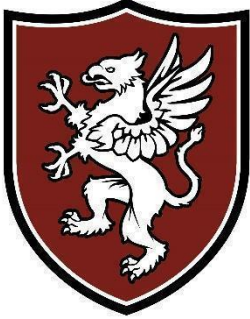


GreatHearts

Northern Oaks



Distance Learning Packet

Week 5: April 20-April 23, 2020

Kindergarten

Mrs. Hildebrand

Mrs. Siller

Ms. Boes

Mrs. Welch

Student Name: _____ Section: __

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Kinder Daily Student Instruction Sheet

MONDAY April 20, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students will review 5 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 #4](#)
- leveled reader (from reading bag)
- reading log (in the Graded Week 5 Review)

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

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

- Phonograms/cards to review today:
g, gn (2 letters), au (not used), oe, v.
 - Parents will show the phonogram card to student one a time. Use the Spalding phonogram video from the Great Hearts parent resources page to hear the sound and see its formation.
[Phonogram sound videos](#)
 - 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: **g, gn (2 letters), au (not used), oe, v.**
- 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,

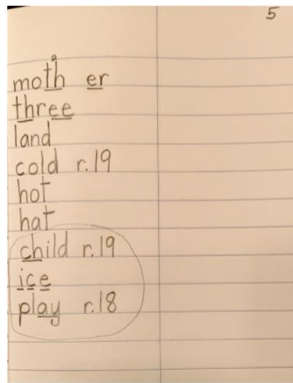
Note: 1. Remind students to use their phonogram knowledge and spelling rules.

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
<u>child</u> r. 19	The <u>child</u> is running.	The 'i' says /i/ because it is before 2 consonants at the end of a base word.
<u>ice</u>	Can I have some <u>ice</u> in my water?	Job 1 of silent final e; the 'e' lets the 'i' say /i/.
<u>play</u> r. 18	I like to <u>play</u> tag.	We use /ay/, not /a/ at the end of a base word for the 'a' sound, r. 18.

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



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 #4 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, read along with [Ms. Boes](#) in the video, at 3:12.
- ❑ **(I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log.

Kinder Daily Student Instruction Sheet

Literature

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

Materials needed:

- [Hot Cross Buns](#) poem worksheet
- [Mouse Soup: Bees and the Mud](#) by Arnold Lobel

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 **repeated words**.-
 1. What words do you hear over and over, or **repeated** in this poem?
The words, "Hot cross buns" are repeated in this poem.
 2. What is this poem about? *The poem is about hot cross buns. A person is selling this type of bread. The poem begins with them calling out "Hot cross buns!" to get the attention of passersby.*
 3. Did you hear any rhyming words in the poem? *Yes, buns and sons are rhyming words.*
- (PA) (1min)** Using the **table of contents**, ask your child what page they need to find for today's chapter, *Bees and the Mud?* (p. 12)
- (PA) (10mins)** This book begins with an introduction called, *The Stories for the Soup* which sets up the structure of our book. Begin by reading this introduction. Then, together with your student, read the chapter *Bees and the Mud* in Mouse Soup, by Arnold Lobel or read along with your teacher in the Zoom class! Encourage your child to read as many words as they can, reminding them to look for spelling words they already know or use their phonograms to sound out new words.
- (PA) (2mins)** After reading, ask your student the following questions, referring back to the text to find their answers:
 1. What happened in the introduction? *A weasel caught the mouse and wanted to eat him.*
 2. What does the mouse say the weasel needs to add to his soup? *He tells the weasel he needs stories mixed in, to make the soup taste good. The mouse says he will tell the weasel some stories.*
 3. What is the first story called? *The first story is called Bees and the Mud.*
 4. What is the problem in this story? *The problem is that a nest of bees fell onto the mouse's head.*
 5. How does the mouse solve this problem, or what is the solution? *The mouse tells the bees they must come to his house, and he takes them into the mud.*
 6. What part of the mouse's house does he tell the bees is first? *The front door is first.*

Kinder Daily Student Instruction Sheet

	<p>7. What parts of the house are next, in order? <i>The mouse says he is showing them the living room, then the bedroom, then his bed.</i></p> <p>8. What happened when the mouse ducked his head under the mud? <i>The bees flew away because they did not like the mouse's bed.</i></p> <p>9. Do you think the mouse was really showing the bees his house? <i>No, he was tricking the bees so they would go away.</i></p>
MATH (30 Minutes)	<p><u>Math</u> Goal/Objective: Students will be able to count using skip counting by 2's.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Color coded 100s chart (save for use all week)• Skip Count by 2's Flower WS• Counting by Twos Number Maze WS• pencil, crayons <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA)(10 minutes) Mrs. Hildebrand introduces the lesson here. Explain to your child that we have learned how to count to 100 by tens, ones, and fives. Today we are going to look at how to count to 100 by 2's. Show the color coded 100's chart to demonstrate the different ways to count to 100 (1's, 2's, 5's, and 10's). We will count by 2's by looking at all the numbers that are outlined in blue.<input type="checkbox"/> (PA)(10 minutes) Have your child use the color coded 100's chart to assist them in completing the Skip Counting by 2's Flower WS. (Optional-color the flowers when complete).<input type="checkbox"/> (PA)(10 minutes) Have your child use the color coded 100's chart to assist them in completing the Counting by Twos Number Maze WS
SCIENCE/ HISTORY (15 Minutes)	<p><u>Science</u> Goal/Objective: Students will learn that plants are sources for food and that we eat all of the parts of a plant.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• "Which Part of the Plant is it?" instruction sheet• Plant Parts Chart• Plant Parts Cut and Paste Worksheets (two pages)• optional: any of the foods listed on the chart <p>Specific Instructions: (I=independent PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (5 minutes) If possible, display some foods included on the Plants Part Chart on the table for your student to name to observe and explore, or use the Which part of the plant is it? instruction sheet. Ask your student what they think all of these objects have in common. After sharing, tell them that all the objects are a specific part of a plant and then have your student guess what the various parts are. Then share the answers with them. Go on to say that this means that we eat all the parts of a plant and that they are important sources of food for us. Please watch Mrs. Welch's video.

Kinder Daily Student Instruction Sheet

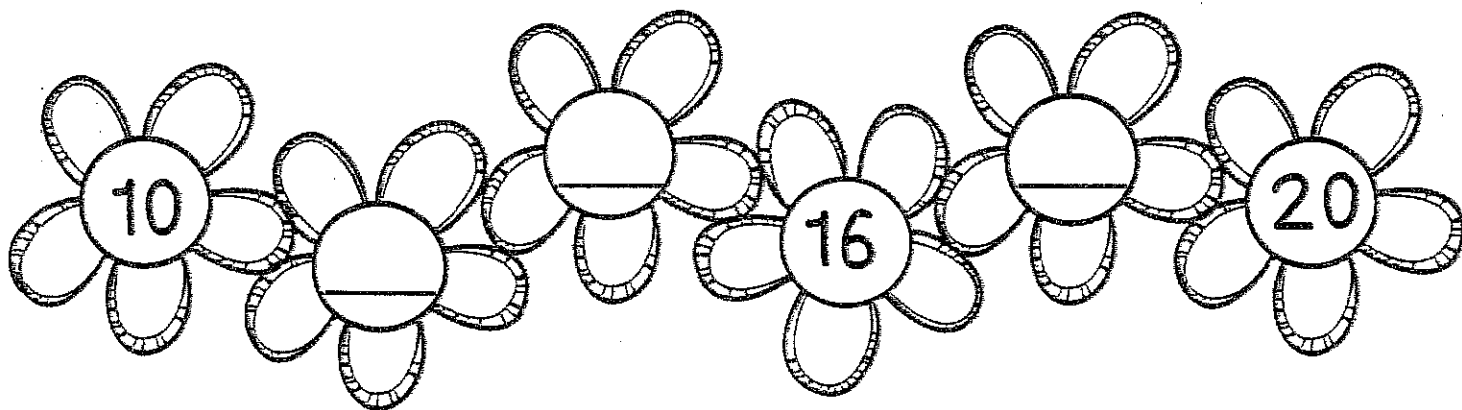
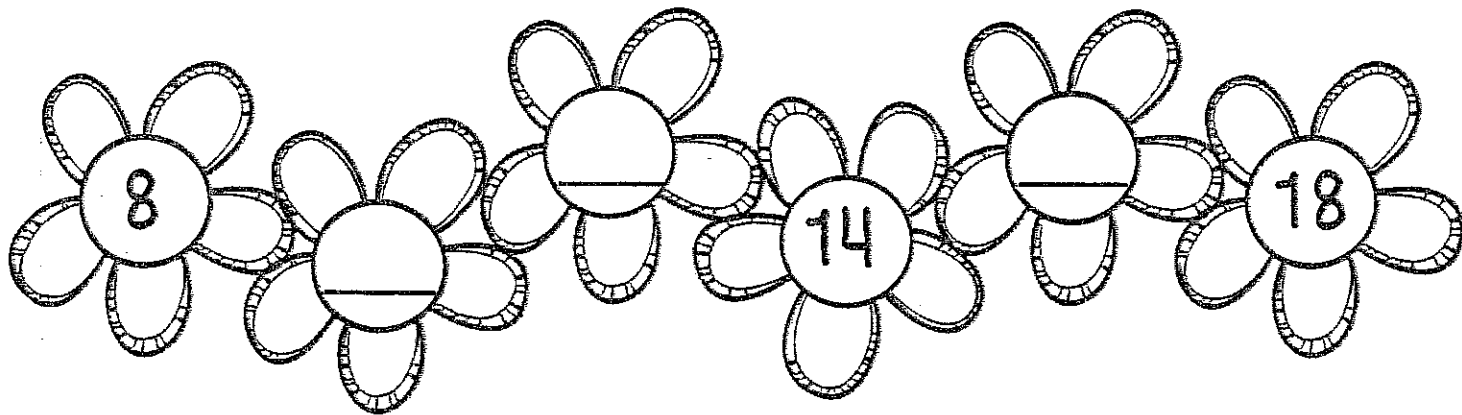
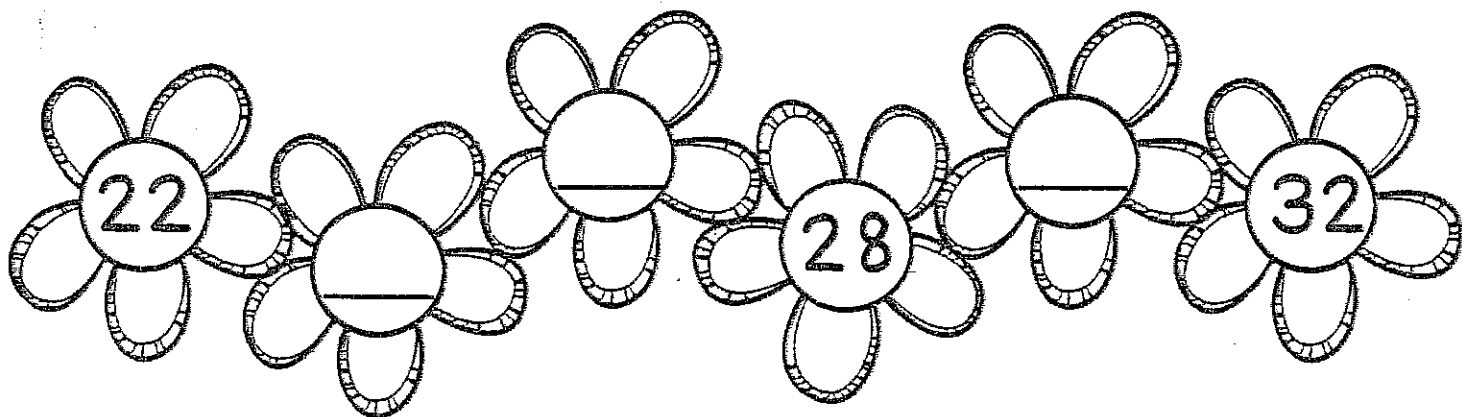
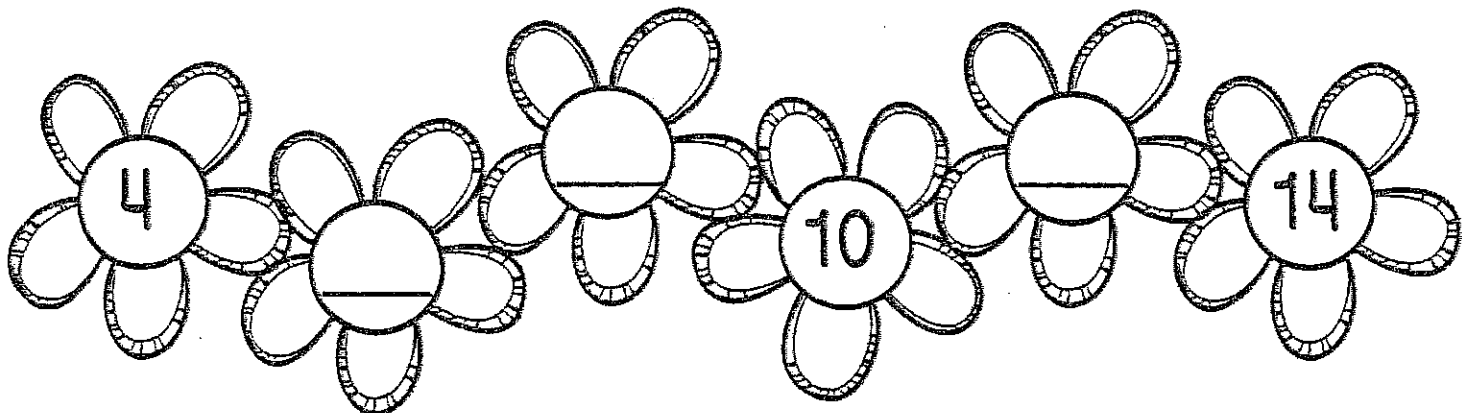
	<ul style="list-style-type: none"><input type="checkbox"/> (PA) (5 minutes) Show your student the Plant Parts Chart. Go over all the different plant parts we consume.<input type="checkbox"/> (PA, I) (5 minutes) Provide your student with the Plant Parts Cut and Paste worksheets (two pages). Give instructions to cut out the pictures of the plants and glue them onto the appropriate spaces on the chart. Parents may assist students in reading the names of the plants and their parts. However, the student should do most of the work themselves.
SPECIAL CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON FRIDAY(to Google Classroom) or MONDAY(paper packet to bins at school).</p>

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Skip Count

Name: _____

Count by 2's. Fill in the missing numbers.

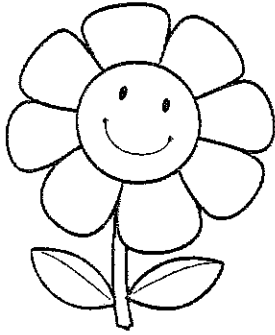


Name: _____

2-20

Counting by Twos Number Maze

Follow the counting-by-two number sequence to bring the flower to the pot.

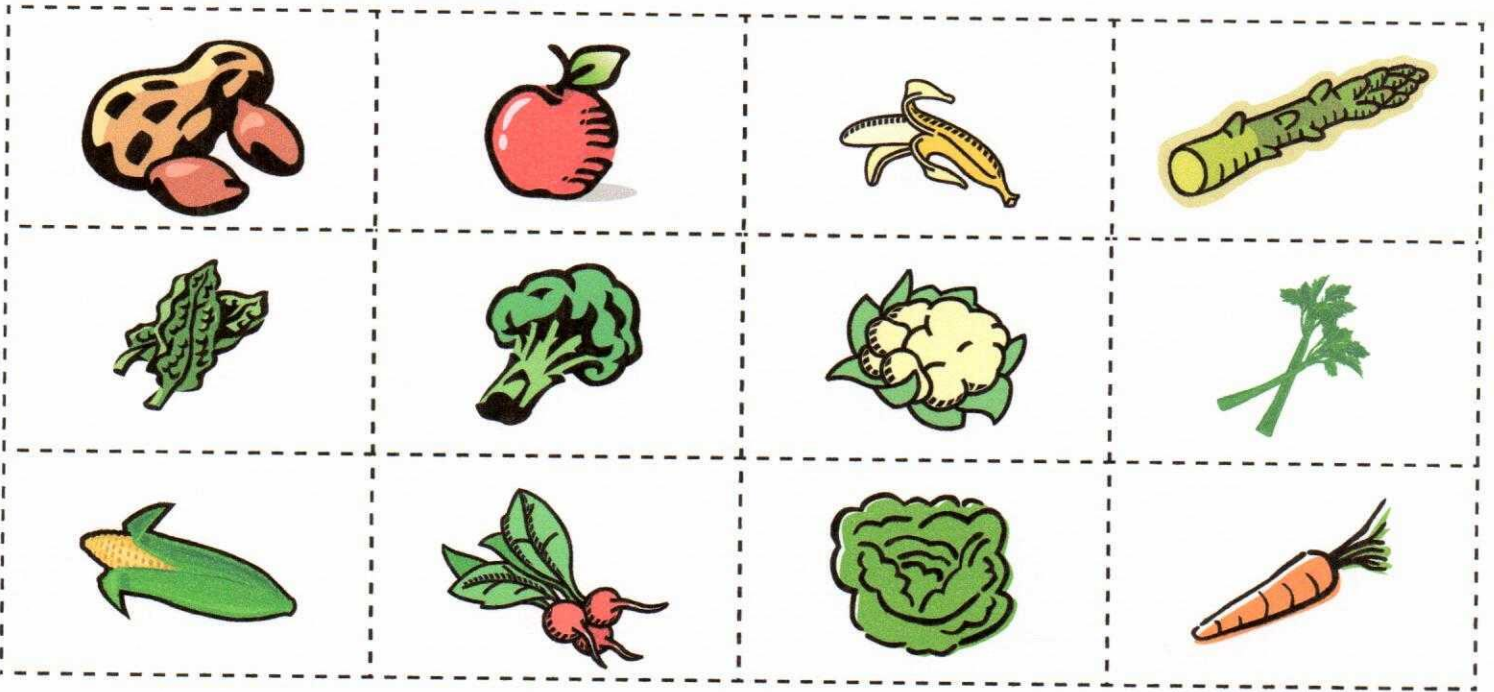


			2	4	7
5	9	18	6	3	
15	12	10	8	14	
11	14	24	16	22	
13	16	18	20		

Name: _____

Cut the food pictures out and glue them based on which part of the plant it comes from.

Seeds		
Roots		
Stems		
Flower		
Fruit		
Leaves		



Kinder Daily Student Instruction Sheet

TUESDAY April 21, 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 #1](#)
- 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:
ti (tall), j, o, ou, kn (2 letters, beginning). 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: **ti (tall), j, o, ou, kn (2 letters, beginning).**
- Parent says sounds of one phonogram card (hide card so student cannot see).
- Student repeats sounds back to parent and then writes the phonogram. Students will write today’s phonograms under the Tuesday 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

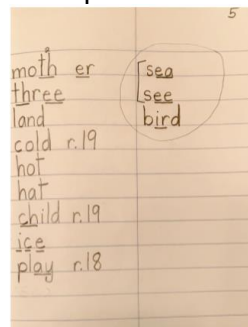
Note: 1. Remind students to use their phonogram knowledge and spelling rules.

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
<u>sea</u>	The boat sailed on the <u>sea</u> .	Underline the 2-letter phonogram 'ea'.
<u>see</u>	I can see the sunset.	Underline the 2-letter phonogram 'ee'.
<u>bird</u>	The <u>bird</u> is flying.	Underline the 2-letter phonogram 'ir'.

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 toward student's overall 20 minutes of daily reading time.**

- ❑ **(PA) (5 min.)** Give your student today's Word List #1 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, read along with [Ms. Boes](#) in the video, at 2:55.
- ❑ **(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 Mouse Soup and answer comprehension questions using text to support their answers.

Materials needed:

- [Mouse Soup: Two Large Stones](#) by Arnold Lobel
- [Point of View photographs](#)
- [Point of View worksheet](#), crayons

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, *Two Large Stones*? (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. With your student, read the chapter, *Two Large Stones* in Mouse Soup, by Arnold Lobel or [read along with Mrs. Siller!](#) Encourage your child to read as many words as they can, reminding them to look for spelling words they already know or use their phonograms to sound out new words.
- ❑ **(PA) (5mins)** After reading, discuss with your student the idea of Point of View.
 1. Have them sit on the floor, maybe near a table and chair. Ask your student to describe what they see. *They probably see the chair legs and little things on the floor.*
 2. Now have them stand up. What do they see? *Now they can probably see what's on top of the table and around the entire room.*
 3. Which character were you like when you sat on the floor? *I was like the mouse, and I saw the things on the floor.*
 4. Which character were you like when you stood up? *I was like the bird, and was able to see around the whole room.*
 5. This is called Point of View. Sometimes it is how people actually see things from where they are, and sometimes it is how people think about things.
- ❑ **(I) (5mins)** Show your student the photographs that depict a mouse's point of view and a bird's point of view. Students will complete the Point

Kinder Daily Student Instruction Sheet

	<p>of View worksheet, drawing one example of what the mouse saw in the story (he saw earth, stones, grass, and flowers) and one example of what the bird saw (he saw towns, castles, mountains, and valleys). Encourage your student to use realistic colors and take care to add details to their drawings.</p> <p><input type="checkbox"/> (I) (3mins) Practice poem memorization: <i>Hot Cross Buns</i> (from Monday)</p>
MATH (30 Minutes)	<p><u>Math</u> Goal/Objective: Students will continue to practice skip counting by 2's, 5's, and 10's.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Color coded 100's chart (from Monday)• My Skip Counting Book WS• pencil, scissors, glue, and crayons <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <p><input type="checkbox"/> (PA)(30 minutes) Watch Mrs. Hildebrand's video for instructions on how to create your Skip Counting Book. While looking at the color coded 100's chart for guidance, your child will cut and paste the numbers on each page to skip count by 2's, 5's, and 10's. (Optional- color when finished).</p>
SCIENCE/ HISTORY (15 Minutes)	<p><u>Science</u> Goal/Objective: Students will learn the difference between deciduous and evergreen trees.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• "Deciduous and Evergreen Trees" information sheet• Deciduous and Evergreen Leaf pictures• "Deciduous and Evergreen Leaves" worksheet <p>Specific Instructions: (I=independent PA=parent assisted):</p> <p><input type="checkbox"/> (PA) (2 minutes) Ask your student what they think the difference is between the kind of tree we use for Christmas and the trees that lose their leaves every Fall. Tell them that they are going to learn about two different kinds of trees: deciduous and evergreen.</p> <p><input type="checkbox"/> (PA) (5 minutes) Read the Deciduous and Evergreen Trees information sheet. Afterwards, check comprehension by asking them questions such as:: <i>What is a deciduous tree? (A tree that loses its leaves in the Fall and that has flatter, bigger leaves.) What is an evergreen tree?(Trees that stay green all year and have needle-like leaves.)</i> Please watch Mrs. Welch's video.</p> <p><input type="checkbox"/> (PA, I) (5 minutes) The parent will show their student Deciduous and Evergreen Leaf pictures. They will help their student identify which</p>

Kinder Daily Student Instruction Sheet

	<p>leaves belong to a deciduous tree and which belong to an evergreen tree and why.</p> <p><input type="checkbox"/> (I) Student will draw a picture of a leaf from a deciduous tree and a leaf from an evergreen tree on the Deciduous and Evergreen Leaves Worksheet. They may use the pictures to guide them in their illustrations.</p>
SPECIAL CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON FRIDAY(to Google Classroom) or MONDAY(paper packet to bins at school).</p>

“Two Large Stones”

Draw what the bird saw over the hill and then what the mouse saw over the hill.

Bird's View

Mouse's View

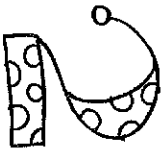
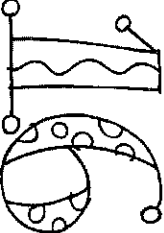

my skip counting book



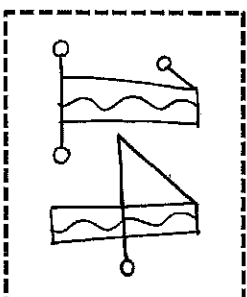
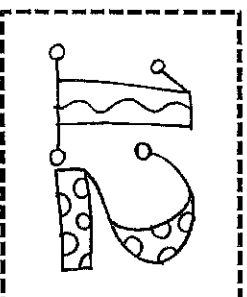
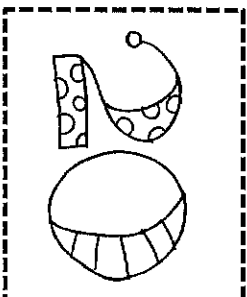
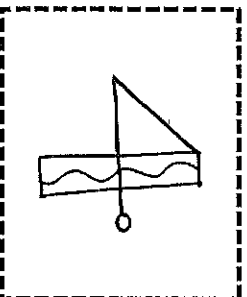
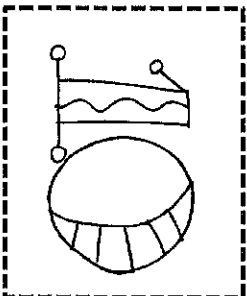
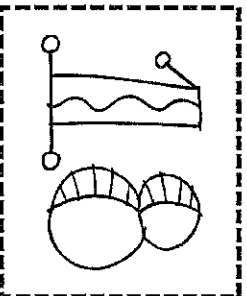
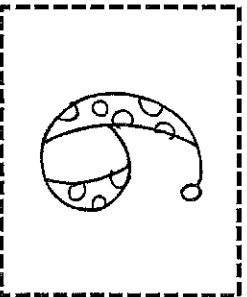
By: _____



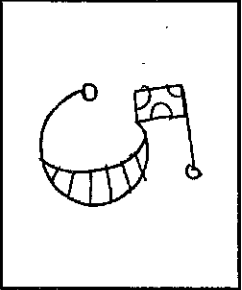
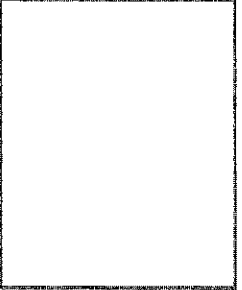
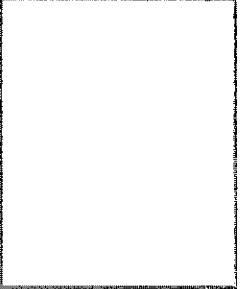
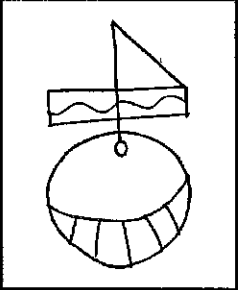
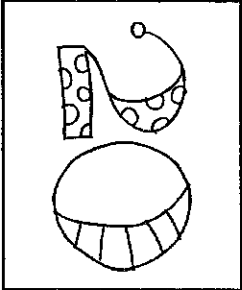
I can skip count by 2's...

Cut out the numbers and paste them in the correct order.

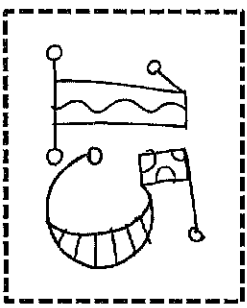
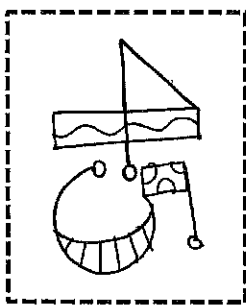
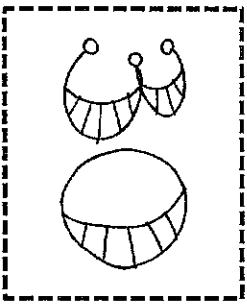
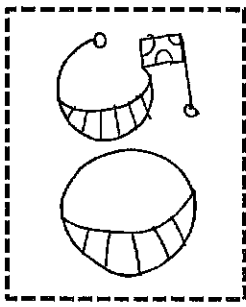
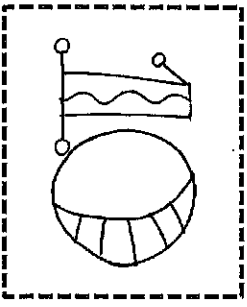
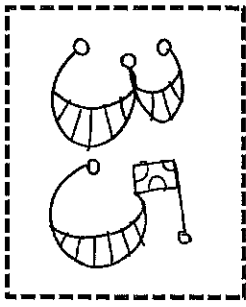
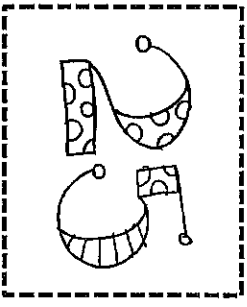


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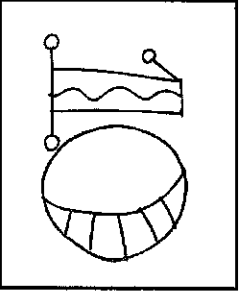
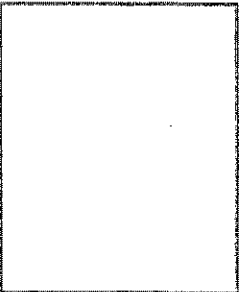
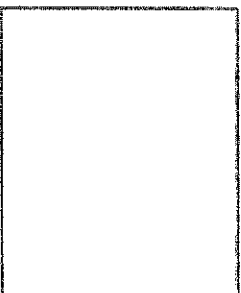
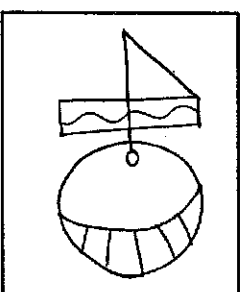
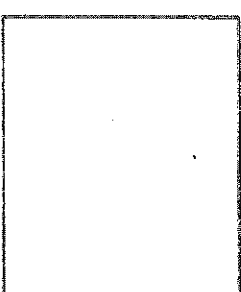
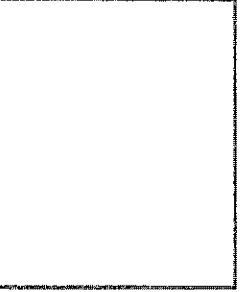
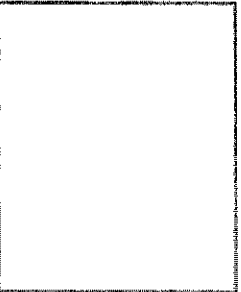
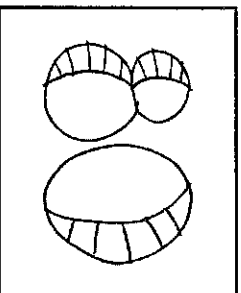
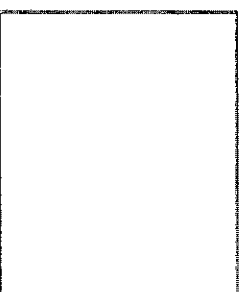
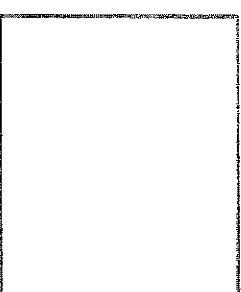
							
							
							
							



Cut out the numbers and paste them in the correct order.

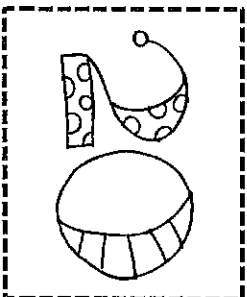
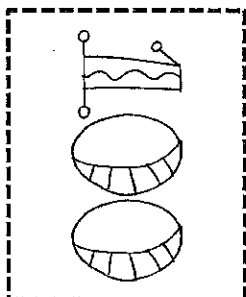
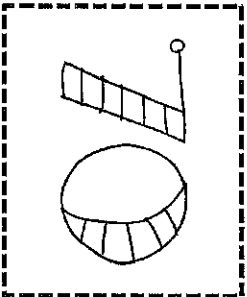
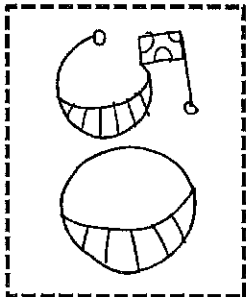
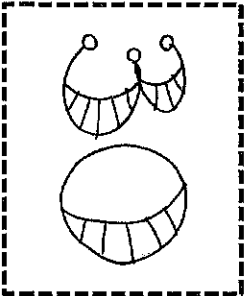
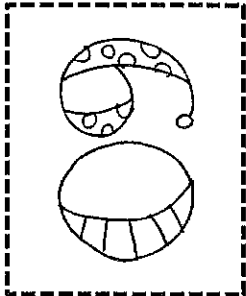
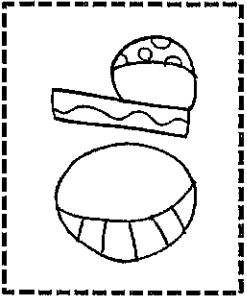


I can skip count by 10's...



Cut out the numbers and paste them in the correct order.



Name _____

Deciduous and Evergreen Leaves

Deciduous plants lose their leaves for part of the year. Their leaves are flatter and broader. Evergreens keep their leaves. Their leaves are thin and pointy.

Draw a picture deciduous leaf and an evergreen leaf.

Deciduous Leaf	Evergreen Leaf

Kinder Daily Student Instruction Sheet

WEDNESDAY April 22, 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 Wed. paper](#)
- pencil
- **Pink Spalding Notebook**
- [Word List #6](#)
- 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: **ay, ph, eigh (4 letters), h, i.** 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, on the Wednesday paper: **ay, ph, eigh (4 letters), h, i.**
- 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 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
<u>cool</u>	It is very <u>cool</u> outside.	Underline the 2-letter phonogram 'oo'.
<u>ear th</u>	We can recycle and take care of the <u>earth</u> .	Underline the 3-letter phonogram 'ear', and the 2-letter phonogram 'th'.
<u>feed</u>	My chore is to <u>feed</u> our dog.	Underline the 2-letter phonogram 'ee'.

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 toward the student's overall 20 minutes of daily reading time.**

- ❑ **(PA) (5 min.)** Give your student today's Word List #6 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, read along with [Ms. Boes](#) in the video, at 2:55.
- ❑ **(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 Mouse Soup and answer comprehension questions using text to support their answers.

Materials needed:

- [Mouse Soup: The Crickets](#) by Arnold Lobel

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, *The Crickets?* (p. 32)
- ❑ **(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, *The Crickets* in Mouse Soup, by Arnold Lobel or read along with your teacher in the Zoom class! Encourage your child to read as many words as they can, reminding them to look for spelling words they already know or use their phonograms to sound out new words.
- ❑ **(PA) (2mins)** After reading, ask your student the following questions, referring back to the text to find their answers:
 1. What is the problem in this story? *The mouse wants to sleep and does not want music, but the crickets think she wants more music and get louder.*
 2. How many crickets are in the beginning of the story? in the middle? in the end? *The story begins with one cricket, then two, then three, and at the end, ten crickets.*
 3. How did the mouse solve her problem? *She had to shout to the crickets so they could hear her, and she asked them to stop.*
 4. Is it important to stop and listen to instructions? *Yes, we might miss instructions if we are like the crickets and keep making noise.*
 5. Can you think of a time this has happened to you? *Students should give a personal reflection on a time they didn't hear someone's instructions because they were talking/making noise- maybe they didn't hear their name called for dinnertime because they were playing loudly.*
 6. Can you think of a time when it could even be dangerous if we miss hearing instructions? *In emergency situations, like a fire, students need to keep quiet to hear the teacher and firefighter's instructions to stay safe.*

Kinder Daily Student Instruction Sheet

	<input type="checkbox"/> (I) (3mins) Practice poem memorization: <i>Hot Cross Buns</i> (from Monday)
MATH (30 Minutes)	<p><u>Math</u> Goal/Objective: Students will talk about numbers to 100 using tens and ones</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Textbook pg. 153 • Tens and Ones WS • pencil <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA)(10 minutes) Students will complete pg. 153 with parent guidance as needed. <input type="checkbox"/> (I)(20 minutes) Have your student work along with Mrs. Hildebrand's video, or assist your child in completing the first two problems on the tens and ones worksheet by counting the tens and writing that number in the chart for tens. Then they count the ones and write that number in the chart for the ones. They then put the numbers together and write it on the line (ex. 2 tens and 6 ones is 26). Encourage your child to then complete the remainder of the WS independently.
SCIENCE/ HISTORY (15 Minutes)	<p><u>Science</u> Goal/Objective: Students will learn the process of how food is grown, prepared, and transferred to our homes.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Workers book • Workers Cut and Paste worksheet • an additional piece of paper <p>Specific Instructions (I= independent PA=parent assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) (2 minutes) Ask your student how they think a loaf of bread is made. Please watch Mrs. Welch's video. <input type="checkbox"/> (PA) (5 minutes) The parent will read the book, <u>Workers</u>, stopping every now and then to ask questions and check for understanding. Afterwards, go over the order of events, using the pictures in the book and having your student repeat the process to you. <input type="checkbox"/> (PA) (5 minutes) The parent will instruct the student to cut out the pictures of the The Workers Cut and Paste worksheet, put them in the correct order, and glue them to another piece of paper.
SPECIAL CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i> PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO</p>

Kinder Daily Student Instruction Sheet

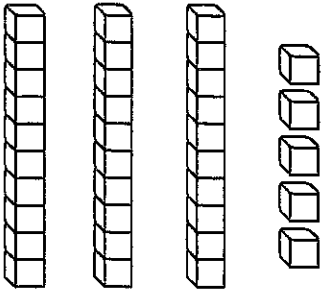
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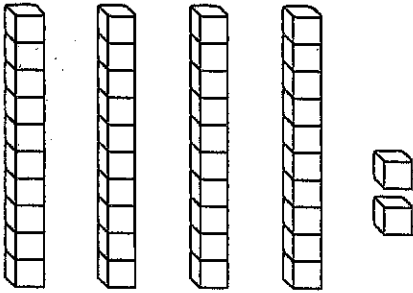
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Name: _____

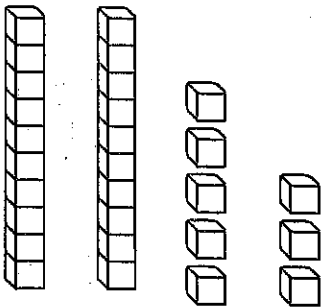
Directions: Fill in the chart to match the picture. Write the number.



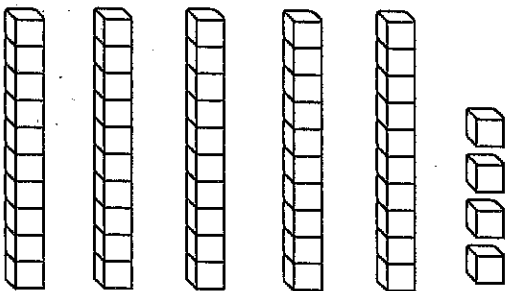
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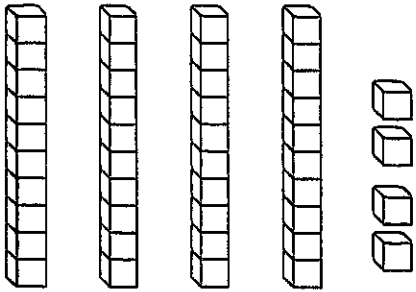
Tens	Ones



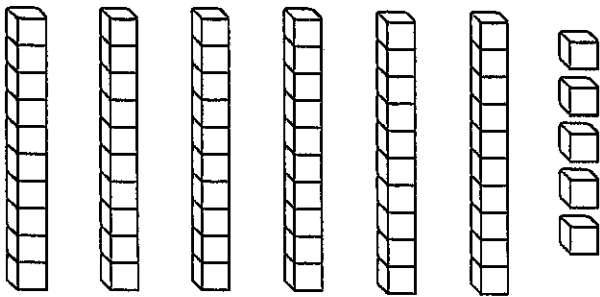
Tens	Ones



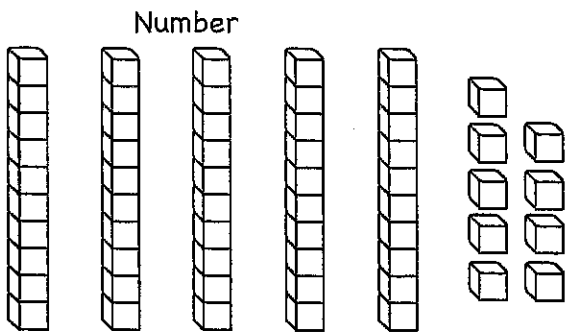
Tens	Ones



Tens	Ones



Tens	Ones

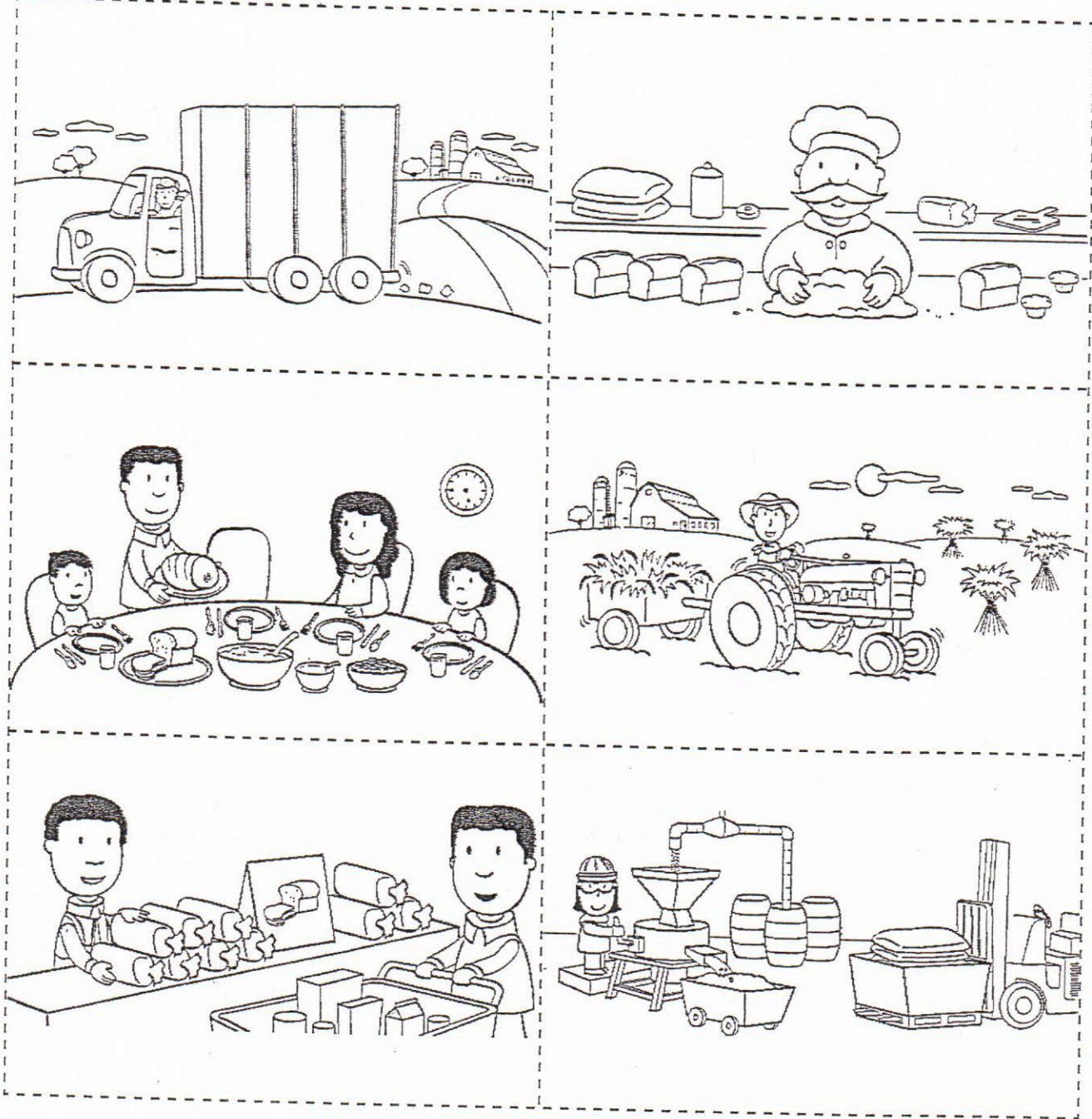


Tens	Ones



Name _____

Worker Cut and Paste



WORKERS • LEVEL D • 1

SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students cut apart the pictures and sequence them in the correct order. Have them paste the pictures in order on a separate piece of paper.

Kinder Daily Student Instruction Sheet

THURSDAY April 23, 2020

Due: Monday, April 27, 2020

**Total time:
about 1 hr**

Graded Week 5 Review

Today is our first weekly graded review which will serve as the graded portion of this packet. While parent assistance will be necessary, we ask that it be limited to the reading of questions and guiding students to relevant resources from the current week's learning. We ask that students answer questions independent of adult help or collaboration with other students. However, students are welcome to use any of their readings, textbook pages, or work from Monday - Wednesday of this week (with the exception of Spalding.)

This review only covers material from this week.

Below are instructions for each portion of the graded review with a suggested time limit for each portion. The graded review is intended to take less than 1 hour on average. We recommend that students take a few breaks between subjects, rather than completing the graded review in one sitting.

This review should be completed in **pencil** with legible handwriting. As usual, handwriting is part of the Spalding grade. Please do not use pens or colored pencils.

Due date: Monday, April 27th

Students must turn in:

1. Graded Review for Week 5 (includes Reading Log)
2. **One assignment for each Specials class: Art, Music, P.E., and Spanish**

Options for Returning Graded Work:

1. **Hardcopy Return:** Turn-in the entire Graded Review with written responses to school at the beginning of the next week.
 - Turn in completed student work pages with student name, date, and teacher name on **each page.**

OR

2. **Electronic Submission:** Turn in electronically through your student's private Google Classroom account (detailed submission instructions will be given in your student's GC account in the "Friday Assignment" section,

Kinder Daily Student Instruction Sheet

as well as on the GHTX Resource webpage
<https://www.greatheartsamerica.org/txresources/>

ELA

Spalding (20 Minutes)

Literature/Poetry (10 Minutes)

Spalding

Goal/Objective: Students will demonstrate understanding of this week's content.

Materials needed:

- Student distance learning materials from this week
- Spalding [Spelling Assessment Video](#)
- Spalding paper ([Thursday - Page 1 of Graded Week 5 Review](#))
- Spalding spelling word list (below)

child	The child was very kind to everyone.
ice	Can I please have some ice in my water?
play	I love to play tag with my friends!
sea	The boat sailed on the big sea .
see	Did you see your cousin today?
bird	Yiddle the cat chased the bird in the backyard.
cool	It was cool outside this morning.
earth	Soil is sometimes called earth .
feed	Don't forget to feed the dog!

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

Student should complete this assignment independently to the fullest extent possible.

- (PA)** Parent will say the word, read the sentence provided above, and repeat the word, or follow along with [Ms. Boes in her video](#).
- (I)** Student will write the word in the first column on the Spalding paper.
 - Student should not refer to any materials from this week to spell words for the first column.
- Repeat process for all words in the spelling list.
- (PA)** Parent will guide student to write the correct spelling of any misspelled words in the second column of the Spalding paper.
 - Do NOT change/correct any words in the first column.

Kinder Daily Student Instruction Sheet

- Student may refer to materials from earlier in the week to determine the correct spelling of any missed words.

Reading

- Ensure Reading Log is complete and turn it in as part of [Graded Review for Week 5](#).
- Read for fun!

Literature

Goal/Objective: Students will review story elements from Mouse Soup and answer comprehension questions. Students will demonstrate memorization of this week's poem, *Hot Cross Buns*.

Materials needed:

- Literature section of the [Graded Week 5 Review](#)

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

- (PA) (10mins)** Parents will read the Literature comprehension questions aloud and the possible answer choices.
 - (I)** Students will circle their answer choices independently. They may refer back to their daily work to find textual evidence, review a story element, or find a definition.
- (I) (1min)** Review poem memorization: *Hot Cross Buns* (from Monday)
 - (PA)** Students will recite their poem, while parents record their recitation on the provided poem rubric.

MATH

(20 Minutes)

Math

Goal/Objective:

- Counting numbers up to 100 by skip counting and grouping.
 - Skip Counting by 2's
 - Skip Counting by 5's
 - Skip Counting by 10's
 - Counting using grouping with tens and ones

Materials needed:

- Math section of [Graded Week 5 Review](#)

Specific Instructions (I=independent; PA=dependent):

- (I)** Student will count by skip counting by 2's, 5's, and 10's.
 - Write the number in each box
- (I)** Student will count and write the number in the set.
 - Count the number of tens and write it in the chart labeled tens.

Kinder Daily Student Instruction Sheet

	<ul style="list-style-type: none"><input type="checkbox"/> Count the number of ones and write it in the chart labeled ones.<input type="checkbox"/> Combine the tens and ones and write the number in the box.
SCIENCE (10 Minutes)	<p><u>Science</u> Goal/Objective:</p> <ul style="list-style-type: none">● Recall facts about plants and the process by which bread is made, harvested, and finally brought to the table. <p>Materials needed:</p> <ul style="list-style-type: none">● Science section of Graded Week 5 Review● Week 5 Science materials <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) Parent will read question to the student, if student requires reading support<input type="checkbox"/> (I) Student will circle the correct answer<ul style="list-style-type: none"><input type="checkbox"/> Student may refer to any materials from week 5
SPECIAL CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i> PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON FRIDAY(to Google Classroom) or MONDAY(paper packet to bins at school).</p>

Spalding – Distance Learning Week 5: April 20-23, 2020

Name _____ # _____
Date _____

Thursday

spelling test -
write this week's 9 spelling words

1.
2.
3.
4.
5.
6.
7.
8.
9.

1.
2.
3.
4.
5.
6.
7.
8.
9.

Kindergarten Graded Week 5 Review

Reading Log: Week 5, 4/20-4/22

Day	Date	Book Title or S__B__	Total Mins. (student + parent)	Parent Initials
Monday	4/20			
Tuesday	4/21			
Wednesday	4/22			

Literature: Mouse Soup

Read the following questions aloud, one at a time. Please read the answer choices and allow your student to independently circle their answer.

- Which of these is a character in the beginning of the book, Mouse Soup?
 - a bear
 - a weasel
 - a dog
- The _____ of a story is something that is wrong and will be fixed by the solution.
 - setting
 - characters
 - problem
- The Bees and the Mud* chapter: True or false; The bees liked it when the mouse ducked his head into the mud.



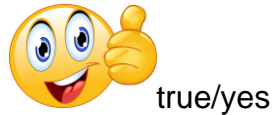
true/yes



false/no

- Two Large Stones* chapter: Which character told the stones about the grass, flowers, earth, and stones on the other side of their hill?
 - the mouse
 - the weasel
 - the bird

5. *The Crickets* chapter: The solution to the mouse’s problem was for **more** crickets to come and chirp outside her window.



Poetry

Allow your student to practice 2-3 times, using the motions practiced earlier in the week to aid memorization. You student should then stand in ‘poet’s posture’ and independently recite *Hot Cross Buns*.

Poetry Rubric: Please circle the description that best matches your student’s recitation. They may recite and make motions that compliment the poem’s words, i.e. pretending to cup their mouth to call out “Hot Cross Buns!”.

<p>I needed help saying the poem. I was very quiet. I will try again next poem!</p>	<p>I needed help on the words. I spoke in my normal voice. I followed the rhythm!</p>	<p>I knew almost all the words! I spoke loudly! I followed the rhythm!</p>	<p>I knew all the words! I spoke loudly! I followed the rhythm!</p>
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Math

1. Count by 2’s. Write the numbers.



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Name: _____ Section K/ _____ Date: _____

2. Count by 5's. Write the numbers.



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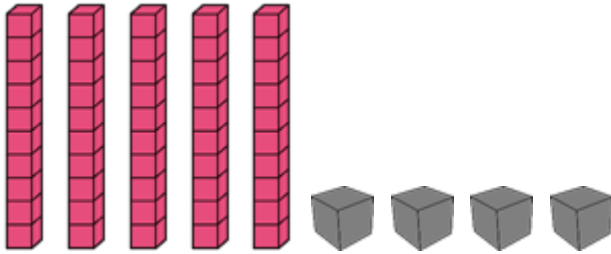
3. Count by 10's. Write the numbers.



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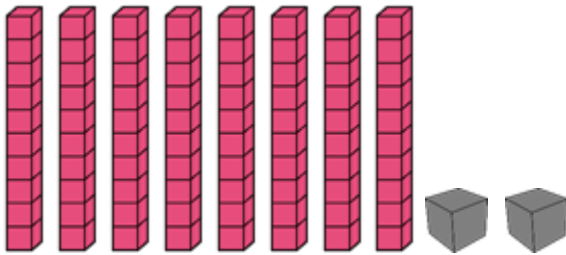
Name: _____ Section K/ _____ Date: _____

4. Count the tens and ones. Write the tens and ones, and the number.



tens	ones

5. Count the tens and ones. Write the tens and ones, and the number.



tens	ones

Science

Allow your student to review the Science Resources for the week.
Read the following questions aloud, one at a time. Please read the answer choices and allow your student to independently circle their answer.

- The parts of the plant are
 - seeds, roots, stems, leaves, flowers, and fruits
 - seeds, roots, stems, flowers, and fruits
 - seeds, roots, stems, leaves, grass, and fruits

- Which group below are examples of seeds?
 - broccoli, artichokes, cauliflower
 - apples, oranges, eggplant
 - corn, pinto beans, peanuts

Name: _____ Section K/ _____ Date: _____

3. Deciduous trees shed their leaves once a year.



true/yes



false/no

4. One difference between a deciduous tree and an evergreen tree is that deciduous trees stay green all year long.



true/yes



false/no

5. Which statement below is true?

- a. Bread begins as a wheat seed, is planted, grown, grounded, and baked before we can buy it and bring it home.
- b. Bread is always planted and baked at home.
- c. Bread begins as a wheat seed, is planted, and then goes directly to the store for us to buy and bring home.

Specials Student Instruction Sheet

WEEKLY ASSIGNMENTS 4/20 - 4/24

SPANISH
(25 Minutes)

SPANISH

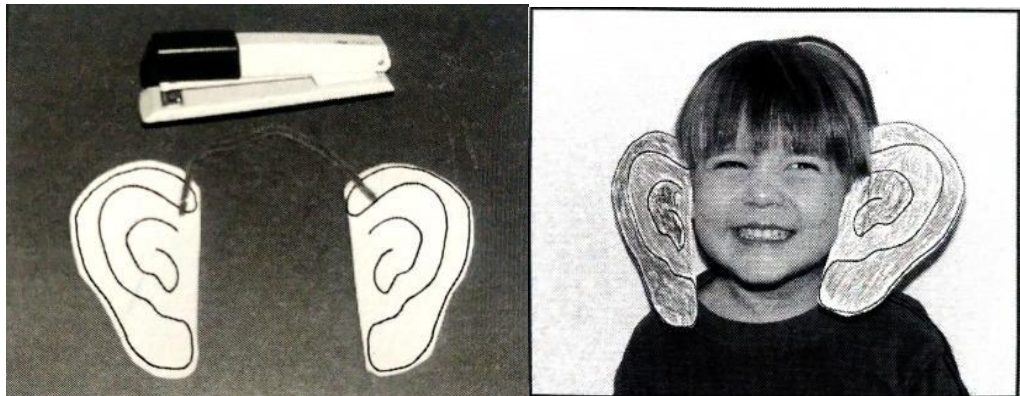
Goal/Objective: Your student will use the command for “listen” and play the game Simon Says.

Materials needed:

- [Teacher Notes](#) (cut out of large ears included)
- [Audio file](#)
- Crayons
- Optional; Stapler and pipe cleaner (string, yarn or any other material)

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

- (PA)** Have your student cut out the large ears.
- (PA)** Have your student color the large ears.
- (PA)** Optional: staple a piece of pipe cleaner to each ear so that your student will be able to wear the large ears on the head. You may have to cut and or/shape the pipe cleaner to fit your student’s head.



- (PA)** If you do not have a stapler or pipe cleaner, have your students hold up their large ears next to their ears.
- (PA)** When your student is finished, *stay escucha and escúchame*. Alternate between the words. Have your student repeat the words
- (PA or I)** Let your student wear their large ears (optional).
- (PA)** Tell your student you are going to play a Spanish version of the game “Simon Says (Simon Dice).”
- (PA)** Repeat the game as many times as you wish.

DUE on FRIDAY- Turn in Teacher Notes digitally through google classroom OR turn in to the school on MONDAY.

MUSIC
(25 Minutes)

MUSIC

Goal/Objective: Your student will practice “active listening” skills and search for sounds around your home, or outside.

Materials needed: [Scavenger Hunt list](#)

Specials Student Instruction Sheet

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

- PA:** Help your child identify the following items on their Scavenger Hunt:
 - 2 items with a steady beat
 - 2 items without a steady beat
 - 1 fast sound
 - 1 slow sound
 - 1 high sound
 - 1 low sound
 - 2 long sounds
 - 2 short sounds
 - 2 loud sounds
 - 2 soft sounds

DUE on FRIDAY- Turn in [scavenger hunt checklist](#) digitally through google classroom **OR** turn in to the school on **MONDAY**.

ART
(25 Minutes)

ART

Goal/Objective:

- Scholars of all ages -- no age limit :) will venture outside for Nature Observation to collect a small plant to draw.
- Return indoors to draw a moth with Mrs. Northway, following along with video.

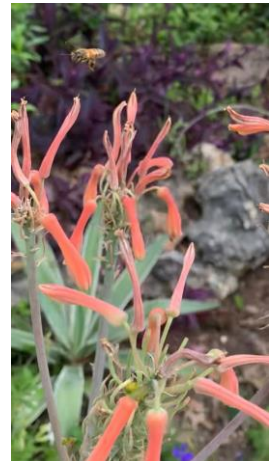
Materials needed:

- Pencil
- Paper: You may work directly in your sketchbook.
- A small plant found outdoors, or a house plant.
- **(OPTIONAL)** create a little [DIY "bug book/journal"](#) with brown paper sandwich bags.
- **(OPTIONAL):** [Additional research link](#) about artist, scientist and explorer, Maria Sibylla Merian. **She often used a magnifying glass to draw small details**



To the left: Maria Sibylla Merian:
Carolina sphinx moth (Manduca sexta)
sucking nectar from a peacock flower
(Caesalpinia pulcherrima)

To the right, is a picture that I took of a bee in my yard. It's hard to see, but this is an example of one way you can take a picture first and then look at it to draw. I made sure to include a lot of the plant in my picture.



Specific Instructions (I=independent;

PA= Parent assistance):

- (PA)** Assist the scholar in finding an outdoor plant to draw.

Specials Student Instruction Sheet

	<ul style="list-style-type: none"><input type="checkbox"/> (PA) Assist the scholar in printing the image of the moth and the step by step drawing.<input type="checkbox"/> (IW) Follow along with a STEP BY STEP VIDEO of Mrs. Northway drawing a Carolina sphinx moth. <input type="checkbox"/> DUE ON MONDAY - Submit digital Image of drawing to “Specials” folder within Google Classroom or turn in at school
PE (25 Minutes)	<p>PE Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets</p> <p>Materials needed:</p> <ul style="list-style-type: none">● Bingo Sheet (included in packet)● Optional P.E. challenge videos brought to you by: Coach Corcoran Coach Walsh Coach Wilson <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical)<input type="checkbox"/> Leap in the air and yell BINGO! <p>DUE ON FRIDAY - Turn in Bingo Sheet digitally through Google classroom OR turn in to the school on MONDAY</p>

Student's Name _____

Section _____

My child has completed the assignment.

Vocabulary and Phrases

W5 Spanish Teacher Notes

Escucha.
Listen.

Escúchame.
Listen to me.

Simón dice... (Simon says...)

párate
stand up

para
stop

baila
dance

saltos de tijeras
jumping jacks.

aplaude
applaud

manos arriba
hands up

manos abajo
hands down

brazos arriba
arms up

brazos abajo
arms down

párate en una pierna
stand on one leg

tócate los pies
touch your feet

Siéntate
Sit down.

corre en sitio
run in place

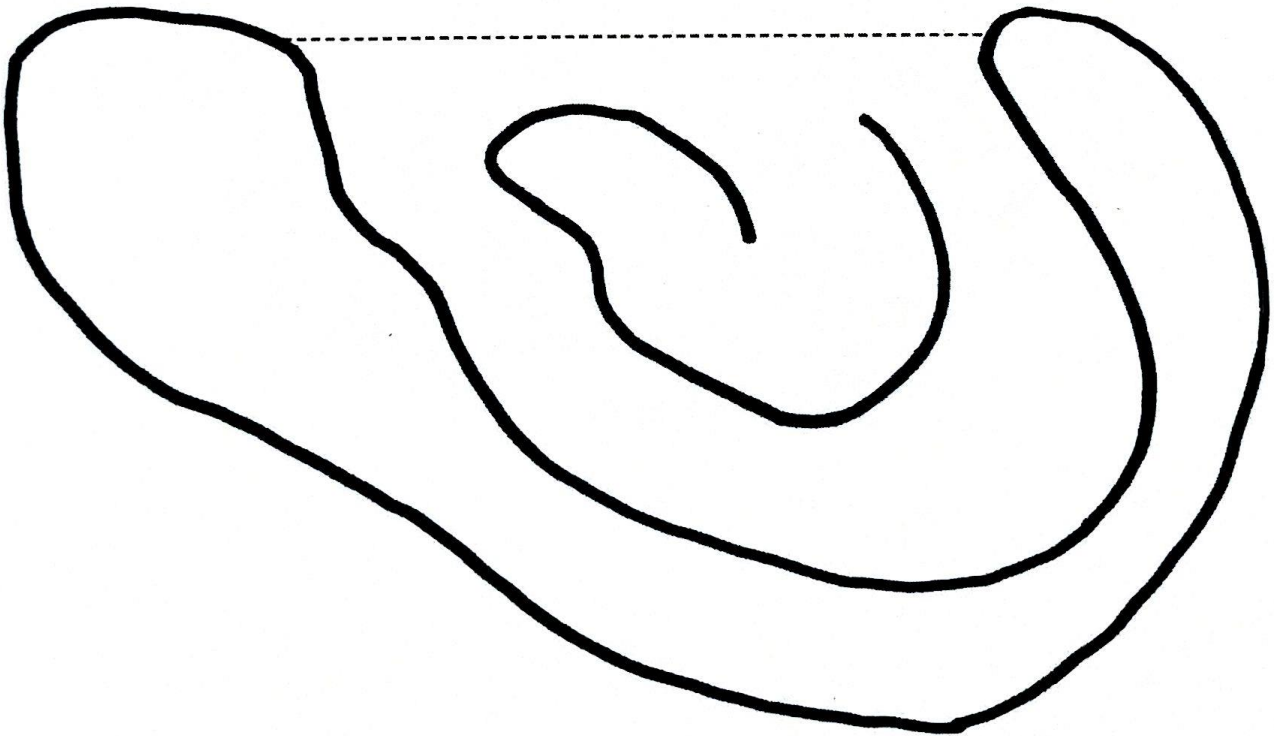
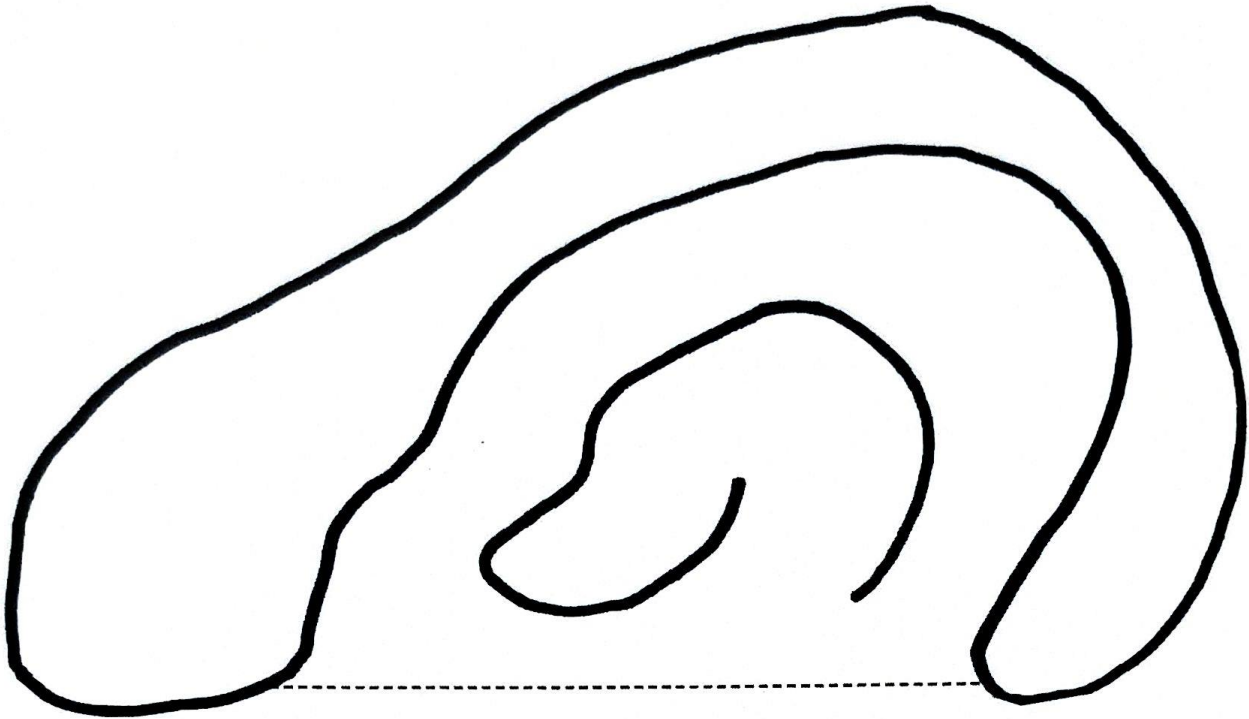
canta
sing

sonríe
smile

brinca
jump

toca tu nariz
touch your nose

Large Ears cut out



Name: _____


Class Section: _____

Parent Signature: _____

Do You Hear What I Hear?



a listening scavenger hunt

-  Listen for 2 items with a Steady Beat
-  Listen for 2 items without a Steady Beat
-  Listen for 1 fast sound
-  Listen for 1 slow sound
-  Listen for 1 high sound
-  Listen for 1 low sound
-  Listen for 2 long sounds
-  Listen for 2 short sounds
-  Listen for 2 loud sounds
-  Listen for 2 quiet sounds





Maria Sibylla Merian - Carolina sphinx moth (*Manduca sexta*) sucking nectar from a peacock flower (*Caesalpinia pulcherrima*). 1726

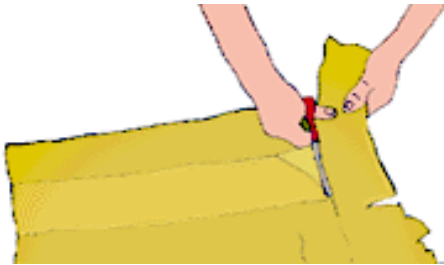
Make a Paper Bag Book

For centuries, people have made books from all sorts of materials and in all shapes and sizes. Here are instructions for making a simple book out of a paper grocery bag. All you need is a pair of scissors and a paper grocery bag. If you don't have a grocery bag, any sheet of paper will do (preferably 12 x 18 in).

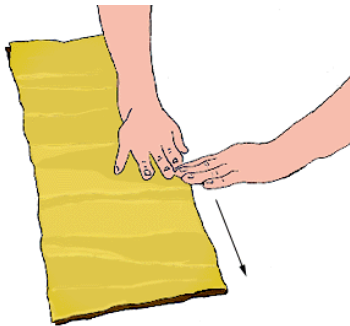
STEP ONE: Carefully take the bag apart along its seam and lay it out on the table in front of you.



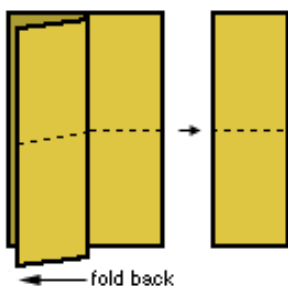
STEP TWO: Trim off the bottom so that you have a long rectangular sheet left.



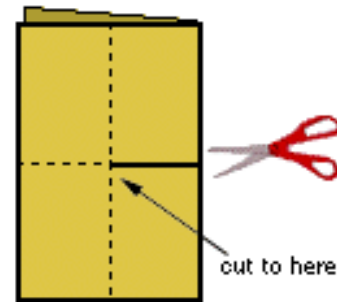
STEP THREE: Fold the paper over long ways (hotdog style) so that the corners meet. Crease well and then unfold. Fold the paper over in the other direction (hamburger style). Place the corners together and crease well. Do not unfold.



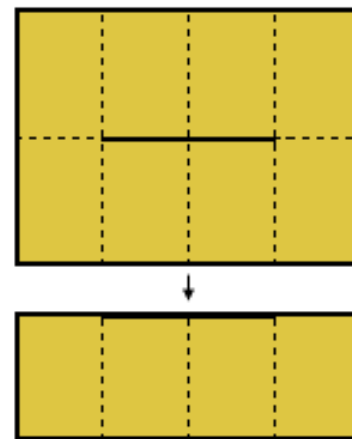
STEP FOUR: Fold back one side as shown in the figure below. Place the corners together and crease well. Repeat with the other side.



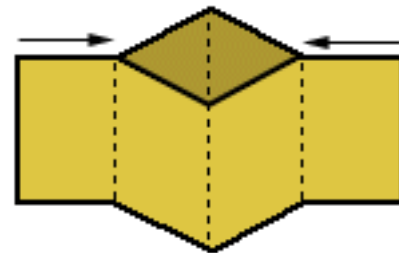
STEP FIVE: Unfold the last two folds. Holding the folded side in your hand, cut along the centerline until you reach the first vertical fold.



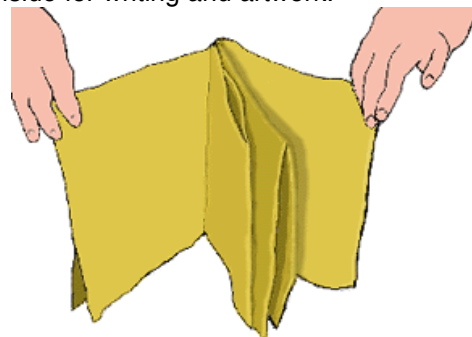
STEP SIX: Open the paper so that eight sections are showing. Fold the page over long ways. If there are pictures or words on the paper put them on the inside.



STEP SEVEN: Holding on to each side, gently push the ends together to form the pages of the book.



STEP EIGHT: Fold the front and back covers around so that the corners meet. Crease well. You should have six pages inside for writing and artwork.



Physical Education BINGO



Student Name: _____

25 push ups	Climb a tree	Do a headstand against a wall for 15 seconds	Run a relay race around your house with your family	20 Jumping jacks counting
Arm wrestle your siblings or parents. Both arms. Best two out of three wins.	Go on a bike ride with your family	Balance on one foot for 20 seconds. Switch to the other foot.	10 Crunches	8 Star Jumps
Hop on one foot 5 times and then the other.	Jumping Jacks and spell of Griffins 2 times	 Free Space	Jump Rope for 2 minutes	FIGURE EIGHTS Walk/run in figure eights of varied sizes.
Mountain Climbers	TOUCH YOUR TOES hold for 5 seconds 3 times	Run in place for 1 minute	Jog with a family member	Hold a plank position for 30 seconds
Walk around your neighborhood with a family member	Gallop across your yard	15 Lunges	20 High Knees	15 Air Squats

Complete 5 spaces for a BINGO and enter the date of completion. Turn this page in on Friday.

Challenge: See if you can make more than 1 BINGO!

Mrs. Walsh challenge:

Mrs. Wilson challenge:

Mr. Corcoran challenge: