Dear Kindergarteners,

We hope learning at home has been fun for you. We miss teaching you in the classroom so much. Please continue to send us emails and pictures of the great things you are doing at home. We LOVE seeing you! Let us know if you have any questions. We miss you so much. Keep making us proud! 😊

Love,
Miss Lampe, Mrs. Magnuson, Mrs. Plebanek 😊
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read the story, You Can Do It, Curious George</strong> by Margret and H.A. Rey’s.</td>
<td>Write your letters (lower case and capital) on a piece of paper. After writing them, say each letters sound. Then, complete the Missing Letters worksheet below.</td>
<td>Watch the video on character traits (link below). After listening, think back to Curious George and describe his character traits you see on the outside and the inside. Feel free to use the graphic organizer below.</td>
<td>Read the story <em>The Bug’s New Home</em>. Read it at least three times.</td>
<td>Watch the sight word dance video (link below).</td>
</tr>
<tr>
<td>Practice the writing/reading the following sight words: came, black, did, am, ate, must, new, our</td>
<td>IXL Skills: O.1</td>
<td>IXL Skills: O.2</td>
<td>IXL Skills: O.3</td>
<td>IXL Skills: O.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>After watching the video, look at the sight words on the left side of this page. Write each word 3 times.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>After writing, go search in a book to see if you can find them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IXL Skills: O.5</td>
</tr>
</tbody>
</table>

**Monday-You can do it, Curious George:** [https://www.youtube.com/watch?v=sa8pCvjAJIo](https://www.youtube.com/watch?v=sa8pCvjAJIo)

**Wednesday-Describing Characters:** [https://www.youtube.com/watch?v=xKE_F15FzQ](https://www.youtube.com/watch?v=xKE_F15FzQ)

**Friday- Sight Word Video:** [https://www.youtube.com/watch?v=1sNPUmZQels](https://www.youtube.com/watch?v=1sNPUmZQels)
Tuesday: Missing Letters

**Missing Letters Set I**

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

1. **top**
   - Picture: Mountain
   - Letter: (_)
   - Word: Mountain

2. **mop**
   - Picture: Mop
   - Letter: (_)
   - Word: Mop

3. **pop**
   - Picture: Pie
   - Letter: (_)
   - Word: Pie

4. **hop**
   - Letter: (_)
   - Word: Hop

5. **stop**
   - Letter: (_)
   - Word: Stop

6. **cop**
   - Letter: (_)
   - Word: Cop
I can use character traits to describe Curious George.

<table>
<thead>
<tr>
<th>Curious George on the Outside</th>
<th>Curious George on the Inside</th>
</tr>
</thead>
<tbody>
<tr>
<td>• brown</td>
<td>• curious</td>
</tr>
</tbody>
</table>
Phonics Reading Comprehension
Directions: Read the passage and answer the questions.

The Bug’s New Home
Who dug this hole? The bug dug the hole.

“This is a good home for a me,” says the bug.

The bug puts down his rug. He gives it a tug. He lugs in his
jug. He sets out his his mug.

“This home is so snug,” says the bug. The bug hugs his toy
pug. It is a good home for a bug.

1. Who likes the hole? [red]

2. What does the bug put in his home? [orange]

3. What does the bug give his toy pug? [green]
| Math Suggested time each day | Learning Target: I can compare the weights of two objects.  
- Find two toys. Put them in each of your hands. Which one is heavier? Which one is lighter?  
- Use your shoe and find objects that are heavier, lighter and about the same weight.  
Complete GoMath Lesson 11.4  
IXL Skills: T.4 | Learning Target: I can describe several measurable attributes of a single object.  
Grab a book.  
- What different ways can you measure it?  
Draw a picture of the book. Use a red crayon to draw a line to measure length. Use a blue crayon to measure height.  
Complete GoMath Lesson 11.5  
IXL Skills: T.5 | Learning Target: I can classify and count objects by color.  
Solve the problem:  
Anita has some socks. Some are red, some are blue, and some are green. How can she sort and classify them?  
Draw a picture.  
Complete Go Math Lesson: 12.1  
IXL Skills: Q.2, Q.4, Q.5 | Learning Target: I can classify and count objects by shape.  
- On a piece of paper, draw a red circle, blue square, yellow triangle and green circle.  
Which shapes are alike?  
Complete Go Math Lesson: 12.2  
IXL Skills: Q.6, Q.1, Q.3 | Learning Target: I can classify and count objects by size.  
- Use the word big or small to describe a school bus.  
- Which word describes the size of a toy truck.  
- Find other things in your house and describe them as big or small.  
Complete GoMath Lesson: 12.3  
IXL Skills: Q.7, Q.8 |
Name ____________________________

Reflect

about as heavy as my shoe

heavier than my shoe

lighter than my shoe

DIRECTIONS  Compare objects to the weight of your shoe. Find an object that is about the same weight, one that is heavier, and one that is lighter. Draw what you find each time.

Review Project
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Learning Target: I can observe different places where plants and animals live.</td>
<td>Learning Target: I can observe different places where plants and animals live.</td>
<td>Learning Target: I can observe ways that plants and animals change their environment.</td>
<td>Learning Target:</td>
<td>Learning Target:</td>
</tr>
<tr>
<td></td>
<td>-Draw a picture of an animal that lives near you.</td>
<td>-Go on a Nature Walk! You can use the check list and have some fun. There are two of them because maybe you want to do it again! It’s nice to get outside and enjoy the spring weather! Don’t forget sunscreen!</td>
<td>-Look at the picture. How are plants, animals and people making changes? Circle 4 ways.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Week: May 4 - 8
Nature Walk

Directions: Take a walk with your partner. Circle or

If you spot one of the objects below.

[Images of bird, butterfly, tree, flower, sunflower, ladybug, cloud, ant, nest]

[Thumbs up and thumbs down options for each image]
# Nature Walk

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>dirt</td>
<td>leaf</td>
<td>flower</td>
</tr>
<tr>
<td>spider</td>
<td>butterfly</td>
<td>mushroom</td>
</tr>
<tr>
<td>worm</td>
<td>bird</td>
<td>ant</td>
</tr>
<tr>
<td>bee</td>
<td>squirrel</td>
<td>sprout</td>
</tr>
<tr>
<td>tree</td>
<td>cloud</td>
<td>grass</td>
</tr>
</tbody>
</table>
Plants and Animals Change the Environment

Vocabulary
environment

I can observe ways that plants and animals change their environment.

Jumpstart Discovery!

Look at the picture.
How are plants, animals, and people making changes?
Circle four ways.
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td>Learning Target:</td>
<td>Learning Target:</td>
<td>Learning Target:</td>
<td>Learning Target: I can use positional words to describe the location of self and objects relative to other locations.</td>
<td>Learning Target: I can tell the difference between a map and globe.</td>
</tr>
<tr>
<td><strong>Suggested time each day</strong></td>
<td>15 min</td>
<td></td>
<td></td>
<td>- Listen to <strong>Rosie’s Walk</strong> by Pat Hutchins.</td>
<td>- Look at the anchor charts on the following pages. Name two differences between a map and globe.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Complete Positional worksheet</td>
<td>- Complete the map and globe page. Label land and water.</td>
</tr>
</tbody>
</table>

**Rosie’s Walk**, by Pat Hutchins  
[Click here to view](#)
# LESSON 1 REVIEW

## RELATIVELY SPEAKING

Look at the pictures in each box. Determine where the animals are in each scenario. Use the word bank to write the position of the animal in the space provided in each box.

**WORD BANK** - behind, on, over, near, between, above, beside, far, under

<table>
<thead>
<tr>
<th>Box 1</th>
<th>Box 2</th>
<th>Box 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>![dog]</td>
<td>![flowers]</td>
<td>![chair]</td>
</tr>
<tr>
<td>![dog]</td>
<td>![flowers]</td>
<td>![chair]</td>
</tr>
<tr>
<td>![ant]</td>
<td>![tree]</td>
<td>![grass]</td>
</tr>
<tr>
<td>![ant]</td>
<td>![tree]</td>
<td>![grass]</td>
</tr>
<tr>
<td>![dog]</td>
<td>![fish]</td>
<td>![palm tree]</td>
</tr>
<tr>
<td>![dog]</td>
<td>![fish]</td>
<td>![palm tree]</td>
</tr>
</tbody>
</table>
MAPS

- flat
- two dimensional
- portable
- used to find absolute location
GLOBES

round

three dimensional

small model of Earth

best representation of Earth
Complete the sentences to match the pictures. Write the matching word to label the area to which the arrows are pointing (land or water).

This is a ____________________________

This is a ____________________________
### Kindergarten Writing

Melissa Lampe  Melissa.lampe@ops.org  
Traci Magnuson  traci.magnuson@ops.org  
Abbie Plebanek.  Abigail.plebanek@ops.org  

Week: May 4 - 8

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>
| **Writing**  
Suggested time each day  
20 min  

**Writing**  
**Learning Target:** I can understand what an opinion is.  
Watch the short video on opinion writing (link below). After listening, write 3 sentences of your own opinion.  
You can use these sentence starters.  
I think...  
I like...  
The best...  
Draw a picture to go along with your favorite sentence.  

**Tuesday**  
**Learning Target:** I can brainstorm a topic.  
Watch the short video on brainstorming opinion writing topics.  
After listening to the video, create a list of your favorite things. You can write the word or draw a picture of it.  
Example:  
My Favorites  
tacos  
coffee  
watching football  

**Wednesday**  
**Learning Target:** I can use my opinion in a sentence.  
Pick one topic you wrote or drew yesterday on your brainstorm list. Use this sentence frame to show your opinion.  
I like _____ because ____.  
For example:  
I like coffee because it helps me wake up.  
Draw a picture to go along with your sentence.  

**Thursday**  
**Learning Target:** I can use my own opinion in a sentence.  
Finish this sentence:  
The best thing about school is _______.  
Draw a picture to match your sentence.  
Take a picture and send your work to your teacher 😊  

**Friday**  
**Learning Target:** I can use my own opinion in a story.  
Listen to the story I Wanna Iguana by Karen Kaufman Orloff (link below).  
After listening write your own opinion. If you need to, use the following sentence stem:  
I want a ____. I want a ____ because ____.  
After writing your sentences, draw a picture to match.  

---  

**Monday:**  [https://www.youtube.com/watch?v=KEK2oGBSsHk](https://www.youtube.com/watch?v=KEK2oGBSsHk)  
**Tuesday:**  [https://www.youtube.com/watch?v=qv4rHG6rrr8](https://www.youtube.com/watch?v=qv4rHG6rrr8)  
**Friday:**  [https://www.youtube.com/watch?v=mhcCglRJwFM](https://www.youtube.com/watch?v=mhcCglRJwFM)