



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

Tuesday English Language Arts (40 minutes total)

- Activity 1: Spalding Writing (8-10 minutes) Allow your student to write the words on any paper you have at home. Students should write their names and the date at the top of their papers. (No worksheet this week.) **The phonograms and words are listed in the table below the instructions.**
 - Instructions: 1. Remind your child to check that he is using the correct pencil grip.
 - 2. Say the phonogram or word to your child. For words, ask your child to segment the word by saying each sound in the word then say the word as a whole (m-e, me). (In class, we use our fingers to show each sound.)
 - 3. Ask your child to write the sounds as he says them (m-e). Write the word only once! Markings are optional. If your child remembers the markings, he may include them.
 - 4. Students should write the phonograms and words once through. Then, **repeat this process a second time so that they write them a total of two times.**

Tuesday

Phonograms	Words
b	bog
ew	bug
z	he r. 4 (In <i>he</i> , the <i>e</i> says <i>ē</i> at the end of a syllable.)
f	is (Use the phonogram that says <i>s</i> , <i>z</i> . The phonogram uses the second sound <i>z</i> in <i>is</i> .)
ui (not used)	did

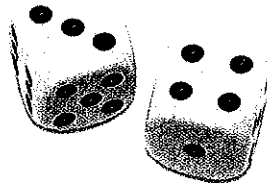
- Activity 2: Spalding phonogram flashcards (3-5 minutes)
 - Instructions: Spend 3-5 minutes practicing the phonogram flashcards 1-70 (If you have the Spalding app, you may use that to review instead of flashcards.)
- Activity 3: Practice the sight word list -Week 2. (1-5 minutes)
 - Instructions: Read the sight words. The goal is to be fluent at reading the words by Friday. **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 “Monday’s 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 (Tuesday)

■ Learning Activity 1: Subtraction word problems

- Instructions: **Please solve at least one of the subtraction 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 (example of an equation: $2+2=4$). Challenge: Encourage your student to solve it using more than one strategy.
 - **“Andrew had 4 marshmallows in his hot chocolate. He put 6 more in! How many marshmallows are in his hot chocolate now? Write an addition equation to show your answer.”**
 - **“Look at the picture of the dice. How many dots in all? Write an addition equation to express your answer.”**



■ Activity 2: Counting by 5's, 2's, and 10's

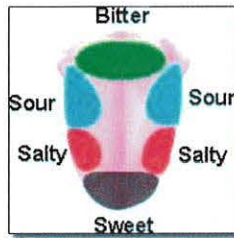
- Instructions:
 - Count by 5's while marching in place (up to 100 or higher!)
 - Count by 2's to 10 while touching your toes! (Count at least up to 10, go higher if you can!)
 - Count by 10's while hopping up and down. (up to 100 or higher!)

■ Activity 3: Write numbers 1-20

- Instructions: On a piece of paper write numbers 1-20. You may use any type of writing utensil: crayons, markers, chalk, paint, etc.

Science (Tuesday)

- Learning Activity: Students will explore the Sense of Taste. What do we use to taste?(our tongue). What is on our tongue that lets us taste? (taste buds). Are there different kinds of tastes? (Four: sweet, sour, salty, bitter). Our tongue has a kind of map on it where each section detects a different taste.



Do we use another sense we have to help us taste? (smell).

- Instructions: For your activity: as you eat your meals today, see if you can find a food with each kind of taste. Sweet might be the syrup on your pancakes, jelly or maybe dessert after dinner. Sour might be orange juice/slices, lemonade, pickles or cranberry juice. Salty might be potato chips, pretzels, ham, salami or french fries. Bitter might be olives, broccoli, celery, potatoes or dark chocolate. When you taste something you really like, try plugging your nose and tasting it again. Does it taste the same? (I bet it doesn't). Have fun!

Music (Tuesday)

- Learning Activity 1: "Yarn Shapes"
 - Instructions: The student will draw a shape with string on a flat surface or the ground and then sings the shape with his voice (This activity is played very similarly to "Singing the Scribbles" from last week). Repeat several times.
 - If string is not available, be creative. Anything from laying out pasta to beads to socks can be used to draw the shapes (or yes even pen and paper).
- Learning Activity 2: "Big Pig"
 - Instructions: The student will read (or echo, if needed), using the indicated registers (high/low voice).

"Where are you going, Big Pig, Big Pig?" (*spoken with a high voice*)

"Out in the garden to dig, dig, dig!" (*spoken with a low voice*)

"Out in the garden to dig, dig, dig?"

"Shame on you, Big Pig, Big Pig!" (*spoken with a high voice*)

"I'm sorry, ma'am, but i'm only a pig,

And all I can do is dig, dig, dig!" (*spoken with a low voice*)

- Learning Activity 3: "Teddy Bear"
 - Instructions: The student will perform the poem "Teddy Bear" with motions, in three different voices: **speaking** voice, **whisper** voice, and **singing** voice.

(Optional: Have your student move outdoors and try with his outside voice, something we don't get to practice at school!)

Teddy bear, teddy bear turn around. (*turn around.*)
Teddy bear, teddy bear touch the ground. (*touch the ground*)
Teddy bear, teddy bear tie your shoes. (*pretend to tie shoes*)
Teddy bear, teddy bear that will do. (*baseball sign for "safe"*)

Spanish (Tuesday)

- **Learning Activity:** Students will review and practice vocabulary for clothing.
- **Instructions:**
 - Activity 1: Students will read the vocabulary words (in Lessons) aloud, pointing at each picture and repeating several times.
 - Activity 2: Say what clothing items you like. Me gusta...
Example: Me gusta el vestido. I like the dress.
 - Draw and color your favorite clothing. (Printing Optional)

Tuesday, March 31, 2020

Hello Kindergarten Musicians, today we are going to continue exploring music with our voices and bodies. Remember when we use our singing voices, we want them to be as gentle as they can be!

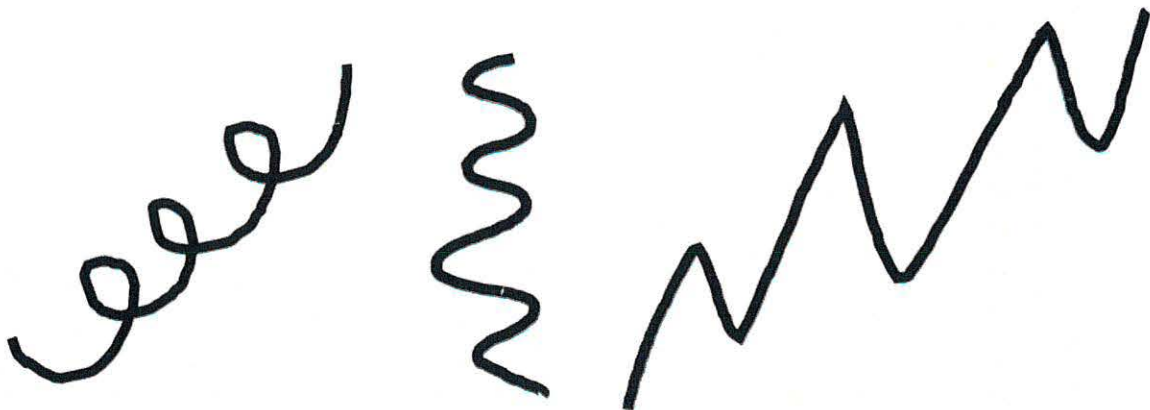
I am thinking of you all and miss you very much! I am looking forward to a time when we will be able to make music together again.

Miss Hendricks

Activity #1: “Yarn Shapes”

Materials Needed: Yarn (if you do not have yarn, you can use beads, dry pasta, or even a pencil and paper instead)

Instructions: Use the yarn to draw a shape on the ground. Begin at one end of the yarn and follow it with your finger. As your finger moves along the yarn shape, sing the shape with your voice. (This is similar to how “Mr. Dolphin” makes shapes in the air while he sings and then we copy his shapes and sounds.) Do this several times and experiment with different kinds of shapes. Below are some examples of the difference shapes you can use, but do not only draw these shapes, have fun creating your own.



Activity #2: “Big Pig”

Instructions: Read the story below. When indicated, use your high voice (to sound like a bird) or your low voice (to sound like a grandpa). Say several times until you get the hang of switching between the two voices.

(high voice)

“Where are you going, Big Pig, Big Pig?”

(low voice)

“Out in the garden to dig, dig, dig!”

(high voice)

**“Out in the garden to dig, dig, dig?
Shame on you, Big Pig, Big Pig!”**

(low voice)

**“I’m sorry, ma’am, but I’m only a pig,
And all I can do is dig, dig, dig!”**



Activity #3: “Teddy Bear”

Instructions: Say the poem, “Teddy Bear” with the motions. (If you do not remember the motions used in class, create your own!) Perform the poem at least three times, using a different voice each time: speaking voice, whisper voice, and singing voice. (Optional: Go outside and say it again in your outside voice!)

Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, touch the ground.

Teddy bear, teddy bear, tie your shoes.

Teddy bear, teddy bear, that will do.



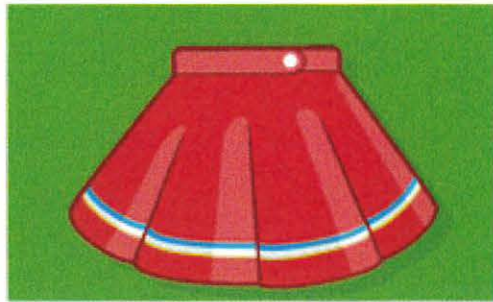
Tuesday: Activity 1

Instructions: Read the vocabulary words out loud, pointing at each picture and repeating several times.

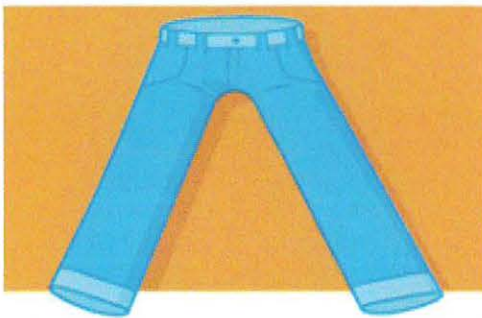
La Ropa



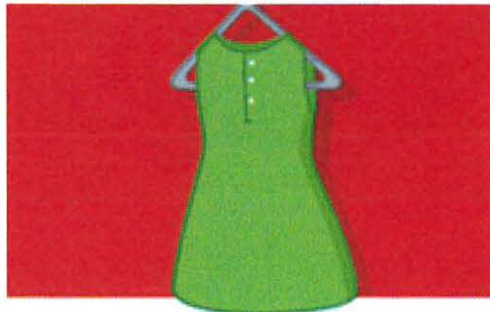
camiseta



falda



pantalón



vestido



Pantalón corto



gorra