



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Parent Packet: Kindergarten

Letter to Kindergarten Families

Hello Kinder Families,

Thank you for all of your continued work in delivering the content of our remote learning packets! The assessments that are returned display scholars' true sense of wonder about the content they are learning. It is a joy to see their written responses and artistic renderings each week! We notice and commend all of the virtuous work put forth each week.

Sincerely,
The GHWH Kinder Team

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Specials pages and assignments can be found after the Friday assessments. These pages are to be completed throughout the week. Be sure to check out the specials' Google Classroom for Zoom sessions, videos, and more!

Monday Daily Overview

5/4/20

Spalding

- **Materials Needed:** Pink Spalding Notebook, pencil, spelling word list for dictation, phonogram cards, and leveled reader 2.7, *Sail*.
- **PA:** Review Focus Phonograms: ea, aw, ie, si, eigh (cue: 4 letters), th, ci (cue: short), ar, or, ti (cue: tall)
- **PA:** Spelling Words 1x in the Pink Spalding Notebook.

<u>Word</u>	<u>Sentence</u>	<u>Instructions</u>
year	<i>There are 365 days in a year.</i>	Students make the sounds for "year" as they write the word.
to	<i>Will you go to Banbury Cross?</i>	Students make the sounds for "to" as they write the word.
I	<i>I have had a great year.</i>	Students make the sounds for "I" as they write the word. Underline the i. Rule 5, "I" may say /i/.
as	<i>He is as quick as a cricket.</i>	Students make the sounds for "as" as they write the word.
send	<i>I will send him a letter.</i>	Students make the sounds for "send" as they write the word.

- **I:** If time allows, read 2.7 Leveled Reader, *Sail*.

Literature

- Intro Poem: "Windy Nights -PA
- Parent reads the poem 2x - PA
- Scholar will find words that rhyme within the poem - PA
- Scholar will listen to Little Bear's Visit, Chapter 1 Grandmother and Grandfather Bear..
- Parent and Scholar will discuss the Vocabulary for Literary Elements: -PA
- **Character:** a person(s) who does the action within a story. **Setting:** the place/location that story happens. **Problem:** A difficult situation that needs to be fixed.
- **Solution:** A plan that fixes a problem.
- **Perseverance:** Finishing a task even though it is difficult
- Parent will ask and answer questions about the Little Bear's Visit, Chapter 1 for comprehension and understanding -PA
- Scholar will complete Little Bear's Visit, Chapter 1 Story Map by drawing/tracing, then Coloring each box according to the topic. Scholars will use their best Spalding Handwriting. Scholar may right sentence at the top of the page - PA
- Scholars will color neatly, smoothly, within the black 'lines, and use realistic colors. - I

Poetry	<ul style="list-style-type: none"> ● Practice “Windy Nights” - PA
Writing	<ul style="list-style-type: none"> ● Write a one sentence response to this question, “What do you think of Little Bear’s kindness and respect towards his Grandparents?”
Math	<ul style="list-style-type: none"> ● 1) Parent and scholar will work on pg. 130-131 together. ● 2) To begin the unit, ask your scholar to talk about activities they do in each season. ● 3) On Pg. 130, parent will talk about the activities shown for each month. ● 4) Parent will continue to assist scholar on pg. 131. ● 5) For additional practice, parent can use BLM 18.9 to cut out and put in order. ● 6) For independent practice, parents can utilize additional worksheet labeled “Months” to fill in missing months name and number. ● 7) The answer key: <p>(PA) no answer key for pages 130-131.</p> <p>(PA/ Independent) Additional Wksheet: 1-January, 2-February, 3-March, 4-April, 5-May, 6-June, 7-July, 8-August, 9-September, 10-October, 11-November, 12-December.</p>
History	N/A
Science	<ul style="list-style-type: none"> ● PA: Parent reads Galileo. ● PA: Parent asks discussion questions from discussion cards. ● PA/I: Parent assists the scholar in completing the comprehension worksheet.

Tuesday Daily Overview

5/5/20

Spalding	<ul style="list-style-type: none"> ● Materials Needed: Pink Spalding Notebook, pencil, spelling word list for dictation, phonogram cards, and leveled reader 2.7, <i>Sail</i>. ● PA: Review Focus Phonograms: ea, aw, ie, si, eigh (cue: 4 letters), th, ci (cue: short), ar, or, ti (cue: tall) ● PA: Spelling Words 1x in the Pink Spalding Notebook. <div data-bbox="396 548 1271 1157" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <table border="1"> <thead> <tr> <th>Word</th> <th>Sentence</th> <th>Instructions</th> </tr> </thead> <tbody> <tr> <td>lone</td> <td><i>I will eat only one cookie</i></td> <td>For spelling, students say letter names o, n, e.</td> </tr> <tr> <td>lone</td> <td><i>We live in the lone star state.</i></td> <td>Student makes the sounds for "lone" as they write the word.</td> </tr> <tr> <td>alone r4</td> <td><i>The dog was left alone in the house.</i></td> <td>The base word for "alone" is "lone." Rule 4, a may say a at the end of a syllable.</td> </tr> <tr> <td>has²</td> <td><i>He has a lot of toys.</i></td> <td>Student makes the sounds for "has" as they write the word.</td> </tr> <tr> <td>some₌₅</td> <td><i>Would you like some cake?</i></td> <td>Student makes the sounds for "some". No job "e".</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> ● I: If time allows, read 2.7 Leveled Reader, <i>Sail</i>. 	Word	Sentence	Instructions	lone	<i>I will eat only one cookie</i>	For spelling, students say letter names o, n, e.	lone	<i>We live in the lone star state.</i>	Student makes the sounds for "lone" as they write the word.	alone r4	<i>The dog was left alone in the house.</i>	The base word for "alone" is "lone." Rule 4, a may say a at the end of a syllable.	has ²	<i>He has a lot of toys.</i>	Student makes the sounds for "has" as they write the word.	some ₌₅	<i>Would you like some cake?</i>	Student makes the sounds for "some". No job "e".
Word	Sentence	Instructions																	
lone	<i>I will eat only one cookie</i>	For spelling, students say letter names o, n, e.																	
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some ₌₅	<i>Would you like some cake?</i>	Student makes the sounds for "some". No job "e".																	
Literature	<ul style="list-style-type: none"> ● Review Little Bear's Visit, Chapter 1 using what happened "First, second, next,.....finally" - PA ● Scholars will answer and ask questions for clarification. – PA ● Scholar will complete copy work for "Windy Nights", first stanza using their best Spalding Handwriting– I ● Scholar will drawing or color picture of a windy night that goes with their copy work - I ● Practice Poem – PA ● Parent will read short story from Little Bear's Visit, "Chapter 2 Grandmother's Robin" – PA ● Scholar will retell the story using "First, second, next, then.....finally" - PA 																		
Poetry	<ul style="list-style-type: none"> ● Practice "Windy Nights" - PA/I 																		
Writing	N/A																		
Math	<ul style="list-style-type: none"> ● 1) Parent will assist scholar on pg. 132. Scholar will work independently on pg. 133. 																		

	<ul style="list-style-type: none"> ● 2) To begin the unit, parent will have scholar complete BLM 18.10a. Scholar will draw and fill in missing blanks. ● 3) Parent will assist scholar with pg. 132. Ask scholar to have them describe to you what they see in each picture. ● 4) Once reviewed, parent will continue to pg. 133 and read instructions to scholar if needed. Scholar to work independently, match up person to month, draw a picture of themselves in “Me” box and match their own birthday with their month. <p>(PA) - Pg. 132: No answer key</p> <p>(Independently) – Pg. 133:</p> <p>Girl 1 – Sept</p> <p>Boy 2 – Dec</p> <p>Girl 3 – March</p> <p>Boy 4 – June</p>
History	N/A
Science	<ul style="list-style-type: none"> ● PA: Parent reads “Thomas Edison.” ● PA: Parent uses discussion cards to review what was presented. ● PA/I: Parent assists scholar in completing the question and written response: “Why didn’t Edison give up when things were tough? What virtue did he show?” (Answer on provided paper.)

I=Independent or PA=Parent Assisted

Wednesday Daily Overview

5/6/20

Spalding	<ul style="list-style-type: none">● No Spalding.● I: If time allows, read 2.7 Leveled Reader, <i>Sail</i>.
Literature	<ul style="list-style-type: none">● Review Little Bear's Visit, Chapter 2. -PA● Scholar will listen to Little Bear's Visit, "Chapter 3 Goblin Story"● Scholar will complete a Goblin finish the description of the cave WS.● Scholar will find page 42 of Little Bear's Visit and do the following:● Scholar will copy all 3 of the "It was old," "It was cold," "It was dark." sentences describing the cave.-PA● Scholar will trace/draw a picture of the cave from page 42 then color a picture. - PA
Poetry	<ul style="list-style-type: none">● Practice "Windy Nights": PA/I
Writing	N/A
Math	<ul style="list-style-type: none">● 1) Parent and scholar will work on pg. 134 together. Scholar will work (I) on pg. 135.● 2) To begin the unit, review the attached May calendar. Ask scholar to describe what they see on the calendar sheet – (describe pictures as well).● 3) Parent will assist scholar with pg. 134. Have scholars notice how the numbers on the calendar are in order, number of rows in the month and how many days there are in this month.● 4) Next, parent will provide instructions to scholar if needed for page 135 – scholar to work independently. Once complete, ask scholar, "How many days are in June?" Ask, "How many rows of numbers are there?" How many numbers can be on each row?" Lead scholar to see that there can only be 7 numbers in each row.● 5) The answer key: (PA) Pg. 134 – No answer key (Indep) Pg. 135 – Missing dates are: 3, 5, 8, 9, 10, 11, 14, 17, 22, 24, 25, 26, 29.
History	N/A
Science	<ul style="list-style-type: none">● PA: Parent reads "George Washington Carver."● PA: Parent uses discussion card questions to review what was presented.● PA/I: Parent assists scholar in completing the question and written response: "Why do you think it was so important to Carver that he go to college?"

Thursday Daily Overview

5/7/20

Spalding

- **Materials Needed:** Spalding paper, pencil, spelling word list (below), and Leveled Reader 2.7, *Sail*.
- **PA:** The Parent will read the word and example sentence, then repeat the word. (Example: ball - The ball is red.- ball.) The Student will write the word only (no markings, rules, or syllable breaks).

Complete for all 10 Spelling Words.

Word	Sentence	Word
year	There are 365 days in a year.	year
to	Will you go to Banbury Cross?	to
I	I have had a great year.	I
as	He is as quick as a cricket.	as
send	I will send him a letter.	send
one	I will eat only one cookie.	one
lone	We live in the lone star state.	lone
alone	The dog was left alone in the house.	alone
has	He has a lot of toys.	has
some	Would you like some cake?	some

	<ul style="list-style-type: none"> ● I: If time allows, read 2.7 Leveled Reader, <i>Sail</i>.
Literature	<ul style="list-style-type: none"> ● Review Little Bear’s Visit, Chapter 3. -PA ● Scholar will listen to parent read Little Bear’s Visit, “Chapter 4, Not Tired”: ● Scholar will complete the “Real, Make-Believe” WS as follows: ● Scholar will write phrases to describe what is “Real” and “Make -Believe” from Chapter 4, “Not Tired” - PA ● Scholar will complete the “Opposite Words” WS with the Parent assistance - PA ● Poem: “Windy Nights”- PA
Poetry	<ul style="list-style-type: none"> ● Practice “Windy Nights”: PA/I
Writing	N/A
Math	<ul style="list-style-type: none"> ● 1) Parent and scholar will work on pg. 136 and 137 together. ● 2) To begin the unit, parent will ask child, “What activities have you done all week?” ● 3) Parent will assist scholar on pg. 136. Read each day of the week and encourage them to repeat after you. Show them how to tell the day for each event by moving down the rows. Encourage them to tell you the day for the events on this page. ● 4) Next, parent will read instructions on pg. 137 if needed. ● 5) Guide students to read the days of the week and help them find the day of the week for each event. (What day did the event in the picture take place?) ● 6) The answer key is: (PA) – Pg. 136 - No answer (Indep) – Pg. 137 Answers in order from left to right: Wednesday – Saturday - Tuesday
History	N/A.
Science	<ul style="list-style-type: none"> ● PA: Parent reads “Jane Goodall.” ● PA: Parent uses discussion cards to review what was presented. ● PA/I: Parent assists scholar in completing the comprehension worksheet.

Friday Daily Overview

Assessment Day

5/8/20

Spalding

- **Materials Needed:** Spelling Test Sheet (in the assessment packet), pencil, spelling word list.
- **PA:** The Parent will read the word and example sentence, then repeat the word. (Example: ball - The ball is red. - ball). The Student will write the word only (no markings, rules, or syllable breaks).

Complete for all 10 Spelling Words.

Word	Sentence	Word
year	There are 365 days in a year.	year
to	Will you go to Banbury Cross?	to
I	I have had a great year.	I
as	He is as quick as a cricket.	as
send	I will send him a letter.	send
one	I will eat only one cookie.	one
lone	We live in the lone star state.	lone
alone	The dog was left alone in the house.	alone
has	He has a lot of toys.	has
some	Would you like some cake?	some

year	one
to	lone
I	alone
as	has
send	some

Literature	<ul style="list-style-type: none"> Scholar will listen to Parent read the questions from Little Bear's Comprehensive Test. -PA Scholar will color in the circle that has the letter that matches the best answer. - PA <p>Little Bear's Comprehensive Answer Key: 1. A, 2. A, 3. B, 4. B, 5. A</p> <ul style="list-style-type: none"> Poem: Scholar gives Poem Presentation - I Parent completes "Windy Nights" Rubric - PA
Poetry	<ul style="list-style-type: none"> Poetry Recitation: "Windy Nights" - I
Writing	N/A
Math	<ul style="list-style-type: none"> 1) Parent and scholar will work on pgs. 138 and 139 together. 2) To begin the unit, create your own calendar on a piece of paper for any month you'd like with scholar's help. Guide students to fill in the days and dates. Ask questions such as, "What comes after this date?", "What day is the 5th?" "How about the "20th?" 3) Finally, talk about the last day of the month. Help scholar to understand that the dates continue for the next month but will start over. Not all months will have the same number of days. 4) Parent will assist scholar on pg. 138. Help scholars understand each picture. Guide scholar to see the Month, Date and Day of each picture and what the next Month, Date and Day should be. 5) Next, parent will assist scholar on pg. 139. Review the front square with the Month, Date and Day and have them tell you what they are. Then, guide them to tell you what the next Month, Date and Day should be. Assist child only if needed. 6) The answer key to the following pages are: <p>(PA) No answer sheet for pg. 138</p> <p>(PA/I) Pg. 139:</p> <p>Front of Card – April 5 Thursday / Back of Card – April 6 Friday</p> <p>Front of Card – August 31 Friday / Back of Card – Sept 1 Saturday</p>

	<p>Front of Card – Dec 17 Monday /Back of Card – Dec 18 Tuesday</p> <p>Front of Card – June 20 Wednesday / Back of Card – June 21 Thursday</p> <p>Front of Card – Nov 6 Tuesday / Back of Card – Nov 7 Wednesday</p> <p>Front of Card – January 26 Sunday / Back of Card – January 27 Monday</p>
History	N/A
Science	<ul style="list-style-type: none"> ● Scholar answers one of two questions on their own. (Parents may assist with spelling.) <ul style="list-style-type: none"> ○ Why is Galileo called the father of modern science? ○ What did the chimp, David, allow Jane to do?

I=Independent or PA=Parent Assisted

Parent Page: Math

I=Independent or PA=Parent Assisted

Helpful Links/Attachments for Math:

- A. Ten Frame Flash Cards Up to 30
- B. Linking Cube Template
- C. Red and Yellow Counters
- D. Websites to Access Math Manipulatives:

http://lrt.ednet.ns.ca/PD/BLM/table_of_contents.htm

<https://www.cfclassroom.com/2012/03/free-printable-math-manipulatives.html>

- E. Heart Missing Numbers Worksheet for Unit 17.5

- F. Singapore Attached Worksheets:

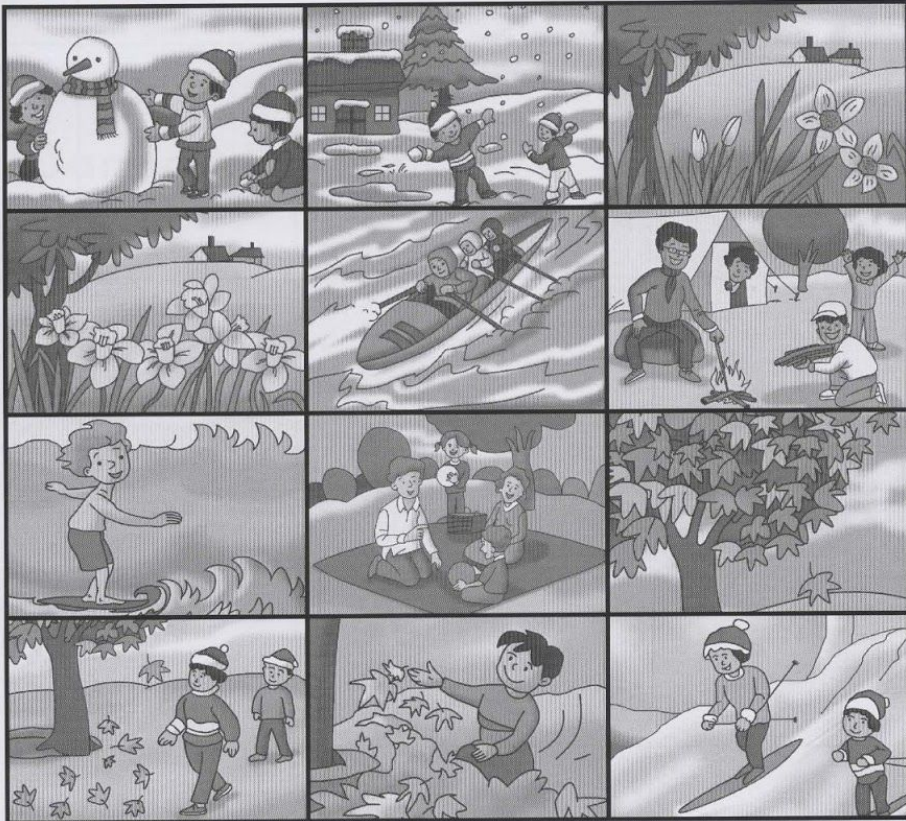
17.6 Pg. 105

17.7 Pg. 104

17.8 Pg. 106-107

- G. Brain Breaks! If needed, have your child stand up and away from their seat. They can try one or all of the following:

- 1.) Run in place for 10 seconds.
- 2.) 10 jumping jacks
- 3.) Wall Push – Have scholar lean forward with their hands against a wall for 20 seconds.



January	February	March	April
May	June	July	August
September	October	November	December

Number of Month	Month
1	
2	
	March
4	
5	
6	
	July
	August
9	
	October
11	
	December

Months

Directions:

Fill in the blanks with the missing number of month and the month name.

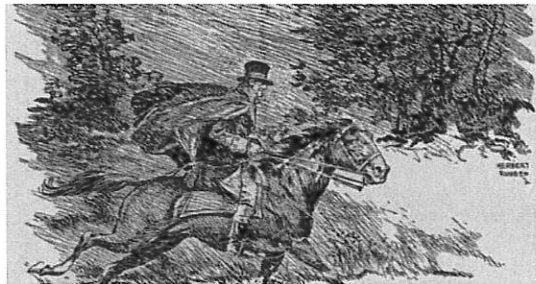
Windy Nights

By Robert Louis Stevenson

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.

Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By, on the highway, low and loud,
By at the gallop goes he.
By at the gallop he goes, and then
By he comes back at the gallop again.



_____'s Story Map

Title:

Author:

Setting:

Characters:

Beginning:

Middle:

End:

MON 5/4 (PA)

Mon. PA

P Galileo

Why is Galileo called the father of modern science?

Analyze

Reading A-Z

P Galileo

Why did it take so many years for the Catholic Church to clear Galileo of any wrongdoing?

Evaluate

Reading A-Z

P Galileo

What problems faced Galileo during his scientific studies?

Problem and Solution

Reading A-Z

P Galileo

How was Galileo's view of Earth and the planets different from other people's view during his time?

Compare and Contrast

Reading A-Z

P Galileo

Why do you think Galileo continued his work even after he was forced to say his discoveries were lies?

Make Inferences / Draw Conclusions

Reading A-Z

P Galileo

What details from the text support the idea that Galileo continued to ask difficult questions throughout his life?

Main Idea and Details

Reading A-Z

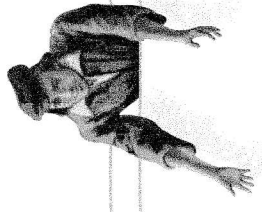
Mon. PA/I

Name _____

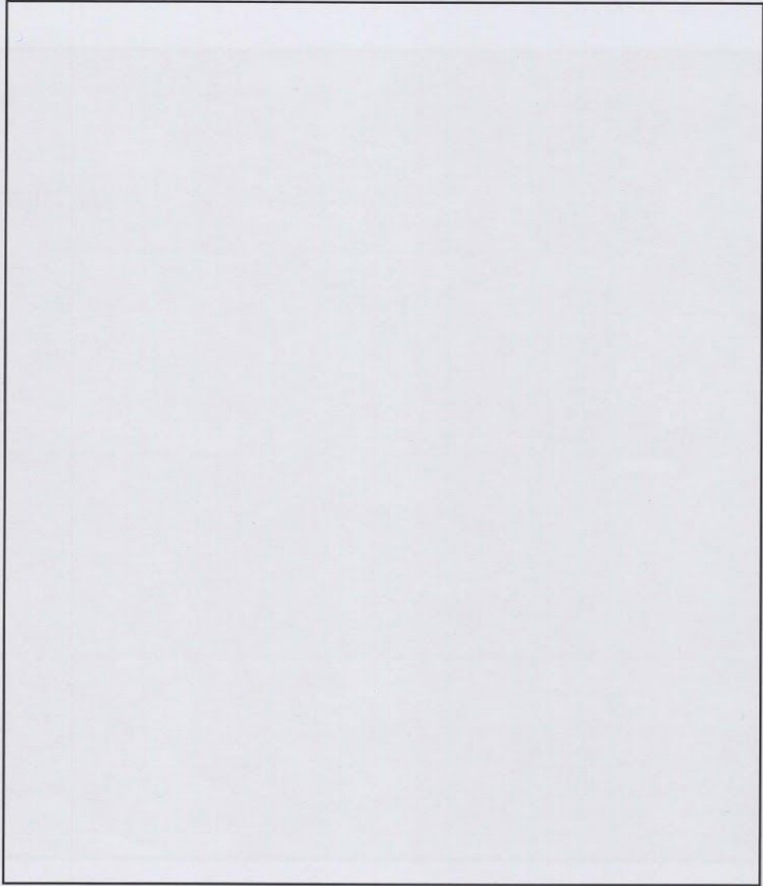
Reading A-Z

Instructions: In the chart below, record information from the book that shows Galileo Galilei's personality, accomplishments, and influence on others.

Galileo • Level P • 1

<p>Personality</p>		<p>Accomplishments</p>
<p>Influence</p>		

Skill: Elements of Biography



This picture is for my friend _____.

His/Her birthday is in _____.

Windy Nights

By Robert Louis Stevenson

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and
wet, A man goes riding by.
Late in the night when the
fires are out,
Why does he gallop and gallop about?

Tue. PA



Thomas Edison

What is one fact about Thomas Edison?
What is one opinion?

Fact or Opinion

Reading A-Z



Thomas Edison

Why was it important to Edison and his team to create a light bulb that worked properly?

Cause and Effect

Reading A-Z



Thomas Edison

What happened after Edison saved a boy's life when he was fifteen?

Sequence Events

Reading A-Z



Thomas Edison

Why didn't Edison give up when things were tough?

Evaluate

Reading A-Z



Thomas Edison

What can you infer about Edison's character traits?

Make Inferences / Draw Conclusions

Reading A-Z



Thomas Edison

What do you use every day that is directly linked to Thomas Edison's inventions?

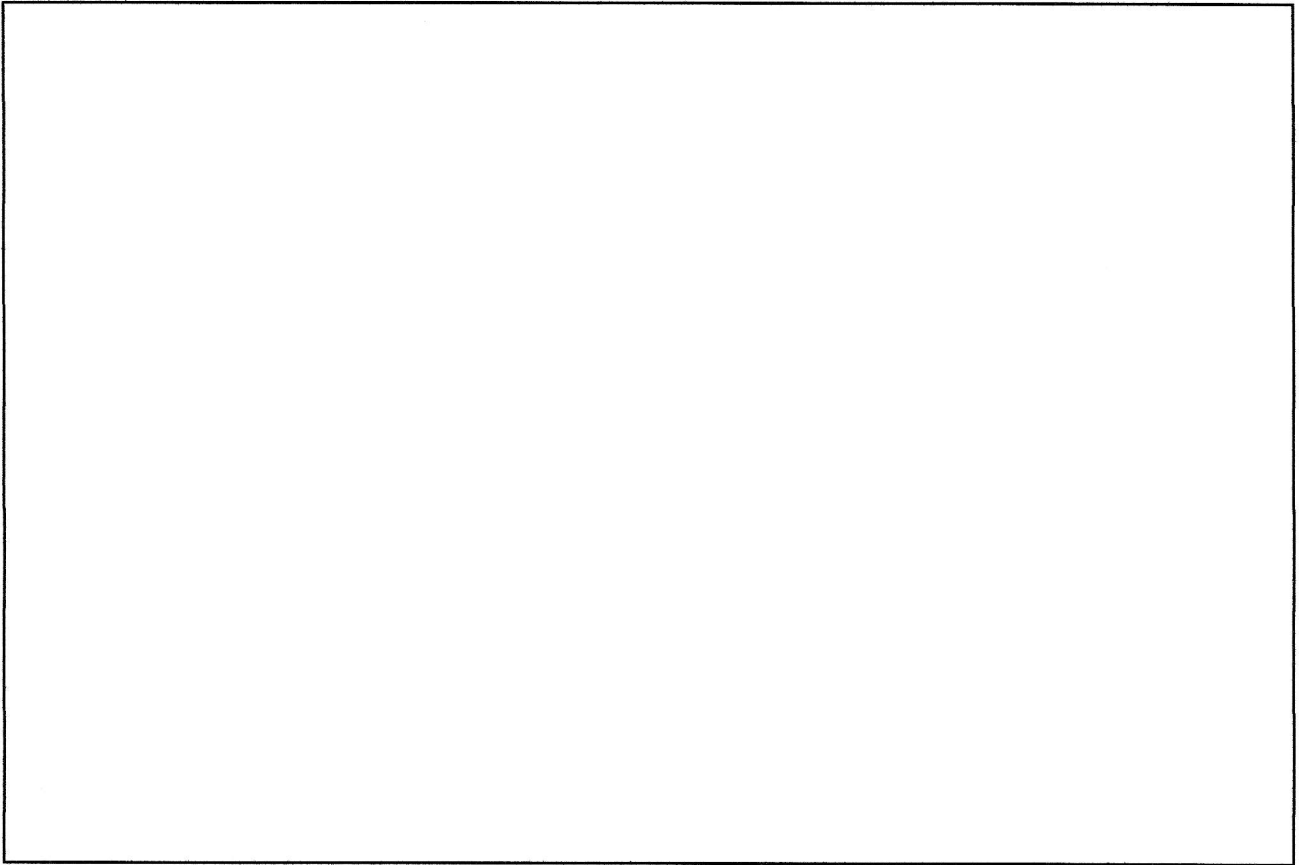
Analyze

Reading A-Z

Tue. PA/I

Name: _____

Date: _____



One day a little goblin went by
an old cave.

_____)
_____)
_____ .

wed 5/6 (PA)

Wed. PA



George Washington Carver

Why do you think it was so important to Carver that he go to college?

Evaluate

Reading a-z



George Washington Carver

What three big things happened next in Carver's life after he graduated from college?

Sequence Events

Reading a-z



George Washington Carver

Was Susan Carver a caring person?
How can you tell?

Make Inferences/Draw Conclusions

Reading a-z



George Washington Carver

What is the cause-and-effect relationship that happened because Carver taught cotton farmers to care for their soil?

Cause and Effect

Reading a-z



George Washington Carver

George believed ideas should be free and freely given. Is this a good idea?
Why or why not?

Analyze

Reading a-z



George Washington Carver

George Washington Carver went to college.
Is this statement a fact or an opinion?
How do you know?

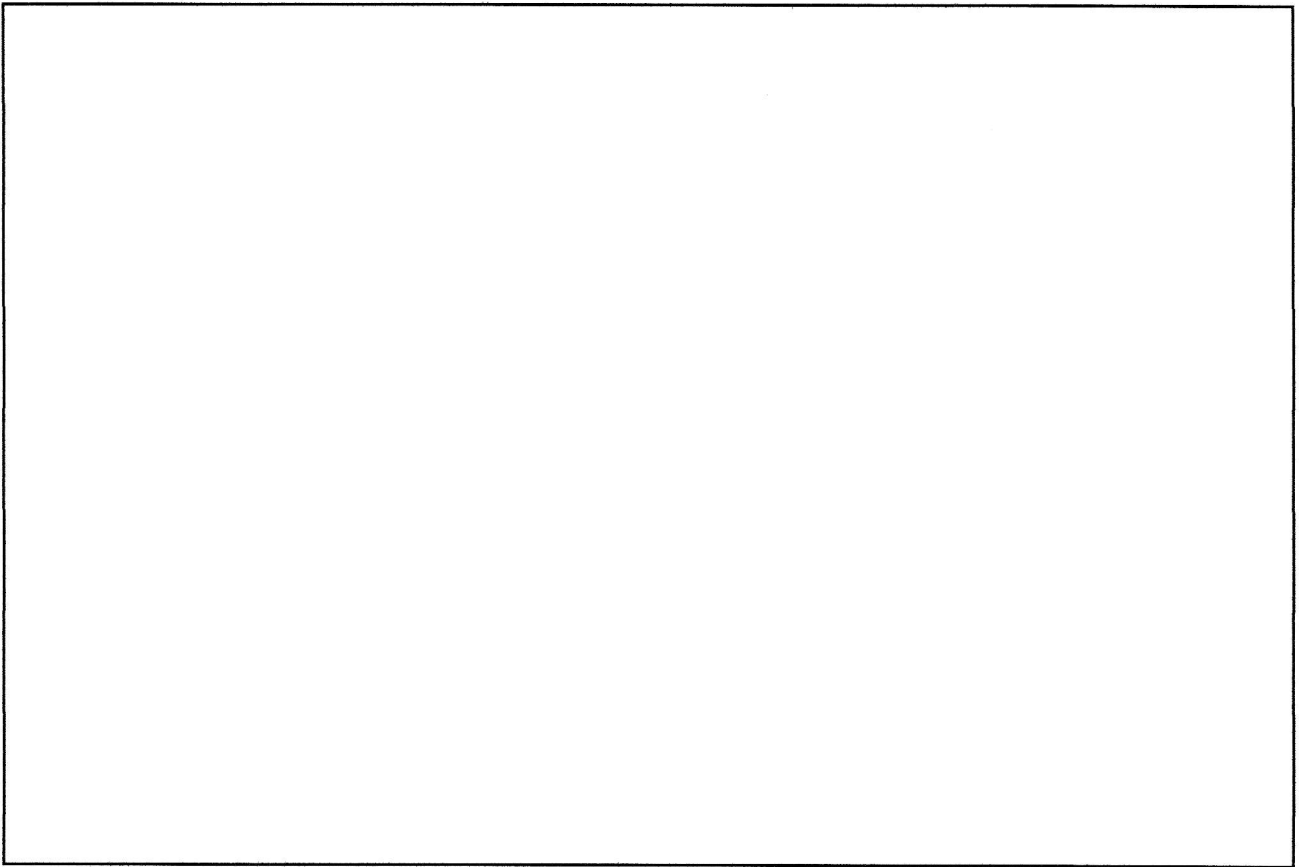
Fact or Opinion

Reading a-z

Wed. PAI I

Name: _____

Date: _____



Name _____

Real

Make-Believe

✓ **Instructions:** Have students draw or write about three things in the book that are real. Then have them draw or write about three things in the book that are make-believe.

Name _____

heavy	even
wet	short
high	dry
odd	light
big	young
full	empty
old	small
tall	low

MOUSE SOUP • LEVEL 1 • 3

SKILL: ANTONYMS

✓ **Instructions:** Have students connect each pair of opposites with a line.

Thur 5/7 (PA)

Thur. PA



Jane Goodall

Do you think the chimpanzees of the Gombe forest are safe today?
Explain.

Evaluate

Reading a-z



Jane Goodall

What did Jane Goodall think that chimps had in common with humans?

Compare and Contrast

Reading a-z



Jane Goodall

How did Jane Goodall “upset” many scientists?

Analyze

Reading a-z



Jane Goodall

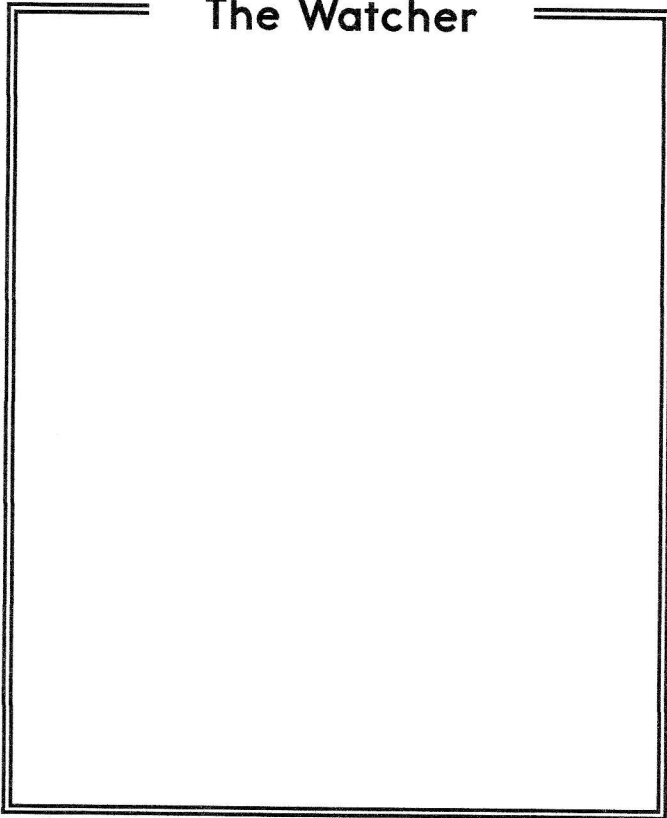
What did the chimp David allow Jane to do?

Main Idea and Details

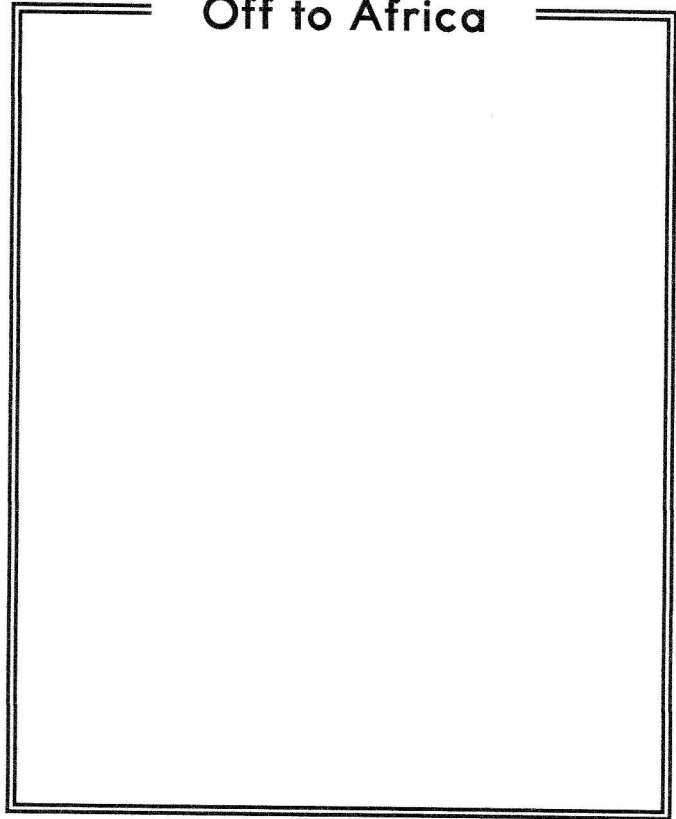
Reading a-z

Name _____

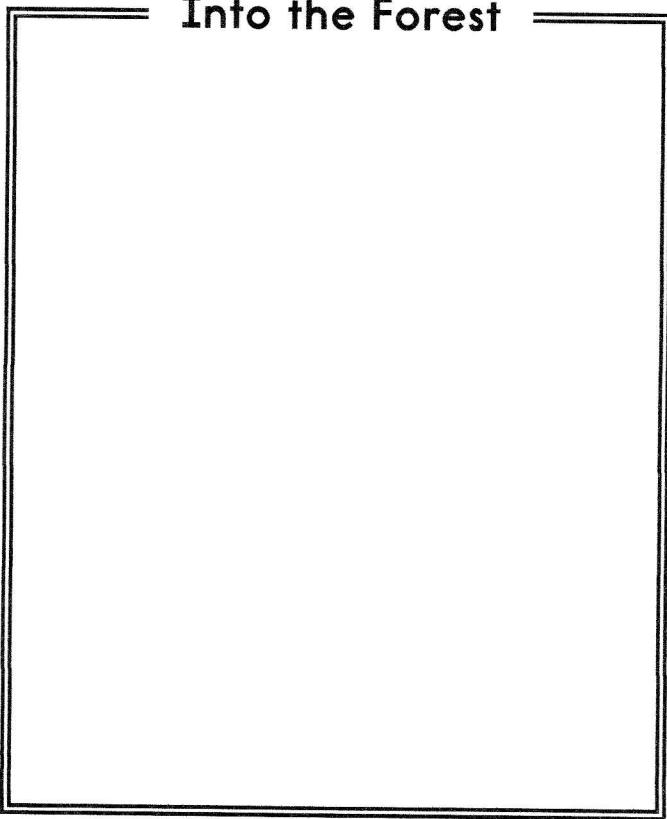
The Watcher



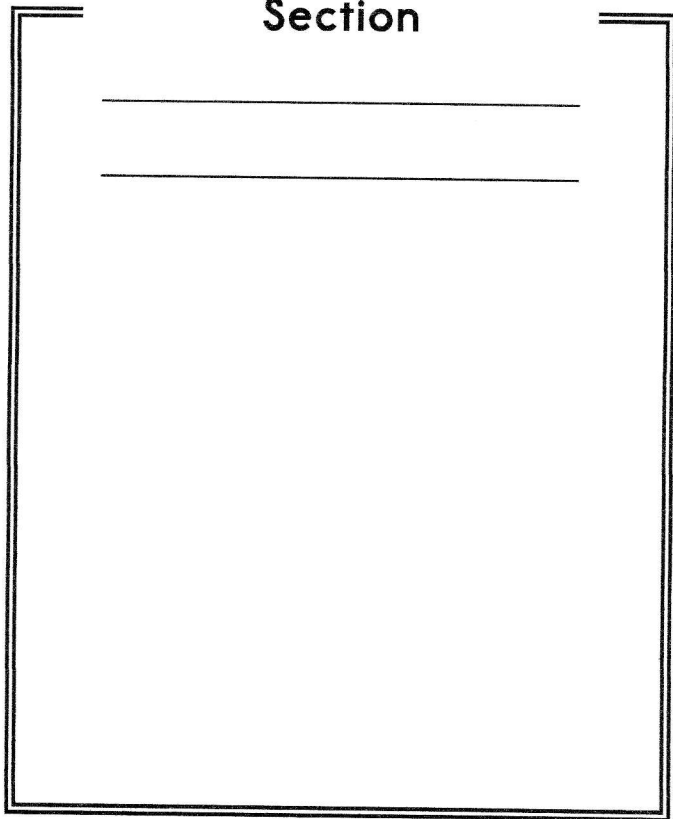
Off to Africa



Into the Forest



Section



JANE GOODALL • LEVEL 1 • 1

SKILL: VISUALIZE

Instructions: Have students draw what they visualize in their mind for the section indicated above the boxes. Then have them choose another section of the book for their last drawing.

Friday Assessment Checklist

- Student Affidavit
- Spalding Spelling Test
- Math Assignments
 - Pgs 138-139 textbook
- Little Bear's Visit Comprehensive Test and Poem Recitation
- Scientist Biographies Questions (Science)
- Send completed work to teachers by 8pm on Saturday via email.



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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www.greatheartswesternhills.org

Kindergarten

Student Attendance Affidavit

My Western Hills student attended to his/her distance learning studies on the following days:

- May 4, 2020
- May 5, 2020
- May 6, 2020
- May 7, 2020
- May 8, 2020

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach or review the content or directions with your student before allowing them to make a second attempt. Reach out to your scholar's teacher via email if you need further assistance.

My scholar has completed Friday's Assessments to the best of his/her abilities and I have directed these assessments with my child's academic integrity in mind.

Parent Signature: _____

I have completed Friday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section: _____

GREAT HEARTS WESTERN HILLS| GHWH IS A 501 (C) (3) NOT-FOR-PROFIT, NON-SECTARIAN, PUBLICLY FUNDED CHARTER SCHOOL & DOES NOT DISCRIMINATE IN ITS ENROLLMENT OR HIRING PRACTICES ON THE BASIS OF GENDER, RACE, RELIGION, NATIONAL ORIGIN OR DISABILITY

Overall Neatness (2pt)

Name (2pts):

Number (1pt):

Date (1pt):

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Total Points: ____/16

Name _____ Date _____

1. Why does the little goblin jump out of his shoes?
 - (A) He runs much too fast.
 - (B) His shoes follow him.
 - (C) He is scared by a noise.

2. What does Mother Bear do right after she finds the robin?
 - (A) She looks for the nest.
 - (B) She sets the robin free.
 - (C) She makes a bird home.

3. What pair lives in a nest?
 - (A) bears and robins
 - (B) robins and orioles
 - (C) orioles and goblins

4. Little Bear goes to find Grandmother because _____.
 - (A) she is lost
 - (B) he wants her to tell a story
 - (C) he wants to go back home

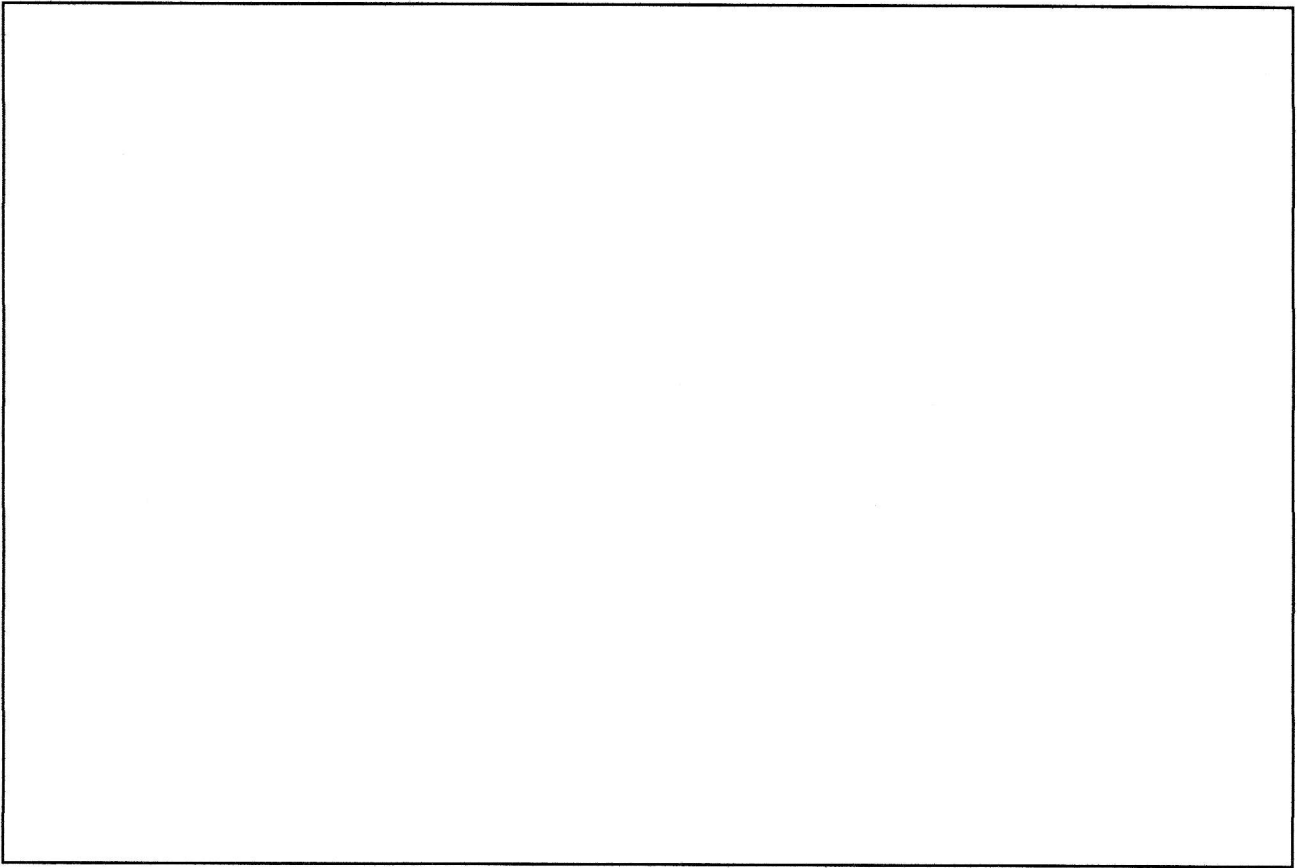
5. What does *chuckled* mean?
 - (A) laughed
 - (B) played
 - (C) sang

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Friday (Science)

Name: _____

Date: _____



Latina Canta: Corpus Meus

Instructions: *In this lesson, we will review the Latin names for the parts of the body.*

- 1. Say the Latin name for each picture aloud.*
- 2. Color the picture.*
- 3. Point to each of these body parts on yourself while saying their Latin name.*

Pro Parentibus

For the Parents

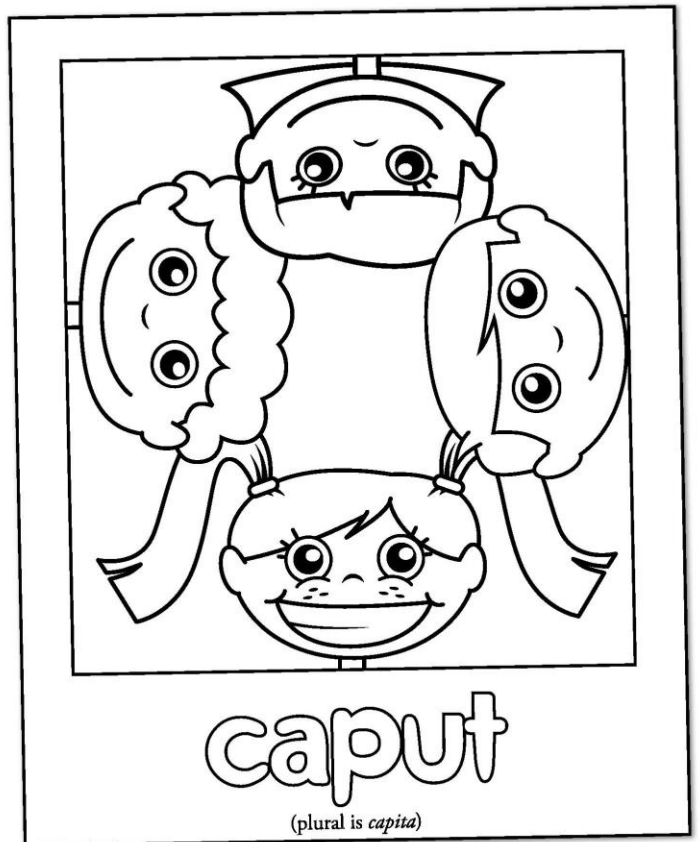
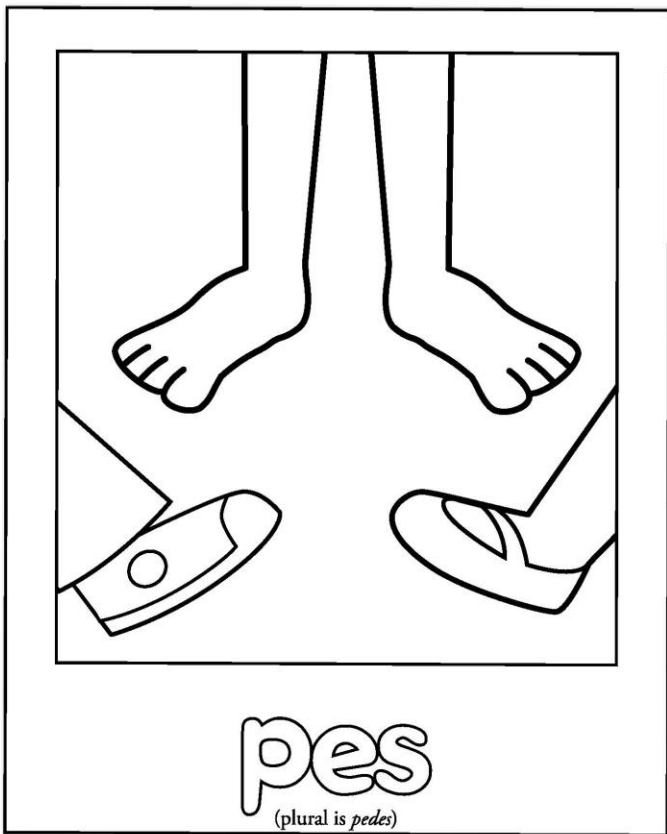
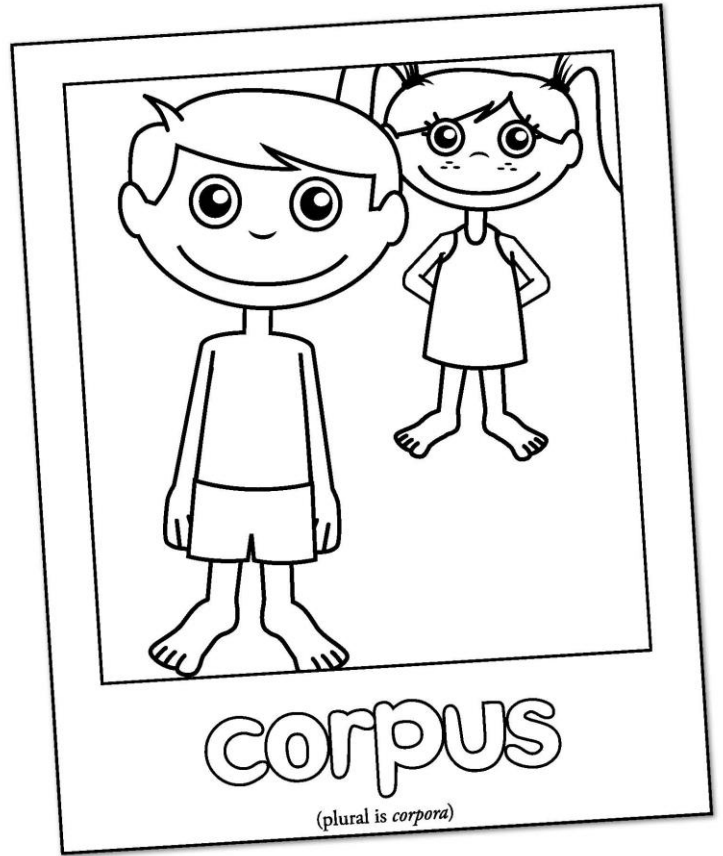
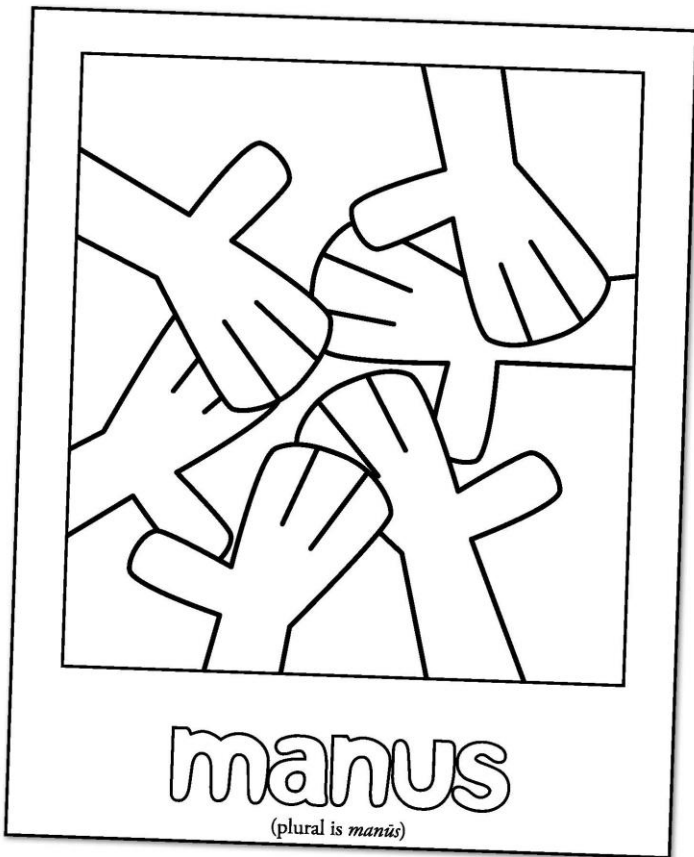
To help your scholars practice these words, you can play the game 'magister dicit,' substituting an action for one of these body parts alternatively, you can sing the song 'Caput, umeri, genua, digit' with them. They have learned this song in class, but I will have a video of this posted on Google Class in the K-2 Specials classroom.

Manus (*ma-noos*): hand

Pes (*like the english 'pace'*): foot

Corpus (*kor-poos*): body

Caput (*Kaw-poot*): head



So and Mi

This week we are going to work with High and Low. In music when we want to say "High," we say "so". When we want to say "Low" we say "mi". We use lines to write music.

Above the line is "so"

so

Below the line is mi

mi

Below, if there is a space above the line, write "so". If there is a space below the line, write "mi". I have done the first ones for you.

1.

so

mi

2.

so

so

mi

Kinder Art

Hello friends! This week we are going to be continuing to work on our *Post-Impressionism* artwork. Let's review the artwork from last week.



This painting was created by the artist Van Gogh. He picked the sunflowers to represent gratitude.

Title: Sunflowers

Medium: Paint

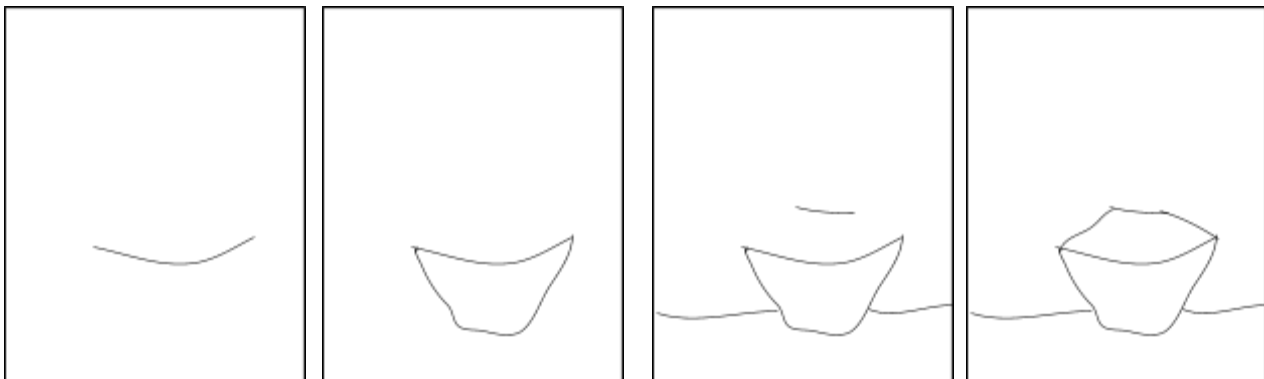
Artist: Vincent Van Gogh

Alright friends, today you are going to be drawing the vase in your sketchbook, cutting out your flowers, and putting it all together.

Supplies you will need today:

- Sketchbook or piece of paper
- Glue or tape
- Scissors
- Something to color with - colored pencils, crayons, paint, etc

Draw this vase at the bottom of your paper like so...



Good Job! Now you will...

- Color in your vase and table matching Van Gogh's original colors
- Color in the background **softly** with one color - you pick the color!
- Cut out your flowers from last week
- Glue the flowers onto the top of the vase like they are coming out of it and overlapping each other.

If you would like to keep making art...

- You can add stems with green paper (or white paper colored green), you can add a butterfly or bee if you'd like, or you can make more sunflowers to put on the table as if they have fallen down.
- Get creative and have fun!