

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

Kindergarten Boys and Girls, Week of 4/6

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INTRODUCTION

Hello Parents!

Included in this packet is a week's worth of printed ELA, Mathematics, and Science/Social Studies work for your students while they are at home. Each day is separated into the 3 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours,
Mrs. Veronica Will

HELPFUL INFORMATION

Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School
1006 West 10th Street
Erie, PA 16502

Monday and Wednesday from 9AM until 12PM

Leadership Team

Mr. Terry Lang, CEO: 814 812-0503
Mrs. Veronica Will, Principal: 814 873-5158
Mr. Aubrey Favors, HR: 814 812-3026
Mr. Kirk Paskell, Transportation: 814 566-0002
Mr. Homer Smith, PR: 814 392-3413
Mrs. Pearl Jeffries, Social Services: 814 722-5056

DIGITAL LESSON PACING GUIDE

ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

USATestPrep Instructions: Not used for kindergarten students.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

Digital Pacing Guide

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	<u>Lesson:</u> Unit 8 Lesson 3 Day 1 <u>Assignment:</u> April 6 Unit 8 Lesson 3 Day 1	<u>Lesson:</u> Unit 8 Lesson 3 Day 2 <u>Assignment:</u> April 7 Unit 8 Lesson 3 Day 2	<u>Lesson:</u> Unit 8 Lesson 3 Day 3 <u>Assignment:</u> April 8 Unit 8 Lesson 3 Day 3	<u>Lesson:</u> Unit 8 Lesson 3 Day 4 <u>Assignment:</u> April 9 Unit 8 Lesson 3 Day 4	<u>Lesson:</u> Unit 8 Lesson 3 Day 5 <u>Assignment:</u> April 10 Unit 8 Lesson 3 Day 5
Math	<u>Lesson:</u> Chapter 9 Lesson 9-C <u>Assignment:</u> April 6	<u>Lesson:</u> Chapter 9 Lesson 9-D <u>Assignment:</u> April 7	<u>Lesson:</u> Chapter 9 Lesson 9-E <u>Assignment:</u> April 8	<u>Lesson:</u> Chapter 9 Lesson 9-F <u>Assignment:</u> April 9	<u>Lesson:</u> Chapter 9 Lesson 9-G <u>Assignment:</u> April 10
Science	<u>Lesson:</u> Butterfly Life Cycle <u>Assignment:</u> Video and Minibook <i>Enrichment Packet</i>	<u>Lesson:</u> Butterfly or Moth? <u>Assignment:</u> Video and Butterfly Antenna Craft <i>Enrichment Packet</i>	<u>Lesson:</u> Butterfly Life Cycle <u>Assignment:</u> Video and Minibook <i>Enrichment Packet</i>	<u>Lesson:</u> Butterfly Migration <u>Assignment:</u> Video and Get the Net! Craft <i>Enrichment Packet</i>	<u>Lesson:</u> Honeybee Life Cycle <u>Assignment:</u> Video and Honeybee Life Cycle Foldable <i>Enrichment Packet</i>

ELA PRINT MATERIAL

Parents – Your child will need you to do the activities with them. Kindergarteners need lots of support with ELA work. Some activities will be repeated daily. Repetition is important for young learners.

Day 1-

Foundational Skills:

1. Introducing Long Oo
 - a. Listen to the Long Oo rhyme - O's my name, Two sounds I know: Short o in stop, Long o in go. Repeat the rhyme several times.
 - b. Listen and raise your hand for long o words: **open over** face **Ohio** idol take **oat** hot **ocean odor owe** time
 - c. Practice writing uppercase O and lowercase o. Write 10 of each. Circle your best one.
2. Complete Intervention Support page 149. Write a lowercase o under pictures that have long o.

Reading and Responding

1. Story: Turtle Beach
 - a. Watch/read Turtle Beach available in today's digital assignment. Before reading point to the title, author, and illustrator. What do authors and illustrators do?
 - b. Review the elements of a realistic fiction: The people and animals seem real. The places are real, or they seem real. The story didn't really happen, but it could happen in real life.
 - c. Talk about the following questions with a grown-up: If you could help Carmen protect the turtles, what would be your job? Do you think the mama turtles will come back and lay their eggs on the beach again? Why or why not?

Writing

1. Verbs – Words that show action tell us what someone or something is doing.
 - a. Write 3 sentences about things that are going to happen tomorrow. For example: **We will watch cartoons. The dog will eat a bone. I will run fast.**

Day 2-

Foundational Skills:

1. Reviewing Long Oo
 - a. Review the Long Oo rhyme - O's my name, Two sounds I know: Short o in stop, Long o in go. Repeat the rhyme several times.
 - b. Listen and raise your hand for words that start with long o: **old** item **omit odor** inside **obey oboe** able attic under even odd
 - c. Listen for the middle sound. If it is long o raise your hand: **robe hope nose** black **rose** take tune **cone** lock time **bone wrote**
 - d. Complete Intervention Support page 150. Circle pictures that have long Oo.

Reading and Responding

1. Review Concepts of Print:
 - a. Use any book you have at home. Have your child point to the front, back, title, and a page number. Ask your child to tell you what the author and illustrator do.
2. Story: Turtle Beach
 - a. Watch/read Turtle Beach in today's digital assignment.
 - b. Discuss vocabulary: conserve, kit
 - c. Talk about the following questions with a grown-up or older sibling: Can you find the word kit on page 19? What words help you understand that kit means "a collection of tools for a job"? Can you name all of the activities the girls did to protect the turtles?

Writing

1. Verbs – Words that show action tell us what someone or something is doing.
 - a. Write 3 sentences about things that are going to happen in the future. For example: **We will go to the beach. I will be a first grader. I will go to college.**

Day 3-

Foundational Skills:

1. Reviewing Long Oo
 - a. Review the Long Oo rhyme - O's my name, Two sounds I know: Short o in stop, Long o in go. Repeat the rhyme several times.
 - b. Listen for the middle sound. If it is long Oo raise your hand: trip rich **globe** pool **lone** work plane **whole** lost **mole** bump **stone**
 - c. Complete Intervention Support page 151.

Reading and Responding

1. Story: Day and Night in the Desert
 - a. Watch/read Day and Night in the Desert available in today's digital assignment.
 - b. Discuss vocabulary: sip, gobbles, barrel
 - c. Questions: How do animals get food in the desert? Which desert animal did you like best? Why?

Writing

1. Remember to use all of the sentence rules when writing! Make sure you are: 1. Using a uppercase letter to start your sentence. 2. Ending your sentence with punctuation. 3. Putting spaces between words. 4. Checking your spelling. 5. Using your best handwriting.
2. Write three sentences all about your favorite desert animal. Save your writing for tomorrow.

Day 4-

Foundational Skills:

1. Reviewing Long Oo
 - a. Review the Long Oo rhyme - O's my name, Two sounds I know: Short o in stop, Long o in go. Repeat the rhyme several times.
 - b. Listen for the middle sound. If it is long Oo raise your hand: bent duck **dome** cook **code** lion milk **alone** **rope** **hope** **broke** stop
 - c. Write the following words using the o_e pattern: **hope** **robe** **rode** **pole** **role**
 - d. Complete Intervention Support page 152.

Reading and Responding

1. Story: Day and Night in the Desert
 - a. Watch/read Day and Night in the Desert available in today's digital assignment.
 - b. Questions: What is the setting for this story? What plants and animals does the author include in the story? Find the captions in the story. What do we learn from the captions?

Writing

1. Draw a picture to go with your writing from yesterday. Read your story to a grown-up or sibling.

Day 5-

Foundational Skills

1. Reviewing Long Oo
 - a. Review the Long Oo rhyme- O's my name, Two sounds I know: Short o in stop, Long o in go. Repeat the rhyme several times.
 - b. Explain the long Oo rule: Silent ending e makes Oo say his name.
 - c. Write the following long Oo words using the o_e pattern. Have your child try to write them on his/her own as you say them: **bone** **lone** **cope** **tote** **note**
 - d. Complete Intervention Support page 153.

Reading and Responding

1. Decodable Story: An Old Flag
 - a. An Old Flag is available to read using the digital assignment for today.
 - b. Find the sight words in the book: **boy** **out**
 - a. Practice sounding out: **go** **note** **home** **joke**
 - b. Questions: Can you retell what happened in the story in order? What is the setting of the story? What do you think the boy is doing on page 8? Why?

Writing

1. Verbs – Words that show action tell us what someone or something is doing.
 - a. Write 3 sentences using the following verbs: **play see help**

MATH PRINT MATERIALS

Chapter 9: Classify Objects MyMath Targeted Intervention Packet

March 30 – Alike or Different

1. Discuss how items in your home are alike or different. Compare items in your home that are longer and shorter than you. Complete 9-C pages in packet.

March 31 – Sorting by Size

1. Sort a dime, quarter, penny, and nickel by size. Complete 9-D pages in packet

April 1 – Alike or Different

1. Compare ways your family members are alike. Then compare ways your members are different. Complete 9-E pages in packet.

April 2 – Sorting by Shape

1. Find two items in your home that are circles. Find one that is not. Find two items that are square shaped. Find one that is not. Complete 9-F pages in packet.

April 3 – Sorting by Size

1. Find small and large items in your house. Complete 9-G pages in packet.

SCIENCE/SOCIAL STUDIES PRINT MATERIAL

Science: Bees and Butterflies

April 6 – Make and read the [How a Butterfly Grows](https://www.youtube.com/watch?v=I3j1hqphAP4) minibook. Watch the Wild Kratts explain at <https://www.youtube.com/watch?v=I3j1hqphAP4> to expand your learning about the butterfly life cycle.

April 7 – Decorate and cut out your own butterfly using the butterfly pattern page in the enrichment packet. Make your butterfly antennas using something available (straws, paper, q-tips). Watch Sci Show [Butterfly or Moth?](https://www.youtube.com/watch?v=iblveeTDkXQ) at <https://www.youtube.com/watch?v=iblveeTDkXQ> to learn why antennas are important.

April 8 – Make and read the [Fly, Butterfly!](https://www.youtube.com/watch?v=iblveeTDkXQ) minibook. Can you find all the sight words? Underline:

I see an a is what out of the it

Watch <https://www.youtube.com/watch?v=kVm5k99PnBk> and see if you can name all the butterfly's life stages (egg, caterpillar, chrysalis, butterfly).

April 9 – Make the [Get the Net!](https://www.youtube.com/watch?v=B_1xC_nTDCY) butterfly net craft. Practice reading -et words. Watch https://www.youtube.com/watch?v=B_1xC_nTDCY to learn about butterfly migration.

April 10 – Make the honeybee life cycle craft. Watch *The Honeybee Life Cycle Rap* <https://www.youtube.com/watch?v=XZQmE0B7gFQ> to learn about the honeybee's life cycle.

Daily Review of Skills

Please use this time to review topics we cover during morning meeting/calendar time.
Have your child complete the following daily:

1. Say the days of the weeks. Identify what today is, yesterday was, and tomorrow will be.
2. Say the months of the year. Have your child find the date on a calendar at home.
3. Identify the season and the weather. Have your child name what changes he/she is noticing.
4. Count by 2's, 5's, and 10's. Count to 100 by ones.
5. Practice identifying numbers 1 to 20.
6. Sing the alphabet song.
7. Practice identifying all uppercase and lowercase letters.
8. Review/practice all of the sight words.
9. Say the pledge of allegiance.
10. Say the Rise Mission Statement:

Erie Rise Leadership Academy Charter School will educate, prepare, and encourage its students to develop a love for learning through effective teaching and real-life experiences as they become college and career ready.

ADDITIONAL RESOURCES (EDUCATIONAL)

Khan Academy

<https://www.khanacademy.org/>

-Please contact us to get your child's free access code. You can message us through the school's website or our Class Dojo accounts.

PBS Kids Videos and Games

www.pbskids.org

ABCYa

www.abcya.com

-Has lots of kindergarten level learning games that the kids love!

Starfall

www.starfall.com

-Great site for beginning readers. Tons of games and books to read.

Storyline Online

<https://www.storylineonline.net/>

-Videos of famous actors reading aloud picture books.

Pete the Cat

www.petethecatbooks.com

-Videos and activities about everyone's favorite blue cat.

GoNoodle

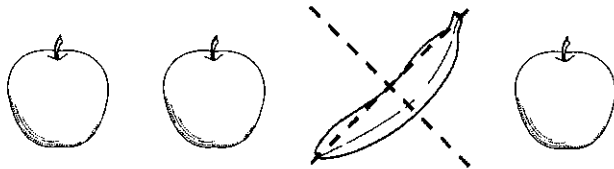
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Name _____

Alike and Different

Lesson
9-C

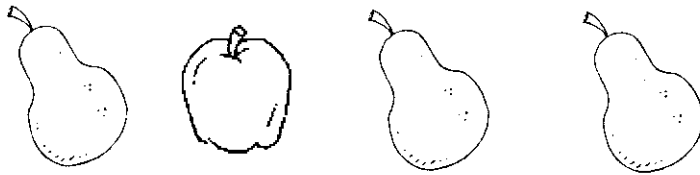
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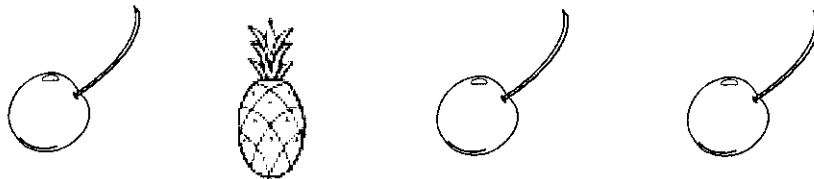
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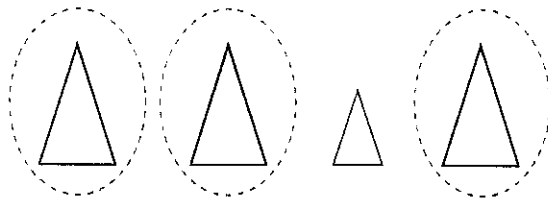
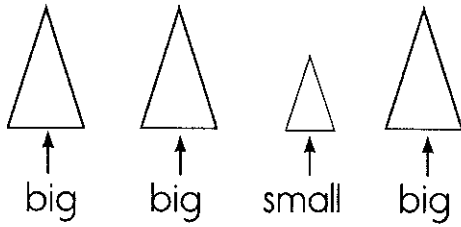


Directions: 1. Trace the dashed X on the object that is different. 2. Draw an X on the object that is different. 3-5. Circle the objects that are alike.

Name _____

Sort by Size

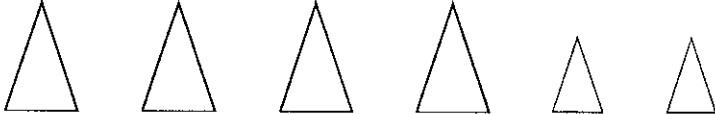
Lesson
9-D



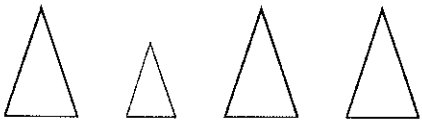
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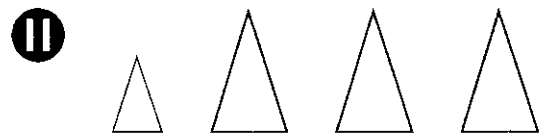
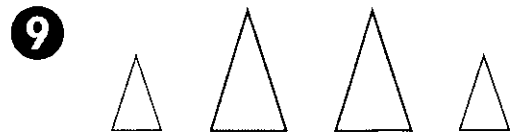
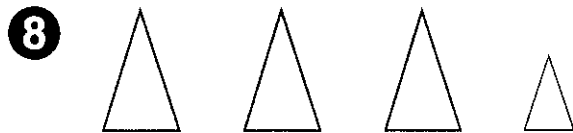
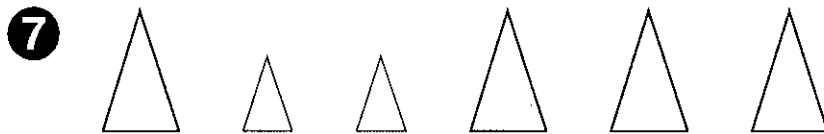
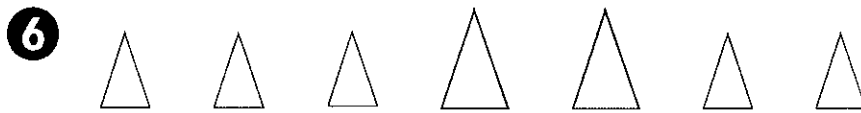
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Directions: 1-4. Sort the objects by size. Draw circles to show how you sorted.

Name _____

Lesson
9-D



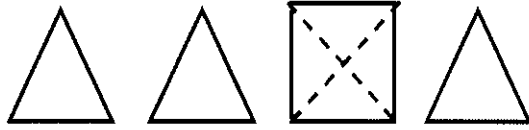
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Directions: 5-11. Sort the objects by size. Draw Xs to show how you sorted.

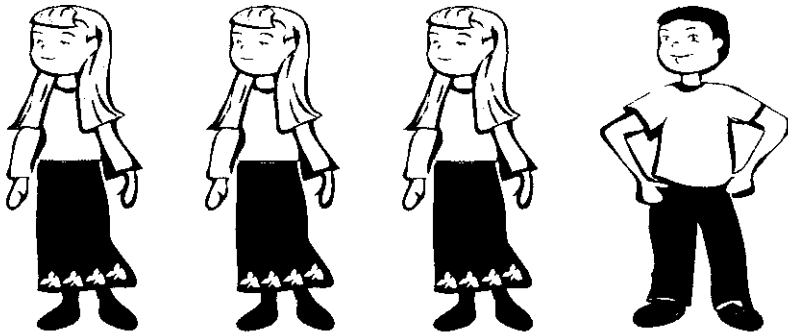
Name _____

Alike or Different

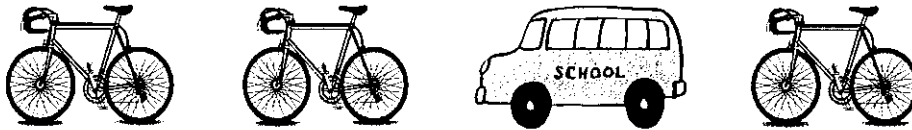
Lesson
9-E



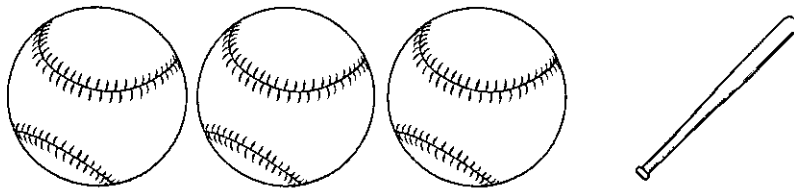
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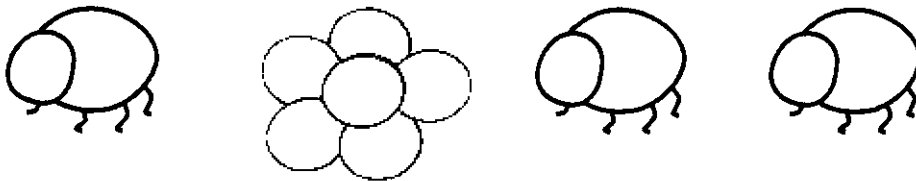
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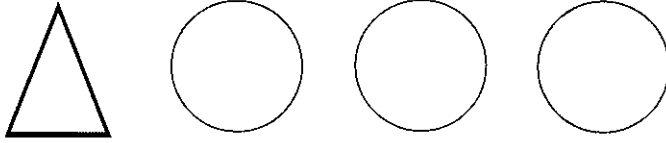


Directions: 1-4. Draw an X on the object that is different.

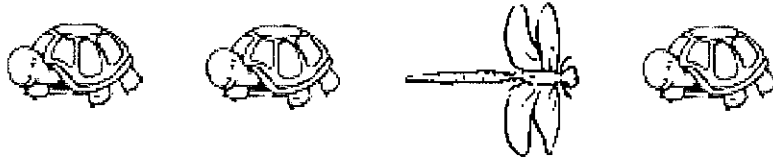
Name _____

**Lesson
9-E**

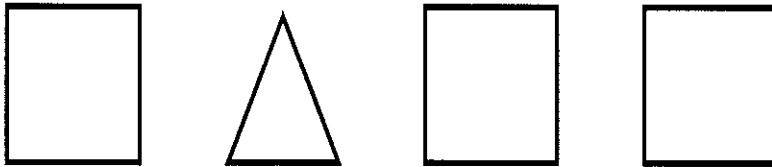
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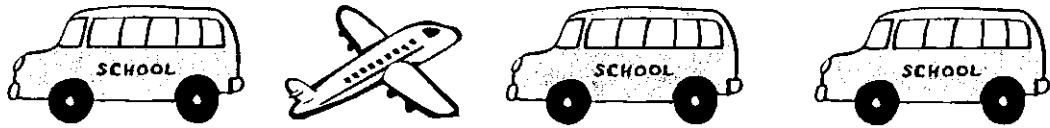
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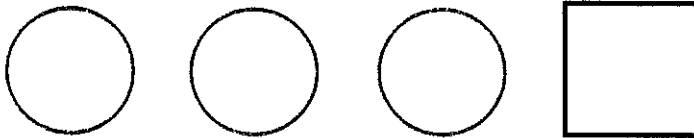
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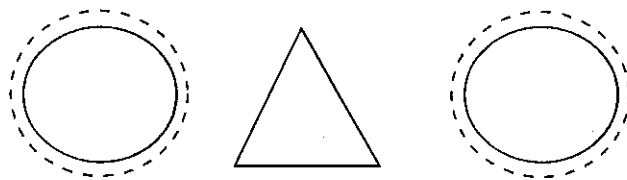
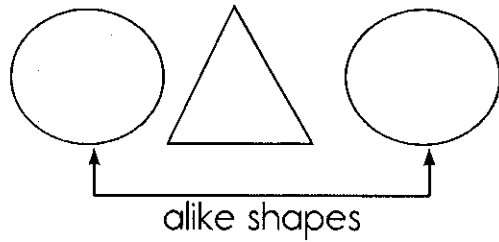
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Directions: 5-6. Draw an X on the object that is different. 7-10. Circle the objects that are alike.

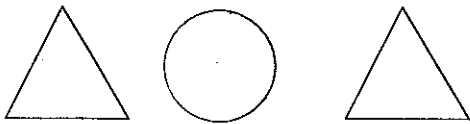
Name _____

Sorting by Shape

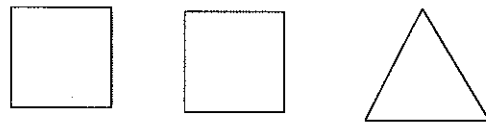
Lesson
9-F



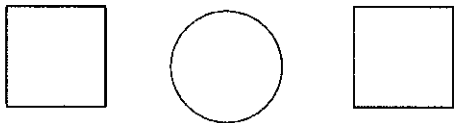
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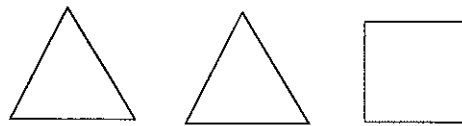
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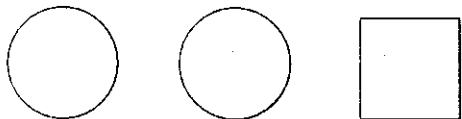
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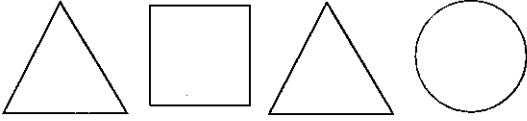
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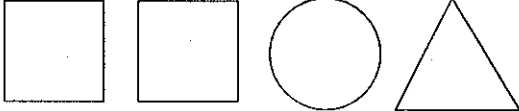
Directions: 1-6. Sort the shapes in the group. Circle the shapes that are alike.

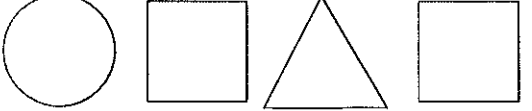
Name _____

Lesson
9-F

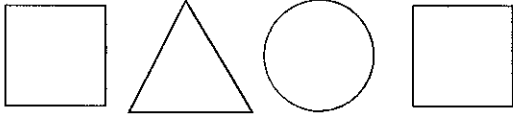
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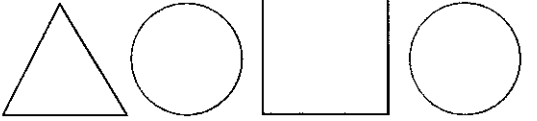
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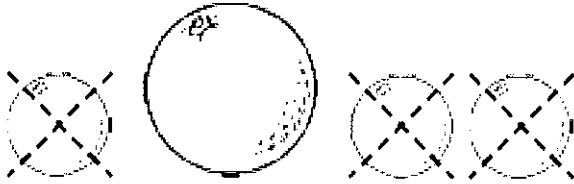
Directions: 7-14. Sort the shapes in the group. Circle the shapes that are alike.

Name _____

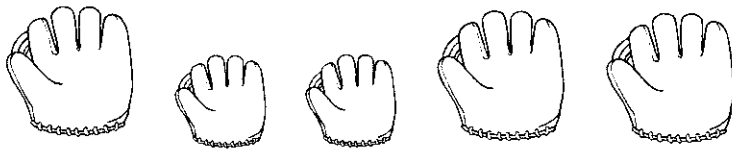
Sorting by Size

Lesson
9-G

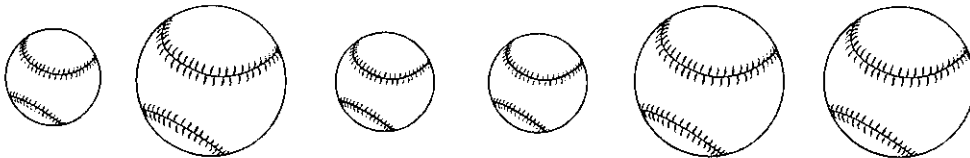
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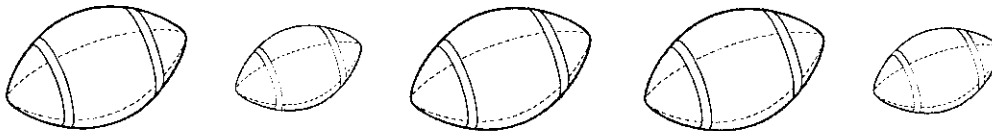
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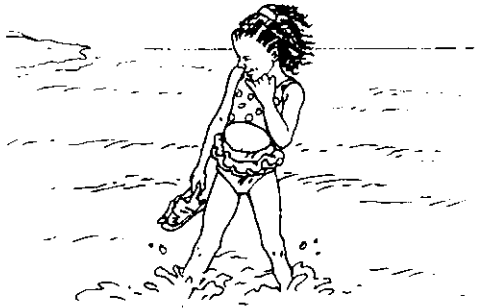
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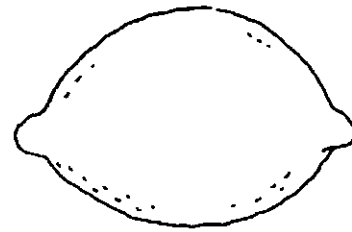


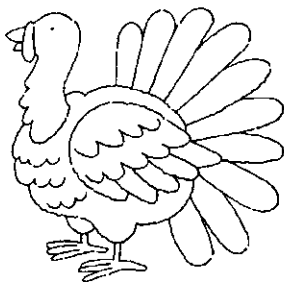
Directions: 1. Sort the objects by size. Trace the dashed Xs to show how you sorted. 2-4. Sort the objects by size. Draw Xs to show how you sorted.

Name _____ Date _____

Directions: Write the letter o under the pictures whose names begin with the /ō/ sound.









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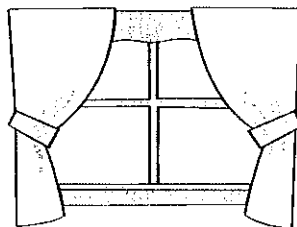
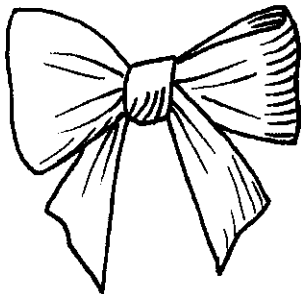
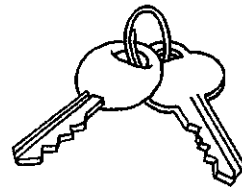
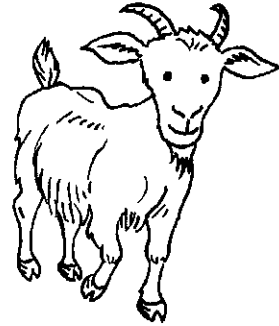
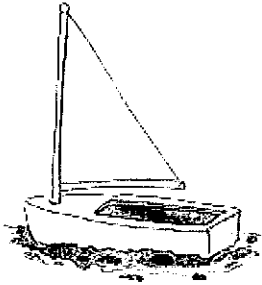
oats

eats

Directions: Underline the o in the word that begins with the /ō/ sound.

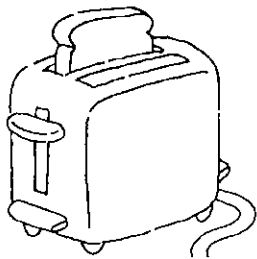
Intervention Support

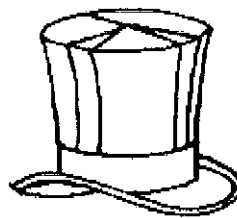
Name _____ Date _____



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Directions: Draw a circle around each picture whose name has the /ō/ sound in the middle.



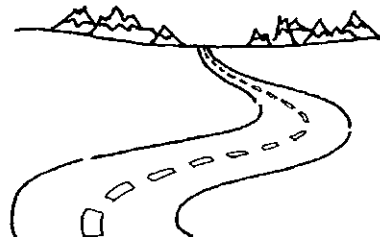






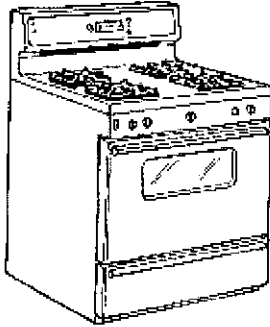
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Directions: Write the letter o under each picture whose name has the /ō/ sound in the middle.

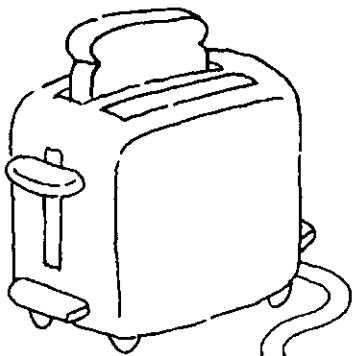
Name _____ Date _____



save stove



nose nice



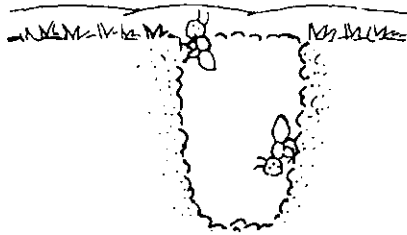
test toast

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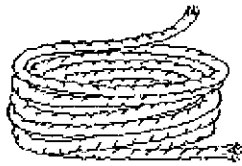
Directions: Listen as I say each word. Draw a circle around the word with the /ō/ sound that names each picture.



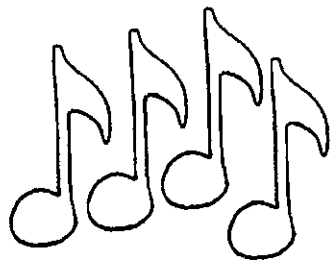
r__se



h__le



r__pe

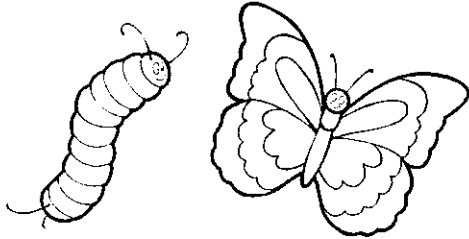


n__tes

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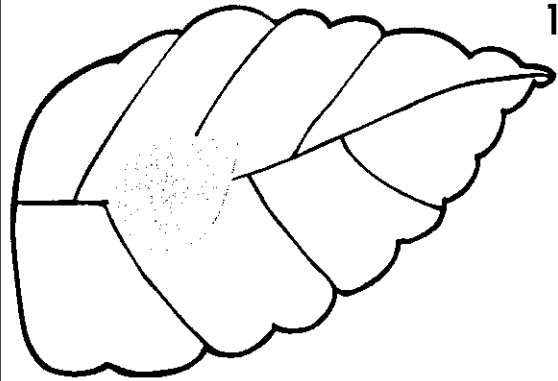
Directions: Listen as I say the name for each picture. Write the missing letter on the line to complete each word.

How a Butterfly Grows

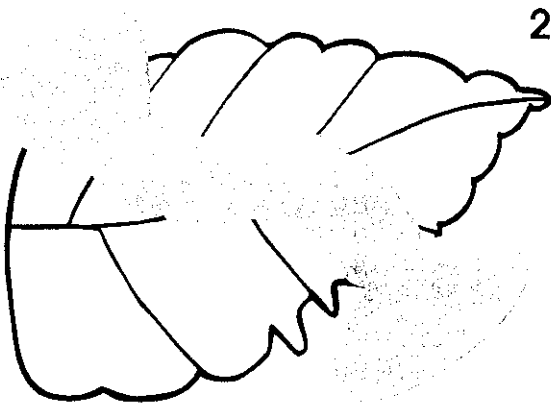


by _____

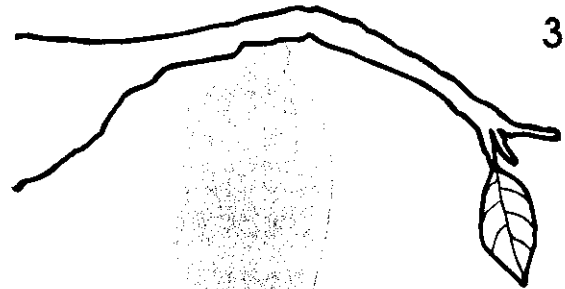
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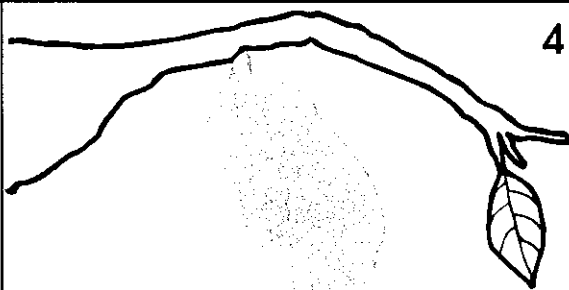
A caterpillar grows
inside an egg.



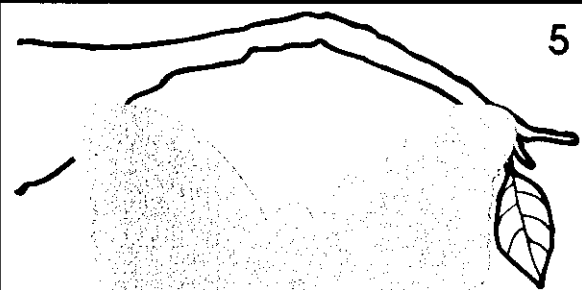
The caterpillar hatches
and eats leaves.



The caterpillar makes a
chrysalis to live in while it
becomes a butterfly.



The butterfly begins to
come out of the chrysalis.
Now it will eat nectar.

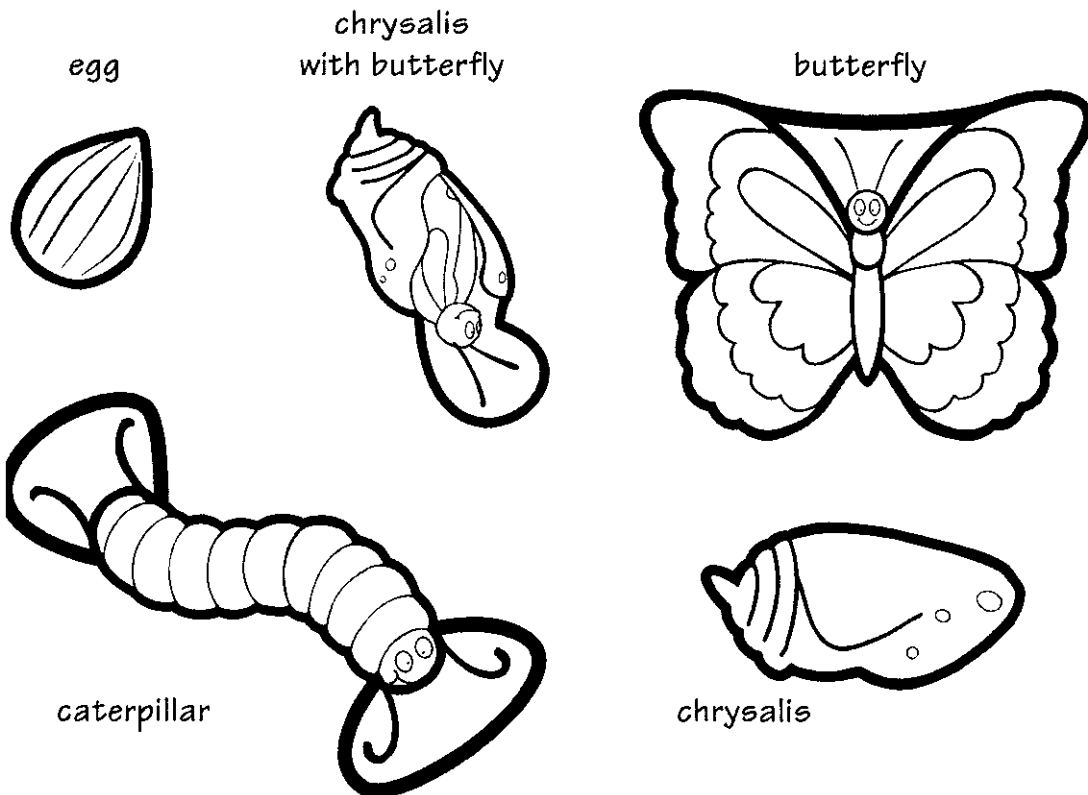
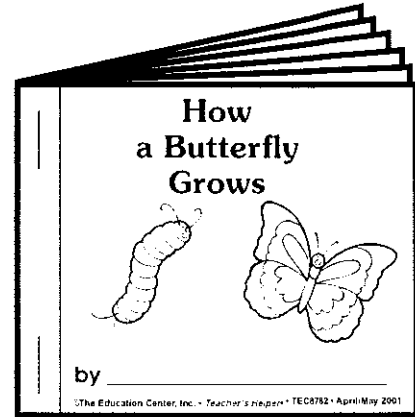


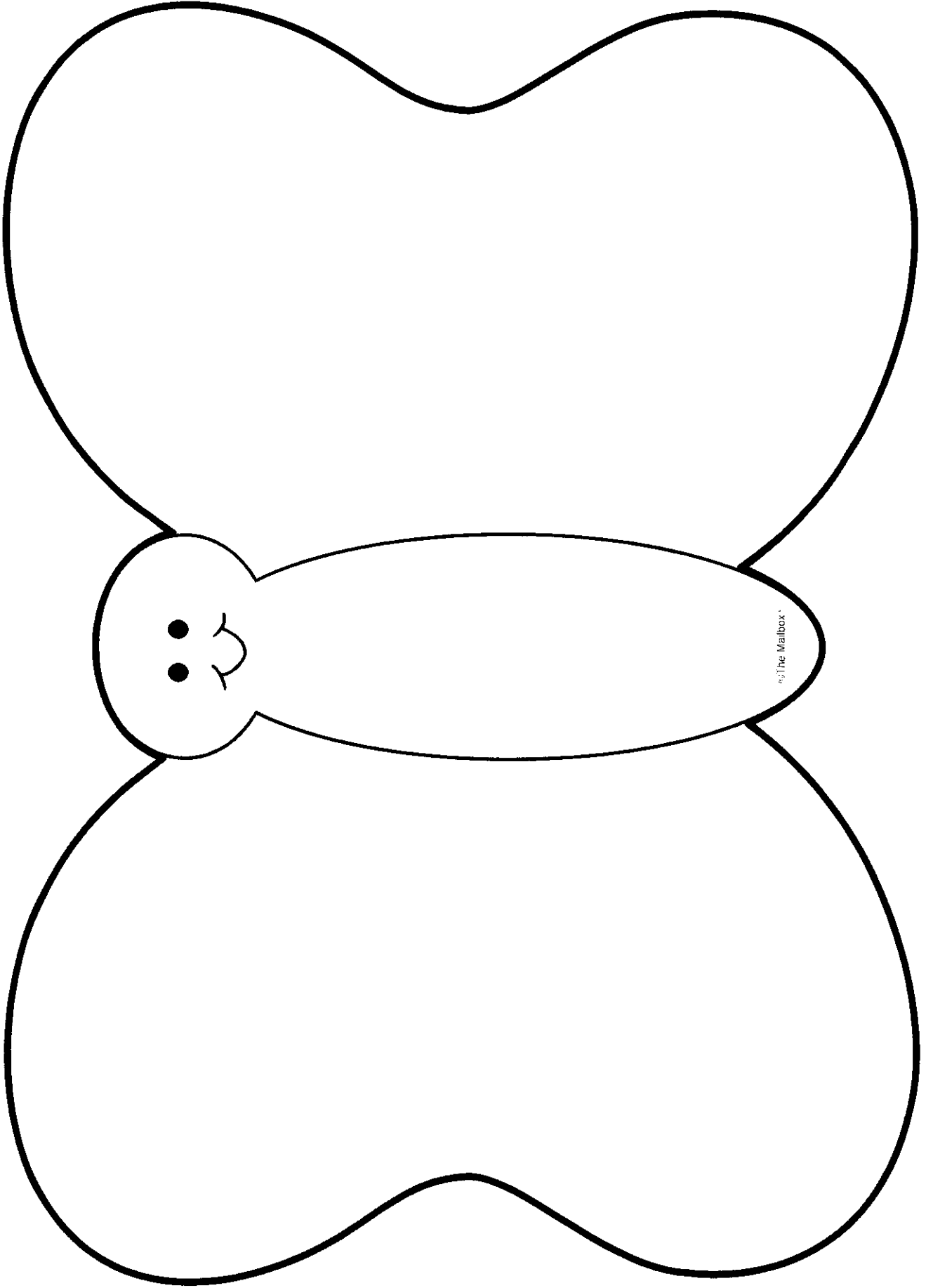
The butterfly flies away.

How To Use The Reproducible To Make A Butterfly Minibooklet

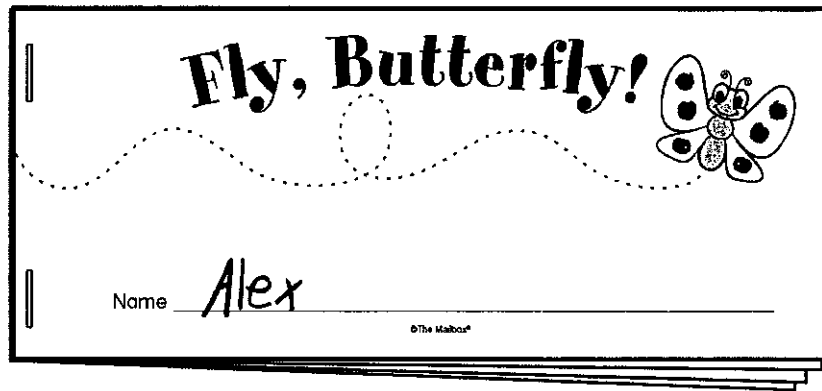
Finished Sample

1. Provide each child with a copy of the reproducible, the patterns, scissors, crayons or markers, glue, and access to a stapler.
2. Instruct the youngster to cut out the booklet pages along the heavy solid lines.
3. Then direct the child to sequence the numbered pages behind the cover and staple the minibooklet along the left margin.
4. Read the minibooklet aloud to your students as they follow along. During your reading, guide students to notice the shaded areas on each booklet page. Encourage the student to determine which pattern should be glued in the shaded area on each page.
5. Direct students to cut out the patterns and then glue them in the correct places on each booklet page.
6. If desired, have students color the minibooklet pages.





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Fly, Butterfly!

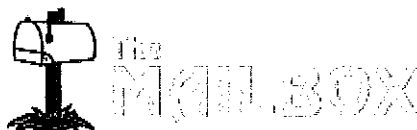
Booklet: butterflies

Kids are fascinated by the transformation described in this booklet! Have each child cut out a copy of the cover and booklet pages. Help him staple the booklet pages in order behind the cover. Then instruct him to write his name on the cover. After you read the booklet with students, use the skill-reinforcement options below.

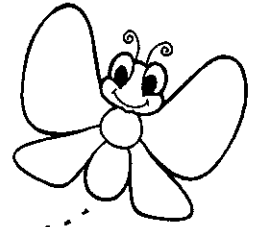
Comprehension: Ask each youngster to hold up a finger as he names each stage of the butterfly life cycle, in turn (*egg, caterpillar, chrysalis, and adult flying free*). After he names the last stage, have him wiggle his fingers to imitate a butterfly flying.

High-frequency words: Instruct each student to circle the words *see, now, and out* each time they appear in the booklet. Then have him write the words on the back of the booklet.

Cindy Hoying
Centerville, OH

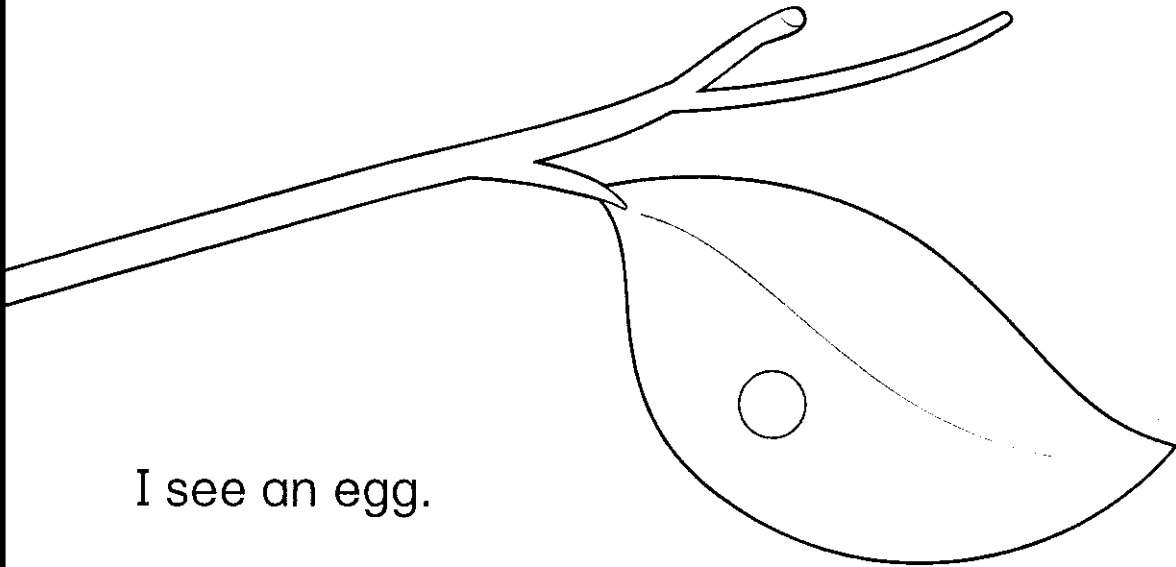


Fly, Butterfly!



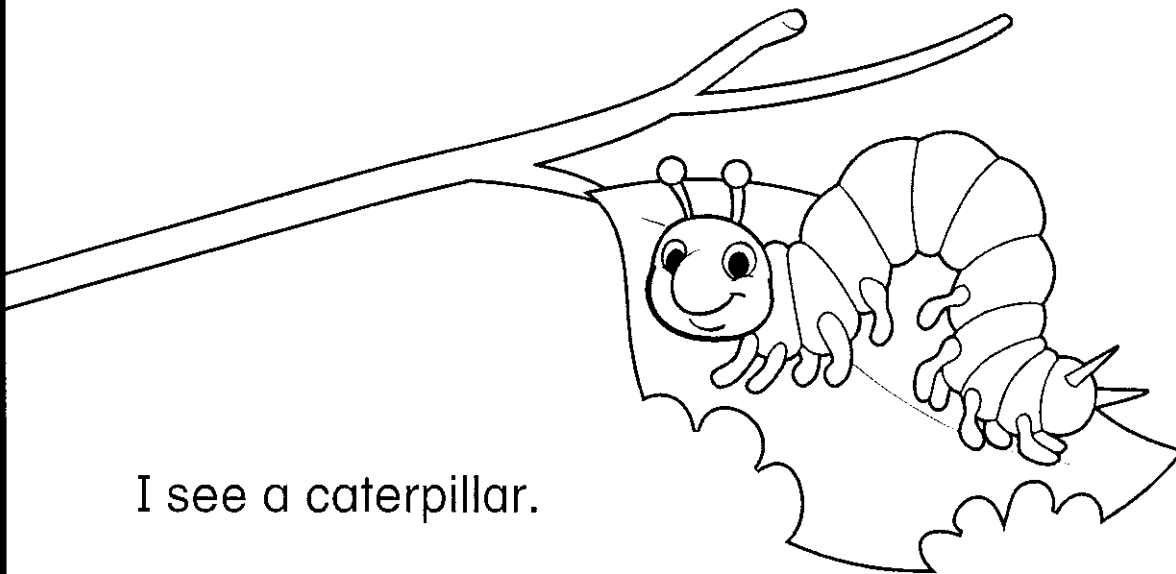
Name _____

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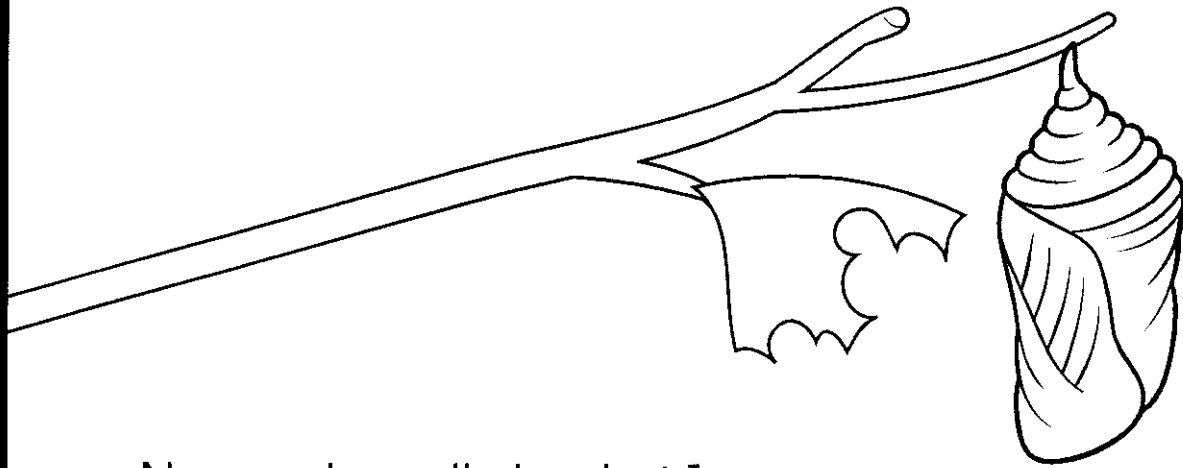
I see an egg.

1



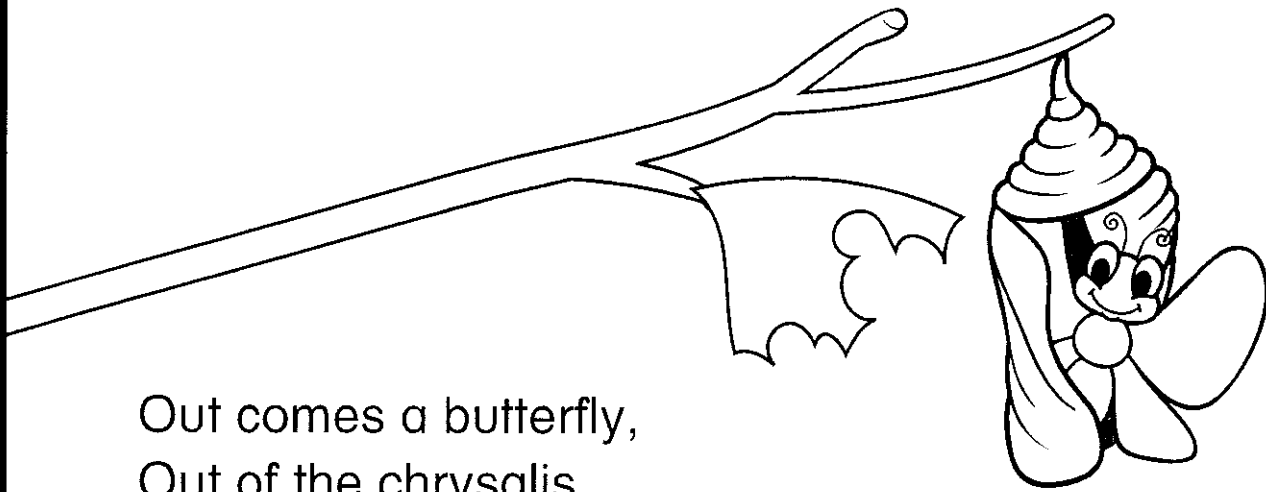
I see a caterpillar.

2



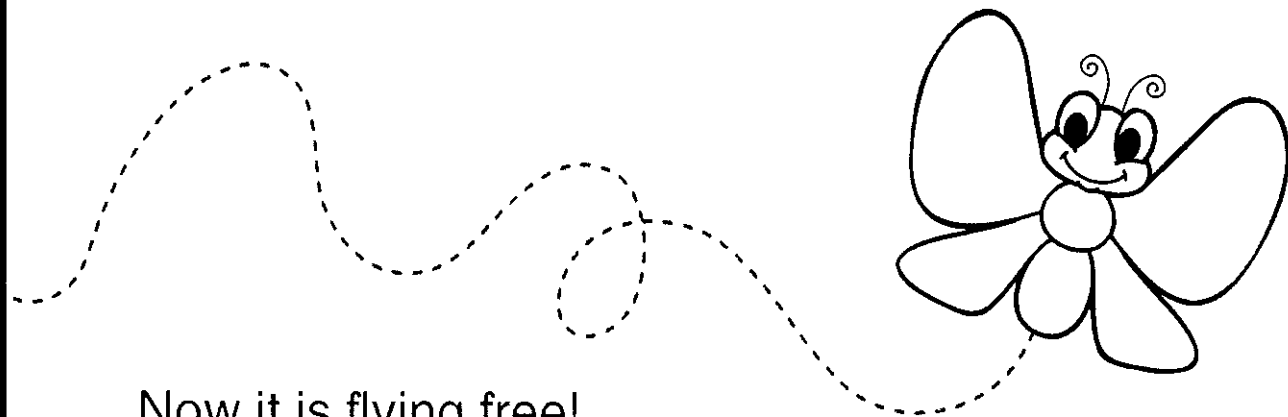
Now a chrysalis is what I see.

3



Out comes a butterfly,
Out of the chrysalis.

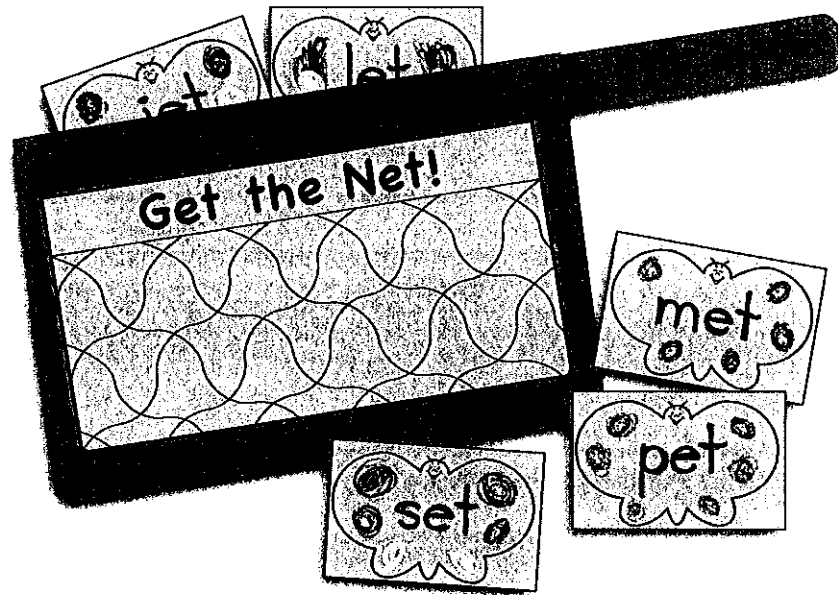
4



Now it is flying free!

5

Get the Net!



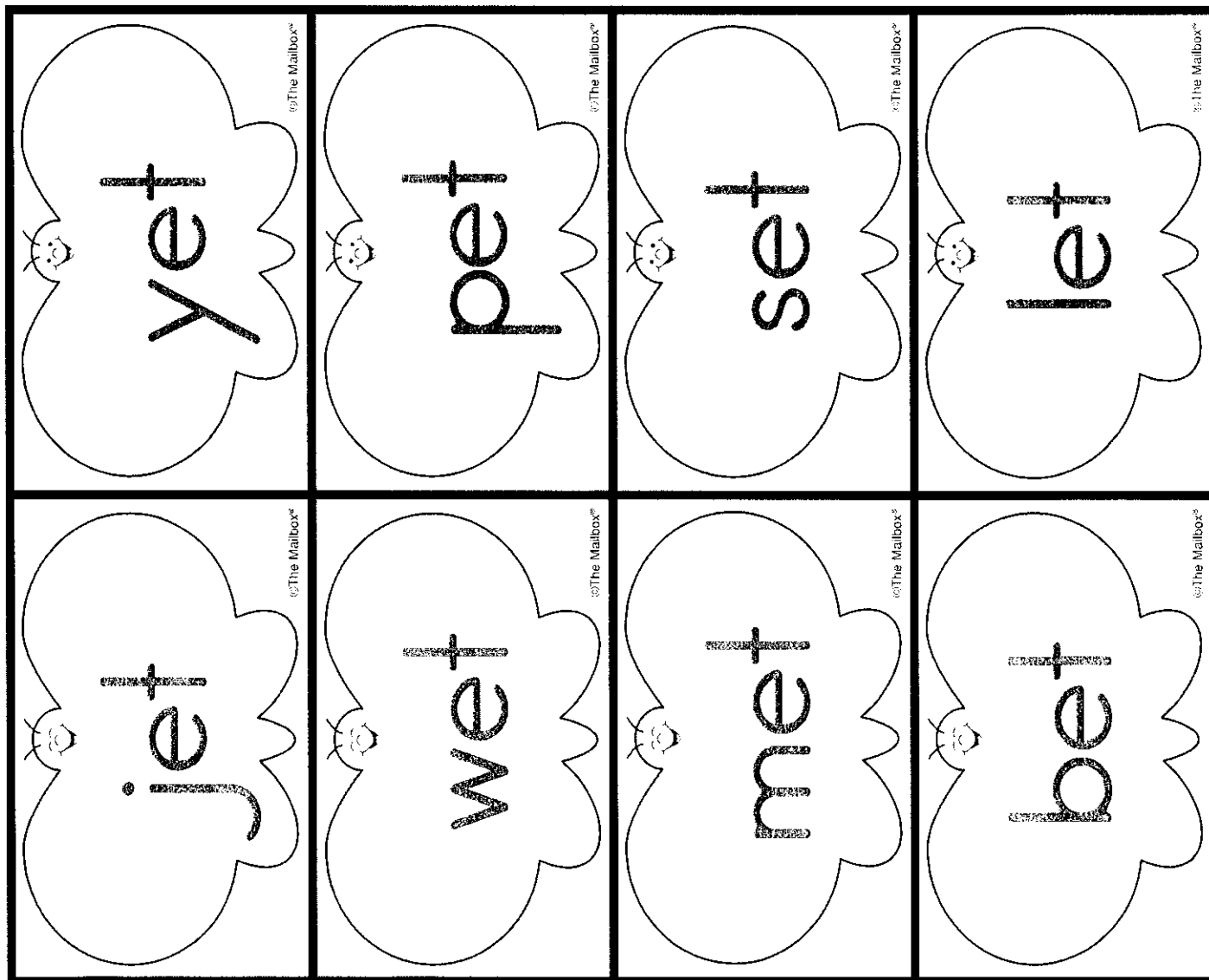
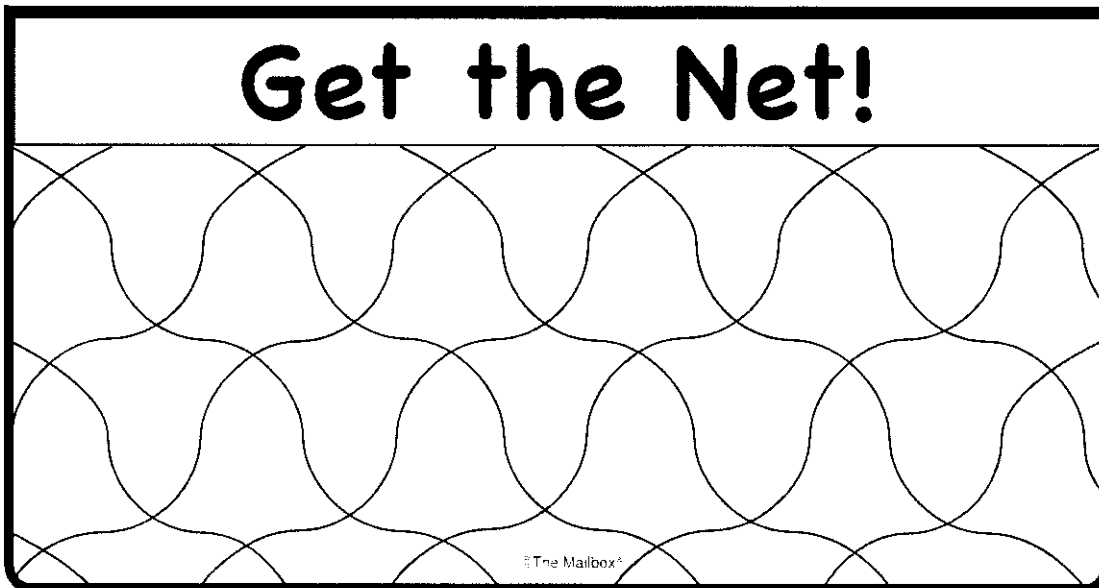
Skill: -et word family

Getting ready: Copy the net label and butterfly cards page to make a class supply. For each student, gather a 6" x 9" piece of construction paper, a 1" x 6" construction paper strip, crayons, scissors, and glue.

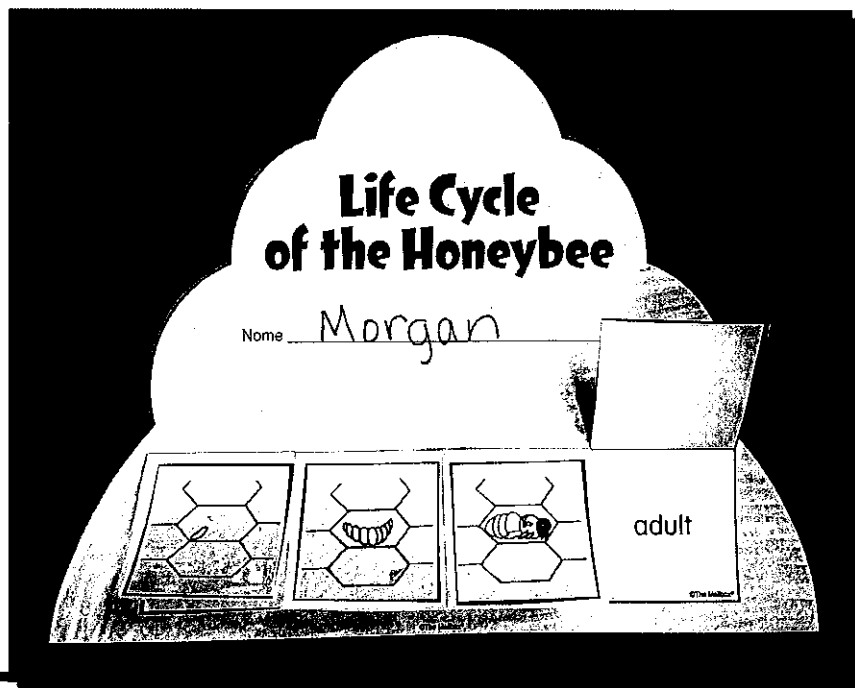
Student directions:

1. Trace the words on your butterfly cards. Read the words.
2. Position a 6" x 9" piece of construction paper vertically and then fold it in half. Position the paper with the fold at the bottom. Glue the sides to make a pocket.
3. Cut out the cards and label. Glue the label to the pocket. Round the bottom corners of the pocket.
4. Round one end of a 1" x 6" paper strip. Glue the straight end to the back of the pocket to make a handle for the net.
5. Add crayon details to the word cards, being careful to avoid coloring over the words. Read the word on each card, in turn, and then place it in the net.

Net Label and Butterfly Cards



Honeybee Life Cycle Foldable



Getting ready: Copy the provided reproducibles to make a class supply. Gather crayons, scissors, and glue.

Activity:

1. Share the life cycle information below with students.
2. Give each student a copy of the foldable and cards. Name each stage of the life cycle and have each student point to the corresponding picture. Explain that the pupa is not normally visible because a wax cap is over the cell; the illustration shows the changes that occur inside. Invite each student to color the picture cards and cut them out.
3. Have each student cut the foldable on the bold outer lines and then cut the three short bold lines to create flaps. Ask him to fold the flaps to cover the words.
4. Guide him to glue the picture cards on the flaps in order from egg to adult.
5. Have him write his name on the beehive pattern. Ask him to color the pattern and cut it out. Help him glue the foldable to the hive.

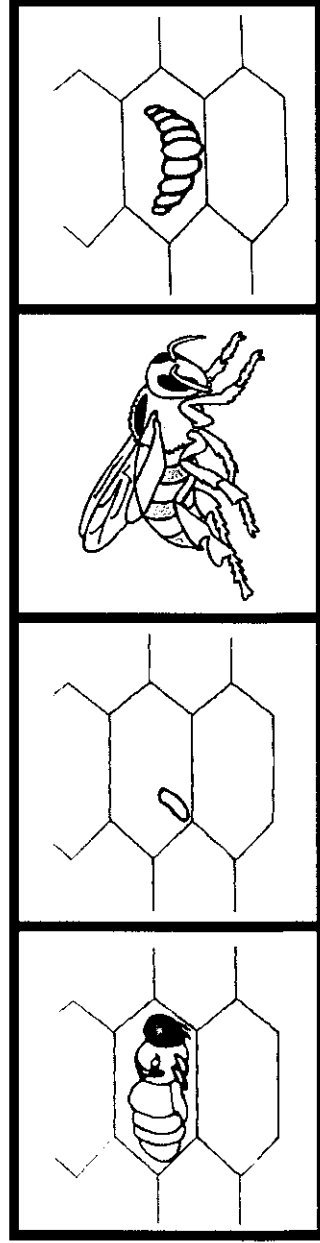
Honeybee Life Cycle

1. **egg:** A queen bee lays a white egg in a honeycomb cell. The egg is smaller than a grain of rice.
2. **larva:** After three days, a larva crawls out of the egg. It looks like a white worm.
3. **pupa:** Other bees put a tan wax cap over the cell. The larva spins a cocoon around itself. The larva changes. Its body develops three parts: a head, a thorax, and an abdomen.
4. **adult:** An adult bee emerges from the cell 15 to 24 days after the egg is laid. The bee has two antennae, four wings, and six legs.

Honeybee Foldable and Cards

egg	larva	pupa	adult

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Life Cycle of the Honeybee

Name _____