

# Kindergarten - Tuesday, April 28, 2020

## ELA

I can determine similarities in the adventures and experiences of characters in familiar stories.

**Reading:** AR Quiz # 11397 Tops and Bottoms  
Listen to story: [Tops and Bottoms.mp4](#)

**Activity:** Complete the Characters Venn Diagram attachment. SUBMIT to portfolio.

**Writing:** Write about Favorite Part of Tops and Bottoms

**Continue with Opinion Writing - Submit on Friday**

## 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

## Phonics:

I can blend sounds together to read and write words.  
Skills Sheet 195

[www.lalilo.com](http://www.lalilo.com) (Resource)

Use code **AXZJCV** to find your class.

## **Social Studies:**

Community Helpers

- I can identify the jobs of different community helpers.
- Read books about Community Helpers on EPIC
- Watch videos

**Select One Community Helper for a class presentation**

- (More info to be given next week)

**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](mailto: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