

Mesa Vista Consolidated Schools

Academic Instruction

Pre K – Mrs. Gallegos’s Class

During the next three weeks, please continue to work on the skills we discussed during Middle-of-the-Year Parent/Teacher Conferences that pertain to your child. You can also refer to the handouts I gave you on activities to prepare your child for reading and math. Below you will find a few websites that will also be beneficial during this time:

<https://www.kidsdiscover.com/>

username: Mesavista password: mvschools

https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html?promo_code=6294&magazineName=classroommagazines

<https://www.starfall.com/h/abcs/>

If you have any questions, you can reach me through Class Dojo or by email at Rosalie.gallegos@mesavista.org

Thank you and best wishes!

Mrs. Rosalie Gallegos

Kindergarten – Mrs. Terrazas’s Class

Mrs Jerralynn Terrazas Kinder Packet

Week of : 3/23/20-3/27/20



***Practice alphabet and sounds everyday. Practice counting to 100 by 1’s, 5’s, and 10’s. Sing months, days of the week, and colors song.**

Monday

Read a book together or have your child read one if they can.

Complete Matching words game PP1-PP2 pgs. 79-81, have your child cut out words from PP1 and match to words on PP2.

Complete Circle the word pg. 14.2, have your child circle the word that matches the picture.

Math: Have your child complete pgs. 351-356, How many in all?

Tuesday

Read a book together or have your child read one if they can.

Complete Circle letters PP3 pgs. 83-84, have your child circle the letters that spell the picture and then have them write the words on the lines.

Math: Have your child login to login.i-ready.com, here they will practice IReady math lessons through games. If you do not have wifi access at home have your child practice counting objects and practice writing the number 1-10.

Wednesday

Read Decodable **Jim and Kit**.

Complete Match words to Pictures PP4 pgs. 85-86, have your child read the word and write in on the line of the matching picture.

Math: Have your child complete pgs. 357-362, Problem solve, write a number sentence.

Thursday

Read Decodable **Jim and Kit**.

Complete Match words to pictures PP5 pgs. 87-88, have your child write down the word that matches the picture.

Math: Have your child login to login.i-ready.com, here they will practice IReady math lessons through games. If you do not have wifi access at home have your child practice counting objects and practice writing the number 11-20.

Friday

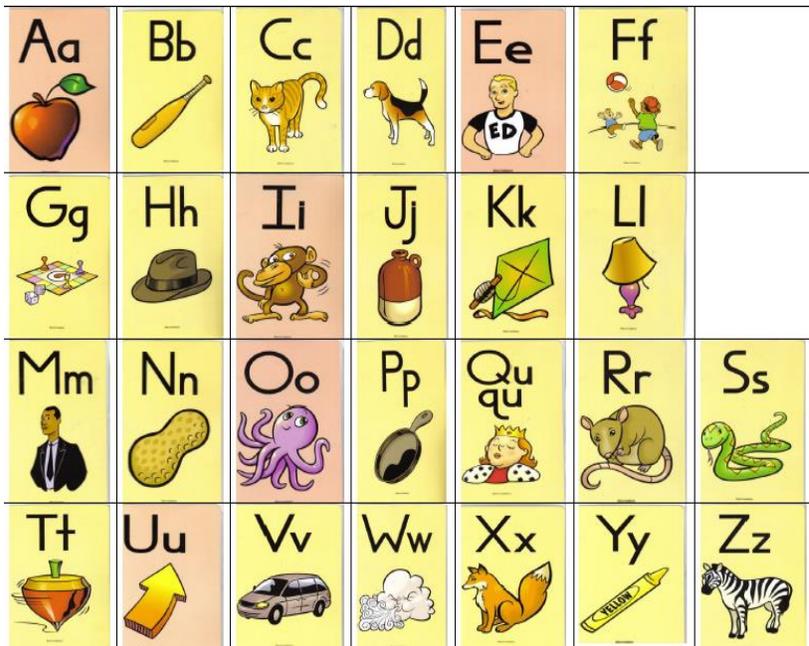
Practice alphabet Aa-Zz & 1-25

Have your child practice writing the letters Aa-Zz.

Math: Practice writing the numbers 1-20.

If your child needs more practice with more language arts or math you can have them get into any of the following websites: **starfall.com**, **pbskids.org**, **abcya.com**

Parents please make sure you are checking the Class Dojo website for messages from me. If you have any questions or concerns message me on the Class Dojo website or my school email is jerralynn.terrazas@mesavista.org.



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

Parents: These are words, letters and decodable words please have your child practice them every night.

Initial daily that your child read.

Mon.	Tues.	Wed.	Thurs.

Sight Words(High Frequency words)

- | | | |
|---------|------------|----------|
| 1. I | 13. my | 25. said |
| 2. can | 14. are | 26. want |
| 3. the | 15. with | 27. me |
| 4. we | 16. he | 28. here |
| 5. see | 17. is | 29. what |
| 6. a | 18. little | 30. thi |
| 7. like | 19. she | |
| 8. to | 20. was | |
| 9. and | 21. for | |
| 10. go | 22. have | |
| 11. you | 23. of | |
| 12. do | 24. they | |

Decodable words

buck	Ken	cut	fun	hut	fit
tick	kick	ring	junk	mug	lick
bun	sick	wick	rock	luck	tuck

Sentences

1. We are at the park.
2. He can do a trick.
3. I get the little duck.

First Grade – Mrs. Prado’s Class

Instructional packet

Reading Log: Students will read a book and sign it into their reading log daily.

Reading Challenge: With the guidance and support of an adult, students can choose one reading challenge per day Monday-Thursday on the sheet.

Targeted Instruction Chaining: Students in my targeted instruction class can complete one page of words daily to blend, chain, and read.

Math Week 1: Students will understand the concept of measuring length.

Complete one page per day. Order each object by writing a number in the blank space.

Measure each object and write the length in inches.

Math Week 2: Students will identify and describe two and three-dimensional shapes.

Complete one page per day. Shade in shapes according to the color directions. Page 3: Match the 2-dimension shape with the 3 Dimensional shape.

Math Week 3: Students will add within 100 using concrete models, drawings and base ten strategies.

Complete one page per day. Add a one-digit number with a two-digit number.

Use the number line. Start at the greater number, count on with the smaller number.

All students have access to these online instructional programs:

Istation

Iready Math

Learning A to Z

Students are welcomed and encouraged to log in daily during the school closure.

Second Grade – Mrs. Nichol’s Class

Please continue working on the assignments in the folders. If your student finishes the assignments you may return the folders to the Central Office. Just email me to let me know and I will refill them with new assignments. I will be running off new reading and math material for week 3.

Please continue to use IStation, iReady, and Reading A-Z on a daily basis. Sign in for Reading A-Z is CCampos 27, password strob225.

There are many websites offering free learning materials during school shut downs. One you might find helpful is LWTears.com. This is from Learning Without Tears, the same company we have ordered our keyboarding program from.

We are excited to announce that Mesa Vista Schools are partnered with Moby Max Online Learning. Please have your students sign in to : www.mobymax.com/nm331

All second graders can sign in using the Young Student Sign In option. Begin by choosing math or reading and take the placement test. I will monitor your student's progress from my home computer.

Happy Learning!

Take care!

Third Grade – Mrs. Lopez’s Class

READING and ELA-English Language Arts-2nd & 3rd grades

Directions: Students will continue using reading websites as they work toward a goal of reading 25 books out loud. Students will complete assigned spelling activities over the next two weeks- activities are outlined for this week only. I am sending home **Wonders Reading** materials which will begin next week.

1. Students in 2nd/3rd grades will log onto A to Z Kids Reading @

<https://www.kidsa-z.com/main/Login>.

Students will complete **2 books per day** along with comprehension activities included. Students will need a journal to complete writing assignments at home. (20 minutes per day). Teacher usernames are either: CCampos27 or CCampos29

1. Students will log onto Scholastic Magazines @

https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html?promo_code=6294&magazineName=classroommagazines

Students will complete **2 books per day** along with comprehension activities included. (20 minutes per day).

2. **Spelling Activities:** Prefix words

Students will complete one activity per day this week.

Monday: Copy, Write, Check worksheet

Tuesday: Word Search and prefix practice worksheets

Wednesday: Make flash cards on index cards provided and practice spelling words aloud and eyes shut.

Thursday: Study words using flash cards and Take a pre-test and grade your own test. Each word worth 5 points.

Math Activities

(Second grade students disregard math lesson plan)

1. **My Math workbook:** our class is being introduced to division concepts in this unit. **Your child will need your guidance to complete these pages.** Plan to use counters of some kind (pennies, beans, Lego blocks or tiles) to help them see how division works. In the book they use a number line, make one for your child using painters tape which comes off easily on most surfaces.

Plan to do pages 257 to 264 with your child this week.

2. Students will log onto Prodigy or Cool Math Games @

<https://play.prodigygame.com/>

<https://www.coolmathgames.com/>

Students will practice math skills using these two websites for **40 minutes a day**. I will track student progress online when using Prodigy.

3. **Common Core Math Daily Practice: Week 9**

This program provides students with daily practice and review of all standards taught in 3rd grade. Your child is expected to do **four problems per day** with your help. This worksheet should be completed by Thursday of this week.

4. **Check out Class Dojo postings @ El Rito** to find more great websites to support your child's learning.

Dear Families,

I am requesting your contact information for future communication.

Please text me at: 505-204-3866 with your cell phone and/or email address and I will send you a return text/email in return.

Thank you so much for being the great teachers you are as parents!

Stay home safe and healthy!

Mrs. Lopez

Fourth Grade – Mrs. Vigil’s Class

For Mrs. Vigil’s class, you will be continuing working on your packet for 2nd week. Each page is labeled by day.

Work From Home Packet: You have your “Work From Home” packet that gives you a mix of Reading, Grammar, Writing, Math, Social Studies, and Just for Fun. You will start and complete the 2nd week.

My Math Packet: The **My Math** my packet comes from your book and you are to complete one lesson per day. Weeks 2 Lesson 4-7 and Check my Progress: p. 893-918. Day 1: p. 899-904; Day 2: p. 905-910; Day 3: p. 911-914; Day 4: Check my Progress p. 915-916.

Reading: I have given you two choices for READING. You can either complete 2 lessons on I-Ready Reading daily or you can **read** either a story from your Wonders Anthology book, a book of your choosing, or one from EPIC for at least 25 minutes. After reading I would like you to write a 1 paragraph summary on the pages that you read in your anthology, your book choice, or an online EPIC book daily Monday-Thursday. You may also do a combination of the two choices where you alternate IReady on some days and reading/summary on other days.

Spelling and Grammar: I have also included your spelling packet and grammar packet labeled by week. Week 2 this week. Spelling: Day 1 Complete the 1st page ABC order p. 151. Day 2: Do the next 2 pages (152-153). Day 3: p. 154. Day 4: p. 155. For Grammar do the same thing. You will follow the same procedure for the other weeks. Write your summaries on a blank notebook with the date on top. This is very beneficial for all students’ comprehension.

Those students with Wi-Fi are encouraged to get on <https://login.i-ready.com/> and complete two reading assignments and two math assignments per day with a score of 75% or better. As students’ complete lessons, I can view results from any computer. Students are also encouraged to get onto [EPIC](#) and [SplashLearn](#) to practice their reading and math skills. I have included all login and passwords for IReady, EPIC, and SplashLearn. Something new I have enrolled our class into is another website called MOBYMAX. I will be sending you the login information.

If any parents need to reach me, they can contact me on Class dojo or on my email Kimberly.vigil@mesavista.org or call me at home at (505) 583-9208. Thank you so much for your understanding! Stay safe and keep learning!

[Log in to I-Ready](#)

Log in to I-Ready, online assessment and instruction that helps teachers provide all students a path to proficiency and growth in reading and mathematics.

login.i-ready.com

The screenshot shows the Epic! website interface. At the top, there are navigation links for "Switch Class" and "Student Log In Help". The main heading reads "Welcome, Mrs. Archuleta-Vigil's Class!" with a "Class Code: rzt3782" below it. A search bar labeled "Search for Student" is present. Below the search bar, there are two rows of student avatars, each with a name and a level number. The first row includes Abbigale M. (Level 9), Alonzo V. (Level 1), Alyssa A. (Level 3), Brianna H. (Level 8), Brigham K. (Level 11), and Dominic L. (Level 11). The second row shows more avatars, including one with a magnifying glass and another with a dog's face.

<https://www.getepic.com/> Epic!’s digital library includes many of the best kids books, popular ebooks, and videos such as Fancy Nancy, Big Nate, Warriors, and National Geographic Kids.

The screenshot shows the SplashLearn website homepage. The main heading is "The Complete K-5 Math Learning Program Built for Your Child" with the tagline "Boost Confidence. Increase Scores. Get Ahead." Below this, there are two orange buttons: "Parents, Sign Up for Free" and "Teachers, Sign Up for Free". The background features a cartoon pig pilot in a yellow basket flying over a blue sky with clouds. At the bottom, there are several award logos and a badge that says "30 Million+ Learners".

<https://www.splashlearn.com/>

Splash learn are interactive math games that help children learn and improve on their math skills.

They get a personalized Learning Path Fit for Catching up, enrichment or Regular Practice.

Fifth Grade –Mrs. Archuleta’s Class

Spelling - Words with Greek Roots

1. Copy weekly **spelling words** into ELA/Parts of Speech notebook (or other notebook/sheet of paper).
2. Write **twenty (20)** sentences. Include Super (descriptive using as many **adverbs** as you can), compound, and complex sentences following them each up with a C.O.P.S. Proofreading and identify the adverbs.
3. Complete the *Word Study: Words with Greek Roots* page.
4. Complete the *Spelling: Words with Greek Roots* page.
5. Some of you will complete **your four (4)** Speller’s Menu activity for extra practice/credit.

Grammar - Adverbs

1. Complete the **three (3) grammar practice sheets** in this order:
 - a. Grammar: Adverbs
 - b. Grammar: Adverbs before Adjectives and other Adverbs
 - c. Grammar: Adverbs (Practice)

Reading – Comprehension

1. Complete **four (4) i-Ready** daily quizzes, and **four (4)** assigned instruction and quizzes.
 - a. Close Reading: Language and Meaning
 - b. Figurative Language
 - c. Understanding Figurative Language
 - d. Explaining the Structure of a Poem

Writing - Complete weekly **essay** by following the writing process of plan, draft, revise/proofread, and publish to write to the weekly prompt.

Math – Fractions

1. Complete **four (4) i-Ready** daily quizzes, and **four (4)** assigned instruction and quizzes.
 - a. Multiply Fractions to Find Area
 - b. Understand Multiplication as Scaling
 - c. Understand Division with Unit Fractions
 - d. Divide Unit Fractions in Word Problems

Sixth Grade - Mr. Arellano's Class

For Mr. Arellano's class, those students with Wi-Fi are encouraged to get on <https://login.i-ready.com/> and complete four reading assignments and four math assignments per day with a score of 75% or better. As students complete lessons i can check in the students progress from any computer. Students are also encouraged to get onto <https://mathsnacks.com/> and play some math games.

Also there are now math packets ready in the Central office for the 6th grade students. There will also be some novels, please get two and read every day.

[Log in to i-Ready](https://login.i-ready.com/)

Log in to i-Ready, online assessment and instruction that helps teachers provide all students a path to proficiency and growth in reading and mathematics.

login.i-ready.com



[Creature Caverns Math Snacks \(Learning Games Lab\)](https://mathsnacks.com/)

Math Snacks are games and animations designed to help learners "get it". Produced in collaboration by mathematics educators, mathematicians, learning specialists and game developers, Math Snacks supplements instruction by making math more accessible and conveying topics in a creative, visual, and applied ways.

mathsnacks.com

Students without WiFi access are encouraged to come to the school and pick their math book and work on at least 6 pages a day. We have pretty much covered everything in the book would help students review and practice the newest concepts we have been learning (fractions, decimals, percentages, order of operations and geometry) as well as review some they are struggling with. The math book comes with at least three pages of examples on how to solve the problems and the problems will have a number corresponding to the examples it goes with. I also want these students to get a novel from my book shelf and complete it by the time we get back. I would like a summary for odd (1,3,5,...) chapters and a prediction for even (2,4,6...) chapters.

In all every student should read out loud for at least 25minutes a night. This is very beneficial to a students education.

If any parents need to reach me they can on Class dojo or on my email javier.arellano@mesavista.org

Middle School – Mrs. Pena’s Classes

Please continue to refer to the online plans for assignments.

I have set up a class on Google Classroom for my classes and have listed **join** passwords here. All a student has to do is sign in to their Google Account using their mvtrojans.org email. For example: (first.last@mvtrojans.org) which can be done by searching for and visiting **Google Classroom** OR download the **Google Classroom App** and sign in. Their password for this account is first three of their first name, the first three of their last name, and the last four of their student ID. It is then a simple matter of using the class codes to join a class.

Class Codes for my Math/English/ELD classes are as follows:

Class	Code:
Math and ELA 7 th	vkb24zn
8th Math/English	7apyjes
ELD Intervention	mogey3j

Mrs. Stone’s Classes

I have set up a class on Google Classroom for each of my classes and have listed **join** passwords here. All a student has to do is sign in to their Google Account using their mvtrojans.org email. For example:

(first.last@mvtrojans.org) which can be done by searching for and visiting **Google Classroom** OR download the **Google Classroom App** and sign in. Their password for this account is first three of their first name, the first three of their last name, and the last four of their student ID. It is then a simple matter of using the class codes to join a class and we will be ready for distance learning!

Class Codes for my classes are as follows:

Class	Code:
2 nd Period ELA IV (Seniors)	tndlda3
3 rd Period ELA I (Freshmen)	ba2p3xl
4 th Period ELA III(Juniors)	2q7p3b2
5 th Period Spanish I	7agjhyh
7 th Period ELA II (Sophomores)	7piwtg7
1st Period Creative Writing	5o5kmvj

I will be begin posting announcements on Monday, March 16th and post my first assignments on Tuesday, March 17th.

Mr. Sapp's Classes

Algebra 1

Week 1

Working with Units Unit

Week 2

Linear Equations & Graphs Unit

Week 3

Selected lessons from Forms of Linear Equations & Intro to Systems of Equations

Algebra 2

Week 1

Polynomial Factoring

Week 2

Polynomial Division & Graphs

Week 3

Rational Exponents and Radicals

Geometry

Week 1

Geometry Foundations

Week 2

Transformations

Week 3

Congruence

Math 2

Week 1

Absolute and Piecewise Functions

Week 2

Quadratics and Factoring (Through Quiz 1)

Week 3

Quadratic and Factoring (Completion)

Pre-Calculus

Week 1

Polynomials (through Quiz 1)

Week 2

Polynomials (through Quiz 2)

Week 3

Polynomials (through Unit test)

Regards,

Michael Sapp

Mr. Jaramillo's Classes

All Classes - Access www.sciencenews.org and read and review five articles of your choice to include the article "coronavirus most contagious before and during the first week of symptoms" prepare a one page reflective essay for each article. Also, access www.quizlet.com and compete a science review specific to classes students are enrolled in.

Mr. Vigil

Keyboarding 2nd Period

Students are to complete Lessons 1-12 Numbers and Symbols in edutyping. Please feel free to email me at eric.vigil@mesavista.org with any questions.

Mr. Coronado's Classes

Dear Parent or Guardian of a Mesa Vista Student,

My name is Victor Coronado and I am your kid's World History Teacher. I have set up a Google Classroom online and have already set up a couple of lessons for your kids. It is super easy to sign up and do! All you student has to do is go online to Google Classroom and sign in with their Mesa Vista email and password!

Their email is usually : firstname.lastname@mvtrojans.gov

Their password is usually: first 3 letters of first name

first 3 letters of lastname

last 4 numbers of their student ID

for example: Victor Coronado [8754832](#) would be:

viccor4832

Once logged on to Google Classroom your student should look "join a class". The class sign in code for World History is: nzvox2e

I hope this information is helpful!!!! See your student online!!!

I have set up a class on Google Classroom for each of my classes and have listed **join** passwords here. All a student has to do is sign in to their Google Account using their mvtrojans.org email. For example: (first.last@mvtrojans.org) which can be done by searching for and visiting **Google Classroom** OR download the **Google Classroom App** and sign in. Their password for this account is first three of their first name, the first three of their last name, and the last four of their student ID. It is then a simple matter of using the class codes to join a class and we will be ready for distance learning!

Class Codes for my history classes are as follows:

Class	Code:
2 nd Period US history (Juniors)	ej77ur2
3 rd Period World History (Sophomores)	nzvox2e
4 th Period Economics (Seniors)	ztrxf2
5 th Period NM History (7 th Grade)	e7ct7sx
6 th Period NM History (9 th Grade)	shm7m2i
7 th Period US History (8 th Grade)	kaxwq6r

I will begin posting announcements on Monday, March 16th and post my first assignments on Tuesday, March 17th.

Mr. Mascarenas

Daily P.E. Workout Mr. Mascarenas Grades 4-6: Repeat for 3 weeks

Start off with each day with Daily warm-up and Stretches (hold all stretches for 15-30 sec each):

1. Toe touches
2. Left over right and right over left
3. Down the middle or sitting butterfly
4. Quad stretches/leg pull backs
5. Shoulder Stretches (arm over the head)
6. 15 jumping jacks

Day 1 Workout:

1. Run/jog in place for 1 minute- 5 Sets of 1 minute or go outside and run/jog for 5 minute
2. 25 Pushups
3. 30 Arm Circles forward
4. 30 Arm Circles backward
5. Planks - 3 sets of 30 seconds
6. 30 Crunches or sit-ups

Day 2 Workout

1. 50 Burpees
2. 50 Mountain climbers

3. Jump rope 30 Seconds- 4 sets/times
4. Run/jog in place for 1 minute- 5 sets of 1 minute or go outside and run/jog for 5 minute

Day 3 Workout

Free day- Choose any physical activity or sport you want and participate for at least 45 min. Some Examples: throw a football with your dad, play a basketball game with your siblings on your backyard basketball goal.

Mr. Mascarenas

Daily P.E. Workout Mr. Mascarenas Grades 7-12: Repeat for 3 weeks

Start off with each day with Daily warm-up and Stretches (hold all stretches for 15-30 sec each):

7. Toe touches
8. Left over right and right over left
9. Down the middle or sitting butterfly
10. Quad stretches/leg pull backs
11. Shoulder Stretches (arm over the head)
12. 20 jumping jacks

Monday Workout:

7. Run/jog in place for 1 minute- 5 Sets of 1 minute or go outside and run/jog for 5 minute
8. 100 Body Squats
9. 75 Lunges
10. 75 leg kick backs
11. 30 calf raises

Tuesday Workout:

1. 50 Pushups
2. 75 Arm Circles forward
3. 75 Arm Circles backward
4. Planks - 4 sets of 45 seconds
5. 50 Crunches

Wednesday Workout

5. 50 Burpees

6. 50 Mountain climbers
7. Jump rope 1 minute- 3 sets
8. Run/jog in place for 1 minute- 5 sets of 1 minute or go outside and run/jog for 5 minute

Thursday

Free day- Choose any physical activity or sport you want and participate for at least 45 min. Some Examples: throw a football with your dad, play a basketball game with your siblings on your backyard basketball goal.

Mr. Mascarenas

Health Class

Week 1 Assignment – Stress Management

Each Student is responsible for creating their own personal stress book or power-point based on identifying the following information:

1. Student will research and define what stress and stress management is.
2. Student will be able to identify some causes of stress in their own life.
3. Student will be able to identify ways in which they can minimize and manage stress in their life.
4. Students will research and use their own personal experiences to suggest relaxation activities for themselves and others.

The book or power point must include all the information requested above and may include pictures or any visuals that the student may want to include.

Students must also include a reference page where they list all their sources used

Week 2 Assignment – Create a workout diet/meal plan

Students will study the benefits of being physically active and following a proper eating habits/diet. Students will be responsible for researching and using their own personal experience to define what being physical active means and what a proper nutritional diet looks like. After identifying this information, each student will create a 7 day-daily workout routine and a 7 day daily diet/meal plan that best suits them based on what their personal interests, physical strengths, and weaknesses.

Week 3 Assignment- Healthy/Unhealthy Relationships

Each student will write a one page on what healthy and unhealthy relationships are. Each student will research and use their own experiences to identify and define what a healthy and unhealthy relationship/s is. Students must include the following in their paper:

1. What is a healthy and unhealthy relationship
2. What are the factors that impact a healthy or unhealthy relationship- factors include (physical, mental, social, economic, environment, stress, addiction, employment and financial)

3. List any local resources available to anyone that is in an unhealthy relationship or anyone looking to improve the quality of their relationship.

Students must also include a reference page where they list all their sources used

Mrs. Lujan

Students please check your parents' emails for lessons for Mrs. Lujan's classes. If your parent did not receive an email then you will be able to pick up your assignments from Central Office, Tuesday from 2:00pm to 3:00 pm.

Thank you and be safe.

Mrs. Sandoval

7th grade

Good evening Parents, Grandparents, Guardians, & Students,
I hope all is well with each of you. I'm well and available for "distance" learning in hopes of applying on-line learning as well.

Here are some detailed instructions with specifics just in case you need some guidance. These are specific for **7th grade**.

I have found some really nice sites for the students to access some activities to continue their brain activity in learning Spanish. For the three weeks I want them to go to the following sites and engage in the different activities that are offered. There are many to choose from which range anywhere from audio to just silent activities. Students are to spend 30-45 minutes a day (week one) on any of the sites they choose and select which activities to participate in.

The following sites are the ones I want to be of focus:

https://www.123teachme.com/learn_spanish/spanish_grammar_course

<https://rockalingua.com/games>

<https://www.storyplace.org/es>

<https://pbskids.org/games/spanish/>

Clarification & Focus for Students in 7th Grade

Definite and Indefinite Articles (el, la, los, las and un, una, unos, unas)

Adjectives (delgado, gordo, alto, pequeño, bonita, etc.)

Nouns-Vocabulary (perro, lápiz, nube, sol, etc.)

Pronouns- for conjugation of verbs (yo, él, ella, usted, nosotros, ellos, ellas, ustedes)

Ordinal Numbers (1st = primero; 2nd = segundo)

Numbers 0-30 (writing them) Ex: 21=veintiuno not veinte y uno

Conjugation of regular -ar, -er, & -ir verbs in the Present Indicative Tense.

Plural of nouns (rules) luz=luces because the rule says that if it ends with a "z" change it to a "c" and add "es".

Gender & Number (masculine/feminine and singular/plural) everything has to match like: los perros las
perros la perros el perros un perros una perros unos perros unas perros

Spelling- Continue to use the word list (in their possession) of Spanish Spelling Bee. If students do not
have their list it can be accessed through the NMABE website: nmabe.org

The Spanish Alphabet and how to sound out the letters. (This can be found in their journals and/or the
website of nmabe.org to include the rules that students already know.)

The focus topics of learning (review) are from previous learning (lessons) and students have all the
information in their journal that is in their possession. Students will be taking a test shortly after they
return on the conjugation of regular -er and -ir verbs in the Present Indicative Tense.

The websites have many fun activities/games to encourage and support review that promotes
learning. Please don't limit the learning to just what is listed. Students may go out for a nature walk and
then list nouns of things they saw and verbs of things that they saw done (birds singing etc.) They may
then use the same information to make the nouns plural and the apply articles, adjectives, and numbers
(Two yellow birds singing on a tall tree. Dos pájaros amarillos cantando en un árbol alto.)

Please be creative with learning and applying the target language. Students may also watch a Spanish
cartoon or listen to the Spanish Station of 89.1 which are both acceptable for promoting and
supplementing the target language while they're out for three weeks.

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check emails periodically throughout the day. Please feel free to post it to social media if you'd like
and/or pass the information along if others are inquiring; since I only had a limited number of emails.
Enjoy this unique method of learning while we're out.

Mrs. Teresa Sandoval
Spanish Teacher

<u>Week #1</u>	<u>Week #2</u>	<u>Week #3</u>
<p>Get on any of the 4 sites and focus on activities/games of learning already done.</p> <p>Spend 30-45 minutes</p> <p>Conjugate the following verbs in the Present Indicative Tense: comer; beber; abrir; vivir; hablar; andar; nadar; vender; escribir; recibir</p>	<p>Get on the following site: https://studyspanish.com/verbs/random-quiz/pireg</p> <p>Go to the Grammar Tab at the top</p> <p>Complete the following #s on the left:</p> <p>#1 Gender of Nouns I (Monday)</p> <p>#3 Numbers 1-10 (Tuesday)</p> <p>#4 Plural Forms of Nouns (Wednesday)</p> <p>#5 Definite & Indef. Articles (Thursday)</p>	<p>Get on the following site: https://studyspanish.com/verbs/random-quiz/pireg</p> <p>Go to the Grammar Tab at the top</p> <p>Complete the following #s on the left:</p> <p>#7 Subject Pronouns (Monday)</p> <p>#8 Reg. Verbs (Tuesday)</p> <p>#11 Adjectives I (Wednesday)</p> <p>#14 Numbers 11-30 (Thursday)</p>

<p>Practice spelling in Spanish from word list.</p>	<p>On each one, complete the Basic Quiz, Mini-Test, Oral 1, & Podcast.</p> <p>Practice Spelling!</p>	<p>On each one, complete the Basic Quiz, Mini-Test, Oral 1, & Podcast.</p> <p>Practice Spelling!</p>
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I will email hard copies of these to the Principal and Superintendent for you to pick up if needed.

8th grade

Good evening Parents, Grandparents, Guardians, & Students,

I hope all is well with each of you. I'm well and available for "distance" learning in hopes of applying on-line learning as well.

Here are some detailed instructions with specifics just in case you need some guidance. These are specific for **8th grade**.

I have found some really nice sites for the students to access some activities to continue their brain activity in learning Spanish. For the three weeks I want them to go to the following sites and engage in the different activities that are offered. There are many to choose from which range anywhere from audio to just silent activities. Students are to spend 30-45 minutes a day (week one) on any of the sites they choose and select which activities to participate in.

The following sites are the ones I want to be of focus:

https://www.123teachme.com/learn_spanish/spanish_grammar_course

<https://rockalingua.com/games>

<https://www.storyplace.org/es>

<https://pbskids.org/games/spanish/>

Clarification & Focus for Students in 8th Grade

Definite and Indefinite Articles (el, la, los, las and un, una, unos, unas)

Adjectives (delgado, gordo, alto, pequeño, bonita, etc.)

Nouns-Vocabulary (perro, lápiz, nube, sol, etc.)

Pronouns- for conjugation of verbs (yo, él, ella, usted, nosotros, ellos, ellas, ustedes)

Ordinal Numbers (1st = primero; 2nd = segundo)

Numbers 0-30 (writing them) Ex: 21=veintiuno not veinte y uno

100 (writing them) Ex: 45= cuarenta y cinco

them) diez, veinte, treinta, cuarenta, etc.

Conjugation of regular -ar, -er, & -ir verbs in the Present Indicative Tense.

Conjugation of regular -ar, -er, & -ir verbs in the Preterite Past Tense.

Plural of nouns (rules) luz=luces because the rule says that if it ends with a "z" change it to a "c" and add "es".

Gender & Number (masculine/feminine and singular/plural) everything has to match like: los perros las perros la perros el perros un perros una perros unos perros unas perros

Numbers 31-

Numbers in tens (writing

Spelling- Continue to use the word list (in their possession) of Spanish Spelling Bee. If students do not have their list it can be accessed through the NMABE website: nmabe.org

The Spanish Alphabet and how to sound out the letters. (This can be found in their journals and/or the website of nmabe.org to include the rules that students already know.)

The focus topics of learning (review) are from previous learning (lessons) and students have all the information in their journal that is in their possession. Students will be taking a test shortly after they return on the conjugation of regular -er and -ir verbs in the Present Indicative Tense.

The websites have many fun activities/games to encourage and support review that promotes learning. Please don't limit the learning to just what is listed. Students may go out for a nature walk and then list nouns of things they saw and verbs of things that they saw done (birds singing etc.) They may then use the same information to make the nouns plural and the apply articles, adjectives, and numbers (Two yellow birds singing on a tall tree. Dos pájaros amarillos cantando en un árbol alto.)

Please be creative with learning and applying the target language. Students may also watch a Spanish cartoon or listen to the Spanish Station of 89.1 which are both acceptable for promoting and supplementing the target language while they're out for three weeks.

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Mrs. Teresa Sandoval

Spanish Teacher

"8th Grade Spanish"

<u>Week #1</u>	<u>Week #2</u>	<u>Week #3</u>
<p>Get on any of the 4 sites and focus on activities/games of learning already done.</p> <p>Spend 30-45 minutes</p> <p>Conjugate the following verbs in the Preterite Past Tense:</p> <p>comer; beber; abrir; vivir; hablar; andar; nadar; vender; escribir; recibir</p> <p>Practice spelling in Spanish from word list.</p>	<p>Get on the following site: https://studyspanish.com</p> <p>Monday-Thursday</p> <p>Go to the Grammar Tab at the top.</p> <p>Complete the following #s on the left:</p> <p>Unit 2 #35 Ordinal numbers (Monday)</p> <p>Unit 5 #52 Numbers 31-1000 (Tuesday)</p> <p>#61 Def. Articles II (Wednesday)</p> <p>Unit 6 #63 Preterite I (Thursday)</p> <p>On each one: complete the Basic Quiz, Mini-Test, & Oral 1.</p> <p>Practice Spelling!</p>	<p>Get on the following site: https://studyspanish.com</p> <p>Monday:</p> <p>Go to the Verb Skills Tab at the top.</p> <p>Complete the Preterite Tense (Regular verbs) on the left: click to "generate Unique Quiz"</p> <p>Number of questions? 25</p> <p>Include vosotros/as? No</p> <p>Take Quiz</p> <p>Generate another Quiz and complete.</p> <p>Practice Spelling</p> <hr/> <p>Tuesday:</p> <p>Go to the Vocabulary tab at the top.</p> <p>Complete the following:</p> <p>Unit One #3 (Plants)</p> <p>Oral 1, Oral 2, & Quiz</p> <hr/> <p>Wednesday:</p> <p>Go to the Vocabulary tab again.</p> <p>Complete the following:</p> <p>Unit One #4 (Kitchen)</p>

		<p>Oral 1, Oral 2, & Quiz</p> <p>Practice Spelling!</p> <hr/> <p>Thursday:</p> <p>Study your Spelling!</p> <p>Activity/Games of your choice.</p>
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Students should log any and all activity/time/scores in their journals for me to see upon their return to school, April 6th.

Spanish I & II

Good evening Parents, Grandparents, Guardians, & Students,
I hope all is well with each of you. I'm well and available for "distance" learning in hopes of applying on-line learning as well.

Here are some detailed instructions with specifics just in case you need some guidance. These are specific for **Spanish I & II**.

I have found some really nice sites for the students to access some activities to continue their brain activity in learning Spanish. For the three weeks I want them to go to the following sites and engage in the different activities that are offered. There are many to choose from which range anywhere from audio to just silent activities. Students are to spend 30-45 minutes a day (week one) on any of the sites they choose and select which activities to participate in.

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<https://rockalingua.com/games>

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Clarification & Focus for Students in Spanish I

Definite and Indefinite Articles (el, la, los, las and un, una, unos, unas)

Adjectives (delgado, gordo, alto, pequeño, bonita, etc.)

Nouns-Vocabulary (perro, lápiz, nube, sol, etc.)

Pronouns- for conjugation of verbs (yo, él, ella, usted, nosotros, ellos, ellas, ustedes)

Ordinal Numbers (1st = primero; 2nd = segundo)

Numbers 0-30 (writing them) Ex: 21=veintiuno not veinte y uno

Numbers 31-

100 (writing them) Ex: 45= cuarenta y cinco

Numbers 101-1000

(writing them) Ex: ciento uno, quinientos doce (512)

Numbers in tens

(writing them) diez, veinte, treinta, cuarenta, etc.

Numbers in hundredths (writing

them) cien, doscientos, trescientos, etc.

Conjugation of regular -ar, -er, & -ir verbs in the Present Indicative Tense.

Conjugation of regular -ar, -er, & -ir verbs in the Preterite Past & Past Imperfect Tenses.

Conjugation of regular -ar, -er, & -ir verbs in the Future & Conditional Tenses.

Plural of nouns (rules) luz=luces because the rule says that if it ends with a "z" change it to a "c" and add "es".

Gender & Number (masculine/feminine and singular/plural) everything has to match like: los perros las perros la perros el perros un perros una perros unos perros unas perros

Spelling- Continue to use the word list (in their possession) of Spanish Spelling Bee. If students do not have their list it can be accessed through the NMABE website: nmabe.org

The Spanish Alphabet and how to sound out the letters. (This can be found in their journals and/or the website of nmabe.org to include the rules that students already know.)

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Mrs. Teresa Sandoval

Spanish Teacher

“Spanish I & II”

<u>Week #1</u>	<u>Week #2</u>	<u>Week #3</u>
<p>Get on any of the 4 sites and focus on activities/games of learning already done.</p> <p>Spend 30-45 minutes</p> <p>Conjugate the following verbs in the Past Imperfect Tense:</p> <p>comer; beber; abrir; vivir; hablar; andar; nadar; vender; escribir; recibir</p>	<p>Get on the following site: https://studyspanish.com</p> <p>Monday:</p> <p>Go to the Grammar Tab at the top.</p> <p>Complete the following #s on the left:</p> <p>Unit 5 #52 Numbers 31-1000</p> <p>Unit 6 #63 Preterite</p> <hr/> <p>Tuesday:</p> <p>Go to the Grammar Tab at the top.</p> <p>Complete the following #s on the left:</p> <p>#64 Imperfect</p> <p>#62 Pret. vs Imp.I</p> <p>On each one: complete the Basic Quiz, Mini-Test, & Oral 1.</p> <hr/> <p>Wednesday:</p> <p>Go to the Grammar Tab at the top.</p> <p>Complete the following #s on the left:</p> <p>Unit 9 #99 Future</p> <p>#102 Conditional</p> <p>On each one: complete the Basic Quiz, Mini-Test, & Oral 1.</p>	<p>Get on the following site: https://studyspanish.com</p> <p>Monday:</p> <p>Go to the Verb Skills Tab at the top.</p> <p>Complete the Imperfect Tense (All cases) on the left: click to “Generate Unique Quiz”</p> <p>Number of questions? 25</p> <p>Include vosotros/as? No</p> <p>Take Quiz</p> <p>Generate another Quiz and complete.</p> <hr/> <p>Tuesday:</p> <p>Go to the Verb Skills Tab at the top.</p> <p>Complete the Future Tense (All cases) on the left: click to “Generate Unique Quiz”</p> <p>Number of questions? 25</p> <p>Include vosotros/as? No</p> <p>Take Quiz</p> <p>Generate another Quiz and complete.</p> <p>Unit One #3 (Plants)</p> <p>Complete Oral 1, Oral 2, & Quiz</p> <hr/>

	<hr/> <p>Thursday:</p> <p>Go to the <u>Vocabulary Tab</u> at the top.</p> <p>Complete the following:</p> <p>Unit One #8 (Emergency Services)</p> <p>Complete Oral 1, Oral 2, & Quiz</p> <p>#10 (Ailments)</p> <p>Complete Oral 1, Oral 2, & Quiz</p>	<p>Wednesday:</p> <p>Go to the <u>Verb Skills Tab</u> at the top.</p> <p>Complete the Conditional Tense (All cases) on the left: click to “Generate Unique Quiz”</p> <p>Number of questions? <u>25</u></p> <p>Include vosotros/as? <u>No</u></p> <p>Take Quiz</p> <p>Generate another Quiz and complete.</p> <hr/> <p>Thursday:</p> <p>Activity/Games of your choice.</p>
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Spanish II students may challenge themselves with other past learning with the Oral activities and Quizzes being offered in the many different Units.