

# Leo A. Rizzuto Elementary (Kindergarten) Outreach Learning

## March 30 – April 3, 2020

Hello parents! The teachers have created lessons for you to help our students continue to learn. If there are any questions, please feel free to email your child's teacher at: [lopezr@lpisd.org](mailto:lopezr@lpisd.org) (Rhonda Lopez), [nowlins@lpisd.org](mailto:nowlins@lpisd.org) (Stefanie Nowlin), or [wilkersonr@lpisd.org](mailto:wilkersonr@lpisd.org) (Robin Wilkerson).

Your teachers will be available to speak with parents and students from: **9:00 AM – 11:00 AM and 1:00 PM – 3:00 PM, Monday through Friday.**

Mr. Lozano, Ms. Mansfield, and I are also here to assist you any way we can. Our contact information is listed below:

[narcissed@lpisd.org](mailto:narcissed@lpisd.org) (Deanna Narcisse, Principal)  
[lozanoj@lpisd.org](mailto:lozanoj@lpisd.org) (Jose Lozano, Assistant Principal)  
[mansfieldm@lpisd.org](mailto:mansfieldm@lpisd.org) (Melissa Mansfield, Counselor)

Together, we will make learning successful for your students.

Sincerely,

**Deanna Narcisse – Principal**

**Jose Lozano – Assistant Principal**

¡Hola padres! Los maestros han creado lecciones para que usted ayude a nuestros estudiantes a continuar aprendiendo. Si tiene preguntas específicas sobre las lecciones, consulte la información de contacto que aparece a continuación: [lopezr@lpisd.org](mailto:lopezr@lpisd.org) (Rhonda Lopez), [nowlins@lpisd.org](mailto:nowlins@lpisd.org) (Stefanie Nowlin), o [wilkersonr@lpisd.org](mailto:wilkersonr@lpisd.org) (Robin Wilkerson).

Horario disponible para asistencia de instrucción directa: **9:00 AM a 11:00 PM y 1:00 PM a 3:00 PM, lunes a viernes.**

El Sr. Lozano, la Sra. Mansfield y yo también, estamos aquí para ayudarlo en todo lo que podamos. Nuestra información de contacto se muestra a continuación:

[narcissed@lpisd.org](mailto:narcissed@lpisd.org) (Deanna Narcisse, Directora)  
[lozanoj@lpisd.org](mailto:lozanoj@lpisd.org) (Jose Lozano, Subdirector)  
[mansfieldm@lpisd.org](mailto:mansfieldm@lpisd.org) (Melissa Mansfield, Consejera)

Juntos, haremos que el aprendizaje sea exitoso para los estudiantes.

Sinceramente,

**Deanna Narcisse – Directora**

**Jose Lozano – Subdirector**

## Grades

**Assignments for the week of March 30– April 3, 2020 are due on Monday, April 6, 2020 by 8:00 a.m.**

**Reading:** Write 3 facts you learned from the read aloud. Add picture to Class dojo.

**Math:** The teacher will check your sorted coins on ClassDojo.

**Social Studies:** Draw a picture of a time when you and a friend solved a problem. add the picture to the class dojo.

**Science:** The student will finish all assignments and assessments located in Stemscopes.

**\*\*Each assignment is listed below under the subject.**

If your child receives Special Education, Section 504, or Dyslexia services, services will be addressed weekly by your child's teacher via email.

## Reading/Language Arts

[HMH: Into Reading/jArriba la Lectura!](#)

**Objective(s):** The student will recall facts from a non fiction book read aloud.

**ELPS: 2F** Listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment.

**4A** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words

**4G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing.  
material, responding to questions, and taking notes commensurate with content area and grade level needs.

### Weekly Activities:

**Activity 1** Listen to the book [How Do You Know It's Spring?](#) By Lisa Herrington Write 3 facts that you learned from the book.

[https://www.youtube.com/watch?v=s\\_fIEWViJyE](https://www.youtube.com/watch?v=s_fIEWViJyE)

**Activity 2:** Using any book, find as many words that have “controlling r” within the word. Write them down on a paper. (ex. hammer, car, star and stir)

**Activity 3:** The student will read the 2 leveled readers assigned to them through HMH.

\*Please login through HMH with your child’s login information to access these books. Website is listed in blue at the top of the reading plans.

**Assessment(s):** Write 3 facts that you learned from the read aloud from Activity 1. Take a picture of your work and upload picture into Class Dojo.

**Optional resources for students:** Reading eggs via Clever, IXL (free website) and ABC Mouse (free website)

## Mathematics

**Objective(s):** The student will identify and sort pennies, nickels, dimes and quarters.

**ELPS: 1A** Use prior knowledge and experiences to understand meanings in English (learning strategies). **2F** Listen to and derive meaning from a variety of media such as audiotape, video, DVD, and CD ROM to build and reinforce concept and language attainment.





### Weekly Activities:

**Activity 1:** listen to Jack Hartman on YouTube

(<https://www.youtube.com/watch?v=pnXJGNo08v0> ). Collect coins from around the house (or parent can give their child a handful of coins). The student will observe the coins and name the attributes: penny is brown with a smooth edge. The dime is silver with a rough edge. \*please point out that coins have a heads and tails.

**Activity 2:** Using the same handful of coins, have your child sort the coins. All pennies go together, all dimes, etc. Once sorted, ask your child to name the coins they remember. Value?

**Activity 3:** Have student sort coins using a piece of paper or plates. Take a picture of how they sorted and upload into Class Dojo. Sample below:

Quarter	Penny	Nickel	Dime
			

**Assessment(s):** The teacher will check your sorted coins on ClassDojo.

**Optional resources for students:** XtraMath via Clever, DreamBox (website offering free membership) and Cool Math (free website).

Science	Social Studies
<p><a href="#">STEMscopes (English/Español)</a></p> <p><b>Objective(s):</b> The student is expected to identify events that have repeating patterns, including seasons of the year and day and night; AND observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun.</p> <p><b>ELPS:</b> Learning Strategies: 1AEUse prior knowledge and experiences to understand meanings in English AND internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.</p> <p>Listening: 2CLearn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.Speaking:</p> <p>3DESpeak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency AND share information in cooperative interactions.</p> <p><b>Weekly Activities:</b> There are 4 different activities assigned to the student. Use the stemscores link above to access activities. Username is lastname.firstname Password: lp(lunchnumber) Same as CLEVER</p> <p><b>Weekly Activities:</b></p> <p>Activity 1: <a href="#">Picture Vocabulary</a> from K.8BC Objects in the Sky</p> <p>Activity 2: <a href="#">Content Connections Video</a> from K.8BC Objects in the Sky</p> <p>Activity 3: <a href="#">Content Connections Video</a> from K.8BC Objects in the Sky</p> <p>Activity 4: <a href="#">Content Connections Video</a> from K.8BC Objects in the Sky</p> <p>Activity 5: <a href="#">Science Rock</a> from K.8BC Objects in the Sky</p> <p>Assessment: This assessment is also located in Stemscores. <a href="#">Post-Assessment</a> from K.8BC Objects in the Sky</p> <p><b>Extra Activities:</b> All extra activities are <b>NOT</b> required. You can send activities through messages on Dojo when completed. Discuss the students' day (24 hours). What are they doing in the morning, at night, or at other times during the day? They should be able to recognize that day and night are patterns. They sleep at night and wake in the morning. Students should be able to identify patterns through the day and evening including when they see the Sun, Moon, and stars and when they do not.</p> <p>Have students illustrate in their journal what day and night looks like (including a drawing of the Sun, Moon, and stars).</p>	<p><a href="#">Studies Weekly (English/Español)</a></p> <p><b>Objective(s):</b> Students will be able to discuss ways to be a good citizen. Students will be able to use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.</p> <p><b>ELPS:</b> ELPS: 2.C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p><b>Weekly Activities:</b> Go to Clever, login and go to social studies weekly. Go to week 16, Good Citizens. Push play and the lesson will begin by someone reading it to you.</p> <p><b>Assessment(s):</b> Draw a picture of a time when you and a friend solved a problem. <b>add the picture to the class dojo.</b></p>

