



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)

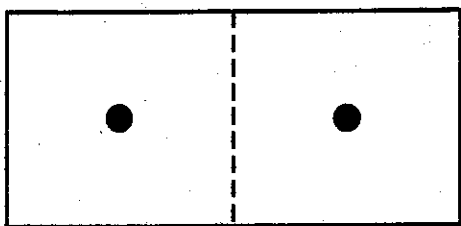
| Subject  | Day 1  | Day 2  | Day 3  | Day 4  | Day 5  |
|--|--|--|--|--|--|
| <b>Math</b>  | <p><b>Calendar Concepts:</b> Days of the week, month, count days up to current date. Count by ones, fives, and tens to 100</p> <p><b>Worksheets:</b><br/>117</p> | <p><b>Calendar Concepts:</b> Days of the week, month, count days up to current date. Count by ones, fives, and tens to 100</p> <p><b>Worksheets:</b><br/>118</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><br/>119</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><br/>120</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><br/>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.*<br/>Read a Book.</p> <p><b>Lesson 117</b><br/><b>Worksheet 1&amp;2</b></p>                    | <p><b>Everyday review:</b> Each letter/letter sound. Sight words.*<br/>Read a Book.</p> <p><b>Lesson 118</b><br/><b>Worksheet 1&amp;2</b></p>                    | <p><b>Everyday review:</b> Each letter/letter sound. Sight words.*<br/>Read a Book.</p> <p><b>Lesson 119</b><br/><b>Worksheet 1&amp;2</b></p>                    | <p><b>Everyday review:</b> Each letter/letter sound. Sight words.*<br/>Read a Book.</p> <p><b>Lesson 120</b><br/><b>Worksheet 1&amp;2</b></p>                    | <p><b>Everyday review:</b> Each letter/letter sound. Sight words.*<br/>Read a Book.</p> <p>Make Flashcards for the sight words. Use the sight word check list to check which sight words your child knows.</p> |
| <p>Check out <a href="http://www.scholastic.com/learnathome">www.scholastic.com/learnathome</a><br/>And check out activities under PreK-K, week 1 (OPTIONAL)</p> | <p><b>Animal Stories</b><br/>Rabbits</p>   | <p><b>Living Things:</b><br/>Plants</p>  | <p><b>Life Cycles;</b><br/>Animal Babies</p>   | <p><b>Earth and Space:</b><br/>The Moon</p>  | <p><b>Seasons: Spring</b></p>  |

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

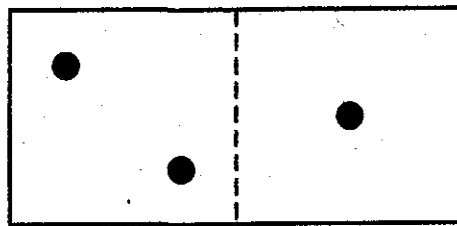
Name \_\_\_\_\_

How many dots are on each half?

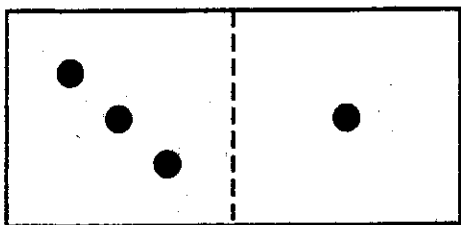
How many dots are on each domino?



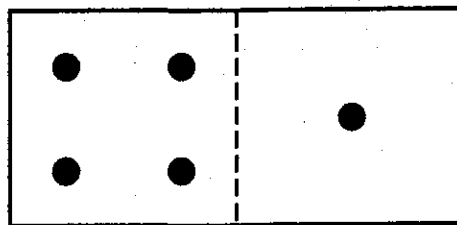
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



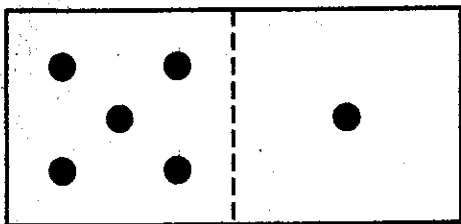
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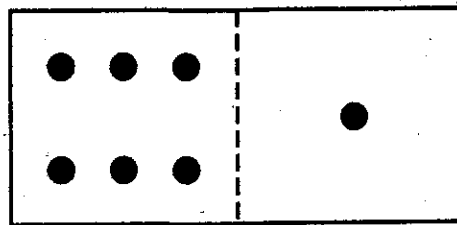
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



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



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



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

Color the domino that shows a double, red.

# Handwriting Practice 117

Saxon Math K (for use with Lesson 117)

Count the money.

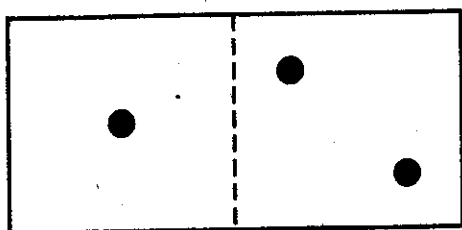
Counting money activity 1: A large dollar sign (\$) is positioned at the top center. Below it are two horizontal lines for writing. In the center, there are two 2000 Lincoln Dime coins. Below the coins is a small black dot. At the bottom, there are six 2000 Lincoln Penny coins arranged in two rows of three. A small star is located at the bottom left of the penny coins.

Counting money activity 2: A large dollar sign (\$) is positioned at the top center. Below it are two horizontal lines for writing. In the center, there is one 2000 Lincoln Dime coin. Below the coin is a small black triangle. At the bottom, there are two 2000 Lincoln Penny coins arranged in a single row. A small smiley face is located at the bottom left of the penny coins.

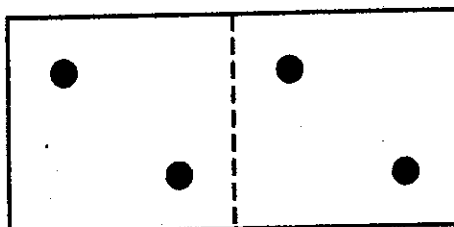
Name \_\_\_\_\_

How many dots are on each half?

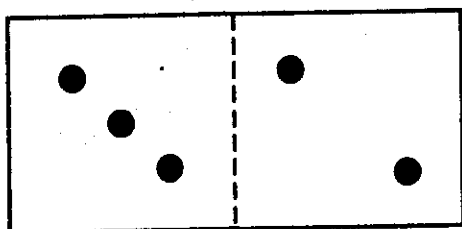
How many dots are on each domino?



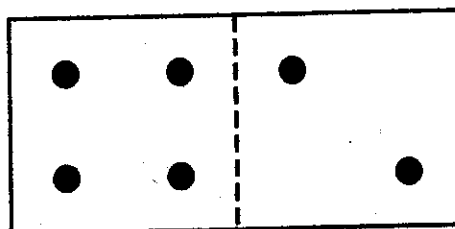
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



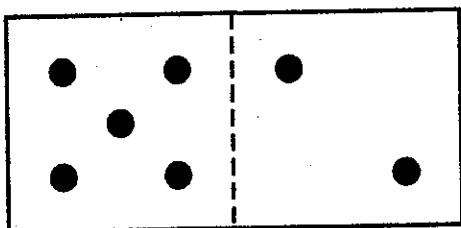
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



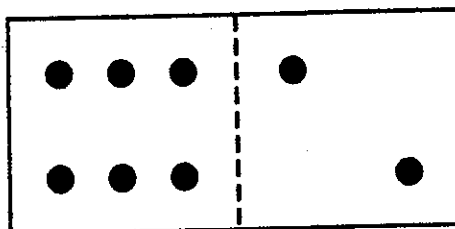
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Color the domino that shows a double red.

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

12

14

10

11 13

15

16

9

17

7 19

8

18

1

5

2

0 3 6 20

4

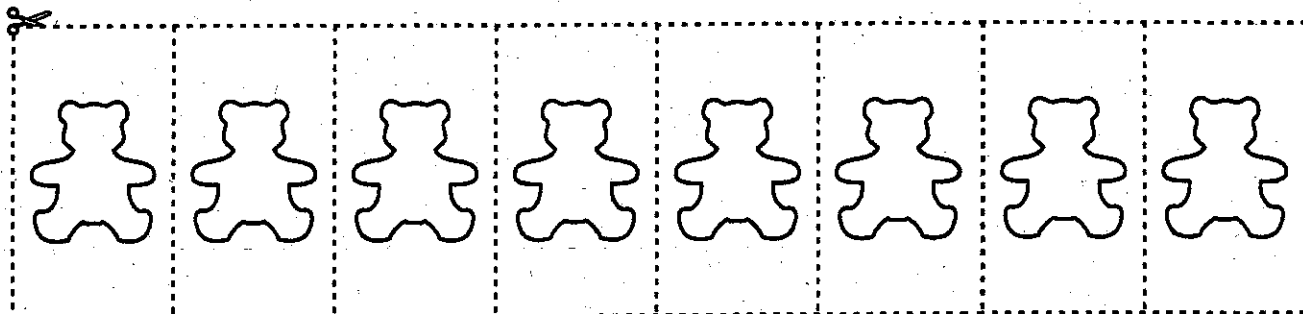
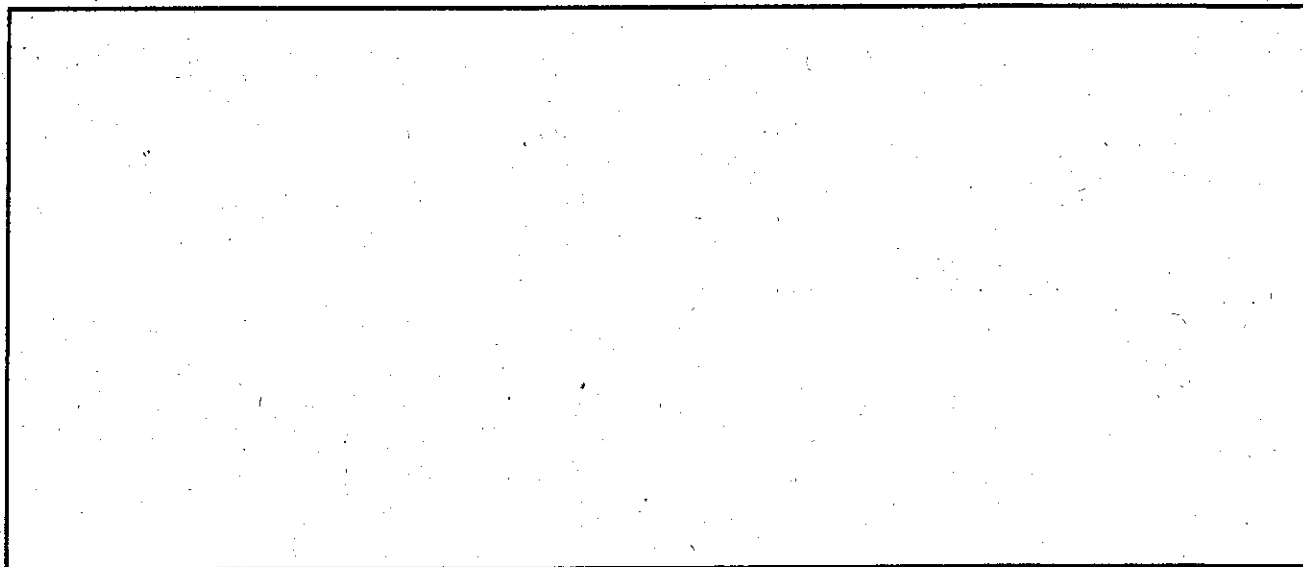
Name \_\_\_\_\_

**Parent:** Assist your child as he or she colors and cuts apart the teddy bears at the bottom of this paper. Ask your child to use the teddy bears to act out the story below as you read it. Make up additional stories for your child to act out. Ask your child to make up a story for you to act out.

**Story:** Five teddy bears jumped into the pool. Three more teddy bears jumped in. How many teddy bears are in the pool now?  
It's rest time. Clear the pool.

Repeat with 4 teddy bears jumping into the pool and 3 more teddy bears jumping into the pool.

### Swimming Pool



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Name \_\_\_\_\_

# Problem-Solving Worksheet 120A

Saxon Math K (for use with Lesson 120-2)

Understand

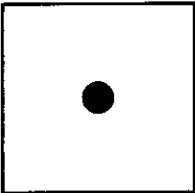
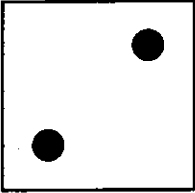
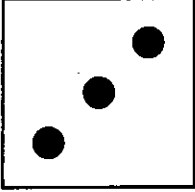
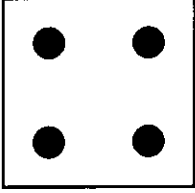
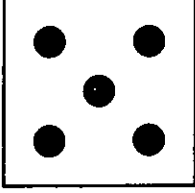
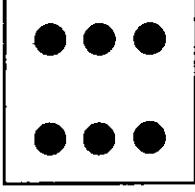
Plan

Solve

Check

## Guess and Check

Francois is playing a board game with two dot cubes. After his first roll he counted 9 dots. Circle two dot cubes he could have rolled to have a total of 9 dots.

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



Name \_\_\_\_\_



**Performance Task Worksheet 120B**

*Saxon Math K (for use with Lesson 120-2)*

Understand

Plan

Solve

Check

Curtis is playing a board game with two dot cubes. After his first roll he counted 7 dots. Circle two dot cubes he could have rolled to have a total of 7 dots.

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

Child's explanation of how he/she solved the problem: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Phonics Script for Parents 4/15-21/2020**

Your child should be familiar with the layout of these worksheets as they are done in class weekly.  
The new concept: TH, Sight word they

**Reading Practice 23** *Practice reading these words with your child this week.*

**117**

When two letters come together to make one sound, we call this a digraph. This week's digraph TH. It makes two sounds. It can say the soft sound, like in Thimble, and a hard sound like in feaTHer. When we see a digraph, we underline it to remind us of one sound. With Thimble, th, we can feel our breath. With Feather, th, we should feel a vibration.

**Worksheets 117:**

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

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

2. that, sound out: th,a,t

3. this, sound out: th,l,s

4. the (sight word)

5. than sound out: th,a,n

Find and circle the sight words in the dotted box: when, two, was

**Lesson 118**

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 118:**

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

1-5. Use the word list to insert the correct word into the blank. Try different words, asking if the incorrect words "make sense"

Circle the sight word: two, when, my, what

**Lesson 119:**

Introduce sight word "They". Add it to your sight word practice.

**Worksheet 119:**

Write th in line 1, underline all TH's found in the box.

2-6. 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.

2. Fifth, f, I, f, th

3. Bath, b, a, th

4. Thick, th, I, ck

5. math, m, a, th

6. moth, m, o, th

Circle the sight words in box: they

**Lesson 120:**

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 120:**

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

1. Lion, LI

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
32. Feather, th
33. Thimble th

*If your child questions rewriting the vowels or th, it is because they are doing both short and long sounds, and th makes two separate sounds*

*1-3: Read the words and connect each word to the appropriate picture.*

*4-6: Spelling. 4. Thin, 5. Math, 6. with. Underline th in the box.*

*Circle the sight words: they.*

Name \_\_\_\_\_

1.  ash8.  wish2.  rash9.  he3.  trash10.  she4.  rush11.  shed5.  brush12.  shell6.  blush13.  what7.  dish14.  when

Dear Parent/Guardian:

Your child has learned the sound of **digraph sh**. A digraph is two letters that come together to make one sound and is coded with an underline, as in fish. Try to help your child practice the words on this list every day. Encourage independent reading, but provide help blending sounds when necessary. After he/she 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**  
                                   <sub>ā ē ī ō ū</sub>

New sight word: **when**

Sight words are circled and should be memorized.

Name \_\_\_\_\_

**th**

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

|    |    |    |    |
|----|----|----|----|
| qu | sh | th | ck |
| ck | qu | sh | th |
| sh | th | qu | ck |
| qu | ck | th | sh |

2. the that than

3. this then than

4. then them the

5. than this that

High Frequency Word Box

when two she  
he was

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 \_\_\_\_\_

**th**

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

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

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

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

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

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

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

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

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

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

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

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

hot swim red than dish

1. The sun is \_\_\_\_\_.

2. Six is less \_\_\_\_\_ ten.

3. A fish can \_\_\_\_\_.

4. The dog will lick the \_\_\_\_\_.

5. The dress is \_\_\_\_\_.



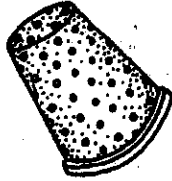
## High Frequency Word Box

when she what  
two my

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 \_\_\_\_\_

th

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

|    |    |    |    |
|----|----|----|----|
| th | ck | th | qu |
| th | sh | ck | th |
| ck | th | qu | sh |
| qu | ck | sh | th |

2. moth fifth with

3. bath broth thin

4. theft thick the

5. path moth math

6. moth math with

High Frequency Word Box

they that with  
this then

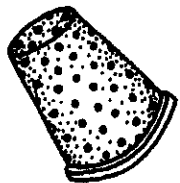
Dear Parent/Guardian:

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.

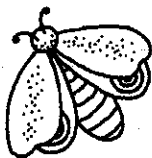
Name \_\_\_\_\_

- |           |           |           |
|-----------|-----------|-----------|
| 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. _____ | 32. _____ |
| 11. _____ | 22. _____ | 33. _____ |

th



1. bath



2. moth



3. path



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

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

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

qu sh th

th er ir

ar th ck

High Frequency Word Box

they that with  
them than

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 \_\_\_\_\_

the

Lesson 27

four

Lesson 63

said

Lesson 83

to

Lesson 39

into

Lesson 71

have

Lesson 87

of

Lesson 47

one

Lesson 74

do

Lesson 90

from

Lesson 55

you

Lesson 79

love

Lesson 95

Dear Parent/Guardian:

Have your child practice one sight word at a time until he/she can easily recognize all of them. The lesson numbers tell you when each word is introduced.

Name \_\_\_\_\_

**was**

Lesson 99

**when**

Lesson 115

**where**

Lesson 131

**what**

Lesson 103

**they**

Lesson 119

**are**

Lesson 135

**my**

Lesson 107

**who**

Lesson 124

**eight**

Lesson 139

**two**

Lesson 111

**come**

Lesson 127

Dear Parent/Guardian:

Have your child practice one sight word at a time until he/she can easily recognize all of them. The lesson numbers tell you when each word is introduced.

Sight Word Check list: put a small check mark next to the words that your child knows.

- The
- To
- Of
- From
- Four
- Into
- One
- You
- Said
- Have
- Do
- Love
- Was
- What
- My
- Two
- When
- They

Student Name \_\_\_\_\_ Week of 4/15



## Activity: Come Alive School Wide Performance.

For a large part of this school year I have been slowly teaching all students Kindergarten through 8<sup>th</sup> Grade a dance to a song called "Come Alive" from the movie The Greatest Showman. It was my vision to have every student perform this dance at the end of the year for their families and I was devastated when we had to cancel this along with all other school performances. However, I have received special approval to attempt to do a "Virtual Version" of this dance! Here is the breakdown of how it will all work!

**Step 1** – I have recorded myself doing the choreography and will place a YouTube link in the Class Channels. Click the link and watch the instructions. This is the same dance we have gone over many times so everyone should already be familiar and the video will be a great refresher. Follow the link and review the steps several times before recording yourself.

**Step 2** – I would like you to record 4 separate videos please. **Please note: If you have a household with more than one student in it, they may do videos # 1, 3 and 4 together Video# 2 I would like to be individual. You of course can play the song while dancing to it just know I will place a master track of the song throughout the whole video.**

- **Video #1** I would like you to record 15-20 seconds of you frozen like a statue this is the beginning that you are all familiar with. Find a creative pose and hold it! Remember statues don't move, they don't talk, they don't laugh. Some creative ideas! Maybe you freeze walking up the stairs, maybe you freeze while eating and the fork is halfway to your mouth, on the phone, playing a video game, playing fetch with your dog. Just make it clear you are frozen for at least 15-20 seconds.
- **Video #2** Record yourself doing the choreography for the chorus. This part you should all know but I have recorded myself doing it to remind you. The chorus is 18 seconds so the video should be about that long.
- **Video # 3** this is the verse where you guys do the "step, cross step cross, reaching up to the sky and it's open wide you're electrified" part. Again, I have recorded instruction and review for this part.
- **Video #4** this is the freestyle section. Record 15-20 seconds of you being silly, doing tricks, doing gymnastics, etc.

There are several options available to record this dance. Either from a cellphone or tablet would probably work best. I have received videos consistently from more than half the students with various assignments already so most of you already have found ways to upload and send. You may send the videos to [theatre@paramountacademy.com](mailto:theatre@paramountacademy.com) or you may upload them to the class channel, your student may private message me through the chat feature in Teams and send it there, you may upload it to google drive or icloud and send a link. Any way that is easiest for you. **I would like to give a deadline of May 1<sup>st</sup>. For these videos that way I have ample time to edit the videos together for one giant dance number.**

Once it is complete, I will send a copy to each of you as a memoir of your child's performance so you may show your family. I truly hope that this gives you something to look forward to and brings a smile to your face. I have watched each and every one of you shine during this in class and I cannot wait to see the amazing results of this video performance. This will be a keepsake you can look back on for years to come!

## Week 4 Nutrient quiz

PE

### Week 4 Nutrient Quiz instructions

- Go to youtube.com in the search type “You Are What You Eat!” the video by SciShow Kids is what you are looking for
- Watch the entire video then go to Microsoft forms through teams and fill out the quiz. If you do not have access to that fill out the quiz paper from the office

1. which food belongs in the fruit group?

- potatoes
- strawberries
- chocolate bar
- eggs

2. what group does a hamburger belong in?

- Fruit
- Vegetable
- Grain
- Protein

3. What two groups does mac - and - cheese belong to?

- Grain/Dairy
- Dairy/Protein
- Grain/Fruit
- Grain/Vegetable

4. What group does a Tomato belong in?

- Vegetable
- Fruit
- Grain

## Week 4 Nutrient quiz

PE

Dairy

5. What food group does a cucumber belong to?

Vegetable

Grain

Fruit

6. The senses taste and smell work together to taste your food.

True

False

7. Sugar only comes from Nutrient called sucrose.

True

False

8. You can stop yourself from swallowing air, so you do not burp.

True

False

9. What is your favorite vegetable?

10. What is your favorite dessert?