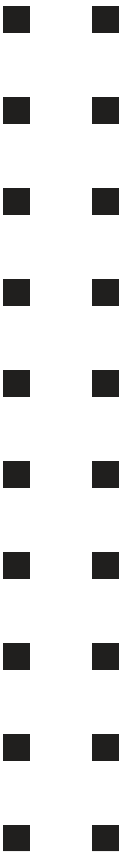




RSU 57

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

Continuous Learning **LEARNING MENUS**



MATH

LITERACY

SPECIALS

Printables

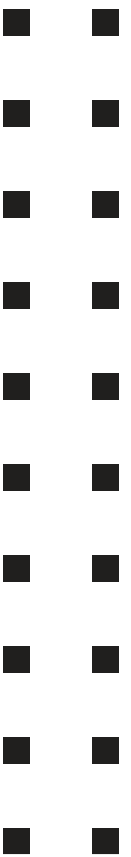




RSU 57

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

MATH



Printables



LEARNING MENU

MATH & STEM

KINDERGARTEN

★ = EVERYDAY ITEMS

1 ★

IXL: Math skill practice for 20 minutes



2 Geometry: Create a birdhouse out of materials at your home (paper, recycled containers, paper towel rolls, wood, etc.). Label the shapes (flat and solid) that you see in your birdhouse creation. Share a picture of it with your teacher.
Examples: bit.ly/2YIK0xd

3 Addition: Addition Race! Make ([or print](#)) Addition Fact cards. Lay them out in a line on the ground (taping them down may help). This can be done in one single line or two lines for a race. Start at one end of the line. Jump onto the first card. Solve the problem (you can either shout the answer or write the answer). Jump to the next card, and repeat until you've finished all the cards in your line. Whoever completes their line first wins the race! If they are doing it independently, they can try to beat their own best finish time. Send photos or a video to your teacher. [Visual Example](#)

4 Subtraction: For this subtraction math game, start the game with 5 small items (plastic ladybugs, flower petals, pinecones, mini erasers). Secretly hide a certain number of objects and have your child tell you how many you're hiding. To do that, put your hand over all 5, then slide your hand away with some under your hand. This is not a guessing game. They can use their brain to think of the answer. They mentally take away what they see from the amount you started with. If using 5 objects is too easy, try using 10.



5 Data and Measurement: Trace your foot and cut it out. Do this twice (with the same foot). This will be your measuring tool. Find 5 things that are growing near your house (flowers, pinecones, trees, etc). Measure how tall they are from the ground to their top using your cut-out feet. Draw a picture that puts them in order from tallest to shortest. Label how tall (in your cut-out feet) each thing was. Share your drawing with your teacher.

6 Numbers & Base-Ten: If you haven't already, watch the video below. Use the [Number Frames](#) app, [Number Pieces](#) app, or the blocks you created to show the value of the digits in numbers between 11-19. Take a picture or screenshot to show your work. Upload to Seesaw.

Challenge: create numbers between 21-29. [Place Value-10 frame](#)

7 Other: Make 3 growing patterns and explain the rule it follows. See examples of growing patterns at the links below.

[Pattern Poster](#)
[Growing Pattern Example](#)

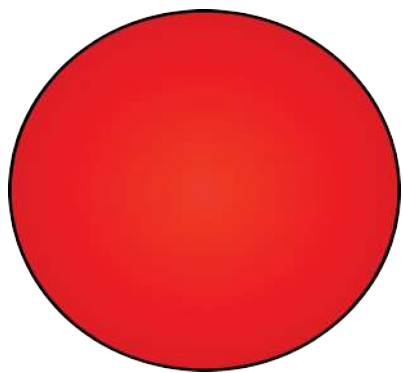


8 STEM: Make 3 paper airplanes. If you don't know how, you can watch the video below. See which one flies the farthest. Which flies the shortest distance?
Video: <https://bit.ly/3fpynfC>



9 STEM: Walking Water Rainbow (Experiment) - Gather 6 small glasses, paper towels, and food coloring (red, yellow, and blue). Then make your water walk by following [these instructions](#).

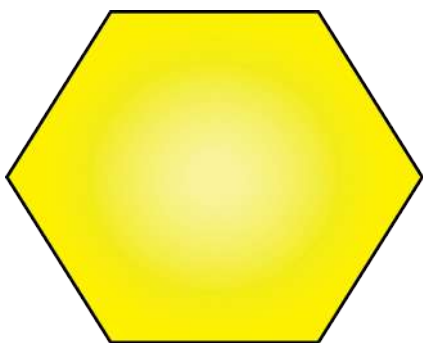




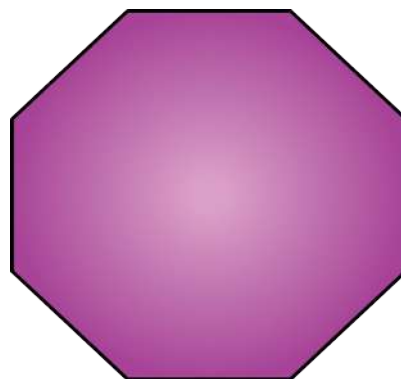
Circle



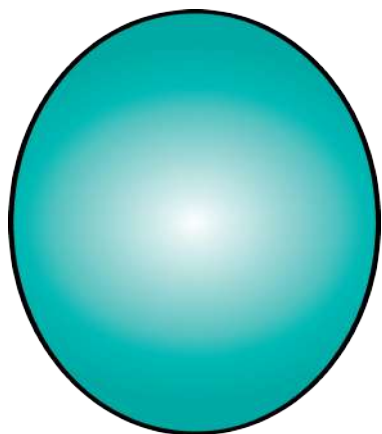
Heart



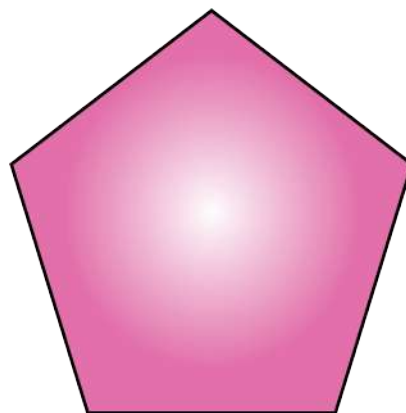
Hexagon



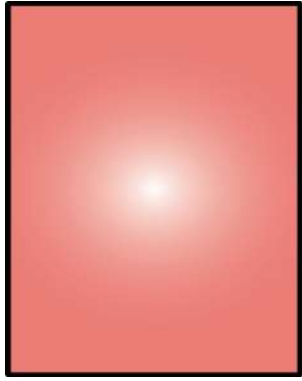
Octagon



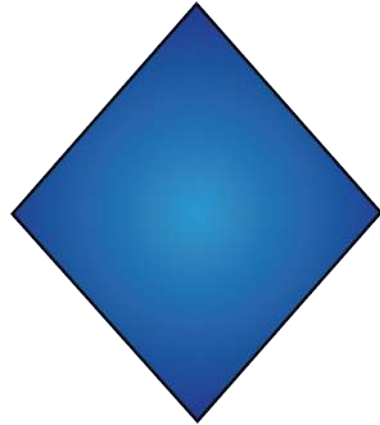
Oval



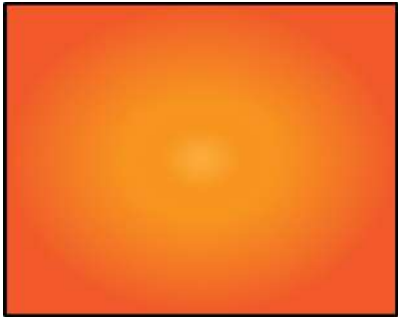
Pentagon



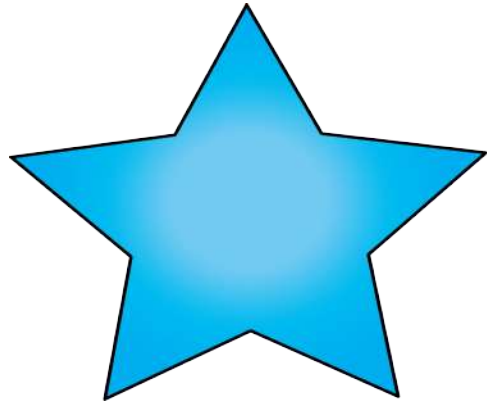
Rectangle



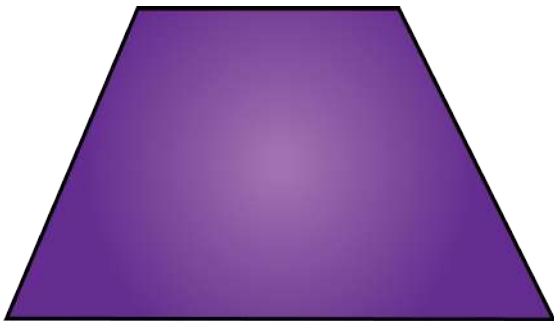
Rhombus



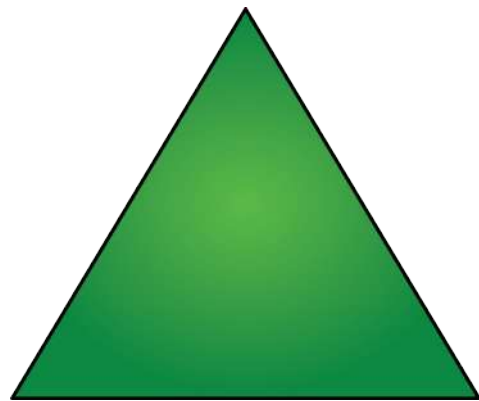
Square



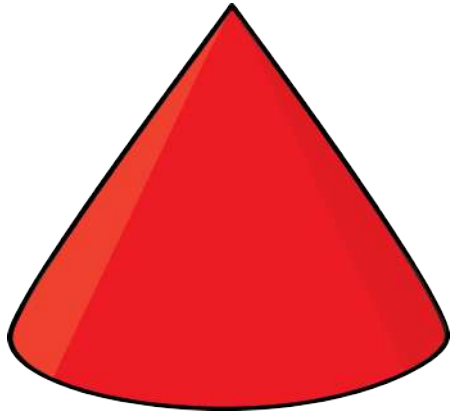
Star



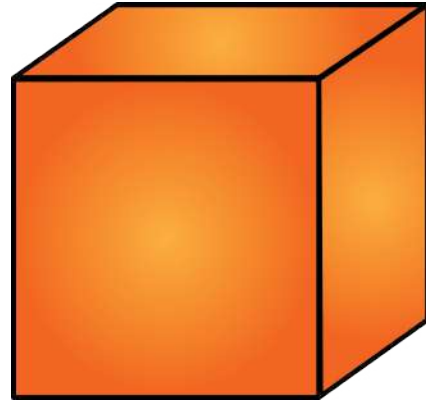
Trapezoid



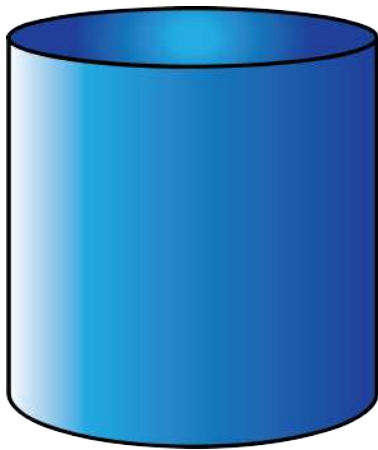
Triangle



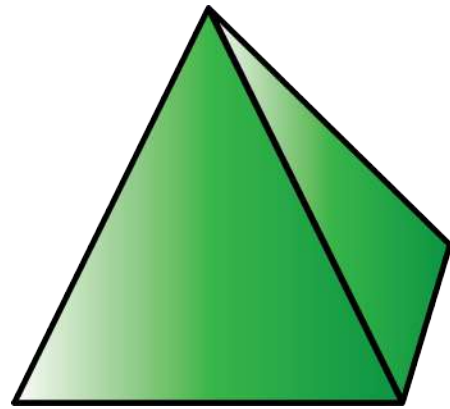
Cone



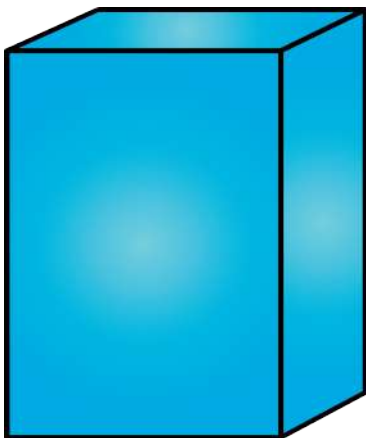
Cube



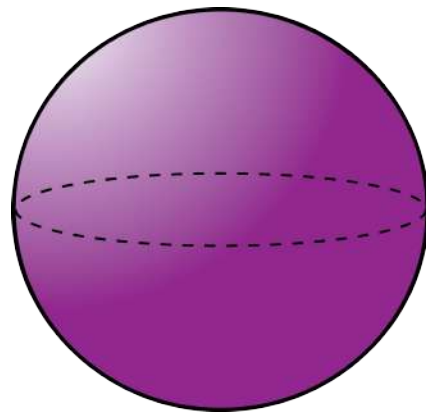
Cylinder



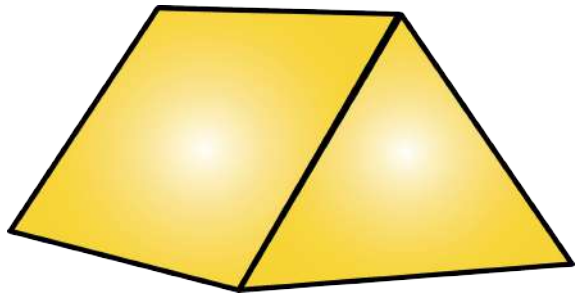
Pyramid



Rectangular Prism



Sphere

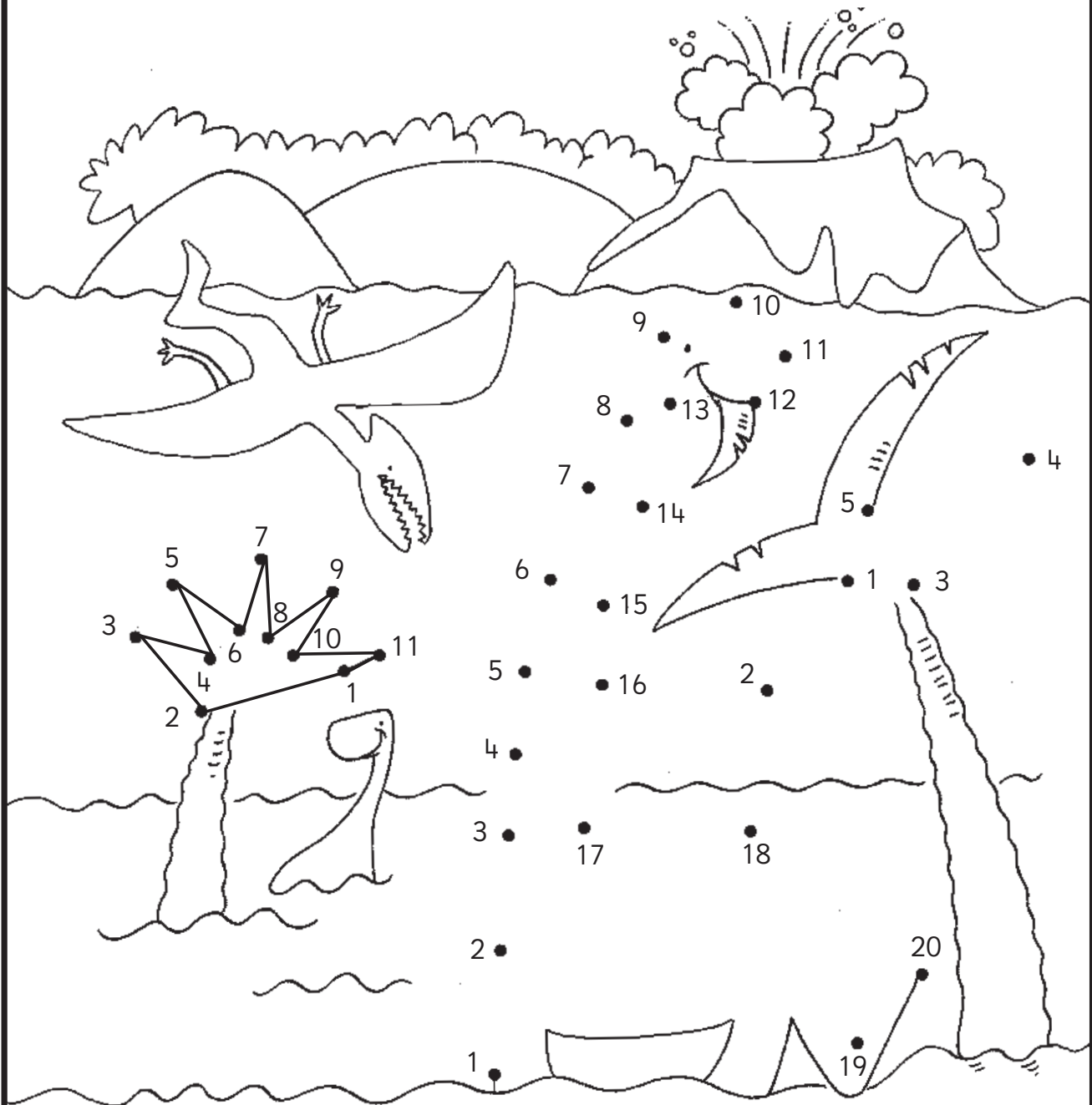


Triangular Prism

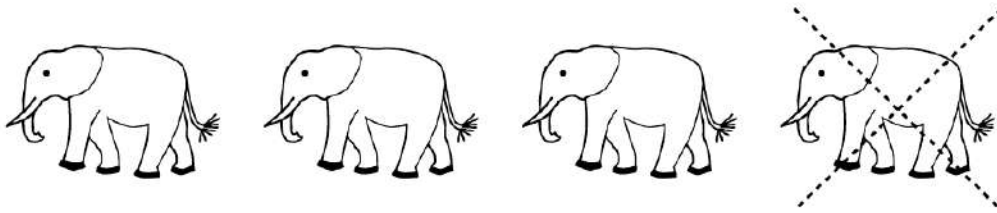


Can you remember?

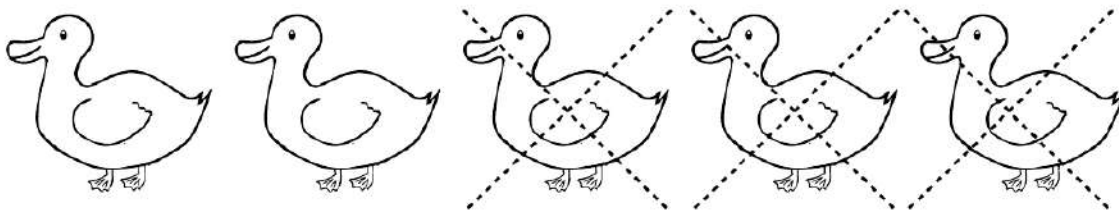
Join the dots.



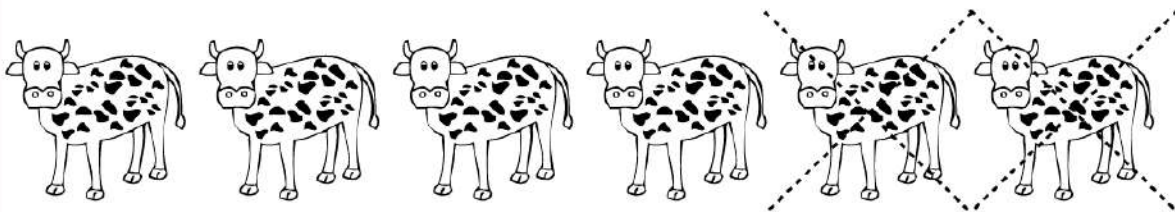
Subtract



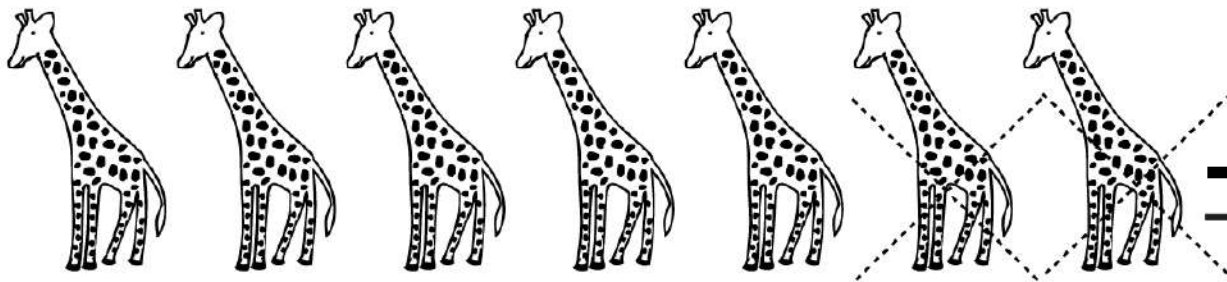
$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$



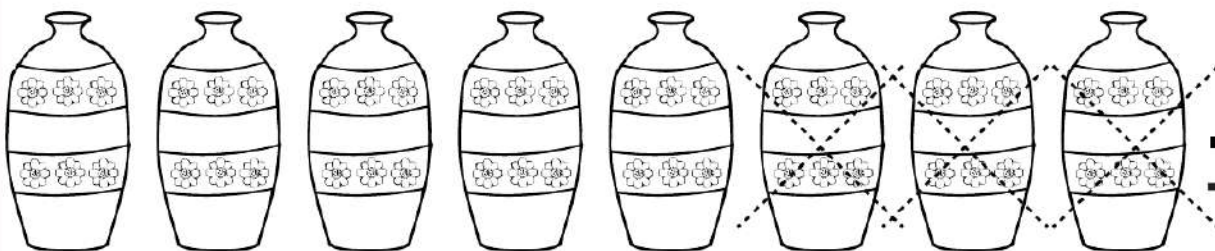
$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$



$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$



$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$



$$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$$

Addition (1-10)

$$\begin{array}{r} 4 \text{ 🍓🍓🍓🍓} \\ + 3 \text{ 🍓🍓🍓} \\ \hline \end{array}$$

$$\begin{array}{r} 5 \text{ 🍓🍓🍓🍓🍓} \\ + 2 \text{ 🍓🍓} \\ \hline \end{array}$$

$$\begin{array}{r} 6 \text{ 🍓🍓🍓🍓🍓🍓} \\ + 4 \text{ 🍓🍓🍓🍓} \\ \hline \end{array}$$

$$\begin{array}{r} 7 \text{ 🍓🍓🍓🍓🍓🍓🍓} \\ + 3 \text{ 🍓🍓🍓} \\ \hline \end{array}$$

$$\begin{array}{r} 3 \text{ 🍓🍓🍓} \\ + 2 \text{ 🍓🍓} \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \text{ 🍓🍓} \\ + 2 \text{ 🍓🍓} \\ \hline \end{array}$$

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

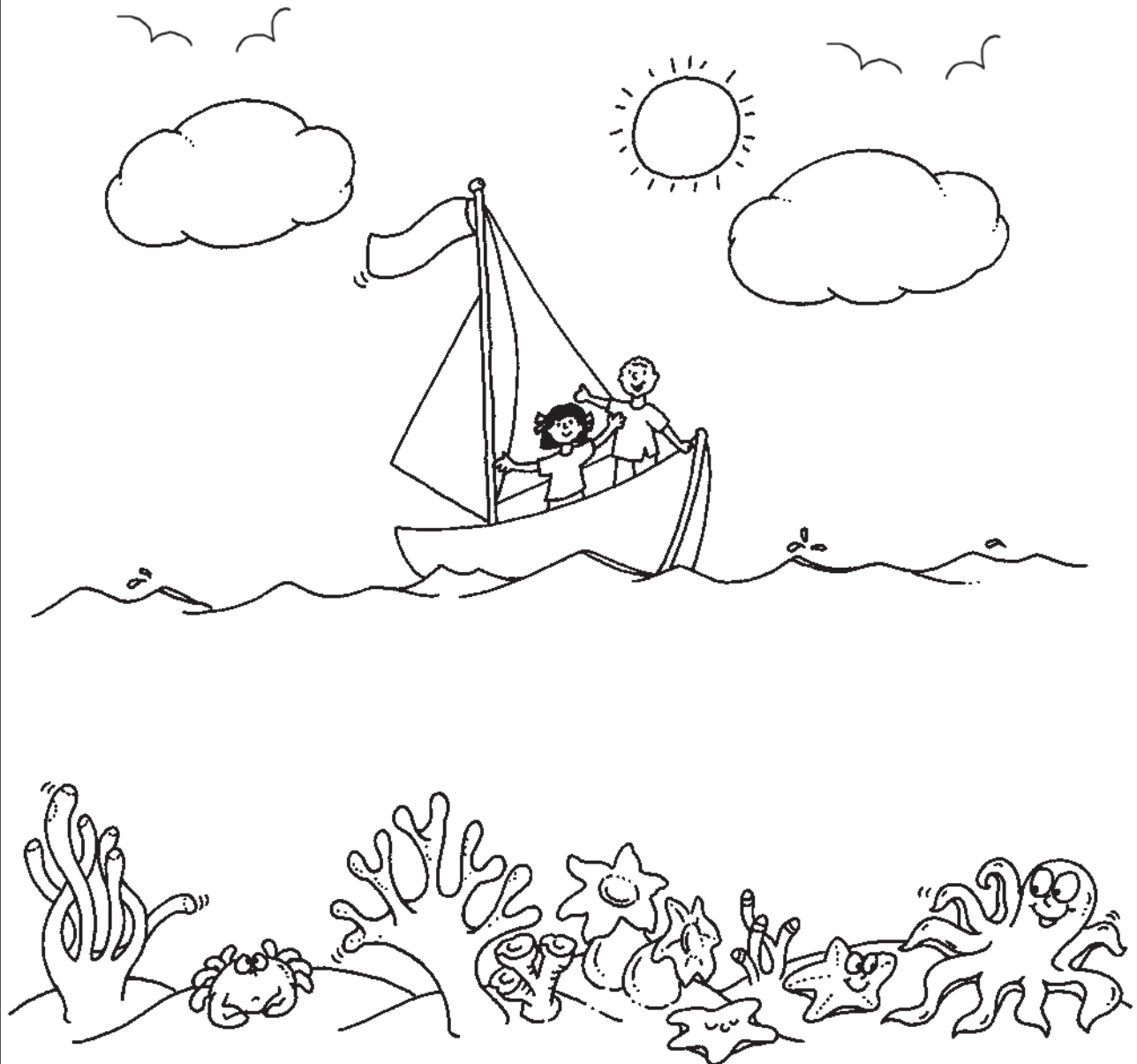


Above, on, and below

Draw 2 birds above the boat.

Draw 3 fish below the boat.

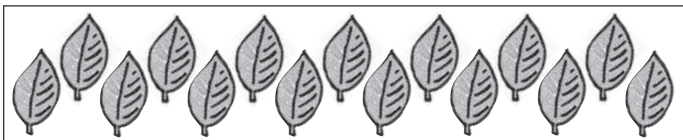
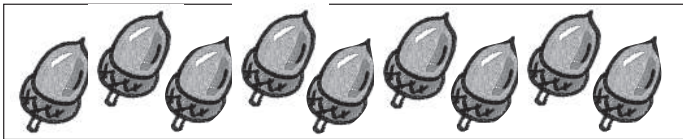
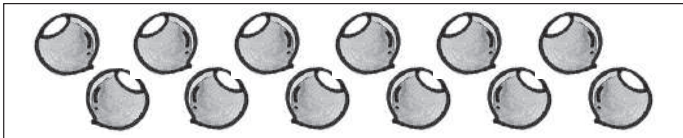
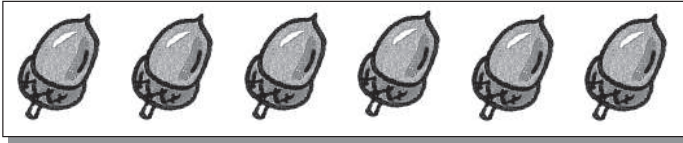
Draw 2 ducks on the water.





Counting

Connect each set to the correct number.



8

9

6

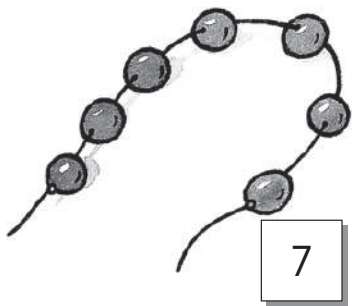
15

10

Draw your own set to match the number.

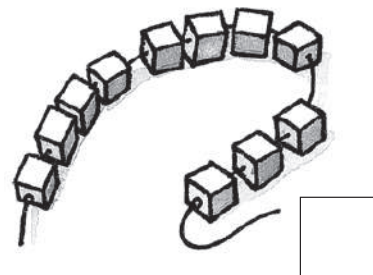
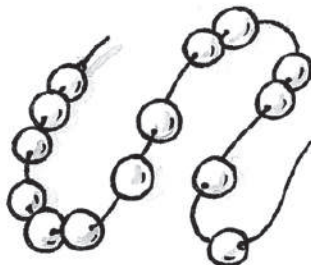
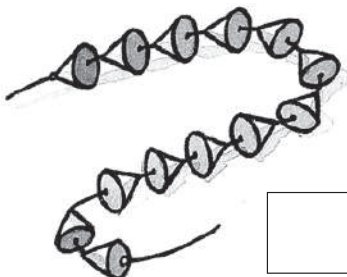
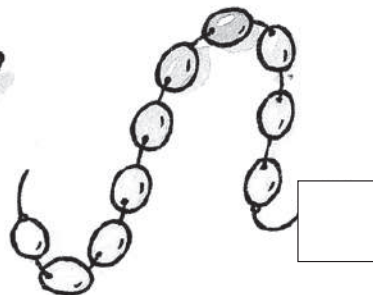
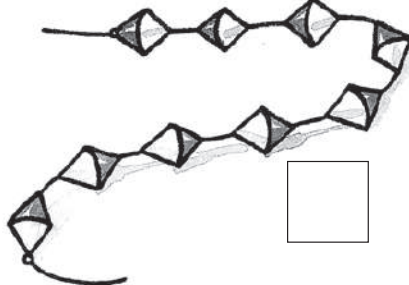


12



7

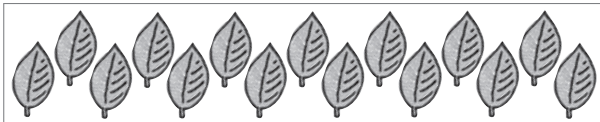
Count the beads.





Counting

Connect each set to the correct number.



Draw your own set to match the number.



8

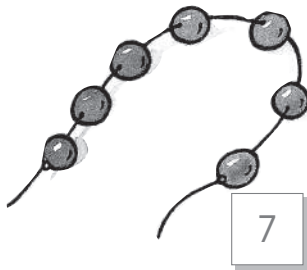
9

6

15

10

12



7

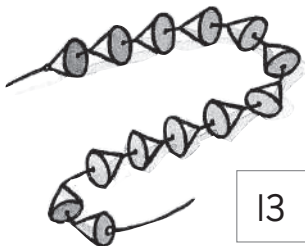
Count the beads.



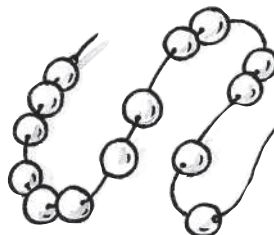
9



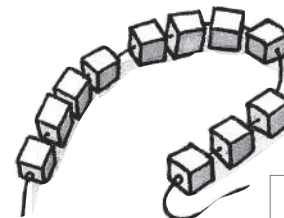
10



13



14



11

Counting and then re-counting to check an answer before writing anything down is a useful habit to develop. Some children will be able to count without pointing to the objects, but when re-counting, children may need to point to each item.

Activity: Create a birdhouse out of materials at your home (paper, recycled containers, paper towel rolls, wood, etc). Label the shapes (flat and solid) that you see in your birdhouse creation. Share a picture of it with your teacher.





2

25

2

35

$$1 + 1 =$$

$$3 = 2 + 1$$

$$1 + 3 =$$

$$5 = 4 + 1$$

$$1 + 2 =$$

$$2 = 1 + 1$$

$$1 + 4 =$$

$$4 = 3 + 1$$

$$2 + 1 =$$

$$2 + 2 = 4$$

$$2 + 3 =$$

$$3 + 4 = 7$$

$$2 + 2 =$$

$$2 + 1 = 3$$

$$3 + 4 =$$

$$2 + 3 = 5$$

$$3 + 1 =$$

$$4 = 2 + 4$$

$$4 + 4 =$$

$$9 = 5 + 1$$

$$4 + 2 =$$

$$3 + 1 = 4$$

$$1 + 5 =$$

$$4 + 4 = 8$$

$$6 + 0 =$$

$$6 = 7 + 2$$

$$7 + 2 =$$

$$6 = 4 + 5$$

$$2 + 7 =$$

$$9 = 0 + 9$$

$$5 + 4 =$$

$$6 = 2 + 7$$

$$3 + 2 =$$

$$7 = 3 + 4$$

$$3 + 6 =$$

$$7 = 3 + 4$$

$$4 + 3 =$$

$$5 = 2 + 3$$

$$3 + 4 =$$

$$6 = 3 + 3$$

$$5 + 3 =$$

$$7 = 9 + 1$$

$$6 + 1 =$$

$$9 = 4 + 5$$

$$1 + 6 =$$

$$8 = 3 + 5$$

$$5 + 4 =$$

$$7 = 1 + 6$$

$$3 + 3 =$$

$$8 = 4 + 4$$

$$2 + 5 =$$

$$8 = 9 + 7$$

$$4 + 4 =$$

$$9 = 3 + 3$$

$$2 + 6 =$$

$$7 = 5 + 2$$

$$6 + 3 =$$

$$2 + 2 = 4$$

$$4 + 3 =$$

$$6 = 3 + 9$$

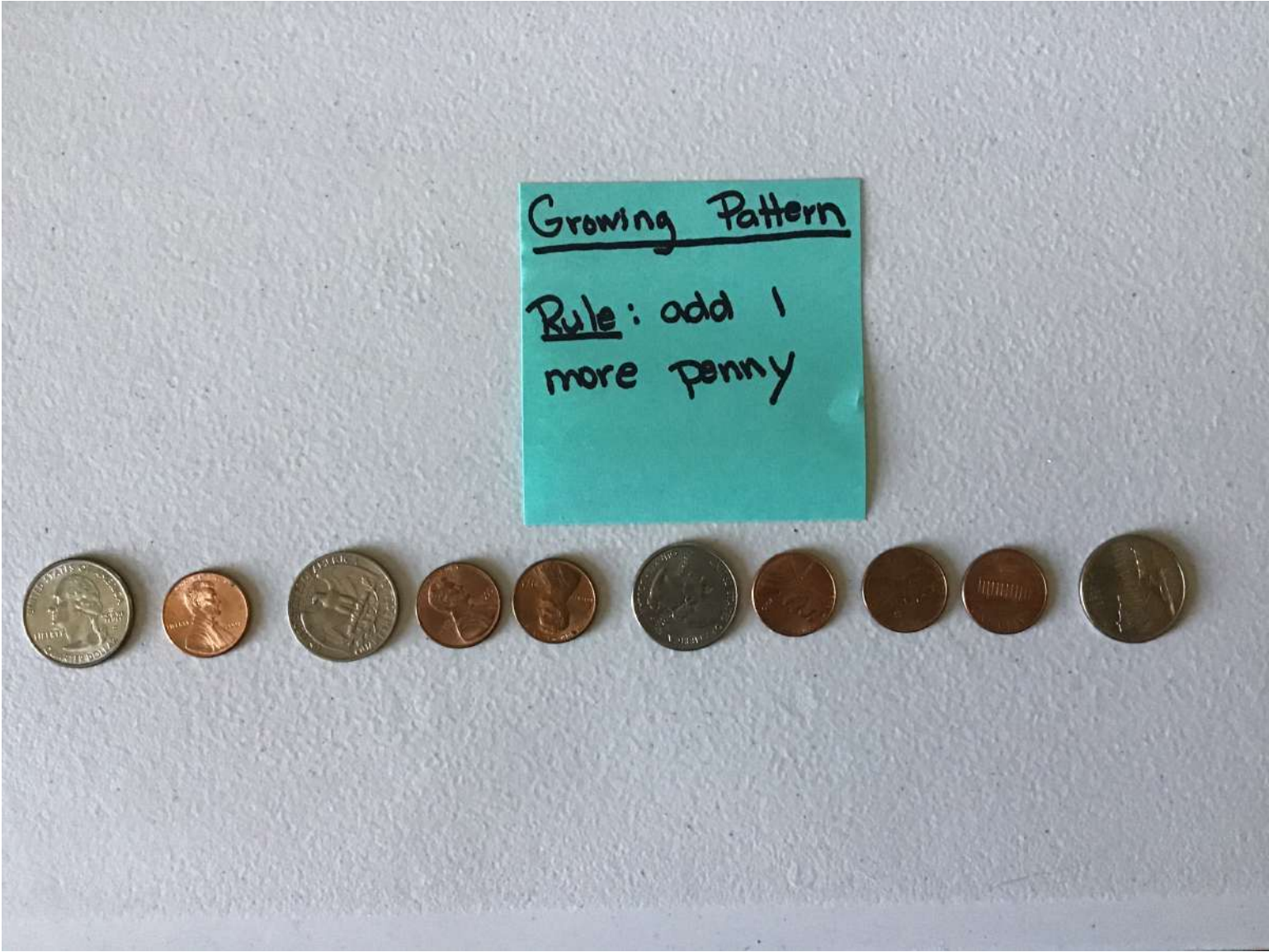
$$2 + 2 =$$

$$6 = 3 + 9$$

$$6 + 3 =$$

$$4 + 3 = 7$$

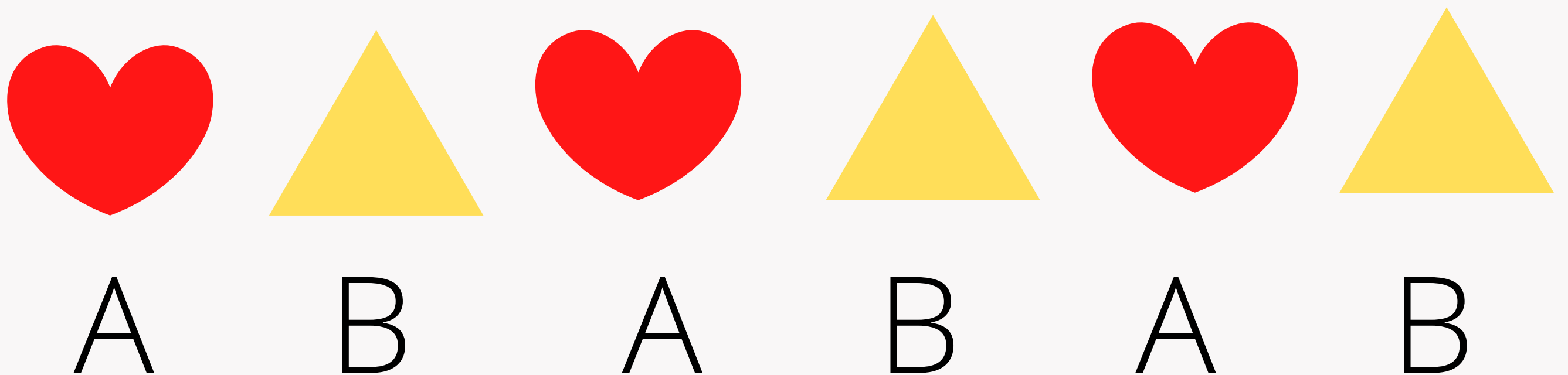
Another example of a growing pattern:



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.**

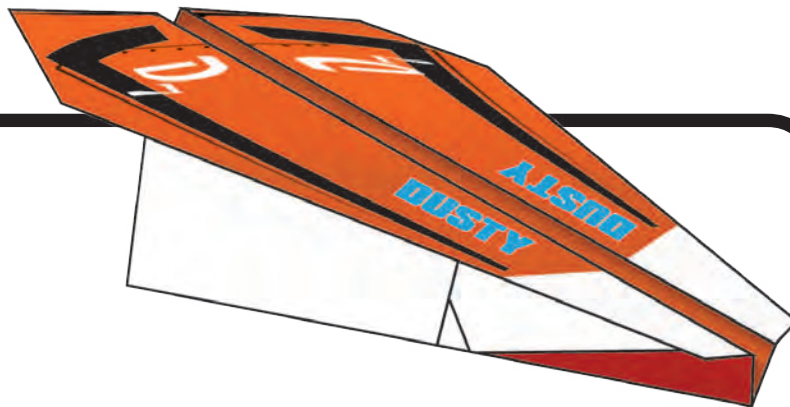
Growing Patterns:



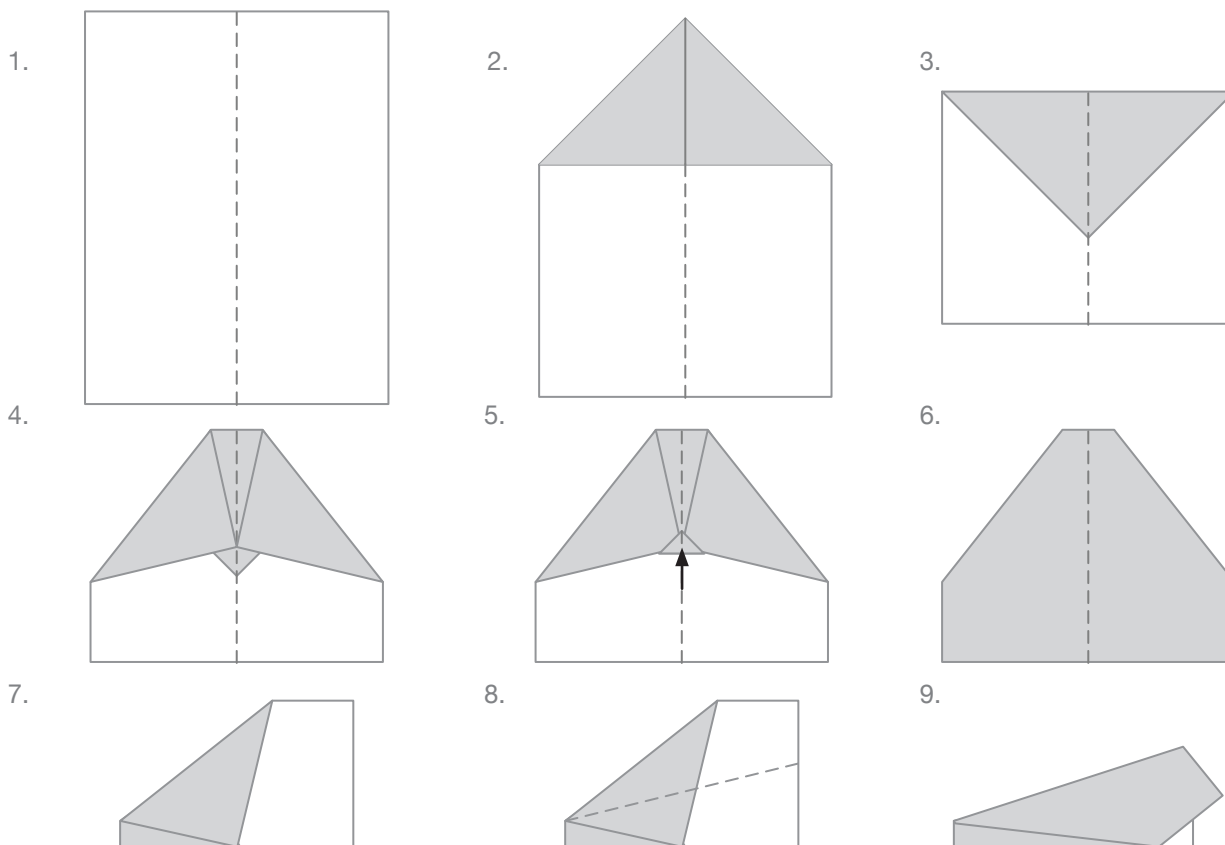
**This pattern is growing by
adding one more.**



Have an adult help you with this activity. DO NOT throw a paper airplane at another person, animal or object as paper can be sharp or pointy.



DUSTY



DIRECTIONS:

Print the pages on regular paper.

- 1-2.) With the white side of the first rectangle you choose facing you, fold the rectangle in half and unfold it so the paper lays flat again. Now, fold the left two corners towards you.
- 3.) Fold the triangle you created with the first set of folds towards you so the point lines up with the center of the rectangle.
- 4.) Fold the top two corners towards you again, but this time,

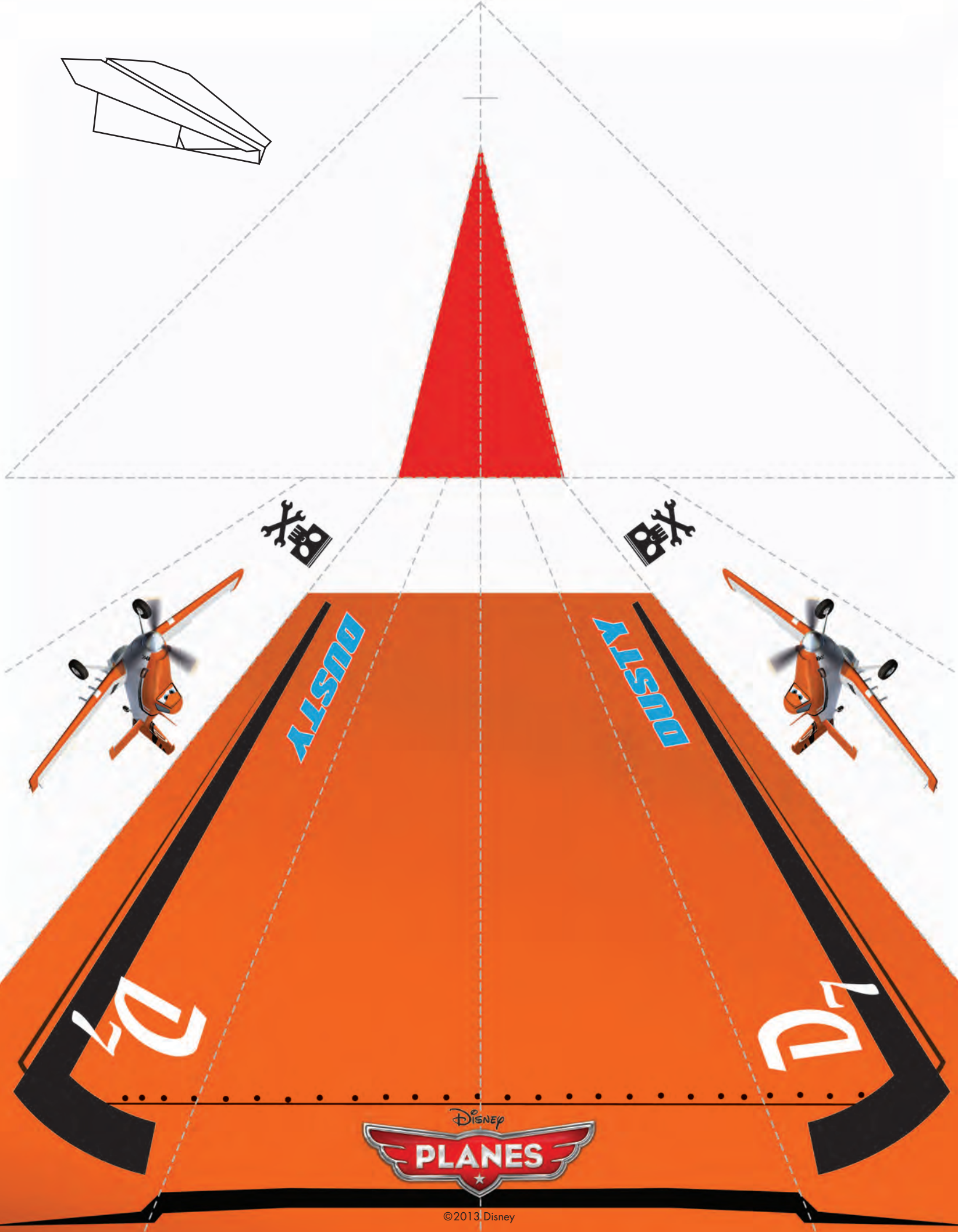
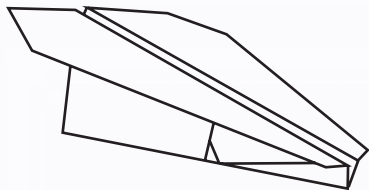
start the fold out from the center line a little bit so the corners touch the center line of the airplane when folded.

- 5.) Fold back the triangle tip that peeks out from behind your new folds to hold them in place.

- 6-7.) Flip the airplane over so the design is now facing you and fold it in half towards you on the dashed line.

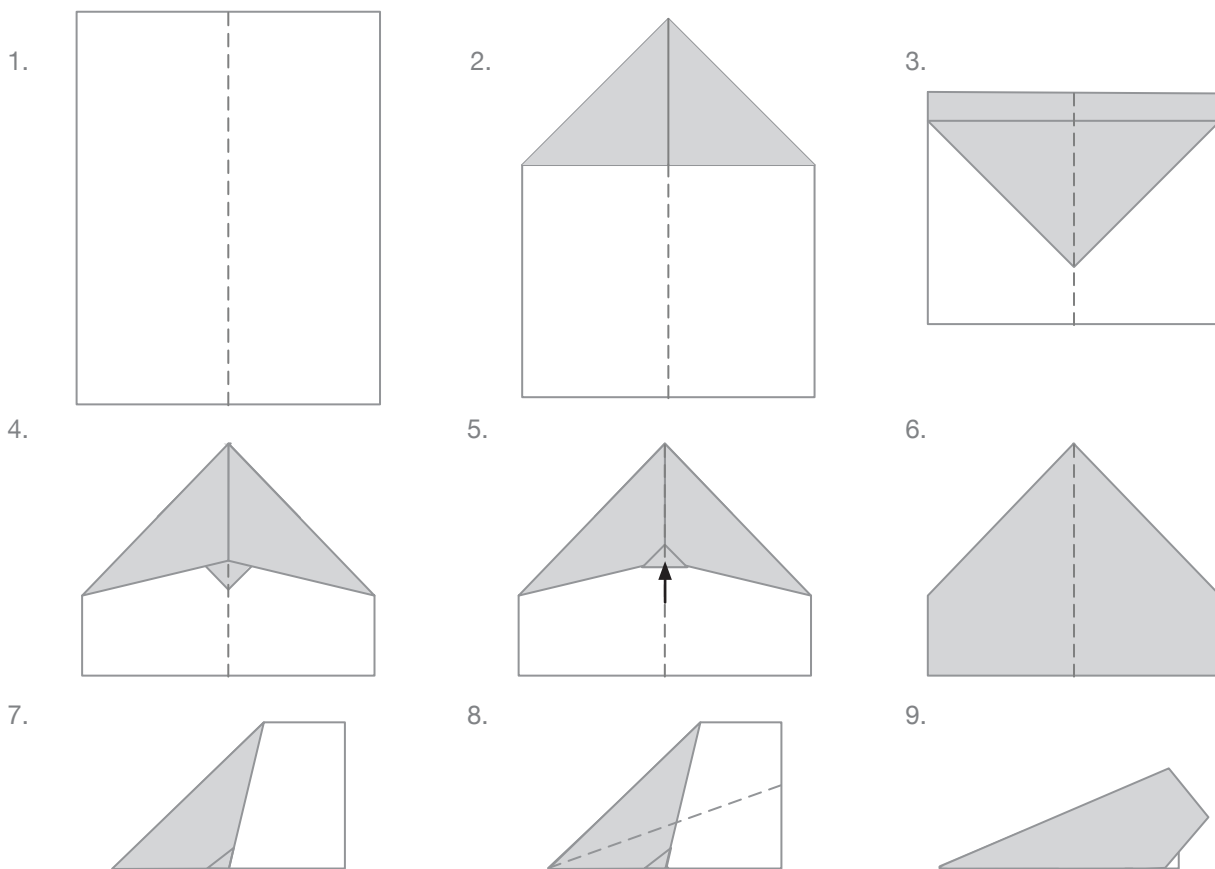
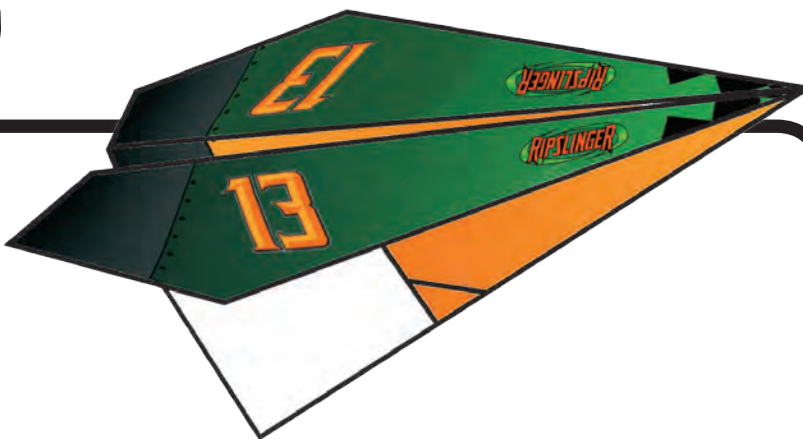
- 8-9.) Fold down the wings on both sides and you are ready to fly!

TAKES OFF IN THEATERS IN 3D ON AUGUST 9





Have an adult help you with this activity. DO NOT throw a paper airplane at another person, animal or object as paper can be sharp or pointy.



DIRECTIONS:

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1-2). With the white side of the first rectangle you choose facing you, fold the rectangle in half and unfold it so the paper lays flat again. Now, fold the left two corners towards you.

3). Fold the triangle you created with the first set of folds towards you but to the second indicator line so the point lines up with the center of the rectangle.

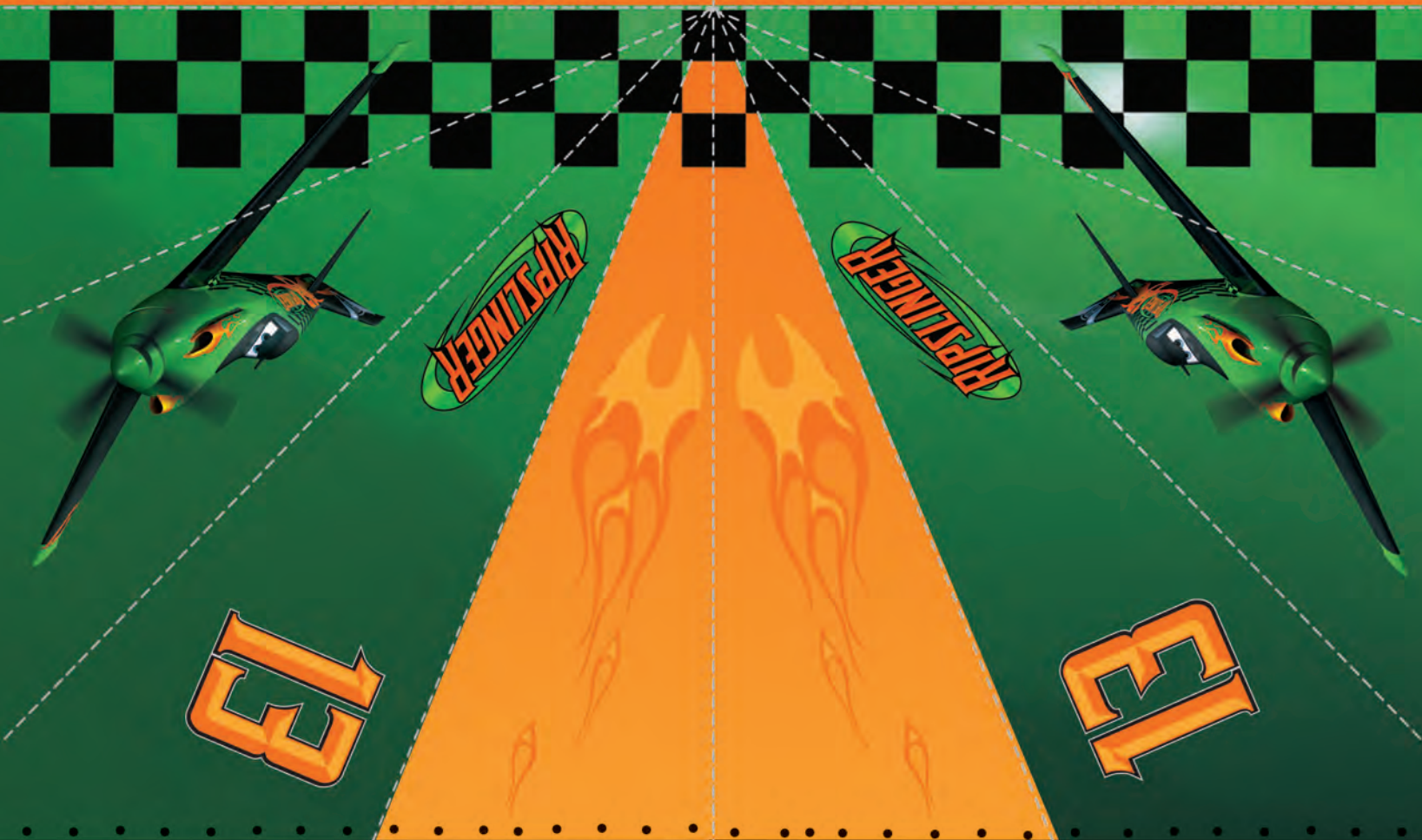
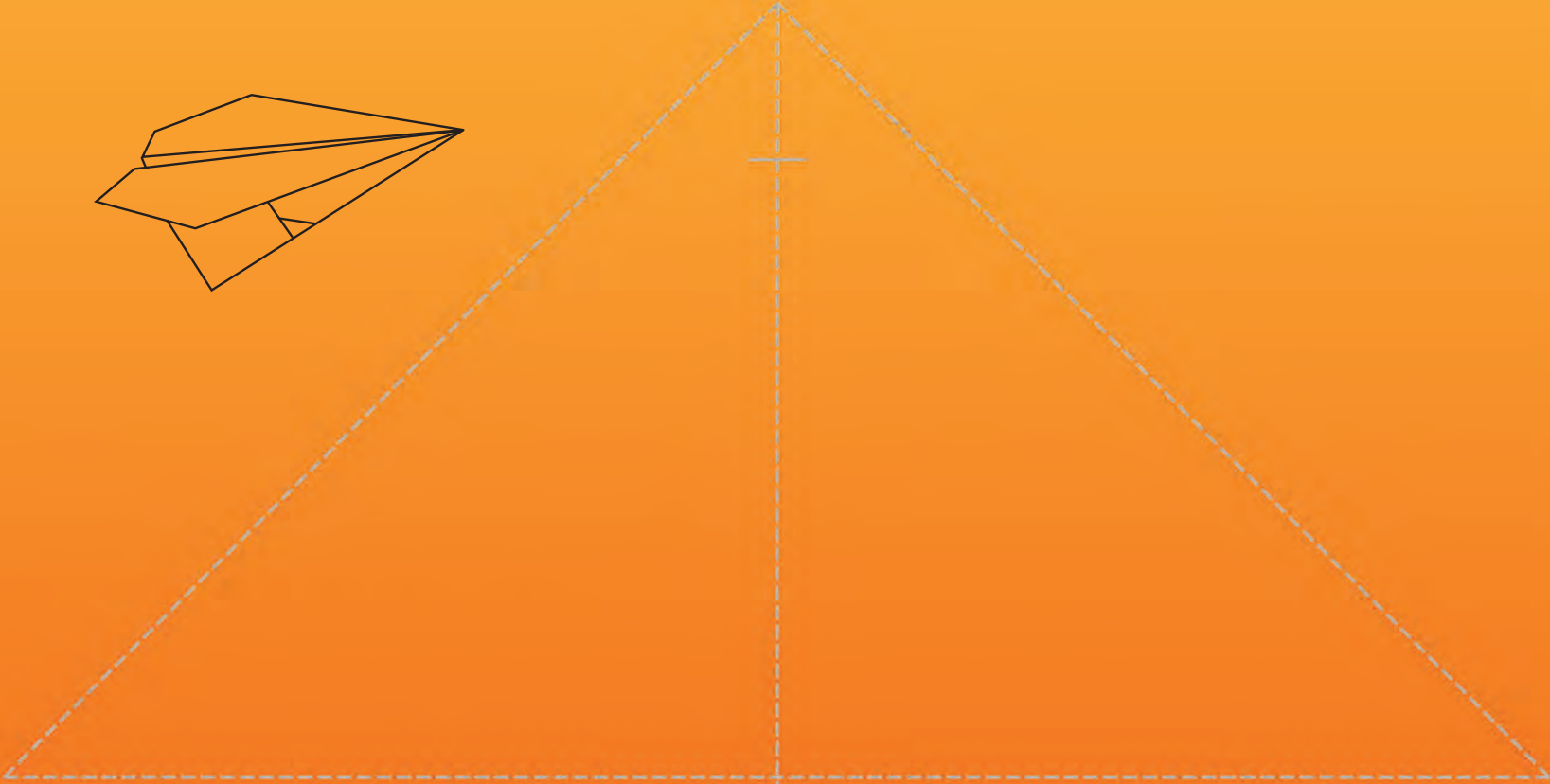
4.) Fold the top two corners towards you again, but this time, start the fold out from the center line a little bit so the corners touch the center line of the airplane when folded.

5.) Fold back the triangle tip that peeks out from behind your new folds to hold them in place.

6-7.) Flip the airplane over so the design is now facing you and fold it in half towards you on the dashed line.

8-9). Fold down the wings on both sides and you are ready to fly!

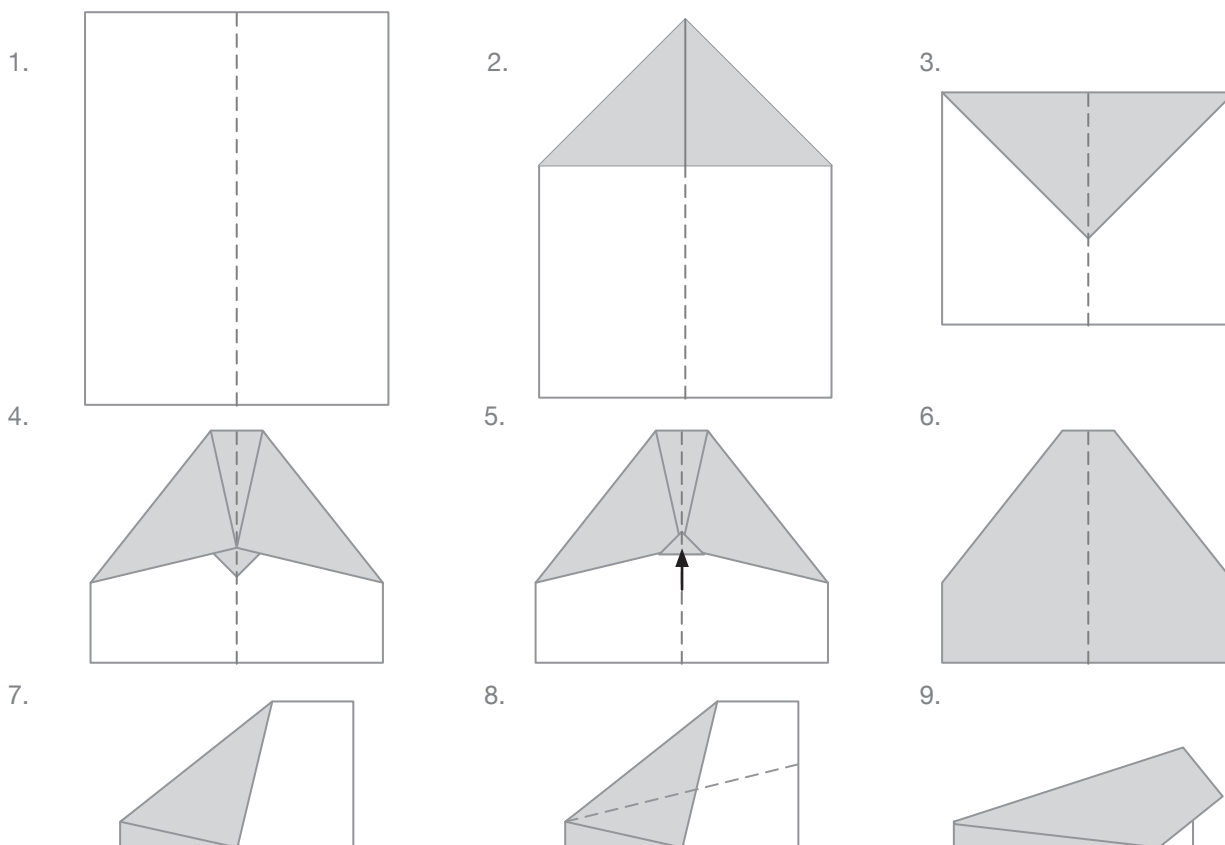
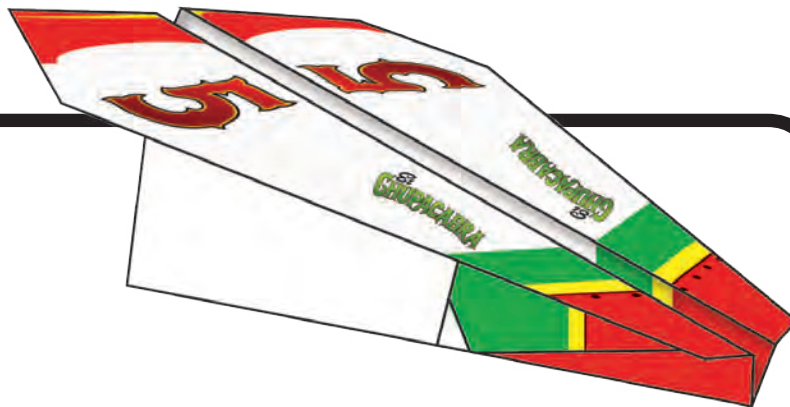
TAKES OFF IN THEATERS IN 3D ON AUGUST 9





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El CHUPACABRA



DIRECTIONS:

Print the pages on regular paper.

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- 3.) Fold the triangle you created with the first set of folds towards you so the point lines up with the center of the rectangle.
- 4.) Fold the top two corners towards you again, but this time,

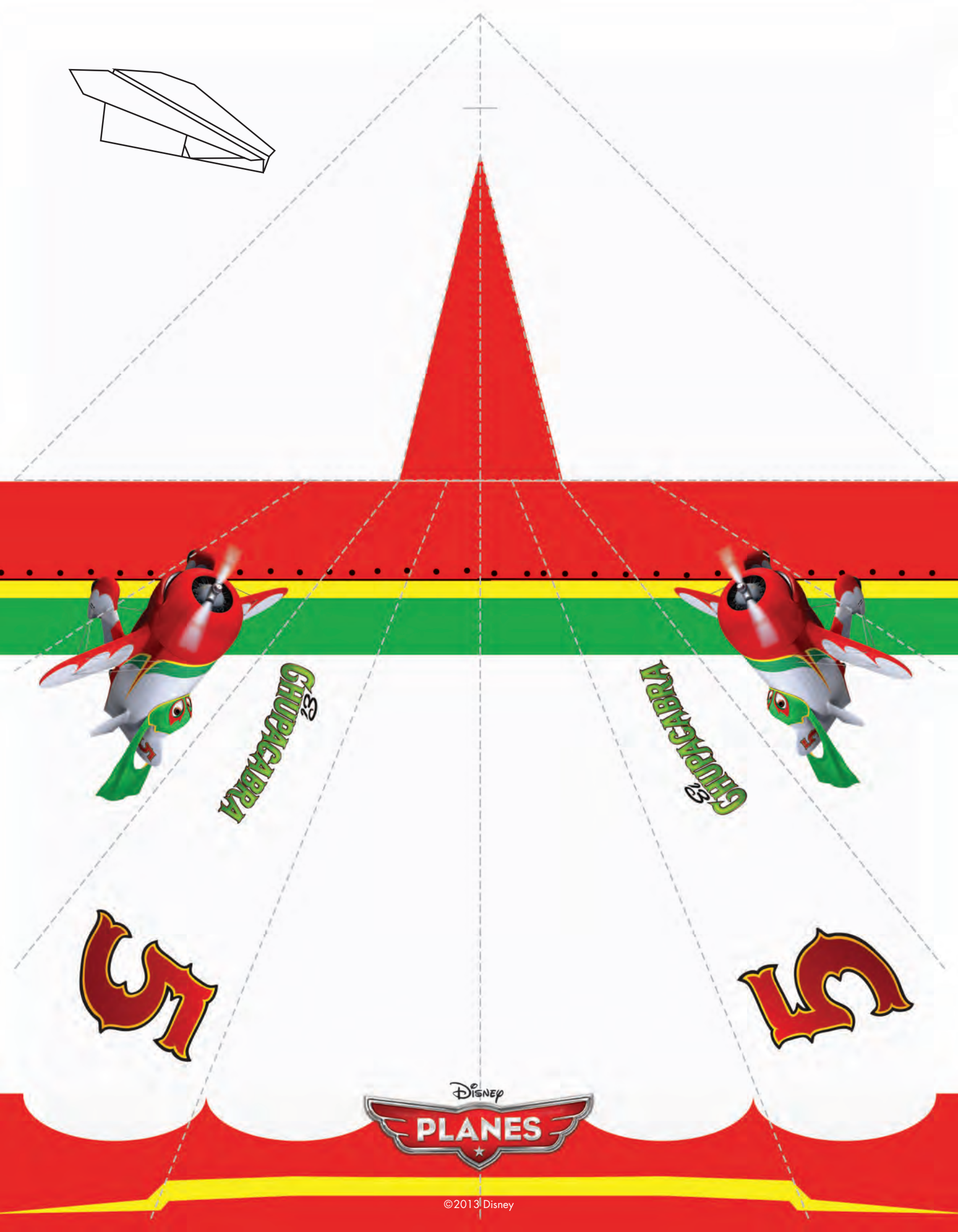
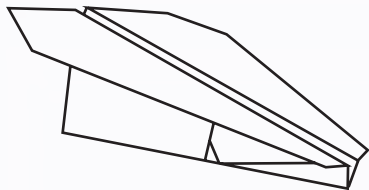
start the fold out from the center line a little bit so the corners touch the center line of the airplane when folded.

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- 8-9.) Fold down the wings on both sides and you are ready to fly!

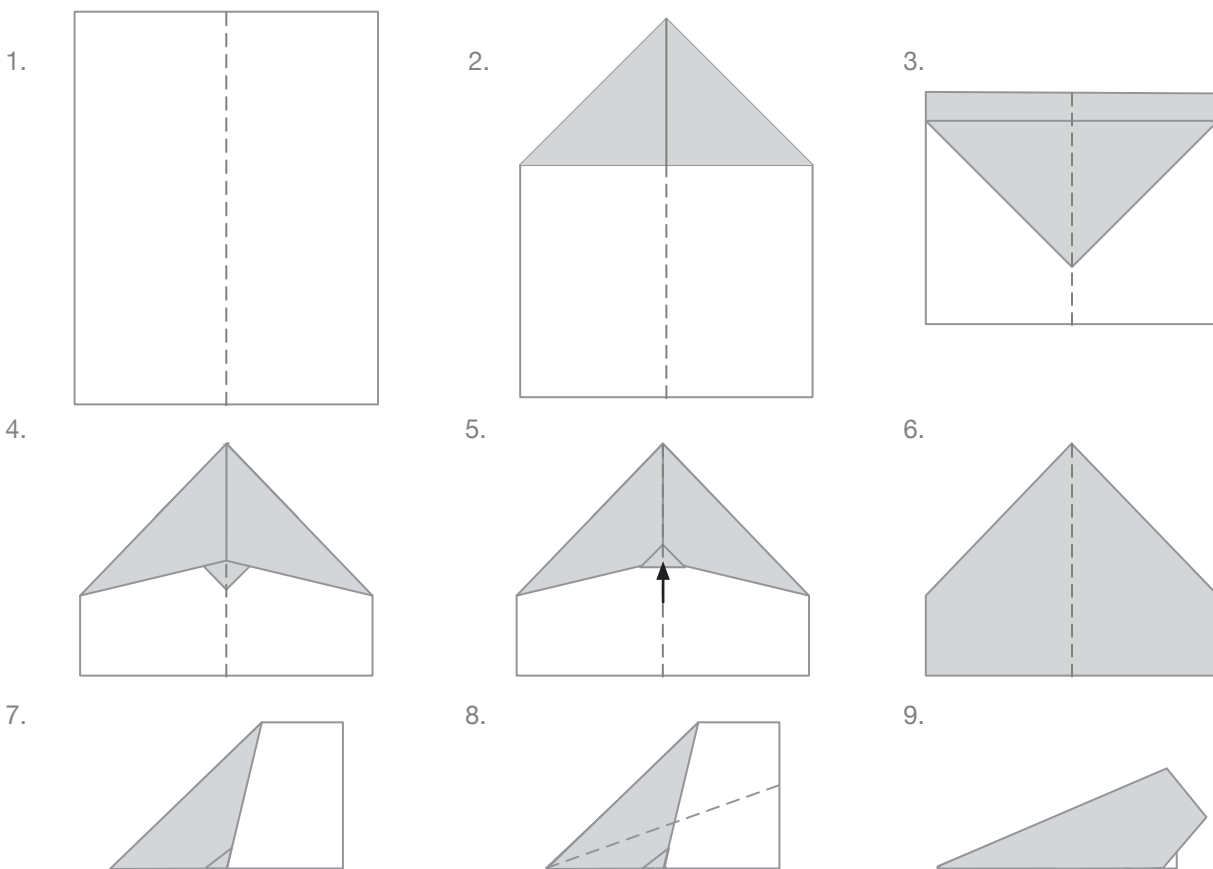
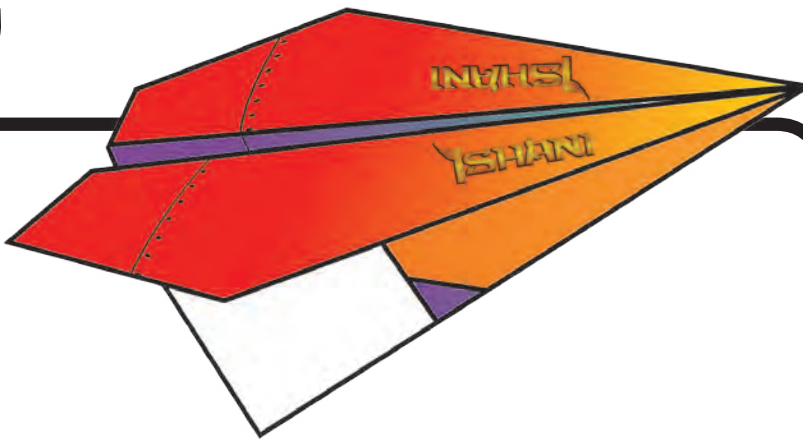
TAKES OFF IN THEATERS IN 3D ON AUGUST 9





Have an adult help you with this activity. DO NOT throw a paper airplane at another person, animal or object as paper can be sharp or pointy.

ISHANI



DIRECTIONS:

Print these pages on regular paper.

1-2). With the white side of the first rectangle you choose facing you, fold the rectangle in half and unfold it so the paper lays flat again. Now, fold the left two corners towards you.

3). Fold the triangle you created with the first set of folds towards you but to the second indicator line so the point lines up with the center of the rectangle.

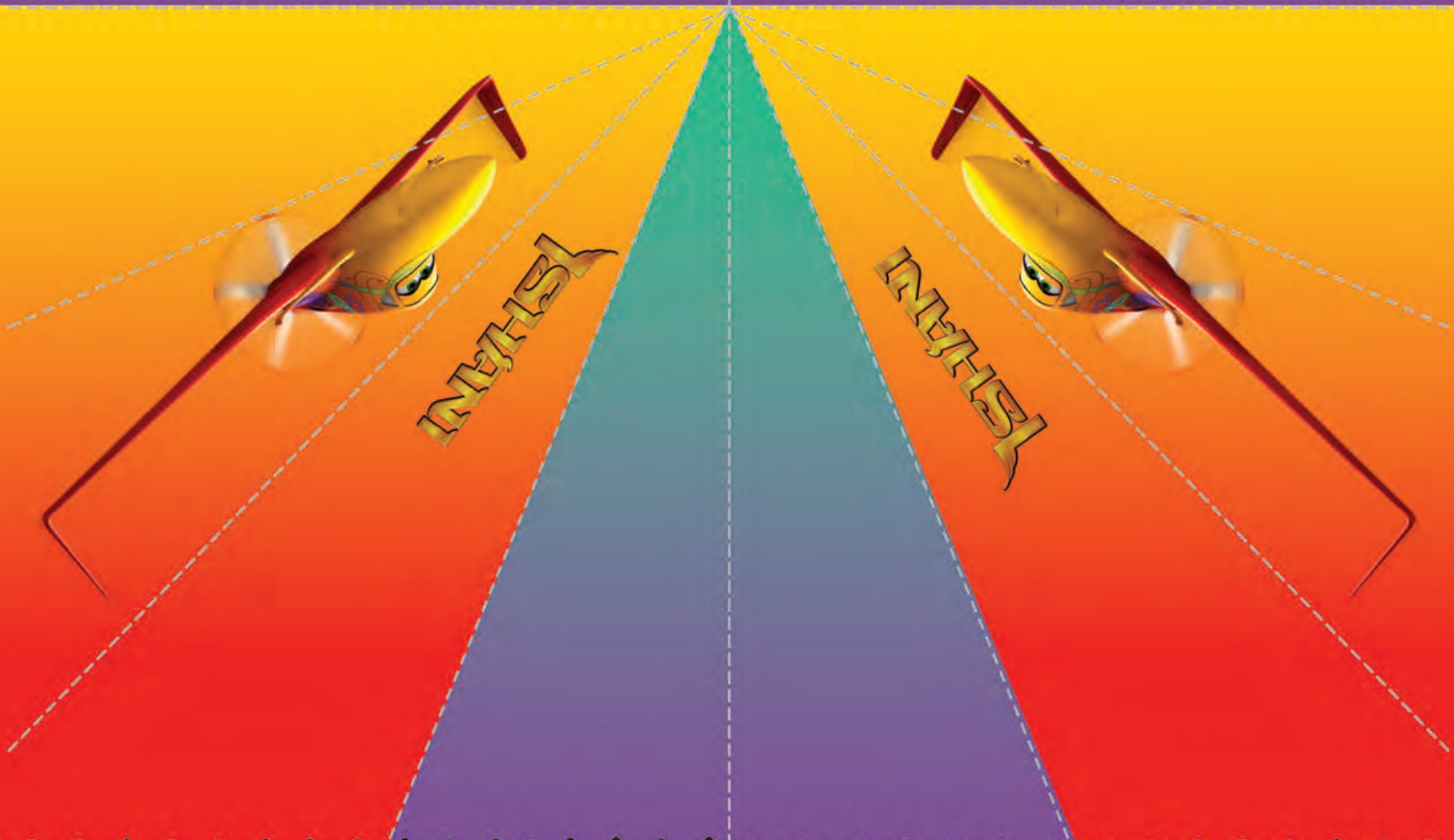
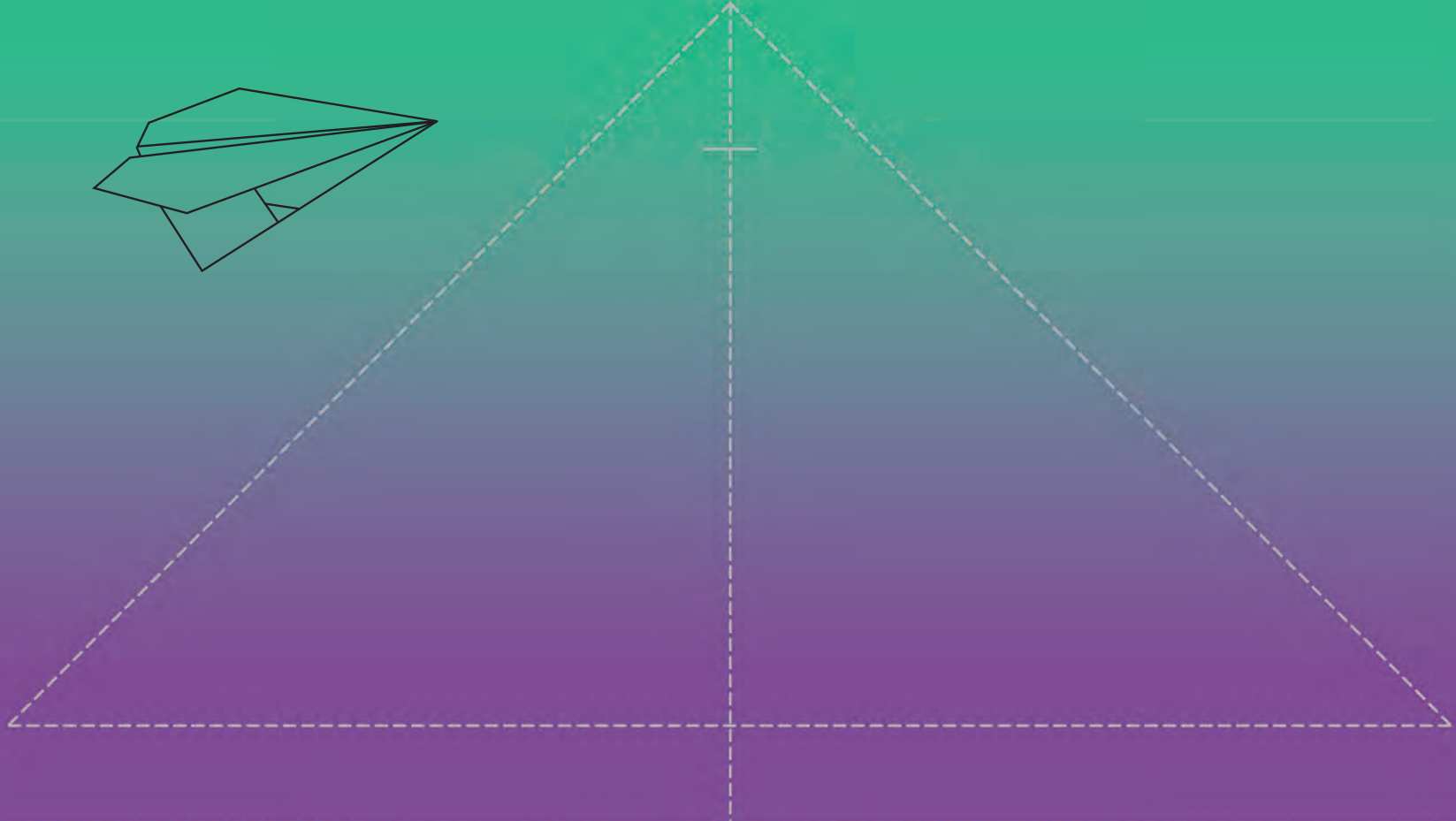
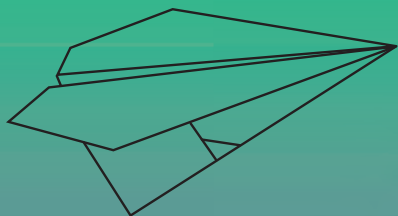
4.) Fold the top two corners towards you again, but this time, start the fold out from the center line a little bit so the corners touch the center line of the airplane when folded.

5.) Fold back the triangle tip that peeks out from behind your new folds to hold them in place.

6-7.) Flip the airplane over so the design is now facing you and fold it in half towards you on the dashed line.

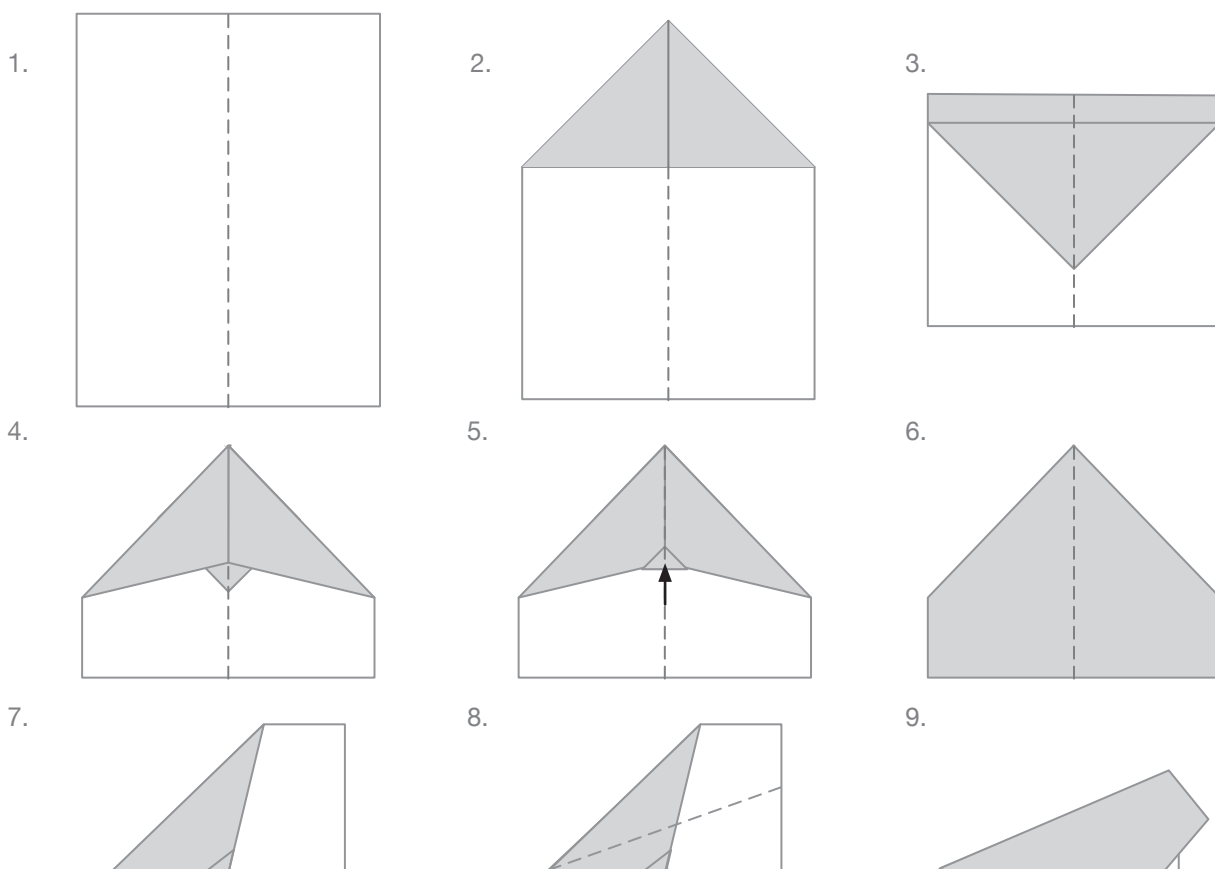
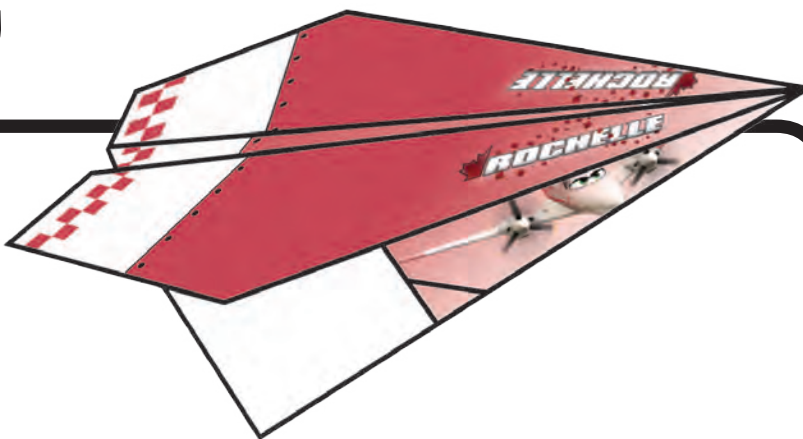
8-9). Fold down the wings on both sides and you are ready to fly!

TAKES OFF IN THEATERS IN 3D ON AUGUST 9





Have an adult help you with this activity. DO NOT throw a paper airplane at another person, animal or object as paper can be sharp or pointy.



DIRECTIONS:

Print these pages on regular paper.

1-2). With the white side of the first rectangle you choose facing you, fold the rectangle in half and unfold it so the paper lays flat again. Now, fold the left two corners towards you.

3). Fold the triangle you created with the first set of folds towards you but to the second indicator line so the point lines up with the center of the rectangle.

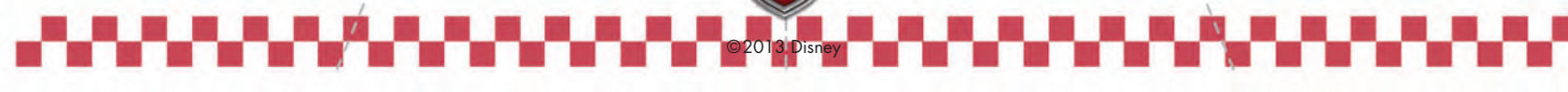
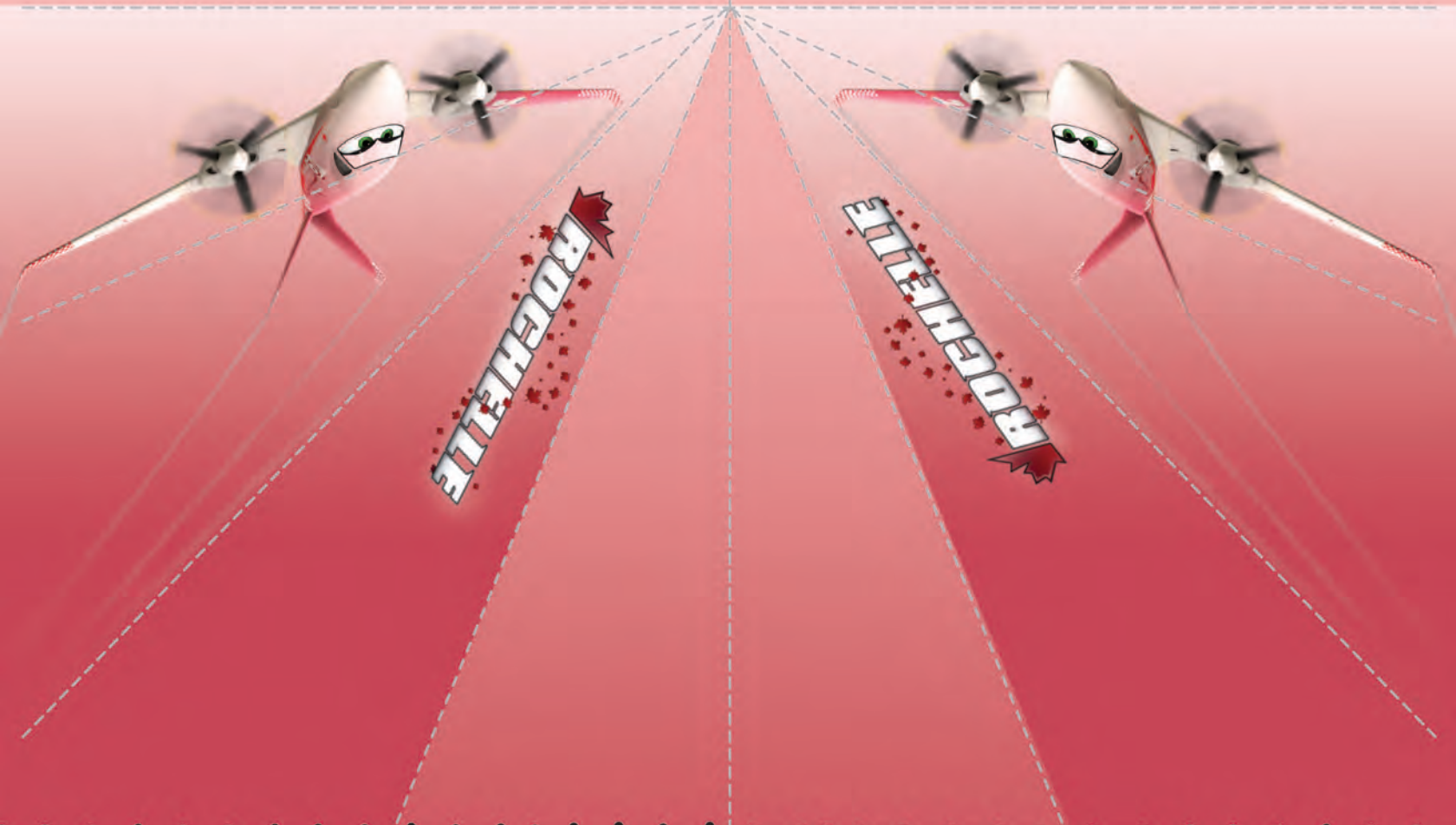
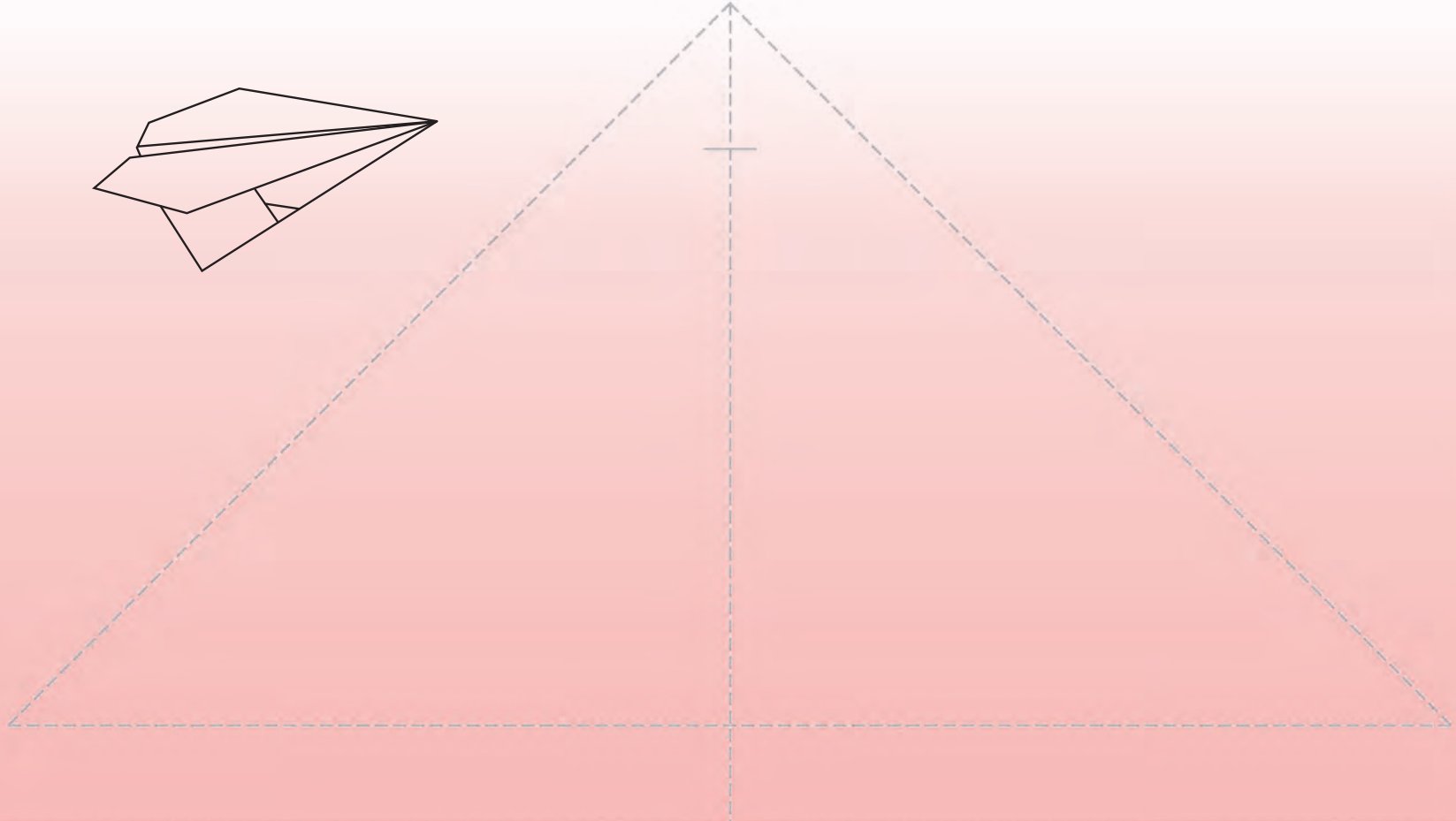
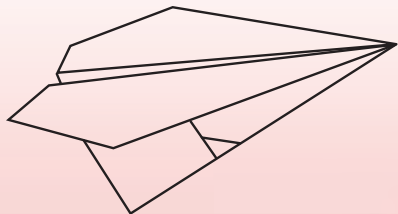
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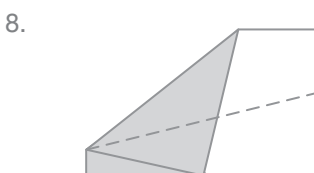
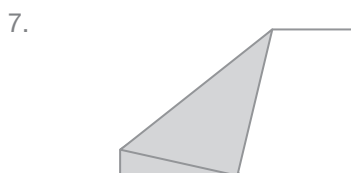
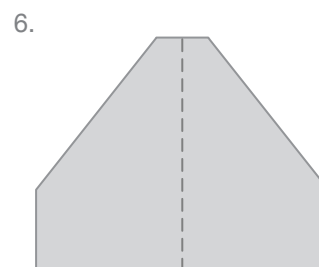
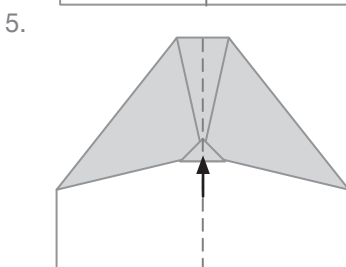
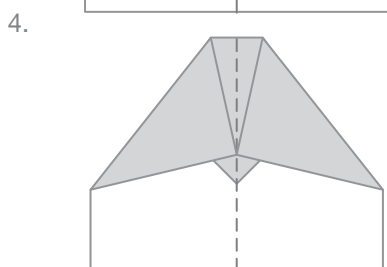
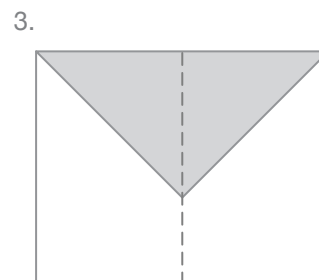
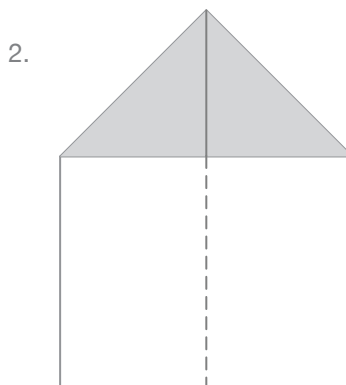
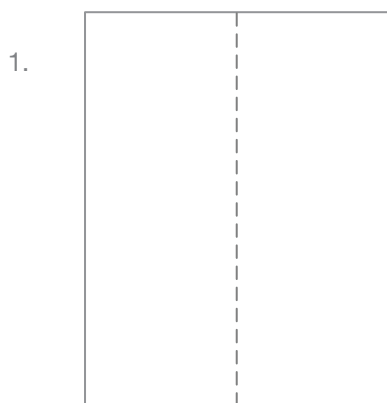
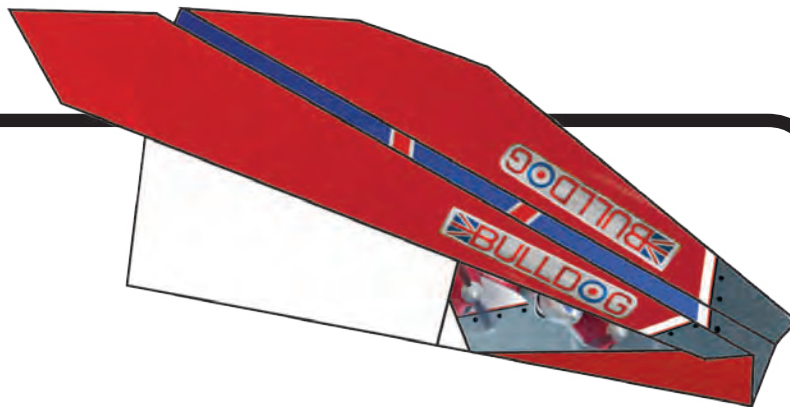
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TAKES OFF IN THEATERS IN 3D ON AUGUST 9





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DIRECTIONS:

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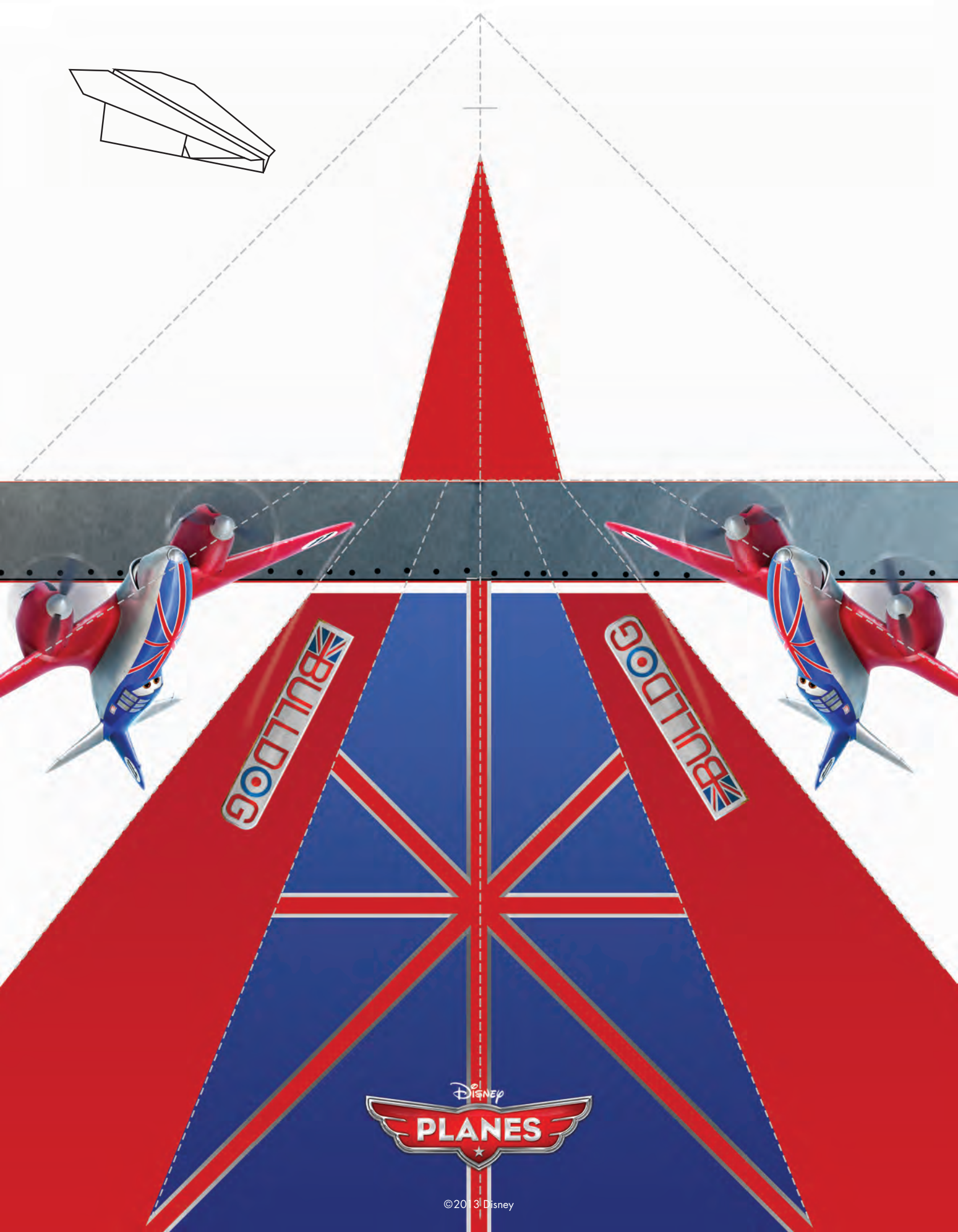
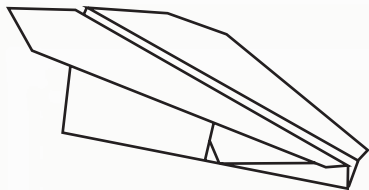
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TAKES OFF IN THEATERS IN 3D ON AUGUST 9



Walking Water Rainbow - Instructions



1. Gather materials: 6 small glasses, paper towels, and food coloring (red, yellow, and blue).
2. Line up the glasses (in a row or in a circle)
3. Line the glasses up in a row. In the first cup, give a GOOD squirt of red food coloring. In the third cup, give a GOOD squirt of yellow food coloring. In the fifth cup, give a GOOD squirt of blue food coloring. Leave the other cups empty.
4. Pour water into the first, third, and fifth cup (the cups with food coloring) -- until it's almost full.
5. Move the cups carefully into a circle.



6. Fold each paper towel into thirds and then place between cups like this:



Be sure to make sure the fold the paper towel so it's close to the rim of the cup (like the example on the left). If it sticks up too far in the air (like the one on the right), then the experiment won't work.

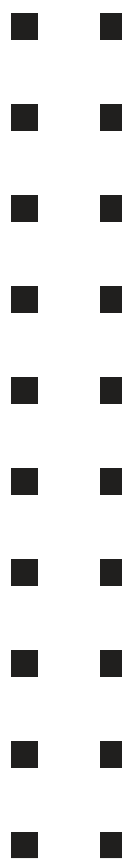
7. The water will begin wicking up into the paper towels almost immediately. Watch for several minutes. You will begin to see the entire paper towel get covered in color, and then slowly the paper towels will begin dripping the water into the empty glasses. In about 30 minutes, you will see that lots of stuff has changed!
8. When you're finished with the experiment: Share pictures with your teacher about your process! Record yourself (with the mic on SeeSaw or in a video) answering the questions:
 - a. What did you notice?
 - b. Did all the cups have water in them at the end?
 - c. How do you think the water moved? (If it did)
 - d. What happened to the colors you saw?
 - e. Why do you think the colors changed (if they did)?



RSU 57

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

LITERACY



Printables



LEARNING MENU LITERACY

KINDERGARTEN

★ = EVERYDAY ITEMS

May 18 - May 22

1 Listen to the story
"City Green"

<https://bit.ly/35OofJ0>

What is one thing or one person that changed in the book *City Green*?

Changes Writing Response



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.



4

Clap It Out: Syllable Song

Watch the video and find words with 1, 2 and 3 syllables. You can show these by either taking pictures of the objects and sorting your them or by getting 3 sheets of paper, write 1, 2, 3 and illustrate or write the name of the objects. Find at least 3 things for each syllable.



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.

The Hottest Day



7

Sight Word Practice

Spend some time outside practicing your sight words! Using materials from nature (acorns, pebbles, sticks, pinecones, etc) spell out 10 of your sight words. Take a picture and share with your teacher on Seesaw.



8

Writing prompt:

Listen to this story about writing thank you letters.

"The Thank You Letter" Story

Now write your own. (You could write to "We Compost It" for taking us on our virtual field trip.)



9

Writing prompt:

Watch the video on how a seed becomes a plant:

How Does a Seed Become a Plant?

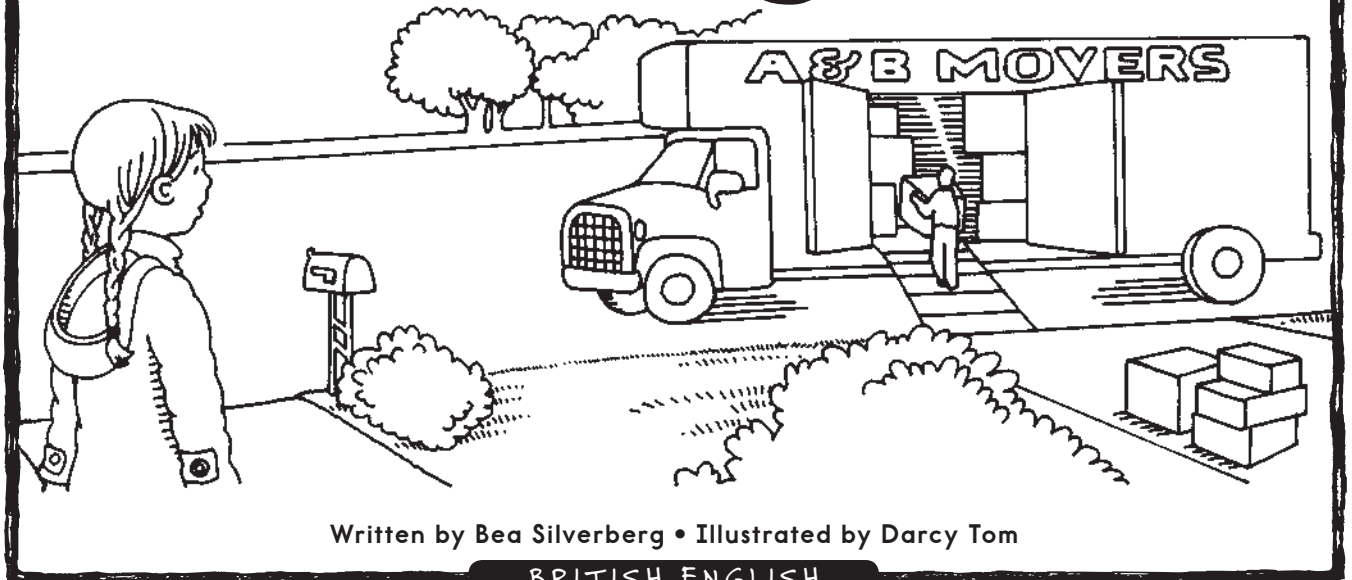
Using a paper and pencil, describe the steps on how a seed becomes a plant.

Box #9: How to Plant a Seed



LEVELLED BOOK • J

Changes



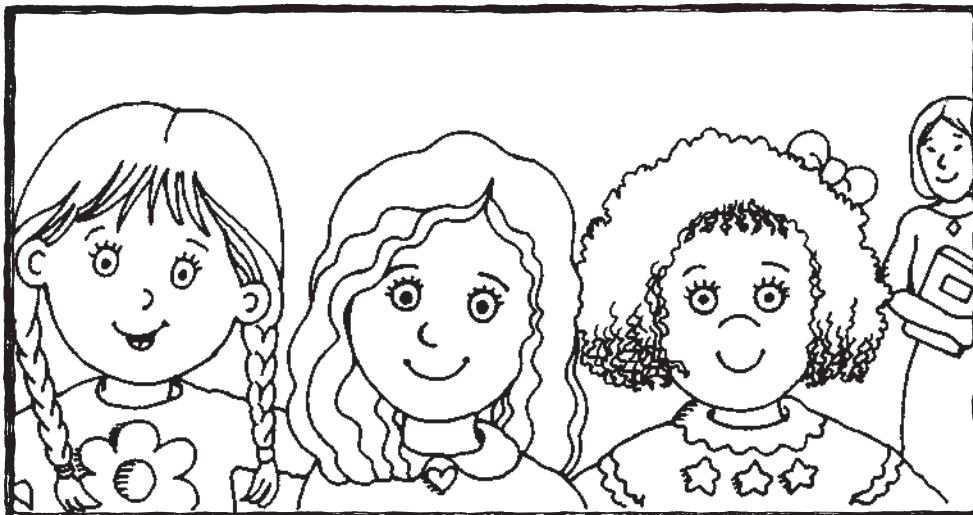
Written by Bea Silverberg • Illustrated by Darcy Tom

BRITISH ENGLISH

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Changes

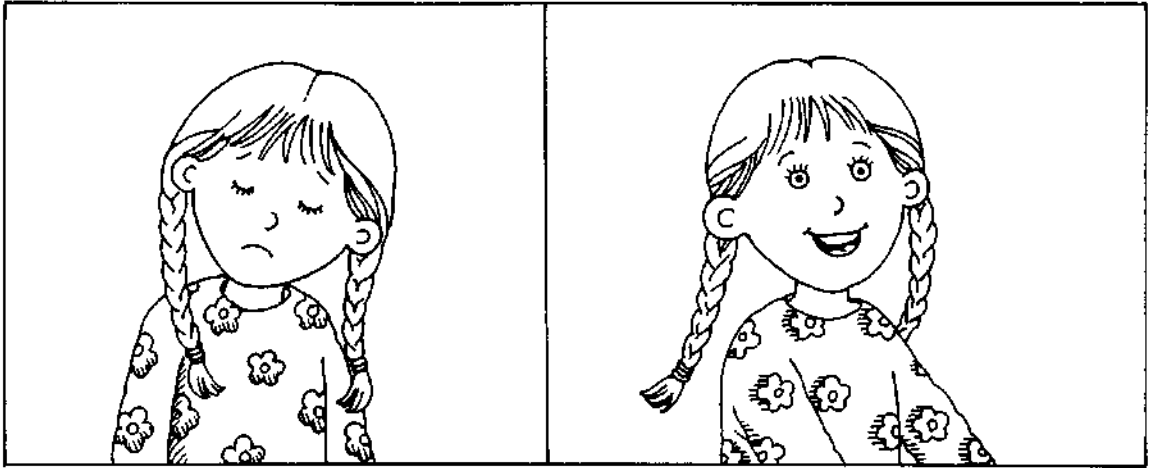
A Reading A-Z Level J Levelled Book • Word Count: 398



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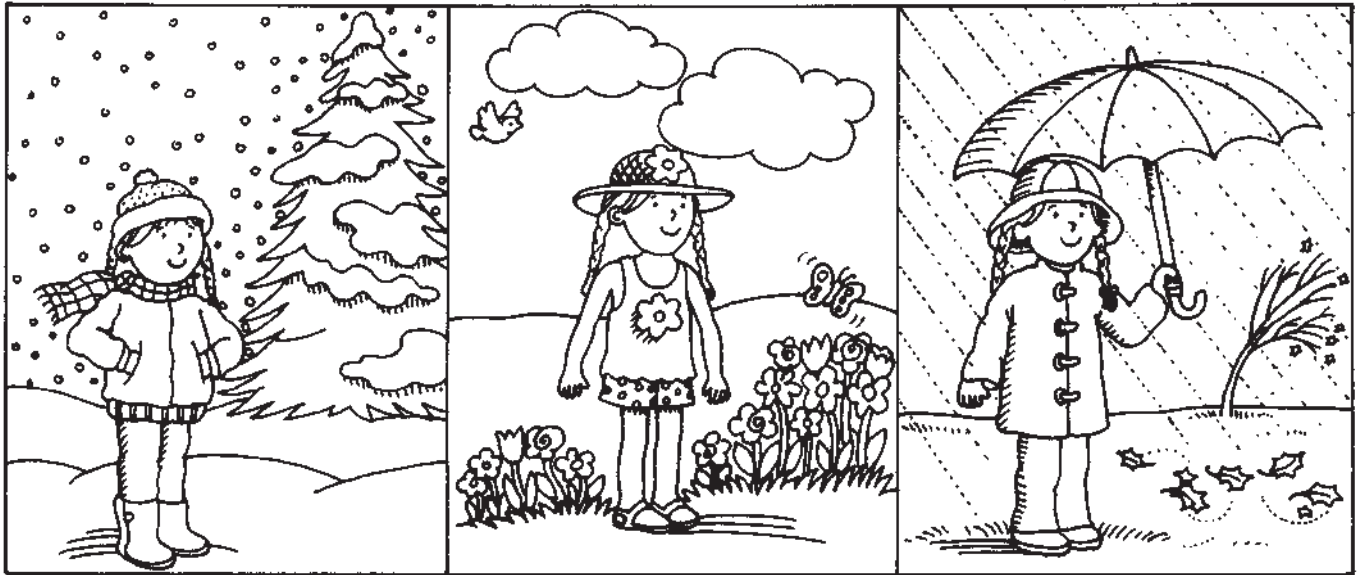
Changes



Written by Bea Silverberg
Illustrated by Darcy Tom

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Changes
Level J Levelled Book
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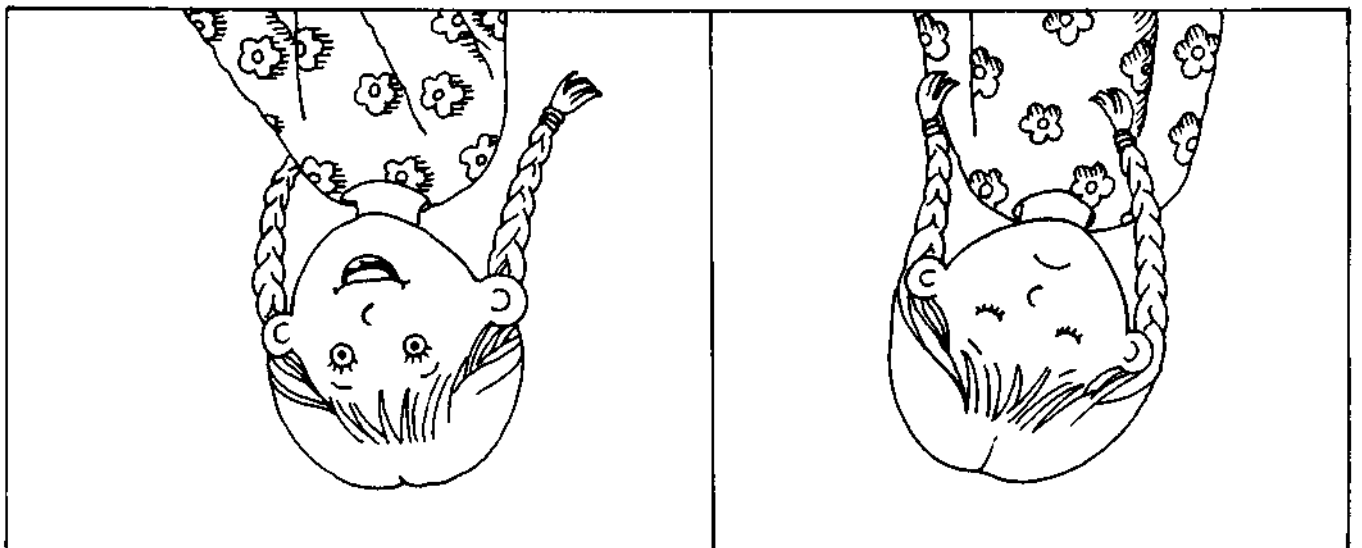
Things are always changing,
like the clock, the weather and even me.
It seems nothing ever stays the same.

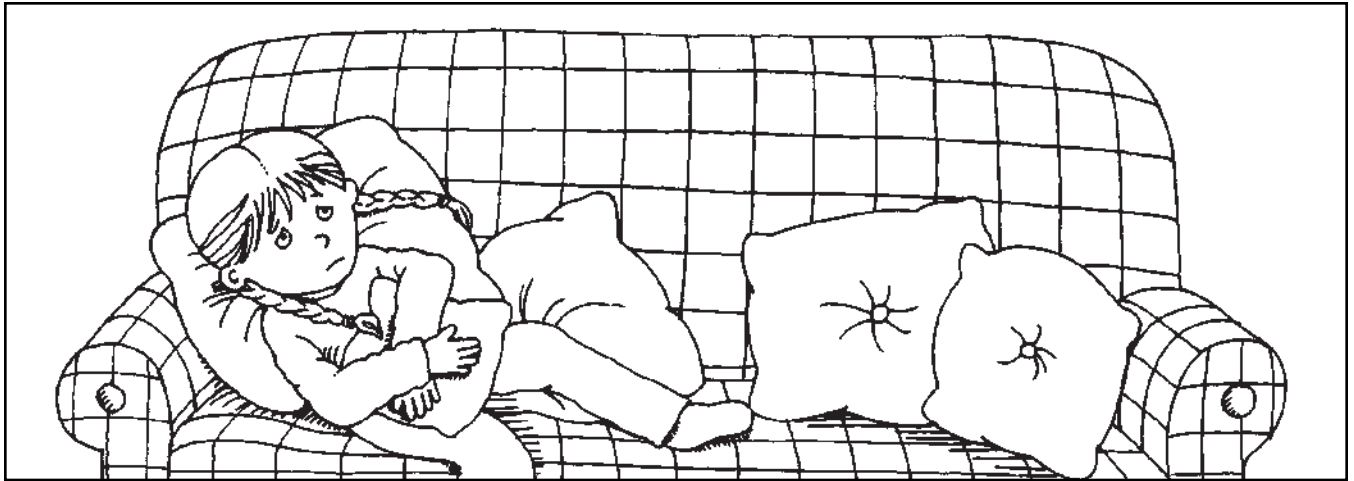
Changes • Level J

3

h

My life has been full of changes.
Sometimes I don't feel good about them,
but then later it gets better.





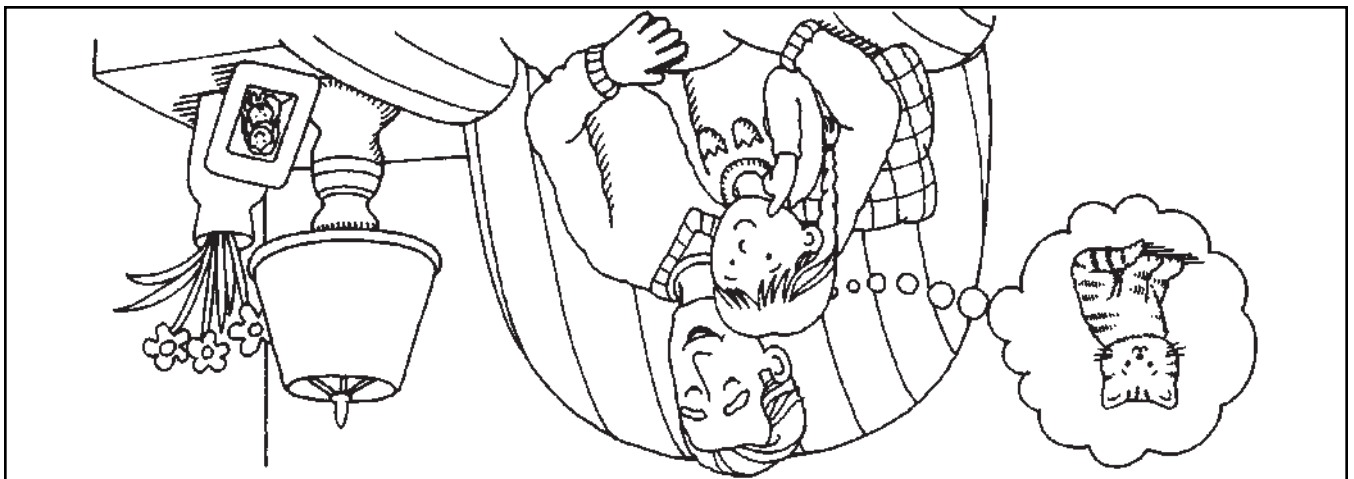
Taffy, my kitty, ran away.
 We have looked for him all over,
 but we cannot find him anywhere.
 I miss Taffy a lot and I am sad.

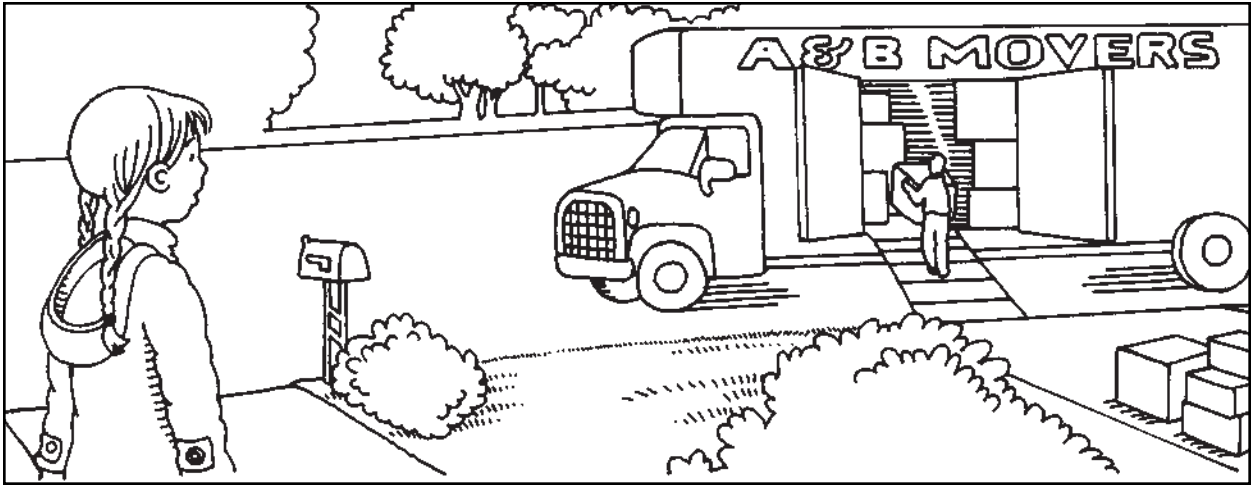
Changes • Level J

5

6

Dad says that we can get another kitty.
 That makes me feel better.
 I don't know what I will name him,
 but I will always remember Taffy.





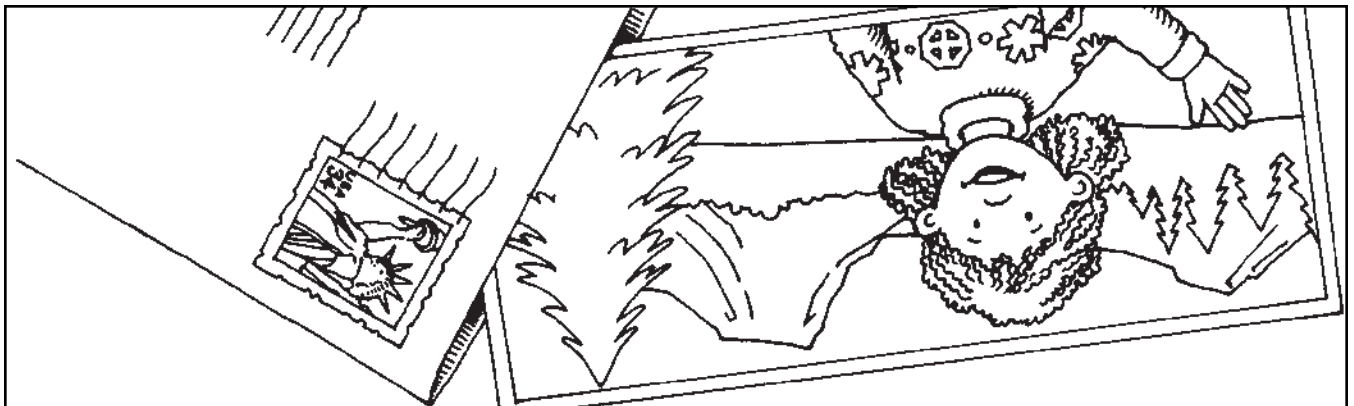
My best friend, Robin, just moved away.
 The removal van took away everything
 and the house is empty.
 I wish Robin were here to play with me.

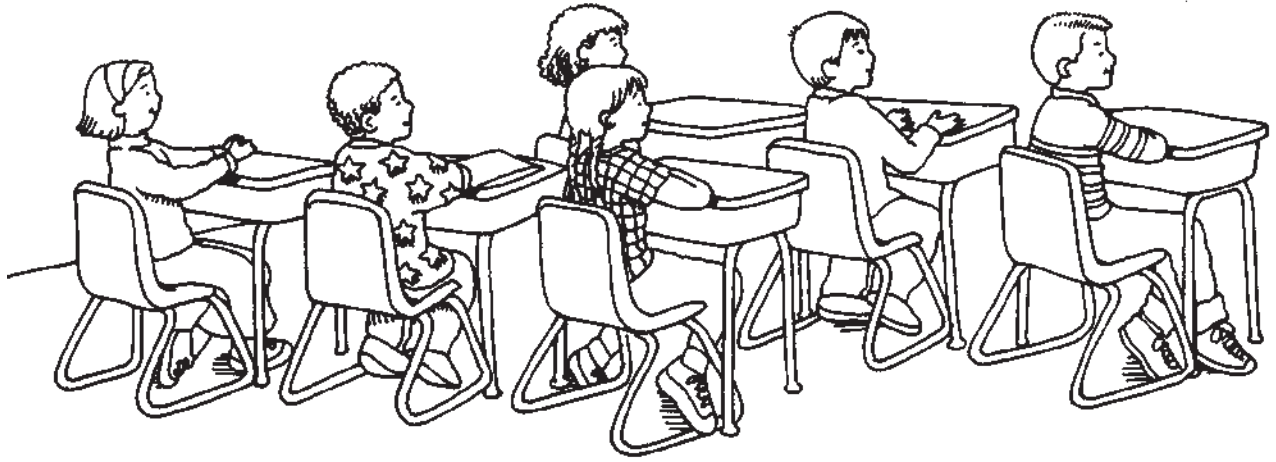
Changes • Level J

7

8

Robin now lives in the mountains.
 I have never seen mountains,
 but they sound like fun to visit.
 Mum says we can take an aeroplane,
 so I can see Robin and play with her again.





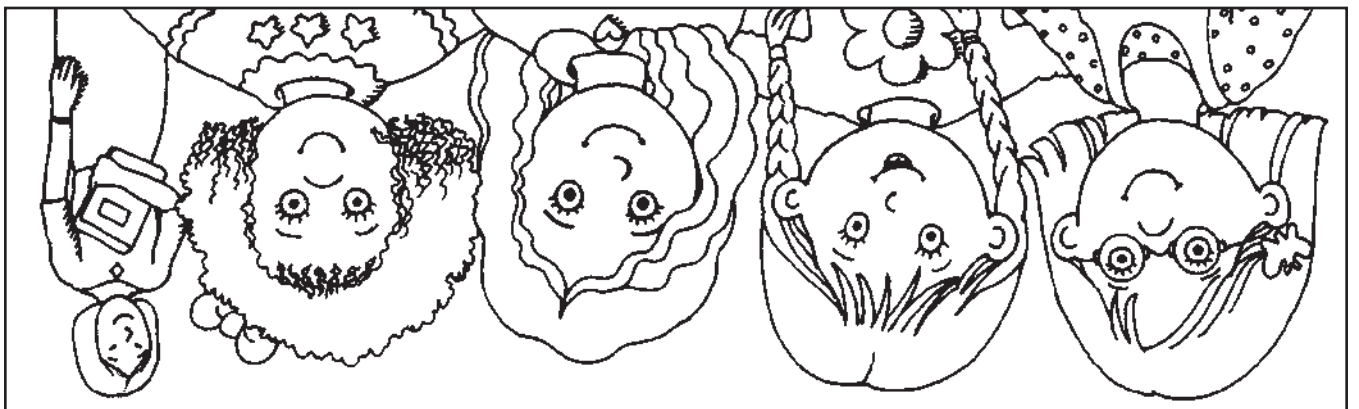
The day I started the new school year,
I was scared of all the new children in my class.
I was afraid that they wouldn't like me
and that I couldn't run as fast as they do.

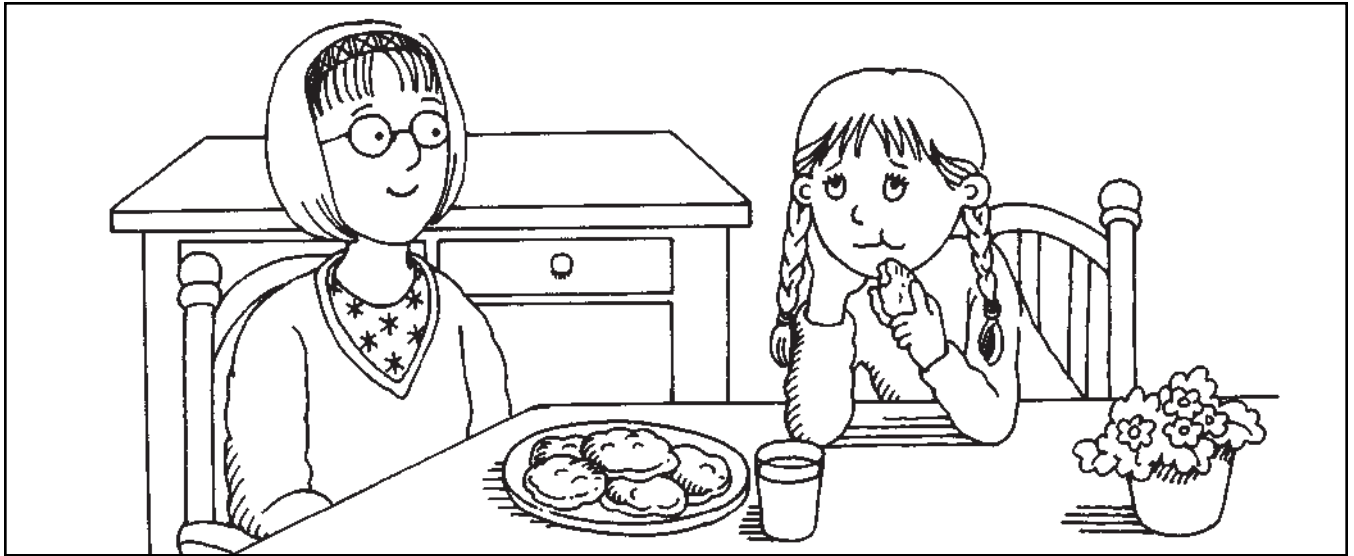
Changes • Level J

9

10

Now I am happy because
I have made lots of new friends.
I like Sarah and Ana
and Mary Lou, who makes me laugh.
I love my class and my teacher.





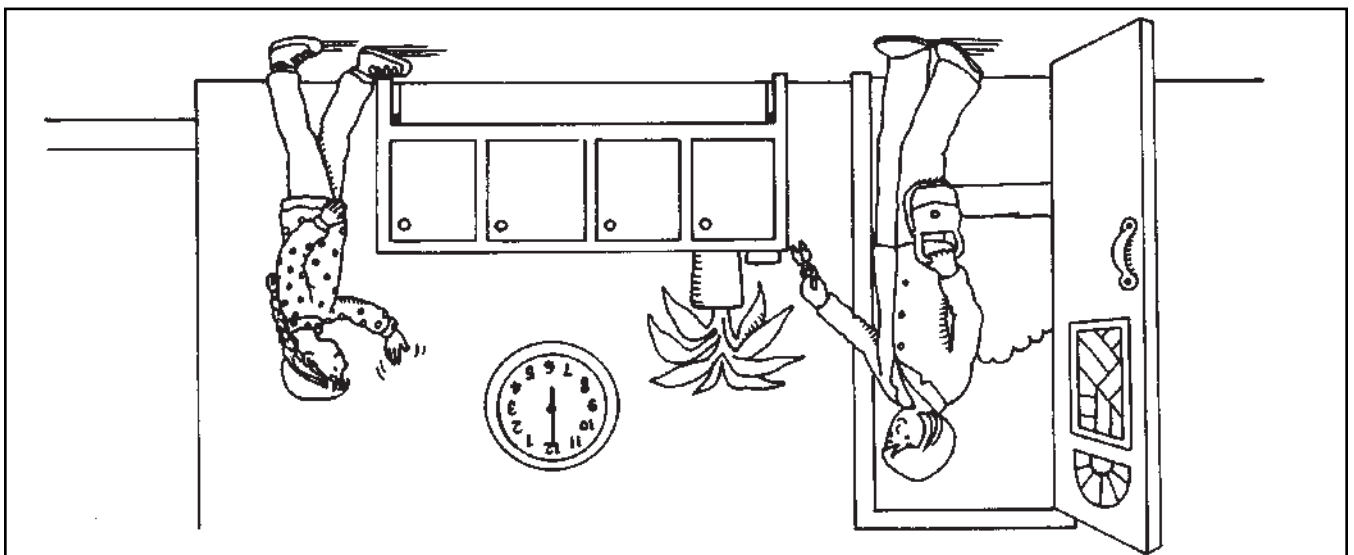
Mum just started a new job at an office in the town centre.
 She's not here when I come home from school.
 My Aunt Barbara is here to give me biscuits and milk.

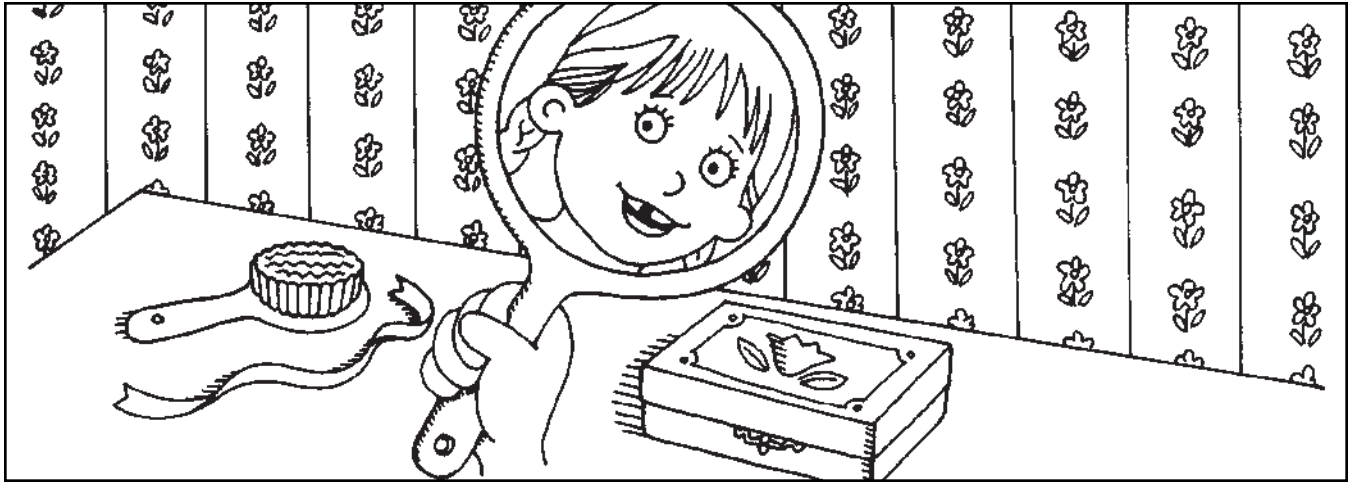
Changes • Level J

11

Then I wait and wait for Mum to come home.
 When the hands of the clock point straight up and down,
 she comes home and that makes me happy.

12





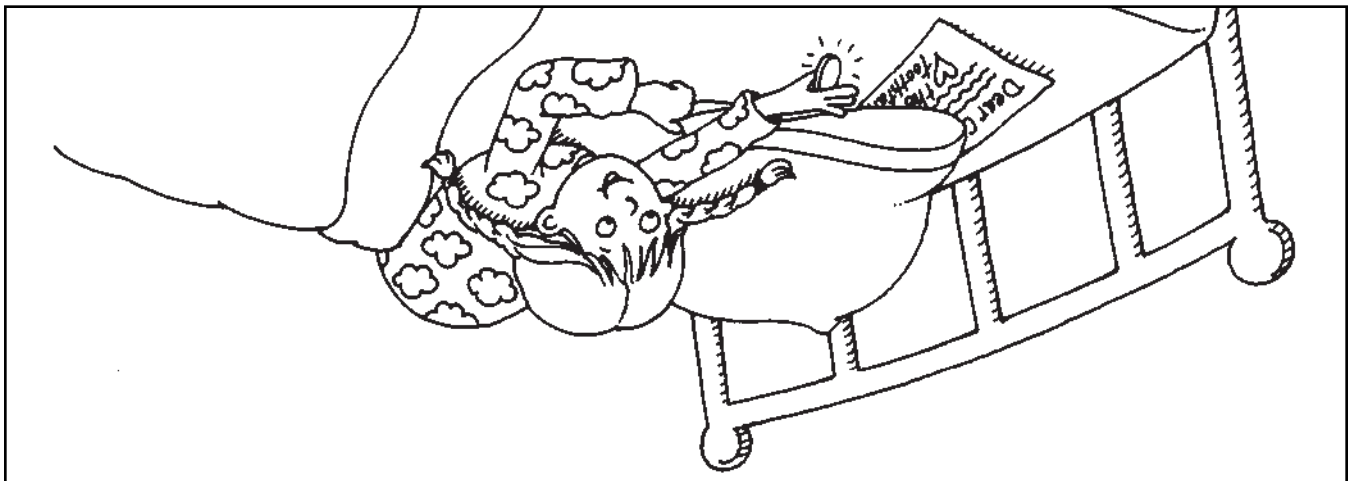
Things are always changing, even with me.
 Yesterday I looked in the mirror.
 My face looked like a Halloween pumpkin
 because I lost my first tooth.

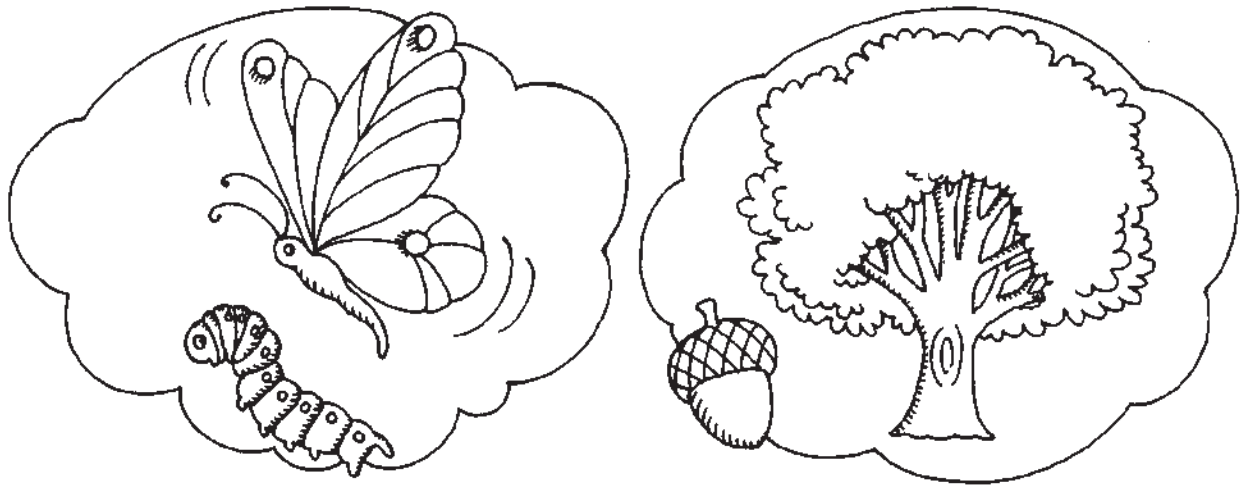
Changes • Level J

13

I had a big surprise when I woke up this morning.
 My tooth was gone from under my pillow.
 There was a note from the tooth fairy and a coin.
 I'm going to save it to buy some coloured pencils.

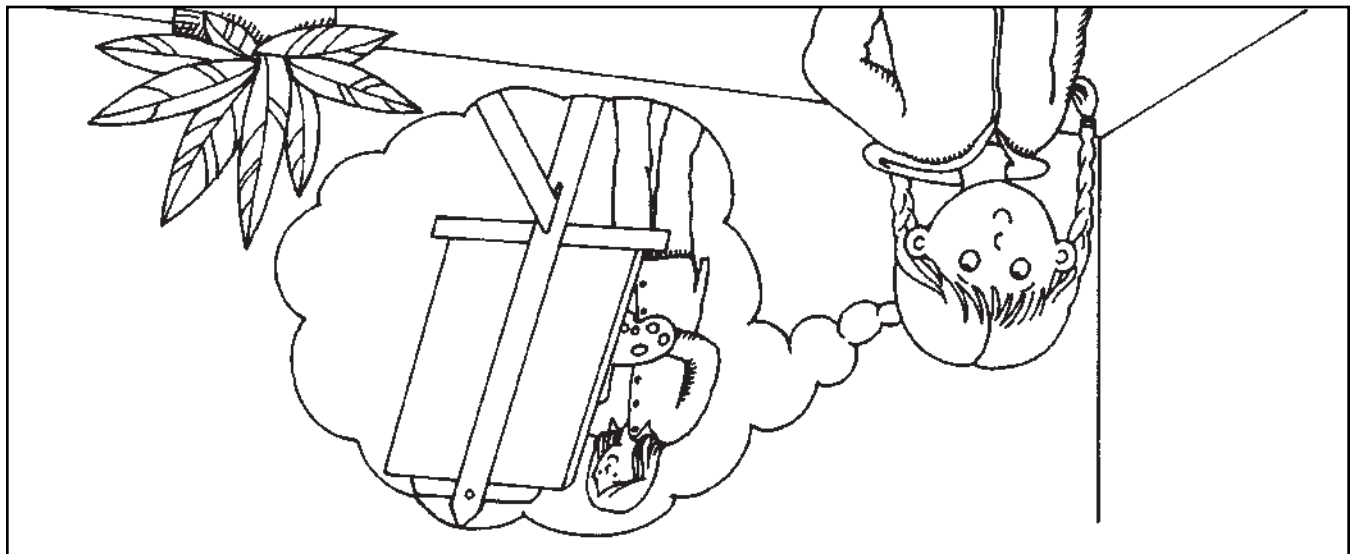
14





In school I learned that crawly caterpillars
change into butterflies.
And tiny acorns grow
into great big oak trees.

Mum says that long ago, she was little like me.
Do you think some day I will change and be a grown-up?
I think I will be an artist.



Name_____

Date_____

What is something or someone that changed in the story “Chang

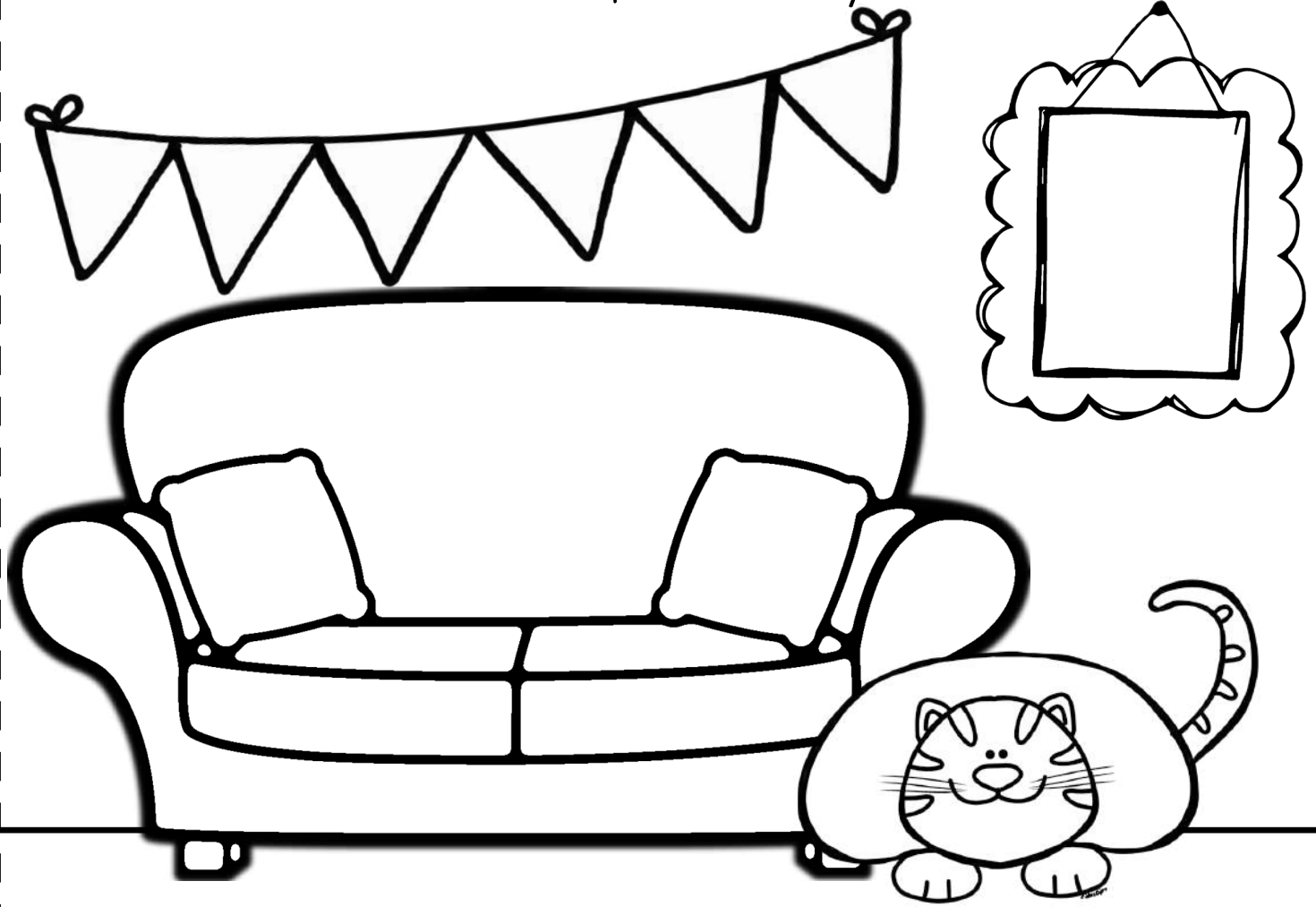
At first...	At the end...
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Read Aloud materials U4 W7 D1

Name: _____

Sentence Puzzle

Cut out the word pieces and rebuild them to form a sentence. Color the picture when you are done.



--	--	--	--	--	--

cat.

I

see

a

can

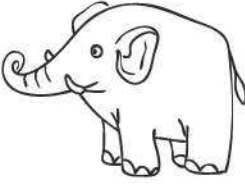
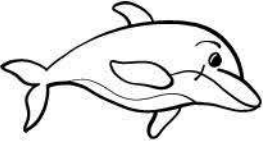
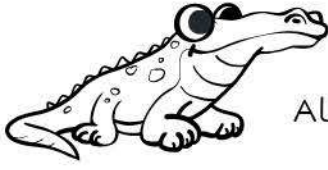
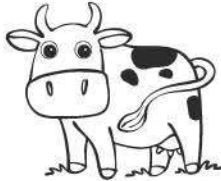

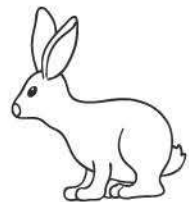
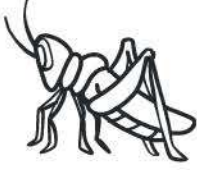
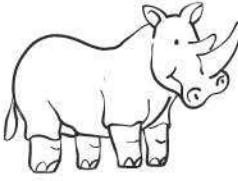
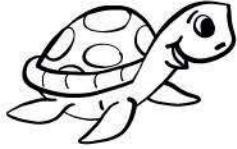


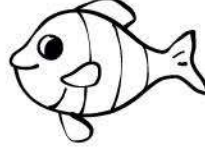


fat

Name _____

Date _____

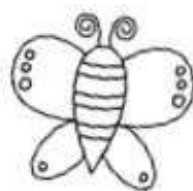
How many syllables?

Say the name of each animal. How many syllables can you hear?
Circle the correct number of syllables for each animal.

	Elephant	4 1 3		Dolphin	1 2 4
	Alligator	3 4 2		Cow	1 2 3
	Seal	1 2 5		Bunny	4 5 2
	Grasshopper	3 4 2		Rhinoceros	3 4 1
	Turtle	1 2 5		Dog	1 2 3
	Pelican	3 4 2		Fish	4 1 2
	Toucan	3 4 2		Hippopotamus	3 4 5

Name: _____

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Spring SYLLABLES



Directions: Color the number of syllables to match the picture.

ladybug



sun



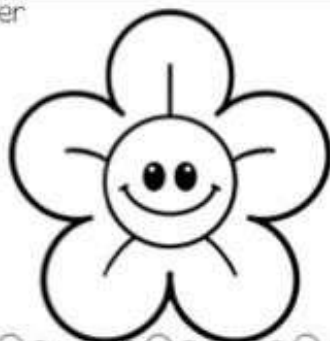
mushroom



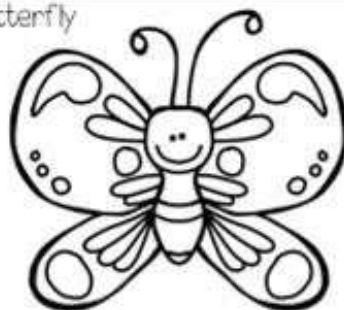
worm



flower



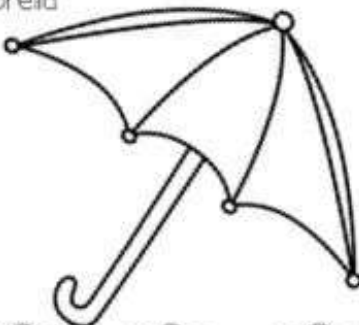
butterfly



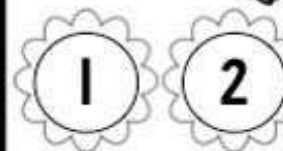
birdhouse



umbrella



bird



I Love Flowers

A Reading A-Z Level A Leveled Book
Word Count: 24

LEVELED BOOK • A

I Love Flowers

Written by Harriet Rosenbloom

Reading A-Z

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I Love Flowers



Written by Harriet Rosenbloom

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I Love Flowers
Level A Leveled Book
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Correlation

LEVEL A

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



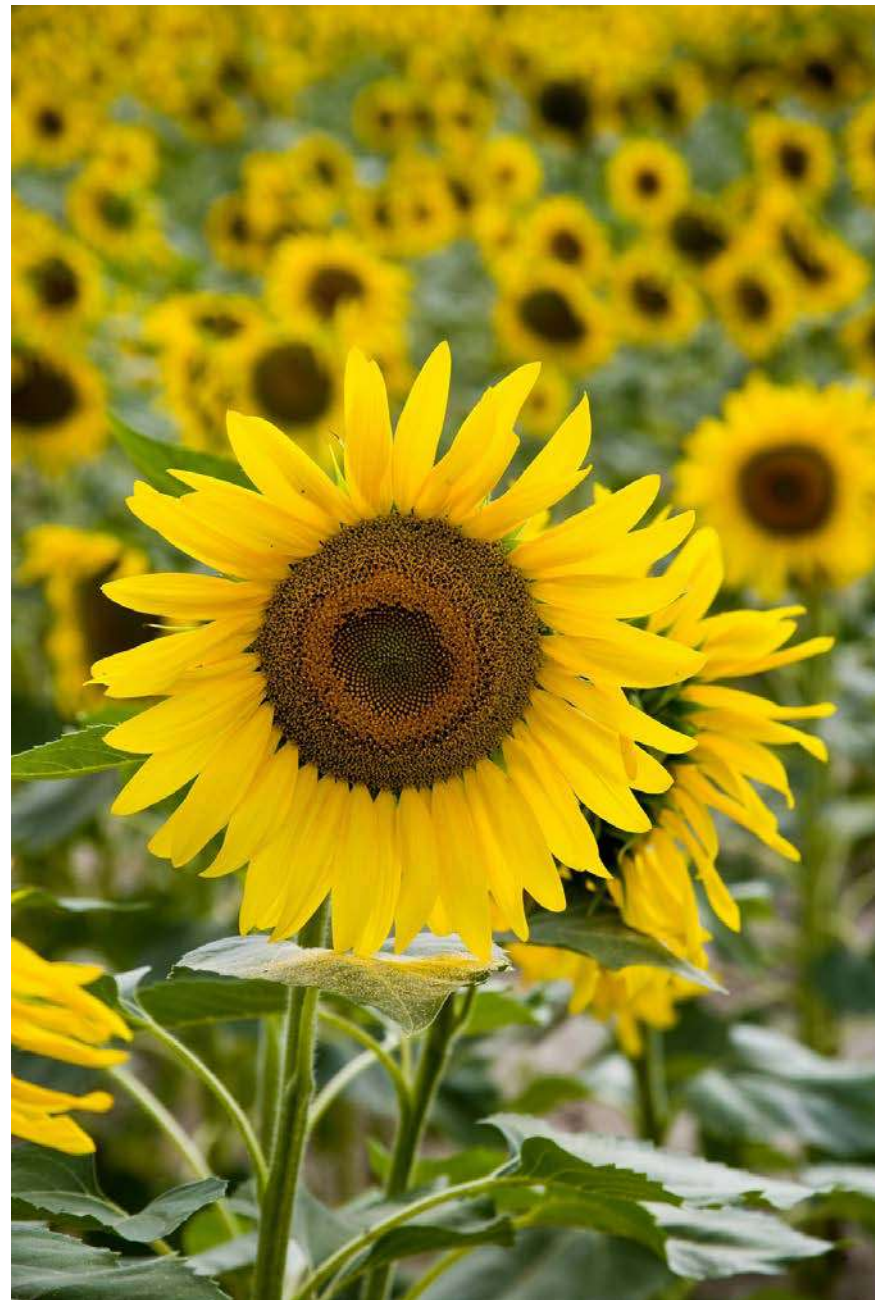
I love violets.



I love lilies.



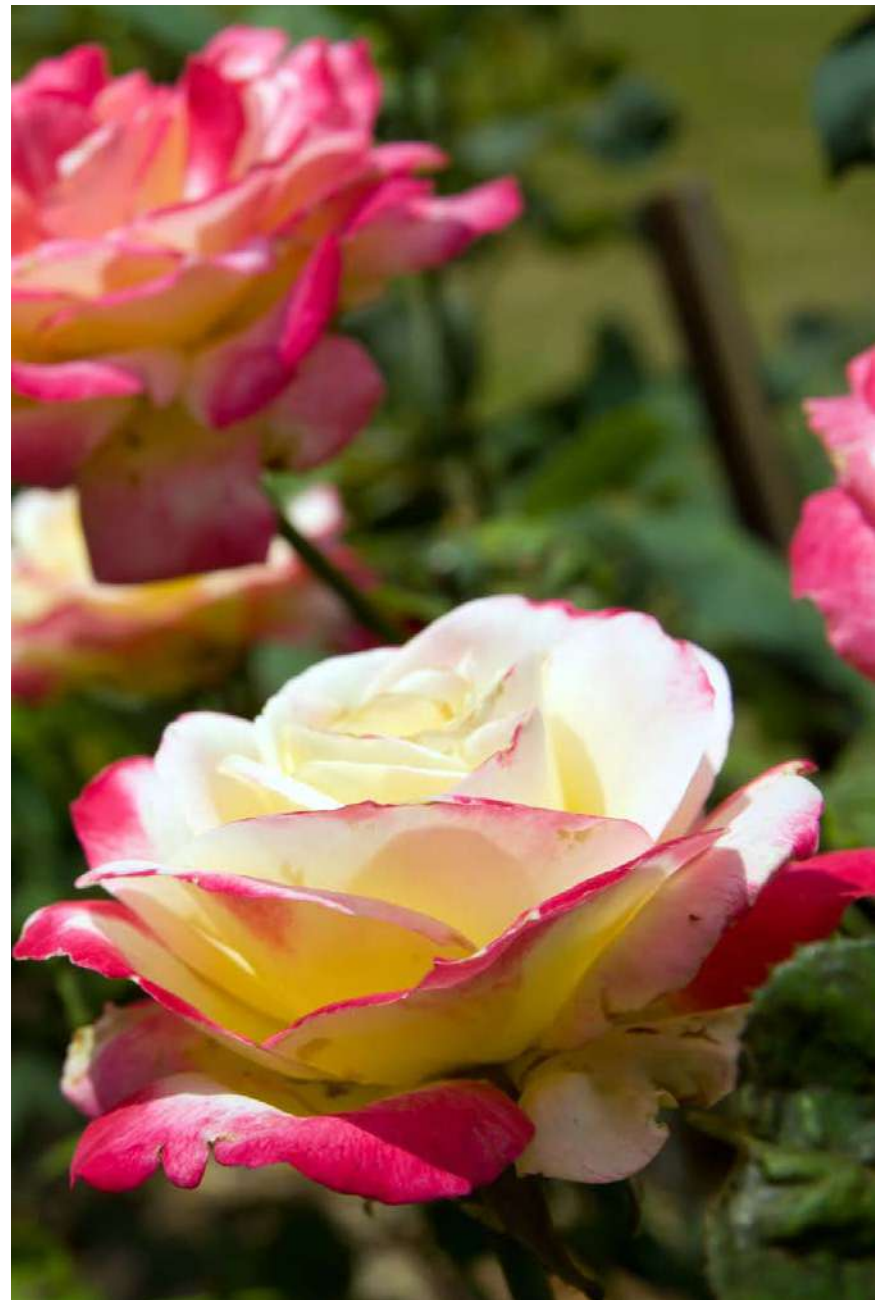
I love daisies.



I love sunflowers.



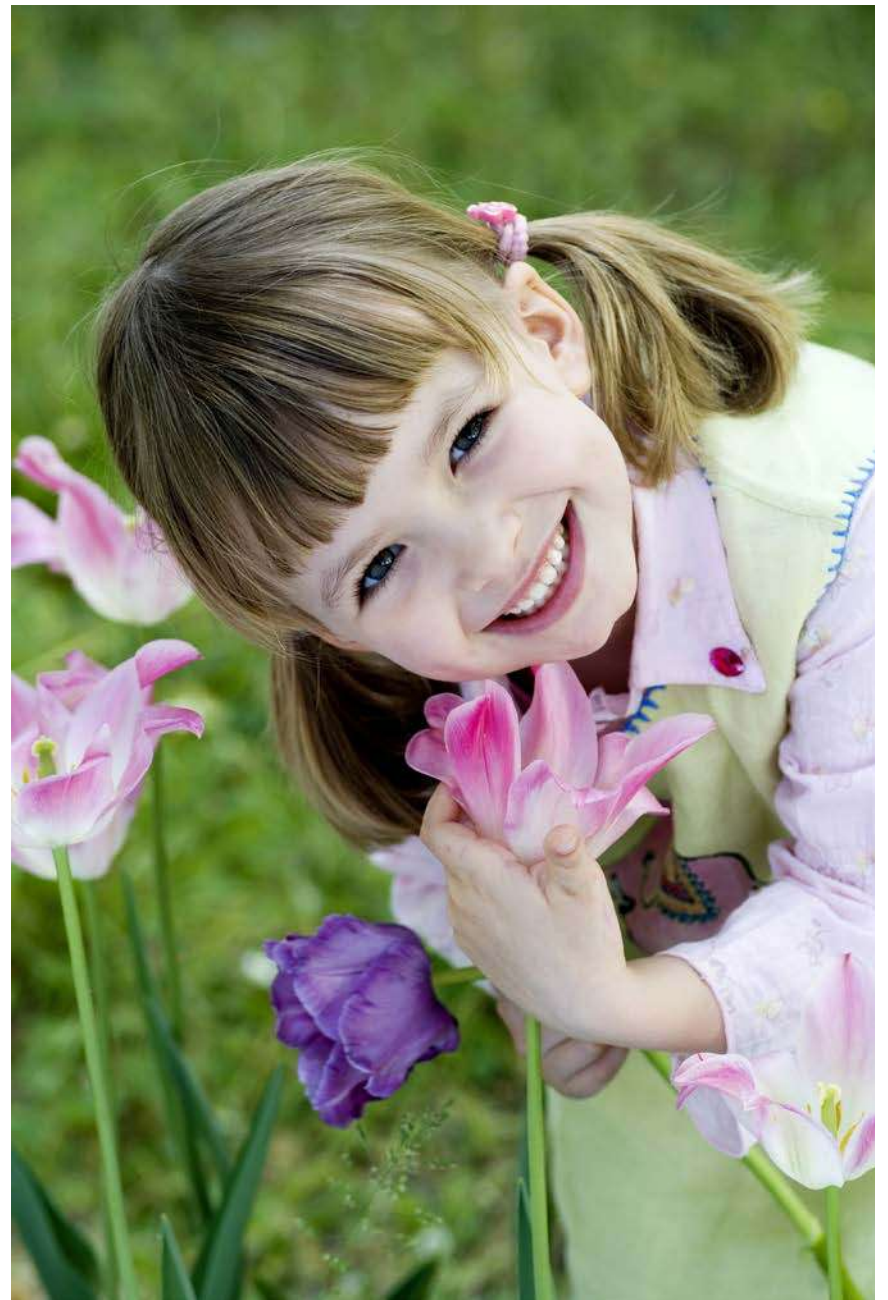
I love poppies.



I love roses.



I love mums.



I love flowers!

Name _____

Main Idea

People love many kinds of flowers.

Detail

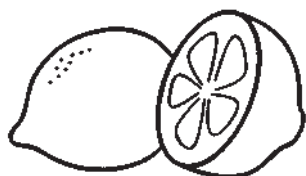
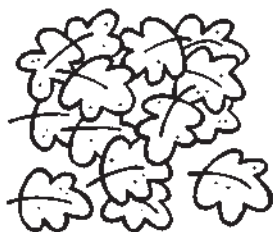
Detail

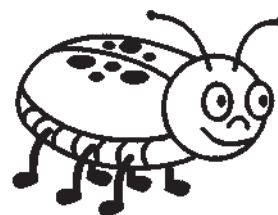
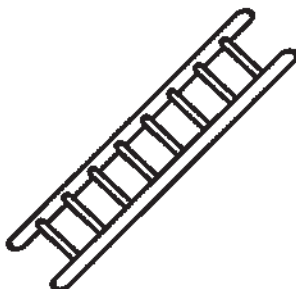
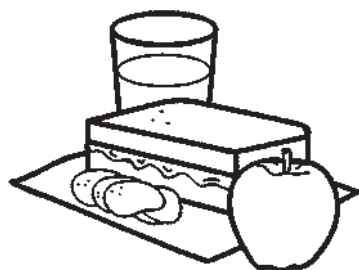
Detail

Detail

Instructions: Read the main idea aloud to students. Then, have students draw four pictures to support the main idea. Have students label the drawings with the correct noun.

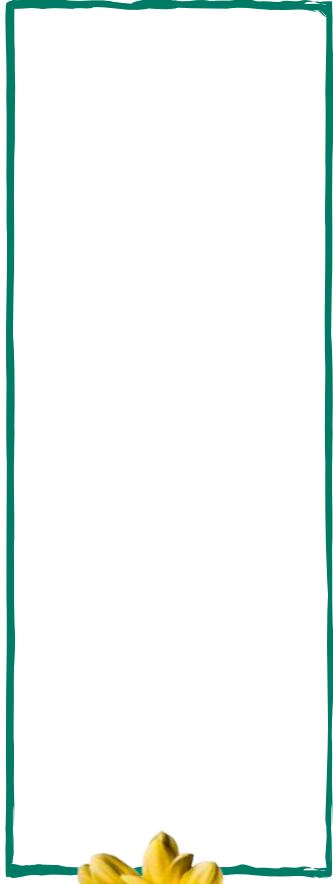
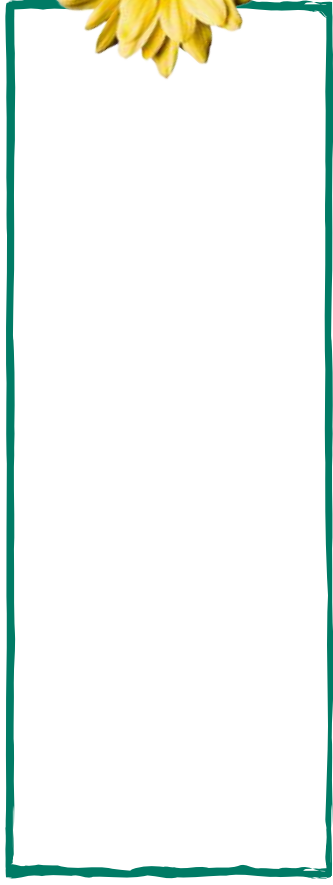
Name _____





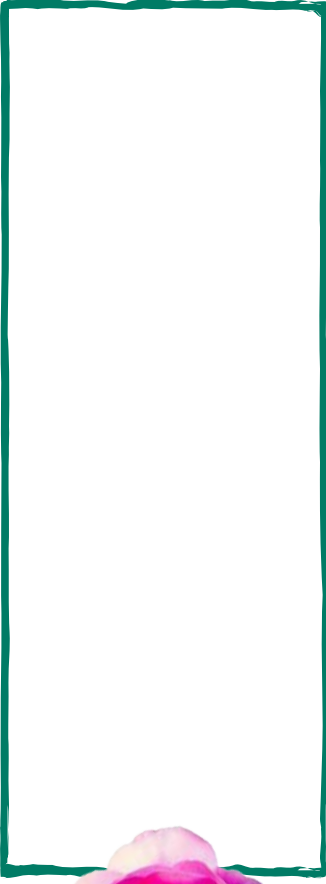
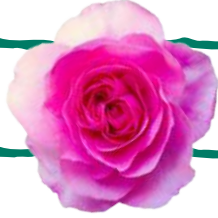
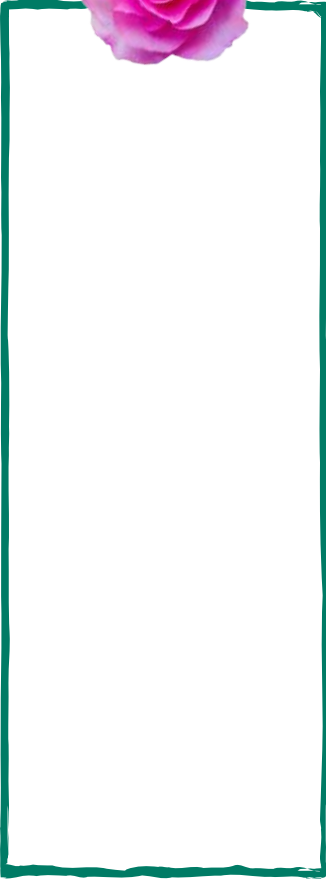
Instructions: Name the pictures with students. Have students write the upper and lowercase *L* under the pictures that begin with the /L/ sound. Then, have students draw a picture of something that begins with the letter *L* in the bottom box.

Name _____



love

love

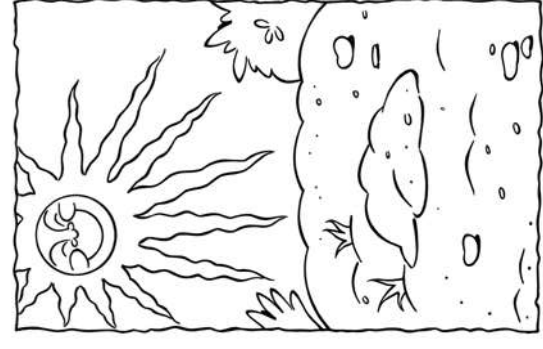
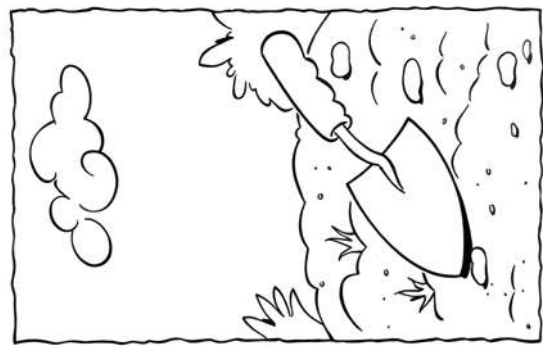
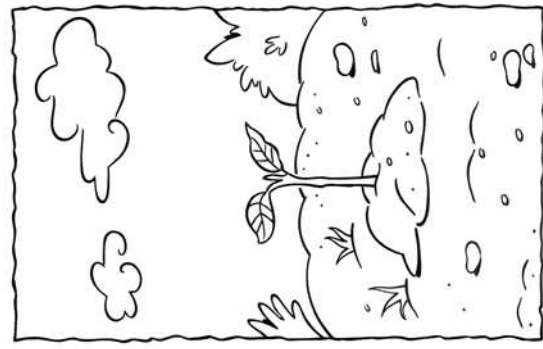
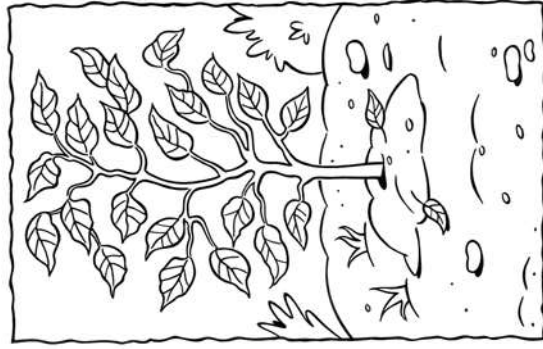
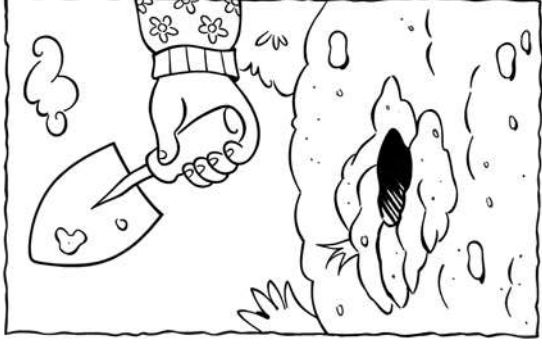
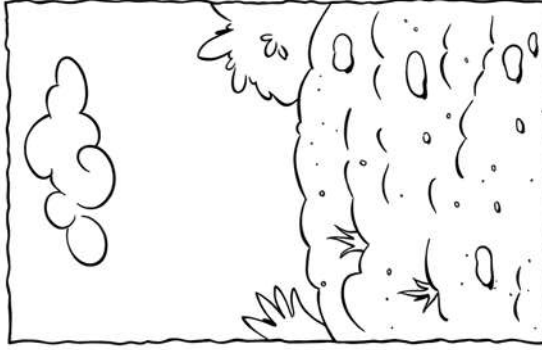
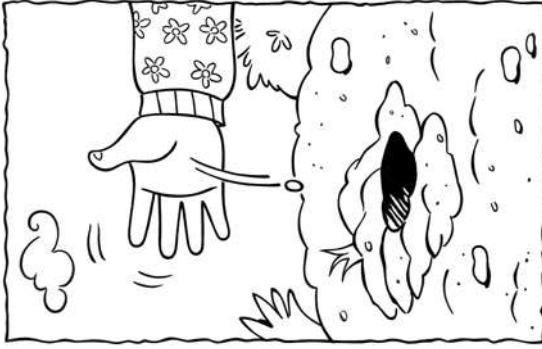
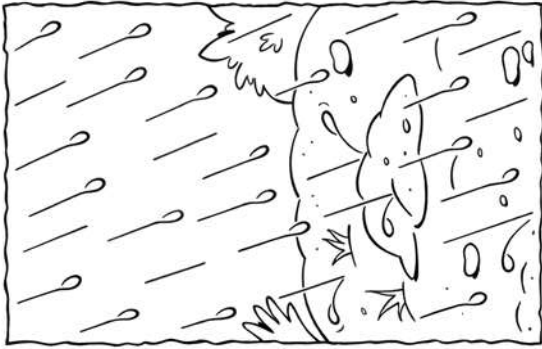


love

love

Instructions: Have students choose four flowers from the story and draw them in the boxes above. Then, have students fill in the blank with the pronoun / and the name of the flower. Have students read each sentence to a partner.

Name _____

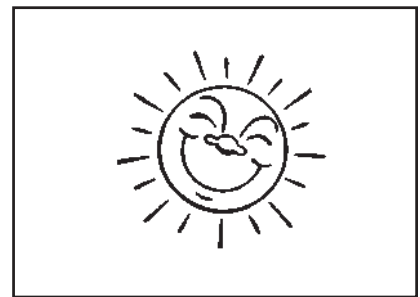
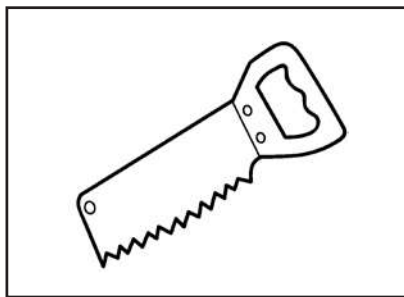
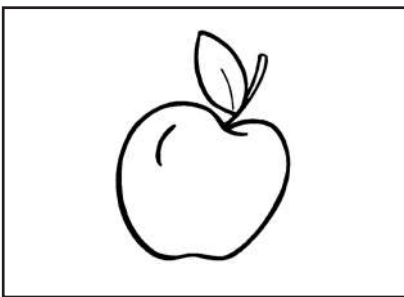
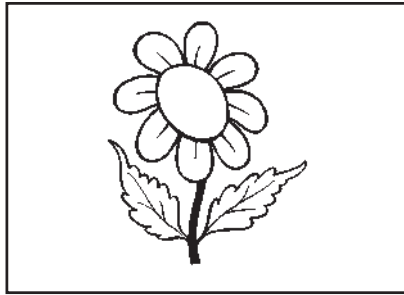
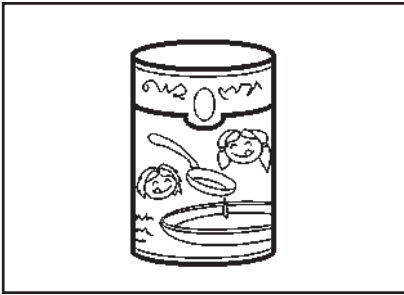


Instructions: Have students cut out the pictures and place them in the correct order. Pictures can be glued to a separate piece of paper or sent home in a baggie to sequence the events of the story at home.

Name _____



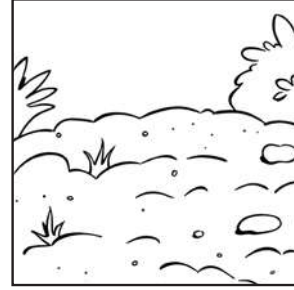
seed



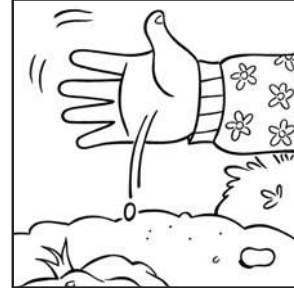
Instructions: Have students write the upper- and lowercase Ss on the line if the word begins with the /s/ sound.

Name _____

① The dirt is brown.



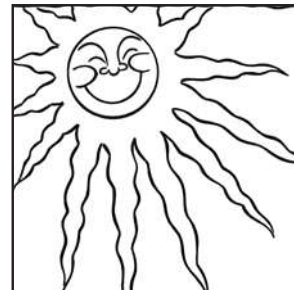
② The seed is small.



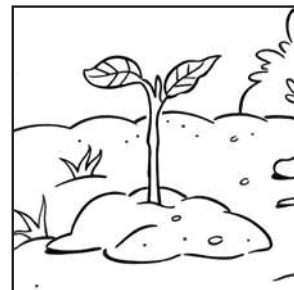
③ The rain is falling.



④ The Sun is shining.



⑤ The plant is growing.



Instructions: Read the sentences aloud with students. Have students underline the simple subject in each sentence.

The Plant

A Reading A-Z Level aa Leveled Book

Word Count: 17



 Reading a-z

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LEVELED BOOK • aa

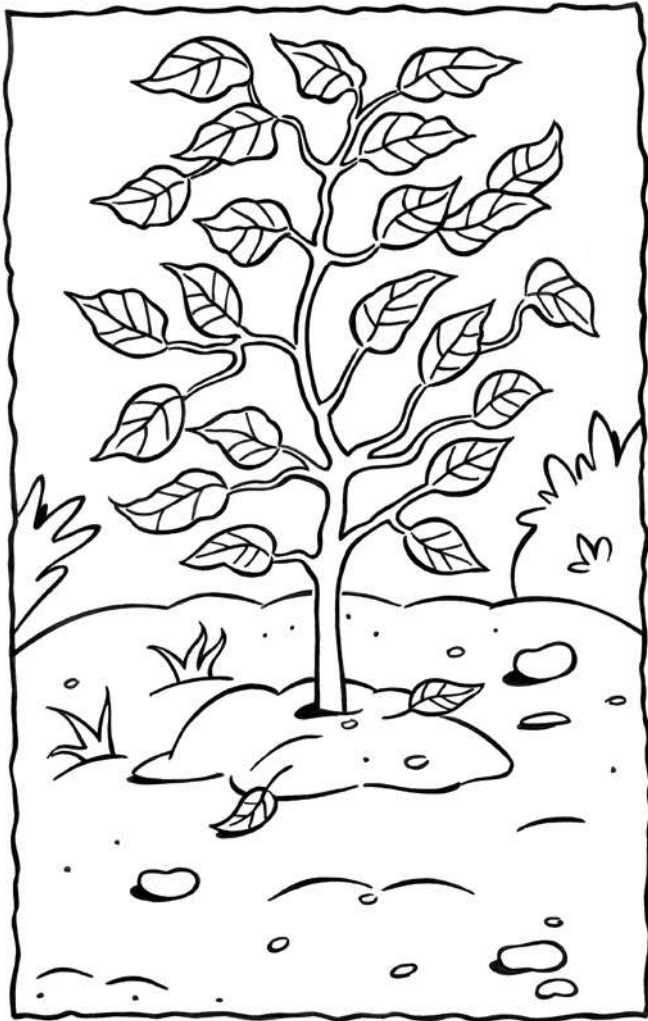
The Plant



Written by Katalina Page
Illustrated by Nora Vouras

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The Plant



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Level aa Leveled Book
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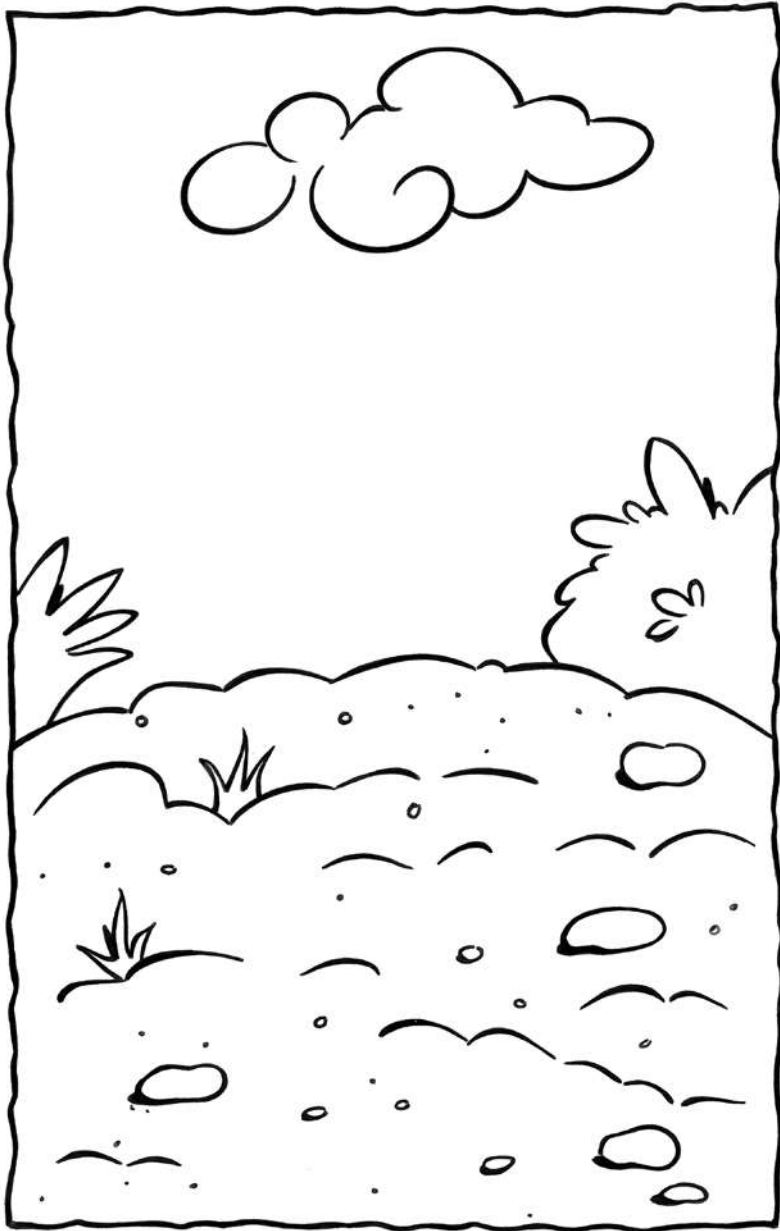
All rights reserved.

www.readinga-z.com

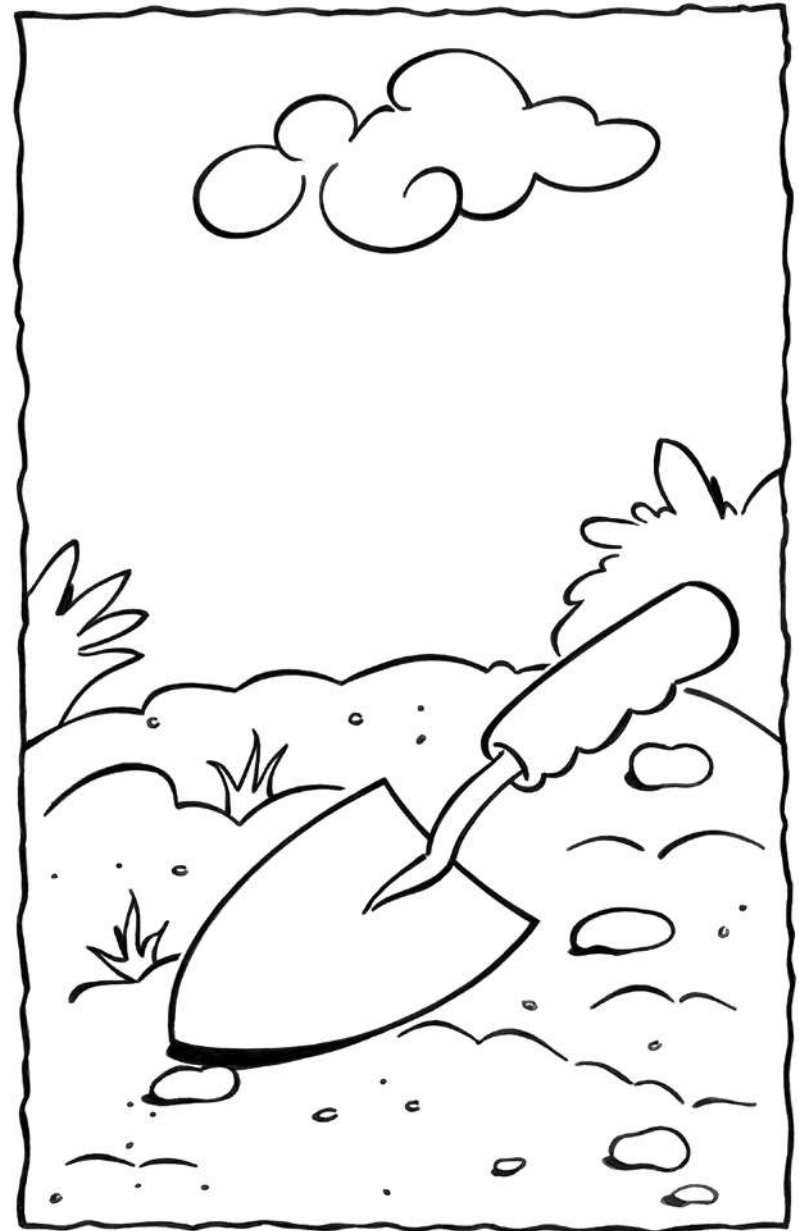
Correlation

LEVEL aa

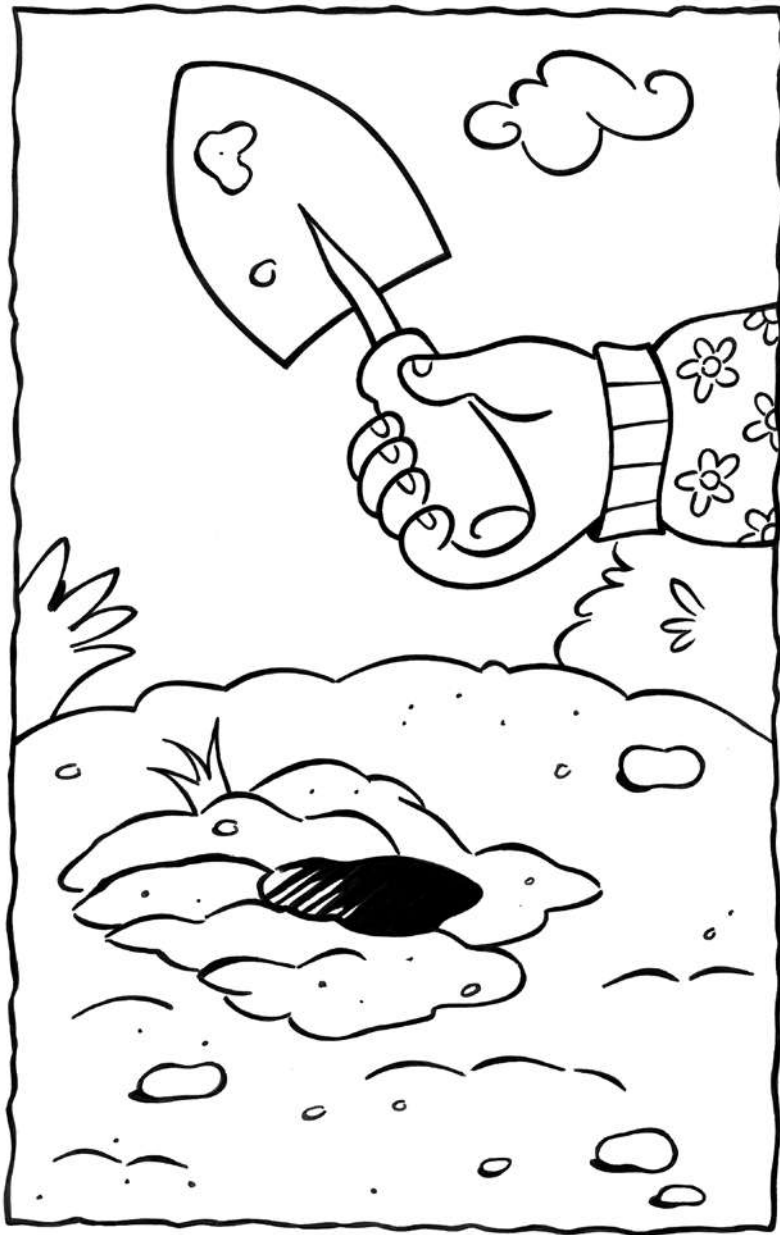
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



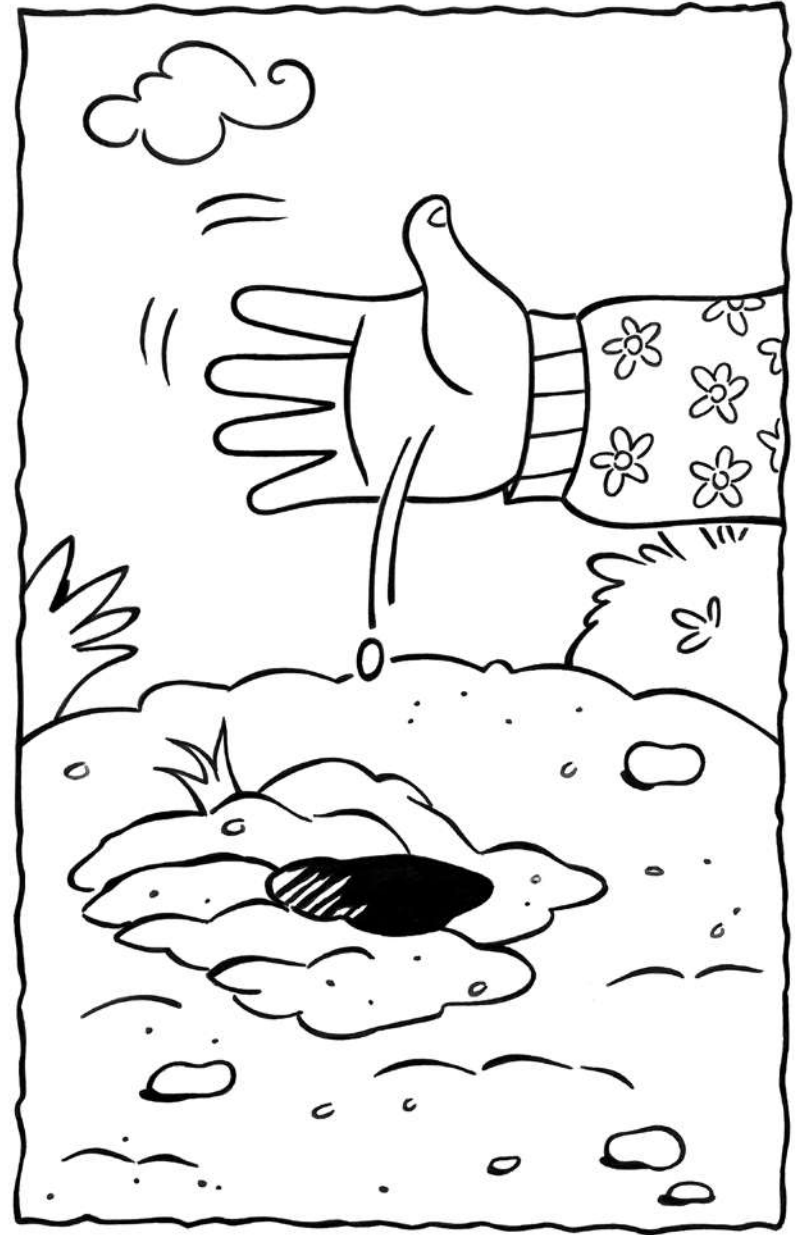
The dirt.



The shovel.



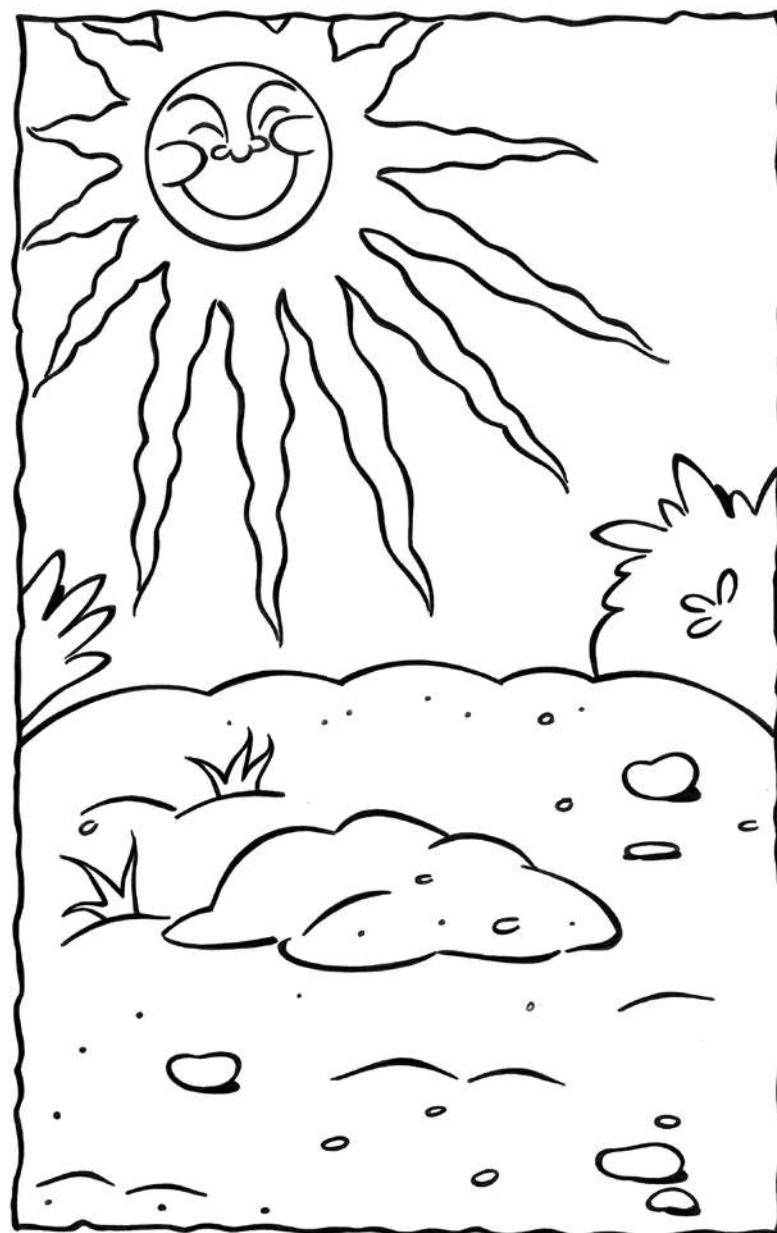
The hole.



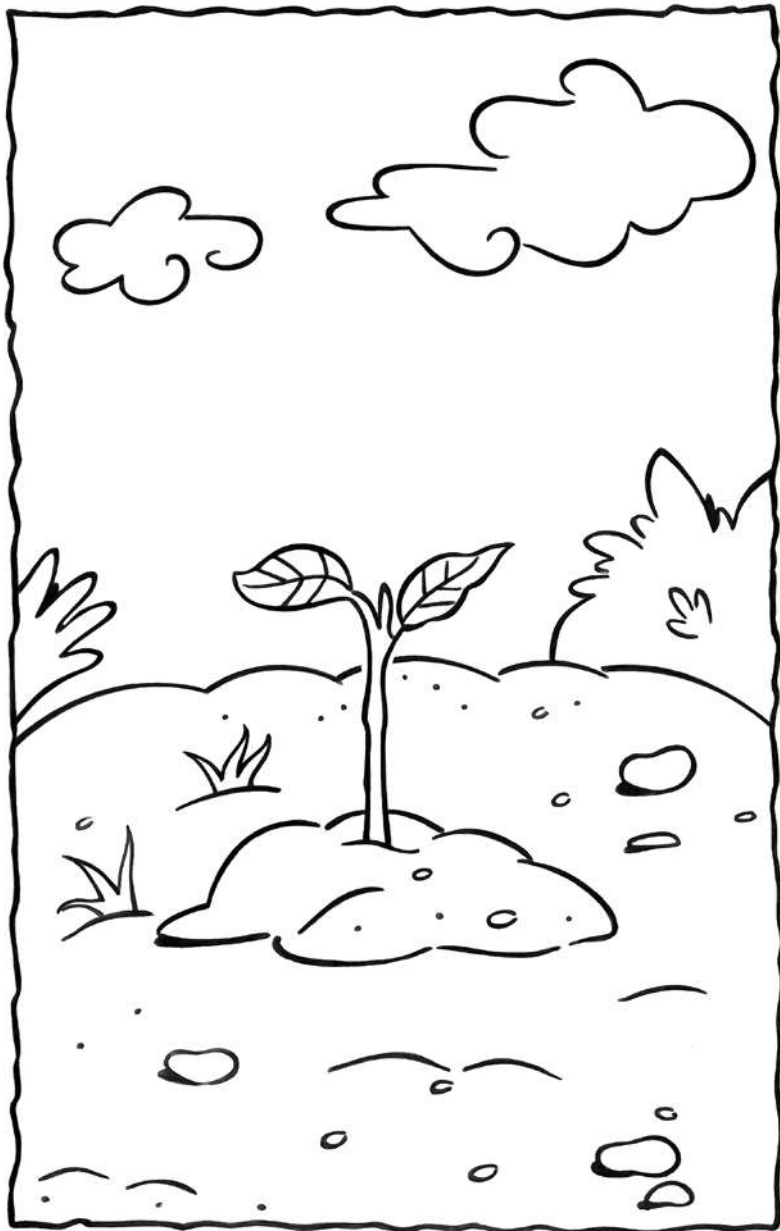
The seed.



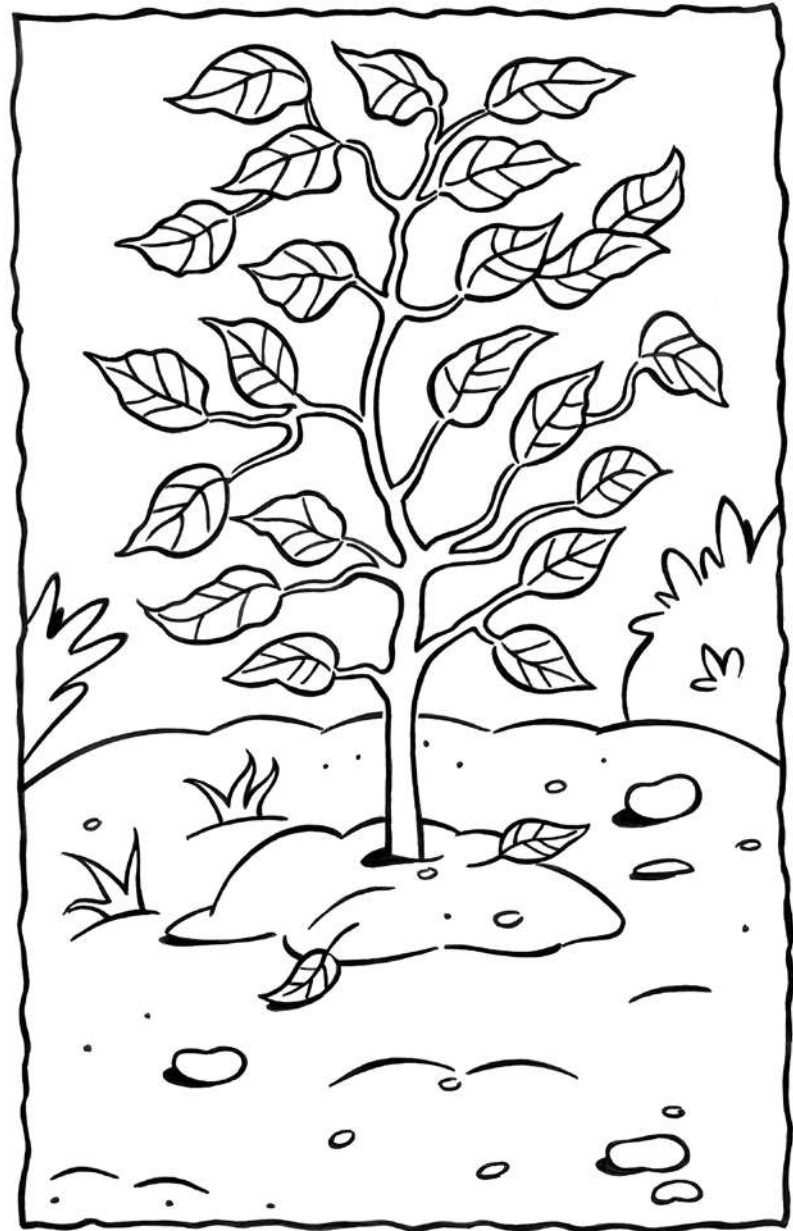
The rain.



The sunshine.



The baby plant.



The plant.

LEVELED BOOK • D

Where Plants Grow

Written by Vic Moars

www.readinga-z.com

Where Plants Grow

A Reading A-Z Level D Leveled Book • Word Count: 64



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Where Plants Grow



Written by Vic Moors

www.readinga-z.com

Correlation	
LEVEL D	Fountas & Pinnell
D	5-6
	6
	DRA

Where Plants Grow
Level D leveled Book
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Plants grow in many places.
They can grow outside.
They can grow inside, too.

Where Plants Grow • Level D

3

Most plants grow in soil.

4





Some plants grow in pots.
There is soil inside the pots.

Where Plants Grow • Level D

5

Some plants grow in sand.

9





Some plants grow in water.

Where Plants Grow • Level D

7

Some plants grow on rocks.

8





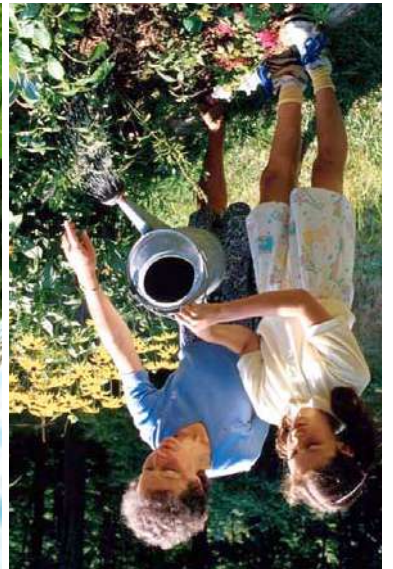
Some plants even grow on other plants.

Where Plants Grow • Level D

9

Plants need three things to grow.
They need water, air, and sunlight.

10



LEVELED BOOK • B

Wind Blows

Written by Sarah Ghusson

www.readinga-z.com

Wind Blows

A Reading A-Z Level B Leveled Book • Word Count: 39

Connections

Writing and Art

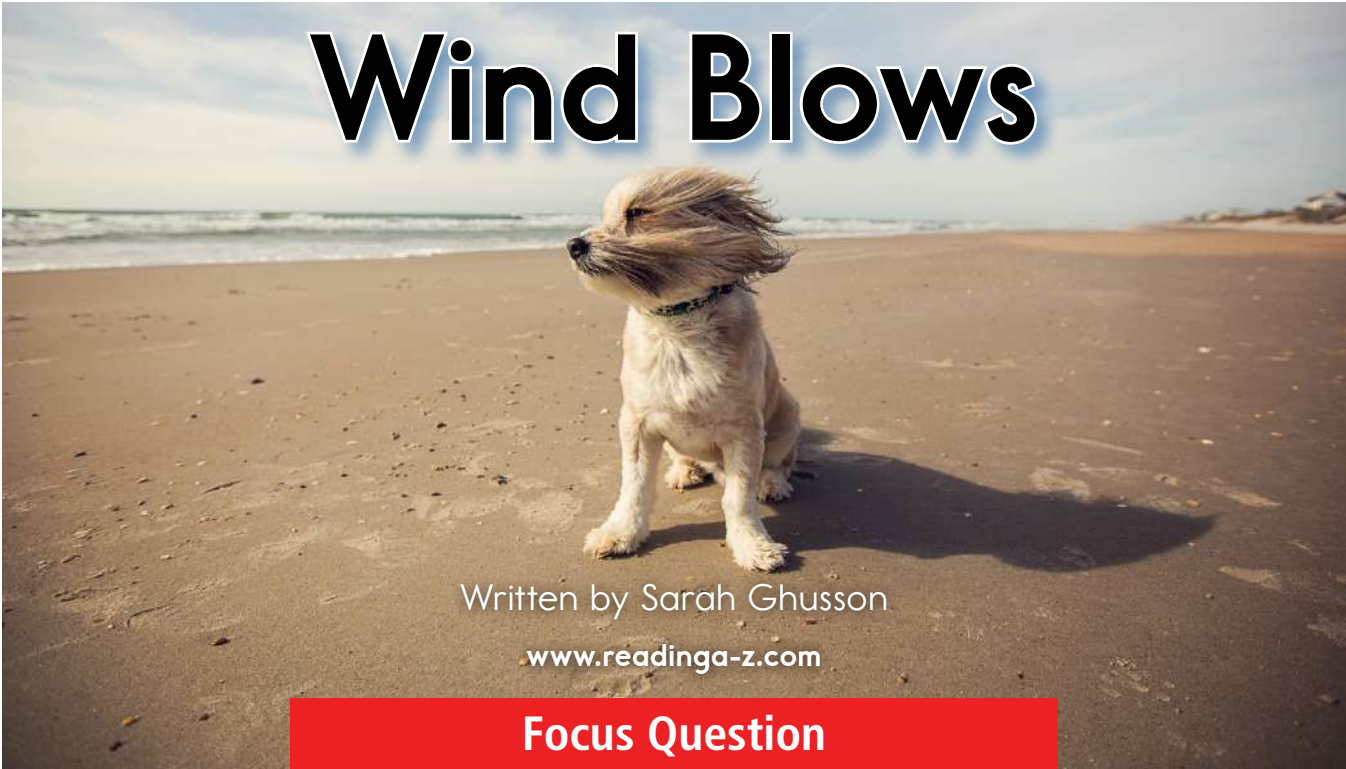
How does the wind make you feel?
Draw a picture and write about it.

Science

Sort the things the wind blows into groups.
Share your groups with a partner.

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Written by Sarah Ghusson
www.readinga-z.com

Focus Question
How does the wind blow things?

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

Wind Blows
Level B leveled book
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Words to Know
across
against
blows
leaves
sand
wind



Wind blows on the trees.

Wind Blows • Level B

3

Wind blows up the sand.

h





Wind blows over the water.

Wind Blows • Level B

5

Wind blows across the snow.

9





Wind blows away the leaves.

Wind Blows • Level B

7

Wind blows against the birds.

8





Wind blows through the hair.

Wind Blows • Level B

9

Wind blows into me!

10



Name _____

Cause

Effect

Wind blows on
the trees.



Wind blows away
the leaves.



Wind blows
through the hair.



Wind blows up
the sand.



Wind Blows • Level B • 1

Skill: Cause and Effect

Instructions: Read the causes with students. Then, have them use the book *Wind Blows* to determine the effects. Have students write or draw the effects in the corresponding boxes.

Name _____

right

man

bow

cow

light

can

①

②

③

Instructions: Read the words aloud with students. Then, have them identify pairs of rhyming words and write them on the lines.

Name _____

- ① Wind blows on flowers.
- ② Wind blows on the kite.
- ③ Wind blows on the dog.
- ④ Wind blows on the mountains.
- ⑤ Wind blows on the beach.

My Sentence:



Instructions: Read each sentence aloud with students. Have them circle the nouns. Then, have them write an original sentence using a noun on the line provided.

The Hottest Day

Today is the hottest day By Arnold Adoff

So far
this month.

But we are

Watering Watering Watering.

Tomato plants Green Beans Green

Onion Shoots. The Coolest Water

Keeps Running Over My Hand And

Down My Leg

And Down My Leg

And Down My Leg.

Ten Toes Grow in Wet Ground.

Illustration

The Hottest Day

By Arnold Adoff

Today is the hottest day

So far

this month.

But we are

Watering Watering Watering.

Tomato plants Green Beans Green

Onion Shoots. The Coolest Water

Keeps Running Over My Hand And

Down My Leg

And Down My Leg

And Down My Leg.

Ten Toes Grow in Wet Ground.

Underline words that rhyme.

How many words are in the first line? _____

What is the title of the poem?

Circle each word that has 2 syllables.

How many did you find?

What does the author mean "ten toes grow in wet ground"?

Dear _____,

I liked it when you

Thank you for



Name

Name: _____

How to Plant a Seed

Write the steps you take to plant a seed.



First



Next



Then



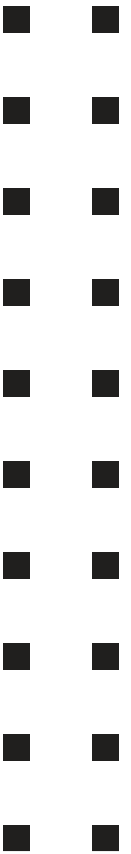
Last



RSU 57

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

SPECIALS



Printables



LEARNING MENU SPECIALS

KINDERGARTEN

May 18 - May 22

1

PE

Health-related Components of Fitness Exercise Cube:
<https://bit.ly/2LtDe1K>



2

PE

W.O.W (Workout of the Week): Wednesdays with Mrs. Person, Ms. Fearon, and Mr. Penley at 11:00:
<https://rsu57.zoom.us/j/298414629>



3

PE

Number Line Drill, click this link to try:
[Number Line Drill.mp4](https://bit.ly/2LpSIUf)
(<https://bit.ly/2LpSIUf>)



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

Create an instrument. Check out this website (<https://tinyurl.com/yc4b79rq>) or check with your music teacher for instructions to create different instruments. Show your music teacher what you made!
<https://tinyurl.com/y8xx8f5s>



9

Music

Take a walk, and notice what sounds you hear. You can write them out as a list or draw a picture. Share what you made with your music teacher!



10

Listen to this nonfiction book about Vegetables!
<https://bit.ly/3fKpEVE>
Use the Chatterkid app to make a vegetable talk! Have your vegetable tell us which other veggies you would plant in your garden.
Chatterkid: <https://bit.ly/2Aqi3zx>



11

SEL

[Dealing with Disappointment](#)



12

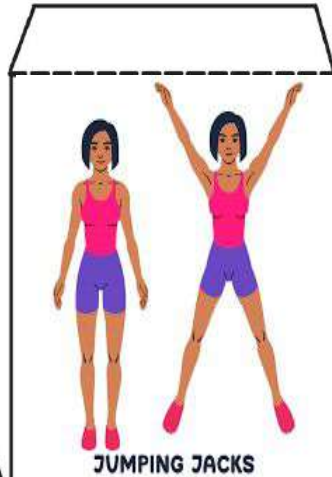
SEL

[Brave Yoga](#)
(<https://safeYouTube.net/w/iPyE>)

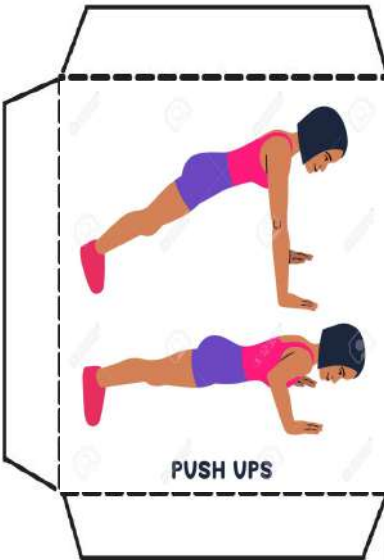


Cube Pattern

Cut on solid lines - Fold on dashed lines



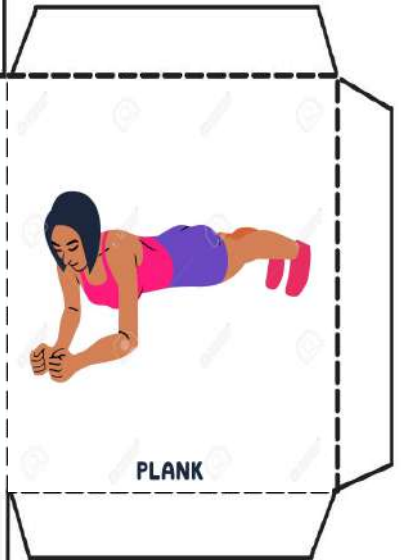
JUMPING JACKS



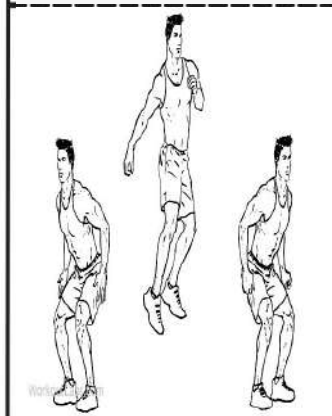
PUSH UPS



shutterstock.com • 528880717



PLANK



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?

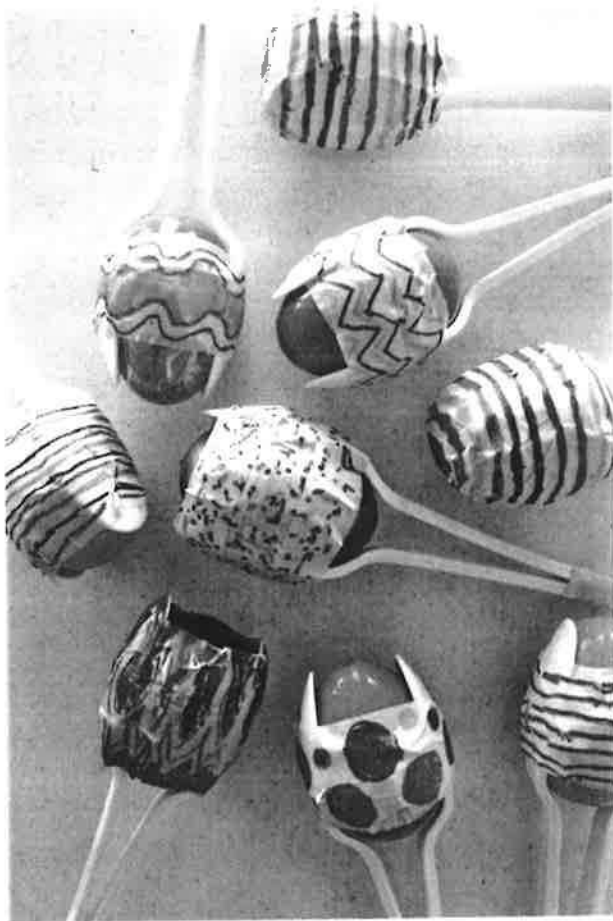
What is a low sound you can hear?

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?



How to make easter egg maracas:

Plastic eggs

Plastic spoons

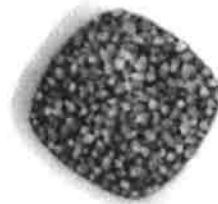
Tape (decorative or plain to decorate yourself!)

Filling could be:

Rice, beans, popcorn, lentils, small pebbles, etc.

- Fill (leave a little room for shaking)
- close
- enclose with spoons
- tape
- decorate!

plastic easter eggs



popcorn kernels

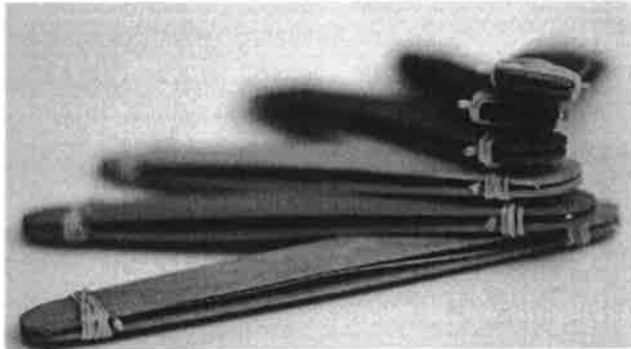
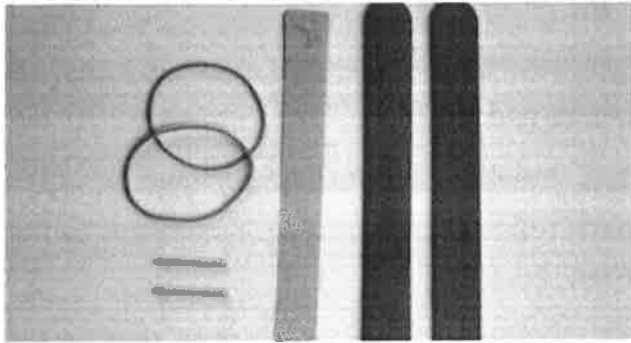
plastic spoons

white tape



markers

DIY POPSICLE STICK Harmonica



Popsicle Stick Harmonica Supplies

- 2 Popsicle Sticks ~ We used the wide ones
- 2 Rubber Bands ~ You could also use string
- A strip of paper the same size as the Popsicle Stick
- 2 toothpicks cut the width or just wider than the Popsicle Stick

How to assemble your DIY musical instrument:

- Sandwich the paper strip in between the 2 Popsicle Sticks
- Wrap a rubber band around one end until it is snug.
- Slide a toothpick to the inside of the rubber band.
- Sandwich the last toothpick at the other end of the Popsicle sticks, and wrap with a rubber band.

My son found it worked best when he placed one toothpick on top of the paper and one toothpick under the paper.

Farm Instruments You Can Make

Box Guitar

What You Need

Shoe Box with lid
 Rubber Bands (A variety of different thicknesses)
 Scissors (Adult supervision needed)
 Pencils or thin dowels
 Paint

What You Do

1. Paint or decorate the box.
2. Using the scissors, cut a hole in the lid of the shoe box.
3. Smooth edges from the hole with fingers or scissors.
4. Stretch rubber bands across the shoe box.
5. Put pencils or small dowels on each side to form the guitar's "bridge."

How To Play

Strum or pluck the strings.



Cuica (Bird)

To use with the song, *Bird Dance*, page 47.

What You Need

Red Plastic Cups
 Ballpoint pen
 String (embroidery thread or dental floss)
 Feathers
 Felt for eyes (white and blue)
 Felt for beak (yellow or orange)
 Hot glue gun
 Small sponges
 Glue sticks
 Scotch tape
 Scissors
 Containers to place feathers, eyes, beaks

What You Do

1. Pre-cut string to 18 inch lengths.
2. Cut beaks and eyes (white and blue or one light, one dark color).
3. Punch small hole in the cup, using a ballpoint pen.



Rainstick

What You Need

Paper towel tube

Aluminum foil

Glue

Tempera paints or markers

Paint brush

Colored electrical or masking tape

Rice

Yarn, construction paper or foam cut-outs, or other decorations

Scissors

What You Do

1. Make a construction paper cap and seal one end of the tube with tape, or fold one end of the tube over and staple it shut.
2. Make balls out of tin foil about the size of a golf ball or slightly smaller to fit in the tube.
3. Fill the tube with the foil balls up to an inch from the top.
4. Pour rice into the tube.
5. Seal or staple the other end of the tube.
6. Decorate by gluing yarn, construction paper, foam, or other decorations to the ends and sides of the tube.

How to Play

1. Tip the rain stick from side to side slowly, allowing the rice to "trickle" through the foil balls.
2. Experiment with the speed of the "tip" and see how many types of rainfall can be created.

Use your new rainstick with these fun songs!

"Jungle Beat Chant," p. 5

"Sixty Inches of Rain," p. 10

"The Lion Sleeps Tonight," p. 42

Ocean Drum

What You Need

Clear plastic round food container with a ridged lid—the larger the container, the better

Small colored beads, rice, tiny shells, small beans or seeds

Colorful electrical or masking tape

Paper and paint or markers

Glue or tape

2 Pencils or chopsticks for mallets

What You Do

1. Cut the paper the same size and shape as the bottom of the container.
2. Paint or color a design or picture on the paper.
3. Glue or tape the paper to the inside bottom of the container.
4. Fill with $\frac{1}{4}$ cup of tiny beads, rice, seeds or beans.
5. Place the lid on the container.
6. Tape the container shut using the colorful tape.

Ways to Play

1. Ocean sounds: Slowly tip drum from side to side.
2. Shaker: Move the ocean drum up and down or side to side, or any combination of these.
3. Drum: Use two chopsticks or pencils to play on the top of the lid.
4. Guiro: Use a chopstick or pencil to play the ridges on the side of the lid.

Water Glasses

What You Need

Glasses (wine glasses or water goblets work best, but encourage experimenting with different types of glasses to produce different musical sounds. The thinner and purer the glass, the better the sound.)

Clean, washed hands

Clear water in a pitcher

Metal spoon

What You Do

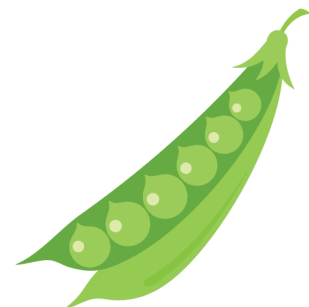
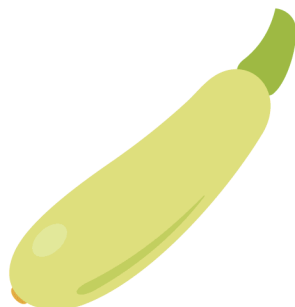
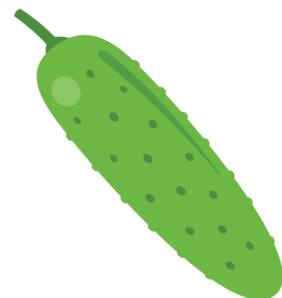
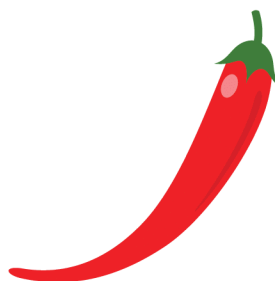
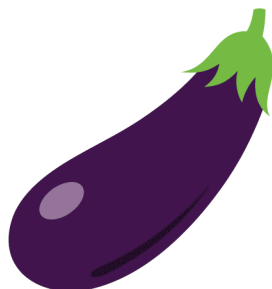
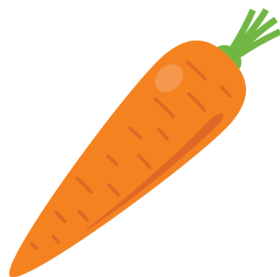
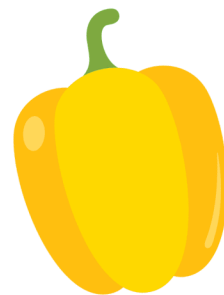
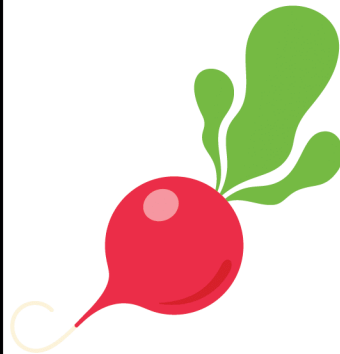
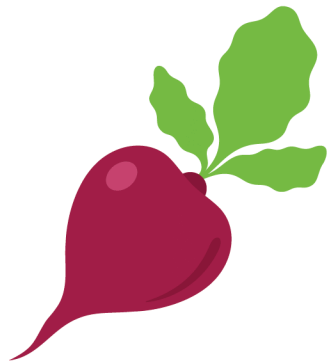
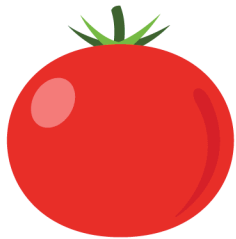
Fill glasses to different levels to create different musical pitches.

How To Play


1. Wet your finger and rub it around the edge of the glass until a sound is produced.
2. Try playing two glasses of different pitches at the same time.
3. Use the spoon to gently tap the glass.
4. Add or take away water to see how the pitch is affected.

MY GARDEN PLAN


VEGETABLES TO PLANT




Dealing with Disappointment




What is
"disappointment"?



It's when we're
looking forward to
something and
then it doesn't
happen.




I felt disappointed
when I wanted to go to
the beach, but it
rained.




I felt disappointed
when I wanted to
see my friends, but
I couldn't.

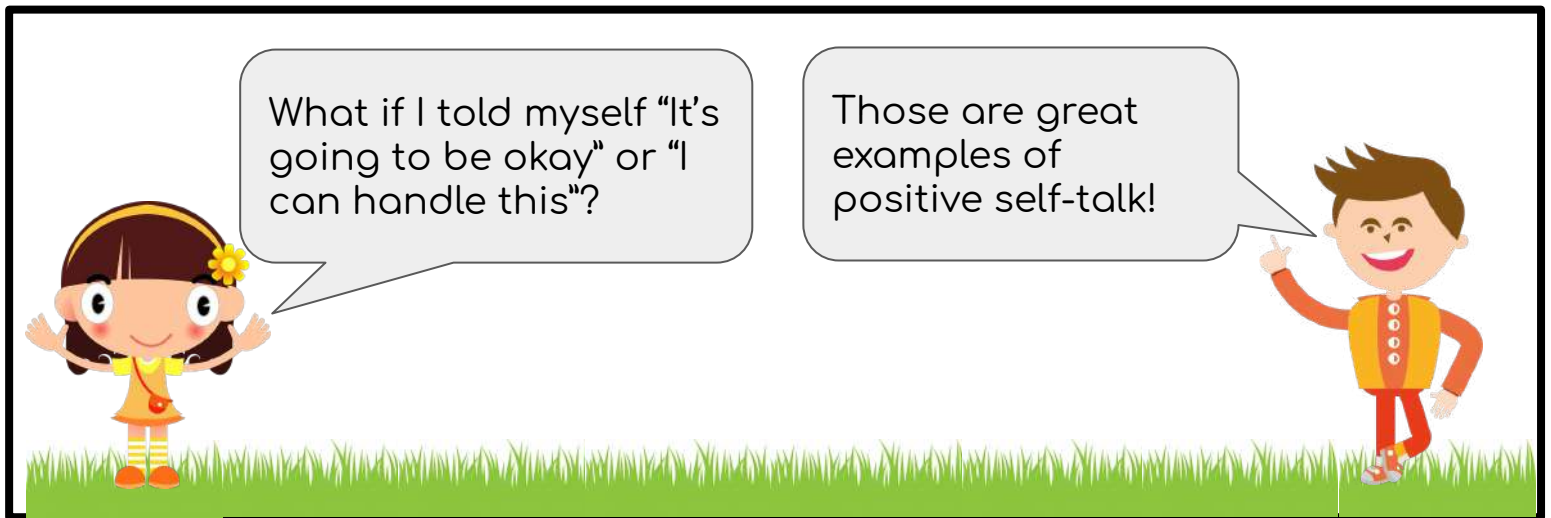
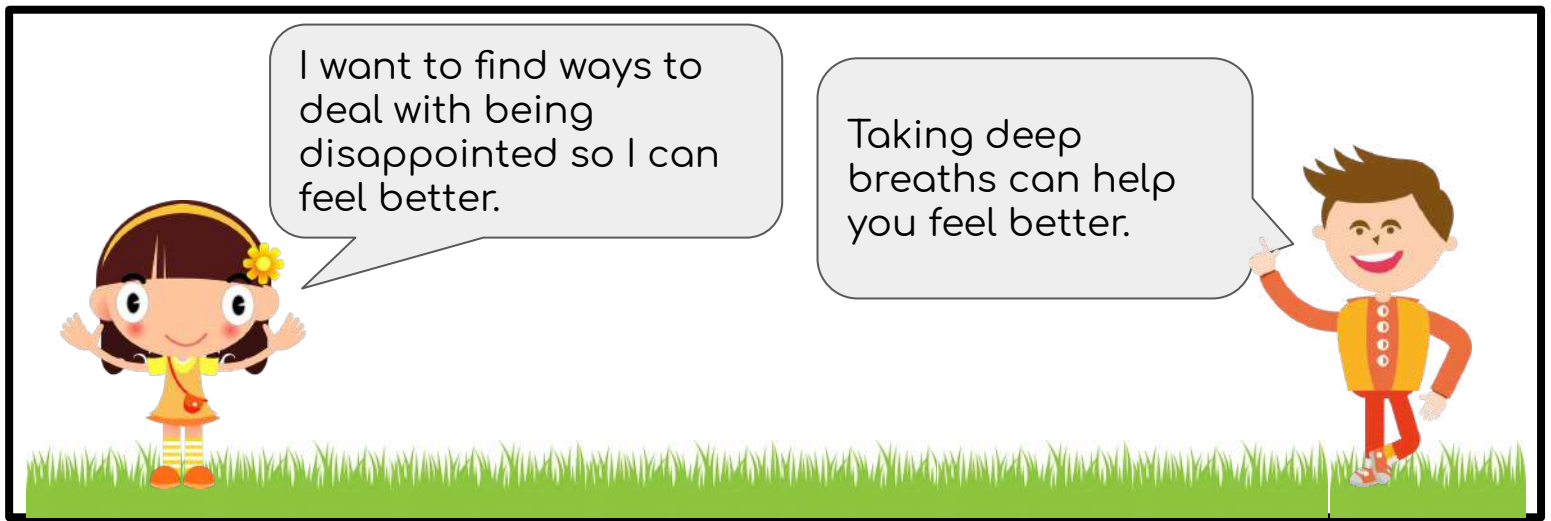
What has made you feel disappointed?
Complete page 1 of the handout. ([click here](#))



Some things make me
feel a little
disappointed, but
other times I get really
disappointed.



How we react to
being disappointed
can affect our
feelings, and even
affect our day.



What can you do to help you feel better when you are feeling disappointed?

Complete page 2 of the handout. [\(click here\)](#)

