



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

# Kindergarten




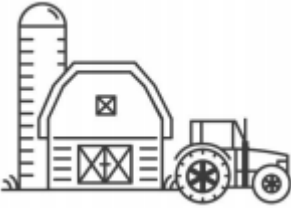


**Phase III**  
**April 27 to May 15, 2020**

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




**NPS Curriculum & Instruction**

# Social Studies Learning in Place Plans

## Kindergarten: April 27 – May 1

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p style="text-align: center;"><b><u>Doctors and nurses</u></b></p> <p>Doctors and nurses take care of people who are hurt or sick. They also help us stay healthy.</p> <p><b>Assignment:</b> Write a sentence about a time you went to the doctor and how they helped you. Draw a picture to match your sentence.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p style="text-align: center;"><b><u>Farmers</u></b></p> <p>Farmers grow crops and raise animals.</p> <p>Example of crops farmers grow: corn, lettuce, tomatoes, onions, carrots, peppers, broccoli, cabbage, potatoes, etc.</p> <p>Example of animals farmers raise: pigs, cows, sheep, goats, chickens, horses, etc.</p> <p><b>Assignment:</b> Pretend you are a farmer. Draw a picture of your farm. Include the crops you are growing and the animals you are raising. Label the crops and animals.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p style="text-align: center;"><b><u>Construction Workers</u></b></p> <p>Construction workers use tools to build houses, roads, schools, and other buildings.</p> <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center;"><b><u>Chefs</u></b></p> <p>Chefs cook food from pasta to pies to soups.</p> <div style="text-align: center; margin-top: 20px;">  </div> <p><b>Assignment:</b> Imagine you are either a chef or a construction worker. Write a sentence and draw a picture of what you would build or cook.</p>

**Social Studies Learning in Place Plans**  
**Kindergarten: May 4-8**

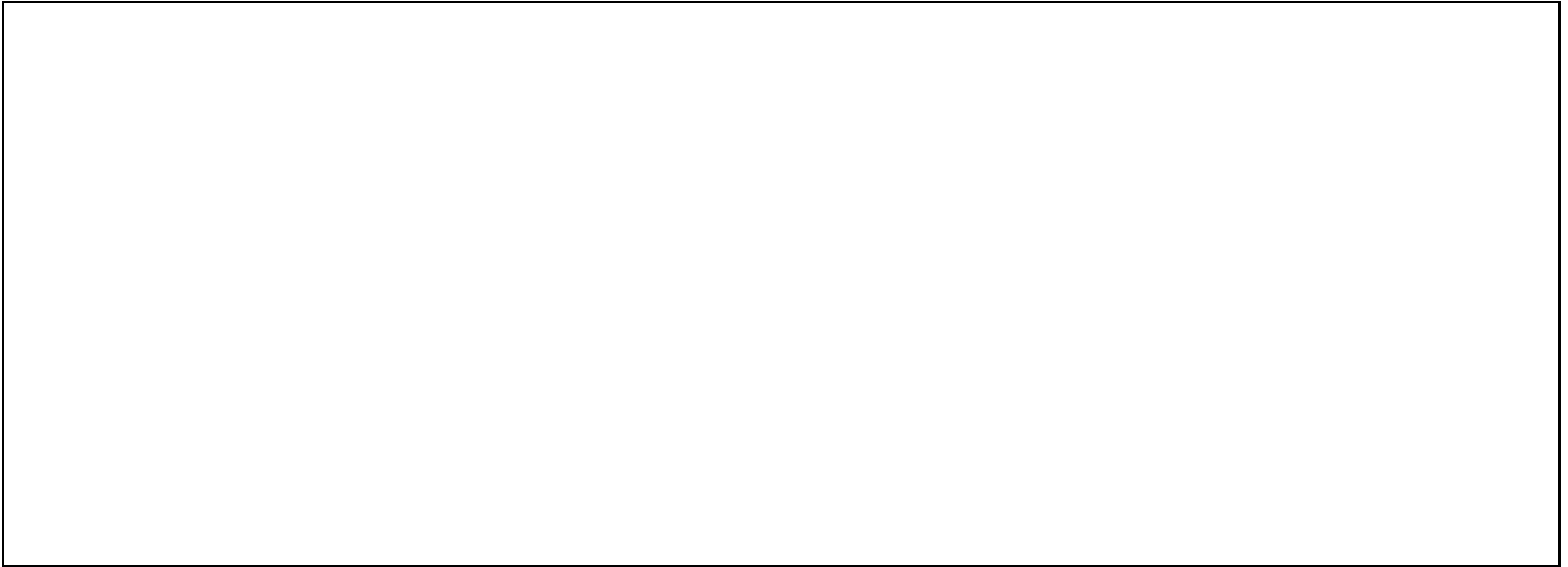
Learning Experience 1	Learning Experience 2	Learning Experience 3
<p style="text-align: center;"><b><u>Firefighters</u></b></p> <p>Firefighters are very brave. They race into burning buildings to save people. They put out forest fires. Firefighters save us from harm.</p> <p><b>Assignment:</b> Complete the “Let’s Fight Fires” activity sheet attached in the packet.</p> <div data-bbox="281 626 520 862" data-label="Image"></div>	<p style="text-align: center;"><b><u>Teachers</u></b></p> <p>Teachers help us learn. They teach us how to read and write. They also teach us about math, science, and social studies.</p> <p><b>Assignment:</b> Write a sentence and draw a picture about something you learned from your teacher this year.</p> <div data-bbox="890 691 1155 940" data-label="Image"></div>	<p style="text-align: center;"><b><u>Police Officers</u></b></p> <p>Police officers are our friends. They are always ready to help. Police officers protect us and keep us safe.</p> <p><b>Assignment:</b> Think about a time you saw a police officer. How were they helping someone? Write a sentence about how they were helping someone.</p> <div data-bbox="1520 729 1829 902" data-label="Image"></div>

**Social Studies Learning in Place Plans**  
**Kindergarten: May 11-15**

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p align="center"><b>Community Helpers and Where they Work</b></p> <p>Community helpers are an important part of the community we live in. Doctors work in hospitals, teachers work in schools, and mail carriers work in the post office. Where have you seen community helpers working in your neighborhood?</p> <p><b>Assignment:</b> Complete the “Jobs Map” activity sheet found in this packet. Please follow alternate directions.</p> <p><b>Alternate directions:</b> Do <i>Not</i> cut and paste. Draw a line from the community helper to the correct place on the map where they work. (If you have crayons available, use a different color for each community helper)</p>	<p align="center"><b>Community Helpers and Their Jobs</b></p> <p>What do community helpers do? Help the people in their communities! Each community helper has a specific job to perform and uses different tools to help.</p> <p>Farmers use tractors and shovels.            Teachers use books, pencils, and paper.            Firefighters use trucks and hoses</p> <p><b>Assignment:</b> Complete the “Who Am I” activity sheet found in this packet.</p>	<p align="center"><b>Community Helpers and Their Jobs</b></p> <p>Think about all the information you have learned about community helpers.</p> <ul style="list-style-type: none"> <li>-Community helpers are important to our community.</li> <li>-Community helpers have use different tools.</li> <li>-Community helpers help people.</li> <li>-Community helpers do their job in different places all over the community.</li> </ul> <p><b>Assignment:</b> Complete the “Community Helpers Who am I?” activity sheet found in this packet.</p>

## Doctors and Nurses

**Assignment:** Write a sentence about a time you went to the doctor and how they helped you. Draw a picture to match your sentence.



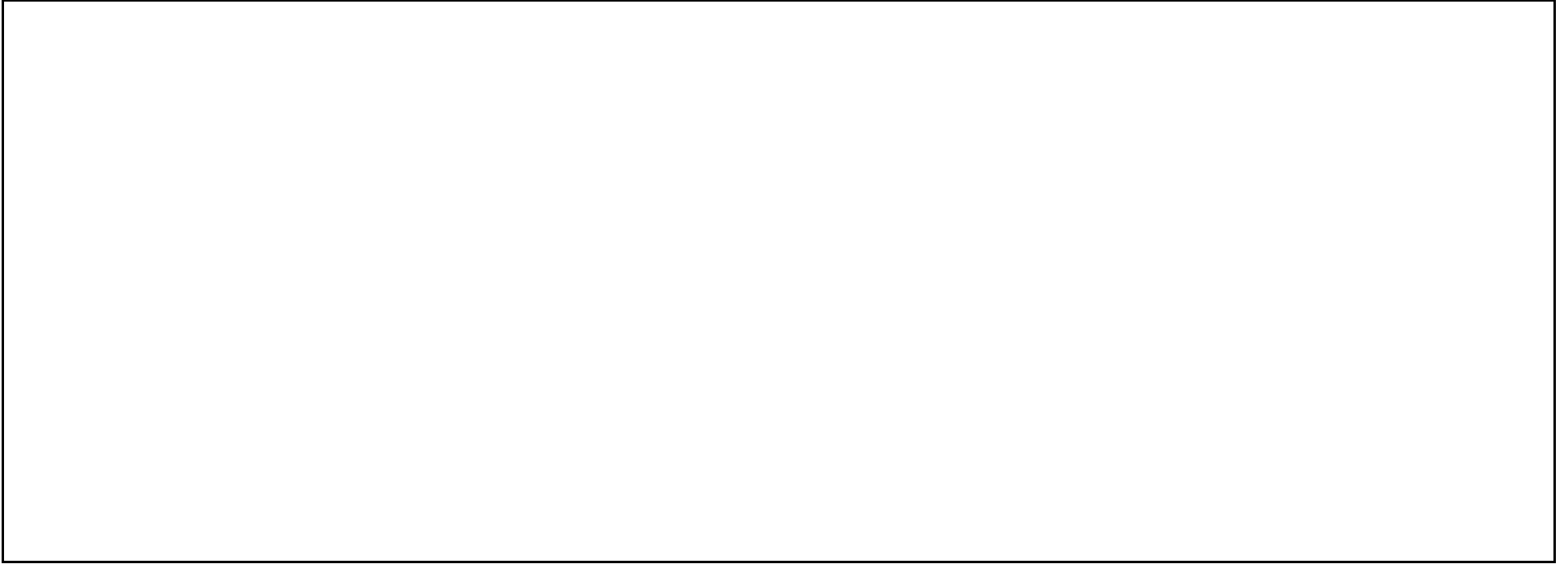
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## Farmers

**Assignment:** Pretend you are a farmer. Draw a picture of your farm. Include the crops you are growing and the animals you are raising. Label the crops and animals.



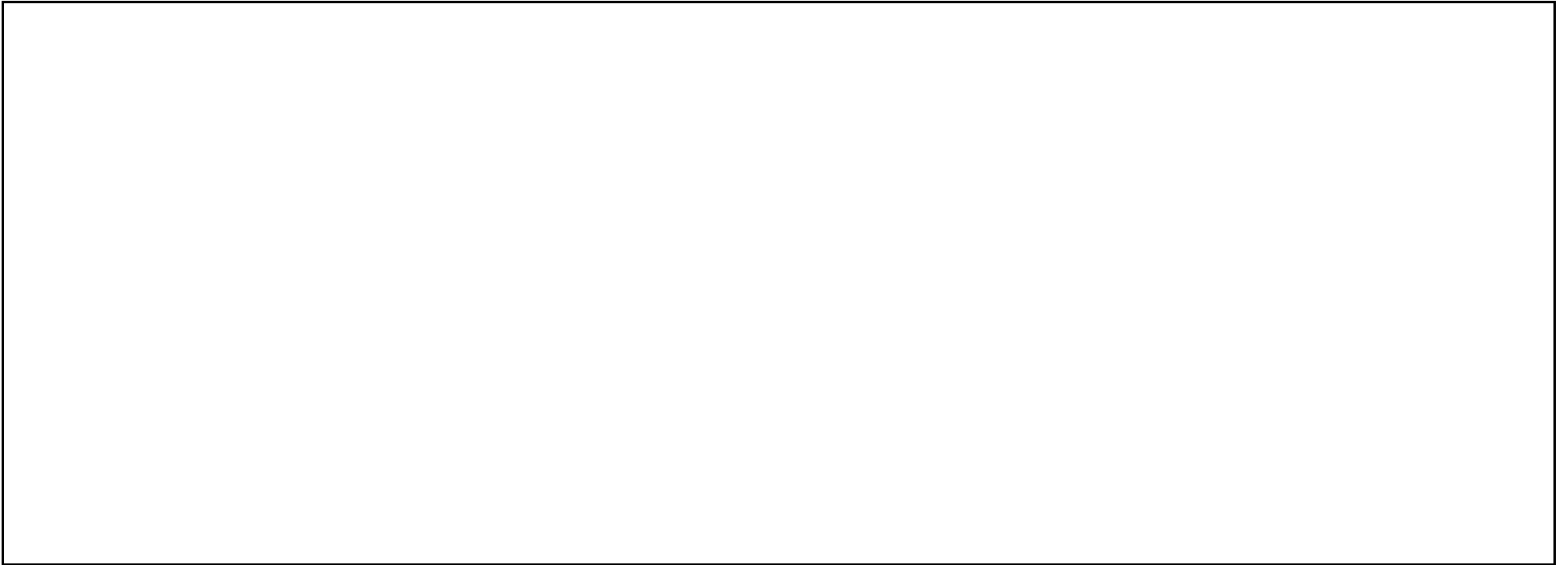
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## Construction Workers and Chefs

**Assignment:** Imagine you are either a chef or a construction worker. Write a sentence and draw a picture of what you would build or cook.



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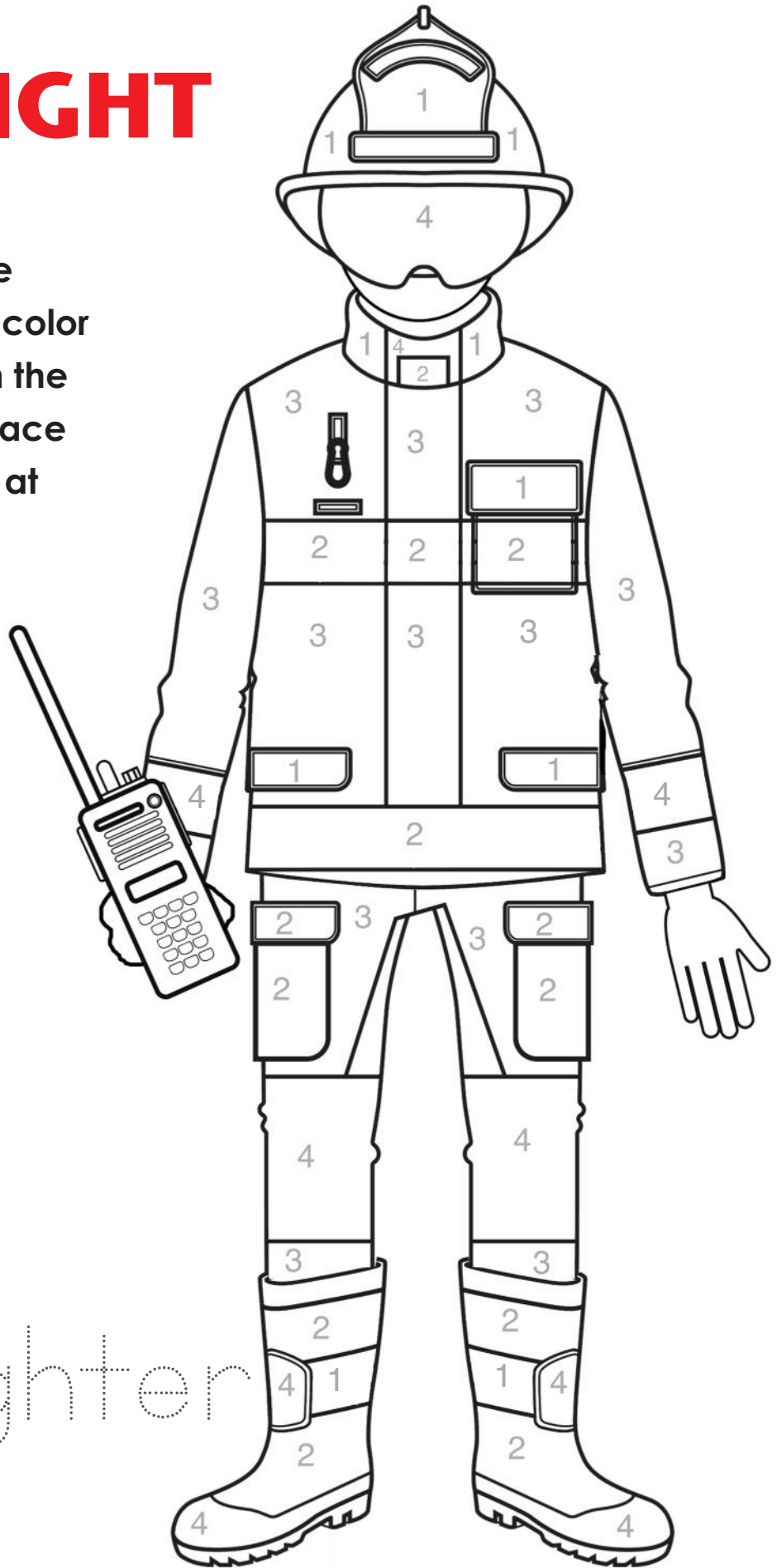
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# LET'S FIGHT FIRES!

Directions: Color the firefighter using the color key. Draw a hose in the firefighter's hand. Trace the word **Firefighter** at the bottom.

## COLOR KEY

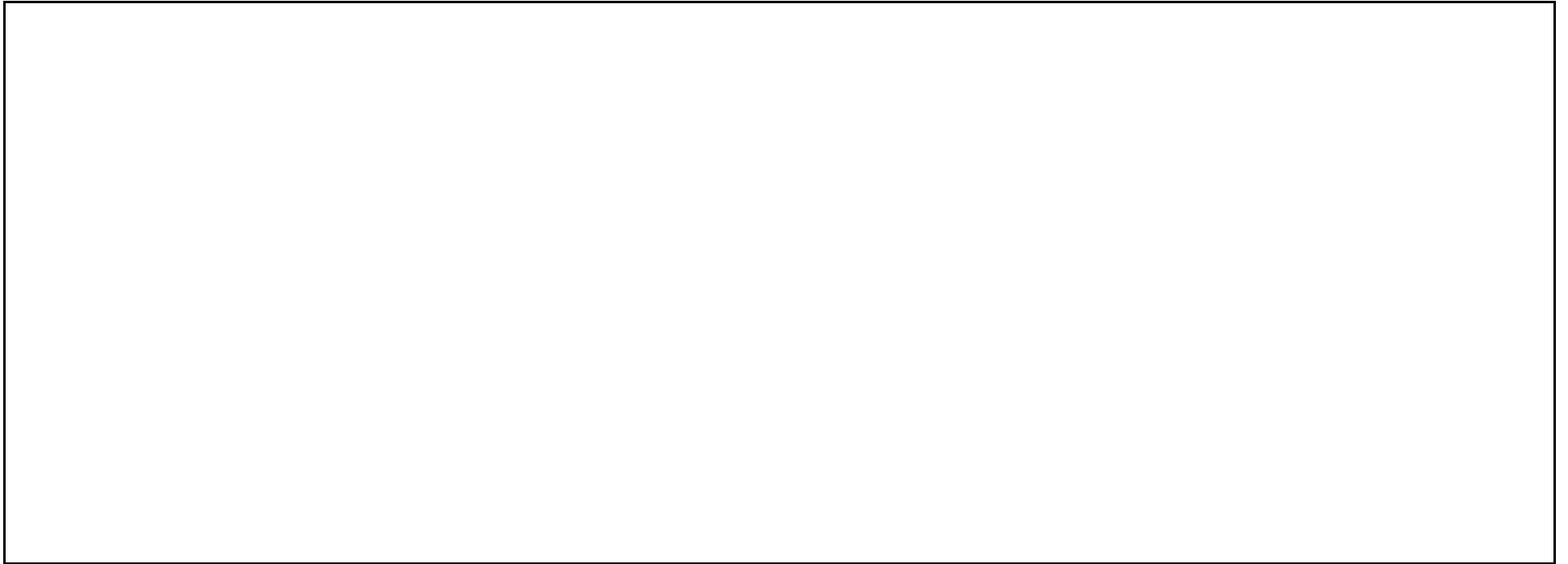
- 1. red
- 2. black
- 3. yellow
- 4. grey





## Teachers

**Assignment:** Write a sentence about something you learned from your teacher this year. Draw a picture to match your sentence.



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### Police Officers

**Assignment:** Think about a time you saw a police officer. How were they helping someone? Write a sentence about how they were helping someone. Draw a picture to match your sentence.



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# JOBS MAP

Name \_\_\_\_\_

Directions: Cut out the workers at the bottom.  
Glue them on the places where they work.



## MAP LEGEND



Construction site



School



Hospital



Farm



Fire Station



Restaurant



# WHO AM I?


Name \_\_\_\_\_

Directions: Circle the correct answer.

I use a  to help  .


I am a



I drive a  and I grow  .

I am a



I use a  and look at  .

I am a



I use a  and  .

I am a



I use a  and  .

I am a



## Community Helpers Who Am I?

**How to play: Read the clues that describe a community helper. Write your answer on the line.**

- 1) I drive a red truck.  
I wear yellow and red.  
I put out fires.  
**Who am I?**



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- 2) I wear a tall hat.  
I work in a kitchen.  
I make yummy foods.  
**Who am I?**



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- 3) I work with children.  
I help kids with their ABC  
I work in a school.  
**Who am I?**



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- 4) I use a stethoscope.  
I wear a white coat.  
I make you feel better.  
**Who am I?**



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- 5) I help the doctor.  
I take your temperature.  
I work in a hospital.  
**Who am I?**



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- 6) I protect people.  
I catch criminals.  
I drive a car with sirens.  
**Who am I?**



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# NPS Learning in Place English

## Grade: Kindergarten



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 7</b>	<p><b>Text: My Shadow</b> Read together 3 times. Point to the words as you read. Visualize it! Draw a picture of you and your shadow. Write and draw 2 pictures that rhyme with jump and run.</p> <p><b>Word Study:</b> Rhyme Board Look at each line. Name the pictures. Which 2 pictures rhyme?</p>	<p><b>Text: My Shadow</b> Reread together 3 times. Point to the words as you read. Who is the main character in this text? How do you know?</p> <p><b>Word Study:</b> Rhyme Board Look at each line. Name the pictures. Which picture is the ODD one OUT?</p>	<p><b>Text: My Shadow</b> Read independently 2 times. Where have you seen shadows? Talk about this. Draw a picture of a shadow you have seen outside on a sunny day.</p> <p><b>Word Study:</b> Rhyme Board. Look at each line. Name the pictures. What is another word that rhymes with your rhyming pair?</p>	<p><b>Text: Soccer</b> Read together and point to the words as you read. Have you played soccer? Have you seen someone play soccer? Draw a picture of colorful soccer ball. Is a soccer ball living or not living?</p> <p><b>Living/Not Living Concept Sort:</b> Name all of the animals in the picture sort. Then sort into 2 groups- Living/Not Living</p>	<p><b>Text: Soccer</b> Reread together. Who is a friend you could play soccer with outside? Who else could be on your team? Write the names of 4 people you would like to have on your team.</p> <p><b>Living/Not Living Concept Sort:</b> Name the pictures. Count the Syllables. Sort the pictures by syllables.</p>
	<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 8</b>	<p><b>Text: Chicks Hatch</b> Read together 3 times. Visualize it! Draw a picture to go with each stanza.</p> <p><b>Word Study:</b> Beginning Sound Sort: Follow Monday lesson in the Menu.</p>	<p><b>Text: Chicks Hatch</b> Read together 2 times. Point to the words as you read. Talk about what the chick looks like when it hatches. Talk about how her walking changes as she grows.</p> <p><b>Word Study:</b> Using your beginning sound picture sort complete an activity from the word study menu.</p>	<p><b>Text: Chick Hatch</b> Read independently 2 times. Point. Name 3 words that rhyme with nest. What sound do you hear at the end of hatch? Say 2 words that rhyme with hatch.</p> <p><b>Word Study:</b> Using your beginning sound picture sort complete an activity from the word study menu.</p>	<p><b>Text: Jobs People Do</b> Read together 3 times. Point to the words as you read. How many different helpers did you read about? Which helper did you read about last? Draw a picture of the first helper you read about.</p> <p><b>Word Study:</b> Using your beginning sound picture sort complete an activity from the word study menu.</p>	<p><b>Text: Jobs People Do</b> Reread together two times and retell what you read. Name the helpers in order. Draw a picture of a helper you might like to be one day.</p> <p><b>Word Study:</b> Using your beginning sound picture sort complete an activity from the word study menu.</p>

	<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>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 9</b>	<p><b>Text: Crab</b> Read together 3 times. Visualize it! Draw a picture to go with each stanza.</p> <p><b>Word Study:</b> Ending Sound Sort: Follow Monday lesson in the Menu.</p>	<p><b>Text: Crab</b> Reread together 3 times. Point to the words as you read. Why was the crab mad? Read the sentence in the text that tells you this. Draw a funny picture of a mad crab.</p> <p><b>Word Study:</b> Using your picture sort complete an activity from the word study menu.</p>	<p><b>Text: What Pet Did Meg Get?</b> Read together 3 times. Point to the words as you read them. What pet <b>did</b> Meg get? How do you know? How does the text help you figure this out?</p> <p><b>Word Study:</b> Using your picture sort complete an activity from the word study menu.</p>	<p><b>Text: What Did Meg Get?</b> Read the story 2 times. Point as you read. Retell this story to someone. What part did you like best? Why? Discuss.</p> <p><b>Concept Sort:</b> Name all of the objects in the picture sort. Then sort into 2 groups- hot temperatures or cold temperatures</p>	<p><b>Text: What Pet Did Meg Get?</b> Reread together. 2 times. Answer the questions at the bottom of the story. Draw a picture of Meg with her pet.</p> <p><b>Concept Sort:</b> Name the pictures. Count the Syllables. Sort the pictures by syllables.</p>
	<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 Weeks 7-9

Day	Directions: Each day complete the journal entry with one to two sentences and a picture. Complete the reading log for the day.	
1	Journal	What was your favorite part of the weekend? Why?
	READ 14.2	Title of book read:
2	Journal	What is something you could do with your shadow? Where would you go?
	READ 14.2	Title of book read:
3	Journal	Journal Topic of Your Choice! Write about anything you like!
	READ 14.2	Title of book read:
4	Journal	What is your favorite sport? Why?
	READ 14.2	Title of book read:
5	Journal	Who would you like to play soccer with if you could? Why?
	READ 14.2	Title of book read:
6	Journal	What was your favorite part of the weekend? Why?
	READ 14.2	Title of book read:
7	Journal	Journal Topic of Your Choice! Write about anything you like!
	READ 14.2	Title of book read:
8	Journal	Write about a baby chick? Think about what you read today.
	READ 14.2	Title of book read:
9	Journal	What is a job that seems interesting to you? Why?
	READ 14.2	Title of book read:
10	Journal	Journal Topic of Your Choice! Write about anything you like!
	READ 14.2	Title of book read:
11	Journal	Write about one of your family members. Why did you pick this person to write about?
	READ 14.2	Title of book read:
12	Journal	Write about the crab in the story you read this week?
	READ 14.2	Title of book read:
13	Journal	Why do children like pets?
	READ 14.2	Title of book read:
14	Journal	What was your favorite book you read this week? What was your favorite part? Why?
	READ 14.2	Title of book read:
15	Journal	Journal Topic of Your Choice! Write about anything you like!
	READ 14.2	Title of book read:


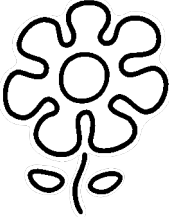
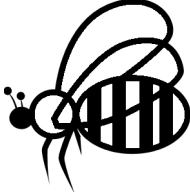



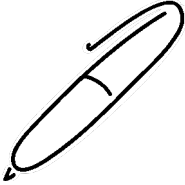
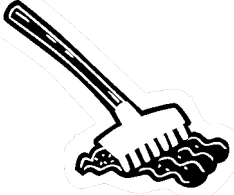

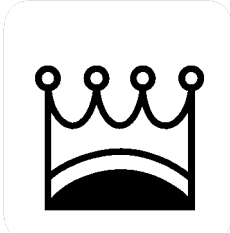
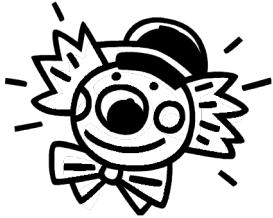

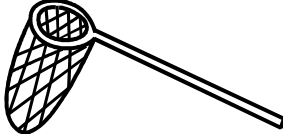



# WORD STUDY MENU

**Directions:** Choose one of the following menu choices to practice the week's picture sort. Choose a different activity each day.

<p><b>Monday:</b> Word Sort: Name each picture in your sort. Cut pictures out following the lines. Sort each picture according to the <i>beginning or ending sound</i> (as directed). 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>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 "bug" /b/ for beginning sounds or "bug" /g/ for ending sounds.</p>	<p><b>Repeat Please:</b> Is there a sort activity you really liked from the Phase 2 menu? If so, you can try it with your new sort.</p> <p>OR</p> <p>Make up your own sort activity.</p>
<p><b>Say and Spell:</b> Choose a picture. Name it. Segment it into each sound. Write the letter that matches each sound to spell the words. Repeat with at least 8 pictures.</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>

# Rhyme Game Board

1.			
2.			
3.		10	
4.			
5.			

Pictures shown: tree, flower, bee, hat, pail, snail, pen, ten, rake, chair, crown, clown, teeth, net, pet

Choose an Activity: **NO CUTTING NEEDED!**

Look at each row and name the pictures. Which pictures rhyme?

Look at each row and name the pictures. Which pictures **do not** rhyme?

Look at each row and name the pictures. What is another word you can add to the rhyming pictures?



## ***My Shadow***

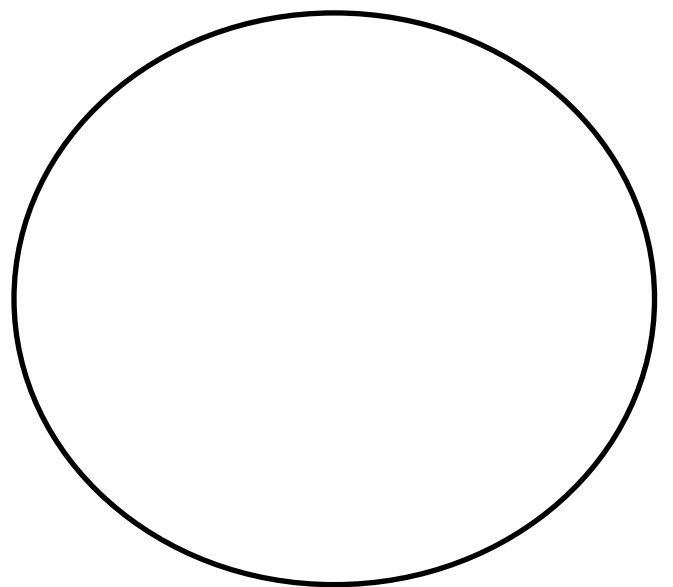
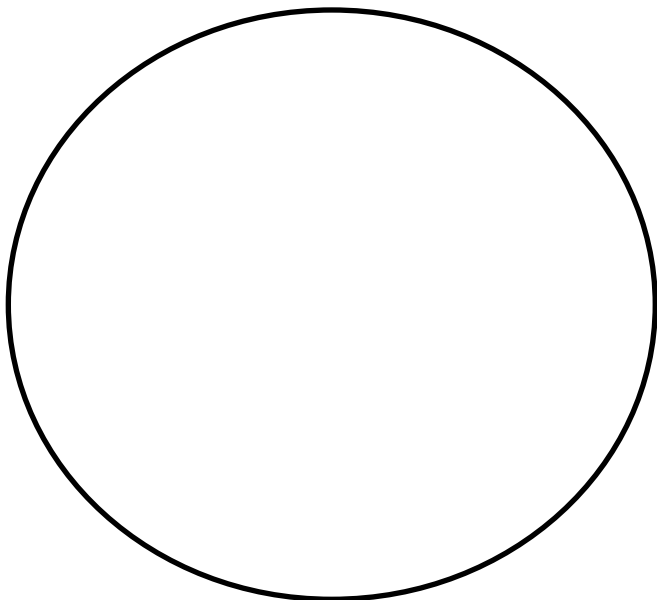
My shadow is just like me.

When it is sunny it follows me.

If I jump, my shadow jumps.

If I run, my shadow runs.

I like my shadow.



# Soccer



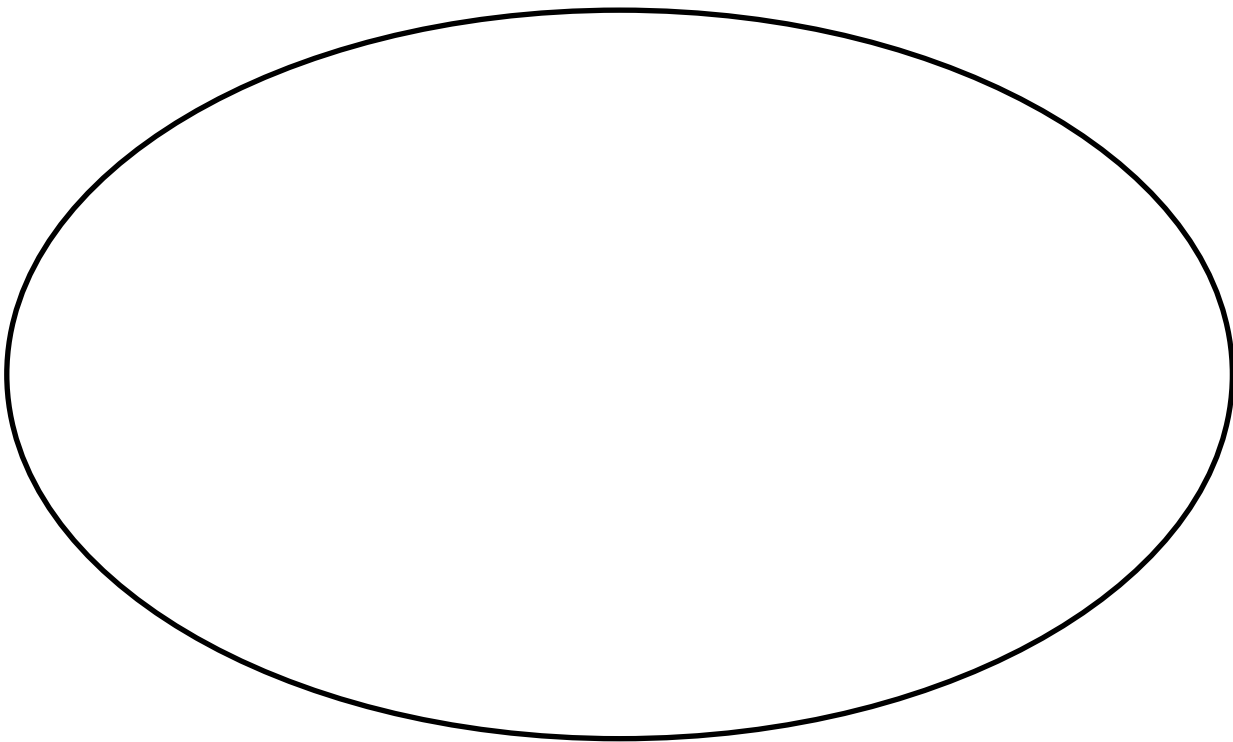
I can play soccer.

I play with a soccer ball.

My ball is black and white.

I play with my friends.

I like soccer.



## Baby Chick Grows Up

A mom hen has 3 eggs in her nest.



One chick wants to hatch. It cracks the egg from the inside. When the chick hatches, its feathers are wet. They dry fast and look fluffy.



The baby chick can walk slow. When this chick grows up, she can walk fast, and fly low.



Now, she is a mom hen with two eggs in her nest.





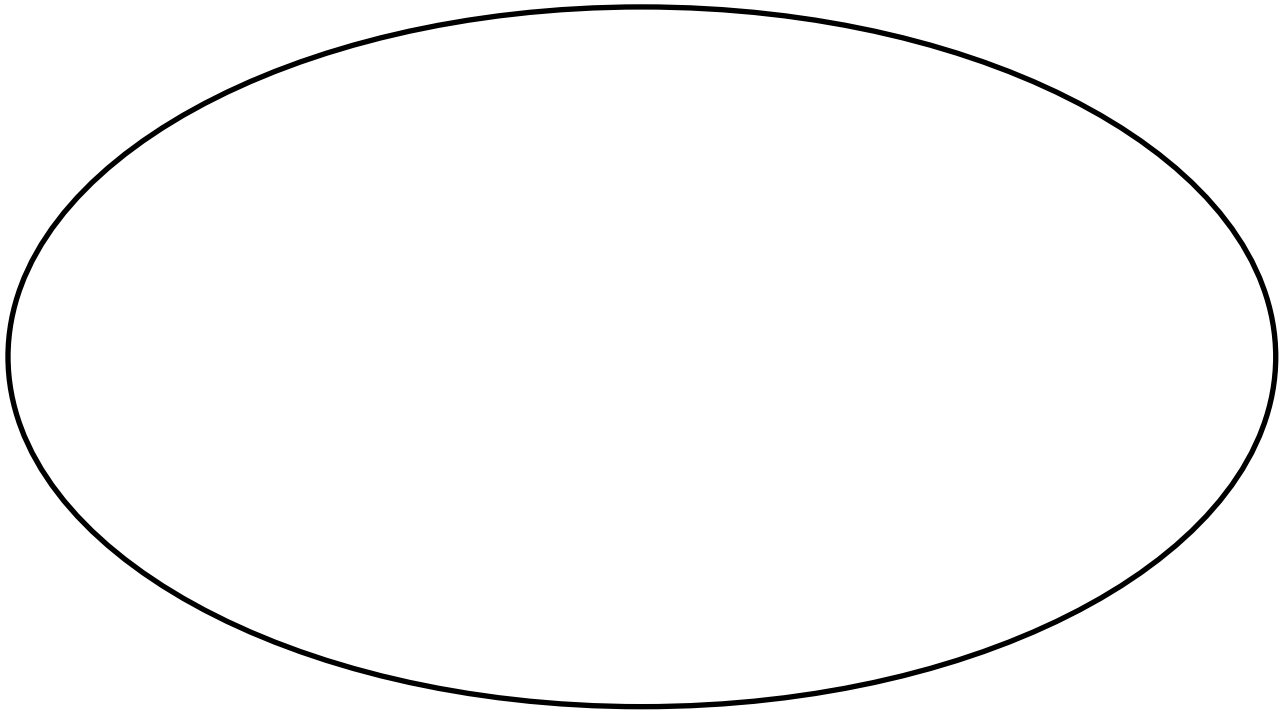
## **Jobs People Do**

I am a farmer. I bring food to our cities.

I am a firefighter. I protect, help, and save people.

I am in the military. I protect our country.

I am a mail carrier. I deliver mail to people.



## The Crab

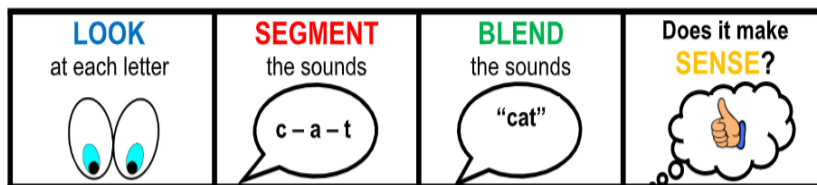
The man sat in the sand.  
He sat on a crab.  
The crab had a fit.

The man will stop.  
He will jog in the sand.  
The man ran and ran.

The crab is glad.  
He is in the sand.  
He will nap, nap, nap.

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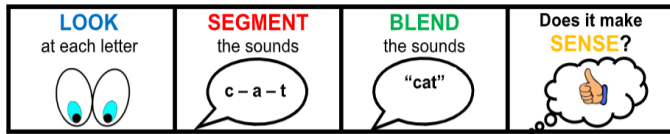
Good readers use this word solving strategy:



Practice reading these words using the word solving strategy.

man	sat	crab	fit	had
stop	jog	ran	glad	nap

Good readers use this word solving strategy:



## What Pet Did Meg Get?



Meg got a pet. She likes to run and play with her pet. Her pet has four legs and a tail. It wags its tail when it sees her.

Meg likes to hug her pet and take it for a walk in the park.

What pet did Meg get?

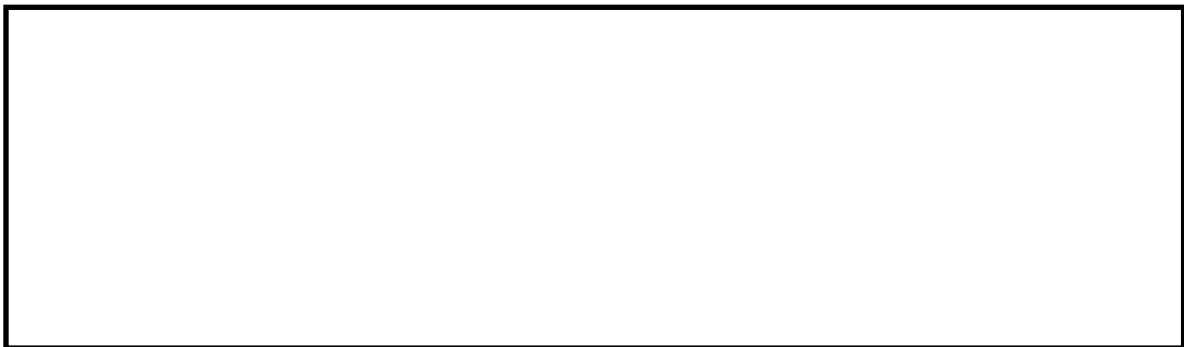
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Meg did not get a \_\_\_\_\_.

Meg did not get a \_\_\_\_\_ or a \_\_\_\_\_.

Meg got a \_\_\_\_\_.

Draw a picture of Meg with her pet.





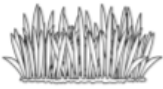














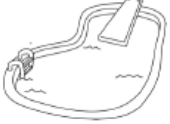


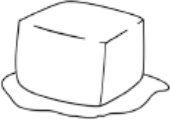





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Directions: Here are two sorts. One is for week 7 (Living and Non Living). One is for week 9 (Hot and Cold Temperatures)

Cut out the sort. Sort them by their category (Living and Non Living or Hot and Cold Temperatures). The next day sort them by naming the word and breaking the word down into syllables. Count the syllables. How many? Sort them by syllable.

 tree	 cloud
 pizza	 frog
 grass	 flower
 rock	 bird
 spider	 pencil
 book	 car

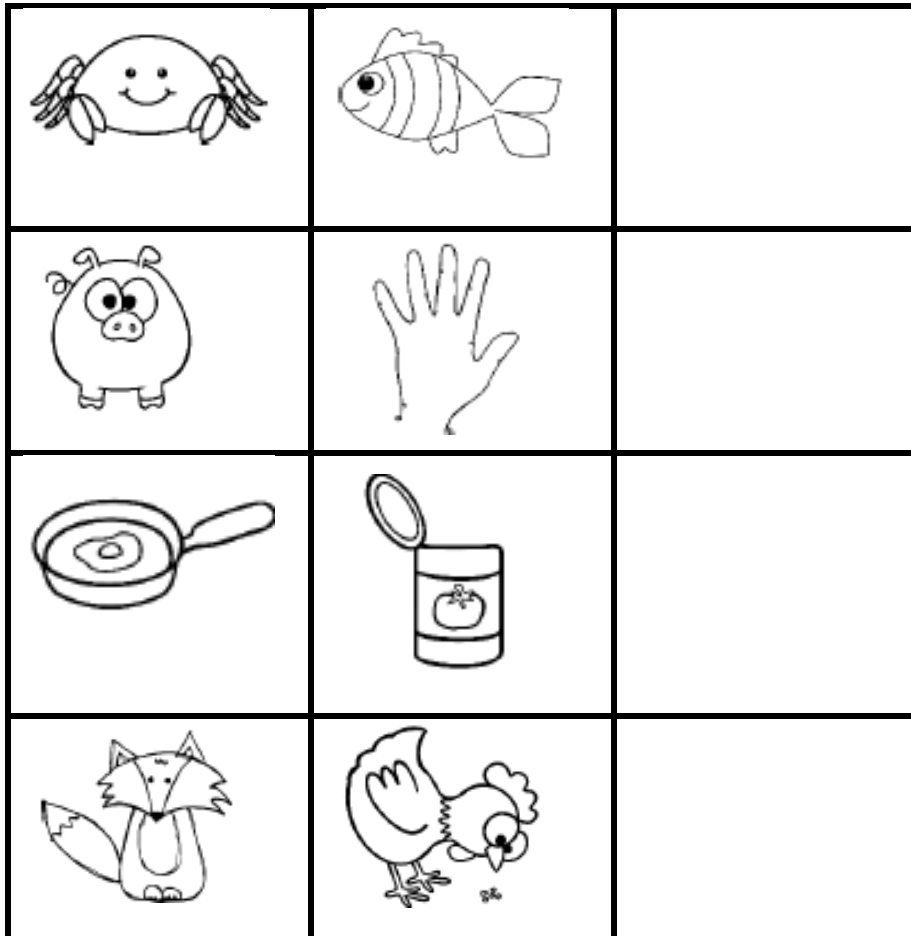
Living and Non-Living Sort

 snow	 grill
 cocoa	 pool
 fire	 igloo
 ice	 sun
 fridge	 oven
 soup	 popsicle

Hot Temperature/Cold Temperature sort

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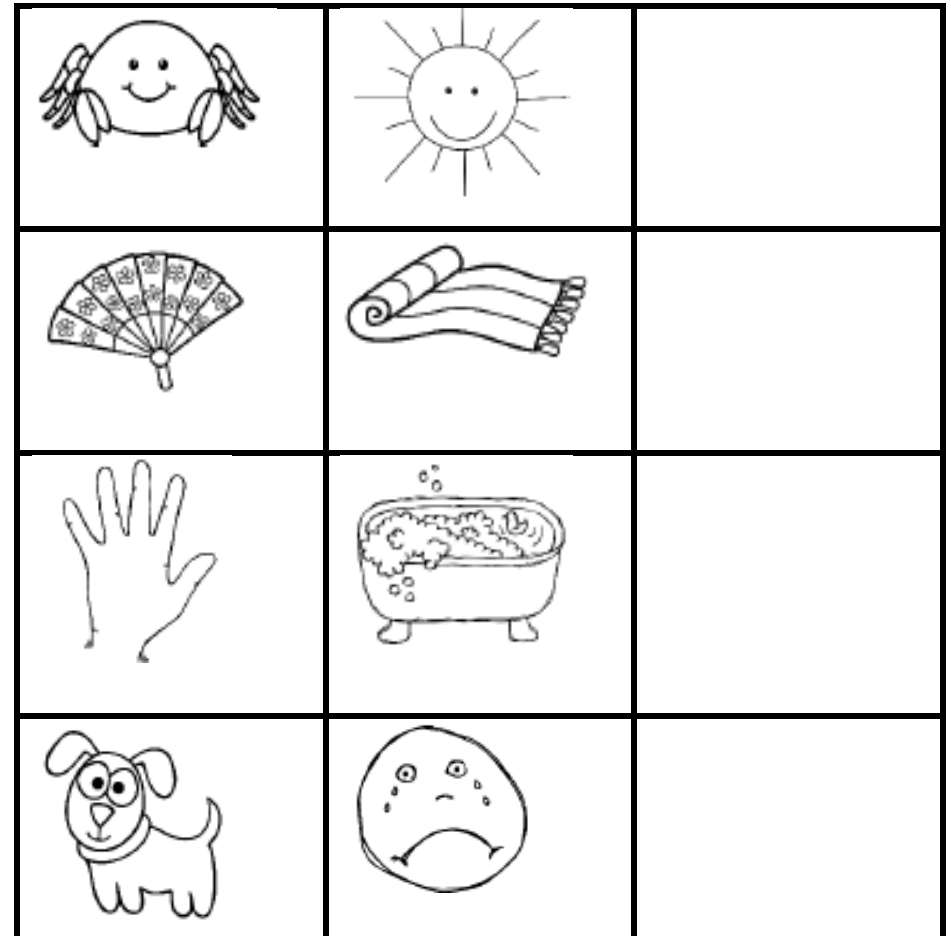
## Word Study for Weeks 8 and 9



Week 8 Beginning sounds sort – beginning sounds /k/, /f/, /p/, /h/

Directions: Say the name of the picture. Sort each picture by the sound you hear at the beginning of the word.

Pictures shown: crab, fish, pig, hand, pan, can, fox, hen



Week 9 Ending sounds sort – ending sounds /b/, /n/, /g/, /d/

Directions: Say the name of the picture. Sort each picture by the sound you hear at the end of the word.

Pictures shown: crab, sun, fan, rug, hand, tub, dog, sad

**This page is intentionally blank for sound sorts.**

# Norfolk Public Schools

## Science Learning in Place Plan: Kindergarten Lessons



### Week 7: April 27 – May 1, 2020 (Shadows & Temperature)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will read “The Sun” passage twice.</p> <p><b>Guardians:</b> Ask the student:</p> <ol style="list-style-type: none"> <li>1. Predict what do you think the child is doing?</li> <li>2. What season could it be? What makes you think that?</li> <li>3. What does the sun provide the Earth?</li> <li>4. Why is the Sun important to plants?</li> </ol>	<p>Students will read the “Shadows” leveled reader and make observations of the images.</p> <p><b>Guardians:</b> Ask the student:</p> <ol style="list-style-type: none"> <li>1. How does the size and shape of the shadows compare to the real objects?</li> <li>2. Would there be a shadow if the Sun was not shining?</li> </ol>	<p>Student and parents will go outside on a sunny day. Parents will choose a location outside in the shade to sit for about 5 minutes. While sitting they will reread “The Sun” passage from Monday’s lesson.</p> <p><b>Guardians:</b> Ask the students how the temperature feels in the shaded area where they are sitting. The parent will ask the student to predict how they might feel if they move to a sunny area. They will move to a sunny area to determine if the student’s prediction was correct.</p>	<p>Students will make an observation of the “Would the Temperature be Different?” image.</p> <p><b>Guardians:</b> Ask the student:</p> <ol style="list-style-type: none"> <li>1. Why do you think people sit under umbrellas at the beach?</li> <li>2. Predict which “x” would the temperature be the warmest? The coolest?</li> </ol>	<p>Students will conduct a simple investigation. Students will place a small plastic cup half full of water in a shaded area and a small plastic cup half full of water in the direct sunlight. After a couple hours students will compare the temperatures of the water using their finger to test the water.</p> <p><b>Guardians:</b> Ask the student:</p> <ol style="list-style-type: none"> <li>1. Which cup of water feels warmer?</li> <li>2. Why do you think that particular cup warmer? What could have possibly warmed the water?</li> </ol>

### Week 8: May 4 – 8, 2020 (Natural & Human-made Things Change)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will read “Natural and Human - Made” vocabulary cards twice.</p> <p><b>Guardians:</b> Ask the student:</p> <ol style="list-style-type: none"> <li>1. Explain the term natural and human-made in your own words.</li> <li>2. What would be an example of something natural you see outside the window? What would be an example of something human-made you see outside the window.</li> <li>3. Draw a picture in their science notebook to represent the two vocabulary words. Next to each picture create a one sentence caption.</li> </ol>	<p>Students will read the “Natural” vocabulary card. Parents will have a discussion about how an apple tree changes over time. Students will create a list of how an apple tree might change over time in their notebooks.</p> <p><b>Possible responses:</b></p> <ol style="list-style-type: none"> <li>1. Grow larger</li> <li>2. Produce apples</li> <li>3. Leaves change colors and fall off in Fall</li> <li>4. Tree is inactive during the winter months</li> <li>5. New leaves grow on the branches in the Spring</li> </ol>	<p>Students will write a few sentences explaining what the vocabulary word “natural” means and how natural things may change over time.</p>	<p>Students will read the “Human - Made” vocabulary card. Parents will have a discussion about how a statue outside may change over time. Students will create a list of how a statue might change over time in their notebooks.</p> <p><b>Possible responses:</b></p> <ol style="list-style-type: none"> <li>1. Change colors because of rain</li> <li>2. Become weathered due to rain and wind</li> </ol>	<p>Students will write a few sentences explaining what the vocabulary word “human-made” means and how human-made things may change over time.</p>

## Week 9: May 11 – 15, 2020 (Living & Non-Living Things Change)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will read “Living and Nonliving” reader. Students will answer the question and/or perform the task required.</p> <p>page 13</p> <p>1. What are living things?</p> <p>page 14</p> <p>1. Circle the living thing getting food.</p>	<p>Students will reread “Living and Nonliving” reader. Students will answer the question and/or perform the task required.</p> <p>page 15</p> <p>1. Draw a living thing getting water.</p> <p>Sum it Up!</p> <p>page 16</p> <p>1. In the  row – circle the living thing</p> <p>2. In the  row – circle the nonliving thing</p>	<p>Students will reread “Living and Nonliving” reader.</p> <p><b><u>Guardians:</u></b></p> <p>Ask the student to point to any living thing from the pages of the reader. Students will explain how that living thing might change over time.</p>	<p>Students will reread “Living and Nonliving” reader.</p> <p><b><u>Guardians:</u></b></p> <p>Ask the student to point to any nonliving thing from the pages of the reader. Students will explain how that nonliving thing might change over time. Students should explain what factor(s) might cause those changes.</p>	<p>Students will reread “Living and Nonliving” reader.</p> <p>Afterwards students will write about how living and nonliving things change over time.</p>

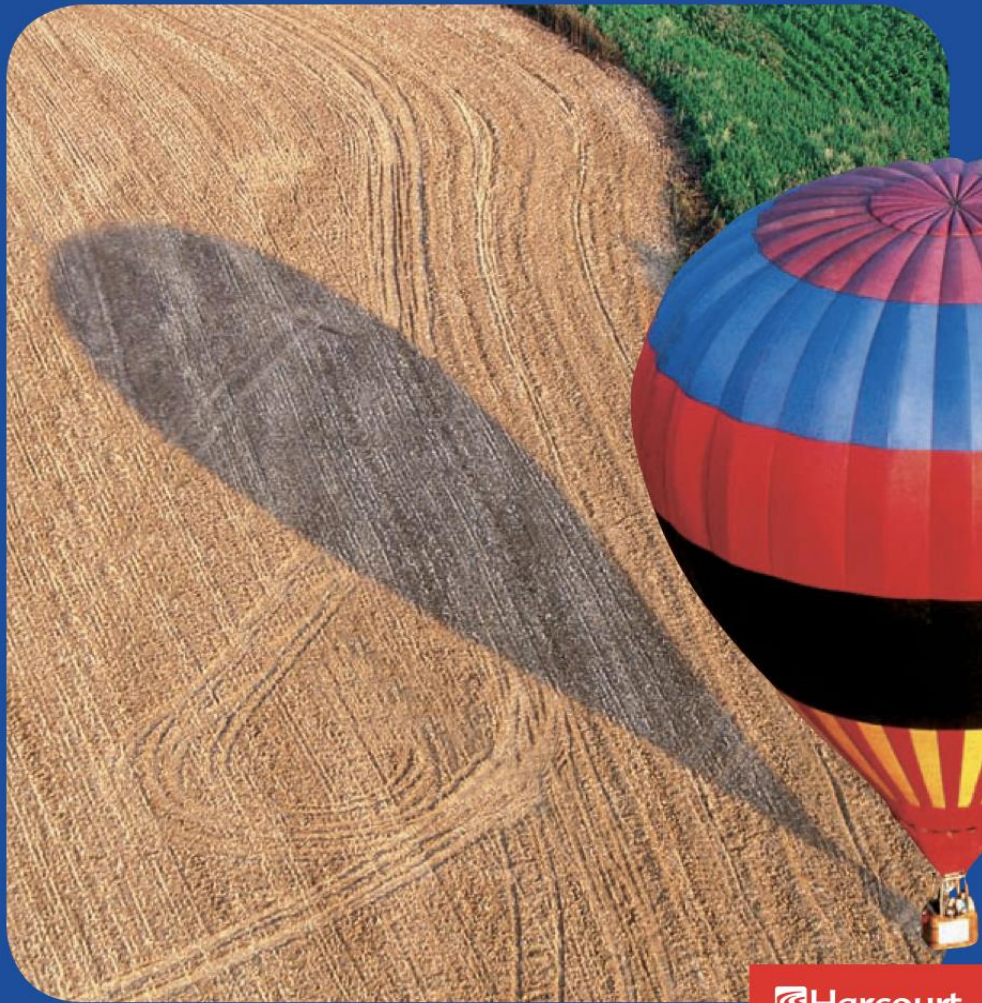
# The Sun



The sun is a star. It is in the center of our solar system. The sun gives us light. It also warms things on the earth. The sun is helpful for plants and animals, but too much sunlight can be harmful.



# 1 Shadows



Harcourt



▶ a hand shadow





a cat shadow

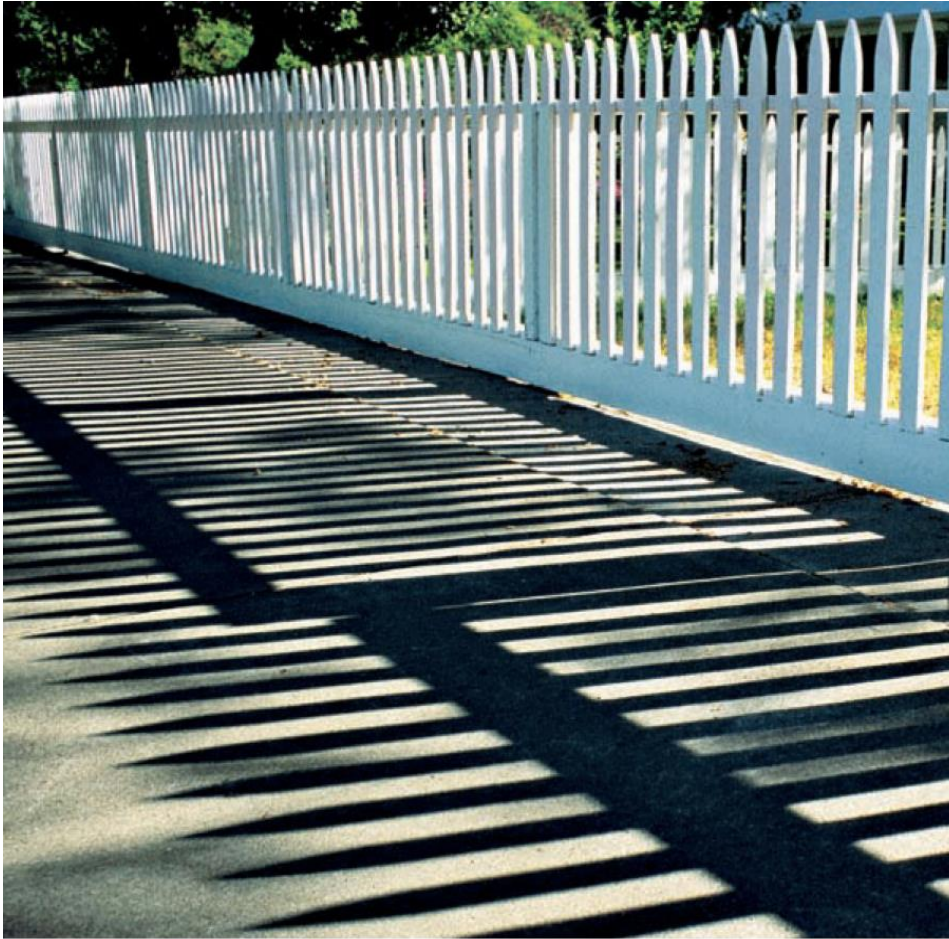
3



a tree shadow

4





“a fence shadow



“My shadow!

# Would the Temperature be Different?





# Natural

Something that is found in nature.



# Human-Made

Something that is created by humans, that does not occur in nature.





# Living and Nonliving



**living things**



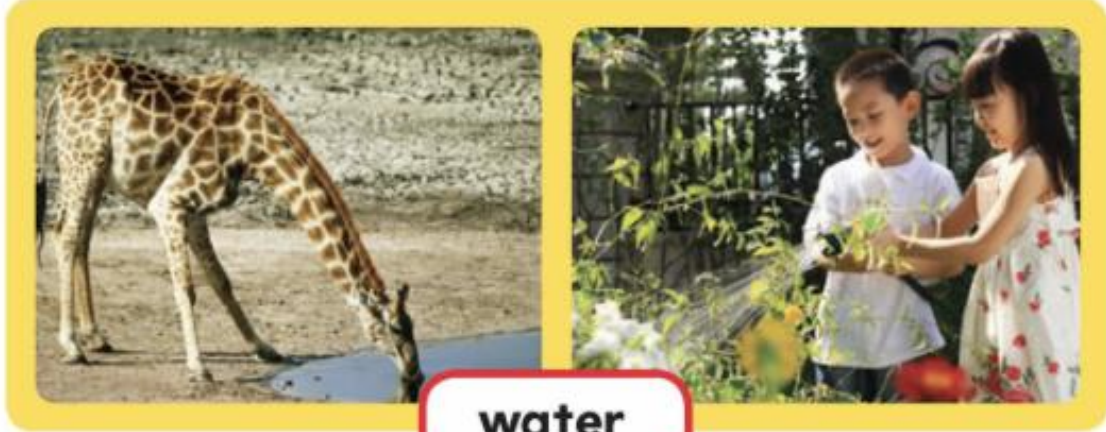
**nonliving things**

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Name \_\_\_\_\_



**water**

**food**



**place to live**

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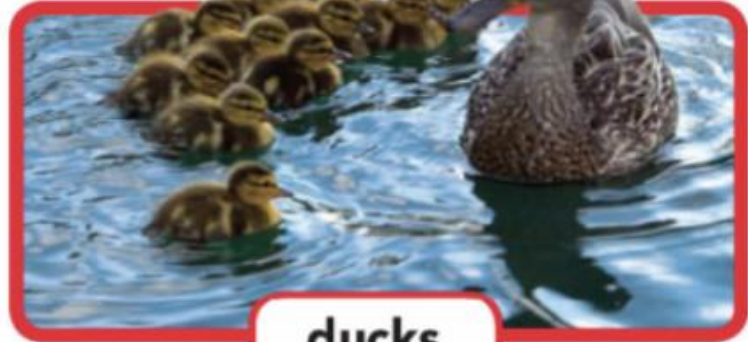
Living things need food and water.  
They also need a place to live.  
Do nonliving things need these?



Name \_\_\_\_\_



**new plant**



**ducks**



**Draw.**



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Plants can make more plants.  
Animals can have young.  
Can nonliving things do this?

► Draw a living thing getting water.





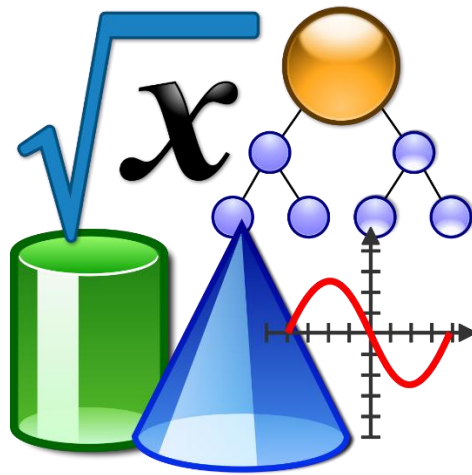
Name \_\_\_\_\_

# Sum It Up!



# NPS Learning in Place

## Kindergarten



Name \_\_\_\_\_

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

April 27 – May 15

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	Measurement Day 1	Measurement Day 2	Measurement Day 3	Measurement Day 4	Measurement Day 5
<b>Week 2</b>	Fractions Day 1	Fractions Day 2	Fractions Day 3	Fractions Day 4	Fractions Day 5
<b>Week 3</b>	Fractions Day 6	Fractions Day 7	Fractions Day 8	Fractions Day 9	Fractions Day 10

# Kindergarten Measurement Review Notes for Families

## Family Fun Measurement Review Week

- This week us all about Family Fun Activities exploring measurement!
- Last week we focused on and comparing temperature.
- This week students will look, touch and explore the difference in objects that are longer and shorter, taller and shorter, heavier and lighter, and more and less.
- The comparison vocabulary to use is in the box below.
  - Example: the pencil is longer than the crayon. The crayon is short.

<p><b><u>Length</u></b></p> <p><b>longer or shorter</b></p> <p><b>long or short</b></p>	<p><b><u>Height</u></b></p> <p><b>taller or shorter</b></p> <p><b>tall or short</b></p>
<p><b><u>Weight</u></b></p> <p><b>heavier or lighter</b></p> <p><b>heavy or light</b></p>	<p><b><u>Volume</u></b></p> <p><b>more or less</b></p>
<p><b><u>Time</u></b></p> <p><b>longer or shorter</b></p> <p><b>long or short</b></p>	<p><b><u>Temperature</u></b></p> <p><b>hotter or colder</b></p> <p><b>hot or cold</b></p>

## Kindergarten Family Fun Measurement Review – Day 1

Focus: Work together to compare two objects and describe them as heavier or lighter.

### 1) **Talking and Showing:**

Ask your child “Which is heavier?” and “Which is lighter?” when your child is doing activities such as brushing teeth to compare the toothpaste tube and toothbrush, or putting on shoes and socks, or getting a towel and a washcloth. Help your child notice how items in the pantry compare as well that might be similar in size, but very different in weight. Ask your child “**What did you notice?**” and “**What do you see?**”.

### 2) **Drawing and Sorting**

Encourage your child to find an object that is heavy and an object that is light that is near you. Encourage your child to draw in their journal or on paper these two objects. The important skill here is that your child understands what they are drawing and that it can be described by them. Have your child circle or put a symbol by the one that is heaviest and ask “**How do you know?**”.

Repeat this process with two different objects.

## Kindergarten Family Fun Measurement Review – Day 2

Focus: Work together to explore the amount of liquid in a container and compare.

### 1) **Talking and Showing**

During the day, have fun thinking about the appropriate container to use to hold something. For example, if you eat cereal today, or any day, ask your child if it should be poured into a mixing bowl, and show the bowl, or a dinner bowl ( or soup bowl). Ask “**Why?**” or “**Why not?**”.

Listen to your child describe what a good choice would be and why. When your child is thirsty and needs a drink, encourage him or her to choose the glass that would hold more or less than one that you choose for your child.

### 2) **Stacking and Sorting**

Allow your child to gather plastic containers or cups and notice how they differ. Ask your child “**What do you notice?**” Guide them to see how smaller containers might fit inside larger ones and use the vocabulary “more” or “less” to compare them. Listen to your child explain how they know one is more than the other, or less than the other. If you have food coloring and can put a couple drops in water for your child to explore which containers or cup hold more or less, allow this exploration outside or at the sink. Dried Rice or beans can also be used to fill cups and compare.

## Kindergarten Family Fun Measurement Review – Days 3 and 4

Focus: Work together to compare the length and height of objects around you.

### 3) Talking, Showing and Drawing

Allow your child to collect two objects that are longer and shorter than each other (not the same length). Encourage your child to draw these objects in the journal or on paper. Circle or put a symbol near the one that is longer. Repeat this with two different objects and show the one that is shorter. Ask your child “How do you know?” and “What do you notice?” Listen to their ideas and vocabulary to compare.

### 4) Talking, Showing and Drawing

Allow your child to collect two objects that are taller and shorter than each other (not the same height). Encourage your child to draw these objects in the journal or on paper. Circle or put a symbol near the one that is longer. Repeat this with two different objects and show the one that is shorter. Ask your child “How do you know?” and “What do you notice?” Listen to their ideas and vocabulary to compare.

## Kindergarten Family Fun Measurement Review – Day 5

Focus: Work together to explore with your child events during the day that take longer amounts of time to do and shorter amounts of time.

### 1) Which took longer?

How many letters are in your child’s name? Encourage your child to write his/her name five times. Now write a word this shorter, such as ‘can’ a known spelling word, or longer than, name five times. Which took longer to write? How do you know?

### 2) Let’s find out!

Think of chores that are done such as taking out the trash and washing dishes. Ask your child to help you or notice when you do these things. Ask, which takes longer? Which is shorter? The objective is to help your kindergartener notice that the amount of time is longer or shorter for different chores.

# Kindergarten Fractions—Day 1

Families: Please read the activity sheets to your Kindergartener.

Do you like to share? When two friends share, they should be fair.

These two friends are sharing a pizza.



They can draw a line to show how they will cut it.



It is a fair share.

They each get half of the pizza.

They get equal parts of the whole pizza.

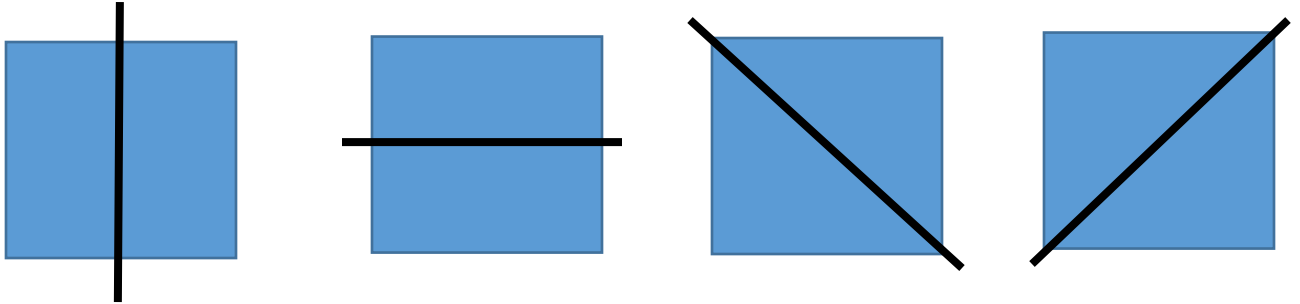
Let's help these friends split the snacks into equal parts of the whole.  
Are they showing an equal share? Circle Yes or No

 <input checked="" type="radio"/> Yes <input type="radio"/> No	 <input type="radio"/> Yes <input type="radio"/> No	 <input type="radio"/> Yes <input type="radio"/> No	 <input type="radio"/> Yes <input type="radio"/> No
 <input type="radio"/> Yes <input type="radio"/> No	 <input type="radio"/> Yes <input type="radio"/> No	 <input type="radio"/> Yes <input type="radio"/> No	 <input type="radio"/> Yes <input type="radio"/> No

## Kindergarten Fractions – Day 2

Do you like art? Two friends can share their shape paper for art.

They can fair share this square in many ways.

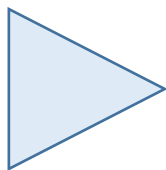
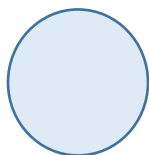
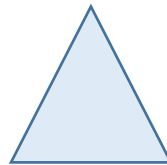
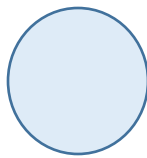
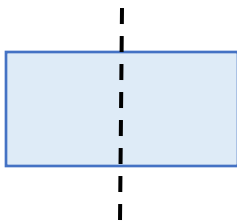


If you cut on the black lines, you will get two pieces.

Each way will split the square into halves.

Each way is a fair way to split the whole square in half.

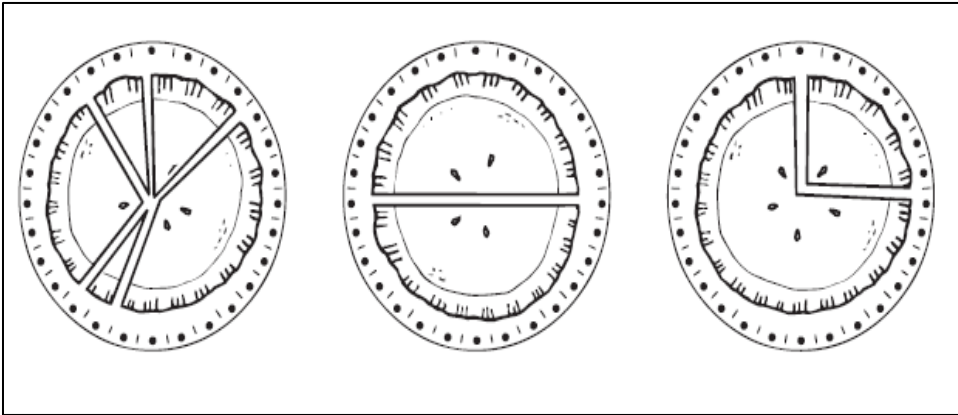
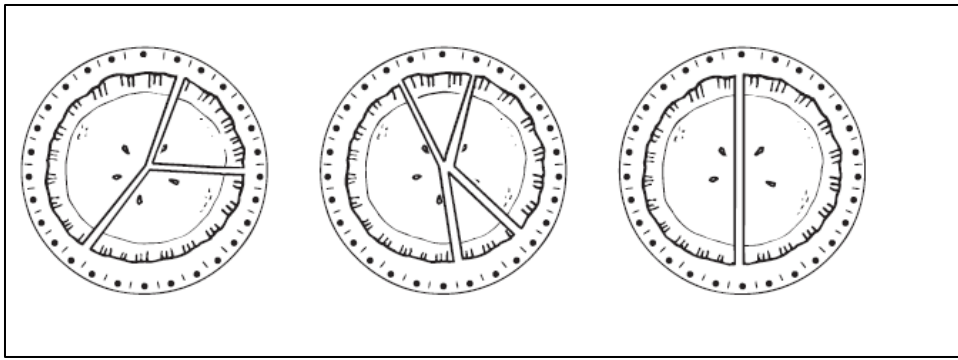
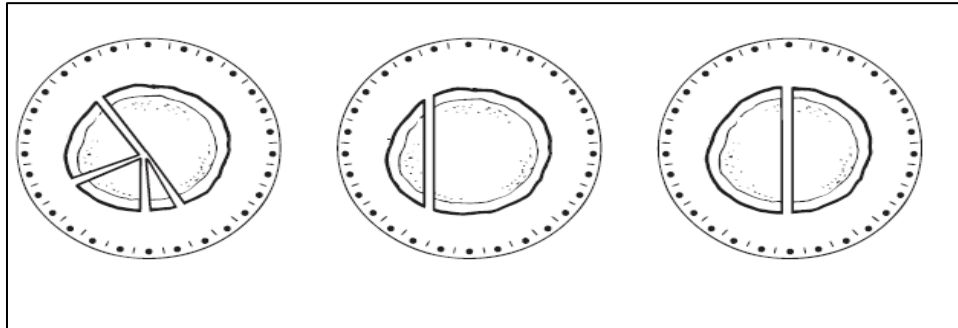
Can you help the friends split their other shapes into halves?  
Draw one line on each shape to show a different way.





# Kindergarten Fractions – Day 3

Circle the items that show equal parts of the pie in each row.



Write or draw three things that you can fair share in your house.

A large empty rectangular box for writing or drawing.

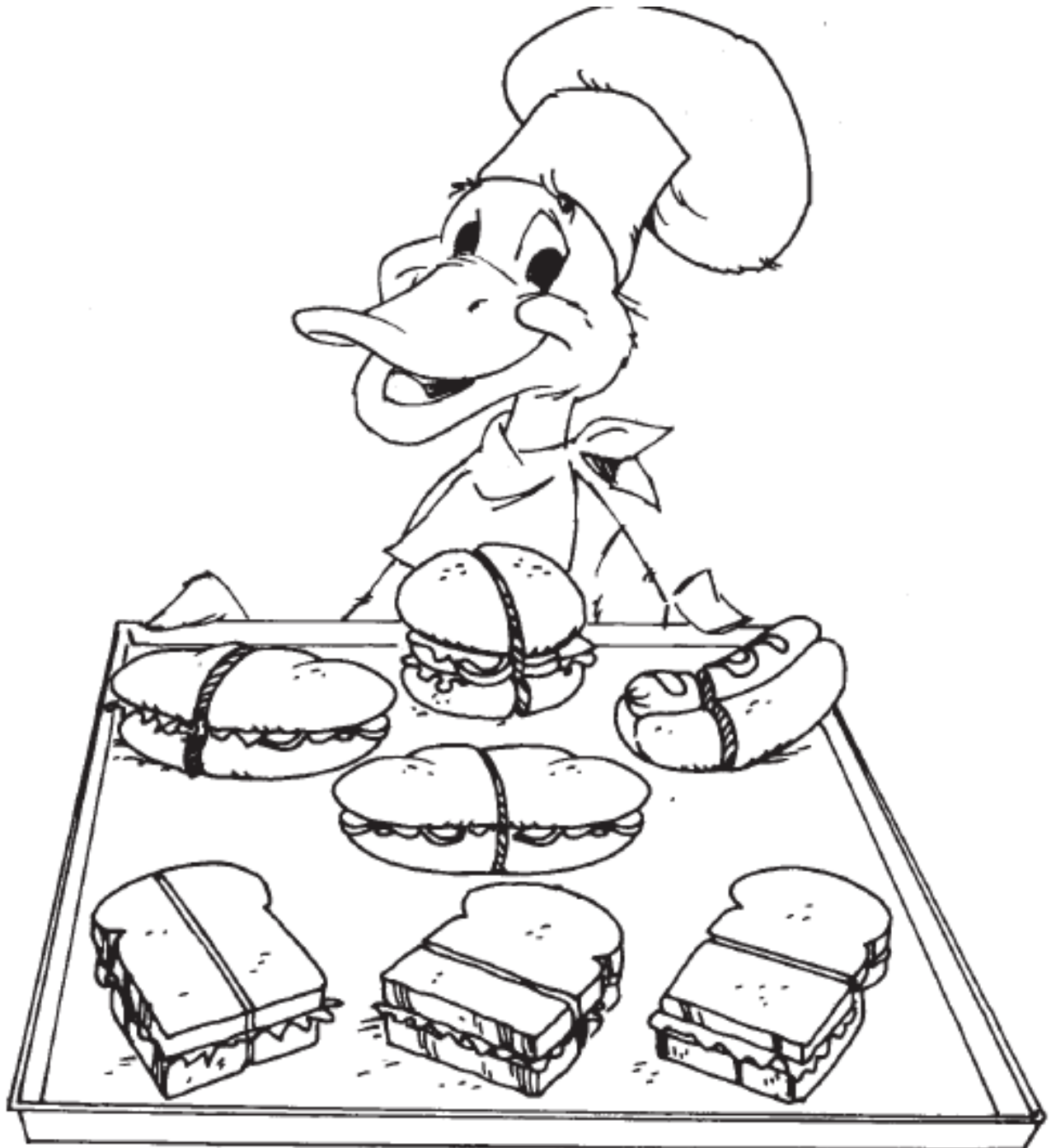


# Kindergarten Fractions – Day 4

Look at the sandwiches.

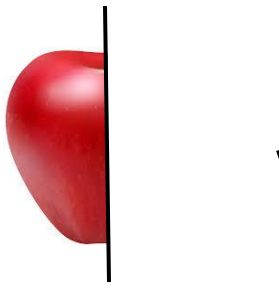
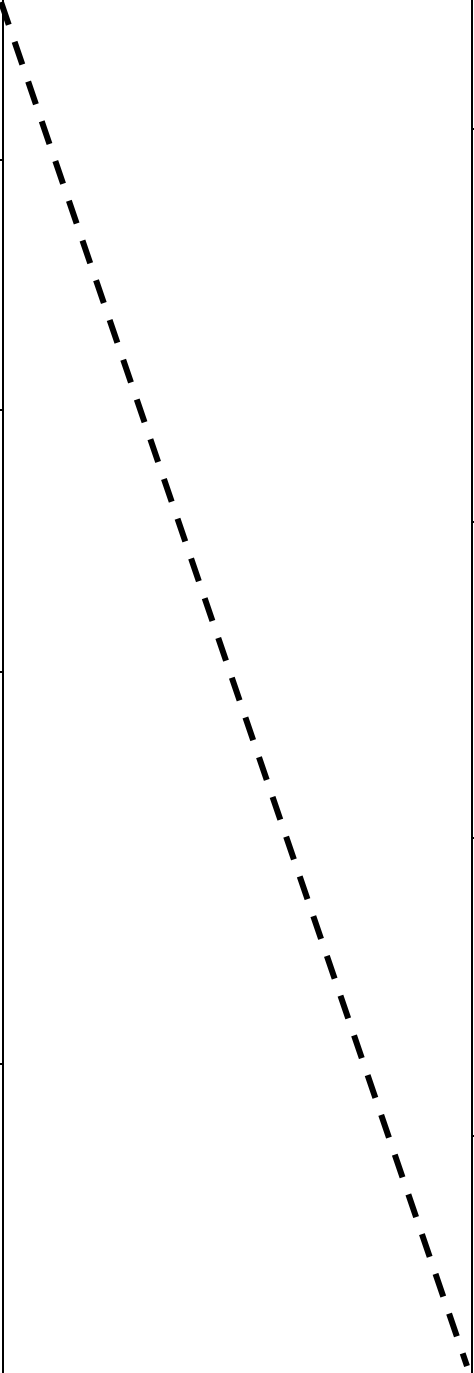

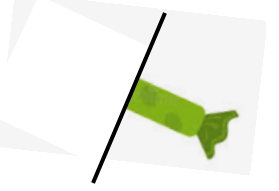


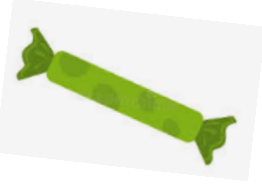
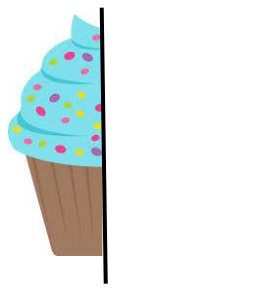



Put an X on the ones that are **not** cut into equal parts.

Color the ones that are cut into equal parts of the whole.



# Kindergarten Fractions – Day 5

Match the equal part to the whole.

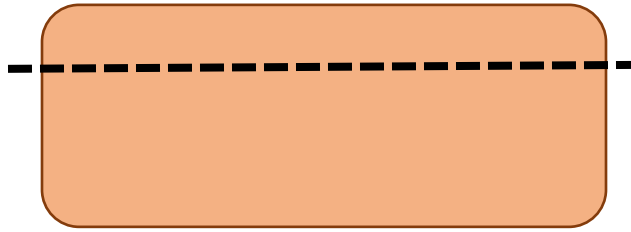
		
		
		
		
		

**Discuss with your family:** Do you fair share snacks in equal parts? Why? Why not?

## Kindergarten – Fractions Day 6

Anna and Ella want to share a brownie. Anna decides to cut it.

Is this a fair share into equal parts? How do you know? How would you help them fix it?



Write your answers here:

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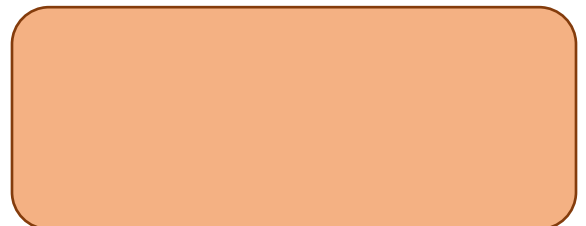
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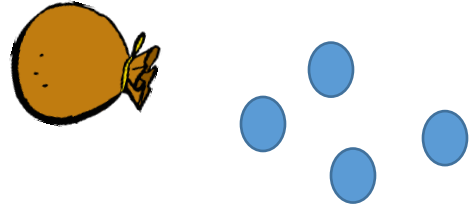
Can you show them a few other ways to cut it into equal parts of the whole?



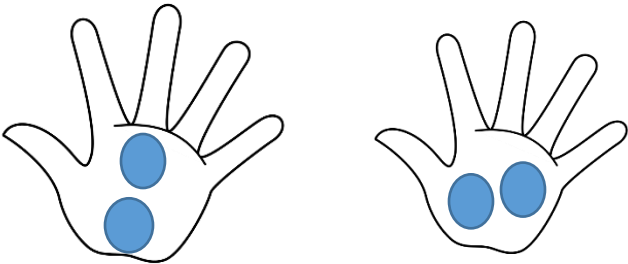
# Kindergarten – Fractions Day 7

Two friends can share a set of things. It should still be fair.

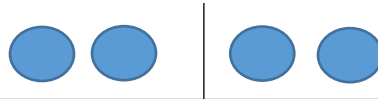
These two friends are sharing a bag of candy.  
There are four pieces of candy.



They can hand each person one piece until they are all gone.  
Each friend gets the same amount or number of pieces.  
It is a fair share. They get equal parts of the whole bag of candy.



It is a fair share.  
They each get half of the candy or 2 pieces.  
They get equal parts of the set.



Two friends made a line to show how to split the snacks into equal parts of the set. Are they showing an equal share? Circle Yes or No

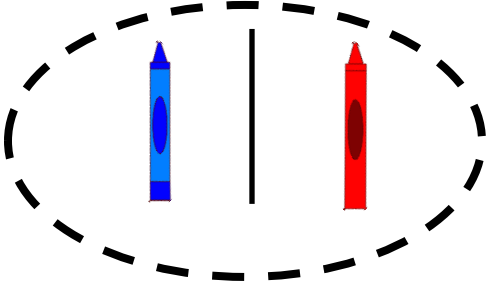
<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>
<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>

# Kindergarten – Fractions Day 8

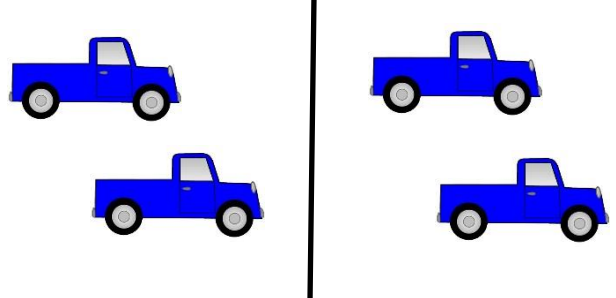
Put an X on the sets that do NOT show a fair way to share the sets into halves.

Circle the sets that show the correct way for two friends to share in equal parts.

Two friends have 2 crayons.



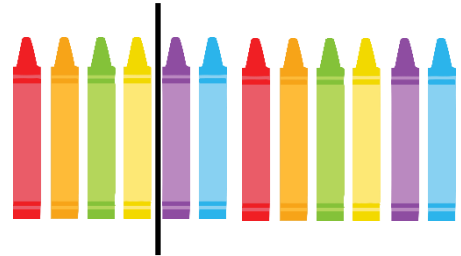
Two friends have 4 toy trucks.



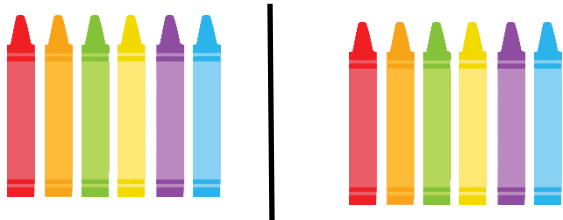
Two friends have 6 dolls.



Two friends have 10 crayons.



Two friends have 10 crayons.



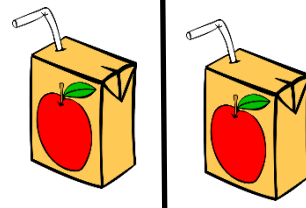
Two friends have 8 pennies.



Two friends have 4 blue stars.



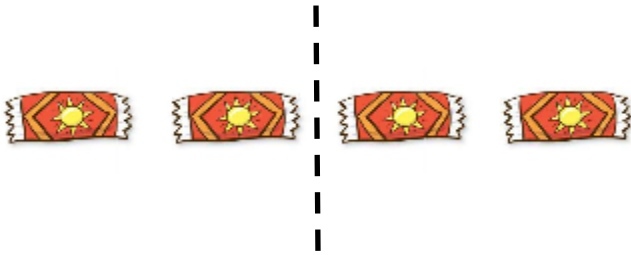
Two friends have 2 juice boxes.



## Kindergarten Fractions – Day 9

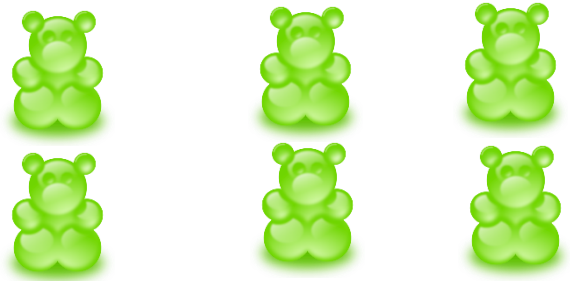
Can you help the friends split their other shapes into halves? Draw line to show halves. Write how many pieces each friend should get to show a fair share.

Two friends have 4 pieces of gum.



If they fair share, each person will get \_\_\_\_\_ pieces of gum.

Two friends have 6 gummy bears.



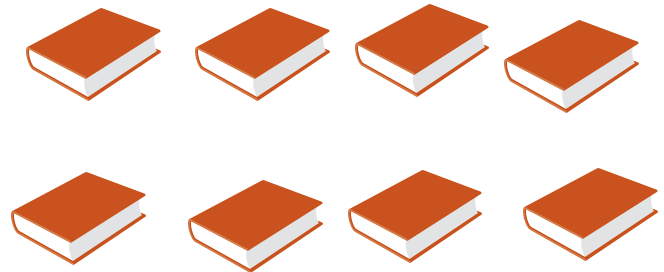
If they fair share, each person will get \_\_\_\_\_ gummy bears.

Two friends have 2 sandwiches.



If they fair share, each person will get \_\_\_\_\_ sandwiches.

Two friends have 8 books.



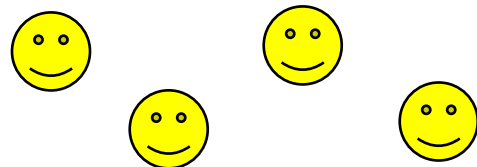
If they fair share, each person will get \_\_\_\_\_ books.

Two friends have 10 lady bug buttons.



If they fair share, each person will get \_\_\_\_\_ buttons.

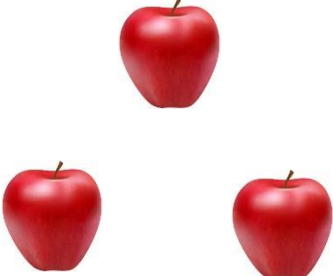


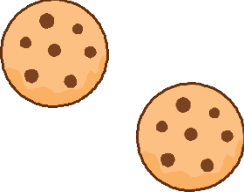
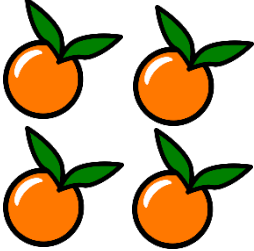
Two friends have 4 stickers.

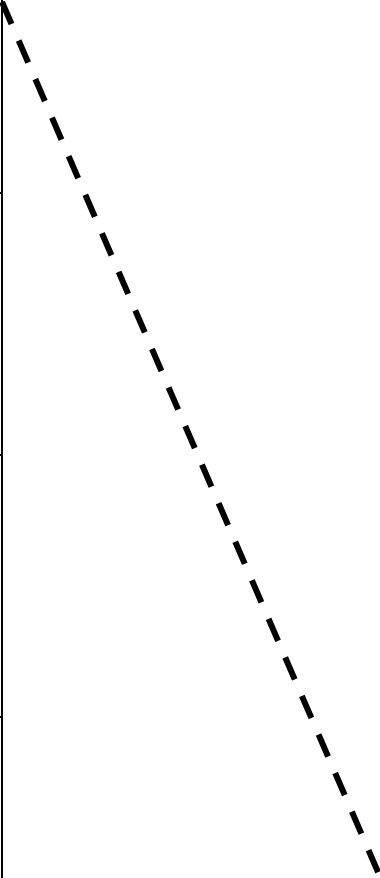



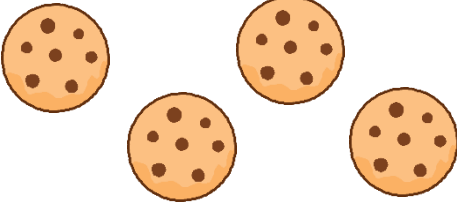
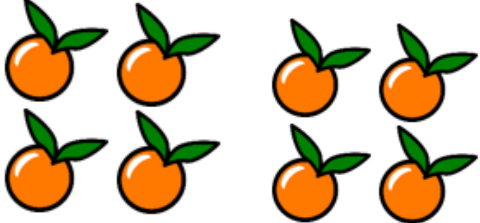
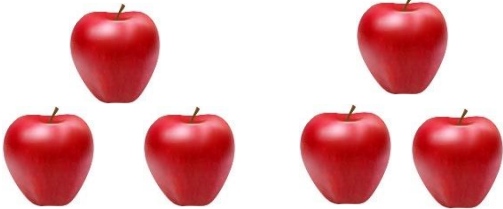

If they fair share, each person will get \_\_\_\_\_ stickers.

# Kindergarten Fractions – Day 10

Match the **HALF** to the **WHOLE** set.
















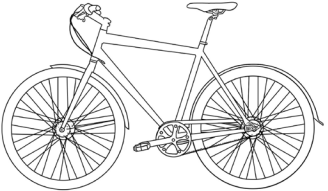

# KINDERGARTEN ART, MUSIC, PE, GIFTED AND ESL



## Elementary Art-Learning in Place Packet

Grades K-5 April 27-May 15, 2020

Grades K-1	Instructions	Vocabulary to Discuss	Examples (Do not copy)
April 27-May 1	Go outside and take a walk, don't forget to take your paper with you. Crisscross applesauce and draw a flower or plant using a pencil or pick the flower and take it indoors to draw. This is called observational drawing, which means drawing from life. Add color using crayons, markers, colored pencils or watercolor.	Observational drawing Line Color Nature	
May 4-8	Draw a picture of your favorite dessert. Think about the shapes that make the object. Use different types of lines. Create a pattern on the background.	Shape Color Line-(straight, zigzag, broken, dotted, wavy) Background Pattern	
May 11-15	Go for a nature walk with your family. Draw one of the animals that you see in your neighborhood. Draw the shape of the animal and then add color to create the texture of the animals (fur, scales, hair, or feathers). Don't forget to draw where the animal lives-habitat. The entire page should be filled with color.	Shape Texture (how something feels or looks like it feels) Habitat Color	
<b>Grades 2-3</b>			
April 27-May 1	. Go outside and take a walk, don't forget to take your paper with you. Find plant life or flowers you would like to draw. Crisscross applesauce and begin drawing what you see with a pencil. This is called	Observational drawing Nature Foreground Background Line Color	



	observational drawing, which means drawing from life. After completing your sketch, take your art inside and add color using crayons, markers, colored pencils or watercolor.		
<b>May 4-8</b>	Draw a chair. A chair may seem like a complex object, break it down into smaller shapes. Use your observational drawing skills. Really look at the chair and how all of the shapes connect together. Add shadow and horizon line.	Observational Draw Shapes Form Shadow Horizon Line	
<b>May 11-15</b>	Draw a picture of your favorite toy. Think about the shapes that make the whole object. Add color and then add shadow and highlight to the color. Add a horizon line and color to the background.	Observational Draw Shapes Shadow Highlight Background	
<b>Grades 4-5</b>			
<b>April 27-May 1</b>	Go outside and take a walk, don't forget to take your paper with you. Find plant life or flowers you would like to draw. Crisscross apple sauce and begin drawing what you see with a pencil. This is called observational drawing, which means drawing from life. After completing your sketch, take your art inside and add color using crayons, markers, colored pencils or watercolor.	Observational drawing Nature Foreground Middle ground Background Line Color	

<p><b>May 4-8</b></p>	<p>Begin in one spot on the paper and start drawing doodles. Create as many doodles as you like, no doodles should overlap or interfere with any other doodles.</p> <p>If you wish, you can create a doodle theme. In other words, draw only geometric shapes (ie squares, triangles, circles etc.) or draw only organic shapes (squiggly “natural” shapes).</p> <p>When you have filled your paper with doodles, begin coloring in.</p> <p>You may use solid color, lines, texture, or pattern to fill the entire page.</p>	<p>Doodle Overlap Geometric Shapes Picture Plane Organic Shapes Line Color Texture Pattern</p>	
<p><b>May 11-15</b></p>	<p><b>Contour Portrait Drawing:</b> A contour drawing is an excellent way to train the eye to draw what it really sees rather than what it thinks it sees. Look in the mirror.</p> <p>Pick a point on the object where the eye can begin its slow journey around the contour or edge of the object. Remember, the eye is like a snail, barely crawling as it begins its journey.</p> <p>When the eye begins to move, so should the hand holding the pencil. Try drawing the entire contour of the object without lifting your pencil from the paper.</p>	<p>Contour Portrait Proportion</p>	

## 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.

# MUSIC

## Kindergarten Learning in Place April 27-May 1, May 4-8, and May 11-15

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

Work alone or with someone. Read and complete the activity in a square. Mark an X over the completed activity. Complete 5 activities in a row to win MUSIC BINGO each week. Rows can go top to bottom, left to right, or diagonally across the squares.



<p><b>SING</b> a song or poem</p>	<p>Tell a story using a <b>LOW VOICE</b></p>	<p><b>DANCE</b> or <b>MOVE SLOW</b></p>	<p><b>SING</b> a song <b>FAST</b></p>	<p><b>SPEAK</b> a song or poem</p>
<p>Ask an adult what song they remember from their childhood. Have them <b>SING</b> it to you.</p>	<p><b>CHANGE</b> the words to a song</p>	<p>Make or find something to shake. <b>PLAY</b> along with a song.</p>	<p>March to the <b>STEADY BEAT</b> of a song</p>	<p><b>LISTEN</b> to the music that's created outside your window</p>
<p>Pat your legs to the <b>STEADY BEAT</b> of a song</p>	<p><b>PLAY</b> a beat using pencils while <b>LISTENING</b> to your favorite song</p>		<p><b>SING</b> a silly song</p>	<p>Tell a story using a <b>HIGH VOICE</b></p>
<p><b>LISTEN</b> to a song and name 1 instrument you hear</p>	<p>Clap your hands to the <b>STEADY BEAT</b> of a song</p>	<p><b>SING</b> a soft (quiet) song to your favorite toy</p>	<p><b>DANCE</b> or <b>MOVE</b> to a song</p>	<p>Clap this pattern to someone else: </p>
<p><b>WHISPER</b> a song or poem</p>	<p><b>SING</b> a song <b>SLOW</b></p>	<p>Tap your toes to the <b>STEADY BEAT</b> of a song</p>	<p><b>DANCE</b> or <b>MOVE FAST</b></p>	<p><b>SHOUT</b> a song or poem</p>

Mark below for each week you complete a MUSIC BINGO!

\_\_\_ April 27-May 1

\_\_\_ May 4-8

\_\_\_ May 11-15

Music Learning in Place

# MUSIC

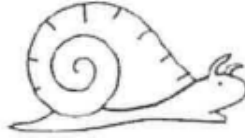
## Kindergarten Learning in Place April 27-May 1, May 4-8, and May 11-15

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

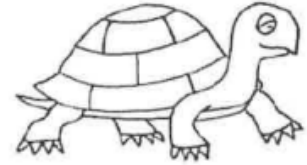
### Movement Bank:



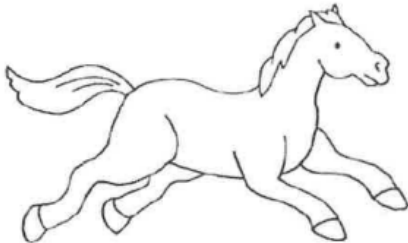
Wiggle



Crawl



Walk



Run



Jump



Make up your own movement.

### Directions:

Listen to a favorite piece of music.

Create a dance that uses the movements in the bank above.

Write down or draw your dance in the boxes below. Perform for someone at home.

\_\_\_\_\_

\_\_\_\_\_

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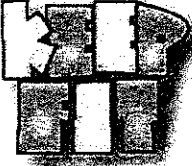
\_\_\_\_\_

# Physical Education Fitness Calendar

**Directions:** Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

**Note:** if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

## April 2020



























Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Student Name:</b> _____ <b>Parent Signature:</b> _____ <b>Classroom Teacher:</b> _____		Hold a push-ups position while saying the months of the year 3 times. <b>1</b> 	Skip around the house while you sing the school song. <b>2</b> 	Crab Walk from the kitchen to your bedroom (even if it's up or down the stairs!) <b>3</b> 	<b>Rest Day</b> <b>4</b>	
Get some cans of food and do arm curls while a family member or friend counts to 100. Use both arms! <b>5</b> 	Keep your legs straight while you bend relaxed at the waist. Breathe in and out slowly making your hands reach for the floor. <b>6</b> 	Do the butterfly stretch while saying out loud 10 words that begin with the letter "J". <b>7</b> 	Reach up off the floor 15 times. <b>8</b> 	Do squats while watching 3 commercials on T.V. <b>9</b> 	<b>Rest Day</b> <b>10</b>	
Challenge a family member or friend to a "Mountain Climber To 50" Race. <b>12</b> 		Pretend to hula hoop while saying the alphabet forwards then backwards. If you have a hula hoop, use it! <b>13</b> 	Dance to one of your favorite songs. <b>14</b> 	Do 60 seconds of arm circles. <b>15</b> 	<b>Rest Day</b> <b>16</b>	
Stand in front of a mirror and flex or move every muscle you can think of. <b>19</b> 	Get some cans of food and do lunges while a family member or friend sings you THEIR favorite song. <b>20</b> 	Spell your full name while you jump in the air for each letter. <b>21</b> 	<b>Rest Day</b> <b>22</b>		Reach and touch your toes while counting to 30. Go slow! Repeat 3 times. <b>23</b> 	Do 50 side bends. While doing them sing your favorite song out loud. <b>24</b> 
Do 100 Jumping Jacks. <b>26</b> 	With your back flat against the wall, do the Wall Sit for 60 seconds. <b>27</b> 	<b>Rest Day</b> <b>28</b>		Make up your own fitness challenge and draw it on the back of this paper. <b>29</b>	Pick One Of Your Favorite Days And Do It Again!!! <b>30</b> 	<b>Check off (✓) when you finish each day</b>

# Physical Education Fitness Calendar

**Directions:** Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

**Note:** if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

## May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Student Name:</b> _____ <b>Classroom Teacher:</b> _____		<b>Parent Signature:</b> _____		<b>Check off (✓) when you finish each day</b>		Touch your elbows to knees 50 times while keeping your eyes closed.  1 Keep your belly on the floor while you push up off the floor. Repeat 20 times.  2
Do squats while singing the school song.  3	Do 15 push-ups.  4	Hold a plank position while counting to 100 by 5's.  5	Do 25 back leg kicks for each leg.  6	Ask a family member or friend to read a short passage from a book to you while you hold onto one foot.  7	Do 50 windmills touching one foot, then the other.  8	<b>Rest Day</b> 9
Reach to both sides of your body while listening to one of your favorite songs.  10	Stretch your calf muscles while you watch 3 commercials on T.V.  11	Reach for one toe while counting to 25 backwards. Repeat with the other leg. Do that 3 times per leg.  12	Do 50 Jumping Jacks with a family member or friend.  13	In a straddle position reach for one toe and count to 10. Repeat reaching for the other toe. Do that 3 times per leg.  14	<b>Rest Day</b> 15	Hold one foot while balancing and counting to 20. Repeat holding the other foot. Do that 3 times per leg.  16
Do jumping jacks every time a commercial comes on T.V.  17	With both legs straight, see how far you can reach. Go slow! Breathe in and out each time you reach.  18	Jog in place while you answer 10 math questions given to you by a family member or friend.  19	With legs crossed reach up and over your body as far as you can. Repeat reaching the other way. Repeat 3 times per side.  20	<b>Rest Day</b> 21	Do 50 lunges.  22	Put your toes under the couch and do 15 curl-ups.  23
Do a plank while spelling your full name backwards 3 times.  24	Do windmills while you count to 100 by 2's.  25	Hold a plank position while counting to 50.  26	<b>Rest Day</b> 27	Do a jumping jack for every letter of the alphabet.  28	Jog 3 times around the outside of your home or block.  29	Make up your own fitness challenge and draw it on the back of this paper. 30
Pick One Of Your Favorite Days And Do it Again!!! 31			<b>EXERCISE</b>			

# what's YOUR name! WORKOUT FOR BEGINNERS

SPELL OUT YOUR FULL NAME AND COMPLETE THE EXERCISE LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A DIFFERENT HISTORICAL PERSON'S NAME OR A FAMILY MEMBER'S NAME EACH TIME.

- |                               |                                 |
|-------------------------------|---------------------------------|
| <b>A</b> 10 jumping jacks     | <b>N</b> 10 second jump rope    |
| <b>B</b> 5 push-ups           | <b>O</b> 10 russian twists      |
| <b>C</b> 1 burpee             | <b>P</b> 5 plie squats          |
| <b>D</b> 20 high knees        | <b>Q</b> 10 arm circles         |
| <b>E</b> 5 crunches           | <b>R</b> 10 skaters             |
| <b>F</b> 10 mountain climbers | <b>S</b> 10 second jog in place |
| <b>G</b> 5 squats             | <b>T</b> 10 butt kickers        |
| <b>H</b> 10 front lunges      | <b>U</b> 5 inchworms            |
| <b>I</b> 10 side lunges       | <b>V</b> 5 tricep dips          |
| <b>J</b> 10 second wall sit   | <b>W</b> 3 star jumps           |
| <b>K</b> 5 calf raises        | <b>X</b> 5 bird dogs            |
| <b>L</b> 5 second plank       | <b>Y</b> 10 leg raises          |
| <b>M</b> 3 squat jumps        | <b>Z</b> 5 squat jacks          |



# Kindergarten: Enrichment Opportunities

Gifted Education & Academic Rigor

April 27 – May 15


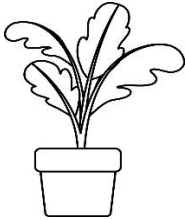



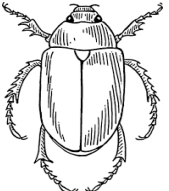


Ready, set, THINK! Complete a Math and/or Communication Skills/Reading activity each week on a separate piece of paper to share with your teacher. If your brain needs more, then do the STEM (Science, Technology, Engineering, Math) challenge for an extra brain boost! Enjoy!

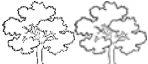
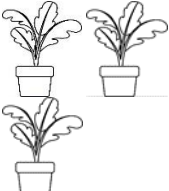


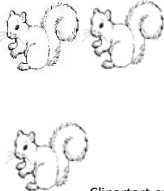

Subject	Week 7 April 27 - May 1	Week 8 May 4-8	Week 9 May 11- 15
<b>Math</b>	Find three objects to measure with your shoe. Choose a shoe from an adult to measure the same objects. What observations and comparisons can you make about the length of the objects you measured?	Tim has 2 yellow blocks and 3 red blocks in his bag. Jen has 1 yellow block and 4 red blocks in her bag. Tim said he had more blocks in his bag. Jen said they both had the same amount of blocks in their bags. Who is correct? Show your math thinking.	Pat decided to line up everyone in her class. She put a boy first, a girl second, a boy third, and a girl fourth. Who will be tenth? How do you know? Show your thinking using words, numbers or a drawing.
<b>Communication Skills /Reading</b>	April 22 is Earth Day. Imagine you are a tree. Describe how you would feel. What would each season look like to you? Draw a picture of yourself as a tree. You may choose one season or you may draw yourself in each season if you wish. Show your picture to your teacher.	Choose a nonfiction book to read. Write three important questions that you are still wondering about, even after reading the book. Share your questions with an adult or sibling who also read this book, and discuss the possible answers. Now write what you think is the best answer.	Choose a book to read. Draw a detailed picture of your favorite part of the story. Now decide how you would like to be involved in this part of the story, and add yourself to the picture. Give your picture to your teacher, and explain what caused you to become part of the story.
<b>STEM Challenge</b>	In the book Albert's Alphabet, Albert designs and builds all the letters of the alphabet, using tools and scraps. Build a letter of the alphabet that will stand by itself. You could use anything you can find around your house. Show your letter to your teacher and explain how you built it.	Go on a shape hunt in your house. (For example, your TV is a rectangle). Make a chart to keep track of the shapes you find. Use tally marks to count how many. Now create a picture using at least 4 different shapes you found on your hunt. Show your picture to your teacher and explain the shapes you chose.	Go on a nature walk. What do you see, hear and smell? When you come back inside, draw a picture of your nature walk, and include at least 5 of the things you experienced with your senses of sight, hearing, and smell. Show your picture to your teacher and explain your nature walk.

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

<b>Grade</b>	<b>K-2 Week 6: April 27- May 1, 2020</b>
<b>Topic</b>	<b>All Kinds of Living Things</b> <b>There are living things all around us. What do you see outside?</b>
<b>Day 1-2</b> Use a piece of paper or a notebook to complete all assignments.	<b>Asking and Answering a Question</b> Point to the picture. Read or repeat the words. Write the words. Write the question and answer using the sentence frame. Practice asking and answering using the vocabulary. <b>Question: What do you see? Answer: I see a (one) _____.</b> Example: Question: What do you see? Answer: I see <u>a tree</u> . (or) I see <u>one tree</u> .

<b>Singular (one)</b>					
<b>Tree</b>	<b>Plant</b>	<b>Flower</b>	<b>Person</b>	<b>Animal: Squirrel</b>	<b>Insect: Beetle</b>
 Cliparting.com	 vectorstock.com	 Clip-artlibrary.com	 Cliparting.com	 Clipartart.com	 Clipartkey.com

<b>Day 3-4</b> Use a piece of paper or a notebook to complete all assignments.	Point to the picture. Read or repeat the words. Write the words. Write the question and answer using the sentence frame. Practice asking and answering using the vocabulary. <b>Question: How many _____ do you see? Answer: I see _____.</b> Example: Question: How many <u>trees</u> do you see? Answer: I see <u>two trees</u> .
---	---







<b>Plural (more than one)</b>					
<b>Trees</b>	<b>Plants</b>	<b>Flowers</b>	<b>People</b>	<b>Animals: Squirrels</b>	<b>Insects: Beetles</b>
 Cliparting.com	 vectorstock.com	 Clip-artlibrary.com	 Cliparting.com	 Clipartart.com	 Clipartkey.com

<b>Day 5</b> Use a piece of paper or a notebook to complete all assignments.	<b>Personal Connection</b> Look outside or walk outside with a parent. How many living things do you see? Draw a picture of what you see. Color and label your picture. Say, draw, or make a list of new living things that you see. Start your sentence with the word <b>outside</b> . Example: <b>Outside</b> I see <u>three trees</u> , <u>five flowers</u> , and <u>two people</u> .
---	---

<b>Grade</b>	<b>K-2 Week 7: May 4-8, 2020</b>
<b>Topic</b>	<b>All Kinds of Living Things</b> <b>There are living things all around us. What do you see outside?</b>
<b>Day 1-2</b> Use a piece of paper or a notebook to complete all assignments.	<b>What did you see?</b> Point to the word. Read or repeat the words. Write 3 new words. Draw a picture of each word. Use new words or the words below to make new sentences using the sentence frame. When did you see it? (Yesterday, last week, this morning?) <b>Yesterday I saw a _____.</b> Example: Yesterday I saw <u>a snake</u> .




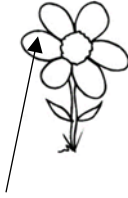
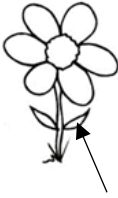
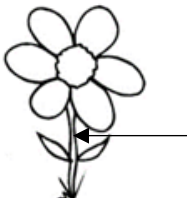
<b>Snake</b>	<b>Bird</b>	<b>Butterfly</b>			

<b>Day 3-4</b> Use a piece of paper or a notebook to complete all assignments.	<b>Where did you see it?</b> Point to the picture. Read or repeat the words. Write the words. Say or write sentences using the sentence frame. When did you see it? (Yesterday, last week, this morning?) <b>Last week I saw a _____ the _____.</b> Example: Yesterday I saw <u>a snake next to the street</u> .
---	---

...at the	...in the	...next to the	...at the	...in the	...in the
<b>playground</b>	<b>yard</b>	<b>street</b>	<b>beach</b>	<b>tree</b>	<b>bush</b>
 clipartbarn.com	 clipartbarn.com	 cliparting.com	 Wikiclipart.com	 Cliparting.com	 Clipart.email

<b>Day 5</b> Use a piece of paper or a notebook to complete all assignments.	<b>Family Connection</b> Look outside or walk outside with a parent. Did you see anything new? Draw a picture of new things that you see or draw a picture using your imagination. Imagine you see new plants and animals. Explain your drawing with words or sentences. <b>Example: Yesterday I saw <u>five tigers at the beach</u>.</b>
---	--

<b>Grade</b>	<b>K-2 Week 7: May 11-15, 2020</b>
<b>Topic</b>	<b>All Kinds of Living Things</b> <b>There are living things all around us. What do you see outside?</b>
<p><b>Day 1-2</b> Use a piece of paper or a notebook to complete all assignments.</p>	<p style="text-align: center;"><b>Describing Flowers Parts with Color</b> Point to the word. Read or repeat the words. Use a crayon or marker to color the boxes under the color words. Use new words or the words below to make new sentences using the sentence frame.</p> <p style="text-align: center;"><b>The _____ is <u>(color)</u>.</b></p> <p>Example: The <u>petal</u> is <u>pink</u>.</p>

Seed	Roots	Flower	Petal	Leaf/ Leaves	Stem
 <small>Clipart.email</small>	 <small>Clipart-library.com</small>	 <small>Clip-artlibrary.com</small>	 <small>Clip-artlibrary.com</small>	 <small>Clip-artlibrary.com</small>	 <small>Clip-artlibrary.com</small>
<p>Brown</p> <div style="border: 2px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>	<p>Light Brown</p> <div style="border: 2px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>	<p>White</p> <div style="border: 2px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>	<p>Pink</p> <div style="border: 2px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>	<p>Dark Green</p> <div style="border: 2px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>	<p>Light Green</p> <div style="border: 2px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>

<p><b>Day 3-4</b> Use a piece of paper or a notebook to complete all assignments.</p>	<p style="text-align: center;"><b>Describing The Parts of a Flower</b></p> <p>If you can, look closely at small flowering plants outside or weeds in the grass. Draw three different plants with the plant parts. If you do not see any, imagine your own using all of the plant parts. Make the plants different colors, shapes, and sizes. Describe each drawing with words or in writing using the sentence frame.</p> <p style="text-align: center;"><b>This is a <u>(color)</u> flower. It has a _____ and a _____.</b></p> <p>Example: This <u>yellow</u> flower. It has a <u>stem</u> and a <u>seed</u>.</p>
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<p><b>Day 5</b> Use a piece of paper or a notebook to complete all assignments.</p>	<p style="text-align: center;"><b>Family Connection</b></p> <p>Draw a garden with many different plants and animals. Show the dirt and roots, too. Make the garden colorful. Labels all of the colors and the plant parts. Describe it with words or writing.</p> <p style="text-align: center;"><b>Example: This is my garden. My garden has ten flowers, two bushes, and one tree. The flowers have...</b></p>
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