

Kindergarten - Monday, May 4, 2020

I can listen and respond to a text.

ELA: Listen to the book: When Spring Comes
by Kevin Henkes
https://www.youtube.com/watch?v=Q_kNU3XpMew

AR # 180009

I can write about my opinion with illustrations.

Writing: What is your favorite book and 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: Unit 11 Lesson 3 Day 1

Need alphabet cards: Short *li*, Long *li*, Short *Oo*, Long *Oo*, *Dd*, *Gg*, *Hh*, *Kk*, *Mm*, and *Pp*. Review the sound and the letter for each card.

Display the word *hog*. Have students sound out /h/, then /o/, then /g/. Say the word *hog*. Have students reread the word *hog* as they would speak it. Repeat the routine with the words *hop*, *hip*, and *hid*. Ask students, "What letter is the same in each word?" /h/ "What sound does the letter h make?" /h/ "Where does it appear in each word?" **It appears at the beginning.**

Display the word *home*. Have students sound out /h/, then /ō/, then /m/. Say the word, *home*. Have students reread the word *home* naturally. Repeat the routine with the words *hope*, *hike*, and *hide*.

Have students contrast the short- and long-vowel sounds in the word lines.

hop/hope; hid/ hide Remind students that the letter patterns *i_e* and *o_e* make long-vowel sounds.

Use these clues:

*This is another word for pig. **hog***

*This means to want or expect. **hope***

*A bunny or frog can do this. **hop***

*This means to walk a long way. **Hike***

Have a student identify and say the word. Then have the student use the word in a complete sentence. Help students expand the complete sentences by asking them such questions as *Where? Which? and When?* For example:

Student: **I hope we win.**

Teacher: *When?*

Student: **I hope we win this afternoon.**

Teacher: *Where?*

Student: **I hope we win this afternoon at the soccer game.**

Dictate a sentence:

He can hike to his home.

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 identify the jobs of different community helpers.

Choose one community helper to report on.

Complete graphic organizer for Friday to submit to the teacher.

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: Before your child begins their opinion writing, watch the instructional video on the Prove It strategy. The Prove It strategy helps children identify facts which can be used to support the reason, or reasons, for their opinion. After watching the instructional video, complete the Prove It strategy on a separate sheet of paper. The strategy can be dictated by a parent. Then, have your child use ideas from the Prove It strategy to write their opinion. Share your child's writing with their teacher and Ms. Perryman (tara.perryman@henry.k12.ga.us).

Strategy Questions

- What reasons might convince your reader?
- What is one reason for your opinion? Can you come up with a new and different reason?
- What facts could be used to support your opinion?

Instructional Video: [Click Here](#)

Harvel / Eadie

Remediation: Optional Activity to Support Learning

Learning Target: I can blend sounds to read words using the Cover and Slide reading strategy.

Instructional Video: <https://drive.google.com/file/d/1ZyOb3nilnt3uRHGOcEO2alODdxxJWD4Z/view>

Task: First watch the instructional video to see how to use the Cover and Slide reading strategy to decode words. Apply what you have learned to read the following words:

cod rob mob not rid rip fin dim

code robe mobe note ride ripe fine dime

You may write the words in your phonics journal, on flashcards, or on a sheet of paper.

Cover everything but the first part with your fingers. Now slide your fingers across the word, reading part by part. Read the first part. Then read the next part. Last, read the ending part. Now put all the parts together to read the word.

Questions: How many parts does the word have? What is the first sound? What is the next sound? What is the final sound in the word? Is the vowel short or long? How do you know if the vowel is short or long?

[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