

Kindergarten

April 27 - May 1

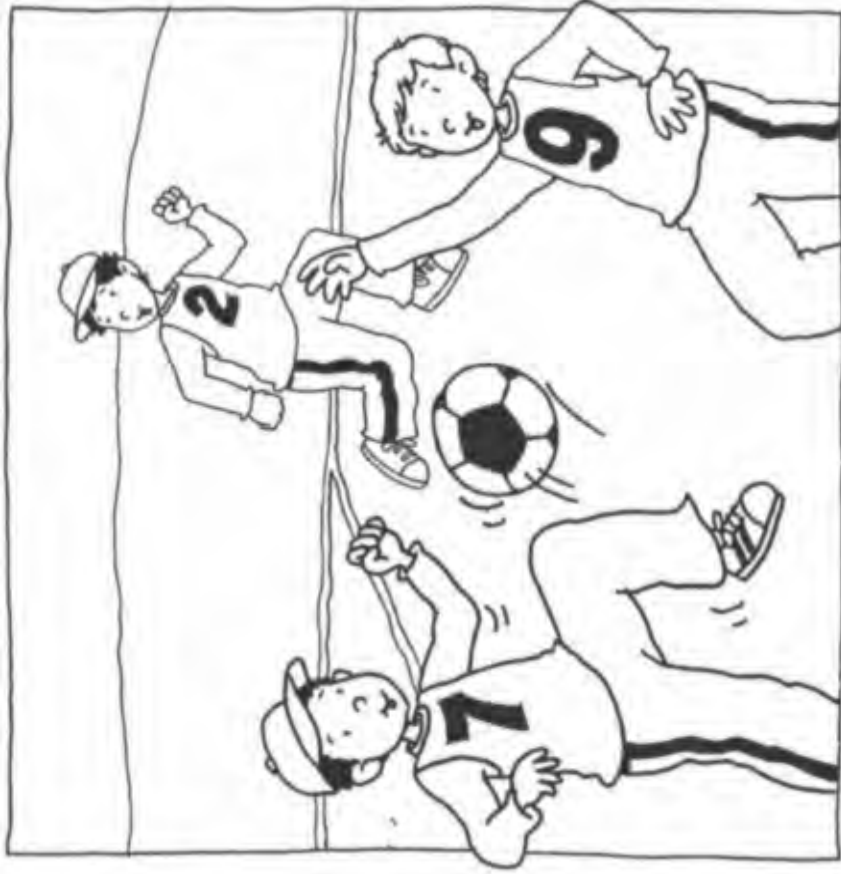


Pick Nick



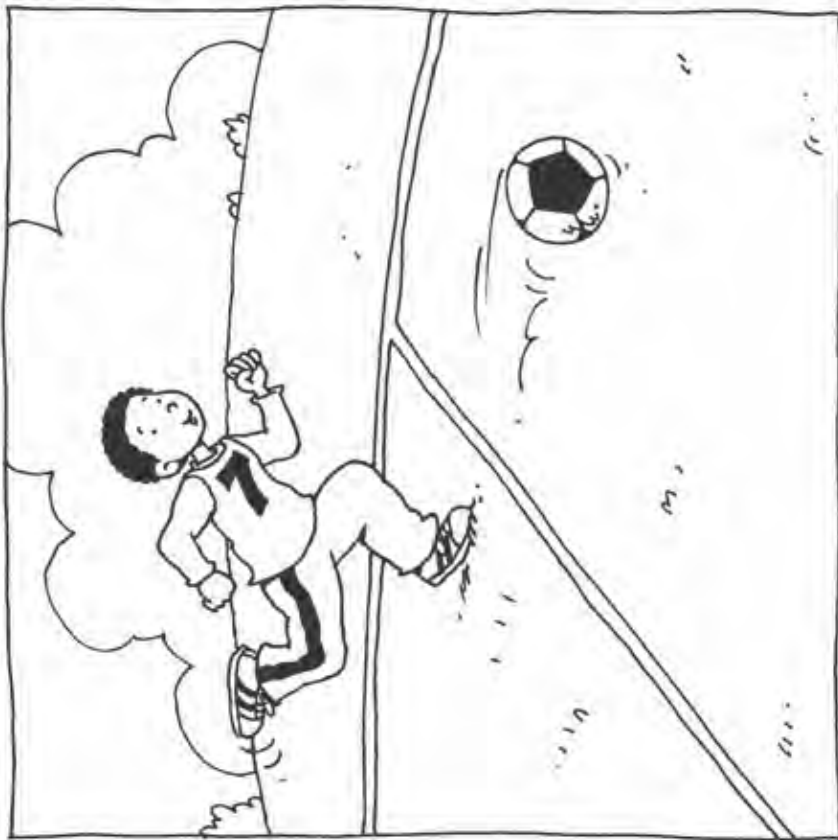
1

Copyright © McGraw-Hill Education



4

Nick, Ben, and Ron
can hit!



Nick can kick.
Pick Nick!

2



Nick has a red cap.

3

Take Care of Your Teeth

by ReadWorks



You need healthy teeth. Do you know why? Your teeth help you eat. They help you talk.

Here are some ways to care for your teeth:

- Brush your teeth after you eat.
- Eat healthful foods.
- Have a grown-up help you floss your teeth.
- Visit the dentist two times each year.

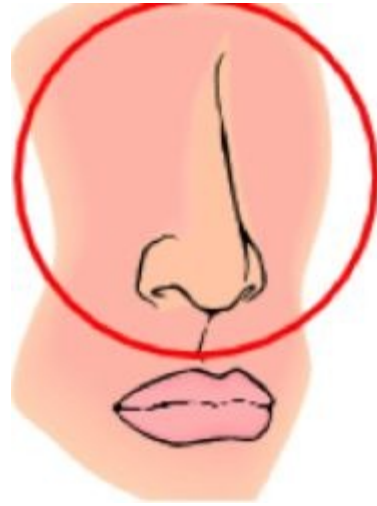
And don't forget to smile!

Name: _____ Date: _____

1. What do you need to help you eat and talk?



healthy teeth



your nose

2. What should you do after you eat to care for your teeth?



drink soda



brush your teeth

3. What kind of food should you eat?



healthy food



junk food

4. Who can help you floss your teeth?



a grown-up



your dog

5. How many times should you visit the dentist each year?

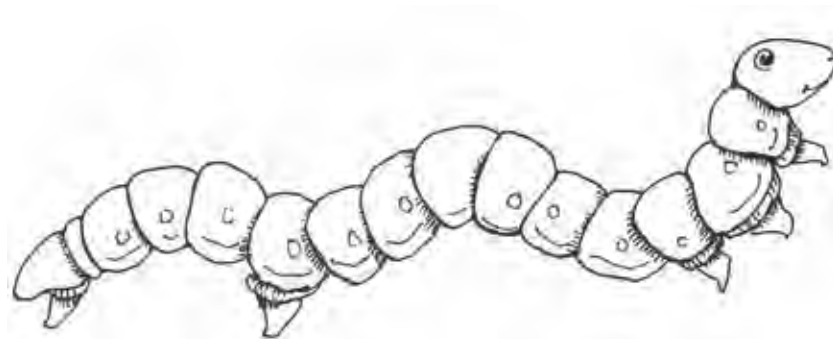
6. What did you learn from "Take Care of Your Teeth!"?

7. Draw a person caring for his or her teeth.

Name _____

Get the Bug!

1. Sam can see a bug on the rug!
2. Dad can get the bug.
3. Dad can set it on a deck.
4. The bug is in the hot sun.



★Activity★

Tell what the bug can do in the sun.

Name _____

Final x; Initial v

Fix It, Vick!

1. Mom has to pick up Rex.
2. But the van can not go.
3. Get Vick!
4. Vick can fix the van.



★Activity★

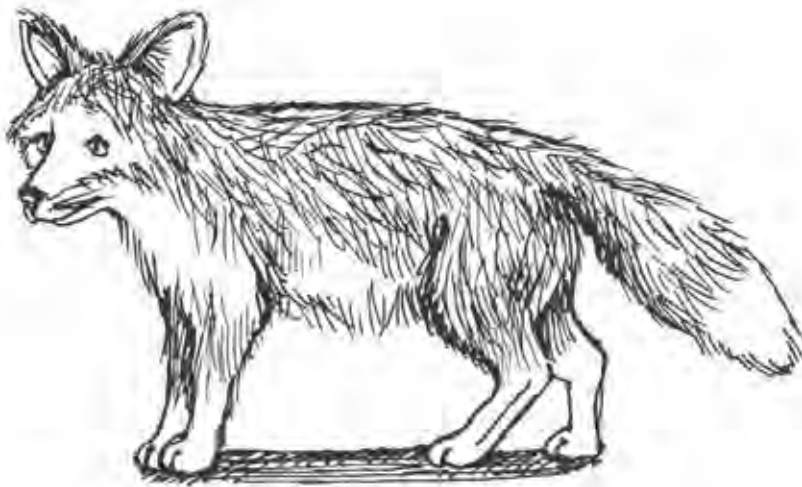
Tell what you
can fix.

Name _____

Final x; Initial v

Sick Fox

1. Max is a red fox.
2. Max is sick.
3. Is the vet in?
4. Can the vet see Max?



★Activity★

Tell what happens to Max.

Kindergarten Writing Prompts

1. My favorite season is _ .
2. My favorite color is _ .
3. My favorite animal is _ because _ .
4. My food is _ .
5. My mom always helps me _ .
6. I like - because _ .
7. I want to go to _ .
8. I love summer because _ .
9. My favorite snack is _ .
10. I love school because _ .
11. If I was an animal, I would be a _ .
12. My favorite toy is _ .
13. Waiting can be hard. One day I had to wait for _ .
14. I love animals because _ .
15. My classroom is _ .
16. I like/dislike movies because _ .
17. I like/dislike music because _ .
18. The best place in the world is _ because _ .
19. My friend _ is _ .
20. My favorite book is _ .

Kindergarten Writing Prompts

21. My favorite book is _ .
22. I am really good at _ .
23. I go to school so that I can _ .
24. In Spring I can I am really good at _ .
25. I go to school so that I can _ .
26. This winter I will I am really good at _ .
27. I go to school so that I can _ .
28. If I was the teacher, I would I am really good at _ .
29. I love to eat _ .
30. I love it when my mom _ .
31. I love going to the _ .
32. Next summer I plan to _ .
33. Tonight I am going to _ .
34. Yesterday I _ .
35. I'd love to go to _ .
36. I remember when _ .
37. In the Fall, leaves are _ .
38. I think dogs are _ .
39. I think cats are _ .
40. Trains are really neat becuae _ .

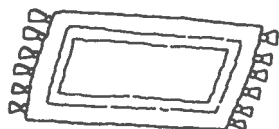
Kindergarten Writing Prompts

41. I think my teacher is _ .
42. If I had \$100, I would _ .
43. I don't like it when _ .
44. I always wanted to _ .
45. When I grow up, I want to _ .
46. I like writing about _ .
47. When I write
48. Writing is fun because _ .
49. I want to write a letter to _ .
50. My favorite thing to write about is _ .
51. I love to read about _ .
52. My favorite craft was _ .
53. If I could pick one craft supply, I would pick _ .
54. I love to _ .
55. I wonder what _s are made of.
56. I'd love to make a _ .
57. Plants are _ .
58. What would you like to ask your teacher?
59. If I could go to the moon, I would _ .
60. I love learning because _ .



Name _____

1.



2.



3.



4.

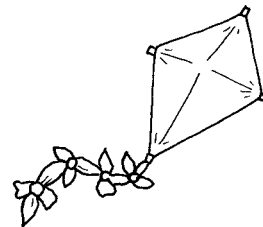
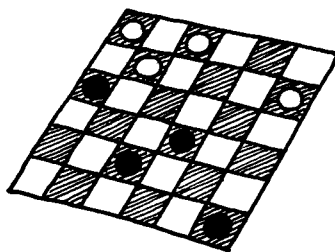
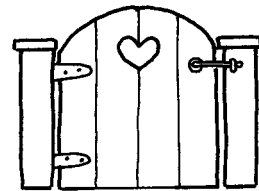
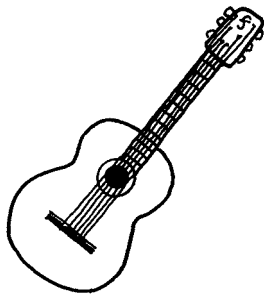
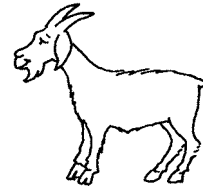


Phonological Awareness: Recognize and Generate Rhyme

Remind children that words that rhyme have the same ending sounds. Say the words *get* and *bet*. Ask children if these words rhyme. Explain that these words rhyme because they end with the same sounds, /et/. Then ask them to name another word that rhymes with *get* and *bet*. Elicit that the words *let*, *met*, *net*, *set*, and *wet* also rhyme with these words. Now point to and say the name of the picture in each row. Then have children draw something that rhymes with the picture name.



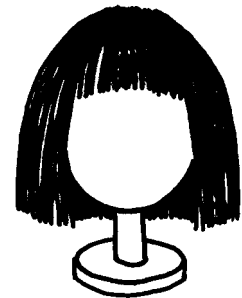
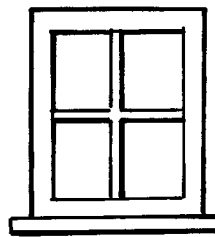
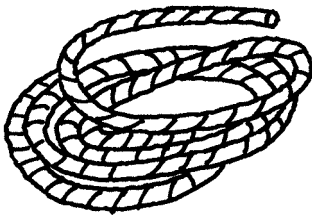
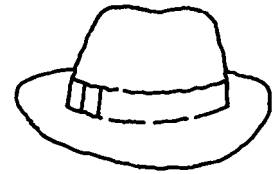
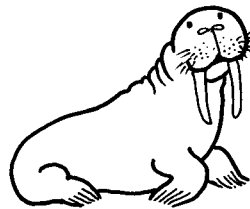
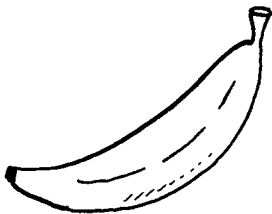
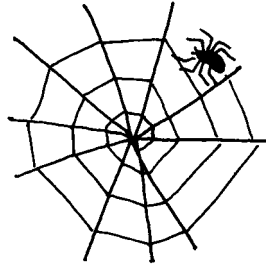
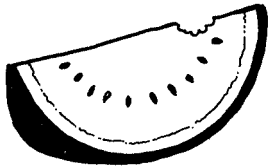
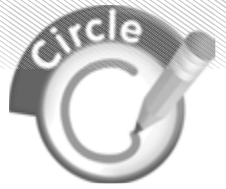
Name _____



Phonemic Awareness: /g/

Point to and say the name of the picture of the gift. Tell children that the word *gift* begins with the /g/ sound. Have children repeat, *gift*, /g/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /g/ sound as in *gift*. Tell children to look at the pictures in each row from left to right and work their way down the page from top to bottom.

Name _____



Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

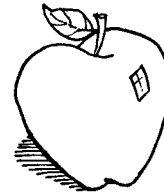
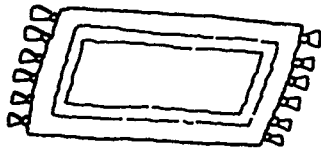
Phonemic Awareness: /w/

Point to and say the name of the picture of the watermelon. Tell children that the word *watermelon* begins with the /w/ sound. Have children repeat, *watermelon*, /w/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /w/ sound as in *watermelon*. Tell children to look at the pictures in each row from left to right and work their way down the page from top to bottom.

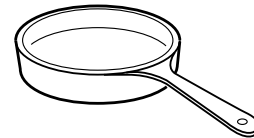
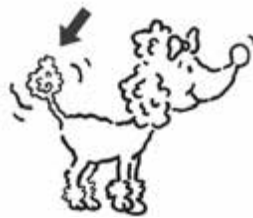
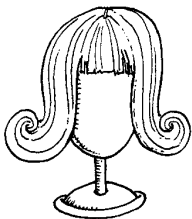


Name _____

1.



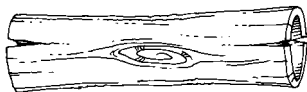
2.



3.



4.



Phonemic Awareness: Phoneme Substitution

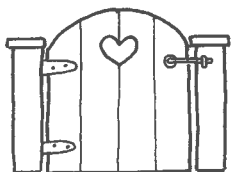
Say *get*. Then change the beginning sound /g/ to /l/. Say the new word that is formed: *let*. Point out that the word *let* was formed after you changed the first sound in the word to another sound. Repeat with the word *bug* and change the /u/ to /a/ to form the word *bag*. Name the pictures in each row. Tell children to circle the picture in each row that is formed after you say the following. 1: In the word *rug*, change /r/ to /b/. 2: In the word *wig*, change /i/ to /a/. 3: In the word *hug*, change /h/ to /m/. 4: In the word *log*, change /o/ to /e/.

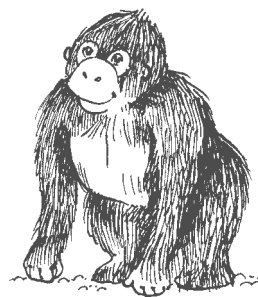


Name _____



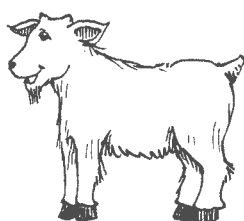
1.

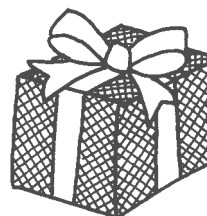




g

2.



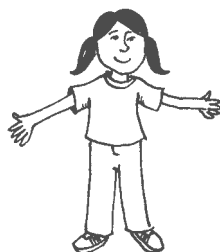


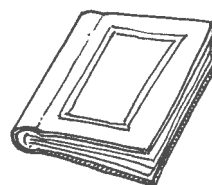
3.





4.



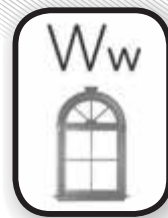


Phonics: /g/g

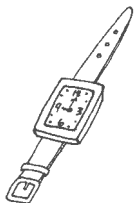
Point to and say the name of the picture of the gate. Tell children that the word *gate* begins with the /g/ sound. Explain that the letter *g* stands for the /g/ sound. Now point to and say the name of the rest of the pictures on the page. Have children write the letter *g* next to the picture if its name begins with /g/ sound as in *gate*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.

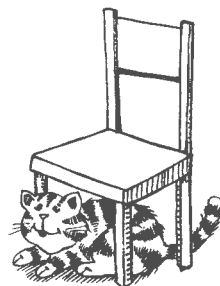


Name _____

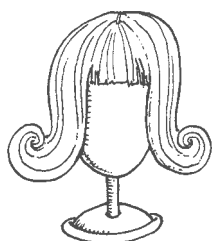


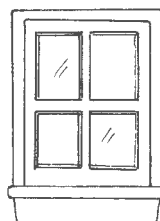
1.



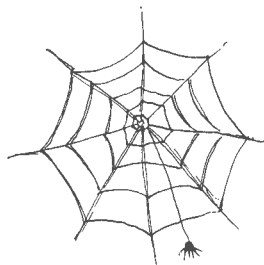


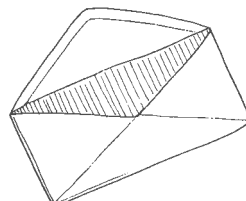
2.



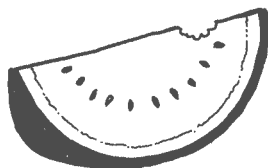


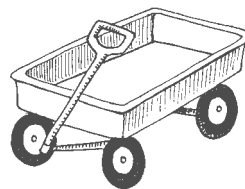
3.





4.





Phonics: /w/w

Point to and say the name of the picture of the watch. Tell children that the word *watch* begins with the /w/ sound. Explain that the letter *w* stands for the /w/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *w* next to the picture if its name begins with the /w/ sound as in *watch*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.

Name _____



gas wet win wit

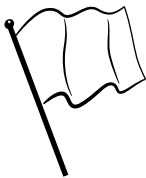
1.



2.



3.

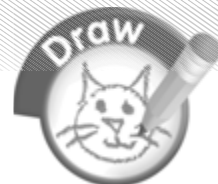


4.



Phonics/Spelling

Decode Words: Say *get* and point to your mouth position. Write the word and model how to decode it by saying each sound and then blending the sounds together to say *get*. Have children decode the words at the top of the page. **Spell Words:** Have children write the word that names each picture by writing a letter for each sound.



Name _____

1.

2.

3.

4.

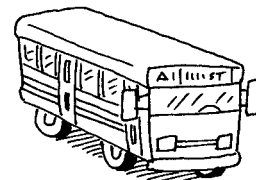
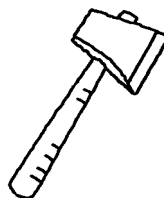
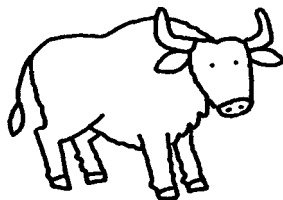
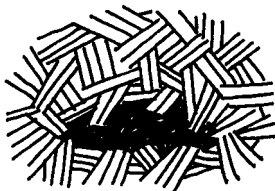
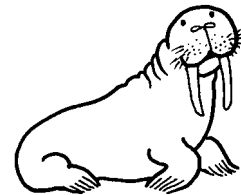
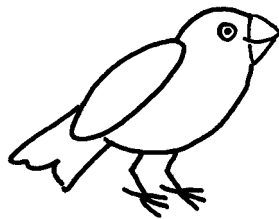
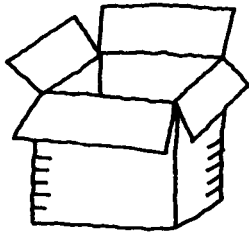
Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Phonological Awareness: Onset and Rime Segmentation

Remind children that words are made up of beginning and ending sounds. Say the word *fix*. Tell children that the beginning sound is /f/. Then say that the ending sounds are /iiks/, *fix*. Tell children to say the word, *fix*. Then say some words and encourage children to say the beginning and ending sounds in each word. Have children draw a picture in each box that shows the word. 1: *box*, /b//oks/, *box*; 2: *van*, /v//an/, *van*; 3: *six*, /s//iks/, *six*; 4: *vet*, /v/ /et/, *vet*.



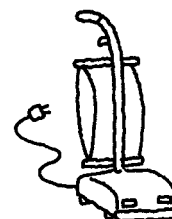
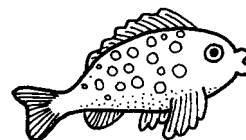
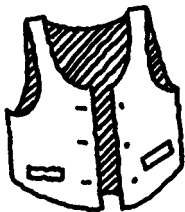
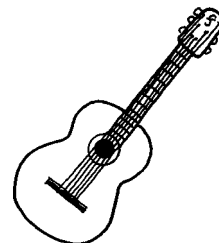
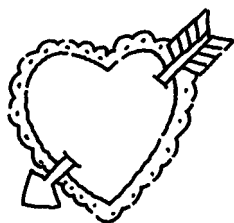
Name _____



Phonemic Awareness: /ks/

Point to and say the name of the picture of the box. Tell children that the word *box* ends with the /ks/ sound. Have children repeat, *box*, /ks/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that end with the /ks/ sound as in *box*. Tell children to look at the pictures in each row from left to right and work their way down the page from top to bottom.

Name _____



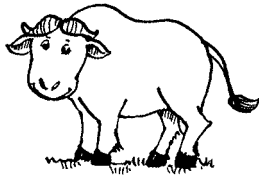
Phonemic Awareness: /v/

Point to and say the name of the picture of the valentine. Tell children that the word *valentine* begins with the /v/ sound. Have children repeat, *valentine*, /v/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /v/ sound as in *valentine*. Tell children to look at the pictures in each row from left to right and work their way down the page from top to bottom.

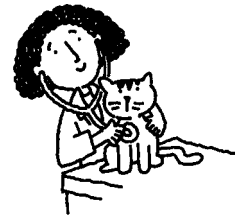
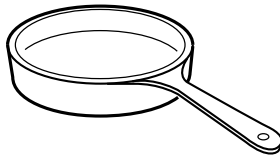


Name _____

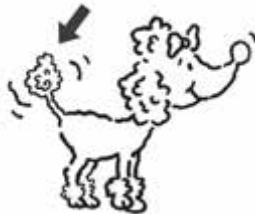
1.



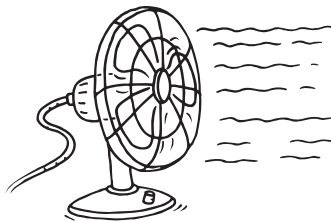
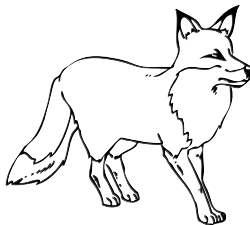
2.



3.

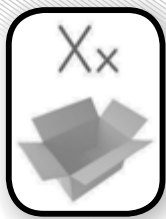


4.



Phonemic Awareness: Phoneme Substitution

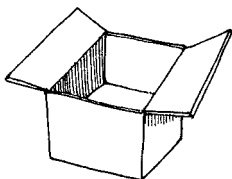
Say *red*. Then change the beginning letter sound /r/ to /b/. Say the new word that is formed: *bed*. Point out that the word *bed* was formed after you changed the first sound in the word to another sound. Repeat with the word *six* and change the *x* to a *d* to form the name *Sid*. Name the pictures in each row. Tell children to circle the picture in each row that is formed after you say the following. 1: Change /m/ in *mix* to /s/. 2: Change /v/ in *van* to /p/. 3: Change /ks/ in *wax* to /g/. 4: Change /o/ in *fox* to /i/.



Name _____

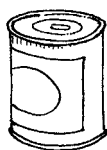


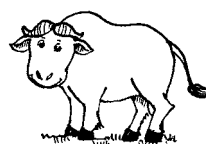
1.



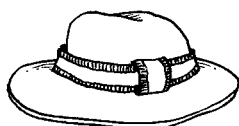


2.





3.





4.





Phonics: /ks/x

Point to and say the name of the picture of the box. Tell children that the word *box* ends with the /ks/ sound. Explain that the letter *x* stands for the /ks/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *x* next to the picture if its name ends with the /ks/ sound as in *box*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.

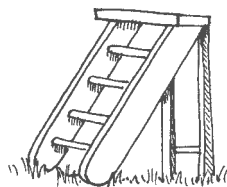


Name _____



1.



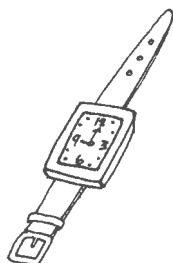


2.



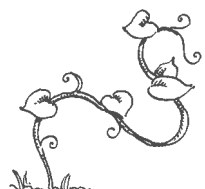


3.





4.





Phonics: /v/v

Point to and say the name of the picture of the violin. Tell children that the word *violin* begins with the /v/ sound. Explain that the letter *v* stands for the /v/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *v* next to the picture if its name begins with the /v/ sound as in *violin*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.

Name _____



lox

vat

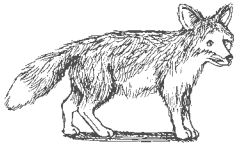
ax

tax

1.



2.



3.









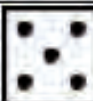






















4.
































Phonics/Spelling

Decode Words: Say *fix* and point to your mouth position. Write the word and model how to decode it by saying each sound in the word and then blending the sounds together to say *fix*. Repeat with the name *Vick*. Then have children decode the words at the top of the page. **Spell Words:** Have children write the word that names each picture. Then say the words *it*, *in*, *box*, *mix*, and *on* for children to spell.























Circle the number to make 7.

1				
2				
3	* * * * *	* *	* * *	
4				
5				
6	* * *	* * *	* * * *	* *
7				
8				
9	* *	* *	* * * * *	* * * *
10	2	2	5	4
11				
12				
13	1	2	6	5

Circle the number to make 8.

1				
2				
3				
4	* * * * *	* *	* * *	
5				
6				
7	* * * *	* * *	* * * *	* *
8				
9				
10	* *	* * * * *	* * * *	* * *
11	2	6	4	3
12				
13	1	7	6	5

Circle the number to make 5.

1				
2	* * * *	* * *	*	
3				
4	4	1	4	
5				
6	* * *	* *	* * * *	*
7				
8	3	3	1	2
9				
10	* *	* * * *	* * *	* *
11	2	2	3	1
12	*	* * * * *	* * *	* * * *
13	1	4	5	3
14				
15	5	2	1	0



Name _____

1. fox

box

bus

2. van

vat

vet

3. six

sun

sax

4. mix

fix

fox

5. Vick

vat

Rick

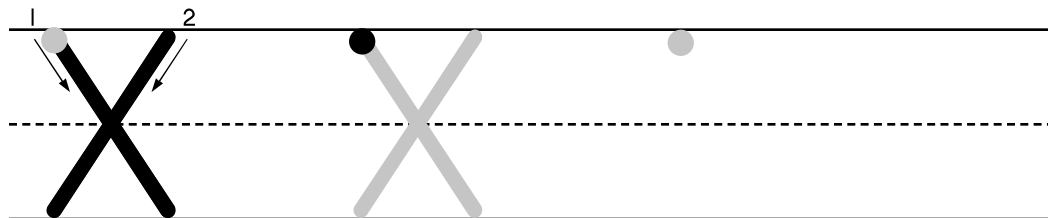
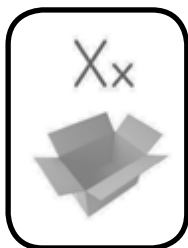
Phonics: Minimal Contrasts

Tell children that when you change one letter in a word, you make a new word. Write the words *vat* and *vet*. Explain that by changing the *a* in *vat* to an *e*, you make the word *vet*. Have children point to and read the first word in each row. Tell them to draw a line under the new word that is formed when one letter in the word is changed.

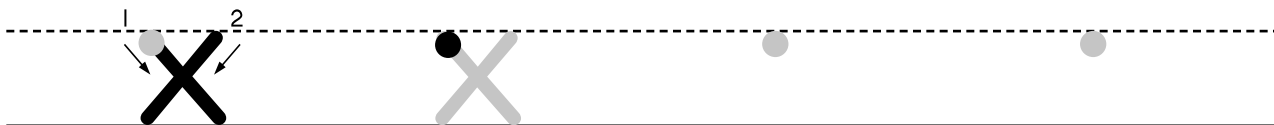


Name _____

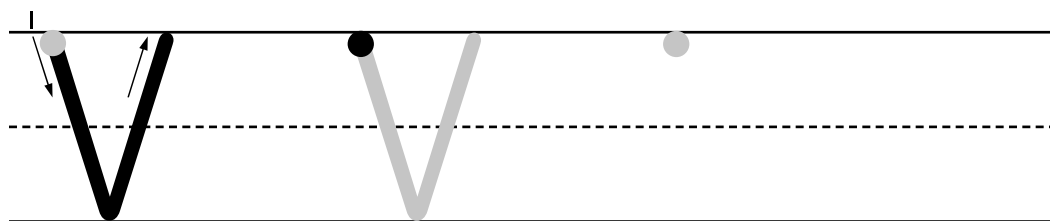
1.



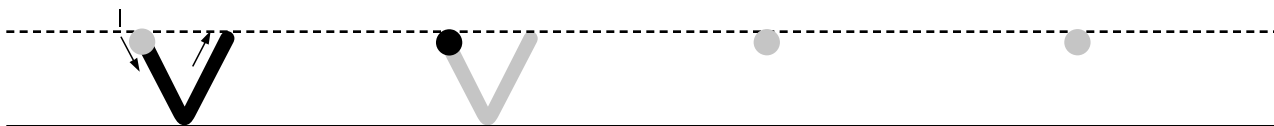
2.



3.



4.



Handwriting: Xx, Vv

Model for children how to form the uppercase X. Say: *Slant down. Go back to the top. Slant down to cross.* Then model how to form the lowercase letter x. Say: *Slant down. Slant in to cross.* Have children use their finger to trace the model for the letter. Tell children how to form the uppercase and lowercase Vv. Say: *Slant down, slant up.* Then have children write the uppercase and lowercase forms of Xx and Vv.



Name _____

said want have



1. Rick _____ he had fun at the party.

2. I _____ to go in the van.



3. They _____ two dogs.



4. _____

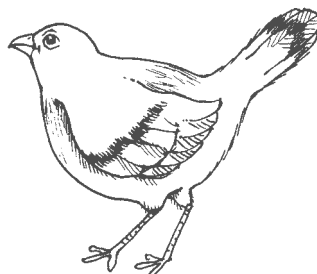
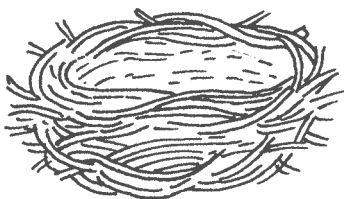
High-Frequency Words: *said, want, have*

Model the Read/Spell/Write routine using the word *said*. Have children repeat the routine, using the words *said*, *want*, and *have*. Then have children write a word from the box on each line to complete the sentences. Tell children to write a sentence on line 4 using one or more of the words in the box. Have partners read the sentences to each other. Then say the words *said*, *want*, and *have* for children to spell.



Name _____

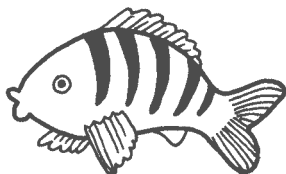
1.



2.



3.



Category Words: Animal Homes

Explain to children that animals live in different places. Say: *Some fish live in the ocean. Other fish live in rivers or lakes. Monkeys live in trees. Bats live in dens.* Point to and name the pictures in each row. Have children circle the pictures that show places where some animals live. Encourage children to talk to each other about why animals live in different places.

Problem 1

Materials: paper and pencil or white board and marker

Windsor the puppy had 5 juicy bones. He buried some of them in the yard and put some of them by his dish. Draw a picture to show where Windsor's put his bones.

Show your picture to your parent or sibling. What is another way that Windsor could have hid his 5 bones? Write a number bond to explain your story.

Problem 2

Materials: Paper and pencil or white board and marker

Nesim has 5 toy cars. Draw Nesim's cars.

Amir has 3 toy cars. Draw a picture to show his cars, too.

How many cars do they have together? Can you show the number bond to go with the story? Talk with your parent about your work.



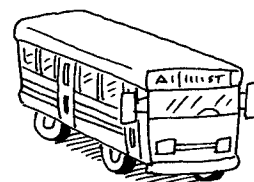
Name _____



1. Meg _____ a nap.

has

will have



2. Vick _____ the bus.

fixes

will fix



3. Rex _____ the deck.

will mop

mops

Grammar: Future-Tense Verbs

Explain to children that verbs can tell about what is happening right now or something that is going to happen in the future. Say: *The dog sleeps on the rug.* Tell children the verb *sleeps* tells about what the dog is doing right now. Say: *The dog will sleep on the rug.* Explain that in this sentence the verb *will sleep* tells about something that the dog will do in the future. Then read each example and the two answer choices below. Point to and name the pictures. Tell children to write the verb that tells what will happen in the future.

Name _____



1. Deb _____ Mom.

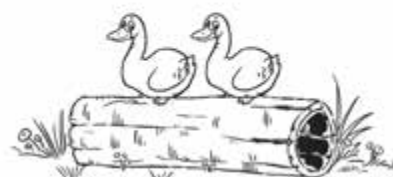


hugs will hug



2. Rex and Dad _____ in the van.

will go go



3. The ducks _____ on the log.

sit will sit

Grammar: Future-Tense Verbs

Remind children that a verb can tell what happens in the present or in the future. Then read each example and the two answer choices. Point to and name the pictures. Tell children to write the verb that tells what will happen in the future on each line. Then tell children to refer back to a piece of writing they did during the week and see if they used future tense verbs correctly.



Name _____

1. Do You want to see it.

2. he said hewants to go on a jet.

3. i can Go.

4. ben said, "I w a n t to go."

Edit/Proofread

Tell children to listen as you read aloud the sentences. Have them rewrite each sentence so it shows correct capitalization, punctuation, and spacing between letters and words. Use gestures to clarify meaning. Then tell children to refer back to a piece of writing they did during the week and check that they used correct capitalization and spacing, and that there is a punctuation mark at the end of each sentence.

Name _____



Copyright © McGraw-Hill Education

“I do fit,” said Fox.

“I want to nap!”

Connect to Community

Encourage children to read the story to a family member or a friend.

A Bed for Fox



“I see a bed,” said Fox.

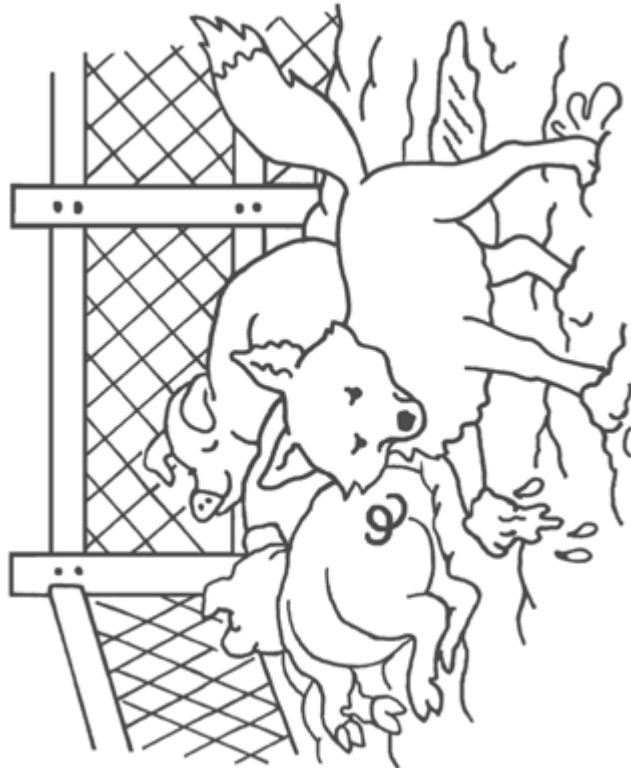
“I want to nap.”

Review High-Frequency Words

Have children set a purpose for reading, such as finding out where the fox finds a bed. Explain that words in a sentence are separated by spaces. Point to the space between the words *want* and *to* on page 1.

Then ask children to point to the letter *s* in the word *said* on page 1.

Then tell children to point to the word *want* on page 4.



“Mud!” said Fox.

“I do not like mud.”



“I see a den!” said Fox.

“I want to fit.”

Science Studies WeeklyTM Footprints

LIFE SCIENCE / WEEK 1
S0-L

GRADE
K

Life

See Primary-Source
Related Media...



www.s-w.co/S0L-9



**There are many living things on Earth.
People, plants and animals are living things.**



Living things are alike in some ways. All living things need food and water.

All living things need air. All living things need space to live in.



Living things are different in some ways. They can be different sizes and shapes. They can be different colors.

Look & Learn

Look at this living thing. Do you know what it is?



There are nonliving things on Earth, too. Rocks, water and soil are nonliving things on Earth.



It is a caterpillar!

Sorting Living Things

WHAT YOU NEED

- old magazines with lots of pictures of people, plants and animals
- scissors • 2 or 3 friends



WHAT TO DO

1. Look for pictures of people, plants and animals in the magazines.
2. Cut out as many pictures as you can find.
3. Work with your friends. Sort the pictures into groups of people, plants or animals.
4. Choose one person to tell the class about your groups.

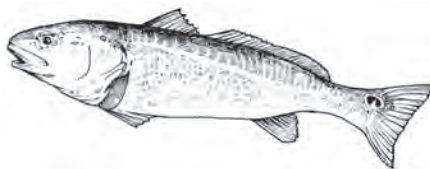
Count your pictures. Do you have more people, plant or animal pictures? Circle your answer.

people

plants

animals

Write an X on the nonliving thing in each row. Then color the other pictures.





Name _____

1. Gus

get

bus

2. pig

big

pat

3. wet

web

win

4. wag

web

wig

5. bug

rug

Ben

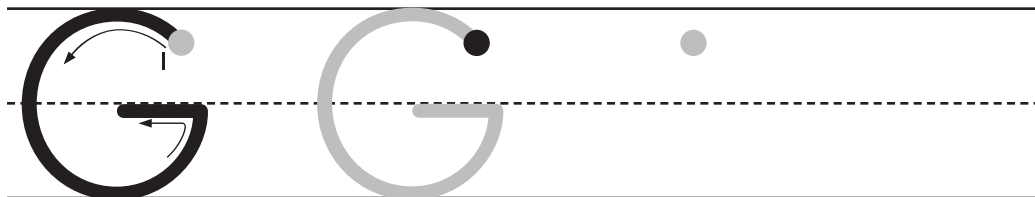
Phonics: Minimal Contrasts

Tell children that when you change one letter in a word, you make a new word. Write the words *tug* and *tag*. Explain that by changing the *u* in *tug* to an *a*, you make the word *tag*. Have children read the first word in each row. Tell them to draw a line under the new word that is formed when one letter in the word is changed. Tell children to read from left to right.

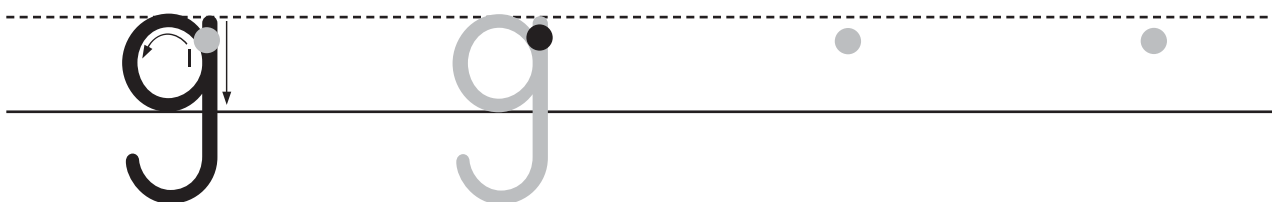
Name _____



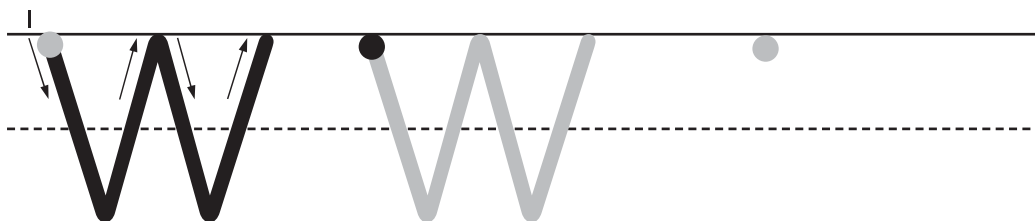
1.



2.



3.



4.



Handwriting: Gg, Ww

Model for children how to form the uppercase *G*. Say: *Circle back and around. Push up to the dotted line, and straight in.* Model how to form the lowercase *g*: Say: *Circle back, then around all the way. Straight down past the bottom line, and curl back.* Then model how to form the uppercase and lowercase *Ww*. Say: *Slant down, slant up, slant down, slant up.* Have children use their finger to trace the model for each letter. Then have them write the uppercase and lowercase forms of the letters *Gg* and *Ww*.



Name _____

of

they

for

1. I had a piece _____ fruit.



2. I have a sled _____ you.



3. _____ have a bird.



4. _____

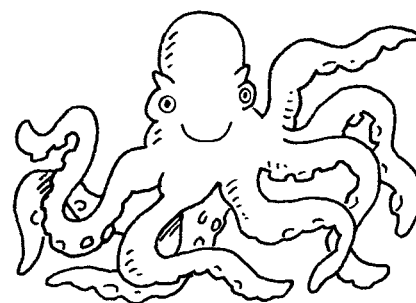
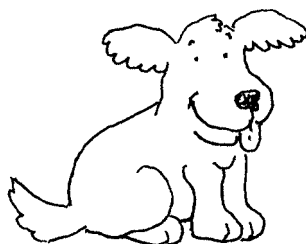
High-Frequency Words: *of, they, for*

Model the Read/Spell/Write routine using the word *of*. Have children repeat the routine, using the words *of*, *they*, and *for*. Then have children write a word from the box on each line to complete the sentences. Encourage children to write their own sentence on line 4 by using one or more of the words in the box. Have partners read the sentences to each other. Then say the words *of*, *they*, and *for* for children to spell.

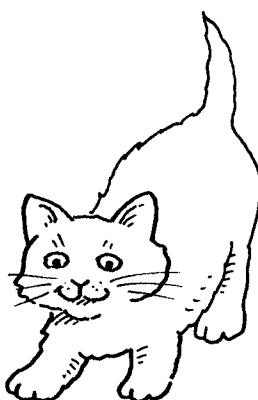
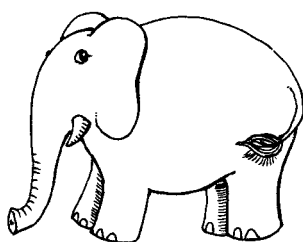


Name _____

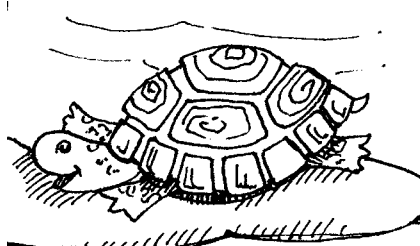
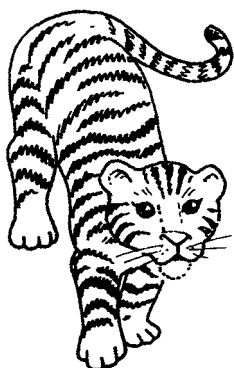
1.



2.



3.



Category Words: Pets

Explain to children that some animals make good pets while others do not. Say: *People can take care of pets, such as dogs, cats, and birds. People cannot have wild animals as pets.* Point to and name the pictures in each row. Have children circle the pictures in each row that show animals that could be pets. Encourage children to talk to each other about why the animals that they didn't circle would not make good pets. Have them also talk about ways to care for pets.

Kindergarten

THIRD QUARTER • WEEK 15

Studies WeeklyTM

GRADE

Maps and Globes

Maps are drawings of real places.

Canada

United States

Mexico



Maps can show cities, states, or countries. Maps help people know how to get from one place to another place.

Maps and Globes

A globe is a model of the Earth. A globe helps us learn about the world.



Did you know that most of the Earth is covered by water? Oceans, rivers, lakes and streams are called bodies of water.

Look at this globe. Do you see a line going around the middle of the globe? That line is called the equator.



These standards are representative of common kindergarten social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at studiesweekly.com.

- Explain that maps and globes help to locate different places and that globes are a model of Earth.
- Differentiate land and water features on simple maps and globes.
- Identify basic landforms.
- Identify basic bodies of water.



The Earth does not look the same everywhere. In some places the land is very flat. Some places have mountains and valleys.



A coast is a place where land meets the ocean. The United States has more than 12,000 miles of coast. Alaska has more miles of coast than any other state.

Name _____

Find your state on the map of the United States. Use your favorite color to fill in your state on the map.



Use your pencil to draw the equator on this globe. Do you have a globe in your classroom?

Write the first letter of each of these things on the line below the picture.





Name _____

1. Mom _____ the baby yesterday.

rocks rocked



2. Mack _____ a cap last week.

picks picked



3. I _____ my snacks for the picnic.

packs packed



Grammar: Present-Tense and Past-Tense Verbs

Explain to children that a verb can tell what is happening now as well as what happened already. Say: jump *tells about something that someone is doing now as in* I jump high. Then say: *The verb* jumped *tells what happened in the past as in* Yesterday the boy jumped. Read each example and the two answer choices. Point to and name the pictures. Tell children to write the verb on the line that tells what happened in the past.

Name _____



1. Bob and Kim _____ a game.

played plays



2. Gus _____ the ball.

kick kicked



3. Pam _____ up.

jumped jump



Grammar: Present-Tense and Past-Tense Verbs

Remind children that a verb can tell what happens in the present and what happened in the past. Then read each example and the two answer choices. Point to and name the pictures. Tell children to write the verb that tells what happened in the past on each line. Then tell children to refer to a piece of writing that they did during the week and make sure they used past-tense verbs correctly.



Name _____

1. Did you have a lot of fun

2. "Yes, I did," rex said

3. ben said, "I w a n t to go."

4. i fed my cats

Edit/Proofread

Tell children to listen as you read aloud the sentences. Use gestures to clarify meaning. Have them rewrite each sentence so it shows correct capitalization and spacing, and has a punctuation mark at the end. Then tell children to refer back to a piece of writing they did during the week and check that they used correct capitalization, spacing, and end punctuation.

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 4/27/20

Creating SPACE With Photography and Household Items



Toys were used to create Foreground, Middleground, and Background in the photographs, to show the art element of SPACE

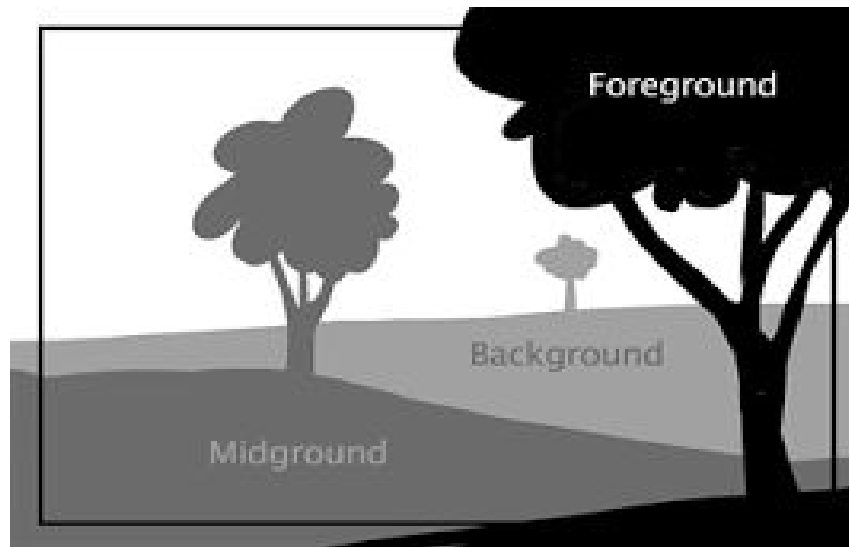
DIRECTIONS:

Create a work of art by assembling toys and household items together to create an image that shows SPACE- Foreground, Middleground, and Background (see *more information below about space*). You could set up the items for your scene on a tabletop or other surface. You can look for items of different sizes, but you could also use items that are the same size, and set them up so that they look smaller as they move back in space. Large items should be in the front (foreground), and then items should get smaller/be further away in the middle ground, and again in the background. You can also take your camera and move it very close to the items in the foreground, making everything behind it appear smaller and further away.

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project, and you could even create more than one scene!

SPACE DEFINITION: The Element of Design Space refers to the area within, around, above or below an object or objects. Foreground, Middle Ground, and Background help show SPACE in an artwork.

The foreground of a composition is the visual plane that appears closest to the viewer (*in front*), while the background is the plane in a composition perceived furthest from the viewer. The middleground is the visual plane located between both the foreground and background (*in the middle*).



SPACE RESOURCES:

YouTube Videos:

[Elements of Art: Space | KQED Arts](#)

[Foreground, Middle ground & Background](#)

[Foreground Middle ground Background Rap](#)

Books:

[Oh, the Places You'll Go! by Dr. Seuss Read Aloud](#) Look at the illustrations and find Foreground, Middle Ground, and Background!

[Roberto The Insect Architect by Nina Laden \(Read aloud\)](#)

["When I Build With Blocks" by Niki Alling](#)

Games:

[Starry Night Jigsaw Puzzle](#)

[Balls on pyramids Jigsaw Puzzle](#)

[ARTHUR | Games . Animal Home Builder | PBS KIDS](#)

[ARTHUR | Games . Treehouse Designer](#)

[Playing Sandcastle](#)

We would love to see your creations! You can post photos of them to your Dojo story or email them to us!

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley WindleyA@wwcsd.net

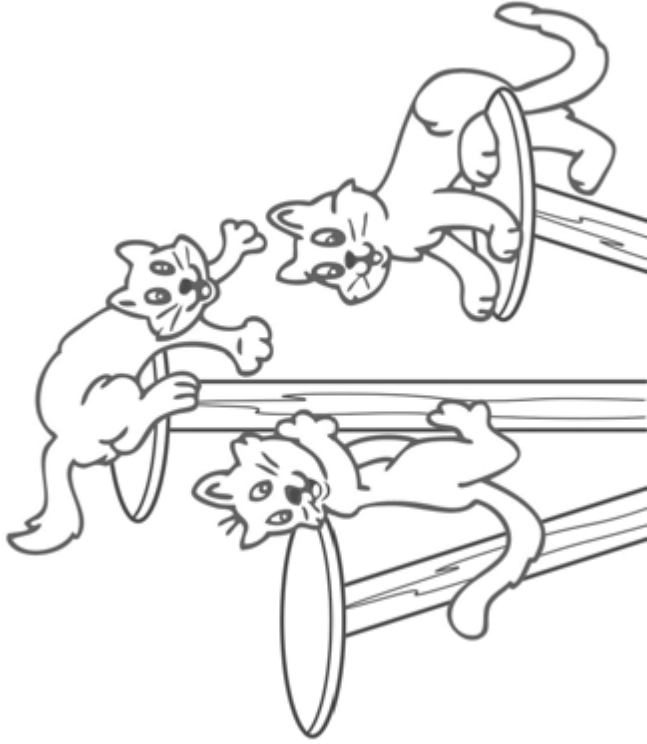
Mr. Millett milletts@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

Name _____



They do not nap.

They have a lot of fun!

Connect to Community

Encourage children to read the story to a family member or a friend.

A Lot of Fun!

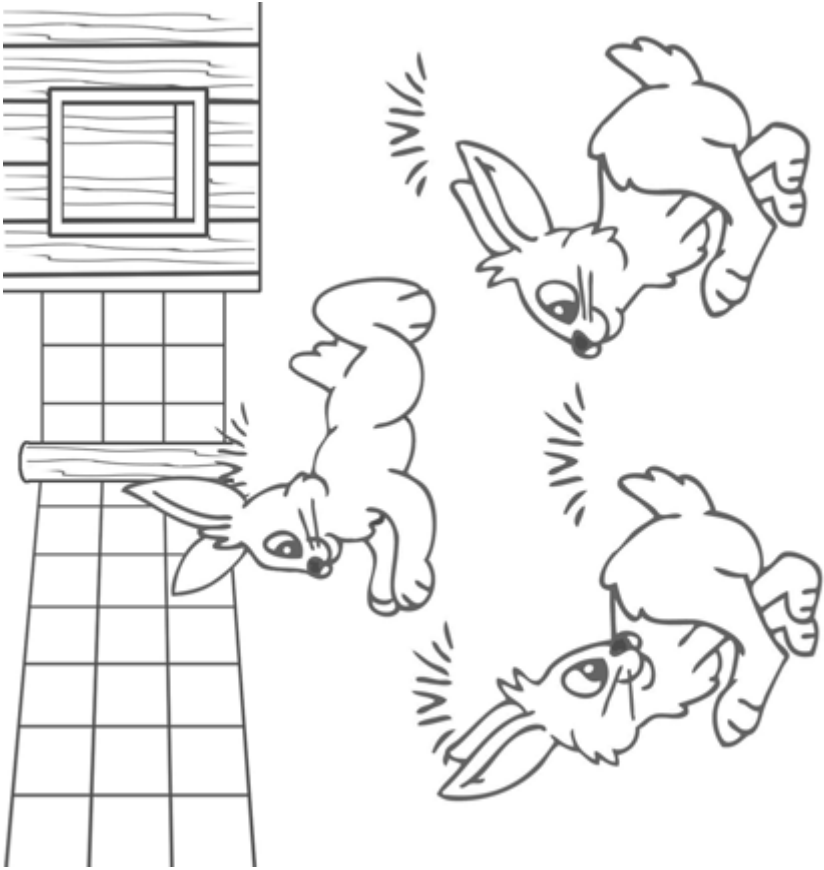


They like to tug.

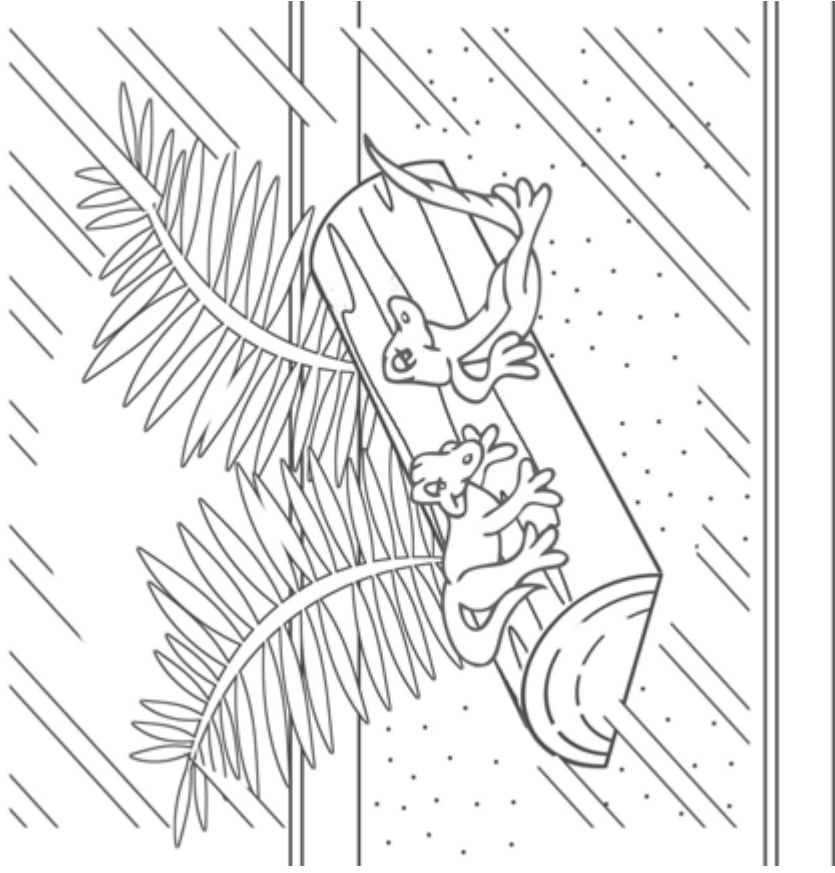
They have a lot of fun!

Review High-Frequency Words

Have children set a purpose for reading, such as finding out how the animals have fun. Tell children that words are made up of letters and that there are spaces between words. Point to the first and last letters in the word *lot* on page 1 and the space between *a* and *lot*. Have children point to the first and last letters in *have* and the spaces before and after the word.



They have a pen.
They hop and hop!



They have a log.
They like to nap a lot.

Name: _____

Use the words in the box to answer the questions.

globe

map



1. _____



2. _____

Use the words in the box above to finish the sentence.

3. A _____ is a model of the Earth.

4. A _____ is a drawing of a real place.

Name: _____

Weekly Literacy Connection

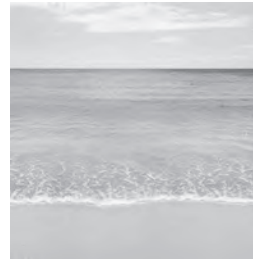
Read the sentence. Circle the best answer to complete the sentence.

1. A _____ is a place where land meets the ocean.

equator **coast**

Circle the picture that matches the sentence.

2. Earth has mountains and valleys.



Use the words to complete the sentences.

can **looks**

3. Maps _____ show cities, states or countries.

4. A globe _____ like Earth.

equator **coast**

5. The line around the middle of a globe is called the _____

Name: _____

Draw the equator on the globe.

1.



Fill in the circle next to the best answer.

2. We use maps to
_____.

- Ⓐ get from one place to another
Ⓑ buy a car

3. Most of the Earth is covered by land.

- Ⓐ yes
Ⓑ no

Write your answer on the line.

4. What do we call
the place where
land meets the
ocean?

equator

coast

Kdg - 2nd Grade Media Choice Board

Please choose **ONE** activity to do **per WEEK**

These can be completed in any order - Just try to complete one box a week!

We Miss you!

Choose reading, letter, math, strategy or skills games:

<https://www.abcya.com/>

Practice mouse skills:

<http://mousepractice.altervista.org/>

Listen to online stories:

- <https://www.storylineonline.net/>
- <https://pbskids.org/games/reading/>
- https://www.weareteachers.com/storytime/?utm_source=WAT_MDR&utm_medium=CVEnews&utm_campaign=WAT_Enews03182020

Practice typing skills:

- [Typingclub.com](https://www.typingclub.com) (If you cannot remember your login for typing club, just click on **get started** and choose a lesson to practice your typing skills.)
- <https://typetastic.com/>
- <https://www.typing.com/student/game/keyboard-jump>
- <https://www.typing.com/student/game/keyboard-ninja>
- <https://www.typing.com/student/game/type-a-balloon>
- https://www.abcya.com/games/kids_typing_game
- https://www.abcya.com/games/cup_stack_typing_game

Internet Safety: Watch these videos on how to be safe using the internet.

- My Online Neighborhood

<https://www.youtube.com/watch?v=oPHOsCnjMU4>

- Faux Paws Adventures in the Internet

<https://www.youtube.com/watch?v=gPse7dcXwrU>

Extra Websites:

- www.roomrecess.com
- <https://kids.sandiegozoo.org/>
- <https://classroommagazines.scholastic.com/support/learnat-home.html>

1st and 2nd Grade:

Create a doc on any topic. Change font size, style and color. Add an image if you'd like.

Some examples...

- What is your favorite part about learning at home?
- What do you miss about school?
- Write about any special celebrations.
- Write about how you have been creative. What did you create?
- How have you helped your family?

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of April 27th

Move It Monday

Today you're going to play the animal game. You'll start by writing a lot of different animals on small pieces of paper. Some examples could be a horse, snake, cheetah, crab, etc. Then you will fold them up and put them in a hat or a bowl. Then gather up your family to play. One person goes at a time, pulls a piece of paper and then you all have to act like that animal that they pulled for one minute. Play until all pieces of paper are picked. You can play this inside or outside!

Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

[Kids Cardio 2](#)

Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

Team Spirit Thursday

Put on your favorite school t-shirt and do 10 push ups, 10 sit ups and 10 squats 3 different times throughout the day.

Fun Time Friday

So, let's get this dance party started – a great way to keep blood pumping and energy levels high. Not to mention a fun and easy way to get your family movin' and groovin'! Today, take a moment to learn the dance video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

[Elementary Routine](#)

SPANISH ACTIVITIES
The Week of April 27th - May 1st

Spanish Educators are available to provide support and feedback during the following days and times each week. You can initiate contact through email and then connect further in the method of communication that works best.

Ms Garcia
Email: garciaamp@wwcsd.net
Tues & Wed 1:00 - 3:00

Ms. Williams
Email: williamssd@wwcsd.net
Mon & Wed 10:00 - 12:00

Tema (Theme) - Colores/Números

Vocabulario(Vocabulary)

Colores (Colors)

Rojo-red
Amarillo-yellow
Anaranjado-orange
Azul- blue
Morado-purple
Café- brown
Negro- black
blanco-White
Verde-green
Rosado-pink
Gris-grey

Números(numbers)

uno- one (1)
dos-two (2)
tres-three (3)
cuatro-four (4)
cinco-five (5)
seis- six (6)
siete-seven (7)
ocho-eight (8)
nueve-nine (9)
diez-ten (10)

Lunes, el 27 de abril -

Introducción de los colores (Introduction to colors)

Miren la canción de los colores (Watch the colors videos)

<https://www.youtube.com/watch?v=DsRKOZGaoEM>

<https://www.youtube.com/watch?v=-jf5WnqcePQ>

Actividades (Activities)

Opción 1 (Option 1)

Vamos a buscar! (Go on a hunt) Encuentren cinco cosas. **Un de azul, un de rojo, un de blanco, un de amarillo y un de rosado** en la casa o patio. Find cinco things in your house or yard.

Opción 2- Colorear los colores y pon los nombres (Color the colors and write their names above in Spanish)

Martes, el 28 de abril -

Escuchen la canción para practicar los números (listen to the song to practice the numbers)

<https://www.youtube.com/watch?v=6FEyfy5N3Nc>

Actividades (Activities)

Opción 1(option one) Busquen por el número siete y digas cuando encuentras. (Look around for the number **siete**, call it out everytime you find it)

Opción 2 (option two) Escriben los números en un papel en ingles y espanol para practicar cómo escribirlos (Write the numbers on a piece of paper in English and Spanish to practice how the write them)

Miercoles, el 29 de abril -

Practiquen como contar en espanol. (Practice counting in Spanish, see how high you can go! Watch this video and count along.)

<https://www.youtube.com/watch?v=L26jwqF9Zro>

<https://www.youtube.com/watch?v=2EuOFLYkt5Y&t=143s>

Actividades (Activities)

Opción 1 (option 1) Haz cartas de números (Make numbers flashcards.) los que van a hacer más de diez, crean dos piles de cartas. (For those of you going beyond 10, make 2 piles, both with numbers 1-9.) Ponlas con el número abajo y giran para decir el número) Lay them out face down and turn 2 over at a time and say the number in Spanish.

Opción 2(option 2) Usan dos dados (Use 2 dice.) Tirar los dados y suman los números. (Roll, add it up and say the number in Spanish.)

Jueves, el 30 de abril -

Actividad (Activity)

Abajo hay una pagina de colorear por números que pueden imprimir y colorear. (Below is a color by number for you to print and color.) (claro means light)

Viernes, el 1 de mayo -

Actividad (Activity)

Cuántos de cada color puedes ver? (How many of each color do you see?) Usan la foto abajo para ver cuántos de cada color hay) Use the picture below to find items of each color. Escriba el número en la línea. (Write the number on the line.)

_____ rojo

_____ anaranjado

_____ amarillo

_____ verde

_____ azul

_____ morado

_____ blanco

_____ negro

_____ gris

_____ cafe

_____ rosado



1 - gris 
2 - azul claro 
3 - verde 

4 - amarillo 
5 - azul 
6 - rojo 

