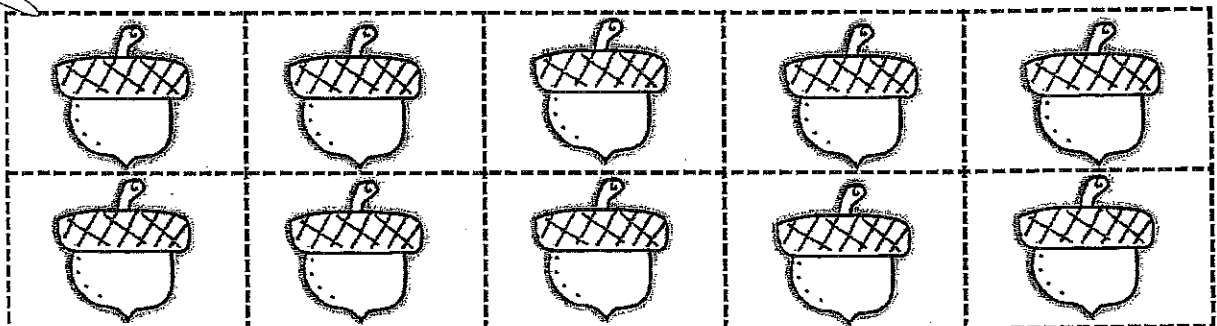
How many acorns does the squirrel have
altogether?

Write a number sentence about the picture.

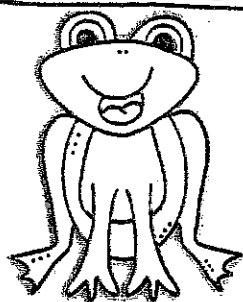
_____ + _____ = _____



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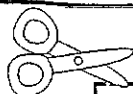
There were 6 frogs on a lily pad.

All of the frogs hopped away.

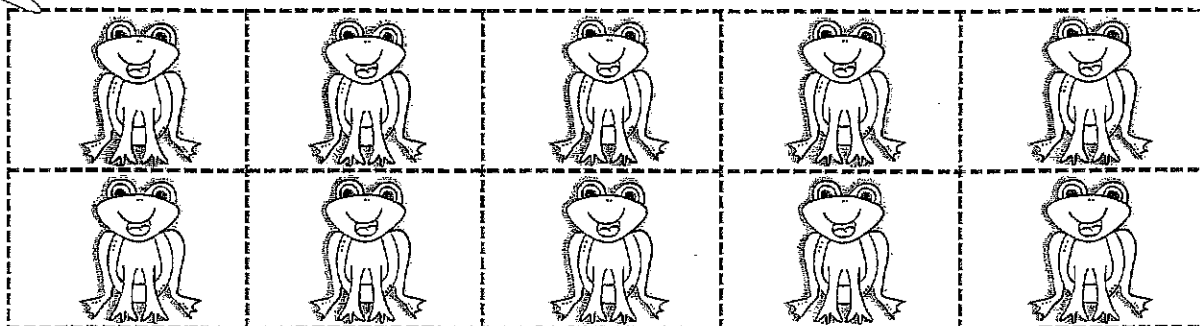
How many are left?

Write a number sentence about the picture.

_____ - _____ = _____



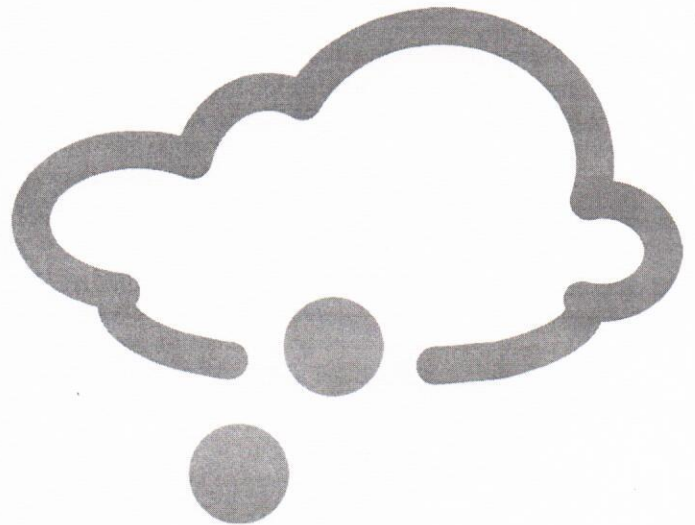
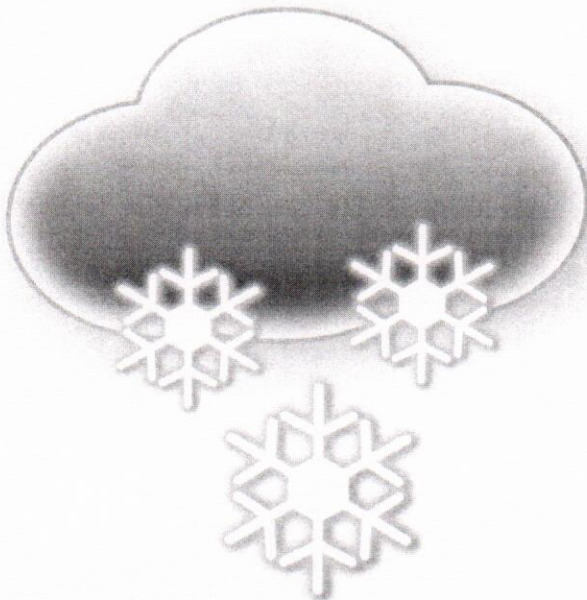
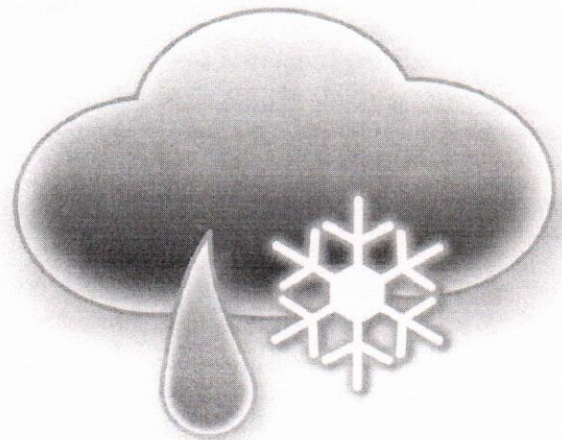
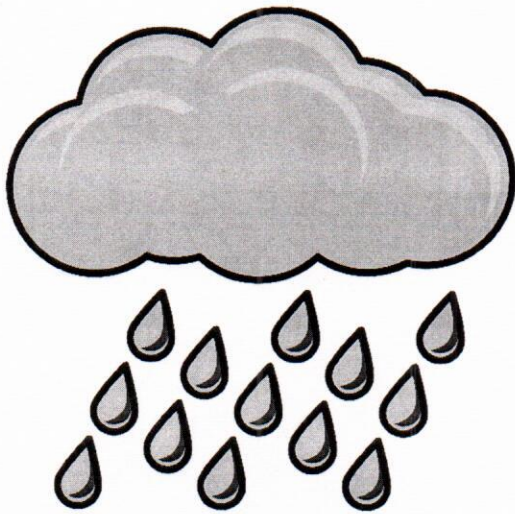
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Precipitation:

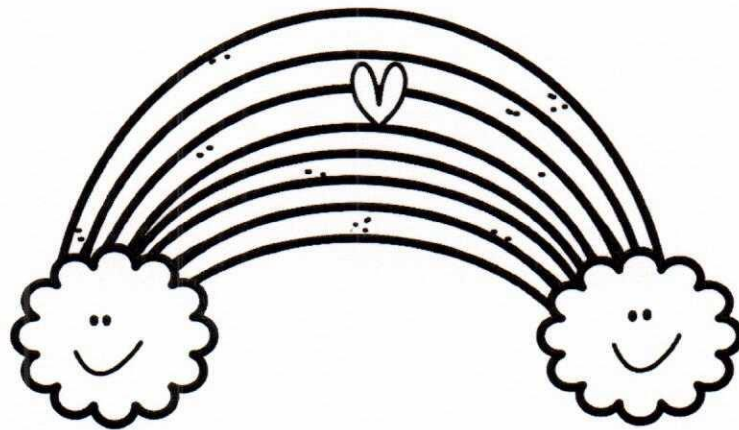
Rain, Sleet, Snow, Hail



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S

Precipitation Mini-Book



©L. Sible 2019

When water
falls from the
sky, it is called
precipitation.

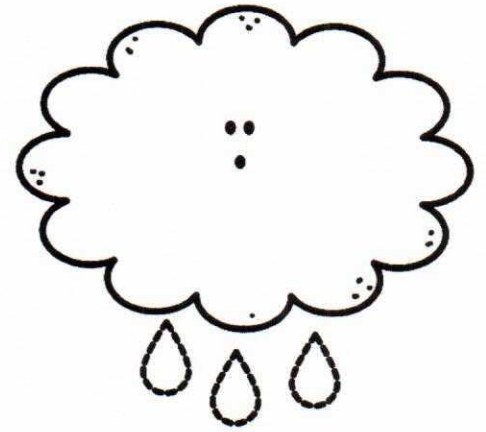


Trace the word, precipitation:

precipitation

Rain

Rain is a type of precipitation.
It waters our trees and plants.



What do you like to do when it rains?

When it rains, I like to

© I. Sible 2017

Snow

Snow is a type of precipitation
that we see in the winter.
When the weather warms up,
the snow melts.



What does snow feel like?

Snow feels

Sleet

Sleet is a mix of rain and snow. It is also called freezing rain.



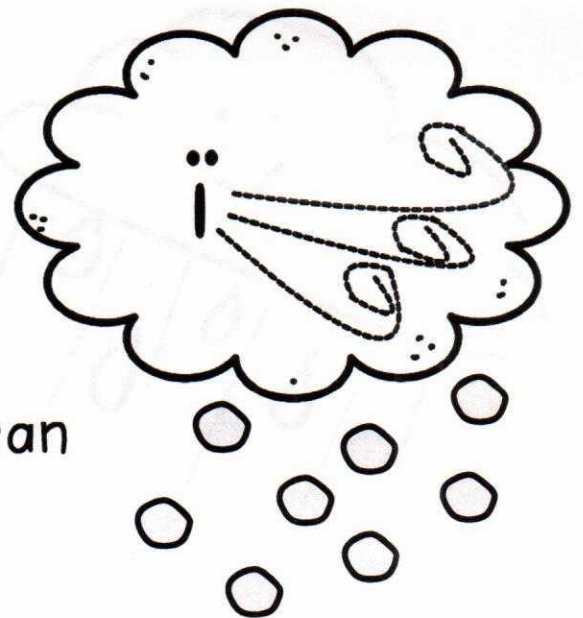
What do you like better, rain or snow?

I like

©L. Stole 2019

Hail

Hail is a form of precipitation made up of chunks of ice. It can be small, or as large as a baseball!



Should you go inside or play outside in a hail storm?

I should

©L. Stole 2019

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Hello K-3 parents,

In the coming weeks, I hope that you will be able to enjoy this special “Specials” time with your children. Despite these unusual circumstances, I love the idea that you will be doing these art observations together with your child. I look forward to hearing stories about your art making when we can all meet once again. Please photograph and save those drawings for me to see.

I hope that integrating a little art into your daily routine will be an enriching experience for both you and your child.

Listed below, are some guidelines for continuing our classroom “Bellwork” routine.

I will provide more specific guidance for you with each assignment.

The beginning of Bellwork is a **Parent Assisted Assignment** to ensure student stays “on task”.

To begin “bellwork”

SEE

- Begin by setting a timer for 1-2 minutes of uninterrupted, completely silent looking. I do this at the start of each and every class (K-3), so your student is very familiar with this. Remind your child -- ***This is silent looking time for only one minute.***
- Ask your child to sit quietly and just LOOK in order to **SEE** what is in the picture. They are **not** to voice any questions just yet. They must keep questions/comments to themselves until the one silent minute is up.
- Once they have settled in, quietly suggest that they **search** for different types of:
 - **LINE** - horizontal, vertical, diagonal, straight, curved.....
 - **SHAPE** - geometric or organic shapes made up of what kind of lines?
 - **COLOR**- warm or cool colors, primary colors, complementary colors.....
 - **VALUE**- darker and lighter areas, creating contrast, shadows and form.
 - **FORM**- What things in the picture look like you could pick them up? Forms have volume and are not flat like drawn shapes on paper.
 - **TEXTURE**- What would it feel like to touch what is in the painting/sculpture? How do you imagine something feeling if you could touch it?
 - **SPACE**- Are there shapes in the “negative space” of the image? Where can you find some shapes that are somewhat hidden? What shapes do you notice first? Are most of the shapes similar or are there many different types of shapes?
(These are the “Elements of Art”)
- ***You may quietly guide them through the image....by hinting at some of the things that you happen to be noticing as well. Ask that they not verbally respond, but just to continue looking and listening to your quiet guidance through the image; speaking to guide and not converse during this silent minute of looking. Statements could be as simple as “what shape do you see in the top right corner of this picture?”.....Do you see similar shapes anywhere else in the picture?”***
- ***You will be setting an example on how to look without judgement or formulation of a story or projecting a meaning, but to instead just look at what it is that you actually SEE in front of you.***

THINK

- **THE SILENT MINUTE IS OVER.....**
- This is the time to share with one another discoveries and observations from their silent looking time.
- The title of the work may be read and discussed as to how it relates to the image.
- Considering the ***elements of art*** mentioned above, ask your child how the artists' choices affect the artwork and why.
- If the artist made different choices, how might that create a very different work of art with different feelings/meaning/message?
- How do the elements of art work together to guide your eye through the work?
- What do you **THINK** the artist wants you to notice first? What are some of the smallest details that are more difficult to notice right away?

WONDER

- All of those questions that you and your child may have about the artwork--Now is the time to research and compare your own discoveries and ideas about the work with the others.
- What was the artists' intent in the work of art? Why did he/she make this work of art? Who is the artwork made for?
- Along with the weekly images of artwork, I will provide some additional links for further research -- videos and readings for you and your child to learn more about the artist and his/her artwork together.

(Independent Work)

CREATE - Specific Instructions given along with the image document.

After looking at and discussing artwork, allow a minimum of 15 minutes of drawing time; copy the image as accurately as possible; with as much detail as possible.

I will provide more specific instructions with each image.

Materials needed will be very basic:

- Index cards (draw on the blank backside) The larger, 4" x 6" size, if possible.
- Pencils, Black ball point pens
- Extra fine black Sharpie (for 2nd, 3rd)
- No erasers please. I emphasize drawing lightly and then cover up "mistakes" with other lines and shading.
- Materials to gather for the coming weeks:
 - Pan watercolors
 - Sidewalk Chalk
 - Q-tips (to rub graphite and chalk into paper)

Daily Bellwork Image #2 - Thursday

Directions for daily Bellwork Observations and Drawing:

1. Display the image below on a computer or print it out in color.

- You may also do a web search for the image (**Pieter Bruegel-*Landscape with the Fall of Icarus (1558)***) and print out the following directions separately.

2. To assist in drawing the image in proportion to the original artwork:

- Cut down a large index card (4" x 6" or 5" x 8") to approximately the same rectangular shape as the painting.
- Ask your scholar to find the center of the image by measuring from corners with fingers -- they have been shown how to do this in class many times.
- Put a dot in the very center of the image using an Expo marker, directly on the computer monitor or print out and mark the center (You could also use the computer drawing tool to "mark up" the center of the image on the screen). *Normally, I'd "mark up" the image projected onto the whiteboard.*
- After they mark the center of the image, then mark the center of the blank PAPER INDEX CARD.
- Ask your scholar to continue to divide up the space between the center dot to the top edge.....and mark with a dot; From the center dot to the bottom edge of paper....and mark with a dot. Continue dividing the space to the right and left of the center dot.
- Ask your student to notice what lines and shapes are near the dots they have just made. **All dots on the image should correspond to a dot on their blank paper.**
- This method will help them to **fill their page** with the image in the correct proportions.

3. Continue drawing as many details with pencil only. **NO ERASER**

- **AS YOUR SCHOLAR IS DRAWING, YOU MAY DISCUSS THE STORY OF ICARUS:**
 - <https://www.dltk-kids.com/world/greece/m-story-icarus.htm>

- **Scholarly Article for further independent study: (optional)**
 - <https://www.bl.uk/collection-items/landscape-with-the-fall-of-icarus#>
- **Museum Video Link: (optional)**
 - <https://artsandculture.google.com/exhibit/landscape-with-the-fall-of-icarus-%C2%A0-royal-museums-of-fine-arts-of-belgium/MglyXpmuNdcLJg?hl=en>

Pieter Bruegel
***Landscape with the Fall of Icarus* (1558)**



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Mission 2 Possible - Task Sheet

For Mission 2 try to accomplish these tasks outside. Good luck and have Fun!

Complete	Missions
	Do 5 skier jumps in each corner of your yard
	Gallop one lap around your yard.
	Do 12 high knees.
	Do 10 arm circles forward.
	Jump using both feet from one side of your yard to the other.
	Do 8 pretend baseball pitches
	Walk a lap around your yard
	Jog a lap around your yard
	Pretend to jump rope for 1 minute.
	Stretch and touch your toes.
	Do any dance move for 30 seconds.
	Complete 10 frog jumps
	Grapevine or shuffle across your yard and back 2 times.

*Complete these tasks alone or do missions together as a team.

*Complete the missions in any order.

*When you are done with the missions, do a frog jump and yell "Mission Accomplished!"

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Kinder Daily Student Instruction Sheet

FRIDAY

ELA

Spalding (20 Minutes)

Literature/Poetry (10 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students will review 8 spelling words previously learned

Materials needed: Phonogram cards (from home), Spalding Fri. paper, pencil, spelling word parent instructions (refer to Mon), W1D5 (Fri) spelling dictation list, word list #5, leveled reader (from reading bag) and reading log.

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

- ☐ Use the phonogram flashcards to review with your student (PA) (5 minutes)
- ☐ Spelling: Follow the Spelling Words Instructions and use today's Spelling List. (PA) (15 minutes)
- ☐ Reading – Give your student today's word list #5 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), Read the leveled reader (I), Read a book of choice and record minutes on reading log. (PA) (20 minutes)

Literature

Goal/Objective: Students will review this week's poem; Students will learn a new core saying.

Materials needed: *It's Raining Cats and Dogs* worksheet, crayons

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

- ☐ Introduce the core saying *It's Raining Cats and Dogs* by reading it and then asking the following questions – What do you think this saying might be about?, How does the saying relate to weather and the seasons?, Can you recall a tall tale we read where it was raining cats and dogs? (Casey Jones), What are things we like to do when it's raining cats and dogs outside? (5 minutes)
- ☐ Students can illustrate some of those things they like to do when it is raining hard outside. (I) (5 minutes)
- ☐ Review poem memorization: *Rain* (I)

MATH

(30 Minutes)

Math

Goal/Objective: Students will be able to solve story problems that involve addition or subtraction.

Materials needed: Cheese and Carrot story problem pages (1 addition problem, 1 subtraction problem), pencil, scissors, glue stick, crayons

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

- ☐ Read the story problem to your child and have them attempt to independently complete the color/cut/paste sheets with story problems about cheese and carrots. One is addition and one is subtraction.

Kinder Daily Student Instruction Sheet

	<p>Discuss with your child what is happening in each problem. They should cut out the starting number of objects in each problem and then glue them to their paper. (concrete) Then, they will add or cross out depending on what is happening in the story problem. (pictorial) Finally, they should write a number sentence to accompany the story problem. (abstract) (I)(25 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Have your child color the cheese and carrots on worksheets. (I)(5 minutes)
SCIENCE/ HISTORY (15 Minutes)	<p><u>Science</u></p> <p>Goal/Objective: Students will see the predictable pattern of the seasons recognizing the trees and clothing in each season and how they are different .</p> <p>Materials needed: The Seasons matching color sheet</p> <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> Review and discuss characteristics of the four seasons. (PA)(5 minutes)<input type="checkbox"/> Show students the Season's worksheet and ask them to identify each season using the pictures. Ask them why they think so. Have them match the seasonal word with the appropriate picture using a crayon or a pencil. (PA)(5 minutes)<input type="checkbox"/> Students can color the pictures using appropriate colors. (I) (5 minutes)
	<p>Congratulations on finishing Week 1! We're so proud of your hard work, and we miss you!</p> <p>Have a wonderful weekend!</p>

Name _____

Friday

1.

2.

3.

4.

5.

6.

7.

8.

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W1 Day 5 (FRIDAY)

Word	Example Sentence
you	I love you very much.
had	She had a great day.
time	It is time for bed.
be	Will you be my friend?
must	I must do my chores now.
this	This cake is yummy!
him	I like him a lot.
red	The apple is red.

Name _____

Word List #5

but

th²is

all r. 17

y³ou

y³ou

out

time

may r. 18

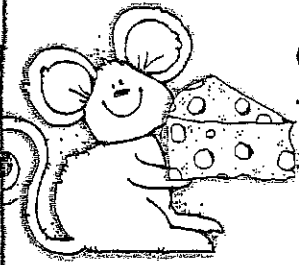
in to³

him

It's raining cats and dogs.

People use this saying to mean that it is raining very, very hard.

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Color, cut and paste:

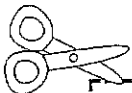
The hungry mouse ate 8 pieces of cheese.

Then he ate 2 more pieces of cheese.

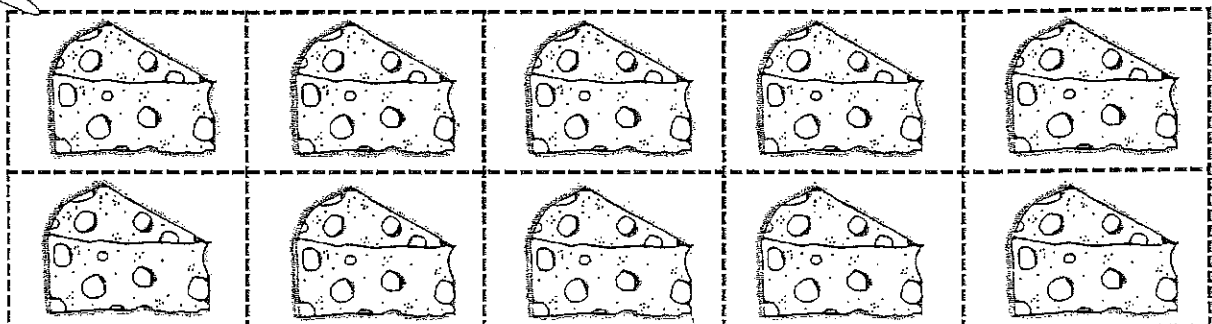
How many pieces of cheese did he eat in all?

Write a number sentence about the picture.

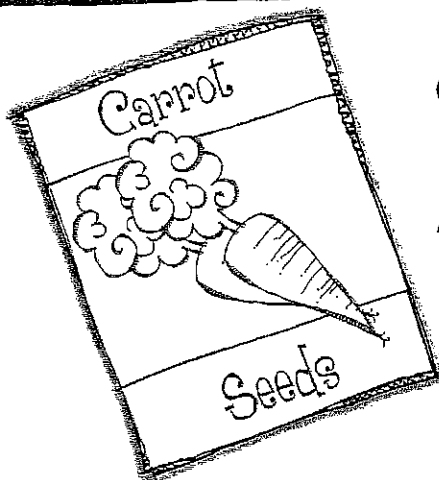
_____ + _____ = _____



Cut.



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Color, cut and paste:

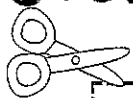
Kate planted 8 carrots.

A gopher ate 3 carrots.

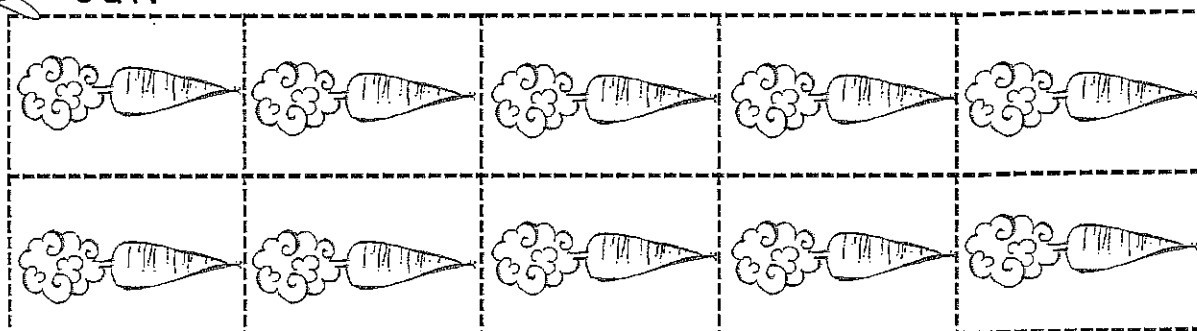
How many carrots are left?

Write a number sentence about the picture.

_____ - _____ = _____



Cut.



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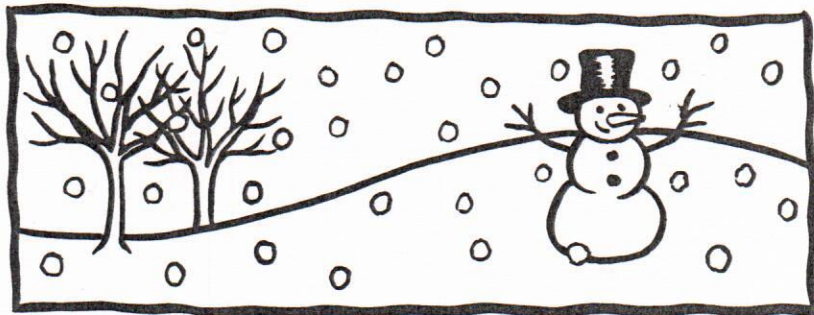
Name _____ Date _____

The Seasons

Winter



Spring



Summer



Fall



Directions: Tell children you are going to read the words on the left. For each season word, have children draw a line connecting the appropriate picture to the word you have just read. Then, ask them to color the pictures. They should use colors appropriate to the season.

Purpose: To review the concept of the four seasons of the year

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Appendix Pages

Spalding MARKINGS

This is a list of several common Spalding markings and their explanation.

The Marking:	The Reason:
bath <u>h</u>	Underline a phonogram that has more than one letter to show that the letters together make one sound.
he <u>r</u> r. 4	Underline a vowel saying its name at the end of a syllable (rule 4).
do ³	If a phonogram is saying any sound other than its first sound AND there is not a rule to explain the sound being made (i.e. rule 4), write a number above the phonogram to indicate which sound the phonogram is making.
yo ³ <u>u</u>	Underline a phonogram that has more than one letter. Write a number above the phonogram if it is not saying its first sound.
of =	Underline a phonogram twice if it does not say its typical sound or if we do not hear the phonogram in the word.
let te <u>r</u>	Insert a clock space to show where words are broken into syllables.
time _ _ _	Marking for job 1 of silent final e: The silent final e lets the vowel say its name.
love ₌₂ blue ₌₂	Marking for job 2 of silent final e: English words don't end in "u" or "v."
charge ₌₃ dance ₌₃	Marking for job 3 of silent final e: The silent final e lets "c" say "s" or "g" say "j."
lit tle ₌₄	Marking for job 4 of silent final e: Every syllable must have at least one vowel.
are ₌₅	Marking for job 5 of silent final e: "No job e." The silent final e is not helping any other letter in the word say its sound. This silent final e is usually a remnant of a word used in an earlier version of English (i.e. come/cometh or are/aren).
[sits sit	Bracket words to show a connection between them.