

# Kindergarten - Tuesday, April 21, 2020

## ELA:

Continue Trading Card activity from Monday.

Submit this to your teacher by Friday.

## Phonics:

I can blend sounds together to make words.

Students will use letter cards to create new words. Use the letter cards o, m, p, s, t. Say the word post. What sounds do you hear? Put the letters in front of you. What do you hear first? /p/ Next? /o/ Next? /s/ Last sound you hear? /t/ Blend it together to read word. Using the same routine, continue with the following words: **most, mops, tops**

\*Parents can make a set of alphabet cards to use for phonics lessons or use cards daily

## Writing:

I can state my opinion.

Continue with Monday's writing assignment:

Would you rather catch worms or fireflies?

Tell why and what makes you want to catch one more than the other. Please use the writing rubric as a guide. **Submit to the teacher by Friday.**

[www.lalilo.com](http://www.lalilo.com) (Resource)

Use code **AXZJCV** to find your class.

## Sight Words

Practice your sight words from your list. Meet with your teacher during her office hours to read them!

## Daily Reading

Read for 20 minutes.  
Record on Reading Log

## Compass Reading (Resource)

Log in and work on Compass Reading

## Social Studies

I can list and describe the tools that community helpers use in their job: police officer, soldier, farmer, etc.

Complete Graphic Organizer on tools that community helpers use.

**Submit to teacher**

Art:

<https://schoolwires.henry.k12.ga.us/Page/132018>

## **Perryman:**

**Learning Target (1.L.5):** I can demonstrate understanding of word relationships and nuances in word meanings.

**Task:** After your child has finished their opinion writing on worms and fireflies, watch the instructional video on precise nouns. Reread the opinion writing piece. Circle 4-5 common nouns that could be more precise. Write these words on the left side of a t-chart. Brainstorm more precise words for each common noun. Write precise words on the right side of the t-chart. Encourage your child to discuss the meaning of each precise word. How does it change the meaning of the sentence?

Then, have your child go back into the opinion writing piece. Have them replace each common noun with a more precise noun. Reread the entire piece. How has it changed? Share your final draft with your teacher and share with Ms. Perryman ([tara.perryman@henry.k12.ga.us](mailto:tara.perryman@henry.k12.ga.us)).

### **Strategy Questions**

- Can you get more specific?
- What words would a scientist use?
- What word will give your reader a clearer picture of your idea?
- How does the new word change the meaning of the sentence?

**Instructional Video:** <https://drive.google.com/file/d/1vsMlx9rEUXddVbrFxfE2mRkoV5WSwgaQ/view>

## **Harvel / Eadie Remediation: Optional Activity to Support Learning**

**Learning Target:** I can blend sounds together to make words.

**Task:** Watch the instructional video to blend sounds together to read words! After watching the video, practice blending sounds to read the following words:

1. cob
2. mom
3. got
4. jog
5. nod
6. hot
7. fog
8. rod

Answer the following questions to an adult:

What is the first sound in the word? What is the middle sound in the word? What is the sound at the end of the word? What is the word when you blend the sounds together?

Parents, you can have your child use his/her letter cards to build the words or make index cards with the word written on it. If your child struggles with identifying letter sounds, I suggest watching the video below to review letter sounds.

**Instructional Video:** <https://drive.google.com/file/d/1WEGfx0NwJ1UnXmSQq0y7qdYNabC8uw5A/view>

**Letter Sound Review:** <https://video.search.yahoo.com/yhs/search?fr=yhs-itm-001&hsimp=yhs-001&hspart=itm&p=letter+sound+video#id=2&vid=4c3161d3dd0e6215544af79ea98f72a0&action=view>

[Please click on the link for Mrs. Harvel's Office Hours:](#)

**My link for both office hours:** <https://meet.google.com/maw-xhxf-mux>

**K:** 10:00-10:20, 2:00-2:20