



Friday
LESSONS
Grade K
March 30th – April 3rd, 2020

Friday English Language Arts

- Activity 1: Hide and Seek Sight Word Game
 - Instructions: The student will write the sight words on small pieces of paper or index cards. **late, let, big, bag, beg, bog, bug, he, is, did** The parent will hide the words around the house and allow the student to find the words and read them. To make it more interesting, you may time your student to see how quickly he can find and read the words.
- Activity 2: Spalding phonogram flashcards (3-5 minutes)
 - Instructions: Spend 3-5 minutes practicing the phonogram flashcards 1-70 (If you have the Spalding app, you may use that to review instead of flashcards.)
- Activity 3: Practice the sight word list -Week 2. (1-5 minutes)
 - Instructions: Read the weekly sight word list. The goal is to be fluent at reading the words by today. **The sight words are: late, let, big, bag, beg, bog, bug, he, is, did.** You may write the words on a paper for your student to read all week or refer to the “Printing Optional File” if you would like to print out a copy of the sight word list. It is the same list all week (Week 2 sight words.)
- Activity 4: Reading (15-20 minutes)
 - Instructions: Your student should read one of the books your teacher has assigned to you. Please look for an email from your teacher, which will include an attachment of the leveled phonics reader. Students who have graduated from the phonics readers should read a book from RAZ Kids or a book you have at home.

Mathematics (Friday)

- Learning Activity 1: Addition word problems
 - Instructions: Please solve at least one of the addition word problems using any of the strategies we have learned in class (using manipulatives like blocks or cheerios, drawing a picture and crossing out, using your fingers, counting backwards, etc.). Also, draw a picture to show which strategy you used and write the full equation as well! (Challenge: Encourage your student to solve it using more than one strategy.)
 - **“Charlotte has 3 balloons. Lauren has 6 balloons. How many balloons do they have altogether?”**
 - **“Ms. Bindergarten cleaned under the tables after school. She found 3 red crayons and 2 blue crayons. She found 2 sharp pencils and 2 broken pencils. She found 5 glue sticks with lids and 2 glue sticks without lids. How many crayons did she find? How many pencils did she find? How many glue sticks did she find? Write addition equations to represent each solution.”**
- Activity 2: Counting by 5’s, 2’s, and 10’s
 - Instructions:

- Count by 5's while marching in place (up to 100 or higher!)
- Count by 2's to 10 while touching your toes! (Count at least up to 10, go higher if you can!)
- Count by 10's while hopping up and down. (up to 100 or higher!)
- Activity 3: Math game: Rock, paper, Scissors, Add!
 - Instructions: This game is similar to last week's game with a little addition practice. Students will say, "Rock, paper, scissors, Add! On the word add, they will show any amount of fingers on one hand while their opponent does the same. Both players should try to add the two amounts as quickly as they can. The person who says the answer first, gets a point. The first to ten points wins. Encourage your child to use tally marks to keep track of the points.

History (Friday)

- Learning Activity: Students will learn about the tradition of India's Holi celebration.
- Instructions:

Information to share with your student:

-What are some holidays/events that bring people together? (Examples: birthdays, Christmas, Thanksgiving, ect.)

- Holi is considered as one of the most celebrated festivals of India and it is celebrated in almost every part of the country.

-It is sometimes called the "festival of love" because on this day people get to unite or come together forgetting any types of bad feelings they have towards each other.

-The Holi festival celebrates the triumph (winning) of good over evil.

-During the Holi festival everyone throws colored dye or chalk into the air. The colors are meant to make everyone look the same (covered in colored powder) and therefore making everyone equal. How would making everyone look the same make them equal? (Imagine/Pretend you only like people who wear blue shirts. If everyone is covered in colored chalk, will you know who is wearing a blue shirt? No, everyone is covered in chalk making everyone look like they are equal.)

-Below is a picture of the colored powder being thrown into the air.



-Holi is traditionally Hindu (a major religion in South Asia), but everyone is equal during this holiday, so you do not have to practice Hinduism to participate. Colored powder

hides who is rich and who is poor, who is famous and who isn't, and foreigners (people who do not live in India) join the locals (people who live in India).

-Holi is a time to laugh, play, and forgive others. What holidays or events does your family celebrate where laughing and having fun are important?

Activity: Imagine you are at the Holi festival in India with your family. Draw a picture of your family after the festival, all covered in chalk. Since everyone is covered in chalk they should all look similar. After you have finished your drawing the details have a family member try to guess who is who.

Music (Friday)

- **Learning Activity 1: Demonstrating the Beat**
 - **Instructions:** Play music for your student and have the student show the beat with his body (e.g. pat hands on lap, clap hands, march, hop, bounce, tap toes, etc.).
 - **Suggested Musical Selections:** For the purpose of this exercise, any music with a steady beat will suffice. However, I have listed and linked some suggestions below that demonstrate beauty and virtue.
 - Suite No. 3 in D, BWV 1068: Gigue (J.S. Bach)
 - Suite No. 4 in D, BWV 1069: Gavotte (J.S. Bach)
 - The Nutcracker: Overture (Peter Tchaikovsky)
 - Rodeo: Hoe-Down (Aaron Copland)
- **Learning Activity 2: Make an Instrument: Shaker**
 - **Instructions:** Find a container and a filler to create a homemade shaker. Have the student make the shaker and then use the shaker to play a song or keep the beat while he is singing a song.
 - The container can be anything that seals (ex. soda or juice bottle, tupperware, toilet paper tube with ends sealed, etc.).
 - The filler is anything that can make noise inside of the container (ex. rice or beans, buttons, pebbles, etc.)
 - Note: If the container is too full it will not make as much noise. The container should be $\frac{1}{3}$ to $\frac{1}{2}$ full.

Spanish (Friday)

- **Learning Activity:** Review “la ropa” vocabulary list.
- **Instructions:** See “Printing Optional File” for Worksheets.
 - Activity 1: El mercado de ropa, activity sheet #19. Cut out the labels and glue them on the correct item, then color. Or play this game . . .
 - Game: Using the vocabulary words you learned, find clothing items in your closet that match.

Friday, April 3, 2020

Kindergarten Musicians, today we are going to listen to music, and show the heartbeat with our bodies. Then, we are going to make an instrument from materials you can find at home!

Happy music making!

Miss Hendricks

Activity #1: Find the Heartbeat

Instructions: Play music, find the heartbeat, and show it with your body (e.g. pat hands on lap, clap hands, march, hop, bounce, tap toes, etc.). You can use any piece of music with a steady beat, but I have listed some suggestions below.

- Suite No. 3 in D, BWV 1068: Gigue (J.S. Bach)
- Suite No. 4 in D, BWV 1069: Gavotte (J.S. Bach)
- The Nutcracker: Overture (Peter Tchaikovsky)
- Rodeo: Hoe-Down (Aaron Copland)

Ask your parents help you look up one or more of these pieces on a major music platform of their choice (e.g. Apple Music, Spotify, YouTube).

Activity #2: Make an Instrument: Shaker

Materials: Sealable Container (e.g. soda or juice bottle, tupperware, toilet paper tube with ends sealed, etc.) and a Filler (e.g. rice or beans, buttons, pebbles, etc.)

*Make sure you ask your parents for their permission to use the materials you have chosen BEFORE you start making your instrument.

Instructions: Select a container and a filler, as described above. Fill the container $\frac{1}{3}$ to $\frac{1}{2}$ full, seal the container so the filler cannot fall out. You have just made your own shaker! Shake your new instrument to the beat of music or while you sing.

- Optional: Make several different shakers using different size containers and different types of fillers. How are the sounds they make different?

Friday Review

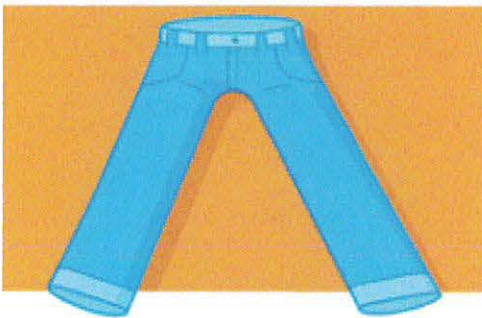
La Ropa



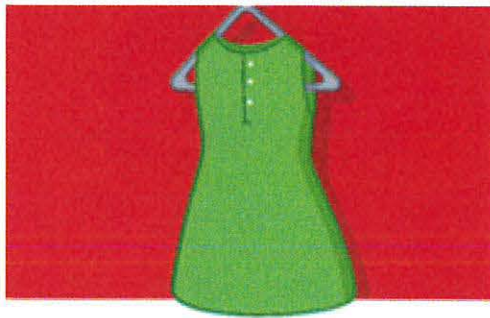
camiseta



falda



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vestido



Pantalón corto



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