Kindergarten

October 12-16, 2020



Student Name: _____

School: _____

Teacher: _____

Monday

Columbus Day – No School

Tuesday

Teacher Workday – No School

Wednesday

English Language Arts: ELAGSEKRF3, ELAGSEKRL2, ELAGSEKRL3, ELAGSEKRL6, and ELAGSEKRL7

Parent Information, Tips, and Wednesday Lessons

Phonics: You will need the page titled <u>Letter L</u>.

Reading: A caregiver will need to follow the book assembly instructions to put together the book *Cat Ran*. You will need the book *Cat Ran*.

Math: K.CC.2, K.CC.3, K.CC.4

Today you will continue to practice counting to 40 by ones and tens. You will also practice counting sets of objects, writing numbers, and one-to-one correspondence.

Science: SKP2a and SKP2b

Students will record data to make connections between movement and physical attributes of objects. Students will use the <u>Wednesday task sheet</u> for this activity.

Physical Education:

Complete the <u>PE Activity</u> using the <u>Endurance and Flexibility Movements</u>.





October 12-16, 2020

Thursday

English Language Arts: ELAGSEKRF3, ELAGSEKRL2, ELAGSEKRL3, ELAGSEKRL7, ELAGSEKW2, and ELAGSEKW8 Thursday Lessons

Phonics: A caregiver will need to cut out the squares of page 2, Letter L.

Reading: You will need the book *Cat Ran*.

Writing: You will need paper, pencil, and crayons or markers.

Math: K.CC.2, K.CC.3, K.CC.4

Today you will practice ordering numbers, counting sets, and writing the numbers 4 and 5. You will also practice saying the number that is one more than the set you counted.

Social Studies: SSKH1b and SSKH3a

Students will learn about Columbus and his travels from Europe to Hispaniola (Dominican Republic and Haiti). They will use a compass rose and continue to work with chronology and relevant vocabulary to understand that long ago Columbus and his men sailed west from Spain to reach Hispaniola and Cuba (and later, other locations), and then sailed east to return to Spain. They will summarize their understanding by drawing Columbus' voyages on a map and retelling his story.

Music: ESGMK.CR.2b

Answer two multiple choice questions and create rhythm patterns using quarter and barred eighth notes.

Friday

English Language Arts: ELAGSEKRF3, ELAGSEKRL2, ELAGSEKRL3, ELAGSEKRL7, ELAGSEKW2, and ELAGSEKW8 Friday Lessons

Phonics: You will need your home letter tiles **m**, **t**, **s**, **a**, **p**, **l** OR small pieces of paper OR post-it notes and a pencil.

Reading: You will need another book of your own OR a different book from previous learning bundles.

Math: K.CC.3, K.CC.4

Today you will continue to practice writing numbers 0-3, counting and representing sets of objects, and creating one more for the given set.

Science: SKP2a and SKP2b

Students will work through a performance to identify how objects move. Students will use the <u>Friday task sheet</u> for this activity.

Social Emotional Learning/Health:

Apologizing and forgiving are two important skills that build trusting friendships. Complete the <u>worksheet</u> to reflect on the power of forgiveness, and saying, "I'm sorry".



English Language Arts – Parent Information

Pho	onics	
What do students learn about blending letters?	Examples of blending letters.	
 Once children learn a vowel, they put letters together to make words. 	 To read the word 'sat', the reader: Says the sound /s/ 	
 When blending letters together, the student will say aloud each individual sound, and then say them all 	 Says the sound /a/ Says the sound /t/ 	
together to read a word.	 Says all of the sounds in the correct sequence to read sat. 	
Parent Tips		

Parent Lips

As your child is learning new letters, encourage him/her to begin blending them together. This is the initial step in reading. For example, your child has learned the letters T, M, S, A, P, and will learn L this week. He/she is able to blend the letters to make words. Have him/her use the home letter tiles (or an adult can write 3 letter words using these letters only) to create words using 3 letters. Then, he/she can read the words aloud.

Rea	ding
Paying attention to the setting:	Example of attending to the setting:
The setting is where the story takes place.	In the story Goldilocks and the Three Bears, the settings
It can be a location, a time of day, or even a season.	include the kitchen, family room, and bedroom.
Encouraging readers to identify and ask questions about	You might also say that the story takes place in the
the setting will help them understand the story.	woods, because that is where the Bears live.
Parer	nt Tips
 Your Kindergartener is learning how to do many things with reading books together, remind him/her to look carefully at Look carefully at the pictures. What do you notice about the setting? What else do you notice? Can you say more about that? Where do you think the characters are on this page? Do the characters move to a different location during the Where do they go? This is also the setting. 	the illustrations. Questions you might ask include:

Writing

What is opinion writing?	Example of opinion writing:
Writers share their opinions.They provide reasons that support their opinion.	 I think the best ice cream is vanilla with caramel. I think it is the best because the caramel has a special taste. Usually when you eat ice cream you only taste one flavor but when you eat vanilla and caramel ice cream you get both vanilla and caramel in every bite.
Pa	rent Tips
As your child is talking about his/her opinion, ask him/he	r to explain the reasons for having this opinion. This oral

rehearsal will provide great practice as he/she begins to write his/her opinions.

Have conversations before, during, and after reading together

These activities are typically appropriate for children in kindergarten through third grade.

Having conversations when reading with children helps them develop higherlevel thinking and language skills, such as predicting, problem solving, or contrasting. While reading books aloud, ask the child questions and talk about the content of the story together before, during, and after reading.

- Use open-ended questions to ask the child to think about the book's messages and what is happening. See the box below for examples of questions to ask children when reading different types of books.
- Ask the child to apply the book's messages to the world around him by connecting events to his own life.
- Ask more and more complex questions, so the child continues to build her vocabulary and language skills.

Example questions for

informational books

that explain facts about the world, such as books about animals



- What would happen if you planted
 a tree in the desert?
- Why is it important to recycle?

Why do birds fly south for winter?

Example questions for

narrative books

that are about a series of events, whether fictional or nonfictional, such as stories



- Why did the character do what he did?
- What else could she have done?
- If you were in that story, what would you have done?

What skills will this practice help build?

Having conversations about what they are reading helps children build vocabulary and develop skills using language typically found in school settings. Building their skills to think and connect ideas from many contexts allows children to follow more complex language, which they might find in stories, instructions, and descriptions of historical events or nature.

What Works Clearinghouse™



English Language Arts Wednesday, October 14, 2020

Phonics

- Today, you will learn about the letter L. L sounds like the first sound in loud.
- Look at the page titled Letter L.
- For each object in rows 1 3, say the name and then say the sound /l/ by itself.
- For example, in the first line, I see:





- For the first picture, I touch
- I say 'lemon'.
- I say the sound 'L'.
- Continue doing this for all the pictures in lines 1 4.
- What other words can you think of that begin with the /L/ sound?
- The letter L can also be in the middle of words, like in the word yellow.
- The letter L can also be in the end of words, like in the word pal.
- Look at the pictures in rows 5 6. For each picture, say the name of the item.
- Where do you hear the sound /L/? beginning, middle, or end?

Reading

Readers use the illustrations to understand where the story takes place. They notice items in the illustrations and then they think: Where might this be?

- Tell your caregiver the job the author does.
- Tell your caregiver the job the illustrator does.
- A caregiver will read aloud *Cat Ran* to you.
- Look carefully at the illustrations on each page.
- When the book is finished, talk about where you think the story is taking place.
- Explain what you notice in the illustrations that helps you make this decision.

letter L

1	lemon	lion	lobster	a mp
2	lock	love	k leaf	listen
3	Ìight	kan tadybug	lips	P legs
4	8 Iunch	lines	logs	P Iollipop
5	trampoline	sailboat	snowflake	alligator
6	apple	kable	basketball	sunglasses

letter L

7	Τ	a	M	S
8	р		t	
9	a	р	ł	S
10	A	S		m
11		Ρ	M	Τ







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BACKGROUND INFORMATION

This week we will continue to practice the skills we learned in week 7. We will continue to practice saying and writing numbers. We will also continue to count by ones and tens up to 40.

Below are the standards that we will continue to practice this week:

MGSEK.CC.2

Count forward beginning from a given number within the known sequence (instead of having to begin at 1). This standard includes numbers 0 to 100. This asks for students to begin a rote forward counting sequence from a number other than 1. Thus, given the number 4, the student would count, "4, 5, 6 …" This objective does not require recognition of numerals. It is focused on the rote number sequence.

MGSEK.CC.3

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). This standard addresses the writing of numbers and using the written numerals (0-20) to describe the amount of a set of objects. Due to varied development of fine motor and visual development, a reversal of numerals is anticipated for a majority of the students. It is an expectation that students are able to write numerals to represent a number of objects by the end of the year. Any reversals should be pointed out to students, and emphasis should be placed on the use of numerals to represent quantities rather than the correct handwriting formation of the actual numeral itself.

In addition, the standard asks for students to represent a set of objects with a written numeral. The number of objects being recorded should not be greater than 20. Students can record the quantity of a set by selecting a number card or tile (numeral recognition) or writing the numeral. Students can also create a set of objects based on the numeral presented.

We will also start a new standard this week:

MGSEK.CC.4

Understand the relationship between numbers and quantities; connect counting to cardinality. This standard asks students to count a set of objects and see sets and numerals in relationship to one another, rather than as isolated numbers or sets. These connections are higher-level skills that require students to analyze, to reason about, and to explain relationships between numbers and sets of objects. This standard should first be addressed using numbers 1-5 with teachers

building to the numbers 1-10 later in the year. The expectation is that students are comfortable with these skills with the numbers 1-10 by the end of Kindergarten.

- a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence) This standard reflects the ideas that students implement correct counting procedures by pointing to one object at a time (one-toone correspondence) using one counting word for every object (one-toone tagging/synchrony), while keeping track of objects that have and have not been counted. This is the foundation of counting.
- b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. (cardinality) This standard calls for students to answer the question "How many are there?" by counting objects in a set and understanding that the last number stated when counting a set (...8, 9, 10) represents the total amount of objects: "There are 10 bears in this pile" (cardinality). It also requires students to understand that the same set counted three different times will end up being the same amount each time. Thus, a purpose of keeping track of objects is developed. Therefore, a student who moves each object as it is counted recognizes that there is a need to keep track in order to figure out the amount of objects present. While it appears that this standard calls for students to have conservation of number, (regardless of the arrangement of objects, the quantity remains the same), conservation of number is a developmental milestone of which some Kindergarten children will not have mastered. The goal of this objective is for students to be able to count a set of objects; regardless of the formation those objects are placed.
- c. Understand that each successive number name refers to a quantity that is one larger. This standard represents the concept of "one more" while counting a set of objects. Students are to make the connection that if a set of objects was increased by one more object then the number name for that set is to be increased by one as well. Students are asked to understand this concept with and without objects. For example, after counting a set of 8 objects, students should be able to answer the question, "How many would there be if we added one more object?"; and answer a similar question when not using objects, by asking hypothetically, "What if we have 5 cubes and added one more. How many cubes would there be then?" This concept should be first taught with numbers 1-5 before building to numbers 1-10. Students are expected

to be comfortable with this skill with numbers to 10 by the end of Kindergarten.

Make sure to practice counting, reading, and writing numbers every day. This can be done at any time of the day.

Keep going mathematicians 😌!

Wednesday Lesson

Warm-up/Review

- Ask you student to count to 40 starting at 1
- Ask your student to start at 3 and count to 20
- Ask your student to start at 23 and count to 40
- Say "10, 20", ask your student what comes next (30)

Task

1 2 3 4 5 6 7 8 9 1

Materials: Number line (1-10)

Say - Let's play Beep Number! Listen carefully while I count. Instead of saying a number, I'll say beep. You can touch each number on your number path as I say it. When you know what the beep number is, say it aloud. 1, 2, beep!

Student responds: 3.

Say - 1, 2, 3, beep, 5. Student responds: 4.

Say - 1, 2, 3, 4, beep! Student responds: 5.

Say - 1, beep, 3, 4, 5.

Student responds: 2.



Write the missing numbers:

1, 2, 3, ____, ____

Count the shapes and write the numbers. Mark each shape as you count.



K-Week 9: Wednesday

Record Data

Look at the objects in the box below. Circle the objects that can go fast.



What helps the objects you circled go fast?



What else can you see about the objects? Tell a partner your ideas.

Wednesday – Physical Education

Prioritized Standard: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. c. Recognizes that moving at a fast pace increases heart rate and breathing.

Activity Description: Practice these fitness activities that will be used when you play Roll the Dice later in the week. Look at your Roll the Dice card for the picture of the activity. Try to complete each of these activities (10 each): Jumping Jacks, Tuck Jumps, Burpees, Arm Circles, Mountain Climbers, Calf Raises, and Leg Lifts.

Warm-up: Do one of these activities for 3 minutes: Dance or Jog in Place.

Exercise List: Refer to the Endurance and Flexibility Movements

Modification: What if you don't have a dice to roll what can you use instead? How about a tissue box and write numbers on it?



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English Language Arts Thursday, October 15, 2020



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- Then, think about what details you can add to give your reader more information.
- Add that.

Thursday Lesson

Warm-up - Birthday Cake Number Order

Materials: Birthday cake number order cards (cut out)

Say - Look at the birthday cakes. Count the number of candles on each cake and write the number on each cake.

Say - Show me the cake for a one-year-old baby.

Student response: (Hold up the cake with 1 candle.)

Say - Show me the cake for a five-year old.

Student response: (Hold up the cake with 5 candles.)

- Say Put your cakes in order from baby's first birthday to the five-year old's birthday.
- Say If I add another candle to the five-year old's birthday cake, how old is the five-year old now?

Student response: 6 (hold up the cake with 6 candles

Have students mix up the cakes and repeat putting them back in order.



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Practice Writing



Task

Materials: 1 set of 5-group cards for student

Say - Mix up your cards, and scatter them on the table/floor in front of you. Make sure that each card has the numeral facing up. When I say go, put your cards in increasing order in a straight row on your desk. What should your row of cards say?

Student Response: 1, 2, 3, 4, 5

- Say: Ready? Set. Go! (watch the student to ensure accuracy in lining up the numbers correctly.)
- Say: Turn over the card that says 1. What do you see?

Student Response: 1 dot.

Say: What do you think you might see when you turn over the next card? Student Response: 2 dots.

Say: Let's check your prediction. Turn over your 2. Were you correct? Student Response: Yes. There is another dot.

Say: Now, turn over your 3, 4, and 5. What do you notice?

Possible student responses: We see the right number of dots in a row on each card. There is one more dot when the numbers get bigger.

Say - Let's play another game with our cards. Make sure that your cards are still in order in a row with all the 5-group dot sides facing up. I will show you how to play: Hold up your dot for 1. Echo me: I have 1. **One more** is 2.

Student Response: I have 1. One more is 2.

Say: Now, put down the 1, and hold up your dots for 2. Echo me: I have 2. One more is 3. (Echo.) Then, you will put down your 2. We will continue with the rest of our cards. Do you understand? Are you ready?

(Work through the sequence to 5 rapidly and rhythmically with students. Repeat several times.)

Say: We have time for one last game. With a partner (family member or friend). One of you will put your cards in front of you with the numerals facing up; the other will put his cards by yours with the dots facing up. Take

turns choosing a numeral card and then quickly finding the dot card that has 1 more than your numeral card. (Demonstrate if necessary).

Make your own 5-group cards! Cut the cards out on the dotted lines. On one side, write the numbers from 1 to 5. On the other side, show the 5-group dot picture that goes with the number.

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Social Studies, Kindergarten Week 9 (October 12-17, 2020)

Thursday

Step 1: On the map below, or a globe, show your student the distance across the Atlantic between Europe and North America. Point out the islands in the Caribbean - Hispaniola (Dominican Republic and Haiti) and Cuba in particular - and help him/her understand that they are now considered part of the same mass of land (North American continent) as the United States.



Explain that long ago, over five hundred years ago, people in Europe did not understand the size of the Atlantic Ocean or that there were entire continents between Europe and Asia across the Atlantic. While Europeans had crossed the Atlantic in the past, that knowledge was forgotten or ignored over time. Explain a basic idea of Columbus's voyages using the map and globe, showing your student that the same places are represented on both a map and globe.

Step 2: Next, provide your student with a short biography of Columbus. You can share the following: Long ago, Christopher Columbus thought that there was a way to sail across the Atlantic Ocean to get to Asia. To do this, he needed money to buy supplies and pay a crew of men to help him. The King and Queen of Spain agreed to provide this money, and so he sailed on behalf of Spain. When he landed on what is now known as Hispaniola, he claimed the land on behalf of Spain, even though there were already people living there, and he eventually made several trips to that area in order to establish a colony there for Spain.

Note to Parents: Kindergarteners will not be expected to master the entirety of this story or the specific vocabulary, but it can certainly be introduced.

<u>Step 3:</u> Then show your student the map of Columbus's voyages below.

• Point out Europe and North America and explain that each color represents a different voyage.

- Point out the compass rose and tell students that it helps explain direction on a map. <u>NOTE</u>: Your student may need to hear how cardinal directions on a map help make sure everyone understands to which direction you are referring, because the compass rose on a map makes sure everyone understands the same things about it.
- Use the compass rose to help students understand that Columbus and his men sailed west from Spain to reach Hispaniola and Cuba (and later, other locations), and then sailed east to return to Spain.



Give your student a copy of a map like the map used in the lesson (you may also draw a quick outline of a map on a sheet of paper). Help him/her draw the voyage(s) on the map. Then have your student retell the story of Columbus using the map and the terms *now* and *long ago*.

Classroom Teacher _____

We have spent 9 weeks learning about steady beat, quarter notes, eighth notes, and quarter rests! You have performed, created, identified and listened throughout these 9 weeks. Now let's see what you remember!

Answer the following questions:



- 1. What is this note?
 - a. Quarter Note
 - b. Barred Eighth Note
 - c. Quarter Rest
 - d. Half Note



- 2. What is this note?
 - a. Quarter Note
 - b. Barred Eighth Note
 - c. Quarter Rest
 - d. Half Note

Label the rhythm pattern below. Remember when we see a Quarter Note we label "Tah", when we see a barred Eighth Note we label "Ti-Ti".





Use the blocks below to draw and label the rhythm patterns below.





Friday Lesson

Warm-up:

Write the Numbers



Count the dots. Write how many in the circle. Draw the same number of dots below the circle but going up and down instead of across. The number 4 has been done for you.



Task

Count the balloons. Draw 1 more balloon. Count and write how many balloons.



Count the basketballs. Draw 1 more basketball. Count and write how many basketballs.







Count the basketballs. Draw 1 more basketball. Count and write how many basketballs.







Extension:

Count the basketballs. Draw 1 more basketball. Count and write how many basketballs.





K-Week 9: Friday



1. Circle the objects that go up and down.





2. Circle the objects that go round and round.





3. Circle the objects that go back and forth.



4. Draw one object that can go up and down, back and forth, and round and round in the box below.





The Power of Forgiveness

Forgive / verb / To give up resentment against or stop wanting to punish (someone) for an offense or fault



Apologizing helps repair relationships by getting people talking again and makes them feel comfortable with each other again. A sincere apology allows you to let people know you are not proud of what you did and won't be repeating the behavior. Forgiveness is for our own growth and happiness. When we hold on to hurt, pain, resentment, and anger it harms us far more than it harms the offender. Forgiveness frees us to live in the present.

Directions: Write or discuss the following with an adult, friend, or sibling.

Write or tell why you think it is important to apologize and forgive.

When a friend makes a mistake and then tells you they are sorry, it is important to forgive them. Write some words that you can say to tell them you forgive them.

What does it mean to apologize?

When was a time that you forgave someone? _____

When was a time that you had to apologize? ______

Write a very short story about the emoji who said, "Sorry," and the other emoji who forgave their friend.