



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

8702 Ingram Road | San Antonio, Tx 78251 | Office: (210) 888-9488 | Fax: (210) 888-9484 | www.greatheartswesternhills.org

Parent Packet: Kindergarten

Letter to Students/Families

Hello Kinder Families,

We want to thank you all for your patience and hard work on last week's packet. Last week was an adventure navigating uncharted waters, and we appreciate your openness and assistance throughout the entire process. In more exciting news, we were thrilled to be able to see our scholar's faces last week through several ZOOM sessions, and we look forward to making these meetings a staple in our weekly routine! We continue to miss our scholars and the exuberance that they never fail to bring to the classroom, yet we are thankful for this simple way to keep our classroom communities going. Lastly, please continue to read through our newsletter that is sent out each Friday. We place extra resource links in our newsletter should you find them helpful!

Sincerely,

The GHWH Kinder Team



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Parent Packet: Kindergarten

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Parent Packet: Kindergarten

Tuesday Daily Overview

4/14/20

<p>Spalding</p>	<ul style="list-style-type: none"> ● <u>Parent Assisted:</u> Review Focus Phonograms: dge (cue: three letters), oo, ough, ph (cue: two letters), ou, ck (cue: 2 letters), oa (cue: boat), gn (cue: two letters), oe, kn (cue: two letters, beginning) ● <u>Parent Assisted:</u> Spelling Words 1x on Spalding paper and phonogram handwriting practice(10min): complete homework (see chart) and use Mrs. Clouse's video: https://www.youtube.com/playlist?list=PL8UyUmxS7VL3QrKygzYmVmfELfwxI0adJ ● <u>Independent Work:</u> Spalding Worksheet (2-5min) p. 49 ● <u>Independent Work:</u> Reader (5min) 2.2 <i>The Big Game</i> ● <u>Parent Assisted:</u> Book Bag (as time allows)
<p>Literature</p>	<ul style="list-style-type: none"> ● Intro Poem: Ride A Cock-horse To Banbury Cross-PA ● Parent reads the poem 2x - PA ● Scholar will find words that rhyme within the poem - PA ● Parent reads "John Henry" (available in packet and see vocabulary below) ● Scholar will tell who the character(s), setting, problem, solution. ● Vocabulary for Literary Elements: 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. ● Parent will discuss vocabulary for John Henry: - PA ● Steel driver: A railroad worker who pounds steel rods into rocks using a heavy hammer. ● Civil War: A war between states from the north and states from the south from the same country. ● Drill bit: A metal cutting tool used to make a hole in something. ● Locomotive: A vehicle that acts like a large engine to push/pull a railroad along the tracks. ● Slave: A person owned and controlled by another person. ● Lever: A long heavy bar used to move large or fixed objects. ● Perseverance: Finishing a task even though it is difficult ● Parent will ask and answer questions about the tall tale of John Henry for comprehension and understanding -PA ● Scholar will complete coloring page and write a complete sentence about John Henry's perseverance in their best Spalding Handwriting. Scholar may right sentence at the top of the page - PA ● Scholar will color neatly, smoothly, within the black lines, and use realistic colors. - I



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Poetry	<ul style="list-style-type: none"> Practice "Ride a Cock-horse to Banbury Cross": PA
Writing	<ul style="list-style-type: none"> Write a one sentence response to this question, "What do you think of John Henry's strength and perseverance?"
Math	<ul style="list-style-type: none"> 1) Parent and scholar will work on pg. 102-103 in textbook together. PA on pg. 102 and PA/I will work pg. 103. 2) To begin the lesson if you wish, you can utilize the attached 10 frame flash cards 20-30 only. Lay down these cards and make sure to show the ten-frame part of the card to your scholar only. Then tell them to look at pg. 102. Parent will point to a number and ask them to look for the card that shows the correct number of items. Then show them how to write the numerals. Continue and repeat for this page (102). 3) You may continue to do the same for pg. 103. 4) Scholar will also complete attached Hearts Missing Numbers Sheet 1-30 for added practice. 5) The answer key to each page are as follows: 6) PA and I - Pgs. 102-103: <p style="text-align: center;">Scholars should have written the correct numerals for each row.</p> <ul style="list-style-type: none"> Independent - Heart Missing Numbers: <p style="text-align: center;">1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.</p>
History	<ul style="list-style-type: none"> PA: Parent reads Stars and Stripes. PA: Parent poses questions using the discussion cards. PA: Parent reads flag information and instructions to scholar. I: Scholar complete flag worksheet.
Science	N/A

I=Independent or PA=Parent Assisted



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Parent Packet: Kindergarten

Wednesday Daily Overview

4/15/20

Spalding	<ul style="list-style-type: none"> ● <u>Parent Assisted</u>: Review Focus Phonograms: ey oy, ed, wor, ie, or, ti (cue: tall), ch, gu, ei ● <u>Parent Assisted</u>: Spelling Words 1x and phonogram handwriting practice(10min): complete homework (see chart) and use Mrs. Clouse's video: https://www.youtube.com/playlist?list=PL8UyUmxS7VL3QrKygzYmVmfELfwxl0adJ ● <u>Independent Work</u>: Spalding Worksheet (2-5min) p. 50 ● <u>Parent Assisted (due to final silent "e" words)</u>: Reader (5min) 2.2 <i>The Big Game</i> ● <u>Parent Assisted</u>: Book Bag (as time allows)
Literature	<ul style="list-style-type: none"> ● Review John Henry a from the previous day - PA ● Scholars will answer and ask questions for clarification. – PA ● Scholar will complete copy work for "Ride a Cock-horse to Banbury Cross using their best Spalding Handwriting– I ● Scholar will color picture that goes with their copy work - I ● Practice Poem – PA ● Parent will read short story from the John Henry True/Make Believe WS – PA ● Scholar will write in their best Spalding Handwriting 3 short phrases that are "True" and 3 short phrases that are "Make Believe" based on the story from WS - PA
Poetry	<ul style="list-style-type: none"> ● Practice "Ride a Cock-horse to Banbury Cross": PA/I
Writing	N/A
Math	<ul style="list-style-type: none"> ● 1.) Utilize any counters from previous week or any items you have at home. (ex: buttons, beans, crayons, etc.) ● 2.) Parent and scholar will work on pg. 104-105 in textbook together. Indicators Parent Assistance (PA) or Independent (I) for each page are listed below. ● 3.) (PA) Page 104 - Parent use manipulatives to introduce topic as instructed at bottom of pg. 104. Ask scholar, "How many eggs are there?" Ask them to count and say, "There are 24 eggs." Encourage them to count in groups of ten and count on. Repeat. (Guide scholar to understand the grouping in objects into groups of ten and the process of counting on.) ● 4.) (PA) Page 105 - Continue to use manipulatives to work on pg. 105. ● 5.) Scholar to work (I) on additional attached worksheet labeled Unit 27 on top and pg. 105 at bottom (this is from an external Singapore Math book). Read instructions at top to scholar if needed. Parents follow instructions at



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	<p>bottom of page.</p> <ul style="list-style-type: none"> ● 6.) The answer key to each page are as follows: ● (PA) -Pg. 104 <p>There are 24 eggs.</p> <p>There are 27 carrots.</p> <p>There are 23 mangoes.</p> <ul style="list-style-type: none"> ● (PA) - Pg. 105 <ul style="list-style-type: none"> ○ (#1 row: 2 Tens / 7 Ones = 27) ○ (#2 row: 2 Tens / 5 Ones = 25) ○ (#3 row: 2 Tens / 6 Ones = 26) ○ (#4 row: 2 Tens / 6 Ones = 26) ● (I)– Pg. 105 (Additional Worksheet) <ul style="list-style-type: none"> ○ (#1 box: There are 26 shells.) ○ (#2 box: There are 32 flowers.)
History	<ul style="list-style-type: none"> ● PA: Parent reads Statue of Liberty to scholar. ● PA: Parent poses questions using discussion cards. ● PA: Parent reads Statue of Liberty information and instructions. ● I: Scholar completes the Statue of Liberty worksheet.
Science	N/A

I=Independent or PA=Parent Assisted



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Parent Packet: Kindergarten

Thursday Daily Overview

4/16/20

Spalding	<ul style="list-style-type: none"> ● <u>Parent Assisted</u>: Review Focus Phonograms: ow, ew, qu, ee, ai (cue: not used), au (cue: not used), ear (cue: early), ay, ui (cue: not used), ir (cue: first) ● Parent Assisted: Spelling Words 1x and phonogram handwriting practice(10min): complete homework (see chart) and use Mrs. Clouse's video: https://www.youtube.com/playlist?list=PL8UyUmxS7VL3QrKygzYMVmfELfwxI0adJ ● <u>Independent Work</u>: Spalding Worksheet (2-5min) p. 51 ● <u>Parent Assisted (due to final silent "e" words)</u>: Reader (5min) 2.2, <i>The Big Game</i> ● <u>Parent Assisted</u>: Book Bag (as time allows)
Literature	<ul style="list-style-type: none"> ● Review the tall tale of John Henry. -PA ● Scholar will complete the Tall Tale Elements WS as follows: ● Scholar will draw and color a picture of the main character - I ● Scholar will write the location(s) of the setting - PA ● Scholar will write problem and solution from the tall tale about John Henry - PA ● Poem: Ride a Cock-Horse to Banbury Cross- PA
Poetry	<ul style="list-style-type: none"> ● Practice "Ride a Cock-horse to Banbury Cross": PA/I
Writing	N/A
Math	<ul style="list-style-type: none"> ● 1.) Parent can start math lesson by providing snack (ex: raisins) in a cup to count and taste. ● 2.) Parent and scholar will work on pg. 106-107 in textbook together. PA will assist with all of page 106 and scholar will work pg. 107 independently. Guide students to realize it is easier and faster to count when the items are arranged in sets of 10. Follow instructions at bottom of each page. ● 3.) Scholar will work (I) on additional worksheet labeled Unit 27 on top and pg. 104 at bottom. Parent read instructions to scholar if needed. ● 4.) The answer key to each page are as follows: ● Parent Assistance (PA) -Pg. 106 – <p>There are 26 fruits.</p> <p>There are 30 Kiwi.</p>



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	<p>There are 23 figs.</p> <p>There are 27 peaches.</p> <ul style="list-style-type: none"> ● Independent (I) -Pg. 107 <p>There are 28 bees.</p> <p>There are 21 ants.</p> <p>There are 25 flowers.</p> <ul style="list-style-type: none"> ● Independent (I) – Additional Pg. 104 <p>Row 1: 40 dots</p> <p>Row 2: 27 dots</p> <p>Row 3: 34 dots</p> <p>Row 4: 25 dots</p>
History	<ul style="list-style-type: none"> ● PA: Parent reads the Liberty Bell to scholar. ● PA: Parent reads Liberty Bell information and instructions to scholar. ● I: Scholar completes the Liberty Bell worksheet.
Science	N/A

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Friday Daily Overview

Assessment Day

4/17/20

Spalding	<ul style="list-style-type: none"> ● Spalding Assessment Page: Spelling Words
Literature	<ul style="list-style-type: none"> ● Parent will read the paragraph from the McCall-Harby #30 Comprehension Test - PA ● Parent will read the McCall Harby questions to scholar -PA ● Scholar will write a “Yes” or “No” response in their best Spalding Handwriting on the page numbered 1-10 – I ● Poem: Scholar gives Poem Presentation - I ● Parent completes “Ride A Cock-horse To Banbury Cross” Rubric - PA
Poetry	<ul style="list-style-type: none"> ● Poetry Recitation: “Ride a Cock-horse to Banbury Cross”: I
Writing	N/A
Math	<ul style="list-style-type: none"> ● 1.) Parent and scholar will work on pg. 108-109 in textbook together. PA will assist with pg. 108 and scholar to work pg. 109 independently. ● 2.) On pg. 108, guide scholar to observe that the first ten stones are brown, the next ten stones are beige and the last ten stones are white. ● 3.) Call out a number on this page and have them point to the stone. Repeat 2x. ● 4.) Ask scholar to color the white stones a different color. ● 5.) Scholar should recognize the numbers in correct order. ● 6.) Independent scholar work on pg. 109. ● 7.) This unit also includes two attached (I) study worksheets - pg. 106-107 from another Singapore Math book. ● 8.) The answer key to each page are as follows: <ul style="list-style-type: none"> ● Parent Assistance (PA) - Pg. 108 Scholar to color white stones. ● (I) - Pg. 109



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	Scholar to fill in missing numbers as follows: Row 1: 23 Row 2: 24, 25 Row 3: 26, 27 Row 4: 21, 25
History	<ul style="list-style-type: none">I: Scholar uses the copy work page to answer this question: What do the stars on the American flag symbolize?
Science	N/A

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Parent Packet: Kindergarten

Parent Page: Spalding

New Spelling Words

Below is a chart *attempting* to explain the Spalding technique for introducing new spelling words. Teachers attend a two-week Spalding class and are coached throughout the year on the best way to present Spalding. We do not expect our parents to become Spalding experts 😊. Please focus on the sounds of each word and reach out to your teacher for additional help. These words will be reviewed again in first and second grade.

<u>Word</u>	<u>Sentence</u>	<u>Instructions</u>
sit	He will sit on the bench.	Students make the sounds for "sit" as they write the word. No rules, no markings.
sits	He sits on the bench.	"Sit" helps us spell "sits". The base word of "sits" is "sit". Students make the sounds for "sits" as they write the word. Bracket "sit" and "sits".
lot	Weeds are growing in the vacant lot.	Students make the sounds for "lot" as they write the word. No rules, no markings.
box	The present was in a box.	Students make the sounds for "box" as they write the word. No rules, no markings.
school	I hope school opens soon.	Students make the sounds for "school" as they write the word. Underline the "ch" it's a two letter phonogram. Float a 2 on top of the "ch" it's saying its second sound. Underline the "oo" it's a two letter phonogram.
be long	I belong to a club.	Students make the sounds for "belong" as they write the word. Don't forget the syllable break. Underline the "e" rule 4 "e" may say "e" at the end of a syllable. Underline the "ng" it's a two letter phonogram.
door	The front door is open.	Student makes the sounds for "door" as they write the word. Underline the "oo" two times. It's



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		a two letter phonogram and it's making an unusual sound.
floor	The floor is tiled.	Student makes the sounds for "floor" as they write the word. Underline the "oo" two times. It's a two letter phonogram and it's making an unusual sound.
yes	No is the opposite of yes.	Student makes the sounds for "yes" as they write the word. No rules, no markings.
low	The ceiling in the old house is low.	Student makes the sounds for "low" as they write the word. Underline the "ow" it's a two letter phonogram. Float a two on top of the "ow" it's saying its second sound.

Friday's Test

Spelling Test: Test the student on this week's Spalding spelling words. State the word, provide the sentence and have the student say and write the sounds in the word. No rules or markings are needed with the spelling tests 😊.



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Parent Page: Math

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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.



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Student Packet: Kindergarten

Student Packet

Tuesday Daily Agenda

4/14/20

Spalding	<input type="checkbox"/> I read for at least 10 minutes today. <input type="checkbox"/> I completed today's Spalding work: Homework and worksheet.
Literature	<input type="checkbox"/> I listened to a parent read John Henry
Poetry	<input type="checkbox"/> I completed my poetry work
Writing	<input type="checkbox"/> I completed my writing prompt.
Math	<input type="checkbox"/> I completed today's math work: pg 102-103 and Hearts Missing Number worksheet.
History	<input type="checkbox"/> I completed today's history work: The American Flag
Science	<input type="checkbox"/> N/A
Specials	<input type="checkbox"/> I completed today's special work: <input type="checkbox"/> Art <input type="checkbox"/> Latin <input type="checkbox"/> PE <input type="checkbox"/> Music



Great Hearts Western Hills
Spalding Homework: K

Grade: K Day of Week: Tue (Mon/Tue/Wed/Thu)

Dear Parents,

Please dictate the following phonograms to your child. When you complete all the phonograms, your child will need to fold their blank sheet of Spalding paper so the phonograms do not show. Repeat this entire process one more time so each phonogram has been practiced a total of 2 times, but the phonograms have never been copied. Thank you!

rsit
lsits
lot
box
school
y
z

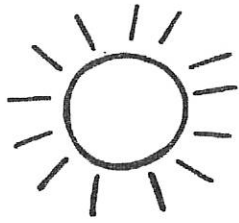
Further Instructions:

Child should write his/her name, grade, and the date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as practice proper letter formation. Please instruct your child to use his/her best handwriting and to rewrite any phonograms that were not written with care.

Name: _____

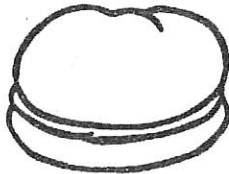
#1

Date: _____



bun

sun



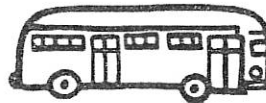
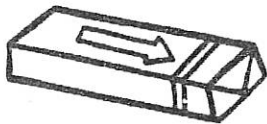
run

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mud

bud

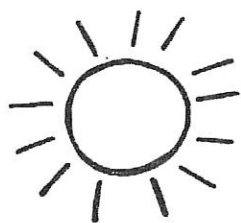


bus

gum

Independent Work

49



SUN



RUN

~~bun~~

~~sun~~



bun

~~run~~



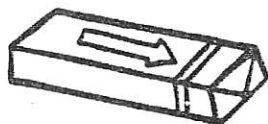
mud



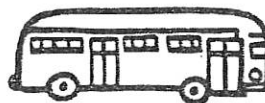
bud

~~mud~~

~~bud~~



gum



bus

~~bus~~

~~gum~~

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Ride a Cock-horse to Banbury Cross

A Mother Goose Poem

Ride a cock-horse to Banbury Cross,

To see a fine lady upon a white horse;

Rings on her fingers and bells on her toes,

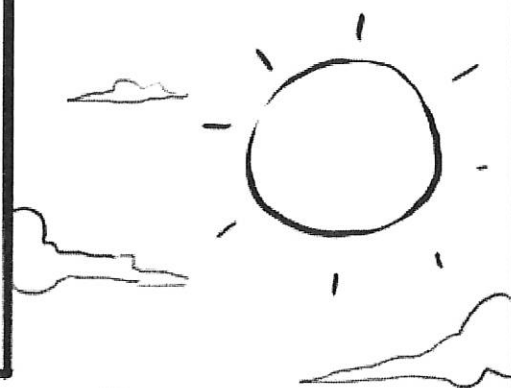
She shall have music wherever she goes.



Tue 4/14

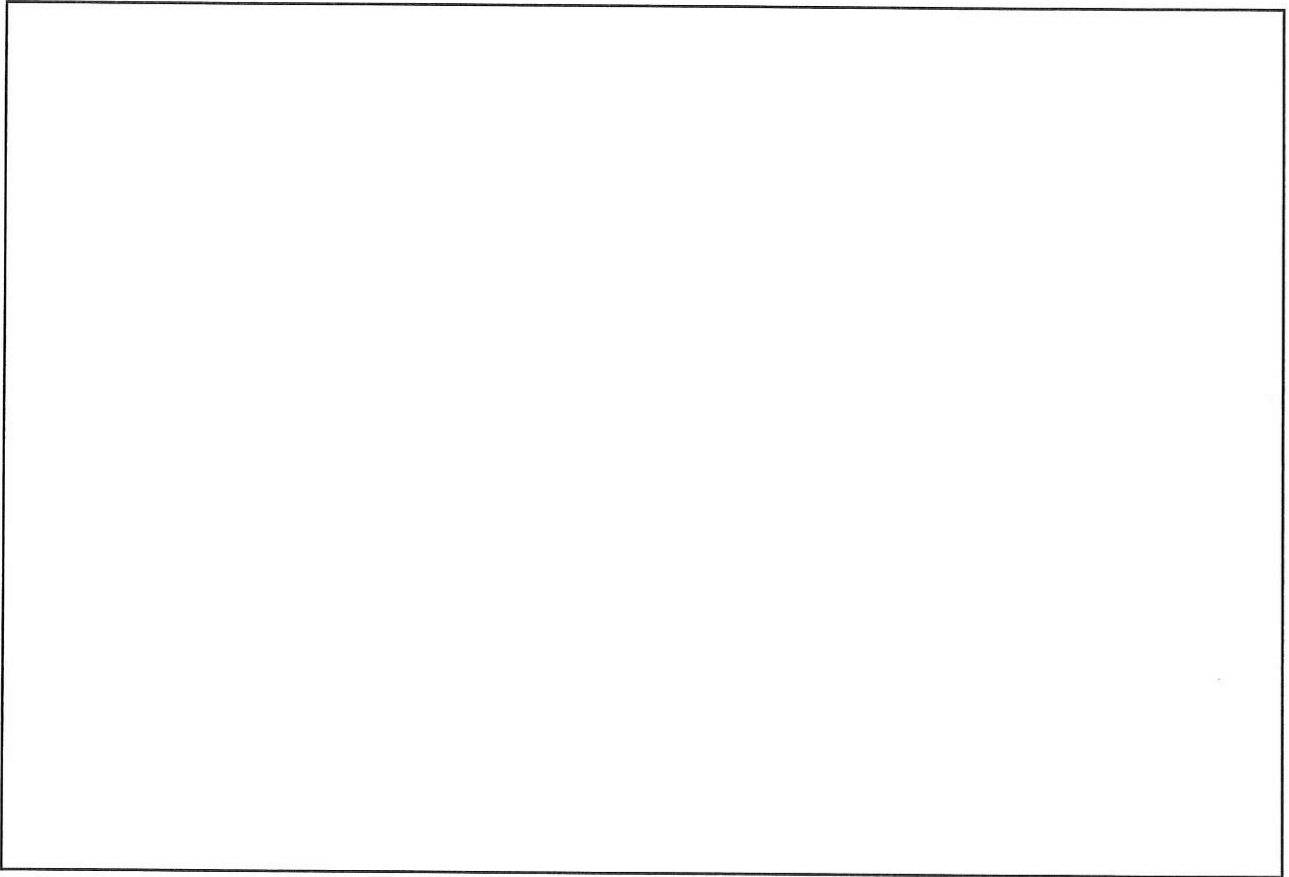
PA 19

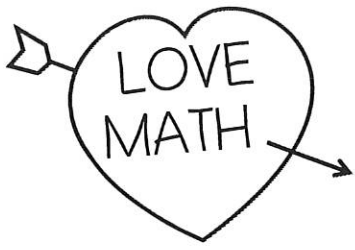
**Hi! My name is John Henry!
I was the strongest man and fastest
steel driver that ever lived. I helped
build the railroads that linked the
country for the first time. I even won
a race against an automatic
hammer meant to replace me!**



Name: _____

Date: _____





Missing Numbers

1 to 30

Write the numbers.

1				
	7			10
11		13		
		18	19	
	22	23		
26				30

Count the tens and ones. Write the number of dots in each row. (Independent)

Concept: Count to 40 in tens and ones.

Introduction: Give the child between 30 and 40 objects and have him/her make groups of tens, count the groups of tens, and count the leftovers. Write the number as tens and ones and get the child to read it.

One Step Further: Get the child to read the numbers he/she has written on this page.



G Stars and Stripes

The U.S. flag is an important symbol to our country. What are some reasons you know this after reading the book?

Evaluate

Reading a-z



G Stars and Stripes

What caused people to think we needed one flag for all of the United States?

Cause and Effect

Reading a-z



G Stars and Stripes

Why did the author write this book? How do you know?

Author's Purpose

Reading a-z



G Stars and Stripes

How do the people in the book feel about displaying their flags? How do you know?

Analyze

Reading a-z

Name: _____

Flag of the United States

The picture below shows the United States' flag.

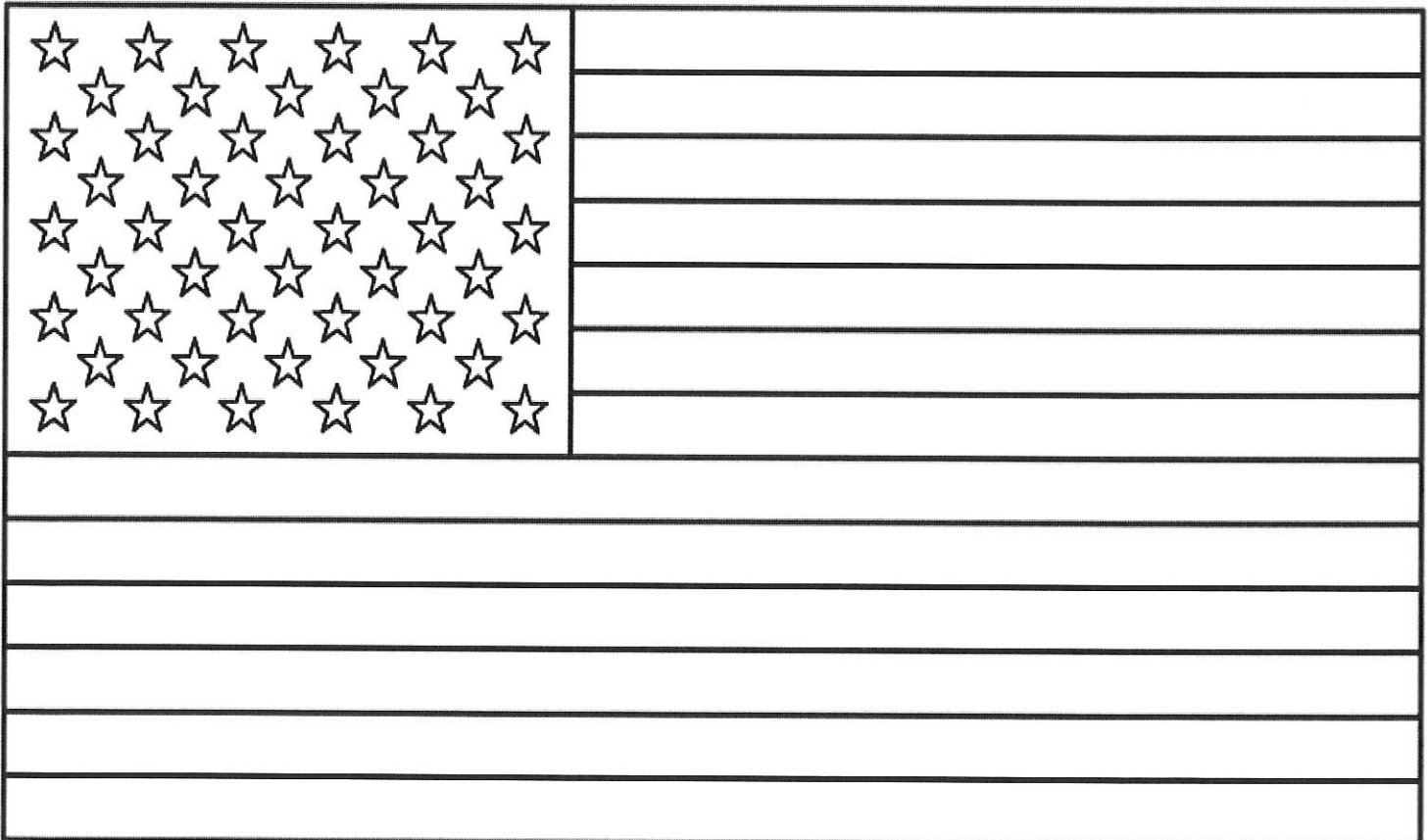
The flag's colors are red, white, and blue.

- Red is a symbol for valor, or bravery.
- Blue is a symbol for vigilance and justice.
- White is a symbol for purity and innocence.

There are fifty white stars against a blue background. Each star represents one of the fifty states in our country. Whenever a new state is added to our country, a new star is added to the flag.

There are 13 red and white stripes on the American flag. The top and bottom stripes are red. The 13 stripes represent the original 13 colonies that became states when our country was started.

Color the flag below. Be sure you use the correct colors in the correct areas.



We have a new composer for April. His name is Rachmaninof. He wrote a lot of songs for the piano. See if you can listen to some of his songs with your parents.

Our lesson this week is with Twinkle Twinkle Little Star
Songs have words that rhyme. Sing the song.

Twinkle Twinkle little **Star**
How I wonder what you **are**.
Up above the world so **high**
Like a diamond in the **sky**.
Twinkle twinkle little **star**
How I wonder what you **are**.

Now make a new song with rhyming words to the tune
of Twinkle, Twinkle Little Star

To make this song, fill in the blanks with the words that best fit the sentences below. Be sure the words rhyme.

I can count from one to _____
Five cows, four pigs, and a _____
Reading, writing, math and _____
My report card was not _____
I like school for it is _____
It makes my day bright like the _____

Use these words: ten sun
 poor fun
 more hen

Can you make up on your own song with rhyming words?

Kinder Art

Hello friends! This week we are going to be learning about a new artwork and art history period! The new art period is called *Baroque*. Baroque art is dramatic, filled with bright lights, dark shadows, and deep colors.

The artwork you are looking at today is a little tricky. **I need your help to find out who the artist in the painting is really looking at.** Can you help me?

First, find these things in the painting and circle them with a pencil:

Mirror Dog Paintbrush Stairs Hairbow Mustache Pink Flowers



When finished circling the items, answer these questions:

1. How many dogs are there? _____
2. How many girls in dresses are there? _____
3. How many people are in the mirror? _____

Ok, who do you think the artist is painting? _____

Go to the next page to find the answer....

Are you ready for the answer? The artist is actually painting the two people that are in the mirror on the back wall! They are the little girl's parents. Also, when you look at the painting you are standing where her parents would be standing! So it's like you are the one being painted! I know that is a little confusing, but I thought it was so fun to learn that I had to share it with you.

Title: Las Meninas

Medium: Paint

Artist: Diego Velazquez

Parents: I found a great book called, "Katie and the Spanish Princess," read on youtube. The book shows Velazquez's other works!

Here is the link: <https://www.youtube.com/watch?v=zqbQyNlnxxE>

Directions: Color in the artwork as close as you can to the original painting.

If you want to keep making art color in this Baroque style butterfly! Use lots of colors and try to stay in the lines.

Latina Canta: Agite, agite!

Instructions: In this lesson, we will learn the names of some things you might find in your house.

- 1. Say the Latin name for each picture aloud.*
- 2. Color the picture.*
- 3. Have a partner (a parent, sibling, or friend) show you each picture. Do the action of the picture shown. Try competing against someone else to see who can do the action first!*

Pro Parentibus

List of actions:

Sede: sit

Surge: stand

Scribe: write

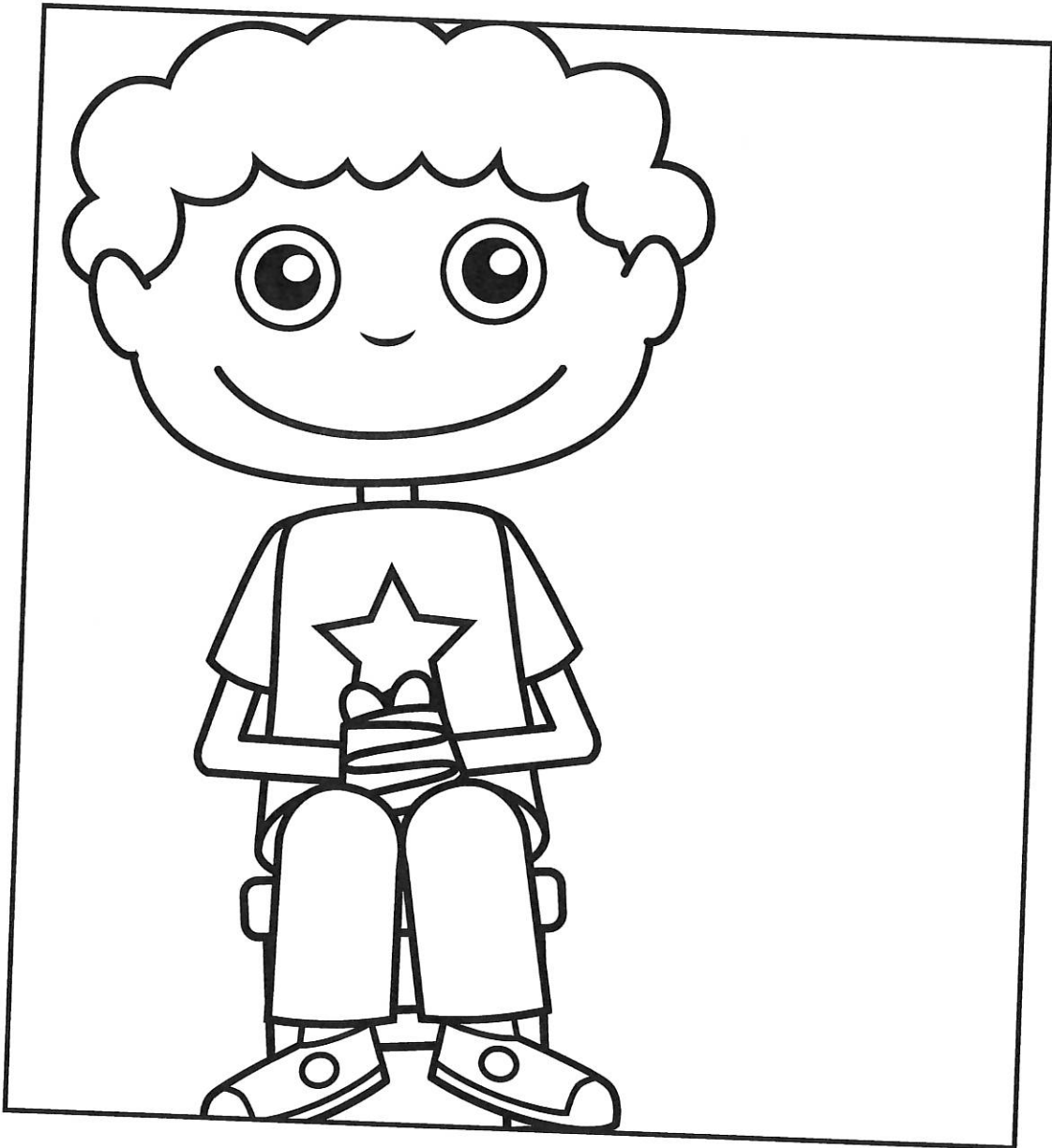
Repete: repeat

Audi: listen

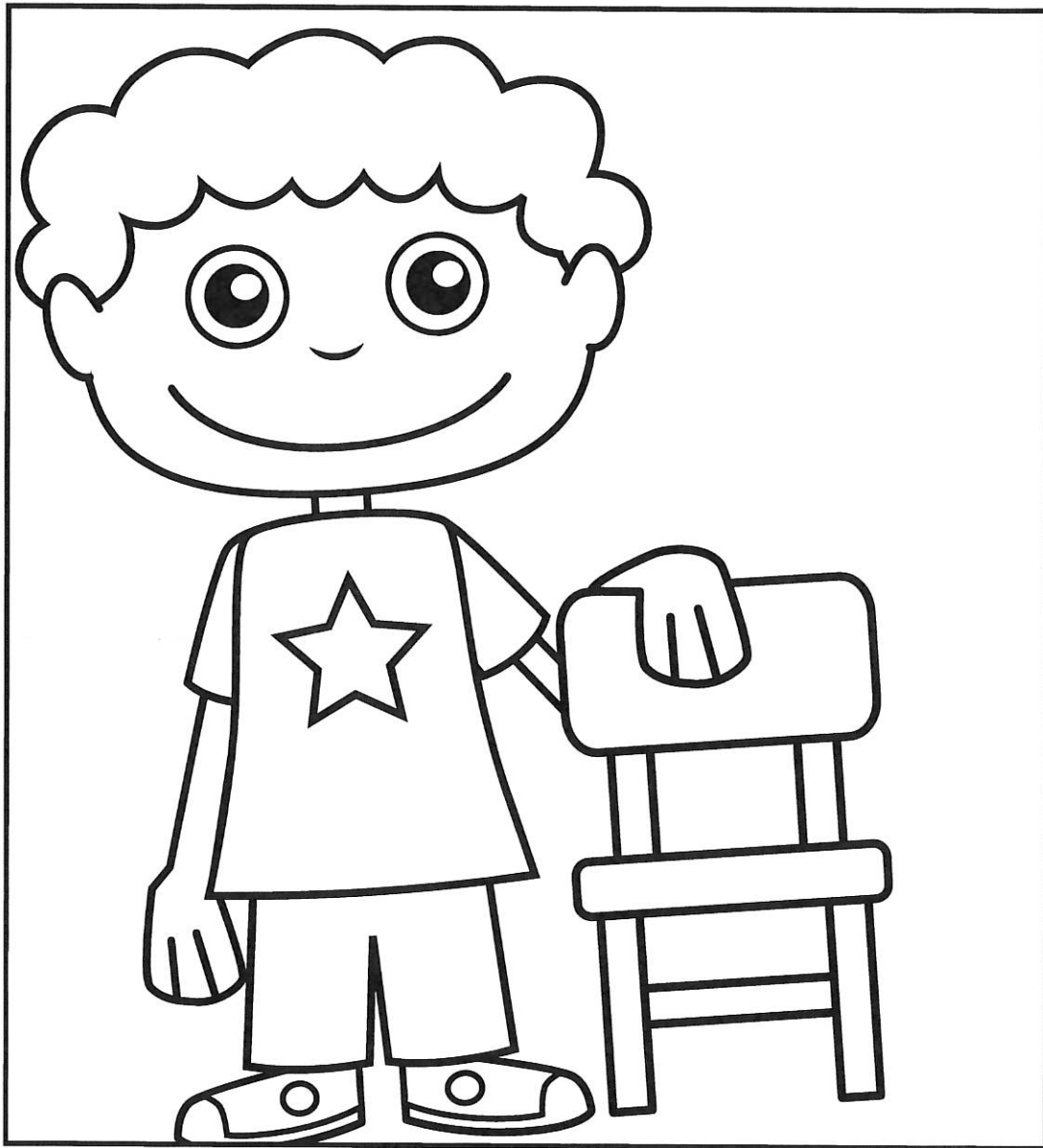
Tace: be silent

Aperi librum: open your book

Attolle manum: raise your hand



sede



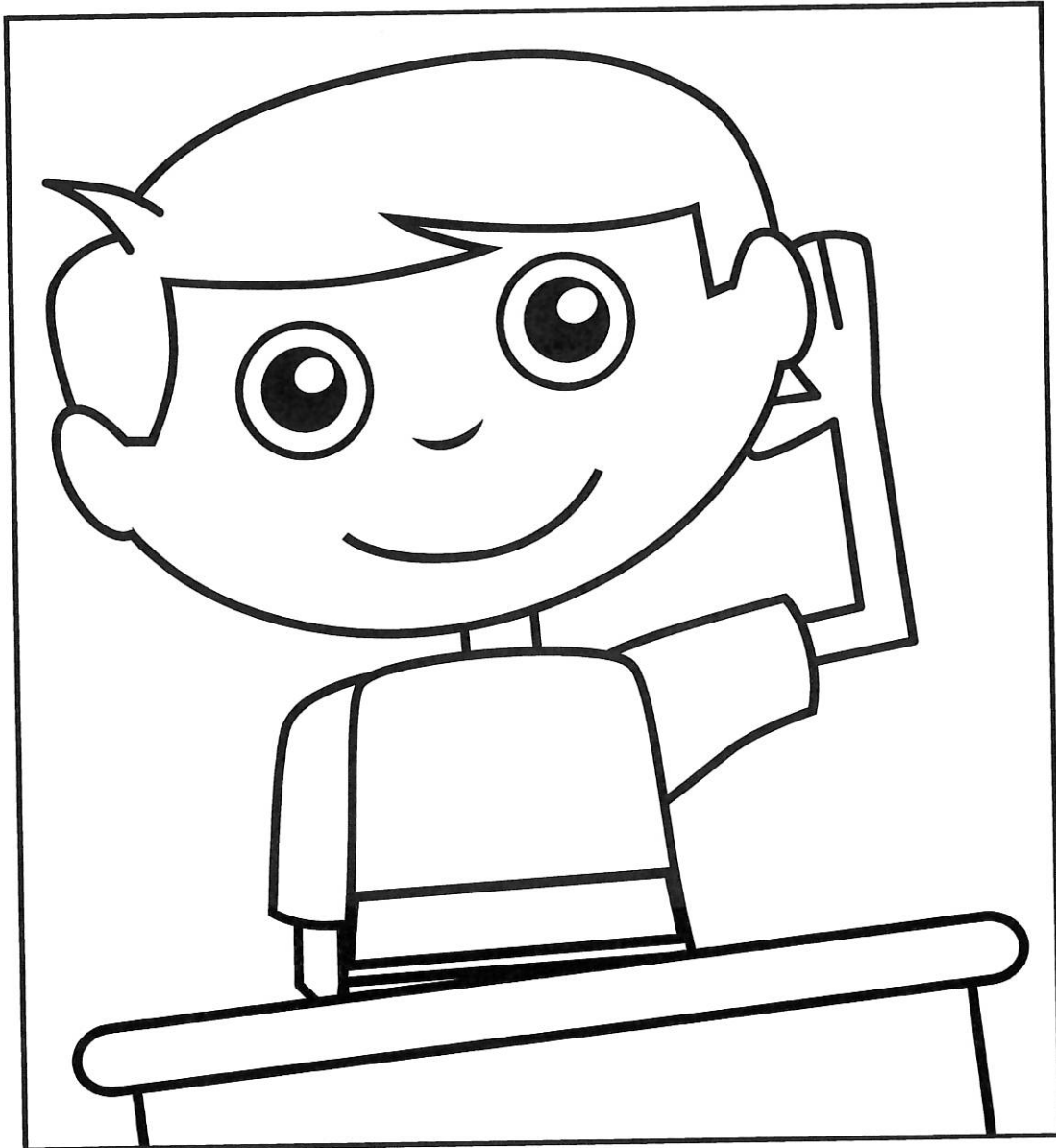
surge



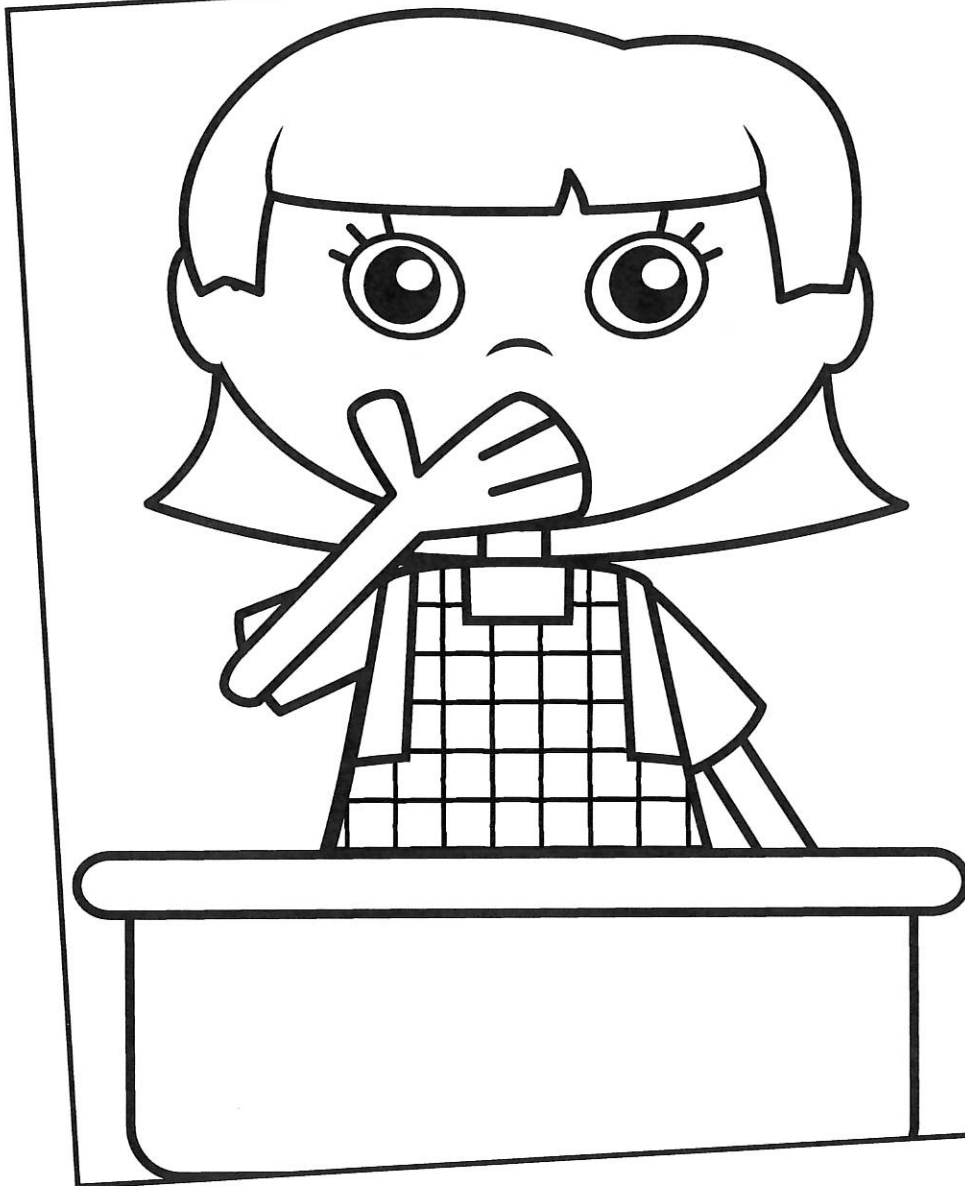
scribe



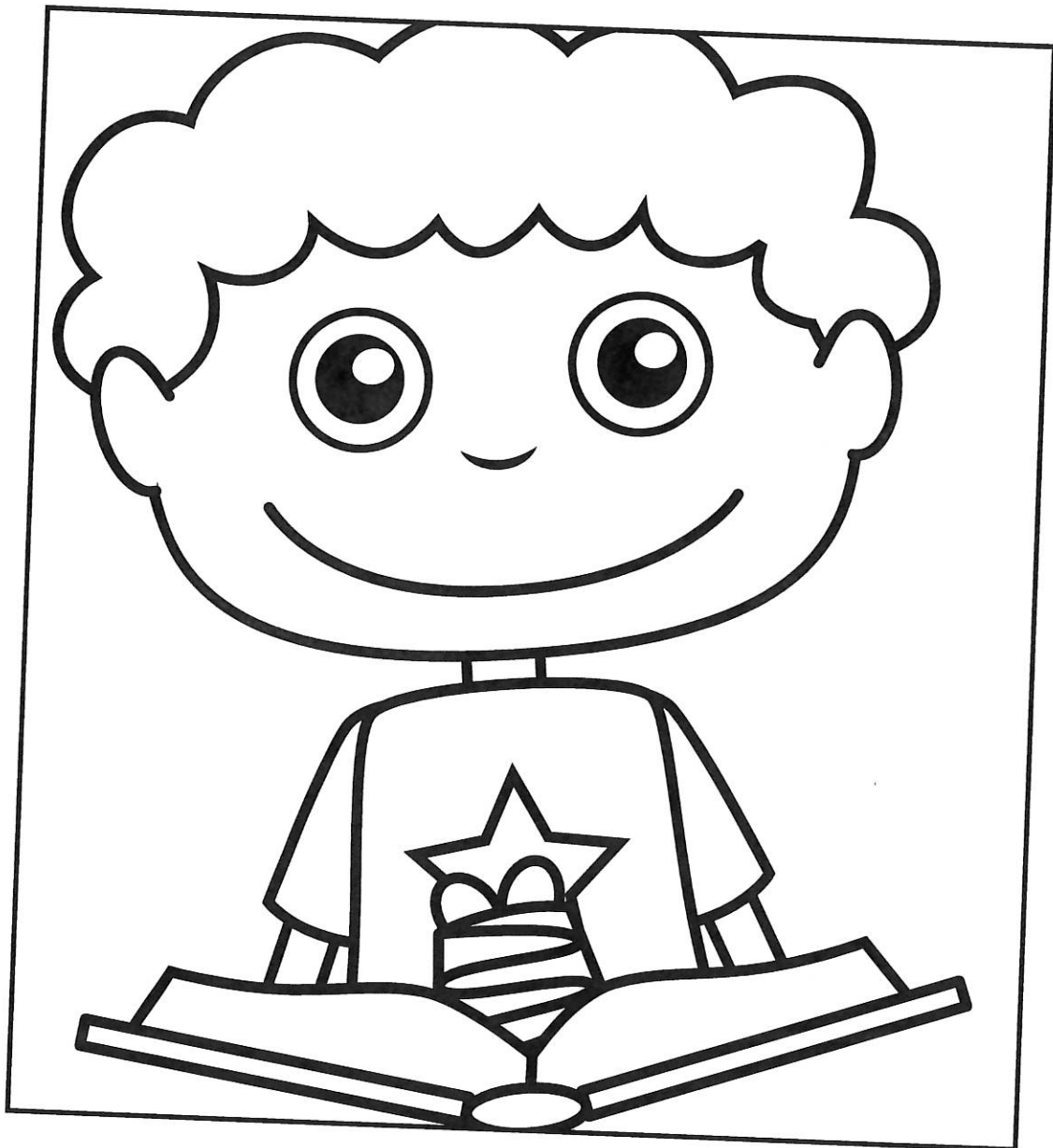
repete



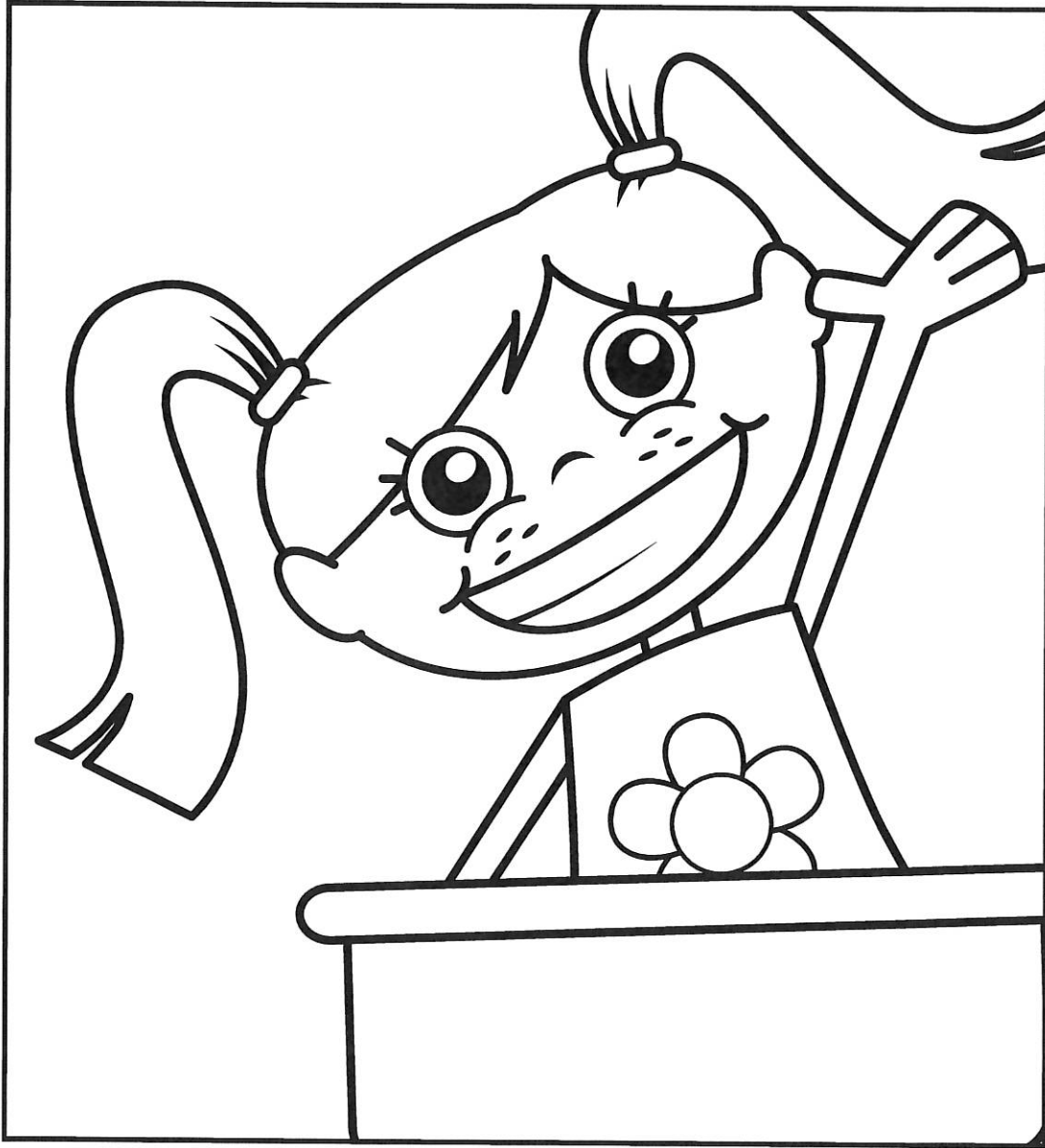
audi



tace



aperi librum



attole manum

PE lesson plan for the week of April 13th

K-2

Here's a challenge for you all! Normally you would have PE two, maybe three times a week! You need exercise! You need to move. Moving will keep you healthy. These exercises will help you stay active and break up the monotony of having to be home so much. Getting exercise will help you LEARN!

Please only choose what you can do. If you can only do one activity a week, that is ok!

Find a sidewalk out in front of your house, or draw a line in chalk, or find a line of tiles in your home. Stand behind the line, and bunny hop back and forth across that line for 45 seconds. Your hops should be quick and small.

Using that same line, place one foot in front of the line and one foot behind. Now switch them, slowly at first. Now increase your speed and move for 45 seconds. Switch your feet quickly.

Turn your body sideways. Feet are together beside the line. Side hop back and forth across the line. Start slow, increasing your speed. Exercise for 45 seconds.

Last one. Standing sideways, crisscross your feet on either side of the line. Switch your feet. Go slow at first until you are comfortable. Increase your speed and exercise for 45 seconds.

Anytime you are feeling tired, or just tired of working, ask your parent or guardian to play "Do this, Do that". You are the leader. Remember this game is just like Simon Says. When you say DO THIS, they do it. When you say DO THAT, they SHOULDN'T do it. Try to catch them making a mistake. Here is an example: DO THIS (place hands on ears), DO THIS (place hands on nose), DO THIS (place hands on belly), DO THAT (place hands on knees), go ahead see who you caught watching you instead of listening. Only play a few rounds and then get back to work.

Ask your parent or guardian to play Red Light, Green Light with you. You can do this in the house if your parents approve, just be very careful and move slower than you would outside. Take turns. Only play a couple rounds, then it's back to work.

Feeling tired or restless, how about a quick round of cardio? 20 jumping jacks, 10 mountain climbers, 5 burpees. Now back to work.

Parents- please only do what you can with your child. Sometimes a quick burst of movement or laughter helps them focus enough to finish an assignment. These are all extra games to keep your scholar moving. If you have questions, or even ideas please reach out to me at kori.johnson@greatheartswesternhills.org



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Student Packet: Kindergarten

Wednesday Daily Agenda

4/15/20

Spalding	<input type="checkbox"/> I read for at least 10 minutes today. <input type="checkbox"/> I completed today's Spalding work: Homework and worksheet.
Literature	<input type="checkbox"/> I listened to a parent read John Henry.
Poetry	<input type="checkbox"/> I practiced today's poetry work.
Writing	<input type="checkbox"/> N/A
Math	<input type="checkbox"/> I completed today's math work: 104-105 in their textbook and additional worksheet labeled Unit 27 pg. 105.
History	<input type="checkbox"/> I completed today's history work: The Statue of Liberty
Science	<input type="checkbox"/> N/A
Specials	<input type="checkbox"/> I completed today's special work: <input type="checkbox"/> Art <input type="checkbox"/> Latin <input type="checkbox"/> PE <input type="checkbox"/> Music



Great Hearts Western Hills
Spalding Homework: K

Grade: K Day of Week: Wed (Mon/Tue/Wed/Thu)

Dear Parents,

Please dictate the following phonograms to your child. When you complete all the phonograms, your child will need to fold their blank sheet of Spalding paper so the phonograms do not show. Repeat this entire process one more time so each phonogram has been practiced a total of 2 times, but the phonograms have never been copied. Thank you!

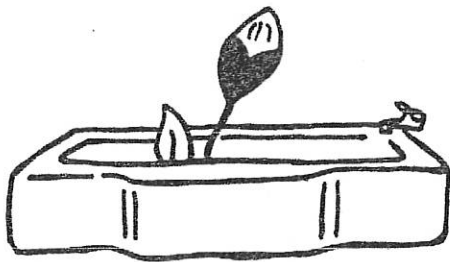
be long	r.4
door	
floor	
yes	
low	
a	
c	
d	
f	

Further Instructions:

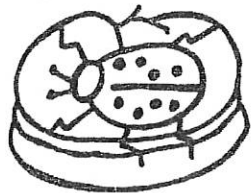
Child should write his/her name, grade, and the date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as practice proper letter formation. Please instruct your child to use his/her best handwriting and to rewrite any phonograms that were not written with care.

Name: _____

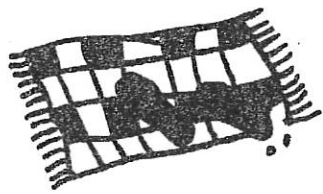
Date: _____



tub The
bud the
in is



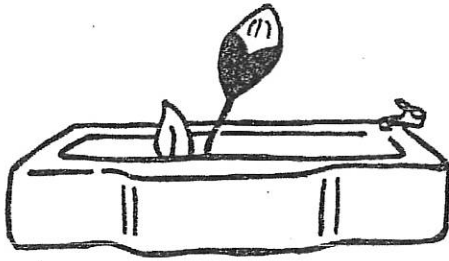
the is
bun bug
on The



rug mud
on The
the is

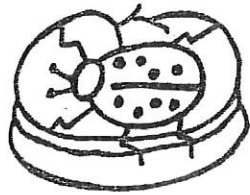
50

Independent Work



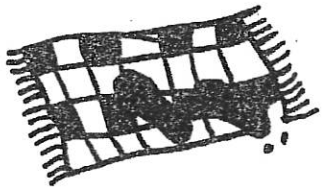
tub The
bud the
in is

The bud is in the tub.



the is
bun bug
on The

The bug is on the bun.



rug mud
on The
the is

The mud is on the rug.

"Ride A Cock-horse To Banbury Cross"



Ride a cock-horse to Banbury
Cross,

To see a fine lady upon a
white horse;

Rings on her fingers and bells
on her toes,

She shall have music wherever
she goes.

wed 4/15 Copy and color.

I



wed 4/15

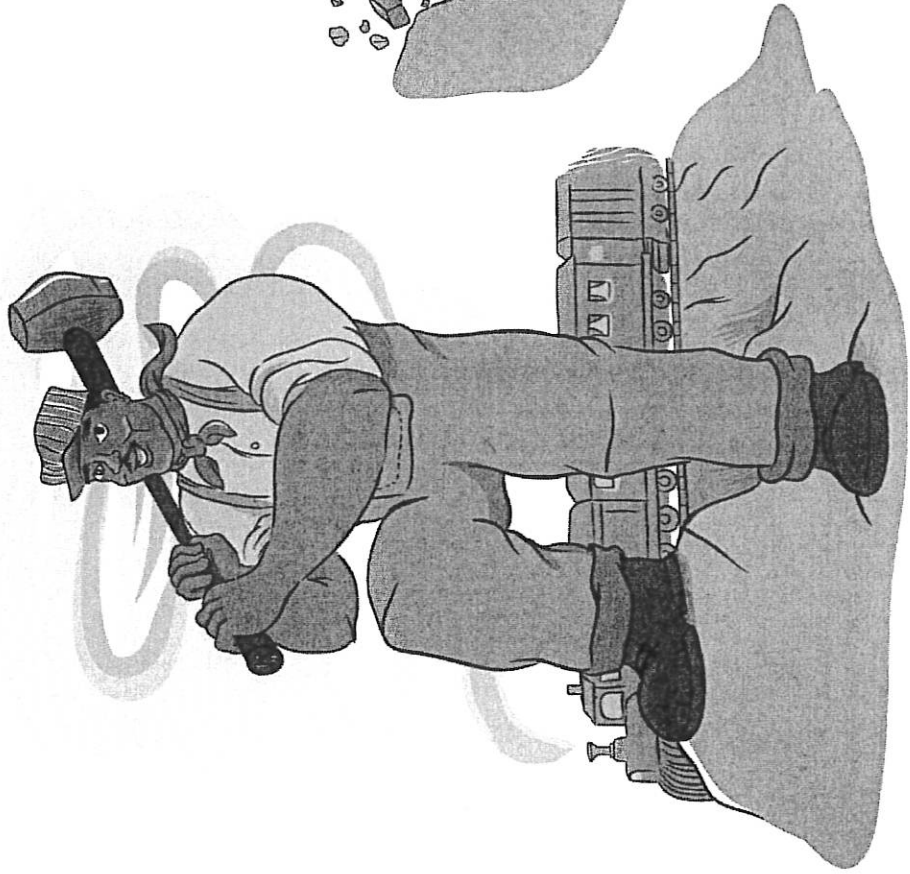
I

47^{#3}

John Henry

Tall tales don't always tell the truth! See if you can separate fact from fiction: read the tall tale of John Henry below, then list parts of the story that could be true and the parts that probably aren't in the chart on the right.

John Henry was a steel-driver who worked on the Chesapeake and Ohio Railway. He was the fastest steel-driver who ever lived! He was over seven feet tall and 300 pounds of muscle, and could hammer faster than any person you've ever met.



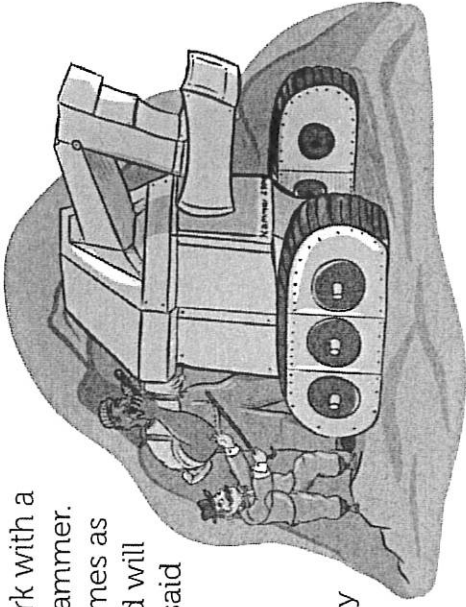
One day, his boss came to work with a mechanical steam-powered hammer. "This machine can drive ten times as many holes as any person, and will save us money and time!" he said joyfully.

"I beg to differ," said John. "No machine can replace me or any of my co-workers. I challenge you and your hammer to a contest. Let's drive clean through that mountain, and we'll just see who – or what – finishes first."

The man and the machine set off on a race. The steam hammer was fast, but John Henry was a lot faster!



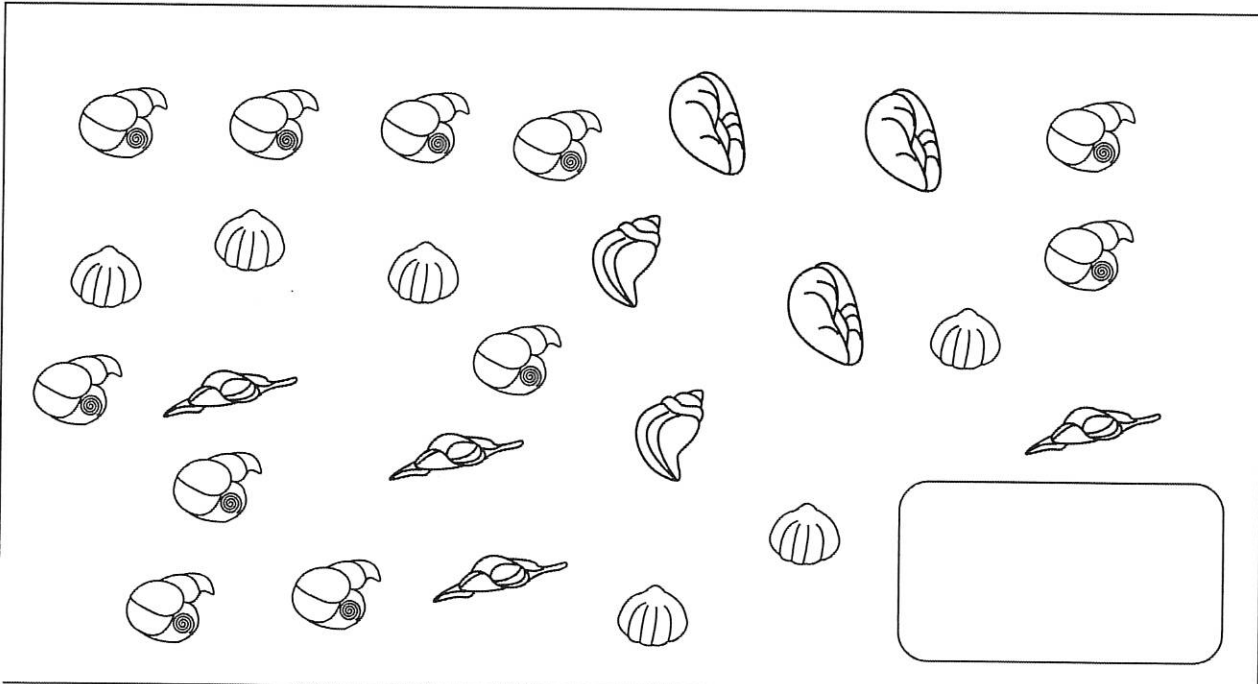
He finished drilling through the mountain in ten minutes flat, the steam hammer far behind him.



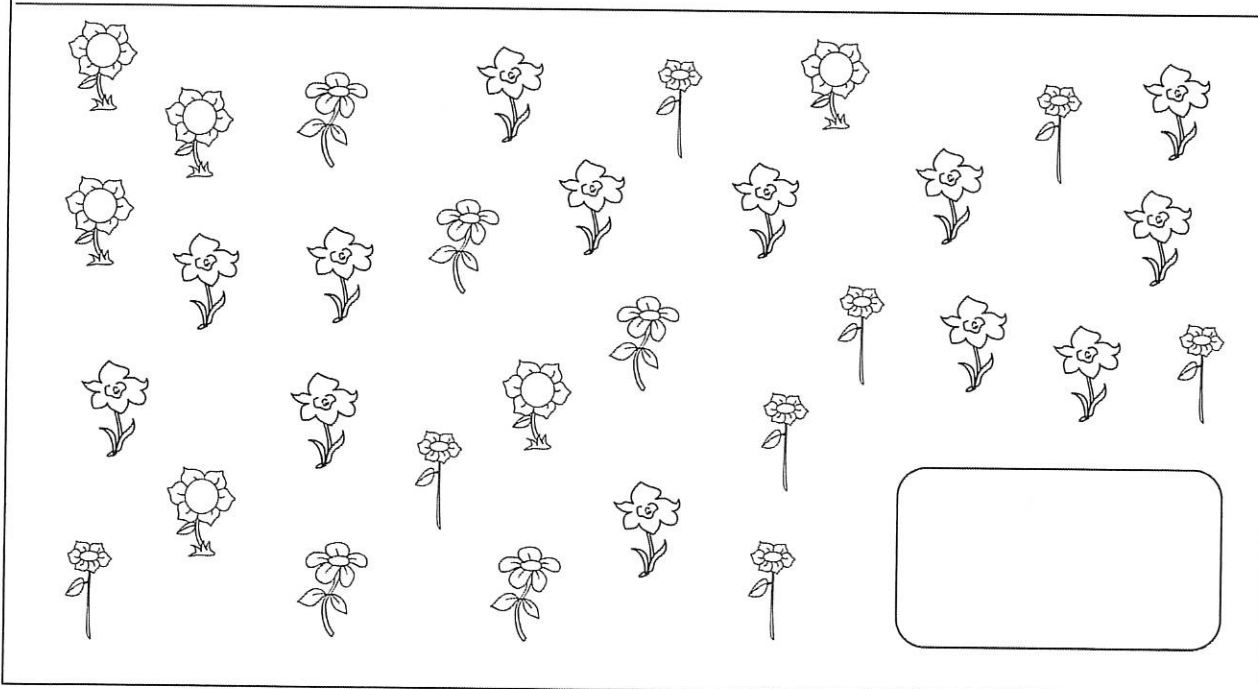
True	Make-Believe
1.	1.
2.	2.
3.	3.

Circle groups of tens. Write how many shells and how many flowers there are.

I)



II)

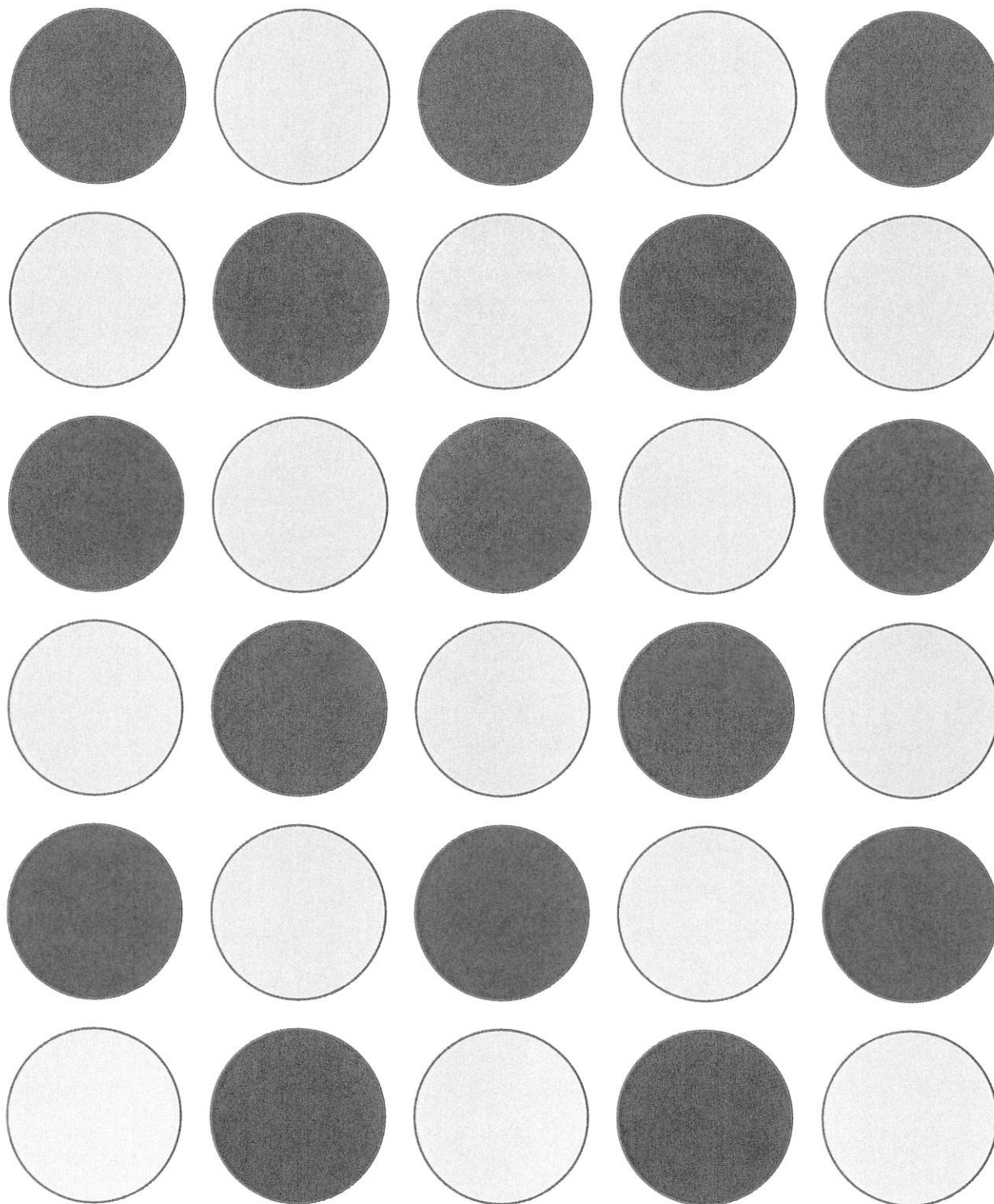


CW - 17.6

Concept: Count to 40 in tens and ones.

Introduction: Give the child a collection of objects and have the child make groups of tens. Ask the child how many groups of tens and how many ones there are, and to write the number. The child needs to know that we don't just count identical objects in a set, we also count collections of non-identical objects.

2-Color Counters



The statue was too big to move in one piece.

How was this problem solved?

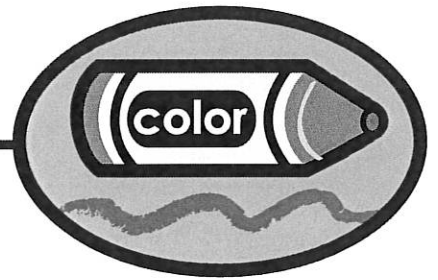
Why do you think the people of France wanted to give America a gift?

What big difference would you have noticed about the statue if you had visited it in 1886 instead of today?

Why do you think so many people visit the Statue of Liberty every year?

National Symbols:

Statue of Liberty



The Statue of Liberty stands on Liberty Island in New York Harbor. She was a gift to the United States from the people of France on July 4, 1884.

The robed figure represents Libertas, the Roman goddess of freedom.

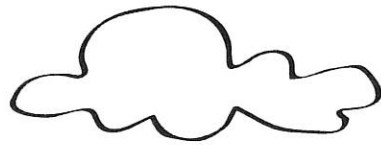
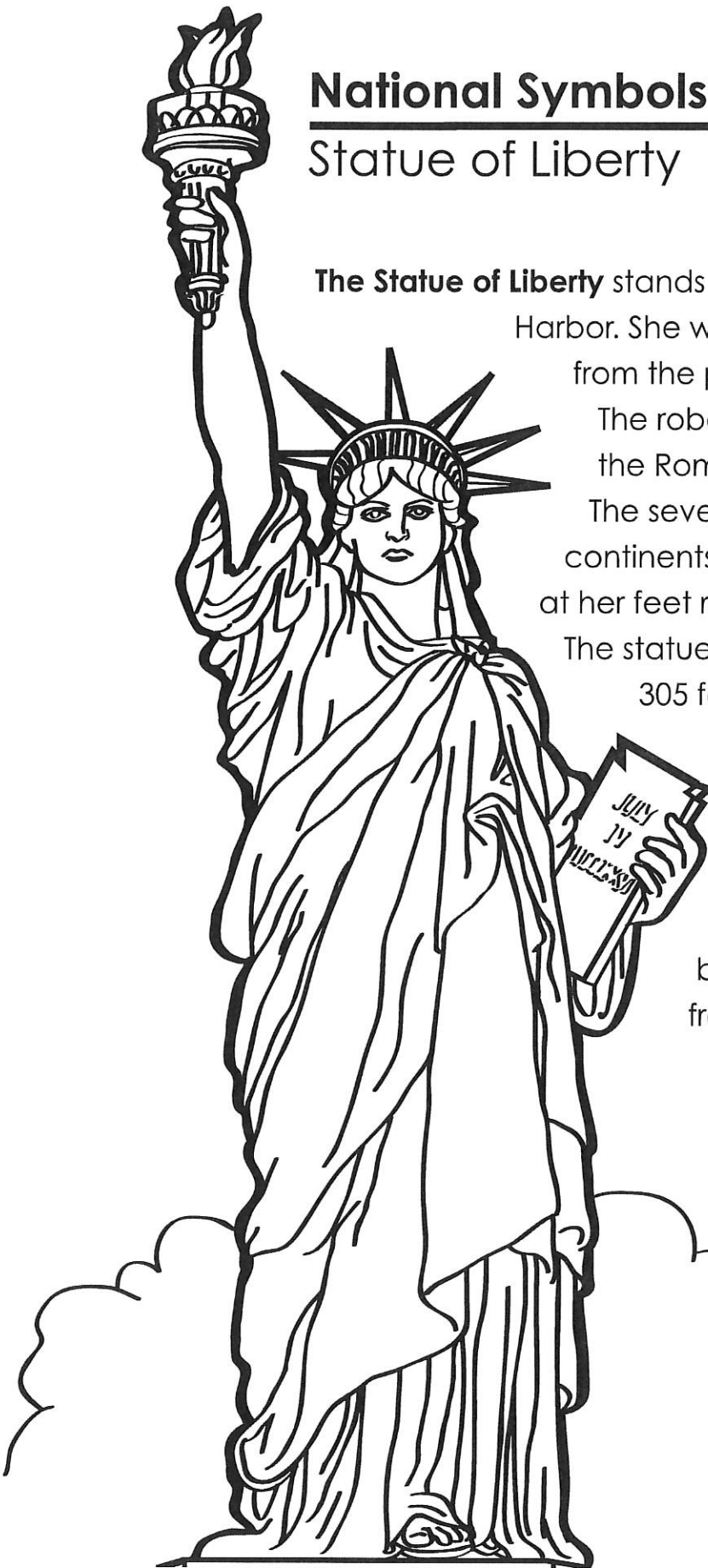
The seven spikes represent the seven continents and oceans. The broken chain at her feet represent the end of slavery.

The statue stands on a pedestal and reaches 305 feet into the air. She was made with

an iron frame and covered with pure copper. Her blue-green color is due to age and

exposure to water. Her torch

was once used as a lighthouse, but will always be the light of freedom and the path to Liberty.





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Student Packet: Kindergarten

Thursday Daily Agenda

4/16/20

Spalding	<input type="checkbox"/> I read for at least 10 minutes today. <input type="checkbox"/> I completed today's Spalding work: Homework and worksheet.
Literature	<input type="checkbox"/> I completed today's literature work.
Poetry	<input type="checkbox"/> I completed today's poetry work.
Writing	<input type="checkbox"/> N/A
Math	<input type="checkbox"/> I completed today's math work: 106-107 and additional worksheet labeled Unit 27 pg. 104.
History	<input type="checkbox"/> I completed today's history work: The Liberty Bell
Science	<input type="checkbox"/> N/A
Specials	<input type="checkbox"/> I completed today's special work: <ul style="list-style-type: none"><input type="checkbox"/> Art<input type="checkbox"/> Latin<input type="checkbox"/> PE<input type="checkbox"/> Music



Great Hearts Western Hills
Spalding Homework: K

Grade: K Day of Week: Thu (Mon/Tue/Wed/Thu)

Dear Parents,

*Write in pink notebook.
Please dictate the following phonograms to your child. When you complete all the phonograms, your child will need to fold their blank sheet of Spalding paper so the phonograms do not show. Repeat this entire process one more time so each phonogram has been practiced a total of 2 times, but the phonograms have never been copied. Thank you!

rsit
sits
lot
box
school
be long r.4
door
floor
yes
low

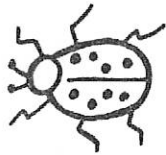
Further Instructions:

Child should write his/her name, grade, and the date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as practice proper letter formation. Please instruct your child to use his/her best handwriting and to rewrite any phonograms that were not written with care.

Name: _____

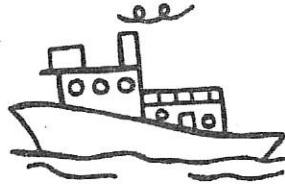
Num.: _____

Date: _____



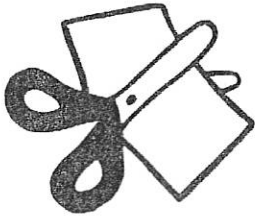
bun

bug



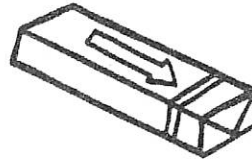
tug

tub



cut

cub



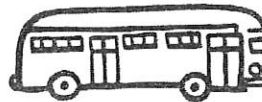
gum

gun



mug

mud



bug

bus



sun

sub



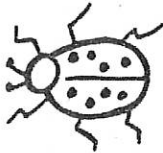

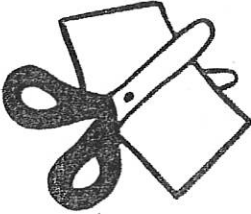
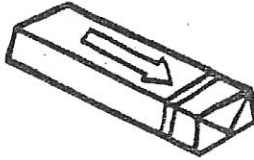

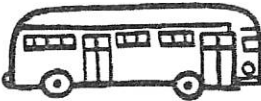


cup

cut

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Independent Work

51

 <p>bun bug b u g</p>	 <p>tug tub t u g</p>
 <p>cut cub c u t</p>	 <p>gum gun g u m</p>
 <p>mug mud m u g</p>	 <p>bug bus b u s</p>
 <p>sun sub s u b</p>	 <p>cup cut c u p</p>

Educators Publishing Service • DO NOT DUPLICATE

Name: _____

Tall Tale Story Elements

Characters:

Setting:

Exaggerations:

Problem:

Solution:

Important Icons in the United States of America

Below are some important icons in the U.S.A. Read the facts below and see why these icons are important to the nation.



Mount Rushmore

Located in the Black Hills of South Dakota, Mount Rushmore shows the faces of four United States presidents. Each president's nose is about 20 feet tall!

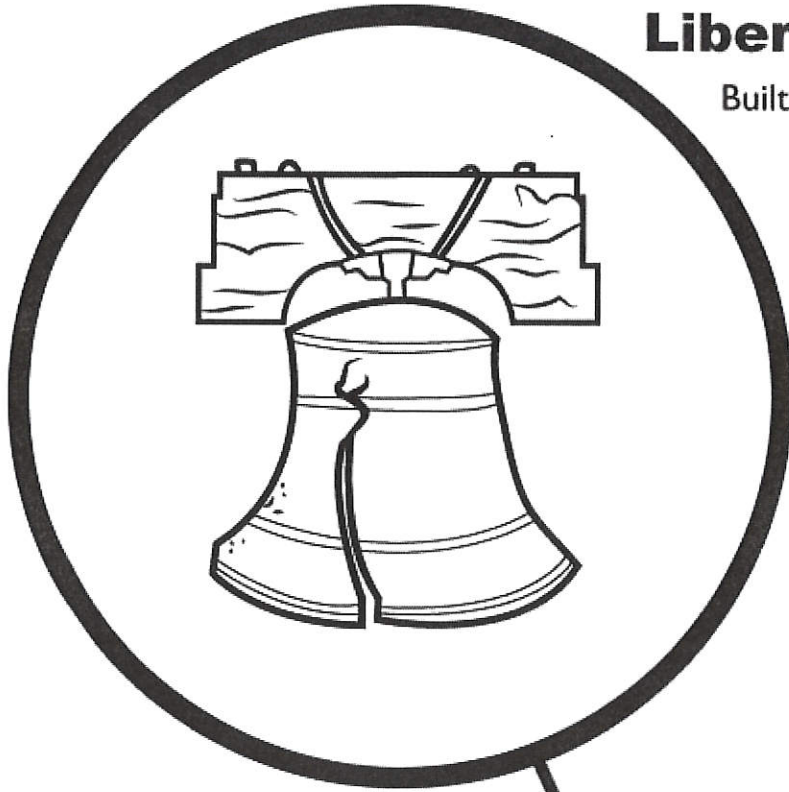
Betsy Ross

Betsy Ross was known for sewing the very first American flag. She was born on January 1st, 1752. Next time you are in Philadelphia, don't forget to visit her house, which is now a museum.



United States Symbols

Below are some important icons in the U.S. Read the facts below and see why these icons are important to the nation.



Liberty Bell ☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

Built in 1752, the Liberty Bell symbolizes freedom.
The bell is located in Philadelphia, Pennsylvania.

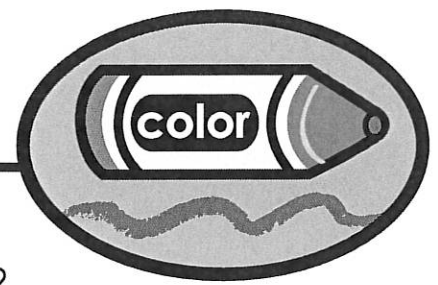


☆☆☆☆☆ Statue of Liberty

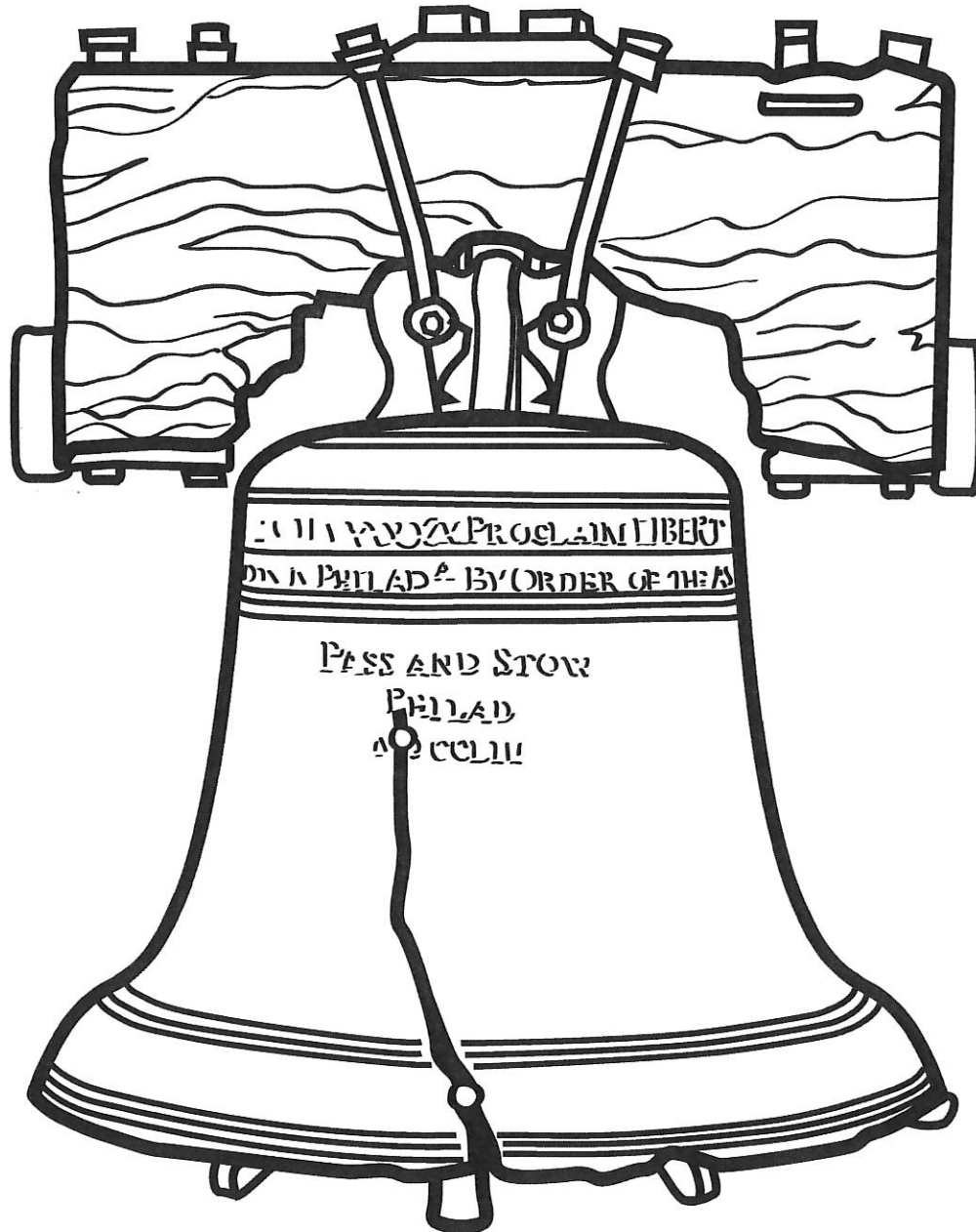
The Statue of Liberty was given to us in 1885
as a gift from France. It is in New York City.



National Symbols: The Liberty Bell



The Liberty Bell, located in Philadelphia, Pennsylvania is a symbol of American Independence. It was cast in 1752 with the words *“Proclaim LIBERTY throughout all the land unto all the inhabitants thereof”*. The famous crack was said to have formed when the bell was first rung. It is believed that the bell was one of many rung to mark the first reading of The Declaration of Independence. Let freedom ring!





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Kindergarten

Friday Assessment Packet

GHWH Kindergarten Families,

Thank you for all of your dedication and hard work in completing this week's remote learning packet! The work that they have completed throughout the course of the week has prepared them for their Friday assessments. In this packet you will find the Friday assessments organized by subject. As you complete each assessment, check off the corresponding box. These assessment pages need to be sent to your scholar's teacher by 8pm on Friday evenings.

Thank you,
The GHWH Kindergarten Team



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Kindergarten

Friday Assessment Checklist

- Student Affidavit
- Spalding Spelling Test
- Math Assignments
 - Pg 108-109 textbook
 - Attached worksheets pgs 106-107
- McCall #30 and Poem Recitation
- What Do the Stars Symbolize? (History)
- Send completed work to teachers by 8pm on Friday via email.



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Kindergarten

Student Attendance Affidavit

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

- April 13, 2020 (No School)
- April 14, 2020
- April 15, 2020
- April 16, 2020
- April 17, 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: _____



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Student Packet: Kindergarten

Friday Daily Agenda

4/17/20

Spalding	<input type="checkbox"/> I completed today's Spalding Assessment: Spelling Words
Literature	<input type="checkbox"/> I completed today's literature assessment: McCall Harby #30.
Poetry	<input type="checkbox"/> I recited this week's poem.
Writing	<input type="checkbox"/> N/A
Math	<input type="checkbox"/> I completed today's math pages 108-109 in textbook and additional worksheets pgs 106-107 attached.
History	<input type="checkbox"/> I completed today's history assessment: What Do the Stars Symbolize?
Science	<input type="checkbox"/> N/A

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: _____
Poem: Ride a Cock-horse to Banbury Cross Rubric

Title: /1

Author: /1

Ride a cockhorse to Banbury Cross, /1

To see a fine lady upon a white horse; /1

Rings on her fingers and bells on her toes, /1

She shall have music wherever she goes. /1

Clarity:

Words clearly articulated/voice projects loudly and clearly /1

Presence:

Stand upright in presentation positions /1

Total Score: /8

Fri 4/17

PA

Barry is a little boy, three years old. His mother said he was her little man. This made Barry feel very grown-up and brave. When his mother was talking on the phone one day, Barry had an idea. He wanted to take a bath and he wanted to do it all by himself. He went into the bathroom and turned on the water in the tub. He took his clothes off and got into the tub. It was fun in the tub, and he felt very brave. But more and more water came into the tub. The water got very deep. Barry wasn't so brave now. He was scared. He didn't know what to do. When the water started to run over the side of the tub, Barry got out of the tub and ran to his mother. He said, "Mother, the water is too big for the tub."

- | | | |
|-------------------------------------|--------------------------------------|-------------------------------------|
| 1. Is the story about a boy? | <input checked="" type="radio"/> YES | <input type="radio"/> NO |
| 2. Was Barry six years old? | <input type="radio"/> YES | <input checked="" type="radio"/> NO |
| 3. Did the boy want to take a bath? | <input checked="" type="radio"/> YES | <input type="radio"/> NO |
| 4. Was the mother in the bathroom? | <input type="radio"/> YES | <input checked="" type="radio"/> NO |
| 5. Did the boy turn on the water? | <input checked="" type="radio"/> YES | <input type="radio"/> NO |
| 6. Did Barry keep his clothes on? | <input type="radio"/> YES | <input checked="" type="radio"/> NO |
| 7. Did the water get very deep? | <input checked="" type="radio"/> YES | <input type="radio"/> NO |
| 8. Did the boy turn off the water? | <input type="radio"/> YES | <input checked="" type="radio"/> NO |
| 9. Did Barry get out of the tub? | <input checked="" type="radio"/> YES | <input type="radio"/> NO |
| 10. Was Barry too big for the tub? | <input type="radio"/> YES | <input checked="" type="radio"/> NO |

Fri 4/17 Parent reads story. Scholars write "yes" or "no" on next page. PA

McCall-Harby Comprehension Test _____/10

Name: _____ Date: _____

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Fri 4/17

I
68

(If you are curious about a missed answer, see the back of this page for the

Color the correct number of squares.
(Independent)

25

33

27

Concept: Count to 40 in tens and ones.

Introduction: Use linking cubes in groups of tens along with individual cubes. Write a number between 20 and 40 and have the child show you that number with objects.

Unit 27

Numbers to 40

Read the numbers. (Independent)

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40

Fill in the missing numbers.

21	22			25
	27	28		30
31			34	35
36		38		40

For 17.8 pg 2.

Concept: Count to 40.

Introduction: Use the chart on this page and get the child to count to 40. Guide the child in reading the rows in order, going back to the beginning of the row for each new row. Have the child count out 40 counters.

Name: _____

Date: _____

