



# RSU 57

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

## Continuous Learning **LEARNING MENUS**

**MATH**

**LITERACY**

**SPECIALS**

**Printables**  
Week 3



# RSU 57

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

# MATH

# LEARNING MENU

MATH & STEM

KINDERGARTEN

★ = EVERYDAY ITEMS \*\* Reminder Use CLEVER to get to login to SeeSaw. See notes below.

1 ★

IXL: Math skill practice for 20 minutes



2

Construct Solid Shapes - Using toothpicks, marshmallows, tape, or whatever you can find! Build a cube, a cone, a cylinder, and a rectangular prism. Label the solid shapes and their faces when you're finished and send your teacher a picture of each shape. [3D Shape Properties](#)



3

Draw two number cards out of a pile. Put the addition or subtraction symbol between them and solve the number sentence. Using the answer from your number sentence, construct a tower with that number of items. [Click here for an example.](#) Do this 5 times. Take a picture of your towers and your number sentences to show your teacher.

4

Using blocks, sticks, or any other item around your house, build a tower. Knock the tower over into two piles, then write and solve an addition sentence that shows each pile. [For an example click here.](#) Repeat this 5 times. Take a picture of your addition sentences to show your teacher.

E - Build using 5 objects  
D - Build using 10 objects  
M - Build using 20 objects

1  
2  
3

5

Try to build two houses that are the same in shape and size. You can use blocks, paper clips, pipe cleaners, or whatever else you have around! Each house should be made out of different materials. One house should be light and one house should be heavy. Take a picture of each house and describe to your teacher why one weighs less than the other.



6

Build a Tower:  
Gather Legos, pennies, wooden blocks, popsicle sticks, or any basic building material you can find at your house.

[Click here for directions.](#)

1  
2  
3

7

Build your own base ten blocks to use at home in the coming weeks.

<https://bit.ly/2RDzga8>



8

Lots of tools, including big machines, are used by workers at construction sites! How do big machines help construction workers do their work? What kinds of parts do the machines have that do the work? [Click for more details.](#)



9

Lots of tools, including big machines, are used by workers at construction sites! How do big machines help construction workers do their work? What kinds of parts do the machines have that do the work? [Click for more details.](#)

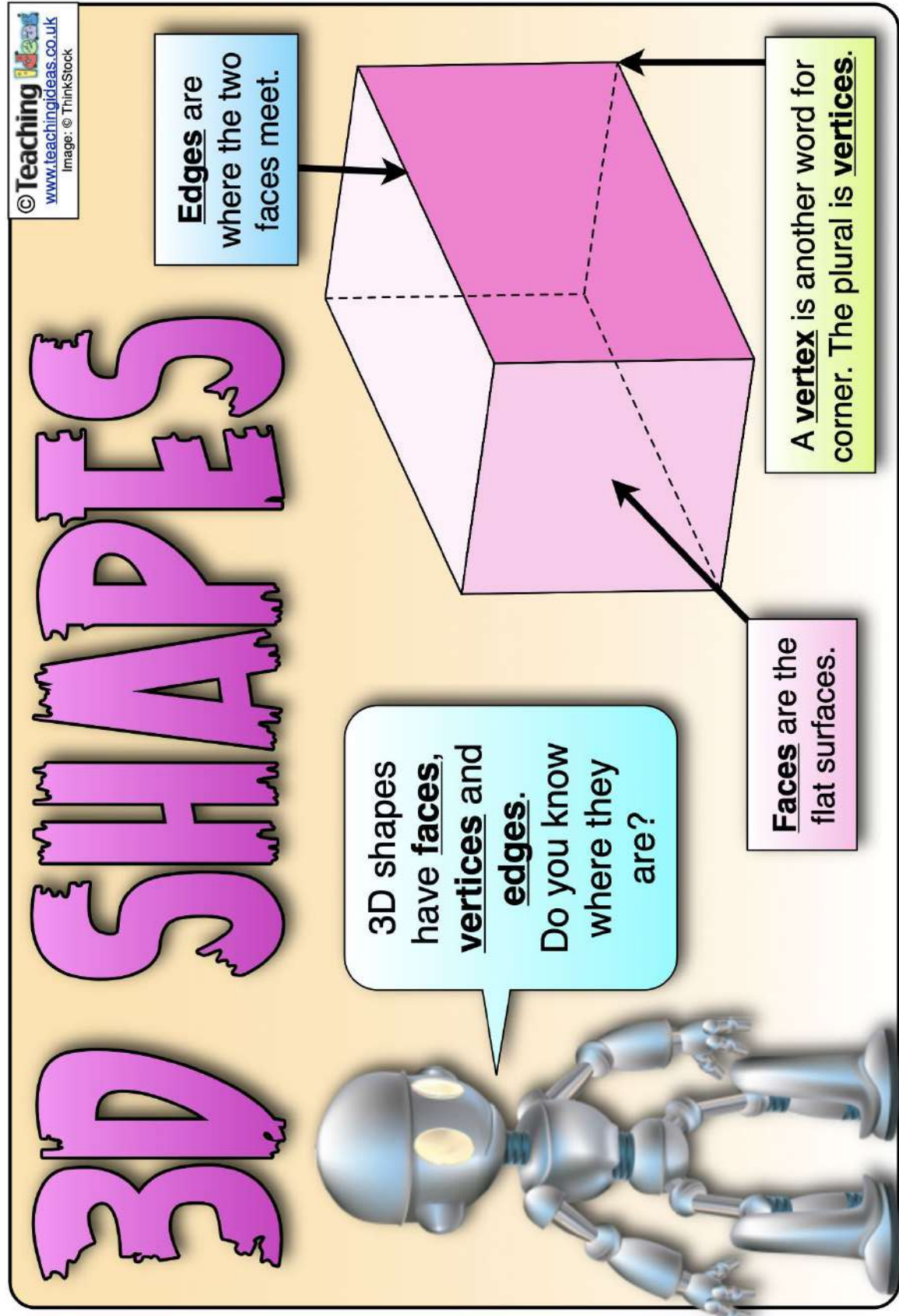


WE ♥ &  
MISS  
YOU!

**\*\* Reminder:**

Please log in to Seesaw using "Clever". This helps your child to view videos seamlessly! For more info: [safeYouTube.net/w/I8o6](https://www.youtube.com/watch?v=I8o6)

Name: \_\_\_\_\_



Name: \_\_\_\_\_

Draw two number cards out of a pile. Put the addition or subtraction symbol between them and solve the number sentence. Using the answer from your number sentence, construct a tower with that number of items. (Ex: If you draw 6 and 2 from the pile, you could make the number sentence  $6-2=4$ . You would then take 4 rocks, blocks, Legos, or other items and construct a building using 4 of that item.)

Do this 5 times. Take a picture of your constructions and your number sentences to show your teacher.

Name: \_\_\_\_\_

Using blocks, sticks, or any other item around your house, build a tower. Knock the tower over into two piles, then write and solve an addition sentence that shows each pile. (Ex: My tower gets knocked into a pile with 6 sticks and a pile with 4 sticks. I write the addition sentence  $6+4 =$  ) and then solve. Repeat this 5 times. Take a picture of your addition sentences to show your teacher.

- E - Build your tower using 5 objects
- D - Build your tower using 10 objects
- M - Build your tower using 20 objects

Name: \_\_\_\_\_

Build a Tower:

Gather Legos, pennies, wooden blocks, popsicle sticks, or any basic building material you can find at your house.

Roll dice or pick cards. Read the number and count out that many of your building materials. (Ex: I roll a 5 on my die, so I count out 5 blocks). Repeat this 5 times, saving your materials from each round. Then, using the materials you counted out, build your tower. The player with the tallest or most creative tower at the end wins. Take a picture of your final construction to show your teacher.

E- Use one die or pick one card from your deck

D and M - Use 2 dice OR pick 2 cards, to make a two-digit number (Ex: If I roll a 6 on one die and a 2 on the other, I could make the two-digit number 26.)

Name: \_\_\_\_\_

What kinds of tools do construction workers use when they are building things? Go on a scavenger hunt around your home to see how many you can find. Make a list, draw a picture or take pictures of what you find. What are some ways you could sort the tools you find into categories? Maybe by color? Shape? The kind of job they help us do?



**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

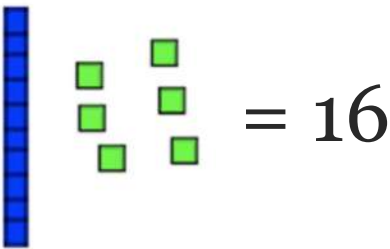
Tens

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



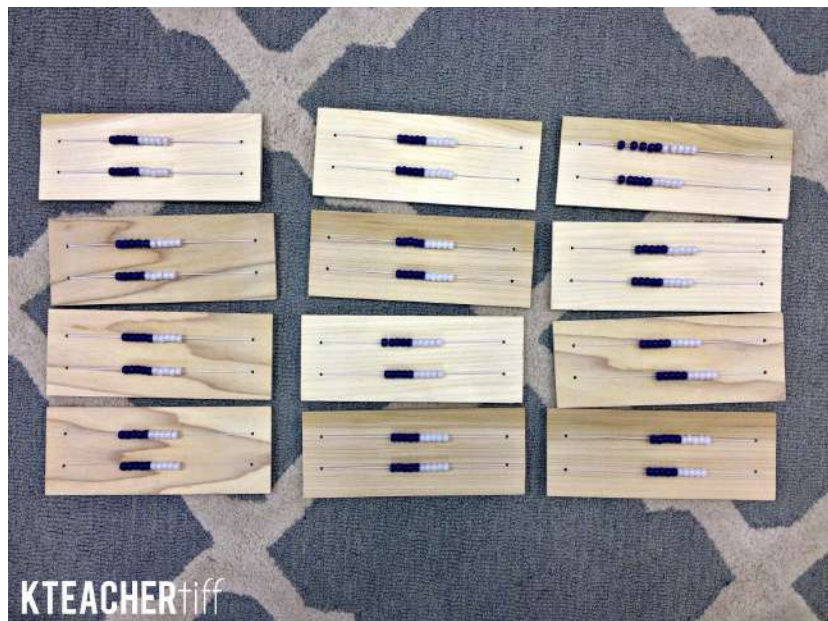
Idea #2: Beans and popsicle sticks (or cheerios)



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)



Name: \_\_\_\_\_

Lots of tools, including big machines, are used by workers at construction sites! How do big machines help construction workers do their work? What kinds of parts do the machines have that do the work?

Watch this [2-minute Daniel Tiger video](#) and carefully look at the machines that have parts for moving dirt. How are they alike? How are they different? What shapes do they have?

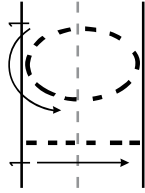
Use your ideas to build your own big machine scoop out of a cardboard box. Test it out. What works well? How could you make it even better?

Video: [bit.ly/K42lbox9](https://bit.ly/K42lbox9)

Name \_\_\_\_\_

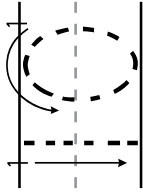






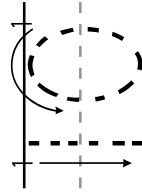








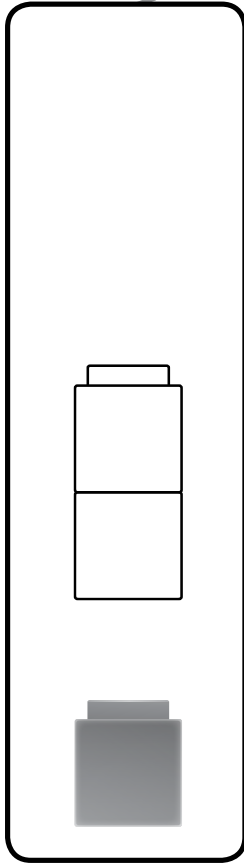




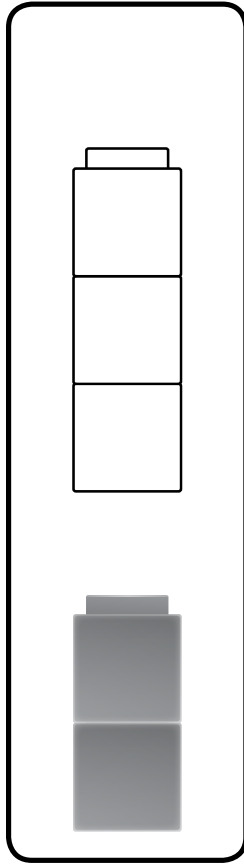
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

# Understanding Addition

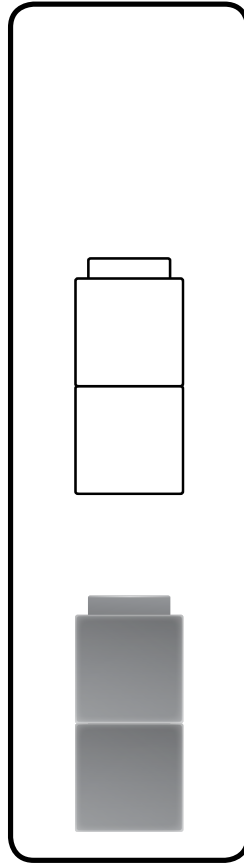
Name \_\_\_\_\_



$$2 + 3 = 5$$



$$2 + 2 = 4$$

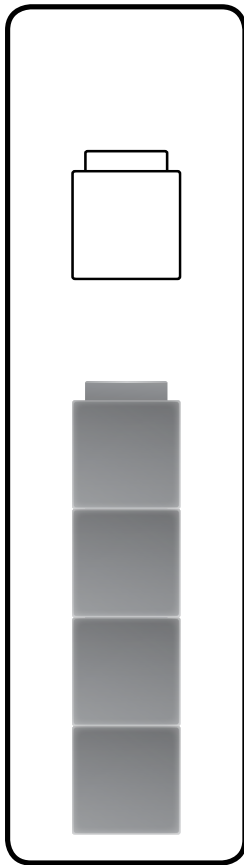


$$1 + 2 = 3$$

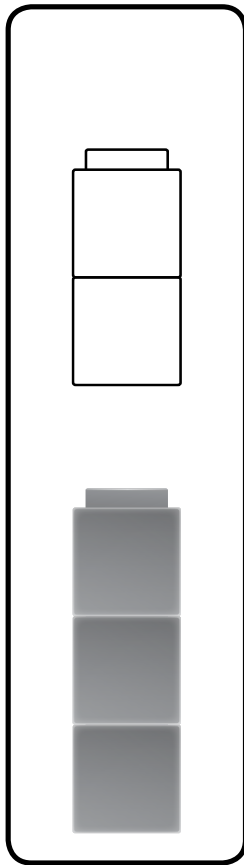
**Have children match pictures to addition equations.** Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

# Understanding Addition *continued*

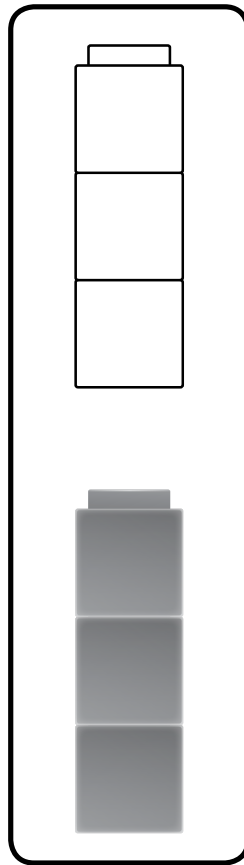
Name \_\_\_\_\_



$$3 + 3 = 6$$



$$4 + 1 = 5$$



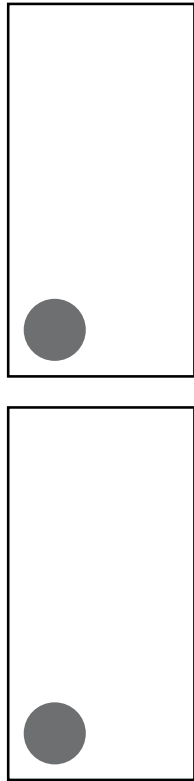
$$3 + 2 = 5$$

**Have children match pictures to addition equations.** Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

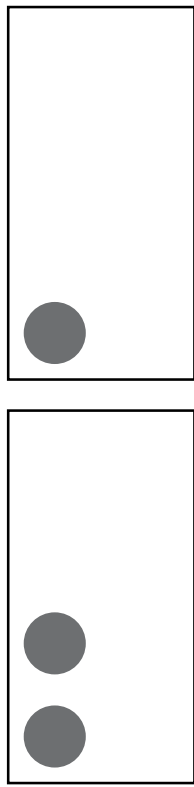
# Adding Within 5

Name \_\_\_\_\_

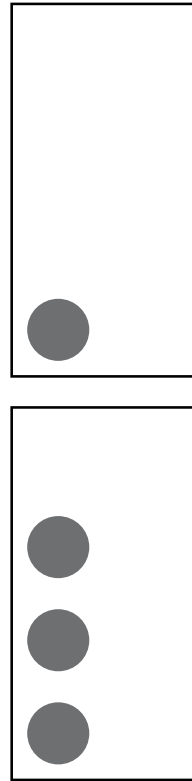
**Example**



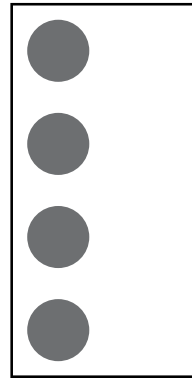
$$1 + 1 = \underline{\quad 2 \quad}$$



$$\underline{\quad} + 1 = \underline{\quad}$$



$$\underline{\quad} + 1 = \underline{\quad}$$



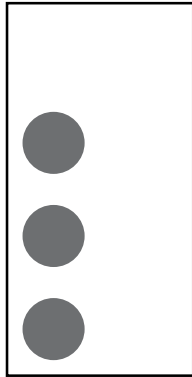
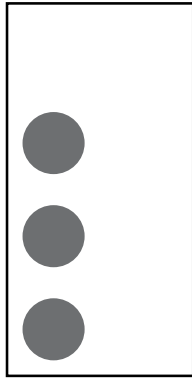
$$\underline{\quad} + 1 = \underline{\quad}$$

Ask children to write equations to match the dot cards. Have children write the total in each equation.



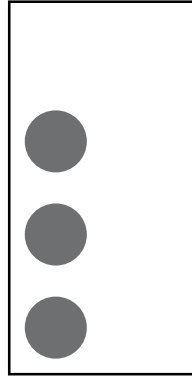
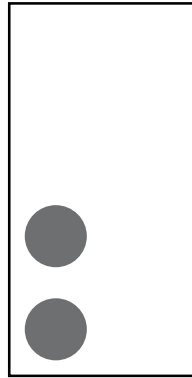
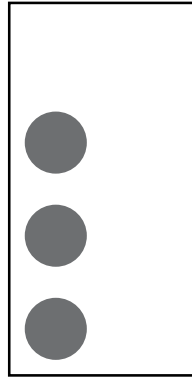
# Adding Within 5 *continued*

Name \_\_\_\_\_



$$\begin{array}{r} \underline{\hspace{1cm}} \\ 1 + 3 = \text{---} \\ \underline{\hspace{1cm}} \end{array}$$

$$\begin{array}{r} \underline{\hspace{1cm}} \\ 0 + 3 = \text{---} \\ \underline{\hspace{1cm}} \end{array}$$



$$\begin{array}{r} \underline{\hspace{1cm}} \\ 3 + 2 = \text{---} \\ \underline{\hspace{1cm}} \end{array}$$

$$\begin{array}{r} \underline{\hspace{1cm}} \\ 3 + 0 = \text{---} \\ \underline{\hspace{1cm}} \end{array}$$

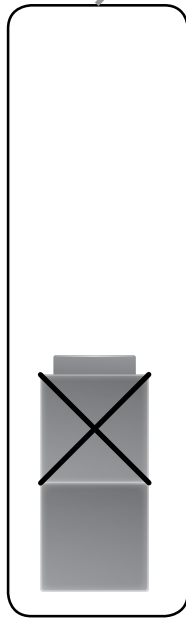


**Ask children to write equations to match the dot cards.** Have children write the total in each equation.

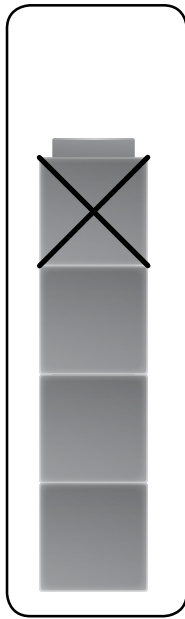
# Understanding Subtraction

Name \_\_\_\_\_

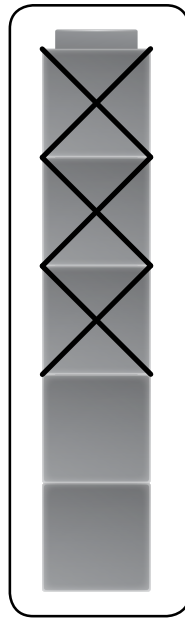
## Example



$$4 - 1 = 3$$



$$2 - 1 = 1$$

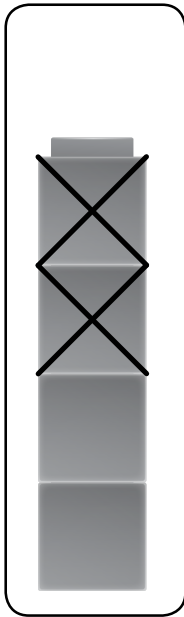


$$5 - 3 = 2$$

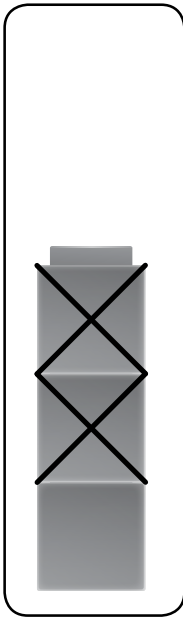
**Ask children to match each picture with an equation.** Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

# Understanding Subtraction *continued*

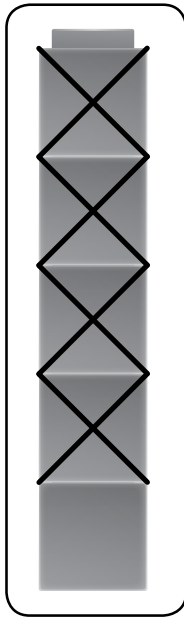
Name \_\_\_\_\_



$$5 - 4 = 1$$



$$4 - 2 = 2$$

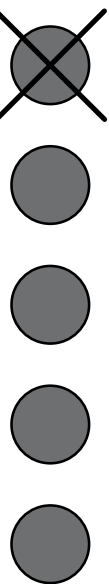


$$3 - 2 = 1$$

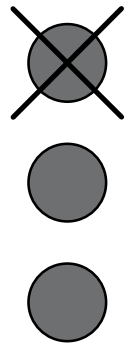
**Ask children to match each picture with an equation.** Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

## Subtracting Within 5

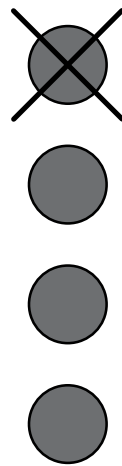
Name \_\_\_\_\_

**Example**

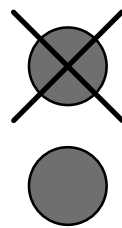
$$\underline{\quad} - 1 = \underline{4}$$



$$\underline{\quad} - 1 = \underline{\quad}$$



$$\underline{\quad} - 1 = \underline{\quad}$$

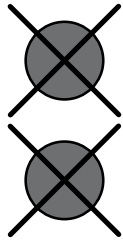


$$\underline{\quad} - 1 = \underline{\quad}$$

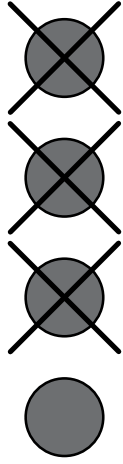
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

## Subtracting Within 5 *continued*

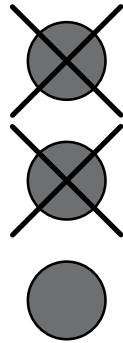
Name \_\_\_\_\_



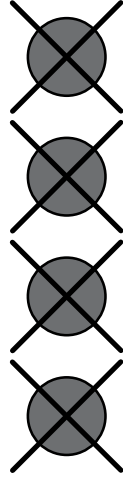
$$\underline{\quad} - 2 = \underline{\quad}$$



$$\underline{\quad} - 3 = \underline{\quad}$$



$$\underline{\quad} - 2 = \underline{\quad}$$



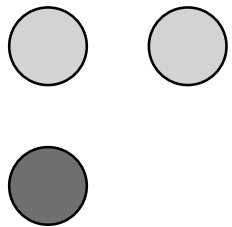
$$\underline{\quad} - 4 = \underline{\quad}$$

Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

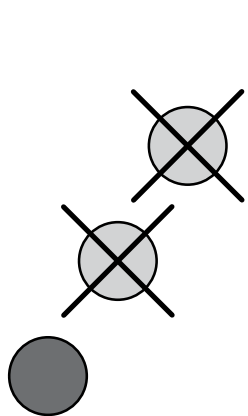
# Facts to 5

Name \_\_\_\_\_

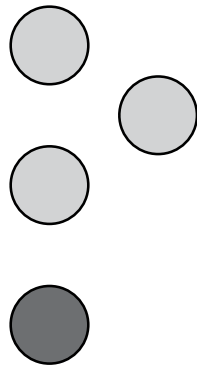
**Example**



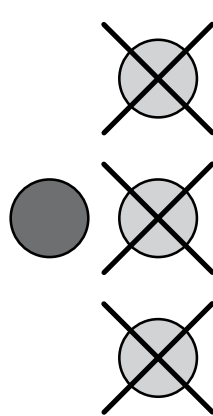
$$1 + 2 = \underline{\quad 3 \quad}$$



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



$$1 + 3 = \underline{\quad 4 \quad}$$

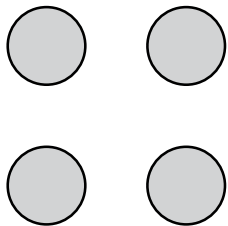


$$4 - 3 = \underline{\quad 1 \quad}$$

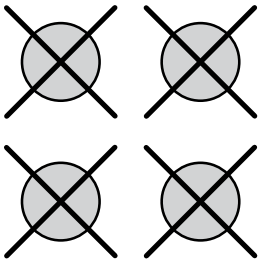
**Have children use the picture to help complete each equation.** Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example,  $1 + 2 = 3$ , so if you start with 3 and take away 2, you have 1 left.

# Facts to 5 continued

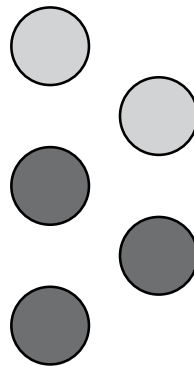
Name \_\_\_\_\_



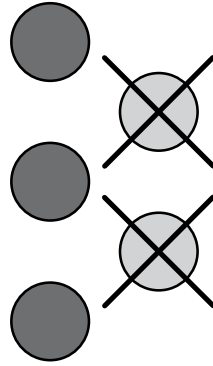
$$0 + 4 = \underline{\hspace{1cm}}$$



$$4 - 4 = \underline{\hspace{1cm}}$$



$$3 + 2 = \underline{\hspace{1cm}}$$



$$5 - 2 = \underline{\hspace{1cm}}$$

**Have children use the picture to help complete each equation.** Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example,  $1 + 2 = 3$ , so if you start with 3 and take away 2, you have 1 left.

# Adding Within 10

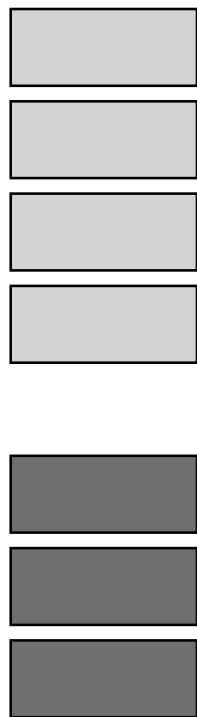
Name \_\_\_\_\_

**Example**

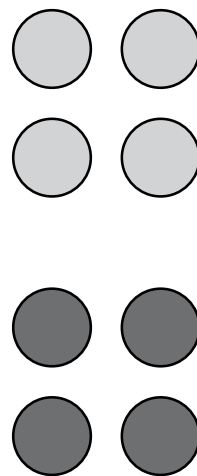


$$3 + 3 =$$

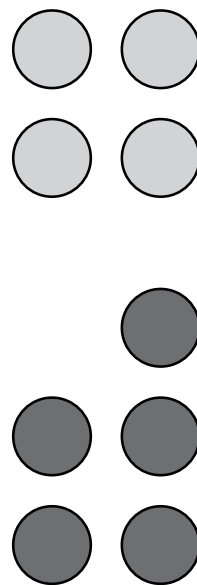
6



$$3 + 4 =$$



$$4 + 4 =$$



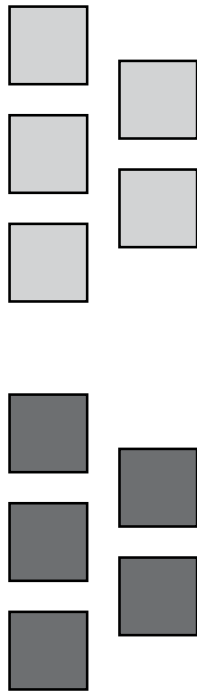
$$5 + 4 =$$

**Ask children to compare each picture with the equation and count and write the total.** Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

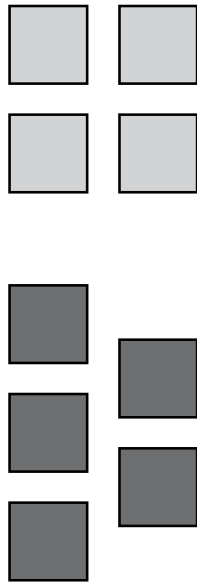


Adding Within 10 *continued*

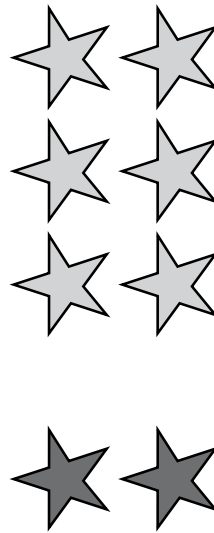
Name \_\_\_\_\_



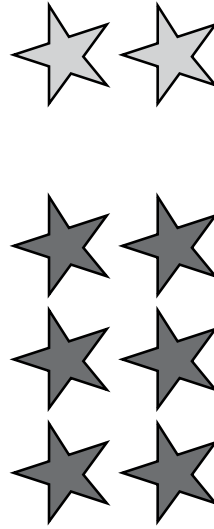
$$5 + 5 = \text{---} \text{---} \text{---}$$



$$5 + 4 = \text{---} \text{---} \text{---}$$



$$2 + 6 = \text{---} \text{---} \text{---}$$



$$6 + 2 = \text{---} \text{---} \text{---}$$

**Ask children to compare each picture with the equation and count and write the total.** Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.



# RSU 57

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

# LITERACY

# LEARNING MENU LITERACY

KINDERGARTEN

★ = EVERYDAY ITEMS

**1** Read or listen to the story "[The Three Little Pigs](#)".

[bit.ly/2Vs07oX](https://bit.ly/2Vs07oX)

Drama: Act out the story of *The Three Little Pigs* or use props (e.g., stuffed animals, dolls, figurines).



**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**

See teacher's phonics activity posted in Seesaw for you.



**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: Read and Illustrate - [Construction Worker Poem](#)



**7**

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

[Phonemic Awareness 1 \[Week 18\]](#)

<https://bit.ly/2RD6LJX>



**8**

**Writing and Drawing:**  
Draw a plan or blueprint of a local, familiar structure or building. Label your picture.

[I Want to be an Architect](#)

<https://bit.ly/3a9Md1Y>



**9**

**Writing prompt:**  
In your journal or on a piece of paper use a pencil and write 3-5 sentences:  
What materials do you think would be best to build a house and why?



WE ♥ &  
MISS  
YOU!

**\*\* Reminder:**

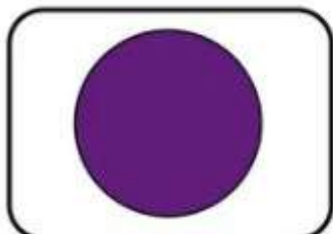
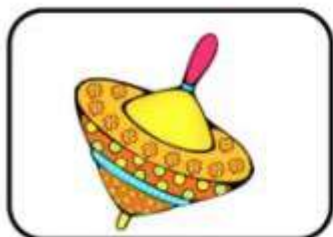
Update Seesaw!  
[bit.ly/rsu57updateapps](https://bit.ly/rsu57updateapps)

Check our website daily for additional remote learning supports: [bit.ly/rsu57remote](https://bit.ly/rsu57remote)

Name: \_\_\_\_\_

# C-V-C Words

**Directions:** Words are built with consonants and vowels. Match the picture to the correct C-V-C word.



cat

top

nut

gum

dot

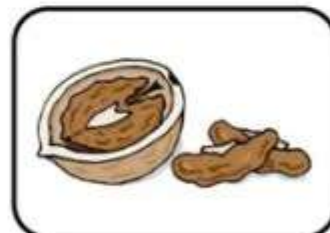
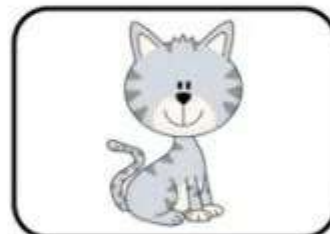
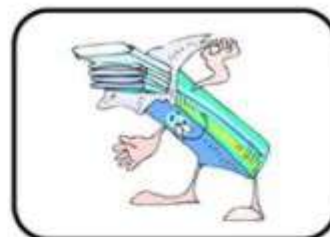
nap

can

pig

bus

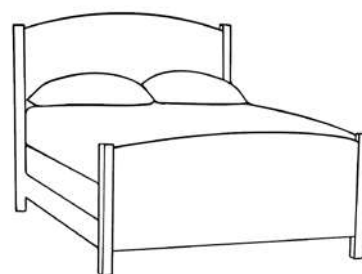
net



Name \_\_\_\_\_



Bb



**Instructions:** Name the pictures in each row with students. Have students color the pictures whose names begin with the letter *Bb*. Then, have students write the upper- and lowercase *Bb* on the line under each picture that begins with the /b/ sound.

Name \_\_\_\_\_

① This is our street.

② This is our door.

③ This is our mailbox.

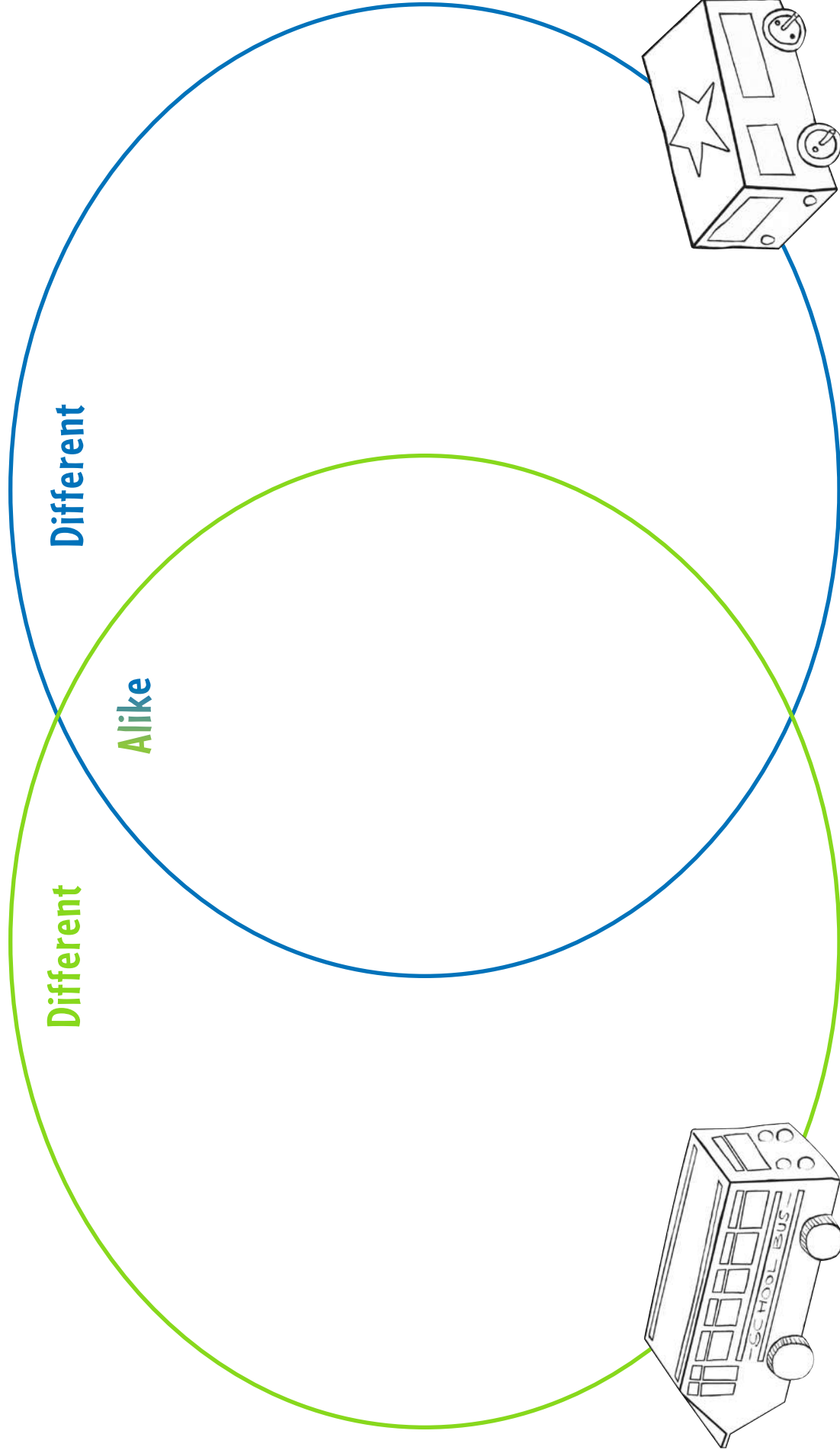
④ This is our hallway.



**Instructions:** Read each sentence aloud with students. Have students circle the noun in each sentence and draw a picture of it in the space provided.

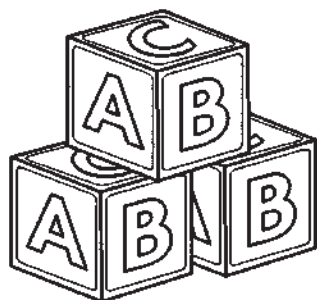
Name \_\_\_\_\_

# School Bus and Car

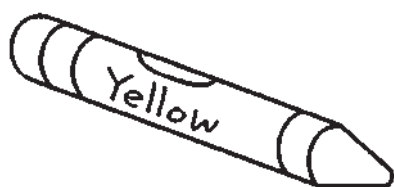
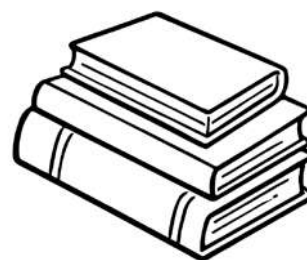
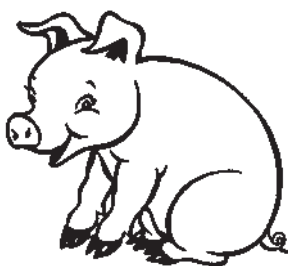


**Instructions:** Have students draw or write details that tell how the school bus and the car are different in the outer circles. Have them draw or write details that tell how the school bus and the car are alike where the circles overlap.

Name \_\_\_\_\_



Bb



**Instructions:** Identify the pictures in each row with students. Have students color all of the pictures that start with the /b/ sound. Then, have them write the upper- and lowercase Bb on the line under the pictures whose names begin with the /b/ sound.



Name \_\_\_\_\_

- ① The kids built a road.
- ② The driver washed the bus.
- ③ The teacher drove to the store.
- ④ The family played at the park.



My Sentence:

---

---

---

---

---

---

**Instructions:** Have students circle the subject and underline the predicate in each sentence. Then, have them write an original sentence about the city.

LEVELLED BOOK • C

# Tools



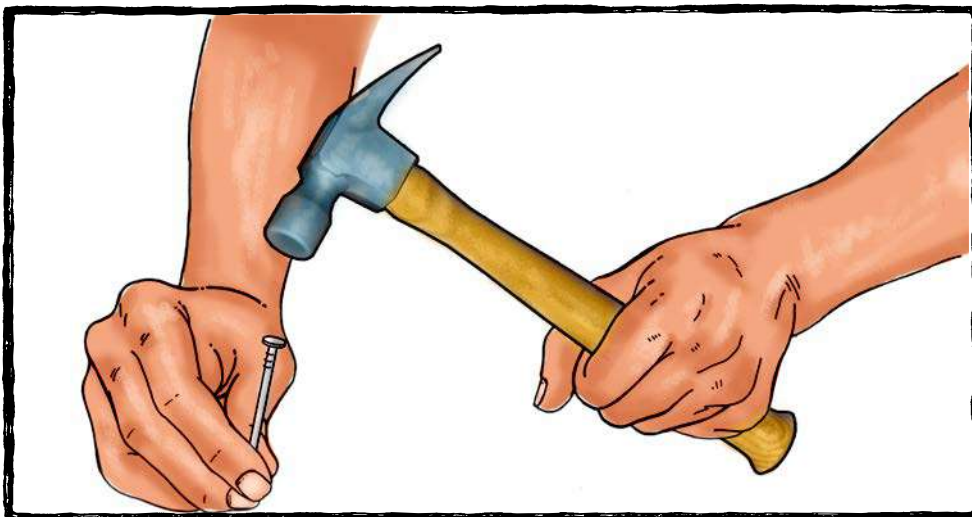
Written by Robert Charles • Illustrated by Randy Gates

BRITISH ENGLISH

[www.readinga-z.com](http://www.readinga-z.com)

# Tools

*A Reading A-Z Level C Levelled Book • Word Count: 77*



 **Reading A-Z**

Visit [www.readinga-z.com](http://www.readinga-z.com) for thousands of books and materials.

# Tools



Written by Robert Charles  
Illustrated by Randy Gates

[www.readinga-z.com](http://www.readinga-z.com)

Tools  
Level C Levelled Book  
© Learning A-Z  
Written by Robert Charles  
Illustrated by Randy Gates  
All rights reserved.  
[www.readinga-z.com](http://www.readinga-z.com)



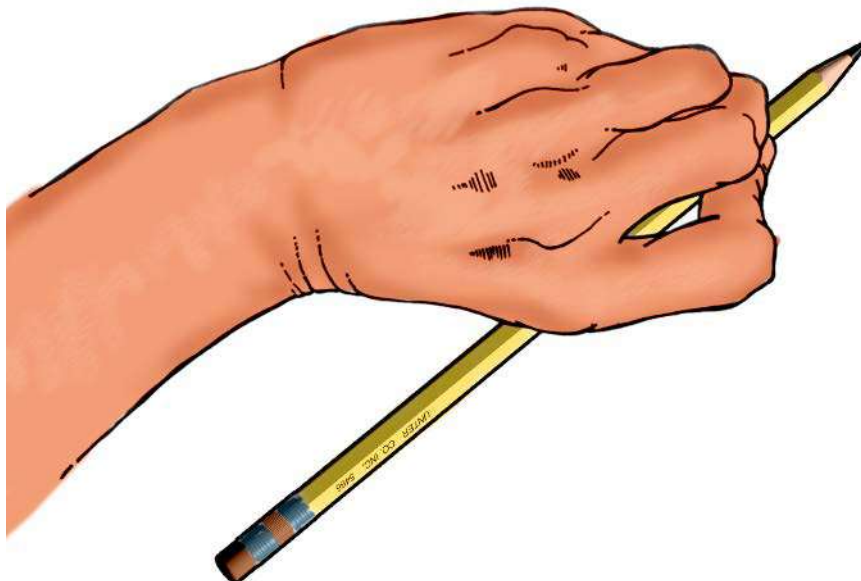
I see tools everywhere.  
Tools help us work.

Tools • Level C

3

h

Here is a tool.  
It is a pencil for writing.





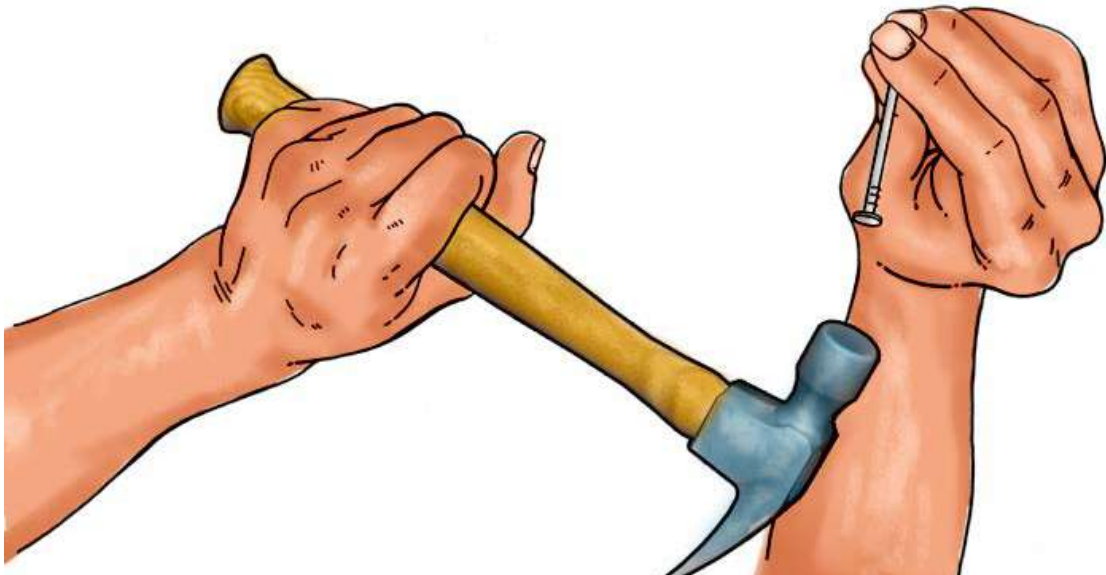
Here is a tool.  
It is a rake for raking.

Tools • Level C

5

Here is a tool.  
It is a hammer for pounding.

9



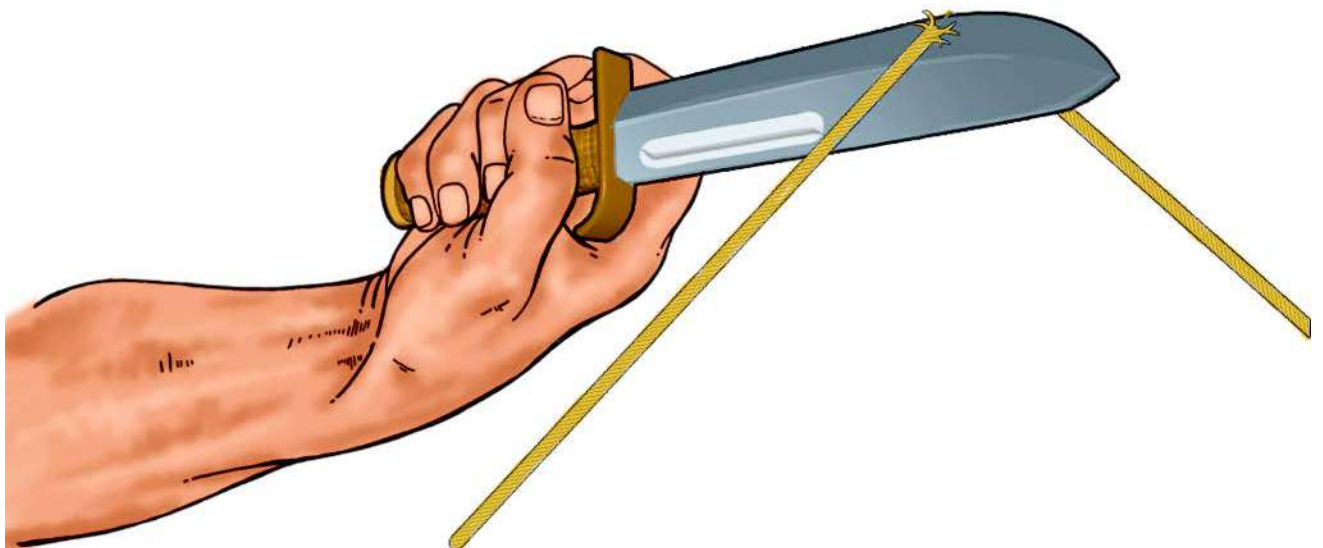




Here is a tool.  
It is a shovel for digging.

Tools • Level C

7



Here is a tool.  
It is a knife for cutting.

8



Here is a tool.  
It is a wheelbarrow for carrying.

Tools • Level C

9

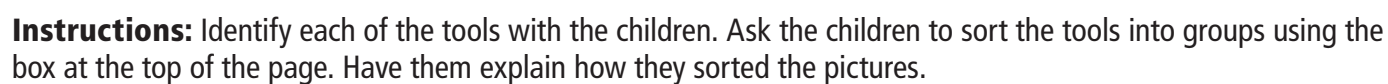
I see tools everywhere.  
What tools do you see?

10

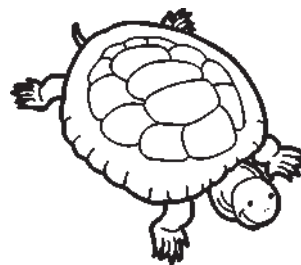
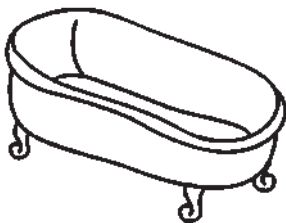
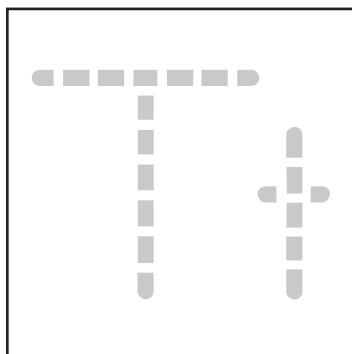
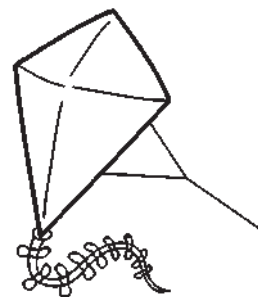
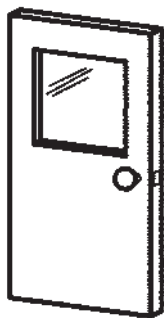
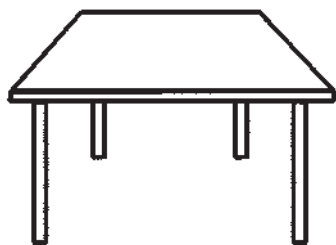


# Reading A-Z

**Skill: Classify Information**







**Instructions:** Have the children trace the letters and say the sound the letter *Tt* stands for. Then identify each picture with the children. Have them draw a line from the pictures whose name begins with the /t/ sound to the letter *Tt*.

<p>Fundations Alignment: Unit 3, Week 4</p>	<p>Standards: RF.K.2c, RF. K.3a RF.K.3c, RF.K.3d</p>
<p style="text-align: center;"><b>“Construction Worker”</b> Sung to the tune of “Twinkle, Twinkle, Little Star”</p>	
<p>See the worker make a plan, Map it out as best she can. Use a backhoe, dig the dirt, Think and work and don’t get hurt. When it’s cold and when it’s hot, Construction workers work a lot.</p>	<p><b>Session 1</b> Opening: <i>Today we will learn a new song to the tune of a song you all know! The tune is “Twinkle, Twinkle, Little Star.” Let’s all sing that together first. Invite students to sing with you. The title of this song [point to title] is “Construction Worker.” Does anyone know some of the things a construction worker does?</i></p> <p>Fluency: Teach the song by first singing it in its entirety, while tracking print with a pointer and using expression. Then invite students to echo after every two lines.</p> <p>Meaning Making: <i>What did this song teach you about construction workers? What are some of the things construction workers do?</i></p> <p>Word Recognition: <i>“She” is a new high frequency word in this poem [show respective word written on index card]. I will point to “she” in the poem and you read it quickly. “She” has the “sh” digraph, 2 letters go together to make one sound. If you know “she”, it helps you read this high frequency word [show “he” written on index card]. What word is it? It’s “he.” Both “she” and “he” have the long e vowel sound at the end. There is another high frequency word in this poem. Who can find “as” [show respective word written on index card]? Sometimes “s” makes the sound /z/ when it is at the end of the word, like in “as”.</i></p>
<p><b>Extensions:</b> Vowel sound practice: Say different words from the poem or relating to construction that have long or short vowel sounds. Invite students to stand up when they hear a long vowel sound and sit down when they hear a short vowel sound.</p> <p>High frequency word practice: Write decodable sentences on the board and invite students to read them for fluency practice. Invite them to also identify the high frequency word and write it on their own whiteboards.</p> <ul style="list-style-type: none"> <li>- He is big.</li> <li>- We like to jump.</li> </ul>	<p><b>Session 2</b> Fluency: Invite children to echo two lines at a time and then sing the song in its entirety.</p> <p>Phonological Awareness: <i>We can hear and say the first and last part of a one syllable word. Listen to how I say the first and last part of the word “hurt”. Say “h--urt” with a long pause in between. Invite children to segment the words “when” and “think”. Sometimes the first part has two sounds that stay blended together. You say the first and last part of “plan”.</i></p> <p>Letter-Sound Awareness and Phonics: <i>Sometimes there are two letters that go together and make one sound. This is called a digraph. Write the word “think” on a whiteboard and read it out loud. This word does not follow the rules we have learned about the sounds the letters make. We do not read it /t/-/h/-/i/-/n/-/k/. Instead, we have to notice “th” together which makes the sound /th/. Refer to the letter-sound digraph cards as needed. Last week we learned about the digraph “ch” which makes the sound /ch/. Another digraph is in the high frequency word “she”. What sound does the “sh” make when they are together? It makes the sound /sh/.</i></p>
	<p><b>Session 3</b> Phonological Awareness: Cover the poem so that children do not see the print. <i>You are experts at noticing the sounds in words and blending the sounds together to say a word. I am going to say the sounds of a word and you will blend them together into a word. Say “/m/-/a/-/p/” with a long pause in between each sound. What word is that? It’s “map”. Repeat the same exercise with the words “dig”, “best” and “cold”.</i></p>

Fluency:

Show the song and invite children to echo one line at a time as they sing the song with phrasing. Sing each line by grouping 3-4 words together to read them fluently.

Phonological Awareness:

*This poem has rhyming words, they sound the same at the end. What are some words that rhyme? After students point out some of the rhyming words, choose plan/can to highlight. We can change the first sound in words to make other words that rhyme. If we change the /p/ in "plan" to /c/, what word is that? That's right- it's "clan" and that rhymes with "plan". If we change the /c/ in "can" to /m/, what word is that? Right- it's "man" and that rhymes with "can".*

Phonics:

*The words "can" and "plan" do not follow the CVC spelling rule we have learned. You do not read "can" as /c/-/ă/-/n/. The short a vowel sound is glued to the n. With glued sounds, you can hear the sounds but they are very close together and hard to separate. Listen as I stretch out the sounds in "plan". Say "/p/-/l/-/an/" while tapping out on your arm. Write "can" and "plan" on the whiteboard or build them with the Foundations letter cards. What other words do you know that have the glued "an" sound? As students say words, write (or build) the words that follow the spelling pattern.*

# English Kindergarten

## Phonemic Awareness Training Lesson Plan for Week 18

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Recognition</b> Teacher reads the series of words. Students repeat only the two rhyming words. Ex. T: gum, hum, rat S: gum, hum <b>Fri:</b> Teacher says the nonsense word. Students repeat the nonsense word and say, "Not (nonsense word), (real rhyming word)!"	<b>dip, rip, tag</b> <b>lap, cap, den</b> <b>beg, leg, nod</b> <b>rough, tough, cat</b> <b>Sam, lamb, him</b> <b>hot, not, bug</b> <b>toss, loss, hard</b>	<b>seem, team, man</b> <b>paw, saw, give</b> <b>will, hill, job</b> <b>mop, pop, toe</b> <b>hen, den, cub</b> <b>bird, heard, foot</b> <b>rack, pack, glove</b>	<b>rain, cold, told</b> <b>best, sing, thing</b> <b>help, pick, kick</b> <b>fox, rug, tug</b> <b>cape, gem, stem</b> <b>lock, door, floor</b> <b>ten, pad, sad</b>	<b>sail, head, pail</b> <b>pet, pig, net</b> <b>key, knob, bee</b> <b>mad, bet, dad</b> <b>June, nice, soon</b> <b>gum, rim, sum</b> <b>sell, roll, well</b>	Category: Farm Animals <b>lig</b> (pig) <b>porse</b> (horse) <b>tricken</b> (chicken) <b>looster</b> (rooster) <b>cheep</b> (sheep) <b>lurkey</b> (turkey)
<b>Onset Fluency</b> Teacher says the word. Students repeat the word. Teacher says, "Which word begins like *?" and says the two words listed. Students say the word that begins with the same sound. Ex. T: elbow S: elbow T: Which word begins like elbow; echo or zero? S: echo	Which word begins like *? <b>upstairs:</b> curtain, <b>usher</b> <b>elbow:</b> echo, zero <b>boulder:</b> Texas, <b>buffalo</b> <b>octopus:</b> forever, <b>option</b> <b>landing:</b> listen, sister	Which word begins like *? <b>actress:</b> admit, dancer <b>poetry:</b> doctor, <b>pencil</b> <b>iguana:</b> itchy, regular <b>nervous:</b> harbor, <b>napkin</b> <b>explore:</b> enter, captain	Which word begins like *? <b>ostrich:</b> opera, sister <b>garden:</b> cotton, <b>gallon</b> <b>excellent:</b> extra, lunchbox <b>daughter:</b> total, distant <b>avenue:</b> actor, quickly	Which word begins like *? <b>editor:</b> winner, <b>excuse</b> <b>corner:</b> puddle, <b>caboose</b> <b>itself:</b> igloo, rapid <b>journey:</b> copy, <b>justice</b> <b>upper:</b> ugly, visit	Which word begins like *? <b>obstacle:</b> ladder, <b>opposite</b> <b>victory:</b> violet, concert <b>everyone:</b> jacket, <b>effort</b> <b>sandal:</b> singer, officer <b>adding:</b> button, activity
<b>Blending Phonemes</b> Teacher says the phonemes for each word. Students repeat the phonemes and blend the sounds to say the whole word. Ex. T: t - ā - k S: t - ā - k, take  *Say sound, not letter name	s - ī - d side f - ō - m foam b - ī - t bite v - ā - s vase p - ō - k poke r - ī - s rice f - ā - d fade m - ō - n moan h - ī - k hike c - ō - v cove	w - ō - k woke l - ī - d lied p - ī - k pike r - ā - z raise s - ō - k soak v - ā - n vane k - ō - d code d - ī - v dive p - ā - v pave k - ā - p cape	r - ō - d road k - ī - t kite p - ā - n pain l - ā - t late n - ō - t note r - ī - p ripe w - ī - z wise g - ā - v gave l - ō - n loan f - ī - n fine	s - ā - v save z - ō - n zone f - ī - l file t - ō - d toad p - ī - n pine r - ō - b robe f - ā - m fame b - ī - k bike h - ō - m home t - ā - p tape	b - ō - n bone l - ī - k like h - ō - p hope b - ā - t bait w - ī - p wipe g - ō - t goat s - ā - m same d - ī - s dice k - ā - n cane p - ā - d paid
<b>Blending hand motion:</b> 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.					
<b>Isolating Medial Sounds</b> Teacher says the word. Students repeat the word using the roller coaster hand motion, and isolate the medial sound. Ex. T: bake S: bake, /ā/	<b>cake</b> /ā/ <b>note</b> /ō/ <b>side</b> /ī/ <b>read</b> /ē/ <b>cute</b> /ū/ <b>base</b> /ā/ <b>dime</b> /ī/	<b>hike</b> /ī/ <b>race</b> /ā/ <b>heat</b> /ē/ <b>kite</b> /ī/ <b>boat</b> /ō/ <b>same</b> /ā/ <b>teeth</b> /ē/	<b>goat</b> /ō/ <b>wise</b> /ī/ <b>reach</b> /ē/ <b>date</b> /ā/ <b>peek</b> /ē/ <b>code</b> /ō/ <b>mute</b> /ū/	<b>feet</b> /ē/ <b>sign</b> /ī/ <b>phone</b> /ō/ <b>duke</b> /oo/ <b>hide</b> /ī/ <b>leap</b> /ē/ <b>came</b> /ā/	<b>fuse</b> /ū/ <b>ride</b> /ī/ <b>lane</b> /ā/ <b>meet</b> /ē/ <b>dude</b> /oo/ <b>hope</b> /ō/ <b>raise</b> /ā/
<b>Roller coaster hand motion:</b> 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 18

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Segmenting Phonemes</b>	road	r - ō - d	save	s - ā - v	bone	b - ō - n	side	s - ī - d	woke	w - ō - k
Teacher says the word. Students repeat the word and segment it into individual phonemes.	kite	k - ī - t	zone	z - ō - n	like	l - ī - k	foam	f - ō - m	lied	l - ī - d
Ex. T: cape S: cape, k-ā-p	pain	p - ā - n	file	f - ī - l	hope	h - ō - p	bite	b - ī - t	pike	p - ī - k
	late	l - ā - t	toad	t - ō - d	bait	b - ā - t	vase	v - ā - s	raise	r - ā - z
	note	n - ō - t	pine	p - ī - n	wipe	w - ī - p	poke	p - ō - k	soak	s - ō - k
	ripe	r - ī - p	robe	r - ō - b	goat	g - ō - t	rice	r - ī - s	vane	v - ā - n
	wise	w - ī - z	fame	f - ā - m	same	s - ā - m	fake	f - ā - k	code	k - ō - d
	gave	g - ā - v	bike	b - ī - k	dice	d - ī - s	moan	m - ō - n	dive	d - ī - v
	loan	l - ō - n	home	h - ō - m	cane	k - ā - n	hike	h - ī - k	pave	p - ā - v
	fine	f - ī - n	tape	t - ā - p	paid	p - ā - d	cove	c - ō - v	cape	k - ā - p

**Segmenting hand motion:** Students place palms together to create "choppers." The 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: ine S: ine T: Add /m/ at the beginning and the word is? S: mine	-ake	/f/	fake	-ite	/b/	bite	-ote	/r/	wrote	-ace	/f/	face	-ope	/h/	hope
	-ake	/t/	take	-ite	/s/	sight	-ote	/n/	note	-ace	/l/	lace	-ope	/s/	soap
	-ake	/l/	lake	-ite	/r/	right	-ote	/b/	boat	-ace	/r/	race	-ope	/n/	nope
	-ake	/r/	rake	-ite	/h/	height	-ote	/k/	coat	-ace	/p/	pace	-ope	/k/	cope
*Say sound, not letter name	-ake	/m/	make	-ite	/m/	might	-ote	/m/	moat	-ace	/k/	case	-ope	/r/	rope

**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: coat S: coat T: Without /k/, what's left is? S: oat	fine	/f/	ine	dime	/d/	ime	same	/s/	ame	face	/f/	ace	joke	/j/	oke
	cage	/k/	age	soak	/s/	oak	lime	/l/	ime	sight	/s/	ite	gate	/g/	ate
	load	/l/	oad	mite	/m/	ite	tone	/t/	ōne	roam	/r/	ōam	dice	/d/	ice
	mice	/m/	ice	page	/p/	age	kite	/k/	ite	coat	/k/	oat	foam	/f/	ōam
*Say sound, not letter name	sale	/s/	ale	wrote	/r/	ōte	made	/m/	ade	wide	/w/	ide	paid	/p/	aid

**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

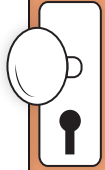
### Phonemic Awareness Training Lesson Plan for Week 18

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>  </u> / to / <u>  </u> / and the word is?"	<u>d</u> ate	/r/	rate	<u>h</u> ide	/s/	side	<u>b</u> one	/z/	zone	<u>s</u> ail	/m/	mail	<u>k</u> ite	/b/	bite
	<u>r</u> ate	/g/	gate	<u>s</u> ide	/r/	ride	<u>z</u> one	/l/	lone	<u>m</u> ail	/p/	pail	<u>b</u> ite	/s/	site
	<u>g</u> ate	/m/	mate	<u>r</u> ide	/w/	wide	<u>l</u> one	/k/	cone	<u>p</u> ail	/n/	nail	<u>s</u> ite	/l/	light
T: Ex. T: line S: line T: Change /l/ to /m/ and the word is? S: mine	<u>m</u> ate	/l/	late	<u>w</u> ide	/t/	tide	<u>c</u> one	/n/	known	<u>n</u> ail	/w/	wail	<u>l</u> ight	/n/	night
*Say sound, not letter name	<u>l</u> ate	/d/	date	<u>t</u> ide	/h/	hide	<u>k</u> nown	/b/	bone	<u>w</u> ail	/r/	rail	<u>n</u> ight	/m/	might
<b>Substituting hand motion:</b> 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 ____."		
Teacher holds up flashcards one at a time <i>out of alphabetical order</i> . The students and teacher say the letters' name and sound. Provide multiple sounds for vowels.															
Language Awareness	Little Miss Muffet			Baa, Baa, Black Sheep			Little Jack Horner			Hey, Diddle, Diddle			Student's choice from this week's nursery rhymes to recite or sing.		
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 Miss Muffet Sat on a tuffet, Eating her curds and whey. Along came a spider, Who sat down beside her And frightened Miss Muffet away.			Baa, baa, black sheep, Have you any wool? Yes sir, yes sir, Three bags full. One for the master, One for the dame, And one for the little boy Who lives down the lane.			Little Jack Horner Sat in the corner, Eating a Christmas pie; He put in his thumb, And pulled out a plum, And said, "What a good boy am I!"			Hey, Diddle, Diddle, The cat and the fiddle, The cow jumped over the moon; The little dog laughed to see such a sight, And the dish ran away with the spoon.					

Name \_\_\_\_\_

**Character**

Our Apartment Building • Level A • 1



**Setting**

Skill: Story Elements

**Instructions:** Have students draw the characters and the setting of the book *Our Apartment Building* in the appropriate boxes.



# Our Apartment Building

*A Reading A-Z Level A Leveled Book*  
Word Count: 32

## Connections

### Writing and Art

Draw a picture of where you live and write about it.

### Social Studies

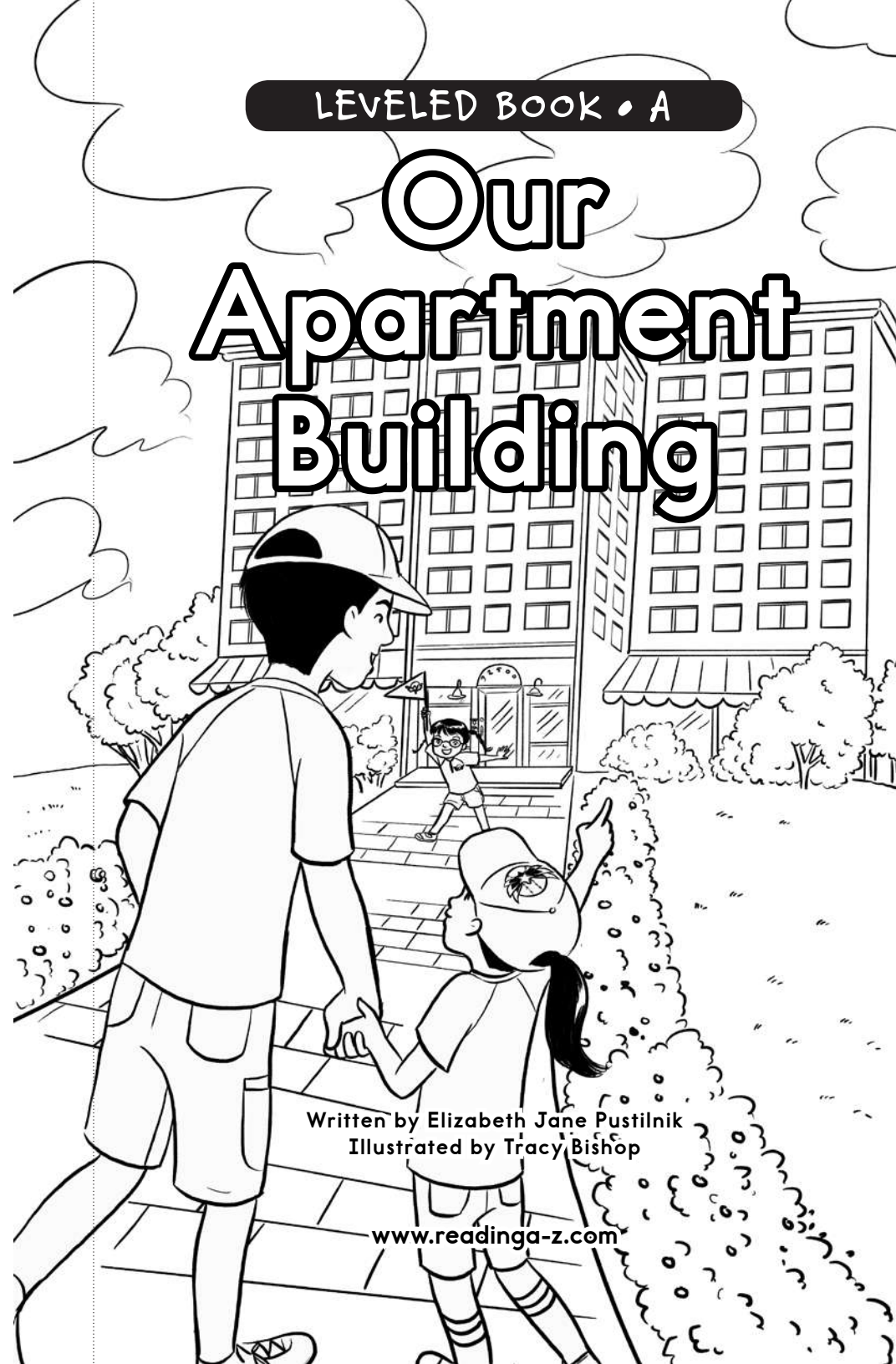
Create a list of different kinds of homes with your class.  
How are the homes the same?  
How are they different?

Reading A-Z

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.

LEVELED BOOK • A

# Our Apartment Building



Written by Elizabeth Jane Pustilnik  
Illustrated by Tracy Bishop

[www.readinga-z.com](http://www.readinga-z.com)



# Our Apartment Building

Written by Elizabeth Jane Pustilnik  
Illustrated by Tracy Bishop

[www.readinga-z.com](http://www.readinga-z.com)

## Focus Question

What is an apartment building?

## Words to Know

apartment	elevator
building	hallway
city	mailbox

Our Apartment Building  
Level A Leveled Book  
© Learning A-Z  
Written by Elizabeth Jane Pustilnik  
Illustrated by Tracy Bishop

All rights reserved.

[www.readinga-z.com](http://www.readinga-z.com)

## Correlation

### LEVEL A

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



This is our city.



This is our street.



This is our building.

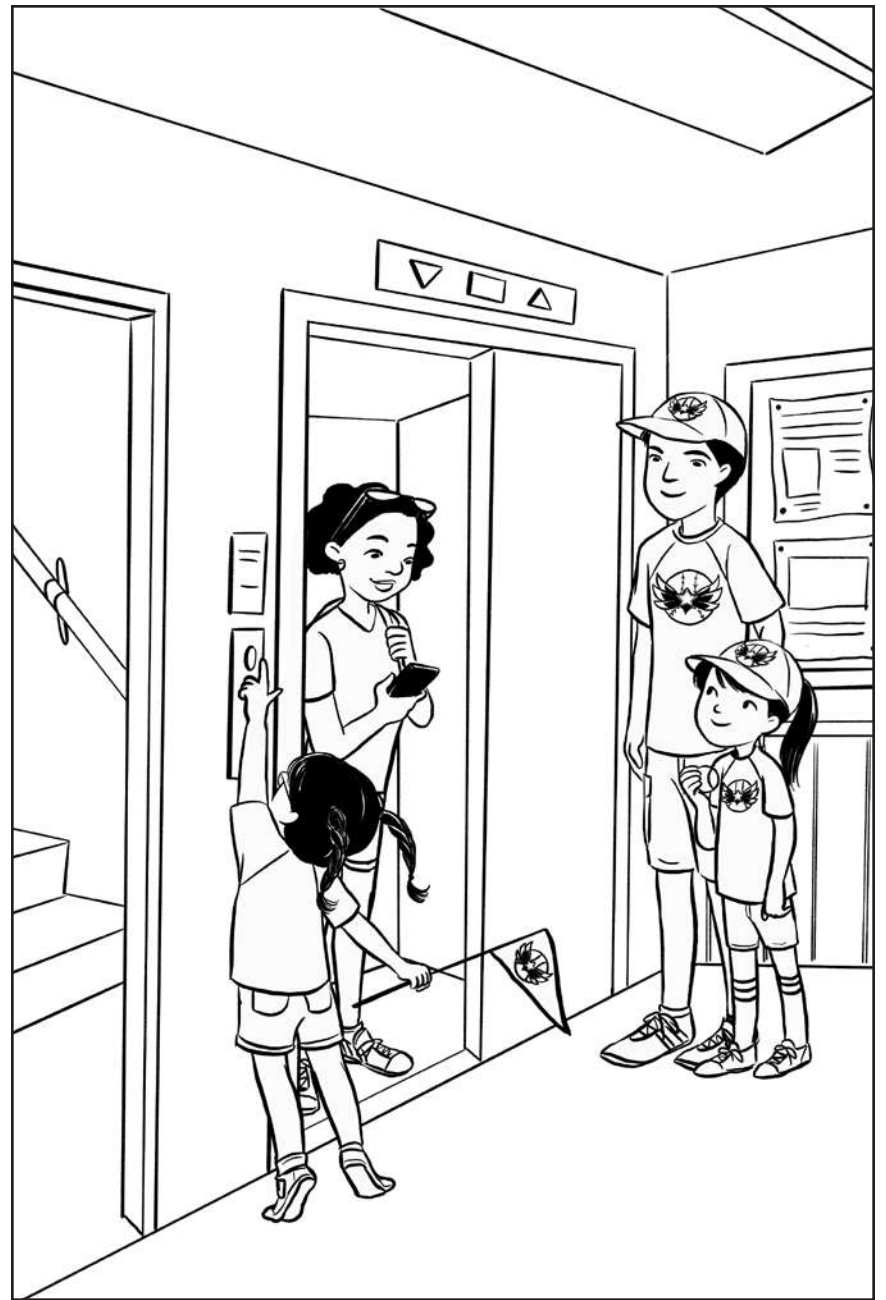


This is our door.





This is our mailbox.



This is our elevator.



This is our hallway.



This is our apartment.

LEVELED BOOK • B

# The Kids Built It



[www.readinga-z.com](http://www.readinga-z.com)

## The Kids Built It

*A Reading A-Z Level B Leveled Book • Word Count: 46*

### Connections

#### Writing and Art

If the kids wanted to build a farm, what could they include? Draw a picture and write about it.

#### Social Studies

What other things could you find in a city?  
Share your ideas with a partner.

Reading A-Z

Visit [www.readinga-z.com](http://www.readinga-z.com) for thousands of books and materials.



# The Kids Built It



Written by Racheal Rice  
Illustrated by Stephanie Dehennin  
[www.readinga-z.com](http://www.readinga-z.com)

## Focus Question

What did the kids build?

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

The Kids Built It  
Level B Leveled Book  
© Learning A-Z  
Written by Racheal Rice  
Illustrated by Stephanie Dehennin  
All rights reserved.  
[www.readinga-z.com](http://www.readinga-z.com)

house  
city  
built  
park  
road  
store

## Words to Know



The kids built a road.

The Kids Built It • Level B

3

The kids built a car.

4







The kids built a bus.

The Kids Built It • Level B

5

9

The kids built a house.





The kids built a school.

The Kids Built It • Level B

7

The kids built a park.

8







The kids built a store.

The Kids Built It • Level B

9

Look at what the kids built!  
The kids built a city.

10

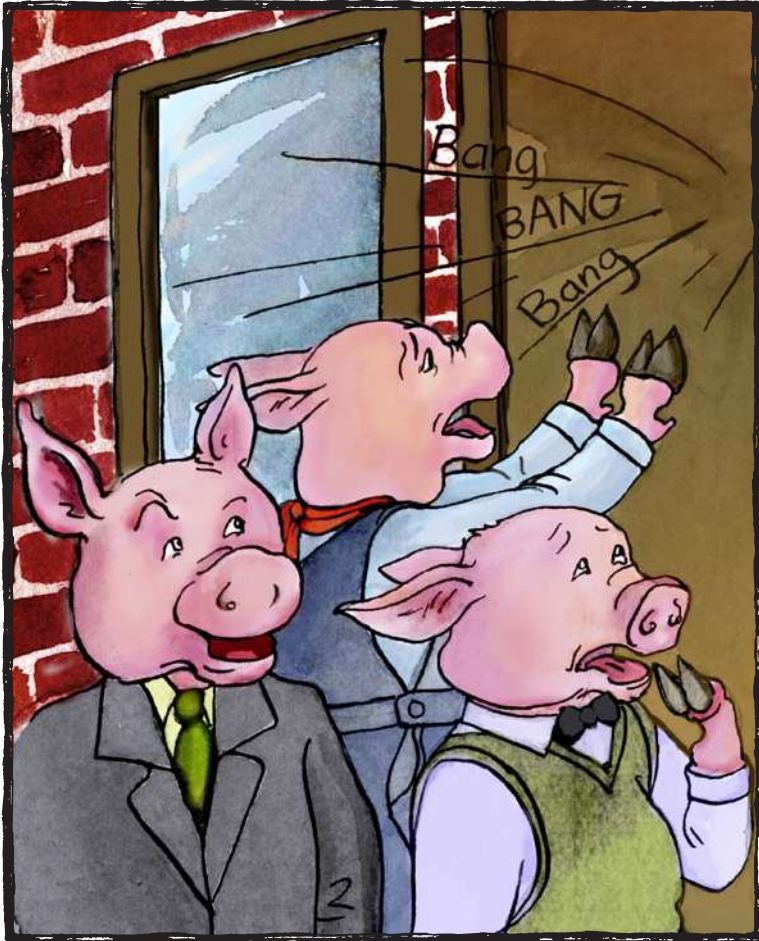




# The Three Little Pigs

A Reading A-Z Level M Levelled Book

Word Count: 503



Reading a-z

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.

LEVELLED BOOK • M

# The Three Little Pigs



**Multi  
level  
F•I•M**

Retold by Alyse Sweeney  
Illustrated by Roberta Collier-Morales

BRITISH ENGLISH

[www.readinga-z.com](http://www.readinga-z.com)

# The Three Little Pigs



Retold by Alyse Sweeney  
Illustrated by Roberta Collier-Morales

[www.readinga-z.com](http://www.readinga-z.com)

The Three Little Pigs  
Level M Levelled Book  
© Learning A-Z  
ISBN 978-1-61515-058-8  
Retold by Alyse Sweeney  
Illustrated by Roberta Collier-Morales

All rights reserved.

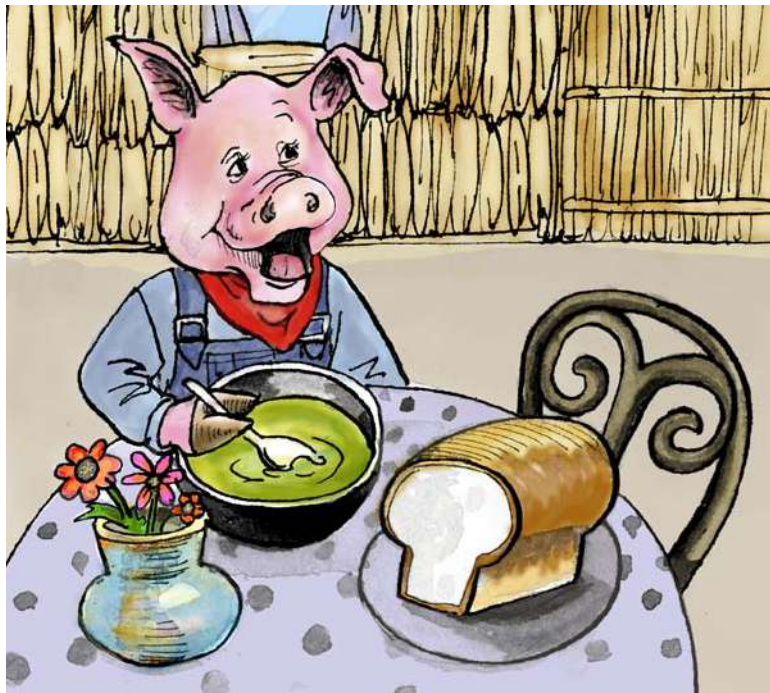
[www.readinga-z.com](http://www.readinga-z.com)

## Correlation

### LEVEL M

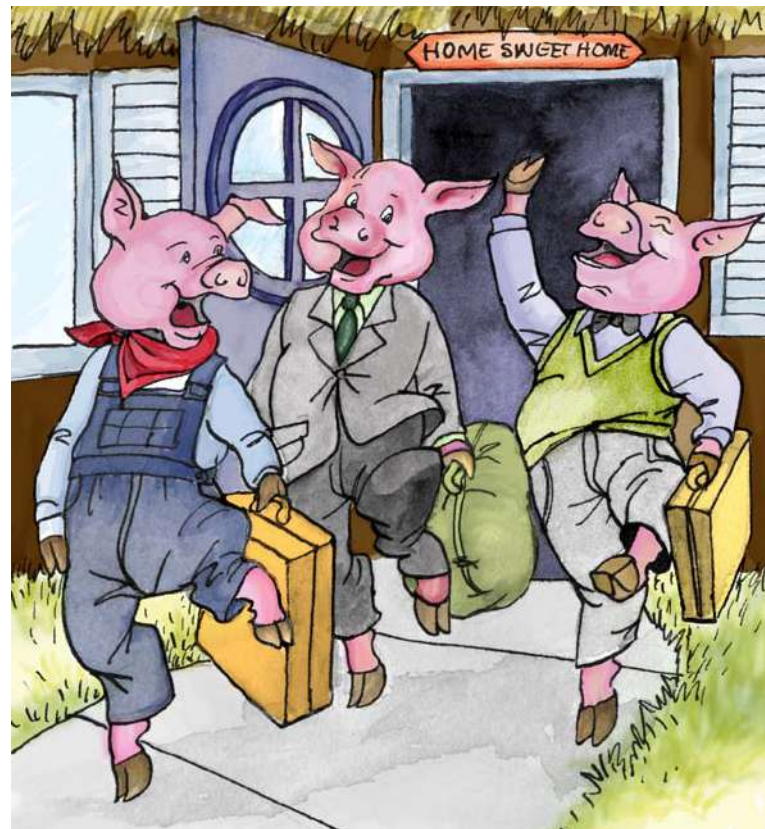
Fountas & Pinnell	L
Reading Recovery	19
DRA	24





## Table of Contents

Introduction .....	4
The First Little Pig .....	5
The Second Little Pig.....	8
The Third Little Pig .....	12
Call an Ambulance! .....	14
Glossary.....	16



## Introduction

Once upon a time, in a quiet little town, there lived three little pigs. One day the pigs **decided** it was time to leave their mother's home. Off they went to build homes of their own.



## The First Little Pig

The first little pig decided to build his home out of straw. In no time at all, the little pig built his house. Then he sat down to eat his lunch of pea soup, salad and bread.

The little pig happily slurped and chewed until he heard an angry knock on the door.

It was a **ravenous** wolf!

“Little pig, little pig, let me come in,” said the hungry wolf.

“Not by the hair of my chinny, chin, chin!” said the frightened little pig.

“Then I’ll huff, and I’ll puff and I’ll blow your house in,” growled the wolf.

As the wolf **inhaled** deeply, his lungs filled up like two balloons.





*Whooooooooosh!* The wolf **exhaled** with such force that he blew the house into a haystack.

He also blew the little pig down the street to his brother's house.



## The Second Little Pig

The second little pig decided to build his house out of sticks. Just as he finished the roof, his little brother blew in. The little pig **trembled** as he told his brother about the wolf.

“Don’t worry, little brother,” said the second little pig. “Sticks are stronger than straw. Let’s go inside for some peppermint tea.”

The pigs were deep in **conversation** when they heard an angry knock on the door.





"Little pigs, little pigs, let me come in," said the ravenous wolf.

"Not by the hairs of our chinny, chin, chins!" answered the little pigs.

"Then I'll huff, and I'll puff and I'll blow your house in," growled the wolf.



Again, the wolf inhaled deeply and again, when he exhaled—*whoosh*—the wolf blew down the house, leaving a pile of sticks. The wolf also blew the little pigs. Down the hill they rolled, like two pink balls.



### The Third Little Pig

The third little pig built a brick house. He was hanging a *WELCOME* sign when his younger brothers rolled onto his front step.

The pigs **sobbed** as they told their older brother about the wolf.

“Let’s see the wolf blow down this house,” said the third little pig.  
“Come inside for some peach pie. You’ll feel better.”

*Knock. Knock. Knock.* The three little pigs looked at the door.

“Little pigs, little pigs, let me come in,” yelled the wolf.

“Not by the hairs of our chinny, chin, chins!” shouted the little pigs.

“Then I’ll huff, and I’ll puff and I’ll blow your house in,” roared the wolf.

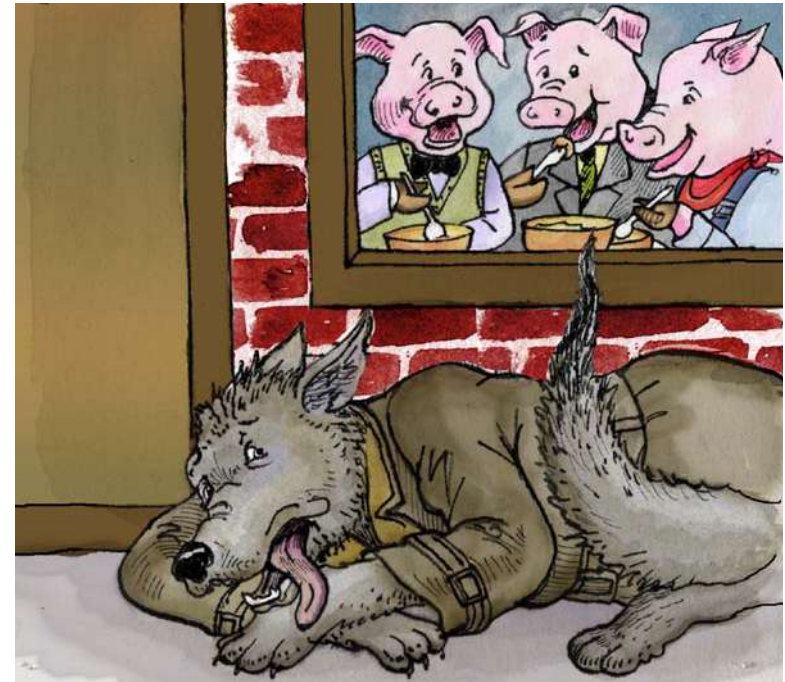


## Call an Ambulance!

The wolf huffed and puffed and puffed and huffed and—

—toppled over!

He could not get those bricks to **budge**! Breathless and weak, the wolf lay on the ground like a balloon out of air.







The little pigs called an ambulance for the wolf. Then they happily returned to their peach pie.

The three little pigs lived happily ever after—eating pea soup, sipping tea and baking pies in their brick house.

## Glossary

<b>budge</b> ( <i>v.</i> )	to move even a little (p. 14)
<b>conversation</b> ( <i>n.</i> )	a friendly talk with someone (p. 8)
<b>decided</b> ( <i>v.</i> )	made a choice (p. 4)
<b>exhaled</b> ( <i>v.</i> )	breathed out (p. 7)
<b>inhaled</b> ( <i>v.</i> )	breathed in (p. 6)
<b>ravenous</b> ( <i>adj.</i> )	very hungry (p. 5)
<b>sobbed</b> ( <i>v.</i> )	cried with short gasps of breath (p. 12)
<b>trembled</b> ( <i>v.</i> )	shook with cold or emotion, such as fear (p. 8)



# RSU 57

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

# SPECIALS

# LEARNING MENU SPECIALS

KINDERGARTEN

1

Luck of the Dice  
[bit.ly/K421PEdice](https://bit.ly/K421PEdice)



2

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



3

Plank Tap Challenge, click this link:  
[bit.ly/K421PEPlank](https://bit.ly/K421PEPlank)



4

Recycled Material Faces (week 3 of 3)

Here is a link to more explicit directions to Art lessons:  
[bit.ly/2yhjSJW](https://bit.ly/2yhjSJW)



5

Nature Art: Here is a link to more explicit directions to Art lessons:  
<https://bit.ly/2yhjSJW>



6

Eric Carle's Tiny Seed:  
[safeYouTube.net/w/Fvs6](https://safeYouTube.net/w/Fvs6)

Here is a link to more explicit directions to Art lessons:  
<https://bit.ly/2yhjSJW>



7

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?  
[bit.ly/Kmusic421](https://bit.ly/Kmusic421)



8

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

Found sounds - find something that normally isn't used as an instrument, and turn it into one! How many sounds can your new instrument make? Try tapping or scraping it with different objects. Show your music teacher what you found!



10

Build a reading fort or nest that is comfy and read for 20 minutes in comfort! Draw or take a picture of your fort/nest and share it with your librarian.



11

Coping with Social Distancing:  
<https://bit.ly/2RH2CV4>



12














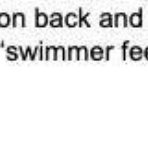


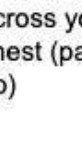


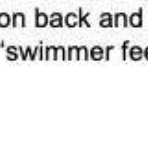


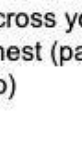

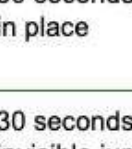
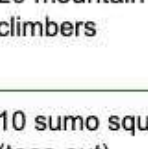
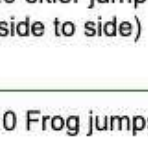
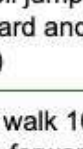
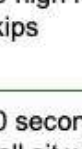
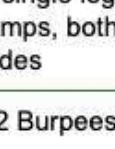
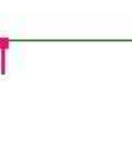





Let's Take a Mindful Walk!:  
<https://bit.ly/2RCZ8ms>



Name: \_\_\_\_\_

**Directions:**

- Find a die or pair of dice. You can play with one die, just choose six of the below exercises. OR play with two dice, and use the entire table.
- Roll your dice, what did you roll? If it was a 2 and a 5, you can choose what to complete; find the number 2 row and match it up with the number 5 column, that box has 10 squats, or find the 5 row and the 2 column, that box has 20 mountain climbers, you get to choose!

	1	2	3	4	5	6
1	20 Jumping Jacks 	5 Push-ups 	20 second plank 	5 Jump and turn 	10 tuck jumps 	Bear Crawl 12 "steps" 
2	20 alternating walking lunges 	20 sit ups 	20 second wall sit with knees at 90 degrees 	5 burpees 	10 squats 	10 second side plank- both sides 
3	30 seconds of high knees 	20 seconds of arm circles (forward and back) 	Reach for the sky and count to 20 	10 Superman 	Sit and reach for your toes, hold for 20 seconds. 	Butterfly stretch for 20 seconds 
4	20 Soldier Walks 	30 seconds of flutter kicks (lay on back and "swimmer feet") 	30 seconds of butt kicks 	10 Star Jumps (Don't forget, "I'm a STAR") 	20 sec. each side, arm across your chest (palm up) 	10 hip bridges 
5	30 seconds jog in place 	20 mountain climbers 	20 skier jumps (side to side) 	20 bell jumps (forward and back) 	10 high knee skips 	5 single leg jumps, both sides 
6	30 seconds of invisible jump rope 	10 sumo squats (toes out) 	10 Frog jumps 	Crab walk 10 steps forward and back 	30 second wall sit with knees at 90 degrees 	12 Burpees 





Name: \_\_\_\_\_

### Let's Take a Mindful Walk!

Mindful walks are good for our bodies and emotions. They are a great way to take a break from the screen and focus on the moment. Mindful walking is a great tool to have in your emotional tool kit. During a mindful walk we pay attention to what is going on around us, not the thoughts in your head. Mindful walking is great because you can do it inside, in nature, or in the city. Pick a day this week to take a mindful walk.

Start by noticing your body, use deep, calming breaths to focus your attention. Finish this sentence, "My body feels....."

Walk forward with slow, steady steps. Notice how your feet feel on the ground.

- What do you see as you walk? Can you name four things?
- What do you hear on your walk? Can you name three things?
- What do you feel on your walk? Can you name two things?
- What do you smell on your walk? Can you name one thing?





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

### Eric Carle's Tiny Seed

Eric Carle is a children's book author and illustrator. You may know some of his more popular books: The Very Hungry Caterpillar, Brown Bear, Brown Bear, What Do You See, The Very Busy Spider. He is an artist that creates his work by cutting out shapes from different pieces of painted paper that he has painted. Texture and color are really important in his work.

Week 1: Click the link below and listen to Eric Carle's The Tiny Seed.

<https://www.youtube.com/watch?v=3mtp0VHJuP4>

Create texture rubbings on separate pieces of paper by placing a textured object underneath a piece of paper and use the side of your crayon to rub over the paper. The texture of the object should appear on your paper.

Week 2: Using your texture rubbing to cut out sections of a flower to assemble on a separate background paper. You can even include some recycled materials to make it more interesting. Upload your finished product to our Google Classroom. Here's a few examples:



## Picasso Faces

Pablo Picasso is a famous abstract artist that created both paintings and sculptures. Abstract means that it is not meant to look realistic.

Week 1: Watch the video about Pablo Picasso's artwork:

<https://www.youtube.com/watch?v=RINf5XZDcQs>

Find a plate or a surface that you can use for a face! Make a collection of items such as small toys, kitchen supplies, even office supplies.

Week 2: Identify the different parts of a face, eyes, nose, mouth, hair, eyebrows, ears. Sort your objects and think about what parts of the face that they could be used for. Build a **few** different faces, take a photo and send it to your art teacher. If you can, create a collage using PicCollage to

put all of your faces into one picture. Here are some examples:



### Natural Art

Andy Goldsworthy is an artist who uses natural objects to make his art. He uses rocks, leaves, snow, sticks, pine needles, flowers, pine cones, twigs, boulders, essentially anything that he can find. His artwork is not meant to last, eventually it all is returned to the environment.

Week 1: One nice day this week, go outside and collect some objects and see what you can make. Take a picture of each of your designs and post it for us all to see!

Week 2: Combine all of your designs into one or recreate your favorite design using different natural objects.





# What is going on?

## How to Cope with Social Distancing

Elizabeth Eisner OTR/L, Janelle Jarvis OTR/L and Samantha Ichikawa OTR/L



Adapted



Life is a little different right now. One day I was going to school and playing with my friends, and now I have to stay home all day because of this new virus that everyone is talking about! We're practicing something called "social distancing" which means I'm doing school at home and I don't get to go play with my friends as much as I used to.

This is only temporary and I'll get to see my friends again soon.

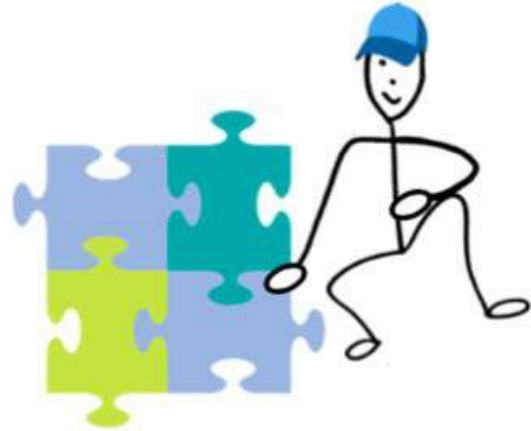






When it's time to play and I can't go outside, here are some things I can do inside.

- Make an obstacle course
- Build a fort
- Create a skit/play dress up
- Do puzzles
- Make arts and crafts
- Have a spa day

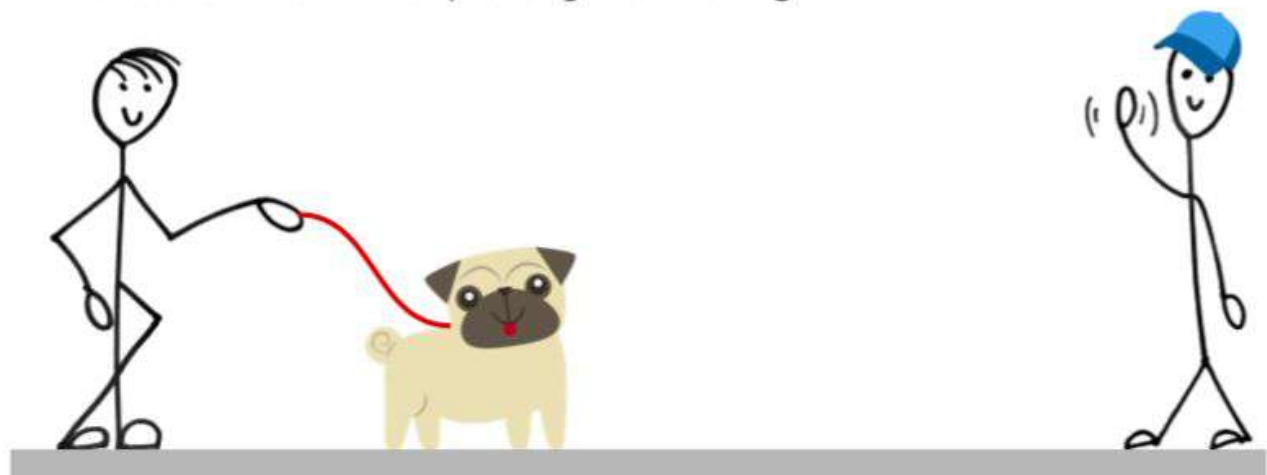


- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



I still get to go outside, but now we have to stay farther away from other people. We can still smile, wave and say "Hello", but we need to stay a safe distance apart because we want everyone to stay healthy.

I want to run up and pet my neighbor's dog but for now I can wave from where I am. This will make my neighbor happy because this will keep everyone healthy.





My favorite park might be closed, but I can still play with my family. Here are some things we can do outside:

- Decorate my driveway or sidewalk with chalk
- Go on a neighborhood walk with family
- Go on a scavenger hunt
- Walk the dog
- Go on a bike/scooter ride
- Fly a kite

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

