

# Kindergarten - Monday, May 11, 2020

## ELA

Reading: Teddy Bears Picnic

<https://www.youtube.com/watch?v=OC5uQoTy-8M>

AR Quiz No. 43629

Writing: Informational

All About My Community Helper

## Phonics

I can blend sounds together to read words.

**Alphabet Sound Cards Cc, Gg, Jj, Ll, Mm, Nn, Pp, Rr, Ss, Tt, and Short Uu.** Review the sound and the letter for each card.

Display the word *run*. Have students sound out /r/, then /u/, then /n/. Have students reread the word *run* as they would speak it. Repeat the routine with the words *jump*, *plug*, and *plus*. Ask, "What letter is the same in all of these words?" **u** "What sound does this letter make?" **/u/**

**Dictation Sentence: We just run and jump!**

Review what a sentence is. Is there a capital at the beginning? Is there spacing between the words? Is there an ending punctuation mark? Did I use my best handwriting?

## 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

- Prepare video Presentation on Community helper: dress as community helper, show tools used, explain tools and job. If you don't have the materials, you can draw pictures or show pictures. **Present on Wednesday.**

Art:

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

## **Perryman:**

**Learning Target (1.W.1):** I can write an opinion piece in which I can state my opinion, provide a reason, and some sense of closure.

**Task:** What if They Didn't? - Help your child to identify important jobs around the community such as mail deliverer, doctor, sanitation worker, firefighter, teacher, police officer, nurse, veterinarian, etc. Discuss what people who have each job do and how these jobs impact the community.

- Help your child draw, color, and cut out a symbol for each job (e.g. a letter/stamp/mailbox, a thermometer/stethoscope, etc.).
- Lay the symbols out on the table or floor. Randomly pick up one of the symbols and ask your child what would happen if that job did not exist. Have your child think of as many consequences of that job's absence as possible. You might encourage your child to extend his or her thinking by asking, "And then, what?" after each answer he or she gives. Continue to ask "And then, what" after each response until your child isn't able to provide any further answers.
- Discuss with your child what the world would be like if certain jobs were combined in pairs. For example, ask "What would happen if a veterinarian were also the mail deliverer?" or "What would happen if a police officer were also a nurse?" Discuss as many combinations as you and your child's imaginations can dream up. Be sure to consider both positives and negatives.

Write a Thank You - Ask your child to think about the services provided by the jobs discussed above and to decide which three are the most important. Encourage your child to explain his or her choices. Then, have your child create thank-you cards for individuals who work in each of the three professions. Help your child figure out how to send the cards to these individuals.

## **Harvel / Eadie**

**Remediation: Optional Activity to Support Learning**

**Learning Target:** I can blend sounds to read words.

**Instructional Video:**

[https://drive.google.com/file/d/1GRR8N-kvX326G\\_QtWy7eSDx2dOmv2YOj/view](https://drive.google.com/file/d/1GRR8N-kvX326G_QtWy7eSDx2dOmv2YOj/view)

**Task:** First, you will watch the instructional video for a mini lesson about blending sounds to read short /u/ words. Next, write the following words and sentences in your phonics journal or on flashcards. Then, I want you to use the cover and slide strategy to read the short /u/ words to an adult. Last, I want you to read the sentences to an adult.

**Words and Sentences:**

cub    hug    tub    us    cut    lug    nut    fun    cup    sun    run    put

My mom had fun in the sun!

I will not hug a cub.

**Questions:** What sound did you hear first? What was the next sound? What was the last sound in the word? Did using the Cover and Slide strategy help you read the word? Why or why not?

[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