



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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

Parent Packet: Kindergarten

Letter to Kindergarten Families

Hello Kinder Families,

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

Sincerely,
The GHWH Kinder Team

Table of Contents

Greeting to Families	Page 1
Table of Contents	Page 2
Parent Packet	Pages 3-10
Student Review Pages	Pages 11-31
Friday Checklist and Student Affidavit	Pages 32-33
Specials	Pages 34-35

Please see Specials' Google Classroom for engaging activities in lieu of packet pages this week!

Monday - Spalding Review

5/18/20

Spalding

The student will complete a Spalding Phonogram Review and a Spalding Spelling Review.

Spalding Phonogram Review

Materials Needed:

- Spalding Phonogram Review Worksheet
- Pencil
- Phonogram Deck (cards 1-26) or Mrs. Wagner's Phonogram Review Video
- Phonogram Dictation List

Purpose

This is not a graded review. The purpose of the Spalding Phonogram Review is to gage phonogram knowledge and letter formation. Having this information will help the First-Grade teachers as they begin to plan for next year. These are unprecedented times. Challenge your student to complete this phonogram review independently. If you find your student does require help, use the tally box at the bottom of the review form to record how often your student was assisted. This will provide a clearer picture of the student's knowledge.

Procedure

Option 1: Have all materials at hand. Access Mrs. Wagner's Phonogram Review Video on Google Classroom.

- Mrs. Wagner will present the phonogram review to the student.
- Accept the phonogram the student has written. If the student insists upon help, help and tally the form to show that assistance was rendered.
- Use the "Notes" section to write any notes that you feel are important to communicate with your child's teacher.
- Annotate on the review form that your student used the video to complete the review.
- Congratulate your student on a job well done.

Option 2: Have all materials at hand. Put Spalding Phonogram Cards 1-26 in number order. The numbers are located on the back, bottom right hand corner of each phonogram card.

- Say the phonogram sound.
- Student repeats the sound.
- Student says the phonogram sound and writes the phonogram on the Spalding Phonogram Review worksheet.
- Students should keep pencil in hand until done with all 26 phonograms.
- Accept the phonogram the student has written. If the student insists upon help, help and tally the form to show that assistance was rendered.
- Use the "Notes" section to write any notes that you feel are important to communicate with your child's teacher.
- Annotate on the review form that you administered the review to your student.

- Congratulate your student on a job well done.

Name: _____ Date: _____

Spalding Phonogram Review

1. a	14. k
2. c	15. l
3. d	16. m
4. f	17. n
5. g	18. p
6. o	19. r
7. s	20. t
8. qu	21. u
9. b	22. v
10. e	23. w
11. h	24. x
12. i	25. y
13. j	26. z

Tally Box (tally each time student required assistance):
 + + + | |

* Circle one: This test was administered by video parent

Notes to Teacher:

Spalding Spelling Review

Materials Needed:

- Spalding Spelling Review Worksheet
- Pencil
- Word/Sentence Dictation Table or Mrs. Wagner's Spelling Word Review Video

Purpose

This is not a graded review. The purpose of the Spalding Phonogram Review is to gage phonogram knowledge and letter formation. Having this information will help the First-Grade teachers as they begin to plan for next year. These are unprecedented times. Challenge your student to complete this spelling review independently. If you find your student does require

help, use the tally box at the bottom of the review form to record how often your student was assisted. This will provide a clearer picture of the student's knowledge.

Procedure

Option 1: Have all materials at hand. Access Mrs. Wagner's Spelling Word Review Video on Google Classroom.

- Mrs. Wagner will present the spelling review to the student.
- Accept the spelling word the student has written. If the student insists upon help, help and tally the form to show that assistance was rendered.
- Use the "Notes" section to write any notes that you feel are important to communicate with your child's teacher.
- Annotate on the review form that your student used the video to complete the review.
- Congratulate your student on a job well done.

Option 2: Have all materials at hand.

- Say the word - sentence - word.
- Student repeats the word.
- Student makes the sounds in the word as they write the word.
- Students should keep pencil in hand until done with all 10 spelling words.
- Accept the spelling word the student has written. If the student insists upon help, help and tally the form to show that assistance was rendered.
- Use the "Notes" section to write any notes that you feel are important to communicate with your child's teacher.
- Annotate on the review form that you administered the review to your student.
- Congratulate your student on a job well done.

Name:	Date:
Spalding Spelling Review	
1. big	
2. bag	
3. beg	
4. bog	
5. bug	
6. the	
7. and	
8. my	
9. ball	
10. time	
Tally Box (tally each time you assisted the student):	
Circle one: This test was administered by video parent	
Notes:	

Word	Sentence	Word
big	The mountain is big.	big
bag	The gift came in a bag.	bag
beg	The dog will beg for a treat.	beg
bog	The bog is murky.	bog
bug	The bug hovered around the light.	bug
the	The boy is fast.	the
and	I like cats and dogs.	and
my	My dog is brown.	my
ball	The ball is red.	ball
time	We have been learning how to tell time.	time

I=Independent or PA=Parent Assisted

Tuesday - Math Review

5/19/20

Math	<ol style="list-style-type: none">1) Provide your scholar a quiet space, free of any distractions to complete the attached review for today.2) Materials needed: Pencil and math manipulatives.3) Parents will assist with instructions only as scholars should attempt to complete the review independently. Please note: This is not a graded review but will assist next grade level teachers to plan accordingly for the new year.4) Answers not provided as teachers will review scholar's work.
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I=Independent or PA=Parent Assisted

Wednesday - History Review

5/20/20

History	<ul style="list-style-type: none">● Materials Needed: Google Classroom Video, Blank Copy Work Paper, Pencil, Crayons● PA/I: Parent assists scholar in viewing today's history review video.● I: Scholar answers and illustrations the following prompts on provided copy work paper.<ul style="list-style-type: none">○ My favorite history topic this year was _____. This was my favorite topic because _____.
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Thursday - Science Review

5/21/20

Science	<ul style="list-style-type: none">● Materials Needed: Google Classroom Video, Blank Copy Work Paper, Pencil, Crayons● PA/I: Parent assists scholar in viewing today's science review video.● I: Scholar answers and illustrations the following prompts on provided copy work paper.<ul style="list-style-type: none">○ My favorite science topic this year was _____. This was my favorite topic because _____.
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Friday - Literature Review

Turn in Completed Work in Various Subjects

5/22/20

Literature	<ul style="list-style-type: none">● Scholar will name the title of each fairy tale based on the pictures. -PA● Scholar will tell a brief story of each of the folktale. Scholar will listen to parent review the definition of a folktale.- PA● Scholar shares one thing they learned about the American Legends from Tall Tales. Scholar will listen and discuss the definition of a Tall Tale. - I● Scholar will discuss the definition of an Aesop's Fable and discuss the lessons learned from the stories of the pictures provided. - PA● Scholar will answer fill in the blank questions about an author, illustrator, and the setting of a story. -PA● Scholar will draw a picture and write a complete sentence about their favorite character and favorite story of the school year. - I
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I=Independent or PA=Parent Assisted

Spalding Phonogram Review

1.	14.
2.	15.
3.	16.
4.	17.
5.	18.
6.	19.
7.	20.
8.	21.
9.	22.
10.	23.
11.	24.
12.	25.
13.	26.

Tally Box (Use a tally each time the student required assistance):

Circle one: This test was administered by video parent

Spalding Spelling Review

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

Tally Box (Use a tally each time the student was assisted):

Circle one: This test was administered by video parent

Notes:

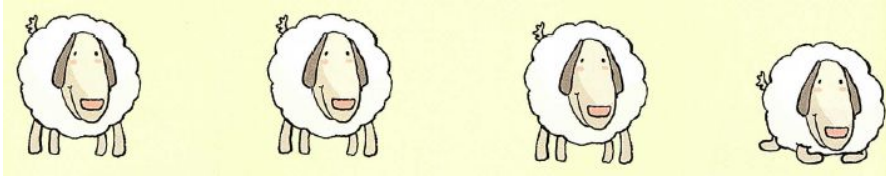
Name: _____

Date: _____

Kindergarten Year-End Review

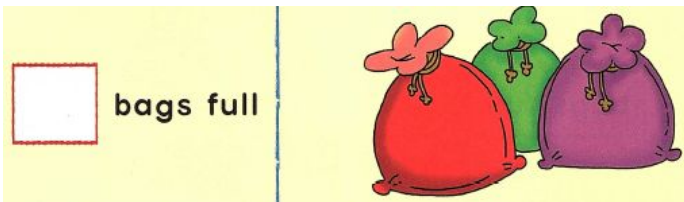
Match and Sort

1) Circle the different one.



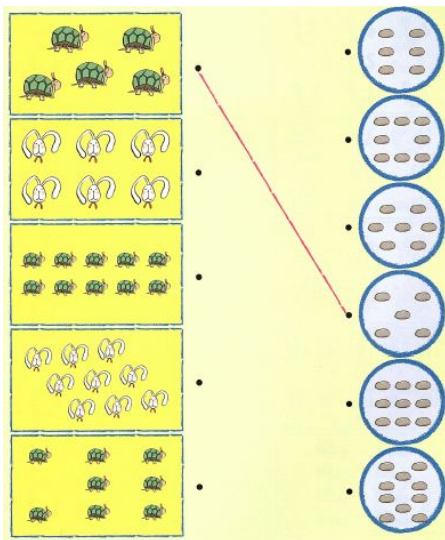
Numbers to 5

2) Count the bags.
Write the numbers.



Numbers to 10

3) Count and match.



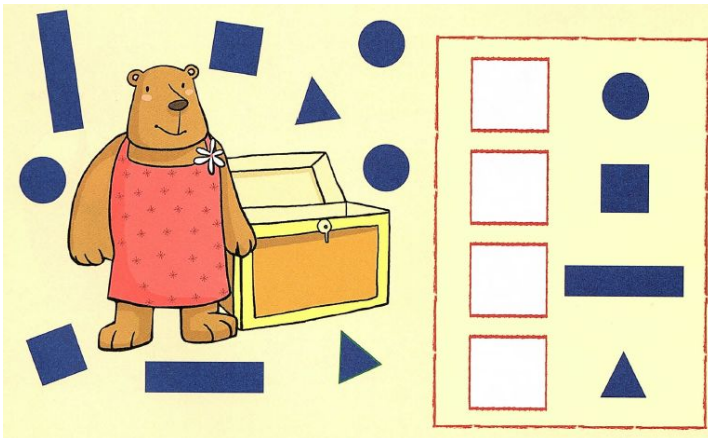
Order

The numbers are in order.
4) Fill in the missing numbers.



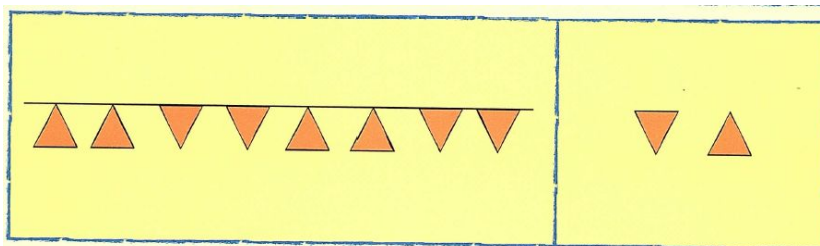
Shapes

5) Count the ○ □ ▭ ▲ . Write the numbers.



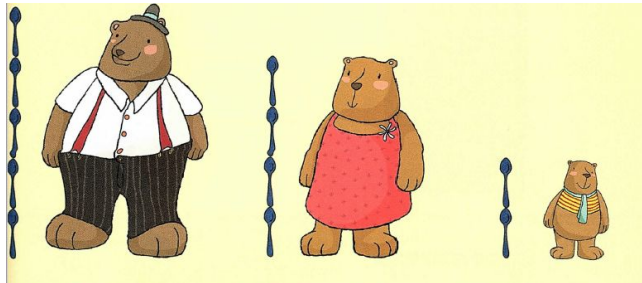
Patterns

6) Circle the next flag in each pattern.



Length and Size

7) Measure the height and length. Write the numbers.



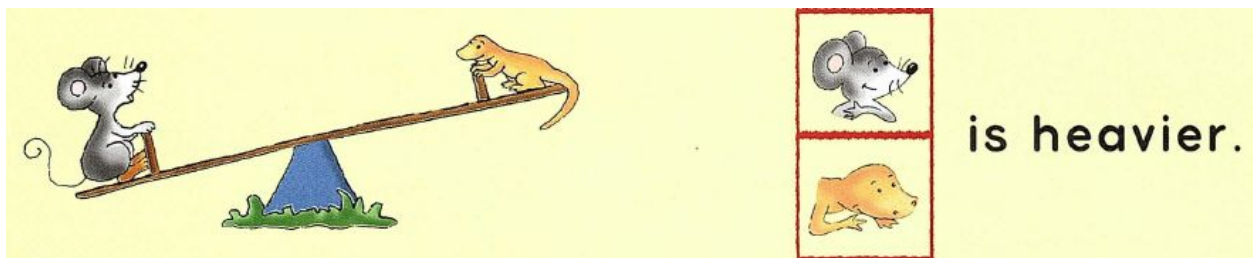
5 tall tall tall

8) Who is taller?
Check (✓) the box.



Weight

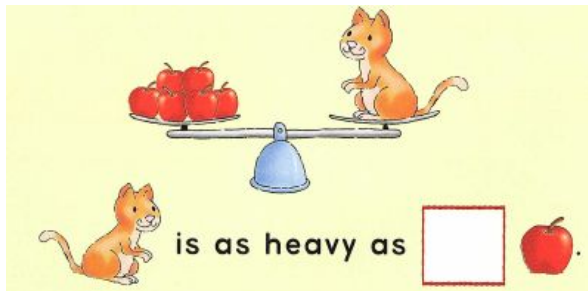
9) Which is heavier?
Circle the face.



is heavier.

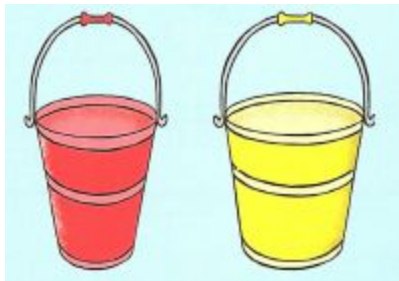
How heavy are they?
Write the numbers.

10)



Capacity

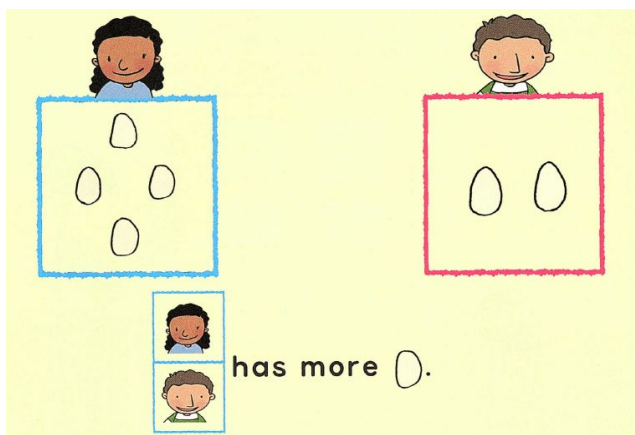
11) Which bucket can hold more water?



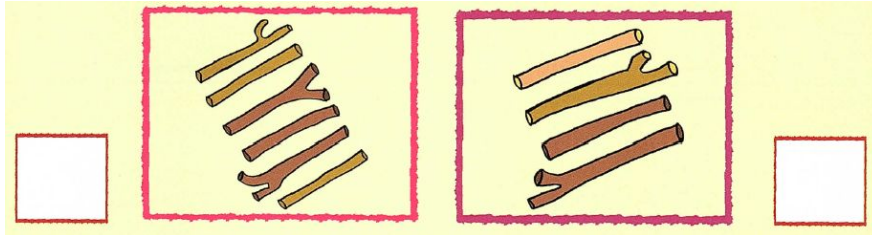
Compare Sets

Who has more?
Circle the face.

12)

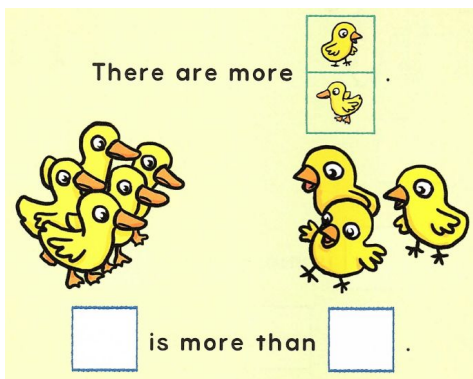


- 13) Which set has fewer?
Check (✓) the box.



Compare Numbers

- 14) Which has more? Circle the picture.
Write the numbers.



15) **Count.**
Write the numbers.

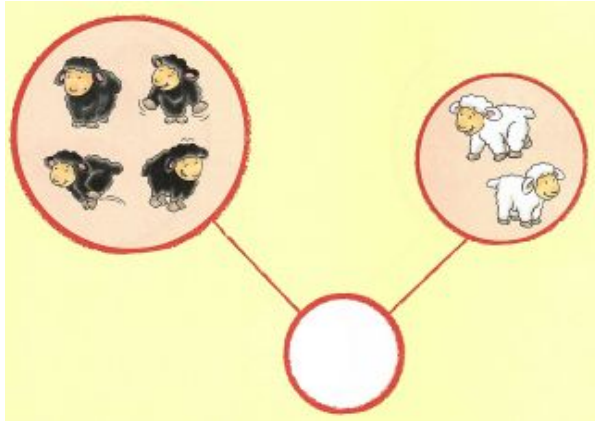
is more than .
 more

Numbers to 20

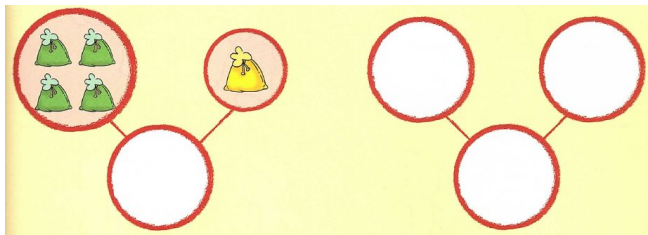
16) **Count.**
Write the numbers.

Number Bonds

- 17) **Count the sheep.
Write the numbers.**

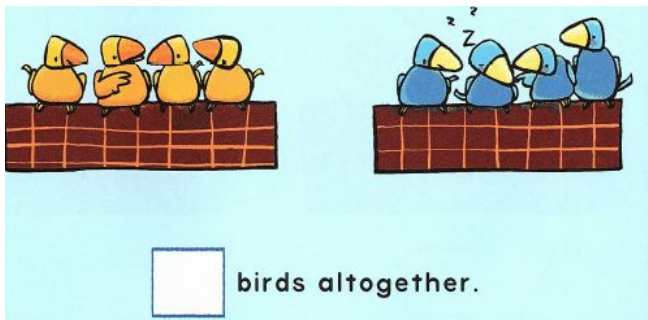


- 18) **Count the bags.
Write the numbers.**

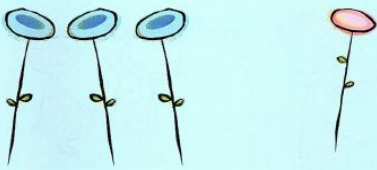


Addition


- 19) **Count the birds.
Write the numbers.**

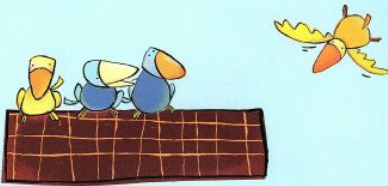


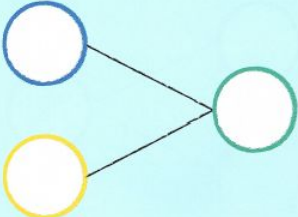
20) Add.
Write the numbers.



$3 + 1 = \square$

21) Complete the .
Write the number sentence.

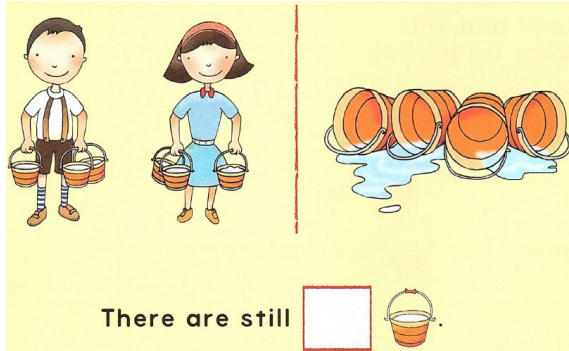




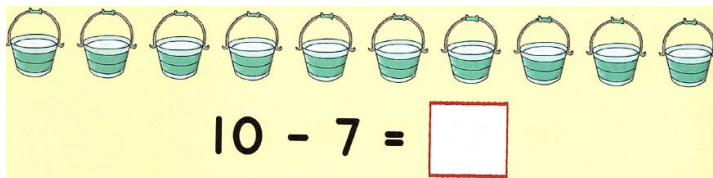
$\square + \square = \square$

Subtraction

- 22) Subtract.
Write the numbers.

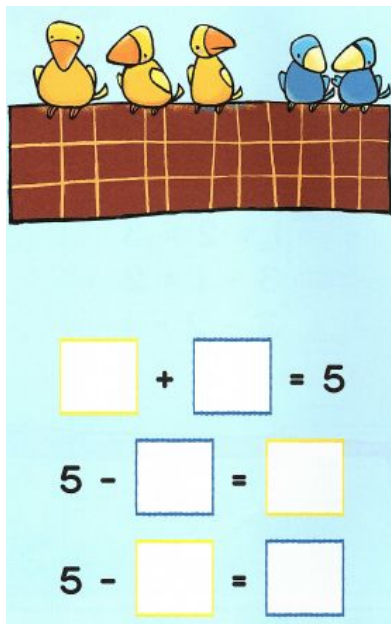


- 23) Subtract.
Write the numbers.



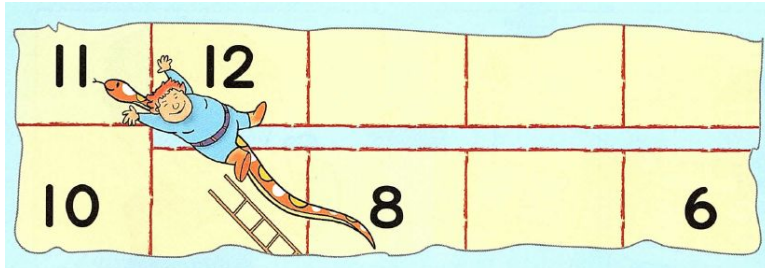
Addition and Subtraction

- 24) Add and subtract.
Complete the number sentences.



Numbers to 30

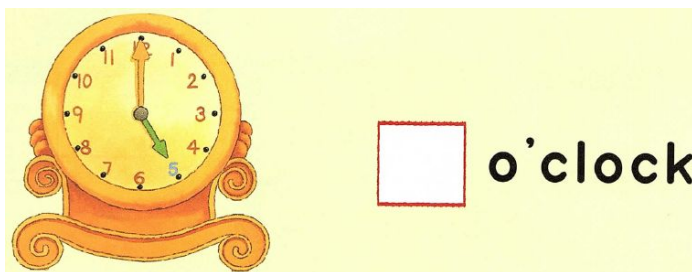
25) Fill in the missing numbers:



Time

Tell the time.

26) Write the numbers.



Numbers to 100

27) Fill in the missing numbers.

91	92	93	94				98		100
			84			87		89	
	72		74		76		78		80
61	62					67	68	69	
	52	53	54		56		58		60
41		43		45		47		49	
	32	33					38		
21		23	24	25		27		29	30
11	12			15		17			20
1	2	3	4	5	6	7	8	9	10

Name: _____

Date: _____

History Review

Name: _____

Date: _____

Science Review

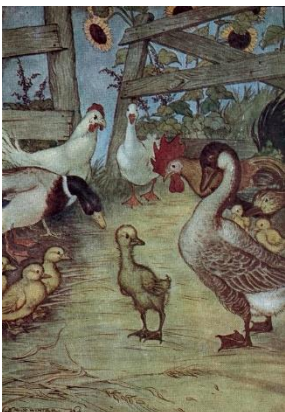
Literature Review

Name: _____ Date: _____

Fairy Tales

Fairy Tales are stories about magical events and imaginary creatures.

Directions: Discuss and name the title of these Fairytales:



Folk Tales

Folk Tales are stories told from different regions around the world passed down by word of mouth. The stories features below came from Africa, China, Europe, and South America.

Directions: Match each story to the continent/region they came from.



Momotaro: Peach Boy



Stone Soup



Anansi and the Turtle Go to Dinner



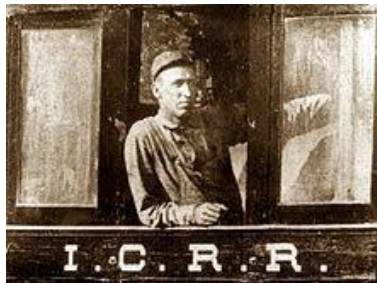
Jumping Mouse

Tall Tales

A **Tall Tale** is a story written about a person who lived in history and events in their lives are told that are tall too big to be true and some are true/believable.

Directions: Name and discuss each tall tale legend. What did you learn from each legend?

A.



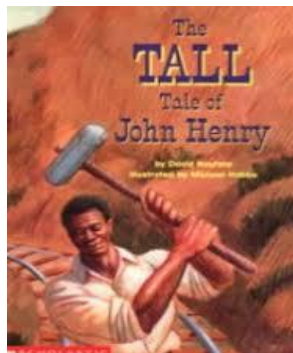
B.



C.



D.



Aesop's Fables

A **fable** is a short story usually with animal characters, set outside, and teaches a lesson.

Directions: Discuss what you learned from each of these fables.



The Town Mouse and Country Mouse



The Tortoise and the Hare



The Grasshopper and the Ant

Authors, Illustrators, Settings, Characters

Directions: Circle the characters from the fairy tale King Midas:



.A.



B.

Directions: Write the correct words in the sentences below:

An author _____ the words to the story.

An illustrator _____ the pictures to the story.

A setting tells _____ the story takes place.

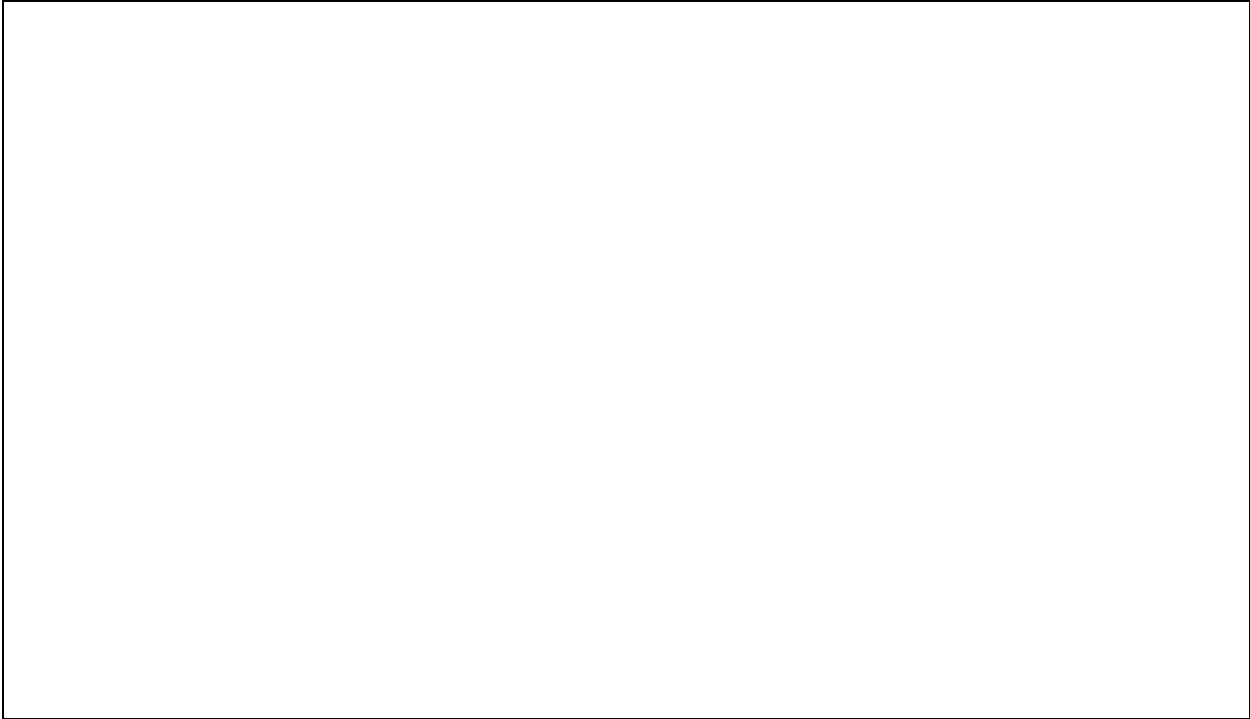
Word Bank

draws

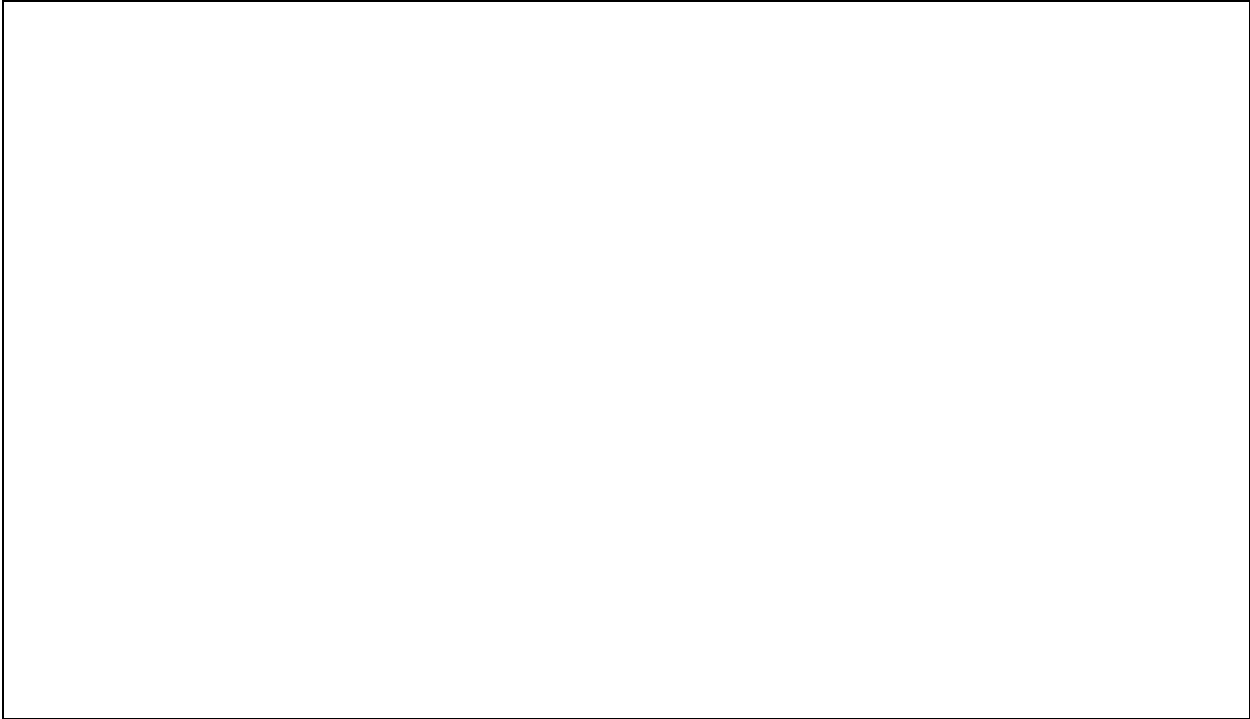
where

writes

Directions: Draw a picture of your favorite character. Write a complete sentence why this is your favorite character.



Directions: Draw a picture from your favorite story. Write a complete sentence why this is your favorite story.



Friday Review Pages Checklist

Please turn in the following pages:

- Student Affidavit
- Spalding
- Math Review Pages (All 27 answered questions)
- History Review Page
- Science Review Page
- Literature Review Pages
- Send these pages to your scholar's teacher by 8 p.m. on Saturday.



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Kindergarten

Student Attendance Affidavit

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

- May 18, 2020
- May 19, 2020
- May 20, 2020
- May 21, 2020
- May 22, 2020

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

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

Parent Signature: _____

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

Student Signature: _____

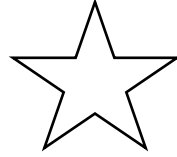
Student Printed Name: _____ Class Section: _____

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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

SPELL YOUR Spalding words- FITNESS FUN

- A. 10 jumping jacks
- B. **5 push-ups**
- C. **2 burpees**
- D. **20 high knees (get those knees up!!)**
- E. **30 crunches**
- F. 10 mountain climbers (on the ground, push up position)
- G. 5 squats
- H. 20 second wall sit
- I. 30 second plank
- J. 15 jumping jacks
- K. 10 sit ups
- L. 30 second steam engine
- M. 15 frog kicks
- N. 10 Cobras
- O. 20 high knees
- P. 30 second plank
- Q. 30 second wall sit
- R. 20 jumping jacks
- S. 10 mountain climbers
- T. 5 push ups
- U. 5 squats
- V. 10 Cobras
- W. 15 frog kicks
- X. 10 mountain climbers
- Y. 20 jumping jacks
- Z. 30 second wall sit

Let's combine two classes at one time! Have your mom/dad/guardian choose 5 of your Spalding words. Have them say the word out loud. As you spell it, do the exercise for the letters above! You can spell it all at once, then go back and do the exercises, or you can stop and do each exercise.

This is a fun way to practice your words and get some exercise!