

Kindergarten - Monday, April 27, 2020

I can listen and respond to a text.

ELA: Tops & Bottoms By: Janet Stevens
(Read Aloud by: Whitney Fletcher)

[Tops and Bottoms.mp4](#)

I can write about my opinion with illustrations.

Writing: Opinion Writing

What was your favorite part of Tops and Bottoms? Why? *Use the opinion rubric

This assignment needs to be submitted to your teacher on Friday.

Phonics

I can blend sounds together to read words.

Phonics: Use the letter cards, o, m, p, s, t
Students will use letter cards to create new words. Say the word stone. What sounds do you hear?

Put the letters in front of you.

What do you hear first? /s/ Next? /t/
Next? /o/

What letter and letter pattern make the /ō/ sound?" o and o_e Tell students the /ō/ in stone is spelled o_e. Have students pull down Letter Cards o and e, leaving a space between them. Last sound you hear? /n/

Blend it together to read word. Using the same routine, continue with the following words: notes, nose, tones

Dictate a sentence:

Do you see my nose?

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

I can identify the jobs of different community helpers.

Social Studies: Community Helpers
Read books about Community Helpers on EPIC

<https://www.getepic.com/students>

Class Code: ynj3966

Watch videos about Community Helpers:

https://www.youtube.com/watch?v=e_tgro0oFLo

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: Before your child begins their opinion writing on summer or winter, watch the instructional video on the alphabox strategy. The alphabox strategy helps make connections between concepts, facts, and vocabulary. Using the [alphabox graphic organizer](#), identify words or phrases connected to summer and winter. Prompt your child to explain the meaning of each word. How does the word connect to the topic? How will the word convince the reader of your opinion? Share the final draft of your child's writing with their teacher and Ms. Perryman (tara.perryman@henry.k12.ga.us).

Strategy Questions

- What words fit in with this topic?
- What words would an expert use?
- How could you use the word in a sentence?
- Is there a fact that goes with that word?

Instructional Video: [Click Here](#)

Harvel / Eadie

Remediation: **Optional Activity to Support Learning**

Learning Target: I can blend sounds to read words.

This lesson is for Monday and Tuesday. You can read half the words on Monday. Then read the other half of words on Tuesday.

Instructional Video: <https://drive.google.com/file/d/1068ZraWjWccWDnPjFWsd30kiM75oo-LW/view>

Task: Watch the instructional video to view a mini lesson about blending sounds to read words with the short /o/ and long /o/ sound. Next, write the following words and sentences on a piece of paper or in your phonics journal. You may choose to make flashcards in place of writing the words on paper. Then read your words and sentences to an adult.

Short /o/ and Long /o/ Words:

rot rote pop pope jot jote rob robe tot tote
slop slope cop cope wok woke bon bone hop hope

Sentences:

Can you rote count to 20? The cat broke a bone. My mom woke up.

I can see the cop. My dad has a robe. I can hop on my pop!

Questions to answer to an adult: What sound did you hear first in the word? What vowel sound did you hear? Did the vowel make the short or long vowel sound? How do you know? What was the last sound in the word?

Parents, if your child struggles with writing, you may write the words and sentences on flashcards for your child to read. The goal of this lesson is for your child to blend sounds to read the words.

[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