



Kindergarten Reading
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Week: April 27 – May 1

Technology

IXL Reading
IXL Math

EPIC

Lampe: CPU6914
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Plebanek: PET0395

We hope your third week of learning was fun! We miss teaching you in the classroom. Please continue to email us if you have any questions. We'd love to see pictures of you learning, so send us a few! Let us know if you need more assistance or ideas in supporting your child. We are open to setting up a video chat in order to help teach and interact with your child. We miss you SO much! Keep working hard and making us proud!

Love,
Miss Lampe, Mrs. Magnuson, Mrs. Plebanek 😊



	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading</p> <p>Suggested time each day 45 min</p> <p>Each day: Read 20 minutes.</p> <p>Practice the writing/reading the following sight words: my, here, all, does, me, play</p>	<p>Listen to the story <u>Something Special</u> by David McPhail (link below).</p> <p>After listening, answer the following questions:</p> <ol style="list-style-type: none"> How did Sam feel in the story? Did his feelings change at the end of the story? Why? Think of a special talent you have. Why is this talent so special? Is there a special talent you can teach to someone in your family? If so, what is that talent? <p>IXL Skills: V.1</p>	<p>Look at the Phonics Worksheet below.</p> <p>First, read through the story and find the words you know. Write or type the words you know.</p> <p>Next, read the story with someone then answer the questions orally.</p> <p>IXL Skills: V.2</p>	<p>Listen to the story <u>Hey! That's My Monster</u> By Amanda Knoll. (link below)</p> <p>After listening to the story, draw and create our own monster.</p> <p>Make sure you name your monster and create the setting (where they live) for your monster.</p> <p>IXL Skills: W.1</p>	<p>Read the simple story, <u>The Cod</u>. (worksheet below)</p> <p>After reading the story, answer the questions on the page.</p> <p>IXL Skills: W.2</p>	<p>First, read through the sentences on the fluency worksheet below.</p> <p>Then, complete the missing letters worksheet below.</p> <p>IXL Skills: BB.1</p>

Something Special: <https://www.youtube.com/watch?v=tSFRez8HXvk&feature=youtu.be>

Hey! That's My Monster: https://www.youtube.com/watch?v=4o6UObvan_4

Name: _____

I can Read it 3 times!



-op

Phonics Reading Comprehension

Directions: Read the passage and answer the questions.



A Carrot for Bop

Bop is hungry. She pops her head out of her den. Hop, hop, hop. She hops to the garden. Bop sees a carrot. She pulls on the top. Out pops the carrot.

Look out, Bop! The farmer will stop you!

Hop, hop, hop. Bop hops to the shop. Don't drop your carrot!

She hides in a mop. The farmer doesn't see Bop.

Bop pops her head out. Hop, hop, hop. She hops to her den. Chop, chop, chop.

Eat your carrot, Bop.

1. What does Bop see in the garden?



2. What will the farmer do?



3. Where does Bop hide?



Name: _____

-od
Family

I Can Read Simple Stories!

Directions: Read the story. Highlight the -od family words.

Answer the questions. Write the correct word on the line.



The Cod

Tod likes to fish. He got a new red rod. The rod was great.

Tod used the rod to fish.

The rod began to nod up and down.

Tod got a cod!

1. Who likes to fish?

_____.

Cod

Tod

Sod

2. Tod used the

_____ to fish.

cod

rod

nod

3. What did the rod

begin to do? _____.

pod

cod

nod

4. What did Tod get?

_____.

^anod

sod

^acod

Name: _____

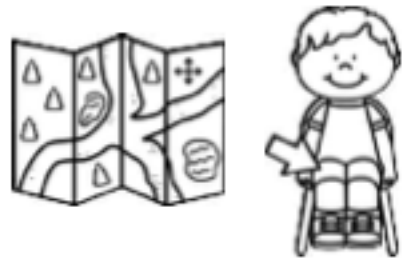
Fluency Practice Set 1

Read the sentence. Color the picture to match.

It is a cap.



It is a map.



It is a gap.



It is a lap.



It is a tap.



Name: _____

Missing Letters Set 1

Directions: Fill in the missing letter for each picture.
Write the word on the lines.



s a



b d



a d



d a



a d



p d



Kindergarten Math

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Week: April 27 -May 1

<p>Math</p> <p>Suggested time each day 20 - 30 min</p>	<p>Learning Target: I can compare the length of two objects.</p> <p>Find two crayons. -Which crayon is longer? Which crayon is shorter? -Do you have any crayons that are the same length?</p> <p>Complete GoMath Lesson 11.1</p> <p>IXL Skills: T.1, T.7, T.8, T.9</p>	<p>Learning Target: I can compare the height of two objects.</p> <p>Draw a picture of a park. Draw two slides. Which one is taller? Which one is shorter?</p> <p>Complete GoMath Lesson 11.2</p> <p>IXL Skills: T.2, T.10, T.11</p>	<p>Learning Target: I can compare height and length of two objects..</p> <p>Place 5 objects on the table. Select 2 objects and hold one in each hand. Make comparison statements about the 2 different objects. The ____ is longer than the _____. The ____ is taller than the ____.</p> <p>IXL Skills: T.1, T.2, T. 7, T.8, T.9, T.10, T.11</p>	<p>Learning Target: I can solve problems by using the strategy draw a picture.</p> <p>Select 2 objects that are about the same length or height. If you had 5 of each object, which one would be shorter or taller? Shorter or longer? Estimate first (guess). Then find out by putting the item end-to-end to measure. Draw a picture.</p> <p>Complete GoMath Lesson 11.3</p>	<p>Learning Target: I can compare the height and length of two objects.</p> <p>Get 2 sets of 12 objects that are the same length (toothpicks, Q-Tips, blocks, crayons). Roll 2 dice. Build the total number of objects in a line using the sum rolled. For Example: If you rolled a 6 and 3 you would place 9 objects in a line. Then a partner or you rolls again and builds using the other set of objects. Whose is shorter? Is it possible to roll greater amount and still have a shorter length?</p>
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	Monday	Tuesday	Wednesday	Thursday	Friday
Science Suggested time each day 15 min	<p>Learning Target: I can use a model to represent the needs of animals and the places they live.</p> <p>Find and draw an animal that lives in the grass. Think about the animals environment and what it eats and add these details to your picture. Your picture should include the animal, environment, and what it eats.</p>	<p>Learning Target: I can use a model to represent the needs of animals and what it eats and where they live.</p> <p>-Find and draw an animal that lives in a tree. Think about the animal's environment and what it eats and add details to your picture. Your picture should include the animal, environment and what it eats.</p>	<p>Learning Target: I can use a model to represent the needs of animals and where they live.</p> <p>-Choose and draw an animal that you like. Think about the animal's environment and what it eats and add details to your picture. Your picture should include what it eats, environment and the animal.</p>	<p>Learning Target:</p>	<p>Learning Target:</p>



Kindergarten Social Studies
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 Week: April 27 - May 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Social Studies Suggested time each day 15 min	Learning Target:	Learning Target:	Learning Target:	Learning Target: I can identify physical characteristics of landforms. -Go to EPIC and listen to eBook Looking at Landforms -Sort the pictures into landforms or bodies of water. -Draw a landform. (example: mountain, hill, etc.)	Learning Target: I can identify characteristics of landforms and bodies of water. -Go to EPIC and listen to the eBook Earth's Mountains And Oceans -Draw the ocean.

Social Studies

I am land that reaches up to the sky. If you climb to my top, you will be on top of the world. What am I?



A mountain!

I am land that makes a bump in the road. You may run up me or roll down me. What am I?



A hill!

I am land that is low. I am between two tall hills or mountains. My name rhymes with tally. What am I?



A valley!

I am water that is very big. I work with other water to surround land. I am the biggest type of water. Whales and sharks live in me. What am I?



An ocean!



Social Studies

I am a small body of water. You can find me in the middle of the land. Many people like to catch the fish that live in me. What am I?



A lake!

I am water that runs. I twist and wind through the land. Bridges go over me and boats go through me. What am I?



A river!



Kindergarten Writing

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 Week: April 20 - 24

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Writing</p> <p>Suggested time each day 20 min</p>	<p>Learning Target: I can label my picture.</p> <p>Think about your five senses (see, hear, taste, smell, and touch).</p> <p>Go look for items outside and write down descriptive words to explain what you've found.</p> <p>Example: green grass, crunchy leaf.</p>	<p>Learning Target: I can write a complete sentence.</p> <p>Use your descriptive words to create a poem about the outdoors.</p> <p>Example:</p> <p><u>Outdoors Poem</u></p> <p>Green Grass, Leaves Crunching, Dark Sky, Warm Breeze.</p>	<p>Learning Target: I can write a story about an animal.</p> <p>Be an illustrator today. Draw a picture that connects with the poem you wrote yesterday.</p>	<p>Learning Target: I can write a complete sentence.</p> <p>Write the following sight words in a complete sentence: my, here, who.</p>	<p>Learning Target: I can reread my story and add details.</p> <p>Write the following sight words in a complete sentence: all, does, me.</p>