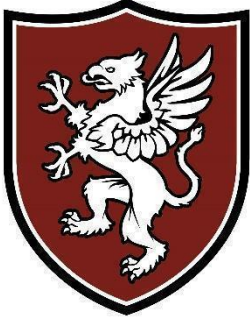


GreatHearts

Northern Oaks



Distance Learning Packet

Week 9: May 18-May 22, 2020

Kindergarten

Mrs. Hildebrand

Mrs. Siller

Ms. Boes

Mrs. Welch

Student Name: _____ Section: __

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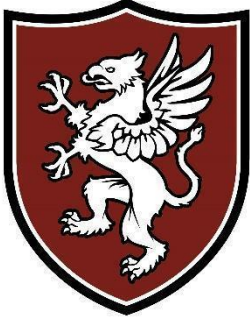
Thursday student pages

Friday student Instructions

Graded Week 8 Review

GreatHearts

Northern Oaks



Core Subjects

Instruction Pages

and

Student Work

Kinder Daily Student Instruction Sheet

MONDAY May 18, 2020

**No Spalding, Reading log, History, or Science work this week.
No Specials work this week.**

ELA

Literature (25
Minutes)

Literature

Goal/Objective: Students will begin their Literature project by choosing their favorite tale from Mouse Tales and complete the “Characters” page. Students will read a chapter from Grasshopper on the Road.

Materials needed:

- [Mouse Tales](#) by Arnold Lobel
- [Mouse Tales response journal](#)
- [Grasshopper on the Road: The Sweeper](#) by Arnold Lobel

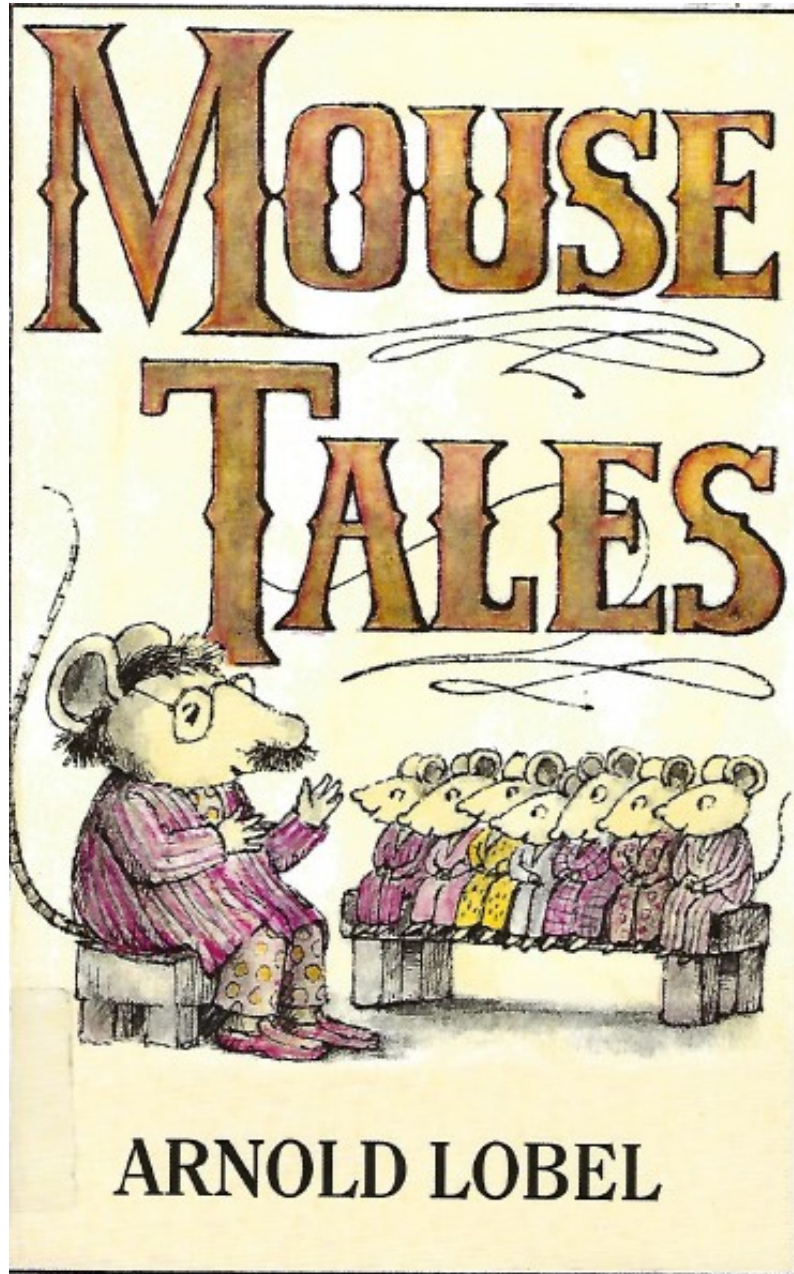
Specific Instructions: (I=independent; PA=parent assisted):

Literature Project (graded)

- (PA) (5mins)** Review the 7 tales we read from the book Mouse Tales. As you turn through the book and recall what each tale was about, ask your student which tale is their favorite. Maybe it was the poor wishing well that said “Ouch!” each time a coin was tossed in, or maybe it was the funny tale of a mouse visiting his mother and needing new feet. The choice is theirs! They will need to choose one favorite tale to complete this week’s Literature Project.
- (I)** Your student will:
 - Fill in their name on the front cover of the Response Journal.
 - On the second page is the book’s table of contents. Your student will circle the title of their favorite tale so their teacher will know what details to look for in the next pages.
 - On the third page is today’s work about the Characters. **Characters** are the people or animals in a story. Your student should draw a picture of *only* the characters in their favorite tale. They are used to doing this in class on story maps, but may need a reminder that this is only the characters, not a scene from the book. Encourage them to refer to the illustrations in their book as a guide.
- (PA)** Your student will now complete the sentence writing below their picture to write the characters in their favorite tale. You may have your student tell you what they need to write, write for them on the lines below, and have them copy into their Response Journal. Please remind them to use finger spacing between words, punctuation, and their best handwriting.

Kinder Daily Student Instruction Sheet

	<p>Classics to Keep reading-we have 4 chapters remaining in our Classics to Keep book, <u>Grasshopper on the Road</u>. To allow time this week for work on the Literature Project, we will only read the chapters and leave discussion/comprehension questions to your discretion and time available.</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) (1min) Using the table of contents, ask your child what page they need to find for today's chapter, <i>The Sweeper?</i> (p. 25)<input type="checkbox"/> (PA) (10mins) Together with your student, read the chapter <i>The Sweeper</i> in <u>Grasshopper on the Road</u>, by Arnold Lobel. Or, here's a read aloud 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.
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Students will be able to identify and sort like coins.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● Coin Sorting Mat● What Coin Is That WS● pennies, nickels, dimes and quarters● scissors● glue● pencil <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 gives a mini lesson on sorting coins.<input type="checkbox"/> (PA)(10 minutes) Give your child a variety of coins (pennies, nickels, dimes, and quarters) and ask them to sort like coins with each other onto the coin sorting mat.<input type="checkbox"/> (PA)(10 minutes) Have your child complete The What Coin Is That WS by cutting and gluing the coins and their values to the correct spot.

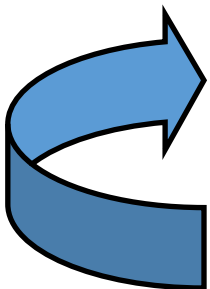


My Mouse Tales Response
Journal

By: _____

Papa mouse agrees to tell his seven mouse boys each a tale before bed. Which was your favorite Mouse Tale? You will use this journal to tell me about the characters, setting, problem, and solution of your favorite tale!

Circle the title of your favorite Mouse Tale.



THE WISHING WELL 8



CLOUDS 17



VERY TALL MOUSE
AND VERY SHORT MOUSE 25



THE MOUSE AND THE WINDS 32



JOURNEY 42



THE OLD MOUSE 48



THE BATH 55



Characters

Draw
them!



The characters in my favorite
tale are

--

Quarters



Dimes



Coin Sorting



Nickels



Pennies

Name _____

Date _____

What coin is that?

Directions: Cut out each coin. Glue it under the correct name. Then glue the amount that coin is worth.

quarter	dime	nickel	penny

			
			
1 ¢	25 ¢	5 ¢	10 ¢

Kinder Daily Student Instruction Sheet

TUESDAY May 19, 2020

***No Spalding, Reading log, History, or Science work this week.
No Specials work this week.***

ELA

Literature (25
Minutes)

Literature

Goal/Objective: Students will continue their Literature project by completing the "Setting" page. Students will read a chapter from Grasshopper on the Road.

Materials needed:

- [Mouse Tales](#) by Arnold Lobel
- [Mouse Tales response journal](#)
- Grasshopper on the Road: [The Voyage](#) by Arnold Lobel

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

Literature Project (graded)

- (PA) (5mins)** Review the tale your student chose as their favorite from Mouse Tales.
- (I)** Today they will complete the fourth page, about the Setting. **Setting** is when and where a story takes place. Your student should draw a picture of *only* the setting in their favorite tale. They are used to doing this in class on story maps, but may need a reminder that this is only the setting; do not add characters or depict a scene from the book. Encourage them to refer to the illustrations in their book as a guide.
- (PA)** Your student will now complete the sentence writing below their picture to write the setting of their favorite tale. You may have your student tell you what they need to write, write for them on the lines below, and have them copy into their Response Journal. Please remind them to use finger spacing between words, punctuation, and their best handwriting.

Classics to Keep reading-we have 3 chapters remaining in our Classics to Keep book, Grasshopper on the Road. To allow time this week for work on the Literature Project, we will only read the chapters and leave discussion/comprehension questions to your discretion and time available.

- (PA) (1min)** Using the **table of contents**, ask your child what page they need to find for today's chapter, *The Voyage?* (p. 34)

Kinder Daily Student Instruction Sheet

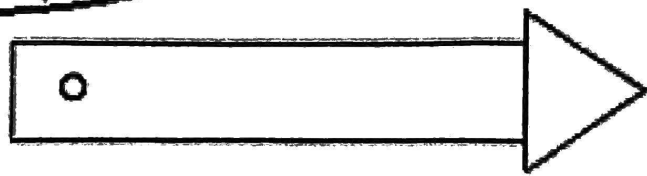
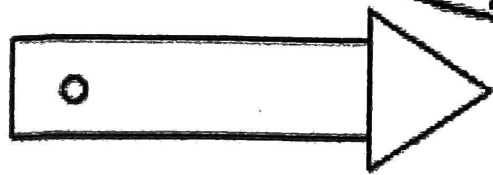
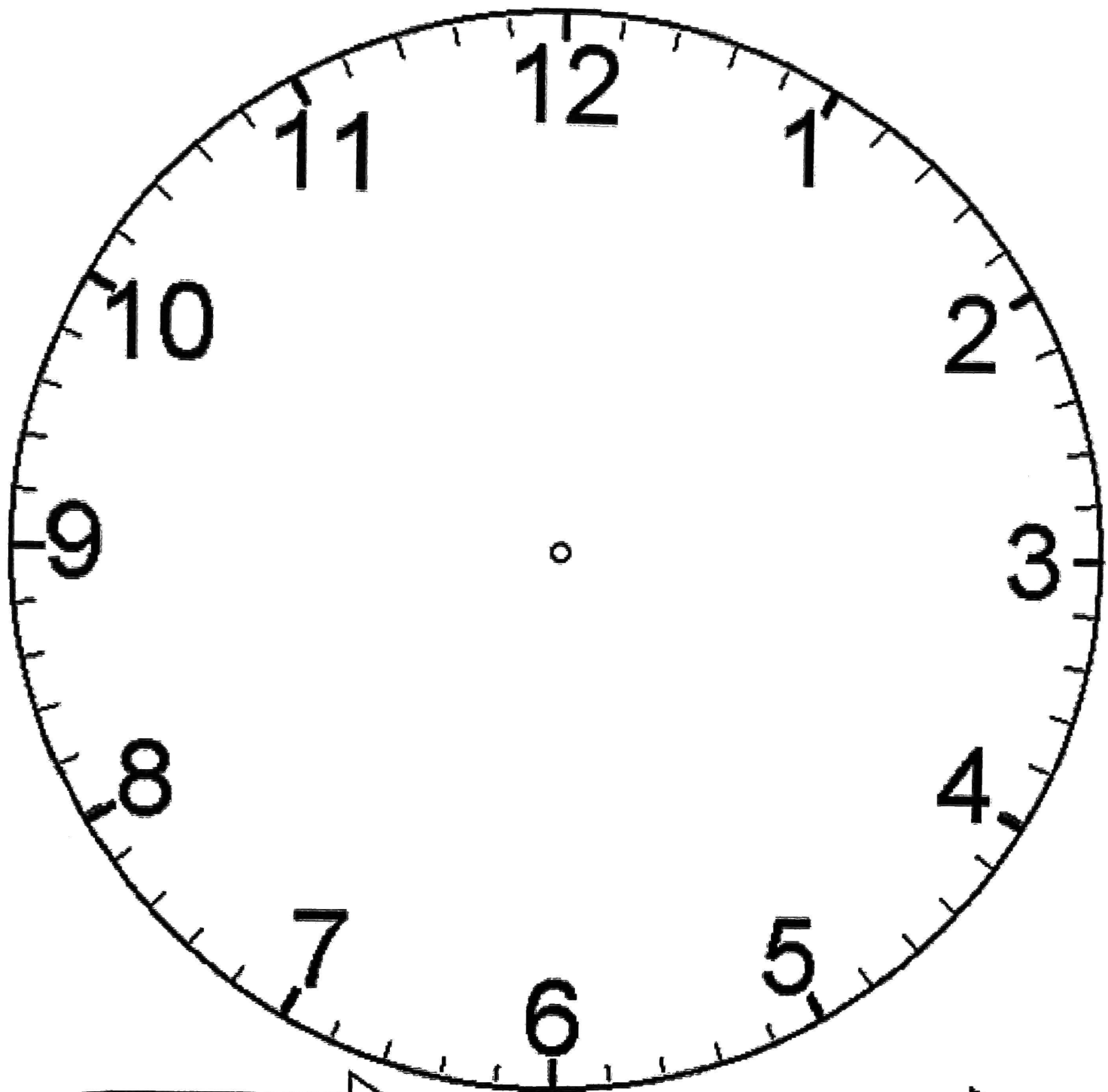
	<p><input type="checkbox"/> (PA) (10mins) Together with your student, read the chapter <i>The Voyage</i> in <u>Grasshopper on the Road</u>, by Arnold Lobel. Or, here's a <u>read aloud with Mrs. Siller</u>. Encourage your child to read as many words as they can, reminding them to look for spelling words they already know or use their phonograms to sound out new words.</p>
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Students will be able to identify and tell time to the hour.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● <u>Printable Clock</u>● <u>Match the Time WS</u>● <u>Write the Time WS</u>● scissors● crayons● pencil <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <p><input type="checkbox"/> (PA)(10 minutes) Have your child draw a line to match each digital time to the correct analog clock on the Match the Time WS. (Use printable clock if needed)</p> <p><input type="checkbox"/> (PA)(5 minutes) Have your child write the correct digital time below each analog clock. (Use printable clock if needed)</p>

Setting

Draw
it!



The setting of my favorite
tale is

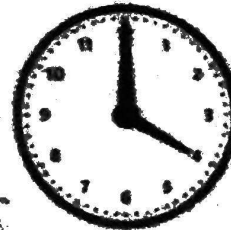
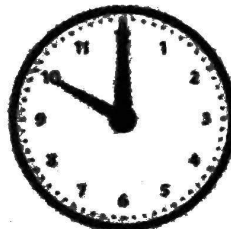
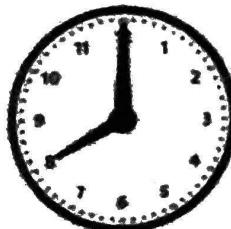
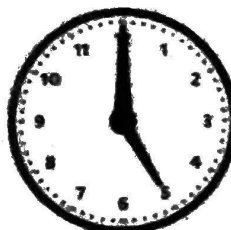
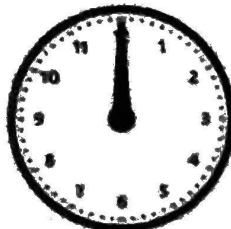


Name _____

Date _____

Match the Time

Draw a line from the digital time to the correct analog clock.



3:00

6:00

2:00

10:00

8:00

12:00

4:00

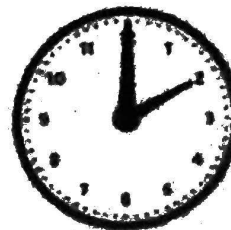
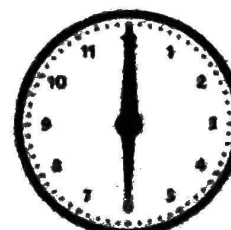
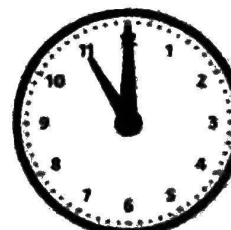
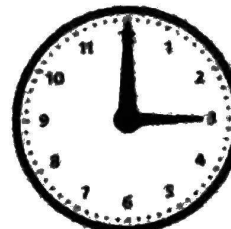
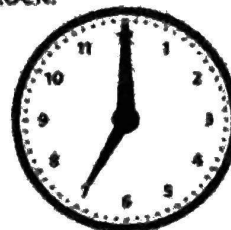
11:00

7:00

1:00

9:00

5:00



Name _____

Date _____

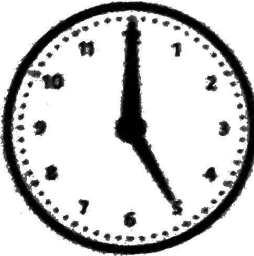
Write the Time

Write the digital time below the analog clock.





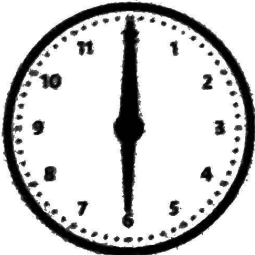


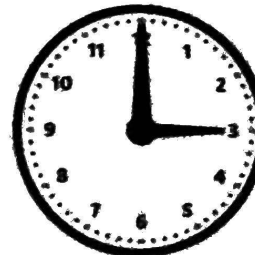


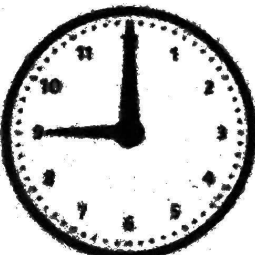


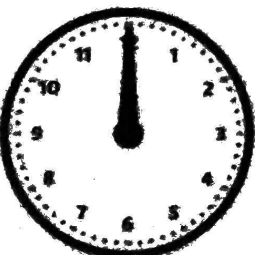


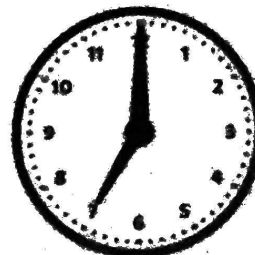












Kinder Daily Student Instruction Sheet

WEDNESDAY May 20, 2020

**No Spalding, Reading log, History, or Science work this week.
No Specials work this week.**

ELA

Literature (25
Minutes)

Literature

Goal/Objective: Students will continue their Literature project by completing the "Problem" page. Students will read a chapter from Grasshopper on the Road.

Materials needed:

- [Mouse Tales](#) by Arnold Lobel
- [Mouse Tales response journal](#)
- [Grasshopper on the Road: Always](#) by Arnold Lobel

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

Literature Project (graded)

- (PA) (5mins)** Review the tale your student chose as their favorite from Mouse Tales.
- (I)** Today they will complete the fifth page, about the Problem. The **problem** is the trouble a character is having. Your student should draw a picture of the problem in their favorite tale. Different from their earlier work, they will now depict a scene from the book. Encourage them to refer to the illustrations in their book as a guide.
- (PA)** Your student will now complete the sentence writing below their picture to write the problem of their favorite tale. You may have your student tell you what they need to write, write for them on the lines below, and have them copy into their Response Journal. Please remind them to use finger spacing between words, punctuation, and their best handwriting.

Classics to Keep reading-we have 2 chapters remaining in our Classics to Keep book, Grasshopper on the Road. To allow time this week for work on the Literature Project, we will only read the chapters and leave discussion/comprehension questions to your discretion and time available.

- (PA) (1min)** Using the **table of contents**, ask your child what page they need to find for today's chapter, *Always?* (p. 43)

Kinder Daily Student Instruction Sheet

	<p><input type="checkbox"/> (PA) (10mins) Together with your student, read the chapter <i>Always</i> in <u>Grasshopper on the Road</u>, by Arnold Lobel 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.</p>
MATH (30 Minutes)	<p><u>Math</u> Goal/Objective: Students will be able to solve addition story problems.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Sea Shells Story Problem WS• Chairs Story Problem WS• Sand Buckets Story Problem WS• crayons• pencil <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <p><input type="checkbox"/> (PA)(10 minutes) Have your child complete the Sea Shells Story Problem WS by drawing a picture to represent the story problem. They will then count the numbers on the number line, fill the numbers in the ten frame, and then write the number sentence.</p> <p><input type="checkbox"/> (PA)(10 minutes) Have your child complete the Chairs Story Problem WS by drawing a picture to represent the story problem. They will then count the numbers on the number line, fill the numbers in the ten frame, and then write the number sentence.</p> <p><input type="checkbox"/> (PA)(10 minutes) Have your child complete the Sand Buckets Story Problem WS by drawing a picture to represent the story problem. They will then count the numbers on the number line, fill the numbers in the ten frame, and then write the number sentence.</p>

Problem

Draw
it!



The problem in my favorite
tale is

Name: _____

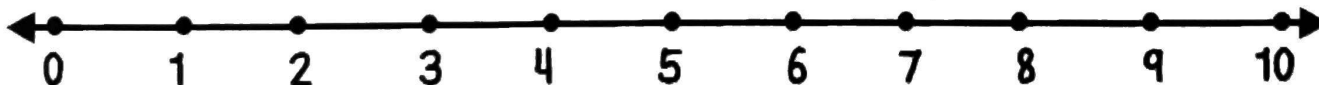
Kate was picking up sea shells to give to her mom. She had five (5) and then picked up four (4) more. How many shells does she have now?



Use these tools to help you find the answer!

Draw a picture to show your thinking..

Count on the number line..

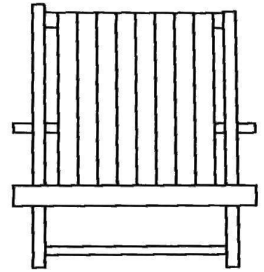


Fill in the ten frame..

Write your number sentence

Name: _____

Matt saw three (3) blue chairs at the beach. He also saw seven (7) red chairs. How many chairs did he see at the beach in all?



Use these tools to help you find the answer!

Draw a picture to show your thinking..

Count on the number line..

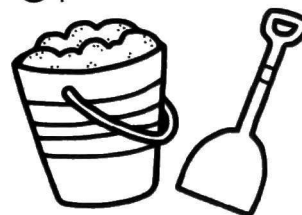


Fill in the ten frame..

Write your number sentence

Name: _____

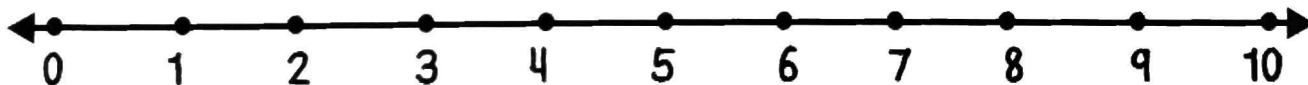
Ellie used four (4) buckets of sand to make towers and two (2) buckets of sand to make a castle. How many buckets of sand did she use altogether?



Use these tools to help you find the answer!

Draw a picture to show your thinking..

Count on the number line..



Fill in the ten frame..

Write your number sentence

Kinder Daily Student Instruction Sheet

THURSDAY May 21, 2020

**No Spalding, Reading log, History, or Science work this week.
No Specials work this week.**

ELA

Literature (25
Minutes)

Literature

Goal/Objective: Students will finish their Literature project by completing the "Solution" page. Students will read a chapter from Grasshopper on the Road.

Materials needed:

- [Mouse Tales](#) by Arnold Lobel
- [Mouse Tales response journal](#)
- [Grasshopper on the Road: At Evening](#) by Arnold Lobel

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

Literature Project (graded)

- (PA) (5mins)** Review the tale your student chose as their favorite from Mouse Tales.
- (I)** Today they will complete the sixth page, about the Solution. The **solution** is how the problem is solved. Your student should draw a picture of the solution in their favorite tale. Different from their earlier work, they will now depict a scene from the book. Encourage them to refer to the illustrations in their book as a guide.
- (PA)** Your student will now complete the sentence writing below their picture to write the solution of their favorite tale. You may have your student tell you what they need to write, write for them on the lines below, and have them copy into their Response Journal. Please remind them to use finger spacing between words, punctuation, and their best handwriting.

The completed Response Journal must be turned in for grading by May 26th.

Classics to Keep reading-we have 1 chapter remaining in our Classics to Keep book, Grasshopper on the Road. To allow time this week for work on the Literature Project, we will only read the chapters and leave discussion/comprehension questions to your discretion and time available.

Kinder Daily Student Instruction Sheet

	<ul style="list-style-type: none"><input type="checkbox"/> (PA) (1min) Using the table of contents, ask your child what page they need to find for today's chapter, <i>At Evening?</i> (p. 54)<input type="checkbox"/> (PA) (10mins) Together with your student, read the chapter <i>At Evening</i> in <u>Grasshopper on the Road</u>, by Arnold Lobel. Or, here's a <u>read aloud with Mrs. Siller</u>. 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.
MATH (30 Minutes)	<p><u>Math</u> Goal/Objective: Students will be able to solve subtraction story problems.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● <u>Bubbles Story Problem WS</u>● <u>Popsicles Story Problem WS</u>● <u>Surfers Story Problem WS</u>● crayons● pencil <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA)(10 minutes) Have your child complete the Bubbles Story Problem WS by drawing a picture to represent the story problem. They will then count the numbers on the number line, fill the numbers in the ten frame, and then write the number sentence.<input type="checkbox"/> (PA)(10 minutes) Have your child complete the Popsicles Story Problem WS by drawing a picture to represent the story problem. They will then count the numbers on the number line, fill the numbers in the ten frame, and then write the number sentence.<input type="checkbox"/> (PA)(10 minutes) Have your child complete the Surfers Story Problem WS by drawing a picture to represent the story problem. They will then count the numbers on the number line, fill the numbers in the ten frame, and then write the number sentence.

Solution

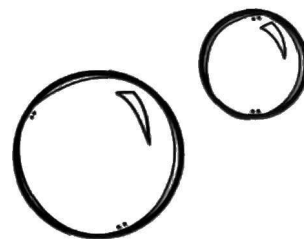
Draw
it!



The solution in my favorite
tale is

Name: _____

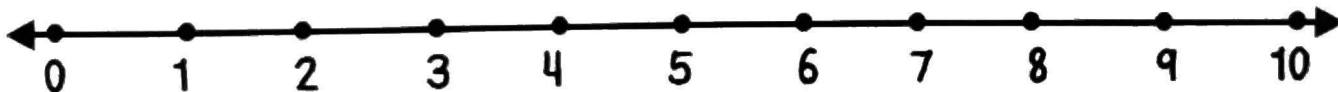
Tim was blowing bubbles in the park. He blew nine (9) bubbles. Two (2) bubbles popped. How bubbles many were left?



Use these tools to help you find the answer!

Draw a picture to show your thinking..

Count on the number line..



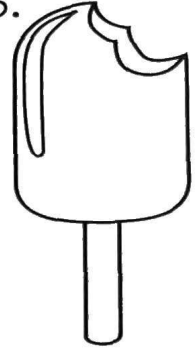
Fill in the ten frame..

Write your number sentence

Name: _____

Mike's mom bought ten (10) popsicles.

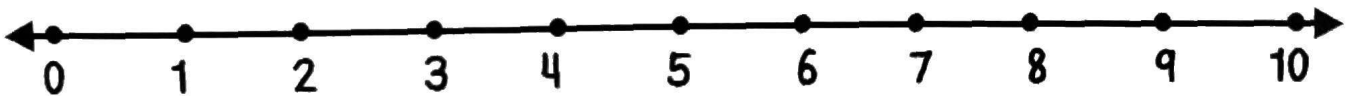
Mike ate two (2) popsicles. How many popsicles are left?



Use these tools to help you find the answer!

Draw a picture to show your thinking..

Count on the number line..

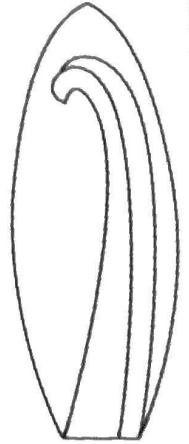


Fill in the ten frame..

Write your number sentence

Name: _____

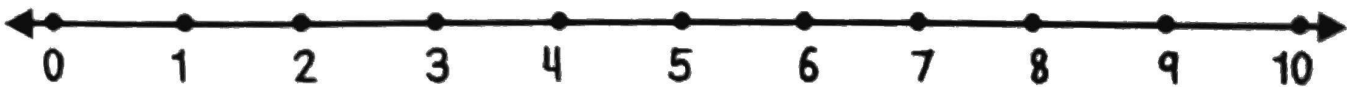
Claire saw eight (8) people surfing in the ocean. Three (3) people came back to the beach. How many people were still surfing?



Use these tools to help you find the answer!

Draw a picture to show your thinking..

Count on the number line..



Fill in the ten frame..

Write your number sentence

Weekly Graded Review

Kindergarten Week 9
5/18 - 5/22

Day	Date	Book Title or S__B__	Total Mins. (student + parent)	Parent Initials
No Reading Log due this week.				

Name: _____ Section K/_____ Date: _____

Kinder Daily Student Instruction Sheet

FRIDAY May 22, 2020

Due: Tuesday, May 26, 2020

**Total time:
about 25
mins**

Graded Week 9 Review

Today is our final 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.

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. This graded review is intended to take less than 25 minutes.

This review should be completed in **pencil** with legible handwriting. Please do not use pens or colored pencils.

Due date: Tuesday, May 26th

Students must turn in:

1. [Graded Review for Week 9](#) (Math questions only)
2. Literature Project ([Mouse Tales Response Journal](#))

No Spalding, Reading log, History, or Science work this week. No Specials work this week.

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,

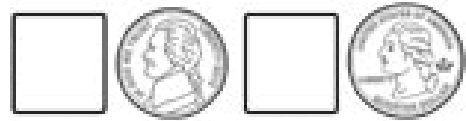
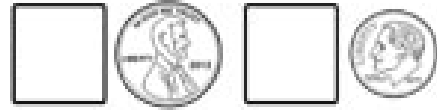
Kinder Daily Student Instruction Sheet

	<p>as well as on the GHTX Resource webpage https://www.greatheartamerica.org/txresources/</p>
ELA	<p><u>Literature</u> Goal/Objective: Students complete their <u>Mouse Tales</u> Response Journal.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Mouse Tales by Arnold Lobel• Mouse Tales Response Journal <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> If needed, use today to complete any remaining pages of the <u>Mouse Tales</u> Response Journal. Daily instructions for each page can be found in the Monday-Thursday Student Instruction Sheets (SIS).
MATH (25 Minutes)	<p><u>Math</u> Goal/Objective:</p> <ul style="list-style-type: none">• Students will be able to identify coins, tell time to the hour, and solve addition and subtraction problems. <p>Materials needed:</p> <ul style="list-style-type: none">• Math section of Graded Week 9 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.

Kindergarten Graded Week 9 Review

Math

Color the quarters green. Color the dimes blue. Color the nickels red. Color the pennies yellow. Write the correct number of each coin in the given box.



Draw a line to connect the matching times.



5:00



9:00



3:00



11:00

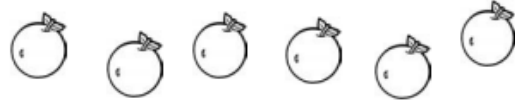
Write out the number sentence and solve.

1. Sam had 4 toy cars. His brother stepped on one and broke it. How many cars does Sam have left?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

2. Greg had six apples. He ate two of them. How many apples does he have?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

3. Carey had 5 candy bars. She gave 2 to her friends. How many does she have now?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4. Sarah had four cookies. Her brother ate three of them. How many cookies does Sarah have now?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

5. There are 6 frogs on a log. 2 frogs jump off. How many frogs are left on the log?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

6. Debbie had 5 lollipops. She bought 3 more. How many lollipops does she have all together?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$