

Kindergarten Lesson 19
Avon High School
April 23, 2019

Lets get started! Before you begin please refer to the Tutoring & Mentoring sheet in your mentee's folder. Please remember to complete the Theme Goal Sheet on a daily basis.

Activity 1

"Cake!" is a story with pictures that your student must read in order to answer the questions on the following page. Have your student answer in complete sentences. This activity corresponds with goal J through Q from the Reading and Language Arts section on your students Theme Goal form.

Activity 2

"LO" To order words according to shades of meaning" is where your student must put the list of words in order according to how strong their meaning is. They must then complete each sentence with the word that has the strongest meaning in each set. This activity corresponds with goals I from the Reading and Language Arts section on your students Theme Goal form.

Activity 3

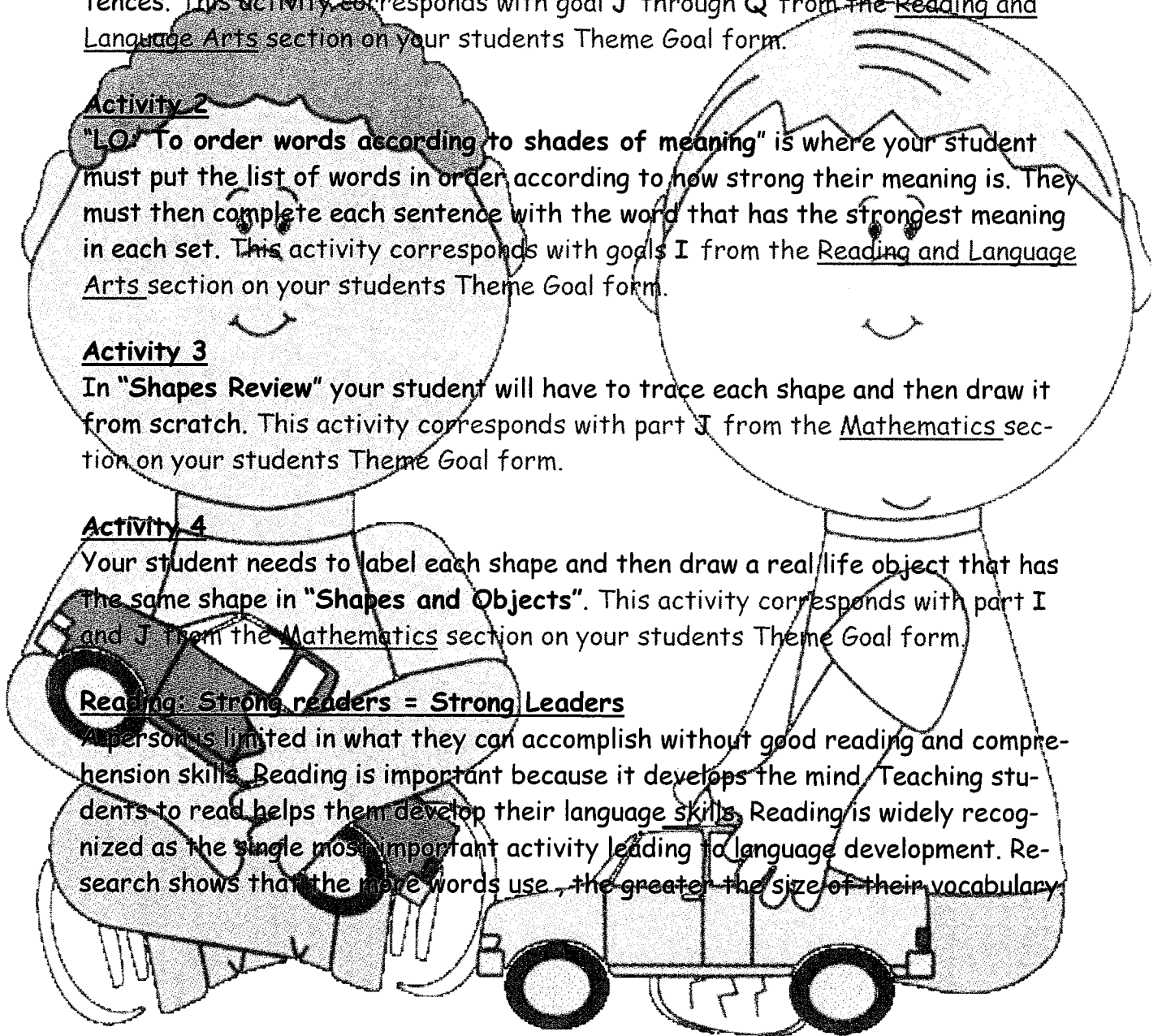
In "Shapes Review" your student will have to trace each shape and then draw it from scratch. This activity corresponds with part J from the Mathematics section on your students Theme Goal form.

Activity 4

Your student needs to label each shape and then draw a real life object that has the same shape in "Shapes and Objects". This activity corresponds with part I and J from the Mathematics section on your students Theme Goal form.


Reading: Strong readers = Strong Leaders

A person is limited in what they can accomplish without good reading and comprehension skills. Reading is important because it develops the mind. Teaching students to read helps them develop their language skills. Reading is widely recognized as the single most important activity leading to language development. Research shows that the more words use, the greater the size of their vocabulary.


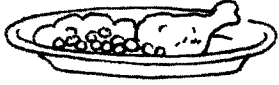




Cake!



“What  so good?” the boy asked.
smells

“It is a ,” Mom said.
cake

The boy wanted the .
cake

 your  first,” Mom said.
“Eat dinner

The boy did  his .
eat dinner

The boy was **too full** for !
cake 

Name _____ Date _____

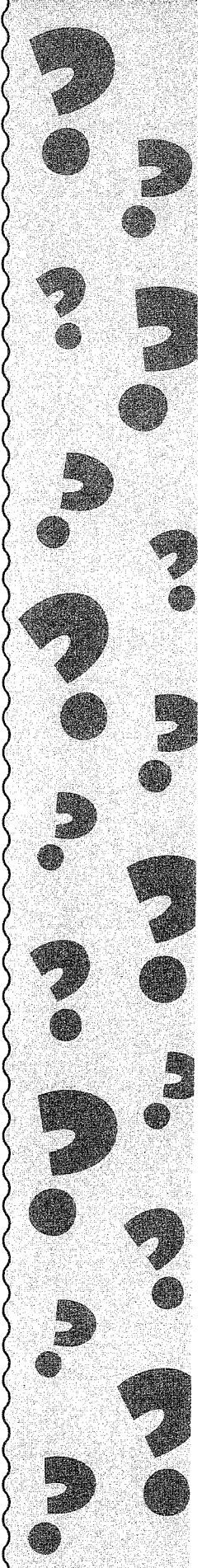
Use what you read in the passage to answer the questions.

1. What does the boy smell?

2. What does the boy's mom say he has to do?

3. Does the boy eat the cake? Why not?

4. What does **too full** mean?



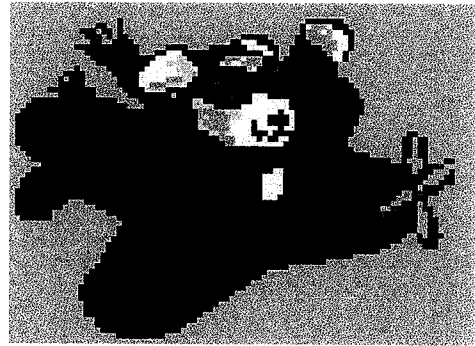
LO: To order words according to shades of meaning.

FACT: Did you know that Inuit people have over 300 words for snow? **Why** do you think that is?

Although there may be many different words for the same thing, there are usually slight differences in meaning. For example, ‘**cross**’ and ‘**furious**’ both mean angry, but ‘**furious**’ means more angry than ‘**cross**’ does.

Read these lists of words carefully. You need to put them in order according to their meaning. **Ask yourself** ‘Which word has the strongest meaning? Which has the weakest meaning?’ **Write** the weakest words first.

1. Grumpy, cross, furious
2. Eat, gobble, nibble
3. Sip, swig, swallow, gulp
4. Wreck, destroy, damage
5. Shining, sparkling, glittering, dazzling
6. Pretend, fake, phoney
7. Boring, dull, tedious, uninteresting.
8. Lump, particle, speck, chunk
9. Great, big, enormous, gigantic
10. Awake, sleepy, tired, asleep



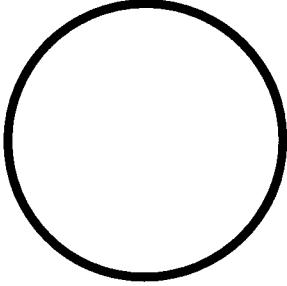
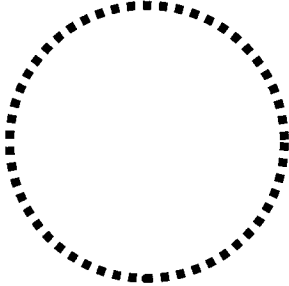
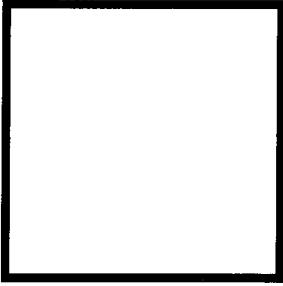
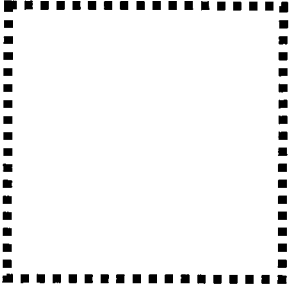


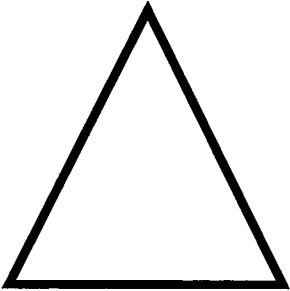
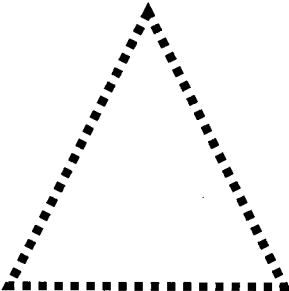
Task 2:

Complete these sentences with the strongest word in each set.

1. John the door loudly.
[shut, slammed, banged]
2. The towels were _____.
[hairy, scratchy, rough]
3. May’s weather was _____.
[scorching, hot warm]
4. “What do you think you are doing?” _____ the referee.
[whispered, snapped, yelled]
5. Joe was _____ when his puppy went missing.
[sad, depressed, tearful, heartbroken]

Name: _____

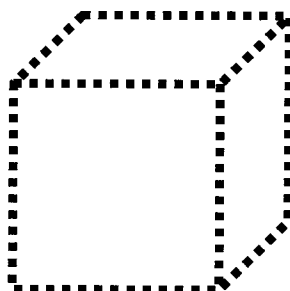
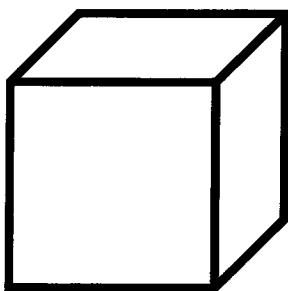
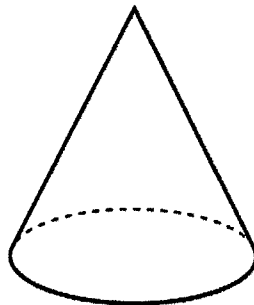
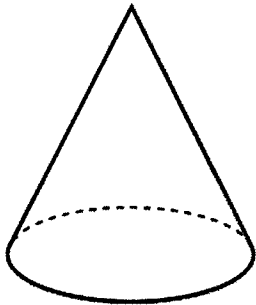
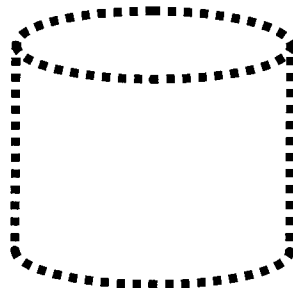
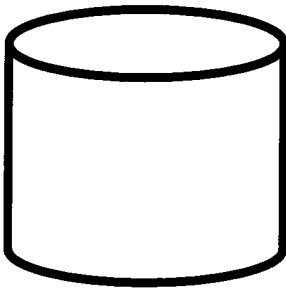
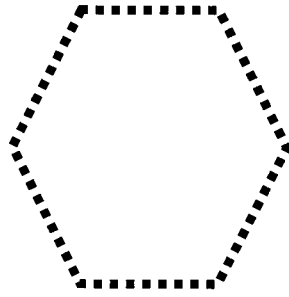
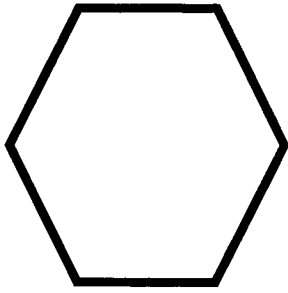
Shapes Review

Color the shape	Trace the shape	Draw the shape
		
		
		
		

Color the shape

Trace the shape

Draw the shape

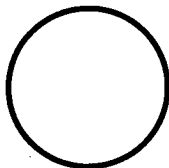


Name: _____

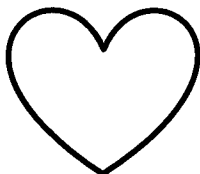
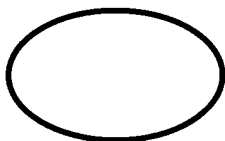
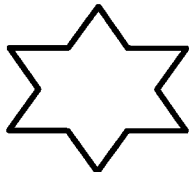
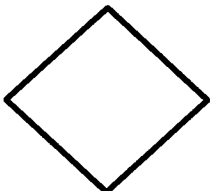
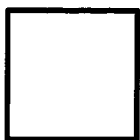
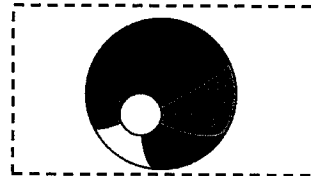
Score: _____

Shapes and Objects

Label each shape and draw related real life object:



Circle

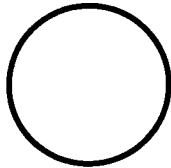


Name: _____

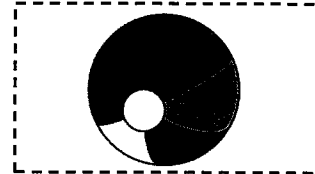
Score: _____

Answer key

Label each shape and draw related real life object:



Circle



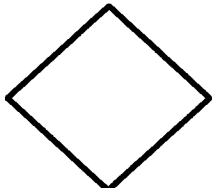
Square



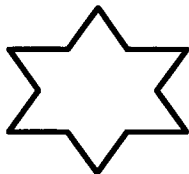
Triangle



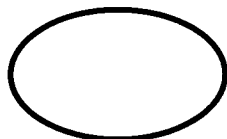
Rectangle



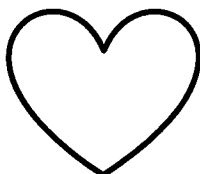
Rhombus



Star



Oval



Heart

