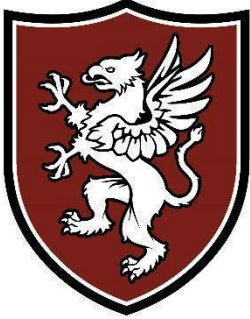


GreatHearts

Northern Oaks



Distance Learning Packet

Week 7: May 4-May 8, 2020

Kindergarten

Mrs. Hildebrand

Mrs. Siller

Ms. Boes

Mrs. Welch

Student Name: _____ Section: __

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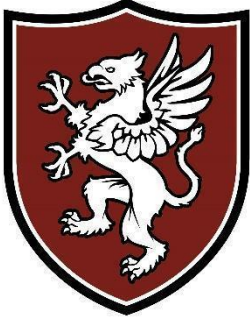
Thursday student pages

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(reading log now located on this section's Cover Page)

GreatHearts
Northern Oaks



Specials

Instruction Pages

and

Student Work

Specials Student Instruction Sheet

WEEKLY ASSIGNMENTS 5/04 - 5/08

SPANISH

(25 Minutes)

Spanish

Goal/Objective: Your student will review fruits in Spanish and express the feeling of being hungry.

Materials needed:

- [Teacher Notes](#)
- [Audio file](#)
- Caterpillar and strawberry art project from previous week
- [Swivl video](#); La oruga muy hambrienta – The Very Hungry Caterpillar by Eric Carle.

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

- (PA or I)** You will need your student's art project from the previous week.
- (PA or I)** Swivl video of La oruga muy hambrienta – The Very Hungry Caterpillar by Eric Carle.
- (PA)** Remind your student how hungry the caterpillar was in the story. Tell your student, Yo, tengo hambre tambien, rub your tummy as if you were hungry. Have your student repeat the phrase with the gesture.
- (PA)** Then ask your student, ¿Tienes hambre tu?, rub your belly as you ask the question. Help your student respond by saying, Si, yo tengo hambre or No, yo no tengo hambre. Have your student repeat the phrases.
- (PA)** Show your student the copy of the strawberry and say, Yo tengo hambre. Then take an imaginary bite out of the strawberry where the hole is.
- (PA)** Hold up the strawberry and the caterpillar and say, Ella tiene hambre. Then have the caterpillar take an imaginary bite out of the strawberry where the hole is.
- (PA)** Then hold up the strawberry and ask your student, ¿Tienes hambre tu? If your student says he or she is hungry, guide your student to respond Si, yo tengo hambre or No, yo no tengo hambre. If your student responds Si, yo tengo hambre; then say, Come la fresa. Let your student bite out of the strawberry.
- (PA)** Repeat as many times as you wish. You may also substitute for other fruits.
- (PA)** Optional Activity:
 - (PA or I)** Your student may glue the caterpillar eating through the strawberry in your Spanish journal.
 - (PA or I)** Have your student write the title of the book above the cut out in their Spanish journal.

Specials Student Instruction Sheet

- (PA or I)** Have your student draw a speech bubble for the caterpillar. Inside the speech bubble write, Tengo hambre.

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

MUSIC (25 Minutes)

MUSIC

Goal/Objective: The student will learn about Ostinatos.

Materials needed: [Teacher's Notes/Assignment Sheet](#), [Ostinato Video](#)

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

- (PA) Read over the Teacher's Notes several times
- (PA) Watch the video explaining Ostinato and follow along with Ms. Widdowson! (Optional, but highly encouraged!)
- (PA) Sing the song "We Will Rock You" with your family, or Ms. Widdowson's video and perform the **Ostinato** (repeating rhythm) "Stomp, Stomp, Clap"
- (PA) Now sing "Page's Train" and perform the same **Ostinato**!
- (PA) Think of two other songs you can perform the "Stomp, Stomp, Clap" Ostinato to and write them on your Ostinato Assignment Sheet.
- (PA) Complete the Assignment Sheet in your best handwriting; include your NAME, NUMBER, and SECTION on the top!
- (PA) Can you create your own Ostinato to "Page's Train?" Email me a video if you come up with something interesting!

OSTINATO ASSIGNMENT SHEET DUE MONDAY: to Google Classroom or School

ART (25 Minutes)

ART

Goal/Objective:

- Draw the tree in the painting by Giuseppe Castiglione (*A.K.A. Lang Shining*). as directed in the video and Step by Step Instruction page.
- For an extra challenge: Draw the dog in the painting.

Materials needed:

- Pencil
- Paper
- Small Eraser
- Patience, Grit and Gusto
- **JUST FOR GIGGLES, IF DESIRED:** Here are [Research Links: #1 and #2](#) for scholars/parents interested in learning more about the artist's work
- **Art Image and [Directions Page #1](#)**
- Step by Step [Drawing Directions Page #2](#)
- [Image Address](#)
- Step by Step [Video with Mrs. Northway](#)

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

- (IW)** Draw the tree in the painting by G. Castiglione.
- (PA)** Follow along with the Step by Step Directions page and/or the video with Mrs. Northway.

Specials Student Instruction Sheet

	<p><input type="checkbox"/> (IW) STUDENT CHALLENGE: Draw the dog, in addition to the tree.</p> <p><input type="checkbox"/> (PA) FAMILY CHALLENGE: SEE the end of the video for directions.</p> <p><u>DUE ON MONDAY</u> - Submit the <u>digital Image</u> of the <u>TREE DRAWING for a grade</u>, to the "Specials" folder within Google Classroom OR turn in at school, if you must. However, it would be best to keep those precious drawings at home.</p>
<p>PE (25 Minutes)</p>	<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 MONDAY - Turn in Bingo Sheet digitally through Google classroom OR turn in to the school</p>

Student's Name _____

Section _____

My child has completed the assignment.

Parent signature _____

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

Vocabulary and Phrases

W7 Spanish Teacher Notes

oruga
caterpillar

fresa
strawberry

¿Tienes hambre tu?
Are you hungry?

Si, yo tengo hambre.
Yes, I'm hungry.

No, yo no tengo hambre.
No, I'm not hungry.

Ella tiene hambre.
She is hungry.

Come la fresa.
Eat the strawberry.

Tengo hambre.
I'm hungry.

la manzana
apple

la pera
pear

la ciruela
plum

la naranja
orange

el platano
banana

Come _____. (insert the name of a food or fruit)
Eat _____.

Name: _____ Number: _____ Class Section: _____

Teacher Notes on Ostinato

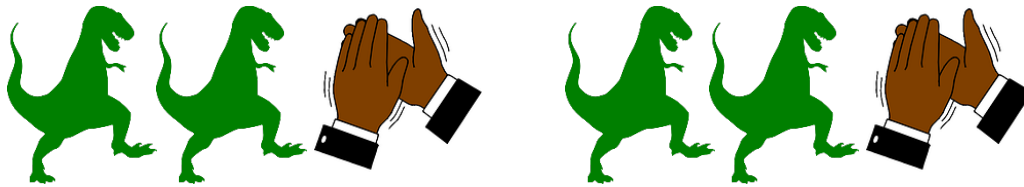
W7: May 4-8

Due Monday, May 11th

- An **ostinato** is a repeating pattern.
- If you hear a repeating pattern or recurring rhythm in the bass line of a song, you are hearing an ostinato. Many composers use ostinatos in their compositions to add interest to their music.

The chant, “We will, we will rock you!” has an **ostinato** that we are all familiar with:

Stomp, Stomp, Clap! Stomp, Stomp, Clap! Stomp, Stomp, Clap! Stomp, Stomp, Clap!



- Sing “We will, we will rock you” with your family, or Ms. Widdowson! (in the video)
- Now add the repeating pattern “Stomp, Stomp, Clap” as you sing!
- Next, sing “Page’s Train” with your family, or Ms. Widdowson! (in the video)
- We can add the **ostinato** from the first song to “Page’s Train” to make it more interesting!

Ostinato Assignment

Define Ostinato: _____

What are two other songs that fit with the ostinato from “We Will Rock You:”

1. _____

2. _____

Try creating your very own **ostinato**! You can use your body to create a new repeating rhythm. Try patting your head or shoulders, beating on a pot with a wooden spoon like a drum, or clapping your hands and slapping your thigh!

If you come up with an interesting ostinato you can email me a video of your creation!

Looking for “**NEGATIVE SPACE**” in a dogs’ tail.....(and a little bit of history)

This painting of a Tibetan Mastiff, by Giuseppe Castiglione, is something that I discovered, quite by accident. A few months ago, I was doing some research on the type of dog that I have. (I was trying to figure out why she is such a little stinker).

Iris, below, is half Tibetan Mastiff and half Husky--very independent, smart.....and difficult to train.



One of the things that I do love about my sweetie dog, is that perfect little circle of **NEGATIVE SPACE** in her curled up tail.

Cangni (苍猊), a Tibetan Mastiff

By Giuseppe Castiglione (1688-1766).....and *Iris* (2020). O.K. Now, back to painting.

Traditional painting from China is familiar to me. However, there are more **intricate and realistic DETAILS** in Giuseppe Castiglione’s dog painting than I had recalled seeing before in traditional Chinese painting. This made me curious. I learned that the artist was Italian, not Chinese. However, he also had a second, Chinese name - *Lang Shining*.

Lang Shining lived in China for 50 years as a court painter. He influenced the style of painting in China. By combining an artistic style of the Italian Renaissance with that of traditional Chinese painting, he combined Renaissance **shading and fine details** with the types of **LINES** found in Chinese brush and ink painting.

In this lesson, we will be copying the tree in Giuseppe Castiglione’s painting (A.K.A. *Lang Shining*) and looking carefully for triangular **SHAPES of negative space**. For an extra challenge, you may draw the dog.....choose either dog to draw! **Cangni OR Iris** :)

When you are all finished with your artwork and have some leisure time, you might like the following links.

If you are curious, like I was, to learn more about this very unique artist, you will discover that he also painted horses beautifully. HINT: Look for the horses hiding in the negative spaces of the trees.

LINK: to Giuseppe Castiglione’s DRAFT (drawing) for the painting, **LINK:** *One Hundred Horses* (百駿圖)

1. ○ ellipse
○ cylinder
○ negative space

3. Stack four cans of beans
(any variety: pinto, black, butter - I ♥ them all!)

2. Draw the hill and the mountain in the correct place.

1. (Practice) Draw a can of beans:
○ 2 ellipses
○ 2 vertical lines

2.

3. Outline the negative space shape to the right of the tree.
(Look carefully at picture of the painting).

2. Stack 2 toilet paper tubes on top of bean tower.

1. (Practice) Draw a toilet paper tube.
○ ellipses, ○ vertical lines

3. 1. Add lumps, bumps + knots.

3. Continue to outline the triangular negative space shapes between the BRANCHES.

2. Draw two paper towel tubes

1. (practice) Draw a paper towel tube.

4. CHALLENGE: Draw Cangni or Iris

4. Add your initials inside the square.

3. Shade the darkest values first.

2. Draw some leaves.

(challenge) Erase some of the mountain and hill to draw the dog.

1. Draw more tree branches.

Physical Education BINGO



Student Name: _____

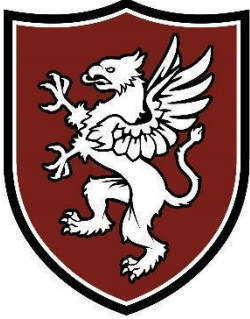
1 minute planks	35 squats	25 burpees	5 minutes jump rope	Swim in a river
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	Try holding a cup of water with your arm outstretched in front of you for 2 minutes.	Lie down outside and look at the sky (Don't look at the sun!!) 5 minutes	15 Lunges	10 Bridge Lifts Lie on your back with your knees bent and feet flat on the floor , slightly apart. ... Slowly push through your heels, lifting your hips off the floor until your body forms a straight line from knees to shoulders.
15 Squats	20 Knee Highs	 Free Space	Wall Sit for 30 seconds 5 times	Balance on one foot for 10 seconds then the other
10 High Jumps Squat down low and jump up as high as you can go	Crab walk down your hall and back	20 Scissor Jumps	Try a new fruit or veggie	Lay on your back with legs together in the air and spell Go Griffins!
Volley or bump a ball or balloon with a family member	Race a family member across the yard by: galloping, skipping, and running.	Play a game of leapfrog with a family member	Play an indoor or outdoor game of hide-and-seek	Play a game of kickball

*Complete 5 spaces for a BINGO and enter the date of completion.

*Turn this page in ON MONDAY digitally through Google classroom OR turn in to the school.

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

GreatHearts
Northern Oaks



Core Subjects

Instruction Pages

and

Student Work

Kinder Daily Student Instruction Sheet

MONDAY May 4, 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**
- [Word List #11](#)
- leveled reader (from reading bag)
- [reading log](#) (found on the cover sheet of Friday's Weekly Graded Review)

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

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

- Phonograms/cards to review today:
a, th, ey, l, oy.
 - Parents will show the phonogram card to student one a time, or follow along with [Ms. Boes' Spalding lesson video](#), (new, Ms. Boes will now do Oral Phonogram Review, O.P.R., Written Phonogram Review, W.P.R., and Spelling in her daily videos) You may also 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: **a, th, ey, l, oy.**
- Students can follow along with [Ms. Boes' Spalding lesson on the video](#) or 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.

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,

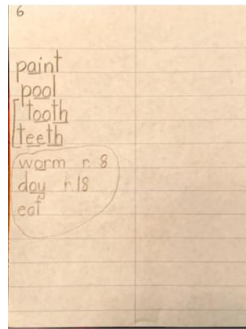
Note: 1. Remind students to use their phonogram knowledge and spelling rules.

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>w</u> orm r. 8	The worm was slimy!	Rule 8: The 'or' may say /er/, when it follows 'w', like in 'wor'.
<u>d</u> ay r. 18	Which day of the week is it?	We use 'ay', not 'a' at the end of a base word for the /a/ sound.
<u>e</u> at	We eat snack at 10:00.	Underline the 2-letter phonogram, 'ea'.

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 #11 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](#).
- ❑ **(I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log (found on the cover sheet of Friday's Weekly Graded Review).

Kinder Daily Student Instruction Sheet

Literature

Goal/Objective: Students will learn a new poem, identify **rhyming words**, and begin to memorize the poem. Students will read a chapter from Mouse Soup and answer comprehension questions verbally.

Materials needed:

- [Hickory, Dickory, Dock](#) poem worksheet
- [Mouse Tales: Clouds](#) by Arnold Lobel
- optional: [Clouds character connection worksheet](#)

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

- (PA) (5mins)** Read the poem to your student, read it by stanza or line and have your student repeat it after you, then read it together and create motions together if you want to help with memorization.
- Optional (PA) (5mins):** Ask your student:
 1. Did you hear any **rhyming** words in the poem? *Yes, Hickory/Dickory and dock/clock are rhyming words.*
- (PA) (1min)** Using the **table of contents**, ask your child what page they need to find for today's chapter, *Clouds?* (p. 17)
- (PA) (10mins)** Together with your student, read the chapter *Clouds* in Mouse Tales, by Arnold Lobel or read along with your teacher in the Zoom class! (Here's a read aloud with [Mrs. Siller](#) if you can't attend 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. Who are the characters in this chapter? *The characters in this chapter are a little mouse and his mother.*
 2. The little mouse says he can see pictures in the clouds. What was the first picture he saw? the second? the third? *The little mouse first sees a castle, second a rabbit, and third a mouse.*
 3. What does his mother leave to go do? *His mother leaves to go pick flowers.*
 4. Is there a problem in this story? *Yes, the little mouse sees a cloud grow bigger and bigger until it becomes a cat. He thinks the cat is coming closer and closer to him.*
 5. What is the solution to his problem? *The little mouse runs to his mother, and she tells him, "Do not be afraid."*
 6. Have you ever looked at the clouds to find pictures, like the little mouse? Have any of the things you imagined in the clouds scared you? What did you do?
- (I/PA) (5mins) Optional:** Student may draw a picture of clouds in the form of something that scared them, as the cat cloud scared the little mouse. Your student may write in the sentence what they imagined was in their cloud **(PA if needed)**.

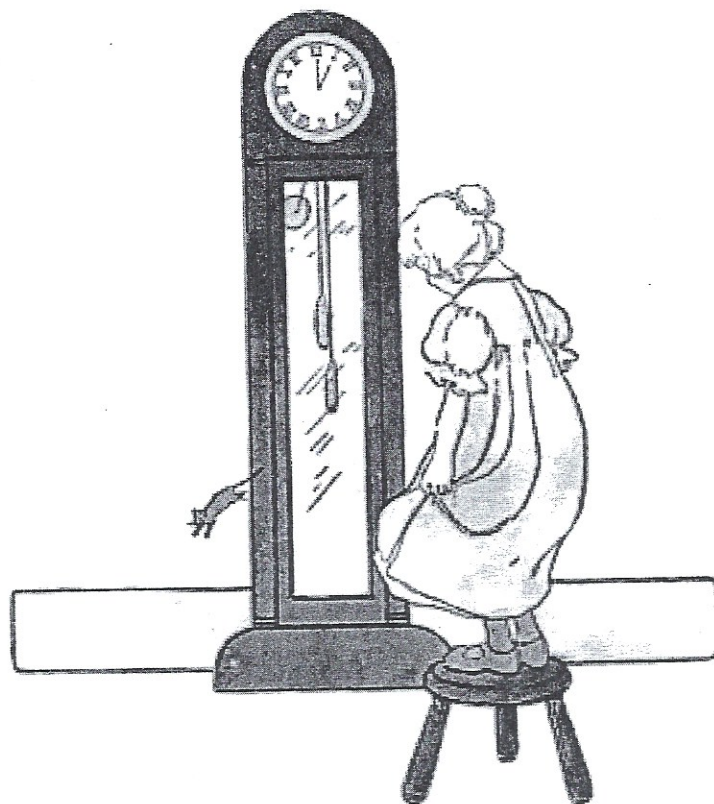
Kinder Daily Student Instruction Sheet

MATH (30 Minutes)	<p><u>Math</u></p> <p>Goal/Objective: Students will be able to use the words “first”, “second”, “third”, “fourth”, and “fifth” to describe the order of events.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● Book: The Tub People by Pam Conrad● The Tub People WS● scissors● glue● pencil● crayons (optional) <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA)(10 minutes) Watch Mrs. Hildebrand as she will read aloud the story “The Tub People”.<input type="checkbox"/> (PA)(20 minutes) Have your child look at The Tub People WS. Discuss with your child and recall the story and the order that the characters came. They will then cut the ordinal numbers and glue them in the correct box. Color.
HISTORY (15 Minutes)	<p><u>History</u></p> <p>Goal/Objective: Students will learn that Theodore Roosevelt was a popular president and pioneering conservationist.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● Chapter 5 “Theodore Roosevelt” (pages 25-29)● Teddy Roosevelt flipbook (2 pages) <p>Specific Instructions: (I=independent PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (10 minutes) Tell your student that they are going to learn about the last of the Mount Rushmore presidents: Theodore Roosevelt. Tell them that he was a conservationist. A conservationist is someone who helps to protect or save something, especially in nature. Proceed to read Chapter 5, Theodore Roosevelt pages (25-29). Afterwards, ask comprehension questions, such as: <i>Why didn't Theodore Roosevelt go to school very much ? (He was a very sickly child, so teachers had to come to his home to teach him.) How did Theodore Roosevelt come to realize how beautiful the world was ? (He saw the world's true beauty when he got his glasses and was able to see better.) What was Theodore Roosevelt's job before he was president or joined the army ? (He was head of the police force.)What did Theodore Roosevelt do to protect forests and animals ? (He made rules so that people could not harm plants or animals in America's forests.)</i> Please watch Mrs. Welch's video.<input type="checkbox"/> (PA, I) (5 minutes) Guide student in cutting the flip pages of the Teddy Roosevelt flipbook. Read the flipbook questions and the answer choices. Then have your student cut out the answer choices and glue them in the correct spaces in the flipbook.
SPECIALS ARE NO LONGER OPTIONAL.	

Kinder Daily Student Instruction Sheet

**SPECIAL
CLASSES**

PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE BEGINNING OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN BY NEXT MONDAY (to Google Classroom or paper packet to bins at school).

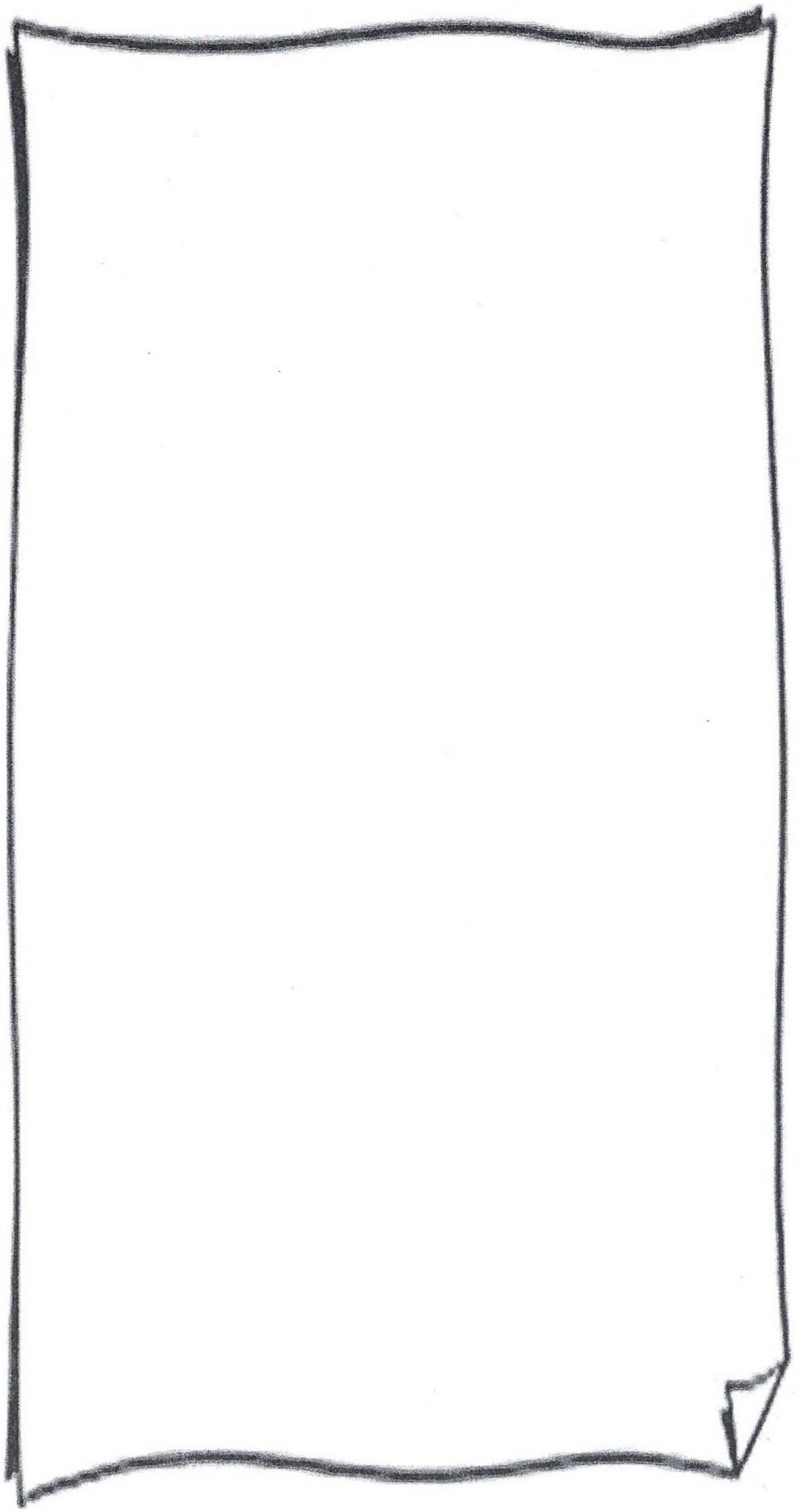


Hickory, Dickory, Dock!
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, Dickory, Dock.

Name: _____

Date: _____

“Clouds”

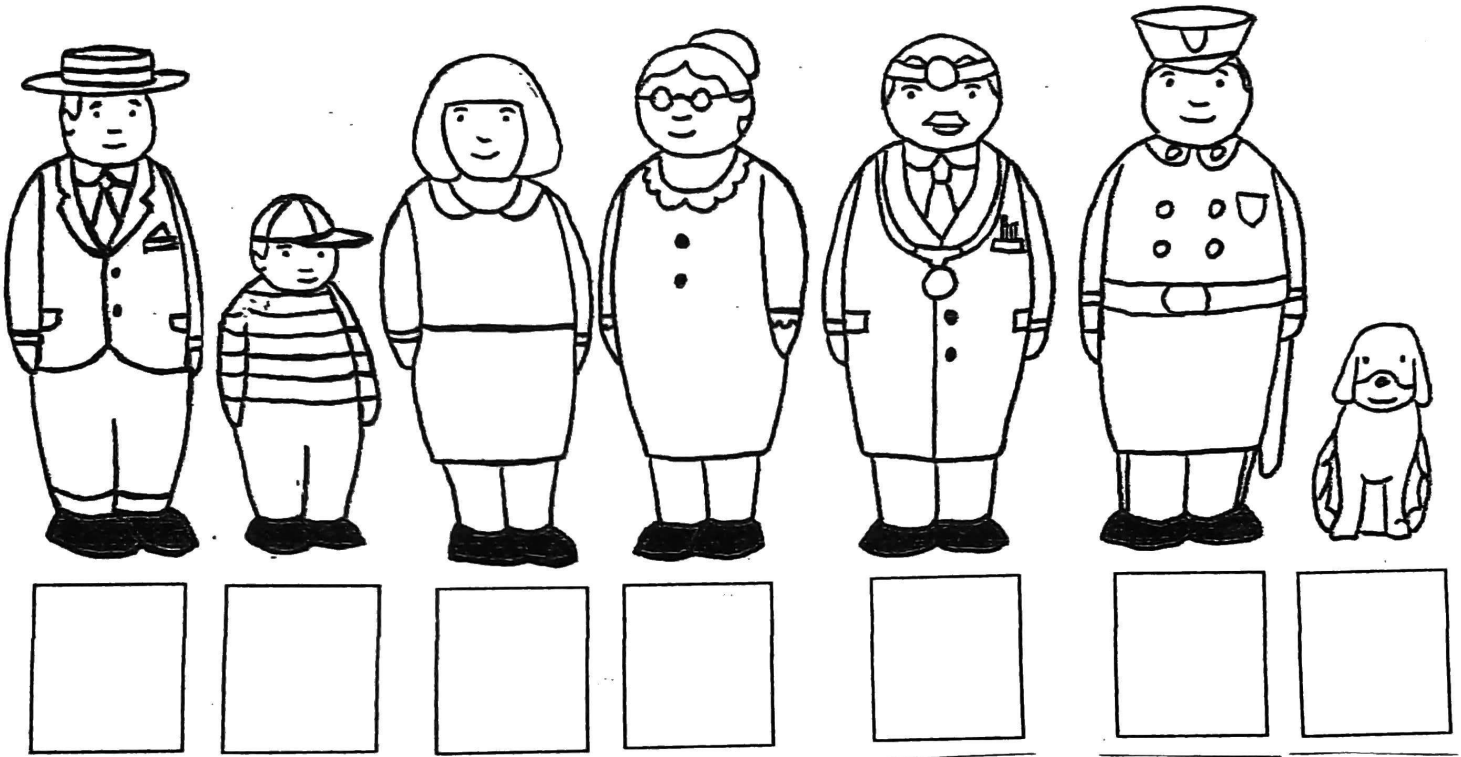


I fear that	would
appear in the clouds.	

The Tub People

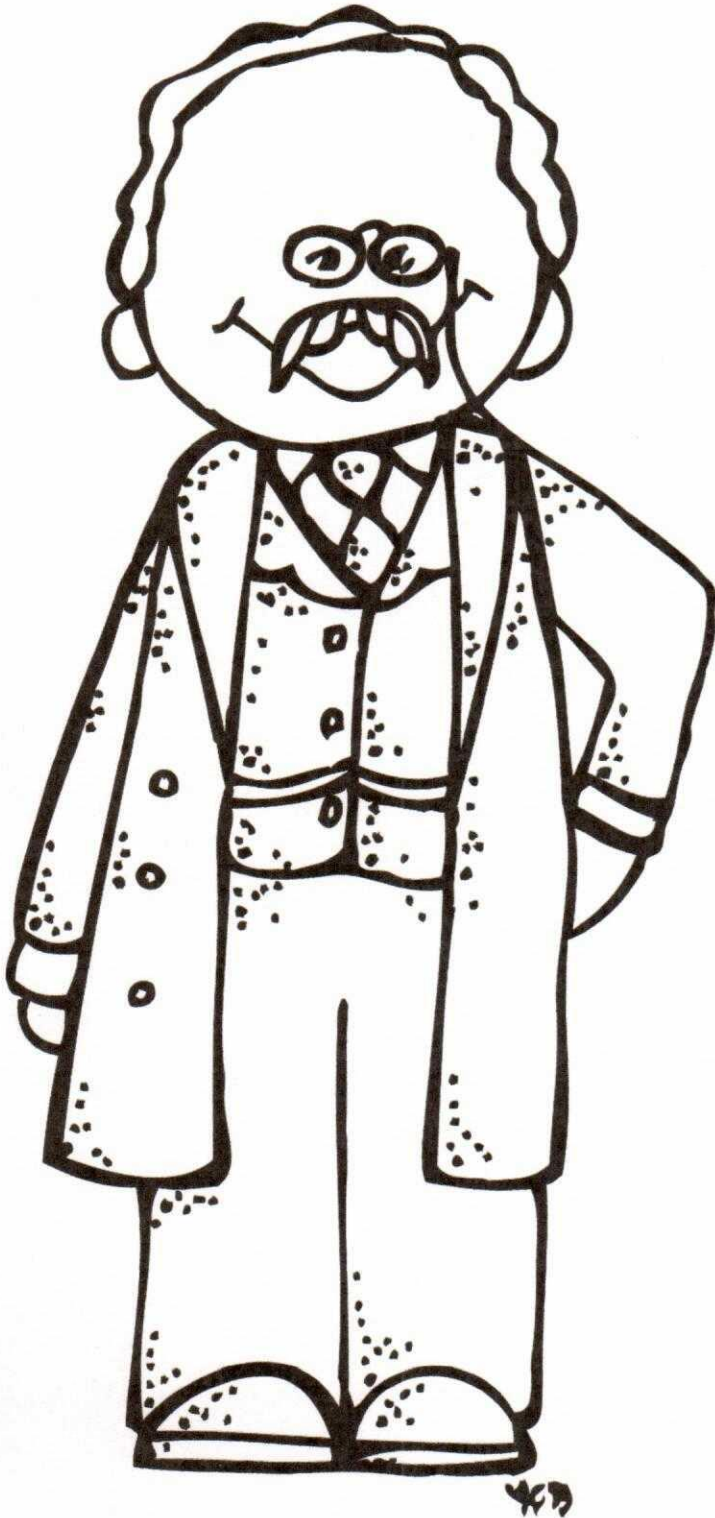
by Pam Conrad

Illustrated by Richard Egielski



1st 2nd 3rd 4th 5th 6th 7th

Teddy Roosevelt



When was
I born?

Where was
I born?

Why am
I famous?

George Washington

Cut out the squares and glue them in the correct spaces of the George Washington flipbook.

I was the first
President of the United
States, the
commander-in-chief of
the Continental Army
during the American
Revolutionary War,
and is called the
“Father of Our
Country.”

I was born on
February 22, 1732.

I was born in
Westmoreland County,
Virginia.

Kinder Daily Student Instruction Sheet

TUESDAY May 5, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

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

Materials needed:

- Phonogram cards (from home)
- Spalding Mon./Tues. paper (from Monday)
- pencil
- **Pink Spalding Notebook**
- [Word List #9](#)
- leveled reader (from reading bag)
- [reading log](#) (found on the cover sheet of Friday's Weekly Graded Review)

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

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

- Phonograms/cards to review today:
ee, m, ear (early), e, r.
- Parents will show the phonogram card to student one a time, or follow along with [Ms. Boes' Spalding lesson video](#), (new, Ms. Boes will now do Oral Phonogram Review, O.P.R., Written Phonogram Review, W.P.R., and Spelling on her daily videos) You may also 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 procedure. Encourage students to be flexible. If they insist that this is incorrect, have them "teach" you how we do it in class. If student says correct sounds/cue, parent will show the next card. If student does not say correct sounds/cue, parent says correct sounds and student repeats.
- Repeat process so that each card is reviewed orally two times.

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

- Phonograms to write today on the Spalding lined paper in the Tuesday column: **ee, m, ear (early), e, r.**
- Students can follow along with [Ms. Boes' Spalding](#) lesson on the video or 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 2 words (one at a time) to your child. For each word,

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

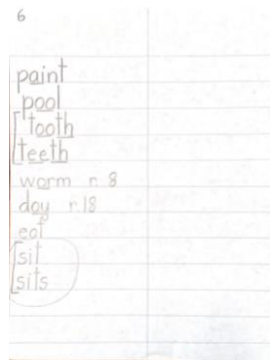
Note: 1. Remind students to use their phonogram knowledge and spelling rules.

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

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

Word	Example sentence	Rules / Notes
sit	The student can sit in scholarly position.	No markings.
sits	She sits on the couch to read.	Write sit. Then ask what ending sound could I use to make that ' <i>sits</i> '?

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.
- ❑ **(I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log (found on the cover sheet of Friday's Weekly Graded Review).

Literature

Goal/Objective: Students will read a chapter from Mouse Tales and answer comprehension questions verbally.

Materials needed:

- [Mouse Tales: Very Tall Mouse and Very Short Mouse](#) 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, *Very Tall Mouse and Very Short Mouse?* (p. 25)
- ❑ **(PA) (10mins)** Together with your student, read the chapter *Very Tall Mouse* in Mouse Tales 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) (2mins)** After reading, ask your student the following questions, referring back to the text to find their answers:
 1. Who are the characters in this chapter? *The characters in this chapter are a very tall mouse and a very short mouse.*
 2. What are some things the very tall mouse sees on his walks? *The very tall mouse sees birds, flowers, a house roof, raindrops, and the ceiling.*
 3. What are some things the very short mouse sees on his walks? *The very short mouse sees bugs, roots, a house cellar, puddles, and the floor.*
 4. What do you notice about the things these mice see? *The mice see opposites of things-one sees things high up, and one sees things that are low.*
 5. Does this remind you of another story we've read recently? *Yes, this reminds me of the Two Large Stones story.*
 6. Do you remember the special word we learned with that story? *Yes, the special word was **perspective** and it's about how people see things.*

Kinder Daily Student Instruction Sheet

	<input type="checkbox"/> (I) (3mins) Practice poem memorization: <i>Hickory, Dickory, Dock</i> (from Monday)
MATH (30 Minutes)	<p><u>Math</u> Goal/Objective: Students will put events in the correct order using ordinal numbers.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Building Snowman WS• Heading to the Hive WS• pencils• crayons <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA)(5 minutes) Watch Mrs. Hildebrand's video as she demonstrates how to sequence things in ordinal numbers.<input type="checkbox"/> (PA)(10 minutes) Have your child look at the Building Snowman WS. They will look at the picture and determine which picture displays the 1st event in order. They will draw a line from that picture to the number 1st. They will then repeat the same steps for 2nd, 3rd, and 4th. Color.<input type="checkbox"/> (PA)(15 minutes) Have your child look at the Heading to the Hive WS. You will read them the directions for each letter and they color the correct flower for each letter based off the directions.
HISTORY (15 Minutes)	<p><u>History</u> Goal/Objective: Students will learn that each Mount Rushmore president possessed an important virtue: honesty, curiosity, hard work, and conservation.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• The "Practice of Virtue" instruction sheet• The "Virtues of the Presidents" worksheet <p>Specific Instructions: (I=independent PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (10 minutes) Tell your student that the Mount Rushmore presidents were not only famous for being great leaders of our nation, but that they each practiced important virtues that helped them become the effective leaders that they were. Proceed to read "The Practice of Virtue" instruction sheet. Stop to help your student answer and discuss each question about the virtues in the passages. Please watch Mrs. Welch's video.<input type="checkbox"/> (PA) (5 minutes) Using The Virtues of the Presidents worksheet, review the meaning of each virtue they practiced. Ask your student to think of a time they practiced one of those virtues. Then tell them to draw a picture of them practicing that virtue on the worksheet.

Kinder Daily Student Instruction Sheet

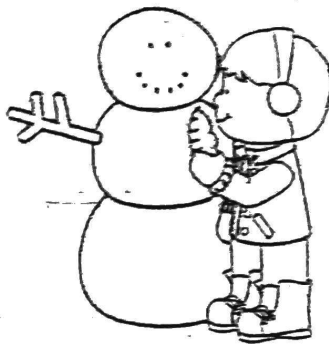
**SPECIAL
CLASSES**

SPECIALS ARE NO LONGER OPTIONAL.

PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE BEGINNING OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN BY NEXT MONDAY (to Google Classroom or paper packet to bins at school).

Put the events in order by matching ordinal numbers.

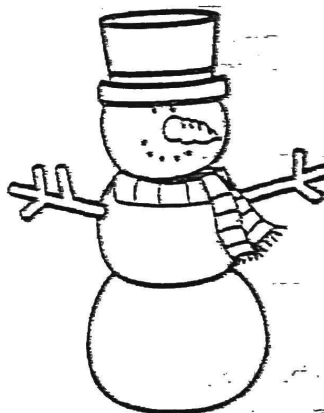
1st



2nd



3rd



4th



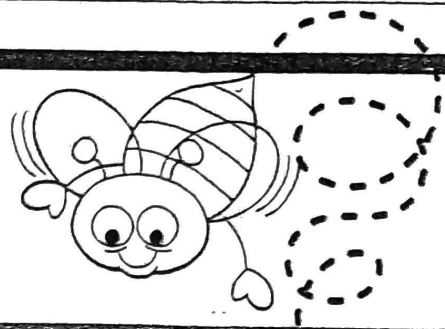
Name _____

Heading to the Hive

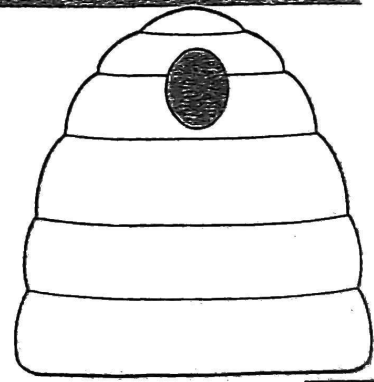
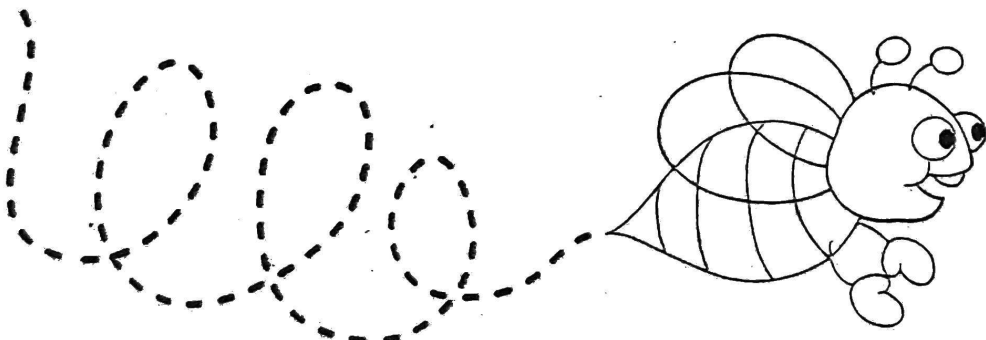
Read.



Color the correct flower in each row.



A. Color the 3rd flower.					
B. Color the 5th flower.					
C. Color the 2nd flower.					
D. Color the 1st flower.					
E. Color the 4th flower.					
F. Color the 2nd flower.					
G. Color the 5th flower.					
H. Color the 4th flower.					
I. Color the 3rd flower.					
J. Color the 1st flower.					

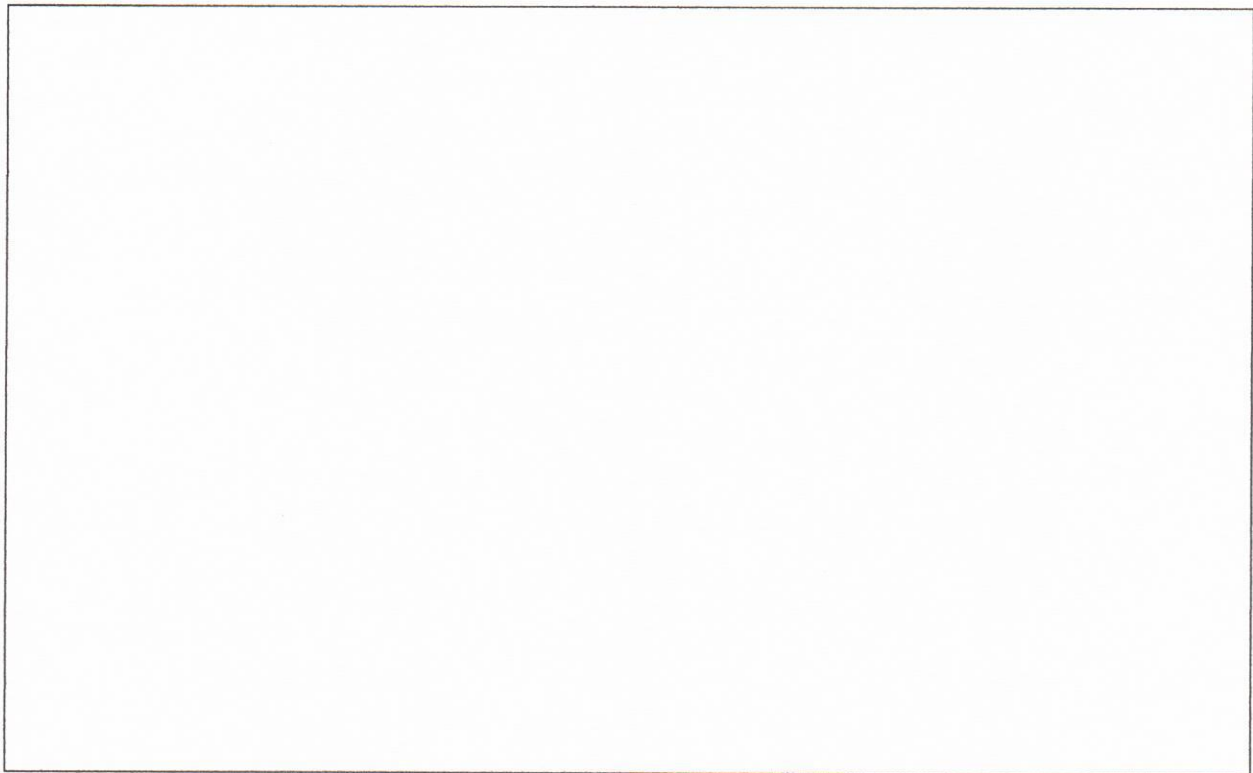


Name _____

The Virtues of the Presidents

1. **Honesty** is the practice of always telling the truth.
2. **Curiosity** is the need to know or to learn something.
3. **Hard work** means that one puts a lot of energy and effort into their work.
4. **Conservation** is the effort to save or protect something, especially something in nature.

Choose one of the virtues above and draw yourself practicing that virtue.

A large, empty rectangular box with a thin black border, intended for a student to draw themselves practicing a virtue.

I am practicing the virtue of _____.

Kinder Daily Student Instruction Sheet

WEDNESDAY May 6, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

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

Materials needed:

- Phonogram cards (from home)
- [Spalding Wed. paper](#)
- Pink Spalding Notebook
- pencil
- [Word List #7](#)
- leveled reader (from reading bag)
- [reading log](#) (found on the cover sheet of Friday's Weekly Graded Review)

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

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

- Phonograms/cards to review today: **x, u, t, oo, s.**
- Parents will show the phonogram card to student one a time, or follow along with [Ms. Boes' Spalding lesson video](#), (new, Ms. Boes will now do Oral Phonogram Review, O.P.R., Written Phonogram Review, W.P.R., and Spelling on her daily videos) You may also 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 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 Wednesday Spalding lined paper; **x, u, t, oo, s.**
- Students can follow along with [Ms. Boes' Spalding](#) lesson on the video or parent says sounds of one phonogram card (hide card so student cannot see)
- Student repeats sounds back to parent and then writes the phonogram. Students will write today's phonograms under the Wednesday column.
- Immediately correct any errors observed.

Spalding continued on the next page.

Kinder Daily Student Instruction Sheet

(PA) (6 min) Spelling

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

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

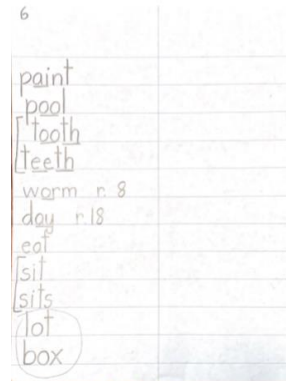
Note: 1. Remind students to use their phonogram knowledge and spelling rules.

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

- ❑ Students will write today's words **once** in their **Pink Spalding Notebook**.

Word	Example sentence	Rules / Notes
lot	Be careful walking in a parking lot .	No markings.
box	I wonder what is in the box ?	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.
- ❑ **(I) (20 min.)** Read the leveled reader, read a book of choice and record minutes on reading log (found on the cover sheet of Friday's Weekly Graded Review).

Literature

Goal/Objective: Students will read a chapter of Mouse Tales and answer comprehension questions using text to support their answers.

Materials needed:

- [Mouse Tales: *The Mouse and the Winds*](#) by Arnold Lobel

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

- ❑ **(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 *The Mouse and the Winds* of Mouse Tales, by Arnold Lobel (pages 32-41) or read along with your teacher in the Zoom class! (Here is a read aloud with [Mrs. Siller](#) if you can't attend 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) (5mins)** 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? Is there more than one problem? *The problem in the story is that the mouse has no wind to move his boat. Yes, there is more than one problem.*
 2. What is the second problem in the story? *After the first wind blows, the mouse and his boat land on the roof of a house.*
 3. What is the third problem of the story? *The third problem is that after the mouse asks to get off the roof, the wind makes him land on top of a tree.*
 4. What is the fourth problem of the story? *The fourth problem is that after he asks to get off the tree, he lands on top of a mountain.*
 5. Is there a new problem after the mouse lands on the mountain? *No, there is not a new problem. We hear the **solution** next.*
 6. What is the solution in this story? *The solution is that the mountain sinks to become an island, the tree and the house land on the island, and the mouse sails away.*

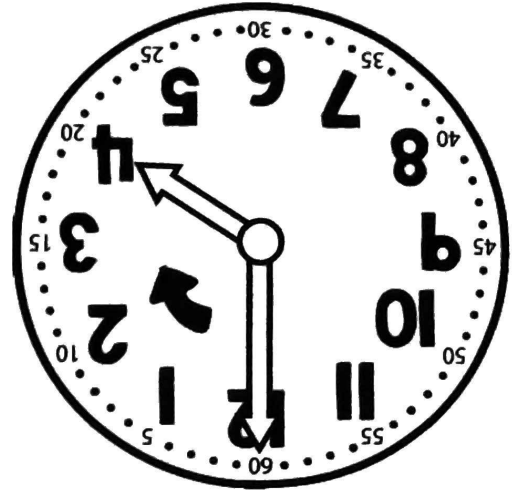
Kinder Daily Student Instruction Sheet

	<p>7. Did you notice anything interesting about the 4 winds that came to help the mouse? <i>The winds' names were the directions we learned for reading maps: west, east, south, and north.</i></p> <p><input type="checkbox"/> (I) (3mins) Practice poem memorization: <i>Hickory, Dickory, Dock</i> (from Monday)</p>
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Students will read and say the numbers on a clock and tell time to the hour.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Let's Learn About Telling Time Mini-book• Telling Time By the Hour Mini-book• Analog Clock Cutout WS• Textbook B pg. 122• scissors• pencil <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <p><input type="checkbox"/> (PA)(10 minutes) Watch Mrs. Hildebrand's video as she reads Let's Learn About Telling Time Mini-book and Telling Time By the Hour Mini-book.</p> <p><input type="checkbox"/> (PA)(5 minutes) Your student will cut and assemble the two mini-books as a resource to refer to during the unit.</p> <p><input type="checkbox"/> (PA)(10 minutes) Your student will cut and assemble the analog clock. You can attach the minute and hour hand using a brass fastener or a paper clip.</p> <p><input type="checkbox"/> (PA)(5 minutes) Your student will fill in the missing numbers on the two analog clocks on Textbook B pg. 122.</p>
<p>HISTORY (15 Minutes)</p>	<p><u>History</u> Goal/Objective: Students will learn that three of the Mount Rushmore Presidents' have their picture on some United States currency.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Money Instruction Posters• "If I Were President" worksheet• a penny, nickel, quarter, one dollar, two dollar, or five dollar bill <p>Specific Instructions: (I=independent PA=parent assisted):</p> <p><input type="checkbox"/> (PA) (5 minutes) If possible, let your student observe a penny, nickel, quarter, one dollar, two dollar, or five dollar bill. Ask them whose picture is on the coin or the bill. Please watch Mrs. Welch's video.</p> <p><input type="checkbox"/> (PA) (5 minutes) Show your student the Money Instruction Posters. Read and discuss each coin and bill and whose picture is on it.</p>

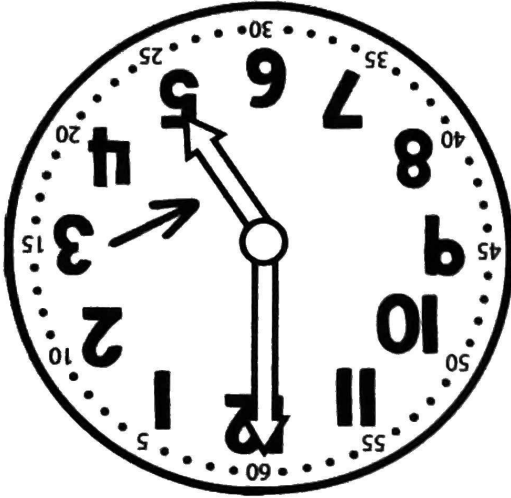
Kinder Daily Student Instruction Sheet

	<p><input type="checkbox"/> (PA, I) (5 minutes) Ask your student to imagine that they are the President of the United States and that their picture is on the five dollar bill. Have them either draw a picture or glue a photo of themselves on the If I Were President worksheet.</p>
SPECIAL CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE BEGINNING OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN BY NEXT MONDAY(to Google Classroom or paper packet to bins at school).</p>

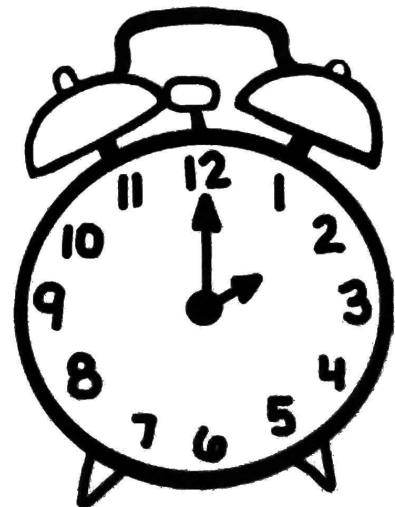
2
An analogue clock has two hands. The short hand is the hour hand. The long hand is the minute hand. The hands move around the clock in the direction of the yellow arrow.



3
The short hand is called the hour hand. It helps us count the hours. It takes it an hour to move from one number to the next. We start with the hour hand when we tell time.



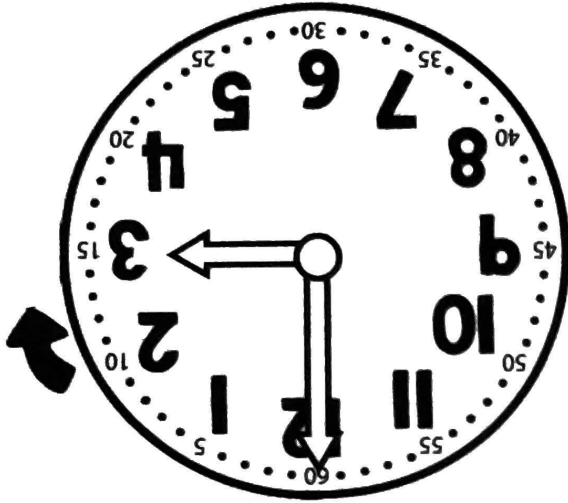
Let's Learn About Telling Time



4
The long hand is called the minute hand. It helps us count the minutes. When it has moved all the way around the clock one time, sixty minutes or one hour has passed.

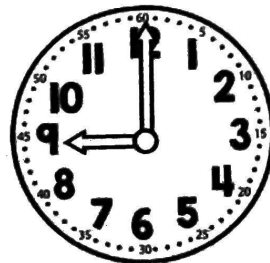
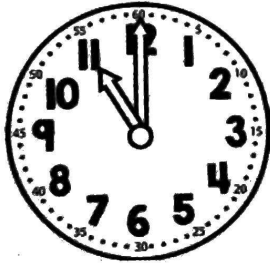
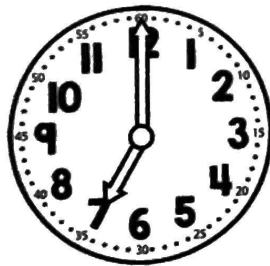
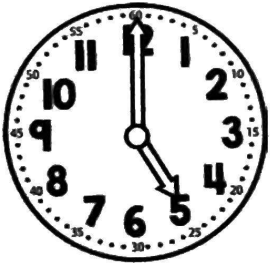
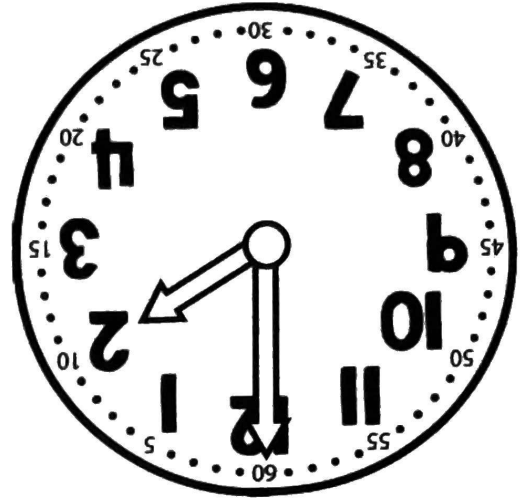
3

As the minute hand moves all the way around the clock, and back to the 12, the hour hand moves to the next number. It is no longer two o'clock (2:00). Now it is three o'clock (3:00).



2

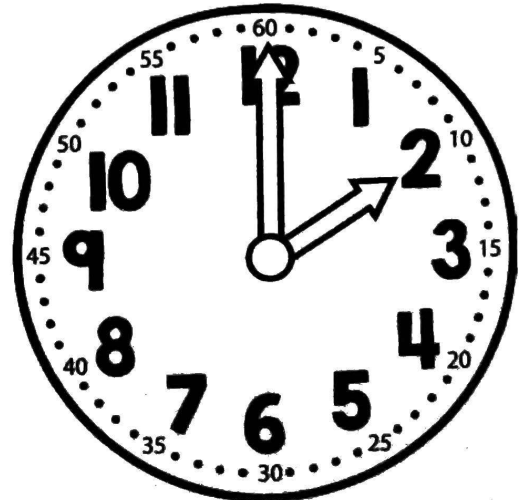
When the hour hand is pointing to a number and the minute hand is pointing to the 12, you're telling time by the hour. The time on this clock is two o'clock (2:00).

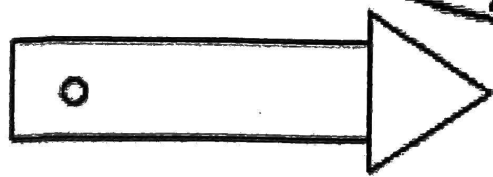
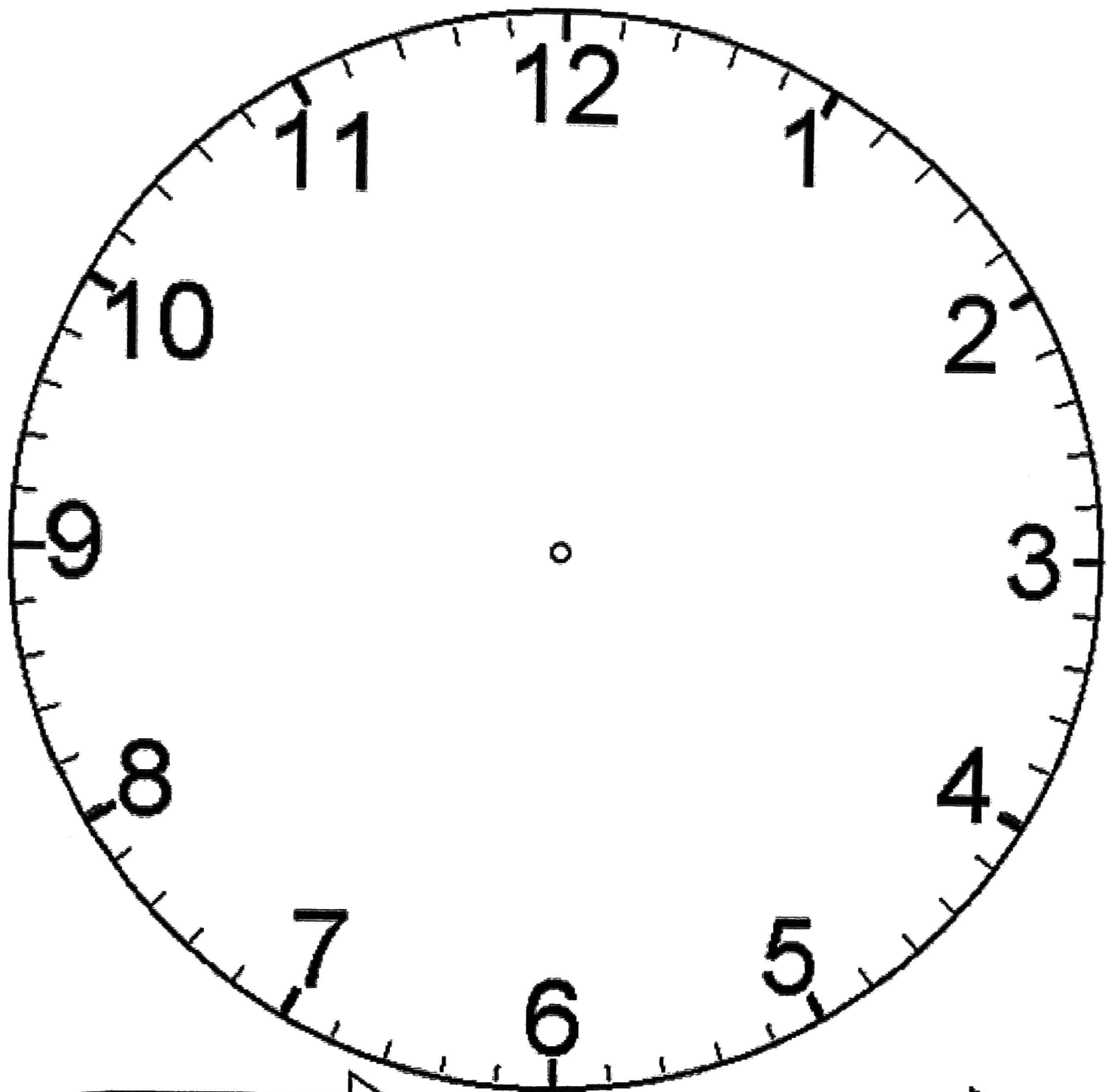


Look at each clock. Find the one that says 11:00. Which clock says 5:00? Which one says 7:00? What time is on the last clock? Can you tell time by the hour?

4

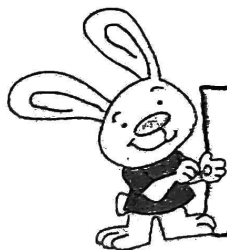
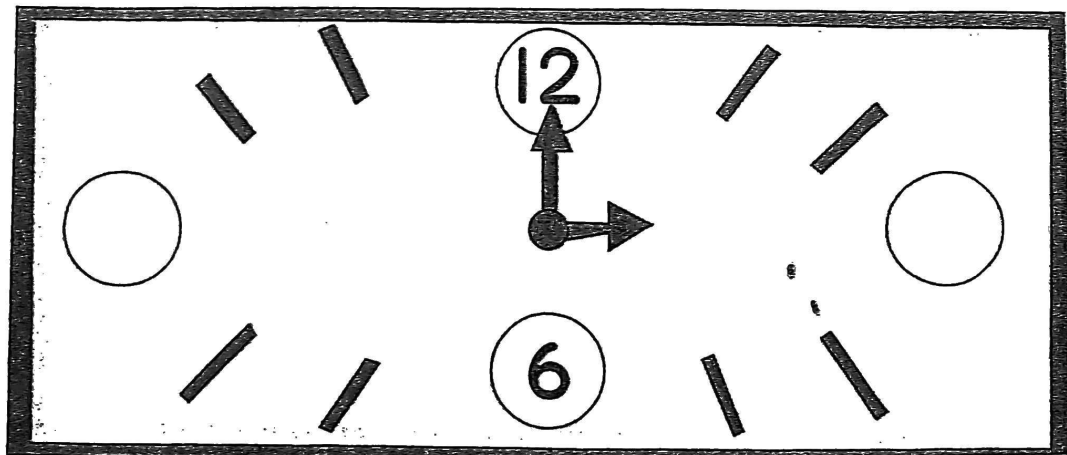
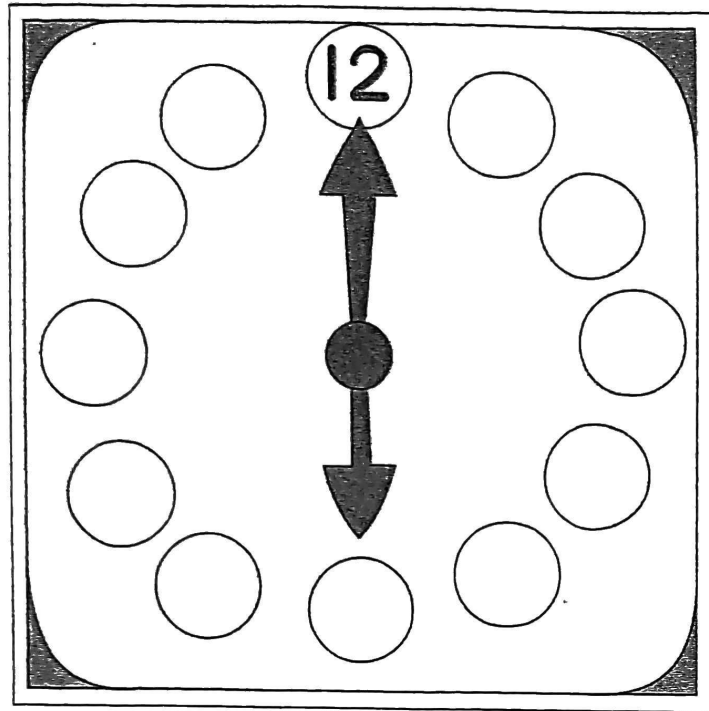
Telling Time By the Hour





Name _____

Fill in the missing numbers.

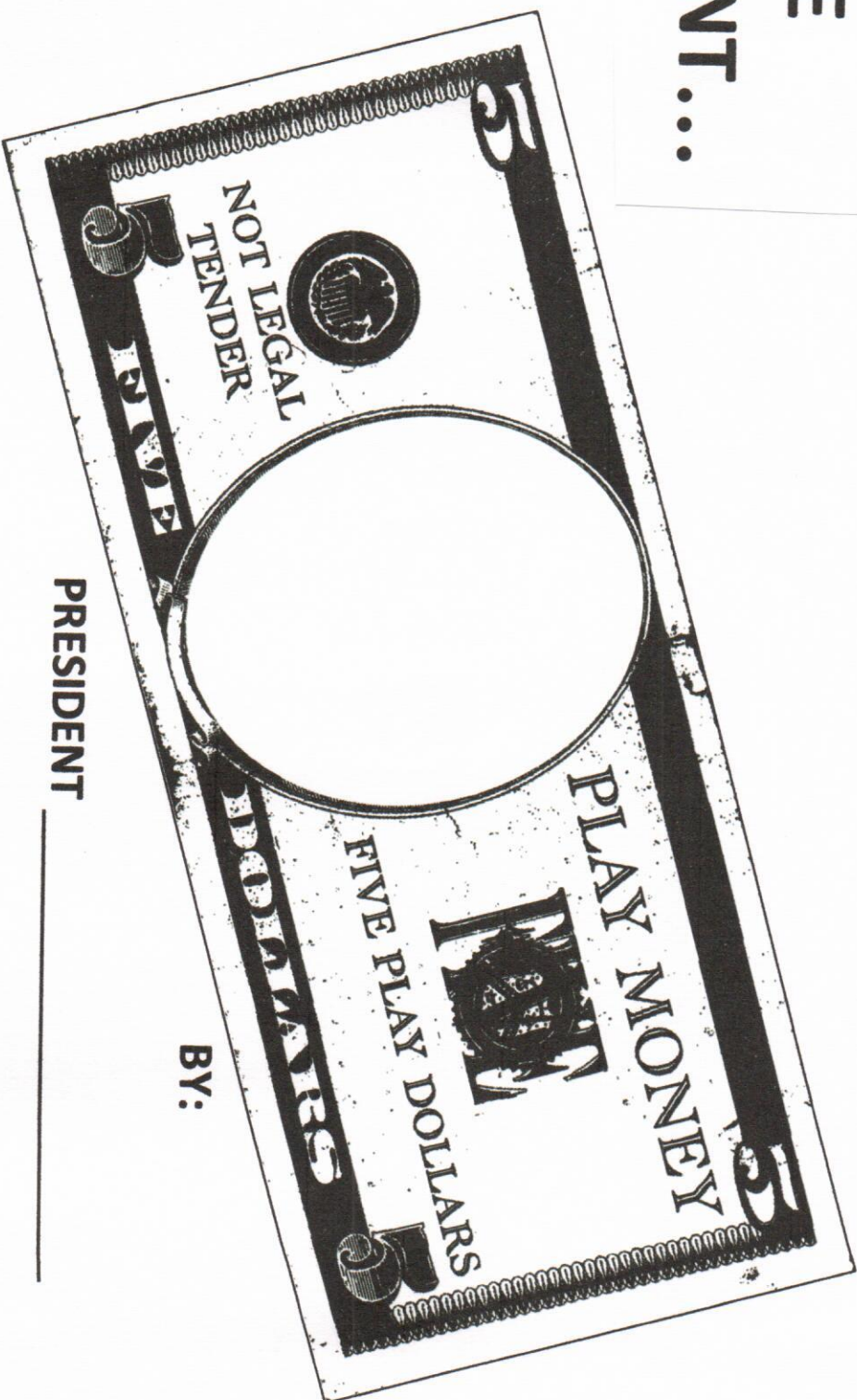


Consolidation:

Have the students complete this page independently. Then, ask them to read the numbers on the clock faces.

Imagine that you are the President of the United States and that your picture is on the five-dollar bill! Draw a picture or put a photo of yourself in the middle of the play money five-dollar bill. Then hang the picture up somewhere in your house!

IF I WERE PRESIDENT...



PRESIDENT _____

Kinder Daily Student Instruction Sheet

THURSDAY May 7, 2020

ELA
 Spalding (20 Minutes)

 Literature/Poetry (20 Minutes)

 Reading (+20 minutes)

Spalding

Goal/Objective: Students will review the 7 new spelling words for the week, along with 3 review spelling words.

Materials needed:

- [Spalding Thursday paper](#)
- pencil
- [Word List #2](#)
- leveled reader (from reading bag)
- [reading log](#) (found on the cover sheet of Friday's Weekly Graded Review)

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

(PA) (6 min) Spelling

- Students will fingerspell and write words on their Thursday Spalding lined paper, along with [Ms. Boes' Spalding lesson](#), OR parents will dictate the 10 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.

(PA)

- Students will write today's words on their Thursday Spalding lined paper.

Spalding continued on the next page.

Kinder Daily Student Instruction Sheet

Word	Example sentence	Rules / Notes
hand	I use my right hand to write.	No markings.
lot	Be careful walking in a parking lot .	No markings.
sit	Sit down at the table.	No markings.
worm r. 8	The worm was slimy!	Rule 8: The 'or' may say /er/, when it follows 'w', like in 'wor'.
box	I wonder what is in the box ?	No markings.
loo ² k	I like to look at my baby brother.	Underline the 2-letter phonogram 'oo', and mark with a 2 above for it's 2 nd sound.
day r. 18	It was a pretty day today!	We use 'ay', not 'a', and the end of a base word to make the sound /a/.
eat	Be sure to eat your vegetables.	Underline the 2-letter phonogram, 'ea'.
sits	He sits on the grass to play the game.	Write sit, then ask "what ending could I use to make the word 'sits'?"
m a k e	Did you make your bed?	Job 1 of silent final 'e', the 'e' lets the 'a' say /a/.

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 #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.
- (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 Tales and will complete a sequencing worksheet to check story comprehension.

Materials needed:

- [Mouse Tales: The Journey](#) by Arnold Lobel
- [The Journey sequencing worksheet](#)

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 Journey?* (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, *The Journey* in [Mouse Tales](#), 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) (2mins)** After reading, ask your student the following questions, referring back to the text to find their answers:
 1. This is a humorous story of a mouse going to visit his mother. He has some trouble along the way, but finds some funny ways to solve his problems. Verbally review the order of items used by the mouse as he traveled to visit his mother. *To travel to his mother's house, first the mouse used a car, then he used roller skates, then he put on boots, then he used sneakers, then he used his feet, and when his feet hurt too much, he got new feet!*
- (I) (5mins)** Following a verbal review of the items used by the mouse, your student will independently sequence the pictures of the items. They should:
 - Write their name at the top.
 - Cut out the sequencing pictures.
 - Glue the sequencing pictures in order, left to right, according to the order the mouse uses them in this chapter. They may refer to their book for help.
 - (Optional) Students may color the pictures.
- (I) (3mins)** Practice poem memorization: *Hickory, Dickory, Dock* (from Monday)

MATH (30 Minutes)

Math

Goal/Objective: Students will practice telling time to the hour.

Materials needed:

- [Student created Analog clock](#) from Wednesday
- [Party Time WS](#)
- [Telling Time WS](#)
- scissors
- glue
- pencil
- crayons

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

- (PA)(5 minutes)** [Watch Mrs. Hildebrand's video](#) as she demonstrates looking at an analog and matching the correct time to the clock.
- (PA)(15 minutes)** Have your child look at the Party Time WS. They will cut and paste the correct time to each clock on the sheet.
- (PA)(10 minutes)** Have your child look at the Telling Time WS. They will look at each analog clock and write the correct time to the hour under the clock.

Kinder Daily Student Instruction Sheet

HISTORY (15 Minutes)	<p><u>History</u></p> <p>Goal/Objective: Students will learn some facts about the duties of the president and who our current president is.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• “Yes! You Can Be President” minibook• “Yes! You Can Be President” Certificate <p>Specific Instructions (I= independent PA=parent assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (5 minutes) Ask your student who the current President of the United States is. Then tell them that our current president is Donald Trump. Next, ask them what they think the job of a president is. Please watch Mrs. Welch’s video.<input type="checkbox"/> (PA) (5 minutes) Proceed to read the Yes! You Can Be President minibook. Afterwards, ask some comprehension questions, such as:<i>How do we choose a president?(We vote.) How old do you have to be before you can become a president?(35 years old.) What are some of the duties of the President of the United States? (Our leader and the leader of our military, meets with leaders of other countries.) Would you like to be the President of the United States?</i><input type="checkbox"/> (PA, I) (5 minutes) Give your student the Yes! You Can Be President Certificate. Guide them in filling out the information and have them color the rest.
SPECIAL CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE BEGINNING OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN BY NEXT MONDAY(to Google Classroom or paper packet to bins at school).</p>

Spalding – Distance Learning Week 7: May 4-May 8, 2020

Name _____ # _____ Date _____

Thursday

(write Thursday's spelling words
in this column)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

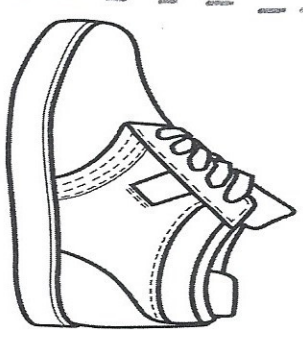
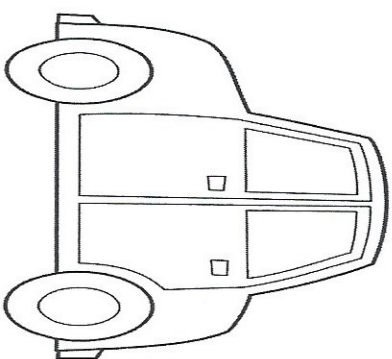
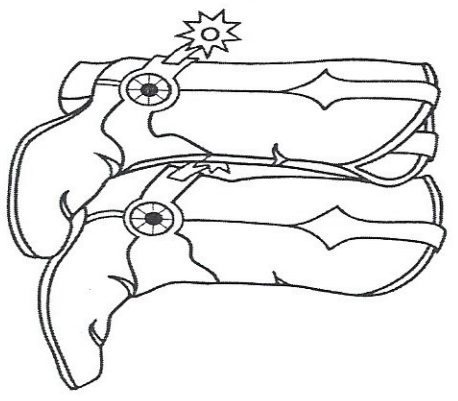
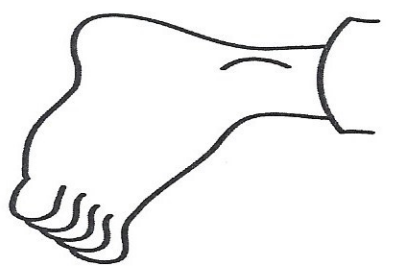
Name: _____ Date: _____

Mouse Tales

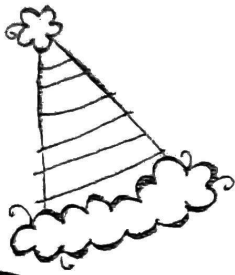
Chapter 5: "The Journey"

Directions: Color, cut and paste the pictures in the order they are seen in the story.

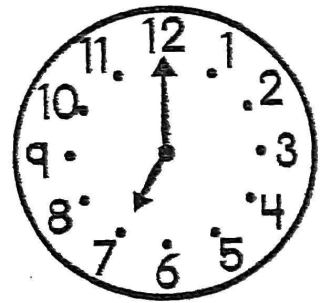
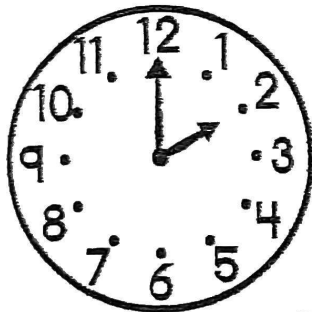
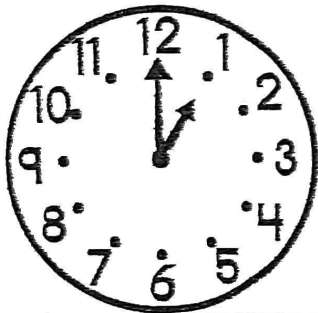
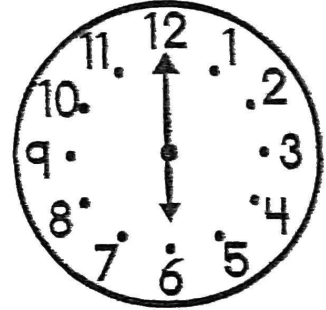
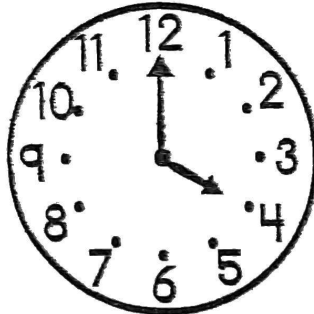
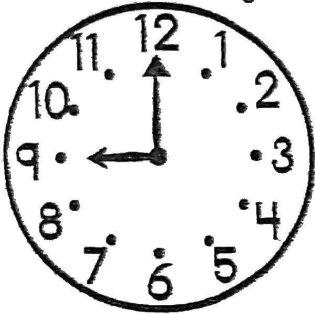
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Name _____



Party Time!



4:00

6:00

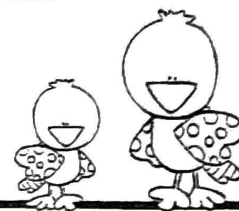
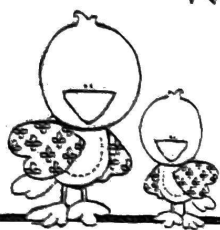
2:00

1:00

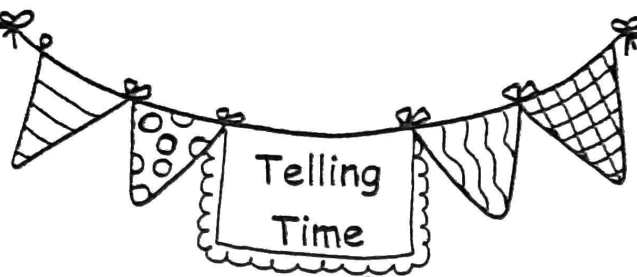
7:00

9:00

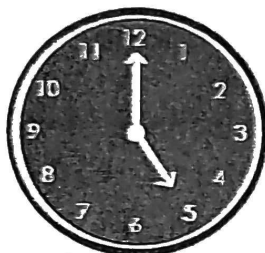
Name _____ Date _____



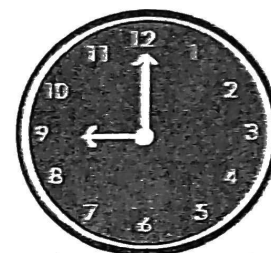
Directions: Write the correct time for each clock.



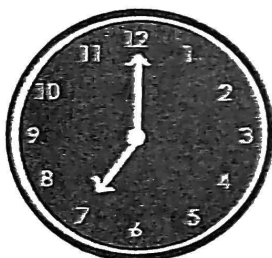
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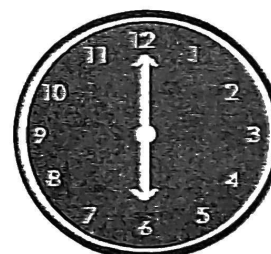
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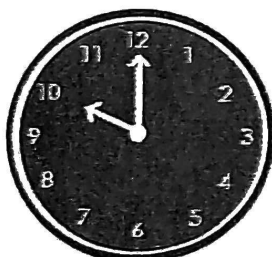
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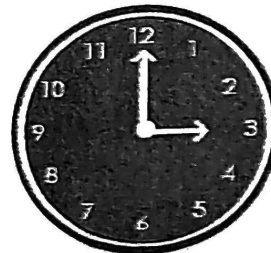
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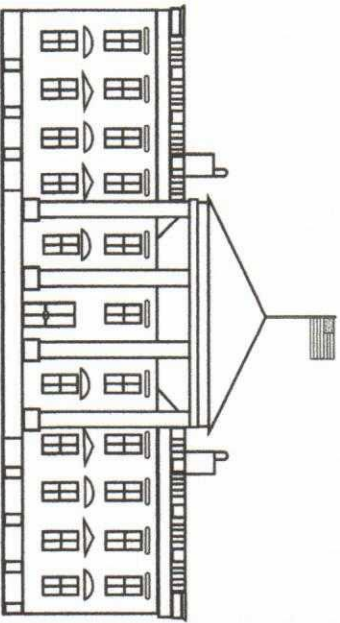


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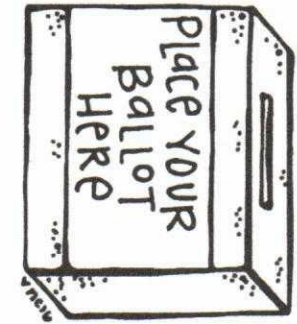


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Yes! You Can Be President!



Name _____



When you vote, you pick the one you would choose.

If you are 18 years old, a citizen of the USA, live in the state where you vote and have not been in jail for really bad crimes, you can vote for President. We do this every four years.

2



To be President you must be 35 years old. You must be a citizen, born in the USA and you must have lived in the United States for at least 14 years.

3

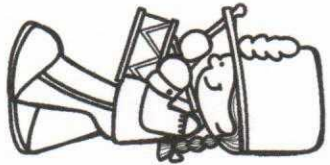
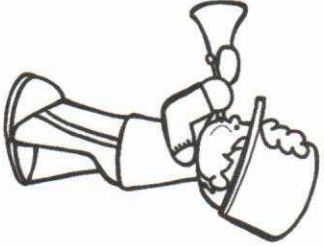
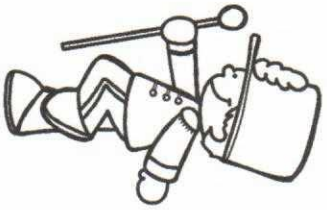


The Vice-President helps with some of these jobs.

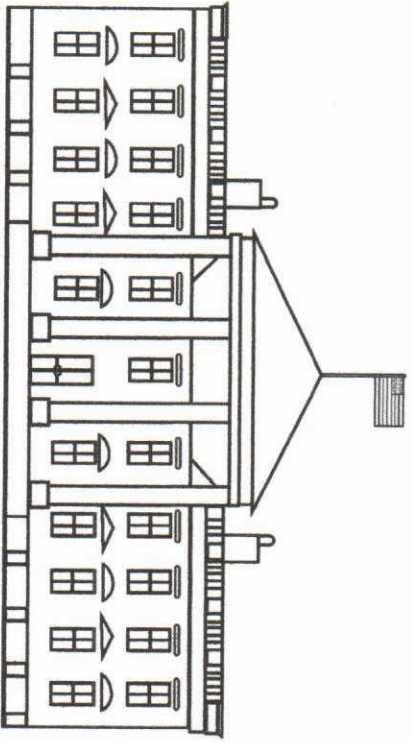
The President is our leader and in charge of the military. They choose people for important government jobs and meet with leaders of other countries.

4

An oath is a promise to do something.
After the oath, there is a parade then
the President's job starts.

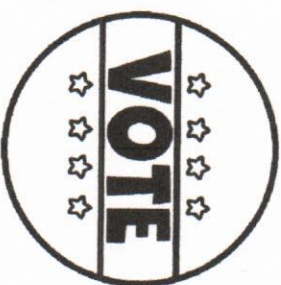
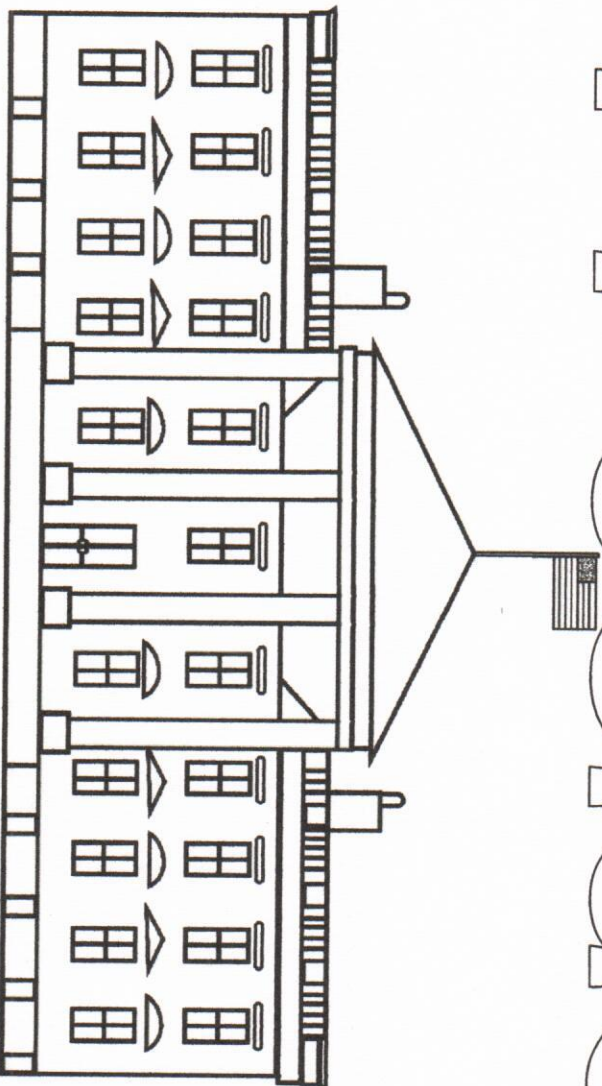


The President's job starts in January on
Inauguration Day. On January 20th they take
an oath to protect the US Constitution. 5



The President and his family live in the White
House. The White House is in Washington,
DC. The President works and lives there. 6

Yes! You Can Be President!



This certifies that _____
has learned about being President of the USA.

Signed _____

Date _____

Weekly Graded Review

Kindergarten Week 7
5/4-5/8

Day	Date	Book Title or S__B__	Total Mins. (student + parent)	Parent Initials
Monday	5/4			
Tuesday	5/5			
Wednesday	5/6			
Thursday	5/7			

Name: _____ Section K/_____ Date: _____

Kinder Daily Student Instruction Sheet

FRIDAY May 8, 2020
2020

Due: Monday, May 11,

**Total time:
about 1 hr**

Graded Week 7 Review

Today is our 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 - Thursday 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, May 11th

Students must turn in:

- 1. Graded Review for Week 7 (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](#) (Friday - Page 1 of Graded Week 7 Review)
- Spalding spelling word list (below)

Word	Example sentence	Rules / Notes
m <u>a</u> <u>k</u> e	Did you make your bed?	Job 1 of silent final 'e', the 'e' lets the 'a' say /a/.
lot	Be careful walking in a parking lot .	No markings.
hand	I use my right hand to write.	No markings.
w <u>or</u> m r. 8	The worm was slimy!	Rule 8: The 'or' may say /er/, when it follows 'w', like in 'wor'.
<u>e</u> at	Be sure to eat your vegetables.	Underline the 2-letter phonogram, 'ea'.
I <u>oo</u> ² k	I like to look at my baby brother.	Underline the 2-letter phonogram 'oo', and mark with a 2 above for it's 2 nd sound.
box	I wonder what is in the box ?	No markings.
sit	Sit down at the table.	No markings.
sits	He sits on the grass to play the game.	Write sit, then ask "what ending could I use to make the word 'sits'?"
<u>d</u> ay r. 18	It was a pretty day today!	We use 'ay', not 'a', and the end of a base word to make the sound /a/.

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

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

Kinder Daily Student Instruction Sheet

- (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. **Students will NOT mark the words.**
 - 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. If no corrections are needed, leave second column blank.
 - Do NOT change/correct any words in the first column.
 - 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 7.
- Read for fun!

Literature

Goal/Objective: Students will review story elements from Mouse Tales and answer comprehension questions. Students will demonstrate memorization of this week's poem, *Hickory, Dickory, Dock*.

Materials needed:

- Literature section of the Graded Week 7 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: *Hickory, Dickory, Dock* (from Monday)
 - (PA)** Students will recite their poem, while parents record their recitation on the provided poem rubric.

MATH
(20 Minutes)

Math

Goal/Objective:

- Students will demonstrate an understanding of ordinal numbers and be able to tell the time on an analog clock by the hour.

Kinder Daily Student Instruction Sheet

	<p>Materials needed:</p> <ul style="list-style-type: none">• Math section of Graded Week 7 Review <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) Parent will read the directions to each problem aloud to their student.<input type="checkbox"/> (I) Student will circle or fill in the correct answer independently.
<p>History (10 Minutes)</p>	<p><u>History</u> Goal/Objective:</p> <ul style="list-style-type: none">• Recall facts about The Mount Rushmore Presidents, the virtues they practiced, their images on American currency, and the duties of the president. <p>Materials needed:</p> <ul style="list-style-type: none">• History section of Graded 7 Review Sheet• Week 7 History 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 7.
<p>SPECIAL CLASSES</p>	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i> PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE BEGINNING OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN BY NEXT MONDAY(to Google Classroom or paper packet to bins at school).</p>

Spalding – Distance Learning Week 7: May 4-May 8, 2020

Name _____ # _____ Date _____

Friday Spelling test

write this week's 10 spelling words

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Kindergarten Graded Week 7 Review

Literature: Mouse Tales

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

1. True or false; A **real** cat chased the little mouse in the chapter *Clouds*.



true/yes



false/no

2. *The Very Tall Mouse and the Very Short Mouse* chapter: Circle **all** the things the very short mouse was able to see during his walks.



a. birds



b. roots



c. bugs



d. roof



e. puddles

3. *The Mouse and the Winds* chapter: The names of the four winds in this chapter are:

- a. Hildebrand, Siller, Boes, and Welch
- b. house, tree, mountain, and boat
- c. East, West, South, and North

4. *The Journey* chapter: The mouse used different items during his journey to visit his mother. Write numbers in the boxes below the pictures to put the items in order.



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Poetry

Allow your student to practice 2-3 times, using the motions practiced earlier in the week to aid memorization. Your student should then stand in 'poet's posture' and independently recite *Hickory, Dickory, Dock*.

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 the mouse runs up the clock.

<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

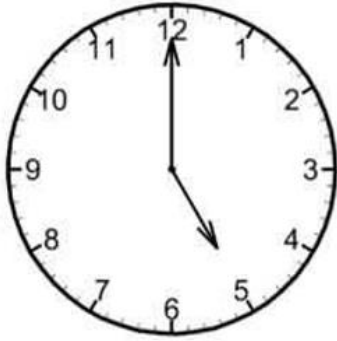
Read the following questions aloud, one at a time. Please read the answer choices and allow your student to independently color for numbers 1-5 and circle their answer for numbers 6-9.



1. Color the 1st skater yellow.
2. Color the 5th skater green.
3. Color the 3rd skater orange.
4. Color the 2nd skater blue.
5. Color the 4th skater purple.

Name: _____ Section K/ _____ Date: _____

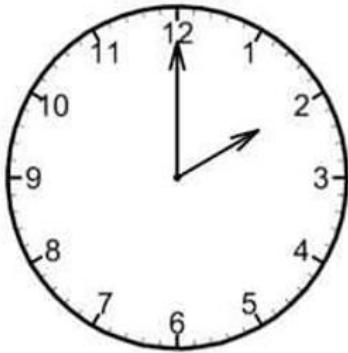
Circle the correct time for the clock.



6. a) 7:00

b) 5:00

c) 1:00

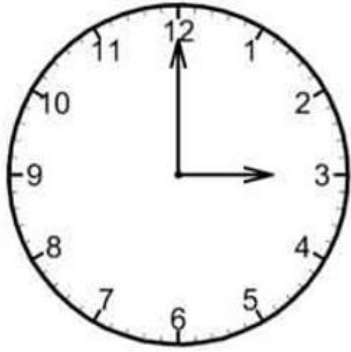


7. a) 2:00

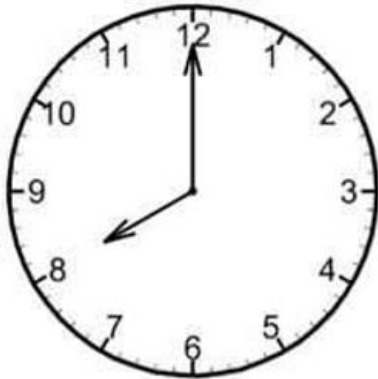
b) 11:00

c) 6:00

Name: _____ Section K/ _____ Date: _____



8. a) 8:00 b) 4:00 c) 3:00
-



9. a) 10:00 b) 7:00 c) 8:00
-

History

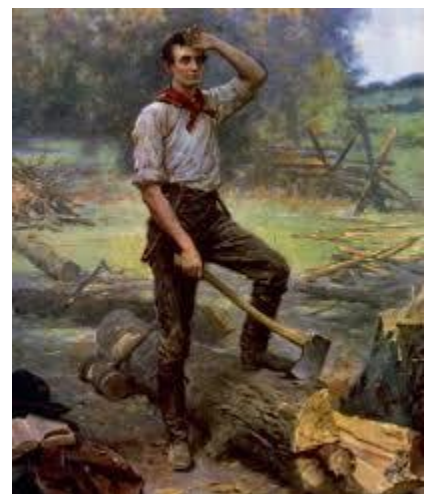
Allow your student to review all the History Resources of the week. Then read each question one at a time. Have your student circle the answer they think is best.

1. Why did Theodore Roosevelt become a conservationist?
 - a. When he saw the forests filled with plants and animals, he worried that someday they would all be gone.
 - b. He loved to climb trees.
 - c. He really didn't care that much about nature.



2. What virtue was George Washington famous for practicing?
 - a. curiosity
 - b. honesty
 - c. conservation

3. What virtue did Abraham Lincoln practice?
 - a. hard work
 - b. curiosity
 - c. friendship



Name: _____ Section K/ _____ Date: _____

4. What coin has the image of Thomas Jefferson?

- a. the quarter
- b. the nickel
- c. the penny



5. The President of the United States is

- a. our leader and in charge of the military.
- b. a famous basketball player.
- c. a teacher at Great Hearts.