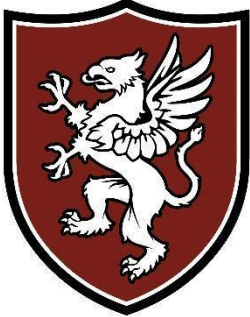


GreatHearts

Northern Oaks



Distance Learning Packet

April 6-April 9, 2020

Kindergarten

Mrs. Hildebrand

Mrs. Siller

Ms. Boes

Mrs. Welch

Student Name: _____ Section: __

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Student Attendance Affidavit

April 6-9, 2020

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

Monday, April 6, 2020

Tuesday, April 7, 2020

Wednesday, April 8, 2020

Thursday, April 9, 2020

Friday, April 10, 2020 - **NO SCHOOL**

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____



Week 2 Packet Instructions for Parents

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

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

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

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

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

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

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

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

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

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

Instructions for turning in completed packets:

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

Kinder Daily Student Instruction Sheet

MONDAY April 6, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students will learn 1 new phonogram, review 4 previously learned phonograms, and learn 3 new spelling words.

Materials needed:

- Phonogram cards (from home)
- [Spalding Mon./Tues. paper](#)
- pencil
- **Pink Spalding Notebook** (sent home last week)
- [Word List #3](#)
- leveled reader (from reading bag)
- [reading log](#) (in appendix)

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

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

- Introduce the new phonogram 'si'. Use the Spalding phonogram video from the Great Hearts parent resources page to hear the sound and see its formation. [Phonogram sound videos](#)
- Phonograms/cards to review today: **si, or, th, ey, oy**
 - Parents will show the phonogram card to student one a time.
 - Student will say the sounds (in order) made by that phonogram.

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

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

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

- Phonograms to write today on the Spalding lined paper, in the Monday column:
si, or, th, ey, oy.
- Parent says sounds of one phonogram card (hide card so student cannot see)
- Student repeats sounds back to parent and then writes the phonogram. Students will write today's phonograms in the Monday column.
- Immediately correct any errors observed.

Spalding continued on the next page.

Kinder Daily Student Instruction Sheet

(PA) (6 min) Spelling

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

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

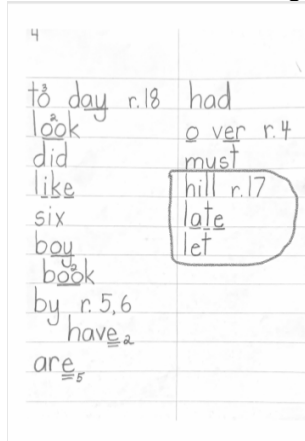
Note: 1. Remind students to use their phonogram knowledge and spelling rules.

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

- ❑ Students will write today's words **once** in their **pink Spalding notebook**.

Word	Example sentence	Rules / Notes
hill r. 17	Jack ran down the <u>hill</u> .	We often double 'l' after a single vowel in a one syllable word, rule 17.
<u>late</u>	Don't be <u>late</u> for school!	The 'e' <u>lets</u> the 'a' say /a/, job 1 of silent final 'e'.
let	My mom <u>let</u> me go to the park.	• No markings.

Example of **Pink Spalding Notebook** after writing today's words:



Spalding continued on the next page

Kinder Daily Student Instruction Sheet

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

- (PA) (5 min.)** Give your student today's Word List #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). Or, read along with [Ms. Boes](#) in the video at 4:18.
- (I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log.

Literature

Goal/Objective: Students will learn a new poem, identify **rhyming words**, and begin to memorize the poem. Students will read a chapter from Little Bear and complete a worksheet to sequence events from the story, using text to support their answers.

Materials needed:

- [It's Raining, It's Pouring](#) poem worksheet
- [Little Bear: Chapter 1 by Else Holmelund Minarik](#)
- [Little Bear: Chapter 1 sequencing worksheet](#)

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

- (PA) (5mins)** Read the poem to your student, read it by stanza or line and have your student repeat it after you, then read it together and create motions together if you want to help with memorization.
- Optional **(PA) (5mins):** Ask your student about **rhyming words**.-
 1. What are rhyming words? *Rhyming words have the same ending sounds, like cat and hat.*
 2. Do you hear rhyming words in this poem? *Yes, pouring, snoring, and morning are rhyming words.*
 3. Are there any more rhyming words? *Yes, head and bed are rhyming words.*
- (PA) (2mins)** Before the reading, review the parts of a book: the **front cover**, the **spine**, the **back cover**, **title**, **author**, and **illustrator**. This book also has a **table of contents**. The **table of contents** is an information page at the beginning of books that tells us on what page a certain chapter begins.
- (PA) (1min)** Using the **table of contents**, ask your child what page they need to find for today's chapter, *What Will Little Bear Wear?* (p. 11)
- (PA) (10mins)** In class, this is a book that we read aloud together. The students may need help with bigger words, but there are many of our spelling words that they may read independently. Read the chapter, *What Will Little Bear Wear?* in Little Bear, by Else Holmelund Minarik or read along with your teacher in the Zoom class!
- (PA) (2mins)** After reading, ask your student the following questions, referring back to the text to find their answers:
 1. Who are the characters in this chapter? *Little Bear and Mother Bear are the characters.*

Kinder Daily Student Instruction Sheet

	<ol style="list-style-type: none"> 2. What is Little Bear's problem? <i>He is cold when he plays outside.</i> 3. What is the solution to the problem? <i>Mother Bear gives Little Bear things to wear so he's not cold.</i> 4. Do you remember which thing he put on first? <i>He put on a hat first.</i> 5. What did he add next? <i>He put on a coat.</i> 6. What is next? <i>Little Bear put on snow pants.</i> 7. What did he have on last? <i>Little Bear has on his fur coat.</i> <p><input type="checkbox"/> (I) (5mins) Following the review of events above, students will complete the sequencing worksheet independently to turn in. They should:</p> <ol style="list-style-type: none"> 1. Write their name at the top. 2. Cut out the sequencing pictures. 3. Glue the sequencing pictures in order, left to right according to what Little Bear wears in the story. 4. (Optional) Students may color the pictures.
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Students will be able to count and recite numbers to 30 in order.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • 1-30 Number line (save for use all week) • Tens & Ones Chart (save for use all week) • Textbook B p. 108 • Missing numbers to 30 WS (Raindrops) • pencil, crayons <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <p><input type="checkbox"/> (PA)(15 minutes) Mrs. Hildebrand introduces the lesson here. Ask your child to open to textbook p. 108 (this page is practice and will not be collected). What do they notice about the stones? How are the stones grouped by tens? Invite your child to color the final group of 10 (numbers 21 to 30) red.</p> <p><input type="checkbox"/> (I)(15 minutes) Have your child complete the Missing numbers 1-30 (Raindrops) WS using the 1-30 number line. This page will be collected for a grade.</p>
<p>SCIENCE/ HISTORY (15 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will learn that plants need sun, water, air, and soil to live.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • "What a Plant Needs to Grow" information sheet • "What a Plant Needs" worksheet • a plant that you have in the house or outside <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <p><input type="checkbox"/> (PA) (5 minutes) Mrs. Welch has a video, or if possible, show your student a plant. Ask them what they think that plant needs in order to grow bigger and stronger. After listening to them, tell them that you are going to read to them what plants need in order to survive.</p>

Kinder Daily Student Instruction Sheet

	<ul style="list-style-type: none"><input type="checkbox"/> (PA) (5 minutes) Parent will read What a Plant Needs to Grow information sheet. Afterwards, check your student's comprehension and ask: <i>Why do plants need soil? Why do they need water (sunlight, air, and fertilizer)?</i><input type="checkbox"/> (PA, I) (5 minutes) Parent will read and explain what student needs to do on What A Plant Needs worksheet. Student will complete worksheet independently to turn in.
<p>OPTIONAL Spanish (10 Minutes)</p> <p>Music (5-10 Minutes)</p>	<p><u>Spanish</u> Goal/Objective: Your student will provide information about their house (apartment) and review previously learned concepts.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● Teacher notes● audio file● video of numbers and colors<ul style="list-style-type: none">○ Numbers: https://safeYouTube.net/w/yRI3○ Colors: https://safeYouTube.net/w/dRI3 <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) Walk around your house (apartment).<input type="checkbox"/> (PA) Point to the door and say "la puerta."<input type="checkbox"/> (PA) Have your student repeat, "la puerta."<input type="checkbox"/> (PA) Do the same for the windows and the roof.<input type="checkbox"/> (PA) Then ask your student specific questions about your house (apartment): ¿De qué color es la casa (apartamento)?, ¿Dónde está la puerta?, ¿Dónde está la ventana?, ¿Dónde está el techo? ¿Cuántas ventanas hay? and ¿Cuántas puertas hay?<input type="checkbox"/> (PA) Each time you ask a question, reinforce your student's responses. <p>https://ghnospanishk-2.blogspot.com/2020/03/april-6-april-10.html</p> <p><u>Music</u> Goal/Objective:</p> <ul style="list-style-type: none">● Practice pointing to the beat while singing a song● Teach someone in your home Sally Go 'Round the Sun <p>Materials needed: Beat Chart</p> <p>Specific Instructions: (I=independent; PA=parent assisted): PA</p> <ul style="list-style-type: none"><input type="checkbox"/> PA: Have your student point to the steady beat while singing "Frosty Weather" Text Below: Frosty weather, snowy Weather When the wind blows, we all get together!<input type="checkbox"/> See Blog for support!

Kinder Daily Student Instruction Sheet

- I: Students! Teach someone in your family the activity for “Sally Go ‘Round the Sun’
 - First join hands in a circle
 - Decide which direction you are going to walk first (COUNTER-clockwise is a good choice!)
 - Remember to switch directions on BOOM!
 - Sing the song a couple of times. Try singing soft, loud, slow and fast!

Text below:

Sally Go ‘Round the Sun
Sally Go ‘Round the Moon
Sally Go ‘Round the Sunshine
Every Afternoon, Boom!

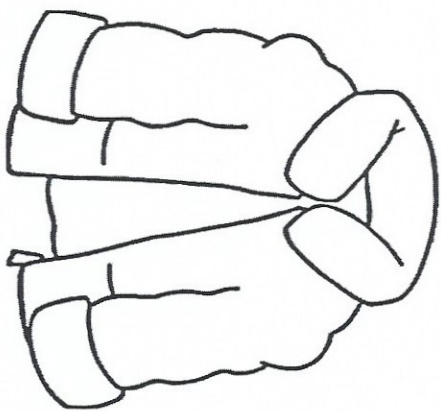
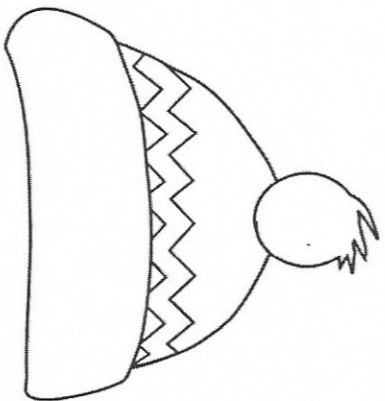
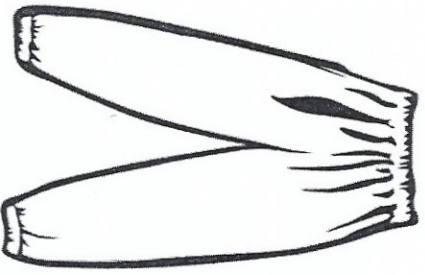
Name: _____ Date: _____

Little Bear

Chapter 1: "What Will Little Bear Wear?"

Directions: Color, cut and paste the pictures in the order Little Bear wears them.

1	2	3	4
---	---	---	---



I	2	3	4	5	6	7	8	9	10
II	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Tens



Ones



Name: _____

Write each missing number.

1



3

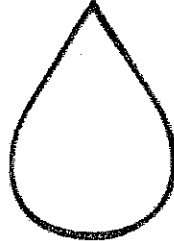


5

6

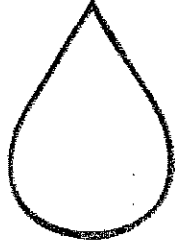


8



10

11



13



15

16



18



20

21



23



25

26



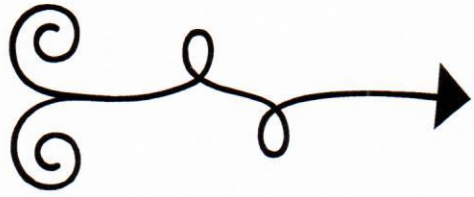
28



30

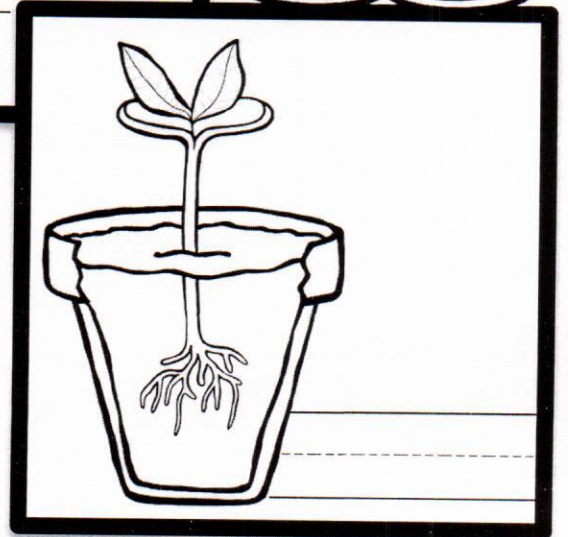
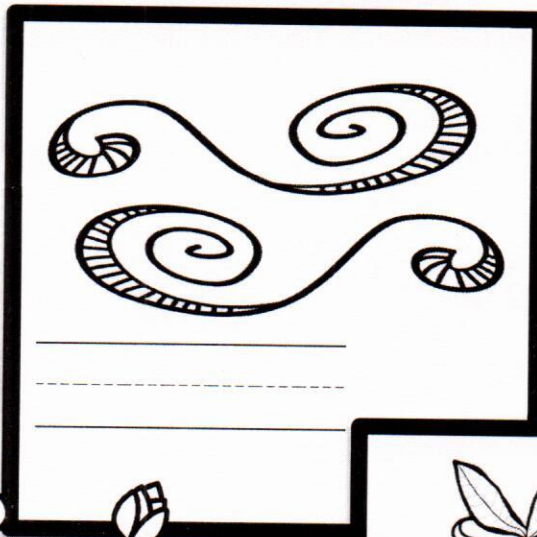
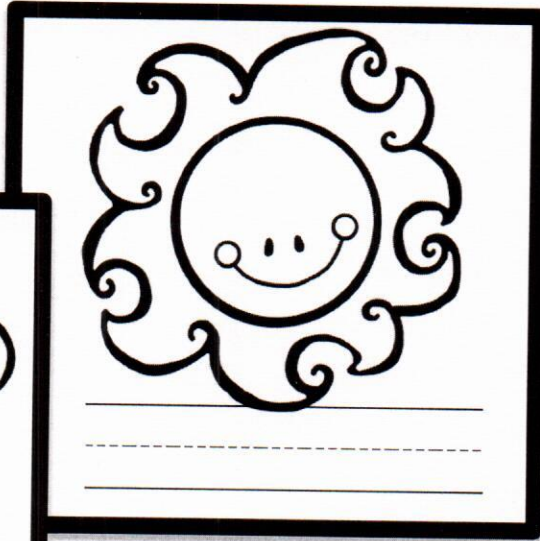
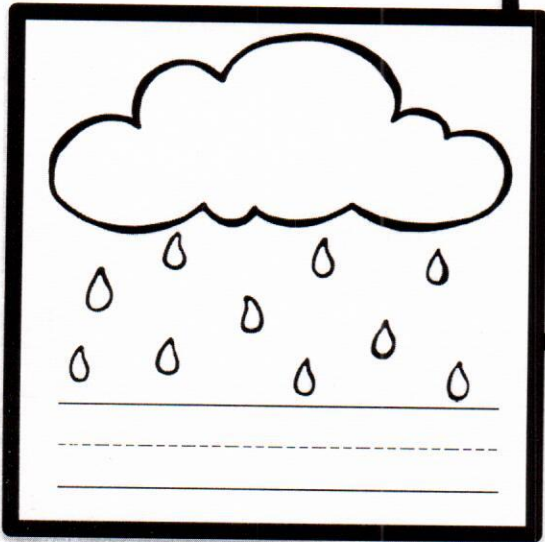
What A Plant Needs

Needs



Labels:

- Sun
- Water
- Air
- Soil



Vocabulary and Phrases

Spanish W3 Weekly Teacher Notes

mi casa **mi apartamento**
my house my apartment

¿ **Dónde está** _____? (insert vocabulary words for the door, the window and the roof)
Where is the _____?

Example

¿**Dónde está la puerta?** **Where is the door?**

la puerta **la ventana** **el techo**
the door the window the roof

¿ **Cuántas** _____ **hay?** (insert vocabulary words for doors and windows)
How many _____ are there?

Example

En mi casa hay dos baños. (In my house there are two bathrooms.)

puertas **ventanas**
doors windows

¿**De qué color es?** (Point to the door, window or roof?)
What color is it?

¿**De qué color es la casa?**
What color is the house?

¿**De qué color es el apartamento?**
What color is the apartment?

Monday

- Walk around your house (apartment).
- Point to the door and say *la puerta*.
- Have your student repeat, "la puerta."
- Do the same for the windows and the roof.
- Then ask your student specific questions about your house (apartment): ¿De qué color es la casa (apartamento)?, ¿Dónde está la puerta?, ¿Dónde está la ventana?, ¿Dónde está el techo? ¿Cuántas ventanas hay? and ¿Cuántas puertas hay?
- Each time you ask a question, reinforce your student's responses

Wednesday

- Review Monday's lesson
- *Mi casa (apartamento)* activity:
 - Tell your student they are going to draw a picture of their house (apartment).
- As your student draws, have your student answer some of the questions from Monday's lesson. Encourage them to be as descriptive as possible and to use the vocabulary and phrases from the teacher notes.

Kinder Daily Student Instruction Sheet

TUESDAY April 7, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students review 5 previously learned phonograms and learn 3 new spelling words.

Materials needed:

- Phonogram cards (from home)
- Spalding Mon./Tues. paper (from Monday)
- pencil
- **Pink Spalding Notebook**
- [Word List #5](#)
- leveled reader (from reading bag)
- reading log

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

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

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

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

- Phonograms to write today on the Spalding lined paper in the Tuesday column: **ee, ear (early), oo, s, oa**.
- Parent says sounds of one phonogram card (hide card so student cannot see).
- Student repeats sounds back to parent and then writes the phonogram. Students will write today’s phonograms under the Tuesday column.
- Immediately correct any errors observed.

Spalding continued on the next page.

(PA) (6 min) Spelling

Kinder Daily Student Instruction Sheet

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

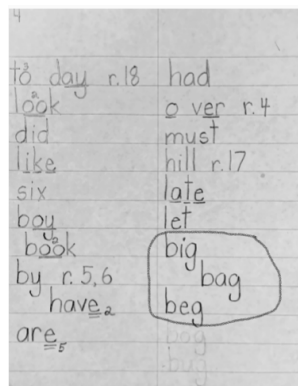
First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none"> ● Says the word ● Says the word in a sentence ● Says the word again 	<ul style="list-style-type: none"> ● Repeats the word ● Determines the base words (and prefix/suffix, if applicable) ● Shows syllables with fists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

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

- Students will write today's words **once** in their **pink Spalding notebook**.

Word	Example sentence	Rules / Notes
big	The elephant was <u>big</u> .	No markings.
bag	He put the sandwich in the <u>bag</u> .	No markings.
beg	The dog likes to <u>beg</u> for food.	No markings.

Example of **Pink Spalding Notebook** after writing today's words:



Spalding continued on the next page

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

Kinder Daily Student Instruction Sheet

- (PA) (5 min.)** 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). Or, read along with [Ms. Boes](#) in the video at 3:24.
- (I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log.

Literature

Goal/Objective: Students will read a chapter from Little Bear and answer comprehension questions using text to support their answers.

Materials needed:

- [Little Bear: Chapter 2](#) by Else Holmelund Minarik
- [My Story Map worksheet](#) (optional), crayons
- [teacher notes](#) for My Story Map (in appendix)

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

- (PA) (1min)** Using the **table of contents**, ask your child what page they need to find for today's chapter, *Birthday Soup?* (p. 22)
- (PA) (10mins)** In class, this is a book that we read aloud together. The students may need help with bigger words, but there are many of our spelling words that they may read independently. Read the chapter, *Birthday Soup?* in Little Bear, by Else Holmelund Minarik or [read along with Mrs. Siller!](#)
- (PA)** After reading, ask your student the following questions, referring back to the text to find their answers. They may answer verbally (encourage complete sentences) **(2mins)** , OR (optional) draw on their Story Map worksheet **(10mins)**. Use the teacher notes (in appendix) to guide your student's Story Map
 1. Who are the characters in this chapter? *Little Bear, Mother Bear, Hen, Duck, and Cat are the characters in this chapter.*
 2. What is the setting of this chapter? *The setting is Little Bear's house (specifically the kitchen).*
 3. What is the problem? *Little Bear thinks he will not have a birthday cake to share with his friends.*
 4. What is the solution to the problem? *Little Bear makes birthday soup to share with his friends.*
- (I) (3mins)** Practice poem memorization: *It's Raining, It's Pouring* (from Monday)

MATH
(30 Minutes)

Math

Goal/Objective: Students will work on ordering numbers 1-30, focusing on determining which numbers come before and after a given number.

Kinder Daily Student Instruction Sheet

	<p>Materials needed:</p> <ul style="list-style-type: none"> ● 1-30 Number line (from Monday) ● Tens & Ones Chart (from Monday) ● Textbook B p. 109 ● Rainbow before and after numbers WS ● pencil <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA)(15 minutes) Have your child look at textbook p. 109 and complete by finding the missing numbers (this is practice will not be collected) <input type="checkbox"/> (I)(15 minutes) Your child will then look at the Rainbow before and after numbers WS and use their 1-30 number line to help them complete it. This page will be collected for a grade. (Optional) They may color the rainbow when they are finished.
<p>SCIENCE/ HISTORY (15 Minutes)</p>	<p><u>Science</u></p> <p>Goal/Objective: Students will learn the main parts of a plant: flower, leaf, stem, and roots</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● a plant ● Parts of a Plant instructional poster ● Parts of a Plant worksheet ● Parts of a Plant song <p>Specific Instructions: (I=independent PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) (5 minutes) Display the plant you showed your student yesterday. Ask them if they know the parts of a plant and invite them to tell you what they know. <input type="checkbox"/> (PA) (5 minutes) Show your student the Parts of a Plant instructional poster and read about each part of the plant. Afterwards, check for comprehension by asking them questions such as: Why is the stem important? What is the job of the roots? What is the purpose of the leaf? What does the flower do? <input type="checkbox"/> (PA, I) (5 minutes) Provide your student with the Parts of a Plant worksheet. Give instructions to fill in the appropriate blank with the correct word and have them complete the work independently to turn in. <input type="checkbox"/> Optional: Teach your student the Parts of a Plant song to the tune of Head, Shoulders, Knees, and Toes.
<p>OPTIONAL ART</p>	<p><u>ART</u></p> <p><u>Week 3 Art Project:</u> Monet: Japanese Bridge AND/OR Bell Work</p>

Kinder Daily Student Instruction Sheet

Week 2 Project (10-15 Minutes)

Goal/Objective:

- FINISH Monet Painting (If you have not already)
- If completed with Monet Painting, please work on **"Bell work"** this week
 - At the very minimum, I would like scholars to spend ONE MINUTE of SILENT LOOKING TIME, and then DISCUSSION WITH PARENTS
 - Art Images will be posted on Mrs. Northway's Blog.

Materials needed:

- [Packet Documents](#)
- View Video on [Blog](#)
- 8 ½ x 11" **THICK** paper such as cardstock, inside of cereal box, poster board....watercolor or mixed media paper if possible
- Colored Pencils
- Crayons
- Watercolors

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

(PA=Parent assisted)

- Parents will assist scholars in "marking up" the image with dots, so that scholars may copy work onto paper and it is proportional to original painting.
- Remind Scholar to use colored pencils only for lines and shapes--NO graphite pencils please; Fine point sharpie for SOME of the darkest value lines and shapes; crayons for coloring in.

(I=independent)

- All drawing is done by students. Parents only assist in reminding scholars to fill the space of paper to match that of the image.
- See Packet documents and Mrs. Northway's Blog for Step by Step instructions and videos. [Mrs. Northway has a video to help you!](#)
- Additional Step by Step instructional video, slides, and instruction PDF may be found on Mrs. Northway's Blog link: <https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html>

PE

Goal/Objective: Students will perform a variety of anaerobic exercises to increase their strength and endurance.

PE (10 Minutes)

Kinder Daily Student Instruction Sheet

Materials needed: A deck of cards (can be homemade), [Playing Card Fitness](#) (included in packet)

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

- (PA)** Parents will read and show students Playing Card Fitness sheet.
- (PA or I)** Students will begin Playing Card Fitness. Students may do exercises individually, with a partner, or as a family.

Name: _____

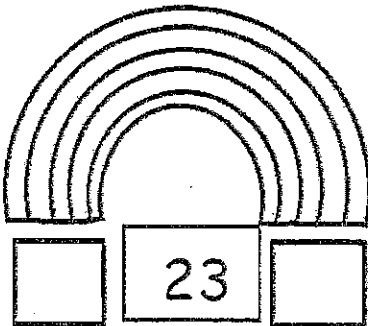
My Story Map

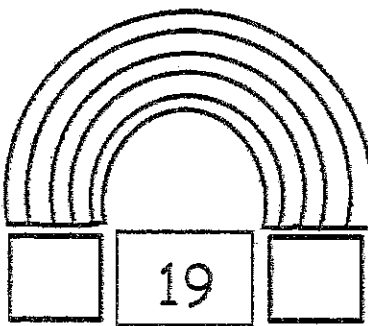


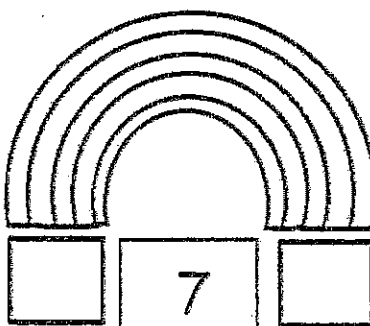
Characters	Title	Setting
Problem		Solution

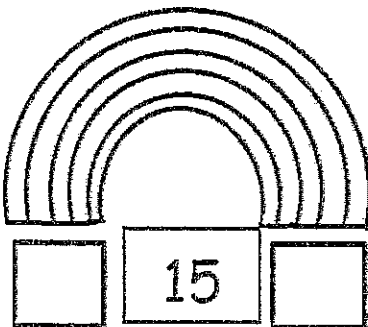
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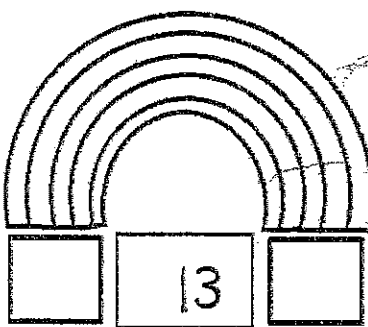
What number comes before and after?

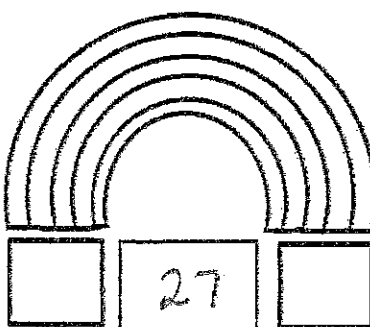
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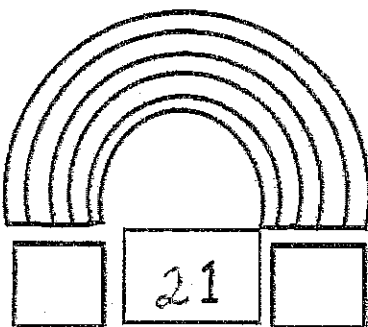
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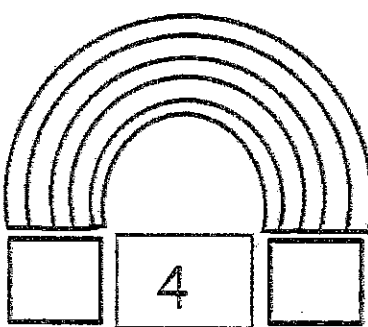
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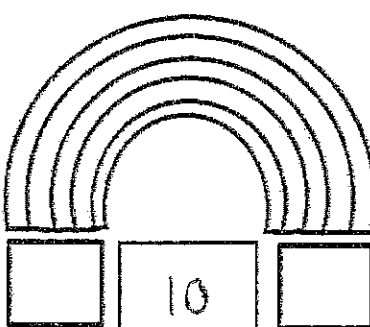
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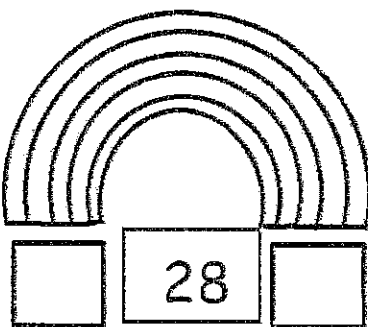
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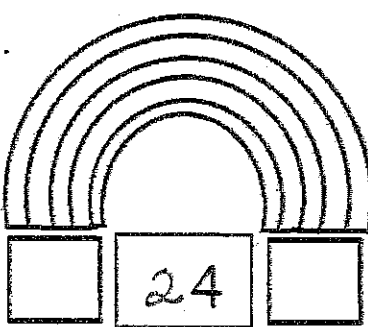
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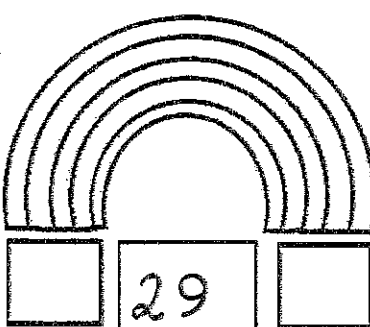
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8. 

9. 

10. 

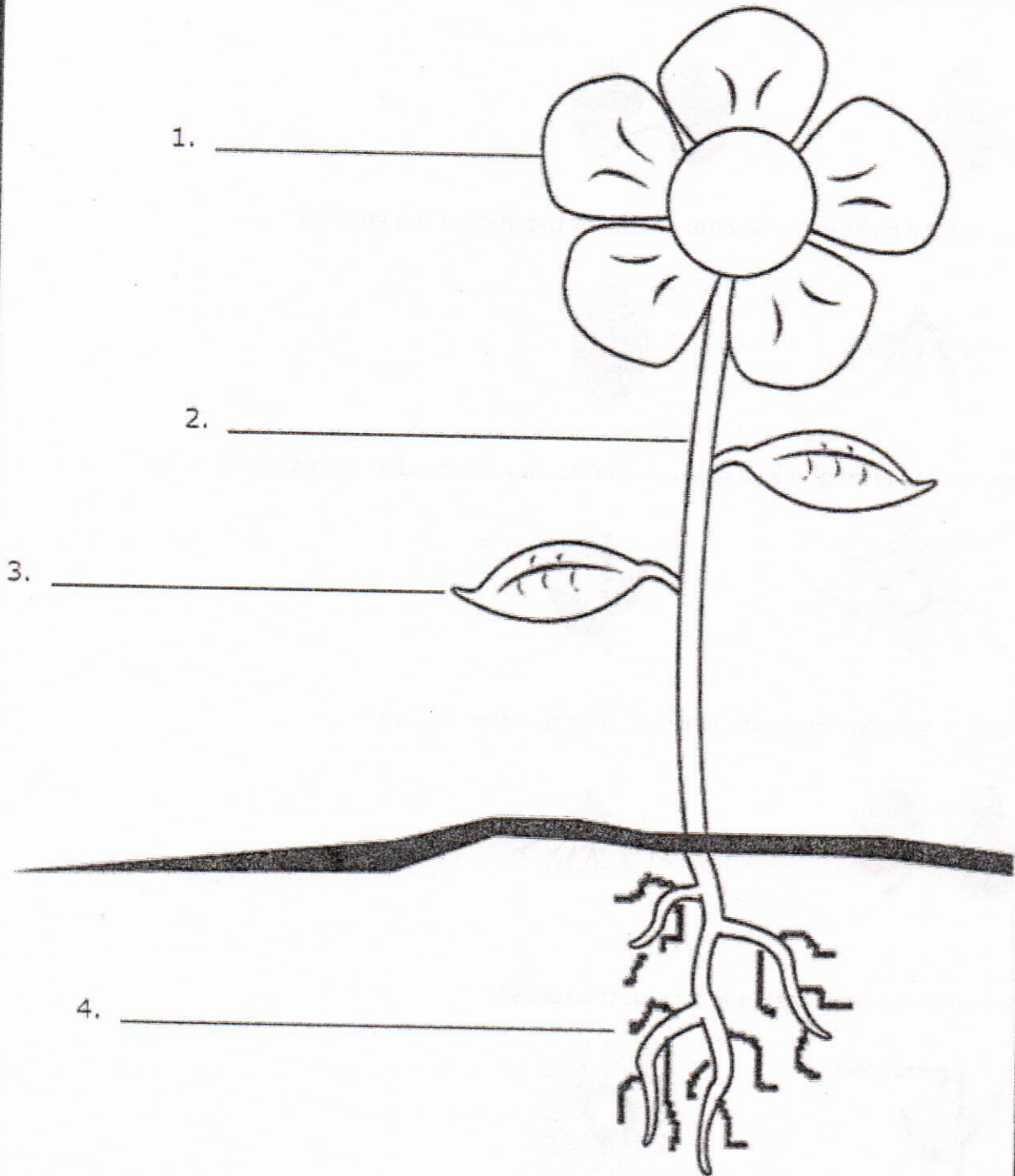
11. 

12. 

Name: _____

Flower, Roots, Stem, Leaves

Parts of a Plant



KINDER ART – T. NORTHWAY

Distance Learning: Spring 2020

Week 3

KINDER ART – T. NORTHWAY

Distance Learning: Spring 2020

Week 3

- ❑ Ask your scholar to hold questions and comments to themselves for just one minute.

- ❑ After time is up, begin discussing what it is that you both **SEE**.

You are looking for how the artist used, or if the artist used some or all of *The Elements of Art - Line, Shape, Space, Texture, Form, Value, Color*

- ❑ https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf

- ❑ *These observations and discussions naturally lead to discovery, personal opinion (THINK) and inquiry (WONDER).*

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- ❑ *These observations and discussions naturally lead to discovery, personal opinion (THINK) and inquiry (WONDER).*

(PA) Step 2

Set up work table with the following materials:

- ❑ 8 ½ x 11" **THICK** paper such as cardstock, inside of cereal box or poster board (*watercolor or mixed media paper, if possible*)
- ❑ Colored Pencils, Crayons, Extra Fine Sharpie Marker, Watercolors
- ❑ Open window on computer with Tuesday Bellwork image:
- ❑ Mrs. Northway's Blog <https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html>

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(PA) Step 3

PROJECT FOR WEEK 3:

BELLWORK FOR WEEK 3: This artwork is in the collection of the McNay Art Museum:

<https://collection.mcnayart.org/objects/1472>

PREPARE PAPER FOR DAILY DRAWING:

(PA) Step 3

PROJECT FOR WEEK 3:

BELLWORK FOR WEEK 3: This artwork is in the collection of the McNay Art Museum:

<https://collection.mcnayart.org/objects/3089>

PREPARE PAPER FOR DAILY DRAWING:

KINDER ART – T. NORTHWAY

Distance Learning: Spring 2020

Week 3

☐ *A quick way to prepare paper is to adjust the size of the art image on screen and then hold your paper up to the computer monitor. Mark the paper edges to match the proportions.*

I will provide a video demonstration FOR PROJECT 3 AND BELLWORK in Week 3 of my blog.

<https://ghnoartk-3.blogspot.com>

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Playing Card Fitness



Directions: Place a deck of playing cards on a table or the floor. Make sure you enough space to perform exercises safely. You can play individually , with a partner, or as a family. Take one card at a time and perform the exercise the number of times on the card. (Example: 4 of hearts, perform exercise 4 times.) All face cards count as 10, Ace is Wild Cards and you may choose your exercise and how many times to perform.

Here are some examples:



Jumping Jacks

Elbow Plank Up/Down

Hop on 1 Foot



Ski Jumps

Jog in Place

Invisible Jump Rope



Push-ups

Curl-Ups

Side Plank



Squats

Squat Jumps

Tree Pose

Kinder Daily Student Instruction Sheet

WEDNESDAY April 8, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

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

Materials needed:

- Phonogram cards (from home)
- [Spalding Wed./Thurs. paper](#)
- pencil
- **Pink Spalding Notebook**
- [Word List #8](#)
- leveled reader (from reading bag)
- reading log

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

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

- Phonograms/cards to review today: **wor, ow, ea, wh, ey**. Refer to phonogram sound videos if needed. [Phonogram sound videos](#)
 - Parent will show one phonogram card to the student at a time.
 - Student will say the sounds (in order) made by that phonogram.

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

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

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

- Phonograms to write today on the Spalding lined paper, in the Wednesday column: **wor, ow, ea, wh, ey**.
- Parent says sounds of one phonogram card (hide card so student cannot see).
- Student repeats sounds back to parent and then writes the phonogram. Students will write today’s phonograms in the Wednesday column.
- Immediately correct any errors observed.

Spalding continued on the next page.

Kinder Daily Student Instruction Sheet

(PA) (6 min) Spelling

- ❑ Students will fingerspell and write words in their **Pink Spalding notebook**, along with [Ms. Boes' Spalding lesson](#), OR parents will dictate the 2 words (one at a time) to your child. For each word,

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

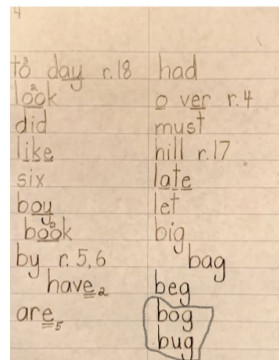
Note: 1. Remind students to use their phonogram knowledge and spelling rules.

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

- ❑ Students will write today's words **once** in their **pink Spalding notebook**.

Word	Example sentence	Rules / Notes
bog	The turtle lived in a <u>bog</u> .	No markings.
bug	The <u>bug</u> flew inside of the house.	No markings.

Example of **Pink Spalding Notebook** after writing today's words:



Spalding continued on the next page

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

Kinder Daily Student Instruction Sheet

- (PA) (5 min.)** Give your student today's Word List #8 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, read along with [Ms. Boes](#) in the video at 2:49.
- (I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log.

Literature

Goal/Objective: Students will read a chapter from Little Bear and answer comprehension questions using text to support their answers.

Materials needed:

- [Little Bear: Chapter 3](#) by Else Holmelund Minarik

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

- (PA) (1min)** Using the **table of contents**, ask your child what page they need to find for today's chapter, *Little Bear Goes to the Moon?* (p. 36)
- (PA) (10mins)** In class, this is a book that we read aloud together. The students may need help with bigger words, but there are many of our spelling words that they may read independently. Read the chapter, *Little Bear Goes to the Moon?* in Little Bear, by Else Holmelund Minarik or read along with your teacher in the Zoom class!
- (PA) (2mins)** After reading, ask your student the following questions, referring back to the text to find their answers:
 1. Who are the characters in this chapter? *Little Bear and Mother Bear are the characters in this chapter.*
 2. What is the setting of this chapter? *The setting is Little Bear's house and the moon.*
 3. Do you think Little Bear landed on the moon? *Little Bear thinks he did, but it was in his imagination.*
 4. What does Mother Bear say that makes Little Bear believe he landed on the moon? *On page 46, Mother Bear says, "But who is this? Are you a bear from Earth?" She acts as though she doesn't recognize him and offers her little bear's lunch.*
- (I) (3mins)** Practice poem memorization: *It's Raining, It's Pouring* (from Monday)

MATH

(30 Minutes)

Math

Goal/Objective: Students will review numerals 1-30

Materials needed:

- [1-30 Number line](#) (from Monday)
- [Tens & Ones Chart](#) (from Monday)
- [Snowman missing numbers WS](#)
- [Flower ordering numbers WS](#)

Kinder Daily Student Instruction Sheet

	<ul style="list-style-type: none"> ● pencil <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA)(15 minutes) Students will use the 1-30 number line to assist them in completing the Snowman missing numbers WS. This page will be collected. <input type="checkbox"/> (I)(15minutes) Students will independently use the 1-30 number line to complete the Flower ordering numbers WS. This page will be collected. (Optional) They can color the flowers when completed.
<p>SCIENCE/ HISTORY (15 Minutes)</p>	<p><u>Science</u></p> <p>Goal/Objective: Students will learn that the plant's life cycle includes: seed, germination, roots and stem, leaves, and flower.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● "The Life Cycle of a Plant" information sheet ● "Life Cycle of a Plant" cut and paste worksheet ● **beans (lima beans are best) to soak for lesson tomorrow <p>Specific Instructions: (I=independent PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) (5 minutes) Ask student if they remember what the human's life cycle is (embryo, baby, child, grown-up). Tell them that plants also have a life cycle and that they are going to read about it. <input type="checkbox"/> (PA) (5 minutes) Read The Life Cycle of a Plant information sheet. Afterwards, check comprehension by asking them questions: <i>What happens to the seed? What is germination? What forms first on the plant? Then what happens? etc.</i> <input type="checkbox"/> (PA, I) (5 minutes) Parent will read and explain what the student needs to do on the Life of a Plant cut and paste. The student will complete the worksheet independently to turn in. <input type="checkbox"/> Soak some beans (lima beans are best) in a container of water overnight for tomorrow's lesson.
<p>OPTIONAL Spanish (10 Minutes) Music (10 Minutes)</p>	<p><u>Spanish</u></p> <p>Goal/Objective: Your student will provide information about their house (apartment) and review previously learned concepts (numbers and colors)</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Spanish journal (paper) ● crayons ● Teacher notes ● audio file ● video of numbers and colors <ul style="list-style-type: none"> ○ Numbers: https://safeYouTube.net/w/yRI3 ○ Colors: https://safeYouTube.net/w/dRI3 <p>Specific Instructions: (I=independent; PA=parent assisted):</p>

Kinder Daily Student Instruction Sheet

- (PA)** Review Monday's lesson
- (PA)** Mi casa (apartamento) activity:
 - Tell your student they are going to draw a picture of their house (apartment).
- (PA)** As your student draws, have your student answer some of the questions from Monday's lesson. Encourage them to be as descriptive as possible and to use the vocabulary and phrases from the teacher notes.

<https://ghnospanishk-2.blogspot.com/2020/03/april-6-april-10.html>

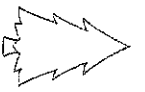
Music

Goal/Objective: Practice singing **Fast** and **Slow**

Materials needed: [Page's Train music](#)

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

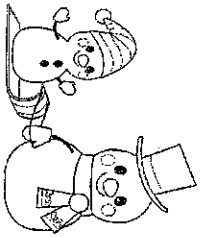
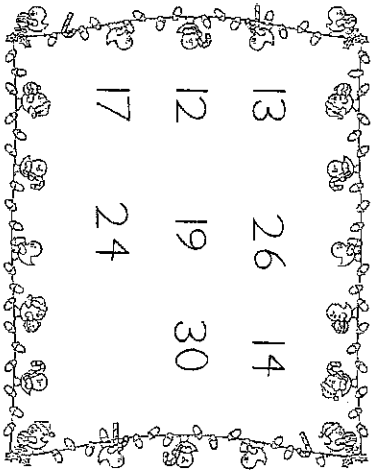
- Please navigate to Page's Train by following the above link
- Have your student move around the room while **singing** Page's Train. Make sure their body matches the speed of the music!
 - Remember that we *always* move carefully through our space and show respect with our body for others.
- See [Blog](#) for support!



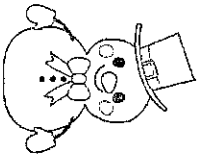
Fill in the missing numbers.
Cross out each number
after you use it.

Name _____

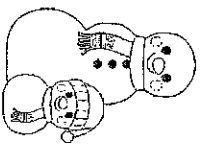
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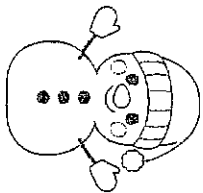
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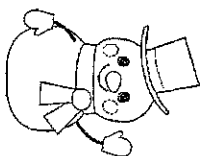
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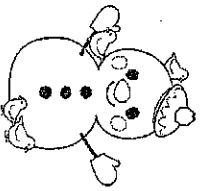
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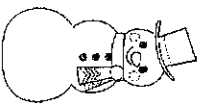
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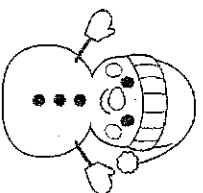
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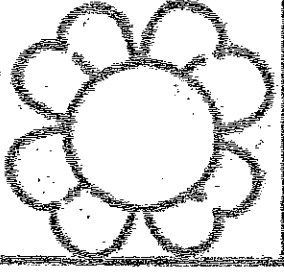
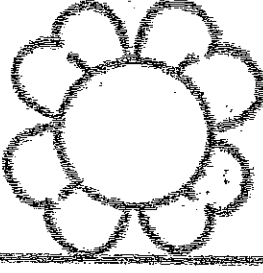
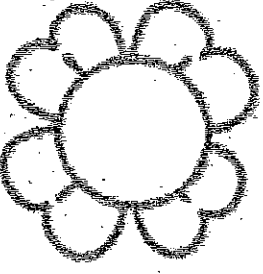
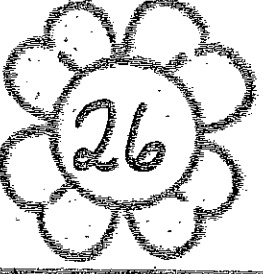
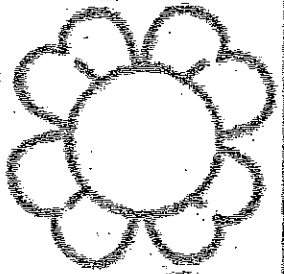
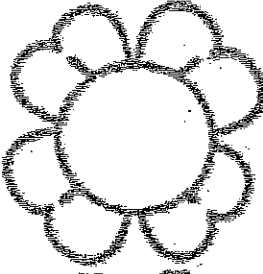
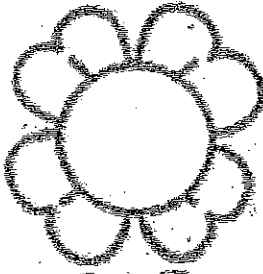
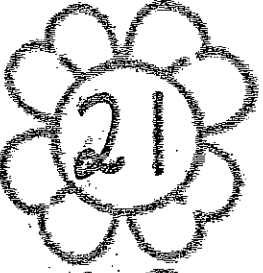
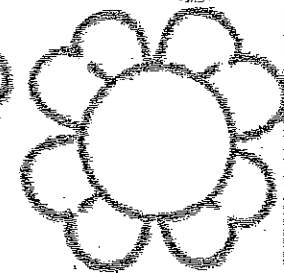
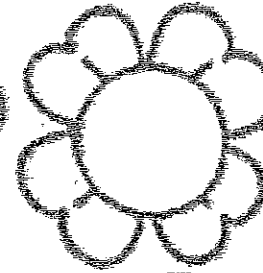
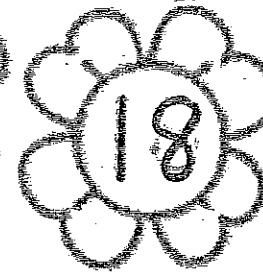
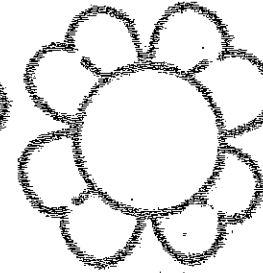
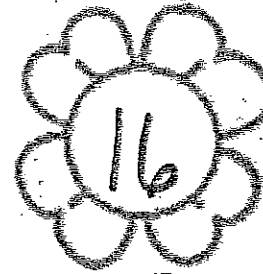
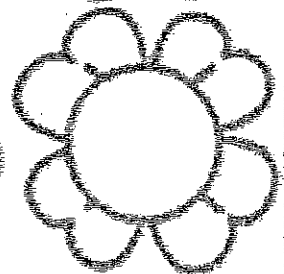
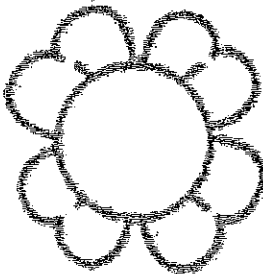
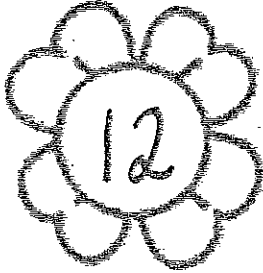
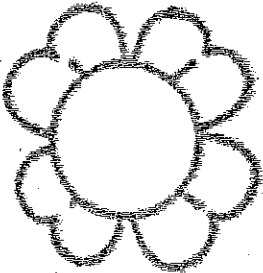
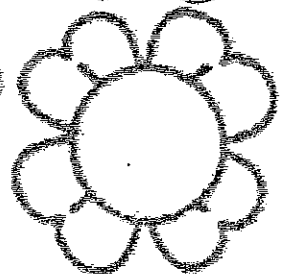
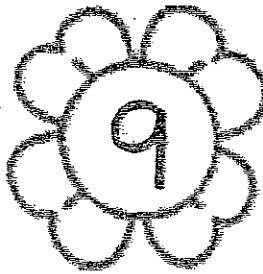
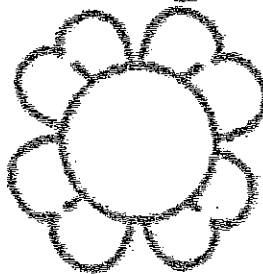
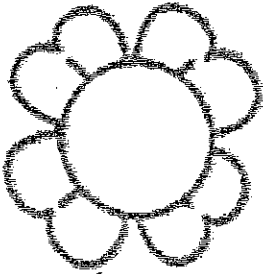
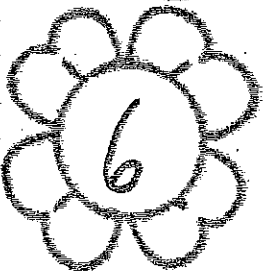
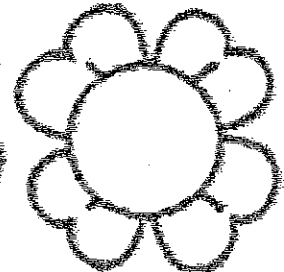
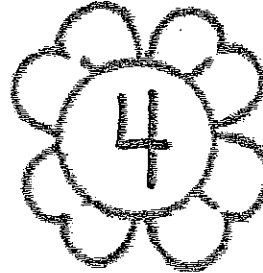
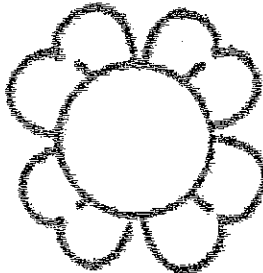
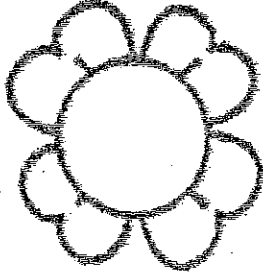
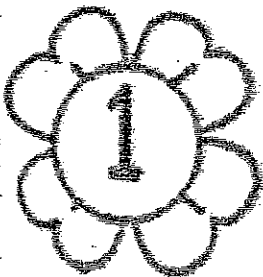


28, 29, —

Name _____

NUMBERS 1 TO 30

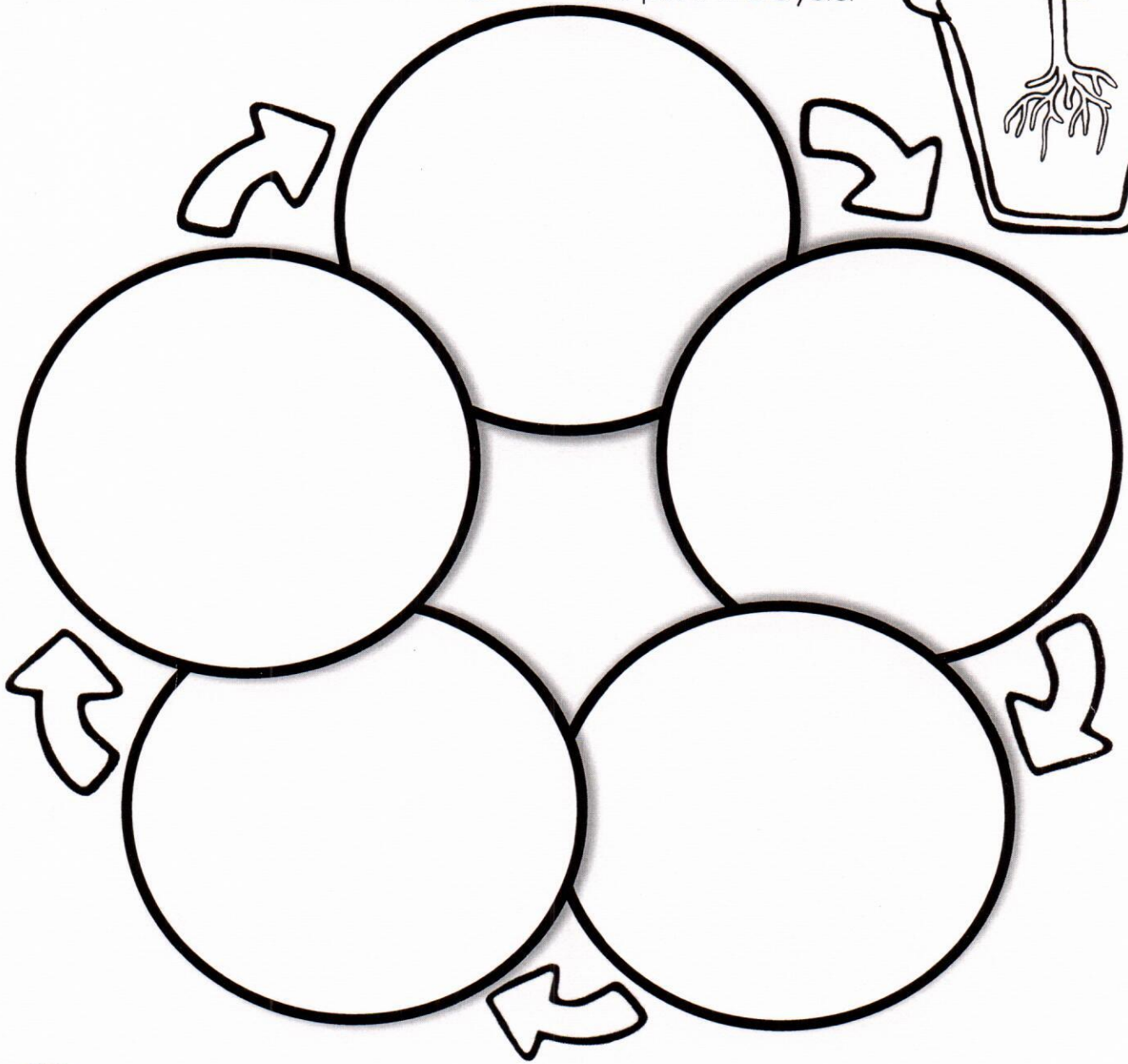
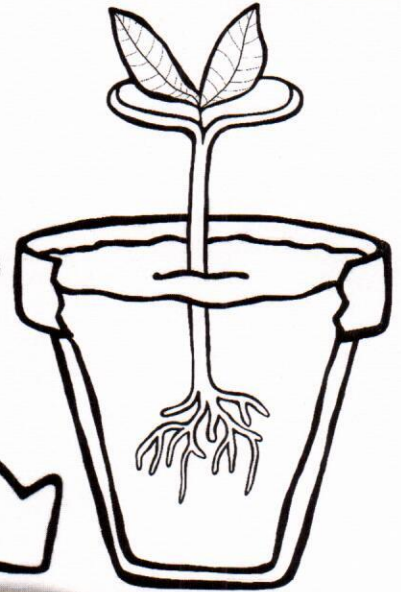
Write the missing numbers on the flowers.




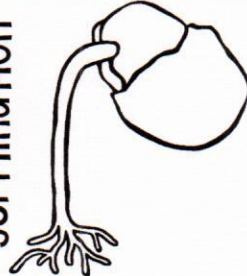


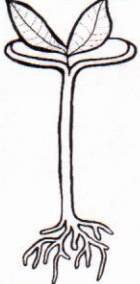
Life Cycle Of A Plant

Name: _____

Cut and paste the pictures below to make the plant life cycle.



© All Students Can SHINE

flowers 	germination 	leaves 	seed 	ROOTS & STEM 
-------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

Kinder Daily Student Instruction Sheet

THURSDAY April 9, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students review 8 newly learned spelling words.

Materials needed:

- Spalding Wed./Thurs. paper (from Wed.)
- pencil
- [Word List #6](#)
- leveled reader (from reading bag)
- reading log

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

(PA) (15 min) Spelling

- ☐ Students will fingerspell and write words along with [Ms. Boes' Spalding lesson](#), OR parents will dictate the 8 words (one at a time) to your child. For each word,

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

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

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

- ☐ For each word, say the word, use it in a sentence, and the student will write each word once on the Spalding lined paper in the Thursday column **without marking the word.**

Kinder Daily Student Instruction Sheet

Word	Example sentence
hill	She ran up the <u>hill</u> .
late	I was <u>late</u> for the party.
let	I <u>let</u> the cat inside.
big	The store was <u>big</u> .
bag	I have a green <u>bag</u> .
bog	The <u>bog</u> was slimy.
bug	The <u>bug</u> flew away.
beg	The dog can <u>beg</u> for food.

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

- (PA) (5 min.)** Give your student today's Word List #6 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, read along with [Ms. Boes](#) in the video at 4:30.
- (I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log.

Literature

Goal/Objective: Students will read a chapter from Little Bear and answer comprehension questions using text to support their answers.

Materials needed:

- [Little Bear: Chapter 4](#) by Else Holmelund Minarik
- [I Wish... writing page](#)
- crayons

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

Kinder Daily Student Instruction Sheet

	<ul style="list-style-type: none"> <input type="checkbox"/> (PA) (1min) Using the table of contents, ask your child what page they need to find for today's chapter, <i>Little Bear's Wish?</i> (p. 50) <input type="checkbox"/> (PA) (10mins) In class, this is a book that we read aloud together. The students may need help with bigger words, but there are many of our spelling words that they may read independently. Read the chapter, <i>Little Bear's Wish</i> in <u>Little Bear</u>, by Else Holmelund Minarik. <input type="checkbox"/> (PA) (10mins) After reading, ask your student what wishes they have like Little Bear? Students will complete the I Wish... writing page. <ol style="list-style-type: none"> 1. Write their name at the top. 2. Verbally compose a sentence to finish "I wish..." 3. Parents should write the student's response here for the student to copy onto their page. <div style="border: 1px solid black; height: 40px; width: 100%; margin: 5px 0;"></div> <ol style="list-style-type: none"> 4. Student should copy the sentence onto their "I Wish..." page. 5. Student should use crayons to illustrate their sentence in the box above their writing. <input type="checkbox"/> (I) (3mins) Review poem memorization: <i>It's Raining, It's Pouring</i> (from Monday)
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Students will be able to represent and write numbers up to 30.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● 1-30 number line (from Monday) ● Tens & Ones Chart (from Monday) ● Counting Objects to 30 Sheet 1 WS ● Counting Objects to 30 Sheet 2 WS ● pencil <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I)(15 minutes) Students will complete the Counting Objects to 30 Sheet 1 WS. Mrs. Hildebrand has a video OR parents, please assist your child with problems 1 and 2 by encouraging them to circle groups of 10 to count by tens and then add on the remaining items. (ex. 2 groups of ten and 3 ones would be 23) Have your child use the 1-30 number line to help them with writing the correct number if needed. This page will be collected. <input type="checkbox"/> (I)(15 minutes) Student will complete the Counting Objects to 30 Sheet 2 WS. Please assist your child with problems 1 and 2 as with the previous worksheet. This page will be collected.
<p>SCIENCE/ HISTORY (15 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will learn facts about seeds.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● "Shoots and Roots" information sheet

Kinder Daily Student Instruction Sheet

	<ul style="list-style-type: none"> ● soaked beans (prepared yesterday) ● various seeds <p>Specific Instructions (I= independent PA=parent assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) (5 minutes) If possible, show your student various kinds of seeds (you can use beans), and discuss what kind of seeds they are. Mrs. Welch has a video for you! <input type="checkbox"/> (PA) (5 minutes) Read about seeds on the Shoots and Roots information sheet and discuss the main points of the article. <input type="checkbox"/> (PA) (5 minutes) Show them the beans that you soaked overnight. Peel off the outer coat of one of them. Open up the middle of the bean seed to find the baby plant (the embryo). Explain that the rest of the seed provides nutrients for the seed to grow.
<p>OPTIONAL</p> <p>ART <u>Bell work</u> (10-15 Minutes)</p> <p><u>Concurrent Ongoing Project</u> (10-15 Minutes)</p> <p>PE (10 Minutes)</p>	<p>ART <u>Week 3 Art Project: Monet: Japanese Bridge AND/OR Bell Work</u></p> <p>Goal/Objective:</p> <ul style="list-style-type: none"> ● FINISH Monet Painting (If you have not already) ● If completed with Monet Painting, please work on <u>“Bell work”</u> this week <ul style="list-style-type: none"> ○ At the very minimum, I would like scholars to spend <u>ONE MINUTE of SILENT LOOKING TIME, and then DISCUSSION WITH PARENTS</u> ○ Art Images will be posted on Mrs. Northway’s Blog. <p>Materials needed: Packet Documents; View Video on Blog ;8 ½ x 11” THICK paper such as cardstock, inside of cereal box, poster board....watercolor or mixed media paper, if possible; Colored Pencils, Crayons, Watercolors</p> <p>Specific Instructions: (I=independent; PA= Parent assistance)</p> <p>(PA=Parent assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents will assist scholars in “marking up” the image with dots, so that scholars may copy work onto paper and it is proportional to original painting. <input type="checkbox"/> Remind Scholar to use colored pencils only for lines and shapes--NO graphite pencils please; Fine point sharpie for SOME of the darkest value lines and shapes; crayons for coloring in. <p>(I=independent)</p> <ul style="list-style-type: none"> <input type="checkbox"/> All drawing is done by students. Parents only assist in reminding scholars to fill the space of paper to match that of the image.

Kinder Daily Student Instruction Sheet

- See Packet documents and Mrs. Northway's Blog for Step by Step instructions and videos. [Mrs. Northway has a video to help you!](#)
- Additional Step by Step instructional video, slides, and instruction PDF may be found on Mrs. Northway's Blog link: <https://qhnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html>

PE

Goal/Objective: Students will perform a variety of anaerobic exercises to increase their strength and endurance.

Materials needed: A deck of cards (can be homemade), Playing Card Fitness Sheet (included in packet on Tuesday)

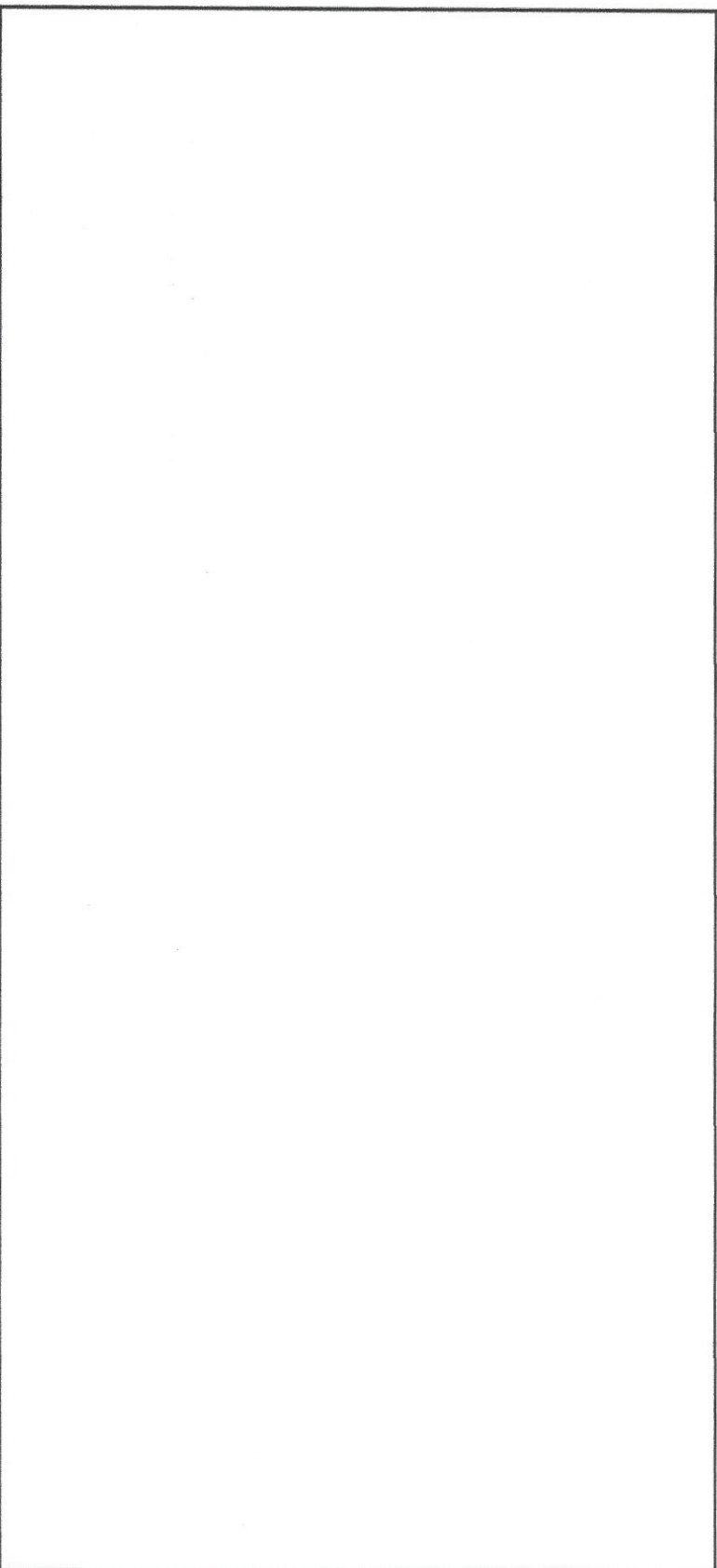
Specific Instructions: (I=independent; PA=parent assisted):

- (PA)** Parents will read and show students exercise sheet.
- (PA or I)** Students will begin Playing Card Fitness. Students may do exercises individually, with a partner, or as a family.

Name:

#

Date:



I wish that

Name: _____

Date: _____



COUNTING OBJECTS TO 30 Sheet 1

1)		How many?	
2)		How many?	
3)		How many?	
4)		How many?	
5)		How many?	
6)		How many?	
7)		How many?	

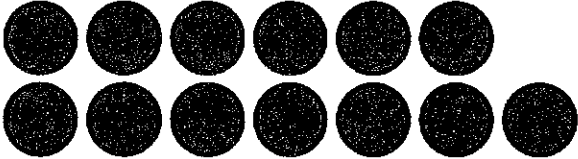
Name _____

Date _____

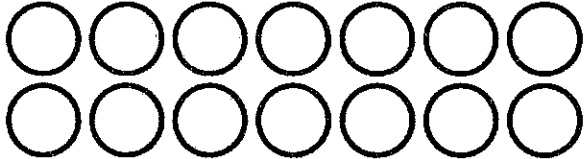


COUNTING OBJECTS TO 30 SHEET 2

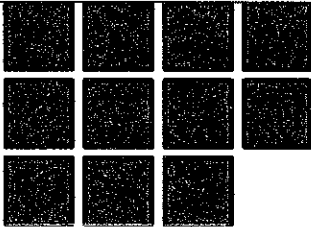
Count the number of objects in each picture.

1) 

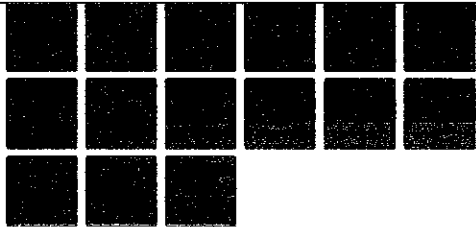
How many? _____

2) 

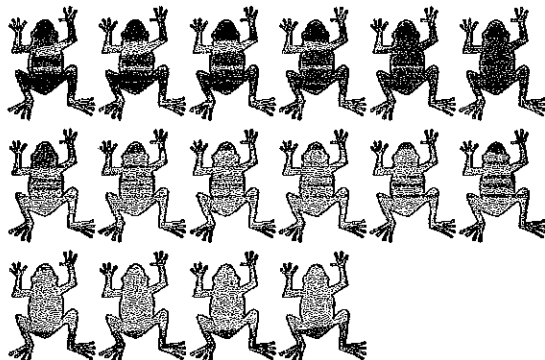
How many? _____

3) 

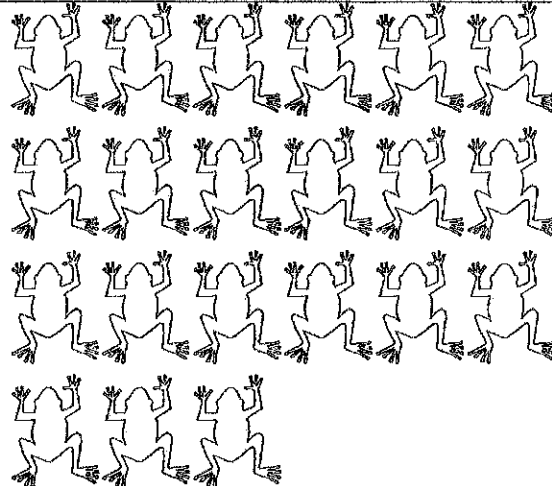
How many? _____

4) 

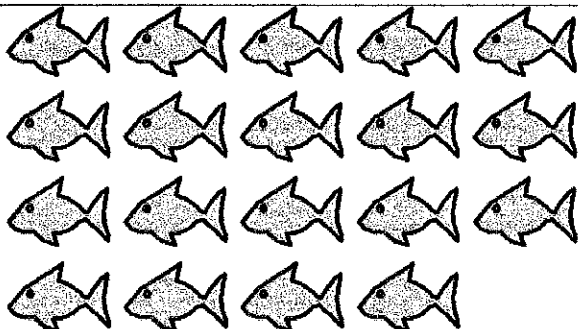
How many? _____

5) 

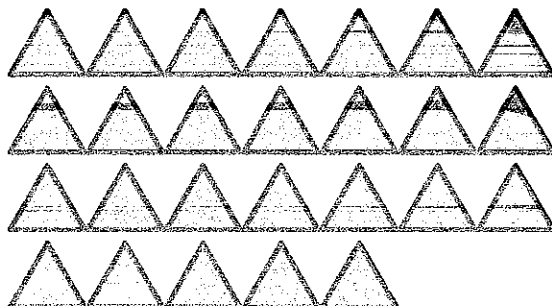
How many? _____

6) 

How many? _____

7) 

How many? _____

8) 

How many? _____

Appendix Pages

Name: _____



Kindergarten Reading

Week of 4/6/20	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			

Comments:

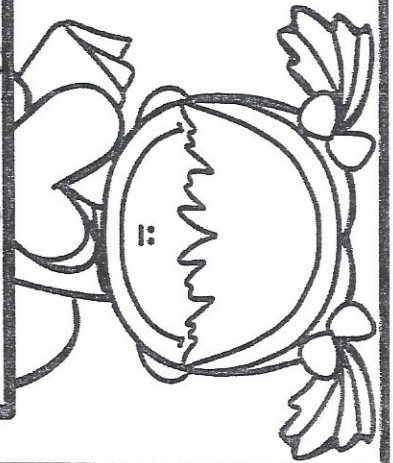
Weekly
Total
Minutes
(Student
+
Parent):

Points: ____/8

80 Minutes for full credit because the weekend of 4/10 is an R&R Weekend (Rest and Relaxation), so no reading will be documented over the weekend.

Name: Mrs. Siller

My Story Map



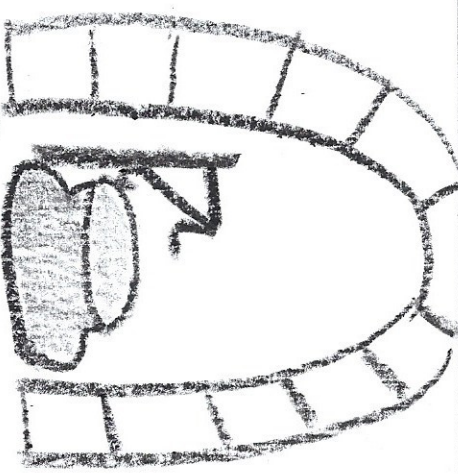
Title

Birthday Soup

Characters



Setting



Problem



Solution

