## Kindergarten Remote Learning Plans April 22-28

Student Name:
Homeroom teacher:
Parent Signature:
Daily Assignments: Complete the daily Heggerty lesson and practice our sight words and math facts. This week we will complete Lesson 27 in Heggerty and review all the sight words from Lessons 1-27. Log in daily to work on Zearn, Lexia Core5, Epic, and Kids A-Z.

Directions: Complete the word work, reading, writing, math, and science activities listed on the chart below.
*Parents must sign this paper to verify that the work is completed and return the paper to school for credit.

| April 22 | Word Work | Reading | Writing | Math | Science |
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|  | and add some special pictures. | end of the story, what does George find out? <br> What does George get for being the best helper? <br> Why is it important to help your friends? |  |  |  |
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| April 28 | Creative Writing! <br> Write 8 of your trickiest sight words in salt, sugar, shaving cream, sidewalk chalk, using PlayDoh, or using Legos. | Listen to Chickens Aren't the Only Ones by Ruth Heller. <br> https://www.youtube.com/wa tch?v=zCEuoxjeO1k <br> Discussion questions: Which animals hatch from eggs? Which animals do not lay eggs? | Choose a writing prompt from your April Choice Board and write 2-3 sentences in your orange writing journal. Draw a picture to go with your writing. | Complete p. 21 in your April Math Journal. | Pick 1 activity to complete from the "Earth Day Bingo" choice board. |



## English Kindergarten

| Phonemic Awareness Training Lesson Plan for Week 27 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Skills | Monday |  |  | Tuesday |  |  | Wednesday |  |  | Thursday |  |  | Friday |  |  |
| Segmenting Phonemes | snap | $s-n-a ̆-p$ |  | smooth | s-m-00-th |  | stain | s-t-ā-n |  | steam | s-t-ē-m |  | swam | s-w -ă-m |  |
| Teacher says the word. Students repeat | swept | s-w-ě-p-t |  | swell | s-w-ĕ-1 |  | spell | s-p-ě-1 |  | sled | s-1-ě-d |  | steep | s- | èp |
| the word and segment it into individual | slime | s-1-1-m |  | spike | s-p-i-k |  | scoop | s-k-oo-p |  | stick | s-t-ĭk |  | skip |  | I-p |
| phonemes. Blends are separated to make | stopped | s-t-ŏ-p-t |  | stop | s-t-ŏ-p |  | slot | s-1-ŏ-t |  | smart | s-m-ar-t |  | snake | s-r | $\overline{\mathrm{a}} \mathrm{-k}$ |
| individual sounds. | skunk | s-k-ŭ-n-k |  | sneak | $\mathbf{s - n - e ̄ - k}$ |  | sneeze | $\mathrm{s}-\mathrm{n}-\mathrm{e}-\mathrm{z}$ |  | school |  |  | smudge |  | - $\mathrm{u}^{-j}$ |
| Ex. T: slip S: slip, s-l-i-p | swipe | s-w-i-p |  | still | s-t-1̆-1 |  | slice | s-1-i-s |  | sweet | s-w-ē-t |  | snag | s-n | ă - g |
|  | slate | s-1-ā-t |  | skate | s-k-ā-t |  | scan | s-c-ă-n |  | snack | s-n-ă-k |  | steak | s-t | ā-k |
|  | spoon | s-p-00-n |  | speech | s-p-ē-ch |  | spend | s-p-ě-n-d |  | stomp | s-t-ŏ-m-p |  | slope | s-1 | ō-p |
|  | speed | s-p-ē-d |  | spent | $s-p-e \check{e n-t}$ |  | snug | $s-n-u$-g |  | slept | s-1-ĕ-p-t |  | sketch | s-k | é - ch |
| *Say sound, not letter name | stunt | s-t | ŭ-n-t | stuck | s-t | u-k | slide | s-1- | i-d | smug | $s-m$ | - $\mathrm{u}-\mathrm{g}$ | spun | s-p | ŭ - n |
| 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Adding Phonemes <br> Teacher says the rime. Students repeat the rime. Teacher says, "Add /**/ at the begining and the word is?" | Adding to the beginning: |  |  | Adding to the beginning: |  |  | Adding to the beginning: |  |  | Adding to the beginning: |  |  | Adding to the beginning: |  |  |
|  | Rime | Add | Response | Rime | Add | Response | Rime | Add | Response | Rime | Add | Response | Rime | Add | Response |
|  | -ell | /sw/ | swell | -ill | /st/ | still | -ot | /sl/ | slot | -an | /sc/ | scan | -ump | /sl/ | slump |
|  | -ill | /sp/ | spill | -at | /sp/ | spat | -ept | /sw/ | swept | -eck | /sp/ | speck |  | /sk/ | skit |
| Ex. T: owe S: owe T: Add $/ \mathrm{sn} /$ at the beginning and the word is? S : snow <br> **2 sounds of the consonant blend | -op | $\begin{aligned} & \text { /st/ } \\ & \text { /sc/ } \\ & \text { /st// } \end{aligned}$ | stop | -ing | $\begin{aligned} & \mathrm{/sw} / \\ & / \mathrm{sn} / \\ & / \mathrm{sl} / \end{aligned}$ | swing | -ed |  | sled | -ug | $\begin{aligned} & / \mathrm{sm} / \\ & / \mathrm{sl} / \\ & / \mathrm{sl} / \end{aligned}$ | smug slept slap | $\begin{aligned} & \text {-im } \\ & \text {-uck } \\ & \text {-am } \end{aligned}$ | $\begin{aligned} & \text { /sw/ } \\ & \text { /st// } \\ & \text { /sl/ } \end{aligned}$ | swim <br> stuck <br> slam |
|  | -ab |  | scab | -ag |  | snag | -ap |  | snap | -ept |  |  |  |  |  |
|  | -ack |  | stack | -ip |  | slip | -ick |  | stick | -ap |  |  |  |  |  |
| Adding hand motion: Teacher holds left palm out to show the rime. Add the beginning sounds 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 |
|  | stick | /st/ | ick | slap | /sl/ | ap | stuck |  |  | slip |  | ip | stack |  |  |
|  | snap | /sn/ | ap | swept | /sw/ | ept | swim | /sw/ |  | snag | /sn/ | ag | scab | /sc/ | ab |
| Ex. T: stop S: stop T: Without/s/, | slick | $\begin{aligned} & / \mathrm{sl} / \\ & / \mathrm{sl} / \end{aligned}$ | ick | smug | $\begin{aligned} & / \mathrm{sm} / \\ & / \mathrm{sp} / \end{aligned}$ | ug | slump | /sl/ | ump | swing | /sw/ | ing | stop | /st/ | op |
| what's left is? S: top | sled |  | ed | speck |  | eck | spat | /sp/ | at | smart | /sm/ | art | spill | /sp/ | ill |
| **2 sounds of the consonant blend, not letter names | slot | /sl/ | ot |  |  |  |  |  |  |  |  | it | swell | /sw/ | ell |

English Kindergarten

| 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 /**/ to /**/ and the word is?" <br> Ex. T: state S: state T: Change $/ \mathrm{st} /$ to $/ \mathrm{sk} /$ and the word is? S: skate <br> **2 sounds of the consonant blend, not letter names | snack <br> skip <br> slam <br> spin <br> spill | /st/ <br> /sl/ <br> /sw/ <br> /sk/ <br> /st/ | stack <br> slip <br> swam <br> skin <br> still | stick <br> sled <br> slim <br> spunk <br> swell | /sl/ <br> /sp/ <br> /sw/ <br> /sk/ <br> /sp/ | slick <br> sped <br> swim <br> skunk <br> spell | spill slop stitch swept smart | /sk/ <br> /st/ <br> /sw/ <br> /sl/ <br> /st/ |  | scale <br> stare <br> sling <br> spear <br> swoop | /sn/ <br> /sc/ <br> /st/ <br> /sm/ <br> /st/ | snail <br> scare <br> sting <br> smear <br> stoop | sleet stair style sweep smoke | /sw/ <br> /sp/ <br> /sm/ <br> /sl/ <br> /sp/ | sweet <br> spare <br> smile <br> sleep <br> spoke |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Letter Naming <br> Teacher holds up flashcards one at a time. The students and teacher say the letters' name and sound(s). Provide multiple sounds for the vowels. | Card Pack: Vowels, Digraphs \& S Blends: sc, sk, sl, sm, sn, sp, st, sw Show the flashcards and say, "Letter(s) is/are$\qquad$ Sound is / Sounds are$\qquad$ ." |  |  | Card Pack: Vowels \& S Blends <br> 1. Letter names only <br> 2. Sounds only <br> Show only lower case letters, if possible. |  |  | Card Pack: Vowels, Digraphs \& S Blends: sc, sk, sl, sm, sn, sp, st, sw Show the flashcards and say, <br> "Letter(s) is/are $\qquad$ Sound is / Sounds are $\qquad$ ." |  |  | Card Pack: Vowels \& S Blends <br> 1. Letter names only <br> 2. Sounds only <br> Show only lower case letters, if possible. |  |  | Card Pack: Vowels, Digraphs \& S Blends: sc, sk, sl, sm, sn, sp, st, sw Show the flashcards and say, "Letter(s) is/are$\qquad$ Sound is / Sounds are$\qquad$ ." |  |  |
| Language Awareness | It's Raining, It's Pouring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Nursery Rhyme Practice: <br> 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. | It's raining, it's pouring, The old man is snoring. |  |  | It's raining, it's pouring, The old man is snoring. He went to bed, And bumped his head, |  |  | It's raining, it's pouring, The old man is snoring. He went to bed, And bumped his head, And couldn't get up in the morning. |  |  | It's raining, it's pouring, The old man is snoring. He went to bed, And bumped his head, And couldn't get up in the morning. |  |  | It's raining, it's pouring, The old man is snoring. He went to bed, And bumped his head, And couldn't get up in the morning. |  |  |

Phonemic Awareness Training Lesson Plan for Week 27

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| $\begin{aligned} & \ddot{\ddot{0}} \\ & \stackrel{\rightharpoonup}{\mathbf{0}} \end{aligned}$ |  |  |  |  |

Name
Color all the shapes that have 3 corners.


Circle the number.

$\begin{array}{lll}10 & 13 & 15\end{array}$


$$
7-2=
$$

There were seven balloons at the party. Three flew away. How many are left?
$\qquad$
Color all the shapes that have more than 3 corners.


Circle the number.
Draw the number.

## $7 \quad 16 \quad 15$



$$
6-2=
$$

There were six eggs in the nest. Three cracked and broke. How many eggs are left?

Name
Circle the group that has less.


Draw the number.

$17 \quad 7 \quad 15$

$5-2=$
Eight kids were playing in the park. Three kids went home. How many kids are left in the park?

Name
Circle the group that has more.


Circle the number.

$8 \quad 18 \quad 13$


$$
4-2=
$$

Nine oranges were in the tree. All of them fell out. How many are left in the tree?
$\qquad$


Circle the number.
Draw the number.


## $\begin{array}{lll}9 & 15 & 19\end{array}$



$$
3-2=
$$

Five apples were in the basket. Three were eaten. How many are left in the basket?

Draw an equal amount of rectangles.


Circle the number.


## $2 \quad 20 \quad 12$

Draw the number.


$$
10-3=
$$

Sam had six books. He gave one to Pablo. How many does he have left?

Name $\qquad$
Color the animal that weighs more.


Draw the number.


$$
10-4=
$$

The teacher had ten stickers. She gave six away. How many does she have left?
$\qquad$
$\qquad$

## Earth Day Bingo Board

Complete as many Earth Day activities as you can and try to get "bingo" as you cross them off on the bingo board!



This needs a clean home. Stop littering, litterbugs!


# This $\prod_{\text {deer }}$ needs a clean home. <br> Stop littering, litterbugs! 



This
 Stop littering, litterbugs!

 Stop littering, litterbugs!


This needs a clean home.


## This needs a clean home. lizard

Stop littering, litterbugs!


These kids need a clean playground. Stop littering. litterbuas!

