

Eagle Creek Elementary

1216 East 5th Street - Arlington, WA 98223
Office: 360.618.6270 - Fax: 360.618.6275

Kindergarten Learning Menu Information: April 27th - May 8th

Please find the attached Learning Menu for April 27th-May 8th. A few notes about the menu:

- This menu includes two-weeks of learning material and supports instruction through May 8th.
- New learning is introduced and the academic demand on students has increased. Consider working with your child to plan out how they will work through the menu over the two-week period of time.
- Students are asked to submit their work to an assignment or two- we would love to see what your children are doing so we can assess their understanding of material and plan next steps. Directions for this are provided on the menu.
- The Specialist Menu is grade level specific. Your kids can pick one Specialist area every day or so to work with.

Washington State's Superintendent's Office is recommending the following for daily learning times:

- Kindergarten/1st Grade: 45 minutes a day
- 2nd and 3rd Grade: 60 minutes a day
- 4th and 5th Grade: 90 minutes a day

We are taking weekly attendance and our goal is to check in with students at least once a week. Please be sure to connect with your teacher via e-mail, phone, Zoom, Google Classroom, or by submitting assignments.

If you are looking for more learning, consider looking back at previous menus and doing an assignment you may not have gotten to OR check out the many websites listed under "Helpful Websites".

If you have questions or concerns, please reach out to your child's teacher. Teacher e-mails are listed at the bottom of each menu.



Eagle Creek Kindergarten Menu April 27 - May 8



Remember to read each day!

| | | | | |
|------|--|---|--|---|
| Math | <p><u>Everyday</u>, count to 100 by 1s and 10s.</p> <p>Play the Out of This World Addition / subtraction fluency game.</p> <p>*BONUS work on Chapter 8 Measurement in our MyMath workbook.*</p> | <p><u>Everyday</u>, count to 100 by 1s and 10s.</p> <p>Work one of the addition/ subtraction worksheets. <i>Before you start, pick two colors one for addition, one for subtraction and go through the worksheet and color the symbols. This will help the student to see which one is addition and subtraction.</i></p> <p>*Take a picture and email it to your teacher.*</p> | <p><u>Everyday</u>, count to 100 by 1s and 10s.</p> <p>Work on one of the addition/ subtraction story problems.</p> <p>*Take a picture and email it to your teacher.*</p> <p>*BONUS work on Chapter 8 Measurement in our MyMath workbook.*</p> | <p><u>Everyday</u>, count to 100 by 1s and 10s.</p> <p>Make up your own story problem with the worksheets provided.</p> <p>*Take a picture and email it to your teacher. Your teacher might share it with families as an extra challenge.*</p> <p>*BONUS work on Chapter 8 Measurement in our MyMath workbook.*</p> |
| ELA | <p><u>Everyday</u>, practice your letters, letter sounds, and sight words.</p> <p>Read Decodable 13.</p> <p>Flower Power Word Practice</p> | <p><u>Everyday</u>, practice your letters, letter sounds, and sight words.</p> <p>Making Little Words Beanstalk activity.</p> <p>*Take a picture and email it to your teacher.*</p> | <p><u>Everyday</u>, practice your letters, letter sounds, and sight words.</p> <p>Read Decodable 14.</p> <p>Make labels (like sticky notes) ten things in your room.</p> | <p><u>Everyday</u>, practice your letters, letter sounds, and sight words.</p> <p>Read Decodable 15.</p> <p>Work on one Color by Sight Word page.</p> <p>*Take a picture and email it to your teacher.*</p> |

| | | | | |
|--------|---|---|---|---|
| Sci/SS | <p>Continue to graph the weather (sunny, windy, cloudy, and rainy). On the last day of April, which weather won? How do you know? Share your thinking and reasons why.</p> <p>*Take a picture and email it to your teacher.*</p> | <p>Write at least two sentences about your favorite season (winter, spring, summer, or fall) and why. <i>Remember to use inventive spelling, write the letters for the sounds you hear in words and draw a picture to show your words.</i></p> <p>*Take a picture and email it to your teacher.*</p> | <p>Work on the season worksheet. Match the chick to the right season.</p> <p>*BONUS go read a book in your teacher's Weather/Season collection on getepic.com Email your teacher if you did not receive an invite in your email.*</p> | <p>Work on the "Teddy Gets Dressed" worksheet.</p> <p>*BONUS: go read a book in your teacher's Weather/Season collection on getepic.com Email your teacher if you did not receive an invite in your email.*</p> |
|--------|---|---|---|---|

Sample Kindergarten Schedule

Washington State's Superintendent's Office is recommending that K/1 students should be engaged in at-home learning for 45 minutes daily.

This is meant to guide you for schooling at home. Please do what is best for you, your student and your family.

1. **10 minutes:** practice letter sounds, sight words, numbers, counting (flashcards, games, online resources, etc.)
2. **15 -20 minutes:** Work on one or two activities from our Learning Menu. (Remember, we encourage games to be played multiple times.)
3. **10-20 minutes:** listen to a grown-up and/or sibling read you a story or independently read one of your little books from school or from your home library.
4. Make sure to take **movement breaks** in between activities (go on gonoodle.com or do jumping jacks, go for a walk, play outside etc.

Health & Wellness:

Establish a new routine so that you can have balance in your day.

- Put as many things in order the night before.
- Get a good night's sleep
- Keep your wake-up routines cheerful and positive.
- Brushing teeth
- Combing hair

- Washing face
- Getting dressed
- Eating Breakfast, Drink Water
- Putting shoes on
- Exercising, Breathing, Going for a Walk
- Get your daily school done
- Do chores
- Call or facetime Family and Friends
- Enjoy the rest of your day

Library/Tech:

Print & cut out the Dash & Dot memory card game. Coding cards go face down and you're looking for a match. The other game is a memory game that asks you to match English instructions with the corresponding code (this may require help from an adult). Please find this game in the "materials" folder. Have fun!

Music:

Week 4 (4/27 -5/1)- Use the packet or click on [Make and Play a Percussion Instrument](#) for this lesson. It includes directions for the instrument, notes to create rhythms, and definitions for tempo (speed) and dynamics (volume)

[Make and Play a Percussion Instrument](#)

Week 5 (5/4 - 5/8) -Use the packet or click on [Compose a Rhythm Piece](#) for this lesson. It includes directions for the activity, notes to create rhythms, definitions for tempo (speed) and dynamics (volume), and a rhythm composition worksheet.

[Compose a Rhythm Piece](#)

PE:

Soccer Skills

Dribbling: This week as you dribble around work on changing directions quickly. Also, work on dribbling at different speeds (slow, medium, and fast).

Passing: Pass the ball to a target (a partner, tree, wall). Trying using different parts of your foot (inside and outside of the foot). Remember to use your trapping skills when the ball comes back to you.

Extension(s) of the Week:

Juggle the ball. Try and keep the ball up in the air using your feet, thighs & head, (not your hands).

General Wellness:

Make Feeling Flashcards. Find pictures in magazines or draw your own faces that go with the feeling words provided in this packet. Put the pictures/drawings with the matching feeling words on flashcard sized paper. Play Charades with these feeling cards. Charades is when you act out the feeling word without saying anything. Another person has to guess what feeling word you are acting out. Another version is to come up with other feeling words that are similar to your feeling word. Example: Happy is on the flashcard. Others could respond by saying joyful, good or pleased. See if you

can come up with other feeling words not on the list and make flashcards for them.

[Play Charades with feeling cards](#)

For more social emotional skills, lessons and helpful stories visit our Google Classroom. Log in to Google, Open Google Classroom, click the “+”; join the class Social Emotional Support During School Closure; enter in the code **kyufbxn**

Helpful Websites:

- Arlington School District School Closure Page (printable resources)
- starfall.com
- Mo Willems on YouTube (art lessons)
- Jack Hartman on YouTube (educational songs)
- gonoodle.com (movement breaks and educational songs)
- Storylineonline.com (read-alouds)
- <https://mysteryscience.com/school-closure-planning>
- Khan Academy
- https://www.youtube.com/watch?v=WqAbQ9NtV_o&feature=youtu.be,
- <https://classroommagazines.scholastic.com/support/learnathome.html>
(Scholastic has daily lessons that the kindergarten teachers love)
- abcmouse.com (wait for your teacher to email you an invitation)
- getepic.com (wait for your teacher to email you an invitation)

Teacher Emails:

Mrs. Cofer: ecofer@asd.wednet.edu

Mrs. Ford: cford@asd.wednet.edu

Mrs. Hargraves: chargraves@asd.wednet.edu

Mrs. Harrison: jharrison@asd.wednet.edu

Mrs. Johnsen: rjohnsen@asd.wednet.edu

Mrs. Jones: sjones@asd.wednet.edu,

Ms. Lorello: klorello@asd.wednet.edu

Specialist Emails:

Ms. Arnold: jarnold@asd.wednet.edu (Library/Technology)

Ms. Hallanger: ahallanger@asd.wednet.edu (Music)

Mr. McLaughlin: tmclaughlin@asd.wednet.edu (Health and Wellness)

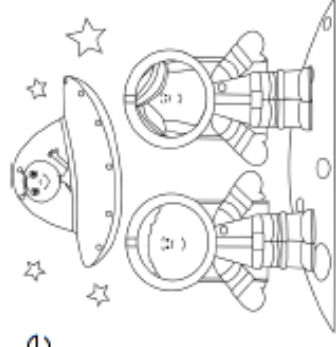
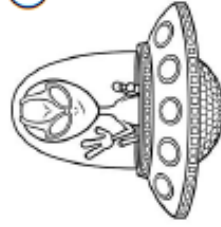
Mr. Robison: brobison@asd.wednet.edu (PE)

Ms. Jablonski: CJablonski@asd.wednet.edu (School Counselor)

Out of This World

Can you get the alien back to his friends?

Addition/Subtraction Fluency game



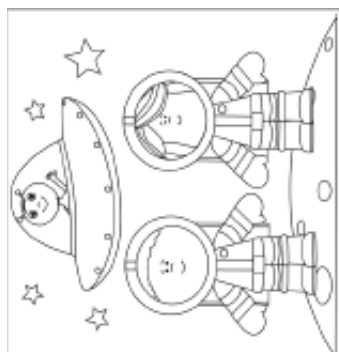
Prep:

1. Color game board with super careful kindergarten coloring.
2. Cut apart equation cards.

How to Play:

1. Find an object to use as your character for the game (you can use beans, pennies, rocks, pieces from an old game, etc)
2. Put the equation card in one pile upside down.
3. Player pulls a card and solves the equation.
4. If the player pulls a card that is addition equation, they get to go forward that many spaces for the sum (For example, if you pull $2+2$ you get to go forward 4 spaces).
5. If the player pulls a card that is a subtraction equation, they have to go backwards that many spaces for the difference (For example, if you pull $3-2$ you get to go backwards 1 space).
6. The first person to end wins but we are all winning because we are all growing our brains.





$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} - 3 \\ + \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 09 \\ + \\ \hline \end{array}$$

$$\begin{array}{r} 00 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + \\ \hline \end{array}$$

$$\begin{array}{r} - \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} -8 \\ + \\ \hline \end{array}$$

$$\begin{array}{r} 010 \\ + \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 08 \\ + \\ \hline \end{array}$$

$$\begin{array}{r} -9 \\ + \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

4

0

+

—

8

0

+

—

0

1

+

—

3

0

+

—

7

0

+

—

0

0

+

—

2

0

+

—

6

0

+

—

10

0

+

—

1

0

+

—

5

0

+

—

9

0

+

—

$$\begin{array}{r} 9 \\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 7 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 8 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 0 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 1 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 2 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 3 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 4 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 5 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 6 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 7 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ 0 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ 1 \\ - \\ \hline \end{array}$$

| | | |
|---|---|---|
| $\begin{array}{r} 6 \\ 5 \\ \hline - \end{array}$ | $\begin{array}{r} 5 \\ 2 \\ \hline - \end{array}$ | $\begin{array}{r} 4 \\ 0 \\ \hline - \end{array}$ |
| $\begin{array}{r} 6 \\ 4 \\ \hline - \end{array}$ | $\begin{array}{r} 5 \\ 1 \\ \hline - \end{array}$ | $\begin{array}{r} 5 \\ 5 \\ \hline - \end{array}$ |
| $\begin{array}{r} 6 \\ 3 \\ \hline - \end{array}$ | $\begin{array}{r} 5 \\ 0 \\ \hline - \end{array}$ | $\begin{array}{r} 5 \\ 4 \\ \hline - \end{array}$ |
| $\begin{array}{r} 6 \\ 2 \\ \hline - \end{array}$ | $\begin{array}{r} 6 \\ 6 \\ \hline - \end{array}$ | $\begin{array}{r} 5 \\ 3 \\ \hline - \end{array}$ |

$$\begin{array}{r} 4 \\ 4 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 3 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ 0 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 3 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 2 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 2 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 2 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 1 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 1 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 1 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 0 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 0 \\ - \\ \hline \end{array}$$

Name _____

Spring Mixed Practice

addition & subtraction within 5

Directions: Solve each subtraction problem. Write the answer.

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$



Name _____

$1 + 8 =$

$6 + 3 =$

$9 - 9 =$

$4 + 4 =$

$9 - 4 =$

$4 + 6 =$

$10 - 6 =$

$0 + 7 =$

$2 + 2 =$

$8 - 3 =$

$9 - 7 =$

$2 + 7 =$

Counting Cars



Kent saw 3 white cars pass by his house. Then he saw 4 blue cars pass by his house. How many cars did Kent see all together?

My Picture:

My Number Line:



My Equation:

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

My Answer:

 cars

Josh's Candy Jar



Josh had 5 pieces of candy in his candy jar.
He ate 2 pieces of candy. How many pieces of
candy does Josh have left?

My Picture:

My Number Line:



My Equation:

_____ - _____ = _____

My Answer:

Pieces
of
candy

Bugs Bugs Bugs



Trina spied 2 ladybugs crawling on a leaf. Later, she found 6 ants on the sidewalk by her house. How many bugs did Trina find in all on her nature walk?

My Picture:

My Number Line:



My Equation:

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

My Answer:

 bugs

Karen's Piggy Bank

Karen had 7 pennies in her piggy bank. She gave 3 pennies to her little brother. How many pennies does Karen have left?



My Picture:

My Number Line:



My Equation:

_____ - _____ = _____

My Answer:

_____ pennies

Write your story problem in the blank space.

My Picture:

My Number Line:



My Equation:

_____ = _____

My Answer:

Write your story problem in the blank space.

My Picture:

My Number Line:



My Equation:

_____ = _____

My Answer:

Write your story problem in the blank space.

My Picture:

My Number Line:



My Equation:

_____ = _____

My Answer:

Write your story problem in the blank space.

My Picture:

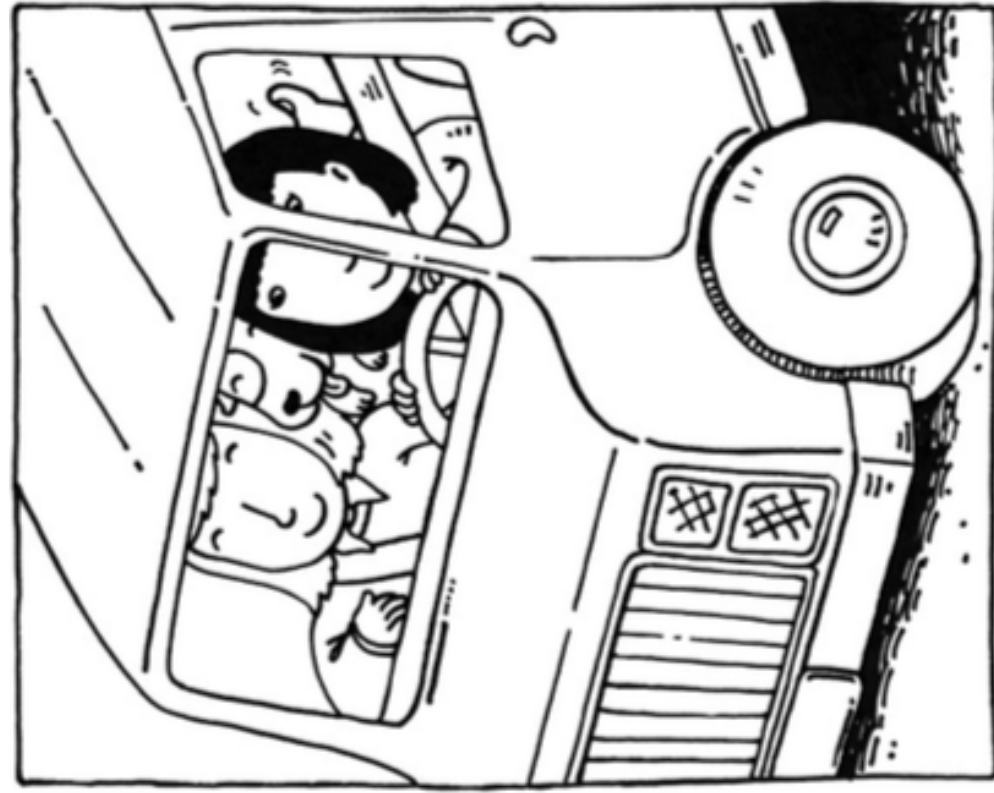
My Number Line:



My Equation:

_____ = _____

My Answer:



Yes!

Vic is in the van!

Vic Yelps

by Giulia Verzariu
illustrated by Rusty Fletcher

Decodable I3



Barbelle, WA • Chicago, IL • Columbus, OH • New York, NY

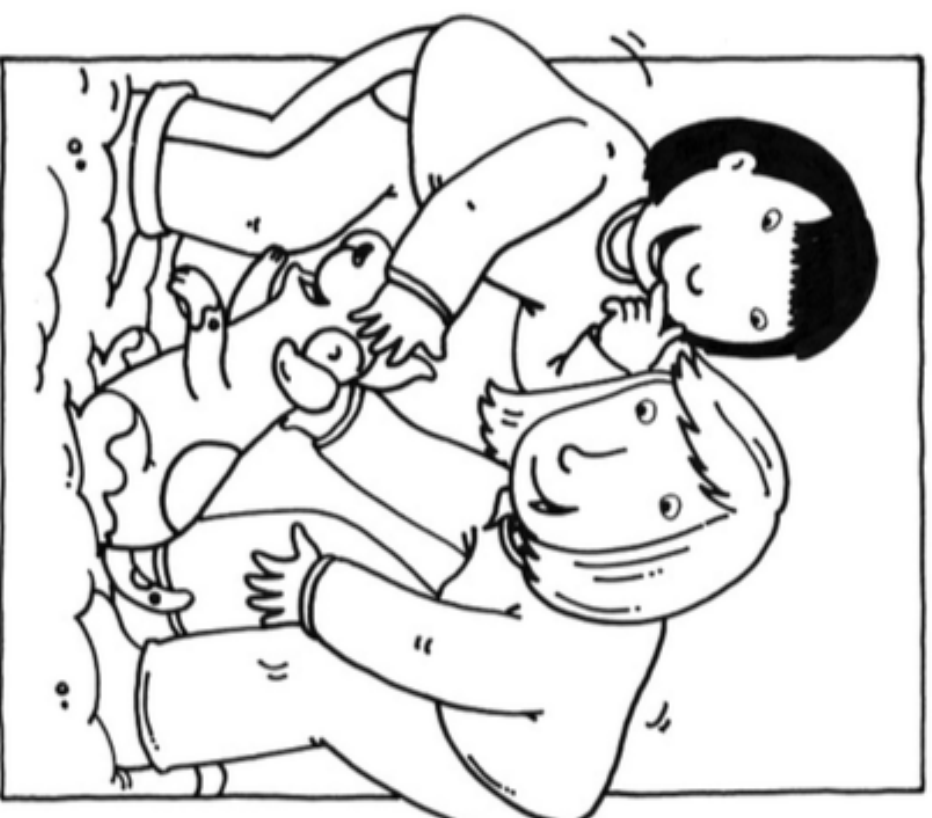
MHEonline.com



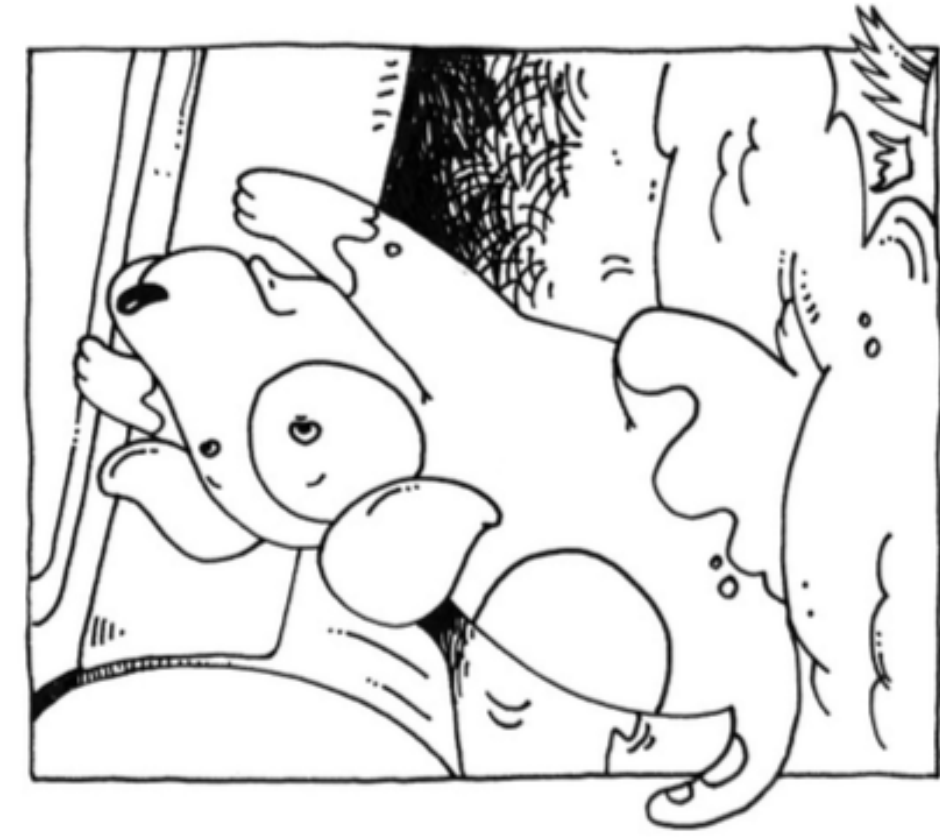
Copyright © 2015 McGraw-Hill Education

All rights reserved. The contents, or parts thereof, may be reproduced in print form for non-profit educational use, with SRA Open Court Reading, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without the prior written consent of McGraw-Hill Education, including, but not limited to, network storage or transmission, or broadcast for distance learning.

Send all inquiries to:
McGraw-Hill Education
8787 Orion Place
Columbus, OH 43240

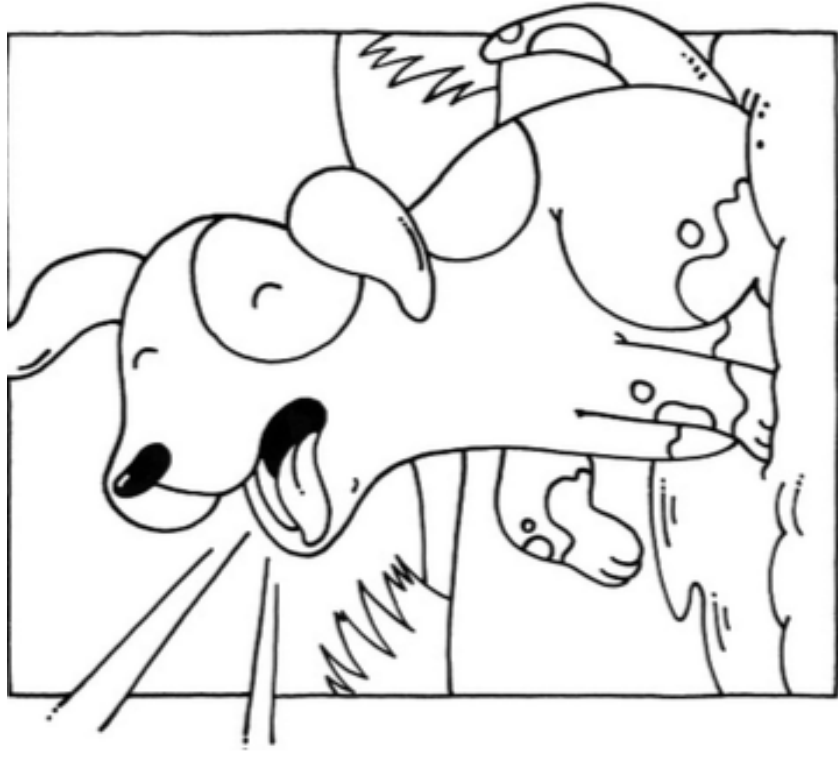


Jen and Val were in mud.



Vic was not in the van yet.

6

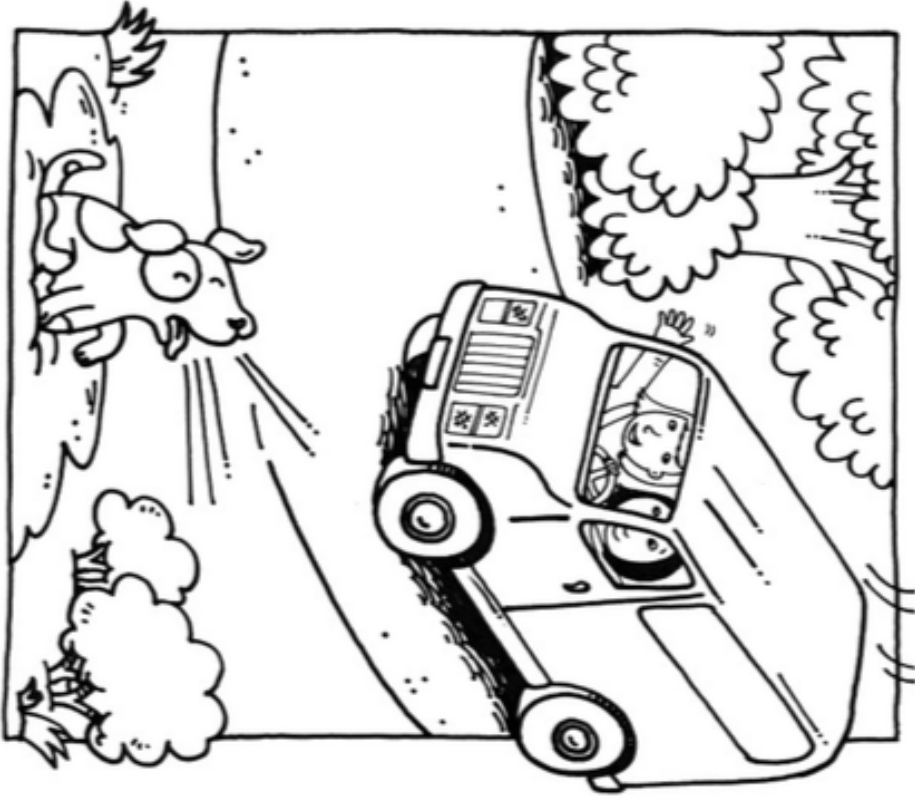


Vic was in mud.

Yelp!

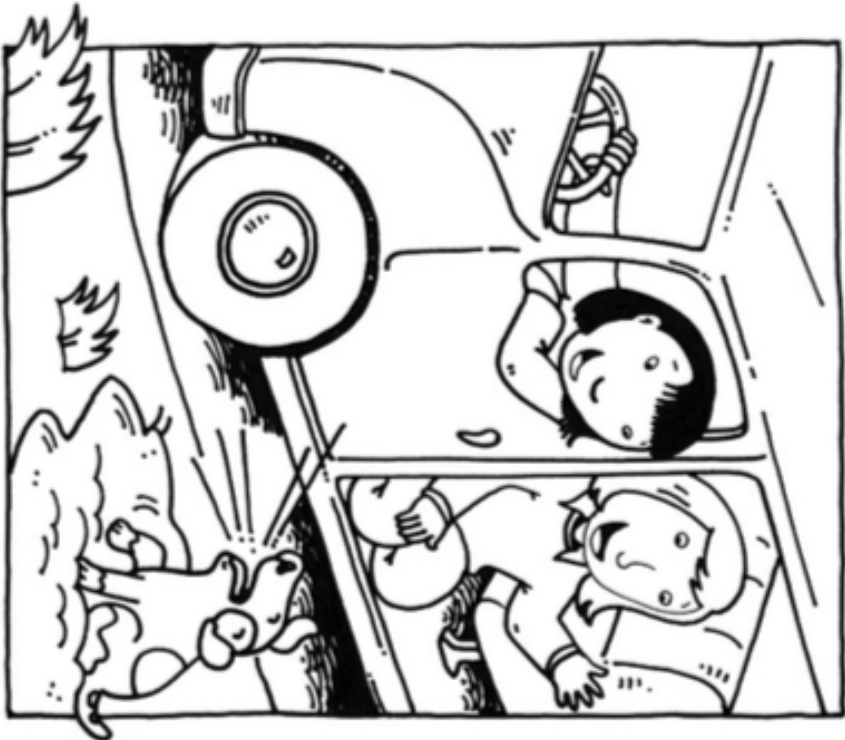
Yelp!

3



Jen and Val were glad to help.

4



Get in the van, Vic.

Jump!

5

Roll a Word

- Collect a dice and 3 plastic flowers or some other type of game piece for each child. Also, reproduce the Roll a Word game board for each child. Laminate and cut apart.
- Invite the children to lay the flowers along the bottom edge, one for each column.
- Now, roll the dice. Move the first flower that many spaces up the column. Repeat with the second and third flower.
- Reproduce the Roll a Word recording sheet for each child.
- In the first text box, have the children write the letter that the first flower landed on. Write the letter that the second flower landed in the second box. And, write the letter that the third flower landed on in the third box.
- Write the three letters together in the long box after the arrow.
- Invite the children to blend the three sounds together to read the new word. Ask, "Is it a real word or a 'Dr. Seuss' word?"
- Repeat the activity until the recording sheet is completed.





b



a



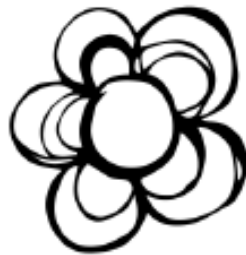
p



t



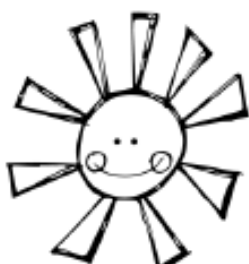
e



g



r



i



h



s



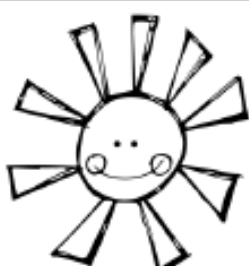
o



m



f



u



b



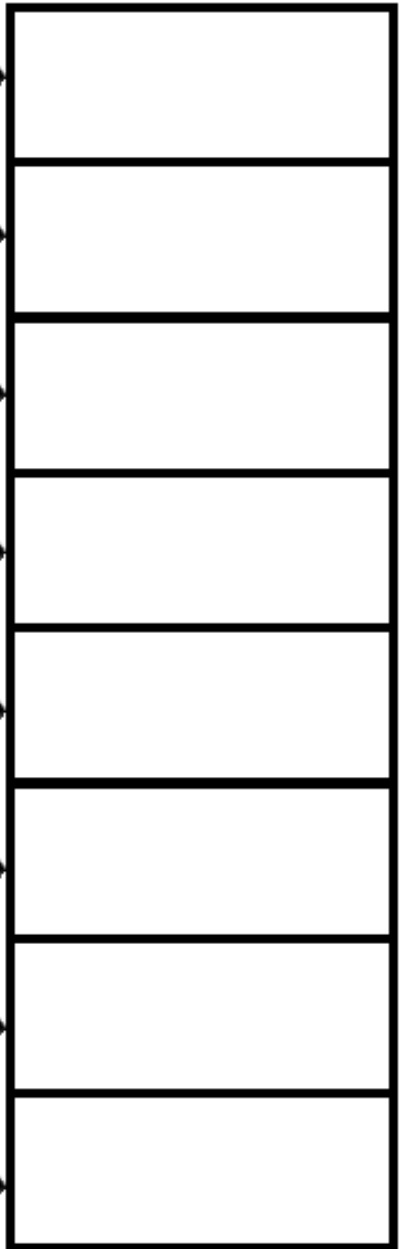
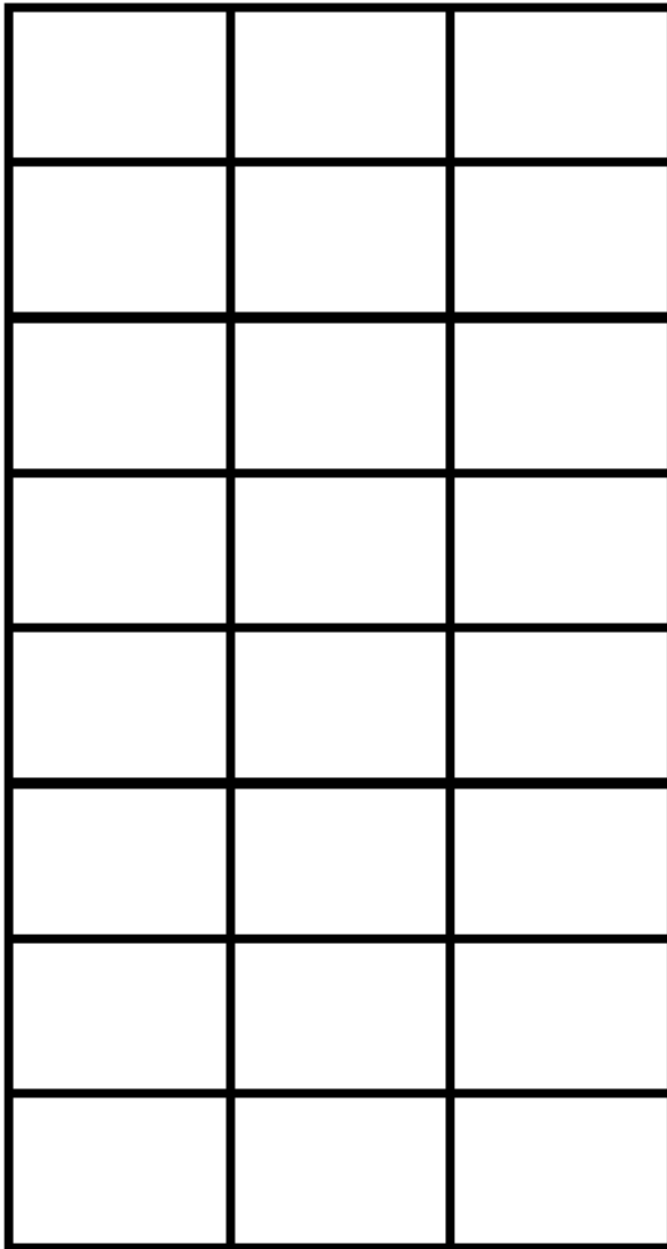
h



a



n



Making Little Words

- Reproduce the beanstalk letters. Laminate and cut apart.
- Reproduce the Making Words recording sheet for each child.
- Using the beanstalk letter cards, the children see how many of the little words they can make.
- If they can make the word, they make a mark in the yes column. If they can't make the word, they make a mark in the no column.



b

e

a

n

s

t

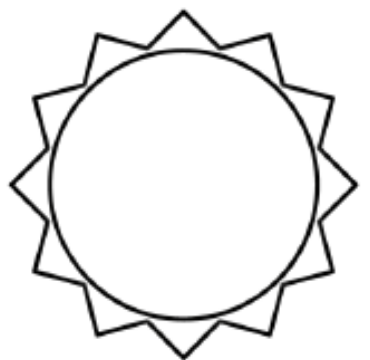
a

i

k

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| b | e | a | n | s | t | a | l | k |
|---|---|---|---|---|---|---|---|---|

Can You Make the Word...?



| yes | no |
|-----|----|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

bet

beg

let

lot

tan

pan

set

sat

sag

bat



Mom and Jake ate big red grapes!

8

Jake Plants Grapes

by Tristan Horrom
illustrated by Eva Vagreti

Decodable 14

Mc
Graw
Hill
Education

Bohemia, WA • Chicago, IL • Columbus, OH • New York, NY

MHEonline.com



Copyright © 2015 McGraw-Hill Education

All rights reserved. The contents, or parts thereof, may be reproduced in print form for non-profit educational use with *SR4 Open Court Reading*, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without the prior written consent of McGraw-Hill Education, including, but not limited to, network storage or transmission, or broadcast for distance learning.

Send all inquiries to:
McGraw-Hill Education
8787 Orion Place
Columbus, OH 43240

2



"Jake, can you see big red grapes?" said Mom.

7



Jake did not see grapes.



"You can plant grapes," said Mom.



"Jake, take that and dig."

4



"Plant that grape bud, Jake."

5



Spike is big!
Down, Spike, down!

Mike and Spike

by Tristan Horrom
illustrated by Kate Flanagan

Decodable I5



Bohemia, WA • Chicago, IL • Columbus, OH • New York, NY

MHEonline.com

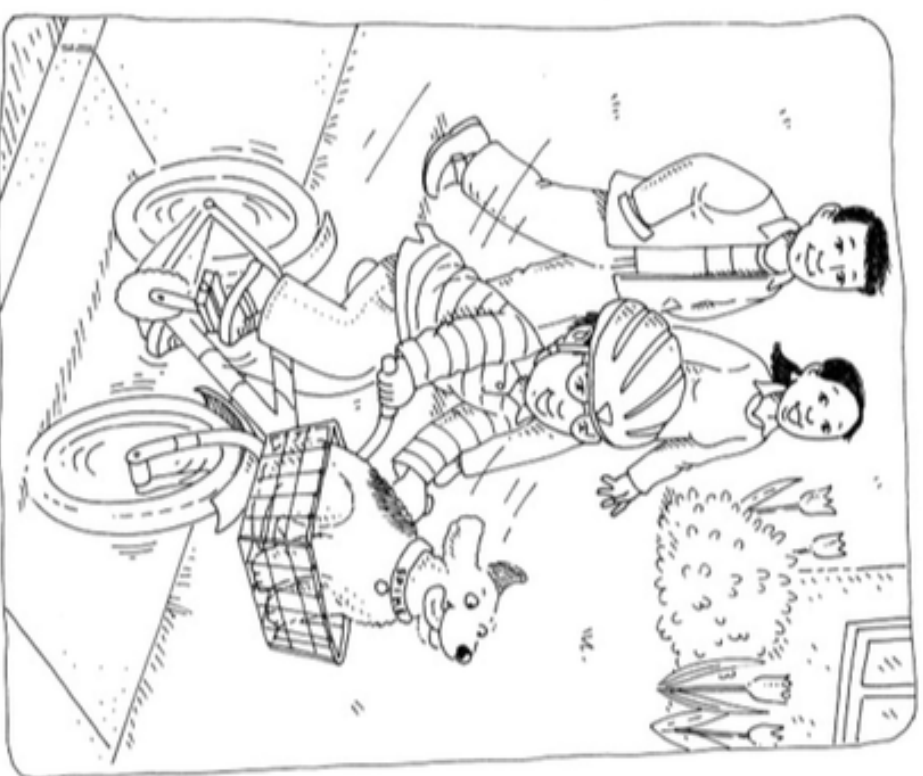


Copyright © 2015 McGraw-Hill Education

All rights reserved. The contents, or parts thereof, may be reproduced in print form for non-profit educational use with *SEA Open Court Reading*, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without the prior written consent of McGraw-Hill Education, including, but not limited to, network storage or transmission, or broadcast for distance learning.

Send all inquiries to:
McGraw-Hill Education
8787 Orion Place
Columbus, OH 43240

2

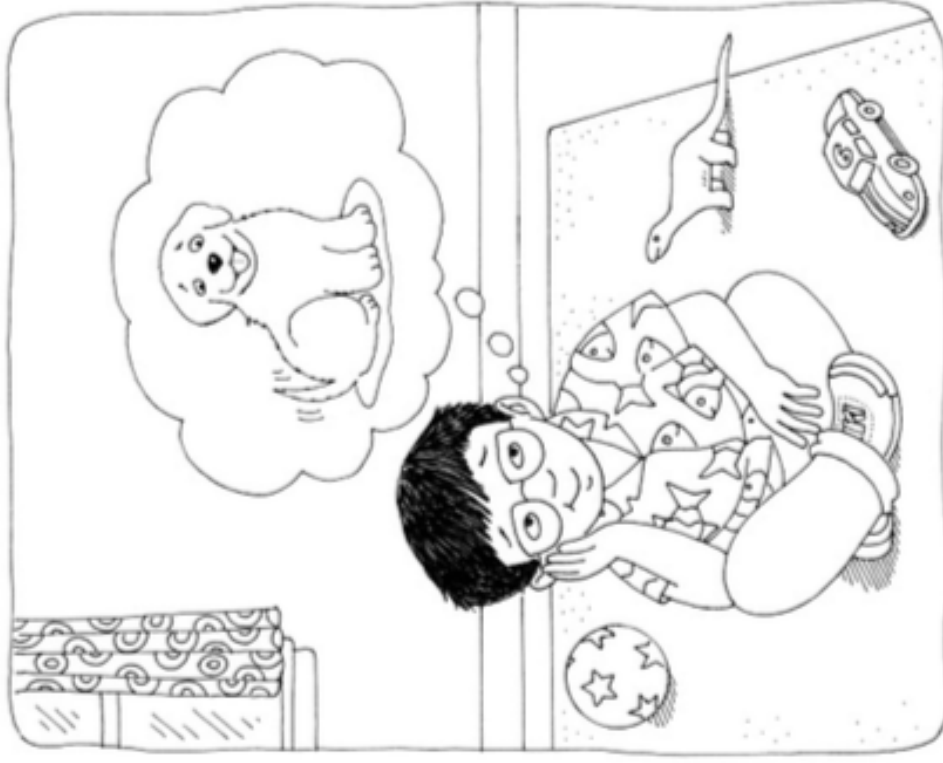


They like to ride a bike.

7



They like to hike and have fun.



Mike did not have a pup.



Mike is five! Mike gets Spike!

4



Mike and Spike hike up and down.

5

Name: _____

COLOR BY WORD

Use the color key to color the picture by sight words. Make sure you say the word as you color each part of the picture.

look

gray

what

red

with

yellow

but

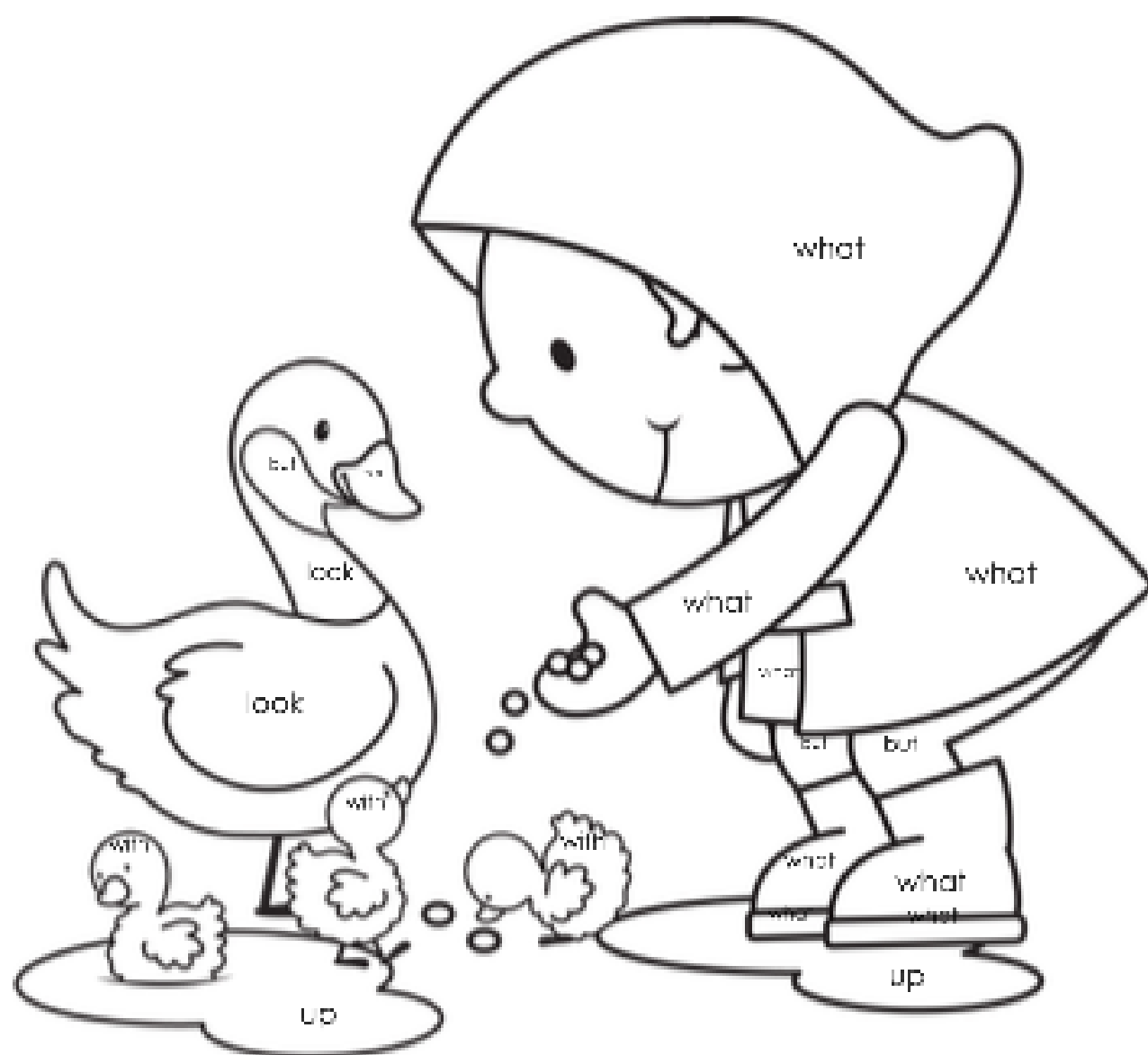
brown

her

orange

up

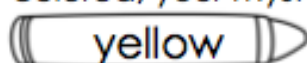
blue



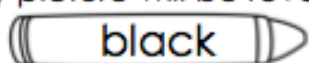
Name: _____

MYSTERY PICTURE

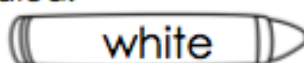
Use the color key to color the spaces by corresponding word. Make sure you say the word as you color each part of the picture. When your picture is completely colored, your mystery picture will be revealed.



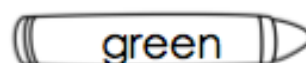
yellow



black



white



green

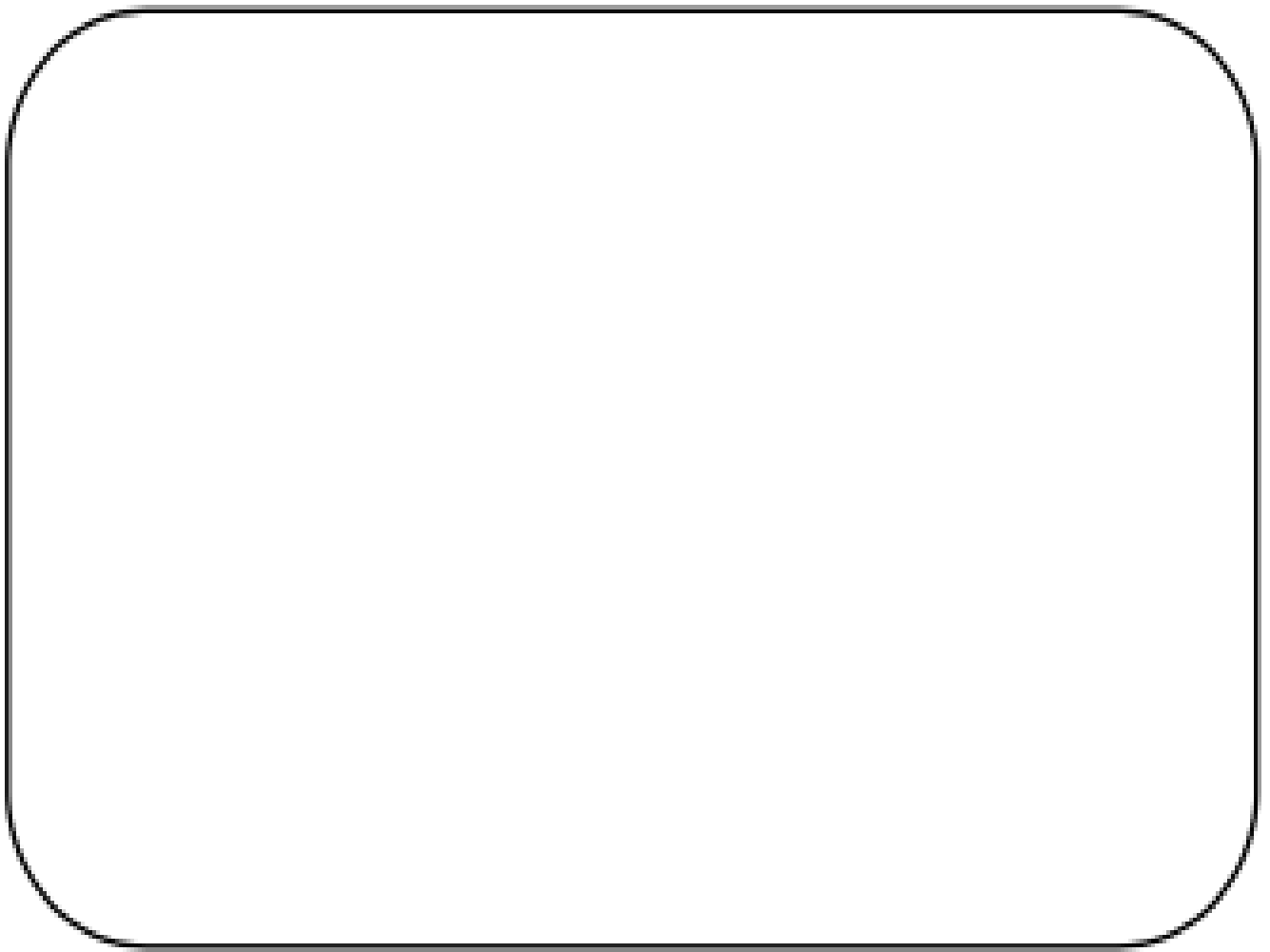
look
with
her

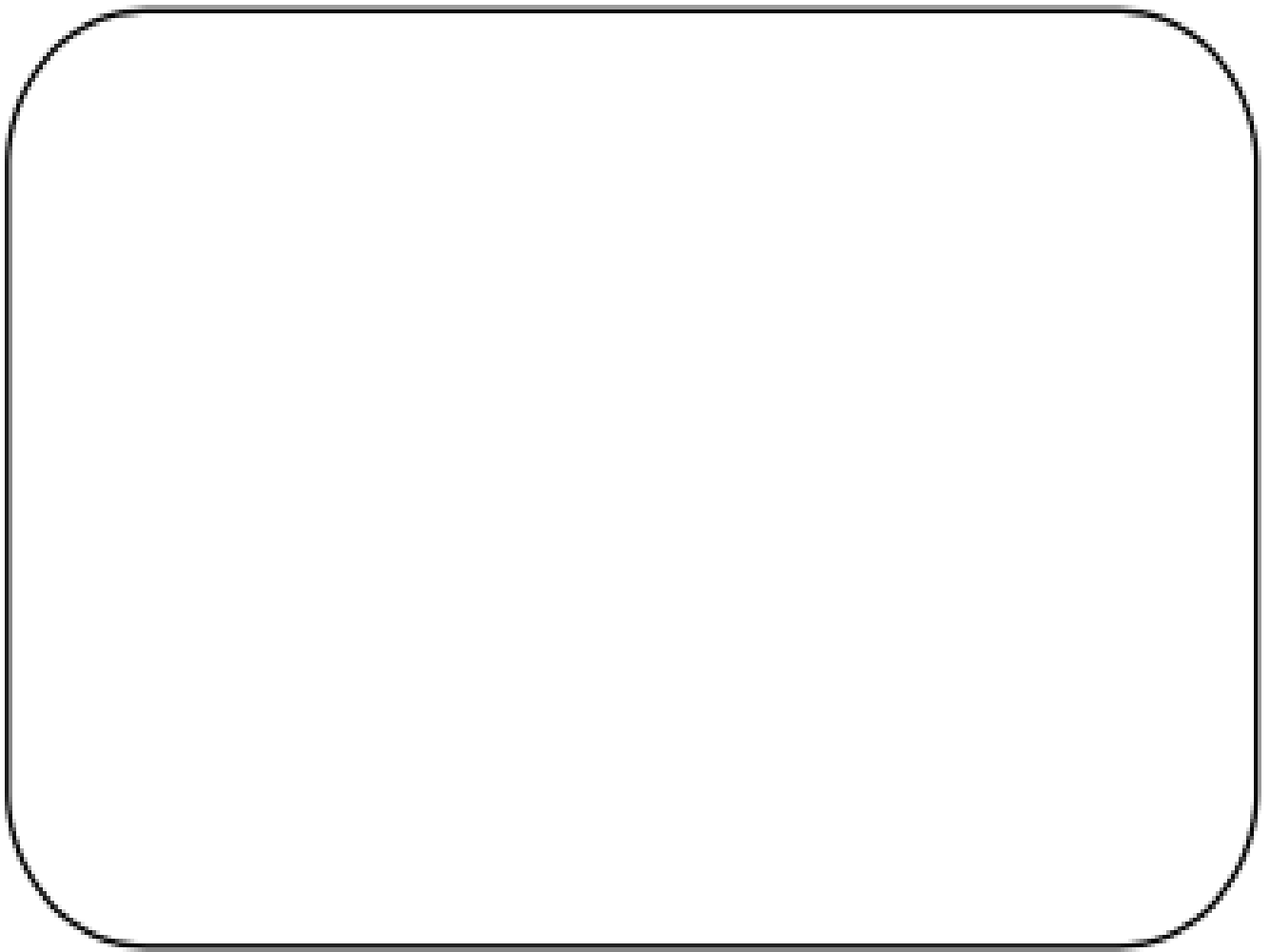
what
said
up

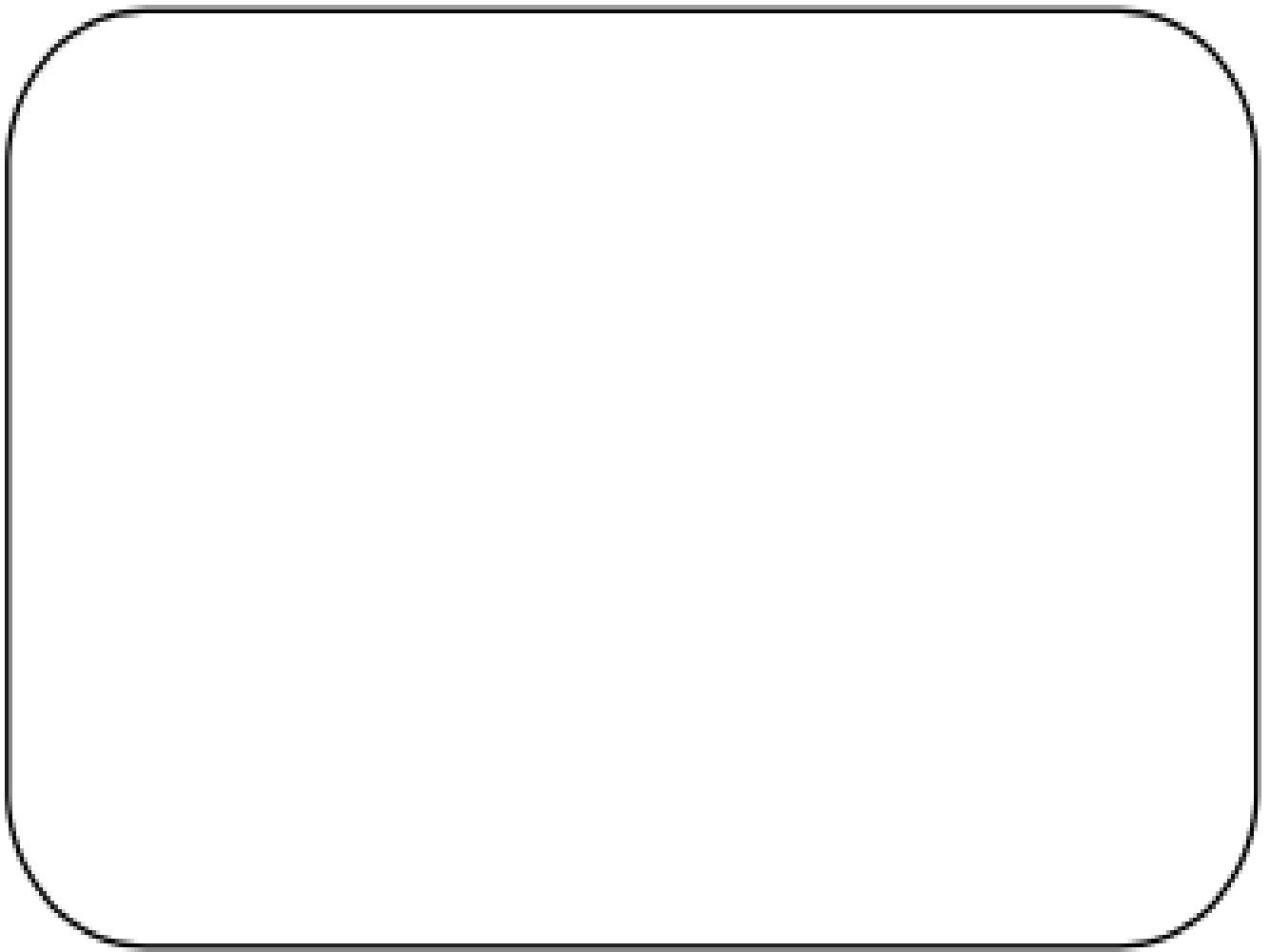
was
that
all

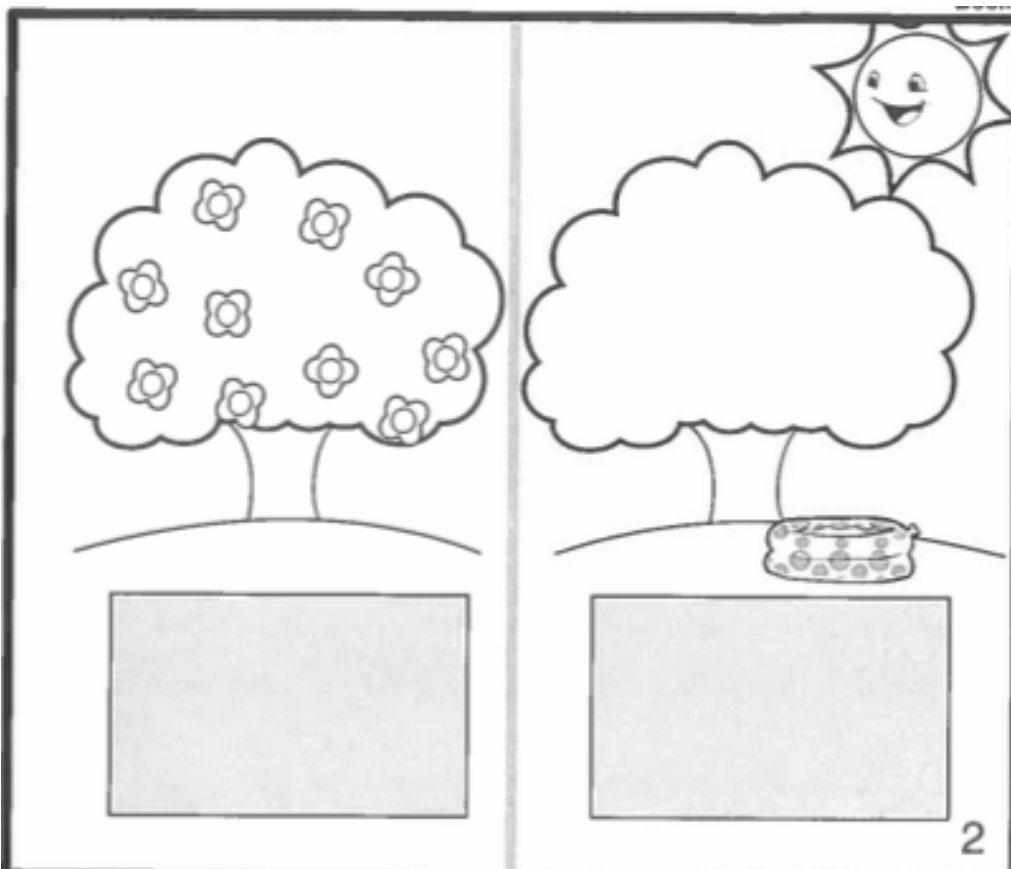
were
but
girl

| | | | | | | | | | |
|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|
| were | but | were | what | were said | were up | what | were | but | girl |
| girl | were | girl | were what | up | said | but what | were | girl | were |
| girl | were | were | up | what | said | what | girl | were | girl |
| but | girl | but look | with | her | look | her | but with | were | girl |
| girl was | that | said | up | what | said | what | up | all | girl was |
| all | that | look | with | her | look | her | look | all | that |
| that | was | up | said | said | what | up | up | that | all |
| was | that but | with girl | her | look | her | look | with were | that but | was |
| but | girl | but | up but | what | up | said were | were | girl | but |
| but | were | but | were | what girl | said were | girl | but | girl | were |

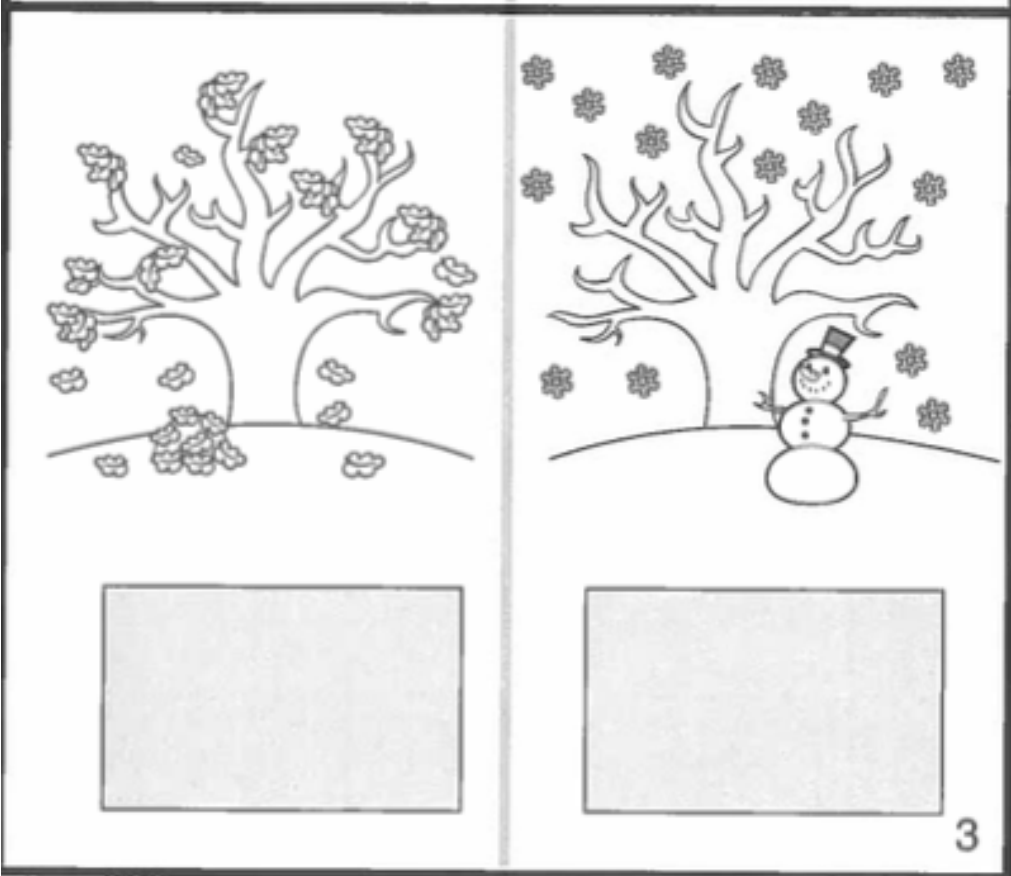








2



3



summer



fall



spring




winter

Name _____

Teddy Bears
Weather

Teddy Gets Dressed

Today's weather is _____

 Draw to dress the teddy bear for today's weather.



Word Bank

snowy



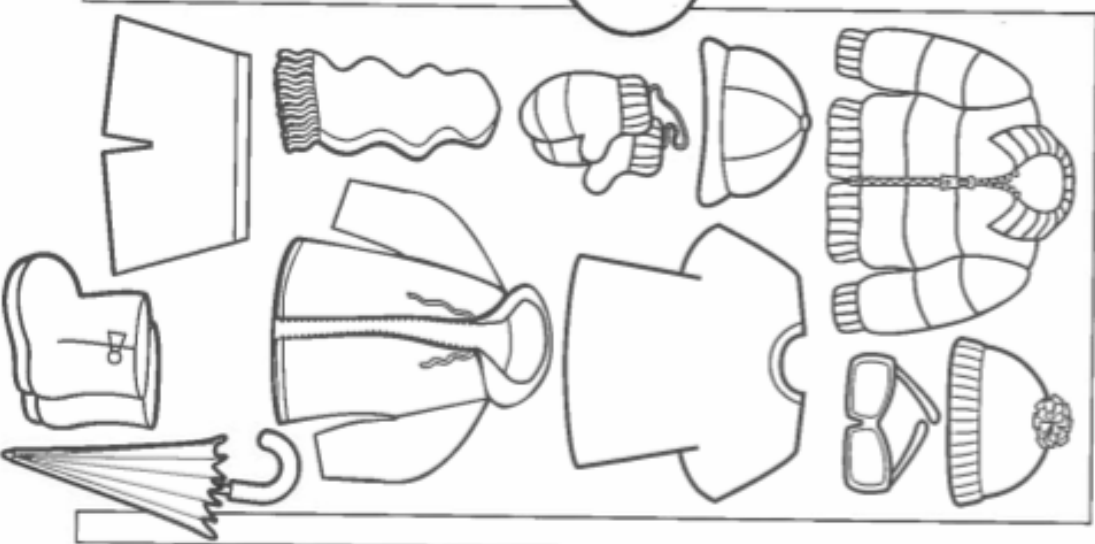
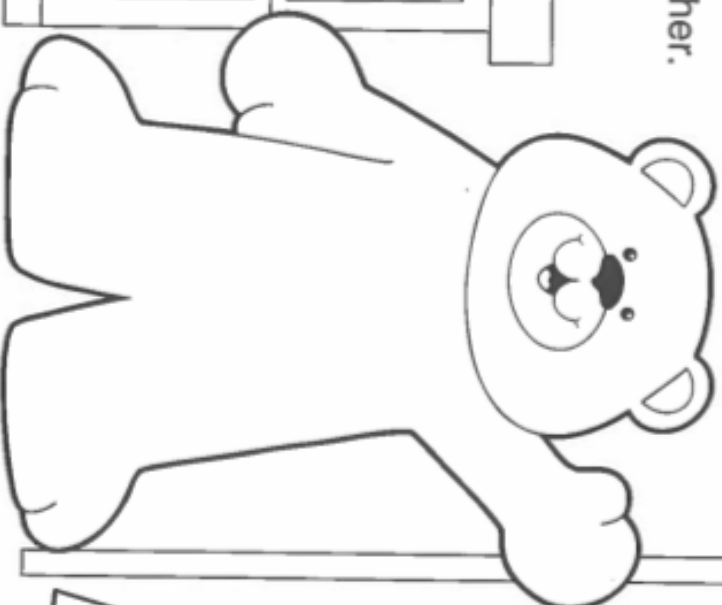
sunny



rainy



cloudy



Directions:

1. Cut out cards along the dotted lines.
2. Mix up cards and lay them in rows, face down.
3. Turn over any two cards. If they match, keep them. If they don't, turn them back over. Remember, the "to code" card needs to match the "Blockly code" card.
4. The game is over when all the cards have been matched and the player with the most pairs, wins.
5. ALTERNATIVE: Have a player act out a "to code" card and the other player has to match it with the "Blockly code" card.

To Code Pieces

Blockly Code Pieces



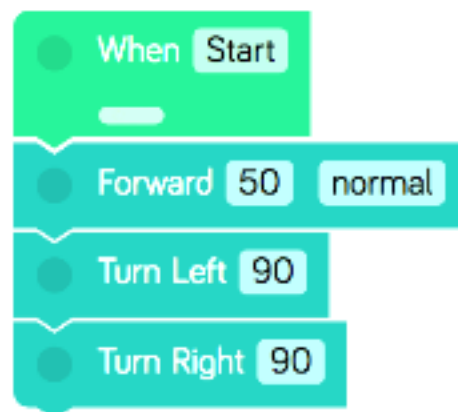
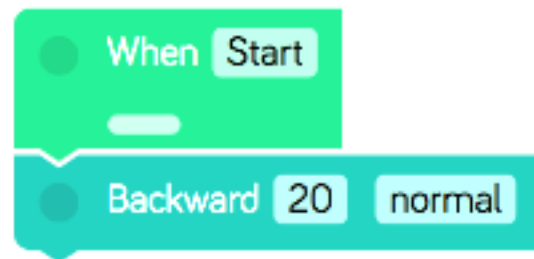
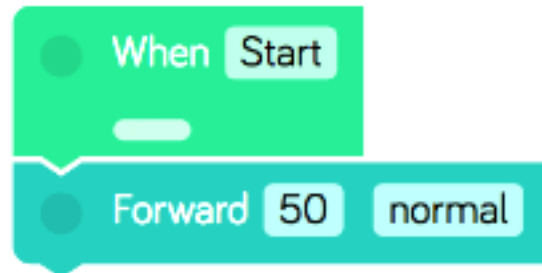
Drive Forward



Drive Backward

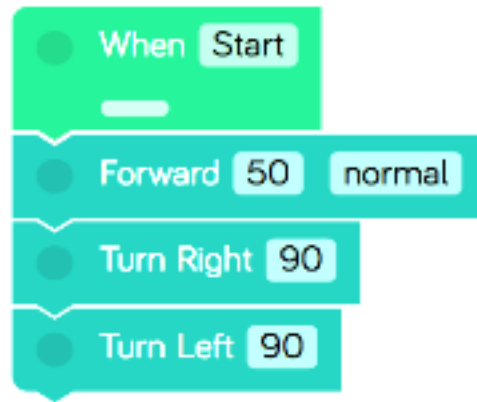


**Drive Forward
Turn Left
Turn Right**

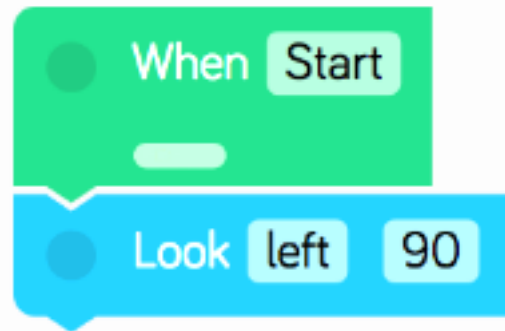




**Drive Forward
Turn Right
Turn Left**



Look Left

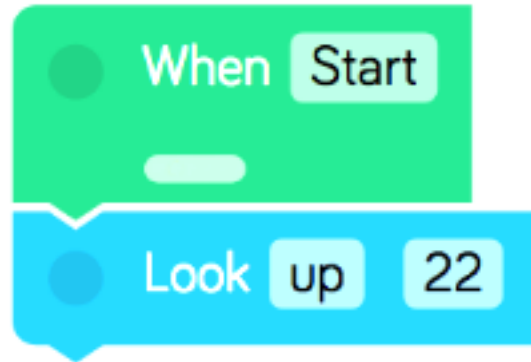


Look Right





Look Up



Look Down



Look Straight





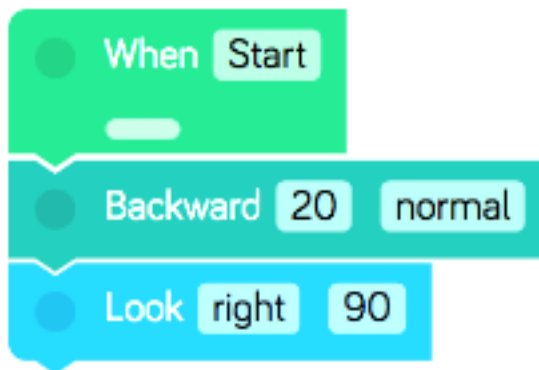
**Drive Forward
Look Straight**



All Lights Yellow



**Drive Backward
Look Right**





**All Lights Red
Look Right**



Dash Says Hi



Cat Sound

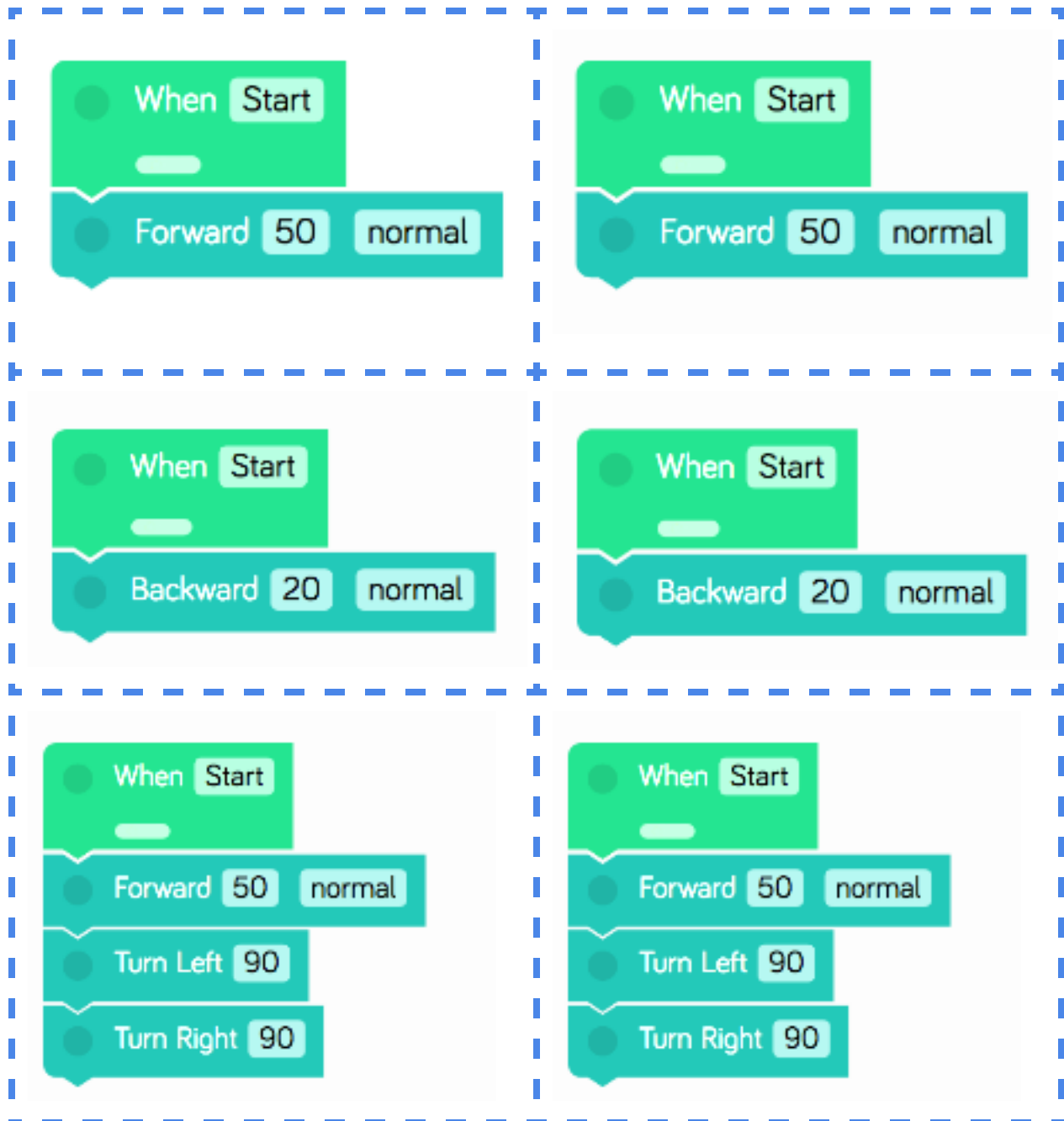




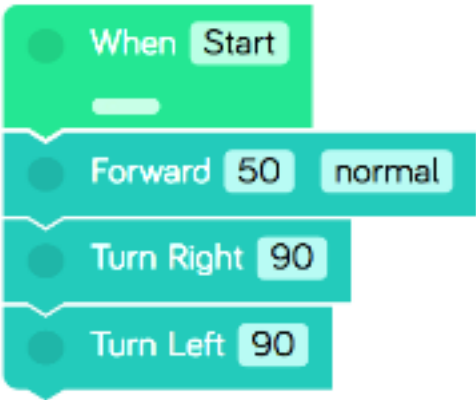


Dog Sound

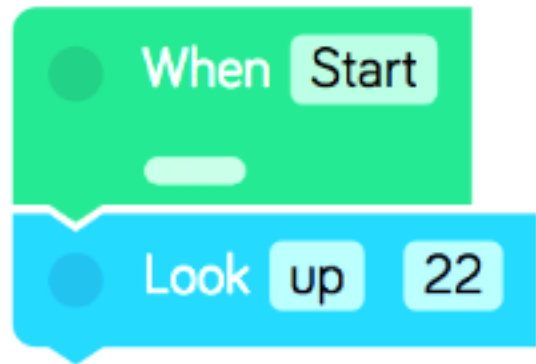
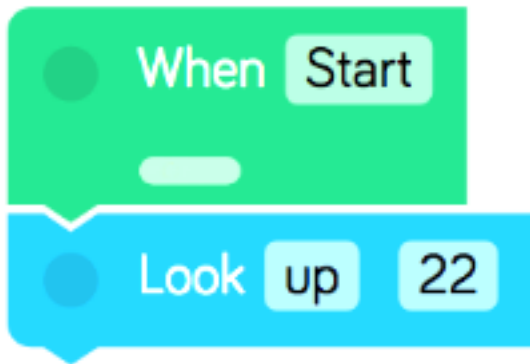


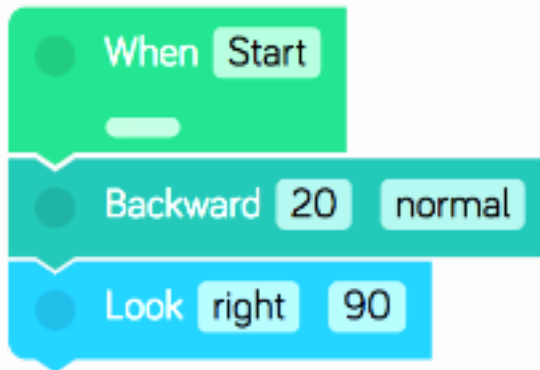
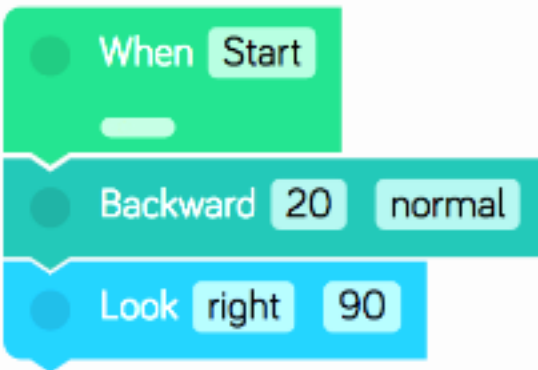
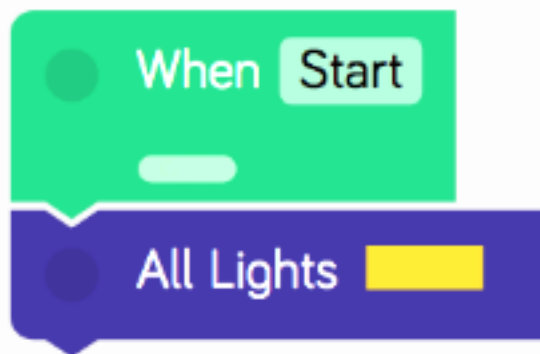
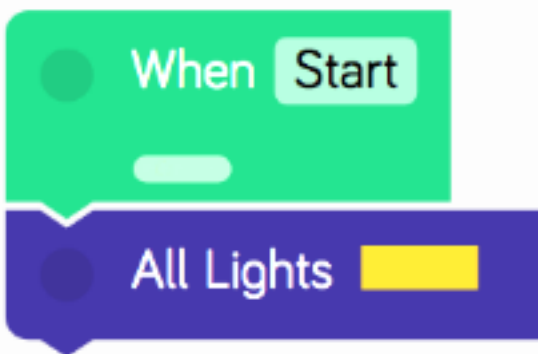
1. Cut out cards along the dotted lines.
2. Mix up cards and lay them in rows, face down.
3. Turn over any two cards. If they match, keep them. If they don't, turn them back over. Remember, the "to code" card needs to match the "Blockly code" card.
4. The game is over when all the cards have been matched and the player with the most pairs, wins.

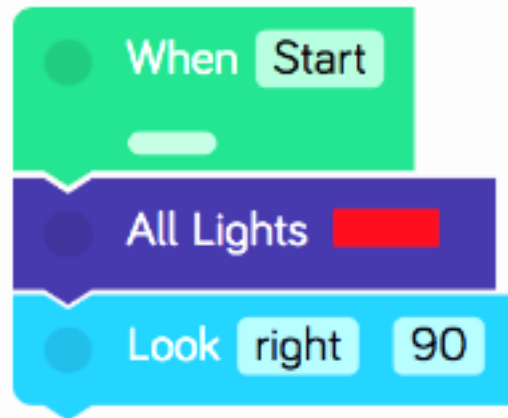


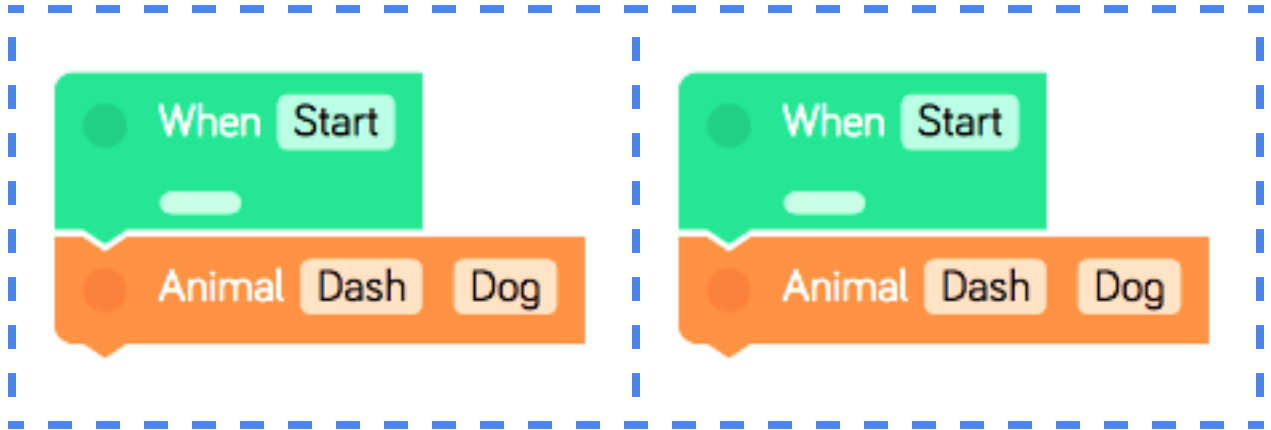
Game Set #2

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




































RHYTHM FUN WITH YOUR HOMEMADE INSTRUMENTS

Using the rhythm symbol cut-outs provided (or writing them by hand if you prefer), create an original rhythm composition and play it on your homemade instruments. Use  or  or  in the beat boxes on the next page to create 4-beat measures. Remember, each of these rhythm symbols takes up **one** beat box.

Your composition must be **4 measures long (16 beats)**, and you must use **all 3 different types of notes or rests**. You can include a **tempo** word at the beginning of your composition to let the performer know what speed to play. Also, you can add **dynamic** symbol so the performer knows the volume level(s) you want your piece played.





Here are some performance ideas: 1. Play your composition for your family. 2. Teach your family how to read your composition and then have them play it. 3. Record yourself playing your composition.

Have fun!

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

example:

presto

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

f

Paste or write your rhythms here. If you need more of a certain note, write it in.

Measure 1

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

Measure 2

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

Measure 3

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

Measure 4

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

*Write in your tempo and dynamic markings. **Tempo** goes **above** the notes, **dynamics** go **below** the notes.*

Largo (very slow)



Presto (very fast)



p (quiet)



f (loud)



Make and Play a Percussion Instrument

4-27 to 5-1 Week 4

Make a percussion instrument and ***play some rhythms using your rhythm worksheet***

Be sure to add some **dynamics** (louds and softs) that you learned about last week.

This week add **tempo** (different speeds), too. **Presto** - fast



Largo - slow



The **kazoo** you made two weeks ago is a **wind instrument**, because it uses air to make its sound. In bands and orchestras there are two families of wind instruments.

Brass - 4 main instruments:

trumpet



french horn



trombone



tuba

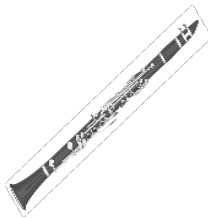


Woodwinds - 5 main instruments:

flute



clarinet



oboe



bassoon



saxophone



Percussion are instruments that you ***hit, shake or scrape***. The instrument pictured below can do all three of those. Use the balloon top, (or bottom of can if you don't have a balloon) for your ***tapping surface***. Put your choice of filling in it to make a ***shaker***, use a pencil, chopstick, or some other utensil to ***scrape*** rhythms on the side



Three in One!

Balloon bongo, shaker & guiro (scraper)

Fill a clean can with your choice of filling, stretch a balloon over the top and secure with a rubber band or ponytail holder. Decorate if you want with paint, stickers, glue some fabric on it

Materials:

Body of instrument: Tin can. For a non-bumpy surface you could use an oatmeal container, or some other hollow container. To just make a shaker you could use plastic Easter eggs, a soda bottle, or even two cups taped together in the middle. Be creative!

Filling: rice, beans, popcorn, pebbles, beads, etc. Or try something softer like jelly beans or erasers. You are the inventor!

Create and perform your own rhythms. Teach someone in your family so they can join you

You can cut out the notes below, or write your own!!

Add some **dynamics** and **tempo** to make it interesting.

piano means quiet *p*



forte means strong or loud *f*



presto means fast



























Largo means slow



Use your kazoo from last week, or your percussion instrument from this week.

Have someone join you and make a family band!!



| | | | | | | | |
|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| <i>p</i> | <i>p</i> | <i>p</i> | <i>p</i> | <i>f</i> | <i>f</i> | <i>f</i> | <i>f</i> |

