

Kindergarten

June 1 - June 5



Animals Build Homes

by Kate Paixão



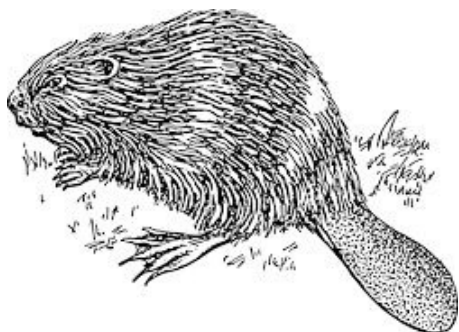
Did you know that many animals build their homes?

Beavers are builders. A beaver's home is called a lodge. Lodges are made out of sticks and mud. They are built in rivers or dams. Beavers go in and out of their lodges through underwater doors.

Bees build their homes, too. A bee's home is called a hive. Bees' bodies make wax. The bees chew the wax to make it soft. Then they use the wax to build the hive. Bees live in the hive. They also store their honey there!

Name: _____ Date: _____

1. Which animal builds lodges out of sticks and mud?



beaver



bear

2. What is a bee's home called?



a dam



a hive

3. What do bees use to build their hive?



mud



wax

4. What do bees store in their hives?



honey



sticks

5. Where do beavers build their lodges?

Beavers build their lodges

6. What did you learn from "Animals Build Homes"?

7. Draw a picture of a beaver lodge.

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 _____

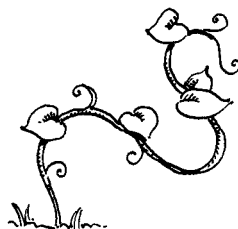
1.



2.



3.



4.

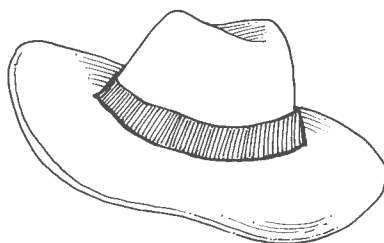
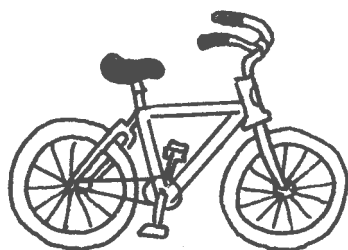
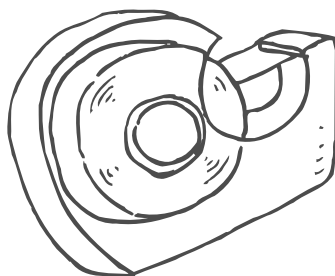
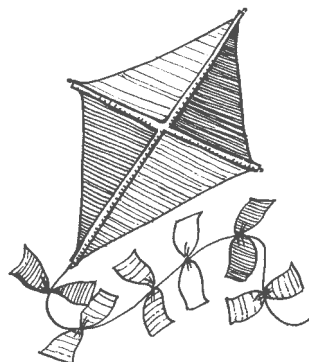
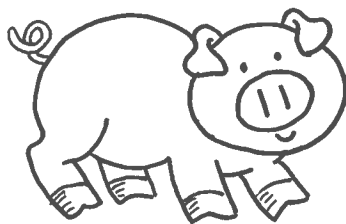
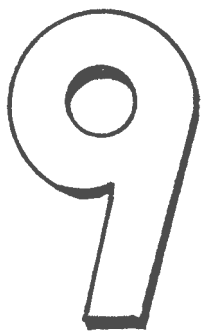


Phonological Awareness: Generate Rhyme

Remind children that words that rhyme have the same ending sounds. Say the words *fine* and *mine*. Ask children if these words rhyme. Then ask them to name another word that rhymes with *fine* and *mine*. Elicit that the words *line*, *sign*, and *vine* also rhyme with these words. Now point to and say the name of the picture in each row on the page. Have children then draw a picture of something that rhymes with that picture name in the empty space.



Name _____

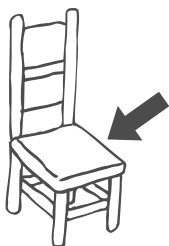


Phonemic Awareness: /T/

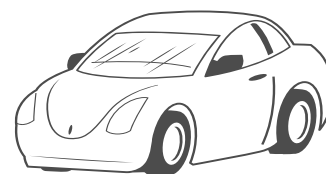
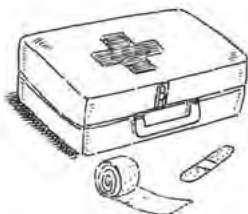
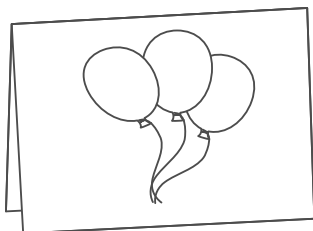
Point to and say the name of the picture of the number nine. Tell children that the word *nine* has a long *i* sound. Have children repeat, *nine*, /n//ī//n/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that have the /T/ sound as in *nine*. 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 _____

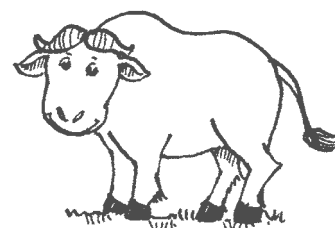
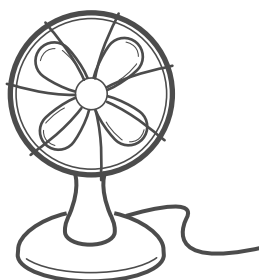
1.



2.



3.



4.



Phonemic Awareness: Phoneme Deletion

Say *cold*. Then take away the beginning letter *c*. Point out that the word *old* was formed after you deleted the first sound in the word *cold*. Name the pictures in each row. Tell children to circle the picture in each row that is formed after you delete one sound: Row 1: Delete /t/ in *seat* to form *sea*; Row 2: Delete /d/ in *card* to form *car*; Row 3: Delete /f/ in *fox* to form *ox*; Row 4: Delete /t/ in *tape* to form *ape*.

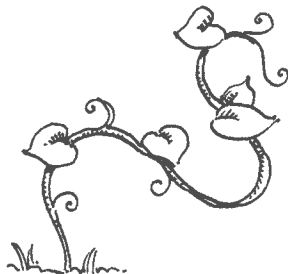


Name _____

5

i y i_e
igh ie

1.



v i n e

2.



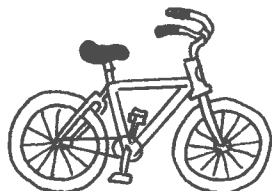
b t

3.



f v

4.



b k

Phonics: /ī/i_e

Point to and say the name of the picture of the *vine*. Tell children that the word *vine* has the long *i* sound. Explain that the letters *i_e* stand for the /ī/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letters *i_e* next to the picture if its name has the long *i* sound as in *vine*. Remind children that adding the letter *e* to the end of some letters or words, makes the vowel say its name. Say: *If I add an e to the end of kit, the word kite is formed.* Tell children that this spelling rule will help them spell some words with long *i* correctly.

Name _____



mine quite slide drive

1.



2.



3.



4.



Phonics/Spelling

Decode Words: Say *mile* 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 word that names each picture by writing the letters for each sound on the lines. Remind children to use a spelling pattern to help them spell the words in rows 1-2 and also in 3-4.



Name _____

1. time

Tom

tame

2. five

hive

flake

3. nine

name

fine

4. tile

Tim

time

5. line

lane

lot

Phonics: Minimal Contrasts

Tell children that when you change one letter in a word, you make a new word. Write the words *bike* and *bake*. Explain that by changing the *i* in *bike* to an *a*, you make the word *bake*. 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.

5

i y i_e
igh ie

Name _____



1.

I like Mike.

5

2.

He is five.

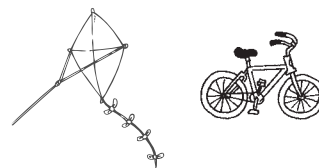
Handwriting: *i_e*

Demonstrate to children the proper formation of the letters *i* 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.



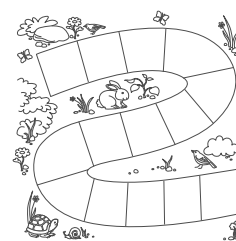
Name _____

has play too



1. She _____ a bike and a kite.

2. Do you like to _____ a game?



3. I want to drive, _____.



4. _____.

High-Frequency Words: *has, play, too*

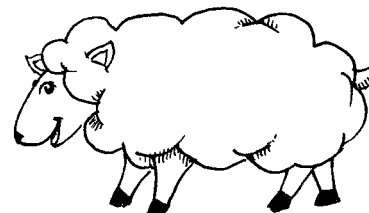
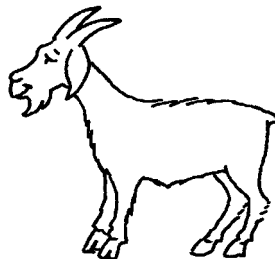
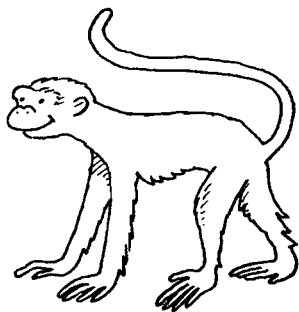
Model the Read/Spell/Write routine using the word *has*. Have children repeat the routine, using the words *has*, *play*, and *too*. Then have children write a word from the box on each line to complete the sentence.

Tell children to write their own sentence on line 4 using one or more of the words in the box. Have partners read the sentences. Then say *has*, *play*, and *too* for children to spell. Tell children to point to *has*, *play*, and *too* as you say them. Then have children refer to a piece of writing they did this week and check that they spelled high-frequency words correctly.

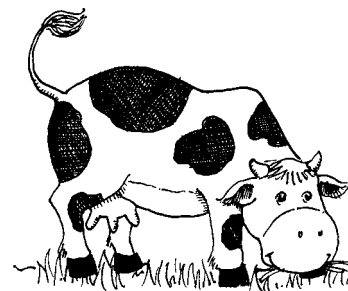
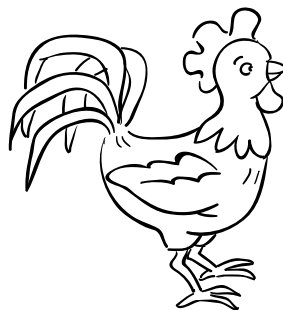


Name _____

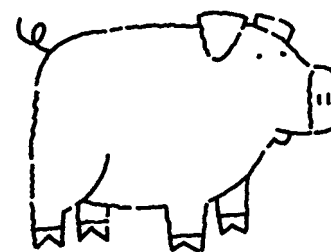
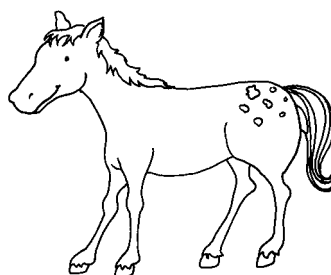
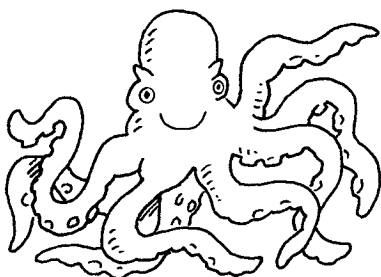
1.



2.



3.



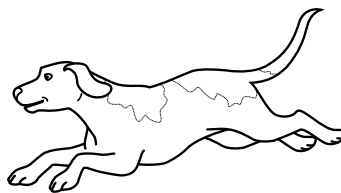
Category Words: Farm Animals

Explain to children that some kinds of animals live on a farm. Say: *A hen is an animal that lives on a farm.* Tell children that some of the pictures on this page show farm animals. Point to and name the pictures in each row. Have children circle the pictures that show farm animals.



Name _____

1. _____ dog ran.



A

An

2. _____ ape is furry.



A

An

3. _____ logs are heavy.



The

A

Grammar: Adjectives

Explain to children that there are special adjectives, called articles, such as *a*, *an*, and *the*. Say that *a* is used with a noun that begins with a consonant. For example, in the sentence *A dog ran*, *a* is used with the noun *dog* because *dog* begins with a consonant. Say that *an* is used with a noun that begins with a vowel. In the sentence *An ape is furry*, *an* is used because the noun *ape* begins with a vowel. Then say that *the* can be used with nouns that name one or more things as in *The logs are heavy*. Then read each example and the two answer choices. Point to and name the pictures. Tell children to write the word that best completes each sentence on the lines.

Name _____



an the

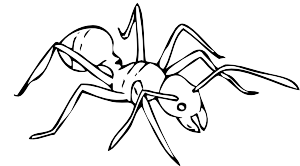
1. _____ cave is dark.



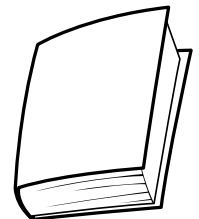
2. _____ bike is fun to ride.



3. _____ ant is small.



4. Clive reads _____ funny book.



Grammar: Adjectives

Remind children that the words *a*, *an* and *the* are special adjectives called articles. Read the sentences and point to and name the pictures. Tell children to write the word from the box on the lines to complete each sentence. Then have children refer to another piece of writing that they did during the week and check it for correct use of the words *a*, *an*, and *the*.



Name _____

1. Pam and jane play games

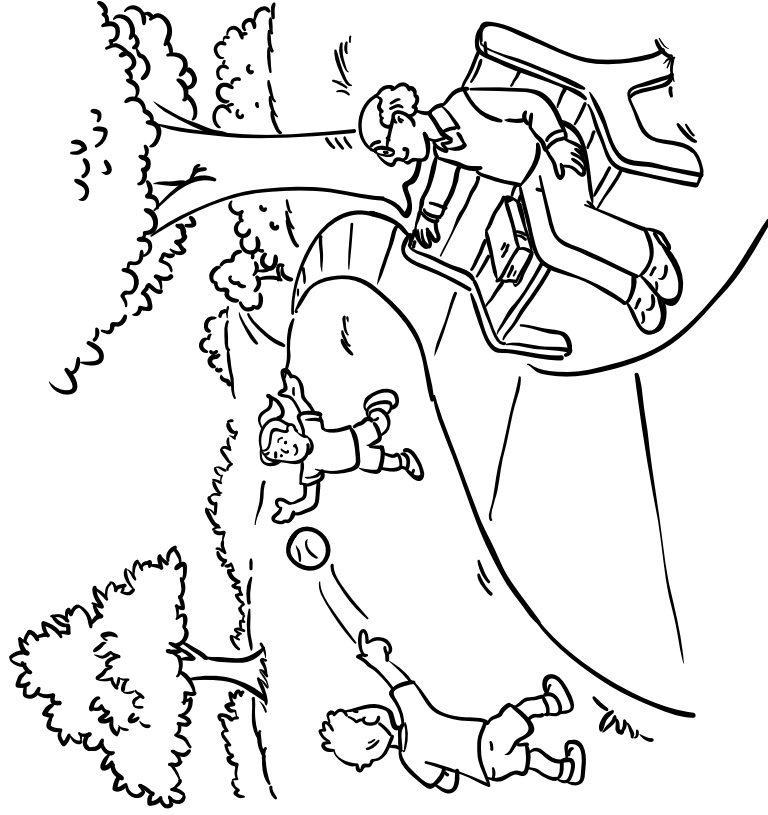
2. Mike ate a bit of lime.He did not like it

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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 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 end punctuation. Tell them to also check to see if they used articles correctly.

Name _____



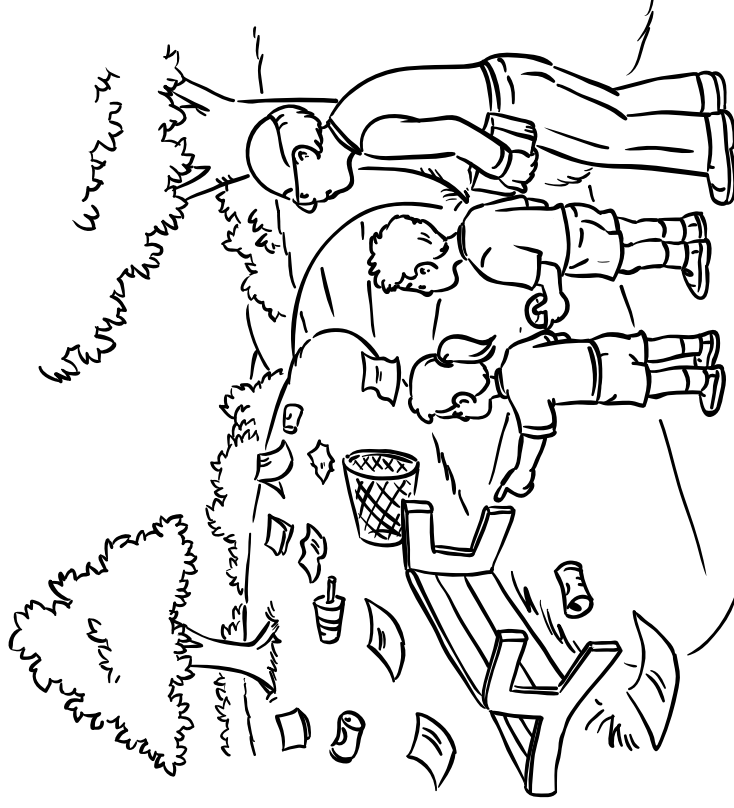
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They can play here!

Connect to Community

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

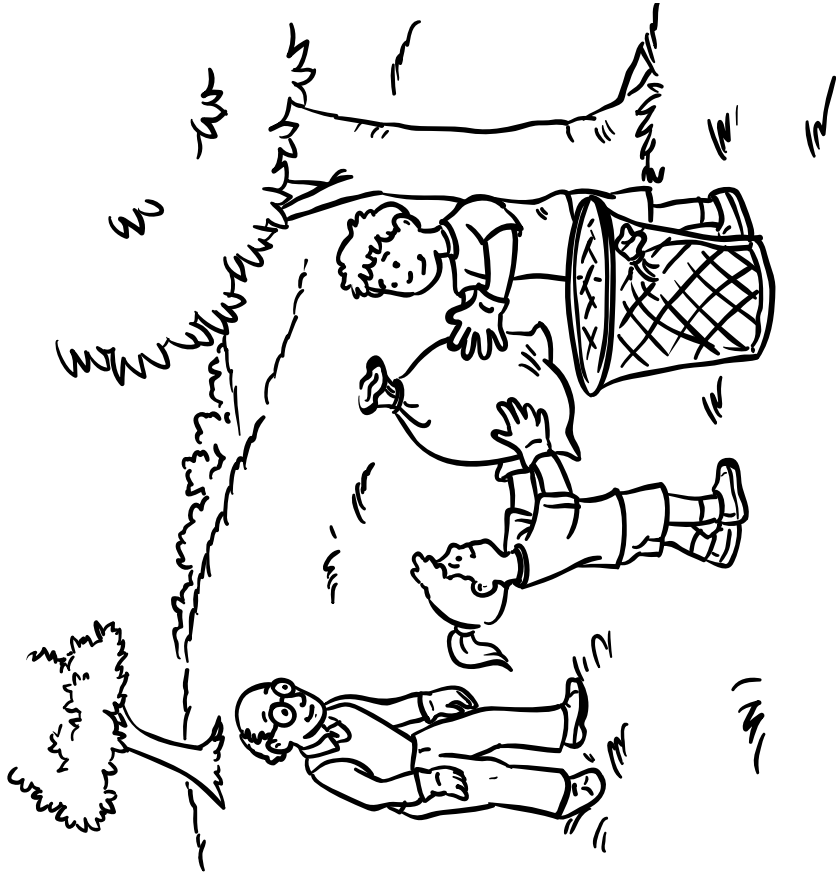
We Can Play!



We can not play here.

Review High-Frequency Words

Have children set a purpose for reading, such as finding out where the children can play. Explain that a word is made up of letters. Point to the letter *p* in the word *play* on page 1. Point out that this is a letter in the word *play*. Have children point to the letter *h* in the word *has* on page 3. Model return sweep and have children demonstrate it. Ask children to point to the words *has* and *play* in the story.



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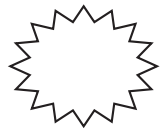
We can help.

He has a big sack.

She has a big sack, too.

We put the sack in a bin.

Number Correct:



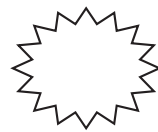
Name _____

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.	$5 + 0 = \square$

Number Correct:



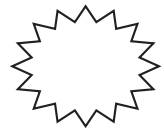
Name _____

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.	$5 - 1 = \square$

Problem 1

You are going to draw a house! First, draw a square to make the big part of your house. Second, use a triangle to make a roof. Third, use a shape of your choice for a door. Fourth, find somewhere in your picture where you can use two more squares or rectangles. Fifth, use a circle somewhere in your scene. Sixth, find a place where you could draw a hexagon in your scene.

Problem 2

Eva put her 12 cookies on her cookie sheet in 2 rows of 6.
Draw Eva's cookies.

Kindergarten Addition and Subtraction Strategies

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

Addition like 2+3

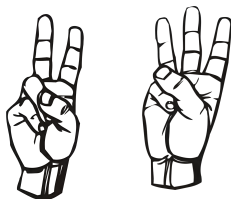
Use objects



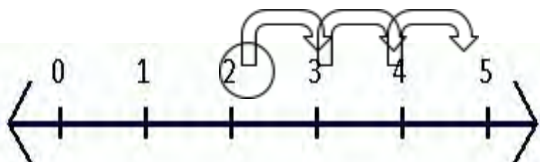
Use pictures



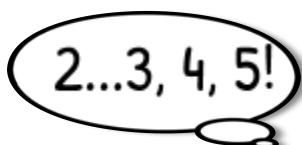
Use fingers



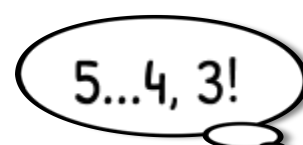
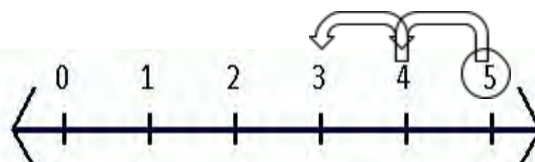
Count on/back with a number line



Count on/back in my head



Subtraction like 5-2



Studies WeeklyTM

Footprints

GRADE



Be Healthy

See Primary-Source
Related Media...



www.s-w.co/SOL-14



All people need to be healthy. Being healthy means your body is strong.

Be Healthy

Eating healthy food gives you energy. Fruits and vegetables are healthy foods. Lean meat and low-fat milk are healthy foods.



Your body needs exercise. Your body needs rest, too. Walk, run or play for an hour each day. Then get ten or eleven hours of sleep every night.

Doctors and nurses can help you feel better if you are sick or get hurt. You may need to take some medicine to get well.

Look & Learn

Look at the pictures.



Staying clean helps you stay healthy. Wash your hands often to get rid of germs.



Brush your teeth every morning and every night. Your parents can help you floss your teeth once a day.



Circle the things that doctors and nurses use to help us be healthy. Put an X on things they don't use.

Germs Travel

How do you get germs on your hands?

Germs travel when you touch things.

What You Need (for each group of four students)

- 4 different colors of glitter
- 4 paper plates
- 4 white paper towels or pieces of white paper



What to Do

1. Put a different color of glitter on each plate.
2. Each person in your group can pick a different color.
3. Put your hand in the glitter with your palm down.
4. Shake hands with each person in your group. Rub the glitter off your hand onto the paper towel.
5. How many colors of glitter do you see? _____
6. Talk about what happened when you shook hands with your friends. Talk about why you should wash your hands.
7. Wash your hands!

Draw a picture of your favorite healthy food.

Name: _____ Date: _____

Science Kindergarten Studies Weekly

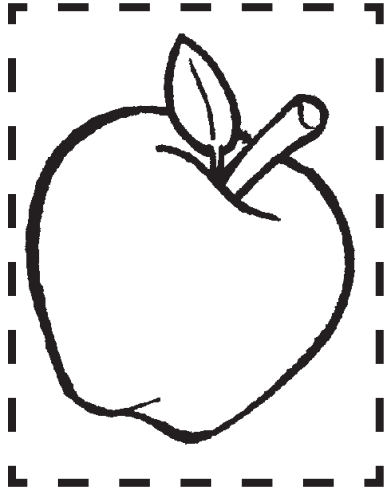
Week 6, Life Science

Look at each picture. Is it a healthy food or a unhealthy food?
Cut and paste the pictures into the correct box.

healthy

unhealthy

--	--



Kindergarten

FOURTH QUARTER • WEEK 20

Stories WeeklyTM

GRADE

Celebrate America

The bald eagle is the national symbol of America.



Scan this to earn points!



A symbol is something that stands for something else.

Celebrate America

Americans believe in freedom. The Liberty Bell, the American flag and the Statue of Liberty are symbols of freedom.



Did you know the Liberty Bell is cracked? It happened when it rang on Washington's birthday more than one hundred years ago.



On the Fourth of July, we celebrate the day our country became the United States of America. There are parades and fireworks all over the country.

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.

- Develop an awareness of a primary source.
- 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.

Americans believe everyone should be equal.



Rosie the Riveter stands for all the hard work women do for our country. Rosie was not a real person, but she is an important American symbol.



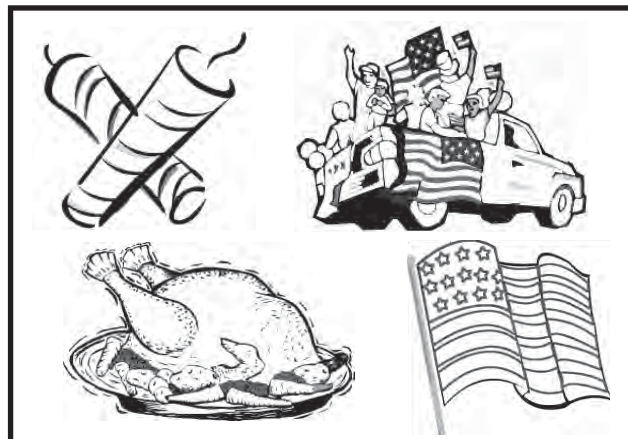
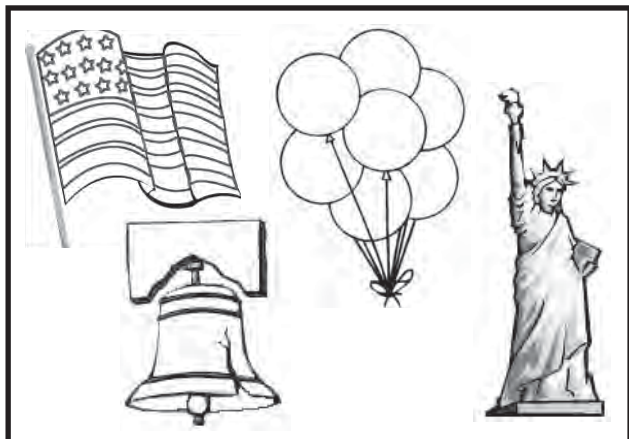
Rosa Parks stands for equal rights for African Americans. Rosa believed that people should not be treated badly because of the color of their skin.



How did people celebrate the first Fourth of July? In Philadelphia, Pennsylvania, they read the Declaration of Independence, rang church bells and listened to bands play American music.

Name _____

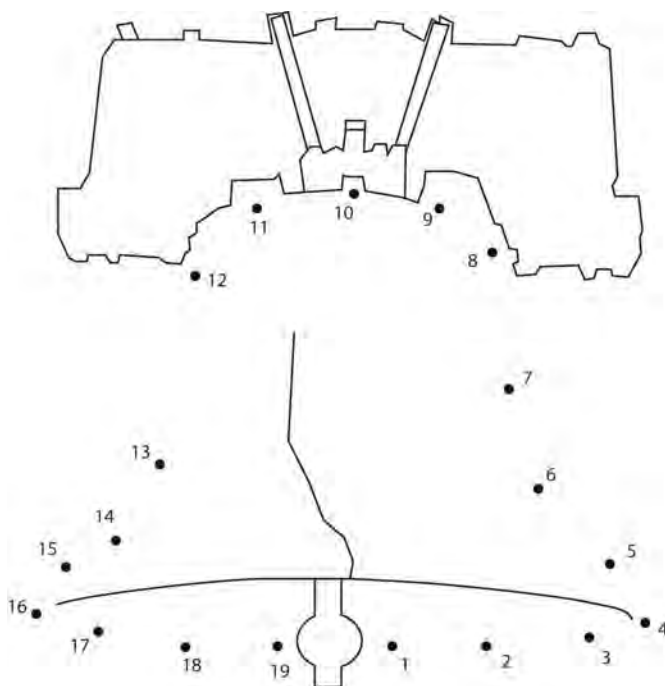
Write an X on one thing in each box that does not belong. Color the other pictures in each box.



Can you find three things that are different in these two pictures? Circle the things in the second picture that are different.



Connect the dots. What do you see? Color the picture. Write the name of the bell on the lines.





Name: _____

Match the picture with the correct symbol.



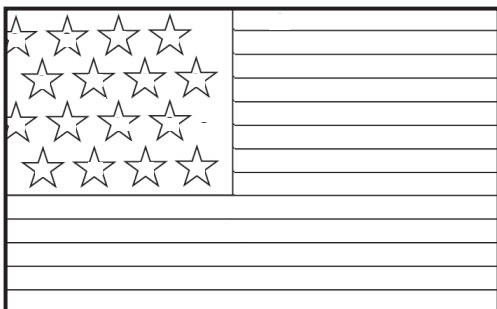
Liberty Bell



American
flag



bald eagle



Statue of
Liberty

Name: _____

Weekly Literacy Connection

Can you name this person? Write Rosie the Riveter or Rosa Parks on the line.

1.



Use the words to complete the sentences.

flag should

2. Americans believe everyone _____ be equal.

3. The American _____ is a symbol.

Read the sentence. Circle the best answer.

4. Rosie the Riveter stands for _____.

equal rights for African Americans the hard work women do

Write the answer on the line.

5. The bald eagle
is a national

Name: _____

What is the name of this American symbol? Circle your answer.

1.



Liberty Bell

Statue of Liberty

Fill in the circle next to the best answer.

2. Something that stands for something else is called a _____.

- Ⓐ symbol
- Ⓑ leg

3. Americans believe that everyone should be _____.

- Ⓐ rich
- Ⓑ equal

Write your answer on the line.

4. How do people celebrate the Fourth of July?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 6/1/20

COLOR WHEEL SCAVENGER HUNT



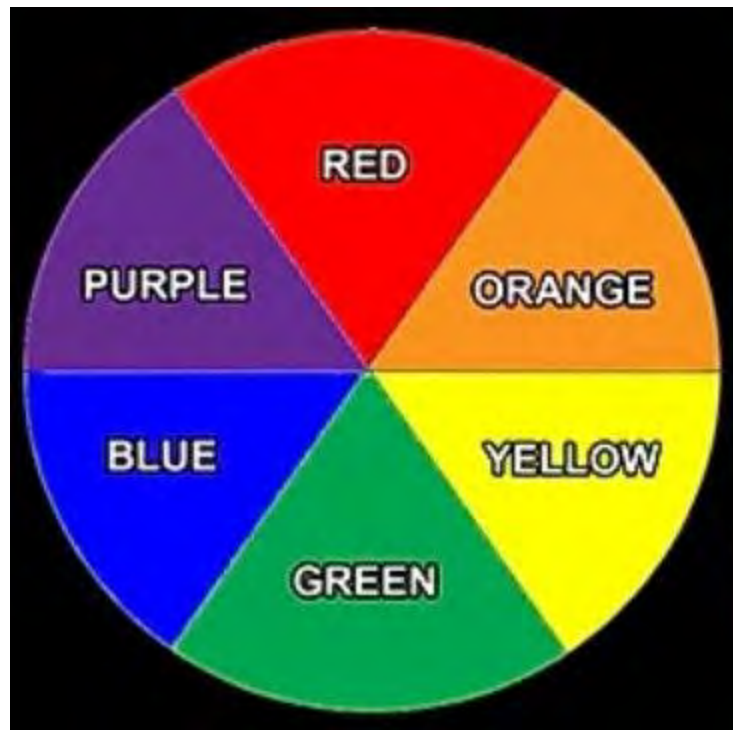
DIRECTIONS:

Create a color wheel, with the primary and secondary colors, using items you collect around your home. This could be a tabletop color wheel, using items like: crayons, Legos, action figures, etc., or the color wheel could be created on the floor, using larger items, such as: books, clothing, pillows, etc.

Make sure you put the colors in the correct order (see examples.) It is O.K. to use items that are 'mostly' the color you're searching for, although solid colors are best. Different values (light & dark) of the colors are also fine, such as: light blue, medium blue & dark blue.

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.

COLOR RESOURCES:



YouTube Videos:

This short video provides a basic review of primary colors (Kindergarten), secondary colors(1st grade), tints and shades (2nd grade), and tertiary colors (5th grade): <https://www.youtube.com/watch?v=1IYgcwmc4XU>

Warm and Cool Colors (3rd grade):

<https://www.youtube.com/watch?v=LhtJ6Eeqm90>

Complementary Colors (4th grade):

<https://www.youtube.com/watch?v=qv70Y9X-wZM>(Primary Colors, Secondary Colors, Tertiary Colors, Warm/Cool, Complementary Colors)

[How to Mix 3 Colors to Make a Rainbow - Science Experiments for Kids - Primary Colors](#) Fun science experiment about color!

[Peep and the Big Wide World: A Peep of a Different Color](#) Short movie about color and coloring mixing.

[Sesame Street: OK Go - Three Primary Colors](#) “OK go” Primary Color song.

[The Colors Song | Art Songs | Scratch Garden](#) “The Color Song” about Primary, Secondary, and warm and cool colors.

[Comparing Warm and Cool Colors | ArtQuest | NPT](#) Warm and Cool Colors

https://www.youtube.com/watch?v=fph81KVY6f8&disable_polymer=true “The Advanced Color Song” about Primary, Secondary, Tertiary, Complementary colors and more!

(Songs about Value, Shades & Tints)

[The Value Song | Art Songs | Scratch Garden](#)

[Tints and Shades](#)

Books:

[Mix It Up](#)

<https://www.storyjumper.com/book/read/59596375/THE-COLOR-WHEEL#page/2>

<https://www.storyjumper.com/book/read/15300622/Color-My-World#page/26>

Games:

[Color — Method of Action](#)

[Free Art Game for Kids- Interactive Colorwheel](#)

[Free Art Game for Kids-- Paint Drip Catch](#)

[Paint - Digital Painting Skills • ABCya!](#)

[Free Draw: Online Art and Creativity Game for Kids](#)

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

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley WindleyA@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 June 1st

Move It Monday

We're gonna start this week out by playing follow the leader. Get your family together and take turns being the 'leader'. Everyone follows along behind the leader doing what they are doing. Some examples could be skipping, galloping, jogging, hopping, jumping, skipping, crawling or moving like different animals. Take turns being the leader and be creative!

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 Circuit Workout](#)

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 curl ups (also called sit-ups).

[Curl Up Demonstration](#)

[Curl Up Cadence](#)

Fun Time Friday

Today we are going to have a nature scavenger hunt. You can take this nature walk in your backyard, around your neighborhood or at a nearby park. First you are going to make the list of things that you are going to find. Some ideas could be pinecones, different types of leaves, different shaped twigs or rocks, something that is red or any color you pick, something that looks like a specific shape, something that is round or flat, maybe you have to spot a certain flower or a certain bird or animal. Whatever you choose, make the list with the person you are going to take this walk with. Then when you get back, you can talk about all the different things you found or saw! Have fun!

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?