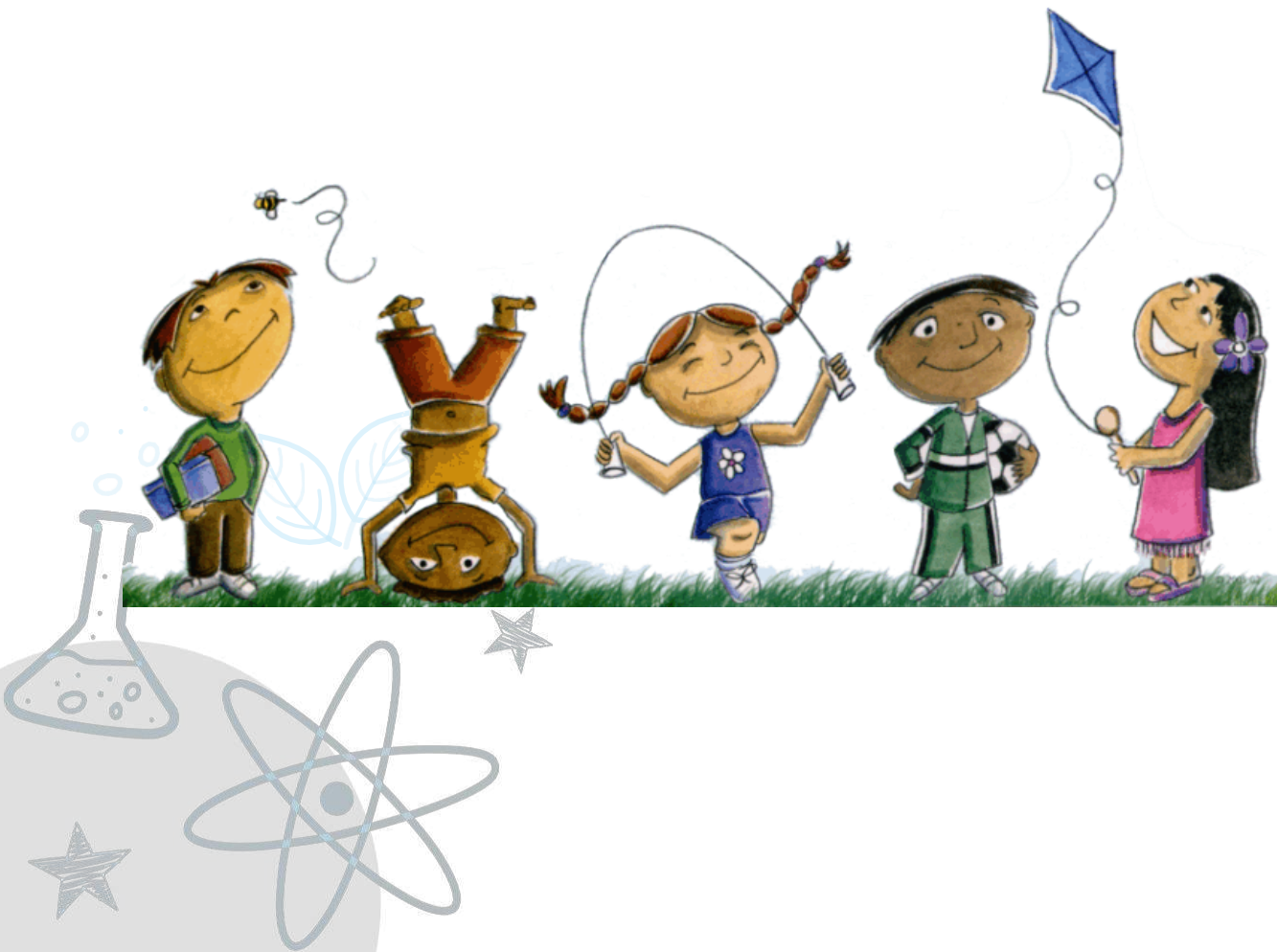


Continuous Learning

Weeks May 11 & 18, 2020

Grades K-2



Welcome!

This is your packet for weeks of May 11 & 18. You can print this packet directly from the site or pick up a packet from one of the lunch sites that are on Fridays from 8:00 am to 12:00 pm.

Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child's school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child's school. Please contact your child's school for the dates and times to drop off your child's work.

If you need additional resources to support virtual learning, please visit: <https://www.slps.org/extendedresources>

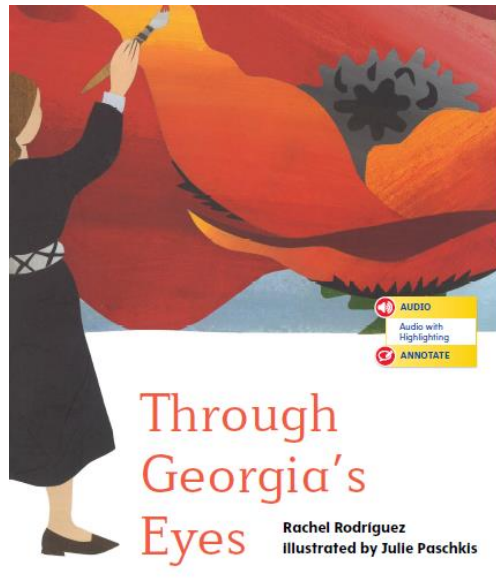
If you have any questions or concerns please contact your child's teacher or myself (esther.palsenberger@slps.org) 314-779-5939

Thank you and enjoy a great learning day!

Esther Palsenberger, Ed.D.
ELA Curriculum Specialist



Literacy Activities
Week of May 11
Grades K-2



Directions: This week you will be reading “**Through Georgia’s Eyes**”. Throughout the week, you will be referring back to the story to help you answer questions. You will also learn strategies to help you know the meaning of unknown words and review high-frequency words that focuses on spelling patterns. If you are using an iPad or laptop, you can fill in the answers into the pages.

****Parents:** Assist your child as needed by reading the story to them or helping them to write the responses. Allow the students to respond on their own.

Day of the Week	Objective(s)	Pages
Monday	<ul style="list-style-type: none"> Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance when needed. Use appropriate fluency when reading grade-level text. 	26-51
Tuesday	<ul style="list-style-type: none"> Respond using newly acquired vocabulary as appropriate. Use text evidence to support an appropriate response. 	52-54
Wednesday	<ul style="list-style-type: none"> Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. Use text evidence to support an appropriate response. 	55-57
Thursday	<ul style="list-style-type: none"> Identify action words. Spell words using sound-spelling patterns. 	58-60
Friday	<ul style="list-style-type: none"> Edit drafts using standard English conventions, including past and present verb tense. 	60-63

Through Georgia's Eyes

Preview Vocabulary

You will read these words in *Through Georgia's Eyes*.

amaze

memory

wonder

discovers

Read

Look at the pictures and think about the type of text this is. Make a prediction.

Read to learn about Georgia's life and work.

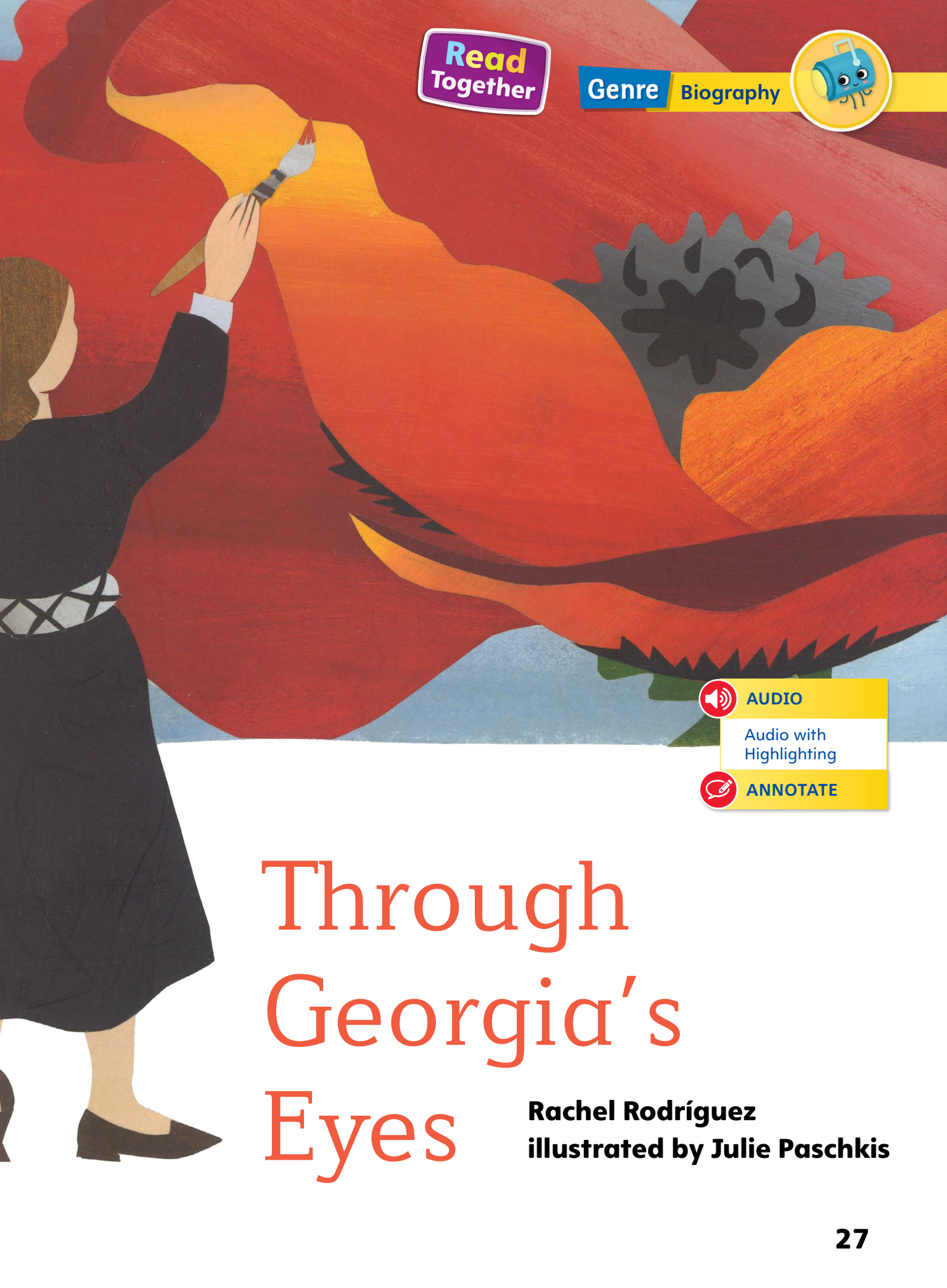
Ask questions about confusing parts.

Talk about what you learned from the text.

Meet *the* Author



Rachel Rodríguez always wanted to be a writer. She loves art and nature. She enjoys biking from her San Francisco home through Golden Gate Park.



AUDIO

Audio with
Highlighting



ANNOTATE

Through Georgia's Eyes

Rachel Rodríguez
illustrated by Julie Paschkis

SUN PRAIRIE, WISCONSIN, 1887



Georgia's first memory:

She will always remember
these colors and the brightness
of light—light all around.



VOCABULARY IN CONTEXT

Underline the word that helps you understand what the word **memory** means.

Soon Georgia runs and plays games with her brothers and sisters. Her father gives her sweets and plays Irish tunes. Her mother reads stories and cares for the younger children. Everyone works hard on the farm.



Georgia roams the prairie.
The trees and land keep her
company. Pencil and sketch
pad comfort her. She discovers
she likes to be alone.

Seasons melt into seasons
on her family's farm. Georgia
struggles to show on paper
what she sees.





At twelve, she takes painting lessons. She tells her friend, “I am going to be an artist.” But in 1899 only boys become artists. A girl wishing to be one is scandalous.

Georgia sees life differently.
She paints and paints. Hours
pass without notice. She
wonders if she can achieve
her dream.



CLOSE READ



Underline the words that help you
understand why Georgia felt she could
become an artist.

She walks around a lake
and hikes into the woods.
Everywhere she looks, shapes
hum and sing to her.





At art school, brushes and canvas become her language. Paint speaks for her. Watercolor and oil are her words.



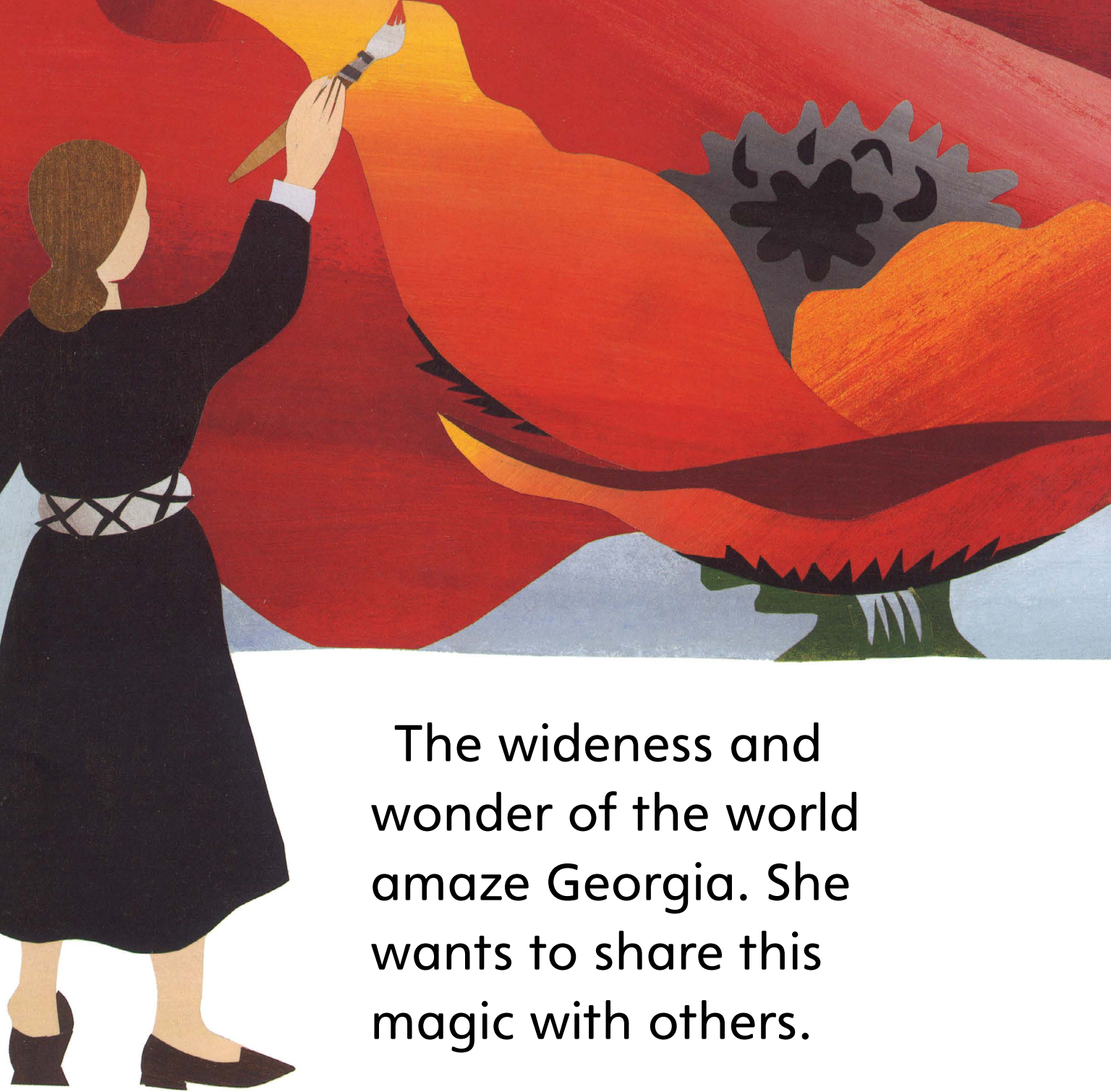


For a time, Georgia lives in the city. She walks through canyons of concrete. She misses the outdoor world. The sun steals a bite from a skyscraper. The Faraway place—open sky and land—calls her.



CLOSE READ

What question could you ask about these pages? **Highlight** the words that would answer the question.



The wideness and wonder of the world amaze Georgia. She wants to share this magic with others.



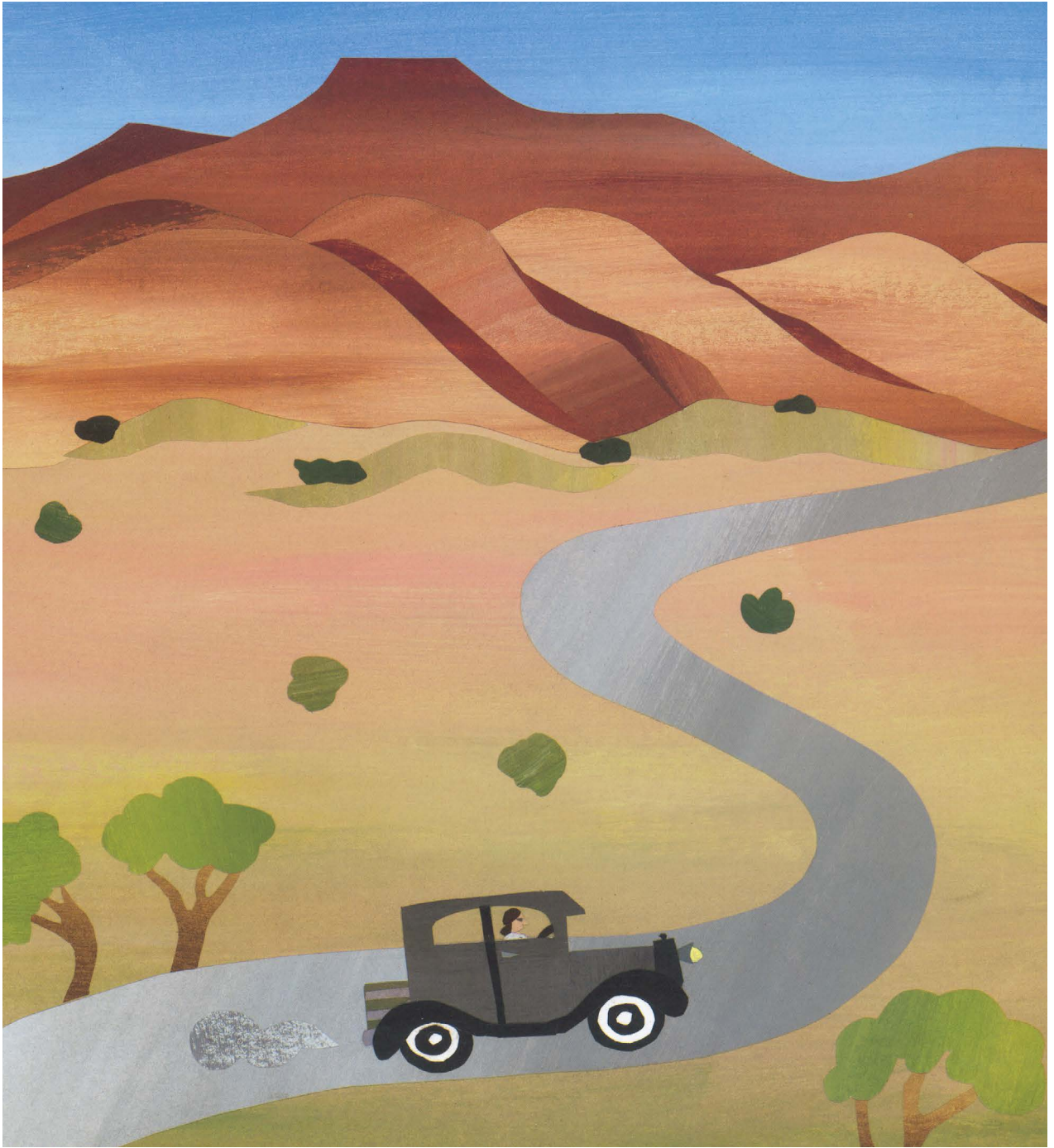
Flowers delight her. She paints them as giants. People stop to stare. Georgia's flowers make them feel like tiny butterflies, flitting through the universe of her garden.

CLOSE READ



Underline the sentences that tell you how Georgia shares the magic of the world in her flower painting.



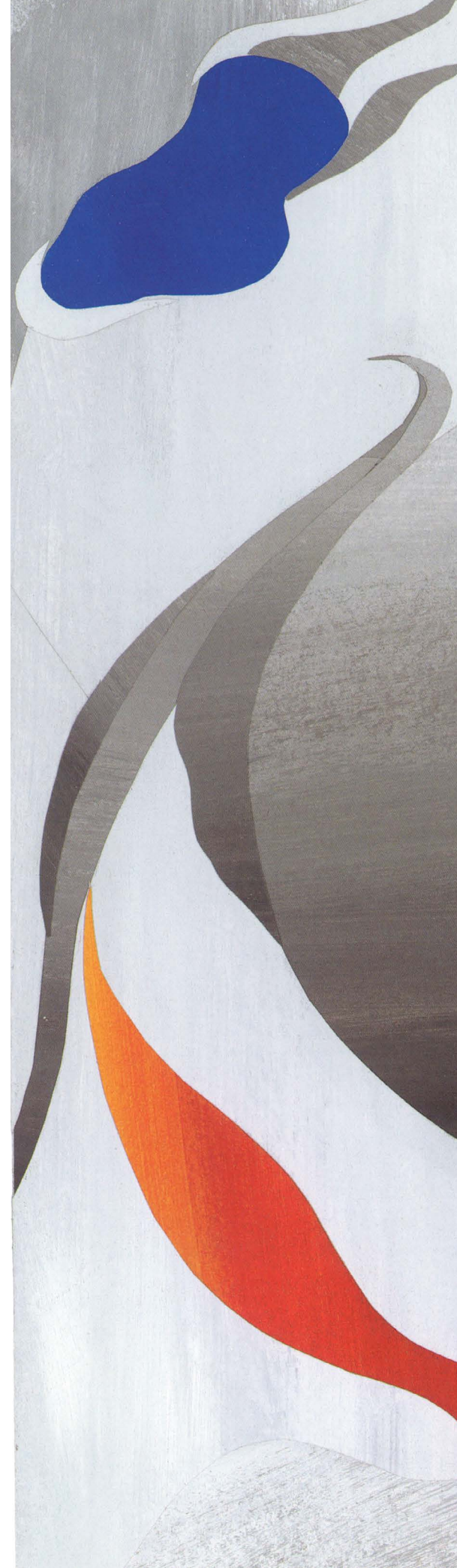


She moves to Ghost Ranch in New Mexico. Red hills, cliffs, silence, and the Faraway surround her.

In the desert, she discovers extraordinary things—skulls. The bones don't frighten Georgia. To her, they are alive and strong. Their beauty astounds her.



Georgia expresses
feelings in her own
way. Words work. But
for her, the color blue
says it better.
Or red. Or a seashell.
A pale bone.
Sunset.





CLOSE READ



Underline examples of how Georgia expresses her feelings in her own way.





The trees and hills whisper
their secrets. They are friends,
always there for her.

A canyon calls her. From the
bottom at dusk she sees a
long line of cows above, black
lace against a dusky sky.





She hikes at dawn. She
climbs a ridge. The land
enchants her.



A range of hills is a mile of
elephants with white sand at
their feet.

Sometimes her Chow Chow
tags along. He hops around
rocks and chases antelope.
They float ahead of her
yelping dog.



Georgia follows them. She
breathes in the dawn. A sea of
sage covers the plain before a
mountain, like waves lapping
against a shore.

Sometimes she climbs a ladder to her roof. The moon rises above.

Beneath a giant canvas of inky night and silvery stars, Georgia dreams.



CLOSE READ



What question could you ask about these pages? **Highlight** the words that would answer the question.





Even now, Georgia can show
you the world as she sees it.

Open your eyes . . .

. . . and walk along.

See the colors? Hear the
shapes singing?



No need to hurry.

Lean in . . . look closer.

Closer still.

There . . . the wideness
and wonder of the world.



Develop Vocabulary

**MY TURN**

Complete each sentence with a word from the box. Read the sentences.

amaze

memory

wonder

discovers

1. Georgia has a memory of her mother reading stories.

2. She _____ that she loves art.

3. Georgia believes the world is _____ full of _____.

4. The wonder and magic of the _____ world _____ her.



Check for Understanding

**MY TURN**

Write the answers to the questions.
You can look back at the text.

1. What makes this text a biography?



2. Why does the author write about nature?

3. How does Georgia's early life help her become an artist? Use text evidence.



Describe Connections

A connection is how people, ideas, events, or information in a text are related.



MY TURN

Draw lines to make connections.
Look back at what you underlined in the text.

Georgia feels she
can become an
artist because . . .

The giant
flowers show
the magic of
the world by . . .

One way
Georgia
expresses her
feelings is . . .

making people
feel like tiny
butterflies.

using the color
blue.

she sees life
differently.

Ask and Answer Questions

Generating, or asking, questions before, during, and after reading helps readers better understand what they are reading and learn information.

**MY TURN**

Write a question you can ask about the text. Draw your answer. Use what you highlighted in the text.



Reflect and Share

Talk About It

Retell the story of Georgia O'Keeffe's life. How is her biography similar to and different from another biography you have read?



Retell a Text

When retelling a text, it is important to:

- Use your own words.
- Keep the same meaning as the text.

Use the words on the note to help you retell.

Now retell the text.

First ... Then ...
Last ...

Weekly Question

How do artists of the past help us see the world differently?

I can make and use words to read and write narrative nonfiction.

My
Learning
Goal



Academic Vocabulary

Related words are connected in some way. They can have similar word parts.



MY TURN

Write the word from the box that is related to each set of words.

record

supply

necessary

experience

lesson
experiment

experience

supplies
materials

write
recording

need
necessity

Read Like a Writer, Write for a Reader

Authors choose interesting words or phrases to help readers visualize the text.

Beneath a **giant canvas** of **inky night** and **silvery stars**, Georgia dreams.

The author uses these phrases to help readers visualize how Georgia sees the world.



TURN and TALK

Talk about how the phrases help you visualize the text.



MY TURN

Add words to help readers visualize the bear and the cave.

A bear lives in a cave.



Spell r-Controlled ar Words

The letters **ar** spell the vowel sound in **bar**.
A **dictionary** tells the meanings and spellings of words.



MY TURN

Spell the words. Then find four words in a dictionary.

Spelling Words

car

star

far

card

jar

hard

dark

sharp

car

My Words to Know

always

please



Action Words

Verbs are action words. They can tell about actions in the past, present, or future.

Yesterday I **jumped**. (past verb tense)

Today I **jump**. (present verb tense)

Tomorrow I **will jump**. (future verb tense)

Be sure that when you write a verb, you think about when the action is happening.



MY TURN

Edit for correct verb tense.

Write the correct verb on the lines.

1. Yesterday Dave will call.

2. Jess talked to her mom
tomorrow.

3. Can we packed our bags
right now?



I can write a personal narrative.

My
Learning
Goal



Personal Narrative

A personal narrative:

- tells about a real event in the author's life
- uses words such as **I**, **my**, and **me**
- tells events and details in time order
- has a sense of closure, or an ending

The Babysitter

My mom called a
babysitter last night. An
hour later, Mrs. Garcia
arrived. I thought it would
be boring. But she brought
games. We had fun!

Real
Event

Author Tells
the Story

Closure

Generate Ideas

A personal narrative starts with an idea about a real event.

**MY TURN**

Think about an interesting event in your life. Draw what happens in the boxes.

1.

2.

3.

4.

Plan Your Personal Narrative



MY TURN

Plan your personal narrative.

Event

What Happens

Closure



TURN and TALK

Use details to describe the people, places, things, and events in your personal narrative.





Literacy Activities
Week of May 18
Grades K-2




Directions: This week you will be working with words. The word work will help you decode unknown words. You will also learn strategies to help you know the meaning of unknown words and review high-frequency words that focuses on spelling patterns. If you are using an iPad or laptop, you can fill in the answers into the pages.

****Parents:** Assist your child as needed by reading the directions to them or helping them to write the responses. Allow the students to respond on their own.

Day of the Week	Objective(s)	Pages
Monday	<ul style="list-style-type: none">Blend spoken phonemes to form words including initial and/or final consonant blends.Identify r-controlled syllables.	14-16
Tuesday	<ul style="list-style-type: none">Decode words with inflectional endings, including –ed, -s, and –es.Identify high-frequency words.	17-20
Wednesday	<ul style="list-style-type: none">Decode words with closed and open syllables.Decode words with inflectional endings, including –ed, -s, and –es.	21-23
Thursday	<ul style="list-style-type: none">Review all topics from previous weeks as an End of the Quarter Assessment	
Friday		

Segment and Blend Sounds

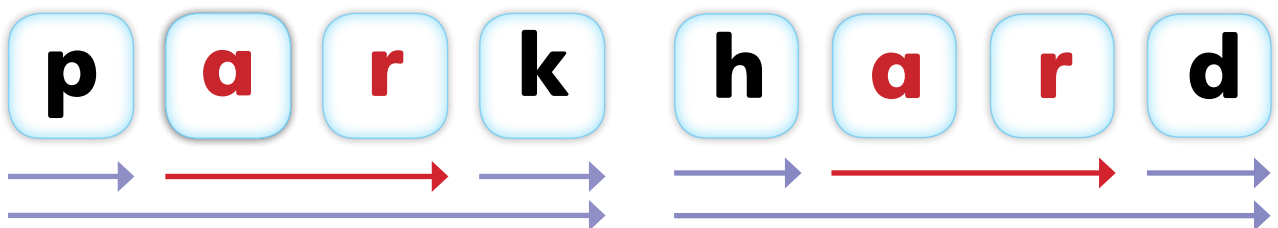
 **SEE and SAY** When you segment sounds, you say each sound you hear in a word. Say each picture name. Then segment the sounds. Blend the sounds together to say the picture name again.




r-Controlled Vowel ar

When the vowel **a** is followed by the consonant **r**, it makes the sound you hear in **jar**.

MY TURN Read these words.



 **TEKS 1.2.A.v** Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends; **TEKS 1.2.A.vii** Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.iii** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables. **ELPS 3.D.i Speaking; 4.F.i Reading**

r-Controlled Vowel ar



TURN and TALK

Decode these words.



bark

park

dark

spark



car

far

scar

star



art

cart

start

chart



arm

harm

farm

charm



MY TURN

Say each picture name. Write ar to finish each word. Read each word.



sh k



y n



r-Controlled Vowel ar



MY TURN

Read the sentences. Underline the words with the same vowel sound as **car**.

Bart and Star live on the farm.

Bart will make a card.

Star will do her part to help.

It is not too hard.

Their dog Spark barks at them.

When **a** is followed by **r**, it makes the sound you hear in **far**.



MY TURN

Write a sentence about a card.

My card



Final Sounds

**SEE and SAY**

Listen to the final sounds as you say the picture names. Then say the final sounds.



Inflectional Ending -es, Plural -es

The ending **-es** is added to words that end in **s**, **ch**, **sh**, or **x**.

Adding **-es** to nouns can make plural nouns, or nouns that mean more than one.

Adding **-es** to verbs can show that one person, animal, or thing is doing the action now.

**MY TURN**

Read each word. Highlight the added ending.

dishes

rushes

catches

buses



My Words to Know

Some words you must identify and practice.

MY TURN Identify and read these words.


new

found

thank

please

always

 **MY TURN** Use words from the box to complete the sentences.

Handwriting Print the words legibly, or clearly.

1. Mark found a place for his art.

2. He starts _____ art with Bart.

3. Mark and Bart _____ have fun.

4. They say _____ and

_____ you.

Inflectional Ending -es, Plural -es



TURN and TALK

Decode these word pairs.



bunch

bunches

match

matches



box

boxes

brush

brushes



catch

catches

mix

mixes



rush

rushes

wish

wishes



MY TURN

Write each noun as a plural noun.

Read the new words.

1. patch

2. bench

3. fox



Inflectional Ending -es, Plural -es

**MY TURN**

Add **-es** to each word. Then read the sentences.

1. Tom and Tiff ride two buses.

2. Tom dash to class.

3. Tiff fix her homework.

4. Then they eat their lunch.

**MY TURN**

Write a sentence that includes a word with the ending **-es**.

Four sets of blank handwriting lines (top solid blue, middle dashed blue, bottom solid pink) for writing practice.

Star Art

Mark is an artist.

He always sets up dishes.

He grabs his new brushes.

Mark starts with a dark
blue part.

**AUDIO**Audio with
Highlighting**ANNOTATE**

Read the story. Highlight the words with the same vowel sound as **far**.



TEKS 1.2.B.iii Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.B.v** Decode words with inflectional endings, including -ed, -s, and -es; **TEKS 1.2.B.vi** Identify and read at least 100 high-frequency words from a research-based list. **ELPS 4.F.iii Reading; 4.G.iii Reading**

Mark passes his brushes.


Please put stars in the sky.

Barb mixes white on the
blue part.

Then she fixes them.



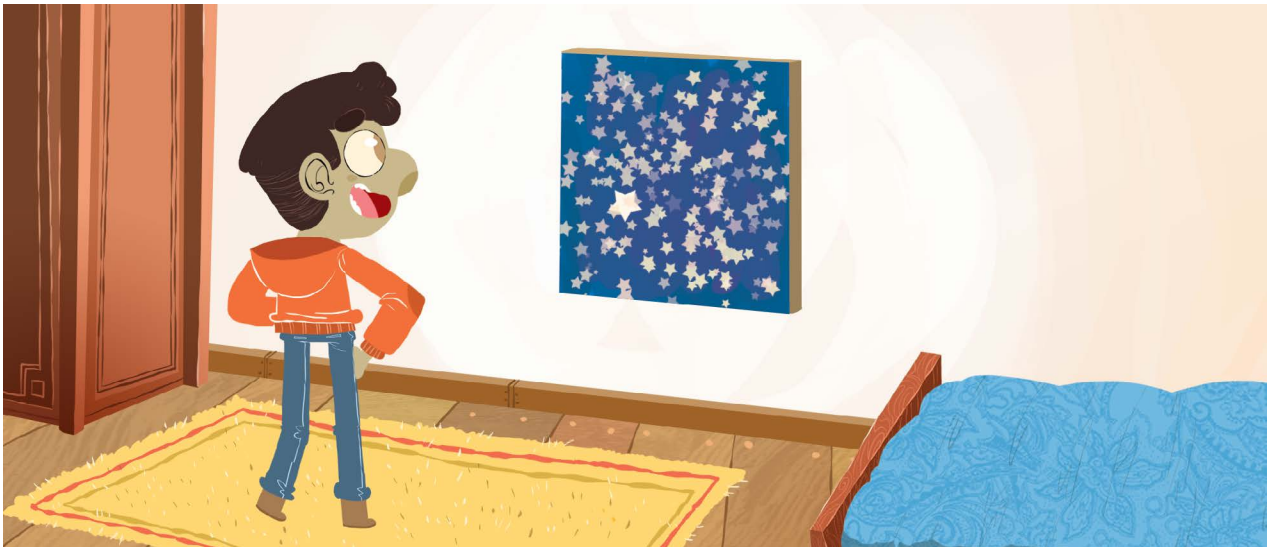
Highlight the three verbs with the
ending **-es**.

 **TEKS 1.2.B.iii** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.B.v** Decode words with inflectional endings, including -ed, -s, and -es; **TEKS 1.2.B.vi** Identify and read at least 100 high-frequency words from a research-based list. **ELPS 4.F.iii Reading; 4.G.iii Reading**

Mark wipes the brushes
and dishes.

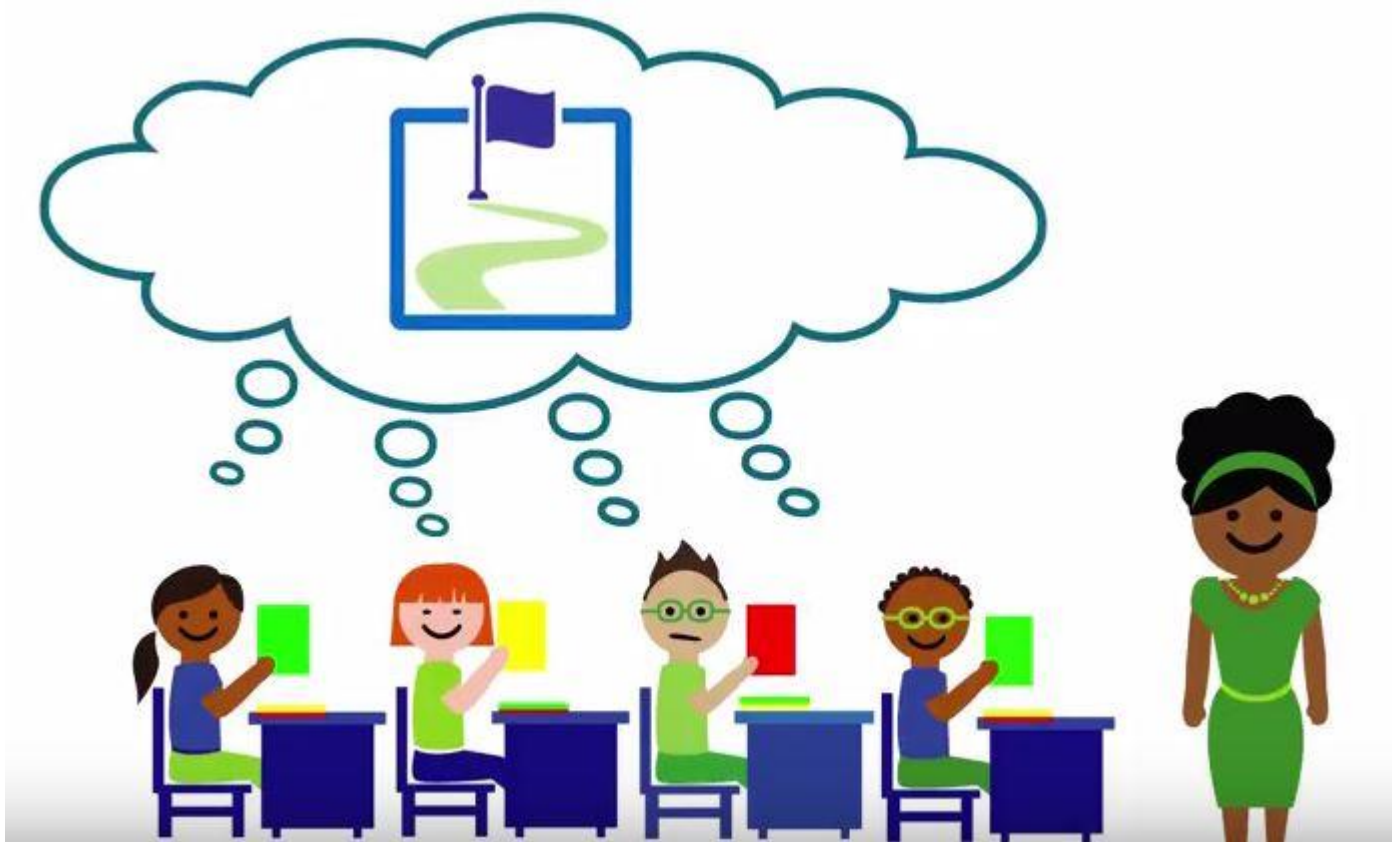
Thank you for helping, Barb.

Mark found a place for
the art.



Underline the two words with the
plural ending **-es**.

End of the Quarter Assessment



The questions within the assessment will be a review of all of the standards that were presented in the Continuous Learning Packets since March 23, 2020.



High-Frequency Words

Directions: Choose the word that best completes each sentence.

1 I want to try my _____ ball.

- ☐ day ☐ new ☐ over
-

2 I _____ the book I need.

- ☐ think ☐ sing ☐ found
-

3 I will _____ my mom for the cake.

- ☐ thank ☐ let ☐ put
-

4 Will you _____ feed the cat?

- ☐ please ☐ town ☐ where
-

5 I _____ lock my bike.

- ☐ coat ☐ always ☐ dig

Phonics

Directions: Read each sentence. Then choose the best answer to each question.

- 6 My father has a blue car.

Which word has the same sound as ar in car?

☐ far ☐ care ☐ hear

- 7 We took the cow to the farm.

Which word has the same sound as ar in farm?

☐ carry ☐ bear ☐ park

- 8 It is dark at night.

Which word has the same sound as ar in dark?

☐ air ☐ roar ☐ arm

- 9 The fox ran fast.

Which word is the correct plural of fox?

☐ foxes ☐ foxs ☐ foxed

- 10 She had a watch on her arm.

Which word is the correct plural of watch?

☐ watchs ☐ watches ☐ watched

Reading Comprehension

Directions: Read the selection. Then answer each question.

 TEKS PRACTICE 1.6.G, 1.9.D.i

Maya Angelou

- 1 Maya Angelou wrote poems. Many of Maya's poems were about her life. Once, she read a poem for a President. She won an award for that poem.
- 2 Maya also wrote books. Her books also told about her life. She wrote about things that she did. She wrote about problems she had. Many of her books helped readers feel better. People still like to read Maya's books.
- 3 Maya was an actress, too. She was in plays in New York. She was in movies.
- 4 Maya Angelou did many different things. She wanted to help people.

I 1 Why did Maya Angelou write books and poems?

- ☐ She wanted to help people.
 - ☐ She wanted to be on television.
 - ☐ She wanted to read for the President.
-

I 2 How did Maya Angelou's life help her write books and poetry?

- ☐ She wrote about her love of animals.
 - ☐ She wrote about make-believe friends.
 - ☐ She wrote about things that happened to her.
-

I 3 What did Maya Angelou do in New York?

- ☐ She was in plays.
- ☐ She met the President.
- ☐ She won a special award.

- 14** Why was the poem that Maya Angelou read for the President special?
- ☐ The poem was in a book.
 - ☐ The poem won an award.
 - ☐ The poem was in a movie.
-
- 15** Write about two things that Maya Angelou did in her life. Use examples from the selection in your writing. Write your answer on a separate sheet of paper.
-

Writing – Narrative



Think of something that happened to you that was special. How would you describe it? On a separate sheet of paper, write about that special time.