

Stay Safe and Healthy! Here is a suggested layout for a week. You know what works for you!
 Love out to you all! Mrs. Hollingsworth (shollingsworth@paramountacademy.com)

| Subject | 4/29 | 4/30 | 5/1 | 5/4 | 5/5 |
|---|--|--|--|--|--|
| Math | <p>Calendar Concepts: Days of the week, month, count days up to current date. Count by ones, fives, and tens to 100</p> <p>Worksheets: 125</p> | <p>Calendar Concepts: Days of the week, month, count days up to current date. Count by ones, fives, and tens to 100</p> <p>Worksheets: 126</p> | <p>Calendar Concepts: Days of the week, month, count days up to current date. Count by ones, fives, and tens to 100</p> <p>Worksheets: 127</p> | <p>Calendar Concepts: Days of the week, month, count days up to current date. Count by ones, fives, and tens to 100</p> <p>Worksheets: 128</p> | <p>Calendar Concepts: Days of the week, month, count days up to current date. Count by ones, fives, and tens to 100</p> |
| <p>Phonics Please use the provided script to assist your child with the worksheets. Reach out to me with questions.</p> | <p>Everyday review: Each letter/letter sound. Sight words.* Read a Book.</p> <p>Lesson 125</p> | <p>Everyday review: Each letter/letter sound. Sight words.* Read a Book.</p> <p>Lesson 126</p> | <p>Everyday review: Each letter/letter sound. Sight words.* Read a Book.</p> <p>Lesson 127</p> | <p>Everyday review: Each letter/letter sound. Sight words.* Read a Book.</p> <p>Lesson 128</p> | <p>Use the sight word check list to check which sight words your child knows.</p> |
| <p>Check out www.scholastic.com/learnathome And check out activities under PreK-K, week 3</p> | Ladybugs | Clean Teeth | Life cycle of Butterflies | Kids can Help | What is Rain? |

Sight Word List: the, to, of, from, four, into, one, you, said, have, do, love, was, what, my, two, when, they, who, come

Name _____

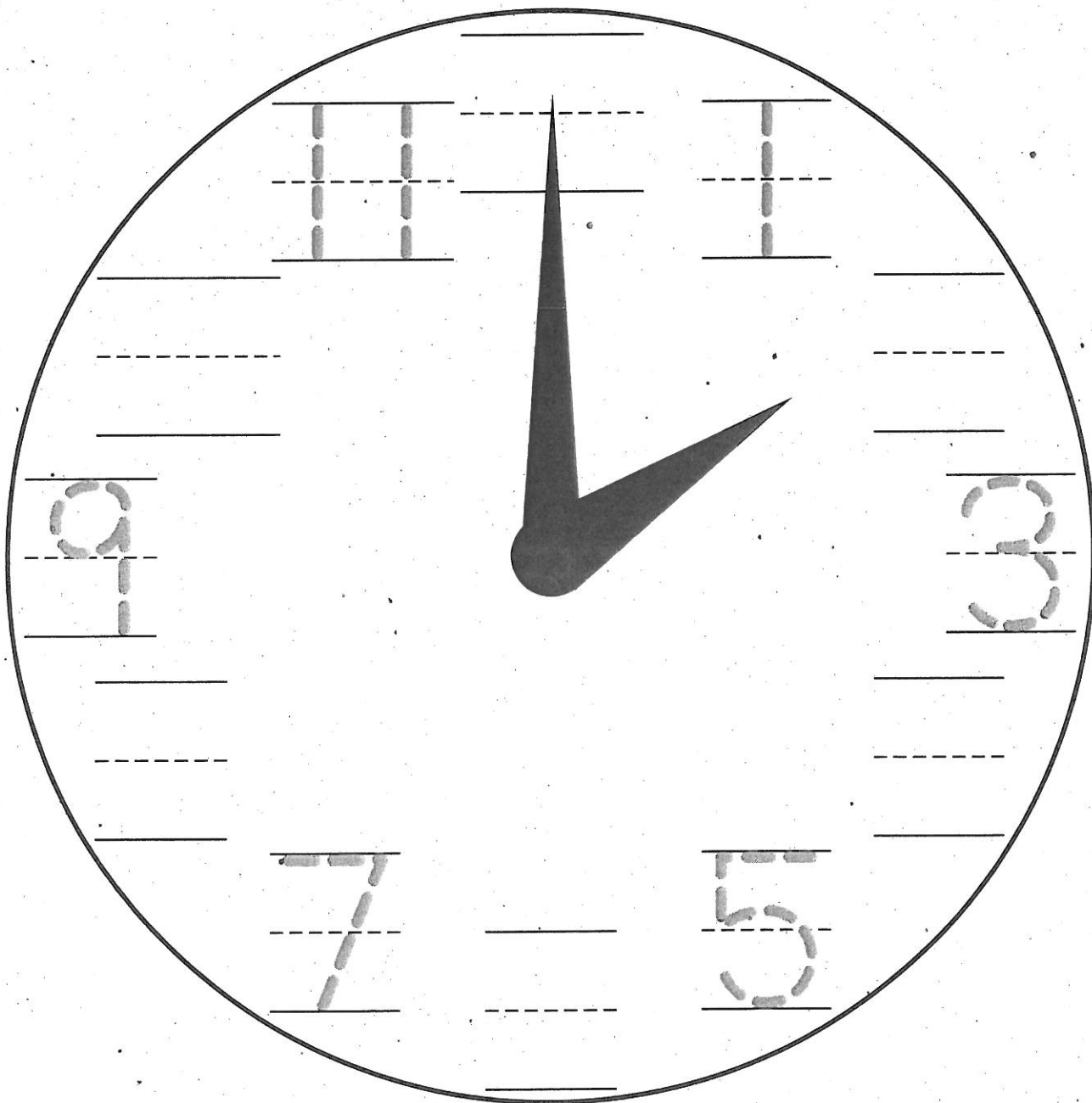
Connect the dots as you count by 2's from 2 to 12.

| | | | | | |
|---|---|---|---|----|----|
| 2 | 4 | 6 | 8 | 10 | 12 |
|---|---|---|---|----|----|



This page may not be reproduced without permission of Harcourt Achieve Inc.

Fill in the even numbers on the clock.



This page may not be reproduced without permission of Harcourt Achieve Inc.

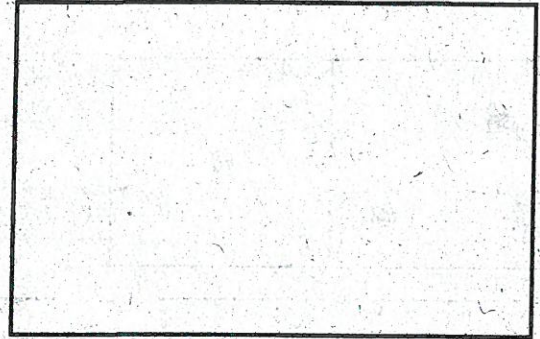
What time does the clock show?

Name _____

- A. Kathryn has 3 yellow flowers and 1 red flower.

Draw the flowers.

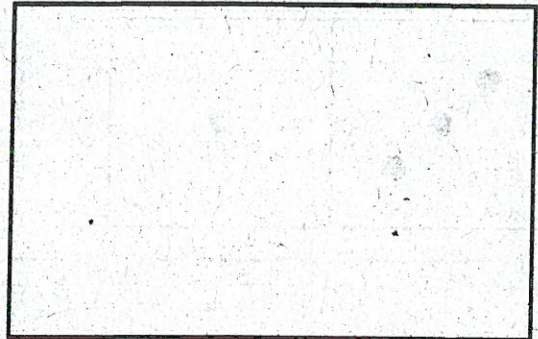
How many flowers does Kathryn have altogether?



- B. Davia has 4 blue circles and 2 green circles.

Draw the circles.

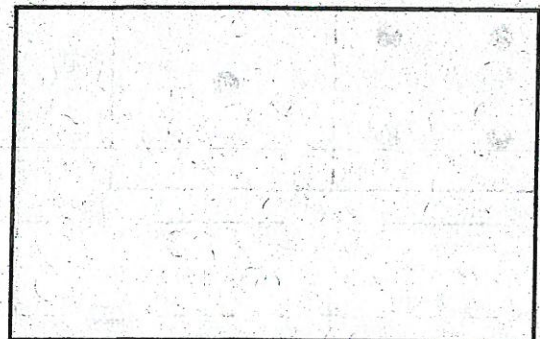
How many circles does Davia have altogether?



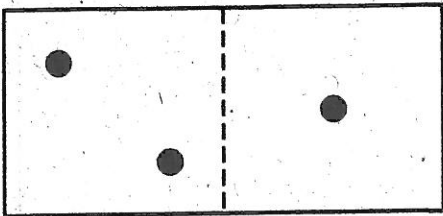
- C. Samir has 1 red crayon, 2 blue crayons, and 1 green crayon.

Draw the crayons.

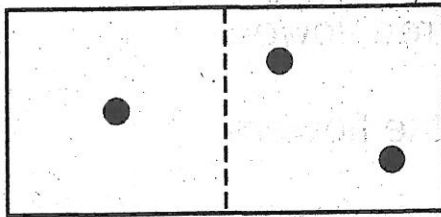
How many crayons does Samir have altogether?



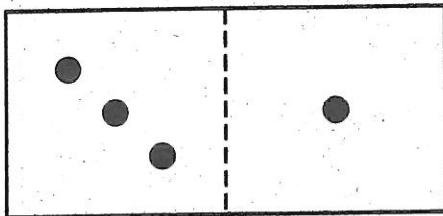
How many dots are on each half?
 How many dots are on each domino?



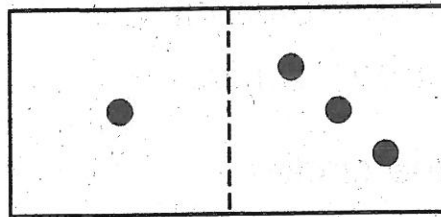
_____ + _____ = _____



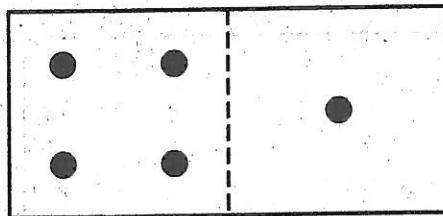
_____ + _____ = _____



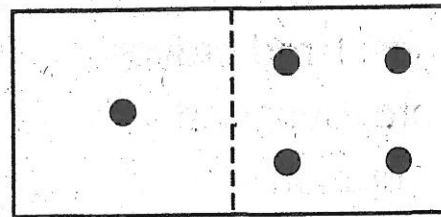
_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____

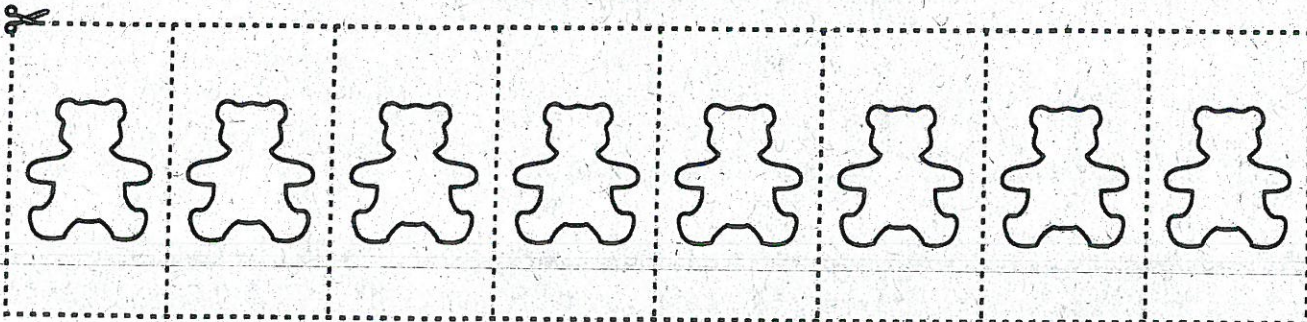
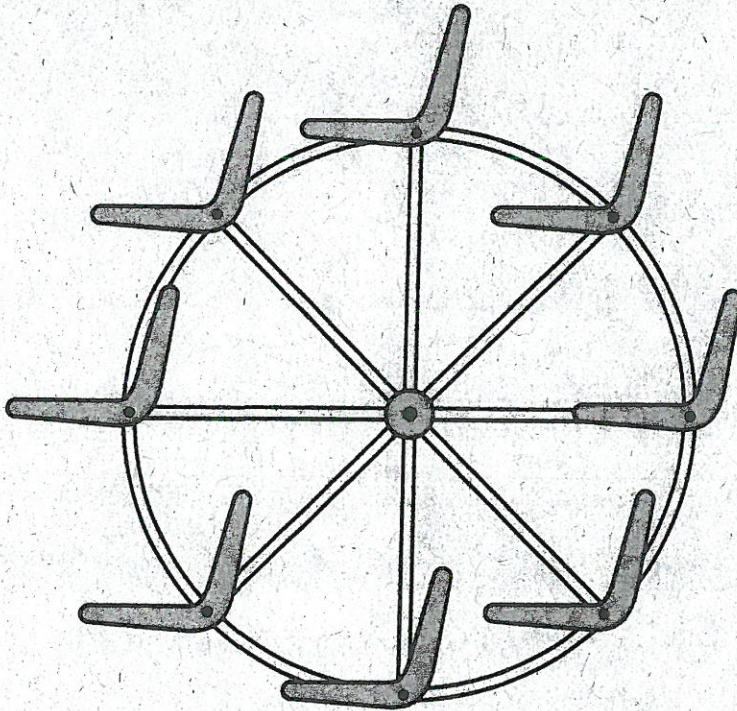
This page may not be reproduced without permission of Harcourt Achieve Inc.

Name _____

Parent: Assist your child as he or she colors and cuts apart the teddy bears at the bottom of this paper. Ask your child to use the teddy bears to act out the story below as you read it. Make up additional stories for your child to act out. Ask your child to make up a story for you to act out.

Story: Eight teddy bears got on the Ferris wheel. When the Ferris wheel stopped, 1 teddy bear got off. How many teddy bears are on the Ferris wheel now?

Continue with 2 teddy bears, then 3 teddy bears, and then the last 2 teddy bears getting off the Ferris wheel.

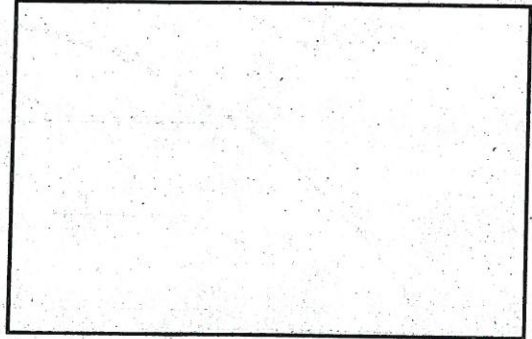


Name _____

- A. Sam had 4 cookies. Draw the cookies.

He ate 1 cookie. Cross out the cookie Sam ate.

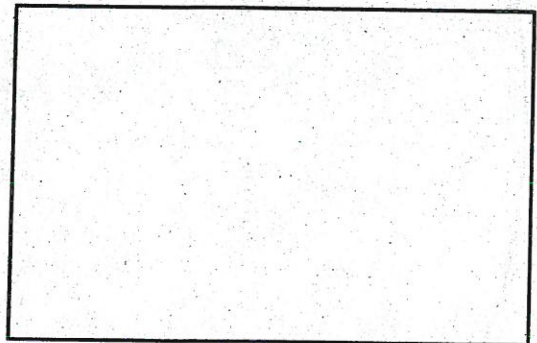
How many cookies are left?



- B. Cindi had 3 balloons. Draw the balloons.

One balloon popped. Cross out the balloon that popped.

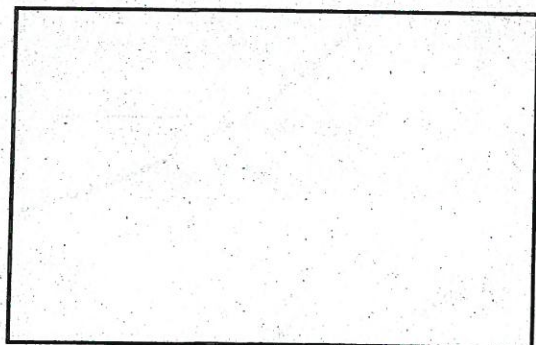
How many balloons are left?



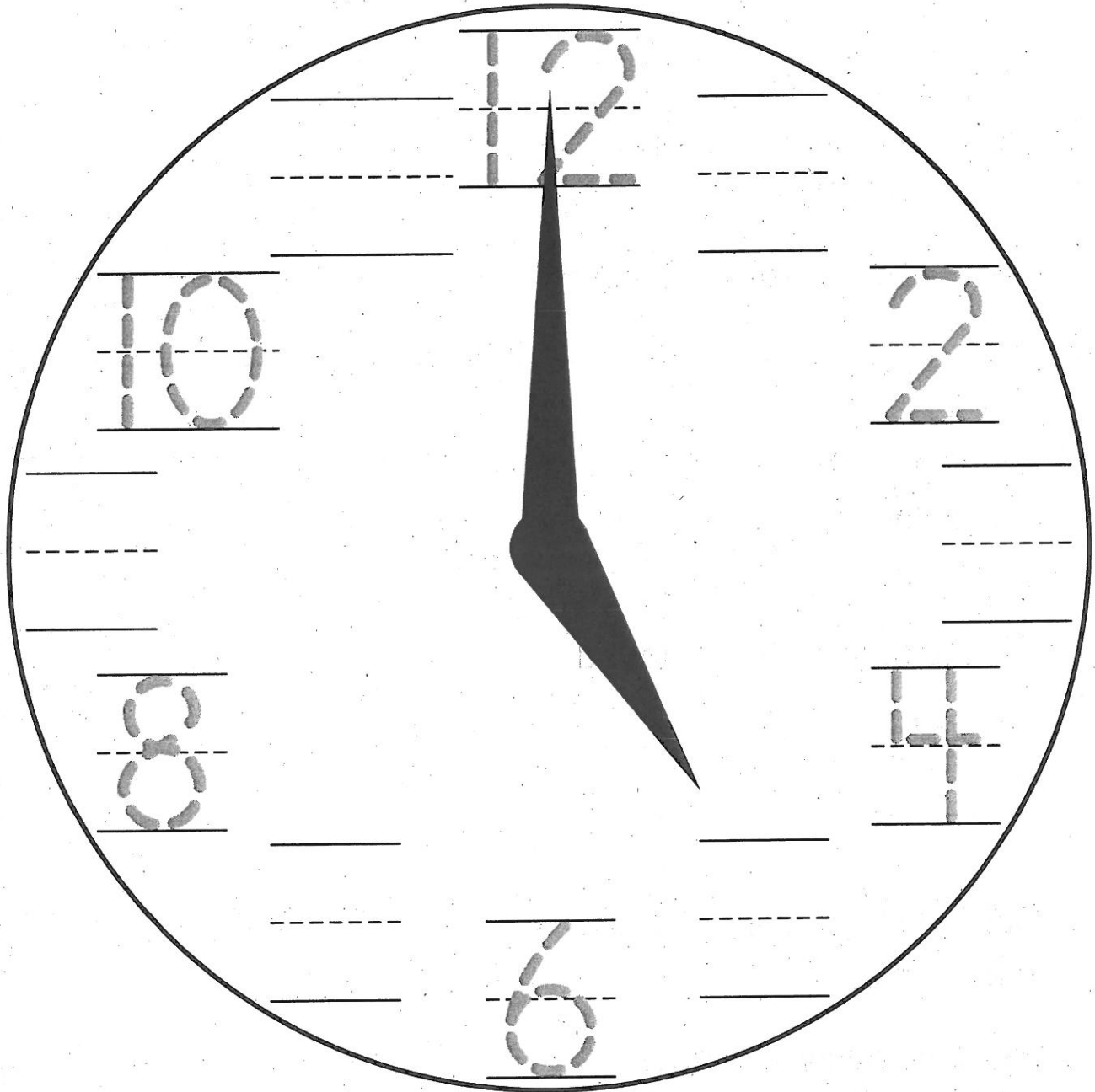
- C. Bob had 5 pennies. Draw the pennies.

He gave away 1 penny. Cross out the penny he gave away.

How many pennies does Bob have left?



Fill in the odd numbers on the clock.



This page may not be reproduced without permission of Harcourt Achieve Inc.

What time does the clock show?

Phonics Script for Parents 4/27/2020-5/1/2020 , due on 5/6/2020

**Your child should be familiar with the layout of these worksheets as they are done in class weekly.
The new concept: vowel-consonant-sneaky e, Sight word COME**

Reading Practice 25 Practice reading these words with your child this week.

125

When a vowel is followed by a consonant, and that consonant is followed by an e, the e is silent and the vowel becomes long, saying its name.

Worksheets 125:

Child writes a-e in line number 1.

2-4. Read the words and draw a line to the corresponding pictures

5-7. Spell the following words, then draw a line to the corresponding pictures

5. gate

6. wave

7. cane

Sight word: who

Lesson 126

Ask your child:

How many letters are in the alphabet? (26)

What two types of letters make up the alphabet? (vowels and consonants)

Name the vowels (a,e,i,o,u)

O-E, HOSE

Worksheet 126:

1-12: Give your child the following clues, ask them the first sound or associated sound they hear. Your child will write the letter, digraph, or vowel combination (a-e) associated with that sound. For example: Lion: first sound, child writes L

1. Cake, **a-e**
2. Tooth, **oo**
3. Ice, **i**

4. Feather, th
5. Quilt, qu
6. Hook, oo
7. Unicorn, u
8. Shark, sh
9. Overall, o
10. Kite, Cat, Duck, k,c,ck
11. Equal, e
12. Thimble, th

Write o-e on line 1, below the first 12 blanks

2-4, read the words and draw a line to the corresponding pictures

5-7, write the following words and draw a line to the corresponding pictures

5. bone

6. cone

7. rope

Circle sight word: WHO

Lesson 127:

Dime, Long l-e

New sight word: come

Worksheet 127:

Write l-e in blank number 1.

2-4 read the words and draw a line to the corresponding picture

5-7 Spell the following words and draw a line to the corresponding picture

5. five

6. nine

7. kite

Sight word: come

Lesson 128:

Cube, u-e, concrete, e-e

Worksheet 128:

1-35. Give the following clues and beginning sounds (unless indicated otherwise). Your child writes the letter, digraph, or vowel combination (a-e) associated with sounds.

1. *Lion, Ll*
2. *Octopus, Oo*
3. *Goat, Gg*
4. *Hat, Hh*
5. *Tent, Tt*
6. *Pig, Pp*
7. *Apple, Aa*
8. *Nest, Nn*
9. *Monkey, Mm*
10. *Inch, li*
11. *Sun, Ss*
12. *Fish, Ff*
13. *Rabbit, Rr*
14. *Kite, Cat, Duck (ending in duck), K,C,CK*
15. *Balloon, Bb*
16. *Umbrella, Uu*
17. *Zebra, Zz*
18. *Elephant, Ee*
19. *Yarn, Yy*
20. *Jar, Jj*
21. *Dog, Dd*
22. *Vest, Vv*
23. *Wagon, Ww*
24. *Fox, Xx*
25. *Quilt, Qu*
26. *Acorn, Aa, cake, a-e*
27. *Equal, Ee, concrete, e-e*
28. *Ice, li, dime, l-e*
29. *Overalls, Oo, hose, o-e*
30. *Unicorn, Uu, cube, u-e*
31. *Shark, SH*
32. *Feather, th*
33. *Thimble th*
34. *Hook, oo*
35. *Tooth, oo*

1. Write u-e

2-6: Read the words and draw a line to the pictures.

Circle the sight words: come

Name _____

1. foot8. room2. wood9. broom3. hood10. tool4. stood11. stool5. book12. booth6. look13. tooth7. shook14. who

Dear Parent/Guardian:

Your child has learned the sounds of **digraph oo**. Like digraph *th*, digraph *oo* has two sounds: a long sound, as in tooth, and a short sound, as in look. Your child should recognize both the long and short sounds, but he/she may code digraph *oo* only by underlining it; no vowel coding is required. Review this list with your child as often as possible. After he/she masters all the words on the list, please send it back to school.

Letters learned (in bold): **ä b c d ë f g h ï j k l m n ö p q r s t ũ v w x y z**
 ā ē ī ō ū

New sight word: **who**

Sight words are circled and should be memorized.

Name _____

ā-ø



1. _____

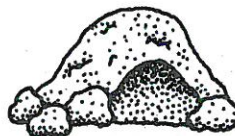
2. cake



3. cave



4. plane



5. _____



6. _____



7. _____



High Frequency Word Box

who that this
then look

Dear Parent/Guardian:

The words in the box are some of the words that occur most frequently in print. To help your child become a more fluent reader, have him/her practice reading these words to you.

Name _____

ō — ø



1. _____

5. _____

9. _____

2. _____

6. _____

10. _____

3. _____

7. _____

11. _____

4. _____

8. _____

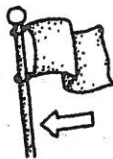
12. _____

1. _____

2. globe



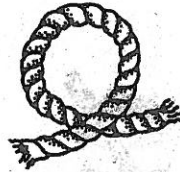
3. home



4. pole



5. _____



6. _____



7. _____



High Frequency Word Box

who with that

 this look

Dear Parent/Guardian:

The words in the box are some of the words that occur most frequently in print. To help your child become a more fluent reader, have him/her practice reading these words to you.

Name _____

i - ø



1. _____

2. bike



3. slide



4. fire



5. _____



6. _____



7. _____



High Frequency Word Box

come

use

these

make

like

Dear Parent/Guardian:

The words in the box are some of the words that occur most frequently in print. To help your child become a more fluent reader, have him/her practice reading these words to you.

Name _____

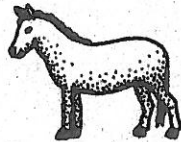
- | | | |
|-----------|-----------|-----------|
| 1. _____ | 13. _____ | 25. _____ |
| 2. _____ | 14. _____ | 26. _____ |
| 3. _____ | 15. _____ | 27. _____ |
| 4. _____ | 16. _____ | 28. _____ |
| 5. _____ | 17. _____ | 29. _____ |
| 6. _____ | 18. _____ | 30. _____ |
| 7. _____ | 19. _____ | 31. _____ |
| 8. _____ | 20. _____ | 32. _____ |
| 9. _____ | 21. _____ | 33. _____ |
| 10. _____ | 22. _____ | 34. _____ |
| 11. _____ | 23. _____ | 35. _____ |
| 12. _____ | 24. _____ | |

ū-ø, e-ø

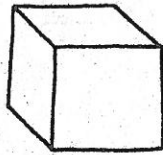


1. _____

2. cube



3. fume



4. mule



5. here

6. theme

High Frequency Word Box

come use these
make look

Dear Parent/Guardian:

The words in the box are some of the words that occur most frequently in print. To help your child become a more fluent reader, have him/her practice reading these words to you.

Sight Word Check list: put a small check mark next to the words that your child knows.

- The
- To
- Of
- From
- Four
- Into
- One
- You
- Said
- Have
- Do
- Love
- Was
- What
- My
- Two
- When
- They
- Who
- Come

Student Name _____ Week of 4/27

Physical education

Week 6

Please be sure to answer all questions to the best of your ability. Any questions feel free to email me or message me through Microsoft Teams.

P.E. week 6 quiz

Name _____ Class _____ Date _____

1. How many minutes a day should I be active and moving?

- 30
- 60
- 45
- 90

2. What component of fitness would help a cheerleader to do the splits or high kicks?

- Muscle Strength
- Cardio/ Endurance
- Flexibility
- Muscle Endurance

3. Which fitness test is used to measure muscle strength?

- Sit and Reach Test
- Weightlifting
- Pacer Test
- Push-Up Test

4. What are some benefits of being physically active?

- Stronger Heart and lungs
- Improves Learning
- Healthy Body Weight
- All of the Above

5. Which activity can strengthen my cardio-respiratory system?

- Swimming
- Playing Catch
- Relaxing
- Stretching

P.E. week 6 quiz

6. Which component of fitness involves working continuously for a long period of time?

- Muscular Endurance
- Speed
- Muscular Strength
- None of the Above

7. Which component of fitness has to do with body fat and lean muscle?

- Muscle Strength
- Endurance
- Body Composition
- Flexibility

8. How can I build my cardio-respiratory endurance?

- By Doing Strength Exercises.
- By lifting weights.
- By Doing exercises that require my heart and lungs to work harder for a while.
- By Improving my Flexibility.

9. Which one is NOT a component of fitness?

- Balance
- Body composition
- Flexibility
- Muscle strength

10. Good range of motion of joints is

- Agility
- Flexibility
- Muscular power
- Body composition

Week 6 Kindergarten through 2nd Grade Assignment

The art of Storytelling - The main theme throughout all of Theatre and performance is story telling. Legends, folklore, fairytales and fables are all forms of storytelling. Without the story there is nothing to perform! Every script that is memorized for a performance started in story form. Even if it is an original story for a script or a screen play the author needed to decide how the story would be told, what type of characters would be created, adding details to them to make them believable and realistic, adding action and adventure, happy and sad endings so that we as the audience follows the characters on their journey and feel the same things they feel. The story is what provokes emotion.

This week your activities will all connect into a story you will tell!

Activity 1 Finding a story:

What is **your** favorite story? Think about what your favorite story is. This can be a book you have read or has been read to you, a movie, cartoon or TV show you watched etc. If it is a book, re-read the book, re-watch the movie or show and make note of the details in the story. Make sure you have details about the beginning, middle and end of the story and take note of the **conflict** and **resolution** (conflict is when something goes wrong or someone has a problem they need to solve or even when the bad guy shows up and resolution is how they solve the issue) make sure you have enough details of the story to confidently re-tell the story.

Activity 2 Re-telling the story:

Take your time thinking about how you will tell this story. Practice or even right down details and practice the story in front of your parents. See if mom and dad are able to follow along with your re-telling. Get prepared to "perform" your re-telling.

Activity 3 Performing your story:

Dress up, in any way you'd like! If you have a costume from the story you are telling great! If not dress up as a Narrator, a teacher, grandparent etc. Then have your parents record you re-telling your favorite story. Use expression and excitement! Talk clearly and remember to tell details of the beginning, middle and end of the story! You may use props if you choose to. Email the video or upload it via Teams so I may watch.

