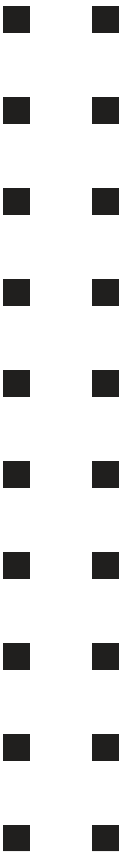




RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

Continuous Learning **LEARNING MENUS**



MATH

LITERACY

SPECIALS

Printables

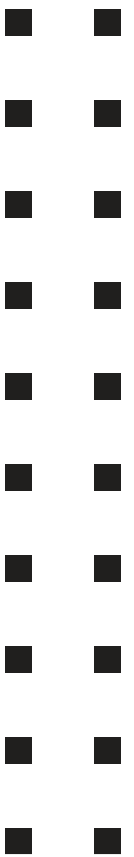




RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

MATH



Printables



LEARNING MENU

MATH & STEM

KINDERGARTEN

★ = EVERYDAY ITEMS

1 ★

★ IXL: Math skill practice
for 20 minutes



2

Geometry:

Use your family members or stuffed animals to make your flat shapes (two dimensional). Make a square, a circle, a rectangle, a trapezoid, a hexagon, and a rhombus.

[Examples](#)



3

Subtraction

Subtraction bowling - Set up 5 plastic cups, toilet paper tubes, or something you can knock over just like a bowling pins. Roll a ball (real or a "sock ball" to knock over pins). Depending on how many pins you knock down, write a subtraction number sentence, and then solve. Example: If you knocked down 3 pins, your sentence would be $5-3=2$. Set the pins back up and do it again. Do this 10 times. If it is too easy, use more pins!!



4

Numbers and Base-Ten:

Use a 10 frame to show the value of the digits in numbers between 11-19. Watch the video below and then use the [Number Frames](#) app. to make your own. Take a picture or screenshot to show your work.

[Place Value-10 frame](#)



5

Measurement and Data:

Comparing Length- Find a pencil in your house. Use your pencil to go outside and find three things that are longer than your pencil, and three that are shorter than your pencil. Keep track of what you find through pictures or drawings and upload to Seesaw.

[Example](#)



6

Addition

Egg Carton Addition - Using an empty egg carton, write a number, 0-5, in each of the egg holders, numbers can repeat. Place two small stones in the egg carton and close the top. Shake the carton, open it up. Find which numbers your stones landed in, and write an addition number sentence (equation) and solve. For instance, if the stones land in 2 and 4, you would record $2+4=6$. Do this 10 times.



7

Patterns

1. Make a pattern with objects from either inside or outside your house. For example, collect rocks and sticks, make an ABAB pattern (rock-stick-rock-stick) OR ABB pattern (rock, stick, stick, rock, stick)... How long can you make your pattern go?
2. Ask an adult to make a pattern, see if you can figure out the pattern's rule and add to the pattern.

Share pictures of your patterns with your teacher.

[Pattern Poster](#)



8

STEM

Build a Pan Balance using any materials at home. Use the balance to compare the weight of objects inside and outside your home. Use words such as "heavier" and "lighter" to describe what you find out. Take a video or pictures of your pan balance to show your teacher.

[Information about a Pan Balance](#)



9

STEM

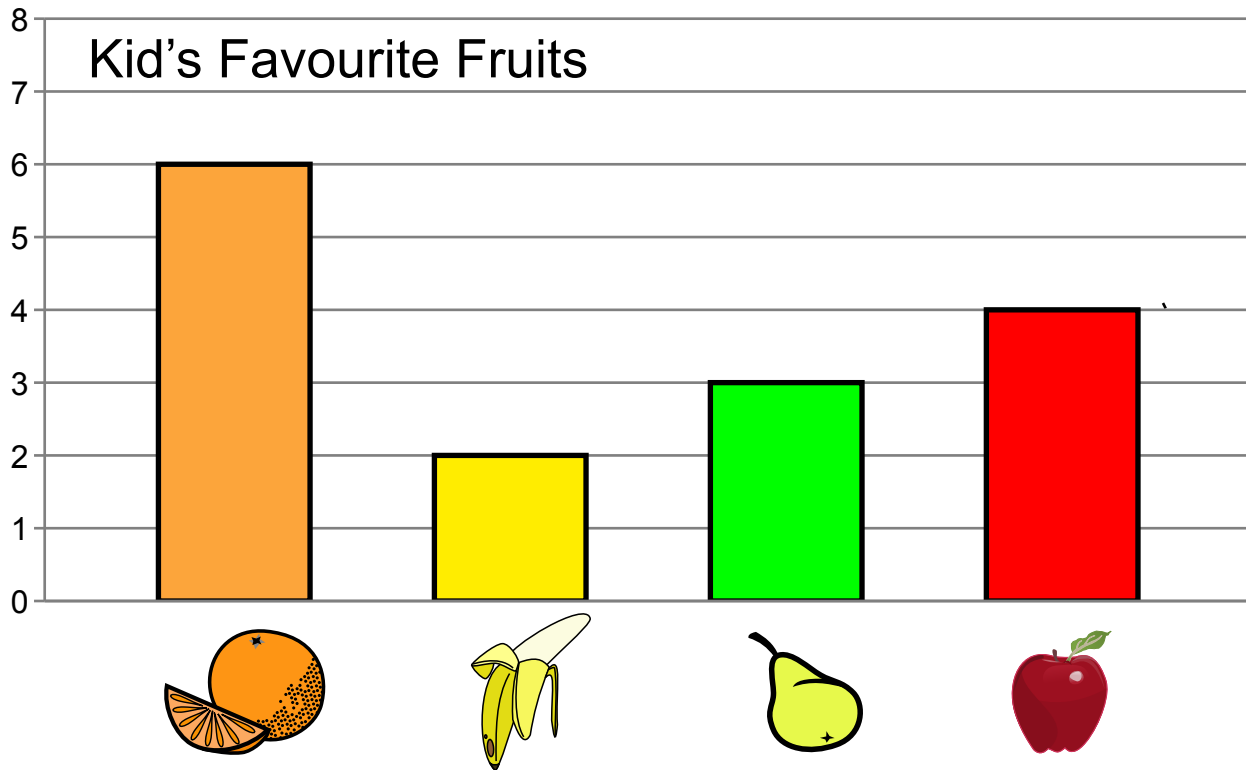
Fairy Houses - Build houses for the fairies living in a yard or park. Use sticks, bark, rocks, moss, pebbles, etc. What would you use to keep out the rain? Do you need stairs? Where will fairies sleep? If it's too cold out, collect things and build a tiny house inside.



Analyzing Bar Charts

Kindergarten Graphing Worksheet

Study the bar graph and answer the questions.



How many kids liked apples ? _____

Which fruit did the most kids like ? _____

Which fruit did the kids like the least ? _____

How many kids liked bananas? _____

How many kids liked either pears or bananas? _____

How many kids liked either oranges or apples? _____



Comparing Numbers (More than or Less than)

Kindergarten Numbers Worksheet

Example: 5 is greater than 3, so we write $5 > 3$

Place $>$ or $<$ between the numbers.

1) $6 \underline{\hspace{1cm}} 1$

2) $10 \underline{\hspace{1cm}} 8$

3) $8 \underline{\hspace{1cm}} 3$

4) $5 \underline{\hspace{1cm}} 8$

5) $7 \underline{\hspace{1cm}} 4$

6) $2 \underline{\hspace{1cm}} 6$

7) $10 \underline{\hspace{1cm}} 5$

8) $9 \underline{\hspace{1cm}} 4$

9) $6 \underline{\hspace{1cm}} 4$

10) $7 \underline{\hspace{1cm}} 1$

11) $8 \underline{\hspace{1cm}} 4$

12) $1 \underline{\hspace{1cm}} 6$



Single digit addition (sums to 10)

Kindergarten Addition Worksheet

Add the two numbers:

1.
$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 0 \\ + 2 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$



Single digit addition (sums to 10)

Kindergarten Addition Worksheet

Add the two numbers:

$$\begin{array}{r} 1. \quad 3 \\ + 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 2. \quad 1 \\ + 3 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 3. \quad 3 \\ + 5 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 4. \quad 1 \\ + 4 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 5. \quad 2 \\ + 8 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 6. \quad 6 \\ + 1 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 7. \quad 8 \\ + 0 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8. \quad 1 \\ + 1 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 9. \quad 4 \\ + 0 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 10. \quad 1 \\ + 7 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 11. \quad 0 \\ + 2 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 12. \quad 4 \\ + 1 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 13. \quad 3 \\ + 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 14. \quad 4 \\ + 5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 15. \quad 3 \\ + 4 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 16. \quad 1 \\ + 8 \\ \hline 9 \end{array}$$

Symbols: “more than”, “less than” or “equal to”

Kindergarten More Than - Less Than Worksheet

Circle the correct symbol.

Hint: The more than “>” and less than “<” symbols point at the smaller number.

| | | |
|-------|---|-------|
| ● ● ● | > | ● ● ● |
| ● ● | < | ● ● |
| ● ● ● | = | ● |

| | | |
|-----|---|-----|
| | > | ● ● |
| ● | < | ● |
| ● ● | = | |

| | | |
|-------|---|-------|
| ● ● | > | ● ● ● |
| ● ● ● | < | ● |
| ● ● | = | ● ● ● |

| | | |
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| ● ● ● | = | ● |

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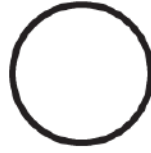
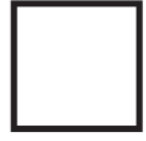
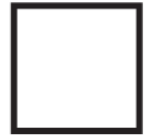
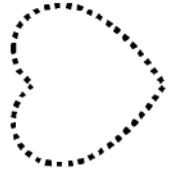
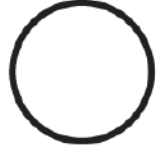
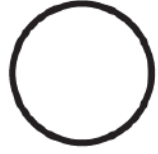
| | | |
|-------|---|-------|
| ● ● ● | > | ● ● |
| ● ● | < | ● ● ● |
| ● ● ● | = | ● ● |

| | | |
|-------|---|-----|
| ● | > | ● ● |
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|-------|---|-------|
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| ● ● ● | = | ● ● |

Pattern

What comes next?





Subtract within 5

Kindergarten Subtraction Worksheet

1. $3 - 1 =$ _____

7. $4 - 3 =$ _____

2. $2 - 1 =$ _____

8. $5 - 1 =$ _____

3. $3 - 0 =$ _____

9. $1 - 0 =$ _____

4. $5 - 2 =$ _____

10. $4 - 0 =$ _____

5. $3 - 2 =$ _____

11. $2 - 2 =$ _____

6. $0 - 0 =$ _____

12. $2 - 0 =$ _____



Subtract within 5

Kindergarten Subtraction Worksheet

1. $3 - 1 = \underline{2}$

7. $4 - 3 = \underline{1}$

2. $2 - 1 = \underline{1}$

8. $5 - 1 = \underline{4}$

3. $3 - 0 = \underline{3}$

9. $1 - 0 = \underline{1}$

4. $5 - 2 = \underline{3}$

10. $4 - 0 = \underline{4}$

5. $3 - 2 = \underline{1}$

11. $2 - 2 = \underline{0}$

6. $0 - 0 = \underline{0}$

12. $2 - 0 = \underline{2}$

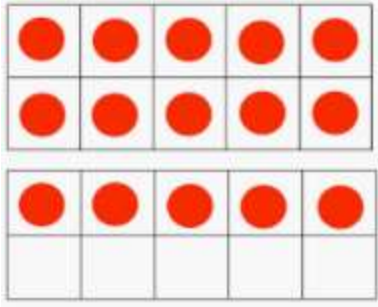
Activity: Use your family members or stuffed animals to make your flat shapes. Make a square, a circle, a rectangle, a trapezoid, a hexagon, and a rhombus.

Examples:



Use a 10 frames to show the value of the digits in a number between 11-19

Example: to make the number 15 your 10 frames could look like this:



The top frame is filled in with 10.

The bottom frame has 5.

So, the digit 1 in 15 means 10 and the digit 5 means 5 ones.

Use the ten frames below to make at least 2 different numbers between 11-19. Make your counter something to do with spring! Maybe a flower or butterfly or bug. Write the number you made next to the frames.

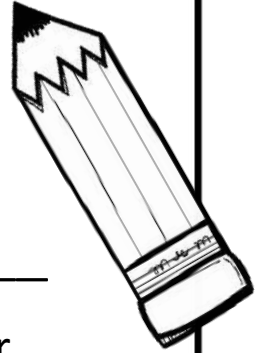
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|--|--|--|--|--|
| | | | | |
| | | | | |

Comparing Length Scavenger Hunt



Name: _____

Directions: Find 3 objects that are LONGER than your pencil and 3 objects that are SHORTER than your pencil.

Longer

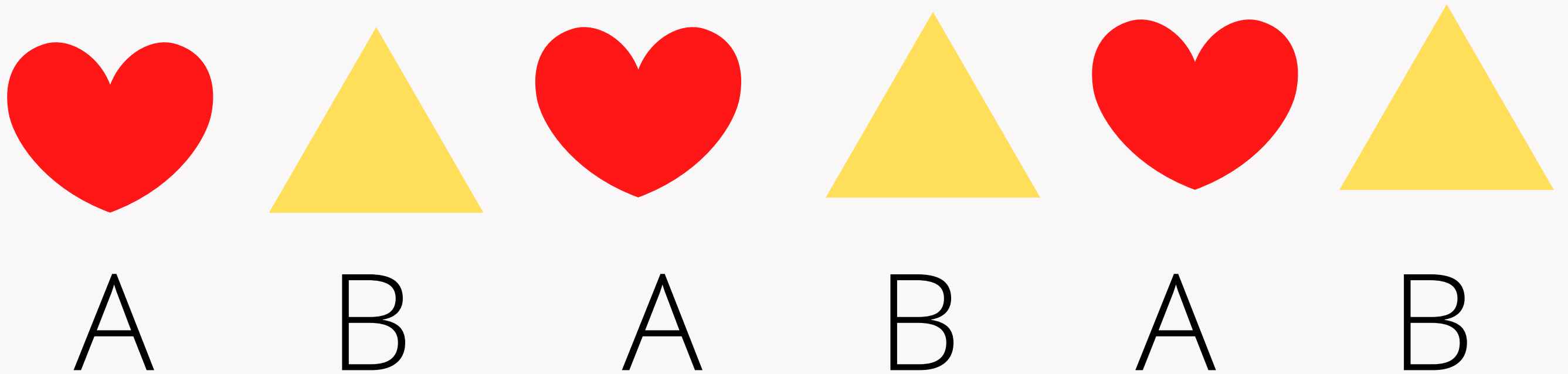
Shorter

| | |
|--|--|
| | |
| | |
| | |

Patterns

Patterns are arranged to follow a rule.

Repeating Patterns:



**Use letters to tell about
your pattern. Start with A
when the pattern changes
assign the next letter in
the alphabet.**

Growing Patterns:



**This pattern is growing by
adding one more.**

What is a Pan Balance?



A pan balance is a scale that measures two objects or two sets of objects. It helps us to see which object or set of objects is heavier and which is lighter.

You can build one with materials at home like:

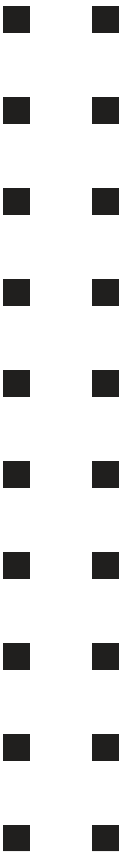




RSU 57

- Waterboro
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- Massabesic Middle
- Massabesic High

LITERACY



Printables



LEARNING MENU LITERACY

KINDERGARTEN

★ = EVERYDAY ITEMS

1 Listen to the story "The Great Kapok Tree."

<https://safeYouTube.net/w/uGMB>

Use materials around your house to act out the story, try to retell all the important details!



2

Listen to a Story read by your teacher or librarian. (2x a week)



3

See teacher's phonics activity posted in Seesaw for you. 2 times this week.



4

Word Recognition

Use the sight word menu to practice reading and spelling your sight words. (Ex. Practice writing your words with sidewalk chalk.) Choose one box twice a week.

[Box 4 - Sight Word Menu Choices](#)



5

★ = daily

Find a book at home or one of the online resources (RAZ, Epic, Scholastic) and read to self. Retell the story by either a video on SeeSaw, drawing a picture of the events on SeeSaw or talk to an adult at home.



6

Spring Poem/Song

Read the poem, illustrate, and follow the directions posted in this Seesaw activity.

[Spring Poem and Activity](#)



7

Rhyming Scavenger Hunt

Let's go on a rhyming scavenger hunt. Use the list below to find things that rhyme! Show your teacher what you found by writing a list, taking pictures, or by making a labeled illustration!

[Box 7 Rhyming Scavenger Hunt](#)



8

Writing prompt:

Draw a four step plant life cycle. Write a sentence about each stage and what is happening?

Cut and glue: [Plant Life Cycle](#)

Example: [Life Cycle of a Plant](#)



9

Writing prompt:

ZOOM FIELD TRIP!

Tuesday at 11 am

Join two kindergarten teachers as they visit "We Compost It" in Auburn Maine.

rsu57.zoom.us/j/82085412224

Write 3 things that you found interesting or learned on the field trip!



Directions

Sound Practice:

Students "press" the black dot and simultaneously say the sound.

Reading Words:

Students "press" the black dots and simultaneously say the sounds, and then sweep their finger across the dots (hence the arrow) and blend the sounds to read the word. Note that the letter combinations have one dot with small lines to indicate that the letters are said together or as one sound.

Spelling Words:

Students say what the picture is and spell the word. Note that a few of the pictures may need to be told to the students. The name of the picture on each page is listed on page 6. Only sounds that have already been introduced are included in the words.

Oral Sound Recognition:

Students find and circle (or color) the pictures that have the page's focus sound. The pages either have 2 or 3 correct pictures. The names of the pictures for each page are listed on page 6.

Sound Practice/Review:

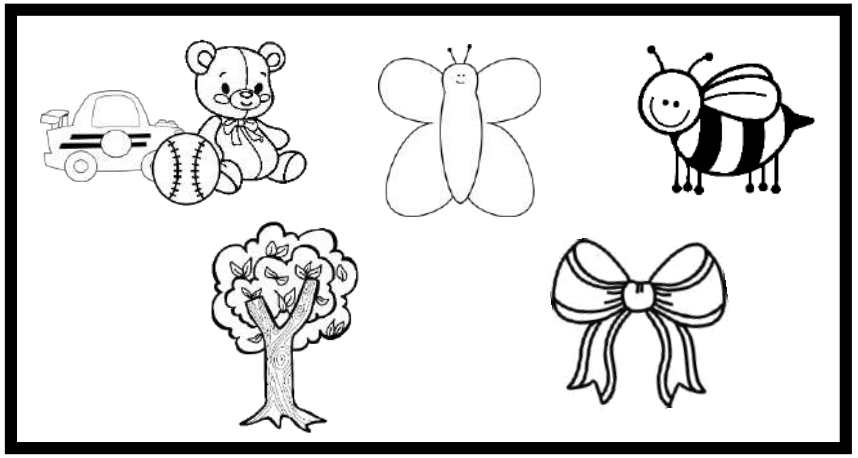
Students "press" the black dots and simultaneously say the sounds. Only sounds that have already been introduced are included for review.

Comprehension:

Students read the sentence and draw a picture (in the box) that shows what is happening in the sentence. Note that the words in the sentence only include sounds that have already been introduced as well as some sight words.

Note a few variations: The page with "ng" practices ing, ang, ong, and ung rather than just "ng". The two sounds for "oo" are on separate pages. The two sounds for "th" are on one page. The pages with silent e are set up a bit differently so that students practice a short vowel word and then with a silent e added.

ee

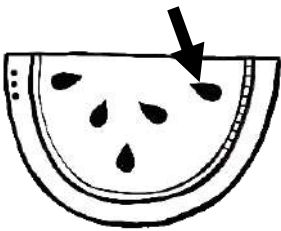


ee ie di ee ee oa

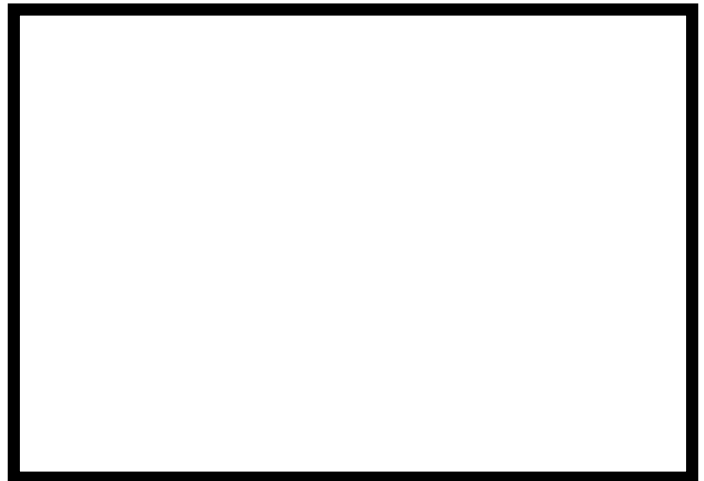
keep

peek

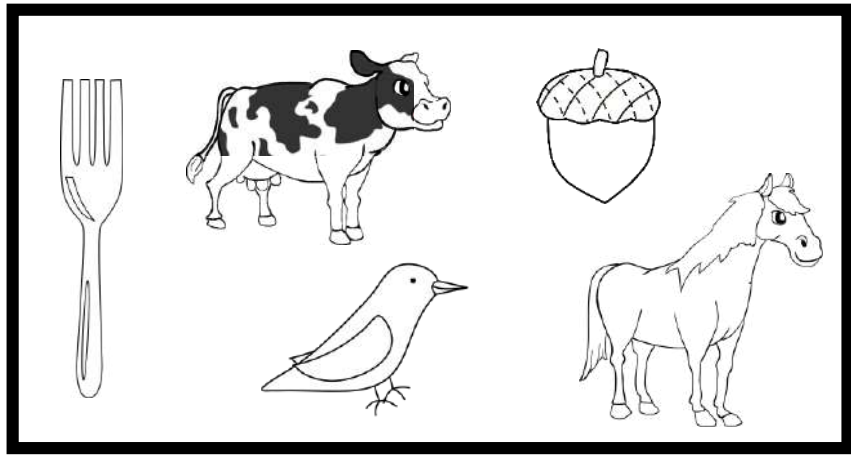
sleep



We will sweep up
the scraps.



or

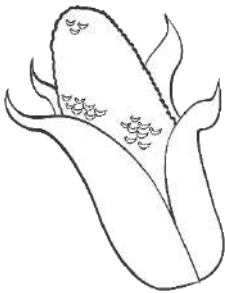


or ee or oa or ie

for

storm

sport



The dogs do not
like rain or storms.

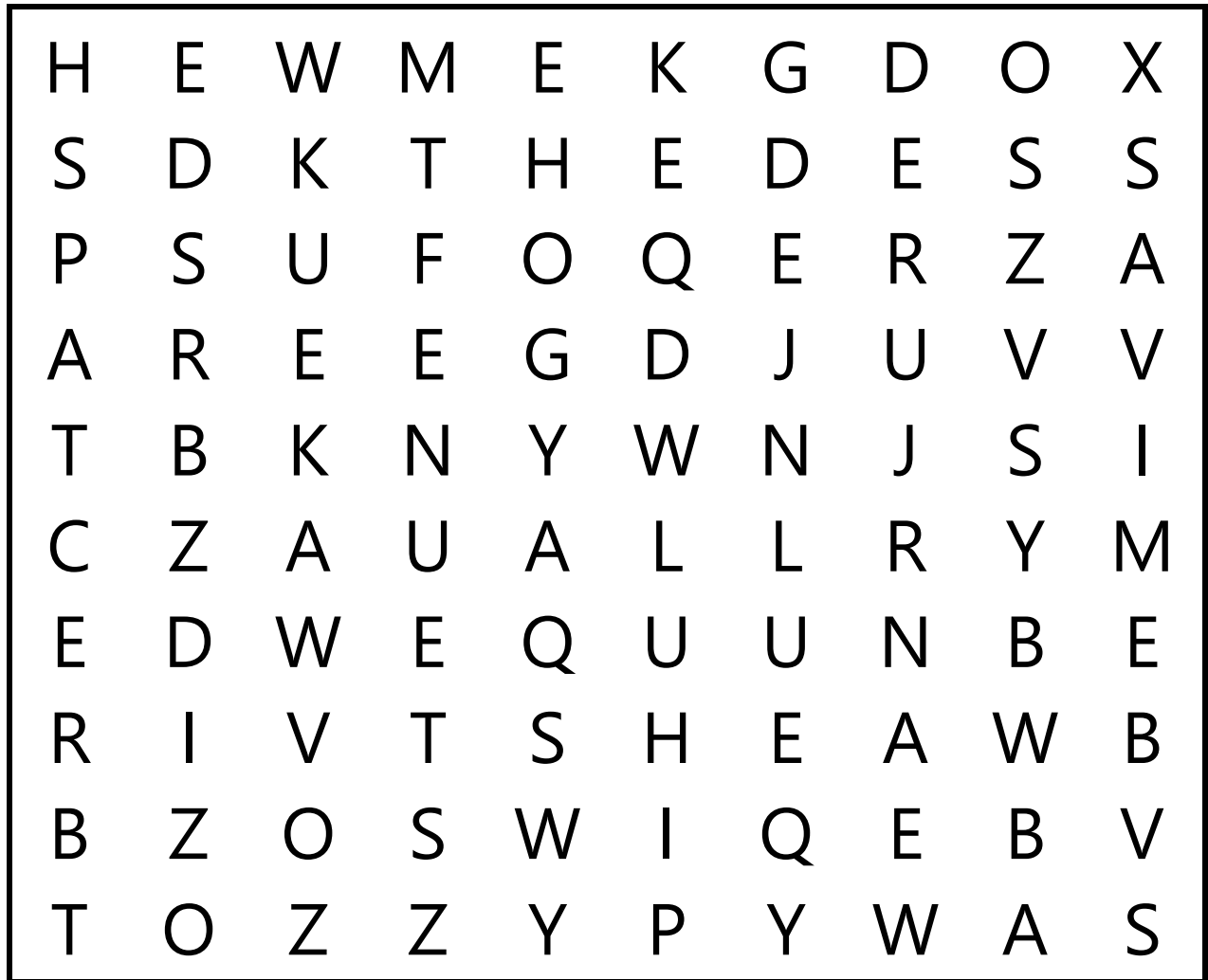


Name _____

TRICKY HIGH FREQUENCY

SUPPORTS JOLLY PHONICS TEACHING OF TRICKY WORDS 1 – 12

WORD SEARCH



THE

ALL

ME

BE

HE

DO

WE

WAS

SHE

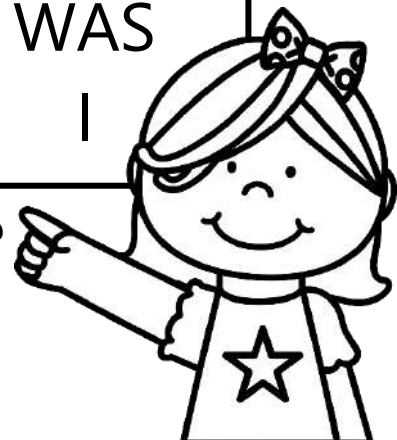
ARE

TO

I

Can you find these words in the puzzle above?

I found words!



Name: _____

Let's learn!
Make a cheer
for each of
your sight
words. (For
example: l-i-k-e,
like, like, like).



Let's learn! Use
a magazine,
newspaper, or
brochure to cut
out the letters
needed to build
each of your
sight words.



Let's learn!
Write your sight
words on
paper. Place a
word on each
step. Read each
word aloud as
you go up each
step.



Let's learn!
Skywrite your
sight words.
Skywrite your
words with big
motions.
Skywrite your
words with tiny
motions.



Let's learn! Spell
and shout each
of your sight
words aloud as
you do jumping-
jacks.



Let's learn! Light
up your sight
words with a
highlighter. Write
your sight words
and then use a
highlighter to
trace the
words.



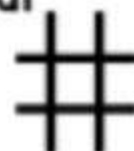
Let's learn!
Write your sight
words on
paper. Place
the sight words
on the ground.
Swat each
word and read
it aloud.



Let's learn! Build
each of your
sight words
using dough.
Create dough
"snakes" to
build each of
the words.

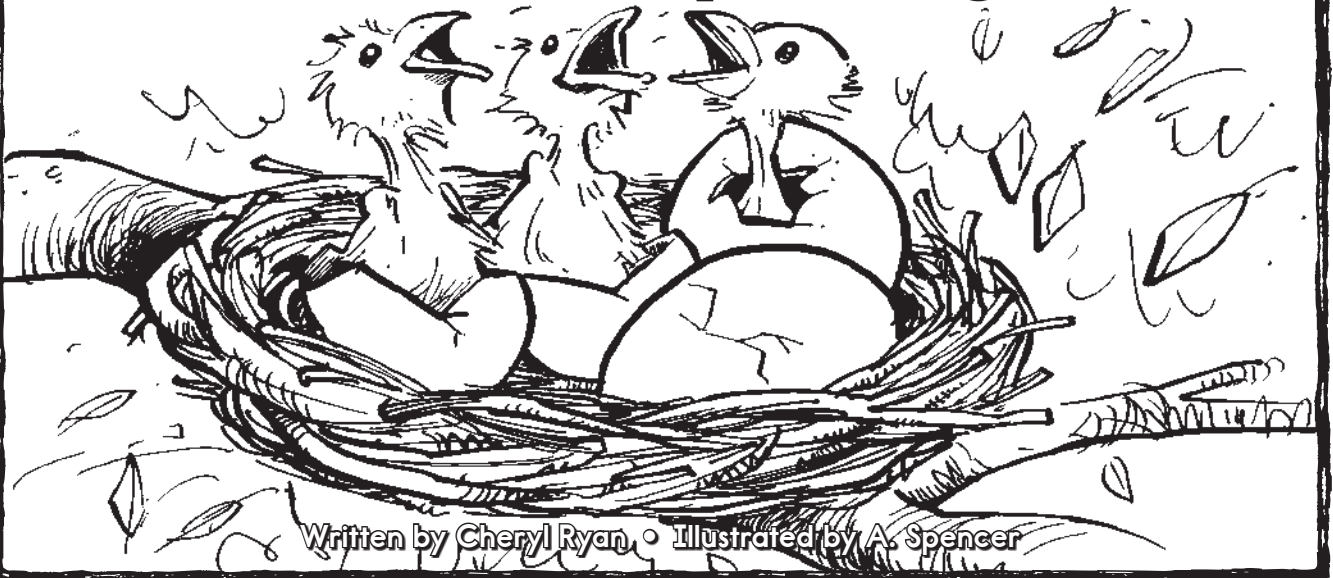


Let's learn! Play
tic-tac-toe with
a helper. Each
player will
choose one
word they'll use
for their "X" or
"O." Repeat
with new
words.



LEVELED BOOK • B

It Is Spring

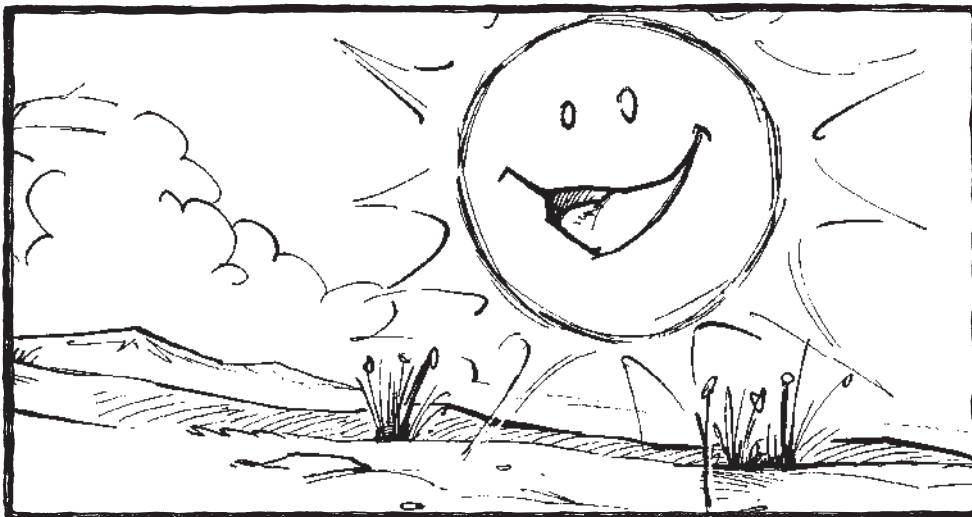


Written by Cheryl Ryan • Illustrated by A. Spencer

www.readinga-z.com

It Is Spring

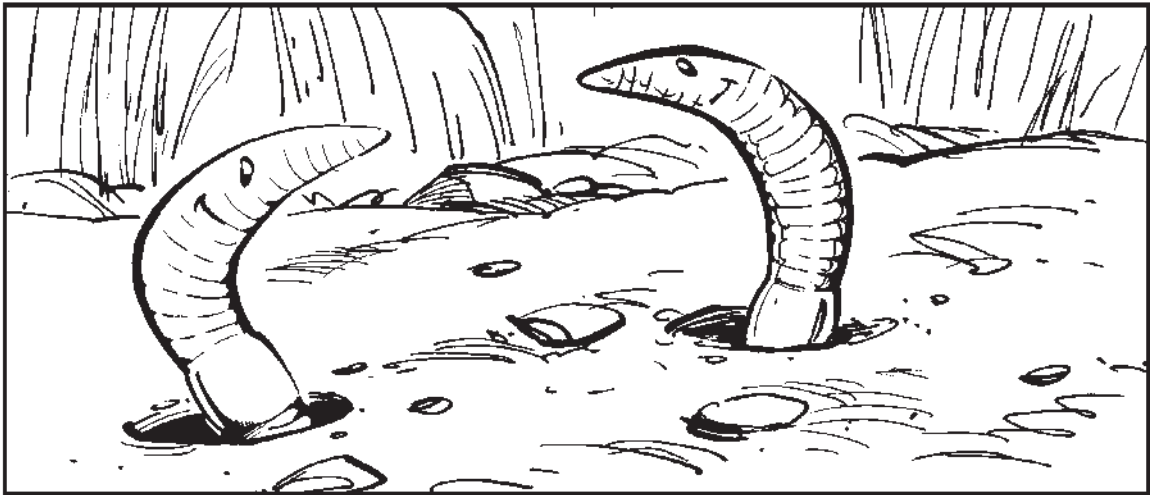
A Reading A-Z Level B Leveled Book • Word Count: 35



 **Reading A-Z**

Visit www.readinga-z.com for thousands of books and materials.

It Is Spring

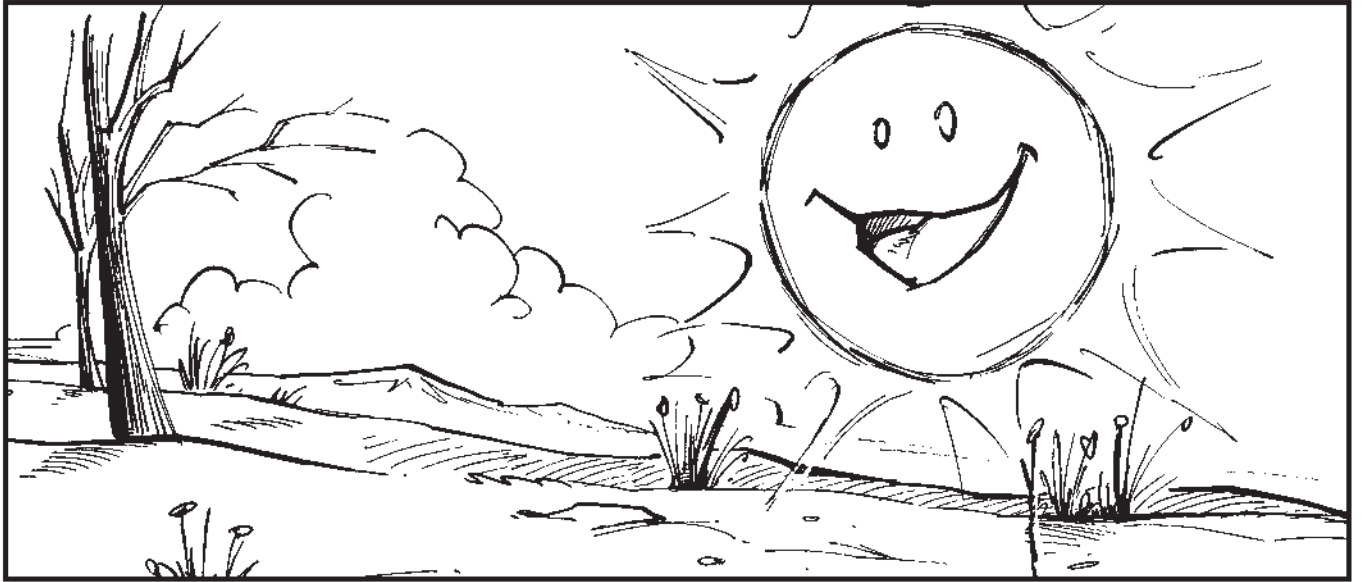


Written by Cheryl Ryan
Illustrated by A. Spencer

www.readinga-z.com

| Correlation | |
|-------------------|---|
| LEVEL B | |
| Fountas & Pinnell | B |
| Reading Recovery | 2 |
| DRA | 2 |

It Is Spring
Level B Leveled Book
© Learning A-Z
Written by Cheryl Ryan
Illustrated by A. Spencer
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www.readinga-z.com



The Sun pops up.

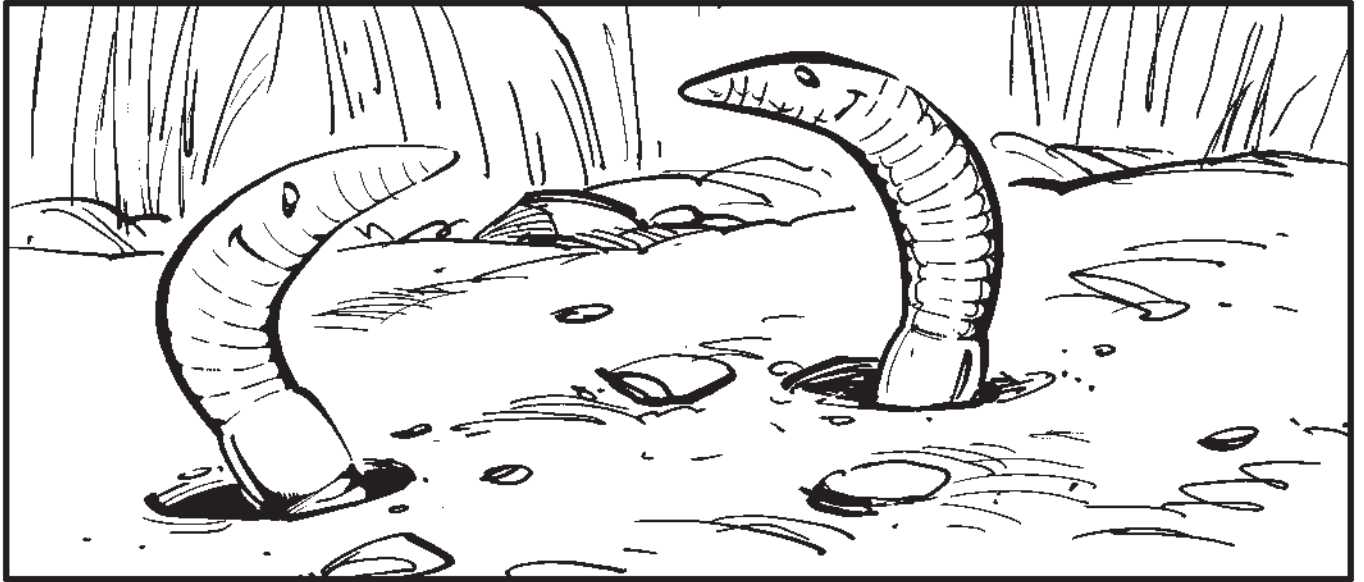
It Is Spring • Level B

3

The flowers pop out.

4





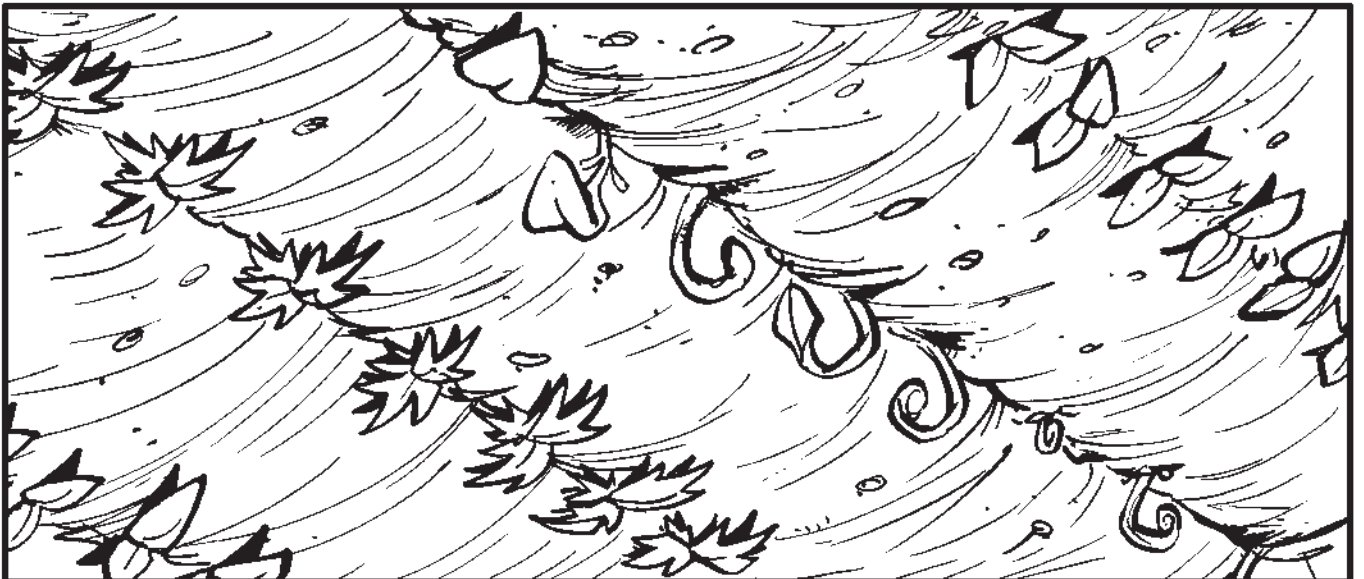
The worms pop up.

It Is Spring • Level B

5

9

The plants pop up.





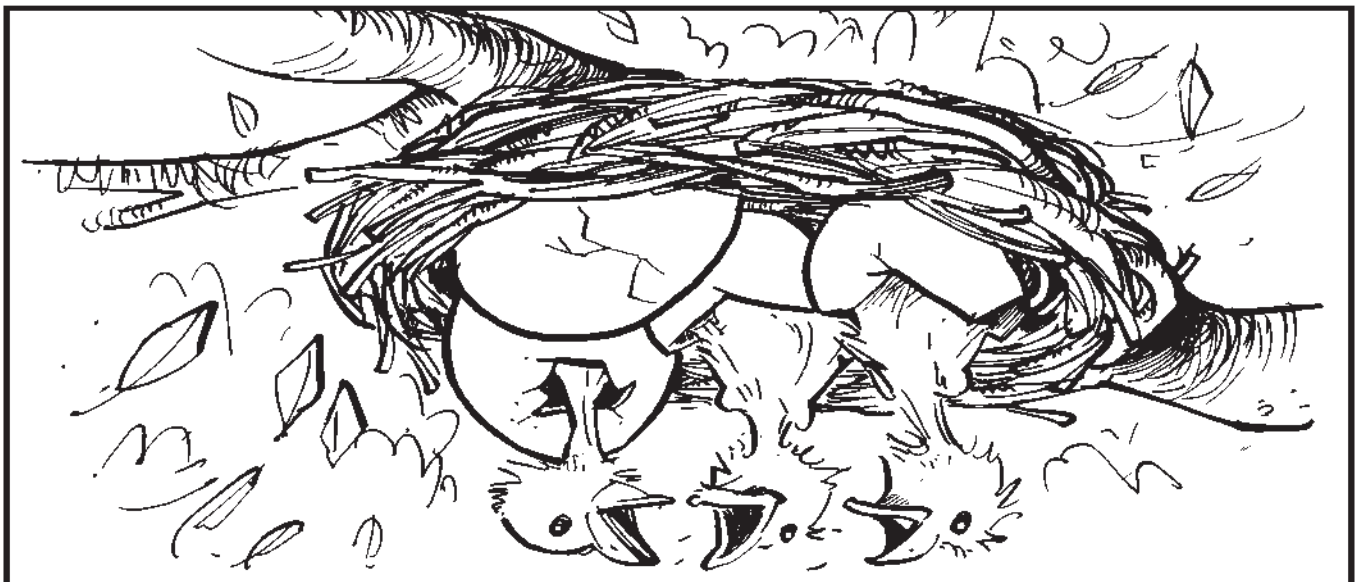
The leaves pop out.

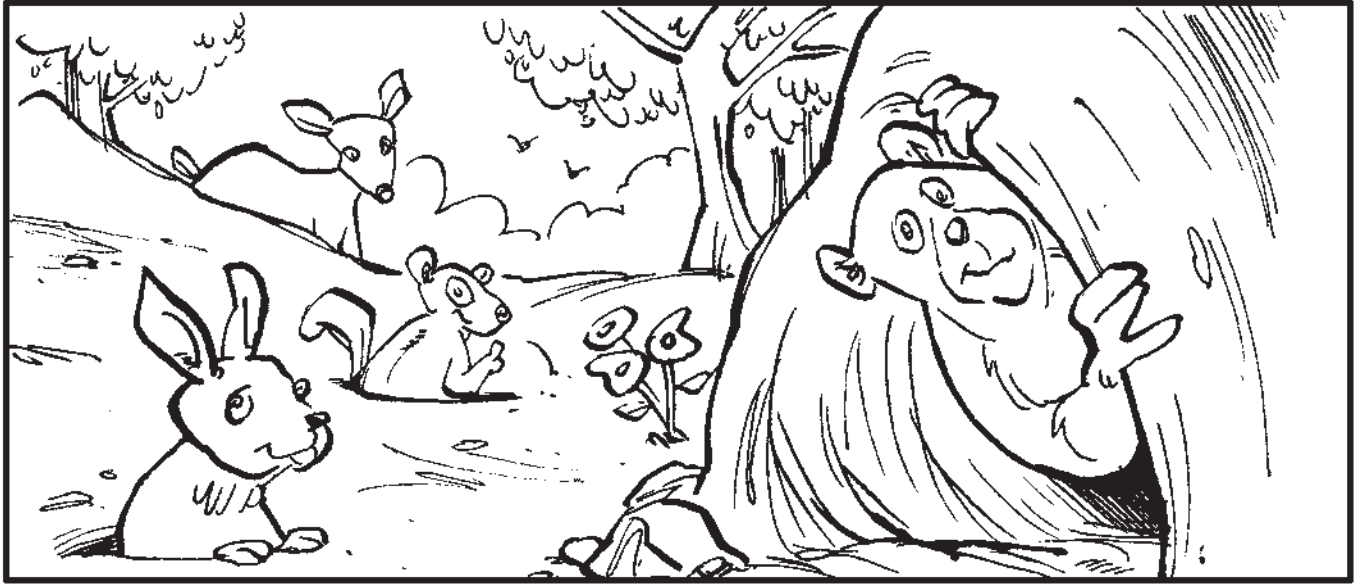
It Is Spring • Level B

7

8

The birds pop out.





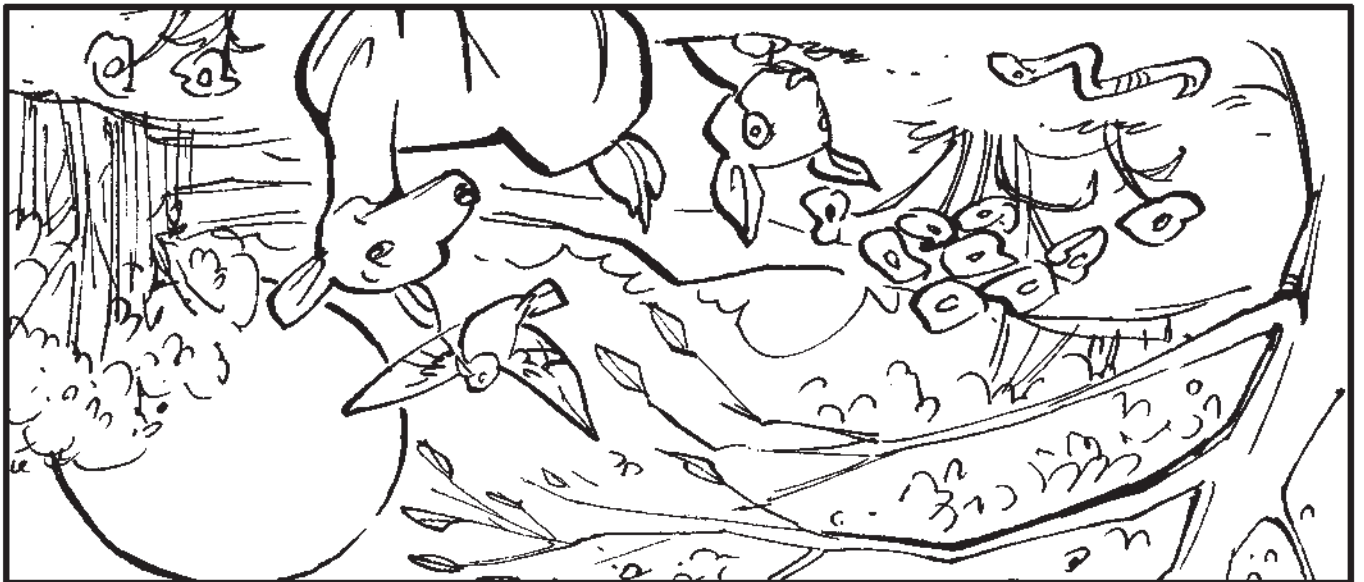
The animals pop out.

It Is Spring • Level B

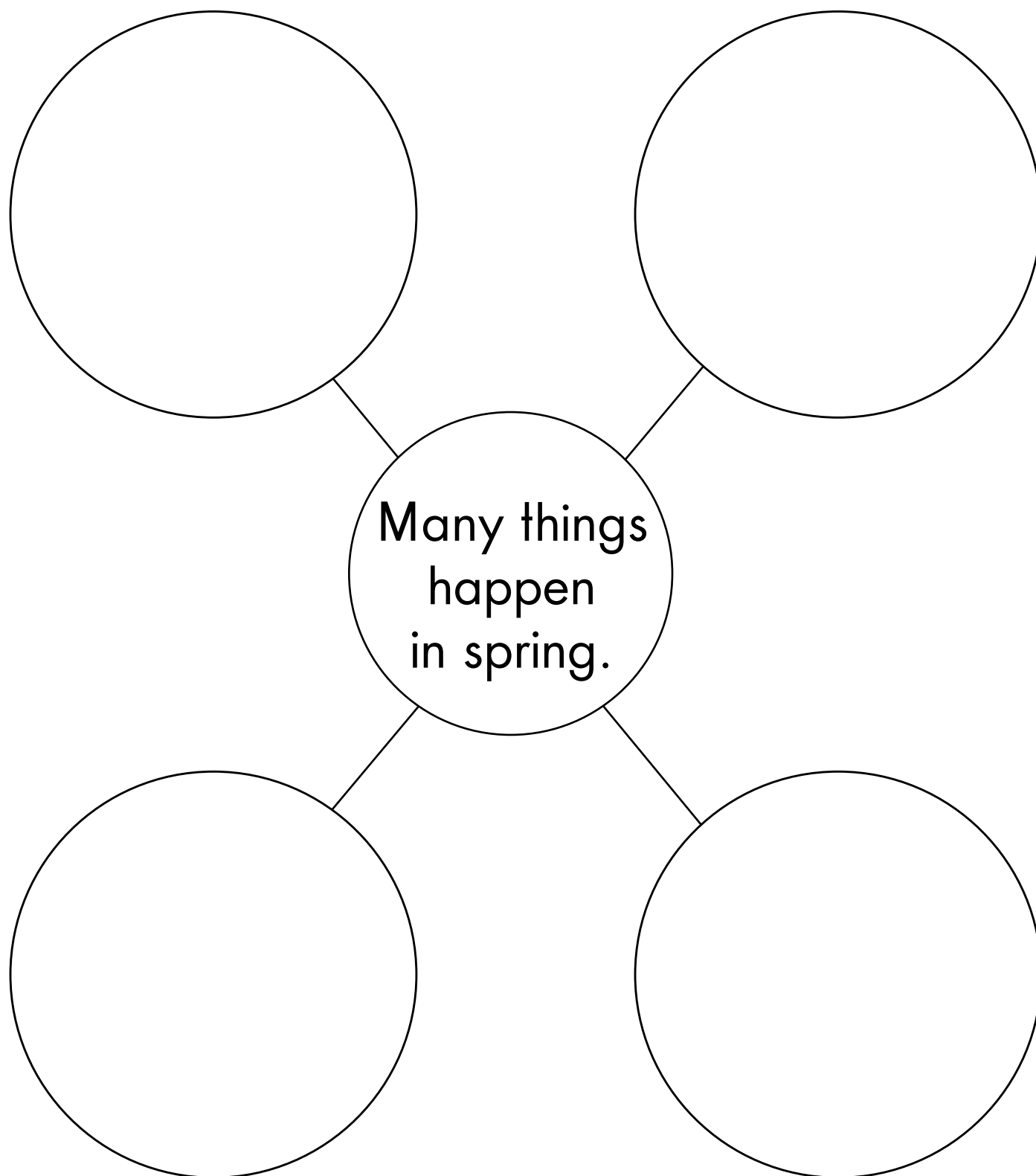
9

Spring pops out everywhere.
Pop, pop, pop.

10



Name _____



IT IS SPRING • LEVEL B • 1

SKILL: MAIN IDEA AND DETAILS

INSTRUCTIONS: Read the main idea with students. Have students draw and label details from the book about what happens in spring in the circles.

Name _____

a big box

a pig on top of a box

a dog on a log

a hot pot

a bug that hops

a wet mop

INSTRUCTIONS: Read each phrase with students. Then have them draw a picture inside the box to match the phrase. When they have finished their drawings, have them circle all the words with the short /o/ vowel sound.

My Garden

A Reading A-Z Level aa Leveled Book
Word Count: 16

LEVELED BOOK • aa

My Garden

Connections

Writing and Art

What is one thing you can grow in a garden? Draw a picture and label it.

Science

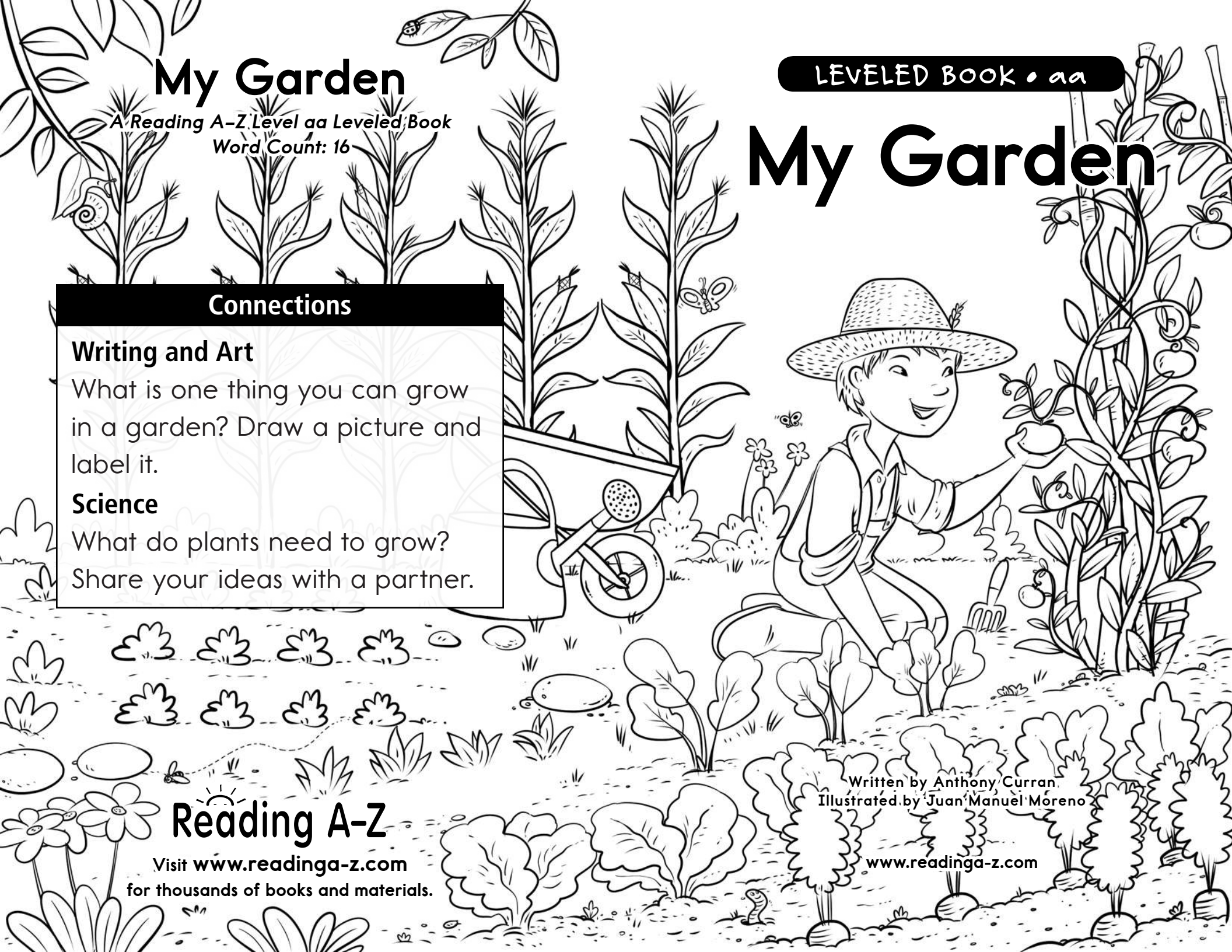
What do plants need to grow?
Share your ideas with a partner.

Reading A-Z

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Written by Anthony Curran
Illustrated by Juan Manuel Moreno

www.readinga-z.com



My Garden



Written by Anthony Curran
Illustrated by Juan Manuel Moreno

www.readinga-z.com

Focus Question

What do you see in a garden?

Words to Know

| | |
|--------|--------|
| garden | plants |
| hoe | seeds |
| hose | shovel |

My Garden
Level aa Leveled Book
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Illustrated by Juan Manuel Moreno

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Correlation

LEVEL aa

| | |
|-------------------|-----|
| Fountas & Pinnell | A |
| Reading Recovery | 1 |
| DRA | A-1 |



My shovel.



My dirt.



My hoe.



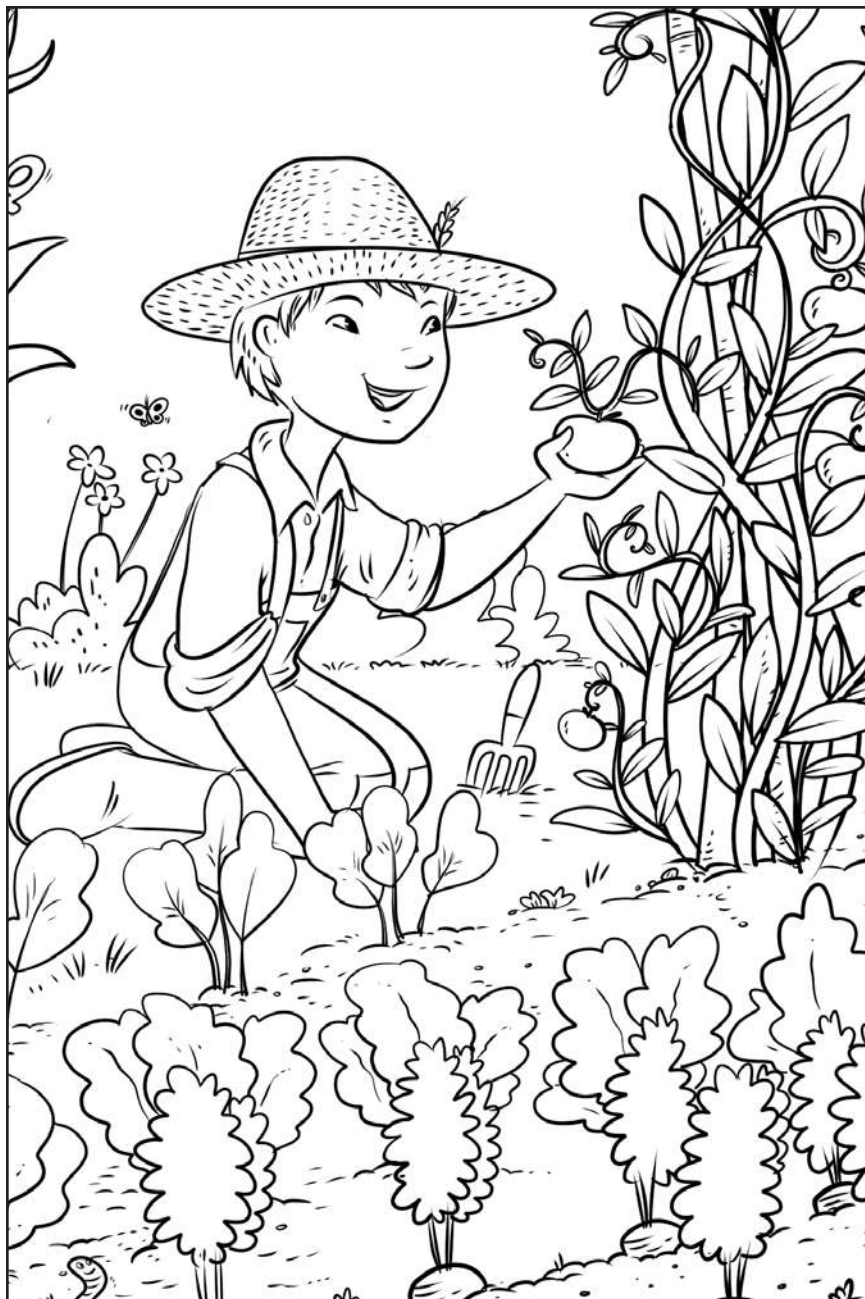
My rows.



My seeds.



My hose.



My plants.



My garden.

Name _____

Author's purpose for *My Garden*.

to entertain

to inform

to persuade

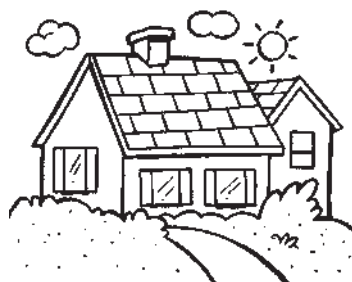
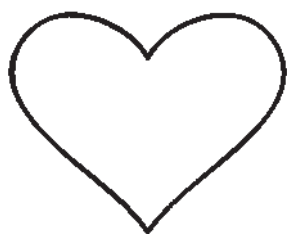
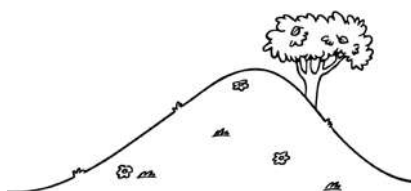
My Garden • Level aa • 1

Skill: Author's Purpose



Instructions: Have students choose and circle the author's purpose. Then, have them draw and label one example of the author's purpose from the story in the box.

Name _____



Instructions: Have students name each picture with you. Then, have them write the letter *Hh* under each picture that begins with the /h/ sound.

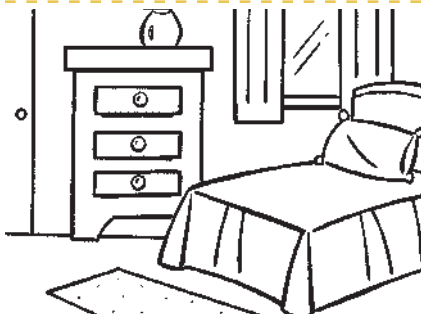
Name _____



Person

Place

Thing



Instructions: Name the pictures with students. Have students cut out the pictures at the bottom of the page and sort the nouns into the correct column.

LEVELED BOOK • C

Spring-Cleaning!

Written by Rus Buyok • Illustrated by Andy Elkerton

www.readinga-z.com

Spring-Cleaning!

A Reading A-Z Level C Leveled Book • Word Count: 48

Connections

Writing and Art

What do you clean at home?

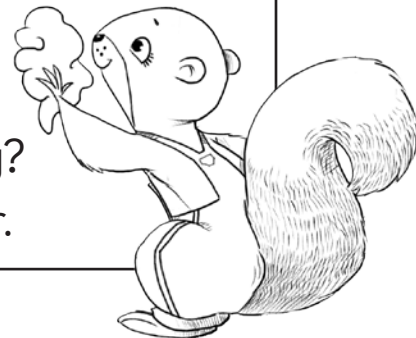
Draw a picture and write about it.

Science

What are the four seasons?

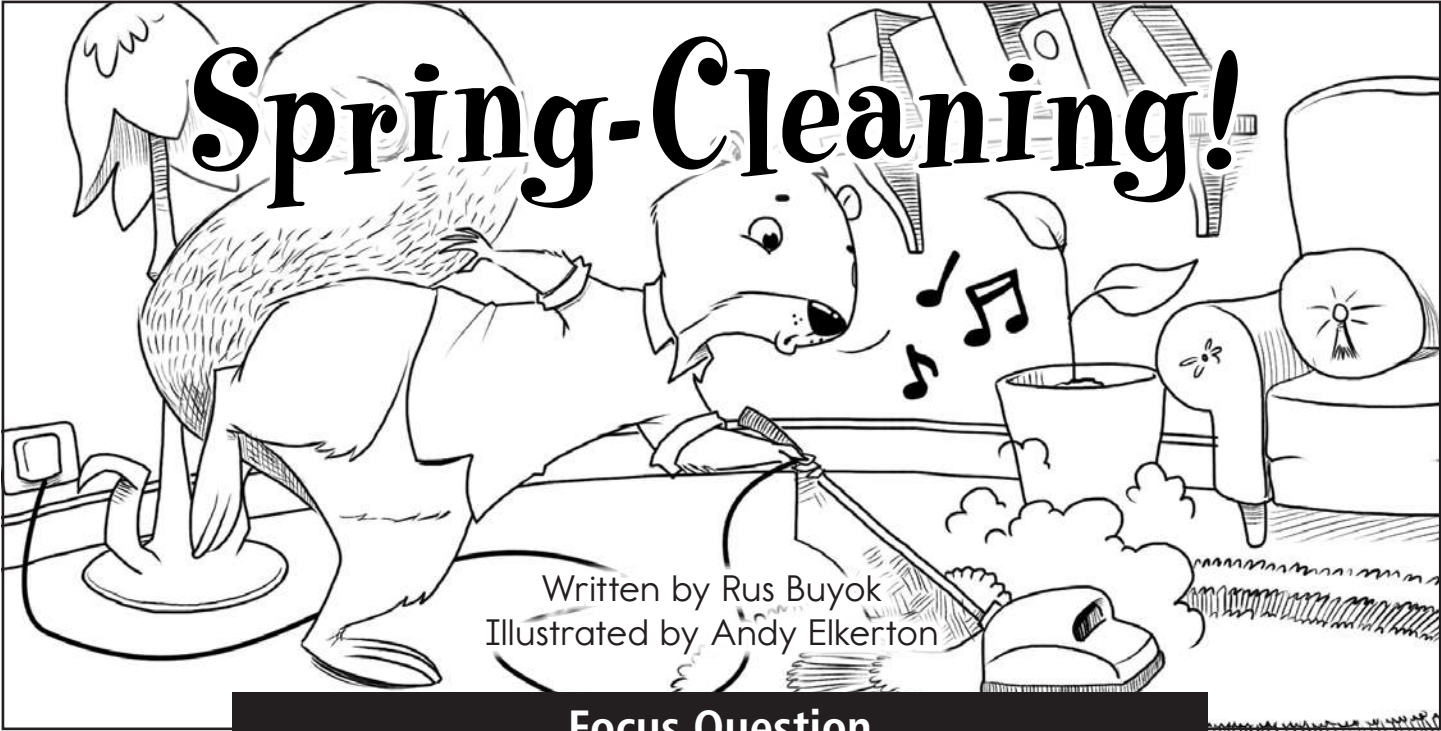
Which one comes before spring?

Share your ideas with a partner.



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Focus Question

What does the family clean in the spring?

| | |
|-------------------|-----|
| LEVEL C | |
| Fountas & Pinnell | C |
| Reading Recovery | 3-4 |
| DRA | 3-4 |

Spring-Cleaning!
Level C Leveled Book
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Written by Rus Buyok
Illustrated by Andy Elkerton
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www.readinga-z.com

| | |
|----------------------|---------|
| Words to know | |
| basement | clean |
| living room | porch |
| | kitchen |
| | spring |



It was spring.
It was time to clean the house!

Spring-Cleaning! • Level C

3

h

Mom cleaned the kitchen.





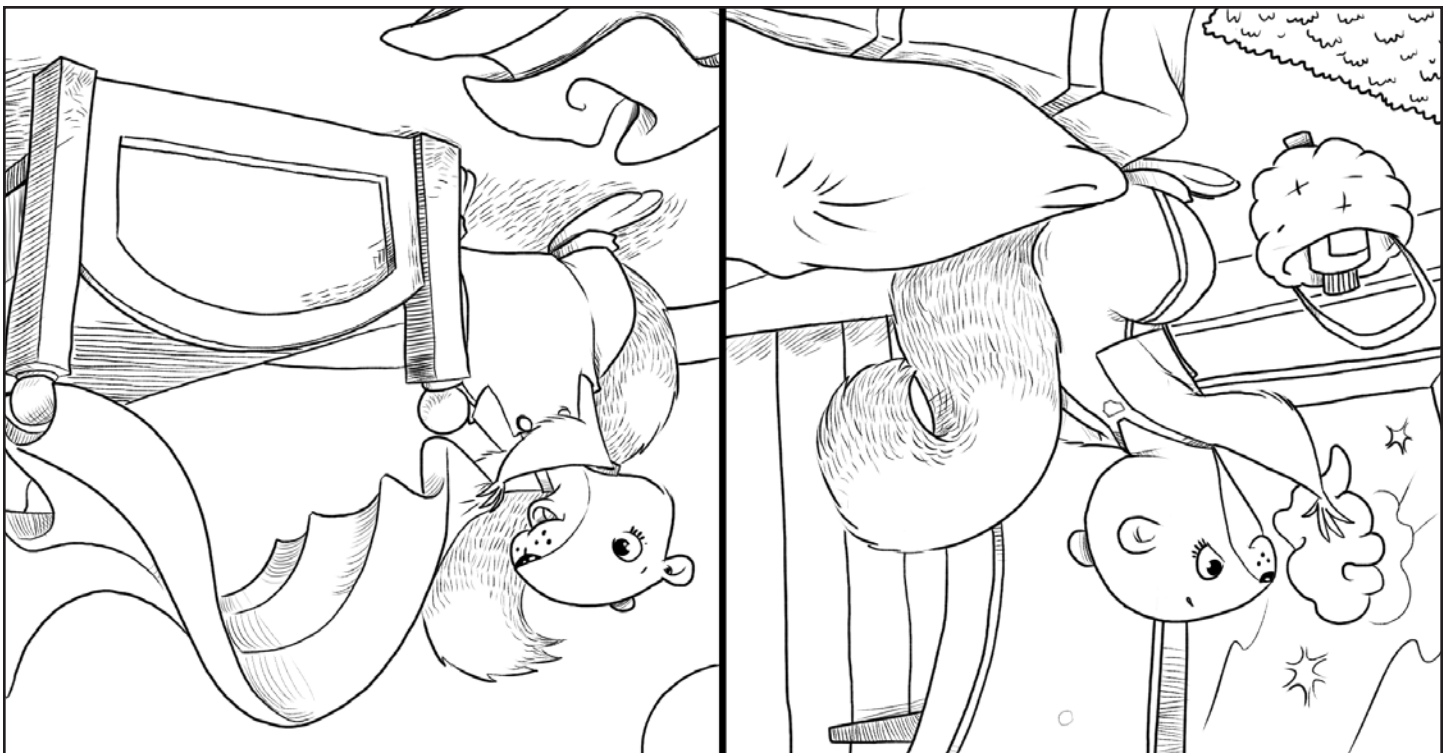
Dad cleaned the living room.

Spring-Cleaning! • Level C

5

9

Sasha cleaned the bedrooms.





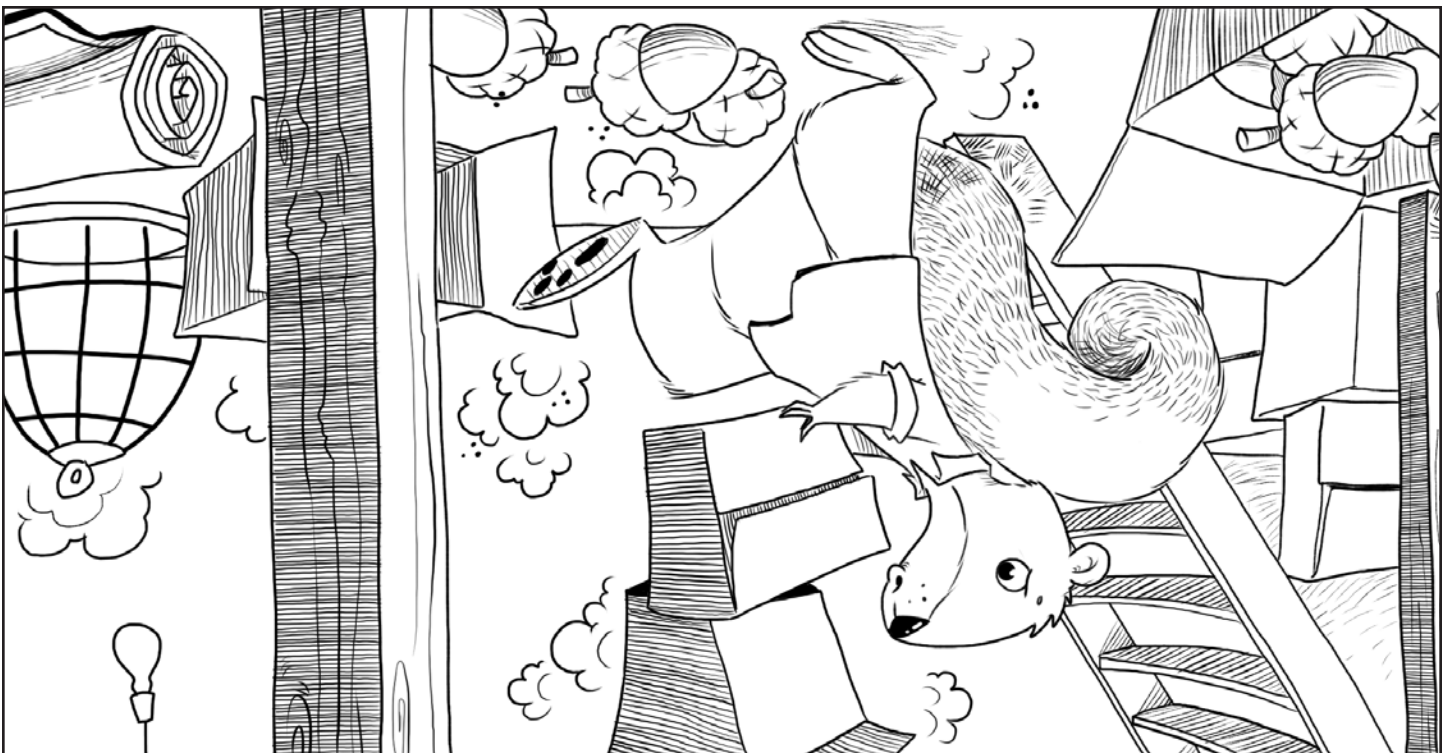
Mom cleaned the bathroom.

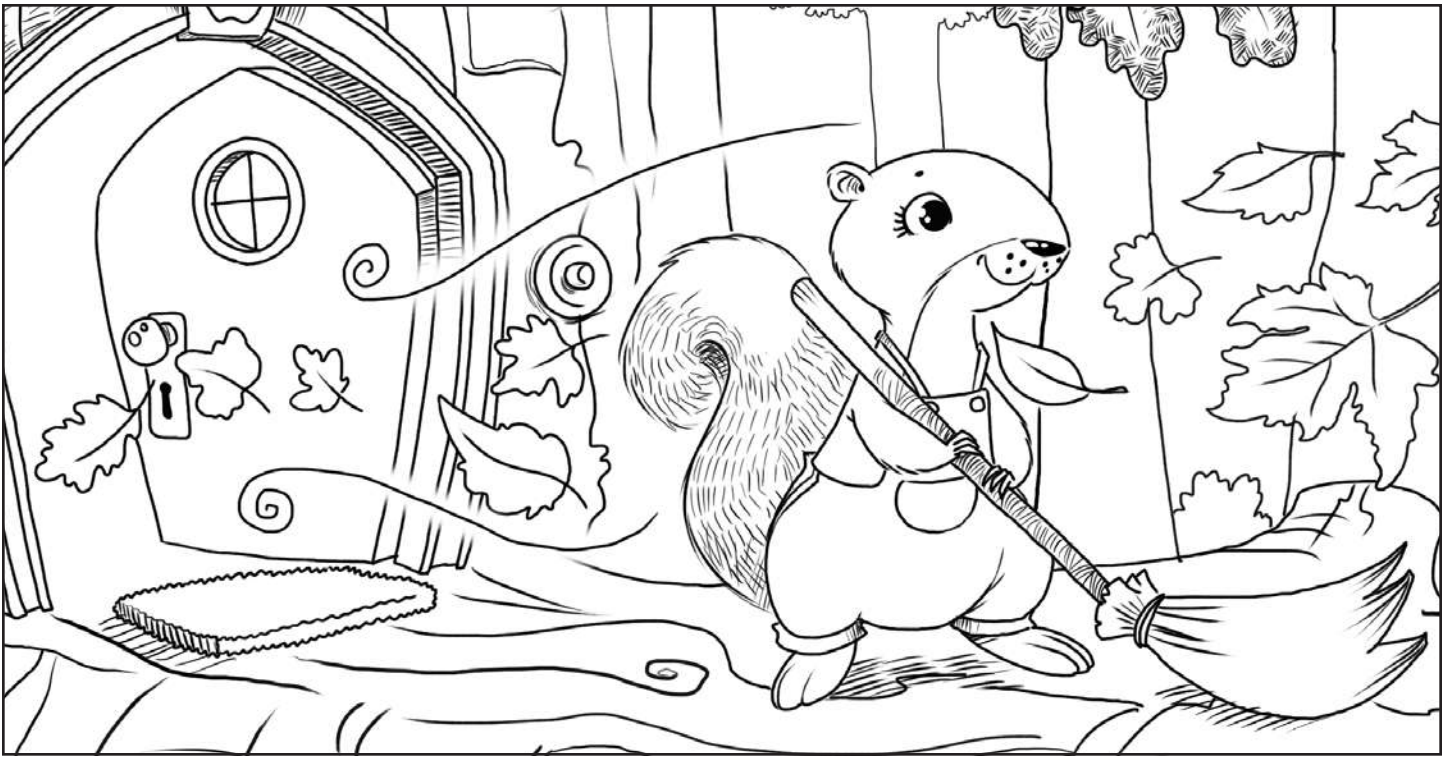
Spring-Cleaning! • Level C

7

8

Dad cleaned the basement.





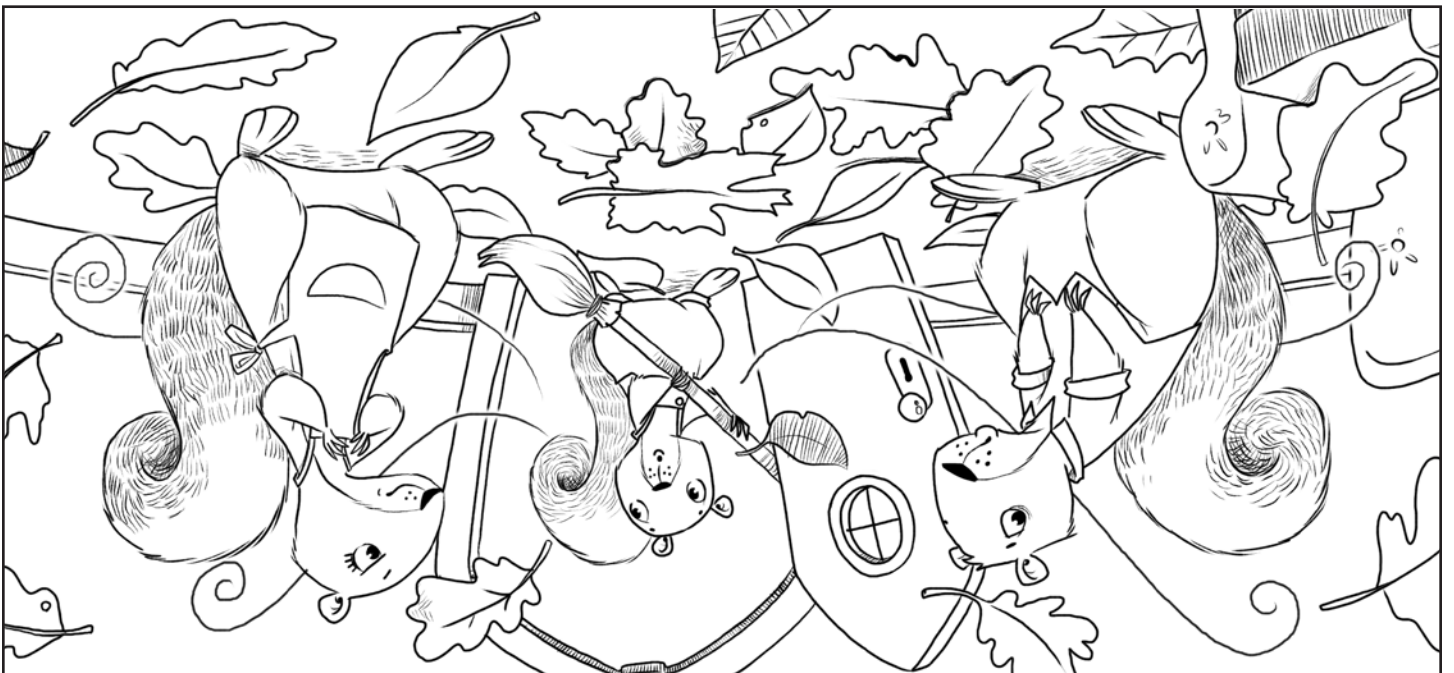
Sasha cleaned the porch.

Spring-Cleaning! • Level C

9

10

Sasha left the front door open.
Now they have to clean everything again!



Name _____

Characters

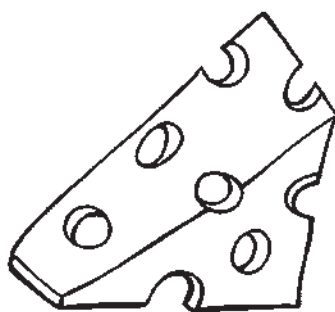
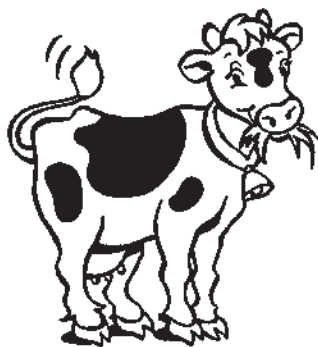
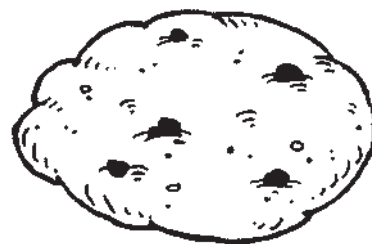
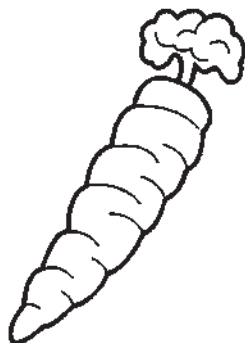
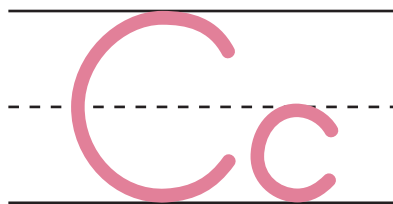
Spring-Cleaning! • Level C • 1

Setting

Skill: Story Elements

Instructions: Have students draw the characters and the setting of the book *Spring-Cleaning!* in the appropriate boxes.

Name _____



Instructions: Name the pictures in each row with students. Have students color the pictures that begin with the /k/ sound. Then, have them write the letter Cc on the line under each picture that begins with the /k/ sound.

Name _____

- ① Now they have to clean everything again_____
- ② Uh-oh, Sasha left the front door open_____
- ③ Mom, Dad, and Sasha love to clean_____
- ④ It was time to clean the house_____



My Sentence:

Instructions: Read the sentences with students. Have students add an exclamation mark to each sentence. Then, have them read the sentences to a partner with excitement. Finally, have students write their own exclamatory sentence on the lines provided.

Future Flowers

A Reading A-Z Level D Leveled Book
Word Count: 67

LEVELED BOOK • D

Future Flowers

Connections

Writing and Art

What do flowers need to grow?
Use the book and what you already know to draw a picture and label what flowers need to grow.

Math

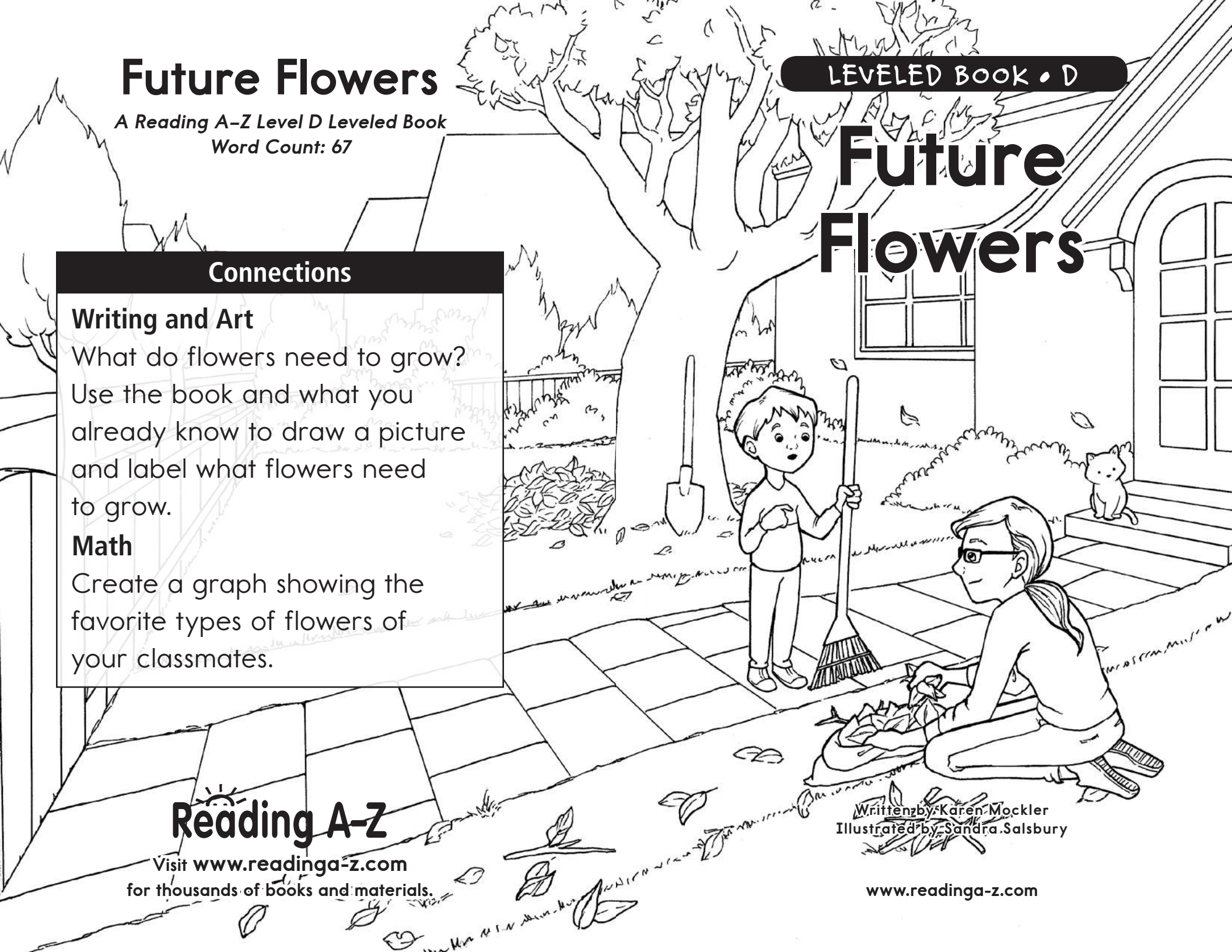
Create a graph showing the favorite types of flowers of your classmates.

Reading A-Z

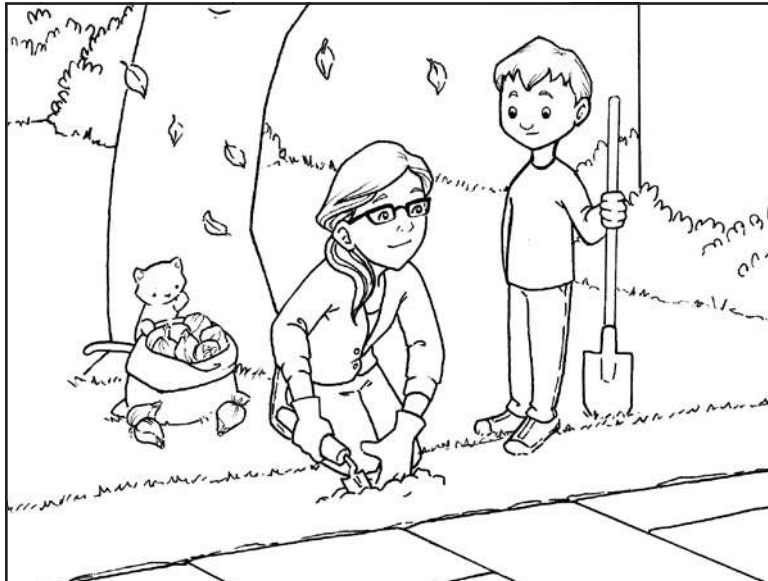
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Written by Karen Mockler
Illustrated by Sandra Salisbury

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Future Flowers



Written by Karen Mockler
Illustrated by Sandra Salsbury

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Focus Question

How can you prepare for spring flowers in the fall?

Words to Know

| | |
|-------|--------|
| bulbs | plant |
| fall | spring |
| plan | winter |

Future Flowers
Level D Leveled Book
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Correlation

LEVEL D

| | |
|-------------------|-----|
| Fountas & Pinnell | D |
| Reading Recovery | 5-6 |
| DRA | 6 |



Fall is the time
to plan for flowers.



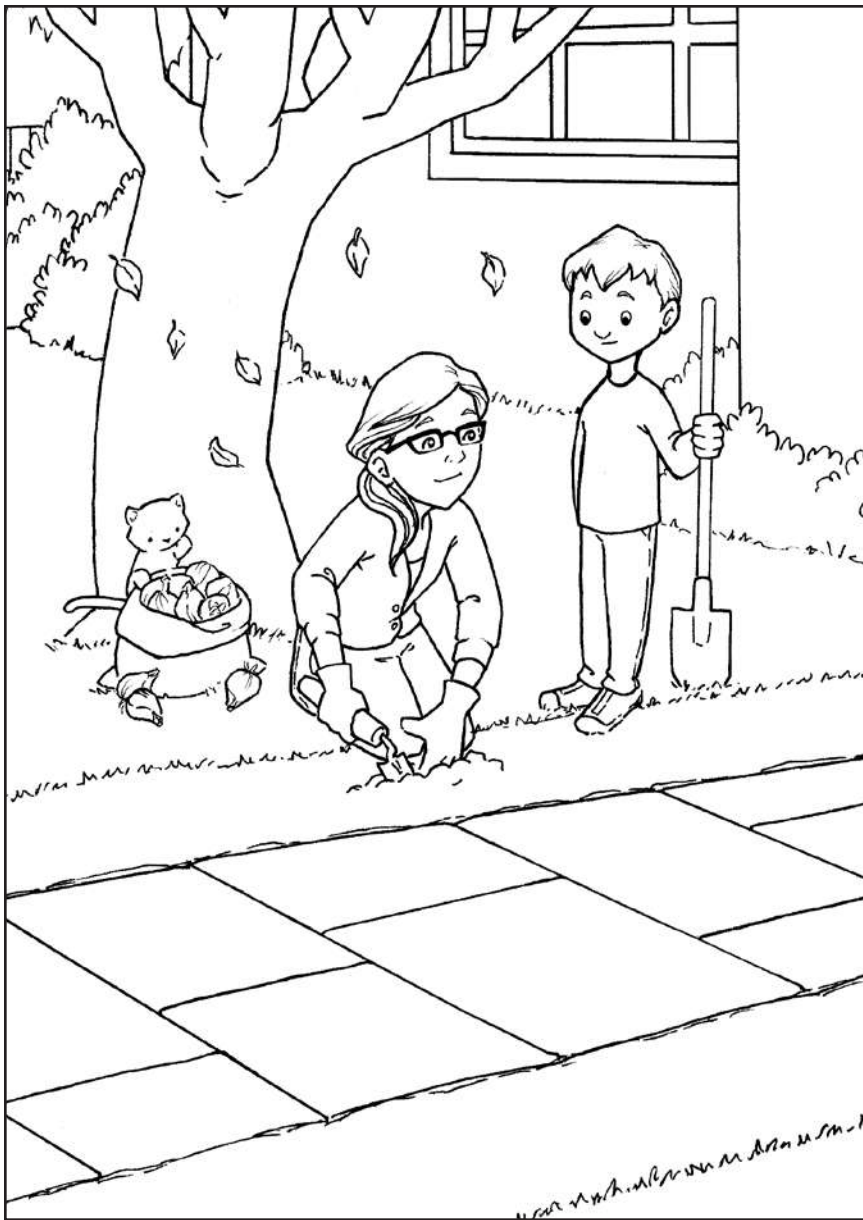
“But winter is coming,”
Rex said.



Fall is the time
to get busy outside.



“But winter is coming,”
Rex said.



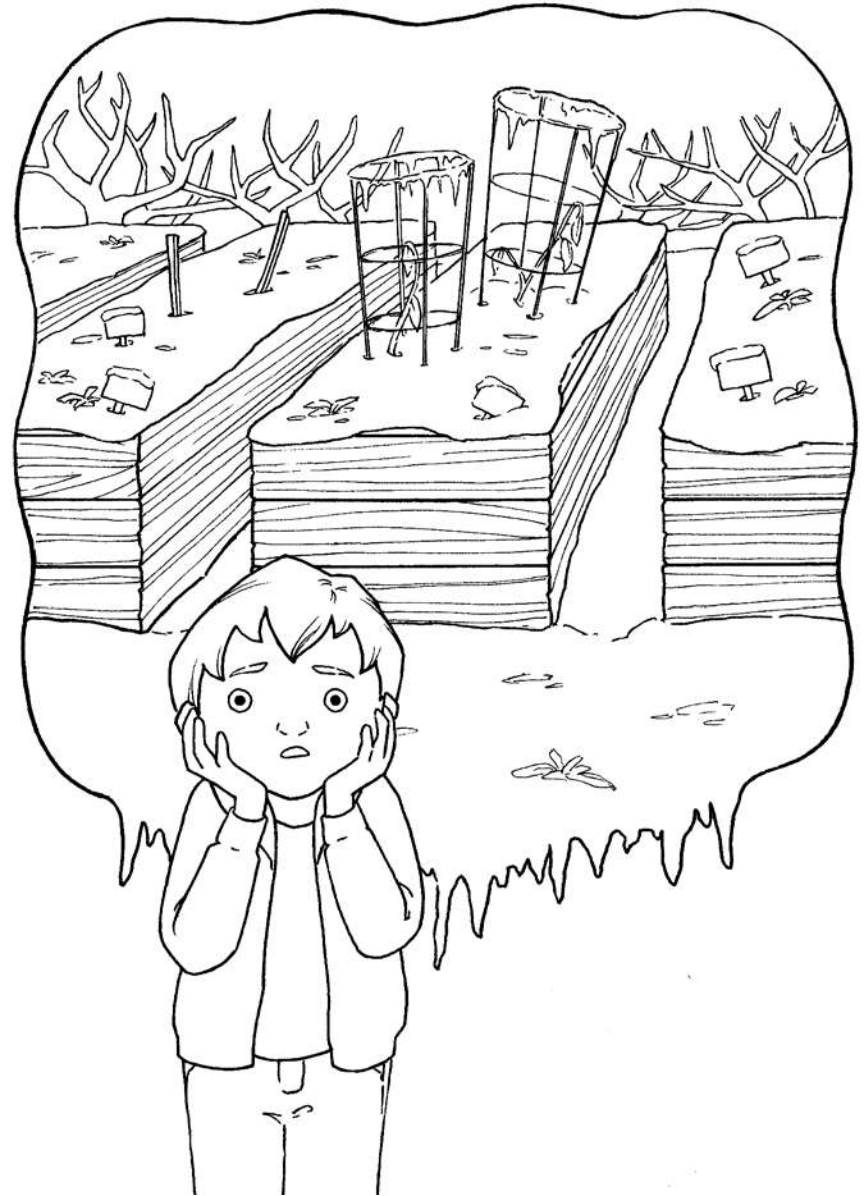
Fall is the time
to dig in the dirt.



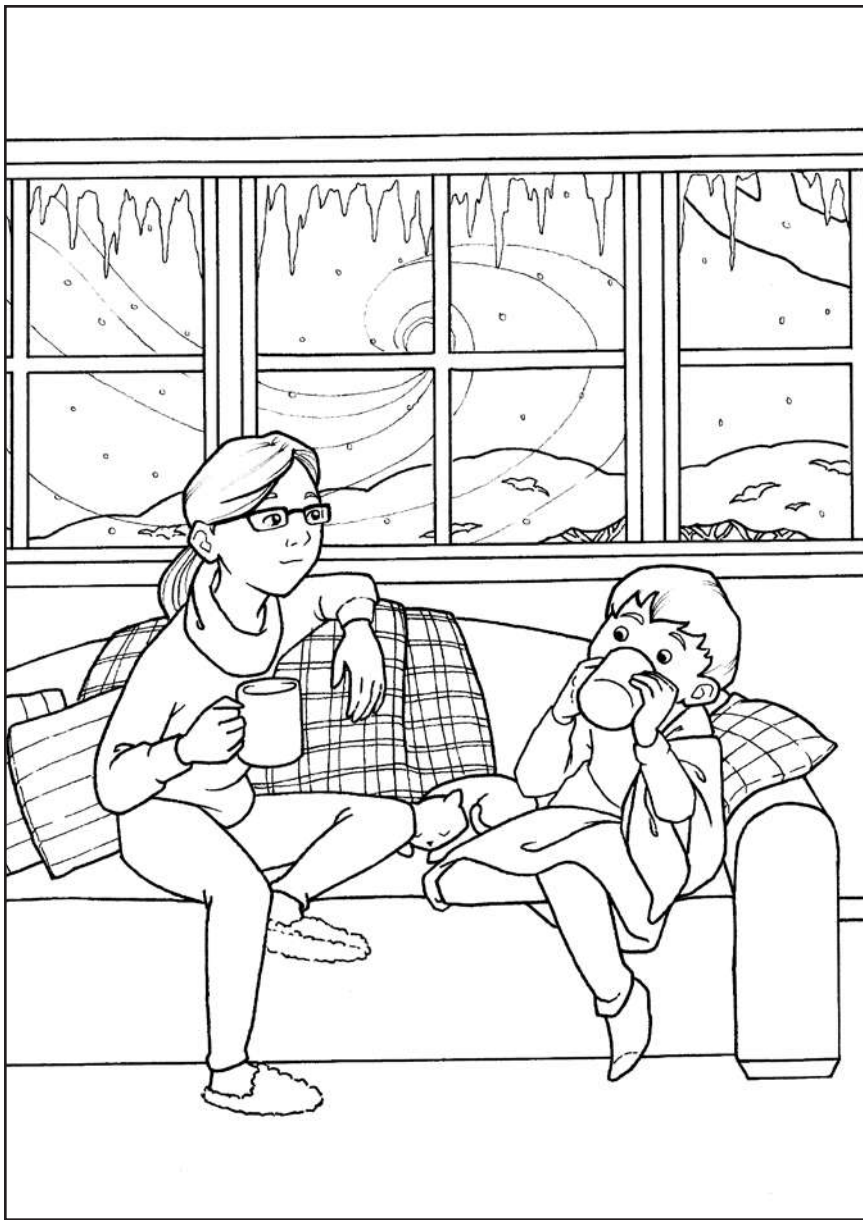
“But winter is coming,”
Rex said.



Fall is the time
to plant some bulbs.



“But winter is coming!”
Rex said.



Winter will come
with snow and cold.



Then comes spring.

Spring

By Donna Coleman

The wind told the grass
And the grass told the trees.
The trees told the bushes
And the bushes told the bees.
The bees told the robin
And the robin sang out clear,
 "Wake up,
 Wake up!
 Spring is here!"

Illustration

Spring

By Donna Coleman

The wind told the grass

And the grass told the trees.

The trees told the bushes

And the bushes told the bees.

The bees told the robin

And the robin sang out clear,

"Wake up,

Wake up!

Spring is here!"

Who told the trees? _____

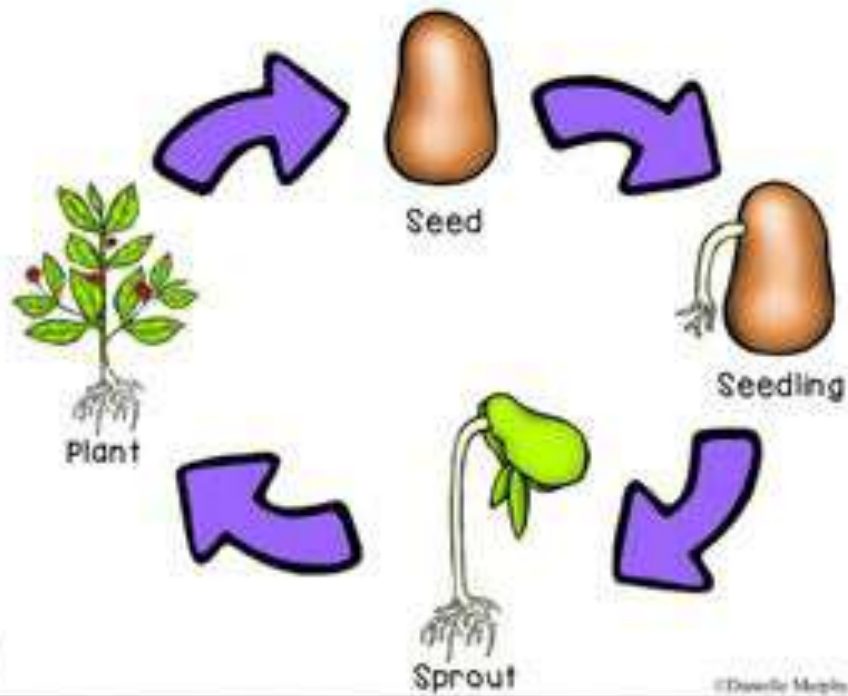
Underline words that rhyme.

Who is the author of the poem?

Circle the sight word "in" in the poem. Look inside other words too! How many did you find?

What do you like about spring?

Life Cycle of a Plant




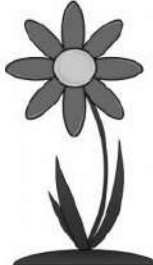


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Name _____

The Life Cycle of a Flower


| | | | |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
|----|----|----|----|



| | | | |
|--|---|---|--|
|  sprout |  flower |  bud |  seed |
|--|---|---|--|

Name _____

Date _____

[illegible]

Name _____


Date _____

Name _____

Date _____


Name _____

Date _____

[illegible]


Name _____

Date _____

[illegible]

Name _____

Date _____

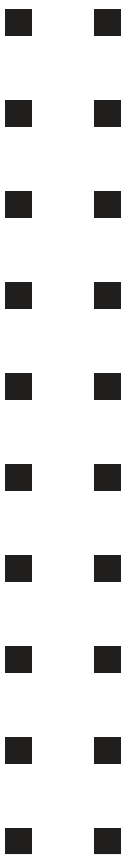
[illegible]



RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

SPECIALS



Printables



LEARNING MENU SPECIALS

KINDERGARTEN

1

PE

Make Your Own Equipment
PART 2:

[Make your own PE
equipment Part 2](#)



2

PE

W.O.W (Workout of the
Week): Wednesdays with
Mrs. Person at 11:00:

[https://rsu57.zoom.us/j/298
414629](https://rsu57.zoom.us/j/298414629)



3

PE

Plank Cup Stack Challenge-
Click this link to try:

[Plank Cup Stack Challenge
.mp4
<https://bit.ly/35FbLmU>](#)



4

Art

Diorama

[Kindergarten Learning
Board Week of May 11 and 18](#)



5

Art

Creative Letter Art
[Kindergarten Learning
Board Week of May 11 and 18](#)



6

Art

Animal Shadows
[Kindergarten Learning
Board Week of May 11 and 18](#)



7

Music

See how many different
sounds you can find around
your home! Use the
Scavenger Hunt paper to
guide you.

<https://tinyurl.com/y73hlzux>



8

Share and **teach** a song
you remember from music
class with a family member.
Think about how your music
teacher taught you songs,
how can you help teach your
song to your family? Let your
teacher know which song
you taught and send a video
if you can!



9

Music

Listen to a song, find a way
to keep the steady beat
using things that you find in
nature!



10

Library

Listen to the [read aloud](#)
([https://safeYouTube.net/w/
/EqWB](https://safeYouTube.net/w/EqWB)) and watch the
Mystery Doug about flowers
<https://bit.ly/3cdNelk>, then
complete the [Garden
Activity](#) if you are able!



11

SEL

[Stop, Name Your Feeling,
Calm Down](#)

[Calm Down Dance](#)
[https://safeYouTube.net/w/
HPpC](https://safeYouTube.net/w/HPpC)



12

SEL


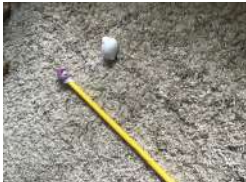

Create a "What to Do When
I'm Stuck" poster to keep
near my workspace



Make Your Own P.E Equipment **Part 2**

Objective: Last week you were asked to be creative and make your own piece of PE equipment with objects found at home. Now we are going to take it one step further. In our directions from last week we gave you three examples of homemade equipment ideas, a sock ball, a bat made out of a bottle, and a dancing ribbon. Remember these were only examples, we wanted you to be creative and make up your own idea. For this week's challenge, we ask that you try to use the equipment and create an activity or game.

Here are some examples:

| | |
|--|---|
| <p>Sock ball</p> | <ul style="list-style-type: none"> *Toss and catch 10 times *Toss to someone at home *Make more and try to juggle *Combine equipment and try hitting your sock ball with a homemade bat (outside of course) *Accuracy practice: how many times can you throw into a laundry basket successfully? |
| <p>Bottle Bat</p> | <ul style="list-style-type: none"> *Hit a soft object with your bat (depending what it is make sure you do this in a safe place, maybe outside) *Create a game with your bat, how can we use your equipment in P.E next year? |
| <p>Dancing Ribbon</p> | <ul style="list-style-type: none"> *Create a dancing routine with your dancing ribbon. *Describe how you made/attached your ribbon. |
| <p>Student Creations: These pieces of equipment were made from RSU 57 students. When you send us the pictures or activity, please add a description of how it is used or connected to P.E.</p> <p>For example; the Ball-in-Cup was created by a 5th grader and she discussed how hand eye coordination can be practiced and can improve her softball skills.</p>  | <p>Tag Game from 5th grader: Try to tag a person from the hips down with the sock and if you hit them from the shoulders up you have to do 50 sit ups and then it's the other person's turn.</p>  <p>Lacrosse Stick: 3rd Grade student, practices cradling a ball in his "basket."</p>  |

Make sure to share your creative ideas with your P.E teacher: samanthaperson@rsu57.org, brianpenely@rsu57.org, janelfearon@rsu57.org

Diorama

A Diorama is a form of art that uses various materials to create scenes and backgrounds. They can really be made out of anything! Shoeboxes are great to use as a base for your diorama. Here are some examples:



Week 1: Brainstorm ideas for your diorama: under the sea, woodland, your bedroom, prehistoric times, etc. Collect some materials that you can use as props for your scene: fabric scraps, dried foods (pasta, beans, rice), natural materials (pine cones, rocks, dirt, sand, leaves, tree bark, flowers, etc.), toilet paper or paper towel tubes, markers, crayons, colored pencils, figurines, stickers, paint, cotton balls, q-tips, etc.

Begin to put your diorama together.

Week 2: Finish your diorama!

Creative Letter Art

Can you turn your letters into a piece of art?

Week 1: Take a letter of the alphabet and turn it into something! Will it be an animal? A person? A vehicle? Draw an uppercase letter on your paper. Go over the letter with a black marker, crayon, or dark pencil. Look at the shapes in the letter. What could it be?

Week 2: Add details.



Animal Shadows

Let's use your toys and some shadows to create some artwork! Do you have any animal figurines? Maybe some dinosaurs? Pick a bright sunny day to bring them outside to trace their shadows! Here's some examples:



Week 1: Grab some paper and your toys and take them outside! Rearrange your toys so that they are easy to trace. You can create a scene by using natural materials or adding toy trees in your artwork as well! Trace your animals and your scene!

Week 2: Add some details to your shadow drawings and background and color it in!

Sound Scavenger Hunt

How many sounds can you find for each question below?

Find at least one sound for each.

What is a high sound you can hear?

What is a low sound you can hear?

What sound can you hear that has a steady beat?

What sound can you hear that does NOT have a steady beat?

What sound can you hear that is loud?

What sound can you hear that is soft?

SPROUTING ONE, TWO, THREE!

All you need are dry seeds, water, a bowl, and a dark place for the seeds to germinate and sprout. You can use any of these: lima, pinto, garbanzo, mustard, barley, sesame or oat seeds.



1. Put several dozen seeds in a bowl and barely cover them with water.

2. Cover the bowl, put it in the dark, and wait a few days.

3. Rinse and eat!



Take Control of Strong Feelings

Stop

You need to signal your self to pause before you act!

What will be your signal be that lets you know you need to stop? A stop sign? A stop hand? A red or yellow light? A stop symbol?

Check in with your body - how does it feel? Tense? Hot? Upset stomach? Racing heart?

Name Your Feeling

When we name our feeling it lets our wizard (the thinking brain) take control over the lizard (our reacting brain).

How many different types of strong feelings can you come up with?

Calm Down

Once our brain is back in wizard mode, we can use one of our calm down strategies

What strategies work best for you? Can you come up with a list of 5?