

Week 1, Friday Kindergarten Distance Learning

English Language Arts (40 minutes total)

- Activity 1: Spalding Game (Game board with words and phonograms)
 - Instructions: Please follow the instructions on the game board. If you are unable to print out the game board, you may instead play the sight word memory game from the other days' lessons or be creative and make up your own game to practice sight words and phonograms!
- Activity 2: Spalding phonogram flashcards
 - 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 1). (The word list may be printed out or your student may read the words off of your digital resource -computer, tablet, etc.)
 - Instructions: Read the weekly sight word list. The goal is to be fluent at reading the words by today. Please continue to practice the words next week until your student can read them without sounding them out. Playing the memory game is a fun way to practice if your student is having trouble with the words.
- Activity 4: Fluency Sheets (CVC Pattern or Long "a" Fluency sheet)
 - Instructions: Practice reading all words on the fluency sheet. (Students who were in red or blue books should read the CVC Pattern word list. Students who have passed the blue book level should practice the Long "a" Fluency sheet. For students who need an extra challenge, you may time your student reading the list to see how many words the student can read in one minute. (Sheets may be printed out or your student may read them off of your digital resource -computer, tablet, etc.)
- Activity 5: Free choice reading (Please complete this activity if you haven't spent the full 40 minutes on ELA.)
 - Instructions: Please read a story to your student or allow your student to read a book to you (Students may choose any book they have access to at home or on-line).

Mathematics

- 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! (Challenge: Encourage your student to solve it using more than one strategy.)

- **“Nico ate 7 cupcakes for dinner. His sister took 6 of his cupcakes! How many was Nico left with?”**
- **“Jason was juggling 5 balls in his hands. 3 of them fell on the floor. How many are left in his hands?”**
- 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 Activity
 - Instructions: Search around the house! How many fingers are in your house? Count your family’s fingers, by 5’s, and write the total number of fingers!

History

- Learning Activity: Students will learn about the traditions of Japan’s Boy’s Day and Japan’s Girl’s Day.
 - Instructions: Follow the Information and Instructions on the page titled, “ Boy’s Day/ Girl’s Day”.

Spanish

- Learning Activity: Review and apply the vocabulary words learned.
Instructions: Day 2
 - Activity 1: Your child will use the workbook copy attached. The task is matching the picture with the word by drawing an arrow.
 - Activity 2: Your child will complete an activity sheet labeling the parts of the house and coloring the page (If scissors or glue are not available, simply make them write the name and color them).

Music

Learning Activity 1: Show 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.). For more ideas of movement prompts, see the attached document.

Learning Activity 2: "Blackbird"

- Instructions: Complete the "Blackbird" worksheet and activity.

Sight Words – Week 1

Each day, ask your student to practice reading these words. By Friday, your student should be able to read this list of spelling words by "sight". (This means that the student should not have to sound out each word but can read them without hesitation.)

come

hand

ring

live

live

hill

street

an

us

the

Cut out both sets of words. Play memory by placing all the words face down. Choose two cards, read them. If they match, you may keep them. When all cards are gone, count to see who has the most matches.

come	hand	ring	live
hill	street	us	live
an	the	can	may
List 16	you	your	my

Cut out both sets of words. Play memory by placing all the words face down. Choose two cards, read them. If they match, you may keep them. When all cards are gone, count to see who has the most matches.

come	hand	ring	live
hill	street	us	live
an	the	can	may
	you	your	my

CVC Pattern Fluency Sheet

0	jam	pan	lap	mad	nag
5	rag	tap	van	cab	dad
10	sad	ham	rat	mad	man
15	wag	gas	sap	tan	yap
20	pad	ran	map	fat	has
25	jam	pan	lap	mad	nag
30	rag	tap	van	cab	dad
35	sad	ham	rat	mad	man
40	wag	gas	sap	tan	yap
45	pad	ran	map	fat	has
50	jam	pan	lap	mad	nag
55	rag	tap	van	cab	dad
60					

Long "a" Words Fluency Sheet

0	tale	take	cake	tale	came
5	name	made	sake	game	cane
10	lake	gave	tame	maze	make
15	gate	case	late	lame	base
20	fade	take	cake	tale	came
25	name	made	sake	game	cane
30	lake	gave	tame	maze	make
35	gate	case	late	lame	base
40	fade	take	cake	tale	came
45	name	made	sake	game	cane
50	lake	gave	tame	maze	make
55	gate	case	late	lame	base
60					

Friday, March 27

Japan's Boy's Day & Girl's Day

Please read and discuss the following about the Japanese celebrations of Boy's Day.

Discuss what the terms: Tradition, Gradually and Generations mean.

Tradition – A custom or belief that is done year after year, time after time.

Gradually – Slowly.

Generation – A group of people born around the same time.

- In Japan they have special days to celebrate both boy and girl children.
- Boy's Day is May 5th and is a day to celebrate the sons in the family, their health, happiness and their personalities.
- Families in Japan fly a series of kites at their home. Each kite is in the shape of a koi or carp (a type of fish). The fish at the top is the largest and represents the oldest son. Each kite after that gets gradually smaller, representing each son.
- Ask your students how many fish kites would fly at your house? Have you flown a kite before? What are some of your family traditions?

You may print and color the included koi fish page, use materials around the house to make your own kite or draw your very own koi fish kite.

- o If you have the time, a piece of string and a straw, you may create your own kite and fly it outside.



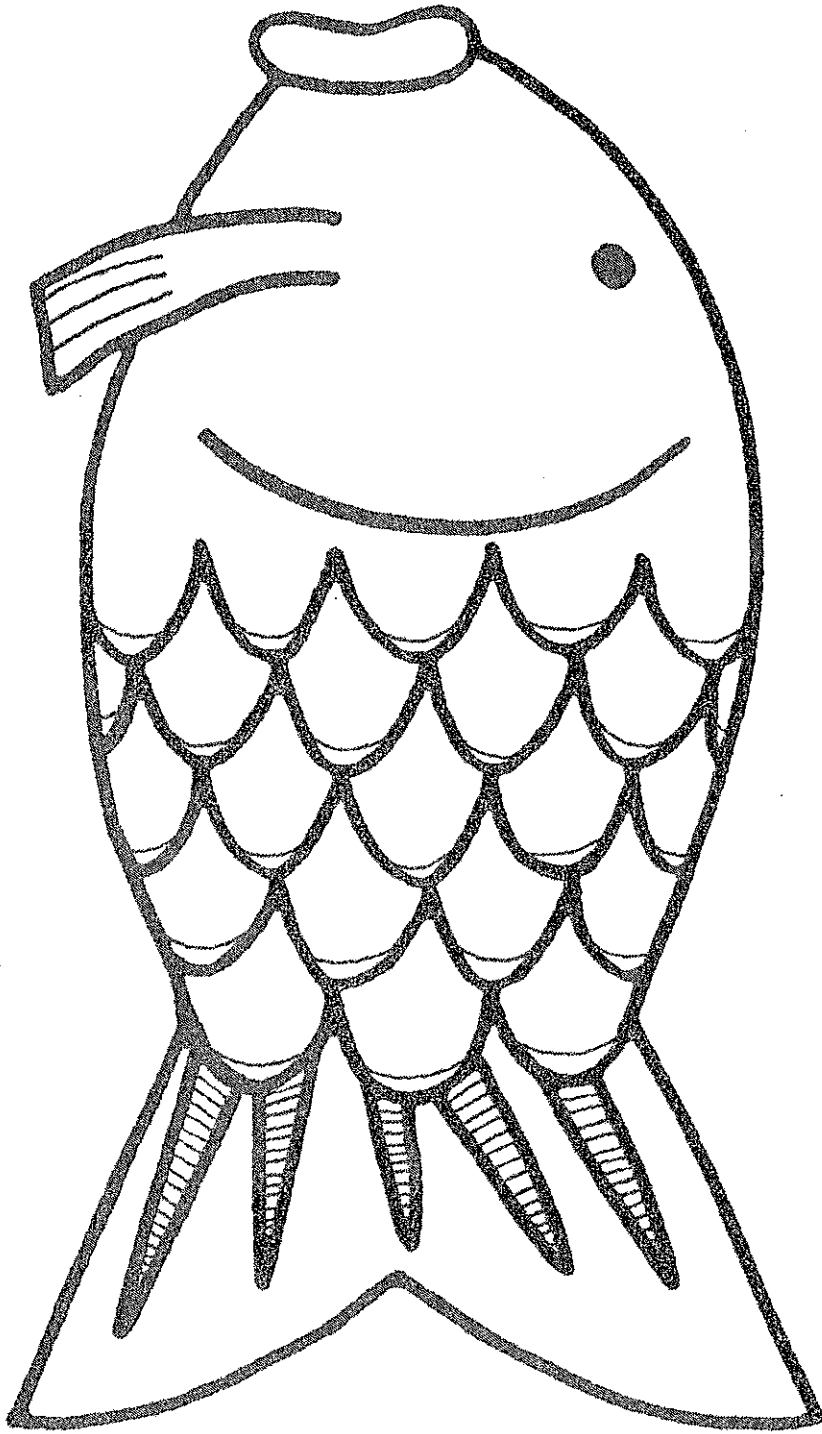
Please read and discuss the traditions of the Japanese Girl's Day

- Girl's day is celebrated on March 3rd.
- On Girl's day young girls bring very special dolls to a tea.
- The dolls are usually hand crafted and have been passed down from one generation to the next.
 - What does that mean? Passed down from one generation to the next?
- The dolls are often very fragile and special. The dolls are rarely used. After the tea the dolls are usually quickly wrapped back up and stored for the next year's tea.
 - do you have something at home that is very special and only brought out for special occasions?

Please refer to the newsletter for an optional enrichment activity that goes with this lesson.



Koi Kite

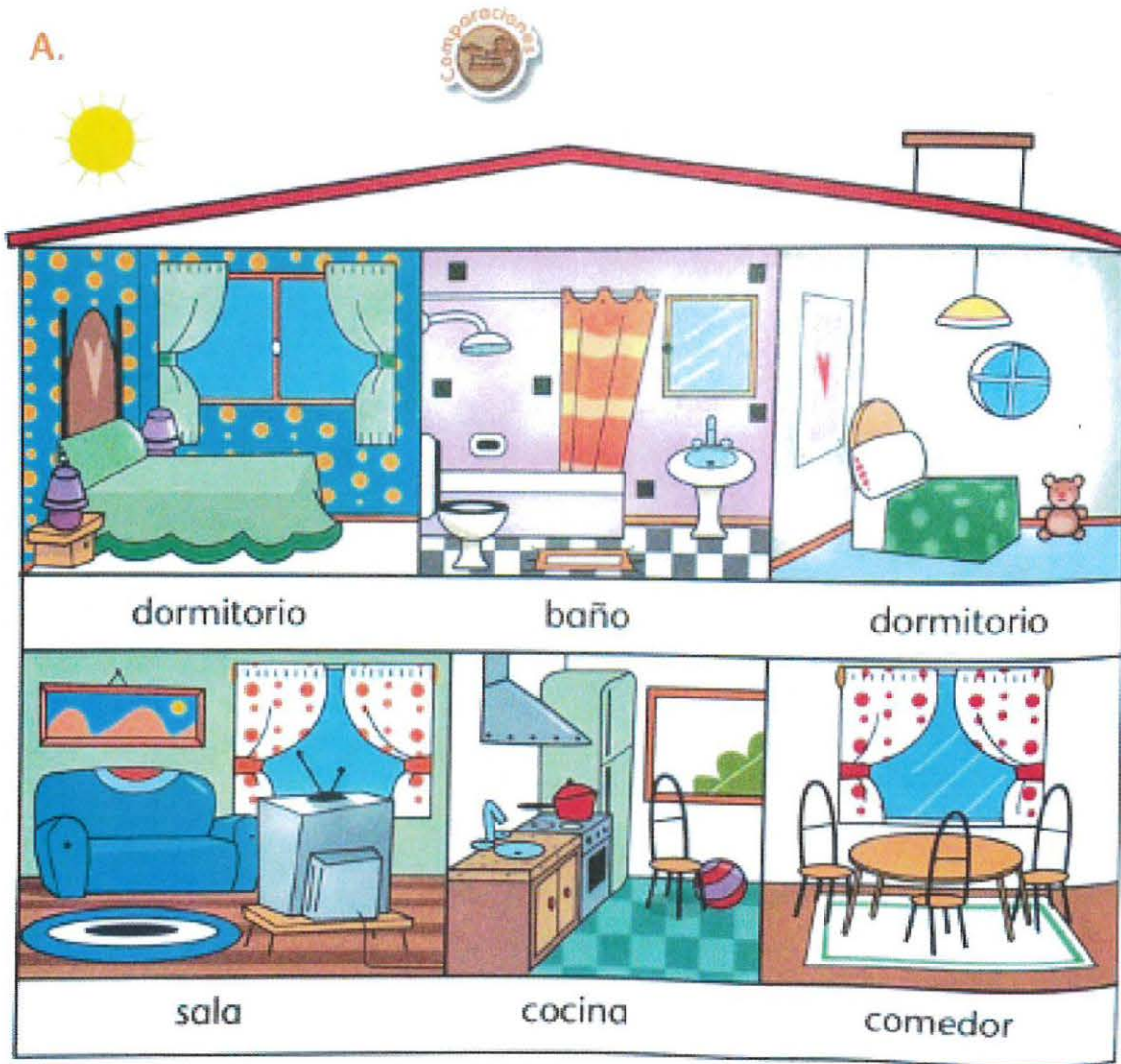


Spanish Resources and Materials

Day 1: Activity 1

Read and repeat the vocabulary words while pointing at the picture. Repeat multiple times.

La casa de Julio



- *For use during at-home Spring 2020 instruction only

Day 2: Activity 1

Draw an arrow to match the words with their pictures.

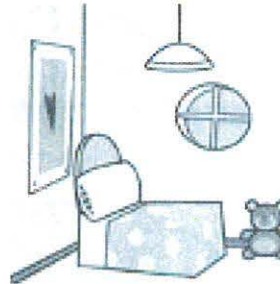
Nombre _____

► Une.

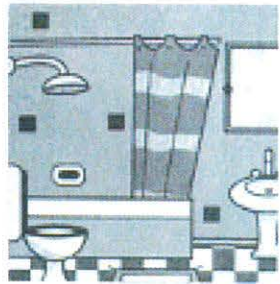
1. dormitorio



2. cocina



3. sala



4. baño



Illustraciones: © María José Martínez / Contraste

Day 2: Activity 2

Complete the activity sheet by labeling the parts of the house and coloring the page (If scissors or glue are not available, simply write the name and color them).

País: Perú

La casa de Julio

dormitorio

sala

comedor

baño

cocina

Directions: Cut out the labels and glue them below the correct item. Then glue the illustration in your album de recuerdos.

- *For use during at-home Spring 2020 instruction only

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.). For more ideas of movement prompts, refer to the documents below.

Suggesting 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)
<https://youtu.be/6MbI6ASrRAI>
- Suite No. 4 in D, BWV 1069: Gavotte (J.S. Bach)
<https://youtu.be/Ol29YJE8J-o>
- The Nutcracker: Overture (Peter Tchaikovsky)
<https://youtu.be/CtOzjI7giJc>
- Rodeo: Hoe-Down (Aaron Copland)
<https://youtu.be/LsReWx9XdNs>

Preschool to Early Elementary

Movement Ideas

Three- to seven-year-old children should begin experiencing the music on this CD with the activities suggested for toddlers. When they are successful maintaining beat motions when the beat is in duple meter (two beats) and triple meter (three beats), try the following:

- If the music is in duple meter, tap two times on one leg and chant "here," and then tap two times on the other leg and chant "there." Continue alternating between "here" and "there." If the music is in triple meter, chant "here" for every three taps and "there" for every three taps. When the children are able to maintain the beat and alternate between "here" and "there," stop chanting the words.
- Try tapping on the following parts of your body with both hands tapping in one location ("here") and then both hands tapping in a different location ("there"). Then try to alternate between "here" and "there" while tapping two or three times with one hand and then two or three times with the other hand.

-back of hand	-chest
-forearm	-tummy
-shoulder	-hip
-head	-bottom
-neck	-thigh
-cheek	-knee
-nose	-calf
-elbow	-foot

- Also try performing the following motions two times "here" and two times "there" when the music is in duple meter, and three times "here" and three times "there" when the music is in triple meter.

- Flap both hands to one side and then the other.
- Flap one hand and then the other.
- Shake your head "yes," looking to one side and then the other.
- Knock with both fists on an imaginary door in one place and then another.



- Twist at the waist to one side, bounce one more time, and then twist the other way and bounce one more time.
- Shrug one shoulder and then the other.
- Point to something with one hand and then the other.
- Push one hand out front and then above your head.
- Push one hand out front and then the other.
- Push one hand above your head and then the other.

• Ask individual children to demonstrate a "here" and "there," and have the other children imitate the motions.

• Distribute rhythm instruments and ask the children to discover two different ways to play them.

Have the children alternate between "here" and "there."

• *Oh Dear, What Can the Meter Be?* –

Play various selections from the CD at random and have the children discover "here" and "there" by performing the motions. Then ask them to decide whether the music is in duple or triple meter.



Blackbird

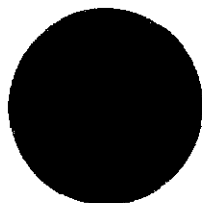
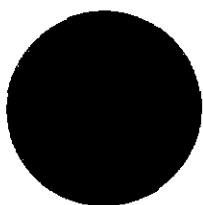
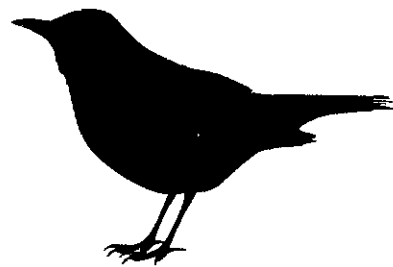
Instructions: Have your student sing the song/game Blackbird as remembered from class. On the worksheet provided (or on a blank piece of paper) have your student notate/draw the melody of the song (an example of how to do this is included on the second page of the worksheet). It does not matter what shape or color the student uses to draw the melody, I have just used dots as an example.

If your student completes this quickly, have him draw the story of the song or how the game is played on the back of the worksheet page (if siblings are available, your student may be able to teach your family how to play “Blackbird”).

Song Link: If your student is having difficulty remembering the song (and you are able) follow the link to help refresh his memory.

- <https://youtu.be/WXxD04HnKcA> (the participants in this video sing “bluebird” but the melody is the same as we use in class.)

Blackbird



Blackbird,

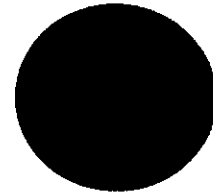
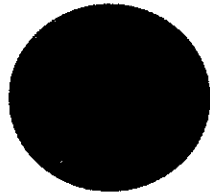
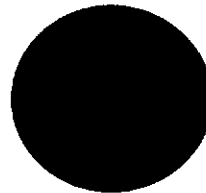
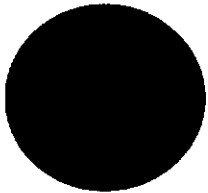
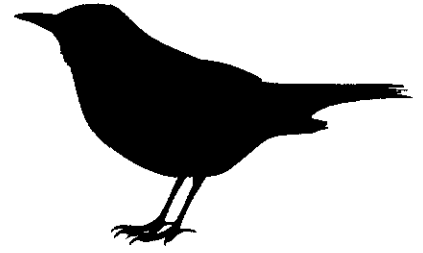
blackbird

through

my

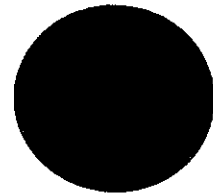
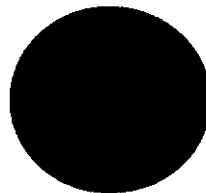
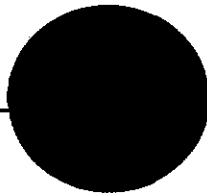
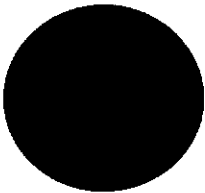
window.

Blackbird



Blackbird,

blackbird



through

my

window.

Answer Key