



RSU 57

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

Continuous Learning **LEARNING MENUS**

MATH

LITERACY

SPECIALS

Printables

Week 4



RSU 57

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

MATH

LEARNING MENU

MATH & STEM

KINDERGARTEN

★ = EVERYDAY ITEMS

1 ★

IXL: Math skill practice for 20 minutes



2

Geometry: Create a picture of something in nature (e.g. a tree, a flower, a mountain) using geometric shapes. Label all of the shapes in your picture. Send the picture to your teacher. [Examples](#) if you need help!



3

Operations and Algebraic Thinking: Gather items either found inside or outside your home. Sort the items into two groups, and show how many different ways you can sort them. Make number sentences that tell us about your groups. Share a picture of the number sentences with your teacher. [Click for levels.](#)

1
2
3

4 Numbers and Base-Ten Outdoor Scavenger Hunt: 1.If you still need to create your base 10 blocks, please follow [these directions](#). 2.Using your base 10 blocks find different objects in nature (more than 10), count the objects (rocks, leaves, sticks, acorns). Represent the number using your base ten creation (tens and ones). Take a picture and upload it to seesaw.

1
2
3

5

Measurement and Data: Help out our Earth by picking up trash outside. Sort your items into categories (e.g. metals, plastics, cardboard). Make a graph showing how many of each item there are. See your teacher's SeeSaw activity to complete this box.



6

Counting and Cardinality: Set up three cups in a row, one labeled "Less", one labeled "Greater", and one labeled "Same". [Click for more details.](#)

1
2
3

7

Estimation & Counting: Find 5 different collections around your house. Maybe you have a lot of trees in your yard, cans in your pantry, seeds in a packet, or recyclables in a bin! [Click for more instructions.](#)



8

On April 22 the world celebrates the Earth Day! Earth Day started 50 years ago. Why do you think we celebrate Earth Day? Ask people in your family what they know about Earth Day & why we celebrate it. What are some ways you & your family could be kind to the Earth? Pick your best idea & make a plan to put into action.



9

Watch this [3 minute video story](#): A Whale's Tale: Hope Works. What was the problem in the ocean? How did the sea creatures work together to solve this problem? Why is it important to the Earth to keep the oceans clean? What is something you and your family can do to help solve a problem for the Earth? safeYouTube.net/w/kC18



10

WE ♥

11

& MISS

12

YOU!

Name: _____

Operations and Algebraic Thinking:

Gather items either found inside or outside your home. Sort the items into two groups, and show how many different ways you can sort them.

Make number sentences that tell us about your groups. Share a picture of the number sentences with your teacher.

E - Use 5 items. Break down the number 5 into all possible combinations (Ex: 3 and 2, 1 and 4...)

D - Use 10 items. Break down the number 10 into all possible combinations (Ex: 5 and 5, 6 and 4...)

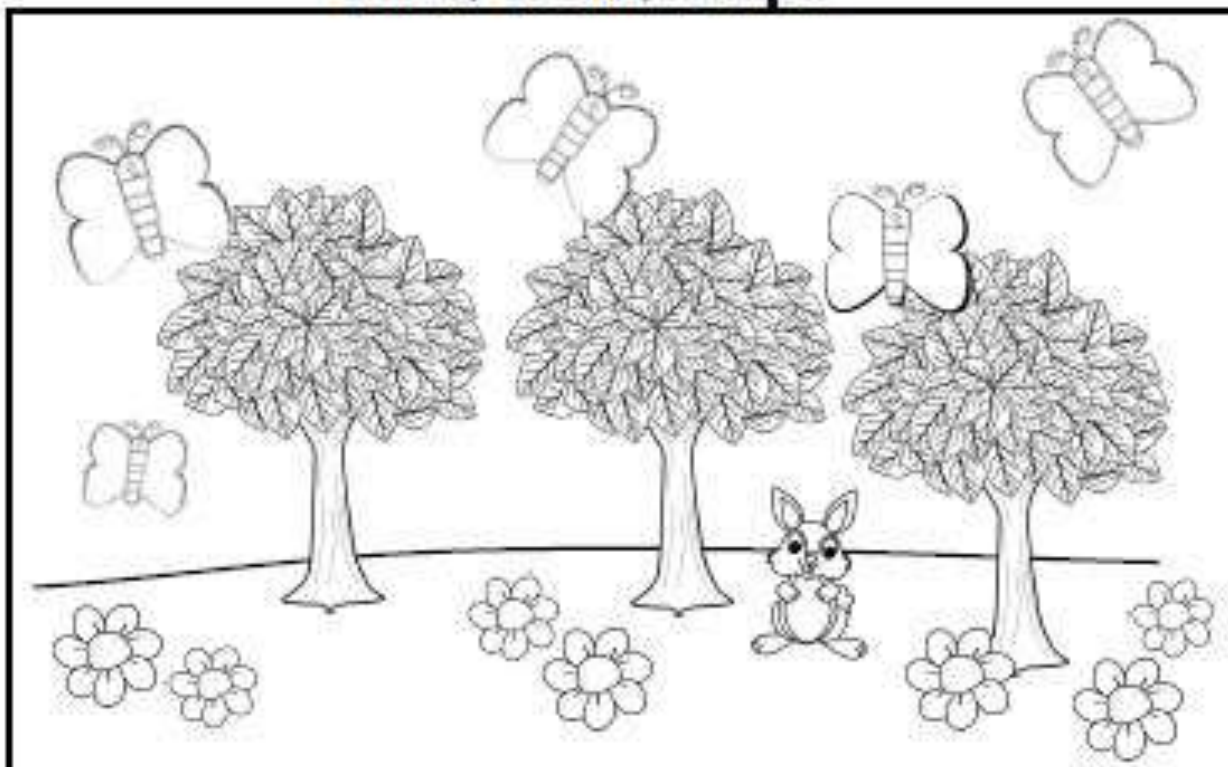
M - Use 10 items. Break down three of the following numbers into all possible combinations: 6, 7, 8, 9, or 10.





Name: _____

Name _____

Earth Day

Color, Count, Graph



| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
|  | | | | | | | | | | |
|  | | | | | | | | | | |
|  | | | | | | | | | | |
|  | | | | | | | | | | |

Name: _____

Counting and Cardinality:

Set up three cups in a row, one labeled “Less”, one labeled “Greater”, and one labeled “Same”.

Divide a deck of cards into 2 piles.

Flip over the top card from both piles and compare the 2 numbers.

Which one is greater?

Put it in the “greater” cup.

Are they the same? Which one is smaller?

Share a picture of your cups at the end with your teacher.

Name: _____

Estimation & Counting:

Find 5 different collections around your house. Maybe you have a lot of trees in your yard, cans in your pantry, seeds in a packet, or recyclables in a bin!

Estimate (guess) how many you think there are in each collection.

Then count how many there really are and compare your guess to the real number.

Was your estimate greater or less than the actual amount?

Find this activity template on your teacher's Seesaw.

Estimating and Counting

Directions:

1. Find 5 different collections around your house. Examples: recycling, seeds, dried beans, buttons... Write the name of the collection in that column.
2. Look at the collection and make an estimate or educated guess of how many? Record your estimate next to the collection name.
3. Count how many and record the number.
4. Was your estimate greater or less than the actual number? Write the word greater or less.

| collection name | estimate | count | greater > or less < |
|-----------------|----------|-------|---------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Math is Fun Worksheet

"print your own worksheets at
mathsisfun.com"

Name: _____

Date: _____

> Circle the Group ...

Which has **Less** ?



Which has **More** ?



Which has **More** ?



Which has **Less** ?



Math is Fun Worksheet

*"print your own worksheets at
mathsisfun.com"*

Name: _____

Date: _____

Color in the pictures

Color in **the Middle 2 Pictures** :



Color in **the Last 2 Pictures** :



Color in **the Last 3 Pictures** :



Color in **the First 3 Pictures** :

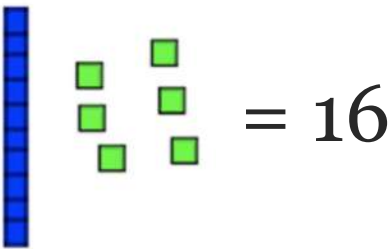


Color in **the First 2 Pictures** :



What is Base 10?: If you've ever counted from 0 to 9, then you've used base-10 without even knowing what it is. Simply put, base-10 is the way we assign place value to numerals.

Ones
Tens
Hundreds
Thousands
Ten-thousands
Hundred-thousands, and so on



This week we are asking you and your child to make base 10 manipulatives to use in the coming weeks. We have 4 ideas of how you can build your own Base 10 blocks on the next pages. Feel free to use these ideas or get creative and design your own! Have fun!

Idea #1: Using beads and pipe cleaners. Make sets of 10 and have single beads for 1's



Idea #2: Beans and popsicle sticks (or cheerios)



Idea #3: Cheez-its and paint sticks

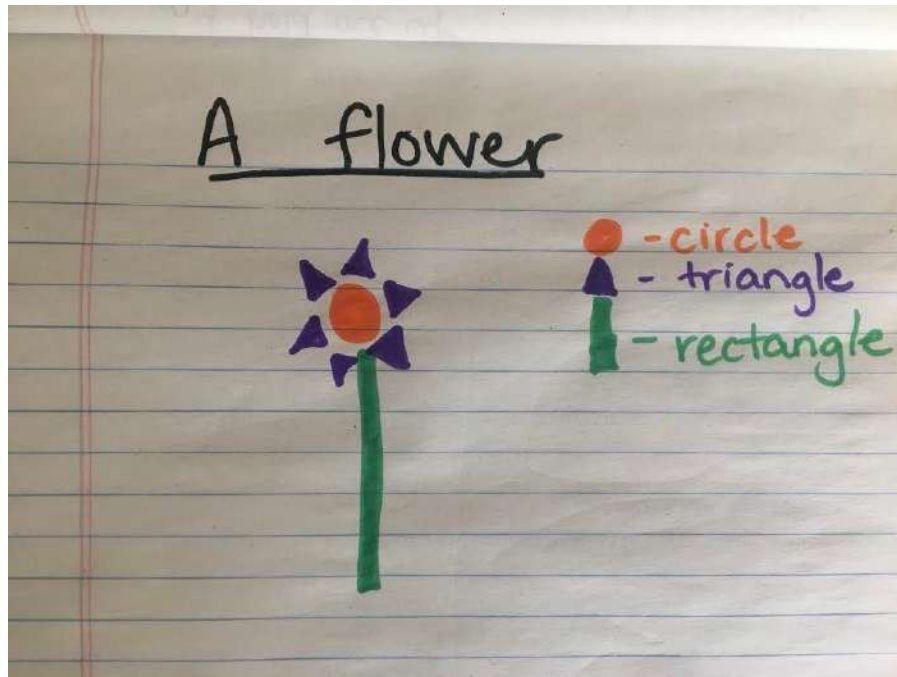


Idea #4: Index cards, string, and beads
(10 beads on a string, punched through an index card. 5 beads of one color next to 5 beads of another)

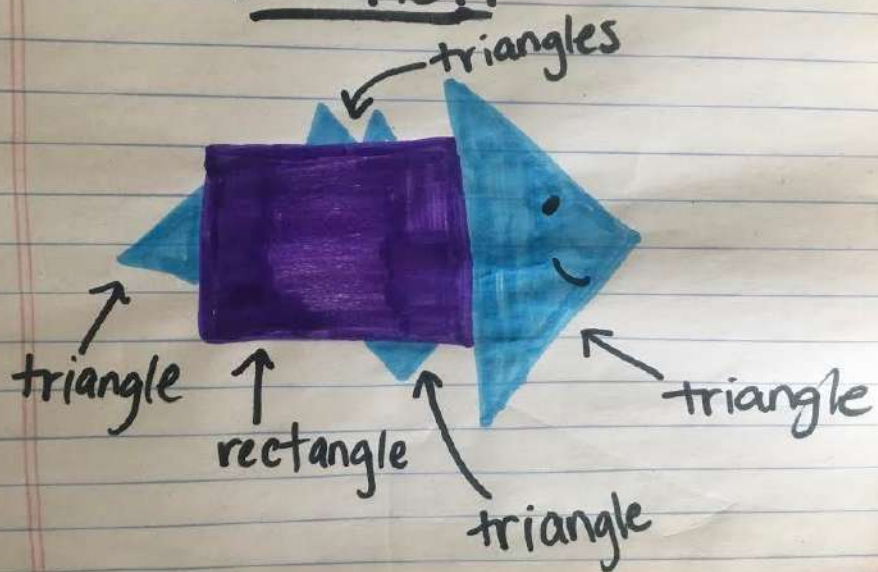


Activity: Create a picture of something in nature (e.g. a tree, a flower, a mountain) using geometric shapes. Label all of the shapes in your picture. Send the picture to your teacher.

Examples:



A fish



NAME: _____

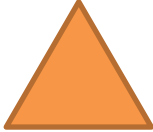






9= YELLOW 10=GREEN



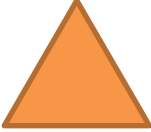





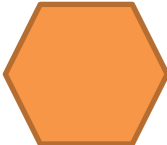
Counting Edges and Vertices

Grade 2 Geometry Worksheet

Fill in the following table.

| Shape | Name | Number of Sides | Number of Vertices |
|---|---------------|-----------------|--------------------|
|  | Triangle | | |
|  | Square | | |
|  | Rectangle | | |
|  | Trapezoid | | |
|  | Parallelogram | | |
|  | Pentagon | | |
|  | Hexagon | | |

Answers

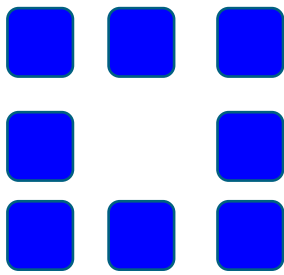
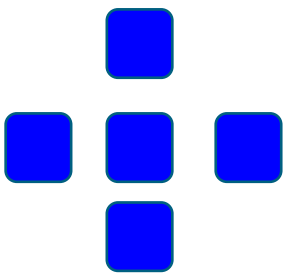
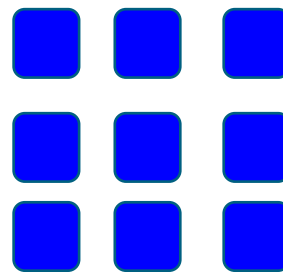
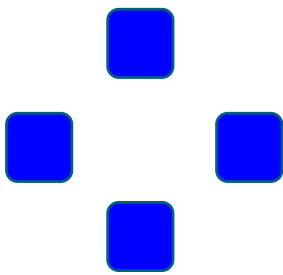
| Shape | Name | Number of Sides | Number of Vertices |
|---|---------------|-----------------|--------------------|
|  | Triangle | 3 | 3 |
|  | Square | 4 | 4 |
|  | Rectangle | 4 | 4 |
|  | Trapezoid | 4 | 4 |
|  | Parallelogram | 4 | 4 |
|  | Pentagon | 5 | 5 |
|  | Hexagon | 6 | 6 |

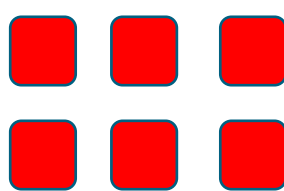
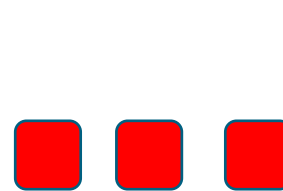
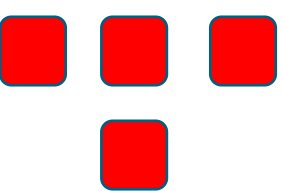
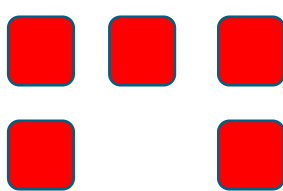
Choose group with most / least objects

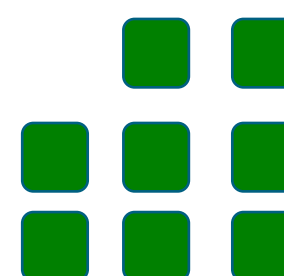
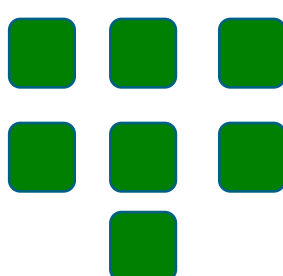
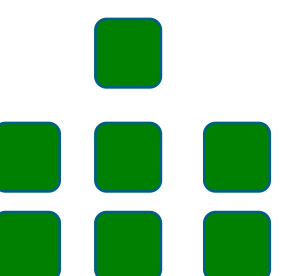
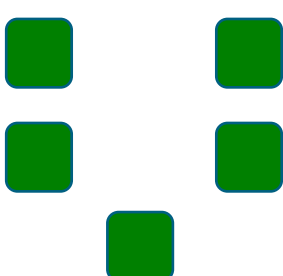
Kindergarten More-than-Less-than Worksheet

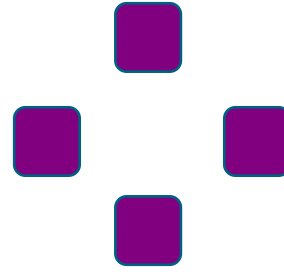
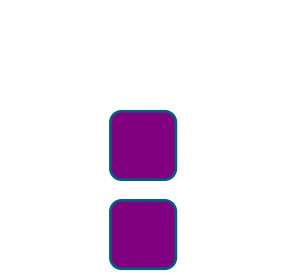
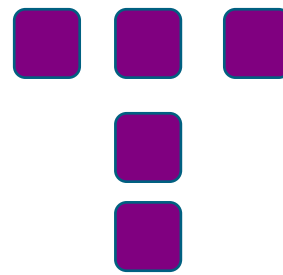
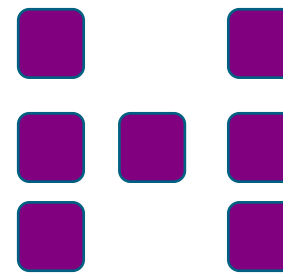
Circle the group with the most objects.

Cross out the group with the least objects.

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

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

Penny Jar

Home Link 7-8

NAME _____

DATE _____

Family Note

A penny jar provides great mathematics opportunities! Have family members add spare pennies at the end of each day. Count the pennies together once a week to reinforce the counting skills we are working on in school. As the penny collection grows, family members can estimate how many pennies are in the jar before counting them. Estimation is not just guessing. It is using what you know to make a "smart guess."



Start a penny jar to collect your family's pennies.

Once a week, estimate how many coins are in the jar:

- Take a small handful of pennies and count them.
- Compare the number in your hand with the number in the penny jar. *How many pennies do you think are in the jar?*
- Count the pennies in the jar and then record the number. *How close was your estimate?*
- *How many pennies do you think will be in your jar next week?* Keep track of how the number changes.



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- Massabesic Middle
- Massabesic High

LITERACY

LEARNING MENU LITERACY

KINDERGARTEN

★ = EVERYDAY ITEMS

** Reminder Use CLEVER to get to login to SeeSaw. See notes below.

1

Listen to the story [The Gift of the Tree](#).

safeyoutube.net/w/RR97

Interview someone in your family on the focus question: Is a tree important and why?

Post a video of your interview to Seesaw



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

Use the sight word menu to practice reading and spelling your sight words. (Example: Practice writing your words with sidewalk chalk.) Choose one box twice a week. [Sight Word Choices](#)

5

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

Poem or Song - Read and Illustrate: [Earth Day Poem](#)



7

Phonemic Awareness: Let's play a game with sounds and words! Video:

safeyoutube.net/w/2cp8



8

Writing and Drawing: Draw like a scientist! Go outside and pick a specimen from nature to observe and draw. Label your drawing with as many words as you can. Include details big and small in your illustration. See [Example](#).

[Write Like a Scientist Chart](#)



9

Writing Prompt: Go on a nature walk with this checklist!

[Nature Walk Checklist](#)

Observe 1 item for 5 minutes. Write 3-5 sentences about what you observe.



WE ♥ &
MISS
YOU!

**** Reminder:**

Update Seesaw!





bit.ly/rsu57updateapps

Please log in to Seesaw using "Clever". This helps your child to view videos seamlessly! For more info:

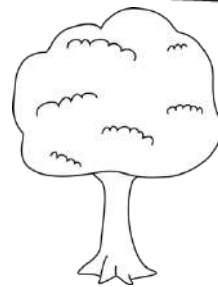
safeYouTube.net/w/l8o6

Name: _____

Sight Words Mat: Pick a Challenge & Learn

| | | | | | | | |
|--|---|--|--|---|---|--|--|
| <p>Let's learn! Practice writing your sight words outside using sidewalk chalk.</p>  | <p>Let's learn! Write your sight words on pieces of paper. Attach the sight words under the table. Lay on your back to read the words.</p>  | <p>Let's learn! Using a device of choice, type each of your sight words 2-3 times per word.</p>  | <p>Let's learn! Write your sight words on paper pieces. Read the word on the piece of paper, crunch it up, and shoot it into a bowl or basket.</p>  | <p>Let's learn! Write your sight words using blue for the consonants and red for the vowels.</p>  | <p>Let's learn! Write your sight words using rainbow colors. Use a different color for each letter in the word.</p>  | <p>Let's learn! Look at your sight word for 3 seconds. Close your eyes and then spell the sight word aloud by memory.</p>  | <p>Let's learn! Build and spell each of your sight words using objects in your house (e.g., blocks or toys).</p>  |
|--|---|--|--|---|---|--|--|

Arborist's Name _____



Tree Observations

Draw a picture of your tree:

These words describe my tree:

I notice these things on my tree:

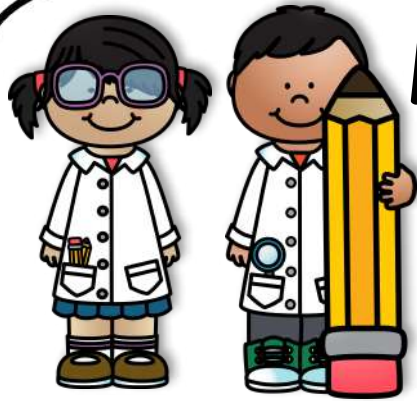
- ☐ nothing on its branches
- ☐ buds
- ☐ leaves
- ☐ flowers
- ☐ fruit
- ☐ _____

Label the parts of your tree.

roots trunk
branches leaves

What can your tree do for you?

What can your tree do for animals?



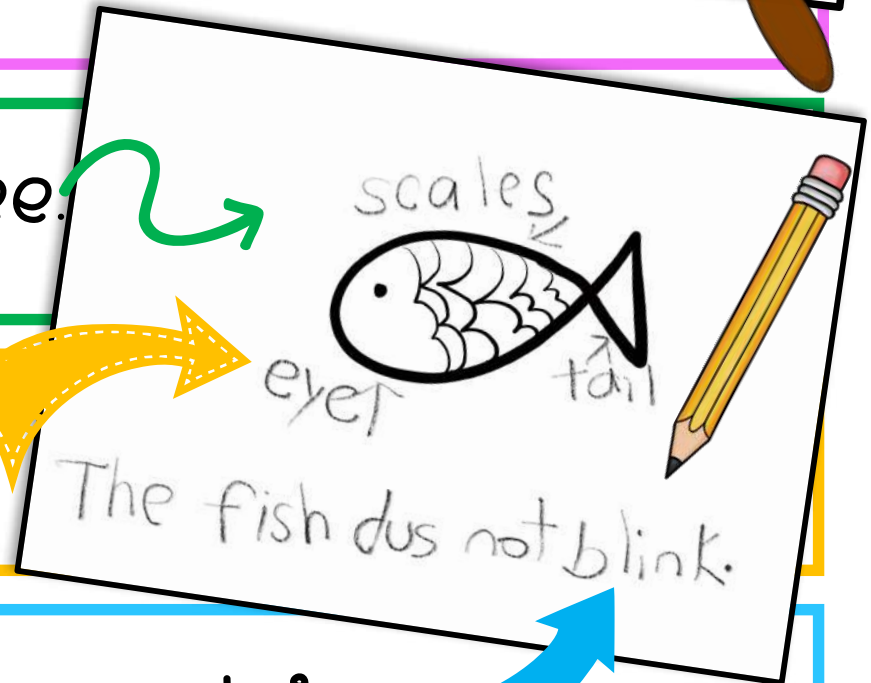
How to write like a SCIENTIST



Look very closely.

Draw only what you see.

Label your drawing.



Write more details to explain.

Twig

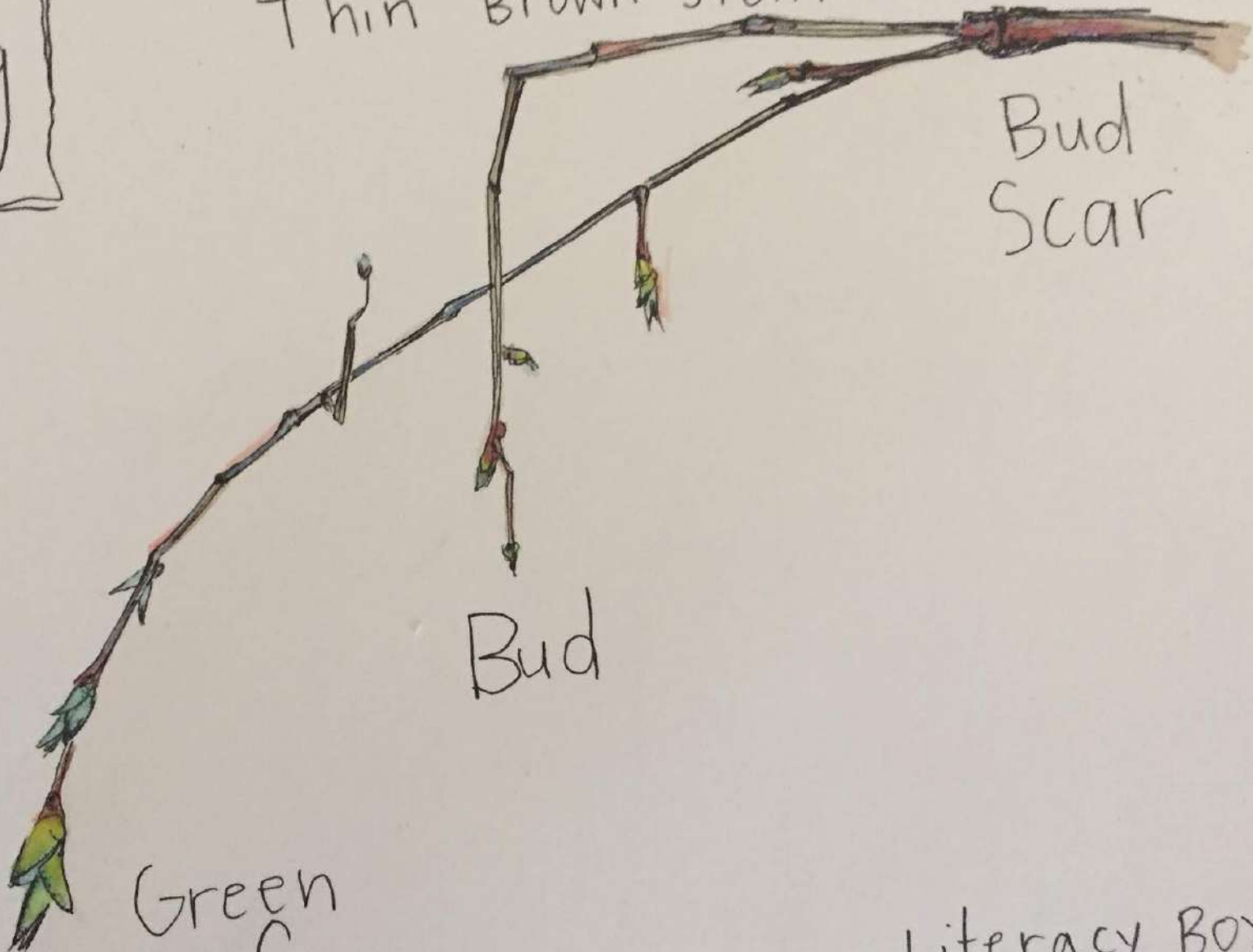
Thin Brown Stem

Bud
Scar

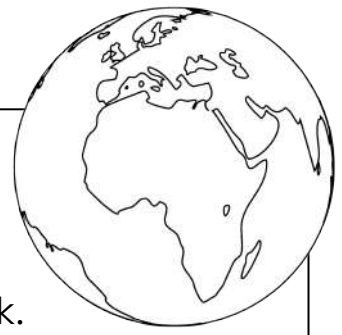
Bud

Green
Leaf

Literacy Box #8
Ms. Vu Kelic




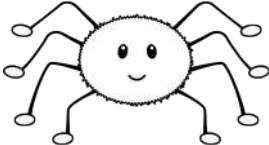
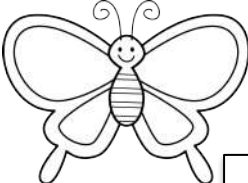


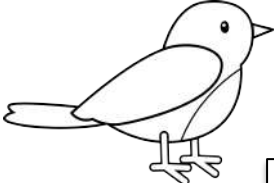
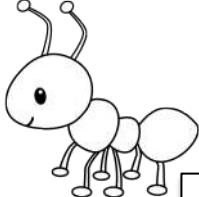

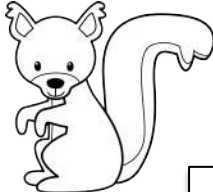






Name: _____



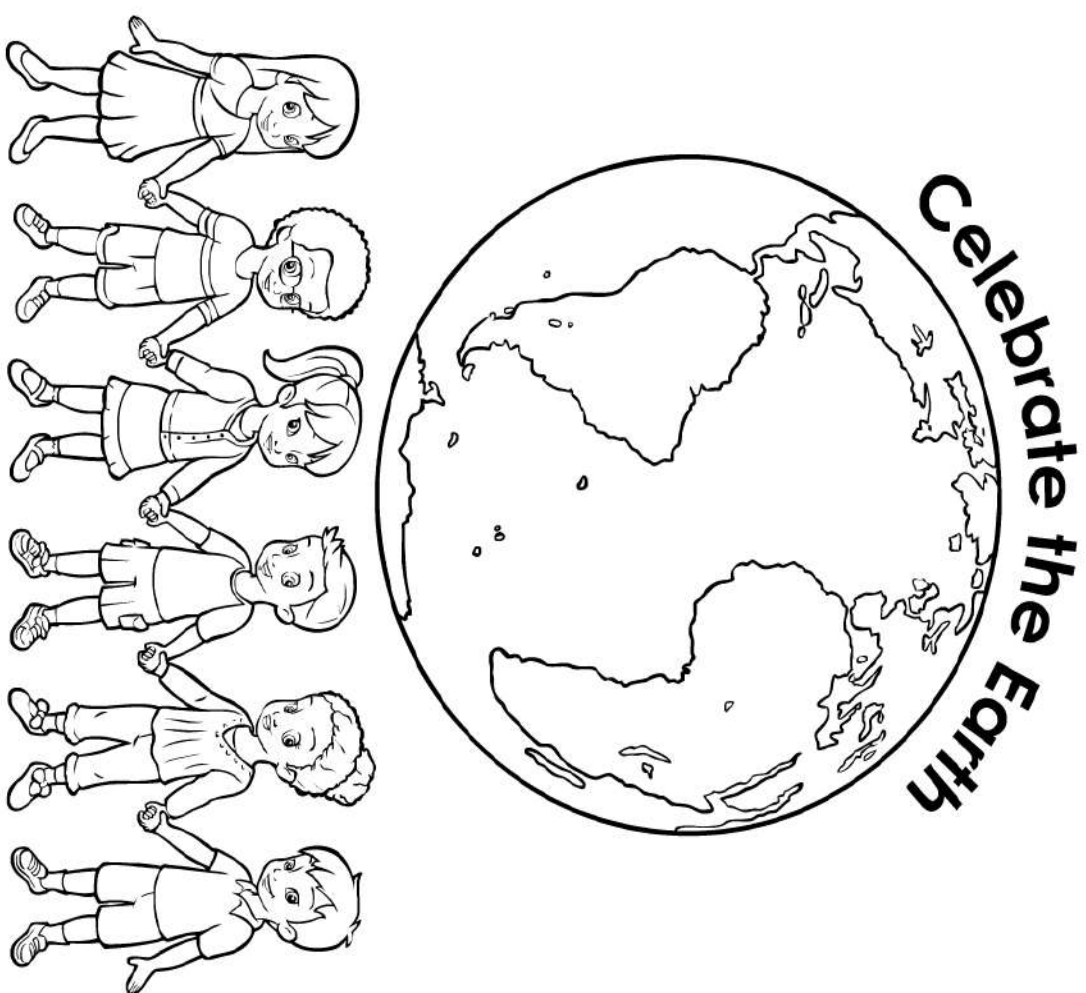
Nature **WALK**

Directions: Check off the items you find on your walk.

| | | |
|--|--|--|
|  dirt <input type="checkbox"/> |  leaf <input type="checkbox"/> |  flower <input type="checkbox"/> |
|  spider <input type="checkbox"/> |  butterfly <input type="checkbox"/> |  mushroom <input type="checkbox"/> |
|  worm <input type="checkbox"/> |  bird <input type="checkbox"/> |  ant <input type="checkbox"/> |
|  bee <input type="checkbox"/> |  squirrel <input type="checkbox"/> |  sprout <input type="checkbox"/> |
|  tree <input type="checkbox"/> |  cloud <input type="checkbox"/> |  grass <input type="checkbox"/> |

Name _____

Coloring Pages
Earth Day: Celebrate the Earth



Name _____

Coloring Pages
Fun Poems: **Celebrating Earth Day**

Celebrating Earth Day

On Earth Day we say, 'Thank you!'

For all that our Earth gives —

For air and water, flowers and trees,

And everything that lives!

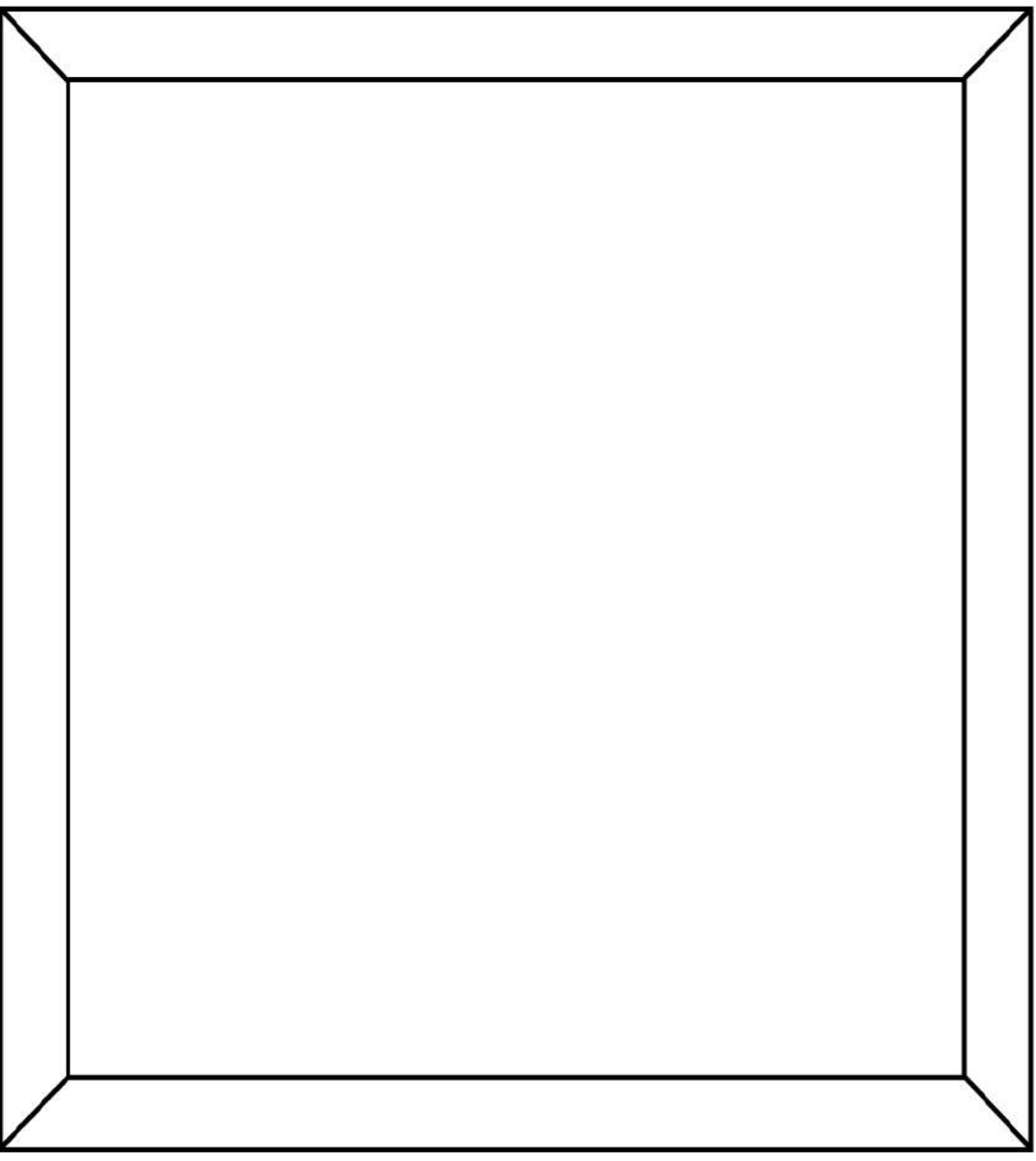
On Earth Day we all promise

That we will keep Earth clean!

And we'll do everything we can

To make sure Earth stays 'green'!

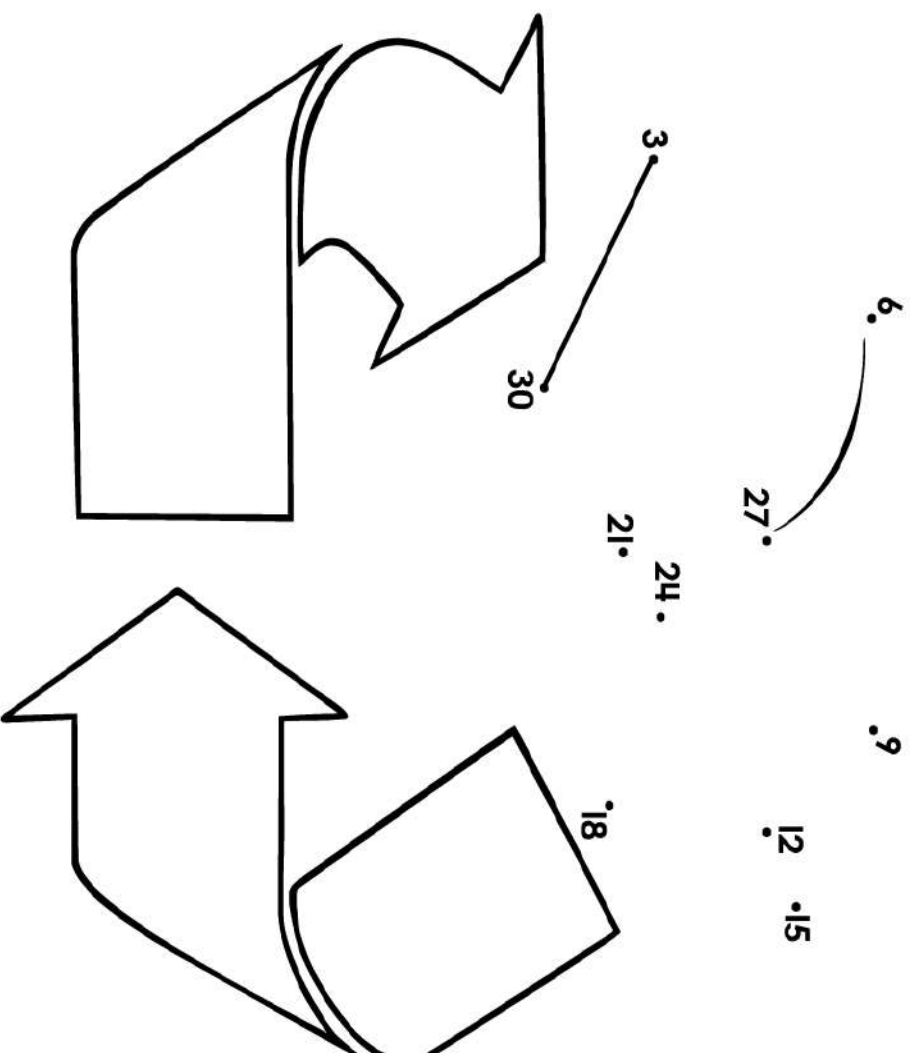
Draw and color a picture to go with the poem.



Name _____

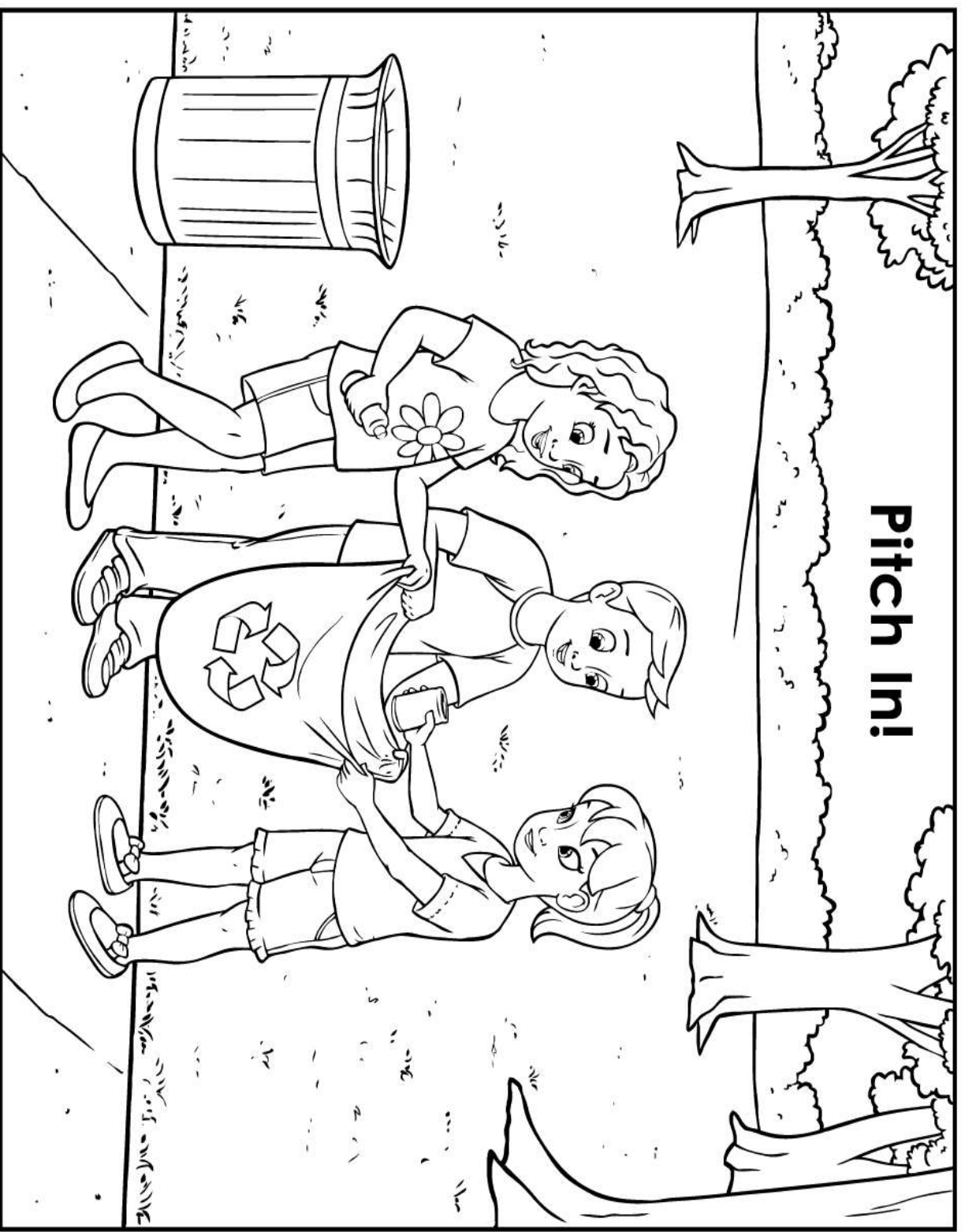
Numbers Dot-to-Dot
Counting by 3s from 3 – 30: Earth Day

Reuse, Reduce, Recycle



Name _____

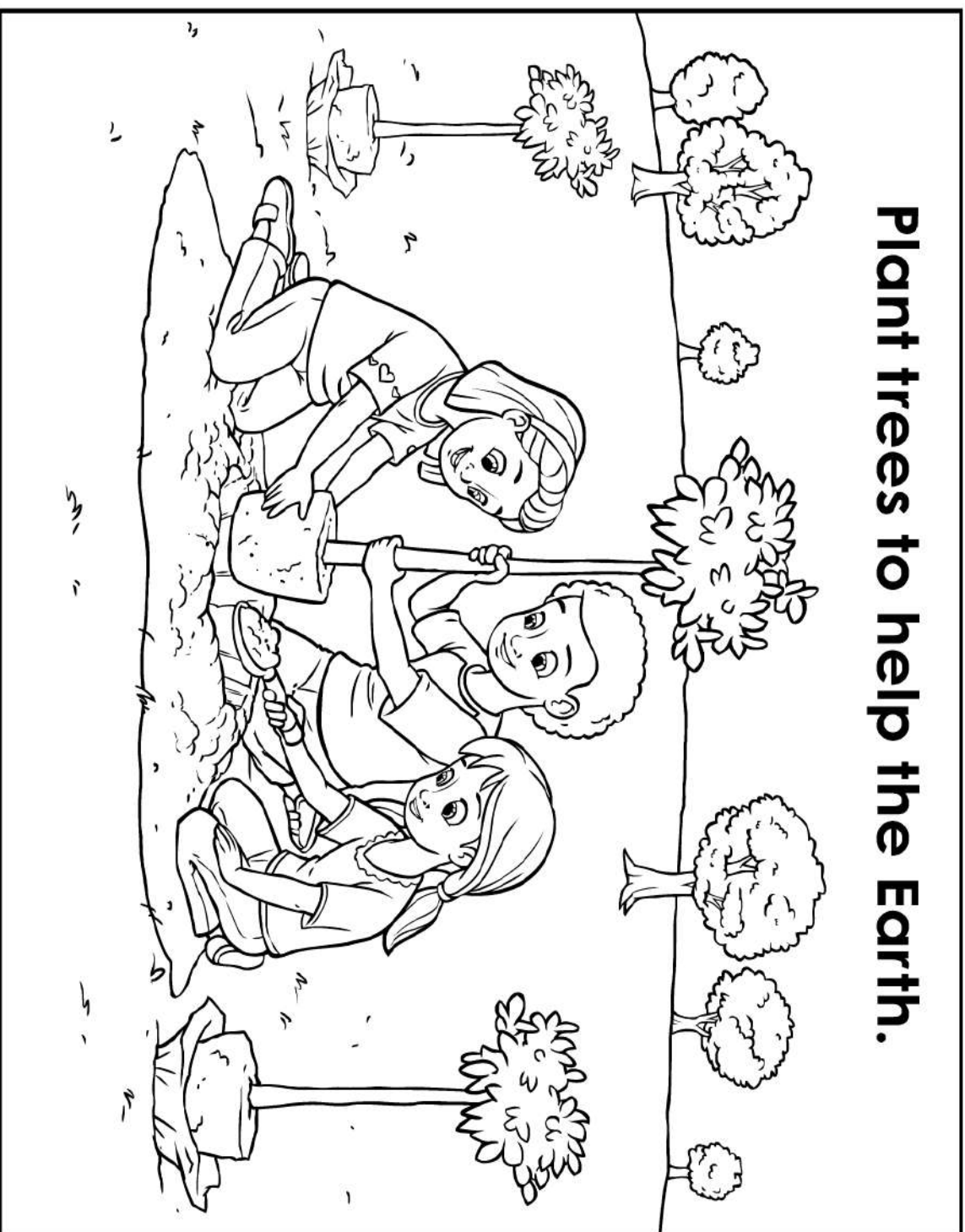
Coloring Pages
Earth Day: Pitch In!



Name _____

Coloring Pages
Earth Day: Planting Trees

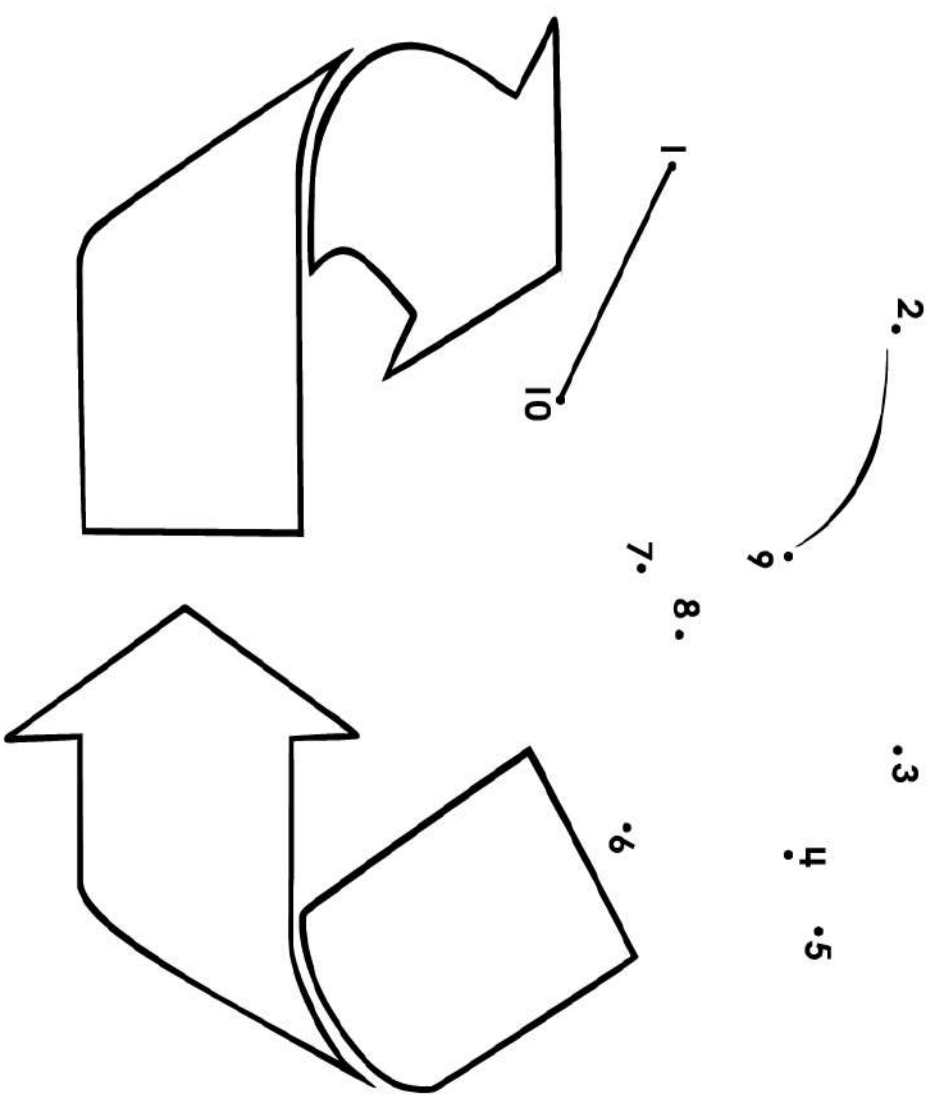
Plant trees to help the Earth.



Name _____

Dot-to-Dot: Earth Day
Numbers: 1-10

Reuse, Reduce, Recycle



English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 19

| Skills | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | |
|---|---|------|---|------|--|------|--|------|---|------|
| Rhyme Production | Rime: -en | | Rime: -et | | Rime: -ed | | Rime: -ent | | Rime: -ell | |
| Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students. | <i>Teacher example:</i> hen Possible Student Response: ten den when then | | <i>Teacher example:</i> get Possible Student Response: wet let net pet | | <i>Teacher example:</i> red Possible Student Response: led bed sled fed | | <i>Teacher example:</i> sent Possible Student Response: went rent dent tent | | <i>Teacher example:</i> bell Possible Student Response: fell tell shell well | |
| Onset Fluency | age | /ā/ | ocean | /ō/ | icing | /ī/ | useful | /ū/ | sincere | /s/ |
| Teacher says the word. Students repeat the word and isolate the onset. | open | /ō/ | eel | /ē/ | apron | /ā/ | each | /ē/ | ace | /ā/ |
| Ex. T: eating S: eating, /ē/ | ice | /ī/ | acorn | /ā/ | okay | /ō/ | dinner | /d/ | coffee | /k/ |
| | unite | /ū/ | unicorn | /ū/ | east | /ē/ | oval | /ō/ | over | /ō/ |
| | eat | /ē/ | idea | /ī/ | use | /ū/ | valley | /v/ | isle | /ī/ |
| Blending Phonemes | m - ā - d | made | n - ī - n | nine | t - oo - b | tube | d - oo - n | dune | r - ō - b | robe |
| Teacher says the phonemes for each word. Students repeat the phonemes and blend the sounds to say the whole word. | d - oo - k | duke | t - ō - n | tone | w - ā - v | wave | r - ā - t | rate | b - ī - t | bite |
| Ex. T: f - ū - z S: f - ū - z, fuse | t - oo - n | tune | f - ī - v | five | k - ī - t | kite | p - ī - n | pine | f - ū - m | fume |
| | g - ō - l | goal | m - ā - n | mane | d - ē - p | deep | r - ō - m | roam | g - ā - t | gate |
| | p - ī - p | pipe | s - ō - p | soap | r - oo - d | rude | k - ā - p | cape | m - ū - t | mute |
| | l - ā - k | lake | k - ū - b | cube | h - ō - p | hope | n - ō - t | note | n - ā - m | name |
| | s - ī - t | site | j - oo - n | June | f - ī - n | fine | m - ī - s | mice | l - ī - k | like |
| | p - ā - v | pave | r - ī - p | ripe | k - ā - n | cane | k - ū - t | cute | m - ā - z | maze |
| | v - ā - s | vase | g - ō - t | goat | L - ū - k | Luke | f - ū - z | fuse | n - ī - s | nice |
| *Say sound, not letter name | r - ō - d | road | b - ā - s | base | k - ō - l | coal | l - ī - v | live | k - ō - t | coat |
| Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher. | | | | | | | | | | |
| Isolating Medial Sounds | rake | /ā/ | bead | /ē/ | wide | /ī/ | wrote | /ō/ | mute | /ū/ |
| Teacher says the word. Students repeat the word using the roller coaster hand motion, and isolate the medial sound. | dove | /ō/ | soak | /ō/ | mane | /ā/ | rise | /ī/ | week | /ē/ |
| Ex. T: hope S: hope, /ō/ | need | /ē/ | tide | /ī/ | pole | /ō/ | June | /oo/ | mail | /ā/ |
| | cube | /ū/ | name | /ā/ | tube | /oo/ | beak | /ē/ | woke | /ō/ |
| | soap | /ō/ | fuse | /ū/ | might | /ī/ | maze | /ā/ | deep | /ē/ |
| | rime | /ī/ | dice | /ī/ | seem | /ē/ | dive | /ī/ | ripe | /ī/ |
| | tape | /ā/ | team | /ē/ | nail | /ā/ | rode | /ō/ | cute | /ū/ |
| Roller coaster hand motion: Teacher and students move their arm like a roller coaster going over a hill. The bottom of the hill is the beginning of the word; top of the hill is the vowel sound; bottom of the hill is the end of the word. | | | | | | | | | | |

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 19

| Skills | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | |
|--|--------|------------|---------|------------|-----------|-----------|----------|------------|--------|------------|
| Segmenting Phonemes | tube | t - oo - b | dune | d - oo - n | robe | r - o - b | made | m - ā - d | nine | n - ī - n |
| Teacher says the word. Students repeat the word and segment it into individual phonemes. | wave | w - ā - v | rate | r - ā - t | bite | b - ī - t | duke | d - oo - k | tone | t - ō - n |
| Ex. T: keep S: keep, k - ē - p | kite | k - ī - t | pine | p - ī - n | fume | f - ū - m | tune | t - oo - n | five | f - ī - v |
| | deep | d - ē - p | roam | r - ō - m | gate | g - ā - t | goal | g - ō - l | mane | m - ā - n |
| | rude | r - oo - d | cape | k - ā - p | mute | m - ū - t | pipe | p - ī - p | soap | s - ō - p |
| | hope | h - ō - p | note | n - ō - t | name | n - ā - m | lake | l - ā - k | cube | k - ū - b |
| | fine | f - ī - n | mice | m - ī - s | like | l - ī - k | site | s - ī - t | June | j - oo - n |
| | cane | k - ā - n | cute | k - ū - t | maze | m - ā - z | pave | p - ā - v | ripe | r - ī - p |
| | Luke | L - ū - k | fuse | f - ū - s | nice | n - ī - s | vase | v - ā - s | goat | g - ō - t |
| | coal | k - ō - l | live | l - ī - v | coat | k - ō - t | road | r - ō - d | base | b - ā - s |
| *Say sound, not letter name | | | | | | | | | | |

Segmenting hand motion: Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme in the word. Teachers will chop from right to left so that students mirror your movements.

| Adding Phonemes | Adding to the beginning: | | | Adding to the beginning: | | | Adding to the beginning: | | | Adding to the beginning: | | | Adding to the beginning: | | |
|--|--------------------------|-----|----------|--------------------------|-----|----------|--------------------------|-----|----------|--------------------------|-----|----------|--------------------------|-----|----------|
| Teacher says the rime. Students repeat the rime. Teacher says, "Add /*/ at the beginning and the word is?" | Rime | Add | Response | Rime | Add | Response | Rime | Add | Response | Rime | Add | Response | Rime | Add | Response |
| Ex. T: ife S: ife T: Add /f/ at the beginning and the word is? S: life | -ūme | /f/ | fume | -ōad | /t/ | toad | -ake | /w/ | wake | -oot | /r/ | root | -ape | /k/ | cape |
| | -oze | /n/ | nose | -ide | /h/ | hide | -oom | /r/ | room | -āve | /s/ | save | -oose | /g/ | goose |
| | -āin | /p/ | pain | -oon | /s/ | soon | -ōve | /k/ | cove | -oop | /h/ | hoop | -ice | /n/ | nice |
| | -oon | /t/ | tune | -ood | /m/ | mood | -ike | /b/ | bike | -oke | /p/ | poke | -oot | /b/ | boot |
| *Say sound, not letter name | -ice | /r/ | rice | -ate | /d/ | date | -oon | /m/ | moon | -ife | /l/ | life | -obe | /r/ | robe |

Adding hand motion: Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.

| Deleting Phonemes | Deleting from the beginning: | | | Deleting from the beginning: | | | Deleting from the beginning: | | | Deleting from the beginning: | | | Deleting from the beginning: | | |
|---|------------------------------|---------|----------|------------------------------|---------|----------|------------------------------|---------|----------|------------------------------|---------|----------|------------------------------|---------|----------|
| Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?" | Word | Without | Response | Word | Without | Response | Word | Without | Response | Word | Without | Response | Word | Without | Response |
| Ex. T: rice S: rice T: Without /r/, what's left is? S: ice | wake | /w/ | ake | root | /r/ | oot | cape | /k/ | ape | fume | /f/ | ūme | toad | /t/ | ōad |
| | room | /r/ | oom | save | /s/ | āve | goose | /g/ | oose | nose | /n/ | ōze | hide | /h/ | ide |
| | cove | /k/ | ōve | hoop | /h/ | oop | nice | /n/ | ice | pain | /p/ | āin | soon | /s/ | oon |
| | bike | /b/ | ike | poke | /p/ | oke | boot | /b/ | oot | tune | /t/ | oon | mood | /m/ | ood |
| *Say sound, not letter name | moon | /m/ | oon | life | /l/ | ife | robe | /r/ | obe | rice | /r/ | ice | date | /d/ | ate |

Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 19

| Skills | Monday | | | Tuesday | | | Wednesday | | | Thursday | | | Friday | | |
|---|---|-----------|----------|--|-----------|----------|---|-----------|----------|---|-----------|----------|---|-----------|----------|
| Substituting Initial Phonemes | Word | Change to | Response | Word | Change to | Response | Word | Change to | Response | Word | Change to | Response | Word | Change to | Response |
| Teacher says the word. Students repeat the word. Teacher says, "Change / <u>l</u> / to / <u>m</u> / and the word is?" | <u>d</u> ime | /l/ | lime | <u>b</u> oat | /g/ | goat | <u>n</u> ice | /m/ | mice | <u>g</u> ave | /s/ | save | <u>b</u> ook | /t/ | took |
| | <u>l</u> ime | /m/ | mime | <u>g</u> oat | /k/ | coat | <u>m</u> ice | /d/ | dice | <u>s</u> ave | /k/ | cave | <u>t</u> ook | /l/ | look |
| | <u>m</u> ime | /t/ | time | <u>c</u> oat | /n/ | note | <u>d</u> ice | /r/ | rice | <u>c</u> ave | /p/ | pave | <u>l</u> ook | /h/ | hook |
| Ex. T: ride S: ride T: Change /r/ to /s/ and the word is? S: side | <u>t</u> ime | /ch/ | chime | <u>n</u> ote | /v/ | vote | <u>r</u> ice | /v/ | vice | <u>p</u> ave | /r/ | rave | <u>h</u> ook | /k/ | cook |
| *Say sound, not letter name | <u>c</u> hime | /d/ | dime | <u>v</u> ote | /b/ | boat | <u>v</u> ice | /n/ | nice | <u>r</u> ave | /g/ | gave | <u>c</u> ook | /b/ | book |
| Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word. | | | | | | | | | | | | | | | |
| Letter Naming | Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____." | | | Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible. | | | Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____." | | | Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible. | | | Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____." | | |
| Language Awareness | Nursery Rhyme Practice: Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together. Review rhyme and highlight rhyming words on Friday. | | | Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. | | | Little Boy Blue Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep? | | | Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep? He's under the haystack fast asleep. | | | Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep? He's under the haystack fast asleep. | | |

100 High Frequency Words, **page 1**

Read the words:

| List 1 | List 2 | List 3 |
|---------|--------|--------|
| than | have | over |
| about | there | ride |
| back | any | don't |
| after | into | said |
| I'm | just | that |
| been | little | one |
| big | make | with |
| came | before | five |
| away | two | their |
| your | four | what |
| who | mother | but |
| when | where | here |
| them | very | going |
| because | could | our |
| from | were | three |

100 High Frequency Words, **page 2**

Read the words:

List 4

want

able

bad

give

today

week

something

bus

year

can't

tell

across

world

cat

take

dad

hide

almost

dog

anything

home

down

become

end

behind

fish

why

car

List 5

books

good

help

city

write

top

room

under

fast

hill

know

use

let

place

sleep

love

much

stay

name

new

paper

rain

door

fun

sky

both

time

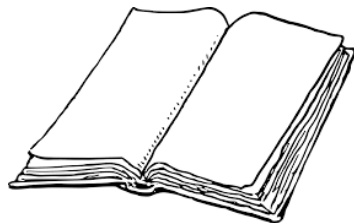
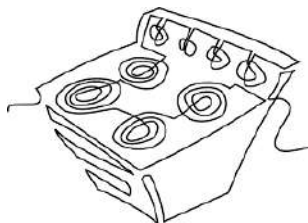
Read the words:

| | | | |
|------|------|------|------|
| all | girl | not | she |
| are | got | now | sit |
| as | had | of | then |
| ball | has | or | they |
| be | her | out | this |
| boy | him | play | too |
| by | his | put | us |
| come | how | ran | was |
| day | if | read | went |
| did | jump | run | will |
| eat | look | sat | yes |
| for | man | saw | |
| get | mom | say | |

Name: _____

Read and **Circle**

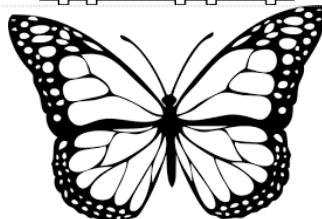
1. p a n
● ● ● →



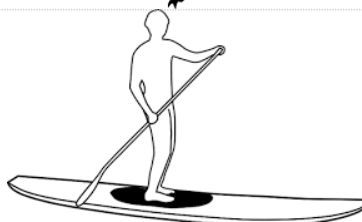
2. n a p
● ● ● →



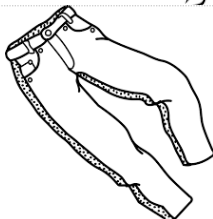
3. a n t
● ● ● →



4. s a t
● ● ● →



5. p a n t s
● ● ● ● ● →



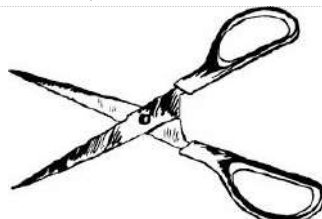
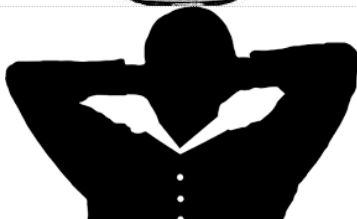
6. s p i n
● ● ● ● →



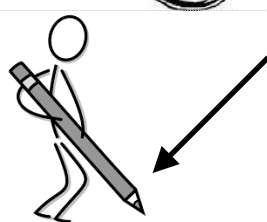
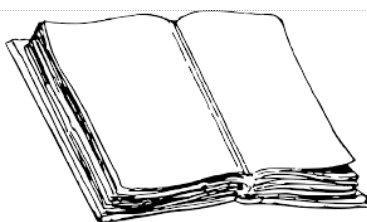
7. s i p
● ● ● →



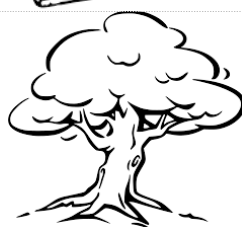
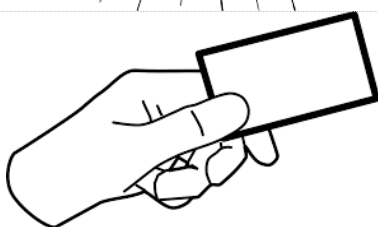
8. p a t
● ● ● →

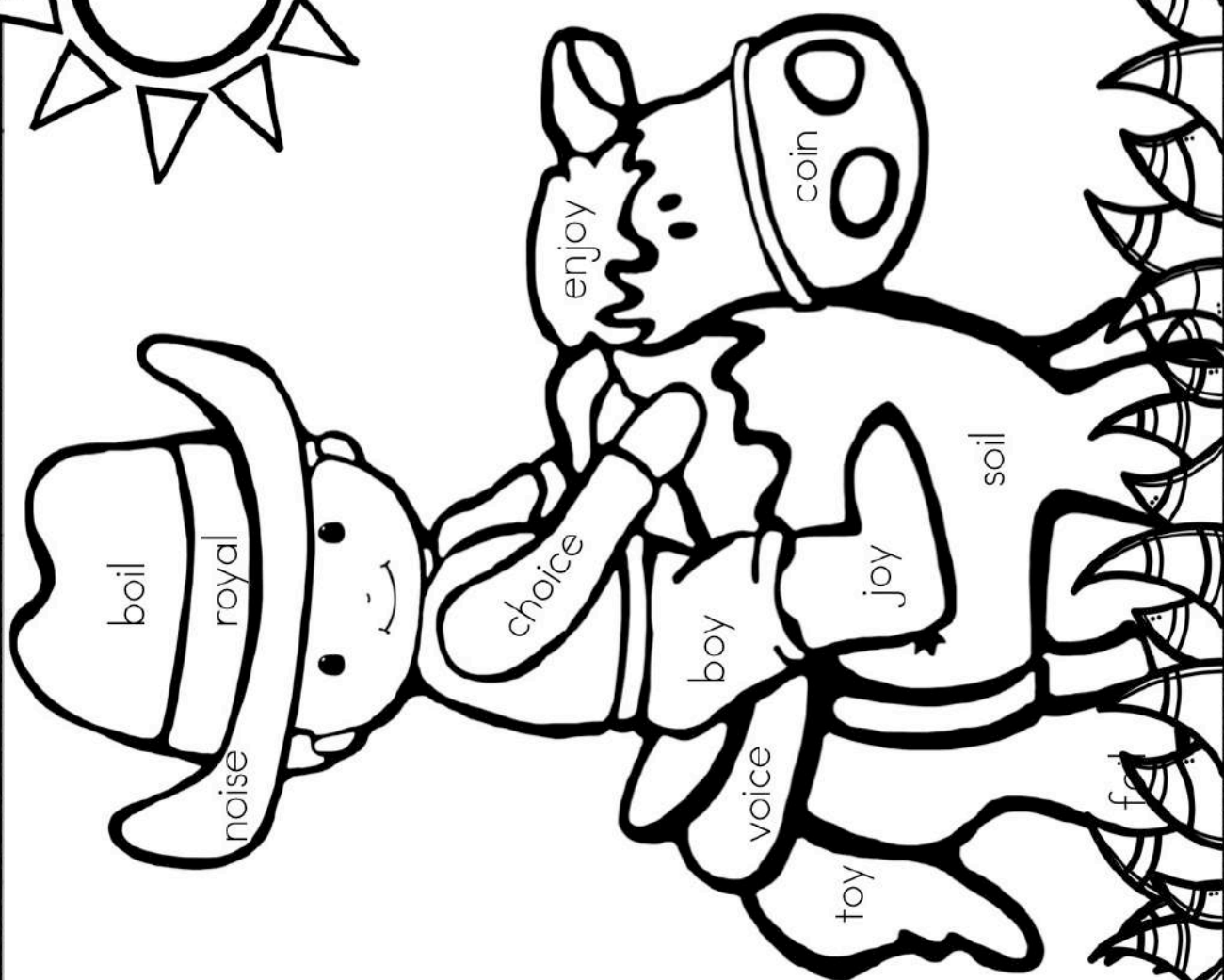
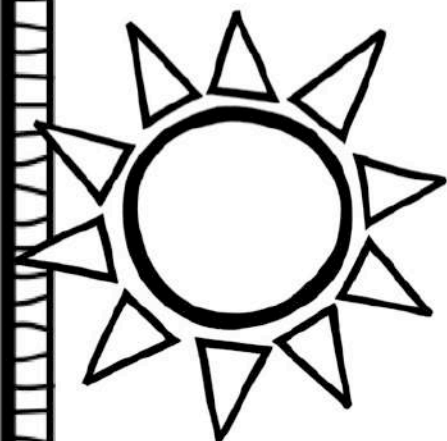


9. t i p
● ● ● →



10. p a s s
● ● ● ● →





| | |
|--------|-------------------------|
| brown | boil, noise, soil, foil |
| black | enjoy, coin, toy |
| yellow | royal |
| red | voice |
| orange | boy |
| blue | joy, choice |

Spring

A Reading A-Z Level aa Leveled Book

Word Count: 16



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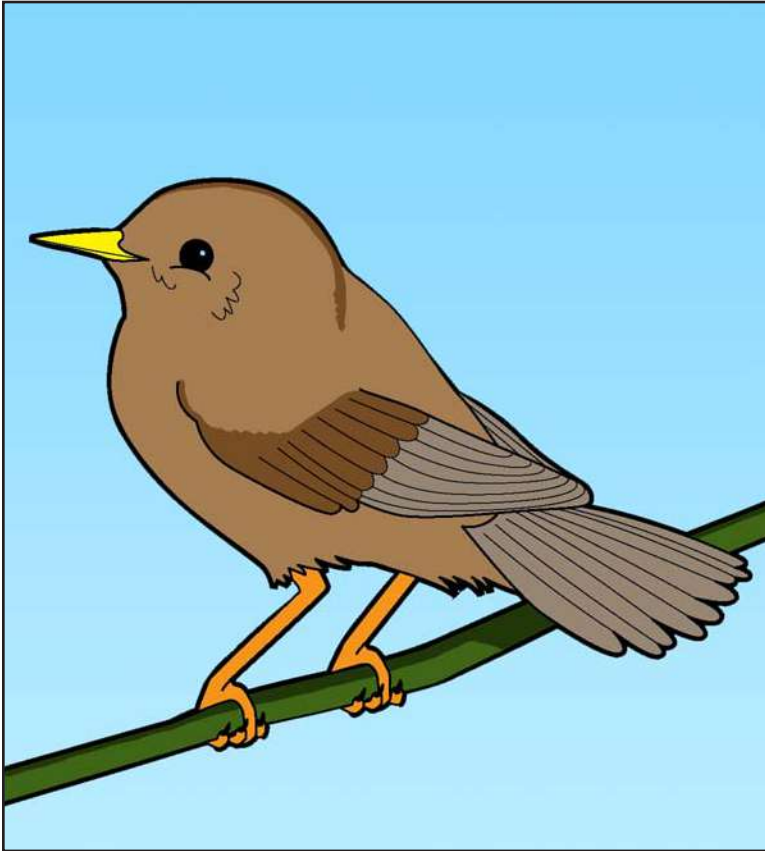
Spring



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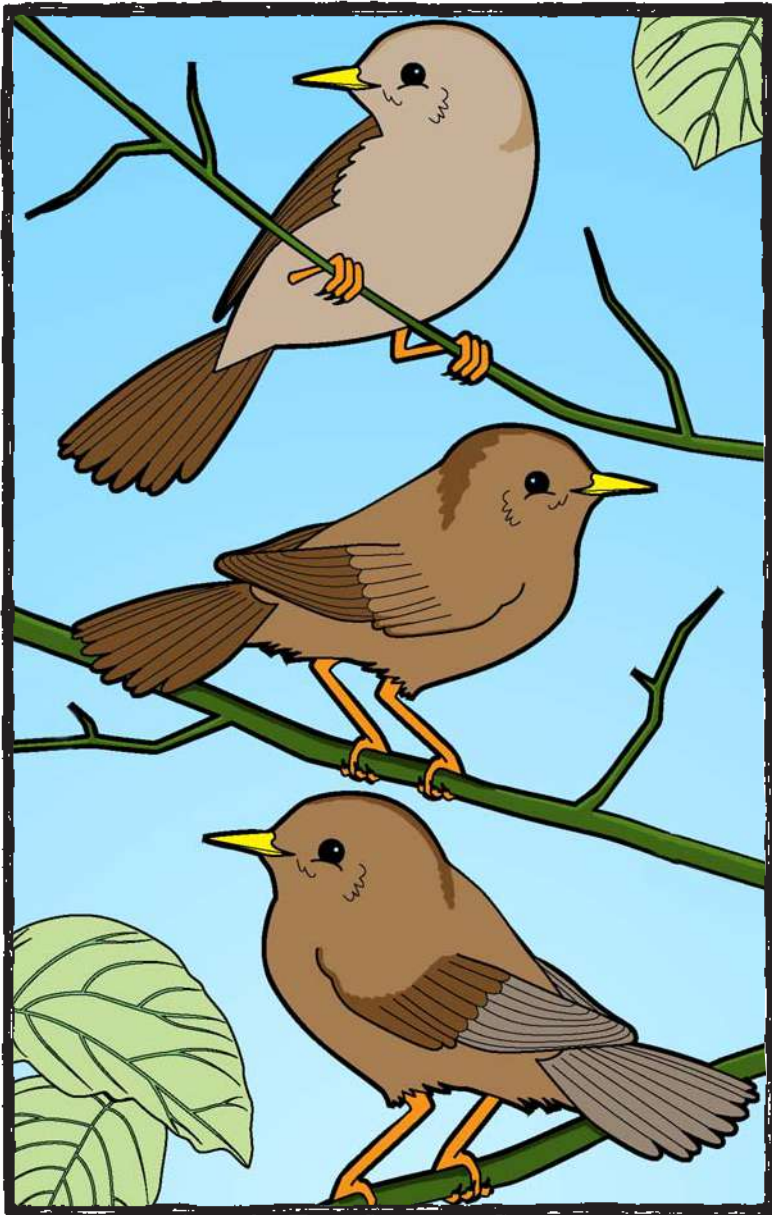
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| Fountas & Pinnell | A |
| Reading Recovery | 1 |
| DRA | A-1 |



The ball.



The bikes.



The birds.



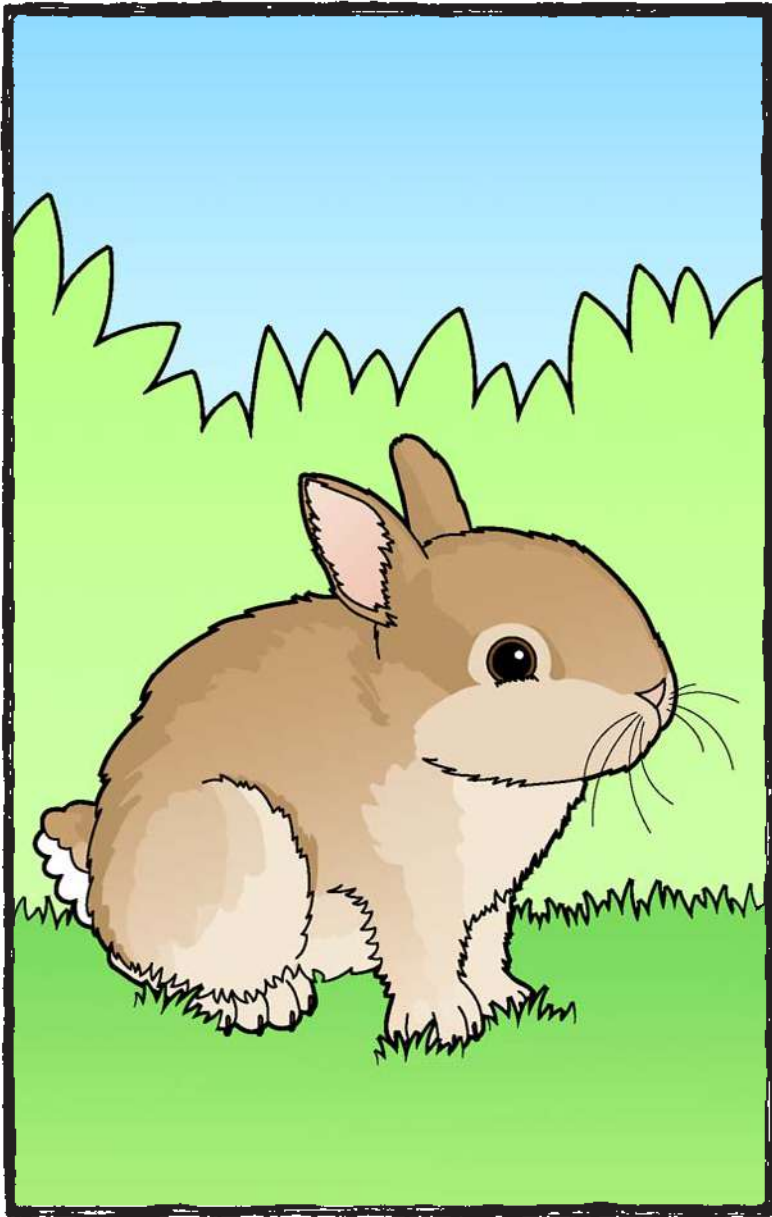
The flowers.



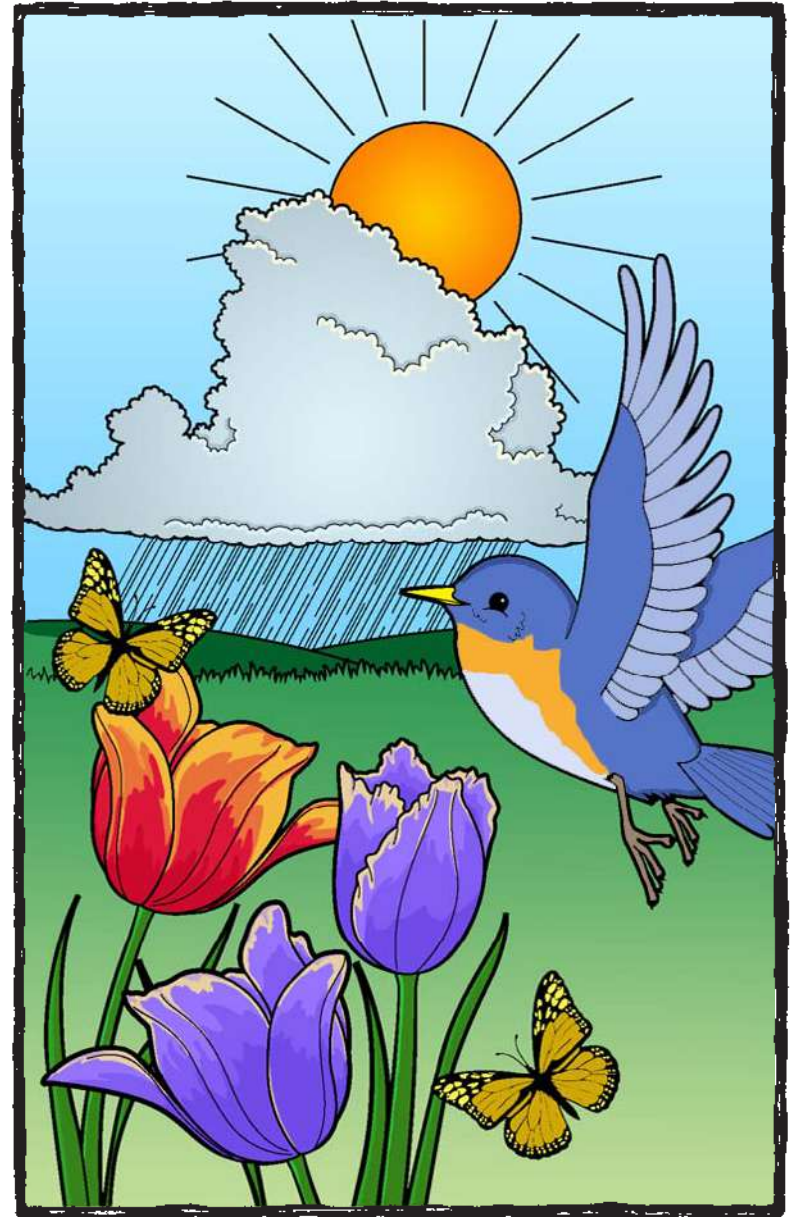
The rain.



The rainbow.

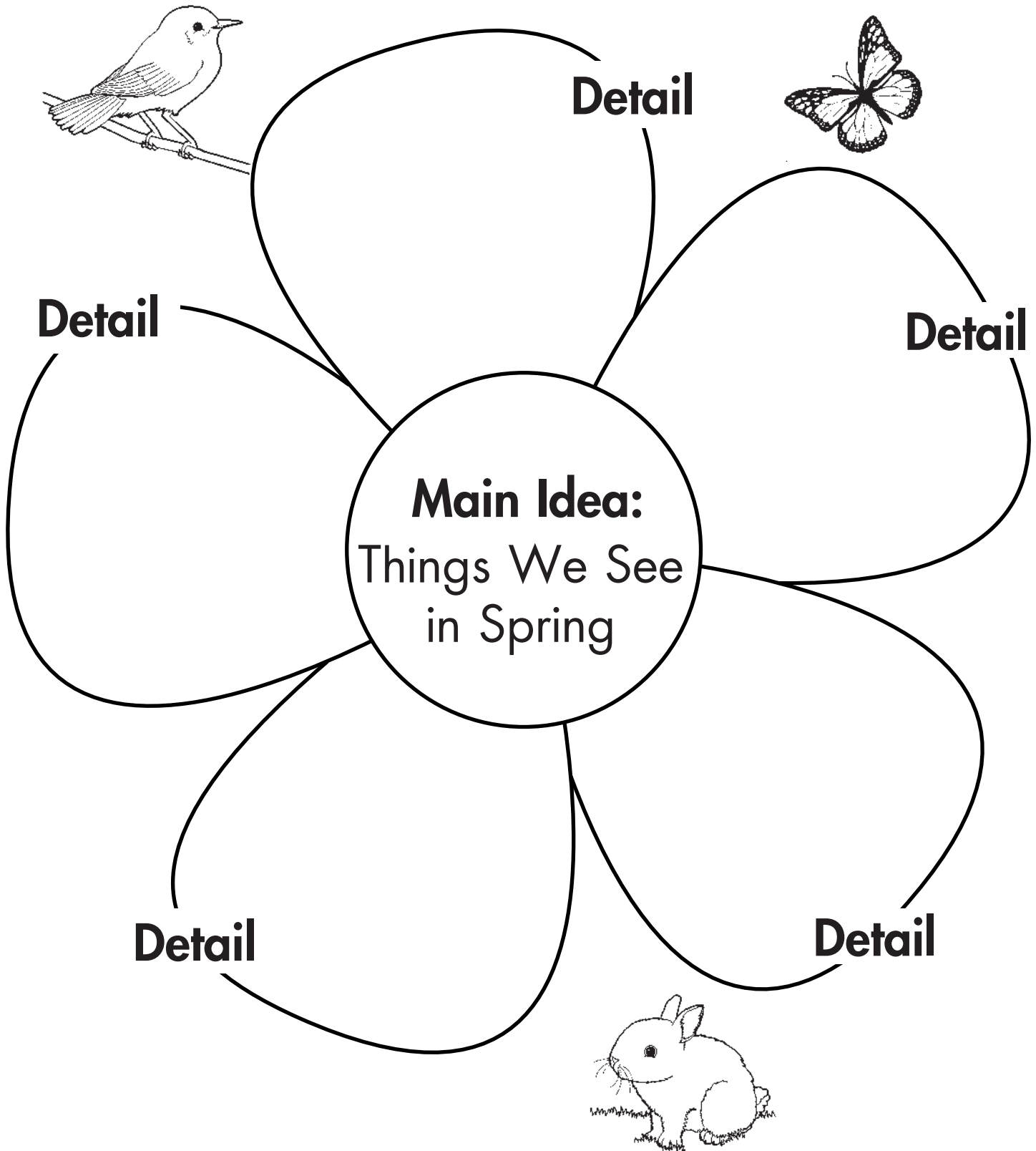


The bunny.



The spring.

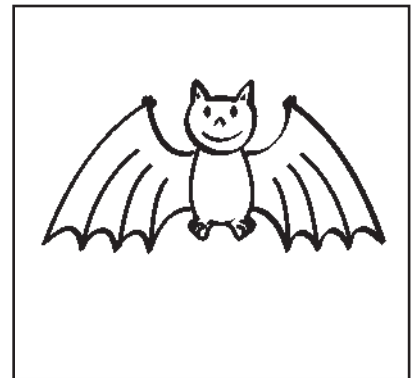
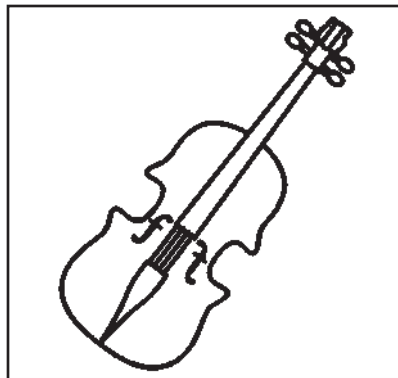
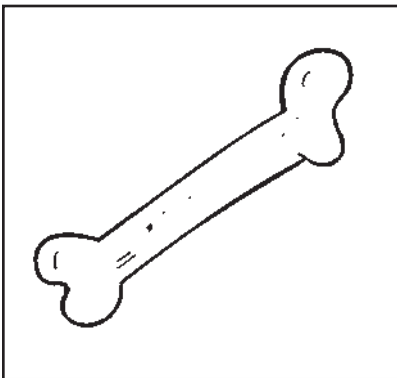
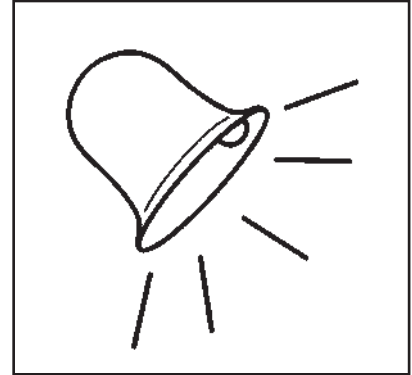
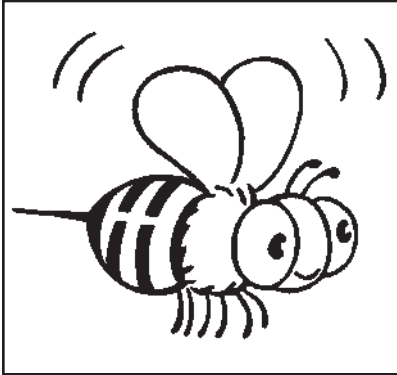
Name _____



Instructions: Have students read the main idea in the center of the flower. Then have them draw and label the details in the petals.

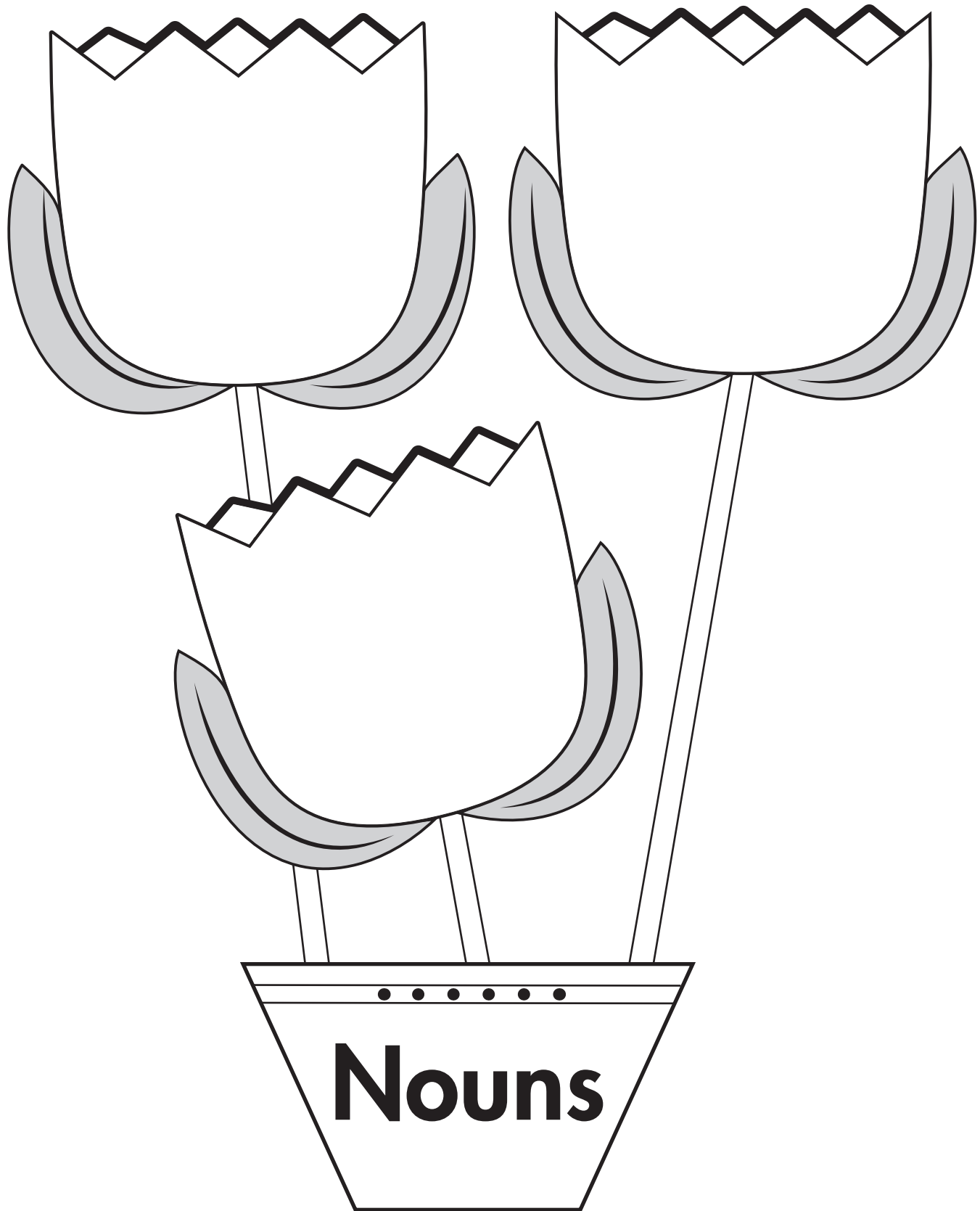
Name _____

Bb



Instructions: Say the name of each picture aloud with students. Have them write *Bb* under the pictures that begin with the initial consonant /b/ sound.

Name _____



Instructions: Have students draw a picture that represents a naming word, or noun, in each of the three flowers. Encourage them to label their drawings with the nouns.

LEVELED BOOK • B

I Love the Earth



Written by Beverly Osborn

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I Love the Earth

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



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| | |
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| Fountas & Pinnell | B |
| Reading Recovery | 2 |
| DRA | 2 |

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I love the Earth.

I Love the Earth • Level B

3

I love the tall trees.

h





I love the bright flowers.

I Love the Earth • Level B

5

I love the green hills.

9





I love the high mountains.

I Love the Earth • Level B

7

I love the long rivers.

8





I love the deep lakes.

I Love the Earth • Level B

9

I love the big oceans.

10





I love the dry deserts.

I Love the Earth • Level B

11

I love the Earth!

12

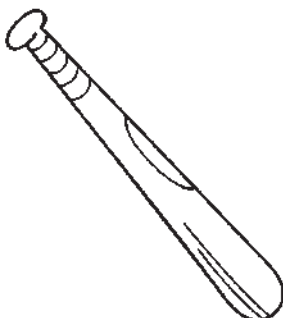
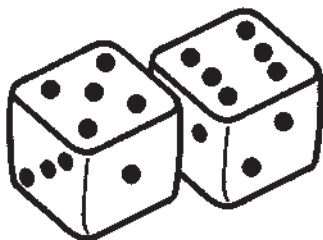
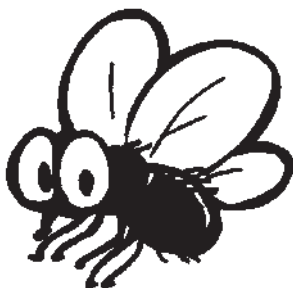
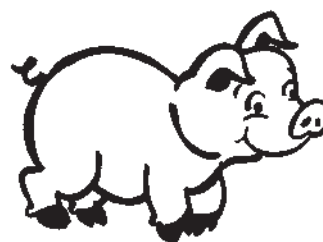
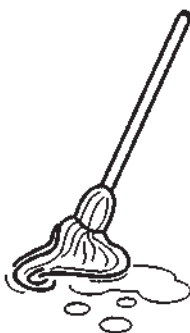
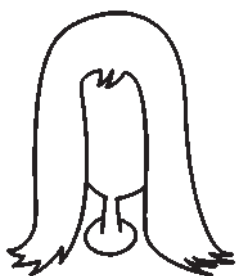
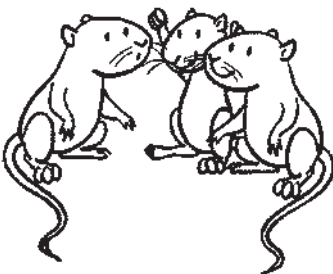


Name _____



Instructions: Have students draw circles on a piece of paper and label those circles with the groups created by the class. Then have them sort the picture cards into the best classification circle.

Name _____



Instructions: Name each picture with students. Then have them cut out the pictures and match them into pairs that rhyme. Next, have students choose one of the pictures and think of new words that rhyme with that image. Have students write three or more rhyming words on a separate sheet of paper.

Name _____



I LOVE THE EARTH • LEVEL B • 3

_____ see the mountains. _____ smell flowers.



SKILL: PRONOUN I

_____ love the river. _____ climb trees.

Instructions: Discuss each picture with students. Have them fill in the blank with the pronoun *I* and read each sentence.

Name _____



father



sleepy

happy

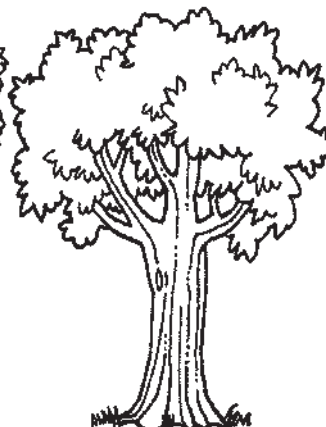
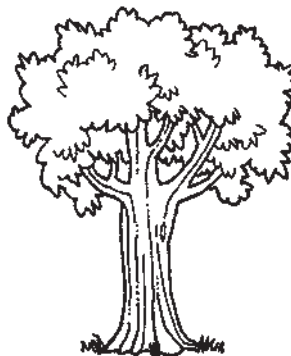
dad

stone

glad

rock

tired



Instructions: Read the words together as a group. Have students draw lines to connect the synonyms.

LEVELLED BOOK • C

New Again

Written by Keith and Sarah Kortemartin

BRITISH ENGLISH

www.readinga-z.com

New Again

A Reading A-Z Level C Levelled Book • Word Count: 62



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New Again



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Level C Levelled Book
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We can make old things into new things.

New Again • Level C

3



We can make a
sock into a puppet.

4



We can make a bucket into a drum.

New Again • Level C

5

We can make two cans into a telephone.

9





We can make paper into an aeroplane.

New Again • Level C

7

We can make a bottle into a sprinkler.

8





We can make a box into a fort.

New Again • Level C

9

What can you make with old things?

10



Name _____ Date _____

Detail

Detail

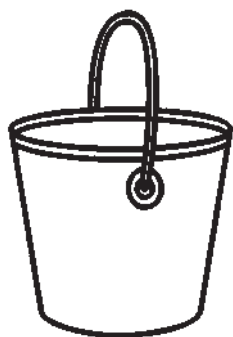
We can make old
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Detail

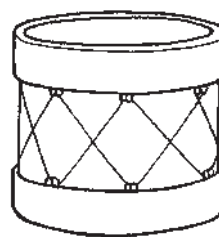
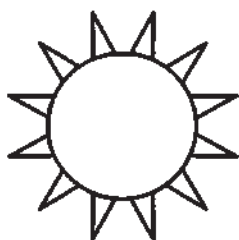
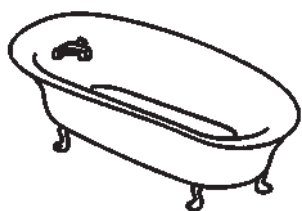
Detail

Instructions: Read the main idea to the children. Have the children record the details by drawing a picture in each of the boxes and labelling it with key words.

Name _____ Date _____



bucket



tb

sn

drum



mg

jg

bg

Instructions: Have the children add the letter *u* to complete each word. Then, have the children read the words to a partner.

- ① She plays in the water.
- ② We can make a box into a fort.
- ③ Who is making the sock puppet?
- ④ The paper aeroplane is light.
- ⑤ What can you make with old things?
- ⑥ Bucket drums make loud noises.
- ⑦ I can make new things out of old things.
- ⑧ Can you hear on that telephone made out of cans?



My Sentence:

Instructions: Have the children listen and read along as you read the sentences aloud. Have the children circle all sentences that are declarative. Then, have the children write an original declarative sentence on the lines provided.



RSU 57

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

SPECIALS

LEARNING MENU SPECIALS

KINDERGARTEN

1

PE - Flip A Coin Workout:
[Student copy of Flip a Coin Workout](#)



2

PE - W.O.W (Workout of the Week): Wednesdays with Mrs. Person at 11:00:
rsu57.zoom.us/j/298414629



3

PE - Head's, Shoulder's, Knees and Toes Challenge, click this link to try it: [Heads Shoulders Challenge.mp4](#)



4

Art - My Dream House

[Kindergarten Learning Board Week of April 21, 28](#)



5

Art - Kandinsky Abstract Art

[Kindergarten Learning Board Week of April 21, 28](#)



6

Art - Collagraph

[Kindergarten Learning Board Week of April 21, 28](#)



7

Music - Oscillator: Make a pattern with the [Oscillator](#). Can you make your voice sound like that? Make sure you use a gentle, high, light voice. Try patterns with all of the different robots. Which one is your favorite?
musiclab.chromeexperiments.com/Oscillators/



8

Music - Steady Beat: Listen to a song, and march to the steady beat! Where else can you put the steady beat on your body? What song did you listen to?



9

Music - Sound Walk: Take a walk, and notice what sounds you hear. You can write them out as a list, or draw a picture of the sounds you hear.
[Sound Walk Directions and Extension](#)



10

Library - Choose a favorite story and create puppet characters (using spoons, popsicle sticks, socks, etc..) then act out a puppet show of the story. Make it digital: Record yourself acting out part of the story with your puppets and share with your librarian.



11

SEL - [The Invisible String](#): finding connection, even when we can not be together.
safeYouTube.net/w/MJY7



12

SEL
[Feelings Scavenger Hunt](#)






Check our website daily for additional remote learning supports: bit.ly/rsu57remote

Name: _____

Flip a Coin Workout

Directions: Find any coin, flip it in the air (with some flare), how does it land? Follow the chart to see which exercise you can complete!

| Flip #  | Heads  | Tails  |
|--|--|---|
| 1 | Jog in Place: 1 minute | 20 Jumping Jacks |
| 2 | Plank: 30 seconds | 8 Push-ups |
| 3 | 10 Squat Jumps | Wall Sit: 30 seconds |
| 4 | 15 Crunches | 10 Sit-ups |
| 5 | High Knees: 30 seconds | Invisible Jump Rope: 1 minute |
| 6 | 20 Small Arm Circles (both ways) | 20 BIG arm circles (both ways) |
| 7 | Mountain Climbers: 30 seconds | 10 Burpees |
| 8 | 20 Squat Jumps | 20 Calf (heel) Raises |
| 9 | 20 Sumo Squats | 10 Plank Toe Touches |
| 10 | 20 Plank Jacks | Butt Kicks: 30 seconds |

Name: _____

Sound Walk

Take a walk outside, and notice what you hear. You can write them down, or draw pictures.

Have you done this activity already, but want to do it again? Here are some ways to make it a little different:

1. Take the same walk, but listen for different sounds.
2. Take the same walk, but at a different time of day. Do you hear other sounds?
3. Take a walk somewhere else. Do you hear the same sounds as the other walk you took? Do you hear any new sounds?

Don't forget to tell your music teacher all the sounds you heard!

Virtual FEELINGS SCAVENGER HUNT

Self-Awareness Edition



Something that makes you feel happy



Something that you are proud of



Something you like to do when feeling silly



Something that reminds you of someone who makes you feel loved



Something you do or use to calm down when feeling mad



Something that tells about a time you were brave



Something or someone that you feel grateful for



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Virtual FEELINGS SCAVENGER HUNT



Social Awareness Edition



Something you can do or say to show friendly feelings



Something that would make a teacher, friend, or family member feel happy



Something you can do or say that would make others feel silly and laugh



Something to show something you've done or said to make friends or family feel loved



Something you've seen others do or use to calm down when feeling mad



Something you can share that will make someone else feel curious



Something you can say or do when you see others feeling sad



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Please choose from **ONE** of the following lessons to work on over the course of two or three half-hour weekly sessions.

My Dream House

Week 1: Collect your materials!

Materials:

- Small paper bag
- newspaper or scrap paper filling
- construction paper
- cardboard
- scissors
- glue
- stapler or tape
- crayons or markers

Watch the video about Ellery, a boy who wants to be an architect:

<https://safeYouTube.net/w/9ZS5>

Make a 3-Dimensional dream house! Use a piece of cardboard as your base. You can turn this base into your yard. Color the paper bag the color that you want your house to be. Fill the paper lunch bag with a wadded up newspaper about $\frac{2}{3}$ full, fold the top over and staple or tape closed. Glue or tape your house to your base.

Week 2: Cut and glue construction paper or cardboard scraps to the outside of the bag, add a roof, windows, a door and other details to make it look like your dream house



Wassily Kandinsky Abstract Art

Kandinsky was an artist who created abstract paintings often while listening to music. An abstract artwork is one in which the subject matter is not recognized immediately. Kandinsky used color, line, and shape in his work. Your abstract artwork will use color, line, and shape also.

Week 1 & 2: (This may take more than a half hour, which is your weekly expectation for time on Art. You can choose to stop after a half hour and continue to work on your art piece the following week.)

You may use crayons, markers, or paint for your colors.

1. On your paper either trace one geometric shape five times on your paper, the shapes can overlap, not touch, go off the paper partially, etc. It is your choice.
2. Add four lines that go across the paper, they can touch, overlap the shapes, but they must go across the paper. Remember all the line types that we have learned about in class: zig zag, curved, wavy, straight, spiral, curly, broken, thick, thin, jagged.
3. Outline the lines and shapes that you have drawn with a black marker or crayon.
4. Color in three shapes and leave two shapes white!
5. Add color to the background, think about soft and loud colors!



Collagraph Printmaking

A Collagraph is a method of creating a print (or a stamp) to make artwork. They can easily be made by using a simple piece of cardboard or wood as a base and gluing objects on top to create a design. This design is then used to create prints by painting and stamping the collagraph onto paper. Here are some examples of what collagraphs look like:



Week 1: Collect your materials! You can use foam stickers, yarn, puzzle pieces, cardboard (both as a base and scraps of cardboard to glue onto your base!), dried beans, pipe cleaners, bottle caps, etc.

Create your collagraph! Create a design by gluing your objects to your cardboard to create a “stamp”. Let the glue dry before using it!

Week 2: Use your collagraph as a stamp to create some prints! Apply paint to your collagraph stamp. You can stamp it on one paper and create a symmetrical design or you can use multiple paper to stamp your design.