



# 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](http://www.greatheartswesternhills.org)

*Parent Packet: Kindergarten*

## Letter to Kindergarten Families

Greetings 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 materials they are learning. It is a joy to see their written responses and artistic renderings each week! In addition, we are excited about the launching of our google classrooms this week! Please be on the lookout for further communication from both the school and your scholar's teacher.

Kind Regards,  
The GHWH Kinder Team

Note: If needed, when doing the weekly spelling words, allow your student to work with the homework page next to them. In the classroom the students would be assisted by and able to follow the teacher. During Remote Learning the student may use the homework cover page for help.

## Table of Contents

Greeting to Families	Page 1
Table of Contents	Page 2
Parent Packet	Pages 3-13
Student Packet	Pages 14-50
Thursday Assessment Packet	Page 41-50
Student Affidavit	Page 43
Student Assessments	Pages 45-50

# Monday Daily Overview

4/20/20

<p>Spalding</p>	<ul style="list-style-type: none"> <li>● <u>Parent Assisted:</u> Review Focus Phonograms: gu, ou, oi (cue: not used), wor, ci (cue: short), th, ed, oy, ey, kn (cue: two letters, beginning)</li> <li>● <u>Parent Assisted:</u> Spelling Words 1x on Spalding paper and phonogram handwriting practice: complete spelling words (see chart) and use Mrs. Clouse’s video: <a href="https://www.youtube.com/playlist?list=PL8UyUmxS7VL3QrKygzYmVmfELfwxl0adJ">https://www.youtube.com/playlist?list=PL8UyUmxS7VL3QrKygzYmVmfELfwxl0adJ</a></li> <li>● <u>Independent Work:</u> Spalding Worksheet p. 52</li> <li>● <u>Independent Work:</u> Reader 2.3 <i>The Joke</i></li> <li>● <u>Parent Assisted:</u> Book Bag (as time allows)</li> </ul>
<p>Literature</p>	<ul style="list-style-type: none"> <li>● Intro Poem: Mary, Mary, Quite Contrary-PA</li> <li>● Parent reads the poem 2x - PA</li> <li>● Scholar will find words that rhyme within the poem - PA</li> <li>● Parent reads “<b>Little Bear</b>”: <b>Chapter 1, What Will Little Bear Wear?</b></li> <li>● (Great Hearts Classics To Keep List)</li> <li>● Scholar will tell who the character(s), Author, illustrator, setting, problem, solution. The setting, problem, and solution can be discussed for all chapters.</li> <li>● Vocabulary for Literary Elements: <b>Character:</b> a person(s) who does the action within a story. <b>Setting:</b> the place/location that story happens. <b>Problem:</b> A difficult situation that needs to be fixed.</li> <li>● <b>Solution:</b> A plan that fixes a problem.</li> <li>● Parent will discuss vocabulary for “Little Bear: Chapter 1, What Will Little Bear Wear?”-PA</li> <li>● Scholar will complete the <b>Comprehension Test for “Chapter 1, What Will Little Bear Wear? from “Little Bear”- PA</b></li> <li>● <b>Parent will read questions to scholar - PA</b></li> </ul>
<p>Poetry</p>	<ul style="list-style-type: none"> <li>● Practice “Mary, Mary, Quite Contrary”: PA</li> </ul>
<p>Writing</p>	<ul style="list-style-type: none"> <li>● Write a one sentence response to this question, “What do you think of Little Bear being responsible?”</li> </ul>
<p>Math</p>	<ul style="list-style-type: none"> <li>● 1.) Parent feel free to review any of the assignments from Unit 17 prior to assessment.</li> <li>● 2.) Provide your scholar a quiet space, free of any distractions to compete the assessment pages 110-111 in textbook.</li> <li>● 3.) Parent follow/read instructions to scholar. Student must complete the</li> </ul>

# GREAT BRANCHES WESTERN HILLS

A Dual-Enrollment Academy

558 Lakeside Mall, Suite 100, North, SC 29162 | 803.782.4444 | www.greatbrancheswesternhills.com

©2020 Great Branches Western Hills

	<p>assessment <b>independently</b>.</p> <ul style="list-style-type: none"><li>● <b>Turn this assessment in on Friday with scholar's work.</b></li></ul>
History	<ul style="list-style-type: none"><li>● PA: Parents read "What's in Washington, D.C.?"</li><li>● PA: Parent discusses the information presented in the reading with scholar using the discussion cards..</li><li>● I: Student writes an answer and draws an illustration to these two questions: "If I visited Washington, D.C., I would like to visit _____. Why?"</li></ul>
Science	N/A

I=Independent or PA=Parent Assisted

## Tuesday Daily Overview

4/21/20

Spalding	<ul style="list-style-type: none"> <li>● <u>Parent Assisted</u>: Review Focus Phonograms: oe, gn (cue: two letters), oa (cue: boat), ck (cue: two letters), ur (cue: nurse), wr (cue: two letters), ar, ai (cue: not used), ph (cue: two letters), ough.</li> <li>● <u>Parent Assisted</u>: Spelling Words 1x on Spalding paper and phonogram handwriting practice: complete homework (see chart) and use Mrs. Clouse's video: <a href="https://www.youtube.com/playlist?list=PL8UyUmxS7VL3QrKygZyMVmfELfwxl0adJ">https://www.youtube.com/playlist?list=PL8UyUmxS7VL3QrKygZyMVmfELfwxl0adJ</a></li> <li>● <u>Independent Work</u>: Spalding Worksheet p. 53</li> <li>● <u>Independent Work</u>: Reader 2.3 <i>The Joke</i></li> <li>● <u>Parent Assisted</u>: Book Bag (as time allows)</li> </ul>
Literature	<ul style="list-style-type: none"> <li>● Scholar will complete copy work for "Mary, Mary, Quite Contrary" using their best Spalding Handwriting– I</li> <li>● Scholar will trace/draw, and color picture that goes with their copy work. Scholar will draw pictures of "silver bell flowers" and "cockle shells". Parent will assist with researching the flowers. - PA</li> <li>● Practice Poem – PA</li> <li>● Review Little Bear <b>Chapter 1 "What Will Little Bear Wear</b> from the previous day - PA</li> <li>● Parent will read "<b>Little Bear: Chapter 2, Birthday Soup</b>"– PA</li> <li>● Scholar will complete the worksheet for retelling the events from the "<b>Birthday Soup</b>". - PA</li> <li>● Scholar will draw a picture within each box and write a complete sentence below each box to retell what happened "First, Next, Then, and Finally" from the "Birthday Soup" story. -PA</li> <li>● <b>Scholar will write in their best Spalding Handwriting.</b></li> </ul>
Poetry	<ul style="list-style-type: none"> <li>● Practice "Mary, Mary, Quite Contrary" -PA/I</li> </ul>
Writing	N/A
Math	<ul style="list-style-type: none"> <li>● 1) Parent and scholar will work on pg. 112-113 together. Scholar will work (I) on pg. 114.</li> <li>● 2) To begin the unit, teach your scholar the action song, "This is the way, we..."</li> <li>● 3) Then change the lyrics to sing each photo's actions on page 112.</li> <li>● 4) Still on pg. 112, parent will then ask scholar to look at each picture and describe each photo to scholar in the order presented (e.g: "First, the girl is</li> </ul>

	<p>drinking her milk.” “Second, the girl is brushing her teeth.” “Third, the girl is going to sleep” etc.)</p> <ul style="list-style-type: none"> <li>● 5) Parent will assist scholar with pg. 113 and will have child follow along with the actions in the book by also acting it out. First have child take off their socks and shoes if on or put them on (since they are at home 😊). Write down on a piece of paper the numbers 1-4 and point to each number to describe “First, Second, Third and Fourth.”</li> <li>● 6) Your child will independently put the events in the correct order.</li> <li>● 7) Next turn to pg. 114, have scholar review each photo and use the words, “First, Second, and Third” to put the events in the correct order.</li> <li>● 8) Parent will assist scholar with added “Order” worksheet (pg. 119) attached. Scholar to draw “what will happen next” in box 4. (No answer to key to this page. Help child determine).</li> <li>● 9) The <b>answer key</b> to each page are as follows:</li> <li>● PA and I - Pg. 113:             <p><b>Box 1 is 4th      Box 2 is 1st</b></p> <p><b>Box 3 is 3rd      Box 4 is 2nd</b></p> </li> <li>● (I) -Pg. 114             <p><b>Box 1 is 2<sup>nd</sup> - placing cake in oven.</b></p> <p><b>Box 2 is 3<sup>rd</sup> - completed cake.</b></p> <p><b>Box 3 is 1<sup>st</sup> - mixing ingredients.</b></p> </li> </ul>
History	<ul style="list-style-type: none"> <li>● PA: Parent reads the “A Monument for George.”.</li> <li>● PA: Parent uses the discussion cards to review what was presented.</li> <li>● PA/I: Parent and scholar work together to complete the Washington Monument Model.</li> </ul>
Science	N/A

I=Independent or PA=Parent Assisted

## Wednesday Daily Overview

4/22/20

Spalding	<ul style="list-style-type: none"> <li>● <u>Parent Assisted</u>: Review Focus Phonograms: ee, qu, ew, igh (cue: four letters), oo, er (cue: her), wh, dge (cue: three letters), ow, ch.</li> <li>● <u>Parent Assisted</u>: Write this week's spelling words in the pink notebook.</li> <li>● <u>Independent Work</u>: Spalding Worksheet p. 54</li> <li>● <u>Independent Work</u>: Reader 2.3 <i>The Joke</i></li> <li>● <u>Parent Assisted</u>: Book Bag (as time allows)</li> </ul>
Literature	<ul style="list-style-type: none"> <li>● Review the events from "<b>Little Bear: Chapter 2 Birthday Soup</b>". -PA</li> <li>● <b>Parent/Scholar will read "Little Bear: Chapter 3 Little Bear Goes To The Moon" - PA/I</b></li> <li>● Scholar will complete the Copy work WS (quote from the Chapter 3 story) as follows:</li> <li>● Scholar will draw and color a picture of the Earth and the Moon - I</li> <li>● Poem: Mary, Mary Quite Contrary- PA</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>● Practice "Mary, Mary Quite Contrary": PA/I</li> </ul>
Writing	N/A
Math	<ul style="list-style-type: none"> <li>● 1) Parent and scholar will work on pg. 115 together. Scholar will work (I) on pg. 116.</li> <li>● 2) To begin the unit, ask scholar to name each animal on pg. 115. Next, ask them to show you how each animal moves and to act it out.</li> <li>● 3) Scholar will work independently on pg. 116 to match up each boy to their place in the race.</li> <li>● 4) <b>The answer key:</b></li> <li>● (I) - Pg. 116:</li> </ul> <p style="margin-left: 40px;"><b>Boy 1 – 3<sup>rd</sup> Place (Third)</b></p> <p style="margin-left: 40px;"><b>Boy 2 – 5<sup>th</sup> place (Fifth)</b></p> <p style="margin-left: 40px;"><b>Boy 3 – 1<sup>st</sup> Place (First)</b></p> <p style="margin-left: 40px;"><b>Boy 4 – 2<sup>nd</sup> Place (Second)</b></p> <p style="margin-left: 40px;"><b>Boy 5 - 4<sup>th</sup> Place (Fourth)</b></p>
History	<ul style="list-style-type: none"> <li>● PA: Parent reads Mount Rushmore.</li> <li>● PA: Parent uses discussion cards to review what was presented.</li> </ul>

# QUESTIONS TO ASK YOUR STUDENT

1. How did you feel about the activity?

2. What did you learn from the activity? (What did you find out about the world around you?)

3. How did you feel about the activity?

	<ul style="list-style-type: none"><li>• I: Scholar completes Mount Rushmore Worksheet.</li></ul>
Science	N/A

I=Independent or PA=Parent Assisted

## Thursday

**Assessment Day - No School Friday**

**4/23/20**

Spalding	<ul style="list-style-type: none"> <li>Spalding Assessment Page: Spelling Words</li> </ul>
Literature	<ul style="list-style-type: none"> <li>Review events from <b>“Little Bear: Chapter 3 Little Bear Goes To The Moon” - PA/I</b></li> <li><b>Parent/Scholar will read “Little Bear: Chapter 4 Little Bear’s Wish” - PA/I</b></li> <li>Scholar will complete the Little Bear Comprehension Test. Test Key provided-Test provided. <b>-PA</b></li> </ul>
Poetry	<ul style="list-style-type: none"> <li>Poetry Recitation: Mary, Mary Quite Contrary</li> </ul>
Writing	N/A
Math	<ul style="list-style-type: none"> <li>1) Parent and scholar will work on pg. 117-118 together.</li> <li>2) To begin the unit, parent will ask child, “What are some activities you do in the day and in the night-time?”</li> <li>3) Draw a sun and a moon on two small sheets of paper.</li> <li>4) Name an activity to your child (e.g.: “Eat breakfast” or “Finish your homework.”) Have your child point and say if it is done during the day (Sun) or at night (Moon).</li> <li>5) Continue to name a few activities for them to confirm if it is done during the day or night.</li> <li>6) Next, parent will assist scholar on pg. 118 and scholar will answer independently. Ask scholar to describe each picture and determine if it is either day or night? Tell scholar to give a reason why they think each picture is day or night.</li> <li>7) Have them match up the photos to the Sun and Moon.</li> <li>8) Scholar to independently complete additional worksheet pg. 120 attached, that will allow them to review activities done in the day. They will number each picture in order.</li> <li>9) The <b>answer key</b> to the following pages are:  PA/I – Pg. 118  <b>Picture 1 - Moon</b>  <b>Picture 2 - Sun</b>  <b>Picture 3 - Sun</b>  <b>Picture 4 – Moon</b></li> </ul>

	<p>I – Pg. 120 Additional Worksheet:</p> <p><b>Brushing Teeth – 2</b></p> <p><b>Walking to School – 4</b></p> <p><b>Waking Up – 1</b></p> <p><b>Eating Breakfast - 3</b></p>
History	<ul style="list-style-type: none"> <li>● PA: Parent reads “The Bald Eagle.”</li> <li>● PA: Parent discusses what was presented in the reading with scholar.</li> <li>● Assessment, I: Scholar write an answer and draws an illustration in response to this prompt: “What bird did Benjamin Franklin want as the national bird? What is our national bird?”</li> </ul>
Science	N/A

I=Independent or PA=Parent Assisted

## Parent Page: Spalding

<u>Word</u>	<u>Sentence</u>	<u>Instructions</u>
soft	The kitten's fur is soft.	Students make the sounds for "soft" as they write the word. No rules, no markings.
stand	I will stand at the counter.	Students make the sounds for "stand" as they write the word. No rules, no markings.
stands	He stands at the counter.	"stand" helps us spell "stands". The base word of "stands" is "stand". Students make the sounds for "stands" as they write the word. Float a two on top of the final "s" it's saying its second sound. Bracket "stand" and "stands".
yard	We love to run and play in the yard.	Students make the sounds for "yard" as they write the word. Underline the "ar" it's a two letter phonogram.
bring	I will bring a present to the party.	Students make the sounds for "bring" as they write the word. Underline the "ng" it's a two letter phonogram.
tell	Would you tell me a joke?	For spelling, students make the sounds of both l's. Rule 17, we often double l at the end of a one syllable word.
five	The girl will be five yeas old in May.	Students make the sounds for "five" as they write the word.

# ESSENTIAL SKILLS TO TEACH CHILDREN PHONICS

1. The final silent e. Job one of the

final silent e. E makes the "i" say "i".

		Underline the l, v, e. Job one of the final silent e. E makes the "i" say "i".
ball	The ball is red.	For spelling, students make the sounds of both l's. Rule 17, we often double l at the end of a one syllable word. Float a three on top of the "a". It's making its third sound.
law	We must obey the law.	Students make the sounds for "law" as they write the word. Underline the "aw" it's a two letter phonogram.
ask	I would like to ask him a question.	Students make the sounds for "ask" as they write the word. No rules, no markings.

## Thursday'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 (29).

## 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://lrs.ednet.ns.ca/PD/BLM/table\\_of\\_contents.htm](http://lrs.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.

# Student Packet

## Monday Daily Agenda

4/20/20

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 Little Bear: What Will Little Bear Wear?.
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 assessment: pg 110-111.
History	<input type="checkbox"/> I completed today's history work: What's in D.C.?
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  <i>*Specials' packets can be found after Thursday's assessments. These activities are to be completed throughout the week.</i>

# Spalding

## Spelling Words and Handwriting Practice

Spelling Words: Say the word. Using your best handwriting, write the word as you say the sounds. Challenge yourself to write the word without looking at the example. Check for rules and markings. Compare your work with the example word. Make changes as needed.

Handwriting Practice: If possible, watch Mrs. Clouse's video and form your letters as instructed. Keep an eye on formation and sizing.

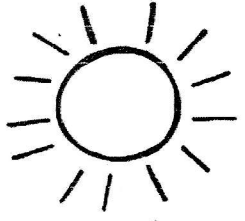
Day: Monday 4/20

Example	Student's Work
soft	
stand	
stands <sup>2</sup>	
yard	
bring	
g	
o	
s	
qu	

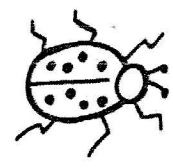
Name:

#:

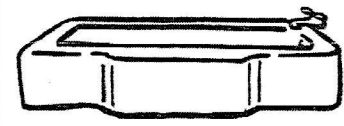
Date: Mon. 4/20



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

The cub is black.

The sun is red.

The gum is green.

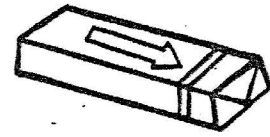
The tub is yellow.

The nut is brown.

The bug is orange.



\_\_\_\_\_



\_\_\_\_\_



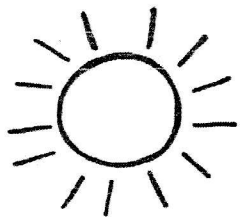
\_\_\_\_\_

# 52 Independent Work

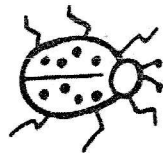
Name:

#:

Date: Mon. 4/20



s u n



b u g



t u b

The cub is black.

The sun is red.

The gum is green.

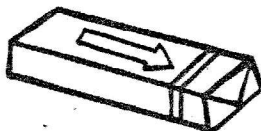
The tub is yellow.

The nut is brown.

The bug is orange.



c u b



g u m



n u t

52 Answer key

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Show what you know. Circle the correct answer.

### What will little bear wear?

What season was it for Little Bear?

- a. spring
- b. winter

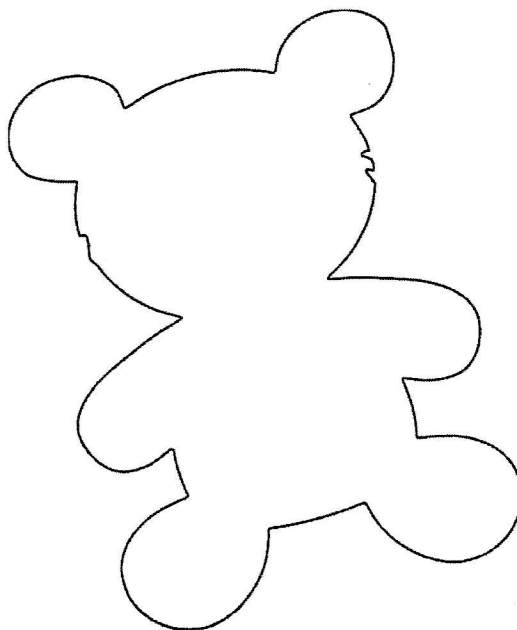
How did Little Bear feel?

- a. cold
- b. hot

What was the first thing Little Bear put on?

- a. A hat
- b. A coat

Complete the drawing of Little Bear with his own fur coat below: Color your drawing.



Name: Mrs. Cowley Date: 4/20/20

Show what you know. Circle the correct answer.

**What will little bear wear?**

What season was it for Little Bear?

- a. spring
- b. winter

How did Little Bear feel?

- a. cold
- b. hot

What was the first thing Little Bear put on?

- a. A hat
- b. A coat

Complete the drawing of Little Bear with his own fur coat below: Color your drawing.



**Mary, Mary, Quite Contrary**

**A Mother Goose Poem**

**Mary, Mary, quite contrary**

**How does your garden grow?**

**With silver bells, and cockle shells,**

**And pretty maids all in a row.**



# Writing Prompt - Men

I

A large rectangular box with horizontal lines, intended for writing. The box is divided into 11 horizontal sections by 10 lines. The top section is the largest, and the remaining 10 sections are smaller and of equal height. The lines are evenly spaced and extend across the width of the box.



**What's in Washington, D.C.?**

If you traveled to Washington, D.C., where would you like to visit and why?

Create

Reading A-Z



**What's in Washington, D.C.?**

Why do millions of people visit Washington, D.C., each year?

Analyze

Reading A-Z



**What's in Washington, D.C.?**

Why might the National Mall be a place where large groups of people meet to protest?

Make Inferences / Draw Conclusions

Reading A-Z



**What's in Washington, D.C.?**

How are the White House and the Supreme Court Building the same? How are they different?

Compare and Contrast

Reading A-Z



**What's in Washington, D.C.?**

How does the author feel about Washington, D.C.? How do you know?

Author's Point of View

Reading A-Z



**What's in Washington, D.C.?**

*Washington, D.C., is an interesting and fun place to visit.*

Is this a fact or an opinion?

How do you know?

Fact or Opinion

Reading A-Z

history - man.

I

A large rectangular box with a thin border, containing a large blank space at the top and ten horizontal lines below, resembling a writing template.

# Tuesday Daily Agenda

4/21/20

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 Little Bear: Birthday Soup.
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: 112-114 in their textbook and additional worksheet labeled "Ordering" pg. 119.
History	<input type="checkbox"/> I completed today's history work: Washington Monument.
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  <i>*Specials' packets can be found after Thursday's assessments. These activities are to be completed throughout the week.</i>

# Spalding

## Spelling Words and Handwriting Practice

Spelling Words: Say the word. Using your best handwriting, write the word as you say the sounds. Challenge yourself to write the word without looking at the example. Check for rules and markings. Compare your work with the example word. Make changes as needed.

Handwriting Practice: If possible, watch Mrs. Clouse's video and form your letters as instructed. Keep an eye on formation and sizing.

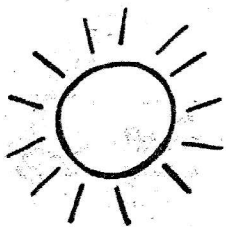
Day: Tuesday 4/21

Example	Student's Work
tell r.17	
five	
ball <sup>3</sup> r.17	
law	
ask	
b	
e	
h	
j	

Name: \_\_\_\_\_

#: \_\_\_\_\_

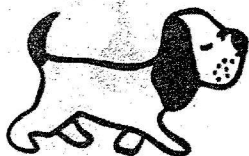
Date: Tue. 4



I t i s a \_\_\_\_\_  
It is yellow.



\_\_\_\_\_ .  
It is blue.



\_\_\_\_\_ .  
It is red.



\_\_\_\_\_ .  
It is green.



\_\_\_\_\_ .  
It is purple.

Education Publishing Service • DO NOT DUPLICATE

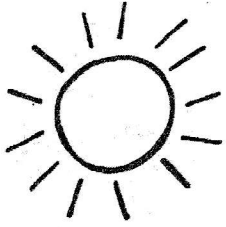
Independent Work

53

Name:

#:

Date: Tue. 4/2



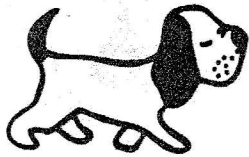
I t i s a s u n.

It is yellow.



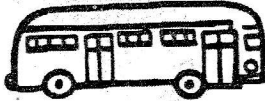
I t i s a s u b.

It is blue.



I t i s a p u

It is red.



I t i s a b u s.

It is green.



I t i s a j u g.

It is purple.

## Little Bear Birthday Soup

Name: \_\_\_\_\_ Date: \_\_\_\_\_

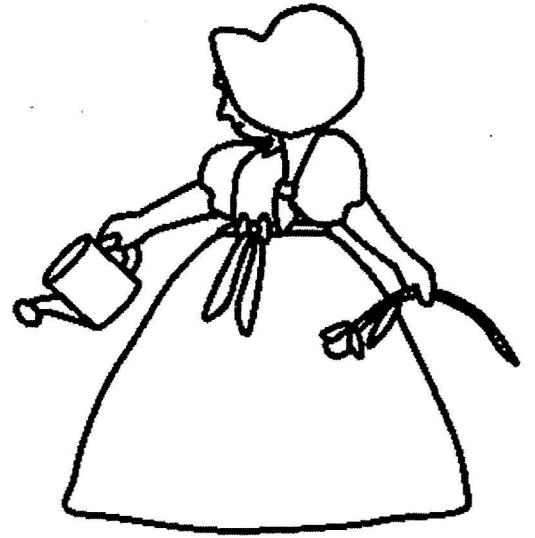


Draw a picture and write a complete sentence retelling the story in order of events.

First	Next	Then	Finally

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Tue 4/21



Mary, Mary, Quite Contrary

Mary, Mary, quite contrary  
How does your garden grow?  
With silver bells, and cockle  
shells,  
And pretty maids all in a row.

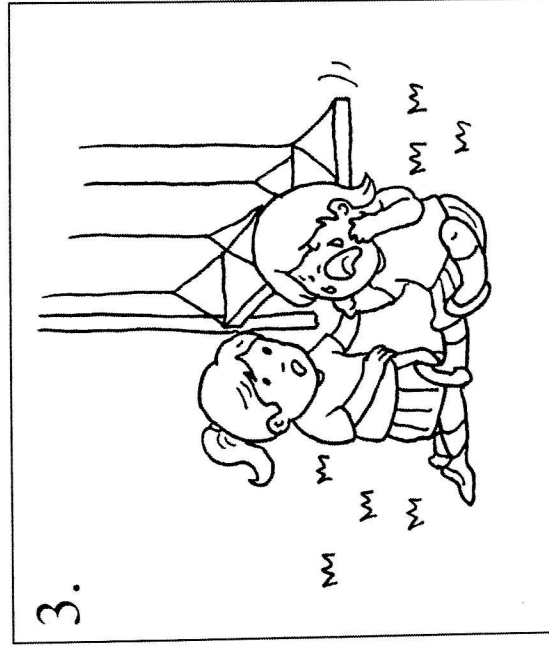
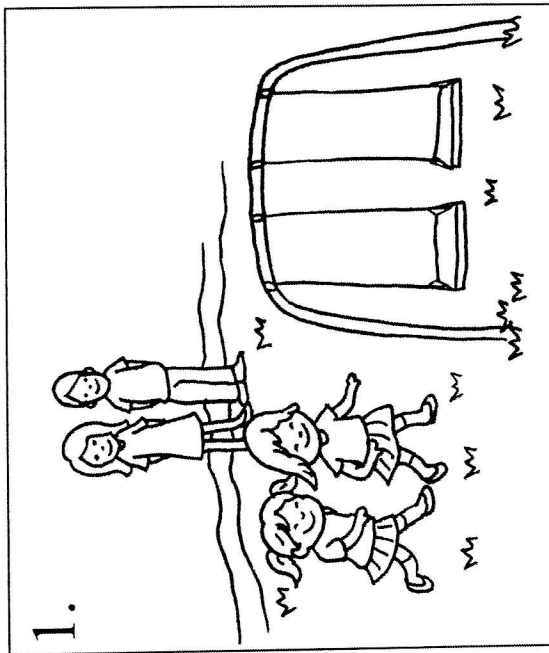
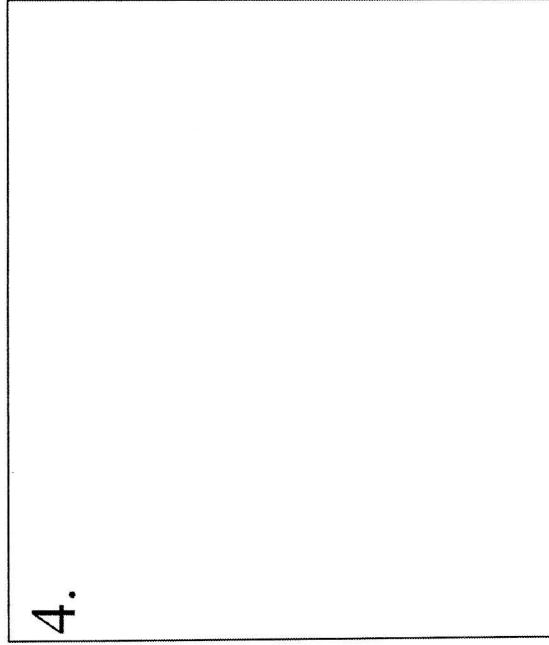
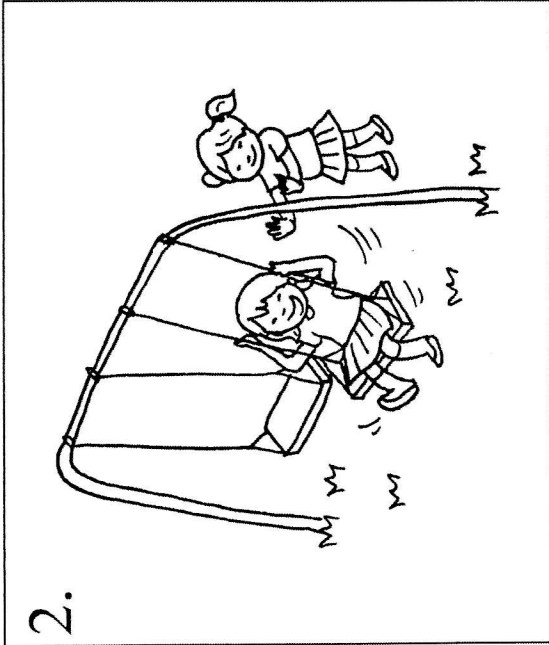
Tue. 4/21



# Unit 28

# Ordering

Look at the pictures below. Tell a story in your own words. What happens in the end?



18.1

(PA)

**Concept:** Understand the order of events.

**Introduction:** Tell the child a simple story. Afterwards, ask questions about the sequence, "What happened in the beginning? What happened next? After \_\_\_\_\_ then what happened?"

**Using This Page:** Point out to the child that the numbers 1, 2, 3, and 4 are used to tell them the order of the story. Ask them what number is used for the beginning, what number is used for what happens next, and so on. The story pictures are in the same order as the numbers on the pictures.

**One Step Further:** Have the child illustrate a story through four pictures in sequence.

**A Monument for George**

Why are monuments and  
memorials important for  
a country?

Analyze

Reading A-Z

**A Monument for George**

What big difference would  
you have noticed about the  
monument if you had visited  
it in 1861 instead of today?

Compare and Contrast

Reading A-Z

**A Monument for George**

What facts did  
you learn about the  
Washington Monument?

Fact or Opinion

Reading A-Z

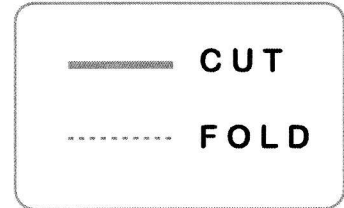
**A Monument for George**

What is the most interesting  
fact from the book?  
Why?

Evaluate

Reading A-Z

# WASHINGTON MONUMENT THE OBELISK



# Wednesday Daily Agenda

4/22/20

Spalding	<input type="checkbox"/> I read for at least 10 minutes today. <input type="checkbox"/> I completed today's Spalding work: Wrote this week's words in my pink notebook and completed the worksheet for today.
Literature	<input type="checkbox"/> I completed today's literature work and listened to Little Bear: Little Bear Goes To The Moon.
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: 115-116.
History	<input type="checkbox"/> I completed today's history work: Mount Rushmore.
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  <i>*Specials' packets can be found after Thursday's assessments. These activities are to be completed throughout the week.</i>

Name: \_\_\_\_\_

#: \_\_\_\_\_

Date: \_\_\_\_\_  
VVCU 4/2



\_\_\_\_\_



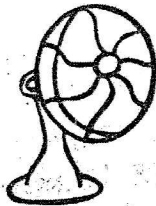
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



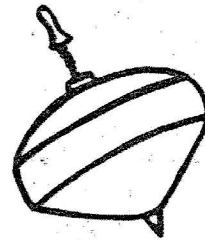
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

54

Now you can read the storybooks *Tim* and *Fun in the Mud* listed on the back cover.

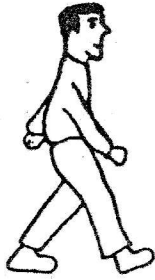
Independent Work

Name:

#:

Date:

Nov 4/20



man



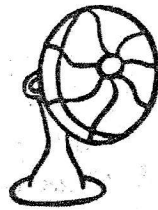
mom



sub



rod



fan



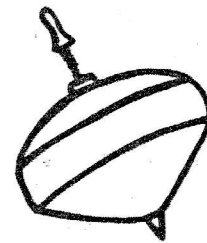
wig



lid



hut

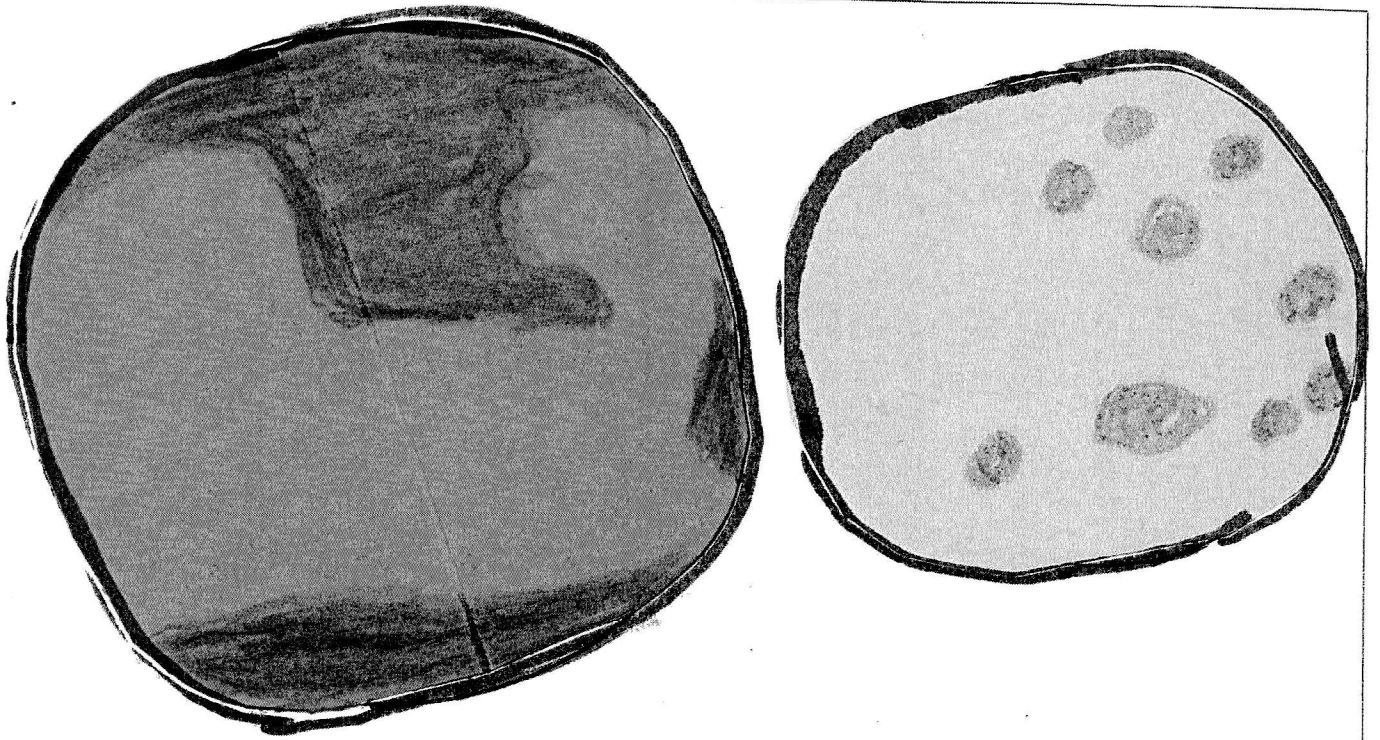


top

54

Now you can read the storybooks *Tim and Fun in the Mud* listed on the back cover.

Answer Key



Little Bear put his arms around Mother Bear. He said, "Mother Bear, stop fooling. You are my Mother Bear and I am your Little Bear, and we are on Earth, and you know it. Now may I eat my lunch?"

Wed 4/22



Mount Rushmore

Level N

Why were each  
of the four presidents  
chosen for carving on  
Mount Rushmore?



Classify Information

Mount Rushmore

Level N

Why did it take  
twelve years to finish  
Mount Rushmore?



Inference

Mount Rushmore

Level N

What were some of  
the problems workers  
encountered along  
the way?



Sequence Events

Mount Rushmore

Level N

What was the effect  
of finding a crack in  
the rock while carving  
Jefferson's head?



Cause and Effect

Mount Rushmore

Level N

Do you think the sculptor  
chose the right presidents  
to put on Mount Rushmore?  
Why or why not?



Evaluate

Mount Rushmore

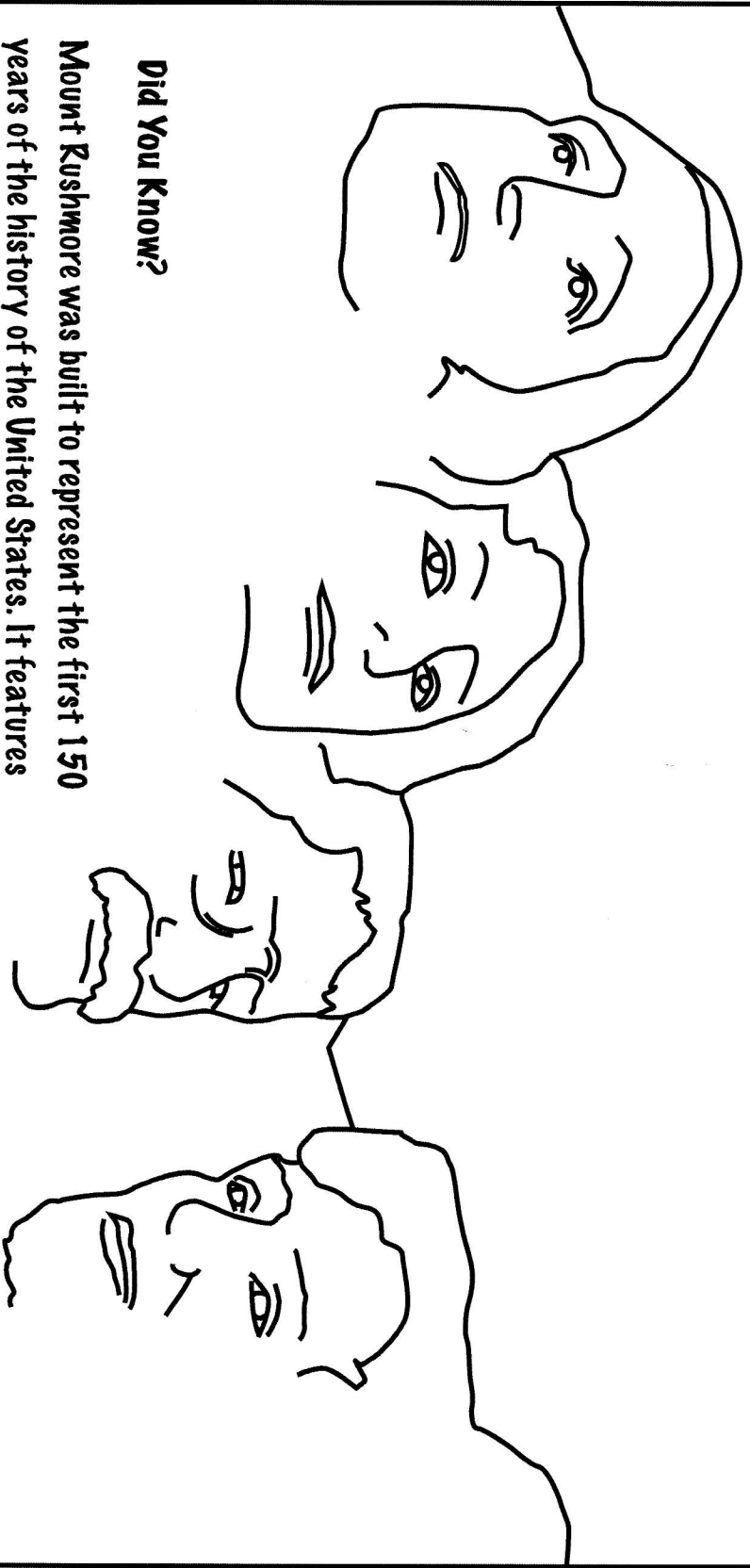
Level N

If the U.S. government  
decided to construct  
another memorial, who do  
you think should be on it?



Create

# Mount Rushmore



## Did You Know?

Mount Rushmore was built to represent the first 150 years of the history of the United States. It features four presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.



## Thursday Assessment Checklist

- Student Affidavit
- Spalding Spelling Test
- Math Unit 17 Assessment
  - Pg. 110-111 (assigned on Monday.)
- Little Bear's Comprehension Test and Poem Recitation
- The National Bird (History)
- Send completed work to teachers by 8pm on Saturday via email.



# 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](http://www.greatheartswesternhills.org)

Kindergarten

## Student Attendance Affidavit

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

- April 20, 2020
- April 21, 2020
- April 22, 2020
- April 23, 2020
- April 24, 2020 (No School)

*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

# Thursday Daily Agenda

4/23/20

Spalding	<input type="checkbox"/> I completed today's Spalding Assessment: Spelling Words
Literature	<input type="checkbox"/> I completed today's literature assessment: Little Bear's Comprehension Test.
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 117-118 and additional worksheet pg 120 attached.
History	<input type="checkbox"/> I completed today's history assessment: National Bird.
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

### Little Bear Comprehension Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

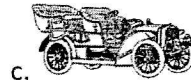
1. Write the name of Little Bear's wish next to each picture.



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

Circle the letter with the best answer.

2. What did Little Bear make for his friends?    A. pie    B. pizza    C. soup

3. Who is the author of Little Bear? \_\_\_\_\_

4. Where did Little Bear want to fly to?    A. The moon    B. The planet Jupiter

5. Who is the illustrator of Little Bear? \_\_\_\_\_

6. Draw one picture of Little Bear's wishes below:

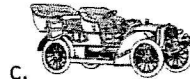
\_\_\_\_\_

Thur 4/23

## Little Bear Comprehension Test

Name: Mrs. Cowley Date: 4/23/20

1. Write the name of Little Bear's wish next to each picture.

Viking boatVillageRed car

Circle the letter with the best answer.

2. What did Little Bear make for his friends? A. pie B. pizza C. soup3. Who is the author of Little Bear? Else Holmelund Minarik4. Where did Little Bear want to fly to? A. The moon B. The planet Jupiter5. Who is the illustrator of Little Bear? Maurice Sendak

6. Draw one picture of Little Bear's wishes below:

Thur 4/23

Poem: Mary, Mary, Quite Contrary Poem Rubric

Title: /1

Author: /1

Mary, Mary, quite contrary /1

How does your garden grow? /1

With silver bells, and cockle shells. /1

And pretty maids all in a row. /1

**Clarity:**

Words clearly articulated/voice projects loudly and clearly /1

**Presence:**

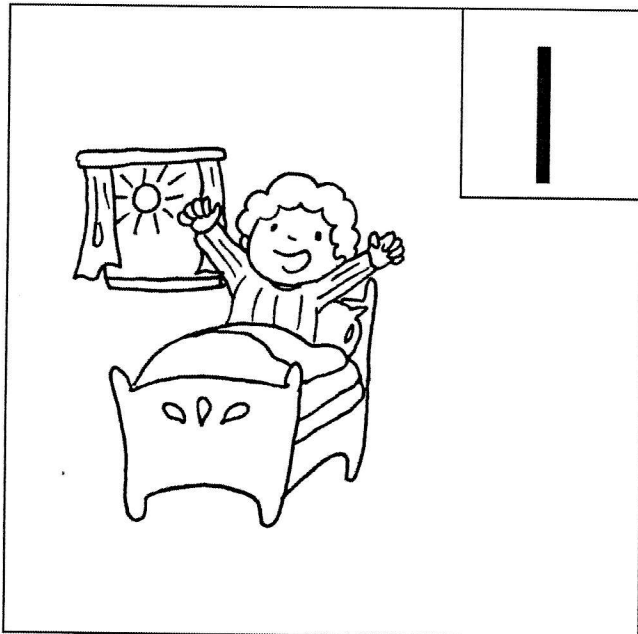
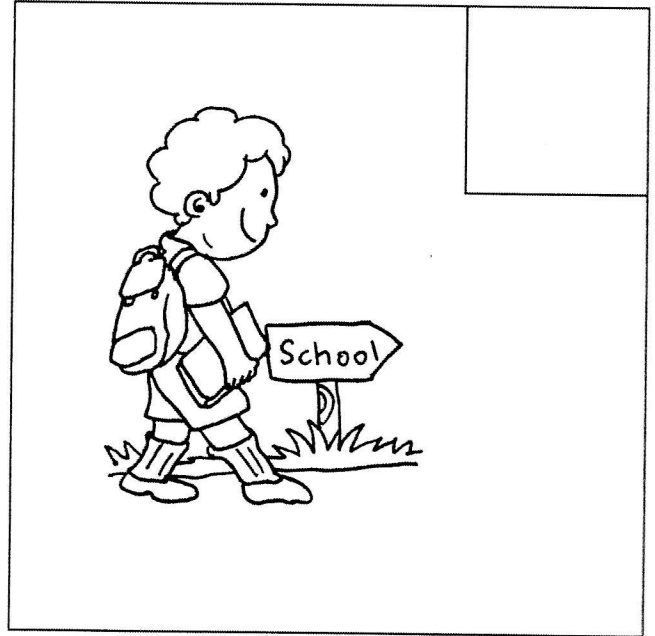
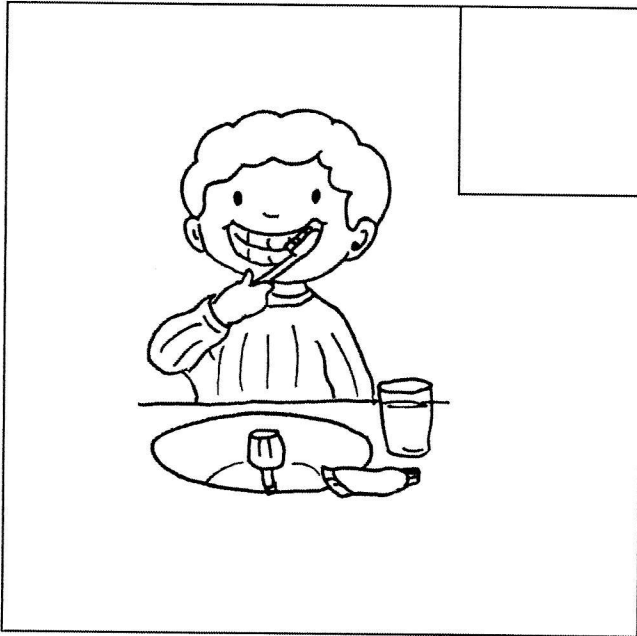
Stand upright in presentation positions /1

**Total Score:** /8

Thur 4/23

Write numbers to show the correct order.

Independent



**Concept:** Understand the order of events.

**Introduction:** Ask the child to describe the events of his/her morning. Then ask the child questions involving the order. For example: "Did you eat breakfast before you got up?"

**Using This page:** Have the child look at the pictures and say which should come first. Point out the 1 written in the box in the corner of the picture. Ask him/her which picture should come next and tell them to write a 2 in that box. Continue guiding the child in numbering the pictures.



## 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 *Impressionism*. The artists of this time used lots of thick paint to create paintings that showed how nature moves. Before we go to the artwork today - let's think like an impressionist...

1. Go outside with your parents or family member
2. Look at the grass, trees, or any plants you can find outside.
3. Are the plants perfectly still or are they moving a little bit?

a. \_\_\_\_\_

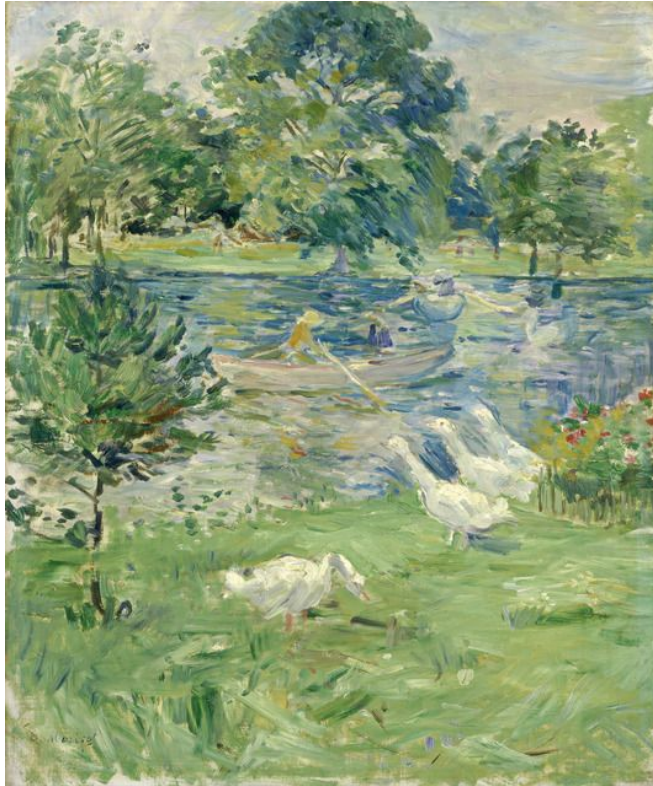
4. Great job! Go back inside now.

Below are a few examples of how artists painted nature before impressionism.



In the Renaissance painters wanted every teeny tiny detail to be in the painting. These are beautiful artworks, but there is not any wind or movement in them.

Now let's look at the Impressionist painting we will be studying. The new painting is not so focused on every teeny tiny detail. The artist cared more about making you feel like you are there with her brushstrokes and colors.



**Title: Girl in a Boat, with Geese**

**Medium: Paint**

**Artist: Berthe Morisot**

1. How many geese do you see?

\_\_\_\_\_

2. Where are the geese looking?

\_\_\_\_\_

3. Can you find the boat? Circle it.

4. What colors do you see?

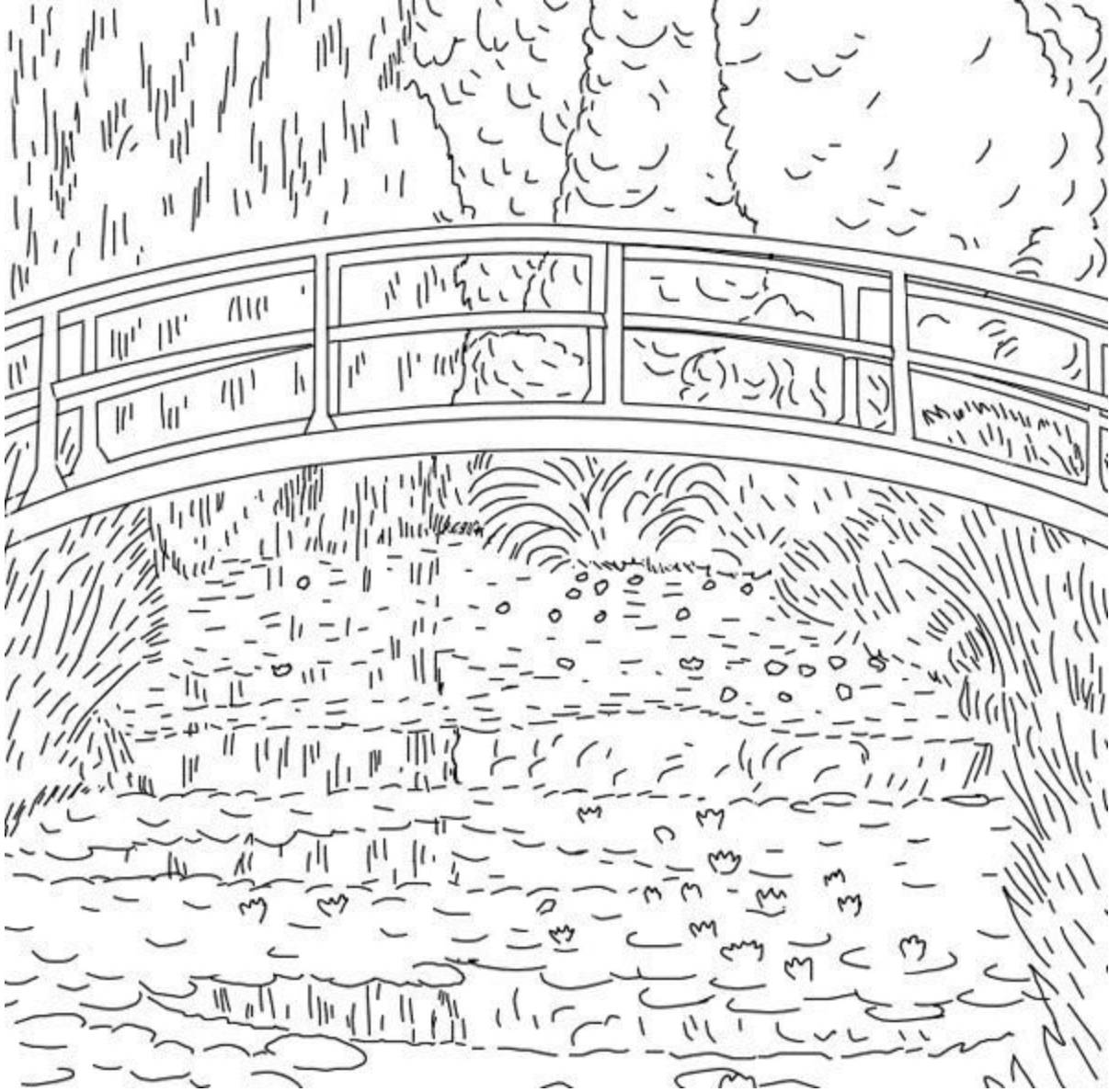
\_\_\_\_\_  
\_\_\_\_\_

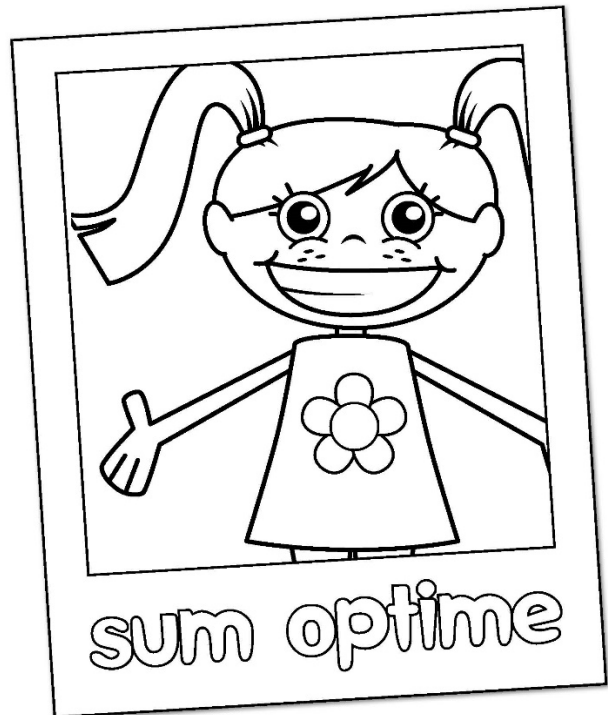
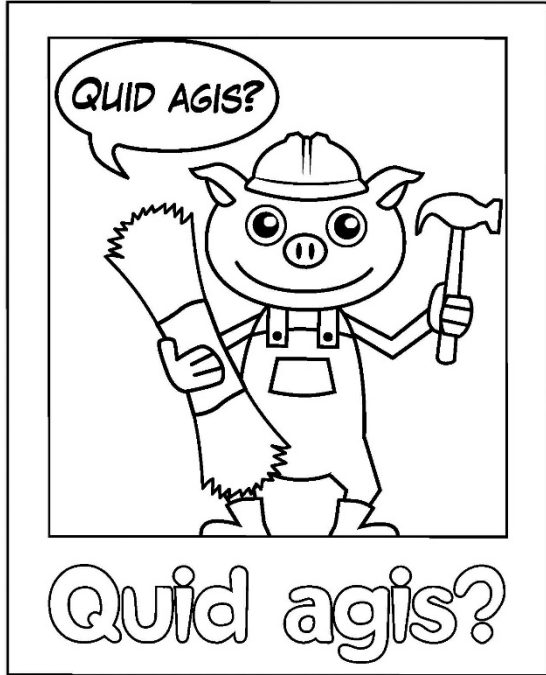
Alright friends, today you are going to go outside and draw the trees, grass, or any nature you can find!!

1. Find your sketchbook, pencil, colors (crayon, marker, anything)
2. Go outside or to a window where you can see nature
3. Using your pencil draw what you see
4. Color your drawing

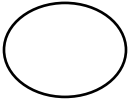
If you would like to keep making art go to the next page....

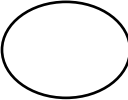
Color the picture below. Use any colors you want, but stay in the lines.  
Have fun!



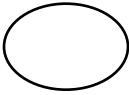
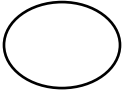


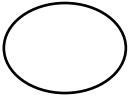
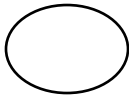
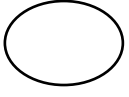
This week we are doing more work with writing High and Low. In music we use lines and spaces to write the notes we sing.

If a note is here, it is **High** 

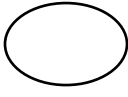
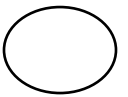
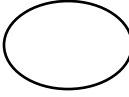
If a note is here, it is **Low** 

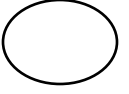
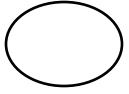
If a note is High, write "High". If a note is Low, write "Low". I've done the first two for you.

High      Low      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_