

Kindergarten Student Learning Plan

Week of March 23 - 27

[Click here to access ClassLink](#)

[*Click here for a video link for accessing Class Link*](#)

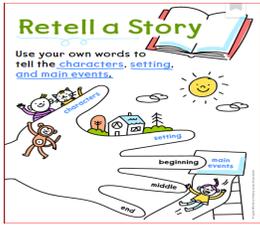
Reading and Writing:

Reading Comprehension: ([Click here for a video to show you how to access Ed: My Friend in Learning](#))

Watch the [Get Curious Video](#) to introduce the module topic: **Module 7: Zoom In!**

Read the story, ***Last Stop on Market Street***. Complete the following activities:

(all activities can be completed with any book your child reads)



1. After reading the story, have your child [retell](#) the story ensuring they include characters, setting, and events from the beginning, middle, and end.
2. Reread the story, and have your child notice how the setting of the story changes from the beginning (pg 4-5), middle (pg 12-19) and end (pg 24-31). Have them draw a picture and write words to describe the setting across each part of the book.

Writing Focus:

Read and enjoy the story, ***Not a Box***

1. Discuss the difference between the pages that use a question mark to ask a question and the pages that use a period to punctuate a statement. Model and practice how your voice raises and lowers when you are asking a question.
2. Write your own page to add to the story to describe what else we could imagine the box being. [Click here for a sample response page.](#)

Building Foundational Literacy Skills:

1. Choice Reading 20 minutes daily - read with and to your child daily from any book resources you have.
2. Walk the Room - Have your child walk around and write down items that start with the same sound as their name. [Click here for sample writing response page.](#)

Extension Opportunities (optional):

- Ask children to bring in natural objects or take children on a nature walk around to gather them. Children can use magnifiers to look closely. Then they draw, label, and write about their observations. [Click here](#), for a sample writing response page.
- Preview this document to help your students practice their handwriting strokes, the last pages show you the correct formations. [Click here for handwriting support.](#)
- Handwriting Without Tears is our district curriculum and they are offering free online support. [Click here for their website for more information.](#)

Math:

This week we will be working on:

- K.2(I): Compose and decompose numbers up to 10 with objects and pictures.
- K.6(E): Classify and sort a variety of regular and irregular two- and three- dimensional figures regardless of orientation or size.

Two Parts that Total Ten

- Origo Lesson 9.4
 - [9.4 Practice](#)
 - [9.4 Practice Spanish](#)
 - <http://www.openmiddle.com/domino-friends-of-ten/>

Identifying 2D Shapes

- Origo Lesson 9.6:
 - [9.6 Practice](#)
 - [9.6 Spanish](#)
 - <http://www.openmiddle.com/describing-shapes/>
 - <http://www.openmiddle.com/identifying-shapes/>

Extension Opportunities (optional)

- [Making Tens Game](#)
 - ❖ Give your child one of the addition sentences on the cards. Have them fill in the ten frame using any small, safe household item, with some left over. Ask them to write the Make-Ten addition sentence. Ask your child: “Do the two addition sentences balance each other?” (Have your child justify their thinking.)
 - [Sums of Ten Game](#)
 - ❖ Ask your child: “Which numbers would fill up their ten frame with the fewest cards?” (ex: if you have 5 then another 5 would only be one card, where 4 and 1 would be two cards, so you would want to draw the 5 card to fill it up.)
 - [Shape Robot Book](#)
 - ❖ Have your child draw the shapes in the book. Ask your child: “How many sides does each shape have? Which shapes are the same and which shapes are different? Why? How could you sort these shapes? Why would you sort them in that way?”
 - [Shapes, Shapes, Shapes](#)
 - ❖ Have your child find examples of these shapes in your house. Ask them: “How would you sort the shapes and why would they sort them in that way? Is there another way to sort the shapes?”
 - A Trail of 10 (with dominoes):
 - ❖ The dominoes are shared out and students take turns to play one domino. The first player starts with any domino being placed on the table. The next player plays a domino so that the touching ends total 10. Students miss a turn if they cannot make a total of 10. Play continues until one student has played all of their dominoes.
- Use pennies, beans, candy, or any other items you have. Give your child 10 items, have them separate them into two groups and write a number sentence to match (ex: 3 and 7 make 10). Ask your child to make as many combinations of 10 as possible.
- Count out 10 items with your child, place some of the items under a bowl or cup. Ask your child to determine how many items are under the bowl or cup using the items still visible. Repeat with a different amount.

Science:

Standard TEKS 9B: Examine evidence that living organisms have basic needs such as food, water, and shelter for animals - and air, water, nutrients, sunlight, and space for plants.

The question we want the students to be able to answer: What are the basic needs of plants and animals?

Please access STEMscopes via the student's class link account. This is what the icon looks like in Class Link.



After you click on it, it will take you to the Assignment page.

Activities:

1. Content Connection Video--What every Animal Needs (3.34)
2. Content Connection Video--Basic Needs (4.10)
3. [Stemscopedia--Basic needs](#) (English)

[Stemsopedia--Necesidades Básicas](#) (Spanish)

4. Optional videos: [The Animal Needs SONG | Science for Kids | Grades K-2](#)
[The Plant Needs SONG | Science for Kids | Grades K-2](#)

Extension Opportunities: Go Exploring With Your Child

To help your child learn more about the basic needs of organisms, go on an exploration in your yard, a park, your neighborhood, or any other place that will provide the opportunity to observe a variety of organisms. While keeping safety in mind, be creative with the habitat you choose, and invite your child to make suggestions on places for your exploration. You might go several times, exploring different habitats to find unique organisms each time. Tell your child that you're searching for the strangest organisms you can find. Before you go on the exploration, let your child help you brainstorm the types of organisms you might see, such as cats, dogs, squirrels, ladybugs, caterpillars, spiders, fish, frogs, and worms. Don't forget to include plants like flowers, bushes, and trees.

During your exploration, have your child write down or draw a picture of certain organisms that you observe. Then ask your child to name the things the organism needs to live. Ask your child questions such as, "Where do bugs find their food? What do plants need to make their food? What do bugs and plants need to 'drink'? Do any of them have shelters?" If your child doesn't know, you can take this opportunity to explain some of the organisms' basic needs or conduct Internet research together when you return home. However, don't get too caught up in the verbal aspects of this activity; the physical exploration and observation will delight and fascinate your young one.

Here are some questions to discuss with your child:

- What are organisms? Are you an organism?
- Why do animals need to eat and drink?
- Where do plants get their food?
- What are some examples of when an animal might need shelter? Be specific about the animal and the situation.

Extra Opportunities:

- [Click here to go on a Virtual Field Trip to the Statue of Liberty](#)
- [Click here to watch the animals at the Houston Zoo](#)
- Take [virtual tours](#) of National Parks, Museums, and landmarks across the globe

Learning independently will naturally come with its challenges — for teachers, students, and parents. While we understand that remote learning differs greatly from traditional classroom instruction, it is critically important that we continue to engage and communicate with our students in instruction and learning. As we grow through this process, please do not hesitate to contact your child's teacher with celebrations or concerns.