

Week 1, Monday Kindergarten Distance Learning

- **English Language Arts (40 minutes total)**
 - Activity 1: Spalding Writing (8-10 minutes) Spalding paper is provided. You may print out the Spalding sheets or allow your student to write the words on any paper you have at home. If using your own paper, please write your name and the date at the top.
 - Instructions: Write the words and phonograms. Please refer to the document titled “Spalding Dictation Instructions” for all of the phonograms and words you will dictate to your student. (These are all review words and phonograms. We will not introduce new content this week.)
 - 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. (1-5 minutes) 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 Friday.
 - Activity 4: Sight Word Memory Game (10 minutes)
 - Instructions: Play the sight word memory game (If you don't want to print this out, you may write the words on index cards or pieces of paper – or better yet, have your student write them! 😊)
 - Activity 5: Fluency Sheets (2-5 minutes) (CVC Pattern or Long “a” Fluency sheet)
 - Instructions: Practice reading all words on the fluency sheet. (Students who are 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 6: Free choice reading (Please complete this activity if you haven't spent the full 40 minutes on ELA.) (5-15 minutes)

- Instructions: Observe and study Paul Klee's artwork, then answer the questions below the painting. (See Resources section for Monday's worksheet)

- P.E

- Learning Activity 1: Aerobic Activity 10 minutes
 - Instructions: Continuous running, skipping, walking. This can be done with a ball such as soccer / basketball dribbling or just random movement.
- Learning Activity 2: Strength Training
 - Instructions: Push ups - 3 push ups per set repeated 3 times. Focus on straight body and elbows bent, allowing chest to drop to 3 inches from the ground.
- Learning Activity 3: Balance
 - Instructions: Hopscotch
 - Use chalk to draw a hopscotch pattern on the ground or use masking tape on the floor.
 - Create a diagram with eight sections and number them.
 - Each player has a marker such as a stone, bottlecap, shell, button, etc.
 - For younger children simply hopping across the single versus double squares can provide hours of fun.
 - The first player stands behind the starting line to toss his or her marker in square one.
 - Hop over square one to square two and then continue hopping to square eight, turn around, and hop back again.
 - Pause in square two to pick up the marker, hop in square one, and out.
 - Then continue by tossing the stone in square two.
 - All hopping is done on one foot unless the hopscotch design is such that two squares are side-by-side.
 - Then two feet can be placed down with one in each square.
 - A player must always hop over any square where a marker has been placed.
 - Getting out: A player is out if the marker fails to land in the proper square, the hopper steps on a line, the hopper loses balance when bending over to pick up the marker and puts a second hand or foot down, the hopper goes into a square where a marker is, or if a player puts two feet down in a single box.

- The player puts the marker in the square where he or she will resume playing on the next turn, and the next player begins.

Spalding Dictation – Kindergarten

1. Remind your child to check that he is using the correct pencil grip.
2. Say the first word to your child. 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!** Go back and have your child say the sounds again, marking or underlining as appropriate. Encourage your student to explain the markings to you.
4. Go on to the next word, repeating this procedure for every word.
5. When your child has finished writing each word once, go back to the top and begin the process again. **You should be moving down the column, not across.** (Parents: Your child should not be writing “me, me, me, go, go, go, and, and, and” etc. Rather, your child should write “me, go, and, me, go, and.”) This process should be the same for the phonograms on the sheet.
6. When finished, ask your student to practice reading each word fluently, without having to sound it out.

Notes:

Your children should be saying the sounds as they write the words or phonograms on their papers. “**Talk to your pencil,**” is a phrase we use in class.

Parents should be sitting with their children as they complete the worksheet, ensuring that the above process is being followed and letters are being formed correctly.

Parents should correct their child when errors are made or if a child is not displaying his best work and best effort.

Monday Spalding Dictation – Remote Week 1

ee

ough

ew

ai “not used” (English words don’t end in “I”.)

oy

book – *I will read the book.* (Remind students to use the phonogram oo, but that we say the second sound)

chance – *It’s your last chance!* (Job 3: The *e* lets *c* say *s* and *g* say *j*.)

charge – *The bull is going to charge!* (Job 3: The *e* lets *c* say *s* and *g* say *j*.)

lit tle – *The little pony ate an apple.* (Job 4: Every syllable must have a vowel.)

o ver – *Jack will jump over the candlestick.* (Rule 4: *o* may say its name at the end of a syllable. We use the *er* of *her* in over.)

street – *Look both ways before crossing the street.* (Use the phonogram that says *e*.)

must – *You must eat your dinner.*

Name: _____

Date: ____/____/____

Kindergarten Spelling Homework

These are the directions to give to your child:

1. Write each phonogram/spelling word working down each column not across each row. You are going to complete all of column one before beginning column two.
2. Say each sound in the word, and then say the word.
3. Now write the word, talking to your pencil as you write. Do not copy the word. Write it by sounding it out.

ee		
ow		
ow		
a		
ey		
book		
chance		
change		
little		
over r ⁴		
street		
must		

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	fade	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					

Russia

Monday 3/23/2020

Please read and discuss the following information about Russia and nesting dolls with your student.

- Russia is another country in Asia and it is the largest country on Earth in total area.
- Since Russia is such a large country it has many different climates ranging from the icy tundra to forests to tropical beaches. (Please refer to image 1. Locate Russia and discuss why the location of Russia on the globe would allow it to have so many different climates [The area closer to the equator is warmer, while the northern part of Russia, closer to the North Pole is colder]. If you were to visit Russia what type of climate (icy tundra, forest, or tropical beach) would you like to go to and why?
- The flag of Russia has three equal stripes of white, blue and red. The white color symbolizes nobility, the blue for honesty, and red for courage. What other flags have we studied that includes these colors? (Examples: American flag, England [The Union Jack], France)
- The official language in Russia is Russian, although many other languages are spoken.
- Russia is known for their famous ballets and unique architecture. Architects use many different shapes and bright colors in their buildings. Colors are often alternated to make interesting patterns. (Please refer to image 2.) This building is the famous St. Basil Cathedral located in the capital, Moscow. What is different about this building than building you see around our city?
- In Russia many children live with their parents and their grandparents. The Russian word for grandmother is babushka (ba-bush-ka). Do you live with your grandparents? If you do, what do you enjoy about having your grandparents around? If you do not, what might it be like to live with grandparents?
- A traditional Russian toy is the Matryoshka (muh-tree-owsh-kuh) dolls, also known as nesting dolls or babushka dolls. (Please see image 3 and 4). These dolls were first made in Russia 130 years ago. The dolls are made from wood and hollow, meaning that they are empty inside. Each doll is made to break in half and have a smaller doll inside. The dolls are painted with bright colors and have elaborate patterns. Each set of dolls usually follows the same color pattern. Why might these dolls sometimes be called “nesting dolls”? (Example: The dolls sit inside of each other as birds sit inside a nest)

Activity: Pick 5 toys or household items and line them up from biggest to smallest like the nesting dolls in image 3.

Image 1:

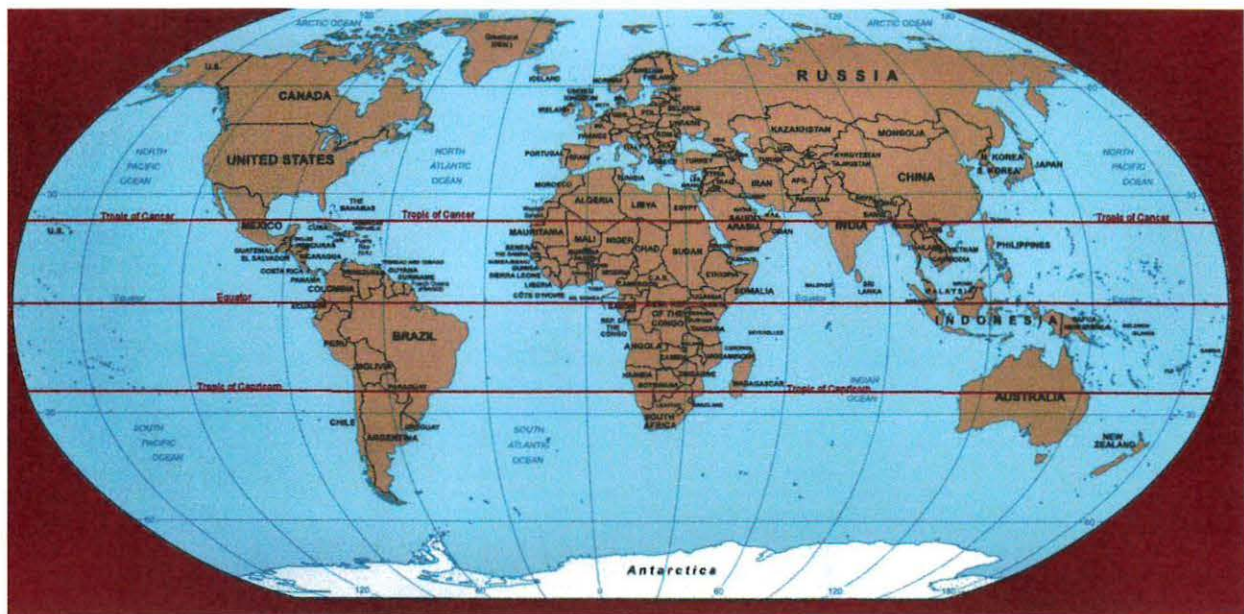


Image 2:

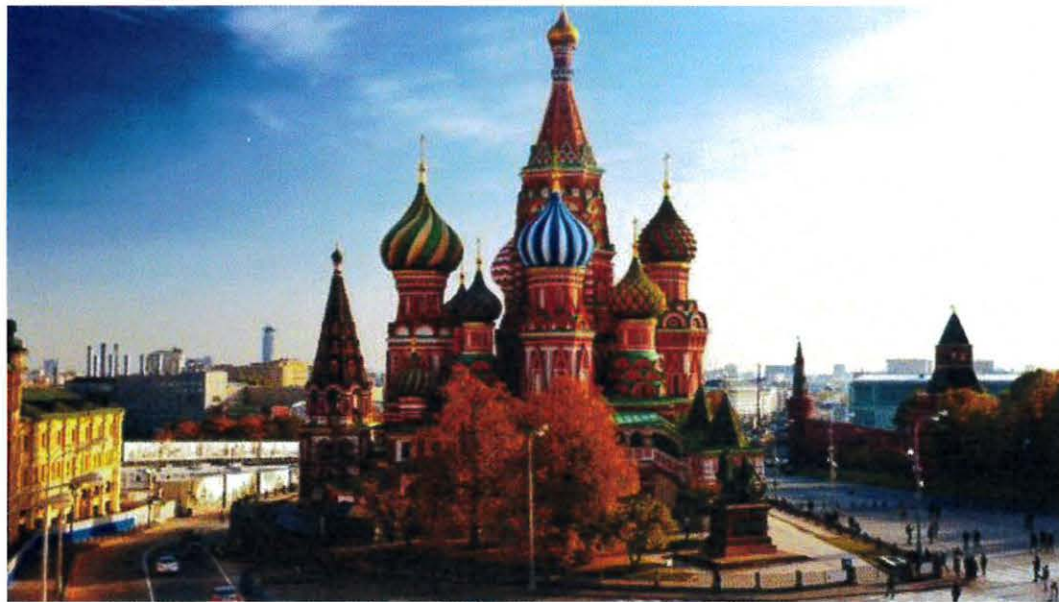
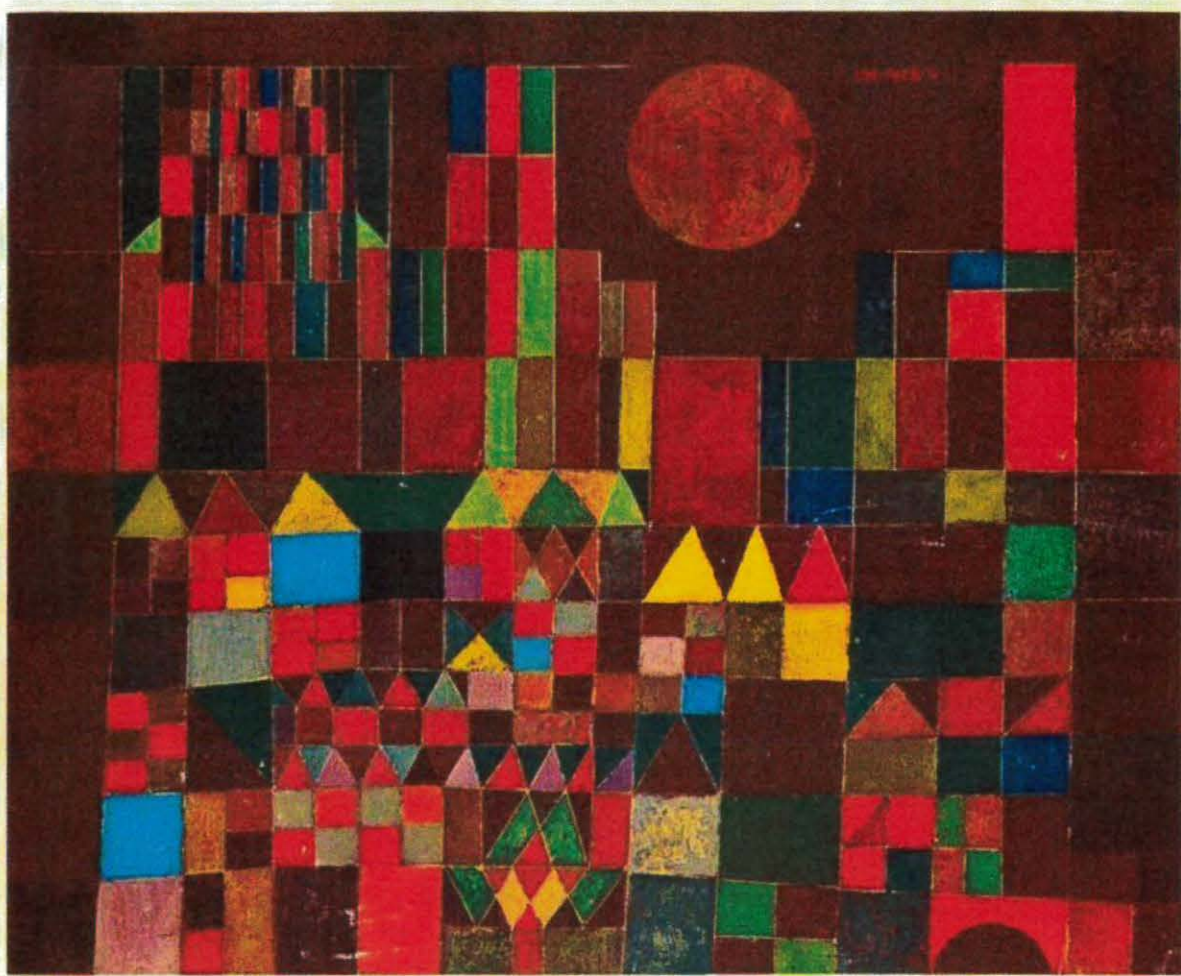


Image 3 and 4:



Kindergarten – Art - Monday’s Worksheet



Look at everything in this painting and answer out loud to your parent the following questions:

- 1. What colors do you see?**
- 2. Which color do you see the most?**
- 3. Is that a warm color or cool color?**
- 4. What shapes do you see?**
- 5. What do you think this painting is about?**

(Hint: The title is “Castle and Sun”. Do you see it?)

***Answers: 1. Some of the colors are red, yellow, blue, green, brown, pink, purple, orange, black. 2. Red or brown 3. Warm 4. Circle, square, rectangle, triangle and diamond. 5. Answers may vary, but it is a castle and sun.**