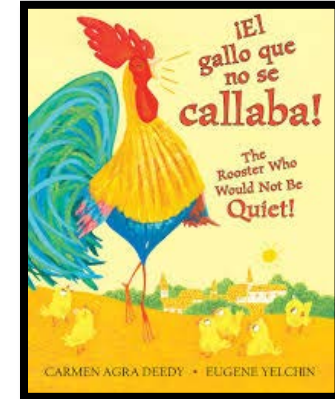
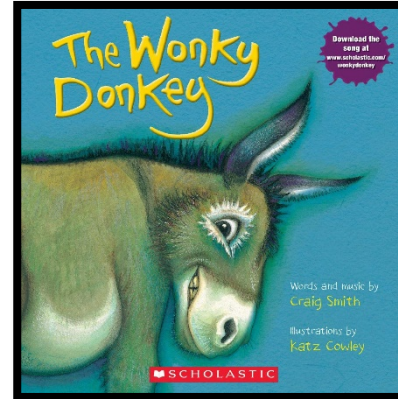




Heritage Elementary Kindergarten Outreach Learning

March 25 - 27, 2020

Click on our picture for a message from your principals and the books to listen to our read alouds:



If your child receives Special Education, Section 504, or Dyslexia services, services will be addressed weekly by your child's teacher via email.
++ Si su hijo recibe servicios de Educación Especial, Sección 504 o Dislexia, los servicios serán dirigidos semanalmente por el maestro de su hijo por correo electrónico.

KINDERGARDEN TEACHER CONTACT HOURS: 8:00-11:00 and 2:00-4:00

HORAS DE CONTACTO PARA LAS MAESTRAS DE KINDERGARDEN: 8:00-11:00 y 2:00-4:00

If there are any questions, please feel free to email your child's teacher at:

Si tiene preguntas, envíe un correo electrónico al maestro de su hijo a:

ADAMSAN@LPISD.ORG

ADAMS

ALVAREZMA@LPISD.ORG

ALVAREZ

MOOREL@LPISD.ORG

MOORE

SERRANOJ@LPISD.ORG

SERRANO

Grades

Assignments for the week of March 25 – 27, 2020 are due on Monday, March 30, 2020 by 8:00 a.m.

Las asignaciones para la semana del 25 - 27 de marzo de 2020 se entregan el lunes 30 de marzo de 2020 a las 8:00 a.m.

Reading/Language Arts

HMH: Into Reading/¡Arriba la Lectura!

Reading

Objective(s): I can/will identify characters, setting, and main events in a fiction story. I can/will retell a story. ++ Puedo/identificaré personajes, escenarios y eventos principales en una historia de ficción. Puedo volver a contar una historia.

ELPS: 2I, 4G

Weekly Activities: Listen to the story and identify the story elements (setting, characters, and main events) in story. ++ Escuche la historia e identifique los elementos de la historia (escenario, personajes y eventos principales).

Accommodations/Modifications (Special Education and Section 504

Students): verbally retell the story and identify the story elements with assistance ++ verbalmente contar la historia e identificar los elementos de la historia con ayuda

Assessment(s) / Evaluación(es):

Activity: create a story map - can be with pictures only or with both pictures and words ++ crear un mapa de la historia - puede ser sólo con imágenes o con imágenes y palabras

Email a picture(s) on the remind app or Upload a picture(s) onto seesaw. ++ Envíe por correo electrónico una(s) imagen(es) en la aplicación de recordatorio (remind) o cargue una(s) imagen(es) en

Mathematics

[Pearson enVision Mathematics \(English/Español\)](#)

Objective(s): I can/will observe and locate 3 D shapes and name that shape ++ Puedo localizar formas de 3 dimensionales y decir el nombre de la forma

ELPS: 1A, 1C, 2E, 3E, 3F

Weekly Activities / Actividades:

1). Students can walk outside or in the house looking for these 3 D shapes: cone, cube, cylinder, and sphere. Make a list of the shapes that you find and tell me which one is your favorite and why. ++ Los estudiantes pueden caminar afuera o en la casa y buscar estas formas de 3D: cono, cubo, cilindro y esfera. Haz una lista de las formas que encuentres y dime cuál es tu favorita y por qué.

2). Students will make their favorite 3 D shape out of play doh and write two properties of that shape (how many sides, how many faces, and how many vertices). ++ Los estudiantes harán su forma favorita de 3D de plastelina (play doh) y escribe dos propiedades de esa forma (cuántos lados, cuántas caras y cuántos vértices).

3. Students will separate 3 D Shapes in one group and 2 D shapes into another group. ++ Los alumnos separarán las formas de 3D en un grupo y las formas de 2D en otro grupo.

Accommodations/Modifications (Special Education and Section 504

Students): Draw a picture of your favorite 3-d shape. ++ Dibuja un dibujo de tu forma de 3D favorita.

Assessment(s): You can take a picture of your child's work and e-mail their completed work to their teacher. ++ Tome una foto del trabajo de su hijo y envíe por correo electrónico a su maestra.

Reading/Language Arts (continued)

Writing: Creative story writing with a beginning, middle and end ++ Escritura de historias creativas con un principio, medio y un final

Objective(s): Sequence the beginning, middle, and end of a creative story. Describe the character and setting in a creative story using complete sentences. ++ Secuenciar el principio, el medio y el final de una historia creativa. Describa los personajes y el escenario de una historia creativa utilizando oraciones completas.

ELPS: 2H, 3G, 4J

Weekly Activities/ Actividades: Think about the fun you've been having outside. Connect that with the 5 senses you know about: See, Hear, Taste, Touch and Smell. Use these to create a story about a time you were outside. ++ Piensa en el tiempo divertido que has estado pasando afuera. Conecta eso con los 5 sentidos que conoces: Ver, Oír, Saborear, Tocar y Oler. Utilízalos para crear una historia sobre un momento en el que estuviste fuera.

Accommodations/Modifications (Special Education and Section 504 Students): Draw and Label a picture of you outside. ++ Dibuja y marca una foto de ti afuera.

Assessment(s) / Evaluación(es):

Email a picture(s) on the remind app or Upload a picture(s) onto seesaw. ++ Envíe por correo electrónico una(s) imagen(es) en la aplicación de recordatorio (remind) o en seesaw

Reading/Language Arts (continued)

Phonics:

Objective(s): I can read and write 10 sight words ++ Puedo leer y escribir 10 palabras de vista

ELPS: 2A, 3A, 3D

Weekly Activities/ Actividades: Practice these 10 sight words ++ Practica estas 10 palabras de vista:
some, here, put, get, by, up, be, him, she, day

Rainbow Write- use different colors to write the sight words. ++ Escriba el arco iris- utilizar diferentes colores para escribir las palabras de vista.

Hopscotch spots- make hopscotch squares and put the sight words in them, as you hop, say the word ++ haga cuadrados de la rayuela (hopscotch) y ponga las palabras de vista en ellos, cuando saltas diga las palabras

Sight word hide and seek- hide these sight words around the room and have children find and say the word. ++ Esconde y busca las palabras alrededor de su habitación y haz que el niño encuentre y diga la palabra.

Accommodations/Modifications (Special Education and Section 504

Students): Have children repeat the sight word after you. ++ Pida a los niños que repitan la palabra después de usted.

Assessment(s) / Evaluación(es): Record yourself saying the sight words or upload a seesaw video where you build and say the sight words. ++ haga un video del niño diciendo las palabras y envíe por correo electrónico o por la aplicación de recordatorio (remind) o en seesaw

Science

STEMscopes (English/Español) Plant and Animal Characteristics ++

Características de plantas vegetales y animals K.10B

Objective(s): observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit. ++ observar los cambios que forman parte de el ciclo de vida simple de una planta: semillas, plántulas, plantas, flores y frutas [K.10D]

ELPS: 1a; 1c; 2e; 3e; 3f

Weekly Activities / Actividades:

1) Walk outside. Plants are made up of parts including roots, stems, and leaves. Can you find the roots, stems, and leaves on the plant you found? ++ Caminar fuera. Las plantas se componen de partes incluyendo raíces, tallos y hojas. ¿Puedes encontrar las raíces, tallos y hojas en una planta que encuentrestes

2) Why do you think plants need roots, stems, leaves? ++ ¿Por qué crees que las plantas necesitan raíces, tallos, hojas? Watch the video - mira el video en brainpopjr <https://jr.brainpop.com/science/plants/partsofaplant/>
Draw and label a plant and it's parts ++ Dibuja y marca con etiquetas una planta y sus partes.

Username: hrelpisd

Password: lpisd

Accommodations/Modifications (Special Education and Section 504

Students): Use the Writing Science picture on seesaw and fill in the blanks. ++ Utilice la imagen de Ciencia de escritura en seesaw y rellene los espacios en blanco. <https://app.acceleratelearning.com/scopes/14799/elements/662101>

Assessment(s)/ Evaluación(es):

Send a picture on remind to your teacher of the activities you did. ++ Tome una foto de las actividades y envíelas a su maestro usando el sitio remind.

Social Studies

StudiesWeekly (English/Español)

Objective(s): identify jobs in the home, school, and community. ++ identificar trabajos en el hogar, la escuela y la comunidad [K.7A]

ELPS: 1A; 1C; 2F; 2G

Weekly Activities / Actividades:

1) View Week 26 using Clever: Jobs People Do (Texas Kindergarten Studies Weekly online). ++ Mira la semana 26 usando Clever: Trabajos que realizan las personas

2) draw a picture of a job you do at home or at school ++ haga un dibujo de un trabajo que haces en la casa o en la escuela

Accommodations/Modifications (Special Education and Section 504 Students): There is an option to listen to or read captions on each page. Choose 5 out of the 9 articles to watch.











Assessment(s) / Evaluación(es):

Draw a picture of a job you do at home and a job you do at school. Take a picture of your drawing and send to teacher on Remind, seesaw or email. enviar una imagen de su dibujo a través de Remind o por correo electrónico.

Music	Physical Education
<p>Music Office Hours: 8:30-10:30; 1:30-3:30 Email Ms. Lupold: lupoldj@lpsd.org</p> <p>Objective(s): Parents will assist Students to log on and register on the Quaver Music website using the instruction document sent from Ms. Lupold. Once logged in, students will familiarize themselves with activities, creatives, virtual instrument performances, digital Music Books and more as they explore the different applications offered through Quaver Music online learning platform. With the help of family members, students will go on a Scavenger Hunt to locate items around their home on which they can create homemade instruments on which to 'make music' from home.</p> <p>ELPS: Lessons on Quaver Music are illustrated and self-paced. Students have the opportunity to move through lessons and repeat lessons so they understand the expectations and are successful. Easy Reset and/or 'go back' options provide multiple chances to re-do a lesson or activity.</p> <p>Weekly Activities: Using the applications in Quaver Music, explore how to create digital music compositions, body percussion patterns to follow, apply music knowledge through games and challenges.</p> <p>Assessment(s): Students will have conversations with family members about their experiences with Quaver Music and what they discovered with online music learning. Parents can choose to send photos or lists of their results from the Musical Instrument Scavenger Hunt at home.</p>	<p>PE Office Hours: 9:00-11:00; 1:00-3:00 Email Ms. Hatfield: hatfieldt@lpsd.org</p> <p>Objective(s): Describe and select physical activities that provide opportunities for enjoyment and challenge. Cardiovascular endurance, Upper body, abdominal and legs' muscles' strength and endurance. Rhythm, timing, body coordination, travelling in different ways without falling, demonstrate clear contrast between slow and fast movement when travelling.</p> <p>ELPS: Listen to and derive meaning from variety of media such as audio, videos and pictures to build and reinforce concepts and language.</p> <p>Weekly Activities: Daily Exercise from P.E. Menu and List of daily chores – see below</p> <p>Assessment(s): Student's Self Evaluation by explaining to their parents, siblings or any family member if they demonstrate "Excellent", "Good Job" or "Needs Improvement" or Completion of Daily Workout.</p>

Each day you can choose your workout! Pick one of the daily exercises or choose an exercise to do from the daily chores list on the bottom.

Stay Fit! And Be Active!

<p>Monday</p> <p>Run 5 laps around your house outside</p> <p>OR</p> <p>Wall Sit and Read when get tired stand and do it again</p> 	<p>Tuesday Kids Work Out</p>  <p>OR</p> 	<p>Wednesday Full Body Work Out</p>  <p>OR</p> <p>Super Heroes Work Out</p> 	<p>Thursday 20 Push-Ups</p>  <p>and 20 Mountain Climber</p>  <p>OR</p> <p>Plank as long as you can</p> 	<p>Friday Zumba for Kids</p>  <p>OR</p> <p>Line Dance Cha Cha Slide</p> 
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Daily Choices:

- Run up and down your stairs for 10 minutes
- Vacuum or Mop the entire house
- 30 Jumping Jacks
- Dust all the Windows and Furniture
- Built a Fort
- Create an indoor obstacle course
- Take a Family Walk or Ride Bike for 20 minutes

Quaver Log on Instructions (You do not need a QuaverCode)

If asked With Flash or Without Flash – **Choose Without Flash.**

1. Visit **QuaverMusic.com**. Click the **LOG IN** button.



2. You will be brought to the login page. Type in the following login information:

My QuaverName: LaPorte2020

My Password: LaPorte2020



3. Boom-Chicka-Boom! You should now be on the Quaver Student Dashboard, enrolled in our **Music at Home 2020** class. From here, students can explore Student Interactives, Creatives, and more! Click the **Assignments** button to access self-guided activities and resources curated by the Quaver team to help students continue their music learning at home!

