



# Remote Learning Packet

## Kindergarten

April 13–April 17, 2020

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_





## Student Attendance Affidavit

April 13–April 17, 2020

My Great Hearts Irving Student, \_\_\_\_\_, to the best of my knowledge, attended to his/her remote learning assignments on the following days:

- Monday, April 13, 2020
- Tuesday, April 14, 2020
- Wednesday, April 15, 2020
- Thursday, April 16, 2020
- Friday, April 17, 2020

Parent Name (printed): \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

## My Learning This Week

**Directions:** Write the date in the box on the left; then put a check mark in each box when all of your hard work is done. We miss you, and hope to see you at school again very soon!

Date	My Daily Learning
	<input type="checkbox"/> I spent between 40 and 60 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
	<input type="checkbox"/> I spent between 40 and 60 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
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## Kindergarten Remote Learning Plan 4/13–4/17

*At-home work for Kindergarten is limited to approximately 1 hour per day.*

Subject		Mon. 4/13	Tue. 4/14	Wed. 4/15	Thu. 4/16	Fri. 4/17
<i>Math</i> ~10–20 min.		Calendar Time and place value chart on pg. 95. Fill in ten frames with items from home.	Calendar Time and place value charts (pg. 96-97).	Calendar Time and place value charts (pg.98-99).	Calendar Time and (pg. 100-101).	Calendar Time and write the Spalding numbers (pg.102-103).  Fill in the missing numbers on the apples.
<i>English Language Arts</i> ~10–20 min. total	<i>Spalding</i>	“Syllable count” worksheet	Cut, sort and glue “c and ch” pictures on the worksheet.	“Write My Sound” worksheet	Cut, sort and glue rhyming pictures on the worksheet.	Say and write 2-letter phonograms worksheet.
	<i>Literature</i>	Read pages 1-4 of “Mac is Safe”	Read pages 5-8 Of “Mac is Safe”	Read pages 9-12 Of “Mac is Safe”	Read pages 13-16 Of “Mac is Safe”	Draw the characters in “Mac is Safe”
	<i>Poetry</i>	Read and recite <i>Daffodowndilly</i> and color the picture.	Read <i>Daffodowndilly</i> and list or underline all of	Recite <i>Daffodowndilly</i> and draw a girl wearing a yellow	Do your best reading and fill-in	Read and recite <i>Daffodowndilly</i> and make up hand motions to go

			the double letter phonograms in the poem.	sun-bonnet and a green gown as in the description.	the missing words from the poem.	with it.
<i>History</i> or <i>Science</i> ~10 min.	Color in the Neighborhood Map. Identify the rose compass	Color Animals and their homes and play a game of memory.	Take a walk around the neighborhood.	Take a walk outside and find animal homes.	Draw your own neighborhood.	
<i>Art</i> or <i>Music</i> ~5 min.	Art: glass object drawing; element of texture	Music: <i>Forte</i> and <i>piano</i> review; Perform two songs	Art: glass object drawing	Music: Sing "Johnny Works with One Hammer" + steady beat	Art: draw something soft; element of texture.	
<i>Latin</i> or <i>PE.</i> ~5 min.	Latin: Vocabulary review	P.E. Jump Rope	Latin: Vocabulary review	P.E. Track Unit	Latin: Vocabulary review	

SPECIALS PARTICIPATION ACKNOWLEDGMENT

Name of student \_\_\_\_\_

Date \_\_\_\_\_

By signing this page I confirm my scholar completed the assigned activities this week for the specials classes listed.

Art : \_\_\_\_\_

Music : \_\_\_\_\_

Latin : \_\_\_\_\_

P.E : \_\_\_\_\_





# Day 1 Instructions and Resources

Monday, 4/13

## Math


### Calendar Time (5 min)

- Sing the days of the week and months of the year song and color in your calendar on the appropriate day (refer to the April calendar from the last packet).

### Math Lesson (about 10-15 min)


- Complete the place value charts on pg. 95 and the additional worksheet.
- Use items you have at home to place in the ten frame. Count up to 30 by tens and ones. Count how many more you would need to get to 30.

Count the items, once you get to ten, circle the group. Then write the amount in the place value chart.

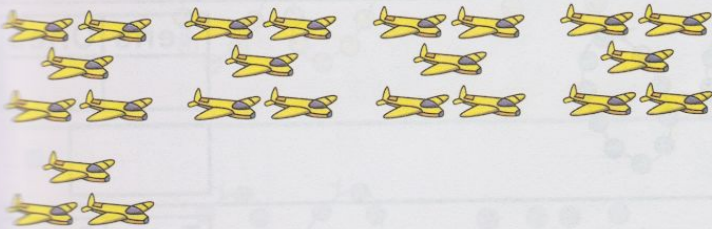


Tens	Ones




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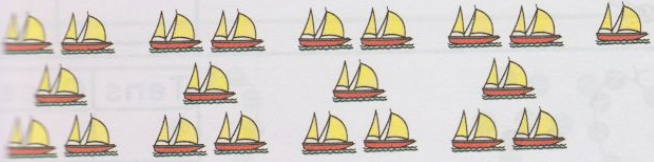


Tens	Ones




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Tens	Ones



Write the amount in the place value chart.

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Use items you have at home (ex: buttons, coins) to place in the ten frame.  
 Count up to thirty by tens and ones. Count how many more you would need to get to 30.


## Spalding/Literature

### Practice syllables (about 10 minutes)

- Complete the attached "Syllable count" worksheet.  
Say the name of the picture. Count the syllables with your fists. Circle the correct number of syllables. (Example: zipper - zip (left fist), per (right fist). Then circle the number 2)  
Answers: pig (1), yo-yo (2), owl (1), door (1), watermelon (4), volcano (3), helicopter (4), umbrella (3), zipper (2), bat (1), turtle (2), carrot (2), football (2), unicorn (3)
- OPTIONAL extension activities: Use fingerspelling to say the phonograms in each word, write some/all of the words on the back of the paper. Sort them by the number of syllables.

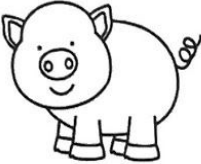




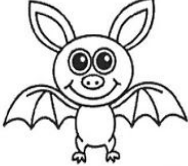
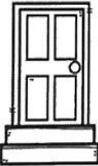
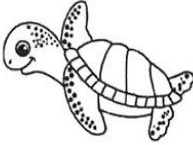
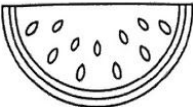



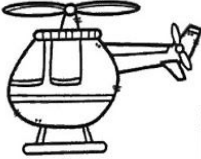

### Reading Mac and Tab story (about 5 minutes)

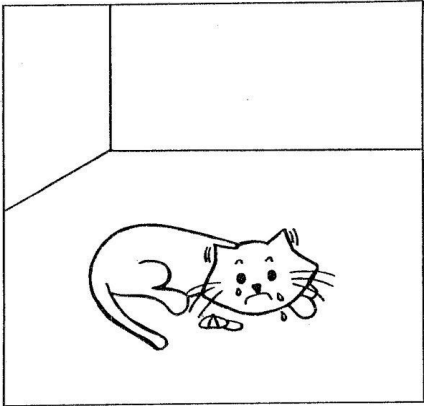
- Read pages 1-4 of the story "Mac is Safe"

Name: \_\_\_\_\_

# Syllable count

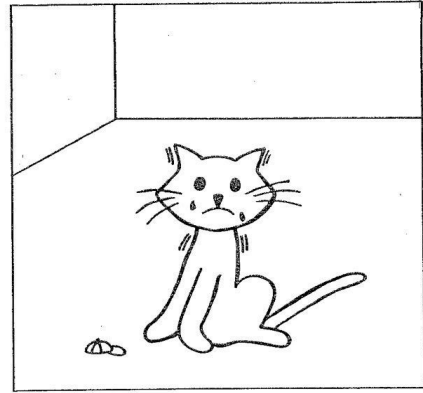


	1 2 3 4		1 2 3 4
	1 2 3 4		1 2 3 4
	1 2 3 4		1 2 3 4
	1 2 3 4		1 2 3 4
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	1 2 3 4		1 2 3 4



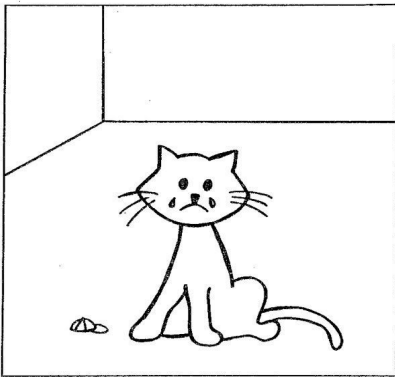
Tab is a sad cat.  
Tab has a pal.  
His pal is Mac.  
Mac is a rat.

1



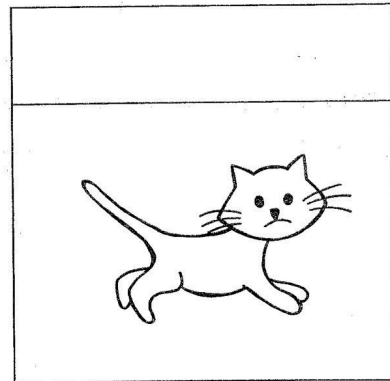
"I got mad at Mac,"  
said Tab.  
"I ate Mac up."

2



"I did like Mac,"  
said Tab.  
"I am a bad cat."

3



Tab ran to get the  
vet.

4

## Poetry

*Daffodowndilly* by A.A Milne (about 5 mins.)

- Read (or have someone read to you) the poem *Daffodowndilly* by A.A Milne, and try to recite as much as you can by yourself.
- Color the picture of the poem.

### Daffodowndilly

A.A. Milne

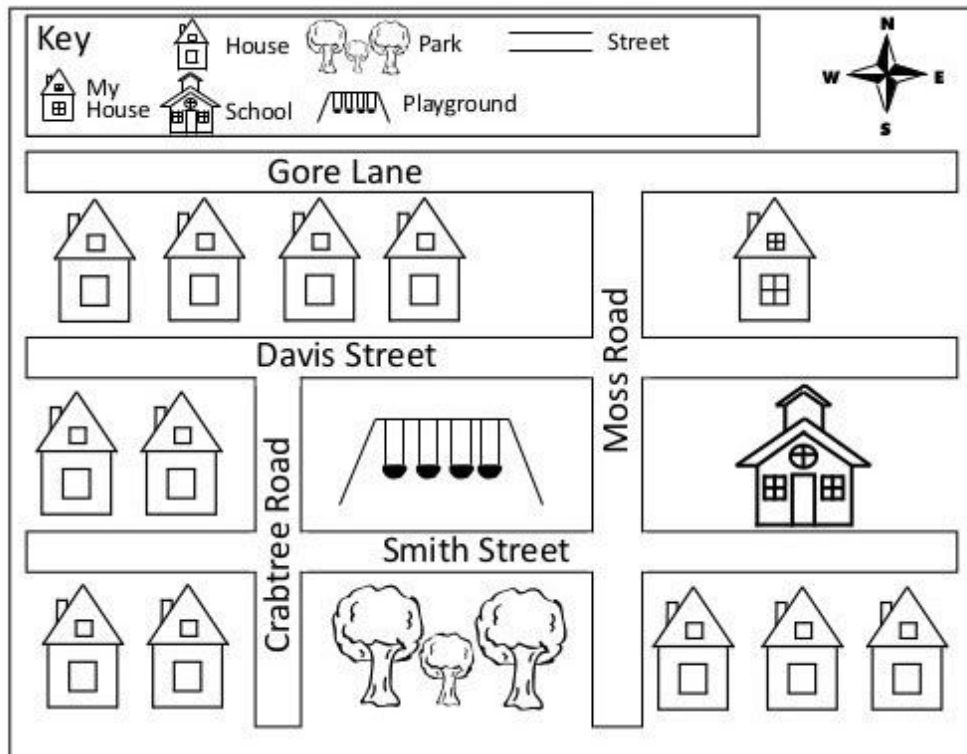
She wore her yellow sun-bonnet,  
She wore her greenest gown;  
She turned to the south wind  
And curtsied up and down.  
She turned to the sunlight  
And shook her yellow head.  
And whispered to her neighbour:  
"Winter is dead."



## History

Color the map (10 mins.)

- Color in the neighborhood map.
- Identify the compass rose and key.



## Art

Session 1-Find one glass object in your house. Please observe it closely. Look at the texture, line, and the shape. Practice drawing shapes that are in this object. Do you see a circle? Do you see a rectangle? Do you see an oval? Save this glass object for our artwork in the next session.

<https://cloud.swivl.com/v/f705c3553d153bd784145fdae127bf0d>

### Latin

- Say the following vocabulary words 3x each:
- Go outside and see if you can name any of these objects in Latin.

Latin	English
sōl	sun
lūna	moon
stēlla	star
terra	earth
mōns	mountain
vallēs (alter. vallis)	valley
silva	forest
arbor	tree



## Day 2 Instructions and Resources

Tuesday, 4/14

### Math

Calendar Time (5 min)

- Sing the days of the week and months of the year song and color in your calendar on the appropriate day (refer to the April calendar from the last packet).

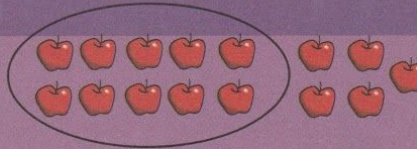
Math Lesson (about 10-15 min)

- Complete the place value charts on pg. 96-97.

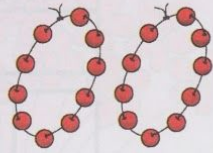
Count how many groups of ten beads there are and how many more. Then write how many there are altogether.

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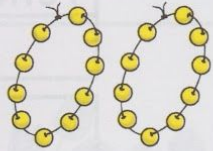
Count.  
Write the numbers.



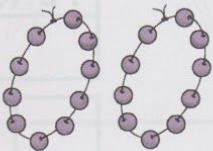
Tens	Ones
1	5
15	



Tens	Ones



Tens	Ones



Tens	Ones



Tens	Ones

**Consolidation:**  
Tell the students to look at this page. Guide them to say, "There are ... groups of ten beads and ... more." as they fill in the place value chart. Then, ask them to say the number aloud as they write the numerals.



## Spalding/Literature

Practice beginning phonograms (sounds) (about 10 minutes)

- Complete the attached worksheet (sorting pictures with /c/ and /ch/)  
Say the name of the picture (coat, cheese, church, caterpillar, camera, chocolate) then write “c” or “ch” on the square. Cut and glue pictures in the correct beginning sound column.
- OPTIONAL extension activities: Think of more objects/words that begin with /c/ or /ch/. Draw or write the words in the columns.

Reading Mac and Tab story (about 5 minutes)

- Read pages 5-8 of the story “Mac is Safe”

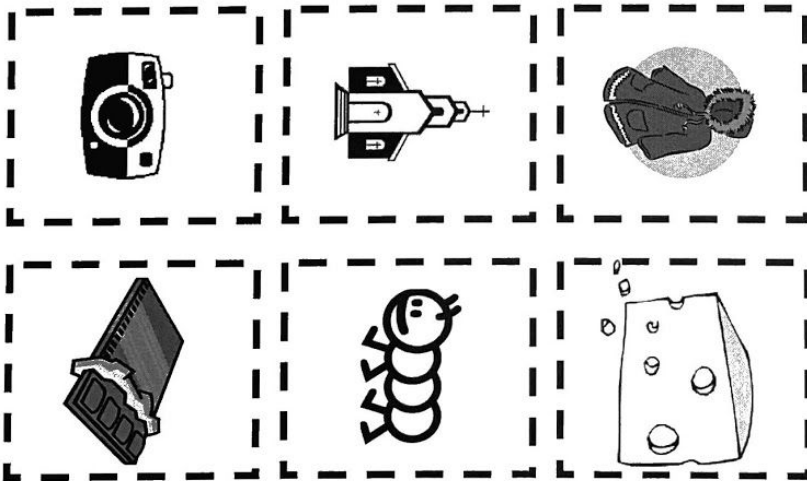
Name \_\_\_\_\_

Sort the pictures by beginning sound.

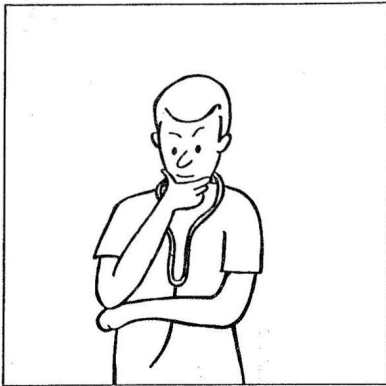
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ch

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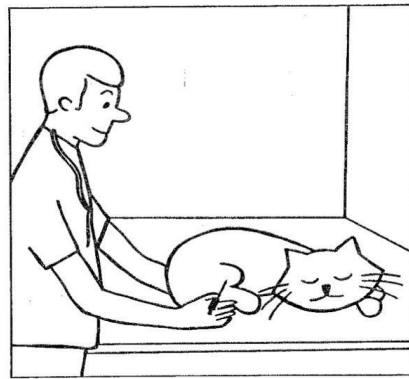






"I can save Mac,"  
said the vet.

5



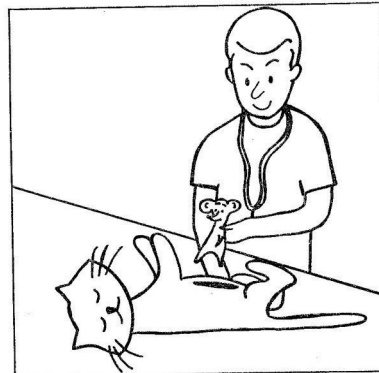
The vet made Tab  
take a nap.

6



The vet made a hole  
in Tab.

7



"Mac is safe," said  
the vet.

8

## Poetry

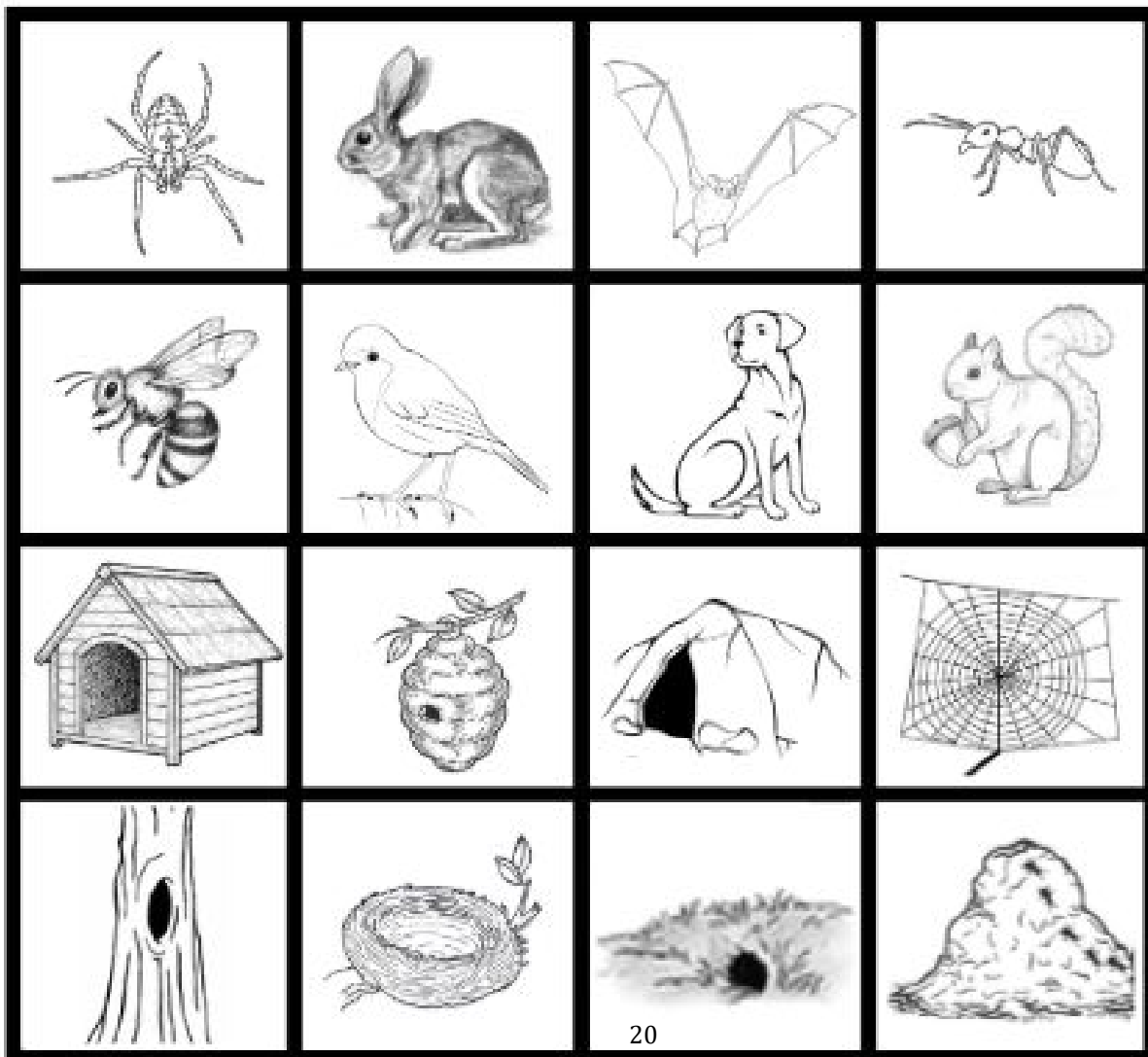
*Daffodowndilly* by A.A Milne (about 5 mins.)

- Practice reciting *Daffodowndilly*.
- Underline or make a list of all the double letter phonograms you find in the poem.

## Science

Color and Play Memory (10 mins.)

- Color both the animal squares and the animal home squares
- Cut out all squares and flip them over (picture side down) and mix-up. Refer to the link on the newsletter if you have questions.
- Now play the game of memory:
  - Have the child flip over the square and match the home with the animal
  - Take turns if you wish to get points to gain the most amount of animals and their matching homes.







## Music

- Warm-Up: Sing the “Hello Song” or “Head Shoulders Knees and Toes” at least **two** times. Don’t forget to do the motions to warm-up your body, too!
  - Sing at least one time ***forte*** and one time ***piano***
  - Tell someone in your house what ***forte*** means - ***forte*** means “loud”! - and show them with your “strong arms”
  - Now, tell someone what ***piano*** means - ***piano*** means “soft” - and show them with your “whisper hands”
- Sing “You Are My Sunshine” and “You’re a Grand Old Flag” with the motions and pretend you are giving a concert for your family
  - Don’t forget your tall singer’s position and your “singer’s smile”!
  - Challenge: Sing the songs while walking around your house or room to the **steady beat**. Don’t stop walking until you’ve sung the whole song!

## P.E.

- Warm up:
  - Jump up and down 20 times in the same spot
  - Grab an imaginary jump rope and practice turning the rope and jumping over it 10 times
- Jump Rope Lesson:
  - Find a jump rope or find something around the house that can be used as a jump rope (a long rope, a long piece of fabric, etc.)
  - Start with one handle/end of the rope in each hand, and the rope behind you with it touching your heels
  - When your ready, try swinging the rope from behind you, to over your head, then having it brush the ground in front of you
  - When the rope hits the ground in front of you try and jump over it
  - Then continue swinging it around until it comes back in front of you again!

Jumping rope can be extremely challenging and you will have to practice **perseverance**! When you start to get the hang of it, see how many you can do in a row!

## Day 3 Instructions and Resources

Wednesday, 4/15

### Math

Calendar Time (5 min)

- Sing the days of the week and months of the year song and color in your calendar on the appropriate day (refer to the April calendar from the last packet).

Math Lesson (about 10-15 min)

- Complete the place value charts on pg. 98-99.

Count the leaves on the branches and write the number in the place value chart. Circle the group each time you get to ten.

The worksheet contains four rows, each with a visual representation of leaves and a corresponding place value chart. The charts are as follows:

Tens	Ones

Tens	Ones

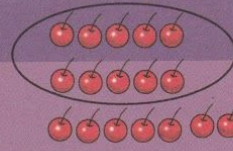
  

Tens	Ones


Tens	Ones

Count.  
Write the numbers.



Tens	Ones
1	7


  

17	
----	---



Tens	Ones


  

	
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Tens	Ones


  

	
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Tens	Ones

	
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**Consolidation:**

Tell the students to look at this page. Guide them to say, "There are ... bunches of ten flowers and ... more." as they fill in the place value chart. Then, ask them to say the number aloud as they write the numerals.



## Spalding/Literature

Practice beginning phonograms (sounds) (about 10 minutes)

- Complete the attached "Write My Sound" worksheet.  
Say the name of the picture. Fingerspell the word. Write the letter for the missing phonogram. (Answers: bat, ten, dog, lip, pot, hat, map, net, jug)
- OPTIONAL extension activities: Think of more words that begin with /b/, /t/, /d/, /l/, /p/, /h/, /h/, /m/, /n/, /j/ phonograms and say them to a family member.

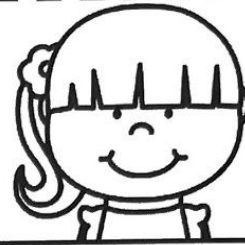
Reading Mac and Tab story (about 5 minutes)

- Read pages 9-12 of the story "Mac is Safe"

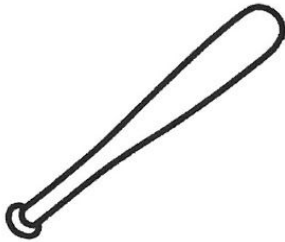
Name: \_\_\_\_\_

# Write My Sound

Write the beginning sound of each word.



© My Teaching Pal



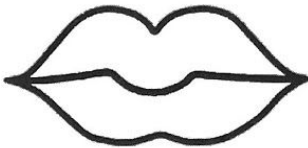
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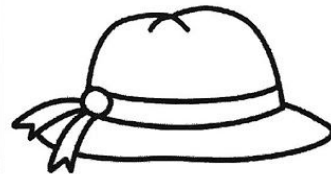
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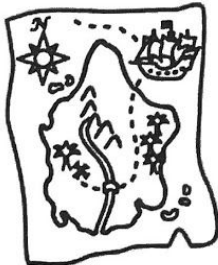
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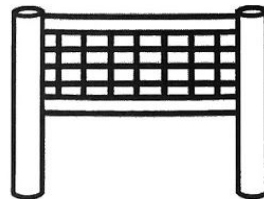
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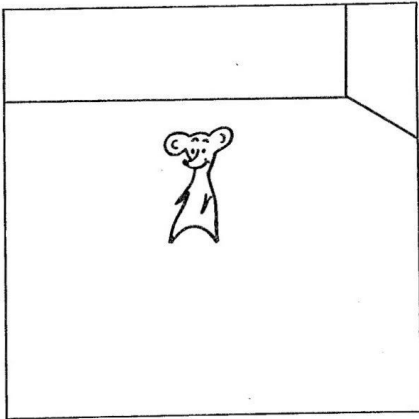
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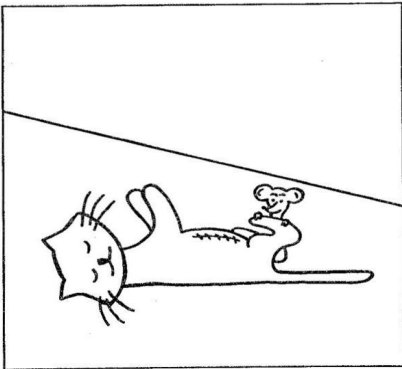


"I am fine," said Mac.



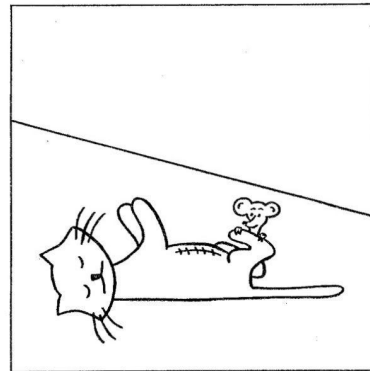
"The hole in Tab is fine," said the vet.

9



"I hope Tab can get up," said Mac.

10



"Wake up Tab," said Mac.

11

12

## Art

Day 2-Place glass object (from last art session) on table and observe. With a sharp pencil and plain paper, draw a horizon line. Below the horizon line, draw the basic three to five shapes that form the glass object (make sure the shapes stay close together). Start to draw carefully the values, shape, line, and texture of your object. Please make sure you draw any important details. Please finish your artwork today.

## Poetry

*Daffodowndilly* by A.A Milne (about 5 mins.)

- Practice reciting *Daffodowndilly*.
- Draw a picture of a girl wearing a yellow sun-bonnet and a green gown as in the description.

## History

Take a neighborhood walk/drive (10 mins.)

- Take a short walk/drive around the neighborhood and point out the curves of the roads, where buildings and intersections are located.

## Latin

- Say each Latin word in a different voice 3x.
- How many of these animals can you find around your house?

Latin	English
canis	dog
fēlēs	cat
leō	lion
vacca	cow
equus	horse



## Day 4 Instructions and Resources

Thursday, 4/16

### Math

#### Calendar Time (5 min)

- Sing the days of the week and months of the year song and color in your calendar on the appropriate day (refer to the April calendar from the last packet).

#### Math Lesson (about 10-15 min)

- Count the number of eggs and sticks on pg.100 and circle it once you get to ten.
- Complete the place value chart on pg. 101.

Count the number of eggs and sticks. Circle the group once you get to ten. Say "there are... groups of ten eggs/sticks and ...more."



The illustration shows a boy on the left holding a blue ten frame with 15 white eggs. A larger blue ten frame with 20 white eggs is floating above him. On the right, a girl is holding a bundle of 15 yellow sticks. A larger green ten frame with 20 yellow sticks is floating above her. The background features faint text like 'Tens | Ones' and 'ones | tens'.

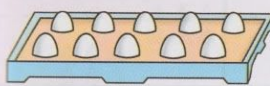

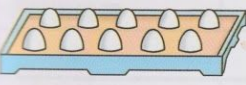

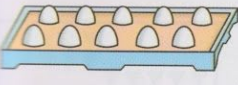

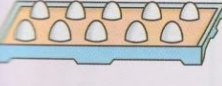

**Introduction:**  
Tell the students to work in groups. Ask them to fill three ten frames with buttons.


**Development:**  
Give each student between 20 and 30 buttons and three ten frames. Tell them to fill these frames and tell you the number of buttons they have. Guide them to say, "I have ... groups of ten and ... more. I have ... buttons." Next, give each group between 20 and 30 buttons spread out on a large piece of paper. Get them to use crayons to circle ten buttons. Ask them to tell you the number of buttons they have. Tell the students to look at this page. Tell them to tell ten eggs/sticks and say, "There are ... groups of ten eggs/sticks and ... more. There are ... eggs/sticks."





Check that each group has ten eggs. **Circle the group once you count up to ten.** Count how many groups of ten eggs there are and how many ones. Then write them in the place value chart and write how many there are altogether.

		<table border="1" style="border-collapse: collapse;"> <tr><th style="padding: 5px;">Tens</th><th style="padding: 5px;">Ones</th></tr> <tr><td style="width: 40px; height: 30px;"></td><td style="width: 40px; height: 30px;"></td></tr> </table>	Tens	Ones		
Tens	Ones					
		<table border="1" style="border-collapse: collapse;"> <tr><th style="padding: 5px;">Tens</th><th style="padding: 5px;">Ones</th></tr> <tr><td style="width: 40px; height: 30px;"></td><td style="width: 40px; height: 30px;"></td></tr> </table>	Tens	Ones		
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Tens	Ones					
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Tens	Ones					



**Development:**  
 Ask students to check that each group has ten eggs. Encourage them to say, "There are ... groups of ten eggs and ... more. There are ... eggs." Tell them to write in the place value chart and to write the number. Get them to circle ten eggs when a group has more than ten eggs. Then, have the students tell you how many eggs there are.

101  
one hundred one

## Spalding/Literature

Practice rhyming words (about 10 minutes)


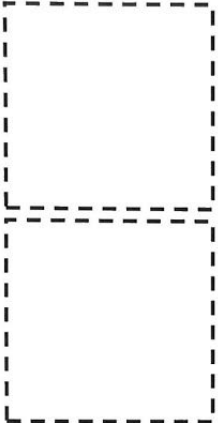

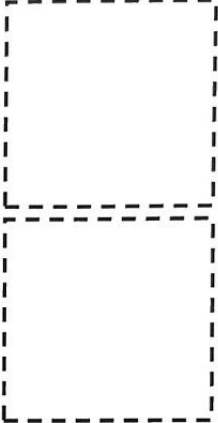
- Complete the attached worksheet (-at, -ad, -ap, -ab).  
Cut out the pictures at the bottom of the page (rat, cap, grab, mad, cab, hat, pad, clap). Say the name of each picture. Glue the pictures next to the picture it rhymes with.  
(Answers: cat: rat, hat; sad: mad, pad; map: cap, clap; crab: grab, cab).
- OPTIONAL extension activities: Set a timer for one minute and count


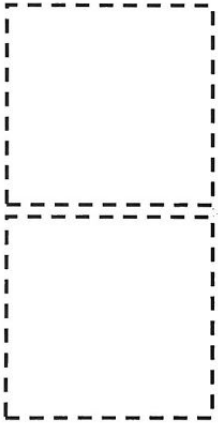

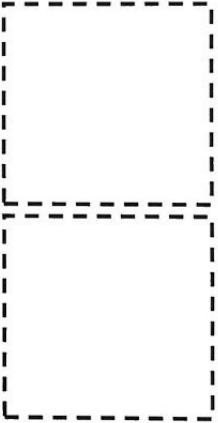
Reading Mac and Tab story (about 5 minutes)






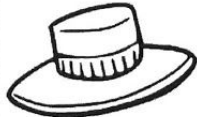


- Read pages 13-16 of the story "Mac is Safe"

Name \_\_\_\_\_ Date \_\_\_\_\_

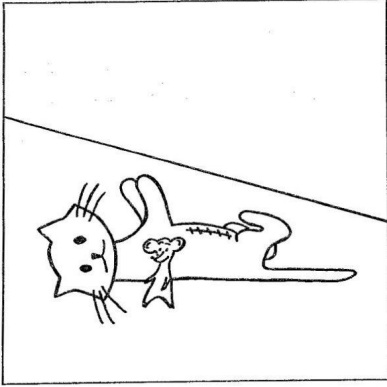
Cut out the pictures below. Paste each picture next to a picture that has the same ending sounds (rhyme).

<p><b>at</b></p>  	<p><b>ad</b></p>  
--	---

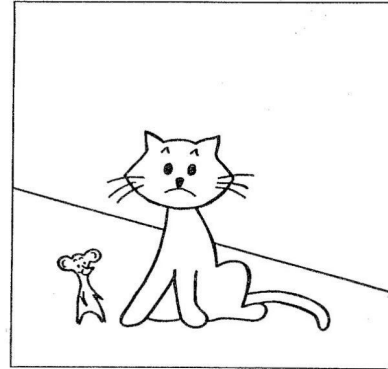
<p><b>ap</b></p>  	<p><b>ab</b></p>  
--	---





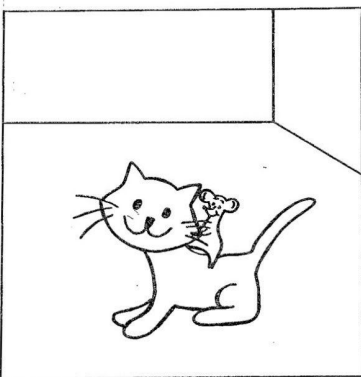
Tab woke up.



"I am fine," said Tab.

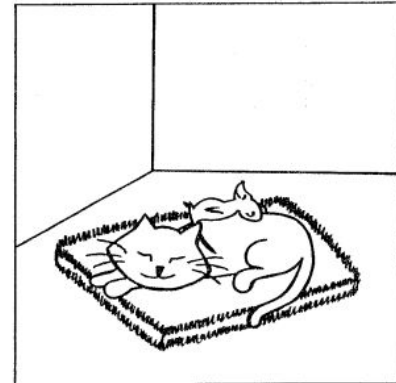
13

14



Mac gave Tab a hug.  
"I like Tab," said Mac.  
"I am not mad at  
him."

15



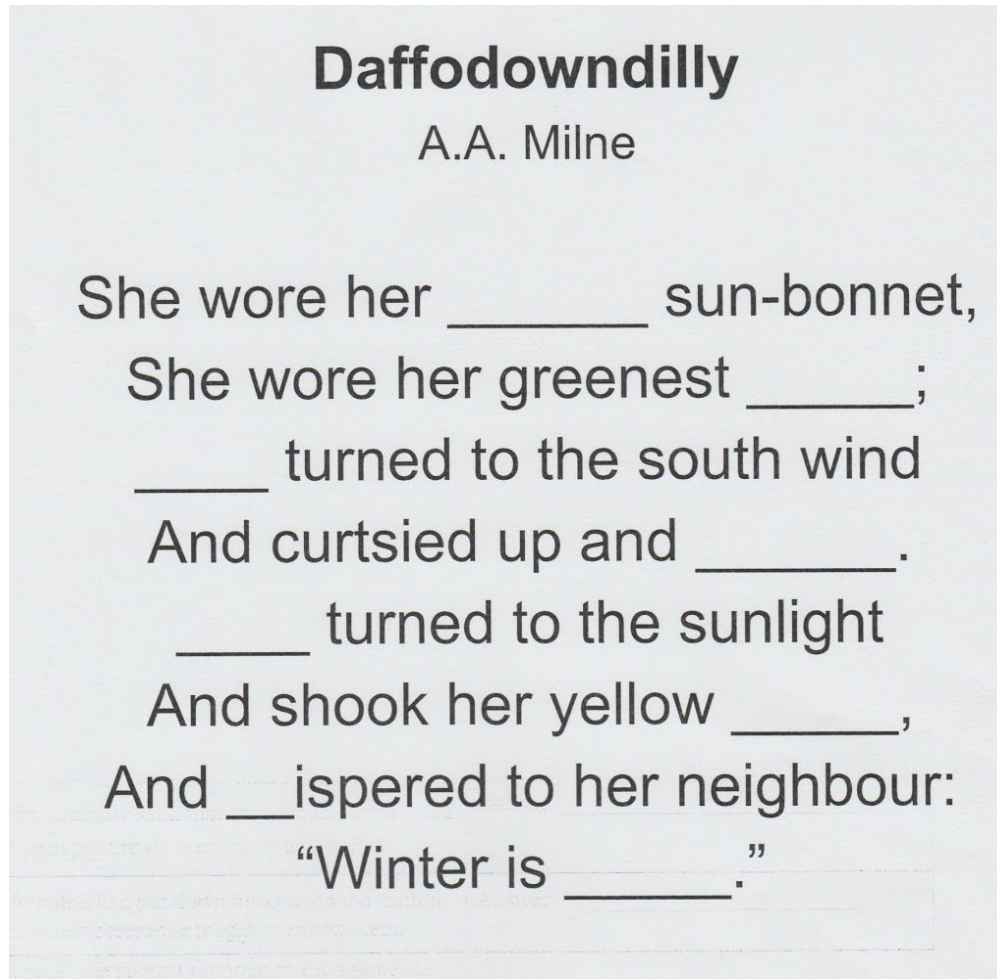
Mac and Tab ran home.  
It is time to take a  
nap.

16

## Poetry

*Daffodowndilly* by A.A Milne (about 5 mins.)

- Do your best reading and fill-in the missing words from the poem.



## Science

Take a Nature Walk and Find Animal Homes (10 mins)

- Animals live in nests, spiderwebs, burrows, (bird) houses, etc.
- Take a short walk around your neighborhood, park, backyard, or even patio to find animal homes around your home.

## Music

- Warm-Up: Sing the “Hello Song” or “Head Shoulders Knees and Toes” at least **two** times. Don’t forget to do the motions to warm-up your body, too!
  - Choose from the voices we know how to read:
    - high, low, fast, slow, *forte*, piano
- Sing “Johnny Works with One Hammer” while pointing pretending to tap your “hammers” to the steady beat. Here’s a video in case you need help: <https://cloud.swivl.com/v/2f20587d5205f35a979f51ee253b9372>
  - Remember: “The beat stays steady!”

### Johnny Works with One Hammer

Folk song



2. Johnny works with two hammers,  
Two hammers, two hammers,  
Johnny works with two hammers,  
Then he works with three.

3. Johnny works with three hammers,  
Three hammers, three hammers,  
Johnny works with three hammers,  
Then he works with four.

4. Johnny works with four hammers,  
Four hammers, four hammers,  
Johnny works with four hammers,  
Then he works with five.

5. Johnny works with five hammers,  
Five hammers, five hammers,  
Johnny works with five hammers,  
Then he goes to sleep.

In case you need help remembering: One hammer = right fist; two hammers, = add left fist; three hammers = add right foot; four hammers = add left foot; five hammers = add head bob

## P.E.

Warm-Up:

- ☐ 25 Jumping Jacks
- ☐ Leg and Arm Stretches

This quarter we are learning about track and field! Today I want you to try and run for 4 minutes without stopping. You can either do this outside if you are able or set up a safe area in your home for you to run without injuring yourself. Use **perseverance** during this

activity because you will get tired, but I don't want you to give up! (Tip: start jogging, not sprinting so you don't get tired too quickly)



# Day 5 Instructions and Resources

Friday, 4/17

## Math

Calendar Time (5 min)

- Sing the days of the week and months of the year song and color in your calendar on the appropriate day (refer to the April calendar from the last packet).

Math Lesson (about 10-15 min)

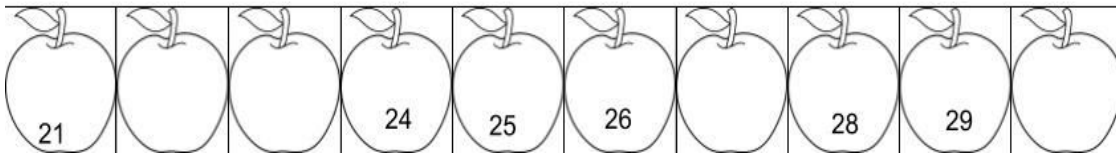
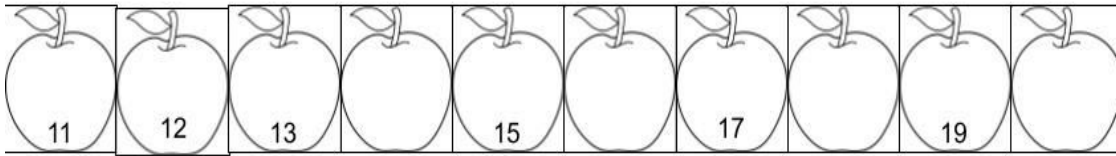
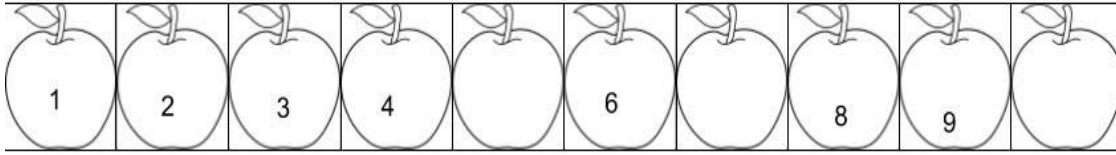
- Write the numbers on pg. 102-103 in your best Spalding.
- Fill in the missing numbers on the apples in your best Spalding.

Count the shapes and write the number beside it using Spalding numbers.

1 2 3 4 5 6 7 8 9 0

The image shows two columns of math activity cards. Each card consists of a box containing a set of shapes and a set of three horizontal lines (top, dashed middle, bottom) for writing the count. The shapes are arranged in patterns that correspond to the numbers 1 through 10. The first column contains five cards with the following shapes: 1. 10 red triangles (5 in a row, 5 in a row below), 2. 10 green squares (5 in a row, 5 in a row below), 3. 10 red rectangles (5 in a row, 5 in a row below), 4. 10 green inverted triangles (5 in a row, 5 in a row below), 5. 10 red circles (5 in a row, 5 in a row below). The second column contains five cards with the following shapes: 1. 10 red triangles (5 in a row, 5 in a row below), 2. 10 green squares (5 in a row, 5 in a row below), 3. 10 red rectangles (5 in a row, 5 in a row below), 4. 10 green inverted triangles (5 in a row, 5 in a row below), 5. 10 red circles (5 in a row, 5 in a row below).

Fill in the missing numbers.



### Spalding/Literature

Practice saying and writing two letter phonograms (about 10-15 minutes)

- Complete the attached worksheet (ow, ch, oe...)  
Say the phonogram. Use your best Spalding writing to write each 2-letter phonogram.
- OPTIONAL extension activities: Find the rhyming words in our poem this week that contain the /ow/phonogram.

Who are the characters in the “Mac and Tab” story?

- Draw your own picture of the characters in “Mac is Safe.” Did you remember all 3 characters? (Draw your picture in the space below or on a separate paper.)

ow	ch	oe	eigh	ti
ou	ng	er	ie	si
aw	ea	ir	igh	ci
au	ar	ur	kn	ough

## Poetry

*Daffodowndilly* by A.A Milne (about 5 mins.)

- Recite the poem and come up with hand motions to go with it.

## History

My Map of My Neighborhood (10 mins.)

- Using the map skills we used last week and the observations you made from Tuesday, draw a simple birds-eye-view map of your neighborhood.
- Include a compass rose

## Art

Please take a piece of paper and pencil and find an object in your home that is *soft* and draw for 10 (or more) minutes. Some ideas that might work are a soft blanket, a soft animal, or maybe a soft shirt. Remember the art element of texture!

## Latin

- Say each of these vocabulary words 3x.
- For extra practice you may use this quizlet link to practice your vocabulary. The password is Kindergarten .  
<https://quizlet.com/499876227/flashcards>

avis	bird
serpēns	snake
mūs	mouse
columbus	dove
sīmius	monkey
lupus	wolf
apis	bee