

Kindergarten

May 25 - May 29



Clouds and Rain

by ReadWorks



Look up at the sky. You may see clouds. What are clouds made of?

Clouds are made of tiny drops of water. Some clouds look white and fluffy. Some clouds look stringy, like wisps of hair. Other clouds look gray.

Gray clouds can bring rain. They are made of bigger drops of water. If the drops get too big, they fall from the sky. Now it is raining.

Name: _____ Date: _____

1. Where can you see clouds?



in a river



in the sky

2. What are clouds made of?



tiny drops of water



cotton balls

3. What can gray clouds bring?



rain



wind

4. Why do raindrops fall from the sky?



The raindrops get too big.



The wind blows the raindrops.

5. What can clouds look like?

Clouds can look like

6. What did you learn from "Clouds and Rain"?

7. Draw a picture of clouds in the sky.

Name _____

A Lake

Nate and Kate go to
a big lake.

They take a red rake.

Kate dug in the hot sand.

“I can wade in the lake,”
said Nate.



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★Activity★

Draw a picture
showing what you
would do at a lake.

Name _____

Bake a Cake

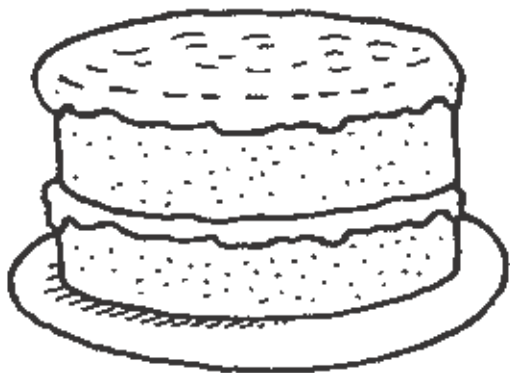
Dave and Jane can make
a cake.

Dave can mix and mix.

“This cake can bake,”
said Dave.

Dave and Jane sat, sat, sat.

“What a big cake!” said Jane.



★Activity★

Tell about
something that
you would like to
make.

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 _ .

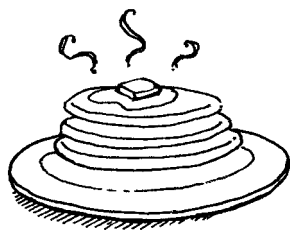
Kindergarten Writing Prompts

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.

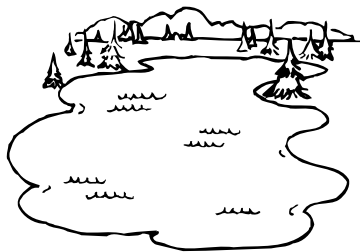
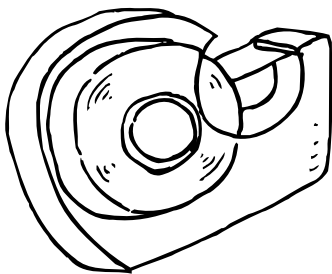
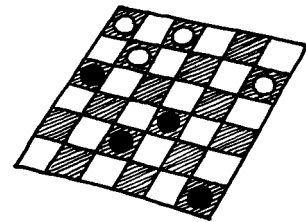
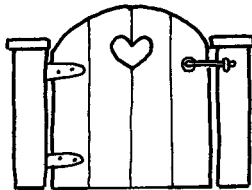
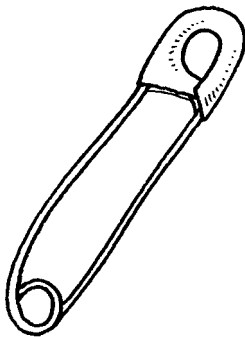
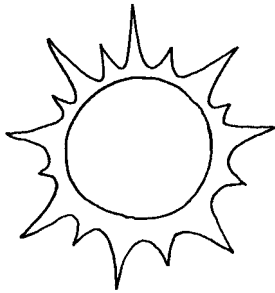
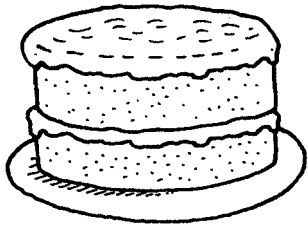


Phonological Awareness: Syllable Segmentation

Point to the pancake and say its name. Model clapping for each syllable in the word. Point out that there are two parts or syllables in *pancake*. Tell children that you will write the number 2 in the box because *pancake* has two parts or syllables. Point to and name the remaining pictures. Tell children to write a number on the line to show how many parts or syllables they hear.



Name _____



Phonemic Awareness: /ā/

Point to and say the name of the picture of the cake. Tell children that the word *cake* has a long *a* sound. Have children repeat, *cake*, /ā/. 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 have the /ā/ sound as in *cake*. 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.

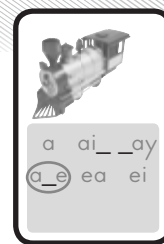
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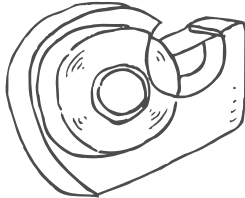
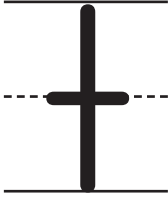



Phonemic Awareness: Phoneme Blending with /ā/

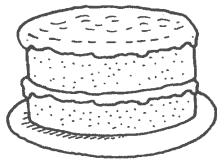
Tell children to listen to the sounds in the word *came*. Model blending the sounds to say the word *came*, /kāāāmmm/, *came*. Have children repeat. Tell children you will say the sounds in more words. Have them blend the sounds to say each word. Then have them draw a picture of the word: 1. /k/ā//k/ 2. /l//ā/k/; 3. /k//ā//p/; 4. /g//r//ā//p/.

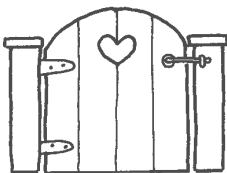

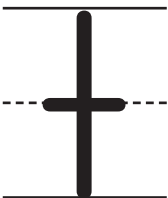


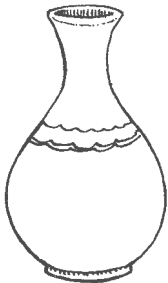

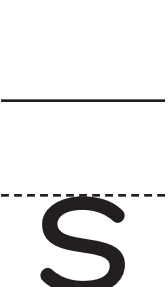
Name _____



1.     

2.   

3.   

4.   

Phonics: /ā/a_e

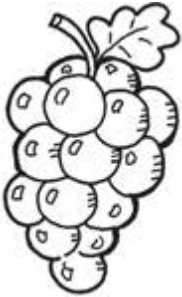
Point to and say the name of the picture of the tape. Tell children that the word *tape* has the long *a* sound. Explain that the letters *a* and *e* stand for the /ā/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letters *a* and *e* on the lines next to each picture. Remind children of the final *e* spelling rule. Say: *By adding the letter e to the end of some letters or words, it makes the vowel say its name. If I add an e to the end of the word cap, the word cape is formed.*

Name _____

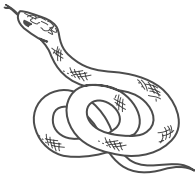


ate maze quake blade

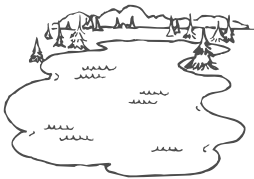
1.



2.



3.



Phonics/Spelling

Decode Words: Say *bake* 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:** Have children write the name of each picture by writing the letters for each sound. Remind children to use a spelling pattern to help them spell the words.



Name _____

1. bake

bat

lake

2. snake

stake

state

3. wade

wave

was

4. sale

sand

tale

5. rake

rub

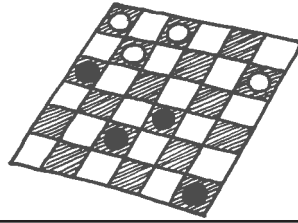
rave

Phonics: Minimal Contrasts

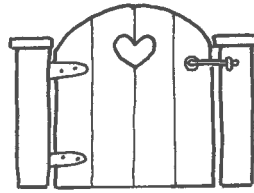
Tell children that when you change one letter in a word, you make a new word. Write the words *game* and *same*. Explain that by changing the *g* in *game* to an *s*, you make the word *same*. Have children read the first word in each row. Tell them to draw a line under the new word that is formed when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



Name _____



1. It is a game.



2. It is a gate.

Handwriting: a_e

Remind children about the proper formation of the letters *a* and *e*. Have children use their finger to trace the letters in the first sentence. Then have them rewrite the sentence on the blank line provided. Repeat with the second sentence. Remind children to leave spaces between words as they rewrite each sentence.



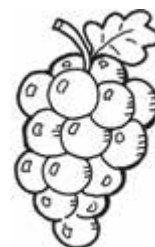
Name _____

help too here

1. I can _____ you stand up.



2. Do you like grapes, _____?



3. The trip starts _____.



4. _____

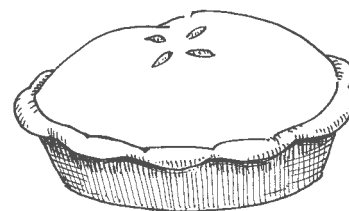
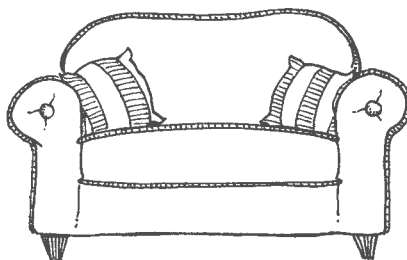
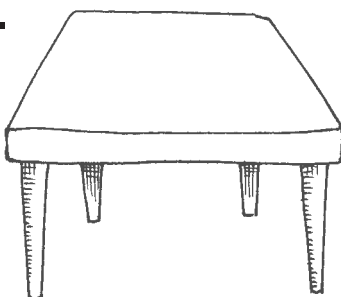
High-Frequency Words: *help, too, here*

Model the Read/Spell/Write routine using the word *help*. Have children repeat the routine with the words *help*, *too*, and *here*. Then have children write a word from the box on each line to complete the sentence. Tell children to write their own sentence on line 4 using the words in the box. Have partners read the sentences to each other. Then say aloud the words *help*, *too*, and *here* for children to spell.

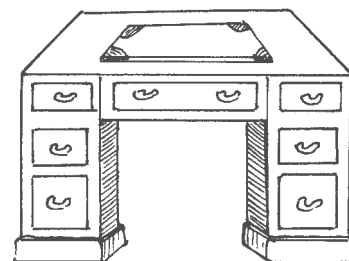
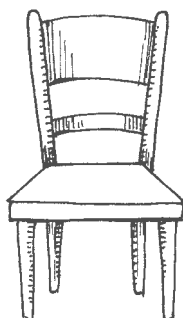


Name _____

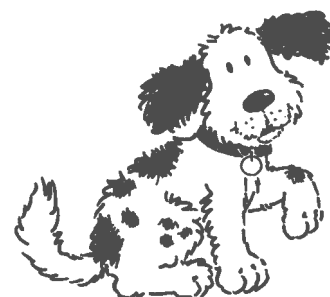
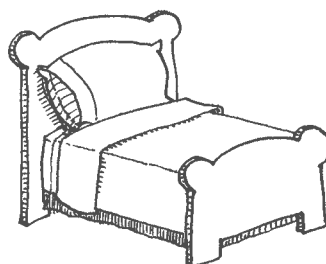
1.



2.



3.



Category Words: Household Furniture

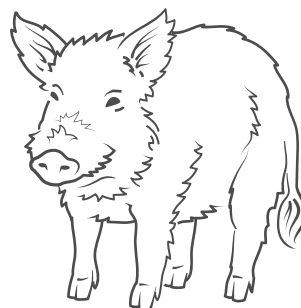
Explain to children that there are different kinds of furniture that can be in someone's home. Say: *A dresser, a bookcase, and a dining room table are types of household furniture.* Tell children that some of the pictures on this page show household furniture. Point to and name the pictures in each row. Have children circle the pictures that show household furniture.



Name _____

1. I see the _____ hog.

rug big



2. I see a _____ bug.

little garden





3. Gabe gazes at the _____ flowers.

store pretty

Grammar: Adjectives

Explain to children that an adjective is a describing word that tells about a person, place, animal, or thing. Say: *The smart boy reads.* Explain that the word *smart* is an adjective that describes the boy. Then read each example and the two answer choices. Point to and name the pictures. Tell children to write the adjective that best completes each sentence on the lines. Tell partners to say sentences to each other that have adjectives.

Name _____



1. Jane ate a _____ bun.



little lake

2. Jake had a _____ drink.



cold glass

3. I walk my _____ dog.



bone big

Grammar: Adjectives

Remind children that an adjective is a describing word that tells about a person, place, animal, or thing. Then read each example and the two answer choices. Point to and name the pictures. Tell children to write the adjective that best completes each sentence. Then tell children to refer back to a piece of writing that they did during the week and make sure they used adjectives correctly.



Name _____

1. Abe and jane want to bake a cake

2. Is the dog tame.can I pet it?

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. Then tell children to refer back to a piece of writing they did during the week and check that they used spelling patterns to spell words correctly. Have them check that they used spelling rules, such as adding an *e* to a part of a word to make the vowel say its name, as in *tap* and *tape*. Encourage them to make sure they used adjectives correctly.

Name _____



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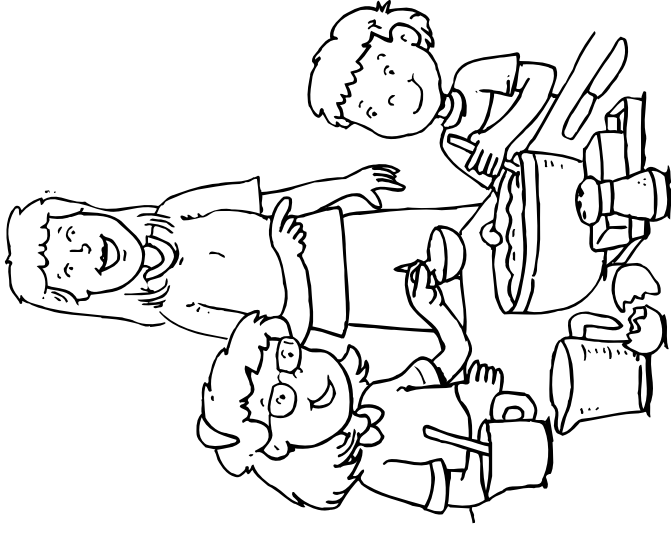
“I like to help!”

“I like to help, too!”

Connect to Community

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

I Want to Help!



Pam can help mix.

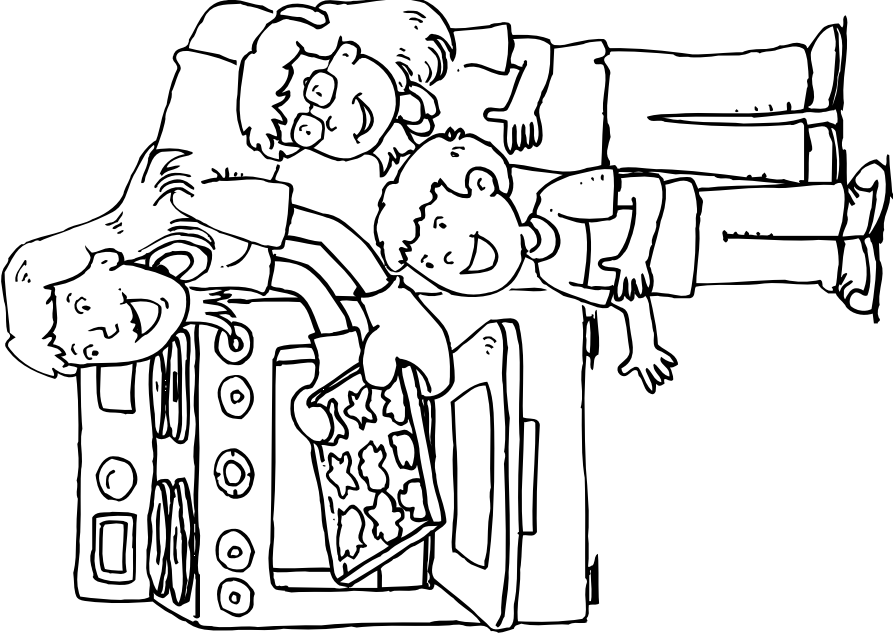
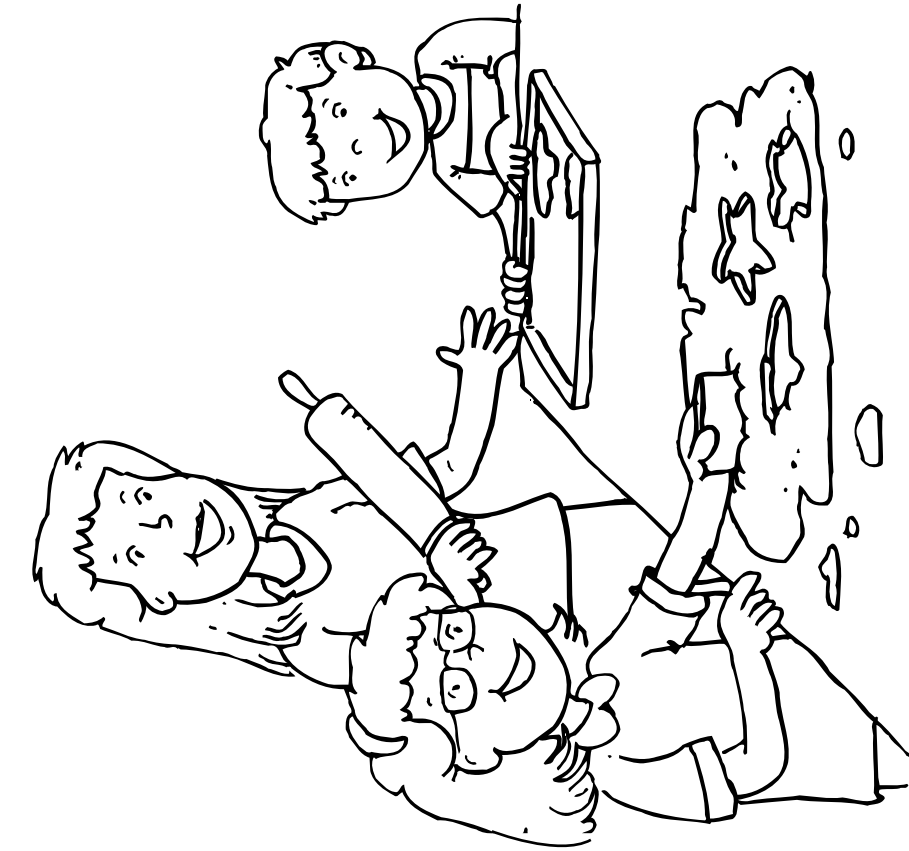
Mack can mix, too.

Review High-Frequency Words

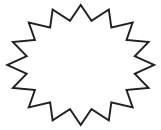
Have children set a purpose for reading, such as finding out how the girl and the boy help. Explain that we read from left to right. Model this concept of print. Then ask children to demonstrate it. Have children point to the words *help* and *too* and say them aloud.

Pam can help cut.
Mack can cut, too.

Mom can help bake it.
“Can we help?”



Number Correct:



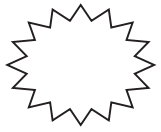
Name _____

Date _____

Write the missing number.

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

Number Correct:



Name _____

Date _____

Write the missing number.

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

Number Correct: 

Name _____

Date _____

Write the missing number.

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

Problem 1

There were 9 flowers in Casey's beautiful garden. She had 2 vases. Draw 1 way she could have put all of the flowers into the vases.

Are there other ways you could have shown the flowers?
Write a number sentence or number bond to explain your picture.

Problem 2

Peter was sitting at lunch eating his french fries. He counted 8 left on his plate. He ate 1 french fry. He ate another french fry. Then, he ate another french fry. How many french fries did Peter have then? Write a number sentence to explain how many fries Peter had left.

Kindergarten Addition and Subtraction Strategies

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

Addition like 2+3

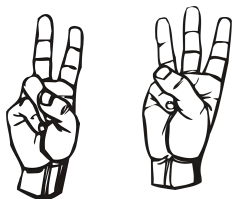
Use objects



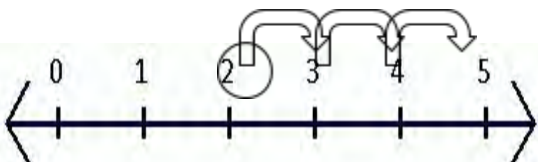
Use pictures



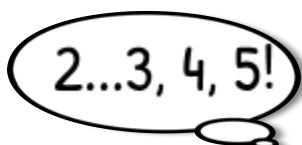
Use fingers



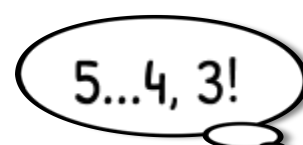
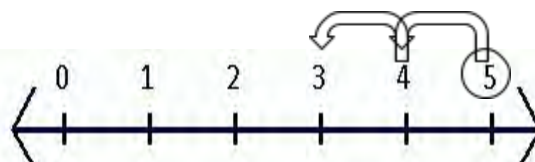
Count on/back with a number line



Count on/back in my head



Subtraction like 5-2



Science Studies WeeklyTM

Footprints

LIFE SCIENCE / WEEK 5

GRADE
K

Living Things Grow

Living things grow.
People grow.
Plants and animals
grow. Living things
change as they
grow.

See Primary-Source
Related Media...



www.s-w.co/SOL-13

Living Things Grow



Plants need water, space and sunlight to grow. Most plants grow in soil. Most plants grow up toward the sun.



People and animals need to eat good food and drink clean water. That will help them be healthy and grow strong.



Some living things stay small. The largest ants are only about one inch long.

Some living things grow to be very big. Male giraffes can grow to be 18 feet tall and weigh more than a ton.



Oak trees grow from acorns. Some oak trees can grow to be 100 feet tall.

Where do you think acorns come from?
What else can you find on an oak tree?

Plant Lima Beans

What You Need

- 2 lima bean seeds
- a clear plastic cup
- soil
- a scoop or spoon
- water

What To Do

1. Use the scoop to fill the plastic cup with soil.
2. Put the seeds in the soil.
3. Water the seeds.



How many plastic cups did your class need? _____

How many seeds did your class plant? _____

Draw a picture of you when you were a baby. How old are you now? _____ years old

Kindergarten

FOURTH QUARTER • WEEK 19
NO-4

Studies Weekly™

GRADE

American Monuments



Scan this
to earn points!



Many monuments are built to honor people. Monuments can be statues, buildings or other things.

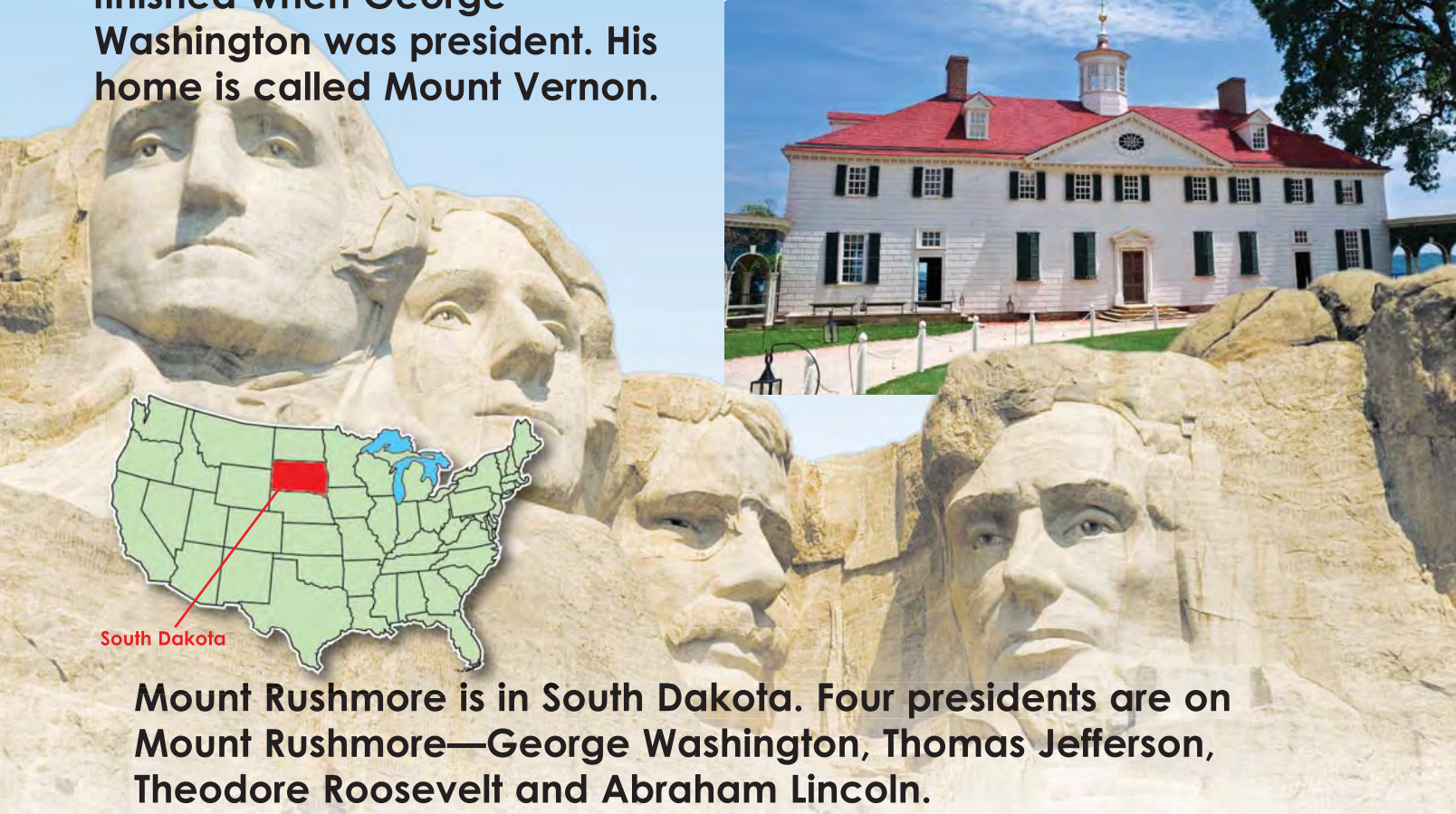
American Monuments



The White House is the president's home. It is in Washington, D.C. There are many monuments in Washington, D.C.



The White House was not finished when George Washington was president. His home is called Mount Vernon.



Mount Rushmore is in South Dakota. Four presidents are on Mount Rushmore—George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln.

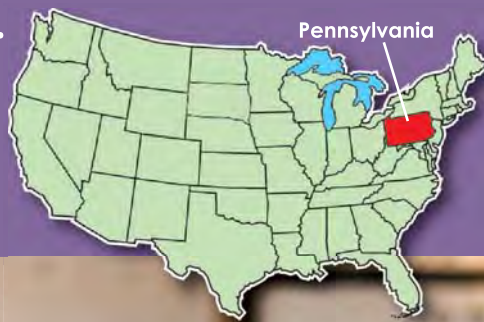
These standards are representative of common kindergarten social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at studiesweekly.com.

- 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 who have shown character ideals and principles including honesty, courage, and responsibility.

- Recognize the importance of U.S. symbols.
- Demonstrate the characteristics of being a good citizen.
- Explain that maps and globes help to locate different places and that globes are a model of Earth.



The Declaration of Independence and the U.S. Constitution were signed in Independence Hall. Independence Hall is in Philadelphia, Pennsylvania.



Valentine's Day is February 14. On Valentine's Day, many people send special cards to their friends and family.



Some people send flowers or candy to their valentines. Who is your valentine?



Being helpful is important. You can be helpful at home by setting the table or folding the laundry. You can be helpful in your community by recycling cans and bottles. What are some other ways to be helpful?

Name _____

Circle the pictures that show people being helpful. Write an X on the pictures that show people who are not being helpful.



Use crayons or markers to continue the pattern.



Draw two more shapes to continue the pattern. Then use crayons or markers to color the shapes to make a pattern with two colors.



Use your favorite colors to make a pattern of your own.

Draw a valentine picture in this box. Cut it out and use it as a bookmark, or give it to your valentine!



Name: _____

Read each sentence. Trace the word to complete the sentence.

1. Monuments honor people.

2. Four presidents are on Mount Rushmore.

3. George Washington
is shown on Mount Rushmore.

Color South Dakota.

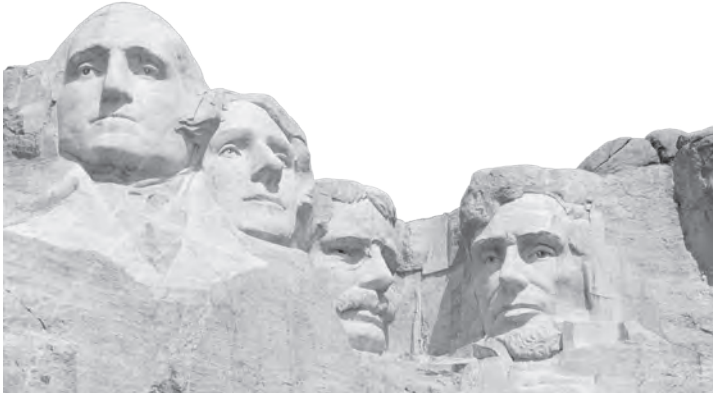


Name: _____

Weekly Literacy Connection

Can you name this monument? Write Mount Rushmore or Mount Vernon on the line.

1.



Use the words to complete the sentences.

home many

2. There are _____ monuments in Washington, D.C.

3. The White House is the president's _____.

Read the sentence. Circle the best answer.

4. George Washington lived in a house called _____.

the White House Mount Vernon

Write the answer on the line.

5. Many monuments
are built to honor

Name: _____

What is this building called? Write your answer on the line.

1.



Fill in the circle next to the best answer.

2. Many monuments are built to honor _____.

- Ⓐ people
- Ⓑ plants

3. Who lives in the White House?

- Ⓐ the governor
- Ⓑ the president

Write your answer on the line.

4. What president lived in a home called Mount Vernon?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/25/20

ART APPRECIATION



Art is Everywhere. Let's Look for some!

DIRECTIONS:

ONLINE OPTION: Take a VIRTUAL TOUR of the online art gallery linked below. Maybe write down the title and description of some of your favorite pieces, and explain what you like about them.

GALLERY: <https://www.youtube.com/watch?v=cLftKHybvV8>

OFFLINE OPTION: You don't need to go to a museum to find art - take a tour of your home to see how much art you can find. Are there any paintings, prints, photographs, sculptures or figurines where you live? Everyday objects around the home, and perhaps even your toys and clothes, also have designs or images that were created by artists. Maybe make a list or take photos of the art you find in your home, and discuss with family members why you consider some things to be art, and not others.

These online or home tours could be taken by a single student, but 2 or more students in the same household, even if they are in different grades, may explore together.

ART APPRECIATION RESOURCES:

YouTube Videos:

[The Artist Song! | Nursery Rhymes & Kids Songs with Sweet Tweets](#)

[What is Art?](#)

[How to Look at an Artwork](#)

[Why Kids Love Art](#)

[15. At an art museum – Enjoying the art pieces \(English Dialogue\)](#)

[What I Love About Art | Sesame Street Full Episode](#)

Books:

[The Museum Book Read Aloud For Kids!](#)

<https://www.storyjumper.com/book/read/20949888/A-WALK-IN-THE-ART-GALLERY#page/22>

Games:

[Art History Puzzle Set | Interactive Puzzle Game for Kids | Puzzles with famous artworks](#)

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

We would love to hear about your tour discoveries and thoughts! You can share with your art teacher by posting to your Dojo story or by email.

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

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 25th

Move It Monday

Let's have some fitness fun using a couple of paper plates! Watch the video below!

[Paper Plate Tabata](#)

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!

[Family Fun Cardio](#)

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 some push ups!!!

[Push Up Demonstration](#)

[Push Up Cadence](#)

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.

[Hip Hop Routine](#)

Topic: Play a developmentally appropriate role in classroom management and positive school climate.

Kindergarten Make a list of staff members at school that your child interacts with. Discuss and write down what each member can help you with.

1st Repeat K lesson.

2nd Repeat K lesson.

3rd Create a skit showing how to follow any rule that we have in school (how to walk in the hallway, how to act in the lunchroom, how we behave in special, etc.)

4th Repeat 3rd grade lesson.

5th Ask students "Who is in charge of your decisions?" Discuss the importance of following rules and have them write a paragraph or two about their thoughts on it.

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

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?