

# GreatHearts

Northern Oaks



## Distance Learning Packet

April 14-April 17, 2020

### Kindergarten

Mrs. Hildebrand

Mrs. Siller

Ms. Boes

Mrs. Welch

Student Name: \_\_\_\_\_ Section: \_\_

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## Student Attendance Affidavit

April 14-17, 2020

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

Monday, April 13, 2020 - **NO SCHOOL**

Tuesday, April 14, 2020

Wednesday, April 15, 2020

Thursday, April 16, 2020

Friday, April 17, 2020

Student Name: \_\_\_\_\_ Grade/Homeroom: \_\_\_\_\_

Parent Name: \_\_\_\_\_ (printed)

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Kinder Daily Student Instruction Sheet

## TUESDAY April 14, 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 Tues./Wed paper](#)
- pencil
- **Pink Spalding Notebook**
- [Word List #9](#)
- leveled reader (from reading bag)
- [reading log](#) (in appendix)

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

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

- Introduce our final phonogram '**ci**' (**short**). The cue is (short) because we have 2 other phonograms that have that same sound; sh, and ti. T is a tall phonogram so it's cue is (tall), c is a short phonogram so its cue is (short). 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: **ci (short), b, ei, dge (3 letters), ng**
  - 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 Tuesday column: **ci (short), b, ei, dge (3 letters), ng**
- 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"> <li>● Says the word</li> <li>● Says the word in a sentence</li> <li>● Says the word again</li> </ul>	<ul style="list-style-type: none"> <li>● Repeats the word</li> <li>● Determines the base words (and prefix/suffix, if applicable)</li> <li>● Shows syllables with fists and sounds with fingers</li> <li>● Writes the word in syllables while saying it aloud</li> <li>● Writes the markings and the rules that apply</li> </ul>	<ul style="list-style-type: none"> <li>● Make the appropriate corrections before moving on the next word</li> </ul>

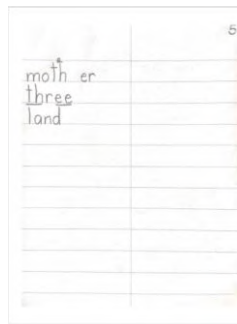
**Note:** 1. Remind students to use their phonogram knowledge and spelling rules.

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
moth <sup>2</sup> er	Her <u>mother</u> is nice.	2 syllables. For spelling, say the 'o' like in the word 'mom'. Underline the 2-letter phonogram 'th' and write a 2 above for second sound, underline the 2-letter phonogram 'er'.
th <u>ree</u>	My brother is <u>three</u> years old.	Underline the 2-letter phonograms 'th', and 'ee'.
land	We could see <u>land</u> from the boat.	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 toward student's overall 20 minutes of daily reading time.**

- (PA) (5 min.)** Give your student today's Word List #9 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 4:37.
- (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 **alliteration**, and begin to memorize the poem. Students will read a chapter from Little Bear's Visit and answer comprehension questions using text to support their answers.

#### **Materials needed:**

- [Simple Simon](#) poem worksheet
- Little Bear's Visit: Chapter 1 by Else Holmelund Minarik

#### **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.
- (PA) (5mins):** Ask your student about **alliteration**.
- What is alliteration? *Alliteration is when the beginning sound of a word is repeated in other closely connected words. For example, "Peter Piper picked a peck of pickled peppers" is a fun alliteration sentence!*
- Do you hear **alliteration** in this poem? Yes, "**Simple Simon**" and later in the poem, "**Said Simple Simon...**".
- Are there any rhyming words? Yes, *fair/ware are rhyming words, and penny/any.*
  
- (PA) (1min)** Using the **table of contents**, ask your child what page they need to find for today's chapter, *Grandmother and Grandfather Bear?* (p. 9)
- (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, *Grandmother and Grandfather Bear?* in Little Bear's Visit, by Else Holmelund Minarik or [read along with Mrs. Siller](#). Please stop at page 23.
- (PA)** After reading, ask your student the following questions, referring back to the text to find their answers. They will answer verbally (encourage complete sentences) **(2mins)**.

## Kinder Daily Student Instruction Sheet

	<ol style="list-style-type: none"> <li>1. Who are the characters in this chapter? <i>The characters are Grandmother Bear, Grandfather Bear, and Little Bear.</i></li> <li>2. When Little Bear visits, what does he like to do? <i>Little Bear likes to look at their things (pictures, flowers, the toy goblin, Grandfather's hat), eat Grandmother's cooking, and hear stories.</i></li> <li>3. What happened when Little Bear went to fetch Grandfather Bear's pipe? <i>Grandfather Bear fell asleep.</i></li> <li>4. Who tells a story to Little Bear instead? <i>Grandmother Bear agrees to tell Little Bear a story.</i></li> <li>5. Who will Grandmother's story be about? <i>Her story is about Mother Bear.</i></li> </ol>
<p><b>MATH</b> (30 Minutes)</p>	<p><b><u>Math</u></b> <b>Goal/Objective:</b> Students will count to 100 by 10's.</p> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">100 Chart</a> (Will need this all week as a resource)</li> <li>● <a href="#">Textbook p. 146</a></li> <li>● <a href="#">Corn Cob Counting WS</a></li> <li>● Scissors</li> <li>● Glue</li> <li>● pencil</li> </ul> <p><b>Specific Instructions:</b> (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(PA)(5 minutes)</b> Watch <a href="#">Mrs. Hildebrand's introduction</a> math lesson on counting to 100 by 10's.</li> <li><input type="checkbox"/> <b>(PA)(5 minutes)</b> Turn to page 146 in the Math Textbook and complete with guided practice.</li> <li><input type="checkbox"/> <b>(I) (20 minutes)</b> Have your child complete the Corn Cob Counting WS, using the 100's chart to reference.</li> </ul>
<p><b>SCIENCE/ HISTORY</b> (15 Minutes)</p>	<p><b><u>Science</u></b> <b>Goal/Objective:</b> Through the example of a sunflower, students will learn that flowers begin as seeds and when grown, become producers of seeds.</p> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">sunflower photo</a></li> <li>● <a href="#">"From a Seed to a Sunflower"</a> reading passage</li> <li>● <a href="#">"Growing Flower!"</a> worksheet</li> </ul> <p><b>Specific Instructions:</b> (I=independent PA=parent assisted):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(PA) (3 minutes )</b> Show your student the picture of a sunflower. Ask them if they know what kind of a flower it is. Then tell them that it is a sunflower. Ask them what colors they are and if they know anything about them. Ask them where they may have seen them.</li> <li><input type="checkbox"/> <b>(PA) (5 minutes)</b> Tell your student that they are going to learn about sunflowers, and read the <b>From a Seed to a Sunflower</b> reading passage. Afterwards, check for comprehension by asking questions like: <i>How</i></li> </ul>



## Kinder Daily Student Instruction Sheet

	<p>does a sunflower begin its life? What are some of the things that a sunflower needs in order to grow? What will the florets in the center of the head become? What happens to the seeds on the flower?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(PA, I) (10 minutes)</b> Provide your student with the <b>Growing Flower!</b> worksheet to complete.</li> <li><input type="checkbox"/> Watch <a href="#">Mrs Welch's video</a> to find out how to do the <b>Growing Flower!</b> worksheet.</li> </ul>
<p><b>ART</b></p> <p><b>OPTIONAL:</b> Bellwork (10-15 Minutes)</p> <p><b>GRADED WORK:</b> Two Week Project requiring (50 min. per week minimum)</p>	<p><b><u>Art</u></b> <b>Goal/Objective:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Daily Drawing bell work (optional) and <b>Week 4 Art Project (graded):</b></b></li> <li><input type="checkbox"/> <b><u>Henri Rousseau - Copy of "Tiger in a Tropical Storm"</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Art Image LINK</a></li> </ul> </li> </ul> <p><b>Materials needed for optional Bellwork:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pencil and Paper</li> </ul> <p><b>Materials needed for Week 4 Project:</b></p> <p><b>LINKS TO MATERIALS ARE PROVIDED AS A COURTESY NOT A REQUIREMENT. USING READILY AVAILABLE MATERIALS IS AN OPTION AND I PROVIDE MORE DETAIL FOR THIS IN MY VIDEO LINK IN THE ADDITIONAL RESOURCES. IF NO ACCESS TO TECHNOLOGY, I HAVE PROVIDED A COLOR PRINT OF THE IMAGE TO THE WEEKLY PAPER PACKET. YOU MAY APPROACH THE WEEKLY GRADED PROJECT AS "BELL WORK" WITH ONLY PENCIL AND PAPER IF NECESSARY.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 7" x 10" THICK paper such as cardstock, inside of cereal box or poster board (<a href="#">watercolor</a> or <a href="#">mixed media paper</a>, if possible)</li> <li><input type="checkbox"/> <a href="#">Colored Pencils</a>, <a href="#">Oil Pastels</a>, <a href="#">Extra Fine Sharpie Marker</a>, <a href="#">Watercolors</a></li> </ul> <p><b>NOTE:</b> If you do not have oil pastels, I will demonstrate an alternative method for completing your project, within the Instruction Sheet links.</p> <p><b><u>Specific Instructions:</u></b> (I=independent; PA= Parent assistance)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Art Project Instruction Sheet</a> (in appendix of printed packet)</li> <li><input type="checkbox"/> <b><u>WEEK 4 PROJECT: (Copy of Rousseau painting); This is a two Week Project requiring (50 min. per week minimum)</u></b></li> <li><input type="checkbox"/> <b><u>GRADED WORK:</u></b> <b><u>Due Friday, April 24th</u></b></li> <li><input type="checkbox"/> <b><u>FOR GRADING: Email pic of finished work to <a href="mailto:theresa.northway@greatheartsnorthernoaks.org">theresa.northway@greatheartsnorthernoaks.org</a> (or return drawing in paper packet for grading)</u></b></li> </ul> <p><b>(PA=Parent assisted)</b></p>

## Kinder Daily Student Instruction Sheet

PE (10 Minutes)

- Assist in helping the student prepare for drawing. Parent helps to “grid” using dots ([as explained in Week 1 Blog Video](#)) paper to match the image.

### **(IW=independent Work)**

- Scholar is doing the actual drawing, NOT the parent. Parent only assists by guiding student in placement of marking dots for correct proportions.

### **PE**

**Goal/Objective:** Students will perform proper underhand throwing technique for skee- ball game.

### **Materials needed:**

- [Skee-ball Worksheet](#) (in appendix of printed packet)
- household items
- a ball or a pair of rolled up socks

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

- (PA)** Show your scholar the skee-ball worksheet on how to set up the game.
- (PA)** Review proper underhand throwing technique cues: Face the target, step with the opposite foot, and swing your arm back then forward releasing the ball.
- (PA or I)** Help your student gather household items to use for the game. (If a student does not have a ball a rolled up pair of socks would work as well.)
- (I)** Student will begin playing a skee-ball game and will keep track of their points.
- (I)** Once a student is done with the game they can write their name on their worksheet along with their point totals. Please turn in the worksheet with their packet.

Name \_\_\_\_\_

Tuesday

Wednesday



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

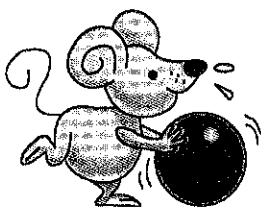


Count by 10's.  
Fill in the missing numbers.

1	2	3	4	5	6	7	8	9	10	10
1	2	3	4	5	6	7	8	9	10	20
1	2	3	4	5	6	7	8	9	10	30
1	2	3	4	5	6	7	8	9	10	40
1	2	3	4	5	6	7	8	9	10	50
1	2	3	4	5	6	7	8	9	10	60
1	2	3	4	5	6	7	8	9	10	70
1	2	3	4	5	6	7	8	9	10	80
1	2	3	4	5	6	7	8	9	10	90
1	2	3	4	5	6	7	8	9	10	100

10	20		40	50		70		90	
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10			40		60				100
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**Development:**

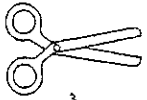
Show the students numeral cards showing 10, 20, 30, ... 100 as they count by tens. Tell them to look at this page. Ask them to count by tens as they point at each row. Get them to look at the numbers written at the end of each row. Next, place numeral cards showing multiples of ten around the room. Ask the students to look at the first row at the bottom of this page. Tell them to look for the missing numbers by pointing to the cards in the room. Ask them to read the numbers in order. Repeat this for the second row.





Name \_\_\_\_\_

# Corncob Counting



Cut.

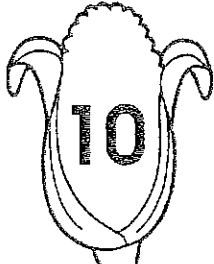
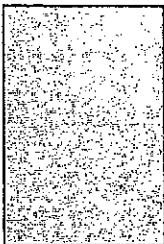
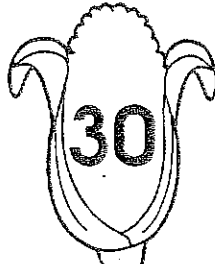
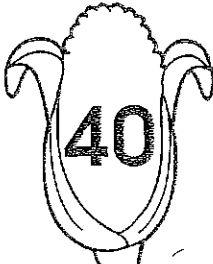
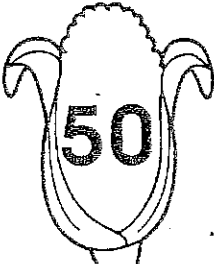
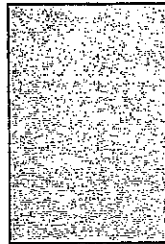
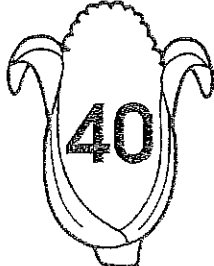
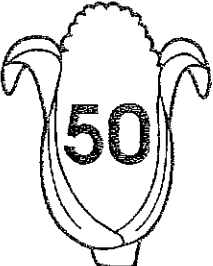
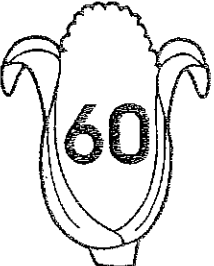
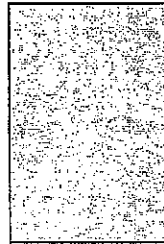
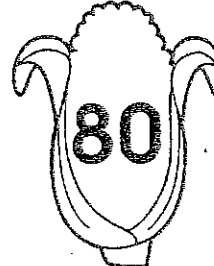
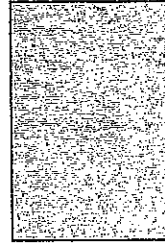
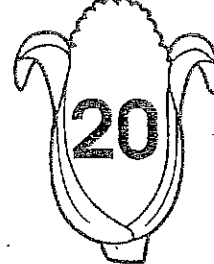
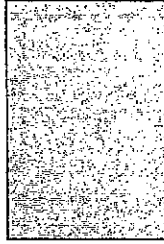
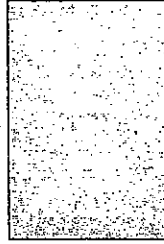
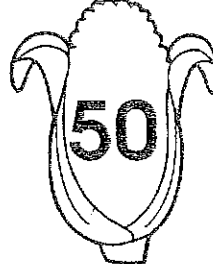
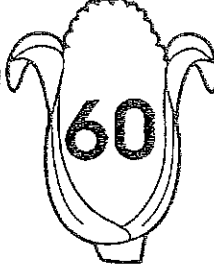
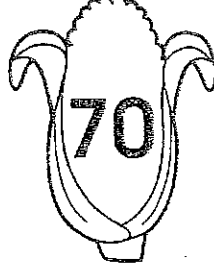

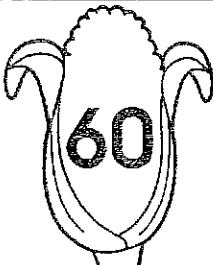
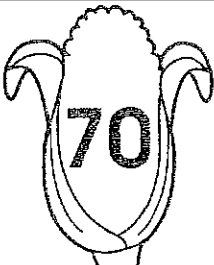
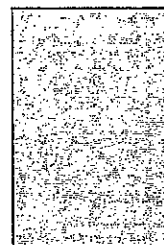
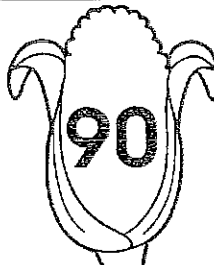
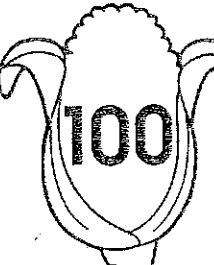










Count by tens.



Glue.



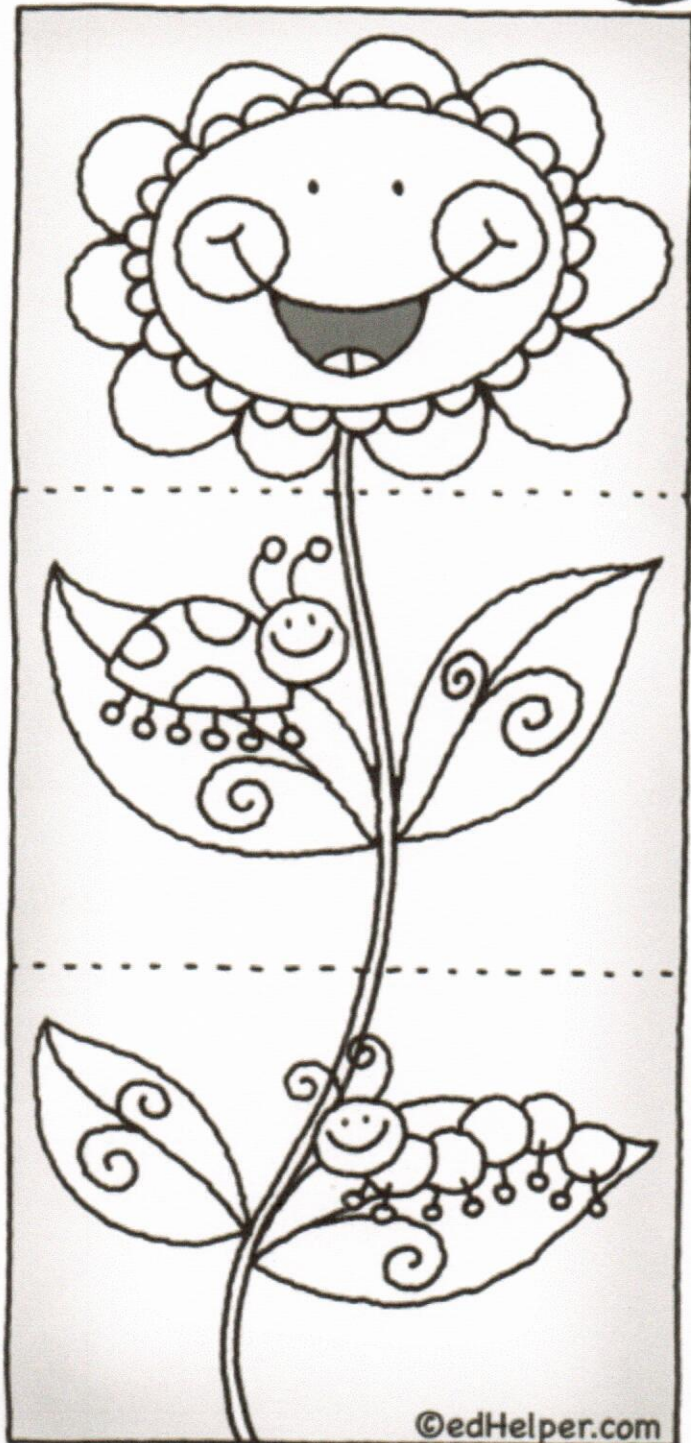
A.						
B.						
C.						
D.						

							
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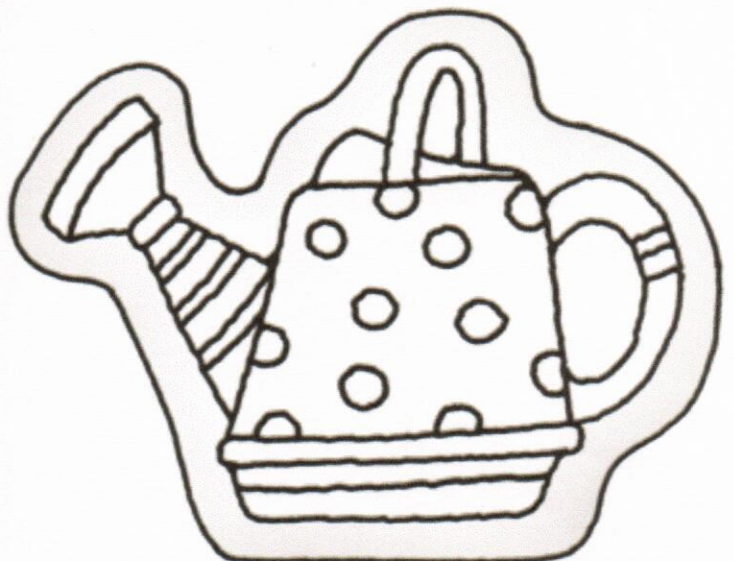


Name \_\_\_\_\_

# Growing Flower!



Flowers need water to grow. Cut out the watering can and the rectangle around the flower. Fold the rectangle along the dotted lines accordion style, with the face on top. Hold the watering can above the flower and pretend you are giving the flower water. Open the flower up and watch it grow!





# Kinder Daily Student Instruction Sheet

## WEDNESDAY April 15, 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 Tues./Wed. paper
- pencil
- **Pink Spalding Notebook**
- [Word List #7](#)
- 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: **y, ough, ie, ed, ir (first)**. 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: **y, ough, ie, ed, ir (first)**.
- 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"> <li>● Says the word</li> <li>● Says the word in a sentence</li> <li>● Says the word again</li> </ul>	<ul style="list-style-type: none"> <li>● Repeats the word</li> <li>● Determines the base words (and prefix/suffix, if applicable)</li> <li>● Shows syllables with fists and sounds with fingers</li> <li>● Writes the word in syllables while saying it aloud</li> <li>● Writes the markings and the rules that apply</li> </ul>	<ul style="list-style-type: none"> <li>● Make the appropriate corrections before moving on the next word</li> </ul>

**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
cold r. 19	It is <u>cold</u> outside!	The 'o' says /o/ because it is before 2 consonants at the end of a base word.
hot	The soup was very <u>hot</u> .	No markings.
hat	She wore a baseball <u>hat</u> .	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 toward student's overall 20 minutes of daily reading time.**

- (PA) (5 min.)** Give your student today's Word List #7 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, read along with Ms. Boes in the [video](#) at 2:12.
- (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's Visit and answer comprehension questions using text to support their answers.

#### **Materials needed:**

- Little Bear's Visit: [Chapter 2](#) 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, *Mother Bear's Robin?* (p. 24)
- (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, *Mother Bear's Robin* in Little Bear's Visit by Else Holmelund Minarik or join your class for a Zoom session for a read aloud and discussion.
- (PA) (5mins)** After reading, ask your student the following questions, referring back to the text to find their answers:
  1. Who is telling this story? *We heard yesterday that Grandmother Bear will tell a story about Mother Bear.*
  2. What is the problem in this story? *The little robin cannot find its nest.*
  3. What is the solution to the problem? *Mother Bear lets the robin live with her.*
  4. Is there a second problem in this story? *Yes, a new problem is that one day the robin's heart is sad.*
  5. What is the solution to this problem? *Mother Bear lets the robin go free.*
  6. What virtue do you think Mother Bear shows to the robin? *Mother Bear shows Friendship to the robin because she wants it to be happy and lets it go. She puts the robin's feelings first and her feelings last.*
  7. What character will tell Little Bear the next story? *Grandfather Bear will tell tomorrow's story.*
- (I) (3mins)** Practice poem memorization: *Simple Simon* (from Tuesday)

## Kinder Daily Student Instruction Sheet

### **MATH**

(30 Minutes)

#### **Math**

**Goal/Objective:** Students will count to 100's by 1's.

**Materials needed:**

- [100's chart](#) (from Tuesday's lesson)
- [Textbook pg. 148](#)
- [Cut and paste Hundreds Chart with Missing Numbers WS](#)
- Scissors
- Glue
- Pencil

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

- (PA) (10 minutes)** Students will open to textbook p. 148. Ask them to look at the incomplete chart and talk about the numbers and any patterns they notice. Have student tell you what the missing numbers are. Fill them in together. Emphasize that there can be more than one way to identify the missing number.
- (PA) (5 minutes)** Use the 100 chart to count from 1-100.
- (I) (15minutes)** Have your child work independently on a WS with a hundred chart that has missing numbers. They will cut out the numbers from the bottom of the sheet, identify where they belong on the chart and paste them in the correct spots.

### **SCIENCE/ HISTORY**

(15 Minutes)

#### **Science**

**Goal/Objective:** Students will learn that plants make their own food through a process called photosynthesis.

**Materials needed:**

- ["Plants Make Food"](#) reading passage
- ["Photosynthesis"](#) instructional poster
- ["Photosynthesis"](#) fill in the blank worksheet

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

- (PA) (5 minutes )** Ask your student where we get our food. Explain that we have to obtain our food by planting, purchasing food items at the store, and cooking at home. However, plants have a special "power" that we don't. They can make their own food. Mrs. Welch has a [video](#).
- (PA) (5 minutes)** Read the **Plants Make Food** reading passage. Check for understanding by asking questions like: *Where do plants get the energy to make their own food? What is the process of making their own food called? What gives plants their green color?*
- (PA) (5 minutes)** Now show your student the **Photosynthesis** instructional poster and read over the process of how a plant makes its own food.
- (PA, I) (5 minutes)** Give your student the **Photosynthesis** fill in the blank and guide them in filling in the appropriate blanks. They can color the picture if they wish.



## Kinder Daily Student Instruction Sheet

Spanish (10  
Minutes)

Music (15-20  
Minutes)

### Spanish

**Goal/Objective:** Your student will use the command for “jump.”

**Materials needed:**

- Any object
- Crayons
- [Teacher Notes](#) (frog cutout included in appendix of printed packet)
- [Audio file](#)

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

- (PA)** Place any object on the floor.
- (PA)** Say, ¡Salta!, as you jump over the object. Have your student repeat the command and when they do, jump over the object again.
- (PA)** Say, ¡Salta!, as your student jumps over the object. Repeat the command together and have your student jump over the object.
- (PA)** Repeat as many times as you want.
- (PA)** Salta, ranita, salta Activity:
  - Have your student color and cut out the frog.
  - Place an object on a table.
  - Say, Salta, ranita, salta, as you motion the paper frog jumping over the object.
  - Have your student repeat the command and when they do, have the paper frog jump over the object again.
  - Give the paper frog to your student.
  - Say Salta, ranita, salta, ask your student to have the paper frog jump over the object. Repeat the command together as the paper frog jumps over the object.
  - Repeat as many times as you want.

### Music

**Goal/Objective:** Learn about a **composer** named Franz Liszt.

**Materials needed:**

- [Facts about Liszt](#) (in appendix of printed packet)
- [Story of Liszt](#) (in appendix of printed packet)

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

- PA: Please spend a few minutes reading the story of Liszt to your child. The most important part of this is that you are together and sharing an experience. The famous composers were real people who lived real lives and also had struggles like we do.
- Please sign the top of the ‘Facts about Liszt’ sheet affirming you have explored this composer and read about his life with your student.**
- PA: Please watch the video I have created about Liszt [here](#).
- Then watch this performance of Liszt’s famous work:
  - [Liebestraum No. 3 piano performance](#)



Fill in the missing numbers.  
Then read the numbers.

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



**Introduction:**  
Tell the students to look at this page. Ask them to look at the incomplete chart and talk about the numbers and any patterns they notice.

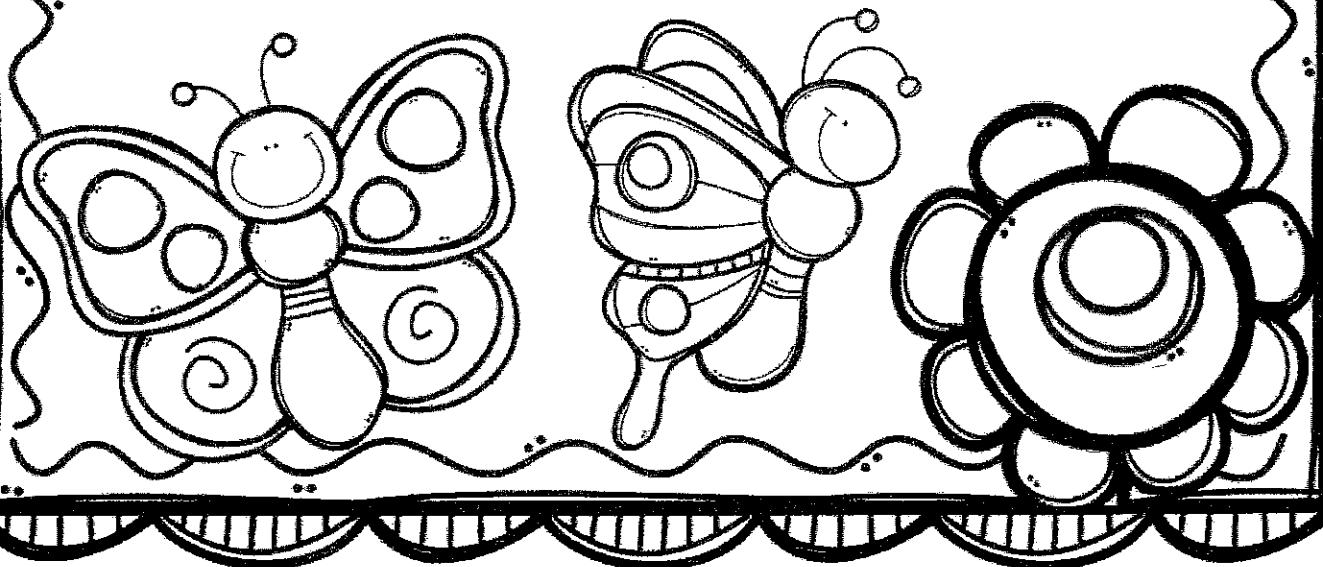
**Development:**  
Have the students tell you what the missing numbers are. Tell them to fill in the missing numbers. Then, ask them to say the numbers as a class.



Name \_\_\_\_\_

Date \_\_\_\_\_

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



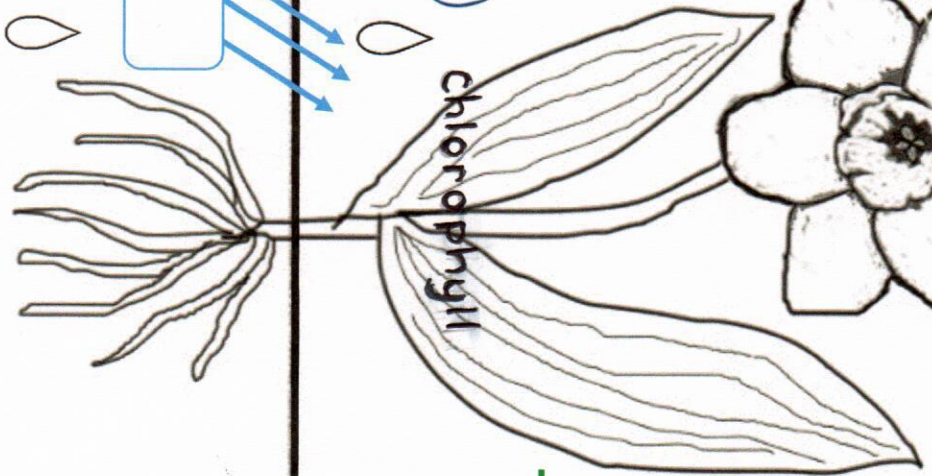
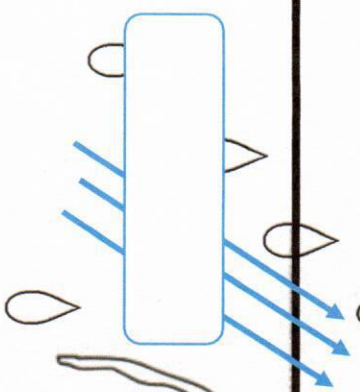
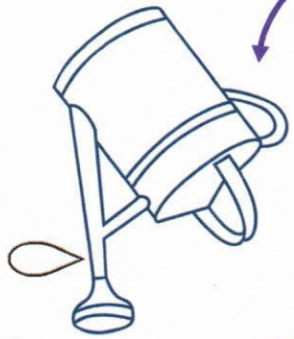
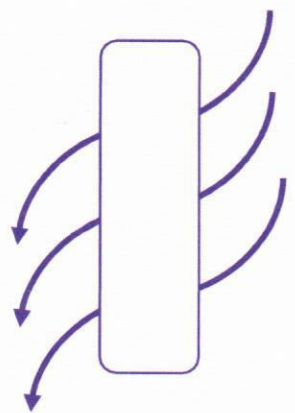
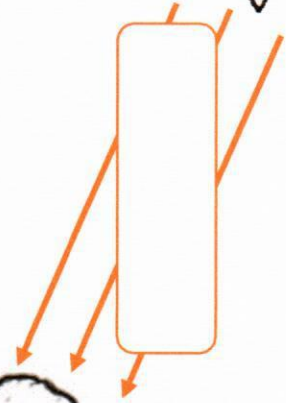
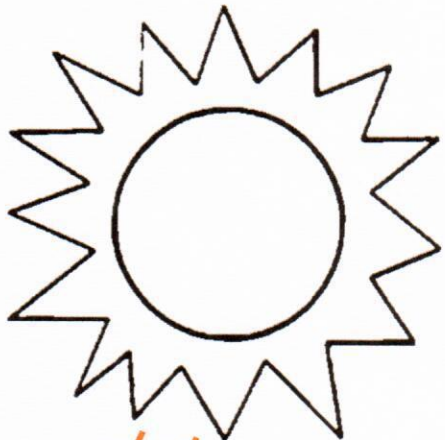
24	85	18	58	52	75	17	47	98	68
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Name: \_\_\_\_\_

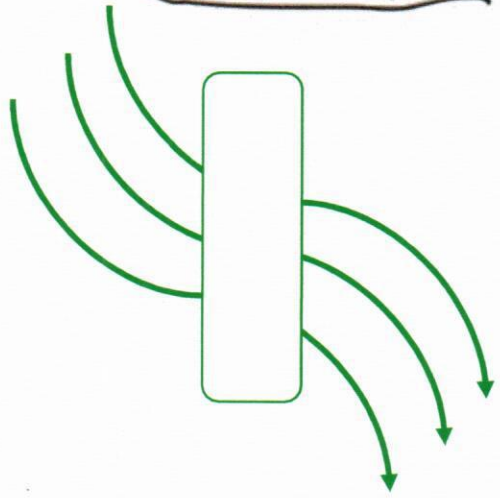
Date: \_\_\_\_\_

# Photosynthesis



Label each component of photosynthesis using the words below.

- Oxygen
- Light Energy (sunlight)
- Carbon Dioxide
- Water







# Kinder Daily Student Instruction Sheet

**THURSDAY April 16, 2020**

**ELA**

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

**Spalding**

**Goal/Objective:** Students review 6 newly learned spelling words, and 2 review words.

**Materials needed:**

- [Spalding Thurs. paper](#)
- pencil
- [Word List #2](#)
- 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"> <li>● Says the word</li> <li>● Says the word in a sentence</li> <li>● Says the word again</li> </ul>	<ul style="list-style-type: none"> <li>● Repeats the word</li> <li>● Determines the base words (and prefix/suffix, if applicable)</li> <li>● Shows syllables with fists and sounds with fingers</li> <li>● Writes the word in syllables while saying it aloud</li> <li>● Writes the markings and the rules that apply</li> </ul>	<ul style="list-style-type: none"> <li>● Make the appropriate corrections before moving on the next word</li> </ul>

**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
mother	His <u>mother</u> is tall.
three	I have <u>three</u> dogs.
land	The <u>land</u> was green on the map.
cold	The milk is <u>cold</u> .
hot	I like to take a <u>hot</u> bath.
hat	He wore a funny <u>hat</u> !
my	<u>My</u> cat is chubby.
we	<u>We</u> love to read.

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

- (PA) (5 min.)** Give your student today's Word List #2 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, read along with Ms. Boes in the [video](#) at 7:15.
- (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's Visit and answer comprehension questions using text to support their answers.

#### **Materials needed:**

- Little Bear's Visit: Chapter 3 by Else Holmelund Minarik
- Little Bear's Visit: Chapter 4 by Else Holmelund Minarik
- [Goblin Story sequencing worksheet](#)
- scissors, glue

**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, *Goblin Story?* (p. 42)
- (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

## Kinder Daily Student Instruction Sheet

spelling words that they may read independently. Read the chapter, *Goblin Story* in [Little Bear's Visit](#), by Else Holmelund Minarik or [read along with Mrs. Siller](#).

- (PA) (10mins)** After reading, discuss with your student:
  1. Why did the goblin jump out of his shoes? *He heard a BUMP!*
  2. What did he hear behind him as he ran? *He heard a pit-pat-pit-pat.*
  3. Does he know what is following him? *No, he just knows SOMETHING is running after him (pg. 45).*
  4. What did the goblin do in the tree? *He hid in the hole of the tree.*
  5. What happened when he hid? *The pit-pat stopped and all was quiet.*
  6. What did he see when he peeked out? *The goblin saw his shoes.*
  7. What was running after the goblin? *His shoes were running after him.*
  8. What does he do with his shoes at the end of the story? *He puts his shoes back on.*
- (I) (5mins)** Students will complete the Goblin Story sequencing page.
  1. Write their name at the top.
  2. Cut out the sequencing pictures. They are not in order.
  3. Students will glue the pictures in order from left to right according to the sequence of events from the chapter. They *may* refer back to their book for text evidence.
- (I) (3mins)** Review poem memorization: *Simple Simon* (from Tuesday)
- (PA) (10mins)** [Listen to Mrs. Siller read](#) or students will finish reading [Little Bear's Visit: Not Tired](#) at their leisure over the bonus day (Friday) or weekend. We will begin a new Classic to Keep next week.

### **MATH** (30 Minutes)

#### **Math**

**Goal/Objective:** Students will count to 100 by 5's.

**Materials needed:**

- [100s chart](#) (from Tuesday's lesson)
- [Textbook pg. 149](#)
- [Counting by 5's \(Table and Rainbows\) WS](#)
- pencil

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

- (I)(15 minutes)** Turn to pg. 149 and complete with guided practice. When you get to the bottom portion of the page, have your child count by 5's-- have them count 1-4 silently and then when they get to 5 to say it out loud and circle the number. Then repeat-- count on from 5 up 5 more numbers and say the number out loud: 10. Continue through 50. Then have your child count, just saying the numbers they circled. What do they notice about the numbers they circled? What is the pattern?
- (I)(15 minutes)** Student will complete the Counting by 5's WS.

# Kinder Daily Student Instruction Sheet

## SCIENCE/ HISTORY

(15 Minutes)

### Science

**Goal/Objective:** Students will learn that we need trees to survive.

**Materials needed:**

- [“Trees”](#) reading passage
- [“The Tree’s Gift”](#) worksheet

**Specific Instructions** ( I= independent PA=parent assisted)

- (PA) (5 minutes)** Ask your student why they think trees are so important. Then read the **Trees** reading passage to them. Ask questions like: *How do trees help us? What do you think would happen if there were no trees?*
- (PA, I) (10 minutes)** Give your student the **Tree’s Gift** worksheet to complete. Explain that they need to use the pictures to help them complete the code. They can color the picture if they wish.

## Art

### OPTIONAL:

Bellwork (10-15 Minutes)

### GRADED

**WORK:** Two Week Project requiring (50 min. per week minimum)

## Art

**Goal/Objective:**

- Daily Drawing bell work (optional) and Week 4 Art Project (graded):**
  - Henri Rousseau - Copy of “Tiger in a Tropical Storm”
  - [Art Image](#)

**Materials needed for optional Bellwork:**

- Pencil and Paper

**Materials needed for Week 4 Project:**

**LINKS TO MATERIALS ARE PROVIDED AS A COURTESY NOT A REQUIREMENT. USING READILY AVAILABLE MATERIALS IS AN OPTION AND I PROVIDE MORE DETAIL FOR THIS IN MY VIDEO LINK IN THE ADDITIONAL RESOURCES. IF NO ACCESS TO TECHNOLOGY, I HAVE PROVIDED A COLOR PRINT OF THE IMAGE TO THE WEEKLY PAPER PACKET. YOU MAY APPROACH THE WEEKLY GRADED PROJECT AS “BELL WORK” WITH ONLY PENCIL AND PAPER IF NECESSARY.**

- 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](#), [Oil Pastels](#), Extra Fine Sharpie Marker, [Watercolors](#)

**NOTE:** If you do not have oil pastels, I will demonstrate an alternative method for completing your project, within the Instruction Sheet links.

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

- [Art Project Instruction Sheet](#) (in appendix of printed packet)

## Kinder Daily Student Instruction Sheet

PE (10 Minutes)	<ul style="list-style-type: none"><li><input type="checkbox"/> <b>WEEK 4 PROJECT:</b> <i>(Copy of Rousseau painting); This is a two Week Project requiring (50 min. per week minimum)</i></li> <li><input type="checkbox"/> <b>GRADED WORK:</b> <b><u>Due Friday, April 24th</u></b></li> <li><input type="checkbox"/> <b>FOR GRADING:</b> <i>Email pic of finished work to <a href="mailto:theresa.northway@greatheartsnorthernnoaks.org">theresa.northway@greatheartsnorthernnoaks.org</a> (or return drawing in paper packet for grading)</i></li></ul> <p><b>(PA=Parent assisted)</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Assist in helping the student prepare for drawing. Parent helps to “grid” using dots <a href="#">(as explained in Week 1 Blog Video)</a> paper to match the image.</li></ul> <p><b>(IW=independent Work)</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Scholar is doing the actual drawing, NOT the parent. Parent only assists by guiding student in placement of marking dots for correct proportions.</li></ul> <p><b><u>PE</u></b></p> <p><b>Goal/Objective:</b> Students will perform proper overhand throwing technique for skee- ball game.</p> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"><li>● <a href="#">Skee-ball Worksheet</a> (in appendix of printed packet)</li><li>● household items</li><li>● a ball or a pair of rolled up socks</li></ul> <p><b>Specific Instructions:</b> (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>(PA)</b> Show your scholar the skee-ball worksheet on how to set up the game.</li><li><input type="checkbox"/> <b>(PA)</b> Review proper overhand throwing technique cues: Side to target, bring arm back behind head, step with the opposite foot, release ball and follow through.</li><li><input type="checkbox"/> <b>(PA or I)</b> Help your student gather household items to use for the game. (If a student does not have a ball a rolled up pair of socks would work as well.)</li><li><input type="checkbox"/> <b>(I)</b> Student will begin playing a skee-ball game and will keep track of their points.</li><li><input type="checkbox"/> <b>(I)</b> Once a student is done with the game they can write their name on their worksheet along with their point totals. Please turn in the worksheet with their packet.</li></ul>
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Name \_\_\_\_\_

Thursday

1.

2.

3.

4.

5.

6.

7.

8.

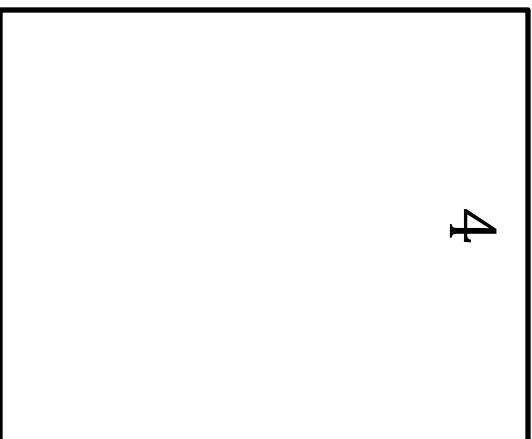
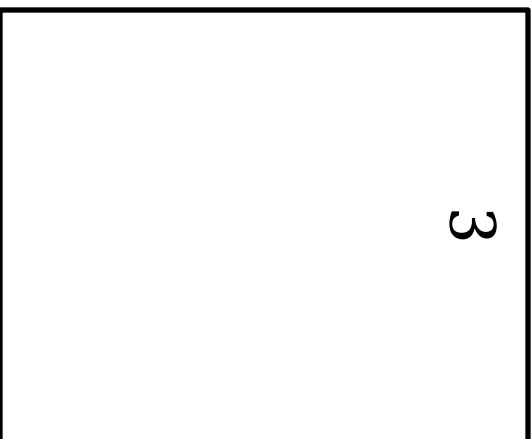
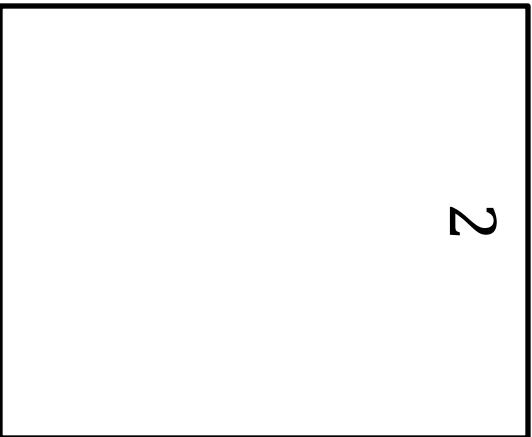
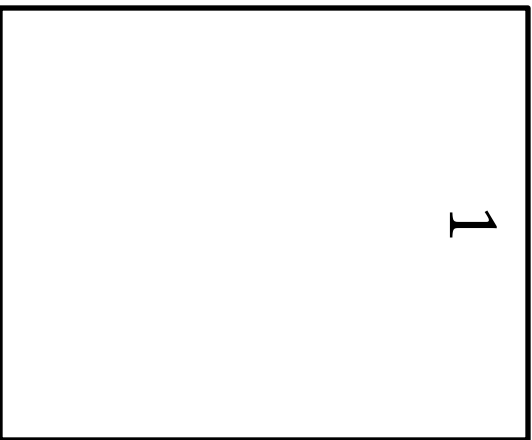




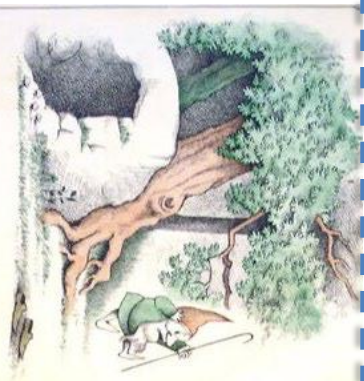
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Little Bear's Visit  
Chapter 3: "Goblin Story"

Directions: Color, cut and paste the pictures in the order of the chapter: "Goblin Story".



The goblin put on his shoes.



The goblin jumped out of his shoes.



The goblin heard a bump.




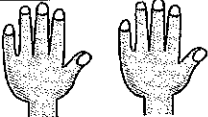

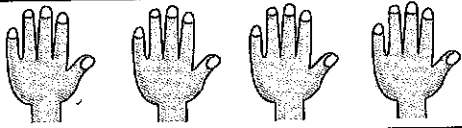

The goblin hid.



## 19.3

How many fingers are there?  
Count and write the numbers.



	5
	
	
	
	

Count by 5's. Circle the correct numbers.  
Then read them.

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

**Development:**

Get five students to stand in a row. Ask them to raise their right hand one at a time. Tell the class to count the number of fingers by counting on. Emphasize the multiples of five. Guide the students to count by fives up to 25. Get them to complete the table on this page. Then, tell the students to sit in a circle. Ask them to clap their hands. Tell them to count silently but to say the multiples of five aloud. Get one student to start by saying "Five" and the next to continue. Encourage them to count to 100. Tell them to look at this page. Tell them to count silently as they point at the numbers but to say the multiples of five aloud. Ask them to circle these numbers. Get the class to count by fives up to 100 as they look at the numbers they have circled.



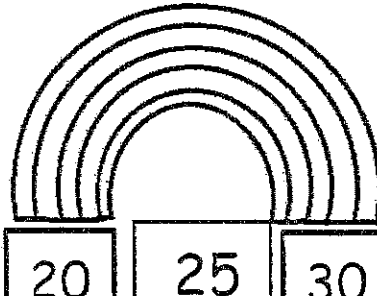
Name \_\_\_\_\_

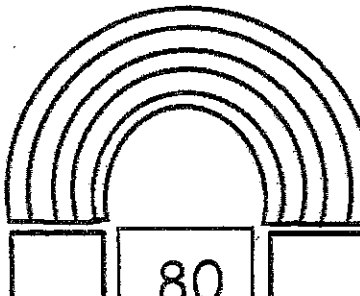
Count by 5s.

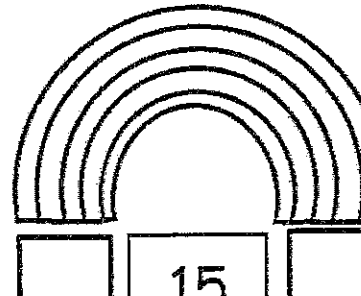
Fill in the missing numbers

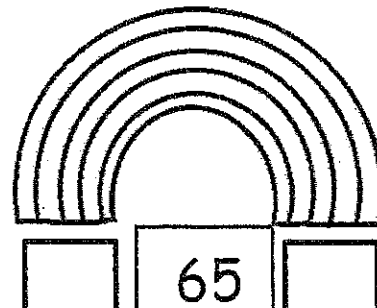
5	10			
30			45	
55		65		
80		90		100

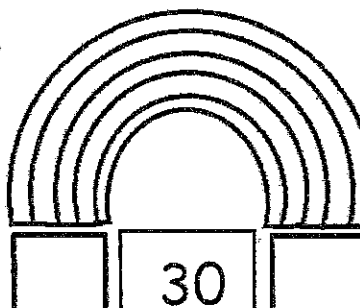
What number comes before and after when counting by 5's?

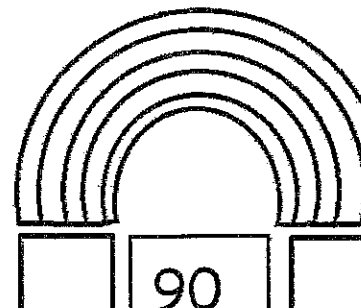
1.  A rainbow with three arches. Below it are three boxes containing the numbers 20, 25, and 30.

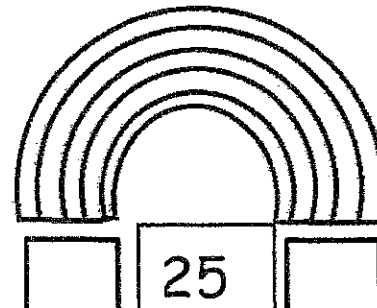
2.  A rainbow with three arches. Below it are three boxes, with the middle one containing the number 80 and the other two empty.

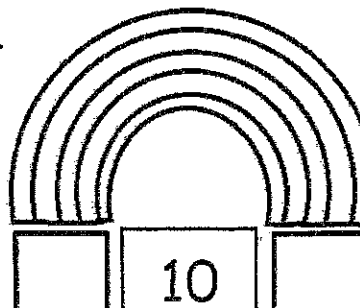
3.  A rainbow with three arches. Below it are three boxes, with the middle one containing the number 15 and the other two empty.

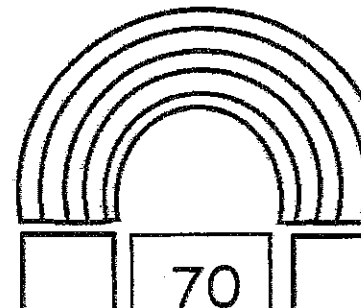
4.  A rainbow with three arches. Below it are three boxes, with the middle one containing the number 65 and the other two empty.

5.  A rainbow with three arches. Below it are three boxes, with the middle one containing the number 30 and the other two empty.

6.  A rainbow with three arches. Below it are three boxes, with the middle one containing the number 90 and the other two empty.

7.  A rainbow with three arches. Below it are three boxes, with the middle one containing the number 25 and the other two empty.

8.  A rainbow with three arches. Below it are three boxes, with the middle one containing the number 10 and the other two empty.

9.  A rainbow with three arches. Below it are three boxes, with the middle one containing the number 70 and the other two empty.

Name \_\_\_\_\_

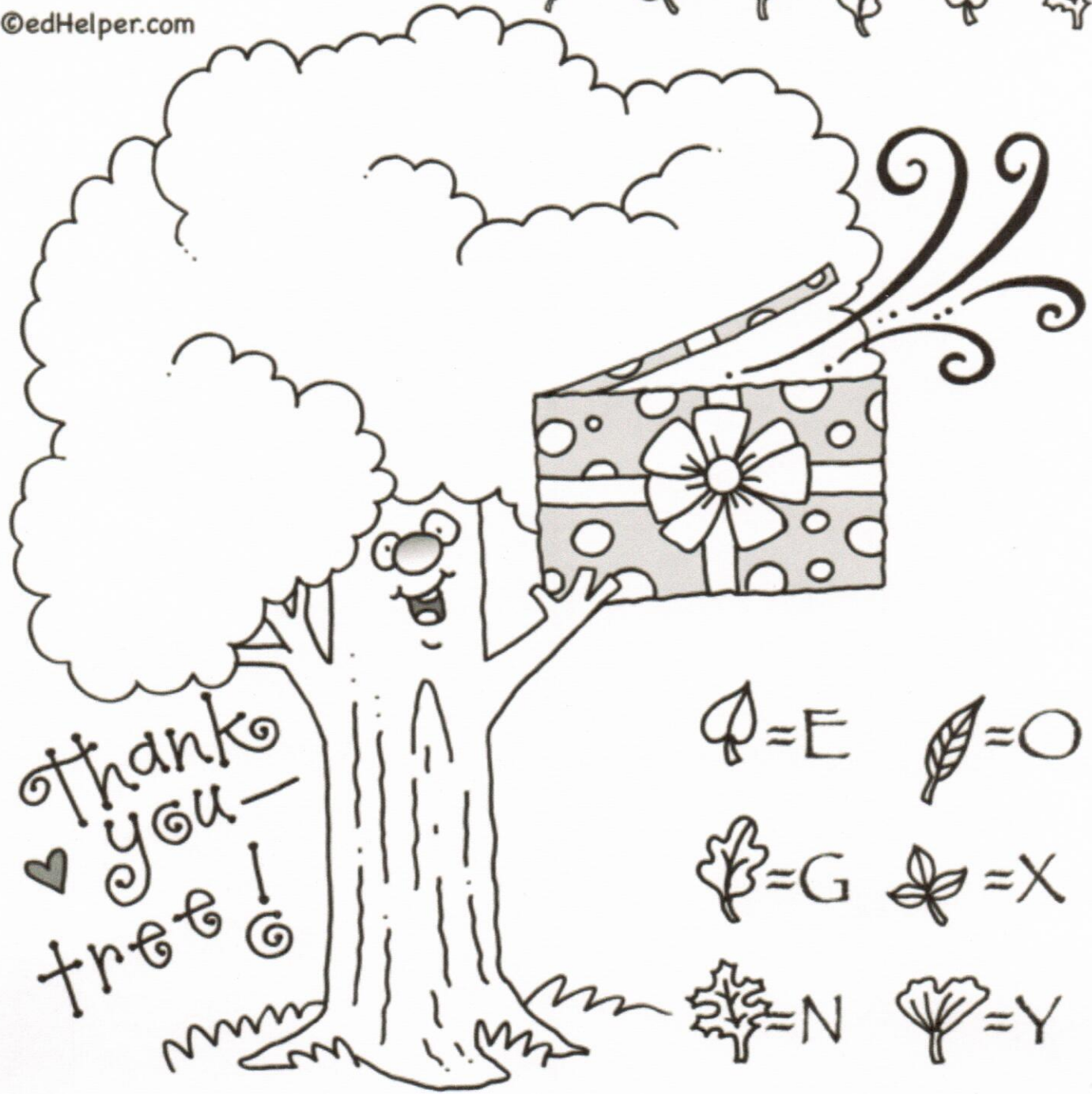
# THE TREE'S GIFT

Trees need water, light, and carbon dioxide (a gas which animals breathe out) in order to make a gift to give us. Find the name of this gift by using the code below to fill in the blanks.

Without this gift we would die.



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Kinder Daily Student Instruction Sheet

**FRIDAY April 17, 2020**

**Catch-Up Day: no new lessons**

Bonus Day! Today is a catch-up day for your Week 4 lessons. If you're already finished, then you are finished for the week! :)

Here's a Little Bear [coloring sheet](#) for fun!

Congratulations on finishing Week 4! Give yourself and your family an *Awesome Cheer!*

*A-W-E S-O-M-E, Awesome, Awesome are we!*

*Have a wonderful weekend!*



Name \_\_\_\_\_



Little Bear and Mother Bear



# Appendix Pages



Name: \_\_\_\_\_



# Kindergarten Reading

Week of 4/13/20	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
Tuesday Date:			___ pages in ___ mins			
Wednesday Date:			___ pages in ___ mins			
Thursday Date:			___ pages in ___ mins			

Comments:

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Weekly  
Total  
Minutes  
(Student  
+  
Parent):

Points: \_\_\_\_/6

60 Minutes for full credit because we don't have school on Monday, and Friday is a "free day/catch-up" day.



Specials (Music, Art, PE,  
Spanish) Teacher Notes  
and Student Work Pages







Art Project Instruction Sheet  
KINDER ART – T. NORTHWAY  
*Distance Learning: Spring 2020*  
Week 4

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<u><b>Tuesday April 14</b></u>	<u><b>Thursday, April 16</b></u>
<p><b>Goal/Objective:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Tuesday Bellwork Routine and Weekly Project</li> <li><input type="checkbox"/> (Bell work is Optional)</li> <li><input type="checkbox"/> You may not have time to draw bellwork this week.</li> <li>However....</li> <li><input type="checkbox"/> .....at the very minimum, I would like for you to do your one minute of <b>SILENT LOOKING on BOTH Tuesday and Thursday--PLEASE :)</b></li></ul>	<p><b>Goal/Objective:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Thursday Bellwork Routine and Weekly Project</li> <li><input type="checkbox"/> (Bell work is Optional)</li> <li><input type="checkbox"/> You may not have time to draw bellwork this week.</li> <li>However....</li> <li><input type="checkbox"/> .....at the very minimum, I would like for you to do your one minute of <b>SILENT LOOKING on BOTH Tuesday and Thursday--PLEASE :)</b></li></ul>
<p><b><u>(PA) Step 1: Instructions for Bellwork</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> BELL WORK- <a href="#">LINK - Bell Work Image from the San Antonio Museum of Art Collection</a></li> <li><input type="checkbox"/> BELL WORK- <a href="#">LINK - IMAGE ADDRESS</a><ul style="list-style-type: none"><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> I will post your <b>FINISHED artwork on my blog, if you email a picture to me.</b></li><li><input type="checkbox"/> Look at the image silently with your Art Scholar for at least 1 minute. Set a timer for one minute without talking or questions.</li><li><input type="checkbox"/> Ask your scholar to hold questions and comments to themselves for just one minute.</li></ul></li></ul>	<p><b><u>(PA) Step 1: Instructions for Bellwork</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> BELL WORK- <a href="#">LINK - Bell Work Image from The McNay Museum of Art Collection</a></li> <li><input type="checkbox"/> BELL WORK- <a href="#">LINK - IMAGE ADDRESS</a><ul style="list-style-type: none"><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> I will post your <b>FINISHED artwork on my blog, if you email a picture to me.</b></li><li><input type="checkbox"/> Look at the image silently with your Art Scholar for at least 1 minute. Set a timer for one minute without talking or questions.</li><li><input type="checkbox"/> Ask your scholar to hold questions and comments to themselves for just one minute.</li></ul></li></ul>

Art Project Instruction Sheet  
KINDER ART – T. NORTHWAY  
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**(PA) Step 2: Discussion and Bell Work**  
**Drawing Time:**

- ❑ After silent 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](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).*

**Allow your Scholar 10-15 minutes of drawing time with only pencil and paper.**

**(PA) Step 2: Discussion and Bell Work**  
**Drawing time:**

- ❑ After silent time is up, begin discussing what it is that you both **SEE**.
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- ❑ *These observations and discussions naturally lead to discovery, personal opinion (THINK) and inquiry (WONDER).*

**Allow your Scholar 10-15 minutes of drawing time with only pencil and paper.**

**(PA) Step 3: Prepare for Weekly Project**

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](#), [Oil Pastels](#), Extra Fine Sharpie Marker, [Watercolors](#)
- ❑ [Art Image](#)

NOTE: If you do not have oil pastels, I will demonstrate an alternative method for completing your project, within my **Video Demonstration**.

**(PA) Step 3: Prepare for Weekly Project**

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)
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Art Project Instruction Sheet  
KINDER ART – T. NORTHWAY  
*Distance Learning: Spring 2020*  
Week 4

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**(PA) Step 4 - Instructions**  
**for Weekly Project**

**PROJECT FOR WEEK 4:**

- Henri Rousseau - Copy of "Tiger in a Tropical Storm"
- [Art Image](#)
- [Additional Information on Painting](#)
  
- Step by Step directions in Mrs. Northway's Google **Video Demonstration.**

**(PA) Step 4 - Instructions**  
**for Weekly Project**

**PROJECT FOR WEEK 4:**

- Henri Rousseau - Copy of "Tiger in a Tropical Storm"
- [Art Image](#)
- [Additional Information on Painting](#)
  
- Step by Step directions in Mrs. Northway's **Video Demonstration.**



# Skee Ball

Directions: Find 6 buckets, pots, pans, bowls, or anything else you can throw a ball into . Set-up the objects in a triangle pattern and assign points to each object. Play against yourself by trying to improve your score each round, or against a partner. After 10 underhand tosses count up your total. Play again!

Example Set-up:



3  
P  
O  
I  
N  
T

2  
P  
O  
I  
N  
T

1  
P  
O  
I  
N  
T





Student's Name \_\_\_\_\_

Section \_\_\_\_\_

My child has completed the assignment.

Parent signature \_\_\_\_\_

**Vocabulary and Phrases**

**Spanish W4 Weekly Teacher Notes**

**salta**  
jump

**ranita**  
froggy

**Salta, ranita, salta**  
Jump, froggy, jump

---

**Frog cut out**





# The story of Franz Liszt

(1811–1886)

Franz Liszt was born in Raiding, Hungary in 1811, two years after the death of Haydn. His father, Adam Liszt, was a steward who took care of the properties of Prince Nicolaus Esterházy and had known Haydn personally. Adam wanted his son to learn music and began teaching Franz when he was six years old. He progressed so quickly that he performed a public concert when he was nine. Liszt's family moved to Vienna so that he could have better teachers. He began studying piano with Carl Czerny and composition with Antonio Salieri. Czerny was so pleased with his pupil that after 12 lessons, he taught him at no charge.

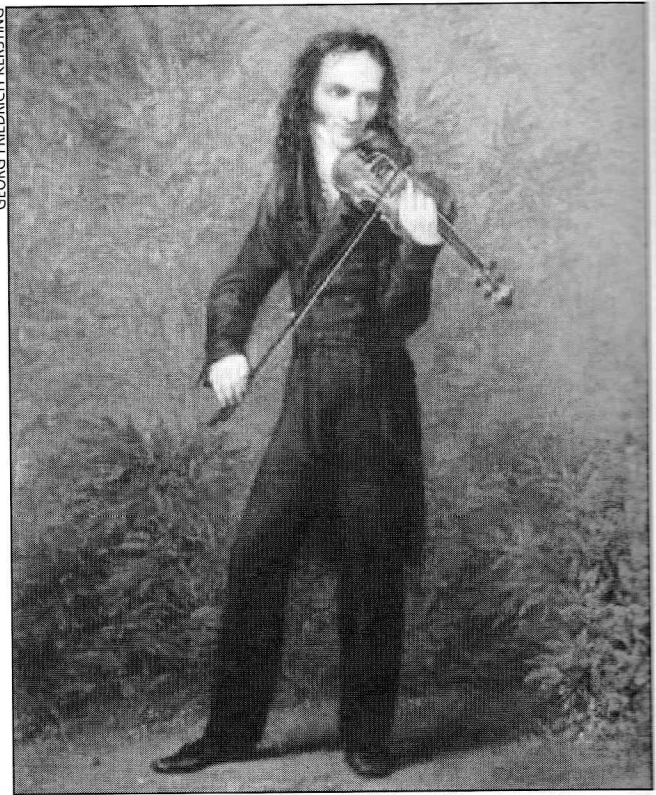
Liszt gave recitals in Vienna when he was 11 and Beethoven was in the audience for one of these. A story has been told that Beethoven went up and kissed the young Liszt on the forehead after this recital and told him that his playing would bring happiness to many people.

Liszt's father took him to Paris to study at the conservatory but he was denied entrance because of a rule forbidding foreigners. Even so, Liszt continued to study composition privately. His operetta, *Don Sanche*, was produced during this time. Liszt attended a concert by the great violinist, Paganini, and was greatly influenced by his flawless playing. He was determined to become the Paganini of the piano.

Liszt became friends with Frédéric Chopin. Though Chopin was impressed with Liszt's playing, his most important influence was to encourage Liszt to become a serious composer. Liszt would eventually compose over 1,000 works for the piano.



GEORG FRIEDRICH KERSTING



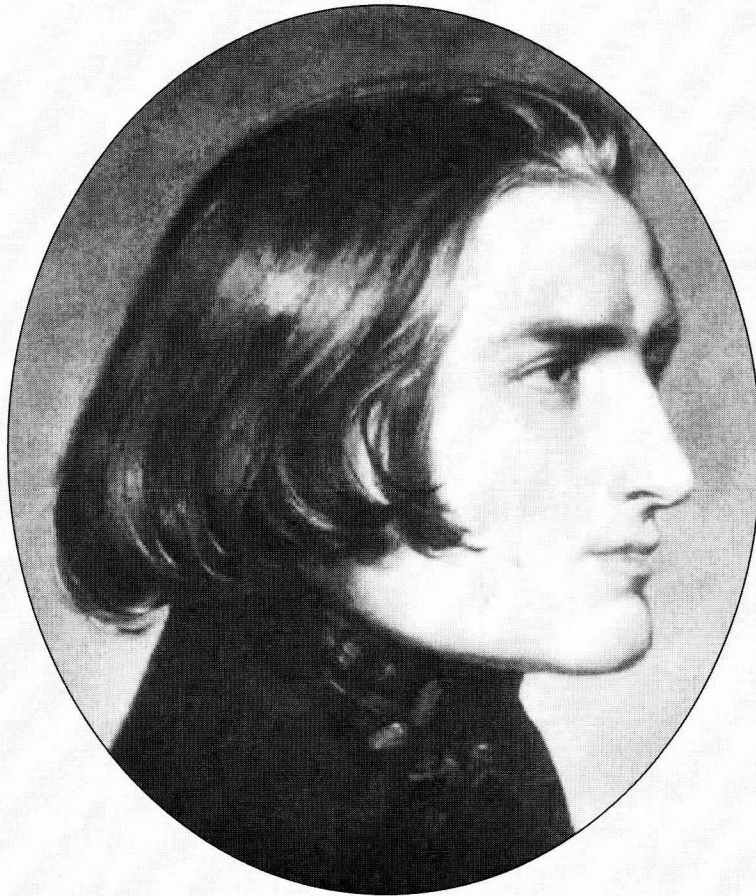
Violinist Niccolò Paganini, whose flawless playing greatly influenced Liszt.

From 1839 to 1848, Liszt gave concerts in the great European cities and was recognized as the greatest pianist of his day. His concerts were always an event. He was a great showman and very dramatic. When he came on stage he wore gloves which he removed slowly and dramatically while the audience waited in breathless anticipation. Once he played a concerto so well that some of the orchestra members stopped playing to listen to him.

In 1849, Liszt became music director at the Weimar Court. He helped many composers by performing their works and contributing to those who needed financial help. Among the composers that he helped make famous were Edvard Grieg, Peter Ilyich Tchaikovsky, and Richard Wagner.

In 1866, the Pope conferred on Liszt the title of lay priest. From 1869 until he died, Liszt divided his time between Rome, Weimar and Budapest. He is considered one of the greatest composers of the Romantic period.

# Franz Liszt



## *Important Facts to Know About Franz Liszt*

**Born:** 1811 in Hungary

**Died:** 1886

**Period of Music:** Romantic

**Instrument(s) He Played:** Piano, organ

**Major Compositions:**

Piano: *Hungarian Rhapsody*, No. 2; "Liebesträume," No. 3; "Six Consolations,"  
*Sonata in B Minor*

Orchestra: *Faust* Symphony, A Symphony to Dante's *Divina Commedia*, *Les Préludes*

Vocal: *Don Sanche* (operetta)

**Interesting Facts:** He was recognized as the greatest pianist of his day. He never charged for piano lessons given during the last years of his life.

Track 10



**Suggested Listening:** *Etude in D Minor*, Op. 1, No. 4