

## **Kindergarten Homework Choice Board**

*Monday, March 23<sup>rd</sup> – Friday, March 27<sup>th</sup>*

This is the same choice chart that was sent home on Friday, March 13<sup>th</sup> for homework. Please continue working through this. Here are some extra resources to help. Adjust as needed to your child's learning ability and the materials you have at home. We suggest choosing one activity per column each day this week.

Please call the school, email, or use ClassTag to contact us with questions or updates.

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[Makenna.Macdonald@k12.sd.us](mailto:Makenna.Macdonald@k12.sd.us)

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Call or text:

Luchtenburg: **605-679-7390**

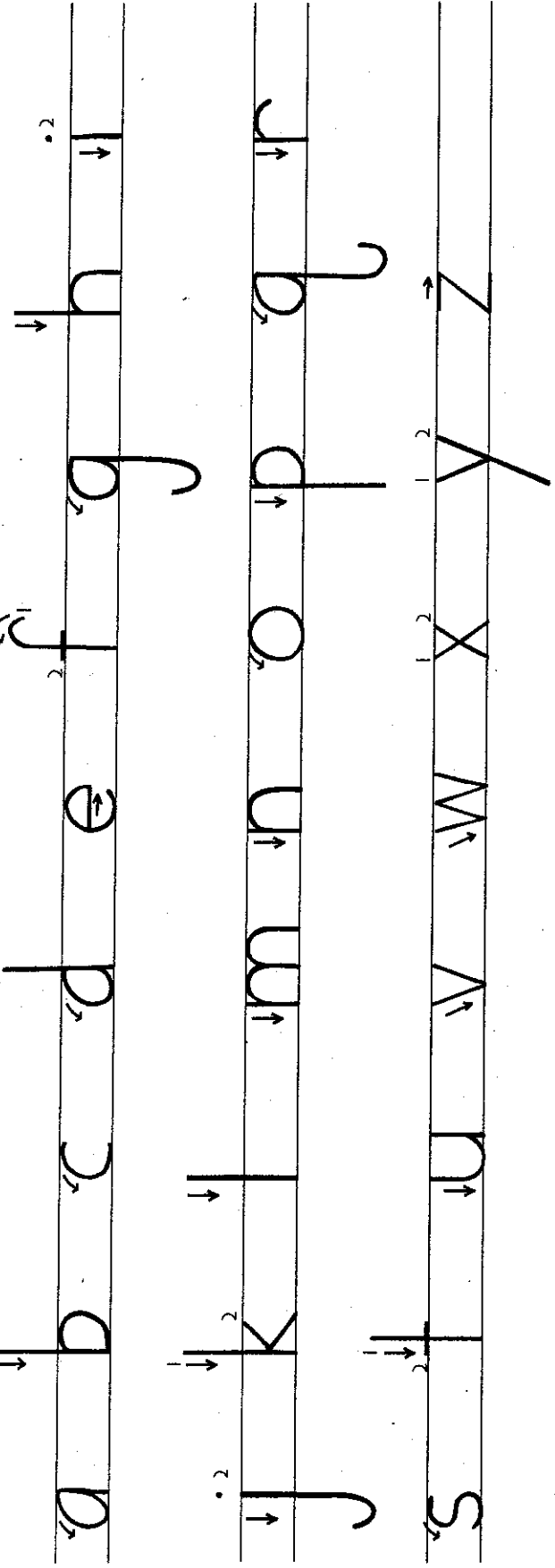
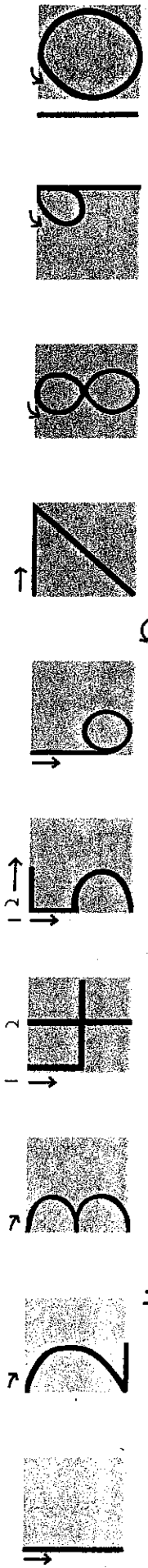
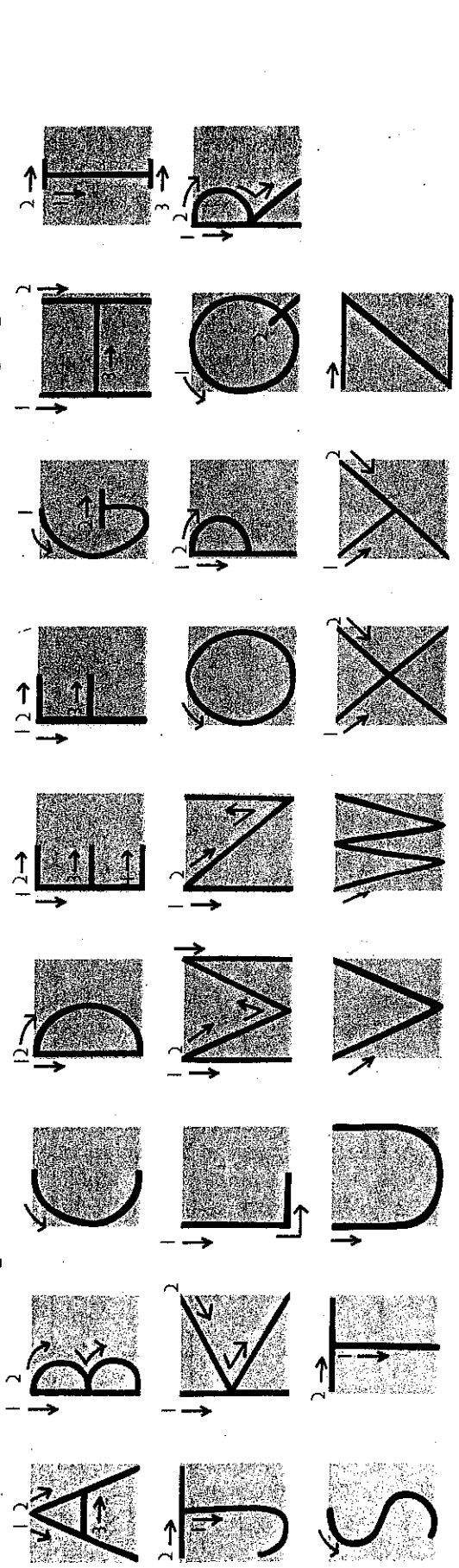
Macdonald: **605-610-9657**

Kills-A-Hundred: **605-496-9978**

Literacy	Math	Science	Social Emotional	Fine Motor	Gross Motor
Read 2 books today. Who were the characters in the story? What was the problem? How was the problem solved?	Count the number of socks you have in your drawer. Draw a picture and write a number to represent your findings.	Look through magazines and cut out pictures of healthy food options. Make a collage of your choices.	Share about a time you felt sad. Draw a picture of when you were sad and talk about what made you feel better.	Practice zipping your jacket five times today.	Play Simon Says with your family.
Go on a letter hunt around your home, write down all the letters that you find on a sheet of paper	Look for shapes around your house. Trace the shape with your fingers.	Help a parent cook today. Follow a recipe. Help to measure and pour the ingredients needed.	Look at your face in the mirror: make an angry face, make a sad face, make a happy face. Note the differences you see.	Practice pouring your own water into a cup during mealtime.	Practice balancing on one foot. Use a timer to record how long you are able to stand on one foot. Challenge yourself to balance for longer.
Look for sight words in your books (The, I, See, It, Of, They, He, She, Can, Like, My)	Put together a puzzle. Try it independently or ask an adult for help.	Listen to the sounds you hear outside of your window. Make a list of the things that you hear.	Help your parents complete a job in your house: sweep, wash the dishes, or make your bed.	Peel stickers from a sticker sheet and place them onto a piece of paper	Sign onto <a href="http://www.gonoodle.com">www.gonoodle.com</a> and complete five dances. Follow the movements you see.
Sing: "Every letter makes a sound" along with leapfrog sound factory. (online)	Sort the coins in your piggy bank or parents change purse.	Play "I Spy" with a partner today. Describe your object in great detail.	Make a card for a friend/teacher in your school.	Use scissors to cut shapes out from a piece of paper.	Move like an animal.
Think of a word that starts with the same letter as your name. Draw a picture of your choice	Make a pattern with an item in your house. It can be with cereal, coins, crayons, or stickers.	Use cups to build a tower taller than you.	Think aloud about good choices and bad choices we have made during the day.	Draw a picture of three-five friends from our classroom. Include all parts of the body.	Use tape on the ground to create a balance beam. Walk with both feet across the balance beam.
Think of words that rhyme with the word: "Cat"; make a list of additional rhyming words	Line up the shoes in your house by size. Which one is the largest? Which one is the smallest?	Look up a recipe for slime. Create slime with help from an adult. Describe what it feels like.	Share about a time you felt angry. Draw a picture of when you felt that way.	Practice buttoning your clothing items independently.	Sing "Head, Shoulders, Knees and Toes" in both Spanish and English.
Complete your environmental print project by noticing signs/symbols around you.	Make a pattern with your movements. (I.E. Stomp, Clap, Wiggle, Stomp, Clap Wiggle)	Fill a bucket with water; conduct a float or sink experiment with items around your house.	Pretend to be one of the community helpers we learned about in school.	Use play-dough. Try to create shapes or letters.	Skate by placing your feet on two paper plates and moving your feet back and forth.
Help make a grocery-shopping list of items your family needs.	Make a number line of numbers 0-10; place the numbers in the proper order.	Explore sounds in your kitchen. What materials sound the loudest?	Ask your parent or sibling to share their feelings with you.	Wrap rubber bands around a cardboard tube.	Imitate your favorite form of transportation.
Sing "Down by the Bay" think of rhyming words to complete the song.	Count as high as you can.	Observe the weather for seven days. Make a graph to record.	Do something kind for someone in your house. Ask them how they feel.	Create different types of lines using a writing utensil and paper.	Play catch with a ball in a safe area in your home or outside.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Capitals, Numbers, and Lowercase Letters



# Word List

Unit 1	Unit 4	Unit 5	Unit 6
I	is	make	do
like	of	them	went
the	so	give	only
and	how	play	down
	where	say	little
	many	new	just
	find	said	have
Unit 2	from	was	one
see	but	then	every
we	this	good	help
a	came	ate	ask
to	on	could	walk
	will	she	look
	into	over	very
	your	her	their
Unit 3	be	all	out
come	that	when	saw
me	who	some	put
with	go	he	off
my	here	away	our
you	soon	must	day
what	for	no	take
are	they	by	too
now	up	there	show

# Word Families

an

can

fan

man

pan

ran

tan

van

at

bat

cat

fat

hat

mat

pat

rat

sat

cot

dot

got

hot

jot

lot

not

pot

rot

tot

bog

dog

fog

hot

jog

log

frog

bug

dug

hug

jug

lug

mug

pug

rug

tug

bun

fun

gun

run

sun

big

dig

jig

pig

rig

wig

it

bit

fit

hit

lit

pit

sit

in

fin

pin

tin

win

bet

get

met

pet

set

vet

den

hen

men

pen

ten

Name \_\_\_\_\_

## Music Activity Log

***It is music and dancing that make me at peace  
with the world.***

-Nelson Mandela

### Music K-1

Mrs. Kelm: [nancy.kelm@k12.sd.us](mailto:nancy.kelm@k12.sd.us), 605-997-2780

March 23-27

Directions: Please choose one of the following activities from the list each day OR come up with your own music exploration activity. Please record it on the activity log on this sheet or another sheet of paper.

#### Activities:

- Sing a song from music class.
- Sing along with a song on the radio
- Dance with a scarf (or anything you may have) and move it to the music.
- Keep a steady beat to a song any way you choose (pat, stomp, clap, tapping)
- Use pots and pans (or any kitchen item) and keep the beat to a song.
- Use pots and pans and create a rhythm pattern.
- Color or draw a picture for Mrs. Kelm while listening to music.
- Listen to a different style of music than you usually listen to (classical, jazz, country, oldies).
- Watch a movie and sing along with the songs

Date:  
Short description of activity:

Date:  
Short description of activity:

Date:  
Short description of activity:

Date:  
Short description of activity:

Date:  
Short description of activity:

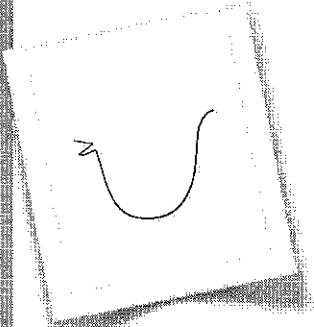
Art/Library Week of March 23-27<sup>th</sup>

Please choose one or two of these activities to do this week. You can email me with your projects, take a picture of them, or return them with your packets if you would like.

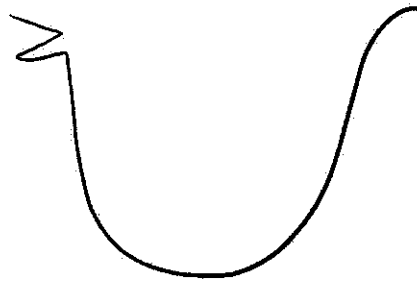
A	R	T	G	O
Make a drawing of your favorite food.	Read for 20 minutes.	Draw a Daffodil (Instructions included)	Draw yourself!	Pick up 5 random objects around your house. Set them up together in an interesting way and draw.
Scribble Art: Scribble on the paper while counting to 10. Now add patterns or color to make this an artwork!	Make a sculpture using found/recycled objects. Folded newspaper, junk mail, toilet paper or paper towel tubes. Be creative!	Zentangle: Draw a simple shape, animal, or letters. Add lines to break up space. Now add patterns in each of the spaces to make it a work of art.	Make a list of your favorite books. Write a little about your very favorite book.	Pick up 5 random objects around your house. Set them up together in an interesting way and draw.
Write a letter to your favorite artist or author, telling them why you like their art or books.	Make a collage. Cut out pictures from magazines, junk mail, newspapers, add scrap paper or found objects to add color and interest.	Plan your outfit using a color scheme. Monochromatic (all one color), Complimentary (opposite colors on the color wheel), analogous (Colors close together on the color wheel)	Draw what you see out a window.	Draw Yourself as a cartoon character or Superhero. What is your super power? Draw the character or make a cartoon.
Teach someone else how to draw something we have done in class. Can be a parent, sibling, or friend.	Write why libraries and books are important to you.	Write a story!	Design a t-shirt. A funny saying, your name, or just a neat picture you would put on it. Color it if you can.	Three marker/crayon challenge. Draw a picture, and color only using three colors.
Build (out of found objects) or draw a castle.	Draw a Dragon (instructions included)	Draw your lunch. What are you eating? Can be something fun, crazy, or gross, be creative! You can also write about it.	Create a color Wheel with found objects. Red, Orange, Yellow, Green, Blue, Violet.	Write about spending the day with your favorite book character. Draw something you would do with them.



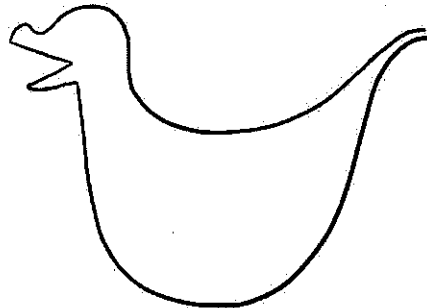
# — How to Draw a Dragon —



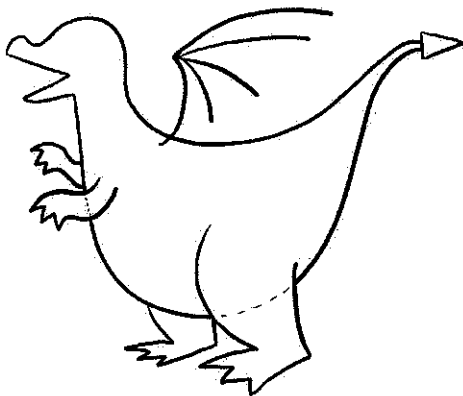
Start in the middle of the page!



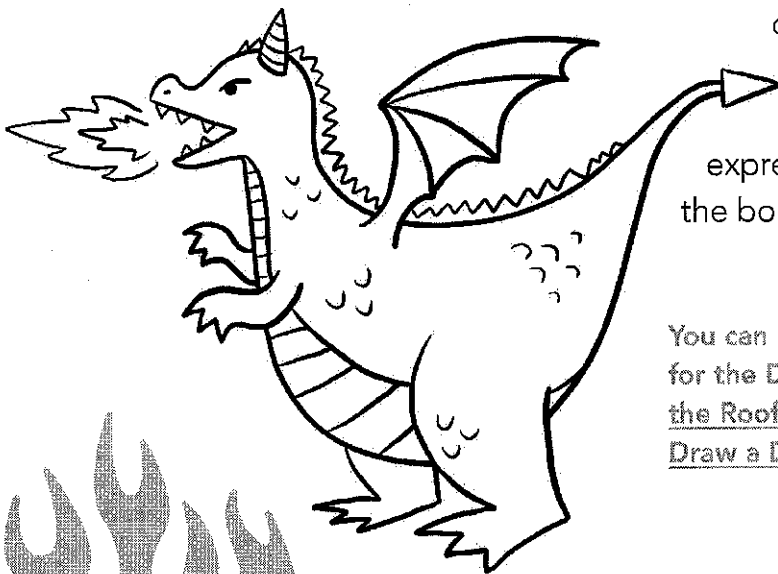
1. Start with a sideways "V" for the mouth, followed by a large "U" shape to form the belly and tail. Connect the bottom of the mouth to the "U" for the chin.



2. From the top of the "V" draw a small bump for the nose, and a large bump for the head. Continue the line in a shallow "U" shape until it reaches the tail.

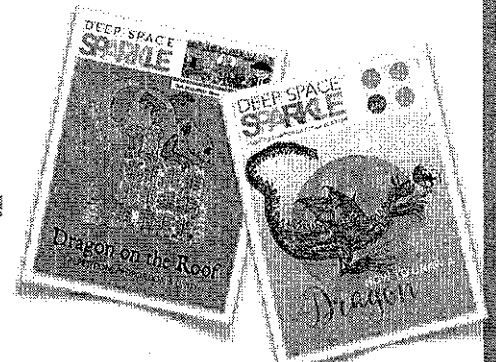


3. Add a triangle for the tip of the tail. Draw a set of wide legs at the bottom (erase where the dotted line is.) Draw a small set of arms below the mouth (erase where the dotted line is.) At the top of the body, draw an outline for the wing.

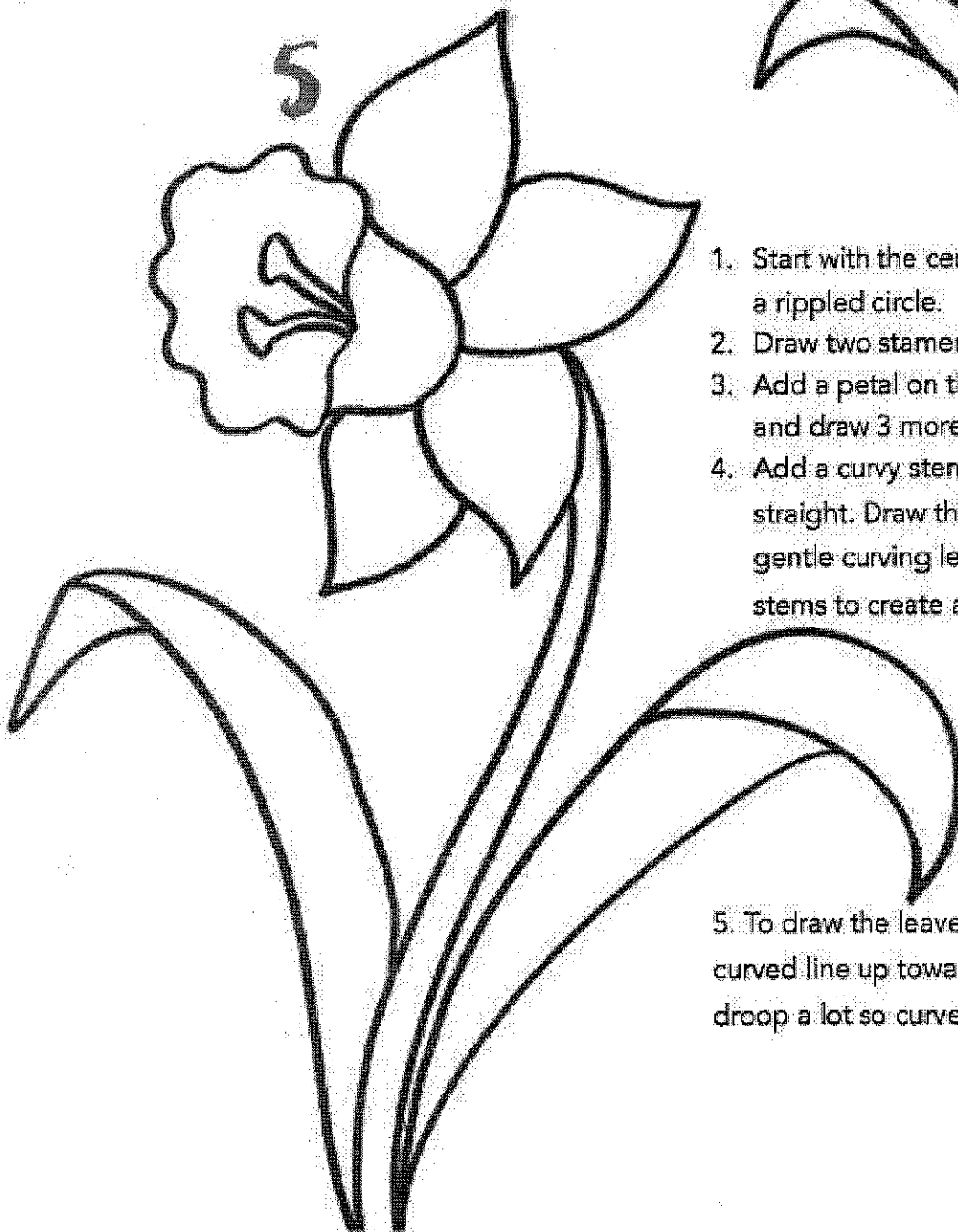
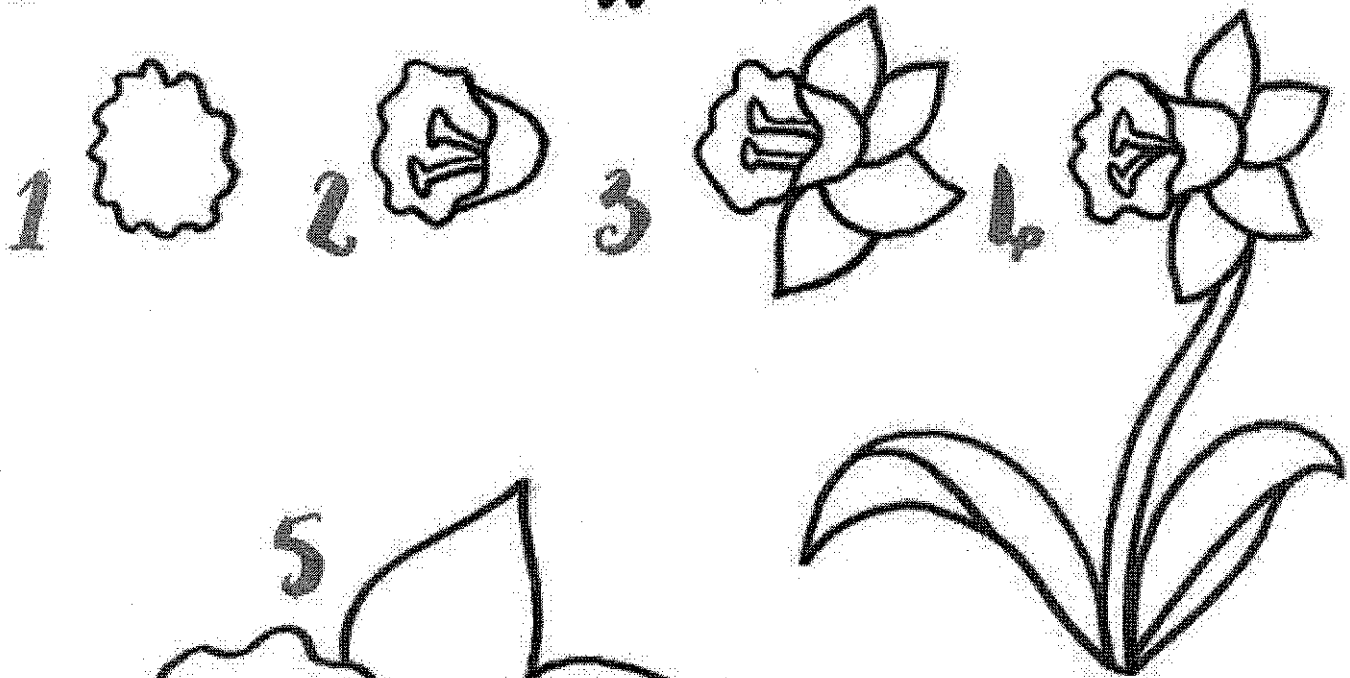


4. At this point you can finish the wing by connecting the ends with small curved lines. You can complete your dragon however you would like. Horns can be added to the head, sharp teeth added in the mouth, expressive eyes, small "U" shaped scales all over the body, and even fire coming out of the mouth!

You can use this guide for the [DSS Dragon on the Roof](#) & [How to Draw a Dragon](#) lessons!



# How to Draw a Daffodil



1. Start with the center of the daffodil by drawing a rippled circle.
2. Draw two stamens. And a sideways letter "U".
3. Add a petal on the top part of the letter "U" and draw 3 more overlapping petals.
4. Add a curvy stem. Daffodil stems are rarely straight. Draw the first line of the stem like a gentle curving letter "S". Draw the side of the stems to create a shape.

5. To draw the leaves, start at the stem and draw a curved line up towards the sky. Daffodil leaves droop a lot so curve the leaf downwards.



# Physical Education **ACTIVITY LOG**

## 2-Week Physical Activity Log

Use this activity log to track your physical activity minutes for 2 weeks.  
Have an adult sign their initials next to each day that you complete 30 minutes.

### Week 1:

Day	Activity 1	Activity 2	Activity 3	Total
<b>Sample Day</b>	Active Outside 35 Mins	Walk 15 Mins	House Chores 10 minutes	60 minutes
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

### Week 2:

Day	Activity 1	Activity 2	Activity 3	Total
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

House chores examples: clean room, pick up toys, put dishes away, dust, mop, etc.

Dear Parents/Guardians and Students,

I wanted to make sure to send a note home with the work packets the elementary teachers have created for your students. I realize that these weeks have been and will continue to be stressful for everyone as we are trying to put together a plan. I want to make sure the safety of the students is priority number one.

Next week the students are not in school, but the staff will be available to contact if there are questions. The mental wellness team will also be available for questions or concerns about students. In this case, I will be available for contact via email ([chelsea.molden@k12.sd.us](mailto:chelsea.molden@k12.sd.us)) or by google voice (605-743-0714) if needing to call or text me. **For those students who I have been seeing in my office regularly, I will be in contact with parents (by phone) in order to talk with students to check in with them. Please add my google voice number to your phone as that will be my primary way of contacting students.**

If needed, here are mental health resources that are available for students:

#### **911 for immediate assistance**

**Helpline Center (Suicide Prevention & Crisis Support):** You are not alone. Every day people turn to 211 for information and support – whether financial, family, health, or disaster-related. The call or text is free and confidential. Students can also text icare to **898211** to reach Helpline Center staff. Help is available 24/7. The Helpline Center is South Dakota's leader in suicide prevention and response. If you or someone you know is having suicidal thoughts please call 1-800-273-8255 anytime, day or night. All South Dakotans have access to the crisis line all day, every day.

**Avera Behavioral Health Assessment, 605-322-4065** If a student is having suicidal thoughts, it is urgently recommended that the student have a risk assessment completed. Avera Behavioral Health is able to provide this assessment at no cost. This can be done at the Avera Flandreau Hospital. You are also able to call the above phone number to ask questions/seek advice from their assessment team.

**Flandreau Santee Sioux Tribal (FSST) Counseling Center, 605-997-3844.** Behavioral/Mental Health and Substance Abuse/Prevention services are available. Free counseling sessions are offered for tribal members.

**Community Counseling Services, 605-352-8596 [www.ccs-sd.org](http://www.ccs-sd.org).** Behavioral/Mental Health, and Addiction services are available. Counselors are able to meet with students at school; they also have an office in Flandreau and in Madison. Insurance is accepted; in the event of no insurance, CCS offers a sliding fee scale as well as alternate funding services.

Please share with your students: Ms. Molden misses seeing you and being able to talk with you during the week. I look forward to each school day so I can check in with each of you and it makes me feel sad when I can't. I hope that all is well at home and I hope that we can be back in school soon! I have included activities for you to do that would have been something we would cover in lessons this week. Love Ms. Molden 🍷

Sincerely,

Chelsea Molden

Flandreau Elementary School Counselor