



**Norfolk Public Schools**  
The cornerstone of a proudly diverse community

# Kindergarten



**Phase IV**  
**May 18 – June 5, 2020**

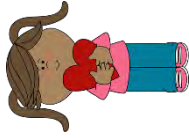


<b>Name:</b>	
<b>School:</b>	
<b>Grade Level:</b>	<b>Teacher:</b>

**NPS Curriculum & Instruction**

**This page intentionally left blank.**

# Social Studies Learning in Place Plans

## Kindergarten: May 18-22

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>Every living thing has basic needs to survive. A <b>need</b> is something we must have to live. Ex. food, water, air to breathe, shelter, clothes.</p> <div style="text-align: center;">  </div> <p><b>Activity:</b> Needs Worksheet- Label each picture using the words from the word bank.</p>	<p><b>Wants</b> are things people would like to have.</p> <p>Imagine you have a book and a toy in front of you. Which one do you <i>want</i> more? Why do you want the one item more than the other?</p> <p>We make decisions every day about what we want.</p> <div style="text-align: center;">  </div> <p><b>Activity:</b> Wants Worksheet- Label each picture using the words from the word bank.</p>	<p><b>Needs and Wants</b></p> <p>We all have the same <i>needs</i>. We need food, water, shelter, and clothing.</p> <p>You may have different <i>wants</i> than your friends. You make <b>choices</b> based on what you need at that moment or what might make you happy. If you need new running shoes, you make the choice to get new shoes, while your friend may want a puppy.</p> <p>*What happens if there are three things we want but we can only have two things?</p> <div style="text-align: center;">  </div> <p><b>Activity:</b> Draw something you need and something you want in the box. Then write a sentence about them.</p>

## Social Studies Learning in Place Plans

Kindergarten: May 26- 29

Learning Experience 1

### Cost vs. Benefit

People cannot have everything they want. People have to make choices about why they want that item (**benefit**) and what they are giving up in order to have that item (**cost**).

Ex. Sally wanted a Barbie doll because all her friends had one and she wanted to be able to play with them after school. (benefit) Sally had been saving money to buy ice cream, but bought the Barbie instead. She did not get ice cream at lunch. (cost)

**Activity:** Cost vs. Benefit Worksheet-Think of something you want. What are the benefit and cost of buying that item? Draw a picture and/or write a sentence telling what the benefit and cost is.

Learning Experience 2

### Money

People work to earn money. People use money to buy the things they *want*.



Grown-ups have jobs. Children can do chores!

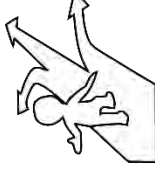
Have you helped out around the house to earn money to get something you wanted?

**Activity:** Draw and write about a job you can do around the house to earn money.

Learning Experience 3

### Choices

Life is full of choices. People make decisions every day about what they want and need. In order to get the things they need and want, people earn money.



**Activity:** Draw and write about what you will spend the money you earned on.

# Social Studies Learning in Place Plans

## Kindergarten: June 1-5

### Learning Experience 1

#### Independence Day

Independence Day, also known as The Fourth of July, is a day long ago when the United States became a country. It is sometimes called "America's Birthday."



It is celebrated in the month of July and is a day for patriotism. Patriotism is when people show love of our country or state.

**Activity:** Draw a picture of how you celebrate Independence Day and write a sentence about it.

### Learning Experience 2

#### Independence Day vs. Other Holidays

Think about what you have learned about Independence Day. (Learning Experience 1)

Think about the other holidays we have learned about this year.

-Thanksgiving



-Martin Luther King Jr. Day



-President's Day



**Activity:** Record things you know about Independence Day under the heading labeled Independence Day on the T-Chart. Choose one of the other holidays we learned about this year. Write the name of the holiday in the blank header. Record things you know about the holiday under the header you labeled. Then compare and contrast the holidays. How many things were similar?

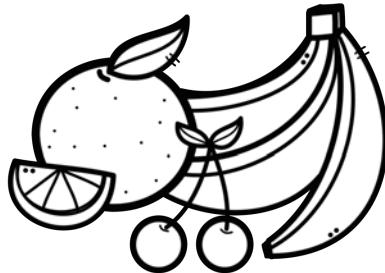
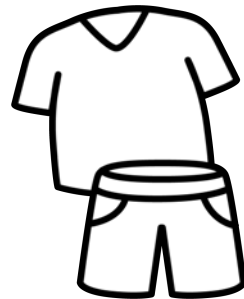
Name: \_\_\_\_\_

# NEEDS

Directions: Label each picture using the words from the word bank.

## Word Bank

food water shelter heat clothes



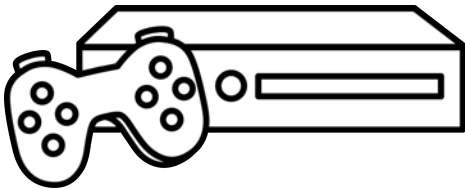
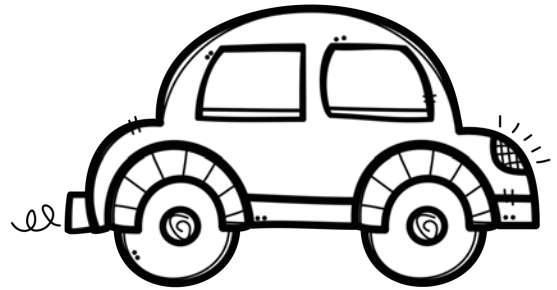
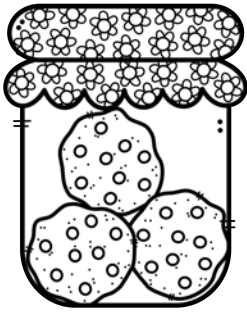
Name: \_\_\_\_\_

# WANTS

Directions: Label each picture using the words from the word bank.

## Word Bank

car phone toy cookies video game



Name: \_\_\_\_\_

# Wants & Needs

Directions: Draw something you need and something you want in the box. Then write a sentence about them.



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Name: \_\_\_\_\_

# Cost vs. Benefit

Directions: Think of something you want. What are the benefit and cost of buying that item? Draw a picture and/or write a sentence telling what the benefit and cost is.

I want \_\_\_\_\_

Benefit	Cost

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

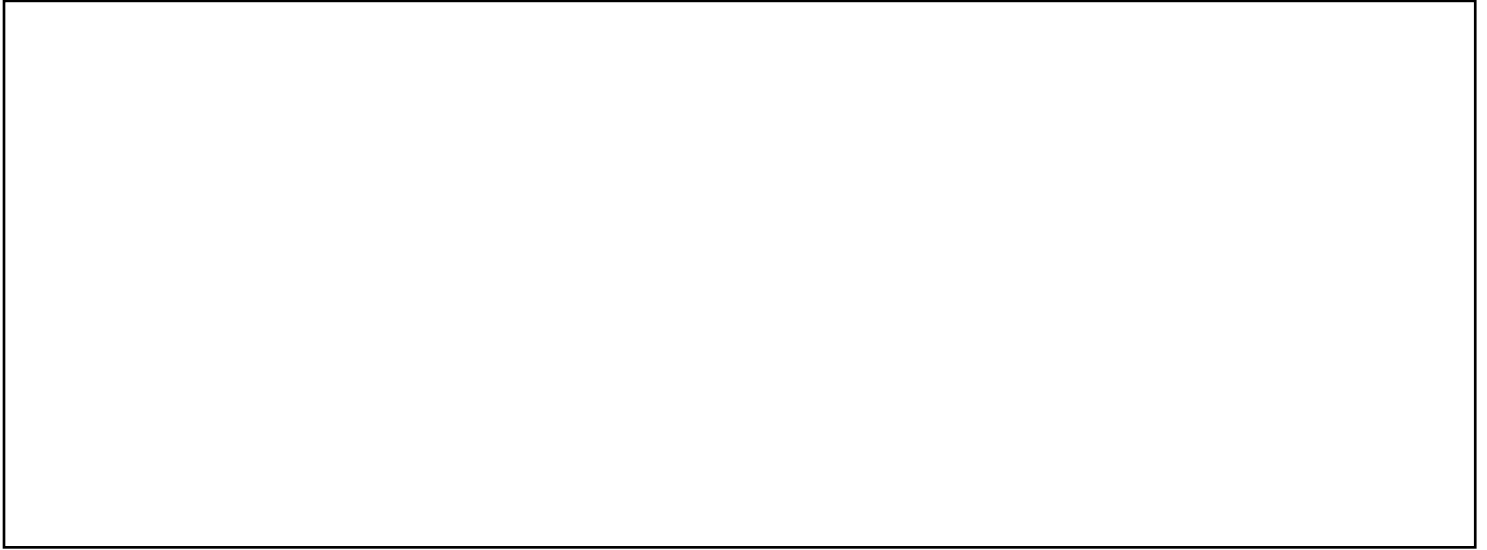
\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Money & Choices

Directions: Draw and write about a job you can do around the house to earn money.

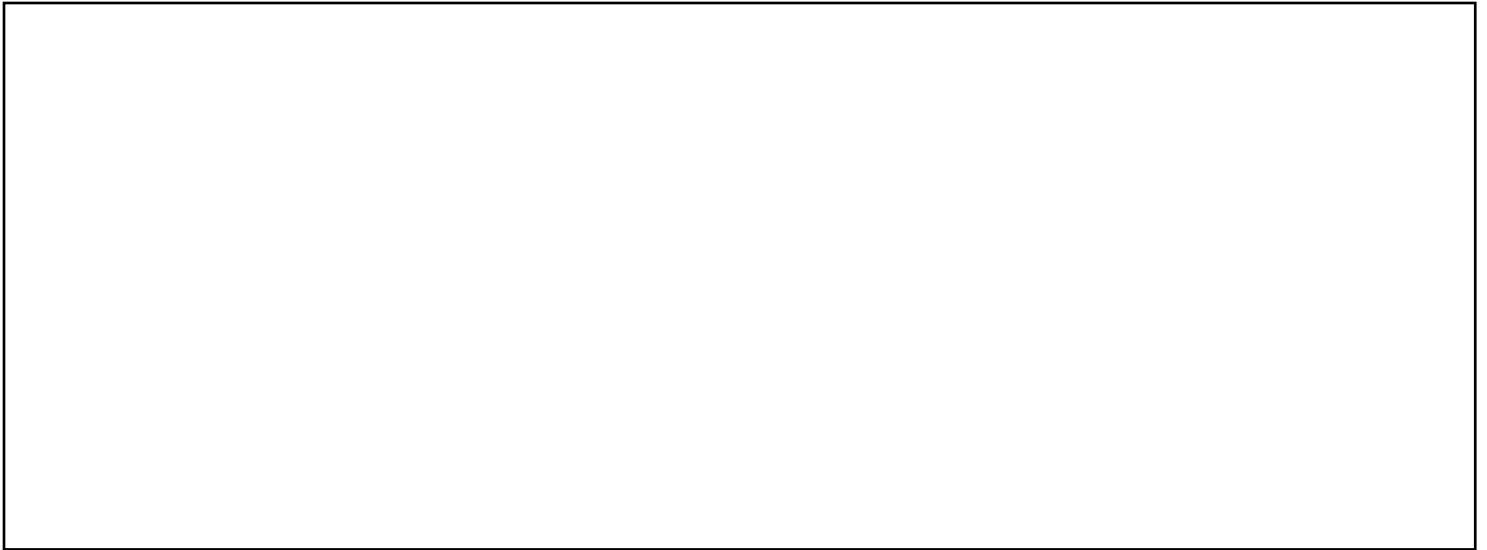


---

---

---

Directions: Draw and write about what you will spend the money you earned on.



---

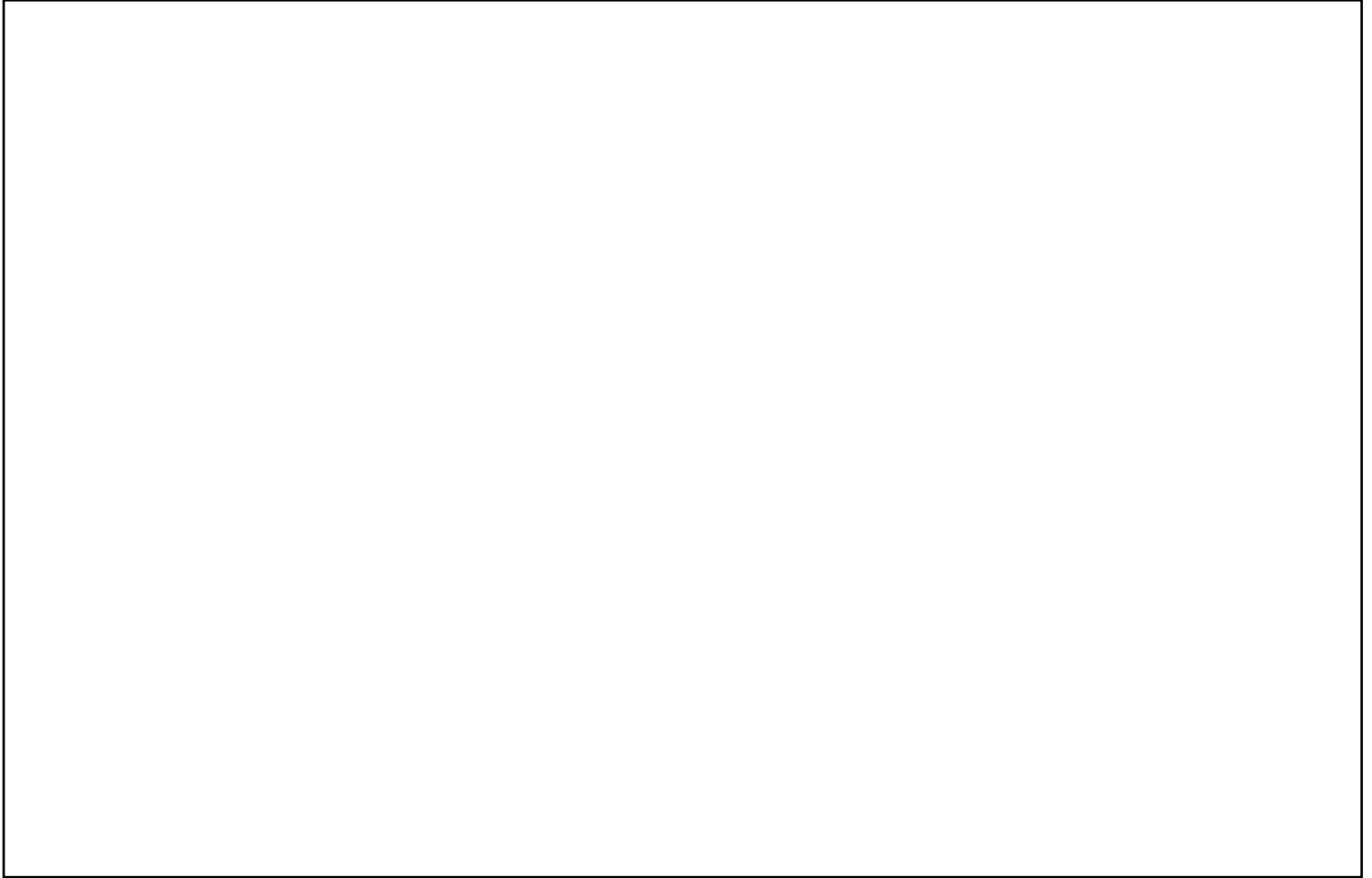
---

---

Name: \_\_\_\_\_

# Independence Day

Directions: Draw a picture of how you celebrate Independence Day and write a sentence about it.



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing a sentence about the drawing.

Name: \_\_\_\_\_

# Compare and Contrast

Directions: Record things you know about Independence Day and another holiday we have talked about this year.. Then compare and contrast the holidays. How many things were similar?

Independence Day	

How many things were similar? \_\_\_\_\_

# NPS Learning in Place English Grade: Kindergarten



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 10</b>	<p><b>Text: The Little Bird</b> Read together 3 times. Point to the words as you read. <b>Discuss the following:</b> Who is the main character in this story? Where is the setting? How do you know? Is this text fiction or nonfiction? Why?</p> <p><b>Word Study:</b> Use Week 10 sort (sh/ch) Follow Monday's lesson from the menu. <b>Save the pictures!</b></p>	<p><b>Text: The Little Bird</b> Reread together 2 times. Point to the words as you read. How many <b>sentences</b> are in this story? Underline the sentences with 4 words. <b>Predict</b> what you think will happen when the eggs hatch.</p> <p><b>Word Study:</b> Use yesterday's sort. Choose an activity from the menu.</p>	<p><b>Text: The Little Bird</b> Read independently 2 times. Point to the words as you read. Circle the words in the story with 2 or 3 letters. Read those words.</p> <p><b>Word Study:</b> Use yesterday's sort. Choose an activity from the menu.</p>	<p><b>Text: The Playground</b> Read together 3 times. Point to the words as you read. Read the title and look at the picture in the story. How do these 2 text features help you know what the story will be about.</p> <p><b>Word Study:</b> Use yesterday's sort. Choose an activity from the menu.</p>	<p><b>Text: The Playground</b> Reread together 2 times. <b>Discuss the following:</b> Who is the main character in this story? Where is the setting? How do you know? Is this text realistic fiction or nonfiction? Why?</p> <p><b>Word Study:</b> Use yesterday's sort. Choose an activity from the menu.</p>
	<p><b>READ 14.2:</b> Read a book of choice and record it on the reading log each day.</p>				
<b>Week 11</b>	<p><b>Daily Writing:</b> Use journal writing prompts to write each day.</p>				
	<p><b>Memorial Day</b></p>	<p><b>Text: My Country</b> Read together 3 times. Point to the words as you read. How many sentences are in this story? Underline the color words in 4th sentence. Discuss: What did you learn about our country from this text?</p> <p><b>Word Study:</b> Use Week 11 sort (sh/th) Follow</p>	<p><b>Text: Recycling</b> Read together 3 times. Point to the words as you read. Read the title and look at the picture in the story. How do these 2 text features help you know what the story will be about.</p>	<p><b>Text: Recycling</b> Read together 2 times. Point to the words as you read. How many sentences are in this text? How many words are in the first sentence? Circle the following sight words in the text: can-are-</p>	<p><b>Text: Recycling</b> Read together 2 times. Point to the words as you read. <b>Discuss the following:</b> Why do you think recycling is important? Do you recycle in your home? How and what?</p>

	Monday's lesson from the menu. Save the pictures!	<b>Word Study:</b> Use yesterday's sort. Choose an activity from the menu.	with-big-there-this-could-do-there-be-play <b>Word Study:</b> Use yesterday's sort. Choose an activity from the menu.	<b>Word Study:</b> Use yesterday's sort. Choose an activity from the menu.		
<b>READ 14.2:</b> Read a book of choice and record it on the reading log each day.						
<b>Daily Writing:</b> Use journal writing prompts to write each day.						
<b>Week 12</b>	<b>Monday</b>	<b>Text: The Beach</b> Read together 3 times. Point to the words as you read. <b>Visualize</b> yourself at the beach with your family. Talk about what you see. <b>Word Study:</b> Point to each picture in the picture strips and name the picture then say just the beginning sound: Example: "shop" sh <b>Don't cut out the pictures!</b>	<b>Tuesday</b> <b>Text: The Beach</b> Reread together 2 times. Point to the words as you read. <b>List</b> 4 words from the text that tells you what you do at the beach. <b>Word Study:</b> Tap just the pictures with /sh/ sound and name the picture and repeat the beginning sound. How many pictures are there with that sound? Repeat with the pictures with /ch/ sound and /th/ sound.	<b>Wednesday</b> <b>Text: Fourth of July</b> Read together 3 times. Point to the words as you read. <b>Draw</b> a birthday cake for the USA. <b>Label</b> the parts of the cake. <b>Word Study: Making Words</b> Cut out the letters <b>a, d, n, s, t</b> . Follow the directions for Day One on the direction page. Save your letters for tomorrow!	<b>Thursday</b> <b>Text: Fourth of July</b> Reread together 2 times. Point to the words as you read. <b>Discuss the following:</b> Why do we say happy birthday to the USA? <b>Word Study: Making Words</b> Follow the directions for Day Two on the direction page.	<b>Friday</b> <b>Text: Fourth of July</b> Read independently 1 time. <b>Draw</b> a picture of how you will celebrate the 4th of July. <b>Word Study:</b> Make your own letter cards for <b>a d f h i n p s t w</b> See how many words you can make. Blend the sounds together to check yourself for each word. See directions for suggested words.
	<b>READ 14.2:</b> Read a book of choice and record it on the reading log each day.					
	<b>Daily Writing:</b> Use journal writing prompts to write each day.					

*Students may need support to read the directions or content on the English pages.*

## Kindergarten Daily Journal and Reading Log for \_\_\_\_\_

Directions: Each day complete the journal entry with one to two sentences and a picture. Complete the reading log for the day.	
<b>Day</b>	
<b>1</b>	<p><b>Journal</b> Journal Topic of Your Choice! Write about anything you'd like !</p> <p><b>READ 14.2</b> Title of book read:</p>
<b>2</b>	<p><b>Journal</b> Write about the way the Pat-Pat will take care of the baby birds when they hatch.</p> <p><b>READ 14.2</b> Title of book read:</p>
<b>3</b>	<p><b>Journal</b> What do you think the baby birds will do when they learn how to fly?</p> <p><b>READ 14.2</b> Title of book read:</p>
<b>4</b>	<p><b>Journal</b> Write about what you like to do on the playground.</p> <p><b>READ 14.2</b> Title of book read:</p>
<b>5</b>	<p><b>Journal</b> Journal Topic of Your Choice! Write about anything you'd like!</p> <p><b>READ 14.2</b> Title of book read:</p>
<b>6</b>	<p><b>Journal</b> Memorial Day – Holiday: Optional: Write about what you did today.</p> <p><b>READ 14.2</b> Title of book read:</p>
<b>7</b>	<p><b>Journal</b> Where do you see our American flag? List 5 places where you see the USA flag.</p> <p><b>READ 14.2</b> Title of book read:</p>
<b>8</b>	<p><b>Journal</b> Write about how you can recycle as a kindergartener.</p> <p><b>READ 14.2</b> Title of book read:</p>
<b>9</b>	<p><b>Journal</b> What was your favorite book you read this week? What was your favorite part? Why?</p> <p><b>READ 14.2</b> Title of book read:</p>

<b>10</b>	Journal	Journal Topic of Your Choice! Write about anything you'd like!
	READ 14.2	Title of book read:
<b>11</b>	Journal	What could you do with a big empty box? Write about ways you could use the box?
	READ 14.2	Title of book read:
<b>12</b>	Journal	Write about what you would do if you went on a trip to the beach today. How would you have fun?
	READ 14.2	Title of book read:
<b>13</b>	Journal	Journal Topic of Your Choice! Write about anything you'd like!
	READ 14.2	Title of book read:
<b>14</b>	Journal	Describe how fireworks look and sound on the 4th of July.
	READ 14.2	Title of book read:
<b>15</b>	Journal	Why is the 4th of July a special holiday?
	READ 14.2	Title of book read:

### WORD STUDY MENU

Directions: Choose one of the following menu choices to practice the picture sorts for Week 10 and 11. Choose a different activity each day.

<p><b>Monday Weeks 10 and 11 only:</b>  <b>Word Sort:</b> Name each picture in your sort. Cut pictures out following the lines. Sort each picture according to the beginning sound. What sound does the pattern represent? Keep pictures in a baggie or envelope to use all week <b>Don't throw away the empty boxes!</b></p> <p><b>Change your voice!</b> Use another voice to name and sort your pictures. Examples: Papa Bear, Tooth Fairy, The Princess, Your teacher, Yoda...Be creative!</p>	<p><b>Speed Sort:</b> See how fast you can sort your pictures according to the sound. Ask someone in your home to time you. Sort again and try to beat your time. Say the picture names and sound as you sort.  Example "shop" /sh/</p>	<p><b>Repeat Please:</b> Is there a sort activity your teacher taught you? If so, you can try it with your new sort.</p> <p style="text-align: center;">OR</p> <p>Make up your own sort activity</p>
<p><b>Rhyme Fun:</b> Choose a picture from your sort. Think of words that rhyme with your picture. How many can you say? Repeat with other words.</p>	<p><b>Add to your sort:</b> In the empty boxes, draw another object that will match the sounds from your word sort.</p>	





### Pat-Pat the Bird

Look at the mother bird looking in the nest.

Her name is Pat-Pat.

Pat-Pat is looking at the eggs.

There are 2 eggs in the nest.

Soon the eggs will hatch.

She will be very happy when they hatch.

Pat-Pat will take care of the baby birds.



### The Playground

Kim and Jim like to play.

They play on the playground at school.

The playground is outside their classroom.

They go down the big slide.

They swing on the big tire swing.

Kim and Jim have fun on the playground.



## My Country

I live in the United States of America.

The president is the leader of our country.

We have an American flag.

It is red, white, and blue.

On the 4th of July we will celebrate the USA !

My country is special.



## I Can Recycle

There are many things I can use over and over.

When I do this, I am recycling.

Recycling can be a lot of fun.

I can make things to play with.

There are many fun things I could do with a big empty box.



## The Beach

Going to the beach is lots of fun.

You can swim in the ocean.

The beach is made of sand.

You can play in the sand.

You can dig in the sand.

You can even build a sandcastle!



## The Fourth of July

We celebrate the Fourth of July every year.

It is a national holiday.

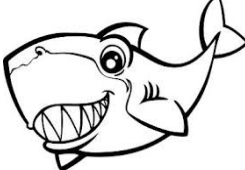
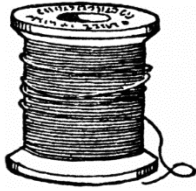





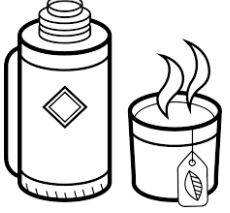
It is also called Independence Day.

We celebrate with fireworks and cookouts.

We say happy birthday to the USA!

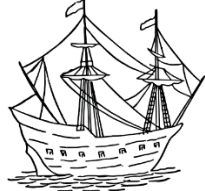
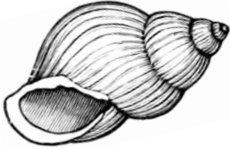






This page is left intentionally blank.

Week 11 Sound Sort SH and TH

			
			
sh	th		

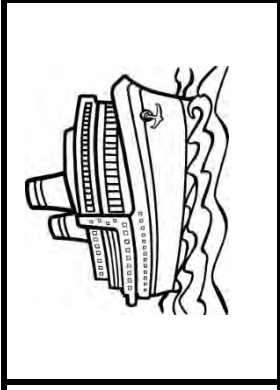
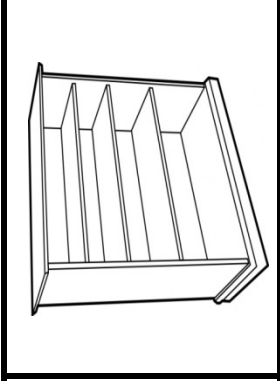
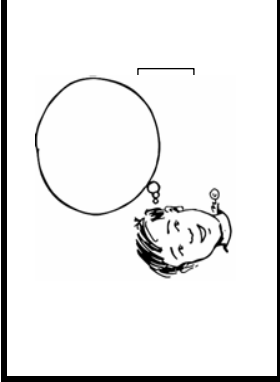
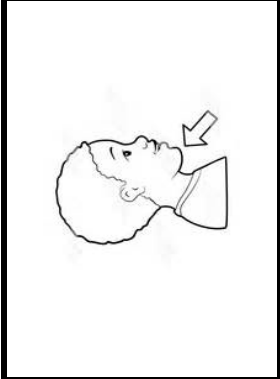
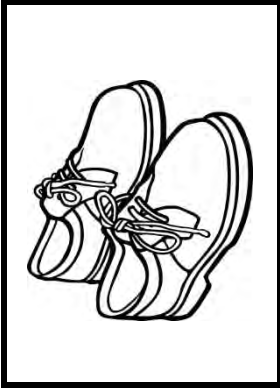
Pictures: shark, thread, shapes, thumb, shirt, shadow, throw, thermos, 2 left blank to draw 2 pictures to match sort.

Week 10 Sound Sort SH and CH

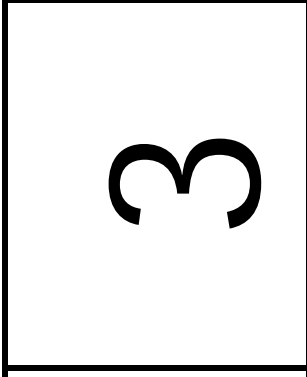
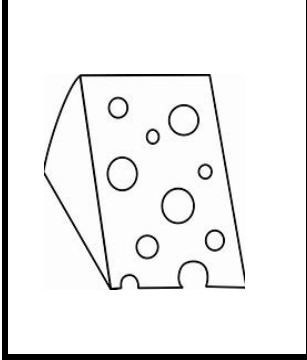
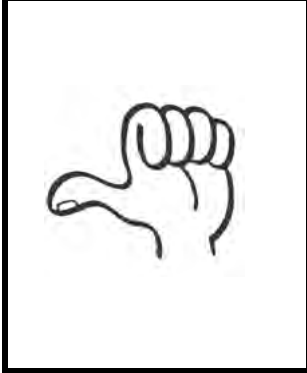
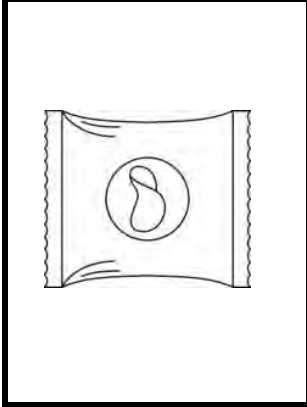
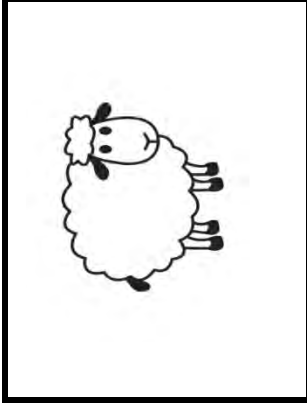
			
			
sh	ch		

Pictures: ship, shell, chair, shoe, chin, chest, chick, shorts, 2 blank to draw 2 more pictures that match the sort.

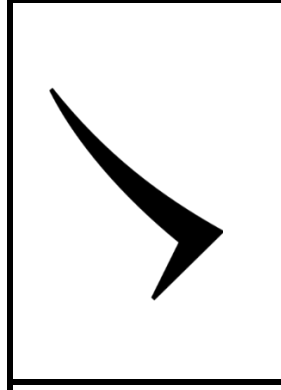
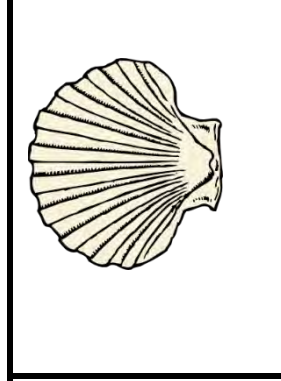
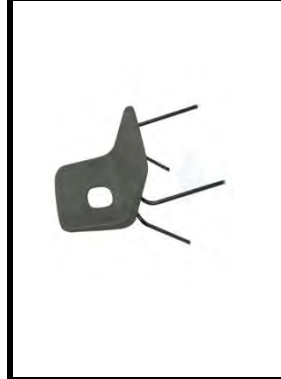
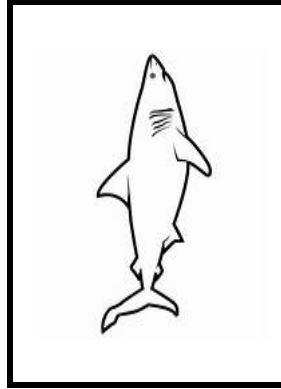
This page is left intentionally blank.



Week 12: Do Not Cut apart! Pictured above: shoes, chin, think, shelf, ship



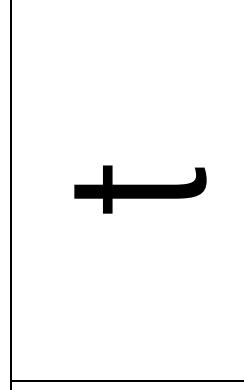
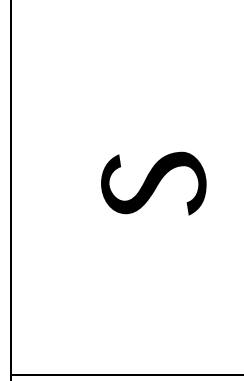
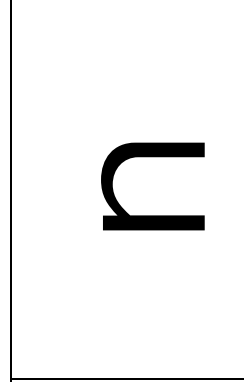
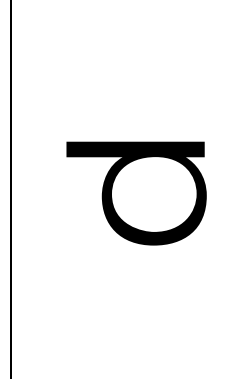
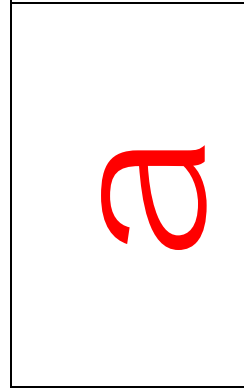
Week 12: Do Not Cut apart! Pictured above: sheep, chips, thumb, cheese, three



Week 12: Do Not Cut apart! Pictured above: shark, chair, thorn, shell, check

Tap each picture and name the picture and the beginning sound: Example: For a picture of a chest, you say, "Chest - /ch/

Cut these letters to make some words that match the clues. The clues are on the back.



Directions for making words using the letters a, d, n, s and t

Day One:

- Carefully cut each letter between the lines and put the letters in a row.
  - Name each letter. Name the sound for each letter. Use the short sound for a. (/a/ like in apple)
  - The parent/teacher will call out the words one at a time and give clues for the Kindergarten student to make the words with the letters. Use the word in a sentence. Ask the student to blend the sounds to check.
    - Make 2 letter words: as "She is as tall as a tree." at "We read at 11:00 each day." an "I just saw an elephant!"
    - Make 3 letter words: sat "They sat with a cat." tan "The cat is tan." and "They sat with a cat and a rat!" ant "There is an ant on my hand!"
- Save the letters. You will need them again tomorrow.

Day Two:

- Review letter names and sounds and make some of the words you made yesterday. Follow the same steps as yesterday.
    - Make 4 letter words: sand "The sand is hot." ants "There are ants on the cake!"
    - Use all the letters to make the mystery word. Clue: You do this first before you say the Pledge of Allegiance. (Answer: stand)
- Day Three: Make your own letter cards using these letters to see how many words you can make:  
a d f h i n p s t w (Here are some words you can make: an, at, as, is, in, it, his, has, and, sad, sat, tan, pat, pan, ship, shin, thin, dish, wish, fish, dash)

This portion of the page is left blank to allow for the letters on the other side to be cut from the page.



## Norfolk Public Schools Science Learning in Place Plan: Kindergarten Lessons

### Week 10: May 18 – 22, 2020 (Measuring Change)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will observe change over time (seasons) through the image on page 91 and describe what they see.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Read page 92.</li> <li>▪ Discuss what they think the boy is planting? Why?</li> <li>▪ Circle the young animal on the page</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Read page 93</li> <li>▪ Circle the young deer doing what his mother is doing</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Read page 94</li> <li>▪ Circle the animal getting ready for winter</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Read page 95</li> <li>▪ Draw what winter is like where you live</li> </ul>	<p>Students will observe the “Plant Growth in Inches” picture and explain the changes in the plant.</p> <p>Students should mention plant height, size, and number of leaves.</p>

### Week 11: May 25 – 29, 2020 (Recycling Materials)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will read “Care for Earth” on pages 242 – 243.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Reread pgs. 242 – 243</li> <li>▪ Active Reading</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Reread pgs. 242 – 243</li> <li>▪ Read Arrow Question</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Reread pgs. 242 – 243</li> <li>▪ Match It! pg. 246</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Reread pgs. 242 – 243</li> <li>▪ Sum it Up! pg. 80</li> </ul>

### Week 12: June 1 – 5, 2020 (Human Choices)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will read pages 6 -7 on “Reduce and Reuse” and discuss what they learned from these two pages.</p>	<p>Students will reread pages 6 -7 on “Reduce and Reuse” and draw a picture to represent the words reduce, recycle, and reuse.</p>	<p>Students will read “What a Waste!” on pages 238 – 239</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Reread pgs. 238 – 239</li> <li>▪ Active Reading</li> <li>▪ Read Arrow Question</li> </ul>	<p>Students will create a “Say No to Pollution” poster.</p>

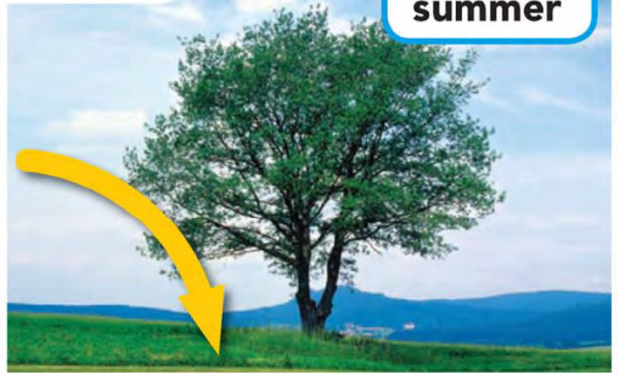


# Seasons

spring



summer



winter



fall



© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Name \_\_\_\_\_

spring



The seasons follow a pattern. In spring, animals are born or hatched. Warm weather helps plants grow.

© Houghton Mifflin Harcourt Publishing Company. All rights reserved.





Name \_\_\_\_\_

**summer**

A adult deer with two young deer eating



© Houghton Mifflin Harcourt Publishing Company (top), © iStockphoto.com (middle), © iStockphoto.com (bottom)

Summer comes after spring.  
In summer, plants grow bigger.  
Young animals grow and learn.



Name \_\_\_\_\_

**fall**

Tree trunk with orange leaves. There are orange leaves on the grass.



Fall comes after summer.  
Leaves, nuts, and fruit fall from the trees.  
Animals get ready for winter.

© Houghton Mifflin Harcourt Publishing Company (top), © iStockphoto.com (middle), © iStockphoto.com (bottom)



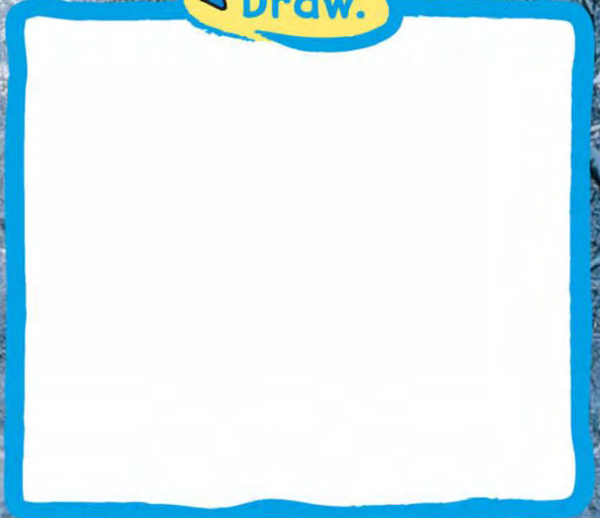


Name \_\_\_\_\_

winter



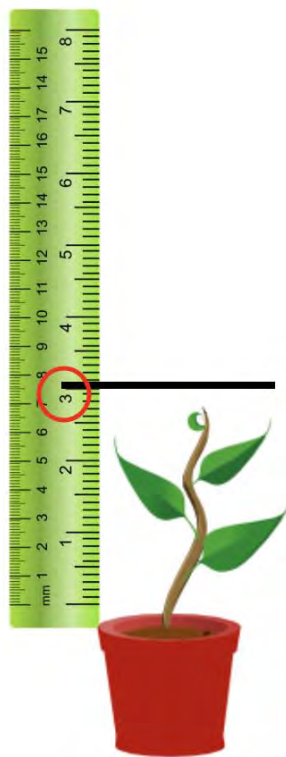
Draw.



Winter comes after fall.  
Many trees lose all their leaves.  
Some animals change in winter.

© Houghton Mifflin Harcourt Publishing Company (2017) CEEB, Duggan/Photo Researchers, Inc. (2017) Corbis/Multimedia/Corbis

# Plant Growth in Inches





# Care for Earth!

You care for resources when you use less of them. You can reduce, reuse, and recycle. This makes less trash.

To **reduce** is to use less of something. You use less water when you turn the faucet off. To **reuse** is to use something again. You can reuse a can to make a pencil holder. To **recycle** is to use old things to make new things. You can recycle the plastic in bottles to make something new.

## Active Reading

An effect tells what happens. Draw two lines under an effect of **reducing**, **reusing**, and **recycling**.

242

▶ Tell about the picture. Write reduce, reuse, or recycle.

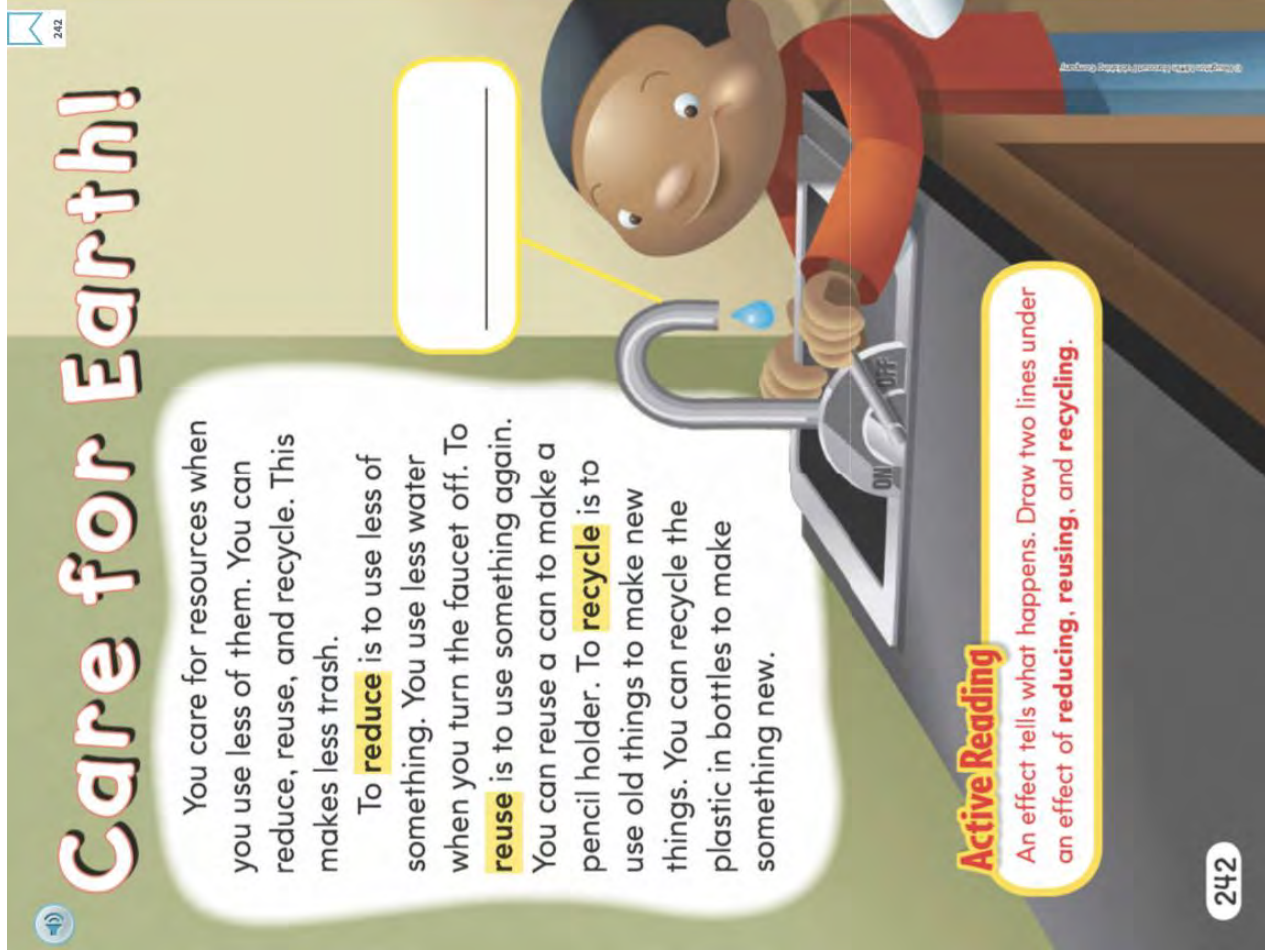
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



243



## ② Match It!

Draw a line to match each word to the picture it tells about.



recycle





reduce

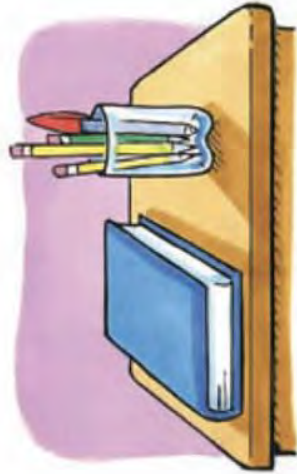


reuse

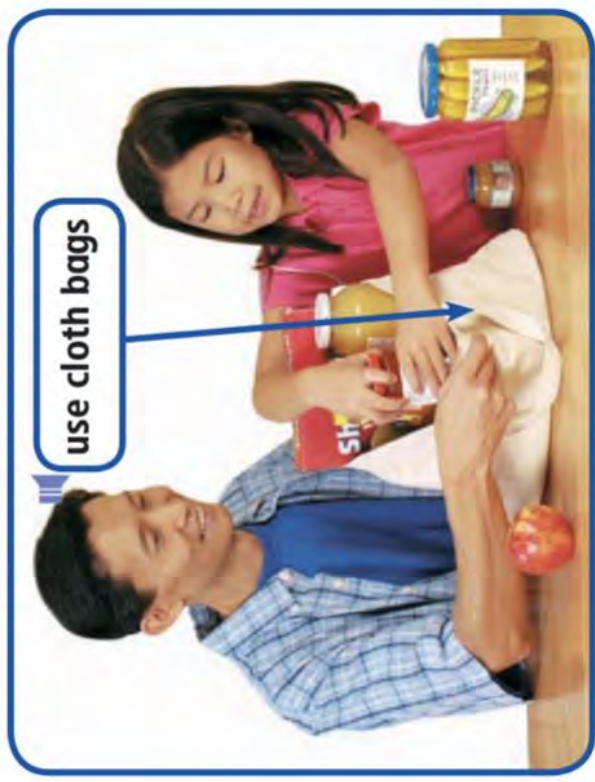
246

## Sum It Up!

-  Circle the picture showing water being used carefully.
-  Circle the picture showing something being reused.







use cloth bags

- ||| People can reduce trash.
- ||| To reduce means to make less.



reuse jars



recycle paper

- ||| People can reuse and recycle things.
- ||| These are ways to make less trash.

# What a Waste!

**Pollution** is waste that harms land, water, and air. It can make people and animals sick. Plants can be harmed, too. Pollution makes water unsafe to drink. It also makes the air dirty. Dirty air is unsafe to breathe. We all need clean resources.

## Active Reading

Find the sentence that tells the meaning of **pollution**. Draw a line under the sentence.

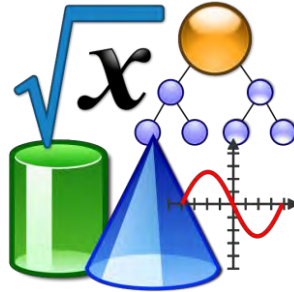
- ▶ Draw a circle on the air pollution.
- ▶ Draw an X on the land pollution.
- ▶ Draw a box on the water pollution.



**Say No to Pollution**

# NPS Learning in Place

## Kindergarten



Name \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

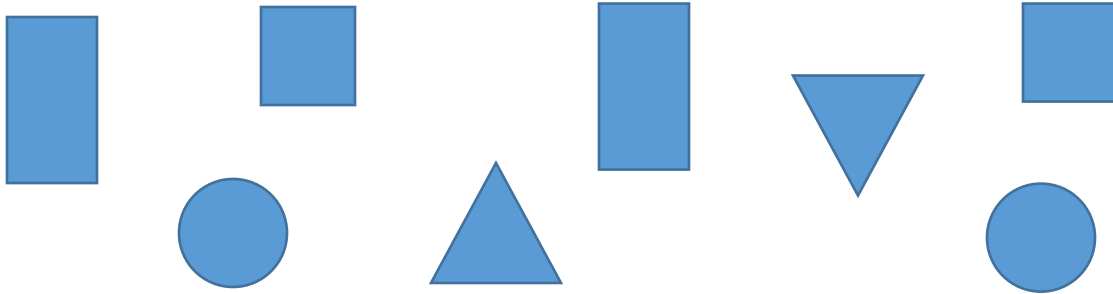
May 18 – June 5

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Fractions Day 1	Fractions Day 2	Fractions Day 3	Fractions Day 4	Fractions Day 5
Week 2	Review Day 1	Review Day 2	Review Day 3	Review Day 4	Review Day 5
Week 3	Review Day 6	Review Day 7	Review Day 8	Review Day 9	Review Day 10

## Kindergarten – Fractions Day 1

Iron Man and Batman want to share shapes stickers. Help them decide how to share fairly.

Make sure they have an equal number of shape stickers. Use your math words to explain.



Draw a picture here to show them. Explain how you shared on another sheet of paper.

Batman's Stickers	Iron Man's Stickers

## Kindergarten – Fractions Day 2

Show how to split the sets of stuffed toys into fair shares for two friends.

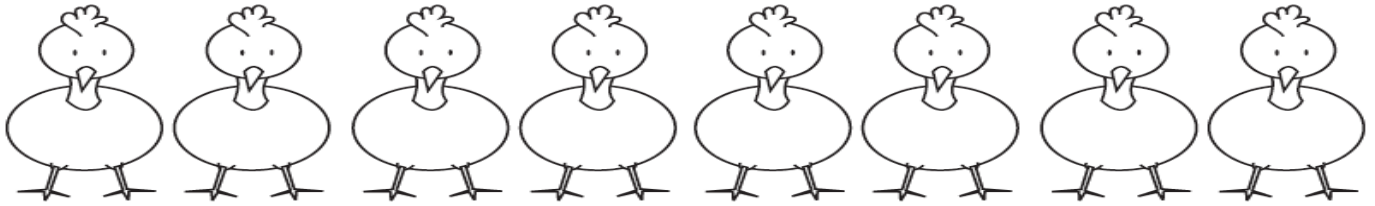


Write sentences to tell how many each person will get.

---

---

---



Write sentences to tell how many each person will get.

---

---

---

### Kindergarten – Fractions Day 3

Go on a scavenger hunt! Find 1 thing in your house you can equally share with someone. Draw it. Show how you will fair share it equally. Write a sentence about your picture.

A large, empty rounded rectangular box with a thick black border, intended for a student to draw an object and write a sentence about it.

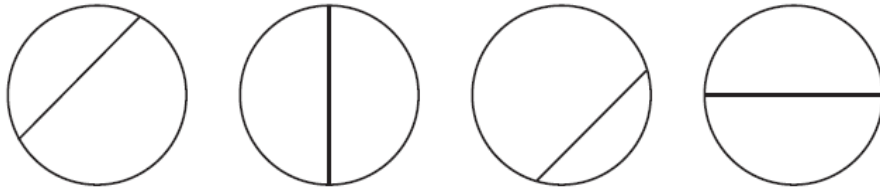
## Kindergarten - Fractions Day 4

Go on a scavenger hunt! Find a set of things in your house that you can equally share with someone. Draw it. Show how you will fair share it with a friend. Write about it.



## Kindergarten – Fractions Day 5

Which two shapes show how to fair share? Color them.



Draw a line to show how to fair share?



Each person gets \_\_\_\_\_ berries.

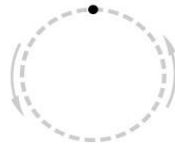
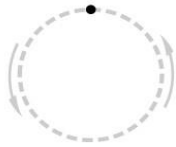
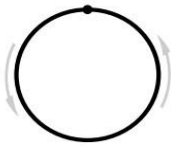
Draw a line to show how to fair share?



Each person gets \_\_\_\_\_ peppers.

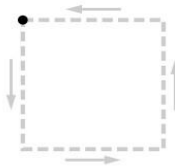
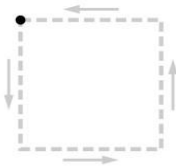
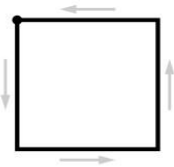
# Review Day 1

Write the name of the shape below it. Then trace the shape and draw two more. Start at • and follow the arrows.



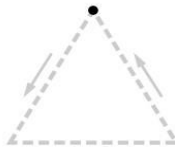
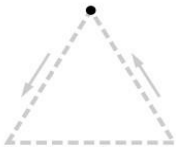
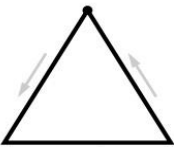
circle

circle



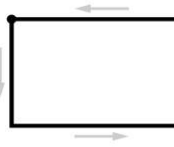
square

square



triangle

triangle



rectangle

rectangle

## Review Day 2

On another sheet of paper, draw happy faces to represent each number.

For example:



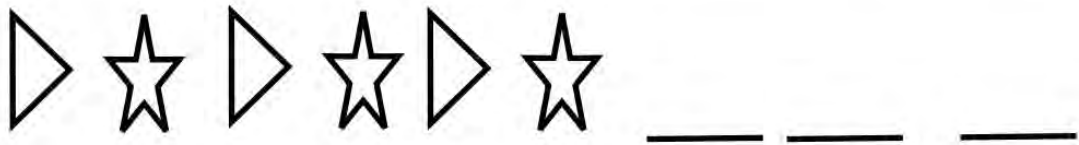
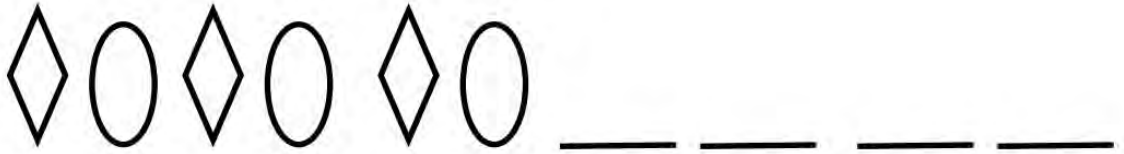
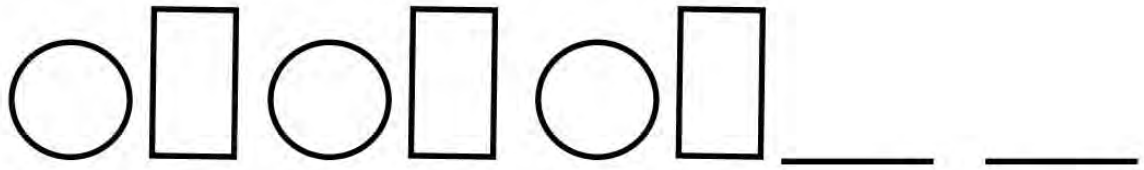
<b>12</b>	<b>15</b>	<b>11</b>	<b>18</b>
<b>20</b>	<b>10</b>	<b>13</b>	<b>16</b>
<b>14</b>	<b>17</b>	<b>19</b>	

## Review Day 3

Choose a number from zero (11) to twenty (20). Draw a picture representing that number.  
On another sheet of paper, write a story about your picture.

# Review Day 4

Complete the patterns:



Draw your own pattern here in the box.



## Review Day 5

Families: Please read problems to students. Use objects in your home to solve. Draw pictures to show your thinking.

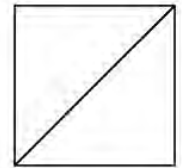
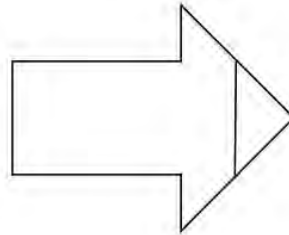
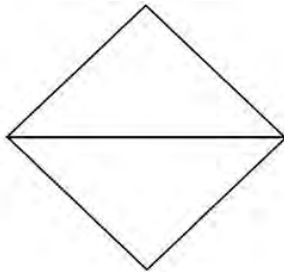
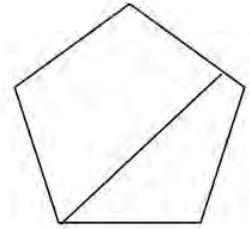
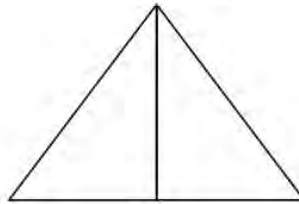
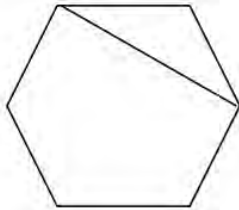
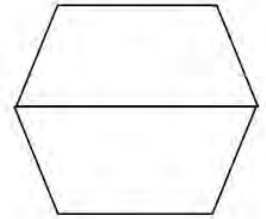
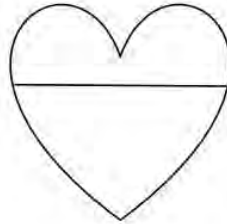
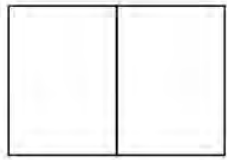
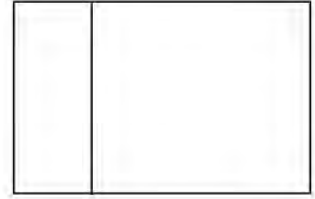
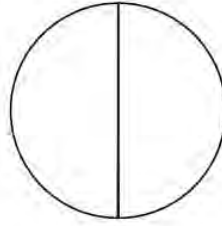
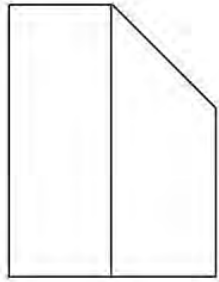
<p><b>Bear has 5 yellow balloons. His mother gives him 4 red balloons. How many balloons does Bear have now?</b></p>	<p><b>Bear has 3 cookies but he wants 6. How many more cookies does Bear need to make 6?</b></p>
<p><b>Duck had 4 cookies. She ate 1 of the cookies. How many cookies did she have left?</b></p>	<p><b>Dog was holding 6 juice boxes, then she gave some away. Now, Dog has 4 juice boxes altogether. How many juice boxes did Dog give away?</b></p>

## Review Day 6

<p><b>Sue had 4 pennies. Josh gave her 2 more. How many does Sue have altogether?</b></p>	<p><b>Josh has 4 red balloons and 3 blue balloons. How many balloons does he have?</b></p>
<p><b>Sue had 8 pennies. She gave 5 pennies to Josh. How many pennies does Sue have now?</b></p>	<p><b>Josh has 5 balloons. Some of them are red and some of them are blue. How many can be blue and how many can be red?</b></p>

# Review Day 7

Color half of each shape which shows two equal parts.



## Review Day 8

Fill in the missing numbers.

1	2		4		6		8	9	10
		13	14		16	17	18		20

Read the word. Write the number.

ten \_\_\_\_\_      fifteen \_\_\_\_\_      twelve \_\_\_\_\_  
nineteen \_\_\_\_\_      twenty \_\_\_\_\_      eight \_\_\_\_\_

## Review Day 9

Count by 1's to fill in the missing numbers.

56	
----	--

99	
----	--

29	
----	--

34	
----	--

47	
----	--

87	
----	--

## Review Day 10

**\*\*Family: Please read directions to student.**

1. Clap and count from 1 to 100 to a family member.
2. Make up a song to say your numbers from 1 to 100.
3. Run in place while you count backwards from 10 to 1.
4. Do jump and jacks while you count backwards from 10 to 1.

Challenge: Count forward by 10's to 100, start at 10, stand on one foot!

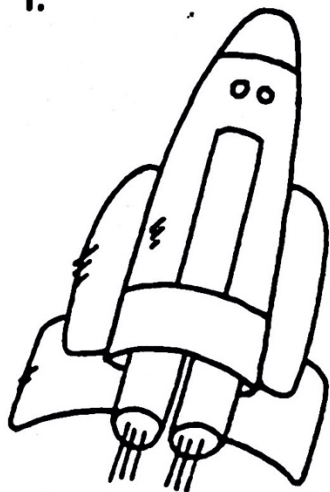
**MUSIC**  
**Kindergarten Learning in Place May 18-22**

Name \_\_\_\_\_ Teacher \_\_\_\_\_

**Upward and Downward**

Mark a **U** in the box for things that move upward. Mark a **D** in the box for things that move downward.

1.



2.



3.



Connect the round note heads using a line from left to right on each example.

Mark a **U** in the box for notes that move upward. Mark a **D** in the box for notes that move downward.

4.



5.



6.



7.



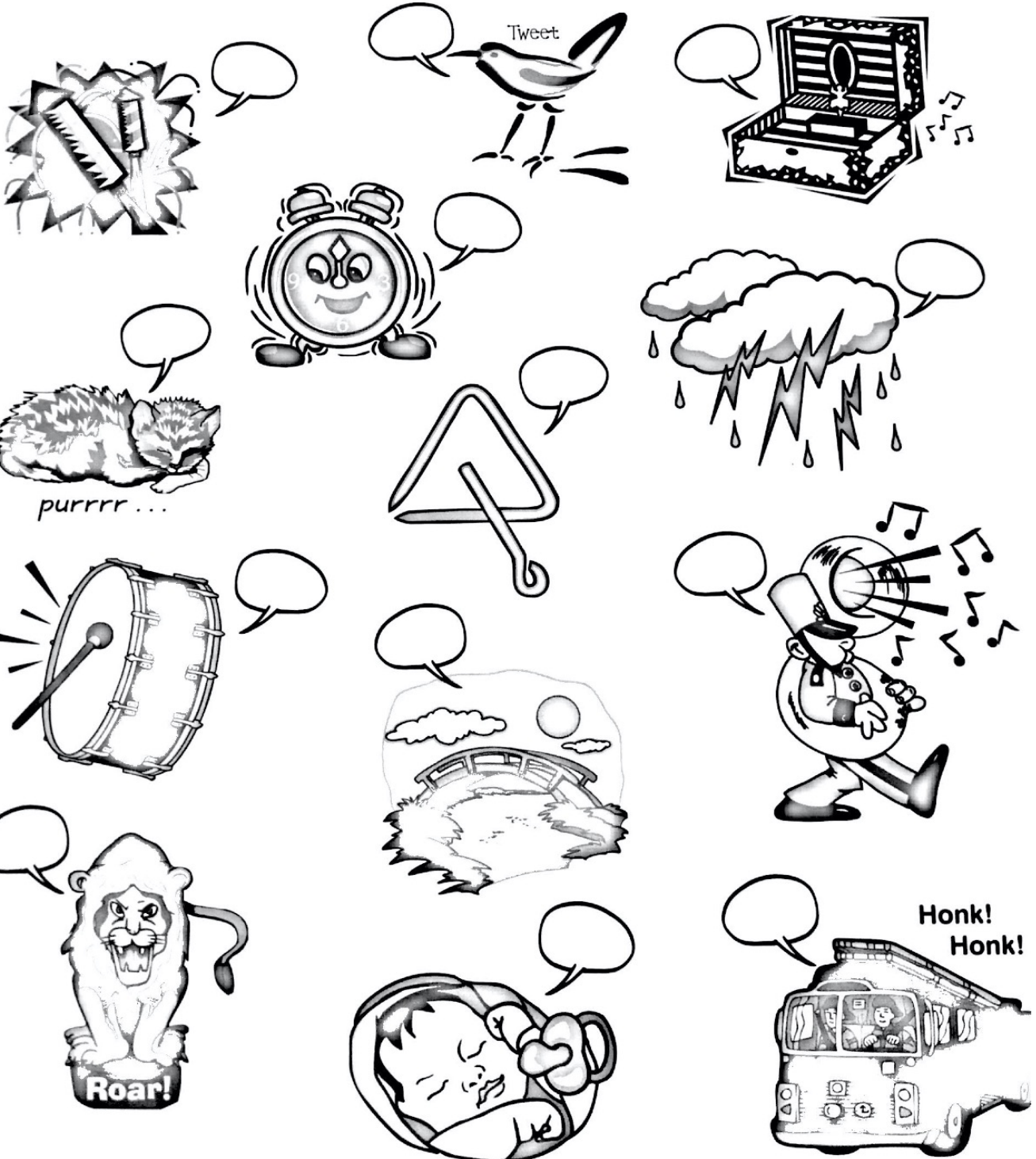
# MUSIC

## Kindergarten Learning in Place May 25-29

Name \_\_\_\_\_ Teacher \_\_\_\_\_

### Imagine This

Can you imagine the sound that each picture below is making? Is it *f* (*forte*, loud) or *p* (*piano*, soft)? Add an *f* or *p* to each thought balloon below to indicate the sound (loud or soft) of each picture.

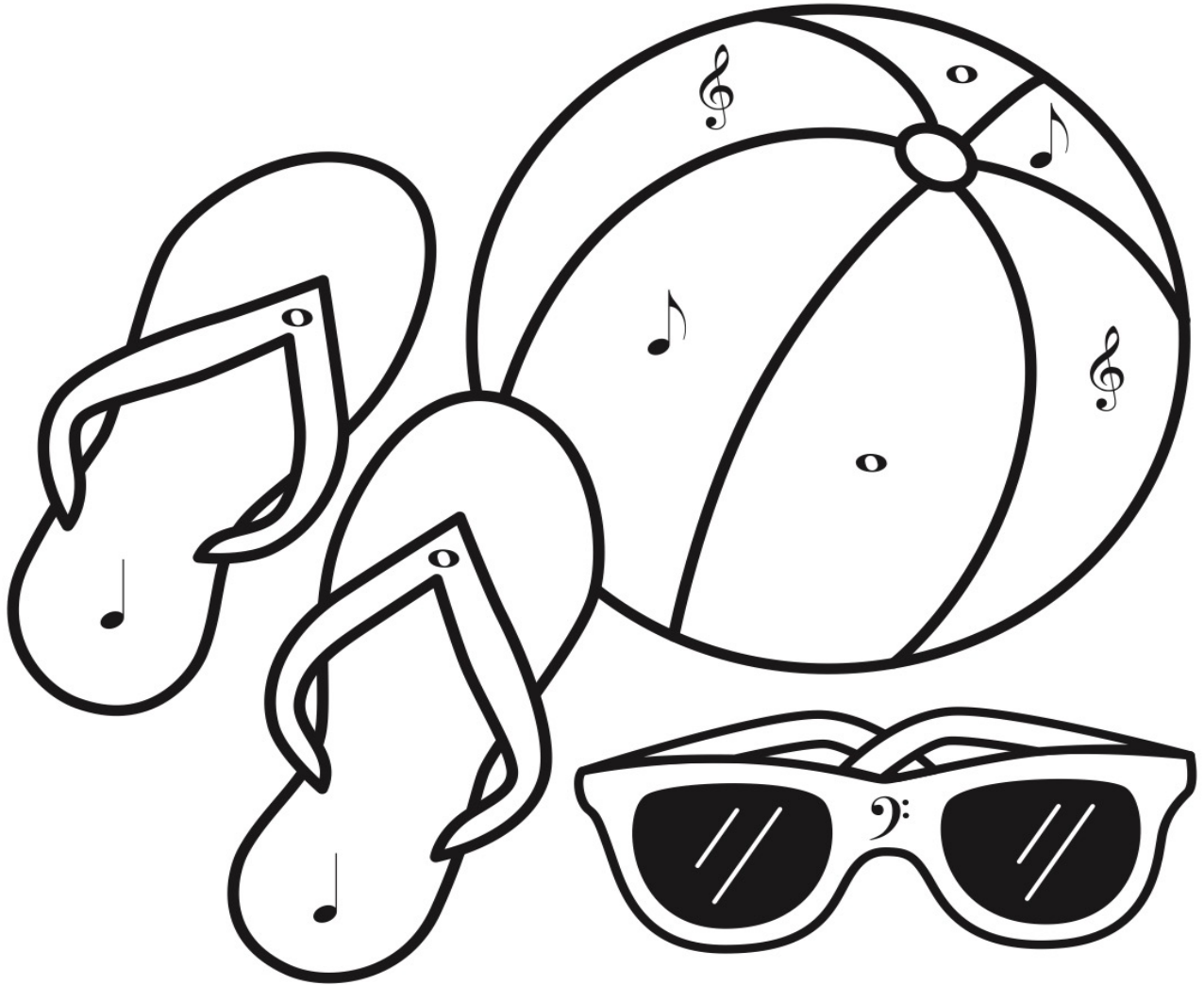


MUSIC  
Kindergarten Learning in Place June 1-5






Name \_\_\_\_\_ Teacher \_\_\_\_\_

Use the Color Key below to identify the color for each music symbol. Color each shape.

# Fun in the Sun!



Color Key

 Blue	 Green	 Yellow	 Red	 Orange
--	---	--	--	--

Tip: Identify & discuss these symbols with the student(s) prior to the activity.



Alfred Music  
LEARN • TEACH • PLAY

## Elementary Art Packets

**May 18- June 5**

\*Please select one prompt from the list below to create a piece of art each week.

### Are you looking for more art ideas?

#### Silly Drawing Prompts

##### Animals

1. Draw a llama surfing.
2. Draw a fish swimming in something other than water.
3. Combine two animals to create a new one.
4. Draw a shark eating a cupcake.
5. Draw a crab at a birthday party.
6. Draw a seahorse in a blizzard.
7. Draw a dinosaur crying.
8. Draw an animal with arms for legs and legs for arms.
9. Draw a pug on a treadmill.
10. Draw a horse throwing a horseshoe.
11. Draw a shark waterskiing.
12. Draw a walrus in a beach chair.
13. Draw a circus elephant standing on a ball.
14. Draw a koala bear sitting on a trashcan.
15. Draw a lizard putting on lipstick.
16. Draw a squirrel roasting a marshmallow.
17. Draw an octopus with spoons for legs.
18. Draw a mouse riding a motorcycle.
19. Draw a flamingo doing ballet.
20. Draw a butterfly eating a steak
21. Draw a cat chasing a dog.
22. Draw a lobster dancing.
23. Draw a cat playing a sport.
24. Draw a chicken skydiving.

##### Food

1. Draw a piece of fruit in outer space.
2. Draw a Pop Tart lifting weights.
3. Draw a loaf of bread at a disco.
4. Draw a rainstorm of sprinkles.
5. Draw french fries on a rollercoaster.
6. Draw a food eating another food.
7. Draw a walking taco.

8. Draw chicken wings flying.
9. Draw a banana slipping on banana peels.
10. Draw a cookie with googly eyes instead of chocolate chips.
11. Draw a pineapple rollerblading.
12. Draw a piece of asparagus snowboarding.
13. Draw an annoying orange.
14. Draw a donut riding a skateboard.
15. Draw a turkey leg eating a turkey sandwich.
16. Draw a cheeseburger wearing a dress.
17. Draw a banana in pajamas.
18. Draw a peanut butter and jelly sandwich on vacation.
19. Draw an apple talking to your art teacher.
20. Draw a hot dog flying.
21. Draw a lemon making orange juice.
22. Draw an ice cream cone eating a Popsicle.
23. Draw a garden of lollipops.





# STUDENT TRAINING PACKS

OPENPhysEd.org

## Practice Plan Number 1

Write 3 different words that you would use to help you describe Field Day.

1.
2.
3.

**Before** you practice any of the 5 events below, which activity do you think you'll like the most and why?

Event Name	Practice Day 1		Practice Day 2		Rate 1 thru 4 1 = Not Fun 4 = Most Fun
	Score 1	Score 2	Score 1	Score 2	
Paper Plane Corn Hole					
Wind Bowling					
Sock-er Skee-Ball					
Towel Flip Challenge					
Milk Jug Relay					

Now that you have practiced these events, which activity did you like the most and why?

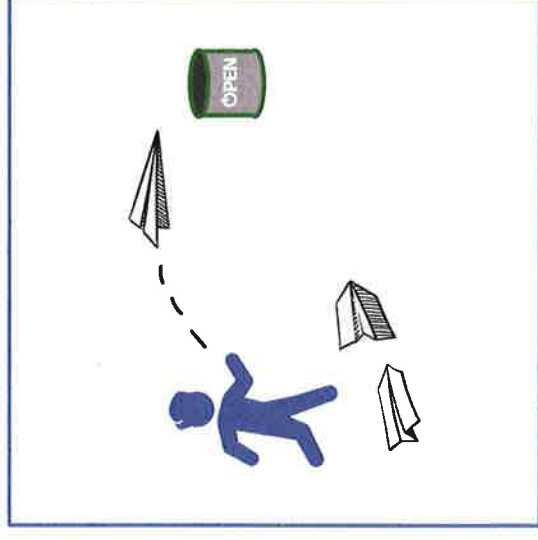
## PAPER PLANE CORN HOLE

**Get Ready:** You'll need 3 paper sheets per player, a bucket or laundry basket.

**Get Set:** Create 3 paper airplanes using a design of your choice. Place your bucket 5-10 feet away from your throwing line.

**GO!**

- This event is called Paper Plane Corn Hole.
- The object of the game is to score points by throwing your paper airplane into your bucket. You have 1 minute to score as many as possible.
- Design and create 3 paper airplanes.
- On the start signal, fly your airplanes as many times as you can toward your bucket.
- Score 1 point for every plane that hits the outside of the bucket and 2 points for every plane that lands in the bucket.
- Write your score down on the official Field Day Score Card.



**OPEN**

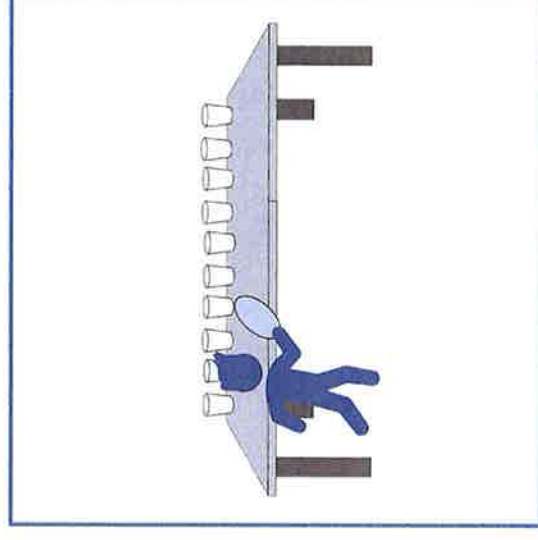
## WIND BOWLING

**Get Ready:** 1 Balloon (or Paper Plate), 10 Plastic Cups

**Get Set:** Set 10 empty plastic cups at the edge of a table in single file along the edge.

**GO!**

- This event is called Wind Bowling. The object of the game is to knock all the cups off a table edge using only the air from the balloon or paper-plate fan.
- You'll do that by blowing the balloon up and aiming the escaping air towards the empty plastic cups. If you don't have a balloon you can wave the paper plate like a fan with the fan's air hitting the cups.
- Score a point for every cup that gets knocked off the table.
- You have 1 minute to knock down as many cups as you can.
- Write your score down on the official Field Day Score Card.



**OPEN**

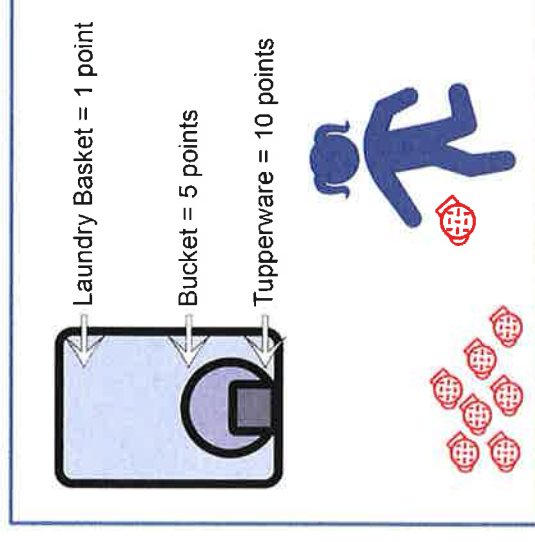
## SOCK-ER SKEE-BALL

**Get Ready:** 10 sock balls, 1 Laundry Basket, 1 Bucket, 1 Tupperware container

**Get Set:** Roll up the socks to make sock-balls. Stack the targets into skee-ball formation with the Tupperware inside the bucket and the bucket inside the laundry basket.

**GO!**

- This event is called Sock-er Skee-ball. The object of this game is to score points by kicking the sock ball into the skee-ball targets.
- You'll do that by using your feet to kick the sock ball into the target.
- Score 1 point for every sock ball that lands in the laundry basket.
- Score 5 points for sock balls in the bucket.
- Score 10 points for sock balls in the Tupperware container.
- You get 10 chances to score as many points as you can.
- Write your score down on the official Field Day Score Card.



**OPEN**

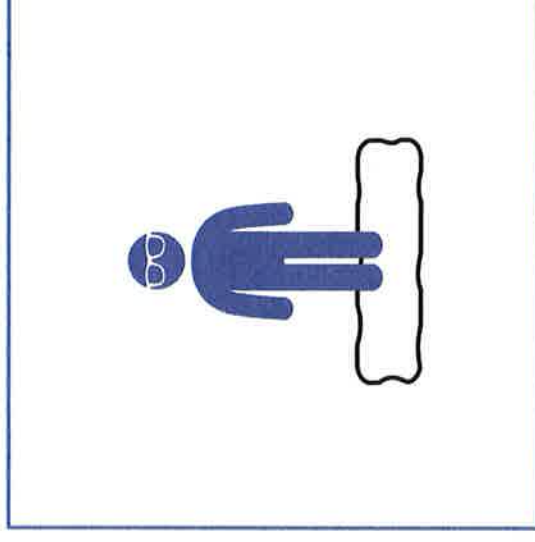
## TOWEL FLIP CHALLENGE

**Get Ready:** 1 large beach or bath towel

**Get Set:** Lay your towel out flat on your floor and stand on it.

**GO!**

- This event is the Towel Flip Challenge. The object of this game is to flip the towel as fast as you can without stepping off of it.
- You can take small steps from one part of the towel to another. However, you can only move it when you have both feet firmly in place on top of the towel.
- The towel must be flat at the start and flat at the finish.
- You have 1 minute to complete the challenge.



**OPEN**



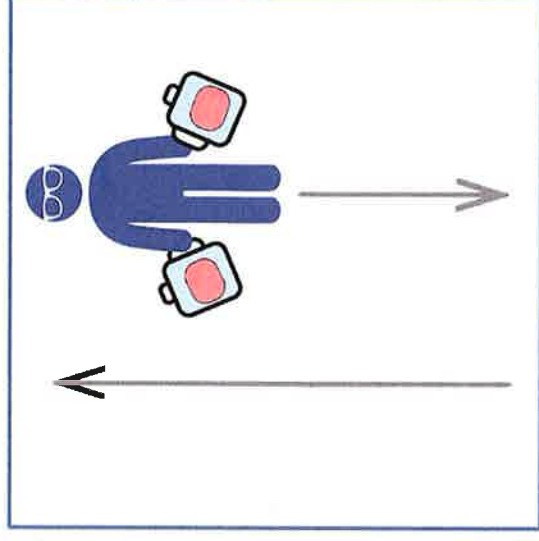
## MILK JUG RELAY

**Get Ready:** Two 1-Gallon Milk Jugs, Items to Mark Start/End Points (cones, socks, plastic cups, etc.), Clock or Stopwatch

**Get Set:** Set up an area to move in by making a starting point and ending point. Distance can be 15 to 30 walking steps from beginning to end. Fill two used 1-gallon milk jugs with water ( $\frac{1}{4}$ ,  $\frac{1}{2}$ , or full) and place at a start spot.

**GO!**

- This event is called the Milk Jug Relay. The object of this game is to carry the milk jug across the room as many times as you can.
- You get 1 point for each full length you travel.
- Add extra challenge by carrying two milk jugs at once.
- You have 1 minute to complete the challenge.
- Write your score down on the official Field Day Score Card.



**OPEN**






# Kindergarten: Enrichment Opportunities

Gifted Education & Academic Rigor Services

May 18 – June 5



Ready, set, THINK! Complete a Math and/or Communication Skills/Reading activity each week on a separate piece of paper to share with your teacher. If your brain needs more, then do the STEM (Science, Technology, Engineering, Math) challenge for an extra brain boost! Enjoy!

Subject	Week 10 May 18-22	Week 11 May 26-29	Week 12 June 1-5
Math	<p><b><u>Pizza Celebration</u></b> The kindergarten class loves pizza. Their teacher decided to make each student 2 pizzas to celebrate their love of pizza. She made 20 pizzas in all. How many students were in the class?</p>	<p><b><u>Farmer Brown</u></b> Farmer Brown has cows, pigs, and sheep. He has 10 animals. Show how many animals are in each of 3 pens.</p>	<p><b><u>Cookies</u></b> There was a plate of cookies for Dan, Pam, Tim, and Sue to eat for snack. Each of the children ate 2 cookies. There were no more cookies left. How many cookies in all did the children eat?</p>
Communication /Reading Skills	<p>Use crayons to mix these colors: red + blue = ? red + yellow = ? yellow + blue = ? Write about what you see. Draw a picture using the colors you mixed.</p> 	<p>Larry Lion likes to eat things that begin with L. List and draw the "L" things that Larry likes to eat.</p> 	<p>Invent a new pet that is different from every other pet. Draw a picture and write about it.</p> 
STEM Challenge	<p>Make a <b>Sprout House</b> using sponges. Hold the walls and roof together using toothpicks. Sprinkle seeds (wheat berries, chia, or alfalfa seeds sprout quickly)</p> 	<p><b>Sugar Cube Masterpiece</b> Use sugar cubes to construct an igloo, house, ice castle, tower, or anything you can imagine. Mix a little bit of water and confectioners sugar together to make "cement" paste to hold your sugar cubes together. How tall will your building be?</p> 	<p><b><u>Oobleck</u></b> Place 1 cup of water into a bowl. Slowly add 1.5 - 2 cups corn starch to the water and mix using your hand. Get a consistency where the Oobleck is liquid <u>and</u> solid. Add a few drops of food coloring, if you wish. 3. Play with the Oobleck, and talk about what happens to it.</p>

## Ice Cream in a Bag

### Ingredients:

- 1 cup half and half
- 1 - 1/2 tsp vanilla extract
- 1 tablespoon sugar

### Other materials you will need:

- ice
- 1/4 cup rock salt
- Ziploc bags 1 quart size, 1 gallon size

Mix the ingredients in the small Ziploc bag. Seal the bag, squeezing all the air out of the bag. Fill the large bag halfway with ice. Add rock salt. Put the sealed small bag into the large bag. Seal the large bag securely. Shake the large bag for 10 minutes using gloves (it will be cold!) Then take the small bag out and rinse the salt off the outside. The ice cream will be a little icy to start. Use a spoon to mix it around and soften it up a bit. Enjoy!

Don't forget to read every day! Your brain will thank you 😊.

## **Online Resources for ESL Families**

English learning websites are a great way to learn. This list of websites can be used by your family to learn English and learn to read in English. Please go to the websites to find reading opportunities, educational activities, and English learning games. Use these tips to help your child learn English:

- Read in your native language or in English everyday!
- Have your child keep a vocabulary journal of new words they read or hear. Use the new words to write sentences and stories. Draw pictures to go with the new words.
- Watch educational shows in English on TV. Ask your child to write down 3-5 new English words in their journal each day.
- Talk to your child in your native language (ie: Spanish). Tell your child stories and sing songs. Talking and listening in any language builds vocabulary and background knowledge. A strong vocabulary is important for reading success.
- Playing together as a family is important to build language and a strong family bond. You can play games on the computer, play board games, or play together outside. Have fun and build language at the same time.
- When it is safe, take family trips in the community. Going for a walk or going to stores creates many opportunities to talk together and build vocabulary using the world around you.

**For more information about how to help your child learn English and your native language, go to <https://www.colorincolorado.org/>.**



## **Websites for ESL Families**

### **Reading - eBooks:**

**Elementary:** <https://abdodigital.com/?tk=414F33301B8E136DEE3F0A93BF1795E1>

**Secondary:** <https://abdodigital.com/?tk=840BC558E6676AB1F4C9FA29D8EC6D69>

**TumbleBooks K-12:** <https://www.tumblebooks.com/>

TumbleBookLibrary (k-6)	Username: tumble735	Password: books
TumbleMath (k-6 math)	Username: tumble2020	Password: A3b5c6
TeenBookCloud (6-12)	Username: tumble2020	Password: A3b5c6

### **Reading - Audio books:**

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

Kid to Adult Audio books	Username: tumble2020	Password: A3b5c6
--------------------------	----------------------	------------------

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

<https://www.myon.com/school/readathome>

School Name: Read at Home	Username: readnow	Password: myon
---------------------------	-------------------	----------------

### **Beginning Reading, Grammar & Games:**

<https://www.starfall.com>

<https://www.abcya.com/games/tangrams>

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

<https://esl-kids.com/>

### **Spanish Literacy:**

<https://www.spanishplayground.net/online-spanish-stories-kids/>