
SATELLITE DAY 1

MATH {60 min total}

- Count forwards and backwards to 100 using the hundreds chart provided in the math manipulative box.
 - Saxon Guided Class Practice 21A, p. 55; Tear out, grade, correct and return
 - Number Sense: Using 6 counters from the manipulative box, place counters in front of your student and point to each one randomly and have them tell you the Ordinal Number of the counter.
 - Ordinal Numbers worksheet, p. 1; Have your student count aloud to you as they find the number they are looking for. (1st, 2nd, 3rd, 4th, 5th, 6th)
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ENGLISH {90 min total}

Phonics {25 min}

- Sing Raceway Song. *
- Sing A to Z Phonics Song. *
- Teach (p. 65 Off We Go), *To the Parent/Teacher*: Have student point to capital P and say "the P sound" point to lower case p and say "p sound," then point to picture and say "poodles." Have student say it. Repeat. Then have student color illustration. Follow this procedure when you introduce each new letter.
- Bring 1 small item beginning with the letter Pp and put in backpacks to bring to school on Wednesday.

Reading {25 min}

- Read and teach p. 67-68 in Off We Go: Cut and Paste/Follow the Dots Pp. Tear out and return with Day 1 packet
- Read aloud a complete picture book. Discuss with your child after the three main parts of the book: beginning, middle, and end. (Refer to this book and three parts during Writer's Workshop).
- Introduce Sight Words: can, and, in/ review all words

Handwriting {5 min}

- Complete p. 48 Pp

Writer's Workshop{15 min}

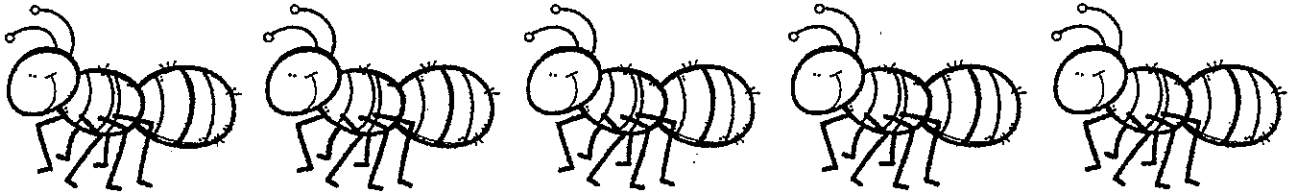
- Writers Workshop: Lesson 6&7: Last week, students worked on pattern books with already given starters to their sentences. Review with your child some of the patterns that were used last week (I see, I can, I like). Brainstorm with your child what pattern they would like to use for their own pattern book. Have your student choose their own pattern and begin working on their book. If your child chooses to add more pages, be sure that they are continuing the same chosen pattern. Encourage your student to listen to the letter sounds of the words they are trying to write as they work to phonetically spell them. Help them to add words as needed. Make sure they include a detailed illustration.
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ENRICHMENT {1 hour total}

- Complete the provided cut and paste solar system model. Fold in half and glue into Enrichment Journal. Discuss the different parts of the model. Help your child write one fact about our solar system in their journal.
 - As an **optional** extension, create a 3D model of our solar system. If you do make a solar system model, please send me a picture or video so I can share it with the class!
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Name: _____

Color the 3rd ant.



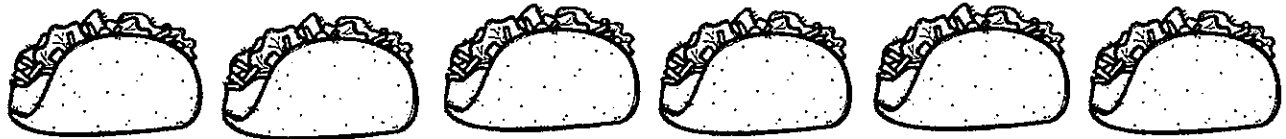
Color the 5th jar.



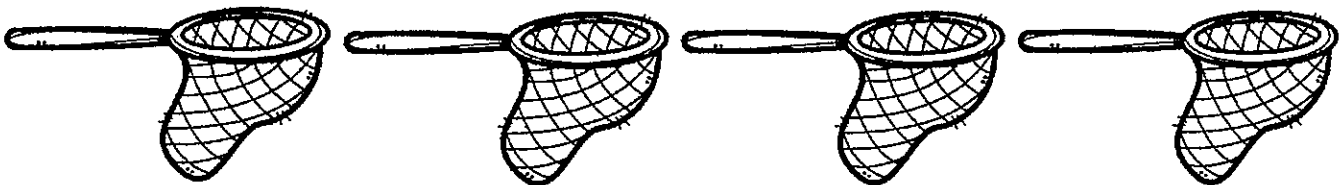
Color the 4th donut.



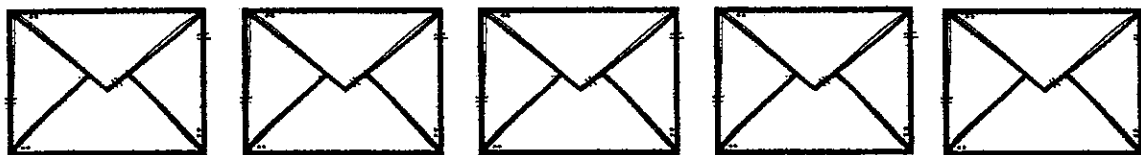
Color the 6th taco.



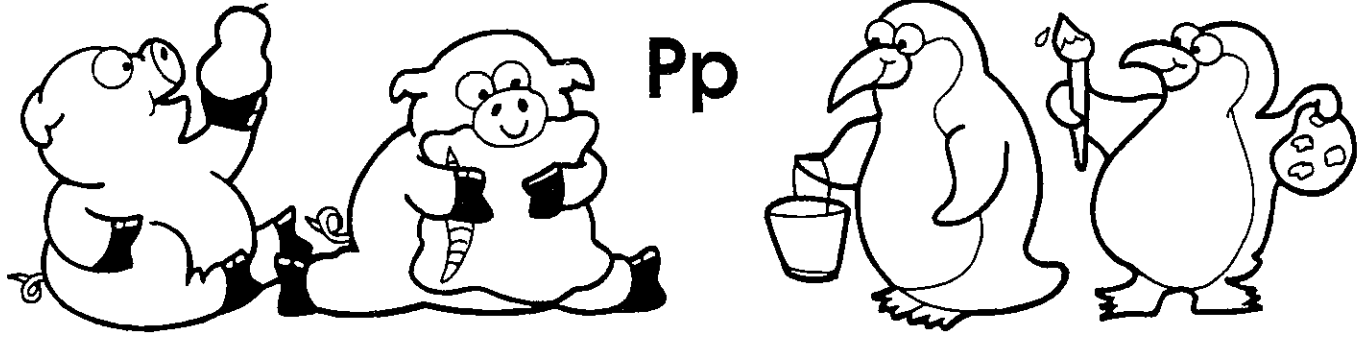
Color the 2nd net.



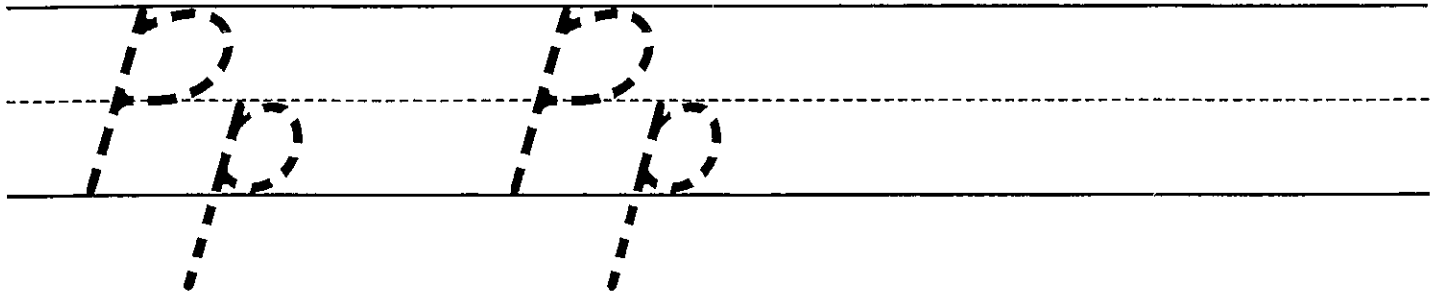
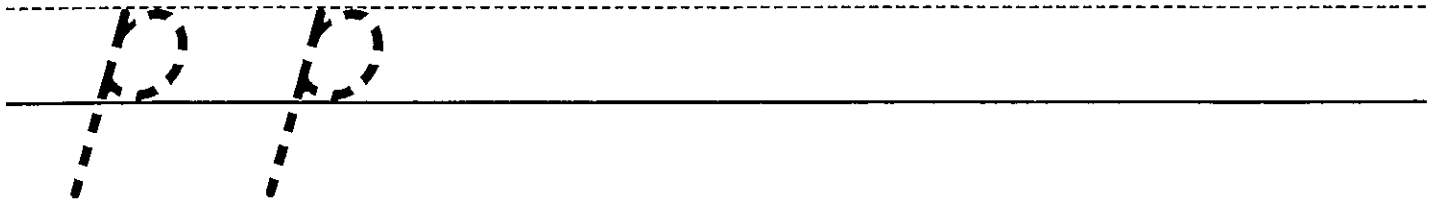
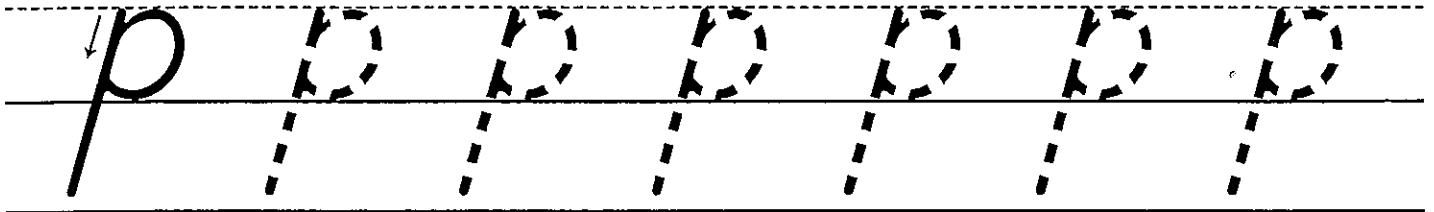
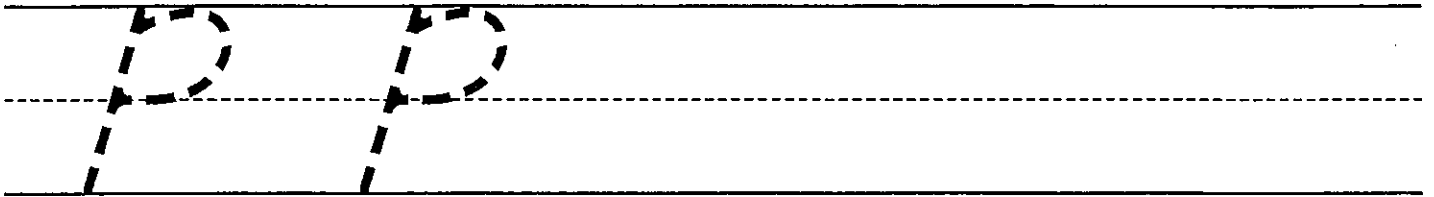
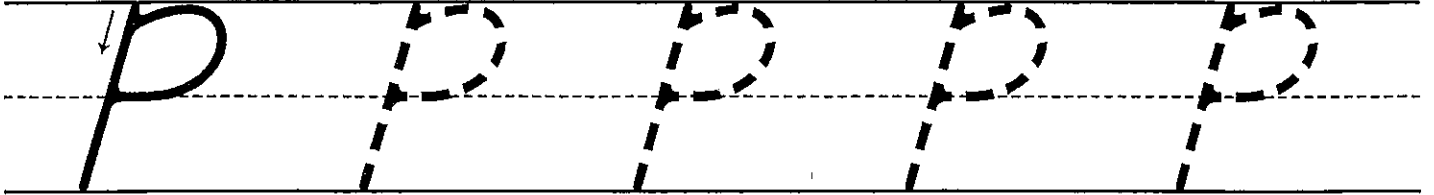
Color the 1st envelope.



Name _____ Pp

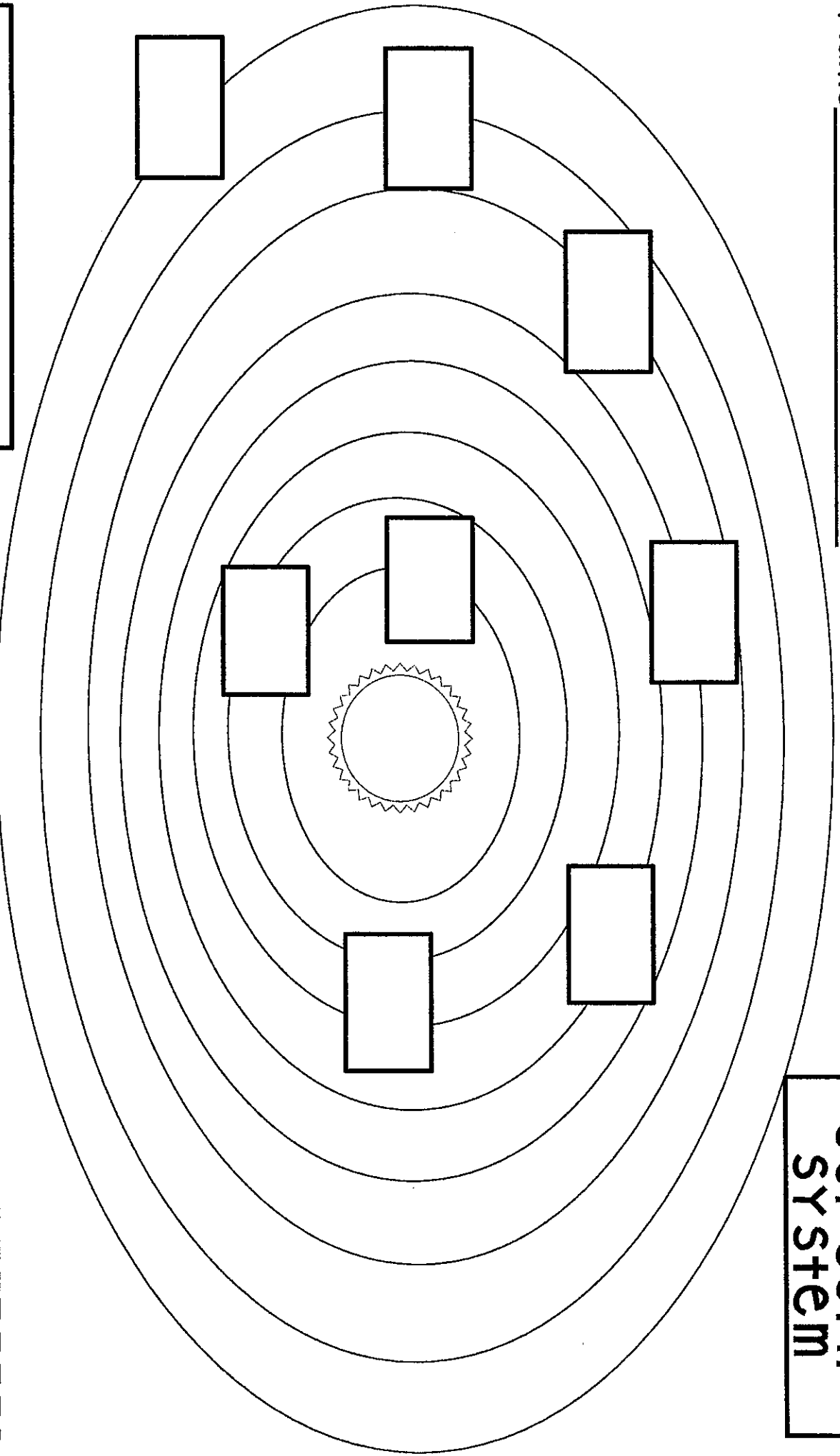


Pp











Name _____

OUR SOLAR SYSTEM



MILKY WAY
GALAXY

 Mars	 Jupiter	 Mercury	 Saturn
 Uranus	 Venus	 Neptune	 Earth

SATELLITE DAY 2

MATH {60 min total}

- Count forwards and backwards to 100 orally without looking at the hundreds chart
 - Complete Saxon Guided Class Practice 23A, p. 59; Tear out, grade, correct and return
 - Ordinal Numbers worksheet page 2 - Have student count aloud to you as he/she finds the number they are looking for. (1st, 2nd, 3rd, 4th, 5th, 6th)
 - Wrap up 1 - These are green and located as a set in your math manipulative box. See Co-teacher instructions for further explanation found at bottom of Satellite Day 3 . *
 - Practice doubles rap to sums of 10 using the worksheet or Satellite Classroom Resources. **Parent Resource - Keep**
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ENGLISH {90 min total}

Phonics {25 min}

- Sing Raceway Song. *
- Sing A to Z Phonics Song. *
- Teach (p. 69 Off We Go), *To the Parent/Teacher*: Have student point to capital Q and say "the Q sound" point to lower case q and say "the q sound" then point to picture and say "quilt". Have student say it. Repeat. Then have student color illustration. Follow this procedure when you introduce each new letter.
- Parent **dictates** Mm,Nn,Oo . Have student write them for you 1 time on lined paper.

Reading {25 min}

- Read and teach p. 71-72 in Off We Go: Cut and Paste and Follow the Dots, Qq. Tear out and return with Day 2 packet
- Read aloud a complete picture book.
- Practice Sight Words: can, and, in/ review all

Handwriting {5 min}

- Complete p. 49 Qq

Writer's Workshop {15 min}

- Writer's Workshop: Lessons 7-9: Review with your child the pattern book they began creating on Satellite Day 1. Brainstorm ideas of what they can add to their book. Remind them to leave spaces between each word (Lesson 7), review the capitalization rules (Lesson 8), and discuss when to use periods (Lesson 9). Continue encouraging your child to listen for the letter sounds in the words they are attempting to write. Help them add words as needed using the line strategy from p. 39. Make sure each page includes a detailed illustration.
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ENRICHMENT{1 hour total}

- Take a nighttime or evening nature walk or camp outside overnight, as a family. Discuss what you can see at night that is different during the day (this can be done over the weekend). Students may reflect on their experience in their journal.
- Using the Music Study/Discussion Points, listen to and discuss Eine kleine Nachtmusik. See Kindergarten links.

"The real title of this piece is 'Serenade,' but it is more known by its nickname, which means 'a little night music.' Some people say that this is Mozart's most popular composition. It is very happy and entertaining, making use of a wide range of musical techniques, from light and detached notes to gentle and smooth sections." - Memoria Press

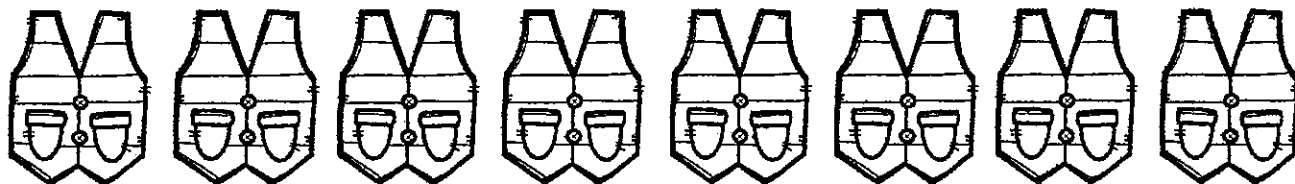
Question:

"At the beginning, the violins play **staccato**. (Staccato is music performed with each note sharply detached or separated from the others.) Can you hear it? Do you think this contributes to the happy feeling of the piece?" - Memoria Press

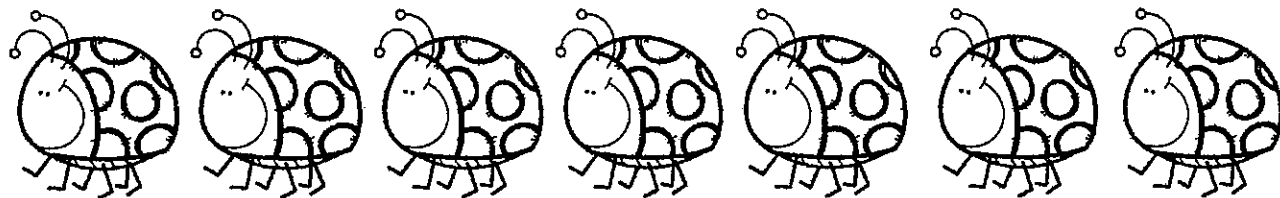
Mozart and Joseph St. George (Compositor from week 3) were rivals. How does Mozart's piece sound compared to St. George?

Name: _____

Color the 1st vest.



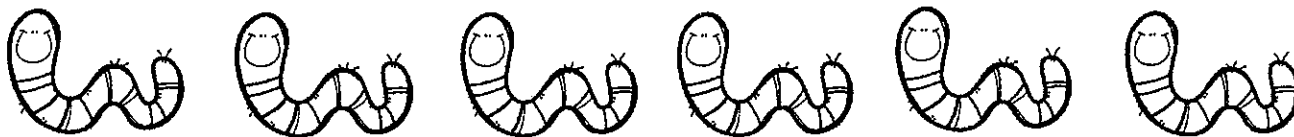
Color the 6th ladybug.



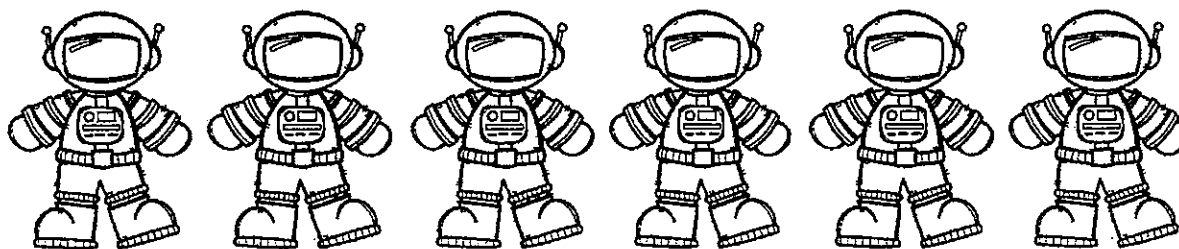
Color the 2nd alligator.



Color the 3rd worm.



Color the 4th astronaut.



Color the 5th duck.



Parent Resource : Keep

Doubles Rap

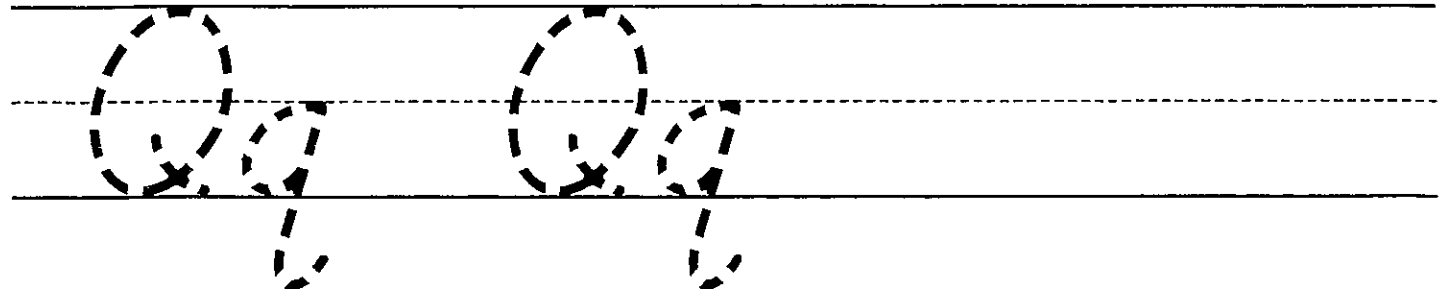
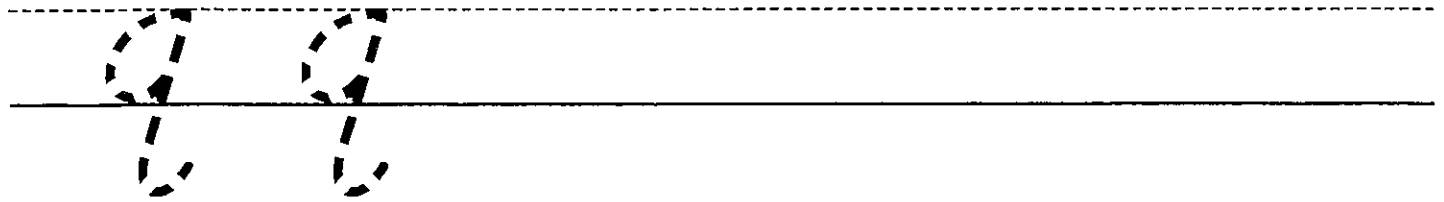
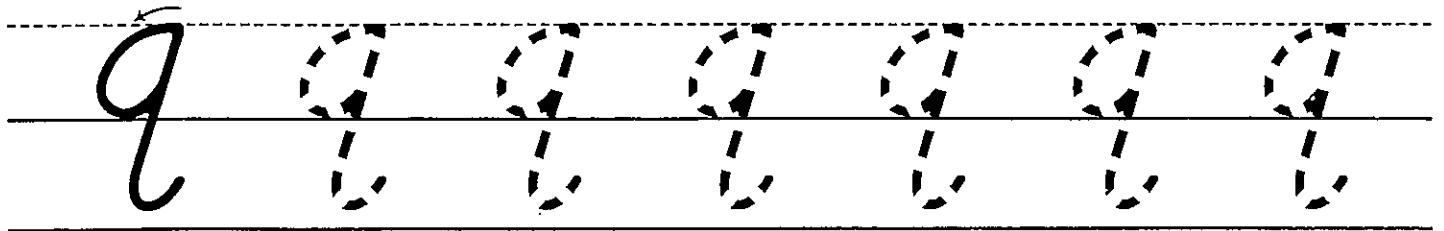
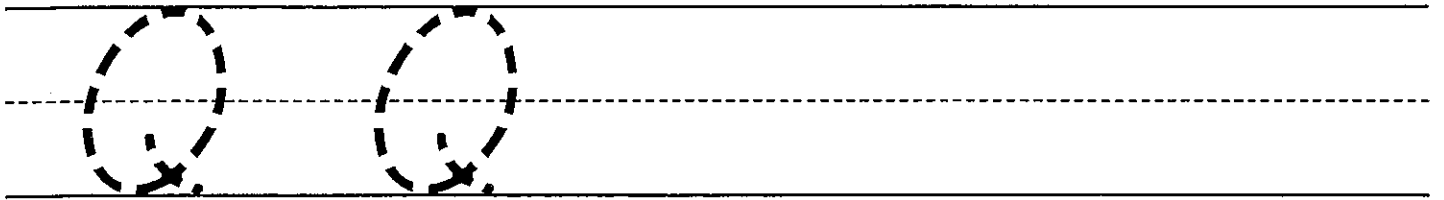
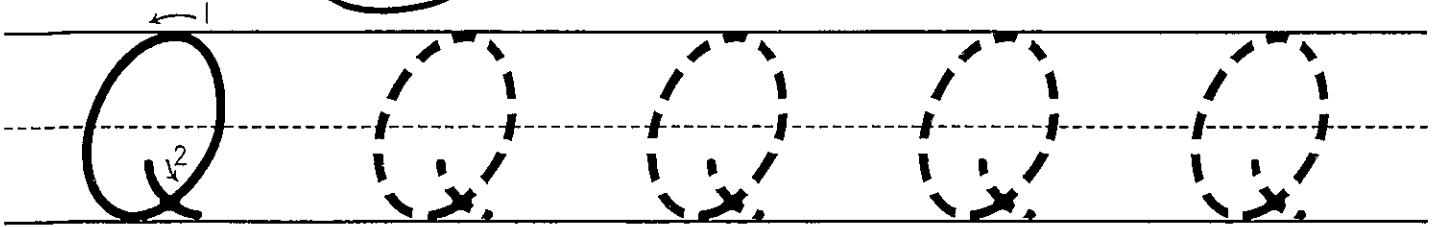
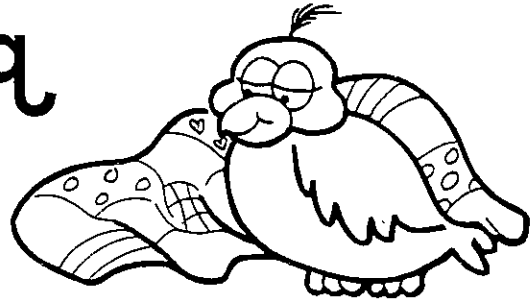
It's the doubles baby
Let's go, let's go
It's the doubles baby
And we'll start with 0.

$0 + 0 = 0$ Oh!
 $1 + 1 = 2$ Oooh!
 $2 + 2 = 4$ More!
 $3 + 3 = 6$ Kicks!
 $4 + 4 = 8$ Great!
 $5 + 5 = 10$ Again!

$6 + 6 = 12$ Dig and delve!
 $7 + 7 = 14$ Let's lean!
 $8 + 8 = 16$ Really clean!
 $9 + 9 = 18$ Jelly bean!
 $10 + 10 = 20$ That's plenty!



Qq



SATELLITE DAY 3

MATH {60 min total}

- Start at random numbers and count forwards and backwards within 100 with your child.
 - Wrap up 1 - Practice
 - Practice doubles rap to sums of 10 using the worksheet or Satellite Classroom Resources. **Parent Resource - Keep** (From Satellite Day 2)
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ENGLISH {90 min total}

Phonics {25 min}

- Sing Raceway Song. *
- Sing A to Z Phonics Song. *
- Teach (p. 73 Off We Go), *To the Parent/Teacher*: Have student point to capital R and say "the R sound" point to lower case r and say "the r sound" then point to picture and say "rail" Have student say it. Repeat. Then have student color illustration. Follow this procedure when you introduce each new letter.
- Bring **1** item beginning with **either** the letter Qq or Rr and put in backpacks to bring to school on Monday.
- Complete Beginning Sounds review, p. 1

Reading {25 min}

- Read and teach p. 75-76 in Off We Go: Cut and Paste and Follow the Dots, Rr. Tear out and return with Day 3 packet.
- Read aloud a complete picture book.
- Play a game, such as memory or go fish to review all sight words introduced so far

Handwriting {5 min}

- Complete p. 50 Rr

Writer's Workshop {15 min}

- Ask your child what story they want to work on (new or previous). Help them draw lines for the pattern sentences they want to write. Give them time to work independently on writing words on the lines. Check over their work and offer more support if needed. Keep their book in their WW folder.
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ENRICHMENT {1 hour total}

- Using the Art Study Guide, look at and discuss Impression, Sunrise by Claude Monet.
 - Using the Poetry Study Guide, read and discuss "Good Night" by Victor Hugo p. 117
"Victor Hugo (Feb. 26, 1802- May 22, 1885) has been called the 'Prince of Poets,' though he did not like that term. He was known for being able to write large works quickly and making it seem easy. He also wrote the classic The Hunchback of Notre Dame. In 'Good Night,' Hugo uses the rhyming couplets to comfort children that though it is dark, God is watching and His love is bright.
 - Read the poem and talk about the beauty of metaphor, though teaching the term isn't necessary.
 - Ask if the light really flies or if God's love really flames.
 - Show that the way the author puts the words together isn't how we really talk, nor does the light fly or God's love really flame, but the way he describes these things is poetry. He could have said: *Good night! Good night! It is getting dark; But God's love is all around us watching over us Good night! Good night!" - Memoria Press*
 - If you created a 3D model solar system please send a picture or video by Tuesday so I can share it with the class!
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*Co-teacher instructions.

*You will find math wrap ups in your math manipulative box. They are green and grouped together up to #10. For some students, these are very fun, and for others, they can be frustrating, especially if they lack the fine motor coordination to wrap the string properly. Work with your child at first and allow them to practice the skill, but do not insist that your student master the actual wrap up if they are struggling with coordination. If this is the case, look at what math facts the wrap up is practicing and find another way to reinforce this with your child.

*We are beginning to learn doubles using a doubles rap. I am sending home the sheet with the "rap" on it for the students to practice at home. There are also hand motions that go with these. Check on Kindergarten Satellite Classroom Resources (clpsfamily.com) under math, for a video of the doubles rap.

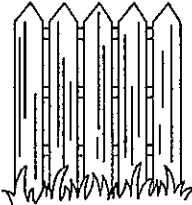
Name _____

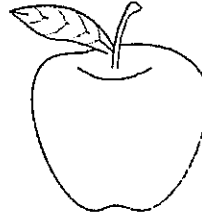
Beginning Sounds

Write the letter that makes the beginning sound for each picture.

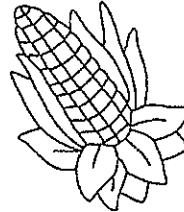




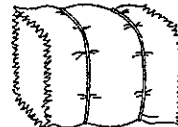


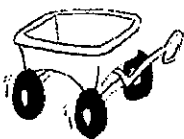






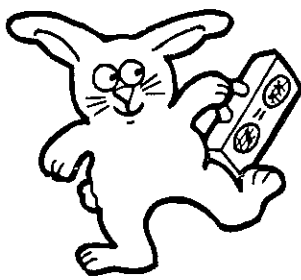








Name _____ Rr



Rr

