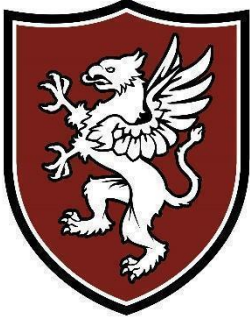


GreatHearts

Northern Oaks



Distance Learning Packet

Week 8: May 11-May 15, 2020

Kindergarten

Mrs. Hildebrand

Mrs. Siller

Ms. Boes

Mrs. Welch

Student Name: _____ Section: __

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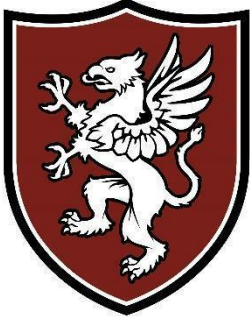
Thursday student pages

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Graded Week 8 Review

(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 5/11 - 5/15

SPANISH
(25 Minutes)

Spanish

Goal/Objective: Your student will provide information about what they see.

Materials needed:

- [Teacher Notes](#)
- [Audio file](#)
- Optional; toilet or paper towel cardboard roll
- [Swivl video](#); Oso pardo, oso pardo, ¿que ves ahí? – Brown Bear, Brown Bear, What do you see? by Bill Martin, Jr. and Eric Carle

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

- (PA or I)** Swivl video; Oso pardo, oso pardo, ¿que ves ahí? – Brown Bear and Friends by Bill Martin, Jr. and Eric Carle.
- (PA)** When your student is finished listening to the story, tell your student you are going to play a Spanish version of the game “I see with my little eye – I Spy, Veo, veo con mi ojo ...”
- (PA)** To make the game easier, limit what your student can spy to colors.
- (PA)** Explain to your student that you are going to look through your spyglass for a color, and that they then have to guess where that color is.
- (PA)** Start the game by looking around with your spyglass. Then say, “Veo, veo con mi ojo ... rojo”
- (PA)** Have your student try to guess where the color is.
- (PA)** When your student has guessed correctly, he or she may then take the spyglass, look for a color and say, “Veo, veo con mi ojo ... (color in Spanish).”
- (PA)** If you wish to challenge your student, you may say as you look around “Veo, veo con mi ojo...” Your student can respond **¿Que ves? (What do you see.)**, then you respond **Yo veo ... rojo. (I see red.)**
- (PA)** Repeat the game as many times as you wish.
- (PA)** Optional Activity:
 - (PA or I)** Your student may decorate their toilet or paper towel cardboard roll.

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 the composer **John Philip Sousa**.

Materials needed: [Biography on Sousa](#), [Worksheet: Sousa Match-up](#), [Sousa Video](#) (Optional)

Specials Student Instruction Sheet

	<p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Read the biography on John Philip Sousa with your student. <input type="checkbox"/> (I) Watch the Sousa Video (Optional) <input type="checkbox"/> (PA) Complete the Sousa Match-up worksheet <p>SOUSA MATCH-UP WORKSHEET DUE MONDAY: to Google Classroom or School</p>
<p>ART (25 Minutes)</p>	<p><u>ART</u></p> <p><u>Goal/Objective:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw/Copy TWO of the flowers from the Leonardo sketch--25 min. <input type="checkbox"/> For an EXTRA CHALLENGE (<i>OPTIONAL-extra minutes</i>): Follow along in the video to make paper flowers made from toilet paper and a paper cone basket. This could be a belated May Day gift for your neighbors. <i>(Make sure that you wash hands well before making flowers).</i> <p><u>Materials needed:</u></p> <ul style="list-style-type: none"> ● Pencil ● Paper ● <u>For extra challenge only:</u> construction paper; cotton swabs; toilet paper to make flowers; scissors; glue; masking tape ● Patience, Grit and Gusto ● JUST FOR GIGGLES, IF DESIRED: Here is a Research Link for scholars/parents interested in learning more about Leonardo and the art and science of botanical illustration. ● Image Address ● Drawing Directions ● Video with Mrs. Northway <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (IW) For grade: Draw two flowers after Leonardo Da Vinci's drawing. <input type="checkbox"/> You may change the scale, somewhat, to increase the overall size of the flower. <input type="checkbox"/> (IW) STUDENT CHALLENGE: Paper flowers and cone basket to give to your neighbors as a belated May Day surprise. <input type="checkbox"/> (PA) OPTIONAL FAMILY CHALLENGE: Continue working on "family tree" (or save this project for later, to paper mache this summer - SEE the end of week 7 video for directions. <p><u>DUE ON MONDAY</u> - Submit the <u>digital Image of the Flower Drawings 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><u>PE</u></p> <p>Goal/Objective: Students 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

Specials Student Instruction Sheet

Coach Wilson

<https://cloud.swivl.com/v/7874015a6cab651b154daed2e34d1a38>

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

- (I) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical)
- Leap in the air and yell BINGO!

DUE ON MONDAY - Turn in [Bingo Sheet](#) digitally through Google classroom OR turn in to the school

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

W8 Spanish Teacher Notes

¿Que ves tu?
What do you see?

Yo, veo _____.
I see _____.

Veo, veo con mi ojo ...
I see with my little eye....

rojo
red

azul
blue

amarillo
yellow

morado
purple

anaranjado
orange

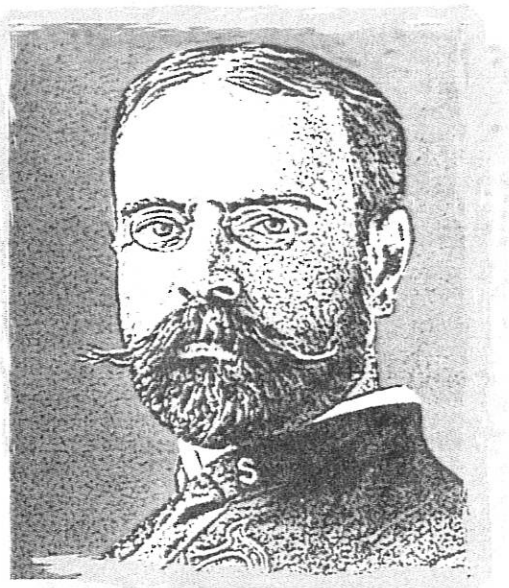
blanco
white

negro
black

verde
green

rosado
pink

café
brown



John Philip Sousa

... a composer from
the **UNITED STATES**
who lived during the
ROMANTIC period
of music...

John Philip Sousa was born in Washington, D.C., in 1854.

His parents came from Portugal to live in America. They provided him with a happy home. His father and older sister taught him to read and write. When he was seven years old, he attended a nearby school.

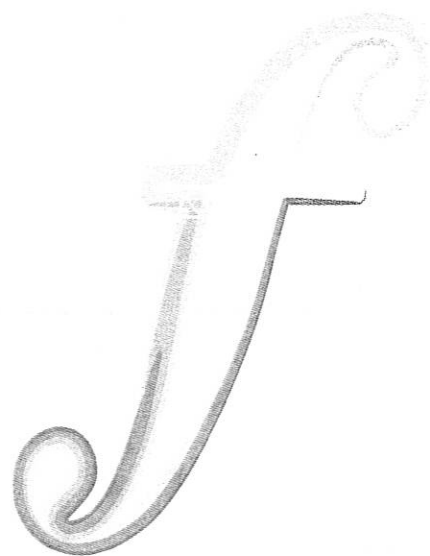
John Philip also went to music school where he studied violin. When he was 11 years old, he began his own dance band.

When he enlisted as an apprentice in the U.S. Marine Band, he studied composition and music theory.

He met his wife Jennie, a singer, while he was on a band tour. John wrote later, "We lived happily ever after."

Sousa's marches made Americans feel very patriotic. His performances inspired many towns to form bands. His distinctly American music was popular throughout the world.

Sousa died in 1932 at the age of 77.



The March King

A large man in a uniform knocked on the door of the Sousa's home in a Washington, D.C. neighborhood. John Philip put down his violin and answered the door.

"Hello! Young man," said the stranger. "I have been listening to your playing for quite a while. You play the violin very well!"

"Thank you, sir," said John Philip. "I play other instruments too."

"Excellent!" said the stranger. "How would you like to play in a circus band?"

"Wow! I would love it!" exclaimed the surprised young boy. "Do you really mean it? A real circus band that travels everywhere?"

"Oh, yes," answered the stranger with a smile. "And we are a very good band too! Why don't you come to the circus grounds tomorrow night? Since we will be leaving town early the next morning, you should bring some clothes in a little suitcase."

"Oh, I know right where that is," said John. "Thank you so much! I'll see you tomorrow night!"

John ran up the stairs and began gathering his clothes together when his mother came into his room.

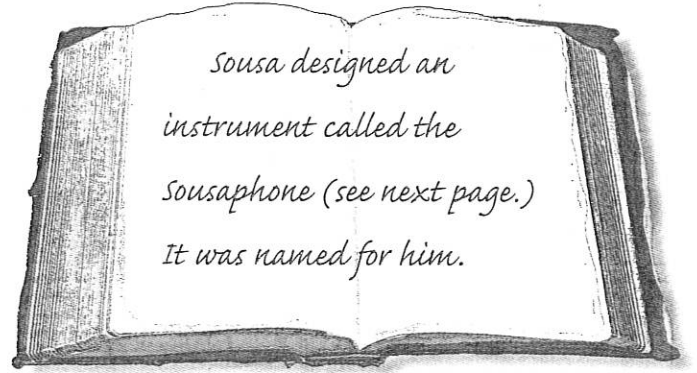
"And what is all the excitement about, young man? Are you planning to go somewhere?" she asked with a puzzled expression on her face.

"Oh mother, you will never guess! I am going to join the circus and play in the band!"

"Is that so?" asked his mother. "Of course you realize that you will be gone far away from your home and family for many years!"

"Well, I guess so," said John, a little more thoughtful now.

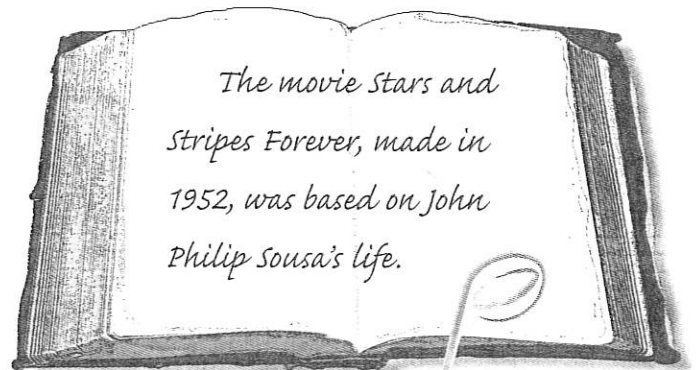
"We'll talk with your father tonight and see what he says," said his mother with a soft smile.



John Philip's father did not smile at all. He was upset to think of this young son leaving to go with the circus.

After talking to John about the hardships of circus life, his father said, "If you would really like to play in a band, I want you to come with me and play in the U.S. Marine Band."

"That is better yet!" said John Philip. "I can play in the band and be at home at the same time!"

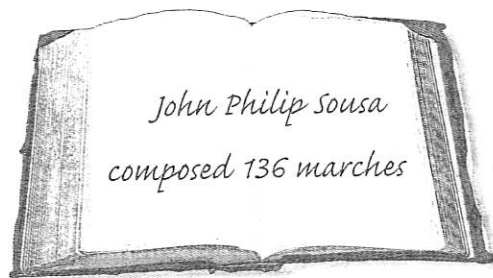


John Philip loved playing in the band. He was so good that by the time he was 23, he was named the 14th conductor of the U.S. Marine Band.

The U.S. Marine Band became famous. They played for presidents and kings. John Philip became known as the "March King."

One day, when he was much older, he saw the caravan of a circus traveling to another city. "How glad I am that I joined the marine band with my father, instead of running away with the circus band," he thought. "Had I joined the circus, I never would have become the 'March King'."

Sousa's marches are still played today by many high school, college and concert bands.



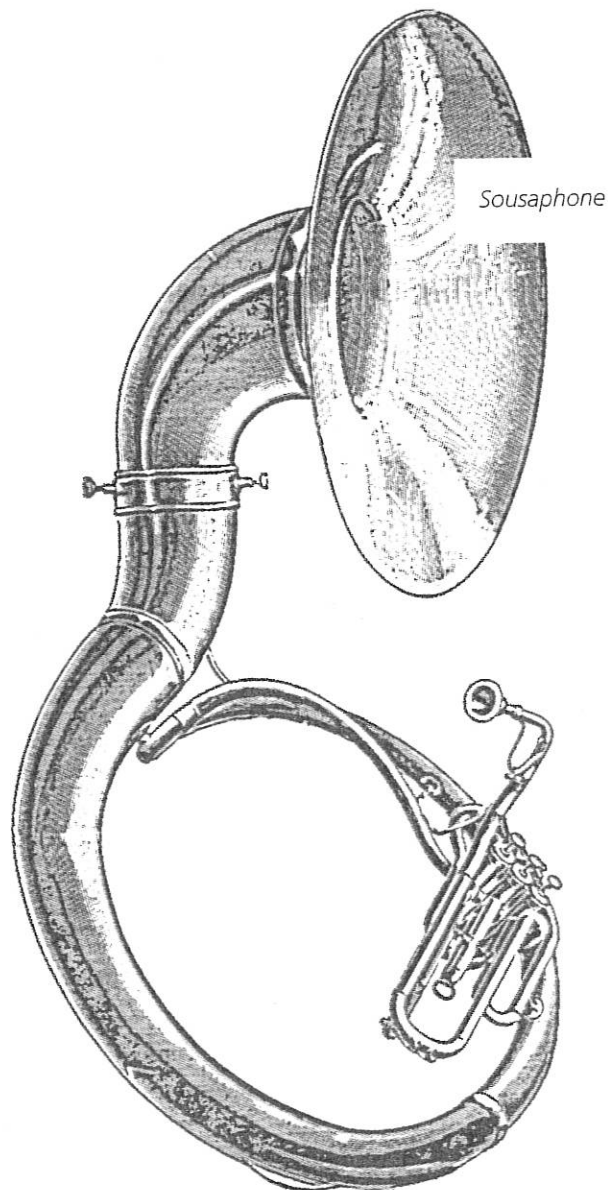
Important Compositions



Stars and Stripes Forever

Semper Fidelis

The Washington Post



Sousaphone



Stars and Stripes Forever

This is one of the most popular marches ever written. In 1897, Sousa was visiting Italy when he got a letter saying a close friend had died. He decided to return home. During the trip home, the melody of this march kept going through his mind. As soon as he got home, he composed the piece.

Sousa Match Name: _____ #: _____ Section: _____

Draw a line to connect the circle with the square that matches.

Washington, D.C.

Violin

The first instrument that Sousa learned to play

Sousaphone

Sousa's birthplace

the Circus

Sousa almost joined

Instrument named for Sousa





Flower Studies by Leonardo da Vinci - Metalpoint, Pen and Ink on slightly brownish paper

- ❖ *“Metalpoint” is just what it sounds like----the drawing was made with a sharp, pointed piece of metal instead of a pencil. The paper was first covered with a smooth “ground” ---- which is a mixture of pigment, bone powder and animal glue!*

LINE “WEIGHT”

- ❑ Notice how some lines are very **thin**--a light “weight”. These very delicate lines were drawn with a pointed piece of metal, oftentimes silver or gold. Silver will turn brown over time and gold stays a grey color.
- ❑ Do you see how some lines are a bit **thicker** and darker - “heavier weighted.” These lines may have been drawn with ink.
- ❑ Metalpoint **ONLY** creates soft, thin lines. So, darker **VALUES** are built up slowly, with layers of line.

DIRECTIONS:

- ★ Fold back the edges of the image above, to use as your template for a rectangular border on your sketchbook page.
- ★ Please choose **TWO** of the flowers **WITH leaves**, to copy.
 - Notice that not all of the flowers have leaves.
 - You may draw the flowers a bit larger than you see in the picture above.
 - Draw the flowers in the same place within the rectangle frame. This way, I know which ones you have copied. :)
- ★ Using a sharp pencil (or mechanical pencil), practice drawing very lightly for the entire drawing.
 - Using a regular pencil, now trace over your light lines in **some places** to create darker, slightly thicker, “heavier” lines, as Leonardo did with his pen and ink.



CHALLENGE: Follow along with me, in the video, to learn how to make paper flowers out of.....ummm.....toilet paper!



Physical Education BINGO



Student Name: _____

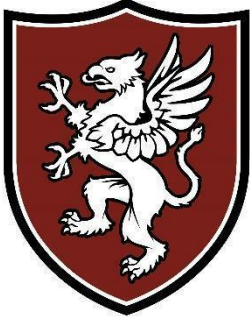
100 jumping jacks	Eat no sugar or foods with sugar for the whole day	Everytime you see a cardinal or a bluejay, do 5 burpees. (Compete with your family and friends if you like)	30 seconds headstands	Have a somersault race with families or friends
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	3 minutes planks	Balance on one foot for 30 seconds, then switch. If you fail for even a second, start over.	20 Crunches	Bow Pose Lie on your tummy, bend your knees, lift your chest, reach your arms back towards your toes, and hold onto your feet.
Boat Pose Balance on your buttocks with your legs up. Then rock in the water like a boat.	Cat Pose Come to an all-fours position, round your back, and tuck your chin into your chest. Pretend to be a kitty cat.	 Free Space	Kangaroo Pose Stand tall in Mountain Pose with your feet hip-width apart, bend your knees, and hop like a kangaroo.	Butterfly Pose Sit on your buttocks with a tall spine, bend your legs, place the soles of your feet together, and gently flap your legs like the wings of a butterfly.
Mountain Pose Stand tall in Mountain Pose, look up, and reach your arms up to the sky.	Sail Boat Pose From Triangle Pose, bend your front leg, rest your front elbow on your thigh, and reach your other arm straight up high to the sky. Look up. Repeat on the other side.	Do 10 Amazing Cartwheels	Do a jumping jack for every letter of the alphabet	Challenge someone to a sit-up competition
Play your favorite sport	Challenge someone to a push-up competition	Freeze Dance to your favorite song	Play a game of Freeze Tag	One day without T.V.

*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 11, 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 Mon./Tues. paper](#)
- pencil
- **Pink Spalding Notebook**
- [Word List #4](#)
- 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:
oa (boat), wor, ow, ea, wh.
 - Parents will show the phonogram card to student one a time, or follow along with [Ms. Boes' Spalding lesson video](#). 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: **oa (boat), wor, ow, ea, wh.**
- 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 2 words (one at a time) to your child. For each word,

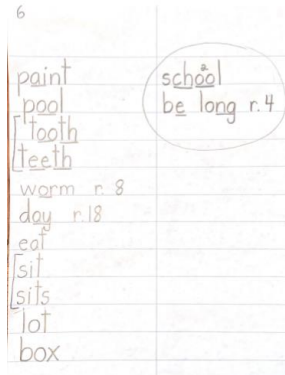
Note: 1. Remind students to use their phonogram knowledge and spelling rules.

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
² sch <u>oo</u> l	Did you go to school today?	Underline the 2-letter phonograms, 'ch', and 'oo'. Mark the 'ch' with a 2 to show it's 2 nd sound.
be <u>l</u> ong r. 4	Lambs do not belong at school.	Separate the 2 syllables. Rule 4; 'e' may say /e/ at the end of a syllable.

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



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

- ❑ **(PA) (5 min.)** Give your student today's Word List #4 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, read along with [Ms. Boes in the video](#).
- ❑ **(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 Tales and answer comprehension questions verbally.

Materials needed:

- [Happy Thought](#) poem worksheet
- [Mouse Tales: The Old Mouse](#) by Arnold Lobel

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

- (PA) (5mins)** Read the poem to your student, read it by stanza or line and have your student repeat it after you, then read it together and create motions together if you want to help with memorization.
- Optional (PA) (5mins):** Ask your student:
 1. Did you hear any **rhyming** words in the poem? *Yes, things/kings are rhyming words.*
 2. What is this poem about? *This poem is talking about how many wonderful things there are in the world. We should be as happy as kings because of all this. Kings are thought to be happy because they are rich.*
 3. Is having money the only way to be rich? *No, the poem talks about all the wonderful things in the world that can make us happy. You can be rich in other ways. King Midas learned that he could be happy and was rich in having his daughter alive instead of made into gold. You could also be rich in having good friends and family.*
- (PA) (1min)** Using the **table of contents**, ask your child what page they need to find for today's chapter, *The Old Mouse?* (p. 48)
- (PA) (10mins)** Together with your student, read the chapter *The Old Mouse* 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 the old mouse, some ladies, his wife, and the children.*
 2. What is the old mouse doing in the story? *The old mouse is going for a walk.*
 3. What is the problem in this story? *The old man's suspenders break and his pants fall down. He can't find a character that will help him.*
 4. What is the solution in the story? *The children give the old mouse some chewing gum to hold up his pants.*
 5. How did the old mouse feel about the children at the beginning of the story? *He did not like children (p48).* How does he feel about

Kinder Daily Student Instruction Sheet

	<p>children at the end of the story? <i>He was always kind to children when he went for his walk (p54).</i></p> <p>6. Why did the old mouse change his feelings for the children? <i>The children were the only characters to help the old mouse with his problem.</i></p>
MATH (30 Minutes)	<p><u>Math</u> Goal/Objective: Students will be able to identify and count like coins (penny).</p> <p>Materials needed:</p> <ul style="list-style-type: none">● Book: Pennies by: Mary Hill● Penny chant● All About a Penny Minibook● The Penny WS● Counting Coins WS (penny)● scissors● crayons● pencil <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA)(5 minutes) Watch Mrs. Hildebrand as she gives a mini lesson on Pennies.<input type="checkbox"/> (PA)(10 minutes) Have your child color, cut and assemble All About a Penny Minibook. Assist your child as needed to read the book.<input type="checkbox"/> (PA)(5 minutes) Have your child complete The Penny WS by tracing the word, counting and adding up the coins, and coloring the coin.<input type="checkbox"/> (PA)(10 minutes) Have your child count the coins and write the amount in the box on the Counting Coins WS.
HISTORY (15 Minutes)	<p><u>History</u> Goal/Objective: Students will learn that our nation has various symbols that have come to represent the nation and/or what its people value.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● “American Symbols and Traditions” instruction sheets● “American Symbols and Traditions” matching worksheet● “My American Symbols Book” page <p>Specific Instructions: (I=independent PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (5 minutes) Ask your student: <i>What we should do when we are driving and come to a stop sign?</i> Discuss that the stop sign is a symbol which means that we are to stop. A symbol is an object or design that stands for something else. Then ask them what they think the purpose of a wedding ring is. Talk about what a wedding ring represents and how it is a symbol of unity between husband and wife. Next, tell them that they are going to learn about the important symbols of our country. Please watch Mrs. Welch’s video.

Kinder Daily Student Instruction Sheet

	<ul style="list-style-type: none">❑ (PA, I) (5 minutes) Read the American Symbols and Traditions instruction sheets. Afterwards, show your student the American Symbols and Traditions matching worksheet and assist them in matching the words with the pictures.❑ (Pa, I) (5 minutes) Give your student the first page of the My American Symbols Book and have them fill in their name and trace the words: “symbol” and “America.”
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>

Happy Thought

By Robert Louis Stevenson

The world is so full
of a number of things,
I'm sure we should all
be as happy as kings.



This is the back.



This is the front.



1

A penny is worth 1¢.

All About a Penny



designed by www.kidsreaders.blogspot.com

The Penny



The penny equals 1¢. It can also be written 1 cent or one cent.

Abraham Lincoln was our 16th president and he is on the front of the penny.

Trace the word below.

penny penny penny

Count and add up all of the coins.



_____ ¢



_____ ¢



_____ ¢

Color the penny.



front



back

Name _____



COUNTING COINS

Count the coins. Write the amount in the box.



This was: Easy Just Right Hard
(Circle one)

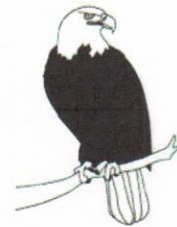
Name _____ Date _____

Match the words with the pictures.

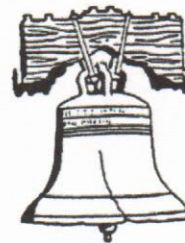
1. American Bald Eagle



2. White House



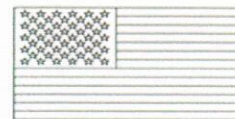
3. American Flag



4. Liberty Bell

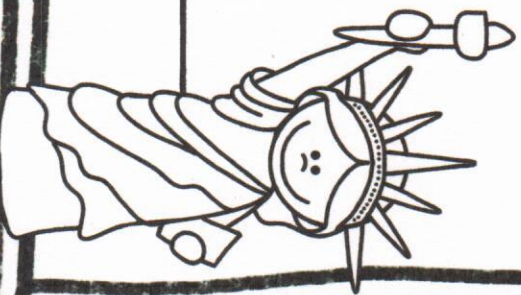


5. Statue of Liberty



★ My USA

American Symbols Book



By: _____

What is a Symbol?

A symbol is
an object that
represents something.

An American symbol is
an object that
represents

America

Kinder Daily Student Instruction Sheet

TUESDAY May 12, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

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

Materials needed:

- Phonogram cards (from home)
- Spalding Mon./Tues. paper (from Monday)
- pencil
- **Pink Spalding Notebook**
- [Word List #12](#)
- 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:
ci (short), b, y, ur (nurse), igh.
- Parents will show the phonogram card to student one a time, or follow along with [Ms. Boes' Spalding lesson video](#). 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: **ci (short), b, y, ur (nurse), igh.**
- 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 3 words (one at a time) to your child. For each word,

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

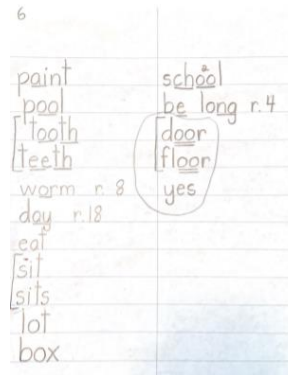
Note: 1. Remind students to use their phonogram knowledge and spelling rules.

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

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

Word	Example sentence	Rules / Notes
<u>door</u>	Please close the door .	For spelling, use /oo/. We hear /oa/, so we double underline /oo/ to indicate the uncommon sound.
<u>floor</u>	The floor was wet.	For spelling, use /oo/. We hear /oa/, so we double underline /oo/ to indicate the uncommon sound.
yes	"Yes, I like cake" , said the boy.	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 #12 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: The Bath](#) (and conclusion) by Arnold Lobel

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

- ❑ **(PA) (1min)** Using the **table of contents**, ask your child what page they need to find for today's chapter, *The Bath*? (p. 55)
- ❑ **(PA) (10mins)** Together with your student, read the chapter *The Bath* in Mouse Tales by Arnold Lobel or [read along with Mrs. Siller](#). You will also read the **conclusion** (pgs 62-63). Encourage your child to read as many words as they can, reminding them to look for spelling words they already know or use their phonograms to sound out new words.
- ❑ **(PA) (2mins)** After reading, ask your student the following questions, referring back to the text to find their answers:
 1. What is the mouse character doing in this story, and why? *The mouse is taking a bath because he is dirty.*
 2. Is there a problem in this story? *Yes, the mouse thinks he is still dirty, so he lets the water keep running until the whole town is wet.*
 3. What is the solution to this problem? *The people in the town tell him he is very clean now and he can turn off the water (p59).*
 4. Do you remember the first place the water runs over to? *The water runs over onto the floor and fills up the bathroom. Second? The water runs out of the window and fills up the street. Third? The water runs into the house next door. Fourth? The water runs all over the whole town.*
 5. **Conclusion:** Do you remember what Papa mouse said at the beginning (in the **introduction**) of our book? *He was asked to tell a tale to the mouse boys before bed. He said he would tell them seven tales, one for each mouse boy, if they promised to go right to sleep.*

Kinder Daily Student Instruction Sheet

	<p style="text-align: center;">6. Did the mouse boys keep their promise? <i>Yes, in the conclusion Papa mouse asks if anyone is still awake, and all he hears is snoring. The mouse boys went to sleep.</i></p> <p><input type="checkbox"/> (I) (3mins) Practice poem memorization: <i>Happy Thought</i> (from Monday)</p>
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Students will be able to identify and count like coins (nickel).</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Book: Nickels by: Mary Hill ● Nickel chant ● All About a Nickel Minibook ● The Nickel WS ● Counting Coins WS (nickel) ● scissors ● crayons ● pencil <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA)(5 minutes) Watch Mrs. Hildebrand as she gives a mini lesson on Nickels. <input type="checkbox"/> (PA)(10 minutes) Have your child color, cut and assemble All About a Nickel Minibook. Assist your child as needed to read the book. <input type="checkbox"/> (PA)(5 minutes) Have your child complete The Nickel WS by tracing the word, counting and adding up the coins, and coloring the coin. <input type="checkbox"/> (PA)(10 minutes) Have your child count the coins and write the amount in the box on the Counting Coins WS.
<p>HISTORY (15 Minutes)</p>	<p><u>History</u> Goal/Objective: Students will learn that The Statue of Liberty was a gift from France and represents freedom.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● “Who is Lady Liberty?” instruction sheet ● “The Statue of Liberty” book page <p>Specific Instructions: (I=independent PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) (5 minutes) Show your student the picture of The Statue of Liberty provided and ask them who they think the lady on the statue is. Discuss that she is called “Lady Liberty,” and they are going to learn what she represents. Please watch Mrs. Welch’s video. <input type="checkbox"/> (PA) (5 minutes) Read the information on the Who is Lady Liberty? instruction sheet. Ask comprehension questions, such as: <i>Who is Lady Liberty?(She is not a real person, but is a symbol of freedom for our country.) What country did Frederic Bartholdi (the sculptor) come from? (France.) What do the seven points on Lady Liberty’s crown stand for?</i>

Kinder Daily Student Instruction Sheet

	<p><i>(The seven seas and the seven continents.) Why do they think that the Statue of Liberty is important? (Variety of answers!)</i></p> <p><input type="checkbox"/> (PA, I) (5 minutes) Provide your student with The Statue of Liberty book page and have them trace the assigned words and color the picture.</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>

This is the front.

2



This is the back.

3



All About a Nickel

5

A nickel is worth 5¢.

4

designed by: www.klassykinders.blogspot.com



The Nickel

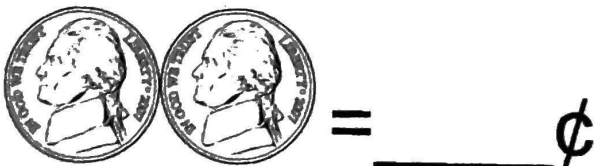


The nickel is called 5¢, 5 cents, or five cents. Thomas Jefferson was our 3rd President and he is on the front of the nickel.

Trace the words below.

nickel nickel nickel

Count and add up all of the coins.



Color the nickel.

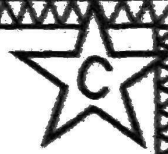


front



back

Name _____



counting coins

Count the coins. Write the amount in the box.



This was:
(Circle one)

Easy

Just Right

Hard

Facts about the Statue of Liberty

1. The Statue of Liberty is
made of

copper

2. The Statue of Liberty
stands for

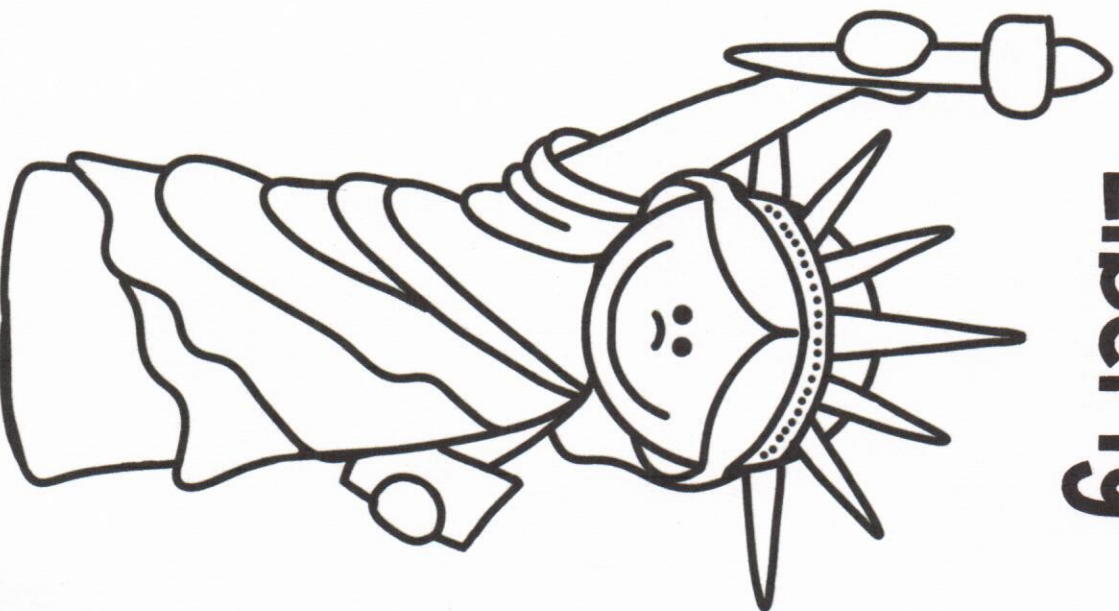
freedom

3. The Statue of Liberty
was a gift from

France



The Statue of Liberty



Kinder Daily Student Instruction Sheet

WEDNESDAY May 13, 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 Wed. paper](#)
- Pink Spalding Notebook
- pencil
- [Word List #1](#)
- 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: **ei, ck (2 letters), ough, ie, dge (3 letters).**
- Parents will show the phonogram card to student one a time, or follow along with [Ms. Boes' Spalding lesson video](#). 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;
- ei, ck (2 letters), ough, ie, dge (3 letters).**
- 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 Wednesday column.
- Immediately correct any errors observed.

Spalding continued on the next page.

Kinder Daily Student Instruction Sheet

(PA) (6 min) Spelling

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

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

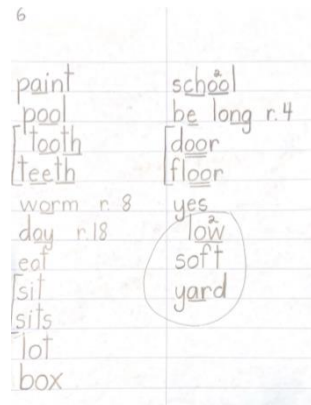
Note: 1. Remind students to use their phonogram knowledge and spelling rules.

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

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

Word	Example sentence	Rules / Notes
2 <u>low</u>	I bent down low to tie my shoe.	Underline the 2-letter phonogram 'ow', and mark with a 2 to indicate it's second sound.
soft	The pillow is very soft .	No markings.
<u>yard</u>	Lets go play in the front yard .	Underline the 2-letter phonogram 'ar'.

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



Spalding continued on the next page.

Kinder Daily Student Instruction Sheet

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

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

Materials needed:

- [Grasshopper on the Road: Introduction and The Club](#) 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 introduction and the chapter *The Club* of Grasshopper on the Road, by Arnold Lobel (p8) 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 happens in the **introduction** of this story? *Grasshopper wants to go on a journey and decides to follow a road wherever it goes.*
 2. What characters does he meet first on his journey? *Grasshopper meets a group of beetles.*
 3. What are the beetles doing? *The beetles are having their We Love Morning club meeting.*
 4. Why do the beetles let Grasshopper join the club? *They let Grasshopper join the club because he says he loves the morning. What virtue are the beetles showing Grasshopper? They are showing Friendship because they invite him into the club.*
 5. Why do the beetles change their minds later and say Grasshopper cannot be in their club? *Grasshopper says he also loves afternoon, so the beetles say he can never be in their club. Do you think the beetles are still showing Friendship? No, the beetles aren't showing Friendship now.*

Kinder Daily Student Instruction Sheet

	<p>6. Can you only be friends with people that like exactly the same things as you? <i>Friends can like different things and still get along. I like swinging on the monkey bars at recess and my friend likes to play soccer. We can take turns doing each thing during recess and still play together and be friends.</i></p> <p><input type="checkbox"/> (I) (3mins) Practice poem memorization: <i>Happy Thought</i> (from Monday)</p>
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Students will be able to identify and count like coins (dime).</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Book: Dimes by: Mary Hill ● Dime chant ● All About a Dime Minibook ● The Dime WS ● Counting Coins WS (dime) ● scissors ● crayons ● pencil <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA)(5 minutes) Watch Mrs. Hildebrand as she gives a mini lesson on Dimes. <input type="checkbox"/> (PA)(10 minutes) Have your child color, cut and assemble All About a Dime Minibook. Assist your child as needed to read the book. <input type="checkbox"/> (PA)(5 minutes) Have your child complete The Dime WS by tracing the word, counting and adding up the coins, and coloring the coin. <input type="checkbox"/> (PA)(10 minutes) Have your child count the coins and write the amount in the box on the Counting Coins WS.
<p>HISTORY (15 Minutes)</p>	<p><u>History</u> Goal/Objective: Students will learn that the White House is the official residence of the president but it is also seen as the nation's "home."</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● "The White House" instruction sheet ● "The White House" book page <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 lives in the White House. Then ask them to tell you everything that they already know about the White House. Afterwards, tell them that they are going to learn a few more facts about it. Please watch Mrs. Welch's video. <input type="checkbox"/> (PA) (5 minutes) Read The White House instruction sheet to your student. Ask comprehension questions, such as, <i>Besides being the home and office of the president, what other purpose does the White House serve? (It serves as a museum that is open to the public.) What</i>

Kinder Daily Student Instruction Sheet

	<p><i>happened to the White House during the War of 1812 ? (It was set on fire by British soldiers.) Why is the White House special? (Accept a variety of answers, but include that it is considered the home of America.)</i></p> <p><input type="checkbox"/> (PA, I) (5 minutes) Instruct your student to complete The White House worksheet page from the My Symbols Book.</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>

This is the back.



This is the front.



10

A dime is worth 10¢.

designed by: www.klassykinders.blogspot.com

All About a Dime



The Dime

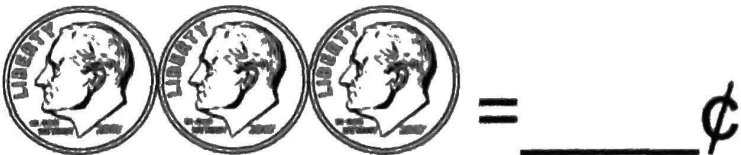
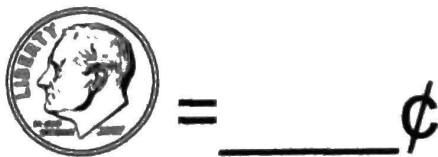


The dime is called 10¢, 10 cents, or ten cents. Franklin Roosevelt was our 32nd President and he is on the front of the dime.

Trace the word below.

dime dime dime

Count and add up all of the coins.



Color the dime.



front



back



Name _____

COUNTING COINS

Count the coins. Write the amount in the box.

50¢

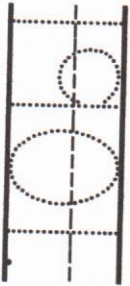


This was: Easy Just Right Hard
(Circle one)

Facts about the White House

1. The White House got its

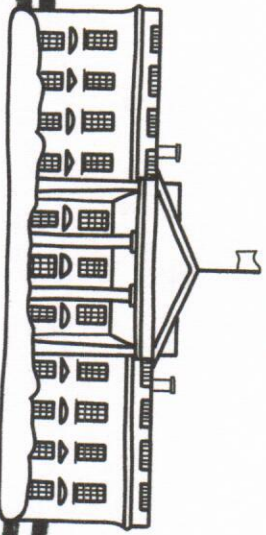
name in



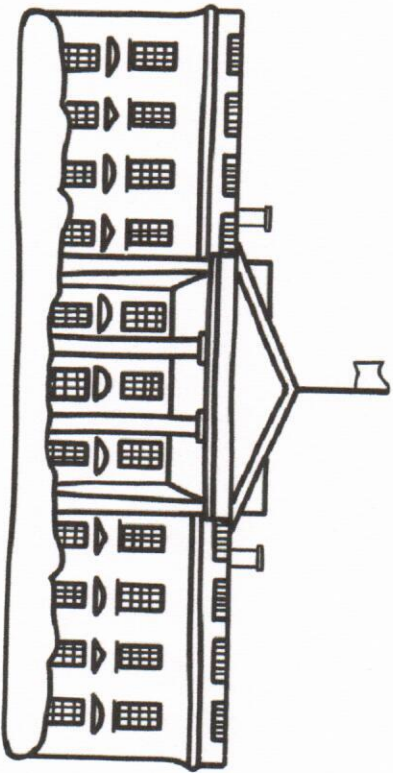
2. The White House is
where

the president

lives.



The White House



Kinder Daily Student Instruction Sheet

THURSDAY May 14, 2020

ELA

Spalding (20 Minutes)

Literature/Poetry (20 Minutes)

Reading (+20 minutes)

Spalding

Goal/Objective: Students will review the 8 new spelling words for the week, along with 2 review spelling words.

Materials needed:

- [Spalding Thursday paper](#)
- pencil
- [Word List #6](#)
- 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
² sch <u>oo</u> l	Did you go to school today?	Underline the 2-letter phonograms, 'ch', and 'oo'. Mark the 'ch' with a 2 to show it's 2 nd sound.
b <u>e</u> long r. 4	Lambs do not belong at school.	Separate the 2 syllables. Rule 4; 'e' may say /e/ at the end of a syllable.
<u>do</u> or	Please close the door .	For spelling, use /oo/. We hear /oa/, so we double underline /oo/ to indicate the uncommon sound.
<u>fl</u> oor	The floor was wet.	For spelling, use /oo/. We hear /oa/, so we double underline /oo/ to indicate the uncommon sound.
yes	" Yes , I like cake", said the boy.	No markings.
² l <u>ow</u>	I had to bend down low to tie my shoe.	Underline the 2-letter phonogram 'ow', and mark with a 2 to indicate it's second sound.
soft	The pillow was soft .	No markings.
<u>ya</u> rd	Let's go play in the front yard!	Underline the 2-letter phonogram 'ar'.
<u>sh</u> e r. 4	She is a nice person.	Underline the 2-letter phonogram 'sh'. Rule 4; 'e' may say /e/ at the end of a syllable.
him	I went with him to the park.	No markings.

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

- (PA) (5 min.)** Give your student today's Word List #6 and ask them to read for spelling (sound out each phonogram and then blend to read it as a whole word) and read for reading (try to read the word as a whole word). Or, read along with [Ms. Boes in the video](#).
- (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 Grasshopper on the Road and will complete a problem and solution worksheet to check story comprehension.

Materials needed:

- [Grasshopper on the Road: A New House](#) by Arnold Lobel
- [A New House worksheet](#)

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

Kinder Daily Student Instruction Sheet

- (PA) (1min)** Using the **table of contents**, ask your child what page they need to find for today's chapter, *A New House?* (p. 17)
- (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, *A New House* in [Grasshopper on the Road](#), 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. What is the problem in this story? *The worm's house is destroyed when Grasshopper takes a bite of the apple and accidentally lets the apple roll down the hill.*
 2. What is the solution in the story? *The worm climbs up the tree and goes to look for a new house.*
 3. What virtue does the worm display? *The worm shows Perseverance by not giving up and going off to find a new house.*
- (I) (5mins)** Following a verbal review of the problem and solution, your student will draw 2 scenes from this chapter to depict the problem and the solution. They will also fill in the missing words to complete the sentence. One of the missing words was a recent spelling word.
 - Write their name at the top.
 - Draw the problem (use the picture on p.22 as a guide).
 - Draw the solution (use the picture on p.23 as a guide).
 - Remind your student that a sentence begins with a capital letter and to finger space between words.
 - o Your student writes the missing words: **The worm**
- (I) (3mins)** Practice poem memorization: *Happy Thought* (from Monday)

MATH
(30 Minutes)

Math

Goal/Objective: Students will be able to identify and count like coins (quarter).

Materials needed:

- [Book: Quarters by: Mary Hill](#)
- [Quarter chant](#)
- [All About a Quarter Minibook](#)
- [The Quarter WS](#)
- [Counting Quarters WS](#)
- pencil

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

- (PA)(5 minutes)** [Watch Mrs. Hildebrand](#) as she gives a mini lesson on Quarters.
- (PA)(10 minutes)** Have your child color, cut and assemble All About a Quarter Minibook. Assist your child as needed to read the book.

Kinder Daily Student Instruction Sheet

	<ul style="list-style-type: none"><input type="checkbox"/> (PA)(5 minutes) Have your child complete The Quarter WS by tracing the word, counting and adding up the coins, and coloring the coin.<input type="checkbox"/> (PA)(10 minutes) Have your child count the coins and write the amount in the box on the Counting Quarters WS.
HISTORY (15 Minutes)	<p><u>History</u> Goal/Objective: Students will learn the history and meaning of our country's flag.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• "Our Country's Flag" instruction sheets• "The American Flag" book page <p>Specific Instructions (I= independent PA=parent assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (10 minutes) Ask your student to tell you what the American flag looks like. Tell them that our flag did not always look the way it looks today. Then read them Our Country's Flag instruction sheets. Afterwards, ask comprehension questions, such as: <i>Where are some of the places we might see our flag? (Schools, public buildings, and even the moon.) What is one reason that we decided to have a flag? (A new country needs its own flag.) How many stars and stripes did our first flag have? (Thirteen.) How many stars do we have on the flag today? (Fifty.) Why do you think that it is important to treat our flag with respect? (Accept a variety of answers!)</i> Please watch Mrs. Welch's video.<input type="checkbox"/> (PA) (5 minutes) Give your student The American Flag worksheet book page. Read it to them and instruct them to trace the dotted words and color the flag.
SPECIAL CLASSES	<p>SPECIALS ARE NO LONGER OPTIONAL.</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 8: May 11-May 15, 2020

Name _____ # _____ Date _____

Thursday

(write Thursday's spelling words
in this column)

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

Name: _____

Grasshopper on the Road: "A New House"

Problem	Solution

Use a complete sentence to tell what virtue the worm showed.

showed the virtue
of Perseverance.

This is the back.



This is the front.



25

A quarter is worth 25¢.

designed by: www.klassykinders.blogspot.com

All About a Quarter



The Quarter



The quarter is called 25¢, 25 cents, or twenty five cents. George Washington was our 1st President and he is on the front of the quarter.

Trace the word below.

quarter

quarter

Count and add up all of the coins.



Color the quarter.



Name: _____

Counting Quarters

Count the money and write the amounts.

a.



b.



c.



d.



e.



f.



g.



h.



i.



j.



k.



Facts about the American Flag

1. The American Flag is

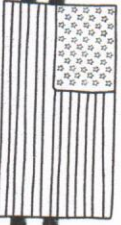
red, white,

and blue

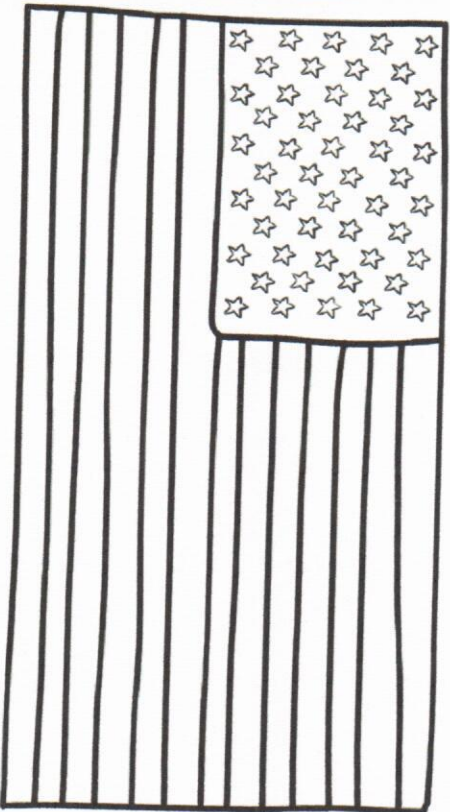
2. The American Flag has

50 stars and

13 stripes.



The American Flag



Weekly Graded Review

Kindergarten Week 8
5/11-5/15

Day	Date	Book Title or S__B__	Total Mins. (student + parent)	Parent Initials
Monday	5/11			
Tuesday	5/12			
Wednesday	5/13			
Thursday	5/14			

Name: _____ Section K/_____ Date: _____

Kinder Daily Student Instruction Sheet

FRIDAY May 15, 2020

Due: Monday, May 18, 2020

**Total time:
about 1 hr**

Graded Week 8 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 18th

Students must turn in:

- 1. Graded Review for Week 8 (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.greatheartamerica.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 \(Friday - Page 1 of Graded Week 8 Review\)](#)
- Spalding spelling word list (below)

Word	Example sentence	Rules / Notes
sh <u>e</u> r. 4	She is a nice person.	Underline the 2-letter phonogram 'sh'. Rule 4; 'e' may say /e/ at the end of a syllable.
² l <u>ow</u>	I had to bend down low to tie my shoe.	Underline the 2-letter phonogram 'ow', and mark with a 2 to indicate it's second sound.
d <u>oo</u> r	Please close the door .	For spelling, use /oo/. We hear /oa/, so we double underline /oo/ to indicate the uncommon sound.
f <u>loo</u> r	The floor was wet.	For spelling, use /oo/. We hear /oa/, so we double underline /oo/ to indicate the uncommon sound.
² sch <u>oo</u> l	Did you go to school today?	Underline the 2-letter phonograms, 'ch', and 'oo'. Mark the 'oo' with a 2 to show it's 2 nd sound.
him	I went with him to the park.	No markings.
soft	The pillow was soft .	No markings.
y <u>ar</u> d	Let's go play in the front yard!	Underline the 2-letter phonogram 'ar'.
be long r. 4	Lambs do not belong at school.	Separate the 2 syllables. Rule 4; 'e' may say /e/ at the end of a syllable.
yes	" Yes , I love cake", he said.	No markings.

Spalding continued on next page.

Kinder Daily Student Instruction Sheet

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

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

- (PA)** Parent will say the word, read the sentence provided above, and repeat the word, or follow along with Ms. Boes in her video.
- (I)** Student will write the word in the first column on the Spalding paper. **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 8.
- Read for fun!

Literature

Goal/Objective: Students will review story elements from Mouse Tales and Grasshopper on the Road, and answer comprehension questions. Students will demonstrate memorization of this week's poem, *Happy Thought*.

Materials needed:

- Literature section of the [Graded Week 8 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: *Happy Thought* (from Monday)
 - (PA)** Students will recite their poem, while parents record their recitation on the provided poem rubric.

Kinder Daily Student Instruction Sheet

MATH (20 Minutes)	<p><u>Math</u></p> <p>Goal/Objective:</p> <ul style="list-style-type: none">• Students will be able to identify and count like coins (penny, nickel, dime, and quarter) <p>Materials needed:</p> <ul style="list-style-type: none">• Math section of Graded Week 8 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 draw a line to match or fill in the correct answer independently.
History (10 Minutes)	<p><u>History</u></p> <p>Goal/Objective:</p> <ul style="list-style-type: none">• Students will recognize and recall important facts about symbols, The Statue of Liberty, The White House, and the U.S flag. <p>Materials needed:</p> <ul style="list-style-type: none">• History section of Graded 8 Review Sheet• Week 8 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 8.
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 8: May 11-May 15, 2020

Name _____ # _____ Date _____

Friday Spelling test

write this week's 10 spelling words

Use this column **ONLY** to write misspelled words from 1st column!

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

Kindergarten Graded Week 8 Review

Literature: Mouse Tales/Grasshopper on the Road

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

1. Mouse Tales: The Old Mouse chapter: True or false; The old mouse's wife helped the old mouse when his suspenders broke.



true/yes



false/no

2. Mouse Tales: The Bath chapter: What is the setting for this chapter?



a. the moon



b. a town



c. the woods

3. Grasshopper on the Road: The Club chapter: The beetles only love the Morning.



true/yes



false/no

4. Grasshopper on the Road: A New House chapter: The worm shows the virtue of _____ as he goes on to find a new house.

- a. Friendship
- b. Honesty
- c. Perseverance

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 *Happy Thought*.

Poetry Rubric: Please circle the description that best matches your student's recitation. They may recite and make motions that complement the poem's words, i.e. arms out in a circle to represent the world.

<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>
---	---	--	---

Math

Match the coins to their names.





nickel

quarter





penny

dime

Match the coins to their amounts.

	10¢
	25¢
	1¢
	5¢

Write the total amount of the coins in each box.

 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>

Name: _____ Section K/ _____ Date: _____

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. A symbol is an object or design that stands for something.



true/yes



false/no



2. The Statue of Liberty was a gift from which country?
- a. Britain
 - b. Santa Claus
 - c. France



3. Who lives in the White House?.
- a. The president
 - a. The king and queen
 - b. Headmaster Keffer

Name: _____ Section K/ _____ Date: _____



4. What do the fifty stars on the American flag symbolize?

- a. the rivers in America
- b. the students at Great Hearts
- c. the states in America

5. Why is it important to respect our flag?

- a. Our flag is a symbol of our country, the United States of America
- b. Our flag has really pretty colors.
- c. Our flag has fifty stripes and fifty stars.