<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td><strong>Learning Warm-Up</strong>&lt;br&gt; <em>Mary Had a Little Lamb</em> Poem&lt;br&gt; - Read the poem&lt;br&gt; <strong>Sound cards</strong>&lt;br&gt; - Say each letter, the picture on the card, and the sound the letter makes.&lt;br&gt; <strong>Sight Words</strong>&lt;br&gt; - Practice flashcards at least 3 times.&lt;br&gt; <strong>My Feelings Journal</strong></td>
<td><strong>Learning Warm-Up</strong>&lt;br&gt; <em>Mary Had A Little Lamb</em> Poem&lt;br&gt; - Complete the <em>Looking at Words</em> section.&lt;br&gt; <strong>Sound cards</strong>&lt;br&gt; - Say each letter, the picture on the card, and the sound the letter makes.&lt;br&gt; <strong>Sight Words</strong>&lt;br&gt; - Practice flashcards at least 3 times.&lt;br&gt; <strong>My Feelings Journal</strong></td>
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<td>8:30</td>
<td><strong>Reading</strong>&lt;br&gt; - Listen to someone read you a book. You can listen to books on the website <a href="https://lnkd.in/dOXYt7p">https://lnkd.in/dOXYt7p</a>&lt;br&gt; Username: Learning20 Password: Clifford&lt;br&gt; <strong>Retell</strong> the story to a friend or family member&lt;br&gt; <strong>Comprehension Questions</strong>&lt;br&gt; - Use the comprehension choice board to select 1 question to answer.&lt;br&gt; - Cross off that question after you answer it.</td>
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<td>9:30</td>
<td>Language/ Writing</td>
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<td>Daily Writing Prompt using the April Calendar in the Draw and Write Journal</td>
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<tr>
<td>10:00</td>
<td>Brain Break</td>
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<td>Choose a Movement &amp; Mindfulness Break Option</td>
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<td>12:00</td>
<td>Phonics</td>
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<td>Interactive Phonics Notebook</td>
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<td>Interactive Phonics Notebook</td>
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<tr>
<td>12:00</td>
<td>Sight Words</td>
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<td></td>
<td>Read &quot;I Can See&quot; and &quot;Setting the Table&quot;</td>
<td>Read &quot;I Build A World&quot;</td>
<td>Read &quot;I Build A World&quot; TO: purple MY: yellow HERE: green LIKE: blue</td>
<td>Read both &quot;I Build A World&quot; and &quot;I Can See&quot; to someone else.</td>
<td>Pick your favorite 2 books to read to someone.</td>
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<tr>
<td></td>
<td>-Add sight words to flashcards</td>
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</table>
| 12:30 | **Math** Watch the video and count along (1-100): [https://www.youtube.com/watch?v=1dkPouLWCyc](https://www.youtube.com/watch?v=1dkPouLWCyc)  
-Count out loud to 100 starting with 1.  
-Number Sense: Complete the paper using numbers 10-19. Printing Numbers Journal | **Math** Watch the video and count along (by 10's to 100): [https://www.youtube.com/watch?v=W8CEOIAOGas](https://www.youtube.com/watch?v=W8CEOIAOGas)  
-Count out loud to 100 starting with 35.  
-Addition: Complete the addition paper  
-Printing Numbers Journal | **Math** Watch the video and count along (number pairs): [https://www.youtube.com/watch?v=ch7KzI3n2Zk](https://www.youtube.com/watch?v=ch7KzI3n2Zk)  
-Count out loud to 100 starting with 74.  
-Graphing: Complete the Farm Graph Paper | **Math** Watch the video and count along (1-100): [https://www.youtube.com/watch?v=qM7B2nwpV1M](https://www.youtube.com/watch?v=qM7B2nwpV1M)  
-Subtraction: Complete the subtraction paper.  
-Printing Numbers Journal | **Math** Watch the video and count along (by 10's to 100): [https://www.youtube.com/watch?v=W8CEOIAOGas](https://www.youtube.com/watch?v=W8CEOIAOGas)  
-Count out loud to 100 starting with 99.  
-Subtraction: Complete the subtraction paper.  
-Printing Numbers Journal |
| 1:00  | **Social Studies** Work on ‘Cooking with a Cookbook’ packet and complete one activity to go with the story. | **Social Studies** Work on ‘Cooking with a Cookbook’ packet and complete one activity to go with the story. | **Social Studies** Work on ‘Cooking with a Cookbook’ packet and complete one activity to go with the story. | **Social Studies** Work on ‘Cooking with a Cookbook’ packet and complete one activity to go with the story. | **Social Studies** Work on ‘Cooking with a Cookbook’ packet and complete one activity to go with the story. |
| 1:30  | **Art** Work on Van Gogh worksheets | **Music** Play Roll a Rhythm & play your homemade drum | **Art** Virtual visit to Van Gogh museum | **Music** Make a homemade Pan Flute | **Art** Continue to work on your Photo Journal |
| 2:00  | **Science** Science Journal Activity/Page | **Science** Science Journal Activity/Page | **Science** Science Journal Activity/Page | **Science** Science Journal Activity/Page | **Science** Science Journal Activity/Page |
| 2:30  | **Daily Wrap Up** Discuss the activities from the day. Review what has been learned and created. | **Daily Wrap Up** Discuss the activities from the day. Review what has been learned and created. | **Daily Wrap Up** Discuss the activities from the day. Review what has been learned and created. | **Daily Wrap Up** Discuss the activities from the day. Review what has been learned and created. | **Daily Wrap Up** Discuss the activities from the day. Review what has been learned and created. |
### Family and Student Supports:

#### Please review family letters for these content area assignments:
- **Literacy**
- **Math**
- **Science**
- **Social Studies**
- **Art**
- **Music**

#### Student Learning Kits (to be distributed during the week of April 14, 2020)

<table>
<thead>
<tr>
<th>Supplies:</th>
<th>ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math:</strong></td>
<td>Math Journal</td>
</tr>
<tr>
<td><strong>Literacy:</strong></td>
<td>Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Journal</td>
</tr>
<tr>
<td><strong>Science:</strong></td>
<td>Daily Science Activity Journal</td>
</tr>
<tr>
<td><strong>Art:</strong></td>
<td>watercolor paint, paper</td>
</tr>
<tr>
<td>Picture Book</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Student Supports:

#### Individual Supports

Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the *Individual Supports* packet of information for additional access to individual student supports as needed.

#### English Language Learners

Please reference the *Academic Enrichment Packet for English Language Learners* to access additional student supports as needed.

#### Enrichment

Please refer to the *Academic Enrichment Packet for Gifted and Talented Students* to access additional student supports as needed.

---

*Please reach out to your child’s school if you have any questions or need assistance with login information.*
# Online Learning and Additional Resources:

## Websites and Applications to Supplement Learning Online for Preschool

<table>
<thead>
<tr>
<th>Website/Application</th>
<th>Description</th>
<th>Website Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABC Mouse (all subjects PK and K)</strong></td>
<td>ABC Mouse is a learning platform for kids that offers interactive games and activities.</td>
<td><a href="https://www.abcmouse.com/redeem">https://www.abcmouse.com/redeem</a></td>
</tr>
<tr>
<td><strong>Step One:</strong> Click Link ‘Redeem Code’</td>
<td>Step One: Click Link ‘Redeem Code’ and enter code: SCHOOL6225</td>
<td></td>
</tr>
<tr>
<td><strong>Step Two:</strong> Follow prompts to access ABC Mouse</td>
<td>Step Two: Follow prompts to access ABC Mouse</td>
<td></td>
</tr>
<tr>
<td><strong>ABCYA</strong></td>
<td>ABCYA provides fun, interactive learning games and activities for preschool.</td>
<td><a href="https://www.abcyaa.com/">https://www.abcyaa.com/</a></td>
</tr>
<tr>
<td><strong>Switchzoo</strong></td>
<td>Switchzoo offers interactive animal games for kids.</td>
<td><a href="https://www.switchzoo.com/">https://www.switchzoo.com/</a></td>
</tr>
<tr>
<td><strong>Scholastic Learn at Home</strong></td>
<td>Scholastic Learn at Home provides access to books and read alouds along with literacy lessons.</td>
<td><a href="http://www.scholastic.com/learnathome">http://www.scholastic.com/learnathome</a></td>
</tr>
<tr>
<td><strong>Username:</strong> Learning20 <strong>Password:</strong> Clifford</td>
<td>Username: Learning20 Password: Clifford</td>
<td></td>
</tr>
<tr>
<td><strong>National Geographic Kids</strong></td>
<td>National Geographic Kids offers online, interactive learning resources for kids.</td>
<td><a href="https://kids.nationalgeographic.com/">https://kids.nationalgeographic.com/</a></td>
</tr>
<tr>
<td><strong>Storynory Kids Learning Games</strong></td>
<td>Storynory Kids Learning Games provides online learning resources and games for kids.</td>
<td><a href="https://www.storynory.com/">https://www.storynory.com/</a></td>
</tr>
<tr>
<td><strong>Epic</strong></td>
<td>Epic offers free, read aloud picture books.</td>
<td><a href="https://www.getepic.com/">https://www.getepic.com/</a></td>
</tr>
<tr>
<td><strong>Virtual Piano Online</strong></td>
<td>Virtual Piano Online provides online learning games for preschool.</td>
<td><a href="https://www.onlinepianist.com/virtual-piano">https://www.onlinepianist.com/virtual-piano</a></td>
</tr>
<tr>
<td><strong>Play to Learn Preschool</strong></td>
<td>Play to Learn Preschool provides fun lessons, songs and activities.</td>
<td><a href="https://www.facebook.com/PlayToLearnPS/">https://www.facebook.com/PlayToLearnPS/</a></td>
</tr>
<tr>
<td><strong>Sesame Street</strong></td>
<td>Sesame Street offers interactive learning activities.</td>
<td><a href="https://www.sesamestreet.org/?gclid=CjwKCAjwsMzzBRACEiwAx4lLGxNX3QRuRO9T1C_Dm3ean6DpxODjc6Ko2YKQolfnwNXLgpgAvW6xoCNFQAyD_BwE">https://www.sesamestreet.org/?gclid=CjwKCAjwsMzzBRACEiwAx4lLGxNX3QRuRO9T1C_Dm3ean6DpxODjc6Ko2YKQolfnwNXLgpgAvW6xoCNFQAyD_BwE</a></td>
</tr>
<tr>
<td><strong>PBSKids</strong></td>
<td>PBSKids offers online learning resources, activities, and games for preschool.</td>
<td><a href="https://pbskids.org/">https://pbskids.org/</a></td>
</tr>
<tr>
<td><strong>Happy Numbers</strong></td>
<td>Happy Numbers is a great online tool for students to use for math learning. Teachers and/or parents can set up accounts.</td>
<td><a href="https://help.happynumbers.com/en/collections/41588-for-parents">https://help.happynumbers.com/en/collections/41588-for-parents</a></td>
</tr>
</tbody>
</table>
## Movement & Mindfulness Break Options:

<table>
<thead>
<tr>
<th>Outside Play Activities</th>
<th>Playground Visit</th>
</tr>
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<tbody>
<tr>
<td>Go Noodle</td>
<td>Go for a Run or Walk (with an adult)</td>
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<tr>
<th>The OT Toolbox</th>
<th>Fluency and Fitness (free for 3 wks)</th>
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<tr>
<th>Mind Yeti</th>
<th>Positive Psychology</th>
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<tr>
<th>Calm (app available also)</th>
<th>Teach, Train, Love</th>
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## Social Emotional Development Resources:

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<tbody>
<tr>
<td>Choice 1</td>
<td>Choice 2</td>
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<tr>
<td>Make a prediction about what could happen in a next book.</td>
<td>If you could change one thing about the story what would you change?</td>
</tr>
<tr>
<td><strong>Choice 4</strong></td>
<td><strong>Choice 5</strong></td>
</tr>
<tr>
<td>Draw a new ending to the story.</td>
<td>If you were a character in the story, what would you do?</td>
</tr>
<tr>
<td><strong>Choice 7</strong></td>
<td><strong>Choice 8</strong></td>
</tr>
<tr>
<td>What other story did this story remind you of?</td>
<td>Look at the pictures of the story. Tell about what is the same in all the pictures.</td>
</tr>
<tr>
<td><strong>Choice 10</strong></td>
<td><strong>Choice 11</strong></td>
</tr>
<tr>
<td>If you were to tell a friend about this story, what would you tell them?</td>
<td>Draw and write about your favorite part of the story.</td>
</tr>
</tbody>
</table>
Build a World

A Reading A–Z Level C Leveled Book • Word Count: 65

Connections

Writing and Art
Create your own world and draw a picture of it.
Write about your world.

Math
How many different kinds of things did the girl add to her world?
Count the number of things, then write that number.
Focus Question
What is in the child’s world?

Words to Know
- world
- empty
- water
- clouds
- build
- friends
My world is empty when I start.
I will build a world that is full.

I add a sun to my world.
I add hills to my world.

I add water to my world.
I add trees to my world.

I add clouds to my world.
I add flowers to my world.

We like it here!
I add friends to my world.
Mary Had a Little Lamb

Mary had a little lamb,
Its fleece was white as snow.
And everywhere that Mary went,
The lamb was sure to go.

It followed her to school one day,
Which was against the rules.
It made the children laugh and play
To see a lamb at school.
Looking at Words and Letters

1. Ask your child to count the words in the first line. Then ask your child to circle each word.
2. Say, Circle the first word in line two; now circle the last word in line two. Repeat for line three.
3. Say, Look at these words. What letter starts them? (point to little, lamb, laugh). Have your child practice writing lowercase l and uppercase L.

Playing With Sounds

1. Say, I'll say two words. Clap your hands if they rhyme:
   day, play       see, school       snow, go
2. Say, Think about the word day. What other words rhyme with it? You say them, and I'll write them down. (bay, hay, jay, lay, pay, ray, say, stay, tray, way)
3. Say, I'll stretch some words. You tell me what the word is:
   l...a...m (lamb)
   r...oo...l...s (rules)
   sch...oo...l (school)
4. Ask your child to find and circle the word Mary each time it is used in the poem.

Beginning to Read

1. Say, I'll say a word. You say one that rhymes. I say, white. You say... (bright, night, bite, and so on). Repeat with snow, play, see.
2. Write these words on slips of paper: snow, go, to, one. Ask your child to pick out the two words with a long "o." (snow, go)
3. Tap or clap the beats in the poem. Then ask your child to join you. Finally, ask your child, "How many beats are in the word snow? (1) children? (2) laugh? (1) everywhere? (3)"
4. Write day on a sheet of paper. Point out the letters -ay. Together, brainstorm, write, and read other words that rhyme and list them on a sheet of paper.
5. Together, choose two or three words from the poem. Add them to your word wall and practice these words daily. Or add them to your child's word bank (a collection of words on cards, one word per card).
Imagine that there is a book that you want. You need to buy it to have it. And you need money to buy it.

People can earn money. That means they can get money for doing work. Lots of people have jobs so they can earn money.

People can spend money that they have. That means they can use it to buy something. If you earn money, you might be able to buy the book!

People can also save money. That way, they have money for later. If you save your money, one day you could get more books!
job  job

Definition
noun
1. work a person does every day or every week and gets paid for.

   Does your job require you to wear a uniform?

2. a particular piece of work.

   Cleaning the windows was a big job.

3. a duty or responsibility.

   It's his job to mow the lawn.

4. (informal) a difficult task.

   It was quite a job to convince him to go.

5. (informal) an operation using plastic surgery, done for the purpose of enhancing appearance.

   She's in the hospital getting a nose job.

6. the performance of a particular task in terms of its quality.

   Your daughter did a great job on her science project!

intransitive verb
1. to work at irregular jobs or by the piece.

2. to buy goods in large quantities and resell them to retail establishments.

transitive verb
1. to buy (goods) in large quantities from wholesale merchants and sell to retailers.

2. to assign (jobs) to various different contractors (often fol. by out).

These are some examples of how the word or forms of the word are used:
1. "I see you learned a lot about the memorial," said his father. "Great job!"

2. At the end of the day, his teacher said, "You did a good job, Jon!"

3. People have different jobs. There are teachers and firefighters. Some people are police officers. Some people are doctors.

4. Flowers look pretty, but they have a job too! They make sure new plants will grow. Seeds grow inside flowers. The seeds will fall to the ground.
money  mon·ey

Definition

noun

1. the coins or paper bills of a country that are used to buy things or pay for services.
   
   *How much money do we have in the bank?*

2. any article that is used to represent comparative values and is exchangeable for goods and services; medium of trade.

3. wealth.

4. an unspecified amount of currency.

Spanish cognate

moneda: The Spanish word moneda means money.

These are some examples of how the word or forms of the word are used:

1. People don’t spend all their **money** at the same time. They keep some for another time. That is called saving.

2. This month, the U.S. Mint (the place where **money** is made) began making one-dollar coins that show the faces of our presidents in the order they served in office.

3. “What do you do with the **money** they pay you?”
   “I use it to buy supplies for my farm,” he answered. “I also use it to pay the people who work for me.”
spend  spend

Definition

verb

1. to use money to buy things.

   *He spent all his money.*

   *I will spend my money on a new book.*

2. to use time doing a particular activity.

   *He spends a lot of time watching TV.*

3. to use up completely.

   *After the long rehearsal, her energy was spent.*

intransitive verb

1. to disburse money.

These are some examples of how the word or forms of the word are used:

1. Jaguars are wild cats. They spend most of their time in small trees and on the forest floor.

2. Then the panda spends less time with its mother. It likes to be on its own. It will climb trees. It will sit in their branches.

3. An amphibian is an animal that spends part of its life in water and part on land. Most have smooth, wet skin. Frogs, toads, newts, and salamanders are amphibians.
1. How can you get the things that you want?

- eat them
- buy them

2. What do you need to buy things?

- money
- friends

3. What do people have to earn money?

- a job
- a family
4. What do we call it when we use money to buy something?

5. What does it mean to earn money?

Earning money means getting money for doing __________.
6. What did you learn from "Earning, Spending, and Saving"?


7. Draw a picture of someone saving money.
Name ______________________

Directions: Cut and glue the numbers into the matching boxes.
Name _______________________

7 + 3 = ___  8 + 4 = ___

2 + 9 = ___  2 + 5 = ___

1 + 8 = ___  6 + 7 = ___

4 + 3 = ___  3 + 4 = ___

1 + 0 = ___

1 + 3 = ___
Farm Data
My Farm Animal Data Graph

Color in the bar graph.

Use tally marks to show the amount of each farm animal:

What animals have equal amounts?

Are there more 's or 's?

What is the sum of the 's and the 's?

Which animal is there the least of?

How many animals are there in all?
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<td>9-2=</td>
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</table>
Subtract within 5

Kindergarten Subtraction Worksheet

1. 3 - 3 = ____________ 7. 3 - 0 = ____________

2. 4 - 1 = ____________ 8. 4 - 2 = ____________

3. 1 - 0 = ____________ 9. 2 - 1 = ____________

4. 2 - 2 = ____________ 10. 4 - 0 = ____________

5. 5 - 0 = ____________ 11. 3 - 2 = ____________

6. 5 - 2 = ____________ 12. 2 - 0 = ____________
1. **Art M-W:**
2. Free Draw-Paint-Build week 3 & 4 (10 minutes)
3. Use the online resource guide to have a virtual visit to one of the world’s museums. Ask yourself: Week 3 Leonardo Da Vinci - look for the Mona Lisa first! https://www.youtube.com/watch?v=4NZt2niFQp4 for a read along book on Da Vinci
5. Week 4 Van Gogh Museum, Amsterdam https://www.youtube.com/watch?v=PX3WSaAfLOA for read along book on Van Gogh
8. What do I notice?
9. What do I see?
10. How does it make me feel?

Read all you can about the artists you see with the included handout. Write a reflection of your experience. How did you feel? Did you like what you saw? Why? Why not?

**Art Fri week 3 & 4:**
Photo Journal by taking pictures that show what family means to you. Write how family makes you feel (happy, frustrated, silly, funny for example).

**Music T-Th:**
Listen to any song of your choice. Use your hands and feet to find the beat!
Tue: week 3 & 4 Play “Roll a Rhythm” and clap or count together the rhythm you created!
Use your home made drum to play the beat you create.
Thu: week 3 & 4 Make a homemade instrument!

**Weekly Music**
Listen to a concert, an album side, or play your own music. Practice good audience behavior.
After, write or draw how the music made you feel. Why did you choose the music you listened to? Does it remind you of other songs?

**Daily Schedule week 3**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Fri</th>
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<tbody>
<tr>
<td>Art</td>
<td>Music</td>
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<td>Music</td>
<td>Art</td>
</tr>
<tr>
<td>Da Vinci</td>
<td>Roll a rhythm &amp;</td>
<td>Da Vinci museum</td>
<td>Homemade PanFlute</td>
<td>Photo Journal</td>
</tr>
<tr>
<td>worksheet</td>
<td>drumming</td>
<td>visit</td>
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**Week 4**

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<th>Monday</th>
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<th>Wednesday</th>
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<th>Fri</th>
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<tbody>
<tr>
<td>Art</td>
<td>Music</td>
<td>Art</td>
<td>Music</td>
<td>Art</td>
</tr>
<tr>
<td>Van Gogh</td>
<td>Roll a rhythm &amp;</td>
<td>Van Gogh Museum</td>
<td>Homemade Tambourine</td>
<td>Photo Journal</td>
</tr>
<tr>
<td>worksheet</td>
<td>drumming</td>
<td>visit</td>
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</table>
**Name __________________**

**Painting Match Up**

<table>
<thead>
<tr>
<th>A Pair of Shoes</th>
<th>Sunflowers</th>
<th>Irises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Café Terrace at Night</td>
<td>Vase with Red Poppies</td>
<td>The Starry Night</td>
</tr>
</tbody>
</table>
Word Search

A M V I R I S E S
S N I G H T B O U
B E D R O O M F N
P A R I S O S A F
D N C E T K S M L
F T X C A F E O O
G H S R R L J U W
L E Z T R U P S E
P O Q Y Y T O I R
Q B A U I E A U S
E C H A R C O A L

irises cafe
starry sunflowers
night Theo
Paris charcoal
bedroom famous
The Bedroom by Vincent Van Gogh
Make Your Own PanFlute

Did you know that straws can make music… or rather, that if you cut drinking straws into different lengths, they will make different sounds when you blow into them? Just try it! And when you put them together, there might even be music 😊

You will need 6-8 straws, some sticky tape and a pair of scissors. Cut a long strip of sticky tape and put the straws on the sticky side, arranging them in twos from the shortest to the longest ones.

Secure well with more sticky tape so that the straws will not move around. Decorate as you wish.

Your attempts to extract a harmonious sound may now begin 😊
Page

2. Directions
3. Sheet to use with foam dry-erase block/cube
4. Sheet to use with included cut and paste note dice
5. Note Dice
6. Note Dice for students to fill in
Directions

1. Print the worksheet that corresponds to the type of dice you have. Print the included rhythm note dice if you cannot find a foam dry erase block/cube. You can choose between having your students write in their own notes on the dice or print the dice with the notes already on it. I found my dry-erase cube at Dollar Tree :)

2. You may have students work with a partner or in small groups to complete the Roll-A-Rhythm Song sheet. Provide students with dry-erase markers if you are able to find the dry-erase cubes.

3. After your students write down their rhythms, you may have them perform what they wrote on percussion instruments.
Roll-A-Rhythm Song

Directions: Draw rhythm notes that you know on the foam dry-erase cube with a dry-erase marker. Roll the cube. Write the rhythm note that lands on top. When you are finished, say and clap the rhythms.

4

4

________________________________________  ________________________________  ________________________________

________________________________________  ________________________________  ________________________________

________________________________________  ________________________________  ________________________________

________________________________________  ________________________________  ________________________________

________________________________________  ________________________________  ________________________________

________________________________________  ________________________________  ________________________________
Roll-A-Rhythm Song

Directions: Cut out and paste the note dice together. Roll the dice. Write the rhythm note that lands on top. When you are finished, say and clap the rhythms.

4
4 ____________________________
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