



# 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 efforts in delivering the contents 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

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# Monday Daily Overview

5/11/20

<p>Spalding</p>	<ul style="list-style-type: none"> <li>● <b>Materials Needed:</b> Pink Spalding Notebook, pencil, spelling word list for dictation, phonogram cards and Leveled Reader 3.1, <i>Slide</i>.</li> <li>● <b>PA:</b> Review Focus Phonograms: ie, oe, ee, oa (cue: boat), ch, ea, ee, or, th, ci (cue: short).</li> <li>● <b>PA:</b> Spelling Words 1x in the Pink Spalding Notebook.</li> </ul> <table border="1" data-bbox="297 520 1304 1066"> <thead> <tr> <th>Word</th> <th>Sentence</th> <th>Instructions</th> </tr> </thead> <tbody> <tr> <td>if</td> <td><i>If we have enough flour, we will make a cake.</i></td> <td>Students make the sounds for "if" as they write the word.</td> </tr> <tr> <td>how</td> <td><i>How did you learn to write so well?</i></td> <td>Student makes the sounds for "how" as they write the word. Say "Use /ow/.</td> </tr> <tr> <td>her</td> <td><i>The puppy belongs to her.</i></td> <td>After student makes the sound for "her," say "Use the /er/ in her.</td> </tr> <tr> <td>them</td> <td><i>I will go to the store with them.</i></td> <td>Student makes the sounds for "them" as they write the word.</td> </tr> <tr> <td>oth er</td> <td><i>Would you like this donut or the other donut?</i></td> <td>After student say the syllables, say, "in the first syllable, use /o/. In the second syllable, use /er/ in her.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>● I: Read Leveled Reader 3.1, <i>Slide</i></li> </ul>	Word	Sentence	Instructions	if	<i>If we have enough flour, we will make a cake.</i>	Students make the sounds for "if" as they write the word.	how	<i>How did you learn to write so well?</i>	Student makes the sounds for "how" as they write the word. Say "Use /ow/.	her	<i>The puppy belongs to her.</i>	After student makes the sound for "her," say "Use the /er/ in her.	them	<i>I will go to the store with them.</i>	Student makes the sounds for "them" as they write the word.	oth er	<i>Would you like this donut or the other donut?</i>	After student say the syllables, say, "in the first syllable, use /o/. In the second syllable, use /er/ in her.
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<p>Literature</p>	<ul style="list-style-type: none"> <li>● Intro Poem: Happy Thought-<b>PA</b></li> <li>● Parent reads the poem 2x - <b>PA</b></li> <li>● Scholar will find words that rhyme within the poem - <b>PA</b></li> <li>● Parent reads "Mouse Tales" Chapter 1 "The Wishing Well"</li> <li>● Scholar will tell parent who the character(s), setting, problem, solution.</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>● Scholar will complete Vocabulary Word Map WS and draw a picture of a well.</li> </ul>																		
<p>Poetry</p>	<ul style="list-style-type: none"> <li>● Practice "Happy Thought": 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 the Mouse's perseverance?"</li> </ul>																		
<p>Math</p>	<ul style="list-style-type: none"> <li>● 1) Parent and scholar will work on pg. 140-141 together. Scholar to work (I) pg. 142.</li> <li>● 2) To begin the unit, look at pg. 140 and ask your child if all the dates are showing for the top March calendar. Have them tell you what date is covered/missing on the calendar. Confirm the date by looking at the bottom</li> </ul>																		

	<p>calendar to view uncovered date.</p> <ul style="list-style-type: none"> <li>● 3) Next review a calendar for any month. You can get one online, use a previous calendar provided or one from home. Point to the 18<sup>th</sup> within the month and get them to tell you the date of the month. Then ask, “What is the previous day’s date?” “What is the date for the day after the 18<sup>th</sup>?” Repeat this with another day for this month.</li> <li>● 4) On Pg. 141, parent will ask scholar to tell them what dates are hidden. Get scholar to tell you what the dates of the month are for the previous and following days of the hidden date.</li> <li>● 5) Scholar will work independently on pg. 142. Ask scholar what dates are covered by the bee and butterfly? Ask scholar to tell you the previous and day after dates for the hidden dates.</li> <li>● <b>6) The answer key:</b> <ul style="list-style-type: none"> <li>○ <b>(PA) pg. 140:</b> <ul style="list-style-type: none"> <li>○ The 11<sup>th</sup> is date covered by bug.</li> <li>○ The day before is the 10<sup>th</sup>.</li> <li>○ The day after is the 12<sup>th</sup>.</li> </ul> </li> <li>○ <b>(PA/ Independent) pg. 141:</b> <ul style="list-style-type: none"> <li>○ The 19<sup>th</sup> is date covered by snail. The day before is the 18<sup>th</sup> and the date after is the 20<sup>th</sup>.</li> <li>○ The 23<sup>rd</sup> is the date covered by the ladybug. The date before is the 22<sup>nd</sup> and the date after is the 24<sup>th</sup>.</li> </ul> </li> <li>○ <b>(Independent) pg. 142:</b> <ul style="list-style-type: none"> <li>○ The 4<sup>th</sup> is date covered by the bee.</li> <li>○ The day before is the 3<sup>rd</sup>.</li> <li>○ The day after is the 5<sup>th</sup>.</li> <li>○ The 6<sup>th</sup> is date covered by the butterfly.</li> <li>○ The day before is the 5<sup>th</sup>.</li> <li>○ The day after is the 7<sup>th</sup>.</li> </ul> </li> </ul> </li> </ul>
History	<ul style="list-style-type: none"> <li>● <i>Scholars will be reviewing previously learned information this week in history. Scholars will review previously learned science information next week.</i></li> <li>● PA/I: Parent assists scholar in watching today’s history video (Monday and Tuesday Review Video: Maps and Globes.)</li> <li>● I: Scholar completes today’s history review pages.</li> </ul>
Science	N/A

I=Independent or PA=Parent Assisted

# Tuesday Daily Overview

5/12/20

<p>Spalding</p>	<ul style="list-style-type: none"> <li>● <b>Materials Needed:</b> Pink Spalding Notebook, pencil, spelling word list for dictation, phonogram cards, and Leveled Reader 3.1 <i>Slide</i>.</li> <li>● <b>PA:</b> Review Focus Phonograms: sh, oo, ie, ea, au, ng, wr (cue: 2 letters), ur (cue: nurse), ei, ar</li> <li>● <b>PA:</b> Spelling Words 1x in the Pink Spalding Notebook.</li> </ul> <div data-bbox="321 604 1300 1167" style="border: 2px solid black; padding: 10px; margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Word</th> <th style="text-align: center;">Sentence</th> <th style="text-align: center;">Instructions</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <div style="font-family: cursive; font-size: 1.2em;"> <u>ba</u> by r.4,6                 </div> </td> <td style="vertical-align: top;"> <i>You were a beautiful baby.</i> </td> <td style="vertical-align: top;">                     For spelling say <i>ba bi</i>. Rule 4, a may say a at the end of a syllable. Rule 6, The letter y not i is used at the end of English words.                 </td> </tr> <tr> <td style="vertical-align: top;"> <div style="font-family: cursive; font-size: 1.2em;">                     well r.17                 </div> </td> <td style="vertical-align: top;"> <i>We can make a wish at the wishing well.</i> </td> <td style="vertical-align: top;">                     For spelling, say both l's. Rule 17, we often double l at the end of a short word.                 </td> </tr> <tr> <td style="vertical-align: top;"> <div style="font-family: cursive; font-size: 1.2em;"> <u>a</u> <u>bout</u> r.4                 </div> </td> <td style="vertical-align: top;"> <i>The story is about a bear and his family.</i> </td> <td style="vertical-align: top;">                     For spelling say the second sound of a for the first syllable.                 </td> </tr> <tr> <td style="vertical-align: top;"> <div style="font-family: cursive; font-size: 1.2em;">                     [man                 </div> </td> <td style="vertical-align: top;"> <i>The man is waking down the street.</i> </td> <td style="vertical-align: top;">                     Student makes the sounds for "man" as they write the word.                 </td> </tr> <tr> <td style="vertical-align: top;"> <div style="font-family: cursive; font-size: 1.2em;">                     [men                 </div> </td> <td style="vertical-align: top;"> <i>The men are working hard.</i> </td> <td style="vertical-align: top;">                     The base word for "men" is "man". Student makes the sound for "men". Bracket "man" and "men."                 </td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> <li>● <b>I:</b> Read Leveled Reader 3.1, <i>Slide</i></li> </ul>	Word	Sentence	Instructions	<div style="font-family: cursive; font-size: 1.2em;"> <u>ba</u> by r.4,6                 </div>	<i>You were a beautiful baby.</i>	For spelling say <i>ba bi</i> . Rule 4, a may say a at the end of a syllable. Rule 6, The letter y not i is used at the end of English words.	<div style="font-family: cursive; font-size: 1.2em;">                     well r.17                 </div>	<i>We can make a wish at the wishing well.</i>	For spelling, say both l's. Rule 17, we often double l at the end of a short word.	<div style="font-family: cursive; font-size: 1.2em;"> <u>a</u> <u>bout</u> r.4                 </div>	<i>The story is about a bear and his family.</i>	For spelling say the second sound of a for the first syllable.	<div style="font-family: cursive; font-size: 1.2em;">                     [man                 </div>	<i>The man is waking down the street.</i>	Student makes the sounds for "man" as they write the word.	<div style="font-family: cursive; font-size: 1.2em;">                     [men                 </div>	<i>The men are working hard.</i>	The base word for "men" is "man". Student makes the sound for "men". Bracket "man" and "men."
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<p>Literature</p>	<ul style="list-style-type: none"> <li>● Review "Mouse Tales" Chapter 1 from the previous day - <b>PA</b></li> <li>● Scholars will answer and ask questions for clarification. – <b>PA</b></li> <li>● Scholar will complete copy work for "Happy Thought" Cross using their best Spalding Handwriting– <b>I</b></li> <li>● Practice Poem – <b>PA</b></li> <li>● Scholar will listen to a story from Mouse Tales Chapter 2 "Clouds" – <b>PA</b></li> <li>● Scholar will draw or trace their favorite cloud from today's story -- <b>PA</b></li> </ul>																		
<p>Poetry</p>	<ul style="list-style-type: none"> <li>● Practice "Happy Thought": <b>PA/I</b></li> </ul>																		
<p>Writing</p>	<p>N/A</p>																		
<p>Math</p>	<ul style="list-style-type: none"> <li>● 1) Parent feel free to review any of the assignments from Unit 18 prior to assessment.</li> <li>● 2) Provide your scholar a quiet space, free of any distractions to complete assessment pages 143-144 in textbook.</li> <li>● 3) Parent follow/read instructions to scholar. Student must complete the assessment <b>independently</b>.</li> </ul>																		

	<ul style="list-style-type: none"> <li>● 4) <b>No answers provided as teacher will grade assessment.</b></li> </ul>
History	<ul style="list-style-type: none"> <li>● <i>Scholars will be reviewing previously learned information this week in history. Scholars will review previously learned science information next week.</i></li> <li>● PA/I: Parent assists scholar in watching today's history video (Monday and Tuesday Review Video: Maps and Globes.)</li> <li>● I: Scholar completes today's history review pages.</li> </ul>
Science	N/A

I=Independent or PA=Parent Assisted

# Wednesday Daily Overview

5/13/20

Spalding	<ul style="list-style-type: none"> <li>● PA: N/A</li> <li>● I: As time allows, read Leveled Reader 3.1, Slide</li> </ul>
Literature	<ul style="list-style-type: none"> <li>● Review Mouse Tales, Chapter 2. -PA</li> <li>● Scholar will listen to parents read MouseTales, Chapter 3, The Mouse and the Winds and Chapter 4, "The Journey". - PA</li> <li>● Scholar will complete The Mouse and the Winds WS as follows:</li> <li>● Scholar will write a word from the word bank to match the pictures from the story. - PA</li> <li>● <b>Scholar will complete "The Journey" WS by drawing the pictures in the order they read and saw from the story.</b></li> <li>● Poem: "Happy Thought"- PA</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>● Practice "Happy Thought": PA/I</li> </ul>
Writing	N/A
Math	<ul style="list-style-type: none"> <li>● 1) Parent and scholar will work on pgs. 145-146 together.</li> <li>● 2) To begin the unit, you can utilize math counters previously provided or use the following virtual counters link: <a href="https://toytheater.com/bear-counters/">https://toytheater.com/bear-counters/</a></li> <li>● 3) If using own manipulatives, ensure you have 100 counters for scholar to count and separate into groups of 10. (You should have 10 groups of 10). If using the virtual counting bears link, have scholar separate the bears into groups of 10 by color. (You will have 10 rows of 10 bears grouped by color). Once completed have scholar count by tens up to 100.</li> <li>● 4) Next, parent will assist and read instructions on pg. 146 to scholar. At top of page, have scholar count by 10s then write in the missing numbers on bottom of this page.</li> <li>● <b>5) The answer key:</b>  <b>(PA) Pg. 145 – No answer key</b>  <b>(Indep) Pg. 146 – Missing numbers are: Top Row: 30, 60, 80, 100</b>  Bottom Row: 20, 30, 50, 70, 80, 90</li> </ul>
History	<ul style="list-style-type: none"> <li>● <i>Scholars will be reviewing previously learned information this week in history. Scholars will review previously learned science information next week.</i></li> <li>● PA/I: Parent assists scholar in watching today's history video (Wednesday Review Video: Christopher Columbus.)</li> <li>● I: Scholar completes today's history review pages.</li> </ul>
Science	N/A

I=Independent or PA=Parent Assisted

# Thursday Daily Overview

## 5/14/20

Spalding	<ul style="list-style-type: none"> <li>● <b>Materials Needed:</b> Spalding paper, pencil, Spelling Word List, and Leveled Reader 3.1 <i>Slide</i>.</li> <li>● <b>PA:</b> The Parent will read the word and example sentence, then repeat the word. (Example: ball - The ball is red. - ball). The Student will write the word only (no markings, rules, or syllable breaks).</li> </ul> <div data-bbox="329 611 1284 1125" style="border: 2px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Complete for all 10 Spelling Words.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Word</th> <th style="width: 33%;">Sentence</th> <th style="width: 33%;">Word</th> </tr> </thead> <tbody> <tr> <td>1. if</td> <td>If we have enough flour, we will make a cake.</td> <td>if</td> </tr> <tr> <td>2. how</td> <td>How did you learn to write so well?</td> <td>how</td> </tr> <tr> <td>3. her</td> <td>The puppy belongs to her.</td> <td>her</td> </tr> <tr> <td>4. them</td> <td>I will go to the store with them.</td> <td>them</td> </tr> <tr> <td>5. other</td> <td>Would you like this donut or the other donut?</td> <td>other</td> </tr> <tr> <td>6. baby</td> <td>You were a beautiful baby.</td> <td>baby</td> </tr> <tr> <td>7. well</td> <td>We can make a wish at the wishing well.</td> <td>well</td> </tr> <tr> <td>8. about</td> <td>The story is about a bear and his family.</td> <td>about</td> </tr> <tr> <td>9. man</td> <td>The man is waking down the street.</td> <td>man</td> </tr> <tr> <td>10. men</td> <td>The men are working hard.</td> <td>men</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> <li>● <b>I:</b> If time allows, read Leveled Reader 3.1, <i>Slide</i></li> </ul>	Word	Sentence	Word	1. if	If we have enough flour, we will make a cake.	if	2. how	How did you learn to write so well?	how	3. her	The puppy belongs to her.	her	4. them	I will go to the store with them.	them	5. other	Would you like this donut or the other donut?	other	6. baby	You were a beautiful baby.	baby	7. well	We can make a wish at the wishing well.	well	8. about	The story is about a bear and his family.	about	9. man	The man is waking down the street.	man	10. men	The men are working hard.	men
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Literature	<ul style="list-style-type: none"> <li>● Review the Mouse Tales, Chapters 1-5 by stating one sentence to describe the action of Mouse Tales from each Chapter</li> <li>● Scholar will listen to parent read Mouse Tales Chapter 6 “The Old Mouse”. -PA</li> <li>● <b>Scholars will discuss “What did they think of the Old Mouse?”, “How did the children show the virtue of kindness to the Old Mouse?” -PA</b></li> <li>● Scholar will listen to parent read Mouse Tales “Chapter 7, “The Bath” - PA</li> <li>● Scholar will discuss “What happened when the mouse ran the water?” What did the mouse finally do about the bath water?” -PA</li> <li>● Poem: Happy Thought- PA</li> </ul>																																	
Poetry	<ul style="list-style-type: none"> <li>● Practice “Happy Thought”: PA/I</li> </ul>																																	
Writing	N/A																																	
Math	<ul style="list-style-type: none"> <li>● 1) Parent and scholar will work on pg. 147-148 together.</li> <li>● 2) To begin the unit, ask scholar if they know or like the game Chutes and</li> </ul>																																	

	<p>Ladders. Advise the game on pg. 147 is similar but called “Snakes and Ladders.” Play a couple of games with scholar and have fun! While playing, ask scholar to tell you the missing numbers.</p> <ul style="list-style-type: none"> <li>● 3) Next, parent will read instructions on pg. 148. Guide scholar to tell you the missing dates and fill them in the chart.</li> <li>● <b>4) The answer key is:</b></li> </ul> <p><b>(PA) – Pg. 147</b> – Missing numbers from bottom to top are: 6, 12, 18, 38, 44, 48, 53, 65, 80, 92.</p> <p><b>(PA) – Pg. 148</b></p> <p>Missing Numbers from top to bottom are: 7, 20, 22, 24, 29, 30, 31, 43, 53, 58, 63, 74, 82.</p>
History	<ul style="list-style-type: none"> <li>● <i>Scholars will be reviewing previously learned information this week in history. Scholars will review previously learned science information next week.</i></li> <li>● PA/I: Parent assists scholar in watching today’s history video (Thursday Review Video: Native Americans.)</li> <li>● I: Scholar completes today’s history review pages.</li> </ul>
Science	N/A

I=Independent or PA=Parent Assisted

# Friday Daily Overview

Assessment Day

5/15/20

Spalding	<ul style="list-style-type: none"> <li>● <b>Materials Needed:</b> Spalding Assessment Paper, pencil, and Spelling Word List.</li> <li>● <b>PA:</b> The Parent will read the word and example sentence, then repeat the word. (Example: ball - The ball is red. - ball). The Student will write the word only (no markings, rules, or syllable breaks).</li> </ul> <div data-bbox="334 648 1287 1163" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Complete for all 10 Spelling Words.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Word</th> <th style="width: 50%;">Sentence</th> <th style="width: 25%;">Word</th> </tr> </thead> <tbody> <tr> <td>1. if</td> <td>If we have enough flour, we will make a cake.</td> <td>if</td> </tr> <tr> <td>2. how</td> <td>How did you learn to write so well?</td> <td>how</td> </tr> <tr> <td>3. her</td> <td>The puppy belongs to her.</td> <td>her</td> </tr> <tr> <td>4. them</td> <td>I will go to the store with them.</td> <td>them</td> </tr> <tr> <td>5. other</td> <td>Would you like this donut or the other donut?</td> <td>other</td> </tr> <tr> <td>6. baby</td> <td>You were a beautiful baby.</td> <td>baby</td> </tr> <tr> <td>7. well</td> <td>We can make a wish at the wishing well.</td> <td>well</td> </tr> <tr> <td>8. about</td> <td>The story is about a bear and his family.</td> <td>about</td> </tr> <tr> <td>9. man</td> <td>The man is waking down the street.</td> <td>man</td> </tr> <tr> <td>10. men</td> <td>The men are working hard.</td> <td>men</td> </tr> </tbody> </table> <div data-bbox="396 1199 1167 1514" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">if</td> <td style="width: 50%; padding: 5px;">baby</td> </tr> <tr> <td style="padding: 5px;">how</td> <td style="padding: 5px;">well</td> </tr> <tr> <td style="padding: 5px;">her</td> <td style="padding: 5px;">about</td> </tr> <tr> <td style="padding: 5px;">them</td> <td style="padding: 5px;">man</td> </tr> <tr> <td style="padding: 5px;">other</td> <td style="padding: 5px;">men</td> </tr> </table> </div> </div>	Word	Sentence	Word	1. if	If we have enough flour, we will make a cake.	if	2. how	How did you learn to write so well?	how	3. her	The puppy belongs to her.	her	4. them	I will go to the store with them.	them	5. other	Would you like this donut or the other donut?	other	6. baby	You were a beautiful baby.	baby	7. well	We can make a wish at the wishing well.	well	8. about	The story is about a bear and his family.	about	9. man	The man is waking down the street.	man	10. men	The men are working hard.	men	if	baby	how	well	her	about	them	man	other	men
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Literature	<ul style="list-style-type: none"> <li>● Scholar will complete Mouse Tales Assessment -<b>PA</b></li> <li>● Scholar gives Poem Presentation - <b>I</b></li> <li>● Parent completes “Happy Thought” Rubric - <b>PA</b></li> </ul>																																											
Poetry	<ul style="list-style-type: none"> <li>● Poetry Recitation: “Happy Thought”</li> </ul>																																											
Writing	N/A																																											
Math	<ul style="list-style-type: none"> <li>● 1) Parent and scholar will work on pgs. 149 and 150 together.</li> <li>● 2) To begin the unit, you can utilize math counters previously provided or use</li> </ul>																																											

	<p>the following virtual counters link: <a href="https://toytheater.com/bear-counters/">https://toytheater.com/bear-counters/</a></p> <ul style="list-style-type: none"> <li>● 3) If using own counters, ensure you have 50 counters for scholar to count and separate into 10 groups of 5. If using the virtual counting bears link, have scholar separate the bears by color into 10 groups of 5. (You will have 10 rows of 5 bears grouped by color). Once completed have scholar count by five up to 50.</li> <li>● 4) Parent will assist scholar on pg. 149. Help scholars understand each hand represents 5 (because there are 5 fingers on each hand). Next have scholar count by 5's in chart below. Ask scholar to circle the number that represents the numbers counted by 5 (e.g.: They would circle, 5, 10, 15 etc.)</li> <li>● 5) Next, parent will read directions on pg. 150 to scholar and guide to count and write by 5's in boxes.</li> <li>● <b>6) The answer key:</b></li> </ul> <p><b>(PA) Pg. 149</b> Top - 5, 10, 15, 20, 25</p> <p>Bottom – Circle 5, 10, 15, 20, 25, 30, 35, 40, 45, 50</p> <p><b>(PA) Pg. 150:</b> 5, 10, 15, 20, 25, 30, 35, 40, 45, 50</p>
History	<ul style="list-style-type: none"> <li>● <i>Scholars will be reviewing previously learned information this week in history. Scholars will review previously learned science information next week.</i></li> <li>● PA/I: Parent assists scholar in watching today's history video (Friday Review Video: Presidents.)</li> <li>● I: Scholar completes today's history review pages as their assessment pages.</li> </ul>
Science	N/A

I=Independent or PA=Parent Assisted

# Parent Page: Math

I=Independent or PA=Parent Assisted

## Helpful Links/Attachments for Math:

A. Counting Bears Virtual Link - <https://toytheater.com/bear-counters/>

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

1.) Play the following link for your scholar to act out in place. They will walk, jog or run in place to the speed of the song. They will jump to the peaks of the closing. - **In The Hall Of The Mountain King – GRIEG** <https://www.youtube.com/watch?v=zS6jE1rmkTg&feature=youtu.be>

2.) Silent break for 5 min

3.) Snack break for 5 min

# Happy Thought

By

Robert Louis Stevenson

The world is so full  
of a number of things,  
I'm sure we should all  
be as happy as kings.



Mon 5/11

Name \_\_\_\_\_

Word

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Definition \_\_\_\_\_

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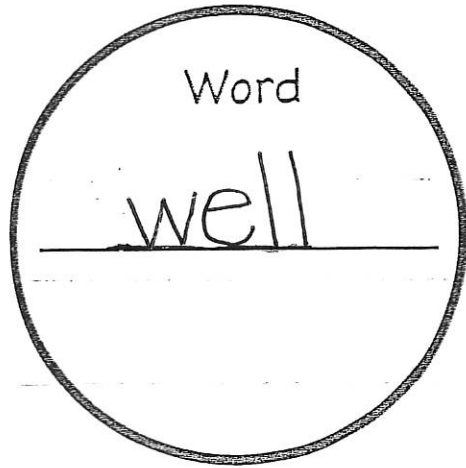
Number of Syllables

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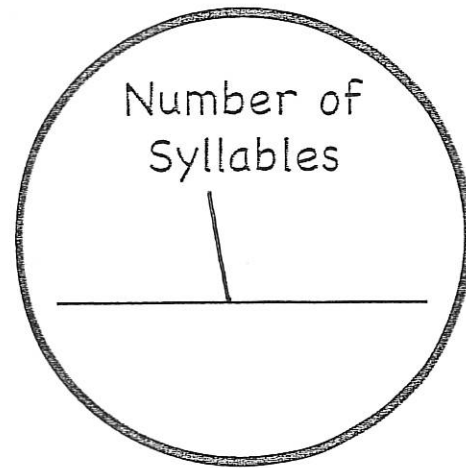
Use the word in a sentence or a drawing.

**Instructions:** Have students write a vocabulary word in the *Word* circle. Then have them fill in the remaining spaces with additional information about the word.

Name Sample



Definition A hole in  
the ground to  
reach a supply of  
water.



Use the word in a sentence  
or a drawing.

**Instructions:** Have students write a vocabulary word in the *Word* circle. Then have them fill in the remaining spaces with additional information about the word.

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

**What is this? What are the cardinal directions?**



What is this a picture of? \_\_\_\_\_

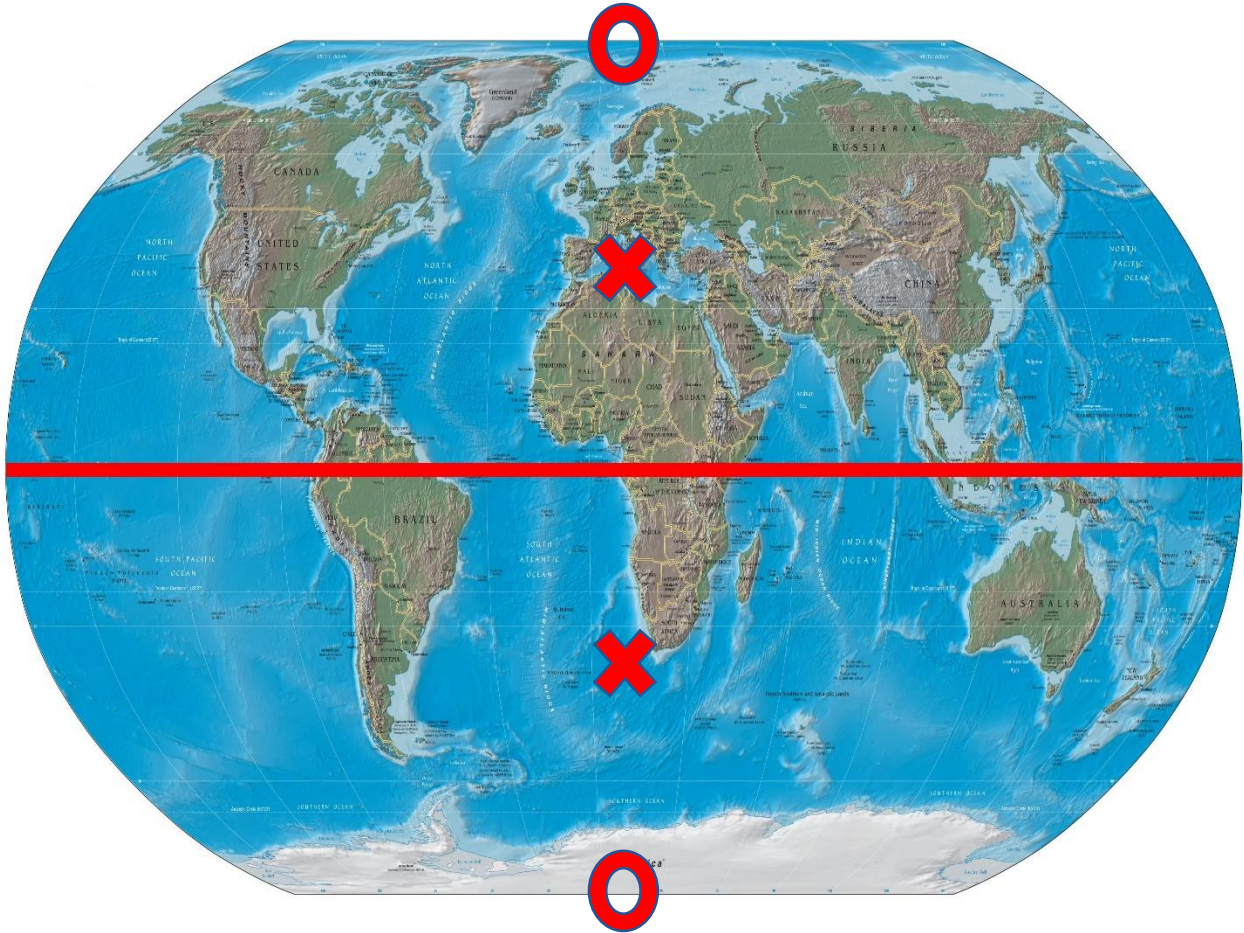
\_\_\_\_\_

The four cardinal directions are: \_\_\_\_\_

\_\_\_\_\_

# Equator and Hemispheres

Please label the map below.



**Word Bank:**

Equator

North Hemisphere

South Hemisphere

North Pole

South Pole

Happy Thought  
Robert Louis Stevenson

The world is so full  
of a number of things,  
I'm sure we should all  
be as happy as kings.

Tue 5/12

Cloud

Tue 5/12

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

## Which Country Do We Live in?

Please circle the country in which we live.



## Which State Do We Live In?

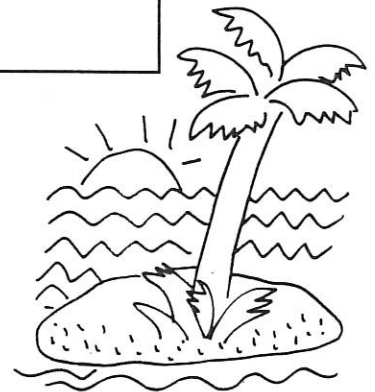
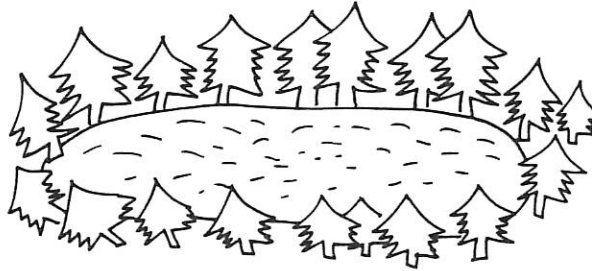
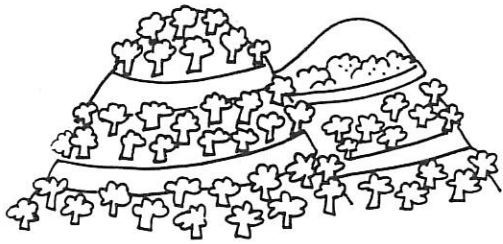
Please circle the state in which we live.



# Blowing in the Wind

Many different places and directions are named in "The Mouse and the Winds."  
Can you name them? Write each word from the box on the correct line.

mountain	east	island	north
lake	south	west	

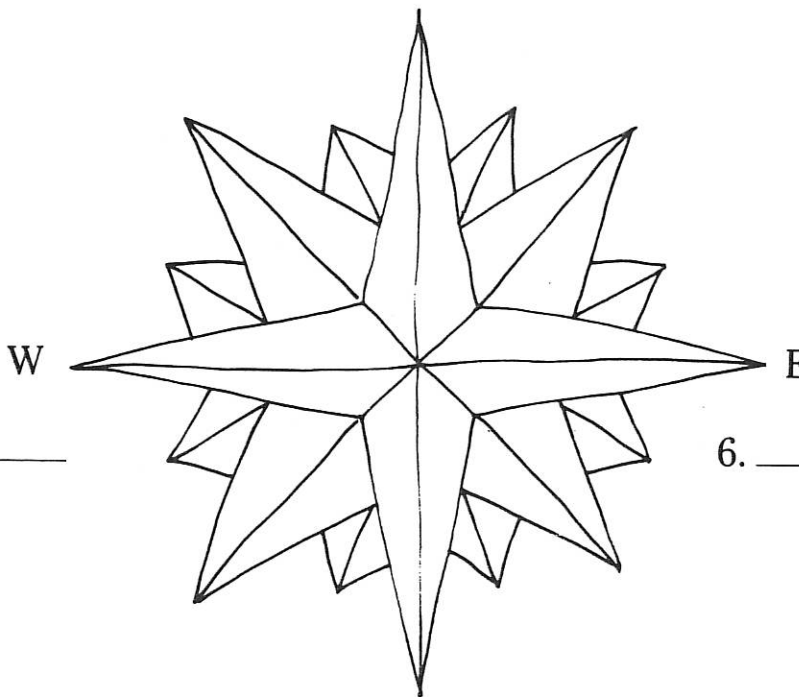


1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

N 4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

S 7. \_\_\_\_\_

• On the back of this page use two of these words in sentences of your own.

Wed 5/13

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

Mouse Tales

Draw Chapter 5: "The Journey"

Directions: Color, ~~cut and~~ paste the pictures in the order they are seen in the story.

1	2	3	4	5
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Wed 5/13

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

## The New World

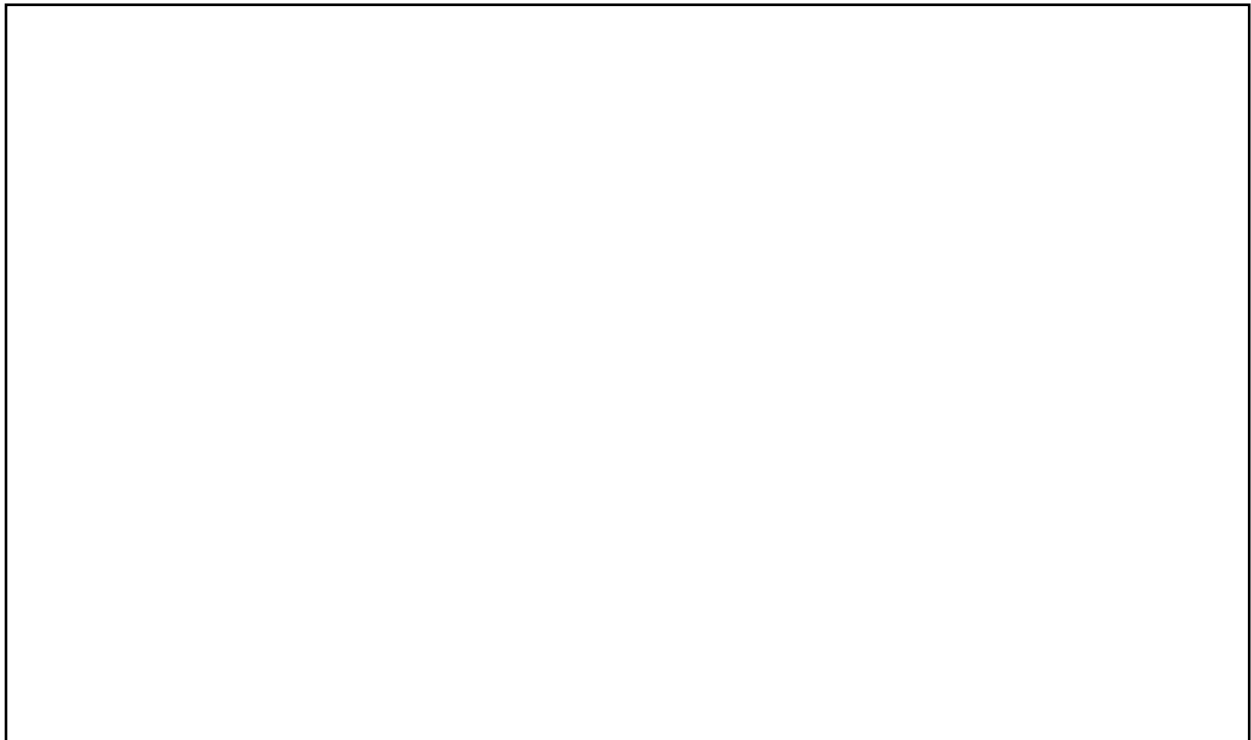
Please write the name of the explorer who accidentally landed on North America and the year that he did so.

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Please write the name of the country where Christopher Columbus thought he landed.

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Please draw a scholarly image of Christopher Columbus landing in North America below.





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

## Native Americans

The Native Americans believe there is a balance between \_\_\_\_\_ and

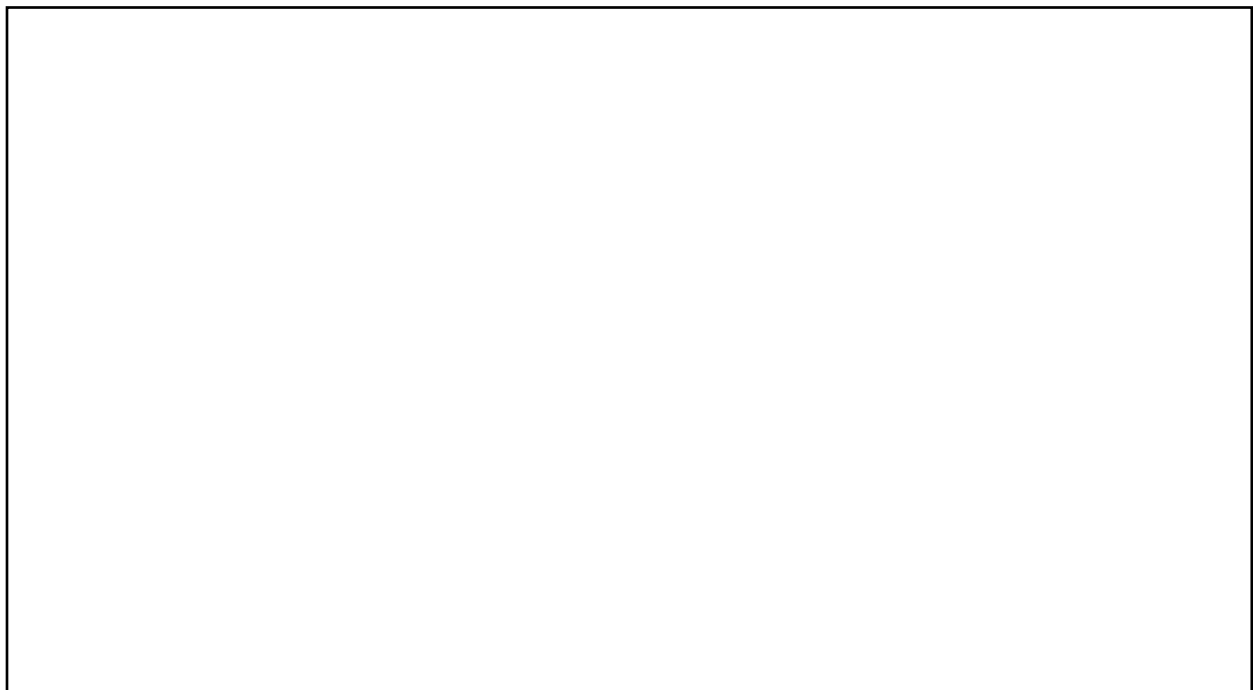
\_\_\_\_\_.

Do all Native American tribes use totem poles to tell stories? \_\_\_\_\_.

What is one other way Native American tribes pass down stories? \_\_\_\_\_

\_\_\_\_\_.

Please draw a scholarly picture of how you think horses helped some of the Native American tribes.



## Friday Assessment Checklist

- Student Affidavit
- Spalding Spelling Test
- Math Assessment
  - Please complete pages listed in the Parent Packet, **but only submit** Unit 18 Test pgs 143-144 from textbook completed earlier in the week (on Tuesday).
- Mouse Tales Assessment and Poem Recitation
- Scientist Biographies Questions (Science)
- Send completed work to teachers by 8pm on Saturday via email.



# GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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:

- May 11, 2020
- May 12, 2020
- May 13, 2020
- May 14, 2020
- May 15, 2020

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

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

Parent Signature: \_\_\_\_\_

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

Student Signature: \_\_\_\_\_

Student Printed Name: \_\_\_\_\_ Class Section: \_\_\_\_\_

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

Overall Neatness (2pt)

Name (2pts):

Number (1pt):

Date (1pt):

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Total Points: \_\_\_\_/16

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

Poem: Happy Thought Rubric

Title: \_\_\_\_\_ /1

Author: \_\_\_\_\_ /1

The world is so full \_\_\_\_\_ /1

of a number of things, \_\_\_\_\_ /1

I'm sure we should all \_\_\_\_\_ /1

be as happy as kings. \_\_\_\_\_ /1

**Clarity:**

Words clearly articulated/voice projects loudly  
and clearly. \_\_\_\_\_ /1

**Presence:**

Stand upright in presentation position. \_\_\_\_\_ /1

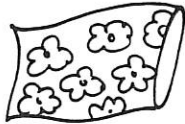
**Total Score:** \_\_\_\_\_ /8

Fri 5/15

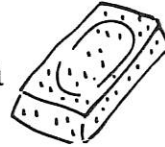
# What's Happening?

In *Mouse Tales* there are seven different stories. Color the picture in front of the sentence that correctly tells what happens in each story.

1. The Wishing Well



a. The mouse throws a pillow in the well.



b. The mouse throws a brick in the well.

2. Clouds



a. The little mouse is afraid of the cloud cat.



b. The little mouse likes the cloud cat.

3. Very Tall Mouse and Very Short Mouse



a. The two mice see raindrops together.



b. The two mice see a rainbow together.

4. The Mouse and the Winds



a. The wind makes the sailboat move.



b. The mouse makes the sailboat move.

5. The Journey

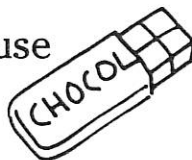


a. The mouse finally arrives at his mother's house.



b. The mouse finally arrives at his father's house.

6. The Old Mouse



a. The old mouse uses chocolate to keep his pants up.



b. The old mouse uses chewing gum to keep his pants up.

7. The Bath



a. The mouse lets the water run.



b. The mouse turns the water off.

- Circle the story that you like the least. On the back of this page explain why you dislike it.

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

# Presidents

Please write the presidents' names in the order in which they served.

Thomas Jefferson      Theodore Roosevelt      Abraham Lincoln      George Washington

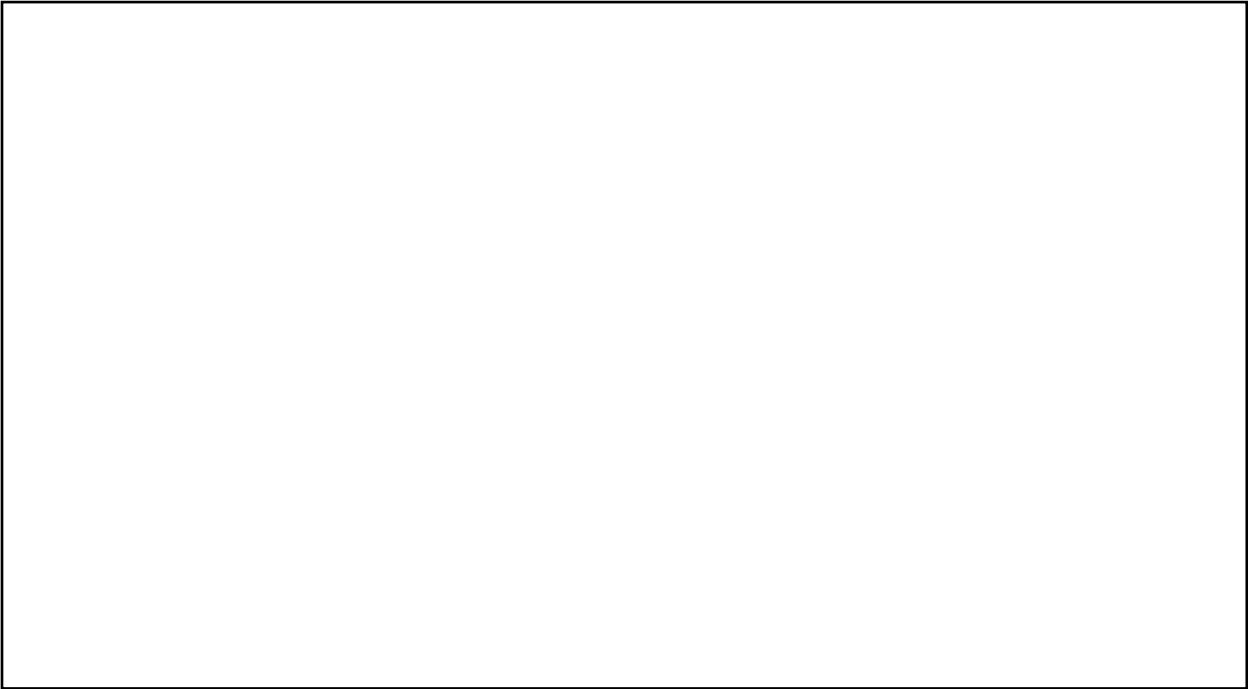
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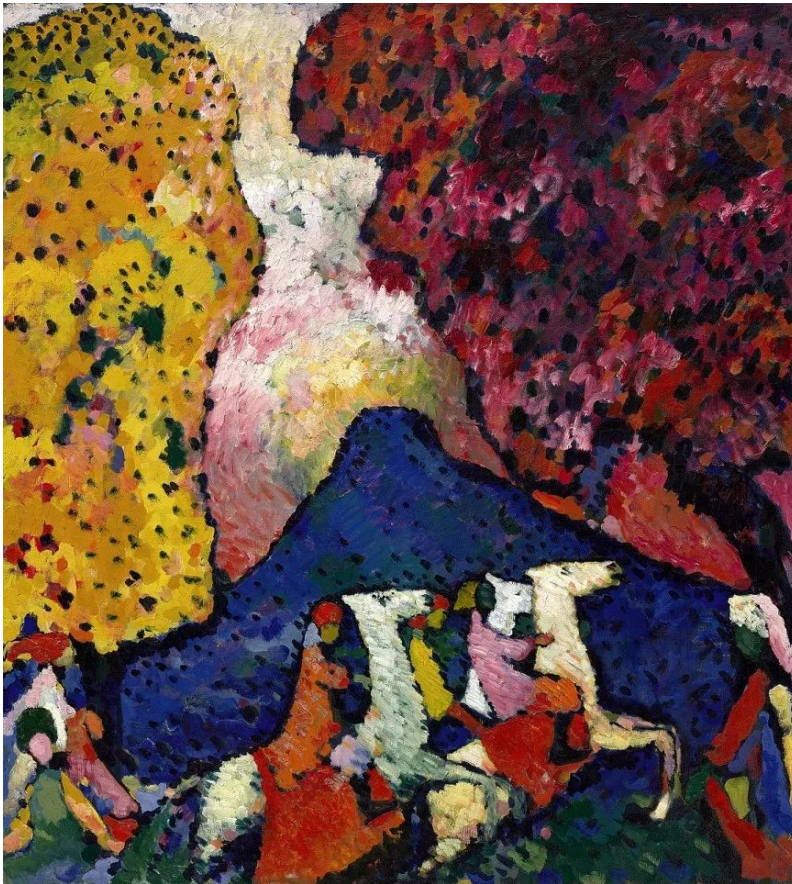
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Please draw a scholarly picture of one of the Presidents we discussed below. Refer to the powerpoint for inspiration if needed!



## Kinder Art

Hello friends! This week we are moving on to a new art period and artwork! We are looking at *Expressionism* today. The artists of the expressionism style use color, line, and shape to communicate feelings and thoughts. Let's explore our new artwork....



Find the items below in the painting...

**Blue Mountain**

**Yellow Tree**

**Red Tree**

**Two Horses**

**Four People**

Good Job!

Title: Blue Mountain Artist: Kandinsky Medium: Paint Date: 1909

This painting is by the artist Kandinsky. He uses the colors and movement, like the impressionists, to paint riders on horses that are charging. The artwork is full of movement, color, and action. Today you will be making your own version of the artwork.

### Supplies...

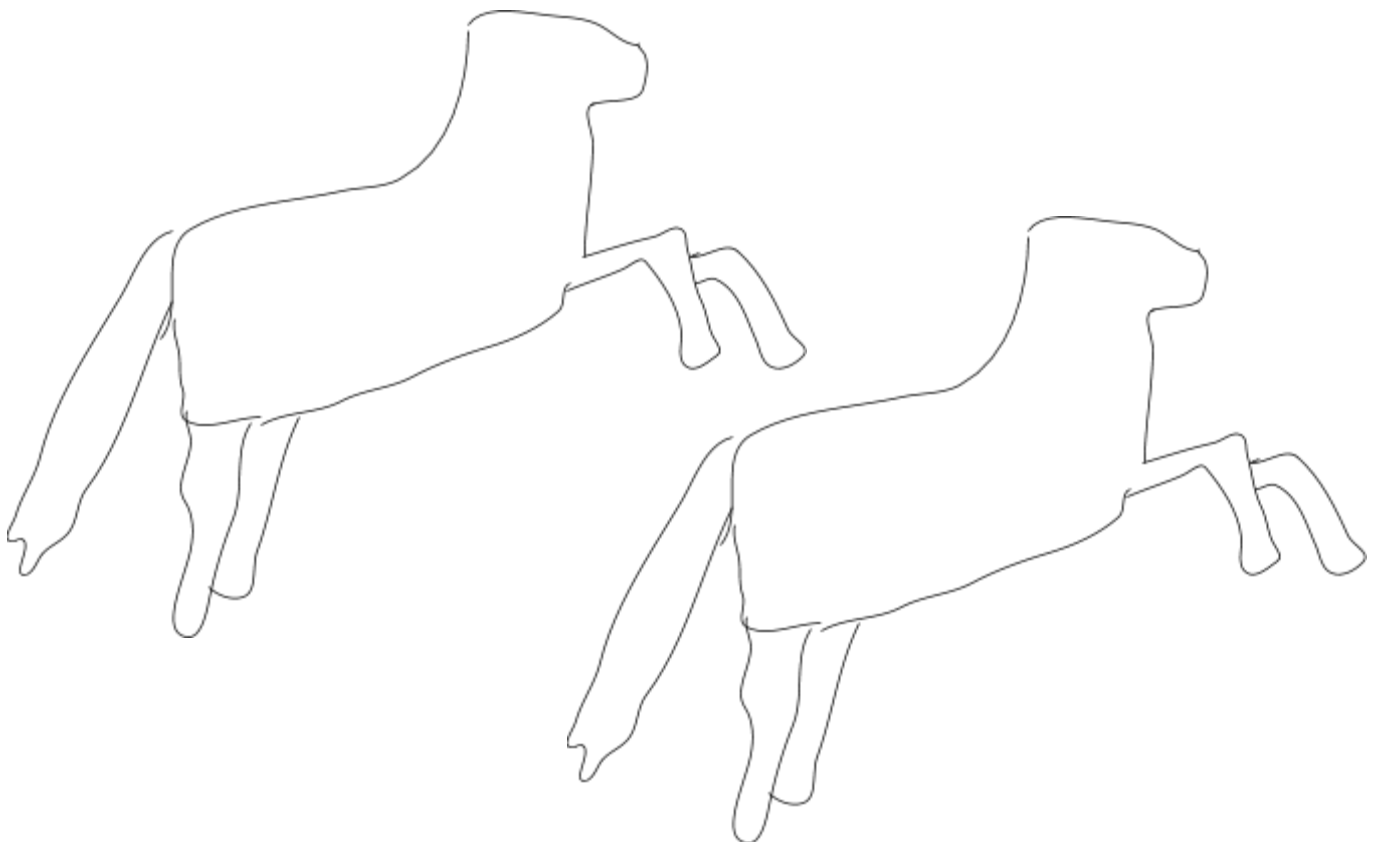
- Sketchbook or piece of paper
- Pencil
- Crayon, colored pencil, or anything to color with
- Scissors
- Glue

### Directions:

- First open your sketchbook and draw the mountain and trees like so...



- Color the mountain, trees, and sky like the original painting
- Color the horses below - if you don't have a printer do your best to draw your own horses on a separate piece of paper.
- Cut out the horses and glue in the sketchbook.



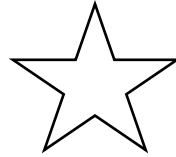
If you would like to keep making art you may choose one (or all) of the drawing prompts below. Draw and color them in your sketchbook.

- Draw something you love
- Draw what it looks like outside in the spring
- Draw a food that is healthy and yummy
- Draw a treasure chest

This week we are using so and mi with songs we know: Star Light, and Snail Snail.  
If the stars or snails are above the line, write so. If the stars or snails are below the line, write mi.



so  
Star



Star



Light



Bright



Snail



Snail



mi  
Snail



Snail

## **Latina Canta: Corpus Meus**

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

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

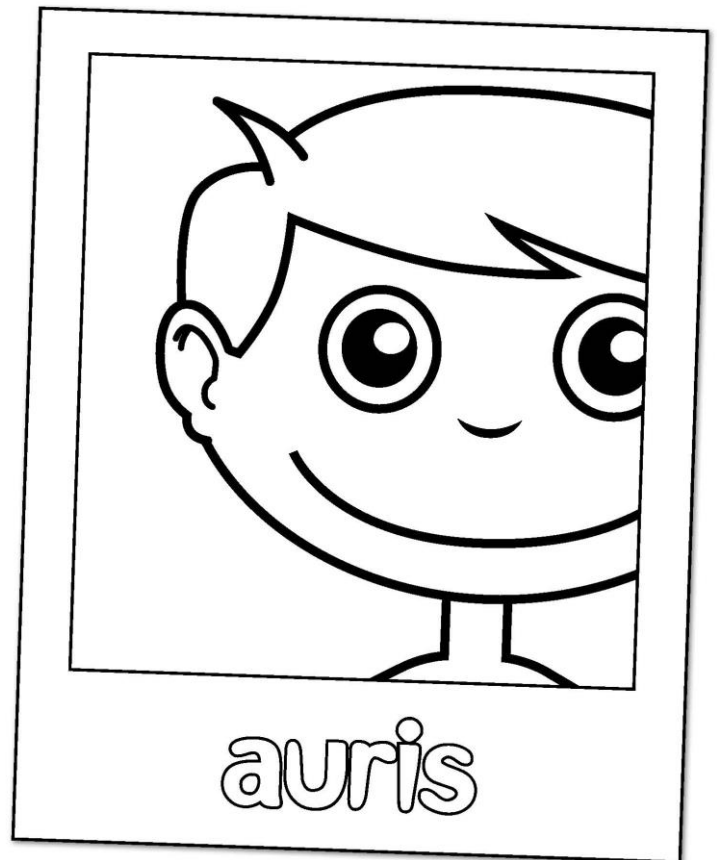
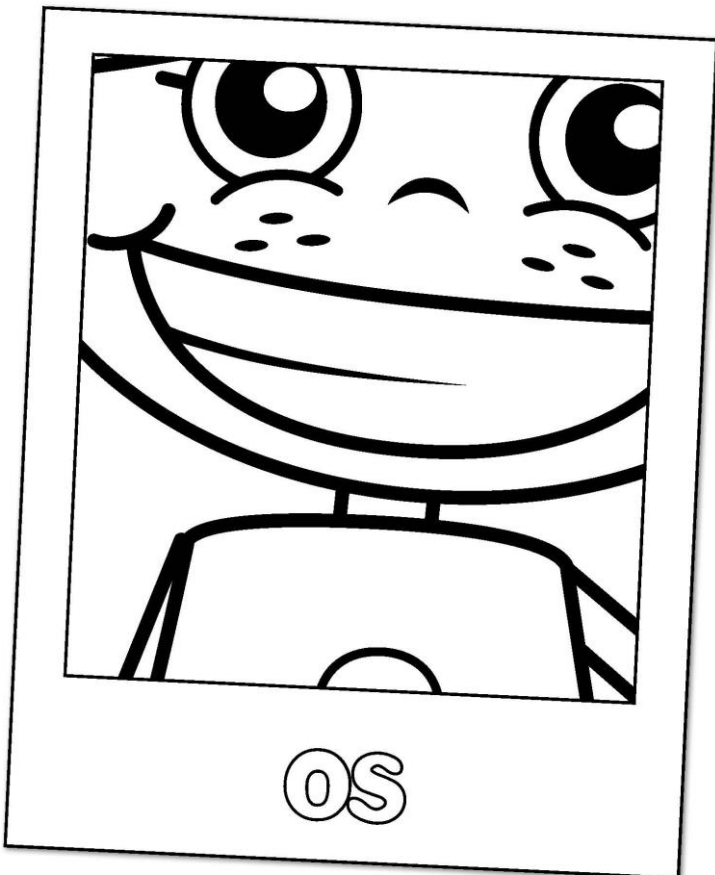
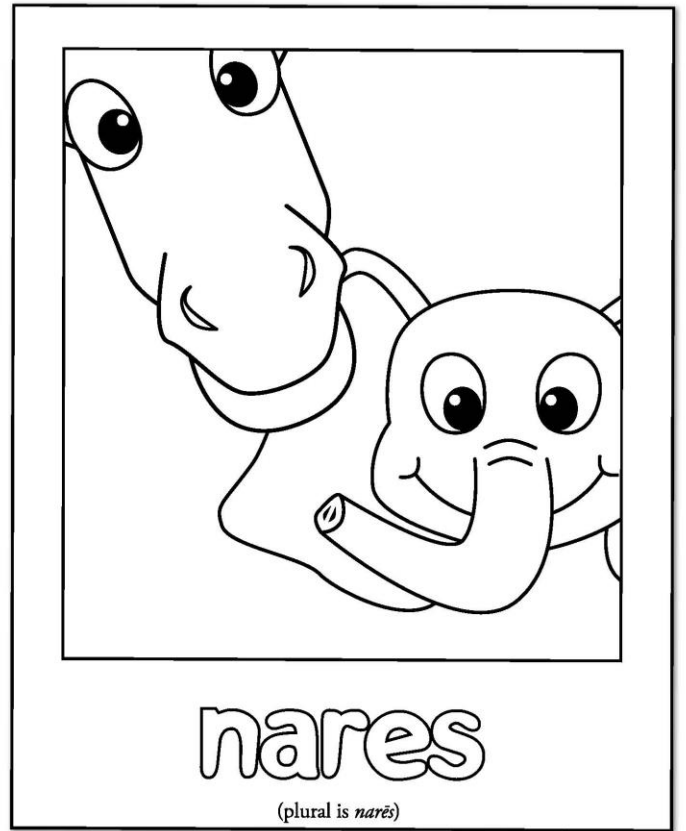
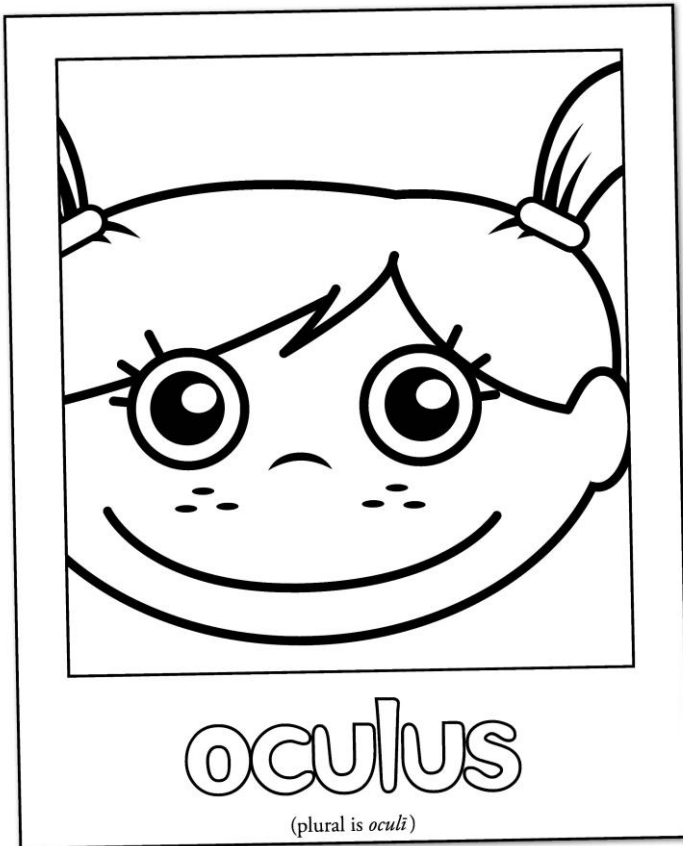
## **Pro Parentibus**

*For the Parents*

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

Auris (*oww-rees*): ear

Nares (*na-res*): nose/ nostrils  
Oculus (*aw-koo-loos*): eye  
Os (*Ohs*): mouth



Hi everyone! I miss you so much. I hope you are staying healthy and safe. I can't wait to see you again. I'm so proud of the work you are doing!

Please email me if you need anything!

Coach Johnson

Lesson plans

50 jumping jacks

10 burpees

10 sprints- 10 yards apart

50 hand claps

20 steam engines

10 cobras

Great job! Do this two times! If you want to challenge yourself, do it three times!