



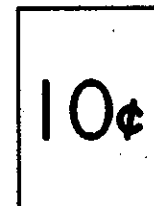
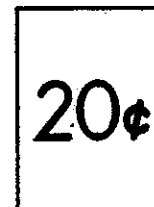
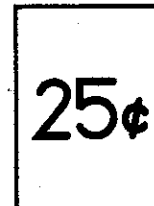
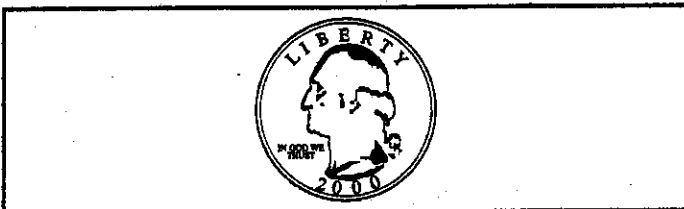
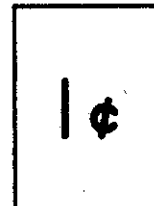
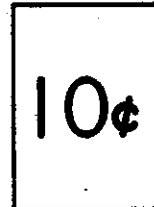
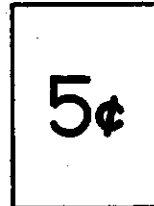
Stay Safe and Healthy! Here is a suggested layout for a week. You know what works for you!  
 Love out to you all! Mrs. Hollingsworth (shollingsworth@paramountacademy.com)

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Math</b>	<p><b>Calendar Concepts:</b> Days of the week, month, count days up to current date. Count by ones, fives, and tens to 100</p> <p><b>Worksheets:</b> 113</p>	<p><b>Calendar Concepts:</b> Days of the week, month, count days up to current date. Count by ones, fives, and tens to 100</p> <p><b>Worksheets:</b> 114</p>	<p><b>Calendar Concepts:</b> Days of the week, month, count days up to current date. Count by ones, fives, and tens to 100</p> <p><b>Worksheets:</b> 115</p>	<p><b>Calendar Concepts:</b> Days of the week, month, count days up to current date. Count by ones, fives, and tens to 100</p> <p><b>Worksheets:</b> 116</p>	<p><b>Calendar Concepts:</b> Days of the week, month, count days up to current date. Count by ones, fives, and tens to 100</p> <p>Repeat one or all of this week's activities.</p>
<p><b>Phonics</b> Please use the provided script to assist your child with the worksheets. Reach out to me with questions.</p>	<p><b>Everyday review:</b> Each letter/letter sound. Sight words.* Read a Book.</p> <p><b>Lesson 113 Worksheet 1&amp;2</b></p>	<p><b>Everyday review:</b> Each letter/letter sound. Sight words.* Read a Book.</p> <p><b>Lesson 114 Worksheet 1&amp;2</b></p>	<p><b>Everyday review:</b> Each letter/letter sound. Sight words.* Read a Book.</p> <p><b>Lesson 115 Worksheet 1&amp;2</b></p>	<p><b>Everyday review:</b> Each letter/letter sound. Sight words.* Read a Book.</p> <p><b>Lesson 116 Worksheet 1&amp;2</b></p>	<p><b>Everyday review:</b> Each letter/letter sound. Sight words.* Read a Book.</p> <p>Write out the Letters of the Alphabet, Capital and Lowercase.</p>

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

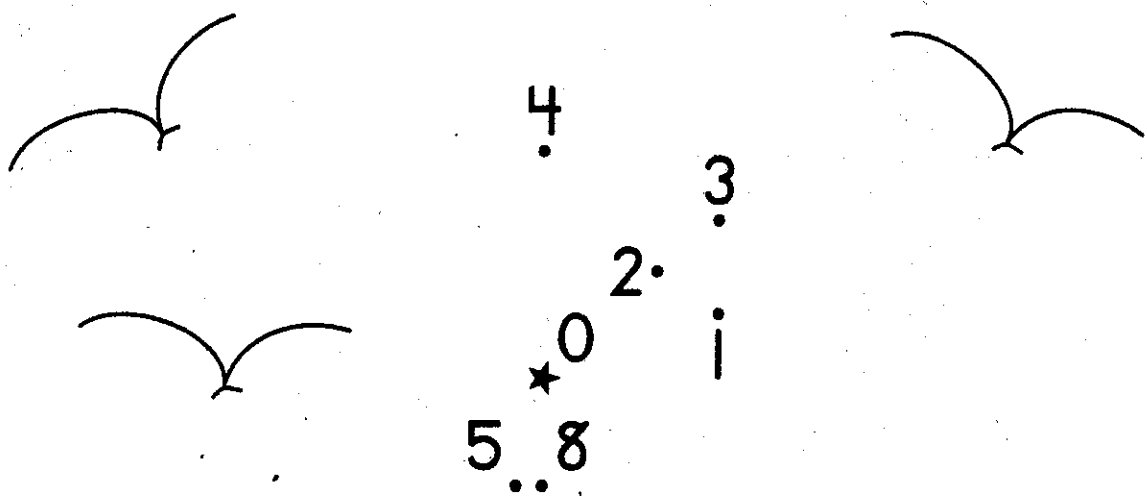
Name \_\_\_\_\_

Draw lines to match the rows of coins to the price tags.



Connect the dots as you count from 0 to 20.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



6.  
 12.  
 13.  
 14.  
 15.  
 16.  
 17.  
 7..10  
 11..20  
 9.  
 19.  
 18.

Name \_\_\_\_\_

- Color the twenty yellow.
- Color the twenty-seven red.
- Color the nineteen blue.
- Color the twenty-two purple.
- Color the seventeen black.
- Color the twenty-four orange.
- Color the twelve brown.
- Color the twenty-nine green.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

**Parent:** Ask your child to point to each number as he or she counts to 30. Ask your child to identify the yellow number. Repeat for the other colors.

Write the missing numbers from 11 to 30 in the rectangles.

12

14

16

18

20

22

24

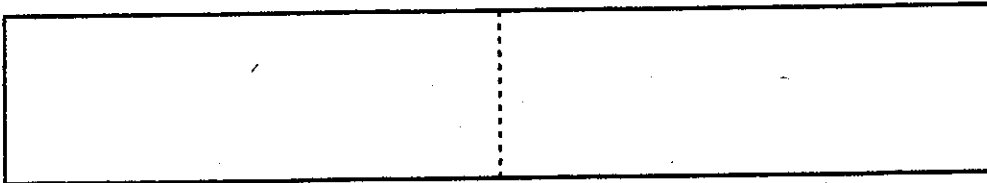
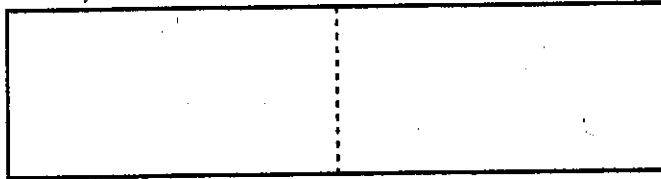
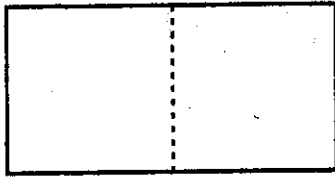
26

28

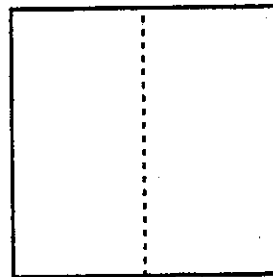
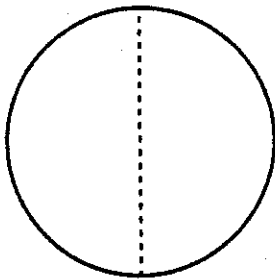
30

Name \_\_\_\_\_

Color one half of the small rectangle yellow.  
Color one half of the medium rectangle red.  
Color one half of the large rectangle blue.

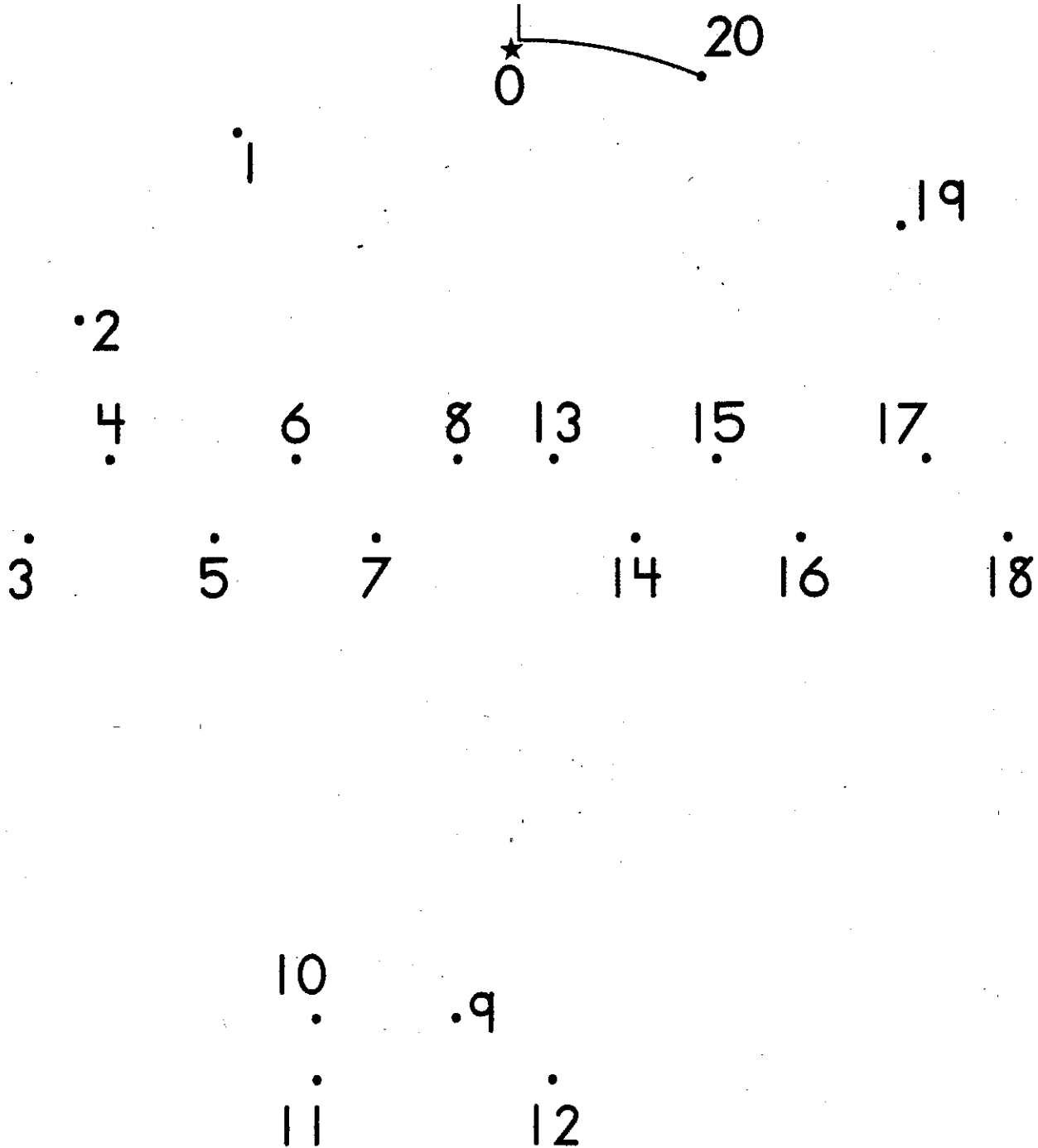


Color the right half of the circle green.  
Color the left half of the square orange.



Connect the dots as you count from 0 to 20.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20





Name \_\_\_\_\_

Draw lines to match the rows of coins to the price tags.



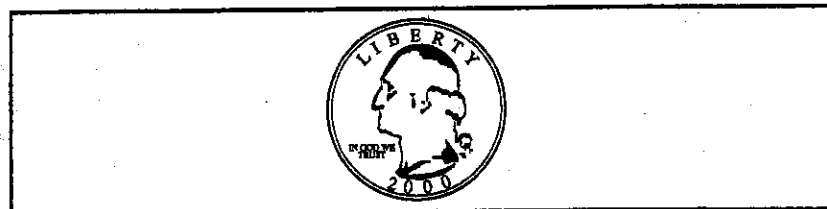
20¢



25¢



4¢



40¢

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Small vertical text on the right edge of the page.

Write the missing numbers from 11 to 30 in the rectangles.

11

13

16

19

21

23

25

26

29

**Assessment Sheet:**

**Materials: 1 penny, 1 nickel, 1 dime; five small toys**

1. Put the penny, nickel, and dime in front of your child. Point to each individually and ask your child to identify the coin. Write your child's response.

Nickel: \_\_\_\_\_

Penny: \_\_\_\_\_

Dime: \_\_\_\_\_

2. Story Problem: Use your toys to act out the following story.

*Three (toys) were playing on the playground*

*Two more (toys) came to play*

*How many (toys) are on the playground now?*

**Child's Response:** \_\_\_\_\_

*Four (toys) went home*

*How many (toys) are on the playground now?*

**Child's Response:** \_\_\_\_\_

Notes: *Write down any notes of difficulties or successes that your child had with the assessment or activities from this week.*

## Phonics Script for Parents 4/8-14/2020

Your child should be familiar with the layout of these worksheets as they are done in class weekly.  
The new concept: SH, sight words TWO, when

Reading Practice 22 *Practice reading these words with your child this week.*

### 113

*When two letters come together to make one sound, we call this a digraph. This week's digraph is SH, like at the beginning of SHoop. When we see a digraph, we underline it to remind us of one sound.*

#### **Worksheets 113:**

*Write the digraph SH in line number 1. Underline the digraphs SH that you find in the box*

*2-6: Say the following words and sounds; ask your child to circle the word.*

*2. cash, sound out: c,a,sh*

*3. flesh, sound out: f,l,e,sh*

*4. she, sound out: sh,e (long e, says its name)*

*5. wish, sound out: w,l,sh*

*6. shop, sound out: sh,o,p*

*Find and circle the sight word in the dotted box: My, two*

### Lesson 114

*Ask your child:*

*How many letters are in the alphabet? (26)*

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

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

#### **Worksheet 114:**

*1-12: Give your child the following clues, ask them the first sound they hear. Your child will write the letter associated with that sound. For example: Lion: first sound, child writes L*

- 1. Sheep, SH*
- 2. Overall, o*
- 3. Quilt, qu*
- 4. Apple, a*

5. Unicorn, U
6. Fox, (ending sound) x
7. Kite, Cat, Duck, k, c, ck
8. Equal, e
9. Jar, j
10. Wagon
11. Ice, I
12. Elephant

*Underline the Digraphs SH in the box*

*1-6. Assist your child if needed to sound out the words and draw a line to the matching picture.*

*Circle the sight word: two*

**Lesson 115:**

*Write the word two on a piece of paper. Tell them it is a new sight word and add it to the list as your practice these daily.*

**Worksheet 115:**

*Underline the digraphs SH in the box.*

*1-4. say the following words and sounds. Your child should write the letter(s) associated with each sound to spell the words. Your child will then draw a line from the word to the picture. Assist as needed.*

1. Ship, Sounds: SH, I, P. Remind your child that SH makes one sound.
2. dish, Sounds, d, I, sh
3. fish, Sounds, f, I, sh
4. trash, Sounds, t, r, a, sh

*Circle the sight words in box: when, two*

**Lesson 116:**

*Review the Short and Long Vowel sounds with the following picture clues.*

*Short Vowels at the beginning of: Apple, Elephant, Inch, Octopus, Umbrella*

*Long Vowels at the beginning of: Acorn, Equal, Ice, Overalls, Unicorn*

**Worksheet 116:**

*1-30. Give the following clues and beginning sounds (unless indicated otherwise). Your child writes the letters associated with sounds.*

1. Lion, Ll
2. Octopus, Oo
3. Goat, Gg
4. Hat, Hh
5. Tent, Tt

6. Pig, Pp
7. Apple, Aa
8. Nest, Nn
9. Monkey, Mm
10. Inch, Ii
11. Sun, Ss
12. Fish, Ff
13. Rabbit, Rr
14. Kite, Cat, Duck (ending in duck), K,C,CK
15. Balloon, Bb
16. Umbrella, Uu
17. Zebra, Zz
18. Elephant, Ee
19. Yarn, Yy
20. Jar, Jj
21. Dog, Dd
22. Vest, Vv
23. Wagon, Ww
24. Fox, Xx
25. Quilt, Qu
26. Acorn, Aa
27. Equal, Ee
28. Ice, Ii
29. Overalls, Oo
30. Unicorn, Uu
31. Sheep, SH

*If your child questions rewriting the vowels, it is because they are doing both short and long sounds.*

*1-6: Read the words and connect each word to the appropriate picture.*

*Circle the sight words: when*

Name \_\_\_\_\_

1.  lick7.  back2.  sick8.  black3.  neck9.  lock4.  deck10.  block5.  duck11.  what6.  truck12.  two

Dear Parent/Guardian:

Your child has learned the sound of **digraph ck**. A digraph is two letters that come together to make one sound and is coded by underlining it, as in bläck. Since digraphs are new to your child, be patient when reviewing this list. Help your child practice reading these words as often as possible. After your child masters all the words on the list, please send it back to school.

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

New sight word: **two**

Sight words are circled and should be memorized.

2. crush crash cash

3. flash flesh flush

4. she shelf shell

5. trash wish swish

6. shot shut shop

High Frequency Word Box

two black my

no go

Dear Parent/Guardian:

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



Name \_\_\_\_\_

sh

1. \_\_\_\_\_

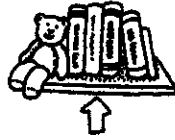
sh oo sh or

ar er ir sh

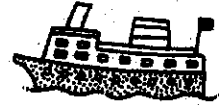
qu sh or ar

ir oo sh sh

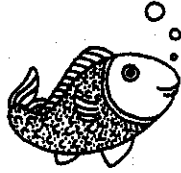
1. fish



4. shed



2. brush



5. dish



3. shelf



6. ship



## High Frequency Word Box

two

black

he

be

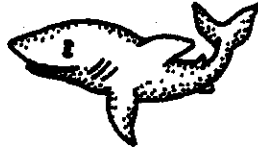
we

Dear Parent/Guardian:

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

Name \_\_\_\_\_

**sh**



1. \_\_\_\_\_

5. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

12. \_\_\_\_\_

ck

oo

sh

sh

er

ir

ar

sh

ck

1. \_\_\_\_\_



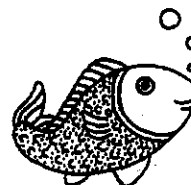
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



## High Frequency Word Box

when

she

two

no

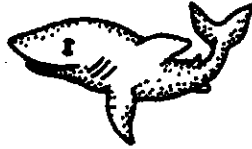
so

Dear Parent/Guardian:

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

Name \_\_\_\_\_

sh



sh

or

oo

ir

sh

er

ar

er

sh

sh

ir

or

Name \_\_\_\_\_

1. \_\_\_\_\_

12. \_\_\_\_\_

23. \_\_\_\_\_

2. \_\_\_\_\_

13. \_\_\_\_\_

24. \_\_\_\_\_

3. \_\_\_\_\_

14. \_\_\_\_\_

25. \_\_\_\_\_

4. \_\_\_\_\_

15. \_\_\_\_\_

26. \_\_\_\_\_

5. \_\_\_\_\_

16. \_\_\_\_\_

27. \_\_\_\_\_

6. \_\_\_\_\_

17. \_\_\_\_\_

28. \_\_\_\_\_

7. \_\_\_\_\_

18. \_\_\_\_\_

29. \_\_\_\_\_

8. \_\_\_\_\_

19. \_\_\_\_\_

30. \_\_\_\_\_

9. \_\_\_\_\_

20. \_\_\_\_\_

31. \_\_\_\_\_

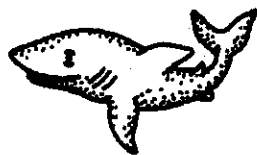
10. \_\_\_\_\_

21. \_\_\_\_\_

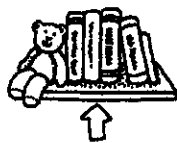
11. \_\_\_\_\_

22. \_\_\_\_\_

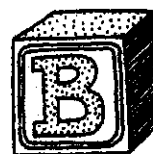
**sh**



1. sock



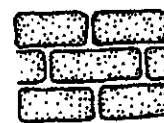
4. block



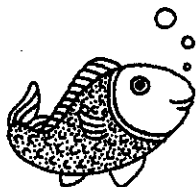
2. fish



5. shell



3. shelf



6. brick



High Frequency Word Box

when

she

go

he

we

Dear Parent/Guardian:

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

Name \_\_\_\_\_

# 7-Day Food Diary

Teachers Name \_\_\_\_\_

Physical education week 3

Week Starting \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Snacks							
Lunch							
Snacks							
Dinner							
Snacks							
Physical Activity							
Water							



## PE 7-Day Food Diary

- Each log will be kept for 1 week, taken about one minute after every meal to write down what you ate.
- At the end of the day write an estimated amount of cups of water that you drank. (8oz=1 cup)
- At the end of the day write an estimated amount of time that you spent active that day.
- For each log write a short description of the food you ate and a rough estimate of how Many cups of food you ate in one sitting. (2 handfuls= 1cup)
- Please write your name, the through date (4/8-4/15 for example), and your teachers' name before turning it in.

**Week 3 Lesson and Activity Packet-** As a specials teacher I do not see your children every day but usually 2 to 3 times a week. There is a separate file for **Actor Wellness Activity**. Incorporate **2 options** per week from that file and then complete these small activities for this week. I will provide more activities next week.

Below each activity is questions. Please respond using this document and use a different color font when responding. No yellow or lighter shades please. Or you may write out and submit physically.

This will be counted as a Project/Performance grade.

### **Activity 1 : Mask Making**

Step 1 - Use household items paper plates, paper, fabric, cardboard etc.

Step 2 - Make a face mask that can actually fit your face

Step 3 – Send me a picture of your work

### **Activity 2: Story Telling**

On Monday in the live class I will have an activity where we will find a house hold item and tell a story about it.

Find another item this time something that has purple or red or both in it and needs to be something that fits in your hand. Tell me what the item is and tell me a story about the item. You may send me a video of your story telling or write it down.