

Kindergarten - Tuesday, May 12, 2020

ELA

Reading: Ten Rules to Being a Super Hero

<https://www.youtube.com/watch?v=obnC8Zl+D2A>

AR Quiz No. 177915

Writing:

Write informational about chosen community helper.

Phonics

Alphabet Sound Cards Long Ee, Short Ii, Long Ii, Long Uu, Bb, Cc, Ll, Mm, Nn, Rr, Tt, and Zz.

Display the word *use*. Have students reread the word *use* naturally. Repeat the routine with the words *muse*, *mule*, and *cube*. Ask, "What letter pattern is the same in all the words?" *u_e* "What sound does this letter pattern make?" *lū*

Display the word *reuse*. Have students sound out /r/, then /ē/, then /ū/, then /z/. Blend each syllable /rē/ and /ūz/. Then have students blend the syllables to say the word *reuse*. Have students reread the word *reuse* as they would speak it. Repeat the routine with the words *music*, *unite* and *reunite*. Ask, "What prefix is used in two of these words?" *the prefix re-* "What does the prefix *re-* mean?" *The prefix re- means again.*

Help the student to read the following sentence: *I like to reuse the box.* Help students extend the sentences by asking questions such as *How?* and *Where?* For example

Student: *I like to reuse boxes.* How?

Student: *I like to reuse boxes for building.* For building what?

Student: *I like to reuse boxes for building forts.*

Complete the Skills Sheet Page Page 205 - Submit

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 sound to read words with the short and long /u/ sound.

Instructional Video: https://drive.google.com/file/d/1HPdVBZrpu1dT8lftQhndjcfhgul5tY_9/view

Task: First, you will watch the instructional video for a mini lesson on blending sounds to read words with the short and long /u/ sound. Then you will draw a t-chart to use for sorting words according to the short and long sound of /u/. Read the words below, and write them on your chart according to the long and short /u/ sound that you hear when reading the word.

Words:

us use mull mule fuss fuse tub tube duck duke Jud Jude

Questions: What sound did you hear first? What sound did you hear next? What was the last sound in the word? Did you hear the short or long sound of /u/? How do you know? Did you notice a letter pattern in the word?

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

[My link for both office hours: https://meet.google.com/maw-xhxf-mux](https://meet.google.com/maw-xhxf-mux)

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