

# Kindergarten

May 18 - May 22



# Jose and the Blue Crayons

by ReadWorks



Photo Credit: Laffy4kY

José, Ella, and Alex sat at the same table. They listened to their teacher, Ms. Garcia.

Ms. Garcia talked about sharing and taking turns. Then she said the class could draw pictures.

Ms. Garcia put a big box of crayons on each table. José took all three blue crayons. He drew water and the sky and a sailboat. Ella looked sad.

"I need a blue crayon," she told José.

José gave Ella one of the blue crayons.

"I like to share!" he said.

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

1. Where do José, Ella, and Alex sit in school?



*at their desks*



*at the same table*

2. What do the students at each table need to share to color their pictures?



*crayons*



*markers*

3. What does José take from the box of crayons at his table?



*all the crayons*



*all the blue crayons*

4. Why is Ella sad?



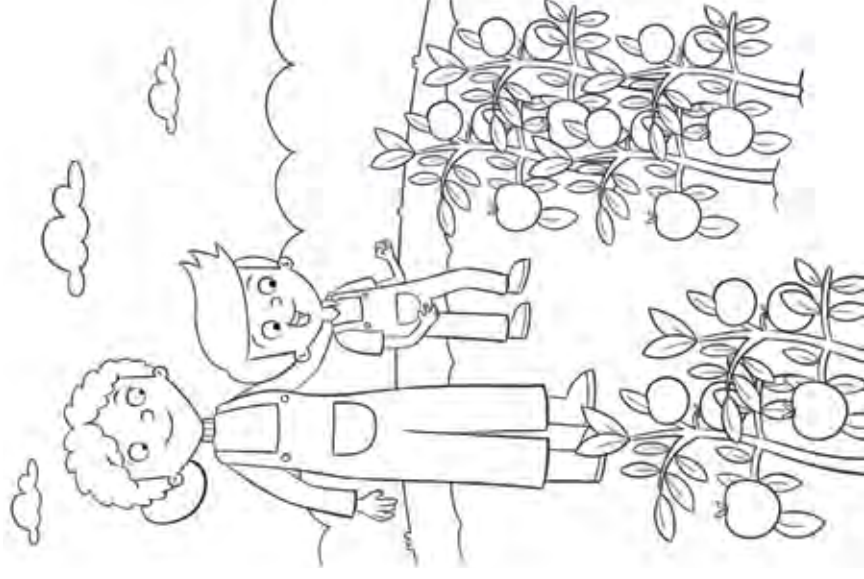
*She misses her Mommy.*



*She needs a blue crayon.*

5. What does José do with the blue crayons at the end of the story?
  
6. What did you learn from "José and the Blue Crayons"?
  
7. Draw a picture of José, Ella, and Alex drawing pictures at school.

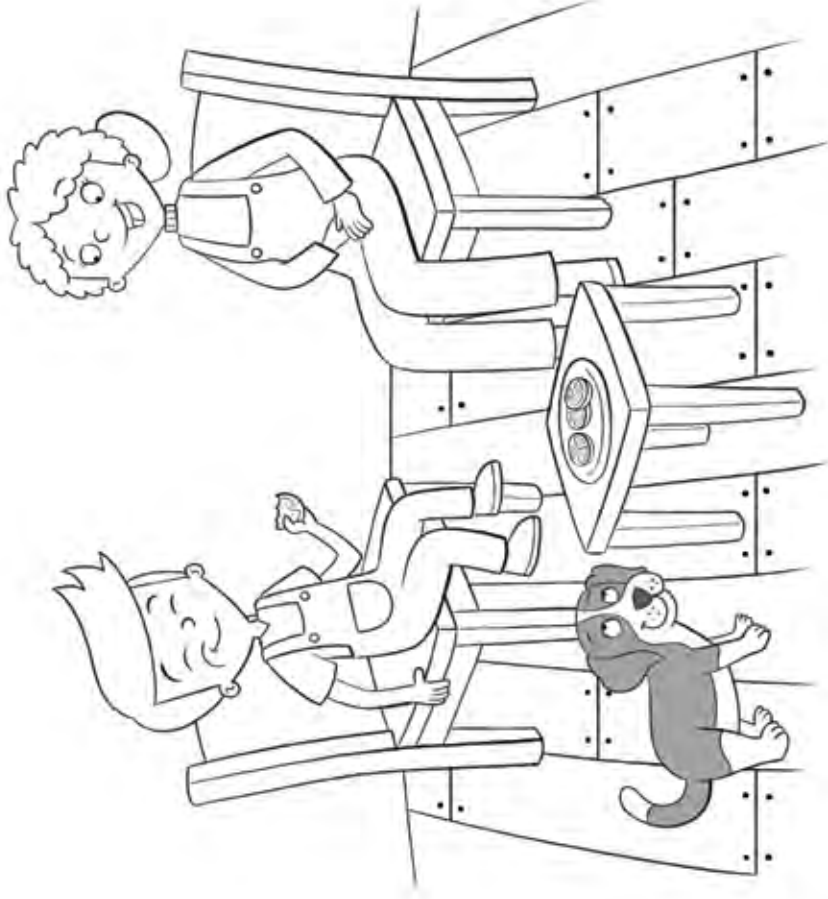
# Bret and Gram



Bret and Gram  
have a crop.

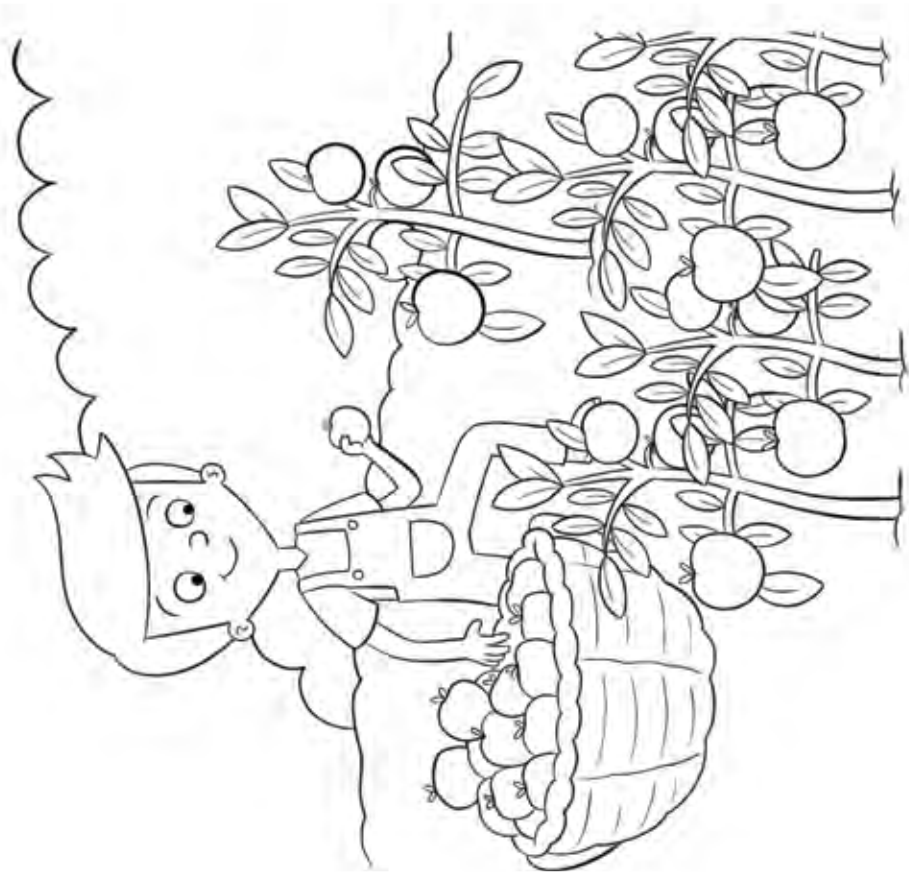
1

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Yes! Bret and  
Gram grin.

8



Bret picks a stack.

2



Bret sees a  
black pup!

7



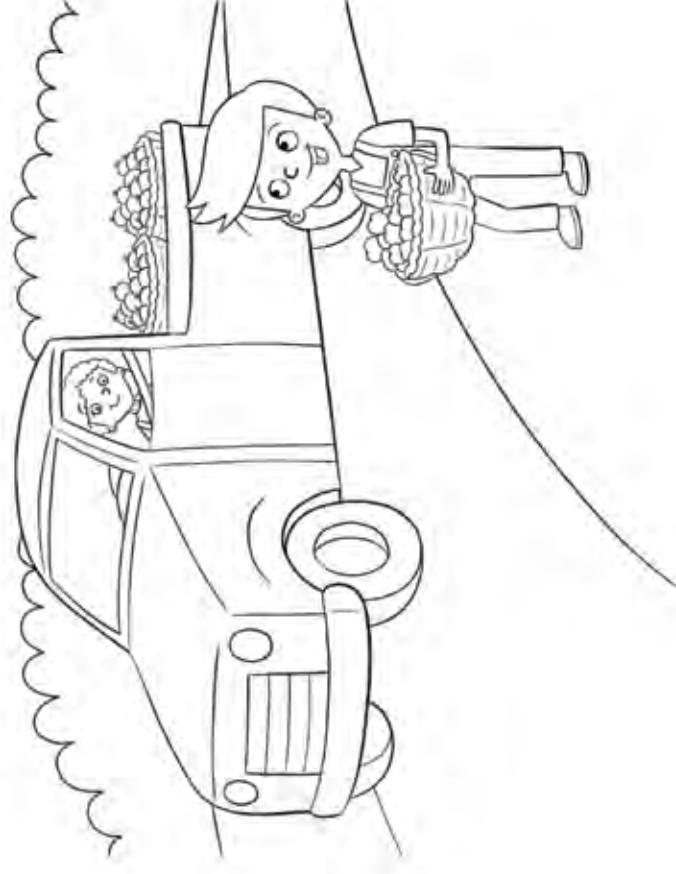
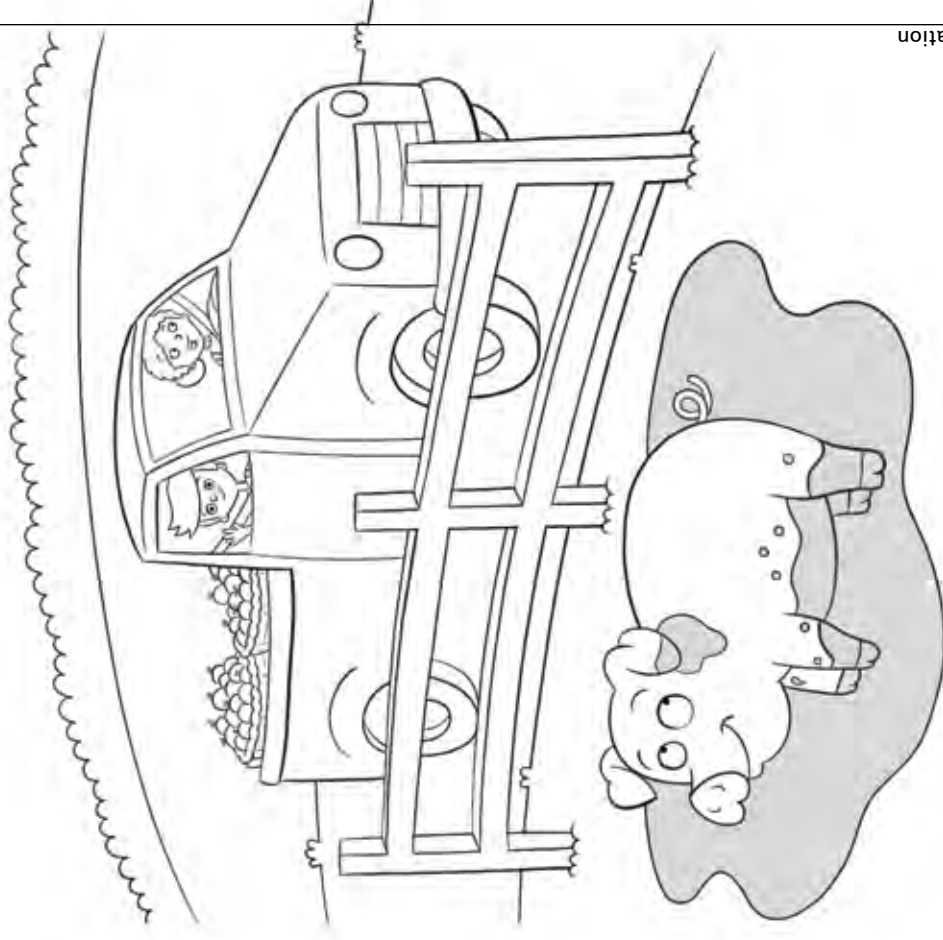
Bret sees the pig  
drip mud.

6

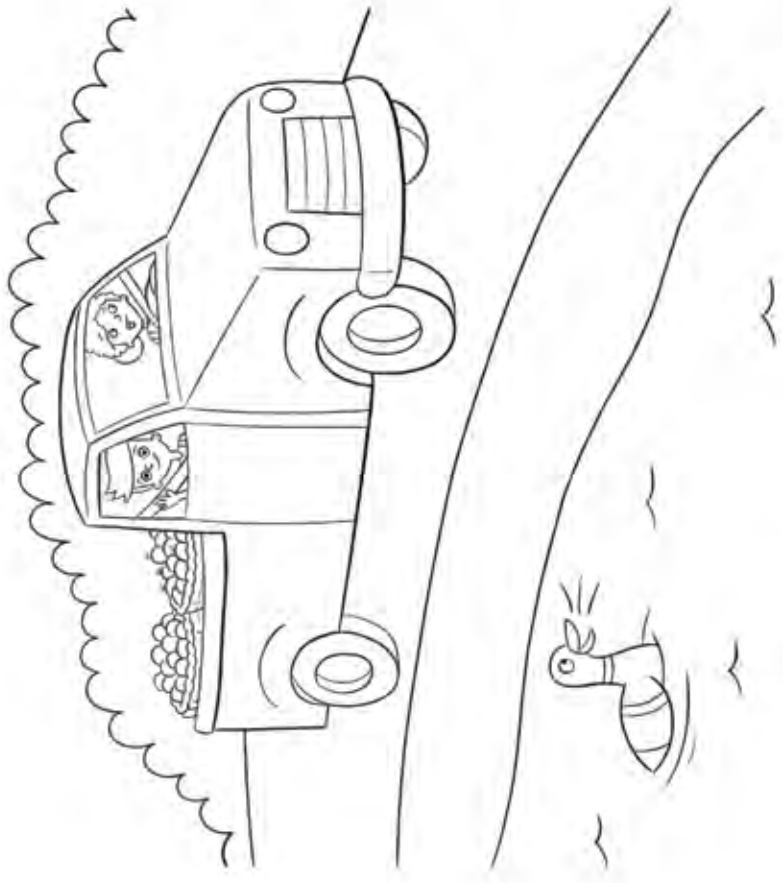
Gram gets  
the truck.

3

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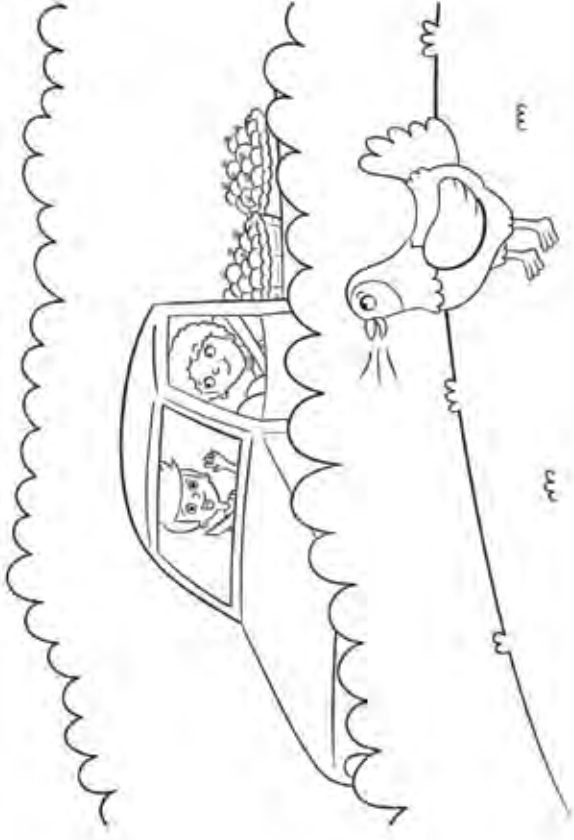






The duck quacks  
at Bret.

4



The hen clucks  
at Bret.

5

# Jog, Jim!



1

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# See Jim win!



8



Jim can jog.

2



Do not quit yet, Jim!

7



Jim can jog up  
and up!

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3



Jim has a jug.

6

See him jog  
with his pup.

4

Jim can zig  
and zag.

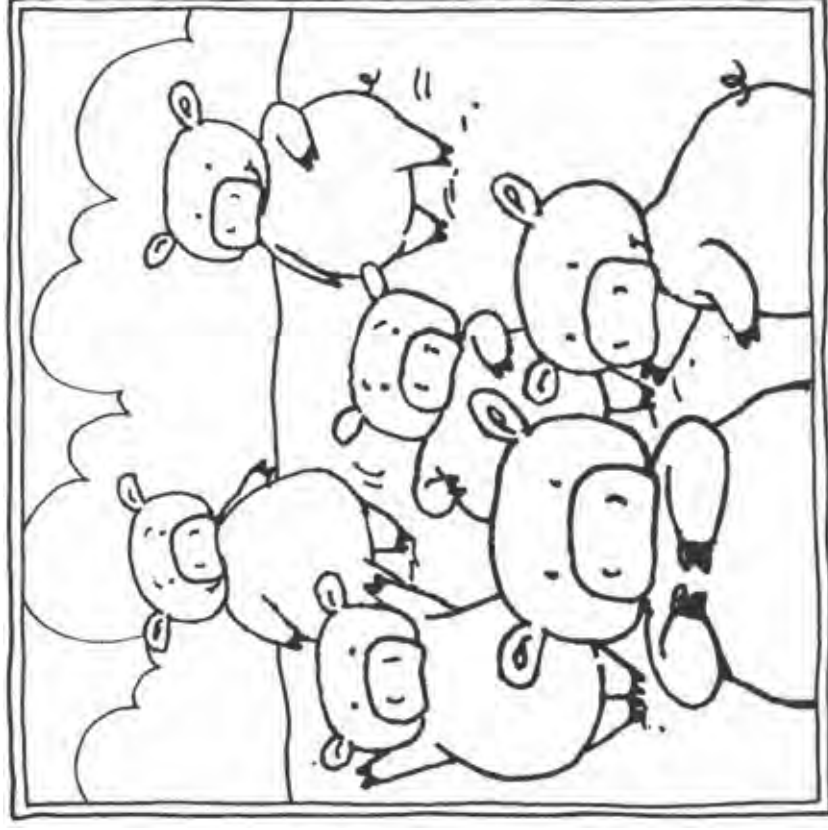
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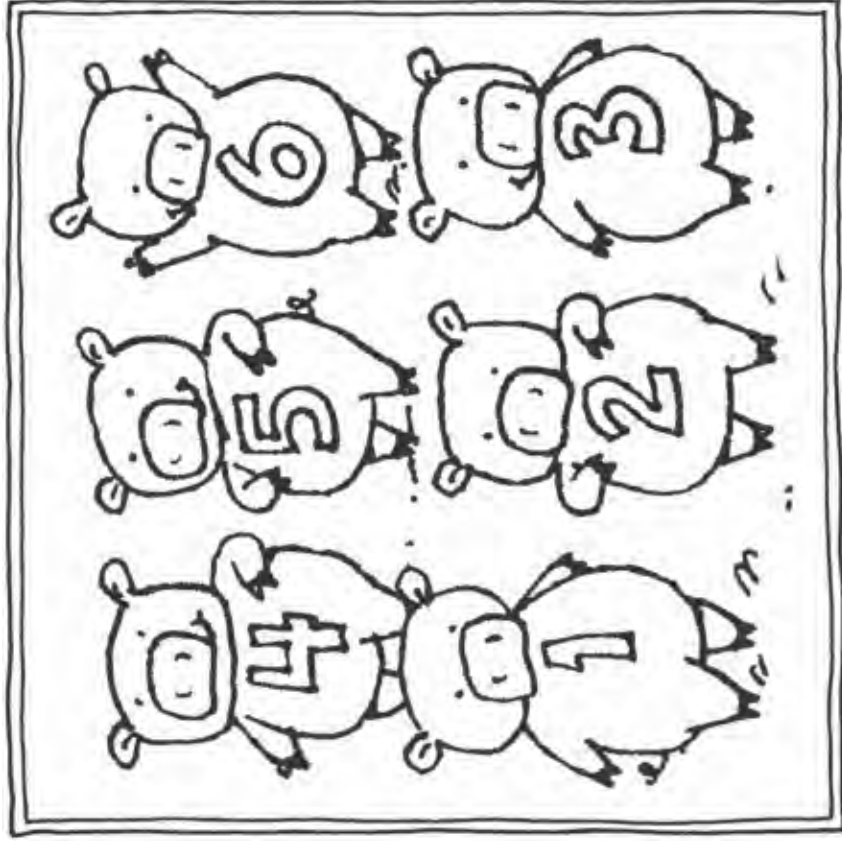


# See Six!



1

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## I see six!

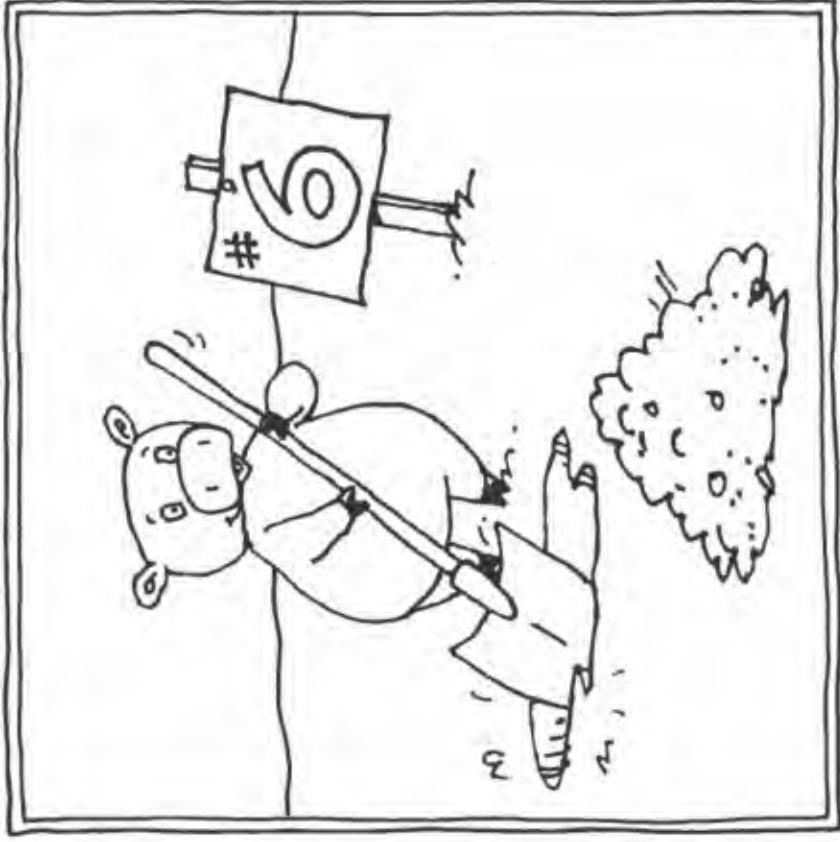
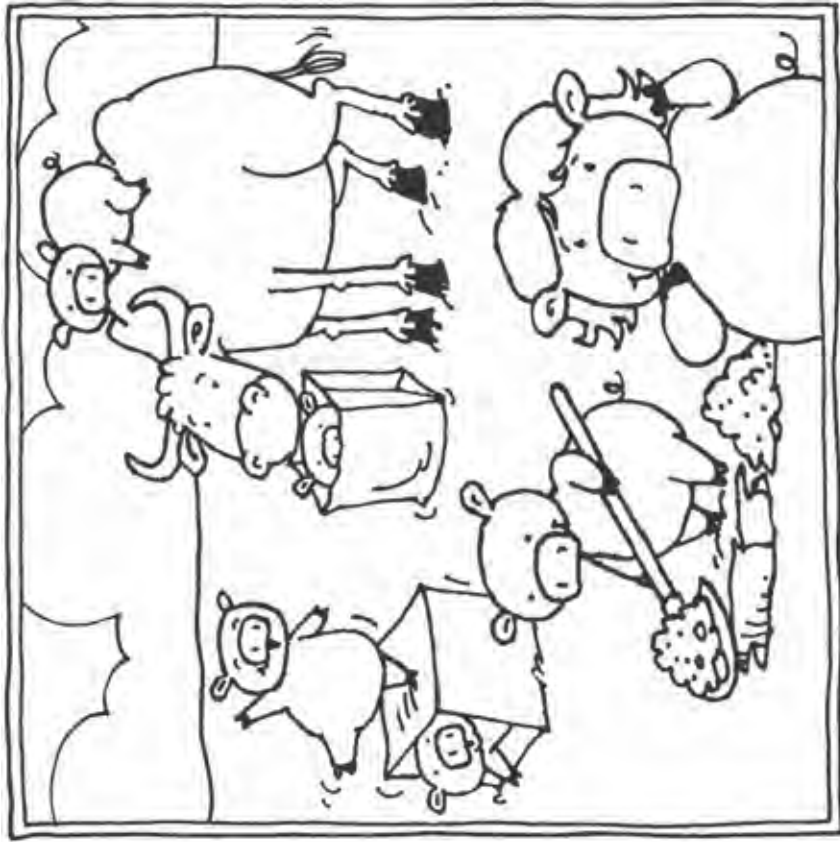
8

Can Yin see  
a pig?

2

Can you see a  
pig dig?

7

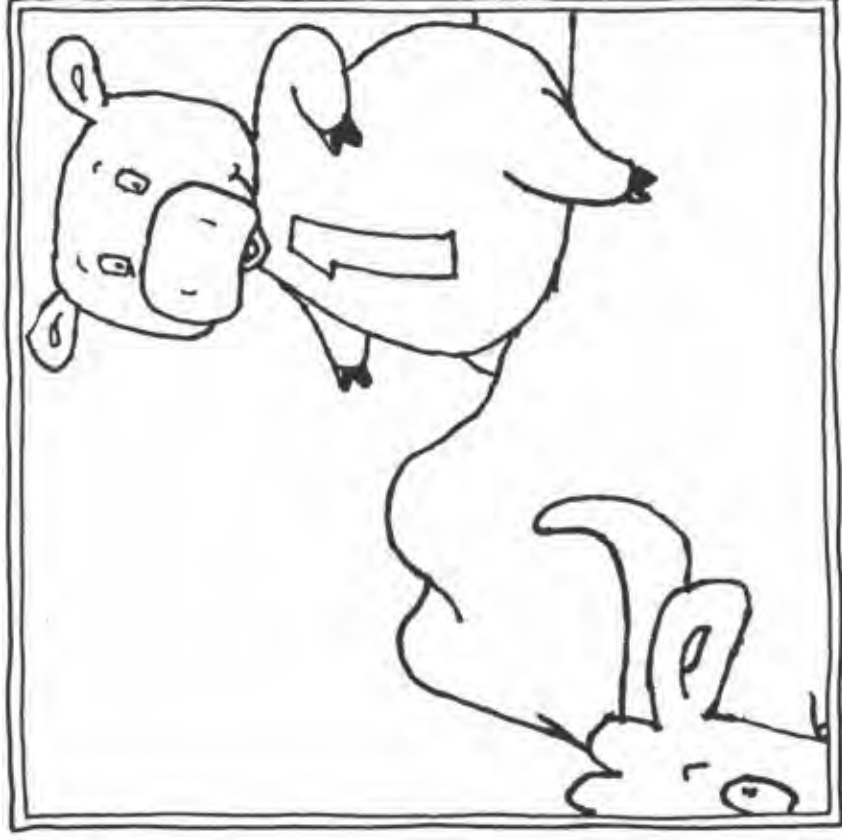
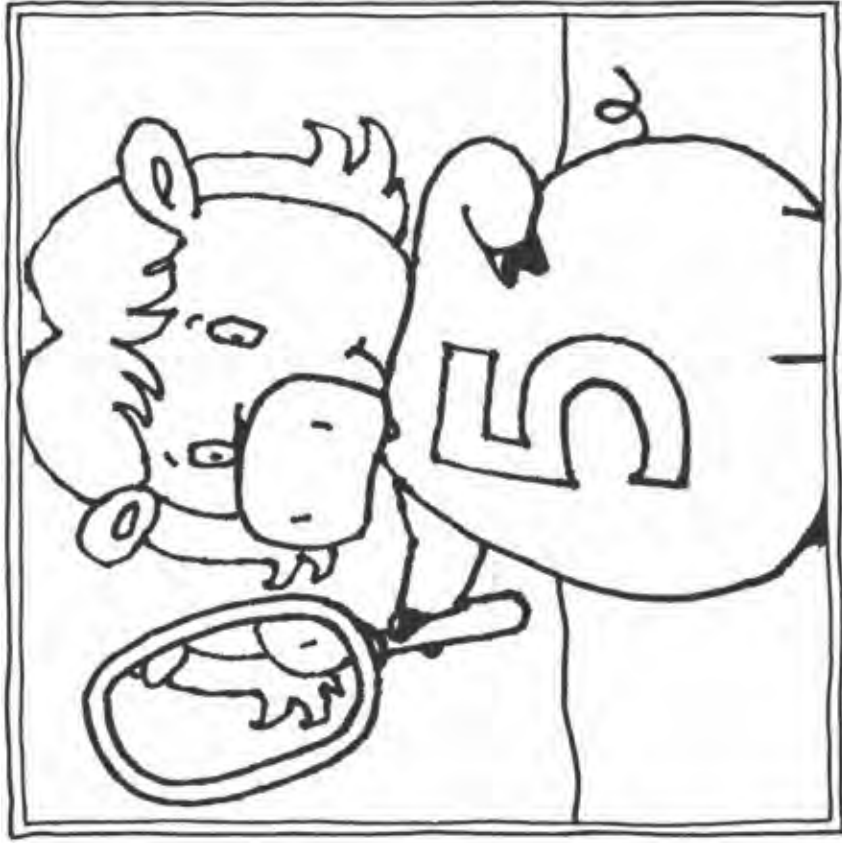




The big ox has a pig  
on his back.

6

3

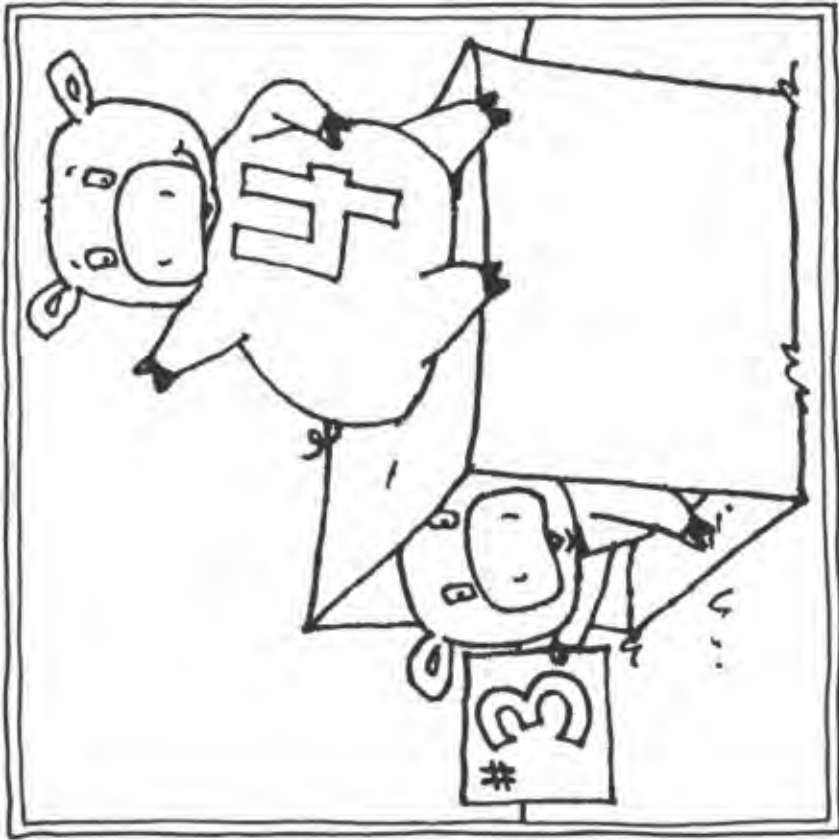
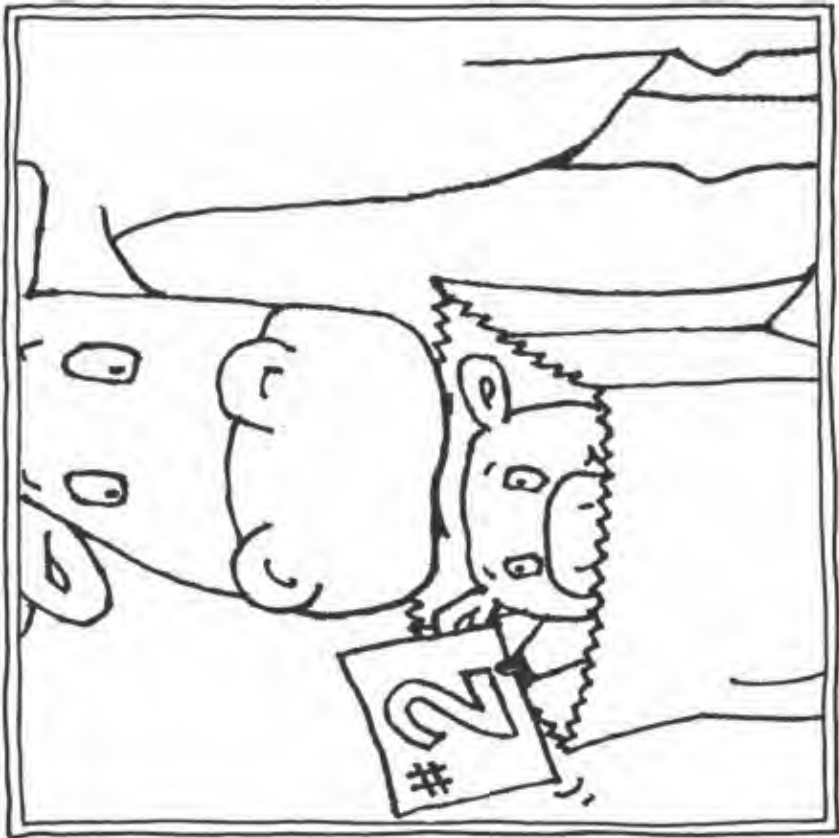


He has a pig  
in a bag.

4

I see a pig in a box  
and a pig on a box.

5



# 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.

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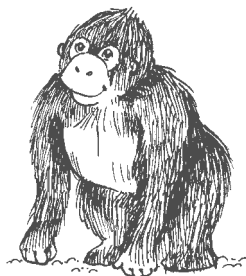
### Phonological Awareness: Syllable Deletion

Explain to children that a syllable or word part can be a word that can stand on its own. Say the word *football*. Point out that this word has two syllables or two parts, *foot* and *ball*. Then say the word *ball*. Tell children that you took away the first part of the word *football* and now you have the word *ball*. Repeat with the word *meatball*. Then have children follow these directions: Box 1: Take away the second syllable in the word *snowstorm*. Tell them to draw a picture in box 1 showing a picture of the word that is left. Box 2: Take away the first syllable in *strawberry*; Box 3: Take away the first syllable in *pancake*; Box 4: Take away the second syllable in *carpet*.



Name \_\_\_\_\_

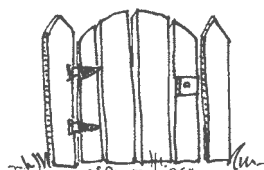
1.



g



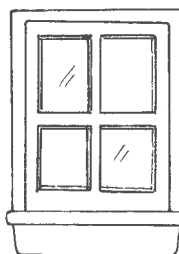
2.



3.



4.



**Phonics Review: /u/u, /g/g, /w/w**

Point to and say the names of the pictures on the page. Have children write the letter that stands for the beginning sound in each picture's name on the line next to the picture. 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.

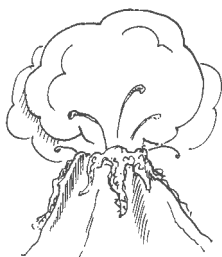


j

6

\_\_\_\_\_

2.

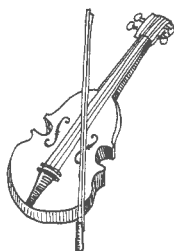


\_\_\_\_\_

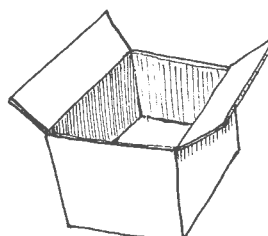


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3.

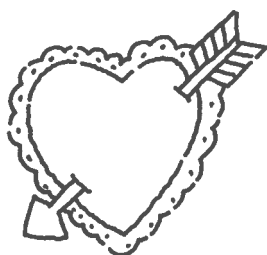


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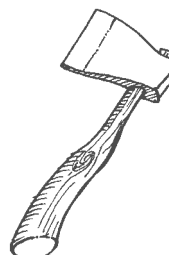


\_\_\_\_\_

4.



\_\_\_\_\_



\_\_\_\_\_

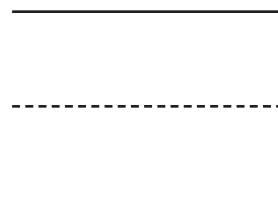
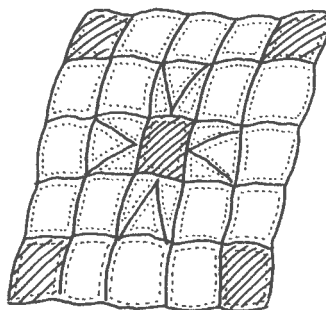
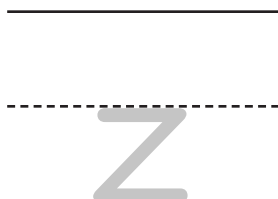
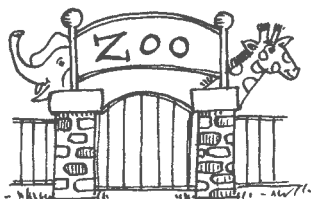
**Phonics Review: /ks/x, /v/v, /j/j**

Point to and say the names of the pictures on the page. Have children point to and write the letter that stands for the beginning sound in each of the following picture names: *jet, volcano, jar, violin, valentine*. Then tell them to point to and write the letter that stands for the ending sound in the following picture names: *six, box, ax*.

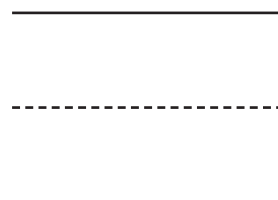
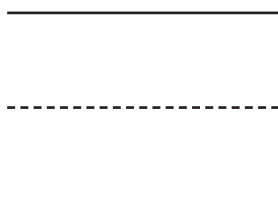
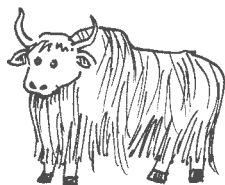


Name \_\_\_\_\_

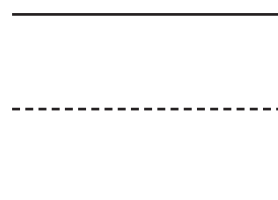
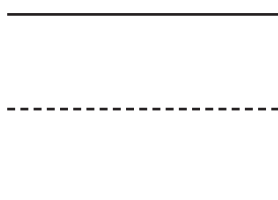
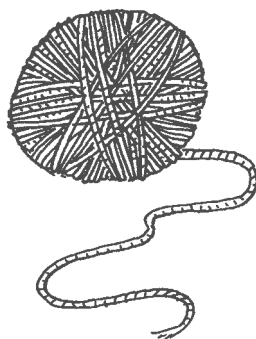
1.



2.



3.



**Phonics Review: /kw/qu, /y/y, /z/z**

Point to and say the names of the pictures on the page. Have children write the letter (or letters) that stands for the beginning sound in each picture's name on the line next to the picture. 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.

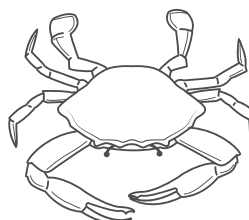


Name \_\_\_\_\_

1.



br



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

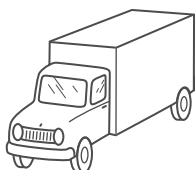


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

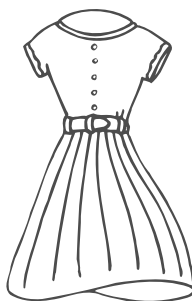


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

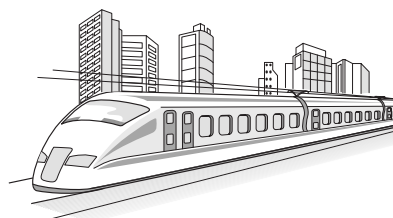
4.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Phonics: Blends: *br, cr, dr, gr, tr***

Point to and say the name of the brick. Say: *Brick* begins with the sounds /b/ and /r/. Point out that the letters *b* and *r* together form the blend *br*. Now point to and say the names of the rest of the pictures on the page. Have children write the letters *br, cr, dr, gr, or tr* for the beginning sounds next to each picture. Then write the words *drum* and *crib* on the board for children to decode.



Name \_\_\_\_\_

brag drop grin trot

1.



\_\_\_\_\_

-----

\_\_\_\_\_

2.



\_\_\_\_\_

-----

\_\_\_\_\_

3.



\_\_\_\_\_

-----

\_\_\_\_\_

### Phonics/Spelling

**Decode Words:** Say *trap* and point to your mouth position. Write the word and model how to decode it. Then have children decode the words at the top of the page. **Spell Words:** Model how to spell the word *kick* in the first example as you say the letter names. Then have children write the words for the next two pictures. Remind children that some words end with the same sounds or have the same spelling pattern, as in *can* and *tan*. Tell children to refer back to a piece of writing that they did during the week and make sure they used spelling patterns to help them write. Tell them to also make sure their high-frequency words are spelled correctly. Then say the words *drip*, *grip*, and *trip* for children to spell.

Name \_\_\_\_\_



1.      they                      have                      me

2.      here                      said                      of

3.      for                      this                      what

4.      want                      here                      said

**Review High-Frequency Words**

Have children follow these directions:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. Circle the word <i>have</i> . | 2. Circle the word <i>here</i> . |
| 3. Circle the word <i>for</i> .  | 4. Circle the word <i>said</i> . |

Say the words *have, here, for, said* for children to spell.

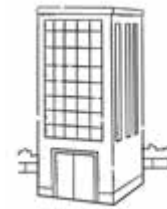
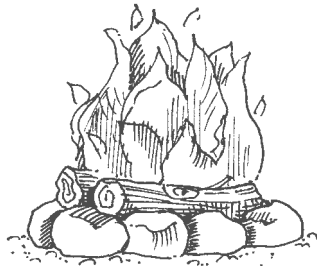
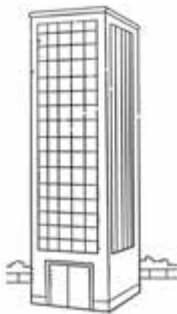


Name \_\_\_\_\_

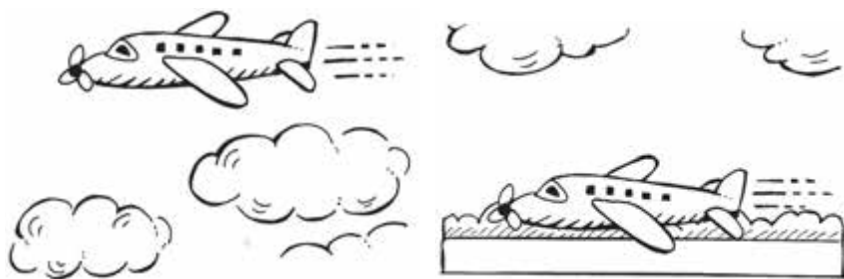
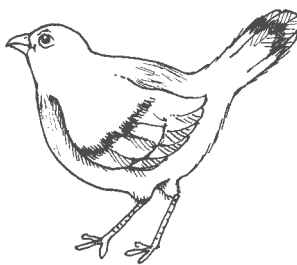
1.



2.



3.



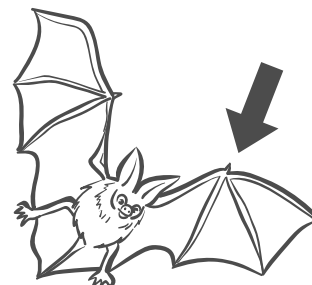
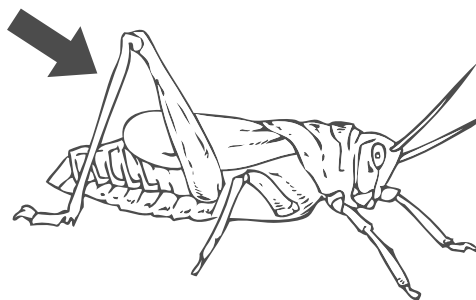
### Category Words: Opposites

Explain to children that some words mean the opposite of each other. Model turning the light on and off. Explain that the words *on* and *off* are opposites. Point to and name the pictures in each row. Have children circle the pictures in each row that show opposites. Encourage children to talk to each other about their answers.



Name \_\_\_\_\_

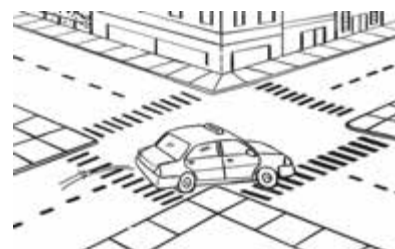
1.



2.



3.



### Category Words Review

1. Circle the pictures in this row that show an animal feature, or part.
2. Circle the pictures in this row that show locations.
3. Circle the pictures in this row that show directions.





Name \_\_\_\_\_

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

1. Ned is \_\_\_\_\_ .

with the cat      in the cat



2. The pen is \_\_\_\_\_ .

under the box      in the box



3. Jim is \_\_\_\_\_ .

on the table      under the table



#### Grammar: Sentences with Prepositions

Remind children that a preposition is a word that tells where or how something happens. Then read each example and the two answer choices. Point to and talk about the pictures. Tell children to write the answer that best completes the sentence.



Name \_\_\_\_\_

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



1. Dan runs \_\_\_\_\_.

on Rex

with Rex

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



2. The sun is \_\_\_\_\_.

over the school    under the school

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



3. Gus is \_\_\_\_\_ the bus.

off

on

**Grammar: Sentences with Prepositions**

Read each example and the two answer choices below. Point to and name the pictures. Tell children to write the answer that best completes each sentence. Then tell children to refer to a piece of writing that they did during the week and make sure they used prepositions correctly in their sentences.



Name \_\_\_\_\_

1. is this what you want.

---

---

---

2. Can max go with us

---

---

---

3. dan said, "I have the b o x."

---

---

---

4. do you want to g o with me

---

---

---

#### 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. 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 end punctuation. Tell them to also check that they used prepositions correctly.

Name \_\_\_\_\_



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“I see me!” said Kit.  
They have a lot of fun.

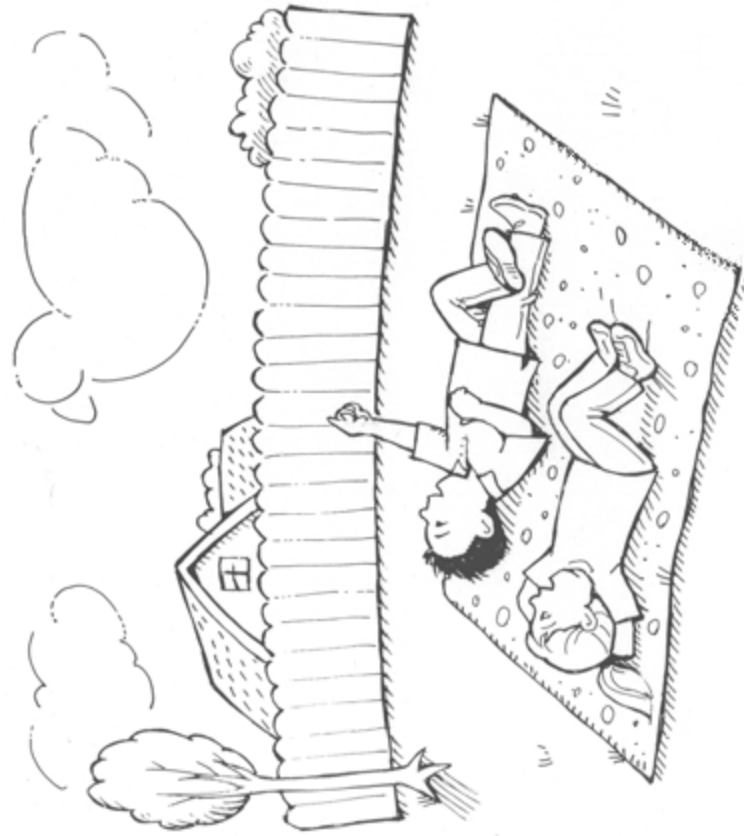
**Connect to Community**  
Encourage children to read the story to a family member or a friend.

# Jim and Kit

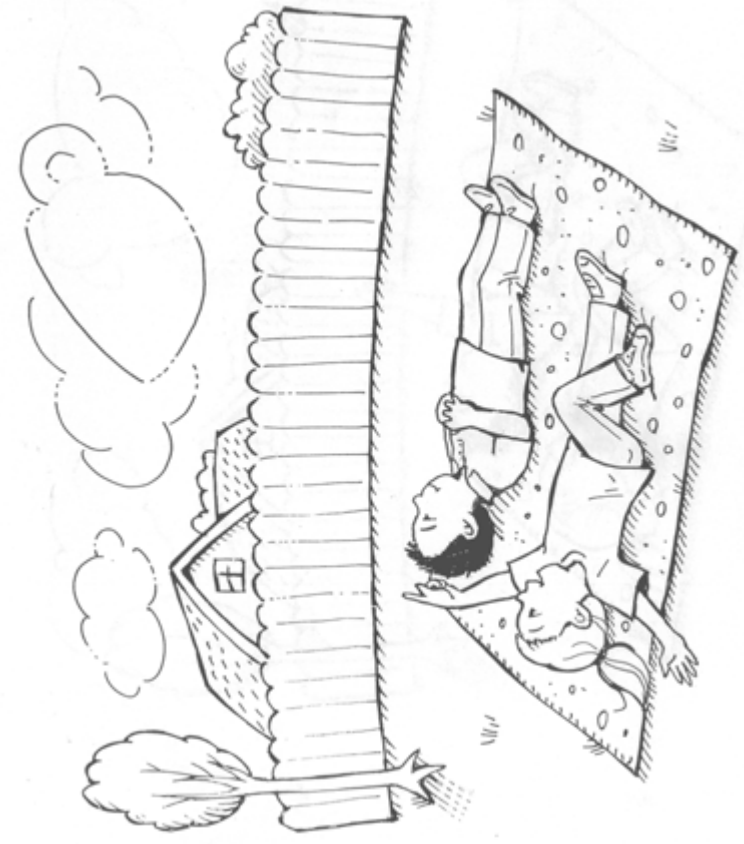


“Here it is!” said Jim.  
“Do you want to sit?”

**Review High-Frequency Words**  
Have children set a purpose for reading, such as finding out about Jim and Kit. Explain that words are made up of letters. Point to the letter *h* in the word *have* on page 4. Ask children what *h* is. Then ask children to point to the word *What* on page 2 and the word *This* on page 3.



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“What do you see?”

“I see a hen.”

“This is a little cup!”

“It is for you to sip!”

Name \_\_\_\_\_

Date \_\_\_\_\_

## My Subtraction Practice



$5 - 1 = \square$	$5 - 4 = \square$
$\square = 4 - 1$	$5 - 3 = \square$
$3 - 1 = \square$	$5 - 2 = \square$
$2 - 1 = \square$	$\square = 3 - 1$
$\square = 5 - 2$	$\square = 2 - 1$
$3 - 2 = \square$	$3 - 2 = \square$
$4 - 3 = \square$	$4 - 2 = \square$
$\square = 4 - 2$	$4 - 1 = \square$

Name \_\_\_\_\_

Date \_\_\_\_\_

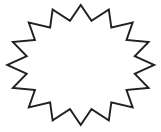
## My Mixed Practice to 5



$1 + 1 = \square$	$5 - 4 = \square$
$\square = 2 - 1$	$\square = 2 + 3$
$3 + 1 = \square$	$5 - 2 = \square$
$4 - 1 = \square$	$\square = 3 - 1$
$\square = 1 + 3$	$\square = 2 + 1$
$3 + 2 = \square$	$1 + 2 = \square$
$5 - 3 = \square$	$2 + 2 = \square$
$\square = 4 + 1$	$4 - 2 = \square$



Number Correct:



Name \_\_\_\_\_

Date \_\_\_\_\_

Write the missing number.

1.	$2 + 1 = \square$	11.	$\square = 3 + 2$
2.	$1 + 1 = \square$	12.	$1 + 3 = \square$
3.	$1 + 4 = \square$	13.	$\square = 2 + 2$
4.	$3 + 1 = \square$	14.	$\square = 1 + 2$
5.	$2 + 2 = \square$	15.	$1 + 4 = \square$
6.	$2 + 3 = \square$	16.	$\square = 2 + 3$
7.	$1 + 2 = \square$	17.	$\square = 5 - 1$
8.	$4 + 1 = \square$	18.	$5 - 2 = \square$
9.	$3 + 2 = \square$	19.	$1 + 0 = \square$
10.	$1 + 3 = \square$	20.	$5 + 0 = \square$

### **Problem 1**

Noah had 7 red balloons. 2 balloons popped as he and his kitties played with them.

Draw Noah's balloons.

How would you show that 2 of them popped in the picture?  
Can you make a number bond or number sentence about your story?

## **Problem 2**

Robin had 8 cats in her house. 3 of the cats went outside to play in the sunshine. Draw her cats.

Use your picture to help you write a number bond or number sentence about the cats. How many cats were still in the house?

## Kindergarten Addition and Subtraction Strategies

How can I solve these two problems? Try the strategies below.

### Addition like 2+3

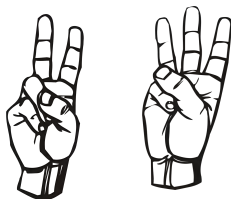
*Use objects*



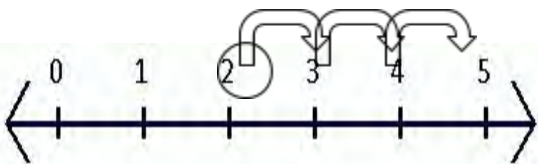
*Use pictures*



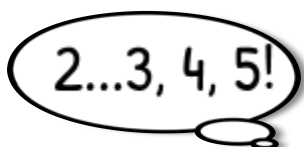
*Use fingers*



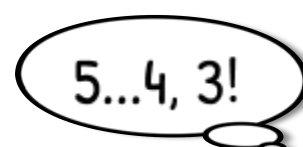
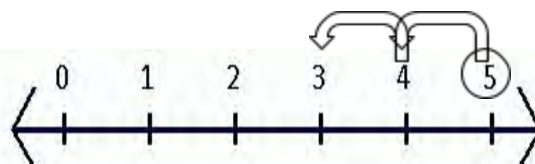
*Count on/back with a number line*



Count on/back in my head



### Subtraction like 5-2





# Studies Weekly<sup>TM</sup>

## Footprints

GRADE

K

# People

People are alike in some ways.  
People are different in some ways.

See Primary-Source  
Related Media...



[www.s-w.co/SOL-12](http://www.s-w.co/SOL-12)





# People

**What are some ways people are alike? We use our legs to walk, run and jump. Our hearts beat, and our brains think.**



**What are some ways people are different? Our bodies can be different sizes. Our skin can be different colors.**





## *Look & Learn*

Draw a line from the word on the left to the part of the body it matches.

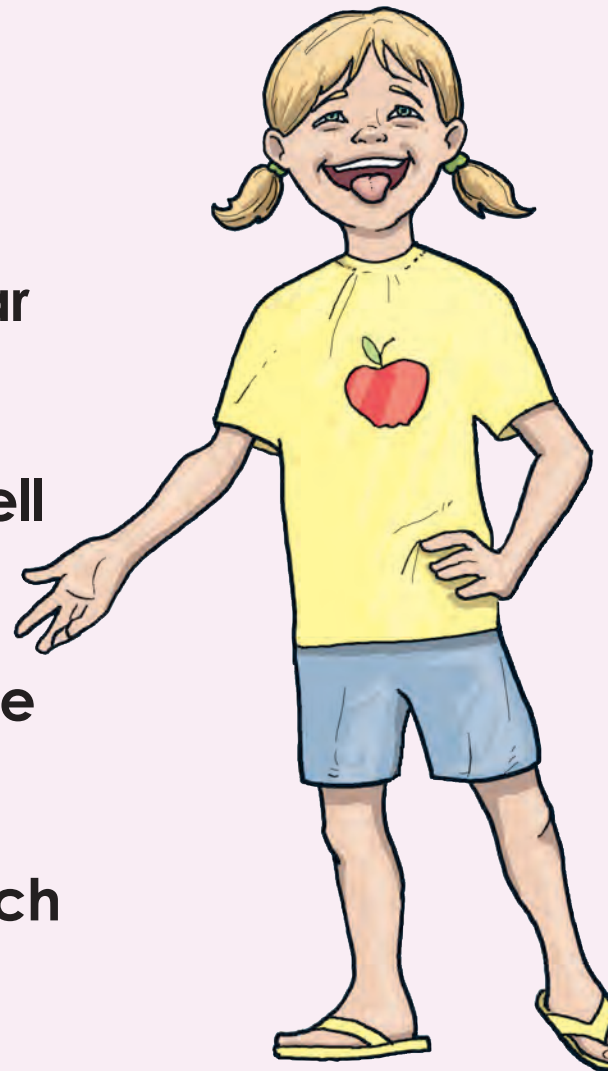
see

hear

smell

taste

touch



We have five senses. We can see, hear, smell, taste and touch.

The parts of our bodies work together. Our stomach tells our brain when we are hungry. We have eyes and noses to find food. We have hands to pick up food and a mouth to eat it.



## Eyes Work Together

### WHAT YOU NEED

- a paper plate
- a hole punch
- a shoelace
- a scarf
- a clock with a second hand
- an adult helper

### WHAT TO DO

1. Use the hole punch to punch 12 holes around the edges of the paper plate.
2. Ask your helper to tie the scarf around your head. The scarf should only cover one of your eyes.
3. Weave the shoelace through all of the holes in the paper plate. Ask your helper to time you.
4. Take off the scarf. Take out the shoelace.
5. Weave the shoelace through all the holes in the paper plate without the scarf over your eye. Ask your adult helper to time you again.

It is easier to thread the shoelace through the holes when your eyes are working together!



Draw a picture of your favorite food.



Kindergarten

THIRD QUARTER • WEEK 18

# Studies Weekly<sup>TM</sup>

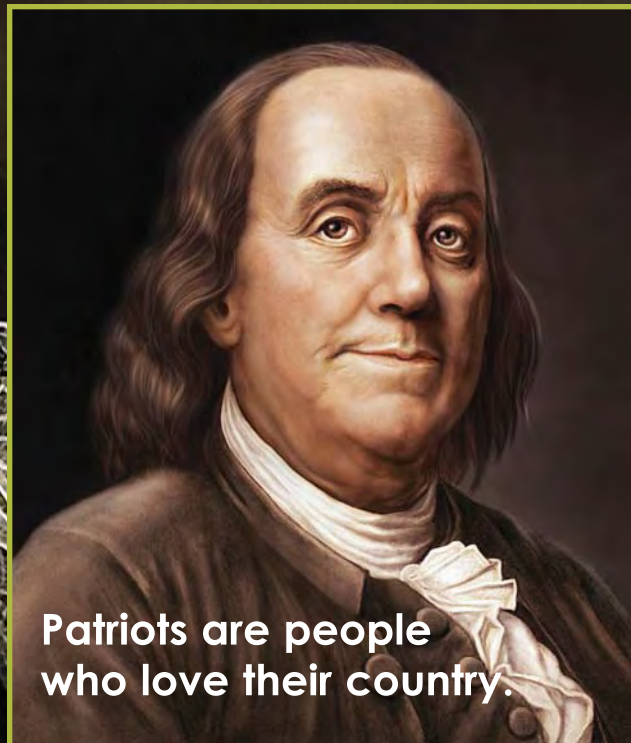
GRADE

## Presidents and Patriots

A president is the  
leader of a country.



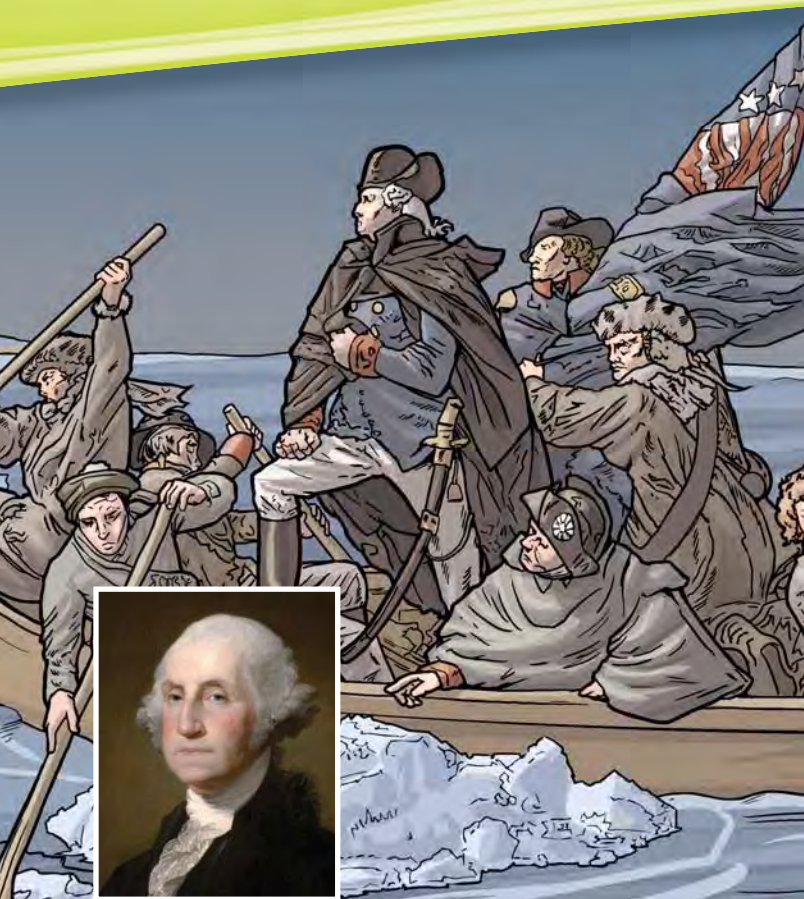
Scan this  
to earn points!



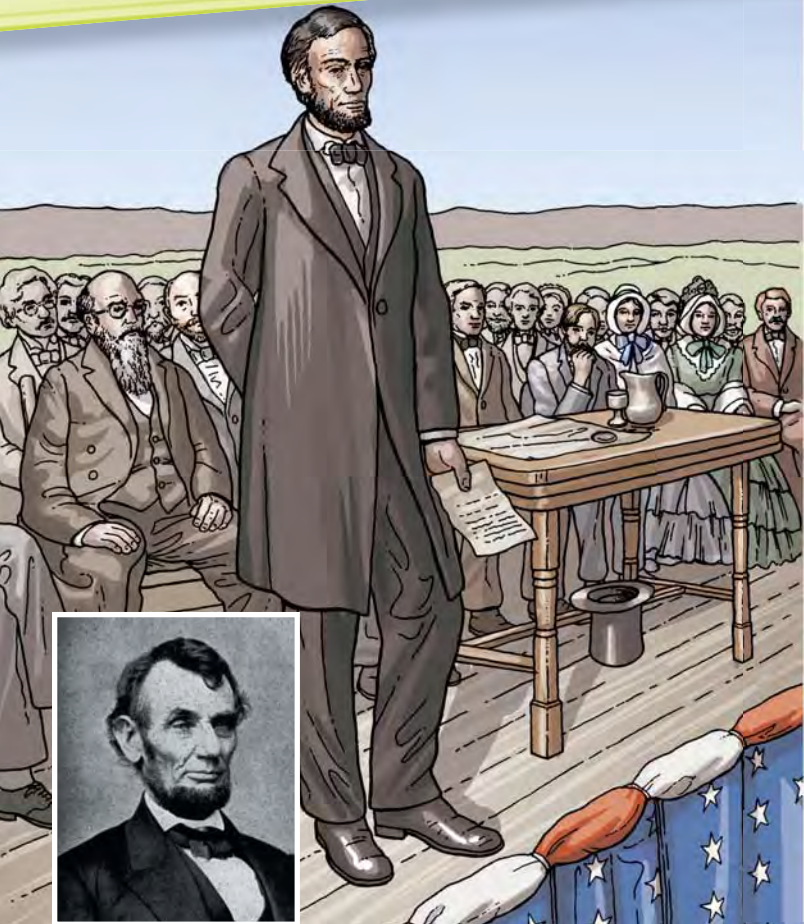
Patriots are people  
who love their country.



# Presidents and Patriots



**George Washington was the first president of the United States. He is known as “the father of our country.”**



**Abraham Lincoln was a president who loved his country. He is known as “Honest Abe.”**



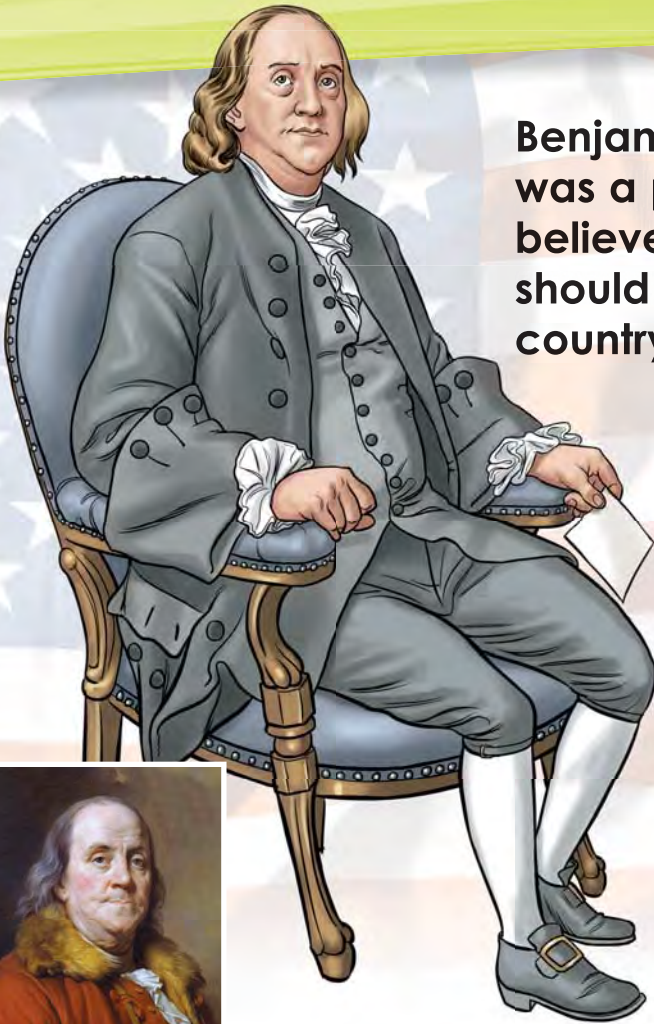
**George Washington and Abraham Lincoln were presidents and patriots. We honor George Washington and Abraham Lincoln on Presidents Day. Presidents Day is the third Monday in February.**

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](http://studiesweekly.com).

- Develop an awareness of a primary source.
- Compare children and families of today with those in the past.
- Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

- Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
- Demonstrate the characteristics of being a good citizen.



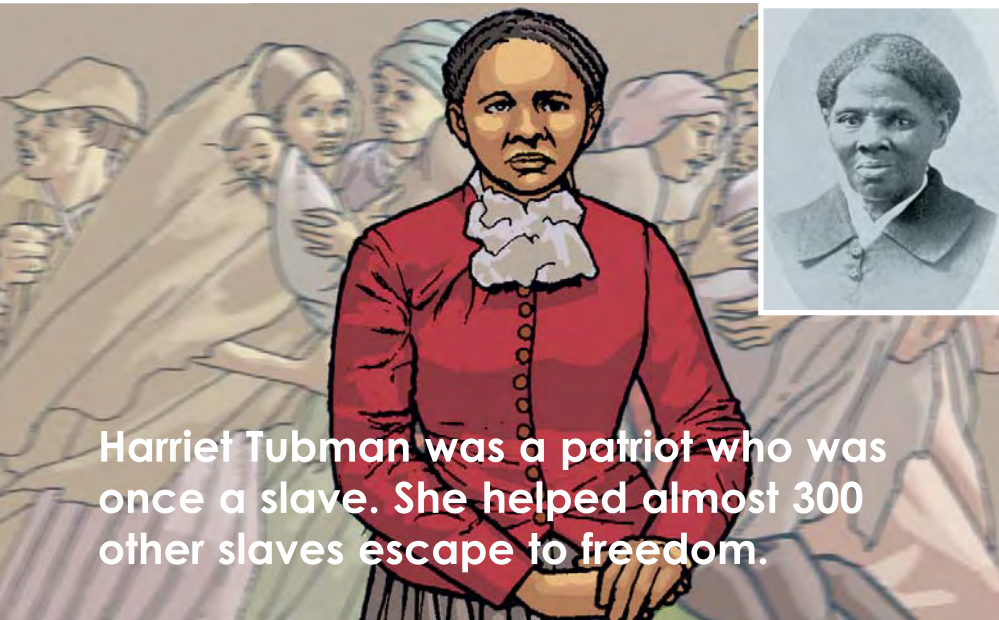


**Benjamin Franklin was a patriot. He believed America should be a free country.**

**Benjamin Franklin believed that all the states needed to work together to be free.**



**America became a free country in 1776. Back then, children had to work hard. Girls helped their mothers with jobs like churning cream into butter. Boys picked kernels of corn off the cobs. They helped take care of the family's animals, too.**



**Harriet Tubman was a patriot who was once a slave. She helped almost 300 other slaves escape to freedom.**

**Helping slaves escape was very dangerous. Harriet Tubman was very brave.**



Name \_\_\_\_\_

Circle the pictures that show presidents. Write an X above the pictures that show patriots.

How many pictures show presidents? \_\_\_\_\_

How many pictures show patriots? \_\_\_\_\_



Listen and follow along while your teacher reads each sentence. Circle **yes** if the sentence is correct. Circle **no** if the sentence is not correct.

1. George Washington is known as “the father of our country.”

**yes**      **no**

2. Benjamin Franklin was a president and a patriot.

**yes**      **no**

## American Salem Poor Stories

Salem Poor was a patriot. He was born a slave, but he bought his own freedom. He fought in the American Revolution against the British to help America become free, too. Salem was a brave soldier. He got a reward for being brave during the war.



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

**Match the picture with the correct president or patriot name.**

---



**Abraham  
Lincoln**



**George  
Washington**



**Benjamin  
Franklin**



**Harriet  
Tubman**

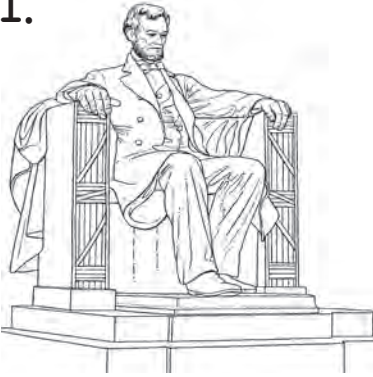


Name: \_\_\_\_\_

## Weekly Literacy Connection

Can you name the presidents? Write George Washington or Abraham Lincoln on the lines.

1.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use the words to complete the sentences.

**brave** **free**

3. Benjamin Franklin believed  
America should be a

\_\_\_\_\_

\_\_\_\_\_ country.

\_\_\_\_\_

\_\_\_\_\_

4. Harriet Tubman was very

\_\_\_\_\_

\_\_\_\_\_.

Read the sentence. Circle the best answer.

5. George Washington was the first \_\_\_\_\_ of the  
United States.

**patriot** **president**

Write the year on the line.

6. America became a  
free country in

\_\_\_\_\_

\_\_\_\_\_.

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

**What did this woman do? Write your answer on the line to complete the sentence.**

---

1.



Harriet Tubman helped

---

---

---

escape to freedom.

**Fill in the circle next to the best answer.**

---

2. A president is the leader of a country.

- Ⓐ yes
- Ⓑ no

3. Who was the first president of the United States?

- Ⓐ Abraham Lincoln
- Ⓑ George Washington

**Write your answer on the line.**

---

4. What president is known as “the father of our country”?

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Wayne Westland Community Schools  
Elementary Art  
Distance Learning Lessons

Week of 5/18/20

PORTRAITS



## **DIRECTIONS:**

Using materials available in your house, create a portrait or a self-portrait. You may draw it, paint it, create a collage, or build it with found objects.

## **DEFINITIONS:**

Portrait is an artwork that has been created about a person or persons (*sometimes animals*). It should tell us something about the people in the work of art.

Self-portrait is a work of art that the artist does of themselves.

Found object is a natural or man-made object or part of an object that is found by the artist and kept because of some interest or value to the artist. It can be changed or left whole before using in larger works.

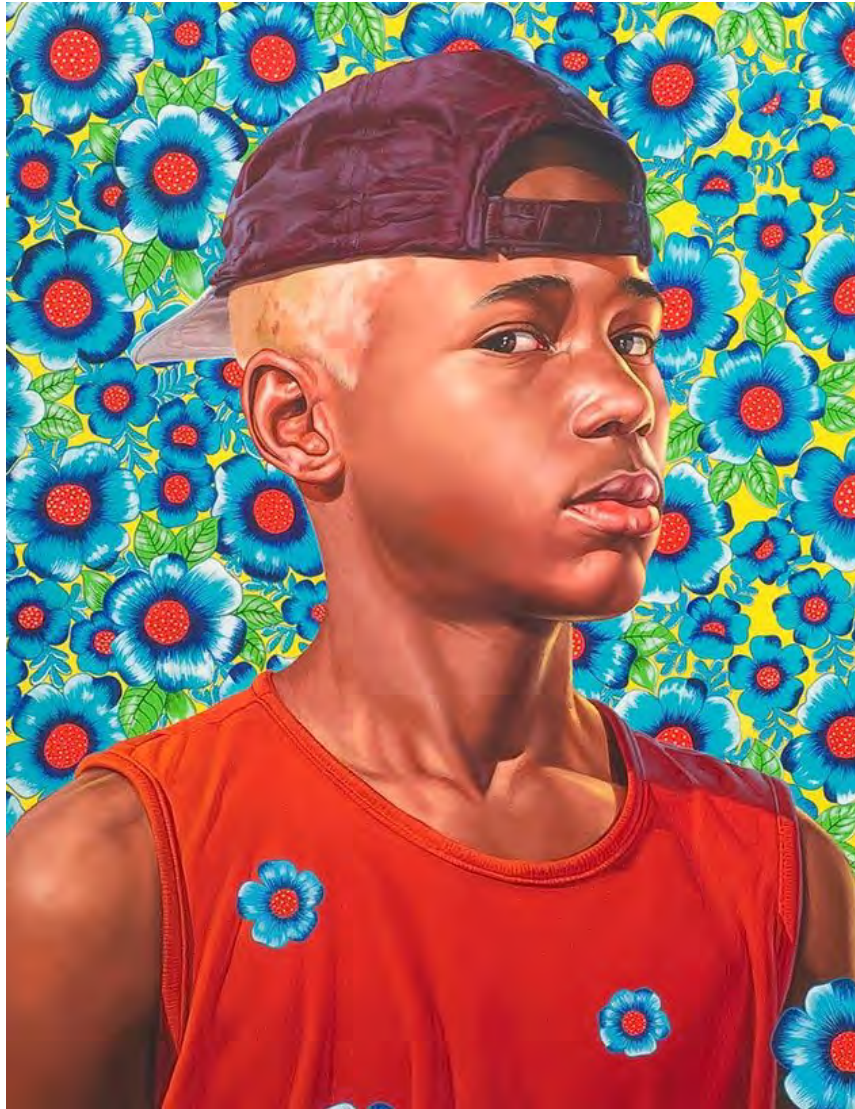
Collage describes both the technique and the resulting work of art, in which paper is torn or cut, arranged and stuck to a supporting surface.



Assemblage is art made by assembling unlike object's often every day, common objects scavenged by the artist. It is a 3-D collage.



**INSPIRATION:**



***Portrait by Kehinde Wiley a Contemporary Artist who celebrates the proud Heritage of Black Women and Men in sculpture, painting and stained glass.***

**Found object faces:**

<https://artsandactivities.com/found-object-faces/>

**Collage self-portraits:**

<http://www.artteacherinla.com/funky-collage-self-portraits/>

**Lego style self-portraits:**

<https://www.artwithmrsnguyen.com/2014/03/lego-style-self-portraits>

**Must see video featuring Kehinde Wiley describing his Art:**

<https://youtu.be/dHx4IFPqPil>

If you choose to create a self-portrait, this may be a great time for self-reflection. Try to answer at least 6 of these questions about him/herself. You can talk to someone about it, have someone read it to you or read and write them all by yourself.

1. What is your name?
2. What is your favorite food?
3. If you could make the world a better place what would you do?
4. Who do you spend the most time with?
5. What is your favorite season?
6. What is your favorite thing to do?
7. If you could spend time with anyone, who would it be?
8. What would you like to learn from that person?
9. If you had a superhero power what would it be?
10. What do you miss most about school?
11. What would you like to learn that you have not yet?
12. What do you want to do some day or when you grow up?

Now, collect your materials and create your portrait! Have fun and stick with your choice.

#### **ASSESSING YOUR WORK:**

1. Did you include a person or persons?
2. Does your portrait tell the viewer something about the person or people in the work of art? For example: What do they look like? What they're doing?
3. Did you use as many elements of art as possible? (*line, color, shape, etc.*)

#### **PORTRAIT RESOURCES:**

YouTube Videos:

[Symmetry Song for Kids | A Day at Symmetry Land | Lines of Symmetry](#)

[ARTY PANTS \(Episode 1\) - Portraiture](#)

[How to Make a Self Portrait | Miss Brushes Art Academy \(Sesame Studios\)](#)

[The History of Portraits](#)

[Sesame Street: Chuck Close And Self Portrait](#)

**Books:**

[How Mona Lisa Got Her Smile](#)

[Seeing Symmetry](#)

**Famous Portraits:**

[Famous Portrait Paintings](#)

**Games:**

[Mona Lisa Puzzle | Online Arts Game](#)

[Free art game for kids- Draw a Portrait](#)

[Symmetry Painter . Games . peg + cat](#)

[Van Gogh self Jigsaw Puzzle](#)

[Disney Yourself](#)

[Vermeer: Girl with a Pearl Earring Breakout Game | Arcade style arts game for kids | Based on a Vermeer painting](#)

[Andy Warhol's Marilyn Prints](#)

**We would love to see your creations! You can post photos of them to your Dojo story or email them directly to your art teacher!**

**Ms. Huhn** [huhnb@wwcsd.net](mailto:huhnb@wwcsd.net)

**Ms. Kurtz** [kurtzd@wwcsd.net](mailto:kurtzd@wwcsd.net)



**Mrs. Windley** [WindleyA@wwcsd.net](mailto:WindleyA@wwcsd.net)

**Ms. Peck** [peckme@wwcsd.net](mailto:peckme@wwcsd.net)

**Mrs. Smith** [smitha@wwcsd.net](mailto:smitha@wwcsd.net)

**Mr. Wilburn** [wilburnp@wwcsd.net](mailto:wilburnp@wwcsd.net)

## Wayne-Westland Physical Education Elementary Distance Learning Lessons

# Week of May 18th

## Move It Monday

Today we are going to have some fun with balloons! Try to do this outside if you have space and the weather is cooperating! If you don't have a balloon, try using a light weight ball. This will also make it more challenging!

[Balloon Fun](#)

## 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!

[20 minute workout for kids](#)

## 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 let's do some running!!!

[20 Meter Pacer Demonstration](#)

[20 Meter Cadence w/ music](#) - approximately 65 feet

## Fun Time Friday

Today you are going to create a new game! It can be anything from using a ball or jump rope or any other sports or fitness equipment you might have at home or it could even be a new tag game. You can make the rules as easy or complex as you'd like. Make sure everyone in your family plays with you!

**Topic: Develop, implement, and model effective decision making skills to responsibly deal with daily academic and social situations.**

Kindergarten Read [Curious George Gets a Bike](#). Discuss decision making and brainstorm decision making situations that you could be in at home or at school.

1st Good vs bad choice activity- use the “If \_\_\_\_\_ then \_\_\_\_\_” model to explain what you would do in certain situations to make a good choice.

2nd Repeat 1st grade lesson.

3rd Discuss strategies you could use to help make a decision (pros and cons list, ask someone’s opinion, flip a coin etc) and explain how some strategies work better for certain situations. For example, you might flip a coin to choose where to go for lunch but not for what house you’re going to buy.

4th Discuss choices and consequences. Have the student verbalize or write about multiple choices they have made and what the consequences are to them (good or bad). How can we learn from the bad choices?

5th Repeat 4th grade lesson.

All grades: Please feel free to play the games we do at the end of each class that help practice teamwork, communication, active listening, cooperation, etc. Even ask your child at the end of the game why the game is played in life skills and they’ll have an answer for you!

Game Ideas:

Simon Says

Four Corners

Would You Rather

Telephone

Hot Potato

Pictionary

Charades

## 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](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/kids_typing_game)
- [https://www.abcya.com/games/cup\\_stack\\_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](http://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?