

# HOMERK!

## 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](mailto:kaila.westover@ideapublicschools.org)  
Baylor & Howard

**Caitlyn Connell**

[caitlyn.Connell@ideapublicschools.org](mailto:caitlyn.Connell@ideapublicschools.org)  
Ole Miss, Virginia, Clemson, Sam Houston,  
Florida

**Lakisha Black**

[lakisha.black@ideapublicschools.org](mailto:lakisha.black@ideapublicschools.org)  
North Carolina & Tougaloo

**Mayra Silva**

[mayra.silva@ideapublicschools.org](mailto:mayra.silva@ideapublicschools.org)  
Tennessee & Berkeley

## LANGUAGE TEACHERS

**Alicia Hernandez**

[alicia.Hernandez@ideapublicschools.org](mailto:alicia.Hernandez@ideapublicschools.org)  
Baylor & Howard

**Isabel Mendez**

[isabel.reta@ideapublicschools.org](mailto:isabel.reta@ideapublicschools.org)  
Ole Miss

**Amber Chambers**

[amber.chambers@ideapublicschools.org](mailto:amber.chambers@ideapublicschools.org)  
Virginia, North Carolina, Tougaloo

**Chastity Darden**

[chastity.darden@ideapublicschools.org](mailto:chastity.darden@ideapublicschools.org)  
Tennessee, Florida, Clemson, Berkeley,  
Sam Houston

## IDEA Judson Academy Links

Website: [www.judsonacademy.wixsite.com/jags](http://www.judsonacademy.wixsite.com/jags)

YouTube Channel:

[https://www.youtube.com/channel/UC55J24gTdnm5\\_adXoPFW68Q?view\\_as=subscriber](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>
<b>Connell/Chambers</b> 12:00-1:00PM	<b>Black/Darden</b> 12:00-1:00PM	<b>Connell/Chambers</b> 5:00-6:00 PM	<b>Black/Darden</b> 5:00-6:00PM	<b>*FUN FRIDAY!*</b> <b>ALL Kinder Teachers</b>
<b>Westover/Hernandez</b> 12:00-1:00PM	<b>Silva/Mendez</b> 12:00-1:00PM	<b>Westover/Hernandez</b> 5:00-6:00PM	<b>Silva/Mendez</b> 5:00-6:00PM	<b>12:00-1:00PM</b>

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](mailto:Ruth.keeler@ideapublicschools.org)

# COLLEGE HOUSE

# WEEK 9 READING ASSIGNMENTS

# WORKSHEET DUE FOR GRADING ★

Howard & Baylor

☐ MONDAY:

Lesson 98 Video & Worksheet 98

☐ WEDNESDAY

Lesson 99 Video & Worksheet 99\*\*\*

Lesson 99 Worksheet  
(Front & Back)

North Carolina &  
Tougaloo

☐ MONDAY:

Lesson 118 Video & Worksheet 118

☐ WEDNESDAY

Lesson 119 Video & Worksheet 119\*\*\*

Lesson 119  
Worksheet  
(Front & Back)

Florida

☐ MONDAY:

Lesson 138 Video & Worksheet 138

☐ WEDNESDAY

Lesson 139 Video & Worksheet 139\*\*\*

Lesson 139  
Worksheet  
(Front & Back)

Ole Miss (OM)

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

Virginia (VA)

☐ MONDAY:

Lesson 128 Video & Worksheet 128

Clemson (C)

Lesson 129  
Worksheet  
(Front & Back)

Sam Houston (SH)

☐ WEDNESDAY

Lesson 129 Video & Worksheet 129\*\*\*

Tennessee & Berkeley

☐ MONDAY:

Lesson 148 Video & Worksheet 148

☐ WEDNESDAY

Monday: Lesson 149 Video & Worksheet 149\*\*\*

Lesson 149  
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.\*\*\*\*\***

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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.\*\*\*\*\***

shē was not mad.

shē was not mad.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

f \_\_\_\_\_

can

k \_\_\_\_\_

dish

c \_\_\_\_\_

āte

r \_\_\_\_\_

man

m \_\_\_\_\_

got

~~nō~~

nō

gāte

nō

hat

nō

nō

am

sand

not

nō

nō

tā.l

nō

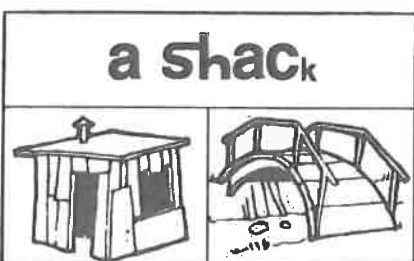
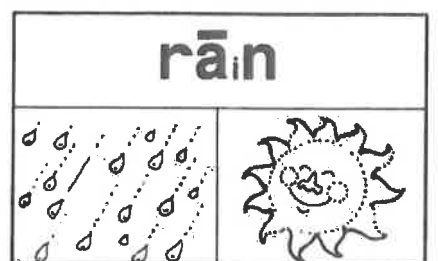
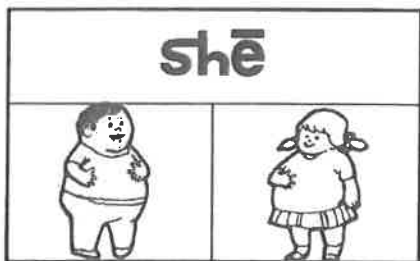
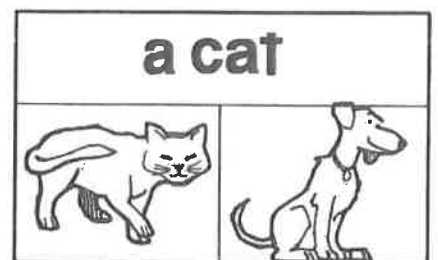
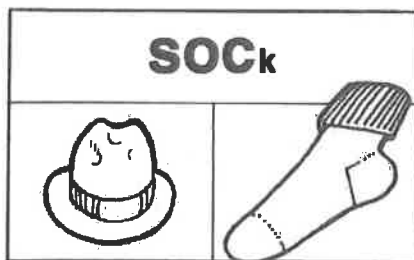
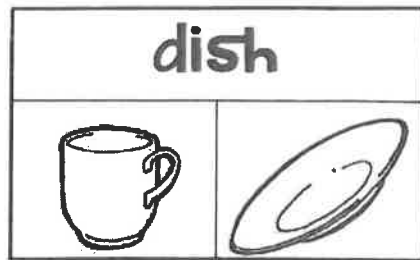
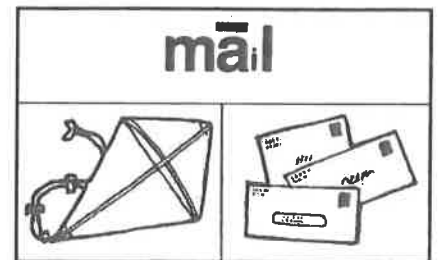
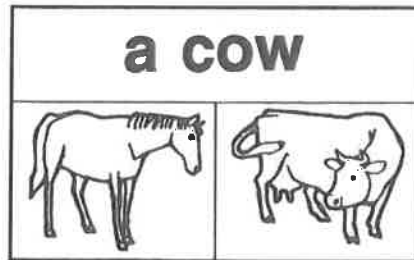
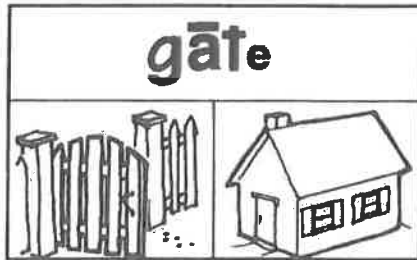
cow

wish

nō

hit

nō





**hē sat with a cat.**

hē sat with a cat.

**ō**   **ō**   **ō**

**sat**

**k**

**I**

**o**

**mē**

**ā**

**his**

**u**

**fit**

**thē**

**shē**

**cat**

~~**thē**~~

**hē**

**thē**

**āte**

**thē**

**thē**

**hug**

**thē**

**fish**

**little**

**thē**

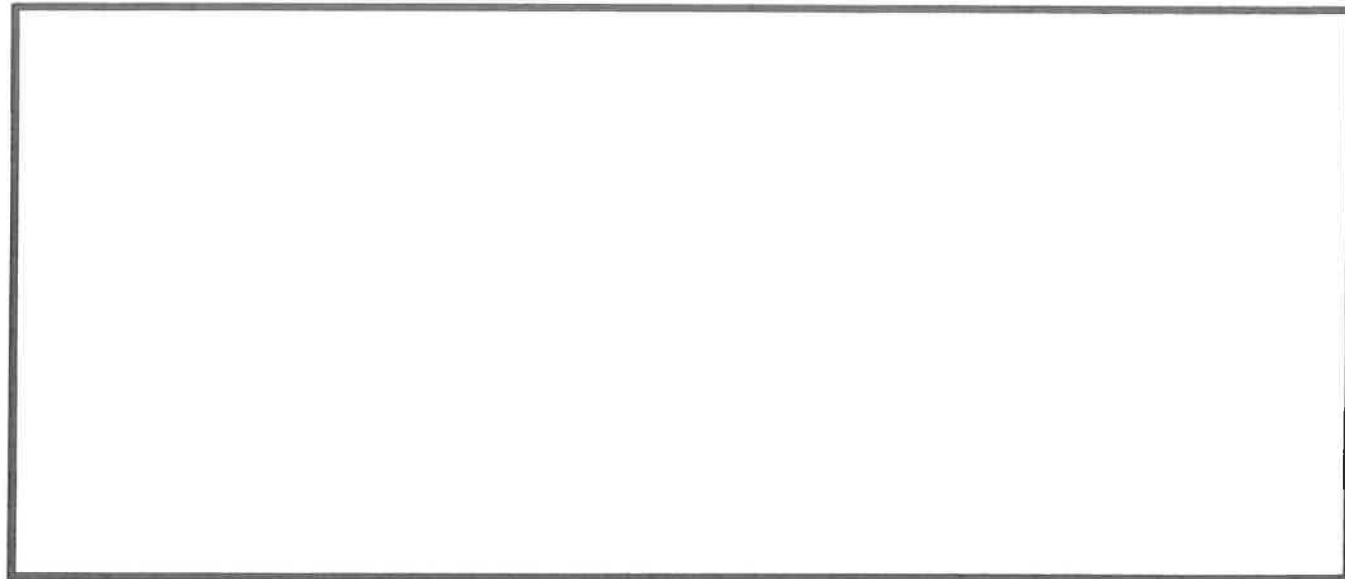
**lick**

**thē**

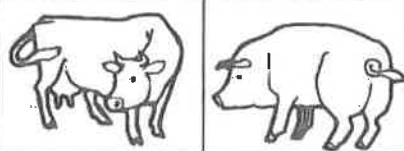
**thē**

**nō**

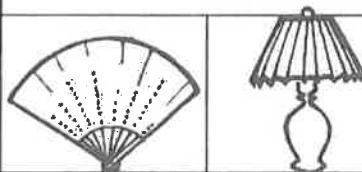
**thē**



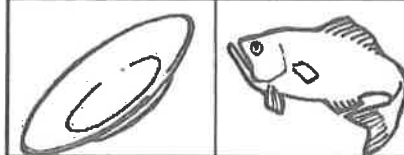
a cow



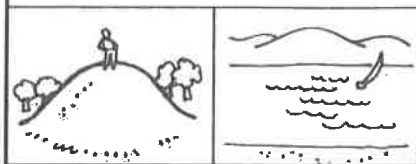
fan



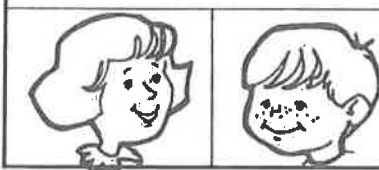
fish



lake



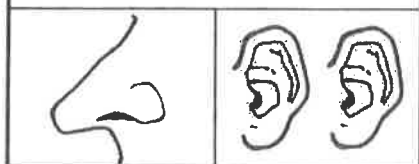
mom



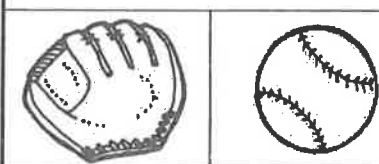
sand



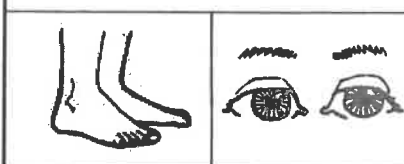
ears



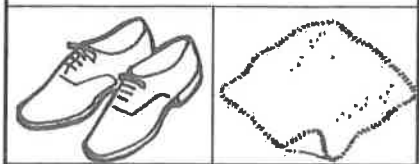
a mitt



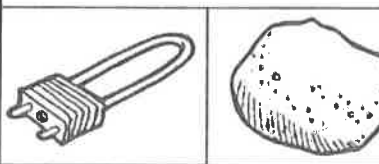
feet



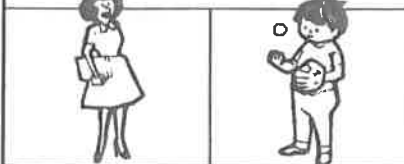
a rag



lock



him





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.\*\*\*\*\***

**hē** has lots of pots.

hē has lots of pots.

**o** \_\_\_\_\_

pot

**v** \_\_\_\_\_

nāme

**sh** \_\_\_\_\_

kiss

**w** \_\_\_\_\_

tar

**a** \_\_\_\_\_

hut

cars

cars

will

~~cars~~

had

was

cars

cars

cars

fish

cars

cars

how

cars

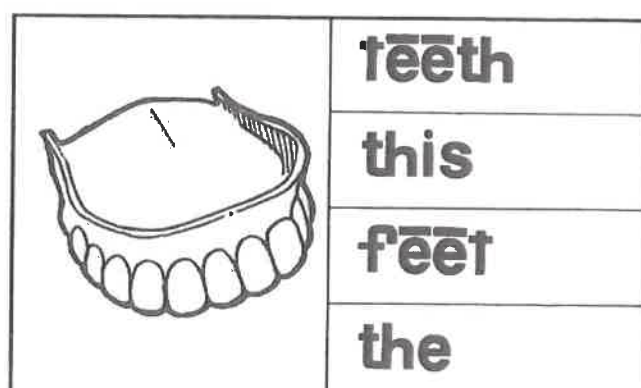
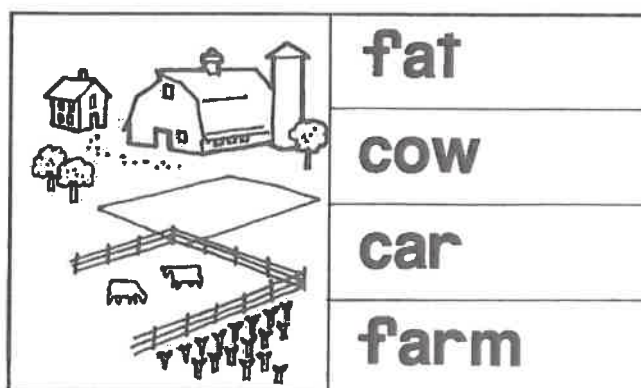
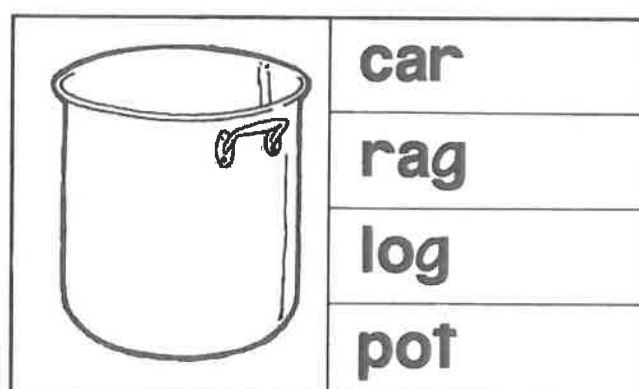
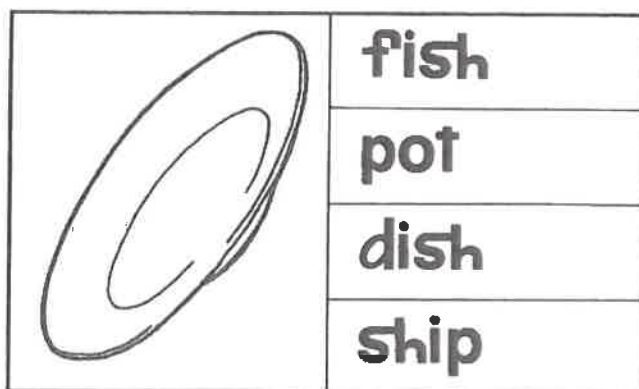
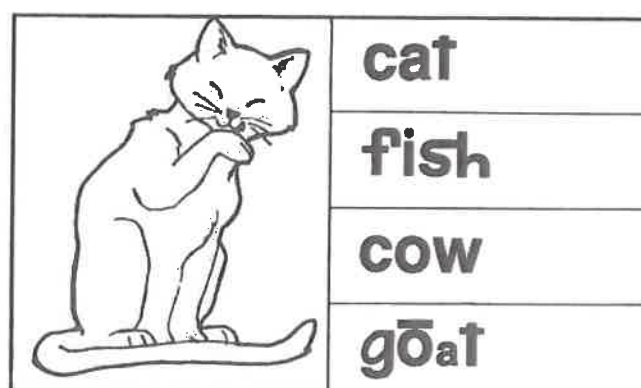
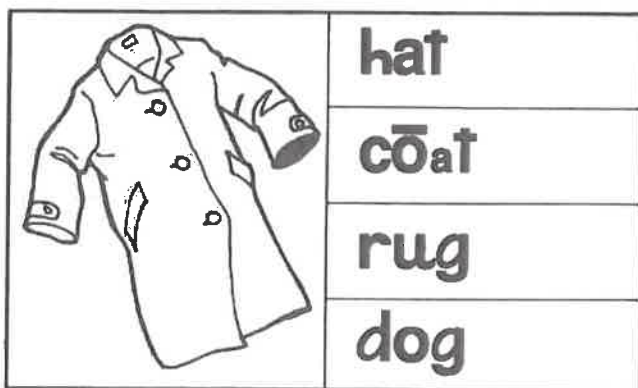
nō

cars

āte

car

is





Name \_\_\_\_\_

Tougaloo

shē sat in the lāke.

shē sat in the lāke.

e e e

cāme

d

fog

ē

shē

w

rōad

p

mēan

will

girl

pot

will

~~will~~

mē

now

will

gō

āte

will

will

will

will

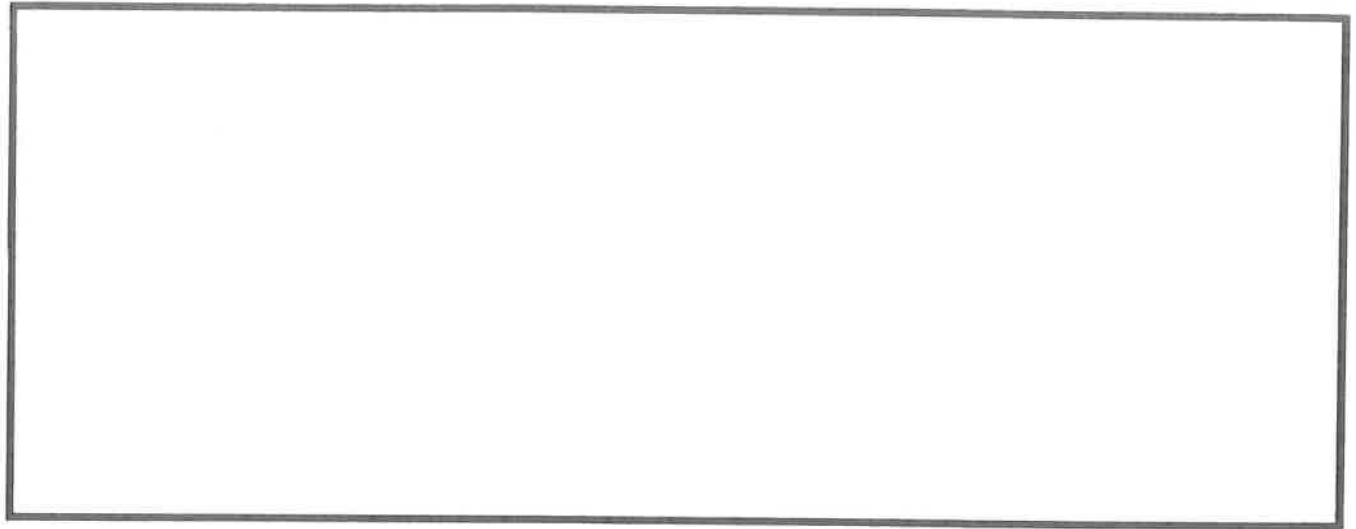
will


wāve


fish


will

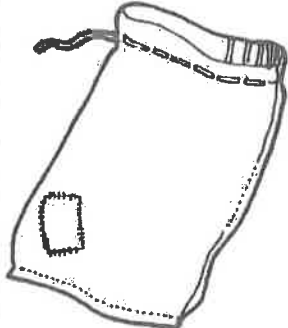
if





	cat
	girl
	man
	pot

	rōad
	gāte
	lāke
	dish

	nōse
	fēet
	tāil
	ēars

	cop
	sand
	car
	sack

	cōld
	socks
	said
	rockS

	rāke
	cāke
	cat
	hōld

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

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

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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.\*\*\*\*\***

1. a bōy sent a card to his... →

Florida

•mother •brother •dad

2. the cop gāve the card to her... →

•mother •brother •dad

3. a bōy said, "give mē that..." →

•man •card •fish

p

e

h

w

ā

ē

a girl met a bōy. →

shē said, "let's dig a hōle." →

1. a girl met a... →

•dog •bōy •pig

2. shē said, "let's..." →

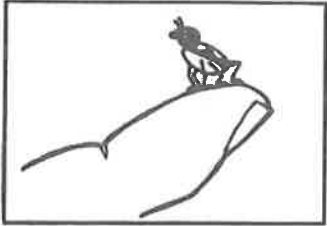
•sit •run •dig a hōle

hē gāve mōm a cārd.

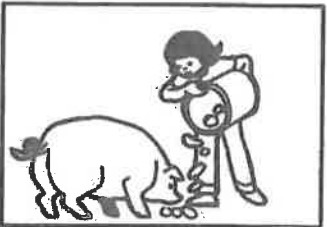
Handwriting practice lines consisting of three horizontal lines (top, middle dashed, bottom) with an arrow pointing right.



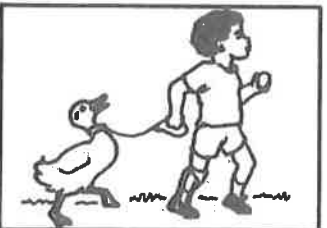
• this bug is little.



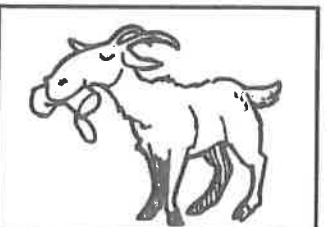
• shē fēeds the pig.



• the gōat āte a can.



• that cop was mad.



• hē has a duck.





1. the ducks went fōr a...

•ride

•run

•walk

2. they met a...

•mēan man

•mēan pig

•little bōy

3. did the pig ēat the ducks?

•yes

•nō

f

k

t

p

c

sh

a dēēr cāme up to them.

ann said, "arē you a pet?"

1. a dēēr cāme up to...

•them

•they

•him

2. ann said, "arē you..."

•a dog

•a dēēr

•a pet

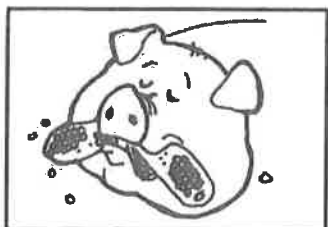


the ducks met a pig.

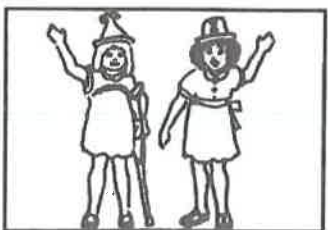
Handwriting practice lines consisting of three sets of solid top and bottom lines with a dashed middle line for letter height guidance.



we have hats.



that pig ate corn.



he has a big rock.



the old man can run.



she sat on a hill.

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

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.\*\*\*\*\***

Clemson, & Sam Houston  
Ole Miss &  
Virginia

The bug was on a dog.

get

pet

gāve

~~get~~

pet

pot

get

pet

pet

if

get

sō

get

pet

now

pet

get

pet

get

pet

nēēd

get

the dog said, "I am a dog.

I am not a bus."

1. the dog said, "I am a..."

•log

•frog

•dog

2. I am not a..."

•bug

•bus

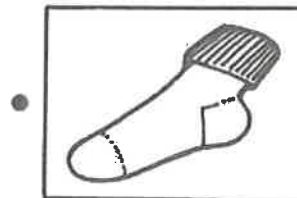
•bēē

b	e
e	i
ch	th

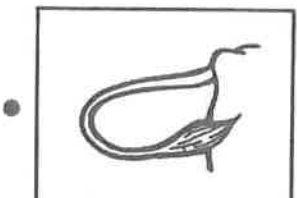
teeth



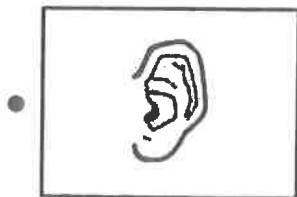
ear



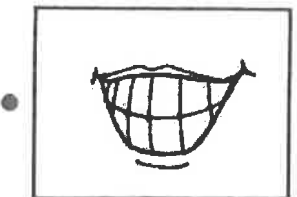
sick



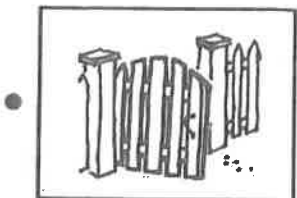
gate



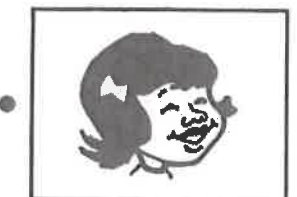
tail



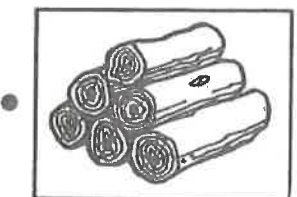
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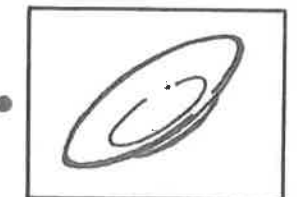
he



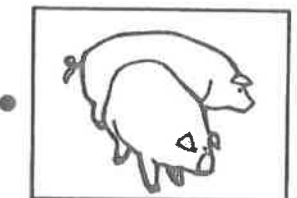
pigs



dish



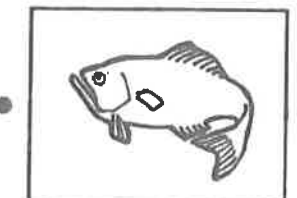
logs



she



fish





a man had a tub.

hāte

hat

hot

hat

~~hāte~~

hat

sack

hāte

had

hāte

hat

hāte

hat

hāte

red

hat

hat

and

hāte

hat

is

hats

hāte

the man had a tub.

hē said, "I like to rub, rub."

1. the man had a...

• tub

• top

• bug

2. hē said, "I like to..."

• run, run

• rēad, rēad

• rub, rub



**i** \_ \_ \_ \_

**b** \_ \_ \_ \_

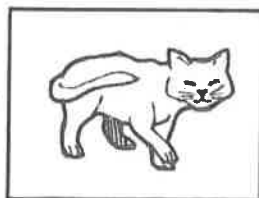
**e** \_ \_ \_ \_

**sh** \_ \_ \_ \_

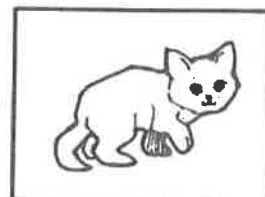
**p** \_ \_ \_ \_

**g** \_ \_ \_ \_

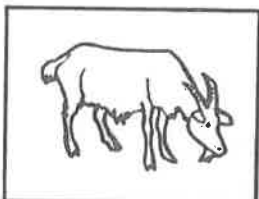
goat



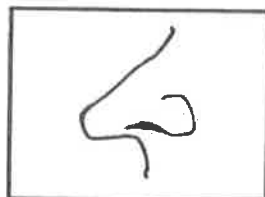
bug



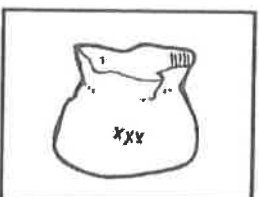
sack



nose



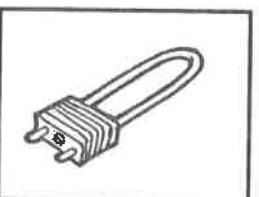
cat



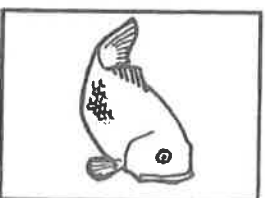
kitten



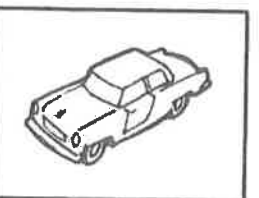
log



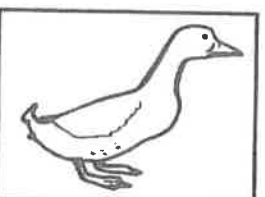
hat



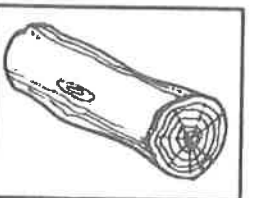
lock



fish



car



duck



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. some girls went to the \_\_\_\_.

•shōre

•moon

•shop

2. a girl said, "I will find some \_\_\_\_."

•fun

•sun

•nuts

3. the moon cow said, "come with \_\_\_\_."

•you

•him

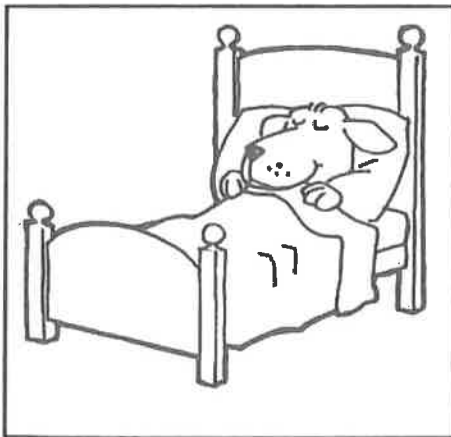
•mē

4. the \_\_\_\_ jumped into the pool.

•man

•boy

•cow

1. that d is slēeping.2. hē is in b.1. a toy is in her h.2. it is a toy sh.

the man had a pet cow.

hē talk<sub>ed</sub> to the cow.

1. the man had a pet \_\_\_\_.

•cat

•car

•cow

2. hē \_\_\_\_ to the cow.

•ran

•talked

•walked

d

b

p

j

j j

y

a

she went to the moon.



1. the old car did not \_\_\_\_.

• start

• stop

• shop

Tennessee &  
Berkeley

2. do rats have cars?

• yes

• no

3. did the big man start the car?

• yes

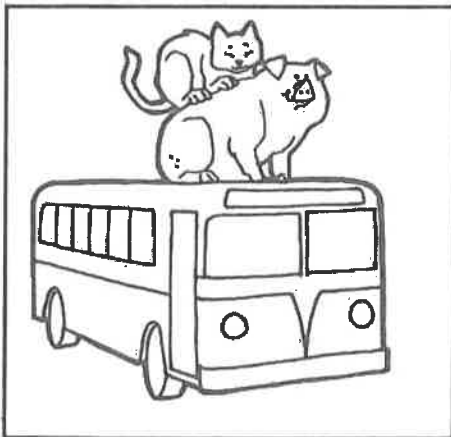
• no

4. the big man will keep sitting in \_\_\_\_.

• the bus

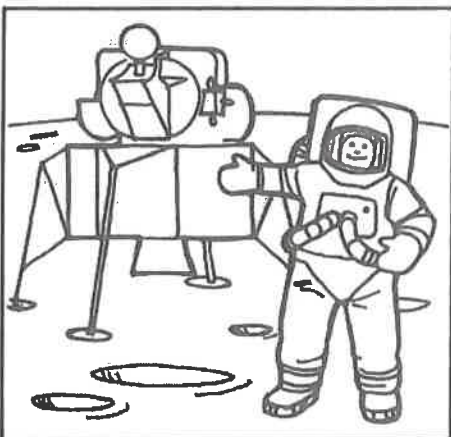
• the cave

• the car



1. a cat is on a **p**\_\_\_\_\_.

2. they are on a **b**\_\_\_\_\_.



1. a **m**\_\_\_\_\_ is on the moon.

2. he has a moon **sh**\_\_\_\_\_.

Tennessee &amp; Berkeley



a girl went riding in a car.

she went to a farm.

1. a girl went \_\_\_\_\_ in a car.

• riding

• talking

• walking

2. she went to a \_\_\_\_\_.

• farm

• park

• shop

e

p

m

u

g

h

the car did not start.



Howard & Baylor	<input type="checkbox"/> <u>MONDAY:</u> Lesson 123 Video & Worksheet 123  <input type="checkbox"/> <u>WEDNESDAY</u> Lesson 124 Video & Worksheet 124***	Lesson 124 Worksheet (Front & Back)
North Carolina, Tougaloo, Virginia	<input type="checkbox"/> <u>MONDAY:</u> Lesson 143 Video & Worksheet 143  <input type="checkbox"/> <u>WEDNESDAY</u> Lesson 144 Video & Worksheet 144***	Lesson 144 Worksheet (Front & Back)
Florida, Clemson, Sam Houston, Tennessee, Berkeley	<input type="checkbox"/> <u>MONDAY:</u> FUN PAGES!  <input type="checkbox"/> <u>WEDNESDAY</u> FUN PAGES!***	Wednesday Fun Pages (Front & Back)
Ole Miss	<input type="checkbox"/> <u>MONDAY:</u> <u>OM:</u> Lesson 133 Video & Worksheet 133  <input type="checkbox"/> <u>WEDNESDAY</u> <u>OM:</u> Lesson 134 Video & Worksheet 134***	Lesson 134 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.\*\*\*\*\*

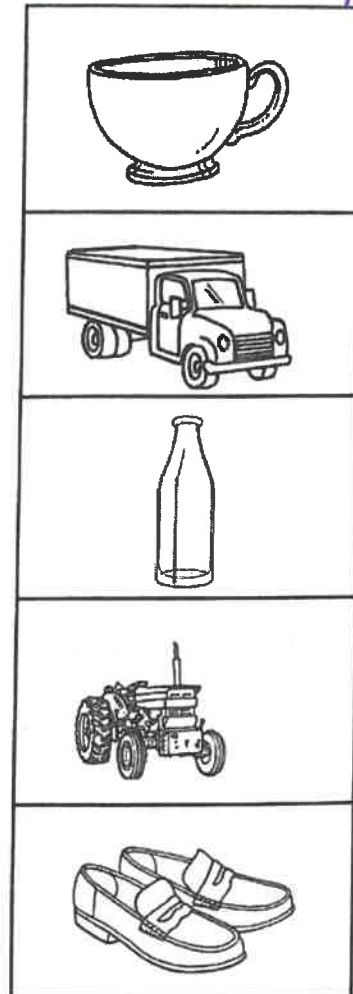
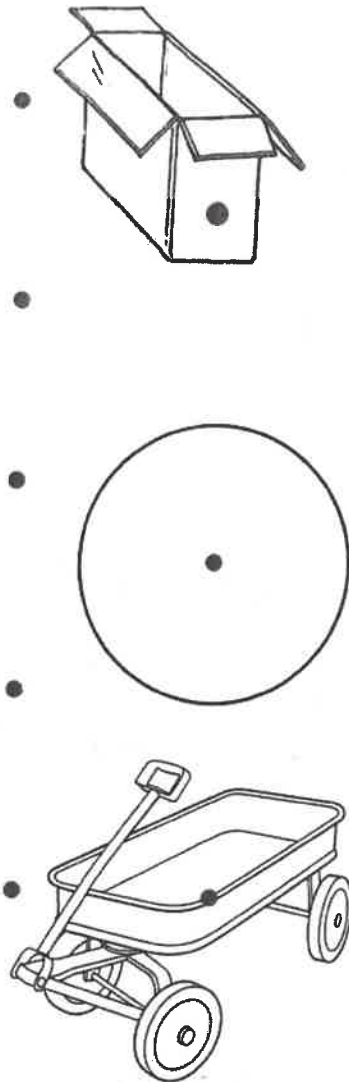
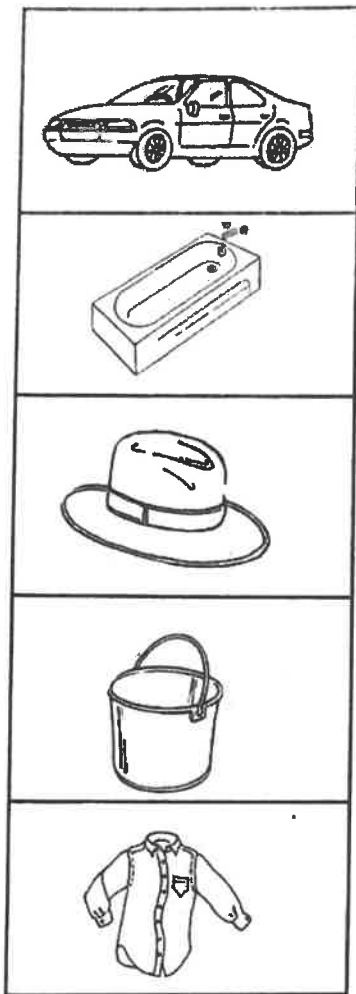
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Envíe las páginas con un ★ en la parte superior a las maestras HOMEROOM de su hijo/a antes del lunes a las 4:30PM.

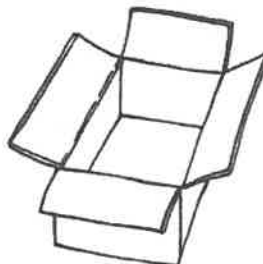
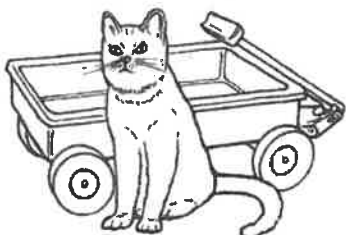
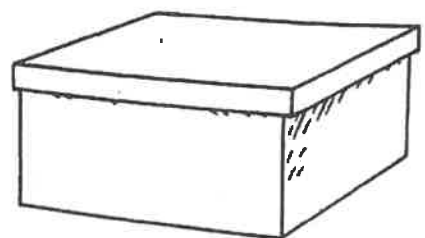
\*\*\*\*\*Si su hijo/a no está en estos grupos de lenguaje, entonces NO  
necesita completar esta parte del paquete.\*\*\*\*\*

# Lesson 123

Name Howard & Baylor



"Tell me what kind of objects you put in the box." Repeat for circle and wagon.



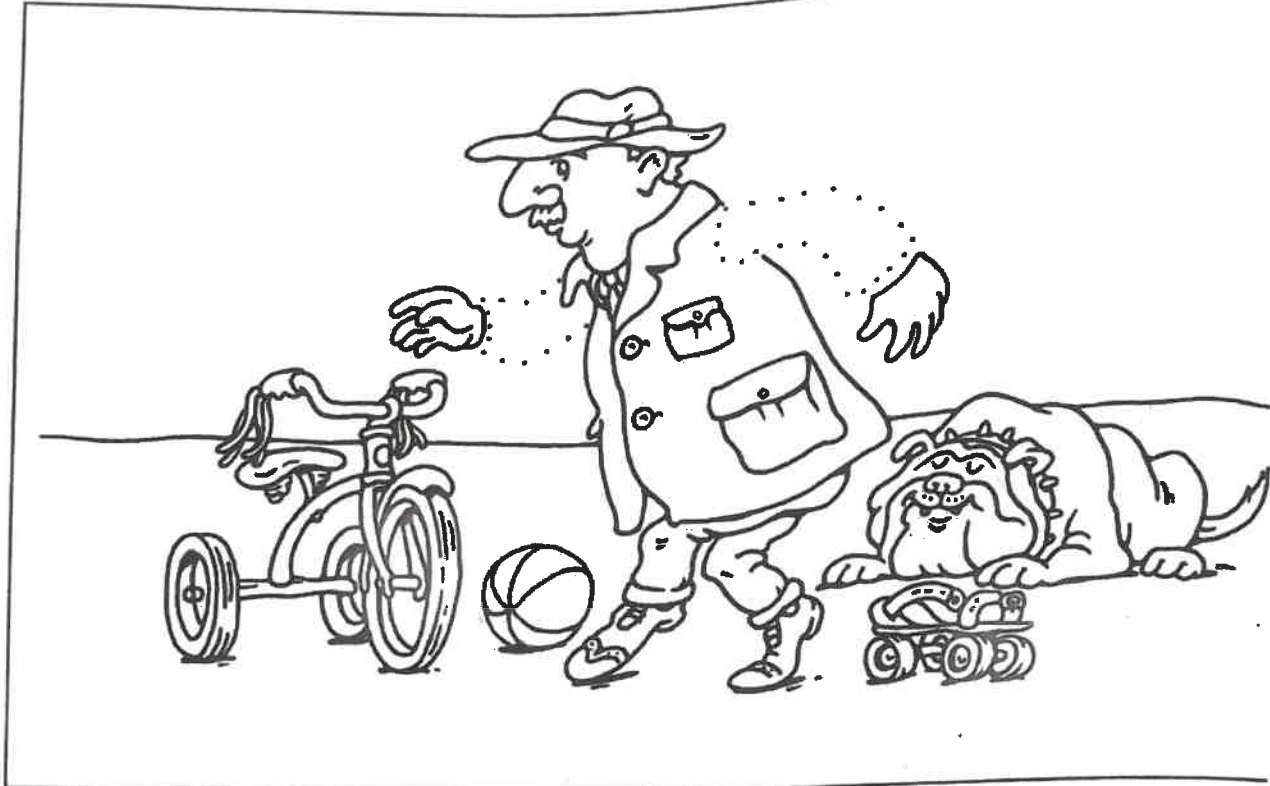
"Is the woman in the red coat sitting?" "Is the box with a cross-out mark on it big?" "Is the orange cat next to the wagon?"



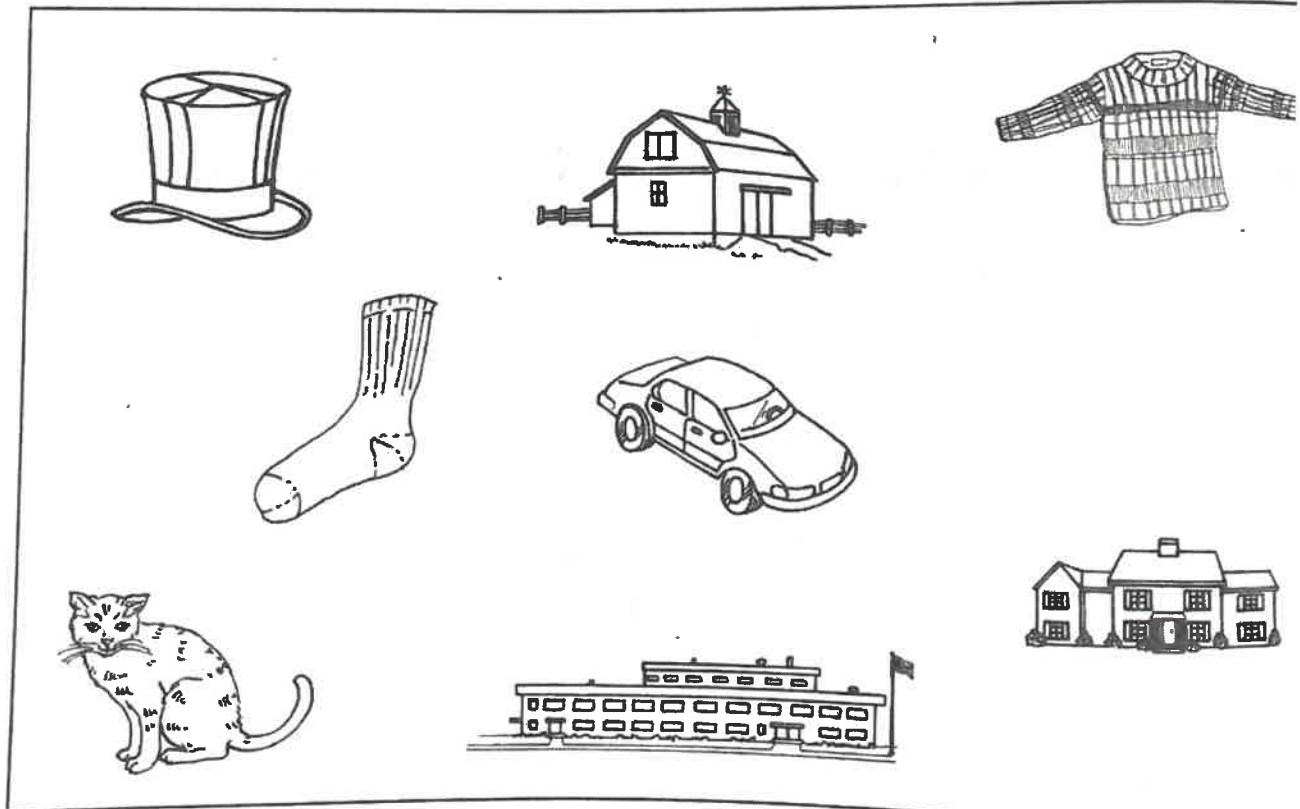
# Howard + Baylor

Lesson 123

Name \_\_\_\_\_



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



"What kind of objects did you draw circles around?" "What kind of objects did you draw triangles around?"  
"What objects are left over?"

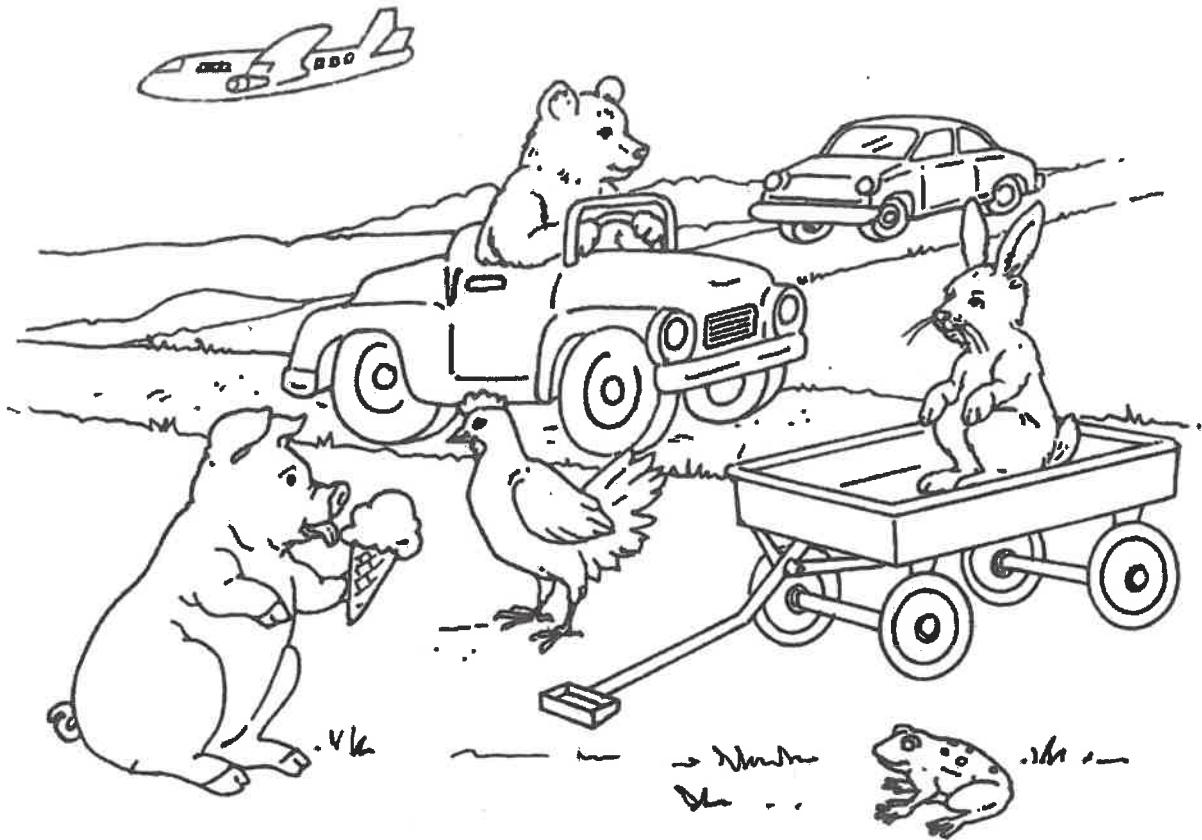
Side 2



# Howard & Baylor

## Lesson 124

Name \_\_\_\_\_



"Tell me what kind of objects you colored purple." "Tell me what kind of objects you colored brown."



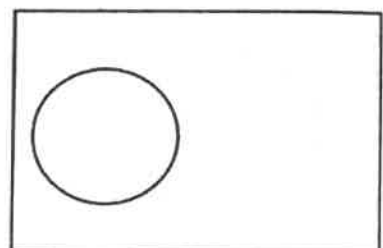
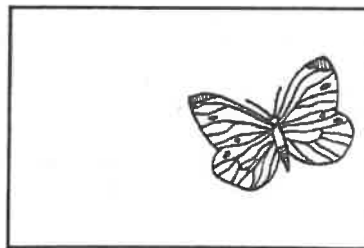
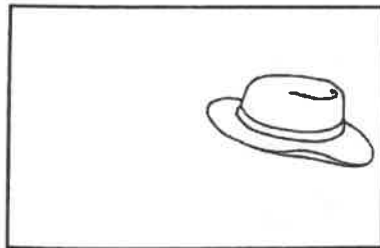
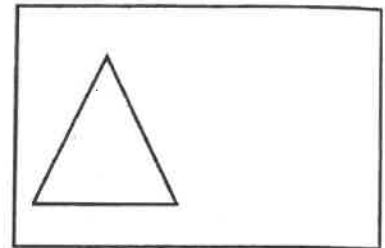
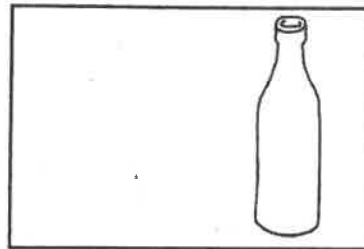
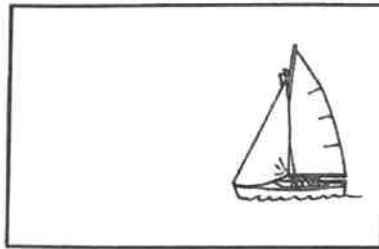
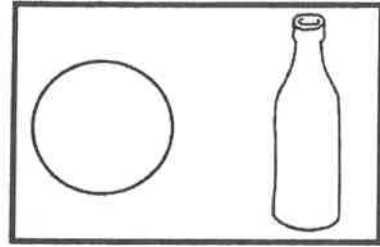
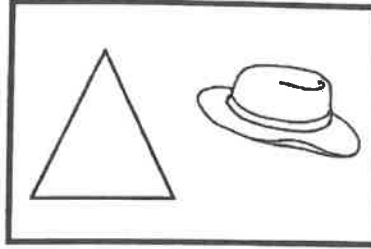
"Does the lumberjack with the red jacket have a long axe?" "Are his boots short?" "Does the lumberjack with the black boots have a short axe?"

Side 1

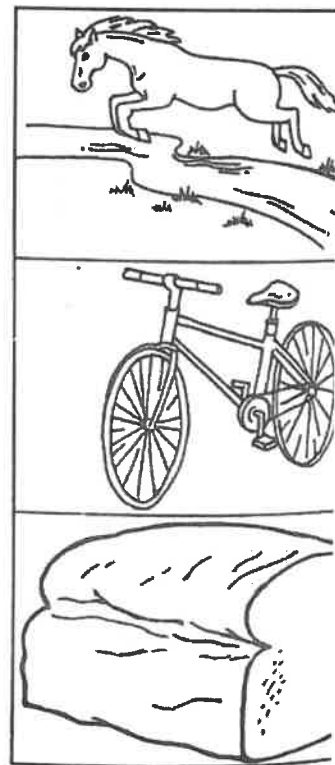
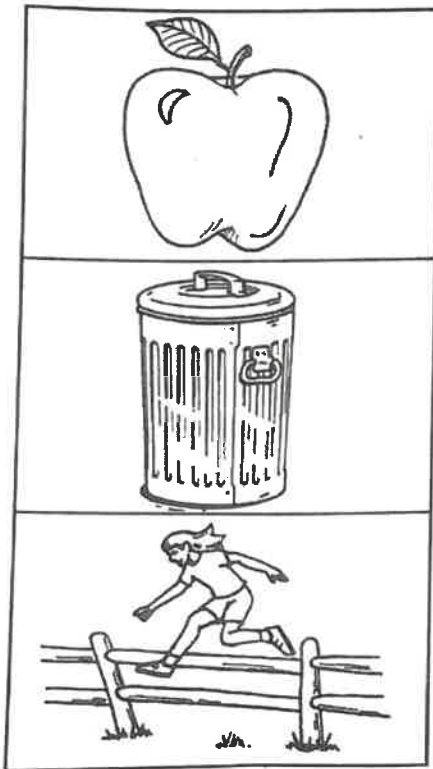
# Howard + Baylor

## Lesson 124

Name \_\_\_\_\_



"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 connected by an orange line." "How are they the same?" Repeat for brown and yellow lines.

Side 2 \_\_\_\_\_

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.\*\*\*\*\***

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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.

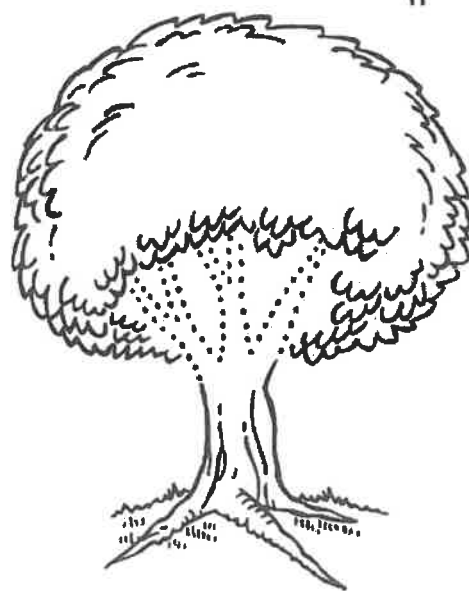
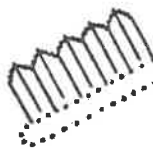
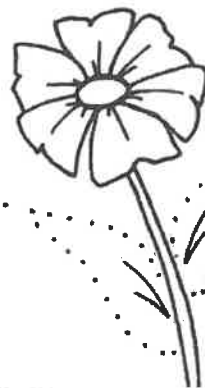
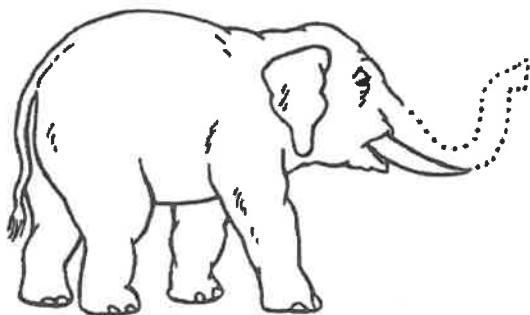
**\*\*\*\*\*Si su hijo/a no está en estos grupos de lenguaje, entonces NO  
necesita completar esta parte del paquete.\*\*\*\*\***

## Lesson 143

Name \_\_\_\_\_



"Are the wet boys sad?" "Are the dry boys happy?"



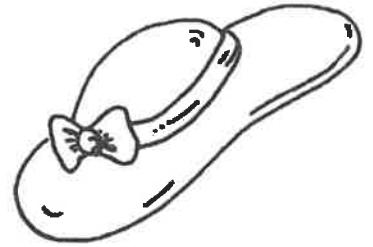
For each object, ask, "What is this?" "What part was missing?"



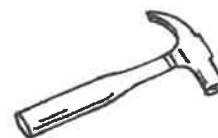
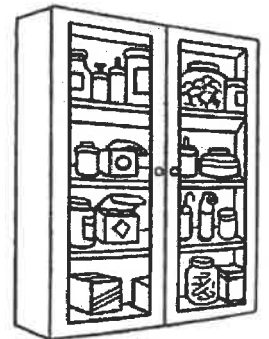
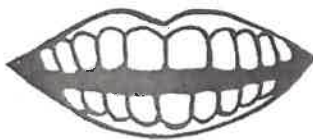
# North Carolina, Tongaloo, Virginia

## Lesson 143

Name \_\_\_\_\_



"What kind of objects did you color green?" "What kind of objects did you circle?"



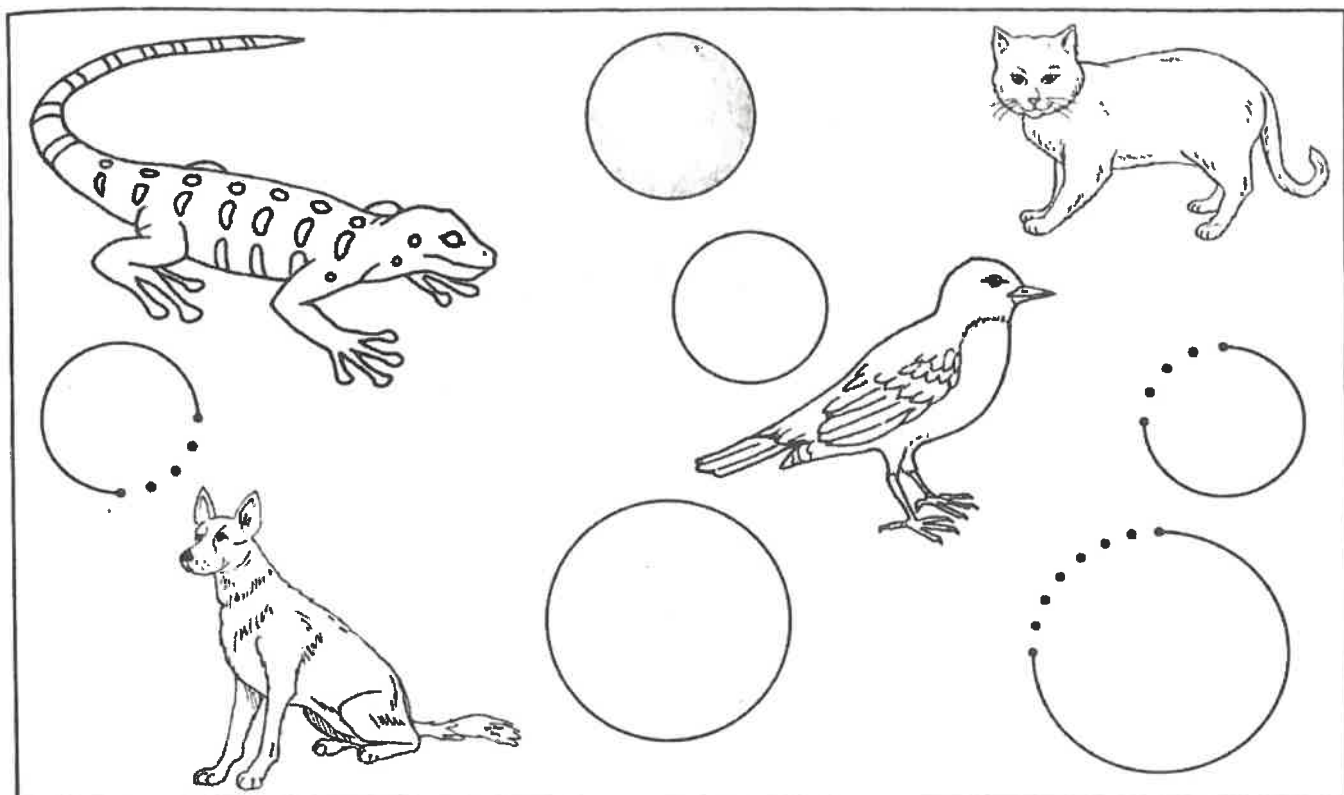
"What's in the circle?" "Name the objects that belong in the circle." "Name the objects that don't belong."

Side 2 \_\_\_\_\_

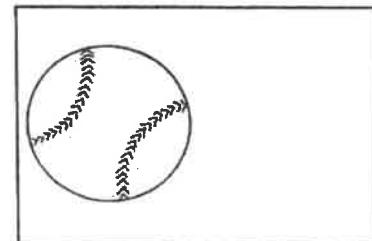
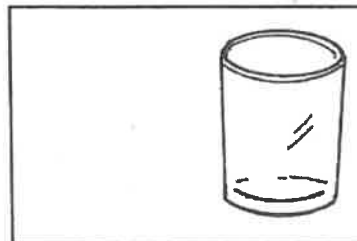
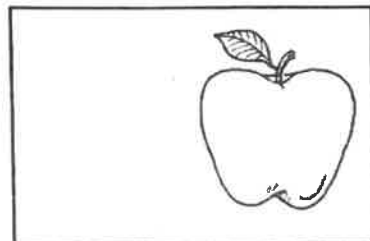
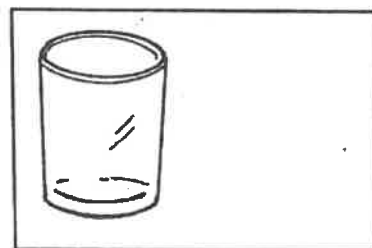
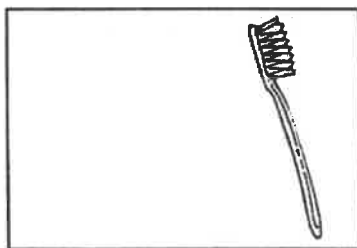
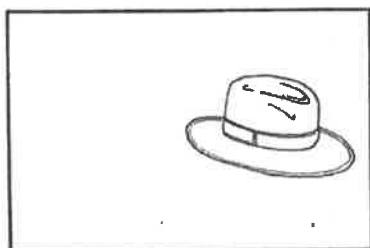
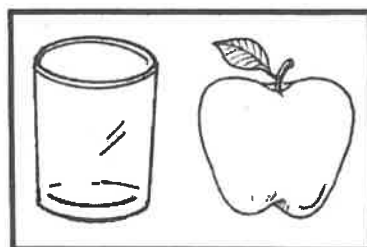
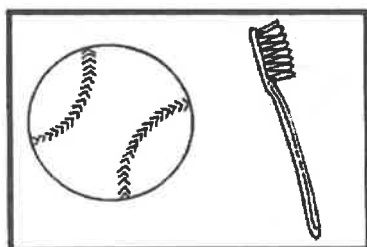
# North Carolina, Tongaloo, Virginia

## Lesson 144

Name \_\_\_\_\_



"Show me the circles that you finished." "What color are they?"



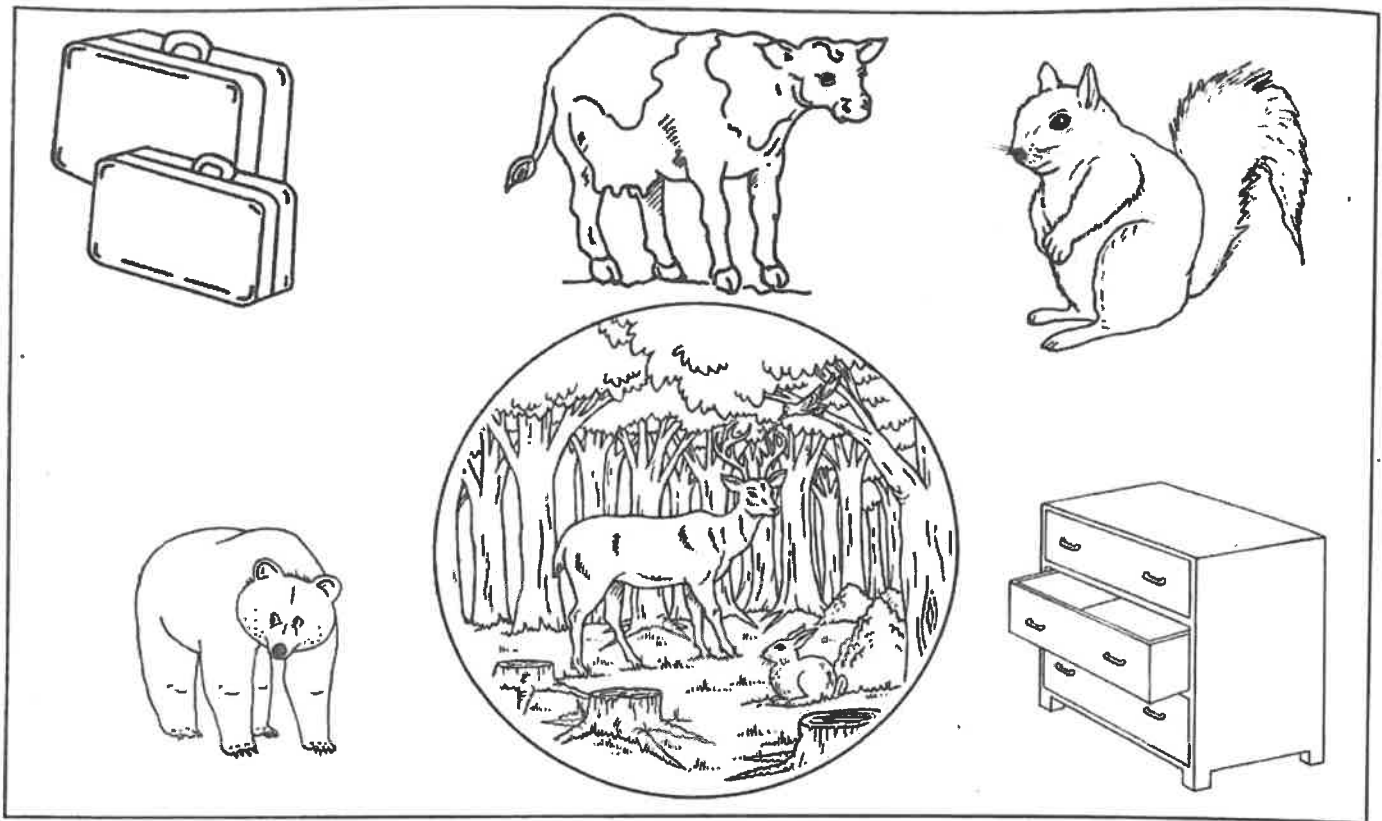
"What's in the top two boxes?" "Tell me what you drew to fix the other boxes." "What did you cross out?"

Side 1

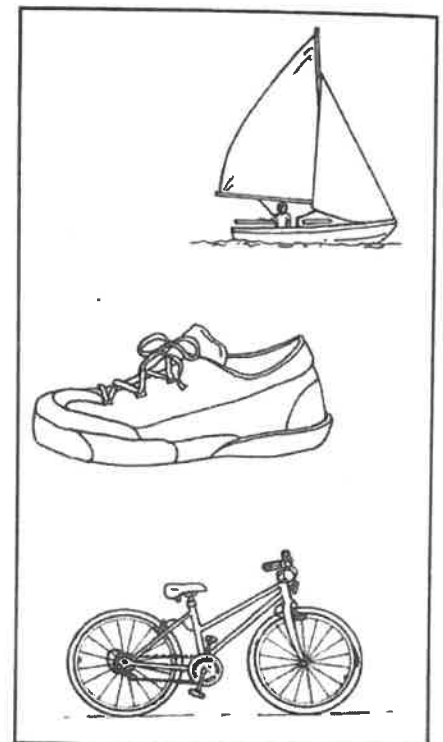
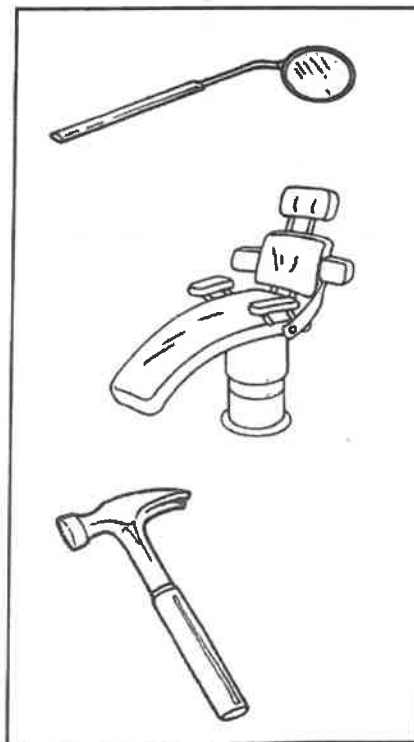
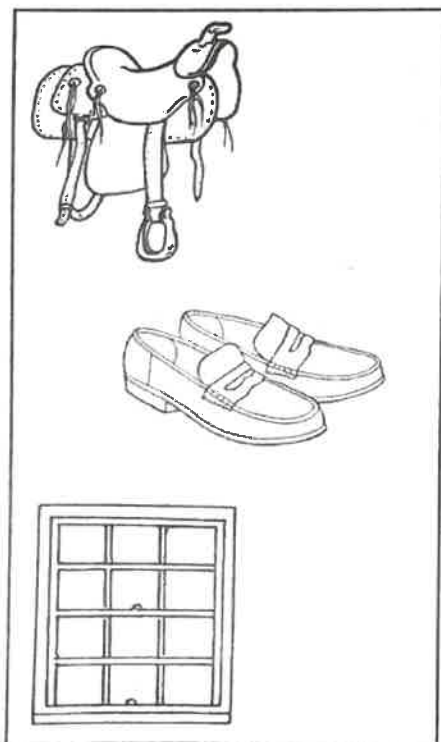
# North Carolina, Tongaloo, Virginia

## Lesson 144

Name \_\_\_\_\_



"What's in the circle?" "Name the objects that belong in the circle." "Name the ones 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

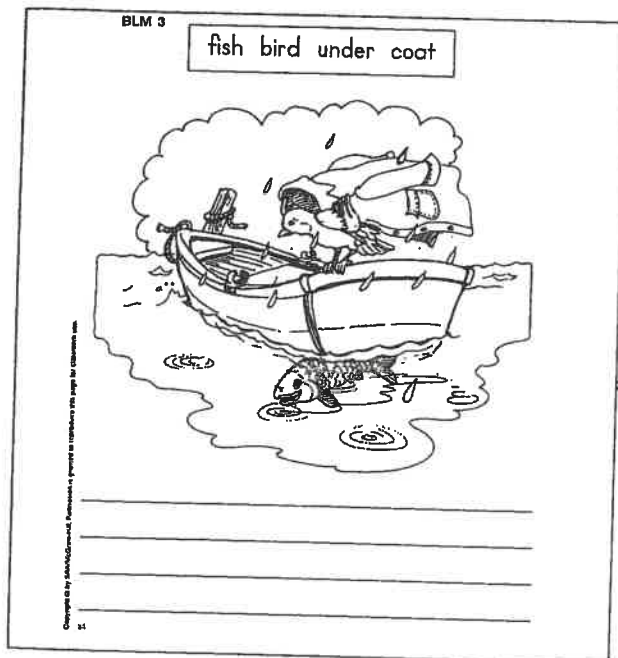
Parent Reads  
FL, CL, SH, Tenn.,  
BerK.

**Materials:** Each child will need a copy of BLM 3 and a pencil.

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

**BLM**

## SENTENCE WRITING



1. (Hand out BLM.)

You're going to write sentences.

- Touch the picture of the fish and the bird. ✓
- The picture shows the fish under something and the bird under something. What is the fish under? (Signal.) *A boat.*  
Yes, **the fish is under a boat.**

- What is the bird under? (Signal.)  
*A coat.*
- 2. Say the sentence for the bird. Get ready. (Signal.) *The bird is under a coat.*
- Say the sentence for the fish. Get ready. (Signal.) *The fish is under a boat.*
- 3. (Repeat step 2 until firm.)
- 4. The word box shows how to spell the words **fish**, **bird**, **under** and **coat**. You can figure out how to spell the other words.
- 5. Write the sentence for the fish. Remember to start with a capital and end with a period. Pencils down when you're finished.  
(Observe children and give feedback.)
- Now go to the next line and write the sentence for the bird. Pencils down when you're finished.  
(Observe children and give feedback.)
- 6. (Call on different children to read both their sentences.)

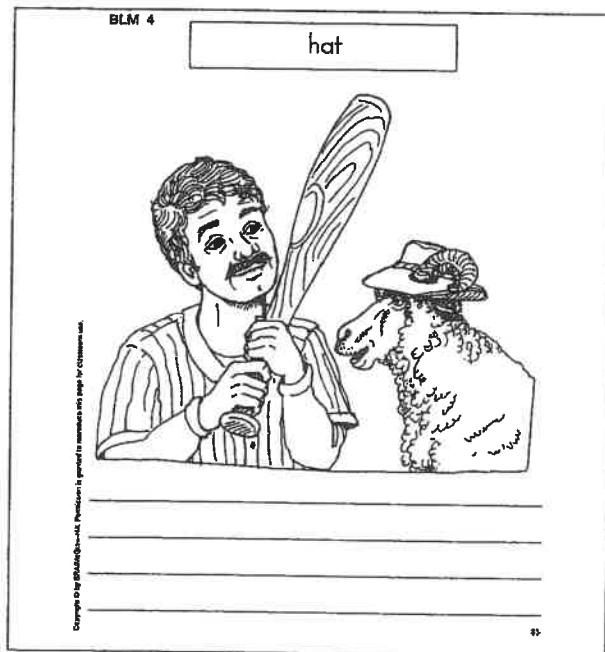
Parent Reads:  
**Extension Lesson**  
FL, CL, SH, Tenn., Berk.

**Materials:** Each child will need a copy of BLM 4 and a pencil.

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

**BLM**

**SENTENCE WRITING**



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

- The picture shows what the man and the ram had. What did the man have? (Signal.) *A bat.*
  - What did the ram have? (Signal.) *A hat.*
2. Say the sentence for the man. Get ready. (Signal.) *The man had a bat.*
  - Say the sentence for the ram. Get ready. (Signal.) *The ram had a hat.*
  3. (Repeat step 2 until firm.)
  4. The word box shows how to spell the word **hat**. You can figure out how to spell the other words.
  5. Write the sentence for the man.  
Remember to start with a capital and end with a period. 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.)

fish bird under coat

FL, CL, SH.  
Tenn., Berkl.



hat

FL., CL., SH  
Tenn., Berk.,





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

Ole Miss

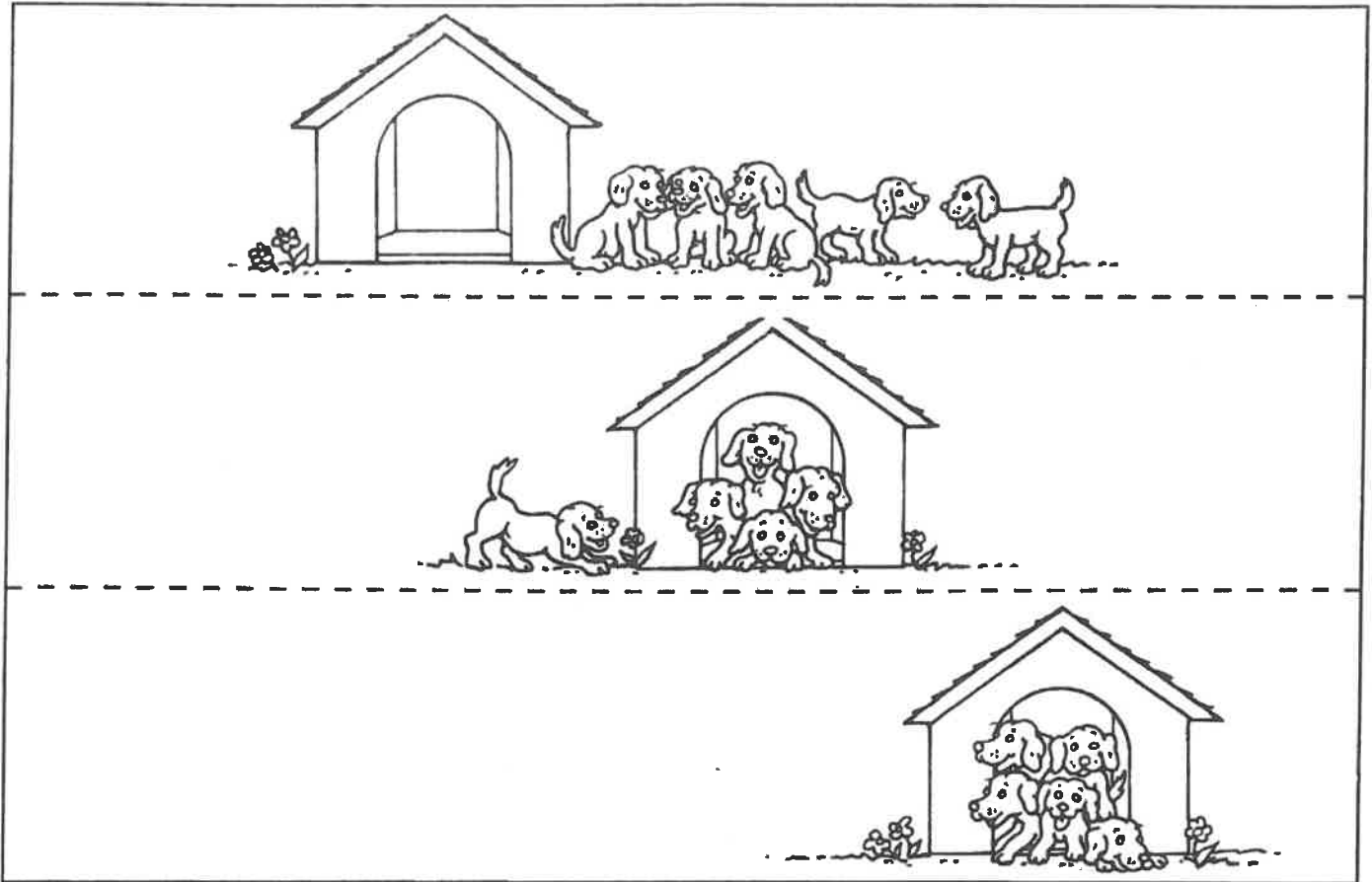
Send the pages with a ★ at the top to your child's HOMEROOM teacher by Monday at 4:30PM.

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

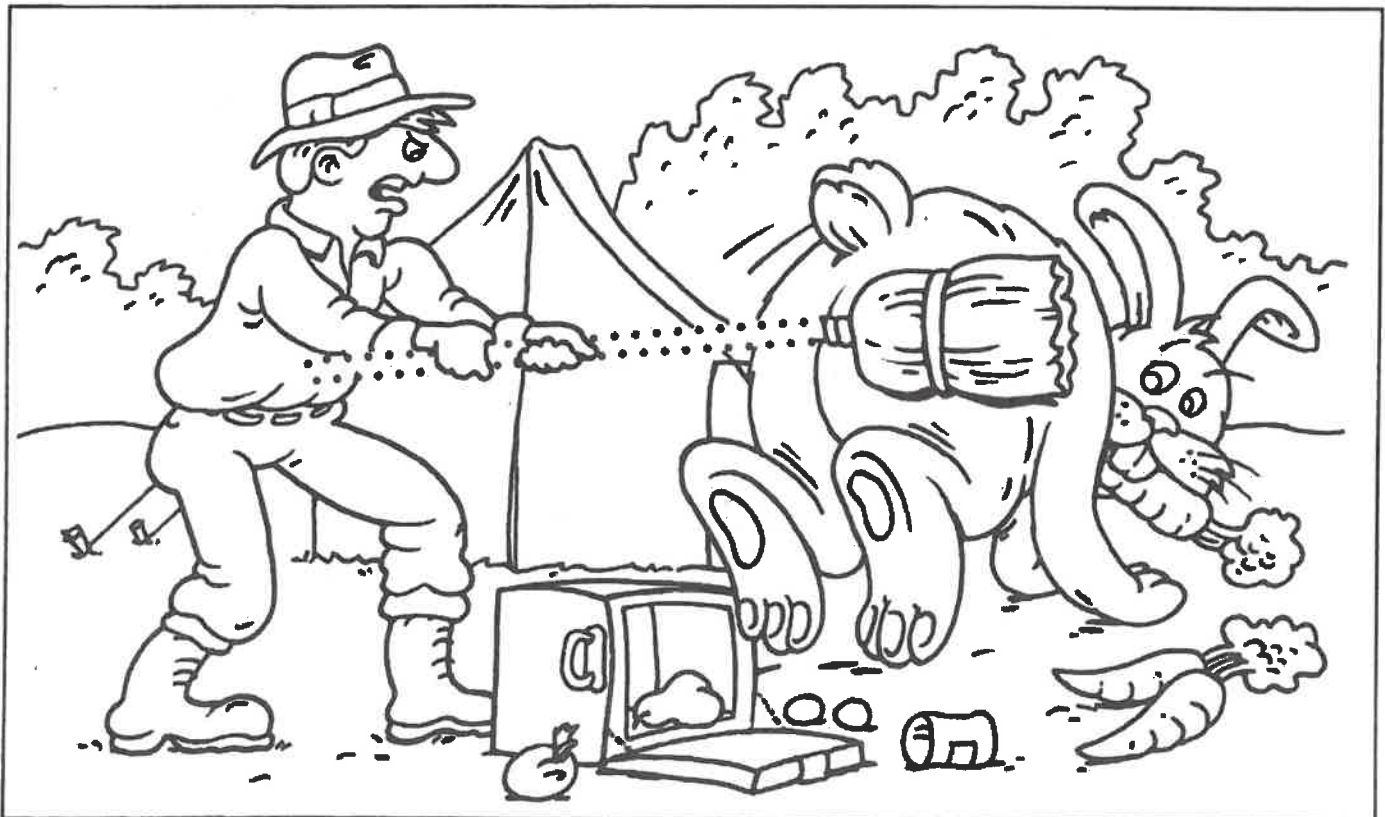
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Envíe las páginas con un ★ en la parte superior a las maestras HOMEROOM de su hijo/a antes del lunes a las 4:30PM.

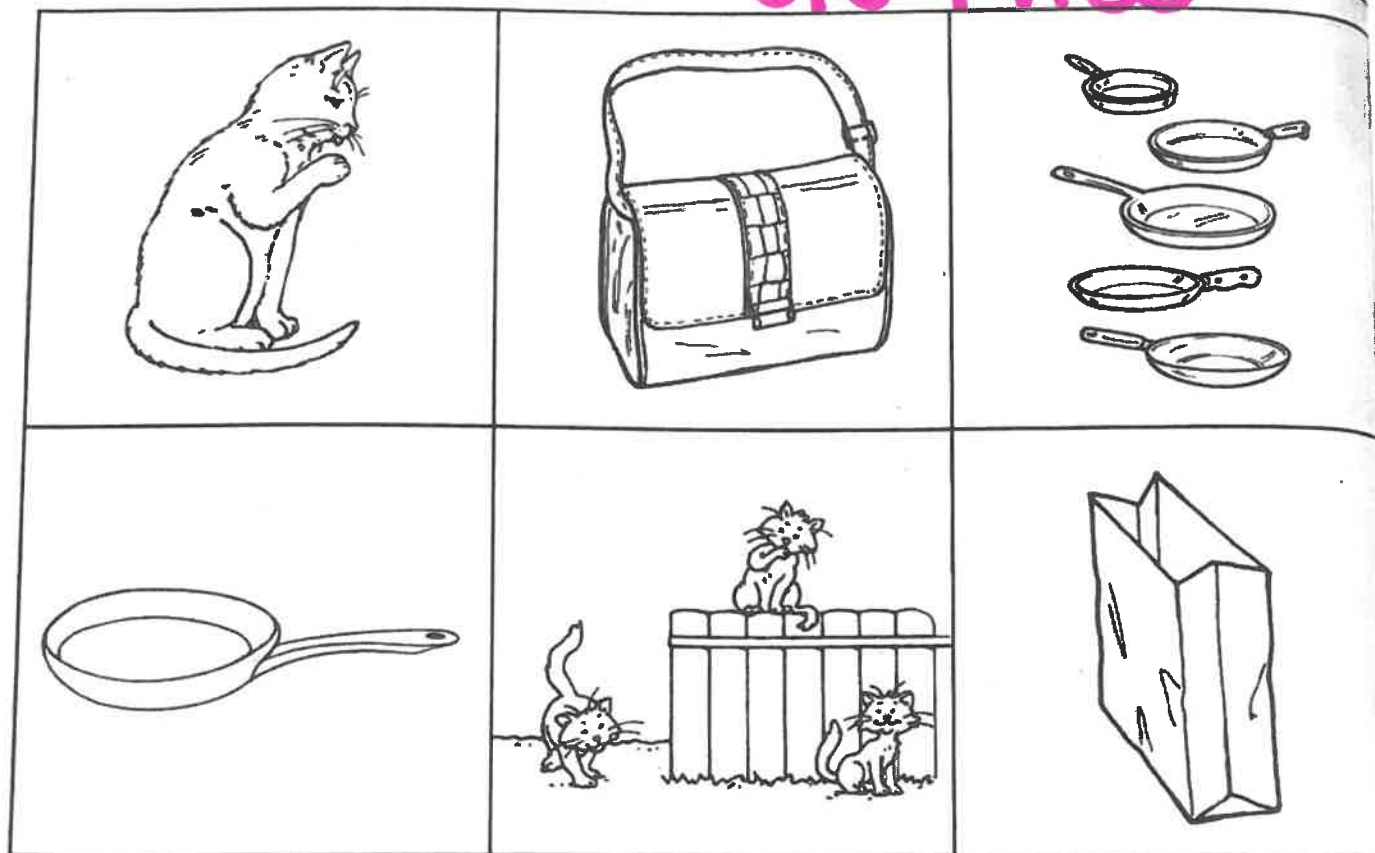
**\*\*\*\*\*Si su hijo/a no está en estos grupos de lenguaje, entonces NO necesita completar esta parte del paquete.\*\*\*\*\***



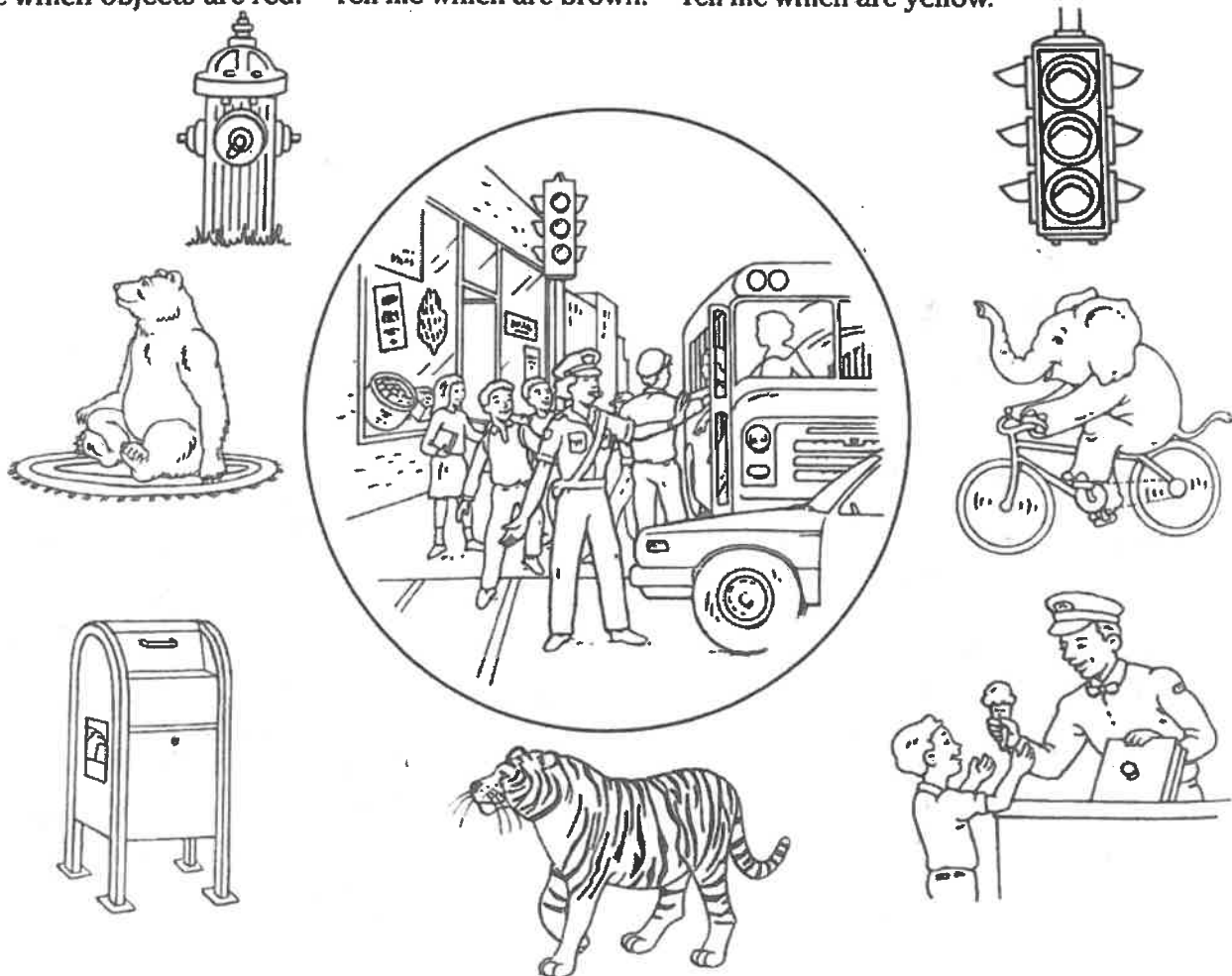
"Find the picture with all of the dogs in the doghouse." "Find the picture with none of the dogs in the doghouse." "Find the picture with some of the dogs in the doghouse."



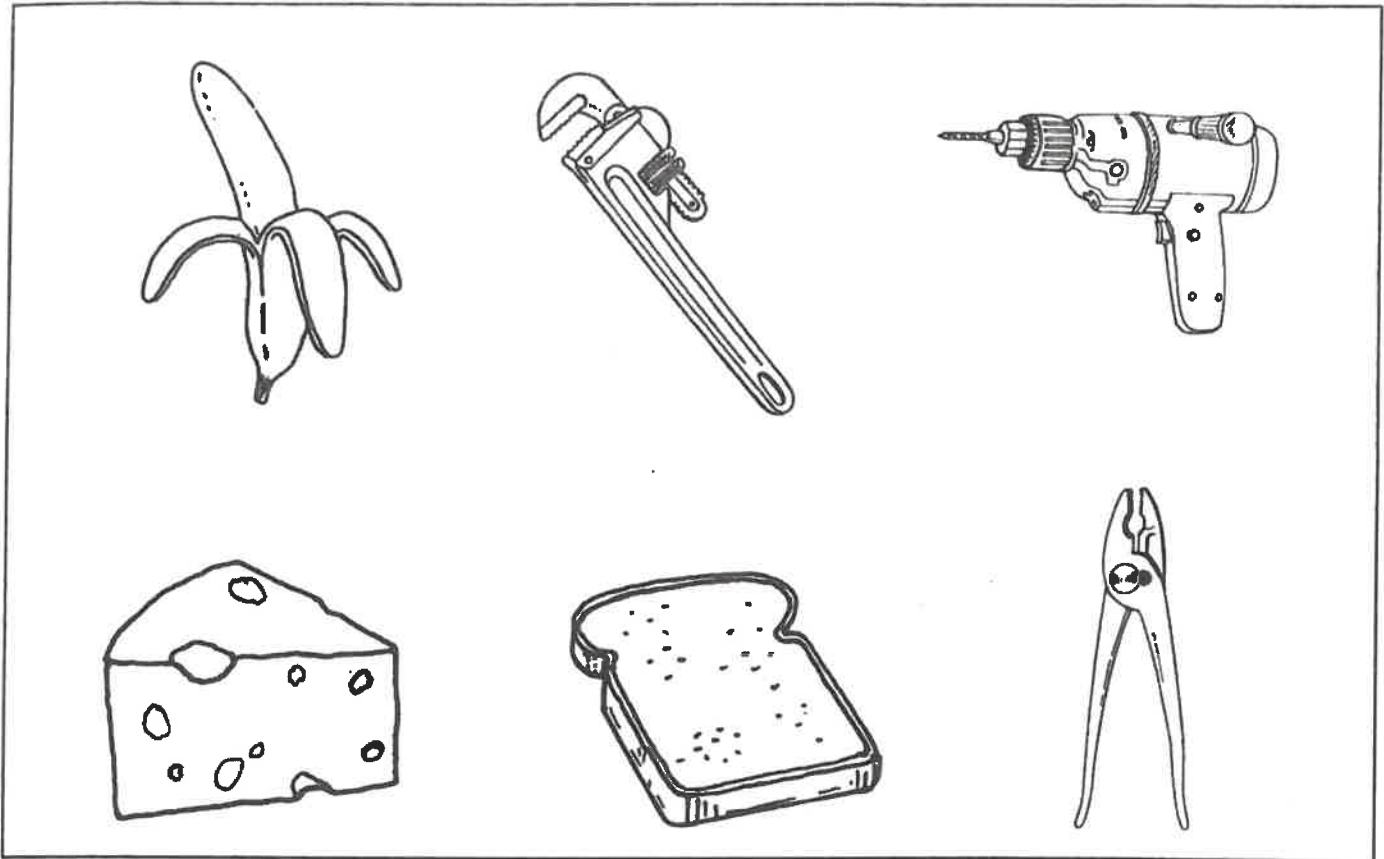
"Which part of the broom did you draw?"



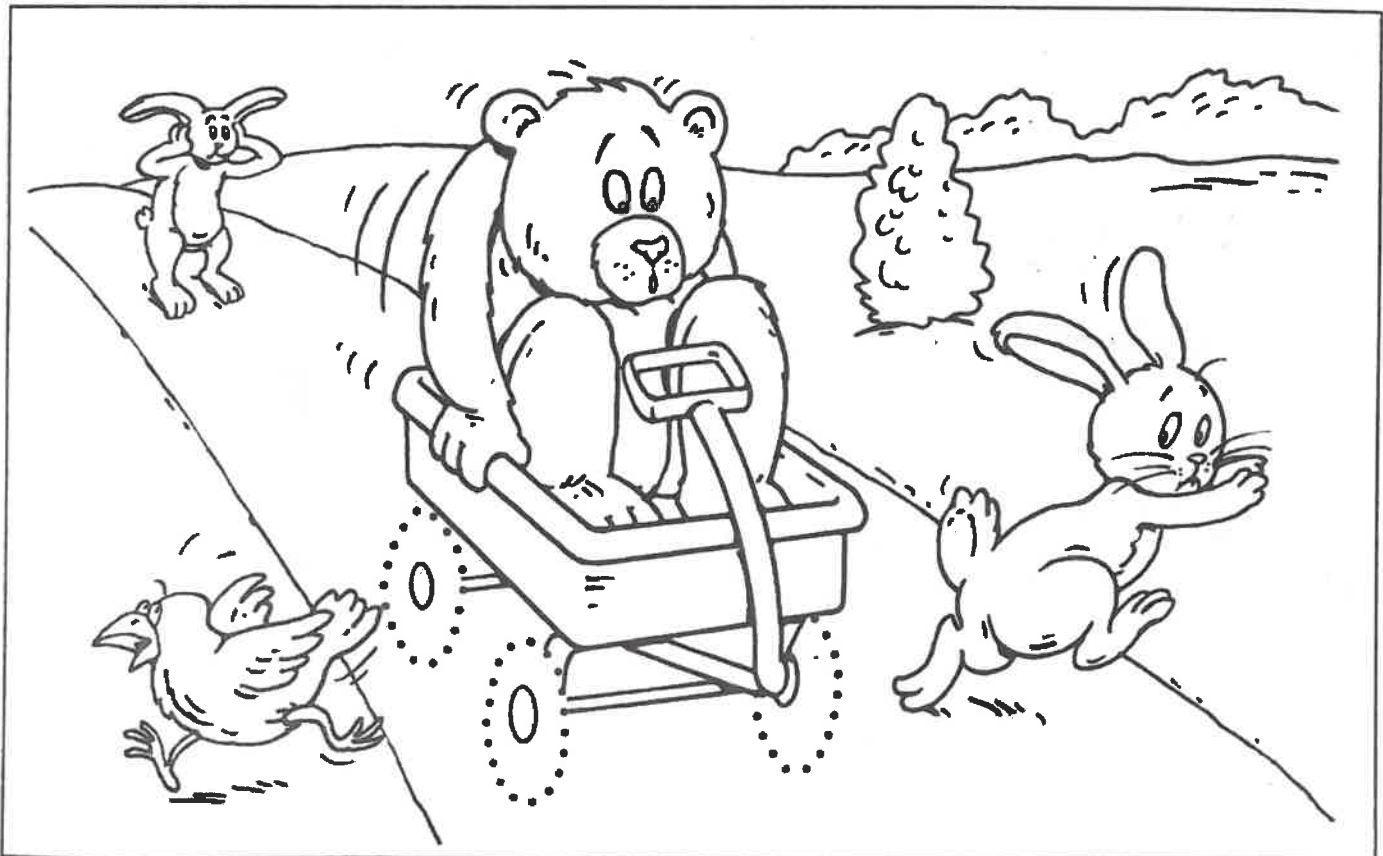
"Tell me which objects are red." "Tell me which are brown." "Tell me which are yellow."



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



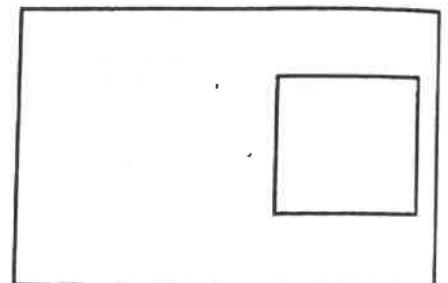
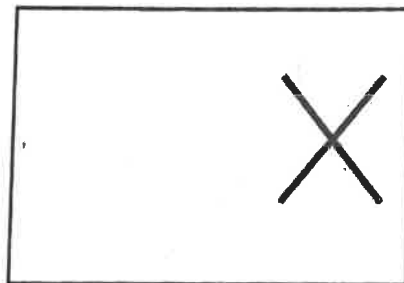
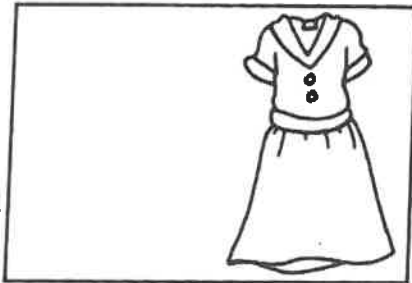
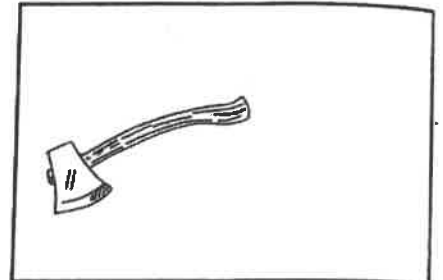
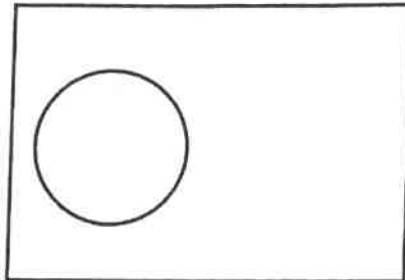
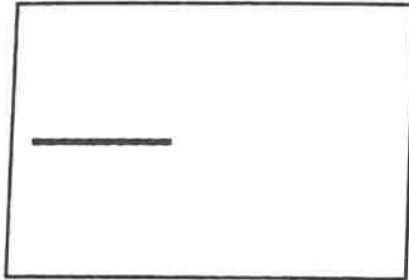
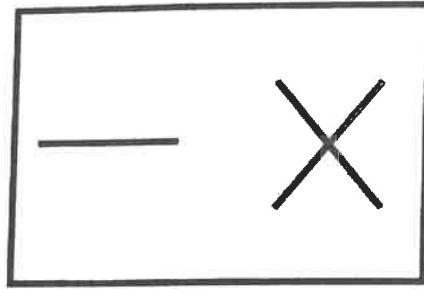
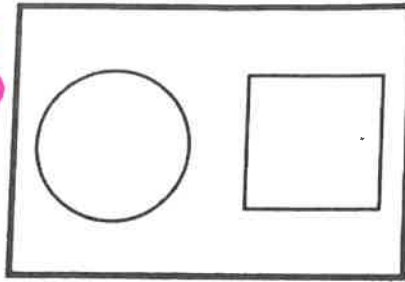
"What kind of objects did you draw triangles around?" "What kind of objects did you circle?"



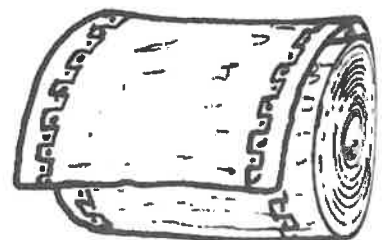
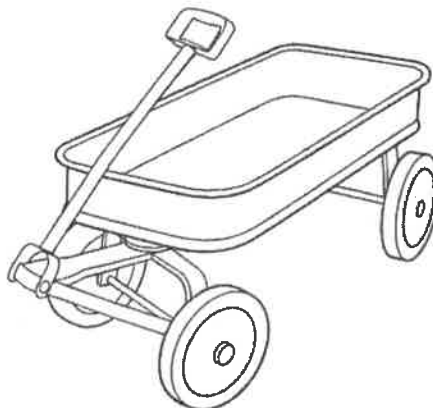
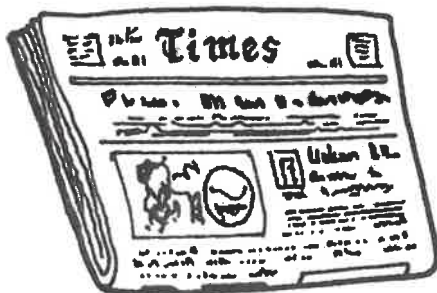
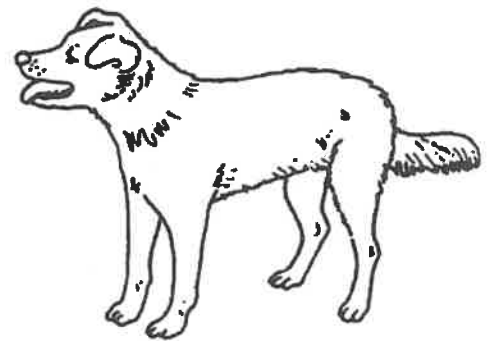
"Tell me the parts of the wagon." "Which part of the wagon was missing?"



## Ole Miss



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



"What kind of object..."

**SUBJECT****WEEK 9 MATH & SCIENCE ASSIGNMENTS****WORKSHEETS DUE  
FOR GRADING ★****MATH**  
*(ALL STUDENTS)*☐ Tuesday:

Lesson 19: Online Video, Problem Set, Homework

☐ Thursday:

Lesson 20: Online Video, Problem Set, Homework\*\*\*

Lesson 20  
Problem Set &  
Homework☐ Friday:

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>

After clicking link, please use the following steps:

Week 2 > Day 8: Earth Science-Rocks & Minerals

1. **Watch the Story:**  
*Sylvester and the Magic Pebble* by William Steig
2. **Read the Book:**  
*Rock Collecting* by Elaine Pascoe
3. **Complete these activities:**  
Video: Rocks and Minerals
4. **Sorting Activity: My Rock Collection (OPTIONAL)**

5. After completing steps 1-4, complete these  
worksheets in your packet for grading:

- My Rock Report\*\*\*
- Types of Rocks\*\*\*

My Rock Report &  
Types of Rocks  
Worksheets  
*(in your packet)*

**SCIENCE**  
*(ALL STUDENTS)*

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*)

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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:**

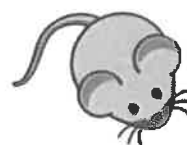
<https://gm.greatminds.org/en-us/knowledge-for-grade-k>

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 \_\_\_\_\_

The cat ate 3 mice. Cross out 3 mice. Write how many mice are left.



The fish ate 2 worms. Cross out 2 worms. Write how many worms are left.



The frog ate 5 flies. Cross out 5 flies. Write how many flies are left.



The monkey ate 4 bananas. Cross out 4 bananas. Write how many bananas are left.



Draw 6 balls. The boy kicked 3 balls down the hill. How many balls does he have left?



There are 5 butterflies flying around the flower. Draw them. 1 of the butterflies flew away, so cross it out. How many butterflies are left?



Name \_\_\_\_\_

Date \_\_\_\_\_

1 train drove away. Cross out 1. Write how many were left.



2 horses were bought. Cross out 2. How many were left at the store?



4 ducks swam away. Cross out 4. Write how many are left.



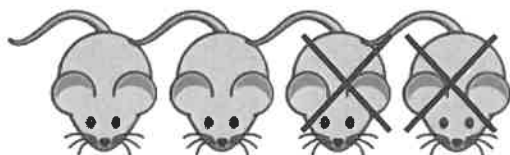
There are 7 apples in the tree. Draw them. A bird ate 1 of them, so cross it out. How many apples are left?



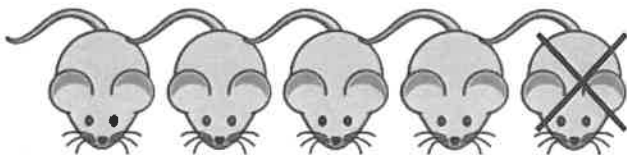
Name \_\_\_\_\_

Date \_\_\_\_\_

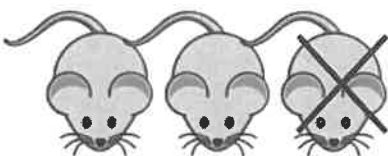
Draw a line from the picture to the number sentence it matches.



$$3 - 1 = 2$$



$$5 - 4 = 1$$



$$4 - 2 = 2$$

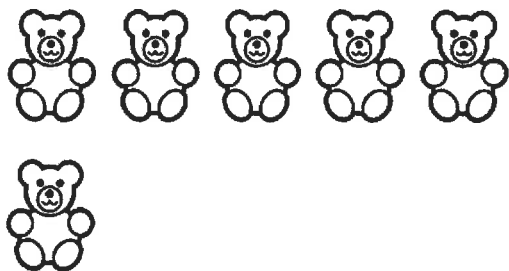


$$5 - 1 = 4$$

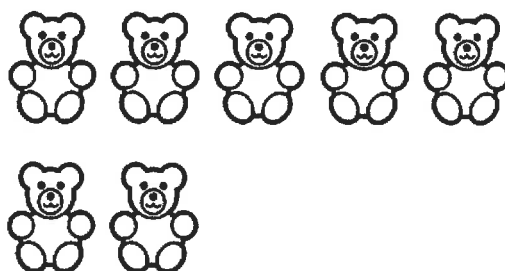
Pick 1 mouse picture, and tell a story to your partner. See if your partner can pick the picture you told the story about.



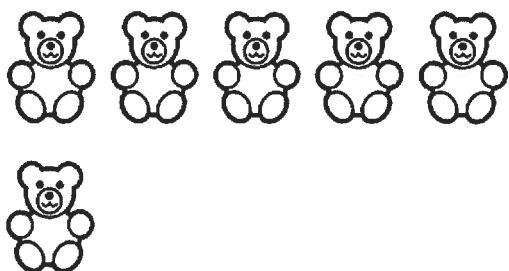
Cross out the bears to match the number sentences.



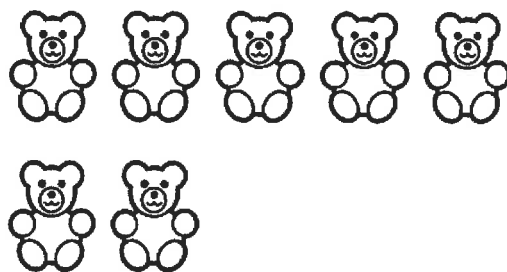
$$6 - 1 = 5$$



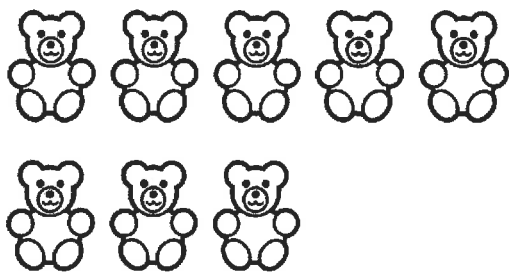
$$7 - 2 = 5$$



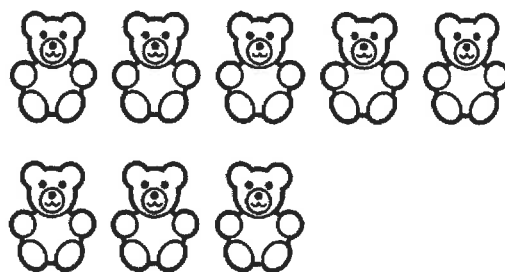
$$6 - 4 = 2$$



$$7 - 3 = 4$$



$$8 - 1 = 7$$

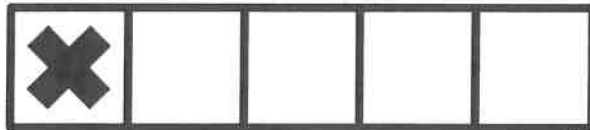


$$8 - 2 = 6$$

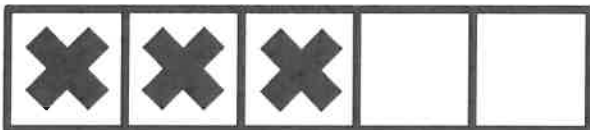
Name \_\_\_\_\_

Date \_\_\_\_\_

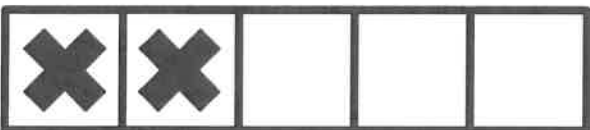
The squares below represent cube sticks. Match the cube stick to the number sentence.



$$5 - 3 = 2$$



$$5 - 1 = 4$$



$$5 - 4 = 1$$



$$5 - 2 = 3$$

On the back of the paper, draw a 5-stick, cross out some cubes, and write a number sentence.

SCIENCE

Directions: Draw a picture of each type of rock shown in the video (Rocks & Minerals).

# TYPES OF ROCKS



## rock cycle song

sedimentary rock  
has been formed in layers,  
often found near water sources  
with fossils from decayers

then there's igneous rock  
here since earth was born  
molten lava, cooled and hardened  
that is how it's formed

these two types of rocks  
can also be transformed  
with pressure, heat, and chemicals  
metamorphic they'll become

## IGNEOUS ROCK

## SEDIMENTARY ROCK

## METAMORPHIC ROCK

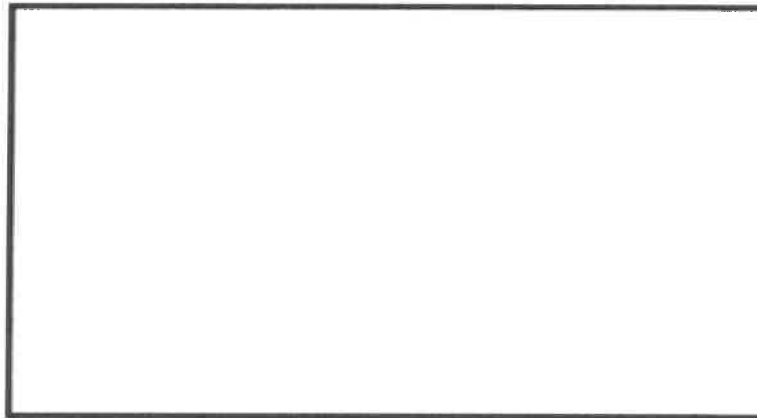
Directions: Find a rock outside or in your home to help you complete your worksheet.

Name \_\_\_\_\_

# MY ROCK REPORT



**This is a drawing of my rock.**



**My rock is:**

**Sharp**



**Smooth**

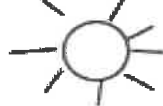


**Bumpy**



**My rock is:**

**Shiny**



**Spotted**



**Striped**



**My rock is:**

**Big**



**Medium**



**Small**



**The Color of my rock is:** \_\_\_\_\_.

