

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|---|---|---|---|---|
| 8:00 | <p>Learning Warm-Up <i>Mary Had a Little Lamb</i> Poem -Read the poem</p> <p>Sound cards - Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p> | <p>Learning Warm-Up <i>Mary Had A Little Lamb</i> Poem - Complete the <i>Looking at Words</i> section.</p> <p>Sound cards - Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p> | <p>Learning Warm-Up <i>Mary Had A Little Lamb</i> Poem -Complete the <i>Playing With Sounds</i> section.</p> <p>Sound cards -Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p> | <p>Learning Warm-Up <i>Mary Had A Little Lamb</i> Poem -Complete the <i>Beginning to Read</i> section.</p> <p>Sound cards - Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p> | <p>Learning Warm-Up</p> <p>Sound cards - Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p> |
| 8:30 | <p>Reading</p> <p>Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p Username: Learning20 Password: Clifford Retell the story to a friend or family member</p> <p>Comprehension Questions -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p> | <p>Reading</p> <p>Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p Username: Learning20 Password: Clifford Retell the story to a friend or family member</p> <p>Comprehension Questions -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p> | <p>Reading</p> <p>Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p Username: Learning20 Password: Clifford Retell the story to a friend or family member</p> <p>Comprehension Questions -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p> | <p>Reading</p> <p>Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p Username: Learning20 Password: Clifford Retell the story to a friend or family member</p> <p>Comprehension Questions - -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p> | <p>Reading</p> <p>Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p Username: Learning20 Password: Clifford Retell the story to a friend or family member</p> <p>Comprehension Questions -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p> |

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--|--|--|--|--|
| 9:30 | <p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p> | <p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p> | <p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p> | <p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p> | <p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p> |
| 10:00 | <p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p> | <p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p> | <p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p> | <p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p> | <p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p> |
| 11:00 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 12:00 | <p>Phonics</p> <p>Interactive Phonics Notebook</p> |
| 12:00 | <p>Sight Words</p> <p>Read "I Can See" and "Setting the Table"</p> <p>Sight Word Journal -Add sight words to flashcards</p> | <p>Sight Words</p> <p>Read "I Build A World"</p> <p>Sight Word Journal -Add sight words to flashcards</p> | <p>Sight Words</p> <p>Read "I Build A World"</p> <p>TO: purple MY: yellow HERE: green LIKE: blue</p> <p>Sight Word Journal -Add sight words to flashcards</p> | <p>Sight Words</p> <p>Read both "I Build A World" and "I Can See" to someone else.</p> <p>Sight Word Journal -Add sight words to flashcards</p> | <p>Sight Words</p> <p>Pick your favorite 2 books to read to someone.</p> <p>Sight Word Journal -Add sight words to flashcards</p> |

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|---|--|---|---|---|
| 12:30 | <p>Math</p> <p>Watch the video and count along (1-100): https://www.youtube.com/watch?v=1dkPoulWCyc</p> <p>-Count out loud to 100 starting with 1.</p> <p>-Number Sense: Complete the paper using numbers 10-19.</p> <p>Printing Numbers Journal</p> | <p>Math</p> <p>Watch the video and count along (by 10's to 100): https://www.youtube.com/watch?v=W8CEOIAOGas</p> <p>-Count out loud to 100 starting with 35.</p> <p>-Addition: Complete the addition paper</p> <p>-Printing Numbers Journal</p> | <p>Math</p> <p>Watch the video and count along (number pairs): https://www.youtube.com/watch?v=ch7KzI3n2Zk</p> <p>-Count out loud to 100 starting with 74.</p> <p>-Graphing: Complete the Farm Graph Paper</p> | <p>Math</p> <p>Watch the video and count along (1-100): https://www.youtube.com/watch?v=1dkPoulWCyc</p> <p>-Count out loud to 100 starting with 52.</p> <p>-Subtraction: Watch the video and complete the paper.</p> <p>https://www.youtube.com/watch?v=qM7B2nwpV1M</p> <p>-Printing Numbers Journal</p> | <p>Math</p> <p>Watch the video and count along (by 10's to 100): https://www.youtube.com/watch?v=W8CEOIAOGas</p> <p>-Count out loud to 100 starting with 99.</p> <p>-Subtraction: Complete the subtraction paper.</p> <p>-Printing Numbers Journal</p> |
| 1:00 | <p>Social Studies</p> <p>Work on 'Cooking with a Cookbook' packet and complete one activity to go with the story.</p> | <p>Social Studies</p> <p>Work on 'Cooking with a Cookbook' packet and complete one activity to go with the story.</p> | <p>Social Studies</p> <p>Work on 'Cooking with a Cookbook' packet and complete one activity to go with the story.</p> | <p>Social Studies</p> <p>Work on 'Cooking with a Cookbook' packet and complete one activity to go with the story.</p> | <p>Social Studies</p> <p>Work on 'Cooking with a Cookbook' packet and complete one activity to go with the story.</p> |
| 1:30 | <p>Art</p> <p>Work on Van Gogh worksheets</p> | <p>Music</p> <p>Play Roll a Rhythm & play your homemade drum</p> | <p>Art</p> <p>Virtual visit to Van Gogh museum</p> | <p>Music</p> <p>Make a homemade Pan Flute</p> | <p>Art</p> <p>Continue to work on your Photo Journal</p> |
| 2:00 | <p>Science</p> <p>Science Journal Activity/Page</p> | <p>Science</p> <p>Science Journal Activity/Page</p> | <p>Science</p> <p>Science Journal Activity/Page</p> | <p>Science</p> <p>Science Journal Activity/Page</p> | <p>Science</p> <p>Science Journal Activity/Page</p> |
| 2:30 | <p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p> | <p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p> | <p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p> | <p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p> | <p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p> |



Family and Student Supports:

| | |
|---|--|
| <p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none"> Literacy Math Science Social Studies Art Music | <p>Student Learning Kits (to be distributed during the week of April 14, 2020)</p> |
| | <p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p> |
| | <p><u>Math:</u> Math Journal</p> |
| | <p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Journal</p> |
| | <p><u>Science:</u> Daily Science Activity Journal</p> |
| | <p><u>Art:</u> watercolor paint, paper</p> <p>Picture Book</p> |



Additional Student Supports:

| | |
|---|---|
| <p>Individual Supports</p> | <p>Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.</p> |
| <p>English Language Learners</p> | <p>Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.</p> |
| <p>Enrichment</p> | <p>Please refer to the <i>Academic Enrichment Packet for Gifted and Talented Students</i> to access additional student supports as needed.</p> |



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

ABC Mouse (all subjects PK and K)

<https://www.abcmouse.com/redeem>

Step One: Click Link 'Redeem Code'

and enter code: SCHOOL6225

Step Two: Follow prompts to access ABC Mouse



ABCYA

Fun, interactive learning games and activities for preschool

<https://www.abcya.com/>



Scholastic Learn at Home

Access to books and read alouds along with literacy lessons to use at home.

<http://www.scholastic.com/learnathome>

Username: Learning20

Password: Clifford

Switchzoo

Interactive animal games for kids

<https://www.switchzoo.com/>



National Geographic Kids

Online, interactive learning resources for kids

<https://kids.nationalgeographic.com/>

Storynory Kids Learning Games

<https://www.storynory.com/>

Epic

Free, read aloud picture books

<https://www.getepic.com/>



Virtual Piano Online

<https://www.onlinepianist.com/virtual-piano>

Play to Learn Preschool

Fun lessons, songs and activities

<https://www.facebook.com/PlayToLearnPS/>

Funbrain Jr.

Online learning games for preschool

<http://www.funbrainjr.com/>



Sesame Street

Interactive Learning Activities

<https://www.sesamestreet.org/?>

[gclid=CjwKCAjwsMzzBRACEiwAx4ILGxNX3QRuRO9Ti0C_Dm3ean6DpxODjcSKeo2YKQolfnwNXLgpgAvW6xoCNFUQAvD_BwE](https://www.sesamestreet.org/?gclid=CjwKCAjwsMzzBRACEiwAx4ILGxNX3QRuRO9Ti0C_Dm3ean6DpxODjcSKeo2YKQolfnwNXLgpgAvW6xoCNFUQAvD_BwE)

PBSKids

Online learning resources, activities and games for preschool

<https://pbskids.org/>



Happy Numbers

<https://help.happynumbers.com/en/collections/41588-for-parents>

Parents/teachers can create online accounts for free. Happy Numbers

is a great online tool for students to use for math learning. Teachers and/or parents can set up accounts.



Movement & Mindfulness Break Options:

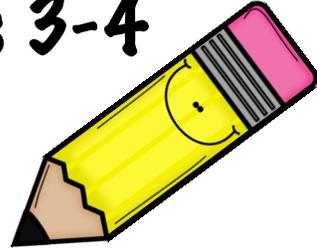
| | |
|---|--|
| Outside Play Activities | Playground Visit |
| Go Noodle http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/ | Go for a Run or Walk (with an adult) |
| The OT Toolbox https://www.theottoolbox.com/best-brain-breaks-videos-on-youtube/ | Fluency and Fitness (free for 3 wks) https://fluencyandfitness.com/ |
| Mind Yeti https://www.mindyeti.com | Positive Psychology https://positivepsychology.com/mindfulness-for-children-kids-activities/ |
| Calm (app available also) https://www.calm.com/schools | Teach, Train, Love http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/ |

Social Emotional Development Resources:

| | |
|---|--|
| Social and Emotional Foundations for Early Learning: http://csefel.vanderbilt.edu/resources/family.html | A Parent Guide to Supporting Your Child's Social and Emotional Development at Home: https://static.virtuallabschool.org/atmt/social/FC.Social_3.PreschoolDev_A1.NYCParentGuideSocialEmotional.pdf |
|---|--|

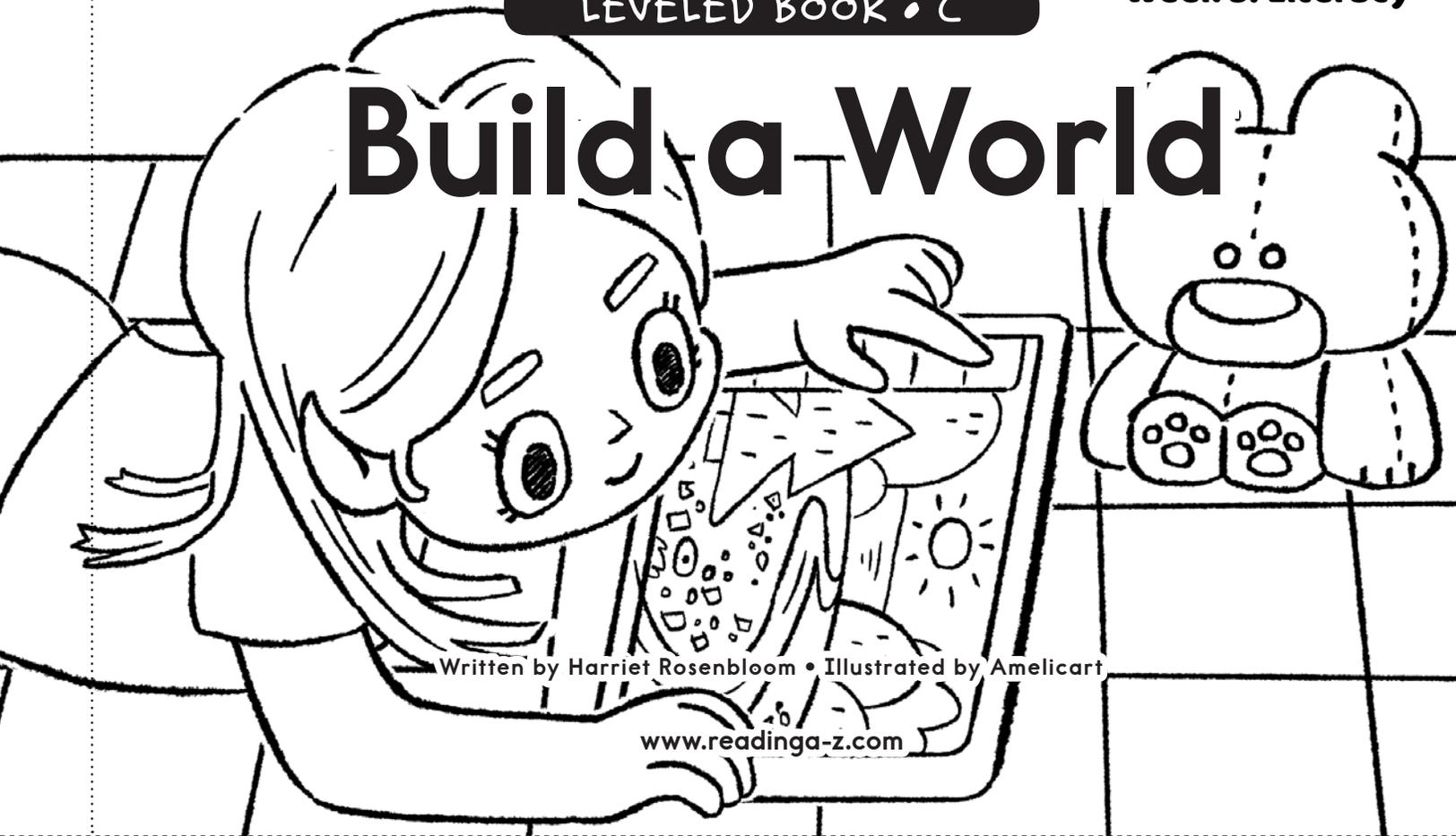
Reading Response Choice Board Weeks 3-4

Use your Draw/Write Journal to record your responses.
Cross out your choice so you don't use it again.



| | | |
|---|---|---|
| <p>Choice 1</p> <p>Make a predication about what could happen in a next book.</p> | <p>Choice 2</p> <p>If you could change one thing about the story what would you change?</p> | <p>Choice 3</p> <p>Draw a picture and tell about who was your favorite character in the story.</p> |
| <p>Choice 4</p> <p>Draw a new ending to the story.</p> | <p>Choice 5</p> <p>If you were a character in the story, what would you do?</p> | <p>Choice 6</p> <p>What is something you learned from the story?</p> |
| <p>Choice 7</p> <p>What other story did this story remind you of?</p> | <p>Choice 8</p> <p>Look at the pictures of the story. Tell about what is the same in all the pictures.</p> | <p>Choice 9</p> <p>Draw and write about the main character in the story.</p> |
| <p>Choice 10</p> <p>If you were to tell a friend about this story, what would you tell them?</p> | <p>Choice 11</p> <p>Draw and write about your favorite part of the story.</p> | <p>Choice 12</p> <p>Compare this story to the story you read yesterday. How is it the same? How is it different?</p> |

Build a World



Written by Harriet Rosenbloom • Illustrated by Amelicart

www.readinga-z.com

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.

**Reading A-Z**

Visit www.readinga-z.com for thousands of books and materials.



Written by Harriet Rosenbloom
 Illustrated by Amelicart

www.readinga-z.com

Focus Question

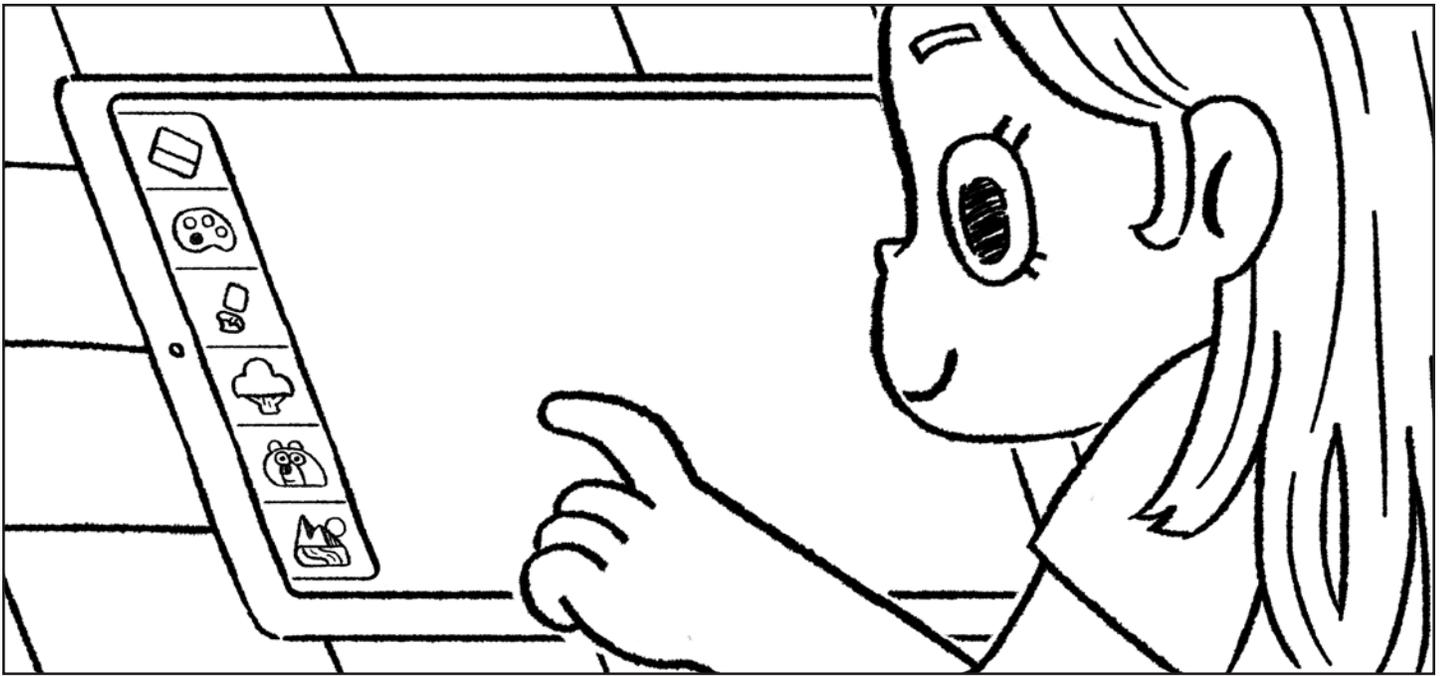
What is in the child's world?

| | |
|-------------------|-----|
| LEVEL C | |
| Fountas & Pinnell | C |
| Reading Recovery | 3-4 |
| DRA | 3-4 |

Correlation

Build a World
 Level C Leveled Book
 © Learning A-Z
 Written by Harriet Rosenbloom
 Illustrated by Amelicart
 All rights reserved.
www.readinga-z.com

| | |
|---------------|-------|
| build | empty |
| clouds | world |
| friends | water |
| Words to Know | |



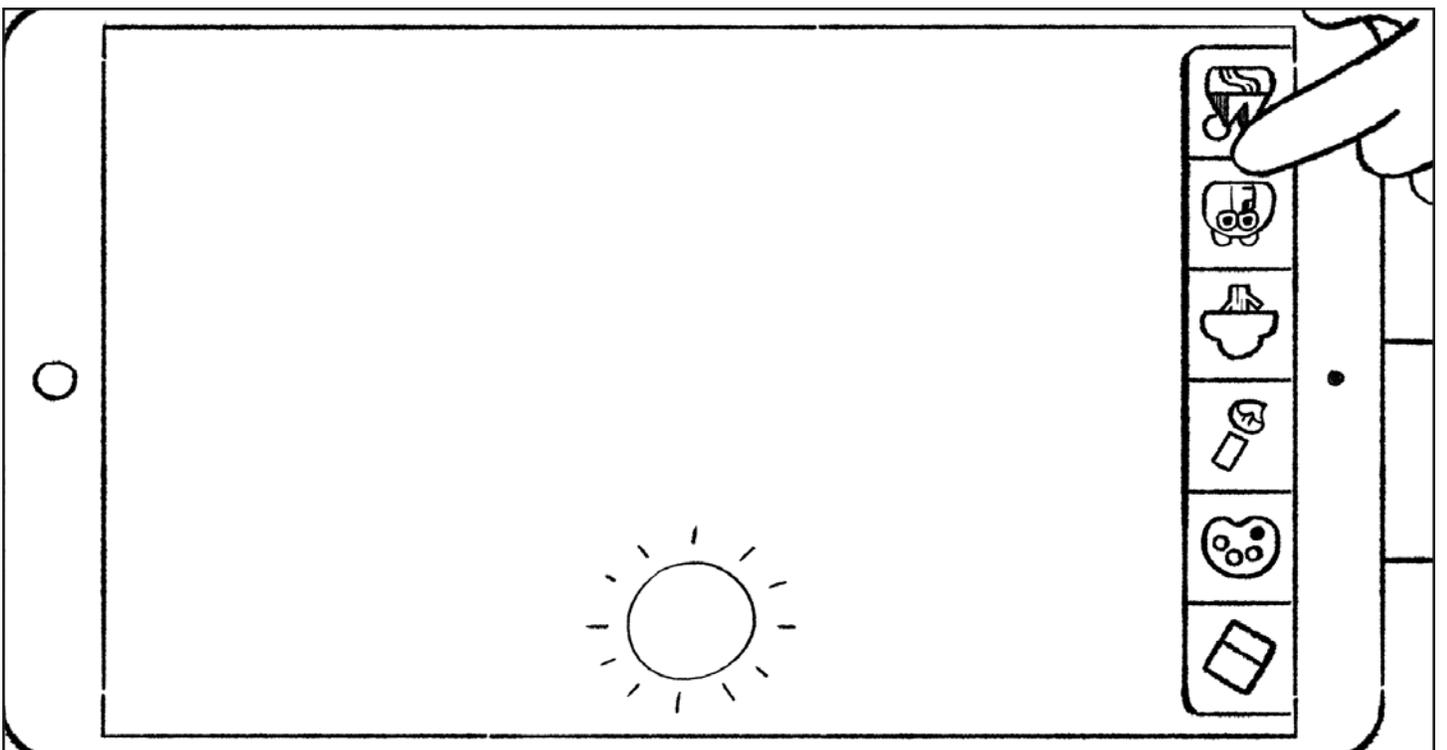
My world is empty when I start.
I will build a world that is full.

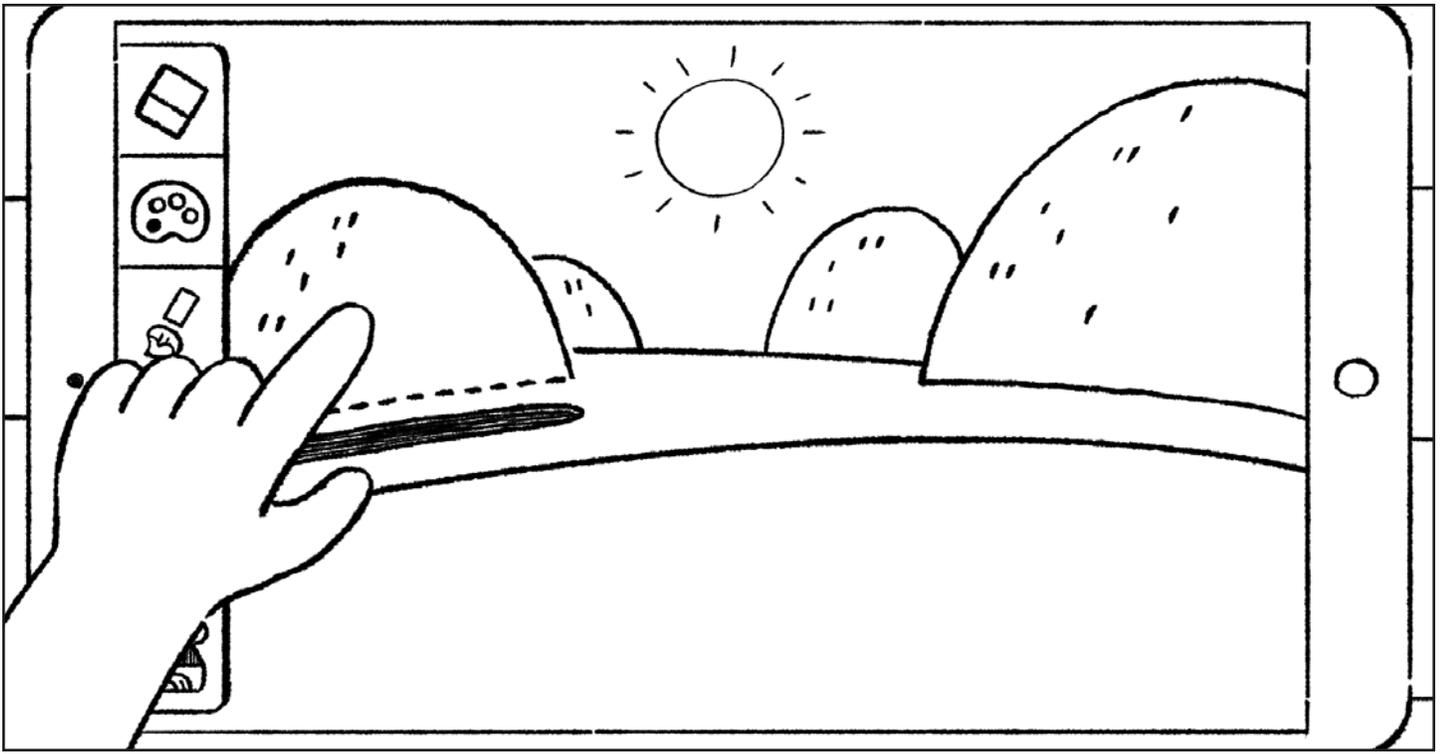
Build a World • Level C

3

I add a sun to my world.

h





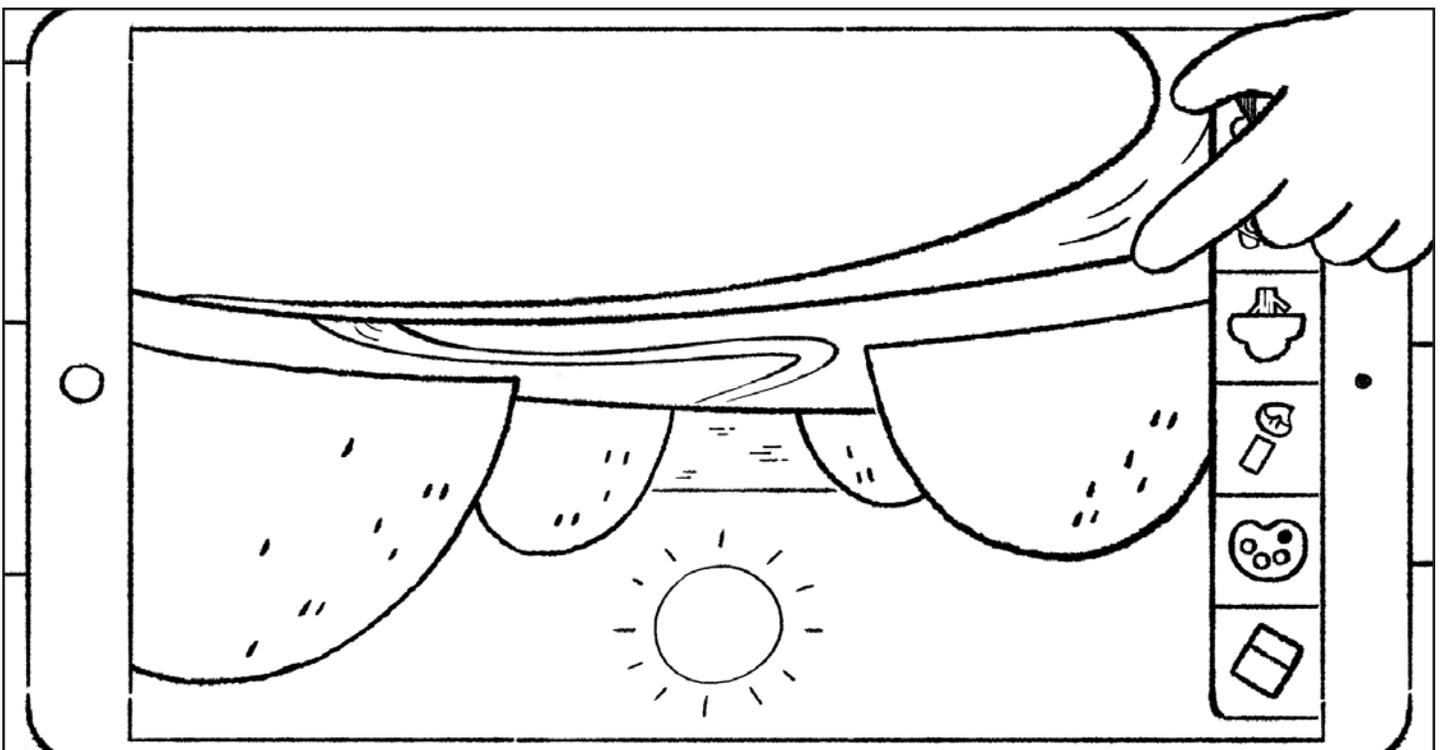
I add hills to my world.

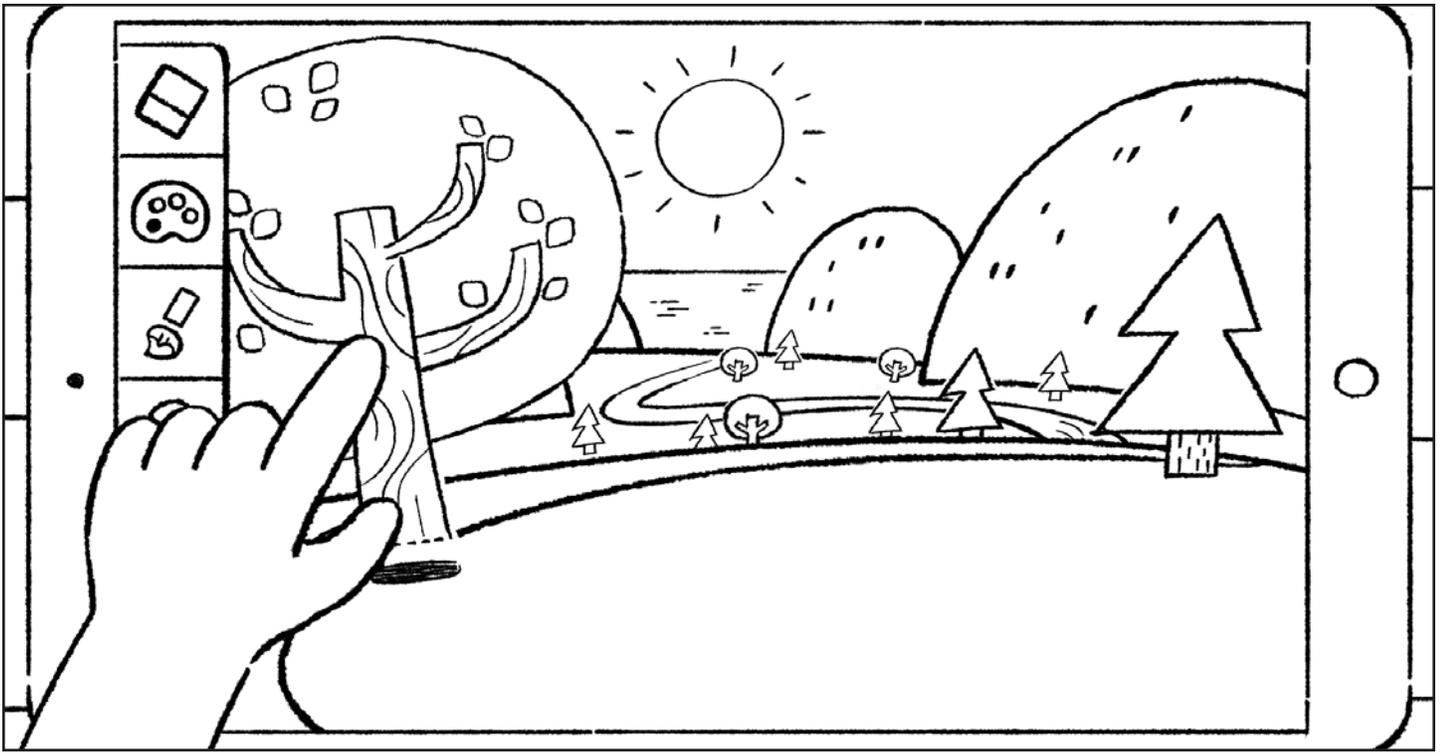
Build a World • Level C

5

I add water to my world.

9





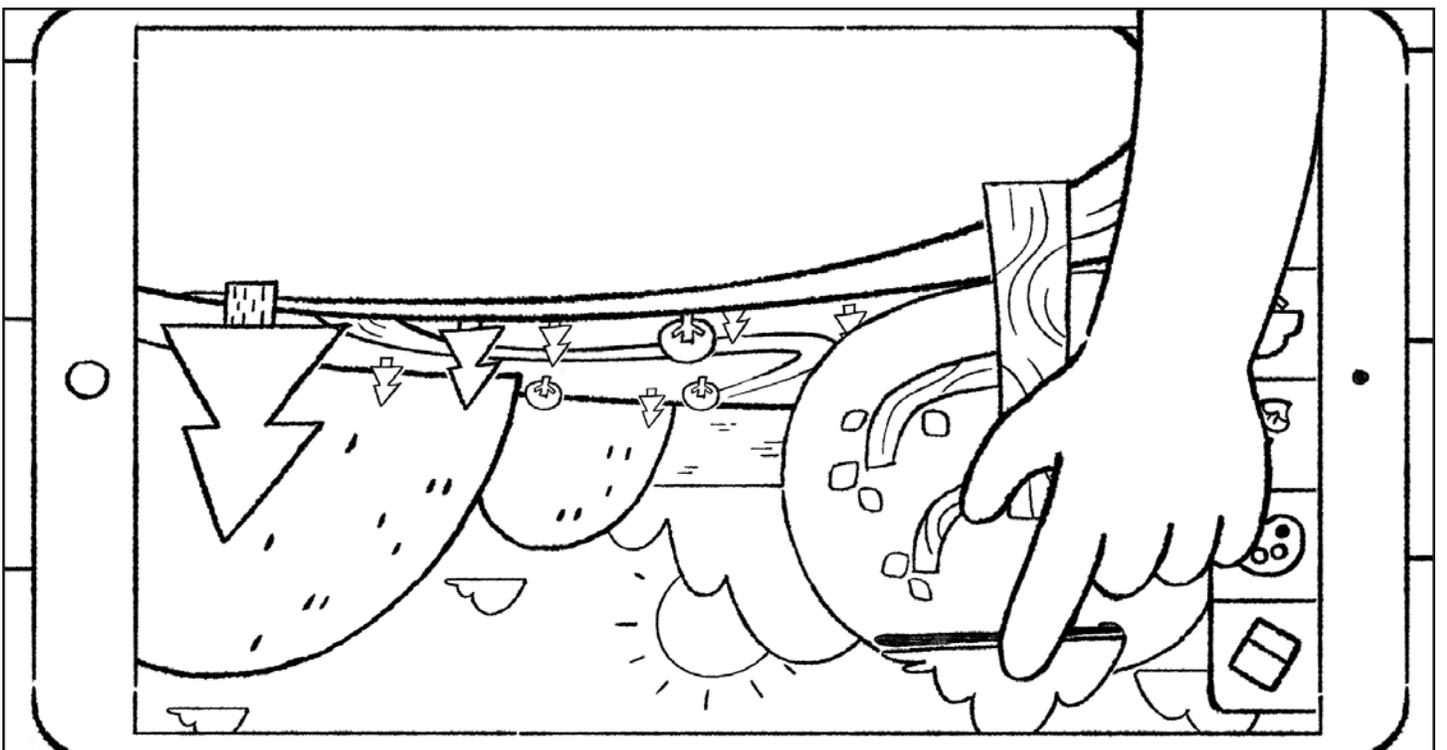
I add trees to my world.

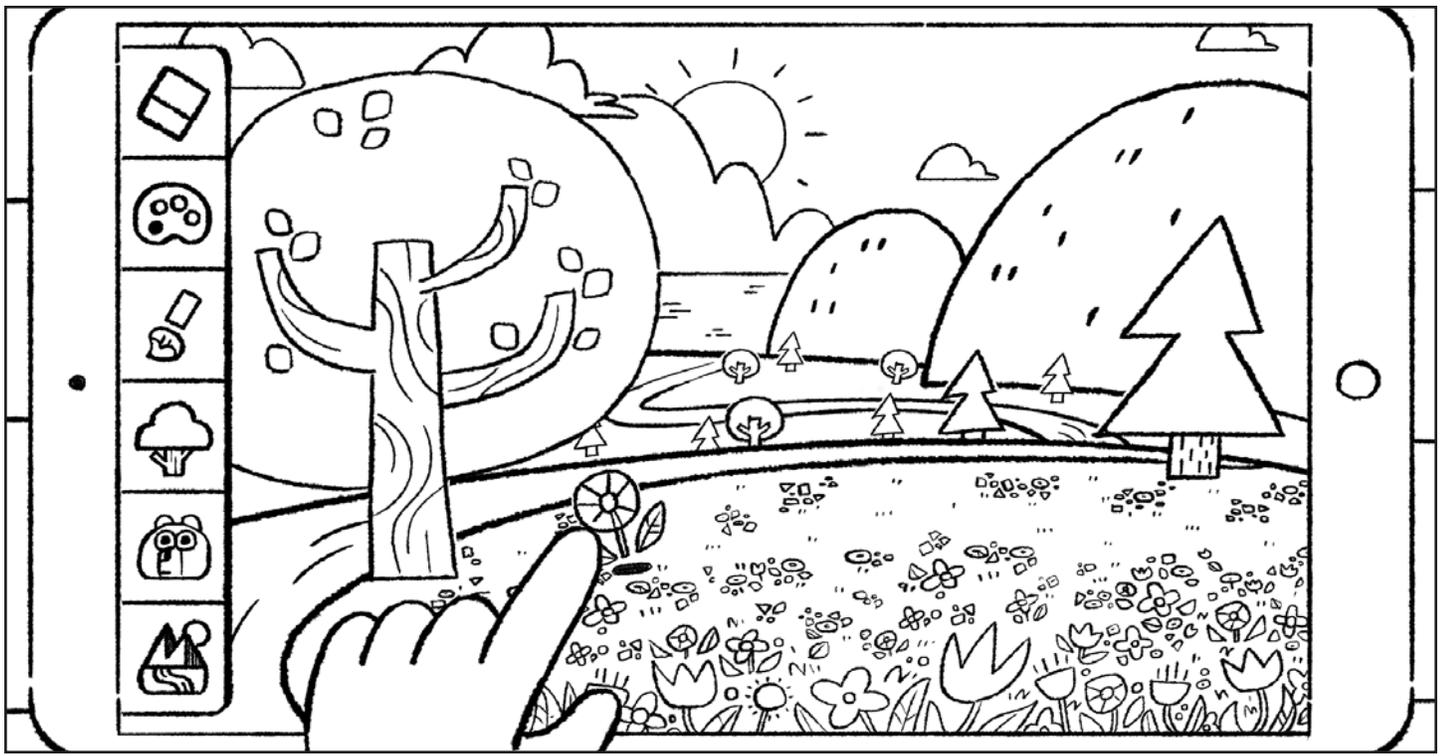
Build a World • Level C

7

8

I add clouds to my world.

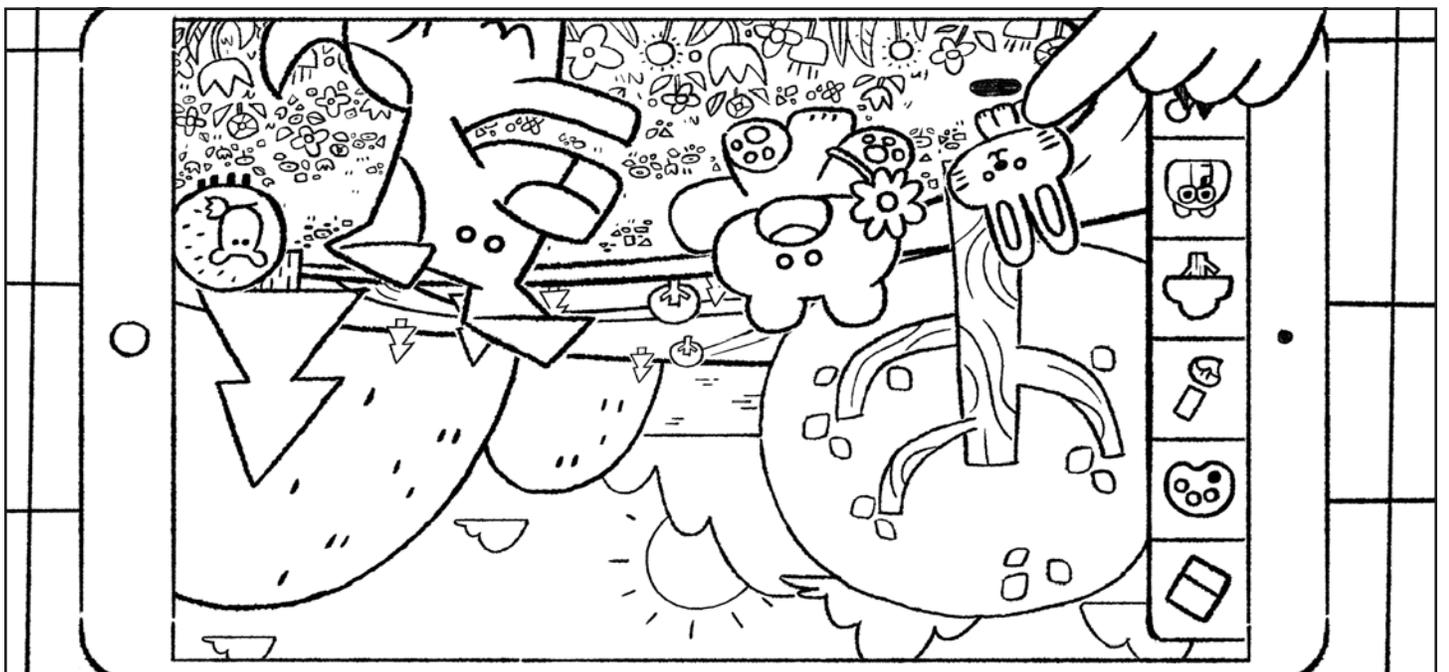




I add flowers to my world.

Build a World • Level C

9



I add friends to my world.
We like it here!

10

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.



Mary Had a Little Lamb

★ 3 ★

★ 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).

Earning, Spending, and Saving



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.

Name: _____ Date: _____

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?



saving



spending

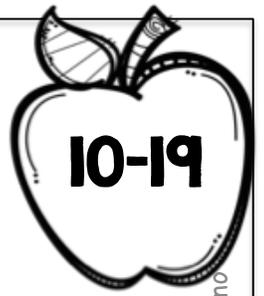
5. What does it mean to earn money?

Earning money means getting money for doing _____.

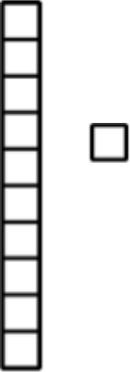
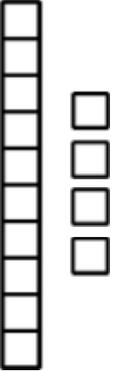
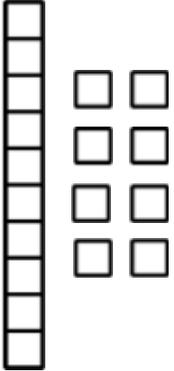
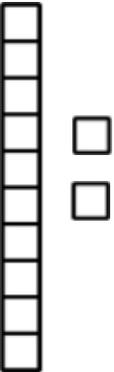
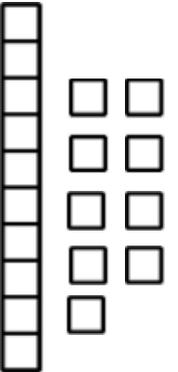
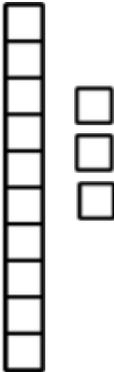
6. What did you learn from "Earning, Spending, and Saving"?

7. Draw a picture of someone saving money.

Name _____

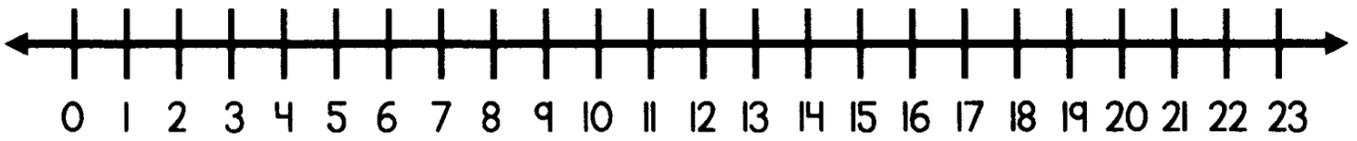


Directions: Cut and glue the numbers into the matching boxes.

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

©ECampisano

| | | | | |
|----|----|----|----|----|
| 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 |



Name _____

$7 + 3 = \underline{\quad}$

$8 + 4 = \underline{\quad}$

$2 + 9 = \underline{\quad}$

$2 + 5 = \underline{\quad}$

$1 + 8 = \underline{\quad}$

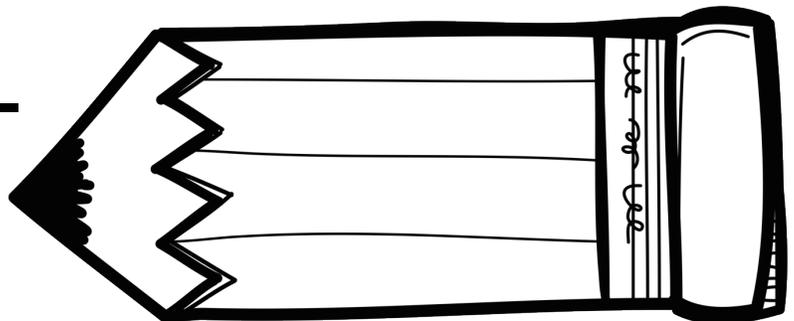
$6 + 7 = \underline{\quad}$

$4 + 3 = \underline{\quad}$

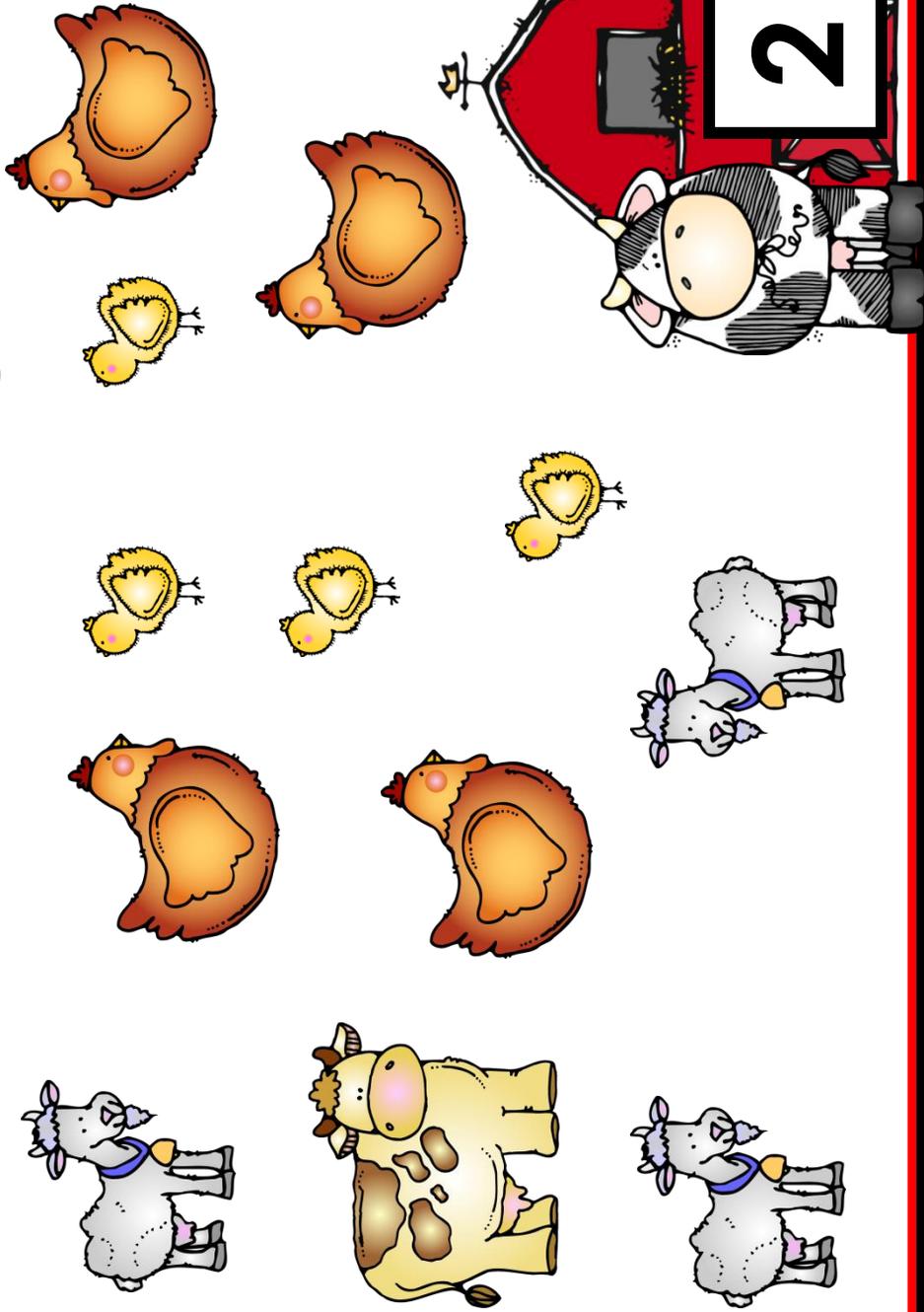
$3 + 4 = \underline{\quad}$

$1 + 0 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

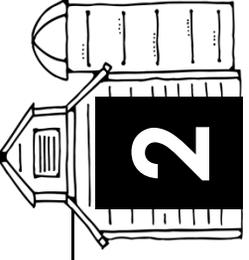


Farm Data



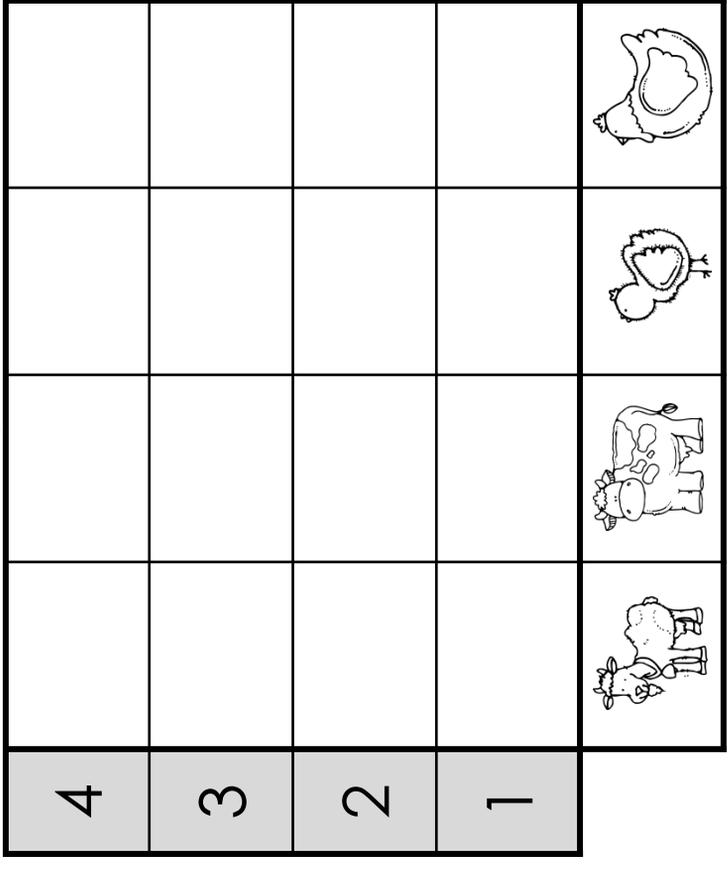
Name: _____

Date: _____



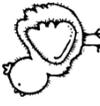
My Farm Animal Data Graph

Color in the bar graph.



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

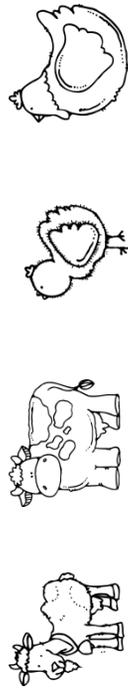
 _____

 _____

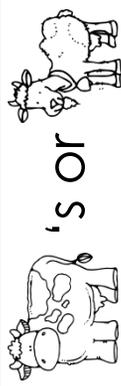
 _____

 _____

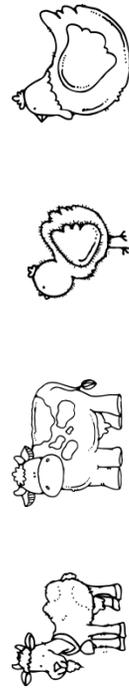
What animals have equal amounts?



Are there more _____ 's or _____ 's ?



Which animal is there the least of?

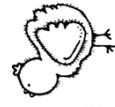


What is the sum of the _____ 's and _____



How many animals are there in all?

the _____ 's ?





Name _____



$$5 - 1 = \underline{\quad}$$



$$3 - 3 = \underline{\quad}$$



$$10 - 2 = \underline{\quad}$$



$$7 - 4 = \underline{\quad}$$



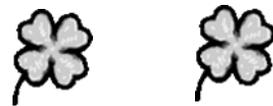
$$3 - 2 = \underline{\quad}$$



$$8 - 5 = \underline{\quad}$$



$$6 - 3 = \underline{\quad}$$



$$2 - 1 = \underline{\quad}$$



$$4 - 1 = \underline{\quad}$$



$$9 - 2 = \underline{\quad}$$

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. $2 - 0 =$ _____

Art & Music K Week 3 & 4

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
4. <https://www.leonardoda-vinci.org/the-complete-works.html?pageno=2>
5. Week 4 Van Gogh Museum, Amsterdam <https://www.youtube.com/watch?v=PX3WSaAfLOA> for read along book on Van Gogh
6. <https://www.vangoghmuseum.nl/en/we-bring-the-museum-to-you#1>
7. <https://vangoghmuseum.nl/en/whats-on/we-bring-the-museum-to-you/van-gogh-at-home-for-children>
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

| Monday | Tuesday | Wednesday | Thursday | Fri |
|------------------------------|--------------------------------------|---------------------------------|-------------------------------|----------------------|
| Art Da Vinci worksheet | Music Roll a rhythm & drumming | Art Da Vinci museum visit | Music Homemade PanFlute | Art Photo Journal |

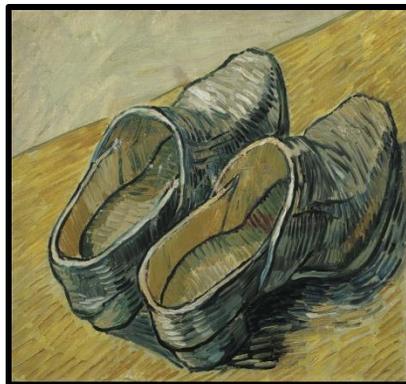
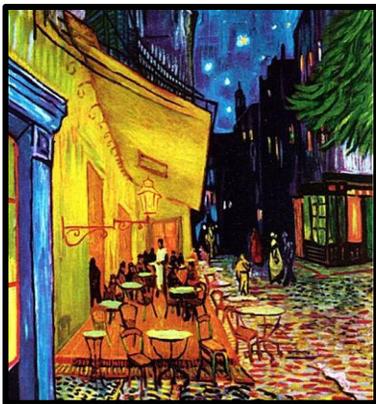
Week 4

| Monday | Tuesday | Wednesday | Thursday | Fri |
|------------------------------|--------------------------------------|---------------------------------|---------------------------------|----------------------|
| Art Van Gogh worksheet | Music Roll a rhythm & drumming | Art Van Gogh Museum visit | Music Homemade Tambourine | Art Photo Journal |

Name _____

Painting Match Up

Write the name of each painting in the box below it
OR Cut and Paste in your notebook



A Pair of
Shoes

Sunflowers

Irises

Café Terrace
at Night

Vase with Red
Poppies

The Starry
Night

Name _____

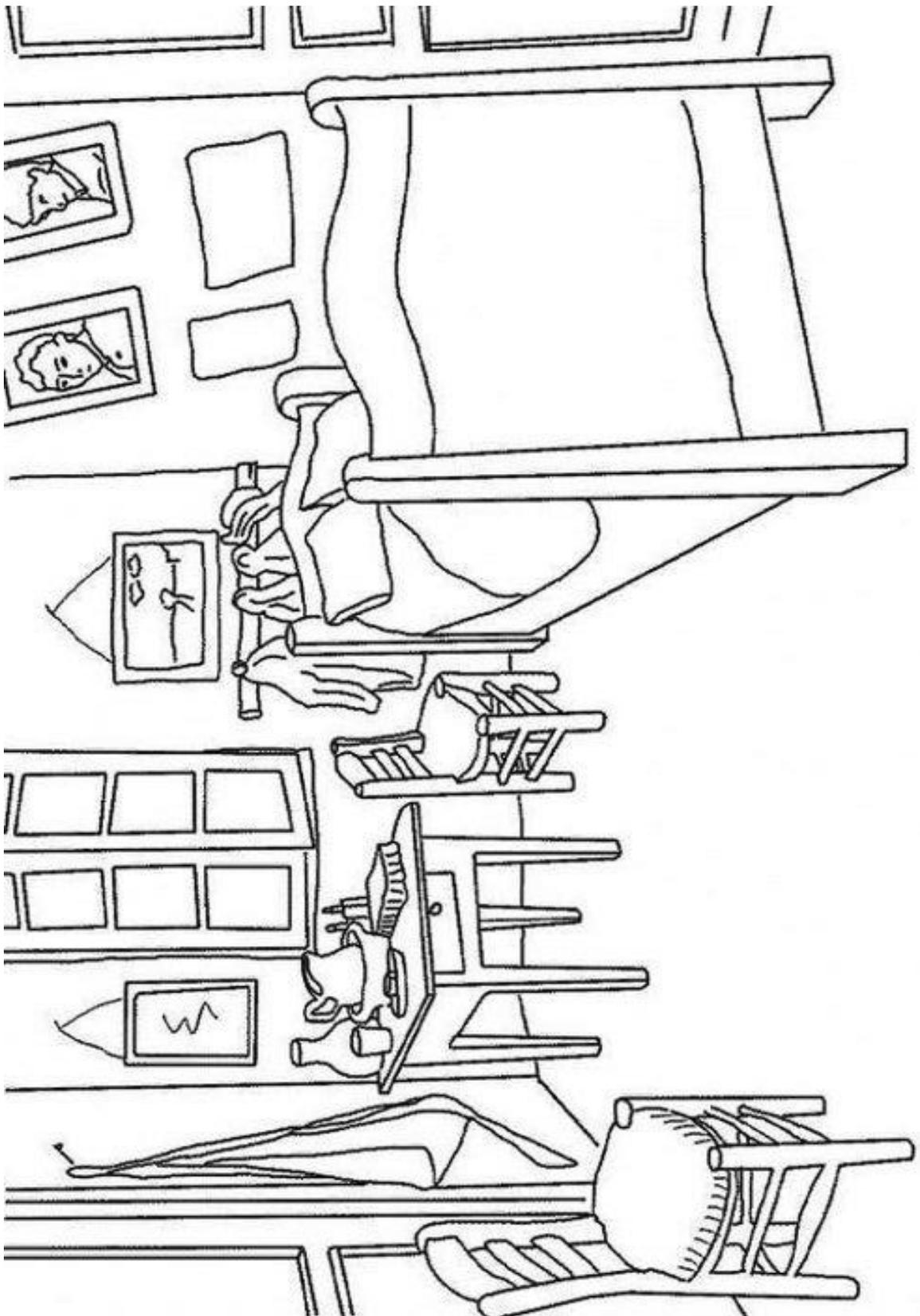
Word Search

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 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
starry
night
Paris
bedroom

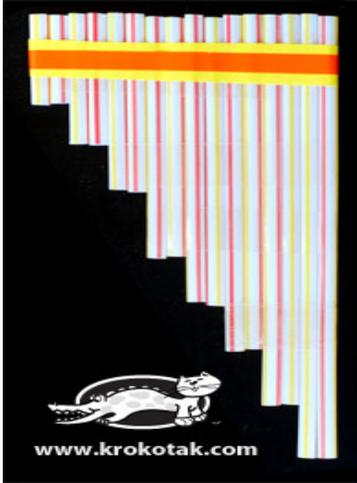
cafe
sunflowers
Theo
charcoal
famous

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.



Name: _____

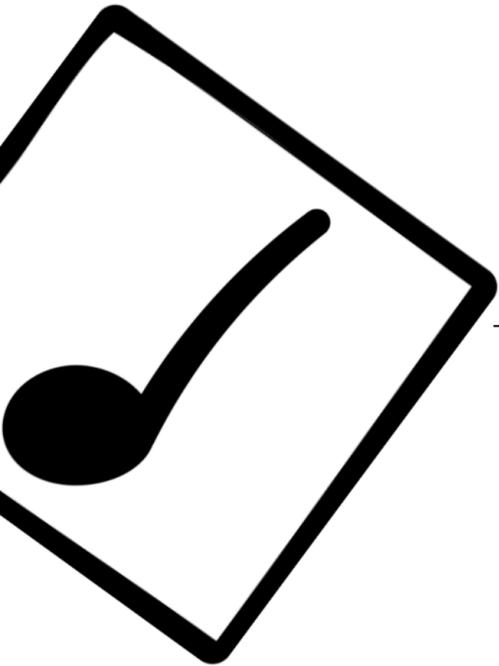
Class: _____

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





Name: _____

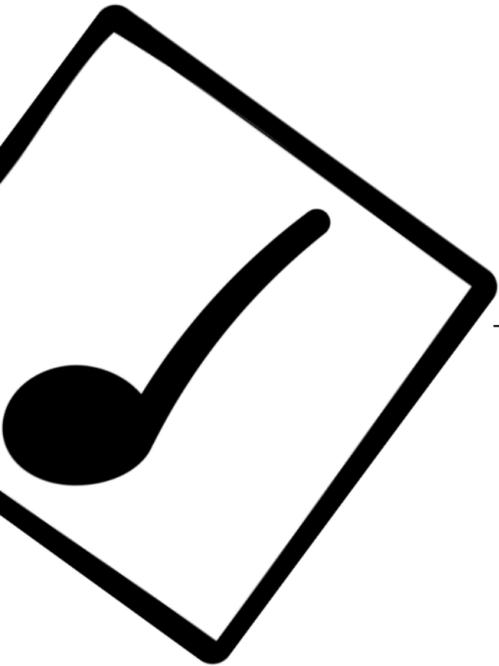
Class: _____

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.

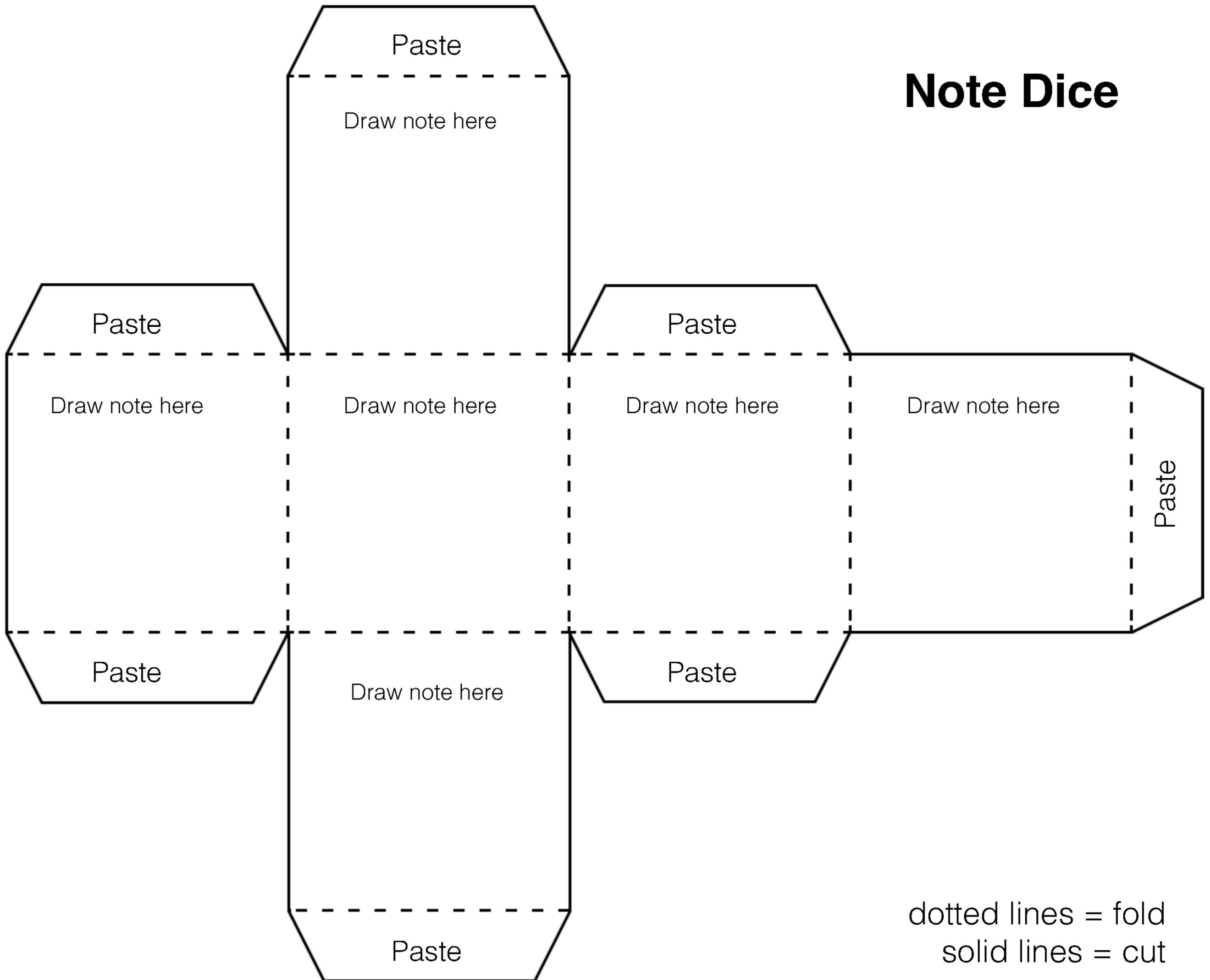


4
4





Note Dice



dotted lines = fold
solid lines = cut