

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

Kindergarten Boys and Girls, Week of 4/20/20

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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

Tuesday and Friday from 10AM-12PM

Leadership Team

Mr. Aubrey Favors, Interim CEO, HR: 814 812-3026

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 9 Lesson 2 Day 1 <u>Assignment:</u> April 20 Unit 9	<u>Lesson:</u> Unit 9 Lesson 2 Day 2 <u>Assignment:</u> April 21 Unit 9	<u>Lesson:</u> Unit 9 Lesson 2 Day 3 <u>Assignment:</u> April 22 Unit 9	<u>Lesson:</u> Unit 9 Lesson 2 Day 4 <u>Assignment:</u> April 23 Unit 9	<u>Lesson:</u> Unit 9 Lesson 2 Day 5 <u>Assignment:</u> April 24 Unit 9
Math	<u>Lesson:</u> Chapter 11 Lesson 11-a <u>Assignment:</u> April 20	<u>Lesson:</u> Chapter 11 Lesson 11-b <u>Assignment:</u> April 21	<u>Lesson:</u> Chapter 11 Lesson 11-c <u>Assignment:</u> April 22	<u>Lesson:</u> Chapter 11 Lesson 11-d <u>Assignment:</u> April 23	<u>Lesson:</u> Chapter 11 Lesson 11-e <u>Assignment:</u> April 24
Science	<u>Assignment:</u> Video and Living vs. Nonliving Worksheet <i>Enrichment Packet</i>	<u>Assignment:</u> Video and The Desert Worksheet <i>Enrichment Packet</i>	<u>Assignment:</u> Video and The Forest Worksheet <i>Enrichment Packet</i>	<u>Assignment:</u> Video and The Pond Worksheet <i>Enrichment Packet</i>	<u>Assignment:</u> Video and Is It Alive? My Rock Mini-Book <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, especially if they are not yet reading fluently. Some activities will be repeated daily. Repetition is important for young learners.

Day 1-

Foundational Skills:

1. Long Ee
 - a. Listen to the Long Ee rhyme – E’s my name, two sounds for me: Short e in hen, Long e in he.
 - b. Listen and raise your hand for long e words: **equal** April hole **eel** open **easel** **ecology** **even** ever **eve** mat use
 - c. Practice writing uppercase E and lowercase E. Write 10 of each. Circle your best one.
 - d. Complete Intervention Support page 159. Write an e under the pictures that start with long e.

Reading and Responding

1. Poem – **Family Rules**
 - a. Review the elements of poetry: Sentences are broken into parts called lines, words that rhyme are often used, some words may be repeated, and poems often have rhythm
 - a. Read the poem available in today’s online assignment or in the packet.
 - b. Questions: What rules do you think the family eating together has? Do you have chores? What are they? How do your chores help your family?

Writing

1. Write three sentences about your chores at home. Remember to put a finger space between words.

Day 2-

Foundational Skills:

1. Long Ee
 - a. Review the Long Ee rhyme – E’s my name, two sounds for me: Short e in hen, Long e in he.
 - b. Listen and raise your hand for words that start with long e: **each** open oven **eat** able **event** omit unit **Egypt**
 - c. Listen for the middle sound. If it is long e raise your hand: **seen** when buck sack **week** **keep** brick **bees** had **fever**
 - d. Complete Intervention Support page 160-161. On page 160, write an e under pictures with long e. On page 161, circle the long e words.

Reading and Responding

2. Story: That’s Not Fair!
 - a. Read the story available in today’s online assignment or in the packet.
 - b. Find at least 10 capital letters in the story. Why are these letters capitalized?
 - c. Why do you think Lee picked up all the cards when he first started playing the game? Why is it important to have rules when playing a game?

Writing

1. Read the **We Read Rhymes** page. Circle all the describing words: green blue yellow red

Day 3-

Foundational Skills:

1. Long Ee
 - a. Review the Long Ee rhyme – E’s my name, two sounds for me: Short e in hen, Long e in he.
 - b. Listen for the middle sound. If it is long e raise your hand: **meet peel** flame pies **zebra squeeze** deck **feet**
 - c. Complete Intervention Support page 162. Write an e under the pictures with long e.

Reading and Responding

1. Story: That’s Not Fair
 - a. Watch/read the story available in today’s digital assignment or in the packet.
 - b. Discuss vocabulary: chores, board, wait, equal
 - c. Questions: Who are the characters? What happens at the beginning of the story? In the middle? At the end?

Writing

1. Write three sentences about your favorite game. Remember to put finger spaces between words!

Day 4-

Foundational Skills:

1. Reviewing Long Ee
 - a. Review the Long Ed rhyme – E’s my name, two sounds for me: Short e in hen, Long e in he.
 - b. Listen for the long e sound. If it has long e in the middle, raise your hand: wed **bead** tame lies **feet** deck **street treat**
 - c. Write the following long e words using ending e and the e_e pattern: she he Pete be
 - d. Complete Intervention Support page 163-164. Circle the pictures with long e.

Reading and Responding

1. Poem: Friday Trouble
 - a. Review the elements of poetry: Sentences are broken into parts called lines, words that rhyme are often used, some words may be repeated, and poems often have rhythm
 - b. Read the poem available in today’s online assignment or in the packet.
 - c. Questions: Do you think the girl will follow every rule next week? Why or why not?

Writing

1. Write 3 sentences about why rules are important. Remember to put finger spaces between the words!

Day 5-

Foundational Skills

1. Reviewing Long Ee
 - a. Review the Long Ee rhyme – E’s my name, two sounds for me: Short e in hen, Long e in he.
 - b. Listen for the long e sound. If it has long e at the end, raise your hand: **we** to **be see** find like the **key**
 - c. Write the following long e words using ending e and the e_e pattern: he we be Eve Steve Pete
 - d. Complete Intervention Support page 165. Circle the long e words

Reading and Responding

1. Decodable Story: We Did It!
 - a. We Did It! is available to read using the digital assignment or in the packet.
 - b. Find the sight words in the book: **be she**
 - c. Practice sounding out: rope kite Pete
 - d. Questions: What does Pete tape to the bottom of the kite? What made the kite go up? Have you ever flown a kite?

Writing

1. Write three sentences about kites. Make sure to use describing words and put finger spaces between your words.

MATH PRINT MATERIALS

Chapter 11: Two-Dimensional Shapes

MyMath Targeted Intervention Packet

April 20 – **Matching Two-Dimensional Shapes**

1. Find items in your house that are shaped like circles, squares, rectangles, and triangles.
2. Practice your math skills on Khan Academy and complete today’s ConnectED online assignment. Try to do at least 30 minutes of online math work daily.
3. Complete 11-A pages in packet. Play the game with a grown-up or sibling. Try to name all of the shapes. Use the **Two-Dimensional Shapes** reference page to help you.

April 21 – **Rectangles**

1. Draw a rectangle and a square and compare the two shapes. What is the same about both shapes? What is different? How many sides? How many vertices/corners?
2. Watch Shapes, Sides, Vertices by Jack Hartman on YouTube at <https://www.youtube.com/watch?v=24Uv8Cl5hvl>
3. Practice your math skills on Khan Academy and complete today’s ConnectED online assignment.
4. Complete 11-B pages in packet

April 22 – **Squares**

1. Play “I Spy” and find items in your house that are shaped like a square.
2. Practice your math skills on Khan Academy and complete today’s ConnectED online assignment.
3. Complete 11-C pages in packet.

April 23 – **Circles**

1. Have your child draw a circle on paper and cut it out. Is the outline of a circle curved or straight? How are squares and circles different?
2. Practice your math skills on Khan Academy and complete today’s ConnectED online assignment.
3. Complete 11-D pages in packet.

April 24 – **Triangles**

1. Make a triangle using household materials (straws, popsicle sticks, pencils). How many sides does it have? How is it different from circles, squares, and rectangles?
2. Practice your math skills on Khan Academy and complete today’s ConnectED online assignment.
3. Complete 11-E pages in packet.

SCIENCE/SOCIAL STUDIES PRINT MATERIAL

Science: Living vs Non-Living

April 20 - Watch the **It's Alive! / Biology for Kids** video at www.youtube.com/watch?v=Gy60BqCnTG4. Then complete the *Living vs. Non-Living* worksheet in your enrichment packet.

April 21 - Watch the **Living and Non-Living Objects** video at www.youtube.com/watch?v=z_gPdS8Dk8s. Then complete *The Desert* worksheet in your enrichment packet.

April 22 - Watch the **Living and Non-Living Things for Kids: Life Science for Children Free School** video at www.youtube.com/watch?v=bWBrusrCmX4. Then complete *The Forest* worksheet in your enrichment packet.

April 23 - Watch the **Living Things / Science Songs for Kids / Elementary Life Science / Jack Hartman** video at www.youtube.com/watch?v=tzN299RpJHA. Then complete *The Pond* worksheet in your enrichment packet.

April 24 - Watch the **Non-Living Things / Science Songs for Kids / Elementary Life Science / Jack Hartman** video at www.youtube.com/watch?v=gAWcBSZ0klw. Then complete the *Is It Alive? My Rock* activity/mini-book.

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

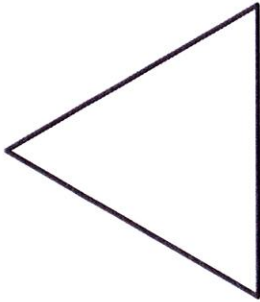
www.petethecatbooks.com

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

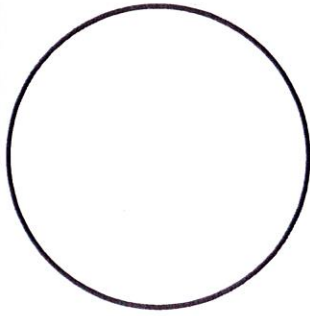
GoNoodle

<https://www.gonoodle.com/>

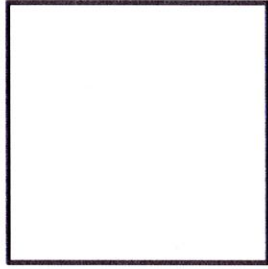
Two-Dimensional Shapes



triangle



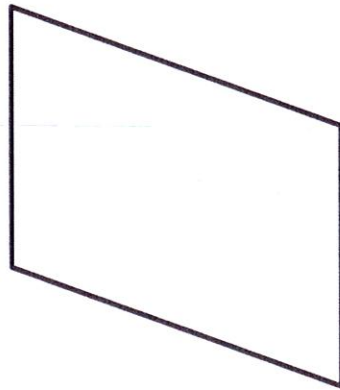
circle



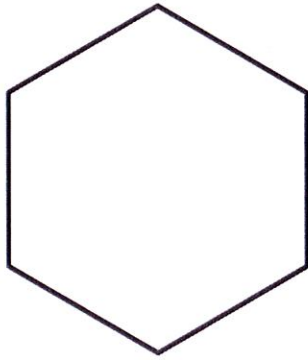
square



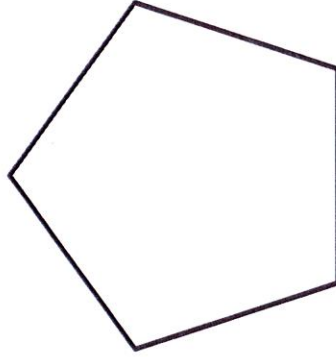
rectangle



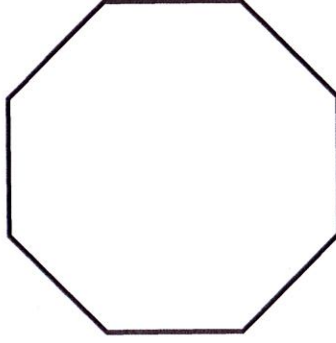
parallelogram



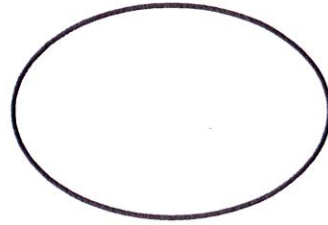
hexagon



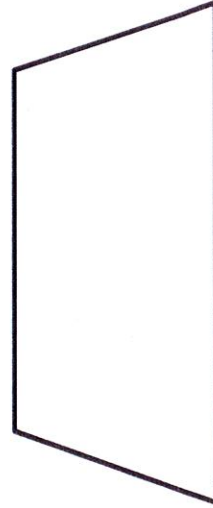
pentagon



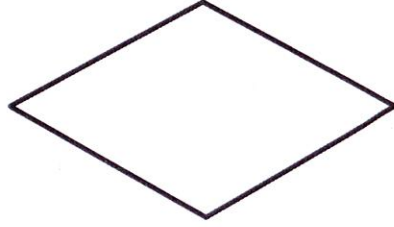
octagon



oval



trapezoid

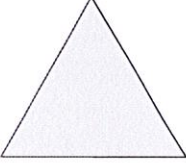


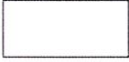
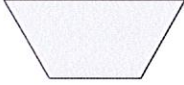

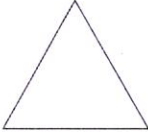
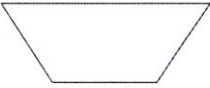
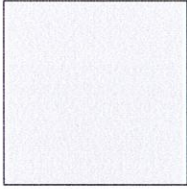

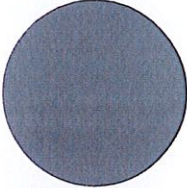
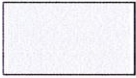

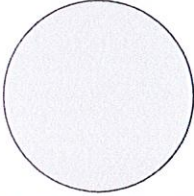
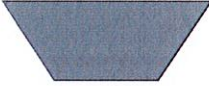
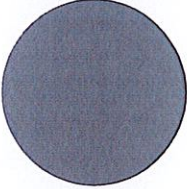
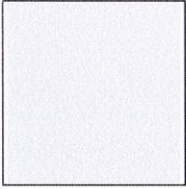
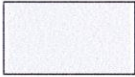

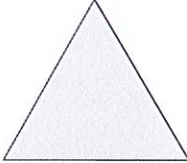


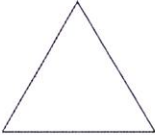



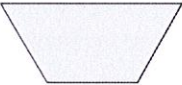
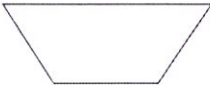
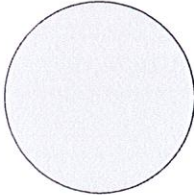
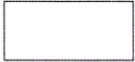


diamond (rhombus)

Name _____

Match Shapes

Lesson
II-A

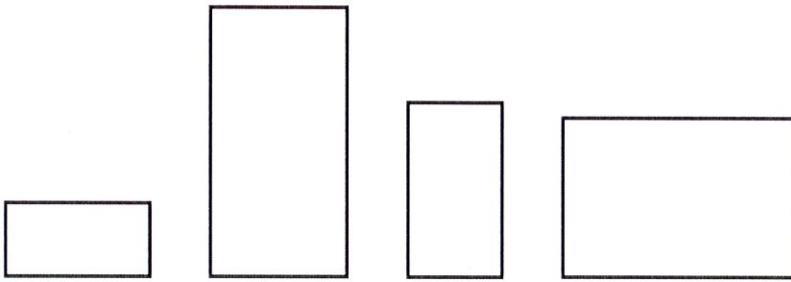
				
				
				
				
				
				

Directions: Roll the number cube. The player with the highest number rolled goes first. The first player turns over 2 cards. If the shapes are alike in color, shape, and size the first player keeps the cards. If the shapes are different, the player turns the cards facedown. The game is over when all of the cards have been matched.

Name _____

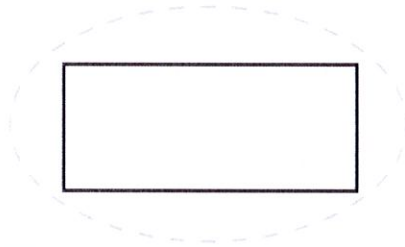
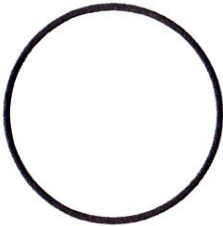
Rectangles

Lesson
II-B

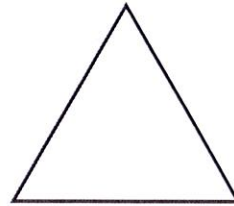
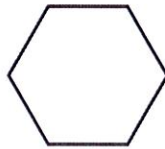


rectangles

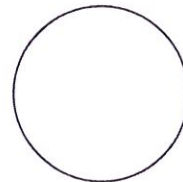
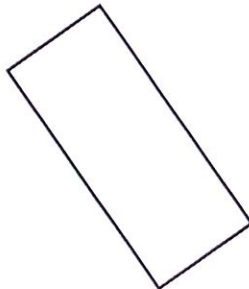
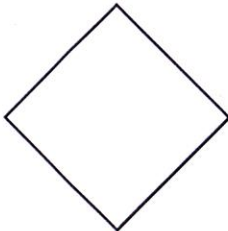
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2



3

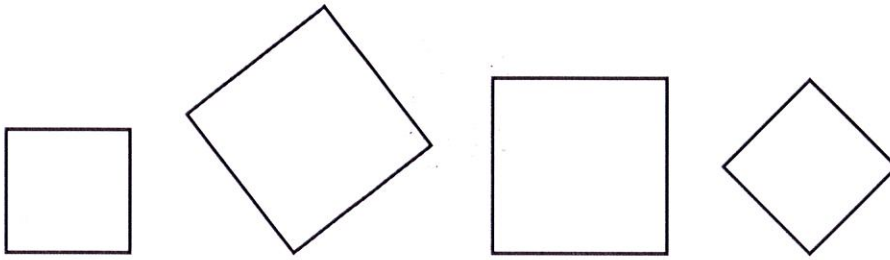


Directions: 1. Trace the dashed circle around the rectangle. 2-3. Circle the rectangle.

Name _____

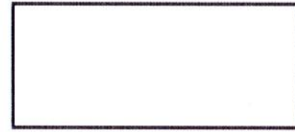
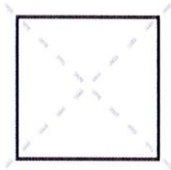
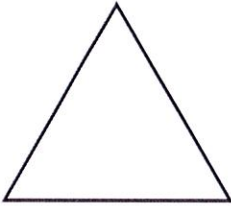
Squares

Lesson
II-C

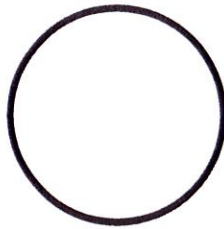
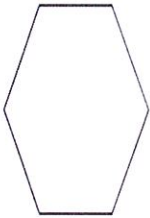


squares

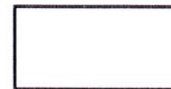
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2



3

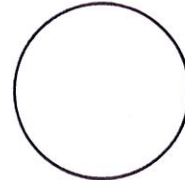
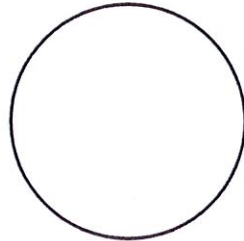
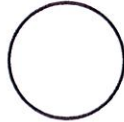
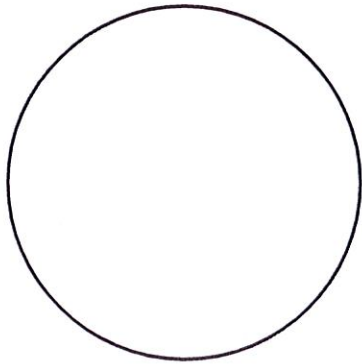


Directions: 1. Trace the dashed X on the square. 2-3. Draw an X on the square.

Name _____

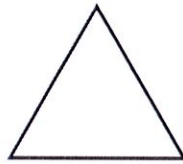
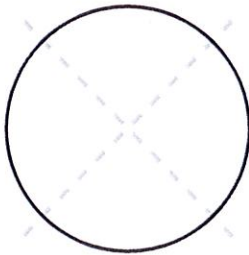
Circles

Lesson
II-D

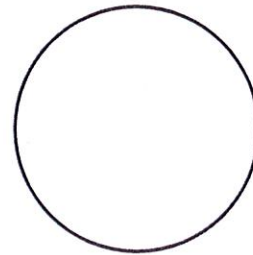
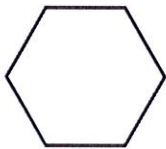


circles

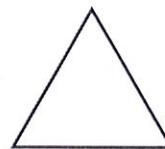
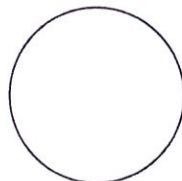
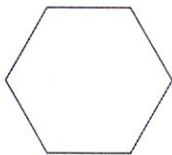
1



2



3

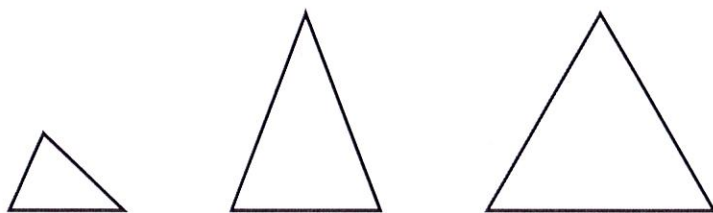


Directions: 1. Trace the dashed X on the circle. 2-3. Draw an X on the circle.

Name _____

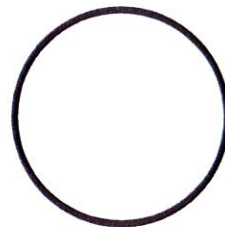
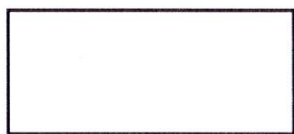
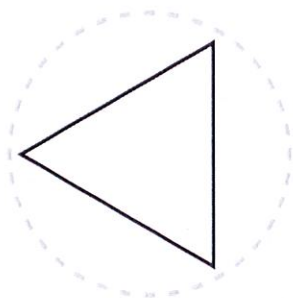
Triangles

Lesson
II-E

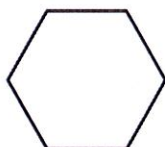
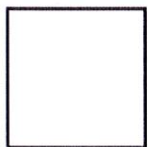


triangles

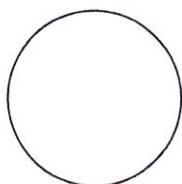
1



2

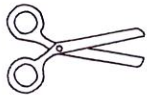
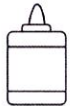


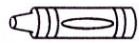
3



Directions: 1. Trace the dashed circle around the triangle. 2-3. Circle the triangle.

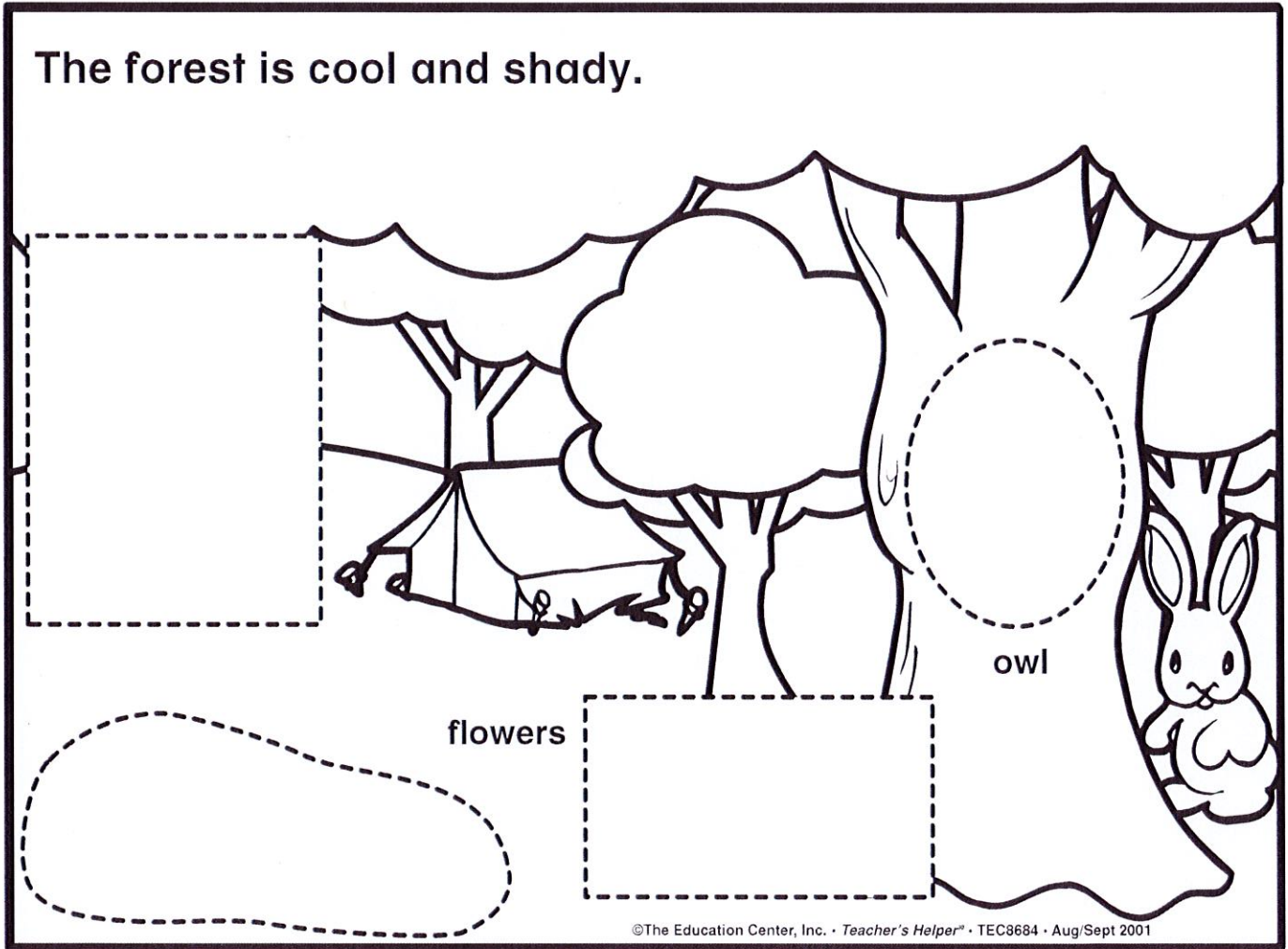
The Forest

 Cut out and  glue the pictures.

 Color the living things.

 Circle the nonliving things.

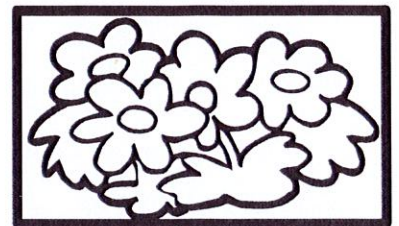
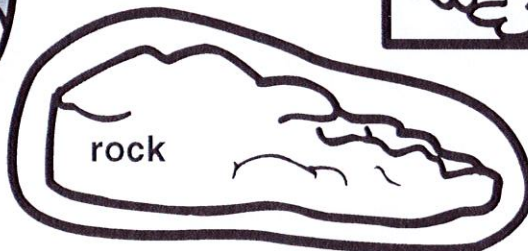
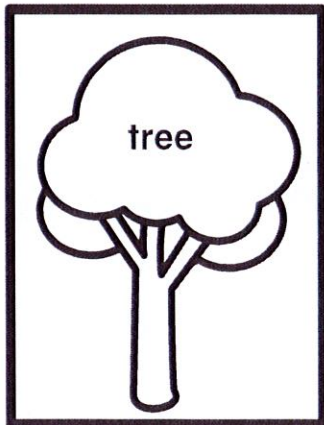
The forest is cool and shady.



flowers


owl

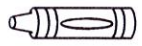
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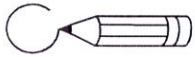
The Pond



Cut out and  glue the pictures.



Color the living things.



Circle the nonliving things.

The pond is cool and wet.

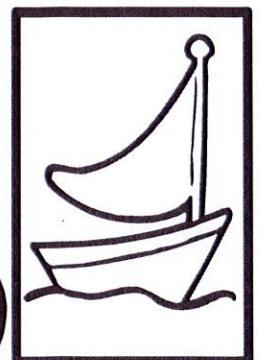
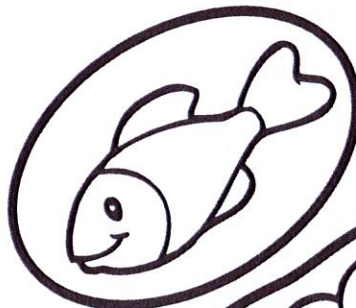
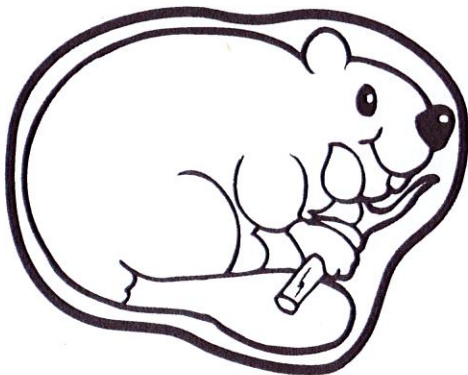
clouds

boat

beaver

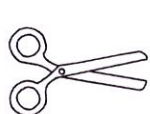
fish

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Name _____

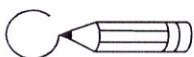
The Desert



Cut out and  glue the pictures.



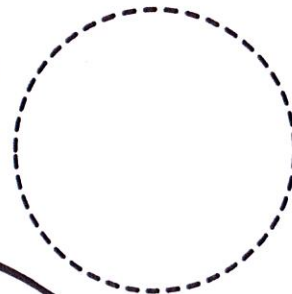
Color the living things.



Circle the nonliving things.

The desert is hot and dry.

sun



cactus



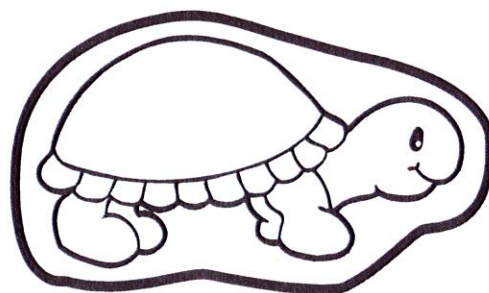
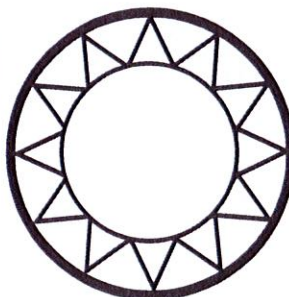
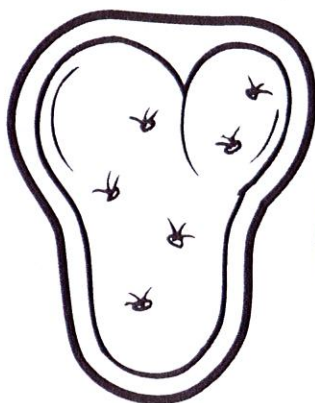
tortoise



rock



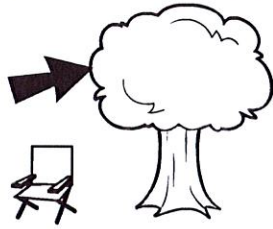
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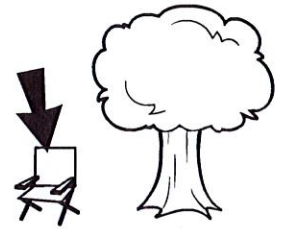
Living and Nonliving

Divide a sheet of paper into two equal sections. Cut apart the cards. Glue a heading card to the top of each section. Glue each picture card in the matching section.

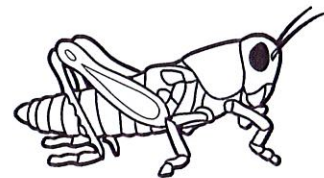
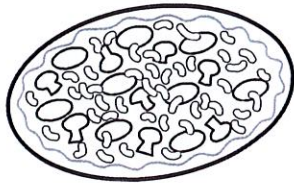
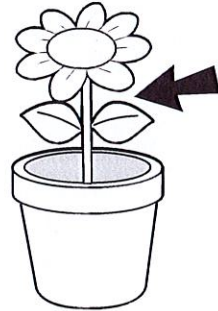
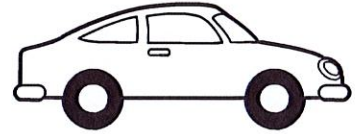
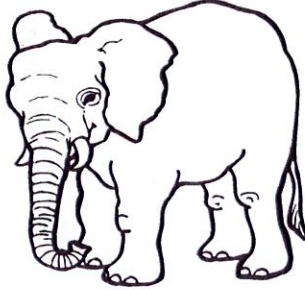
living



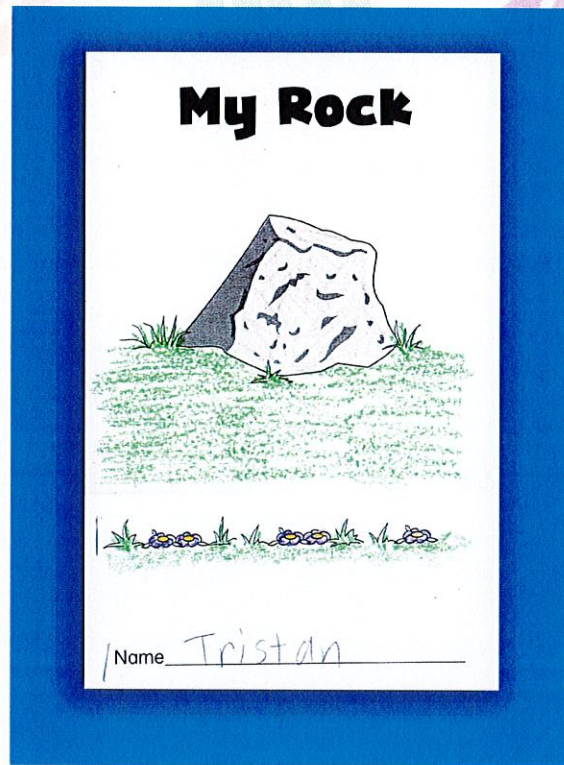
nonliving



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IS IT ALIVE?



Skill: Distinguishing between living and nonliving things

Getting ready: Make a copy of the booklet cover and pages for each student. Gather crayons, scissors, and a stapler.

Activity:

1. Have each student cut the booklet cover and pages on the dashed lines.
2. Instruct each student to write his name on the cover where indicated.
3. Ask him to stack pages 1–6 in order behind the cover and then place the stack atop page 7. Staple the stack to page 7 as shown. Invite each student to color the booklet illustrations.
4. Read the booklet with students. Explain that rocks and other nonliving things do not need food and water; they do not breathe air; they do not grow, and they do not change on their own. Point out that water can move, but it is not a living thing since it does not need food or air.

Extension: List the following words on the board: *food, water, air, grow, and change*. Name a living or nonliving thing. Next, point to each word, in turn, and ask each student to give a thumbs-up or thumbs-down to signal whether or not the word represents a corresponding need or characteristic. Then guide students to conclude whether the thing is living or nonliving.

My Rock



It is not alive, I know.

7



Name _____

Is my little rock alive?

1

Does it need food and water
to survive?

2

Can my rock move
anywhere?

3

Can my rock breathe
the air?

4

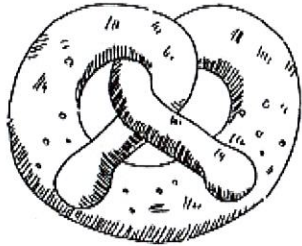
Does my rock change
and grow?

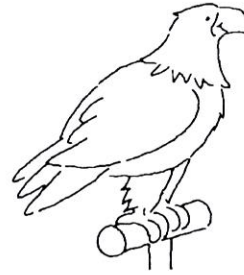
5

No, my rock can't change
or grow.

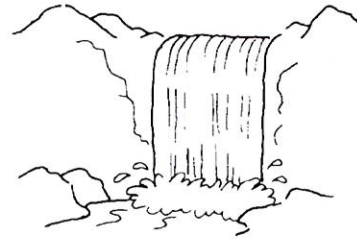
6

Name _____ Date _____











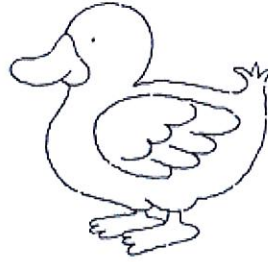


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Directions: Listen as I say the words. Write the letter e under each picture whose name begins with the /ē/ sound.

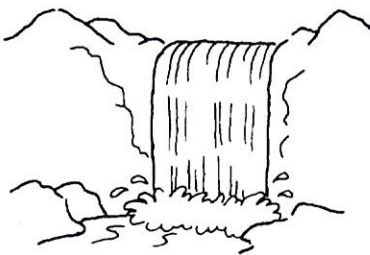
Name _____ Date _____













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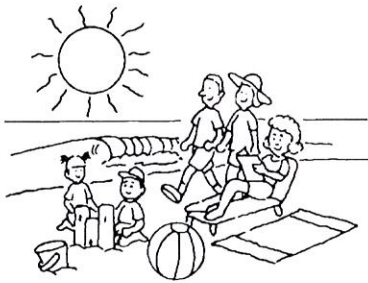
Directions: Write the letter e under each picture whose name has the /ē/ sound.

Name _____ Date _____



slope

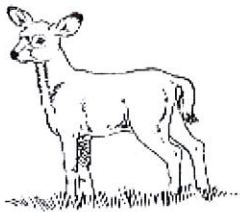
sleep



beach

broke

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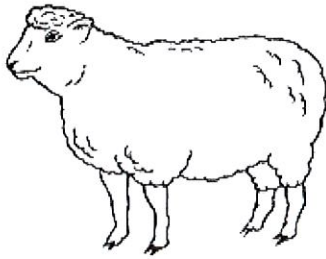
door

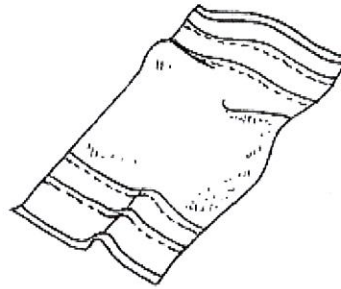
deer

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

Name _____ Date _____

Directions: Write the letter e under the pictures whose names have the /ē/ sound.







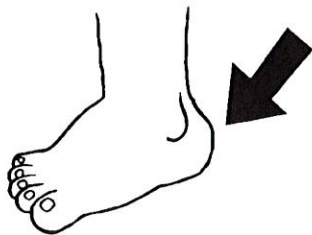


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each

couch

Directions: Underline the e in the word that has the /ē/ sound.

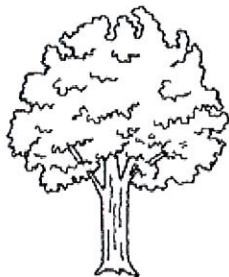


heel hole



eve van

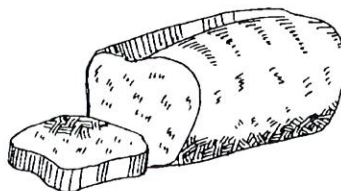
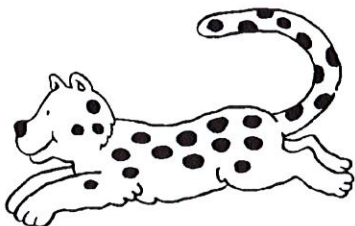
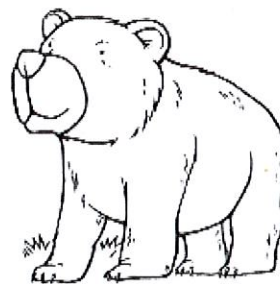
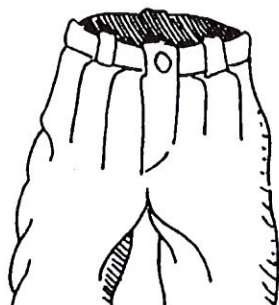
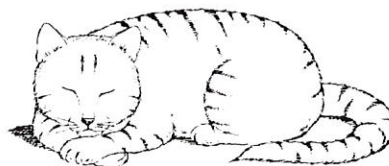
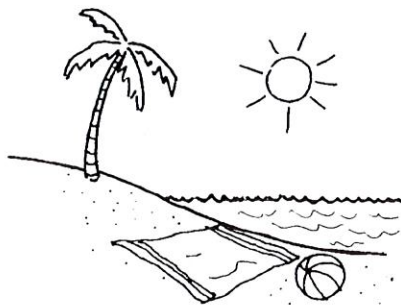
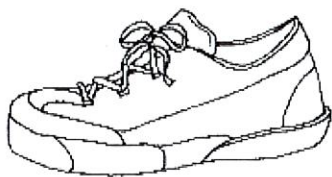
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told tree

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

Name _____ Date _____



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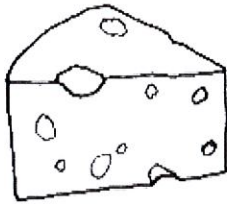
Directions: Draw a circle around each picture whose name has the /ē/ sound in the middle.

Name _____ Date _____



like

leaf



chase

cheese

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sleeve

sat

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

Essential Question How do rules help you get along?



Family Rules

by Jean McKeegan

Our family has rules
that help us get along.
Our family eats together
sitting at the table.
Our family eats together
as often as we're able.

Our family has chores.
We all do our share.
Our family has chores.
It is only fair.
Our family has rules
that help us get along.





Essential Question Why should you follow the rules at school?

Friday Trouble

by Amal Oblonsky
illustrated by Michael Slack

Once again, here I wait
in your office, Principal Tate.
You want to know exactly why
I'm back today, and so I'll try:

First I took a crayon from Ben.
Then I grabbed a book from Jen,
and when I did, the cover ripped.
I didn't mean it! My hand slipped!

Okay, I promise, no more taking.
No more grabbing, no more breaking.
I'll raise my hand before I speak.
I'll follow every rule next week!

Essential Question Why are rules important when we play games?

That's Not Fair!

by M. C. Hall
illustrated by Jason Dove

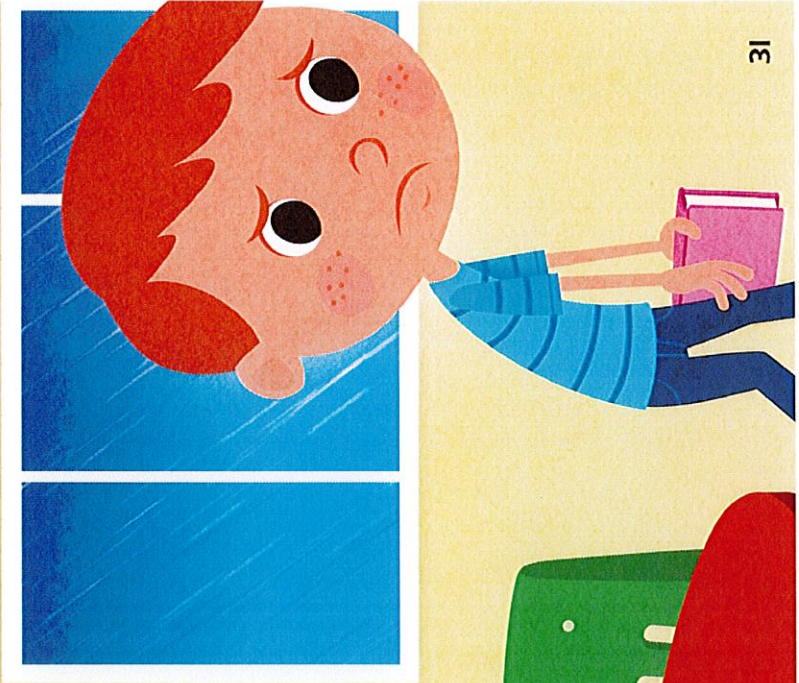
It was a cold, rainy day. Mark and Gino were playing a board game when Lee walked in.

"May I play?" Lee asked. 1



"No, you can't. We do not need another player," said Gino. 2

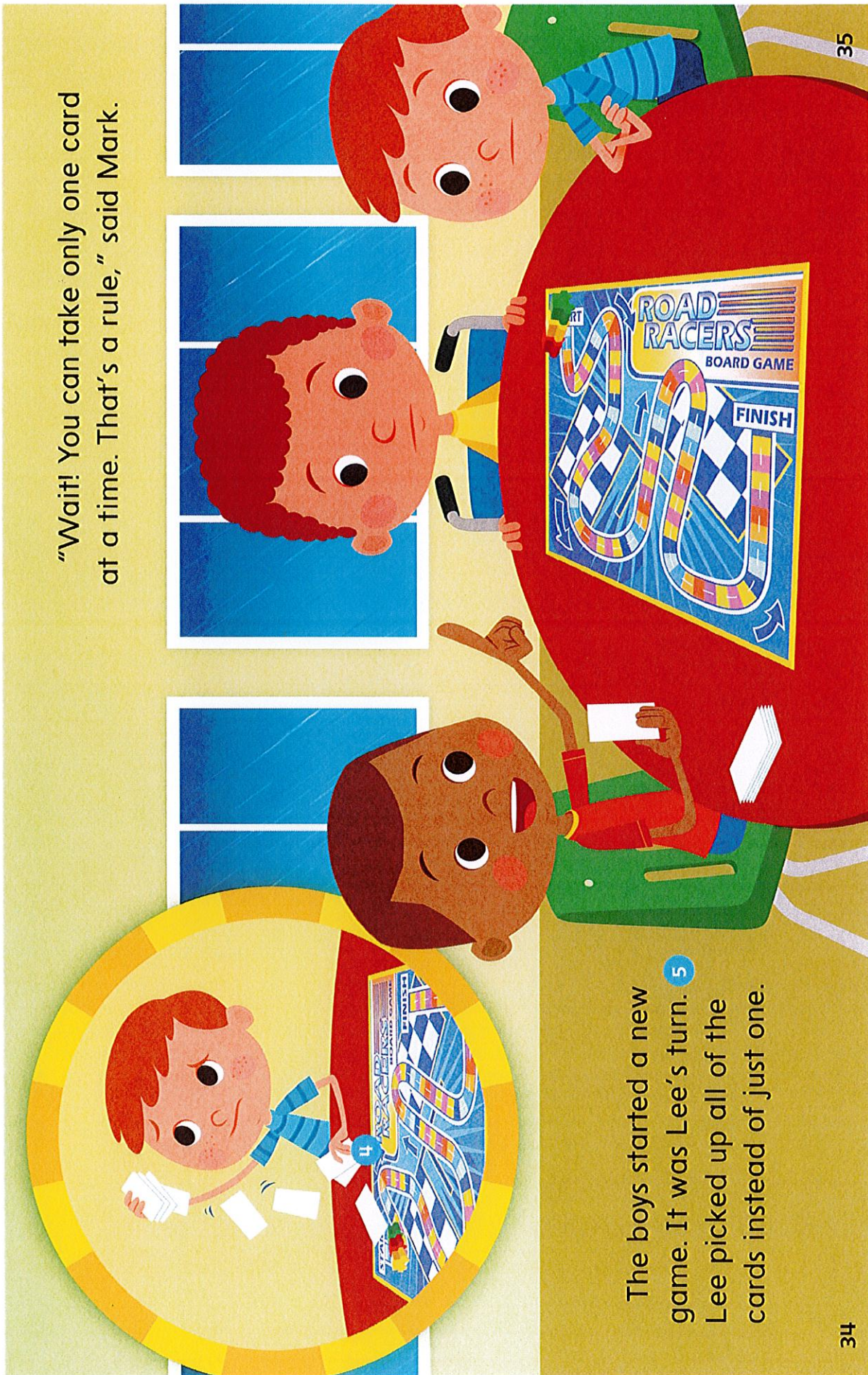
Lee was sad. "That's not fair!" he said. 3



Mark looked at Gino. "Lee is right. We should let him play," he said.

Gino went to get Lee. "We're sorry. Come play with us," he said. 4



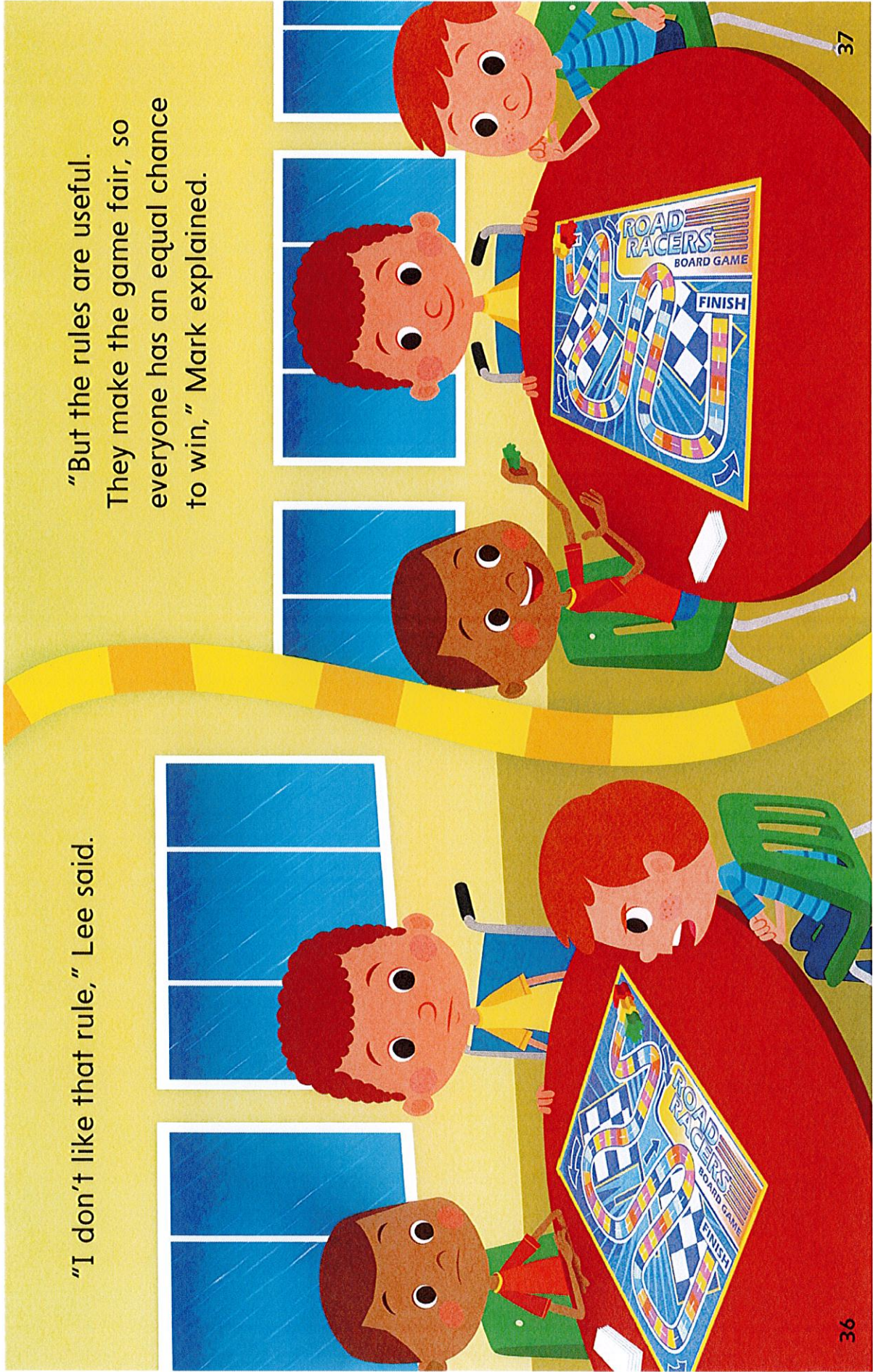


“Wait! You can take only one card at a time. That’s a rule,” said Mark.

The boys started a new game. It was Lee’s turn. **5** Lee picked up all of the cards instead of just one.

"I don't like that rule," Lee said.

"But the rules are useful. They make the game fair, so everyone has an equal chance to win," Mark explained.



Lee decided to follow the rules.
The boys started a new game.

Gino went first. He moved seven
spaces. Then Mark picked up a card
that told him to move nine spaces.
Mark was winning!

Lee was next. He picked up a
card that said to switch places
with another player. Lee switched
places with Mark.



Now Lee was winning! "The rules make the game more exciting," Lee said.

Then Carla and Kim came by. They asked to play.

"Yes! Five players will make it more exciting than three players," Lee said. "We will show you the rules." 6



cover

We Did It!

by Tristan Horroim
illustrated by Laura Logen



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1 2 3 4 5 6 7 8 9 EUS 20 19 18 17 16 15 14



Eve and Pete make a kite.



"It can be tan," he said.



"It can be big," she said.



Here is a rope.
Pete tapes it on.



She tugs on the kite.
Run, E^ve, run!



The wind takes the kite up!

We did it!

We read rhymes.

A green cat
In a blue hat
On a yellow mat
With a red rat.
Do you like that?

