

MY LEARNING PLAN



Kindergarten

OVERVIEW and DIRECTIONS:

Dear Parent/Guardian:

The attached packet will provide you with up to 10 days of review activities for your student in the areas of Reading, Writing, Mathematics, Science, and Social Studies. These activities are not required and will not be graded or turned-in to your student's teacher upon return. Thank you for partnering with us as we strive to provide high quality learning opportunities for our students.

Thank you,
Arlington County Public Schools

Estimado Padre /Tutor:

El paquete adjunto le proporcionará hasta 10 días de actividades de revisión para su estudiante en las áreas de lectura, escritura, matemáticas, ciencias y estudios sociales. Estas actividades no son obligatorias y no se calificarán ni se entregarán al maestro de su hijo al regresar. Gracias por asociarse con nosotros mientras nos esforzamos por brindar oportunidades de aprendizaje de alta calidad para nuestros estudiantes.

Gracias,
Escuelas Públicas del Condado de Arlington

This material was prepared by the Department of Teaching and Learning of Arlington Public Schools in the event that there is an extended closure of schools and is not meant for widespread distribution.

DAY 1

CONTENT AREA	RESOURCES	DIRECTIONS
English Language Arts- Phonics and Phonemic Awareness	Rhyming Game	<ol style="list-style-type: none"> 1. Cut rhyming cards 2. Deal each player 5 cards 3. First player says "I have a ---" 4. If the player they ask has a rhyming card, they give it to the first player
English Language Arts- Reading	<p>Concentration/Word Match</p> <p>Shared Reading Nursery Rhymes</p> <p>Read Aloud: Fiction or Nonfiction</p> <p>Independent Reading and Reading Mat</p> <p>Oral Word Game: Hearing and Repeating Words that Rhyme</p>	<ol style="list-style-type: none"> 1. Play concentration alone, or with a partner. 2. Shared Reading: Read <i>The Itsy Bitsy Spider</i> <u>to and with</u> the student. Have the student circle the word "the" each time they see it. Talk about the words that rhyme (spout, out). 3. Ask your student to select a book they would like to have read aloud. Use the fiction or nonfiction guide to structure the read aloud. 4. The student should spend time each day reading books that were sent home from school. K students use reading mats in their classroom to organize their reading. 5. Play the oral word game, <i>Hearing and Repeating Words that Rhyme</i>, with the student.
English Language Arts Writing	<p>Rhyme and Write</p> <p>How To Writing</p> <p>How to Writing Chart</p> <p>How to Writing Paper Page 1</p> <p>How to Writing Paper Page 2</p> <p>How to Writing Paper Page 3</p>	<ol style="list-style-type: none"> 1. Write as many words as you can that rhyme with cat. 2. Begin to write a How to Book. Today's focus should be on choosing a topic and beginning to plan the sequence and writing Step One.
Math	<p>Twenty-Frame for Writing Numbers</p> <p>Compare and Describe Sets</p> <p>Family Letters</p>	<ol style="list-style-type: none"> 1. In Kindergarten, students need to read, write and represent numbers from 0 through 20. Students can use this template to practice writing the counting numbers of 1- 20. You

		<p>can use this template multiple times to offer children lots of opportunities to practice writing numbers.</p> <ol style="list-style-type: none"> 2. In Kindergarten, students need to compare and describe sets of objects. Create groups of objects (pasta, beans, coins, buttons, toys, etc.) and have your child create a set that has more or fewer. See the template for ideas. 3. The Family Letters offer lots of ideas for ways to reinforce math at home.
<p>Science</p>	<p>Science Fusion Book (students have a hard copy of this book) Pages 129-134</p>	<p>Students have been studying Motion in class and can review the concepts and terms.</p> <p>How things move</p> <ol style="list-style-type: none"> 1. Using the pages from the student edition of their Science Fusion book (pages 129-134) have students demonstrate and say the different ways things move using items from their home. 2. Then students can complete the activities on pages 133-134.
<p>Social Studies</p>	<p>George Washington (pebble go link)</p> <p>Article on George Washington (linked and attached)</p> <p>One Page Overview on George Washington (linked and attached)</p> <p>Activity Sheet (linked and attached) This activity sheet pairs with the article and asks students to pull out facts that they learned about George Washington.</p>	<p>Kindergarteners are learning about “history” during this third unit of study. One of the people they are supposed to learn about is George Washington.</p> <p>There is a reading, and an activity provided that gives some background information about George Washington.</p> <p>If you are able to access the internet and PebbleGo, there is also a video that students can view and a timeline of Washington’s life.</p> <p>Discussion: <i>If you are able to talk about what your child has learned, you can explain to them that the President lives and works in Washington D.C., and our current</i></p>

		<i>is Donald Trump, but the President who was in office when they were born was Barack Obama. This will help your child understand that the office of President changes over time.</i>
STEM	<u>10 Design Thinking Challenges</u>	This is an optional K-5 Resource for students. It contains 10 STEM activities that could be completed semi-independently and/or with parents' guidance.

DAY 2

CONTENT AREA	RESOURCES	DIRECTIONS
English Language Arts- Phonics and Phonemic Awareness	Spell the Sounds	<ol style="list-style-type: none"> 1. Say the picture on the card. 2. Stretch the word. 3. Try to write all of the parts that you hear. 4. Say the word again.
English Language Arts- Reading	<p>Slap It!</p> <p>Shared Reading Nursery Rhymes</p> <p>Read Aloud: Fiction or Nonfiction</p> <p>Independent Reading and Reading Mat</p> <p>Oral Word Game: Rhyme Recognition</p>	<ol style="list-style-type: none"> 1. Play Slap It! 2. Shared Reading: Read <i>Hickory Dickory Dock</i> <u>to and with</u> the student. Talk about the words that rhyme. Ask: What is the mouse doing in this rhyme? The mouse is ____. 3. Ask your student to select a book they would like to have read aloud. Use the fiction or nonfiction guide to structure the read aloud. 4. The student should spend time each day reading books that were sent home from school. K students use reading mats in their classroom to organize their reading. 5. Play the oral word game, <i>Rhyme Recognition</i>, with the student.
English Language Arts Writing	<p>Label the house</p> <p>How To Writing, Continued</p> <p>How to Writing Paper Page 1</p> <p>How to Writing Paper Page 2</p> <p>How to Writing Paper Page 3</p>	<ol style="list-style-type: none"> 1. Label 5-10 objects in the house. Encourage the students to stretch the word and write each sound they hear in the word. 2. Continue working on How to Books. Focus on Step 2 today.
Math	Grab and Count	<ol style="list-style-type: none"> 1. In Kindergarten, students need to count forward by ones from 0 to 100. They also need to count backward from 10 to 0. Have

		<p>your child count for you as high as they can. Have your child start counting at numbers other than 1 (“Start at 14 and count up for me. How high can you count?”)</p> <p>2. Play Grab and Count. Put 20 or fewer objects in a bag (pasta, beans, coins, buttons, toys, etc.) and have your child grab a group of things. Count them and record them on the Recording Sheet provided.</p>
<p>Science</p>	<p>Science Fusion Book Pages 135-138</p> <p>Matter Inquiry Activities</p>	<p><u>Changing How Things Move</u></p> <p>1. Using the pages from the student edition of their Science Fusion book (pages 135-138) have students demonstrate push, pull and gravity using items from home or choose one of the matter inquiry activities</p> <p>2. Then students can complete the activities on page 138.</p>
<p>Social Studies</p>	<p>The following documents are primary sources from the life of George Washington.</p> <p>Washington’s Dentures (linked and attached)</p> <p>Washington's Dress Sword (linked and attached)</p> <p>Washington's Bedstead (linked and attached)</p> <p>This is a graphic organizer to record your child’s thoughts about the images.</p> <p>See, Think, Wonder (linked and attached)</p>	<p>In Social Studies students are learning the difference between primary and secondary sources.</p> <p>Primary sources are artifacts from the time period, or they give an account that was written during the event.</p> <p>Discussion: <i>Since your child is viewing primary sources from the life of George Washington, you can have them look at things they have in their home. What would their clothes, or personal items tell others about who they are?</i></p>

DAY 3

CONTENT AREA	RESOURCES	DIRECTIONS
English Language Arts- Phonics and Phonemic Awareness	Beginning Sound Concentration Game	<ol style="list-style-type: none"> 1. Cut the picture cards. 2. Turn all cards face down. 3. Select 2 cards and determine if the beginning sounds match. 4. If they match, you keep them and go again.
English Language Arts- Reading	Tic Tac Toe Shared Reading Nursery Rhymes Read Aloud: Fiction or Nonfiction Independent Reading and Reading Mat Oral Word Game: Rhyme Production	<ol style="list-style-type: none"> 1. Play tic tac toe with high frequency words. 2. Shared Reading: Read <i>Twinkle, Twinkle, Little Star</i> to and with the student. Talk about the words that rhyme. Ask students to think about other words that rhyme with star, are, high, and sky. 3. Ask your student to select a book they would like to have read aloud. Use the fiction or nonfiction guide to structure the read aloud. 4. The student should spend time each day reading books that were sent home from school. K students use reading mats in their classroom to organize their reading. 5. Play the oral word game, <i>Rhyme Production</i>, with the student.
English Language Arts Writing	Make a List How To Writing, Continued How to Writing Paper Page 1 How to Writing Paper Page 2 How to Writing Paper Page 3	<ol style="list-style-type: none"> 1. Make a list of the things you need to take with you to a sleepover. 2. Continue working on How to Books. Focus on Step 2-3 today.
Math	Roll and Record	<ol style="list-style-type: none"> 1. Have your child count for you.

	Dot Cards for Roll and Record	<p>They can count forward by ones to 100 and backwards from 10 to 0. You can practice this every day!</p> <p>2. Play Roll and Record. If you have a dice, students can roll the dice and record the number they rolled on the Recording Sheet. This gives your child practice writing numbers. If you do not have a dice, you can use the Dot Cards instead. After you play, look for patterns. What numbers did you roll most often? Least often?</p>
Science	Science Fusion Book Pages 135-138	Students should design something that will change the speed or direction of an object with a push or pull. This can be shared orally or with a drawing.
Social Studies	<p>President's Day on Pebble Go (pebble go link)</p> <p>Article on President's Day (linked and attached)</p> <p>One-Page Overview on President's Day (linked and attached)</p> <p>Activity Sheet (linked and attached)</p> <p>This activity sheet pairs with the article and asks students to pull out facts that they learned about President's Day.</p>	<p>President's Day is a holiday that is celebrated in February to honor our Presidents. This date is celebrated around George Washington's Birthday.</p> <p>There is a reading, and an activity provided that gives some background information about President's Day</p> <p>Extension: Ask your child to make a list of ways that they like to celebrate someone they consider important. This list could include ways that they celebrate (cake, balloons, a party), or people that are important to them that they celebrate. This list will help them make the connection between important people to them, and important people in our country.</p>

DAY 4

CONTENT AREA	RESOURCES	DIRECTIONS
English Language Arts- Phonics and Phonemic Awareness	Syllable Graphing (p.14)	<ol style="list-style-type: none"> 1. Student puts pictures face down. 2. Student selects a picture and claps the syllables. 3. Student colors in the graph for how many syllables the word has. 4. Student continues until one of the numbers wins.
English Language Arts- Reading	<p>Scavenger Hunt</p> <p>Shared Reading Nursery Rhymes</p> <p>Read Aloud: Fiction or Nonfiction</p> <p>Independent Reading and Reading Mat</p> <p>Oral Word Game: Beginning Sounds</p>	<ol style="list-style-type: none"> 1. Complete Scavenger Hunt 2. Shared Reading: Read <i>Humpty, Dumpty</i> <u>to and with</u> the student. Talk about the words that rhyme. Ask: What happened to <i>Humpty Dumpty</i>? How do you know? 3. Ask your student to select a book they would like to have read aloud. Use the fiction or nonfiction guide to structure the read aloud. 4. The student should spend time each day reading books that were sent home from school. K students use reading mats in their classroom to organize their reading. 5. Play the oral word game, <i>Beginning Sounds</i>, with the student.
English Language Arts Writing	<p>Writing High Frequency Words</p> <p>How To Writing, Continued</p>	<ol style="list-style-type: none"> 1. Choose 3-5 high frequency words from the Scavenger Hunt activity. Say a sentence with the word out loud. Write the sentence. 2. Continue working on How to Books. Focus on final steps today and adding details to the

		<p>pictures that help communicate the directions (i.e. labels, arrows)</p>
Math	Shape Hunt Recording Sheet	<ol style="list-style-type: none"> 1. Have your child count for you. They can count forward by ones to 100 and backwards from 10 to 0. You can practice this every day! 2. In Kindergarten, students need to identify and describe shapes such as circles, triangles, squares and rectangles. Go on a Shape Hunt in your house. Use the Shape Hunt Recording Sheet to record all of the shapes you find.
Science	<p>Science Fusion Book Pages 71-73</p>	<p>Students have studied Water in class and can review the concepts and terms.</p> <ol style="list-style-type: none"> 1. Review pages 71-73 from the student edition of their Science Fusion book . Discuss where and when students have seen water outside. Discuss where water is in their home- water can be a solid (ice) or a liquid. 2. Have students give examples. (Kindergarten students are not responsible for understanding that water can also be a gas) Then students can complete the activities on pages 73-74 and classify examples of water as a solid or liquid.
Social Studies	<p>Abraham Lincoln (pebble go link)</p> <p>Article on Abraham Lincoln (linked and attached)</p> <p>One-Page Overview on Abraham Lincoln (linked and attached)</p> <p>Activity Sheet (linked and attached)</p> <p>This activity sheet pairs with the article and asks students to pull out facts that they learned about</p>	<p>Kindergarteners are learning about “history” during this third unit of study. Another person they are expected to learn about is Abraham Lincoln.</p> <p>There is a reading, and an activity provided that gives some background information about Abraham Lincoln.</p> <p>If you are able to access the internet</p>

	Abraham Lincoln.	<p>and PebbleGo, there is also a video that students can view and a timeline of Washington's life.</p> <p>Discussion: Abraham Lincoln was also a President, but about 80 years after George Washington. There were many other Presidents and important people in between. What do you notice what President Washington and President Lincoln have had in common as you have learned about them? (Note: Students may notice that they have not learned about a woman President, this may be a good discussion point).</p>
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DAY 5

CONTENT AREA	RESOURCES	DIRECTIONS
<p>English Language Arts- Phonics and Phonemic Awareness</p>	<p>Final Sound Pyramid (p. 17)</p>	<ol style="list-style-type: none"> 1. Place final sound picture cards face down in a stack. Provide each student with a different triangle and game pieces. 2. Taking turns, students select the top card from the stack, name the picture and say its final sound (e.g., “shovel, /l/”). 3. Look for a letter on triangle that corresponds to final sound (i.e., “l”). 4. If a letter is found, place the game piece on that spot and place picture card in a discard pile. If no letter is found which matches, place the picture card at the bottom of the stack. 5. Continue until all matches are made.
<p>English Language Arts- Reading</p>	<p>Look, Say, Cover, Write Check</p> <p>Shared Reading Nursery Rhymes</p> <p>Read Aloud: Fiction or Nonfiction</p> <p>Independent Reading and Reading Mat</p> <p>Oral Word Game: Blending Words</p>	<ol style="list-style-type: none"> 1. Complete Look Say Cover Write Check with high frequency words. 2. Shared Reading: Read <i>Little Miss Muffet</i> <u>to</u> and <u>with</u> the student. Talk about the words that rhyme. Explain that curds and whey is a type of food. Talk about the picture with students. Ask: <i>What’s happening? How do you know?</i> 3. Ask your student to select a book they would like to have read aloud. Use the fiction or nonfiction guide to structure the read aloud. 4. The student should spend time each day reading books that were sent home from school. K students use reading mats in

		<p>their classroom to organize their reading.</p> <ol style="list-style-type: none"> 5. Play the oral word game, <i>Blending Words</i>, with the student.
English Language Arts Writing	<p>Writing about Reading: Fiction</p> <p>How to Book, Continued: Publishing Editing Checklist</p>	<ol style="list-style-type: none"> 1. Draw a picture about a fiction book you've read today. Write about your picture. 2. Student can use the editing checklist to check the How to Book. Make any final adjustments and share the book with others.
Math	<p>Grab and Count, Two Handfuls</p>	<ol style="list-style-type: none"> 1. Have your child count for you. They can count forward by ones to 100 and backwards from 10 to 0. You can practice this every day! 2. Play Grab and Count, Two Handfuls. Put 20 or fewer objects in a bag (pasta, beans, coins, buttons, toys, etc.) and have your child grab two handfuls of things. Count them and record them on the Recording Sheet provided.
Science	<p>Activity: Ways we use Water</p>	<ol style="list-style-type: none"> 1. Have students complete the activity <i>Ways we use Water</i> 2. Have students conduct an investigation to determine how water flows, and look for examples of how water flows in their home or community
Social Studies	<p>The following images are from the Library of Congress and show students in America participating in school activities throughout history.</p> <p>Girls On The Playground (linked and attached)</p> <p>Children Going To School (linked and attached)</p> <p>Children In The Classroom (linked and attached)</p>	<p>Part of learning about history is learning that things that happened in the past look different than things that happen today.</p> <p>Image Directions:</p> <ol style="list-style-type: none"> 1. Show the following images to your child. 2. Ask them to describe what they see. They can point to the

		<p>picture as they describe.</p> <ol style="list-style-type: none">3. You can try to cover up half of the picture, and slowly reveal the whole picture to the students.4. You can also ask them what they think the people in the pictures are thinking or doing. . <p><u>Activity:</u> Once the students have looked at, and thought about each of the images from the past. Ask them to draw what their day at school normally looks like. Ask them to label their picture.</p>
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DAY 6

CONTENT AREA	RESOURCES	DIRECTIONS
English Language Arts- Phonics and Phonemic Awareness	Rhyme Time Matching	<ol style="list-style-type: none"> 1. Cut the pictures. 2. Match the rhyming pictures. 3. Try to write the words on the back of each picture.
English Language Arts- Reading	<p>Concentration/Word Match</p> <p>Shared Reading Nursery Rhymes</p> <p>Read Aloud: Fiction or Nonfiction</p> <p>Independent Reading and Reading Mat</p> <p>Oral Word Game: Fun with Language</p>	<ol style="list-style-type: none"> 1. Play concentration alone, or with a partner. 2. Shared Reading: Read Baa Baa Black Sheep <u>to</u> and <u>with</u> the student. After reading, say one line at the time and ask the student to count the words in the line. 3. Ask your student to select a book they would like to have read aloud. Use the fiction or nonfiction guide to structure the read aloud. 4. The student should spend time each day reading books that were sent home from school. K students use reading mats in their classroom to organize their reading. 5. Play the oral word game, Fun with Language, with the student.
English Language Arts Writing	<p>Write a Grocery List</p> <p>Writing a True Story</p> <p>How to Write a True Story Chart</p> <p>Student Paper Page 1</p> <p>Student Paper Page 2</p> <p>Student Paper Page 3</p>	<ol style="list-style-type: none"> 1. Make a list of the food that you need to buy at the store. 2. Begin to write a true story. Today's focus should be on choosing a topic and planning a beginning, middle, and end. (Students can talk as they touch each page and say what will go on each page.)
Math	Kinder Story Problems	<ol style="list-style-type: none"> 1. Have your child count for you. They can count forward by ones

		<p>to 100 and backwards from 10 to 0. You can practice this every day!</p> <ol style="list-style-type: none"> 2. Use the Kinder Story Problem Recording Sheet to practice story problems. Students can use objects to help them count.
<p>Science</p>	<p>Science Fusion pages 81-87 Weather Inquiry Activities</p>	<p>Students have studied Weather in class and can review the concepts and terms.</p> <ol style="list-style-type: none"> 1. Review pages 81-84 and have students do the activities on pages 84-86. 2. Students can construct and keep a daily weather journal. See the Weather Inquiry Activities for ideas.
<p>Social Studies</p>	<p>This is a map of the national zoo. Many students have been to the zoo and have a visual memory of seeing the animals and walking around the zoo.</p> <p>Map of the National Zoo (linked and attached)</p> <p>Color Map of the Zoo (linked)</p>	<p>Another unit of study in Social Studies that our Kindergarteners work on is geography. It is important that our students understand that they are a part of a big world.</p> <p>Maps help people get from place to place.</p> <p><u>Map Directions:</u></p> <ol style="list-style-type: none"> 1. Have students view the map. 2. Have the student describe how they would go from one location to another. 3. Have the student practice describing how to go from another location to the entrance or exit. <p><u>Activity:</u> Once the student has viewed the map. Have them draw a map of their neighborhood, or of their school. Have them label either their home, or classroom (depending on which option they select to draw).</p>

DAY 7

CONTENT AREA	RESOURCES	DIRECTIONS
English Language Arts- Phonics and Phonemic Awareness	Compound Word Puzzles	<ol style="list-style-type: none"> 1. Cut the picture puzzles a part. 2. Try to match 2 puzzle pictures. 3. Say the word out loud. 4. Complete all of the puzzles.
English Language Arts- Reading	<p>Slap It!</p> <p>Shared Reading Nursery Rhymes</p> <p>Read Aloud: Fiction or Nonfiction</p> <p>Independent Reading and Reading Mat</p> <p>Oral Word Game: What's at the End</p>	<ol style="list-style-type: none"> 1. Play Slap It! 2. Shared Reading: Read <i>Little Jack Horner</i> <u>to and with</u> the student. Talk about words that rhyme. Ask students to find the following words (in, I, the, a, and, am) 3. Ask your student to select a book they would like to have read aloud. Use the fiction or nonfiction guide to structure the read aloud. 4. The student should spend time each day reading books that were sent home from school. K students use reading mats in their classroom to organize their reading. 5. Play the oral word game, <i>What's at the End</i>, with the student.
English Language Arts- Writing	<p>See and Write</p> <p>Writing a True Story, Continued</p>	<ol style="list-style-type: none"> 1. Go outside or look out a window. What do you see? Write about it. Use words that describe what you see. 2. Continue working on true story. Today's focus should be on writing a page that tells what happened first (beginning).
Math	Roll and Record 2	<ol style="list-style-type: none"> 1. Have your child count for you. They can count forward by ones to 100 and backwards from 10

		<p>to 0. You can practice this every day!</p> <p>2. Play Roll and Record 2. If you have dice, students can roll <u>two</u> dice and record the sum (add the two numbers together) they rolled on the Recording Sheet. This gives your child practice writing numbers. If you do not have dice, you can use two Dot Cards instead. After you play, look for patterns. What numbers did you roll most often? Least often?</p>
Science	Science Fusion pages 87-89	<ol style="list-style-type: none"> 1. Have students make the day's entry into weather journal constructed on day 6 2. Review pages 87-89 and have students complete activity on page 90
Social Studies	<p><u>Images of Civic Responsibility</u></p> <p>Civic Responsibility (print pg. 6 and 7) linked and attached</p>	<p>During Social Studies in Kindergarten students learn about what it means to be a good citizen in their classroom and community.</p> <p><u>Image Directions:</u></p> <ol style="list-style-type: none"> 1. View the images 2. Ask the student to share what the people are doing that makes them a good citizen. <p><u>Activity:</u></p> <p>Once the students have viewed the images, ask them to make a list or draw a picture of ways that they are good citizens at home, school, or in their community.</p>

DAY 8

CONTENT AREA	RESOURCES	DIRECTIONS
English Language Arts- Phonics and Phonemic Awareness	Phoneme Go Fish	<ol style="list-style-type: none"> 1. Cut the picture cards. 2. Sort the pictures into 3 piles (2 player piles and one pond pile). 3. One player asks the other player if they have a picture that starts with the same letter as "---". If the player has one, they give it to the other player. If not, they pick from the pond pile.
English Language Arts- Reading	Tic Tac Toe Shared Reading Nursery Rhymes Read Aloud: Fiction or Nonfiction Independent Reading and Reading Mat Oral Word Game: Adding Words	<ol style="list-style-type: none"> 1. Play tic tac toe with high frequency words. 2. Shared Reading: Read <i>Hey Diddle Diddle</i> <u>to and with</u> the student. Ask: <i>What's going on in this rhyme? What is the dog laughing at?</i> 3. Ask your student to select a book they would like to have read aloud. Use the fiction or nonfiction guide to structure the read aloud. 4. The student should spend time each day reading books that were sent home from school. K students use reading mats in their classroom to organize their reading. 5. Play the oral word game, <i>Adding Words</i>, with the student.
English Language Arts Writing	Rhyme and Write Writing a True Story, Continued	<ol style="list-style-type: none"> 1. Write as many words as you can that rhyme with cap. 2. Continue working on true story. Today's focus should be on writing a page that tells what happened next (in the middle).
Math	Pattern Block Puzzles	<ol style="list-style-type: none"> 1. Have your child count for you.

	<p>Pattern Block Cut Outs</p>	<p>They can count forward by ones to 100 and backwards from 10 to 0. You can practice this every day!</p> <ol style="list-style-type: none"> 2. Use the Pattern Block Puzzles template and Pattern Block Cut Outs. Students can cut out shapes and use them to fill in the puzzles.
<p>Science</p>	<p>Science Fusion pages 91-96</p>	<p>Students have studied Seasons in class and can review the concepts and terms</p> <ol style="list-style-type: none"> 1. Make day's entry into weather journal constructed on day 6 2. Review pages 91-95 and have students complete activity on page 95-96 3. Around the home, look for items that can represent the different seasons and have the student explain their reasoning.
<p>Social Studies</p>	<p>Martin Luther King Jr. (pebble go link)</p> <p>Article on Martin Luther King Jr. (linked and attached)</p> <p>One-Page Overview on Martin Luther King Jr. (linked and attached)</p> <p>Activity Sheet (linked and attached)</p> <p>This activity sheet pairs with the article and asks students to pull out facts that they learned about Martin Luther King Jr.</p>	<p>Kindergarteners are learning about "history" during this third unit of study. Another person they are expected to learn about is Martin Luther King Jr.</p> <p>There is a reading, and an activity provided that gives some background information about Martin Luther King Jr.</p> <p>If you are able to access the internet and PebbleGo, there is also a video that students can view and a timeline of Martin Luther King's life.</p> <p>Discussion: <i>Martin Luther King Jr. is an important figure in American History. He was not, however, a President. You could discuss with your child that to make a difference you do not have to be a President. Anyone can do great things and make a positive impact on the people around them.</i></p>

DAY 9

CONTENT AREA	RESOURCES	DIRECTIONS
<p>English Language Arts- Phonics and Phonemic Awareness</p>	<p>Phoneme Break & Make</p>	<ol style="list-style-type: none"> 1. Cut cards and place face down. 2. Select the card from the top and segment the word. Ex. s/o/k...sock. 3. The other player says the word back and if it is correct, they get the card.
<p>English Language Arts- Reading</p>	<p>Scavenger Hunt</p> <p>Shared Reading Nursery Rhymes</p> <p>Read Aloud: Fiction or Nonfiction</p> <p>Independent Reading and Reading Mat</p> <p>Oral Word Game: Pulling Words Apart</p>	<ol style="list-style-type: none"> 1. Complete Scavenger Hunt 2. Shared Reading: Read <i>Little Boy Blue</i> <u>to</u> and <u>with</u> the student. Talk with the student about the words meadow and haystack. Ask: What word rhymes with corn? Do sheep and asleep rhyme? (yes) The little boy is sleeping. What is he supposed to be doing? 3. Ask your student to select a book they would like to have read aloud. Use the fiction or nonfiction guide to structure the read aloud. 4. The student should spend time each day reading books that were sent home from school. K students use reading mats in their classroom to organize their reading. 5. Play the oral word game, <i>Pulling Words Apart</i>, with the student.
<p>English Language Arts Writing</p>	<p>Writing High Frequency Words</p> <p>Writing a True Story, Continued</p>	<ol style="list-style-type: none"> 1. Choose 3-5 high frequency words from the Scavenger Hunt activity. Say a sentence with the word out loud. Write the sentence. 2. Continue working on true story. Today's focus should be on writing a page that tells what

		happened at the end.
Math	Roll and Record 3	<ol style="list-style-type: none"> 1. Have your child count for you. They can count forward by ones to 100 and backwards from 10 to 0. You can practice this every day! 2. Play Roll and Record 3. If you have dice, students can roll <u>two</u> dice and record the sum (add the two numbers together) they rolled on the Recording Sheet. This gives your child practice writing numbers. If you do not have dice, you can use two Dot Cards instead. After you play, look for patterns. What numbers did you roll most often? Least often?
Science	Science Fusion pages 59-66	<p>Students have studied Day & Night in class and can review the concepts and terms.</p> <ol style="list-style-type: none"> 1. Make day's entry into weather journal constructed on day 6 2. Review pages 59-61 and have students complete activities on page 61-62. 3. Review pages 63-64 and have students complete activities on page 64-66. 4. Ask students to describe the day and night sky orally.
Social Studies	Self- Portrait Activity	<p>As Kindergartener's study what it means to be a good citizen; it is important that they learn that they have things in common, and differences with their classmates.</p> <p>One way that students can do this is by studying their own unique identity.</p> <p><u>Self-Portrait Activity:</u></p>

		<ol style="list-style-type: none">1. Have the students draw a self-portrait.2. Have the students fill out the sentence frames.
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DAY 10

CONTENT AREA	RESOURCES	DIRECTIONS
English Language Arts- Phonics and Phonemic Awareness	Final Consonant Race	<ol style="list-style-type: none"> 1. Make the game board. 2. Player 1 picks a number card and moves the number on the board. 3. Player says the letter name and sound when they land on the letter. 4. Player says a word that ends with the letter the land on.
English Language Arts- Reading	Look, Say, Cover, Write, Check Shared Reading Nursery Rhymes Read Aloud: Fiction or Nonfiction Independent Reading and Reading Mat Oral Word Game: Blending Syllables	<ol style="list-style-type: none"> 1. Complete Look Say Cover Write Check with high frequency words. 2. Shared Reading: Read one of the remaining nursery rhymes or revisit one from the past two weeks. Ask: <i>Do you like this rhyme? Why or why not?</i> 3. Ask your student to select a book they would like to have read aloud. Use the fiction or nonfiction guide to structure the read aloud. 4. The student should spend time each day reading books that were sent home from school. K students use reading mats in their classroom to organize their reading. 5. Play the oral word game, <i>Blending Syllables</i>, with the student.
English Language Arts Writing	Writing about Reading: Nonfiction Writing a True Story: Publishing Editing Checklist Writing Checklist	<ol style="list-style-type: none"> 1. Draw a picture about a nonfiction book you've read today. Write about your picture. Don't forget to include one new thing you learned from the book. 2. Student can use the editing checklist and/or the writing

		<p>checklist to check the True Story writing. Make any final adjustments and share the book with others.</p>
Math	<p>Counting and Drawing</p>	<ol style="list-style-type: none"> 1. Have your child count for you. They can count forward by ones to 100 and backwards from 10 to 0. You can practice this every day! 2. Students can use the Counting and Drawing sheets to draw pictures that match each of the numbers.
Science	<p>Science Fusion pages 59-66</p> <p>Day and Night Sky activity</p>	<ol style="list-style-type: none"> 1. Create and label diagrams (or a model) of the day and night sky. You can use Day and Night Sky activity for ideas. 2. Discuss what students know about Weather, Seasons and Day/Night. What are some patterns that the students notice?
Social Studies	<p>Jobs in the Community (Pebble Go Link)</p> <p>Garbage Collectors (link and attached)</p> <p>Dentists (link and attached)</p> <p>Teachers (link and attached)</p> <p>If you have access to the internet. The government provides videos for kids about different jobs in the community.</p> <p>Government Jobs in the Community (link)</p>	<p>Another part of Kindergarten Social Studies is learning about economics.</p> <p>Have your child read the article about jobs in the community.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Have your child read about different jobs in the community. 2. Ask your child to come up with a list of jobs that people do in their community. 3. Have your child write a sentence about one of the jobs. <p>A _____ works in the community, their job is to _____ people.</p>

