



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Parent Packet: Kindergarten

Letter to Kindergarten Families

Hello Kinder Families,

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

Sincerely,
The GHWH Kinder Team

**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.*

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Monday Daily Overview

4/27/20

Spalding	<ul style="list-style-type: none">● <u>Parent Assisted:</u> Review Focus Phonograms: ough, ir (cue: first), ch, ee, er (cue: her), ou, ow, ai (cue: not used), eigh (cue: four letters), ew● <u>Parent Assisted:</u> Spelling Words 1x● <u>Independent Work:</u> Upper Case Letter Practice● <u>Independent Work:</u> Spalding Worksheet p. 55● <u>Independent Work:</u> Reader 2.5 <i>The Bee</i>● <u>Parent Assisted:</u> Book Bag (as time allows)
Literature	<ul style="list-style-type: none">● Scholar will listen to the weekly poem “Roses Are Red” being read - PA● Scholar will find rhyming words within the poem and discuss the words with parent. - PA● Scholar will practice memorizing the poem 2x -PA● Scholar will discuss with parents literary elements of the story this week: characters, setting, author, illustrator, problem, solution, imagination. - PA● Scholar will listen to “Father Bear Comes Home, Chapter 1 - Little Bear and Owl”. - PA● Scholar will ask and answer questions when listening to the story.● Scholar will complete the Chapter 1 Little Bear and Owl comprehension test. Scholar will write in complete sentences.● Scholar will write a sentence at the bottom of the page about Owl and the virtue. -PA
Poetry	<ul style="list-style-type: none">● Practice “Roses Are Red ”: PA
Writing	<ul style="list-style-type: none">● Write a one sentence response to this question, “What do you think of Owl’s kindness and friendship?”
Math	<ul style="list-style-type: none">● 1) Parent and scholar will work on pg. 119-120 together.● 2) To begin the unit, teach your scholar the song, “Are you Sleeping Brother John....”● 3) Lyrics are: <i>“Are you sleeping? Are you sleeping? Brother John, Brother John. Morning bells are ringing!</i>

	<p style="text-align: center;"><i>Morning bells are ringing!</i></p> <p style="text-align: center;"><i>Ding, ding, dong.</i></p> <p style="text-align: center;"><i>Ding, ding, dong.”</i></p> <ul style="list-style-type: none"> ● 4) Parent will then ask scholar to look at each picture of the sun on pg. 119 and introduce the words, ‘Morning’, Afternoon’ and ‘Evening.” Explain the pictures in regards, to the position of the sun. ● 5) Ask scholar to discuss things they do at these times of the day. Then ask scholar what tasks are shown in each picture and what time of the day these tasks are usually done. ● 6) If needed, parent can use attached sheet BLM 18.4 for additional practice. Have scholar color and cut and determine at what time of the day these tasks are done. ● 7) On pg. 120, parent will then read the directions and ask scholar to draw what they do at each time of the day. ● 8) For additional practice, scholar to work independently on worksheet pg. 135 provided (not in textbook). ● 9) Parent will also assist scholar on additional worksheet pg. 136 provided (not in textbook). ● 10) There is no answer key for all four pages.
History	N/A
Science	<ul style="list-style-type: none"> ● PA: Parent reads “Rocks.” ● PA: Parent uses discussion cards to review what was presented. ● I: Scholar writes a sentence and draws an image in response to this prompt: “What is a mountain made of?”

I=Independent or PA=Parent Assisted

Tuesday Daily Overview

4/28/20

Spalding	<ul style="list-style-type: none"> ● <u>Parent Assisted</u>: Review Focus Phonograms: kn (cue: two letters, beginning), wh, wor, oi (cue: not used), gu, oe, ui (cue: not used), ay, ear (cue: early), ng ● <u>Parent Assisted</u>: Spelling Words 1x ● <u>Independent Work</u>: Upper Case Letter Practice ● <u>Independent Work</u>: Spalding Worksheet p. 56 ● <u>Independent Work</u>: Reader 2.5 <i>The Bee</i> ● <u>Parent Assisted</u>: Book Bag (as time allows)
Literature	<ul style="list-style-type: none"> ● Review “Chapter 1 Little Bear and Owl” from the previous day - PA ● Scholars will answer and ask questions for clarification. – PA ● Scholar will complete copy work for “Roses Are Red” using their best Spalding Handwriting– I ● Scholar will practice poem – PA ● Scholar will listen to Chapter 2 Father Bear Comes being read. – PA ● Scholar will complete the Noun and Adjective Worksheet for Father Bear Comes Home. Scholar will write adjectives Little Bear used to describe “the mermaid”. Scholar will draw a picture of a mermaid.
Poetry	<ul style="list-style-type: none"> ● “Roses Are Red”: PA/I
Writing	N/A
Math	<ul style="list-style-type: none"> ● 1) Parent will assist scholar on pg. 121. Scholar will work independently on pg. 122. ● 2) To begin the unit on pg. 121, parent can write the numbers 1-12 on a sheet of paper or use attached BLM 18.5. Ask scholar to use the numbers provided to fill in the missing numbers on the clock. ● 3) Next, holar will practice independently on pg. 122 with the same numbered list you provided for previous page. ● 4) For additional practice, scholar to work independently on worksheet pg. 137 provided (not in textbook). ● 5) The answer key: (PA) - Pg. 121: Numbers clockwise are: 12, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. (Independently) – Pg. 122:

	<p>1st clock - Numbers clockwise are: 12, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.</p> <p>2nd clock – Missing numbers clockwise are: 3 & 9</p> <p>(Independently) – Additional Worksheet pg. 137</p> <p>Clock 1 – 4 o'clock</p> <p>Clock 2 – 9 o'clock</p> <p>Clock 3 – 12 o'clock</p>
History	N/A
Science	<ul style="list-style-type: none"> ● PA: Parent reads “Rock Hunting.” ● PA: Parent uses discussion cards to review what was presented. ● PA/I: Parent assists scholar in completing the Venn-Diagram.

I=Independent or PA=Parent Assisted

Wednesday Daily Overview

4/29/20

Spalding	<ul style="list-style-type: none"> ● <u>Parent Assisted</u>: Review Focus Phonograms: au (cue: not used), ck (cue: two letters), oa (cue: boat), gn (cue: two letters), igh, dge (due: three letters), qu, ey, oy, ed ● <u>Parent Assisted</u>: Spelling Words 1x in Pink Notebook ● <u>Independent Work</u>: Upper Case Letter Practice ● <u>Independent Work</u>: Spalding Worksheet p. 57 ● <u>Independent Work</u>: Reader 2.5 <i>The Bee</i> ● <u>Parent Assisted</u>: Book Bag (as time allows)
Literature	<ul style="list-style-type: none"> ● Review the “Father Bear Comes Home” using “First, Second, Next, Then....Finally”. -PA ● Scholar will listen to “Chapter 3 Hiccups of Father Bear Comes Home” ● Scholar will complete Sequence of Events Worksheet as follows: ● Scholar will color, cut, and glue the picture in the order Little Bear tries to cure his “hiccups” - I ● Scholar will draw a picture and write a complete sentence about Little Bear and his friends trying to cure his “hiccups” - PA ● Poem: Roses Are Red - PA
Poetry	<ul style="list-style-type: none"> ● Practice “Roses Are Red”: PA/I
Writing	N/A
Math	<ul style="list-style-type: none"> ● 1) Parent and scholar will work on pg. 123 together. Scholar will work (I) on pg. 124. ● 2) To begin the unit, have scholar write numbers, color and cut out the clock on attached sheet BLM 18.6. ● 3) Once this is done, begin on pg. 123 and use the clock to show scholar the times in each picture. ● 4) Ask scholar to tell/point to you which hand is longer and shorter. Repeat with different times ● 5) Scholar will work independently on pg. 124 and provide the time for each clock. ● 6) For additional practice, scholar to work independently on worksheet pg. 138 provided (not in textbook). ● 7) The answer key: <p>(Indep.) - Pg. 124:</p> <p>Left Column Times:</p>

	<p>11 o'clock</p> <p>1 o'clock</p> <p>3 o'clock</p> <p>5 o'clock</p> <p>Right Column Times:</p> <p>12 o'clock</p> <p>2 o'clock</p> <p>4 o'clock</p> <p>6 o'clock</p> <p>(Indep.) – Additional Wksheet Pg. 138</p> <p>Row One Clocks: 1 o'clock/6 o'clock/7 o'clock</p> <p>Row Two Clocks: 3 o'clock/10 o'clock/5 o'clock</p>
History	N/A
Science	<ul style="list-style-type: none"> ● PA: Parent presents and discusses the infographic of rocks and their properties. ● PA/I: Scholar goes on a rock hunt to find different kinds of rocks. ● I: Scholar uses the properties to describe the rocks they found.

I=Independent or PA=Parent Assisted

Thursday Daily Overview

4/30/20

Spalding	<ul style="list-style-type: none"> ● <u>Parent Assisted</u>: Review Focus Phonograms: th, ci (cue: short), ar, or, ti (cue: tall), oo, si, ie, aw, ea ● <u>Parent Assisted</u>: Spelling Words 1x in Pink Notebook ● <u>Independent Work</u>: Spalding Worksheet p. 58 ● <u>Independent Work</u>: Upper Case Letter Practice ● <u>Independent Work</u>: Spalding Worksheet p. 59 ● <u>Independent Work</u>: Reader 2.5, <i>The Bee</i> ● <u>Parent Assisted</u>: Book Bag (as time allows)
Literature	<ul style="list-style-type: none"> ● Review Chapter 4 Little Bear’s Mermaid from Father Bear Comes Home. -PA ● Scholar will complete the “Character Analysis” Worksheet of “Father Bear” and “Little Bear” using the book for descriptive words. -PA ● Scholar will listen to the story of “Sleepy Bear” read from a youtube video . A book about bears hibernating during the winter. -PA ● Scholar will practice poem: - PA
Poetry	<ul style="list-style-type: none"> ● Practice “Roses Are Red”: PA/I
Writing	N/A
Math	<ul style="list-style-type: none"> ● 1) Parent and scholar will work on pg. 125 together. ● 2) To begin the unit, parent will ask child, if they remember what ‘Yesterday’, ‘Today’, and ‘Tomorrow’ mean. ● 3) To assist scholar remind them of things they did yesterday, today and will do tomorrow. ● 4) Parent will review pg. 125 with their scholar and have them point to the words, ‘yesterday’, ‘today’ and ‘tomorrow. Ask scholar to describe what each picture is showing for each section of ‘yesterday’, ‘today’ and ‘tomorrow.’ ● 5) Turn to pg. 126 and provide directions to scholar. Ask child to draw one picture for each section. ● 6) For additional practice on calendar dates, scholar to work independently on worksheet pg. 139 provided (not in textbook). ● 7) The answer key to the following pages are: <ul style="list-style-type: none"> - No answer key for pgs. 125-126 - (Indep) – Additional Wksheet pg. 139: <p>Missing April calendar dates:</p>

	5, 6, 10, 11, 12, 15, 16, 17, 20, 21, 26, 27, 28, 29.
History	N/A.
Science	<ul style="list-style-type: none"> ● PA/I: Parent and scholar search for one rock that the scholar would like to do a report on. ● PA/I: Scholar completes the Rock Report with assistance of parent (spelling, etc.)

Friday Daily Overview

Assessment Day

5/1/20

Spalding	<ul style="list-style-type: none"> • Spelling Test
Literature	<ul style="list-style-type: none"> • Scholar will listen to the instructions to complete the “Father Bear Comes Home” Comprehensive Test - PA • Scholar will present “Roses Are Red”. Parent will assist in completing the poem. -PA
Poetry	<ul style="list-style-type: none"> • Poetry Recitation: “Roses Are Red”
Writing	N/A
Math	<ul style="list-style-type: none"> • 1) Parent and scholar will work on pg. 127 together. Scholar to work independently on pgs. 128 and 129. • 2) To begin the unit, parent will provide BLM 18.8a to color and cut. • 3) Ask scholar to pick what day of the week it is from the days they just cut (which should be Friday). Ask if they can tell you, using Friday previous day and following day should be. • 4) On pg. 127, point to each day of the week and have scholar repeat each day after you. • 5) Repeat but now ask them to describe what happened on each day. Encourage them to say, “On Monday, the family went to the zoo. On Tuesday, the family had a picnic” etc. • 6) Now turn to pg. 128 and read directions to scholar who will work independently. • 7) Next, turn to pg. 129 and <i>write down any day of the week for your scholar</i>. Then read the directions at top of this page. • 8) Ask scholar to match the pictures to the days according to the day YOU PROVIDED THEM (e.g.: If you provided Monday as the day, then they will draw a line from Today to Monday, Tomorrow to Tuesday and Yesterday to Sunday.) Scholar to work independently as well. If needed, repeat instructions to scholar. • 9) For additional practice on calendar dates, scholar to work independently on worksheet pg. 140 provided (not in textbook). • 10) The answer key to the following pages are: <ul style="list-style-type: none"> - (PA) No answer sheet for pg. 127 - (PA) Pg. 128: <ul style="list-style-type: none"> Pic 1 = Tuesday

	<p>Pic 2 = Friday</p> <p>Pic 3 = Monday</p> <p>- (PA/I) - No answer key for pg. 129.</p> <p>- (Indep) – Additional Wksheet pg. 140:</p> <p>Missing May calendar dates:</p> <p>2, 3, 7, 11, 13, 15, 16, 17, 19, 22, 23, 26, 27, 28, 29.</p>
History	N/A
Science	<ul style="list-style-type: none"> ● PA: Parent reviews what was presented in “Rocks” (reading A-Z book.) ● PA: Parent reads questions and possible answers on the quick check page to scholar. ● I: Scholar answers the questions independently.

I=Independent or PA=Parent Assisted

Parent Page: Spalding

<u>Word</u>	<u>Sentence</u>	<u>Instructions</u>
just	I will just be a minute.	Students make the sounds for “just” as they write the word. No rules, no markings.
way	Can you show me the way to the circus?	Students make the sounds for the word “day”. Underline the ay it’s a two letter phonogram. Rule 18, we often use “ay” at the end of a base word.
get	Please get me some water.	Students make the sounds for “get” as they write the word. No rules, no markings.
home	There’s no place like home.	Students make the sounds for “home”. Underline the o, underline the m, underline the e. Job one of the final silent e. E makes the o say o.
much	I like candy very much.	Students make the sounds for “much” as they write the word. Underline the “ch” it’s a two letter phonogram.
call	Will you call a taxi to take us to the airport?	Students make the sounds for “call” as they write the word. Float a three on top of the /a/ it’s saying it’s third sound. Rule 17, we often double the /l/ at the end of a one syllable word.
long	The stem on the rose is long.	Student makes the sounds for “long” as they write the word. Underline the “ng” it’s a two letter phonogram.
love	We love our pets.	Student makes the sounds for “love” as they write the word.

		Underline the v, underline the e two times. Job 2 of the final silent e. The e blocks the v.
then	The egg slipped out of my hand and then dropped on the floor.	Student makes the sounds for "then" as they write the word. Underline the th it's a two letter phonogram. Float a two on top of the th. The th is making its second sound.
house	He lives in a beautiful house.	Student makes the sounds for "house" as they write the word. Underline the "ou" it's a two letter phonogram. Underline the e two times. Float a five next to the underlines. Job 5 of the final silent e: the no job e.

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 😊.

Parent Page: Math

I=Independent or PA=Parent Assisted

Helpful Links/Attachments for Math:

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

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

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

- E. Heart Missing Numbers Worksheet for Unit 17.5

- F. Singapore Attached Worksheets:

17.6 Pg. 105

17.7 Pg. 104

17.8 Pg. 106-107

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

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

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.

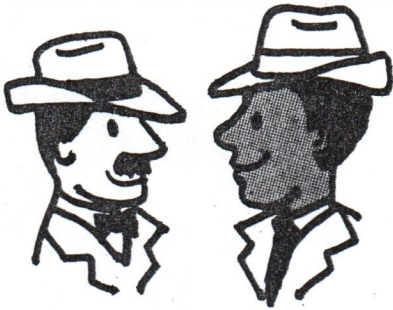
Day: Monday 4/27

Example	Student's Work
just	
way r.18	
get	
home	
much	
C	
G	
O	
Q	

Name:

#:

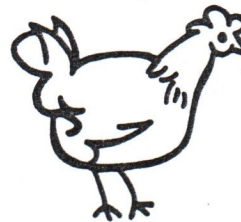
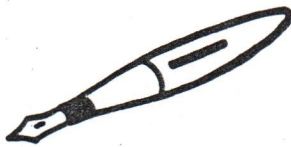
Date: 4/27



10

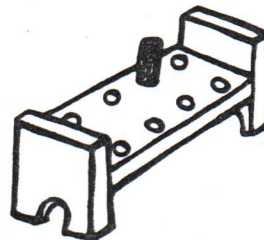
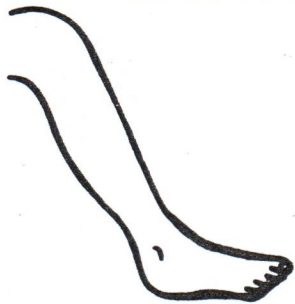
ten

pen



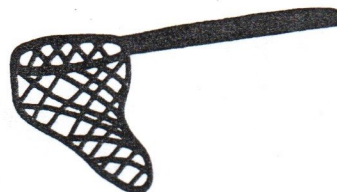
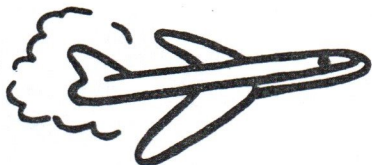
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Independent Work

(I)

Roses Are Red
By Sir Edmund Spenser

Roses are Red,
Violets are Blue,
Sugar is sweet,
And so are you.



(PA)

Name: _____ Date: _____

Father Bear Comes Home
Chapter 1: "Little Bear and Owl"

Directions: Answer the questions in complete sentences.

1. Who are the main characters?

2. Where is the setting?

3. What does Mother Bear ask Little Bear to do for her?

4. Who does Little Bear pretend to be?

5. Little Bear catches an octopus and little whale.

Yes

No

6. Little Bear is a real fisherman like his father.

Yes

No

(I)

Name _____

Real

Make-Believe

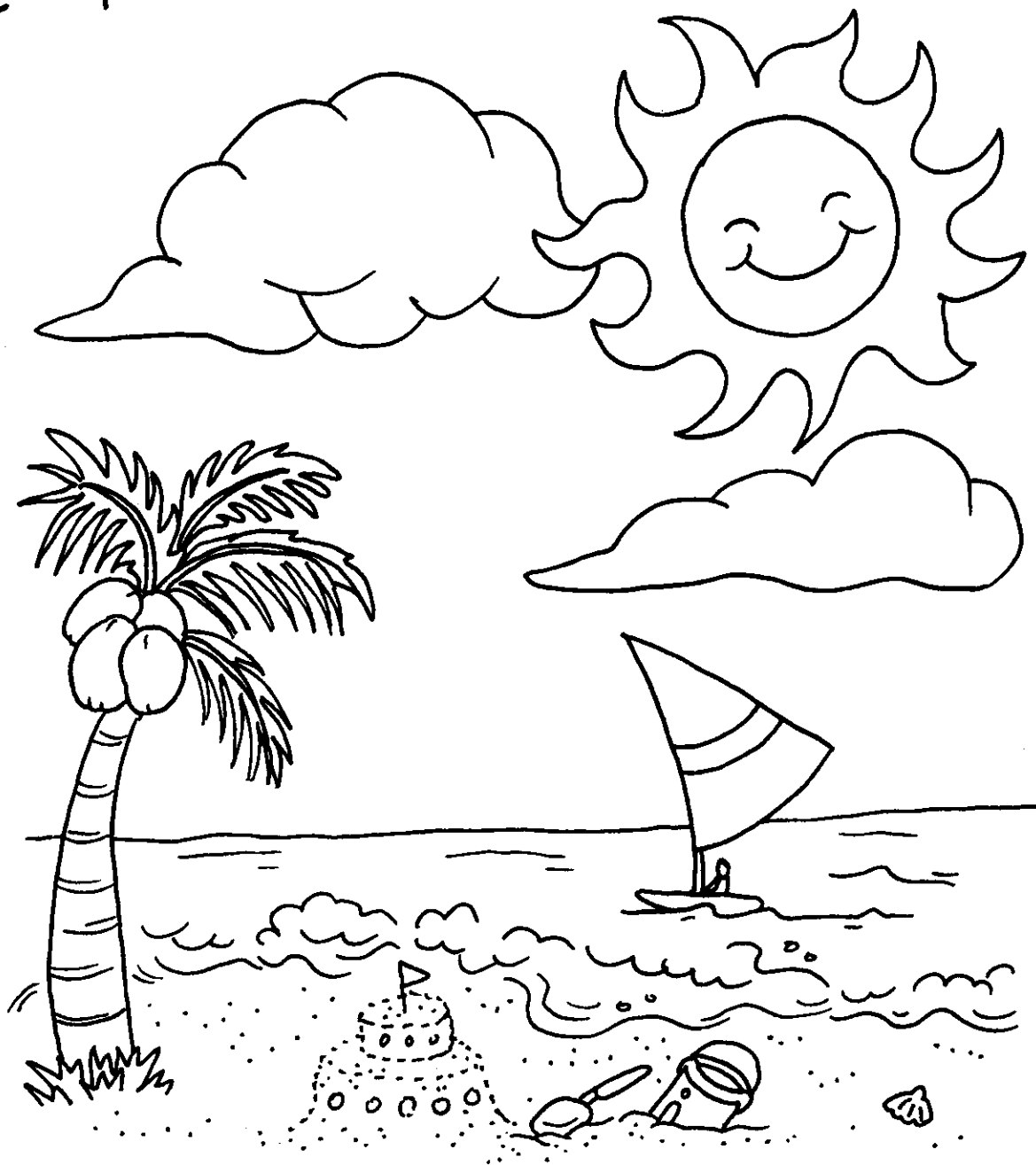
MOUSE SOUP • LEVEL 1 • 1

SKILL: REALITY AND FANTASY

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

Color the picture. Is it day or night?

(Independent)



CW-18.4

Concept: Understand ways to measure time.

Introduction: Talk with the child about the differences between day and night. Tell the child that we use 'day' and 'night' to talk about different times.

Where should the girl be? Draw a line to the correct picture. (PA)



Concept: Understand ways to measure time.

Introduction: Talk with the child about the different things he/she does during the morning, afternoon, or evening. Tell the child that we use 'morning', 'afternoon', and 'evening' to divide up the day into different times.



Rocks

How are a pebble and
a boulder different?
How are they alike?

Compare and Contrast

Reading A-Z



Rocks

What kinds of rocks can
you hold in your hand?

Classify Information

Reading A-Z



Rocks

What are some ways you
can use a pebble?
What are some ways you
can use a stone?

Evaluate

Reading A-Z



Rocks

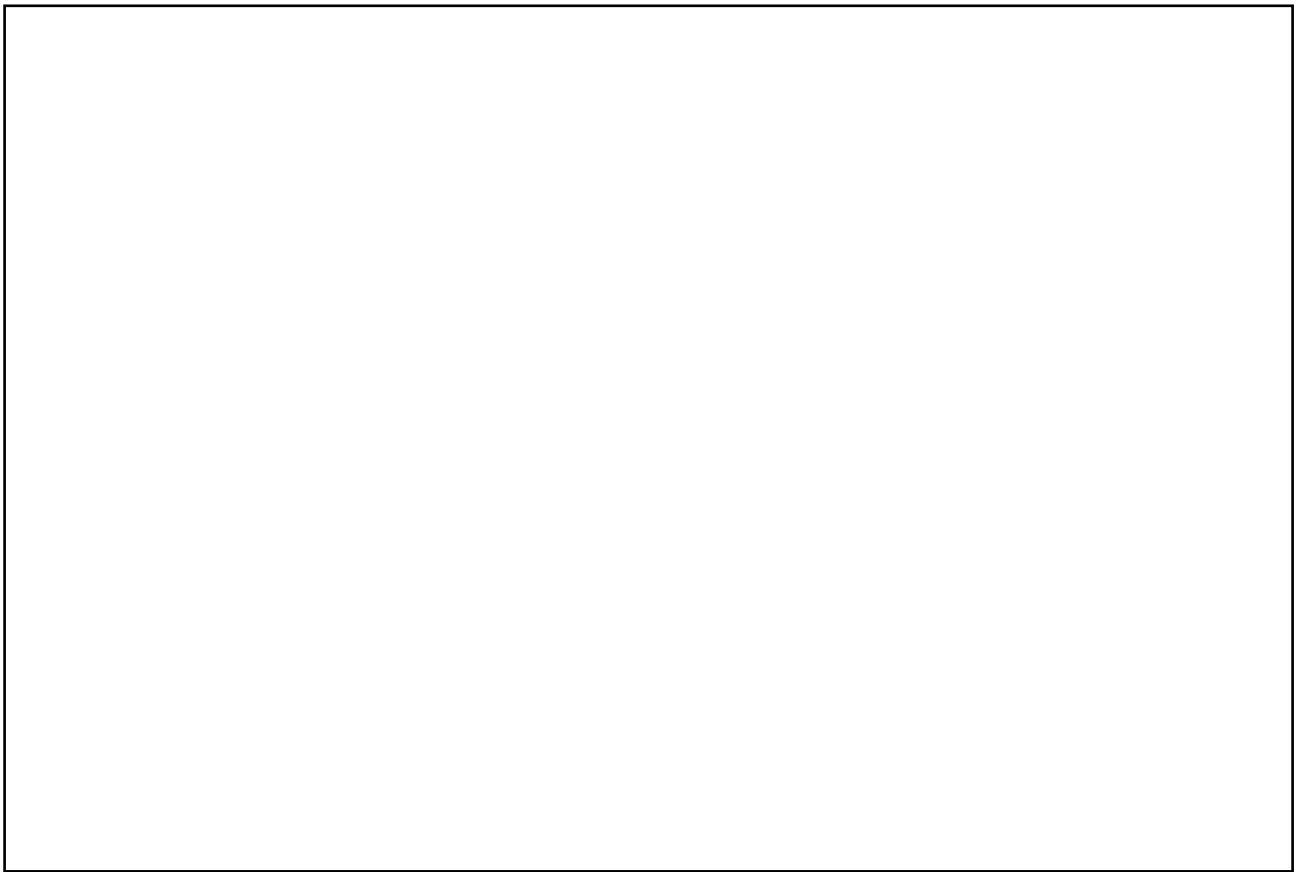
Why can dust go
everywhere?

Analyse

Reading A-Z

Name: _____

Date: _____



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.

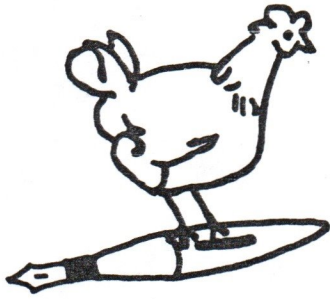
Day: Tuesday 4/28

Example	Student's Work
call r.17	
long	
love	
then	
house	
S	
A	
B	
D	

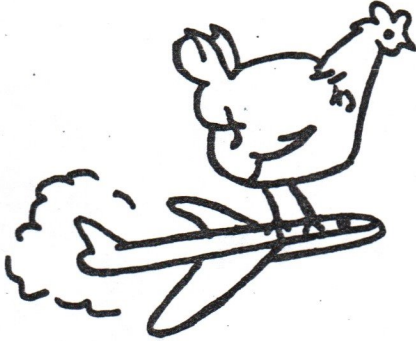
Name: _____

#1

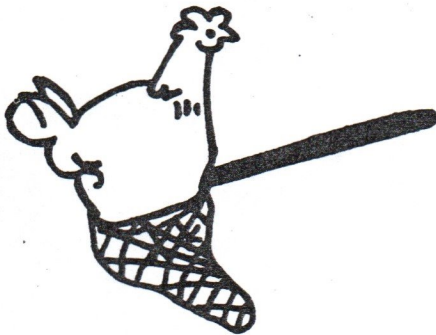
Date: 4/28



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The net
is the

(PA)

Name: _____ Date: _____

Father Bear Comes Home

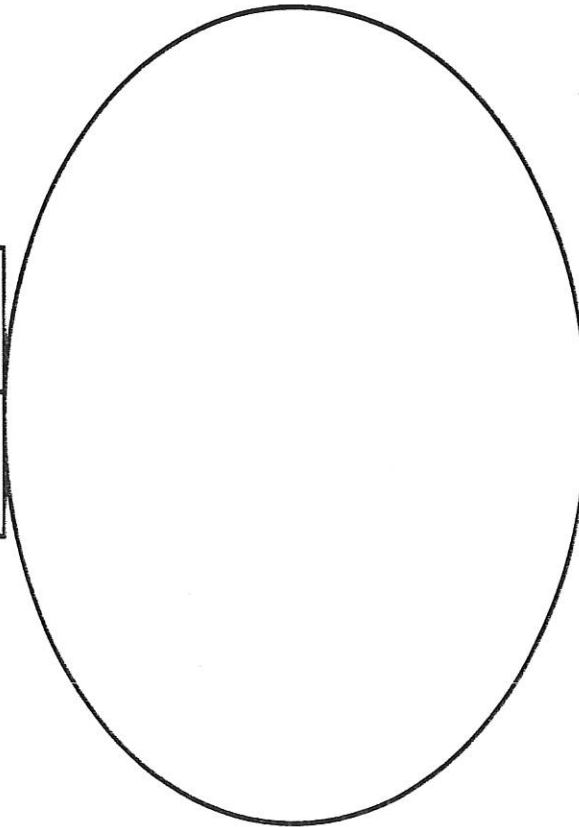
Chapter 2: "Father Bear Comes Home"

Directions: Write the adjectives (describing words) used to describe the mermaid (noun) that Father Bear may bring home from **his** trip.

Noun:

Adjectives:

Adjectives:



Adjectives:

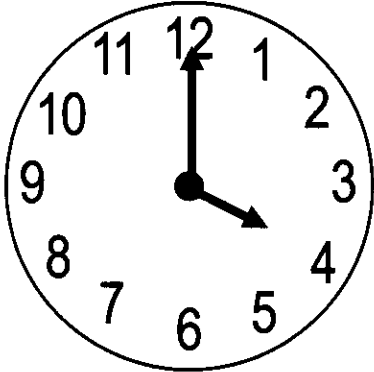
Write one complete sentence using all the adjectives Little Bear uses to describe the mermaid.

Roses Are Red

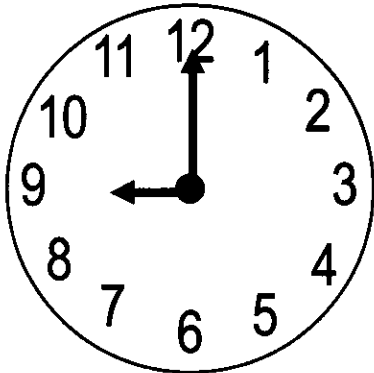
by Sir Edmund Spenser

Roses are red,
Violets are blue,
Sugar is sweet,
And so are you.

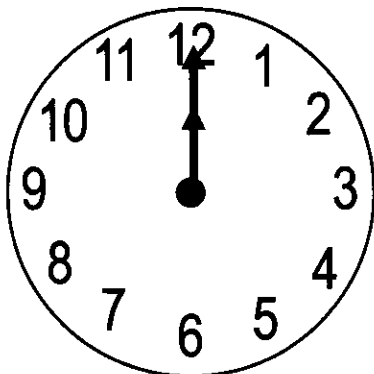
Draw a line to match the time to the clock.
(Independent)



4 o'clock



9 o'clock



12 o'clock

Concept: Understand ways to measure time.

Introduction: Tell the child that we divide the day up into hours. Talk about activities that take about an hour. Show the child an analog clock. Tell him/her there are 12 hours from the middle of the night to the middle of the day, and 12 hours from the middle of the day to the middle of the night. Ask the child to read the numbers on the clock. Draw the child's attention to the hands. Explain that the hour starts when the long hand points to 12 and the short hand points to the hour. Move the hands to demonstrate how they move. Set the time to 3:00 and say that this is 3 o'clock. Set the time at various hours and get the child to say what time it is.

Organize the rocks from the book into groups.

What groups did you make?

What other rocks could you add to these groups?

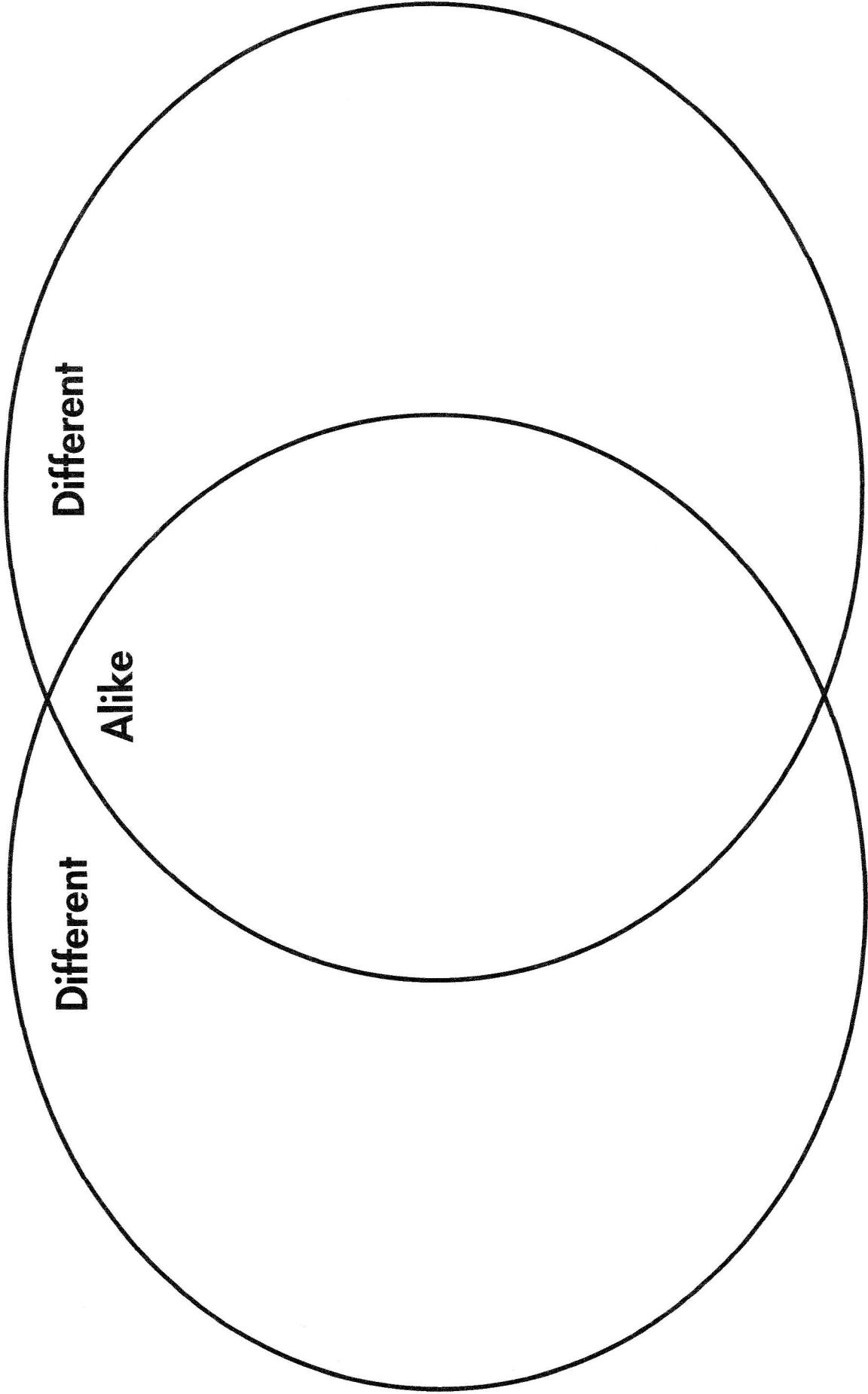
Why do you think the child is so interested in rocks and what they make?

What happens each time after the child finds a rock?

What can be built with limestone?
Granite?
Slate?
Obsidian?

Name _____

Rock _____

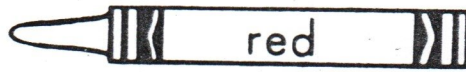
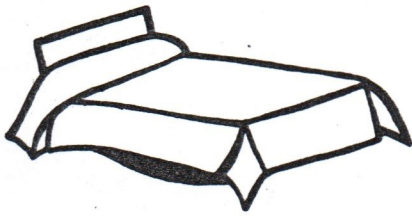


Instructions: Have students choose two rocks from the book and use the Venn diagram to compare and contrast them.

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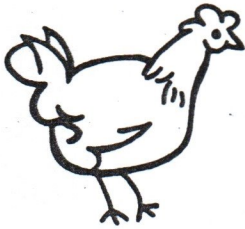
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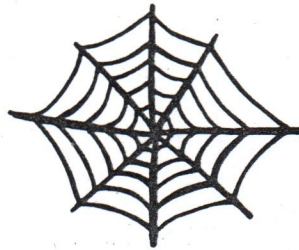
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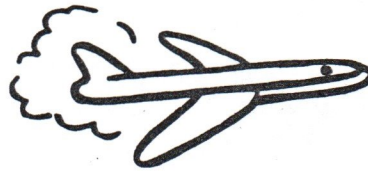




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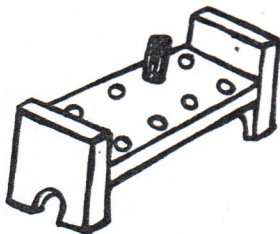
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peg

red



10

jet

pen

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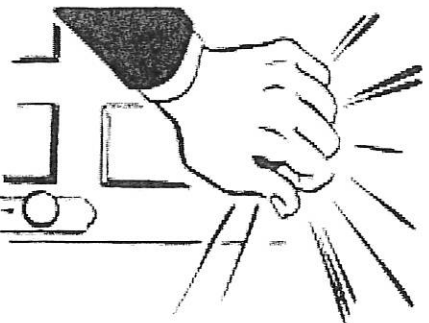
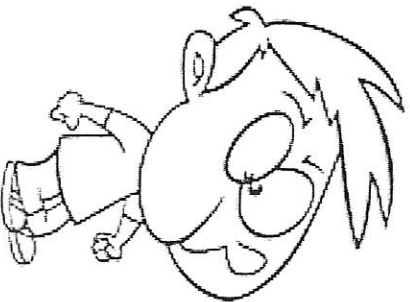
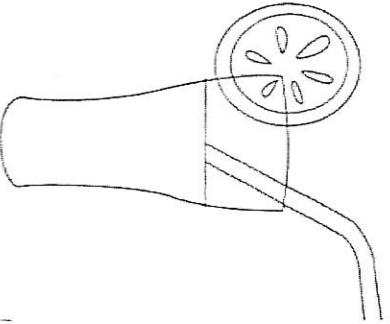
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Father Bear Comes Home

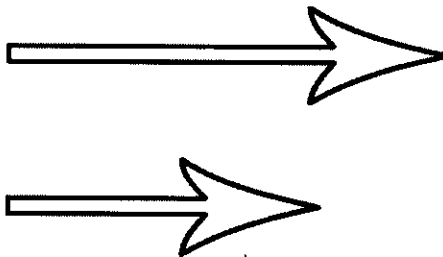
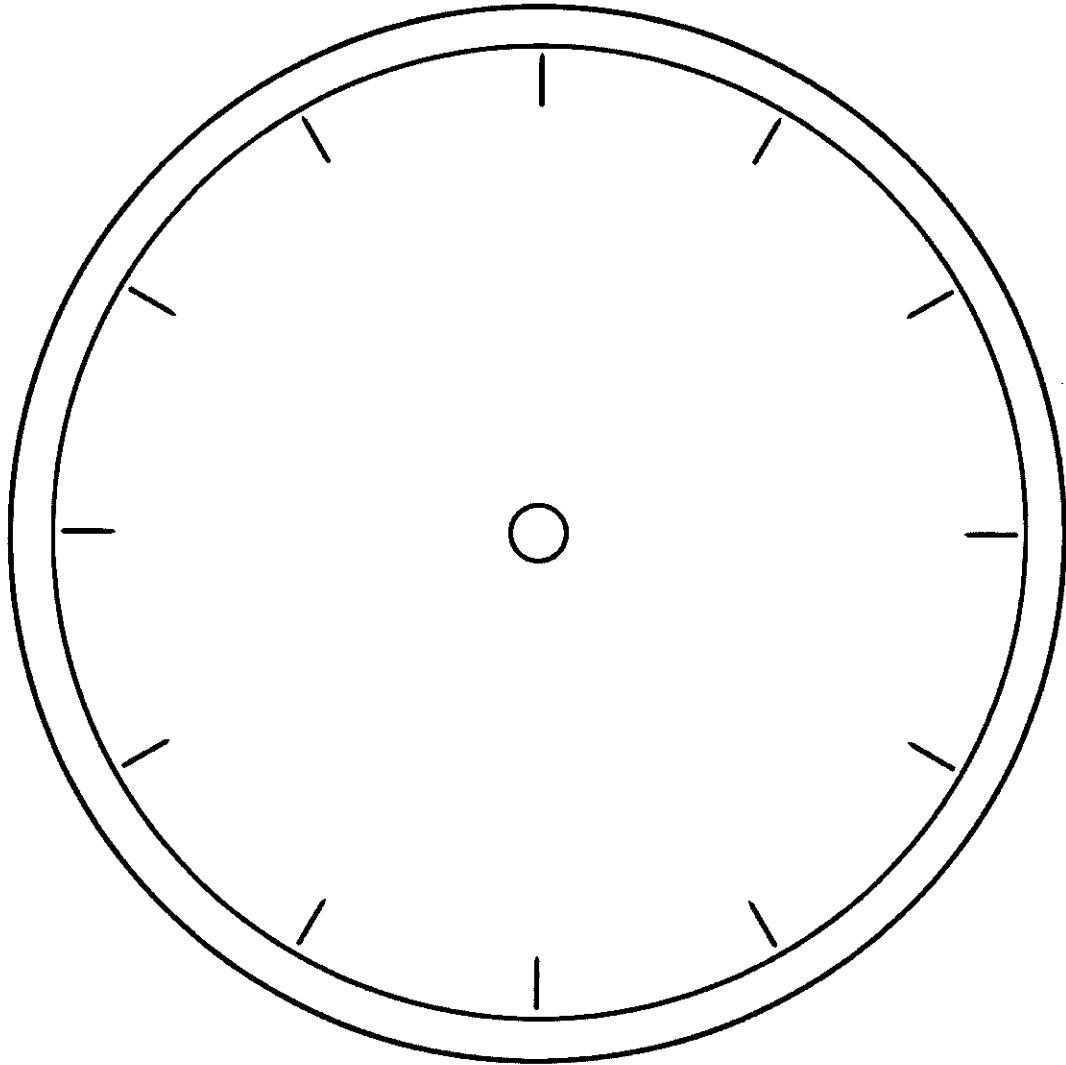
Chapter 3: "Hiccups"

Directions: Color, cut and paste the pictures in the order Little Bear tries to cure his hiccups.

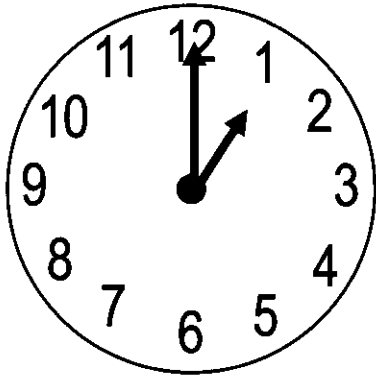
1	2	3	4	5
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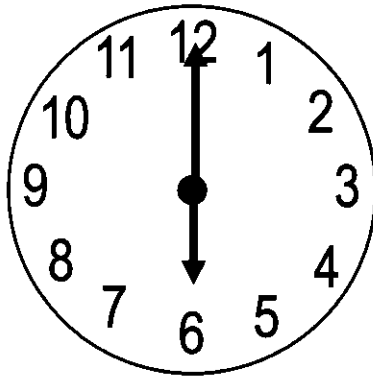
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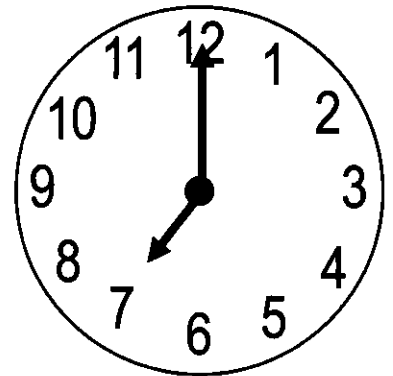
Write the correct time. (Independent)



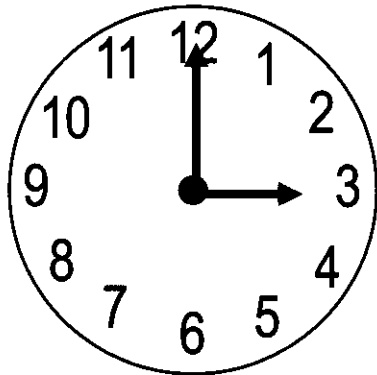
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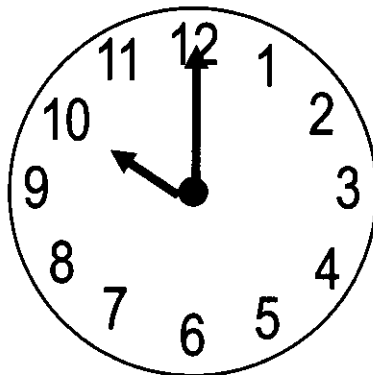
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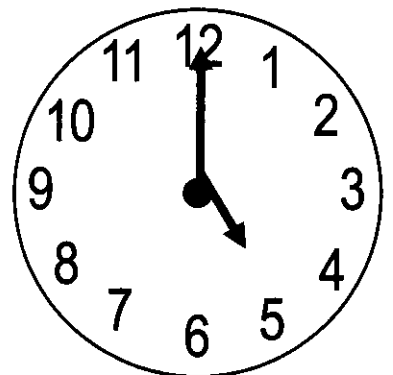
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____:00

Concept: Understand ways to measure time.

Introduction: Discuss what time the child does various activities throughout the day. For example, the child might get up at 7 o'clock. Show the child a digital clock. Tell him/her that this is another way of showing what time it is. The first number before the two dots is the hour. When the two numbers after the dots is '00' then it is the start of the hour, or o'clock.

One Step Further: Draw the child's attention to the clock, both analog and digital, at various times during the day.

Types of Rocks Study Guide

Rock Type	How it is Forms	Where it is Found	What it Looks Like	Examples of This Rock
<p data-bbox="418 1688 483 1927">Igneous</p> 	<ul data-bbox="391 1230 634 1545" style="list-style-type: none"> • forms when melted rock from deep below earth's surface cools and hardens 	<ul data-bbox="358 848 659 1167" style="list-style-type: none"> • found mostly below earth's surface • sometimes found in or near volcanoes 	<ul data-bbox="350 466 667 781" style="list-style-type: none"> • looks shiny • feels hard • sometimes contains crystals • mostly dark colored rock 	<ul data-bbox="375 138 626 369" style="list-style-type: none"> • obsidian • granite • basalt • pumice
<p data-bbox="781 1612 846 2007">Sedimentary</p> 	<ul data-bbox="708 1230 1065 1545" style="list-style-type: none"> • forms when layers of sediment (particles of rocks, bits of soil, & remains of once living things) are pressed together an harden over time 	<ul data-bbox="683 848 1081 1167" style="list-style-type: none"> • found on earth's surface • sometimes found near oceans, lakes, or other bodies of water once existed 	<ul data-bbox="773 466 992 781" style="list-style-type: none"> • looks layered • feels soft • sometimes contains fossils 	<ul data-bbox="748 75 1000 432" style="list-style-type: none"> • shale • sandstone • limestone • conglomerate
<p data-bbox="1219 1608 1284 2007">Metamorphic</p> 	<ul data-bbox="1097 1230 1536 1566" style="list-style-type: none"> • forms when existing rocks are changed by extreme heat and pressure • the crystals and minerals in the rocks change under the heat and pressure 	<ul data-bbox="1243 873 1382 1167" style="list-style-type: none"> • found mostly deep within earth's core 	<ul data-bbox="1187 466 1438 802" style="list-style-type: none"> • looks hard • sometimes contains crystals • sometimes looks layered 	<ul data-bbox="1179 159 1422 348" style="list-style-type: none"> • slate • marble • gneiss • schist

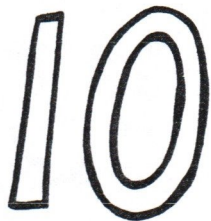
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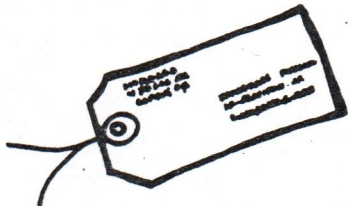
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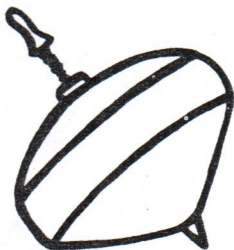
I t i s a
It is blue.



.
It is purple.



.
It is red.



.
It is yellow.



.
It is orange.

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Name:

#:

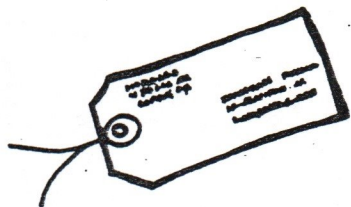
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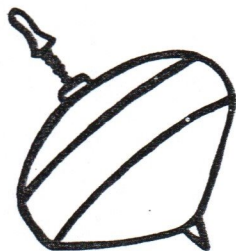
I t i s a tub.
It is blue.

10

I t i s a ten.
It is purple.



I t i s a tag.
It is red.



I t i s a top.
It is yellow.



I t i s a tug.
It is orange.

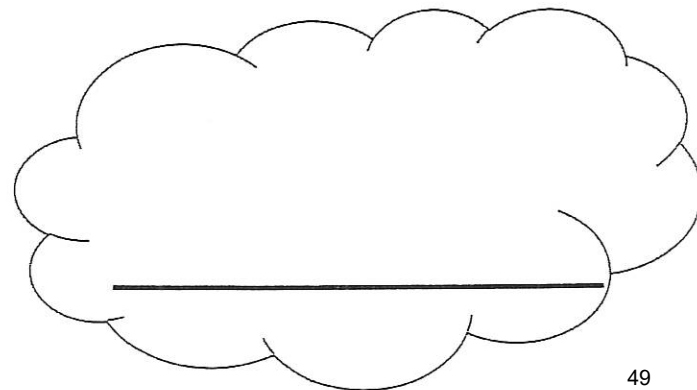
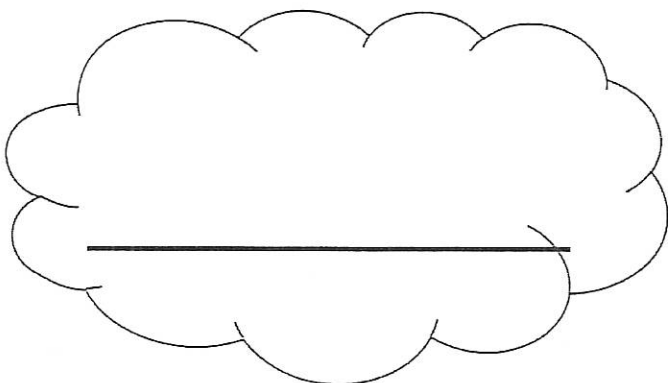
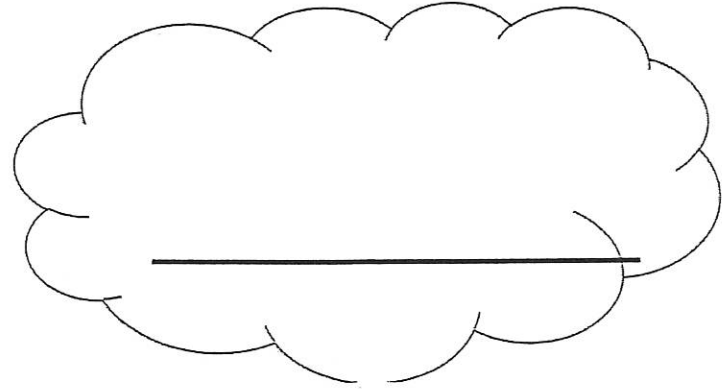
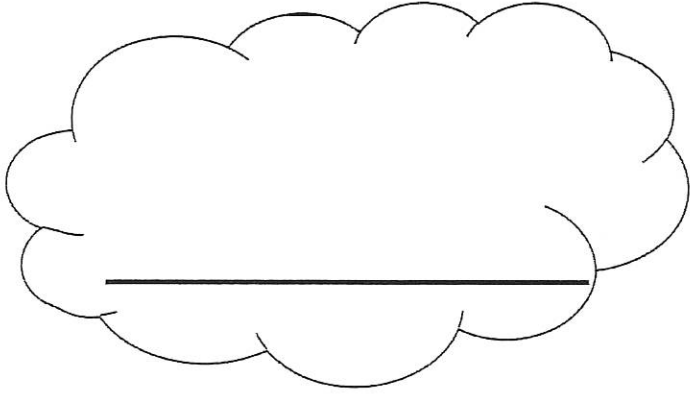
(PA)

Name: _____ Date: _____

Father Bear Comes Home

Chapter 4: "Little Bear's Mermaid"

Directions: Discuss and write four character traits for Father Bear. Use the book to support your answers.



Fill in the missing numbers. (Independent)

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4		
7	8	9				13
14				18	19	
	22	23	24	25		
		30				

CIV - Indep pract. 18.7

Concept: Understand ways to measure time.

Introduction: Discuss yearly activities, such as birthdays. Tell the child that we divide up the year into 12 months. Name the months and discuss things that happen each month. Tell the child we divide the year into weeks and that a week has 7 days. Name the days of the week and talk about what the child does on the various days of the week. Show the child a calendar and the different pages for each month and the rows for each week. Discuss things the child did yesterday, is doing today, and will do tomorrow, pointing to the days on the calendar and using the name of week day, e.g., "Yesterday, on Tuesday, you..."

My Rock Report

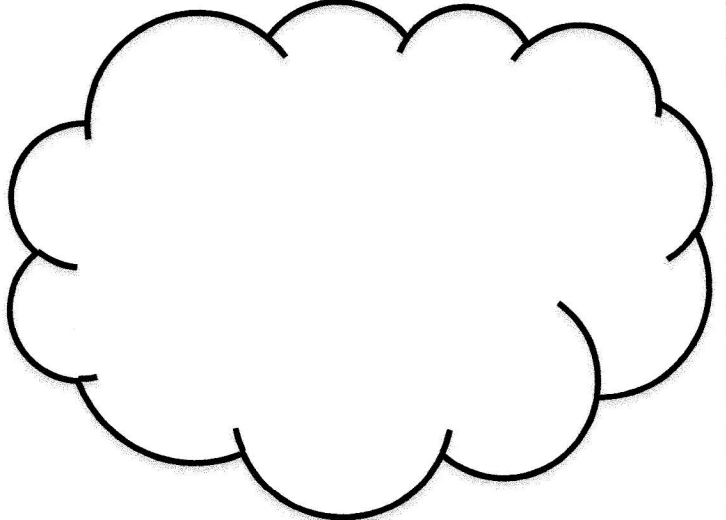
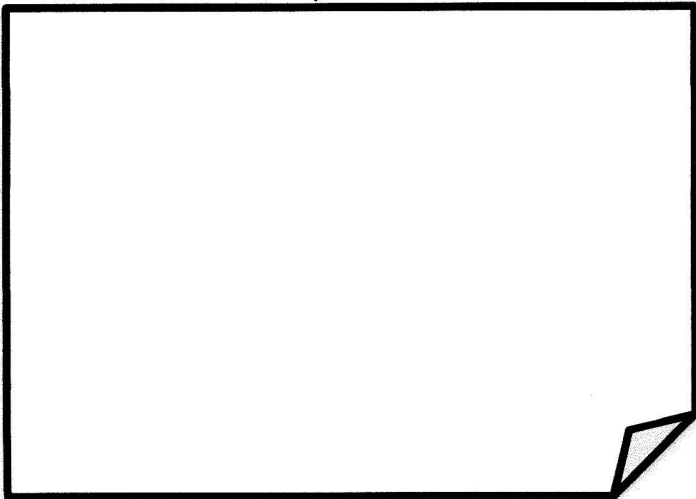
By: _____

Directions: Choose a rock you find interesting. Closely inspect and observe your rock.

colors	
size	
shape	
smooth or rough	
heavy or light	
sink or float	

This is what my rock looks like:

More about my rock:



Friday Assessment Checklist

- Student Affidavit
- Spalding Spelling Test
- Math Assignments
 - Pg 127-129 textbook
 - Attached worksheets pg. 140
- Father Bear Comprehensive Test and Poem Recitation
- Rocks Comprehension Quiz (Science)
- Send completed work to teachers by 8pm on Saturday via email.



GREAT HEARTS WESTERN HILLS

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Kindergarten

Student Attendance Affidavit

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

- April 27, 2020
- April 28, 2020
- April 29, 2020
- April 30, 2020
- May 1, 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: _____

Overall Neatness (2pt)

Name (2pts):

Number (1pt):

Date (1pt):

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Total Points: ____/16

(PA) **Poem: Roses Are Red**

Title: /1

Author: Sir Edmund Spenser /1

Roses are red /1

Violets are blue, /1

Sugar is sweet,

And so are you. /1

Clarity:

Words clearly articulated/voice projects loudly and clearly /1

Presence:

Stand upright in presentation positions /1

Total Score: /8

Father Bear Comes Home Comprehension Test

(PA)

Name: _____ Date: _____

1. Write the name of Little Bear's friends.

a. _____ b. _____

c. _____ d. _____

Circle or write the best answer.

b. How did Little Bear stop his hiccups?

A. He sneezed. B. Father Bear roared. C. He laughed.

c. Did Little Bear catch a whale? Yes No

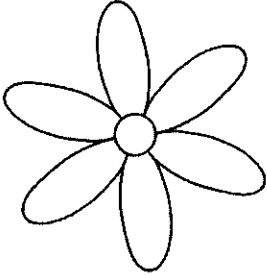
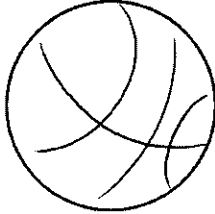
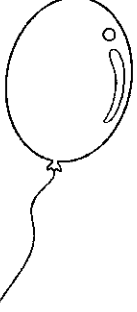
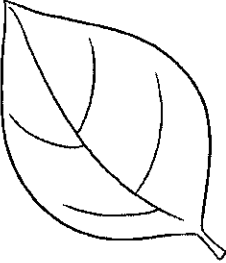
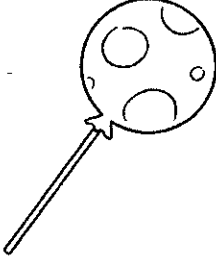
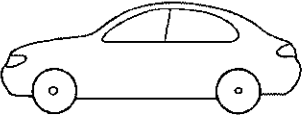
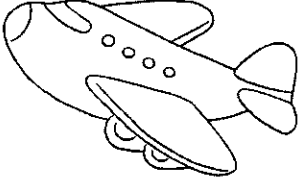
d. What did Little Bear want Father Bear to bring home? A. A boat B. A mermaid

e. Who is the illustrator of Father Bear Comes Home? _____

f. Was Little Bear a real fisherman like Father Bear? Yes No

g.



		
Monday	Tuesday	Wednesday
		
Thursday	Friday	
		
Saturday	Sunday	

Fill in the missing numbers. Color all the days that are Sunday. (Independent)

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1			4
5	6		8	9	10	
12		14				18
	20	21			24	25
				30	31	

Concept: Understand ways to measure time.

Introduction: Show the child a calendar. Look at the different months and discuss how many days are in each month. Show the child how each month starts on the next day, so that if one month ends on a Thursday, the next month starts on the next day, a Friday. Ask the child to point to the days in a month that are on a particular week day. They are all in the same column.

One Step Further: Make a large calendar page for the current month. Each day, discuss what day of the week it is. Get the child to illustrate the calendar with special events of the day, or the weather.

Name _____ Date _____

1. A mountain is made of _____.
 - (A) rock
 - (B) pebble
 - (C) stone

2. What breaks off a stone?
 - (A) a boulder
 - (B) a pebble
 - (C) sand

3. _____ is bigger than a stone.
 - (A) Sand
 - (B) A boulder
 - (C) Dust

4. **Dust** is _____.
 - (A) the smallest rock
 - (B) like a pebble
 - (C) the largest rock

5. Sand is _____ a pebble.
 - (A) the same as
 - (B) smaller than
 - (C) bigger than

6. **Extended Response:** Have the children draw a picture of which rocks from the book they could pick up with no help. Then have them dictate (or write) a sentence to explain the picture.

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

Quick Check Answer Sheet

Rocks

Main Comprehension Skill: Sequence Events

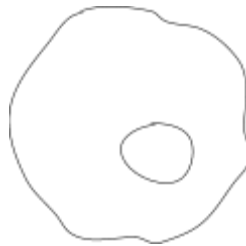
1. **(A)** *Main Idea and Details*
2. **(B)** *Sequence Events*
3. **(B)** *Compare and Contrast*
4. **(A)** *Vocabulary*
5. **(B)** *Compare and Contrast*
6. Answers should include that the child could pick up the stone, pebble, sand and dust with no help.

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

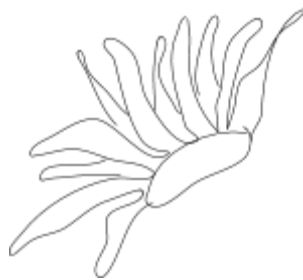
Kinder Art

Hello friends! This week we are going to be learning about a new artwork and art history period! The new art period is called *Post-Impressionism*. The artists of this time were inspired by the Impressionists that came before them and made art in a style similar.

Let's study the artwork. Answer the questions below.



How many flowers do you see that look like this? _____



How many flowers have petals like this one? _____

How many leaves do you see? _____

This painting was created by the artist Van Gogh. He picked the sunflowers to represent gratitude. Gratitude is when we tell people, "thank you," for being kind to us or being a good friend.

Who is someone you can show gratitude for today?



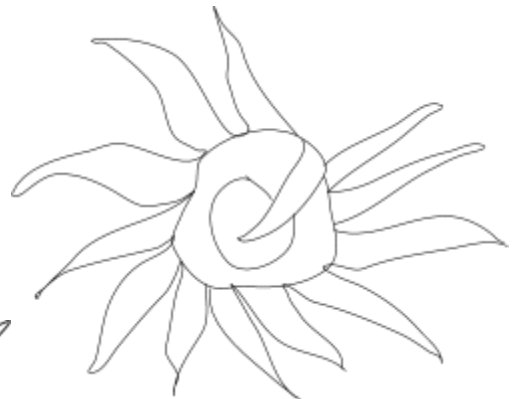
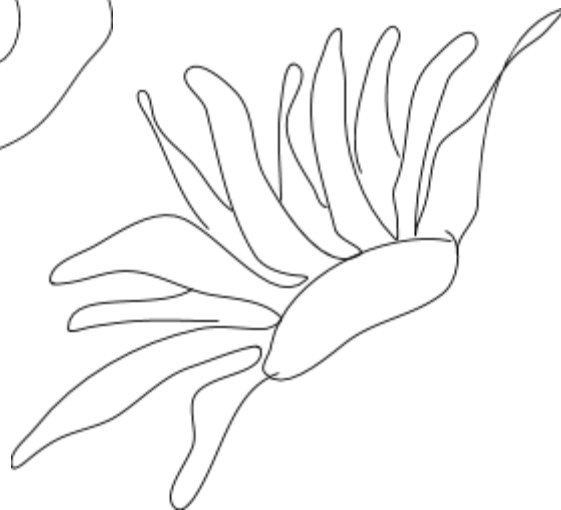
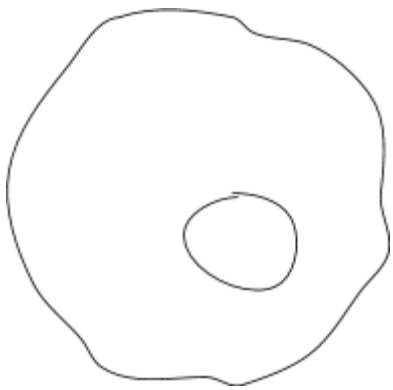
Title: Sunflowers

Medium: Paint

Artist: Vincent Van Gogh

Alright friends, today you are going to be drawing the sunflowers and coloring them in in your sketchbook. Make sure to keep the sunflowers safe until next week because we will be finishing the art project then.

I drew a few sunflowers for you, and I want you to add five more. Then color the flowers as close as you can to the original painting with crayons, colored pencils, or markers. Have fun!



If you would like to keep making art color the picture below. Use any colors you want, but stay in the lines. Have fun!



11. **Starry Night.** 1889. Oil on Canvas.

One sound or two sounds?

We are going to use Hot Cross Buns for our lesson this week. If there is one sound, write 1 on the space. If there are two sounds, write 2 on the space.



1

Hot



Cross



Buns



Hot



Cross



Buns



2

One a



pen - ny



two a



pen - ny



Hot



Cross



Buns

Latina Canta: Animalia

Instructions: In this lesson, we will review the Latin names for some of the animals.

- 1. Say the Latin name for each picture aloud.*
- 2. Color the picture.*
- 3. Sing the song 'Agricola had a farm,' with these animals.*

Pro Parentibus

For the Parents

Have your scholar practice singing the song 'Agricola had a farm' (old mcdonald had a farm, but substituting Latin names for animals). I will have a video of this posted on Google Class in the K-2 Specials classroom.

Canis (kah-nees): dog

Feles (fey-leys): Cat

Piscis (pees-kees): fish

Avis (aw-wees): bird

Agnus (awn-yoos)*: lamb

Also pronounced 'ag-noos'