

Week 1, Tuesday Kindergarten Distance Learning

- **English Language Arts (40 minutes total)**
 - Activity 1: Spalding Writing (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). (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
 - 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 (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.)

- 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.)
 - **“There were 8 puppies in the basket. 4 fell asleep. How many are still awake?”**
 - **“Garrett had 6 marbles. 4 rolled under the shelf. How many does he have left?”**
 - 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 11-20: On a piece of paper write numbers 11-20
- **Science**
 - Learning Activity: Students will explore the sense of touch through home exploration.
 - Instructions: Students will explore inside/outside their home finding items that have one of the following characteristics: rough, smooth, soft, bumpy and hard. Students should draw/write what they found for each.
- **Music**
 - Learning Activity 1: “Singing the Scribbles”
 - Instructions: The student will draw a shape and then sing the shape with his voice. (The student has participated in this activity in class and should be able to complete it on his own.) For examples of what the shapes should look like, see the images below (Let your student be creative. Do not use the images below to restrict, but rather to inspire and get him started.).
 - Learning Activity 2: “Elevator Operator”

- Instructions: This activity can be played alone or with other family members. The student will begin with his “elevator” (hands) on the top floor (above head). As the elevator descends/ascends through the floors, the student should follow with his voice (exploring the student’s whole range).
- Learning Activity 3: “Cowboy Joe”
Instructions: Read the story below. Everytime “cowboy call” is said, the student should say in a sing-song voice, “yee-haa”.
- Spanish
 - Learning Activity: The parts of a house.
Instructions: Day 1
 - Activity 1: Your child will read and repeat the vocabulary words while pointing at the picture and repeating multiple times.
 - Activity 2: While holding the vocabulary sheet from Activity 1, your child will walk through the house, enter each room, and identify and name as many rooms as they can in Spanish using the words with the pictures provided.

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.

Tuesday Spalding Dictation – Remote Week 1

ie

z

f

ck “two letters”

sh

your – *Your desk is neat.* (Write “you” and add *r*.)

my – *I like to ride my bike.* (Rule 5: *y* may say “I” at the end of a syllable.) (Rule 6: *y* takes the place of *i* at the end of an English word.)

may – *May I eat a donut?* (Rule 18: We use /ay/ not /a/ at the end of a base word for “A” sound.)

to day – *We will play outside today.* (What “A” can we use at the end of a base word?) (Write “to” and add “day” for compound word “today”.)

by – *The book was written by Eric Carle.* (Rule 5: *y* may say “I” at the end of a syllable.) (Rule 6: *y* takes the place of *i* at the end of an English word.)

now – *We will now read a book.* (Use the phonogram that says ow, *ō*.)

have – *I have two dogs.* (Job 2: *v* or *u*. English words don’t end in *v* or *u*, so we use a silent *e*.)

are – *You are my students.* (Job 5: No job *e*.)

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.

tuesday		
ie		
z		
f		
ck		
sh		
your ³		
my r5,6		
may r18		
to ³ day r18		
by r5,6		
now		
have		
are ₌₂		
are ₌₅		

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

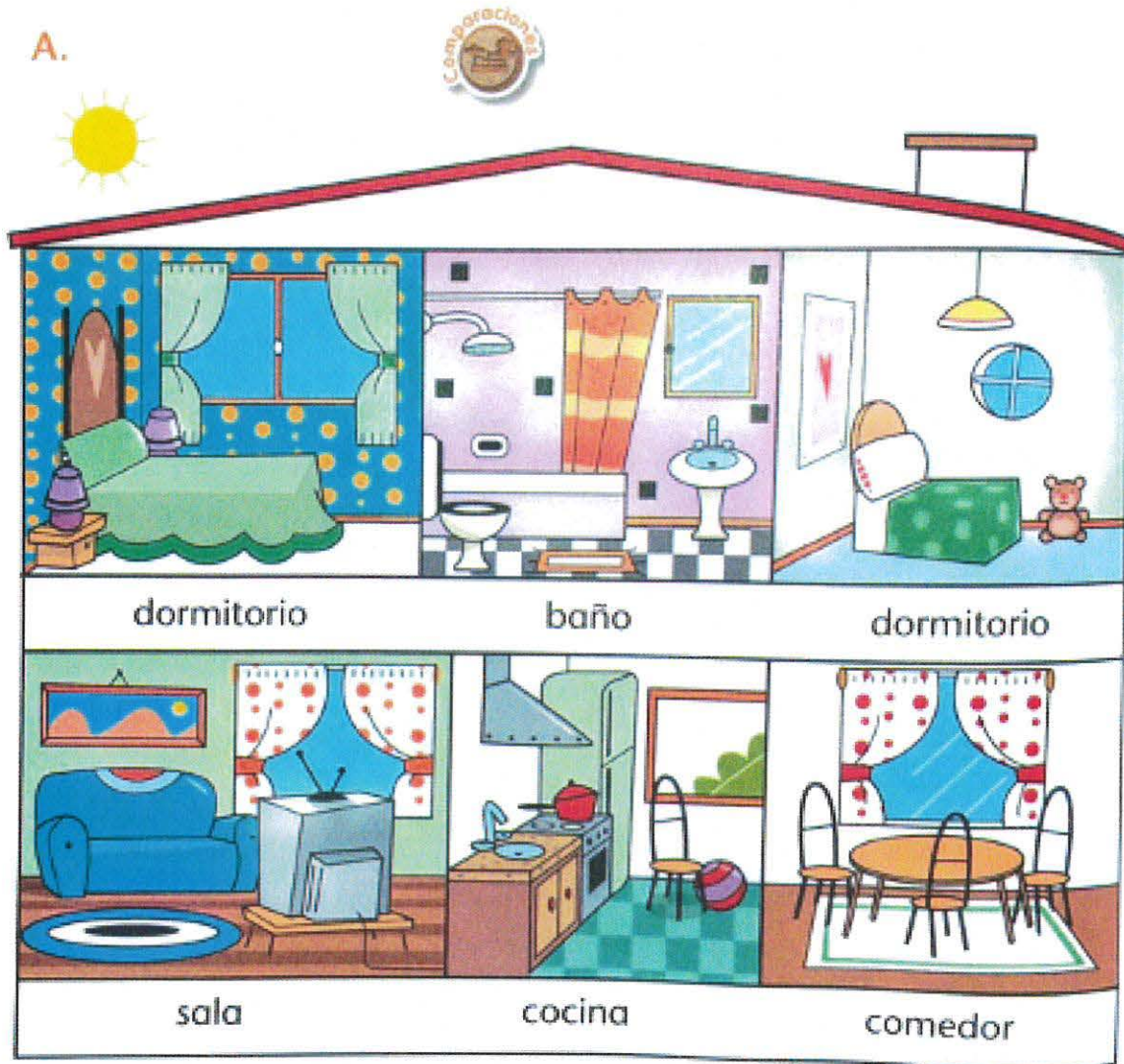
0	tale	take	cake	tale	came
5	name	made	sake	game	cane
10	lake	gave	tame	maze	make
15	gate	case	late	lame	base
20	fade	take	cake	tale	came
25	name	made	sake	game	cane
30	lake	gave	tame	maze	make
35	gate	case	late	lame	base
40	fade	take	cake	tale	came
45	name	made	sake	game	cane
50	lake	gave	tame	maze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

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



Kindergarten Music

Week 1 – March 23rd – 27th, 2020

Objective: Students will explore their voices through singing activities, in addition to demonstrating their ability to show the beat of music through movement.

Instructions for Parents:

Through these next few weeks, the goal for students will be to experience music. This will be done through exploring their voices through play, reviewing musical concepts, and listening to beautiful musical recordings.

Materials Provided:

- Example: Singing the Scribbles
- Directions: Elevator Operator
- Story & Directions: Cowboy Joe
- Suggested Musical Selections
- Worksheet: Blackbird

Activities:

- Day 1
 - Draw and Sing through the activity “Singing the Scribbles”.
 - Play “Elevator Operator” independently or with family members present.
 - Listen to and interact with the story, “Cowboy Joe”.
- Day 2
 - Demonstrate the beat through movement while listening to one of the suggested musical selections.
 - Complete with “Blackbird” worksheet/activity.

Singing the Scribbles

Instructions: The student will draw a shape and then sing the shape with his voice. (The student has participated in this activity in class and should be able to complete it on his own.) For examples of what the “scribbles” should look like, see the images below (Let your student be creative. Do not use the images below to restrict, but rather to inspire and get him started.).



Elevator Operator

Instructions: This activity can be played alone or with other family members. The student begins with his “elevator” (hands) on the top floor (above head). As the elevator descends/ascends through the floors, the student should follow with his voice (exploring the student’s whole range).

Cowboy Joe

Instructions: Read the story below. Every time “cowboy call” is said, the student should respond with, “yee-haa”, in a sing-song voice.

.....

Cowboy Joe

Cowboy Joe was a bold young man,
He dreamed of rustling cattle, most of
all.

He wanted to see if the cows would
come

When he let out his cowboy call.
yee-haa

He practiced all day from morning to
night,
And he practiced both summer and
fall.

He knew some day he'd have his
chance

To try out his cowboy call.
yee-haa

Well, finally one day, it was proudly
announced
That his ma and pa and all,
Were takin' a trip to his grandfather's
ranch

Where he could try out his cowboy
call.
yee-haa

He jumped for joy and grabbed his
gear
And he ran back down the hall.
He hopped into the car and was ready
to go
To let out his cowboy call.
yee-haa

When he arrived at the ranch he was
happy to see
That the cows were not in the stall.
He dashed to the field where they
quietly grazed
And he let out his cowboy call.
yee-haa

Well they all did come right up to the
fence
And he sure felt ten feet tall.
“I'm Cowboy Joe. See how the cows
come
When I let out my cowboy call.”
yee-haa

Now, that was really some day for
Cowboy Joe
And he sure did have a ball.
Now he's wantin' to try bigger and
better things;
So he's practicing his elephant call.
(.)

— John M. Feierabend

