

WEEKLY

NAME: _____

WEEK OF: **May 11-15**

Homework Expectations

- Now that students will be learning via online classrooms, homework packets will be distributed **WEEKLY** (Monday-Monday) for students to complete. Packets will contain work for all core subjects and are required to be turned in every Monday for grading.
- **packets may be picked up from IDEA Judson's campus and are also available for printing online. (access via IDEA Judson website)**

Distance Learning

- Online lessons have been uploaded by teachers to our new IDEA Judson Academy website & YouTube Channel listed on the back of this page. Reading & Language lessons will be specific to your student's College House.
- Math lessons will be for ALL students to complete.

Office Hours

KINDER TEACHERS HAVE NEW OFFICE HOURS!

- Homeroom teachers will now host their office hours together. Please look for the ZOOM link specific to your student's teacher(s) to join their Office Hours (listed on the back of this page).
- Join ALL of your Kinder teachers on ZOOM every Friday for a fun activity!

Homework Schedule

Monday: Reading & Language

Tuesday: Math

Wednesday: Reading & Language

Thursday: Math

Friday: Science

PLEASE ENSURE YOUR CHILD WATCHES THE CORRESPONDING VIDEOS (AVAILABLE ON THE IDEA JUDSON WEBSITE) THAT GO WITH EACH LESSON

*Reading & Language work is assigned by COLLEGE HOUSE

**ALL students complete the same Math & Science work

Homework Grading

Grades will be taken for specific portions of the homework packet each week. Those portions will be marked with a star (*) next to the assignment name in the daily schedule on the following page. Graded assignments should be scanned (pictures also acceptable) & uploaded to your child's HOMEROOM teacher(s) via Remind or Email every Monday by 4:30PM. Assignments will be graded, and feedback will be given by teachers by Wednesday of each week.

Free Apps for Scanning via Phone:
"Notes" (iPhones), CamScanner, ScannerApp, Genius Scan

*****Please see the next page for the assigned homework schedule for each College House and Subject*****

Teacher Contact Information

READING TEACHERS

Kaila Westover

kaila.westover@ideapublicschools.org

Baylor & Howard

Caitlyn Connell

caitlyn.Connell@ideapublicschools.org

Ole Miss, Virginia, Clemson, Sam Houston,
Florida

Lakisha Black

lakisha.black@ideapublicschools.org

North Carolina & Tougalo

Mayra Silva

mayra.silva@ideapublicschools.org

Tennessee & Berkeley

LANGUAGE TEACHERS

Alicia Hernandez

alicia.Hernandez@ideapublicschools.org

Baylor & Howard

Isabel Mendez

isabel.reta@ideapublicschools.org

Ole Miss

Amber Chambers

amber.chambers@ideapublicschools.org

Virginia, North Carolina, Tougalo

Chastity Darden

chastity.darden@ideapublicschools.org

Tennessee, Florida, Clemson, Berkeley,
Sam Houston

IDEA Judson Academy Links

Website: www.judsonacademy.wixsite.com/jags

YouTube Channel:

https://www.youtube.com/channel/UC55J24gTdnm5_adXoPFW68Q?view_as=subscriber

Office Hours

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
Connell/Chambers 12:00-1:00PM	Black/Darden 12:00-1:00PM	Connell/Chambers 5:00-6:00 PM	Black/Darden 5:00-6:00PM	*FUN FRIDAY!* ALL Kinder Teachers
Westover/Hernandez 12:00-1:00PM	Silva/Mendez 12:00-1:00PM	Westover/Hernandez 5:00-6:00PM	Silva/Mendez 5:00-6:00PM	12:00-1:00PM

Please use the ZOOM links below to connect with Homeroom teachers during their Office Hours!

Please use the link for Westover/Hernandez on FUN FRIDAYS!

ALL Zoom Meeting Passwords: Idea

Westover/Hernandez: <https://zoom.us/j/7233351021>

Connell/Chambers: <https://zoom.us/j/9833250159>

Black/Darden: <https://zoom.us/j/7379758665>

Silva/Mendez: <https://zoom.us/j/6049897511>

Our SPED Teacher, Ms. Keeler will also be available for Office Hours DAILY from 1:00-2:00PM
<https://zoom.us/j/554143817>

EMAIL:

Ruth.keeler@ideapublicschools.org

COLLEGE HOUSE**WEEK 8 READING ASSIGNMENTS****WORKSHEET DUE
FOR GRADING ★**

Howard & Baylor

☐ MONDAY:

Lesson 96 Video & Worksheet 96

☐ WEDNESDAY

Lesson 97 Video & Worksheet 97***

Lesson 97 Worksheet
(Front & Back)North Carolina &
Tougaloo☐ MONDAY:

Lesson 116 Video & Worksheet 116

☐ WEDNESDAY

Lesson 117 Video & Worksheet 117***

Lesson 117
Worksheet
(Front & Back)

Florida

☐ MONDAY:

Lesson 136 Video & Worksheet 136

☐ WEDNESDAY

Lesson 137 Video & Worksheet 137***

Lesson 137
Worksheet
(Front & Back)

Ole Miss (OM)

(All Groups: OM, VA, C, SH)

Virginia (VA)

☐ MONDAY:

Lesson 126 Video & Worksheet 126

Clemson (C)

Lesson 127
Worksheet
(Front & Back)

Sam Houston (SH)

☐ WEDNESDAY

Lesson 127 Video & Worksheet 127***

Tennessee & Berkeley

☐ MONDAY:

Lesson 146 Video & Worksheet 146

☐ WEDNESDAY

Monday: Lesson 147 Video & Worksheet 147***

Lesson 147
Worksheet
(Front & Back)

This portion of the packet are for the
following groups only:
Baylor & Howard

Howard

Galilea J
Timothy G
Leonardo G
Miguel G
Esteban G
Marvin J
Marcela J
Oliver P
Dominique R
Joseph S
Teigan L

Baylor

Emmanuel A
Mathias C
Daniel C
Leonardo D
Victoria D
Ja'Miyah F
Magali G
Janzel J
Andres L
Bryson M
Brielle P
Sylas S

Send the pages with a ★ at the top to your child's HOMEROOM teacher by Monday at 4:30PM.

*******If your child is not in these reading groups, then he/she does NOT need to complete this part of the packet.*******

Envíe las páginas con un ★ en la parte superior a las maestras HOMEROOM de su hijo/a antes del lunes a las 4:30PM.

*******Si su hijo/a no está en estos grupos de lectura, entonces NO necesita completar esta parte del paquete.*******

shē said, "I ātē."

shē said, "I ātē."

n

is

k

his

c

sēē

m

hat

th

sand

~~shē~~

shē said fēēt

shack

shē

hē shē

shē

shē

little

got

shē

shē

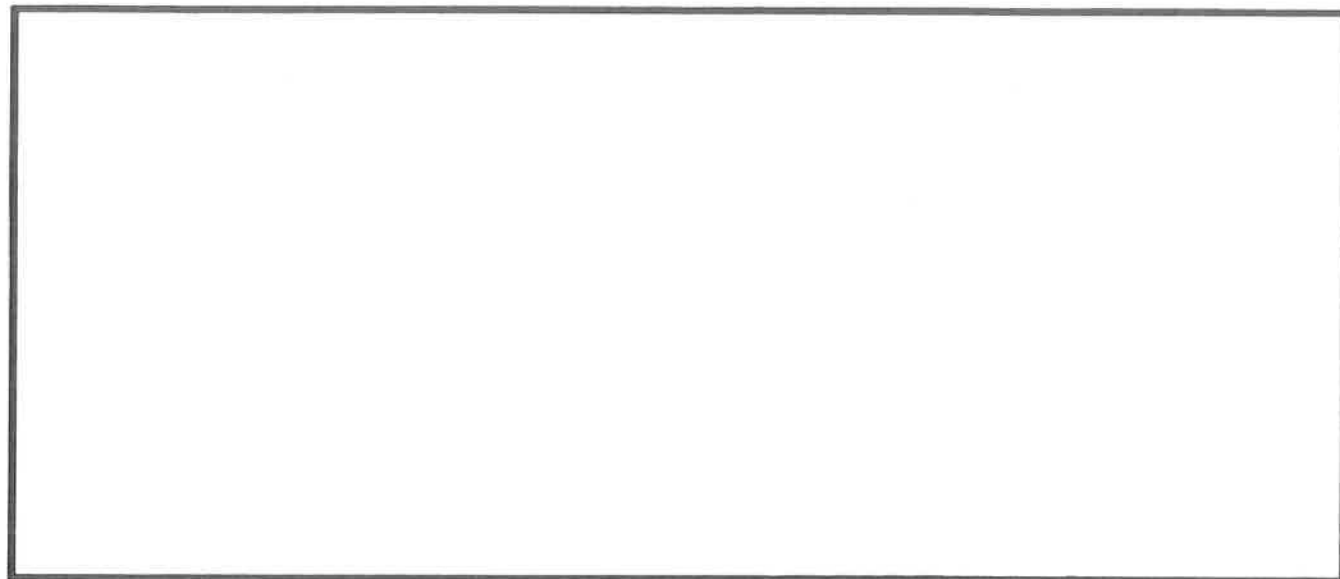
shē

cow

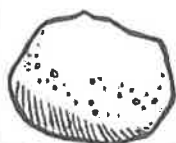
shē

thē

tāil



rāke



a dish



cat



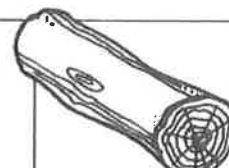
mom



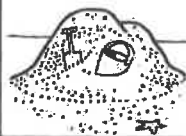
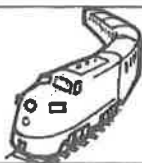
tāi



little



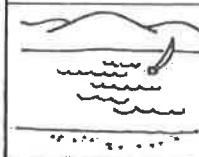
sand



a rag



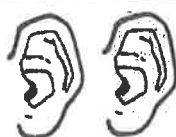
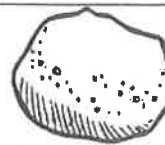
lāke



a hill



ēars

sac_k



shē said, "I am mē."

shē said, "I am mē."

h _____

rock

d _____

māil

k _____

fat

s _____

fun

ē _____

wē

that

fish

that

ate

~~that~~

hot

that

at

that

that

fat

that

now

gun

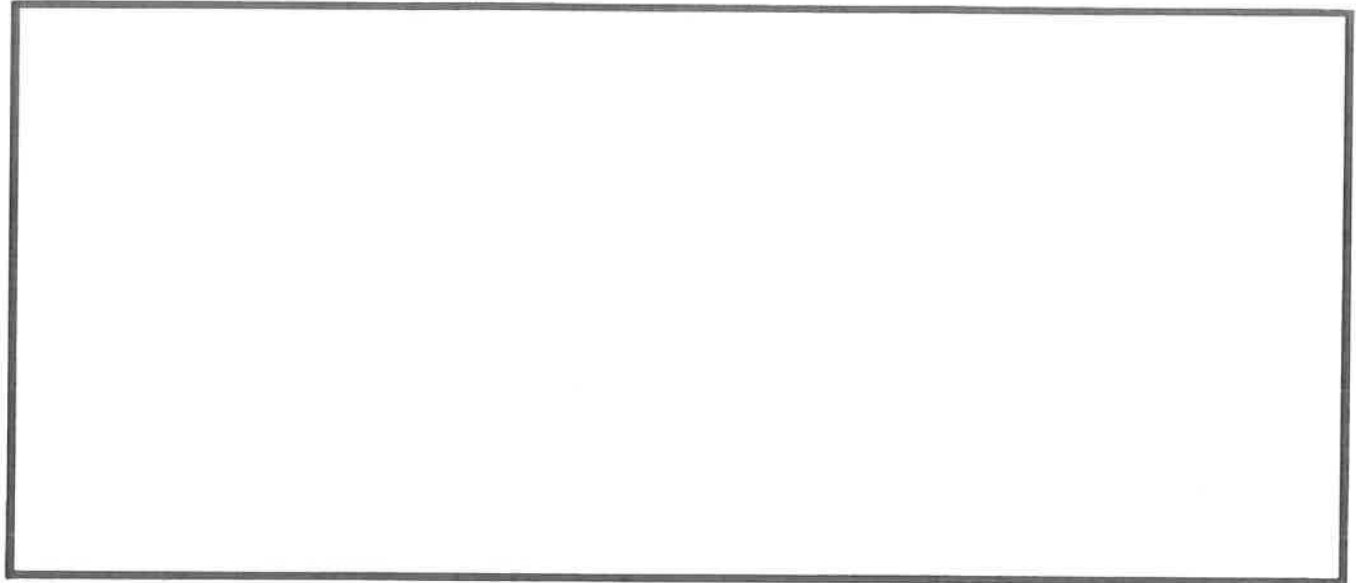
that

mom

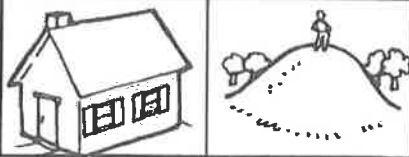
this

that

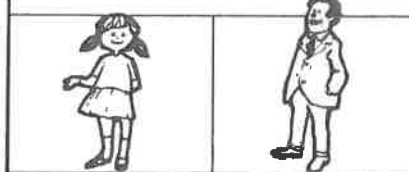
that



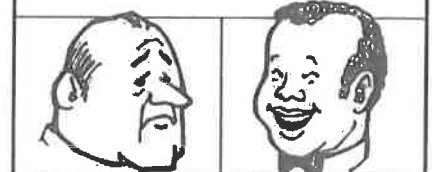
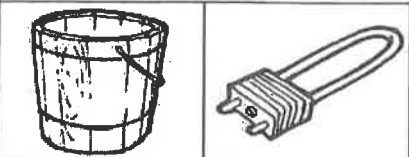
hill



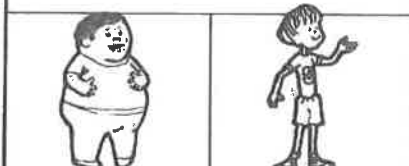
hē



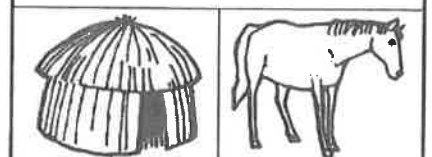
sad

a loc_k

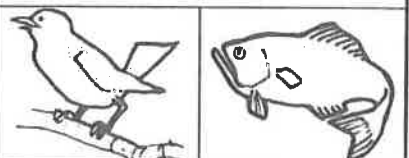
fat



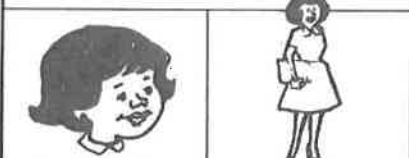
hut



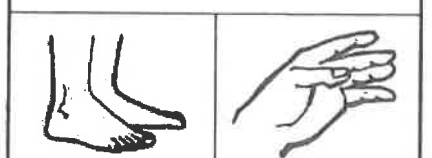
a fīsh



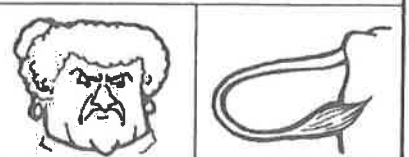
mom



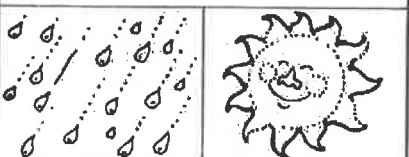
fēēt



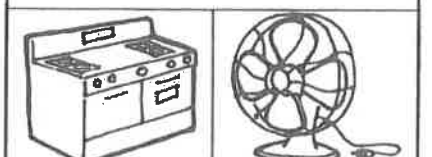
tāi



rān



a fan



This portion of the packet are for the
following groups only:
North Carolina & Tougaloo

North Carolina

Joshua B
Adrian F
Dominic F
Amina F
Aaliyah H
Trinite H
Harlie K
Scarlett O
Ava R
Alize V

Tougaloo

Ivanna C
Jayden C
Cesar D
Chase G
Jax L
Michaylah M
Jose P
Micah S
Anaya S
Rocco T
Isabella W

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Envíe las páginas con un ★ en la parte superior a las maestras HOMEROOM de su hijo/a antes del lunes a las 4:30PM.

*******Si su hijo/a no está en estos grupos de lectura, entonces NO necesita completar esta parte del paquete.*******

thē dog said, "nō."

thē dog said, "nō."

ā

ch ch ch

d

g

p

have

sand

thē

him

lāke

girl

if

said

sack

girl

~~girl~~

not

girl

girl

sō

girl

log

girl

girl

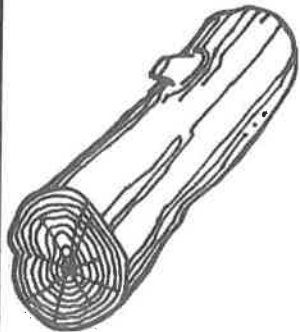
girl

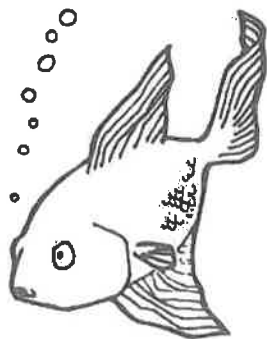
gōat

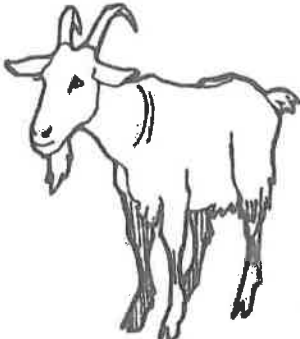
fēēt

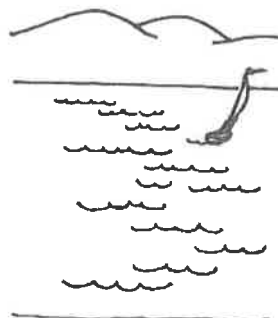
girl

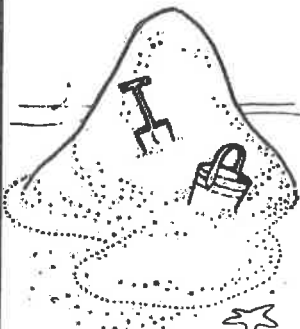
sand

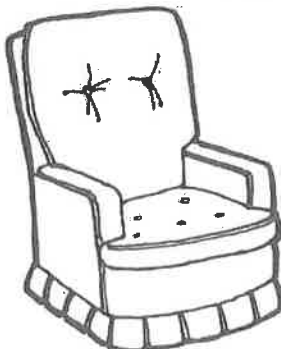
	nōse
	fān
	log
	cow

	fīsh
	dog
	dish
	nut

	pot
	gōat
	gāte
	gun

	tāil
	rock
	lāke
	sack

	sad
	sand
	and
	fān

	sēat
	fēēt
	shē
	said



NC + Tugalo

a girl was in a cāve.

a girl was in a cāve.

s

rock

ch

mē

f

dog

v

it

p

cow

gōat

sit

farm

hand

~~farm~~

farm

farm

said

farm

farm

hē

farm

farm

farm

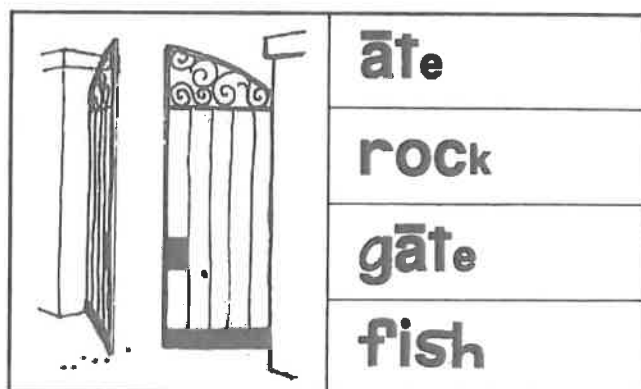
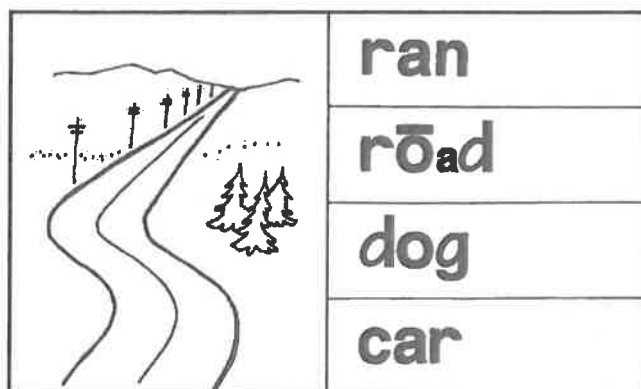
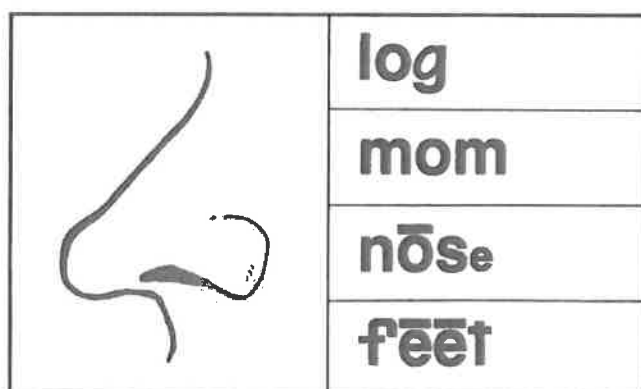
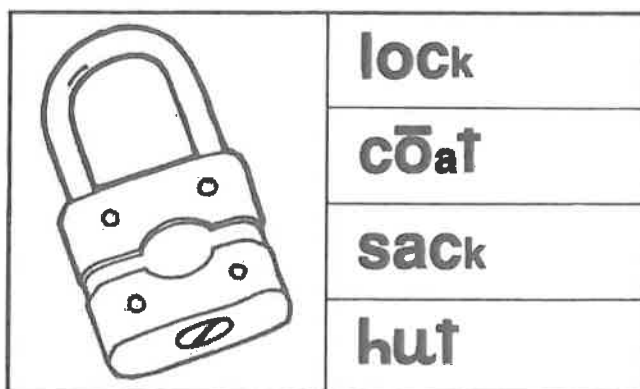
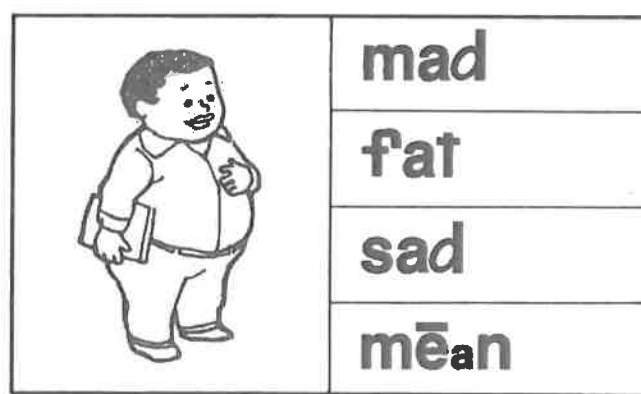
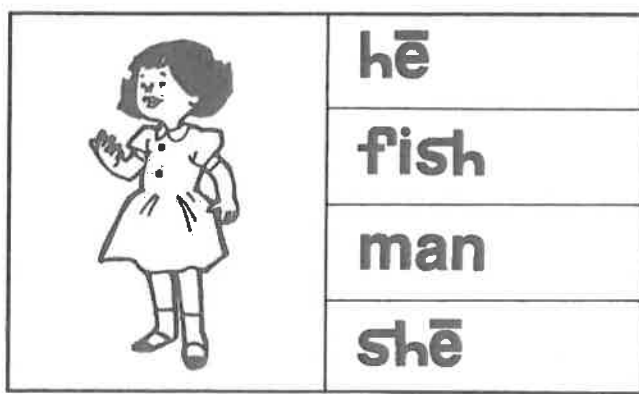
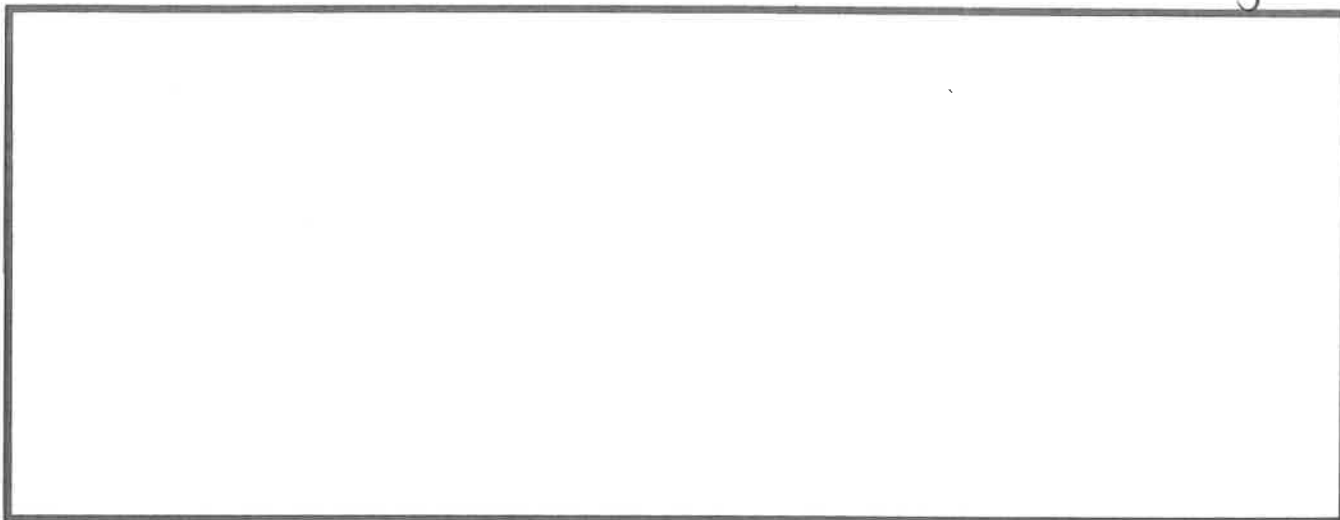
ōld

farm

little

run

now



This portion of the packet are for the
following groups only:

Florida

Heaven F
Emmelyn H
Alicia H
Za'Nye L
Christian M
Marvin Q
Brianna S
Brendan S

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*******Si su hijo/a no está en estos grupos de lectura, entonces NO necesita completar esta parte del paquete.*******

1. the bōy said, "let's gō to..."

- the ship
- the park
- the farm

2. the bōy said, "wē nēēd a..."

- cat
- park
- car

3. did they rīde to the park?

- yes
- nō

c

f

o

s

e

g

a dog dug a hōle.

a man fell in the hōle.

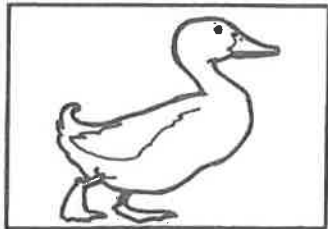
1. a dog dug a...

- hill
- hōle
- mōle

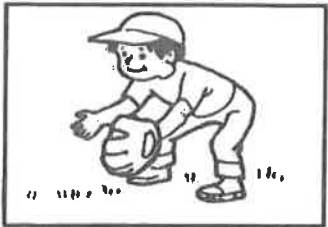
2. a man fell in the...

- lāke
- yard
- hōle

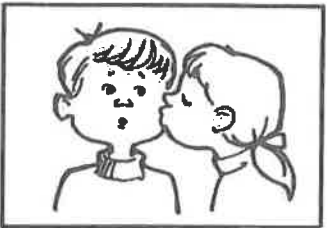
they ran to the park.



shē kissed him.



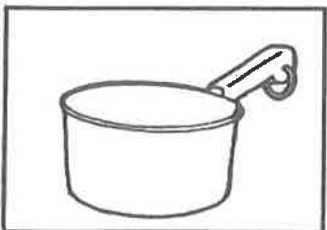
a duck can walk.



hē has a mitt.



this pot has nō top.



shē sat with a cat.



1. ann and her dad went hunting fōr... →

•rabbits

•pigs

•dēer

2. did the girl fīnd a dēer? →

•yes

•nō

3. the girl did not get a pet... →

•dog

•dēer

•cat

d

o

a

g

b

p

a bōy had red pāint. →

sō hē mādē a car red. →

1. a bōy had red... →

•pigs

•pots

•pāint

2. sō hē mādē a car... →

•red

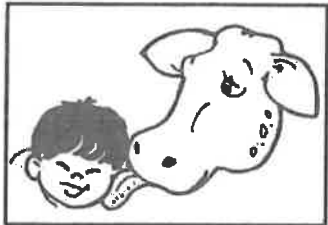
•run

•rōad

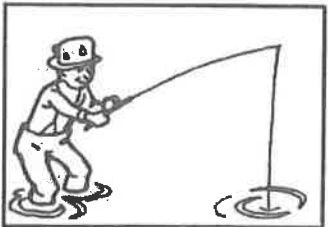
the girl has pets.



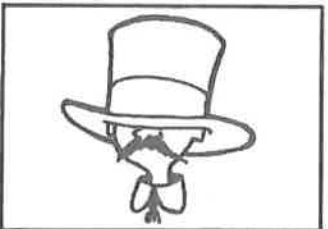
a cow will lick him.



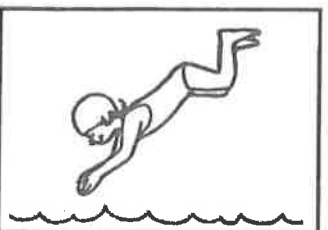
he has no socks.



this hat is big.



she can dive.



that man is fishing.

This portion of the packet are for the
following groups only:

Ole Miss, Virginia, Clemson, Sam Houston

Ole Miss

Sergio A
Jacob C
Karter D
Amy G
Keanu J
Corbin J
Ruben L
Dominik M
Makayla O
Areli R

Virginia

Jonah E
Wyatt F
Malachi G
Adalyn H
Axel M
Anaya O
Nailea S

Clemson

Aubree A
A'Viyon C
Bennett K
Adam L
Lily P
Lenox P
Grace R
Jose S
Kenneth S

Sam Houston

Gregory C
Emmerson C
Ava E
Delayne M
Isabella Mendoza
(Connell/Chambers)
Matthew M
Elijah R
Aaliyah R
Jenna R
Audrey R
Brenin W

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*******Si su hijo/a no está en estos grupos de lectura, entonces NO necesita completar esta parte del paquete.*******

the bug bit the log.

on sō on is ~~on~~ sō
 on sō pet
 rōad sō with sō
 sō hit sō on men on
 on nō on sō

the bug got mad.

sō shē bit a log.

1. the bug...

• got big • got mad • got sad

2. sō shē bit a...

• dog • lock • log

sh

ā

o

v

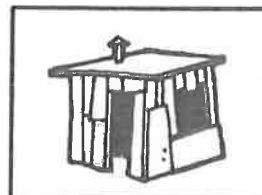
b

p

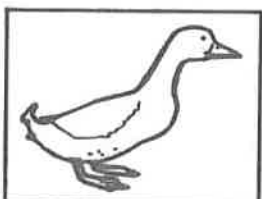
duck



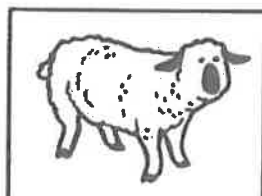
girl



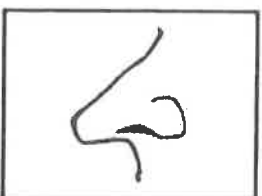
nose



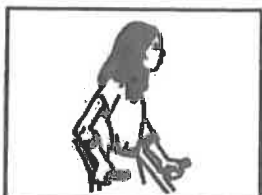
shack



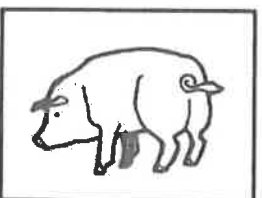
ear



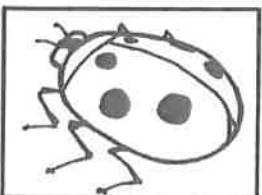
sheep



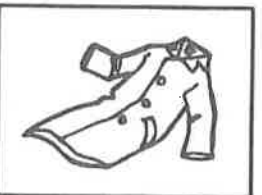
pig



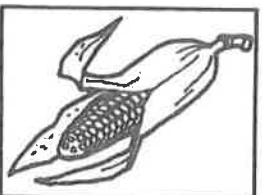
car



rug



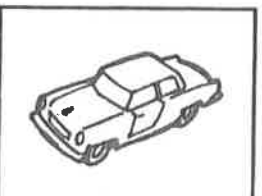
bug



coat



corn



shē āte the log.

bug big in ~~big~~ bug
 car big fat bug big
 bug bit was big bug cow shē bug
 bug big bug big bug big

a big bug met a little bug.

hē said, "let's gō ēat."

1. a big bug met a little...

•big

•dog

•bug

2. hē said, "let's gō..."

•hōme

•ēat

•slēep

I

ō

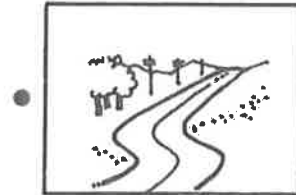
b

ch

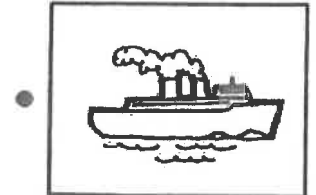
k

h

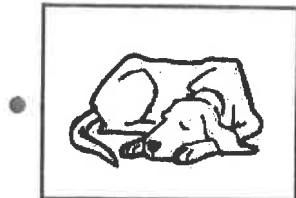
dog



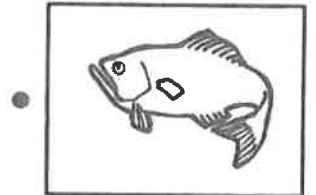
feet



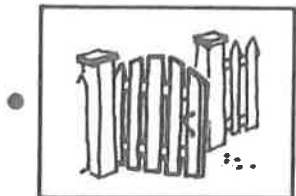
gate



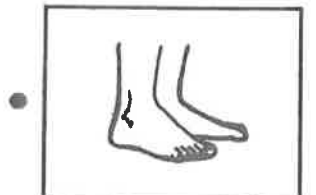
ship



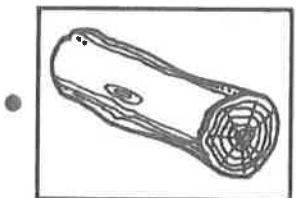
road



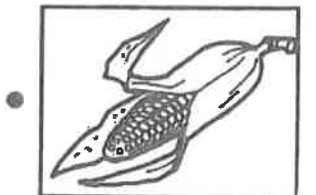
fish



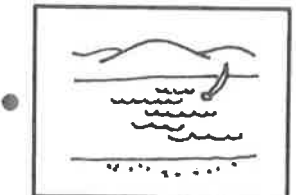
lake



hat



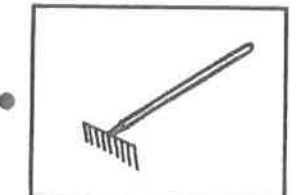
log



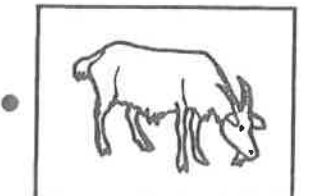
goat



rake



corn



This portion of the packet are for the
following groups only:
Tennessee & Berkeley

Tennessee

Lucyxana E
Kssavri H
Ariel H
Kenza K
Chad L
Vincent L
Julian M
Madison S
Jaxon Z

Berkeley

Zoey F
Sofia G
Caroline H
Armando L
Isabela Mendoza
(Silva/Mendez)
Gerry M
Christopher P
Matthew S
Drallynn S

Send the pages with a ★ at the top to your child's HOMEROOM teacher by Monday at 4:30PM.

*******If your child is not in these reading groups, then he/she does NOT need to complete this part of the packet.*******

Envíe las páginas con un ★ en la parte superior a las maestras HOMEROOM de su hijo/a antes del lunes a las 4:30PM.

*******Si su hijo/a no está en estos grupos de lectura, entonces NO necesita completar esta parte del paquete.*******

1. a girl went to the shop with her ____.

• car

• cat

• dog

2. then they went to the ____.

• lake

• park

• car

3. she said, "you can not ____ to me."

• talk

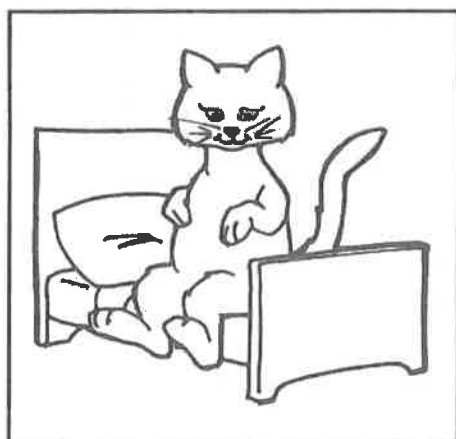
• walk

• sit

4. did the cat talk?

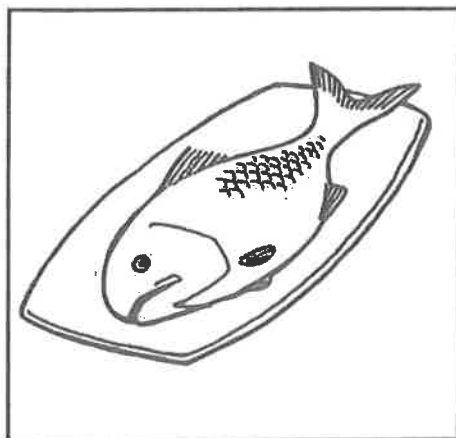
• yes

• no



1. the **C** ____ is sitting.

2. he is on the **b** ____.



1. the **f** ____ is not wet.

2. it is in the **d** ____.

shē had a dog.

the dog did not talk.

1. shē had a ____.

•log

•bug

•dog

2. the ____ did not talk.

•fox

•dog

•bug

J j j

e

t

d

y

x

I can talk to you.



1. the girl said, "cats can not ____."

• talk

• walk

• slēep

2. ann said, "can I have that ____?"

• can

• cat

• bug

3. the ____ said, "I will not gō with you."

• girl

• ann

• cat

4. ann said, "I will lēave this ____."

• park

• dark

• stōre



1. the man is a **C** ____.

2. hē has a **C** ____.



1. **Sh** ____ has a dog.

2. they are on a **L** ____.

the man liked to swim. →

sō hē jumped into the lake. →

1. the ____ liked to swim.

• boy

• man

• cow

2. sō hē ____ into the lake.

• ran

• jumped

• fell

e

n

r

t

j j j

f

cats do not talk. →

→

→

→

→

→

→

**COLLEGE
HOUSE**

WEEK 8 LANGUAGE ASSIGNMENTS

FOR GRADING



Howard &
Baylor

☐ MONDAY:

Lesson 121 Video & Worksheet 121

☐ WEDNESDAY

Lesson 122 Video & Worksheet 122***

Lesson 122
Worksheet
(Front & Back)

North Carolina,
Tougaloo,
Virginia

☐ MONDAY:

Lesson 141 Video & Worksheet 141

☐ WEDNESDAY

Lesson 142 Video & Worksheet 142***

Lesson 142
Worksheet
(Front & Back)

Florida,
Clemson, Sam
Houston,
Tennessee,
Berkeley

☐ MONDAY:

FUN PAGES!

☐ WEDNESDAY

FUN PAGES!***

Wednesday Fun
Pages (Front & Back)

Ole Miss

☐ MONDAY:

Lesson 131 Video & Worksheet 131

☐ WEDNESDAY

Lesson 132 Video & Worksheet 132***

Lesson 132
Worksheet
(Front & Back)

This portion of the packet are for the
following groups only:

Baylor & Howard

Send the pages with a ★ at the top to your child's HOMEROOM teacher by Monday at 4:30PM.

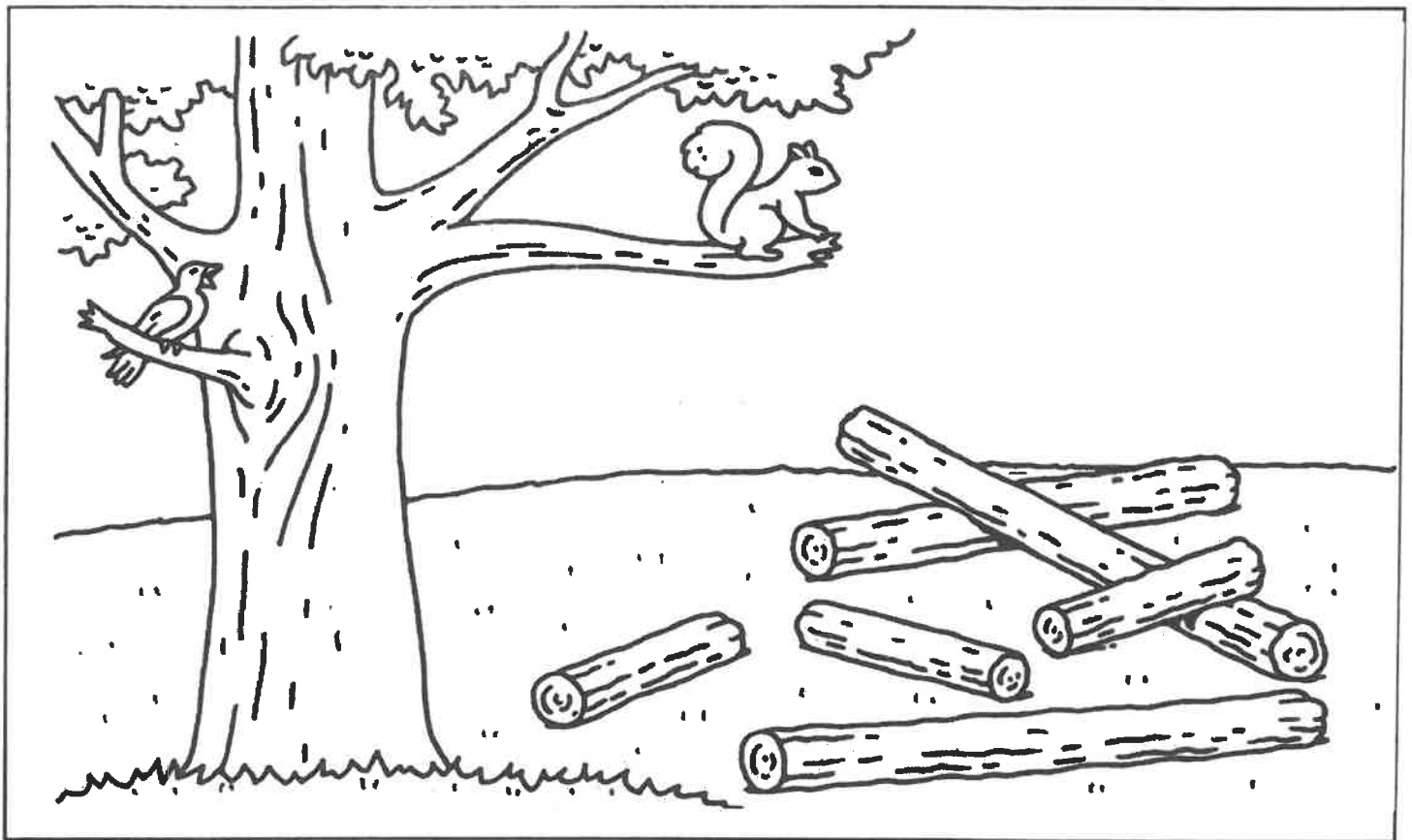
*****If your child is not in these language groups, then he/she does
NOT need to complete this part of the packet.*****

Envíe las páginas con un ★ en la parte superior a las maestras HOMEROOM de su hijo/a antes del lunes a las 4:30PM.

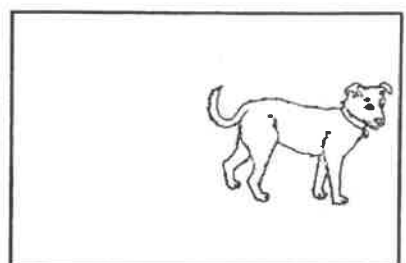
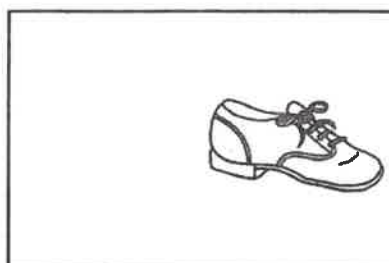
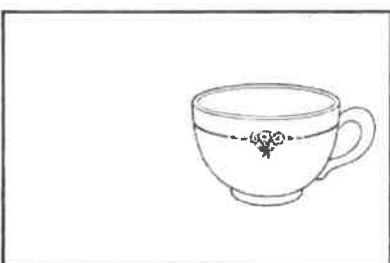
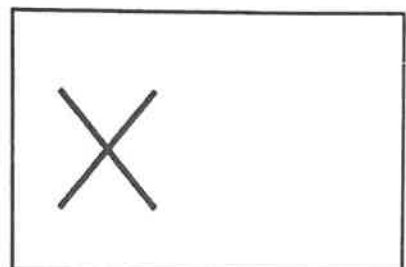
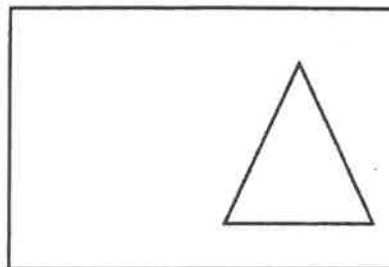
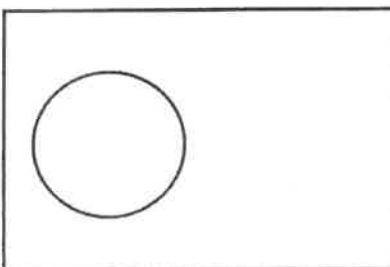
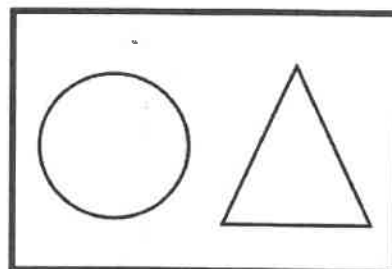
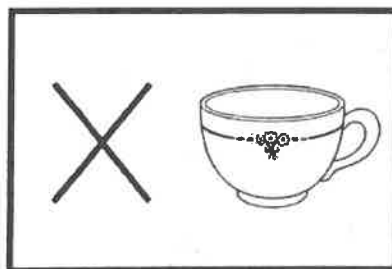
*****Si su hijo/a no está en estos grupos de lenguaje, entonces NO
necesita completar esta parte del paquete.*****

Lesson 121

Name Howard & Baylor



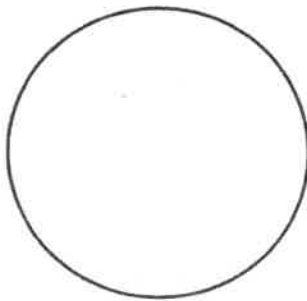
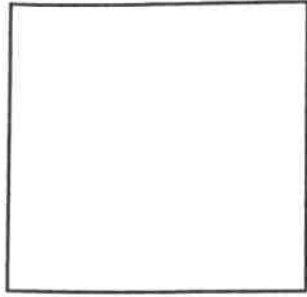
"Show me a long log." "What color is it?" "Show me a short log." "What color is it?"



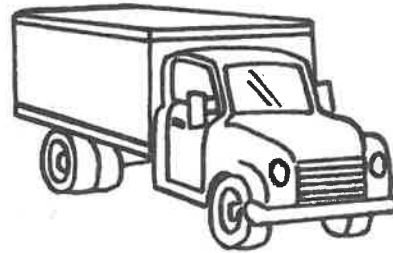
"What's in the top two boxes?" "Tell me what you drew to fix the other boxes." "What did you cross out?"

Lesson 121

Name _____



"What shape did you draw on the top line?" "What shape did you draw on the bottom line?"



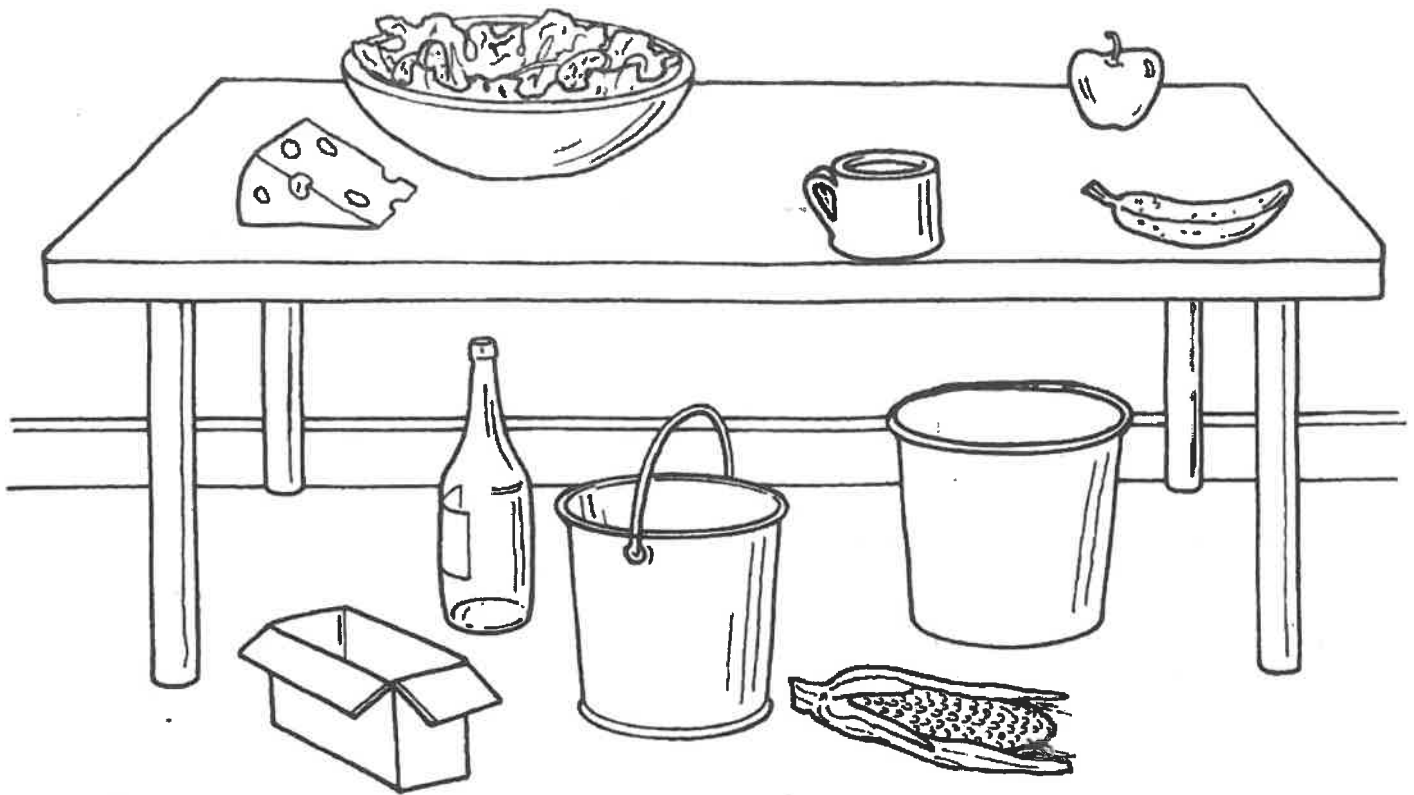
"Look at the objects connected by a pink line." "How are they the same?" Repeat for blue, brown, and green lines.

Side 2 _____

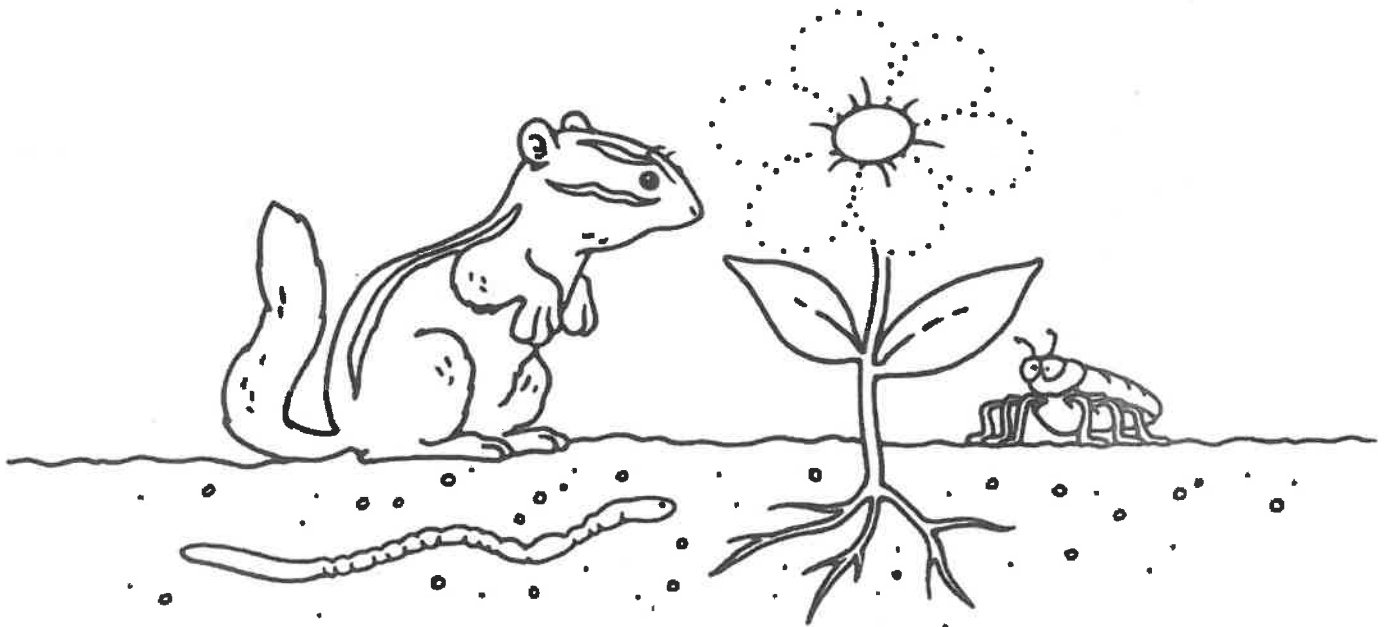


Lesson 122

Name _____

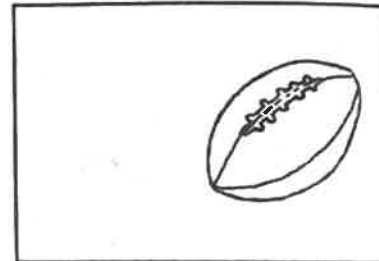
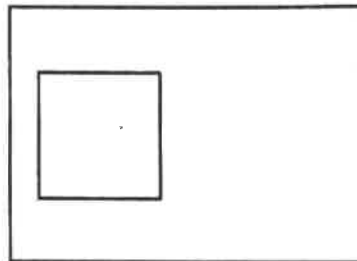
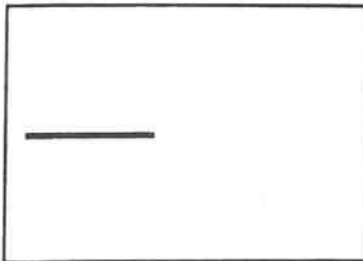
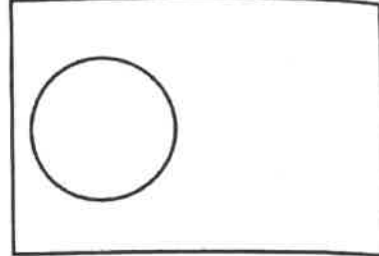
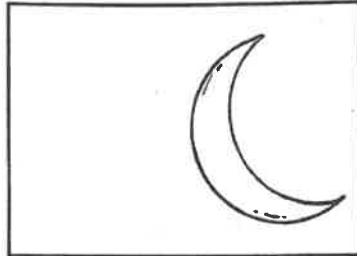
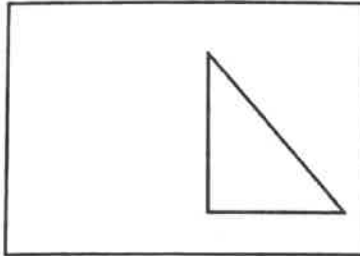
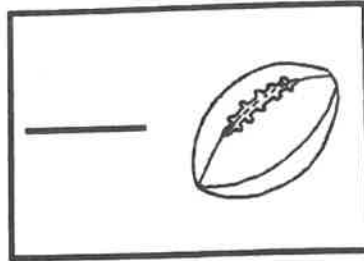
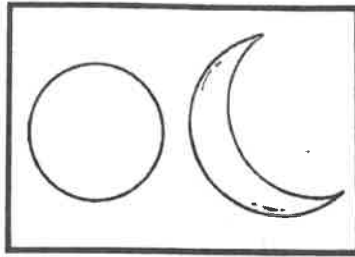


"Tell me what kind of objects you colored red." "Tell me what kind of objects you colored green."

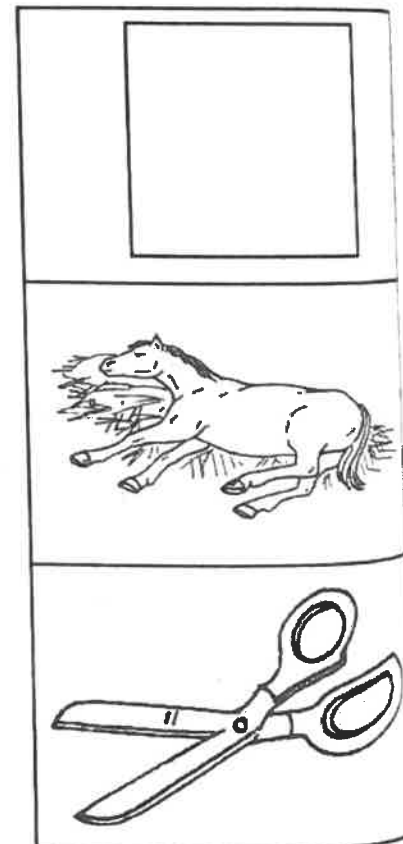
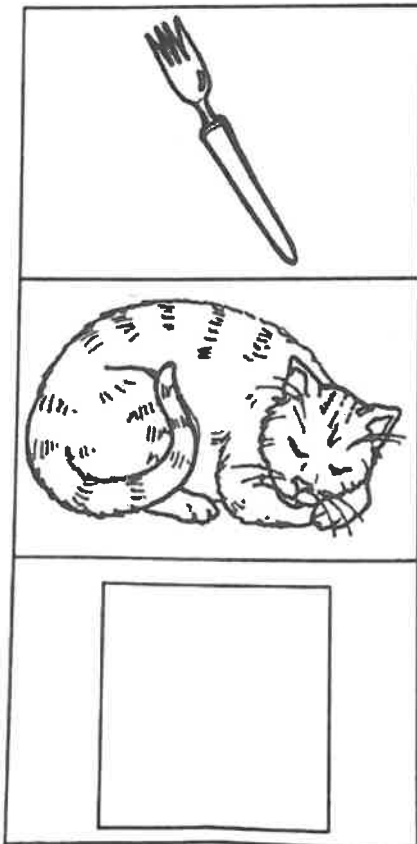


"Tell me the parts of the flower." "Which part was missing?"

Side 1



"What's in the top two boxes?" "Tell me what you drew to fix the other boxes." "What did you cross out?"



"Look at the objects that are connected by a green line." "How are they the same?" Repeat for brown and blue lines.

This portion of the packet are for the
following groups only:

North Carolina, Tougalo, Virginia

Send the pages with a  at the top to your child's HOMEROOM teacher by Monday at 4:30PM.

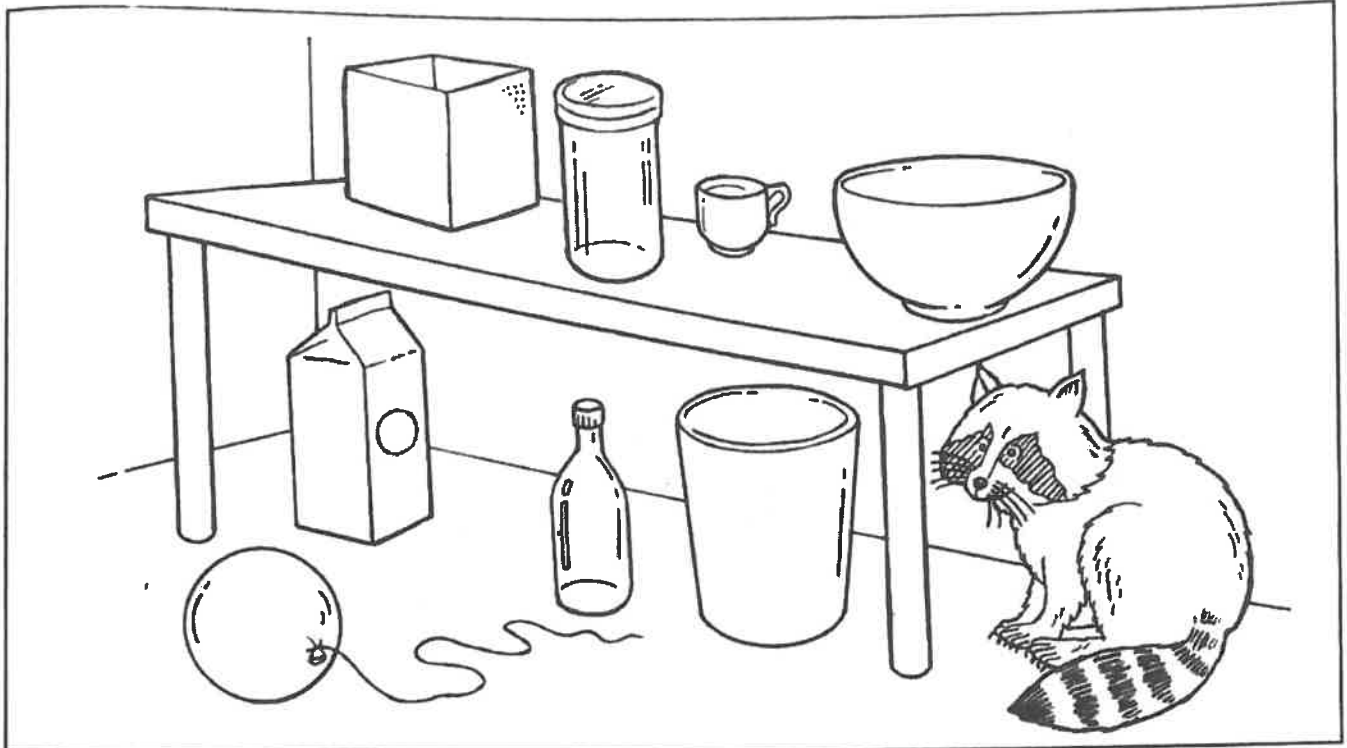
*******If your child is not in these language groups, then he/she does
NOT need to complete this part of the packet.*******

Envíe las páginas con un  en la parte superior a las maestras HOMEROOM de su hijo/a antes del lunes a las 4:30PM.

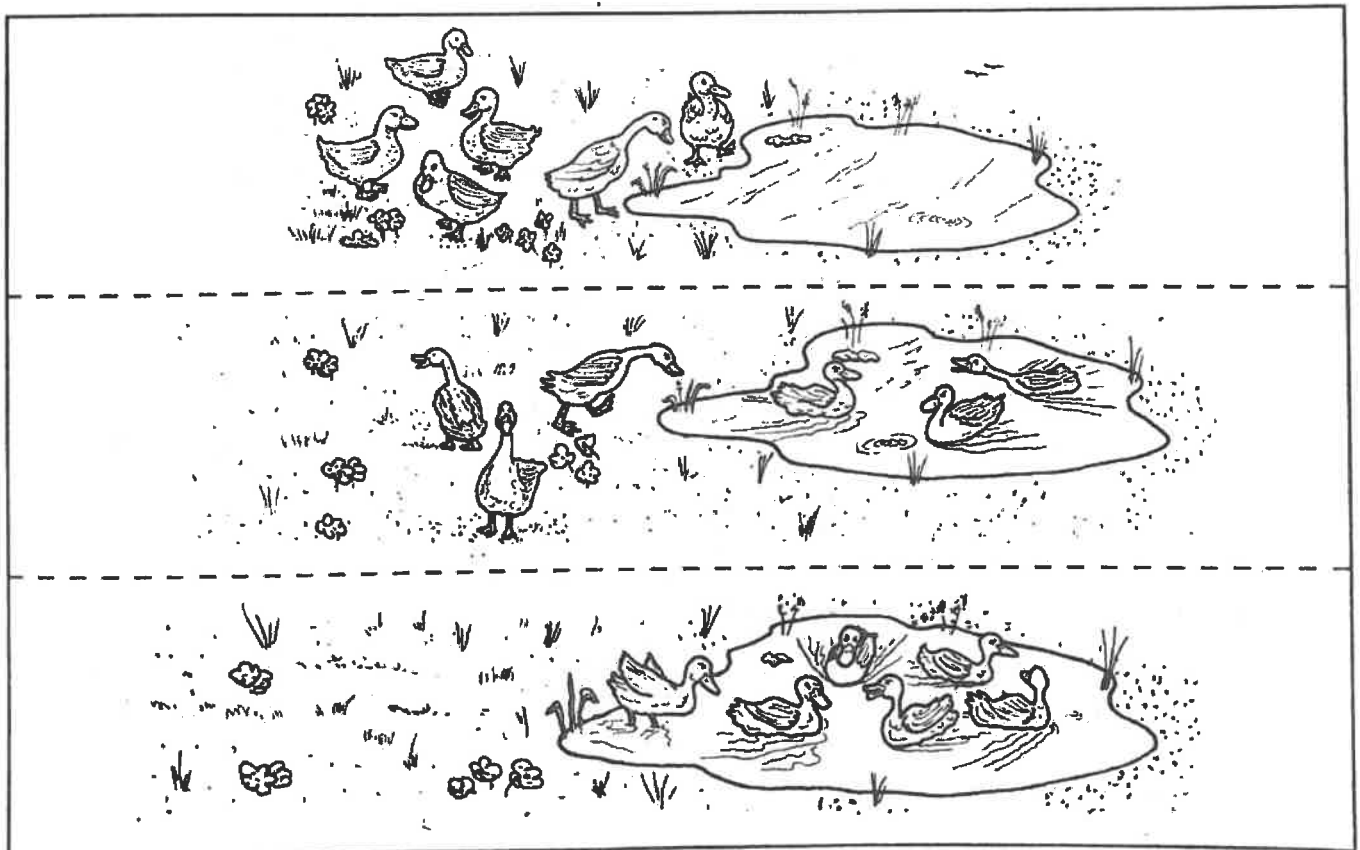
*******Si su hijo/a no está en estos grupos de lenguaje, entonces NO
necesita completar esta parte del paquete.*******

Lesson 141

Name _____

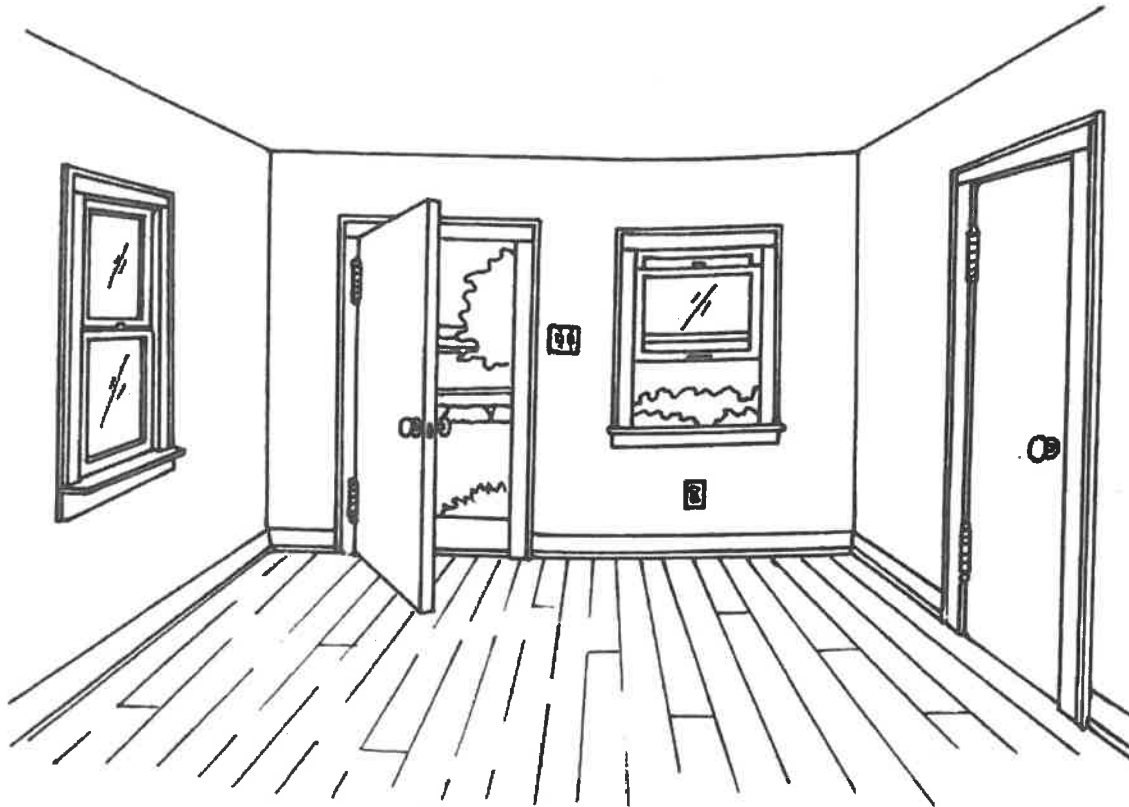


"What color are the containers that are under the table?" "What color are the containers that are on the table?" "What else is in the picture?"

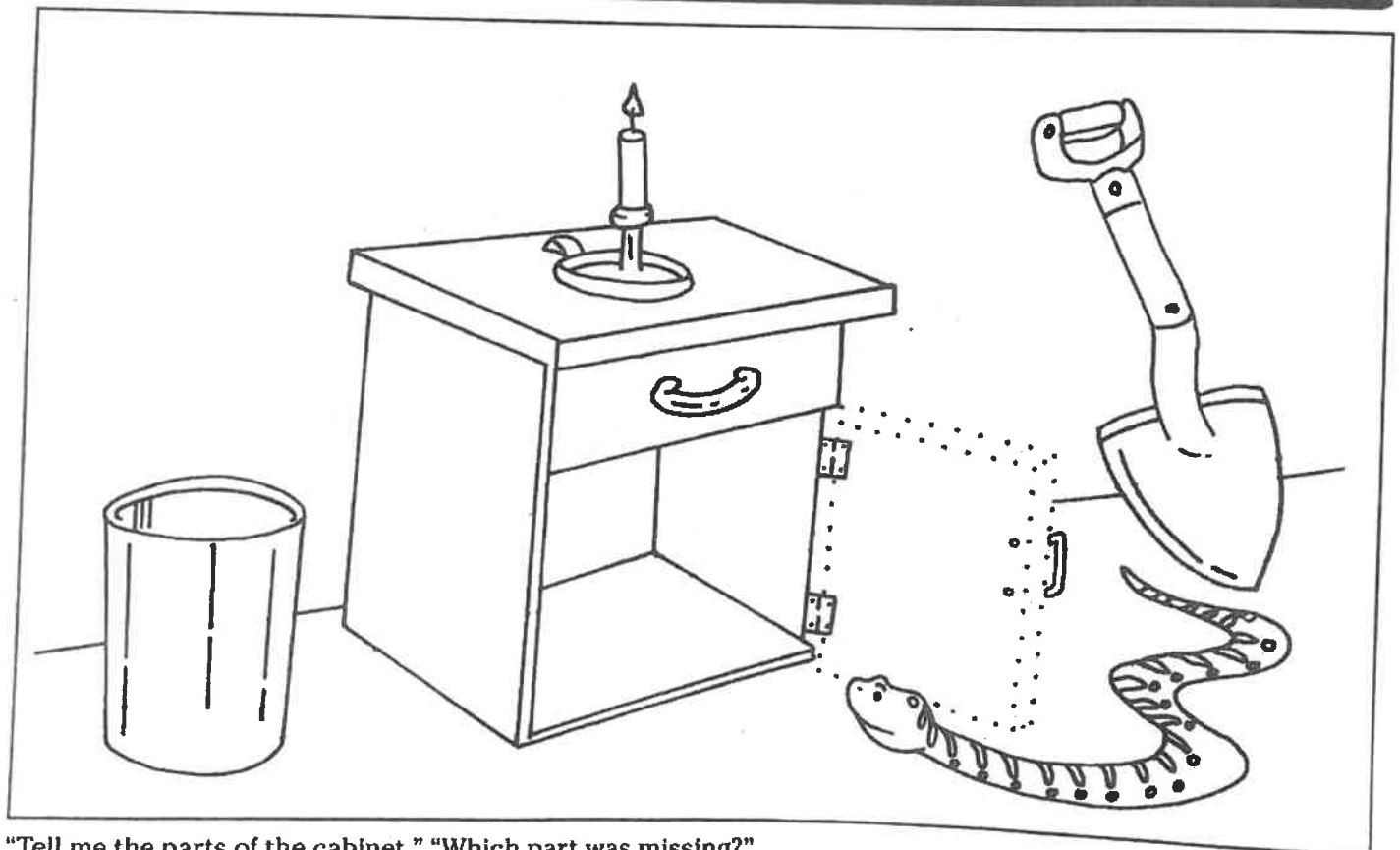


"Find the picture with some of the ducks in the pond." "Find the picture with none of the ducks in the pond." "Find the picture with all of the ducks in the pond."

Lesson 141 Name _____

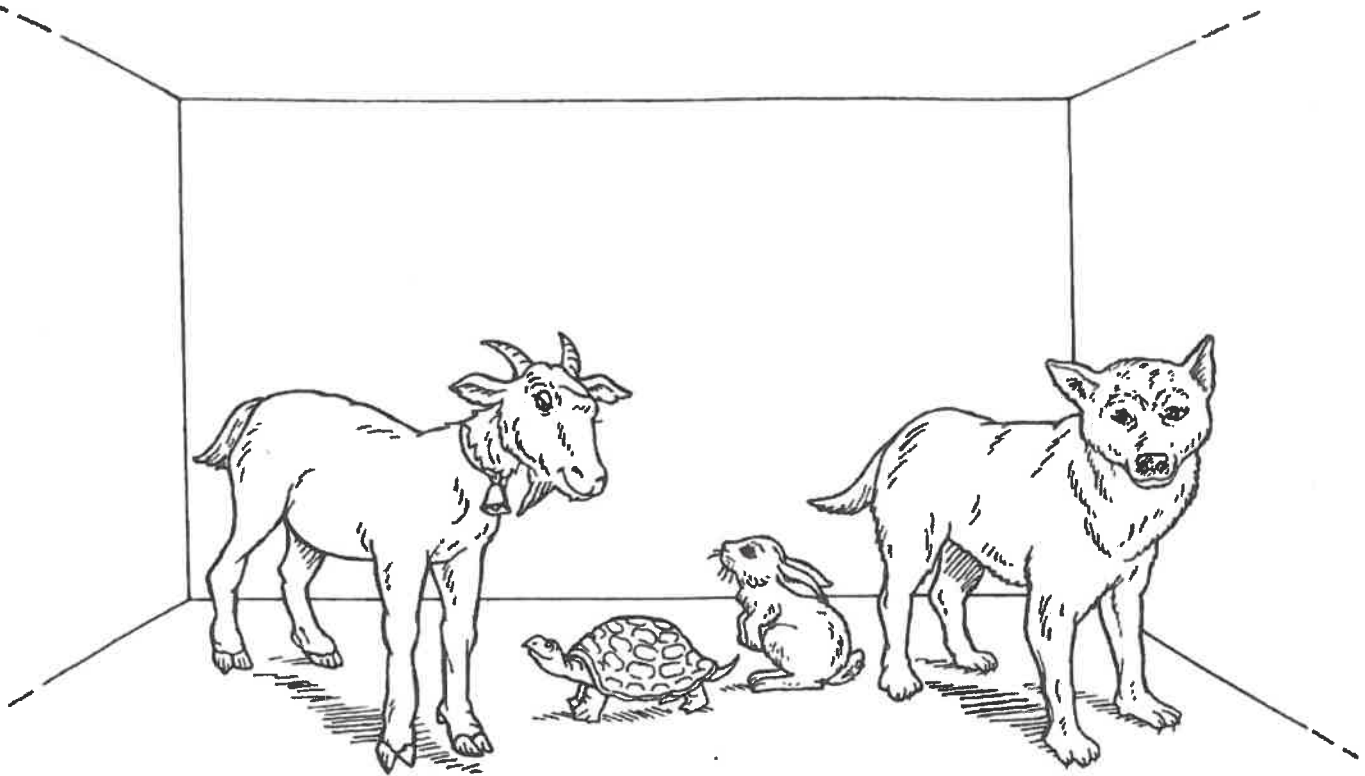


"Is the black door open?" "Is the broken window closed?"

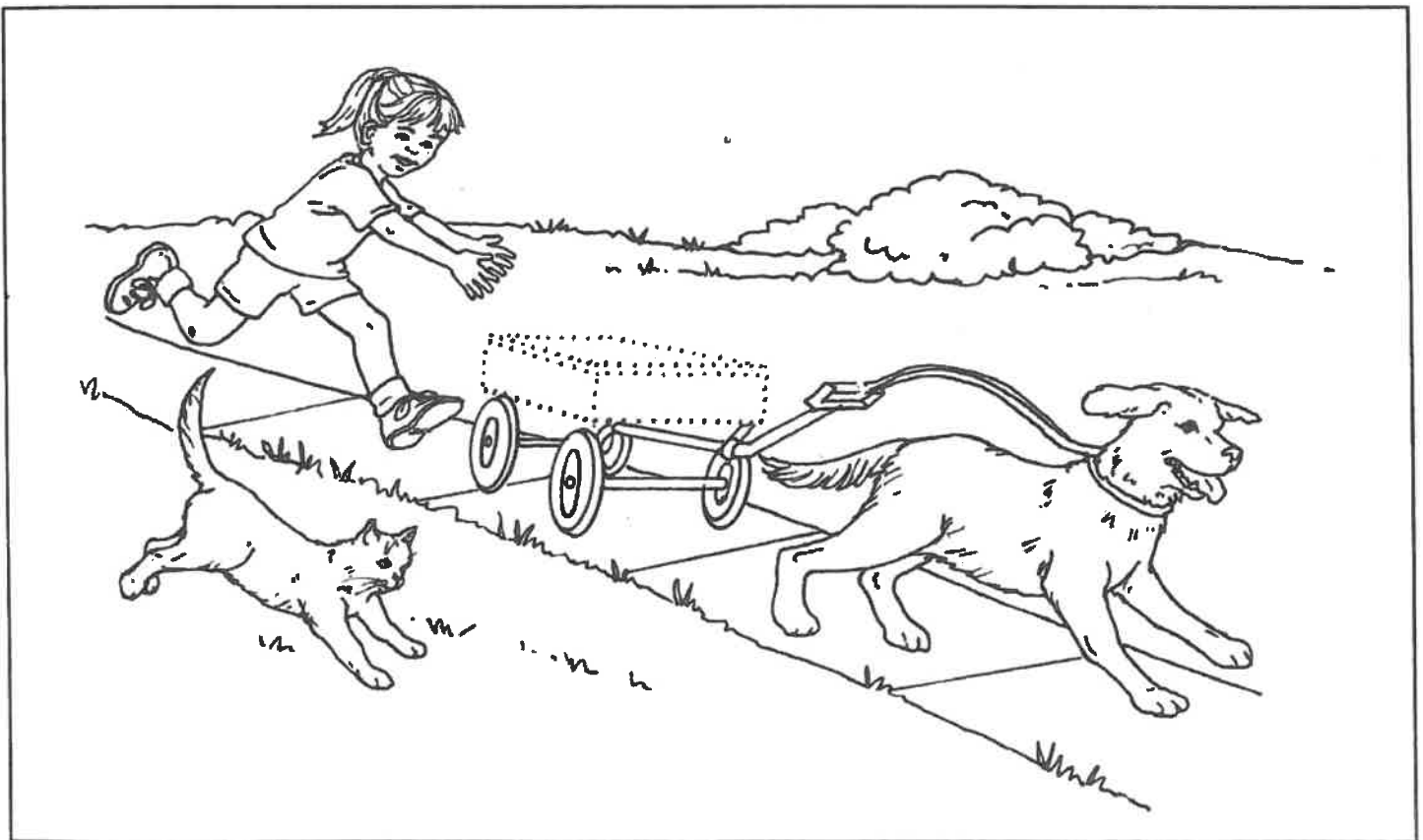


"Tell me the parts of the cabinet." "Which part was missing?"

Side 2



"Are any of the black animals small?" "Is the brown animal fast?" "Are the slow animals wearing hats?"

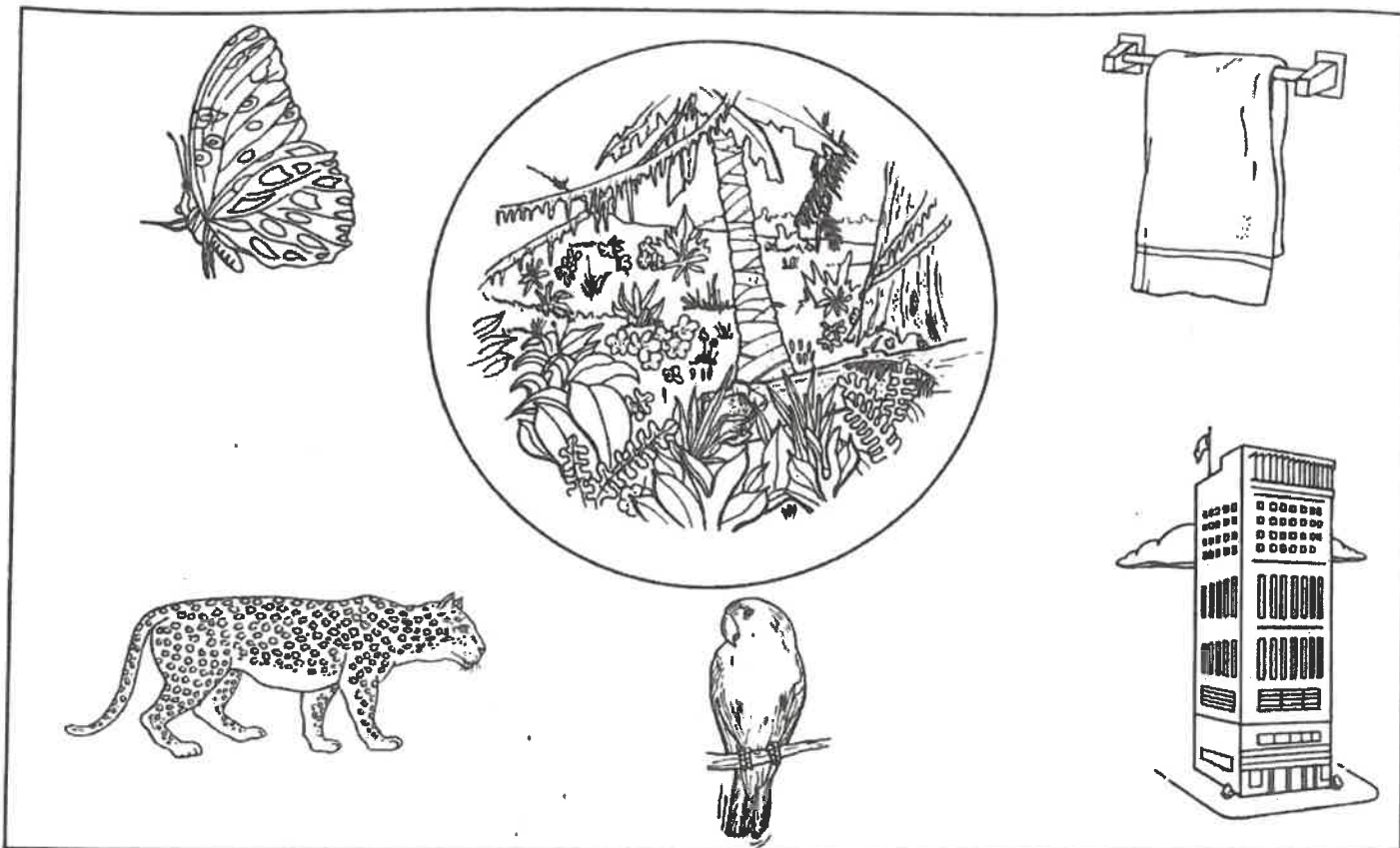


"Tell me the parts of the wagon." "Which part was missing?"

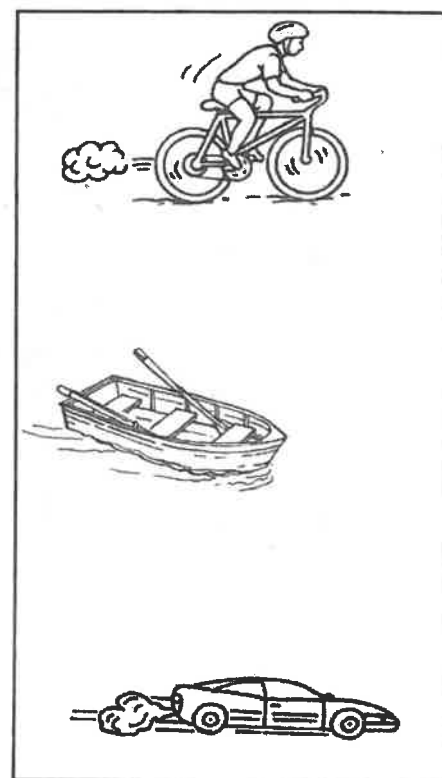
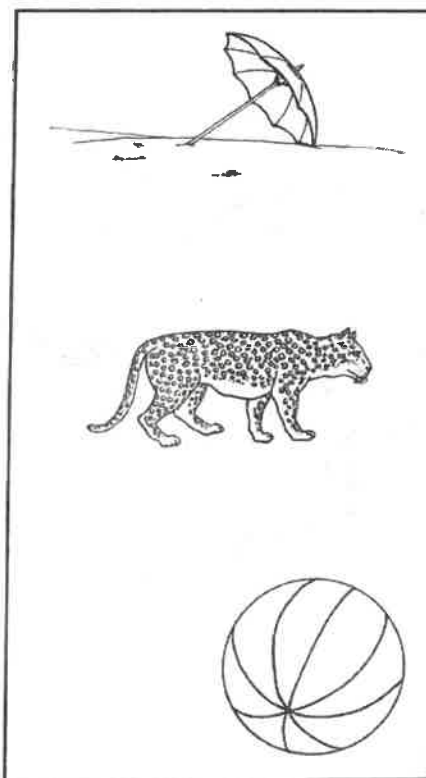
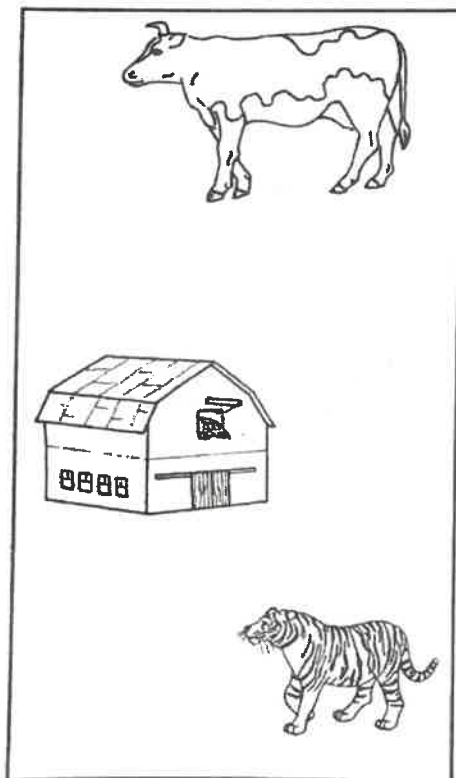


Lesson 142

Name _____



"What's in the circle?" "Name the objects that belong in the circle." "Name the objects that don't belong."



"What's the same about the connected objects in the first box?" "What did you cross out?" Repeat for second and third boxes.

Side 2 _____

This portion of the packet are for the
following groups only:

Clemson, Sam Houston, Florida,
Tennessee, Berkeley

Send the pages with a ★ at the top to your child's HOMEROOM
teacher by Monday at 4:30PM.

*****If your child is not in these language groups, then he/she does
NOT need to complete this part of the packet.*****

Envíe las páginas con un ★ en la parte superior a las maestras
HOMEROOM de su hijo/a antes del lunes a las 4:30PM.

*****Si su hijo/a no está en estos grupos de lenguaje, entonces NO
necesita completar esta parte del paquete.*****

Extension Lesson

1

Parent Reads:
Florida, Clemson, Sam
Tennessee, Berkeley
Houston

Materials: Each child will need a copy of BLM 1 and a pencil.


Objective: Compose and write a sentence pair based on a single picture.

BLM

SENTENCE WRITING

BLM 1

cone the fox



The

1. (Hand out BLM.)
You're going to write sentences.
 - Touch the picture of the fox and the ram. ✓

- The fox had a bone. The ram had something that rhymes with **bone**. What did the ram have? (Signal.)
A cone.
Yes, **the ram had a cone**.
2. Say the sentence for the ram. Get ready. (Signal.) *The ram had a cone.*
 - Say the sentence for the fox. Get ready. (Signal.) *The fox had a bone.*
 3. (Repeat step 2 until firm.)
 4. The word box above the picture shows how to spell the words **cone**, **the** and **fox**. You can figure out how to spell the other words.
 5. Write the sentence for the fox.
Remember to start with a capital and end with a period. The first word is already written for you with a capital **T**. Pencils down when you're finished.
(Observe children and give feedback.)
 - Now go to the next line and write the sentence for the ram. Pencils down when you're finished.
(Observe children and give feedback.)
 6. (Call on different children to read both their sentences.)

Parent Reads

Extension Lesson

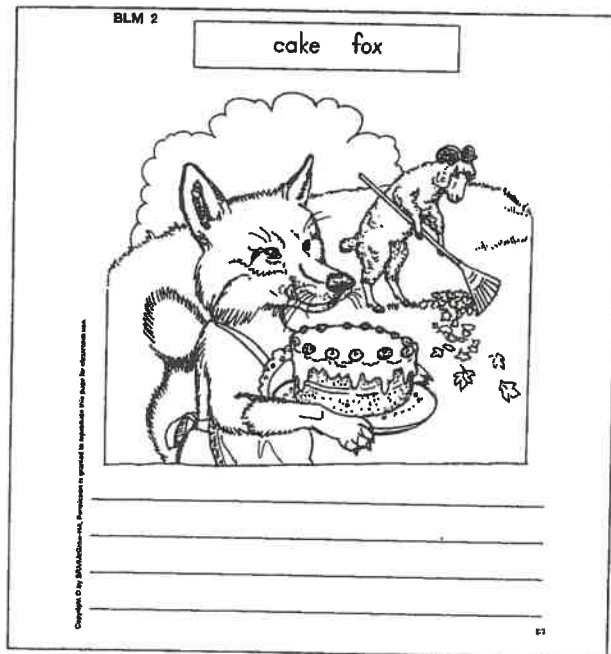
FL, CL, SH, Tenn, Berk.

Materials: Each child will need a copy of BLM 2 and a pencil.

Objective: Compose and write a sentence pair based on a single picture.

BLM

SENTENCE WRITING



- Touch the picture of the fox and the ram. ✓
 - The picture shows what the fox and the ram had. What did the fox have? (Signal.) *A cake.*
Yes, **the fox had a cake.**
 - What did the ram have? (Signal.) *A rake.*
Yes, **the ram had a rake.**
2. Say the sentence for the fox. Get ready. (Signal.) *The fox had a cake.*
 - Say the sentence for the ram. Get ready. (Signal.) *The ram had a rake.*
 3. (Repeat step 2 until firm.)
 4. The word box shows how to spell the words **cake** and **fox**. You can figure out how to spell the other words.
 5. Write the sentence for the fox.
Remember to start with a capital and end with a period. Pencils down when you're finished.
(Observe children and give feedback.)
 6. (Call on different children to read both their sentences.)

1. (Hand out BLM.)
You're going to write sentences.

cone the fox

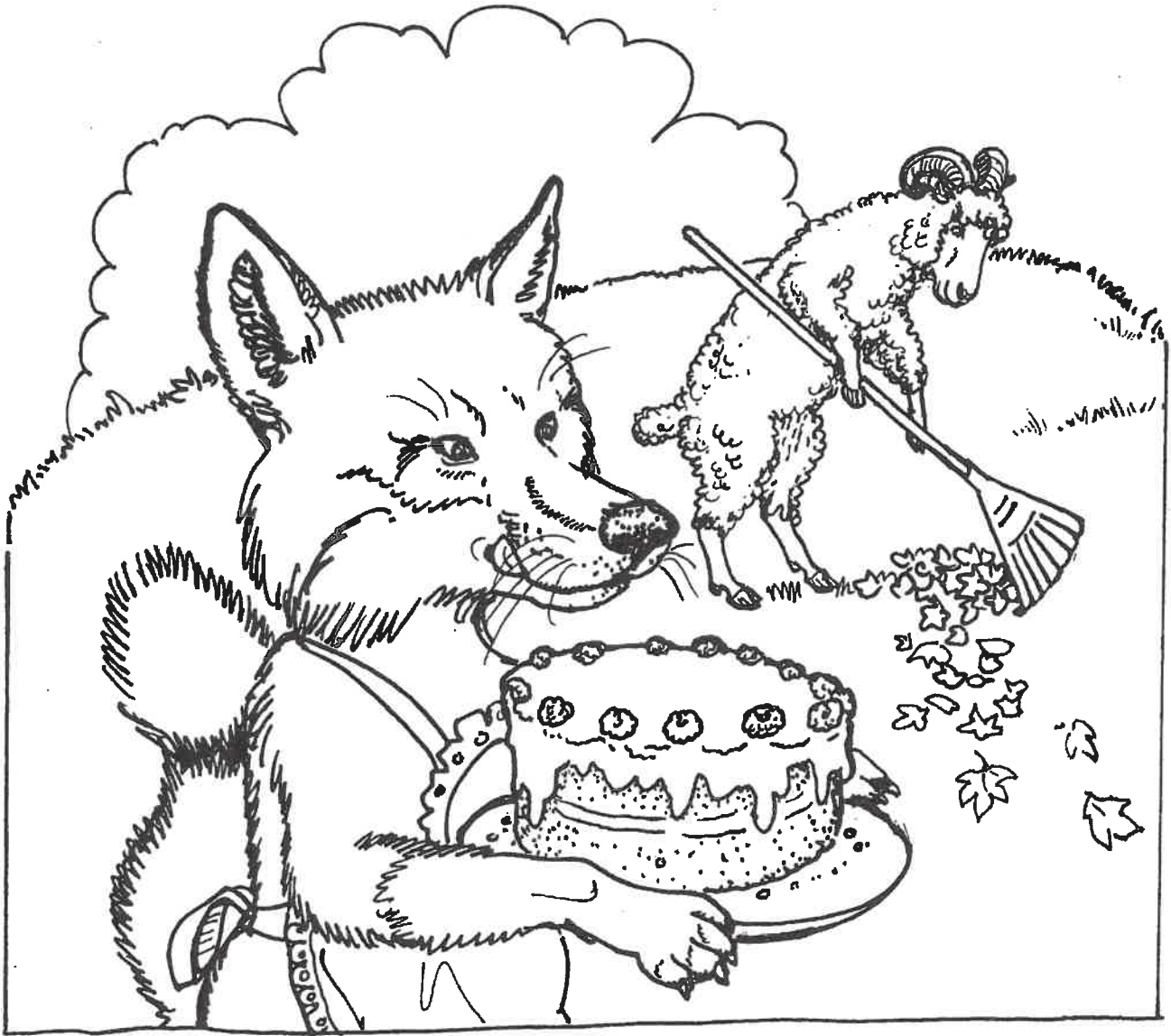
FL, CL, SH.
Tenn., Berkl.



The

cake fox

FL, CL, SH
Tenn., Berk.



This portion of the packet are for the
following groups only:

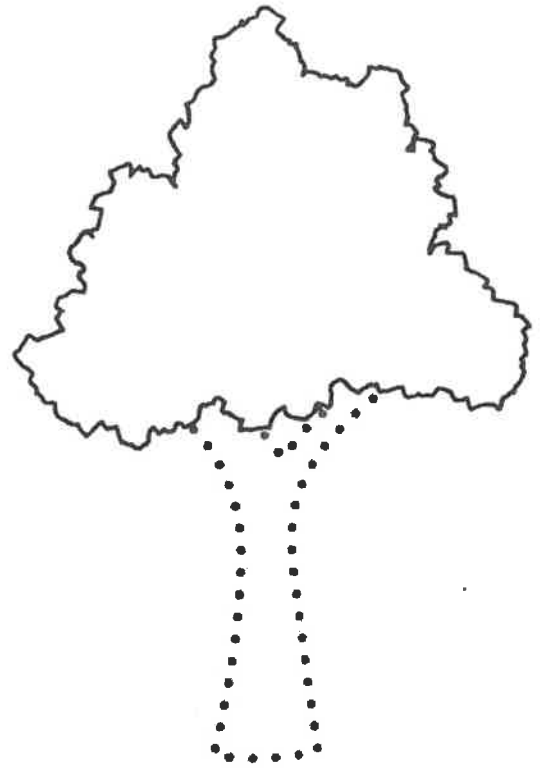
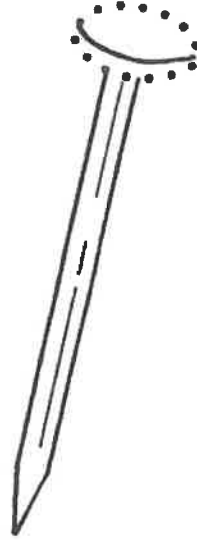
Ole Miss

Send the pages with a ★ at the top to your child's HOMEROOM teacher by Monday at 4:30PM.

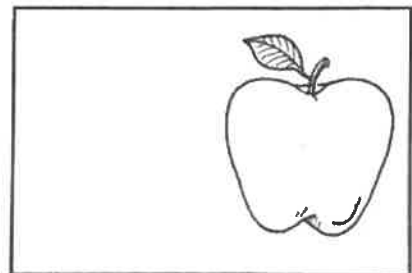
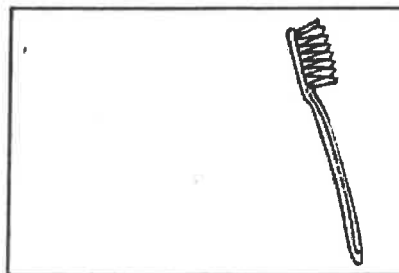
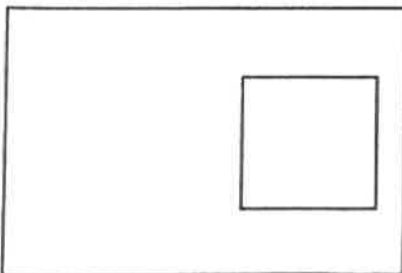
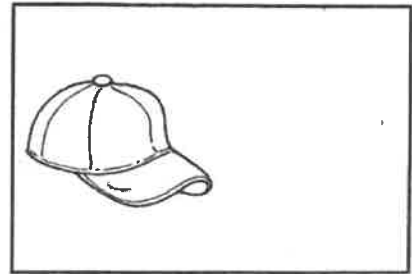
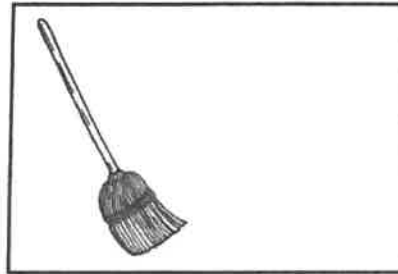
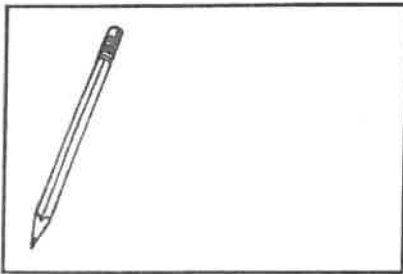
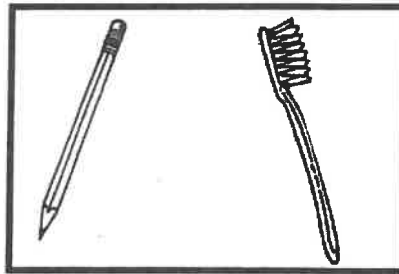
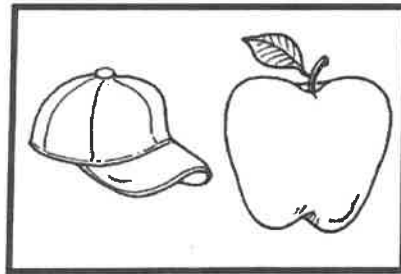
*******If your child is not in these language groups, then he/she does NOT need to complete this part of the packet.*******

Envíe las páginas con un ★ en la parte superior a las maestras HOMEROOM de su hijo/a antes del lunes a las 4:30PM.

*******Si su hijo/a no está en estos grupos de lenguaje, entonces NO necesita completar esta parte del paquete.*******



"Show me the broom." "Which part did you draw?" Repeat for nail and tree.



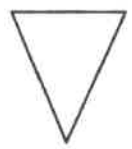
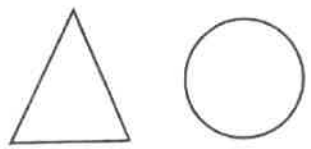
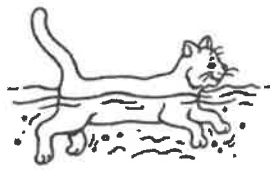



"What's in the top two boxes?" "Tell me what you drew to fix the other boxes." "What did you cross out?"
Side 1 _____

Lesson 131 Name _____



"What's in the circle?" "Name the objects that belong in the circle." "Name the ones that don't belong."

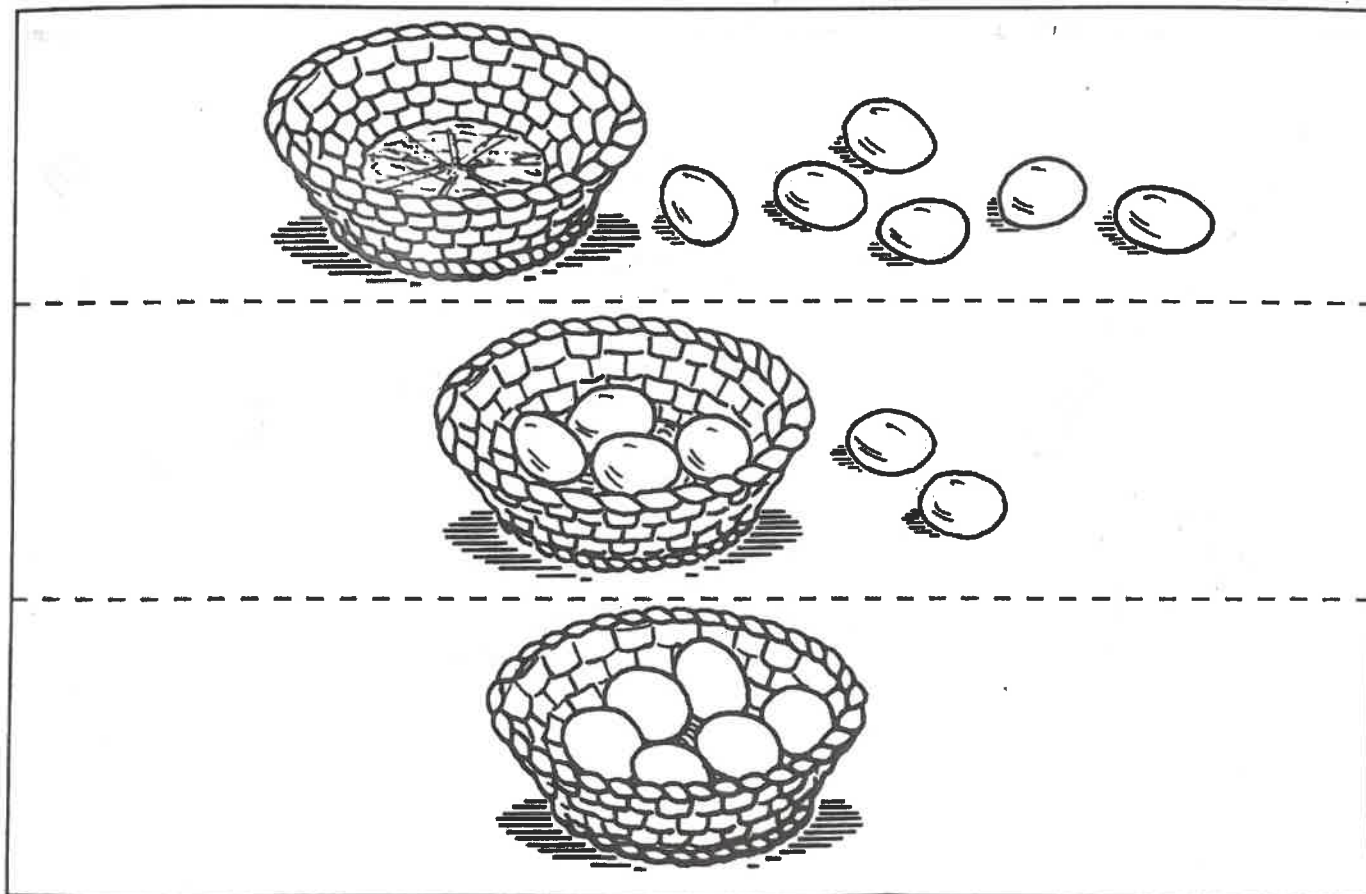
 	 	 
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"What's the same about the connected objects in the first box?" "What did you cross out?" Repeat for second and third boxes.

Side 2 _____



"What did you color yellow?" "What did you color blue?"

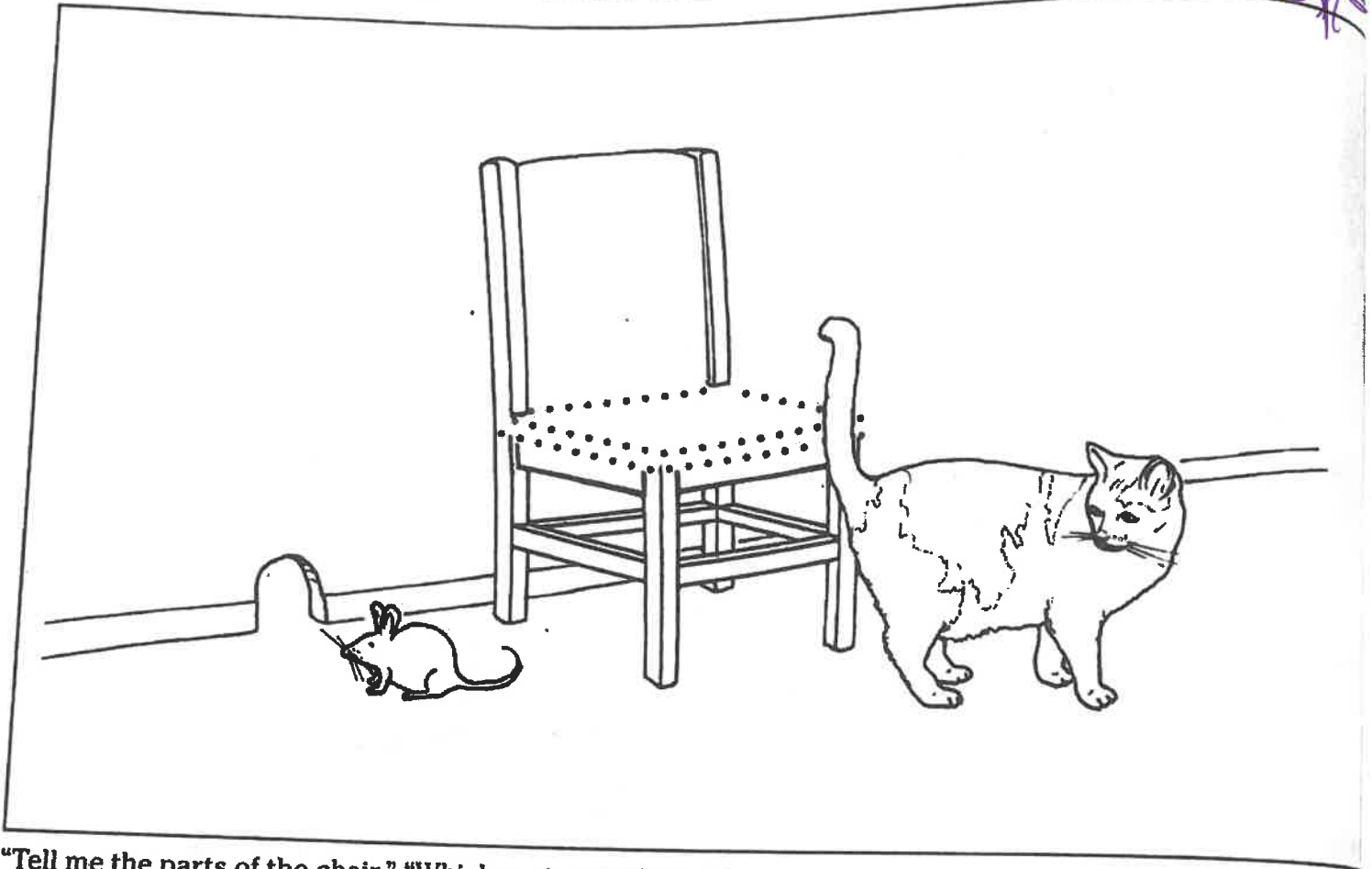


"Find the picture with some of the eggs in the basket." "Find the picture with all of the eggs in the basket."
"Find the picture with none of the eggs in the basket."

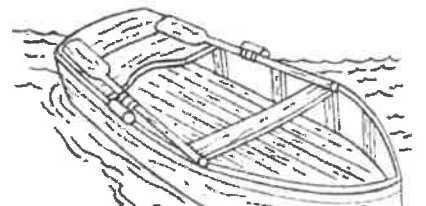
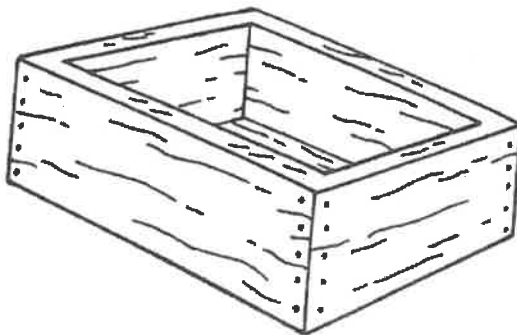
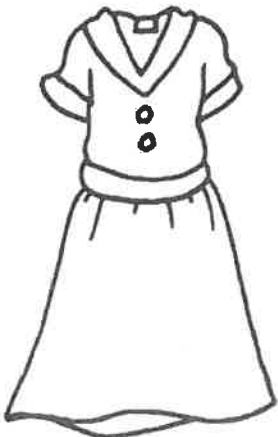
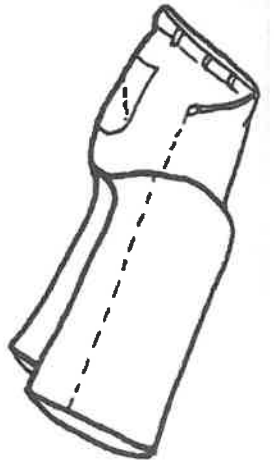
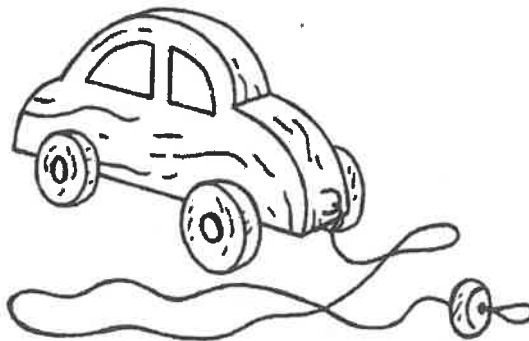
Lesson 132

Ole Miss

Name _____



"Tell me the parts of the chair." "Which part was missing?"



SUBJECT	WEEK 8 MATH & SCIENCE ASSIGNMENTS	WORKSHEETS DUE FOR GRADING ★
<p>MATH (ALL STUDENTS)</p>	<p>☐ <u>Tuesday:</u> Lesson 17: Online Video, Problem Set, Homework</p> <p>☐ <u>Thursday:</u> Lesson 18: Online Video, Problem Set, Homework***</p>	<p>Lesson 18 Problem Set & Homework</p>
<p>SCIENCE (ALL STUDENTS)</p>	<p>☐ <u>Friday:</u> You will need to use the following link to access the science videos for this week's lesson: https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html</p> <p>After clicking link, please use the following steps:</p> <p>Week 4 > Day 18: Science-Gravity</p> <ol style="list-style-type: none"> Watch the Story: <i>Chicken Little</i> Retold by Steven Kellogg Read the Book: <i>What Is Gravity?</i> by Lisa Trumbauer Complete these activities: Video: Up, Up, and Away! Observation Activity: Explore Gravity (OPTIONAL) <p>5. After completing steps 1-4, complete these worksheets <u>in your packet for grading</u>:</p> <ul style="list-style-type: none"> ▪ Gravity Coloring*** ▪ Gravity Explorations*** 	<p>Gravity Coloring & Gravity Explorations Worksheets (in your packet)</p>

MATH

Eureka Math Online Learning

We are now utilizing the online Eureka videos provided by our district for math lessons. These videos follow the same format as the teacher videos that were uploaded this week: Fluency Activities, Application Problem, Concept Development, & Problem Set. The corresponding homework uses the same skills demonstrated in the lesson and should be completed **after** watching the online video.

Please use this link to access the online videos:

<https://gm.greatminds.org/en-us/knowledge-for-grade-k>

Then Select: **Eureka Math Module 4**, and click the videos for the lessons assigned each week (*see Math & Science cover page*)

Ahora, utilizaremos los videos en línea de Eureka proporcionados por nuestro distrito para lecciones de matemáticas. Estos videos siguen el mismo formato que los videos de profesores que se subieron esta semana: Actividades de Fluidez, Problema de Aplicación, Desarrollo de Conceptos, y Conjunto de Problemas. La tarea correspondiente utiliza las mismas habilidades demostradas en la lección y debe completarse **después** de ver el video en línea.

Utilice este enlace para acceder a los videos en línea:

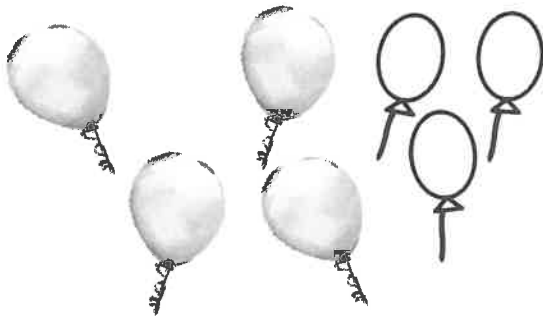
<https://gm.greatminds.org/en-us/knowledge-for-grade-k>

Luego seleccione: **Eureka Math Module 4**, y haga clic en los videos para las lecciones asignadas cada semana (*ver página de portada de Matemáticas & Ciencias*)

Name _____

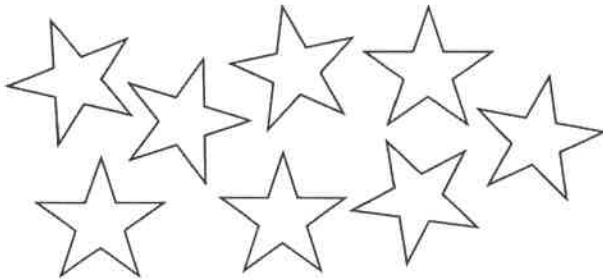
Date _____

There are 4 green balloons and 3 orange balloons in the air. How many balloons are in the air? Color the balloons to match the story, and fill in the number sentences.



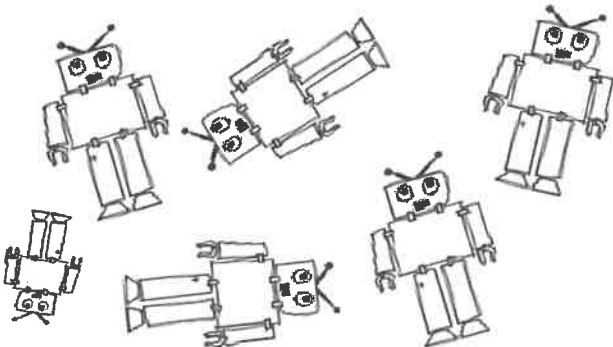
$$\square + \square = \square$$
$$\square = \square + \square$$

Dominic has 6 yellow star stickers and 2 blue star stickers. How many stickers does Dominic have? Color the stars to match the story, and fill in the number sentences.



$$\square + \square = \square$$
$$\square = \square + \square$$

There are 5 big robots and 1 little robot. How many robots are there? Fill in the number sentences.



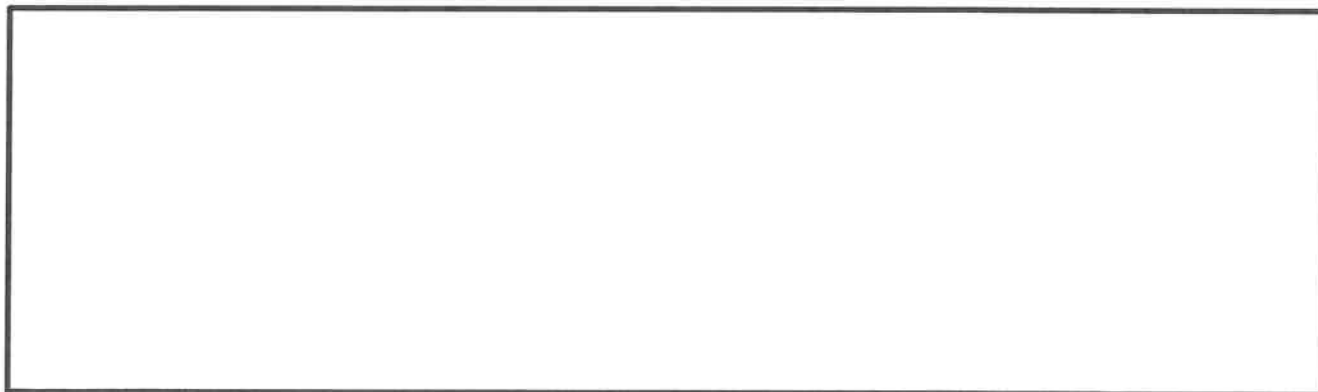
$$\square + \square = \square$$
$$\square = \square + \square$$

Listen and draw. Charlotte is playing with pattern blocks. She has 3 squares and 3 triangles. How many shapes does Charlotte have?



$$\square + \square = \square$$
$$\square = \square + \square$$

Listen and draw. Gavin is making a tower with linking cubes. He has 5 purple and 3 orange cubes. How many linking cubes does Gavin have?



$$\square + \square = \square$$
$$\square = \square + \square$$

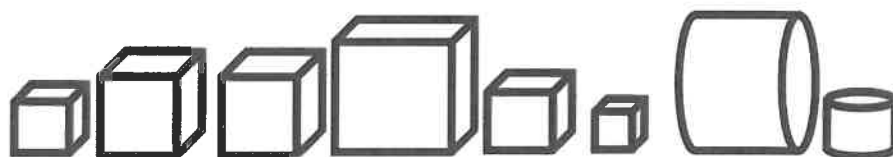
Name _____

Date _____



There are 5 hexagons and 2 triangles. How many shapes are there?

$$\begin{array}{ccccc} \square & = & \square & + & \square \\ \square & + & \square & = & \square \end{array}$$



There are 6 cubes and 2 cylinders. How many shapes are there?

$$\begin{array}{ccccc} \square & = & \square & + & \square \\ \square & + & \square & = & \square \end{array}$$

On the back of your paper, draw some shapes, and make a number sentence to match.

Name _____

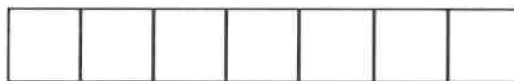
Date _____

Devin has 6 Spiderman pencils. He put some in his desk and the rest in his pencil box. Write a number sentence to show how many pencils Devin might have in his desk and pencil box.



$$6 = \square + \square$$

Shania made 7 necklaces. She wore some of the necklaces and put the rest in her jewelry box. Use the linking cubes to help you think about how many necklaces Shania might have on and how many are in her jewelry box. Then, complete the number sentences.



$$\square + \square = \square$$

$$\square = \square + \square$$

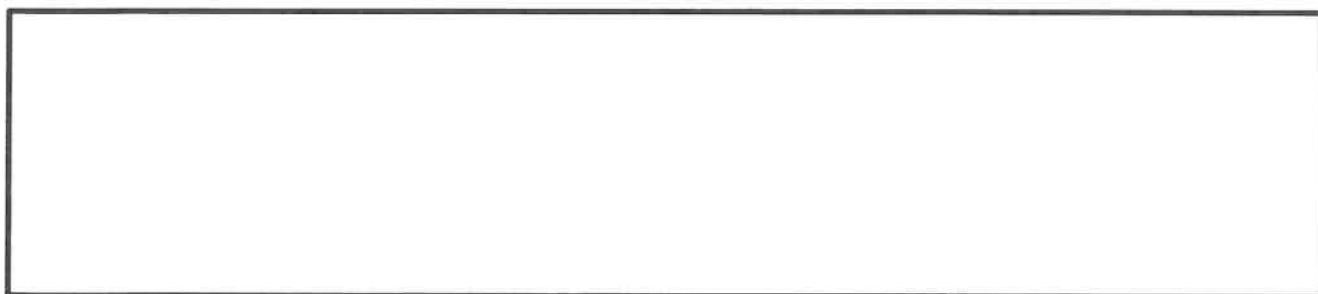
Tommy planted 8 flowers. He planted some in his garden and some in flowerpots. Draw how Tommy may have planted the flowers. Fill in the number sentences to match your picture.



$$\square = \square + \square$$

$$\square + \square = \square$$

Create your own story, and draw a picture. Fill in the number sentences. Tell your story to a friend.



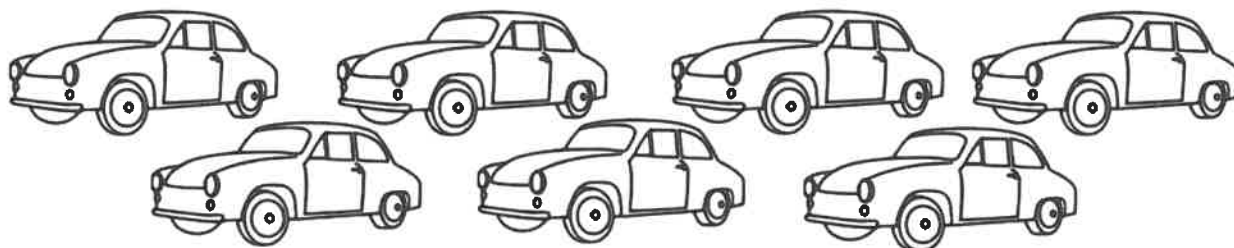
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Name _____

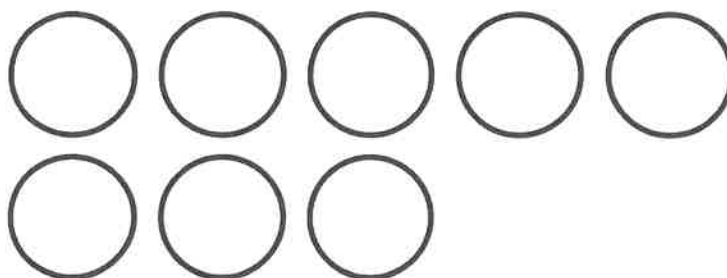
Date _____

Ted has 7 toy cars. Color some cars red and the rest blue. Write a number sentence that shows how many are red and how many are blue.



$$7 = \square + \square$$
$$\square + \square = \square$$

Chuck has 8 balls. Some are red, and the rest are blue. Color to show Chuck's balls. Fill in the number sentences.



$$\square + \square = \square$$
$$\square = \square + \square$$

SCIENCE

Name: _____

Gravity Explorations

Drop two objects at the same time. Will one fall faster than the other?

Draw your object from Box 1. Then draw your object from Box 2.

BOX 1

BOX 2

Make a guess:

Which object will land first? Check the box.
(If you think both will land at the same time,
check both boxes.)

☐

Box 1

☐

Box 2

What happened?

Which object landed first? Check the box.
(If both objects landed at the same time,
check both boxes.)

☐

Box 1

☐

Box 2

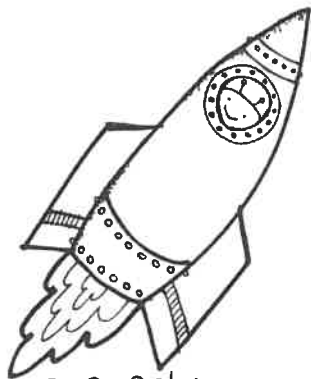
Name: _____

GRAVITY

Color the objects below the following colors:

GREEN: objects that are found in the sky and return to Earth

BLUE: objects that are found in the sky and do not come back to Earth



spaceship



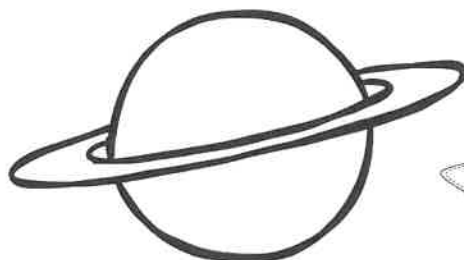
cloud



hot air balloon



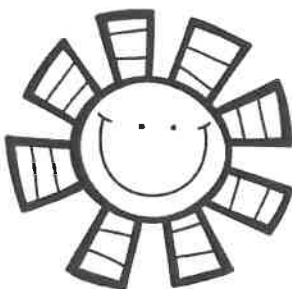
bird



planet



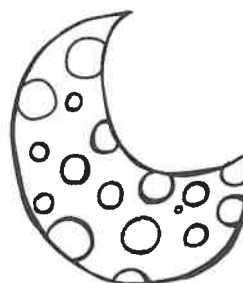
stars



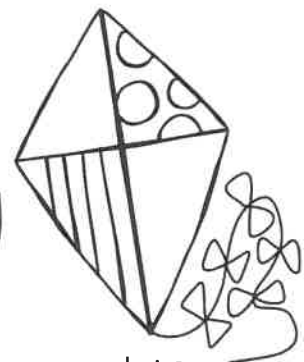
SUN



airplane



MOON



kite